



# The DPA Helper

District Project Achievement

UXRP  
Lauren Pike

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# EXECUTIVE SUMMARY

## Introduction

The DPA Helper is the first online, interactive resource designed to help 4-H families create speeches and portfolios for Georgia 4-H's public speaking competition, District Project Achievement. The site allows users to input personalized information and receive a speech outline, introduction, and conclusion. The site also gives youth a space to track their 4-H activities throughout the year for their portfolio.

## Hypothesis

Users will have an easier time preparing for District Project Achievement.

The DPA Helper will positively impact attitudes regarding speech writing and portfolios.

## Goal

The goal of this testing is to learn how effective The DPA Helper is in assisting participants in preparing for District Project Achievement. Results from this testing will help to influence needed changes in the product and further improvements for the overall site. These tests are important and relevant because the results can help bring to light issues I may not know exist regarding The DPA Helper. It is important to address these issues to ensure maximum effectiveness and ensure accessibility for all.

# METHODOLOGY

## Role(s)



*Lauren Pike, Sole Team Member*

As a team of one, I am serving as the Interviewer, Notetaker, and Observer during UX testing. I am engaging in all of these roles at once by following a series of steps for each participant. To begin, I will confirm each participants' consent. Next, I will record each session via Zoom. (This allows me to go back and better observe and record any needed comments or activities.) I will then provide instructions and read the script to the participant. As the participant works through the testing, I will make notes on the user's experience. The recording also allows for me to be sure I don't miss any important feedback.

# Sampling

## Population

This project targets two different audiences.

### 1. 4-H Parents

- Adults aged 30 - 40 years old
- Male or female
- Have a child in 4-H in 4th - 12th grade

### 2. 4-H Youth

- Youth aged 10 - 18 years old
- Male or female
- Involved in 4-H

## Sampling Frame and Method

I plan to recruit a sample of 8 to 12 individuals who are involved in 4-H or have children in 4-H to test The DPA Helper. The sample chosen will be a wide representation of the population, accounting for demographics and age. Ideally, I plan for 4-6 of the users to be adults and 4-6 of the users to be youth. This way, the sample is more representative by having target audiences. Because I hope to engage with a wide variety of adults and youth from different areas, I will use Zoom to conduct interviews. This platform will also allow me to record sessions and review them at a later time. I plan to recruit these participants by contacting individuals listed in 4-H enrollment as “interested in District Project Achievement” and seeing if they are interested.

The main challenge interviewing youth online is the paperwork and parental approval that must be gained for any online 4-H project.

# Persona 1 – Gary Wilson



## Biography

Gary is a 7th grade 4-H'er in Henry County, Georgia. He has participated in 4-H events since the 5th grade, but this will be his first year doing District Project Achievement. Because Gary is home schooled, he is involved in many organizations and activities. Gary is excited about competing in DPA, but wants a time efficient way to work on his project.

## About

- 14 years old
- Active 4-H'er
- McDonough, GA
- Home schooled

## Goals

- Placing in the top three at DPA
- Continuing his 4-H career
- Creating his DPA project quickly

## Personality

Gary's personality is eager and determined. Gary is competitive and a hard worker. Gary has a lot on his plate, so convenience is important to him.

## Frustrations

- Attempting to get to the 4-H office for in-person events
- Hours of 4-H office conflicting with other obligations



# Persona 1 – Carla Smith



## Biography

Carla is a 39 year-old mom of 2 4-H'ers. She teaches at a public elementary school and wants to see her children do well in all they do. She is married and has a dog. Her two kids, Josh and Brenda are in 5th and 10th grade. Carla hopes to help her kids work on their project year round so they do not have to cram at the last minute to finish it.

## About

- 39 years old
- Mom of 2 4-H'ers
- Locust Grove, GA
- Teacher

## Goals

- Seeing her children succeed and do well in their presentations
- Accomplishing project at home in a decent amount of time

## Personality

Carla is a bubbly and involved parent with high standards for her kids. She loves to get excited and cheer her kids on in all they do.

