Executive Summary

In the spring of 2015, the J. Murrey Atkins Library’s Usability Lab conducted a study of Acalog, “an electronic academic program and course approval system for creating, modifying, and accessing degree programs, individual courses, and catalog information” (Acalog and Curriculog Implementation at UNC Charlotte). The goals of the University of North Carolina Charlotte’s adoption of Acalog is to reduce and eliminate the inefficiencies, inconsistencies, and other problems associated with the current web and paper-base system. Acalog promises to provide “faculty, departments, colleges, and staff the ability to access, edit, and propose changes to curriculum in a simple, efficient way” (Acalog and Curriculog Implementation at UNC Charlotte). In addition, Acalog would provide a central portal for current and prospective students interested in learning more about degree requirements, programs, courses, and academic policies. The study tested Acalog’s beta interface prior to the scheduled June 2015 launch. Data was collected via tasks-based testing and focused on three participant groups; advisors, graduate, and undergraduate students. The objectives of the usability study are as follows:

- Identify the effectiveness of the catalog, is the catalog useful to users and can the catalog help them achieve their goals accurately.
- Identify the catalog’s efficiency, can users complete a task quickly and accurately.
- Identify how engaging the catalog is to users, is the catalog pleasant and satisfying to use.
- Identify how error tolerant the catalog is, does the user encounter errors and how does the catalog help a user recover from errors that occur.
- Identify the catalog’s ease of learning, does the catalog support the ease of completing a task through initial orientation and continued learning to novice and expert users.
- Identify training opportunities for the user interface related to tasks.
- Identify recommendations for design and functional improvement of the catalog

The study comprised of three distinct participant groups; advisors, graduate students, and undergraduate students, with 43 participants. The study utilized task based usability testing, an approach that relies on representative user groups’ attempt to perform relevant task to uncover design and functional issues with the interface. The study utilized three tasks lists to accommodate the needs of the different participant groups. This approach allows the researcher to compare data across common benchmarks based on the participant groups’ ability to complete each task. The tasks used in this study focused on activities commonly performed by the three participant groups and answered questions related to: degree requirements, academic calendar, course and program specific questions, and academic policies.
The study identified several opportunity for improvement to the catalog that would result in a more efficient, effective and desirable web interface. While no critical usability issues (problems that made the site unusable or negatively affect its efficiency to multiple users) were uncovered, the study did reveal smaller issues. This report contains a list of recommendations to address these issues. Additionally, the results identified further possibilities of inquiry for future studies.

**Study Design**

The tasks analysis helps researchers uncover usability issues as users interact with a web interface by first identifying common tasks performed by representative users and gauging the participants’ ability to complete the tasks. Participants in this study represented three categories: advisors, graduate students, and undergraduate students. The Director of the Usability Lab and the Usability Assistant developed and finalized the three task lists used in this study. The task list was customized to accommodate each participant group as outlined below. Both the task list for the advisors and graduate students consisted of nine tasks each, while the task list for the undergraduate students consisted of ten tasks. The final task lists highlight typical activities performed by undergraduate students, graduate students, and advisors when using the academic catalog. The use of three different task lists allows the researchers to conduct a comparative analysis of the data collected and accommodate the needs of the distinct user groups.

In addition to the task list, the study incorporated a pre-test and post-test. The task lists for each participant groups, pre and post-test are listed below:

**Advisor Task List**

*Pre-test questions*

1. How long have you been an advisor at UNC Charlotte?
2. How often do you use the Catalog?
3. What do you use the Catalog for?
   a. Do you use the Catalog to prepare for each advisee?
      i. If so, what do you view specifically?

*Tasks*

1. Find the degree requirements to complete a BA in History.
2. How many credit hours do you need to graduate?
3. Find the UNC Charlotte 2014/15 academic calendar.
   1. When does registration for the summer semester begin?
4. What are the prerequisites for BIOL 4199: Molecular Biology?
5. What is the name of the following course MEGR 2144? If your advisee wanted to learn more about this class, whom would you tell them to contact?
6. When and where does the following class take place, Introduction to Kinesiology?
7. What majors, minors, and certificates does the College of Computing and Informatics offer?
8. Add the college you advise for to your favorites.
9. Your advisee wants to figure out what their cumulative GPA for the semester would be after midterm grades are released, where can they find the GPA formula.

