

eLearning Website - User Testing Report: University of Michigan Health System eLearning

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Executive Summary

As part of an ongoing effort to improve the user experience with the eLearning online education system, a team of two usability specialists conducted user testing on the eLearning website. A brief study on label terminology was also observed. This report discusses the findings and makes recommendations based on the information learned from the user testing. Summarized below are key practices to continue and issues to resolve.

Practices to Continue

- **Providing contact information at the bottom of every page.**
Displaying contact information at the bottom of every page enables users to quickly access help if needed.
- **Visually highlighting the active left navigation pane link.**
Visually highlighting the active left navigation pane link confirms the users' location within the system and allows them to quickly proceed with their task.
- **Explaining how eLearning defines roles under the RESOURCES FOR section.**
Providing a paragraph, on the first page of each link under RESOURCES FOR, explaining the role, is helpful for users who are unsure of their role.

Issues to Resolve

- **Re-label the Subject matter experts link to Course Developers.**
Based on the chosen labels from the label terminology study, the Subject matter experts page should be re-labeled to Course Developers.
- **Create a new login page to separate the home page from the login page.**
Many users were unsure if they were logged in or not. By embedding the login box on the home page of eLearning, users cannot clearly identify what they need to be logged in for and what they can access before logging in.
- **Move the How to login from off-campus... tab information to under the login box.**
Several users had difficulty finding information on how to login to eLearning off campus and did not readily see the tab.
- **Provide a link in the left navigation pane labeled Login to eLearning.**
The majority of users were looking for their learning plan in the left navigation pane. Providing a link for the login at the top of the left navigation pane, labeled Login to eLearning, eliminates the need for the >Go to eLearning Login button and clearly states what the user needs to do to access their learning plan.
- **Combine the top tab navigation links and move them to the left navigation pane.**
Most users were frustrated by the various groups of navigation. Users expected to find all valuable information in the left navigation pane. The users were hesitant to click the What is an education plan? and What is a communication plan? tabs because they felt all of the eLearning services would be contained under the What can we do for you? link.
- **Move the links under the HOW TO... section to the HELP CENTER.**
Many users mistook the links under the HOW TO... section as processes. In addition, positioning these links near the login link causes confusion.

Description of Test

Over two weeks, twelve users were given a list of tasks tailored to their eLearning role of instructor, facilitator, subject matter expert, or manager. During the first part of user testing, the users worked through the tasks using paper prototypes representing the eLearning website. There was one moderator and one note taker present for every user test. Each user was presented a series of paper screen shots of the eLearning system. The user proceeded through the tasks by indicating what they would click and the moderator presented the user with the next screen shot. The results of the test were documented with click-track notes, audio recording, and opinion data.

During the second part of user testing, the same users were presented with a screen shot of the Subject matter expert page, with the left navigation link label and header removed. The users were given 17 index cards with potential labels, and asked to select the card or cards that best represented the material on the page. The purpose of this label terminology study was to identify users' expectations and gather information on what term would best represent the given page.

An image representing the proposed website changes is in Appendix B: Design Changes.

<i>Dates of testing:</i>	September 20-31, 2007
<i>Testing location:</i>	User's office or available computer workstation
<i>Number of users tested:</i>	12
<i>Length of each test:</i>	Average 32 minutes
<i>Platforms tested on:</i>	All users tested on Windows operating system
<i>Browsers tested on:</i>	All users tested on Internet Explorer

Test Tasks

Facilitator

Generic

1. Where would you go to take an eLearning course?
2. You want to take a mandatory on your own time outside of the work place. Where would you look for instructions?
3. You want to learn about eLearning and the services available to you. How would you find this information?

DO NOT START FROM 1ST PAGE

4. Return to the home page.
5. You need to find a class to learn about eLearning, find a date and time this class is offered.
6. You're thinking about making a course in eLearning. How would you find information to help you?

DO NOT START FROM 1ST PAGE

7. From here, where would you go to take an eLearning course?
8. Find information on how to change your personal information.
9. You want to understand what's needed to develop education for eLearning, where would you look?
10. Where would you go to find out how to notify staff of a change in a requirement or a new requirement that is coming up soon?

Specific

11. Where would you go to learn about card swipers?
12. How would you learn how to unenroll someone from a class?
13. You want to know more about the newsletter, where would you find it?
14. You want to add a session to a class, how would you find out how do this?
15. You want to add a class to eLearning, how would you find out what kind of classes can be added?

Additional

16. You are an instructor needing to print a roster, where would you find instructions to do this?

Manager

Generic

1. Where would you go to take an eLearning course?
2. You want to take a mandatory on your own time outside of the work place. Where would you look for instructions?
3. You want to learn about eLearning and its services, how would you find this information?
DO NOT START FROM 1ST PAGE
4. Return to the home page.
5. You need to find a class to learn about eLearning, find a date and time this class is offered.
6. You're thinking about making a course in eLearning. How would you find information to help you?
DO NOT START FROM 1ST PAGE
7. From here, where would you go to take an eLearning course?

8. Find information on how to change your personal information.
9. You want to understand what's needed to develop education for eLearning, where would you look?
10. Where would you go to find out how to notify staff of a change in a requirement or a new requirement that is coming up soon?

Specific

11. Where would you go to get instructions for finding out if someone is overdue for a mandatory?
12. You want to find out who reports to you, where would you go to find instructions for this?
13. How would you find out how to assign someone to be a facilitator?
14. You want to add a class to eLearning, how would you find out what kind of classes can be added?

Additional

15. How would you learn how to unenroll someone from a class as a facilitator?

Instructor

Generic

1. Where would you go to take an eLearning course?
2. You want to take a mandatory on your own time at outside of the work place. Where would you look for instructions?
3. You want to learn about eLearning and its services, how would you find this information?
DO NOT START FROM 1ST PAGE
4. Return to the home page.
5. You need to find a class to learn about eLearning, find a date and time this class is offered.
6. You're thinking about making a course in eLearning. How would you find information to help you?
DO NOT START FROM 1ST PAGE
7. From here, where would you go to take an eLearning course?
8. Find information on how to change your personal information.
9. You want to understand what's needed to develop education for eLearning, where would you look?
10. Where would you go to find out how to notify staff of a change in a requirement or a new requirement that is coming up soon?

Specific

11. You want to add a session to a class, how would you find out how to do this?
12. You need information about post enrolling, where do you go?
13. You want to add a class to eLearning, how would you find out what kind of classes can be added?
14. Where would you find who to contact for help with post-enrolling?

