The University of Florida Usability Evaluation Findings Report

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MMC5279: UX Design Theory

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Application Overview: The University of Florida Website

The University of Florida's (UFL) website (http://www.ufl.edu/) serves as a central point to the university's community. It features sections for admissions for undergraduate and graduate programs, athletic information, research hub, alumni, and more. The website acts as a centralized location for everything that has to do within and around the campus.

Five University of Florida graduate students conducted a website usability test using the University of Florida homepage (http://www.ufl.edu/) and the University of Florida Transfer Homepage (https://admissions.ufl.edu/apply/transfer/) as starting pages. We conducted these tests on various computer models with different size screens. One student acted as a facilitator for each usability test, while one served as an observer via Zoom conference call. The participants took on the role of the three personas we developed - a current undergraduate student, a prospective student high school senior, and a prospective undergraduate transfer student. The sessions showed us the user's choices, task completions, comments, satisfaction ratings, and feedback. Our Expert Review's goal was to analyze the University of Florida website based on the personas and scenarios we created to observe how users could navigate the website while trying to complete specific tasks pertaining to each scenario developed.

Executive Summary

The usability test for the University of Florida's website took place between Monday, November 16, 2020, through Friday, November 20, 2020. These tests happened at various locations around the United States, including Pennsylvania, California, and Florida. While conducting these tests, our primary goal was to receive feedback from different users about the various parts of the UFL website. We wanted to learn what works and what doesn't work for our different personas and their scenarios. We were able to observe users who ranged in ages 20-39 years old. Five out of five users said they use the internet frequently, and out of that, four users, or 80%, rate their comfortability level as a 10 out of 10 for internet use. Each usability session lasted about one hour from start to finish.

The results of our usability test were somewhat surprising. Items that we believed were easy to find, such as finding when the withdrawal period ends, showed that one user was still unable to complete the task. On the other hand, for jobs we thought were challenging, such as finding a dance club to join, we had two users end up finding the information.

Major Findings

Our usability test discovered several problems throughout the observation and, in return, were given a higher severity rating:

- Users had issues with Task 1. They could not find the correct email for their academic advisor for the College of Journalism and Communication. Several users were able to find the directory but could not determine which one would be their advisor. Only Participant 3 correctly identified the right email address after resorting to the search bar.

- Another difficult task was Task 11, find out the admissions requirements for transferring into the "ProTeach" program. This task resulted from the transfer homepage not having clearly labeled buttons to direct users to find their program. Only one participant was able to find the required information correctly. Participant 5 told us, "That's *way too much stuff to go through. At this point, I would have gone to 'contact us' and contacted Elementary ProTeach and contacted Dr. Ashley."*

- Task 6 was troubling for 60% of our users. They were unable to find the courses offered in the degree plan for Mass Communications.

- 60% of our users were unable to find a dance club to join. One user said, "*This [Navigation Bar Title] should take me to like a home page about student organizations, but it doesn't. The name 'Gatorconnect' doesn't signify anything about clubs or events or anything."*

This document gives feedback from the users, satisfaction ratings, completion rates, errors, severity ratings, and recommendations for improvements. We have also attached a copy of the test script, scenarios & tasks, steps for the tasks, a post-test questionnaire, and quotes from the users in the Appendices.

Methodology

The University of Florida Website was tested for various functions to determine ease of use for users. We were able to examine five different users during the Expert Review. Users were from a variety of backgrounds, including students, engineers, and project managers. The majority of the sample users were males aged 30 or younger, and three of the users had a Bachelors's degree as their highest level of education. All users indicated that they used the web regularly and rated their comfort level an average of 9.5/10.

Background Information				
Participant ID	Age	Gender	Occupation	Highest Level of Education
1	20	Female	Designer & Student	Second Year of College
2	30	Male	Repair Tech II	Associates
3	23	Male	Engineer	Bachelors
4	26	Male	Student	Bachelors
5	39	Male	Project Manager	Bachelors of Science

The users were tested using remote Zoom sessions between November 16 through November 20, 2020. These sessions were recorded for evaluation purposes to assist the researchers in this study. The participants were aware of this and signed a consent form to acknowledge this fact.

The users were tested individually and separately in 60-minute sessions, with one facilitator and one observer present at each session. Each user was given three scenarios with five tasks, each for a total of fifteen tasks. We asked each user to think aloud during the session to provide additional information. The observer gathered notes on the users' comments and actions while

the facilitator guided the user from one task to the next while silently timing each job so that it did not go over the 4-minute mark that was pre-assigned by the group.

The users were asked to complete a variety of tasks, including finding a specific book, AP transfer credit, finding department advisors, and joining dance clubs, COVID-19 case numbers, etc. These tasks were created to get a comprehensive look at various areas of UF's website. The users also verbally answered post-task questions after completing each task and completed a post-test questionnaire. These forms, along with the consent form and complete task lists, can be found in the Appendices.

The following methods were used to evaluate the tasks using Nielson's Severity Rating System Scale: Task Completion using Four Point Scoring, post-task questions, and a post-test interview and questionnaire.

- **Task Completion Scoring using the Four Point Scoring method (Albert, W. & Tullis, T. 2013)**
  - After each individual evaluation, each task was given a score on a scale of 1-4 by the test evaluator to describe the participant's overall task experience.
  - Task completion scores were assigned based on whether the task was successfully completed without any issues, completed with major problems, completed with minor mistakes, or the user failed/gave up.
  - For all of the participants, each of the 15 tasks was assigned a scoring of 1-4. This scoring describes the participant's task completion.

○ After compiling all of the scores for each of the 15 tasks, we created average scores using each evaluation scoring.

○ The average scores for each task were then used to assign a final Severity Rating for each job based on Nielsen's Ratings.

Four Point Scoring method (Albert, W. & Tullis, T. 2013)

1 = No problem. The user completed the task successfully without any difficulty or inefficiency.
2 = Minor problem. The user completed the task successfully but took a slight detour. He/She made one or two small mistakes but recovered quickly and was successful.
3 = Major problem. The user completed the task successfully but had major problems. He/She struggled and took a major detour in his/her eventual successful completion of the task.
4 = Failure/gave up. The user provided the wrong answer or gave up before completing the task, or the moderator moved on to the next task before successful completion.

● **Post-Task Questions**

○ After each task, participants were verbally asked by the facilitator the following two questions, and their responses were recorded. The questions were asked a total of 15 times per participant.

User Post-Task Questions:

1. *"On a scale of 1 to 5, 5 being the most satisfied, how satisfied are you with completing that task?"*

2. *"Did you find any part of the task troublesome?"*

● **Post-Test Interview**

○ After the full evaluation, the facilitator verbally asked the participants the following two questions, and their responses were recorded.

User Post-Test Interview Questions:

1. What was the most difficult task for you to complete?

2. What was the easiest task for you to complete?

- **Post-Test Questionnaire**
  - After the evaluation was complete, users were handed a post-test questionnaire of 10 questions. These questions asked about their overall experience of the website, on a 1-5 scale based on their satisfaction.
  - Full Post-Test Questionnaire has been included in the Appendices.

Task Severity Rating

'Severity Rating' System Scale (Nielsen, 1994)

  - After evaluating the overall scoring of participant's tasks and assessing the data using the methods above, the team assigned a "Severity Rating" to each task based on Nielsen's "Severity Rating System Scale" in order to facilitate prioritizing and decision-making" (Nielsen, 1994).
  - The following scale was assigned to each task based on the average of all of the participant's scores. This will help the University of Florida to prioritize what tasks are urgent to fix right now. This is discussed further in the Qualitative Section of this study, detailed by each task individually.

'Severity Rating' System Scale (Nielsen, 1994)

0 = Not a Problem: I don't agree that this is a usability problem at all
1 = Cosmetic Problem only: need not to be fixed unless extra time is available on the project
2 = Minor Usability Problem: fixing this should be given low priority
3 = Major Usability Problem: important to fix, so should be given high priority
4 = Usability Catastrophe: imperative to fix this before product can be released

Limitations

It is important to note that there were some limitations to this study. These limitations included having a small sample size of participants and that two of the participants were affiliated with the University of Florida previously. Hence, they had familiarity with the website. These sessions were conducted virtually through zoom sessions.

Quantitative Results

1. Task Completion
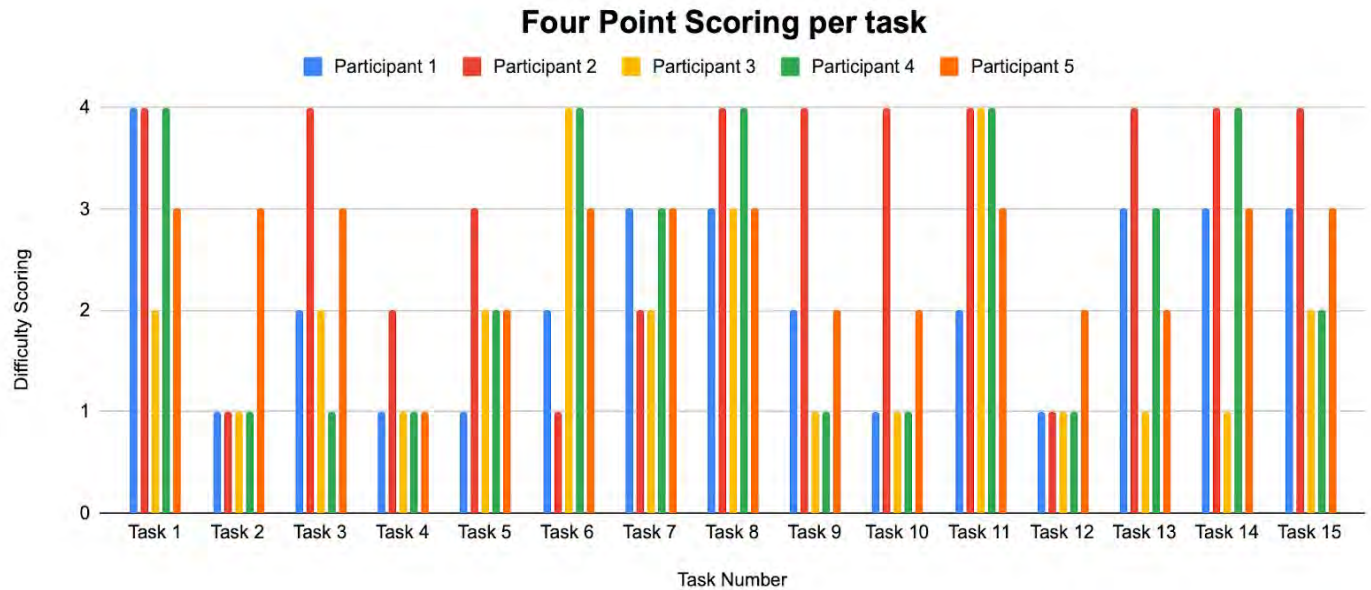
Figure 1: Task Completion using the Four Point Scoring Method (Albert, W. & Tullis, T. 2013)

Figure 1 shows the score each task was given by the evaluator after every individual evaluation, taking into account the levels of completeness and difficulty the users experienced per task. As seen in the graph, most users found tasks 2, 4, and 12 relatively easy to complete, with the scores averaging between 1-2. Whereas tasks 1, 8, and 11 were difficult for most of the users in this research to complete with an average rating of 3.4. The rest of the tasks have a mixed rating of difficulty levels, and part of this could be due to the different levels of experience with the University of Florida's website.

2. Level of Success
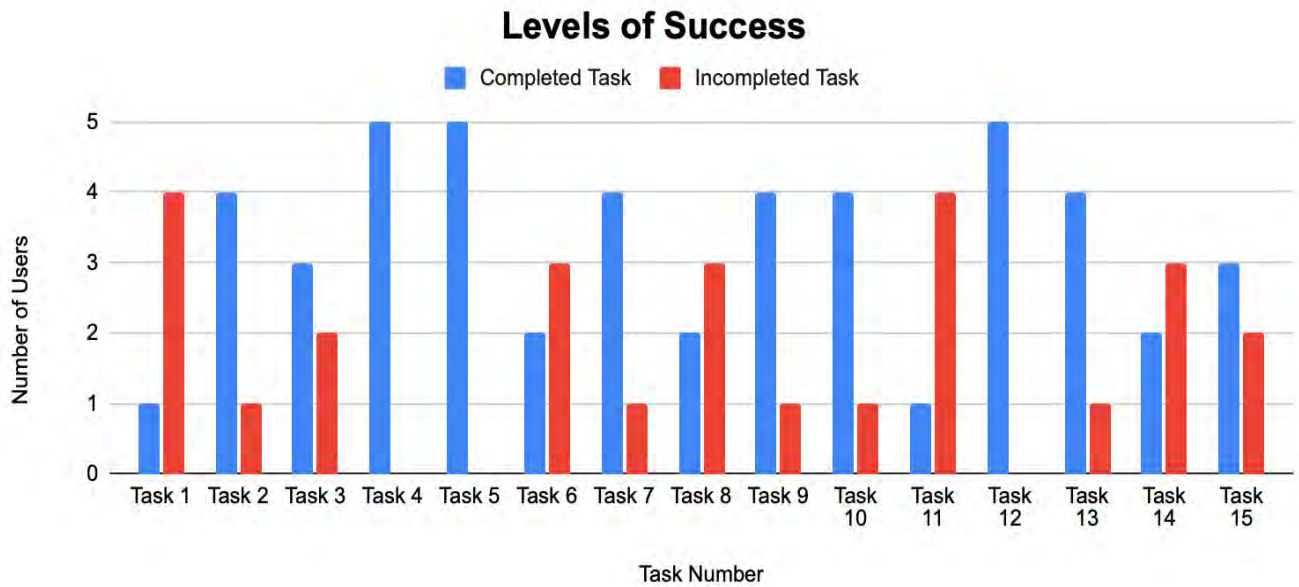
Figure 2: The figure above shows the level of success per task, complete vs. incomplete

Figure 2 shows the number of users who could complete the task versus how many could not complete the task. All the users tested in this study completed tasks 4, 5, and 12, and the majority of the users were able to complete tasks 2, 7, 9, 10, and 13. The tasks that the majority of the users were not able to complete or had the most difficulty completing were tasks 1 and 11. Overall only 3 out of the 15 tasks were completed by all five users tested.

3. User Satisfaction Rating
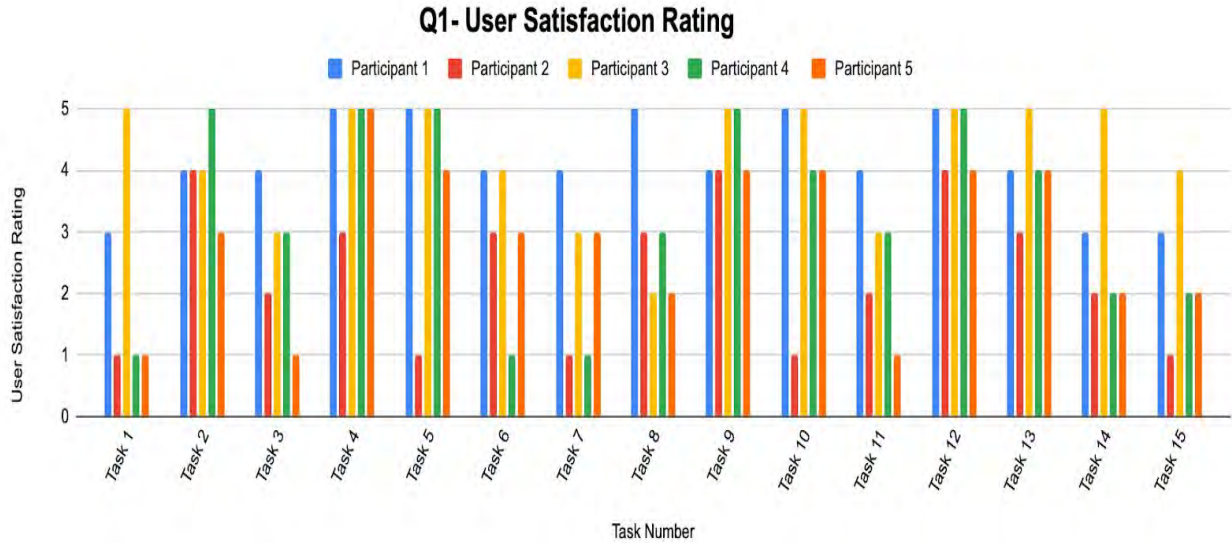
Figure 3: The figure above shows the level of satisfaction of the user per task

Figure 3 shows how satisfied each user was after trying to complete the task. Users were asked to rate each task, with 5 being the most satisfied in how easy it was to finish. As seen in the figure, the users had varied responses; however, some common reactions include that most of the users were satisfied with 7 of the tasks (2, 4, 5, 9, 10, 12, and 13) with the average rating of 4 and above. The tasks that the majority of users were dissatisfied with were tasks 1, 8, 11, 14, and 15. The average user satisfaction rating of all tasks was 3.36 out of 5.

