

# SI Website Academic Section – Survey

---

Prepared for:

School of Information

Judy Lawson

Director of Admissions and Student Affairs

jmlawson@umich.edu

Prepared by:

Mukul Bisht

Bethany Huseman

David Ross

Shuo Yang

Main contact:

David Ross

djosiahr@umich.edu

Prepared on:

March 29th 2012

Word count: 3893

# Executive Summary

---

Surveys sample a subset of a population to learn more about the characteristics, activities and beliefs of that population (Kuniavsky, 2003, p. 303). Our team conducted a survey in Qualtrics to learn more about how useful the SI academics website is for what current students are trying to accomplish, how well the website supports the success of their efforts, and how satisfied the students are with SI academics site. To create these research questions, we considered the most actionable items, the website goals to attract potential students and give the most success to the current students, and the findings from our earlier usability studies. The SI academics website administrator invited SI students to participate in this survey by sending an e-mail the school-wide listserv. Of the approximately 570 students on this listserv, 48 completed the survey. The team examined the distribution of the answers the various questions and looked into possible correlations between questions. From this, we generated the following findings and recommendations.

**Finding 1:** *The course section is very important and used a lot, but many respondents find it difficult to use.*

**Recommendations for 1:** *Gather the course information into one area, provide a flexible search function for courses, and integrate the calendar and table views to be part of the course list function.*

**Finding 2:** *Students are having problems finding information.*

**Recommendations for 2:** *Consider using task based organization and progressive disclosure to make information easier to locate.*

**Finding 3:** *Mixed content for prospective and current students increases the cognitive load.*

**Recommendations for 3:** *Create separate sections for prospective and current students to present each with the information that is important to them.*

**Finding 4:** *Navigational difficulties causes dissatisfaction with the SI website*

**Recommendations for 4:** *Rename or reorganize the academics section into several different channels.*

## Introduction

---

The academics section of the University of Michigan School of Information website found at <http://si.umich.edu/academics> is intended to simultaneously serve two main user groups: prospective and current students. The academics section provides information required for admissions, degree requirements, offered classes, sources of funding, facts about student life, and details about other resources to support students with their academic needs. This site strives to convince prospective students that SI is the school for them, walk students through the application process, aid admitted students in picking the classes they need, and assist current students in the successful completion of their academic goals.

The SI website has recently migrated to a new content management system. Our client is eager to discover how to make the best use of their new site within the current system constraints. The client is interested in which of their content and design choices are working and which are not working. We are making a studied approach to learn what the SI academics users are actually experiencing. We are to evaluate the SI academics website and make recommendations to fix the usability issues.

For this step of the usability testing, we conducted a survey of current SI students. The goal of the survey was to help the SI academics administrators learn what the students are trying to accomplish, how successful the students are at finding the information they need, and how satisfactorily the SI academics website meets their needs. Analysis of the survey results gives the system administrators more certainty about what their users believe to be important. The results also expose areas ripe for improvement--the sections where users are having problems or experiencing dissatisfaction.

## Methods

---

Surveys are great tools for asking a sample set of users to describe who they are, as well as their activities and beliefs (Kuniavsky, 2003, p. 303). Our team conducted a survey to learn more about the characteristics of SI current SI students, how useful the students find the site for what they are trying to accomplish, how well they believe the SI academics site supports the success of their efforts, and how satisfied they are with SI academics site overall. We used methods based upon those shared by Newman (2012) and Kuniavsky (2003, pp. 303-366).

### Constructing the survey

As a group, we discussed what we wanted to learn from this survey. We considered information what would be the most actionable for the SI academics website administrator. The goals of the academics website to attract potential students and give the most success to the current students were additional factors. We reflected upon the findings from our earlier usability studies that have come up repeatedly or that seemed to have the strongest impact upon user success and satisfaction. All of these considerations led to the following four main research questions and secondary research questions:

1. What are the main goals of students who visit the SI website? What are the most useful sections of the SI website?
2. Are the students able to find the information they are seeking? Is there any information lacking which SI students need?
3. Where have users encountered difficulties?

4. How satisfied are the users of the SI academics website? How does this vary from section to section?

For our target population, we decided to continue focusing on current SI students. For our sampling frame, we chose to use the current students subscribed to the SI.students.all listserv. This listserv reaches most current undergraduate, masters and doctoral students at SI. This provided the best access to the largest group who could answer our research questions.

## Creating, Distributing, and Analyzing the survey

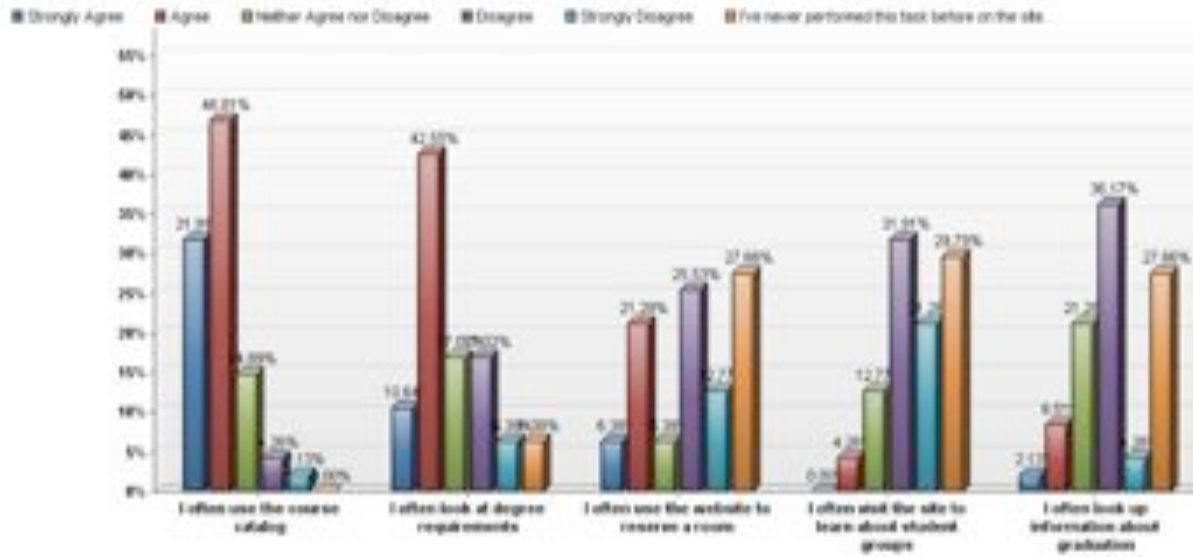
Having chosen the research questions, and our target user group to survey, the next step was creating the survey. We carefully designed questions so that further statistical analysis could reveal potential relationships between the characteristics, actions, and attitudes of the students. The survey questions were entered into a Qualtrics survey. To correct any ambiguity or unexpected results, the survey was first tested on some SI students. Team members also noted how long the pilot survey took, and areas where it took longer than expected. We then corrected the survey to fix these problems. After the pilot survey, we asked our client to email an invitation to the si.students.all listserv (See Appendix A for the invitational e-mail sent to students). The survey was open for four days. This resulted in 47 of the approximately 570 students on this listserv completing the survey. We deemed 47 responses to be sufficiently close to the required 50 responses and thus we closed the survey. After doing so, the group met to analyze the results. We examined the percentage distribution of the answers to the various questions. The team looked into possible correlations between questions to see if relationships appeared to exist between the variables. Based on this analysis this we generated and prioritized our findings and recommendations.

