

**Arts & Sciences Support of Education Through Technology**

# **Design for The Syllabus Archive 2.0**

*User-centered interface and experience design for the new CU Boulder Syllabus Archive*

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# Executive Summary

## Background

The current CU Syllabus Archive was developed to provide students and faculty with access to historical syllabus files. However, due to aging technologies and poor user facing design, the system is not widely used and requires an overhaul so that it can be leveraged to its full potential.

## Goal

The goal of our project was to create a prototype and conduct user testing in order to provide specific recommendations for elements that should be considered and included in the final design of Syllabus Archive 2.0. The user testing portion would be crucial to developing a design which best fit the needs of the users.

## Methods and Process

To create our final prototype, our team progressed through five distinct design phases that included research, iterations of our prototype, user testing, and feedback. At the completion of our process, we had created four separate versions of the prototype, each of which iterated on the previous version according to the feedback we received. These iterations helped us form a design that is highly user-centered and each key feature is validated by user feedback.

## Results

The final result of our team's process was a prototype that reflected everything we learned during the research, user testing, and feedback phases. The interactive prototype demonstrates all of our recommendations and provides a solid base for the interface design of the new tool.

## Recommendations

As development continues on the Syllabus Archive 2.0, our team has several recommendations regarding the user interface and experience design that will ensure the tool is able to be used to its full potential. At a high level these recommendations are as follows:

- Conform to the look and feel of established tools within the CU Suite and follow the official CU Brand and Messaging guidelines
- Utilize a single page layout for navigating from the top level (college) to individual files
- Include robust search and filtering capabilities to provide easy access to files
- Maintain clear communication with the user in instances of unexpected results
- Expose all of the data to the user in a manner that prioritizes the most relevant content
- Integrate the Syllabus Archive 2.0 with existing tools in the course selection process such as Faculty Course Questionnaire scores and CU Class Search

# Background

## Motivation

Starting in 2009, Arts and Sciences Support of Education Through Technology (ASSETT) developed and maintained The Syllabus Archive to establish a digital repository of past syllabus files for CU courses. The goal of this tool is to provide access to these syllabus files for students to learn more about potential courses they wish to enroll in and for faculty who may be teaching a new course to base their syllabus on past syllabi for that course.

Currently, the system is undergoing a transformation that will overhaul the front and back end technologies. Part of this transformation will be a complete redesign of the user interface.

## Needs

Up to this point, The Syllabus Archive has mainly been used as a storage system and very few students even know that it exists. The archive currently has design flaws that greatly detract from its utility for CU students and faculty. Of these flaws, the most glaring issue from a user perspective is that of the poorly designed user interface, which suffers from a range of design deficiencies like poor navigation flows and information overload. Figures 1 through 3 show the design and navigation flow of the current Syllabus Archive implementation.

Figure 1: Homepage of current syllabus archive

The screenshot shows the homepage of the Syllabus Archive. At the top, there is a header with the University of Colorado Boulder logo and links for "SYLLABUS ARCHIVE", "Home", "About Us", and "Login". Below the header is a search bar with "Search Archive" and "Search" buttons. A message says "Welcome to the Syllabus Archive! You may search the archive for past syllabi or browse it by selecting one of the department buttons below." On the left, there is a sidebar titled "Departments" listing various academic units with their syllabus counts. On the right, there is a main content area titled "Courses" with a message "Please select a Department on the left to view its courses." A small "Courses" link is also present in the sidebar.

Figure 2: Course list shown after selecting department

The screenshot shows the course list page after selecting the "Advertising, Public Relations and Media Design (APRD)" department. The header and search bar are identical to Figure 1. The main content area now displays a table of courses with their details. The table includes columns for course name, syllabus count, and a "View" button. Courses listed include APRD 1000 - Creative Industries (5 Syllabi), APRD 1001 - Introduction to Creative Concepts (37 Syllabi), APRD 1002 - Introduction to Branding Strategy (27 Syllabi), APRD 1234 - test (1 Syllabus), APRD 2000 - Principles of Advertising (6 Syllabi), APRD 2002 - Principles of Public Relation (5 Syllabi), APRD 2003 - Principles of Design (4 Syllabi), APRD 3000 - Intermediate Creative Concepts (7 Syllabi), and APRD 3001 - Intermediate Design Concepts (9 Syllabi).

