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# Needs Analysis of School of Education Student Portal Website

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Team  
Impact



## **Abstract**

The purpose of this study was to conduct a needs analysis of Indiana University's School of Education Student Portal, an inward-facing portal utilized by students, faculty and staff. A four-tier methodological approach was used, along with the incorporation of both qualitative and quantitative data to address the research questions. Internal stakeholders identified challenges with the content, navigation and interface of the portal. Some students were unaware the portal existed, while others familiar with the portal were unable to locate content relevant to their needs. Faculty and staff were unable to update information, and customization with program-specific information was reported as challenging due to current access protocols. Recommendations included increasing awareness for the portal, as well as modifications to content, navigation and interface.

## **Acknowledgements**

Team Impact would like to thank Professor Elizabeth Boling for the opportunity to conduct this needs analysis, and for all of her support and encouragement during this project. We would also like to give special thanks to Executive Associate Dean J. Alexander, Jane Kaho and Vicky Lewis, who patiently worked with us to deploy our surveys and relay participant feedback. This study would not have been possible without the faculty members, staff and students who participated in interviews and completed surveys on our behalf. Their assistance was crucial to the success of this project, and we greatly appreciate their time, feedback, and patience.

Finally, we would like to extend our sincere gratitude for the guidance of our professor, Dr. Yonjoo Cho, who challenged and encouraged us during this project.

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## **1. Introduction**

Indiana University's School of Education is a top-ranking school in the United States, with a combined graduate and undergraduate enrollment totaling approximately 2500 students (Annual Report, 2014). The School of Education's website consists of an outward-facing, marketing-focused home page that provides information for prospective students, and an inward-facing "Student Portal." This portal is accessed through the School's home page, and consists of 502 separate webpages. The purpose of the portal is to provide information to existing graduate and undergraduate students. The portal also serves as a resource for faculty and staff by providing program and course information, student forms, and information regarding various policies and deadlines.

Understanding website user needs are critical to effective website communications (Tardini, Adukaite & Cantoni, 2014). The needs analysis conducted by Team Impact commenced in January, 2015 and concluded in April, 2015. The data collection for this needs analysis was developed based on the recommendations of Chiou, Lin & Perng (2010) for website evaluation, and included internal stakeholder interviews and stakeholder surveys. This final report identifies, analyzes, and prioritizes the internal stakeholders' needs for the Student Portal.

## **2. Problem Statement and Purpose**

The Student Portal provides valuable information to current students, faculty, and staff. These internal stakeholders have expressed dissatisfaction and frustration with the user interface and content of the portal. The purpose of this research was to conduct a needs analysis of the portal webpages to identify user challenges and functional requirements for the portal. It is hoped that the findings and recommendations will serve to raise awareness and inform key decision-makers regarding internal stakeholders' needs.

### **3. Literature Review**

A brief review of the current literature regarding website communications in the context of higher education resulted in themes related to user satisfaction found in website content, navigation, and user interface. Strategic frameworks for website evaluation were also noted.

The key ingredients to user satisfaction in website communications were content and navigation (Kincl & Strach, 2012; Pittsley & Memmott, 2012). Website quality was perceived to be determined by technical adequacy, content quality, specific content, and web appearance (Janvrin, Gary & Clem, 2009). How content themes appear in websites, and how they communicate the purpose of higher education were also important (Saiche & Morphew, 2014). Perception of usability was also critical to user satisfaction. Nathan and Yeow (2009) identified seven factors that significantly affect user satisfaction: (a) ease of navigation; (b) friendliness; (c) interactivity; (d) download speed; (e) trustworthiness; (f) clear graphics and images; and (g) engaging colors with easy to read fonts. Finally, innovative aspects of web design were found to increase user satisfaction (Rezaeean, 2012). This needs analysis was also guided by processes identified by Chiou, Lin & Perng (2010) in their extensive literature review of website evaluations, including user interviews and surveys.

#### 4. Research Process

Based upon communications with our client, the following research questions were developed to guide this needs analysis:

1. What challenges do internal stakeholders identify in using the Student Portal interface?
2. What are the internal stakeholders' functional requirements for the Student Portal?

Both quantitative and qualitative approaches were used to identify key stakeholders' perceived challenges and needs for Student Portal. The team followed a four-tier approach (see Figure 1).

| Initiation                                                                                                                                | Data Collection                                                                                                                                                                                                      | Data Analysis                                                                                                                                                                                                                           | Final Production                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Meet with client</li><li>• Develop research proposal</li><li>• Obtain permission letter</li></ul> | <ul style="list-style-type: none"><li>• Conduct literature review</li><li>• Identify key stakeholders</li><li>• Conduct semi-structured interviews</li><li>• Conduct Survey</li><li>• Collect website data</li></ul> | <ul style="list-style-type: none"><li>• Conduct thematic analysis of interview data</li><li>• Use descriptive statistics for survey and website data</li><li>• Use constant comparison method for open-ended survey responses</li></ul> | <ul style="list-style-type: none"><li>• Synthesize and conclude findings</li><li>• Develop recommendations</li><li>• Prepare final report</li><li>• Present findings to client</li></ul> |

Figure 1. The research process

**Initiation.** The team met with Professor Elizabeth Boling on January, 27th, 2015 to understand client needs and expectations. A research proposal (Appendix A) outlined the research plan, and a client permission letter was obtained (Appendix B).