## Findings and Recommendations

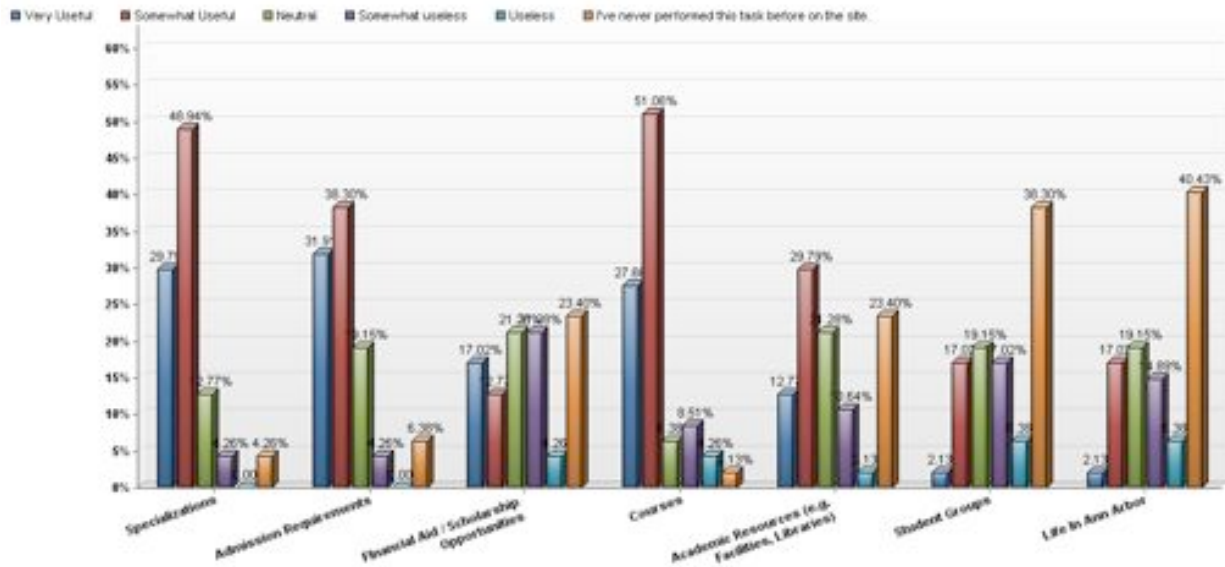
---

### Finding 1: Course section needs an overhaul

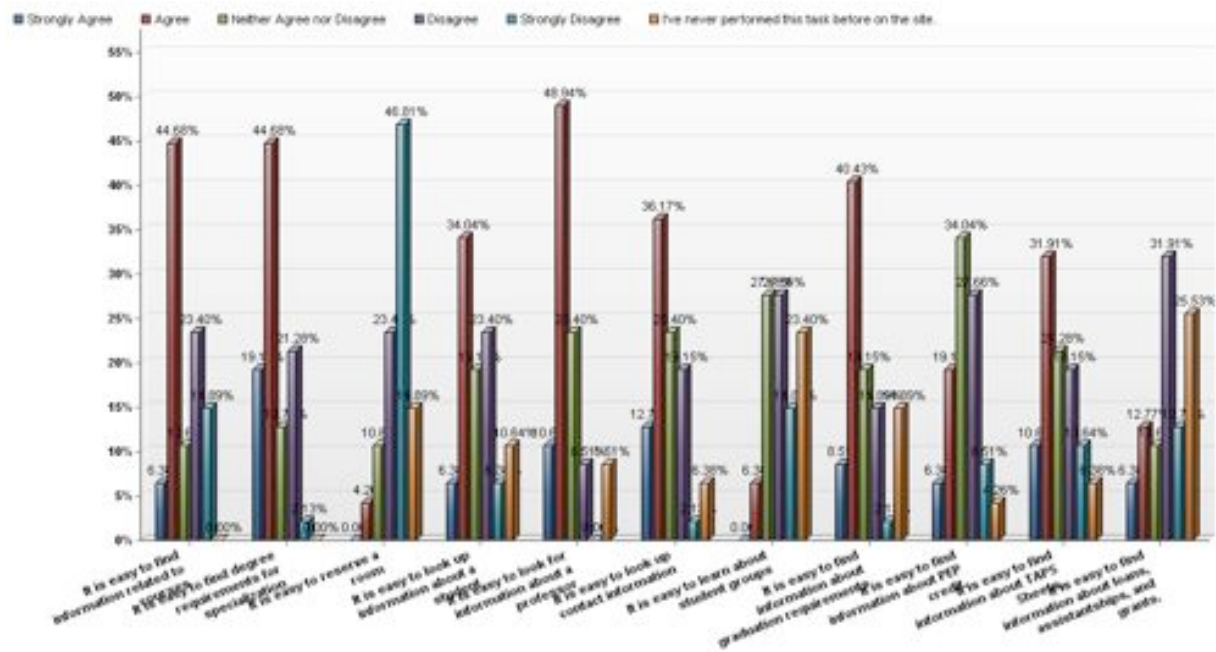
Our survey indicated that a majority of the respondents (over 70%) felt that the course section is a very important part of the SI academics site and they use it a lot (see Figure 1). However, more than 33% of them expressed strong disagreement with the statement that the course section is easy to use (see Figure 3).



**Figure 1:** Graph showing that most people use the course catalog (see far left).



**Figure 2:** Graph showing percentage distribution of users based on how useful they find information in these different sections.



**Figure 3:** Graph showing percentage distribution of users based on how easy they find different sections on the SI academics website.

Moreover, there are a lot of features in the catalog section like tables, calendars, and a search bar which many of the students have either not used or find it difficult to use. Either these features were outside the scope of the individual's need, or they are not placed right to be visible to the user when he needs them. Around 50% of the respondents stated disapproval about the courses section and several have suggested design changes to be incorporated. One of the comments from the students is mentioned below:

*All the varied permutations of course descriptions are super confusing. There's the catalog, the descriptions with course dates and times...and there's one other one I can't remember. Personally, I don't find that this information is always in synch, and it doesn't always match with Wolverine Access.*

This displeasure from the majority of the survey participants and their feelings about the course section prompt us to suggest a redesign of it.

## Recommendation

A course section redesign will involve three major changes: (1) centralization of course related information currently scattered around the website (2) redesigning the search functionality (3) removing unused features and adding new relevant features like schedule.

1. All information relevant to courses could be centralized in a single subsection of the website. For example, currently, the course list and the MSI degree requirements are located in separate areas of the academics section of the SI website. This design inconveniences users, as it requires them to navigate different areas of the website simultaneously in order to locate the relevant information.

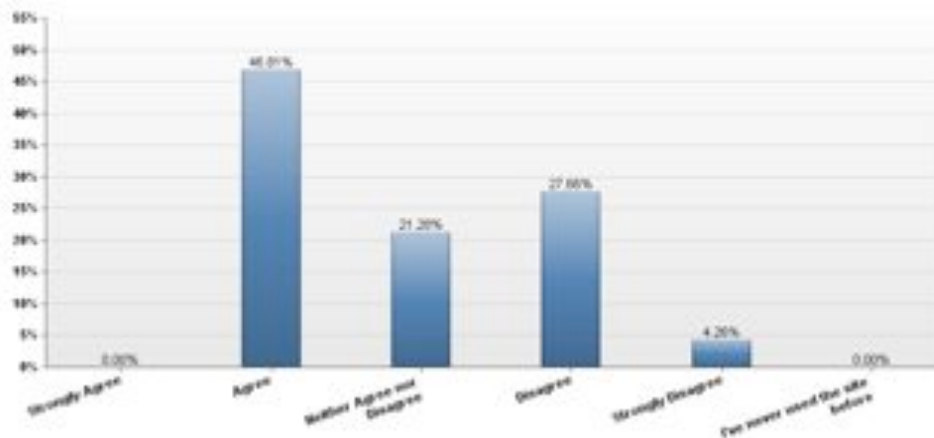
2. A lot of students have complained about the broken search functionality which needs to be fixed not just globally but in the course section as well. The search system should be flexible enough to take different queries related to different course attributes and also have the ability to recognize errors and provide suggestions.
3. Visualizations, like the calendar and table formats are good to have, but are not used much by the survey participants. We believe providing a visual of course schedules on a calendar is a very important feature to have. However, it should be integrated with the course lists. Having it there will allow the user to find it easily and use the functions while they are browsing through the course list. New visualization features can be added using a calendar where the user can select a set of courses he is planning to take in the next semester and he can see the schedule of how those courses fitting in the calendar in real time. The use of the table format of courses could be dropped, as there is a tabular list in the course list section as well.

## Finding 2: Information overload for students

We found that more than one third of the students who replied to the survey are not confident that they can find the required information they are looking for on the SI website. Users listed several reasons for this. Some comments from the users highlighted that even though there is enough information about particular topics, it is a herculean task to gather it from the different sections of the website. Moreover, some respondents felt that there was too much redundant information on the website. Most of the survey respondents expressed desire that the SI site's organization be improved. A few comments from the students bolster our finding:

- *"It isn't so much that information is lacking, it just isn't [sic] easy to get to."*
- *"If there is information about student groups on the website, I can't find it."*
- *"I think just making what you already have more accessible would be better."*

As we can see from these comments and survey data, information is available and the students don't feel a need to add more. Yet, a better organization of the existing information is required. Due to the information overload the students are currently facing, they can't even easily access the currently available information.



**Figure 4:** Graph showing percentage distribution of users highlighting how confident they are to find the information they are looking for on the SI academics website.

## Recommendation

We recommend reorganizing the website's information architecture to solve this problem. When a user comes to the academics section, he is overwhelmed with a number of menu items on the left and a lot of content on the right. Adding to that, the 5-6 sub-menu items on average for each menu item increase the cognitive load on the user. There are several techniques to organize information. One approach we would suggest is task-based organization and progressive disclosure. For example, if a student wants to find information about specializations, he should see a clear pathway from the home screen to where he will get that information. Also, all information related to specializations should be either accessible to him on that page or in the form of 'Quick Links.' As an example, if a prospective student is checking out the 'admission requirements' page, a quick link of 'Apply Online' should be present to guide the user to the next step. Moreover, the student should not be shown all the information at once. Techniques like 'progressive disclosure' can be used to sequentially show relevant information as needed.

## Finding 3: Mixed information important to Prospective and Current students increases cognitive overload

Information that is not needed contributes to the information overload problem. The survey highlighted certain sections of the website which are not used by the respondents. More than 80% those students reported that they don't use student groups section. Around 50% of the students do not use the SI site for learning about life in Ann Arbor or graduation requirements (see Figure 3). Over 50% said that either they don't use, or are unaware of the room-booking section (see Figure 1). These results are probably due in part from the constraint of just surveying current students and not prospective students to whom these sections may be more relevant. However, if these sections are less relevant for current students, having them together with the important sections for current students only increases the cognitive load. The current organization has the life in Ann Arbor and graduation requirements sections at the same level of importance as courses or MSI information, even though the former are not used much by current students.

