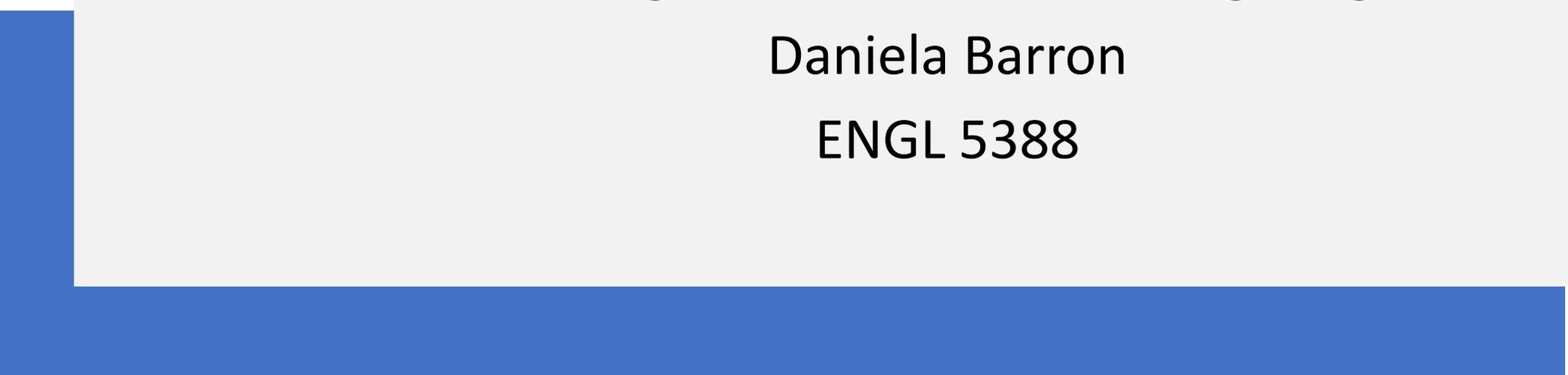


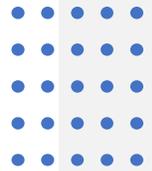
UX Test Report

Undergraduate Course Offerings Page

Daniela Barron

ENGL 5388





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Background: Site Navigation Menu

<http://www.depts.ttu.edu/english/>

- From the website's homepage, users can navigate to the Course Offerings page by one of several ways:
 - Using breadcrumbs navigation on the top of the screen, they can click Undergraduate, and then click "Current Courses" under the "Courses Section" of the drop-down menu.
 - The user can scroll down near the bottom of the homepage and click on the black button that says "Course Offerings: Undergraduate"
 - The user can click on "Advising" under the "About" drop-down menu from the breadcrumbs navigation at the top, and then click on the link "English Course Descriptions."

Background: Function of the course offerings pg
http://www.depts.ttu.edu/english/course_offerings/undergrad_course_offerings.php

Users would use the course offerings page to:

- View the day of the week and time of each course
- View the course numbers and CRNs of each course
- View the name of each course
- View the professor who is teaching each course
- View course descriptions by respective professors

Offers the ability for users to filter out course descriptions based on:

- Type (All, Honors, Onsite, Distance, Hybrid)
- Focus (All, Literature, Creative Writing, Linguistics, Technical Communication)
- Days (All, MWF, MW, TR, Monday, Tuesday, Wednesday, Thursday, Friday)
- Course Level (All, 2000, 3000, 4000)

Testing Objectives

The primary objectives of the UX test were to understand:

- Users' experiences navigating to the Course Offerings page, specifically:
 - Pain points while navigating to the page
 - Satisfaction and difficulties while navigating to the course offerings page
- Users' expectations of the course offerings page design
 - Levels of perceived helpfulness and satisfaction with design components currently required for the page design.

With the knowledge gained through the UX testing, I will propose new design concepts for the upcoming redesigned version of the department website.

