Usability Test Report for AccessLVC

Prepared For: Dr. Joel Kline
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Course: DCOM 131 - Usability Design and Testing
Date: May 10, 2017

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Executive Summary: This usability test report delineates the structure and plan used to orchestrate our usability study on Lebanon Valley College's registration website, AccessLVC. Our team set forth to understand the underlying usability challenges users experienced while performing a set of predefined tasks using the new AccessLVC website. The following documentation outlines the methodologies, procedures, findings, and analysis used to support our final recommendations. These recommendations clearly address the core challenges our users faced and provide specific guidance for future system enhancements.

Introduction:

In the spring of 2017 LVC launched its new Access LVC system that implements a new registration system along with a year long registration for students. The system offers a different interface and a more streamlined registration process. Our project was designed to analyze user interactions with the new system to determine if it is more efficient and usable than the previous software. The new software was meant to be more streamlined and easier to use for students than the previous application. To determine this we tested all year levels with a task list that monitored the errors and time needed by users to complete these tasks. Paired with the think-out-loud procedure and post test surveys our project gathers quantitative and qualitative information about the new registrations system. Through this information we are able to identify common problems users encounter and determine if students find the new software to be a more usable product than the previous system.

Methodology: As our methodology, we have utilized Jakob Nielsen's Discount Usability Testing model which employs the use of scenarios, user thinking-out loud feedback, and heuristic evaluation to ascertain the user's experience. Through the usage of this methodology, we are able to gauge the effectiveness (ease of use), efficiency (length of time to complete tasks), and satisfaction (qualitative feedback) of the user as they complete the provided tasks and explore the Access LVC system.

Participants: When deciding on who the users will be for our usability testing, our group decided to have a wide range of students to get more accurate findings to help us reach our goal. Our participants will be students that attend Lebanon Valley College. We will test five to six students that will range from freshman to junior year. Having a wide range of students will create more accurate findings because freshman have new requirements than upperclassmen including an FYE course substituting english and a consultation course substituting some general education requirements. Since their is no primary test group, our subgroups will include; freshman, upperclassmen, faculty, and MBA students.

Freshmen and upperclassmen have different requirements explained in the line above so they would be considered our main subgroups. We will include faculty, but not test them, because they utilize Access LVC as well. The registration office is in charge of Access LVC making sure that the website is usable and is their for students that need help. When talking to Jeremy, the head person in charge of Access LVC, he explained that they tested the website on MBA students before changing to the new Access LVC site. The MBA students contributed to

the testing, making them a subgroup as well. Each participant that completed our testing, will receive an incentive of a mini candy bar after accomplishing the tasks and post-questionnaire.

We created two personas for the main subgroups that are illustrated below:

Personas

	Mark:

Mark	• **Highest Level of Education:** High School
	 • **Current Occupation:** Full Time Freshman Student
	    ◦ Major:
	 • **College Resident** (Non-Commuter)
	 • **Siblings:** Only child
	 • **Hobbies**:
	    ◦ Avid internet user and Xbox gamer.
	    ◦ Socializing with friends after classes and on the weekends.
	    ◦ Lacrosse player and weightlifter.
	    ◦ Digital photography and videography.
	    ◦ Creative writing on WordPress blog as time allows.
	 • **Motivation**:
	    ◦ Nervous about registering for classes on the new AccessLVC system despite his friend's telling him that their experience was fairly straightforward.
	    ◦ Hopeful that the new AccessLVC system will provide an easy experience to plot and register for all required classes.
	    ◦ Looking for an intuitive user experience which doesn't require much research or reading.
	    ◦ Likely to use help tutorials as a last resort only when becoming fully frustrated/lost within the system.
	 • **Requirements:** FYE course and creative requirement

	Jennifer:
Jennifer	- Highest Level of Education: High School - Current Occupation: Full-Time Junior Student - Major: Actuarial Science - College Commuter - Siblings: Two - Hobbies: Checking Social Media, Volleyball - Motivation: Confusion on the new registration, still likes the old registration. - Hard to find classes to take next year due to scarce selection since most requirements are already fulfilled - Likely to use help tutorials as a last resort only when becoming fully frustrated/lost within the system. - Requirements: Almost done fulfilling requirements, one or two general education left to take

Task Scenario: Think out loud procedure: Participants will be asked to use the think out loud procedure during the testing process. The procedure asks users to verbally express all of their thoughts as they execute actions in the system. The following are the task scenarios that were conducted for our testing.

Scenario 1: Establish login to AccessLVC- NecTest learnability, ease of use and satisfaction of AccessLVC

essary to prepare users for testing procedure.

1. Open My LVC

2. Open AccessLVC

3. Select New AccessLVC

4. Sign-in with your LVC account

5. Click on Student Planning

Scenario 2: Utilizing my progress- This test scenario will assess how easily users can analyze the new degree progress layout and locate degree specific requirements. The test will also discern what phrases users select for searches and what function they use to search for classes.