Additional

15. You have questions about being a manger, where would you look for answers?

Content Specialist

Generic

1. Where would you go to take a eLearning course?
2. You want to take a mandatory on your own time outside of the work place. Where would you look for instructions?
3. You want to learn about eLearning and its services, how would you find this information?
DO NOT START FROM 1ST PAGE
4. Return to the home page.
5. You need to find a class to learn about eLearning, find a date and time this class is offered.
6. You're thinking about making a course in eLearning. How would you find information to help you?
DO NOT START FROM 1ST PAGE
7. From here, where would you go to take an eLearning course?
8. Find information on how to change your personal information.
9. You want to understand what's needed to develop education for eLearning, where would you look?
10. Where would you go to find out how to notify staff of a change in a requirement or a new requirement that is coming up soon?

Specific

11. Where would you find the benefits of using instructional design services?
12. You want to find out how to write better quiz questions, where would you look for information?
13. Where would you find who to contact for help with getting learning materials in eLearning?

Additional

14. How would you learn how to unenroll someone from a class as a facilitator?

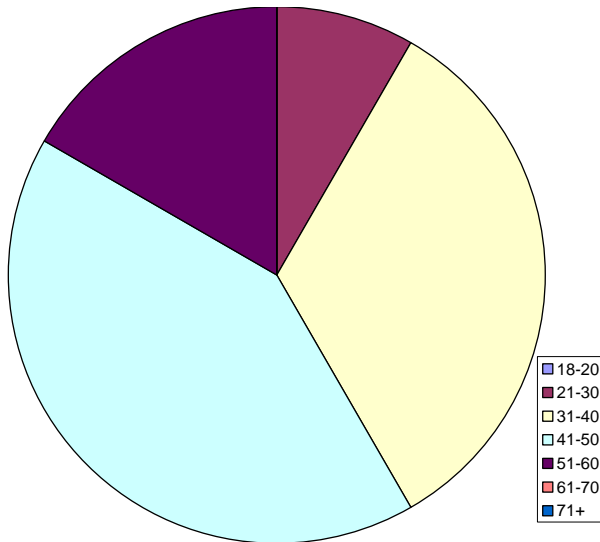
User Statistics

Statistics were collected from all users in the form of demographic, survey, and task data. Data analysis was performed on all areas to extract interesting patterns in user behavior. Patterns and statistics of interest are presented in this section in both graphical and statistical formats.

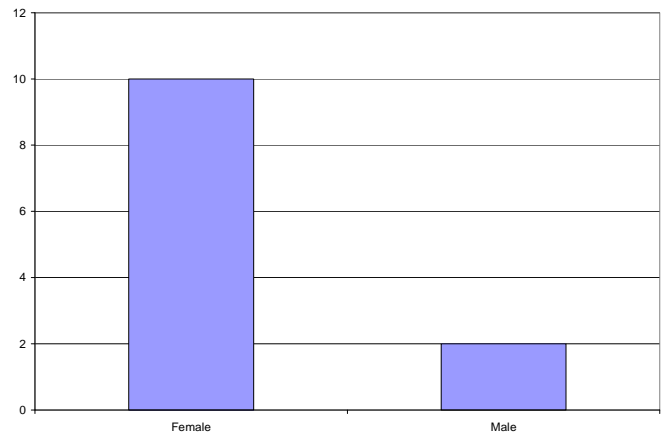
Demographic Data

Each user was given a demographic survey at the start of the user test. The following graphs illustrate the compilation of this data.