## Frustrations

- Attempting to get to the 4-H office for in-person events (traffic)
- Hours of 4-H office conflicting with other obligations

# Testing Instruments

## Script

*Zoom should be open to face-to-face video with no screen sharing.*

Hi \_\_\_\_\_. My name is Lauren Pike, and I'm going to be walking you through this session today.

Before we begin, I have some information for you, and I'm going to read it to make sure that I cover everything.

You probably already have a good idea of why I asked you here, but let me go over it again briefly. I am asking people to try using a web site that I am working on so we can see whether it works as intended. The session should take about an hour.

The first thing I want to make clear right away is that we're testing the site, not you. You can't do anything wrong here. In fact, this is probably the one place today where you don't have to worry about making mistakes.

As you use the site, I'm going to ask you as much as possible to try to think out loud: to say what you're looking at, what you're trying to do, and what you're thinking. This will be a big help to me.

Also, please don't worry that you're going to hurt my feelings. I am doing this to improve the site, so I need to hear your honest reactions.



# Script

If you have any questions as we go along, just ask them. I may not be able to answer them right away, since I am interested in how people do when they don't have someone sitting next to them to help. But if you still have any questions when we're done I'll try to answer them then. And if you need to take a break at any point, just let me know.

Today I am going to record our Zoom, including what happens on the screen and our conversation. The recording will only be used to help me figure out how to improve the site, and it won't be seen by anyone except the people working on this project and instructors. It also helps me, because I don't have to take as many notes.

If you would, I'm going to ask you to sign a consent form for me. It just says that I have your permission to record you, and that the recording will only be seen by the people working on the project and our instructors.

*Pull up a consent form, share screen, and have them sign it digitally.*

*While they sign it, start the screen recording.*

*Once they are done signing, save document and navigate to open internet browser page (Google).*



# UX RESEARCH CONSENT FORM

## Purpose

The researcher, Lauren Pike, is conducting a usability study to evaluate the design of The DPA Helper. The results will be used to help improve the site design. This test is being performed as part of a sequence of capstone classes in the JRMC 7015E, Emerging Media program. The study will take approximately 1 hour.

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## As a subject you will be asked to:

- Fill out a pre-test survey
  - Complete a series of tasks
  - Consent to being observed and recorded
  - Give feedback on your experience
  - Complete post-test survey
  - Complete a Systems Usability Scale
- 

Participation in this usability study is voluntary. The descriptions and findings will be used to compile a report about the site's effectiveness. However, at no time will your full name be used. With your permission, I would like to take photos, videos, and notes to share with faculty members at the University of Georgia's New Media Institute.

You are at liberty to withdraw your consent and discontinue participation at any time. If you have any questions please contact: Lauren Pike, at 423-605-1741 or [lauren.pike@uga.edu](mailto:lauren.pike@uga.edu). You can also reach out to my instructor, Leah Moss, at [leahmoss@uga.edu](mailto:leahmoss@uga.edu).

By signing below, you are indicating you understand the information on this form:

Participant Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ (if under 18)

## Script

Do you have any questions so far?

Ok. Before we look at the site, I'd like to ask you just a few quick questions.

- What is your occupation or school grade level?
- How many hours a week do you spend using the Internet, including browsing and email, at work/school and at home?
- Have you tried any interactive online resources for helping with DPA speeches and portfolios?
- Can you tell me what resources you use to help create DPA speeches and portfolios?

Ok, great. We're done with the questions, and we can start looking at things.

First things first, I'd like you to fill out this pre-test survey.

*Send link to pre-test survey to participant in Zoom chat*

Thank you! Now I'm going to ask you to look at the project.

*Click on the bookmark for the site's Home page.*

First, I'm going to ask you to look at this page and tell me what you make of it: what strikes you about it, whose site you think it is, what you can do here, and what it's for.

# Pre Test

The pre-test will be conducted through an online form, the following questions will be asked.

What is your age?