1. Go to My Progress option

2. Create a new program for an English Major

3. Navigate to the "Theory Courses" Section and select any course within the Theories Course section.

4. View available sections for the selected course.

5. Select Term Summer 2018

6. Add Course to Plan.

7. Navigate to Student Planning > Plan & Schedule section

8. Navigate to Summer 2018

9. Remove the planned course added to Summer 2018 session.

Scenario 3: Utilizing my planning tool - This test scenario will analyze how proficient users are with the planning tool. The test will determine the ease of use for users who are able to locate the tabs that provide specific degree information like GPA. The tasks will also reveal what methods users use to navigate to desired courses and how easily they can locate the desired course.

1. Navigate to the plan & schedule tool

2. Navigate to the Timeline tab.

3. Find your GPA for your previous semester

4. Navigate to a 400-level course in the English department in any manner.

5. Add the 400-level course to the spring 2018 calendar.

6. Navigate back to the plan and schedule tool without using the student planning tab.

7. Navigate to the spring 2018 calendar

8. Remove the 400-level course from the calendar

Scenario 4: Utilizing Access features - This scenario focuses on the learnability of the system, asking uses to perform uncommon functions and monitoring how well they can identify the correct decision from the signage of the site.

1. Navigate back to home page of plan & schedule tool

2. Find your advisor through the plan & schedule tool

3. Navigate to the Registration Instructions and open the registrationinstructions.pdf

4. Close the registrationinstructions.pdf window.

5. Sign out of AccessLVC

Findings: Our usability testing was taken place on Sunday April 23, 2017 at Lebanon Valley College. Each member of the group had an initial role to play in as the testing went on. Participants would meet one of our members in the common lounge, and both would walk down

to the usability room. As participants began the testing using TechSmith's Morae® software, as a group, we notice several issues that the participants had trouble with when using Access LVC.

Most of the participants tended to not use the left-frame filters, which made it difficult for finding courses. The participants also used the browser back navigation rather than the breadcrumbs. In this case, it yielded the loss of their pre-selected program. If the participant also pressed the browser back navigation, the "new program" was terminated and would have to restart the tasks from the very beginning. While searching a certain course, it was difficult for the participant to find due to the clutterness of triggered keywords that picked up many courses. Prerequisites prohibited the users from adding the class that they selected, as noticed during our testing.
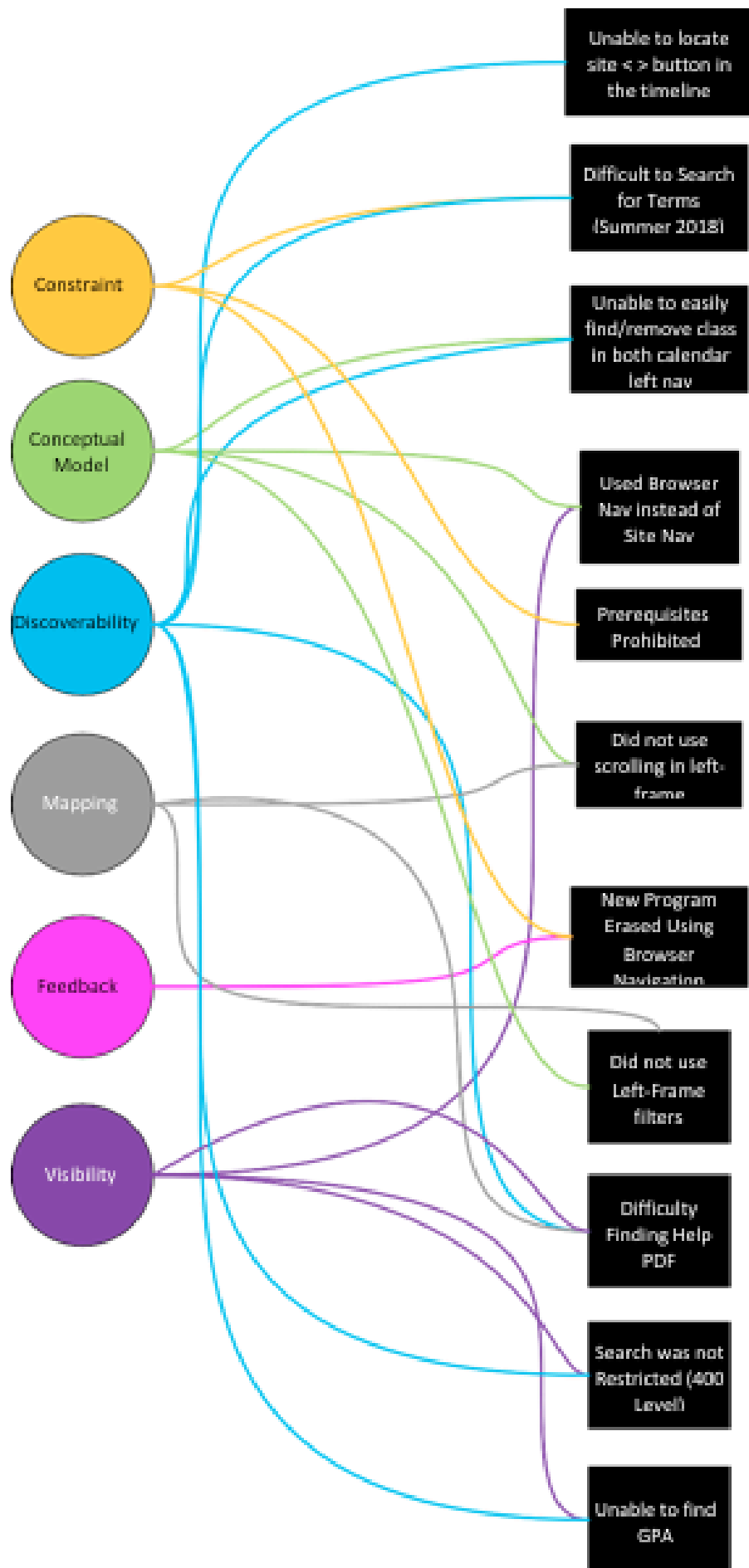
Only one of our users found the Summer 2018 term which became a problem to most of our participants. Once the users added the course, they had a difficult time removing it from both the scrolling side bar and the calendar function. One of the tasks required them to use the timeline section to locate their past GPA. We found out that the participants had trouble locating the side button to navigate them to past semesters to find the GPA. The last problem we saw was most of our participants had difficulty finding the Help PDF. (See Appendix A Title: Test Plan).

