Open Interview Usability Study:

University of Michigan Health System (UMHS)
Learning Management Systems

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Executive Summary

In an effort to determine how the University of Michigan Health System (UMHS) would ideally utilize a learning management system (LMS), a team of two usability specialists conducted an open interview based usability study. Each interview focused on how users work with the current system and what they would like to see improved. The purpose of the study was to identify what functionality is needed in learning management systems within health systems to support education initiatives. The findings of the study should be used to guide decision making processes for selecting and implementing a LMS. This report discusses the findings and makes recommendations based on the information learned from the user testing. Summarized below are key recommendations which should be taken into consideration.

Recommendations

- **Maintain a simple interface.**
  It is important that the interface of the learning management system and the learning activities is simple and intuitive to ensure that users are aware of all requirements.
- **Incorporate an intuitive search function.**
  An intuitive keyword search and a logical display of expected results is essential to locating learning activities.
- **Provide a consistent interface between all user roles.**
  Remote assistance can be provided more effectively by ensuring the user interfaces remain consistent between management and end-users roles.
- **Include a process for enrolling multiple staff members into learning activities.**
  Management needs a streamlined, intuitive means of locating, selecting, and enrolling users into learning activities.
- **Include a process for enrollment into a class after it has taken place.**
  Include the ability to add users to the class roster and mark them complete with the option of submitting a score after the class has taken place.
- **Allow managers and facilitators to enroll their staff into learning activities.**
  Management needs a simple means of assigning learning activities to learning plans.
- **Provide users with an intuitive enrollment process.**
  Providing a simple means of locating and enrolling in learning activities will ensure users understand what is required to complete the activity.
- **Enable users to un-enroll from learning activities.**
  When a user is unable to complete an activity they enrolled in, they need to be able to un-enroll from that activity.
- **Enable streamlined communication between systems.**
  A learning management system needs to be able to seamlessly communicate with other systems containing relevant user information.
- **Define absolute standards for job statuses.**
  Provide a clear definition of which version of learning activities users need to complete.
- **Provide a user-friendly and intuitive means of developing group learning plans.**
  Management needs an easy way of adding users to plans which automatically re-enroll them in activities annually. These plans must be user-friendly, intuitive, and easy to edit.
- **Provide a streamlined means for developing and publishing learning materials.**
  Provide a user-friendly, simple means of developing and publishing learning activities, and provide templates for the various types of departmental resources.

Terminology & Conventions Used

The following is a list of terms used in the current learning management system. The terminology and conventions are explained in detail within the report's recommendations when needed. This list provides a brief overview of terms used by participants during the study. These items should be maintained in a learning management system in some form.

- **Roles.**
  Manager role includes functions such as looking up staff members, editing their personal information, and enrolling them in learning activities. Facilitator role includes manager role functions in addition to enrollment management functionality, and the ability to create and work with group learning plans. Instructor role is for those who teach instructor led classes. The role enables them to look up classes they are involved in and manipulate the roster to add/remove users and mark them complete for classes.
- **Learning Plan.**
  The learning plan contains a list of learning activities which the user is enrolled in or signed up for. The list displays the title, code, status, hours, required/recommended status, due date, description, and the ability to start a learning activity or un-enroll from it.
- **Mandatory.**
  Annually required learning activity for the UMHS.
- **Competency.**
  Unit/Department required learning activity.
- **Nursing Blitz.**
  A yearly event where nurses participate in demonstrations and complete many of their annual learning activities.
- **Group Learning Plan (GLP).**
  A way for units/departments to group learning activities together and assign them to users. These GLPs can automatically send the same learning activities to the group of users annually or within a specified time period.
- **Non-UMHS Activity.**
  A learning activity not required or regulated by UMHS; one not contained within the learning management system.
- **Domain.**
  The structure of the learning management system based on job classifications. These separate users into their department for reporting and GLP purposes.

Description of Test

Over nine weeks, 85 users were interviewed to determine how they use the current learning management system implemented in the University of Michigan Health System (UMHS). These users were asked to think about how the system could be improved, what they would like to see in a new system, functionality they felt was needed, and in general how the system worked for them and their department to support education initiatives. The purpose of the study was to determine functionality needed in a new learning management system; what should be retained, what to eliminate, and what to invest in. The notes and opinions from each user involved in this study were analyzed and patterns are discussed in the remainder of this report. Functionality discussed comes solely from user notes and addresses what is needed in a learning management system. The results of the interview were documented with notes and opinion data found in Appendixes B-F.

Dates of testing:	August 4 – September 30, 2008
Testing location:	User’s office or available computer workstation
Number of users tested:	85

Learning Management Systems

The following recommendations are grouped into major sections which are part of the current learning management system. The recommendations are based solely on user notes and should be used when making decisions for a learning management system.

Interface

- **Maintain a simple interface to inform users of requirements.**
  Upon logging in, present the user with a list of requirements, specific time periods, and all information needed to identify what is required of them to become/remain compliant. Clearly indicate which parts of the activity are required for completion; the user may believe they are compliant and not recognize that there are additional requirements. It is important that the interface of the learning activity is simple and intuitive. A reference listing required activities for each individual job classification would benefit users by allowing them to verify that their learning plan is correct.

- **Provide easy, intuitive access to learning activities.**
  Users need a simple and straightforward means of accessing and enrolling in learning activities. The enrollment process needs to be intuitive so that users who only access the system once a year to complete their requirements have no difficulty doing so.

- **Allow easy access to reference versions of learning activities.**
  Users need access to learning activities for reference without having to enroll in them and complete them for credit. The two versions of the learning activity, for credit and for reference, need to be clearly distinguishable and users need the ability to easily switch from the reference to the credit version. Reference materials need to be available for activities which have been completed as well as all those which are available to the user.

- **Allow adequate space for the course description area.**
  Many users have difficulty locating all the relevant information when text is cluttered or close to borders. Learning activity description fields should have a decent amount of white space between the text and the field borders to allow for easy scanning and readability. Vertical space should also be provided to ensure crucial information is accessible.

- **Provide detailed location information for instructor led classes.**
  For instructor led classes, provide users with specific room locations and detailed directions to ensure they will be able to find the classroom and allocate their time more efficiently. If this information is not available at the time when the class is created, a detailed email should be sent to the enrolled users when this information becomes available. Instructors also need a way to add this information to the class and/or session.

- **Notify users of recently added activities on a regular basis.**
  Periodically provide users with information regarding newly available learning activities which are specific to their job. This information can be provided to the facilitator who can then decide which activities are relevant to the users in their department.

- **Allow for customizable categories in learning plan and transcript areas.**
  Many users commented that it would be helpful to be able to categorize their learning plan and transcript. Users need the flexibility to sort the learning plan and transcript information into categories based on activity type, date, unit requirements, etc.

- **Allow users to create portfolios.**
  Some departments would like to be able to track their staff members' success and learning goals. Users need the ability to create a portfolio for themselves which could include information such as their learning objectives and their career goals. Management needs to be able to view these portfolios in order to assist in training.

- **Provide intuitive navigation and terminology.**
  Terminology used in the navigation needs to be simple and intuitive to ensure that users can successfully navigate the system. Guides and references need to be available for those needing assistance and to define unfamiliar terms which the user may encounter.

- **Allow management more control over domains.**
  Management needs the ability to add/remove individuals and groups of users from their domains simultaneously. They also need access to users outside of their domains to grant credit for activities the users participated in, such as in-services, staff meetings, and other special activities. In addition, users who work in multiple departments need to be included in multiple domains under different managers.

- **Provide functionality to select/deselect all domains.**
  When selecting a domain, management should be presented with both a "select all" and a "deselect all" option to ensure they can efficiently filter the information needed.

- **Provide a consistent interface pertaining to all roles.**
  When a user seeking support is presented with a different interface then the user providing assistance, it reduces the chances that an efficient resolution will be made. Remote assistance can be provided more effectively and efficiently by ensuring the user interface remain consistent between management and end-user roles.

- **Include notifications prior to network inactivity time-outs.**
  A learning management system that disconnects users after a period of inactivity or due to a time limit, must include a means of warning the user they are about to lose their connection. This is necessary so the user is alerted of the situation and has an opportunity to extend their connection or complete their task before the time expires.

Enrollment Management

- **Allow managers and facilitators to enroll their staff into learning activities.**
  Management throughout many departments is responsible for enrolling users into learning activities. They need a simple means of assigning learning activities to user's learning plans. End-users should not have the ability to remove an activity that has been added to their learning plan by management.
- **Include a process for enrolling multiple staff members into a learning activity.**
  Management has the need to enroll multiple staff members into one or more learning activities simultaneously. They need a streamlined, intuitive means of locating, selecting, and enrolling these users into the desired learning activities.
- **Include a process for enrollment into a class after it has taken place.**
  Many instructor led classes include users who have not pre-registered. There is a need for instructors to be able to enroll these users into the classes after the class has taken place. Include in the process the ability to add users to the class roster and mark them complete with an optional score.
- **Include a waitlist function and information regarding remaining available seats.**
  Users need a way to determine the number of seats available for an instructor led class. If no seats are available the user is then added to a waitlist. Often classes are expanded

to meet demand revealed by the waitlist. If the class is expanded, users in the waitlist should be automatically moved to an available seat.

- **Provide facilitators enrollment functions for adding non-UMHS activities.** Users who participate in non-UMHS activities are responsible for adding them to their transcript. Management has concerns that their staff members do not utilize this function to the extent that they could. Facilitators have the need to add these activities for the users so that their transcripts reflect their participation level more accurately.

- **Provide a simple and efficient means of un-enrolling users from activities.** Management needs the ability to un-enroll an individual or multiple users from one or more learning activities simultaneously. This needs to be a short, intuitive process. Management also needs to be able to remove the activities that are not relevant to their specific department so not to impact their compliance reports.

- **Include tools which allow users to express their interest in learning activities.** Include the option for a user to express interest in learning activities and/or instructor led classes. Sometimes a user may be interested in a class or activity but cannot complete it at that time. An instructor led class may not always have sessions available for enrollment. Allowing users to express interest would give them an option in either scenario. For the instructor led classes, the instructor then receives an email that someone has expressed interest in their class which may persuade them to include additional sessions.

- **Block the ability for users to enroll in multiple sessions of the same class.** Once a user is registered for an instructor led class session, they should not be allowed to register for an identical session prior to the completion or removal of the original session. Without this function, users could enroll for multiple instances of the same class and attend the one that fulfills their scheduling needs. This causes the classes to appear full; class space is limited and other users interested in the offering are unable to participate due to the class being listed as full.

- **Include resources for collecting specific data regarding students.** Allow instructors to add customized data inquiries to class enrollments to collect desired information. Instructors need to be able to identify, prior to the class, if students are qualified to take the class. This could be recognized in the enrollment process with the ability to ask tailored questions.

- **Automate instructor led class enrollment.** Instructors often have to enroll users after the class has taken place. By swiping ID badges through a magnetic card reader, class attendance will automatically be added to their transcript. With this automated enrollment feature, there will be less of a burden on the instructors to enroll users who attended their classes and users will receive instant verification of their attendance.

- **Include the ability to upload spreadsheets for enrollment.** Management needs the ability to upload user names from a spreadsheet to enroll them into learning activities or completed instructor led classes. An intuitive way for them to complete this task must be available to improve enrollment efficiency.

- **Provide users with an intuitive enrollment process.** Users need to be able to enroll in learning activities that are not automatically assigned to them. Providing a simple means of locating and enrolling in activities of interest will ensure users understand what they have enrolled in and what is required to complete the activity. The activity needs to automatically be added to their learning plan.

- **Enable users to un-enroll from learning activities.** When a user is unable to complete an activity they enrolled themselves in, they need to be able to un-enroll from that activity. Un-enrolling will remove the activity from the user's learning plan. Users cannot un-enroll from activities they did not add to their learning plan themselves.

Compliance Emails and Reports

- **Provide customizable report options.**
  Departments have the need to generate reports that provide specific information related to staff compliance regarding learning activities and instructor led classes. This function needs to provide flexibility pertaining to the users, activities, and related attributes that are included in the report. In addition, users need tools such as the ability to generate statistics and save query data for future access.
- **Establish a distinction between users who are on-leave and those who are retired.**
  Management needs to see the difference between users who are on-leave and those who are retired; the system needs to reflect this difference. Those marked as retired or on-leave should not show up on management compliance reports; those who are on-leave should be included in reports when they return; therefore their requirements should not be removed from their learning plan.
- **Provide robust reporting capabilities.**
  In addition to learning activity reports, management has a need to report on non-confidential information related to the individual user. Enabling management to run a report on all expiring UMHS requirements would be beneficial. Management mentioned that information such as the user's annual health evaluation status or ID badge expiration would be valuable. Various departments use monthly evaluations for resident training; providing this information in transcripts and reports would improve tracking efficiency.
- **Reports should contain information relevant only to a specific domain.**
  If a user works in multiple departments**,** they will also be included in multiple domains with different managers. When a manager runs a report regarding their departmental compliance, they should be presented with the users requirements within their department only.
- **Provide a means of exporting reports to Excel format.**
  Management often keeps record of compliance reports. They should be given the option to export a report to an Excel document and be prompted to save the document in the correct format (.xls).
- **Include the ability to print compliance reports.**
  Providing management with the ability to print reports regarding user compliance within their department allows them to add the information to user's physical record folders.

Communication

- **Enable streamlined communication between other UMHS systems.**
  There are numerous systems being utilized to store information regarding UMHS activities. These systems should be able to seamlessly communicate with the learning management system to allow for a streamlined process of obtaining information and to reduce duplication of record keeping. Some systems which users need the learning management system to integrate with include Human Resource systems, M-Pathways, Wolverine Access, and MAIS (Michigan Administrative Information Services).
- **Define absolute standards for job statuses.**
  Users need a clear way of identifying what learning activities they need to complete. Having versions of the same learning activity for patient care areas, non-patient care areas, clinicians, and non-clinicians can be very confusing to users. There should be a clear definition in the learning management system of criteria which defines each status

to help users identify which version of the learning activity they need to complete, and recognize when they have been assigned incorrect materials.

- **Provide email reminders for upcoming events.**
  Departments would like users to be more involved with training events. Notifying management as well as users within their department of upcoming events, such as instructor led classes and conferences, will increase awareness and allow for more opportunities for staff involvement.
- **Provide management with a single confirmation email after enrolling users.**
  When management enrolls users into learning activities, they need to receive a confirmation email telling them who was enrolled into what activity. Without a confirmation, management is left assuming everything processed correctly, and if it did not, they would have no way of knowing.
- **Inform users of altered or cancelled instructor led classes.**
  Users need to be informed when an instructor led class they plan on attending has been cancelled or postponed and whether a replacement class will be held at a later date. If a user is not informed and attempts to attend the class, they may be discouraged from involvement in later classes. Users should also be informed if the class information is altered, for example if the location changes.
- **Information regarding subject matter experts must be updated regularly.**
  It is important to keep the subject matter expert contact information current for each learning activity so that user concerns regarding the activity may be addressed efficiently.
- **Create a central knowledgebase of non-UMHS activities.**
  Departments would like to be able to assign non-UMHS activities to their staff in order to raise participation levels. These departments need an easy way to find non-UMHS activities available to them.

Group and Individual Learning Plans

- **Allow departments to change competency due dates.**
  Management should have the ability to group competencies and departmental learning activities and change their due dates so that they are the same for the entire department. This will allow for efficient tracking of annual competencies and reduce the confusion surrounding due dates for users.
- **Implement expiration periods for in progress materials in learning plans.**
  An expiration period for learning activities which are in progress should be set. After the expiration date, the learning activities should be removed from the learning plan to reduce clutter and improve the ability to scan individual learning plans.
- **Provide the ability to print learning plans.**
  Some users would like the ability to print their learning plan. Included in the printout should be detailed descriptions of the learning activities they are enrolled in and required to complete, due dates, enrollment dates, and status.
- **Commitments should be automatically entered into GroupWise calendars.**
  Implementing a means of having all training commitments automatically entered into user's GroupWise calendars will effectively remind users to allocate the time needed to meet their requirements. Users will be reminded of expiring competencies each time they access their calendar, providing opportunities to plan the activity at their convenience.
- **Provide a simple and efficient means of developing a curriculum by job role.**
  To avoid confusion regarding which users are responsible for specific competencies, implement a batch enrollment function that allows management to select a job classification, department, building, and other relevant information. Based on the

selection, management should be presented with a list of all relevant required competencies which they can then enroll the users in.

- **Provide a user-friendly and intuitive means of developing group learning plans.**
  Management needs an easy way of enrolling users into plans which can automatically re-enroll the users annually for re-certification and compliance. These group learning plans need to contain multiple learning activities and multiple groups of users specified by management. These group learning plans must be user-friendly, intuitive, and easy to edit for all users responsible for assigning training to their staff.
- **A learning activity should always have a due date listed.**
  The date which a learning activity expires should be clearly visible both before the activity is started as well as while it is in progress. This due date should change to a completion date once all requirements of the learning activity are fulfilled to reassure users that they have completed the activity.
- **Include a means of sorting learning activities in the learning plan.**
  Provide multiple options for filtering learning activities within learning plans to allow users to locate information efficiently in a manner which is logical for them.

Instructing

- **Allow post-enrollment functions prior to the scheduled end time of classes.**
  Instructors are required to enroll staff into instructor led classes upon their completion. These instructors need to be able to complete this enrollment process and mark users complete as soon as the class is over without having to wait until the scheduled end time.
- **Provide a simple, user-friendly means of adding and editing grades.**
  Instructors need to be able to add grades when they mark users complete for an instructor led class. These instructors should be presented with a user-friendly interface for adding and editing grades.
- **Instructor led classes that are pass/fail should not require an entered grade.**
  Some instructor led classes do not require a specific grade to pass. For these classes, the system should present the instructor with the option of enrolling and marking users complete without having to enter a grade. They should be able to simply mark them as “pass” or “fail.”

Transcripts

- **Integrate evaluations with user transcripts.**
  By consolidating all user requirements in transcripts, management will have an efficient means of tracking what is due for each user. This information could include annual health evaluations and employee evaluation expiration dates. The Nuclear Medicine department evaluates their residents monthly, and feels that transcripts could help their department track and access these evaluations.
- **Include the ability to upload and print non-UMHS certificates.**
  Departments have users who complete non-UMHS activities. Management and users need a means of adding a scanned copy of non-UMHS certificates to transcripts. In addition, these recognitions of accomplishment should be accessible and printable by both management and users.
- **Implement the ability to print single items within transcripts.**
  Users and management have a need to access and print single items from transcripts. Users should be able to print a single record which would include the learning activity title, completion dates, and all of the information listed for the specific activity.

- **Eliminate poor scores once a higher score is obtained.**
  Users become confused when their transcript lists numerous scores for the same learning activity. When the user completes a quiz with a better score then they had previously obtained, the older score should be removed or hidden from their transcript. This will enable them to quickly identify their most current and accurate score.
- **Provide the ability to print multiple transcripts simultaneously.**
  Management needs to print transcripts in order to track and maintain compliance within their departments. Providing a means of printing multiple transcripts simultaneously will enable them perform this task efficiently. This process should allow management to select a group of users and print all their transcripts in a single process.
- **Include a means of filtering the transcript by a date range.**
  Management and users need an efficient means of managing transcripts. A date filter would allow users to select a date range which would then present them with all activities in the transcript within the specified range.
- **Include a means of sorting learning activities in the transcript.**
  Provide multiple options for filtering learning activities within transcripts to allow users to locate information efficiently in a manner which is logical for them.
- **Establish standards for acceptable continuing education credits.**
  As online educational opportunities expand and users have the ability to add non-UMHS activities to their transcripts, management feels that it is necessary to establish standards for acceptable continuing education credits. They feel that this would protect the integrity of the learning management system.

Search and Catalog

- **Provide an efficient means of presenting catalog information.**
  A catalog page should present all learning activities and instructor led classes available to users. The catalog should have the ability to be sorted in numerous ways to allow for flexibly in browsing patterns; this includes sorting by department, job class, and type of activity. Users should be able to filter the catalog by these means as well as others to enable them efficiently find the information they are seeking.
- **Incorporate an intuitive search function.**
  For a learning management system to be an asset for the various UMHS departments, users must be able to efficiently utilize its features. An intuitive keyword search option is essential to efficiently locating learning activities. The search function must also display expected results logically without making the user search through multiple pages before locating the desired information. Performing a periodic search engine optimization will ensure that the keywords being used are providing the expected results.
- **Clearly label and define the types of learning activities.**
  Numerous types of learning activities, such as web-based and instructor led classes can be confusing to users. These various learning activity types should be clearly labeled and defined in terms that can be easily be identified by all users.

Learning Activity

- **Allow users to resume a learning activity from a prior point of exit.**
  In the unpredictable work environment of health care, when an employee sits down to take their mandatories it is likely that they will be interrupted. This requires the system to allow them to return to the location in the learning activity where they were when they were interrupted. One of the most significant user frustrations revealed during the study, especially with patient care employees, was that they could not do this in the current

system.

- **Provide the users with intuitive and concise learning activities**.
Learning activities should be developed to take no more than 10-15 minutes. Asking a nurse to give up more time than that during their shift is not practical. If an activity needs to be longer then 10-15 minutes, it should be separated into multiple parts, or the user should have the ability to save their progress and return once they have more time.
- **Include the ability to add departmental resources and references.**
Management expressed the desire to have an easily accessible central location for all departmental learning resources. This would include departmental manuals, reference materials, videos, and staff meeting and in-service records. By providing a reliable reference source, user confidence in the system will increase, and they will be encouraged to utilize the system to expand their knowledge.
- **Implement functionality for interactive learning simulation.**
To capture the intended audience, the system must engage users and influence their desire to learn. The capabilities of interactive learning solutions, such as simulations and testing materials which are generated dynamically based on user response, are continuously expanding. Management felt that this would be an ideal means of increasing user interest and utilizing the system.
- **Specify who is eligible for each specific activity.**
It needs to be clearly specified in the course description area if a learning activity is restricted to a specific demographic or department. For example, the Foundations for Successful Leadership is restricted to managers with a specified minimum subordinates. Allowing anyone to enroll in the learning activity forces the instructors of this class to verify each user’s eligibility, and also take the time to have the activity removed from their learning plan if necessary.
- **Provide feedback for incorrectly answered quiz questions.**
Management suggested that it would be a beneficial learning experience for their staff if they were provided feedback regarding their answers in quizzes. There are instances when an incorrect answer is not in fact entirely incorrect, and the user would benefit if they were given an explanation as to why the answer they believed was correct was not the best solution.
- **Develop a means for departments to publish and track orientation materials.**
Management expressed that it would be beneficial to publish all of their orientation materials, including checklists and schedules, in the system for convenient access and paperless tracking capabilities. Management must be provided with a simple means of developing and publishing departmental orientation materials.
- **Provide detailed instructions in a course description area.**
Instructions and detailed information about learning activities should be included in a course description area for each learning activity. Requirements pertaining to the learning activity need to be included in the course description area to eliminate possible confusion. If a user is not presented with the requirements, they may finish a certain section of the learning activity, believe they are done, and yet remain non-compliant because they unknowingly have not completed all the requirements. This would then take resources from management to discover the reason for the user remaining non-compliant and additional time for the user to access a computer and complete the activity.

Authoring

- **Provide a streamlined means for developing and publishing learning materials.**
Management and instructors expressed that they would utilize a system to its capacity if it

provided a user-friendly, simple means of developing and publishing learning activities. It would be a great asset to provide templates for the various types of departmental resources and learning activities they wish to develop. They also expressed the need to have access to learning activities they develop after they are in the system in order to make simple edits themselves.

- **Provide a dedicated administrator for large projects.**
  For large, complex learning initiatives, such as the nursing Blitz, it was recommended that a dedicated administrator be provided to work with the specific department during the period of developing and implementing the activities. Management felt that providing individual attention to such projects would increase the chances of success.
- **Provide a means of entering information from in-services, meetings, and events.**
  Management needs to track in-services, staff meetings, and special events, as well as the information presented in them and a record of those who attended. Departments need a simple means of publishing this information to have an effective, paperless way of keeping users current on developments and policies within the department.
- **Implement communication tools.**
  The impact of the system can be enhanced by implementing various communication tools. Message boards can provide an outlet for users to discuss activities and chat functions would allow content experts to provide remote assistance.

Appendix A: Conducting an Open Interview Usability Study

This usability study was conducted using the open interview method. While conducting an open interview study, it is important to have a general idea of the information and patterns you are seeking to capture. We prepared for this study with a page of specific questions we would ask had this been a task based study. Instead, these questions were used as steering questions when user participants went off track from the topic. It is important to have these questions outlined ahead of time for an open interview study because it is very easy for the users to get derailed when they are not asked a specific question. It was also discovered early in the study that when people have the opportunity to voice their opinions, they tend to focus on the negative. Steering questions can help the user focus on the positives they may not be inclined to initially mention. While not diluting their negative comments, it is important to note positive feedback in usability reports to create a balance between implementing changes and retaining current features; it is also important for increasing acceptance of the study's findings from those involved. In our study we asked four primary steering questions; how do they use the current system, what processes work for them and which do not and why, what processes and functions they would like to see continued in a new system, and what new processes they could use in a new system. More direct steering questions included mentioning specific processes and functionality in the current system such as paperless tracking, search functionality, and enrollment management features. These questions were tailored to each participant based on their roles in the system, what they had mentioned, and other unique factors.

This method of usability testing is based on the notion that users will explain everything they do in detail to the point where patterns will emerge. This is true…in a way. Participants often expect to be asked specific questions to answer. If asked "how do you use this," they are likely to provide a blank stare rather than a useful piece of data. Broad questions allow the user to speak their mind but they also allow them to go the complete opposite direction you were hoping for. Because of this, the steering questions are important. However, users should not be steered back often, or quickly. Allowing them to complete their thoughts will likely give them the opportunity to come full circle and really get at the point. It is key to know when to stop them and when to let them continue talking. Some signs that they don't understand your initial question, and are simply rambling and hoping they will be helpful, include but are not limited to:

- Flipping through pages of the website, system, or process you are testing. This usually means they are looking for something to say or a new problem they wouldn't normally think about. Whatever they come up with is clearly not the first thing that came to mind and is probably not as accurate because they are fishing for answers.
- Watching you take notes. Users feel as if you are testing them, not the process. It is a mindset that is hard to break. When they watch you take notes, they will likely believe that they are giving you information which is relevant and important and they will continue to talk about that topic. The user should not be able to see your notes, the fact that you're taking notes, or how many notes you are taking; this eliminates the users' perception that what they are saying or doing is right or wrong, helpful or not. In our study we had one person asking the questions and conversing with the user while another took notes. This allowed the user to focus on communicating with the moderator by keeping eye contact instead of concentrating on notes being taken.

These signs, and others which are unique to the individual user, are good breaking points. You should redirect them with a steering question or probe them with the same question reworded. If they are having a lot of difficultly answering or understanding the question, it is up to you to keep them comfortable and know when to move on to another topic. This has to be determined on a per user basis.