## Recommendation

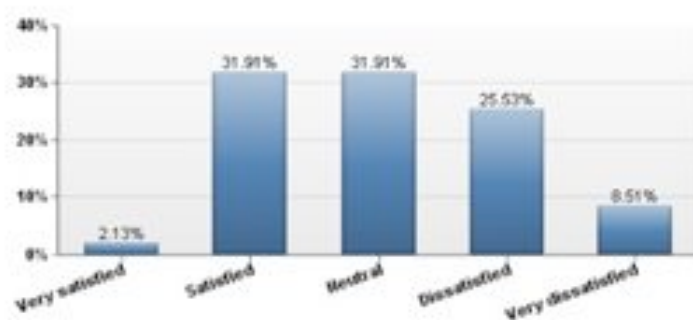
One of the comments from the students points indirectly to the solution:

*I think to a great extent [I used the website] a lot more before coming to SI, as a prospective [sic] student I found the site very helpful. As a current student I find it frustrating.*

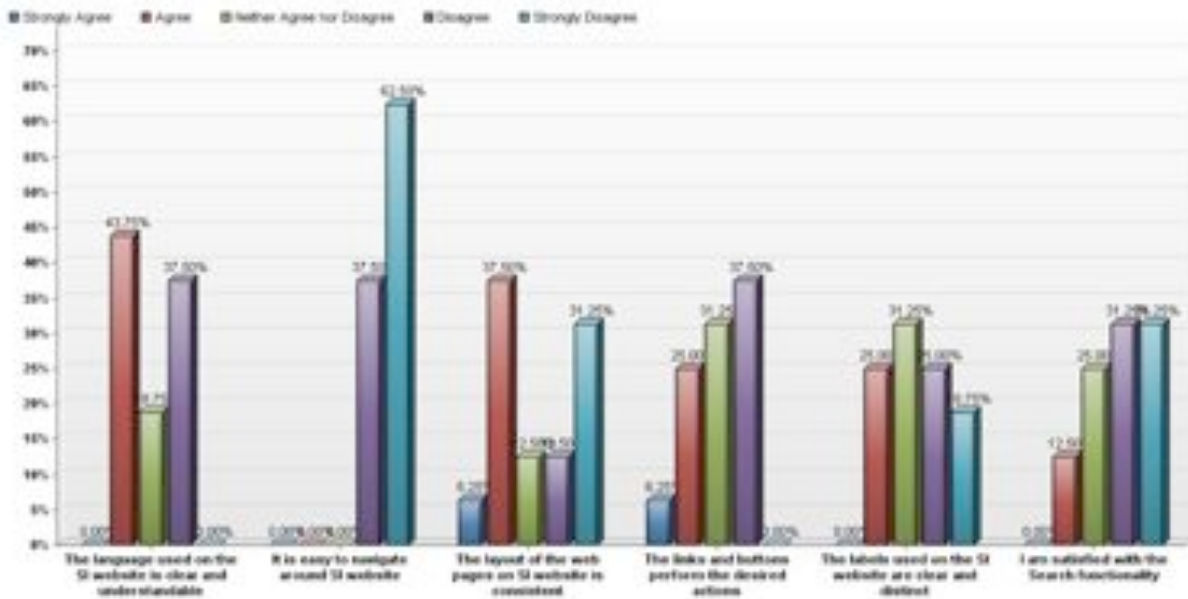
Our recommendation would be to separate the content depending on whether it is targeted towards prospective or current students. Currently all the information is mixed up. Current students have to face the cognitive load of browsing through information irrelevant to them. However, the same information can be very important for prospective students. Distributing the information and creating separate sections for current and prospective students will help solve this problem. It will also provide a clear sense of direction to the different profiles of users visiting the website. A prospective student can look up information related to 'life in Ann Arbor', or 'Student Groups' in their section, while the current students who are more aware of this information do not have to go through it.

### Finding 4: Navigational difficulties causes dissatisfaction with the SI website

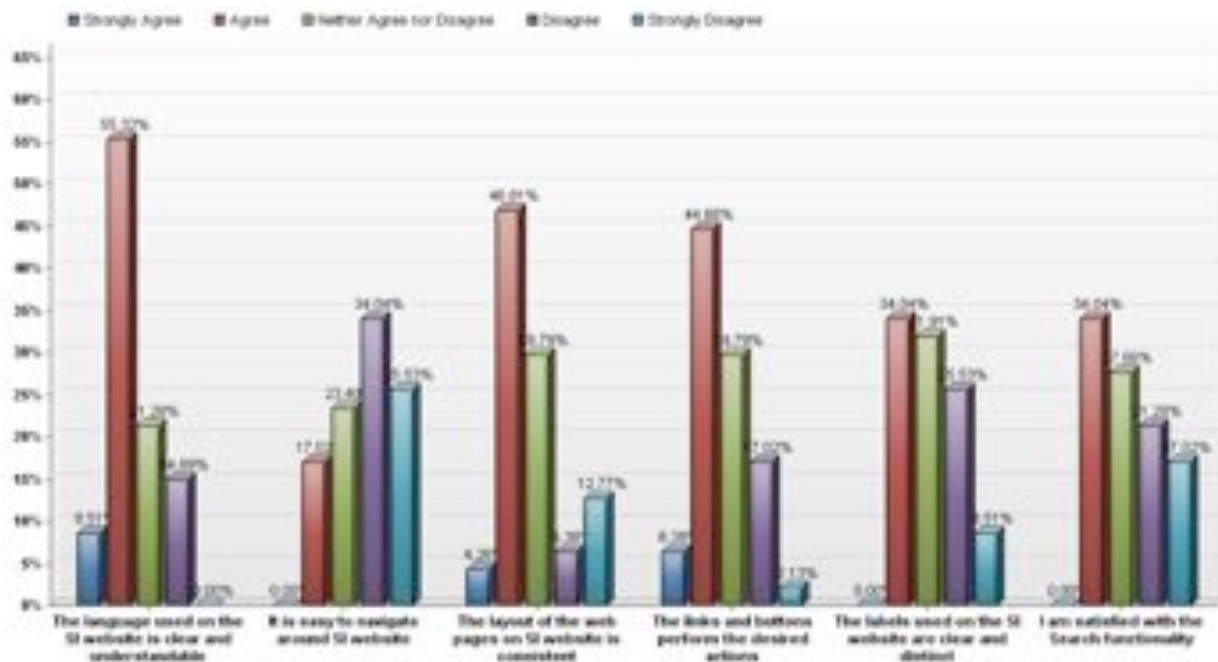
One of the questions we wanted to answer in our survey was how many people are dissatisfied with the SI website and why they were dissatisfied. We found that the main reason that people were dissatisfied with the SI website was that there were difficulties navigating around the site. We found that 16 individuals selected either "dissatisfied" or "very dissatisfied" when asked about their level of satisfaction with the SI website (see Figure 5). While these 16 individuals constitute a clear minority (i.e. 34%), when the survey results were filtered by their responses, it is particularly noteworthy that all of them disagreed with the statement "it was easy to navigate around the SI website" (see Figure 6). In comparison, only about 39% of all our participants identified this as a problem (see Figure 7). In addition, it is particularly noteworthy that no other statement in question 14 has this strong of a negative consensus.



**Figure 5:** The graph showing the percentage breakdown of the 47 respondents to question 16, which asked how satisfied were they with the SI website



**Figure 6:** The percentage breakdowns of the 16 dissatisfied participants to Question #14, which asked them how much they agreed / disagreed with the statements listed in the individual bar graphs.



**Figure 7:** The percentage breakdowns of the all participants to Question #14.

So what do people mean when they express discontent at "problems with the navigation" on the SI site? The short answer is many things, judging from the responses to Question 14b, a conditional, follow-up question which was only displayed to the 16 participants who selected "dissatisfied" or "very dissatisfied" as a response to question 14. Out of these 16 participants, 13 responded to question 14b.

Most of the 13 participants who responded to question 14b, 11 expressed some form of discontentment with navigating around the site (for full results, see appendix C). Here are some sample responses:

- *"It's nearly impossible to navigate and find information on the site without already knowing where to find the information or using the search function."*
- *"I find it faster to search for something I am looking for on the SI site by going to Google and doing a search specifying UMSI."*
- *"Too confusing, too many clicks to get places and hard to find what you're looking for."*
- *"I end up using the search bar as the default way of finding things because the "channels" (main links) don't usually seem to make much sense to me."*
- *"It's always hard to find what I'm looking for."*

## Recommendation

The main recommendation for improving the navigation which will address several of these concerns is to rename or reorganize several of the different channels so that it is clear which information can be found in each channel. In addition, several important features buried in the site (e.g. TAP sheets, info about PEP credits) should be moved to more prominent areas of the site. The following wireframe presents one possible redesign:



**Figure 8:** Wireframe showing a possible redesign of the SI website.

As can be seen in this wireframe, the Academics channel itself has been renamed as "Masters Students" to denote that content relevant to masters students is located in here. In addition, the former "Academics" page itself has been pared down as several items have been moved to other channels labeled as PhD Students, Admissions, and Courses & Programs. Doing so provides users with two

benefits. For one, the labels are more specific than "academics" and provide users with a better sense of what content to expect on each page. In addition, it frees up space on the left navigational bar in the Academics channel to put information which users have a harder time of locating, like TAP sheets.

## Discussion

---

One of the main challenges we faced while we were designing our survey questions was how to distinguish between the SI website and the academics section specifically. As our target questions were directed towards academics section, it was hard to just ask users referencing it as the "academics section". We realized that users can face problems of not understanding what we meant or recalling which sections we are talking about for most of the questions. One solution we discussed was the use of images along with questions to help users in answering them but this suggestion had a shortcoming of possibly biasing the user who had never seen these before into forming an opinion. Thus, different alternatives were reasoned and finally we decided to be very specific in our questions and framing them in a way that would help users to directly recall what section we are talking about. For example, referring to course section in particular, we asked questions related to course list, catalog and visualizations, which are the functions students use the most. Additionally, we also decided to include a short note at the beginning of the survey clarifying what the "SI Academics Section" meant.

To understand the importance and use of different sections of the website, we first drafted questions asking about the number of times the respondents used the different sections in the past week. However, we realized that it would be very difficult for respondents to remember the number of times they visited a certain section. Some users only using the academics site sporadically throughout the semester further complicated this. So, to learn about how important specific sections like admissions and courses were to the user, we asked these questions more subjectively. Instead of asking for exact numbers, we asked if they thought they used these functions "often", and we asked them how "useful" or "valuable" they thought the section were. We also asked users to try to specify their frequency of use of the whole SI website using broader concepts like "once a month" or "daily." We think that this encouraged people to participate in our survey because instead of requiring them to try to distinguish between ranges like 1-3 times and 4-7 times, we allowed them to subjectively rate how much time they spent on the site.

## Conclusion

---

By conducting a survey, we learned about the characteristics, goals, and opinions of more of the current students who use the SI academics website. We also investigated how these factors interacted. Not enough of our target users responded for the results to be statistically significant with a 5% confidence level. However, 47 people completed the survey, and 42 were students pursuing their master's degree. This is a fairly large number of responses. Further, the results seemed to be in line with what we have learned through our previous usability examination methods. So while it is possible that this group of respondents was not representative of the entire population of the 390 or so current MSI students, we are fairly confident that our findings and recommendations are on target for this population.