Analysis: After finding the initial problems from our testing, our group isolated the appropriate Norman terms that correlate with our findings with the new AccessLVC. Discoverability, Conceptual Model and Visibility were the three major problems within the test results. Some

discoverability problems were; Unable to locate the forward and backward buttons in the timeline, difficulty to search for terms, Unable to easily find/remove class in both calender left navigation, Difficulty finding help PDF, Se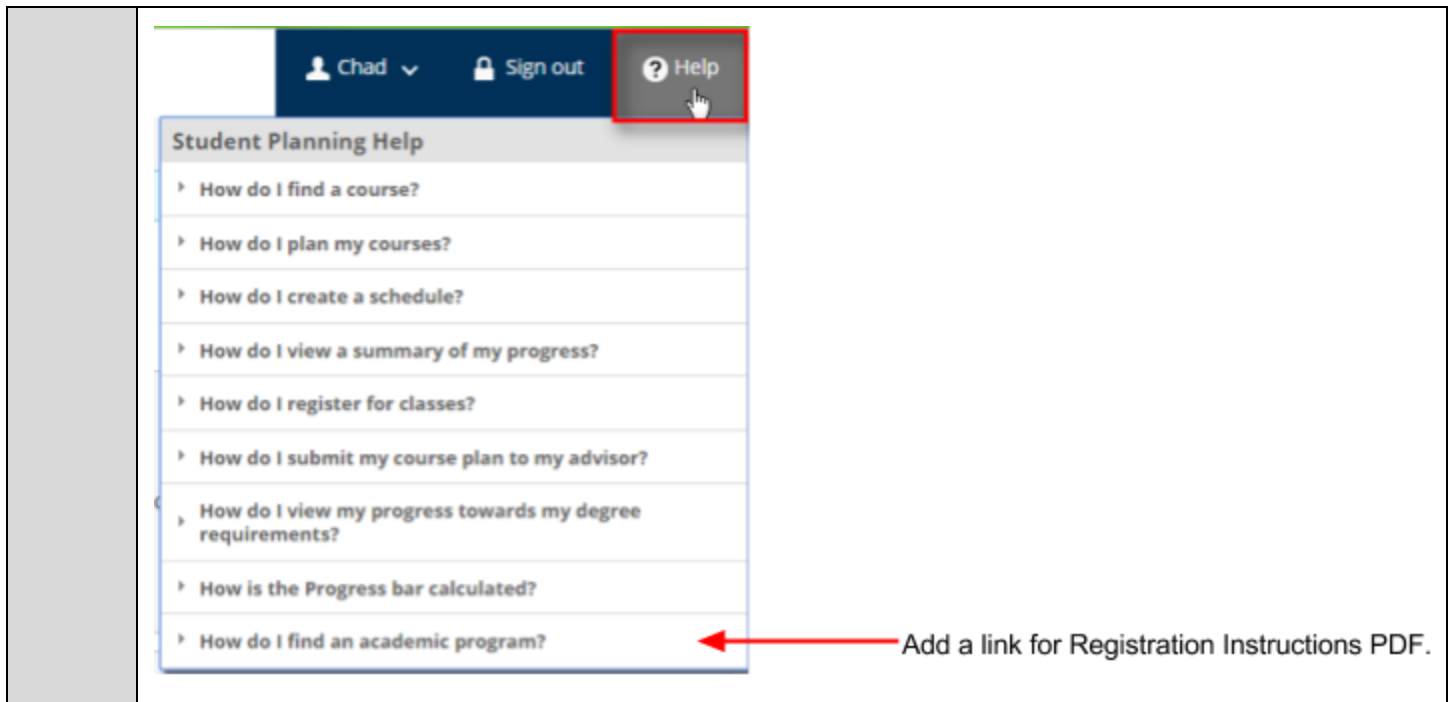arch was not restricted, Unable to find GPA. Conceptual model examples include; Unable to easily find/remove class in both calender left navigation, Used browser navigation instead of site navigation, Did not use scrolling in left frame, Do not use left-frame filters. Some of our visibility results include; Used browser navigation instead of site navigation, Difficulty finding help PDF, Search was not restricted, and unable to find their GPA. Most of these major initial problems were all closely related. In the diagram on the next page it dives deeper into how each of these problems have a relationship with each word and some other terms as well.

