Graduate School SISLT Admissions Worksheet

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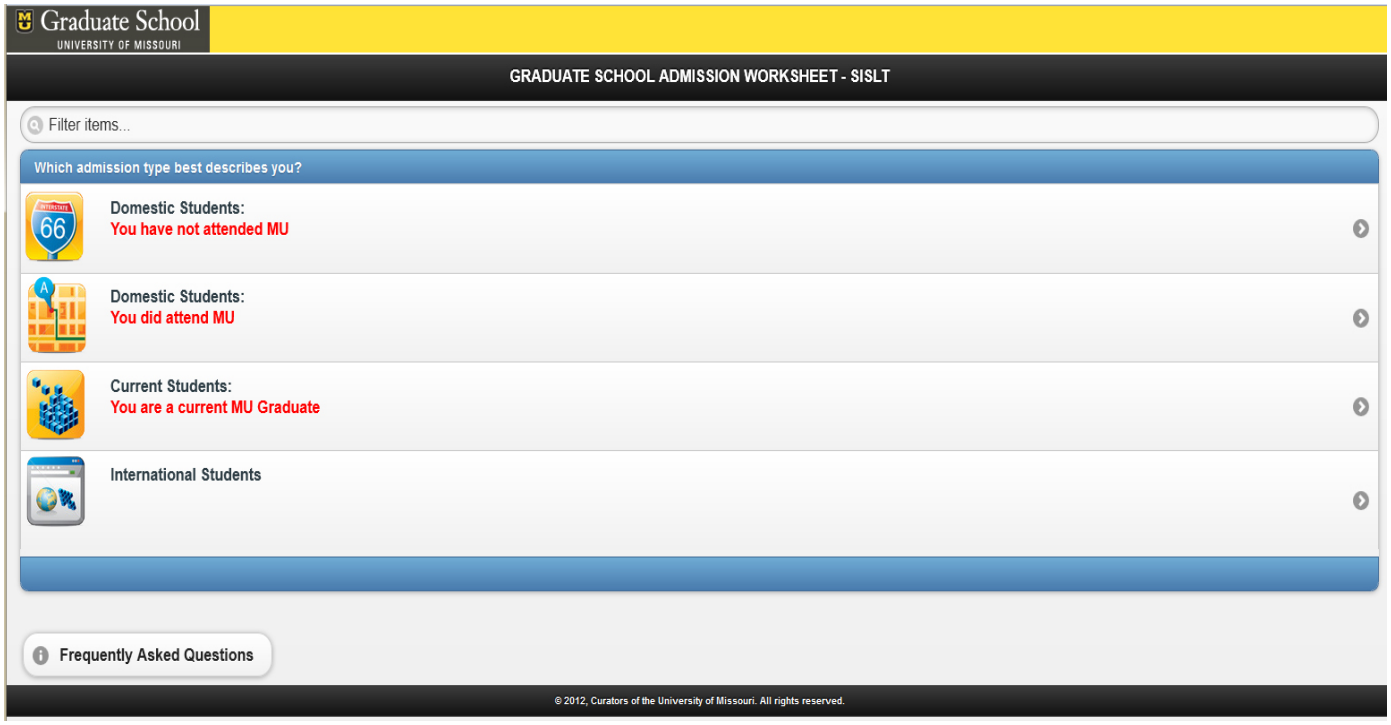

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1 Executive Summary

The Graduate School SISLT Admissions Worksheet is designed to assist applicants with keeping track of all the information that they have submitted or will submit to the graduate school. The worksheet is tailored for each type of graduate student applicant type: the domestic student who has not attended MU before, the domestic student who has attended MU before, the current MU graduate student, and the international student. The worksheet details, step-by-step, what forms, paperwork, and other information is necessary depending on the category type the applicant fits into. The design of the worksheet is an accordion-style webpage, opening up only one section at a time and displaying information relevant to that category. Throughout the testing phase, evaluators were pleased with the overall usefulness of the worksheet. Several suggestions, including validation for various sections, and word choices, were implemented into the final prototype, but other suggestions were unfortunately outside of the scope of the project or our programming abilities and could not be implemented.

2 Problem Analysis and Requirements

Introduction of performance problem based on symptoms that are observed, learned through conversations, revealed from performance outcomes, or other sources.

Describe the current tasks:

Currently, students have to traverse through a multitude of web pages to find and submit all required deliverables (i.e., transcript, GRE grades, etc.) to their academic department when they wish to apply to the Graduate School – or, more specifically within the scope of our project, to the School of Information Sciences and Learning Technologies (SISLT).

Describe the context for when tasks are performed:

Tasks will be performed by various types of students on the MU admission web site:

- Current or former MU undergraduates
- Domestic students
- Current or former MU graduates
- International students

Tasks will be performed for Masters, Educational Specialist, and PhD degrees.

Identify causes and examples of performance problems (review Module 2):

- **Lack of skills and/or knowledge** -- Cannot find documentation (readily)

- **Flawed environment** -- forms and tasks are overly complex or ambiguous

Indicate the sources that revealed performance problems:

An interview with Kylee Rooney in the School of Information Science and Learning Technologies (SISLT) department, who is familiar with the current system and comments from students, along with interviews with four of the Graduate School admissions advisors, who coordinate student documents and also field quests from applicants.

Describe desired performance objectives:

The desired performance objectives are to reduce the frustration and the amount of time it takes to submit deliverables requirements for admission to the M.Ed., Ed.Sp., and Ph.D. degrees of SISLT.

Environmental Analysis

Where will the product be used (all possible sites)?

The worksheet, though used solely on the MU website, can be accessed world-wide through the internet.

What are the physical characteristics of each location (space, lighting, etc.)?

There are no specific physical characteristics, as this is a non-physical PSS. The users could access the worksheet from a variety of places – in fact, anywhere they have access to a computer or tablet.

How long will the product be used before revision or abandonment (lifespan)?

The worksheet will be in use as long as the current version of the Graduate School application is in use.

How often will the product be revised over its lifespan?

The product will be revised as necessary depending on SISLT or Graduate School requirement changes.

When will the product be used by users (morning/evening, seasons)?

This product can be used any time of day or night that the user has access to the internet.

What are the purposes of product use (job aid, and reference)?

The purposes of the product will be to aid applicants in creating a student profile and provide an avenue to assist in gathering all of the necessary materials needed to apply to the SISLT Master's, Educational Specialist, or Doctoral degrees

What are patterns of product use (sporadic, scheduled)?

The product will be used during high-application volume periods, which usually fall around the scheduled deadlines, with little use during the rest of the year. Every student entering SISLT could utilize this product to assist them in completing the graduate school application, though, regardless of the time of year.

What are the training needs for product users and administrators?

The product will require little to no training. A video tutorial could be created to show beginners how to use the new system. Instructions will also be included.

Are the proper tools and equipment available at sites to use the product?

There are no tools or equipment available, as this is an online document.

How will the product implementation impact neighboring environments?

This system will make it easier to integrate later into a Content Management System (CMS) for administrators to review summaries, generate reports, update student profile, etc.

Collect and analyze user analysis data collection for at least 5 users

Choose method(s): Interviews, questionnaires, direct observations, focus groups:

The user analysis data was collected by sending out questionnaires to four of the Graduate School admissions advisors and the SISLT application coordinator by email

Create at least 3 detailed personas:

- Charlotte is a 24-year-old, tech-savvy woman who is forced to travel frequently for her job. Since she has to leave her desktop computer at home, her primary tool for accessing the internet is her LTE-enabled iPad, which she almost always carries with her. She wants to apply for the Ed Tech M.Ed. degree in the Fall but is concerned about managing the requirements for the application; her busy schedule will force her to complete it in short bursts over several weeks, and she wants to be sure she doesn't overlook anything so that her application will definitely be considered. Many web applications, especially Flash-based ones, don't work properly on her iPad, so she likes developers that keep mobile users in mind.

- Xiao is a 25-year-old male Chinese applicant who wants to complete his master's degree in the United States, as these degrees are considered very prestigious in his home country and will offer him great opportunities for career advancement in the burgeoning higher education system. His English skills aren't particularly strong, and his unfamiliarity with the visa process leaves him wondering what he has to submit and where to gain admission as an international student – if he is able to at all, since he read that the program is available mostly online and he knows he won't be able to get a visa if his program does not have

adequate face-to-face classroom time. The Graduate School website is difficult for him to navigate, and he wants to be sure he is submitting all the extra documents he needs as an international student in order to gain admission.

- Janet is a 50 year old female teacher who is interested in following up the master's degree she received about a decade ago with an Educational Specialist degree. She does not make a lot of money as a teacher and cannot afford high-speed internet at home, so her primary method of accessing the internet is an 8-year-old PC she uses at work. She does, however, work on some of the application requirements at home, so she saves them on a Flash drive to transfer them between computers. It would be helpful for her if she had a place she could upload those documents in the interim, however, to track the completion of the requirements or in case her Flash drive is lost or stolen.

Task Analysis

Perform a hierarchical task analysis; provide the textual notation and graphical representation.