4. Post-Test Questionnaire
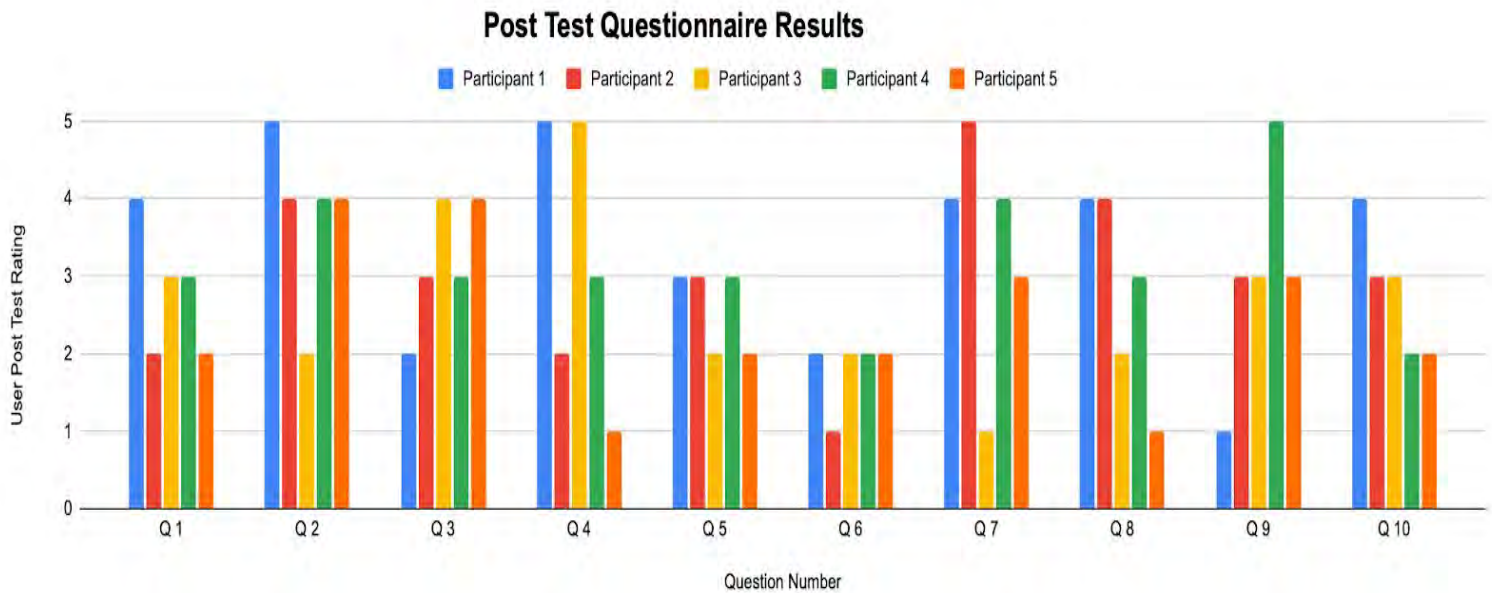
Figure 4: The above figure shows the ratings of the overall website based on the post-test questionnaire

Figure 4 shows the results from the user ratings based on the Post-Test Questionnaire. Users rated between 1-5, with 1 being if the user strongly disagrees and 5 for if the user strongly agrees. Based on the figure, the majority of the users agreed with questions 2 and 7. Question 2 asked users if they agreed that parts of the university website were too complicated. Question 7 asked users if they agreed that they would sometimes get irritated while using the website. The question that almost all the users disagreed with is question 6. The question asked the users if they never had issues finding the information they were looking for, and most disagreed. The trend shows that the level of frustration the users had with completing the tasks is pretty high.

The overall trends show that the users tested in this study found the University of Florida's website was difficult to use and that at times they got frustrated trying to find the correct

information. Specific tasks were more difficult than others, and the tasks that stood out in the quantitative analysis across the board were tasks 1 and 11. The majority of users were not able to complete these tasks, rated them difficult, and stated that they were unsatisfied. The tasks that were relatively easy for most of the users tested are tasks 2, 4, and 12. The users all agreed that these were amongst the easiest to complete, and they were satisfied with these tasks. Overall only 3 out of the 15 jobs were completed by all the five users tested in this study; however, it is essential to note a time constraint of only 60 minutes for 15 tasks. The results might have been different if the users had more time to complete the tasks.

Qualitative Analysis

Scenario 1 - Current Student

You are a new distance learning student at the University of Florida. You received the syllabus with the list of books recommended by the instructors for the courses you have registered for this semester. You want to find these books in the UF online library to be prepared before the classes begin. In addition, to ensure you are planning accurately, you would like to reach out to your advisor to ask a few questions, and you would also like to find out when your withdrawal period ends for your courses. You are also interested in looking up upcoming events on the calendar to connect with other students. Lastly, you would like to track where you are in your degree plan.

Note: Tasks 1-5 begin on the University of Florida's Homepage: http://www.ufl.edu/

TASK 1

Task 1: Find your academic advisor's email for the College of Journalism and Communication

Issue: Participants were having problems finding the academic advising department's e-mail.

Severity Rating: 3 = Major Usability Problem

Overall Participant Satisfaction Rating: 2.2

Current Website

Staff and Faculty Directory Page

Findings: All of our participants were not sure who would be their designated advisor and were not able to find the academic advising department's e-mail. They followed most of the steps; however, landing on the College of Journalism's homepage, all participants clicked on the directory instead of 'Contact Us.' This led participants to a directory of all the staff and faculty within the College of Journalism but failed to direct them to the academic advising email. All

participants were noticeably confused and flustered that they could not complete the task or only partially completed it.

Participant Quotes:

- *"Not What I expected" [In reference to the page where he landed after clicking the directory]*
- *"At this point, I would have ended up contacting one of the head advisors to see if they could put me in contact with the correct advisor."*
- *The Path office is where I would go to talk to an advisor, so maybe they're in here?*

Proposed Solution

Proposed Solution: Contact Academic Advising Option above Directory

Recommendation: Our recommendation would be to add an aside on the top of the directory page with the academic advising office's contact information or link redirecting users to the contact page where they should be able to scroll down and find the information.

TASK 2

Task 2: Find out when your withdrawal period ends for your course(s).

Issue: Once on the calendar page, it was challenging to find the specific link to view the deadlines since users could quickly scroll past it.

Severity Rating: 1 = Cosmetic Problem only

Overall Participant Satisfaction Rating: 4

Current Website (user must scroll down)
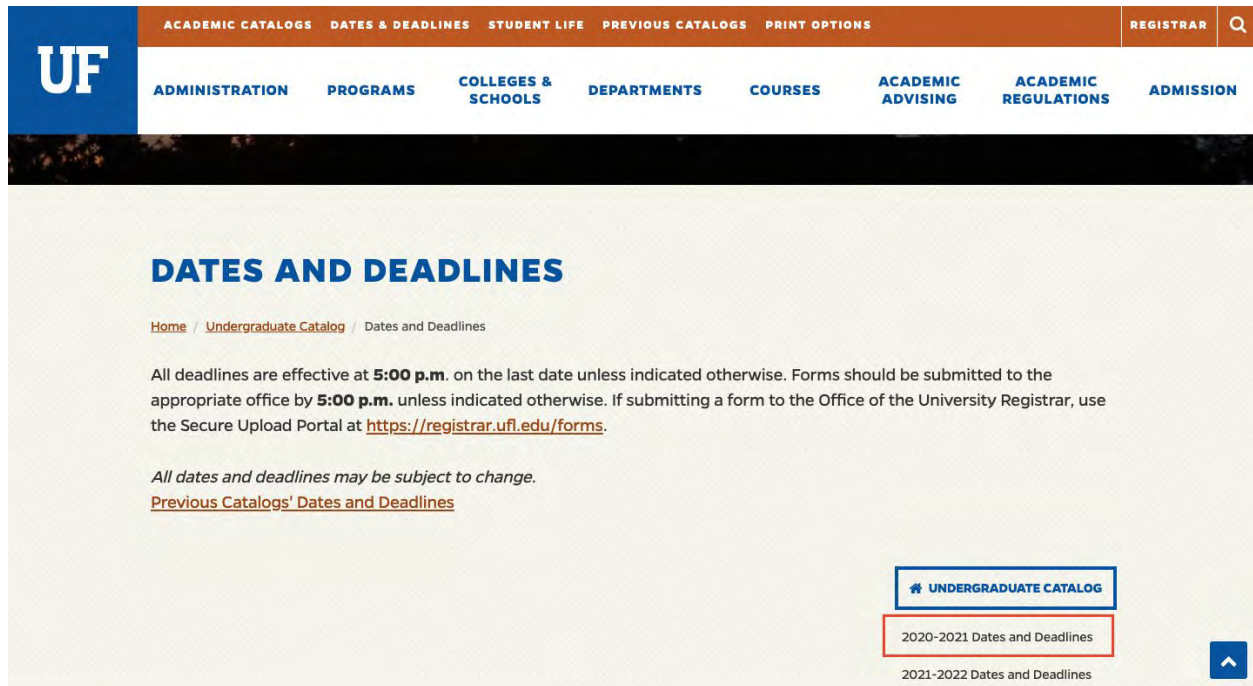
UFL Dates and Deadlines

Findings: Most participants found finding the withdrawal dates an easy task to complete. Each participant found the withdrawal period using different methods. Participant 3 clicked on the calendar. Participant 1, 3, and 4 clicked on "Calendar" and found quicker than predicted. While the other two participants used their own unique way, the only participant that could not complete the task was Participant 5. This tells us that users can easily access this information required by the task through multiple segways throughout the University of Florida website.

Participant Quotes:

- *[While on Catalog Page] "2020-2021 dates and deadlines not immediately obvious."*
- *"Withdraw period has to be in the calendar because it's a date."*

Proposed Solution
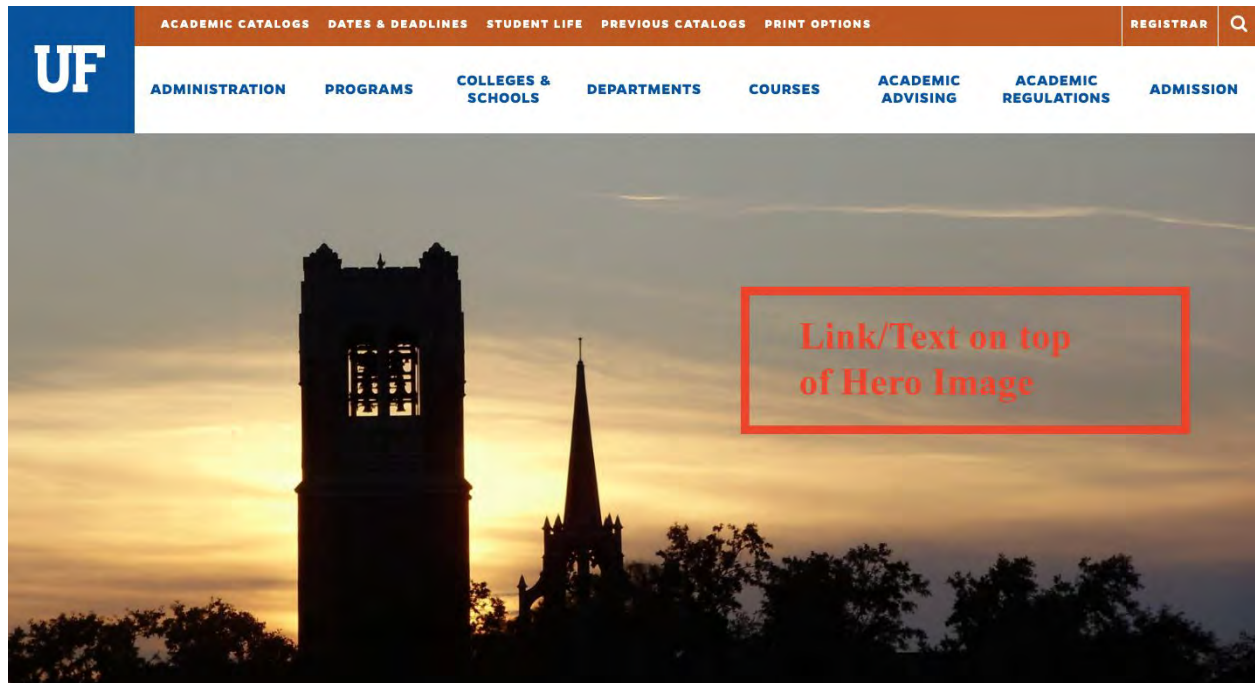
Proposed Solution: Hero Image Calendar Information

Recommendation: While most participants did not have difficulty completing this task, we believe that the information could have been accessed even quicker and more efficiently. Instead of having a small link on the bottom right corner of the "Academic Dates and Deadlines" page, there could be a box in the hero image highlighting the 2020-2021 calendar. This would grab the attention of the user immediately. There is the potential for users to scroll down and completely ignore the sidebar that holds the links to the calendar year.

TASK 3

Task 3: Track where you are in your Computer Science online degree plan in terms.

Issue: It was not clear where to find the online degree program since the links were misleading and not intuitive.

Severity Rating: 2 = Minor Usability Problem

Overall Participant Satisfaction Rating: 2.6

Current Navigation Bars
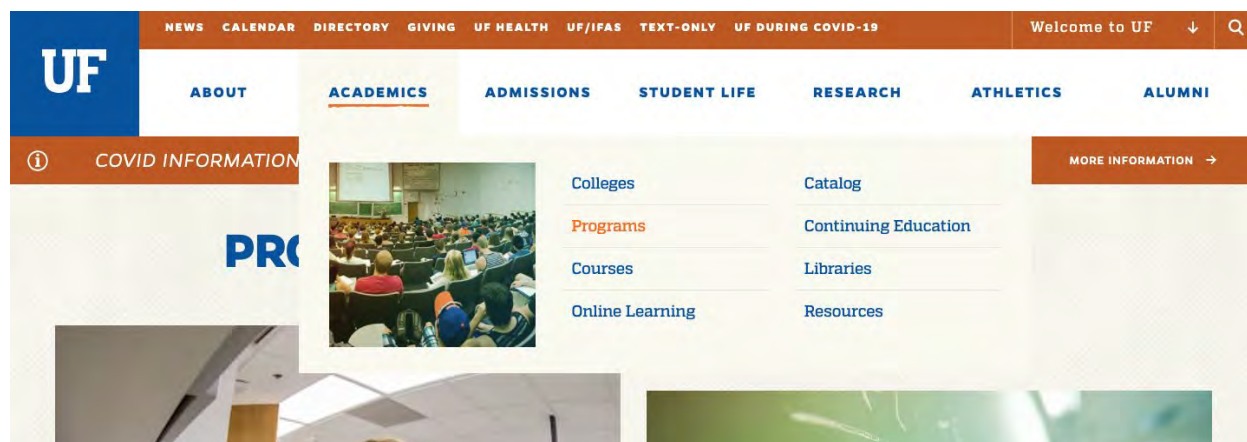
Current Navigation Bars and Items

Findings: Most Participants, excluding Participant 5, clicked on "Programs" instead of "Catalog" since they interpreted as programs to be synonymous with majors. Participants 1, 3, and 4 were able to recover from that mistake and redirect themselves to "Catalog." There was some confusion since Computer Science is a Bachelor of Science degree under the College of Engineering, and a Bachelor of Arts under the College of Liberal Arts. The path to finding the online degree was not apparent to the participants, and some thought they had completed the

task. Participant 5 thought that degree plans may be under "Current Students" instead of "Academics" and assumed that the information was only accessible through logging in.

