

DOCUMENTATION FOR THE GENERIC CLEARANCE OF VIDEO RESEARCH FOCUS GROUP COLLECTIONS

TITLE OF INFORMATION COLLECTION:
(the collection that is the subject of the 10-day review request)

Video Research Focus Group Research

SURVEY FOCUS GROUP SOFTWARE 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

Purpose of the Research

This focus group study will evaluate the effectiveness of and customer satisfaction with a selection of FSA animated and “Q” Series videos.

Specific objectives of the research include the following:

- o Determine target audience preferences when viewing informational videos in general, and from a federal agency such as Federal Student Aid.
- o Evaluate the effectiveness of the videos based on their perceived purpose overall appeal, credibility, informative content, and relevance to target audience needs.
- o Possible areas for the Contractor to explore include:
 - o Identify any features that may encourage or impede users from fully viewing the video, such as visual appeal, format, flow, and amount of content.
 - o For the Q Series videos, determine how effective the spokesperson/spokespeople are in presenting the information; e.g., Do viewers prefer multiple presenters or one familiar face? Do viewers prefer a wide variety of ages to represent the information or should presenters be "age appropriate" for the content?
 - o Gauge whether the videos impacted users perceptions about the topic (e.g., applying for aid, repaying loans).
 - o Are the length of the videos conducive to learning or would viewers prefer more time with the information?
 - o Determine users' ability to remember/retain what they learned.
 - o Gauge whether users felt they had clear next steps for taking action or seeking additional info and whether the videos made them more likely to take action.
 - o Determine whether users had a preference of one video style over the other (for

example, the long form videos are more macro level/broad overarching topics vs. the Q Series are micro level/very specific answers to a particular subject matter.

- o Determine whether the audience wants to see step-by-step procedural videos over informative videos.
- o Determine whether the user would recommend the videos to a friend (shareability).

Need for Collection

- o Explore what topics target audiences would expect/want to see covered in videos.
- o Explore/understand where target audiences would expect to see these informational videos.

Planned Use of the Data

- o Gain a critical understanding of what customers want in the way we communicate our information to them in the educational video format.
- o Continue or discontinue the development of the proposed video series based upon the review and critique of the participants.

Dates, Locations, and Collection Procedures

The sessions will be conducted on January 26-27, 2016. The research will be conducted via four in-person focus groups (each 120 minutes in length).

Description of Respondents/Participants

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

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

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

Borrowers in repayment must be currently repaying any federal student loans.

Potential adult college students must, in the next year, be seriously considering enrolling and attending part time or full time at a college, university, or career school.

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

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

The data will be completed one time.

Attached is a copy of the focus group moderator's guide and written exercise sheet.

AMOUNT OF ANY PROPOSED STIPEND OR INCENTIVE

Both our ability to recruit and the participant's likelihood to show up to the two-hour focus group session (held at a local professional focus group location) depend on an adequate incentive amount. We recommend an incentive payout to participants of \$75 each.

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

Category of Respondent	No. of Respondents	Participation Time	Burden
Borrowers in Repayment	8	120 minutes	16
High School Seniors	8	120 minutes	16
Parents of High School Seniors	8	120 minutes	16
Potential Adult Students	8	120 minutes	16
Totals	32	480 minutes	64 hours

BURDEN COST COMPUTATION

Category of Respondent	No. of Respondents	Hourly Rate	Response Time	Total
Borrowers in Repayment	8	\$37.50	120 minutes	\$600
High School Seniors	8	\$37.50	120 minutes	\$600
Parents of High School Seniors	8	\$37.50	120 minutes	\$600
Potential Adult Students	8	\$37.50	120 minutes	\$600
Totals	32	\$37.50	480 minutes	\$2,400

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.

REQUESTED APPROVAL DATE: December 23, 2015

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