

Powered
Learning Center Template

User Experience Evaluation

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1. Introduction

1.1. Study Purpose

The purpose of this study was to examine the user experience of the Powered learning center template, including the associated email communication and surveys. The goal was to determine the usability of the current template and explore the primary questions of how the overall user experience affects registration and enrollment conversion rates, and how the users' comprehension of the site's offering affects the user experience. Secondary questions examine the effectiveness of email call to action and guiding users to surveys.

1.2. Study Methods and Context

This study employed a heuristic evaluation method, wherein a user experience design professional reviewed the learning center template. This was a "find-and-fix" evaluation, focused on identifying potential user experience problems.

1.3. Study Summary

1.3.1. User Experience Evaluation

A Context of Use Analysis was conducted, drawing primarily from stakeholder interviews. This analysis was then used to generate a user experience analysis (UX analysis) document. Two representative websites, Company A and Company B, were tested using the UX analysis document (March/April, 2006). The UX analysis was designed to focus on particular areas of potentially poor usability. Based on meetings with stakeholders, the UX analysis attempt to address the following potential user experience concerns:

- Effectiveness of email call to action,
- Registration and enrollment conversion,
- User comprehension of site's offering, and
- Effectiveness of guiding users to surveys

1.4. What This Study is NOT

This study is NOT a baseline test, with crisp, quantitative data like time-on-task, to compare future performance to. Rather, it is a find-and-fix user experience study, with the main goal being to identify possible usability problems.

1.5. User Experience Evaluation Methodology

The UX Evaluation form (Appendix A) served as a framework for reviewing two representative Powered learning centers, Company A and Company B. Topics addressed in the evaluation include:

- General website evaluation
 - Navigation and feedback
 - User control
 - Visual clarity and standards
 - Help and documentation
 - Accessibility and privacy issues
- Registration and enrollment process
 - Error prevention and correction
- Email communication
- Course framework
- Miscellaneous issues
 - Message board
 - Survey

1.6. Procedure

Each course was evaluated individually over the span of two days. Neither site had been viewed by the evaluator prior to the evaluation process. The UX evaluation lists a series of categorized statements/questions, with an area for yes/no/n/a responses, as well as an area for comments. Additional notes were recorded in conjunction with the analysis, illuminating issues which do not fit neatly in one category.

1.7. Evaluation Measures

The next section, “Results,” offers summaries of the user experience analysis, along with a prioritized list of identified usability problems and recommended fixes. The problems noted by the evaluator were given a criticality rating per the following table. The higher the rating of criticality, the more significant the problem is to the user’s experience or ability to accomplish the task.

Table 1: Criticality Ratings

CRITICALITY RATING	CRITICALITY DESCRIPTION	CRITICALITY DEFINITION
4	Critical	<p>The identified issue is so severe that:</p> <ul style="list-style-type: none"> • Critical data may be lost • Users may not be able to complete the task • Users may not want to continue using the application
3	Major	<ul style="list-style-type: none"> • Users can accomplish the task, but only with considerable frustration and/or performance of unnecessary steps • Non-critical data may be lost • Users will have great difficulty in circumventing the problem • Users can overcome the issue only after they have been shown how to perform the task • Five or more instances of navigational error
2	Moderate	<ul style="list-style-type: none"> • Users will be able to complete the task in most cases, but will undertake some moderate effort in getting around the problem • Users may need to investigate several links or pathways through the system to determine which option will allow them to accomplish the intended task • Users will most likely remember how to perform the task on subsequent encounters with the system • Three or four instances of navigational error
1	Minor	<ul style="list-style-type: none"> • An irritant • A cosmetic problem • A typographical error • One or two instances of navigational error

2. Results

This section summarizes the observations noted during the evaluations and consists of three parts:

- **General findings,**
- **Company A findings, and**
- **Company B findings**

The general findings section covers issues which were common to evaluations of both sites. Findings discussed in the Company A and Company B sections are specific to these individual sites, but may also be present in other learning centers.

As this study was a “find-and-fix” user experience study, these specific findings are the most important findings in the study. For studies such as this, it is important to key on the particular problems identified, and consider how to address each.