**Post-Test Questions**
1. Which feature/features do you find the most useful?
2. Is there anything you would like to see improved?
3. Do you have any additional comments?

**Acalog: Graduate Task List**

**Pre-test questions**
1. What year are you in your program?
2. What is your field of study?
3. What do you use the catalog for? Have you used the print Academic Catalog before?
   1. If so, how often what for?
   2. How often do you use the Academic Catalog
   3. If no, how do you determine your degree requirements

**Tasks**
1. Find the degree requirements to complete a MBA?
   1. How many credit hours do you need to complete the program?
2. Find the UNCC academic calendar, when is the first summer term?
3. What are the prerequisites for PHYS 5350: Teaching and Learning Physics
4. What is the name of the following course CMET 5130? If you want to learn more about this class, whom would you contact?
5. When and where does the following class take place, Personality Assessment?
6. You are a graduate assistant, what is the minimum amount of semester hours you must take each semester?
7. What graduate programs does the College of Computing and Informatics offer?
8. How many semester hours of transferred credit are accepted toward a masters’ degree?
9. Add your field of study to your favorites.

**Post-Test Questions**
1. Which feature/features do you find the most useful?
2. Is there anything you would like to see improved?
3. Do you have any additional comments?

**Undergraduate Task List**

**Pre-test questions**
1. What year are you in school?
2. What is your major?
3. What do you use the catalog for? Have you used the print Academic Catalog before?
   1. If so, how often what for?
   2. How often do you use the Academic Catalog
   3. If no, how do you determine your degree requirements

**Tasks**
1. Find the degree requirements to complete a BA in History?
2. How many credit hours do you need to graduate?
3. Find the UNCC academic calendar, when is the first summer term?
4. What are the prerequisites for BIOL 4199: Molecular Biology?
5. What is the name of the following course MEGR 2144?
   a. If you want to learn more about this class, whom would you contact?
6. When and where does the following class take place, Introduction to Kinesiology?
7. What GPA must you retain to stay on the Chancellor’s list?
8. What majors, minors, and certificates does the College of Computing and Informatics offer?
9. Add your field of study to your favorites.
10. You want to figure out what your GPA for the semester would be after midterm grades are released, what is the GPA formula?

**Post-Test Questions**

1. Which feature/features do you find the most useful?
2. Is there anything you would like to see improved?
3. Do you have any additional comments?

Participants’ performances as they attempt to complete the tasks expose usability issues and inform recommendations. During the test session, participants were encouraged to articulate their thoughts and actions aloud as they worked through the tasks. The think out loud protocol allows researchers to understand the context for user actions and decisions while completing a specific task; making it easier for the researchers to determine the underlying cause of usability issues.

The test sessions ranged from 13-30 minutes. Each test session included: a facilitator whose role was to greet the participants upon arrival, guide participants through the informed consent process, present the participants with the tasks, answer participant’s questions, and prompt the participants for responses; a note taker whose role was to observe the participant’s body language and to take notes on the participant’s comments and search techniques; and the participant. At times the facilitator acted as both the facilitator and note taker. All the test sessions were conducted in Atkins Usability Lab, using a Dell Desktop computer equipped with Morae software; the software-captured participants’ interaction with Acalog by recording audio, video, on-screen activity, and mouse input. The notes and recording were later analyzed resulting in recommendations to improve the user interface and to assist in future training.

**Recruitment**

Participants were recruited through the library’s social media accounts, posters placed throughout the library’s facility, the Center for Graduate Life’s newsletter, and through an email blast sent to advisors. The Office of Academic Affairs assisted in recruiting the advisors and supplied the incentives for the graduate students and undergraduate students.
The poster signage and the Center for Graduate Life’s newsletter advertised:

“$5 Starbucks Gift Card
Help the University test the new academic catalog and receive a $5 Starbucks Gift Card!”