Within our post test questionnaire, see in appendix B, we found some interesting results. The two lowest results were; "I found this website to have little to no problems", and "I like scheduling for the whole year" which tied in our test. This shows that more than half of our testers didn't like the scheduling for the whole year and half found a lot of problems with in the new AccessLVC. In one of the questions on the test we asked them to circle three words that would describe the new system and the two words that were used the most were, Difficult and Great. This shows that there were a lot of mixed reviews among our testers on how well they like the new system.

Constraint

Conceptual Model

Discoverability

Mapping

Feedback

Visibility

Unable to locate site < > button in the timeline

Difficult to Search for Terms (Summer 2018)

Unable to easily find/remove class in both calendar left nav

Used Browser Nav instead of Site Nav

Prerequisites Prohibited

Did not use scrolling in left-frame

New Program Erased Using Browser Navigation

Did not use Left-Frame filters

Difficulty Finding Help PDF

Search was not Restricted (400 Level)
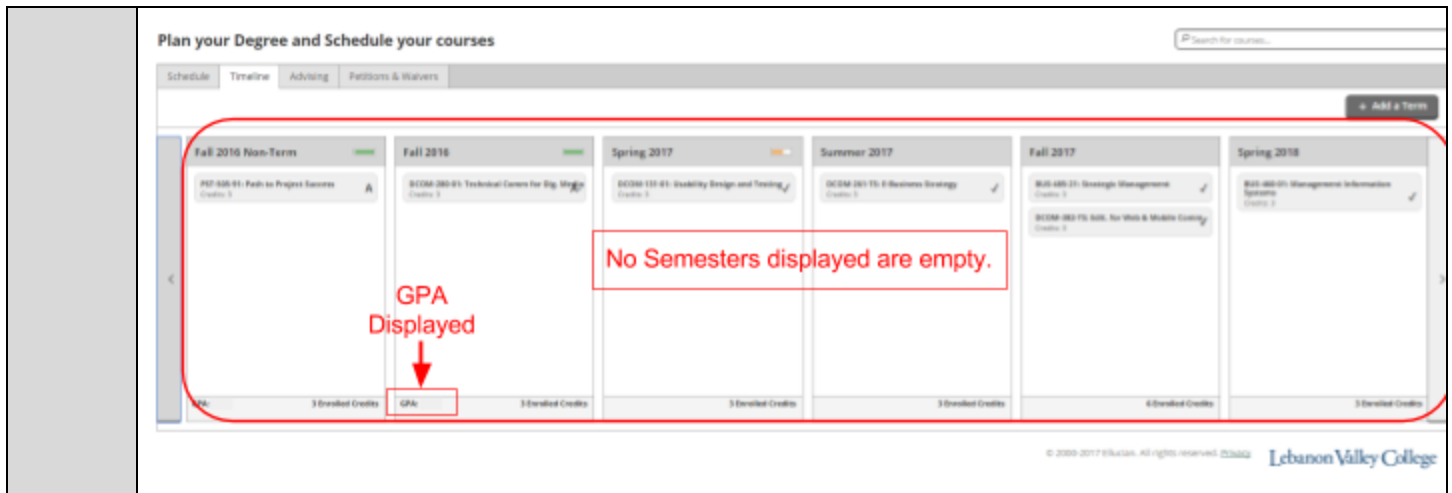
Unable to find GPA

Recommendations: The following recommendations collectively address all usability issues discovered while performing the tasks provided. These findings are prioritized by the number of users experiencing the issue and are ranked by their criticality from critical, high, medium, and low. We recommend that these items be addressed in this order to maximize the benefits to users.