We found that the course section is very important but the respondents find it difficult to use. Most of the students' comments were directed towards highlighting the problem or suggesting solutions for it. We recommend gathering the course information into one area, providing a flexible search functionality to search for courses and integrate the calendar and table views to the course list section for better visibility. Additionally we suggest a better organization of information and using techniques like task based organization and progressive disclosure to solve problems of students not being able to find relevant information.

We also suggest creating separate sections for prospective and current students as the content is mixed right now and results in more cognitive load for the user in terms of sifting through information. Finally, navigation issues needs to be solved by renaming and reorganizing information in different channels. As future directions we can also involve Phd students and undergraduate students in the survey to get different perspectives. Moreover we can also work on improving the survey questions and may be a new way of presenting the survey questions can be devised in which we use images along with questions for better understanding and more relevant responses.

## References

---

Kuniavsky, M. 2003. *Observing the user experience: A practitioner's guide to user research*. San Francisco: Morgan Kaufmann.

Newman, M.W. "Surveys, part I: Evaluation of systems and services." SI 622 Evaluation of Systems and Services. University of Michigan School of Information, Ann Arbor. 16 Feb 2012. Lecture.

Newman, M.W. "Surveys, part II." SI 622 Evaluation of Systems and Services. University of Michigan School of Information, Ann Arbor. 8 Mar 2012. Lecture.

# Appendices:

---

## Appendix A: Invitational E-mail

Date: Wed, 21 Mar 2012 22:01:58 +0000 [03/21/2012 06:01:58 PM EDT]

From: Lawson, Judy [email omitted]

To: All SI Students [email omitted]

Subject: SI web site survey for SI 622 project team

SI Student Affairs and SI Marketing & Communications is sponsoring an SI 622 project related to the SI web site this term. See message below inviting your participation in their survey. We encourage you to share your input to inform changes and improvements. Please direct any questions about the survey to the student project members listed below.

Thanks,

Judy Lawson

Hello SI Students,

Our 622 project this semester is to evaluate the SI website, more specifically the Academics Section (where you all go to find out information about courses and degrees). We're trying to improve this section of the website for students, but in order to do so, we need your help. If you could take about 3-5 minutes to fill out this survey, we would be most grateful.

[URL omitted]

Thanks, -David Ross, Shuo Yang, Mukul Bisht, Bethany Huseman

## Appendix B: Questionnaire

Instructions:

This semester, our SI 622 group is working with several members of the SI staff in order to make the SI website more usable for SI students. By filling this survey out, your recommendations will help SI with this redesign. The purpose of this survey is to gather feedback about what features on the SI website are helpful and which are not. All of your answers are strictly confidential and will not be used except for research purposes. If you have any questions about this survey, feel free to contact our group at [EMAIL OMITTED]

There are in total 17 questions in this survey.

Note: The Academics site contains information about admissions, finding financial aid, courses and specializations, student groups, and resources used by MSI students (e.g. conference rooms).

### 1. What is your age?

- Under 21
- 21-25
- 26-30
- 31-35
- Over 35

### 2. What is your gender?

- Male
- Female
- Other

### 3. How fluent are you in English?

- Very fluent
- Somewhat fluent
- Not fluent

**4. What is your specialization? If more than one, check multiple boxes.**

- Archives and Records Management
- Community Informatics
- Human Computer Interaction
- Information Analysis and Retrieval
- Information Policy
- Library and information Science
- Preservation of Information
- School Library Media
- Social Computing
- Undecided
- Tailored
- PhD
- Undergraduate Informatics
- Dual Degree
- Other: \_\_\_\_\_

**5. Which academic year are you in?**

- 1st Year
- 2nd Year
- 3rd Year
- 4th Year
- 5th year or greater

**6. On a scale of 1-5, rate how comfortable you are in using the internet (1 being not comfortable, 5 being very comfortable).**

- 1
- 2
- 3
- 4
- 5

**7. How often do you use the SI website?**

- Once a Month
- 2-3 Times a Month
- Once a Week
- 2-3 Times a Week
- Daily
- Never

**8. How much do you agree with the following statement: “I am confident that I can find what I am looking for on the SI website?”**

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- I've never used the site before

**9: How much do you agree with the following statements regarding tasks on the SI website?**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I've never performed this task before on the site.
It is easy to find information related to courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to find degree requirements for specialization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to reserve a room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to look up information about a student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to look for information about a professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to look up contact information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to learn about student groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to find information about graduation requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to find information about PEP credit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to find information about TAPS Sheets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to find information about loans, assistantships, and grants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10: Based on past usage, how much do you agree with the following statements?**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I've never performed this task before on the site.
I often use the course catalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often look at degree requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often use the website to reserve a room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often visit the site to learn about student groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often look up information about graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often look up information about PEP credits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often look up TAPS sheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often use the search bar to search for content on the SI website.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11: When you use the section of the website that contains the course catalog, how much do you agree with the following statements?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I've never performed this task before on the site.
I often look up additional information about a course (e.g. course descriptions, instructor name, syllabuses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often use multiple visualizations (e.g. Course Catalog, Calendar Format, Table Format), on the SI website when selecting courses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often use the search bar within the catalog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12: For the following statements, please indicate your level of agreement.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The language used on the SI website is clear and understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to navigate around SI website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The layout of the web pages on SI website is consistent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The links and buttons perform the desired actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The labels used on the SI website are clear and distinct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the Search functionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13: How useful do you think the information contained on the SI website about the following topics is?**

	Very Useful	Somewhat Useful	Neutral	Somewhat useless	Useless	I've never performed this task before on the site.
Specializations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admission Requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Aid / Scholarship Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Resources (e.g. Facilities, Libraries)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life In Ann Arbor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**14. How satisfied are you with the Academics site overall?**

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

Note: The last few questions are open ended and please feel free to voice out your opinions. Your detailed feedback will help us in improving the SI website which is very important for all of us.

**14b. Can you specify the reason you are dissatisfied with the site? (N.B. this question was displayed only if participant specified Dissatisfied or Very dissatisfied as an answer for 14).**

**15. Is there any information that you think would be helpful to include on the Academics website?**

**16. Is there any information on the Academics website that you think is not helpful?**

**17. Do you have any additional comments that you would like to share?**

**18. Optional: Please provide your e-mail address to further support us in this study.**

## Appendix C: Note from Pilot Tests

### Bethany's Notes

The tester was finished in just over 5 minutes. I suspect it might be safe to estimate that the survey will probably take people less than 10 minutes.

\*If tester had known that the open ended questions were the last two, she would have spent more time on them. Include a counter or something to let people know they are the last two questions

\*Tester really had to slow down on question 11. Too many questions are being asked. She decided to ignore the "Often" question, and answer the "valuable" one instead. This was problematic, because several things were listed for each of the 3 items, and she only valued some of those things. She would have liked them to be unpacked into separate choices. I suspect we just want to change the choices to be the Agreement ones, instead of the Value ones.

\*Tester was confused by TAPS question in Q9, because she thought that was what she was answering with the Degree requirements for specialization. I think the TAPS is more what we want to bring out, so maybe just delete the line about Degree requirements for specialization

\*Tester was initially confused by Q5, because she knew that SI was typically a two year program. She took a moment to mentally double check academic year, but was able to answer it to her satisfaction.

My results/comments.

To compensate for the effects of question order, we should scramble the order of the lines in Q9, 10, and both 11s, if it is easy to have Qualtrics do this.

Q7 needs a "the" added before "SI"?

Q3 "Adequately fluent" to me is more than "somewhat fluent." I think I would just remove the 4th choice and ask Very fluent, somewhat fluent, or Not fluent.

Q12 We probably should do something to define what the Academics site is, since we haven't really done so before this point. Otherwise, we will be getting many responses about the SI site overall. This ambiguity might make the data from this question unusable?

Not so important:

Q4, can we put a comments box with other?

Q9, change PEP and TAPS from "was" to "is"?

Q10, remove extra semicolon

### Shuo's Notes

Tester finished this questionnaire in 7min31:

Instruction - 21"4

Q1 - 7"9

Q2 - 5"2

Q3 - 4"7

Q4 - 4"3

Q5 - 4"5

Q6 - 7"7

Q7 - 12"2

Q8 - 11"3

Q9 - 1'22"

Q10 - 51"2

Q11 - 1'54"

Tester was totally frustrated by the inconsistency of "valuable" options in this question with "agree" options in the last two questions.

Q12 - 1'2"

Question is not bold.

Q13 - 5"1

Q14 - 45"

Q15 - 5"6

In conclusion, the tester spent a lot of time on the table-based questions. The tester didn't want to spend a lot of time on the open questions. Tester focused on the consistency between questions logically and aesthetically.

### David's Notes

-Participant took about 5-7 minutes to complete the survey

-noted that some of the questions felt redundant.

-understood that "SI Academics website" referred to the page that the user lands on when he clicks "academics" at the top.

-issues:

1). For the question, "when you use the section of the website that contains the course catalog, how much do you agree with the following statements?..." the pilot tester noted that it was unclear why we chose "valuable" as an response.

2). Also, the pilot tester noted that in the question, "how useful do you think the information contained on the SI website about the following topics is?" there were typos in the matrix choices.