In addition, the posters and newsletter provided contact information for potential participants.

Forty-three participants took part in the study. The forty-three participants read and signed an informed consent form approved by the university’s Institutional Review Board. The twenty advisors that participated in the study did not receive an incentive. The eight graduate students and fifteen undergraduate students that participated in the study received a $5 Starbucks gift card for their participation in the study. Participants received the incentive regardless of whether they successfully completed the usability test.

**Participant Demographics**

The participants consisted of 20 advisors, 8 graduate students, and 15 undergraduate students. The advisors represented nine of the ten colleges, these colleges included: the Belk College of Business, the College of Arts + Architecture, the College of Computing and Informatics, the College of Education, the College of Education, the College of Health and Human Services, the College of Liberal Arts and Sciences, William States Lee College of Engineering, University College, and the Graduate School. In addition, three advisors were categorized as miscellaneous and represented the Athletic Academic Center, the Office of Adult Students and Evening Services, and the University Advising Center. The advisors prior experience with the current academic catalog varied from novice to expert users. None of the participants had experience with Acalog.

The student participants consisted of 8 graduate students representing 6 different masters’ programs and 2 Ph.D. programs and 15 undergraduate students representing 14 different majors.

The graduate students and undergraduate students were novice users of the current academic catalog. Due to their limited experience with the current catalog, students preferred to contact their specific advisors with questions than using the catalog itself. None of the participants had experience with Acalog.

**Recommendations**

*Note: This is a deviation from past formats due to the length of the report the recommendations have been moved to the beginning for the convenience of readers. Detailed findings are found further in the report.*

The following recommendations were developed based on analysis of the usability test recordings, pre-survey responses, and the post-survey responses from participants. The study
revealed several issues that can be improved while no critical usability issues (problems that made the site unusable or negatively affect its efficiency to multiple users) were uncovered, the study did reveal smaller issues that could be improved to increase the efficiency, effectiveness, ease of learning, error tolerance, and engagement of the interface.

1. **Create training and tutorial videos for the “My Favorites” feature.**
   Having tutorial videos and including training for the “My Favorites” feature will increase the efficiency, effectiveness, engagement, and ease to learn for users. Numerous participants from the three participant groups tested expressed confusion towards the “My Favorites” feature and how to use it properly. Five participants in the post-survey commented that the location of the “My Favorites” in the left navigation is not ideal because participants must scroll to the bottom of the navigation that includes nineteen items in the Graduate Catalog and Undergraduate Catalog. After participants located and logged into the feature, seventeen of the participants struggled to add their college/field of study to “My Favorites.” All seventeen participants clicked “Edit Profile” in the upper right corner and discovered that they could only change the E-mail address or password associated with the account (*Recommendation 1.1*).

![My Favorites screenshot](image)

*Recommendation 1.1*
The participants then clicked the question mark icon in the upper right corner, which opens “Acalog ACMS Online Help” and read the information located in the “Using the Favorites Feature” section. This section states, “To add items click the Add to Favorites link next to the item in which you are interested. This will open a dialog box that displays all items in your Favorites;” this statement mislead several participants because there is not a link that says add to favorites, there is a star icon that must be clicked to add to the favorites feature (Recommendation 1.2). When users hover over the star icon, the alt text appears, “Add to Favorites.”

Recommendation 1.2

In the post-survey question, “is there anything you would like to see improve?” five participants mentioned the “My Favorites” feature. Comments included:

- “Have better instructions for the ‘My Favorites’ tool.”
- “The ‘My Favorites’ tool was hard the first time to figure out”
- “The ‘My Favorites” tool needs a better location because it is a new tool”
- “The ‘My favorites,’ it is hard to find information on how to use it.”
- “The ‘My Favorites’ tool was hard to navigate and figure out how to add; I think this will be a very useful tool to advisors after we learn to use it.”