Item:	System Challenges:	Recommendations:	Criticality:
1.	Course prerequisites prohibited users from adding courses to their academic schedule.	We suggest that the system provide a visual alert or popup to notify the user of the prerequisite requirements, without prohibiting the user from adding the course to their academic schedule. The system would not allow a user to register a class without satisfying the prerequisite requirements or receiving academic approval.	★★★★★ Critical
2.	Users had difficulty determining how to remove classes in both calendar left navigation areas.	The current system utilizes an "X" button delete a course from their roster. Historically "X" icons have been used in the Microsoft Windows environment to close something, not delete. We feel that replacing the current "X" button with a "Delete" button would yield a higher success rate for users and less frustration.	★★★★★ Critical
3.	Users found it difficult to locate the Help PDF provided by LVC.	Our group recommends adding a link to the PDF help menu within the new AccessLVC Help Menu at the upper right-hand side of the screen. This provides the user a all-inclusive resource for additional help	★★★★★ Critical

Add a link for Registration Instructions PDF.

#			
4.	On pages containing a scrollbar in the left frame, users tended to not use scrolling and instead only viewed the information that was readily available on the screen	We recommend making the left-hand frame more prominent by changing the background color to differentiate it from the right frame.	★★★★☆ **High**
5.	Users tended to not use the filters contained in the left-frame.	Incorporating a brief video tutorial outlining the core functionality of these filters would be of benefit to users. In addition, we suggest making the left-hand frame more prominent by changing the background color to differentiate it from the right frame. The light pink section headers are too subtle.	★★★★☆ **High**
6.	When users create a new program within their academic plan, the new program is erased when the browser's back/forward navigation is utilized.	We recommend that the system use cookies to retain the user's new selected program, while also clearly displaying the title of this program at the top of the screen.	★★★★☆ **High**
7.	Users were unable to locate their previous semester's Grade Point Average (GPA).	Currently, the system displays future semesters which contain no class information. We recommend that these "empty" semesters are hidden from the user's view, and instead display only the semesters with class information. This would permit the user to quickly assess their GPA from the previous term, and eliminate the terms not containing any class information.	★★★★☆ **High**

Plan your Degree and Schedule your courses

No Semesters displayed are empty.

GPA Displayed

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Lebanon Valley College

8.	Users gravitated toward using the browser's navigation versus using the sites navigation.	We believe that the addition of a breadcrumb navigational-bar to the top of each page would allow users the ability to quickly navigate back without the use of the browser's' navigation.	★★★☆☆ **Medium**
9.	Users found it difficult to search for specific classes contained within specific terms (Example: Summer 2018.) The search results were not restricted to a specific level of classes. (Example: English 400)	The main search field should allow for the input of wildcard and special characters such as "**&**". This would provide the user the ability to concatenate the string of search terms and better refine their searches. *For example, searching for "English & Summer 2018" or "English & 400" would yield only english classes during the Summer 2018 term or English classes within the 400-level..*	★★★☆☆ **Medium**
10.	Users found it difficult to locate site < > buttons within the academic schedule timeline.	By changing the color of the navigation buttons on either side of the screen, these buttons are clearly differentiated from the remainder of the monochromatic page.	★★☆☆☆ **Low**

	Spring 2017 ▭	Fall 2018 ✕
<	DCOM-131-01: Usability Design and Testing ✓ Credits: 3	
	3 Enrolled Credits	

> (right navigation arrow)

Appendix A

Title: Test Plan

Prepared For: Dr. Joel Kline
Completed By:

Shayla Aponte,
Michael Gephart
Kali McNary
Chad Snyder

Course: DCOM 131 - Usability Design and Testing
Date: April 3, 2017

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· **Purpose/Executive Summary -**

In the spring of 2017, Lebanon Valley College (LVC) transitioned to the new AccessLVC online registration system. The AccessLVC system is used by current LVC students to chart their academic future while simultaneously providing a means to register for upcoming classes.

The previous AccessLVC system was antiquated and deemed inadequate of handling the growing needs of the college. Through the purchase of a tailored third-party web solution, the college invested in what has become the new AccessLVC which promises to remedy the shortcomings of the previous system while allowing for future expansion.

We specifically devised this usability study to assess the student's experience navigating the new AccessLVC's planning tool; a subset of the AccessLVC system. The data collected through this usability study will clearly highlight the strengths and deficiencies of the planning tool while clearly articulating our recommendations for future systematic enhancements.

· **Problem Statement -**

With the recent release of the AccessLVC planning tool, our goal is to record and access the feedback provided by a predetermined discount-testing user group. The students in this usability study will be asked to methodically step through a defined list of tasks while providing both verbal and non-verbal feedback of their overall experience. At the conclusion of the usability study, the collected data will be analyzed with recommendations provided to further enhance the system and user experience.

Product Goals:

The new AccessLVC system provides aims to provide students with a streamlined search.

Increase efficiency of users search and selection of course

Increase accuracy of users selecting major relevant classes

Provide Users the capability to plan courses for multiple years

Provide Users a concise progress assessment of user's degrees

Test Goals:

The usability test will assess the success of the product in each of its established goals. The physical usability test of AccessLVC will be conducted with a think-out-loud procedure. This procedure will allow users to communicate thought process and reasoning behind their selections at an unrivaled level. The test will observe the user's ability select and plan courses from search components of the service. The test will observe how seamlessly the user can navigate throughout windows of the program to achieve their tasks. The test will also assess how well users can understand their actions and perform specific functions of the service. A posttest questionnaire will gauge user's assessment of accuracy and relevance of the course progress system, along with general service questions.

