



Technical Communication

M e r c e r U n i v e r s i t y

May 4, 2020

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DHS FEMA Team

500 C St SW, Washington, DC 20024

Dear All,

Our team has successfully conducted the usability testing of the DHS.gov website with six participants. This report includes: testing procedures, testing results, pre/post-test surveys completed by each participant, and appendices containing material from testing. Participants were asked to complete various tasks using the website, DHS.gov. Through careful analysis, our team has identified various issues grouped into the topics of functionality, navigation, and design. This report also contains a number of recommendations to help fix the issues identified, such as:

- Fixing broken links
- Relocating the Topic slideshow
- Providing links to job applications and other areas of the site

Overall the participants were able to complete most tasks and found the website visually appealing. However, through the adjustment and modification of the specific weaknesses the team found, we believe that this website may increase the quality of its user experience. As a team, we assert that solving these issues would yield higher user satisfaction and efficiency within the website. Thank you for the opportunity and privilege of allowing us to conduct this review in the name of the DHS.gov website. For any

additional information, please contact our team through the corresponding email address.

Sincerely,

Kim Wallace, Juliana Hawkinson, Vickie Eades, and Cedric Sumner

Department of Technical Communication

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Technical Communication

M e r c e r U n i v e r s i t y

Kim Wallace, Juliana Hawkinson, Vickie Eades, Cedric Sumner

DHS.Gov Usability Testing Results Report

Dr. Pam Brewer

TCO 361: Usability

EXECUTIVE SUMMARY

Our group from Dr. Pam Brewer's Usability class at Mercer University was tasked with creating and executing a virtual usability test on the Department of Homeland Security (DHS)'s website in order to identify areas of frustration for the user when navigating the website. Scenarios and tasks were created in order to guide the user through the website and observe their use of the site. We tested the website from March 30th-April 5th. Our team started the official pilot test on April 1st. There were no new changes to the scenarios, just a few additions to the moderator's script to finish each session in a timely manner. A total of seven participants were involved in this test with one pilot test and six participants. From the data that we have collected, we've found that overall, the DHS website functions fairly well. From the results of the testing, we have found that the main issues with the site involve clarity when leaving the DHS website, and the ability for the user to find what they're looking for in a timely manner.

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PURPOSE STATEMENT

The DHS FEMA team tasked our team to perform a usability test on their mainsite, www.dhs.gov. Ideally, the site would provide users with information regarding the DHS's affairs in a simple, clear way that is easy to navigate. As a team, our purpose was to carefully analyze the user experience on the website and provide feedback based on several methods of data gathering such as usability testing, interviews, and pre/post-test questionnaires. In this document, we will report on how the usability testing was accomplished as well as the results from that testing. Finally, our team has a list of recommendations to fix these issues.

METHODOLOGY

The DHS.gov usability test was a formative test. The DHS.gov website will be undergoing changes. Therefore, DHS requested a usability test to receive positive and negative feedback from their users about their website's current state so they can prioritize their changes. The usability test was conducted remotely through Zoom on the participant's personal computers, and we gathered feedback (pre- and post-test questionnaires, product reaction cards, and audio and video recordings) through Zoom's chat and video features. Participants used their personal computers and a familiar web browser to access the Zoom session and DHS.gov to complete the test.

Six total participants tested the DHS site. The first participant was a pilot to discover problems with the execution of the usability test and testing methods. The participants were 18 years in age and over with no experience using the DHS website. The participant age range was requested by the DHS team to encompass more demographics of potential users. We used the following external recruitment methods:

- Google Forms: create and send out a screener survey and collect potential users' information; records the participant's full name, age, email address, their past experience with government websites (which ones and how often), and when they would not be available to test

- Reminder emails and texts: confirmed participants of their testing days after they completed the survey, the day before and on testing day

Please see the Metrics section to view testing metrics.

Test Objectives

This section is adapted from Barnum, 2011, 315-316.

Our test focused on two parts: part 1 focused on tasks using the most popular topics on DHS.gov and part 2 focused on the home page's overall design, specifically the News section, topics slideshow, image rotator, and the Twitter feed. By focusing on these sections, we were able to determine which areas of the site were most in need of change, and what improvements could be made.

Metrics

The participants were asked to complete tasks while the computer screen and the participant's voice and face were recorded. The participants answered a pre-test questionnaire, post-task questions, and post-test evaluations in an interview.

