

Appendix C: Benchmarking Scoring

Web Site A:	NAME: University of California @ Los Angeles	URL: http://www.gseis.ucla.edu/~edd/												
Web Site B:	NAME: San Jose State	URL: http://www.sjsu.edu/edleadership/												
Web Site C:	NAME: SDSU Educational Leadership Development	URL: http://edweb.sdsu.edu/edleader/												
Engagement Attributes	Criteria	Web Site A				Web Site B				Web Site C				
		Tester1	Tester2	Tester3	MEAN	Tester1	Tester2	Tester3	MEAN	Tester1	Tester2	Tester3	MEAN	
Focused Attention	Home page	The home page establishes an appropriate personality for the web site and communicates the site's purpose; you instantly know what the web site is about and what it's for; it catches your attention and tempts you to explore further; it shows what major options available.	3	4	4	3.7	3	5	3	3.7	3	3	4	3.3
	Focal point	Contrasting elements (i.e. different colors, bolder or bigger type, appealing graphics, and/or spatial arrangements) create a single focal point that draws the eye to what is most important on the page.	3	5	4	4.0	2	4	3	3.0	2	4	4	3.3
	Scannability	Intuitive organization of the content exists; broke up content with topics & subtopics, headings; used summaries with links to detail; divided content according to scope (e.g. current students vs. prospective students); used a horizontal line at the bottom of page to indicate the end of content.	3	4	4	3.7	2	4	3	3.0	3	2	2	2.3
	Readability	Headlines and important words use a color from the color scheme of the web site; different text sizes are used to differentiate between titles, headings, and texts; paragraphs of type are not in all caps, bold, or italic; high quality writing is evident (e.g. good grammar).	5	5	4	4.7	4	5	3	4.0	3	4	3	3.3
	Graphics usage	Graphics complement the content (i.e. there are no superfluous graphics) and grab your attention; images support a theme consistent with the organization's setting, adding to both the site's function and appearance.	3	5	4	4.0	3	5	2	3.3	2	3	2	2.3
	TOTALS (30 Possible)		20	27	24	23.7	17	28	17	20.7	16	19	19	18.0
Intrinsically Motivating	Brand uniqueness	The web site makes it very clear to visitors about what sets this EDL program apart from other EDL programs and would motivate applicants to choose this program over others.	4	5	4	4.3	4	3	3	3.3	1	2	4	2.3
	Brand image	The web site presents a respectable brand image that advances the EDL department's reputation in the K-12 community and would motivate applicants to	4	5	4	4.3	3	3	3	3.0	1	2	2	1.7
	Purpose	The purpose of the site is clearly evident and identified by mission, purpose statement, content, use of images, and URL name.	3	3	4	3.3	4	4	4	4.0	3	4	4	3.7
	Scope	The scope of the content is broad and comprehensive. The content addresses a wide range of topics relevant to the organization's mission, its history, key personnel, its programs, how it develops school leaders, and how it interacts with the community.	5	4	4	4.3	4	4	2	3.3	3	3	2	2.7
	Appeal	Content provided about the program and the curriculum is interesting and would motivate visitors to learn more.	5	5	4	4.7	3	5	2	3.3	2	3	2	2.3
	Relevance	Content provided about the program and the curriculum is relevant and well-aligned with the organization's unique brand, further advancing its image; there is no extraneous content.	5	4	4	4.3	3	4	4	3.7	2	2	4	2.7
	Depth	Individual topics, relevant to the organization's mission and purpose are addressed in detail providing multiple facets and examples for each specific area.	4	3	4	3.7	4	3	2	3.0	2	2	2	2.0
	Currency	Web site helps the user know if they are seeing the most current information (e.g. version date in current year is listed for downloadable content or any other date driven content).	3	4	4	3.7	2	4	2	2.7	2	1	2	1.7
	Site interactivity	Web site promotes social networking and/or provides discussion forums, wikis, blogs, or other interactive features	3	1	4	2.7	1	1	2	1.3	1	1	2	1.3
	TOTALS (60 Possible)		49	48	48	48.3	39	41	32	37.3	22	27	32	27.0
Helps to reach goal	Admission Help	Information exists regarding EDL admission requirements, timelines & procedures for application.	5	5	4	4.7	4	4	4	4.0	3	2	3	2.7
	Curriculum Help	Information exists regarding the EDL curriculum including course descriptions, course schedule, course registration timelines & costs.	5	5	4	4.7	2	3	3	2.7	2	3	2	2.3
	FAQ's/Helps	Commonly asked questions are clearly marked and well organized. Questions are comprehensive and relevant to the target audience. Questions can be searched and sorted.	4	4	4	4.0	1	2	1	1.3	1	1	1	1.0
	News	Provides a means to quickly locate recent news relevant to students and faculty.	2	3	4	3.0	2	4	3	3.0	1	1	1	1.0
	Links to outside resources	Links to external resources are provided. The external links are relevant, current, active, and easy to access.	5	4	4	4.3	3	4	2	3.0	4	4	4	4.0
	Contact information	Comprehensive contact information is available, e.g., mailing address, phone number with area code, FAX number, directions, email addresses of organization's officials, and/or webmaster information.	5	5	4	4.7	5	4	3	4.0	3	3	4	3.3
TOTALS (30 Possible)		26	26	24	25.3	17	21	16	18.0	14	14	15	14.3	
Sense of control	Download time	Web pages appear within short time span creating a smooth transition from page to page.	5	5	4	4.7	5	5	4	4.7	5	4	3	4.0
	Navigation flow	Navigation categorization is intuitive; the wording for each category of content is meaningful to users; navigation bar, buttons, or links are appealing, clear, and easy to use for finding information you are seeking.	5	5	4	4.7	4	4	2	3.3	2	3	3	2.7
	Navigation interface	Navigation works correctly (i.e. you are taken to the correct page and the button/bar has no glitches); a link to the home page displays on all sub-pages and is in a consistent place; a small number of steps/links exist to arrive at a particular set of info (rule of thumb is 3); you don't get lost or get stuck on orphaned pages.	3	4	4	3.7	4	4	3	3.7	2	4	2	2.7
	Presence	A title exists on each page to ensure users know which page they currently are on; the title on each page is very similar to the label on the navigation bar, button or link used to get there.	5	5	4	4.7	5	5	4	4.7	2	3	3	2.7
	Links	There are no broken/dead links or links to remote, useless pages. All text links are underlined; there is no underlined text (that was meant to be only text) that is not a link; link names are in harmony with targets or a description is provided for the link; cues for other clickable content are coherent; visited links are highlighted; clear distinctions exist between internal and external links.	4	4	4	4.0	4	4	4	4.0	2	3	3	2.7
	Help	An index or site map exists, a search engine exists, or a feature is available for users to raise interface or other problems they encounter (e.g. a contact the webmaster link); documents you can download have information/warnings on file type and size.	1	3	4	2.7	1	3	1	1.7	1	2	2	1.7
TOTALS (40 Possible)		31	35	32	32.7	31	33	23	29.0	18	26	21	21.7	