Challenges Facing New AccessLVC:

·   Opening calendar is current semester confusing users who expect next semester

  Students unaware that planning a course also requires a register option to be selected

Selecting a different section of a class adds the selected section and keeps the old selection, doubling the times the class is scheduled.

· **Methodology -**

As our methodology, we have utilized Jakob Nielsen's Discount Usability Testing model which employs the use of scenarios, user thinking-out loud feedback, and heuristic evaluation to ascertain the user's experience. Through the usage of this methodology, we are able to gauge the effectiveness (ease of use), efficiency (length of time to complete tasks), and satisfaction (qualitative feedback) of the user as they complete the provided tasks and explore the AccessLVC system.

· **User Profiles/Incentive -**

When deciding on who the users will be for our usability testing, our group decided to have a wide range of students to get more accurate findings to help us reach our goal. Our participants will be students that attend Lebanon Valley College. We will test six to seven students that will range from freshman to junior year. Having a wide range of students will create more accurate findings because freshman have new requirements than upperclassmen including an FYE course substituting english and a consultation course substituting some general education requirements. Since their is no primary test group, our subgroups will include; freshman, upperclassmen, faculty, and MBA students.

Freshmen and upperclassmen have different requirements explained in the line above so they would be considered our main subgroups. We will include faculty, but not test them,

because they utilize AccessLVC as well. The registration office is in charge of AccessLVC making sure that the website is usable and is their for students that need help. When talking to Jeremy, the head person in charge of AccessLVC, he explained that they tested the website on MBA students before changing to the new AccessLVC site. The MBA students contributed to the testing, making them a subgroup as well. We also have created two personas for main subgroups (See Appendix C Title: Personas). Each participant that completed our testing, will receive an incentive of a mini candy bar after accomplishing the tasks and post-questionnaire.

. **Screeners:** Most of our participants are students that our group already knows so a screening may not fit our testing format, but it is still provided (see appendix E Title: Sample Screening.)

Framework of AccessLVC:
- Academics
- Student Planning
  - Planning Overview - Landing Page which includes calendar.
  - My Progress - Review progress toward your degree and search for required courses
  - Plan & Schedule
    - Schedule (Calendar View)
      - Filters
      - Save to iCal
      - Print
    - Timeline (Semester View)
    - Advising (Communicate to Academic Advisor)
    - Petitions & Waivers
  - Course Catalog - Browse courses in the Course Catalog.
  - Test Summary - Admission Tests, Placement Tests, Other Tests
  - Unofficial Transcript - Cumulative Transcript

- Registration Instructions - Launches newaccesslvc_registrationinstructions.pdf

Task List/User Script -

The tasks presented to users throughout the scenarios in the test will assess the ease of use and learnability of the AccessLVC system. Observing users interaction with the my progress tab and the planning tool will determine how efficiently users are able to interact with the new system. The first test scenario will task users with navigating the my progress tab. The task will require users to analyze a new degree program and register for appropriate courses. This scenario focuses on the learnability of the system, how well users can understand the my progress requirements and execute those requirements. The second scenario will ask users to add a course to the planning tool from that window. This task will assess the ease of use of the new planning tool, users ability to add the correct class will determine ease. By testing these major components the data gathered will be able to determine if users are more efficient and accurate on the new system.

· **Scenarios** -

Date of Meeting:	March 23, 2017
Meeting Time:	10:00-10:30A.M.
Usability Testing Group:	AccessLVC Administrators
Meeting Participants:	- Kali Mcnary - U - Chad Snyder – U - Michael Gephart - U - Shayla Aponte - U - Jeremy Maestro - Admin

	● Bob Delain - Admin

Task Scenario: Think out loud procedure: Participants will be asked to use the think out loud procedure during the testing process. The procedure asks users to verbally express all of their thoughts as they execute actions in the system.

Scenario 1: Establish login to AccessLVC- NecTest learnability, ease of use and satisfaction of AccessLVC

essary to prepare users for testing procedure.

6. Open My LVC

7. Open AccessLVC

8. Select New AccessLVC

9. Sign-in with your LVC account

10. Click on Student Planning

Scenario 2: Utilizing my progress- This test scenario will assess how easily users can analyze the new degree progress layout and locate degree specific requirements. The test will also discern what phrases users select for searches and what function they use to search for classes.

10. Go to My Progress option

11. Create a new program for an English Major

12. Navigate to the "Theory Courses" Section and select any course within the Theories Course section.

13. View available sections for the selected course.

14. Select Term Summer 2018

15. Add Course to Plan.

16. Navigate to Student Planning > Plan & Schedule section

17. Navigate to Summer 2018

18. Remove the planned course added to Summer 2018 session.

Scenario 3: Utilizing my planning tool - This test scenario will analyze how proficient users are with the planning tool. The test will determine the ease of use for users who are able to locate the tabs that provide specific degree information like GPA. The tasks will also reveal what methods users use to navigate to desired courses and how easily they can locate the desired course.

