

RUX 2: Kent State University

MySHU

Research Report

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Executive Summary

Seton Hill University has always embraced technology as a means to further its mission statement: “to educate students to think and act critically, creatively, and ethically as productive members of society committed to transforming the world.” The MySHU portal was created to aid students and faculty in connecting to vital information. However, in creating this all-inclusive portal, usability has gotten lost and user frustration has increased since its launch.

MySHU functions as the primary connection portal for Seton Hill University. It must function efficiently and effectively for multiple audiences with varying needs. This report provides research and user feedback about MySHU’s usage and functionality for students and faculty members. Utilizing this feedback, recommendations for improvements to MySHU conclude this report.

Currently, the MySHU site acts as a one-size-fits-all solution. There is very little difference in information provided to the faculty interface versus the student interface. As the main information hub, users must be able to locate the necessary data quickly and consistently. The completed research and analysis will help the university review and revise the organization of MySHU. By reducing the frustration and increasing the ease of use of MySHU, Seton Hill will be able to aid the faculty and students in their primary goal: educating creative, critical thinkers who will actively transform our future.

MySHU’s function as a launch pad for students and faculty must be reevaluated. Instead of acting as a one-size-fits all solution, customization for students and faculty is highly recommended. The user is inundated with information, which leaves them lost, confused, and wasting time neither student nor faculty member has to spare. Instead of helping the user, MySHU is hindering the user’s progress. Information reduction, streamlining of navigation, and the creation of a consistent interface are all recommended to reduce problems within the user interface. Seton Hill University has had the honor of being an Apple Distinguished school since 2010. Since students and faculty are given Apple iPads as part of this collaboration with Apple, it is highly recommended the school exploit the technology and develop MySHU into a mobile and tablet friendly application and website. As Seton Hill continues to develop its online and eLearning initiatives, this mobile integration will be increasingly important. By revising the MySHU interface now, the University will be able to better focus on developing curriculum, not correcting information retrieval problems from the user-base.

As part of the recommendations of this report, further research is highly suggested. While the researched detailed herein illustrates user trends and frustrations, it represents only a small portion of the University’s population, and is therefore limited. A larger research project focusing on the varying needs of departments, students across their career with the university, and the time of year will be able to uncover more specific needs. While the information within this report is compelling, it focuses primarily upon students and faculty from the Visual and Performing Arts Schools. These schools are housed off-campus and the needs of the students differ from those on campus.

Included in this report are the following:

- Research overview: This section covers the scope of research conducting regarding MySHU.
- Research methods: A comprehensive review of the methods employed to research MySHU usage.
- Recruitment: An in-depth analysis of the determination of eligibility of research study participants.
- Complete data analysis
- Recommendations for MySHU improvement strategies

Research Overview

As the online repository for all information, MySHU it is essential to everyday functionality within the university. MySHU was launched in early 2017, bringing together several older web portals used throughout Seton Hill. Currently, users must navigate between all three sites in order to locate information. Although MySHU's function is necessary, the current interface is not delivering the information in a user-friendly fashion. Users are often directed to locations which do not exist and it is rife with page errors. Users are also taken to older sites with different names and visual layouts. The result is a confusing tangle of information which lacks consistency and frustrates the user.

Statement of Problem

MySHU is currently a combination of the MySHU landing page, Griffin's Lair, and GriffinGate. MySHU houses an overabundance of information, overwhelming the user. Once content is located, the user is typically taken off the MySHU page into Griffin's Lair. Griffin's Lair contains an equally overwhelming amount of information. Additional information is located on GriffinGate, adding a third website to the user's browsing history. The information scattered across these three sites is extremely important, however, retrieval is difficult.

The research in this report aids the University in:

- Clarifying user groups and their very separate needs allowing for organization and elimination of information.
- Improving hierarchy, coherence, and consistency of the site per user group.
- Aiding the creation of discoverable, easy-to-use navigation and customization.
- Clarifying communication used in reference to information housed within the three separate sites.

Research Question:

- How can MySHU better serve the university, both faculty and students alike?

Supporting Questions:

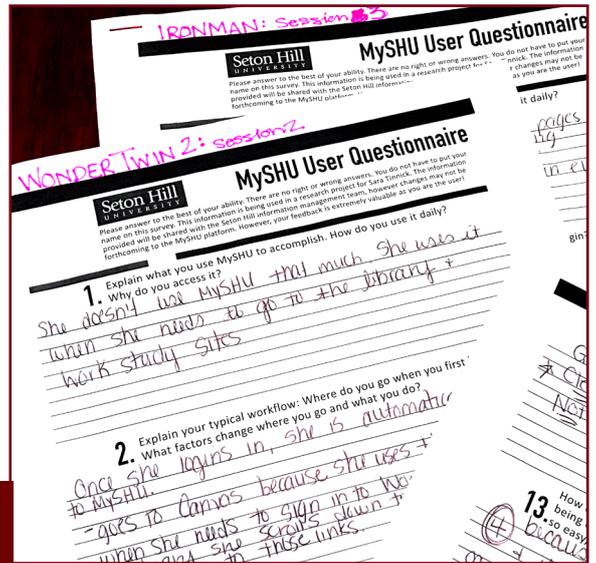
- Who are the users of MySHU, GriffinGate, and Griffin's Lair?
- What are their daily, weekly, monthly, and semester goals?
- How do user groups utilize the MySHU portal and it's attached websites (GriffinGate and Griffin's Lair) to achieve their daily, weekly, monthly, and semester goals?
- What pain points do users experience with the MySHU portal?
- What information is redundant, out-of-date, irrelevant, or missing for each user group?

Research Methods

The following research methods used to learn more about the MySHU portal and its users.

Student interviews

One-on-One interviews were conducted in Office 205 of the Seton Hill Arts Center over a period of three days. Seven sessions were held with the student utilizing their own technology, both Apple MacBook Airs and Apple iPads. Students were asked a series of fifteen questions and directed to navigate through the MySHU site as necessary. The sessions were audio recorded and the facilitator took notes as needed. At the conclusion of each day's sessions, the audio recordings and notes were compiled onto master interview sheets by the facilitator. These notes were entered into a Microsoft Excel spreadsheet. Keywords were bolded or italicized to indicate importance and for ease of use when scanning through the document.



MySHU User Questionnaire interview sheets

Basic Information	
Interviewee Alias:	Wonder Twin 1
Age:	20
Class Level:	Sophomore
Major:	Graphic Design
Living Situation:	On campus
Habits:	Extremely organized; higher grades of the two twins; hold multiple work study positions outside of the art department
Interview Questions	
1. Explain what you use MySHU to accomplish. How do you use it daily? Why do you access it?	Accesses Canvas, the Library, Workstudy page, and OrgSync. Also uses MySHU for Griffin's Lair, printing balance, and mailbox info (Asked for clarification: in-house and
2. Show me your typical workflow: Where do you go when you first login? What factors change where you go and what you do?	Glances at the Picture of the Day and then Events. Goes directly to the grid icon at the top right to go to Canvas, Gmail, GriffinGate, and OrgSync. If the Library or Work stated this is hard to access while on mobile: there is more scrolling along with zooming in and out (site is not responsive).
3. What areas are the easiest for you to use? Why? What areas are the most difficult? Why?	Very easy to use in general. Provides easy access to Canvas, Gmail, and OrgSync. She likes how it gives you updates on events around campus and allows you quickly find there isn't a version designed for phones.
4. What tasks do you perform daily? Weekly? Monthly? Per Semester? Yearly?	Daily: Canvas, Gmail; Weekly: OrgSync, Library sites if she has books checked out or events she plans to attend; Monthly: Checks printing balance Every Semester: Griff
5. How does MySHU differ from other platforms you have used? Griffin's Lair, GriffinGate, Jenzabar, or other interfaces?	Different because of its organization and variety of information. Everything is split into separate bars and can be opened or closed depending on what you want to view. Sign announcements, lost and found, and sports scores. It is also different because it links her to an abundance on information and sites for things on campus and things need
6. What do you wish you could do with MySHU? What is your Wish List? What would make you more likely to use MySHU?	The only thing she would change would be to offer a mobile version of the site and make some sites - like the Library and Work Study site - more accessible and visible.
7. What major problems do you encounter when using MySHU? What do you dislike about MySHU?	No major problems with the site so far, and there is no reason for her to dislike it. It has been very helpful for her so far.

Microsoft Excel spreadsheet with keywords denoted.

Key phrases were written onto notecards and organized to identify trends and patterns. The following sections were used to sort the cards:

- Likes
- Dislikes
- Most Used Features
- Work-flow
- Suggestions
- Daily/Frequently/Semester Tasks

Once organized into these major groups, like cards were collected and given a summary term.

Please see Appendix Figure 1.0, page 19 for interview materials.

Online Survey

An online survey of faculty and student usage was created utilizing the popular SurveyMonkey platform. Both students and faculty completed the survey, which netted twenty two responses: 8 students from various art programs, and 14 faculty members from the Computer Science, Dance, English/Creative Writing, Music, Music Education, and Visual Arts Departments. The survey was disseminated via Seton Hill's Gmail platform and the Canvas learning management system. The survey was open to respondents for a period of two weeks.

The online survey was created and administered by SurveyMonkey. The results were returned via PDF and Excel spreadsheet documents. The survey contained a mixture of multiple-choice questions and questions which required the respondent to type in their own thoughts. SurveyMonkey analyzed the multiple-choice questions. The unique answers given by the users were scanned for keywords, thoughts, and phrases. These were copied to notecards and again sorted into the above categories. All the notecards were then combined into one major sort. Topics with more than three similar responses are included in the results.

Please see Appendix Figure 1.1, page 23 for online survey materials.

Recruitment

The following target profiles were utilized in **recruiting students**.

Age: Variable. Seton Hill has a diverse population of students. It will be best to have a variety of ages to assess the ease of use across age groups.

Gender: No preference

Class Level: Variable – freshman through seniors; graduate students; LECOM students; professional students. Seton Hill's campus is home to many class levels, all of which have different needs. These needs should be assessed at all student levels.

Majors: Variable – mix of Main campus and Downtown campus students. Students in the Downtown area often find themselves with different needs, such as shuttle schedules, dining options, building hours, and campus security availability. Including students across all campus locations will give more accurate information about their needs.

Living Situation: Variable – commuters, main-campus residents, downtown area residents (those who live in buildings owned by Seton Hill University).

Habits:

Athletes and non-athletes – athletic students often need to access different forms, course schedules, and contact information based on their scholarship needs and athletic schedules.

Variety of study habits and grades.

Technology knowledge/usage: Variable with a variety of access methods, particularly mobile usage. All students are given MacBook Air laptops along with iPads as part of their tuition. Students utilizing non-Apple computers, tablets, and mobile devices will be useful.

Due to the integrated functionality with Canvas Learning Management Systems, the moderator was able to identify potential students based off of this profile. Students were asked to participate in a short survey or interview in person or via Seton Hill University's Gmail. If a student agreed to participate in the study, a student was given a screener to determine eligibility.

Please see Appendix Figure 2.0, page 26 for student screener.