Figure 3: File list on separate page after selecting course

The screenshot shows a separate page for the "APRD 1000 - Creative Industries" course. The header and search bar are identical to the previous screenshots. The main content area displays a table of syllabi entries with columns for "Term/Year", "Instructors", "Section", "Class Title", and "View" (with PDF and DOCX options). The entries are: Spring 2019 Mindy Cheval 001 Creative Industries (View PDF, View DOCX); Fall 2018 Mindy Cheval 001 Creative Industries (View PDF, View DOCX); Summer 2018 Harsha Gangadharpata 001 Creative Industries (View PDF, View DOCX); Spring 2018 Melinda (Mindy) Cheval 001 Creative Industries (View PDF, View DOCX); and Fall 2017 Melinda Kiger Cheval 001 Creative Industries (View PDF, View DOCX).

## **Problem Statement**

Our team needed to develop specific changes that could be implemented to fix these issues so that the Syllabus Archive 2.0 can be leveraged to its full potential by CU students and faculty upon its completion. To accomplish this task, we had to facilitate in-depth user testing to aid in the discovery of both the problems and the solutions. The scope of our problem was focused entirely on the front-end user experience and interface design.

In order to provide the Syllabus Archive 2.0 to CU students and faculty as a common good that benefits its users, a great deal of attention must be given to the user experience and interface design of the tool. Ensuring that these components of the system are optimized will increase the usability of the tool and contribute greatly to its adoption by students and faculty. In other words, the back end of the system must be matched with an equally well designed front end in order to attract users.

# Goal

The goal of the Syllabus Archive 2.0 project was to create a user interface and experience design that reflected the needs of all possible users or stakeholders. The design needed to be intuitive, clean, and allow the user to easily access all of the information in the database.

## Deliverable

Our group was commissioned by our client, Jacie Moriyama, to create an interactive prototype that had been thoroughly user tested and reflected everything we learned from feedback. The goal of this prototype was to visually communicate our design recommendations and demonstrate how each recommendation will should be implemented within the context of the entire system.

## Constraints

### *Uneven Distribution of Syllabus Files*

One of the most important challenges that we would need to account for in our design was the uneven distribution of syllabus files across departments and individual courses. Some departments had files in the database for a multitude of courses and sections while other departments only had a few syllabi available in the database. The reason for this uneven distribution could be contributed both to varying degrees of participation across departments and differences in course designs. For example, some large departments have intro courses which may have many sections for each semester, whereas other smaller courses may only have one section per academic year. This fact would make it difficult to create a design that could display both large amounts of data for courses with many syllabi as well as small amounts of data for courses with very few syllabi.

### *Faculty and Student Privacy Concerns*

While designing the interface, our team would also have to keep the privacy concerns of students and faculty in mind. Many faculty are concerned about their intellectual property being shared with little access restrictions in place. There had also been at least once instance of students' privacy being compromised in the process of making syllabus files available before. These privacy concerns could lead to decreased participation in the Syllabus Archives from departments or faculty, and thus it would be important to account for them in our design.

# Methods and Process

To accomplish the goal of improving the user interface and experience of the CU Syllabus Archive, our team conducted an initial analysis followed by several phases of prototyping and user testing in order to create a design that best fit the needs of all potential users and stakeholders of the system.

## Phase 1: Analysis of Current Syllabus Archive

### *Initial Design Considerations*

Shortly after being assigned this project, our team began analyzing the current CU Syllabus Archive site and determining what changes we would like to make. After conducting our research, we condensed the findings to identify key issues that needed to be considered in our first prototype.

One thing we immediately wanted to improve upon was the usability of the homepage browsing functionality. Ensuring that the user could easily navigate from the highest level in the browsing hierarchy (department or program) down to the lowest level (an individual syllabus file) on a single page would help the user quickly find what they're looking for.