The following findings are ranked according to the criticality rating as described in Section 1.7. There were no problems that rated a score of “critical” and the websites are functional as they are today. However, there are several major, moderate, and minor findings that, if not addressed, will lead to user frustration. Note that each finding is preceded by a number, which references where the original question can be found on the UX Analysis.

Under the rubric of “constructive criticism,” high-level recommendations are offered for identified problems where appropriate. However, Powered will always best know their own services (and certainly their possible resource allocations).

2.1. General Findings

2.1.1. Good Things

- Neither site exhibited issues which rated a criticality rating of 4, the most severe rating indicating a “showstopper” issue.

2.1.2. Major Findings

- **1.3—how does this site fit into the larger offering?** It is difficult to tell what keeps you on this site vs. takes you to the larger site (especially Company A).

Recommendation: clarify labeling, rework menus, provide a clear path back to the site

- **9.11—Email communication does not offer a clear opt-out path**

Recommendation: create a link in the initial email which brings the user directly to the “un-enroll” function. This function is difficult to find, and may cause frustration to a users who enrolled accidentally, or who realizes the will not be able to participate in the course.

2.1.3. Moderate Findings

- 4.4—Help/FAQ is not searchable.

- 5.4—Images generally do not have alternate text
Recommendation: alternate text will improve accessibility and make the pages more searchable

- 6.6—Field labels in the registration form are not typographically distinguished from other text, and tend to be far from the data entry field. Also, the privacy link does not work (Figure 1).
Recommendation: Change the font, color, and/or spacing of the field labels so that they do not blend in with the rest of the copy.

(Figure 1 deleted)

- 7.15—When an error is detected in a data entry field, the system does not place the cursor in the field to highlight the error

- 7.17—Error messages do not indicate what action the user needs to take to correct the error
Recommendation: highlight the field which requires the users' attention, and explain how to resolve the issue, using natural language, no jargon.

2.1.4. Minor Findings

- 5.3—users cannot increase text size on the page; this is something more and more companies are incorporating into their sites, as opposed to letting users increase font size through their toolbar. Whether or not this makes sense for Powered is largely dependent upon demographics, as vision tends to be more of an issue for seniors (example from espn.com):

Figure 2



- 8.2—the site does not indicate how long the enrollment process will take, though it is only a one-click process

- 11.1—the value of the message board is not communicated
Recommendation: The “message board” section of the FAQ page offers an opportunity to explain to the users why they should use this tool

- **11.2—is the number of survey requests reasonable? → only one.** This is really more of a Marketing issue, but more than one survey would be acceptable from a usability standpoint.

2.1.5. Additional Comments

- Neither site met World Wide Web Consortium (W3C) Validation Standards for HTML or CSS (<http://validator.w3.org/> and <http://jigsaw.w3.org/css-validator/>). Testing the home page urls, Company A had 232 HTML errors, and Company B had 56 HTML errors.

While this is not a user experience issue per se, valid pages are more likely to be identified by search engines, which would in turn increase site traffic.

- Emails do not indicate start/end dates for a course. This would be a simple, but useful, bit of information which could be easily added to emails.

2.2. Company A Findings

2.2.1. Company A: Good Things

- **1.13--if multiple options can be selected, there is visual feedback about which options have been selected**
- **5.8—the privacy policy is available (HTML), clearly labeled, and readable (and printable)**
- **6.2—the site does indicate where the user is in the registration process (“a few simple questions”)**
- **10—within course framework: links to message board, email a friend—great features**

2.2.2. Company A: Major Findings

- **1.6—there is not a clearly marked return to the home page**
- **1.10—the number of menu items in the left navigation is not reasonable (19)**
- **1.21—the menu choices are not clearly labeled**

These three findings all point to the fact that it is very easy to leave the tutorial portion of the learning center, and there is no clear path to return to the tutorials. Of the 19 links in the left navigation, 12 of them lead up into the broader Company A site.

Recommendation: While the majority of the left navigation is likely controlled by Company A, not Powered, it would be helpful to make the Powered site links stand out from the rest of the Company A links, whether through color, font, or the order in which they appear. A clear link back to the Powered site from the broader Company A would also be helpful.