These moments in the usability study will help you identify better primer questions. A primer question is one which should be sent to user participants prior to the study, likely through email, to inform them of the information you are likely to be asking. This gives them a little bit of time to think about the questions without feeling like they have to come up with something on the spot, which may or may not be what they really do or think. This is where the open interview method is most different from a regular task based usability study. In a task based study it is critical not to prompt users or give them hints; you need to see exactly what they would be doing if you were not sitting next to them. With open interviewing, they may or may not access the website or process while you're there. It is more about focusing on what they want out of the process and how they think they are using it, because that is how the process should work for them. Providing primer questions such as "we may ask you how this system supports what you do in your day to day job task," will allow user participants to seriously consider the questions and perhaps come up with something they would like the system to do.

Identifying participants correctly is also important for open interview studies. Primer questions can help users identify themselves. Users usually want to help if they feel that their opinions are valued and will make an impact. Because of this, a study will usually involve participants that don't match your testing criteria ideally. Primer questions will give the user an idea of what is going to be asked of them. If the user feels the questions have nothing to do with what they do or how they use the process, they are more likely to self-eliminate themselves from the study. This would in turn save your final data from points which do not fit or make sense.

Finding patterns in the data is not as hard as it may seem. A typical task based user study can normally identify patters within the first four users. It is important to include more user participants while conducting an open interview study because you are not asking direct, specific questions and it may take a little longer to find patterns. However, don't go overboard, it's not as hard as you may think and it does not take that much longer. In our study, we hit most every major trend and pattern once we reached about 15 users. The remaining users confirmed the major patterns and added departmental specific information to our data. The number of participants depends on the purpose and scope of the study. Our particular study was focusing on three major user groups which matched roles in our system, and it was important to have a balance in the opinions from those three groups. Valuable information for most websites and systems can likely be gathered with fewer than 20 user participants without missing out on major patterns.

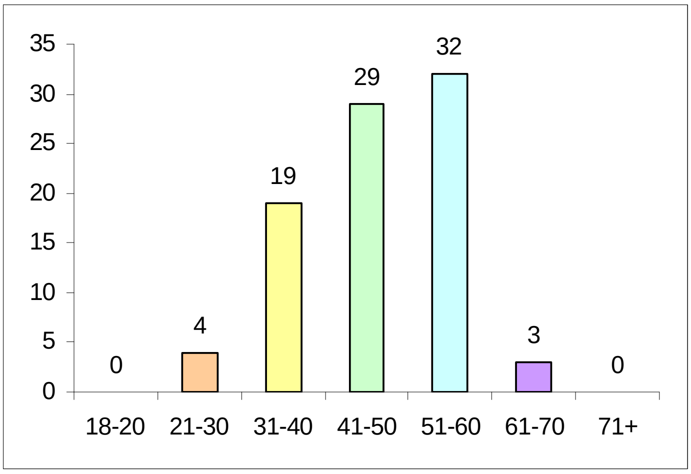
Appendix B: User Statistics

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

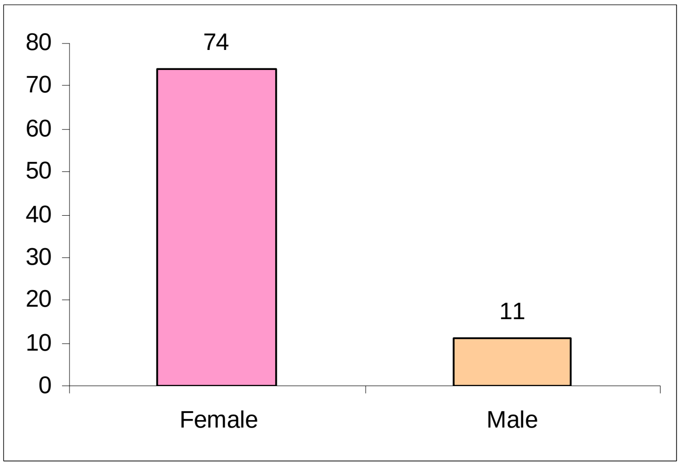
Demographic Data

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

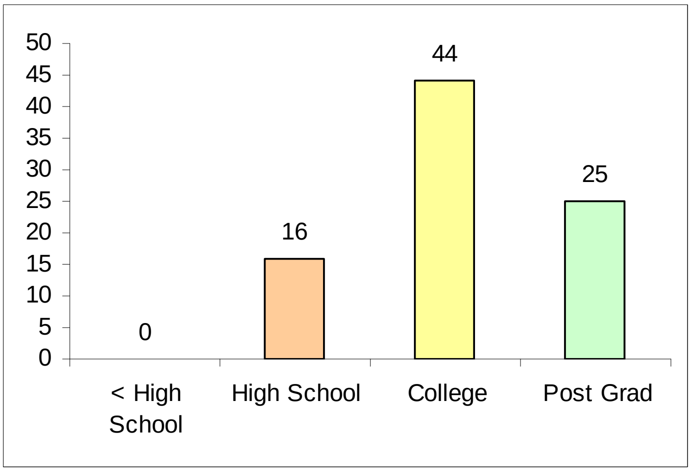
Age



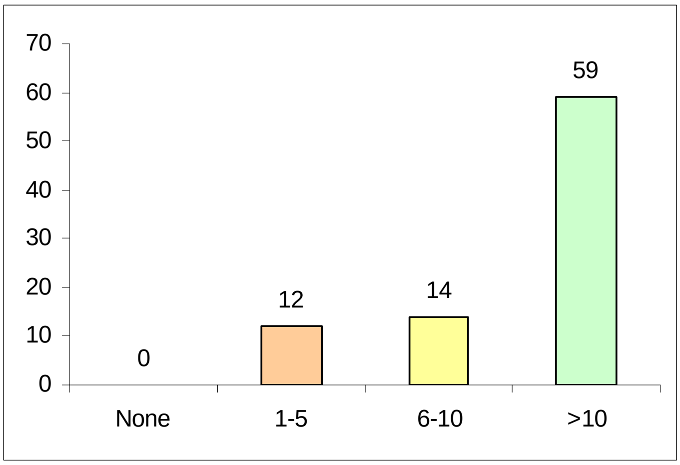
Sex



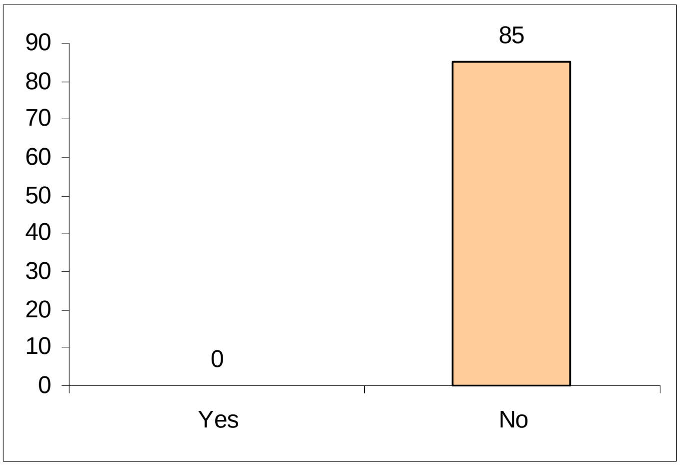
Education



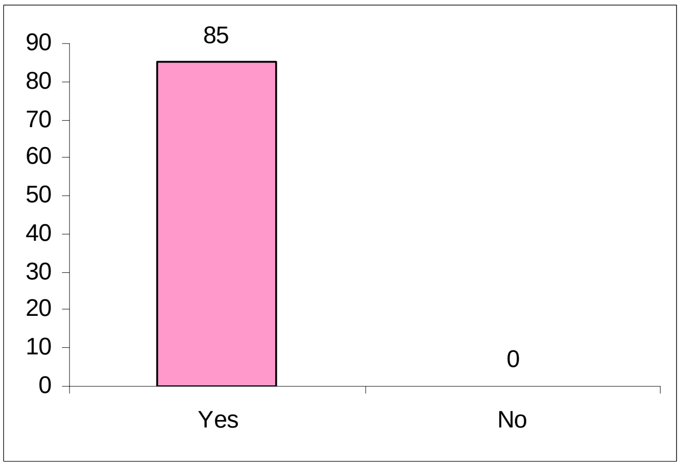
eLearning use in previous 12 months



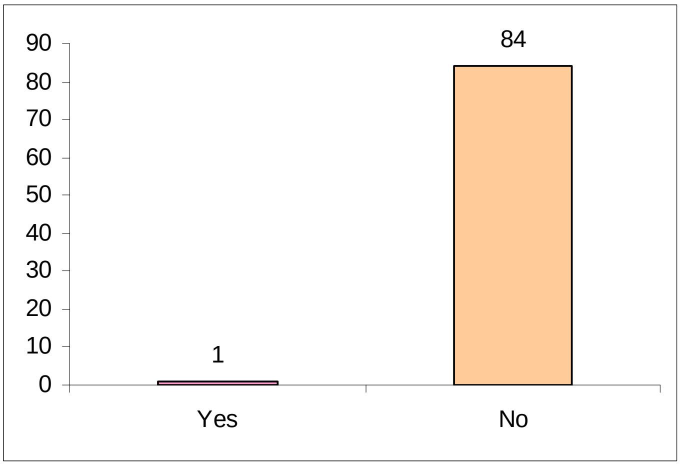
Colorblind



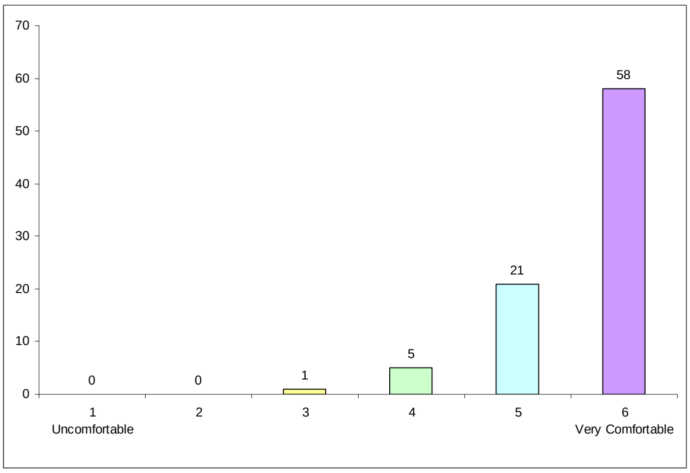
Computer access at work



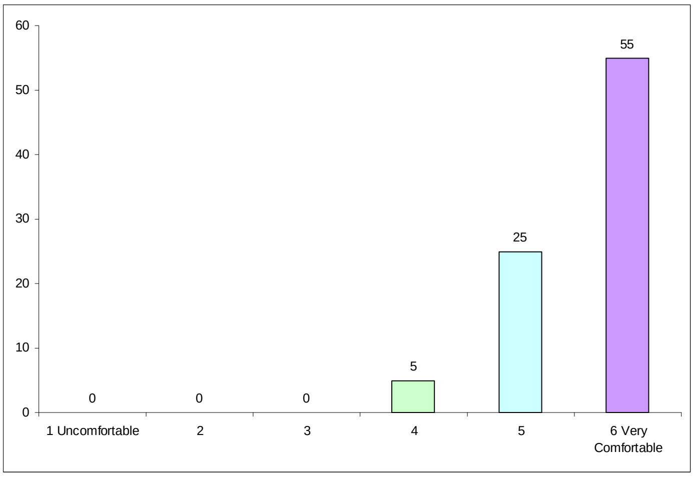
Disability that limits mouse/keyboard use



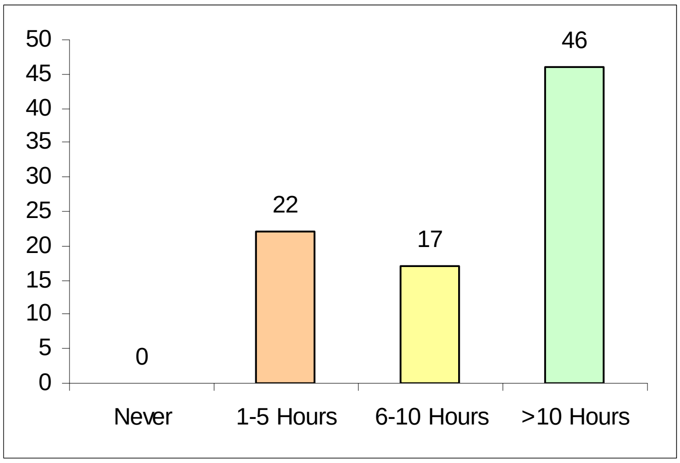
Comfort level – computer use



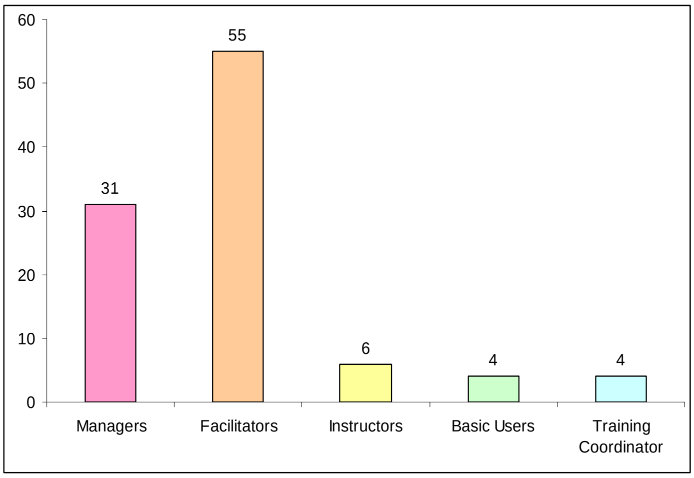
Comfort level - Internet use



Weekly Internet use



Participant's role within eLearning

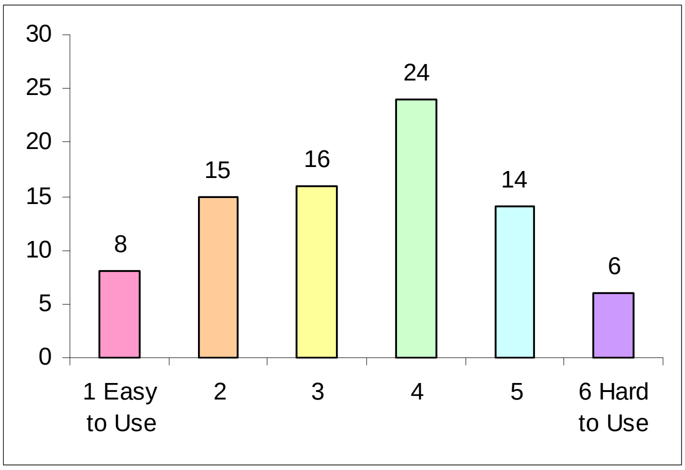


Appendix C: Evaluation Survey Data

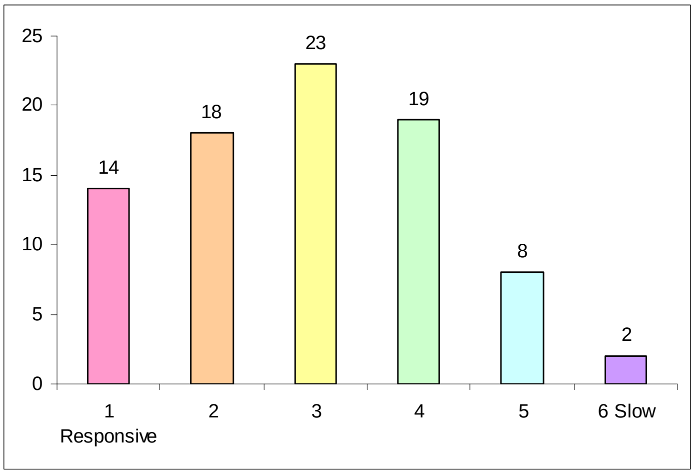
Current eLearning Experience Evaluation

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

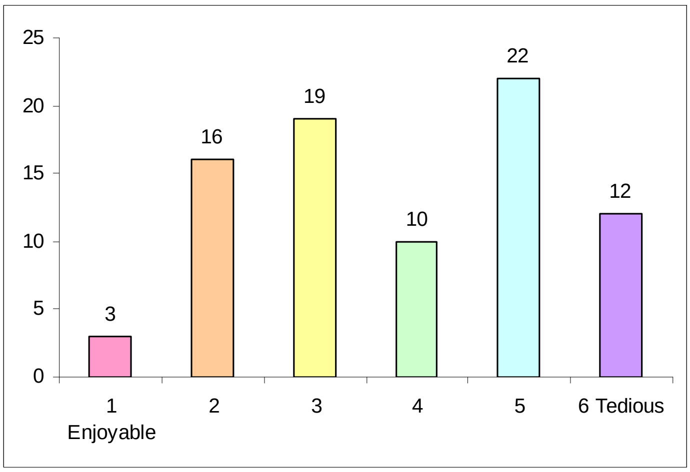
Quality of experience (easy to use vs. hard to use)



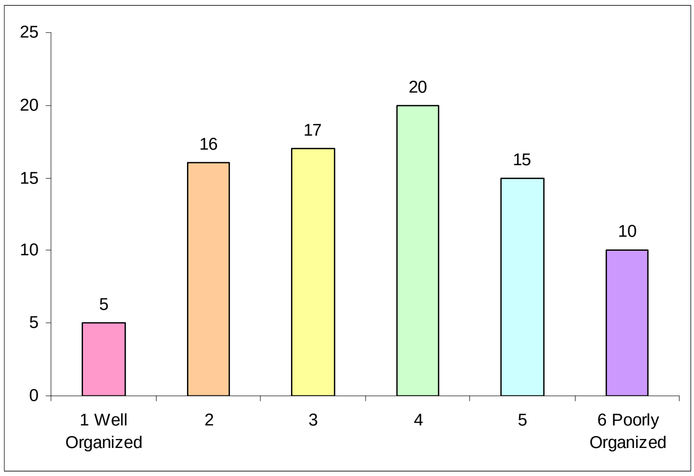
Quality of experience (responsive vs. slow)



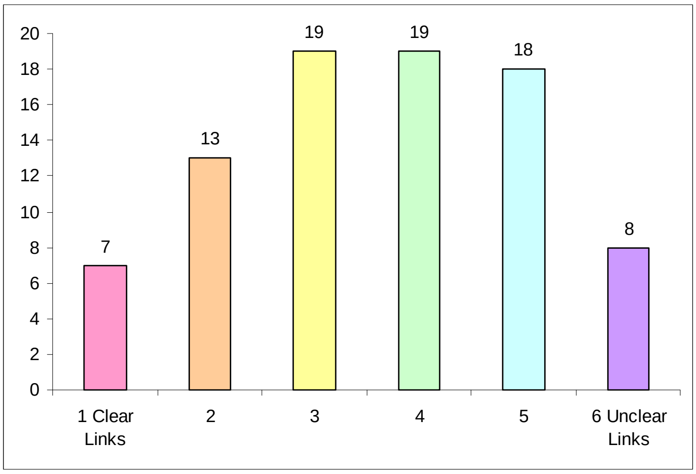
Quality of experience (enjoyable vs. tedious)



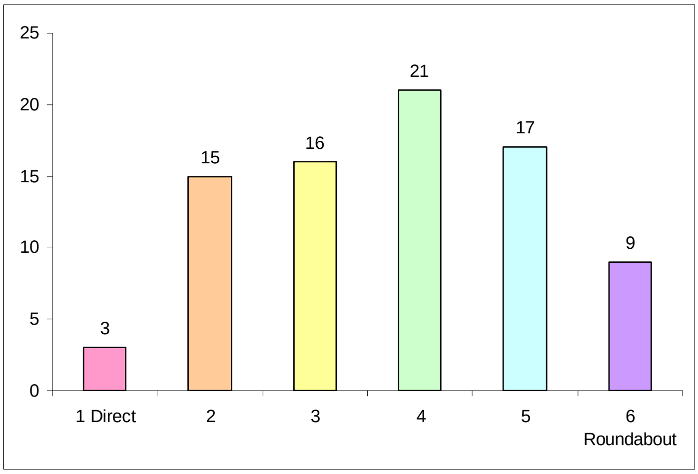
Navigation (Well organized vs. poorly organized)



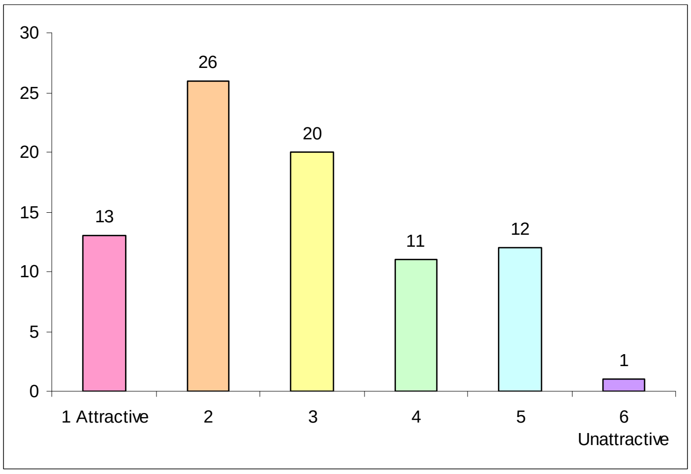
Navigation
(Clear links vs. unclear links)



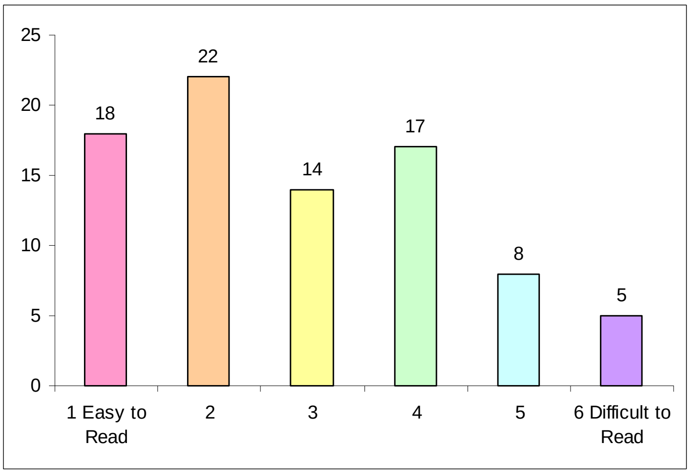
Navigation
(direct vs. roundabout)



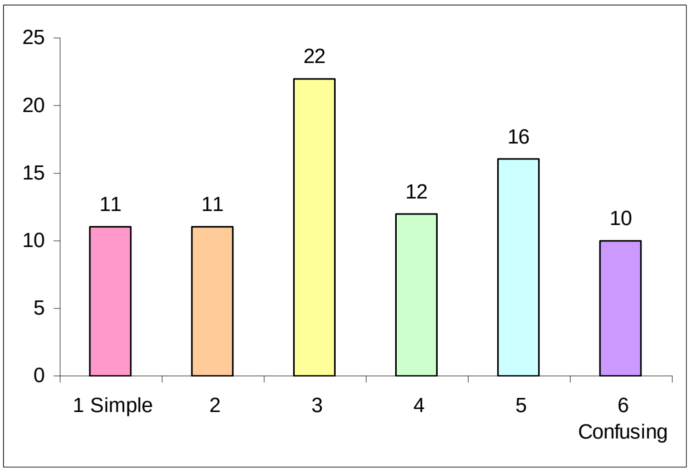
Layout & appearance
(attractive vs. unattractive)



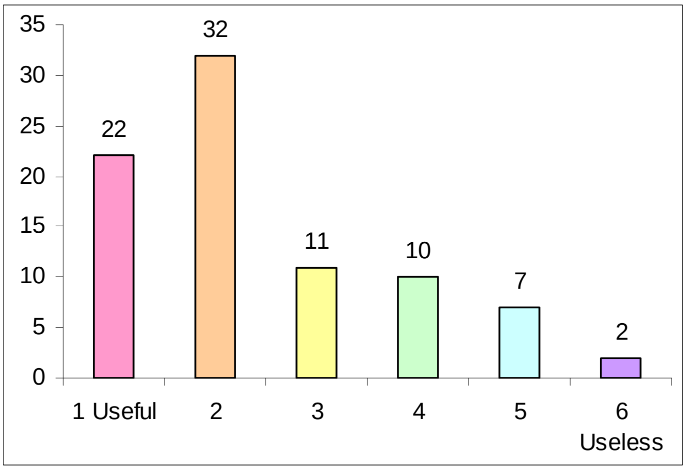
Layout & appearance
(easy to read vs. difficult to read)



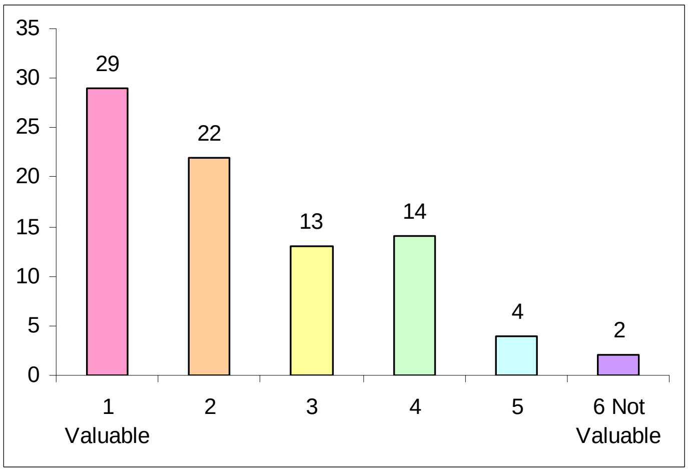
Layout & appearance
(simple vs. confusing)



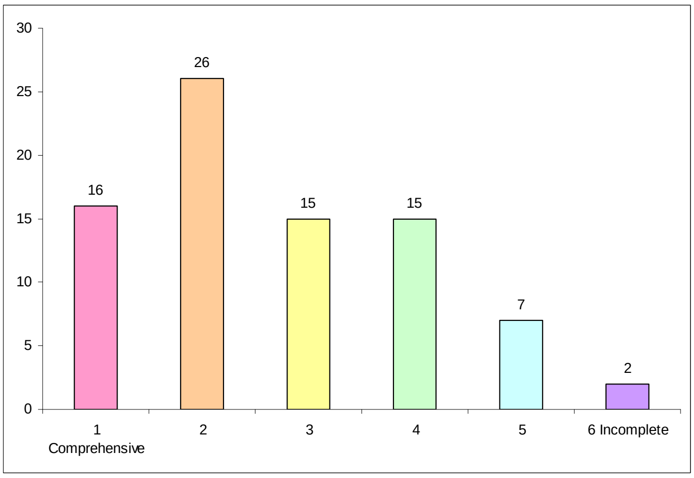
Content
(useful vs. useless)



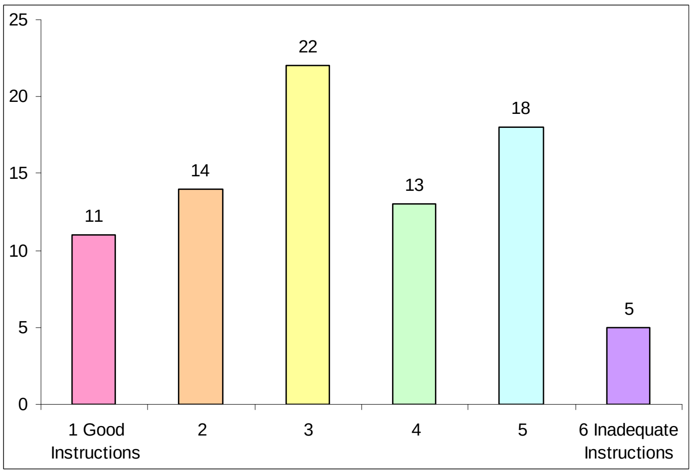
Content
(valuable information vs. no information)



Content
(comprehensive vs. incomplete)



Content
(good instructions vs. inadequate instructions)



Current eLearning Experience Evaluation Comments

What do you consider the most valuable aspect of eLearning?

