

eLearning Website Phase 2 -  
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. 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.

An illustration of the recommended changes can be found in Appendix A: Illustrated Recommendations. Appendix B contains supporting documents.

### Practices to Continue

- **Providing a Frequently Asked Questions section.**  
All users clicked the Frequently Asked Questions link in the left navigation pane to complete multiple tasks. Providing this link at the top of the Help Center section enables users to easily locate the information to complete their tasks.
- **Providing consistent tab labels in the Instructions For section.**  
By using tab labels (Basics, FAQ, and How To) that are consistent throughout the Instructions For section, users can easily understand the sections' architecture and easily navigate.
- **Separating eLearning roles in the Instructions For section.**  
Users easily navigated through the Instructions For section when they understood their personal role in eLearning. Those users who were not clear on their role found this section intuitive enough to find information they were looking for.
- **Providing a Help Center section in the left navigation pane.**  
The majority of users were successful navigating through the Help Center section. Many users commented that the Help Center was both intuitive and helpful.

### Issues to Resolve

- **Include all topics and instructions in the Frequently Asked Questions section.**  
Many users clicked the Frequently Asked Questions link in the left navigation pane. Some of these users were unable to find the answers they were looking for and gave up with their task.
- **Add a Things to Avoid tab to the How to develop a course section.**  
Most users commented that a section with common pitfalls, in the How to develop a course section, would be helpful. Adding a Things to Avoid tab to the How to develop a course section would support users' expectations.
- **Provide a list of names and contact information in the Contact Us section.**  
Several users expressed a need for being able to directly contact a person or department with their specific question, rather than using a general contact.
- **Provide appropriate links to the home page.**  
The majority of users were confused when asked to return to the home page of the website. Many users looked for a Home link in the header next to the eLearning Login and Contact Us links.
- **Enable the hand cursor when the mouse is over the eLearning logo.**  
Many users are accustomed to clicking the logo to return to the home page. All users who moused over the logo were unaware that it was linked because they did not see the hand cursor.

## Description of Test

Over two weeks, thirteen users were given a list of tasks tailored to their eLearning role of instructor, facilitator, course developer, or manager. There was one moderator and one note taker present for every user test. The results of the test were documented with click-track notes, audio recording, and opinion data.

<i>Dates of testing:</i>	October 23 – November 1, 2007
<i>Testing location:</i>	User's office or available computer workstation
<i>Number of users tested:</i>	13
<i>Length of each test:</i>	Average 29 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

1. You are taking a staff class to learn how to use eLearning. Find the date listings for this class.
2. You want to learn about eLearning and the services available to you. How would you find this information?
3. Look for step-by-step instructions for completing a mandatory.
4. You're thinking about making a course in eLearning. Find out what your first step would be.
5. Where would you find instructions for accessing eLearning from home?
6. Return to the home page.
7. You need to take a training class about eLearning, but there is no date currently set for one. How would you ask for a class?
8. Find instructions for adding a non-UMHS personal learning activity.
9. Look for a success story.
10. Find information on how you can access quizzes.
11. Find information on how to change your personal information.
12. Find information on how to get a list of no-shows.
13. Find a copy of the facilitators' manual.
14. You want to add a session to a class, how would you find out how to do this?
15. Where would you find a form to update an existing class?
16. Find information on adding a brown bag activity to eLearning.
17. Where would you find out how to clean up Learning Plans?
18. Find a list of facilitator in-services.
19. As a manger, where would you go for information on checking compliance?
20. You are adding a course to eLearning and forgot the guidelines, where would you find them?

### Manager

1. You are taking a staff class to learn how to use eLearning. Find the date listings for this class.
2. You want to learn about eLearning and the services available to you. How would you find this information?
3. Look for step-by-step instructions for completing a mandatory.
4. You're thinking about making a course in eLearning. Find out what your first step would be.
5. Where would you find instructions for accessing eLearning from home?
6. Return to the home page.

7. You need to take a training class about eLearning, but there is no date currently set for one. How would you ask for a class?
8. Find instructions for adding a non-UMHS personal learning activity.
9. Look for a success story.
10. Find information on how you can access quizzes.
11. Find information on how to change your personal information.
12. Find instructions on how to find out if someone is overdue for a mandatory.
13. You're not sure if you need a facilitator assigned to your unit, find information on what they could do for you.
14. Find information on how to create group learning plans.
15. Find a list of manager in-services.
16. Find information on how to batch enroll.
17. You want to find out why an activity isn't showing up in a report – where would you find this information?
18. You're an instructor needing to add a class to eLearning, where would you go?
19. You want to add course content to eLearning, find information on adults learning.

## **Instructor**

1. You are taking a staff class to learn how to use eLearning. Find the date listings for this class.
2. You want to learn about eLearning and the services available to you. How would you find this information?
3. Look for step-by-step instructions for completing a mandatory.
4. You're thinking about making a course in eLearning. Find out what your first step would be.
5. Where would you find instructions for accessing eLearning from home?
6. Return to the home page.
7. You need to take a training class about eLearning, but there is no date currently set for one.
8. How would you ask for a class?
9. Find instructions for adding a non-UMHS personal learning activity.
10. Look for a success story.
11. Find information on how you can access quizzes.
12. Find information on how to change your personal information.  
Find information on how to add a new instructor led course.
13. Where would you find a form to add a session to an existing class?
14. Where would you find a guide for marking attendance?
15. Where would you find a manual?
16. Find information on post enrolling.