**Data collection.** The team collected the following data:

- Literature review. Relevant literature was reviewed to identify important aspects of website user interface and communications within the context of higher education, and to develop interview and survey questions.
- Key stakeholders. The following internal key stakeholders were identified: (a) current undergraduate and graduate students; (b) faculty; and (c) staff (including departmental webmasters.)
- Semi-structured interviews. Interview participants were recruited through convenience sampling. An interview protocol (Appendix C) was used to ensure consistency of interview procedure and questions. Seventeen stakeholders were invited, and eight participated in the interviews. Two team members attended each interview to increase reliability of the information collected, and interviews were audio recorded. Team members took field notes for later content review.
- Surveys. A total of 259 students, 28 faculty and 17 staff members responded to their respective surveys. Google Form was selected over other survey platforms to comport with other project documents in Google Drive. Survey questions were adapted from *IBM Computer Usability Satisfaction Questionnaires* (Lewis, 1995), and revised after expert consultations with Dr. Yonjoo Cho and Professor Boling. Pilot tests with a few participants were conducted to increase content validity, and revised surveys were forwarded to Professor Boling and Executive Associate Dean Joyce Alexander for feedback and approval. Surveys were deployed by the Dean's office to existing students, faculty and staff members for one week. To increase response rates, the team offered five \$10 gift cards through a randomized drawing.
- Webpage data analytics. Traffic data for the portal's 502 webpages were collected with assistance from the Office of Education Technology Services.

**Data analysis.** Multiple data sources and analytical approaches were utilized to ensure trustworthiness of analysis. Themes of content, navigation and interface were derived from the literature review. Interviews were analyzed by two team members to increase reliability. Quantitative data from close-ended survey questions and webpage data analytics were analyzed using descriptive statistics. Responses from open-ended survey questions were analyzed, and all team members discussed and agreed on themes and categorization to ensure reliability. After data was analyzed, findings were synthesized and recommendations were developed for the client.

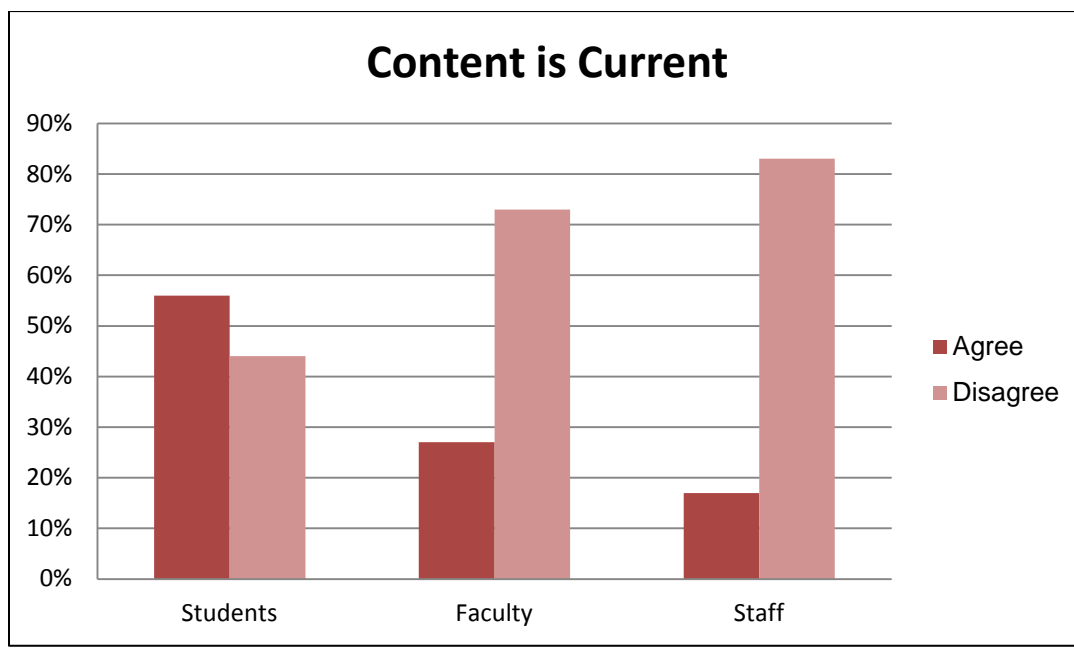


## 5. Findings

### Research Question 1: What challenges do internal stakeholders identify in using the website interface?

Data analysis indicated that stakeholders' challenges were tied to content (including maintenance issues), navigation, and interface.