The pre-test questionnaire aimed to gather background information on the participant to gauge their experience with and knowledge of the DHS as an organization.

For reaction cards, the team gave twelve options in the Zoom chat, including six positive and six negative words, and asked the participant to select three words describing their experience.

All of the evaluation methods used were open-ended questions intended to gain honest, personal opinions from participants. The card sorting activity gave quantitative data in that the number of positive and negative answers can be compared and analyzed. Using this data, we were able to note which sections of the website garnered the most positive and negative responses.

Participants

According to the DHS, this website's target audience is anyone wanting to find information regarding the DHS and their work. Due to the COVID-19

situation, our options for participants were limited. Therefore it was necessary to find participants who were familiar enough with video-conferencing so that connecting with our team wasn't an issue. The ages of our participants ranged from 18-59 years old. The DHS is meant to be used by anyone of any reasonable age, and so our team chose to keep the age range broad so as to encompass any demographic that might have use of the site.

Six participants were selected to participate in this study.

Tasks and Scenarios

Selected participants went to the DHS home website (www.dhs.gov) by typing it in the web browser.

We were looking for the following information in each task:

1. Are the participants able to successfully complete the task?
2. What were the steps and the pages they visited to complete the task?

Task List:

- Answer questions about the layout and organization of the homepage.
- Provide feedback on the News and Updates section.
- Find information about a specific topic.
 - *You want to find reliable information on the coronavirus through the DHS website. Find an article relating to the coronavirus.*
- Find what you can and cannot bring on a plane.
 - *A group of your friends called. They invited you to go to the Bahamas over the summer. They already booked your ticket. However, it has been 2 years since you flew, and you cannot remember what is and what is not allowed on a plane. Using the DHS.gov website, find out if you can bring the following items on a plane. If you can bring any of the items on a plane, state whether it has to be in a carry-on bag or in checked luggage: Bottled water, Candy, Contact lenses, Jewelry, Your phone (Samsung Galaxy S7), Nail polish.*

- Start the application process for a job.
 - *You are currently looking for a job. You would like to work as a Border Patrol Agent for the U.S. Customs and Border Protection. Search for the Border Patrol Agent position and start the application process for that position.*
- Check the Real ID status on your driver's license.
 - *You live in Georgia. You are about to fly out to a different state to visit your cousin. You heard about the REAL ID compliance, but you are not sure if your ID is compliant. Check the REAL ID status for your state and determine if your license is REAL ID compliant.*

Instruments of Testing

Due to the COVID-19 situation, testing had to be done remotely. To do this, our team used the video conferencing program Zoom both to conduct the testing and to record each session. The chat function was used to send the participants the reaction words for the reaction card activity.

Assessment Methods

Tangible

- Pre-test questionnaire- found out what participants expect to find on DHS.gov and what they would be looking for before testing.
- Scenarios/tasks: performed by the participants; based on goals and expectations given by Adriana Vecchio, our point-of-contact for DHS.
- Post-test questionnaire- list of questions asked after the test to gain feedback on the image slideshow, News and Updates section, social media section, and the image rotator on the DHS.gov.
- Reaction cards- list of words that describe participants' experiences with the website. They chose three words and described why they picked each word. Please see Appendix B for results.

Online

- Zoom- connected to the participant and recorded the session.
- Zoom chat- sent reaction cards to participant.

- Google Drive- uploaded recorded session, session script, and session notes.

General Protocol

Our team welcomed the participants. Juliana explained the test purpose, specific website used, think-aloud process, and appropriate feedback responses to participants. Then, she asked the pre-test questionnaire. Kim created Zoom meetings, recorded the sessions, and posted product-reaction cards in the Zoom chat after the test. Our team went through each task with the participant.

Juliana and Kim encouraged the think-aloud process throughout the test. As the participant completed each task, Cedric and Vickie recorded responses related to participant actions, pass/fail rates, pages visited, website tools, links clicked, how long it took to complete each task, and positive and negative feedback towards the website.

After the test, Juliana asked the post-test questionnaire. Vickie and Cedric recorded their responses, and Kim sent the list of words for the reaction card activity to the participant via Zoom chat. Participants picked three words and explained why they picked each word.