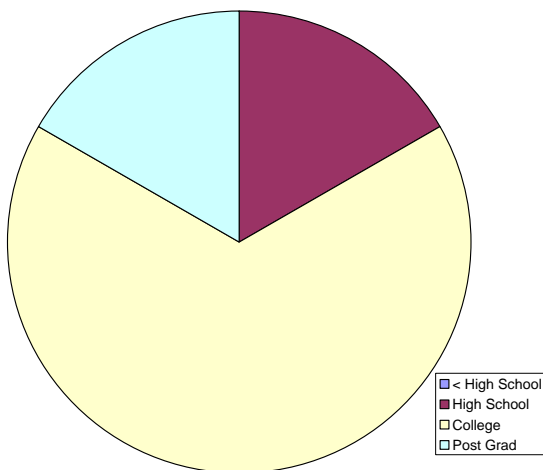
Age



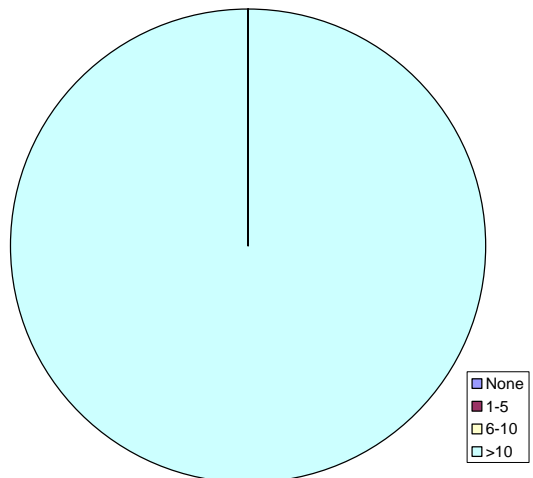
Gender



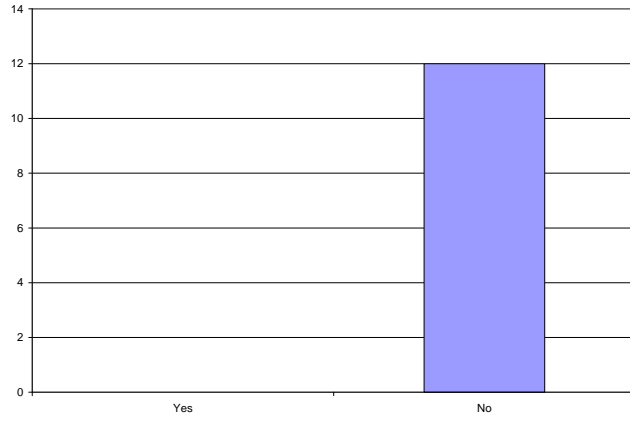
Education



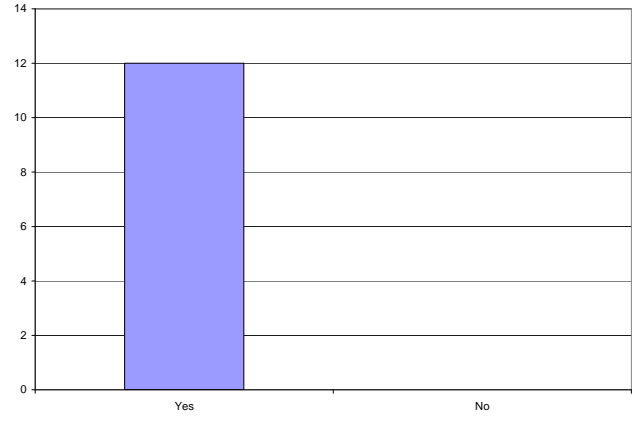
eLearning use in previous 12 months



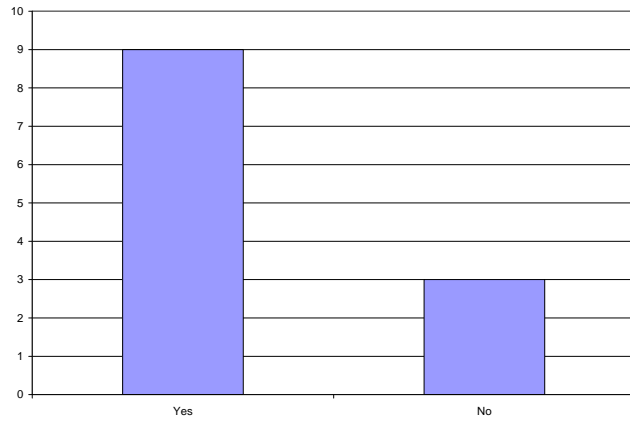
Colorblind



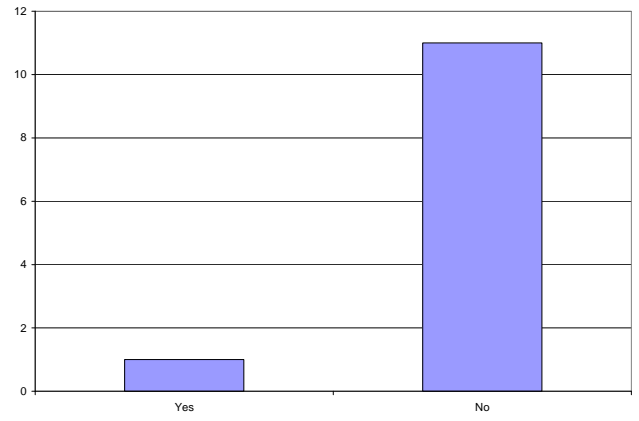
Computer access at work



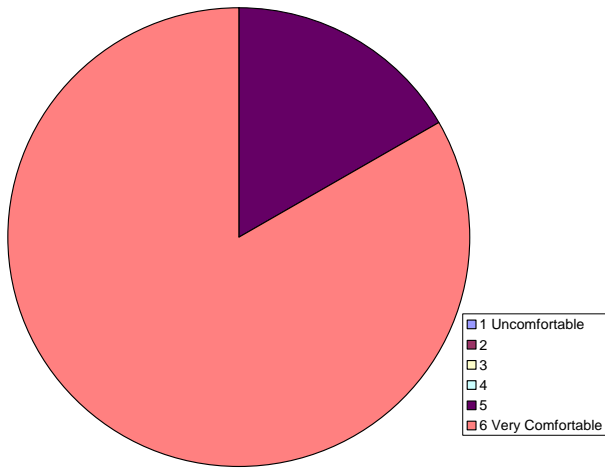
Access to eLearning from home



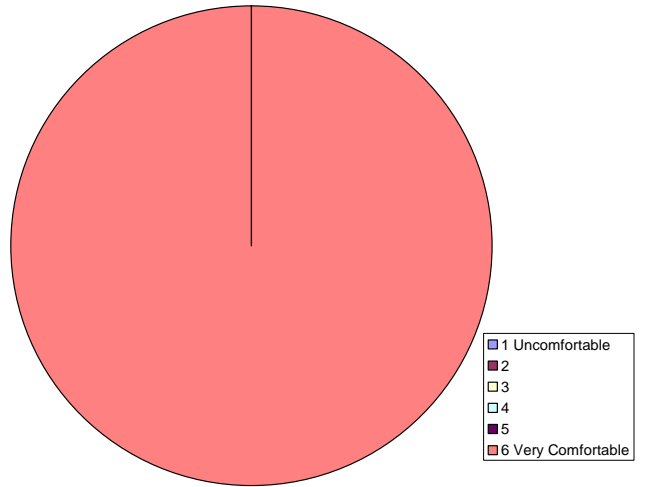
Disability that limits mouse/keyboard use



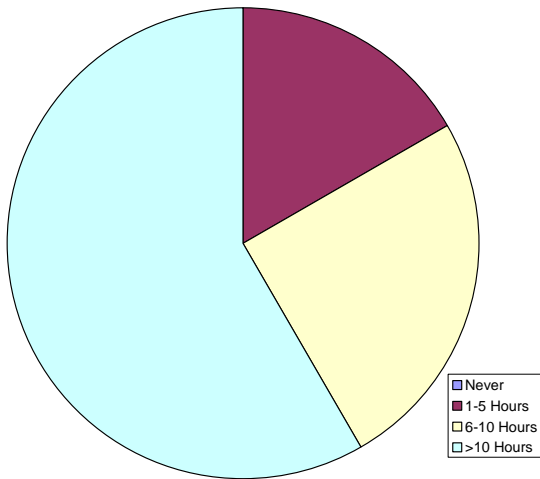
Comfort level – computer use



Comfort level - internet use



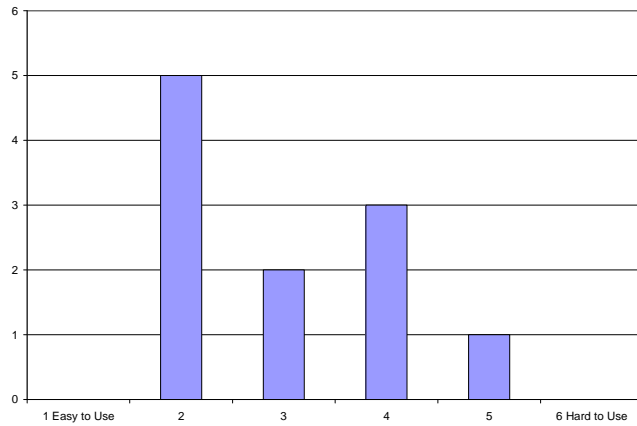
Weekly internet use



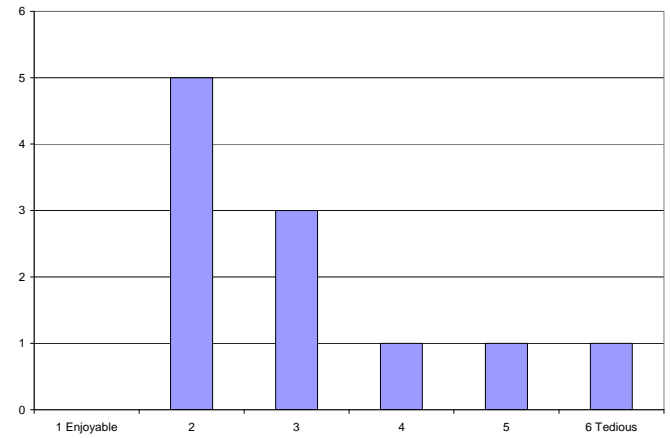
Evaluation Survey Data

Each user was given an overall evaluation survey at the end of the user test. The following graphs illustrate the compilation of this data.

