

3/30/05

Overarching Objective: Collect information from customers, especially students, to guide future improvements to ASSIST

Customer Groups		Methods of Collecting Information					Questions for inquiry
Students	Counselors Advisors	Focus Groups	Monitored Groups	Survey	Usability Testing	Review Feedback	
X	X	X		X		X	What types of students use ASSIST (high school, CCC pre-transfer, CCC transfer-preparing, CCC transfer-ready, CSU/UC applying, CSU/UC post-transfer, CSU/UC reverse transfer, etc.)
X	X	X		X		X	How do students learn about ASSIST?
X	X	X		X			How many students get to a point where they should know about ASSIST but don't? - Students who are serious about transfer - At what point(s) should students definitely know about ASSIST?
X	X	X		X		X	Why do students use ASSIST? - What are they seeking and how does that compare to what is available?
X	X	X		X		X	Do students who use ASSIST know what they're using it for? - Do they have a specific question? - Is it articulation related and can be answered using ASSIST? - Are they looking for general guidance?
X	X	X	X	X		X	Do the reports from ASSIST communicate the information students desire? - Or is there too much extra info, not enough info, not the desired info? - If too much, does it get in the way and is there a better way to communicate it?
X	X	X	X	X			Does the ASSIST user interface help students to answer their actual questions, or does it force them into an artificial/imposed/not-useful mindset? - How often do students start with ASSIST and then stop because it's not providing the right info? - Does ASSIST provide enough choices, too many choices, or is it too proscriptive?
X	X	X	X	X	X		Is the first page of ASSIST clear to students about what they can/should do? - Is the interface flexible enough for students to recover effectively if they get on the wrong track?
X	X	X	X	X		X	Do students or advisors read the extra information? - Help pages, introductory text, mouse-overs, right-side text - Are there key things they commonly read and others they don't?

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X	X	X	X	X		X	Does the terminology used in ASSIST match with student terminology? - Do they understand what we're saying or should we consider other (more common) ways of communicating?
X	X	X	X	X			How much (what) information (reports, details, etc.) is in ASSIST that is oriented to counselors/advisors/AOs that students don't understand or need?
X	X	X	X	X			How is the balance in ASSIST between including too much information and not enough?
X	X	X	X	X			Does ASSIST impose restrictions or structures that limit the information institutions want to communicate or counselors/advisors desire?
X	X	X	X	X		X	What other transfer-related information (beyond course articulation) do students and/or counselors/advisors need to facilitate transfer?
X		X	X	X	X		Are some specific design alternatives more effective at helping students understand what they are doing with ASSIST and how to use it? - Focus on the front page(s) for - Understanding the intent and "utility" - general organization/navigation - Possibly 3 different design approaches (prescriptive, multiple paths, portal)
X	X	X	X	X	X		Should the Exploring Majors features and the traditional Web ASSIST features be better integrated to provide a more seamless site/experience? - If so, how could that be done?
X	X	X	X	X	X		Do students need an easier way to access/compare information from different years, other universities, other colleges, etc.?
X	X	X	X	X	X	X	Do the ASSIST expected technical specs meet typical users' available technology and expectations (Screen resolution, font size, colors)?
X	X			X	X	X	Are there any issues re: accessibility of the system by people with disabilities or people using adaptive browsers? - Text readers, navigational devices, screen magnifiers, color managers, etc.