Kim and Juliana concluded the test by thanking the participant. Kim uploaded the test recording, notes, and script to Google Drive. Vickie uploaded final test session notes to Google Drive.

Justification for Choices

The tasks represented the main uses for the website: learning about DHS related issues. We chose the demographic of people between the ages of 18-60 years old because we felt they would be the main users of the website. Anyone of any age ought to be able to find information on the site with ease. Our methodology was selected in order to contain a wide range of data collection techniques, both qualitative and quantitative to provide reliable results.

FINDINGS

Positive Findings

Navigation

Users found the site mostly easy to navigate. Some users had a hard time finding a job on the site. For this task, we asked users to stay on the site, which may have skewed our data some. Many users could find links to USA jobs or other sites with job postings, so while that might have not counted as success in our study, in a normal situation users could use the job postings on other sites. The **search bar function** was easy to find and users would take advantage of this function. The **home page** got positive responses as users liked the image slideshow at the top and felt that the news and updates section was useful as well.

Search Bar Function

The search bar function was found to be fairly intuitive, and a majority of users found it easier to use the search function rather than click through the site itself.

'Home' Button

The home button is an appropriate size, and easily takes users back to the homepage from wherever they are on the DHS website. Keeping the navigation bar consistent throughout the website made it so that users were always able to make it back to the most important links, and the homepage.

Pre-Test Questionnaires

Adriana Vecchio requested that we ask the participants the following questions:

1. 'What kind of information would you expect to find on DHS.gov?'
2. 'If you were going to DHS.gov, what would you be looking for?'

The responses to these two questions were overall similar and/or overlapped among participants. The top categories for the first question were: border/country or airport security, budget information, contact information,

and general information about the DHS. The top categories for the second question were border protection, 'About' information (and contact information), and travel bans.

Please refer to Appendix C for more information.

Post-Test Questionnaires

Five out of 6 participants liked the current size of the image slideshow. Participant 3 explicitly stated that its current size allows you to 'see (the content) under it' (Participant 3). However, since Participant 4 works with people over 50 daily, they thought that the slideshow should be 'half the width' (Participant 4), so they could see the scroll tab easier.

Three out of six participants agreed that the slides corresponded to current events because they were all related to COVID-19, a current topic in the news and world.

Four out of six participants agreed that the DHS was not missing anything in their slideshow. Participant 4 suggested adding one section that would explain how other countries were coping with the coronavirus and another on travel bans.

Participant 6 believed that DHS was not missing any current topics in their slideshow, but told us that they did not like images.

Participant 1 thought that the news section was the 'perfect size'. Participant 2 liked how there was enough space to have the 'How Do I...' links next to the News and Updates section. Participant 2 suggested showing a week's worth of articles. Participant 3 thinks that the News and Updates title/label should be 'more obvious' because it blends in with the other article titles. Also, Participant 6 would like a link that loads more articles in the News and Updates section.

Overall, three people thought the Twitter block was helpful, and three thought the Twitter block was not helpful.

Participant 1 thought the social media icons and DHS's use of social media were 'sufficient', however, they thought the Twitter block was not important

because they do not regularly use Twitter. Participant 5 thought the Twitter block was in ‘a prominent place’. Visitors of the DHS website might use the DHS Twitter block or go to the Twitter website (Participant 3, Participant 6), even though there were several posts to see at a glance. However, some participants, specifically Participant 3, would rather visit the said ‘social media website’, and Participant 6 said they would go to ‘something else’ to find posts. Conclusively, it narrows down to whether or not people use Twitter outside of DHS.gov on a daily basis and personal preference, i.e. viewing the posts on Twitter or the DHS website.

All of the participants thought the image rotator was useful, however, they did not notice it till near the end or after the usability test (during the post-task questionnaire). Participant 1 thought it contained ‘relevant topics’. Participant 2 suggested moving the most popular topics underneath the image slideshow to ‘prevent confusion’. Another participant brought up that ‘no one ever scrolls to the bottom of the page’. Participant 6 liked the image rotator as a creative way to show a menu.

Please refer to Appendix E for more information.

RECOMMENDATIONS

Overall, the findings were positive: users could easily navigate the site and for the most part felt that it was laid out intuitively. However, through watching these users and hearing their feedback, we have developed some recommendations that we feel will help make the site even better.

