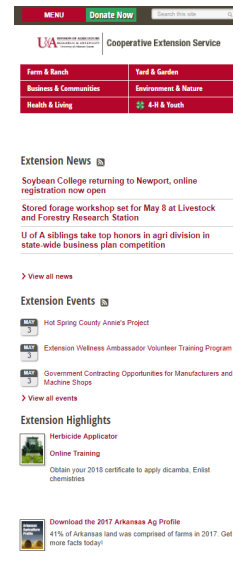
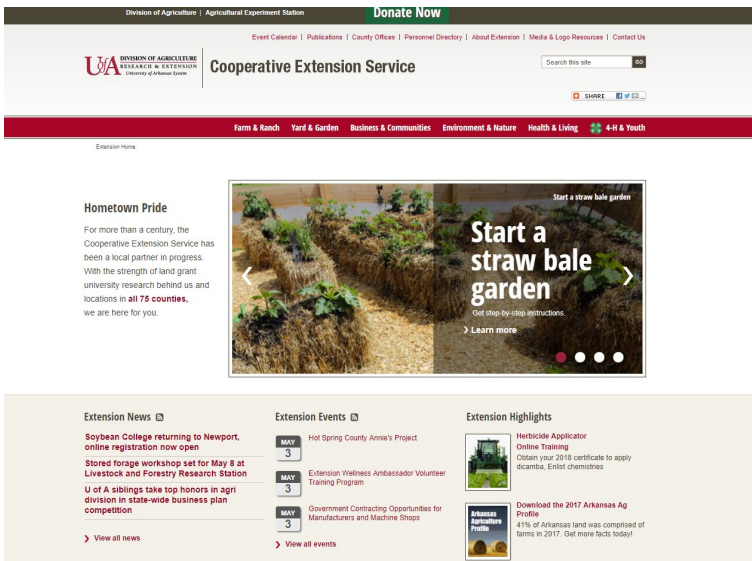


Date of Report: May 3, 2018
 Date of Test: March 27 and April 3, 2018
 Location of Test: Little Rock, Arkansas

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INTRODUCTION	3
PROBLEM STATEMENT & OBJECTIVES	3
EXECUTIVE SUMMARY	3
METHODOLOGY	4
What data we collected	4
MAJOR FINDINGS & RECOMMENDATIONS	4
Detailed desktop findings and recommendations: desktop (employee) users	6
Detailed mobile findings and recommendations: mobile (DIY) users	26
Post-test questionnaire results and analysis: Desktop users	45
Post-test questionnaire engagement survey results: Desktop users	46
Post-test questionnaire results and analysis: Mobile users	47
Post-test questionnaire engagement survey results: Mobile users	48
TEST PLAN	49
Purpose	50
Problem statements & test objectives	50
Methodology & tasks	50
Test units	51
Testing facility & equipment	53
Project timeline	54
Team roles	54
Evaluation data	55
Deliverables	56
Post-test questionnaire	56
Moderator script - Internal employees	57
Moderator script - Homesteaders (Lily Evans)	59
Video permission form	60
Personas	62
Empathy maps	66
Scenarios	69

INTRODUCTION

This usability study was undertaken in an effort to identify areas for improvement on the uaex.edu website, specifically involving content organization of public content for 4-H, beekeeping, and other popular statewide programs. Employees are the primary users of the Extension website as they engage with it — on their desktop computers — as a resource for their jobs and for researching client questions submitted through email, phone, and social media.

DIY (do it yourself)/homesteading users are a growing audience Extension employees work with daily. This audience primarily uses their mobile phones to access website content in program areas featuring gardening, food preservation, and 4-H.

PROBLEM STATEMENT & OBJECTIVES

Details of the Employee problem statement and test objectives can be found on page 50. Details of the problem statement and test objectives for DIY/Homesteaders can be found on page 50.

EXECUTIVE SUMMARY

In general, all participants found the uaex.edu website to be confusing and in some cases, frustrating. Many pages were long and, in many cases, the content was not in the section the testers expected it to be. Additionally, there was confusion on where/how to accomplish certain tasks. Alternate means such as using the site search had to be employed by every user in order to finish at least one more more task. On the positive side, the testers felt the site had a great deal of useful information and no one found any broken links, misspellings, or error messages.

Most testers resorted to using the site search which, most of the time, resulted in the correct answer. However, some testers noted that incorrect results appeared when typing in related terms. For example, searching for “travel” for desktop users did not result in the testers finding the correct travel information page. The incidence of content not being in the section expected by testers was evident in every task assigned on both mobile and desktop.

Additionally, while some popular programs are funded in a given department (beekeeping is funded by the Farm & Ranch program) the public would never look in that section for the content. It is strongly recommended to take a critical look at content placement and focus more on the public’s perception and expectations and not make website decisions based on funding and organizational structure which is irrelevant to the public or to non-program specific employees who may be using the site as a resource themselves.

This document contains the observations and errors, participant verbal feedback, completion statistics, charts detailing time on task, and recommendations for improvements.

A copy of the tasks is on page 51 and scenarios are on page 73 in the Test Plan section.

METHODOLOGY

Details of the purpose, objectives, protocol, session length, and methodology of the employee usability test can be found on page 51 in the Test Plan section.

Details of the purpose, objectives, protocol, session length, and methodology of the homesteader usability test can be found on pages 51 in the Test Plan section.

What data we collected

Each employee (desktop) task was tracked using Morae software from time to start to time of completion and presented in chart format.

Each homesteader (mobile) task was recorded using the Mobile Doc Cam located in the CRUX lab. The participants used their personal mobile device and browser of their choosing. We then imported the recording into the Morae software which tracked the task from start time to time of completion as well as task completion.

The Morae software presented the data in chart format for both test groups.

Expected task completion times are noted below each table for comparison to the testers' times. Notable comments were transcribed and included from the testers' feedback.

MAJOR FINDINGS & RECOMMENDATIONS

The tests identified problems including:

- The need for calls to action which would help visitors engage with the site
- Lack of clarity on where to find beekeeping information
- Lack of clarity on where to find volunteer information
- Vague verbiage on general “who to call” or “who to contact” on program specific pages (Extension Get Fit, etc)
- Too much verbiage on most pages without effective headings
- Multiple levels of navigation (top, middle, side, footer)
- Accessibility issues with the navigation (i.e. red was too saturated for some users to clearly read)
- The need for improved employee resource content with cross-links from sections such as financial services to facilities requests

- Lack of voice search content (i.e. posing and answering questions for the reader such as “What’s wrong with my plants?”)
- Too many navigational elements- Multiple levels of navigation (top, middle, side, footer)
- Difficulty for subjects to switch between months on the events page
- Difficulty finding specific topics within the navigation - the test subjects mostly resorted to using the search bar
- Content displayed on many pages was difficult to read on the mobile device
- Lack of voice search content (i.e. posing and answering questions for the reader such as “What’s wrong with my plants?”)

Detailed desktop findings and recommendations: desktop (employee) users

Scenario 1, Task 1 - 4-H & Youth:

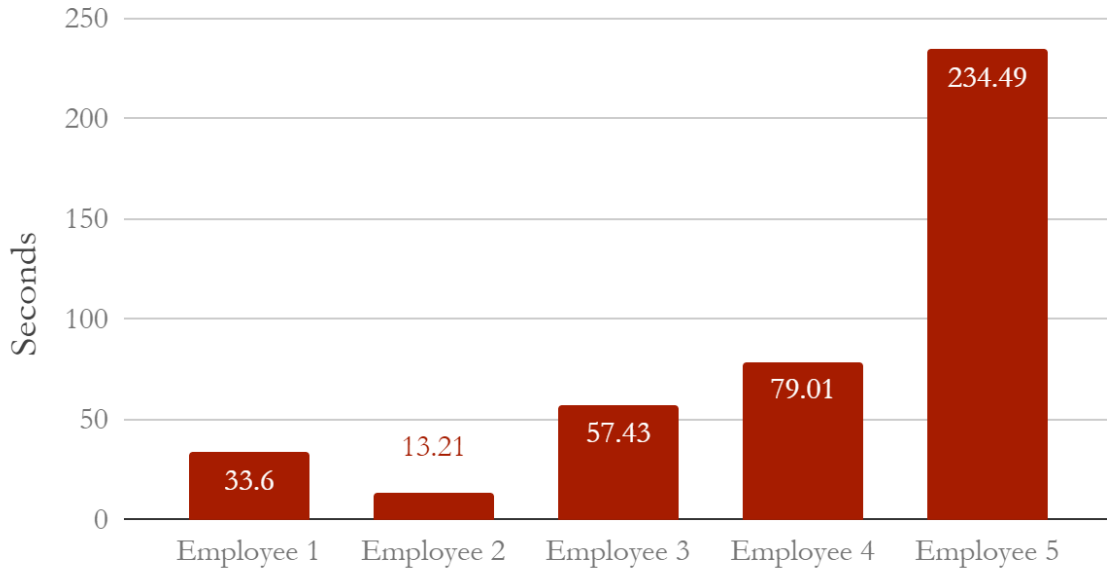
How do I get my kid started in 4-H?

Number of participants	5
Number successful	5

Findings	Tester quote(s)	Recommendations
It was unclear for most testers where to find out about getting started in 4-H prior to joining or clicking the "Join 4-H" button.	<p>"I would like to know more about 4-H before I fill out a form. I don't think I'm getting the information I need to make a decision on whether or not I want to join."</p> <p>"The 4-H online and 4-H enrollment [links] is a bit confusing so I don't know if that's the same thing."</p>	Add a page or additional content for parents to "get acquainted with 4-H" and include details of the enrollment process along with what to expect.

Expected completion time: 10 seconds
Average completion time: 84 seconds

How can I get my kid started in 4-H?



Scenario 1, Task 2 - 4-H & Youth:

Are there 4-H clubs or programs related to livestock and forages?

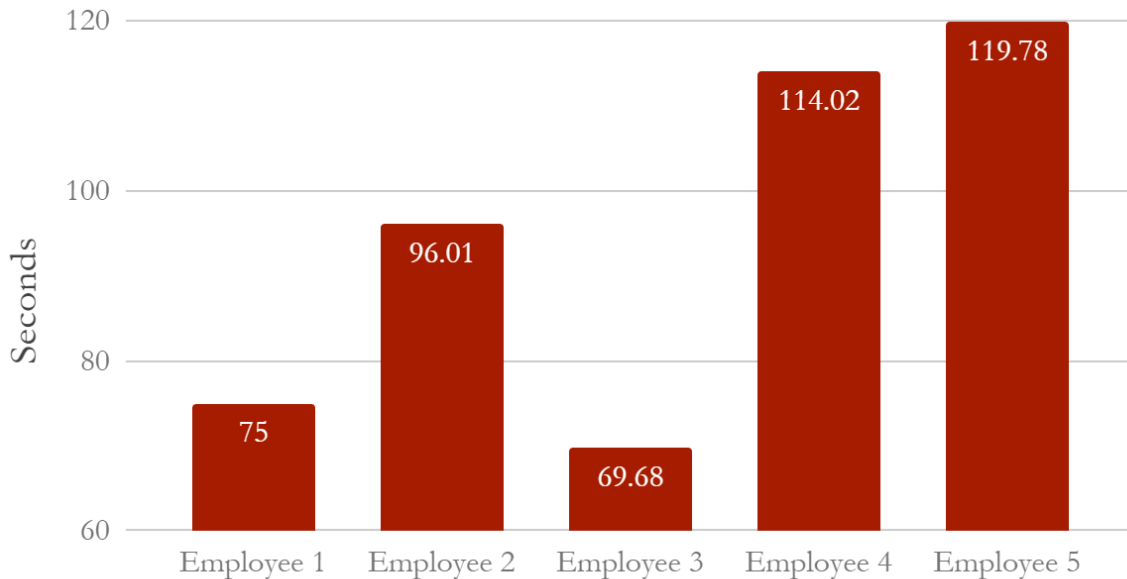
Number of participants	5
Number successful	3

Observations	Tester quote(s)	Recommendations
Most testers clicked several times within the 4-H content and most were unable to clearly discern if there were livestock and/or forages clubs. Three found related programs in science and felt they had found the answer but weren't confident and instead mentioned they were having to make assumptions.	"I know there is because I work with them but I do not see it here."	Add a clearly delineated page titled "4-H Livestock and forages program" or two separate pages, one for livestock and one for forages, each with left navigation and H1 tags so if the visitors use the search feature or just browse the 4-H section, they will be more likely to find the correct content.

Expected completion time: 28 seconds

Average completion time: 95 seconds

Are there 4-H livestock and forages clubs?



Scenario 1, Task 3 - 4-H & Youth:

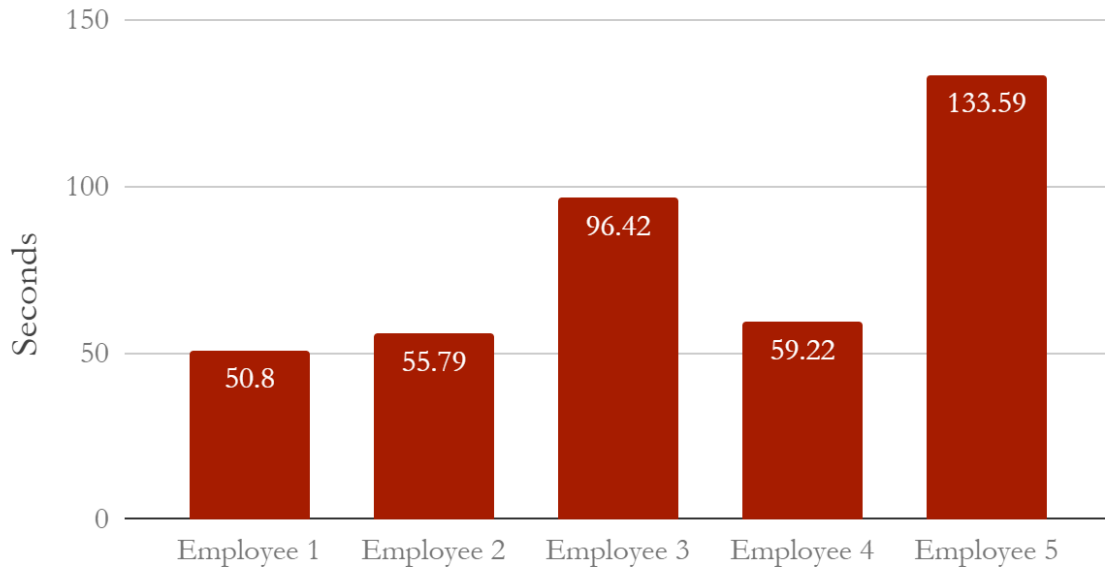
[If there are not livestock and forages clubs] How can I start one?

Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
<p>Most testers clicked “Get Involved” in the 4-H navigation dropdown or the main 4-H page which, they assumed, would lead them to the answer. However, when they arrived on the “Get involved” page, there was no link or content for “start a 4-H club”. Three testers assumed “Be a volunteer” was the final answer but they were unsure.</p>	<p>“I still don’t see how I actually tell them I’m interested to do that. And I don’t see where I email someone about it.”</p>	<p>Since this task had no clear success criteria, each tester found an answer that felt suited them. To clarify HOW to start a club, it is recommended that content owners add “Start a 4-H club” as a section on the “Get involved” page complete with page title and steps for starting a club. It is recommended that question such as “How can I start a 4-H club?” be somewhere on the page to easily clarify an answer this specific query.</p>

Expected completion time: 16 seconds
Average completion time: 80 seconds

How can I start a 4-H Club?



Scenario 2, Task 1 - Health and volunteering:

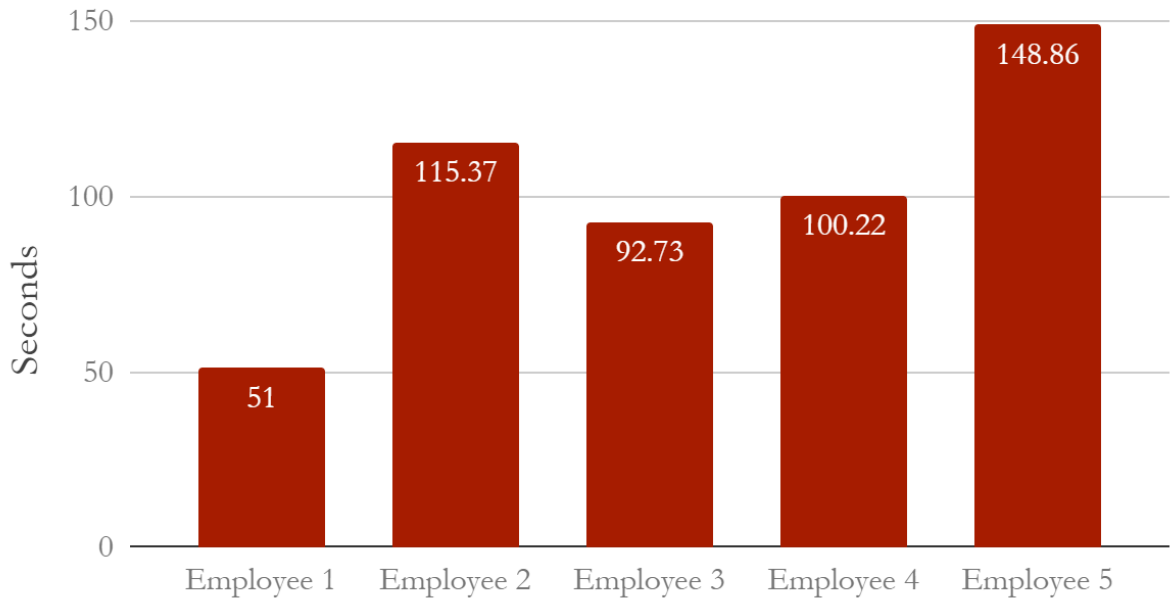
Does the Extension offer exercise classes?

Number of participants	5
Number successful	4

Observations	Tester quote(s)	Recommendations
All testers eventually found the correct section of the site by using the navigation (one used the search tool right away after her experience with the 4-H tasks and two clicked on personal well being at first and had to redirect themselves). However, once they arrived in the exercise content, they did not see the words “exercise classes” or “take an exercise class”.	“These [pages] don’t say anything about a class, these are self starting [resources]. I would have to tell the person I’d have to find out and call them back. ”	Add “Take an exercise class” as a call to action or navigation button with instructions on signing up or contacting your county agent to get started. Efficiency could be greatly increased by retitling the Get Fit page to include the word “classes.” Since it was unclear the differences between “Fit in 10” and “Extension Get Fit” based on content, the word “program” should be added after “Fit in 10”.

Expected completion time: 15 seconds
Average completion time: 101 seconds

Does Extension offer exercise classes?



Scenario 2, Task 2 - Health and volunteering:

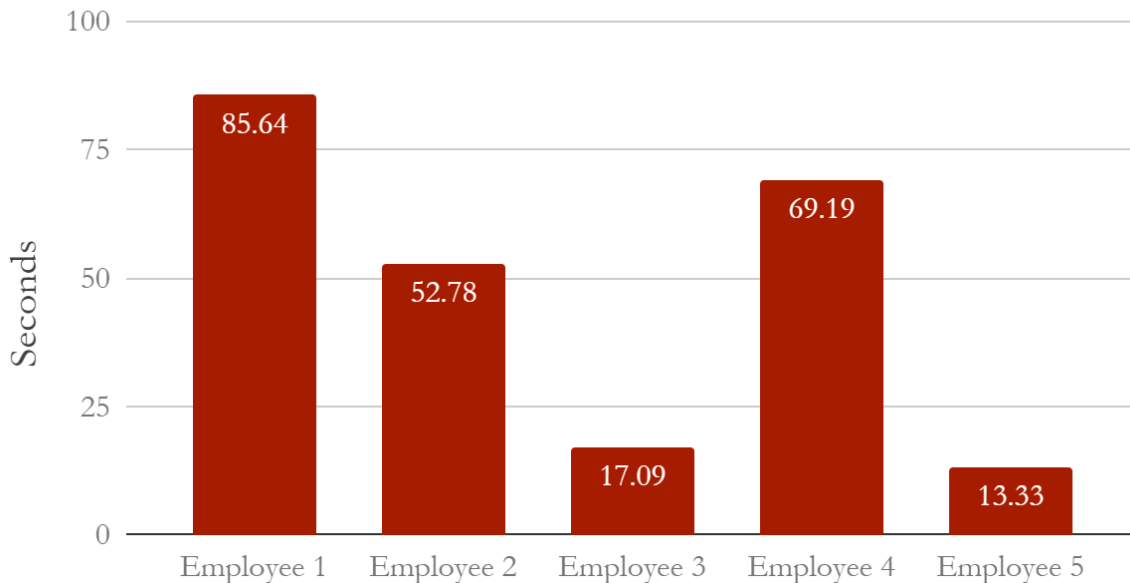
[If there exercise classes] How expensive are they?

Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
There was a 100% completion rate on this task since most testers were already at the correct page that outlined the Extension Get Fit program, and there was a question on the page indicating “What are the costs?” which was easily identifiable to the testers.	“I still don’t see how I actually tell them I’m interested to do that. And I don’t see where I email someone about it.”	To clarify HOW to start a club, it is recommended that content owners add “Start a 4-H club” as a section on the “Get involved” page complete with page title and steps for starting a club. It is recommended that question such as “How can I start a 4-H club?” be somewhere on the page to easily clarify an answer this specific query.

Expected completion time: 16 seconds
 Average completion time: 48 seconds

How expensive are exercise classes?



Scenario 2, Task 3 - Health and volunteering:

What volunteer opportunities are there for those who wish to get involved in their communities?

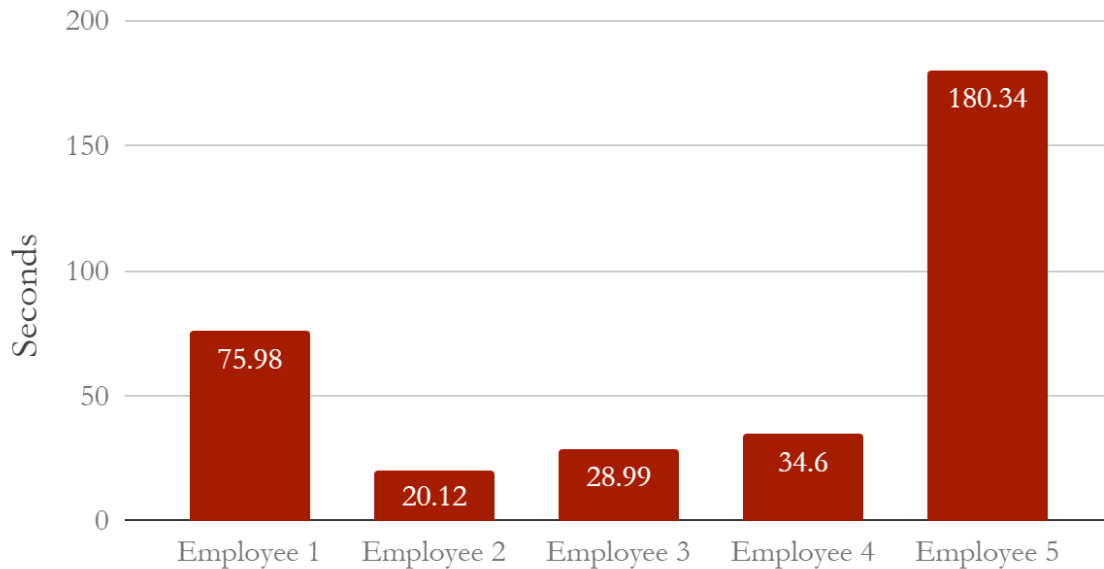
Number of participants	5
Number successful	4

Observations	Tester quote(s)	Recommendations
There were no discernable navigation buttons, links, calls to action, etc., for volunteering with Extension and some did not find the correct Extension volunteer page which is under "About Extension". Most used the search feature to find the correct page.	"I wouldn't even know how people could volunteer with Extension outside of 4-H."	If increasing volunteer involvement and awareness is a key goal, a navigation button, call to action, or footer/header link would be recommended for a more user friendly path to this page.

Expected completion time: 32 seconds

Average completion time: 68 seconds

What volunteer opportunities are there?



Scenario 3, Task 1 - Beekeeping and plant damage:

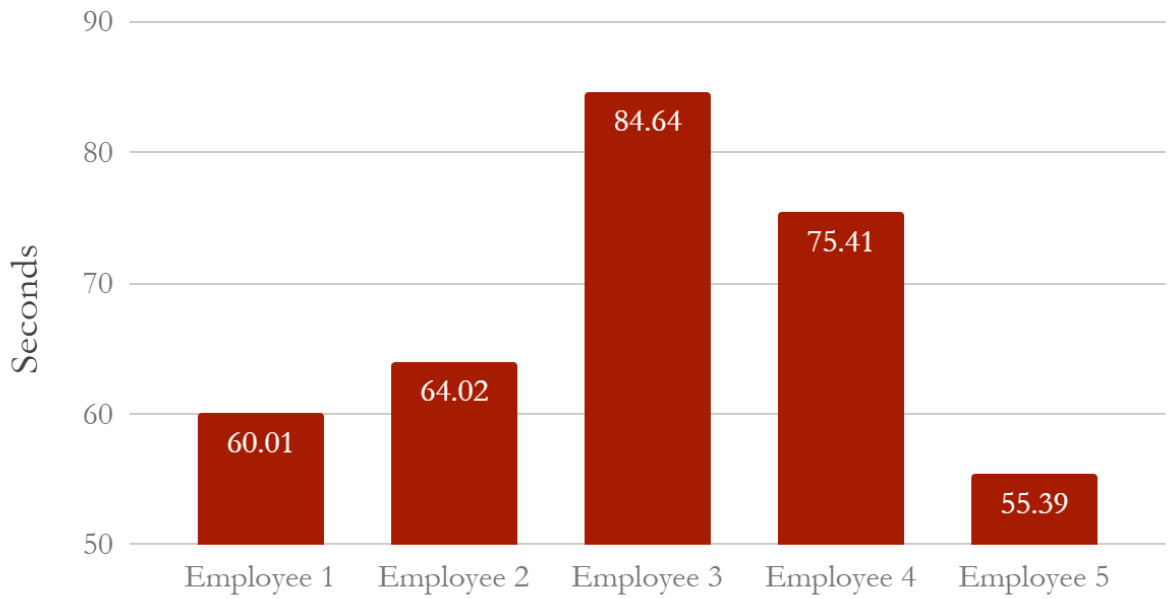
How much should I budget to get started with beekeeping?

Number of participants	5
Number successful	4

Observations	Tester quote(s)	Recommendations
<p>Four testers wanted to use the top level navigation to find the right content area and no one was clear that “Farm and Ranch” was the section to look in. One tester knew the name of the “bee guy” and used the directory to find his contact info to ask him the question. Yard and garden, environment and nature were both sections that were explored before the testers used the site search since they could not find beekeeping information in what they thought was the appropriate section.</p>	<p>“I’m going to look at the navigation at the top in hopes that I find beekeeping. I see wildlife so I assume they’re wildlife.”</p>	<p>Beekeeping is a popular program among site visitors yet the information on “getting started” is buried four clicks deep in a section of the site almost no one in the public would correlate to the topic (Home>>Farm & Ranch>> Special Programs>> Beekeeping). It is recommended to move beekeeping to its own section of “environment and nature” or “yard and garden” or at minimum, add dropdown navigation for visitors to find the content and link to its home in Farm & Ranch</p>

Expected completion time: 18 seconds
Average completion time: 70 seconds

How much should I budget to get started in beekeeping?