- "Transcript with dates and scores."
- "Less paper….I love eLearning."
- "Tracking compliance of employees through orientation process."
- "Records Learning Plan activities."
- "Central place for tracking user education."
- "Tracking of classes and presentations."
- "Ability to track UMHS and non-UMHS learning activities."
- "Tracking individual staff records."
- "Documentation."
- "Reports."
- "Ease of use."
- "Being able to enter class myself."
- "Help feature."
- "Ability to keep track of online quizzes for employees."
- "Able to search by domain, user, manager, etc."
- "Determining who is not in compliance."
- "Monitoring training records and mandatories."
- "Keeping track of compliance for annual."
- "Quick view for outstanding staff training and mandatories."
- "Keeping track of my mandatories."
- "Being able to pull up staff information."
- "Could be very valuable information."
- "Tracking/recording educational activities"
- "Resource for learning."
- "Auto pushing to staff and follow-up."
- "Reporting."
- "Multiple applications can be applied; enhancement great!"
- "The ability to track."
- "Electronic notifications, and from the manager's perspective; I love the reports."
- "Monitor and control of employee in-services."
- "Being able to track CE and mandatories easily. Providing platform for performing competencies."
- "Tracking of student attendance and enrollment management."

- "Mandatory reporting."
- "Developing reports; finding resource information; group planning; recording in-services."
- "Easy access."
- "Getting dates correct for staff. Emailing staff with mandatories." (due dates)
- "Videos and choice of test without video."
- "Tracking mandatories."
- "Tracking tools."
- "Online ability to track."
- "Reminders of the old Mainframe system; this is so much better."
- "Tracking mandatories."
- "Electronic keeping of mandatories and competencies."
- "Central location of all tracking data."
- "Checking status of mandatories."
- "Automated tracking of mandatories."
- "Tracking competencies/mandatories for technical staff."
- "Tracking of all staff."
- "Tracking mandatories."
- "Manager information."
- "Shared drive, accessible."
- "Ability to obtain mandatory education at anytime."
- "Content."
- "One stop shopping."
- "Has some/a lot of information if you can figure out how to pull the information."
- "We don't use much."
- "The ability to track mandatories and staff compliance. I would like to see it used more for user's educational experiences."
- "Ease of reporting activities."
- "Instructor function – managing class list."
- "Keeping track of mandatories."
- "Record keeping and schedule of classes."
- "Ease of use."
- "Online tests; class enrollment; verification of competency completion."
- "Need more flexible reporting."
- "To post-enroll; check mandatory compliance of staff."
- "Centralized program to record and facilitate mandatory education as well as other types of education/competency."

- "Transcript."
- "Transcript generation; online mandatories."
- "Mandatory activities and reminders."
- "Better than the old system where we had to hack compliance."
- "In theory, it's a good idea….it's just very user-unfriendly."
- "Content available."

What is the biggest problem with eLearning?

- "Inability to post-enroll staff before a session is created by the eLearning staff."
- "Some processes are too long."
- "Difficult to navigate and find what you need."
- "Reporting and batch-enroll."
- "Removing of mandatories from planned learning once quiz is complete."
- "Employees struggle to learn the multiple steps to enroll, launch, and complete a module."
- "Blended activities; not having learning modules/quizzes connect to demos unless "enrolled.""
- "Notification of compliance time."
- "Not user friendly."
- "Can't upload documents."
- "Does not do statistics."
- "Finding items through codes and multiple clicks."
- "Getting the reports you want to find out who is compliant and who is not for all domains."
- "Not user-friendly – tedious."
- "It's difficult to understand what you are looking at in the individual learning plan."
- "Navigation."
- "Class list is not in order in which classes/training should be taken."
- "Once you enroll and want to enter the lesson there are many steps."
- "Confusing; not interactive; hard to navigate; reports are useless; easier to do it on paper."
- "Too many clicks."
- "Wrong information from HR." (Human Resources)
- "Tedious in building."
- "Downtime not at convenient time."
- "Difficult to find class in search; e.g., BLS does not show up."
- "Things not falling off even when you know you have completed them."
- "Not very user-friendly; catalog number is best over word search."
- "Some of the modules try to extrapolate your knowledge versus the content just presented."
- "Not clearly cut; can be confusing. Reports not easily obtained."

- “Direct access to posting classes and content, and no way to look at what you did submit when you add a session or two.”
- “Checks and balances of the system.”
- “Not geared to my needs.”
- “Lack of report functions.”
- “POC – duplicate numbers; different numbers for same items.” (Point of Care)
- “Sometimes hard to read transcript – old and new items.”
- “Disconnection.” (regarding disconnect with blended activities, not network)
- “Search function.”
- “Difficult to use; repetitive steps.”
- “Updates.”
- “Blended activities. Stuff out in limbo.”
- “Could be more intuitive for casual user.”
- “Confusing.”
- “Report function – ease of use.”
- “Not user-friendly; difficult to locate specifics; requires moving from screen to screen.”
- “Getting learning modules up and running.”
- “Logging outside credits.”
- “Not intuitive.”
- “Catalog names.”
- “In Progress, eLearning purgatory."
- “Inflexibility.”
- “Not user-friendly; need more instruction printouts; need to simplify group learning plans.”
- “Difficult to organize and use for Ambulatory Care. Blitz is a nightmare!”
- “Inconsistency with the reporting/recording of completion of learning activity (i.e. less than half of our staff had their ACIS recorded as taken in eLearning, but 100% of the staff had taken the course). It does not seem intuitive; I have to ask for assistance when setting up group plans and other things that would be nice to do independently.”
- “At times seems confusing, but then I figure it out.” (dates set wrong)
- “Not intuitive.”
- “Mandatories that are not due showing up as due.”
- “Learning plan information not clear for the employees.”
- “Showing incomplete test when we have taken them.”
- “Not intuitive.”
- “Cumbersome at times to maneuver.”
- “User list not friendly.”
- “Not intuitive”

- “Re-taking tests.”
- “Repetition of annual activities.”
- “Confusing; not user-friendly.”
- “Navigation.”
- “Difficult to use.”
- “Verification of employee compliance.”

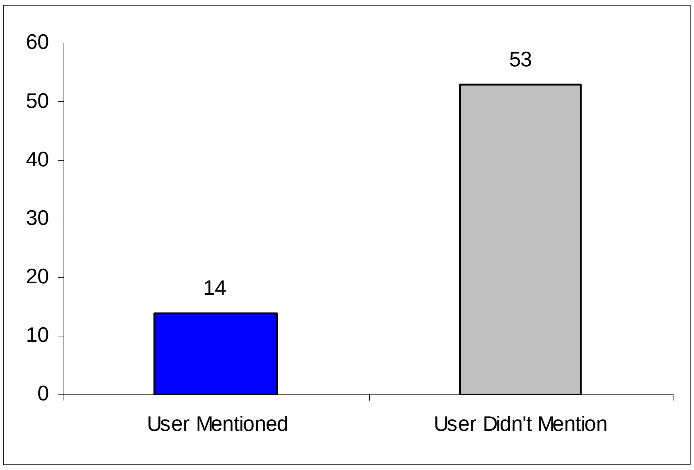
Additional comments about the eLearning Website.

- “Fix (a) default dates to present date and not one month ago (b) reports (c) course completion before class time is over (d) someone on the phone when you call support, not voicemail. Voicemail was 9 out of 10 calls.”
- “Need central management, not done by administrative assistants at department level; too much inconsistency.”
- “Unclear who needs to do which program.”
- “Just learning the facilitator role and haven’t had much experience with it.”
- “Given more time with the program; my scores would most likely increase.”
- “Would like to see class schedules organized.”
- “Overall happy with website.”
- “Can’t wait to see the new site.”
- “Simplify!”
- “Need way to search through enrollment management for incomplete things. Should be able to have column we use in CareWeb.”
- “Need to expand eLearning to individual departmental needs for competencies.”
- “Need to upgrade or change current process/method.”
- “Get a new one.”
- “Great concept.”
- “Make it user-friendly”
- “Thanks for asking and listening to our issues.”
- “Thanks for the opportunity to provide feedback.”

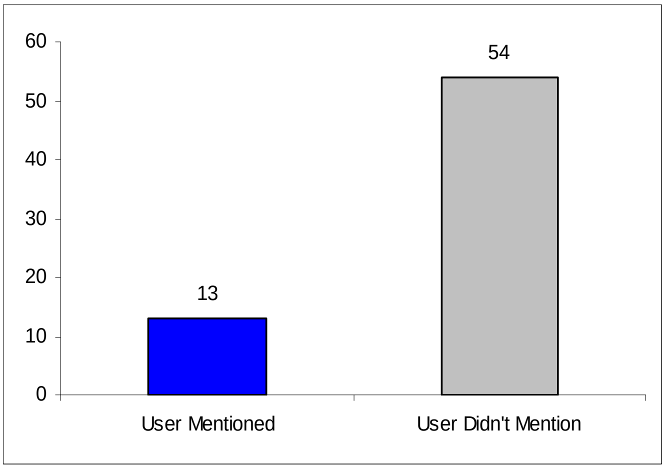
Appendix D: Comment Graphs

Positive Comments: Processes To Keep and/or Enhance

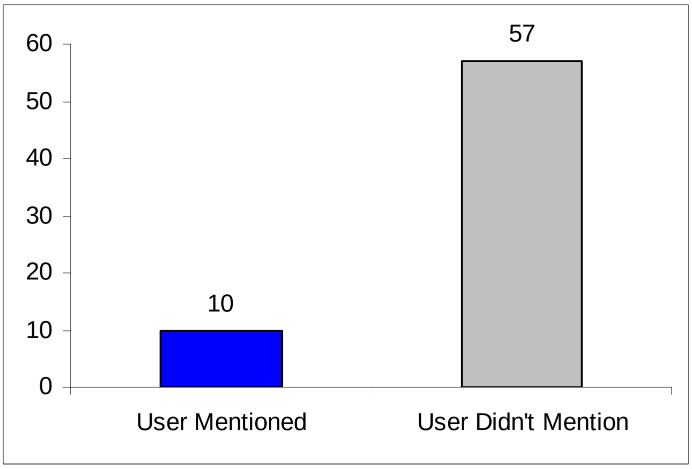
Compliance email reminders



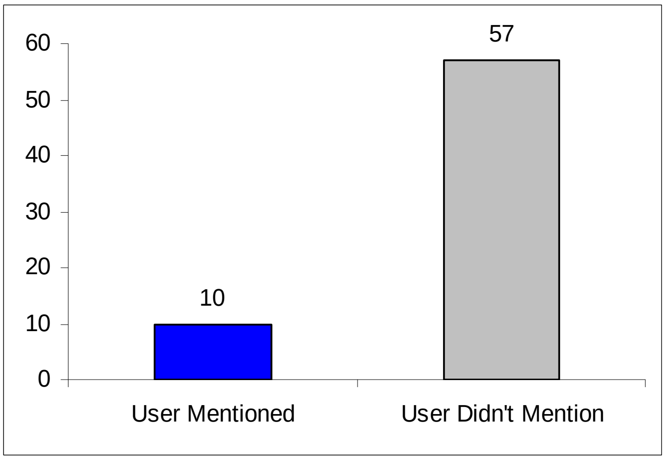
Ability to add non-UMHS activities to transcript



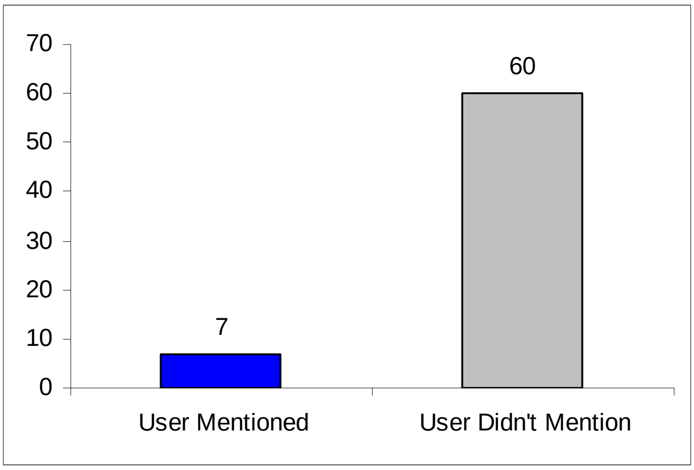
eLearning support staff is friendly & helpful



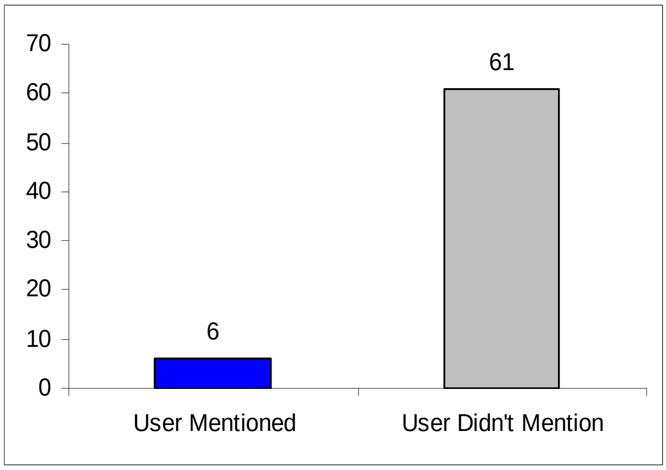
Batch & post enroll capabilities



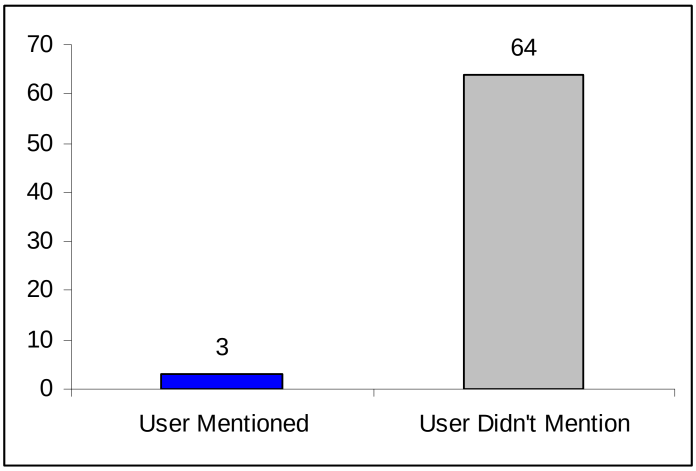
Drastically reduces paperwork



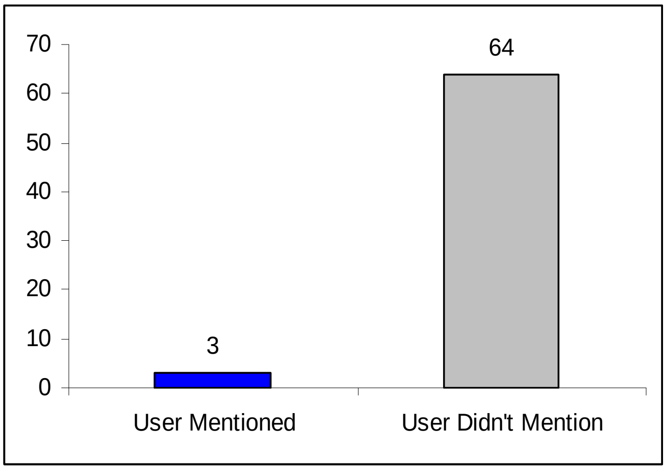
Tracking employee competencies & continuing education



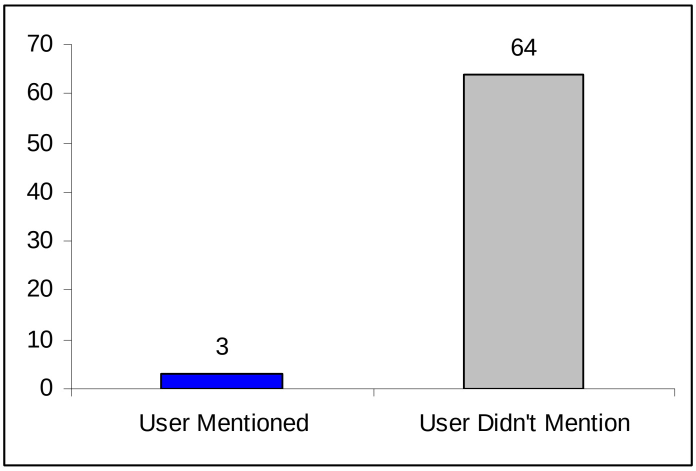
Search function



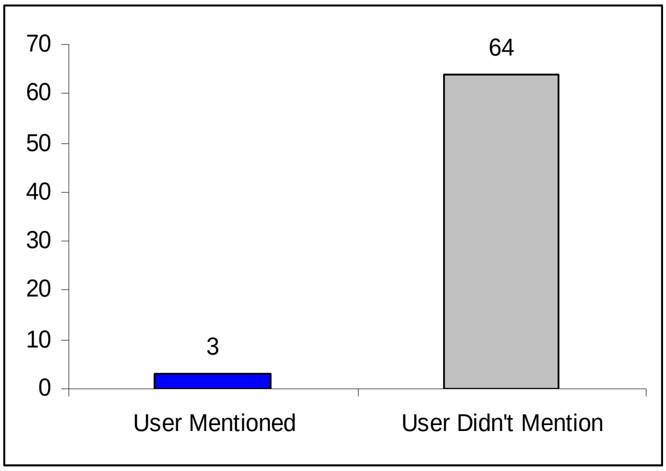
The ability to print class rosters



Ability to run compliance reports

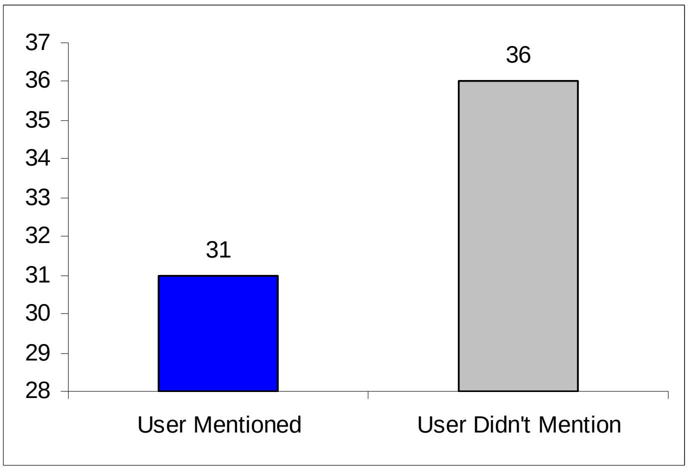


Ability to batch email

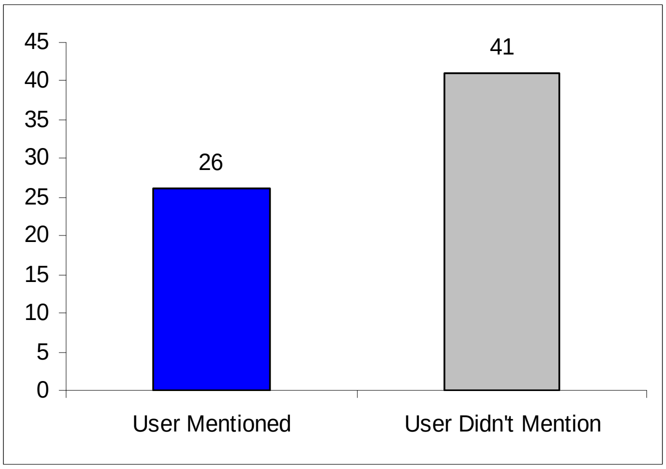


Negative Comments: Issues to Consider to Improve Current Processes

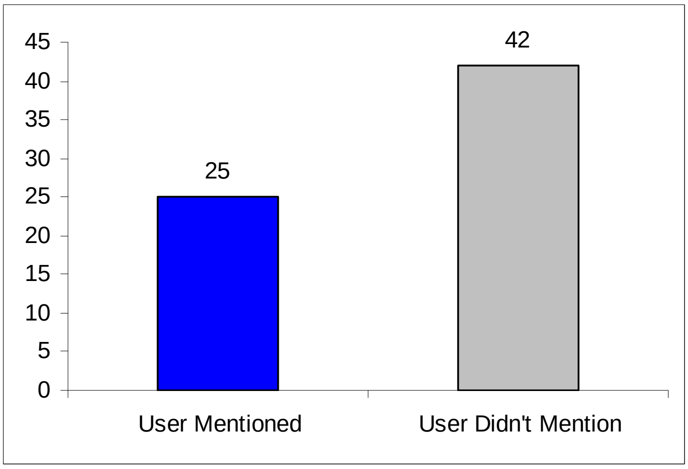
Poor communication with other UMHS systems (i.e. Human Resources)



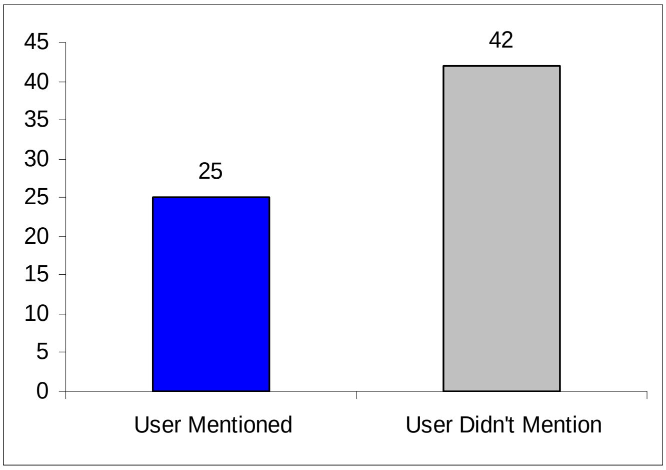
Completed modules remain as "in progress" in learning plans



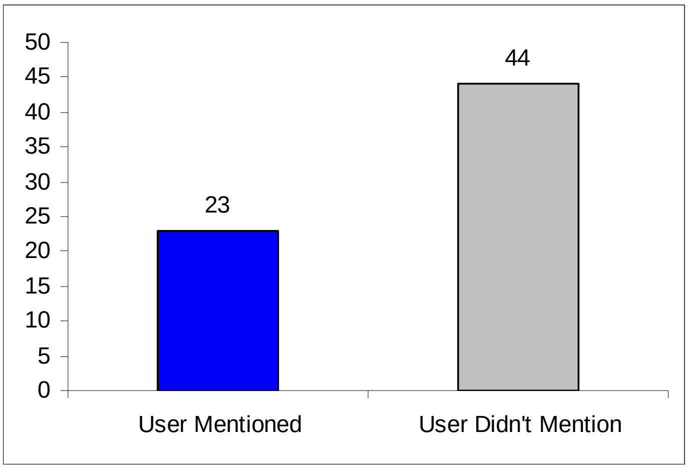
Search function is not user-friendly



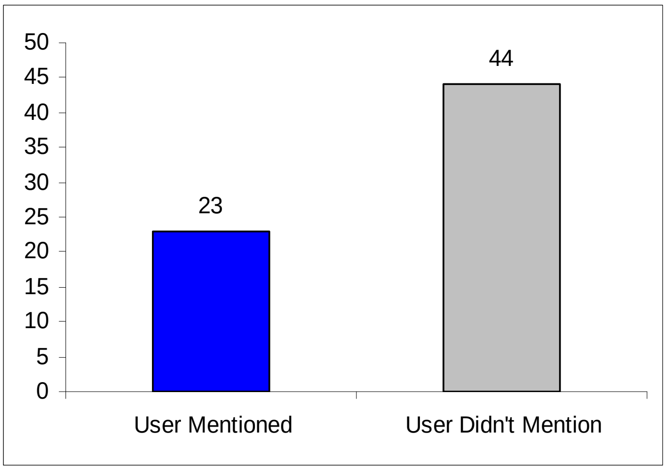
Too many steps for batch & post enroll functions



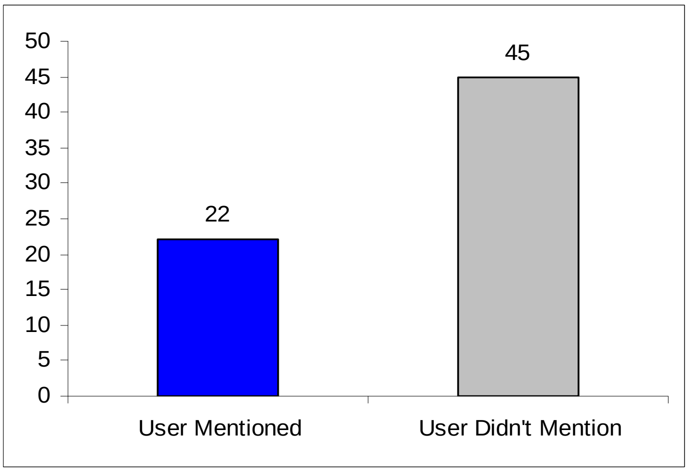
Too many repetitive steps to accomplish a task



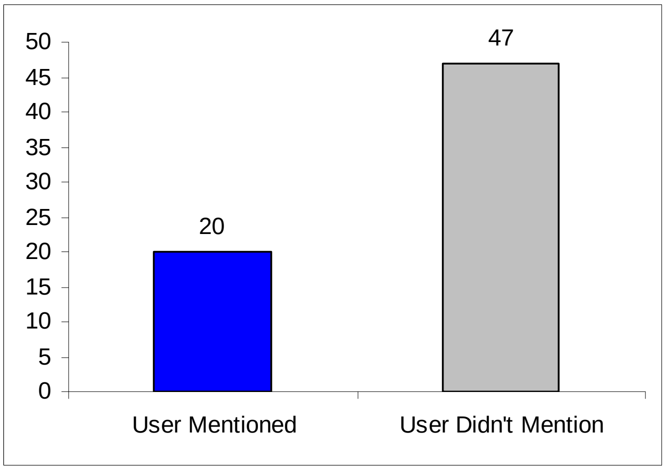
Lack of efficient means of sorting catalog