(Figure 3 deleted)

2.2.3. Company A: Moderate Findings

- 3.17—Users do not have access to an online site map

Recommendation: A sitemap, particularly on a site of this size would be useful

2.2.4. Company A: Minor Findings

- 3.11—For the most part, zones of the pages are separated through visual means; however, on the main page, “how courses work” should stand out more, it currently blends in with course listings/categories

Recommendation:

make “how courses work” stand out from the general course information through use of a different background color or font. This is valuable information that may overlooked by a novice user.

(Figure 4 deleted)

- 7.16—Error messages do not always suggest the cause of the problem. For example, one error message observed was “Error: Domain must have at least one subdomain”

Recommendation: natural language should be used, making the cause of the error clear to an average user; review error messages, replace jargon with natural language

- 9.7—There is duplication of links in email communication, however the duplicates are in the ‘small print’ section of the email. When the email is displayed in HTML, the duplicates are separated visually. When the email is viewed as plain text, it is more difficult to discern the extra links from the body of the message.

- 9.15—Alternate text tags are not available in the HTML version of the message, which could be an accessibility issue.

2.2.5. Company A: Additional Comments

- Drop a course
 - Main course page→course settings→drop
 - Hard to find (though improved with most recent release), no link in email if received in error

- Quizzes
 - Does save most recent score, does not save answers; you need to retake the quiz if you want to review the answers

- Message Board–FAQ could address “why should I sign up to use this?”

- Quizzes–answer by checking a box or a circle
Recommendation: pick one and be consistent

(Figure 5 deleted)

- Left navigation “help”→ page is labeled FAQ
Recommendation: use consistent labeling

(Figures 6 & 7 deleted)

2.3. Company B Findings

2.3.1. Company B: Good Things

Overall, the Company B site is very clean visually:

- 1.1--the purpose of the site is clear
- 1.2--the site does not feel too big to grasp
- 1.8--pages are clearly labeled
- 1.10—the number of menu items is reasonable (7 in top navigation)
- 7.18—errors in the registration process do not require re-entry in all fields
- 8.1—site indicates why a user should enroll in a course by explaining why the course is valuable

2.3.2. Company B: Major Findings

- Company B did not exhibit any issues which warranted a criticality rating of 3.

2.3.3. Company B: Moderate Findings

- **5.8—The privacy policy is available and clearly labeled, but only as a PDF.**
Recommendation: A better, more accessible solution would be to offer the policy in HTML format.
- **6.9 & 7.4—Field labels appear to the left of data entry fields, but with a lot of space in between (figure deleted).**
- **6.12—Optional data entry fields are not clearly labeled.**
- **7.2—Data entry fields do not indicate the number of character spaces available in the field.**
Recommendation: Change the font, color, and/or spacing of the field labels so that they do not blend in with the rest of the copy. Indicate clearly which fields are optional.

2.3.4. Company B: Minor Findings

- **1.5—FAQ page does not have a title or header, all other pages were observed to have a title.**
- **1.13—There is no visual feedback (i.e. color change) to indicate which options have already been selected.**
- **3.17—There is no sitemap, but they site is simple enough to be understood without one.** However, a sitemap may be needed as Company B matures. Additionally, one confusing label on the homepage is “view all courses”, which actually leads the user to all courses *within a category*, not the entire selection of Company B courses (Figure 8).

(Figure 8 deleted)

- **3.20—Menu titles are generally brief but communicative, except “support”.** This leads to product support, but that is not clear by reading the label, and does lead the user off-site.

(Figure 9 deleted)

- **6.1—The site does not indicate why users should register.**
Recommendation: Address this issue on the home page and/or FAQ.
- **6.2—The site does not indicate how long registration will take, but it is only one page.**

2.3.5. Company B: Additional Comments

- Home page “view all courses” leads to page with fewer courses (5 above fold, 2 below); there is no way to view everything (Figure 8)

Recommendation: change label to “see all in this category”

- Clickable links—sometimes underlined, sometimes not
- “quick class” does not require registration → that might be a plus to some people, so why not highlight this feature?
- Course overview page does not list start/end dates, which would be useful
- “support” in top navigation leads to product support, I thought it was for tutorial support; though on “contact us” the same link is “customer care” and specifies that it for product support → good labeling

(Figure 10 deleted)