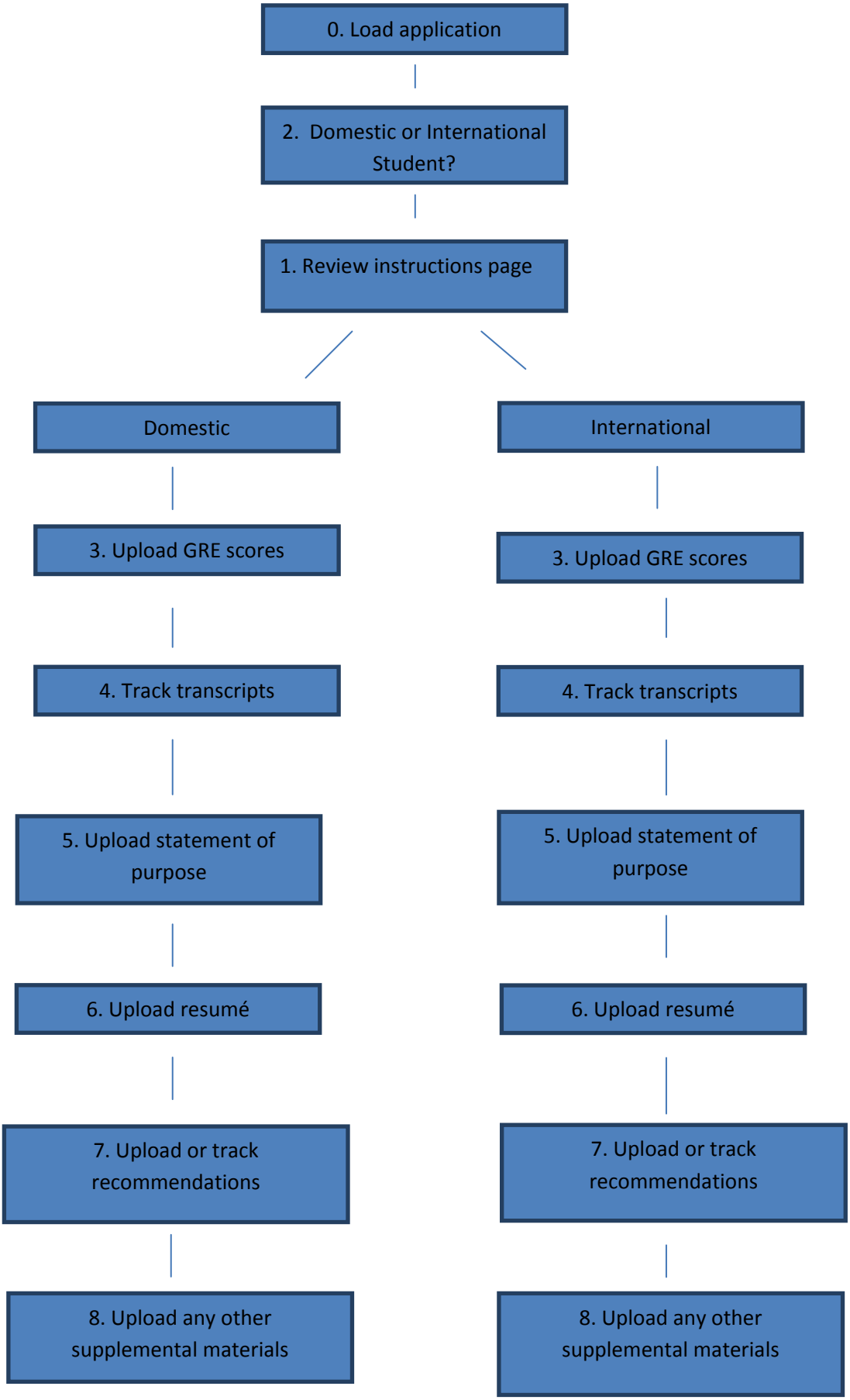
0. Load application assistant worksheet
1. Read Instructions Page
2. Select Domestic or International Student

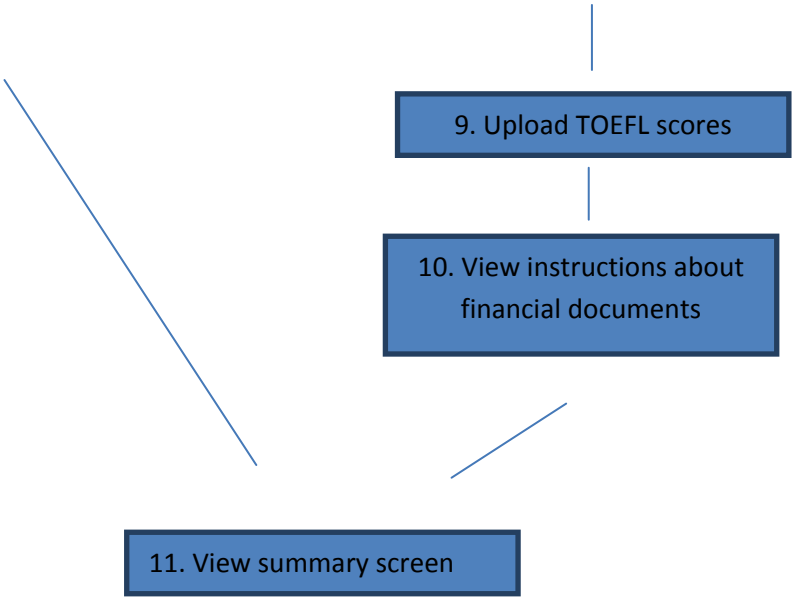
Domestic

3. Upload GRE scores or indicate future testing date;
4. List institutions and track date that transcripts were sent to Graduate School
5. Upload statement of purpose
6. Upload resumé
7. Upload letters of recommendation or track that they have been received in Graduate School application system, ApplyYourself (2 letters for M.Ed. and Ed.Sp. students, 3 for Ph.D.)
8. Upload any other supplemental materials
9. View summary screen

International

3. Upload GRE scores or indicate future testing date;
4. List institutions and track date that transcripts were sent to Graduate School
5. Upload statement of purpose
6. Upload resumé
7. Upload letters of recommendation or track that they have been received in Graduate School application system, ApplyYourself (2 letters for M.Ed. and Ed.Sp. students, 3 for Ph.D.)
8. Upload any other supplemental materials
9. Upload TOEFL scores or indicate future testing date;
10. View instructions on what financial documents need to be sent to the Graduate School and when
11. View summary screen


0. Load application
2. Domestic or International Student?
1. Review instructions page
Domestic
International
3. Upload GRE scores
3. Upload GRE scores
4. Track transcripts
4. Track transcripts
5. Upload statement of purpose
5. Upload statement of purpose
6. Upload resumé
6. Upload resumé
7. Upload or track recommendations
7. Upload or track recommendations
8. Upload any other supplemental materials
8. Upload any other supplemental materials



Scenario Text	Requirements
Charlotte, a master's degree applicant, travels often and frequently has access only to her LTE-enabled iPad; she hopes to work on the application on her mobile tablet but is concerned that the application will not render correctly on iOS. The step-by-step interface helps her track each of the requirements; she completes the application over several weeks, saving her information repeatedly to the SISLT database as she requests her transcripts and letters of recommendations, registers for the GRE, and uploads her supplemental materials. She frequently uses the Worksheet Summary to check and see which requirements she still has to complete along with her Graduate School application to check the receipt of transcripts and letters of recommendation. When one of her transcripts does not arrive 10 business days after she sends it (as per the instructions on Step 2), she uses one of the email links at the top to email her admissions adviser, and together they determine the transcript had been overlooked because it was under her maiden name.	Interface: Viewable on various OS's and devices (i.e., tablets or smartphones) Functional: user is able to resume the process, since she may not be able to complete it in one "sitting"
Xiao, a Chinese master's degree applicant, is not a fluent English speaker and has had difficulty navigating the Graduate School website to find the requirements that would apply to him as an international student who wants to obtain a visa to study in the United States. He uses the "International Students" section of the worksheet to determine whether he meets the requirements; he scores a 65 on his TOEFL and is concerned that he does not meet the language requirement, but when he views the "Test Results" section he sees that he has met both the GRE and TOEFL requirements and decides to continue with his application accordingly. He is concerned that, since	Interface: Interface is understandable, non-cluttered

the degree is online, he will not be able to live his dream of studying for his master's degree in the United States; even though there is information about it in the "Financial Documents" section, he uses the email links at the top to contact both the SISLT student coordinator and his Graduate School admissions adviser to ask what he needs to do to receive an I-20.	
Janet, an Educational Specialist applicant, does not have reliable internet access at home and has to upload documents via her work computer. She wants a way to upload the documents when she is finished so she can track the status of her application, as it is difficult to manage documents over two computers and a flash drive. She had received her master's degree at MU, so she uses the "Domestic students who had previously attended MU" section and finds that she does not have to send her MU transcripts. She is not sure if the Graduate School still has her transcripts from the other institutions on file, though, and uses the link at the top to email them and find out; when they tell her they no longer do and she needs to request them, she requests them and marks the worksheet accordingly. She uploads her supplemental materials to that section several different times, re-downloading them between her two computers when she needs to make updates.	Functional: Documents will be able to be uploaded for use in completing the application

Describe the scope of the project, meaning the number of tasks that will be the focus and your rationale.

This project will be a **high-fidelity prototype** (not a working model) worksheet that will allow applicants to input the necessary deliverables (i.e., application, resume, GRE score, etc) into and easy-to-use form via the web. While this project is viewable in a browser, it can also be viewed on an iPad or Android tablet but with limited viewing on a smartphone. Also, while users can input information in the various form fields, no data is actually being saved to a database -- which is beyond the scope and time limitation of this project. Project can eventually be connected to a database and a Content Management System (CMS) for administrative purposes (i.e., reporting, summaries, updating applicant's profile, etc.)

Include the instruments for data collection and analysis:

See Appendix A for questionnaires send to Kylee Rooney and four Graduate School advisors.

Part I: Design Specifications

1. Content and Layout

Describe how your design reflects the following:

Specific, unambiguous language (Ex. Use daily instead of often)

- The three domestic student categories are clearly described via their relation to MU: "You have not attended MU;" "You did attend MU;" "Current MU Graduate Students"
- Each section describes what, exactly, the student has to do to complete that section

Behavioral language (Ex. push, touch, press, etc)

Lots of action words: register, login, upload, submit, "click yes or no", etc.