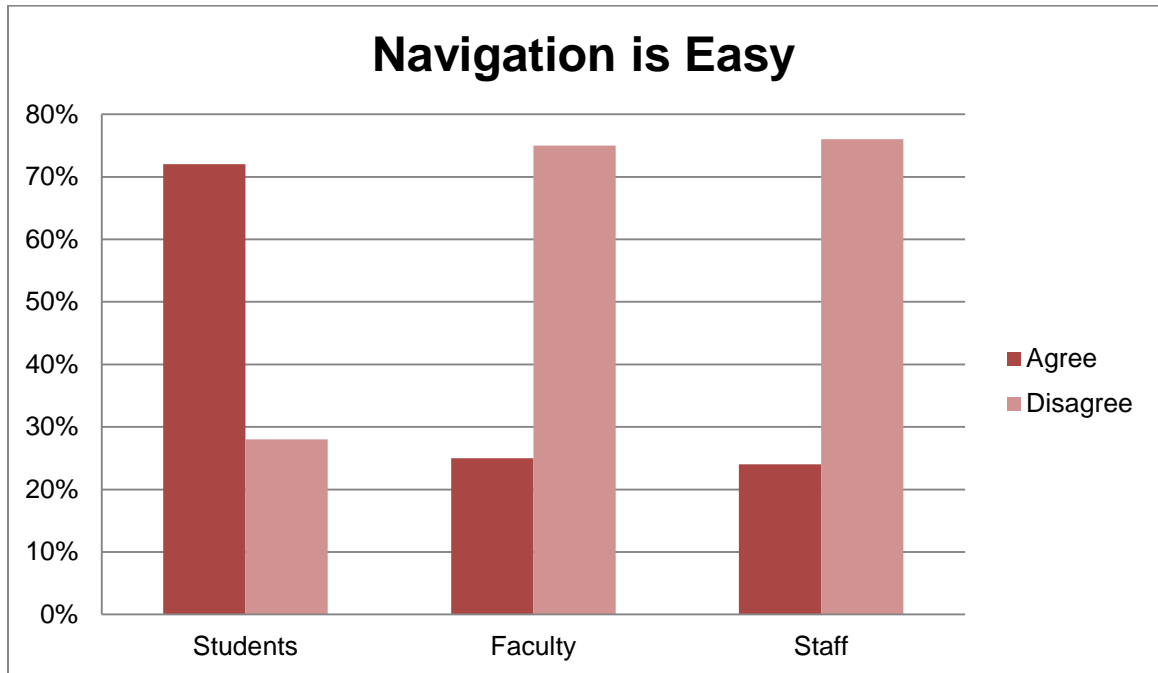
- Content. Less than 1/3 of faculty and staff agreed that information on the portal was current, while just a little over 1/2 of students agreed the content was current (see Figure 2), indicating that, in some instances, students have relied on inaccurate or outdated information



*Figure 2. Content is current*

Some respondents asked for additional content, including a current Graduate Bulletin, and information related to tuition scholarships. Other respondents were overwhelmed by the amount of information provided on the portal. One respondent requested that existing information be better organized. Predominantly, students commented that the overall organization could be improved, particularly for departments and forms (see Appendix E).

- Navigation. Between 1/2 and 3/4 of students surveyed agreed that the portal was easy to navigate, while only 1/4 of faculty and staff agreed (see Figure 3). However, almost 3/4ths of the students went on to express dissatisfaction with navigation in their open-ended comments (see Appendix E).



*Figure 3. Navigation is easy*

Webpage analytics for the top 30 student portal pages (see Appendix E) indicated high bounce rates (>70%) for the following graduate pages: social studies, HESA, master's student checklist, and G901 permission. Pages with highest bounce rates were single form sheets and pages specialized to a small course. Pages with fairly low bounce rates included department sites with wide-branching connectivity, indicating that stakeholders successfully navigated through the initial pages of the portal.

Navigation issues also arose in response to the survey question “do you prefer another school’s website, and if so, why?” (see Table 1).

Table 1  
*Survey Responses Regarding Comparison to Other Websites*

| Respondent | Website                    | Quote                                                                                                                                                                                      |
|------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student    | Kelley School of Business  | I like Kelley School of Business website, because it is very easy to navigate and find what you are looking for.                                                                           |
|            | Harvard                    | I just did some research on our own program (History of Education)- and found Harvard's PhD ed programs easy to navigate and very informative without being overwhelming.                  |
|            | Iowa                       | I also liked Iowa's page- ( <a href="http://www.education.uiowa.edu/epls/home">http://www.education.uiowa.edu/epls/home</a> ) very clean and easy to use, everything is there in one page. |
|            | Stanford                   | I'm often on Stanford's SHIPS page and it is also easy and has really good faculty information (whereas I think IU's faculty information can be sparse or hard to understand).             |
| Faculty    | IU School of Public Health | I have visited other school websites...but I don't see the dual navigation (inward and outward) from those schools...it is confusing ....                                                  |

- Interface. Most noteworthy was that some survey respondents indicated they were unaware that the portal existed. A little over 1/2 of students reported they recover quickly if they make a navigational error, however less than 1/2 of faculty and staff members agreed they were able to efficiently complete tasks on the portal, indicating challenges with the interface. A majority of stakeholders reported difficulties with the interface organization or intuitiveness (see Table 2).

