

Chapter 1: Overview

We targeted existing users of ERes.

The only data we cared about was what job or user role they filled in the system (Manager, Faculty, Librarian, Student) and how long they had used the system.

We tested for areas of the workflow that confused users. We wanted to ensure that each user's workflow was intuitive.

We used WebEx sessions to conduct the tests. These were also recorded.

We asked them a couple preliminary questions up front, and then a set of experiential questions at the end for getting their open feedback about the experience.

User Types Tested

Managers

Managers are the ones who administer the system, from changing fonts and colors to importing courses into ERes to assigning rights to librarians.

Of the managers, 67% had been using the system for 7 or more years. 33% had been using it for about 2 years.

Manager	Experience
M1	7
M2	7
M3	2

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Managers described their job as follows:

- Administer the system.
- Add items.
- Create folders.
- Oversee department.
- Circ, reserve, stacks
- Whole cycle.
- Promotion.
- Managing.
- Copyright.
- Taking off and putting on stuff.

Librarians

Librarians work with reserve requests and send letters to instructors.

Of the librarians, 33% had been using ERes for about a year and 67% for 4 or more years.

Libraian	Experience
L1	1
L2	5
L3	4

Librarians described their job as follows:

- Chief administrator.
- Processing documents.
- Putting documents.
- Reserves.
- Ursa Requests.

- Creating accounts
- Creating course pages

Faculty

Faculty users are the course teachers at the school. They add content to their online course repository and send reserve requests.

All the faculty tested did teach courses at the school, but they also worked at the library in various capacities.

Of the faculty, they all had been using ERes for 3-5 years.

Faculty	Experience
F1	5
F2	3

Faculty described their job as follows:

- Admin
- Training
- Reports
- Setting up courses
- Reserves
- Interlibrary loan

Overall

In total, the average user had 4.25 years experience (the median was 4.5).

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55.6% of the users used Firefox and 44.4% used Internet Explorer, including one user who opens both browsers when using ERes (supposedly because some things are easier in one browser over another). Of these users, 77.78% were using the latest browser version. 33.33% were using IE7 and 44.44% were using Firefox 3, leaving 11.11% using either IE3 or Firefox 2.

User	Browser	Version
M1	Firefox	3
M2	IE	7
M3	IE	7
L1	IE	6
L2	Firefox	3
L3	Firefox	2
F1	Firefox	3
F2	IE Firefox	7 3

Interestingly, 33% of the users fit in any of the user type categories.

Test Results

Managers

Change Year Display

The first task for managers was to set the year that displays in the date range menus.

Only 33% of users actually completed this task. Users seemed to be expecting the option to appear on the Quick Dates tab. The user who completed the task said that the task was Easy and the interface Moderately intuitive. One of the users was able to find where the year displayed, but couldn't figure out how to change it for the entire system.

One of the users made a comment about wanting tooltips for buttcons (buttons that use an icon graphic).

Import Classes

The second task required the user to import courses from a CSV file. All users failed this task when they could not figure out how to remedy the problem.

The users did see the error message, but did not find it helpful or useful. They weren't sure what to do about the problem. They thought it was something they did (as all of them tried to do the import again).

As part of the test, M1 indicated a place where the font was too small (sample text), and therefore did not read what it said. Also indicated that the prompts made it nice and easy so they didn't mess up.

Edit Letter Template

For the third task, the user was supposed to add an image to a letter template. 66% of the users could not complete this task. Half of those who failed could not find the buttcon to click and the half tried to use the copy and paste function of the web browser. 33% did find the icon and were able to understand what to enter (although they did not).. They indicated that they would have liked a Browse feature here or some way to upload a file from their computer.

None of the users could figure out how to get the URL of an image easily.

Overall

The users gave some similar answers for their post-test questions. 100% of users said that importing, and the prompts along the way was the most helpful feature, and they all said that these features made their job easier. 66% had worked with templates before.