Short sentences rather than long paragraphs

Most text is found in simple sentences or short phrases; there are only a small handful of complex sentences with coordinating conjunctions

Chunked information for shorter sections

- Each of the steps are numerically ordered and put into a section of the accordion
- Paragraphs are rarely longer than three sentences (and usually have a line break after 1-2 sentences)

Cognitive theories for multimedia

This worksheet attempts to increase generative processing by reducing cognitive load; without this worksheet, the student has to navigate the extremely complex Graduate School website as well as the SISLT website to try to determine what is needed to apply to his or her program of interest. If even one piece of the application is missed, it could cause that student's application to be denied, and because the student is working on a deadline it is important they know what they have to do weeks in advance. This worksheet is intended to give the student a deeper understanding of the requirements by organizing them into sections and walking them through each, step-by-step.

Describe how selected content format will be implemented:

The content will mostly be arranged under 5-6 steps that are set up accordion-style so that the user can only view the relevant content for that requirement (complete application, send test scores, upload supplemental materials, etc.) There will be some general information always displayed at the top at the top so the students can make sure they are in the right section (Domestic students who have not/have

in the past/are currently attending MU or International Students), view the deadlines for the program, and access the contact information for both the SISLT student coordinator and their respective Graduate School admissions adviser. The "Frequently Asked Questions" button is also on every page so that the student can receive answers to their questions, and again, they are set up in an accordion-style drop-down to prevent information overload. There are not really any images that need to be aligned with text.

2. Describe Information needs

What are the data requirements to perform the tasks?

The data must be tailored for the four different types of identified users – domestic students who have not attended MU, domestic students who have previously attended MU, current graduate students, and international students. As these are the four most common types of applicants, the system must be a sidekick relevant to them; a domestic student does not want to read through a lengthy section about financial documents for international students in order to be sure none of the information applies to them, but international students may have additional questions about the TOEFL that are not easily answered on the website. The data provided will allow students to track the requirements that apply to them and only to them.

How is the data to be transformed by the system?

Within each of the categories, the applicant will be able to track his or her progress within the application; the worksheet will walk them through each of the steps of applying to SISLT, showing a summary screen on the click of a button so they can easily view what they have completed and what they will still have left to do.

3. Provide a high-level architecture blueprint.

See Appendix B.

4. Describe at least 2 similar products and how the current project design differs. Include pros and cons for the similar products.

Graduate School online application – this application is required of every graduate student applying to the University of Missouri. Because it is used by all programs, however, it was designed to be one-size-fits-all and accommodate a variety of requirements, many of which extend far beyond what is required of SISLT students. There is nothing specific to SISLT within this application system, and while it does track the receipt of transcripts and letters of recommendation – something our worksheet cannot do – the application does not truly give a good picture of whether a student's application has met all of the SISLT requirements. The student will have to look at several different resources – more, if he or she is international – to determine this.

- Pros: Both the Graduate School and SISLT can manage applications through this system; the application system is integrated into MyZou, which our worksheet would not ever be able to do;

the system has a dedicated, professional technical support team in case the student runs into any problems; student can check receipt of transcripts and recommendation letters

- Cons: No reliable way to check if all SISLT requirements are met (for example, if a student submits hard copies of recommendations, the application will say it is "incomplete"); system can be confusing to navigate; because the system is much larger and more complex, relatively high incidence of bugs/glitches/problems that require student to contact technical support

TurboTax – this application, too, is intended to be one-size-fits-all, but instead of being vague and open like the Graduate School application, it is specific to a fault, asking taxpayers questions that may not be necessary for many personas. However, it does walk them through the process of paying their taxes step-by-step, with help links on every page (something we were sure to include in our design) and a "roadmap" of progress. This "GPS" idea was something we attempted to incorporate into our design of our worksheet.

- Pros: "GPS" roadmap walks the user through the very complicated process of applying for taxes; if additional forms beyond the scope of the program, links are provided so that the user does not have to navigate the very complicated Department of Revenue websites (which we also try to do with linking students to various pages within the Graduate School website); the system will check for errors and let the user know if anything needs to be fixed; the system attempts to find maximum deductions; support ready available, both through Intuit and the community forums, if the user needs help.
- Cons: system is perhaps too general—many users will have to go through screens that don't apply to them, which can be boring and time-consuming; system is not free for all users.

Part II: Project Management

Provide a plan on how to manage the project over the project duration.

1. **Milestones**

   April 9 -- Low Fidelity Prototype and Design Plan

   April 16 -- "Domestic students who did not attend MU" section of High-Fidelity prototype completed and uploaded to the web

   April 23 -- High-Fidelity prototype complete for all student categories

   April 27 -- Previous sections of portfolio (Proposal, Problem Analysis, Design Plan and Low-Fidelity Prototype) updated with suggestions; Observations complete

   April 30 -- Evaluation report complete

   May 4 -- High-fidelity prototype updated with suggestions from observations

May 6 -- Portfolio complete

2. **Individual Roles and Estimated Task**

List each group members expected contribution and work. This will allow groups to distribute the workload in an agreeable manner.

Cornelius -- create high-fidelity prototype with JQuery; assist with other aspects of portfolio as needed

Samantha -- create low-fidelity prototype in Balsamiq; complete user observations (as she works at the Graduate School and has access to the most graduate students/potential users) and complete Evaluation Report; compile and submit portfolio

Jamie -- high-level architecture blueprint; graphic design in high-fidelity prototype; compile FAQ; quality assurance of prototypes; assist with evaluation report and compiling portfolio

Draft: http://www.richmediacs.com/sislt/index_draft.html
Final: http://www.richmediacs.com/sislt/

Describe the functionality and features:

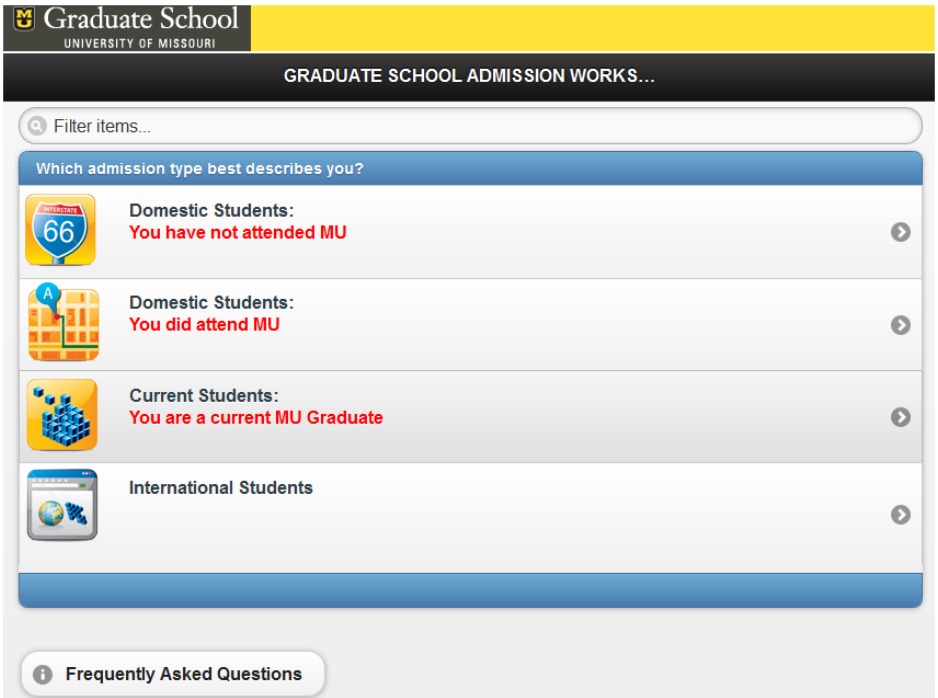
This prototype is designed to walk a user through the process of applying for a Master of Education, Educational Specialist, or Doctor of Philosophy degree within the School of Information Science and Learning Technologies (SISLT) at the University of Missouri - Columbia. The user first has to login using his/her password and email. Afterward, the user has four options to choose from with each option having specific information to select from or fill in. The user at any time can check a Worksheet Summary page or a FAQ page once logged in.

Describe the tools, applications, technology used to create the prototype:

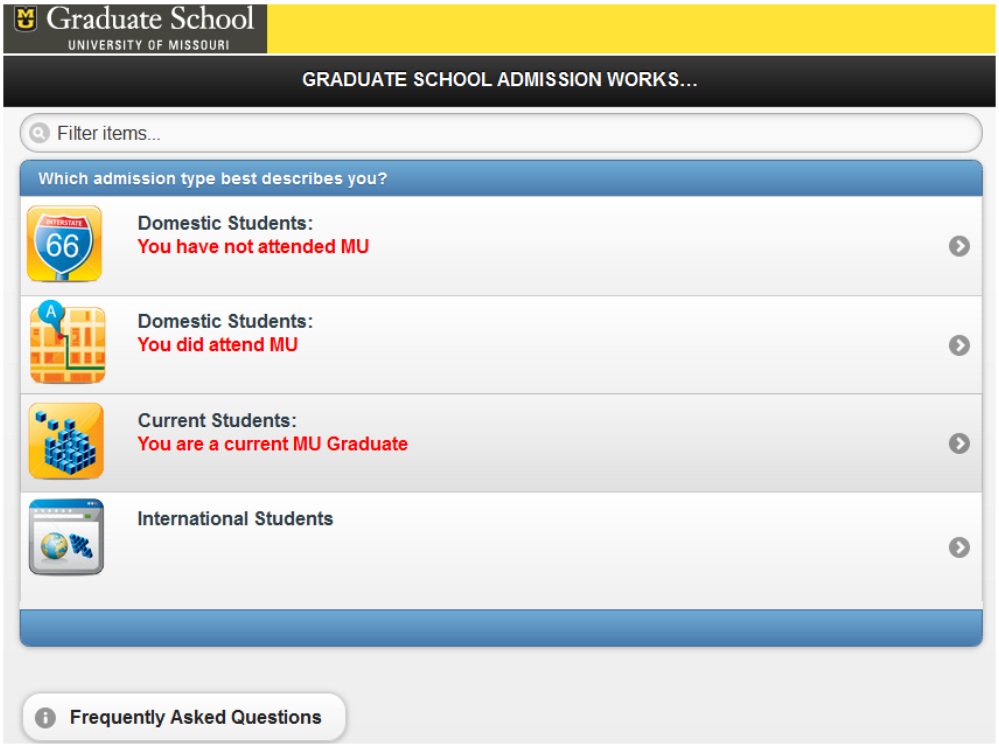
This prototype was created using Dreamweaver CS5.5. The pages were created using several technologies. HTML5, CSS3, jQuery and JavaScript were used to create the pages and the interactivities. Adobe Spry (AJAX) was used also to create collapsible panels and other interactive functionality.