- **Message board**

- Unavailable after the course ends? Why not leave it open for a period of time, even a week or two?
- When on the message board, there is no link to click to get back to the course, must either use the back button (not good if student has been browsing MB for any length of time) or click on “my profile”

Recommendation: The course name is always on the page, make it a link

- **Email:** link A takes you to the homepage, link B takes you directly to the course page → why not make that more prominent, and improve the label

(Figure 11 deleted)

3. Contact Information

If you have any questions about anything contained in this report, please contact:

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4. Appendix A: UX Evaluation Form

General Website Evaluation

#	Review Checklist	Yes	No	N/A	Comments
1. Navigation and Feedback					
1.1	Is the purpose of the site clear?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.2	Does the site feel too big to grasp?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.3	How does it fit in larger offering/site?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.4	Are page sizes of a reasonable length (or supported by anchors)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.5	Does every display begin with a title or header that describes screen contents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.6	Is there a consistent design scheme and stylistic treatment across the site?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.7	Do menu instructions, prompts, and error messages appear in the same place(s) on each menu?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.8	In multipage screens, is each page labeled to show its relation to others? (breadcrumbs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.9	Is there a clearly marked return to home page?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.10	Is the number of menu items reasonable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.11	Is there visual feedback about which choices are selectable?(underline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.12	Is there visual feedback about which choice the cursor is on now? (hover)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.13	If multiple options can be selected, is there visual feedback about which options have already been selected? (color change)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.14	If there are observable delays in the system's response time, is the user kept informed of the system's progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.15	Are response times appropriate to the task?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.16	Does the site provide visibility: that is, by looking, can the user tell where she is on the site and the alternatives for action?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.17	Does the site support undo/redo?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.18	Are menu choices ordered in the most logical way, given the user, the item names, and the task variables?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.19	Are menu titles parallel grammatically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

#	Review Checklist	Yes	No	N/A	Comments
1.20	Is user-centered/natural language used?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.21	Are menu choices clearly labeled?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.22	Does the site minimize memory load with prompts, objects, actions, visible options?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.23	Is irrelevant or rarely needed information noted?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.24	Are any broken links observed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.25	Do the pages meet W3C validation? (HTML validation, CSS validation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. User Control					
2.1	Are users prompted to confirm commands that have drastic, destructive consequences?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.2	Is there an "undo" function at the level of a single action, a data entry, and a complete group of actions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.3	Can users easily reverse their actions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.4	Can users set their own system, session, file, and screen defaults? (preferences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.5	Are there acceleration/tailoring options for frequent users?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.6	Are plug-ins available where needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Visual Clarity and Standards					
3.1	Has consistent formatting been used in all pages within the site?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.2	Has a heavy use of all uppercase letters on a screen been avoided?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.3	Are menu titles either centered or left-justified?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.4	Do on-line instructions appear in a consistent location across screens?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.5	Are attention-getting techniques used with care? (flashing graphics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.6	Are there too many fonts (3), sizes (4)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.7	Are there no more than four to seven colors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.8	Are menu choice names consistent, both within each menu and across the system, in grammatical style and terminology?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.9	Is white space used to create symmetry and lead the eye in the appropriate direction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

#	Review Checklist	Yes	No	N/A	Comments
3.10	Have items been grouped into logical zones, and have headings been used to distinguish between zones?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.11	Have zones been separated by spaces, lines, color, letters, bold titles, rules lines, or shaded areas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.12	Are size, boldface, underlining, color, shading, or typography used to show relative quantity or importance of different screen items?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.13	Are borders used to identify meaningful groups?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.14	Has the same color been used to group related elements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.15	Is color coding consistent throughout the system?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.16	Is there good color and brightness contrast between image and background colors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.17	If the system has many menu levels or complex menu levels, do users have access to an on-line spatial menu map? (site map)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.18	Do menus make obvious where selection is possible?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.19	Are meaningful groups of items separated by white space?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.20	Are menu titles brief, yet long enough to communicate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.21	Is the label "click here" avoided?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Help and Documentation					
4.1	Do the instructions follow the sequence of user actions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.2	If menu choices are ambiguous, does the system provide additional explanatory information when an item is selected?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.3	Are instructions visible or easily retrievable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.4	Is a search function available?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.5	Is the help function visible; for example, a key labeled HELP or a special menu?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.6	Is the "help" information relevant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.7	Is the "help" information succinct?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.8	Is the "help" information visible?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.9	Is the "help" information searchable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.10	Does the "help" information contain user- centered/natural language?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

