

Web Design Benchmarking Checklist

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
			5 Best Practice – 4 Good – 3 Present – 2 Lacking – 1 Not at all		
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.	5 --- 4 --- 3 --- 2 --- 1 (weight X2)	5 --- 4 --- 3 --- 2 --- 1 (weight X2)	5 --- 4 --- 3 --- 2 --- 1 (weight X2)
	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.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	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.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	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 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	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.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	TOTALS			/ 30	/ 30

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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		
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.	5 --- 4 --- 3 --- 2 --- 1 (weight X2)	5 --- 4 --- 3 --- 2 --- 1 (weight X2)	5 --- 4 --- 3 --- 2 --- 1 (weight X2)
	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 apply.	5 --- 4 --- 3 --- 2 --- 1 (weight X2)	5 --- 4 --- 3 --- 2 --- 1 (weight X2)	5 --- 4 --- 3 --- 2 --- 1 (weight X2)
	Purpose	The purpose of the site is clearly evident and identified by mission, purpose statement, content, use of images, and URL name.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	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 --- 3 --- 2 --- 1 (weight X2)	5 --- 4 --- 3 --- 2 --- 1 (weight X2)	5 --- 4 --- 3 --- 2 --- 1 (weight X2)
	Appeal	Content provided about the program and the curriculum is interesting and would motivate visitors to learn more.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	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 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	Depth	Individual topics, relevant to the organization's mission and purpose are addressed in detail providing multiple facets and examples for each specific area.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	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).	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	Site interactivity	Web site promotes social networking and/or provides discussion forums, wikis, blogs, or other interactive features	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
		TOTALS		/ 60	/ 60

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			5 Best Practice – 4 Good – 3 Present – 2 Lacking – 1 Not at all		
Helps to reach goal	Admission Help	Information exists regarding EDL admission requirements, timelines & procedures for application.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	Curriculum Help	Information exists regarding the EDL curriculum including course descriptions, course schedule, course registration timelines & costs.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	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.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	News	Provides a means to quickly locate recent news relevant to students and faculty.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	Links to outside resources	Links to external resources are provided. The external links are relevant, current, active, and easy to access.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	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 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
		TOTALS	/ 30	/ 30	/ 30
Sense of control	Download time	Web pages appear within short time span creating a smooth transition from page to page.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	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 --- 4 --- 3 --- 2 --- 1 (weight X2)	5 --- 4 --- 3 --- 2 --- 1 (weight X2)	5 --- 4 --- 3 --- 2 --- 1 (weight X2)
	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.	5 --- 4 --- 3 --- 2 --- 1 (weight X2)	5 --- 4 --- 3 --- 2 --- 1 (weight X2)	5 --- 4 --- 3 --- 2 --- 1 (weight X2)

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			5 Best Practice – 4 Good – 3 Present – 2 Lacking – 1 Not at all		
Sense of control	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 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	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.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	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.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	TOTALS			/ 40	/ 40
Aesthetic Appeal	Page orientation	Home page fits within a standard browser (800 X 600 pixel) without any vertical or horizontal scrolling; the most important stuff on all other pages fits within a standard browser (800 X 600 pixel) and does not require you to scroll horizontally.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	Alignment	One alignment (left, centered, or right) is used on a page to ensure it is not cluttered looking; everything on a page has some visual connection with something else on the page through alignment (e.g. lined up together).	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	Repetition	Certain elements (navigation bars, color school/ organizational colors, layout of items, logos) are repeated on each page throughout the web site, so each page looks like it belongs to the same web site; consistent use of text in terms of its type, font size, and color throughout the web site (i.e. avoided using multiple fonts).	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1

Continued . . .

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Engagement Attributes		Criteria	Web Site A	Web Site B	Web Site C
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Aesthetic Appeal	Proximity	Spatial arrangements provide a visitor with instant visual cues as to the hierarchy of info (i.e. items are placed close together if they appear to have a relationship and sufficiently apart if not; headlines are closer to their related body copy than to the text/graphics above them, any two-line headlines are close together, and subheads have more space above them than below them).	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	Contrast	Contrasting elements create a hierarchical presentation of information, making it easier for the user to pick out what they need to know (e.g. bolder or bigger type; photos, subheads, and quotes are used to break up large areas of text).	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	Image criteria	Images are used to create a balance with the text and compliment the overall site design. Image size is limited to 600X400 pixels or smaller and fit on the screen; uses no more than 3 images per page; all graphics have alt labels; no graphics are missing (i.e. showing as errors).	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	Background criteria	Uses a light blue or white background for a professional look; limited to one or two colors; does not use background images in the content display area; contrasts favorably with the text and graphics, is not busy and distracting, and doesn't make text hard to read.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	Text criteria	Uses familiar fonts that are at least 12-points (Times New Roman, Georgia, Arial, Helvetica, or Verdana); did not use more than 4 colors for text unless the color scheme allowed it; text is not crowded against page edges nor does it stretch all the way across the page due to full justification; there is no text that is too small to read or too big.	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1	5 --- 4 --- 3 --- 2 --- 1
	TOTALS			/ 40	/ 40
GRAND TOTAL			/ 200	/ 200	/ 200

Web Design Benchmarking Checklist

Please describe any noteworthy best practices you noticed in any of the web sites:

Web Site A:	
Web Site B:	
Web Site C:	