Provide clear images showing key elements of the final user interface design:

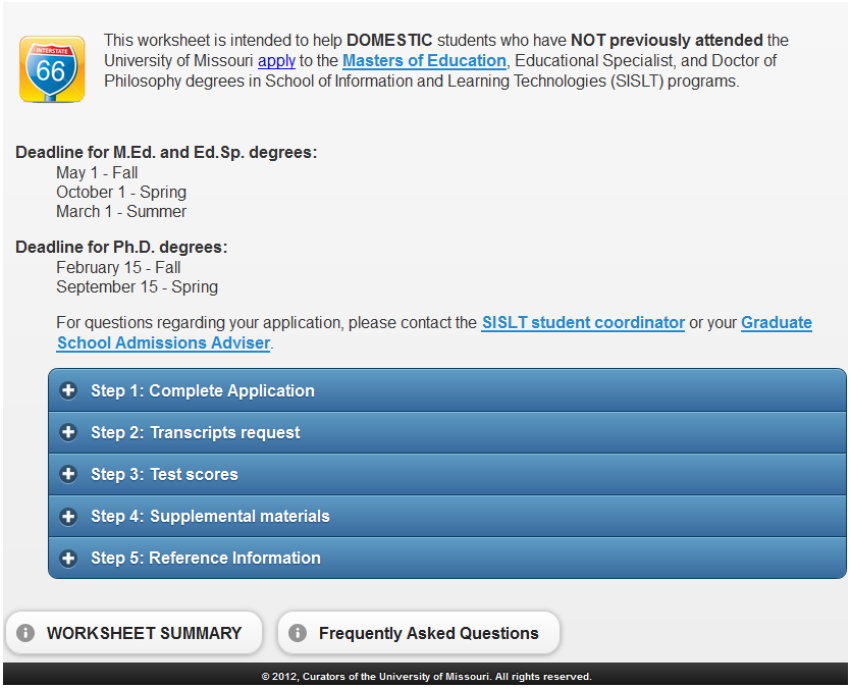
Login Screen:



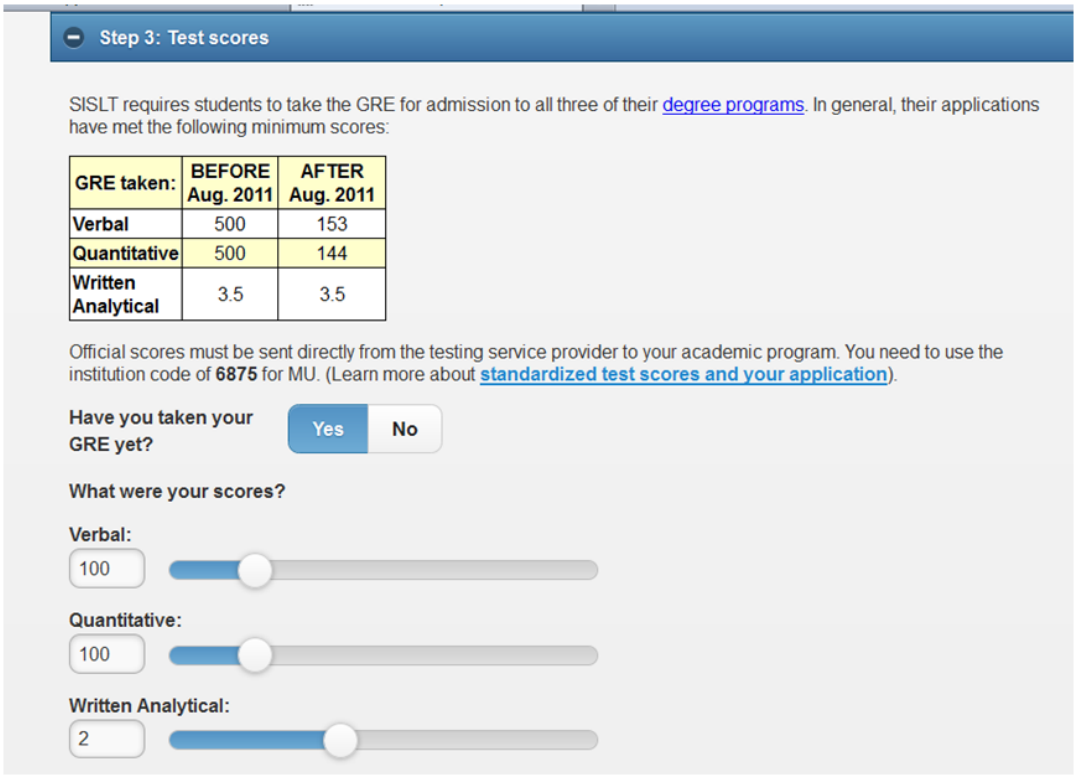
Home Page:



The first category page (collapse):



Same category page with Step 3 tab expanded:



Describe what was left unimplemented and why:

Form fields were not given any kind of validation for several reasons:

1. It was not mentioned in our low-fidelity specification
2. Because none of us had a lot of experience with jQuery and JavaScript, we did not want to create problem by mixing too many technologies (jQuery, JavaScript, AJAX) together that could cause errors.

Part I : Evaluation Framework

Describe the goals of the evaluation.

Four different people -- one of whom is a graduate applicant and one of whom is a current graduate student -- who all have a familiarity with the Graduate School admissions process were asked to evaluate the SISLT admissions worksheet for its usefulness, clarity, and usability.

Identify the evaluation questions that relate to some measurable objectives.

- Is the user confident that they completed each task correctly?
- Can the user work through the sheet without encountering major problems?
- Does the user feel that this worksheet was more helpful than the standard Graduate School application?
- Did the FAQ answer any of the user's questions?

Identify the evaluation methods and data analysis. Provide rationales for decisions. At least 2 methods must be implemented, and one must be user observation. Include the instruments for the evaluation methods in an Appendix.

Evaluation Methods

- User observation – this will allow us to watch the users interact with the system, to listen to their comments on what has been done well and what can be improved, and see firsthand any problems they experience. (See Appendix D)
- Interviews – this will allow us to follow-up with the users after the user observations are complete so we can ask follow-up questions without disrupting their workflow or influencing their first opinion about the usability of the program (See Appendix E)

Data Analysis

- Content Analysis – review user feedback for common themes, especially regarding problem areas and possible solutions
- Summary of scores – review scores of usability reports and peer reviews (both for the high-fidelity and low-fidelity prototypes) to look for possible areas of improvement

Show the relationship between questions, methods, instruments, and data analysis.

Evaluation Question	Evaluation Method	Data Collection Instrument	Data Analysis Method
Is the user confident that they completed the	Interview	See Appendix D	Content analysis of user feedback, identifying

task correctly?			problem areas and possible solutions
Can the user work through the sheet without encountering problems?	Observation	See Appendix E	Evaluated user comments and scores on Likert scale
Does the user feel that this worksheet was more helpful than the standard Graduate School application?	Interview	See Appendix D	Content analysis of user feedback, identifying problem areas and possible solutions
Did the FAQ answer any of the users' questions?	Interview	See Appendix D	Content analysis of user feedback, identifying problem areas and possible solutions

Part II: Observation Process

Observe at least 3 users, who are not class member, use your project. Ideally, you should use people in your target audience. Make sure that you take as many notes as possible as you observe users interacting with your project.

Summarize the user information, usability test specifications, and observations. See Appendix B. Provide a usability form for the 3 users to evaluate the aesthetics, usability, technical performance, and effectiveness.

Charts showing detailed user information, usability test specifications, observations, and usability forms can be found in Appendix E.

Four participants who are all employed at the Graduate School, all of whom are intimately familiar with the admissions process, were asked to complete usability tests on this application. The users varied in age from 23 to 60, and although all use the internet on a daily basis for their jobs, three of the four ranked themselves as having "moderate" skills (with the fourth user considering herself "advanced.") Two of the users evaluated the website on Windows 7 with Firefox, a third with Windows 7 and Internet Explorer, and the fourth using every major browser in the Android marketplace on an Asus Transformer tablet.

All four of the users seemed impressed with the aesthetics and effectiveness of the application. The user who only had access to Internet Explorer on her machine and the Android tablet user both

experienced some minor technical glitches but still managed to complete the tasks without too much difficulty.

Part III: Evaluation Results

Provide a summary of the data analysis for all of the evaluation methods.

- Include the peer feedback from the low-fidelity and high fidelity prototypes

Low-Fidelity Prototype

Group 3 provided peer reviews for our low-fidelity prototype. We received 5 "Strongly Agree" scores, 5 "Agree" scores, and one "Disagree" score. Most of the comments were positive; both reviewers thought the task was clear and the module was well-organized, especially the navigation. The negative comments seemed to focus on two things; Justin suggested adding a progress bar to see how long the process would take for such things as submitting transcripts, which we address in Appendix F; we felt it was beyond our programming abilities and out of the scope of this project. Monica's critiques focused mostly on the visual appearance of the low-fidelity prototype; she suggested that we add more color, but the prototype was mostly black-and-white because it had been created in Balsamiq. The high-fidelity prototype is far more colorful.