Participant Quotes:

- *"Thought that they would be listed in programs."*
- *"I mistook "Programs" to mean majors" [At the end of the task]*
- *"It seems like it would be easier if they had a list of degree programs on the main site."*

Proposed Solution
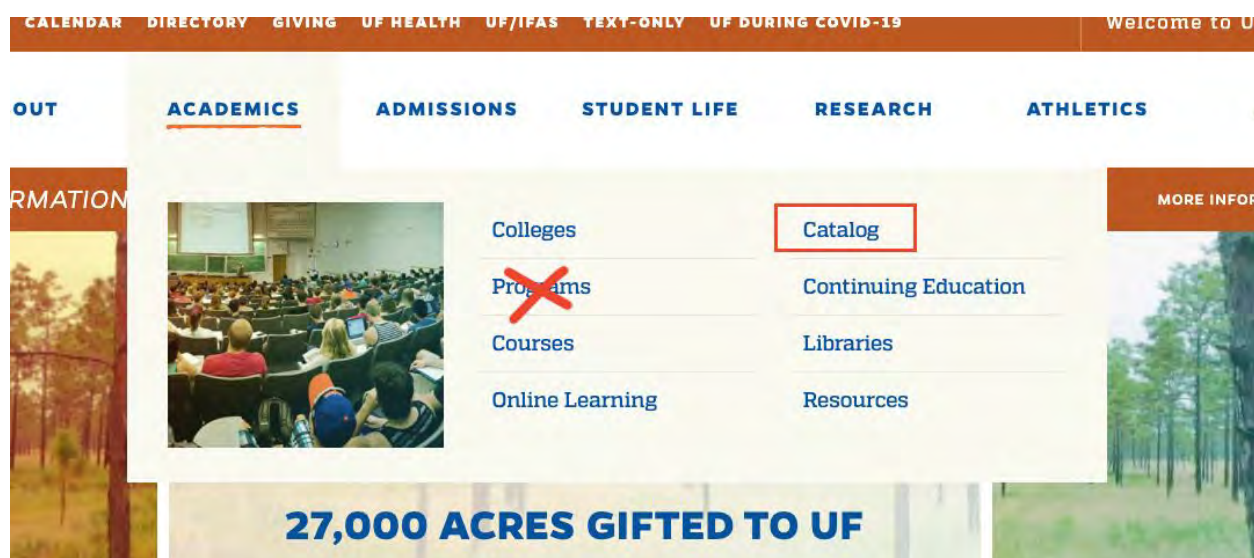
Proposed Solution 1: Remove "Programs" from Menu

Proposed Solution 2: Rename "Programs" to "Degrees Offered"

Recommendation: The link "Programs," which is located under "Academics," does not offer any links to redirect users to a list of degrees or degree plans within a specific college. Since this

is a bit misleading, it should be taken out of the navigation completely. Another suggestion is the link should be added to the page to redirect users to either their specific colleges or to all the degrees offered. Another recommendation would be to rename "Catalog" to "Programs," and then on that sub-page, rename "Programs" to "Degree Offered." This would be a more precise approach and cause less confusion.

TASK 4

Task 4: Find upcoming events for this weekend on the UF calendar.

Issue: The calendar link on the top navigation has the potential to be missed.

Severity Rating: 0 = Not a Problem

Overall Participant Satisfaction Rating: 4.6

Current Website
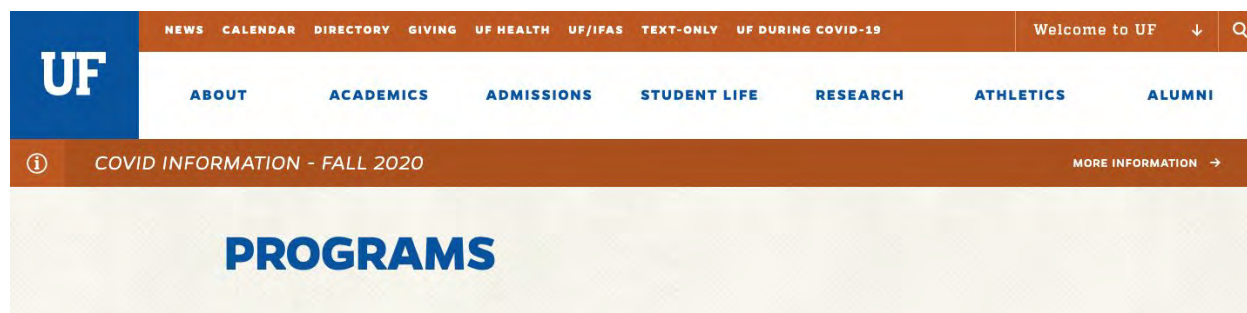
UFL "Calendar" Item in Navigation

Findings: All of our participants completed this task. Most participants completed this task in less than a minute since they would simply click on the "Calendar" link on the homepage and scroll down to find the date. Participant 2 went to "Student Life" rather than the "Calendar" link on the top navigation bar. However, they eventually realized that the link was up there and quickly completed the task from there.

Participant Quotes:

- *"Found that pretty easily, went directly to the calendar."*
- *"That was very easy."*
- *"Calendar, because I need the calendar."*
- *"I didn't realize the calendar would be in the header. The option was easy to miss."*

Proposed Solution
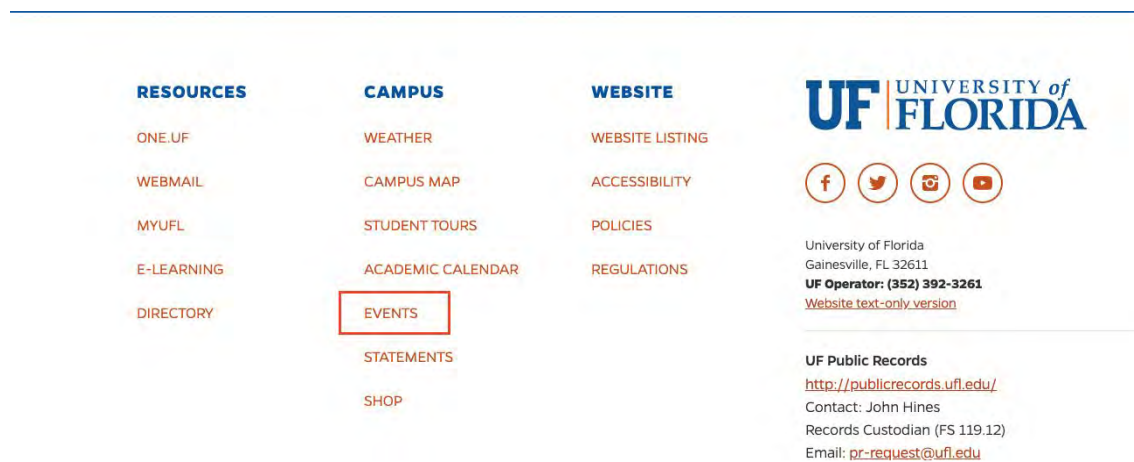
Proposed Solution: Add "Upcoming Events" Link to Footer

Recommendation: All of our participants were able to complete the task since the top navigation was present on most pages throughout the site. It is more of a matter of when the user notices it. The only recommendation that we suggest is to edit "Events" (which would also direct students to the Event Page if they did not click on "Calendar") to "Upcoming Events" since that may make it more clear to users.

TASK 5

Task 5: Find a book from the UF George Smathers online library. Look at the online library page for the following book information: Norman, D. (2013). Design of everyday things.

Issue: Since the "Libraries" link was a sub-link under one of the main links, it could be often missed.

Severity Rating: 2 = Minor Usability Problem

Overall Participant Satisfaction Rating: 4

<p align="center">Current Website</p>
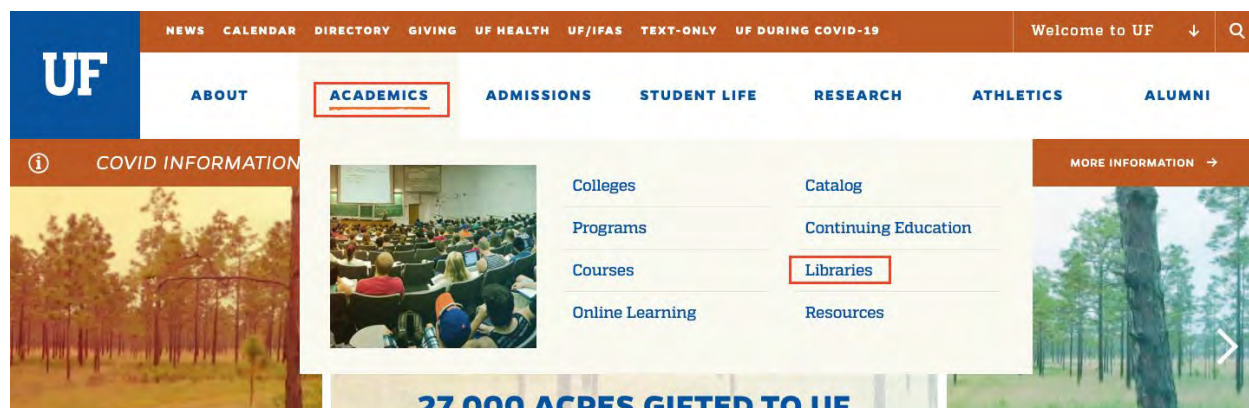

<p align="center">UFL Homepage Navigation Bar</p>

Findings: All participants were able to complete the task. However, some participants searched under different links and were temporarily lost. Participant 2 looked through "Research" but was able to recover eventually. Participant 5 searched under "Student Life" at first but finally found the link as well.

Participant Quotes:

- *"That was easy."*
- *"You can get to this info pretty quick, but something as important as "library" should have been on the home page right away."*
- *"None of these [tabs] say library. Library! Found it! Should have looked in academics first."*

<p align="center">Proposed Solution</p>

<p align="center">UF Homepage (Top Navigation)</p>
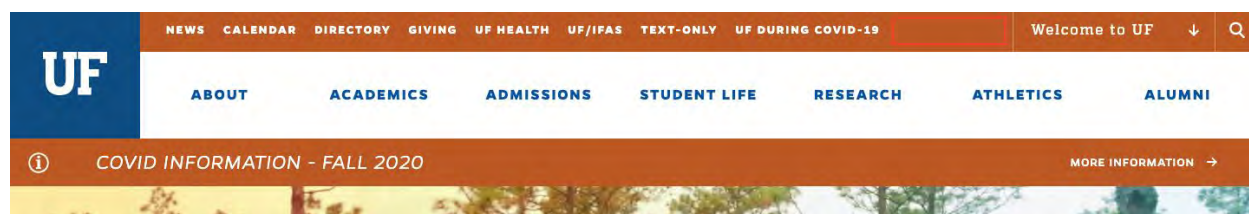
UF Homepage (Footer)

Proposed Solutions: Add a direct link to Main Navigation and Footer

Recommendation: Our recommendation would be to add a direct link to the libraries as an item in the navigation bar instead of being listed as a sub-link that users access through hovering over one of the main links. The link to the library's page could be on the navigation bar at the very top. Another recommendation would be to also add it to the footer since participants tend to scroll down to the bottom quickly.

Scenario 2 – Prospective Undergraduate Freshman Student

You are an eighteen-year-old in your last year of high school, with a few AP classes under your belt. During your research on colleges, you have determined you are interested in attending the University of Florida. However, due to the COVID-19 pandemic, you need to figure out how the on-campus housing is being affected. You would also like to figure out how many COVID-19 related illnesses have been positive at the university. Growing up, you have always wanted to be a part of Greek life, so you need to figure out if UF offers any Panhellenic sororities/fraternities on campus. Since you took some art and design classes in high school, you are thinking about going to school for Mass Communications, and you want to figure out some of the available courses for you to take. Lastly, since your art & design classes were AP courses, you want to determine if those credits will transfer over.

Note: Tasks 6-10 began on the University of Florida's Homepage: *https://www.ufl.edu/*

TASK 6

Task 6: View classes offered in your degree plan for Mass Communications.

Issue: No degree for Mass Communications is clearly defined, so it is unclear where to find the degree plan for that career path.

Severity Rating: 3 = Major Usability Problem

Overall Participant Satisfaction Rating: 3

Current List
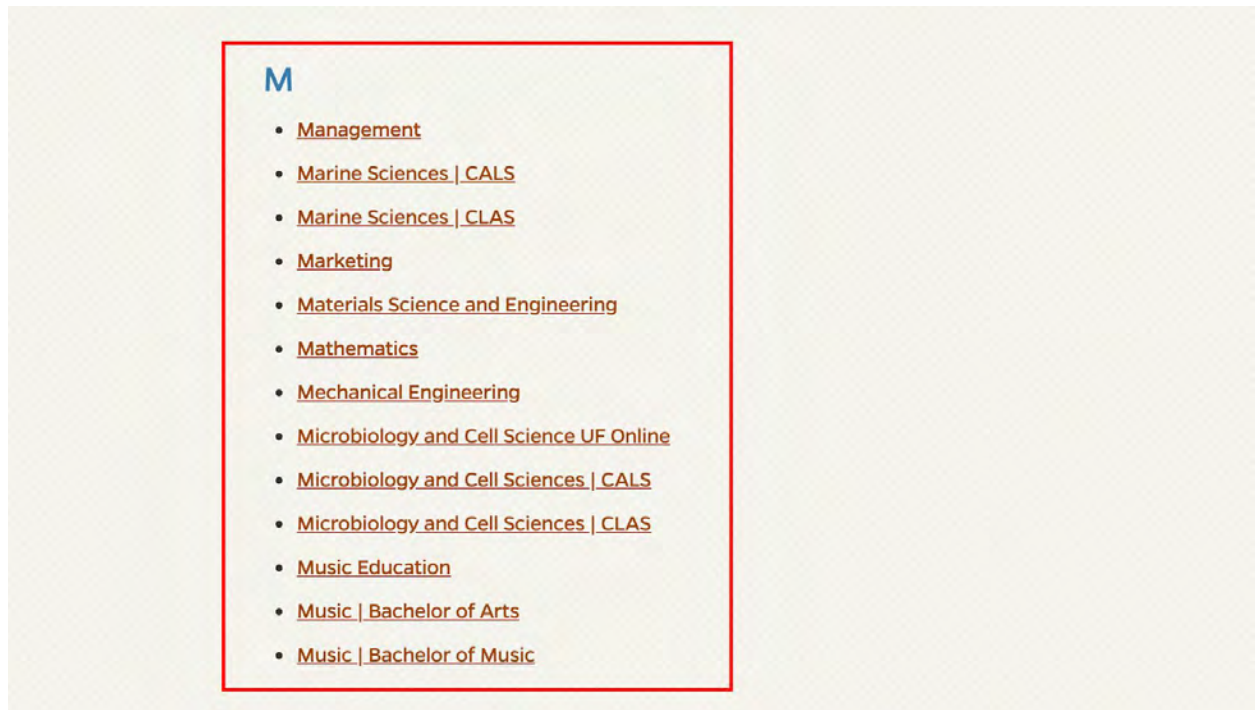
Current majors are listed under the "Programs" tab on the Academics page.

Findings: Almost all participants struggled to find "Mass Communications" as a major on the www.ufl.edu website. Many users were first confused about where to continue in this user flow after choosing the "Academics" tab to find the list of majors offered by the university. They decided between "Courses," "Colleges," "Programs," and "Catalog." There was confusion about the difference between each of these labels and what content they encompass. Most participants

reached the UF CJC website to look through the list of majors on their website instead. However, they still struggled here because Mass Communications is not listed as an undergraduate major. They could not think of another college that would offer this degree, so this was the point that many got stuck on during the Expert Review. Some participants found that it was also unclear to identify which college they were looking into and where else they would find the Mass Communication degree.

Participant Quotes:

- *"If I learned anything from last time, it's under Academics Catalog - I didn't learn anything from last time, it's not."*
- *"I see a lot of communication. It doesn't really say 'mass,' but I found a lot of courses I can take."*
- *"Kinda confused about where to go from here."*
- *"I honestly don't think I am in the right college right now."*
- *"I didn't know I completed the task until I was told I did."*
- *"I didn't know which college offered the Mass Communication degree program."*

Proposed Solution

Proposed Solution: Add Mass Communication as a major

Recommendation: Adding "Mass Communication" as a major to the list of majors offered by UF would be very helpful and unify the information that they have presented on their site. Currently, only one user flow demonstrates Mass Communication as a major, which looks like this: Academics -> Courses -> Undergraduate "Learn More" -> Press "M" to find Mass Communications in the list. It would be helpful to add Mass Communications as a major in other flows, such as looking at the list of majors on the UF CJC website. The other user flows that can lead to this information are also common paths; it would be very beneficial to make all information clear and consistent across the pages.

TASK 7

Task 7: Figure out what AP credits transfer over for freshman.

Issue: Not clear where this information could be found on the UF Home Page.