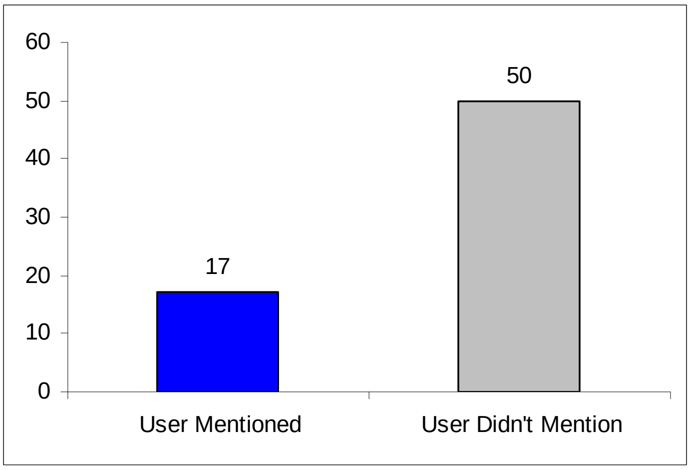
eLearning interface is too cumbersome



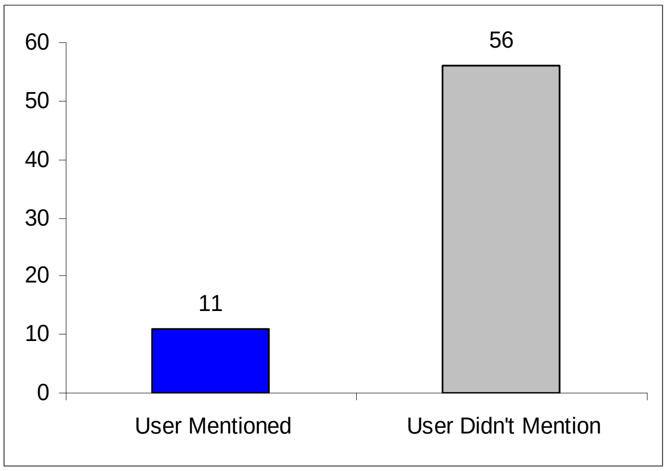
Lack of customizable options for printing reports



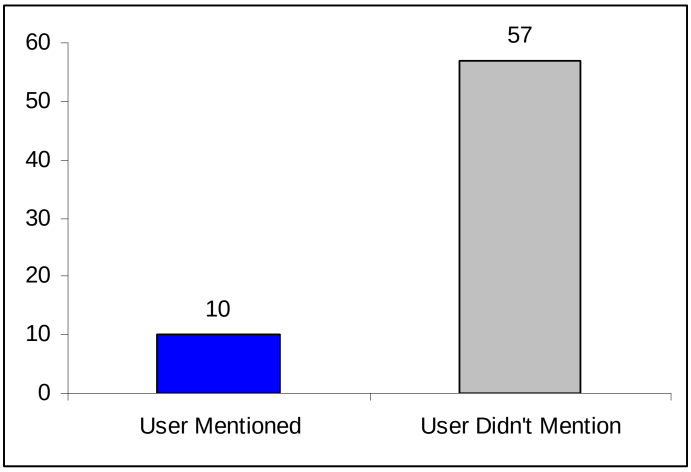
Users either placed in wrong domain or information not updated following job transfer



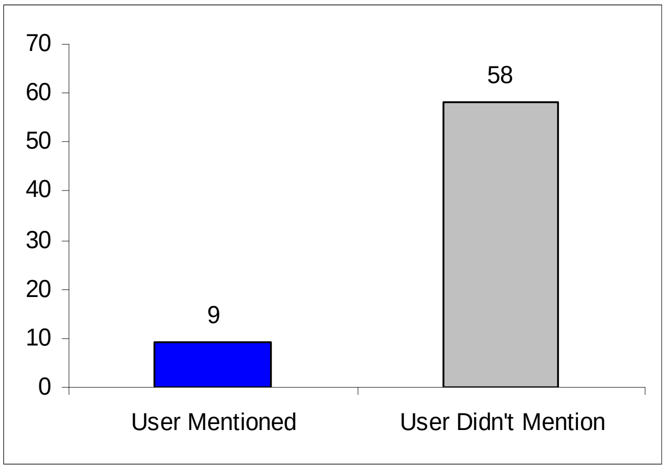
Users with identical job classifications receive different mandatories



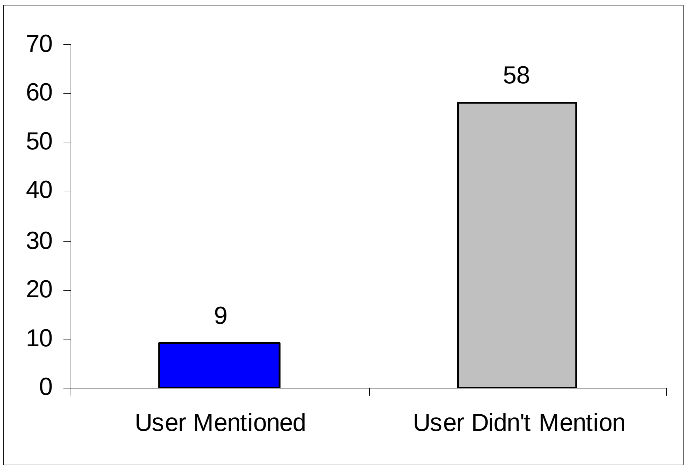
Users are rarely confident they enrolled for the correct activity



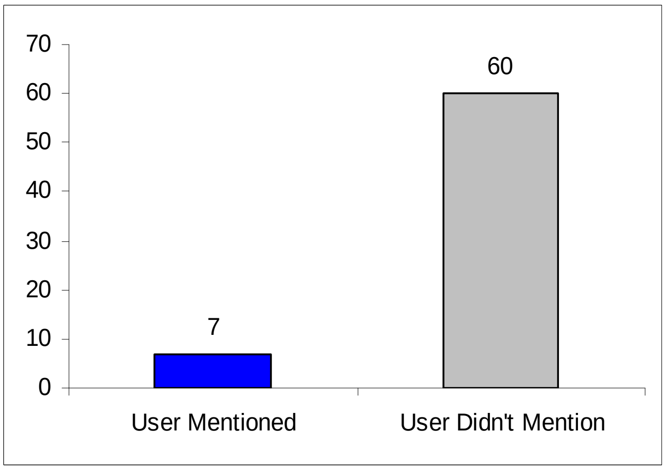
Too much old & irrelevant materials lingering in learning plans



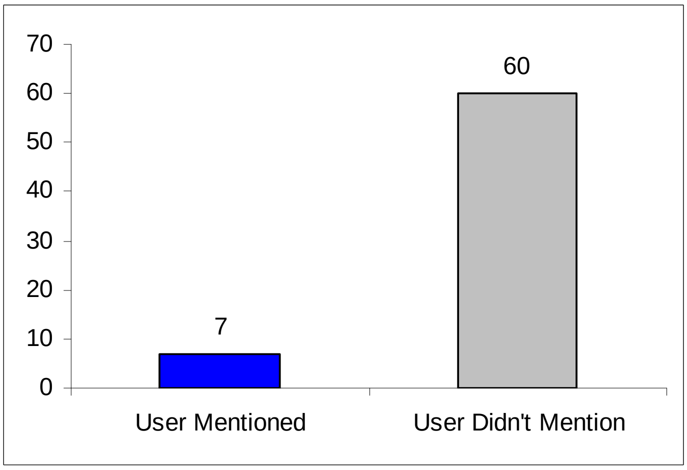
Disconnect with multi-dimensional modules



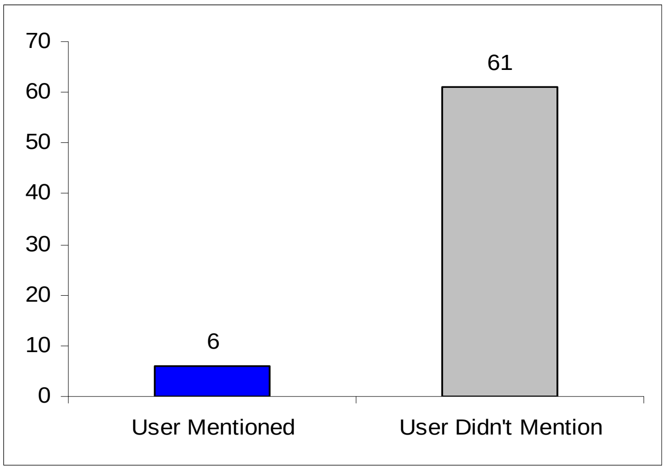
Lacks a simple means of un-enrolling



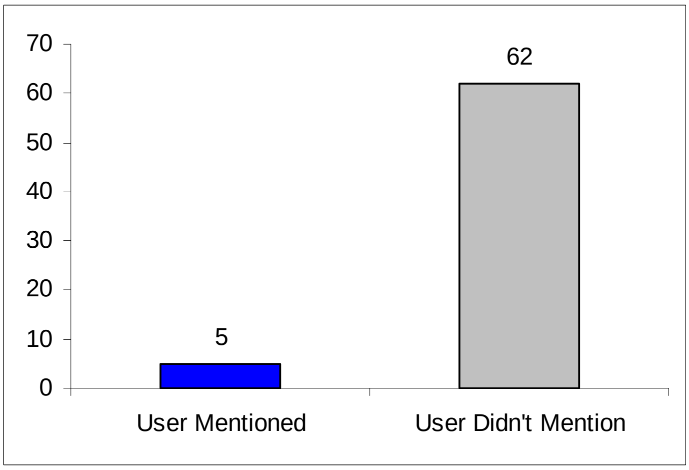
Inability to edit modules without contacting eLearning staff



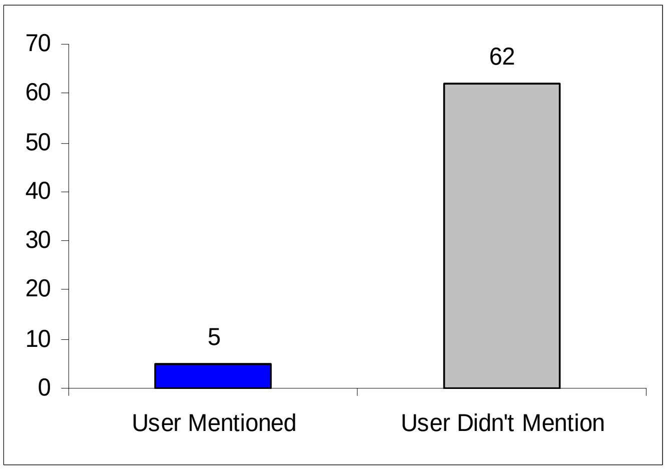
"Express interest" function does not work



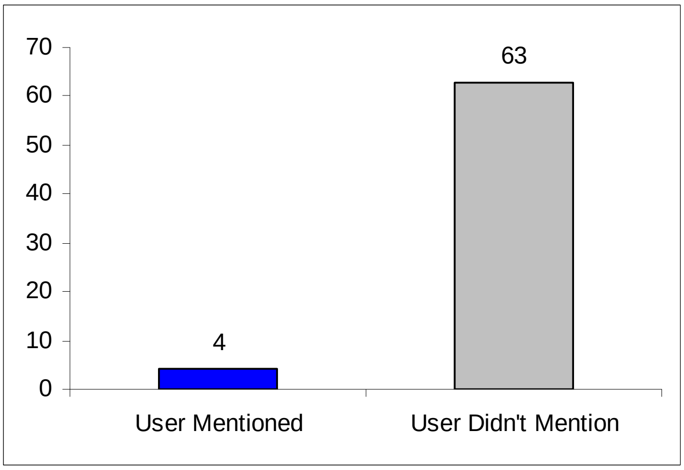
Process of development to publication of modules is too time consuming



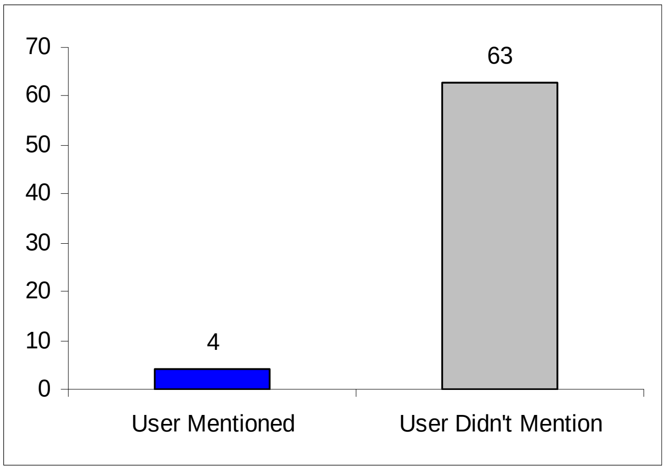
Educational offerings lack intuitiveness



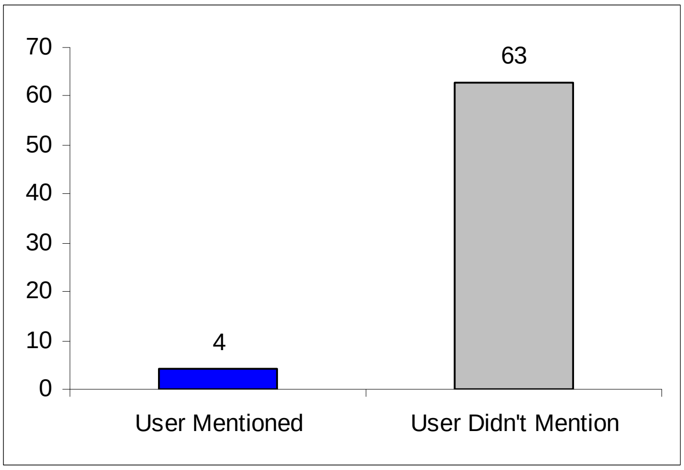
"Export to excel" initially does not save in correct format



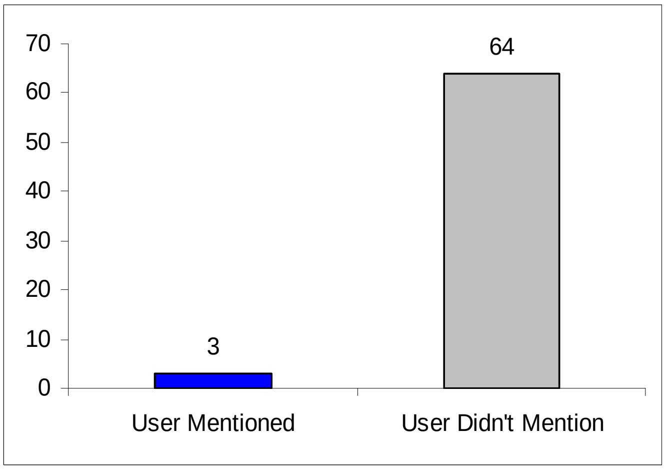
Inaccuracies in compliance reports



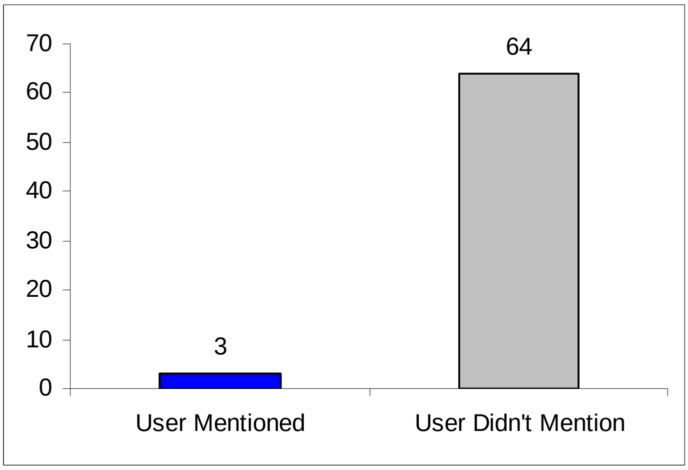
eLearning system needs to be more of an asset for Blitz



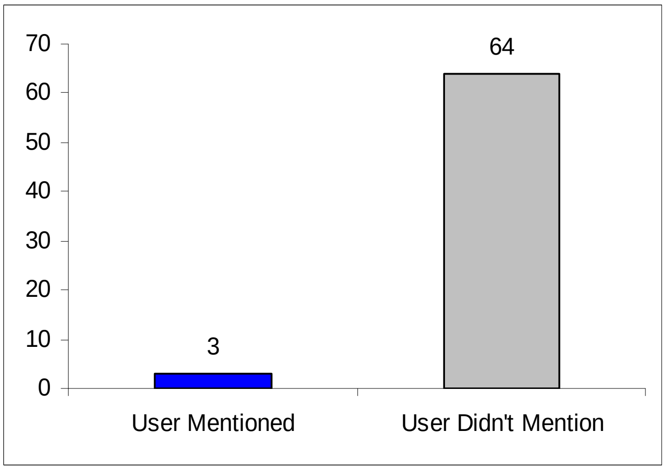
When selecting a domain, all domains are selected by default



Transcript & learning plans are not sorted in a logical manner

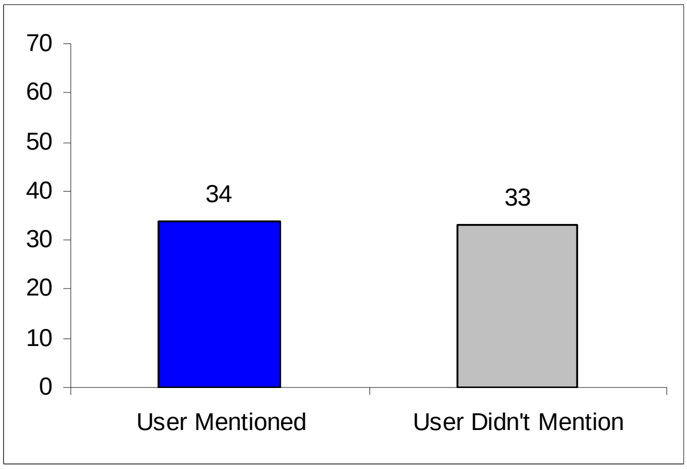


Difficult to track compliance with users in multiple domains

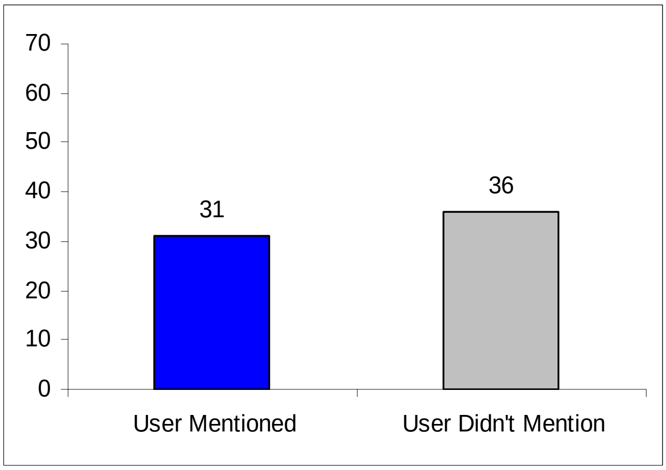


Wish List for New System

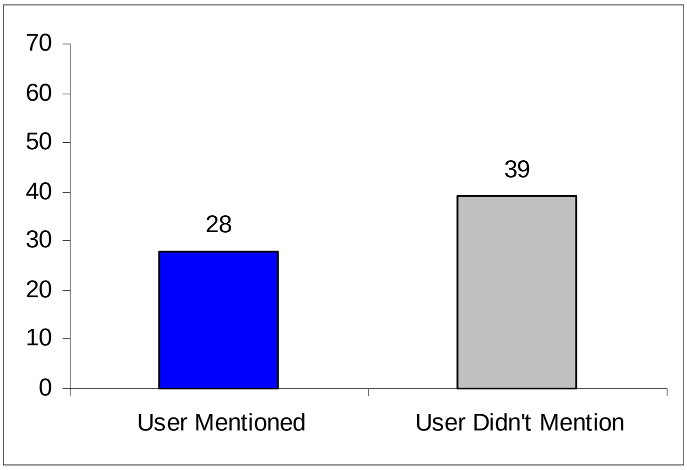
Simplify; less clicks to complete a task; user-friendly interface; concise modules



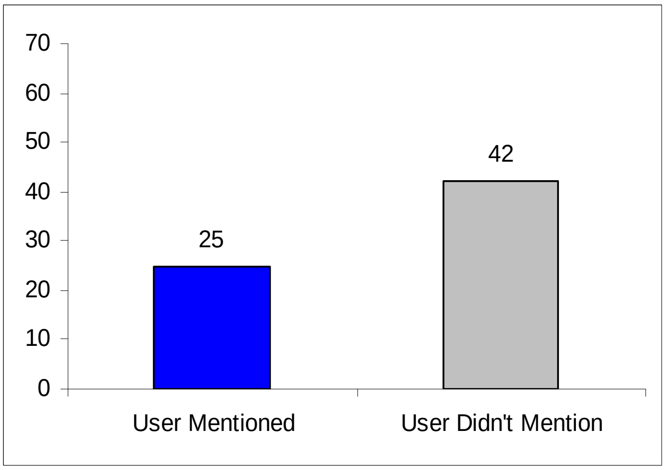
Improve communication with other UMHS systems (HR, MPathways, MAIS)



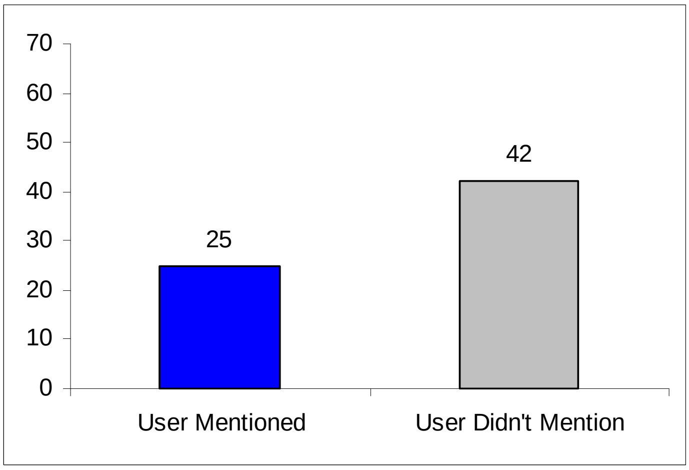
Clearly defined standards for who exactly is responsible for what



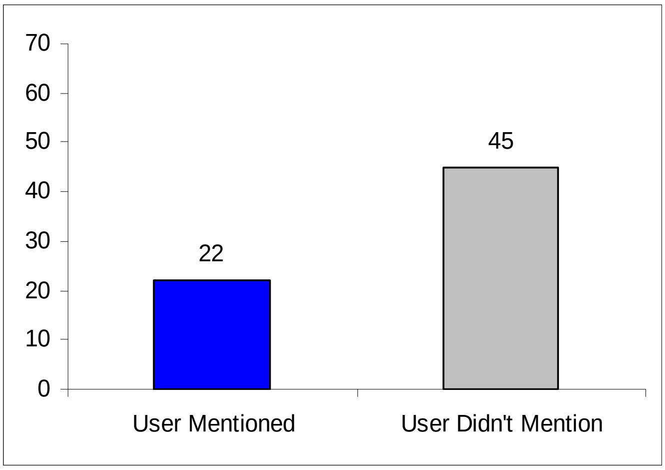
Improve enrollment management efficiency



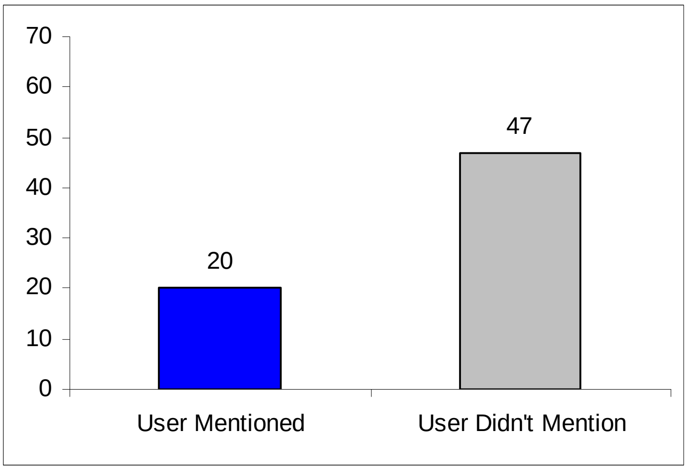
Reliable search function



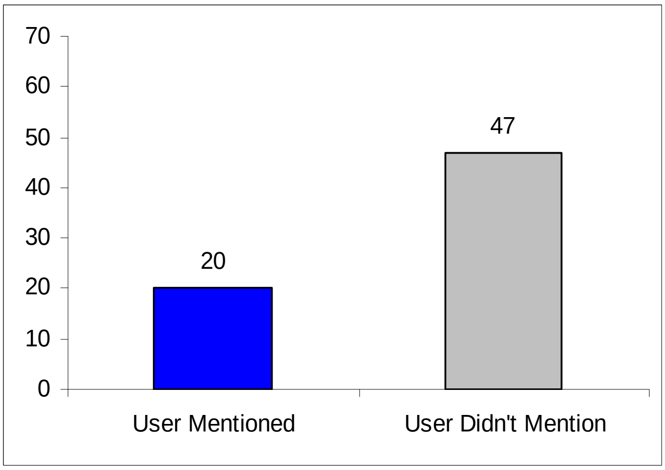
Ability to sort catalog by department or job description



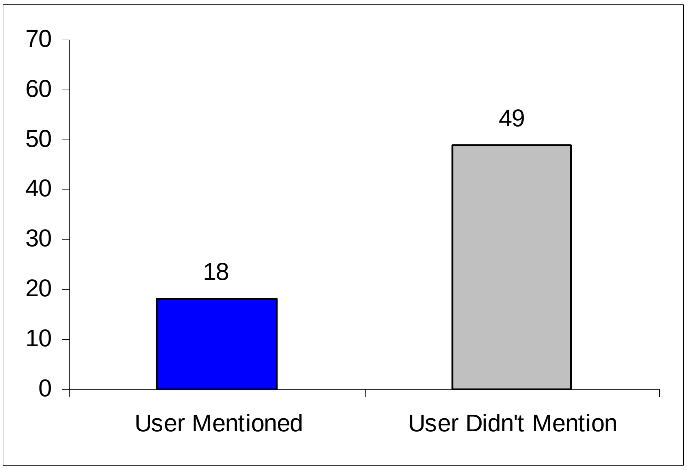
Customizable reports (including statistics)



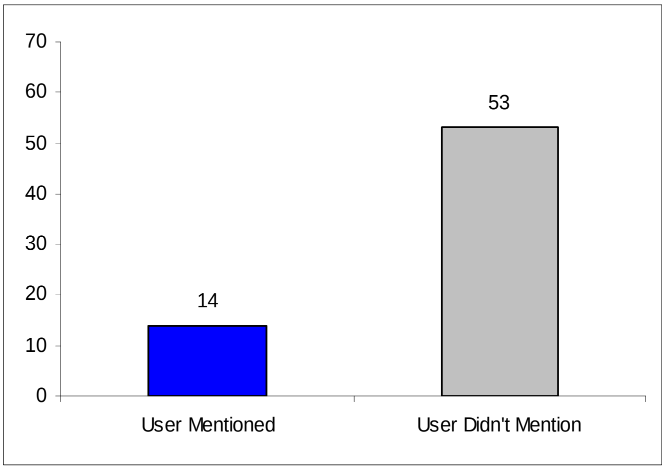
Give facilitators, managers, & other relevant roles more control of their content without requiring eLearning assistance