## **Appendix D: Results of Survey**

# My Report

Last Modified: 03/29/2012  
Filter By: Report Subgroup

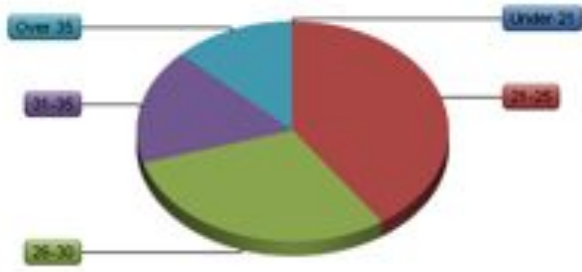
## 1. Browser Meta Info





Browser	Version	Operating System	Screen Resolution	Flash Version	Java Support	User Agent
Chrome	18.0.1025.129	Intel Mac OS X 10_7_3	1440x900	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_7_3) AppleWebKit/535.19 (KHTML, like Gecko) Chrome/18.0.1025.129 Safari/535.19
Safari	5.1.2	Intel Mac OS X 10_7_2	1440x900	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_7_2) AppleWebKit/534.52.7 (KHTML, like Gecko) Version/5.1.2 Safari/534.52.7
Chrome	17.0.963.79	WOW64	1600x900	11.1.102	1	Mozilla/5.0 (Windows NT 6.1; WOW64) AppleWebKit/535.11 (KHTML, like Gecko) Chrome/17.0.963.79 Safari/535.11
Firefox	11.0	Intel Mac OS X 10.7	1280x800	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10.7; rv:11.0) Gecko/20100101 Firefox/11.0
Firefox	10.0.2	Intel Mac OS X 10.7	1280x800	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10.7; rv:10.0.2) Gecko/20100101 Firefox/10.0.2
Chrome	17.0.963.79	WOW64	1366x768	11.1.102	1	Mozilla/5.0 (Windows NT 6.1; WOW64) AppleWebKit/535.11 (KHTML, like Gecko) Chrome/17.0.963.79 Safari/535.11
Chrome	17.0.963.79	Intel Mac OS X 10_6_8	1440x900	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_6_8) AppleWebKit/535.11 (KHTML, like Gecko) Chrome/17.0.963.79 Safari/535.11
Chrome	17.0.963.79	Intel Mac OS X 10_6_8	1280x800	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_6_8) AppleWebKit/535.11 (KHTML, like Gecko) Chrome/17.0.963.79 Safari/535.11
Firefox	11.0	Intel Mac OS X 10.7	1280x800	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10.7; rv:11.0) Gecko/20100101 Firefox/11.0
Chrome	17.0.963.79	Intel Mac OS X 10_6_8	1280x800	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_6_8) AppleWebKit/535.11 (KHTML, like Gecko) Chrome/17.0.963.79 Safari/535.11
Chrome	18.0.1025.117	WOW64	1920x1080	11.1.102	1	Mozilla/5.0 (Windows NT 6.1; WOW64) AppleWebKit/535.19 (KHTML, like Gecko) Chrome/18.0.1025.117 Safari/535.19
Firefox	3.6.3	Windows NT 6.1	1280x1024	10.3.181	1	Mozilla/5.0 (Windows; U; Windows NT 6.1; en-US; rv:1.9.2.3) Gecko/20100401 Firefox/3.6.3
Chrome	17.0.963.79	WOW64	1366x768	11.1.102	1	Mozilla/5.0 (Windows NT 6.1; WOW64) AppleWebKit/535.11 (KHTML, like Gecko) Chrome/17.0.963.79 Safari/535.11
Safari	5.2	Intel Mac OS X 10_7_3	1440x900	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_7_3) AppleWebKit/535.18.5 (KHTML, like Gecko) Version/5.2 Safari/535.18.5
Chrome	18.0.1025.109	Intel Mac OS X 10_7_3	1440x900	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_7_3) AppleWebKit/535.19 (KHTML, like Gecko) Chrome/18.0.1025.109 Safari/535.19
Chrome	17.0.963.79	WOW64	1920x1080	11.1.102	1	Mozilla/5.0 (Windows NT 6.1; WOW64) AppleWebKit/535.11 (KHTML, like Gecko) Chrome/17.0.963.79 Safari/535.11
Firefox	12.0	Intel Mac OS X 10.6	1280x800	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10.6; rv:12.0) Gecko/20100101 Firefox/12.0
Firefox	3.6.3	Windows NT 6.1	1680x1050	10.3.181	1	Mozilla/5.0 (Windows; U; Windows NT 6.1; en-US; rv:1.9.2.3) Gecko/20100401 Firefox/3.6.3
Chrome	15.0.874.121	Intel Mac OS X 10_5_8	1280x800	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_5_8) AppleWebKit/535.2 (KHTML, like Gecko) Chrome/15.0.874.121 Safari/535.2
Firefox	11.0	Intel Mac OS X 10.5	1280x800	10.3.183	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10.5; rv:11.0) Gecko/20100101 Firefox/11.0
Chrome	17.0.963.79	WOW64	1366x768	11.1.102	1	Mozilla/5.0 (Windows NT 6.1; WOW64) AppleWebKit/535.11 (KHTML, like Gecko) Chrome/17.0.963.79 Safari/535.11
Firefox	9.0.1	rv:9.0.1	1280x1024	10.0.22	1	Mozilla/5.0 (Windows NT 5.1; rv:9.0.1) Gecko/20100101 Firefox/9.0.1
Firefox	11.0	Intel Mac OS X 10.7	1280x800	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10.7; rv:11.0) Gecko/20100101 Firefox/11.0
Firefox	10.0.2	WOW64	1366x768	11.1.102	1	Mozilla/5.0 (Windows NT 6.1; WOW64; rv:10.0.2) Gecko/20100101 Firefox/10.0.2
Safari	5.1.2	Intel Mac OS X 10_6_8	1280x800	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_6_8) AppleWebKit/534.52.7 (KHTML, like Gecko) Version/5.1.2 Safari/534.52.7
Firefox	11.0	WOW64	1366x768	10.3.181	1	Mozilla/5.0 (Windows NT 6.1; WOW64; rv:11.0) Gecko/20100101 Firefox/11.0
Firefox	11.0	WOW64	1366x768	10.1.85	1	Mozilla/5.0 (Windows NT 6.1; WOW64; rv:11.0) Gecko/20100101 Firefox/11.0
Firefox	3.6.3	Windows NT 6.1	1280x1024	10.3.181	1	Mozilla/5.0 (Windows; U; Windows NT 6.1; en-US; rv:1.9.2.3) Gecko/20100401 Firefox/3.6.3 (.NET CLR 3.5.30729)
Chrome	19.0.1068.0	Intel Mac OS X 10_6_8	1920x1200	11.2.202	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_6_8) AppleWebKit/536.3 (KHTML, like Gecko) Chrome/19.0.1068.0 Safari/536.3
Firefox	3.6.3	Windows NT 6.1	1280x1024	10.3.181	1	Mozilla/5.0 (Windows; U; Windows NT 6.1; en-US; rv:1.9.2.3) Gecko/20100401 Firefox/3.6.3
Safari	5.1	CPU iPhone OS 5_1 like Mac OS X	320x480	11.1.102	1	Mozilla/5.0 (iPhone; CPU iPhone OS 5_1 like Mac OS X) AppleWebKit/534.46 (KHTML, like Gecko) Version/5.1.2 Safari/534.46

Safari iPhone	5.1	OS 5_1 like Mac OS X	320x480	-1	0	Mozilla/3.0 (iPhone; CPU iPhone OS 5_1 like Mac OS X) AppleWebKit/354.46 (KHTML, like Gecko) Version/5.1 Mobile/9B176 Safari/7534.48.3
Chrome	17.0.963.56	Intel Mac OS X 10_7_3	1440x900	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_7_3) AppleWebKit/535.11 (KHTML, like Gecko) Chrome/17.0.963.56 Safari/535.11
MSIE	8.0	Windows NT 6.1	1311x737	11.1.102.62	1	Mozilla/4.0 (compatible; MSIE 8.0; Windows NT 6.1; Trident/4.0; FunWebProducts; BTRS127482; GTB7.3; SLCC2; .NET CLR 2.0.50727; .NET CLR 3.5.30729; .NET CLR 3.0.30729; Media Center PC 6.0; BRI/1; BRI/2; FunWebProducts; .NET4.0C)
Chrome	17.0.963.83	Intel Mac OS X 10_7_3	1440x900	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_7_3) AppleWebKit/535.11 (KHTML, like Gecko) Chrome/17.0.963.83 Safari/535.11
Safari	5.1.4	Intel Mac OS X 10_6_8	1920x1200	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_6_8) AppleWebKit/534.54.16 (KHTML, like Gecko) Version/5.1.4 Safari/534.54.16
Chrome	17.0.963.83	Intel Mac OS X 10_7_3	1920x1080	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_7_3) AppleWebKit/535.11 (KHTML, like Gecko) Chrome/17.0.963.83 Safari/535.11
Firefox	11.0	rv:11.0	1280x800	11.1.102	0	Mozilla/5.0 (Windows NT 6.0; rv:11.0) Gecko/20100101 Firefox/11.0
Chrome	17.0.963.79	Intel Mac OS X 10_7_3	1920x1200	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_7_3) AppleWebKit/535.11 (KHTML, like Gecko) Chrome/17.0.963.79 Safari/535.11
Chrome	17.0.963.83	Intel Mac OS X 10_7_3	1440x900	11.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_7_3) AppleWebKit/535.11 (KHTML, like Gecko) Chrome/17.0.963.83 Safari/535.11
Safari	5.0.6	Intel Mac OS X 10_5_8	1440x900	10.1.102	1	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_5_8) AppleWebKit/534.50.2 (KHTML, like Gecko) Version/5.0.6 Safari/533.22.3
Chrome	17.0.963.83	WOW64	1366x768	11.1.102	1	Mozilla/5.0 (Windows NT 6.1; WOW64) AppleWebKit/535.11 (KHTML, like Gecko) Chrome/17.0.963.83 Safari/535.11

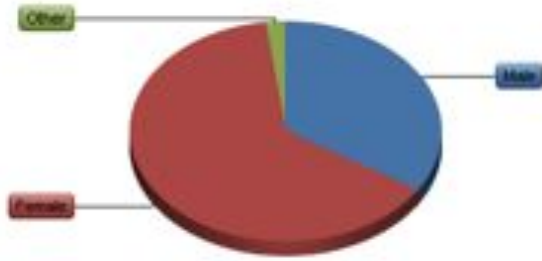
Statistic	Value
Total Responses	42

#	Answer	Average Value	Standard Deviation
1	First Click	80.07	465.29
2	Last Click	105.29	465.99
3	Page Submit	106.86	465.94
4	Click Count	7.21	1.18