Table 2  
*Survey Responses Regarding Interface*

| Respondent | Quote                                                                                                                                                                                                                                                                                               |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student    | I think it is sometimes hard to find what you are looking for, especially if it is a specific form or checklist. I know I have had to bookmark pages with info about graduation requirements, forms, etc. because it is difficult to figure out what section the website contains that information. |
|            | Some of the information is lost because it is hidden underneath different names.                                                                                                                                                                                                                    |
|            | Sometimes I came across dead links and cannot find the information I need.                                                                                                                                                                                                                          |
|            | I feel that we have SO much information that it's almost overwhelming.                                                                                                                                                                                                                              |
| Staff      | I've had pages crash or refuse to open.                                                                                                                                                                                                                                                             |
|            | There is not nearly enough information and what is there is in one long list rather than being broken into subjects or topics.                                                                                                                                                                      |

## Research Question 2: What are the internal stakeholders' functional requirements for the website?

Less than 1/4 of faculty and staff, and less than 1/2 of students, agreed that the portal had all of the functions and features they expect it to have. Stakeholder interviews regarding portal functionality included substantial descriptions of functionality issues. Locating links for forms or pages that were broken was reported by several stakeholders as particularly challenging, in part because the same forms were hyperlinked in multiple pages. Eight of the 17 staff members surveyed reported they were responsible for making content updates to the portal, however only four of those reported they could easily make updates. Several stakeholders requested a search tool be implemented, noting it was easier to execute a Google search for the forms they needed than to initiate a search within the portal. Survey responses identified four primary functions of the portal (see Figure 4) as program and course information, guidelines for students, and student forms.

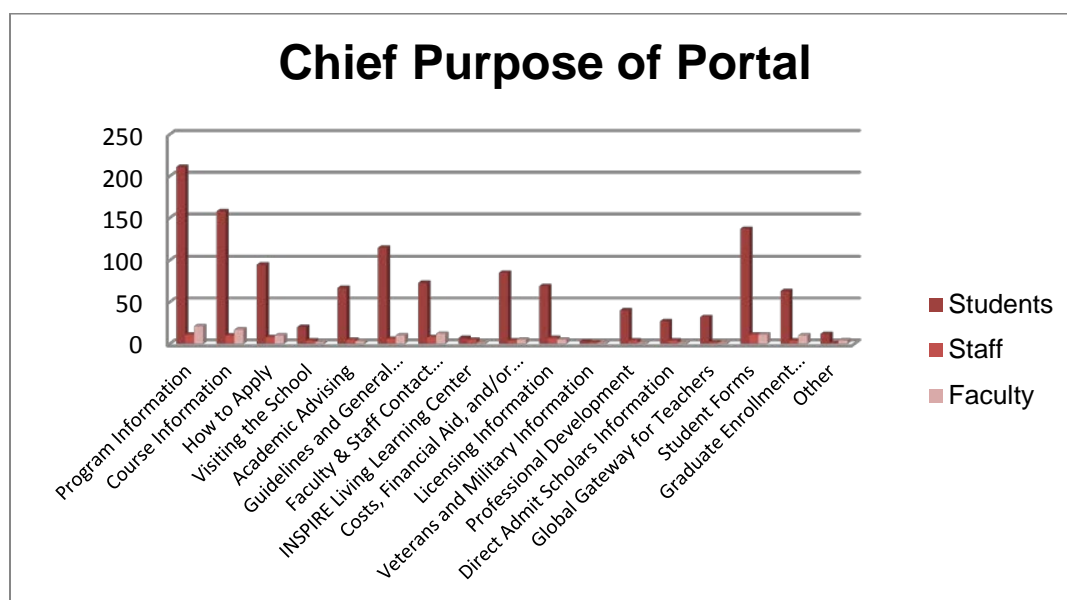


Figure 4. Chief purpose of portal

Additionally, responses from faculty, staff, and students to the open-ended survey question asking what additional features they wanted to see on the student portal site were analyzed. By categorizing the responses into themes, we discerned that many student respondents explicitly requested a better search/navigation system. One staff member requested a more efficient communication system in place for advising notes, another requested easier access to GEMS. Students also identified improvements in access to forms, program information, and portal personalization capabilities.