High-Fidelity Prototype

Group 2 provided peer reviews for our high-fidelity prototype. We received 8 "Strongly Agree" scores and four "Agree" scores, with no "Disagree" or "Strongly Disagree" scores. Both users thought that the prototype was aesthetically pleasing, but Patrick did suggest we change it to a fixed-width design; however, because we are attempting to optimize this for mobile devices, we decided not to do that (see Appendix F). Both users did suggest a few other comments that we could not implement due to lack of familiarity with JQuery; these are detailed in Appendix F.

User Observations

The overwhelming majority of comments were positive from the user observations we conducted. There were almost no changes that they suggested once it was explained to them that the application was a prototype and certain functions (logging in, saving to the database, etc.) were out of the scope of the project and were not supposed to work. The only truly negative comment we received was that the prototype does not work fully in Internet Explorer, but this is a problem we are aware of and involves IE's lack of compliance to new web standards than our application itself. All of the users are familiar with the graduate admissions process at MU and thought that such a worksheet would be immensely helpful for applicants, especially international ones. Their scores on the usability forms are summarized below.

For feedback that was received on forms, you are to tabulate the ratings and provide a total or average score

Participant	Total Score on Usability Form
Participant 1	46
Participant 2	49
Participant 3	50
Participant 4	47
Average	**48**

Synthesize the comments from observations and other evaluation methods.

Most of the evaluations we received, both peer reviews and usability observations, focused on how useful this worksheet would be to students. After our high-fidelity prototype was created from the mostly black-and-white low-fidelity prototype, most of the users also said that it was aesthetically pleasing. There were several suggestions made for improving our application that, while they would have definitely improved it, were impossible to implement due to time/skill limitations. Most of these are detailed in Appendix F. If we or another team, with increased resources, ever decided to produce our high-fidelity prototype as an active aid for SISLT applicants, many of these suggestions would be immensely helpful.

Explain any "negative" scores, inefficient performances, or feedback received.

The feedback we received on this project from the very beginning has been almost unanimously positive. The only "negative" score we received was Justin's "Disagree" in which he suggests we add a progress bar; but, as we already explained, we didn't feel that we could successfully implement it based on our collective skills with JQuery. All of the other scores we received are "Agree" and "Strongly Agree" – and thus we feel that no explanation is required.

Part IV: Design Evolution

Describe how your interface and PSS design changed from sketches, low-fi prototype, interactive prototype, etc.?

Our sketch shows a rough draft of how our project low-fidelity prototype would look like. However, after starting the low-fidelity prototype several elements on the page was repositioned and enhanced. More functionality was added to the final interactive prototype than were expected. For example, there are several places in the project where certain fields will only be shown only after a Yes button is selected. Validating a field's element, while not listed in the low-fidelity prototype plan, was added because we felt it would come up as an issue. In fact, almost all of the participants in our user observations did not correctly enter a password long enough, even with the prompt to do so – and the validation caught this.

Identify the major changes and why they were made

There were no major changes for our project; however, we did make a few enhancements (i.e., validating some of the form fields, formatting text and other elements).

Identify which evaluation method was most valuable for achieving evaluation goals and explain why

Usability observations were definitely the most valuable for achieving evaluation goals. Watching the participants actually use the system without running into significant problems confirmed that it was designed in the way that we intended it; the more theoretical interview questions asked after the observation was complete gave insights into their (positive) opinions about the system, but the fact that they were able to complete the tasks without running into any significant difficulty allowed us to truly evaluate the system's usability.

Change/Revision Log

See Appendix F.

Part V: Project Reflections and Recommendations

Describe the PSS format, interaction, and visual design elements of the project and how they meet or do not meet basic standards.

The format of the worksheet is that of a sidekick, defined by Allison Rossett and Lisa Schafer in their article "Job aids and performance support: the convergence of learning and work" as being "right there with us *during* performance. They coax, remind, direct, and inform about what to do at the time of need. The map in the glove box and the GPS are sidekicks that help as we travel. The step-by-step instructions on the sign within the voting booth help cast votes." Unlike some other types of performance support systems that might be used, this is something that would guide students step-by-step through the process of applying for graduate school (Rossett and Schafer, 10). Depending on the type of applicant, whether that is a domestic student who has never attended MU, a domestic student that has attended MU previously, a current MU student, or an international student, the worksheet focuses on the information specific to them.

The interaction is through a website, with the user clicking a dropdown for each section of the worksheet. The information is clear and concise. Applicants can upload files to the site, but those files will not be transmitted to the university. Instead, it is meant to work as an external support. According to Clark and Nguyen (2008), external systems support the task separately from the actual workspace. This worksheet fits this as no files will be uploaded to the university, but will be available on a separate system.

Questionnaire sent to Kylee Rooney 4/2/12. Her answers are in green.

1) Did I miss anything with these requirements?

Domestic M.Ed. and EdSp student requirements:

GRE scores (156V+, 146Q+, 4.0W+ on the new scale, 550V/Q, 4.0W+ on the old scale); the old scale requirements are 1000 combined on the verbal and quantitative and 3.5 on the written analytical; new scale requirements are 153 verbal 144 quant. And 3.5 written analytical

transcripts only if they show degree/grad credit (transcripts NOT needed for MU students); we need a transcript whether it shows a degree or not—some of our students are applying but are in their last semester of coursework for a degree.

resume;
recommendations x 2;
statement of purpose;
other supplemental materials optional

International M.Ed. and EdSp requirement: all of the above + 61 TOEFL (and financial documents, but I know you all don't handle that)

Deadline: May 1 for Fall, October 1 for Spring, March 1 for Summer

Domestic PhD requirements:

GRE scores **(if you could clarify the GRE requirements on both the old and new scale for PhD students, that would be quite helpful)** Old: 500 verbal, 500 quant., 3.5 written analytical; New: 153 verbal, 144 quant., 3.5 written analytical

transcripts only if they show degree/grad credit (transcripts NOT needed for MU students); we need a transcript whether it shows a degree or not—some of our students are applying but are in their last semester of coursework for a degree.

résumé;
recommendations x 3;
statement of purpose;
other supplemental materials optional

International PhD requirement: all of the above + 76 TOEFL (**can you clarify this? It says 61 on the grad school page but 76 on the SISLT website)** (and financial docs to the Grad School.) It looks like we require a 76

Deadline: February 15 for Fall, September 15 for Spring

2) So, to clarify the above, there is no difference in application requirements for M.Ed. and EdSp students, and the only difference for PhD students is an extra letter of recommendation, different deadlines, and (maybe) higher TOEFL and/or GRE scores? EdS students must have a master's but other than that the requirements are the same; PhD students must submit an additional letter of

recommendation, has different deadlines and requires higher TOEFL score. GRE requirement is the same.

3) **I obviously know a lot of the FAQs we get on our end, but if you could list a few of the most frequent questions you get from applicants, it would be incredibly helpful in designing the system.** The most common questions we get is whether or not they really have to take the GRE. Applicants are also curious as to what happens if they don't meet one or more of the listed application requirements. We also get quite a few questions about what kind of jobs they will be able to do after completing the program

4) **Do you admit international students for on-campus as well as online-only? I know we issued a F-1 for [a Chinese student], but I don't think I've had any other SISLT international students in my section of the alphabet. If a student was online-only, we couldn't really issue immigration documents for them and as such wouldn't require financial documents, so how do you handle students in that situation?** Yes, we admit international students for both, if a student wants to come here, it is possible for them to work some face-to-face coursework into his or her program. We work very closely with those students to make sure they meet SEVIS requirements.

Questionnaire sent to admissions advisers 4/2/12. Their answers are in blue, green, purple, and pink, respectively.

1) **What are the most frequent questions that you receive from applicants with regards to accessing our application system with non-Windows/Internet Explorer technology? (Browser/operating system issues, etc.)**

I get a lot of questions about accessing the application system on iPhone/iPad. It doesn't work very well on them.

I usually send questions like that to you or Terrence ☺

Some browsers don't seem to work very well, especially Chrome and Safari. Sometimes if they close the browser window (on Firefox or IE) without logging out, it won't let them back in, and then I usually tell them to restart their computer.

The most frequent probably are students trying to access it on their iPad, or maybe with the new versions of browsers if ApplyYourself hasn't been updated for them yet.

2) **What are the most frequent questions you receive from international applicants about the financial document requirements?**

Do we require official documents, when do I have to send them, how do I get funding from the department?

When they have to send them, and where to send them to.

Do they need to send them before they are admitted and/or before they get their I-20.

I get asked a lot when they need to send them, how to get assistantships, and how long it takes us to process them.

3) **What do you do when you receive a question regarding a departmental requirement that you know the answer to? Do you answer it yourself or send them to the student coordinator for that department?**

I send it to the department.

I usually send it to the department.

It depends on the question, but usually the department.

I usually do my best to help them, but with a disclaimer that they should talk to the department.

4) **If a department were to develop an interactive application worksheet so their applicants could track the particular requirements for that program, what would you recommend they include?**

Links to our page. Students seem to have problems finding stuff sometimes.

Make sure students know they have to fill out the grad school application still, and direct them to the department with questions.

Lots of the links that we usually have to send them by email, at least until the grad school webpage is re-designed next year.

The department's contact information needs to be really prevalent on the page because we won't be able to help them if they have problems. Other than that, deadlines, minimum GRE/TOEFL scores, and minimum GPA requirements would be really helpful.