#	Review Checklist	Yes	No	N/A	Comments
4.11	Can the user change the level of detail available?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.12	Can users easily switch between help and their work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.13	Is it easy to access and return from the help system?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.14	Can users resume work where they left off after accessing help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.15	Are there alternate options for help, feedback?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Accessibility and Privacy Issues					
5.1	Can users choose between graphic and text display of information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.2	Text—readability, size, contrast, font sans serif?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.3	Can users increase text size on the page (as opposed to from their toolbar)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.4	Do images have alternate text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.5	Color, color blindness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.6	Fitt's Law-adequate white space, clickable targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.7	Has color been used specifically to draw attention, communicate organization, indicate status changes, and establish relationships?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.8	Is the privacy policy available, clearly labeled, and readable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Registration Process

#	Review Checklist	Yes	No	N/A	Comments
6. General Registration Process					
6.1	Does the site indicate why a user should register/list benefits?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.2	Does the site indicate how long the process will take?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.3	Does the site indicate where the user is in the registration process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.4	On data entry screens, are tasks described in terminology familiar to users?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.5	Are field-level prompts provided for data entry screens?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.6	Are field labels and fields distinguished typographically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

#	Review Checklist	Yes	No	N/A	Comments
6.7	Are field labels brief, familiar, and descriptive?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.8	Are field labels consistent from one data entry screen to another?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.9	Do field labels appear to the left of single fields and above list fields?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.10	Is the most important information placed at the beginning of the prompt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.11	Are user actions named consistently across all prompts in the system?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.12	Are optional data entry fields clearly marked?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.13	Do field-level prompts provide more information than a restatement of the field name?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.14	If the system has multipage data entry screens, do all pages have the same title?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.15	If the system has multipage data entry screens, does each page have a sequential page number?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.16	Is a confirmation email generated upon completion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. Error Prevention and Correction					
7.1	Does the system prevent users from making errors whenever possible?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.2	Do data entry screens and dialog boxes indicate the number of character spaces available in a field?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.3	Do fields in data entry screens and dialog boxes contain default values when appropriate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.4	Are field labels close to fields, but separated by at least one space?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.5	Are prompts expressed in the affirmative, and do they use the active voice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.6	If pop-up windows are used to display error messages, do they allow the user to see the field in error?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.7	Are prompts stated constructively, without overt or implied criticism of the user?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.8	Are prompts brief and unambiguous?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.9	Are error messages worded so that the system, not the user, takes the blame?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.10	Are error messages grammatically correct?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.11	Do error messages avoid the use of exclamation points?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.12	Do error messages avoid the use of violent or hostile words?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

#	Review Checklist	Yes	No	N/A	Comments
7.13	Do error messages avoid the use of error code numbers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.14	Do all error messages in the system use consistent grammatical style, form, terminology, and abbreviations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.15	If an error is detected in a data entry field, does the system place the cursor in that field or highlight the error?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.16	Do error messages suggest the cause of the problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.17	Do error messages indicate what action the user needs to take to correct the error?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.18	Does error generation require re-entry in all fields?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Enrollment Process

#	Review Checklist	Yes	No	N/A	Comments
8. General Enrollment Process					
8.1	Does the site indicate why a user should enroll?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.2	Does the site indicate how long the enrollment process will take?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.3	Does the site indicate where the user is in the enrollment process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.4	Is a confirmation email generated upon completion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Email Communication

#	Review Checklist	Yes	No	N/A	Comments
9. General Email Communication					
9.1	Is it clear who the email is from?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.2	Is the subject clear to an external customer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.3	Does the "to" field indicate personal service?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.4	Is the email too long?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.5	Is all information followed by appropriate, clickable link?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.6	Is the number of links in the message excessive? (# of links)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