However, no two users found the same feature easiest to complete or difficult to complete. For easiest, the import, add image, and change year were all answers. For most difficult, the main menu in general, date range for year, and importing were all answers.

Interestingly, one user who said that importing was the most helpful feature also said it was the most confusing.

Librarians

Add Multiple Teachers

The first task for librarians asked the user to create a course with 2 teachers. 100% of users were able to complete this task.

They found it easy and quick. One said that it is “a lot easier than the old way.”

One user did have trouble closing the popup afterward. This seems to be an issue related to using IE 6.

Clone a Course

The second task required the user to clone a course. We had a little trouble with the wording on this one at first, so the first 66% of users just went and did it the old way (modifying an existing one).

After we changed the wording, the user was able to complete this task successfully, although a little unsure about what to do with the crosslisting part.

We recommend that this feature be tested again to ensure that the process and wording are accurate and easy for users.

Also, one of the users complained several times about wanting the search options to display by default. The user did not even seem to glance at the list until after a search to narrow the results.

Request Form

In the third task, the user was supposed to make a new form.

This task was problematic for all users, with 33% unable to complete the task. Those who did complete it only figured out how to do it by modifying an existing form and dragging (accidentally) from left to right.

The problem seemed to be the form fields themselves. One user stated that it “looks like the request form itself”.

Users didn’t figure out the meaning of “unused, or even notice the headings. The links, instead, were more obvious. They seemed to be looking for a graphical representation to show them how to do it.

Reports

The fourth task requires the user to generate a specific report.

This task also had a 33% failure rate. All the users first went into the Copyright Charge report, even though they all saw the Are We Getting Our Money’s Worth report at the same time (and acknowledged that it could be that one).

In fact, one user even pointed out that the option text (title of report) was “not accurate”.

Deny Request

The fifth task requires the user to deny a request. Again, this task had a 33% failure rate. Those who did complete it said that it was Difficult or Very Difficult and the interface was Foreign.

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All the users had problems finding the location to set the status, even after the wording was changed. Users were looking for something to jump out at them and tell them “this is the workflow you need.” One user said they were looking for something about Edit or a red button.

One user also made a comment about the “tiny letters” of the tabs.

Approve and Add Existing Document

The sixth task did not work as expected because of how the system already associated the existing with the request.

For this and the remaining tasks, user tended to go back to course documents or copyright to complete it rather than within the request itself. This is both because it is familiar to have to do that and because the interface was not geared to guide users to do it the short way.

New Document for Request

The seventh task asks the user to create a new ERes document for the request and the course and then attach a file from the request to the document.

One user did say how they liked how the information was being populated from the request to the document page.

The paperclip metaphor did not work for any of the users, as 67% were unable to complete the task. In fact, one user did not know how to attach a file to the document, but while clicking around, actually did find it, and clicked the paperclip, but then clicked it again, not realizing that it was not attached or that it was necessary for the task.

Customize Letter

The eighth task has the user generate a customized letter from the request. This task also had a 67% failure rate. Most users could not figure out where to go or how to do it since it required being able to add a file and then an option appearing in a location where there was no option for it before, thus violating user expectations.

The user who was successful went into copyright manager and was able to complete the task.

Overall

100% of users found adding multiple teachers to a class easiest, and all of them had done that and copying a course before.

Only one user thought that these features made the program easier to use now. The others said it was the same or that some were easier and some were harder.

Additionally, they all found the working with courses tasks to be the most helpful part of the program, while they each found a different feature more difficult or confusing than the others. Their answers included reports in general, reserve requests in general, and the working with forms task.

One use did state that they liked the reports capability.

Faculty

Attach Zip

The first task asked the user to attach a zip file to a course. 100% of users were able to complete this task.

However, all the users did point out that this is very problematic for other faculty, indicating that after adding the file, they had no idea what to do next. The interface provides no support in this way.