Once a student was verified as a viable candidate, interview times were set up based on the moderator and student's availability. All interviews took place outside of class during class hours, when the student was not scheduled to be attending another class.

Faculty

The following target profiles were utilized in **recruiting Faculty**.

Academic Rank: Professor, Associate Professor, Assistant Professor, Instructor, Fixed-Term Adjunct, Temporary Adjunct, Adjunct with Continuing Appointment, Part-Time Professor/Instructor with non-teaching duties.

Years of Experience: Variable – mix of both new and long-term.

Habits:

Faculty that interact with undergraduate, graduate, and professional students

Faculty who teach in Seton Hill's academic programs as well as LECOM (Lake Erie College of Osteopathic Medicine) liaisons.

Faculty who teach on main campus as well as the Downtown locations.

Faculty who use non-mobile DUO authentication for access to MySHU as well as those who utilize their mobile devices (including non-Apple devices, iPhones, iPads, and Apple watches).

Faculty who teach in various departments/schools across campus.

Faculty with a range of experience with Seton Hill interfaces: Moodle, Jenzabar, GriffinGate, Griffin's Lair, MySHU.

Faculty with a variety of needs within MySHU: directory, happenings, grading, class schedule reference, roster needs, academic alerts, ZenDesk, calendar access, forms, documents, departments. Faculty must use the portal for more than Gmail access.

Faculty must utilize MySHU more than once a week. This will allow for a more comprehensive view of their needs and goals regarding the portal.

Faculty members were asked via email or in person to participate in an online survey. If a faculty agreed to participate in the study, the faculty member was given a screener to

determine eligibility.

Please see Appendix Figure 2.1, page 28 for faculty screener.

Twenty-five faculty members were contacted and an email link from SurveyMonkey was dispatched to each member via Seton Hill University's Gmail. Fourteen members responded.

Data Analysis

Please see Appendix Figure 3.0, page 29 for complete results.

The following observations were discovered by studying patterns in user responses from online and in-person surveys, as well as usability testing:

Positive Results

Centralized location for a Wide Variety of Information:

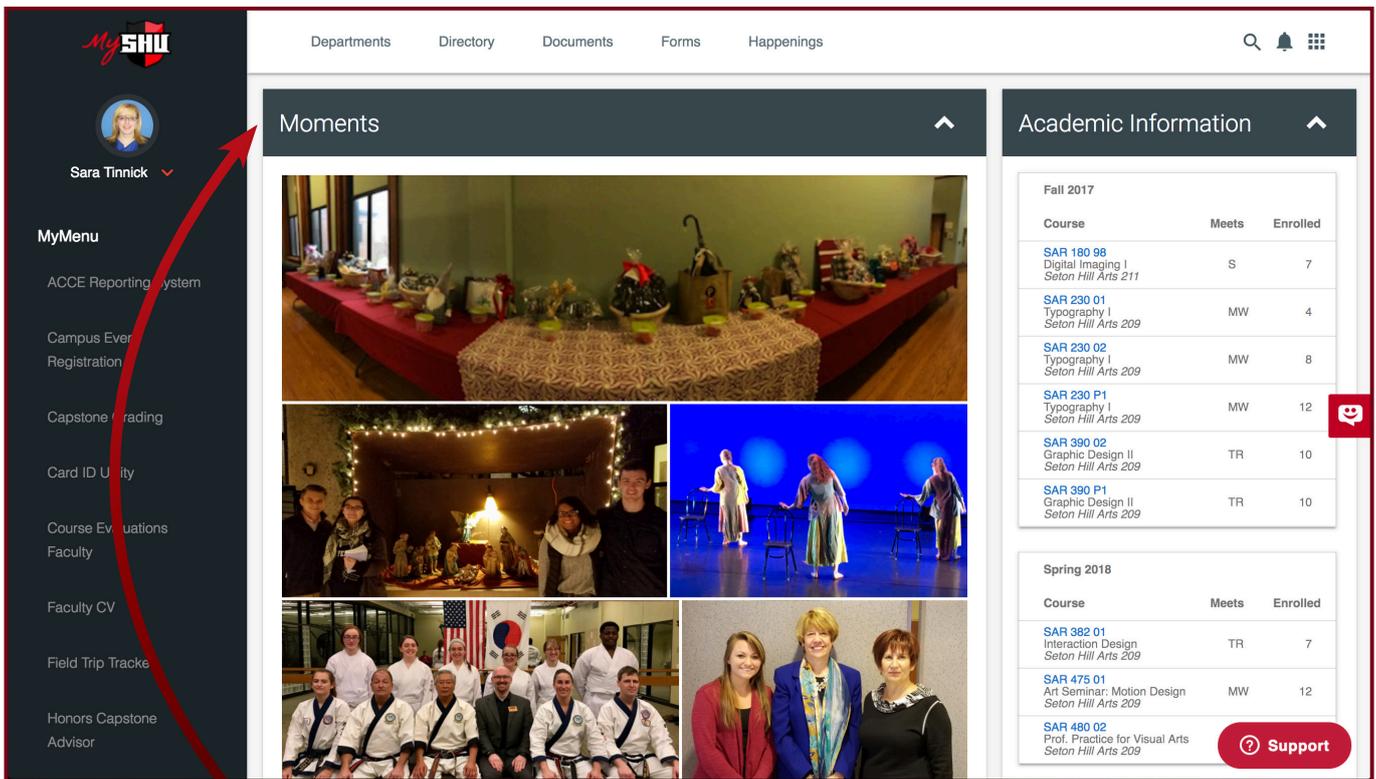
Faculty and students alike are pleased with information being collected in one place under the MySHU portal, as illustrated in the following comments:

- One stop shop for so much!
- It has a lot of helpful information
- All of my necessary links (Aside from canvas) are on the main screen without any subdirectories or "middleman" links.

Because MySHU gathers information from many sources, users feel they are able to find anything they may need from this single page. Several users applauded the quick access MySHU provides.

Photos/Moments

Many users enjoy the Moments area, where students, faculty, and staff are able to upload images of projects, in-class moments, trips, or sporting events.



MySHU's Moments area

Events

Having the events on MySHU is very helpful for students who live off campus or spend most of their class time in the Downtown Campus areas. The events area allows the user to know what is going on and to plan ahead to see if the events will conflict with their class schedules.

Aesthetics

Users expressed a preference for the clean, simplified interface utilized by MySHU. Survey respondents discussed the application of clear headings, subheadings, links, and dates as well as the clean, grid-like structure used to organize the page. It was considered an upgrade from the "old-fashioned" GriffinGate interface previously utilized.

Navigation Options

The standard navigation conventions employed on MySHU are very popular, specifically the left-hand vertical navigation and the top right drop down navigation. The left-hand navigation is familiar, and users are able to intuit its functionality. The top right navigation, what users refer to as the "Waffle Icon" is in a familiar location, especially for those who frequently use mobile or tablet devices.

Positive Feedback



Centralized Location for a Variety of Information

“All of **my necessary links** (aside from canvas) are on the main screen without any subdirectories or **"middle man"** links.”

Navigation Options

“I like the **left side list** that allows you to **easily choose** where you need to go.”



Aesthetics

“The webpage has a **clean interface**. The fonts are **easy to read**. It is clear which parts are headings, subheadings, links, and dates.”

Photos & Moments

“I like seeing the **photos** that are uploaded by students, faculty and staff.”



Events

“I also use it to see what **events are happening** and if they conflict with my class times.”

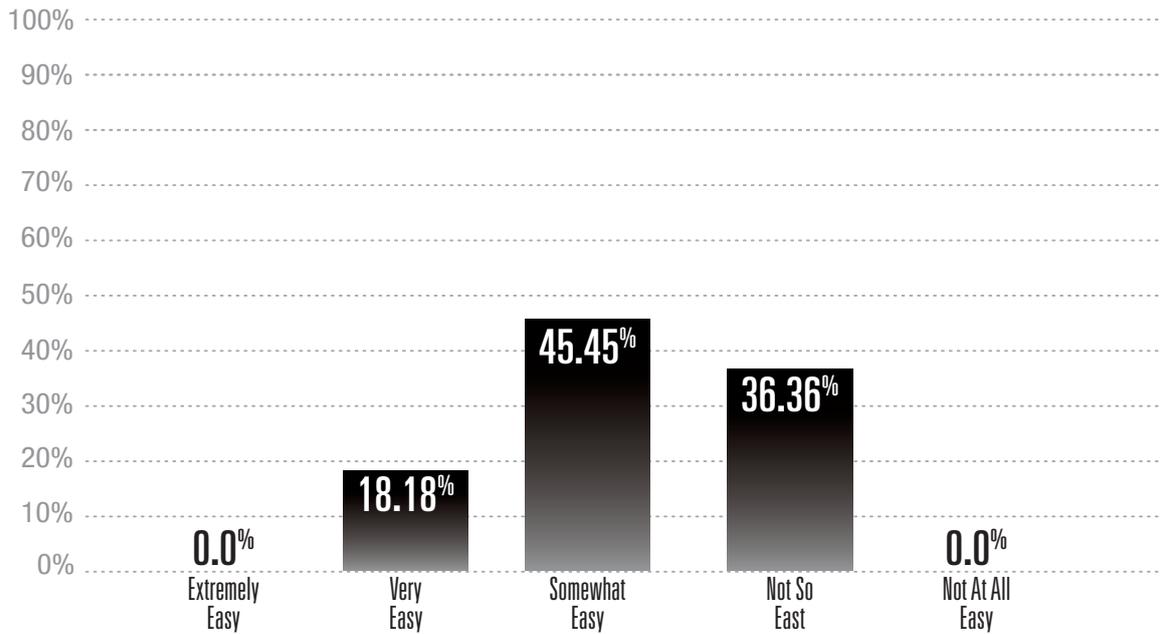
Negative Results

Organization

The most common complaint about MySHU is its organization or lack thereof. Users stated they feel overwhelmed with the amount of information, which makes the space feel cluttered. Several users stated it was confusing and difficult to navigate since the information did not feel prioritized. Users struggled with finding things, as 45.45% stated it was only somewhat easy to locate information, while 36.36% said it was not so easy.

How easy was it to find what you were looking for on MySHU?