17. You're a manager who needs to get staff to complete an activity, where would you look to find out how?

### **Content Specialist**

1. You are taking a staff class to learn how to use eLearning. Find the date listings for this class.
2. You want to learn about eLearning and the services available to you. How would you find this information?
3. Look for step-by-step instructions for completing a mandatory.
4. You're thinking about making a course in eLearning. Find out what your first step would be.
5. Where would you find instructions for accessing eLearning from home?
6. Return to the home page.
7. You need to take a training class about eLearning, but there is no date currently set for one. How would you ask for a class?
8. Find instructions for adding a non-UMHS personal learning activity.
9. Look for a success story.
10. Find information on how you can access quizzes.
11. Find information on how to change your personal information.
12. You are adding a course to eLearning and forgot the guidelines, where would you find them?
13. Find out if you can use a PowerPoint presentation in eLearning.
14. Where would you look to find out the best way to write eLearning quizzes?
15. Find information about the most common hazards encountered while developing course content.
16. You are looking for additional topics, where would you go to ask eLearning about adding a topic?
17. Find out how many required "ingredients" there are to developing a course for eLearning.
18. You're a facilitator looking for a newsletter, where would you look?
19. You're a manger who needs information about monthly emails, where would you find this?

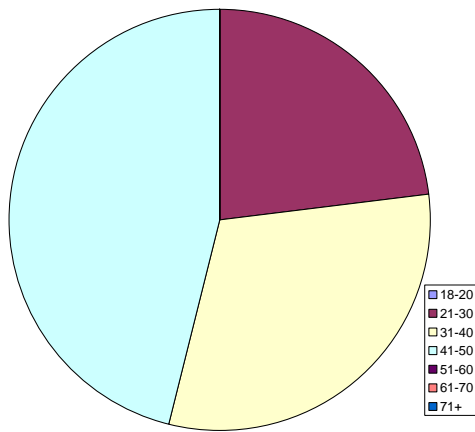
## User Statistics

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.

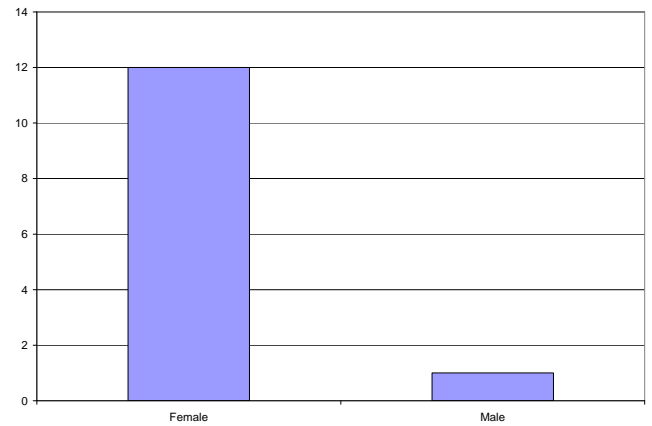
### Demographic Data

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

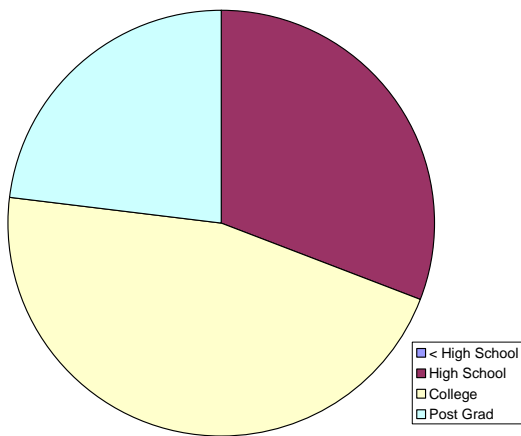
#### Age



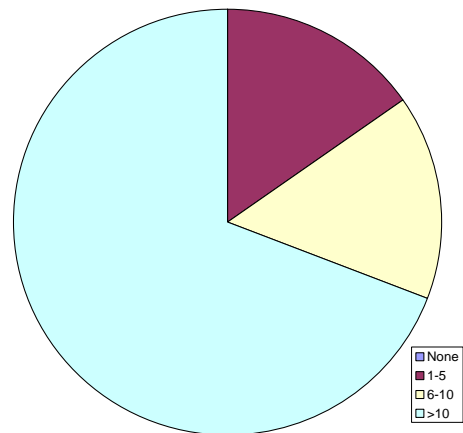
#### Gender



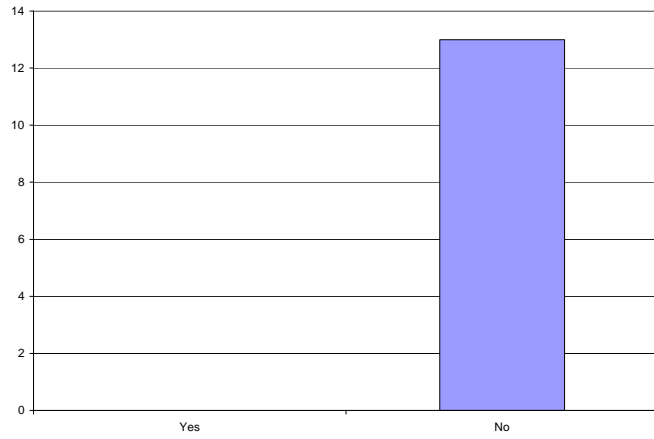
#### Education



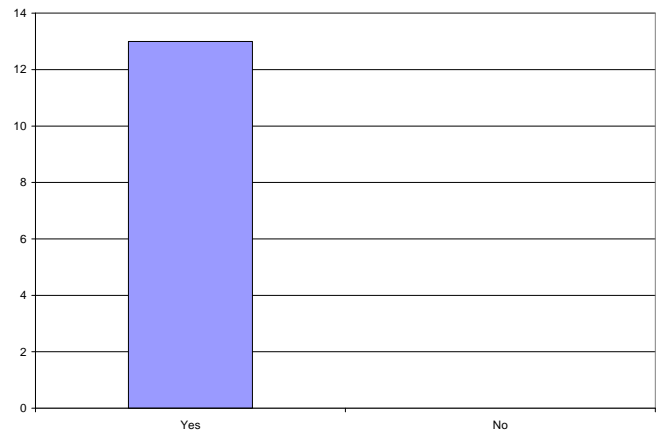
#### eLearning use in previous 12 months