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One user stated that they didn't like it that the file disappears after being uploaded. User also wanted to see what was attached from the main page, by way of validation. Finally, user has unsure about whether they needed to click Save and when it was not needed.

The users did not appreciate the Zip feature, saying that faculty just won't use it, instead unzipping on the hard drive and then uploading each file individually.

Expand Zip

The second task required the user to use the zip file to show all the files on the document separately.

This task was also 100% successful, given the comments and suggestions from the first task.

A user did say that they wished the attach document popup was just part of the page (didn't like all the popups).

New Reserve Request

The third task has the user create a new reserve request and attach a file.

This task was successfully completed only 50% of the time.

The successful task user was looking to attach the file from within the popup, but then finally saw the link when they closed it.

Edit Reserve Request

The fourth task forces the user to edit an existing request and add a file to it.

This task was 100% successful, thus indicating that the interface is at least partially learnable. However, the task was rated as Difficult or Moderately difficult and the interface as Foreign.

Overall

All the users found the attaching the zip file task as the easiest, as well as something they have done before, along with the expanding the zip file contents.

All the users also thought it was just as usable as before: no worse and no better.

None of them found the features particularly helpful, although one liked that there were instructions in the little box when trying to attach the file.

They all also wanted more direction on where they were in the process (workflow), and whether their actions were successful.

Narrative Results

M1

Using ERes for 7 years. Currently using current version. Uses Firefox 3.0 to access site. Title is Access Services and Distance Education Librarian (although left out distance learning part when said it). Describes job as being an administrator and adding items and creating folders. Responsible for changing ERes settings (thus, a manager); not responsible for sending letters to publishers (thus, not our librarian type); has taught classes (thus, a teacher type); not a student.

At the end, indicated that creating folders was too hard and needed work. Jared showed the redesign and M1 liked it, found it much easier.

Task 1 asked the user to change the system settings for default first year. M1 went through several config and settings screens before we changed the wording. After that, M1 found it easily and made the change.

Made a comment about wanting tooltips for buttcons (buttons that use an icon graphic).

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Task 2 required the user to import courses from a CSV file. M1 seemed to have trouble understanding the concept, exacerbated by the fact that this is a new feature. Ended up going to the right location, but then failed the task when they got stuck in a loop. The error was that there was no Dept match. An error message displayed on the page, but M1 seemed to miss the implication and how to fix it. Stated that the error message was not helpful.

As part of the test, M1 indicated a place where the font was too small (sample text), and therefore did not read what it said. Also indicated that the prompts made it nice and easy so they didn't mess up. M1 tried going to the Help for assistance, but the loop put the user on the wrong page of help, and the help had not yet had links or overview content included, so it did not provide the solution.

Task 3 was also a failure. The user was supposed to add an image to a letter template. Some of the task wording caused the problem. However, the user kept trying to just copy and paste the image from a school website, rather than clicking the Add Image button in the editor toolbar. Also thought drag and drop should work.

M1 did like the editor, since it was "just like Word".

Overall M1 found the import task easiest; has done importing and adding to templates before; and thought these features made the job easier. Liked the prompts and directions along the workflow. Is confused by the main menu page because of the large variety of options and not being sure exactly where to go or where to find what they need without having to really think about it or making an incorrect guess and having to go back and forth.

M2

Using ERes for 7+ years. Currently using current version. Uses Internet Explorer 7 to access site. Title is Director of Access Services. Describes job as overseeing the department, circulation, reserve, stack, and so forth. Responsible for changing ERes settings (thus, a

manager); not responsible for sending letters to publishers (thus, not our librarian type), but does do some stuff here, including training librarians; has not taught classes (thus, not a teacher type); not a student.

At the end, indicated that locked folders and entering passwords needed a refresh to work. Said they would submit it as a bug to support. Also said that the biggest problem they have is forgetting to click the paperclip to add the file. Suggested to have a message warning users, or something. I indicated after the call that it would be better design to instead, just automatically add the files without having to click the paperclip.