In summary, while a high percentage of students reported they are easily able to find the information they need, they also expressed discontent with the navigation of the site. At least 3/4 of staff and faculty are also challenged by navigation. Less than 1/2 of all survey participants agreed that the site had all of the functions and features they expected, suggesting a need for additional development of the interface. Over 1/2 of staff and nearly all the faculty surveyed reported they cannot efficiently complete tasks on the portal. A majority of faculty and staff reported that content is outdated, yet a majority of students affirmed they believe the content is current, indicating that students rely on inaccurate and/or outdated information. Only 1/4 of staff reported that they could update web pages easily, and many participants expressed frustration with broken links. Overall, stakeholders face challenges with navigating to their intended pages, finding current content, performing tasks efficiently, and making updates. Many stakeholders expressed a need for improved content organization, some specifically indicating organization of forms and program information. Finally, the majority of participants agree that the chief purpose of the portal is to provide program information.

## **6. Study Limitations**

Study limitations include a small sample of convenience with key stakeholder participants preselected, and survey participants recruited through the School of Education listserv. Issues in survey deployment may have negatively affected survey response rates. In addition, initial key stakeholder questions were related to the School of Education website as a whole, rather than limiting the scope to the student portal. Despite this fact, most stakeholders' issues and concerns were focused on issues with the student portal. Students agreed in the survey they were easily able to find the information they needed, however open-ended feedback expressed discontent with navigation. Most staff and faculty were also challenged by navigation. This may be an area for further research, as the difference between the phrasing of the Likert style questioning on the surveys may have affected responses.

## **7. Recommendations**

Based on the findings, Team Impact makes the following recommendations to increase stakeholder satisfaction with the Student Portal:

### **A. Content:**

- 1) Advertise and promote the Student Portal and the Graduate Enrollment Management System. Survey responses indicated that some students did not know about the student portal, while others requested a personalized site to track progress and other data, indicating lack of awareness about GEMS. A similar site for ungraduated students could also be considered.
- 2) Add descriptions to PDF forms to enable easier navigation. Stakeholders expressed frustration with the long lists of forms available that lack descriptions.

### **B. Navigation:**

- 1) Provide a search bar on the portal's landing page. Both interview participants and survey respondents mentioned the need for a search bar.

### **C. Interface:**

- 1) Add online support services, including chat, advising appointments and tutorials. Both students and staff requested these support services in their survey and interview responses. Online student support services would provide benefits to both online and traditional students.
- 2) Develop protocols for timely and regular updates of portal content. Functionality of the website is adversely affected by the inability of staff to easily update outdated information and broken links.

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## Appendix A: Research Proposal

Team Impact: Ilona Hajdu, Ai-Chu Ding, Fallon Stillman, Zuheir Khlaif, Meize Guo

### Needs Analysis of Indiana University School of Education Website

**Research purpose:** The purpose of this research is to conduct a needs analysis of the School of Education's website to raise awareness and inform key decision makers regarding internal stakeholders' needs.

**Description of the Context and Research Problem:** The School of Education website consists of outward-facing marketing materials for prospective students, and inward-facing information to serve the needs of internal stakeholders (administrators, faculty, staff and current students). Internal stakeholders have expressed dissatisfaction and frustration with the user interface and content of the inward-facing website. Researchers will identify, analyze, and prioritize internal stakeholders' website needs.

#### Research Questions:

1. What challenges do internal stakeholders identify in using the website interface?
2. What are the internal stakeholders' functional requirements for the website?

#### Data collection and analysis methods:

1. Conduct literature reviews on user interface and website communications within the context of higher education.
2. Interview key stakeholders to identify their challenges and functional requirements and develop survey questions based on that.
3. Survey stakeholders to determine use, perception and satisfaction of the website.
4. Conduct focus group interviews and usability test with targeted stakeholders.
5. Conduct an analysis on the School of Education website to examine its interface and content design.

**Reliability and Validity:** Interview questions, observation protocol and survey validity will be achieved through consulting experts' opinions and member checking. Survey reliability will be achieved through conducting Cronbach Alpha reliability analysis. Interview and observation reliability will be achieved through inter-rater reliability.

**Tentative scheduling and division of labor:** Between a team of five consultants, workload will be divided equally.

| Project Work                             | Start Date | End Date | Due Date | Task Lead(s)   |
|------------------------------------------|------------|----------|----------|----------------|
| Interview Client                         | 01/26/15   | 01/26/15 | 01/26/15 | Ilona          |
| One-Page Proposal                        | 01/27/15   | 02/04/15 | 02/05/15 | Cheryl         |
| Permission Letter                        | 02/05/15   | 02/11/15 | 02/12/15 | Fallon, Meize  |
| Stakeholder Identification & Interviews  | 02/05/15   | 02/19/15 | 02/20/15 | Ilona, Elisha  |
| Literature Review                        | 02/05/15   | 03/03/15 | 03/04/15 | Zuheir, Ilona  |
| Survey Development                       | 02/20/15   | 03/03/15 | 03/04/15 | Elisha, Zuheir |
| Survey Launch                            | 03/04/15   | 03/14/15 | 03/15/15 | Meize, Fallon  |
| Focus Group Interview and Usability Test | 03/16/15   | 03/20/15 | 03/20/15 | Elisha, Meize  |
| Data Analysis                            | 03/16/15   | 03/25/15 | 03/25/15 | Zuheir, Elisha |
| Progress Report                          | 03/25/15   | 04/01/15 | 04/02/15 | Ilona, Zuheir  |
| Draft Report                             | 04/02/15   | 04/22/15 | 04/23/15 | Fallon, Zuheir |
| Pilot Presentation                       | 04/23/15   | 04/29/15 | 04/30/15 | Meize, Fallon  |
| Final Report                             | 04/30/15   | 05/03/15 | 05/04/15 | Ilona, Elisha  |