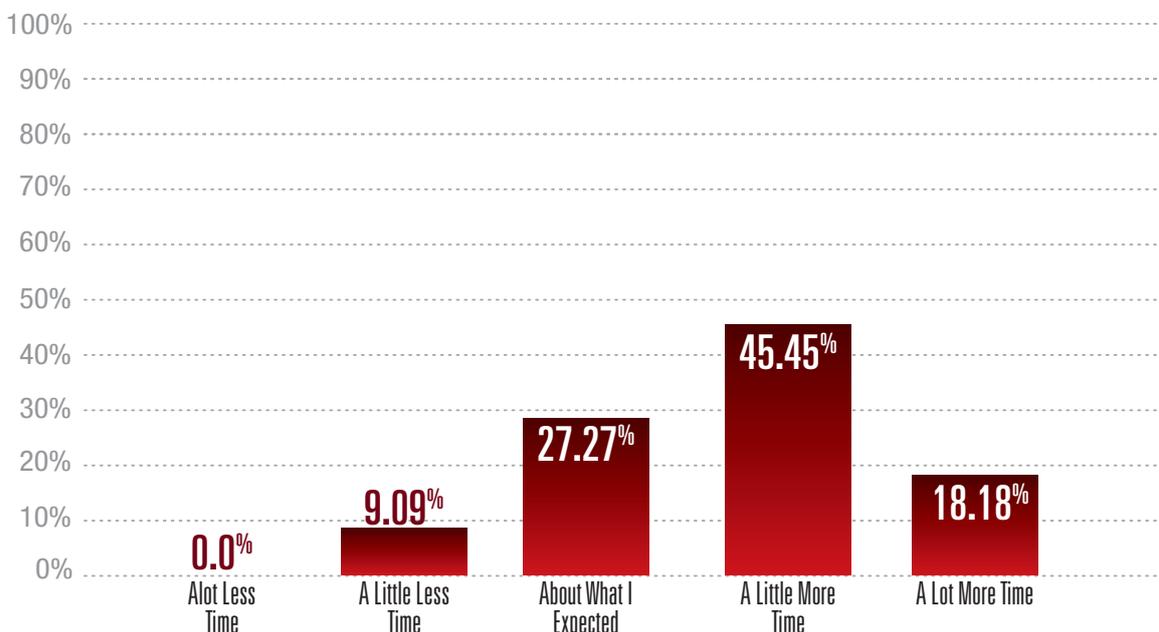
Answered: 22 Skipped: 0



45.45% of respondents also stated it took them a little more time than they expected to find information they were seeking.

Did it take you more or less time than you expected to find what you were looking for on MySHU?

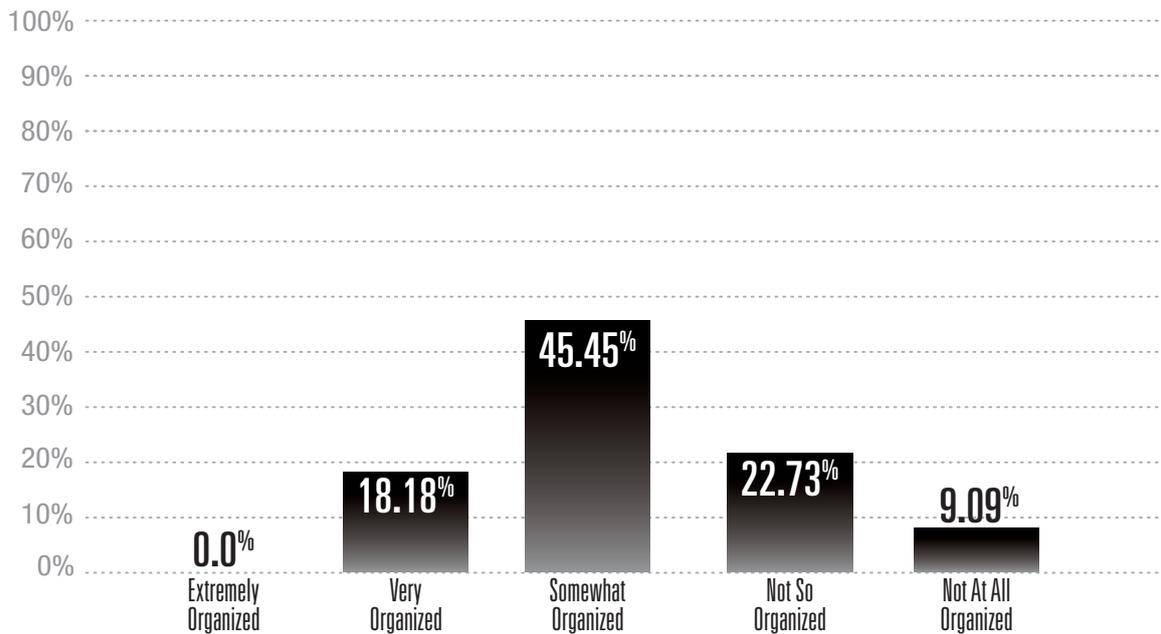
Answered: 22 Skipped: 0



Similarly, 45.45% feel the site is only somewhat organized, 22.73% feel it is not organized, and 9.09% felt MySHU is not organized at all.

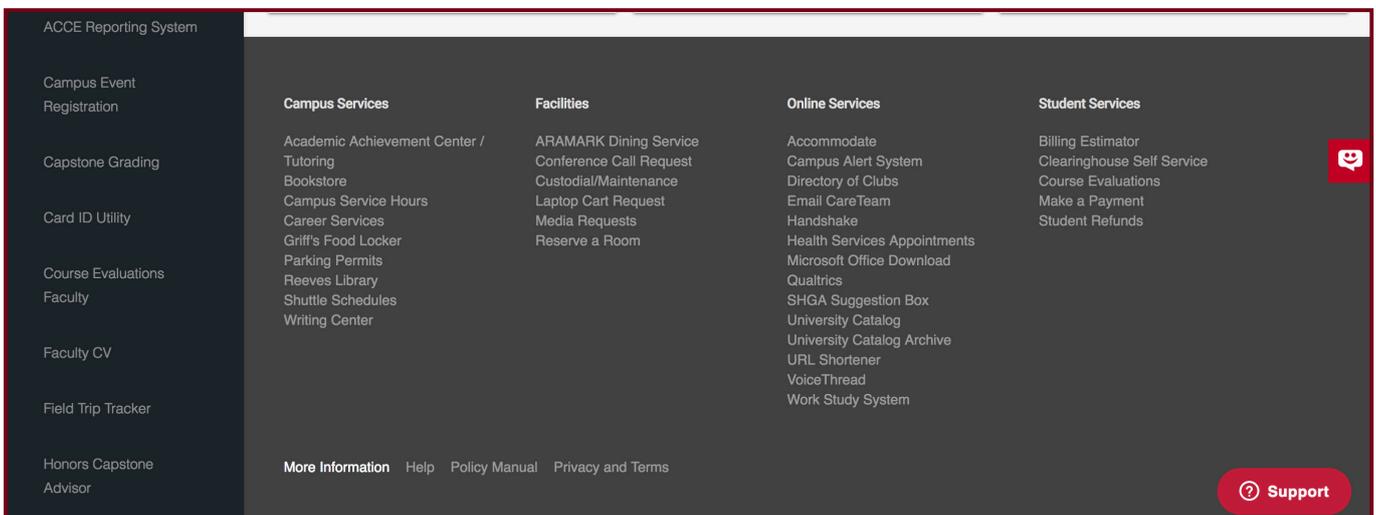
How organized is the information located on MySHU?

Answered: 22 Skipped: 0



Bottom Navigation

While users are comfortable using the left side navigation for links, several respondents complained the bottom navigational area is a catchall area. There are many links assembled at the bottom in seemingly random order. Several of these links are items students and faculty find useful, such as the University Policy Manual, work study, and library links. Users are frustrated they need to scroll through several other areas to look for the information needed, which is often found in small fonts.



Large, information-intense bottom navigation area

Photos/Moments

While many users find the photo area enjoyable, a nearly equal number of users found it waste of space, which could be used for information relevant to students or faculty members.

Search Functionality

There is a lot of confusion with users over the search function on MySHU. Some respondents mistook the Directory search with a global site search function. Others listed the following problems with the search feature:

- Cannot go back to results once you've searched and some search terms don't bring up the results as they should
- Search bar is not always accurate
- A stronger, more accurate search area is requested

Tutorial

The tutorial popup is a problem for students, which surfaces with inconsistency. Some students have never seen the tutorial, others have completed the tutorial and never seen it again, and others are plagued with the tutorial popping up on every use. Aside from the recurrence of the tutorial, students state it does not teach them anything new: the tutorial shows them how to locate the Moments/Photos are, which is prominent on the page once the user logs in.

User Suggestions

Several survey respondents and interviewees stated they desire easier access to the following areas of the site: library, work-study, and directory. One major request was for personalization and customization. Users would like the ability to move menus around so the things that are important to the user can be placed where they would like them to be. One respondent stated, "The ability to customize which "sections" are displayed on the main portal screen, personalized academic information (such as schedule and class status), and prioritization of links above others. Some, such as the Work Study System, are all the way down at the bottom while a non-functional notification bell remains at the top."

Finally, users stated it is very difficult to navigate the site if you are on a mobile device. It does not appear to be optimized properly for mobile or tablet usage, causing the user to scroll, pinch, and zoom in and out in order to navigate the site. This becomes problematic when the user is browsing the already small, information-packed bottom navigation.

Inconsistency

Because MySHU is a landing page tying together several other areas including GriffinGate, Griffin's Lair, work-study, the Library, and other individual websites, the jump into these different interfaces can be jarring. There is a lot of inconsistency in colors, layout, logo usage, fonts, and information provided. These inconsistencies confuse the user. Color usage on the site is very confusing, and respondents stated they do not feel it feels like the university's identity.

Examples of portal Inconsistency

Initial page of MySHU

The screenshot shows the MySHU portal for user Sara Tinnick. The interface includes a top navigation bar with links for Departments, Directory, Documents, Forms, and Happenings. A left sidebar contains a 'MyMenu' with various utility links. The main content area is divided into 'Moments' (a gallery of photos) and 'Academic Information' (a table of course schedules).

Academic Information - Fall 2017

Course	Meets	Enrolled
SAR 180 98 Digital Imaging I <i>Seton Hill Arts 211</i>	S	7
SAR 230 01 Typography I <i>Seton Hill Arts 209</i>	MW	4
SAR 230 02 Typography I <i>Seton Hill Arts 209</i>	MW	8
SAR 230 P1 Typography I <i>Seton Hill Arts 209</i>	MW	12
SAR 390 02 Graphic Design II <i>Seton Hill Arts 209</i>	TR	10
SAR 390 P1 Graphic Design II <i>Seton Hill Arts 209</i>	TR	10

Academic Information - Spring 2018

Course	Meets	Enrolled
SAR 382 01 Interaction Design <i>Seton Hill Arts 209</i>	TR	7
SAR 475 01 Art Seminar: Motion Design <i>Seton Hill Arts 209</i>	MW	12
SAR 480 02 Prof. Practice for Visual Arts <i>Seton Hill Arts 209</i>		

The screenshot shows the GriffinGate portal for a faculty member. It features a top navigation bar with links for Home, Student, Faculty, Employee, Capstone, Entrepreneurial Skills, and My Pages. The main content area is organized into several sections: Faculty Course Control, Announcements, Grade Entry, Room Schedules, and Course Schedules.

Faculty Course Control - Course List for Sara E Tinnick

Course	Title	Go Directly To
SAR 180 98	Digital Imaging I	Select Area ...
SAR 230 P1	Typography I	Select Area ...
SAR 390 P1	Graphic Design II	Select Area ...