The “My Favorites” features effectiveness, efficiency, eases to learn, and engagement will increase with training and tutorial videos.

2. Include all academic dates in the academic calendar.

The “Academic Calendar” in Acalog does not include all of the academic dates found in the “Official Academic Calendar “located on the Office of Registrar’s website,
The “Official Academic Calendar” includes 43 dates for the spring 2015 semester where the “Academic Calendar” in Acalog includes 30 dates for the 2014-2015 academic year (Figure 2.1). Ten of twenty advisors commented during the test session that having features like the academic calendar within the academic catalog is efficient for advisors because everything they utilize is in one interface instead of the advisors having multiple tabs open to access all the tools and information they need to complete a task. One of the advisors commented during Task 3, that the calendar should include all the academic dates like the last day to drop a class and the last day to withdrawal from a class. Including all the same dates found on the “Official Academic Calendar” will increase the efficiency and effectiveness of feature. For example, if a user went to the Academic Calendar in Acalog and needed to know when the last day to withdraw from a course they would not find it and would have to leave the interface to find this information on the Office of the Registrar’s website.

Recommendation 2.1
3. **Improve the “Catalog Search” results.**

Improving the “Catalog Search” results to include Boolean searches, sort by relevance, and directing users to the location of the result within a webpage. Currently the results from using the “Catalog Search” are listed by the following sections: Courses – Prefix/Code Matches, Courses – Keyword/Phrase Matches, Programs – Keyword/Phrase Matches, Colleges/Departments – Keyword/Phrase Matches, and Other Catalog Areas – Keyword/Phrase Matches. Acalog allows the user to sort results alphabetically or ranked; either option only changes the ordering in each individual section. The problem identified with the result’s page is that it does not list the most relevant items first; it does list the most relevant items first within the specific sections; if the result is in a section below the fold there is a chance that the user will not scroll down to see the results. In all three-task lists, the participants were asked to find a specific date in the academic calendar. Several participants used the “Catalog Search” to search for “Academic Calendar,” the participants found “Academic Calendar” highlighted in the last result section (*Recommendation 3.1*). Changing the search results to be listed by relevance and not by category will increase the efficiency, effectiveness, and the engagement to users attempting to complete a task.

*Recommendation 3.1*
Another issue found relating to the “Catalog Search” results is when a user searches for a word or phrase and none of the results in any of the sections are highlighted which leads the users to assume there is no relevant results or makes them click through the individual results. For example, a user searches “GPA calculator” in the “Catalog Search,” the participant receives no results that are highlighted (Recommendation 3.2). This led numerous participants from the three participant groups to stop attempting a task or to try a different search technique.

Recommendation 3.2
Several participants in the three participant groups did click results that were not highlighted. If the participant clicked “Degree Requirements and Academic Policies” the third result in the last result section, “Other Catalog Areas – Keyword/Phrase Matches” in their search to locate the GPA calculator they would be directed to that page in the academic catalog. If the participant did not know what anchor link to click and they scrolled through the webpage they would find every “GPA” and “Calculator” word would be highlighted (*Recommendation 3.3*). This feature currently is not effective, efficient, or easy to learn because the catalog does not give the users any indication that it is available; users have to stumble upon this feature.

![GPA Hours](image)

**GPA Hours**

GPA hours, also known as quality hours, are the total number of credit (semester) hours in the graded courses the student has attempted, except for those for which a grade of I, IP, W, P, AU, or N is recorded. Refer to example below.

**Grade Point Average (GPA)**

The grade point average for an undergraduate student is determined by adding all accumulated quality points together, and then dividing by the total number of GPA hours the student has attempted, excluding those for which the student received a grade of I, IP, W, H, P, AU, or N. In computing the grade point average, only those credits attempted at UNC Charlotte or through the Charlotte Area Educational Consortium are included. Refer to the example below.