## Appendix B: Client Permission Letter



### INDIANA UNIVERSITY

SCHOOL OF EDUCATION  
Department of Instructional Systems Technology  
Bloomington

February 11, 2015

Ilona Hajdu, Ai-Chu Ding, Cheryl Hughes, Zuheir Khalif, Sr., Fallon Stillman, and Meize Guo  
% Department of Instructional Systems Technology  
School of Education, Indiana University  
W.W. Wright Education Building, Rm 2275  
201 North Jordan Avenue  
Bloomington, Indiana 47405

Dear Ilona, Ai-Chu, Cheryl, Zuheir, Fallon and Meize,

The intent of this letter is to request a needs analysis to be performed for the School of Education website. The School of Education website consists of outward-facing marketing materials for prospective students, and inward-facing information to serve the needs of internal stakeholders (administrators, faculty, staff and current students). Internal stakeholders have expressed dissatisfaction and frustration with the user interface and content of the inward-facing website.

Therefore, we are requesting that your team identify, analyze, and prioritize the website needs for these stakeholders.

This report should be presented to me by 9:00am EST on May 4, 2015.

I look forward to working with you on this project.

Sincerely,  
Elizabeth Boling  
Associate Dean  
Office of Graduate Studies  
School of Education  
W.W. Wright Education Building  
201 N. Rose Ave.  
Bloomington, Indiana 47405

## Appendix C: Key Stakeholder Interview Protocol

## Interview Questions for key stakeholders

First name of person interviewed: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Interviewers: \_\_\_\_\_

**Introductions:** Introduce yourselves and describe the course information and the purpose of the project

**Explain Purpose:** We are conducting this research study to understand what School of Education's website internal stakeholders' needs and challenges to raise awareness and inform key decision makers regarding internal stakeholders' needs.

**Confidentiality:** Your identity will be held in confidence in reports in which the study may be published and databases in which the results may be stored, unless you approve us to quote you in any reports.

Do you prefer us quoting your real name or using pseudonym in reports?    \*Real name  
\*Pseudonym

**How long will this interview take?** About 30 – 60 minutes. We have 5 questions, and a few follow-up questions.

**Stopping the interview:** If at any time during the interview, you want to stop it, just say so, and we will immediately end it.

**Do you want to continue?** If no, then thank interviewee. Interview is concluded. If yes, allow some time for the interviewee to sign the consent form.

### Questions:


1. Describe your usage or involvement with the School of Education Website. How often do you access the website?
2. What are the top 5-10 webpages you access on a daily basis?
3. Can you think of a time when you looked for information on the website but didn't find what you were looking for? What was it? How did you find it?
4. What are some obstacles you have faced when you used the website?
5. What is the best way for you to find information you need from the website?
6. Are you generally satisfied with the website as a stakeholder in the School of Education, why or why not? (information relevancy, navigation etc)
7. What is it about this site that you would most like to see improved?
8. What changes or additional features would you suggest for this website?

## Appendix D: Student Survey Questions

(Staff and faculty survey questions available upon request)

4/29/2015

School of Education Student Portal (inward-facing) Needs Analysis- Student



### School of Education Student Portal (inward-facing) Needs Analysis- Student

Instructions: The purpose of this survey is to assess your experience using the School of Education's inward-facing website portal. Through this survey, we hope to identify your needs and challenges in terms of using the inward-facing portal to raise awareness and inform key decision makers regarding internal stakeholders' needs. Please complete the following questions to reflect your opinions as accurately as possible and answer questions to the best of your knowledge. Your responses will be kept strictly confidential. However, you may provide your email at the end of the survey to participate in the gift card drawing. We sincerely appreciate for your assistance in this analysis. Please feel free to contact our team ([jhajdu@iu.edu](mailto:jhajdu@iu.edu)) if you have any questions.

\* Required

#### Section A: Background Information

**Are you a native English speaker? \***

☐ Yes  
☐ No  
☐ Prefer not to respond  
☐ Other:

**How old are you? \***  
Please type the number.

**Please mark your classifications \***

[https://docs.google.com/forms/d/1A14v\\_U65B9z1S5K1DZ7JwS8XDo12K1izQm-RAAhYC1AA/viewform](https://docs.google.com/forms/d/1A14v_U65B9z1S5K1DZ7JwS8XDo12K1izQm-RAAhYC1AA/viewform)

1/5

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Exchange Student
- ☐ Certificate Student
- ☐ Master's Student
- ☐ PhD Student
- ☐ EdD Student
- ☐ International Student

☐ Other:

#### Which web browser do you use? \*

Choose all that apply.