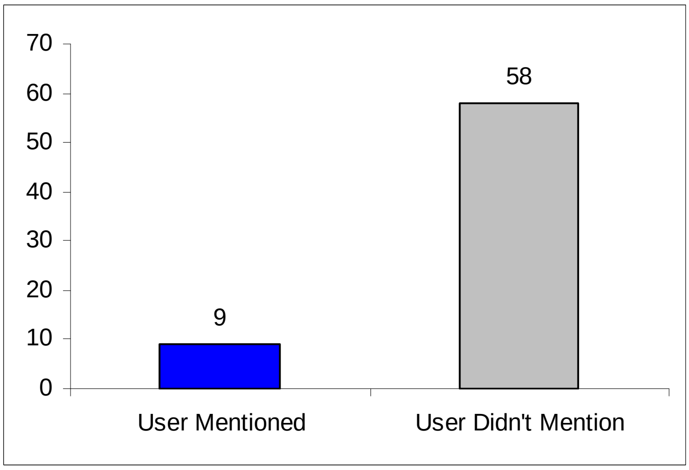
Ability to add departmental resources & references



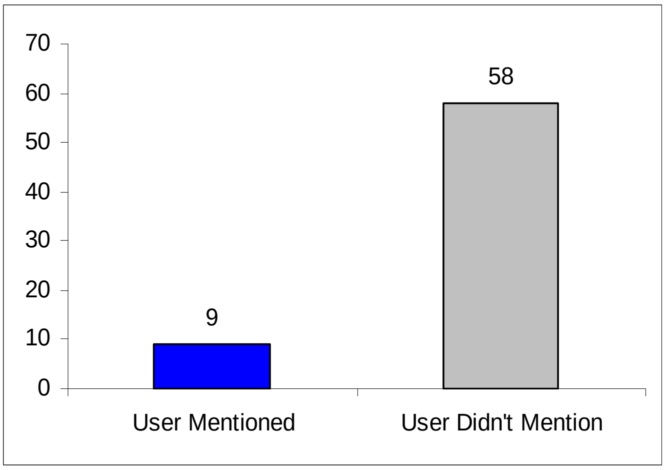
Transfer all orientation materials & continuing education materials to eLearning



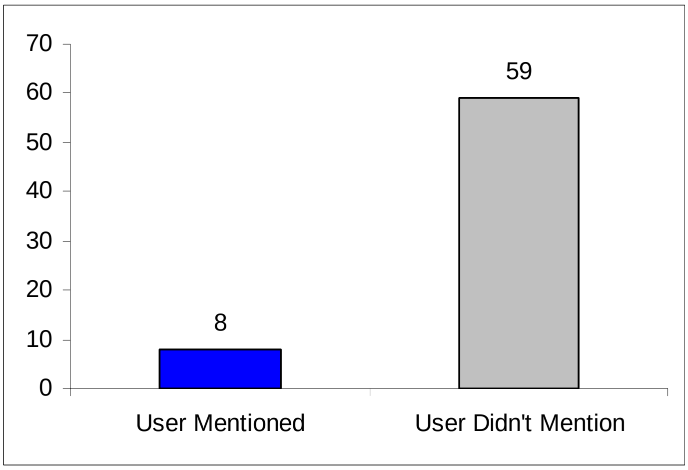
Compliance email reminders should go to the facilitator & individual responsible



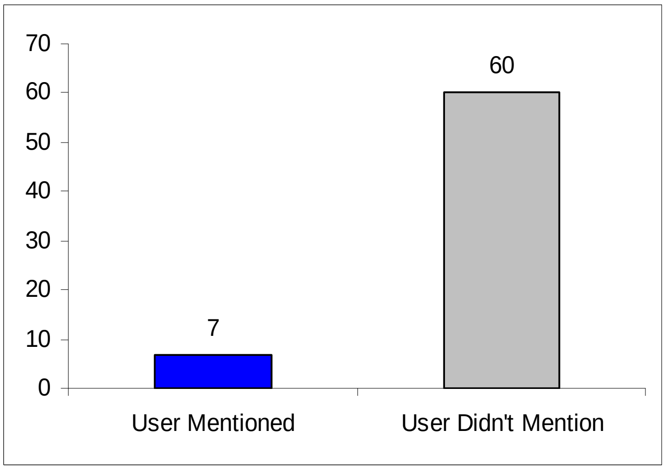
Ability to add/edit sessions without all the red tape



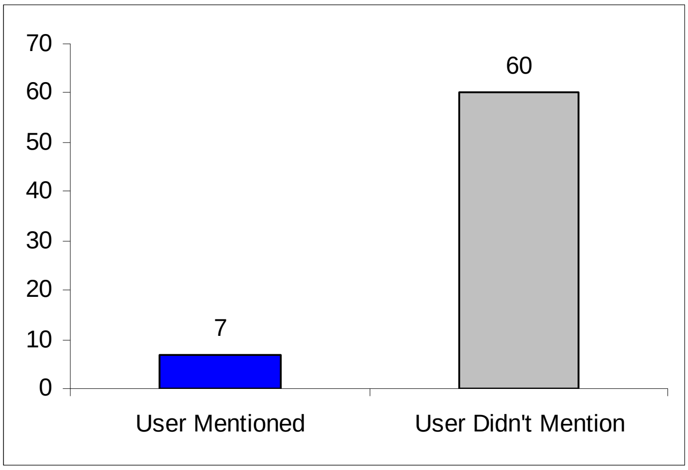
Remove activity from learning plan once it's complete



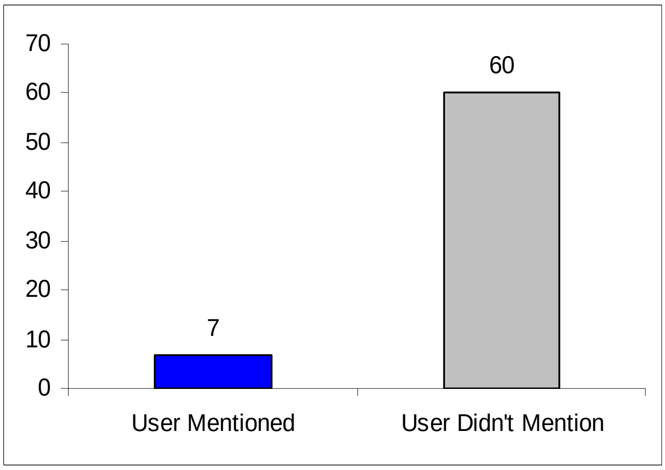
Establish a distinction between on-leave and retired users



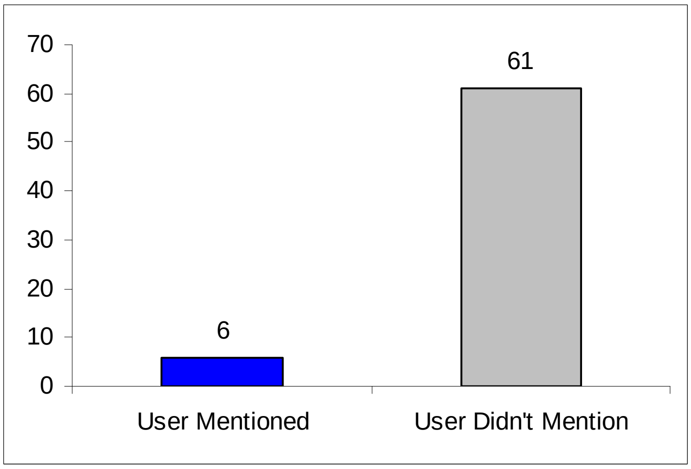
A simple means of un-enrolling users



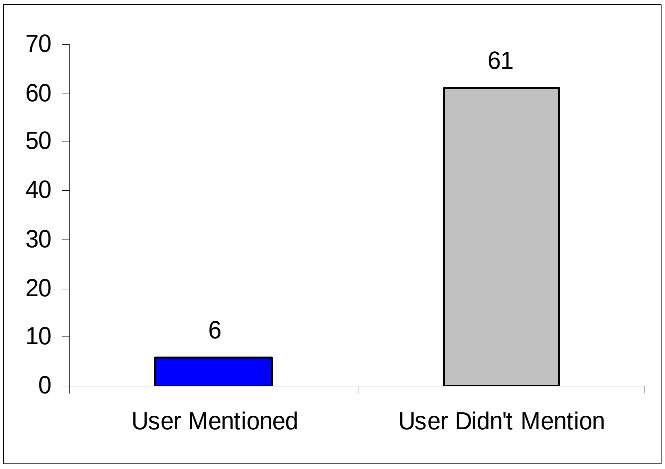
Allow facilitators to manage users outside of their domain (for in-services, staff meetings, special events)



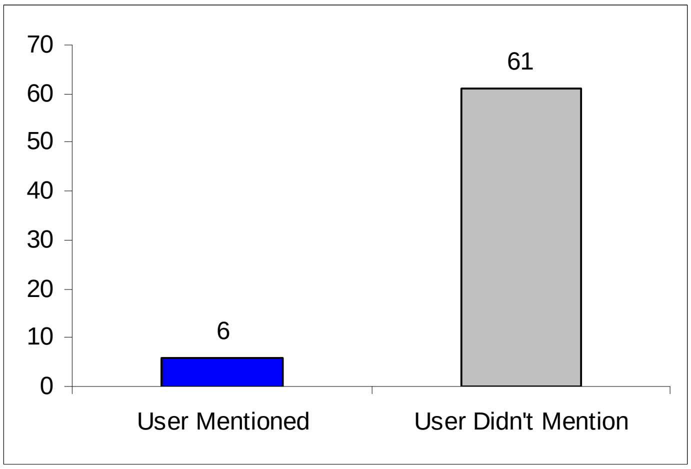
Integrate employee evaluations & annual health evaluation compliance in eLearning transcripts



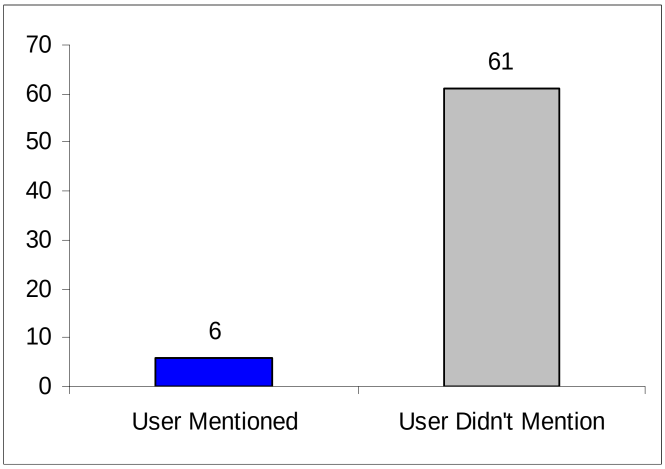
Clearly define user roles (managers, facilitators, instructors, etc.)



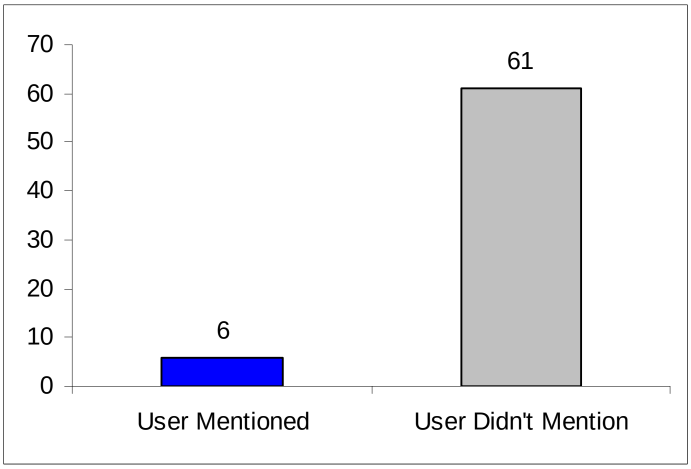
Expand the use of swipe cards & implement more automated features



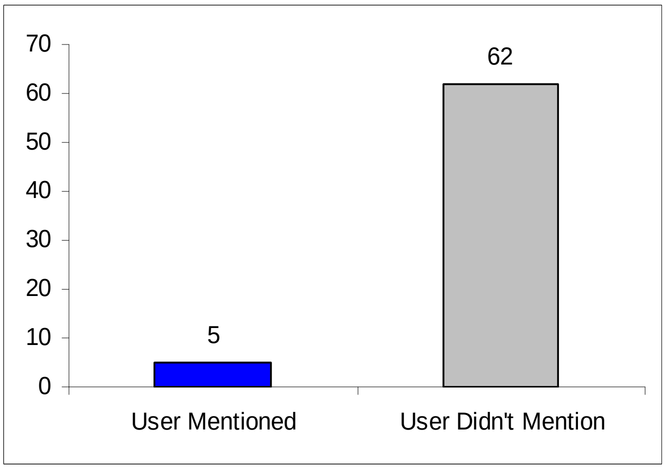
An "express interest" or similar function that works



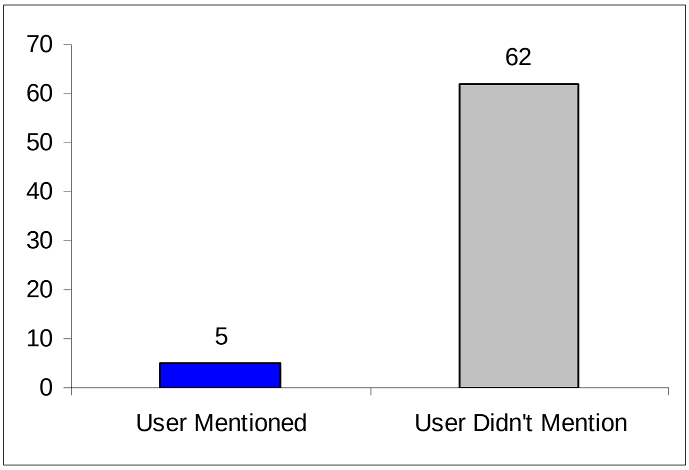
Establish an expiration period for "in-progress" activities



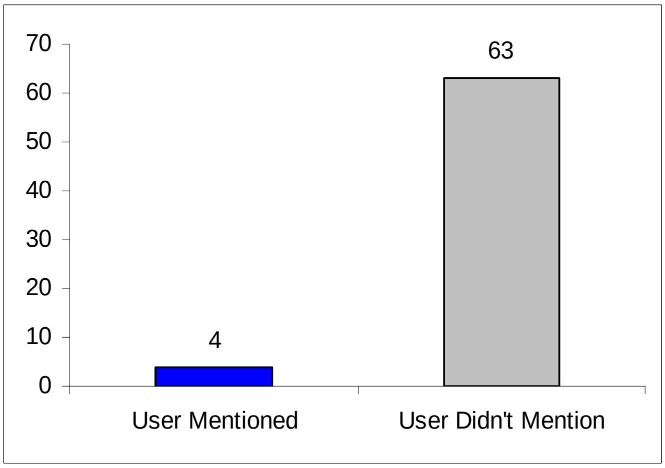
Ability to enroll users without an UMID without contacting eLearning



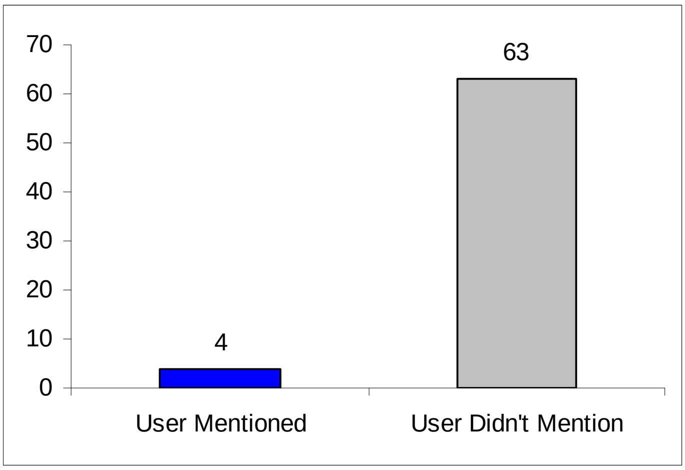
More training opportunities for managers and facilitators



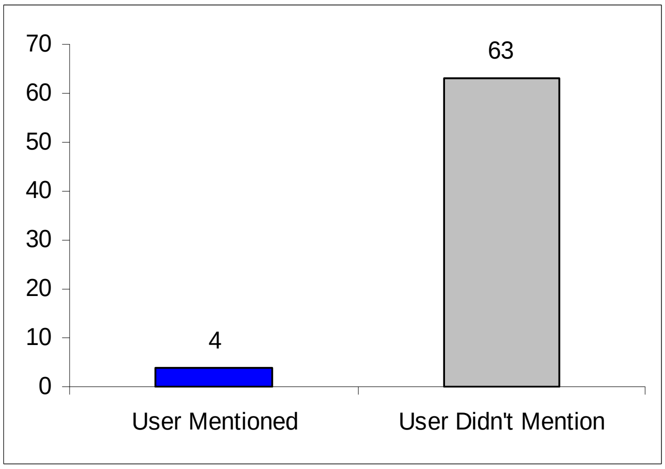
Provide more detailed location information for classroom modules



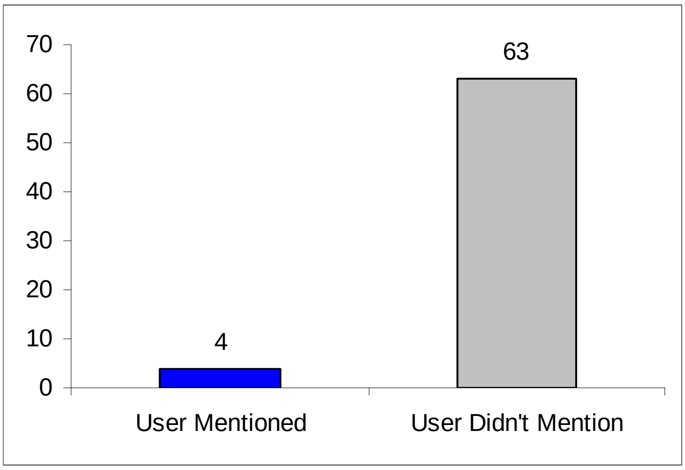
Ability for facilitators & managers to add/remove users from their domain without contacting eLearning



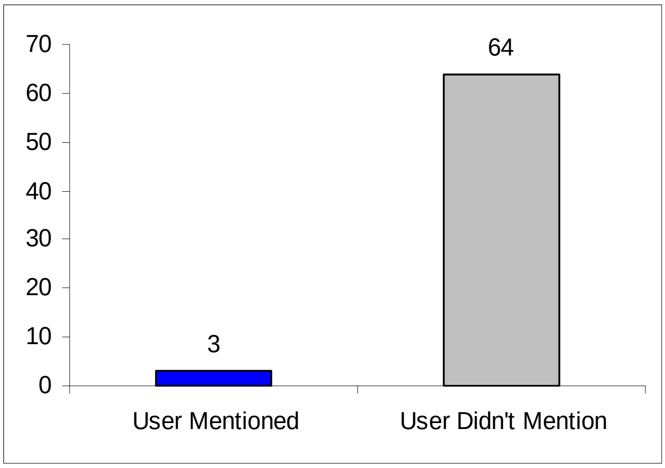
Simplify the group learning plan interface



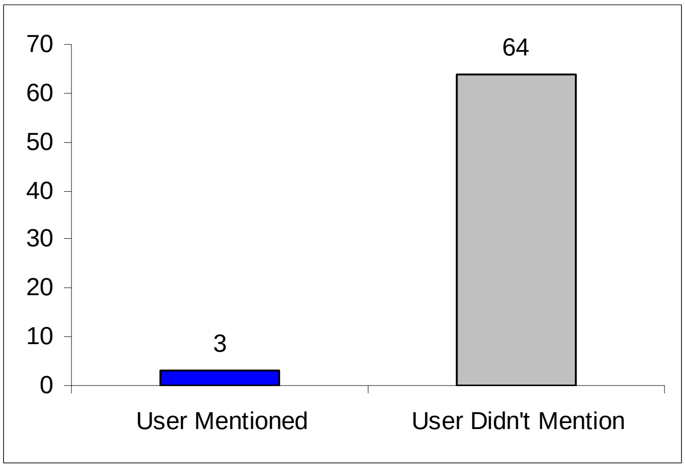
Do not require unchanged materials to be re-read annually (grant credit for completing the quiz only)



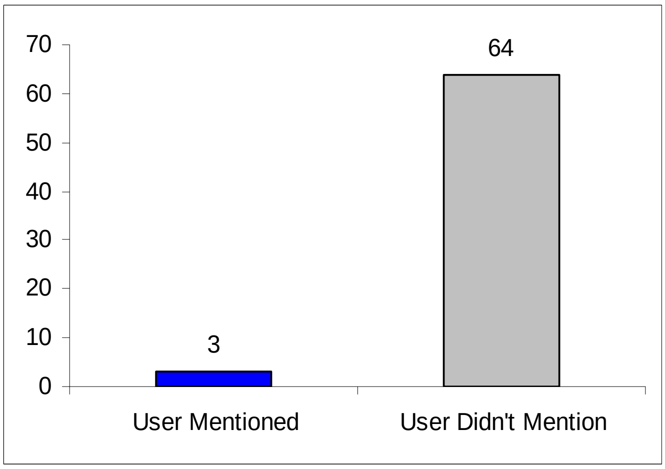
Link catalog number & job number reference



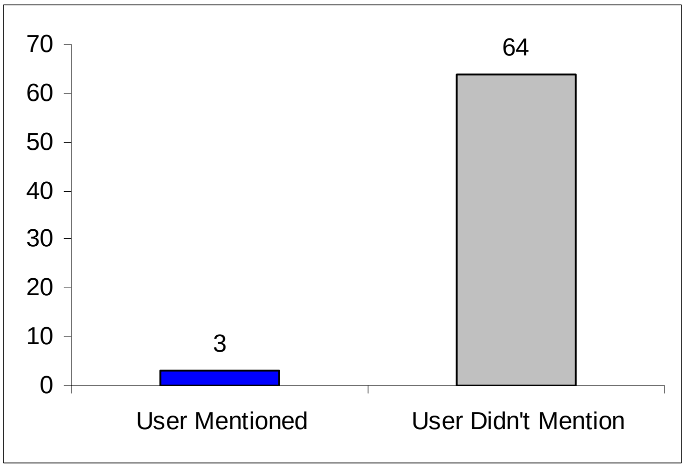
Batch un-enroll function



Ability to leave module & return, resuming the module from the point of exit



Ability to edit the due date of an activity as long as it is within a 12 month period (ability to group activities in a specific time period)



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Appendix E: Interview Notes

Interview 1

Interview 1 included manager and facilitator roles.

Main Uses:

- Mandatories:
    - They presently use a sign in sheet and a facilitator enters the participant information with eLearning afterwards.

Positives:

- Search feature very useful/user-friendly.

Negatives:

- Way too many and repetitive steps/clicks to accomplish tasks.
- New hires are not being batch-enrolled for mandatories.
- Alphabetical class list is extremely inefficient.
- Post-enroll needs the ability to manually enter a date:
    - If they attempt to post-enroll on 8/10, the closest available date might be 8/28, in which they are forced to input false information or go through channels to have correct date cleared.
    - This also causes mandatories to expire early/late.
- They felt for the most part that the reports were helpful/functional, though they expressed the ability to print a report of all non-compliant employees would be very helpful.
- Save to Excel was confusing, time consuming, and often timed out. It also doesn't provide much relevant information once the save is successful.
- Need to eliminate multiple batch/post-enroll steps. Not only is it time consuming, they are forced to go back and review the information to ensure it was entered correctly.
- Felt that some of their employees may not have the access or knowledge to efficiently and effectively use eLearning.

New System:

- Currently have four departmental mandatories on eLearning, and would like to double that in the next year.
- Have the ability to access all departmental mandatories in a single step, instead of having to search for each class individually:
    - Select Environmental Services, be presented with a list of all mandatories required for that specific department where the facilitator/manager can then batch-enroll all requirements.

Other:

- The department is also investing in a technology which the employees will view training videos and take tests/quizzes using remote controls.

Interview 2

Interview 2 included manager and facilitator roles.

Main Uses:

- Mandatories
- Batch/Post-enroll

Negatives:

- Batch/Post-enrollment functions are unnecessarily tedious and time consuming:
  - o Must look up each person individually, and then repeat for each learning activity.
- Lack of ability to edit or add content to existing mandatories without contacting eLearning or other relevant person/department.
- All processes are too time consuming, and there is no straight forward way for them to complete tasks.
- When compared with other technology based learning tools, eLearning is way to static and doesn't offer enhancement tools:
  - o User compared with C-Tools, where in a matter of a minute they were able to roughly format a curriculum where they could add their own multimedia, have chat/discussion boards, virtual classrooms, attach additional class notes.
  - Could use a clear, simple means of un-enrolling people:
    - o Suggested a batch un-enroll when marking users complete/incomplete.

New System:

- Implement multimedia and communication tools.
- Give more control to instructional designers and educational coordinators within the department while developing their curriculum.
- Create "umbrella" learning activities, under which all the required sub-activities would be located.

Interview 3

Interview 3 included manager and facilitator roles.

Main Uses:
- Mandatories
- Batch/Post-enroll
- Compliance verification

Positives:
- Post-enrollment is very helpful/useful for tracking competencies.
- Comment section is very helpful.
- Confirmation emails are very helpful as well as “remaining seats” for planning individual schedules.

Negatives:
- Batch-enroll:
    - Eliminate repetitive steps.
    - Could use a waitlist option for enrolling.
    - Needs an easier means of editing dates/sessions in batch-enroll.
- Post-enroll:
    - Would like to see the hours reflect actual time (the ability to enter the exact time instead of current half hour intervals.
    - Once a post-enroll is submitted, the user is redirected to the class list in alphabetical order, and if the next section they need begins with “R,” their only option is to click through the list 50 classes at a time.
    - Could use an auto submit option for scores and completion recording.
    - Would like to have customized post-enroll options (e.g. Radiology).
    - Could use the ability to send reminders (or better yet have automatically generated) that inform of expiring competencies and upcoming available classes.
    - Lacks the ability to search for specific learning activity/transcripts instead of scrolling/clicking through lists.
    - Could use a means of printing a “diploma” or proof of accomplishments without printing entire transcript.
- Finds the advanced search functional and helpful, yet the basic search “useless.”
- Feels it would be helpful if a user within the department had “super-facilitator” privileges and had the ability to add sessions for the entire department.
- Lacks user control to upload multimedia and supporting documents.
- Felt that there needed to be “clarification of manager roles,” and all managers should have the ability to batch-enroll.
- There lacks guidelines as to how long hard copies of results should be kept on file once inputted in eLearning.
- Supervisor information should be received via MPathways to eliminate steps and improve efficiency.
- Separate “retired” and “on-leave” classification.
- Would like the ability to customize reports; also the ability to generate and specialize reports “on the fly.”
- Class listing should specify the maximum session that will be available in a specific time period (e.g. Radiology Safety will be available 12 times annually). This will allow more effective planning.
- Group Learning Plans:
    - Totally ineffective and inefficient to use, adds additional work for administrative staff.
    - Pulling reports takes “forever” and often times-out.
    - Add/remove should be clearer/easier to use.