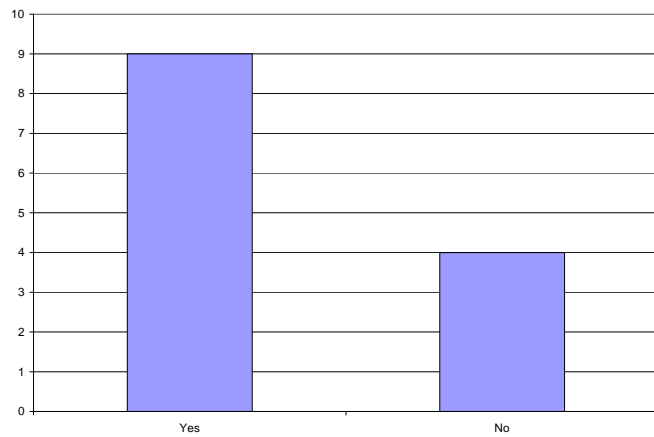
### Colorblind



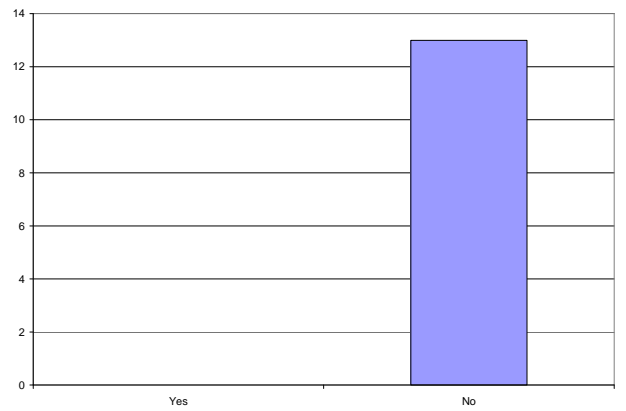
### Computer access at work



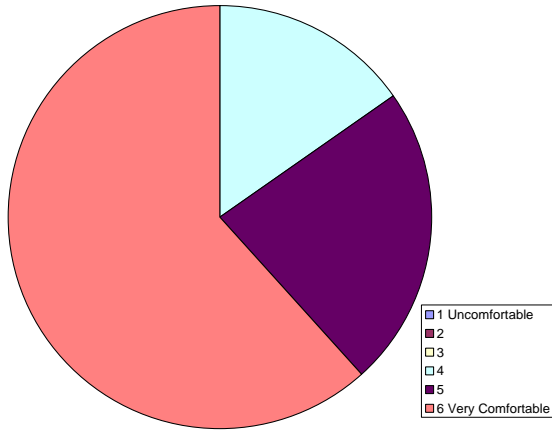
### Access to eLearning from home



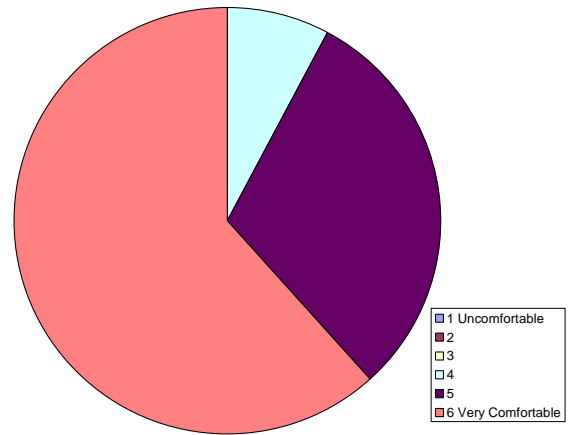
### Disability that limits mouse/keyboard use