Severity Rating: 3 = Major Usability Problem

Overall Participant Satisfaction Rating: 2.4

Current Website
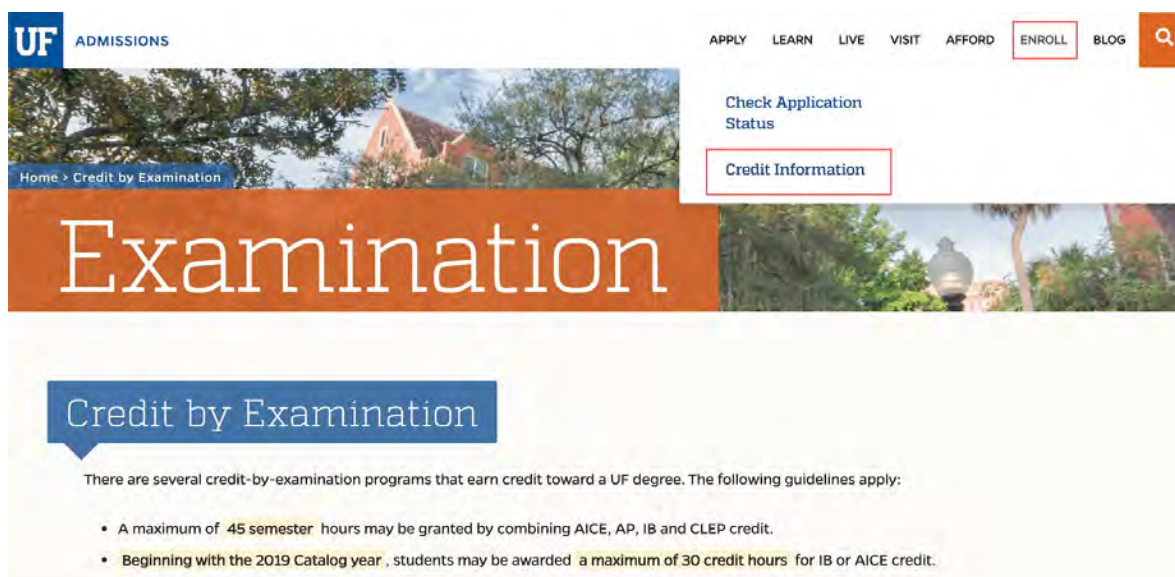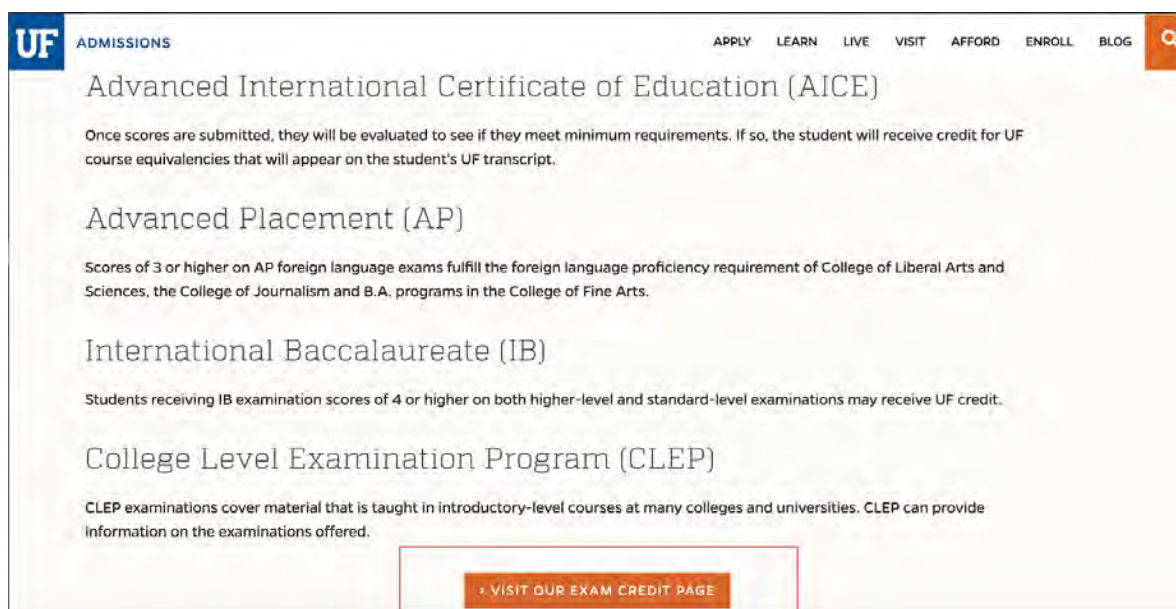
UF Freshman Admission Examination Page

Findings: This task was challenging for most users because they could not figure out where they needed to go to find this information. Most users took the correct first step in choosing "Admissions" and then selecting Undergraduate from the dropdown menu. This led them to the UF Admissions page, where they could find more information about Freshman applications. Some participants could make their way to the page shown above called "Credit Information" by selecting it from the dropdown menu under "Enroll." However, there was also an issue here because it does not clarify exactly which AP credits transfer over to UF; it only tells you how many credits are accepted. At the bottom of this page is a button that directs you to the UF Exam Credit page with the correct information, but many users found it would be more clear if it would merely be available all in one place. Some users also found that the placement of this credit information did not seem intuitive to be in the "Enroll" section of the admissions website, and they would have preferred more clear labeling. Some users chose to resort to using the search bar or would have simply called the university to find the information they needed because they thought that would have been more convenient than searching through the website.

Participant Quotes:

- *"Well, considering I'm kinda lost, I'm going to search ap credits."*
- *"No idea where to go to find this information."*
- *"There wasn't a clearly defined tab for FAQ or transfer credits."*
- *"It doesn't seem intuitive to put it under enrollment."*
- *"At this point, I would just call the number for CJC to get more information because it would be much easier and quicker."*

Proposed Solution

Advanced International Certificate of Education (AICE)

AICE Exam Title	AS Level	A Level	Gen Ed Credit
	3 Credits/Exam unless otherwise noted	6 Credits/Exam unless otherwise noted	
Accounting	ACG L000[1]	ACG L000[1]	
Applied Information, Communication Technology (ICT)	CGS L000[1]	CGS L000[1]	
Art and Design	ART 2305C	ART 2305C and ART L000[1]	
Biology	BSC 2005, BSC 2005L (4 credits)	BSC 2005, BSC 2005L and BSC 2010, BSC 2010L (8 credits)	BSC 2005, 2010 = State Core B, BSC 2005L, 2010L = B
Business, General	GEB 2015 (1 credit) and GEB L000[1] (2 credits)	GEB 2015 (1 credit) and GEB L000[1] (5 credits)	
Chemistry	CHM 1020, CHM L000[1] (4 credits)	CHM 1020, CHM L000[1] and CHM 2045	CHM 1020, 2045 = State Core P, CHM 2045L = P (no Gen Ed credit for CHM

Proposed Solution: "View Our Credit Exam" Button leads to AP Credit Page

Recommendation: On the current website, there is a list of the different types of exam scores that UF accepts and a button at the bottom of the page that says "View Our Credit Exam Page." When you click the button, it leads to another page back on the original UF Home Site that lists the exact courses in each program that is accepted all in a chart. After analyzing the findings from our study, it would be best to combine this information in the charts and include it in the UF Admissions site. Ideally, each program (such as AICE or AP) would have a short description

of what the program is, and the course chart would be right below, so all of the information is in one place. This way, users will not have to keep moving around sites, streamlining the user flow.

TASK 8

Task 8: Find out information on the different Panhellenic Greek sororities/fraternities UF offers.

Issue: Unclear list of panhellenic organizations and a broken link

Severity Rating: 4 = Usability Catastrophe

Overall Participant Satisfaction Rating: 3

Current Website
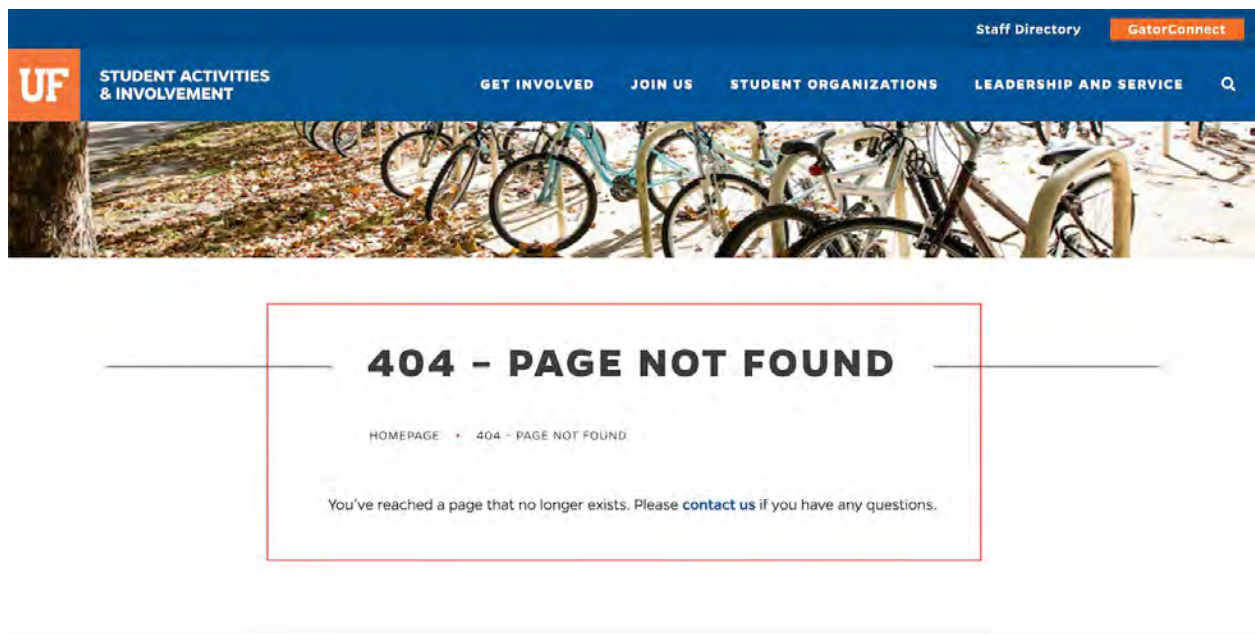
Broken Link to UF Involvement Page

Findings: Users ran into two issues when completing this task. When reaching the Greek Life section of the student involvement page, many of the participants ran into this broken link that

shows the page is not found. Some users were able to go back to the UF Homepage and reached the UF Panhellenic Organizations page.

Current Website
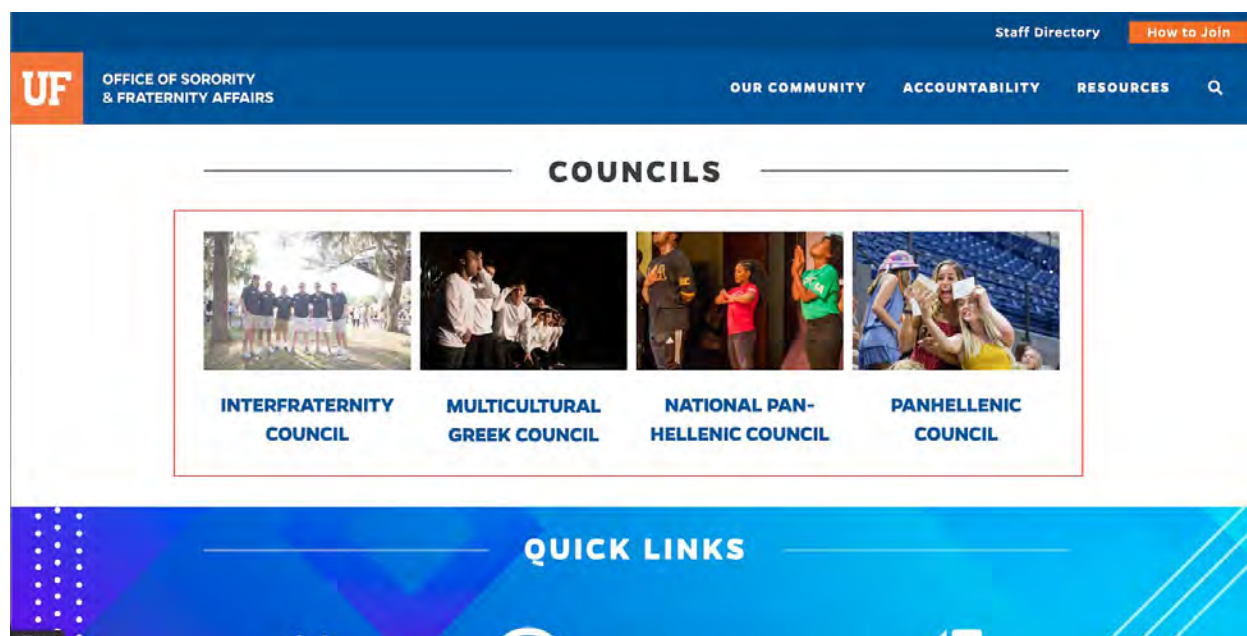
UF Greek Organizations Page

Findings: This is what the UF Greek Organization page currently looks like, with options about which council to look into on the landing page. Some users ran into the second issue here because there is no comprehensive list of all of the sororities and fraternities available at UF. Some of these categories, like Panhellenic Council, have all of the sororities listed while other types do not. For a new student that doesn't know much about the difference between all of these councils and the fraternities and sororities within them, they may be easily confused by this page.

Participant Quotes:

- *"This is probably what link that was supposed to go to, but it was broken, and they should probably fix that."*
- *"I got stuck when the link to Greek life was broken."*
- *"It doesn't seem like there's any actual information on the website." [greeks.ufl.edu]*
- *"Florida Greek Pillars... maybe?"*

- *"I was able to find information about joining, how to join, different people to contact.. but I wasn't able to find a strict list of which fraternity or sororities were on campus."*
- *"At this point, I would send an email to the ufnphcwebmaster@gmail.com to see if I could get that information."*

Proposed Solution
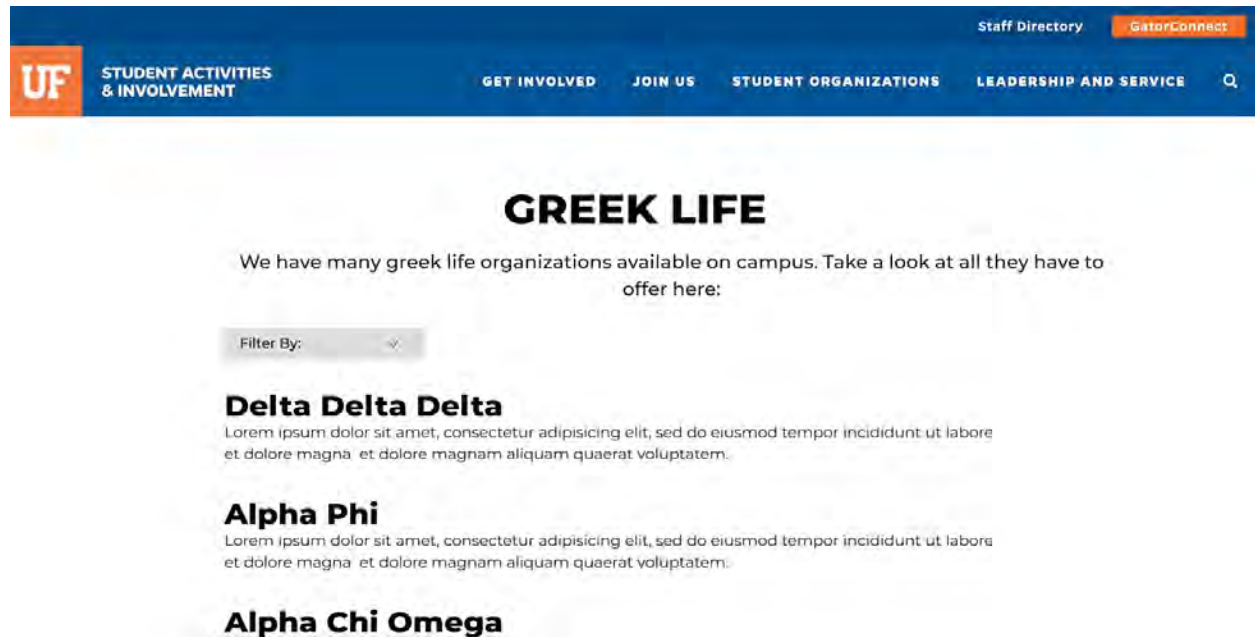
Proposed Solution: Fix Broken Link to Include Correct Sorority/Fraternity Information

Recommendation: Since all users made it to the broken link directly from the UF Homepage, it is evident that this page is part of the most intuitive user flow. With that in mind, it would be helpful to include a comprehensive list of all of the fraternities and sororities on this page rather than having users access it through another path. This list could be expanded upon discovery but could have options to filter items by preference such as "Multicultural" or "Panhellenic Sorority." The names of the sororities would have a short description about what they do, that it becomes easier to skim through the list to find what you are looking for on the web page.

TASK 9

Task 9: Figure out how COVID-19 impacts on-campus housing for the Fall 2020 semester.