Faculty Forms - Faculty Travel Information

Travel & Entertainment Policy
(.pdf, 444K)
[Download](#)

GriffinGate: User is taken to this page or Griffin's Lair after clicking away from MySHU

Examples of portal Inconsistency

GriffinGate: User is taken to this page or Griffin's Lair after clicking away from MySHU

The screenshot shows the Griffin's Lair University Intranet interface. At the top, there is a header with the university logo and name, and a user greeting: "WELCOME SARA - MY ACCOUNT" with a "LOGOUT" link. Below the header is a navigation menu with options: HOME, DEPARTMENTS, DIRECTORY, HAPPENINGS, DOCUMENTS (highlighted), FORMS, GRIFFINGATE, MyMENU, and HELPDESK. The main content area is titled "University Documents" and includes a search bar labeled "Document Search :". Below the search bar is a "TOP 10 Downloads" table.

Document	Department	Downloaded
Menus	Aramark Dining Services	17105 times
Registration Information	Registrar	16939 times
Athletic Department Visitors Guide	Athletics	16616 times
2017-2018 Comprehensive Academic Calendar	Registrar	11903 times
Westmoreland County Community College Transfer Guide	Admissions - Undergraduate	10971 times
SHUTTLE SCHEDULE - WEEKDAYS	Campus Police - Security	10096 times
Course Schedule Fall 2017	Registrar	10020 times
Equity in Athletics 2009	Athletics	7916 times
Course Schedule Spring 2018	Registrar	6901 times
Financial Information	Student Accounts	5679 times

Negative Feedback



Lack of Organization

“ There is an **overwhelming** amount of information that makes the site seem **cluttered**. ”

Bottom Navigation

“ The collection of items at the bottom of the page is **not very intuitive**, especially the Policy Manual at the very bottom. ”



Photos & Moments

“ I **don't like** that the moments pictures take up the majority of the page. I think it could take up a **much smaller portion**. ”

Search Function

“ **Cannot go back** to results once you've searched and some search terms **don't bring up the results** as they should. ”



Tutorial

“ All the **annoying tutorial** popups do is show you where the "Moments" photos are and **it's pretty obvious** where the photos are without a tutorial box to tell me that. ”

Inconsistency

“ The bouncing to the previous site (GriffLair) and the way some important material is shelved at the bottom of the page...**where I get lost** looking around for it. ”



Recommendations

Information Reduction and Customization

While many of the users enjoy the “one-stop-shop” experience, more users expressed confusion when being presented with so much information in one place. Reducing the amount of information is recommended. Allowing the users to customize their MySHU experience could solve this issue. Drag and drop customization would allow students and faculty to personalize MySHU to their work-flow and needs individually, reducing the need to make difficult decisions on what content to include. The user could add a module or remove it as their situation dictated within each semester or year. An in-depth survey of faculty and student needs is recommended. 50% of respondents stated they feel Seton Hill only somewhat understands their needs.

Navigation

Since many users feel very comfortable with the left side navigation and the “Waffle Icon,” it is recommended these stay in place, but the information contained therein be reassessed. The most commonly used links need to be split between these two navigational areas. Since students and faculty use Canvas and Gmail, these links should stay within the Waffle Icon. Other links to be considered for both the left navigation area and the Waffle Icon include: library, work study, GriffinGate, maintenance, writing center, and registration. The split between each navigation area should be made based on frequency of use:

Waffle Icon – Daily/Weekly Usage

- Canvas
- Gmail
- OrgSync
- Library
- Directory

Left Navigation

- Work Study Program
- GriffinGate
- Maintenance
- Writing Center
- Parking Ticket Appeal
- Meal Plan Balance
- Print Balance
- Course Schedules
- Registration

Several of these links would be moved from the frustrating bottom navigational area and moved into a more prominent position on the portal.

Addition of Important Information

While MySHU houses a plethora of links to many important pages, it misses the mark when it comes to student and faculty life. Once logged in, students expressed a desire to see information pressing to their day: meal plan balance, menus for food service around campus, class announcements, class schedules, and parking ticket appeals.

Moments

Many users responded positively to seeing the photos of other students and faculty members on campus. However, more users stated they do not even look at the photos. Even those

who enjoy the photos admitted they take up far too much space on the MySHU portal. The recommendation is to reduce the Moments area to a single column of images along the right side of the page. This will allow more important information to become the focal point of the page. This is also a great example of content, which could be customized: if a user wishes to see the Moments area larger, they can rearrange their page with it in a more prominent location.

Search Functionality

Since the directory and search function are often confused, it is recommended the search function be restructured to provide consistent results and placed prominently on the MySHU portal. Placement near the top of the page, perhaps to the left of the Waffle Icon, will provide a consistent, familiar location for the user. The directory should be moved lower on the page and redesigned to be more user-friendly. This includes clearly labeled headers and fields, along with a prominent “Search” button, which is completely missing in the current integration. The search feature must also be reconfigured to provide consistent, reliable results. This will also help with the site's credibility. Currently, nearly 30% of respondents seem to doubt the validity of the information presented. Returning reliable results that match the user's query will increase the credibility of MySHU.

Tutorial

The tutorial function should be disabled completely. Since it is not functioning with consistency and is not imparting useful information, other tutorial methods need to be considered. These include PDF walkthroughs, YouTube how-to's, or training session on campus coordinated with new feature rollouts.

Create Consistency

Due to the patchwork nature of the current website, it is important to create consistency across all digital interfaces. The creation of a brand standards manual for all content creators to utilize will help to ensure consistency. This manual should specify color palettes, fonts, available layouts, logo usage, and content creation guidelines. A web brand manager can also help to oversee the production of content to ensure it meets the manual's standards. This consistency helps the user navigate from one site to the next seamlessly, without being confused about where they are or what they are looking for. Since Seton Hill is in the process of combining several old systems into a more coherent interface, ensuring each page looks the same can alleviate some of the confusion. One respondent stated, “The bouncing to the previous site [GriffinGate and Griffin's Lair] and the way some important material is shelved at the bottom of the page...where I get lost looking around for it. The most important doc in faculty life -- the policy manual -- is next to the stock privacy statement, and it goes to an older version? The directory requires extra clicks to get to phone numbers? It all assumes a user familiar with hunting around on Griff Lair -- if I were a new faculty member, I'd be lost. Woe be to our students, too.”

Mobile Optimization or Application Development

Since faculty members are now required to use a smartphone due to DUO authorization and most students own a smartphone, it is highly recommended the site become fully mobile and tablet responsive. Currently, users must scroll and zoom in to view the information on the page, and not all areas function properly. Another suggestion is to create a proprietary mobile application for students and faculty to access important information. This could be a duplicate of the MySHU offerings, or a stripped down version.

8. What major problems do you encounter when using MySHU? What do you dislike about MySHU?

9. Rank your comfort level with MySHU on a scale of 1 to 10. 1 being not at all comfortable, 5 being neutral, and 10 being an expert level user. Explain as necessary. Why did you assign this rating?

10. How does MySHU address your specific needs? What does it offer to make your student/faculty experience better?

11. How does MySHU NOT address your specific needs? What could it offer to make your student experience better?

12. Describe the organization of the MySHU portal in your own words.

13. How easy is it to understand the information on MySHU on a scale of 1-5, 1 being extremely easy, 2 being very easy, 3 being some what easy, 4 being not so easy, and 5 being not easy at all? Why did you assign this rating?

14. Do you trust the information on MySHU? Why or why not?

15. Is MySHU something you need? How could it become something necessary in your student/faculty life?

Appendix 1.1 - SurveyMonkey Online Survey

MySHU Feedback - Sara Tinnick Graduate Project

1. Overall, how well does MySHU meet your needs?

- | | |
|--------------------------------------|---------------------------------------|
| <input type="radio"/> Extremely well | <input type="radio"/> Not so well |
| <input type="radio"/> Very well | <input type="radio"/> Not at all well |
| <input type="radio"/> Somewhat well | |

2. How easy was it to find what you were looking for on MySHU?

- | | |
|--------------------------------------|---------------------------------------|
| <input type="radio"/> Extremely easy | <input type="radio"/> Not so easy |
| <input type="radio"/> Very easy | <input type="radio"/> Not at all easy |
| <input type="radio"/> Somewhat easy | |

3. Did it take you more or less time than you expected to find what you were looking for on MySHU?

- | | |
|---|--|
| <input type="radio"/> A lot less time | <input type="radio"/> A little more time |
| <input type="radio"/> A little less time | <input type="radio"/> A lot more time |
| <input type="radio"/> About what I expected | |

4. What do you like most about MySHU?

5. How organized is the information located on MySHU?

- | | |
|---|--|
| <input type="radio"/> Extremely organized | <input type="radio"/> Not so organized |
| <input type="radio"/> Very organized | <input type="radio"/> Not at all organized |
| <input type="radio"/> Somewhat organized | |

6. How easy is it to understand the information on MySHU?

- Extremely easy
- Very easy
- Somewhat easy
- Not so easy
- Not at all easy

7. How much do you trust the information on MySHU?

- A great deal
- A lot
- A moderate amount
- A little
- Not at all

8. How well do you feel that Seton Hill understands your user needs?

- Extremely well
- Very well
- Somewhat well
- Not so well
- Not at all well

9. When you think about MySHU, do you think of it as something you need or don't need?

- Definitely need
- Probably need
- Neutral
- Probably don't need
- Definitely don't need

10. Overall, how would you rate MySHU?

- Excellent
- Very good
- Good
- Fair
- Poor

11. In your own words, what are the things that you like most about the MySHU portal?

12. What did you dislike about MySHU?

13. What would make you more likely to use MySHU?

14. Do you have any other comments about how we can improve MySHU?

Appendix 2.0 - Student Screener

Screening Questionnaire

Student Screener

Do you utilize MySHU?

- Yes No [End Interview]

How often do you access MySHU?

- Multiple times per day Once per day Once a week
 Once a semester Once a year [End Interview]

What is your living situation?

- Main campus resident Commuter
 Off-campus/Downtown resident (housing owned by Seton Hill University)

What information do you access on MySHU?

- Grade information Tuition Management System Directory information
 Canvas Login Happenings Lost and Found
 Events Athletics Announcements
 ZenDesk Financial Aid Center Course Evaluations
 Other (Specify)

What devices do you use to access MySHU?

- PC Apple iPad
 Other tablet device iPhone Android
 Other mobile device Lab computer
 Other (Specify)

What class level are you?

- Freshman Sophomore Junior
 Senior Graduate Student Professional Student
 Other (Specify)

Are you an athlete?

- Yes No

Based on the options below, rate your study habits:

- I complete assignments or study right away
 I try to balance my studying, job, and personal life equally.
 I wait until the last minute
 It depends on the subject
 I don't study

Rate your comfort level with technology:

- I am very comfortable with technology and utilize it everyday.

- I am somewhat comfortable with technology.
- I am somewhat uncomfortable with technology. I find myself needing some help
- I am very uncomfortable with technology and prefer traditional methods of communication, studying, and task completion.

How much time do you spend utilizing a computer each day?

- 10+ hours
- 6-9 hours
- 3-5 hours
- 1 or 2 hours
- 0 hours [End Interview]

Appendix 2.1 - Faculty Screener

Faculty Screener

What devices do you complete DUO Authentication on?