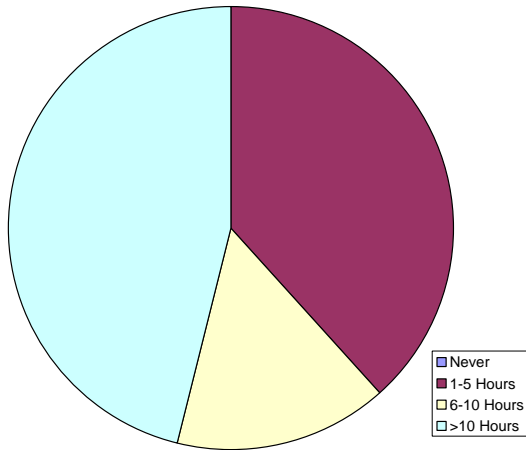
### Comfort level – computer use



### Comfort level - internet use



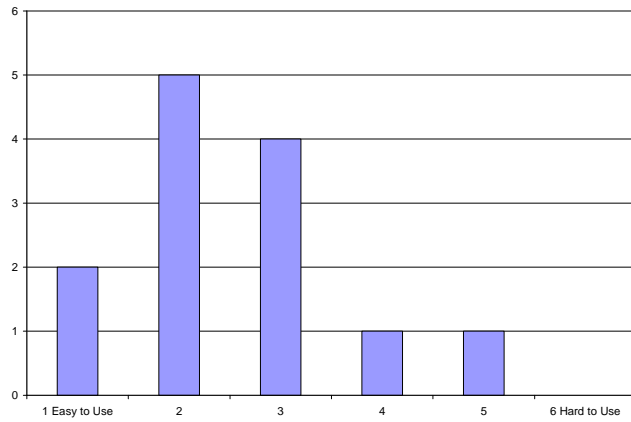
### Weekly internet use



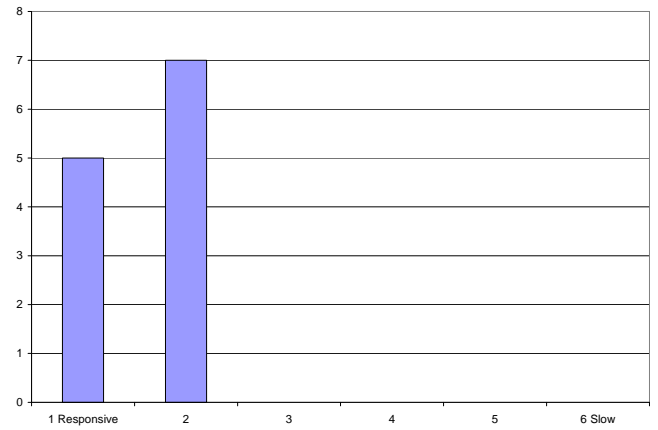
## Evaluation Survey Data

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

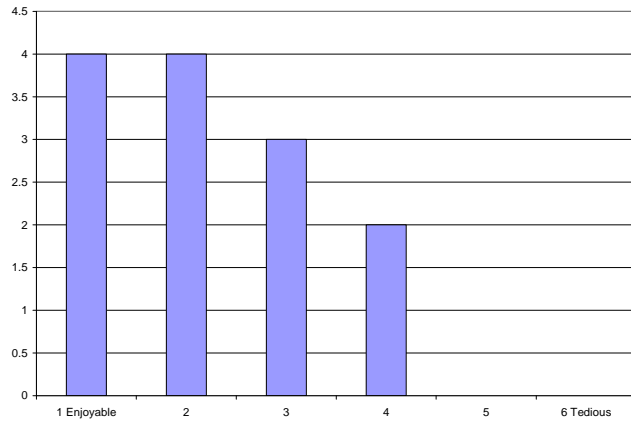
### Quality of Experience (Easy to Use vs. Hard to Use)



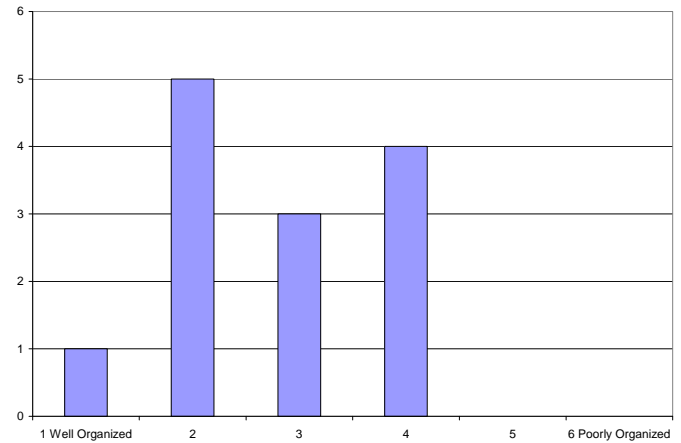
### Quality of Experience (Responsive vs. Slow)



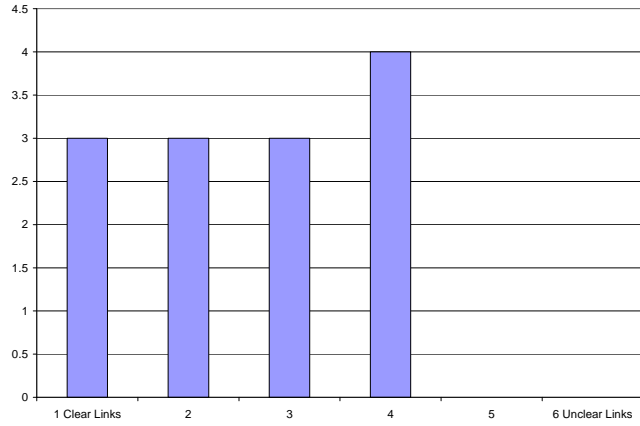
### Quality of Experience (Enjoyable vs. Tedious)



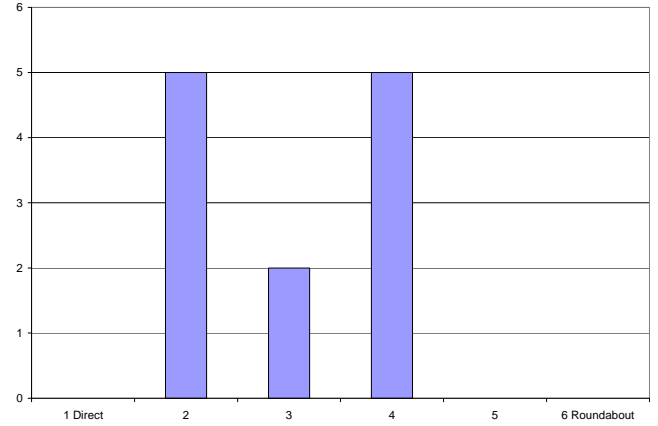
### Navigation (Well Organized vs. Poorly Organized)



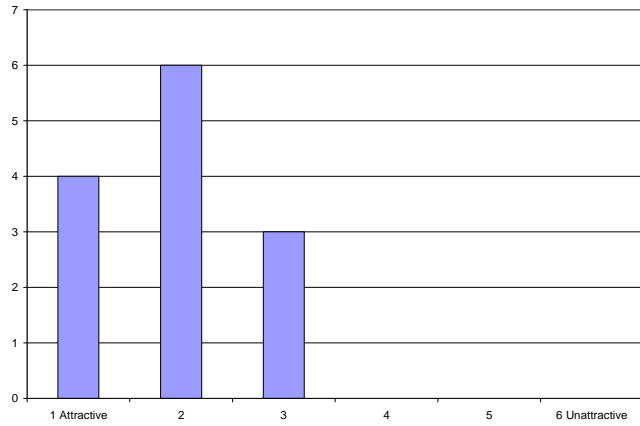
### Navigation (Clear Links vs. Unclear Links)



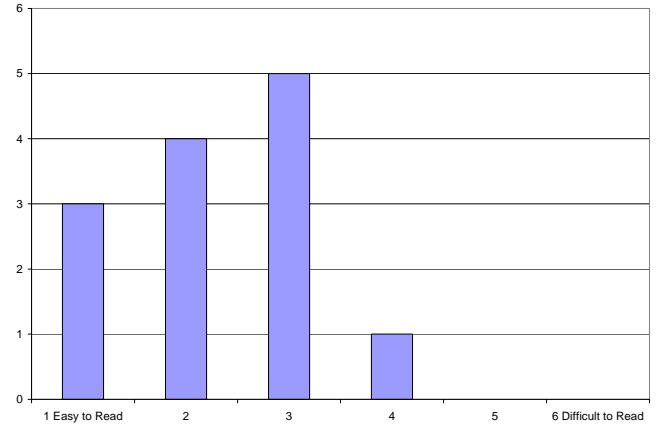
### Navigation (Direct vs. Roundabout)