  - Lacks efficient means to annually renew or edit due date.
  - Shouldn't have to specify due dates; and that is necessary when all GLP's are required.
  - Need accessible training materials on how to efficiently use GLP's.
- Finds the advanced search functional and helpful, yet finds the basic search "useless."

New System:

- Efficient batch/post enrollment functions.
- The ability to add/edit eLearning content without requiring so much communication with eLearning staff.
- Well defined user-roles:
  - Often unclear as to who is responsible for what materials.
  - Defined instructor roles; what they can and can't do.
- Similar functionality as C-Tools.

Interview 4

Interview 4 included manager and facilitator roles.

Main Uses:

- Mandatories and departmental competencies
- Batch/Post-enroll
- Compliance verification

Positives:

- Testing provided by eLearning is straight forward and relatively simple.
- A very useful tool for continuing education.

Negatives:

- People with the same job are being assigned different mandatories.
- Once the employee completes a mandatory, it is not consistently registering in the system, and they are forced to re-take multiple times.
- In the top navigation they felt that “certifications” and “transcripts” could be combined in a single section.
- There is a need for refresher courses for facilitators.
- Felt there should be a way to eliminate poor scores from transcripts once the user obtains acceptable scores. Employees put off mandatories until the last second in fear of having a blemish on their transcript.
- Often unclear which learning plan is correct for each user.

New System:

- Improve efficiency for administrative tasks; reduce the number of tasks.
- Ensure modules and testing materials are relevant to the specific department/job classification.
- Update modules so that employees aren’t taking the exact same materials year after year.

Interview 5

Interview 5 included facilitator role.

Main Uses:

- Mandatories and departmental competencies
- Tracking non-UMHS activities
- Group Learning Plans
- Reports and compliance verification
- Batch/Post-enroll

Positives:

- Paperless storing and tracking of competencies and educational activities.
- The facilitator's ability to enroll users saves a lot of confusion and time that it would take to explain to users how to enroll themselves and assure they enrolled for the correct material.

Negatives:

- It is cumbersome to enter new employees into a GLP that is already in progress.
- When changes are made to the GLP, the user is forced to save their progress after each change, then relocate where they were, and make the remaining changes (one by one).
- No logic to the learning activity codes.
- Activities in GLP's expire or are removed without any notice.
- When users are un-enrolled from activities they are not removed from GLP's.
- All of the Pediatric ICU nurses are required to take the same modules, yet not al the employees have the ability or have different time constraints.
- Any report request takes a long time and often times out.
- Cumbersome to get specific reports:
    - The reports don't provide clear information whether the user has taken the module or the quiz, no way to prove it was complete (if taken separately). They are often forced to read the module and then return to the quiz and there is no proof, so there are times they must repeat modules.
    - No "real-time" means of tracking progress.
- Search function provides unexpected/irrelevant results more often then it's helpful, even when exact title is used.
- There is a serious lag between HR information and eLearning which gives the appearance the department is out of compliance when employees that have moved on remain on the roster.
- Due dates are removed once activities are in progress.

New System:

- Provide a simpler/user-friendly interface.
- The ability to print individual user learning plans with detailed instructions (e.g. material needed, location, prerequisites).
- The ability to print personalized reports to provide module compliance when system fails. Like others, they expressed frustration about users having to re-take materials when the system fails to recognize their accomplishments.
- "20 minute videos must go!" These are way to time consuming, and there isn't computer access for enough users within the department.
- Because they are often interrupted with the nature of their duties, it would be extremely beneficial if a user could return to their last location when returning to the module, instead of starting over.
- Would like the ability to print a quiz once created to be able to check for revisions.
- Improve efficiency for making changes in GLP's.

- Develop catalog codes that would logically make sense to the user.
- Demos should be removed completely, and if that isn't feasible, facilitators/coordinators should have the ability to remove them.
- Compliance report emails should be sent to the facilitator as well as the manager; the facilitator is the one that actually follows up on the report with the employees.
- Access to previously taken modules to confirm compliant procedures. With this information unavailable, nurses sometimes retake modules to obtain the information they are seeking.
- Move all orientation materials and tracking to eLearning; become nearly 100% paperless:
    - It would be an enormous help to the department if the content for the first three days of orientation could be made available on eLearning, along with some quizzes.
- Learning Manuals:
    - Presently, the room available for training can accommodate up to 15 people, and there are people that wait a significant amount of time before they have access to these crucial learning materials. Access to learning manuals through eLearning would provide them with the information at any time, when needed.

Interview 6

Interview 6 included facilitator role.

Main Uses:

- Mandatories and departmental competencies
- Print class rosters
- Batch/Post-enroll

Positives:

- eLearning is very helpful.
- Paperless testing and tracking capabilities.

Negatives:

- It is difficult to make changes when a class time changes or a user is a no-show.
- When the user clicks radio button to inform of changes, this information does not get passed on to the relevant managers:
  - Somehow the system needs to be more consistent associating employees with their managers.
- The system randomly drops trainers.
- Classes/modules are randomly dropped by the system.
- To drop/change modules, each step must be done separately rather then editing all of the information at once.
- Search function is “useless,” “waste of time” when searching by code or title.
- More difficult then it should be to edit modules/learning activities:
  - “Why do I have to sort through retired materials?”
  - Too much past, irrelevant information to get to current information.
  - User felt there could be an option to click on the top of the page to select before or after current date.
- All coordinator processes are too cumbersome.
- When editing a time or date for an instructor led module, they also must re-enter all other relevant information (e.g. instructor name) or this information is lost. The information should remain with the ability to edit what you want without having to spend time scanning the document to assure all other information was retained.

New System:

- Improve the efficiency of administrative tasks.
- Provide a user-friendly search function.

Interview 7

Interview 7 included manager and facilitator roles.

Main Uses:

- Mandatories and departmental competencies
- Compliance tracking
- Educational development
- Batch/Post-enroll
- Compliance reports

Positives:

- The paperless tracking capabilities.
- There are definitely improvements over past online learning systems used by UMHS.

Negatives:

- Managed Sessions:
  - It currently defaults to two weeks prior, needs to default to current date to improve efficiency.
- The inability to end instructor led course early, forcing instructors and participants to wait until the projected time to expire before credit can be granted.
- Class sessions provide building in which class will be held, but doesn't provide a room number, causing unnecessary confusion.
- eLearning response times slow way down during modules/tests, for some the system times out and data is lost, forcing them to start over.
- Extremely time consuming to transform GLP's to Excel.
- Users are marked as compliant without achieving 100%, and they felt that they should have to obtain 100%.
- Random tests show up as 100% fail:
  - Some users work in one area of the Hospital (e.g. pediatrics), though report to another entity of the Hospital (e.g. Social Work), and are often left out of mandatories relevant to their environment.

New System:

- Need the ability to register without UMID, as new hires are required to attend orientation prior to being assigned a UMID.
- The ability to batch-enroll from a spreadsheet:
  - In 2 weeks they will be addressing the curriculum for JCAHO courses, which is going to require over 4000 manual entries to enroll participants; also needing a more efficient way of tracking compliance in such instances.
- Once user is enrolled in a learning activity, it should be automatically entered in the user's GroupWise calendar.
- It is "absolutely crucial" to be able to end sessions early. Every session ends roughly a half hour early, and the participants and instructors are forced to stay until predetermined time expires, wasting the time of everyone involved.
- Provide detailed building and room information for instructor led courses; directions and parking information would be helpful as well.
- The ability to perform more specific queries with reports:
  - Who is/is not compliant from a specific date.
  - Presently it tells enroll date, when completion date is what is needed.
  - Time-based queries
  - Job/class-based queries (e.g. when querying a specific module, how many doctors, nurses, RN's, clerks, etc. took part and/or are compliant.
- Need the ability to manually adjust GLP times.

- Would like if only requirements were shown on GLP's.
- Provide a confirmation email to the user once they have successfully completed a learning activity.
- Provide the ability to clone GLP's.
- Allow instructors to change the status of participants so they may post-enroll them for attending.
- Would very much like the ability to post-enroll students, such as walk-ins, without having to wait till the session time expires.
- Provide information pertaining to who is has enrolled the user in a specific activity.
- Don't assume that all departments have "a clue" how to operate eLearning:
    - There is a need for an eLearning admin for large projects. They were very frustrated with the current help desk of eLearning, and felt for large projects there should be a dedicated admin. Too often they have heard from eLearning that "it can't be done (in a specific time frame), forcing them to use resources they can't afford to remedy the problems.
- Would like feedback regarding how many failed attempts were made by a student on a specific question, which question were wrong, provide metrics on how many students missed a particular question.
- Incorporate online tutorials and provide feedback on tutorials:
    - How often it was the tutorial launched and by whom.
    - How much of the tutorial is completed.
    - Are students successful at "try me's"?
- Incorporate surveys which are automatically launched at the end of the module and retain survey feedback in the learning management system:
    - Produce reports on survey feedback that are emailed after a class to the instructor and/or manager --- or at least a monthly report.
- Provide reports on how many trained/percentage of rooms full or occupied.
- Provide reports on no-shows; how many, how often, which classes.
- Generate automatic email reminders for trainers/students.
- Flag/notify and instructor that a class is full prior to the class.
- Provide better maps/instructions for students (include in email reminder if possible).
- Block duplicate enrollments by the same person to different sessions of the same learning activity. People a enrolling multiple times, and attending the one that is convenient, this has forced the department to make it appear that there is only 1 available seat, and once they receive the list of who should be in a specific class, filling it themselves manually.
- Would like the ability to produce a curriculum by job role:
    - Target required classes for a job role.
- Block users who have already taken a class from enrolling again; or at least provide them with a contact person/number if there is a need to retake the material.
- Provide a contact name/number to use if student is unable to attend or if instructor fails to attend.
- Incorporate scheduling into eLearning system – rooms, instructors.
- Would like if the users weren't prompted to print at the end of each learning activity.
- Perhaps break competency questions into mastery levels?
- Provide the ability to house supplemental videos/tutorials for trainers that can be launched at will.
- Students should be prompted to un-enroll prior to signing up for another.
- Logic that indicates to a manager that a student has already enrolled themselves when the manager attempts to enroll them; therefore more than one classroom/seat won't be booked for the same student.
- Online version of the class should not be mandatory if they are also required to attend an instructor led course with the same content.
- Students should have hard copy proof they achieved 100% of a competency.

- The date at the end of each month should automatically change rather than having to manually doing this.
- DO NOT allow anyone to enroll for multiple classes (e.g. 2 RN classes, 2ORD classes).

Interview 8

Interview 8 included manager and facilitator roles.

Main Uses:

- Responsible for the learning plans for roughly 300 users annually. Their main uses include:
    - Continuing education
    - Presentations (20-30 annually)
    - Pre-registrations
    - Tracking participation
    - Post-enroll

Positives:

- Overall the user is quite pleased with the system, and has given them the opportunity (along with other programs used by the University) to be virtually paper-free.
- The facilitator's ability to enroll users themselves is efficient and should be kept.

Negatives:

- Departments are not utilizing eLearning by making presentations available:
    - Locating presentations can be difficult.
- Search function is inefficient and pretty much nonfunctional if you don't know the exact title.
- Once learning activity is complete and the user is compliant, the learning activity is not removed from their learning plan.
- Non-required materials (e.g. supplemental presentations/videos); the users are still required to launch and scroll through the material before the user is compliant. If this is not launched, the user(s) are then noncompliant, which seems it should be part of the learning activity then just supplemental materials.
- There is an issue where certain users are not being assigned managers, which then has to be tracked down to whom they belong to, and then manually entered.

New System:

- User felt that efficiency could be improved if once a user is granted GroupWise access they also are entered into eLearning.
- The ability to un-enroll no-shows.
- It used to work that the user would launch an eLearning module/quiz, and it would automatically credit them without having to participate in the module ("I'm assuming because it was covered in orientation"). Though recently there have been instances where the students must take the quizzes to be compliant.
- It would be helpful and efficient to be able to access users without having to know the work code.
- They have implemented a card swiping system to track participation for instructor led modules. This was an enormous help by improving efficiency and reducing paperwork. Suggested this could be implemented in more areas of the Hospital.
- User felt the facilitator should be able to do more without having to contact eLearning to do it for them.
- Add more non-UMHS learning materials/activities.

Interview 9

Interview 9 included manager and facilitator roles.

Main Uses:

- Mandatories
- The users' present role with eLearning deals with the Physical Act Research Center, and is in the process of training two new managers on how to use eLearning and navigate around the University.

Positives:

- User feels quite comfortable with using eLearning with the training sessions they received and getting used to the interface over time.

Negatives:

- It is sometimes difficult to determine what is required and not required within a module (am I done?).
- Users are sometimes double-booked when batch-enrolled.
- It is sometimes difficult to tell when a competency is going to expire and "who has to do what."

New System:

- Expand the number of users within each department that are trained for eLearning with annual follow-ups.
- Establish training when people are reassigned to manager/facilitator.
- Add more learning resources/material to enhance job knowledge.

Interview 10

Interview 10 included facilitator role.

Main Uses:

- Mandatories
- Compliance tracking

Positives:

- eLearning is very helpful for tracking employee competencies.

Negatives:

- Facilitator/manager should be able to give users credit without each user having to log on to eLearning.
- There have been multiple instances where users take the required material, and do not receive credit and are forced to take the material over.
- Having to enroll and launch multiple times can be confusing for users unfamiliar with the system.
- In the multi-tier modules, users unintentionally skip steps and remain non-compliant when they believe they have finished; the links could be more direct/clear.
- users are presented with way too much information, and it should be made clear what is important/necessary and what isn't.

New System:

- Email reminders for users alerting them that compliance is about to expire, or a notification to the facilitator so they may alert the employee.
- Keep and expand the ability to add non-UMHS materials. Also provide detailed instructions and how-to's for adding these materials.
- The ability to create non-UMHS activities ("this would be utilized almost daily").
- Users should be able to enroll/un-enroll themselves, and be provided with clear accessible information on how to do so.
- Management reports could be more "readable," and have the ability to print reports specific for blue folder and CE.
- There are many competencies that haven't been placed on eLearning which change annually. Many of these are still done with paper and manually entering compliance. It would be helpful to have a user friendly means of adding these competencies (these are non-multiple choice, and would need the ability to manually grade).

Interview 11

Interview 11 included facilitator role.

Main Uses:

- User tracking
- Profiles – status of users within the department.
- Group learning plans
- Post-enroll
- Reports – uses detailed reports more often than summary.

Positives:

- Finds the search function relatively easy to use (using keywords). User doesn't ever use the catalog, preferring the search.

Negatives:

- It is difficult to perform batch/post-enroll functions efficiently:
    - You are forced to search each time…..stop……scroll down, very tedious and time consuming.
- With reports, there is no current means of sorting users by job classification.
- When a user has completed a module, it cannot be added to their GLP until the annual time period expires.
- Very time consuming to ensure GLP's are correct.
- Retired / On-Leave:
    - Causes confusion and too much manual tracking. Retired and short-term absences should be separated.
    - The process of obtaining access to new employee information, there is a lag between the individual's transfer and the information transfer, often causing non-compliance.
    - User also felt that there are too many issues that require contacting eLearning to remedy, and would like the ability to create/fix specific items and activities.
- Blended activities – if you open the demo first, it won't connect with module, and must contact eLearning to fix.
- There have been multiple issues where users are non-compliant, even though they have taken the required materials within the past six months.

New System:

- An idea they had to improve efficiency was when they have to post-enroll more than one user, the cursor should automatically reset in the UMID box so they don't have to focus in on the box each time.
- Additional reports query options, such as sorting users by job classification; efficiently receive the information you desire.

Interview 12

Interview 12 included facilitator role.

Main Uses:

- Mandatories

Negatives:

- Too much information at times:
  - "Mandatories should not be something you want to avoid because of confusion and frustration."

New System:

- Mandatories:
  - Users should be alerted when they sign in of outstanding requirements.
  - Once the requirement is met, this should be removed from the list.
- Keep it simple – keep in mind that all users do not have high computer literacy levels.
- Add supplemental materials:
  - Even as simple as computer related materials to help improve familiarity with eLearning and other web-based technologies.
- Should be able to click one button to:
  - See who is lacking what, then an additional click to notify all non-compliant users.
- Would like the ability to adjust font sizes.

Interview 13

Interview 13 included facilitator role.

Main Uses:

- Mandatories
- Batch/Post-enroll
- Search/Catalog

Positives:

- The tabbed area in the learning plan area is very helpful/user-friendly.

Negatives:

- When enrolling users, the user will manually switch the user to patient-care, and then somehow it switches back to non-patient-care.

New System:

- It would be helpful if there was a separation between learning activities and instructor led courses making it easier to track what needs to be done.
- Absolute standard determining who should be patient-care and non-patient-care.
- Learning Plan should automatically update when learning activity is complete.
- Facilitators should have the ability to add non-UMHS CE credits to eLearning transcripts so everything is condensed in one area:
    - User did recognize that this could be troublesome as far as users entering information they didn't actually take part in, therefore facilitator/manager should have to enter this information.
- The ability to scan/upload documents:
    - Orientation materials should all be online.
    - Provide the ability to upload scans of certifications.
    - Eventually have all blue folder materials available through web-based technologies.
- Managers should have access to employee evaluations and like materials:
    - These are sent to HR to be scanned, but only HR had online access. The manager must track down the user's blue folder or go to HR.

Interview 14

Interview 14 included manager and facilitator roles.

Main Uses:

- Track compliance
- Batch/Post-enroll

Negatives:

- Inconsistencies with staff requirements:
    - Varying expiration dates
    - Patient care/non-patient care
    - Different fire safety requirements for users with exact job classification.
- Compliance issues with retired/on-leave users in system:
    - Takes forever for system to update this information.
- Modules are cumbersome.
- Course catalog is cumbersome.
- Search function is not user-friendly:
    - Need to know exact wording or catalog number.
    - Titles change, making it impossible to know exact title.

Positive:

- Ability to pull reports at any time to check competencies/compliance.

New System:

- Learning activities/modules bundled and presented by department/job classification.
- Absolute standards stating who is responsible for which modules:
    - Clinician/non-clinician
    - Patient care/non-patient care
- Users should receive a warning email of expiring competencies and requirements to maintain compliance.
- Less steps for batch/post-enroll functions:
    - The ability to batch/post-enroll from a spreadsheet.
- A requirement checklist per job classification:
    - Also suggest materials to assist the user grow in their career.

Interview 15

Interview 15 included facilitator, instructor, and training coordinator roles.

Main uses:

- Schedule/Enroll
- Develop learning activities
- Checking mandatory compliance
- Mandatories

Positive:

- The ability to clone learning activities.
- The ability to edit course descriptions:
    - User would like to the course description to have more vertical space so crucial information is revealed without requiring them to scroll within the frame.

Negative:

- Swipe card system used to track attendance kicks users previously enrolled in module ("big headache").
- As mentioned previously, course description field needs more vertical space.
- Process could be more streamlined/user-friendly when editing/adding grades.
- Too many redundant steps required with pretty much every function of the website.
- Once the user enrolls a large group of people, they are flooded with confirmation emails for each user; it would be nice to be able to opt out of receiving such emails.

New System:

- From the instructor page, have the ability to access class description.
- Eliminate redundant steps:
    - For example, when changes are made in instructor area (e.g. books); the change also has to be made in other areas. Should be one click to change all.
- An absolute need to have an efficient means to run statistics.

Interview 16

Interview 16 included facilitator role.

Main Uses:
- Mandatories
- Batch/Post-enroll
- Compliance verification

Positive:
- Relatively easy to locate users within the system.
- The easy access to contact information (eLearning) in the masthead of every page; keep this.
- eLearning support staff is very helpful and provide easy to understand detailed information.

Negative:
- Certain users within the department get placed in domains in which the user has no access.
- Terminated/retired users remain on system; causing compliance issues.
- Search function is very poor unless you know exact wording or catalog number.
- Too many steps enroll steps; it gets a bit easier once used to the patterns, but could be extremely more efficient.
- Staff complains of the cumbersome processes.
- Staff believes they are compliant though it is not recorded correctly in learning plan or transcript.
- Not confident in information provided by learning plan or transcripts, far too often forced to confirm compliance with users; time consuming and frustrating:
    - Learning plan says in progress; transcript says complete.
- Batch-enroll:
    - Remove the continue button, it's confusing and you still must search prior to continuing.
- Post-enroll:
    - If the date is not there, must enter false information or contact eLearning to enter information.

New System:
- Would like the ability to enroll users from their learning plan, without having to return to facilitator:
    - Be able to better manage individual learning plans.
- The ability to enroll users in a single step.
- The ability to build categories within a Learning Plan:
    - Post staff meetings
    - Build on existing categories.
- Would like the ability to edit individual learning plans without contacting eLearning; more power for facilitators.
- There needs to be a distinction between certifications and UMHS mandatories in the transcript.
- Keep "export to excel"….though it would be nice to have customizable options and provide more information.
- Some kind of warning that a module must be read as well as taking quiz for compliance:
    - Users skip to quiz and believe they are compliant.
- A clear standard for who is considered a clinician/non-clinician employee.

Interview 17

Interview 17 included facilitator role.

Main Uses:
- Mandatories
- Compliance verification
- Batch/Post-enroll

Negatives:
- In-services:
  - When information is entered in post enroll it doesn't appear in user transcripts.
    - No means of tracking in-services; department still uses paper-based tracking.
- Receive strange upload error message during quizzes, browser freezes, and user must retake the quiz:
  - One specific quiz is Mechanical Ventilation Policy Quiz.

New System:
- The ability for users to create customizable profiles:
  - What I've done/plan to do/ need to do.
  - Self-motivation to expand knowledge.
- Move all orientation materials to eLearning.
- More seamless processes:
  - e.g. one click to enroll.
- Remove materials from GLP's once they are expired.
- Establish absolute standards for clinician/non-clinician.
- Keep check system (orientation); manager or facilitator must still verify completion.

Interview 18

Interview 18 included facilitator role.

Main Uses:

- Compliance verification
- Batch-enroll

Positives:

- Changes to mandatory learning activities have made the material interesting; feeling that you learn something and not just wasted time.

Negatives:

- Fire safety for clinician and non-clinician:
    - Many users take wrong one or both, need absolute standard.
- Too many steps for batch-enroll:
    - Why can't an entire department be separated by job class to batch-enroll in one step instead of for each user?
- Far too many repetitive steps to get all desired information.
- No ability to print compliant/non-compliant list.
    - There is, so there should be a clear means of obtaining this (link).
- Enroll Process:
    - Users struggle with understand what needs to be done:
        - Takes time from facilitator or manager.
        - People selecting wrong manager.
- There is serious lag time for new employee information entering the system.
- Receive excessive email reminders that are not relevant (module already completed).

New System:

- Separate users by department/job classification for more efficient batch processes.
- Ability to scan non-UMHS certification to transcript, and print this information when needed.
- Easier means of adding materials and editing learning plans without having to contact eLearning.
- Technical Requirement How-to for off-site access:
    - A user-friendly manual regarding browser compliance and other issues for accessing eLearning activities.
        - e.g. plug-ins, flash, firewall issues?
- Standardized reports where HR and eLearning info could be combined in a single report:
    - Confidentiality issues.
- Tie in Wolverine Tower activities with eLearning:
    - Placeholder for classes.

Interview 19

Interview 19 included manager role.

Main Uses:

- Mandatories
- Compliance verification

Negatives:

- Lag time before new employees are added to eLearning.
- Requirement consistency within department:
  - Employees in identical department with same job classification have different requirements.
- Search is not useful unless exact wording or catalog number is known.
- Email reminders only go to manager, then the manager passes on the information:
  - Eliminate this by sending reminder to the user as well.
- Doesn't have a facilitator:
  - Felt managers should have all the rights facilitators do to make changes themselves.
- "Pending Completions" area is empty, though competencies are due.

New System:

- Ability to edit quizzes when needed.
- Manager area:
  - Would like a better understanding of all the possible functions; provide "how-to's."
- Would like the ability to add employees:
  - Especially when it comes to temps, who can only work for 90 calendar days in the particular department.
- Keep it simple/accessible.
- Simple means of printing a report of the entire departments' mandatory compliance list (JCHAO).
- Input annual health evaluation information directly to eLearning compliance reports:
  - Eliminate steps/paperwork.
- Customized reminders:
  - Add other expiring annual competencies:
    - This could easily be done with GroupWise; provide a simple how-to.

Interview 20

Interview 20 included manager role.

Main Uses:

- Mandatories
- Compliance verification

Negatives:

- Compliance reports are wrong 9 times out of 10 times.
- Confusing, repetitive steps:
  - e.g. “access button”
- The system is not user-friendly.
- Issues with clinician/non-clinician distinctions. Take wrong module or both modules:
  - e.g. Fire Safety

New System:

- Expand on the ability to enter non-UMHS certifications:
  - Scan certifications and other recognitions of accomplishment.
- Expand on learning material:
  - Department took a non-required customer service instructor led module, and would like to see more advanced modules and other learning materials to enhance their learning.
  - HRD classes should be added to eLearning activities and transcripts.

Interview 21

Interview 21 included basic learner role.

Main Uses:

- Mandatories
- Additional learning modules
    - e.g. Excel
- User has manager rights, and wasn't aware. Seems to be a disconnect of roles with eLearning.

Negatives:

- Cumbersome; too many redundant steps when adding to learning plan.
- Takes way too long to find what you're looking for.

New System:

- Enhance the ability to add non-UMHS activities:
    - Perhaps tie in with MAIS.
- eLearning should be as user-friendly and efficient ad the HRD site.

Interview 22

Interview 22 included facilitator role.

Main Uses:

- Mandatories
- Compliance verification

Negatives:

- Users in learning plan that don't belong causing non-compliance.
- Compliant users receiving reminders of expiring competencies when already compliant.
- No ability to print a report of non-compliant users and pending requirements.
- Users with wrong job classification in department domain (House Officers).
- No ability to print individual compliance reports.
- Search function is not very useful, must know exact information.
- Has retired users within department who refuse to comply with mandatories so not to blemish compliance report.
- Lag time between HR receiving information on new employees and being submitted into eLearning.
- Unclear requirements for modules.

New System:

- Resident Coordinator:
    - There are seven forms a resident must read over and sign annually (e.g. HIPPA, moonlighting). These should be tied in with mandatories so it is accessible with transcripts.
- Simple – access information > take quiz > be done.
- A checklist; what needs to be done, by when, and what is completed.