Issue: Finding concise and clear information quickly

Severity Rating: 2 = Minor Usability Problem

Overall Participant Satisfaction Rating: 4.4

Current Website
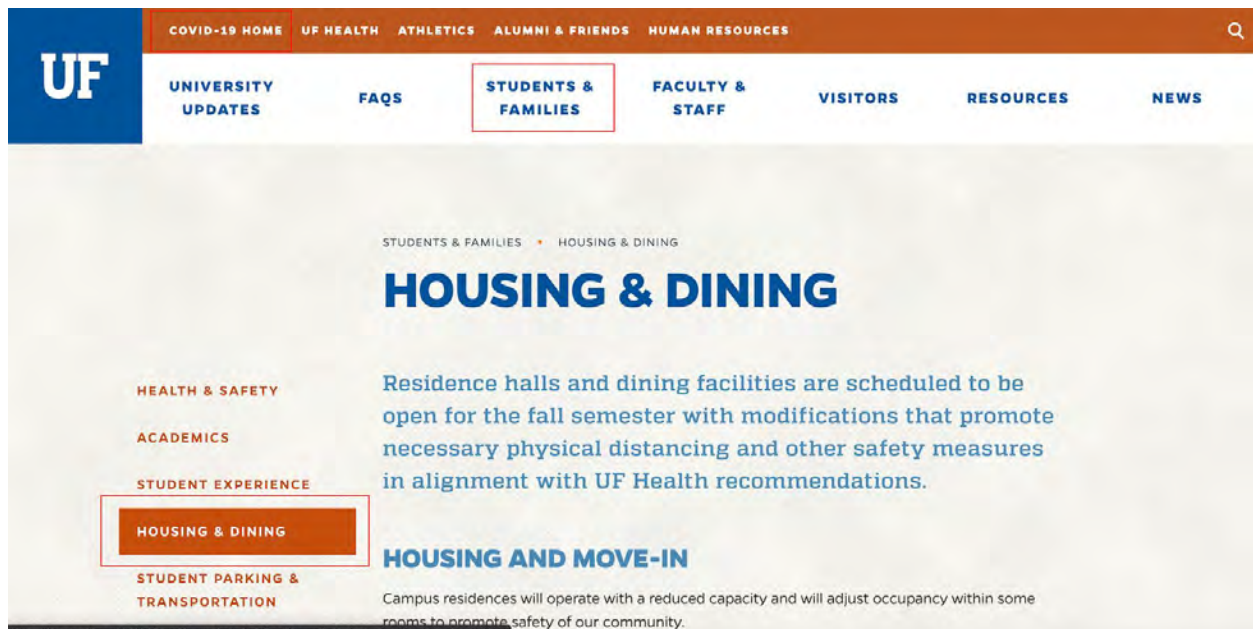
UF Covid-19 Housing & Dining Page

Findings: Most users found this task very simple and straightforward. On the UF Homepage, there is a banner that directs users immediately to all Covid-19 Information for the Fall 2020 semester. Most users saw this right away since it is at the top of the page and clicked that, which led them to find the "Students & Families" section and then the "Housing & Dining" information from the menu on the left. Some users struggled with finding the "Students & Families" section right away and thought it might have added an extra step that was not necessary for this flow.

Some users also thought this new housing information would be on the "Housing" page of the main UF Homepage rather than on the covid-19 website.

Participant Quotes:

- *"That was probably one step too many. Once you get to covid info, there should be housing info. Shouldn't have to take that extra step to get to housing."*
- *"I didn't realize that housing would be on the COVID-19 page; I thought it would be with the rest of the housing at first on the website until I found it on the COVID page."*
- *"That was easy."*

Proposed Solution

Recommendation: Since all users could find the Covid-19 Housing & Dining page, it is clear that this is the best location to house this information. However, it would be helpful to make the "Students & Families" page a bit more evident so that it reduces the amount of searching and/or steps the user needs to take to find the information that is within this category. On the main UF COvid-19 page, they have small links to these categories as well as buttons in the header. However, if the links were made more prominent, or if the categories and contents were explicitly listed on the main page, it may be much faster to sort through to find your information.

TASK 10

Task 10: Figure out how many COVID-19 related illnesses are on the campus.

Issue: Confusing to have this information be found under the "UFHealth" section

Severity Rating: 1 = Cosmetic Problem only

Overall Participant Satisfaction Rating: 3.8

Current Banner
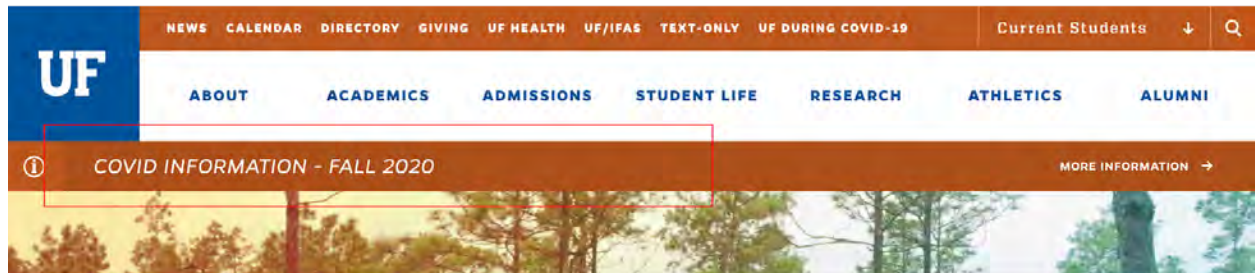
UF Homepage: Click COVID-19 Banner

Current Navigation for COVID-19 Website
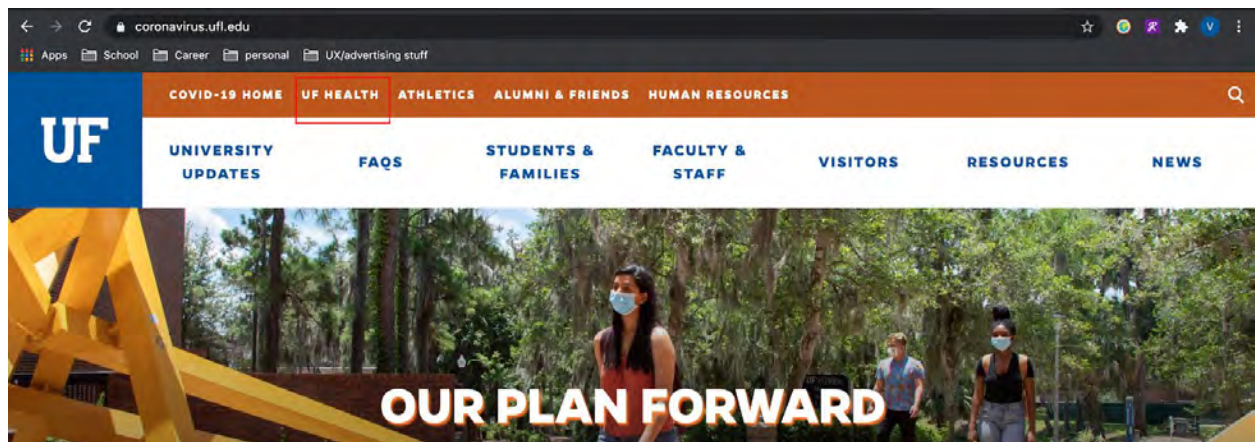
UF COVID-19 Website: Top Navigation Item "UF Health"

Current Navigation for UF Health Website
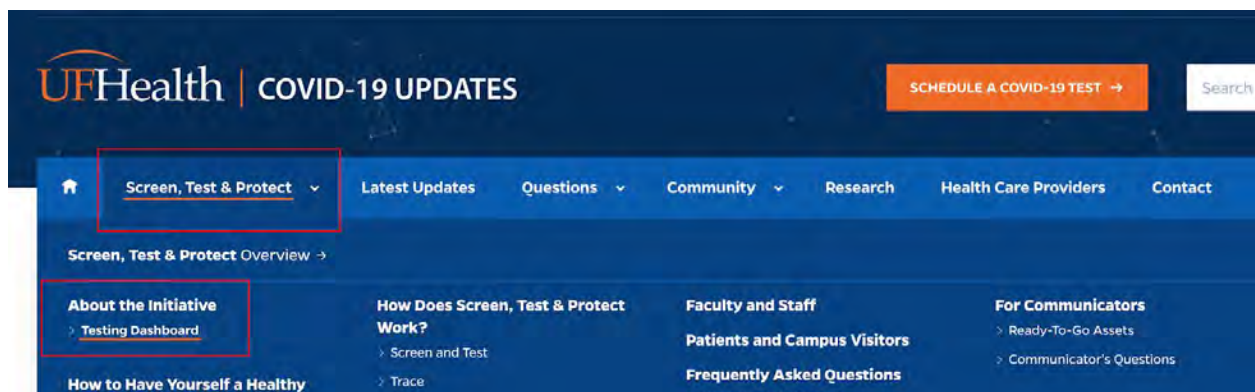
UF Health Website: Select "Testing Dashboard" from Menu

Findings: Most participants were confused about what "Testing Dashboard" would include and why this information would be on the UF Health website rather than on the UF Covid-19 website. Some participants thought it would have been more intuitive to have this information be in the Health & Safety section of the UF Covid-19 website. Overall, users were confused about this information being on the UF Health website because they thought that title was misleading. Users explained that they expected that website to have more information about the current updates of the UF hospitals and information about that rather than how cases had been at UF overall.

Participant Quotes:

- *"I didn't know that dashboard meant that it would tell about cases."*
- *"I thought it would be under "health and safety" on the housing site."*
- *"It was easy to find, but nothing jumped out as a heading as 'this is the positive tests on campus.'"*
- *The "UF health" title was a little misleading. You would imagine that clicking UF Health would lead to info about clinics, not about updates. It wasn't as clear as I thought. It would have been better for it to say "covid health" or something along those lines."*

Proposed Solution
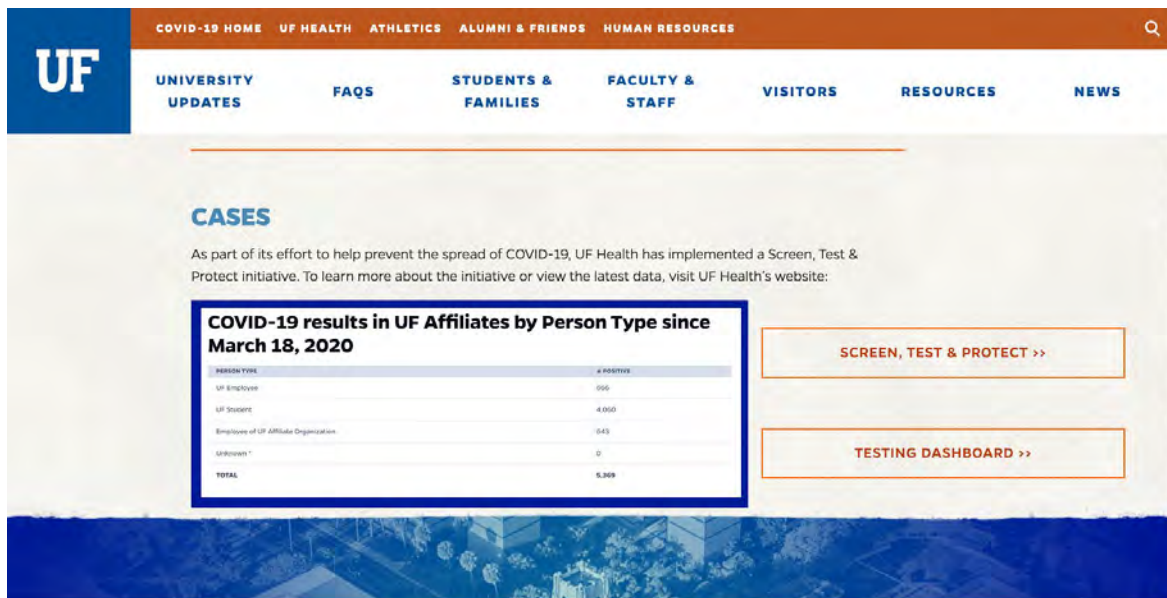
Proposed Solution: Move Testing Dashboard to UF Covid-19 website

Recommendation: Currently, on the UF Covid-19 website, users can access the Testing

Dashboard if they scroll to the bottom of the landing page under the section labeled "Cases."

However, people may still be confused about what the Testing Dashboard includes, so it may be

more helpful to have the graph with the statistics right away. This would reduce confusion and

the number of steps in the user flow.

Scenario 3 – Prospective Undergraduate Transfer Student

You are a freshman at the University of Florida's partner community college campus. You are looking to transfer to UF in the Fall of 2021, but you want to ensure that you are not missing any transfer credits to enter UF's College of Education. Since you feel you are currently missing out on the real college experience, you want to find out what study abroad programs there are available to you. You also have taken dance classes since you were little and are interested in finding more information on dance clubs available. Lastly, you are concerned about finances and want to ensure you can find a job on campus when you transfer in so that you don't have to rely on your parents for money.

Note: Tasks 11-15 began on the University of Florida's Transfer Admissions Page:

https://admissions.ufl.edu/apply/transfer/

TASK 11

Task 11: *Find out the admissions requirements to transfer into the College of Education "ProTeach" program as a community college undergraduate transfer student.*

Issue: Immediate scroll past the "Apply" heading and miss button to "Contact College."

Severity Rating: 4 = Usability Catastrophe

Overall Participant Satisfaction Rating: 2.6

Current Website
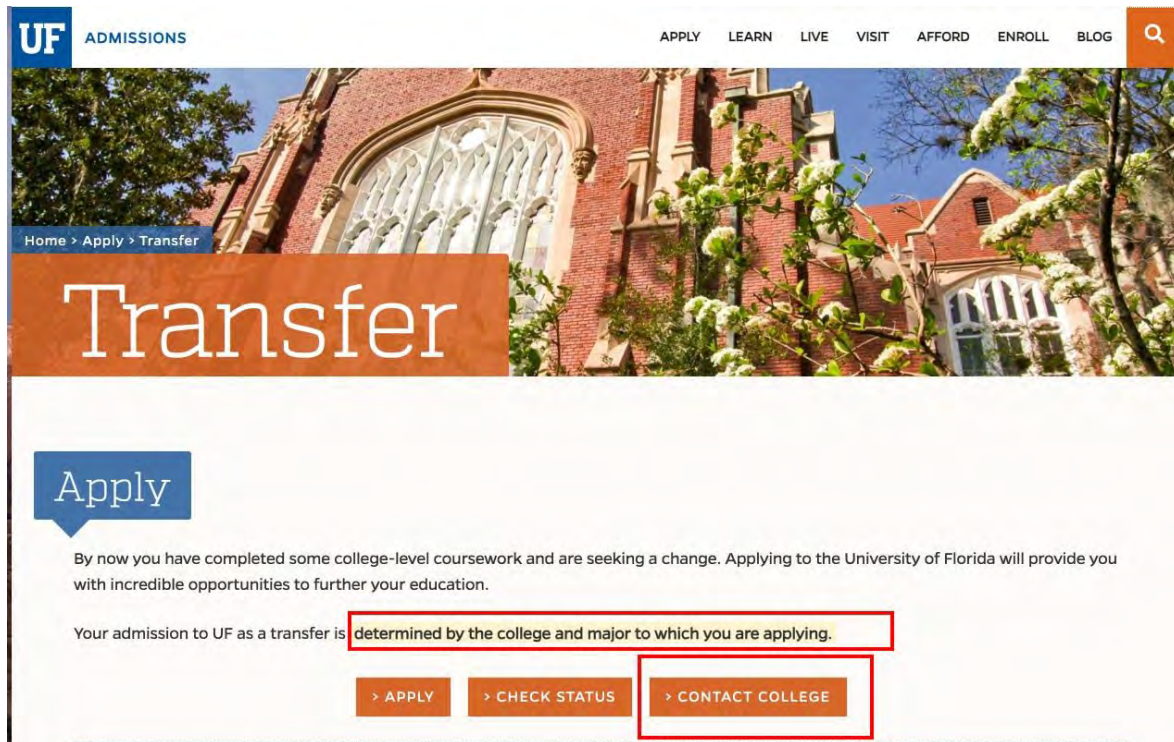
UFL Transfer Homepage

Findings: All participants scrolled past the heading "Apply" and missed the body copy that mentioned, "Your Admission to UF as a transfer is determined by the college and major to which you are applying." Since all users missed this statement, they missed the "Contact College" orange button that did not stand out next to the other two orange buttons. If students had found the "Contact College" button, the process might have been straightforward since the colleges

appear all on one page, including the College of Education. "Contact College" is also misleading due to the button sounding as if it will bring users to a link for contact information instead of transfer requirements. Since all participants scrolled past this statement and therefore missed the button, it was difficult for all trying to find transfer requirements for UF's College of Education. All participants were noticeably frustrated when trying to find the individual "College" pages, which lead to the overall participant satisfaction rating of below neutral. Since transfer requirements are based on colleges, only one participant was able to complete this task but even took a slight detour to find the requirements.