#	Review Checklist	Yes	No	N/A	Comments
9.7	Is there duplication of links?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.8	If multiple links are present, is there a natural order/prioritization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.9	Is it clear where links will lead the customer to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.10	Is all of the information necessary to complete the call to action in body of the message (ie-I forgot my password, do I need to figure out where to go)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.11	Is there a clear opt-out path?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.12	Is the most important information at the beginning of the message?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.13	Is the message grammatically correct?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.14	Is the ratio of content to promotional material appropriate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.15	Are alternative text tags available in HTML version of the message?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.16	Is a text only version of the message available and equally informative?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.17	Is the generic "click here" avoided?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Course Framework

#	Review Checklist	Yes	No	N/A	Comments
10. General Course Framework					
10.1	Is the course framework consistent with the expectations set by the email communication?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10.2	For question and answer interfaces, are the valid inputs for a question listed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10.3	For question and answer interfaces, are visual cues and white space used to distinguish questions, prompts, instructions, and user input?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10.4	Is there an obvious visual distinction made between "choose one" menu and "choose many" menus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10.5	Does the system provide function keys for high-frequency commands?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10.6	If the system uses a pointing device, do users have the option of either clicking on fields or using a keyboard shortcut?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10.7	Are typing requirements minimal for question and answer interfaces?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Miscellaneous Issues

#	Review Checklist	Yes	No	N/A	Comments
11. General Miscellaneous Issues					
11.1	Is the value of the message board communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11.2	Is the process for using the message board adequately explained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11.3	Is the number of survey requests reasonable? (too little, too many)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11.4	Is the time commitment for taking a survey communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11.5	Is there consistency within site—words have the same meaning, actions have the same result?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11.6	Is there consistency across sites—words have the same meaning, actions have the same result?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

User Experience Evaluation, Additional Notes

Date: _____ **Site Evaluated:** _____

5. Appendix B: UX Evaluation Summary, Company A

General Website Evaluation

#	Review Checklist	Yes	No	N/A	Comments
1. Navigation and Feedback					
1.3	How does it fit in larger offering/site?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	difficult to determine what keeps you on this site vs. What takes you to the bigger site
1.9	Is there a clearly marked return to home page?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	need a “return to LC” link in left nav
1.10	Is the number of menu items reasonable?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	20 links in left nav
1.21	Are menu choices clearly labeled?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	very easy to leave site
1.25	Do the pages meet W3C validation? (HTML validation, CSS validation)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	no—232 errors on home page CSS-HTML invalid & errors
3. Visual Clarity and Standards					
3.11	Have zones been separated by spaces, lines, color, letters, bold titles, rules lines, or shaded areas?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	“how courses work” should stand out more, currently blends in with course listings/categories
3.17	If the system has many menu levels or complex menu levels, do users have access to an on-line spatial menu map? (site map)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
4. Help and Documentation					
4.4	Is a search function available?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	not for LC or Help, search is available for the entire site
5. Accessibility and Privacy Issues					
5.3	Can users increase text size on the page (as opposed to from their toolbar)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
5.4	Do images have alternate text?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Registration Process

#	Review Checklist	Yes	No	N/A	Comments
6. General Registration Process					
6.6	Are field labels and fields distinguished typographically?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
7. Error Prevention and Correction					
7.15	If an error is detected in a data entry field, does the system place the cursor in that field or highlight the error?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
7.16	Do error messages suggest the cause of the problem?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	"Error: Domain must have at least one subdomain"—use natural language instead
7.17	Do error messages indicate what action the user needs to take to correct the error?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Enrollment Process

8. General Enrollment Process					
8.2	Does the site indicate how long the enrollment process will take?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	one click

Email Communication

9. General Email Communication					
9.7	Is there duplication of links?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	duplicates are in the "small print" section at bottom of email
9.11	Is there a clear opt-out path?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
9.15	Are alternative text tags available in HTML version of the message?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Miscellaneous Issues

11. General Miscellaneous Issues					
11.1	Is the value of the message board communicated?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
11.3	Is the number of survey requests reasonable? (too little, too many)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	one

User Experience Evaluation, Additional Notes

Date: 4/12/2006 Site Evaluated: Company A

- Drop a course
 - Main course page→course settings→drop
 - Hard to find, no link in email if received in error
- Within lesson, link to message board→good!
- Quizzes
 - Does save most recent score, does not save answers, so you need to retake the quiz if you want to review the answers
- Quizzes—answer by checking a box or a circle→pick one and be consistent
- Left nav “help”→ page is labeled FAQ
- Message Board—FAQ could address “why should I sign up to use this?”