- | | | |
|--|--|--|
| <input type="checkbox"/> Apple Watch | <input type="checkbox"/> iPhone | <input type="checkbox"/> Office Phone |
| <input type="checkbox"/> Android Phone | <input type="checkbox"/> Other Mobile Device | <input type="checkbox"/> Electronic Passcode |
| <input type="checkbox"/> Email | <input type="checkbox"/> Hard Key | <input type="checkbox"/> iPad |
| <input type="checkbox"/> Other Tablet Device | <input type="checkbox"/> I do not authenticate [End Interview] | |

What information do you access on MySHU?

- | | | |
|---|--|---|
| <input type="checkbox"/> Canvas | <input type="checkbox"/> Forms/Documents | <input type="checkbox"/> Calendar Information |
| <input type="checkbox"/> Events | <input type="checkbox"/> Athletics | <input type="checkbox"/> Announcements |
| <input type="checkbox"/> ZenDesk | <input type="checkbox"/> Academic Alerts | <input type="checkbox"/> Academic Information/Rosters |
| <input type="checkbox"/> Gmail only [End Interview] | | |
| <input type="checkbox"/> Other (Specify) | | |

How often do you access MySHU?

When do you access MySHU?

Where do you access MySHU?

- | | | |
|--|---|----------------------------------|
| <input type="checkbox"/> My office | <input type="checkbox"/> In the classroom | <input type="checkbox"/> At home |
| <input type="checkbox"/> Other (Specify) | | |

What department are you employed within?

What is your Academic Rank?

- | | | |
|--|--|--|
| <input type="checkbox"/> Professor, | <input type="checkbox"/> Associate Professor, | <input type="checkbox"/> Assistant Professor |
| <input type="checkbox"/> Instructor | <input type="checkbox"/> Fixed-Term Adjunct, Temporary | <input type="checkbox"/> Adjunct |
| <input type="checkbox"/> Adjunct with Continuing Appointment | | |
| <input type="checkbox"/> Part-Time Professor/Instructor with non-teaching duties | | |

How many years of experience do you have with Seton Hill University?

Do you have experience with the following Seton Hill interfaces?

- | | | |
|---|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> Moodle | <input type="checkbox"/> Jenzabar | <input type="checkbox"/> GriffinGate |
| <input type="checkbox"/> Griffin's Lair | | |

What are your goals when utilizing MySHU?

Appendix 3.0 - Student Interviews

One-on-One Interview

Basic Information

Interviewee Alias:	Wonder Twin 1
Age:	20
Class Level:	Sophomore
Major:	Graphic Design
Living Situation:	On campus
Habits:	Extremely organized; higher grades of the two twins; hold multiple work study positions outside of the art department

Interview Questions

Explain what you use MySHU to accomplish. How do you use it daily? Why do you access it?

Accesses **Canvas**, the **Library**, **Workstudy page**, and **OrgSync**. Also uses MySHU for **Griffin's Lair**, **printing balance**, and **mailbox info** (Asked for clarification: in-house and off campus mail, non-digital). **Canvas** and **email** are accessed not only daily but **several times a day**.

2. Show me your typical workflow: Where do you go when you first login? What factors change where you go and what you do?

Glances at the **Picture of the Day** and then **Events**. Goes directly to the **grid icon** at the top right to go to **Canvas**, **Gmail**, **GriffinGate**, and **OrgSync**. If the **Library** or **Workstudy** is needed, she has to scroll the whole way to the bottom of the page to find the links. She stated this is **hard to access while on mobile**: there is more scrolling along with zooming in and out (site is not responsive).

3. What areas are the easiest for you to use? Why? What areas are the most difficult? Why?

Very easy to use in general. Provides easy access to **Canvas**, **Gmail**, and **OrgSync**. She likes how it gives you **updates** on **events** around campus and allows you quickly find what you are looking for. The only things she finds **difficult** is navigating the site on mobile because there isn't a version designed for phones.

4. What tasks do you perform daily? Weekly? Monthly? Per Semester? Yearly?

Daily: Canvas, Gmail; **Weekly**: OrgSync, Library sites if she has books checked out or events she plans to attend; **Monthly**: Checks printing balance **Every Semester**: GriffinGate to register for classes.

5. How does MySHU differ from other platforms you have used? Griffin's Lair, GriffinGate, Jenzabar, or other interfaces?

Different because of its organization and variety of information. Everything is split into separate bars and can be opened or closed depending on what you want to view. She feels it gives a nice overview of what's happening on campus - pictures, event calendar, announcements, lost and found, and sports scores. It is also different because it links her to an abundance on information and sites for things on campus and things needed in class.

6. What do you wish you could do with MySHU? What is your Wish List? What would make you more likely to use MySHU?

The **only** thing she would change would be to offer a mobile version of the site and make some sites - like the **Library and Work Study** site - more accessible and visible.

7. What major problems do you encounter when using MySHU? What do you dislike about MySHU?

No major problems with the site so far, and there is no reason for her to dislike it. It has been very helpful for her so far.

8. Rank your comfort level with MySHU on a scale of 1 to 10. 1 being not at all comfortable, 5 being neutral, and 10 being an expert level user. Explain as necessary.

8 - Does not feel she is an expert, but she is **very comfortable** navigating the site and can find new links or information relatively quickly.

9. How does MySHU address your specific needs? What does it offer to make your student/faculty experience better?

Since she is in the **workstudy** program, the site has a direct link that allows her to sign in to work very easily. She also access the **library**, **email**, **canvas**, and other sites. These are the things she needs to function as a successful student.

10. How does MySHU NOT address your specific needs? What could it offer to make your student/faculty experience better?

Other than making it **easier to access the library and work study systems**, she feels optimizing it for **mobile** would help her out tremendously.

11. Describe the organization of the MySHU portal in your own words.

"Being a very organized person - I am very pleased by the layout of the website. The sites I need the most (**Gmail**, **Canvas**, **OrgSync**) are all together, the information on the main page (**events**, **pictures**) are all separate from each other and can be opened or collapsed, and the side bar on the left gives easy access to other student services.

12. How easy is it to understand the information on MySHU on a scale of 1-5, 1 being extremely easy, 2 being very easy, 3 being some what easy, 4 being not so easy, and 5 being not easy at all?

She rates the site as a **2 - very easy** - it is easy to navigate and the information is broken into comprehensive sections. It also has several helpful menu bars which help aid in finding information.

13. Do you trust the information on MySHU? Why or why not?

Yes, because she knows the information is from the school- so she trusts that they are giving accurate information

14. Is MySHU something you need? How could it become something necessary in your student/faculty life?

It is something she needs as a student. It provides a lot of information and makes a lot of sites she would normally spend hours looking for readily available. She says it is a great help.

15. Do you utilize MySHU in the classroom? Why? Why not?

Yes, she uses it to access **Canvas** - which she uses for all of her classes. She also uses it to see what **events are happening and if they conflict with class times**.

One-on-One Interview

Basic Information

Interviewee Alias: Wonder Twin 2
Age: 20
Class Level: Sophomore
Major: Graphic Design
Living Situation: On campus
Habits: Very organized; excellent grades; is not as involved as Twin 1

Interview Questions

Explain what you use MySHU to accomplish. How do you use it daily? Why do you access it?

She doesn't use MySHU that much. She uses it when she needs to go to the **Library** and for **Work Study** sites.

2. Show me your typical workflow: Where do you go when you first login? What factors change where you go and what you do?

Once she logs in, she is automatically taken to MySHU. She goes to **Canvas** because she uses that the most. When she needs to sign into the **Work Study** site or visit the **Library** she scrolls down to the bottom of the page to those links.

3. What areas are the easiest for you to use? Why? What areas are the most difficult? Why?

The whole site is pretty easy to use. Everything is labeled and easy to follow. The sidebar is especially useful.

4. What tasks do you perform daily? Weekly? Monthly? Per Semester? Yearly?

Daily: Checks **Gmail** and **Canvas** for updates; **Less Frequently** - calendar to find out what's happening on campus; **Semester** - Register for classes so she needs to find the course schedule; She also needs to access her financial aid each semester.

5. How does MySHU differ from other platforms you have used? Griffin's Lair, GriffinGate, Jenzabar, or other interfaces?

It's a little better organized than GriffinGate. She has trouble finding things on GriffinGate.

6. What do you wish you could do with MySHU? What is your Wish List? What would make you more likely to use MySHU?

When class **registration** comes around, it would be great if the course **schedule** was more accessible; she **struggles** to find it.

7. What major problems do you encounter when using MySHU? What do you dislike about MySHU?

She hasn't encountered any problems with it so far; she thinks it works pretty nicely

8. Rank your comfort level with MySHU on a scale of 1 to 10. 1 being not at all comfortable, 5 being neutral, and 10 being an expert level user. Explain as necessary.

8 - She finds it simple, pretty self explanatory, and all information is clearly labeled.

9. How does MySHU address your specific needs? What does it offer to make your student/faculty experience better?

It provides an easy way to find information whenever she logs into her account. She likes the **Upcoming Events** tab that keeps her posted on what's happening around the school.

10. How does MySHU NOT address your specific needs? What could it offer to make your student/faculty experience better?

She thinks it is pretty good as-is.

11. Describe the organization of the MySHU portal in your own words.

"All the different things are broken into panels with more information below them (like Upcoming Events, Announcements)"

12. How easy is it to understand the information on MySHU on a scale of 1-5, 1 being extremely easy, 2 being very easy, 3 being some what easy, 4 being not so easy, and 5 being not easy at all?

She rates the site as **1 Extremely Easy** - everything is pretty easy to understand.

13. Do you trust the information on MySHU? Why or why not?

Yes - because it is coming from the university not random social media.

14. Is MySHU something you need? How could it become something necessary in your student/faculty life?

Yes - it does help me as a students by providing her with a lot of useful information.

15. Do you utilize MySHU in the classroom? Why? Why not?

She usually doesn't use MySHU in class - she'll access **Canvas** through MySHU during class but she doesn't needs it because all of her class info is in Canvas [student uses a quick link in her bookmarks bar to access Canvas]

One-on-One Interview

Basic Information

Interviewee Alias:	Talisman
Age:	20
Class Level:	Sophomore
Major:	Graphic Design
Living Situation:	Commuter
Habits:	Good grades; disorganized; has focus/attention problems, but answers questions quickly in class; enjoys discussing things

Interview Questions

Explain what you use MySHU to accomplish. How do you use it daily? Why do you access it?

She looks up information on person progress in school (**academic progress**); Locates forms and information about SHU

2. Show me your typical workflow: Where do you go when you first login? What factors change where you go and what you do?

What she is looking for is normally under MySHU on the left side. If not, she navigates to the top panel where **documents** or **forms** are located. It depends on the information she's seeking.

3. What areas are the easiest for you to use? Why? What areas are the most difficult? Why?

Sometimes it's **hard to find** a section you are looking for especially if she's not sure what tabs house certain information. The **search bar is not always accurate** to take her right where she needs.

4. What tasks do you perform daily? Weekly? Monthly? Per Semester? Yearly?

Sometimes: looks at **academic progress** tabs and the **Happenings** tab - other than that she does not use it much other than **GriffinGate**

5. How does MySHU differ from other platforms you have used? Griffin's Lair, GriffinGate, Jenzabar, or other interfaces?

It is **more confusing and hard to navigate/find** what you are looking for.