Task 1 asked the user to change the system settings for default first year. M2 went through several config and settings screens. Passed over the fields several times. Said that they haven't done anything like this before. User expected all date settings to be available under the 'Quick Dates' tab. Test ended without success.

Task 2 required the user to import courses from a CSV file. M2 said that this would be a nice feature. Had some trouble with a browser error about blocking popups, but then got through it. Went to import directly. Said, "seems straightforward". When the error came, the user thought they didn't get the file. Saw "dept not found" but was not sure what it means. Kept saying, "I'm not sure what I did wrong."

Task 3 was a success. The user was supposed to add an image to a letter template. Went into Forms first and didn't see it. Then went to system settings. Found the letter templates link there (rather than on the main page drop-down). User found the add image icon easily, but then wasn't sure how to find an image. Went to site, and right-clicked but didn't see option needed. But, sees how it would work.

User indicated that they would have liked to browse for the image somehow (upload from computer being preferable).

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Overall M2 found the image to template task easiest; has done none of the tasks before; and thought these features made the job easier. Liked most the importing feature because it would save a lot of time (if they can get the file from registrar). Is confused the date range setting.

M3

Using ERes for 2 years. Currently using current version. Uses Internet Explorer 7 to access site. Title is Access Services Librarian and Assistant Professor. Describes job as being the only one who works on ERes. Does the whole cycle: promotion, managing, copyright, taking off stuff, putting stuff on.. Responsible for changing ERes settings (thus, a manager); responsible for sending letters to publishers (thus, our librarian type); has taught classes (thus, a teacher type); is a doctoral student (thus also a student type).

Task 1 asked the user to change the system settings for default first year. M1 thought about the system config settings, but instead went to the course page. It seems that there was a slight language barrier here and the user did not understand the directions or scenario all that well. M3 was able to find where the year displayed, but couldn't figure out how to change it for the entire system.

Task 2 required the user to import courses from a CSV file. M3 seemed to have trouble understanding the concept. After walking M3 through what it meant, M3 found where to go fairly quickly. Ended up going to the right location, but then failed the task when they got stuck in a loop. The error was that there was no Dept match. An error message displayed on the page, but M1 seemed to miss the implication and how to fix it. Said that they were unsure what to do next. Said it "looks like an error message" but wasn't sure what to do about it.

Went first to course reserves page and didn't see the option, then went to documents. Was looking for a tab (like on their current version). Must have been thinking they had to add the file to a document for the course.

Liked the idea though. Wanted to know where they would get the CSV file.

Task 3 was also a failure. The user was supposed to add an image to a letter template. Went to letter templates right away and said “this is great”. But then could not find the add image button while browsing over the toolbar. Wanted a menu option instead. Said that copy and paste would be nice or that being able to insert would be handy too.

Overall M3 found the default year in drop downs task easiest (although probably referring to the ease of plugging in a date range rather than setting the option); has done drop-downs (again, probably different task) and modifying templates; and thought these features made the job easier. Liked the importing feature. Thought it was crucial to have and would save “so much time”. Also said that the template modifying was good. Is confused by importing though since they were not sure what the error messages meant.

L1

Using ERes for just over 1 year. Currently using version 5.3.03 (current version?). Uses Internet Explorer 6 to access site. Title is Reserves Coordinator. Describes job as being the chief administrator, processing requests, putting documents up. Not responsible for changing ERes settings (thus, not a manager); responsible for sending letters to publishers (thus, our librarian type); has not taught classes (thus, not a teacher type); not a student.

Task 1 asked the user to create a course with 2 teachers. L1 went right to course reserves and added the course easily. Liked the easy way to add multiple teachers. Couldn't close the dialog box though (probably a browser issue).

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Task 2 required the user to clone a course. However, users in the past seem to just go in and update the old one for the new semester. So L1 ignored the feature. Wording the prompt differently may have had a better result. L1 was successful as far as having a course for the specified semester.