Representative User Profile

The representative user would visit the course offerings page to:

- View the day of the week and time of each course
- View the course numbers and CRNs of each course
- View the name of each course
- View the professor who is teaching each course
- View course descriptions by respective professors
- Plan which courses to take in the upcoming semester

Representative User Profile

- The ideal test user would be:
 - Current undergraduate students in the English Department who are not yet in their final semester.
- The reason for using undergraduate users not yet in their graduating semester is because those are the users who will be affected by the redesign of the site.



Actual User Profiles



- Users were recruited through undergraduate English classes, through their professors via email.

User #	Type of Student	Focus	Classification
User 1	Distance	Literature	Junior
User 2	Distance	Technical Communication	Senior
User 3	On Site	Literature and Technical Communication	Junior

Scenarios and Tasks

Users were asked to complete two tasks:

- Navigate from the department website's homepage to the undergraduate course offerings page
- Draw on a blank page with minimal design the design they would expect to see for the undergraduate course offerings page.

[Click here](#) to see more details about the scenarios and tasks

Methodology

- Pre-test questionnaire (regarding consent, user, and demographics)
- Task 1: Site Navigation
 - Hypothetical methodology (Close-ended task)
 - Concurrent Think Aloud Protocol
 - Post Task 1 Survey [to measure satisfaction and ease of use]
- Task 2: Blank-Page Course Offerings Design Implementation
 - Forensic Methodology (open-ended task)
 - Active Intervention
 - Post Task 2 Survey
 - Post-Test Retrospective Uncued Recall
- Summative After-Task Interview
- During piloting, a few changes to the script were made for instructional clarity, due to remote testing environment.

Qualitative Data: Task 1, User 1

Observations	User's Comments	Suggestions
<ul style="list-style-type: none">• User was squinting and leaning closer to their screen.• Number of clicks: 1• Time-on-Task: 8 seconds	<ul style="list-style-type: none">• User asks to scrolls down.• User says they want to scroll further towards the bottom.• User comments that they have used the site before.• User asks to click on "Course Offerings: Undergraduate" button.	<ul style="list-style-type: none">• Put more functional features, such as 'course offerings' button tabs nearer to the top of the page.• Declutter the page's text, so that the user does not have to squint or try too hard to find the option they are looking for.

Qualitative Data: Task 1, User 2

Observations	User's Comments	Suggestions
<ul style="list-style-type: none">• User was squinting and leaning closer to their screen.• Number of Clicks: 1• Time-on-Task: 10 seconds	<ul style="list-style-type: none">• User asks to scrolls down.• User says they want to scroll further towards the bottom.• User asks to click on “Course Offerings: Undergraduate” button.	<ul style="list-style-type: none">• Put more functional features, such as ‘course offerings’ button tabs nearer to the top of the page.• Declutter the page’s text, so that the user does not have to squint or try too hard to find the option they are looking for.

Qualitative Data: Task 1, User 3

Observations	User's Comments	Suggestions
<ul style="list-style-type: none">• User squinted and leaned closer to their screen.• Number of Clicks: 1• Time-on-Task: 5 seconds	<ul style="list-style-type: none">• User asks to scrolls down, just to make sure it is not on the first page.• User asks to click on “Course Offerings: Undergraduate” button.	<ul style="list-style-type: none">• Put more functional features, such as ‘course offerings’ button tabs nearer to the top of the page.• Declutter the page’s text, so that the user does not have to squint or try too hard to find the option they are looking for.