Scenario 3, Task 2 - Beekeeping and plant damage:

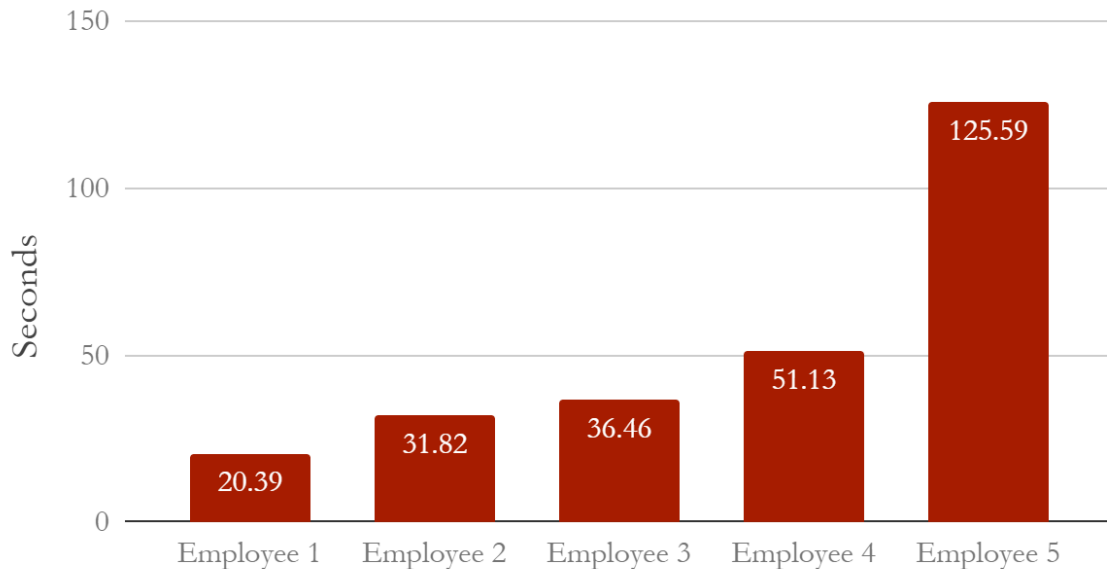
When is the next beekeeping class in Arkansas?

Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
<p>Most of the testers were able to easily find the beekeeping events page as they were already in the correct section of the site. However, one tester who was unable to find the beekeeping page initially, used the event calendar link at the top of the site. Beekeeping classes were NOT listed in the main event calendar.</p>	<p>“I would never think of beekeeping in Farm and Ranch. I think of it more as a “home” type thing. And I have to call the county office to actually register?”</p>	<p>Ask specialists such as the beekeeping content owner, to add all program events in the main Extension calendar as this is where site visitors might be looking.</p>

Expected completion time: 16 seconds
 Average completion time: 53 seconds

When is the next beekeeping class in Arkansas?



Scenario 3, Task 3 - Beekeeping and plant damage:

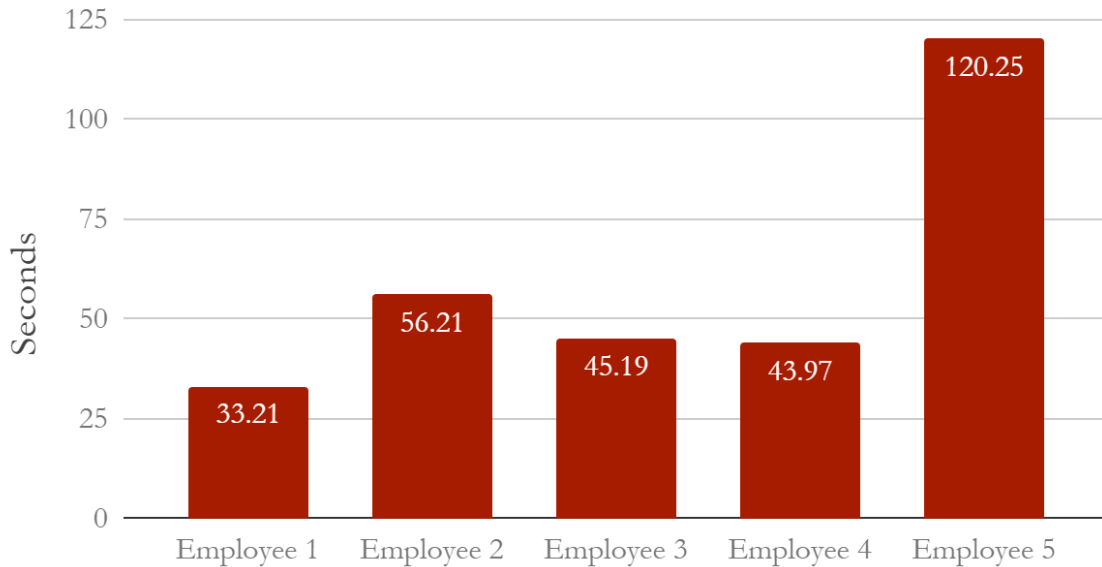
What types of plants attract pollinators?

Number of participants	5
Number successful	4

Observations	Tester quote(s)	Recommendations
While pollinator content is on the site in the beekeeping section, the link four out of five testers clicked on takes the visitor away to a third party reference. There is also no information on pollinators in Yard & Garden which would be a likely location for pollinator plant content.	“This link takes me away from Extension to a weird page that doesn’t seem to answer the question.”	Add a page specifically for “Arkansas pollinator friendly plants” and add links to it from beekeeping, “yard and garden”, and “environment in nature”. The page would ideally be housed in yard & garden.

Expected completion time: 18 seconds
 Average completion time: 60 seconds

What types of plants attract pollinators?



Scenario 3, Task 4 - Beekeeping and plant damage:

I have an issue with what I think is an animal or insect messing up my garden plants. I took a photo of the damage to the plant. How can I find out what is wrong with it?

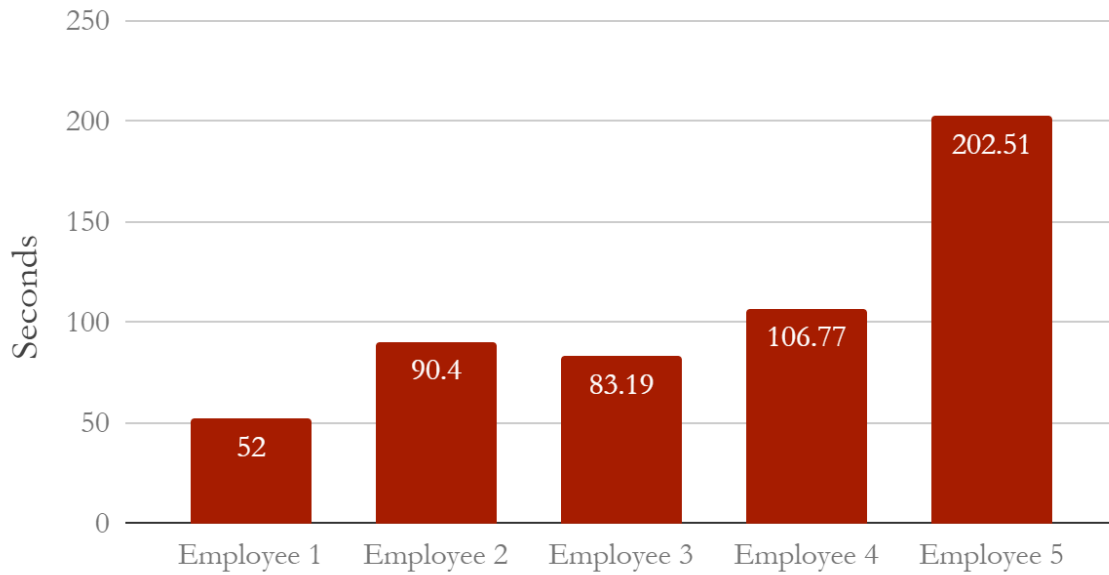
Number of participants	5
Number successful	0

Note: In the time between each of the two days of usability test, the plant health clinic specialist moved their content from Farm & Ranch to a higher level of prominence in Yard & Garden which made it easier to find. Employees 3-5 experienced this updated version of the site. It appeared to only impact employee #3 who found the page but still did not complete the task, which was to submit their photo to the “Ask the pest crew” form.

Observations	Tester quote(s)	Recommendations
Some testers typed into the search box a variation of “what is wrong with my plant” and did not find the answer. Most weren’t really sure where to begin, but tried looking in Yard & Garden and found no clear call to action for sharing plant damage photos. No one looked in Farm & Ranch or considered looking in “Integrated Pest Management”.	<p>“Honestly at this point [after fruitlessly searching for a couple of minutes] I’d just Google it or just tell the person to ask their county agent.”</p> <p>“Honestly I’d tell them to contact their local county agent since they’d have more information on this.”</p>	Add voice search questions with long tail keywords to pages such as the Plant Health Clinic and Ask the Pest Crew pages for improving searchability. For example, “What’s wrong with your plant?” as an H tag would help the searchers find the answer. Additionally, moving the Plant Health clinic content from Farm & Ranch to Yard & Garden as a featured navigation item has proven helpful and adding more calls to action for the Ask the Pest Crew would further increase usability.

Expected completion time: 40 seconds
Average completion time: 107 seconds

How can I find out what's wrong with my plant?



Scenario 4, Task 1 - Employee travel:

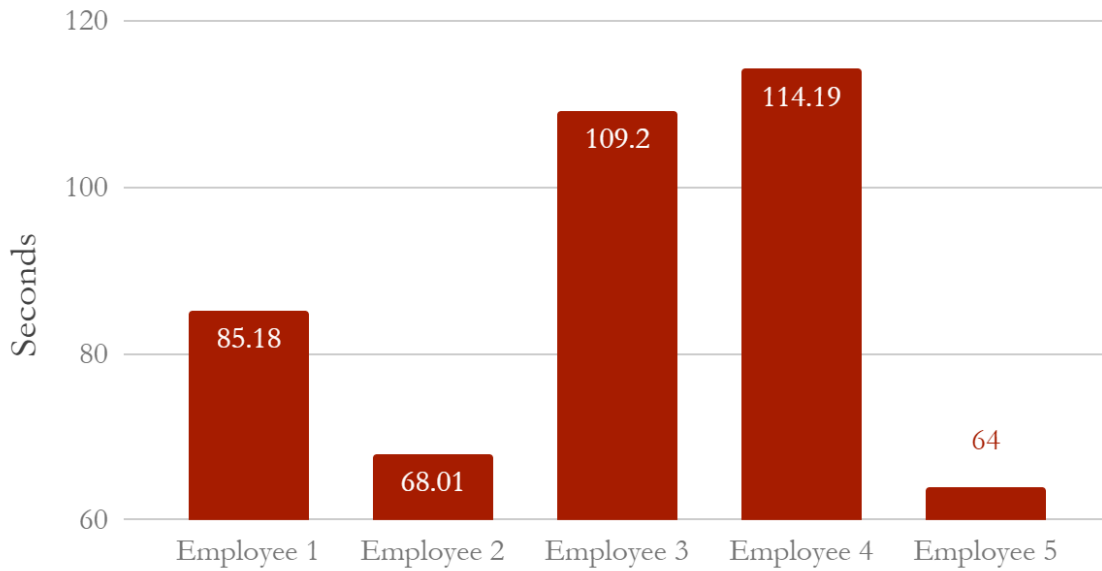
Who is in charge of travel in financial services?

Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
<p>Two testers used the personnel directory to find a list of financial services employees and two others used the search feature. However, only one of the testers used the “support services” link in the footer to find a list of financial services individuals while one more used the breadcrumb link to get to the support units page. Two testers used the “employees only” link in the footer where no clear travel information was discernible. When search was used, the official travel policy page was the first result, however it did not list an individual or link to a page of travel personnel.</p>	<p>“I would usually just ask my secretary but in this case, I’ll use the search box.”</p>	<p>Add clear links on the official travel policy page that connect the visitor to “travel personnel” or “travel help” since no contact information is visible on the travel policy page. Additionally, it is recommended to make a more obvious link or directory for employees for “who to call” about specific employee policy and procedure questions. Finally, a better structure to the “employees only” section to clarify departments such as financial services and travel questions would improve usability.</p>

Expected completion time: 38 seconds
Average completion time: 88 seconds

Who is in charge of travel in financial services?



Scenario 4, Task 2 - Employee travel:

Find the travel request and reimbursement forms.

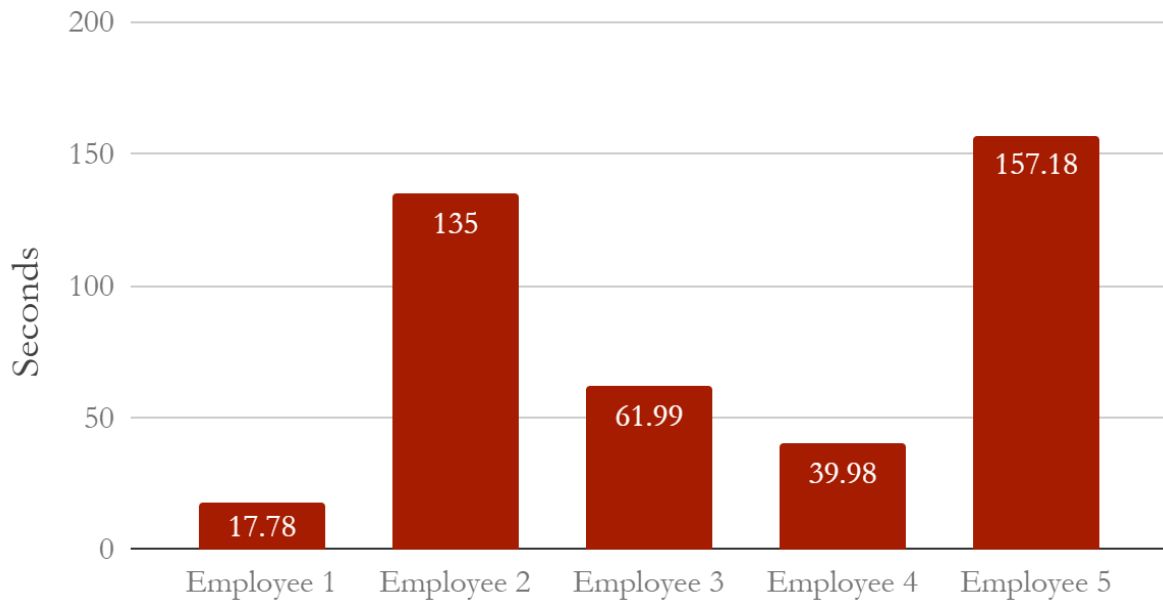
Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
Once testers were on the travel section of the site most were able to find the page with the forms listed. Two testers used “employee links” to go to the “policy” section where TRAV templates were located.	“I have no idea! Maybe if I search for “forms”? I don’t use the search very often because I get a whole [lot of results] and I don’t know what to look for.”	Most testers were able to find the forms without serious difficulty however once on the page, the forms were displayed en masse and it was not readily apparent which form to use.

Expected completion time: 22 seconds

Average completion time: 82 seconds

Where are the travel request and reimbursement forms?