9. Navigate to the plan & schedule tool

10. Navigate to the Timeline tab.

11. Find your GPA for your previous semester

12. Navigate to a 400-level course in the English department in any manner.

13. Add the 400-level course to the spring 2018 calendar.

14. Navigate back to the plan and schedule tool without using the student planning tab.

15. Navigate to the spring 2018 calendar

16. Remove the 400-level course from the calendar

Scenario 4: Utilizing Access features - This scenario focuses on the learnability of the system, asking uses to perform uncommon functions and monitoring how well they can identify the correct decision from the signage of the site.

6. Navigate back to home page of plan & schedule tool

7. Find your advisor through the plan & schedule tool

8. Navigate to the Registration Instructions and open the registrationinstructions.pdf

9. Close the registrationinstructions.pdf window.

10. Sign out of AccessLVC

Evaluation Methods - We are using the System Usability Scale (SUS) form inside our Post-Test. We are going to be timing our subjects to see how long it takes for them to achieve their tasks. We will also be looking at how many errors they have when following the task plan and what ways they go about achieving the tasks.

· **Test Environment and Equipment** - Usability Testing Room in the basement of Lynch, that uses the Techsmith Morae program on both the testing computer and the observing computer. The testing computer is located right as you walk into the room. But the observing computer is hidden behind a wall with a one way glass. The observers have the ability to view

the testers through the glass but the testers can't see the observers. We will be using an external camera located on the testers computer with a built in microphone.

· **Deliverables -**

The Morae software used for testing provides a video recording of the users screen while a webcam provides audio and visual recordings of the user's face. The testing procedure will have users perform the think out loud procedure, allowing these video clips to be narrated by the user's thought process. A formal electronically written report will be coupled with highlights from the video and audio data collected. A written report will explain the significance of the recorded clips, highlighting user phrases spoken during the process. The report will be electronic with the video being present in an attached format. The presentation of the report will occur on May 10th, 2017 with the possibility of a second delivery for the Access admins at a currently undetermined date.

· **Metrics -** Time, Post-Test, SUS, Errors

· **Deliverables & Conclusion -** To be quantified upon the completion of the usability testing and analysis phase.

Appendix B
Post-Test Questionnaire & Results

AccessLVC Post-Test

Please answer to the best of your ability

The help documents were useful

Strongly Disagree 1   2   3   4   5   6   7   8   9   10 Strongly Agree

I found the website to have little to no problems

Strongly Disagree 1   2   3   4   5   6   7   8   9   10 Strongly Agree

I liked scheduling for the whole year

Strongly Disagree 1   2   3   4   5   6   7   8   9   10 Strongly Agree

It was easy to find the classes I needed

Strongly Disagree 1   2   3   4   5   6   7   8   9   10 Strongly Agree

I learned to use the system very quickly

Strongly Disagree 1   2   3   4   5   6   7   8   9   10 Strongly Agree

Overall, the new AccessLVC was easy to understand

Strongly Disagree 1   2   3   4   5   6   7   8   9   10 Strongly Agree

Choose 3 words that would describe the new AccessLVC

- **Awful**

- **Perfect**

- **Confusing**

- **Excellent**

- **Useful**

- **Problematic**

- **Great**

- **Average**

- **Upgraded**

- **Difficult**

- **Finicky**

What is the biggest problem you had when using the new AccessLVC?

Your answer:
SUBMIT

Results:

Usability Testing:Access LVC Post-Test	Strongly agree (10)-Strongly disagree (1)					Average
The help documents were useful	8	7	8	4	8	7
I found this website to have little to no problems	5	3	8	8	7	6.2
I like scheduling for the whole year	4	3	5	10	9	6.2
it was easy to find the classes i needed	5	6	8	9	10	7.6
I learned to use the sytem very quickly	7	5	8	8	9	7.4
overall the new accessLVC was easy to understand	6	5	7	8	9	7
choose 3 words to describe AccessLVC	Conf, Avg,Diff	Conf,great, Diff	Diff, Prob, great	Use, great, Perf	use,great,upgrad	
Biggest problem using new AccessLVC	See Word Doc	See word Doc	See word Doc	N/A		

Appendix C
Moderator Script

Good morning/afternoon/evening, and thank you for your participation in today's User Acceptance Training (UAT) session. This script was developed to ensure accuracy and consistency across all of today's testers. My name is Chad Snyder (*substitute as needed*) a student at LVC, and I will be the primary facilitator of today's testing. During today's roughly 15 to 20-minute UAT session, you will be tasked with analyzing and providing feedback on a set of instructions entitled "AccessLVC." Rest assured that this usability testing session's sole purpose is testing the new AccessLVC system and not you, the tester. These instructions were designed to gauge your experience using the new AccessLVC Planning Tool. During today's testing, you will be videoed and viewed by an audience of your peers in addition to a select number of registration and IT faculty. These individuals are behind the one-way glass and present for observational purposes only and at your request available at the conclusion of today's testing. The video recordings being captured here and here will be solely used for the educational purposes of this project. Your participation in today's event is entirely voluntary and you have the right to terminate testing at any point without fear of penalty. We have set forth a safe environment conducive to today's testing and have attempted to minimize all possible distractions and risks.