6. What do you wish you could do with MySHU? What is your Wish List? What would make you more likely to use MySHU?

She wishes you could **view grades, classes, report cards, menus, and meal account balances**

7. What major problems do you encounter when using MySHU? What do you dislike about MySHU?

She does not like how when you click a tab it takes you to the old version of the site; Clarification: **MySHU navigates to GriffinGate which looks and acts totally different**

8. Rank your comfort level with MySHU on a scale of 1 to 10. 1 being not at all comfortable, 5 being neutral, and 10 being an expert level user. Explain as necessary.

6 - It is not difficult to figure out **but she was never shown everything it offers** and without training it can be confusing

9. How does MySHU address your specific needs? What does it offer to make your student/faculty experience better?

Although sometimes hard to find - it does house **lots of information**

10. How does MySHU NOT address your specific needs? What could it offer to make your student/faculty experience better?

Listing grades, reports, classes, meals, and balances.

11. Describe the organization of the MySHU portal in your own words.

"A place to find personal and school related information helpful to my progress as a student."

12. How easy is it to understand the information on MySHU on a scale of 1-5, 1 being extremely easy, 2 being very easy, 3 being somewhat easy, 4 being not so easy, and 5 being not easy at all?

She rates it as a 1 - the information is easy to understand.

13. Do you trust the information on MySHU? Why or why not?

Yes, credible and Seton Hill would not post if it was false information.

14. Is MySHU something you need? How could it become something necessary in your student/faculty life?

If it combined **Canvas and GriffinGate** and all information was found on MySHU then it could be more helpful and useful.

15. Do you utilize MySHU in the classroom? Why? Why not?

No, usually outside of the classroom; **Canvas** satisfies everything she needs during class.

One-on-One Interview

Basic Information

Interviewee Alias: Ironman
Age: 21
Class Level: Junior
Major: Graphic Design
Living Situation: On campus
Habits: Very engaged and involved student; active in many clubs on campus and plans many events; excellent grades; asks a lot of questions and turns in work early.

Interview Questions

Explain what you use MySHU to accomplish. How do you use it daily? Why do you access it?

Uses it mainly as a means to other pages like: **Canvas**, **GriffinGate**. Has been using it to look up people in the directory. Also: Has utilized the **Reserve a Room** link for an event. Also uses it to connect to **Google Calendar**.

2. Show me your typical workflow: Where do you go when you first login? What factors change where you go and what you do?

When he logs in - he goes right to the **corner navigation grid** where the dropdown menu is for **Canvas**. He couldn't find it at first, but now that he is used to the interface, he is able to quickly navigate to Canvas.

3. What areas are the easiest for you to use? Why? What areas are the most difficult? Why?

The easiest areas are the **Directory** and other **tabs at the top** because it is *right at the top!* The **Reserve a Room** link is difficult because it is **at the bottom out of sight**. The **Canvas** link is somewhat out of sight unless you search for it. So, it could be **confusing for new** people.

4. What tasks do you perform daily? Weekly? Monthly? Per Semester? Yearly?

Daily: Canvas, GriffinGate; **Once or Twice a Month:** OrgSync, Directory depending on if he has to find people; **Semester:** Google Calendar **Rarely:** Looks at pictures displayed/events

5. How does MySHU differ from other platforms you have used? Griffin's Lair, GriffinGate, Jenzabar, or other interfaces?

It looks a lot more updated [than GriffinGate or Griffin's Lair]; other sites like GriffinGate feel old fashioned and **not as well made**.

6. What do you wish you could do with MySHU? What is your Wish List? What would make you more likely to use MySHU?

If there was possibly a better **display of events happening on campus or synced through OrgSync**. It would also be nice if you could advertise events better on myShu (asked for clarification: he means being able to create a graphic for an event and have it displayed on the main page of mySHU. "Advertisements" in this sense mean informational graphics for clubs and events *outside of sports* or random pictures of events that have already happened). He usually just sees all the image and assumes there is nothing else worthwhile to look at so he leaves. Better advertising for **clubs can get more people involved on mySHU** and see what is happening. The Upcoming Events sections is all text and doesn't do advertisements justice. Therefore, he doesn't use it and he says most students use **OrgSync** now.

7. What major problems do you encounter when using MySHU? What do you dislike about MySHU?

There are no major problems besides the extra click to **Canvas**. He feels like mySHU is just a filler page the majority of the time because **Canvas** is the main location he goes to.

8. Rank your comfort level with MySHU on a scale of 1 to 10. 1 being not at all comfortable, 5 being neutral, and 10 being an expert level user. Explain as necessary.

5 - He usually doesn't scroll farther down the page to see what's there. He just goes straight to **Canvas**.

9. How does MySHU address your specific needs? What does it offer to make your student/faculty experience better?

He guesses it helps him to access the pages he needs, but he says it's easier to navigate than other websites at Seton Hill

10. How does MySHU NOT address your specific needs? What could it offer to make your student/faculty experience better?

He wishes that advertisements [for clubs and events] would be focused on more. People never know when an event is happening and people always **forget** to check out **OrgSync**

11. Describe the organization of the MySHU portal in your own words.

"MySHU is a means to other websites used by Seton Hill and a main landing page for students to find information. It is also a place of advertisement for events and other student images."

12. How easy is it to understand the information on MySHU on a scale of 1-5, 1 being extremely easy, 2 being very easy, 3 being somewhat easy, 4 being not so easy, and 5 being not easy at all?

He rates it as **3** - being somewhat easy because he just doesn't look at it a lot

13. Do you trust the information on MySHU? Why or why not?

He supposes. He doesn't go there often but assumes it's trustworthy since it's from the school. (Note: this is a clarification of his original answer which was: He typically avoids it because he doesn't go there often)

14. Is MySHU something you need? How could it become something necessary in your student/faculty life?

If it focused more on the **display of events** with images then it will be useful to him but the images there now just seem like filler. He doesn't use the event advertisement because it's off to the side and people glance at it and move on. A **better use for clubs and events would be great**.

15. Do you utilize MySHU in the classroom? Why? Why not?

He does not, unless he is going to **Canvas**. Typically he would use it for outside classroom things like **Events**.

One-on-One Interview

Basic Information

Interviewee Alias: Firebird
 Age: 20
 Class Level: Sophomore
 Major: Graphic Design
 Living Situation: Commuter
 Habits: Good grades; organized; turns work in on-time; very quiet

Interview Questions

Explain what you use MySHU to accomplish. How do you use it daily? Why do you access it?

She uses it to access **GriffinGate**, to get to **commuter forms and other documents**; checks out **event date** or to look up **information** about SHU

2. Show me your typical workflow: Where do you go when you first login? What factors change where you go and what you do?

Usually uses it to go to **Canvas** and **Gmail**; sometimes she scrolls down to try and find **dates of events**. Will use it more for **internships** or "whatever" in the future (Clarification: capstone project and necessary processes to graduate). Sometimes she browses the pictures

3. What areas are the easiest for you to use? Why? What areas are the most difficult? Why?

She doesn't use it much because she doesn't know what the important things she needs are. she guesses she uses the directory, documents, and forms to look for things.

4. What tasks do you perform daily? Weekly? Monthly? Per Semester? Yearly?

Daily: Navigate to **Canvas** and **Gmail**; **Semester** - register for classes; buys meal plans

5. How does MySHU differ from other platforms you have used? Griffin's Lair, GriffinGate, Jenzabar, or other interfaces?

It has an **annoying** tutorial "thingy;" It has a very **grid-like interface**; student **sidebar** always **confuses** her when she **can't find it** on **mobile** and **tablet** devices.

6. What do you wish you could do with MySHU? What is your Wish List? What would make you more likely to use MySHU?

She'd like it if more important **announcements** were at the **top** insetad of "**a gazillion photos**" and zumba announcements.

7. What major problems do you encounter when using MySHU? What do you dislike about MySHU?

Tutorial pop-out thing - also trying to **find dates of event** or **information** about things like where to go if you need to get something **on campus**.

8. Rank your comfort level with MySHU on a scale of 1 to 10. 1 being not at all comfortable, 5 being neutral, and 10 being an expert level user. Explain as necessary.

5 - Because she doesn't exactly **hate** it and it gets the job done; but she feels she's bad at using websites or navigation to anything at all. Clarification: she feels uncomfortable navigating complex pages.

9. How does MySHU address your specific needs? What does it offer to make your student/faculty experience better?

It is clearly labeled and she guesses sometimes the pictures are nice.

10. How does MySHU NOT address your specific needs? What could it offer to make your student/faculty experience better?

She doesn't know - she feels she's not good at navigation things and all the annoying tutorial popups do is show you where the "**Moments**" photos are and she feels it's pretty obvious where the photos are without a tutorial box to tell her that.

11. Describe the organization of the MySHU portal in your own words.

"Grid-like; scrolly; blue; **Clean bare-bones; not prioritized**"

12. How easy is it to understand the information on MySHU on a scale of 1-5, 1 being extremely easy, 2 being very easy, 3 being some what easy, 4 being not so easy, and 5 being not easy at all?

She rates it as a **4** - because she's not good with websites and you have to **scroll a lot** and look **carefully** at each white and dblue box to figure out what it is supposed to do.

13. Do you trust the information on MySHU? Why or why not?

Yes, "What else can I do?"

14. Is MySHU something you need? How could it become something necessary in your student/faculty life?

She needs it because it takes her to **forms and registration**.

15. Do you utilize MySHU in the classroom? Why? Why not?

No, she's never had to.

One-on-One Interview

Basic Information

Interviewee Alias:	Dazzler
Age:	28
Class Level:	Senior
Major:	Graphic Design
Living Situation:	Commuter
Habits:	Very organized; excellent grades; transfer student from out of state University; works very hard to support herself

Interview Questions

Explain what you use MySHU to accomplish. How do you use it daily? Why do you access it?

She mainly uses MySHU as an access point to **Canvas**

2. Show me your typical workflow: Where do you go when you first login? What factors change where you go and what you do?

Once logged in, she uses the dropdown menus on the right side of the nav bar. It seems to be the easiest way to get to important pages. Asked to clarify: Important pages: **Canvas and Gmail**

3. What areas are the easiest for you to use? Why? What areas are the most difficult? Why?

Getting to **Canvas** and **GriffinGate** are easy because she's visited them the most. It's a hassle trying to find everything that she might need on a daily basis. Asked to clarify: Calendars, events, schedules, meal options?, non-sports events, reminders, announcements, lab availability (SHAC), studio availability (SHAC), office hours, print balance, registered events, customized events.

4. What tasks do you perform daily? Weekly? Monthly? Per Semester? Yearly?

Daily: Navigate to **Canvas**; **At Times** - parking ticket appeal; parking pass forms - not the easiest to find; **Semester** - academic progress, financial aid, make a payment

5. How does MySHU differ from other platforms you have used? Griffin's Lair, GriffinGate, Jenzabar, or other interfaces?

It is pretty **cluttered** compared to interfaces at her previous school; it takes much longer for her to find what she's looking for.