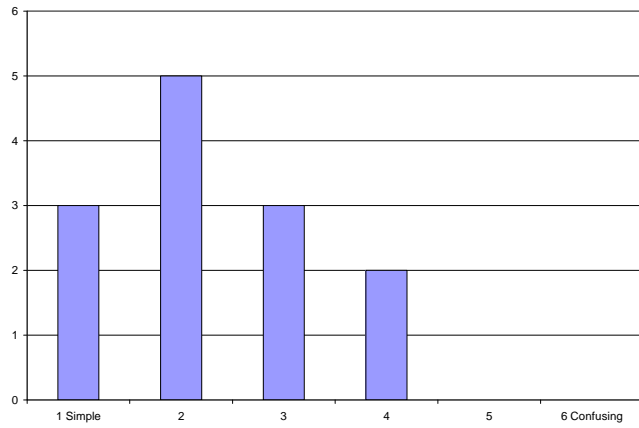
### Layout and Appearance (Attractive vs. Unattractive)



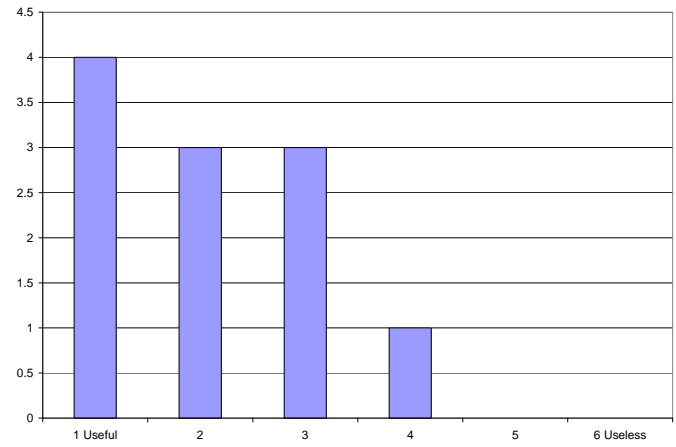
### Layout and Appearance (Easy to Read vs. Difficult to Read)



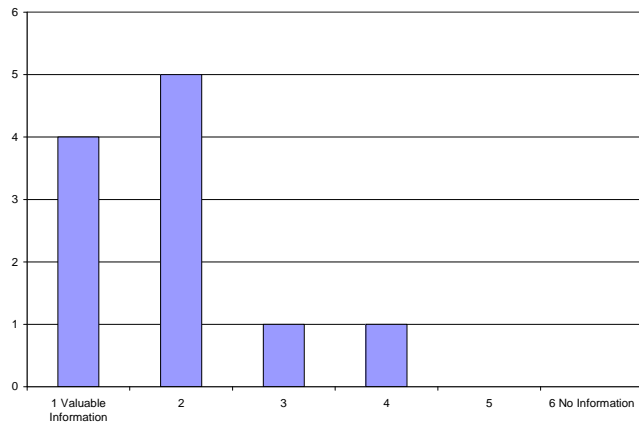
### Layout and Appearance (Simple vs. Confusing)



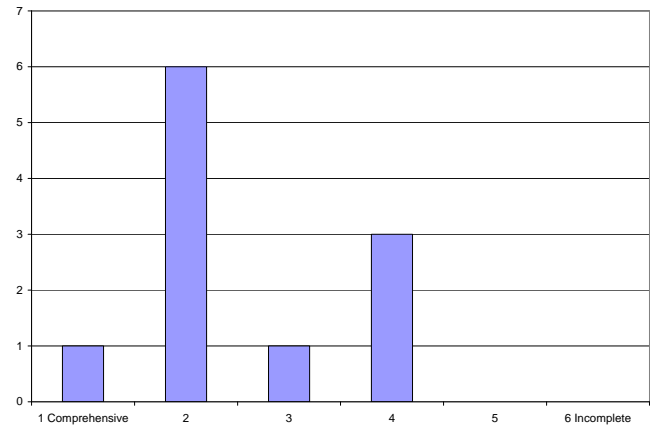
### Content (Useful vs. Useless)



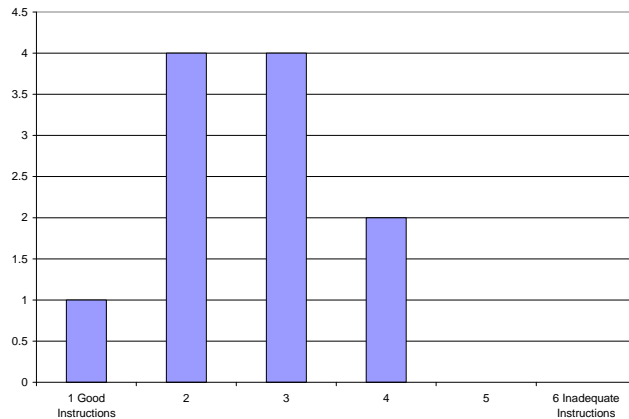
### Content (Valuable Information vs. No Information)



### Content (Comprehensive vs. Incomplete)



## Content (Good Instructions vs. Inadequate Instructions)



### What do you consider the most valuable aspect of eLearning?

- “Your team is very thorough in layout a website and system.”
- “Having everything in one place”
- “Ability to easily access a range of educational topics easily and tracking capability. Also many eLearning staff always very helpful.”
- “Tracking of attendees”
- “Online is better than attending a class off site”
- “It is very valuable because it helps streamline the learning process”
- “Easy of tracking and enrolling”
- “Ability to find/take professional development courses and mandatories then track them.”
- “Central location for all continuing education”
- “Online access and course records”
- “Tracking participation in educational programs including mandatories”
- “Transcripts”
- “Easy navigation. It tends to be 10x harder when you don’t have easy navigation”