Searching is an important aspect of any archive or database system and we determined that indexing the data in the Syllabus Archive in a way that allowed for different types of search terms would be essential to the utility and adoption of the system. We defined three distinct ways in which the data should be able to be searched: by course, by instructor, or by department. Returning results for a search in a structured format that affords easy navigation was also something we needed to account for in our design.

Our team also decided that syllabus files should be embedded in the page that they were selected from instead of opening up a whole new page. This was important to us because it would greatly increase the rate at which a user could change between files and eliminate the need to use the browser back button. The goal was to have the Syllabus Archive to be a completely self contained system.

## Phase 2: Initial Prototype and Feedback

### *Prototype*

Once the problem was clearly defined during the research portion of the project, our team used Adobe XD to create a first prototype that represented our thoughts about what the design should look and feel. We used the CU Class Search as a model for both the visual and experiential design of the prototype. Some of the important aspects that we included in our first iteration included a browse functionality that drilled down to a specific syllabus file from the department level with some intermediate steps, filtering afford abilities on long lists of items, robust searching with live suggestions, and categorized search results. Figures 4 through 6 demonstrate our implementation of these concepts.

Figure 4: Homepage of initial prototype

Figure 5: Viewing a syllabus file

Figure 6: Initial prototype search results design

## Feedback

After completing the first prototype, our team met with the client, Jacie Moriyama, and one of her student employees so that we could demo the prototype and elicit feedback. Overall, the first prototype was well received and we got some valuable feedback that helped us iterate on our design.

Perhaps the most important feedback from this discussion was the need to raise the top level of our navigation hierarchy from the department level to the college level. This would help users narrow down the long list of departments to a shorter list that only included departments within the selected college, increasing the relevancy of the available content immediately.

The layout of the homepage in our first prototype also needed some work. The design was such that the homepage was mostly blank and didn't give the user much information up front. Jacie and Austin suggested that we use a photo or some other type of visually interesting element as a background, and include an area for a use policy statement so that the user could easily understand the purpose of the syllabus archive.

The problem of exposing all of the available syllabus to the user while maintaining a streamlined design was called to our attention during this first round of feedback. We needed to find a balance between showing too many files for a given course, and thus reducing the ease of use, and not showing enough, which would greatly diminish the utility of our tool. While we didn't arrive at a solution to the problem during this round of feedback, we learned that asking more about this problem in the subsequent feedback rounds would help us to determine the best way to account for it in future iterations.

## Phase 3: Prototype 2.0 and feedback

### *Iterate on Initial Prototype*

We applied what we learned from the first feedback round to the design of our prototype to create version 2.0 that we planned to demo for our Technical Communication and Design course. The main changes we implemented were the addition of a drop down list of colleges to filter the department list if the user chose to do so, including a photo of the CU Boulder campus as the homepage background, and including an example use policy on the homepage. Figures 7 and 8 show the changes we made for iteration 3.0.

Figure 7: Homepage with use policy and background



Figure 8: Dropdown options for filtering department by college



### *Class Demo*

Following the creation version 2.0, our team was able to secure some class time for a demo and another round of feedback from the class. Our Technical Communication and Design class is composed of Junior and Senior level CU Students from a variety of different backgrounds and majors, with a skew towards the College of Engineering and Applied Science. See Appendix A for more information about the demographics of this focus group. This demo and feedback session was extremely helpful and the feedback we received helped drive our project towards success.

### *Feedback*

To start the focus group, our team showed the design and demonstrated all of the functionality present in version 2.0 in front of the class. The demo was followed by questions that were pointed at specific components that we wanted to learn more about, which are listed below, as well as opportunities for open-ended discussion.

- How many syllabus files should be displayed for a specific course and how should they be sorted?
- Is the college drop down list helpful or should this top level navigation be included in a different fashion?
- Does the current categorization of search results make sense, or is there a better way to display the results?

The first thing we learned is that we needed our “dummy data” to be more realistic so it would be easier for user testers to envision themselves using the tool. In our first prototypes we used a lot of repeated data that didn’t make sense within the context of our tool in order to save time during the initial design in Adobe XD. We didn’t want to invest too much time in designing a prototype that might get completely thrown out. During Phase 3, our design had matured to a point that modifying the example data to represent more realistic data would be a valid investment of time.