6. What do you wish you could do with MySHU? What is your Wish List? What would make you more likely to use MySHU?

It would be great to have her **Class Schedule** and **Announcements** directly inside of MySHU. She thinks a **mobile application** would be helpful as well.

7. What major problems do you encounter when using MySHU? What do you dislike about MySHU?

It seems to have a lot of trouble loading. Also it keeps changing. It's hard to find what you need in the first place and then suddenly she logs in and the site is totally different. (Note: changes are due to the switch from MySHU to GriffinGate and it's multiple interfaces. Student was navigating away from the MySHU mainpage, which is currently in transition; however, the interface inconsistency was her issue prior to the update).

8. Rank your comfort level with MySHU on a scale of 1 to 10. 1 being not at all comfortable, 5 being neutral, and 10 being an expert level user. Explain as necessary.

2 - She uses it very little.

9. How does MySHU address your specific needs? What does it offer to make your student/faculty experience better?

She feels it does not address her specific needs. Scheduling - however - could be worse. Asked to clarify: scheduling is more complex and confusing, less user friendly at other universities.

10. How does MySHU NOT address your specific needs? What could it offer to make your student/faculty experience better?

The parts of the website that aren't helpful could go: **photos, events** - that information could be available on the SHU public page only. It clutters MySHU and only makes it tougher to find what she's looking for. Also - there should only be **one navigation method** - **there are far too many**.

11. Describe the organization of the MySHU portal in your own words.

"It doesn't seem to be organized at all"

12. How easy is it to understand the information on MySHU on a scale of 1-5, 1 being extremely easy, 2 being very easy, 3 being somewhat easy, 4 being not so easy, and 5 being not easy at all?

She rates it as a **2 - very easy** - it's easy to understand if you can find it.

13. Do you trust the information on MySHU? Why or why not?

It depends - some information like academic calendars **are not updated regularly**.

14. Is MySHU something you need? How could it become something necessary in your student/faculty life?

Schedules, assignments, and notifications about classes, closings, canceled classes would be very helpful on the main MySHU page; This would be excellent to have within a mobile application to have it at hand.

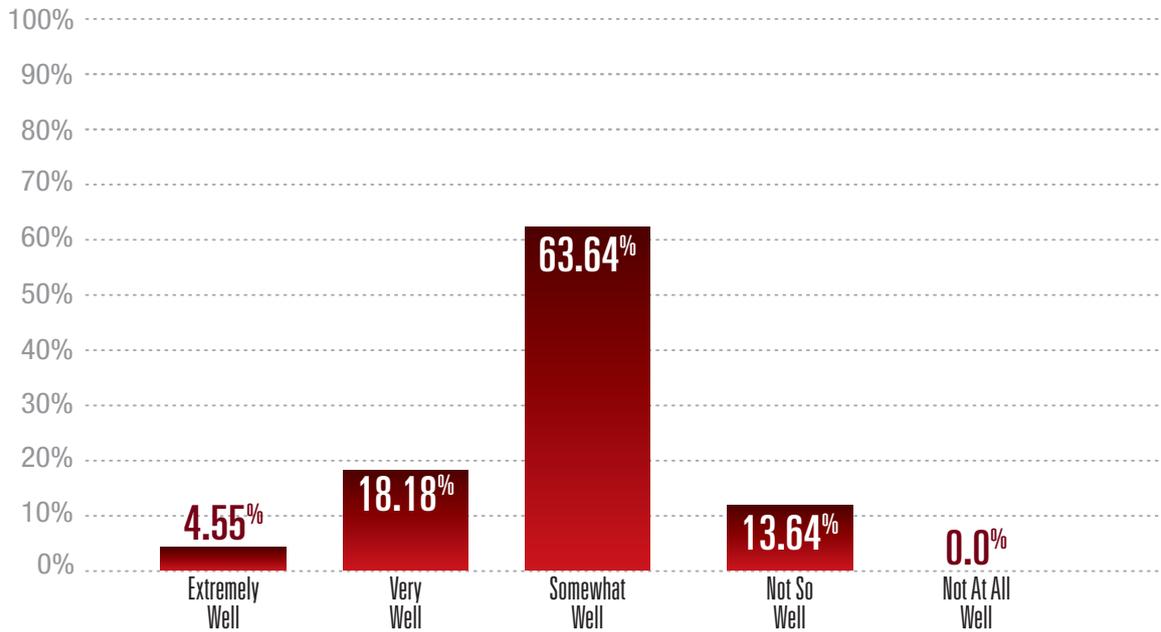
15. Do you utilize MySHU in the classroom? Why? Why not?

No, she does not find it useful.

Appendix 3.1 - Online Survey Results

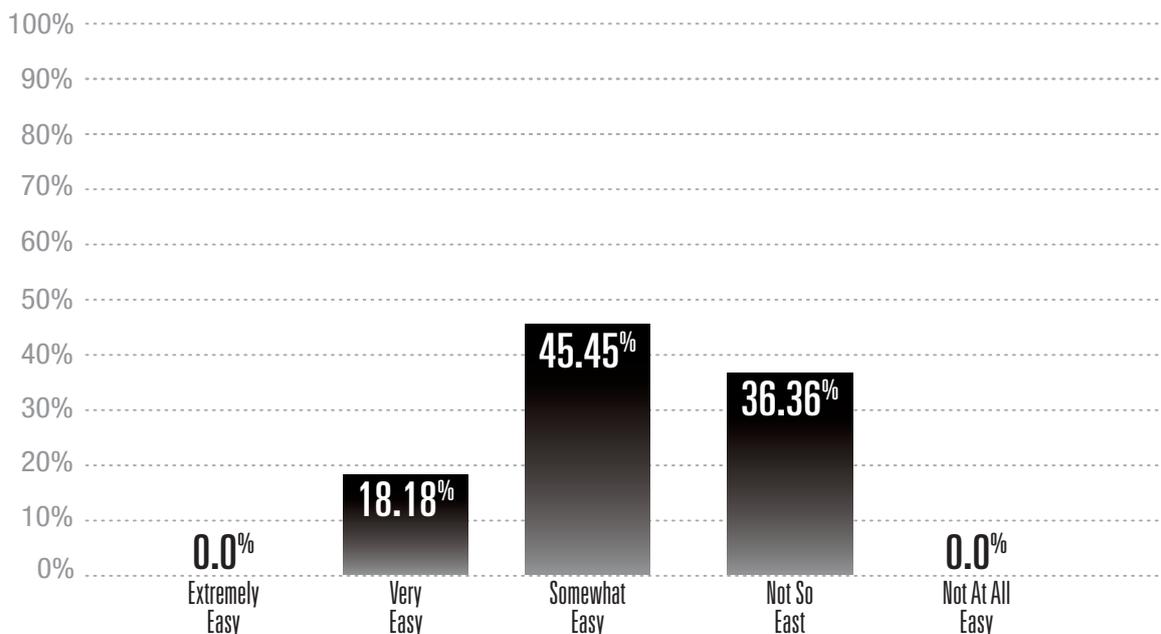
Overall, how well does MySHU meet your needs?

Answered: 22 Skipped: 0



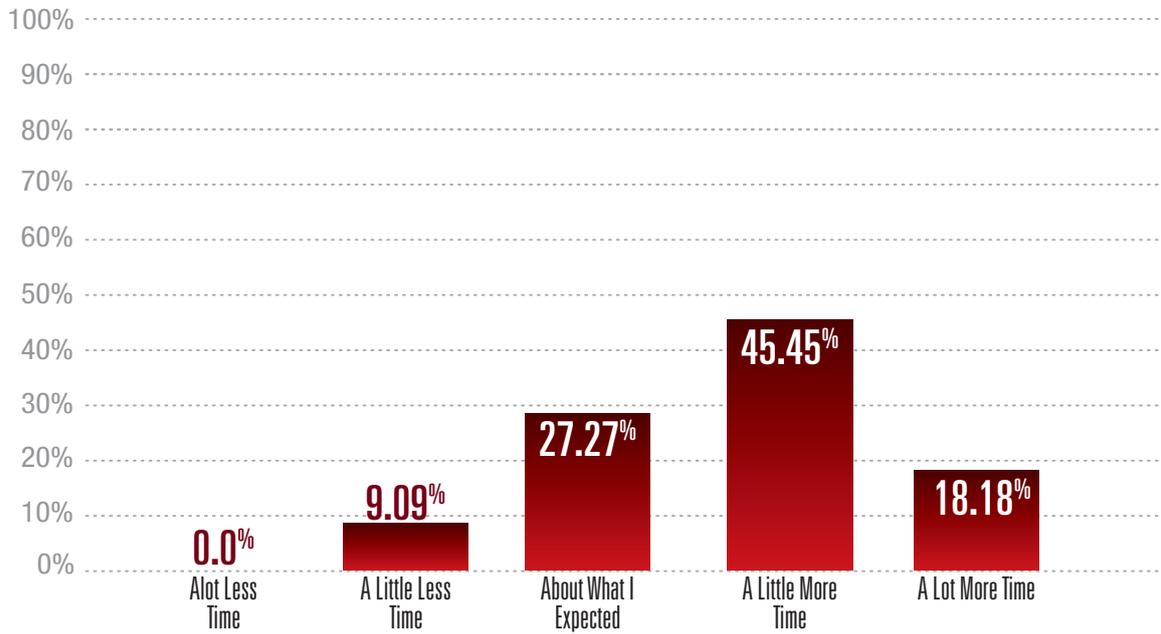
How easy was it to find what you were looking for on MySHU?

Answered: 22 Skipped: 0



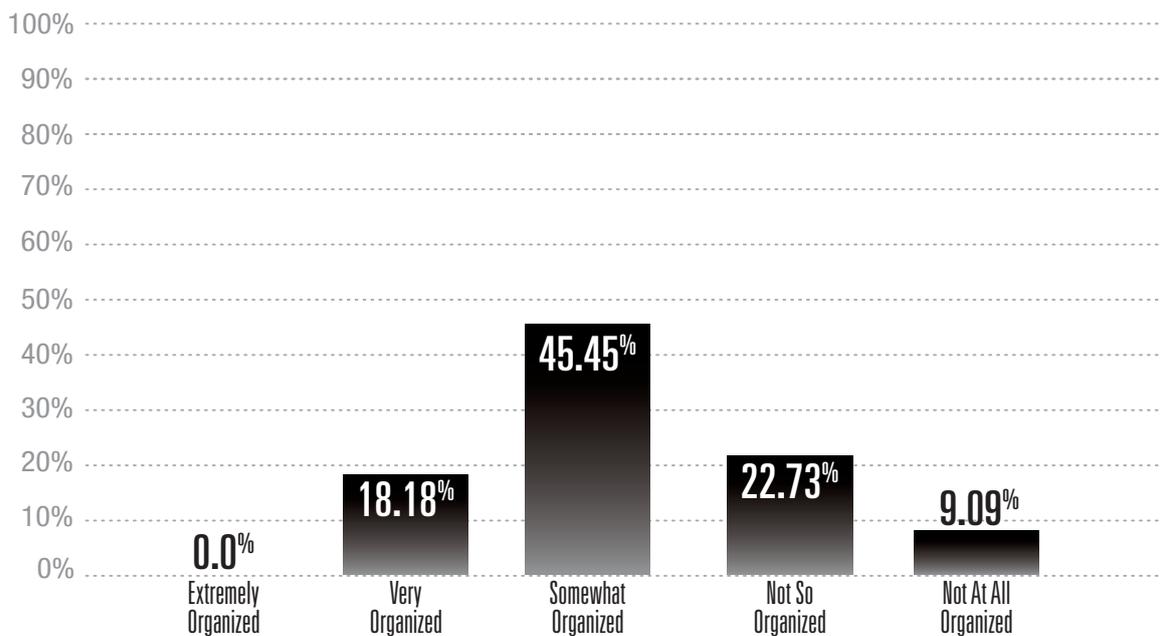
Did it take you more or less time than you expected to find what you were looking for on MySHU?