5) **What problems do you foresee with a system like this?**

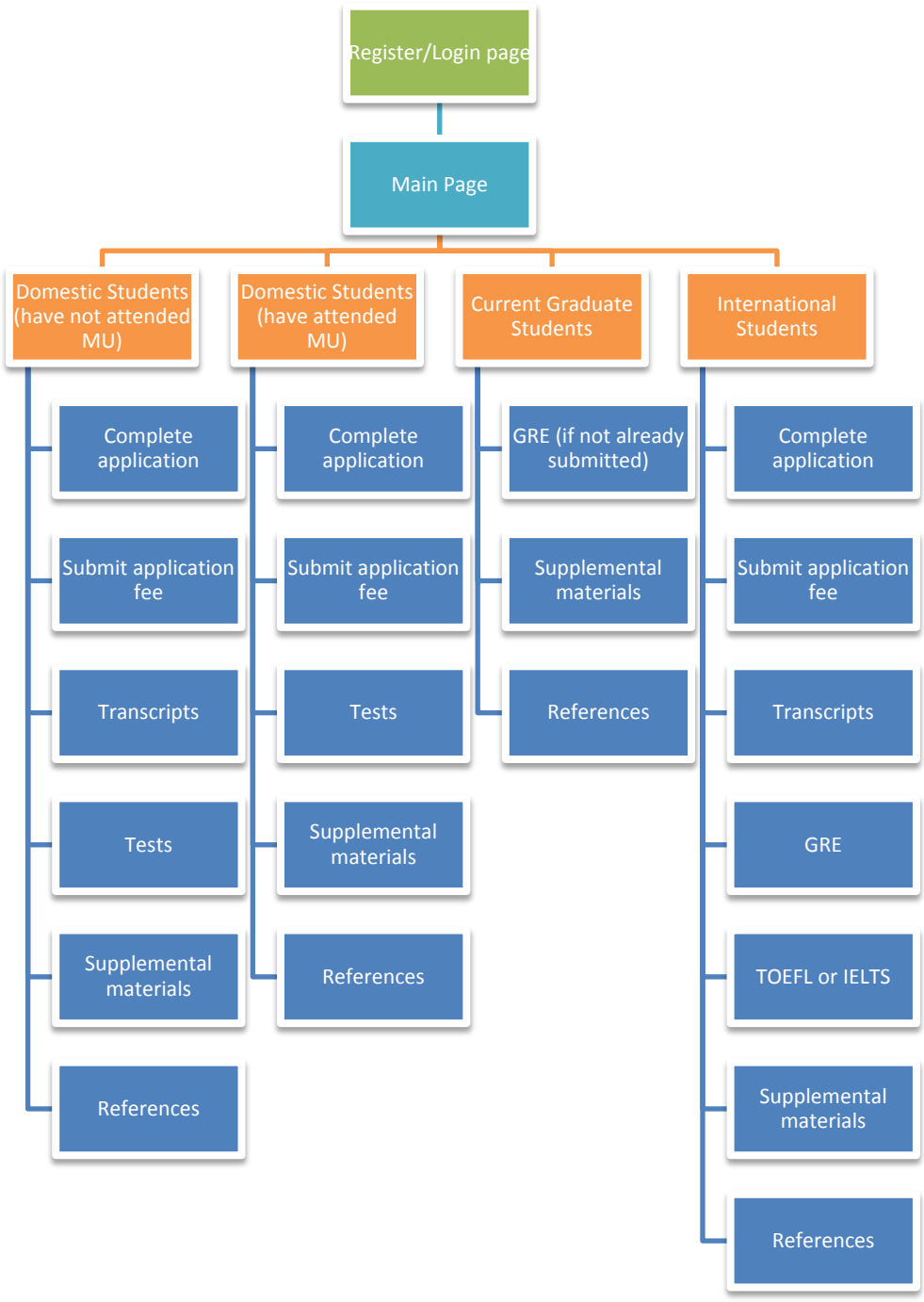
Students asking us questions about it we don't know how to answer.

Not sure, but I think it's a great idea.

If students come to us with questions, I don't think we could really help them, but we usually send them to the department with questions like that anyway. I would just hope there wouldn't be a lot of technical problems because they'll definitely go to us first.

Students asking us about it, or not filling out the graduate school application and then we have to try to track them down.

Appendix B High-Level Architecture Blueprint



Appendix C Observation Guide

Thank you for agreeing to join me here today so I can observe you using the website I am creating for my final project in my Designing Performance Support Systems course. Your experience working with the worksheet will help me to refine the design and operation, which can make it easier and more effective to use. You already have a familiarity with the graduate admission process, but I would like you to use this worksheet as though you were an applicant to the School of Information Science and Learning Technologies. During this experience, please remember that you are not being tested. Rather, we are working together to help me create a better project. If anything I ask you to do seems difficult to you or confusing, this is not a reflection on your ability, skill, or knowledge; your experience will help me figure out what improvements are needed in my design.

In order for me to understand what you are doing and thinking about, I'd like to ask you to do a few things while you try out the website. The first, and most important, is that you should constantly verbalize what you are thinking about while you are doing something -- if you are confused, say what confuses you and why. If you like something (like text or design) please say so. For example, if you were trying to play an audio or video file, or open a link to another page or image you might say: “Now I am clicking on this FAQ question to open it”.... If you encounter a problem, or are confused say something like: “this does not make sense to me, I can’t get this section to work correctly”. Basically, I'd just like you to verbalize both the action(s) you are attempting, and what you are thinking while attempting it. Try not to ask me too many questions on how things *should* work, unless you are really stuck. Just try to perform the task(s) to the best of your ability.

Ok, are you ready?... Do you have any questions before we start?

First, I'd like to ask you how much experience you have using computers and the Internet. Would you consider yourself a novice user, an average user, or an advanced user?

Ok, now let’s begin. Please login and take a minute or two to explore the website.

Now that you are finished exploring, here are some things I would like you to try…

I want you to log in and read through the initial directions, then choose which student group best represents you. Remember to verbalize what you are doing and thinking while you work.

Next, you can work through each of the steps in that section as though you were applying to the program. Remember to verbalize what you are doing and thinking while you work.

Finally, please click on the “Frequently Asked Questions” button to view some of the FAQs other students have had. Remember to verbalize what you are doing and thinking while you work.

Well, that's it! We're done.

Thank you again for helping me figure out what might make my web application better. Do you have any questions or final thoughts?

Appendix D Interview Questions and Answers

1. Do you feel confident that you completed all the tasks correctly?

Yes; I feel like the steps walked me through them, and the summary screen at the end made sure I didn't miss anything

Yes. Everything was laid out very clearly.

Yes. I worked through the International Student section, and I liked that there were lots of links for additional information.

Yes -- The worksheet was very easy to use.

2. Do you feel that this worksheet was more helpful than the standard Graduate School application?

Yes. The application doesn't let students know what they need. They have to try to find that information on the Graduate School website, which can be very confusing.

Yes, definitely. I liked that there were different steps for each of the requirements.

Yes. Again, I think that there was a lot of information for international students that's spread out all over the website, and I think it would be very helpful for them.

More helpful for students? Yes. More helpful for the admissions advisors? Not when we start getting all sorts of questions about it.

3. Did the FAQ answer any of your questions? If not, do you have any other questions you think should be on it?

It didn't really answer any of my questions, but I didn't really have any questions.

I think the questions that you have on the FAQ are good; they're definitely some of the questions we get the most.

Yes, actually – I was wondering if this worksheet was going to be used in place of the Graduate School application (which is against the rules!) and one of the questions answered that.

As a student, I would want to know the deadlines and whether I still need to fill out the application. I think the FAQ section is good.

Appendix E Summary of Users and Usability Tests, and Usability forms

Participant 1		
User Profile	Age / Gender	23 / Female
	Internet Experience	High
	Profession	Admissions / Graduate student (non-degree)
Test Context	Usability Test Method	Android Tablet browser
	Date of Test	5/2/12
	Platform / Browser	Android Tablet / Skyfire, Opera, Firefox, Dolphin, Chrome, and stock Asus browser

Summary of Observations

	Task 1	Task 2	Task 3
Task Description	Logging in and reading directions	Working through steps for each section (she received her bachelor's degree from MU, so she worked through the "did previously attend MU" section mainly but tested the app in every major browser on the Android market)	Viewing FAQ
Time spent to complete the task(s)	3 minutes	7 minutes	2 minutes
*Difficulty rating in completing task	1	1	1

Errors or problems identified by a user	No	No	No
Overall user comments (likes and dislikes)	"Your interface is really beautiful"	She pointed out some auto-fill problems in all of the browsers except for Opera, and Skyfire had some popup issues	"I think that this could be really helpful, but you might want to add a few more questions"

*Difficulty rating: 1 = easy, 2 = okay, 3 = difficult

	Strongly Disagree		Neutral		Strongly Agree
1. I think the project was easy to use and navigate	1	2	3	4	5
2. I was not overwhelmed by the numerous options and complexity of the project	1	2	3	4	5
3. The project performed the way I expected	1	2	3	4	5
4. I found it easy to determine my location in the project (i.e., path, linear or hierarchical order, etc.)	1	2	3	4	5
5. All interaction elements, such as buttons or movable objects, worked as expected	1	2	3	4	5
6. I thought the visual design was pleasing	1	2	3	4	5

7. The content was easy to understand and was aligned with the purpose of the project	1	2	3	4	5
8. I found the technical functioning very good regarding audio, video, animation speed, and content display	1	2	3	4	5
9. The visual design and media (text, audio, video, and animation) work together to form one cohesive program	1	2	3	4	5
10. My overall experience with the project was very good.	1	2	3	4	5

Participant 2		
User Profile	Age / Gender	60 / Female
	Internet Experience	Moderate
	Profession	Senior Admissions Advisor
Test Context	Usability Test Method	PC internet browser
	Date of Test	5/2/12
	Platform / Browser	Windows 7 / Internet Explorer

Summary of Observations

	Task 1	Task 2	Task 3
Task Description	Logging in and reading directions	Working through steps for "Did not previously attend MU" section	Viewing FAQ
Time spent to complete the task(s)	4 minutes	5 minutes	2 minutes
*Difficulty rating in completing task	1	2	1
Errors or problems identified by a user	Did not enter a password that was long enough on first try, but did after receiving error message	She was not sure where the actual application piece was Certain things did not work correctly in Internet Explorer, (weird formatting issues with boxes, "Saved to SISLT database" message not displaying, etc.) but she may have had an older version of the browser	No
Overall user comments (likes and dislikes)	She wanted to use Internet Explorer because she did not have another browser installed on her machine; I told her it would be fine but that it probably would not be the optimal experience	"This isn't going to really be a thing, is it? Because I don't want to get emails from students about it." "I like that you can click to pop up an email window if you need to"	"This is really cool."