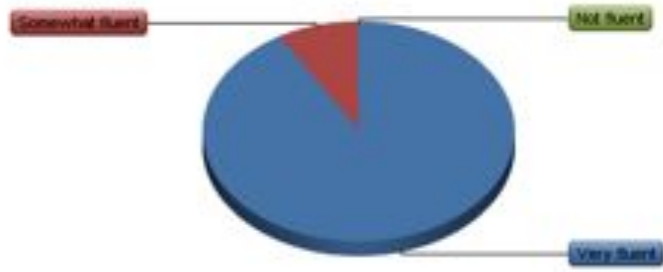
#	Answer	Bar	Response	%
1	Under 21		0	0%
2	21-25		19	40%
3	26-30		14	30%
4	31-35		8	17%
5	Over 35		6	13%
	Total		47	

Statistic	Value
Min Value	2
Max Value	5
Mean	3.02
Variance	1.11
Standard Deviation	1.05
Total Responses	47



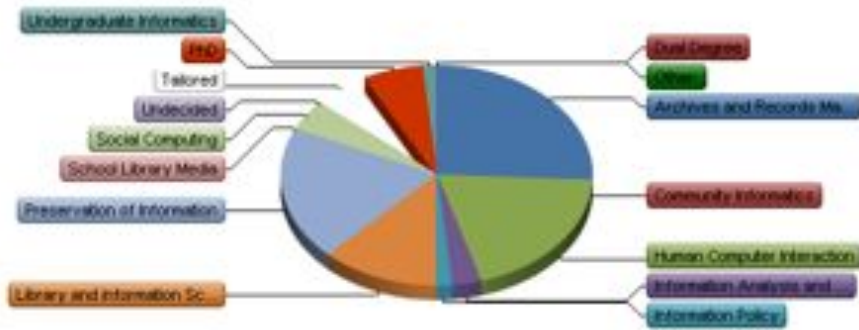
#	Answer	Bar	Response	%
1	Male	<div style="width: 34%; height: 10px; background-color: blue;"></div>	16	34%
2	Female	<div style="width: 64%; height: 10px; background-color: blue;"></div>	30	64%
3	Other	<div style="width: 2%; height: 10px; background-color: blue;"></div>	1	2%
	Total		47	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.68
Variance	0.27
Standard Deviation	0.52
Total Responses	47



#	Answer	Bar	Response	%
1	Very fluent	<div style="width: 91%; height: 10px; background-color: blue;"></div>	43	91%
2	Somewhat fluent	<div style="width: 9%; height: 10px; background-color: blue;"></div>	4	9%
3	Not fluent	<div style="width: 0%; height: 10px; background-color: blue;"></div>	0	0%
	Total		47	

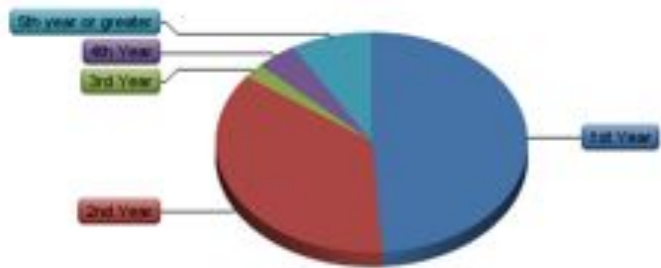
Statistic	Value
Min Value	1
Max Value	2
Mean	1.09
Variance	0.08
Standard Deviation	0.28
Total Responses	47



#	Answer	Bar	Response	%
1	Archives and Records Management		17	36%
2	Community Informatics		0	0%
3	Human Computer Interaction		13	28%
4	Information Analysis and Retrieval		2	4%
5	Information Policy		1	2%
6	Library and information Science		8	17%
7	Preservation of Information		13	28%
8	School Library Media		0	0%
9	Social Computing		3	6%
10	Undecided		0	0%
11	Tailored		4	9%
12	PhD		4	9%
13	Undergraduate Informatics		1	2%
14	Dual Degree		0	0%
15	Other:		0	0%

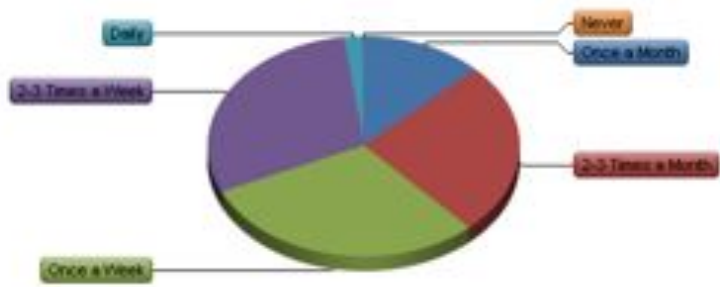
**Other:**

Statistic	Value
Min Value	1
Max Value	13
Total Responses	47



#	Answer	Bar	Response	%
1	1st Year		23	49%
2	2nd Year		17	36%
3	3rd Year		1	2%
4	4th Year		2	4%
5	5th year or greater		4	9%
	Total		47	

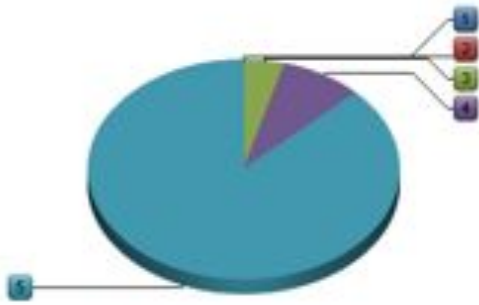
Statistic	Value
Min Value	1
Max Value	5
Mean	1.87
Variance	1.46
Standard Deviation	1.21
Total Responses	47



#	Answer	Bar	Response	%
1	Once a Month	■	6	13%
2	2-3 Times a Month	■	12	26%
3	Once a Week	■	14	30%
4	2-3 Times a Week	■	14	30%
5	Daily	■	1	2%
6	Never		0	0%
	Total		47	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.83
Variance	1.14
Standard Deviation	1.07
Total Responses	47

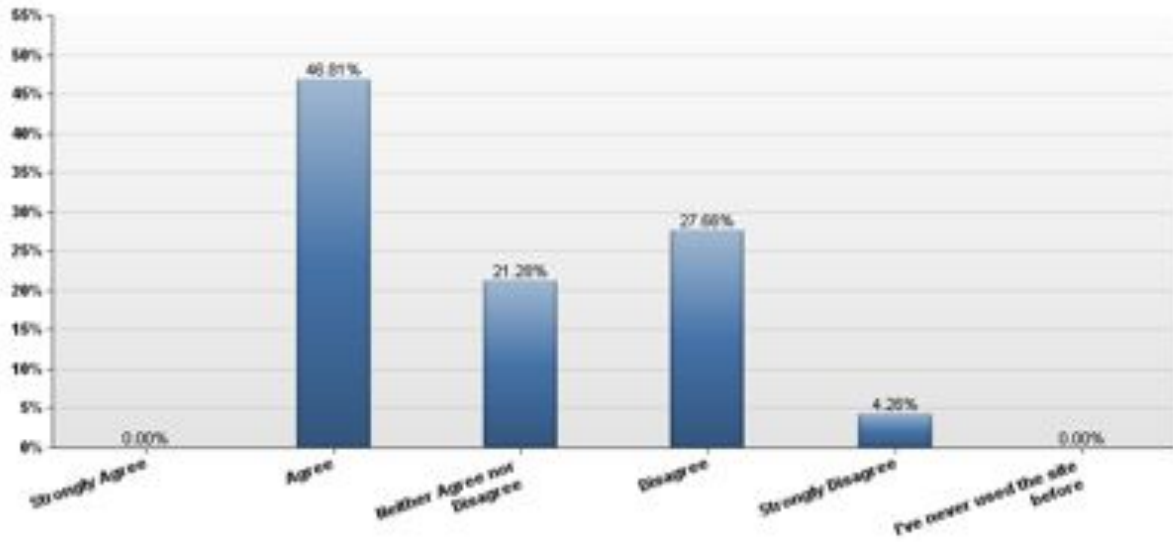
comfortable, 5 being very comfortable).



#	Answer	Bar	Response	%
1	1		0	0%
2	2		0	0%
3	3		2	4%
4	4		4	9%
5	5		41	87%
	Total		47	

Statistic	Value
Min Value	3
Max Value	5
Mean	4.83
Variance	0.23
Standard Deviation	0.48
Total Responses	47

find what I am looking for on the SI website?"



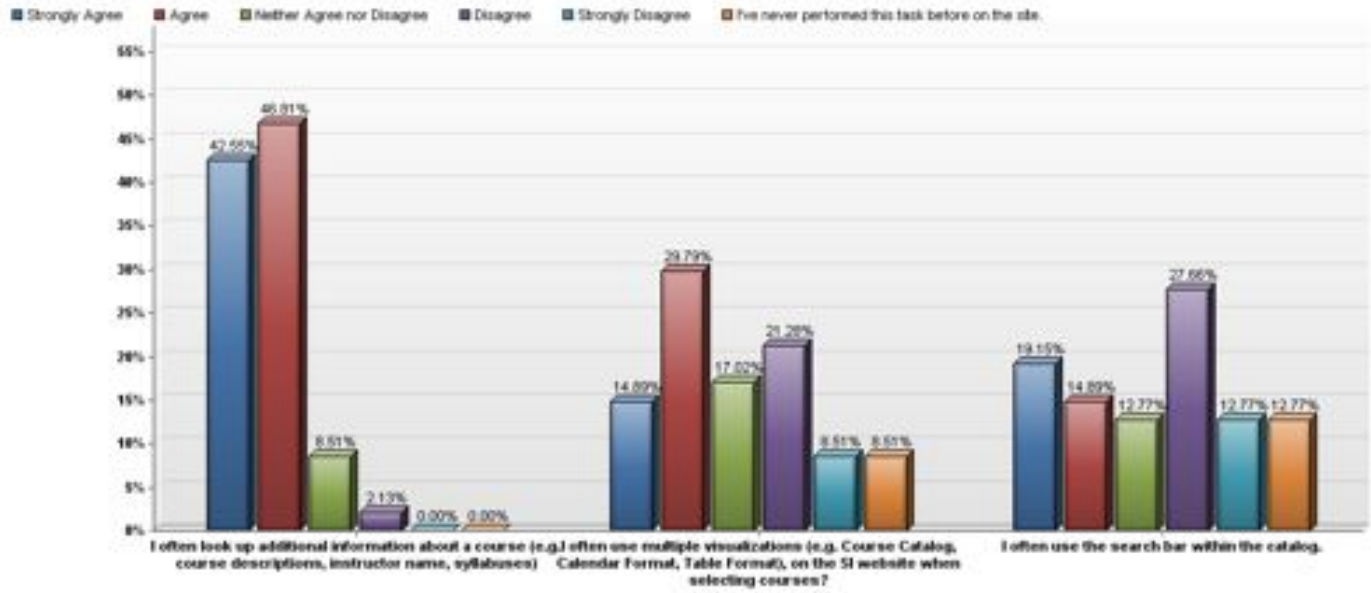
#	Answer	Bar	Response	%
1	Strongly Agree		0	0%
2	Agree		22	47%
3	Neither Agree nor Disagree		10	21%
4	Disagree		13	28%
5	Strongly Disagree		2	4%
6	I've never used the site before		0	0%
	Total		47	