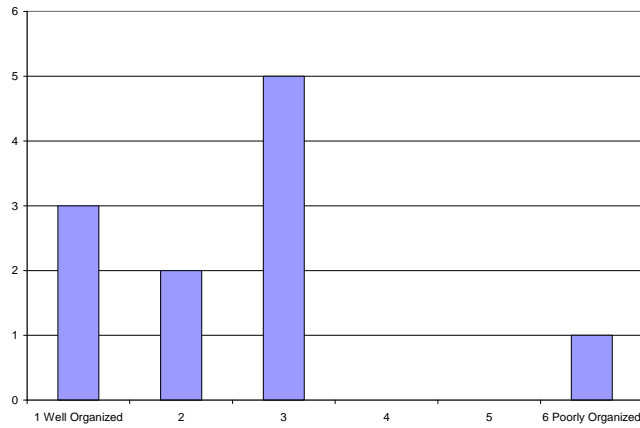
Quality of Experience (Easy to Use vs. Hard to Use)



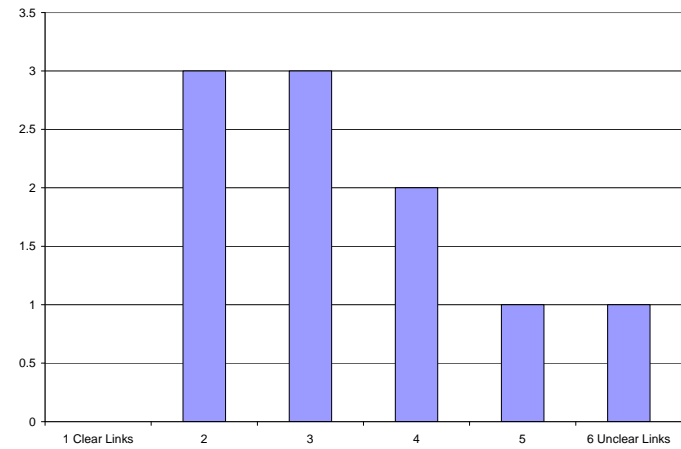
Quality of Experience (Enjoyable vs. Tedious)



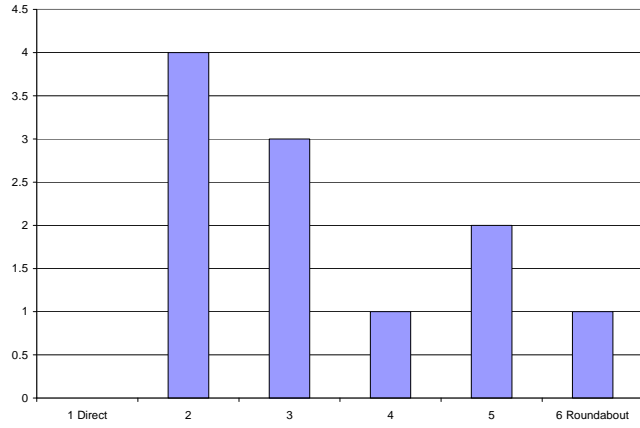
Navigation (Well Organized vs. Poorly Organized)



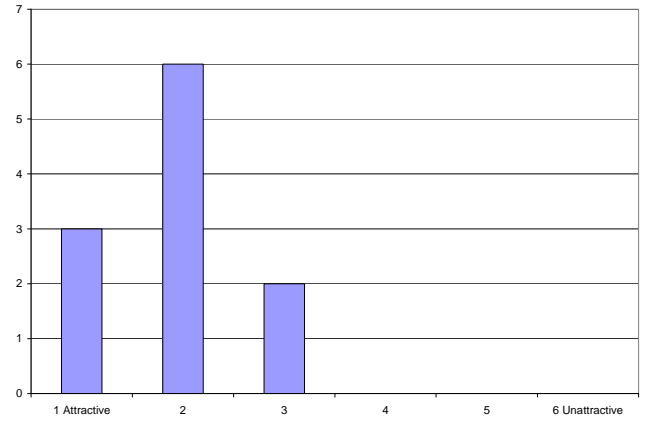
Navigation (Clear Links vs. Unclear Links)



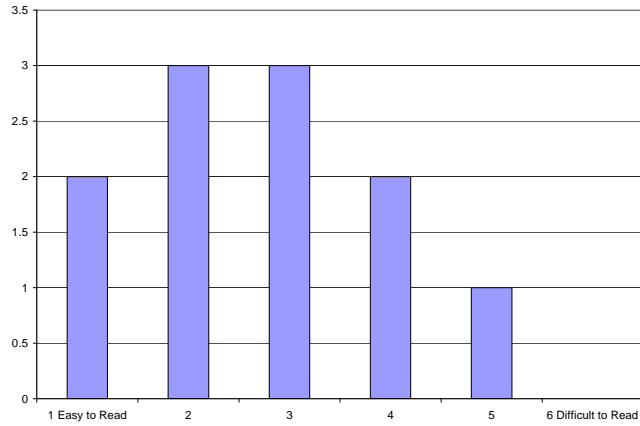
Navigation (Direct vs. Roundabout)



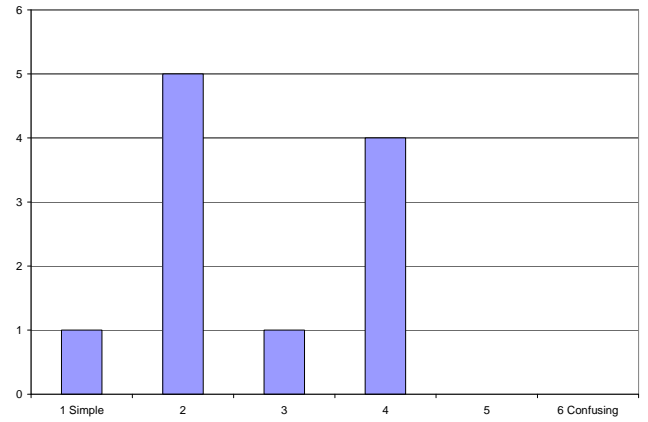
Layout and Appearance (Attractive vs. Unattractive)



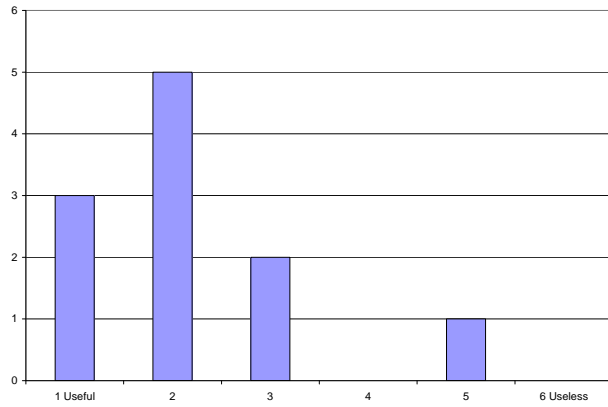
Layout and Appearance (Easy to Read vs. Difficult to Read)