*Difficulty rating: 1 = easy, 2 = okay, 3 = difficult

	Strongly Disagree		Neutral		Strongly Agree
1. I think the project was easy to use and navigate	1	2	3	4	5
2. I was not overwhelmed by the numerous options and complexity of the project	1	2	3	4	5
3. The project performed the way I expected	1	2	3	4	5
4. I found it easy to determine my location in the project (i.e., path, linear or hierarchical order, etc.)	1	2	3	4	5
5. All interaction elements, such as buttons or movable objects, worked as expected	1	2	3	4	5
6. I thought the visual design was pleasing	1	2	3	4	5
7. The content was easy to understand and was aligned with the purpose of the project	1	2	3	4	5
8. I found the technical functioning very good regarding audio, video, animation speed, and content display	1	2	3	4	5

9. The visual design and media (text, audio, video, and animation) work together to form one cohesive program	1	2	3	4	5
10. My overall experience with the project was very good.	1	2	3	4	5

Participant 3		
User Profile	Age / Gender	27 / Female
	Internet Experience	Moderate
	Profession	Admissions
Test Context	Usability Test Method	PC Internet browser
	Date of Test	5/2/12
	Platform / Browser	Windows 7 / Firefox

Summary of Observations

	Task 1	Task 2	Task 3
Task Description	Logging in and reading directions	Working through steps for each section (I asked her to work through as an	Viewing FAQ

		international student)	
Time spent to complete the task(s)	2 minutes	7 minutes	2 minutes
*Difficulty rating in completing task	1	1	1
Errors or problems identified by a user	No	"I don't know my ApplyYourself ID number"	No
Overall user comments (likes and dislikes)	"The first page looks really great!"	She really took advantage of some of the links – the email links, the application fee and TOEFL waiver links, etc. and thought it would be very helpful for students. 'Nifty… nifty… ooh, even niftier!" "We get a lot of questions about statements of purpose. I like [the tooltip]"	"I like this a lot. How easy would it be to add questions?"

*Difficulty rating: 1 = easy, 2 = okay, 3 = difficult

	Strongly Disagree		Neutral		Strongly Agree
1. I think the project was easy to use and navigate	1	2	3	4	5

2. I was not overwhelmed by the numerous options and complexity of the project	1	2	3	4	5
3. The project performed the way I expected	1	2	3	4	5
4. I found it easy to determine my location in the project (i.e., path, linear or hierarchical order, etc.)	1	2	3	4	5
5. All interaction elements, such as buttons or movable objects, worked as expected	1	2	3	4	5
6. I thought the visual design was pleasing	1	2	3	4	5
7. The content was easy to understand and was aligned with the purpose of the project	1	2	3	4	5
8. I found the technical functioning very good regarding audio, video, animation speed, and content display	1	2	3	4	5
9. The visual design and media (text, audio, video, and animation) work together to form one cohesive program	1	2	3	4	5

10. My overall experience with the project was very good.	1	2	3	4	5

Participant 4		
User Profile	Age / Gender	27 / Female
	Internet Experience	Moderate
	Profession	Admissions / Graduate student (non-degree)
Test Context	Usability Test Method	Internet browser
	Date of Test	5/3/12
	Platform / Browser	Windows 7 / Firefox

Summary of Observations

	Task 1	Task 2	Task 3
Task Description	Logging in and reading directions	Working through steps for each section (briefly, after the "Domestic students who did not attend MU" section)	Viewing FAQ
Time spent to complete the task(s)	3 minutes	8 minutes	2 minutes

*Difficulty rating in completing task	1	1	1
Errors or problems identified by a user	Did not enter long enough password the first time, but did after being notified by error message	No	No
Overall user comments (likes and dislikes)	"This looks great! Very cool." "How many characters does my password need to be? Oh, I see."	"This is really neat. I think it would cut down on a lot of the questions we get from students if something like this really existed."	"You probably could use a few more questions here, but I like the way you have it set up."

*Difficulty rating: 1 = easy, 2 = okay, 3 = difficult

	Strongly Disagree		Neutral		Strongly Agree
1. I think the project was easy to use and navigate	1	2	3	4	5
2. I was not overwhelmed by the numerous options and complexity of the project	1	2	3	4	5
3. The project performed the way I expected	1	2	3	4	5
4. I found it easy to determine my location in the project (i.e., path, linear or hierarchical order, etc.)	1	2	3	4	5

5. All interaction elements, such as buttons or movable objects, worked as expected	1	2	3	4	5
6. I thought the visual design was pleasing	1	2	3	4	5
7. The content was easy to understand and was aligned with the purpose of the project	1	2	3	4	5
8. I found the technical functioning very good regarding audio, video, animation speed, and content display	1	2	3	4	5
9. The visual design and media (text, audio, video, and animation) work together to form one cohesive program	1	2	3	4	5
10. My overall experience with the project was very good.	1	2	3	4	5

Appendix F Change Log and Revision History

Source (UT, PE)	Issue Priority (Low, Medium, High)	Issue Description	Recommendation	Changed (Yes/No)
PE – low fidelity	Low	Steps are given and implied that they should be completed in order.	Let user know how they can complete steps	**Yes**: The following note was written about the six steps: **IMPORTANT NOTE**: Except for step 1, the order you complete the other steps are unimportant.
PE – low fidelity	Low	Step 6 "Reference Information" is misleading.	Change the Step "Reference Information" to "Professional References."	**No**: Team decided to leave as is.
PE – low fidelity	High	Form fields are not validated when form are submitted.	Write code to validate form fields	**Yes**: Inserted code to validate form fields using a jQuery Validation plug-in.
PE – low fidelity	Medium	On FAQ panel, text in content panel had no padding.	Add padding to text container	**Yes**: Add padding to all sides of text in text panel.
PE – low fidelity	Medium	Text in FAQ seems blurred	Correct text format	**Yes**: Reformatted text
PE – low fidelity	Low	Several buttons were too large and were not recognized as buttons	Reduce size of buttons	**Yes**: Reduced size of several buttons

PE – low fidelity	Low	Reduce cognitive load: Recognition vs. Recall for deadline dates.	Add number of days to deadline (i.e. Oct 1 – 90 days left)	**No**: Required complex coding.
PE – low fidelity	Low	When on the FAQ or Worksheet Summary page, panel is placed against a black background that hides that rest of the page.	Change FAQ panel to a lightbox	**No**: We decided to use all jQuery panels.
UT	Low	The prototype doesn't work well in Internet Explorer, which is still the most popular browser on the market	Work on compatibility so there are no errors when application is viewed in IE	**No:** The problem is with Internet Explorer, not our application; certain JQuery applications do not work well in Internet Explorer. While there are some people (such as one of our UT participants) who only have Internet Explorer on their computer, most people will also have Firefox/Safari/Chrome, and we put a message in the application warning them about compatibility issues. Fixing this is outside the scope of the project.

*UT= Usability Test, PE = Peer Evaluation

Note: Explain why any issues are not addressed, such as amount of time to implement, level of difficulty, beyond project scope, etc.

Appendix G References

Clark, R. C., & Nguyen, F. (2008). Behavioral, cognitive, and technological approaches to performance improvement. In J. A. Pershing (Ed.), *Handbook of Human Performance Technology, Third Edition* (pp. 507-524). San Francisco, CA: Pfeiffer.

McManus, P., & Rossett, A. (2006). Performance support tools: Delivering value when and where it is needed. *Performance Improvement*, *45*(2), 8-16.

SISLT Application Worksheet

http://

Graduate School
UNIVERSITY OF MISSOURI

Graduate School Admissions Worksheet - School of Information Science and Learning Technologies

Welcome to the SISLT application worksheet! This page will walk you through the process of applying for a Master of Education, Educational Specialist, or Doctor of Philosophy degree within the School of Information Science and Learning Technologies at the University of Missouri - Columbia.

Register New User

Choose a username:

Password:

Re-Enter Password:

Register

We won't have time to do the database work required to allow users to actually register -- so there will likely be one universal login (probably username: admin / password : password) to access the system

Existing User Login

Username:

Password:

Login

Frequently Asked Questions (FAQ)

SISLT Application Worksheet

http://

Graduate School
UNIVERSITY OF MISSOURI

Graduate School Admissions Worksheet - School of Information Science and Learning Technologies

Hi, <username>! What admissions category best describes you?

Domestic Students

You have not attended MU

Domestic Students

You did attend MU

Current Students

Current MU Graduate Students

International Students

Frequently Asked Questions (FAQ)

SISLT Application Worksheet

http://

Graduate School
UNIVERSITY OF MISSOURI

Graduate School Admissions Worksheet - School of Information Science and Learning Technologies

This worksheet is intended to help domestic students who have not previously attended the University of Missouri apply to the Masters of Education, Educational Specialist, and Doctor of Philosophy degrees in the School of Information Sciences and Learning Technologies programs.