We value your cooperation and would like you to implement a cognitive speaking-out-loud feedback approach in today's testing. This feedback approach may feel unnatural in that we ask that you speak your mind throughout the course of today's testing. During today's testing, you may observe me taking notes and documenting some of your feedback. Rest assured that I am just recording my observations and your feedback and reactions to the system. I will remain quiet through today's testing to allow you the opportunity to read and perform the scenarios presented to you. Only if you find yourself particularly stuck will I intervene and provide guidance to move the testing forward.   Prior to beginning today's testing, we would ask you to please read and confirm your acceptance of this testing using the provided Usability Consent by signing and dating your Usability Consent Form. All signed documentation and video data containing your likeness will be destroyed after final review.

Please let me know when you are complete with all the scenarios provided and I will administer a brief post-test questionnaire to ascertain your thoughts of the new system. Thank you all for your cooperation and participation, let's begin.

Appendix D

Consent Forms

Appendix E

Observational Notes

Scenario 1: Establish login to AccessLVC- Necessary to prepare users for testing procedure.

1. Open My LVC

2. Open AccessLVC

3. Select New AccessLVC

4. Sign-in with your LVC account

5. Click on Student Planning

Scenario 2: Utilizing my progress- This test scenario will assess how easily users can analyze the new degree progress layout and locate degree specific requirements. The test will also discern what phrases users select for searches and what function they use to search for classes.

1. Go to My Progress option

2. Create a new program for an English Major

3. Navigate to the "Theory Courses" Section and select any course within the Theories Course section.

   a. **User 2 -** Course was not available during Spring 2018. User had to backtrack and select another course which was available.
   b. **User 4** - Tried navigating off the page rather than scrolling down. User wanted to use the Find function of the browser to locate Theories.
   c. **User 5** - Used back browser button and had to recreate English major.

4. View available sections for the selected course.

   a. **User 1 -** Prerequisite Prohibited Adding Course

5. Select Term Summer 2018

   a. **User 3 -** Course selected was not available during Summer 2018.

   b. **User 4 -** Class was not available for Summer 2018. Deleted new major when navigating back.

   c. **User 5 -** When she went back it exited out of the English major again. When she finally picked the class, she notice where to go for Summer 2018 and accomplished the task.

6. Add Course to Plan.

7. Navigate to Student Planning > Plan & Schedule section

   a. **User 3 -** User created a new course section.

   b. **User 5 -** Difficulty locating Afro American studies class.

8. Navigate to Summer 2018

9. Remove the planned course added to Summer 2018 session.

   a. **User 1 -** scrolled to the side bar to remove planned course

   b. **User 3 -** Clicked on the schedule section to remove coarse

   c. **User 4 -** Clicked to view details rather than delete it.

Scenario 3: Utilizing my planning tool - This test scenario will analyze how proficient users are with the planning tool. The test will determine the ease of use for users who are able to locate the tabs that provide specific degree information like GPA. The tasks will also reveal what

methods users use to navigate to desired courses and how easily they can locate the desired course.

1. Navigate to the plan & schedule tool

   a. **User 4** - Unable to locate side < button to navigate to earlier semester.
2. Navigate to the Timeline tab.

3. Find your GPA for your previous semester

   a. **User 3** - Struggled to find her previous GPA

   b. **User 5** - Struggled to find her previous GPA

4. Navigate to a 400-level course in the English department in any manner.

5. Add the 400-level course to the spring 2018 calendar.

6. Navigate back to the plan and schedule tool without using the student planning tab.

7. Navigate to the spring 2018 calendar

   a. **User 4** - Had issues navigating without using top navigation.
8. Remove the 400-level course from the calendar

   a. **User 1** - Tried using the vertical navigation to delete the class. She couldn't locate the 400 level course that she added, to delete it.

Scenario 4: Utilizing Access features - This scenario focuses on the learnability of the system, asking uses to perform uncommon functions and monitoring how well they can identify the correct decision from the signage of the site.

1. Navigate back to home page of plan & schedule tool

2. Find your advisor through the plan & schedule tool

3. Navigate to the Registration Instructions and open the registrationinstructions.pdf

   a. **User 3 -** User didn't use link in top dropdown navigation, but instead used the navigation at the top of the frame.

   b. **User 5 -** Struggled to find the pdf link

4. Close the registrationinstructions.pdf window.

5. Sign out of AccessLVC