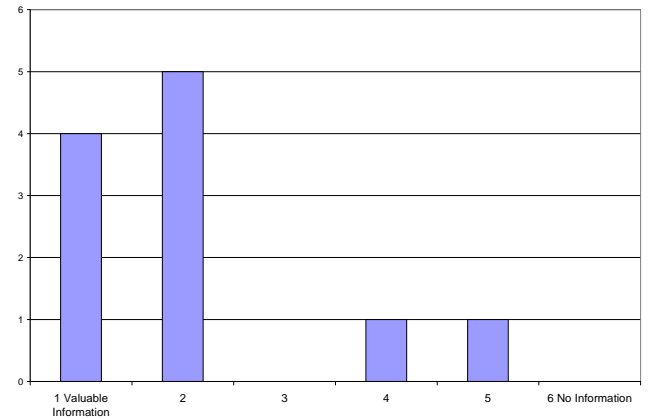
Layout and Appearance (Simple vs. Confusing)



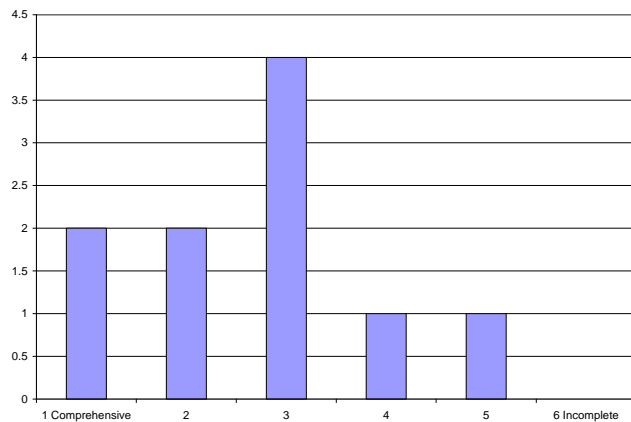
**Content
(Useful vs. Useless)**



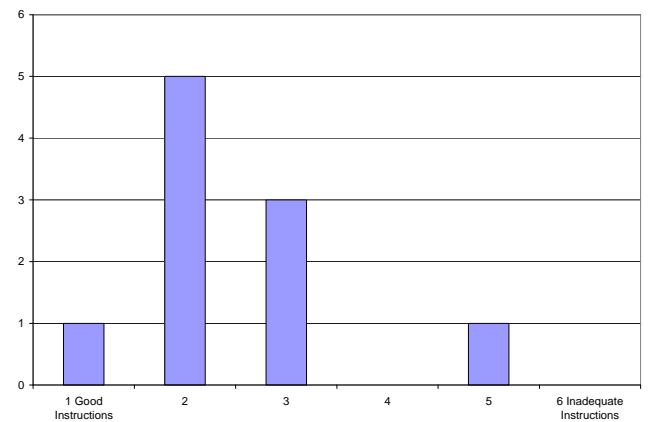
**Content
(Valuable Information vs. No Information)**



**Content
(Comprehensive vs. Incomplete)**



**Content
(Good Instructions vs. Inadequate Instructions)**



What do you consider the most valuable aspect of eLearning?

- Many classes, one repository of information.
- Transcript.
- Tracking compliance.
- Accessing transcripts for learners.

- Transcripts.
- Elearning available to users whenever they need it online transcripts & reports (recording system).
- Loggin in to an educational system that knows who I am & what I need to see. “One stop shopping”
- No absolute need for group gathering – work independent.
- Centralized learning portal.

What is the biggest problem with eLearning?

- Classes can be difficult to find because of naming nuances, etc.
- Not enough emphasis on outside courses & certifications.
- Not being able to go to different activities (create a class, add a session) once you are logged in. Staff still appearing on user list long after they are gone.
- Launching module – different depending on module.
- User unfriendliness.
- Too many “clicks”.
- Confusing / lacks critical info.
- Complexity.
- Running reports – whant just non compliant.
- None! It’s a wonderful tool & great staff.

Additional comments about the eLearning Website.

- When a class is full, it would be nice to have it clearly state so.
- Not being able to access staff prior to them transferring to your unit. This makes it very difficult to plan their orientation when you don’t know what they have completed.
- Keep making enhancements, it can only get better.
- A learning library for resources would be great!
- I currently like M-learning, it’s clear & you can navigate easily through system. I typically can find what I need quickly. This new test system is confusing & unorganized.
- Wonderful team/organized approach to improving the site. Doing the same for they system would be beneficial.
- Glad to give my input – thanks for asking.

Task Data

Statistics are provided for those areas where data analysis of the tasks revealed interesting patterns in user behavior.

eLearning Interface

50%	Users who indicated they would call or email for help while attempting to complete their task.
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58%	Users who thought they were logged in at some point in the process when they were not.
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50%	Users who did not initially see the How to login from off-campus... tab.
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25%	Users who clicked the eLearning logo to return to home.
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75%	Users who selected Course Developers as the new label for the Subject matter experts page.
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Label Terminology

This section provides the label terminology study screen shot, user comments, and recommendations.

Screen Shot

The screenshot shows a web browser window displaying the eLearning website. The browser's address bar is empty, and the menu bar includes File, Edit, View, Favorites, Tools, and Help. The website header features the 'eLEARNING' logo on the left, navigation links for 'eLearning Login/Home' and 'Contact us' in the center, and a search bar on the right with a 'GO' button. Below the header, there are three navigation tabs: '> Go to eLearning Login', 'What can we do for you?', 'What is an education plan?', and 'What is a communication plan?'. The main content area is titled 'Resources for' and includes sub-sections for 'Education solutions for you', 'Instructional Design', and 'Success Stories'. The 'Instructional Design' section is active, displaying 'Comprehensive Education Solutions' with three sub-sections: 'Comprehensive', 'Design an Education Plan', and 'Instructional Design Services'. To the right of these sections are three links: 'How to work with eLearning to get your course online', 'Content standards and guidelines for online learning', and 'How to write effective quizzes'. Below these links is another link: 'Top 5 design principles for online learning'. At the bottom of the page, there are contact details for eLearning, including the address '123 Street SPC # 1234 My Town, 12345-6789', email 'elearninginfo@umich.edu', phone '800-000-1234', and fax '800-123-0011'. A sidebar on the left contains sections for 'HOW TO...', 'RESOURCES FOR:', 'HELP CENTER', 'TRAINING:', and 'EVENTS', each with expandable options.