Deadline for M.Ed. and Ed.Sp. degrees:
- May 1 - Fall
- October 1 - Spring
- March 1 for Summer

Deadline for Ph.D. degree:
- February 15 - Fall
- September 15 - Spring

The first sentence will change depending on the admissions category

Opens email box to sislt@missouri.edu

Opens link to http://gradschool.missouri.edu/about-us/contact.php#admission, which has contact info for admissions advisers (who are sorted by applicants' last names)

For questions regarding your application, please contact either the SISLT student coordinator or your Graduate School Admissions Adviser.

Step 1: Complete Application

No action will be taken on your admission file until your Graduate School application and fee is received by the Graduate Admission Office (210 Jesse Hall / Columbia, MO 65211).

The Graduate School encourages applicants to use their online application, located here. Our 90+ graduate degree programs have instant access to review applications that have been submitted online. The submission of a hard copy application (PDF) will slow the application review process.

Filling out the following information will help the SISLT student coordinator match this worksheet to your application:

Legal Name: [ ]

Date of Birth: [DD/MM/YYYY]

Email Address: [ ]

ApplyYourself ID: [ ] (?)

Your ApplyYourself ID can be found after you fill out and submit the Graduate School application

Pops up when question mark button is clicked

If a student selects "Domestic student that has attended MU" or "Current Graduate Student," they will also be asked for their student ID number

☐ Payment Submitted ($55)

Save

Step 2: Transcripts request

Step 3: Test scores

Step 4: Supplemental materials

Step 5: Reference Information

(?) Frequently Asked Questions (FAQ)

View Summmary Screen

SISLT Application Worksheet

http://

Graduate School
UNIVERSITY OF MISSOURI

Graduate School Admissions Worksheet - School of Information Science and Learning Technologies

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- May 1 - Fall
- October 1 - Spring
- March 1 for Summer

Deadline for Ph.D. degree:
- February 15 - Fall
- September 15 - Spring

For questions regarding your application, please contact either the SISLT student coordinator or your Graduate School Admissions Adviser.

Step 1: Complete Application

Step 2: Transcripts request

Official transcripts must be sent to the Graduate School if you have received or will receive:

1. a degree from another institution
2. a graduate-level credit from another institution

An official hard copy of your transcripts must be sent directly from each university or college you have attended to:

Graduate Admissions
University of Missouri-Columbia
210 Jesse Hall
Columbia, MO 65211-1160.

All transcripts become the property of MU and will be scanned and destroyed upon receipt.

NOTE: It can take at least 10 business days for the Graduate School to upload transcripts once they arrive, so be sure to send them a few weeks in advance. You can track receipt by the Graduate School on the ApplyYourself application.

Have you requested your transcript(s) to be sent yet from each university or college you attended that meets this criteria?

Yes | No

Save

This screen will give different instructions for each of the four student groups; people who attended MU in the past MAY have to send transcripts, but current MU graduate students will not. International students will have more detailed instructions about what documents to send.

Step 3: Test scores

Step 4: Supplemental materials

Step 5: Reference Information

Frequently Asked Questions (FAQ)

View Summmary Screen

SISLT Application Worksheet

http://

Graduate School
UNIVERSITY OF MISSOURI

Graduate School Admissions Worksheet - School of Information Science and Learning Technologies

This worksheet is intended to help domestic students who have not previously attended the University of Missouri apply to the Masters of Education, Educational Specialist, and Doctor of Philosophy degrees in the School of Information Sciences and Learning Technologies programs.

Deadline for M.Ed. and Ed.Sp. degrees:
- May 1 - Fall
- October 1 - Spring
- March 1 for Summer

Deadline for Ph.D. degree:
- February 15 - Fall
- September 15 - Spring

For questions regarding your application, please contact either the SISLT student coordinator or your Graduate School Admissions Adviser.

Step 1: Complete Application

Step 2: Transcripts request

Step 3: Test scores

SISLT requires students to take the GRE for admission to all three of their degree programs. In general, their applicants have met the following minimum scores:

GRE taken before August 2011:
- 500 Verbal
- 500 Quantitative
- 3.5 Written Analytical

GRE Taken after August 2011:
- 153 Verbal
- 144 Quantitative
- 3.5 Written Analytical

This page will also have TOEFL (Test of English as a Foreign Language) instructions if the student is international

Official scores must be sent directly from the testing service provider to your academic program. You need to use the institution code of 6875 for MU. (Learn more about standardized test scores and your application).

Have you taken your GRE yet?

Yes | No

Pops up when "Yes" is selected

What were your scores?

Verbal: [ ] Quantitative: [ ] Written Analytical: [ ]

Save

Step 4: Supplemental materials

Step 5: Reference Information

Frequently Asked Questions (FAQ)

View Summmary Screen

SISLT Application Worksheet

http://

Graduate School
UNIVERSITY OF MISSOURI

Graduate School Admissions Worksheet - School of Information Science and Learning Technologies

This worksheet is intended to help domestic students who have not previously attended the University of Missouri apply to the Masters of Education, Educational Specialist, and Doctor of Philosophy degrees in the School of Information Sciences and Learning Technologies programs.

Deadline for M.Ed. and Ed.Sp. degrees:
- May 1 - Fall
- October 1 - Spring
- March 1 for Summer

Deadline for Ph.D. degree:
- February 15 - Fall
- September 15 - Spring

For questions regarding your application, please contact either the SISLT student coordinator or your Graduate School Admissions Adviser.

Step 1: Complete Application

Step 2: Transcripts request

Step 3: Test scores

Step 4: Supplemental materials

Upload the following supplemental material: resume, Statement Of Purpose (SOP) or other supplemental materials you would like the department to see:

Resume / Curriculum Vitae: (?)

Browse

Upload

Each of the question mark help buttons will bring up a window with a brief explanation of what should be included in that document

Statement of Purpose: (?)

Browse

Upload

Other Supplemental Materials: (?) ☐ I do not plan to upload any additional supplemental materials

Browse

Upload

Step 5: Reference Information

(?) Frequently Asked Questions (FAQ)

View Summmary Screen

SISLT Application Worksheet

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Graduate School
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Step 1: Complete Application

Step 2: Transcripts request

Step 3: Test scores

Step 4: Supplemental materials

Step 5: Reference Information

Enter the names of the references (two for M.Ed. and Ed.Sp. students, three for Ph.D. students). You can track receipt by the Graduate School within the ApplyYourself system. **However, the status of hard-copy recommendations are NOT recorded in the system.**

Letter of Recommendation 1

Reference Name:

Request Sent? Yes No

Letter of Recommendation 2

Reference Name:

Request Sent? Yes No

Letter of Recommendation 3 -- **Ph.D. Applicants ONLY**

Reference Name:

Request Sent? Yes No

Save

Frequently Asked Questions (FAQ)

View Summmary Screen

SISLT Application Worksheet

http://

Graduate School
UNIVERSITY OF MISSOURI

Graduate School Admissions Worksheet - School of Information Science and Learning Technologies

This worksheet is intended to help international students who have not previously attended the University of Missouri apply to the Masters of Education, Educational Specialist, and Doctor of Philosophy degrees in the School of Information Sciences and Learning Technologies programs.

Deadline for M.Ed. and Ed.Sp. degrees:
- May 1 - Fall
- October 1 - Spring
- March 1 for Summer

Deadline for Ph.D. degree:
- February 15 - Fall
- September 15 - Spring

For questions regarding your application, please contact either the SISLT student coordinator or your Graduate School Admissions Adviser.

- Step 1: Complete Application
- Step 2: Transcripts request
- Step 3: Test scores
- Step 4: Supplemental materials
- Step 5: Reference Information
- **Step 6: Financial documents**

In order to be issued immigration documents, international students are required to submit evidence of financial support in the amount of $31,123, plus $3600 for each additional dependent (spouse or child.)

These documents can be sent by email to your Graduate School Admissions Adviser. You will have to send a copy of a bank statement, showing the exact amount available. If the bank account belongs to your sponsor, you will have to submit an Affidavit of Support.

Permanent residents and holders of H1-B visas do not need to submit financial documents, and you do not need to submit documents if you plan to complete your degree in your home country without traveling to the U.S.

IMPORTANT: There is NO deadline for submitting financial documents. They do not have to be submitted to your adviser before the SISLT deadline, but they are required for your adviser to process your admission to the Graduate School.

Have you submitted financial documents?

Yes | No

This screen will only populate when applicants select the "International Student" admissions type

Please visit the International Center's Website for more information about the visa application process.

Save

Frequently Asked Questions (FAQ)

View Summmary Screen

Summary

Step 1: Complete Application ✓
ApplyYourself Graduate School application complete

Step 2: Transcripts requested
Transcripts sent to Graduate School

Step 3: Test scores ✓
You still need to take the GRE!

Step 4: Supplemental materials ✗
You still need to upload some supplemental materials!

Step 5: Reference Information ✗
Letter requested from Dr. Doctorson
Letter requested from Dr. Smith

✓

Frequently Asked Questions (FAQ)

Back to worksheet

SISLT Application Worksheet

http://

Graduate School
UNIVERSITY OF MISSOURI

Graduate School Admissions Worksheet - School of Information Science and Learning Technologies

Frequently Asked Questions

What is the purpose of this system?

-This system is intended to simplify the process of applying to Graduate School and to assist applicants in tracking the requirements, etc.

Who should I contact if I need help?

Do I have to take the GRE?

What is the next step after my application is completed?

We haven't determined all of the actual FAQ questions yet, but they will be in an accordion drop-down menu similiar to the worksheet itself

Back to worksheet