What is your affiliation to 4-H?

a. Member

b. My child is a member

c. Alumni of 4-H

d. No affiliation

How many years have you/your child participated in District Project Achievement?

a. This is the first year.

b. 1-2 years

c. 3-4 years

d. 5+ years

What month do you normally start working on a portfolio?

I/my child keep up with portfolio activities regularly.

1 2 3 4 5  
○ ○ ○ ○ ○  
Disagree Agree

Keeping up with pictures for portfolios is difficult to do.

1 2 3 4 5  
○ ○ ○ ○ ○  
Disagree Agree

I am satisfied with my current DPA practices.

1 2 3 4 5  
○ ○ ○ ○ ○  
Disagree Agree

How do you feel about visiting the 4-H office for DPA help?

1 2 3 4 5 6 7 8 9 10  
○ ○ ○ ○ ○ ○ ○ ○ ○ ○  
Frustration Love it!

How do you feel about portfolios?

1 2 3 4 5 6 7 8 9 10  
○ ○ ○ ○ ○ ○ ○ ○ ○ ○  
Confused Confident

How do you/your child feel about District Project Achievement?

1 2 3 4 5 6 7 8 9 10  
○ ○ ○ ○ ○ ○ ○ ○ ○ ○  
Bored Excited

# Script

You can scroll if you want to, but don't click on anything yet.

*Allow this to continue for two to three minutes, at most.*

Thanks. Now I'm going to ask you to try doing some specific tasks. I'm going to read each one out loud.

I'm also going to ask you to do these tasks without using Search. We'll learn a lot more about how well the site works that way.

Again, as much as possible, it will help me if you can try to think out loud as you go along.

# Table of Tasks

Task	Pass/Fail	Post Task Questions
You need to create a speech introduction for your speech. Where would you navigate?	Pass: Navigate to Speech Assistant	
I would like you to pretend to be a 5th grade student from Clover Elementary in Clover County. Please generate a speech outline on housing, feeding, and grooming beagles.	Pass: Enter name in name fields, 5th in grade field, Clover Elementary in school name, Clover County in county name, beagles in general topic, and feeding, housing, and grooming in main topics. Click submit.	What information do you see?  Does this layout make sense to you?  Is it easy to understand where to put what information on the form?

# Table of Tasks

Task	Pass/Fail	Post Task Questions
Navigate to the example speech presented by Regan.	Pass: Select “Example Speeches” and click on Regan’s speech.	
Navigate back to the home page of The DPA Helper.	Pass: Close the new tab with Youtube in it. Select “Home button.”	Was navigating back to the home page confusing?
Navigate to an example portfolio in the public speaking category.	Pass: Select the Portfolio Builder tab, click on Example Portfolios, select Public Speaking, open portfolio	



# Table of Tasks

Task	Pass/Fail	Post Task Questions
Navigate back to the Portfolio Builder page of The DPA Helper.	Pass: Close tab with Google Drive open.	
Create an account on The DPA Helper.	Pass: Click on Log In and enter an email and password. Select Register. Fill out registration form and click Register.	How did this process make you feel?  Was the information required straight forward?
Navigate to the page you would enter a portfolio activity on.	Pass: Select Portfolio Builder, New Portfolio Item	

# Table of Tasks

Task	Pass/Fail	Post Task Questions
You recently spent 5 hours on a community service project on making holiday cards for 50 elderly citizens in your town. Please record this activity in your portfolio.	Pass: Enter name in the name blanks, community service in item area, appropriate item name in item name section, 50 in contacts reached, 5 in hours engaged, and an appropriate description in description of activity, submit.	Is there a place to upload an image of your activity?  Would you use this feature?
Navigate to your portfolio item list.	Pass: Select "View your Portfolio Here"	What information do you see here?

# Table of Tasks

Task	Pass/Fail	Post Task Questions
Navigate back to the home page of The DPA Helper.	Pass: Click on the home button.	
Navigate straight to your portfolio item list without adding a new portfolio item or visiting the page you add a new item with.	Pass: Select Portfolio Builder, View Portfolio	What features do you see on the page you could use to help look for specific portfolio items in your list?
Export your portfolio list as an Excel document.	Pass: Click Export, ensure entire table and excel is selected, Click Export	How do you feel about being able to export a portfolio list to Excel?