- Move the topic slideshow to the top of the page under the image slideshow.
 - During our post test questionnaire, we discovered that, overall, users liked the topic slide show at the very bottom of the page. However, this topic slide show wasn’t seen by users until prompted to find it. This slideshow contained information that would help users easily find what they are likely looking for. We suggest bringing this topic slideshow underneath the image slideshow to increase viewability.
- Fix broken links within the site.

- When looking for real ID compliance, all users encountered a broken link when they searched their state in the real ID compliance page search bar. They were still able to find the information they needed with the list under the search bar, but we suggest fixing broken links to ensure a more usable site.
- Add a link to USAjobs.
 - When looking for job applications, many users came across the “How to Apply” article on the DHS.gov site. Within this article, users are told to go to USAjobs to complete their application. There should be a link to USAjobs so users can more easily access this.
- Add an option to view more articles within the news and updates section.
 - Multiple users mentioned that they felt the news and updates section could have more information. We suggest adding a “See More” option to allow the users who wish to see more articles to expand this section and have access to a larger selection of articles.
- Add a drop down menu.
 - Adding a drop down menu at the top of the page will make the site easier to navigate.
- Add a pop up that tells users when they are about to leave the site.
 - Many users would end up on a different site and have no idea they left the DHS.gov site. This leads to some frustration, but adding a pop up would help alleviate that frustration.

Appendix A: Moderator's Script

Welcome

Hi, my name is Juliana. This is Kim [Kim introduces herself]. Thank you for taking the time to test the Department of Homeland Security, or DHS's website.

Purpose of the Study

Today, you will test the DHS's main website. The purpose of this study is to observe your use of this website and its functions.

Please state your issues anytime you begin struggling with the interface.

Pre-Test Interview

I will be asking you to perform tasks within the website. For accurate results, please use the 'think aloud' process. This is accomplished by vocalizing your thought process, even if it seems redundant or self explanatory. For example, if your task is to return to the home page and you click on the "Home" button to complete the task, then say out loud, "I want to return home, so I am clicking the 'Home' button". Additionally, tell me what you like, what you don't like, what confuses you, and why. I may prompt and remind you to share your thoughts throughout this process.

Please remember that this is not a test of your ability, it is a test of the website. If you cannot complete the task for any reason, explain what you are looking for and why you can't find it. If you get to a point where you would have given up were you at home, then please notify the moderator.

Do you have any questions or concerns related to this study before we start?

Pre-Test Questions

I'm now going to ask you some preliminary questions.

1. What kind of information would you expect to find on DHS.gov?
2. If you were going to DHS.gov, what would you be looking for?

Begin Testing

Task 1:

You want to find reliable information on the coronavirus through the DHS website.

Find an article relating to the coronavirus.

Task 2:

A group of your friends called. They invited you to go to the Bahamas over the summer. They already booked your ticket. However, it has been 2 years since you flew, and you cannot remember what is and what is not allowed on a plane.

Using the DHS.gov website, find out if you can bring the following items on a plane. If you can bring any of the items on a plane, state whether it has to be in a carry-on bag or in checked luggage.

- Bottled water
- Candy
- Contact lenses
- Jewelry
- Your phone (Samsung Galaxy S7)
- Nail polish

Task 3:

You are currently looking for a job. You would like to work as a Border Patrol Agent for the U.S. Customs and Border Protection.

Search for the Border Patrol Agent position and start the application process for that position.

Task 4:

You live in Georgia. You are about to fly out to a different state to visit your cousin. You heard about the REAL ID compliance, but you are not sure if your ID is compliant.

Check the REAL ID status for your state and determine if your license is REAL ID compliant.

If They Do Not Complete the Task Properly

We cannot advance the test until the task is completed properly.

(*repeat the task*)

OR

Thank you, we have the data we need.

If They Give Up

Thank you. We have the data we need.

Post-Test Interview

Now that you've completed the test, please provide your feedback in the post-test questionnaire.

- Toward the top of the page, there is an image slideshow.
 - Is the image slideshow an appropriate size? Or should it be smaller/larger?
 - Is the information contained on these images sufficient?
 - Do the slides address timely concerns?
 - Are there issues you think DHS should address here that are not included?
- Below the slideshow, there is a News & Updates section.
 - Is the news section the right size? Or should it be smaller/larger?
 - Do you find the news articles to be important and relevant?
 - Are there news articles you find irrelevant?
 - Is there anything crucial missing from the news section?
- There is social media information of the DHS site
 - Do you think that social media should be used more prominently on DHS.gov? Or are the icons/links to our social media sufficient?
 - Do you find the Twitter block helpful/useful, or is it unimportant?
- Does the image rotator at the bottom of the page contain useful information?