Statistic	Value
Min Value	2
Max Value	5
Mean	2.89
Variance	0.92
Standard Deviation	0.96
Total Responses	47



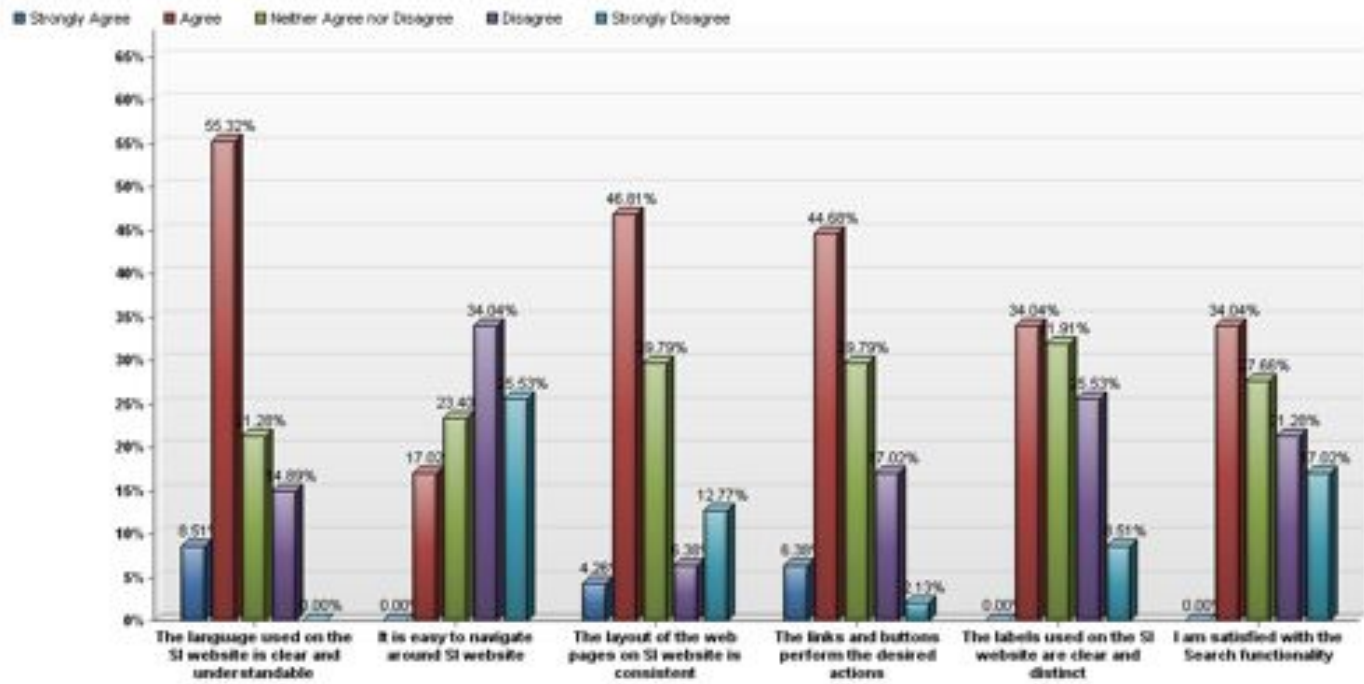


much do you agree with the following statements?



#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I've never performed this task before on the site.	Responses	Mean
1	I often look up additional information about a course (e.g. course descriptions, instructor name, syllabuses)	20	22	4	1	0	0	47	1.70
2	I often use multiple visualizations (e.g. Course Catalog, Calendar Format, Table Format), on the SI website when selecting courses?	7	14	8	10	4	4	47	3.04
3	I often use the search bar within the catalog.	9	7	6	13	6	6	47	3.38

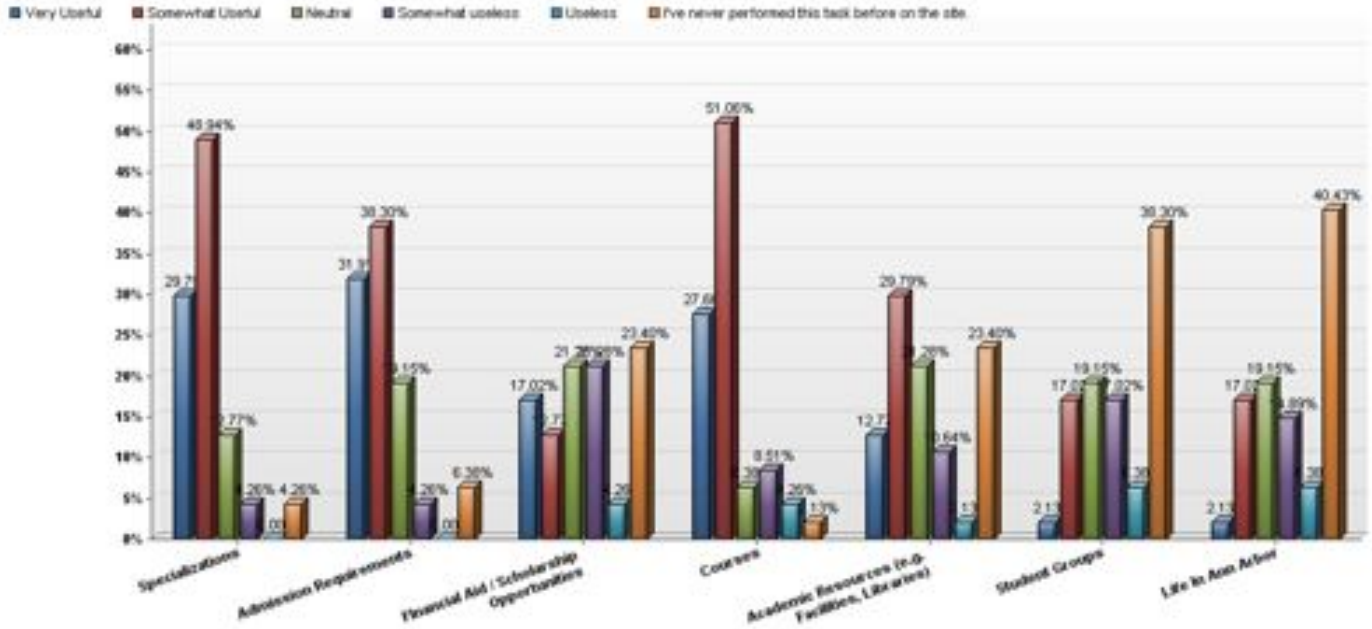
Statistic	I often look up additional information about a course (e.g. course descriptions, instructor name, syllabuses)	I often use multiple visualizations (e.g. Course Catalog, Calendar Format, Table Format), on the SI website when selecting courses?	I often use the search bar within the catalog.
Min Value	1	1	1
Max Value	4	6	6
Mean	1.70	3.04	3.38
Variance	0.52	2.26	2.76
Standard Deviation	0.72	1.50	1.66
Total Responses	47	47	47



#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Responses	Mean
1	The language used on the SI website is clear and understandable	4	26	10	7	0	47	2.43
2	It is easy to navigate around SI website	0	8	11	16	12	47	3.68
3	The layout of the web pages on SI website is consistent	2	22	14	3	6	47	2.77
4	The links and buttons perform the desired actions	3	21	14	8	1	47	2.64
5	The labels used on the SI website are clear and distinct	0	16	15	12	4	47	3.09
6	I am satisfied with the Search functionality	0	16	13	10	8	47	3.21

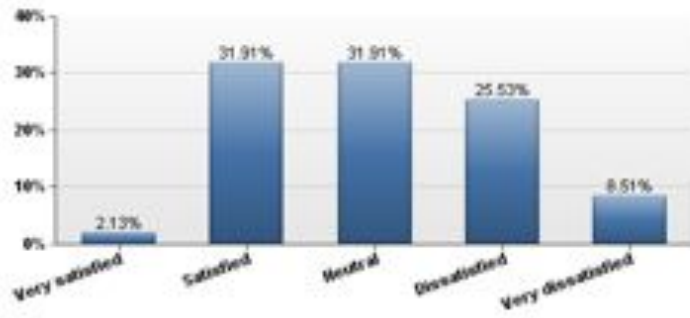
Statistic	The language used on the SI website is clear and understandable	It is easy to navigate around SI website	The layout of the web pages on SI website is consistent	The links and buttons perform the desired actions	The labels used on the SI website are clear and distinct	I am satisfied with the Search functionality
Min Value	1	2	1	1	2	2
Max Value	4	5	5	5	5	5
Mean	2.43	3.68	2.77	2.64	3.09	3.21
Variance	0.73	1.09	1.18	0.84	0.95	1.21
Standard Deviation	0.85	1.04	1.09	0.92	0.97	1.10
Total Responses	47	47	47	47	47	47

following topics is?