Qualitative Data: Task 2, User 1

Observations	User's Comments	Suggestions
<ul style="list-style-type: none">• Puts filter options for filtering by type of student and filtering by focus in a text-box in the top-center of the screen.• Puts button for Undergraduate Advisor Contact Information to the right of the filter options.• Puts the following information below the filter options, sequentially:<ol style="list-style-type: none">1) Course Name and Number2) Professor name and contact info3) Distance/ Course Numbers4) On-campus schedule	<ul style="list-style-type: none">• User comments that one of the things they dislike about the current design is the lack of information regarding the schedules/ course numbers for distance classes.• User says they would “add filters to select literature, TC, or creative writing classes” as a required design component, “so you don’t have to scroll through all of the courses.”• User says they would also add online sections and on-campus class schedules.	<ul style="list-style-type: none">• Make sure to implement features in the redesign which reduce scrolling.• Ensure ease of use for both distance and on-site students with accessible information about course logistics.

See user's drawing.

Qualitative Data: Task 2, User 2

Observations	User's Comments	Suggestions
<ul style="list-style-type: none">• User puts a search bar in the top-right side of the screen in which students can search other student reviews of past courses.• Puts three buttons spanned horizontally across the top of the page for "On-site," "Distance," and "Hybrid."• Places page title "Course Offerings: 2020 Semester (Spring-Summer-Fall) below the On-site, Distance, Hybrid option.• Puts the following information below the filter options, sequentially:<ol style="list-style-type: none">1) Course Name and Number2) Professor Name3) CRN #4) Course Description5) Textbook• Puts picture of professor to the right of the course name and number• Puts professor contact info. on top of picture• Puts a space for student testimonials of the class to the right of professor picture and contact information	<ul style="list-style-type: none">• They would put undergraduate advisor contact information near the top of the page somewhere.• It would be nice to have student testimonials of the class in order to understand what others think about a class or what other people did to succeed.• Textbooks and required materials should be listed, so that the student will know whether they have to set aside extra funds or not.• It would be nice to put the professor's picture, since it's not always available; I'm a distance student and I want to know what they look like.• User says they would not delete any of the required components, but that they would add a requirement about required materials, putting the professor's image with the course description, and putting student testimonials of the course with each description	<ul style="list-style-type: none">• Make sure to implement features in the redesign which reduce scrolling.• Ensure ease of use for both distance and on-site students with accessible information about course logistics.• Add a link to course evals, or briefly mention them, so that students can check out past evaluations without searching too much.• Ask professors to include required course materials in their description, as well as a professional image of themselves• <u>See</u> user's drawing.

Qualitative Data: Task 2, User 3

Observations	User's Comments	Suggestions
<ul style="list-style-type: none">• Puts tab at the top for relevant courses for the upcoming semester• Puts the following information below the filter options, sequentially, in a staircase style:<ol style="list-style-type: none">1) Course Name and Number2) Name of professor offering class3) Course description4) Professor's email• Puts undergraduate advisor contact information in the bottom-center of the page.	<ul style="list-style-type: none">• Says one of the first things they think people will look for is the Course name and number• Would add "what terms the classes will be offered since some classes only get offered during certain semesters."	<ul style="list-style-type: none">• Add which term each course is offered to help students decide better how to plan.

See user's drawing.