Labels

The following choices were presented to the users:

- Course Creators
- Activity Developers
- Learning Activity Creators
- Learning Activity Authors
- Content Experts
- Subject Developers
- Subject Matter Authors
- Subject Matter Experts
- Course Developers
- Activity Content Experts
- Material Content Authors
- Content Authors
- Content Developers
- Material Experts
- Material Authors
- Activity Creators
- Learning Activity Experts

User Comments

When asked to pick the labels which best represented the information on the screen shot, users responded with the following:

- User suggested Course Developers as a label before given any options. After reading all the options, they felt there was no better match.
- User did not like the terms referring to experts because they felt that the expert wouldn't necessarily be the person putting it all together. The user felt the label "Creator" sounded "weird" and they would prefer "developer". The user thought of "Topic Developer" and thought it would be more appropriate than "Subject". The user also felt that the term "material" was too broad.
- The user did not like the label "authors" because they felt that sometimes the authors were not developing the course. The user also felt that the term "creator" might create confusion because it is not always the content creator who is creating the course.
- User did not like the term "expert" in the label because they felt they would pool information to create a course, therefore they are not the expert, just the author of the course. The user also felt the information could change, so 'developers' was more appropriate.
- User interpreted the page as a one stop shop to talk to someone to walk them through the process and help them get the course going. The user felt the label Activity Developer was too specific and that Learning Activity was jargon.
- The user felt that many of the labels were too specific and that Course Developers and Learning Activity Authors were the broadest of all the labels.
- The user felt that none of the labels were appropriate except for Subject Developers.
- User disliked the term "Creators" and felt that "Authors" might not be the subject matter expert. The user felt Course Developers describes the page best because they consider instructional design to be developing.
- User felt that everything on the page relates to developing a course subject, not necessarily making a course. The user thought Material Content Authors might help add content, a Subject Matter Expert would be someone a Course Developer or Course Creator would go to, a Content Developer would help with setup, and that Activity Creators did not sound right. The user also thought some labels were too specific or relate to a specific person.
- The user did not like the labels with 3 words because they were too long. The exception to this was Learning Activity Creators. The user felt Activity Developers, Course Creators, and Learning Activity Creators were easy to understand labels. The user thought that even though Course Creators was less technical than other labels, it was the broadest label and therefore most appropriate.
- The user did not like the word "activities" for any of the labels. The user liked Course Developers and Course Creators because they felt the words developers and creators were appropriate labels.
- The user did not like any of the choices offered. The user felt that What can eLearning do for me? was a more appropriate label for the information on the page.

Selected Labels

Users chose the following labels to represent the screen shot:

- Course Developers – 9 Users
- Activity Developers – 4 Users
- Content Developers – 4 Users
- Course Creators – 4 Users
- Content Authors – 2 Users
- Topic Developers – 1 User
- Content Experts – 1 User
- Material Experts - 1 User
- Subject Developers -1 User
- Learning Activity Authors - 1 User
- Subject Developers - 1 User
- Learning Activity Developers - 1 User
- Learning Activity Creators - 1 User

Recommended Label

Based on the users' comments and chosen labels, the Subject matter experts page should be re-labeled to Course Developers.

Design Recommendations

In this section, Practices to Continue and Recommendations for Improvement are given for the eLearning website. The recommendations in these sections are based solely on user testing input and provide the opportunity to choose only those changes that provide good business value.

Priority Levels

The component design recommendations are grouped into three levels of priority:

- **High priority:**
These issues are likely to impact the majority of users significantly. They should be resolved as quickly as resources allow.
- **Medium priority:**
Issues at this priority level are also likely to affect the majority of users but generally are less disruptive to the user experience than high-priority issues. If resources are available to address these issues, they should be addressed.
- **Low priority:**
Low priority issues may impact either a minority or majority of users. Regardless of the number of users affected, these issues have minor impact on the user experience. Low priority issues typically require fewer resources to resolve, and should be addressed as appropriate.

Content

Practices to Continue

- **Providing contact information at the bottom of every page.**
Displaying contact information at the bottom of every page enables users to quickly access help if needed.
- **Explaining how eLearning defines roles under the RESOURCES FOR section.**
Providing a paragraph, on the first page of each link under RESOURCES FOR, explaining the role, is helpful for users who are unsure of their role.
- **Positioning images at the bottom of pages.**
Users commented that images at the bottom of pages were aesthetically pleasing.

Recommendations for Improvement

High Priority

- **Create a new login page to separate the home page from the login page.**
Many users were unsure if they were logged in or not. By embedding the login box on the home page of eLearning, users cannot clearly identify what they need to be logged in for and what they can access before logging in. Creating a new login page, offering the login box and a link in the eLearning website, allows users the option of where to go.
- **Move the How to login from off-campus... tab information to under the login box.**
Several users had difficulty finding information on how to login to eLearning off campus. By removing the How to login from off-campus... tab and moving this information to under the login box, users do not have to take extra steps to locate the instructions.

Medium Priority

- **Provide a header for the login box.**
Some users were confused about what information they could access before logging in. By providing a header above the login box, stating the login is for mandatories, users can clearly identify what information they can access by logging in.
- **Remove the NEW IN ELEARNING section from the login/home page.**
Several users commented that the NEW IN ELEARNING area was distracting and unnecessary. Removing this section eliminates visual clutter and allows users to more easily complete their task.
- **Use appropriate imagery.**
Users react more positively to images relevant to the material on the page. Using generic or irrelevant imagery is distracting to users. By using appropriate imagery that users can relate to, they are less likely to become distracted by the images.

Navigational Links

Practices to Continue

- **Visually highlighting the active left navigation pane link.**
Visually highlighting the active left navigation pane link confirms the users' location within the system and allows them to quickly proceed with their task.

Recommendations for Improvement

High Priority

- **Provide a link in the left navigation pane labeled Login to eLearning.**
The majority of users were looking for their learning plan in the left navigation pane. Providing a login link at the top of the left navigation pane, labeled Login to eLearning, confirms to the users that they are not already logged in and directs them to their learning plan. The login page should contain the login box and instructions for logging in off campus.
- **Remove the >Go to eLearning Login button.**
By creating a Login to eLearning link in the left navigation pane, the >Go to eLearning Login button is no longer necessary.
- **Re-label the eLearning Login/Home text link to eLearning Login.**
Several users were hesitant to click the eLearning Login/Home text link in the header because it said Login/Home. Re-labeling this link to eLearning Login, and directing the user to the new login page (as described in the Content section) reduces confusion and more accurately describes the link.
- **Remove the top tab navigation.**
Most users were frustrated by the various groups of navigation. Users expected to find all valuable information in the left navigation pane. Providing top tab navigation in addition to left navigation confuses users and adds visual clutter. Removing the top tab navigation enables users to more easily navigate through the website.
- **Move the What can we do for you? tab to the left navigation pane.**
Users expected to find information regarding various eLearning services in the left navigation pane. Moving the What can we do for you? tab to the left navigation pane enables users to quickly find this information.
- **Combine the top tab navigation links into the What can we do for you? link.**
Users were hesitant to click the What is an education plan? and What is a communication plan? tabs because they felt all of the eLearning services would be contained under the What can we do for you? link. Combining the top tab navigation into the What can we do for you? link simplifies navigation and enables users to clearly understand where eLearning services are listed.
- **Move the links under the HOW TO... section to the HELP CENTER.**
Many users mistook the links under the HOW TO... section as processes. Moving these links to the HELP CENTER section and starting each link with "How to" ensures users know these links are instructions for the process and not the process itself. In addition, moving them away from the login link reduces confusion (as illustrated in Appendix B: Design Changes).
- **Link the eLearning logo to the home page.**
Many users are accustomed to clicking the logo to return to the home page. Linking the logo to the home page supports users' expectations.