#	Question	Very Useful	Somewhat Useful	Neutral	Somewhat useless	Useless	I've never performed this task before on the site.	Responses	Mean
1	Specializations	14	23	6	2	0	2	47	2.09
2	Admission Requirements	15	18	9	2	0	3	47	2.21
3	Financial Aid / Scholarship Opportunities	8	6	10	10	2	11	47	3.53
4	Courses	13	24	3	4	2	1	47	2.17
5	Academic Resources (e.g. Facilities, Libraries)	6	14	10	5	1	11	47	3.30
6	Student Groups	1	8	9	8	3	18	47	4.23
7	Life In Ann Arbor	1	8	9	7	3	19	47	4.28

Statistic	Specializations	Admission Requirements	Financial Aid / Scholarship Opportunities	Courses	Academic Resources (e.g. Facilities, Libraries)	Student Groups	Life In Ann Arbor
Min Value	1	1	1	1	1	1	1
Max Value	6	6	6	6	6	6	6
Mean	2.09	2.21	3.53	2.17	3.30	4.23	4.28
Variance	1.30	1.69	3.08	1.41	3.08	2.66	2.73
Standard Deviation	1.14	1.30	1.76	1.19	1.76	1.63	1.65
Total Responses	47	47	47	47	47	47	47



#	Answer	Bar	Response	%
1	Very satisfied		1	2%
2	Satisfied		15	32%
3	Neutral		15	32%
4	Dissatisfied		12	26%
5	Very dissatisfied		4	9%
	Total		47	

Statistic	Value
Min Value	1
Max Value	5
Mean	3.06
Variance	1.02
Standard Deviation	1.01
Total Responses	47

**Text Response**

It's nearly impossible to navigate and find information on the site without already knowing where to find the information or using the search function.

I find it faster to search for something I am looking for on the SI site by going to google and doing a search specifying UMSI. When I search on the site a good amount of the time my search returns entirely unrelated things. I am very good at searching for things using search terms so I find this frustrating. Also I find the course catalogue very difficult to navigate, I prefer to go to W-access and just look there. I hate having to flip through all of the pages. On W-access I can see all the classes without flipping pages and expand and collapse them as I see fit.

Links keep on breaking and content is not always up to date.

What used to take a 1 or 2 clicks to navigate to now feels like it takes 3-4. I feel lost when navigating the site, like I'm stumbling around blindly. There's usually 3 different ways to get to a single resource and each of them takes multiple steps. It feels unnecessary. Further, there's no obvious way to find information for prospective students, and when you find it, it's a mess of links. It doesn't tell a story like nearly every other admissions website for prospective students. In fact, the entire website feels like a mess of links; like someone just put out a bunch of resources with a little bit of categorization and no real thought to how one might explore the site.

Navigation is very poorly designed. I miss the old site where you can get to the course page from a drop down menu.

Too confusing, too many clicks to get places and hard to find what you're looking for. It always seems like there is a complicated path to follow that you just have to memorize or bookmark. Information is duplicated confusingly (course catalog, course list) and it's not clear where you need to go and what is located there.

I end up using the search bar as the default way of finding things because the "channels" (main links) don't usually seem to make much sense to me.

Course information is absurdly sparse. There are no centralized/standardized places to see syllabi for a course. Sometimes it's on a professor's SI page, sometimes on Professors Umich page, instead of on the course description. When there is a writeup on a course, it's usually too ambiguous to provide any insight on the class. Navigating through classes is a dunky linear search.

it is difficult to find course information finding information on PEP means clicking on way too many pages

Confusing, aesthetically displeasing (colors), visual information overload, the old site was clearer and more appealing.

It's poorly organized, information is hard to find (I don't know how many times I've struggled to find a TAPS sheet), there are too many links on each page, it's ugly as sin - there's probably a bunch more I'm not thinking of right now.

Too much information which are not organized or searchable. On the other hand, most important information - course are not sufficient. Especially the coursework section needs a lot of improvement - more content (syllabus, instructors...) and schedule.

It's always hard to find what I'm looking for

Statistic	Value
Total Responses	13

**Text Response**

it isn't so much that information is lacking, it just isn't easy to get to.

It would be helpful if the course catalog (somewhere—I kind of hate that there are so many ways of showing the exact same information) if one could find out a) whether or not a course is offered only in the fall or winter b) how many PEP credits it has and c) what specializations it counts toward and d) links to past syllabi (not just the most current term)

I think just making what you already have more accessible would be better

Not that immediately comes to mind.

So many things about classes change so often (numbers, credits, syllabus, etc.), it's confusing to know if the information on the website is up to date. Maybe that could be indicated in some way. It would be nice to have better, up-to-date information about student groups, especially linking to their websites and email addresses.

the course requirements for each specialization are very clear and specific. i like how it also tells me which classes double count

It's really too bad that there are no old syllabuses (previously to last Fall) on the site. Also, it doesn't seem to work when you want to search by course number. I also really dislike the layout of the course listing pages - there is too much space for each row, which requires you to guess on which page you might find a course - very slow (frustrating) to navigate.

If there is information about student groups on the website, I can't find it.

easier to use course catalog with more info

I can't really remember what's on it so I don't know... Maybe information about student code of ethics, but that may be there already and I could've forgotten.

Internship feedback, and specific info. about interview, ...

Need more PEP credit information

Not many courses have links to the syllabus or course website. It would be nice to have this kind of background information about courses available for all of them.

Statistic	Value
Total Responses	13

**Text Response**

I think to a great extent I used to webstie a lot more before coming to SI, as a prespective student I found the site very helpful. As a current student I find it frustrating.

No

Not that immediately comes to mind.

Course descriptions are usually pretty vague, unclear, and unhelpful. The issues are more with the navigation than the content, though.

not really

No, but it's not always intuitive to navigate.

All the varied permutations of course descriptions are super confusing. There's the catalog, the descriptions with course dates and times...and there's one other one I can't remember. Personally, I don't find that this information is always in synch, and it doesn't always match with Wolverine Access. It would also be helpful if that information had a 'Most Recently Updated' notation; I can kind of tell if it's current, but it would be helpful to know for sure.

the sidebars!

Can't really recall.

The search box in the course list only takes keywords to match against the titles. We all know we often talk in terms of course numbers and it doesn't do anything (not even "no results found") if you try to search for course number. It looks like the page stopped loading or something. This is the first time I found out about the table/calendar format of the courses. Granted they are on the "Courses" page but I never looked past Course List and Course Catalog because I thought I'd found what I needed. I don't see the point of the table format but the calendar view is potentially helpful. The submenus and the Course page item should be differentiated, I think. The two views could be made available on the Class Schedule page, which is one of the submenus on the left. They're two different views of the table on that schedule page anyway. It doesn't make sense to keep these options in the Courses top page. It'd be better to have a thumbnail shot of the different views instead of/in addition to the text explanation. Right now, it's not very helpful. The order of the links in the Course top page and the submenu listed under Courses on the left should match (see "Course List" and "Course Catalog" positions). And all of the table-formatted pages with numbered page links at the bottom (e.g. "1 2 3 4 next> last>") should allow a "see all" option. Every time I try to look up course information, this drives me nuts..!! Oh, and put the page information both at the top and the bottom so I know the page doesn't contain all the information I need right when it loads. It should be in bigger font, brighter color, SOMETHING, to be more pronounced. (green font against dark blue background - really?) Bringing it within the actual content area with white background will make more sense. I often forget to go to the next page or have trouble finding the next or the next page link, and I'm not even new to the site. Imagine someone who's looking at the site for the first time, like a prospect student. Ugh. The Course Catalog shouldn't be a static text. The course titles in the Course Catalog should be linked to wherever the current course information is. Again, let me choose to "see all" for god's sake.

The course description in the catalog and in wolverine can be pretty vague, and it seems like they are not written by a professor who is actually teaching the course (or maybe haven't been updated for a while.) It would be nice for the website to have course descriptions written by the instructor.

Statistic	Value
Total Responses	12

**Text Response**

Sometimes it's hard to find what you're looking for on the site.

I almost ALWAYS use the search tool (or Google's search site function) to find things on the SI website. Period. Either that or I have the page I want book marked. The problem almost is how nested everything is: sometimes what you want (like scheduling workrooms vs CCA rooms) are one two different pages despite the fact that they are pretty similar in a student user's eyes

Search function is crazy. I usually search externally (i.e. use Google) to find results from the SI website.

The site does not express well the skills offered by SI students and Faculty. There is much opportunity to use it as our showboat for skills... though design, usability, and slow performance really are not showing SI off in the best light especially since we are the ones who supposedly will be designing the future and our website does not highlight the skills of SI in its own design and features.

Change the background.

i think you should add syllabi to the courses so that it is easier for students to decide whether they want to take the class

I default to the search to find most things on the site because I feel that it's more efficient than guessing where I might find the information. Generally, I find there is too much blue color - it clashes with many photos that are added to the site. And the red crystal/triangle shapes just make me ask 'why?' every time I access the site.

Searching the course catalog for a course number doesn't produce a result because the number is not included in the course description - I typically have to scroll through pages to find the course that I want. Honestly, most department websites are not up to par in this regard (have you tried School of Ed? Gross).

Um... I don't know how useful my answers will be because unless I run into major trouble, I think everything is "easy."

The Academics portion of the SI site might be one of the most straightforward sections to navigate.

I marked "did not perform this task" for room scheduling because I never go through the SI site to schedule rooms. I usually find them through Sharepoint. It would be helpful to have a clear link from the SI site.

Good luck with your project and would love to see improvements made from your results!

Needs to be better oriented towards the needs of its core users-SI students. More attention has to be paid to taxonomy and hierarchy.

Statistic	Value
Total Responses	13

Text Response
vijay.swamy1@gmail.com
shermash3@gmail.com

Statistic	Value
Total Responses	2