### What is the biggest problem with eLearning?

- “Not being able to access you by phone... I miss it.”
- “Clunky to use – lots of clicks”
- “Only available to UMHS staff”

- “The long process. What I mean is there may be too many steps for some”
- “Calendar printscreen, reporting for instructors”
- “Some limited ability as an instructor. ie: functionality of controlling my participant lists > adding/deleting people from my course”
- “forced to sit through learning modules for mandatories”
- “Enrolling”
- “Batch enrollment sometimes gives me problems. And creating learning activities”

**Additional comments about the eLearning Website.**

- “Thank you for allowing me to voice my opinion.”
- “The staff is very helpful.”
- “None”
- “Thank you for this opportunity!”
- “It’s coming along nicely. Thanks for devoting time and resources to it.”
- “Looking better”

## Task Data

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

### eLearning Interface

<b>1</b>	Number of users who indicated they would call or email for help while attempting to complete a task. <b>Previous: 6</b>
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<b>1</b>	Number of users who thought they were logged in at some point in the process when they were not. <b>Previous: 7</b>
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<b>38%</b>	Users who did not click the eLearning logo to return to the home page because they did not see the typical hand cursor on mouseover.
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<b>23%</b>	Users who were unsure how to return to the home page (What can we do for you?).
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<b>30%</b>	Users who looked for a Home link in the header.
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<b>46%</b>	Users who looked for a Home link at the top of the left navigation pane.
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## 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 a Frequently Asked Questions section.**  
All users clicked the Frequently Asked Questions link in the left navigation pane to complete multiple tasks. Providing this link at the top of the Help Center section enables users to easily locate the information.
- **Providing contact information in the left navigation pane as well as in the header.**  
Users who needed help at some point within their task easily located the Contact Us link in the header and the contact information in the left navigation pane.

### Recommendations for Improvement

#### High Priority

- **Include all topics and instructions in the Frequently Asked Questions section.**  
Many users clicked the Frequently Asked Questions link in the left navigation pane. Some of these users were unable to find the answers they were looking for and gave up with their task. Including all topics and instructions found within the website in the Frequently Asked Questions section, as a question, allows users to quickly find the answers they are looking for and proceed with their task.
- **Add a Things to Avoid tab to the How to develop a course section.**  
Most users commented that a section with common pitfalls, in the How to develop a course section, would be helpful. Adding a Things to Avoid tab to the How to develop a course section would support users' expectations.
- **Provide a list of names and contact information in the Contact Us section.**  
Several users expressed a need for being able to directly contact a person or department with their specific question, rather than using a general contact. Providing a list of names, departments, and contact information in the Contact Us section enables users to directly contact the person or department they need.

#### Medium Priority

- **Remove tabs in the Contact Us section.**  
Providing a list of names and contact information on the main page of the Contact Us section eliminates the need for the other tabs. Removing the other tabs allows the Contact Us section to contain only contact information which the users are looking for.

#### Low Priority

- **Add “Printable PDF downloadable instructions” text to the How To pages.**  
Multiple users were unsure how the FAQ and How To tabs were different until they clicked on a PDF link in the How To page. Adding “Printable PDF downloadable instructions” text to top of the How To pages clarifies to the user what the links will do.
- **Un-bold eLearning button names in written task instructions.**  
Several users attempted to click bolded text while reading written task instructions assuming they linked to processes. Un-bolding eLearning button names in instructions eliminates possible user confusion.
- **Remove the word “Tips” from the Instructions For section headers.**  
A couple users expected the section headers to reflect the links in the left navigation pane. By removing the word “Tips” from the Instructors, Facilitators, Course Developers,

and Managers sections, the header accurately matches the link label and confirms the users' location in the website.

## Navigational Links

### Practices to Continue

- **Providing consistent tab labels in the Instructions For section.**  
By using tab labels (Basics, FAQ, and How To) that are consistent throughout the Instructions For section, users can easily understand the sections' architecture and easily navigate.
- **Separating eLearning roles in the Instructions For section.**  
Users easily navigated through the Instructions For section when they understood their personal role in eLearning. Those users who were not clear on their role found this section intuitive enough to find information they were looking for.
- **Using the term Develop in left navigation link labels.**  
All users associated the term Develop with information relating to creating eLearning course materials. Users found the term Develop both descriptive and accurate.
- **Providing a Help Center section in the left navigation pane.**  
The majority of users were successful navigating through the Help Center section. Many users commented that the Help Center was both intuitive and helpful.

### Recommendations for Improvement

#### High Priority

- **Re-label the What can we do for you? link in the left navigation pane to Home.**  
The majority of users were confused when asked to return to the home page of the website. Re-labeling the What can we do for you? link to home reduces confusion and more accurately describes the link.
- **Add a home link to the header.**  
When asked to return to the home page of the website, many users looked for a Home link in the header next to the eLearning Login and Contact Us links. Adding a Home link as the first link in the header, which links to the current What can we do for you? page, supports users' expectations.
- **Enable the hand cursor when the mouse is over the eLearning logo.**  
Many users are accustomed to clicking the logo to return to the home page. All users who moused over the logo were unaware that it was linked because they did not see the hand cursor. Enabling the hand cursor when the mouse is over the eLearning logo supports users' expectations and reduces confusion.

#### Medium Priority

- **Add a "How eLearning defines roles" link in the left navigation pane.**  
Several users were unsure of their personal role in eLearning. Others could not identify the difference between different roles (i.e. Facilitator vs. Instructor). Adding a "How eLearning defines roles" link, to the Help Center section in the left navigation pane, is helpful to users who are unsure of their role.

#### Low Priority

- **Remove the underline from tab links.**  
A couple of users questioned why some tab links had underlines and others did not.

Removing the underlines from all tab links removes a possible point of confusion for users identifying which tab section they are currently in.