We received valuable feedback from the focused question discussions, particularly in regard to how files should be displayed for a given course, regardless of whether the course was navigated to via the browse or the search method. The vast majority of our class agreed that this problem could be solved by including a few files in the list as a default and giving the user an option to look at all available files for the course by navigating to a separate archive page. The majority of the users will only need to see the most recent (or relevant) syllabi, so simply meeting this need with a streamlined list by default will cover the majority of use cases and keep our design clean. However, if a user needed to see older files, such as if they are continuing their college career at another institution after an extended break and need to submit syllabi for transfer credit, they would still able to do so easily.

The open discussion that followed the structured feedback was also extremely helpful and we received suggestions for features that we hadn’t considered. One such suggestion was to integrate FCQ score links into the Syllabus Archive tool. Implementing this feature would help provide more context to a syllabus file since it reveals students’ impressions of the course after completing it. We were also reminded about stakeholders in the Syllabus Archive that extended beyond current CU students looking at syllabus files to determine which courses to take. Some additional use cases that were proposed to us during the discussion included transfer students needing to submit syllabi for other institutions for transfer credit and faculty that were teaching a new course and wanted to view the syllabi for previous sections.

# Phase 4: Prototype 3.0 and Feedback

## Prototype Modifications

Prototype version 2.0 was adjusted to create version 3.0 to accommodate much of the feedback we received from our class demo. We incorporated more realistic data to the prototype, included a link to FCQ scores in the header of file viewer model (Figure 9), and we worked in a “deep archive” functionality that displayed all available files to the user (Figure 10).

Figure 9: Integration with FCQ scores and realistic data

The screenshot shows a search bar at the top with the placeholder "Search by class or instructor". Below it is a dropdown menu for "All Colleges" and a list of course categories. The "APRD Courses" category is selected, showing a list of courses such as APRD 1000 - Creative Industries, APRD 1001 - Introduction to Creative Concepts, APRD 1002 - Introduction to Branding Strategy, APRD 2000 - Principles of Advertising, APRD 2002 - Principles of Public Relations, APRD 2003 - Principles of Design, APRD 2000 - Intermediate Creative Concepts, APRD 2001 - Intermediate Design Concepts, and APRD 2002 - Communication Platforms.

Figure 10: Supplementary archive interface

This screenshot shows a detailed view of a syllabus for "APRD1000 IDEA INDUSTRIES" from Spring 2019. The sidebar on the right is titled "Archive" and lists various past syllabi sections for different terms. The main content area includes course details like MTWRF 12:30-3 p.m., professor information, and a required reading section. At the bottom, there is a table for "Course Grade Distribution" with columns for letter grades A through F and their corresponding percentage ranges.

## Demos

Our team showed Prototype 3.0 to our client and to a broader range of CU students and faculty. We interviewed students from younger demographics (Freshmen and Sophomores) as well as students further along in their CU careers (Juniors, Seniors, and Graduate Students), and faculty. To view a detailed breakdown of these demographics, please refer to Appendix A. Specifically, we wanted to determine the best number of syllabus files to display by default and how they should be prioritized, in addition to confirming that other design decisions that we made in earlier phases were applicable to this more diverse demographic. We conducted some of these demos in individual settings and some in group settings.

## Feedback

Overall, our design decisions were validated during this round of feedback. Overwhelmingly, the testers appreciated the filtering capabilities, search suggestions, and FCQ integration. The faculty member and graduate student that we interviewed agreed that this tool could be useful to them in planning the structure of a course they hadn't taught before and it would be helpful to scale the workload for the course by looking at the syllabi for past sections.

We were able to answer the question of which syllabi files to show in the list during this round of feedback. Most users indicated that having three to five files in the list would be most helpful. Selecting these files should be done based on which instructors or professors would be teaching them next. If this information is inaccessible, then the fall-back for determining priority should be recency of the file.