**Example of Transcript:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST</td>
<td>2050</td>
<td>P</td>
<td>3.000</td>
<td>9.00</td>
</tr>
<tr>
<td>CHEM</td>
<td>1251</td>
<td>F</td>
<td>3.000</td>
<td>9.00</td>
</tr>
<tr>
<td>CHEM</td>
<td>1251L</td>
<td>F</td>
<td>1.000</td>
<td>3.00</td>
</tr>
<tr>
<td>UWRT</td>
<td>1101</td>
<td>B</td>
<td>1.000</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR</td>
<td>1201</td>
<td>C</td>
<td>2.000</td>
<td>8.00</td>
</tr>
<tr>
<td>LBST</td>
<td>2101</td>
<td>C</td>
<td>3.000</td>
<td>12.00</td>
</tr>
<tr>
<td>MATH</td>
<td>1241</td>
<td>C</td>
<td>3.000</td>
<td>12.00</td>
</tr>
</tbody>
</table>

**Term Totals (Undergraduate)**

<table>
<thead>
<tr>
<th></th>
<th>Attempted Hours</th>
<th>Passed Hours</th>
<th>Earned Hours</th>
<th>GPA Hours</th>
<th>Quality Points</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Term</td>
<td>18.000</td>
<td>14.000</td>
<td>14.000</td>
<td>15.000</td>
<td>25.000</td>
<td>1.857</td>
</tr>
<tr>
<td>Cumulative</td>
<td>18.000</td>
<td>14.000</td>
<td>14.000</td>
<td>15.000</td>
<td>25.000</td>
<td>1.857</td>
</tr>
</tbody>
</table>

**Example of GPA Calculation:**

GPA = Quality Points/GPA Hours; 25/15 = 1.667

**GPA Calculator**

To calculate grade point averages, visit registrar.unc.edu/gpa-calculator.

*Recommendation 3.3*
4. **Provide consistent layout for the graduate catalog and undergraduate catalog.**

To improve the consistency between the two catalogs and to improve the effectiveness and efficiency of the Undergraduate Catalog, each college’s webpage should be consistent with the college’s webpages in the Graduate Catalog. In each of the three task lists, participants were asked to locate the programs offered through the College of Computing and Informatics. The Undergraduate Catalog’s College of Computing and Informatics webpage includes links to the college’s three departments and a degree programs section. While attempting the task the advisor and undergraduate participants initially read the degree programs paragraph on the college’s webpage, which does not provide a list of the specific majors, minors, and certificates offered (*Recommendation 4.1*).

---

**College of Computing and Informatics**

[Image: College of Computing and Informatics webpage]

http://cci.uncc.edu

The University of North Carolina at Charlotte's College of Computing and Informatics (CCI) is part of a dynamic and exciting, educational, and research institution that combines the knowledge and expertise of multidisciplinary faculty, industry professionals, and students. The CCI was formed in 2000 as the College of Information Technology, with the mission of educating information specialists, conducting leading-edge research, and partnering with area businesses of great importance to the Charlotte community and the University. It was renamed the College of Computing and Informatics in 2006 in an effort to reflect the College’s commitment to maintain relevancy with the ever-changing world of information technology that impacts all of our lives on a daily basis.

The College of Computing and Informatics consists of three departments:

- Department of Bioinformatics and Genomics
- Department of Computer Science
- Department of Software and Information Systems

The three primary missions of the CCI are:

- to educate and prepare the computing and informatics professionals of tomorrow
- to conduct leading-edge research in enterprise information systems
- to partner with area industry to develop computing and informatics solutions

**Degree Programs**

With educational programs rooted in a strong foundation of research, the CCI combines the talents of on- and off-campus partners in achieving its mission. Academic programs include Bachelor's, Master's, and Ph.D. degree programs in computer science, software and information systems, information technology, and bioinformatics and computational biology. Committed to the concept of lifelong learning, the College also offers undergraduate and graduate certificate programs.

A key component of all CCI academic programs is the team interaction between students, faculty, and community partners. Through their involvement in real-world projects, students apply what they learn, thus, giving them practical experience as they help businesses solve computing and informatics challenges.