- **Re-label How to update your information to How to edit personal information.**  
Some users clicked on the How to update your information link expecting to find information other than what it contained. Re-labeling the link to How to edit personal information clarifies to users what the page content will be.
- **Underline the email link in the left navigation pane.**  
Several users attempted to click the Contact Us header in the left navigation pane expecting it to send an email to eLearning. Underlining the email link under the Contact Us header will encourage users to click the link rather than the header.
- **Link the Contact Us header in the left navigation pane to the Contact Us page.**  
Several users attempted to click the Contact Us header in the left navigation pane. Linking the Contact Us header to the Contact Us page meets users' expectations of the header being linked.

## Appendix A: Illustrated Recommendations

The image shows a screenshot of the UMHS eLearning website with several callout boxes pointing to specific areas. The website has a blue header with the 'eLEARNING' logo and navigation links for 'Home', 'eLearning Login', and 'Contact Us'. A search bar is located in the top right. The main content area is divided into a left sidebar and a right main section. The sidebar contains sections for 'Login to eLearning', 'INSTRUCTIONS FOR' (with sub-links for Course Developers, Facilitators, Managers, and Instructors), 'FORMS' (with a link to 'Add/edit an instructor-led class'), 'HELP CENTER' (with links for 'Frequently Asked Questions', 'How to complete mandatories', 'How to develop a course', 'How eLearning defines roles', 'How to edit personal information', and 'Additional resources'), 'TRAINING' (with links for 'Training calendar' and 'Request training'), 'EVENTS' (with a link for 'Events calendar'), and 'CONTACT US' (with contact information). The main section is titled 'Contact Us' and contains a 'Need help?' section with a 'Need Help with eLearning?' heading. Below this are three sections: 'General' (with e-mail: [mlearninginfo@umich.edu](mailto:mlearninginfo@umich.edu) and phone: 123-555-0000), 'Department/Expertise' (with Name, e-mail: [helpfulperson@umich.edu](mailto:helpfulperson@umich.edu), and phone: 123-555-0000), and another 'Department/Expertise' section (with Name, e-mail: [helpfulperson@umich.edu](mailto:helpfulperson@umich.edu), and phone: 123-555-0000). A 'Your opinion counts.' logo is also visible.

Enable hand cursor on mouseover of logo

Add a Home link to the header

Re-label What can we do for you? to Home

Add a "How eLearning defines roles" link to the Help Center

Link CONTACT US header to Contact Us page

Underline email address

Remove other tabs on Contact Us page

Provide departments and names/emails/numbers for each department on Contact Us page

## **Appendix B: Supporting Documents**

## Additional Comments

- User appreciated the amount of information available on the website.
- User liked the PDF How To files opening in a new window.
- User commented that they like the new login screen.
- The user commented that they prefer PDF files to HTML pages when learning how to perform a new task.
- User thought that the Newsletter was a good idea, but they wanted an indicator to notify them when new information is available.
- User thought the role definitions were helpful and appropriate.
- User commented that there was some redundant information throughout the site, but they did not mind.
- The user thought the tab labels under the Add/edit an instructor-led class were confusing.
- User felt that the All Questions tab in the Frequently Asked Questions section was not necessary.  
“It’s a waste of space”
- User liked the Additional resources link in the left navigation pane.  
“I always like additional resources”
- User felt they would need to get used to the website and have to look for stuff.
- The user uses eLearning often and mentioned they need less and less clicks as improvements are made.
- User loves the idea of having everything in one spot.
- The user mentioned they have liked the idea of eLearning since the beginning.
- User felt the information was well organized.
- User wanted a Home link somewhere on the page.
- User tried to adjust the text size via Internet Explorer and could not.
- User assumed the logo would link to the home page.
- User expressed interest in having a search feature within the FAQ page.
- User mentioned functionality on another website, which they might like to see on this eLearning website: typing a question into the FAQ page, having that question be emailed to eLearning, and automatically have that entered into the FAQ page.
- User mentioned the acronym “AA” should say “Admin” instead, to be clearer.
- User likes the new login screen.
- User suggested having a Home link in the header next to eLearning Login and Contact Us.
- User suggested renaming the Instructions For header to “Tips” or “Resources”. User likes “Tips” because that is in the header of the main page of each section. The user feels information under this section should only be instructions, not tips, and other information, if the section is named “Instructions for”.
- User would like the email link in the left navigation pane to be in bold text.
- User felt that two sections for course development material was unneeded, and suggested merging Course Developers with How to develop a course.
- The user felt eLearning’s main focus is training, and so the Training section should be moved to the top of the left navigation pane.
- User felt the Training Calendar and Events Calendar should be merged unless the Events Calendar covers more than eLearning training.
- The user liked the colors of the website and thought it looked “clean”.
- The user felt everything they were looking for was front and center.
- The user felt the logo was a little plain.
- User appreciated that the website kept a shade of blue but did not use the typical blues and golds.
- User felt there was adequate white space and things were easy to read.

- User mentioned they might like to see a different font style being used. They suggested Arial or Tahoma.
- The user liked that the newsletter was a webpage, not just links to each newsletter. They felt more inclined to read the newsletter in this format.
- User suggested possibly adding a topic list at the top of the newsletter page (like on the FAQ pages), if the newsletter became much longer.
- User liked the tabs (Basics, FAQ, How To) under the sections.
- User felt FAQ and How To could be merged, until they realized the How To section were documents.
- User felt the overall setup of the website was “nice”.
- User wanted to see a Home link in the left navigation pane.
- The wanted to be able to click the logo in the upper left and return to the home page.
- User likes the Help Center and would like to see more there.
- The user thinks the What can we do for you link should be labeled Home.
- User expected the Success Stories to be under Home, and would find them easier if the What can we do for you link said Home instead.
- User mentioned their staff complete quizzes but not modules and they need a clearer more obvious way of knowing if the module is required or optional. They feel if they have to do the module, then the module would be the only link and would lead into the quiz.
- User wondered how long it would take eLearning to change roles automatically from non-clinician to clinician if a person changes departments.
- User has staff confused about activities “hanging around the learning plan” when they complete the quiz but not the module.
- User expressed they have staff who sometimes have trouble with learning activities showing up in their transcript.
- User felt the left navigation pane might be able to flow better.
- User pointed out that because they were an instructor, they expected to be able to find everything relevant to them under the Instructor link in the left navigation pane.
- User stated that they would avoid reading the 18 page manual for instructors.
- The user did not understand the difference between How To and FAQ.
- User felt that post-enroll information should be located under the How To tab in the Instructors section.
- User wanted the current calendar page to be easier to print.
- The user felt that calendar pages should display as a calendar, not as a list.
- User mentioned they like the Mission and Success Stories tabs in the What can we do for you section.
- User liked the website overall.
- The user likes to see the description of roles on each of the Basics pages.
- User was a little confused how the eLearning roles differentiate.
- User liked the Help Center and thought it was done well.
- User felt that the Forms section was clear.
- User felt the website was aesthetically pleasing to the eye.
- User felt that the terms Training and Classes were too similar and they should be relabeled.
- User found the Frequently Asked Questions section to be helpful.
- User felt that they would quickly become comfortable with using the system.
- User felt that being forced to read the learning module was not necessary.  
“I would rather be spending my time doing what I’m hired to do, as opposed to sitting here and taking a test”
- The user expressed that they “missed” a home link.
- User suggested adding a Home link to the header.
- The user suggested copying the header links (eLearning Login and Contact Us) and Home to the bottom of pages.
- User felt the website was easy to read because of an adequate amount of white space.