Scenario 4, Task 3 - Employee travel:

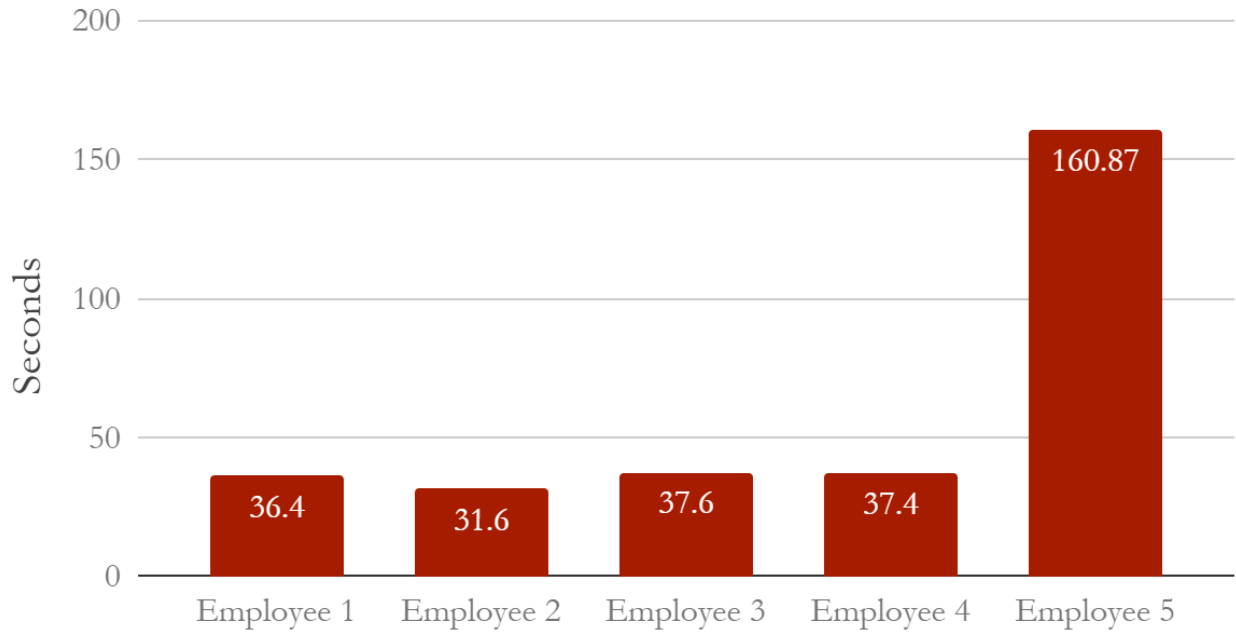
How do you request the use of the Extension van?

Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
<p>One tester was already on the Travel Templates page and found the van form without difficulty. She said had she not been on that page she would have used the search which is what another tester used as well. One tester actually found the request form uploaded separately to the facilities request page.</p>	<p>“Oh, that, I’m not 100% sure. I’m thinking it is going to be in the facilities management and motor pool.”</p>	<p>For this task, the van form was labelled clearly as a .doc file which the search feature found quickly. However, since the file was uploaded in three separate places, issues with out of date content may arise should updates to the form be implemented. It is suggested that the webmaster coordinate all form links into one document housed in a policy page to ensure all links are using the same document.</p>

Expected completion time: 44 seconds
Average completion time: 61 seconds

How do I request the Extension van?



Detailed mobile findings and recommendations: mobile (DIY) users

Scenario 1, Task 1 -Rain Barrels:

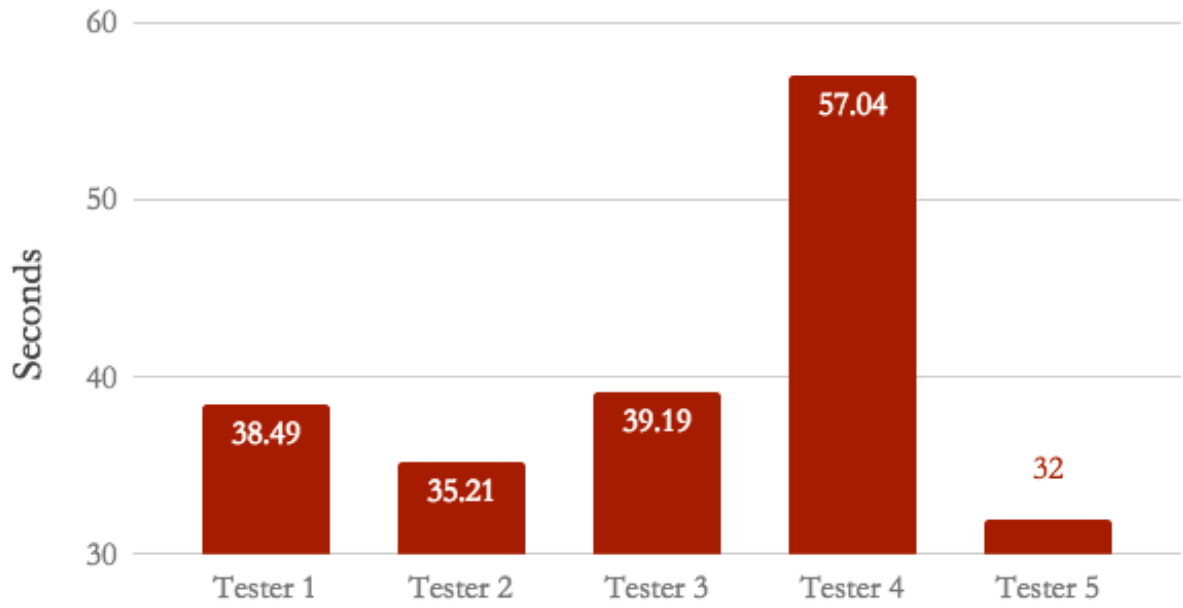
Find information about building rain barrels to gather water.

Number of participants	5
Number successful	5

Findings	Tester quote(s)	Recommendations
<p>It was unclear for most testers where to find information on rain barrels. Several test participants could only find information on rain barrels by using the search bar.</p> <p>Subjects were also looking in the “Yard and Garden” navigational element, however the information was not found on this tab.</p> <p>The expected way to find information on rain barrels was by clicking on “Environment and Nature” and then “Water Quality and Conservation”. Then the subject should click on “Irrigation - Homeowner” and finally “Rain Barrel resources.”</p>	<p>No notable quotes for this task were logged.</p>	<p>Add a link for Irrigation or Rain barrels in the “Yard and Garden” navigational dropdown.</p>

Expected completion time: 30 seconds
Average completion time: 41 seconds

Rain Barrels



Scenario 2, Task 1 - Food Preservation:

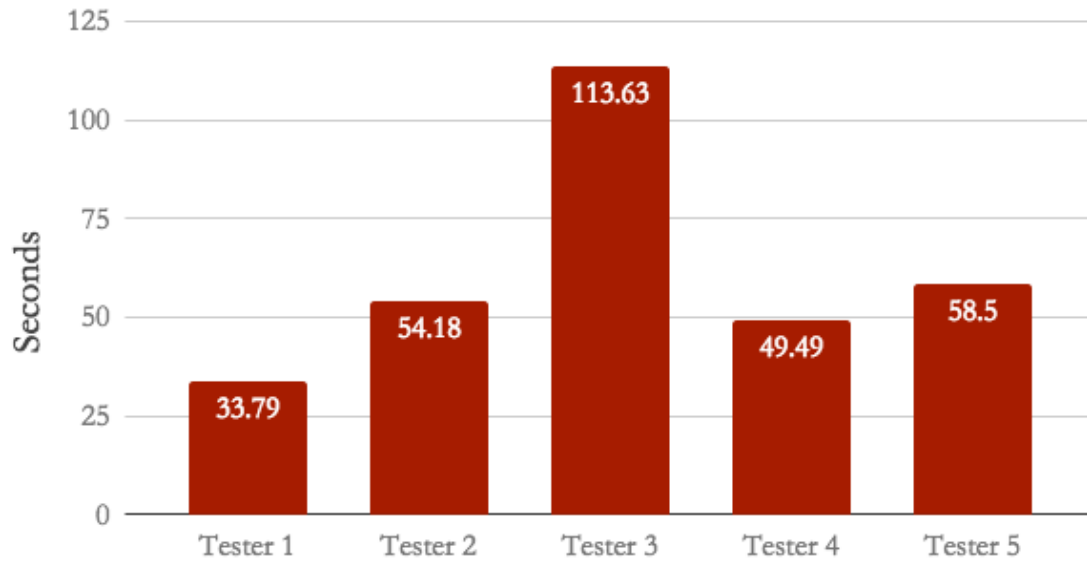
Find information on freezing and drying fruits.

Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
<p>The subjects were only able to find information on “freezing and drying fruits” if they used the search bar.</p> <p>The expected way to find the information was by selecting “health and living” in the navigation, and then selecting “food safety”. That will take you to another page with “Section Navigation” menu.</p> <p>The test subjects seemed to not know to click on the “Section Navigation”.</p>	<p>No notable quotes for this task were logged.</p>	<p>“Health and Living” may not be an adequate category name for food preservation methods. Maybe consider making a new element category or adding “food safety” to an additional navigation element.</p> <p>Consider deleting the “section navigation” menu and using a list of links similar to the previous page. Or consider adding dropdowns to the previous page for each category.</p> <p>If the section navigation dropdown stays, consider adding an arrow to the button so people know it is a drop down.</p>

Expected completion time: 35 seconds
Average completion time: 62 seconds

Freezing Fruits



Scenario 2, Task 2 - Food Preservation:

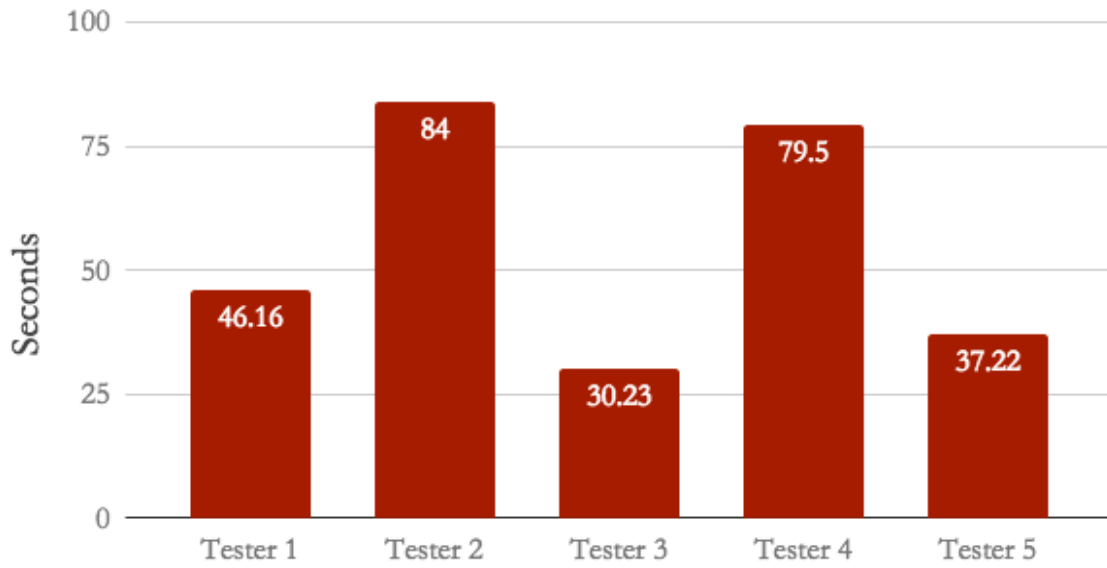
Find information on pickling food.

Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
<p>If the subject used the search bar for the previous task, they would need to restart for searching for information on “pickling food”.</p> <p>If the subjects would have found the page with links for different food preservation methods it would have taken between 10 and fifteen seconds to switch between methods.</p>	<p>No notable quotes for this task were logged.</p>	<p>“Health and Living” may not be an adequate category name for food preservation methods. Maybe consider making a new element category or adding “food safety” to an additional navigation element or changing the name to Health, Food, & Living.</p>

Expected completion time: 15 seconds
Average completion time: 55.5 seconds

Pickling Foods



Scenario 3, Task 1 - Call an Agent:

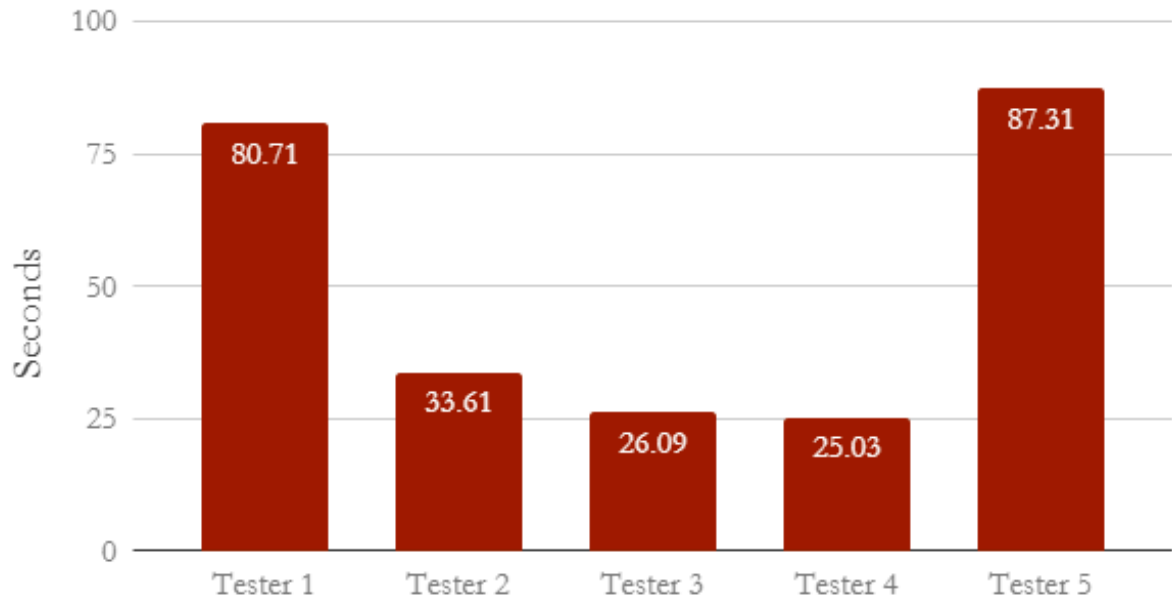
Find link to call one of your county agent.

Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
<p>Finding a phone number for a local county agent was expected to take about 8 seconds for each test subject.</p> <p>For 2 out of 5 test subjects it took about 1.5 minutes. These two test subjects seemed unsure of where contact information would be located in the navigation menu. Both ended up using the search bar.</p> <p>To call a local agent, the ideal way is to click "County Offices".</p>	<p>No notable quotes for this task were logged.</p>	<p>Consider moving the menu drop down to the right top corner of the page. This is the expected placement of a mobile navigation dropdown. Also, consider using a "hamburger" menu instead of a button that reads "menu". The hamburger is more recognizable as a mobile dropdown. Currently, the "menu" button is easy to overlook.</p> <p>Consider moving the six navigational elements into the dropdown. It is easier for users to scan through one menu rather than two.</p>

Expected completion time: 8 seconds
Average completion time: 51 seconds

Call your county agent



Scenario 3, Task 2 - Find the contact form:

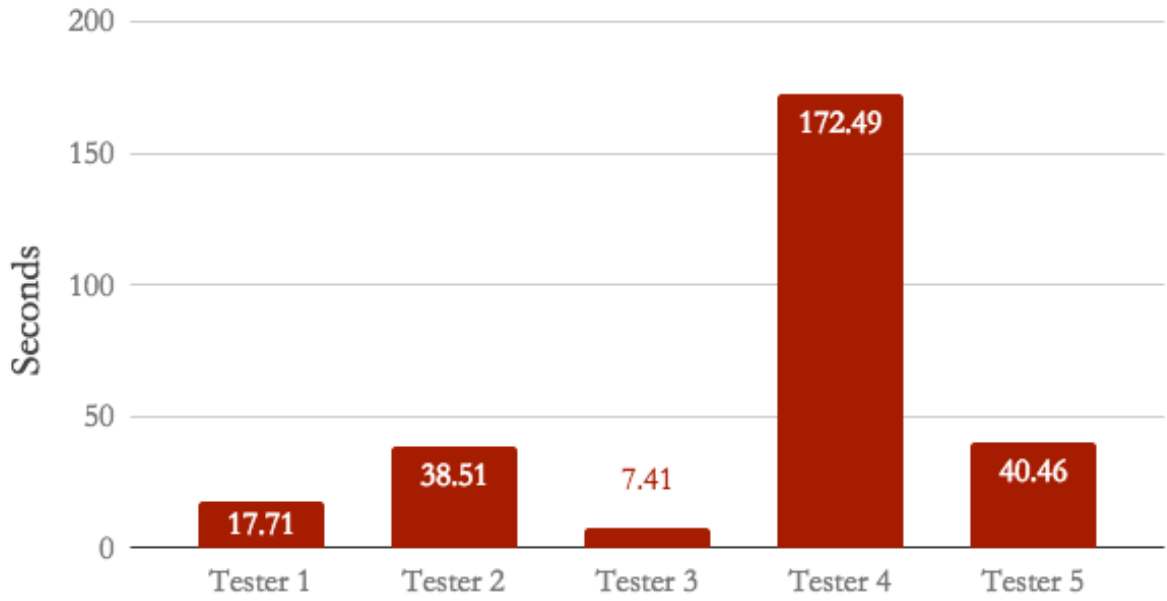
Find the contact form for the cooperative extension website.

Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
<p>The ideal way to find the form is through the contact link that is located in the “menu” button on the top left corner of a mobile device. Under it is a rectangular navigational element. This caused problems for several test subjects. They seemed to bypass the “menu” and would look through what looked like a promising navigation bar.</p>	<p>No notable quotes for this task were logged.</p>	<p>Consider moving the menu drop down to the right top corner of the page. This is the expected placement of a mobile navigation dropdown. Also, consider using a “hamburger” menu instead of a button that reads “menu”. The hamburger is more recognizable as a mobile dropdown. Currently, the “menu” button is easy to overlook.</p> <p>Consider moving the six navigational elements into the dropdown. It is easier for users to scan through one menu rather than two.</p>

Expected completion time: 8 seconds
Average completion time: 55 seconds

Find Contact Form



Scenario 3, Task 3 - Fill out contact form:

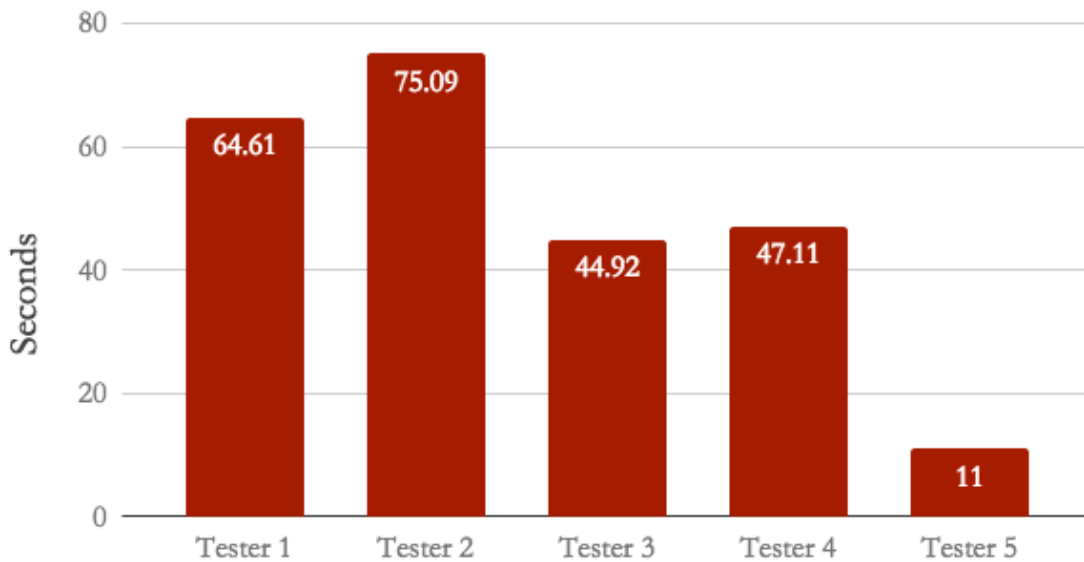
Fill out and submit the cooperative extension contact form.

Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
The test subjects seemed to fill out the form with ease, though it took longer than the control time, we found no usability recommendations for the online form.	No notable quotes for this task were logged.	No recommendations or improvements are suggested for the online form.

Expected completion time: 35 seconds
 Average completion time: 49 seconds

Fill Out Contact Form



Scenario 4, Task 1 - Find events page:

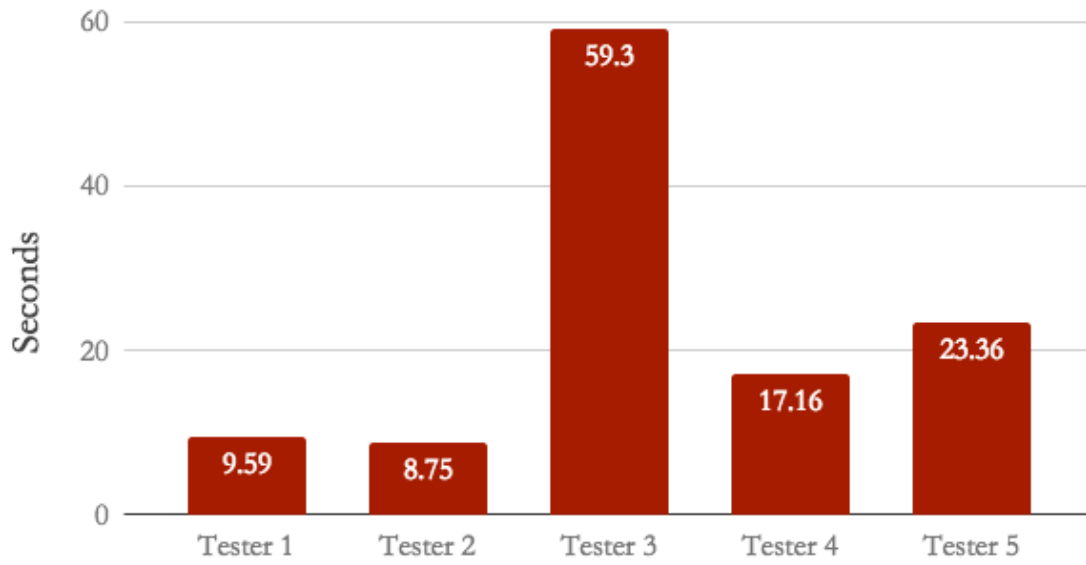
Find the events page on the cooperative extension website.

Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
<p>Four out of five test subjects were able to easily find the events page. However, it still took longer than our control test.</p> <p>After the test subjects realized that the “menu” button was mobile navigation menu dropdown, they were able to utilize it to find the events.</p>	<p>No notable quotes for this task were logged.</p>	<p>Consider moving the menu drop down to the right top corner of the page. This is the expected placement of a mobile navigation dropdown.</p> <p>Also, consider using a “hamburger” menu instead of a button that reads “menu”. The hamburger is more recognizable as a mobile dropdown. Currently, the “menu” button is easy to overlook.</p> <p>Consider moving the six navigational elements into the dropdown. It is easier for users to scan through one menu rather than two.</p>

Expected completion time: 7 seconds
Average completion time: 24 seconds

Find Events



Scenario 4, Task 2 - Find a specific event:

Find the event “Extension Get Fit class”.

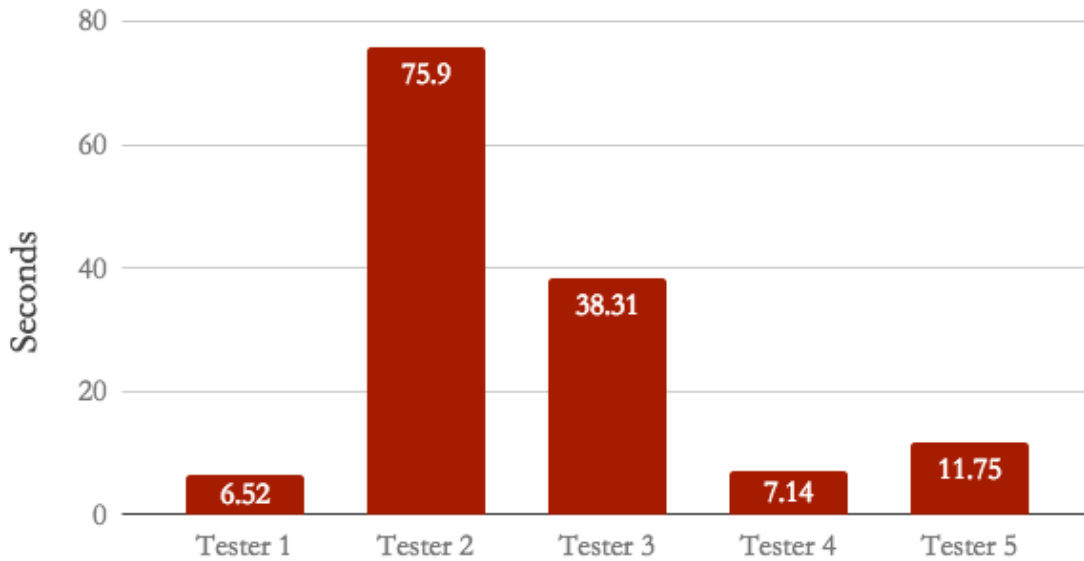
Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
<p>Three test subjects found the specific event faster than the expected completion time.</p> <p>One test subject could not figure out how to get to the next month, so it took that subject noticeably longer.</p>	<p>“The orienting is a little skewed.”</p>	<p>Allow for more than one display option for events as well as more options for navigating to different months.</p>

Expected completion time: 24 seconds

Average completion time: 28 seconds

Find Get Fit Class



Scenario 5, Task 1 - Find 4-H programs:

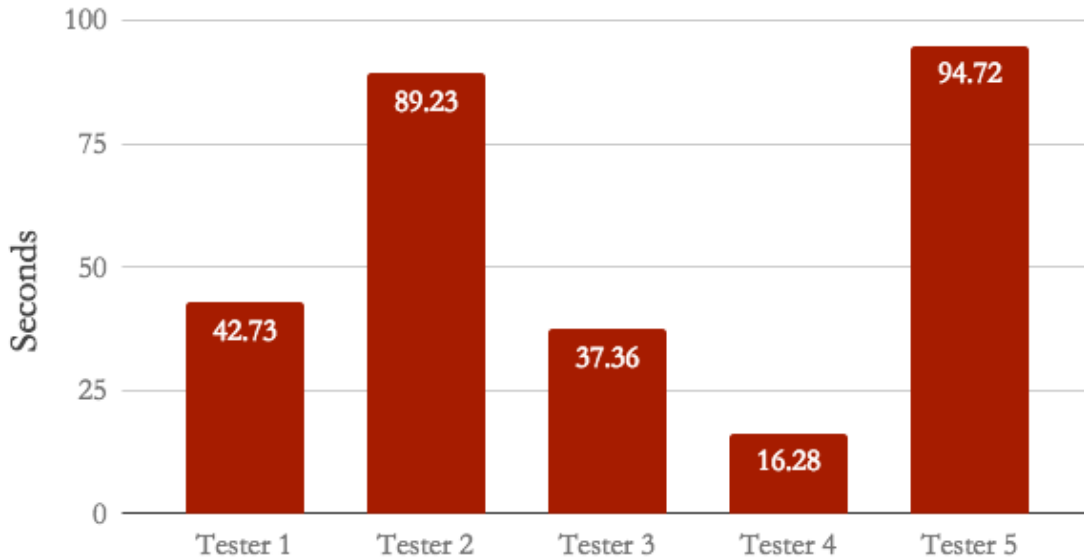
Find the 4-H activities and programs list.

Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
<p>The 4-H program list is located in the 4H tab in the navigational element below the navigation dropdown.</p> <p>One test subject complained that the main page for 4-H looked unreadable on the mobile device and had to turn the phone to landscape.</p>	<p>“This looks weird and unreadable.”</p>	<p>It would be easier for users to search through the navigation if all nav elements were located in the same place.</p> <p>Rearrange the text and images on the main 4-H programs page to be more responsive to mobile.</p>

Expected completion time: 10 seconds
 Average completion time: 56 seconds

Find 4H Activities and Programs



Scenario 6, Task 1 - Personal Finance:

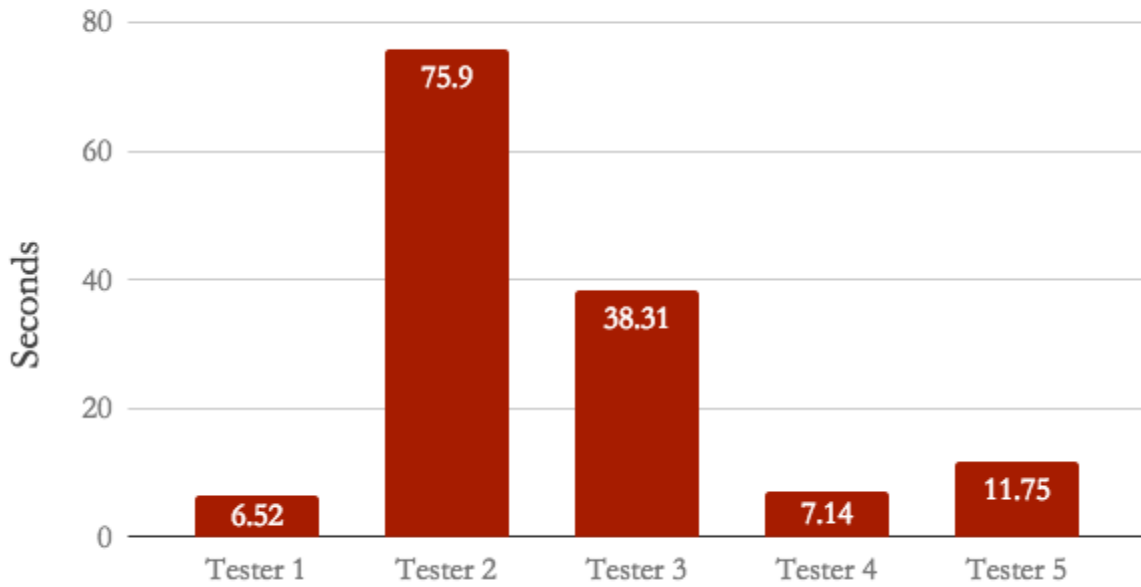
Find the Personal Finances page on the cooperative Extension Website.

Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
<p>Three test subjects found the “Personal Finance” page before the expected completion time.</p> <p>One test subject thought that “Personal Finance” would be located at “Business and Communities” instead of “Health and Living”.</p>	<p>“I am clicking on Business and Communities.”</p>	<p>Consider renaming the “Health and Living” category to something that helps indicate other categories which may include finances.</p>

Expected completion time: 15 seconds
Average completion time: 38 seconds

Find personal finances page



Scenario 6, Task 2 - Personal Finance:

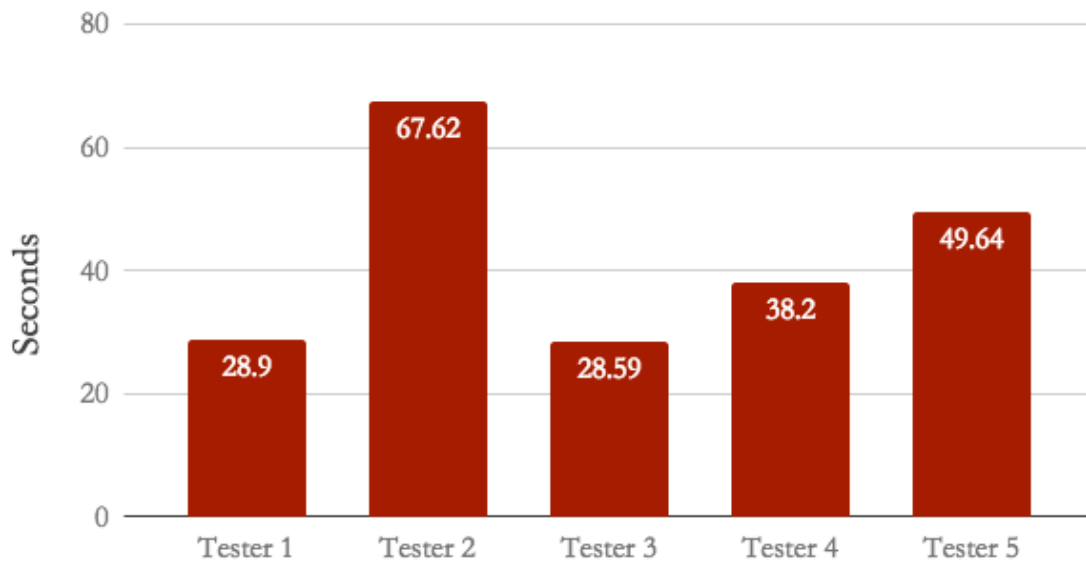
Find more information about improving your credit.

Number of participants	5
Number successful	5

Observations	Tester quote(s)	Recommendations
<p>Five out of five test subjects completed this task well past the expected completion time.</p> <p>The test subjects were on the personal finance page, which had a list of related links.</p> <p>The first link was “All About Credit”. The test subjects seemed to overlook this list of links. Several test subjects ended up using the search bar.</p>	<p>No notable quotes for this task were logged.</p>	<p>Consider making the font-size of the links bigger. The links do not seem to stand out as links.</p>

Expected completion time: 12 seconds
Average completion time: 43 seconds

Find info on improving credit



Post-test questionnaire results and analysis: Desktop users

Rating scale:

1 = strongly agree 2= disagree 3 = no opinion 4 = disagree 5 = strongly disagree

Questions	Average Response Score
I think that I would like to use this website frequently.	4.8
I found the website complicated.	3.6
I found the website easy to use.	4.0
I think that I would need the support of a technical person to use this website.	1.4
I found the various categories of information on this website well integrated.	3.8
I found the navigation on the website confusing.	3.0
I imagine most people would learn to use this website quickly.	3.4
I found the website cumbersome to use.	1.8
I felt confident using the website.	4.4
I needed to learn a lot of new information before I could use this website.	2.4

Overwhelmingly, employee testers said that the site was cumbersome, complicated, and they were not confident using the site without technical help or guidance. These results are unfortunate as employee visitors are the number one source of traffic for the site and they could potentially be the largest advocates for Extension. The website is the primary source of required forms and documents they need to do their jobs.

Post-test questionnaire engagement survey results: Desktop users

Testers were asked to check all reactions that apply.

Description Words	Number of Checks
Informational	4
Helpful	4
Attractive	3
Intuitive	2
Well-Designed	2
Confusing	2
Cluttered	2
Chaotic	1
Simple	0
Annoying	0

A surprising finding from the post-test reaction survey was that four out of five testers found the site informational and helpful, both positive results. Interestingly only two users found the site confusing and chaotic and none found the site annoying. These results don't quite correlate to the scaled results from the rest of the survey. What we can ascertain is that when asked for detailed answers the users give specific findings but when asked for overall emotional reactions their responses were more positive.

Post-test questionnaire results and analysis: Mobile users

Rating scale:

1 = strongly agree 2= disagree 3 = no opinion 4 = disagree 5 = strongly disagree

Questions	Average Response Score
I think that I would like to use this website frequently.	4.0
I found the website complicated.	2.8
I found the website easy to use.	3.2
I think that I would need the support of a technical person to use this website.	1.6
I found the various categories of information on this website well integrated.	3.0
I found the navigation on the website confusing.	3.0
I imagine most people would learn to use this website quickly.	3.2
I found the website cumbersome to use.	2.6
I felt confident using the website.	3.2
I needed to learn a lot of new information before I could use this website.	1.8

Mobile testers felt slightly more positive about their website experience with a higher number open to the possibility of using the website again and a lower number finding the site complicated. Confidence in using the site was higher as well. The navigation was exactly as confusing, according to the rating, for mobile users and desktop users. It is possible that DIY testers were more technologically savvy and the content they were looking for was easier to find overall than the more specific content the employees were asked to find.

Post-test questionnaire engagement survey results: Mobile users

Testers were asked to check all reactions that apply.

NOTE: Additional descriptive words were included in the mobile engagement survey as the software used was not limited to 10 answers as was the case in the employee/desktop survey.

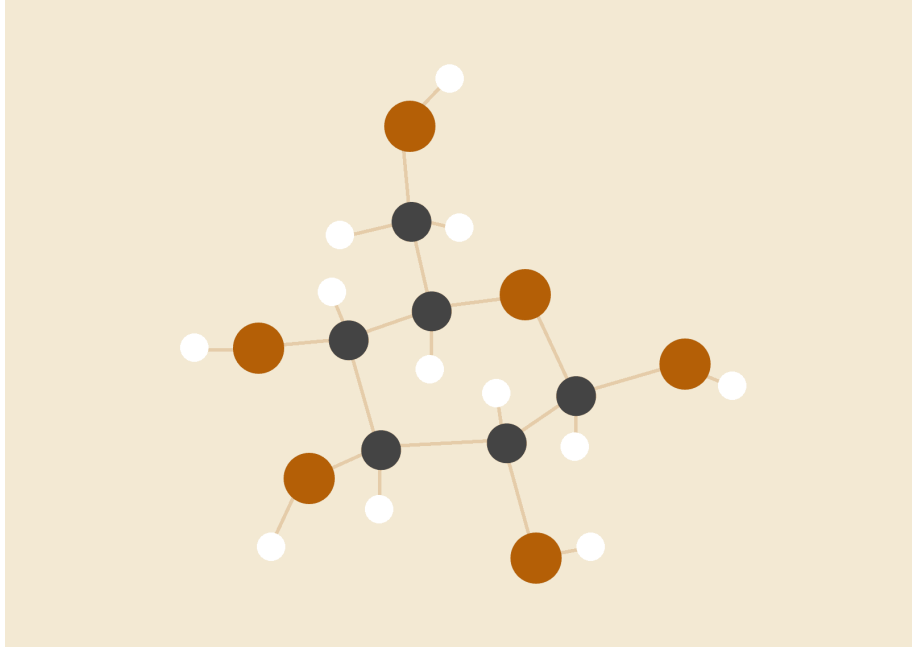
Description Words	Number of Checks
Informational	3
Helpful	2
Attractive	2
Intuitive	0
Well-Designed	1
Confusing	1
Cluttered	2
Chaotic	1
Simple	3
Annoying	0
Fast	1
Straightforward	1
Difficult to Navigate	3

For mobile testers the site was primarily informational but equally difficult to navigate, a sentiment that mirrors the results from desktop users. Only one person rated the site as straightforward and no users felt it was intuitive. Speed was a consideration for mobile access, but only one user felt the site speed was noticeably fast. Fewer mobile users found the site helpful or well-designed as well. Unfortunately, three out of five users found the mobile site difficult to navigate. Neither mobile nor desktop users found the website annoying.

TEST PLAN

Regarding the Arkansas Cooperative Extension Website

www.uaex.edu



CoEx Usability Testing Team

03.16.2018

Usability Testing

Purpose

The purpose of this document is to present the plan for testing the Arkansas Cooperative Extension Service website. The usability test will gather data about how users complete key tasks, what problems they encounter when completing these tasks, and their overall feelings about the website.

Problem statements & test objectives

Our usability study of the Arkansas Cooperative Extension Service website will assess the user experience of the website as participants complete typical tasks and become familiar with the site. This study will provide qualitative and quantitative data on the efficiency with which two user groups complete primary tasks and the effectiveness of the website in helping them find specific information. The two groups of users that we will be testing are “internal employees” and “diy / homesteaders”.

We identified three primary concerns with the Arkansas Cooperative Extension Service website as well as other objectives for this study. These concerns include the following:

- Information findability: Finding specific information in a timely manner
- Navigation: are users able to navigate the site to complete tasks quickly?
- User satisfaction: which aspects of the site do users like or dislike?

Methodology & tasks

Usability testing on the Arkansas Cooperative Extension Service website will take place in the University of Arkansas at Little Rock (UALR) student usability lab. We will test the website with five participants in each user group (internal employees and homesteaders). The participants will be guided through a series of units using the Arkansas Cooperative Extension Service website

www.uaex.edu. Their responses will be recorded and documented in a final report.

TESTING

The tests will be performed over the course of two weeks in the student lab without the assistance of Dr. Williams. The first day will include six tests (two employees and four DIY'ers while one employee will also be a DIY tester) and recording of data. The two employee tests will use the desktop computer and Morae software. The other tests will use a document camera and the video recording of the tests will be uploaded to Morae later for marking and analysis. The second day of testing within the two weeks will include four tests (three more employees and one DIY'er) and the associated documentation with a similar split between the tests (desktop and mobile/doc cam).

THINK ALOUD PROTOCOL

Participants will be asked to think aloud as they perform the tasks. They will be encouraged to say whatever they are looking at, thinking, doing, and feeling as they perform each task. This will enable our team to record the users' actions, reactions, and self-described thoughts as they work through the tasks.

SESSION LENGTH

Each session will last approximately 45 minutes, and includes the following components:

- Introduction (5 minutes)
- Test Units (35 minutes)
- Closing, including post-test questionnaire and product reaction cards (5 minutes)

Test units

Each question listed below will be asked separately with time given for the tester to find the answer using the website.

EMPLOYEE TEST UNITS:

1. **Finding information about a specific topic:**

You're at your desk and you get a notification that someone asked a question on your business' Facebook page. Use the website to find out the answers to the following questions:

- a. How can I get my kid started in 4-H?
- b. Are there 4-H clubs or programs related to livestock and forages?
 - i. If not, how can I start one?

2. **Tell clients how to get connected with local or statewide training opportunities.**
Someone knows you work at the Extension and they decide to email you a few questions. Use the website to find out:
 - a. Does the Extension offer exercise classes?
 - i. If so, how expensive are they?
 - b. What volunteer opportunities are there for those who wish to get involved in their communities?

3. **Fielding calls and directing people to the right person and resources.** You're at your desk and you get a call connected to you from the admin. The person wants to know several things. Use the website to find the answers to the following questions:
 - a. How much should I budget to get started with beekeeping?
 - b. When is the next beekeeping class in Arkansas?
 - c. What types of plants attract pollinators?
 - d. I have an issue with what I think is an animal or insect messing up my garden plants. I took a photo of the damage to the plant. How can I find out what is wrong with it?