*Recommendation 4.1*
The participants have to click each department to view a list of the minors, majors, and certificates offered (Recommendation 4.2).

Recommendation 4.2

To improve the efficiency of the undergraduate catalog, the college webpages should include a list of programs in the degree programs section like the graduate catalog (Recommendation 4.3). Including a list of the degree programs on the undergraduate catalog’s college webpages will make it consistent with the graduate catalog as well as improve the efficiency of the undergraduate catalog; allowing a participant to quickly complete a task.
College of Computing and Informatics

Dean: Dr. Yi Deng
Associate Dean: Dr. William Tolona
Interim Associate Dean: Dr. Richard Lejki

The College of Computing and Informatics at the University of North Carolina at Charlotte is the only school of its kind in the Carolinas. Its mission is an important one - to prepare the information technology professionals of tomorrow through cutting-edge research, education, and partnerships with the community. Students help shape the future by participating in educational programs that respond directly to the needs of government and business. The College of Computing and Informatics is designated as a National Center of Academic Excellence in Information Assurance Education by the National Security Agency. The world of information technology changes rapidly, and the UNC Charlotte College of Computing and Informatics advances the field with its combination of the latest science, industry expertise, and dedicated faculty and students. Hard at work on a full spectrum of research topics, the College of Computing and Informatics has broken new ground in bioinformatics, computer science, computer engineering, health informatics, information systems, and information technology applications.


Graduate Programs

Bioinformatics and Genomics
- Bioinformatics and Computational Biology, Ph.D.
- Bioinformatics, M.S.
- Bioinformatics Applications, Graduate Certificate
- Bioinformatics Technology, Graduate Certificate

Computer Science
- Computer Science, M.S.
- Architecture and Computer Science, M.Arch/M.S., Dual Degree
- Advanced Databases and Knowledge Discovery, Graduate Certificate
- Game Design and Development, Graduate Certificate

Recommendation 4.3
5. Condense/consolidate the content within Degree Requirements and Academic Policies.

Reducing the length of the Degree Requirements and Academic Policies webpage will improve its effectiveness, efficiency, and engagement to users. Currently the webpage is twenty-one pages and has seventeen anchor links; the anchor links allow users to jump-to specific sections of the webpage (Recommendation 5.1).

---

**Recommendation 5.1**

If a user does not know, which section to look for information in they might begin to scroll through the webpage. A substantial amount of text overwhelmed a number of participants and some participants overlooked information entirely. A possible solution would be to provide a summary for the bulleted menu items that would be accessed by hovering the mouse over a label would improve the navigability of the page. The university utilizes this feature on the homepage’s navigation, [http://www.uncc.edu/](http://www.uncc.edu/) (Recommendation 5.2).
Recommendation 5.2

Seven participants commented in their test session that there was a lot of text on the “Degree Requirements and Academic Policies” webpage. Four participants in the post-survey question, “is there anything you would like to see improved?” stated reduction of scrolling among the pages. Further usability studies should be conducted on the menu items within the “Degree Requirements and Academic Policies” page to gather data and to analyze the functionality, the efficiency, and the desirability.

6. Increase the catalog search’s flexibility to accommodate truncation and misspellings.
Increasing the catalog search’s flexibility to accommodate truncation and misspellings will increase the efficiency, effectiveness, error tolerance, and engagement of the feature to users. Truncation is a search technique that broadens a search to include various word endings and spellings by including a * symbol at the end of the search term. For example if a user searched “GPA Calculat*,” the search would include “GPA Calculator,” “GPA Calculators,” and “GPA Calculation.” Including truncation in the catalog search will broaden the search results for users allowing them to complete a task quickly and accurately.

One participant used the catalog search in an attempt to locate the course schedule for “Introduction to Kinesiology” and searched “kinesiology,” and was given zero results (Recommendation 6.1). The participant did not realize that they misspelled the search term and the interface gave no indication that there was an error. If the catalog search accommodated misspellings it would increase the error tolerance of the feature; “how well the product prevents errors and can help users recover from the mistakes that occur”
(Quesenbery). If a user misspelled a word or phrase, the catalog could accommodate the user by providing hints such as “did you mean _____” to help the user recover from the mistake. The catalog should alert users when a word is misspelled.