Reaction Cards

The last thing we are going to ask you to do is choose three words from the list we are about to send you in the chat that describe your experience with the DHS website. Please describe why you chose each word as you go.

Thank you again for your participation in this usability study and have a wonderful day.

Appendix B: Reaction Card Results

Table 1: Reaction Card Results

Reaction Word	Number of Times Selected
Easy to use	3
Helpful	3
Convenient	3
Fast	2
Confusing	2
Frustrating	2
Clear	1
Expected	1
Unattractive	1
Intimidating	0
Dated	0
Organized	0

Participant One:

Easy to Use

The participant felt that everything they were asked to find on the site was easy to locate through the search bar.

Convenient

The participant spends a lot of time on the internet and so found the existence of the site useful.

Helpful

The participant stated that they found the information on the site to be useful.

Participant Two:

Helpful

The participant felt that the information provided by the website was pertinent to the current issues.

Frustrating

The participant did not like being taken off the website without their knowledge and found it difficult to navigate back to the DHS site.

Convenient

The participant expressed thankfulness for being able to go directly to certain pages from the links in the bottom slideshow.

Participant Three:

Fast

The participant found all the information in a timely manner.

Confusing

The participant found that trying to apply for a job with the DHS was difficult because there was no link to the job application from the job description on the DHS site.

Unattractive

The participant compared the DHS site to other government websites, which they found to be generally unappealing.

Participant Four:

Confusing

The participant found links with similar names that led to different places to be confusing, especially when some of the links were broken.

Frustrating

The participant found that the number of unrelated results in a search to be misleading.

Expected

The participant expressed that they weren't surprised by the experience with the DHS site since other government sites tend to operate in a similar fashion.

Participant Five:

Clear

The participant thought that the search terms were easy to understand and brought up pertinent results.

Easy to Use

The participant found the search function to be useful in that it could be used to search for information on other sites.

Convenient

The participant expressed that the slideshow at the top of the homepage showed very relevant, up-to-date information with appropriate links.

Participant Six:

Fast

The participant found the site to be "quite responsive."

Easy to Use

The participant liked that the search bar was very visible and provided suggested searches.

Helpful

The participant was able to find all the information they needed, with the exception of a direct link to the job application.

Appendix C: Pre-Test Questionnaire Responses

Table 2: Pre-Test Questionnaire Responses

Question	Participant	Answer
What kind of information would you expect to find on DHS.gov?	1	'Country security information and border patrol'
	2	'Information about the Department of Homeland Security'
	3	'Different departments, what they are they for, budget, what they do with (budget), contact information'
	4	'Recent poll of...lower percentage of breaches in DHS or ways to prevent Internet fraud'
	5	'...(P)robably some notes about airport security, if they are any travel bans that are going on because I have to fly frequently, and (any) updates (appropriate) to COVID-19...any kind of warnings that are being sent out by the Department of State.'
	6	'Information about reporting suspicious any activity, or ever anything going on, or any warnings.'
If you were going to DHS.gov, what would you be looking for?	1	'Current Border patrol information and what people are doing to keep people out because of this pandemic'
	2	'Information about the Department of Homeland Security'

	3	'A form to fill out or contact information'
	4	'Increasing the wi-fi strength (because) everyone's commuting right now. What they are doing to prevent fraud.'
	5	'Looking for something that's going to flash some of that information upfront (previous question) or..at least a link, where I could go check that out. An About that talks about what Homeland Security is and what it does and who it falls under (organization). Contact numbers.'
	6	'Looking for any...security warnings or...security levels, or 'don't travel here' kind of things.'