## Script

Thank you, that was very helpful.

Do you have any questions for me, now that we're done?

Wonderful!

I have one last favor to ask of you. I'm going to send you a link to the post-test survey. Please open this link and fill out the survey.

*Send link to post-test survey to participant in Zoom chat*

Thank you so much for your participation today. I greatly appreciate your time. Have a great rest of your day!

## Post Test

The post test will be conducted through an online form, the following questions will be asked.

What is your impression of The DPA Helper?

Which features of The DPA Helper could you see yourself using?  
(Mark all that apply.)

- |                      |                       |
|----------------------|-----------------------|
| a. Speech Assistant  | c. Example Portfolios |
| b. Portfolio Builder | d. Example Projects   |

Were there any features you particularly enjoyed?

Were there any features you thought could be improved?

Were there any features you expected to see but did not?

Overall, did you find The DPA Helper to be useful?

The DPA Helper is easy to navigate.

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

I would use The DPA Helper to create a speech or portfolio.

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

I wanted to continue to put items in the portfolio list.

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

How did using The DPA Helper make you feel overall?

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frustrated						Encouraged			

Using technology to assist with DPA preparation is...

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pointless						Meaningful			

How do you/your child feel about District Project Achievement?

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bored						Excited			

# System Usability Scale

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

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I found the website unnecessarily complex.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I thought the website was easy to use.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I found the various features in this website were well integrated.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I thought there was too much inconsistency in this website.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I found the website very awkward to use.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I felt very confident using the website.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# ANALYSIS

## Task Analysis

Task Success - To determine the success of each task, a pass or fail will be assigned to each task a participant completes. However, individual thoughts and reasoning will also be recorded. A success rating will be determined (estimated at 80%) and any tasks that score below that rating will be evaluated and examined for improvement. These tasks will be considered to have minor flaws. Any tasks below a failing grade (estimated at 75%) will be evaluated for major flaws. (Outliers will also be removed from the data prior to analysis.)

## SUS Analysis

User Satisfaction - The System Usability Scale will provide information on user's satisfaction levels. Using the results of the survey, a score will be tabulated using the official calculation model. A score of below 50 indicates failure, which indicates major issues. A score of 50 - 70 is acceptable, but has room for improvement, indicating minor flaws. A score of above 70 indicates the product is doing well.

Calculation Model:

- For odd numbered questions, subtract 1 from the score
- For even numbered questions, subtract their value from 5
- Take new values and add up the total score
- Multiply by 2.5
- Results in a score out of 100



# ANALYSIS

## Survey Analysis

Surveys will be analyzed using a variety of methods to ensure each question is analyzed properly. Likert type questions will be analyzed using the average of each question. A high average indicates a positive feeling towards that question and a low average indicates a negative feeling. Semantic Differential questions will be analyzed by giving each response a score. These scores will then be analyzed using a t-test for further evaluation. Academic standards (greater than +2 or less than -2) will be followed in determining the success of those questions. Open-ended and multiple choice questions will be evaluated on an individual basis to determine additional information.

## Communication

While the sample size of this user testing is small, it will be representative of the target markets, so results will be communicated confidently. Visualizations will also be developed to better share findings with others.

# CONCLUSION

The DPA Helper has the potential to revolutionize District Project Achievement preparation for its' participants. It serves as the first and only online, interactive resource designed to help 4-H families create speeches and portfolios for Georgia 4-H's public speaking competition, District Project Achievement.

Through the user testing process, a wide variety of youth and adults will be targeted to assess the product to ensure it is operating as effectively as possible. Participants will be asked to complete a pre and post test, various tasks on the web site, and a System Usability Scale survey. This information will be analyzed using various techniques and results will be shared in an easy-to-understand and visually appealing format.

Overall, through this process, The DPA Helper aims to achieve its' goals of creating a more simple approach to preparing for District Project Achievement and positively impacting attitudes regarding speech writing and portfolios.