During this phase, our attention was called to the importance of elegantly handling any unexpected results so that the user is clear on what happened and has the resources to respond accordingly. For instance, one tester asked about what would happen if a user's search returned no results. Ensuring that we don't leave the user stranded in situations like this will mitigate any frustration that might discourage them from continuing to use the Syllabus Archive to its full potential.

## Phase 5: Prototype 4.0 and Presentation

### *Final Modifications*

We made final modifications to our prototype that accounted for what we learned during the Phase 4 User Testing. These changes included some wire frames for how the unexpected results might be handled and providing a drop down menu for additional filtering in the archive to make it more easily navigable. At this point in the process, the evolution of our design was complete. Some of the additions are shown in Figures 11 and 12.

Figure 11: Example of handling a search with no results

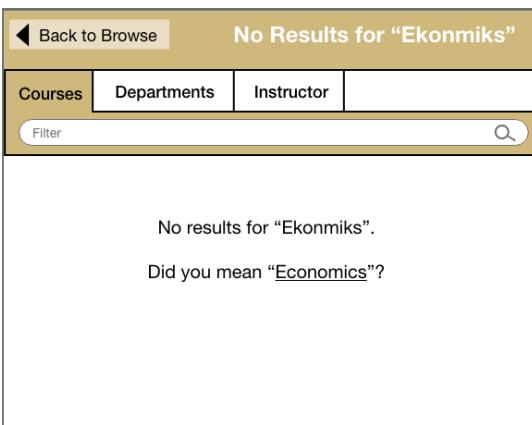
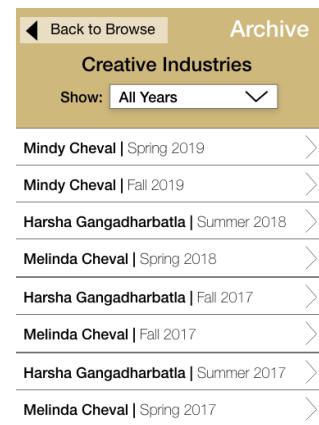


Figure 12: Filtering option for the supplementary archive



### *Final Presentation*

The last step in our process was a presentation of our findings to the client and our class with a summary of our recommendations. Following the presentation, we received positive feedback that the prototype was designed with ease of use as the highest goal. Achieving this goal was only possible via our process of user testing and iteration, and this fact was noted by the client as well as members of the class. The key takeaway from the final presentation was that our results were recognized to be valid based on our process.

# Results

The result of our methods was a design that was thoroughly user tested and reflected all of the feedback we received from each round of testing. This design takes the form of an Adobe XD prototype which visually communicates what our team believes is the best way to approach the design and development of the new Syllabus Archive.

Since our final result is a prototype that is both digital and interactive, we wanted to provide a variety of documentation methods to best capture the essence of the prototype. As such, Figures 13 through 17 show screenshots from our prototype below and we created a video recording demonstrating the functionality of our prototype which can be accessed on the flash drive that accompanies this report. Additionally, the interactive prototype can be viewed at <http://bit.ly/CUSyllabusArchive>.

Figure 13: Final prototype homepage



Figure 14: View after browsing to a syllabus file

A screenshot of the University of Colorado Boulder Syllabus Archive showing a detailed view of a syllabus file. The interface includes a sidebar with "All Colleges" and a main content area for "APRD Courses". The "APRD Courses" section lists several courses: APRD 1000 - Creative Industries (5 Syllabi), APRD 1001 - Introduction to Creative Concepts (37 Syllabi), APRD 1002 - Introduction to Branding Strategy (37 Syllabi), APRD 2000 - Principles of Advertising (5 Syllabi), APRD 2003 - Principles of Design (7 Syllabi), APRD 3000 - Intermediate Creative Concepts (7 Syllabi), APRD 3001 - Intermediate Design Concepts (7 Syllabi), and APRD 3002 - Communication Platforms (10 Syllabi). The main content area displays the syllabus for "APRD 1000 IDEA INDUSTRIES" for Summer 2018, taught by Harsha Gangadharbatta. It includes course details, professor information, and a table of contents. The table of contents includes sections like "Course Description", "Course Method and Objectives", "Course Evaluation", and a grade scale table.