Appendix D: Search Bar Phrases

Table 3: Search Bar Phrases and Results

Task	Phrase Entered	Success	Result
1	“Covid 19”	Yes	Found Coronavirus (COVID-19) page
2	“Travel restrictions”	X	Brought up ICE and Travel Alerts
	“Travel restrictions”	Yes	Had to scroll to bottom of page to find For Travelers page
	“What can i brig on a plae”	Yes	Found Learn What I Can Bring on a Plane page
	“Can I take bottled water on plane”	X	FAQ was the only result
	“Tsa bottled water on airplanes”	Yes	Found the correct page
	“Items allowed for travel”	Yes	Clicked on second search result
3	“careers”	Yes	Brought up job application page
	“Boarder patrol agent”	X	Did not find link to application
	“Boarder patrol agent application”	X	Found PDF for Maximum Age for DHS Customs and Border Protection Officer Positions
	“Boarder patrol agent position”	Yes	Found Homeland Security Careers

	“Border patrol agent application”	X	Found PDF for Maximum Age for DHS Customs and Border Protection Officer Positions
	“Border patrol application”	X	No useful results
	“Border patrol jobs”	X	Correct page was not listed
	“Border patrol”	X	Clicked on Border Security broken link
	“Cbp jobs”	Yes	Found link to correct page
	“Jobs available now”	X	Search results ‘too broad’
	“Jobs border patrol”	Yes	Was brought to the USAJobs page
4	“Real ID compliant states”	Yes	Clicked on Current Status of States
	“Real ID status”	Yes	Clicked on Current Status of States
	“Georgia ID”	Yes	Found Real ID link
	“License and transportation”	X	The Real ID page was listed too far below the first search results and so the participant missed it
	“State license”	X	Participant got lost when they thought they’d found the correct link
	“ID compliance”	X	Participant was confused by the number of Real ID related results

“License compliance aviation”	X	Participant couldn't find a page with the specific title they thought they were looking for
“Real ID application”	Yes	Found the correct page, but was confused with the information and wasn't sure they got the answer they needed
“Real ID requirements”	Yes	Clicked on first search result
“Real ID compliant states”	Yes	Correct link was second result

Appendix E: Post-Test Questionnaire and Responses

This analysis was adapted from Barnum, Figures 9.15, 9.16, 2011, 300, 301.

Table 4: Post-Test Questionnaire and Responses

Subject	Question	Participant	Answer	Comment
Image Slideshow	Is the image slideshow an appropriate size?	1	Yes	
		2	Yes	
		3	Yes	
		4	No	'It should be a little smaller... I think it should be half the width that it is. Because I can't see anything below it.'
		5	Yes	
		6	Yes	
	Is the information contained on these images sufficient?	1	Yes	
		2	Yes	
		3	No	'... some of [the slides] are kind of really vague.'
		4	Yes	
		5	Yes	
		6	No	'It seems to me a little more image and a little less information. Trying to do more to look good, than to be useful.'
	Do the slides address	1	Yes	
		2	Yes	

	timely concerns?	3	Yes	
		4	Yes	
		5	Yes	
		6	N/A	
	Are there issues you think DHS should address here that are not included?	1	No	
		2	No	
		3	No	
		4	Yes	'I really think they should keep a... trend or pulse on how other countries are faring.'
		5	No	
		6	No	
News and Updates	Is the news section the right size?	1	Yes	
		2	Yes	
		3	Yes	
		4	Yes	
		5	Yes	
		6	Yes	'I always like having a... 'Show Me More' (option).'
	Do you find the news articles to be important and relevant?	1	Yes	
		2	Yes	
		3	Yes	
		4	Yes	
5		N/A		

		6	No	'I'm not sure that 'Thank a Truck Driver and a CBP Officer' as a most recent thing is all that useful ...It's fluff.'
	Is there anything crucial missing from the news section?	1	No	
		2	No	
		3	No	
		4	Yes	'I think they can add states that are demanding stay-at-home for COVID.'
		5	No	
		6	No	
Social Media	Do you think that social media should be used more prominently on DHS.gov?	1	No	
		2	No	
		3	No	
		4	No	
		5	No	
		6	No	
	Do you find the Twitter block helpful/useful?	1	No	
		2	No	
		3	No	
		4	Yes	'It's helpful. I didn't know African swine fever was a thing.'
		5	No	
		6	No	
		1	Yes	

Image Rotator	Does the image rotator at the bottom of the page contain useful information?	2	Yes	'Move these block links with pictures... underneath the slideshow. I think it will help people... who don't scroll down to the bottom of the page... and prevent confusion.
		3	Yes	
		4	Yes	
		5	Yes	
		6	Yes	

A full, auto-generated, audio transcript for each participant is available upon request.