- ☐ Internet Explorer
- ☐ Safari
- ☐ Chrome
- ☐ Firefox

☐ Other:

#### How often do you access the School of Education student portal? \*

- ☐ Never
- ☐ Rarely
- ☐ Sometimes (at least once a month)
- ☐ Often (at least once a week)
- ☐ Very often (daily)

#### How confident are you in your ability to generally search for information online? \*

- ☐ Very Confident
- ☐ Confident
- ☐ Neutral
- ☐ Not Confident
- ☐ Very Unconfident

## Section B: Survey Questions

Please visit the IU School of Education inward-facing student portal (<http://education.indiana.edu/students/index.html>). Please answer the questions

**by choosing the option most suitable to your situation. \***

If the questions does not apply to your situation, please choose not sure/not applicable.

|                                                                                           | Strongly Agree        | Agree                 | Neither Agree nor Disagree | Disagree              | Strongly Disagree     | Not Sure/Not Applicable |
|-------------------------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-------------------------|
| a. I can easily find information about my degree program on the student portal site.      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| b. I can easily find information about courses I need on the student portal site.         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| c. My degree program information on the student portal site is clearly organized.         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| d. The information on the student portal site is current.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| e. If I make a mistake on the student portal site, I recover quickly.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| f. The student portal site has all of the functions and capabilities I expect it to have. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |

**What is the most important purpose of the student portal site? \***

Choose all that apply.

- ☐ Program Information
- ☐ Course Information
- ☐ How to Apply
- ☐ Visiting the School
- ☐ Academic Advising
- ☐ Guidelines and General Information
- ☐ Faculty & Staff Contact Information



- ☐ INSPIRE Living Learning Center
- ☐ Costs, Financial Aid, and/or Scholarships
- ☐ Licensing Information
- ☐ Veterans and Military Information
- ☐ Professional Development
- ☐ Direct Admit Scholars Information
- ☐ Global Gateway for Teachers
- ☐ Student Forms
- ☐ Graduate Enrollment Management System (GEMS)
- ☐ Other:

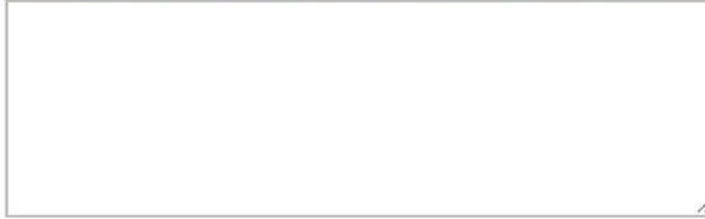
**Which student portal site pages do you access regularly? \***

Choose all that apply.

- ☐ Program Information
- ☐ Course Information
- ☐ How to Apply
- ☐ Visiting the School
- ☐ Academic Advising
- ☐ Guidelines and General Information
- ☐ Faculty & Staff Contact Information
- ☐ INSPIRE Living Learning Center
- ☐ Costs, Financial Aid, and/or Scholarships
- ☐ Licensing Information
- ☐ Veterans and Military Information
- ☐ Professional Development
- ☐ Direct Admit Scholars Information
- ☐ Global Gateway for Teachers
- ☐ Student Forms
- ☐ Graduate Enrollment Management System (GEMS)
- ☐ Other:

**What additional features would make the student portal site better? \***

**What are the difficulties you face while navigating the student portal site? \***



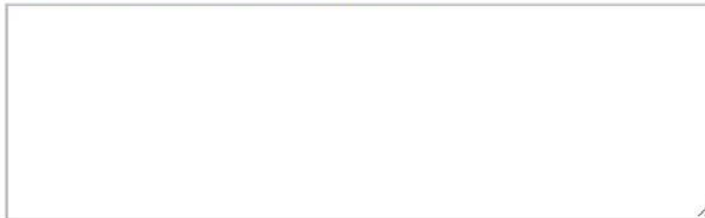
**Have you recently visited another university website you found more appealing than the School of Education's student portal site? \***

- ☐ Yes  
☐ No

**If you responded "Yes" above, please list the website(s) here and briefly describe what feature(s) made the other site more appealing.**



**Additional comments or suggestions?**



## Section C: Additional Information

**May we contact you if we have follow-up questions about your survey responses? \***

- ☐ Yes  
☐ No

**Would you like to participate in the gift card drawing?**

- ☐ Yes



☐ No

If we may contact you with follow-up questions, or if you would like to participate in the gift card drawing, please leave your email (your survey responses will remain confidential):

**Email Address**

**Submit**

*Never submit passwords through Google Forms.*

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## Appendix E: Additional Findings