Figure 15: Results for a search categorized by course, instructor, or department seperated by tabs

The screenshot shows the search results for the letter 'E'. On the left, there's a sidebar with a 'Back to Browse' button, a search bar, and tabs for 'Courses', 'Departments', and 'Instructor'. Below these are course links: Intro to Economics (ECON 1000), Experience Design 2 (APRD 5002), Experiential Design Studio 2 (APRD 5004), Experiential Design Studio 4 (APRD 5016), Environmental Economics (ECON 3545), Economic Development and Policy (ECON 3784), Economics of the Public Sector (ECON 4211), Economics Honors Seminar (ECON 4309), Economic History of Europe (ECON 4514), Economic History of U.S. (ECON 4524), Environmental Economics (ECON 4545), Economic Reform in Developing Countries (ECON 4774), Economic Development (ECON 4784), Economics in Action (ECON 4999), Econometrics 1 (ECON 8828), Environmental Political Theory (PSCI 3064), and Europe in the International System (PSCI 4213). On the right, there's a large image of the Flatirons and a smaller image of the CU campus.

Figure 16: View after navigating to syllabus file based on a search

This screenshot shows a detailed view of a syllabus. The sidebar on the left lists courses like Intro to Economics (ECON 1000) and Experiential Design Studio 4 (APRD 5016). The main content area shows the syllabus for 'Sheena Murray | Fall 2010'. It includes the title 'ECON 1000-000 Introduction to Economics Fall 2010', the professor 'Sheena Murray', and the schedule 'Tues 10:00 - 11:00 and by appointment'. It also lists email ('sheena.murray@colorado.edu'), website ('colorado.edu/~smurray/'), class time ('T.R 2:00-3:15 HURN 1850'), and location ('HURN 1850'). The syllabus text discusses the nature of economics and its two branches: microeconomics and macroeconomics. It also mentions the importance of communication in business and the role of creativity in business success. The course objectives include understanding the importance of creativity in business, learning how to communicate effectively, and developing a positive attitude towards communication.

Figure 17: “Deep Archive” design, accessible via the “View Archive” button below the abbreviated file lists

This screenshot shows the 'Deep Archive' design for a specific class. The sidebar on the left lists courses for 'Creative Industries' from various years. The main content area shows the syllabus for 'Mindy Cheval | Spring 2019'. It includes the title 'APRD 1000-001 Creative Industries SPRING 2019', the professor 'Mindy Cheval', and the schedule 'Office Hours Tuesdays 1-3'. It also lists teaching assistants ('Autumn Tyler apt2020@colorado.edu') and contact information ('Office: Boulding Hall 515; Office Hours Tuesdays 1-3; Email: mindy.cheval@colorado.edu; Chris Vardon chris.vardon@colorado.edu'). The syllabus text discusses the importance of creativity in business, the role of communication in business, and the impact of technology on business. It also mentions the importance of understanding and respect for the commercial communication business. The course objectives include understanding the importance of creativity in business, learning how to communicate effectively, and developing a positive attitude towards communication.

# Recommendations

Implementing our team's final design during the development of the new CU Syllabus Archive will result in a system that is tailored to the needs of the user. Our user-centered process and the resulting iterations testify to the validity and durability of our design. Our team has several recommendations for our client, Jacie Moriyama, as the development of the archive progresses.

## *Model Design after Existing CU Systems*

Our first recommendation is to use the CU Class Search system as a model for the design and user experience of the new CU Syllabus Archive. Creating a look and feel that conforms to that of established CU tools will help users easily integrate the new archive into their lives. Following the official CU Brand and Messaging guidelines during the design process for elements like color and font choice will give the tool a sense of authority.

## *Single Page Layout*

Second, the new CU Syllabus archive should be designed as a single page layout for browsing which builds up the organized structure and simple interaction for users. Practically speaking, this means that the user should be able to navigate between colleges, departments, courses, and syllabus files without needing to leave the page. This will allow easy, fast browsing so that the user can quickly find what they're looking for and proceed accordingly.