Interview 23

Interview 23 included manager and facilitator roles.

Main Uses:
- Batch/Post-enroll
- Survey's
- User scheduling

Negatives:
- Difficult/Cumbersome locating learning activities.
- Catalog is "absolute madness," no logical means of sorting.
- Way to much lag time for information feeds and current/relevant information.
- No real means of navigating catalog other then "see next 50 activities."

New System:
- Ambulatory Care group training schedule:
    - Would be nice if somehow this was intertwined with eLearning.
- Ability to sort catalog by department/job classification.
- Absolute standard for determining clinician/non-clinician status of users/job class.
- Send reminder information to facilitator, not manager (or both if must), all the manager does is pass the info to facilitator.
- Have an expiration period for in progress activities in learning plan.
- A means of un-enrolling yourself from a domain.
- In the search area scroll menu (with search options (e.g. keyword)), include a search all option.
- Have an accessible list of catalog numbers with corresponding modules.
- The ability to customize reports.
- A clear, accessible link to eLearning support site.

Interview 24

Interview 24 included manager role.

Main Uses:
- Compliance verification
- Run compliance reports
- Mandatories

Positives:
- eLearning help desk has been very efficient and a pleasure to work with.

Negatives:
- Educational offerings tend not to be very intuitive.

New System:
- More hands-on (instructor led) offerings vs. scenario.
- Simplify; provide clear, well-defined steps.

Interview 25

Interview 25 included facilitator and instructor roles.

Main Uses:

- Compliance verification
- Batch/Post-enroll

Positives:

- The recent changes to the batch-enroll process has been helpful, but could still use more streamlining:
  - There has to be a way to batch-enroll from a spreadsheet.

Negatives:

- Cumbersome
- Too many repetitive, redundant steps.
- Learning Plans:
  - Way too cluttered with expired or irrelevant materials.
  - Perhaps have modules or other learning activities expire after a specified period once completed in the learning plan so that it is removed, and the user is presented with relevant material.
- Post-enroll:
  - Way too cumbersome
  - “How many times do I have to press complete?”
  - Eliminate steps
- Catalog
  - The search function is relatively useless unless you know the code ahead of time, or the exact wording for the title.
  - Need the ability to filter more.
  - Many learning activities are listed twice.

New System:

- Would like a more simple process of editing and making changes to modules without having to contact eLearning.
- Would like more of a library environment:
  - Additional educational materials
  - Resources
  - Supplemental learning opportunities without so much formality (e.g. having to enroll).
- Would like opportunities to earn non-UMHS CE credits on eLearning.
- Allow instructors to add sessions without having to contact the eLearning team and submit forms for each activity.
- Absolute standards that clearly define which competencies are required for which department/job class, and exactly what determines if they belong in a specific class (e.g. patient care, non-patient care).
- A smoother transition of HR information being transferred to eLearning:
  - Certain people take a long time to be placed in the correct domain, causing the department to be out of compliance.
- A means of determining the status of users and their activities in real-time (specifically for period such as Blitz).
- Provide the ability to pull statistics in reports.
- When using swipe cards, that information should be directly fed to eLearning, not manually entered afterwards by the facilitator.
- Instructors should have the ability to correct their own mistakes.
- A more efficient means of posting learning activities.

Interview 26

Interview 26 included facilitator role.

Main Uses:

- Compliance verification:
  - User has an impressive spreadsheet that they had worked on over the last two years, that lists all the employees with the various (5) departments within their domain. This also lists each users requirements and job number, the catalog number for that requirement, expiration dates and so on.
    - "This would be nice information to be able to pull with reports."
- Still use outside vendors for specific learning activities"
  - Goal is to move all to eLearning.
- Planning to move all in-services tracking to eLearning.
- Fears that all of the spreadsheets the user has compiled to efficiently work with eLearning won't be compliant with new system.

Positives:

- Helps automate a lot of tasks; but could do a lot more.
- Swipe card system has advantages, but could be more streamlined.

Negatives:

- People with the same job title/class receive totally different requirements.
- Reports:
  - Not very efficient
  - Also uses Crystal Reports.
- Email reminder glitches:
  - Provides incorrect/irrelevant information.
- Blitz material difficult to edit own material:
  - Actually have to sign up to take the quiz to check, and then there is no streamlined means of editing.
- So many different components to remember for a single task, makes it difficult to accomplish with much efficiently:
  - Changes have to be made in multiple areas which is overwhelming for new/infrequent users
- Slow information:
  - By the time a temp's information is in the system, they no longer are employed, or have little time left.

New System:

- Establish standards clearly defining who's responsible for what modules. People might actually want to learn if they aren't forced to take the same module multiple times because somehow they were assigned modules outside of their domain:
  - Even users with identical job numbers and descriptions may have totally opposite duties.
- Facilitators need to receive the compliance report emails that managers receive, as they are the ones that actually track down the users.
- A review system to confirm all users are taking the correct modules.
- A "master grid" of buildings/departments:
  - List all competency requirements, collaborated with catalog and job numbers.
- Compliance verification emails:
  - This info needs to be sent to their direct supervisors as well so they can motivate users to comply.
- An easier means of adding materials (e.g. in-services) to eLearning without having to contact eLearning.

- Give the users more control over their learning to take some of the workload off training coordinators and facilitators.
- Orientation Checklists:
    - Move all orientation paperwork to eLearning and tie in with transcript.
    - Create a “path” for a new hire from:
        - Orientation → department/job specific orientation → to JCAHO compliance →enhanced learning and resources.
- More specific instructions in course description area; also provide an alert to read instructions.
- Expand transcripts to include evaluations, annual health compliance, and other UMHS and non-UMHS certifications and recognitions.
- Be able to communicate with other/external learning systems.
- A more efficient means of ensuring users are in the correct domain.
- Easier means of getting learning activities into individual learning plans:
    - Get eLearning involved earlier in process.
    - Let facilitators do more:
        - “There will be things facilitators can’t do, but more creating/editing rights would be helpful.”
- Different types of quizzes:
    - Not always multiple choice/ true false.
    - Make it a more fulfilling learning experience.
- Safety modules customized per dept/building:
    - Then facilitators can assign these to new hires.
    - New hire checklist; what’s required; manually assign while HR information catches up.
- Facilitator emails:
    - List what activities are due and other learning activities relevant to the department.
- Icons:
    - Increase user-friendly feel.
- More intuitive learning:
    - People will be more willing if they are learning something relevant to them.

Interview 27

Interview 27 included facilitator role.

Main Uses:

- Primarily mandatories
- Current orientation
    - A binder of reading material and tested via St. Joe's Blackboard online; would like to move to eLearning.

Negatives:

- Post-enroll is time consuming.
- Users having to take mandatories multiple times:
    - Why does it say complete when it's not?
    - One user took fire safety in '06, didn't have it assigned in '07, and took it again in '08, which only made them compliant for '07, so they had to take it twice to become compliant.
- Too many repetitive steps; cumbersome.
- Users with identical job classifications receiving different mandatories.

New System:

- More user-friendly
- Have the "express interest" feature work so that the user receives an email when the desired learning module is available.
- Content for learning activities should change annually:
    - Present the people with the opportunity to learn.

Interview 28

Interview 28 included facilitator role.

Main Uses:

- 18+ annual Blitz menus
- Batch/Post-enroll
- Enroll users for non-UMHS mandatories.
- Post-enroll non-UMHS activities.
- Track users retired and on leave.
- See what is available through the catalog.

Negatives:

- Search function:
  - Needs an easier process that actually finds what you are looking for.
  - Keyword feature does not work.
  - Need to know exact title or catalog number:
    - User would search for ALS activities, and would receive only BLS activities, which they felt was “just stupid.”
- users with identical job classifications in the same department assigned different mandatories:
  - “Domains are a mess.”
- Medical Assistants:
  - No current means of enrolling the new hires in one area (orientation/eLearning activities).
- The extra steps of un-enrolling to remove expired materials, demos, and other unwanted material.
- Too many repetitive/redundant steps for most processes.
- Lag time between completion of materials and this being recorded in transcripts.
- Never receive a response after selecting “express interest”:
  - Have attempted to utilize this option with zero responses.
- Enrolment management is a total pain:
  - So much information to sort through, you only hope that you in the right place.

New System:

- When a user finishes a module and it says “complete,” that should be it, but they remain noncompliant and/or receiving emails that the same module is due.
- Activity specific reports:
  - It’s difficult to pull reports for non-UMHS activities.
- Absolute standards that determine requirements for each job classification, and spells out the requirements for each.
- One click to show manager/facilitator who needs to do what.
- Sort users in reports by status (compliant/non-compliant).

Interview 29

Interview 29 included manager role.

Main Uses:

- Manager reports
- Develop modules
- Monthly compliance reports
- Check learning plans and transcripts
- Mandatories

Positives:

- Search function is relatively easy to use and locate what they are looking for.
- Modules are well written.

Negatives:

- Once learning activity is complete it remains in the individual's learning plan, must contact facilitator to have removed.
- Most people in the department have roughly 12 annual mandatory learning activities, yet learning plan will only show 5, so they must be manually enrolled for the remainder.
- Competencies are too spread out, would be nice if all of them were due in similar time periods.

New System:

- Developing modules/quizzes could be far more streamlined, user-friendly:
    - Offer training courses on how to develop modules.
    - Would utilize far more if it was more streamlined and easier.
- A catalog number and job number cheat sheet:
    - Possibly a pop-up window for catalog numbers.

Interview 30

Interview 30 included manager role.

Main Uses:

- Still have many paper-based competencies that are manually entered into eLearning.
- Compliance verification

Positives:

- Monthly compliance reports are helpful.

Negatives:

- Not all computers in the unit have audio, so modules which utilize multimedia cannot be heard.
- “Age specific” modules on eLearning are “not appropriate.” They currently develop their own paper-based and then post-enroll.
- Cumbersome; too many steps.
- When users complete their learning activities they remain in their learning plans as incomplete, or reappear a few months later instead of a year.
- Search function could work a lot better. Only feel confident when using the exact catalog number.
- Same name confusion:
    - There is an Anders**o**n and an Anders**e**n, and they are continuously enrolled in each other’s learning activities.

New System:

- Would like managers to have permissions to remove activities from individual learning plans:
    - In most instances managers would rather have it the way it is currently and have the facilitator take care of this.
- Simple, customizable reports:
    - A simple means of filtering, with customizable options to check compliance and learning activities the way I want to see them.
- Move all orientation materials to eLearning.

Interview 31

Interview 31 included basic learner role.

Main Uses:

- Mandatories
- Supplemental learning activities
- Would like to increase role with eLearning to develop learning modules.

New System:

- Would like an annual, or even semi-annual email reminder of exactly what and when is due, with dates and instructions instead of the 30 day reminder, and the many that follow after that, even after the module is complete.
- More streamlined processes.
- Learning activity developers should offer answers that aren’t similar. There are often cases where an answer is marked wrong that could be right.
- The testing should be based entirely from the material presented learning activity, not assuming other knowledge.
- Provide an easier means of checking compliance.

Interview 32

Interview 32 included manager and facilitator roles.

Main Uses:

- Record CE non-UMHS mandatories.
- Track UMHS Mandatories
- Develop modules
- Post monthly staff meetings; attendance and minutes (post-enroll).
- Select classes from catalog for departmental employees.
- Print materials for UMHS Blue Folder.
- Post-enroll

Positives:

- The idea of having all mandatory learning activities available online; would even like to see more.
- Pleased with how eLearning has progressed since its implementation.

Negatives:

- Cumbersome, too many repetitive/redundant steps.
- Only confident with search function if the exact title or catalog number is used.
- Post-enroll; you click complete, but then the next screen has the same submission options, so you're not really sure if you're done.

New System:

- It would be nice to type in multiple UMIDs, and have it print the transcript instead of entering/printing separately for each user.
- Customizable report options and filters; also ability to save these reports (export to excel does not actually save anything, it generates a HTML file which then must be saved as an .xls.
- Less cumbersome, easier to use.
- Don't go backwards.
- Provide a more streamlined means of creating learning activities.
- Easier means of pulling reports.

Interview 33

Interview 33 included facilitator and instructor roles.

Main Uses:

- Compliance verification.
- Go through the catalog to see what offerings are out there.
- Mandatories

Negatives:

- Difficult to have the department compliant when there are always users in their domain that don't belong there, then must call eLearning to have them removed.
- Post-enrolling no shows:
  - Can't un-enroll the user; in most cases they would rather un-enroll users then mark them as a no-show.
  - Need more power; no need to call eLearning when someone needs to be un-enrolled.

New System:

- More evaluation tools:
  - The ability to pull customized reports.
- A central knowledge base for non-UMHS activities:
  - A complete list of learning activities per user.

Interview 34

Interview 34 included facilitator and instructor roles.

Main Uses:

- Mandatories
- Assign learning plans to new hires.
- Record In-services and make them available for viewing.

Positives:

- Able to use the search function efficiently with keywords.

Negatives:

- Can't get an in-service report with having to do a lot of extra steps, and the report itself isn't very helpful:
  - Include in-services under domains.
- Batch-enroll (specifically for the Blitz) could be so much easier:
  - Enroll needs to be easier for users and easier to track.
  - No real means of having department specific modules reappear annually in individual/group learning plans.
- "Express Interest" feature is a waste of time. People spend time looking for classes to improve themselves, and the feature doesn't even work:
  - Remove until bugs are worked out.
- Modules often contain links to out dated materials/references.
- Cumbersome, too many steps:
  - Why can't mandatories just appear in learning plans without the need to enroll?
- Users are sometimes confused by the language used in the learning activities.

New System:

- When a new module is developed, allow managers and facilitators to enroll employees without having to create a new session.
- "Express Interest' feature. Would like to know the interests throughout the unit/department:
  - Save the interests and build learning activities accordingly, and remove the frustrations of having to take material that is irrelevant and uninteresting.
- The ability to create user profiles/portfolios:
  - What they've accomplished/plan to accomplish.
  - More formal and additional information then the current transcripts.
- Have "export to excel" actually save the report.
- Have unit/department specific site and materials embedded in the eLearning site:
  - What each department has to offer.
- Some type of feedback as to why an answer was wrong on a quiz (feedback bubble/pop-up).
- Make learning more fun/intuitive.
- Include a batch un-enroll feature.
- Keep print diploma.
- Somehow keep the domains current, the majority of the time they are not:
  - Retired/On-leave users remain in domain way too long.
- Absolute standards pertaining to who is responsible for what; black and white.

Interview 35

Interview 35 included facilitator role.

Main Uses:

- Batch/Post enroll
- Group learning plans (Blitz, orientation)
- Tracking staff meetings and in-services
- Compliance verification
- Confirm that all users are assigned the correct domain and have correct patient care status.

Positives:

- eLearning support staff provides detailed instructions and other troubleshooting issues efficiently and in a way that is easily understood.

Negatives:

- Too many new hires are showing in the system as non-patient care employees when everyone should be patient care.
- Batch-enroll:
    - Confusing title and types; so many options and which one is right?
- Never feels confident that they selected the correct module from the catalog.
- Confused by the title “blended activities.”
- Inputting new hires into the system is a pain.
- The catalog is too cumbersome and no real means of filtering to find the desired information.
- Temp employees are never removed from the system automatically:
    - User thought these were supposed to expire within 6 months, but has never happened. Always have to contact eLearning to have them removed.

New System:

- Need new hires to be entered into eLearning simultaneously with HR.
- Some type of reference for catalog numbers so that you don’t have to rely on the search by keyword function that only rarely works.
- Clear standards that dictate who is responsible for what, and ensure all users are in the correct domains.
- A means for the facilitator to edit a user’s job classification to ensure they are receiving the appropriate learning activities.

Interview 36

Interview 36 included manager and facilitator roles.

Main Uses:

- Mandatories
- Group learning plans
- CTO staff in-services

Positives:

- Enrollment management features are very helpful.

Negatives:

- The “express interest” feature has never produced any communication that a class has become available.
- When you submit learning material in eLearning, you can’t go back and recheck/edit the module without contacting eLearning.
    - Add session to existing learning activity
    - Title/path isn’t clear when you want to add material to an existing module.
    - Why should it be necessary to input the title and department name when it doesn’t care what I put in there?
    - The activity code box should be automatically populated with the activities associated with the department/facilitator:
        - The person isn’t logged in at this point, so this wouldn’t really be possible without having the user log in prior to accessing the form.
    - There is no distinction of whether this is a normal enroll or post-enroll, making this a pain.
- The site overall is too cumbersome, too many steps to accomplish a simple task that should be one or two clicks at the most.
- Batch-enroll:
    - When there are sessions that run in sequence, and they want to run all 3 session simultaneously they can’t because the system will say they are already enrolled.
- For up coming “self-taught” lessons, the user is considering using an Adobe program they are comfortable with so they can “just get it up and done” with all the eLearning red tape.

New System:

- A means for users to be able to express interests in educational offerings that actually lets you know when an offering is available.
- A streamlined means of editing/checking department modules in order to continuously improve the educational offerings.
- eLearning should be able to communicate with other educational resources throughout the hospital and University:
    - In this case they would like to be able to have PEERRS activities show in eLearning transcript.
- Allow batch-enrollment for multiple sessions for modules with multiple sessions, and when someone misses a portion of the module, they shouldn’t have to be un-enrolled from the entire learning activity.
- More streamlined and user-friendly interface and processes.
- Better communication when domains are added.

Interview 37

Interview 37 included manager and basic learner roles.

Main Uses:

- This department does not have annual mandatories, or at least none they are aware of.
- There is no facilitator, and the manager didn't even realize they were a manager.

Negatives:

- Catalog; there is too much to sort, no filters to help find desired information; very overwhelming.

New System:

- Have the catalog filter by job class/department.
- Offer more web-based learning activities for training with technologies used in the workforce (e.g. Access, Excel, and Power Point).
- Move all orientation materials to eLearning.
- Add UMID and health evaluation expiration dates to eLearning transcript.
- A master list of who has access to what building/department (access cards).

Interview 38

Interview 38 included facilitator role.

Main Uses:

- Mandatories
- Compliance verification
- Batch/Post-enroll

Positives:

- Reminder emails are a plus, somewhat placing more of the responsibility on the user.
- Blitz menus
- Transcripts are accurate and easy to read.
- Swipe cards for attendance, though still far too much manual inputting required.

Negatives:

- The site is cumbersome and hard to maneuver.
- Too much CareLink information that is not required and taking up a lot of space in individual learning plans.
- Too much broad information; hard to determine what you actually need and no means of filtering the information in a sensible manner.
- Post-enroll often doesn't work correctly:
    - Enroll under one catalog number and post-enroll under another; these should always be the same.
- Can't use learning materials as a reference:
    - The only way to get people to want to learn is to a) make it intuitive, and b) give them a point of reference so if they ever want to check a procedure, and currently they would have to retake everything to ensure they remembered correctly.
- Very little manager/facilitator control.
- Users are remaining non-compliant even after being post-enrolled.
- In the enrollment process, users are asked to choose a manager. It should not be possible to select a manager outside of your domain.
- Users often miss information that is below the fold in the course description.
- The inability to remove retired/on-leave users without having to call eLearning; serious information lag with eLearning and HR
- Many times (especially a blended activity) users believe they are done and are not, so they remain non-compliant, and when reminded about the mandatory always reply with "I've already done this."
- Having modules expire in a short period of time instead of the year.
- Sometimes when searching by the code it will say this doesn't exists, when they knows for a fact that it does.
- When users transfer to another job/department, irrelevant activities relating to their old job are not removed for their learning plan without the process of a facilitator or manager working with an eLearning staff member.

New System:

- Need the ability to create sessions for in-services and staff meeting.
- A means of filtering the catalog search.
- Keep the email reminders, though these should only go to the user so they can be responsible for their own learning. Get the facilitator/manager involved when it is down to the last few days prior to expiration or after they are expired.
- Users need the ability to un-enroll themselves from non-mandatory activities.
- A master list of mandatories by job classification/description.

- Have the swipe cards automatically produce an attendance record that can be uploaded and understood by eLearning; eliminated the manual post-enroll steps.
- The ability to add people outside of their domain for in-services and staff meetings.

Interview 39

Interview 39 included manager role.

Main Uses:

- Mandatories:
  - Would like to have more departmental resources on eLearning.
- Compliance verification

Positives:

- eLearning support is very efficient and helpful.
- Email compliance reports.

Negatives:

- Too much clutter in learning plans:
  - Have older material expire and removed from learning plans. This requires additional time for the user to sort through old material.
- Catalog is difficult to search without exact title or catalog number.
- Not enough offerings for BLS.
- Not enough accessible computers during mandatory crunch time.
- Information lags between HR and eLearning.

New System:

- More training opportunities form managers and facilitators on how to create more learning opportunities on eLearning.
- A means of sorting the catalog by department.
- New material:
  - Patient related activities
  - New equipment training
  - More resources
  - Additional department specific activities

Interview 40

Interview 40 included facilitator role.

Main Uses:

- Responsible for personal and technical development of staff.
- Monitor mandatories:
  - MCIT, UMHS, and CareLink
- Compliance verification

Positives:

- Drastically reduces paperwork.
- Efficient means of tracking competencies.
- Support from eLearning is helpful, though always have to leave a message and hope they can get back to you in the time needed.

Negatives:

- Too cumbersome; repetitive/redundant steps:
  - Managers and facilitators get used to the nuances and develop patterns, though the average user only uses eLearning for mandatories, and the additional steps cause confusion and frustration.
- Burden to enter non-UMHS activities:
  - People don't take the additional time to enter non-UMHS activities; transcript isn't a complete reflection of user competencies.
- Too difficult to edit non-UMHS materials.
- eLearning and other University learning resources don't communicate well if at all.
- Difficult to locate users:
  - Users in the wrong domain.
  - Information lags time between HR and eLearning.
- For some reason, they randomly lose access to domains:
  - Get one back, and then lose another.
- Security concerns:
  - It seems that anyone can call and get access to any domain.
  - Too much information can be accessed (UMID).
- Search function:
  - Don't really use, to painful and frustrating.
  - Can't ever find class or person.
  - Takes multiple times to find what you are looking for.
- No means of sorting catalog by job classification.
- New domains still have old titles:
  - Old information is not removed when it supposed to be replaced by new (e.g. Telecommunications).
  - Most of the high level domains for MCIT are incorrect; the only correct one is MCID.
- Session time-out is too short and there is no warning.
- Roll-ups are still a mess:
  - Turned over information 18 months ago and it's still wrong.

New System:

- Add additional materials to eLearning.
- Present the information to the users in one simple step:
  - What you are responsible for?
  - Steps to becoming compliant.
  - Resources related to the learning material.
- Add annual employee evaluations to eLearning.

- Add orientation materials to eLearning:
    - For this to be successful, HR information must enter eLearning system immediately.
- Establish efficient communication between eLearning, other learning technologies (e.g. MAIS), and other departments (e.g. HR).
- Integrate with PeopleSoft.
- A clear definition of roles (user, facilitator, training coordinator, manager, etc.).
- Increase the amount of time before session times-out, also warn the user that their session is about to expire.

Interview 41

Interview 41 included manager and facilitator roles.

Main Uses:

- Training and staff development for over 1400 employees.
- Adult education programs:
    - GED, English as a 2nd language, study skills (college prep).
- Customer service training
- Diversity training
- Compliance verification

Negatives:

- Selecting domains:
    - Everything is selected, must take the time to deselect all the domains not needed.
- Learning Plans:
    - No way back to class list without having to hit the back button.
- Too many processes with too many steps.
- Can only do one thing at a time; takes too long.
- Search by keywords does not produce the correct results.
- Users get frustrated with eLearning and do not receive optimal benefits from the system in order to avoid the frustration.
- People constantly being assigned the wrong mandatories (fire safety).

New System:

- Reduce the number of clicks.
- Add a deselect all option to the select a domain area, or do not have them all selected as default:
    - Also, when a root domain is selected, all the child domains should appear selected.
- Give facilitators more powers so they don’t have to contact eLearning to accomplish most tasks.
- When advertising eLearning activities, include the catalog number or keywords in the advertisement.
- An efficient procedure for facilitators to remove materials from individual learning plans that don’t belong there.
- Absolute standards that clearly define which competencies are required for which department/job class, and exactly what determines if they belong in a specific class (patient care, non-patient care).
- More intuitive instructions for operating eLearning and utilizing its offerings.
- Facilitators should have the ability to add non-UMHS materials and activities:
    - Users aren’t going to add these themselves when frustrated by the system.
- Connect eLearning with other UMHS, HR, and other campus learning programs.

Other:

- They are implementing a new system in which the users view the learning materials, and then have a quiz, in which each user replies with a remote control, and receive instant feedback to their results.

Interview 42

Interview 42 included facilitator role.

Main Uses:

- Ensure instructional materials are on eLearning.
- Post-enroll non-UMHS activities.
- Compliance verification

Positives:

- Electronic tracking has been a great asset.
- eLearning support is very efficient and helpful.

Negatives:

- During Blitz, users remained non-compliant long after they complete their competencies.
- Must un-enroll users on leave, and then re-enroll them once they return to keep the department compliant.
- No reasoning to the way in-services are sorted in transcript.
- Enrollment management is a pain.
- Users believe they have completed their competencies and remain non-compliant.
- Search function rarely produces desired results.
- Lag time for HR information to be entered in eLearning system:
    - New hires always cause non-compliance, takes forever for information to be current.

New System:

- Post-enroll:
    - Save information (name, UMID, etc.), it's always going to be the same, save steps/time.
- Add an "on-leave" option so the users don't have to be retired, then re-enrolled.
- Establish guidelines/timeline for instructors to post results/attendance:
    - Some instructors take a long time to post, or it takes a long time to show in transcript.
- Eventually have every training session available in eLearning.
- Need a means of looking at users outside of domain:
    - Would make it easier to determine why users are in the wrong domain.
- Email competencies reminders should go directly to the user, not the manager.
- Have all MA mandatories on eLearning.

Interview 43

Interview 43 included manager and facilitator roles.

Main Uses:

- Mandatories.
- Uses email reminders to disburse the information to the relevant supervisors that employee’s competencies are due.

Positives:

- Seems relatively user-friendly, but don’t really use the system for anything other then mandatories.

Negatives:

- Often times the wrong manager is assigned.
- Often has audio issues, though feels confident enough in the material to not resolve the issue and just take the quiz.

New System:

- More information on the educational and tracking opportunities that the system offers a department or job classification, and how to go about offering these opportunities to staff; be more proactive.

Interview 44

Interview 44 included manager and facilitator.

Main Uses:

- Mandatories
- Compliance verification.
- Search catalog:
    - Uses main title, keywords if without main title, that can get a bit frustrating.
- Doesn't run reports, relies on email reminders.

Positives:

- Email reminders

Negatives:

- The facilitator training was too much information at once, and wasn't able to obtain much information.
- Outside Interest Disclosure 2008:
    - Won't come off learning plan, still states "in progress," then click launch and it says complete.

Interview 45

Interview 45 included manager role.