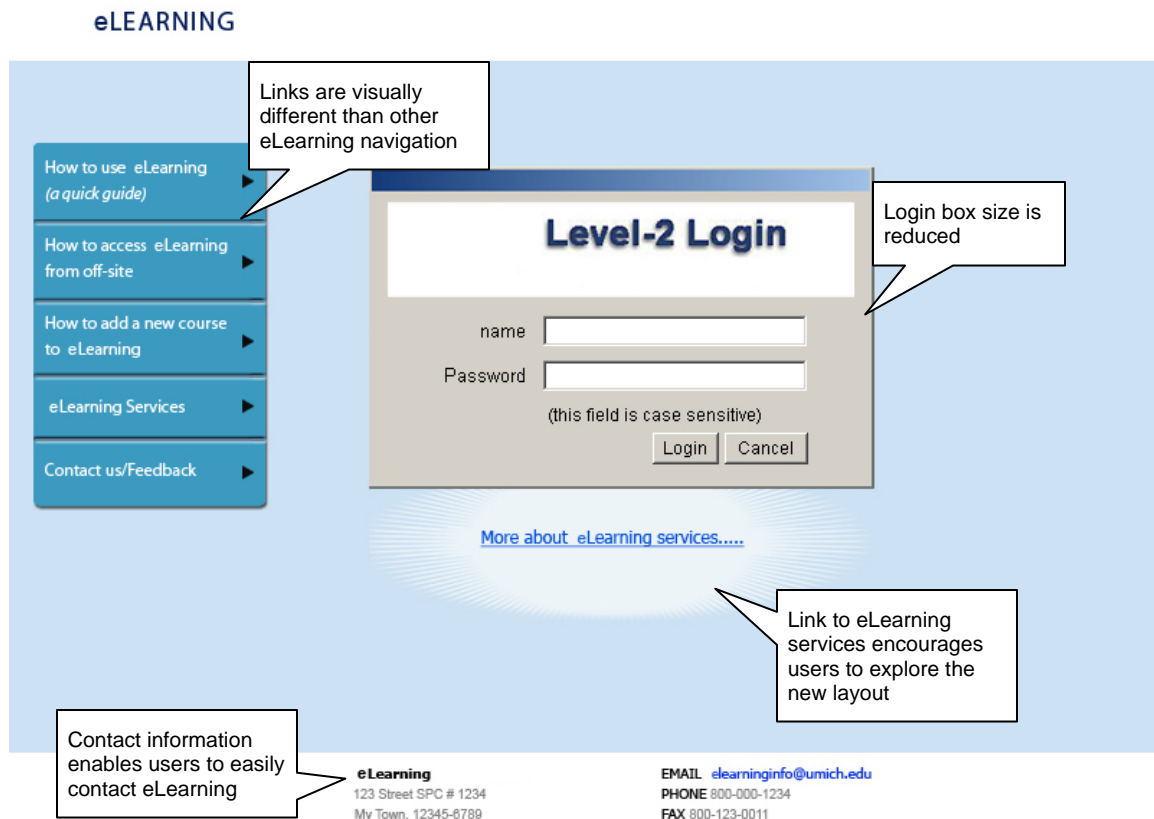
Low Priority

- **Re-label the RESOURCES FOR section to INSTRUCTIONS FOR.**
The label RESOURCES is misleading to users. By re-labeling this section to INSTRUCTIONS FOR, users are less likely to mistake the section as processes. Re-labeling this section requires the pages headers in the section to also be re-labeled.

Proposed Redesign Recommendations

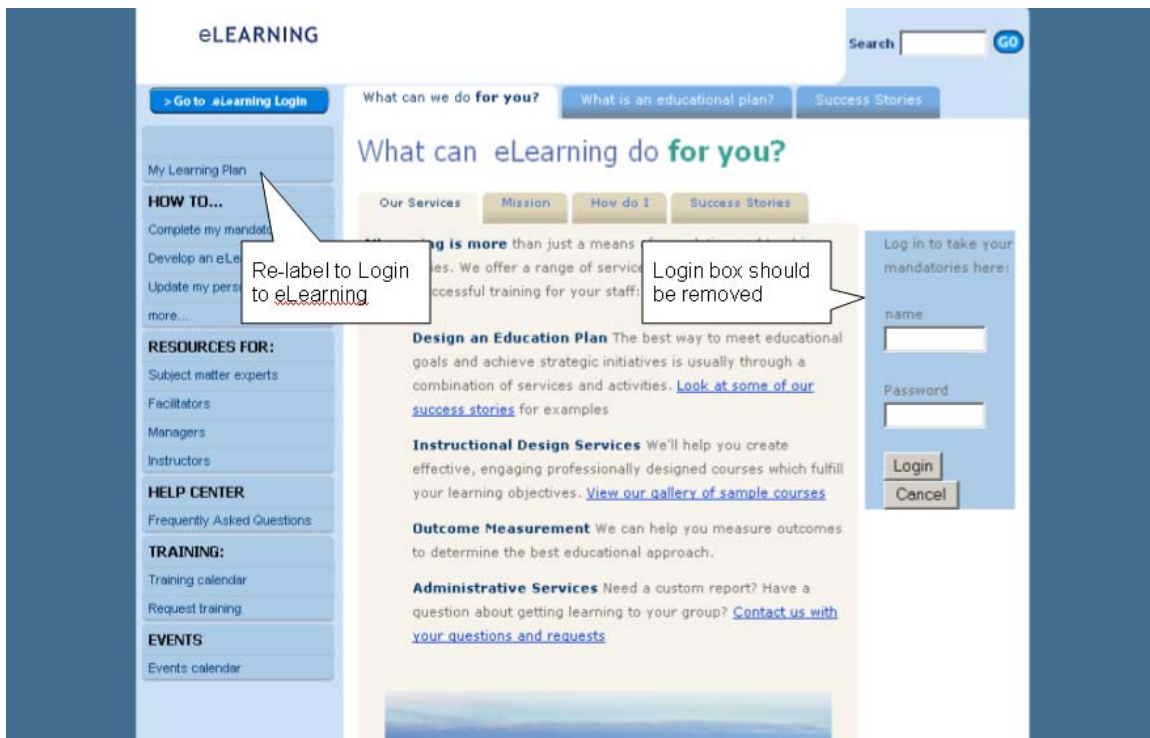
In this section, proposed changes to the tested website will be evaluated. The following recommendations are based on web design principles. They are designed to enhance the user experience.