Participant Quotes:

- *"I wasn't able to find a breakdown of admissions for each program."*
- *"Transfer students weren't mentioned on the course catalog site."*
- *"FAQ? Maybe that will guide me?"*
- *"Easy to navigate to site that didn't have transfer requirements."*

Proposed Solution
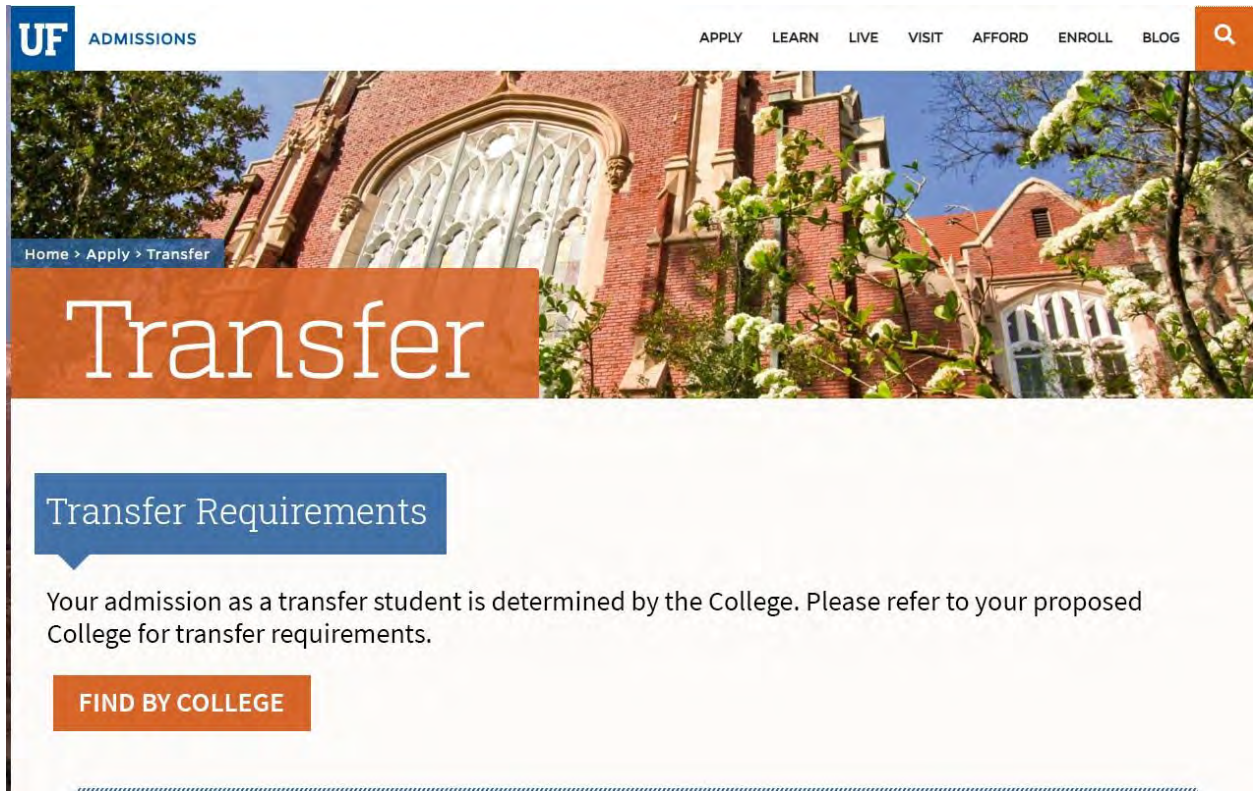
Proposed Solution: UF Transfer Homepage

Recommendation: Since UF does not have just one website to find transfer requirements for prospective transfer students and instead has transfer requirements placed on different college's websites, the language and headings on UF's Transfer homepage website must be more transparent for users to find their prospective college's website. The statement that is currently hidden, "Your Admission to UF as a transfer is determined by the college and major to which you are applying.", needs to be in its own section and reworded under the new heading "Transfer Requirements" with the new button reworded to state, "Find By College" instead of "Contact College."

TASK 12

Task 12: Find the phone number to call the Admissions Office.

Issue: Scrolling down to Footer to find "Contact Admissions."

Severity Rating: 0 = Not a problem

Overall Participant Satisfaction Rating: 4.6

Current Website

UF Transfer Page Footer

Findings: All participants inherently knew to scroll down to the Footer to find the "Contact Admissions" button under UF's logo and address. There was slight agitation on scrolling down to the Footer by one participant, but all participants knew the location to find contact information; this could be based on intrinsically finding contact information in their own experiences on other websites within the Footer. Out of a scale of 5, the average satisfaction rating of the participants was a 4.6, stating they were very satisfied post-task. Based on the findings, this task was simple for the participants and does not need to be fixed. One participant's experience was that they thought it was available by clicking the "Contact College" button, which relates to Task 11 above – that the "Contact College" button is misleading, but this issue

will be fixed based on – Task 11's proposed solution. This user did scroll down to the Footer, so all participants successfully completed this task.

Participant Quotes:

- *"It's probably in the footer."*
- *"I thought it would be in the contact colleges button on the home page of admissions until I found it in the footer."*
- *"It's fine that the info was at the bottom, but it still takes scrolling. The scrolling was the most annoying aspect. I would have wanted contacts available right off the bat."*

Recommendation: Since all users knew to scroll down to the Footer, the task was straightforward and is considered not a problem and, therefore, does not need to be fixed. All users were quickly able to complete this task by scrolling to the Footer and were left very satisfied after completing the task. This task can relate to Task 11, where "Contact College" could be misleading for a participant looking for admissions contact information but will be resolved based on Task 11's solution of rewording the button.

TASK 13

Task 13: *Find the page that displays all of the available study abroad program options.*

Issue: Difficulty with "Transfer" navigation bar and "International Center" navigation bar

Severity Rating: 2 = Minor Usability Problem

Overall Participant Satisfaction Rating: 4

Current Navigation
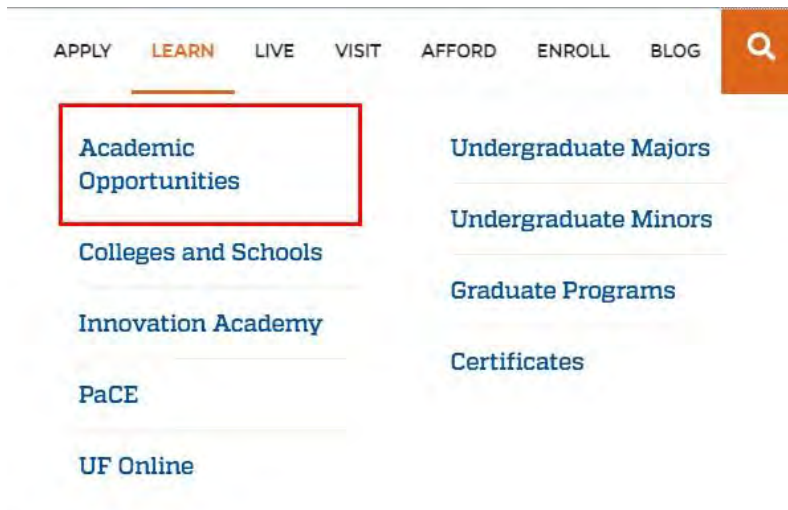
UFL Transfer Navigation "Learn" Tab

Findings: Users ran into two issues when completing this task. First, when beginning on the UF

Transfer homepage, most users had difficulty figuring out which navigation item would take

them to the Study Abroad website. Most users hovered over many of the top navigation items,

displayed in the Current Navigation figure above. Eventually, most users chose "Learn" and then

"Academic Opportunities," and once on the page, "Academic Opportunities," the website was

straightforward, and all users that made it there clicked the button under "Global Opportunities"

and were taken to the International Center website. On the International Center website, most

users than ran into difficulty again with navigation items and call-to-actions.

Current Website
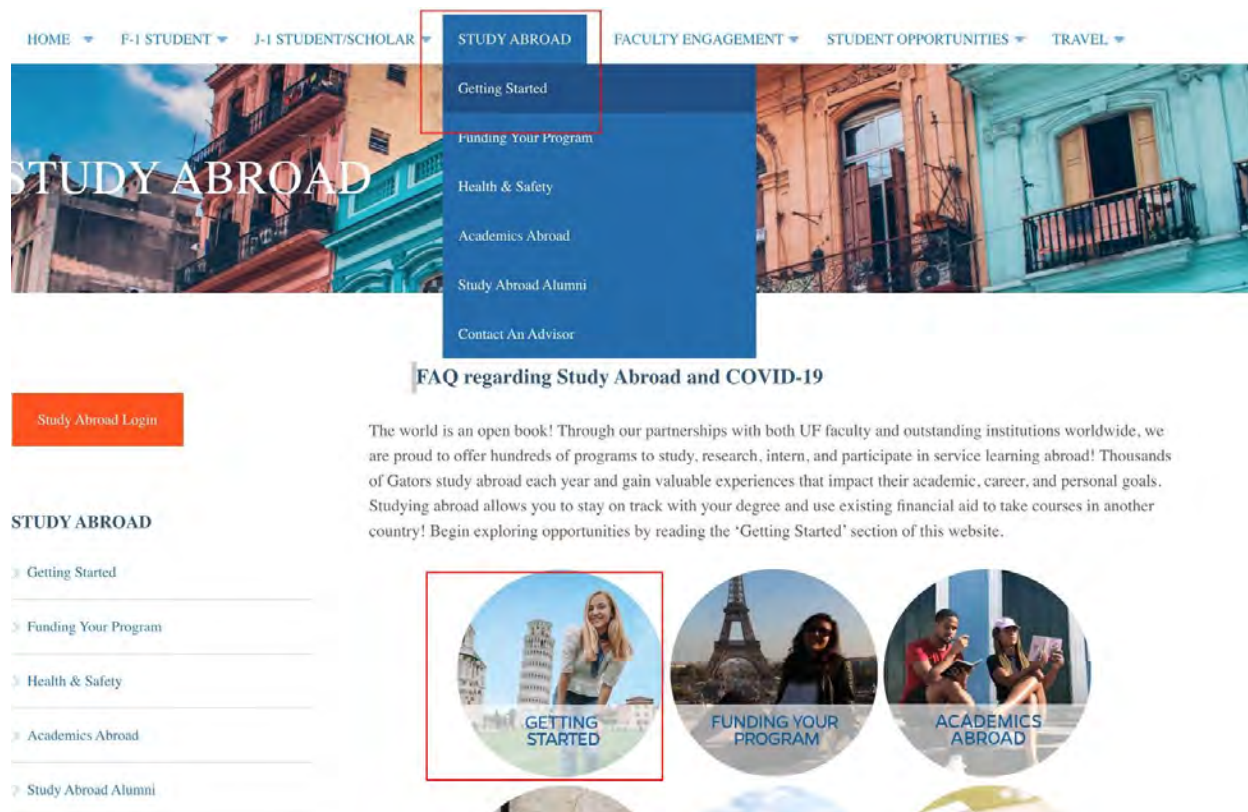
UF International Center Website "Study Abroad" Page

Findings: Most participants ended up on UF's International Center website after eventually clicking "Academic Opportunities" in the navigation after trial and error. Once on the homepage of UF's International Center, many participants hovered around different navigation items to figure out where all the programs were listed. Four out of five users did end up finding the full list of study abroad programs by clicking "Study Abroad" in the navigation, but most of these participants were thrown off by the option "Getting Started." Even though most of the participants completed the task successfully, most of these participants took detours to complete this task by running into difficulty with the Transfer homepage navigation and then again on UF's "International Center" website navigation.

Participant Quotes:

- *"Figuring out which tab on the transfer page contained the link for the study abroad opportunities or academic opportunities [was troublesome]."*
- *"I got to the study abroad section but wasn't sure where to go to from there."*
- *"I really thought it would be in there [Academics Abroad], but it's not. 'Getting started' [button] seems like I already made the decision to go abroad."*

Proposed Solution
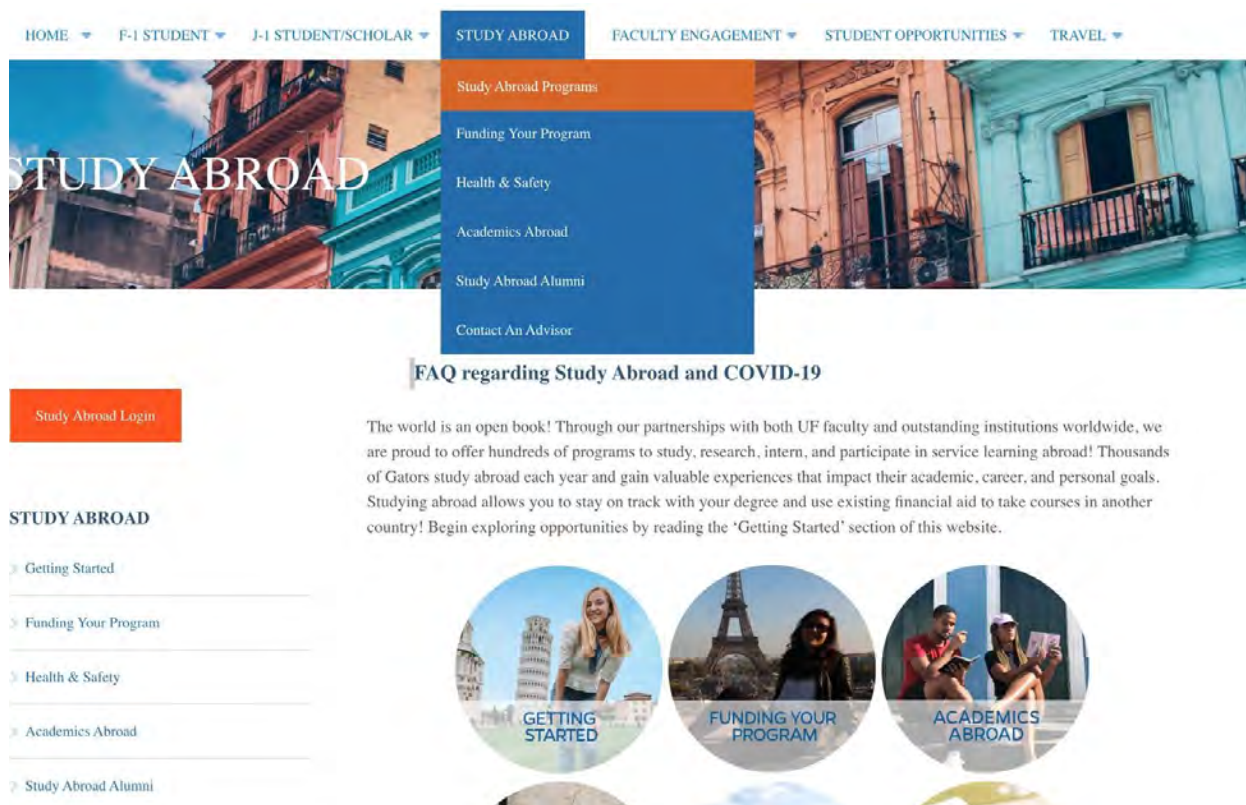
Proposed Solution: New Navigation Item "Study Abroad Programs" under "Study Abroad" Tab

Recommendation: Since all of the users who made it to UF's International Center website ended up having difficulty in finding the list of study abroad programs, UF's International Center website needs to be fixed because this will affect all users who are looking for study abroad programs, not just Transfer students like the study tested. Most participants had difficulty with the "Getting Started" button on the Study Abroad page and within the submenu of the "Study Abroad" navigation. The dropdown menu of "Study Abroad" should include a "Study Abroad

Programs" item since "Getting Started" is not an intuitive label to find the programs. Due to the website's overwhelming amount of content and the website not having a straightforward path in finding the program list, there needs to be an option in the navigation that leads to a listing of all of the study abroad programs.