Task 3 was also a partial failure. The user was supposed to make a new form, but instead modified an existing one. In a real situation, would have probably realized the mistake and went back to add a new one once L1 figured out how to drag the elements. The title was already required here, so L1 did not try to figure out how to make it so.

User went to manage forms, and clicked add, then read the instructions, but still wasn't sure if they were in the right section. Said it "looks like the request form itself". Went to the help for assistance, but didn't find what looking for. The blank fields seemed to be what was throwing L1 off. Then, after going back and modifying an existing one, sees that drag is possible. User didn't figure out the meaning of "unused". Then a younger librarian who was watching, pointed L1 in the right direction. So, the user did the rest of the scenario in that existing form, rather than creating a new one. Since the Title was already marked as required, user didn't search hard to see how to make it so. Did acknowledge that the red indicated such.

Task 4 requires the user to generate a specific report. User was unsure at first, but then went to Reports. Looked at list and thought Copyright Charge report was it, although had seen the getting our money's worth one and dismissed it.

After generating that report, noticed that accessed was not an option, so went back to money's worth. Choose hit count rather than cost per hit, but was able to generate the rest of the report easily.

Task 5 requires the user to deny a request. This user was not able to complete the task. Went to the right place. Looked long at the item details pane. Then went to item details. Then went to actions. Finally thought about staff options. Tried to Add a Document. Said they were confused and would probably stumble around and investigate in a real world situation. Wanted the thing on the first page or action screen. Something about Edit or a red button.

Task 6 was not set up correctly. However, we used the opportunity to direct the user on where to set the status so that we could do the rest of the tests. The document was already added to this request, so the result was successful, but the user didn't have to do anything for it.

Task 7 asks the user to create a new ERes document for the request and the course and then attach a file from the request to the document. User liked how the information was being populated from the request to the document page. Wasn't sure about needing to click the paperclip. Not sure if it would be correct to do so. Finally did click it. Part of the problem was that the file name did not seem to coincide with the text. This is probably an issue on the test side rather than the user.

Task 8 has the user generate a customized letter from the request. The user could not complete this. L1 did not know where to go or how to do it. Seems like the document didn't get saved, so the options were not visible. Didn't know where to go to make them so.

Overall L1 found the multiple teacher class easiest; has done similar tasks for all of them before; and thought some of these features made the job easier and some harder. Liked the reports capability. Would use adding documents and requesting copyright the most. Of the tested items, adding courses and pages would be most used. Is confused by the request letter task and the whole request form thing.

L2

Using ERes for about 5 years. Not sure what version of ERes currently using. Uses Firefox 3 to access site. Title is Library Assistant II. Describes job as doing reserves and Ursa requests. Not responsible for changing ERes settings (thus, not a manager); not responsible for sending letters to publishers, but does other librarian-type things (thus, our librarian type); has not taught classes (thus, not a teacher type); is a part-time student.

Task 1 asked the user to create a course with 2 teachers. L2 went right to course reserves and added the course easily.

Task 2 required the user to clone a course. However, users, in the past, seem to just go in and update the old one for the new semester. So L2 ignored the feature. Wording the prompt differently may have had a better result. L2 was successful as far as having a course for the specified semester.

L2 did comment several times on wanting the search options to display by default. L2 did not even seem to glance at the list until after a search to narrow the results.

Task 3 asks the user to make a new form. L2 went to the correct location easily, but then wasn't sure how to modify it. Wasn't sure how to choose the fields. Next, L2 went and looked at an existing one, and then noticed the drag and drop. Knew how to do the required setting.

Task 4 requires the user to generate a specific report. User went right to reports and was looking for an option saying something about number of hits. Looked at list and thought Copyright Charge report was it. Viewed report, and realized it was not correct. So, went back and tried the money one. And completed it, except did not group by document. Said that the option text (title of report) was "not accurate".

