

# DOCUMENTATION FOR THE GENERIC CLEARANCE OF MULTIMEDIA FOCUS GROUP COLLECTIONS

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## TITLE OF INFORMATION COLLECTION:

**Multimedia Testing Focus Group – Video and Infographics**

SURVEY    FOCUS GROUP    WEBSITE USABILITY TESTING

## DESCRIPTION OF THIS SPECIFIC COLLECTION

Specify all relevant information, including

1. intended purpose,
2. need for the collection,
3. planned use of the data,
4. date(s) and location(s),
5. collection procedures,
6. number of focus groups, surveys, usability testing sessions,
7. description of respondents/participants

## Purpose of the Research, Need for the Collection, and Planned Use of the Data

This focus group study will evaluate the perceptions, usefulness, and appeal of a selection of multimedia resource materials (videos and infographics) produced by FSA. The results from the focus groups will help guide survey development and, in the end, will provide additional insights into the “whys” behind the online survey responses.

Specific objectives for the focus group phase of the research include:

- Exploring the preferences of four target audiences when viewing informational videos and infographics in general, in addition to their expectations from such information when provided by a federal agency such as Federal Student Aid.
- Gauging the effectiveness of the FSA-produced videos and infographics based on their perceived purpose, overall appeal, credibility, degree of informative content, and relevance to target audience needs. Anticipated areas for deeper exploration include:
  - Identifying any features that may encourage or impede users from fully viewing the video or infographic; probe such factors as visual appeal, format, flow, and amount of content (and length, for videos).
  - Determining whether the videos and infographics influence users’ impressions of the topic (e.g., applying for aid, repaying loans).
  - Evaluating the extent to which users believe they have clear instructions regarding next steps for taking action or seeking additional information, and the impact of the videos and infographics on their likelihood to take action.
  - Determining users’ likelihood to recommend the videos or infographics to a friend.

- o Probing any additional topics that the target audiences would expect or want to see covered through videos and infographics.
- o Discussing where the target audiences would expect to see these informational videos and infographics.

### **Dates, Locations, and Collection Procedures**

The sessions will be conducted on August 6-7 2014. The research will be conducted via four in-person focus groups (each 90 minutes in length).

### **Description of Respondents/Participants**

The research will be conducted among four core audiences: student loan borrowers in repayment, current college/adult students, high school seniors, and parents of high school seniors.

### **Total Sample: 4 Focus Groups with 5-8 Participants per Group**

- 1 Borrowers in repayment
- 1 Current college/adult students
- 1 High school seniors
- 1 Parents of high school seniors

Borrowers in repayment must be currently repaying any student loans.

Current college students must currently attend either a two-year or four-year college or university, graduate school, or trade/professional/career school.

High school seniors must be currently enrolled in high school and intending to enroll in a college, university, or career school in the next year as a first-year student.

Parents of high school seniors must be the parent or guardian of a child planning to enroll in a college, university, or career school in the next year as a first-year student.

### **Additional Information: Proposed Incentive**

Both our ability to recruit and the participant's likelihood to show up to the session depend on an adequate incentive amount. We recommend an incentive payout to participants of \$75 each. While the final incentive is lower than FSA's original request, this incentive will assist in recruiting participants.

**BURDEN HOUR COMPUTATION** (*Number of responses (X) estimated response or participation time in minutes (/60) = annual burden hours*):

<b>Category of Respondent</b>	<b>No. of Respondents</b>	<b>Participation Time</b>	<b>Burden</b>
Borrowers in repayment	8	90 minutes	12 hours
Current College/Adult Students	8	90 minutes	12 hours
High School Seniors	8	90 minutes	12 hours
Parents of High School Seniors	8	90 minutes	12 hours
<b>Totals</b>	<b>32</b>	<b>360 minutes</b>	<b>48 hours</b>

**BURDEN COST COMPUTATION**

<b>Category of Respondent</b>	<b>No. of Respondents</b>	<b>Hourly Rate</b>	<b>Response Time</b>	<b>Totals</b>
Borrowers in repayment	8	\$50	90 minutes	\$600
Current College/Adult Students	8	\$50	90 minutes	\$600
High School Seniors	8	\$50	90 minutes	\$600
Parents of High School Seniors	8	\$50	90 minutes	\$600
<b>Totals</b>	<b>32</b>	<b>\$2400</b>	<b>360 minutes</b>	<b>\$2400</b>

**STATISTICAL INFORMATION**

**If statistical methods are to be used, fully describe the methodology, sample selection, expected response rates, and any other concepts needed to provide a full understanding of those methods.**

Since this is a qualitative study, statistical methods will not be used.

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