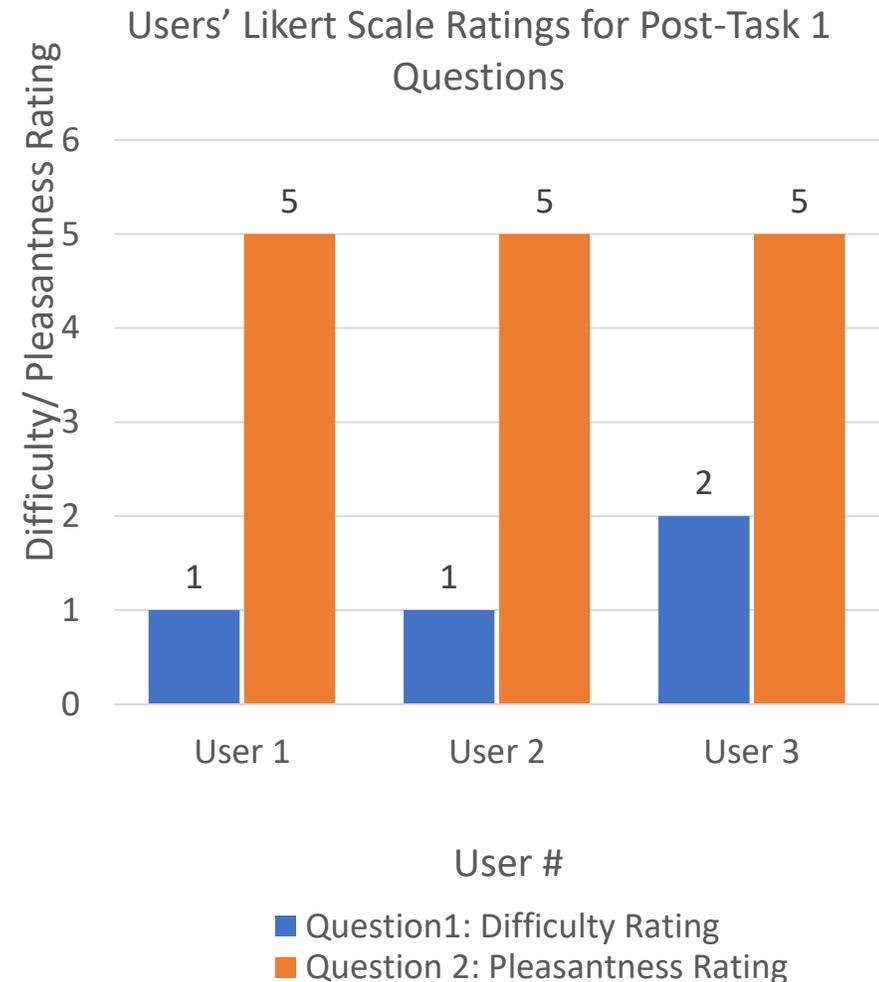
Qualitative Data: After-Task, User 1-3

User #	How do you usually find the courses offered?	How often do you utilize the department website to view potential course descriptions?
User 1	RaiderLink—Utilizing DegreeWorks to see times/professors and schedule builder	At least once before registering for the next semester
User 2	Advisor based on my degree plan and TTU website.	When I am registering for classes every semester.
User 3	I go to degreeworks and click on the attribute button to see what classes can fill that credit.	Never.

Quantitative Data: Task 1

Questions:

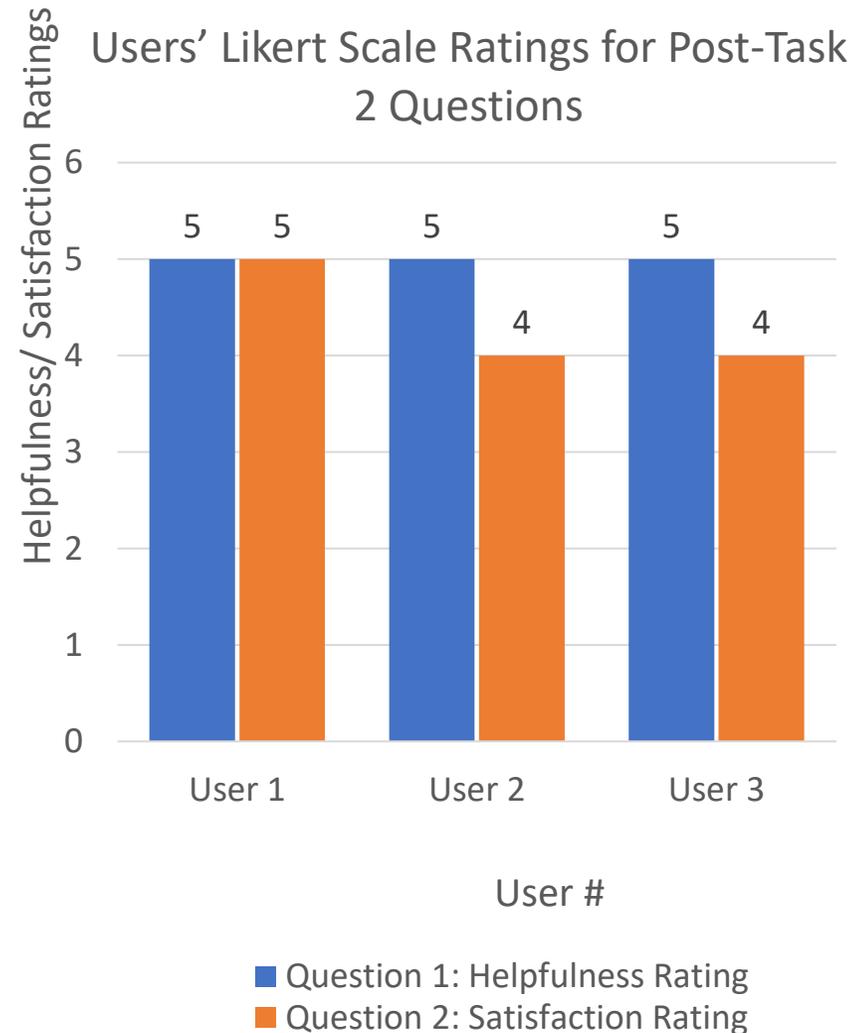
- 1) On a Likert scale from one to five, one being the easiest and five being the most difficult, rate the level of difficulty of the task you just performed.
- 2) On a Likert scale from one to five, one being the most unpleasant and five being the most pleasant, rate your experience navigating the department website to the Course Offerings page.



Quantitative Data: Task 2

Questions:

- 1) On a Likert Scale from one to five, one being the least helpful and five being the most helpful, how helpful would you say the required design content is for the Course Offerings page?
- 2) On a Likert Scale from one to five, one being the least satisfied and five being the most satisfied, how would you rate your level of satisfaction with the required design content for the Course Offerings page?



Findings Summarized

Site Navigation:

- Users had to scroll to the bottom of the page to find the button leading to the Course Offerings page.
- All users were squinting and leaning closer to their screens, but all reached the page relatively quickly.
- During the [site visit](#) of this project, site navigation was presented as a substantial pain point for the user.

Course Offerings Page Design:

- Users agreed the required design components were satisfactory and helpful
- Users would like to easily be able to sift through text on the page
- Users would like features to help reduce the amount of scrolling that is necessary.
- Users want more accessible information to course evaluations, required materials, and logistics for distance courses.

Limitations

- Ideally, users would have been tested in an ‘in-person,’ setting, in order to better monitor things such as body language, but due to quarantine and social-distancing policies, as an effect of COVID-19, all testing was done remotely via Zoom.

Meeting Testing Goals

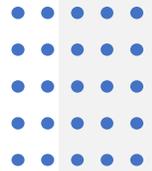
- Results for Task 1 indicate site navigation is not much of an issue, but it could be improved upon.
- Results for Task 2 indicate that there are several areas where the user experience could improve, and each user suggested different areas for improvement.
- Testing goals were successfully met for both tasks, but more could have been done to better achieve them.



Next Steps: Site Navigation



- Functional buttons, such as the course offerings button, should be placed nearer to the top of the page.
- The home page has a lot of text, so doing anything that would help prevent the user from sifting through text would be helpful.
- Change the name of the link in the breadcrumbs navigation to something more reflective of what is presented on the page (i.e., Upcoming or Future Courses), instead of “Current Courses.”



Next Steps: Course Offerings Page Design

- Implement devices that make it easier to sift through information and reduce the amount of scrolling and reading the user needs to do (i.e., accordion menus, sidebar navigation, search bars, etc.)
- Implement an easier way for users to see past course evaluations (i.e., a visible link)
- Require that ‘required materials,’ and any other course logistics are presented for each course, regardless of medium.



Thank You!