Task 5 requires the user to deny a request. L2 searched for the request, looking for the title. Had trouble since title of book didn't match request title. Finally found and modified. Was looking for something about copyright. Went to actions and thought that

should be next. Made a comment about the “tiny letters” of the tabs. Clicked Next as a last resort (had never tried Staff Options), and found the status field. User used that method every time, and ran into problems for task 7.

Task 6 is where the user approves a request and adds an existing document to the request.

The user did the approval, and then went into courses to assign the existing document, but did not see how to do it through the request itself.

Task 7 asks the user to create a new ERes document for the request and the course and then attach a file from the request to the document. User could not complete this task because of the Next button thing - they thought the next button took them to status for a particular file in the action list and it was not possible to select one. Went into documents area to look. Said that they were “looking for something about modify”.

Task 8 has the user generate a customized letter from the request. The user went into copyright manager and was able to complete the task successfully, but did not do it through the request.

Overall L2 found the multiple teacher class easiest, as well as the duplicate course one; has done similar tasks for both of those before; and thought the ease of use was about the same as what they use now. Liked the functionality of adding new courses and documents. Is confused by the reports area and selections.

L3

Using ERes for 4 years. Currently using version 5. Uses Firefox 2 to access site. Title is Circulation and Information Specialist. Describes job as creating accounts and course pages. Not responsible for changing ERes settings (thus, not a manager); not responsible for sending letters to publishers, but does do other librarian tasks (thus, our librarian type); has not taught classes (thus, not a teacher type); not a student.

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Task 1 asked the user to create a course with 2 teachers. L1 went right to course reserves and added the course easily. Liked the easy way to add multiple teachers. Said it was “a lot easier than the old way.”

Task 2 required the user to clone a course. We changed the wording so that the user knew to make a copy (clone). L3 saw the clone option right away and completed the task. Was a little unsure on what to do for the cross listing part.

Task 3 was a failure. The user said that they do not use the forms. L3 did eventually find the right place to go, went into one to modify, then went to add, but still could not figure it out. L3 was confused by seeing all the fields on the page; user was not seeing the heading or understanding what it meant. The links were seen, and probably part of the distraction.

Task 4 requires the user to generate a specific report. This task was a failure since the user only completed the Copyright Charge report, and didn't have enough confidence or knowledge to try something else. This is so even though the user did see the money's worth one and considered it too.

Task 5 requires the user to deny a request. This user was able to complete the task after a lot of work and thought. L3 said that they don't do this kind of thing, so wasn't familiar with where to go. Went first to Copyright management, then saw the reserve requests link and thought it said “eRequests”. Went into it anyway, then went to modify. Looked at first page, then went to Details. Then went to Actions, then Staff Actions (development changed the name to see if it would help). Picked the Deny option and completed the task.

Task 6 was not set up correctly. Interestingly though, the user started the task and tried to use the first dropdown to approve it (even after having just done an approve/deny).

Task 7 asks the user to create a new ERes document for the request and the course and then attach a file from the request to the document. User had a lot of trouble with this task and couldn't complete it. User did the approval, but then went to courses to

create the documents. Didn't see that they could add right from the request. User again had a problem with the popup blocker. User didn't know how to attach a file to the document. While clicking around, actually did find it, and clicked the paperclip, but then clicked it again, not realizing that it was not attached or that it was necessary for the task.

Task 8 has the user generate a customized letter from the request. Since the user did not complete task 7, this also didn't work, but the user didn't try to find the copyright or letters area either.

Overall L3 found the multiple teacher class easiest; has done similar tasks for multiple teachers and duplicating a course; and thought the features made it easier. Liked the create course and course duplication capability. Is confused by the whole reserve requests stuff.

F1

Using ERes for 5 years. Currently using version 5. Uses Firefox 3 to access site. Title is Reference Librarian. Describes job as administration, training, reports, setting up courses. Responsible for changing ERes settings (thus, a manager); responsible for sending letters to publishers (thus, our librarian type); has taught classes (actually more like seminars) (thus, a teacher type); is not student (thus, not a student type).