- The user articulated they don't mind having to search for information, but they might forget where they found it.
- The user expected more information and help under the How do I tab in the What can we do for you section.
- User would like to see steps in the course development sections.
- User would like a link to My Learning Plan after the instructions for How to complete mandatories – even if they have to login before they get there.
- User expected the eLearning logo to be linked to home.
- The user wants a Home link and will scroll up or down to find.
- The user thought the label Additional Resources could be improved. They like 'Additional' but they would like 'Recourses' to be something else.
- User felt the How to update my information should be relabeled to How to update my personal information.
- The user felt the left navigation pane header Forms could be relabeled for improvement. The user doesn't think of forms online as being a 'form', they think 'form' means paper.
- The user had a different idea of what some of the eLearning roles were. They were unsure the difference between facilitators and instructors other than facilitators get more actions.
- The user felt the How to develop a course and Course Developers were very similar. They mentioned this several times.
- User felt the opening paragraphs for Course Developers were broad.
- User uses the current services website frequently.
- User expected to find a calendar of all eLearning's offerings in the Training Calendar section.
- User thought the Training Calendar should default to the Other Classes tab.
- The user expected a clearer idea of the goal in the Course Developers section. They were looking for a step by step guide.
- The user did not look at the tabs as readily as the left navigation pane.
- On the About Our Classes page in the Training Calendar section, the user expected the bold text to be linked to the matching tab.
- The user felt there should be a section about quizzes on the What can we do for you page.
- The user questions why/when are the tab labels underlined. The user thought the underline meant they were currently on the page, or that they were more important links. The user articulated the underlining scheme should be more consistent.
- The user wanted to know more about what eLearning does and felt the website was a huge improvement.
- The user would like to see more information about eLearning and mentioned they would like to see some information about quiz reporting.
- User would like to see a list of eLearning staff's responsibilities to know who to contact.
- User felt the left navigation pane was intuitive.
- User expected the blue headers in the What can we do for you section, as well as other headers, to be linked. The user expressed that the tabs are a third navigation choice, and there should be links to the same information within the main page content.
- The user articulated they were looking for links with more information under the How do I tab in the What can we do for you section.
- User would like to see clear steps in the Course Developers section.
- The user mentioned they were looking for a list of eLearning role definitions.
- User was looking for developing templates in the Course Developers section. The user thought linking to the forms on this page might help.
- The user expressed interest in a mandatory troubleshooting section, something other than the Frequently Asked Questions section.
- User articulated they liked the Back to Top links in the Frequently Asked Questions section.

- The user was unsure how eLearning would classify their role.
- User thought an administrator would update their information, and was unsure of the need for the How to update your information section.
- User mentioned they would update their information in the directory, not in eLearning.
- The user felt the Additional Resources section could include PDFs about mandatories, and if it did, it should be moved up in the left navigation pane.
- The user felt there should be a header in the left navigation pane for 'Mandatories' since everyone goes to eLearning for mandatories.
- User would like to see a more obviously link for adding non-UMHS activities and suggested adding a link to the Additional Resources section.
- The user looked for "searching instructions" in the How to complete mandatories section.
- The user had difficulty finding information about tracking participants and attendance. They felt there should be links for this in the course development sections.
- User thought the Classes for Instructors tab in the Training Calendar section was a list of instructor-led courses.
- On the How to complete mandatories section, the user expected to see 'Novell GroupWise Login' not 'GroupWise Login' because of how they see it everywhere else.
- The user did not know they could add non-UMHS Learning Activities to their transcript.
- User thought the Add/edit an instructor-led course link was an improvement from the "old" website which they said had no clear link to these forms.
- The user adds instructor-led courses using eLearning forms about 8 times a year.
- User felt the Additional Resources section would contain links to other websites.
- The user felt the Additional Resources and Frequently Asked Questions sections might be better combined.
- The user would like to see a link in the Help Center for "how to add a session".
- User felt a lot of the links in the Additional Resources section were duplicates from other areas of the website and that this was confusing because of the label 'additional'.
- The user thought the website contained a lot of information and that it would take a long time to read through everything.
- User articulated that the roles are confusing and users would have to know who they are.
- The user expressed they would intuitively look at the Frequently Asked Questions section of the website for help, not the Additional Resources section.
- User felt they might have gone to the Add/edit an instructor-led class section sooner had it said "update" instead of "edit".
- The user didn't readily notice the top tab navigation.
- The user articulated they liked the website a lot.
- The user felt the tabs needed to stand out more.
- User felt the website was self explanatory and easy.
- User mentioned the left navigation pane links should have bigger text.
- The user felt the website was an improvement and was easy to navigate.
- The user looked for a contact link and was happy that there was one in the header.
- The user felt the Login to eLearning link was not the website home and they could not find the home page without seeing a Home link.