Recommendation 6.1

When a participant searched “kinesiology,” the correct spelling they are given an abundance of results (Recommendation 6.2).
## Courses - Keyword/Phrase Matches

Results for any term in “kinesiology”.

- COMM 1101 - Public Speaking
- DANC 2119 - Anatomy for Dancers
- DANC 3227 - Ballet Pedagogy
- KNES 1099 - Topics in Games/Exercise/Sports
- KNES 1202 - Weight Training
- KNES 1204 - Aerobic Fitness
- KNES 1205 - Beginning Yoga
- KNES 1206 - Adaptive and Developmental Physical Education
- KNES 1208 - Walk, Jog, Run
- KNES 1209 - Step Aerobics

Page: 1 | 2 | 3 | 4 | 5 | 6 | 7 | ... | Forward 8 -> 11

## Programs - Keyword/Phrase Matches

Results for any term in “kinesiology”.

- Anthropology, Applied Anthropology Concentration, B.A.
- Athletic Training, B.S.
- Communication Studies, B.A.
- Communication Studies, Minor
- Dance, Dance Performance, Choreography, and Theory Concentration, B.A.
- Dance, Minor
- Early Entry: M.S. in Kinesiology
- Elementary Education, B.A.
- English, B.A.
- Exercise Science, B.S.

Page: 1 | 2

## Colleges/Departments - Keyword/Phrase Matches

Results for any term in “kinesiology”.

- College of Health and Human Services
- Department of Dance
- Department of Kinesiology

**Recommendation 6.2**
Findings

Findings are broken into three major sections to identify the different participant groups tested, advisors, graduate students, and undergraduate students. Each section’s findings are grouped by the individual task along with a description of the success rate, ease of completion, errors, and participants’ comments.

Advisors

Task 1: Find the degree requirements to complete a BA in History?

The task was designed to determine if users could locate the degree requirements for a specific field of study. All participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating the degree requirements for a specific major. This task requires the participants to complete multiple steps to locate degree requirements.

Several different approaches were taken to complete this task. Nine of the twenty participants immediately clicked “College of Liberal Arts and Sciences” located in the left navigation (Figure 1.1). The nine participants then clicked the “Department of History” link found under “The College of Liberal Arts & Sciences consists of these departments” (Figure 1.2). The nine participants then scrolled to the bottom of the Department of History page and clicked “History, B.A.” under the “Programs” section (Figure 1.3). Five of the nine participants scrolled down the History, B.A. page to view the “Degree Requirements” section and four of the nine participants clicked the “Degree Requirements” anchor link (Figure 1.4).
2015-2016 Undergraduate Catalog - TRAINING

IMPORTANT NOTE

This is a mock website for UNC Charlotte. For the actual Undergraduate Catalog for UNC Charlotte, please visit the UNC Charlotte Catalog website.

The University of North Carolina at Charlotte Graduate Catalog (hereby referred to as the “Catalog”) contains the University’s academic programs and courses. The Catalog should be used as a guide, in conjunction in planning a course of study and in meeting requirements for graduation. The Catalog is published for the following academic year, which begins in the Fall.

What’s New This Year?

2015 celebrates the 50th anniversary of UNC Charlotte as the 4th campus in the UNC system, as well as UNC Charlotte’s Graduate School.