TASK 14

Task 14: *Find out more information on the different dance clubs UF has to offer.*

Issue: Users not affiliated with UF do not know what "GatorConnect" entails

Severity Rating: 3 = Major Usability Problem

Overall Participant Satisfaction Rating: 2.8

Current Website
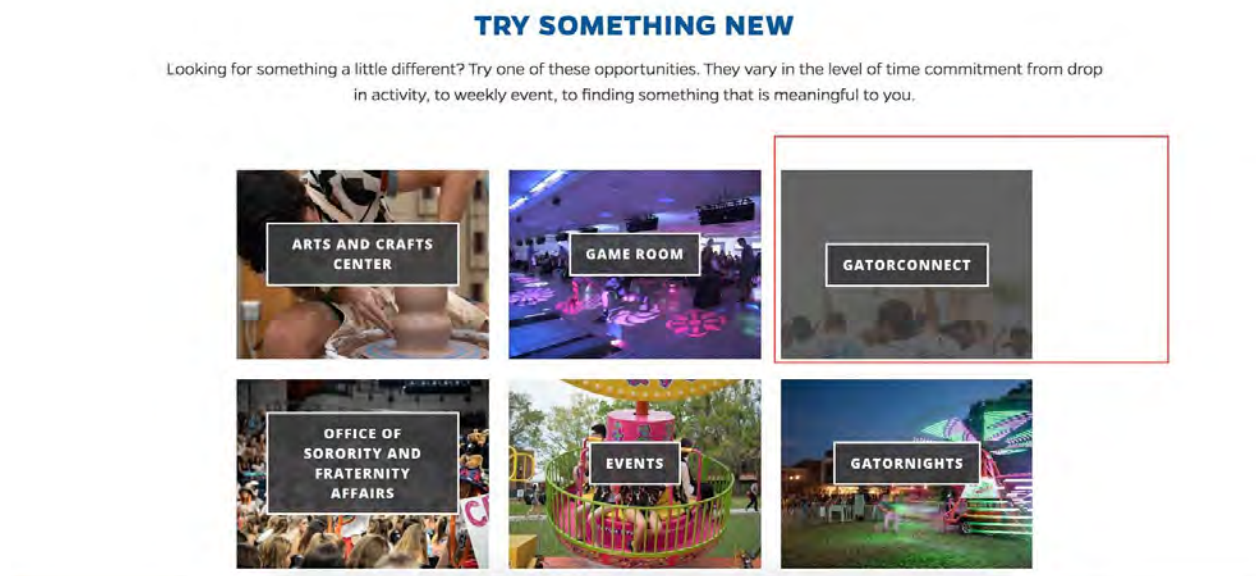
UF "Student Involvement" Page - "GatorConnect" Button

Findings: Most users found this task incredibly challenging because they could not get past the "Student Involvement" page and got stuck on the above page. Most participants made it to UF's "Student Involvement" website and "Get Involved" page from the Transfer homepage. Still, all

of the participants who were not associated with UF could not make it to UF's organizations'

page. This was because the buttons offered did not lead them to believe they could find

organizations based on the nine square buttons (six of which are pictured in the above figure).

All participants not associated with UF could not figure out where to go after getting to the "Get

Involved" page. When verbally participants were asked post-task about their satisfaction with the

task, most were below neutral, leaning towards being very dissatisfied. Most users quoted

"GatorConnect" as the most troublesome part of the task. The task would have been completed

based on clicking the button "GatorConnect," which would have brought users to find all of the

organizations, specifically "dance," as the task requested. Only two participants completed this

job based on background knowledge of what "GatorConnect" was.

Participant Quotes:

- *"The name 'GatorConnect' doesn't signify anything about clubs or events or anything."*
- *"If I didn't know what GatorConnect is, I wouldn't have known it was where I could find clubs."*
- *"I kept going back to the Organizations [page] but didn't know where to go after that."*
- *"Not really seeing an exhaustive list of clubs and organizations. I'm just going to browse through all the tabs... none of this seems intuitive."*
- *"I'm not sure where to go from here"* [on "Get Involved" page]
- *"I can get in the general proximity, but couldn't find exactly what I was looking for."* [stuck on "Student Involvement" Website]
- *"There was no navigation on the organizations' pages"* [referring to "Student Activities & Involvement" Website

Proposed Solution

TRY SOMETHING NEW

Looking for something a little different? Try one of these opportunities. They vary in the level of time commitment from drop in activity, to weekly event, to finding something that is meaningful to you.
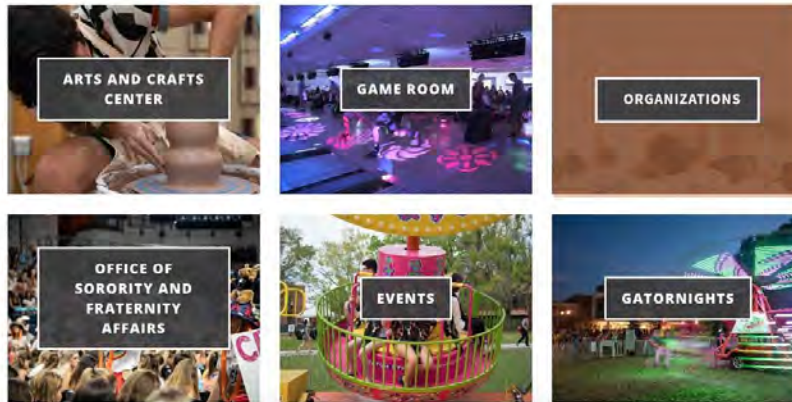
Proposed Solution: "Student Involvement" Page - change "GatorConnect" to "Organizations"

Recommendation: All users not associated with UF did not complete the task because they did not know that the button "GatorConnect" would have led them to the organizations' page to find dance club organizations. Since this step held the participants back from completing the action, the "GatorConnect" button needs to be relabeled as "Organizations." This "GatorConnect" is not a word that anyone outside of the UF community would know; the button should be relabeled to be more inclusive and descriptive for those not a part of the University of Florida so that future users can find organizations more efficiently.

TASK 15

Task 15: *Find the page with the work-study (student jobs) opportunities available to students on campus.*

Issue: Participants thought student employment would be located under the "Afford" tab

Severity Rating: 3 = Major Usability Problem

Overall Participant Satisfaction Rating: 2.4

Current Navigation: Most Users Clicked
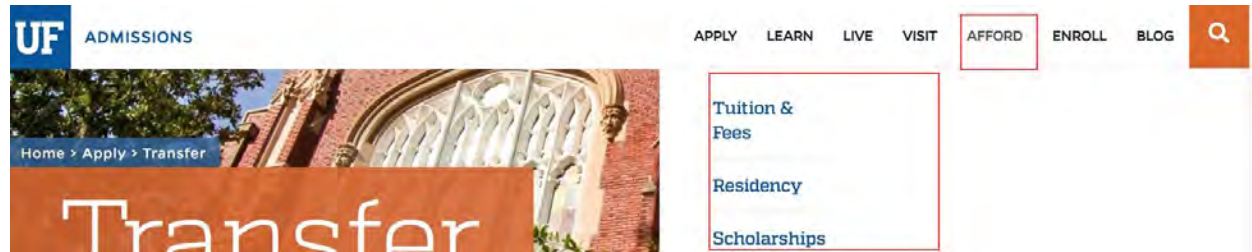
Most Users clicked UFL Transfer Navigation "Enroll" Tab

Current Navigation: Users Needed to Click

To Complete the Task - Users needed to click "Live" and click "Organizations"

Findings: Most participants struggled to find the page with student employment opportunities due to it being located under the navigation item, "Live," and then in the submenu "Organizations." All users tried to find the student jobs first by clicking the "Afford" tab first in the navigation and trying out the different submenu items within "Afford." Out of two that completed the task, one participant completed this task based on pulling from their memory of seeing the "Student Employment" button on the website during the previous Task 14. This is due to both clubs and student employment being located on the "Student Activities & Involvement" website.

Participant Quotes:

- *"Took too many clicks, and it should have been under afford!"*
- *"The fact that there wasn't a student employment button on the main section!"*

- *"I'm going to go back to 'Live' and 'Organizations'... I think I remember seeing something about work-study."*

Proposed Solution
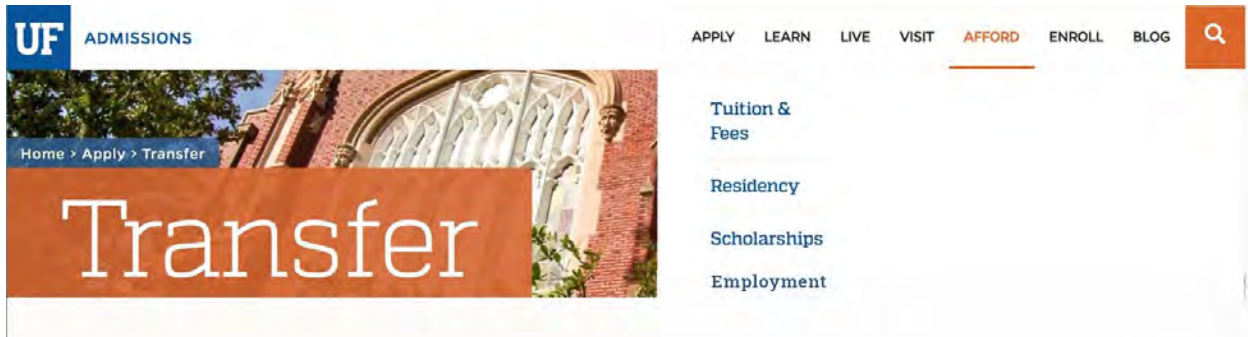
Proposed Solution: Add New Navigation Item to "Afford" Tab called "Employment"

(shown below "Scholarships")

Recommendation: Since it was intuitive for all participants to first look under "Afford" for student employment, a new navigation item should be added to the dropdown menu under "Afford." It was too difficult for participants to know to go to "Live" and click "Organizations" to get to the "Student Involvement and Activities" page where "Student Employment" is located. Instead, the link to the "Student Employment" page should be linked under "Afford" because it is not intuitive for users to know to click "Organizations" to find student employment since the word "organizations" is not an explicit label for users to find jobs.

Conclusion

The University of Florida's website is a centralized place to find an abundance of information pertaining to the university. Although we tested participants on tasks based on the personas of a current student, a prospective undergraduate student high school senior, and the prospective undergraduate transfer student, we uncovered usability issues that will affect all users, not just the personas tested. Since the website is so robust and complex, our participants ran into several major and minor usability issues throughout the evaluation. Therefore, through our evaluation, the team developed proposed solutions and recommendations. We hope by implementing our recommendations, future users, specifically current students and prospective undergraduate students, will be able to navigate the University of Florida's website more intuitively.

References

Nielsen, J. (1994, November 1). *Severity Ratings for Usability Problems*. Nielsen Norman

       Group. https://www.nngroup.com/articles/how-to-rate-the-severity-of-usability-problems/

Tullis, A., & Albert, B. (2013). *Measuring the user experience*: *Collecting, analyzing, and*

       presenting usability metrics (Integrative Technologies) (2nd ed.).

APPENDIX A

Task Steps for Observers

Current Student -

[Start on http://www.ufl.edu for each task.]

1. **Find your academic advisor's email for the College of Journalism and Communication from the homepage.**

    a. From the UF Homepage click on the button "Directory" located at the top of the page

    b. Once in the Directory page, click on colleges & schools, located under the section titled UF directories on the bottom right hand side

    c. Scroll down this page until you see the title named Journalism and Communication

    d. Click on the "learn more" text that is in orange and located under the title Journalism and Communication

    e. On this page click on the contact us button located at the top right

    f. Scroll down until you see academic advising

    g. Click on the academic advising title

    h. Scroll down until you see the sentence saying "e-mail us at advising@jou.ufl.edu

    i. TASK COMPLETE!

2. **Find out when your withdrawal period ends for your course(s).**

    a. Click on the button titled "Current Students," located the top right

    b. Scroll down until you see the title "Important Dates Per Term." Click on it.

    c. Scroll down until you see a blue box titled Undergraduate Catalog

    d. Click on the 2020-2021 dates and deadline, located under the blue box you found

    e. Scroll down until you see the words "Drop/Add"

    f. TASK COMPLETE!

3. **Track where you are in your Computer Science online degree plan.**

    a. Hover over "Academics" located the top of the page

    b. An option dialog box will open, click on the title "Catalog"

    c. Click on Courses located at the top of the page

    d. Scroll down until you see the title "Computer & Information Science and Engineering." Click on the title.

    e. Click the orange arrow next to "Department Information" to extend the list (if it's not already open.)

    f. Scroll down until you see the section titled "Computer Science UF online" located in one of the boxes.

    g. Click on the title

    h. Scroll down until you see the title "Critical Tracking"

    i. TASK COMPLETE!

4. **Find upcoming events for this weekend on the UF calendar.**

    a. Starting on the UFL website homepage, click on Calendar in the top navigation bar.

    b. Scroll down until you see a calendar located on the right

    c. Click on the date you want information on (they should click on the upcoming Friday or Saturday)

    d. Then click on one of the events to see more information.

    e. TASK COMPLETE!

5. **Find a book from the UF George Smathers online library. Look at the online library page for the following book information: Norman, D. (2013).** *Design of everyday things.*

    a. Starting on the UFL website homepage, hover over "Academics"

    b. Click "Libraries."

    c. Scroll down to "George A. Smathers libraries" and press the "Learn More" button.

    d. In the "Libraries Quick Search," type in "Design of everyday things."

e. Scroll to the book by Norman, D.

f. TASK COMPLETE!

Freshman -
[Start on http://www.ufl.edu for each task]

6. **View classes offered in your degree plan for Mass Communications.**

   a. On the UF homepage, hover over the "Academics" tab and click on "Courses" from the dropdown menu that appears.

   b. Here, you will need to find the Undergraduate category and click "Learn More"

   c. Scroll to "Mass Communications" or click the letter M for Mass Communications to go there swiftly.

   d. Scroll through to see the classes offered.

   e. TASK COMPLETE!

7. **Figure out what AP credits transfer for freshmen.**

   a. On the UF homepage, find the "Admissions" tab in the top navigation bar

   b. Click the "Undergraduate" option under the dropdown menu

   c. You will be redirected to the UF Admissions website

   d. FInd the "Enroll" button in the top nav bar

   e. Click enroll, then click "Credit Information" from dropdown menu

   f. Scroll down to find the "Visit our Exam Credit Page" button and click that to be redirected to the UF catalog page with details about exam credits

   g. Press "Exams" at the top of the content on the page to identify which AP credits transfer over

   h. TASK COMPLETE!

8. **Find out information on the different Panhellenic Greek sororities/fraternities UF offers.**

   a. From the UF home page, hover over the "Student Life" link in the navigation bar.

   b. Select "Involvement" from the pop up bar.

c. You should land on the Involvement page, and under "Find Your Purpose", select 'learn more' (NOTE: If you scroll down to "Greek Life" section and select 'learn more' you will find an 404 error)

d. You should land on the student involvement website, from there select "Get Involved"

e. Scroll down and find "Office of Sorority and Fraternity Affairs" then select it

f. You will be redirected to the Greek Life website. Hover over "Our Community" in the navigation bar and select "How to Join.

g. You will scroll down to Panhellenic greek life at the bottom and select the link "here" that should redirect you to the panhellenic website .

h. From the Panhellenic website go to the navigation and select 'Chapters' to view the chapters which you could join.

i. TASK COMPLETE!

9. **Figure out how COVID-19 impacts on-campus housing for the Fall 2020 semester.**

a. On the UF homepage select the "COVID-19 Information - Fall 2020" link in orange that is located on the top of the home page.

b. On the COVID-19 homepage, hover over the "Student & Families" tab on the navigation bar.

c. Click on "Housing & Dining".

d. TASK COMPLETE!

10. **Figure out how many COVID-19 related illnesses are on the campus.**

a. On the UF homepage select the "COVID-19 Information - Fall 2020" link in orange that is located on the top of the home page.

b. On the COVID-19 website, click "UF Health" in the top navigation bar.

c. You will be redirected to the UF Health Website, and from there you will hover over "Screen, Test & Protect" in the navigation bar.

d. Click on "Testing Dashboard" under About the Initiative.

　　　　e.　TASK COMPLETE!

Transfer -

[Begin on UFL Transfer Page https://admissions.ufl.edu/apply/transfer/]

　11. Find out the admissions requirements to transfer into the College of Education "ProTeach"

　　　program as a community college undergraduate transfer student.

　　　　a.　On the home page of UF Admissions, scroll down till you see the "Apply" section. Click

　　　　　the "Contact College" button.

　　　　b.　Scroll down to the "Education" heading.

　　　　c.　Click "Transfer Requirements"

　　　　d.　Scroll down to question -

　　　　　"What are the undergraduate admission requirements for ProTeach if I'm transferring

　　　　　from a Florida community college or state college?

　　　　e.　TASK COMPLETE!