Login Page



- Visually presenting the navigation as large buttons distinguishes them from the eLearning left navigation pane. Choosing a color different from any found within eLearning also helps separate the eLearning application from these informative links.
- Reducing the size of the login box allows items to more comfortably fit on the screen without feeling cluttered and crammed.
- Presenting a link to the eLearning services website, while the layout of the login screen is new, creates an opportunity for users to notice that there are more services available.
- Providing contact information on the login page ensures users can easily find how to contact eLearning.

Login Box within Website



- Providing a login box within the eLearning services website poses a potential risk of confusion. Removing this login box separates the eLearning application from the website.
- The My Learning Plan link in the left navigation pane is misleading to users. Re-labeling this link to Login to eLearning accurately describes the link and reduces potential frustration and confusion.

Appendix A: Supporting Documents

Additional Comments

- User wanted to see a Newsletter link on the home page.
- User wanted to see an 'Add a Course' link under How to... in the left hand navigation pane.
- User felt the top 3 navigation tabs caused the layout to be too busy.
"I don't like that whole extra bar at all... I would almost put that under Resources"
- User wanted to be able to perform common facilitator tasks directly from the Facilitator page.
"I like being able to do a post enrollment and being able to just click and go to it, or a batch enrollment, or those type things"
- User did not like the New in eLearning area below the login area because they felt it was too busy.
- User felt the News in the right navigation pane was helpful.
- User appreciated having the contact information readily available.
- User appreciated having the Training links available on the left navigation pane because they often refer people to that area.
- User felt the colors were aesthetically pleasing.
- User thought the How to login from off-campus... link was helpful.
- The user commented that when a class is full, eLearning does not indicate why the students are not able to enroll. It only states that they are not enrolled.
- The user felt the layout was not exactly what they were expecting to see but they were unable to pinpoint why. They felt that the layout was somehow incomplete.
"It doesn't grab me as being exactly what I would personally look for"
- User felt that the new design was not very intuitive and could be difficult to use for a typical user.
"from the shots that you've showed me so far, it's not put together in a way where it is blatantly obvious to me and idiot proof that I click here"
- User felt the categories under Develop an eLearning course were not clear or helpful.
- The user searched for a My Learning Plan link and could not find it. The user felt that they were logged into eLearning when they were not.
- The user felt the top 3 tabs, the New in eLearning area, and the News area were unnecessary. They wanted to see those options from the left navigation pane.
"These are additional noise that don't help me"
- User wanted to see a button for "login from home", or something that would stand out more.
- The user did not believe they could access their learning plan from home.
- The user felt that the categories in the left navigation pane did not make sense.
- User liked being able to email everyone enrolled in a class because it was so simple.
- The user thought the overall layout was aesthetically pleasing.
- The user did not like the label "Account Information" and was not sure what it meant. The user preferred "Personal Information".
"Account makes me think I owe something"
- User articulated the keyword search in eLearning works well for them.
- The user mentioned that the Catalog in eLearning is hard to use.
- User feels that calling eLearning works very well for them, and that it's the easy way to get questions answered.
- User develops eLearning courses.
- User articulated that they treat the left navigation pane links as the main site navigation and they will only go to the top tabs if they do not see what they are looking for from the left navigation pane.
- The user articulated they would appreciate an option in the header to increase/decrease font sizes.

- The user felt that grey text used on the pale background was hard to read. The user commented that where the text was black, it was easier to read.
- User would prefer darker blues for the left navigation pane.
- The user felt the top 3 tabs were not appropriate.
“This is just more questions, there’s nothing that gets me anywhere... They keep asking the same questions on every thing you select”
- User articulated that accessing eLearning from home involved too many steps, i.e. level 1 and 2 passwords.
- The user expressed they would like to be able to login to the website, so it knows what role they are, and then the website would display the appropriate tabs/navigation/options.
- The user wanted the most frequently used role links to be front and center.
- The user would have ideally liked to see the New In eLearning section on the home page removed. They wanted to focus solely on the Login.
- User did not want to see features and news on the main pages as text. The user would look at this information if it was in Flash or if the pictures/text were more appropriate for their task.
- The user expressed they would like to see eLearning move toward Flash.
- User did not look at the tabs at the top of the page. They felt those tabs are sectional, for Facilitators/Manages/Instructors. The user would have liked to see the roles in the top tabs.
- The user would have liked to see tutorials and instructions demonstrated with short videos.
- The user did not see eLearning as a coordinator of events and felt that section is unnecessary.
- User would have liked to see the New In eLearning section on the home page worded differently, with more representative images.
- User indicated they would not enroll in a course before wanting to launch it, therefore they felt accessing from home was not needed.
- User works with application design.
- The user enjoyed the large step number images in the instructions for accessing eLearning off campus.
- User articulated they enjoy seeing screen shots.
- User articulated they would have liked the Training Calendar main page to give links for Facilitator, Manager, Instructor, etc and allowed them to click a link to get to the appropriate times/dates. The user did not like having to read through every class for roles unrelated to them.
- The user would have liked a form on the Develop an eLearning course to submit their material and be told if the material was out of the standards and guidelines.
- User does not think of themselves as a Subject Matter Expert. They feel they can make a class without being an expert.
- User expressed they did not think eLearning should need a training class.
“I would assume I wouldn’t need a class to use it”
- The user wanted to see eLearning work cross browser and cross platform. User indicated that eLearning, or sections of it, only work in IE.
- User articulated that the current eLearning website does not place the cursor in the login field when the page loads. The user expressed a need for the new website to support this.
- The user frequently uses eLearning at home.
- The user was frustrated that logging in to eLearning would present them with a different set of navigation. The user felt that it was a waste of time to have to login for some activities, then logout for others. The user felt that all the navigation should be available upon login, at least for facilitators whom would use it more than other users.
- The user would like to see a Newsletter link from the left navigation pane so it is easy for them to find.

- User articulated that the Contact us link should be capitalized as: Contact Us, to be consistent.
- The user felt the >>> arrows on the home page should say read more>>> for consistency.
- The user articulated that the eLearning Catalog is frustrating to use because it cannot be filtered.
- The user normally used the Search feature of eLearning to find classes and expressed that it works well for them.
- User stated they are unsure what they have to be logged in for and what information they can get to while logged out.
- User stated that they would make the text size bigger.
- User was confused by the New in eLearning label and the News label because they felt they were too similar.
- The user did not believe they were able to log in from outside the workplace.
- The user felt the top 3 tabs were not intuitive.
“There’s just something that is not intuitive to me, I feel like if I was going to go in here, I would have to go in and really do some searching around for what I want to do”

Appendix B: Design Changes