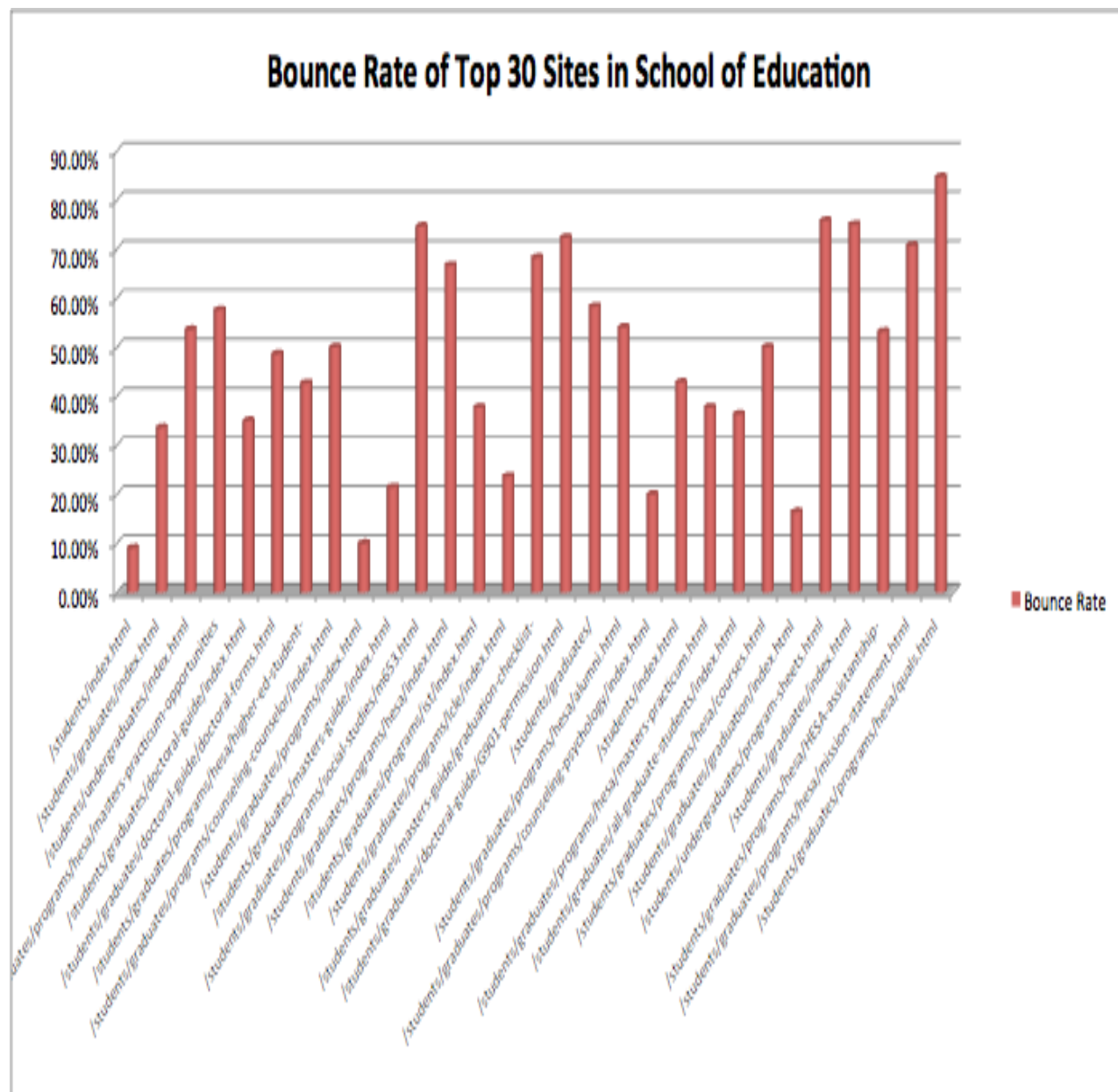


Figure A1. Bounce rate for top 30 portal pages

Table 3

*Survey Responses Regarding Content*

| Respondent | Quote                                                                                                                                                                                                                                                                                                                                         |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student    | If it were easier to find the courses and our major's information.                                                                                                                                                                                                                                                                            |
| Student    | I think more clear links to the big things without having to search for them- with course outlines, progression of programs etc... If I didn't have the planning and advising info from my advisor I wouldn't be sure how to get to certain things.                                                                                           |
| Student    | The site is better now compare to about 2 years ago. However, I access the site regularly enough to know where to navigate for information. Maybe bringing teaching programs on the forefront instead of underneath layers of tabs so that it is easier for incoming students to look up information.                                         |
| Student    | The website looks nice, it is just not organized very well in my opinion. I think it would also be helpful if there was a simplified mobile version of it too.                                                                                                                                                                                |
| Student    | More intuitive/easier interface for accessibility, Regular info updates (including the information that is linked--the graduate course bulletin is two/three years past relaxant dates), easily useable/adaptable/accessible important documents like programs of study, program requirements, minor requirements, and inquiry core courses.. |
| Student    | Rather than a list of forms, there should be more organization from the site based on one's current status (e.g., coursework phase, qualifying exams, proposal defense, etc.).                                                                                                                                                                |