Benchmarking Scoring (cont.)

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Web Site C:		NAME: SDSU Educational Leadership Development	URL: http://edweb.sdsu.edu/edleader/											
Engagement Attributes	Criteria	Web Site A				Web Site B				Web Site C				
		5 Best Practice – 4 Good – 3 Present – 2 Lacking – 1 Not at all												
		Tester1	Tester2	Tester3	MEAN	Tester1	Tester2	Tester3	MEAN	Tester1	Tester2	Tester3	MEAN	
Aesthetic Appeal	Page orientation	1	5	4	3.3	4	4	2	3.3	3	4	2	3.0	
	Alignment	4	5	4	4.3	3	4	4	3.7	2	4	4	3.3	
	Repetition	4	5	4	4.3	4	4	4	4.0	2	3	3	2.7	
	Proximity	4	5	4	4.3	4	4	3	3.7	2	3	2	2.3	
	Contrast	4	5	4	4.3	3	4	3	3.3	2	3	2	2.3	
	Image criteria	4	4	4	4.0	4	4	4	4.0	2	2	3	2.3	
	Background criteria	3	4	4	3.7	4	3	4	3.7	5	3	4	4.0	
	Text criteria	4	4	4	4.0	5	3	3	3.7	2	3	3	2.7	
TOTALS (40 Possible)		28	37	32	32.3	31	30	27	29.3	20	25	23	22.7	
GRAND TOTAL		154	173	160	162.3	135	153	115	134.3	90	111	110	103.7	
		77%	87%	80%	81%	68%	77%	58%	67%	45%	56%	55%	52%	

Overall comments:

Website A:

University online application site is a dead link. Check "you" application status - "you" should be "your" and the link is dead. Navigation interface is too sensitive; does not handle hovering cursor well; seems weird to use; some sub-bars don't go away (for one of the testers).

Simple, not cluttered. Their content is far less than the other two sites. Only one program represented but it is done cleanly and effectively.

No interactive features. How can they keep in touch? How can they blog on the site etc?

Hated the header on U of Cal @LA and I didn't like their Nav bar because I couldn't always get it to work right.

Website B:

Don't like the quick links - takes up too much space that is needed by the main content - forces you to scroll vertically too much - if it was not there, you wouldn't need to scroll so much. California Standards page is particularly good.

Too much info on first page. Would do better with mission and vision statement. No interactive features. How can they keep in touch? How can they blog on the site etc.?

SJSU's Nav bar wasn't nearly as fancy as UCLA's, but it worked.

Benchmarking Scoring (cont.)

Website C:

"Error on page" shows on browser bottom left corner which indicates something is wrong in the HTML / script code. College of Ed & SDSU links in the Nav bar are not needed there. Move them. COE should open in new browser. Needs image on the homepage that immediately sets the tone. Possibly an image of a person clearly in an educational leadership role or a "Principal" sign being put on an office door that immediately tells the visitor: you can become this!

Currency problems: bottom of page does tell you when page was last updated but most are old dates; CSU application help shows Fall 2006; Verification of Experience form is dated 2001; they really clue you in to the deadline with the flashing red text; only accept applications for two months; should remove after deadline unless taking them late or move the applications to an archive page.

No home button throughout. Home page is totally disorganized. No rhyme or rhythm to why the info is there. Some of the links are not connected to info, some under construction. No interactive features. How can they keep in touch? How can they blog on the site etc?

SDSU's Nav bar was fine, but too many broken links

SDSU site spells "Pre K12" three different ways on the home page. It shows, "PreK12", "PreK-12", and pre-K-12"