Task 1 asked the user to attach a zip file to a course. F1 gave lots of information about what faculty at their school do and have problems with, but F1 was able to do it fairly easily. Opened document and was curious about Association, because it doesn't mean much to F1. Then, searched around the interface, clicked a link that opened a different window. Saw the familiar Page Management tab. Opened Modify document, but there is no tab for attaching the document. Sees the link, but is convinced that the faculty would look for a tab.

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Stated that didn't know what to do after selecting document for course. Said "faculty need words" instead of icons. However, links didn't seem to help either since F1 took a bit to see the add files link. Did indicate that after adding the file, had no idea what to do next after the add. The interface provides no support in this way.

Task 2 required the user to use the zip file to show all the files on the document separately. User completed the task without much trouble. Did point out that faculty would probably have a hard time with this because they don't know about zip files and how to work with them. Reiterated that they want feedback on successful and failed operations, all the time.

Task 3 has the user create a new reserve request and attach a file. F1 indicated that their school does not do this. Again, was looking for some way to attach on the first pane. Thought they were done, but when closed popup, saw the Attach Files link.

Task 4 forces the user to edit an existing request and add a file to it. User did not have a problem here, except that wanted to find it in the Course section (rather than working with requests section (or at least give users a link to the relevant place).

Overall F1 found the attach a zip task easiest; has done attach a zip and extracted zip tasks before; and thought these features made the job about the same (no easier or harder). Liked the instructions in the little box when attaching a file. Is confused by not knowing where they were in the process or what to do next.

F2

Using ERes for 3 years. Currently using version 5.3.02. Uses both IE 7 and Firefox 3 at the same time to access site. Title is Coordinator of Document Delivery. Describes job as reserves and interlibrary loans. Responsible for changing ERes settings (thus, a manager); responsible for sending letters to publishers (thus, our librarian type); has taught classes (thus, a teacher type); is not student (thus, not a student type).

Task 1 asked the user to attach a zip file to a course. F2 was able to complete the task successfully, but gave feedback from other teachers. Says that doesn't like it that the file disappears when uploaded. Also can't see that anything is attached from the main page of the document. Wanted to know if they needed to click Save now.

Task 2 required the user to use the zip file to show all the files on the document separately. User completed the task without any trouble. User did say that they wished the attach document popup was just part of the page (didn't like all the popups).

Task 3 has the user create a new reserve request and attach a file. F2 indicated that their school uses a different system for reserve requests. Tried going into Documents and Copyrights, but couldn't complete the task. User started from course page. From F2's point of view, faculty just tell them to make the request. Would like attached files to be listed on document properties page. Went to course page and found the document attached with file, because user created the document and attached the page (so it was outside the request process).

Task 4 forces the user to edit an existing request and add a file to it. User completed the task. User went to View/edit reserve request > select > modify > Next. Looked under format but it isn't pertinent from their point of view. Next, sees that powerpoint file is pending. Clicks Check cost and can't get back to reserve request workflow (Had a problem with the Back button.). Goes back in and looks at quick dates in date range. Next > Next to Actions. Clicks files pending, and it opens in a different tab. Files are already attached – directed to attach new files. Finally sees the attach link, and goes to Attach Files, opens in new task and goes through attach workflow. Popup went behind, in a new tab, so that frustrated the user a bit.

Overall F2 found the attach a zip task and expand zip contents task easiest; has done attach a zip and extracted zip tasks before; and thought these features made the job about the same (no easier or harder). Had no comments about helpful features. Is confused by figuring out what different things mean, where they are in the process, and whether something done was successful.

Chapter 1: Overview

Also stated that they didn't see the Zip file feature as being all that important. "Hard to imagine using it" since most faculty would just be working with individual files.