Main Uses:
- Mandatories
- Departmental competencies
- Compliance verification
- Manager reports

Positives:
- Manager reports

Negatives:
- Learning activities remain in learning plans after complete; stating “in progress.”
- Inconsistencies with who is responsible for what mandatories (fire safety).
- Users in domain that don’t belong there.
- Searching the catalog is tedious when attempting to locate desired information:
    - Most often sorting through the entire catalog to find what you want, and to ensure you selected the correct module.
    - Would rather search by code.
- The date range in the transcript area is very confusing.

New System:
- Would like to add all CE and orientation materials to eLearning:
    - Professional development and certifications.
    - Areas specific to nuclear medicine.
    - Other non-nuclear medicine related CE activities.
- Create standards for CE instead of the present randomness.
- More accessible departmental resources:
    - In-services
    - Staff meetings
    - Tools for Nuclear Medicine.
- Tools for Nuclear Medicine students and residents:
    - A lot of this is presently paper-based and presented in person.
- Add departmental student evaluations:
    - This department works with other colleges where nuclear medicine students spend an academic year with UMHS Nuclear Medicine. They are assigned a different mentor to work with monthly, and at the end of each month are evaluated. “eLearning would be a great place to access this information.”
- Regulatory requirements:
    - Quality control of equipment.
    - Q&A programs
    - Documentation and reminders

Interview 46

Interview 46 included manager role.

Main Uses:
- Mandatories
- Compliance verification

Positives:
- Add non-UMHS materials and they mysteriously disappear.

Negatives:
- Modules contain too much content at once for busy schedule.

New System:
- Ability to sort catalog by job classification.
- Emails about new educational offerings specific to your field/department.
- Provide a date that a class originated so you don’t take the same class twice and are aware when a new class is available.
- There should be an option just to take the quiz if the material is the same year after year.

Interview 47

Interview 47 included facilitator role.

Main Uses:

- Mandatories
- Doesn't find it necessary to run reports with the email reminders.

Negatives:

- Too cumbersome; too many steps involved for most processes.
- Layout: too much information, just show me what I have to do and any other offerings that may be helpful to me.
- Users finish modules and it still says "in progress" in learning plan.
- The process of developing a module to the time it is published and available is way too long.
- No efficient means of sorting through the catalog.
- Users that transfer from another department, their past mandatories remain in learning plan, which frustrates the user and takes time for the facilitator to have them removed.
- Certain completed activities never showed up as complete in transcript (e.g. dressing change).

New System:

- Allow users to receive credit for just taking the quiz, most modules they have already watched for previous mandatories.
- Add other training activities such as departmental technologies, training manuals, reference materials.
- Add a means of efficiently sorting through the catalog, group together by job classifications/departments.
- Another means of sorting catalog classification:
    - Mandatories, CE, Departmental Competencies

Interview 48

Interview 48 included facilitator role.

Main Uses:

- Batch/Post-enroll
- Blitz
- Group learning plans
- Compliance verification
- Reports

Positives:

- Batch/Post-enroll abilities.
- Email reminders
- Completed mandatories will not leave learning plans.
- eLearning support staff is friendly and helpful.

Negatives:

- Reports:
    - o The steps that seem logical to pull reports regarding specific information never produce desired information, often producing no information at all.
- Search by keyword rarely finds desired information, try to use full title or catalog number.
- It is confusing when presented with all the different types of activities, which only applies to a specific class (blended activities).

New System:

- More training on how eLearning can be utilized on all levels (user, departmental).
- Email reminders for classes that employees sign up for on their own.
- Keep “sort by date” in transcript.

Interview 49

Interview 49 included manager role.

Main Uses:

- Mandatories
- Compliance verification

Negatives:

- Classes contain too much content at once for nursing staff, they do not have 20+ minutes to sit and watch a video during work hours.
- The way the catalog is presently organized, it is difficult to determine whether this is material that the user has already taken or newer material.
- Add non-UMHS activities….and they mysteriously disappear from the user's transcript.

New System:

- There should be an option just to take the quiz when the video or demo material remains the same from year to year.
- Ability to sort catalog by job classification.
- Emails about new learning activities specific to department/field.

Interview 50

Interview 50 included facilitator role.

Main Uses:

- Mandatories
- Compliance verification

Negatives:

- Complete modules and they remain in learning plan as in progress:
    - User feels there is no reason to make the demo/video a requirement; just the quiz.
- The process of developing a module to the time it is publish takes way too long.
- When users transfer from another department, old requirements remain on learning plan; frustrating user and making extra work for facilitator.
- Instructor led course not showing up in transcript as complete (Dressing Change module was the most recent).

New System:

- Would use for other departmental competencies and orientation activities if the system were easier to use, and it took less time to develop/publish the materials.
- The current layout is too much information; the login page just provide information about what needs to be done annually, when each module is due, and the steps needed to remain compliant.
- Email compliance reports should go to the facilitator, not the manager.
- Add other departmental resources and training references:
    - This would already be done if it wasn't such a long and frustrating process to get on eLearning. Need a drastic cut in time.
- A means of sorting through the catalog to get to the desired information more efficiently (job class/description, department).
- Catalog titles are confusing.
- Sort the transcript by job classification:
    - Professional, CE, Departmental Competencies

Interview 51

Interview 51 included facilitator role.

Main Uses:

- Batch/Post-enroll
- Blitz
- Group learning plans
- Compliance status reports (email)
- Help staff that may not have the computer skills necessary to complete the modules or access to a computer.

Positives:

- Batch/Post-enroll capabilities.
- Email reminders and the time it gives managers to have employees remain compliant.
- Un-enrolling users as the facilitator works well.
- eLearning help support staff is very helpful and friendly, though it is a bit frustrating to always have to leave a message.

Negatives:

- Not user friendly.
- Completing a module, remains as in progress in the learning plan, so users retake the same module in hopes of gaining complete status.
- When attempting to run a report, the steps that seem logical to obtain specific information end up with no results. Very confusing, doesn't seem to work correctly.
- Search function work sometimes, but not reliable at all:
  - Looking for the advanced EWS class; search for EWS, and the results are zero; but then go through batch-enroll and they were able to locate EWS 2.
- Type of activity (search) is very confusing as to what those types are; the titles are unclear (Blended Activity, Instructor Led Course, On the Job Training, etc.).

New System:

- Need the ability to change due dates for learning activities and mandatories as long as it is within that 12 month period, so people can group their activities together and get them done at one time, then they don't have to be concerned for another year.
- Additional training for managers/facilitator/instructional designers, and users on how to utilize eLearning within their department.
- Add email reminders for learning activities that users sign up for on their own.
- Keep "sort by date" in transcript.

Interview 52

Interview 52 included manager and instructor roles.

Main Uses:

- Mandatories
- Compliance verification

Positives:

- Completing modules from home worked very well.

Negatives:

- This department has had a non-compliant user for a long period of time that is in fact compliant, yet it has never been fixed after contacting eLearning multiple times.
- Not user-friendly at all.
- Not intuitive
- Learning plans are unorganized, users just hit keys and hope they get what they are looking for; feel like they are going in a circle.
- Don't really have time to explore everything eLearning has to offer.
- Domains are a mess:
    - New hire from 04/08 is still not in their domain, yet a retired employee from 12/07 remains in the domain.

New System:

- Currently developing many modules and learning activities that they would like to have on eLearning.
- Would like a more Google type interface that actually works.
- Brief training and an abundance of training materials that will help users of all levels to learn to utilize eLearning.

Interview 53

Interview 53 included manager role.

Main Uses:

- Mandatories

Negatives:

- Difficult for employees to find time to work on modules and other eLearning activities.
- eLearning is not well known. Needs to “advertise” what it offers users of all levels.
- Not all employees have computer access.
- Content is boring; need a means of engaging the user.
- Catalog is not user-friendly.

New System:

- Need the ability to start and stop modules and be allowed to resume from previous spot.
- More manager/facilitator training geared towards users who may not understand all the technical talk.
- Need to engage the user more, let them actually learn something they can use.
- Need a means of sorting though the catalog more efficiently.
- Additional class details (what it is, where it is, what needs to be done and by when).

Interview 54

Interview 54 included manager and facilitator roles.

Main Uses:

- Mandatories
- Blitz
- Departmental competencies
- CareLink training
- Some orientation materials (CNO and other tracking)
- Compliance verification

Positives:

- eLearning support staff is very friendly and helpful, though having to leave a message and wait for a return call can be ineffective when you need something right then.

Negatives:

- People always end up in the wrong domains. People not being removed from domains when they are retired.
- Not intuitive for health care workers.
- Tough and painful to navigate.
- Terms used in learning plans are meaningless to the user.
- No logical sorting order in learning plan and transcript.
- Never fully confident that the learning activity is complete. It says complete, but in learning plan it will remain as “in progress.”
- Learning activities with multiple parts do not seem connected, put everything in one spot, when the user clicks complete, it should mean they are done.
- Too many (confusing) steps in batch/post-enroll.
- Have very little luck finding anything in the catalog:
    - Too many options to choose from in the search area.
    - Catalog numbers are meaningless and intimidating for facilitators to use and hope they chose the correct one.
- It is so cumbersome that users can’t take care of simple issues without the facilitator’s or manager’s assistance.
- Poor grades remain on the transcript, even after an acceptable grade is obtained. Users get anxious that this is going to remain on their permanent record and negatively effect chances for promotions or even wind up losing their job.
- “Blended activities;” blended means something different to everyone, so that makes it confusing, and then it shows up divided in the transcript, making it even more confusing.
- eLearning needs to be more of an asset for Blitz then a liability (extra work).
- Life Support services needs to adapt to the eLearning paperless way of tracking, it is entirely way too much work to manually enter their information, and they tend to fax over hand-written attendance sheets for post-enrolling.
- Enrollment management; can eventually find what you are looking for, though the steps do not seem logical.

New System:

- User home/start page; present them with everything that is due, when it is due, and what needs to be done to remain compliant. They don’t need to be presented with all of this confusing material and terms that really only mean something to the administrative staff.
- Replace learning plan with a customizable home for the user that spells out what they are responsible for, and what other learning activities may be helpful in their specific field.
- A clear distinction/definition of terms used in eLearning, specifically mandatories, modules, competencies, CEU’s, etc.

- Use language more geared towards the average person then academia.
- It must be made clear that learning activities are also required along with the quiz; this would solve an abundance of facilitator and user headaches. The learning module should be connected with the quiz to save any confusion.
- The ability to adjust learning activity and mandatory due dates so long as they are within the annual deadline so that employees can take care of all of these during Blitz.
- They feel the user should be able to minimize the quiz and reference the learning materials to find the answer.
- The ability to un-enroll users outside out your domain because there are often activities that involved users from multiple domains.
- Rename “retired;” they are most likely not retired, but transferred, terminated, contract expired, temporary staff. The same classification is used for someone that was terminated as someone on maternity leave (active/not active).

Interview 55

Interview 55 included facilitator role.

Main Uses:

- Educational technologies for resident program (would like to get this material on eLearning).
- Mandatories
- Compliance verification

Negatives:

- Often times cannot locate desired learning activity searching the catalog. There is no user-friendly means of sorting the materials to only see materials relevant to your department.

New System:

- Need the ability to run customized reports:
  - A report that will track resident's scores, when they took it, how much time it took, etc.
  - Who is meeting departmental competency levels in specific areas.
  - Pre-test and test scores associated with a specific learning activity using meta-tags in Question Mark.
- Templates require HTML knowledge, would like to see question mark so that departments have more control over their own content.
- A more user-friendly tool for departments to control/publish their own materials (they gave the example SiteMaker: http://sitemaker.umich.edu/sitemaker.resources/home).
- Expand educational activities beyond mandatories, give people the tools to flourish in their careers.
- Have a specific user with each department be a direct contact person with eLearning (e.g. affiliate with C-Tools).
- Clear standards that define who is responsible for what (patient-care, non-patient-care).
- Email competency reports should go the facilitator only, and then they can disburse the information to the relevant users. They are more likely to take an email seriously from within their department then one they are disconnected from.

Interview 56

Interview 56 included facilitator role.

Main Uses:

- Mandatories
- Departmental competencies
- Batch/Post-enroll

Positives:

- The ability to batch/post-enroll, though the processes themselves are very tedious, need to be a lot more efficient.

Negatives:

- People are spread out in multiple domains, constantly in the wrong domain.
- Listed as the "owner" of a competency, and can't get it off the learning plan.
- Too hard to explain blended activities, too much of a disconnect between activities.
- Difficult for the user to figure out how to enroll/un-enroll, lots of extra work for the facilitator.
- User's transcripts/records are rarely current, and learning plans often have very old material still lingering.
- Takes way too long for new hires to make it into eLearning, temps must be manually entered, and then eLearning contacted to have them removed.
- People are always being assigned the wrong fire safety.
- Un-enroll users from learning activities, then they mysteriously reappear.
- When they add new units within the department, which happens quite frequently, these people are never in the correct domain.
- It is easier to un-enroll an user as the facilitator then to explain how to do it themselves:
    - Users and facilitators should have similar screens; user has more functionality with un-enrolling than facilitators.
- Pulling reports are difficult and time consuming. Trying to pull a report to check compliance for a specific activity should be simple.
- Need a more efficient batch-enroll process for MTV; get the credit without having to do each activity separately.
- Learning Plans; "learning activities removed from this plan" still there, now says "removed by …………..", If it's removed, it shouldn't be seen.
- Learning plan is empty, but it is still on the schedule, and then still shows on manager report as non-compliant.
- Reports are "just way too hard." Not sure what to select for desired information; titles are similar.
- Department got a new manager, and they have no one in their domain, everyone is still in old manager, and old manager receives email compliance reports.
- Temps, traveling nurses, etc. are not in the correct domains, yet they are in the HR system.
- Users do not show in reports when they are registered for a few specific modules but are not part of a group learning plan (not a true report).
- Takes too much time and resources to constantly contact eLearning to have people and learning activities removed.

New System:

- Compliance status email reports should go directly to the facilitator, not manager.
- Would like to put a lot of other learning materials on eLearning, including orientation materials/tracking; there are so many steps to go through to get done what needs to be done.

- Come up with some type of system that ensures users are being assigned the correct materials (fire safety).
- Simple, logical steps:
    - Blended activity; put in a logical order 1) open browser and log in 2) check status 3) click expiring materials 4) click specific competency due 5) explore learning material 6) take quiz and be done.
- Clear standards for each job classification defining who is responsible for what.
- Desperately need a batch un-enroll feature. Presently done one user and one module at a time, very time confusing:
    - Should be able to select the user, select all relevant competencies/modules, give reason for un-enroll and be done.
- Facilitators should have all the capabilities of a manager.
- Need more readily available facilitator training; realize the diverse pool of users that work within these departments.
- In the class description, include more specific directions and locations.
- Combine transcript and certification, would help with pulling reports.
- Give facilitators more control (e.g. edit due dates for competencies and mandatories, as long as they are with in the annual due date).
- Need more batch processes at the facilitator level to automate more tasks, especially when things need to be done after hours and on the weekend.
- Make the “topic resource – no credit” more accessible so that people don’t think they have to retake a module to obtain the desired information.
- Need the ability to batch delete and change dates (huge timesaver).
- Customizable reports; even include users outside of your domain.

Interview 57

Interview 57 included facilitator role.

Main Uses:

- Mandatories
- Blitz
- Compliance verification
- Batch/Post-enroll

Positives:

- Email compliance reminders, reports are too difficult with the multiple domains; they rely entirely on email reminders.

Negatives:

- The way the domains are setup it is difficult to manage tasks when people you are responsible for are spread out over multiple domains.
- Blitz is a nightmare:
    - 17 different menus with nurses spread out over multiple domains are just too difficult to manage.
    - Nurses are specialized, and spread out over 30 domains.
- With so many domains it is very difficult and frustrating trying to track compliance.
- The site is not user-friendly:
    - There are too many repetitive and redundant steps for facilitators to accomplish tasks efficiently.
    - The users are frustrated as they complete modules and it remains in learning plan as "in progress."
- The domain numbers are tied to department ID numbers and encompass all personnel in that area. I am interested in nursing staff only and am uncomfortable with being identified as the facilitator for staff I've never heard of. For example, I frequently get automated e-mails about staff in my areas that do not have a manager assigned. These are typically non-nursing staff and I have no idea who is really responsible for their records.
- Since I work with Specialty areas, nurses that I group together for payroll and other purposes are often attached to various department IDs (dozens of them). I can't access groups in eLearning that I consider "groups" for all the rest of my work. (This could just be a training issue, because I suspect I could pull them up by manager. However, one manager has several areas, so I'm not sure where that leaves us).
- Dual appointments present a problem. If a nurse is attached to two departments through two appointments, and we're not the primary, I can't access her/his record at all.
- Batch-enrollment is not a time or labor saver for us:
    - Our nurses are highly specialized. At Blitz time, it's unusual for a large group of them to all need the same learning activities. We wind up with almost as many menus and as many enrollments as we have nurses. I have never been able to do this without someone else's help. In the end, it seems like it would be less confusing to just develop individual plans for each nurse.

New System:

- More extensive facilitator training and tools:
    - Ways to save time
    - Cheat sheets
- Simplify group learning plans and batch/post-enroll processes.

Interview 58

Interview 58 included facilitator role.

Main Uses:

- Compliance verification
- Update non-UMHS activities and CEU’s.
- Reports
- Search for classes and other activities.
- Mandatories

Positives:

- Overall the support staff is very helpful.

Negatives:

- Difficult to track compliance when people are spread out over multiple domains.
- Setting up GLP’s are not user-friendly or intuitive.
- When users transfer to a new position, their old mandatories are combined with their new mandatories, they are not removed from the old domain when placed in the new one.
- A lot of time is wasted trying to fix things in the system that should be automated.

Interview 59

Interview 59 included manager role.

Main Uses:

- Mandatories
- CareLink training
- Entering non-UMHS activities, in-services, and staff meetings.
- Tracking all CEU's, mandatories, competencies, and other learning activities.

Positives:

- Ability to track everyone's continuing education.

Negatives:

- Having signed up for an activity and it won't show up in learning plan.
- Search by keyword rarely produces desired results.

New System:

- Would like to offer more departmental resources and learning activities with eLearning.

Interview 60

Interview 60 included manager and facilitator roles.

Main Uses:

- Foundations For Successful Leadership
- Mandatories
- Departmental competencies
- Leadership development and brown bag sessions.
- The user provides students with “strategic keywords” to help them with sorting through the search and catalog.
- Batch/Post-enroll

Positives:

- Attendance tracking
- Ability to email students/group.
- Waitlist function (utilized nearly every session)
- Printable roster is very helpful.

Negatives:

- Post-enroll process is very confusing and not intuitive or efficient.
- For “pass/fail” modules, it is totally unnecessary to enter grades/scores, yet the system requires this.
- If a specific activity has 10 separate sessions, each session appears as a separate activity in catalog.
- The department has the card swiping technology, but no idea how to use it.

New System:

- As an instructor they could use the ability to ask more “data” questions during registration (currently done by emailing each user during post registration).
- More user-friendly, intuitive.
- Eliminate the disconnect with multi-session modules/activities.
- For specific events, the ability to batch email more than 100 users at a time (e.g. Diversity Summit).

Interview 61

Interview 61 included manager role.

Main Uses:

- Mandatories
- Compliance verification
- Manager reports
- Has a facilitator that adds classes/activities

Positives:

- Email competency reminders

Negatives:

- People are done with mandatory and it remains “in progress” and non-compliant (fire safety).
  - This takes away from the usefulness of the email reminders when the manager/facilitator is forced to go check if they really didn’t complete the module.
- Mainly search by keyword, never seem to find what they are looking for efficiently.

New System:

- The means of pulling a report for a specific user, and see what they’ve done, what needs to be done and by when, and how they have done on completed activities.
- More efficient batch/post-enroll functions.
- Ability to print customized transcripts, only print specific activities.
- Keep compliance emails

Interview 62

Interview 62 included facilitator role.

Main Uses:

- Check domains to ensure users re in the correct domains.
- Mandatories
- Compliance verification
- Batch/Post-enroll

Positives:

- Competency email reminders.
- The ability the batch email.

Negatives:

- The “Express Interest” never produces a response.
- There is no logical order to the presentation of the learning plan.
- Once an activity moves to in progress you can longer see the due date.
- Lag time for information from HR to be current in eLearning making domains a mess.
- The advanced search features are not very functional.
- Schedule an employee for a learning activity; the class/activity gets cancelled and the user is not notified.
- Try to avoid batch/post-enroll because it takes more time then it saves, would use it if it was more efficient.
- Export to Excel doesn’t work well at all.
- Past requirement that are no longer required linger in learning plans and reports.
- Information on content experts does not remain current; who do I contact?

New System:

- Establish standards for patient-care and non-patient-care so users are assigned the correct modules.
- Easier means of adding in-services.
- Reduce the red tape to add materials to eLearning.
- Better clarification as to how is eligible for a specific activity.
- There should be an email reminder to the participant 1-3 days prior to the activity.
- Departmental competencies which are done annually and updates every 5 years are currently all tracked using paper, would like to at least move the tracking to eLearning.
- A super-facilitator role that would allow capable users to make changes or give credit without having to contact eLearning.
- Would like to implement the swipe cards as long as it makes the enrollment process more efficient and doesn’t add additional work.
- The ability for new hires and temps to take classes before they are in the system (map out orientation).
- Be more proactive. Let each department/job classification know what eLearning has to offer that is beneficial to them.
- Add departmental resources.
- Remove all irrelevant materials from learning plans and reports.
- Decipher what parts of each module are essential to each job classification/role.

Interview 63

Interview 63 included manager and facilitator roles.

Main Uses:

- Resident CEU's
- Compliance verification
- Mandatories
- Batch/Post-enroll
- Manager reports

Positives:

- Search by keyword seems to work well.
- The techs within the department utilize the add non-UMHS activities function to track continuing education.
- Reports on domains are somewhat helpful, could provide a lot more information.
- Keep the ability to see how many seats are available and the waitlist feature.

Negatives:

- Compliance emails and reports seem to have a lot of inaccuracies.
- Users finish module, it remains in progress; have to take time and resources to make sure they did it, and then call eLearning to get them credit.
- Batch/Post-enroll should be extremely more efficient and user-friendly. It's "o.k." for someone that constantly uses these functions, they can develop their own patterns.
- For users that work in multiple domains, the managers should only see what is required for the user in their department, and not include the all the activities they are responsible for across all the domains they work within:
    - Full competency list shows in both manager reports, when they should only see the one relevant to their department.
- A lot of time/resources are used just ensuring that all the individual learning plans are correct.
- Swipe cards actually made enrolment management less efficient.
- The processes are counter-intuitive for users new to eLearning (e.g. having to take modules/quizzes multiple times because they didn't click the correct link when they were finished.

New System:

- Need to expand the capabilities of batch/post-enrolling via a spreadsheet, and then provide intuitive instructions on how to utilize it.
- A more efficient means of sorting through the catalog more efficiently.
- A master list of catalog numbers.
- A master grid that defines who exactly is responsible for what (dept. competencies, mandatories per department and job classification, CEU's documentation and tracking).
- Would like if mandatories and learning activites were arranged like the Blitz, where everyone within the department or job class came up at the same time, not by hire date:
    - Much easier to track
    - Reduce the amount of emails received by managers for expiring competencies.
- Customizable reports:
    - Would like to see what due dates are approaching more than 30 days in advance.
- Some type of confirmation that correct activities were added to a user's learning plan.
- Collaboration tools

Interview 64

Interview 64 included manager and facilitator roles.

Main Uses:

- Compliance verification
- Printable rosters and domains
- Adding group and non-UMHS activities
- Batch/Post-enroll:
- Selecting managers for new staff.

Positives:

- With enrollment management, selecting a group has improved.
- eLearning support staff is very helpful.
- Email compliance reminders, they don't have the need to pull reports with the email reminders.
- Keep printable transcripts and the ability to limit the time frame printed.

Negatives:

- Users within the department must also track competencies with the ADA (American Dietetics Association), and they are frustrated that they have to track their competencies in 2 separate locations.
- Out-patient employees are receiving CareLink activities in their learning plans, call to have them removed, and then they randomly reappear.
- The batch/post-enroll processes are not very efficient.
- For the user, the system lack intuitiveness:
    - They are not confident they are signed up for the correct activity.
    - Rarely confident they completed the entire module.
- Too many repetitive/redundant steps.

New System:

- Would like to add departmental competencies and resources but don't feel they have the staff resources to build the modules.
- Would like to track orientation materials on eLearning, but lack the coordinator to get the materials on eLearning
- Med School activities should be automatically associated with eLearning.
- Need the ability to add users and give them credit outside of a specified domain.
- Would like the ability to develop and publish their own quizzes without as much contact with eLearning:
    - Eliminate the wait for having activities posted by the eLearning staff.
- Too many barriers to get new hires and outside students on the eLearning system.
- The ability to combine learning activities into fewer groups to clean up space.
- Implement an expiration date for older materials so they are removed from learning plans.
- This department gives quizzes during the interview process prior to a hiring decision, and it would be nice to have these on eLearning, but would require the manager/facilitator to have the ability to add users without contacting eLearning.
- Move all orientation materials and tracking to eLearning.
- The ability for interactive learning simulation:
    - Intuitive; new questions are derived from past responses.

Interview 65

Interview 65 included manager, facilitator, and basic learner roles.

Main Uses:

- Mandatories
- Departmental competencies
- Batch/Post-enroll
- Compliance verification

Negatives:

- Attempted to enroll users in activities, was unsuccessful and frustrated by the process so never tried again.
- Users having to modules multiple times before becoming compliant (fire safety).

New System:

- Ability to enter notes/highlights from staff meetings and other required activities.
- Eliminate approval red tape for implementing new modules.

Interview 66

Interview 66 included manager, facilitator, and basic learner roles.

Main Uses:

- Mandatories
- Compliance verification

Positives:

- Keep compliance emails; we don't find the need to run reports with the email reminders.

Negatives:

- Had to add a module once and it was a painful process.
- Domains are a mess; have to change each employee individually.
- Domains are all selected when you go to pull a report (select a domain section).
- Loading materials for new/temp employees is a pain and not efficient at all:
    - Have to find each user, assign them a manager, then attempt to batch-enroll them.
- Information lags with HR and eLearning.
- So many steps just to un-enroll a user.
- Confusion between on-leave and retired status.
- The navigation is confusing with batch/post-enroll, should be more consolidated; less steps.
- Users get confused and frustrated, while taking up too many resources just to comply with mandatories (they must be walked through a lot of processes):
    - Too many illogical steps
    - Confusing illogical navigation
    - Non-intuitive
    - Blended activities magnify the confusion.
- Search function is relatively useless. If you are lucky enough to find what you are looking for, it is unclear which section you really want.
- It is not real clear on who is eligible to take what class:
    - For some reason they have the capability to enroll in activities they aren't eligible to partake in, and are embarrassed and frustrated when they show up for a class on their own time and are told they must leave.
- Interface is not user-friendly; too many repetitive/redundant steps.
- Users are not assigned managers, then forced to choose one.
- Have to manually load all mandatories for temps.