## *Searching and Filtering*

Searching and filtering will be very important for increasing the navigation speed. Searching should be possible with three different types of terms: course name, instructor name, or department name. Providing the user with live search suggestions will help fill in any gaps in the users query. Results should be separated by category so the user can focus on the information they want to see. Filtering by text input, drop downs, or other methods should be available on all lists, both in searching and browsing use cases, so that user can narrow down the information with which they are presented.

## *Communication with The User*

Maintaining strong communication with the user will help them handle unexpected results and ensure that the Syllabus Archive is used appropriately. Practically, this should take on several forms. A general use policy on the homepage will help users understand the purpose of the Syllabus Archive and its limitations. Further disclaimers on particularly old syllabus files along the lines of "This file is X years old and the course may have drastically different structure" will ensure that the syllabus is used appropriately. Finally, null results should include suggested actions for the user to take. For instance, if the user searches for a course that has no syllabi in the database, they should be provided with a contact so they can request the syllabus file.

### *Prioritizing Files Based on Relevance and “Deep Archive”*

If possible, syllabus files should be prioritized based on the instructor(s) that will be teaching the course during the next semester. The most likely use case for Syllabus Archive is a student who wants to get a feel for how a course might be structured before enrolling so providing them with syllabi that will best reflect the course they may be enrolling in will make the user’s life easier. If this is not possible from a technical standpoint or if the information is not available, the system should default to showing the most recent three to five syllabi files. If the user can’t find the file they need in this subset, they should be directed to a separate page with a “deep archive” where they can view all available files for the course. By separating the data in this way and prioritizing some files over others in an intelligent fashion, the interface can maintain a clean look with streamlined data presentation while still ensuring that all data is accessible.

### *Integrate with Other Tools*

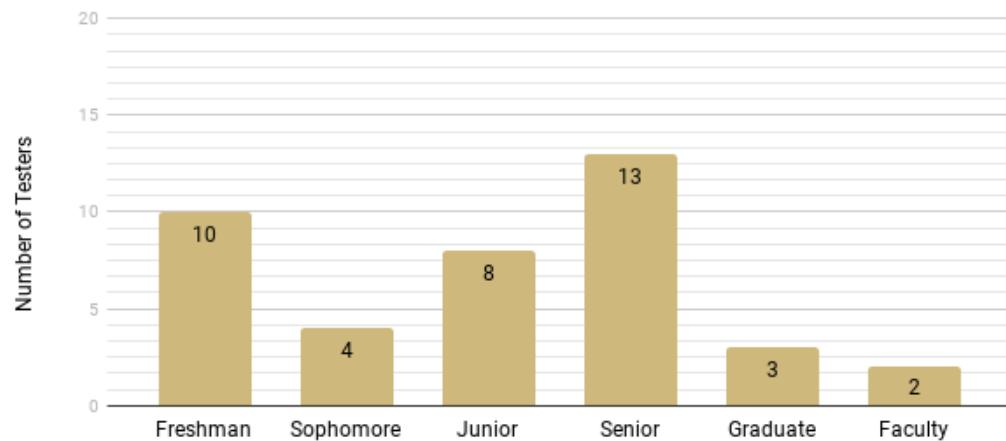
Our final recommendation is that the Syllabus Archive should be integrated with other tools within the CU Suite so that the information can be contextualized with other data and accessed from separate systems as needed. Specifically, our team found that providing a link to the FCQ scores when viewing a syllabus file for a specific course section can give Syllabus Archive users the opportunity to view feedback from students, allowing them a glimpse of how effectively the syllabus was applied. Additionally, linking to the Syllabus Archive from the Class Search and FCQ tools will help bring users to the Syllabus Archive and greatly increase its utility.

# Appendix

## User Testing Demographics

Throughout our entire design process, we demonstrated our design to 40 CU students, faculty, and staff for feedback. These focused feedback sessions were essential to ensuring our final result reflected the needs of the users and included features that they wanted to see. The Syllabus Archive will be used by a wide demographic of CU affiliates, therefore it was important to reflect this demographic range within our test group to the best of our ability. The charts below provide an overview of the different types of testers we engaged.

User Testing Demographics



Number of Student Testers by Major