6. Appendix C: UX Evaluation Summary, Company B

General Website Evaluation

#	Review Checklist	Yes	No	N/A	Comments
1. Navigation and Feedback					
1.3	How does it fit in larger offering/site?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Click on Company A LC, no explanation, easy to leave site; however, this is in the top right-hand corner of the screen, and not apt to be clicked randomly
1.5	Does every display begin with a title or header that describes screen contents?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	not FAQ page
1.11	Is there visual feedback about which choices are selectable?(underline)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	only when hover over "view all"
1.13	If multiple options can be selected, is there visual feedback about which options have already been selected? (color change)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1.25	Do the pages meet W3C validation? (HTML validation, CSS validation)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Failed-56 errors on home page CSS-HTML invalid & errors
2. User Control					
3.17	If the system has many menu levels or complex menu levels, do users have access to an on-line spatial menu map? (site map)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	no sitemap, but site is simple enough <i>full</i> course list?
3.20	Are menu titles brief, yet long enough to communicate?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	except "support" → is for <i>product</i>
4. Help and Documentation					
4.4	Is a search function available?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
4.5	Is the help function visible; for example, a key labeled HELP or a special menu?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	FAQ & Support
4.9	Is the "help" information searchable?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
5. Accessibility and Privacy Issues					
5.1	Can users choose between graphic and text display of information?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
5.3	Can users increase text size on the page(as opposed to from their toolbar)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

#	Review Checklist	Yes	No	N/A	Comments
5.4	Do images have alternate text?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	most do not some clickable images do
5.8	Is the privacy policy available, clearly labeled, and readable?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	PDF, 5 pages long

Registration Process

#	Review Checklist	Yes	No	N/A	Comments
6. General Registration Process					
6.1	Does the site indicate why a user should register/list benefits?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
6.2	Does the site indicate how long the process will take?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	no, but it is only one screen
6.6	Are field labels and fields distinguished typographically?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
6.9	Do field labels appear to the left of single fields and above list fields?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	yes, but too much space
6.12	Are optional data entry fields clearly marked?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	"how did you hear about this site?"
7. Error Prevention and Correction					
7.2	Do data entry screens and dialog boxes indicate the number of character spaces available in a field?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
7.4	Are field labels close to fields, but separated by at least one space?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	registration
7.15	If an error is detected in a data entry field, does the system place the cursor in that field or highlight the error?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	font of error message is really small, but red is good
7.17	Do error messages indicate what action the user needs to take to correct the error?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	sometimes: invalid email-no, bad password-yes

Enrollment Process

#	Review Checklist	Yes	No	N/A	Comments
8. General Enrollment Process					
8.2	Does the site indicate how long the enrollment process will take?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	one click if logged in

#	Review Checklist	Yes	No	N/A	Comments
8.3	Does the site indicate where the user is in the enrollment process?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	one click if logged in

Email Communication

9. General Email Communication					
9.11	Is there a clear opt-out path?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	for example "did you rcv this in error?"

Miscellaneous Issues

11. General Miscellaneous Issues					
11.1	Is the value of the message board communicated?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	mentioned in FAQ answers tech questions "how our courses work"
11.3	Is the number of survey requests reasonable? (too little, too many)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	only one

User Experience Evaluation, Additional Notes

Date: 3/29/2006

Site Evaluated: Company B

- Homepage "view all courses"
 - leads to page with *fewer* courses (5 above fold, 2 below),
 - I was expecting a bulleted list
 - okay, I see, it's by category → change label to "see all in this category"
 - there is no way to view *everything*
- "support" in top navigation leads to *product* support, I thought it was for tutorial support
 - Though on "contact us" the same link is "customer care" and specifies that it for *product support* → good labeling
- Clickable—sometimes underlined, sometimes not
- "quick class" does not require registration → that might be a plus to some people, so why not say that?
- Message board
 - Unavailable after the course ends? Why not leave it open for a period of time, even a week or two?
 - When on the message board, there is no link to click to get back to the course, must either use the back button (not good if student has been browsing MB for any length of time) or click on "my profile"
 - The course name is always on the page → make it a link

7. Appendix D: Images

(all images deleted)