4. **Finding employee resources easily.** There is an announcement made via email from the Executive team that there will be an update to the current travel form and a new form needs to be downloaded. You have a question about the current travel process and need to find the travel forms on the site. Your trip also requires use of the Extension van. Use the website to find out the following answers:
 - a. Who is in charge of travel in financial services?
 - b. Where do you download the travel request and reimbursement forms?
 - c. How can I request the Extension van?

DIY/HOMESTEADERS TEST UNITS:

1. You are sitting in your kitchen, and you decide that you want to find information on gathering rainwater. You find the Arkansas Cooperative Extension Service's website on your phone:
 - a. Find information about building rain barrels to gather water.
 - b. Search for articles on "rain gardens"
2. You are cleaning your countertops. You see a large quantity of Strawberries from your garden. You decide to try and preserve them:
 - a. Find information on freezing and drying fruits.
 - b. Find information on pickling foods

3. You need more specific information about canning fruits. You decide to call a local representative for more information.
 - a. Find link to call one of your county representative.
 - b. Find the contact form for the cooperative extension website.
 - c. Fill out and submit the cooperative extension contact form.
4. Your friend told you about a cooperative extension event that she wants you to attend with her. It takes place on April 16, 2018, at 9:00am.
 - a. Find the events page on the cooperative extension website.
 - b. Find the event “Extension Get Fit class”.
5. Your daughter’s friend participates in several 4H activities. Your daughter now wants to join a 4H group.
 - a. Find the 4-H activities and programs list.
6. You have been trying to improve your personal finances.
 - a. Find the Personal Finances page on the cooperative Extension Website. Find information that will help you with this on the website.
 - b. Find more information about improving your credit.

Testing facility & equipment

FACILITY INFORMATION

The testing of the Arkansas Cooperative Extension Service website will be conducted on the University of Arkansas at Little Rock campus located in Little Rock, AR. We will be performing our tests in the Contemporary Rhetorics and User Experience (CRUX) Lab. The lab consists of an evaluation room, control room, and conference room. We will be using the evaluation room and conference room to perform two tests (one desktop, one mobile) simultaneously.

EQUIPMENT

We will be using different equipment for each of our test groups.

- **INTERNAL EMPLOYEES:** We will be testing the “internal employee” group on desktop. We will utilize the control room and evaluation room for this group. The test will be performed using Morae software. The user will sit in the evaluation room, which contains the following equipment: a standard monitor, a mounted camera, microphone,. Our team will have a member sitting in the control room to log the test. We will be videorecording each test as well as recording the screen of the user.

- HOMESTEADERS/DIY: We will be testing the “homesteader” group on mobile devices. We will utilize the conference room for this group. The test will be performed on the Mobile DocCam. The user and two of our team members will sit in the conference room. The user will have their mobile device under the Mobile DocCam which will record the user’s mobile device. There is a tv screen in the conference room that will display a live recording of the DocCam. We will have a moderator and a logger sitting in with the user. Recorded data will later be uploaded to Morae for logging and capturing notes.

Project timeline

The website testing will begin on March 27th, 2018. Additional testing will occur on April 3rd, 2018.

Analysis and data synthesis will be complete prior to May 1, 2018.

Team roles

Each team member has been assigned to one of the following roles during the usability tests.

MODERATOR

Amy Cole (desktop/Morae) and Zachary Randolph (mobile/doc cam) will be the two moderators. Our moderators will be the only members of our team to interact with the participants on the test days.

LOGGER / TECHNICAL SUPPORT

Colby Hamilton will log the desktop testing and Alexa Tolbert will perform all logger duties for the mobile testing. From the control room, Colby Hamilton will use the Morae software to mark the beginning and ending of each task, document the participant comments made during the test, document notable navigation choices, and deliver post-test questions to the participant computer. Recorded testing from the doc cam for the DIY testers will be uploaded after the test to Morae by Zachary Randolph. From the conference room, Colby Hamilton will watch the tv screen and document the employee participant comments made during the desktop website test, document notable navigation choices, and record any other relevant notes. Alexa will log notes during the mobile test, and add comments when rewatching the recording. Later, the recordings for the internal employee test will be uploaded to Morae for synthesis and similar analysis.

Evaluation data

During each test, we will collect both quantitative and qualitative data.

QUANTITATIVE DATA

The quantitative data will provide measurable feedback based on users' responses to questions asked after the completion of the test. A questionnaire, requiring participants to rank ease or difficulty, will be administered after each test. We will also record the time and number of clicks it takes to complete each task.

QUALITATIVE DATA

We will collect qualitative feedback through observations during each test, including users' remarks, non-verbal body language, and facial expressions. The post-test questionnaire will also ask the user to select words from a list that they feel describe the site and their experience with the site.

Deliverables

This study concludes on May 1, 2018 with delivery of the following artifacts:

- A formal written report with recommendations

Post-test questionnaire

After each test for both test-groups (internal employees and homesteaders), we will have the testers complete a post-test questionnaire

QUESTIONS

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

(strongly agree, disagree, no opinion, disagree, strongly disagree)

2. I found the website complicated.

(strongly agree, disagree, no opinion, disagree, strongly disagree)

3. I found the website easy to use.

(strongly agree, disagree, no opinion, disagree, strongly disagree)

4. I think that I would need the support of a technical person to use this website. (strongly agree, disagree, no opinion, disagree, strongly disagree)

5. I found the various categories of information on this website well integrated. (strongly agree, disagree, no opinion, disagree, strongly disagree)

6. I found the navigation on the website confusing.

(strongly agree, disagree, no opinion, disagree, strongly disagree)

7. I imagine most people would learn to use this website quickly. (strongly agree, disagree, no

opinion, disagree, strongly disagree)

8. I found the website cumbersome to use.

(strongly agree, disagree, no opinion, disagree, strongly disagree)

9. I felt confident using the website.

(strongly agree, disagree, no opinion, disagree, strongly disagree)

10. I needed to learn a lot of new information before I could use this website. (strongly agree, disagree, no opinion, disagree, strongly disagree)

11. Select all of the words that you feel apply to this website:

- Confusing , Chaotic , Simple , Well designed , Attractive , Stressful , Annoying , informational , Helpful , Intuitive , Cluttered

Moderator script - Internal employees

INTRO

Good afternoon --name-- and thank you so much for agreeing to be a user experience consultant for the next 45 minutes or so. I'm Amy Cole – and our goal for today is to get feedback from you as you use the Arkansas Cooperative Extension Service website.

You'll notice that I'm reading from a script. I'm doing that so we can get the same information out to all of our testers in the same way.

We're testing today to see how well the site works for employees.

So, have you ever been part of a usability test before?

Do YOU have any questions so far?

TEST INTRODUCTION

We will be giving you a series of scenarios you might experience on the job at the Extension, then asking you to perform tasks on the website using this computer.

We ask that you speak as you are performing the tasks, sort of narrating what you're doing so we

can “hear” your thoughts to better understand your actions.

Just a reminder- we are only testing the website, we are not testing you.

VIDEOTAPING PERMISSION

One way we'll be recording the session is by using the camera located at the top of your computer. It has a built-in microphone. The video will only be used in the context of this class and after the class will be destroyed. Please sign this release form (hand form to the client) before we begin if you are amenable to being recorded.

TEAM INTRODUCTION

My teammates are in the next room collecting information from another test group and collecting data from your test as well.

ADDITIONAL COMMENTS

Does that all make sense?

You may have questions during the test.

- In our notes, we won't ascribe any particular comments to any individuals or groups, so you should feel free to comment on everything and anything.
- We are likely to focus the conversations occasionally to take the best advantage of our time together, so sometimes we'll defer major issues to a page where we are recording suggestions.
- We may not be able to answer all of your questions as it might influence the test results.
- We'll get you out of here in less than one hour and give you a way to send us comments if they occur to you later.

- Please let us know what we can do to make it as comfortable for you as possible.
- Any questions?

POST TEST QUESTIONNAIRE

Thank you so much for your participation in the testing of the website. Please take a few minutes to fill out this questionnaire.

AFTER TESTING

My team and I appreciate you taking time out of your day to join us in this usability study. We feel like the information gathered today will go a long way to helping us improve the usability of the uaex.edu website for future site visitors.

Moderator script - Homesteaders (Lily Evans)

INTRO

Good morning/afternoon, and thank you so much for agreeing to be a user experience consultant for the next 45 minutes or so. I'm Zac – and our goal for today is to get feedback from you as you use the Arkansas Cooperative Extension Service website.

You'll notice that I'm reading from a script. I'm doing that so we can get the same information out to all of our testers in the same way.

We're testing today to see how well the site works for mobile users.

So, have you ever been part of a usability test before?

Do YOU have any questions so far?

TEST INTRODUCTION

A couple of notes about how the sessions will go:

We will be giving you a series of scenarios in regards to finding resources for home projects. Following the brief scenario description, we will give you specific tasks to perform on the website using your mobile device.

We ask that you speak as you are performing the tasks, sort of narrating what you're doing so we can "hear" your thoughts to better understand your actions.

Just a reminder- we are only testing the website, we are not testing you.

VIDEOTAPING PERMISSION

One way we'll be recording that session is by using this piece of equipment right here. It is called

a mobile Doc Cam. It will record everything that you do on your mobile device. It has a built-in microphone. The video will only be used in the context of this class and after the class will be destroyed. Please sign this release form (hand form to the client) before we begin if you are amenable to being recorded.

TEAM INTRODUCTION

This is my teammate (Alexa) she will be taking notes as you complete each task.

ADDITIONAL COMMENTS

Does that all make sense?

You may have comments or suggestions for improvement or you may have questions during the test.

We may not be able to answer all of your questions as it might influence the test results.

We'll get you out of here in less than one hour and give you a way to send us comments if they occur to you later. Please let us know what we can do to make it as comfortable for you as possible.

Any questions?

POST TEST QUESTIONNAIRE

Thank you so much for your participation in the testing of the website. Please take a few minutes to fill out this questionnaire.

AFTER TESTING

My team and I appreciate you taking time out of your day to join us in this usability study. We feel like the information gathered today will go a long way to helping us improve the usability of the uaex.edu website for future site visitors.

Video permission form

Please read and sign this form.

During this usability test I agree to participate in an online session using a computer and/or my mobile phone. During the session I will be interviewed about the **University of Arkansas Division of Agriculture - Extension** (<http://www.uaex.edu>) site, asked to find information or complete tasks using the site, and asked to complete an online questionnaire about the experience. I understand that my voice, my face, and my keyboard, mouse, and/or touch actions will be recorded.

I understand and consent to the use of the recording by student in RHET 4/5372: Usability Testing and Design. I understand that the information and recording are for learning purposes only and that my name and image will not be used for any other purpose, and all footage will be subsequently destroyed once the target information has been extracted and recorded. I relinquish any rights to the recording.

I understand that participation is voluntary and I agree to immediately raise any concerns I might have.

If you have any questions after today, please contact _____.

Please sign below to indicate that you have read and understand the information on this form and that any questions you might have about the session have been answered.

Date: _____

Please print your name: _____

Please sign your name: _____

Subject's Signature

Thank you!

We appreciate your participation.

Personas

Robert Thompson - Extension ANR (ag and natural resources) Specialist



Male 46 years old.

Robert lives in central Arkansas outside of Little Rock in a rural area near Sheridan and drives into work at the state office.

Occupation: He is an agriculture and natural resources specialist focusing on forages for the Cooperative Extension Service.

Technical profile: Robert is very familiar with technology in general but is not a coder or

programmer. He knows how to use tools to find what he needs online. He is resourceful but also willing to ask questions and ask questions on behalf of his clients.

Hobbies: watches NASCAR, fishing, hunting, spending time outdoors and with family.

Robert is an Arkansas native from Searcy. He is a child of a farming family and is familiar with the Extension service having been in 4-H as a child. He worked in the for-profit sector and for Farm Bureau prior to being hired as a forages expert for Extension. He has a PhD in agriculture from UA Fayetteville.

As a Gen-X era specialist, Michael is technically savvy and relies on technology. He owns a laptop that he uses for work and an iPad issued by Extension. He stays connected with clients, co-workers and family through social networks including Twitter, primarily as well as Facebook and has content on the website he is required to update using the content management system.

Robert is dedicated to his work at Extension and enjoys learning new research methods and creating field trials for clients.

Motivators

- Likes to use technology to make his job easier and with more precision
- Enjoys helping the public and serving the state of Arkansas/give back to community

Frustrations

- Inefficiency, gets frustrated when he cannot find what he needs quickly
- Uses search, but often can't find the right results.



Lily Evans - Avid “do-it-yourselfer” and homesteading novice

Female 44 years old.

Lilly lives in Little Rock, Arkansas.

Occupation: Lilly is a teacher at a local elementary school. She also takes care of her two children after school.

Technical profile: Lilly is a little familiar with technology. She knows how to navigate the web, and she constantly visits sites like Facebook and Pinterest. She does not fully understand how the internet works. She is able to use google to search, but she doesn't know how to use search tools.

Hobbies: Cooks / Bakes, Gardens fruits and veggies, makes preserves, crafts, DIY home projects, Spends time outside with family.

Lilly moved to Little Rock at a young age. She went to school, got a job, started a family, and bought a home here. Lilly likes her family to be as self-sufficient as they are able. She tries to grow some of their produce, she preserves foods, and does home repairs and improvements (cleaning gutters, building a french drain, tiling floors, etc). She is not familiar with the Extension service even though it has a lot of relevant information to her many projects.

Lilly is not technical savvy, but she frequently uses the internet on her phone and tablet. She looks for new projects for her home, recipes to cook, and crafts to do with her children. She finds ideas and inspiration from Google, Facebook, and Pinterest.

Lilly is a self proclaimed homesteader and “DIY-er”.

Motivators

Likes to use technology to find information in regards to her hobbies
Wants her husband and children to be happy and healthy

Frustrations

Doesn't like when she can't find information that she needs for certain projects
Doesn't like information that isn't local for certain hobbies

Katherine Gardner - Audiologist at St.John's Memorial Children's Center



Female 38 years old.

Katherine lives in North Little Rock, Arkansas.

Occupation: Katherine is an audiologist at St. John's Memorial Children's Center. She is also a mother of two third graders and a four year old.