　12. Find the phone number to call the Admissions Office.

　　　　a.　Starting on the UF Admissions "Transfer" Page, scroll down to the bottom of the page, to

　　　　　the Footer section.

　　　　b.　Click "Contact Admissions" under logo and address

　　　　c.　Find number under "Admissions Office"

　　　　d.　TASK COMPLETE!

　13. Find the page that displays all of the available study abroad program options.

　　　　a.　Starting on the UF Admissions "Transfer" page, hover the "Learn" in the navigation bar

　　　　　and click "Academic Opportunities"

　　　　b.　Scroll down to "Global Opportunities" section and click button - "UF

　　　　　INTERNATIONAL CENTER"

   c. In navigation click "STUDY ABROAD" and then find the "GETTING STARTED" button.

   d. Scroll down on this page until you see circles with photos/words. Click circle button "PROGRAM SEARCH"

   e. Scroll down to bottom orange button and click "SEARCH ALL PROGRAMS"

   f. TASK COMPLETE!

14. **Find out more information on the different dance clubs UF has to offer.**

   a. Starting on the transfer page, hover over "Live" in the navigation bar, and click "Organizations".

   b. In the upper right corner, click orange button that says "Gator Connect".

   c. On the new page, hover over "Organizations" in the navigation bar and click "Find Organization".

   d. Search "Dance"

   e. TASK COMPLETE!

15. **Find the page with the work study (student jobs) opportunities available to students on campus.**

   a. Starting on the transfer page, In navigation hover over "LIVE" and click "Organizations"

   b. Click square button "GET INVOLVED" and taken to Get Involved page

   c. Scroll down and click square button called "STUDENT EMPLOYMENT" (lower right corner)

   d. TASK COMPLETE!

APPENDIX B

Preparing for the Sessions

Checklist:
- Zoom Meeting Scheduled / Enable Participant (Guest) Screen Recording
- Facilitator -
  - Script
  - Scenarios and Tasks within script
  - Steps for Tasks Document
  - Timer - 4 minutes
- Observer -
  - Script (just to follow along)
  - Notepad and Pen to take notes
  - Steps for Tasks Document
- User - (emailed to user at start of Zoom session if conducting Internet study)
  - Informed Consent Form
  - Background/ Demographics Form
  - Scenarios and Tasks
  - Post-Test Questionnaire

Before the Sessions
- Prepare testing script and distribute to all facilitators.
- Prepare the computer with a bookmarked webpage of http://www.ufl.edu/.
- Set up Zoom meeting
- Print all forms for participant
  - (If conducting test through Internet, email during study)
- Prepare Zoom recording
  - click record within Zoom screen
- Open web browser to http://www.ufl.edu/.
- Enable user to screen share on Zoom.
  - bottom button up arrow - advanced sharing - who can share? all participants

During Testing Session
- Answer any questions the user may have.
- **Give User and Collect:**
  - Informed Consent Form
  - Backgrounds/ Demographics Form
- **Give User:**

        ○   Scenarios and Tasks

After Each Session
- Closer web browser.
- Note any issues or errors
- Answer any questions the user may have.
- Review with the observer.
- **Give User and Collect:**
  - Post-Test Questionnaire

If conducting study through Internet, email folder of forms at beginning of session

Test Script

Session Introduction

- Good morning/evening, my name is _____.

- Our observer today, via zoom, is _____.

- From this point on, I will be reading from a script to ensure all of our testing is the same throughout our users. To begin, thank you so much for taking the time to participate in our website usability evaluation for the University of Florida.

- The goal of today is to figure out what works and doesn't work on this website. We are not testing you, but rather the website in general.

- This is a recorded session and will only be utilized in evaluating the results when we compare them after all the sessions are complete. Please know the recording will be deleted at the conclusion of our analysis.

- During any point of this evaluation if you would like to stop, please know you can do so without any penalty and for any reason. Before we begin, please look over the consent form and sign if you agree.

*[Hand over **Consent Form** and wait until they have read and signed the form.]*

[If conducting online, ask for them to fill out online and email back]

- Perfect, thank you so much.

- During this session, I will ask you to complete a series of tasks to see if you are easily able to complete them. While working, please think aloud, meaning tell me exactly what is going in your brain during each task.

- Remember we are not testing you, but rather the website, so there is no right or wrong answer. I am in no personal way related to the design of the University of Florida's website, so please try to answer honestly as this helps us understand what works and what doesn't.

- If you have any questions during the session, feel free to ask them. I may not be able to answer at the time, but at the conclusion of the test, I can answer any unanswered questions.

- This session should take about an hour, so before we begin, do you have any questions?

[Answer any questions the user may have.]

- Perfect, before we jump into the website, I would like to ask you to fill out a brief survey about your background. This will only be used to compare the data with other users.

*[Give the **Background Survey** to the user, and wait until they complete it.]*

[If conducting online, ask for them to fill out online]

Thank you. Please turn on your screen sharing and we will begin!
- Please go to UF's homepage at ufl.edu in your browser.
- I'm now going to ask you your initial thoughts on UFL's website.

Warm Up Questions:

- Just by glancing it over, what are your thoughts on UFL's homepage?

Begin Task Analysis:
- I'm now going to ask you to complete some specific tasks.

> *[If in person, hand user **Scenarios and Tasks** document or if online, have them open up on computer]*

> *[If conducting online, ask for them to pull it up online]*

- The tasks are divided into 3 parts and you will take on the role of a specific user.
- First, I'll read aloud a scenario and then I will read a task and then you will try to complete it. I will give you a total of 15 tasks.
- You will also have your copy of the **Scenarios and Task** to follow along with.
- After you work through each task, I will ask you a couple questions about the specific task.
- Let's begin!

Between each task - ask the following questions -
  1. *"On a scale of 1 to 5, 5 being the most satisfied, how satisfied are you with completing that task?"*
  2. *Did you find any part of the task troublesome? Please explain if so.*

SET TIMER FOR 4 MINUTES for each task *(if user goes above 4 minutes, move on to next task)*

Scenario 1 - *You are a new distance learning student at the University of Florida. You received the syllabus with the list of books recommended by the instructors for the courses you have registered for this semester. You want to find these books in the UF online library to be prepared before the classes begin. In addition, to ensure you are planning accurately, you would like to reach out to your advisor to ask a few questions, and you would also like to find out when your withdrawal period ends for your courses. You are also interested in looking up upcoming events on the calendar to connect with other students. Lastly, you would like to track where you are in your degree plan.*

[Begin on UFL Homepage http://www.ufl.edu/]

1. Find your academic advisor's email for the College of Journalism and Communication from the homepage.
2. Find out when your withdrawal period ends for your course(s).
3. Track where you are in your Computer Science online degree plan in terms.
4. Find an upcoming event for this weekend on the UF calendar.
5. Find a book from the UF George Smathers online library. Look at the online library page for the following book information: Norman, D. (2013). *Design of everyday things*.

Scenario 2 - *You are an eighteen-year-old in your last year of high school, with a few AP classes under your belt. During your research on colleges, you have determined you are interested in attending the University of Florida. However, due to the COVID-19 pandemic, you need to figure out how the on-campus housing is being affected. You would also like to figure out how many COVID-19 related illnesses have been positive at the university. Growing up, you have always wanted to be a part of Greek life, so you need to figure out if UF offers any Panhellenic sororities/fraternities on campus. Since you took some art and design classes in high school, you are thinking about going to school for Mass Communications, and you want to figure out some of the available courses for you to take. Lastly, since your art & design classes were AP courses, you want to determine if those credits will transfer over.*

[Begin on UFL Homepage http://www.ufl.edu/]

6. View classes offered in your degree plan for Mass Communications.
7. Figure out what AP credits transfer for freshmen.
8. Find out information on the different Panhellenic Greek sororities/fraternities UF offers.
9. Figure out how COVID-19 impacts on-campus housing for the Fall 2020 semester.

10. Figure out how many COVID-19 related illnesses are on the campus.

Scenario 3 - *You are a freshman at the University of Florida's partner community college campus. You are looking to transfer to UF in the Fall of 2021, but you want to ensure that you are not missing any transfer credits to enter UF's College of Education. Since you feel you are currently missing out on the real college experience, you want to find out what study abroad programs there are available to you. You also have taken dance classes since you were little and are interested in finding more information on dance clubs available. Lastly, you are concerned about finances and want to ensure you can find a job on campus when you transfer in so that you don't have to rely on your parents for money.*

[Begin on UFL Transfer Page https://admissions.ufl.edu/apply/transfer/]

11. Find out the admissions requirements to transfer into the College of Education "ProTeach" program as a community college undergraduate transfer student.
12. Find the phone number to call the Admissions Office.
13. Find the page that displays all of the available study abroad program options.
14. Find out more information on the different dance clubs UF has to offer.
15. Find the page with the work study (student jobs) opportunities available to students on campus.

Conclusion:
- Thank you for taking the time to go through the tasks. That was very helpful.

Post-Test Interview:
- Can I ask you a few more questions to get your input?

1. What was the most difficult task for you to complete?

2. What was the easiest task to complete?

Post-Test Questionnaire:
- Are you willing to fill out a **Post-Test Questionnaire**?

   *[Hand them the **Post-Test Questionnaire** or have them fill out online]*

   [If conducting online, ask for them to fill out online after each task is complete]
- Thank you so much. You have now completed the evaluation.
- Do you have any other questions for us to answer?
[IF ONLINE] Can you please email me right now at _____ with your completed forms?

APPENDIX C

Informed Consent Form
University of Florida, School of Journalism and Communications
MMC5279: User Experience (UX) Theory and Research

PROJECT: Evaluation of the University of Florida website.

DESCRIPTION: This is a study to evaluate part of the University of Florida's Website. This session will be recorded for data collection and used solely for academic purposes.

RISKS: There are no known risks associated with participating in the study.

CONFIDENTIALITY: Your participation in this study will be anonymous. No personal information will be distributed or shared with anyone outside this research study, unless required by law. We may use quotes from comments that you make in the course of the session; these comments will not be associated with your name or any personally identifying information. At the conclusion of this course the video recordings will be destroyed, and no personally identifying information retained.

COSTS: There are no costs to you to participate in the study.

VOLUNTARY: Your participation is voluntary, and you may choose not to take part, or may leave the study at any time. Leaving the study will not result in any penalty.

CONTACTS: For questions about the study, contact the researchers:
Ellie Brayton: Elliebrayton@icloud.com
Valeria Coll: collvaleria@ufl.edu
Nasim Eghlima: neghlima@ufl.edu
Cheryl Ju: Cheryl.ju@ufl.edu
Melinn Phifer: mphifer@ufl.edu

If you have any questions during the evaluation session, feel free to ask them at any time.

PARTICIPANTS CONSENT: Being part of this study and signing this form is an acknowledgment that you unerstand the nature of the study and have given your permission to participate.

Signature of the participant: _____

Date: _____

Thank you for participating in this study!

APPENDIX D

Background Information Questionnaire:

Before we begin the evaluation session, we'd like to ask you a few questions.

1. How old are you?

2. What is your gender?

3. What is your occupation?

4. What is your highest level of education?

5. Do you frequently use the web?

6. On a scale of 1-10 how comfortable are you with using online platforms?

Thank you for your responses! We can now begin the evaluation session.

APPENDIX E

Tasks and Scenarios

For Participants

Scenario #1: Current Student

You are a new distance learning student at the University of Florida. You received the syllabus with the list of books recommended by the instructors for the courses you have registered for this semester. You want to find these books in the UF online library to be prepared before the classes begin. In addition, to ensure you are planning accurately, you would like to reach out to your advisor to ask a few questions, and you would also like to find out when your withdrawal period ends for your courses. You are also interested in looking up upcoming events on the calendar to connect with other students. Lastly, you would like to track where you are in your degree plan.

Tasks:

[Start on http://www.ufl.edu]

1. Find your academic advisor's email for the College of Journalism and Communication from the homepage.

2. Find out when your withdrawal period ends for your course(s).

3. Track where you are in your Computer Science online degree plan in terms.

4. Find an upcoming event for this weekend on the UF calendar.

5. Find a book from the UF George Smathers online library. Look at the online library page for the following book information: Norman, D. (2013). *Design of everyday things*.

Scenario #2: Prospective Undergraduate Student: Freshman

You are an eighteen-year-old in your last year of high school, with a few AP classes under your belt. During your research on colleges, you have determined you are interested in attending the University of Florida. However, due to the COVID-19 pandemic, you need to figure out how the on-campus housing is being affected. You would also like to figure out how many COVID-19 related illnesses have been positive at the university. Growing up, you have always wanted to be a part of Greek life, so you need to figure out if UF offers any Panhellenic sororities/fraternities on campus. Since you took some art and design classes in high school, you are thinking about going to school for Mass Communications, and you want to figure out some of the available courses for you to take. Lastly, since your art & design classes were AP courses, you want to determine if those credits will transfer over.

Tasks:

[Begin on UFL Homepage http://www.ufl.edu/]

6. View classes offered in your degree plan for Mass Communications.

7. Figure out what AP credits transfer for freshmen.

8. Find out information on the different Panhellenic Greek sororities/fraternities UF offers.

9. Figure out how COVID-19 impacts on-campus housing for the Fall 2020 semester.

10. Figure out how many COVID-19 related illnesses are on the campus.

Scenario #3: Prospective Undergraduate Student: Transfer

You are a freshman at the University of Florida's partner community college campus. You are looking to transfer to UF in the Fall of 2021, but you want to ensure that you are not missing any transfer credits to enter UF's College of Education. Since you feel you are currently missing out on the real college experience, you want to find out what study abroad programs there are available to you. You also have taken dance classes since you were little and are interested in finding more information on dance clubs available. Lastly, you are concerned about finances and want to ensure you can find a job on campus when you transfer in so that you don't have to rely on your parents for money.

Tasks:

[Begin on UFL Transfer Page <ins>https://admissions.ufl.edu/apply/transfer/</ins>]

11. Find out the admissions requirements to transfer into the College of Education "ProTeach" program as a community college undergraduate transfer student.

12. Find the phone number to call the Admissions Office.

13. Find the page that displays all of the available study abroad program options.

14. Find out more information on the different dance clubs UF has to offer.

15. Find the page with the work study (student jobs) opportunities available to students on campus.

APPENDIX F

Post-Test Questionnaire

Participant: _____   **Date:** _____

Directions: Please make sure to answer each question. For each question please rate how much you agree or disagree on the statements below by circling a number. If you have no opinion or are unsure, please circle 3.

1. It was easy to find the information I was looking for on the University of Florida website.

   Strongly   **Strongly**
   Disagree   **Agree**

   1   2   3   4   5

2. There were parts of the University of Florida website that were too complex.

   Strongly   **Strongly**
   Disagree   **Agree**

   1   2   3   4   5

3. The links on the navigation bar always redirected me to the page I expected.

   Strongly   **Strongly**
   Disagree   **Agree**

1	2	3	4	5

4. If I made a mistake on the University of Florida website, it would be easy for me to recover from it.

Strongly Disagree   **Strongly Agree**

1	2	3	4	5

5. The information on the University of Florida website was well organized.

Strongly Disagree   **Strongly Agree**

1	2	3	4	5

6. I never had issues finding the information I was looking for on the University of Florida website.

Strongly Disagree   **Strongly Agree**

1	2	3	4	5

7. I would sometimes get irritated while using the University of Florida website.

Strongly Disagree   **Strongly Agree**

1	2	3	4	5

8. The visual design of the University of Florida website helped me navigate through the site easier.

Strongly Disagree   **Strongly Agree**

1	2	3	4	5

9. I thought there was too much inconsistency throughout the University of Florida website.

Strongly Disagree   **Strongly Agree**

1	2	3	4	5

10.   I am satisfied with the overall structure with the University of Florida website.

Strongly Disagree   **Strongly Agree**

1	2	3	4	5

This is the end of the Post-Test Questionnaire. Thank you for participating!

APPENDIX G

Verbal Responses from Post-Test Interview

Post-Test Interview Q1: What was the most difficult task to complete?
- *"Find out more information on the different dance clubs, because she would have been totally lost if she didn't know what GatorConnect was."*
- *"Tasks 14 and 15"*
- *"Greek life because I got really lost but also finding the course catalog page for the college of journalism because it kept bouncing me back and forth"*
- *"I would say the Mass Communications task. I feel I wasn't even close to finding the degree plan information"*
- *"Task 7 and most things "transfer student"-related were not very clear or condensed."*

Post-Test Interview Q2: What was the easiest task to complete?
- *"The contact information for the Admissions Office, because she knew it would be in the footer."*
- *"Task 12"*
- *"The COVID-19 related ones"*
- *"Figuring out how COVID-19 impacts [UF] because it was clearly defined on the main page and the COVID page."*
- *"Task 4"*