Answered: 22 Skipped: 0



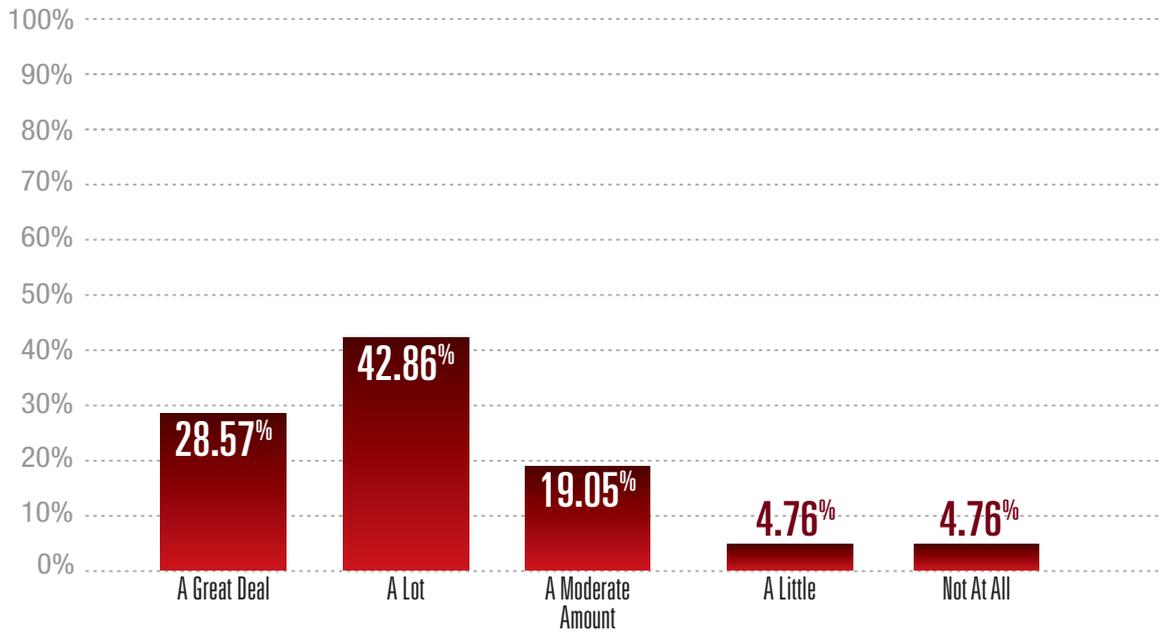
How organized is the information located on MySHU?

Answered: 22 Skipped: 0



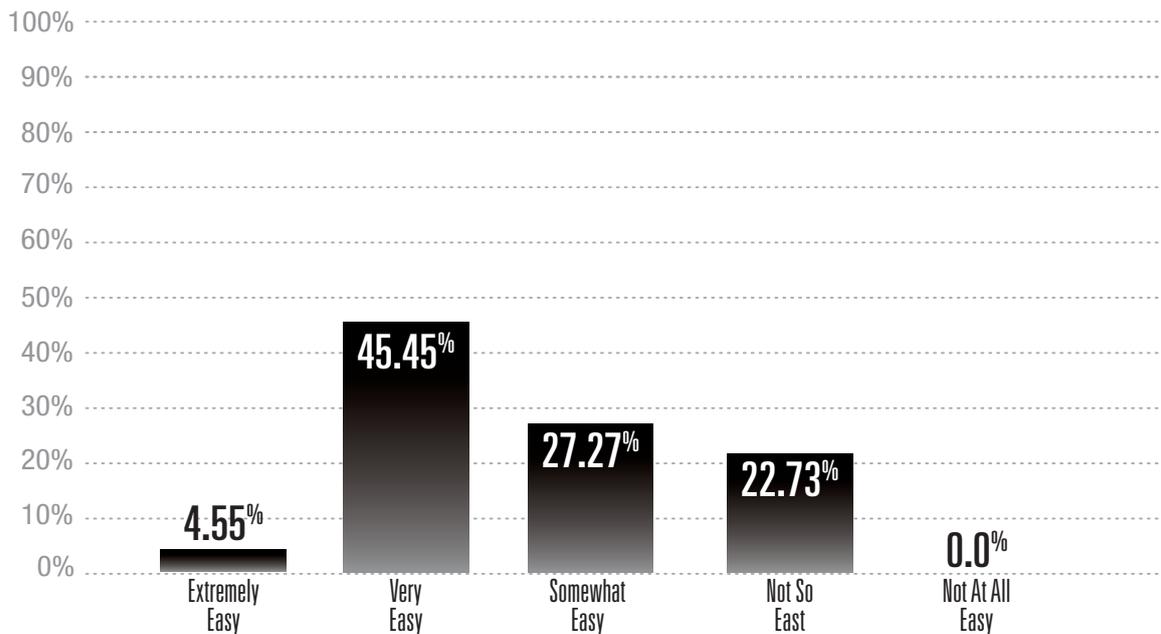
How much do you trust the information on MySHU?

Answered: 22 Skipped: 0



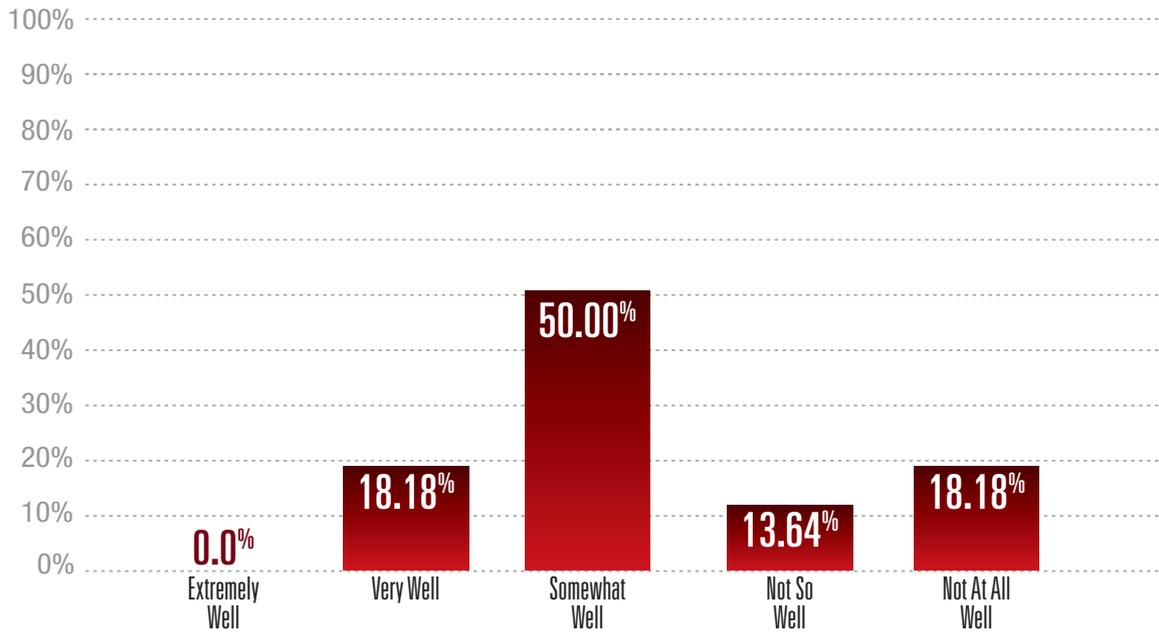
How easy is it to understand the information on MySHU?

Answered: 22 Skipped: 0



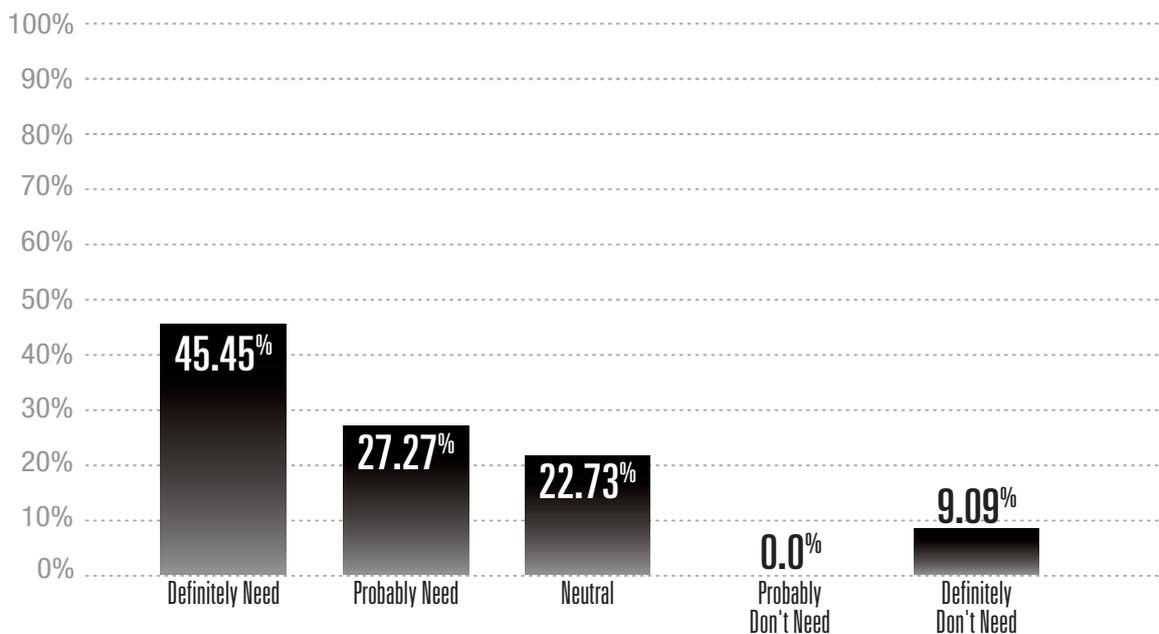
How well do you feel that Seton Hill understands your user needs?

Answered: 22 Skipped: 0



When you think about MySHU, do you think of it as something you need or don't need?

Answered: 22 Skipped: 0



Overall, how would you rate MySHU?

Answered: 21 Skipped: 1