Environment: Katherine's family lives in a suburban neighborhood. Her sons' school does not offer extracurricular activities. There are no Boy Scouts troops, Boy and Girls Clubs, or other similar organizations within half an hour of driving from Katherines home.

Goals: Environment: Katherine's family lives in a suburban neighborhood. Her sons' school does not offer extracurricular activities. There are no Boy Scouts troops, Boy and Girls Clubs, or other similar organizations within half an hour of driving from Katherines home.

Agnes Ainsworth - Master Gardener



Female 67 years old.

Agnes lives in a retirement community in Hot Springs Village.

Occupation: Agnes is a former paralegal but spends her time volunteering as a master gardener for Garland County.

Technical profile: Agnes is uncomfortable with the computer but uses it as a resource to research things she's interested in. She has basic technical experience that she gained using the computer at her attorney's office. She is okay with navigating to certain sites and printing off web pages to read.

Hobbies: Spends most of her time in her home garden but watches some cable television such as Judge Judy and Duck Dynasty.

Agnes has lived in several Arkansas cities but has spent most of her professional career working for lawyers in Bryant and Little Rock before settling at a firm in Hot Springs.

Agnes considers the web as her last resort for information but sees it as a necessary evil to look up plant resources and recipes.

Agnes considers Master Gardening as her career now that she's retired and aspires to be an expert in the field.

Motivators

- Likes to meet new people around her age to share her gardening progress with
- Enjoys making an impact through gardening and making the city look nice

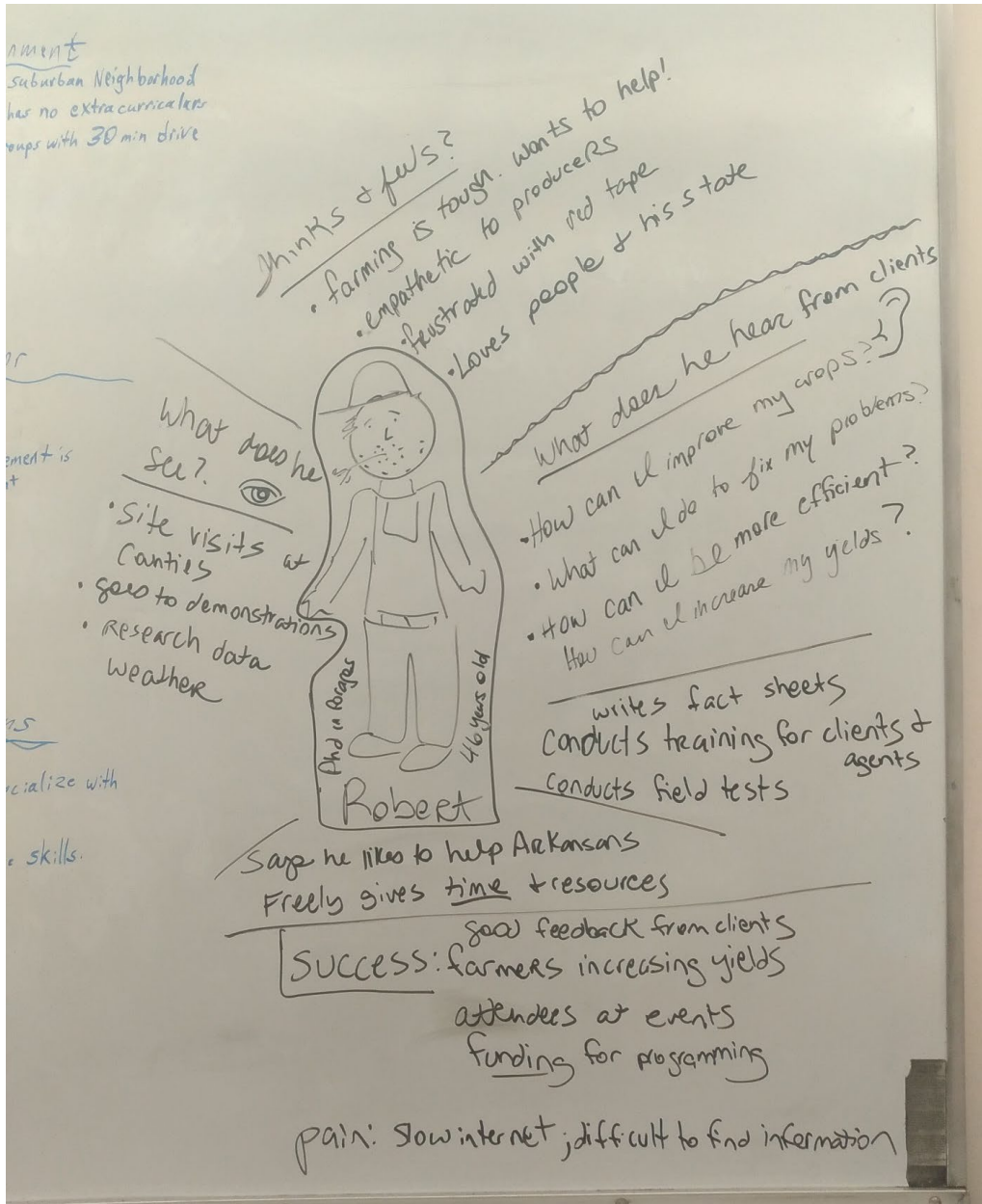
Frustrations

- Hates websites that are too vague (needs to have a clear idea of what she's clicking on)
- Hates flashy websites

Empathy maps

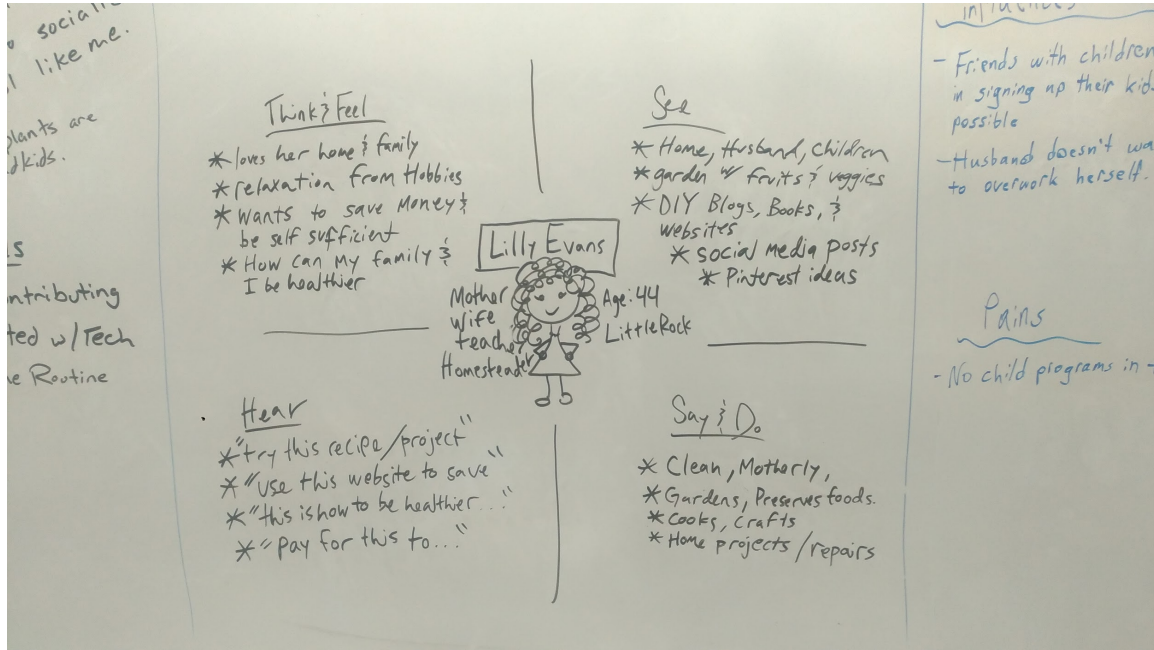
Below are the empathy maps for Robert Thompson (Employee), Lily Evans (DIY/Homesteader), Katherine Gardner (4H Mother), and Agnes Ainsworth (Master Gardener).

Robert Thompson: Extension Specialist



Lily

Evans: Homesteader/DIY Persona



Think & Feel

- * loves her home & family
- * relaxation from hobbies
- * Wants to save money & be self sufficient
- * How can my family & I be healthier

See

- * Home, Husband, Children
- * garden w/ fruits & veggies
- * DIY Blogs, Books, & websites
- * social media posts
- * Pinterest ideas

Hear

- * "try this recipe/project"
- * "use this website to save"
- * "this is how to be healthier..."
- * "pay for this to..."

Say & Do

- * Clean, Motherly,
- * Gardens, Preserves foods.
- * Cooks, Crafts
- * Home projects/repairs

Pains

- Friends with children in signing up their kids possible
- Husband doesn't want to overwork herself.
- No child programs in town

Persona Details:
 Lilly Evans
 Mother, Wife, teacher, Homesteader
 Age: 44
 Little Rock

Katherine Gardner: 4H Mother

Think $\frac{3}{4}$ feel

(F4)

environment

- Lives in a suburban Neighborhood
- Kids school has no extra curriculars
- No youth groups with 30 min drive

influences

- Friends with children are interested in signing up their kids to F4 if it was possible
- Husband doesn't want Katherine to overwork herself.

behavior

- Thrifty
- Time Management is very important

Pains

- No child programs in the area.


Gains

- Kids get to socialize with others
- Kids learn valuable skills.


what see?

- Site vis Canties
- go to dem
- Research d weather

Katherine Gardner



Agnes Ainsworth: Master Gardener



Sees
Photos from other MG's.
Beautiful Produce

Says
Where is this?
Where am I?
How do I meet requirements?

Thinks
The web is evil.
I want to socialize w/ ppl like me.
My plants are my grandkids.

Does
Looks at fact sheets
Fills out forms
Garden like a boss
Answer Phones
Search Site
Donates

Feels
Happy Contributing
Frustrated w/Tech
Loves the Routine

Agnes

Scenarios

Employee Scenario: Robert Thompson

Robert often finds himself out in the field or in the car when a Facebook alert goes off (from his professional page) from a follower who has a question not related directly to forages. A recent example involves a person has a child who raises livestock for showing at the county fair. They want to know the best way to grow food for their cow. Are there 4-H clubs that teach kids about raising forages for livestock? Robert is on his phone and replies via messenger tha he can help but wants to get into the office at a desktop computer to search for the answers in case he also has to call a co-worker in for assistance.

Clients also contact Robert via email about Extension programming. He knows his mother-in-law has an interest in starting up a new exercise routine now that she's retired and has more time. She asks him if her county offers classes or clubs she could get involved in. She inquires about Master Gardeners as well since she'd like to meet new people with similar interests.

Finally, Robert is often is at the office sitting at his desk when the phone rings and it's a call from a potential client. The admin has connected someone to him that has a question related to forages but they have a follow up question about beekeeping and how the bees might help grow grasses and plants for livestock. The person wants to get started with beekeeping and needs to know where to find the best equipment and learn about upcoming beekeeping training. Who should they ask about this and where can they get info online?

Homesteader Scenario: Lily Evans

1. Find specific information

- a. Lilly is a mother and homemaker. Lilly just finished harvesting strawberries from her vegetable garden in her backyard. She brings them into the kitchen and sees that she has a pile of uneaten strawberries. She doesn't think that there is enough time to eat all of the strawberries before they go bad. "Maybe I should google food preservation," she thinks. She remembered her friend telling her about the Cooperative Extension Service. Her friend uses the site to find local information on gardening, cooking, and housework. Lilly Pulls up the homepage and begins to search for food preservation methods.

2. Call a representative and ask a question

- a. Lilly is concerned about the nutrition of the food that her family is eating. She tries to make them healthy meals, but her children love to snack on processed chips and cookies. She decides to call a representative to ask if there is any harm in the chips or cookies that her children eat every once in a while. She gets on the Cooperative Extension Service website and begins to look for a number to call.

3. Find and Register for an event

Lilly and her friend Susan have been trying to workout regularly. Susan found a fitness event on the Cooperative Extension Service website. She told Lilly about it, and she thinks it sounds fun. She decides to sign up for the even. She gets on the Cooperative Extension Services site and clicks on the “Events” link. Then she selects a location and scrolls through the evens. She then tries to register for the fitness course.

4H Mother Scenario: Katherine Gardner

1. What are 4H clubs about?:

One day Katherine hears her sons bemoaning how they are bored and how there’s seemingly nothing to do after school. Katherine decides that maybe an after-school extracurricular program would be good for the boys. However, there are no such school-sponsored activities and no other organizations are in the area. Katherine vaguely remembers mention of 4H while visiting family in Fayetteville. She decides to check out what 4H goals are online.

2. How do I establish a 4H club?

Katherine likes 4H’s mission statement, but learns that there are no groups in the area. However, Katherine feels that she might be willing to establish a 4H club herself if the requirements aren’t too heavy. She searches for such details.

3. How do I register my sons into the 4H clubs?

After learning how to make a 4H club and gaining support from other families in the community, Katherine manages to establish a new 4H club. Now that the club exists, she must learn how register her sons in the club and inform other parents how to do the same. Is there some form that Katherine can find on the UAEX website?

Master Gardener Scenario: Agnes Ainsworth

Agnes is outside in her garden planting flowers. She wonders how many hours she is going to have to spend to achieve the required amount. She is nervous that she is going to lose her title. She doesn't like using the internet. She knows that she is going to have to go to the uaex website. She pulls up the site on her phone.

1. Finding information about MG program

- a. As a first year Master Gardener, you're wondering how many working and learning hours you need to maintain the Master Gardener title.

Agnes is at home cooking a casserole while surfing the web on her iphone while it bakes. Anges starts planning out the hours that she is going to work. Anges decides that the best way to get work hours is to find some Master Gardener events to attend. She really likes flowers so she looks for events with lots of flowers.

2. Participate in events

- a. You're planning your work hours and are wondering if there are any upcoming Master Gardener events that you would like to participate.

Agnes reads on the uaex website that they are looking for people to answer calls. She knows she need more hours and she decides that she is going to help out by working in the county office. She finds the phone number on the website. She calls the office in an attempt to find out when she needs to come in.

3. Serve at the county office

- a. You decide to do your part by answering calls in the county office. You need to contact the office to find out when you can come in.