New undergraduate degrees and programs that appear for the first time in this Catalog include:

- Minor in Chinese
- Minor in International Management
- Early Entry Program for the M.S. in Information Technology

Major changes to existing undergraduate degree programs include:

- Concentration in Applied Energy added to the B.S. in Electrical Engineering Technology
- Concentration in Biomedical Engineering added to the B.S. in Mechanical Engineering
- Concentration in Medical Technology discontinued for the B.A. in Chemistry
- Honors programs added to all majors within the Department of Kinesiology, Athletic Training, Neurodiagnostic and Sleep Sciences, and Respiratory Therapy

Additional changes include:

Figure 1.1
The College of Liberal Arts & Sciences is an academic community engaged in advancing the discovery, dissemination, and application of knowledge in the traditional areas of liberal arts and sciences and in emerging areas of study. As a community focused on learning and teaching, the College is guided by an unshakable commitment to humanistic values and ethical conduct, by a creative and entrepreneurial frame of mind, and by an awareness of the global context in which the University exists.

The liberal arts are the core of the University's educational program, both for students majoring in liberal arts and sciences and for students majoring in professional degree programs. As a result, courses offered within the College of Liberal Arts & Sciences are frequently those designated to satisfy University General Education requirements (see General Education Requirements in the Degree Requirements and Academic Policies section of this Catalog).

The College of Liberal Arts & Sciences consists of these departments:

- Department of Aerospace Studies / ROTC: Air Force
- Department of Africana Studies
- Department of Anthropology
- Department of Biological Sciences
- Department of Chemistry
- Department of Communication Studies
- Department of Criminal Justice and Criminology
- Department of English
- Department of Geography and Earth Sciences
- Department of Global, International, and Area Studies
- Department of History
- Department of Languages and Culture Studies
- Department of Mathematics and Statistics
- Department of Military Science / ROTC: Army
- Department of Philosophy
- Department of Physics and Optical Science
- Department of Political Science and Public Administration
- Department of Psychology
- Department of Religious Studies
- Department of Sociology

The College of Liberal Arts & Sciences also houses the following undergraduate Interdisciplinary Programs:
Admission
Entry into all honors courses is by permission of the department only, and requires the completion of HIST 2800 (Historical Skills Seminar) with a grade of A, as well as a GPA of 3.50 in History and 3.0 overall. Because History 4797 is taught in the fall only, students must complete their application to the History Honors Program well before their expected graduation. For this reason, qualified students are urged to discuss the History Honors Program with the Department's Honors Director early in their career. Students must also formally apply and be approved for Honors Candidacy by the Honors Council, a process which will be initiated as part of the HIST 4797 course.

Certification Requirements
To be awarded a degree in history with Honors in History, candidates must write an Honors thesis of A quality (and thus a grade of A for HIST 4799) as judged by a committee of readers. In addition, the student must complete HIST 4797 and 4799 with a 3.50 GPA or above, obtain a GPA of 3.50 or above in History courses, and an overall GPA of at least 3.0.

Programs
Major
• History, B.A.
• Latin American Studies, B.A.
Minor
• History Minor
Six of the twenty participants begin the task by using the catalog search found in the upper left corner (Figure 1.5). Four of the six participants used the drop-down filter to refine the search to “programs,” the four participants searched “History.” The four users clicked the first result listed (Figure 1.6) and were directed to the “History, B.A.” page, where they scrolled down to see the degree requirements. The remaining two participants searched “History majors” in the catalog search field. Both participants scrolled through the results and selected “History, B.A.” under the results section “Programs-Keyword/Phrase Matches” (Figure 1.7). After being directed to “History, B.A.” page, the two participants scrolled down to view the degree requirements.
**Figure 1.6**

<table>
<thead>
<tr>
<th>Programs - Keyword/Phrase Matches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results for any term in &quot;history&quot;:</td>
</tr>
<tr>
<td>History, B.A.</td>
</tr>
<tr>
<td>History, Minor</td>
</tr>
<tr>
<td>Art History, B.A.</td>
</tr>
<tr>
<td>Art History, Minor</td>
</tr>
<tr>
<td>Art, Art Education Concentration, B.F.A.</td>
</tr>
<tr>
<td>Art, Studio Art Concentration, B.F.A</td>
</tr>
<tr>
<td>Latin American Studies, B.A.</td>
</tr>
<tr>
<td>Military Science, Minor</td>
</tr>
<tr>
<td>American Studies, Minor</td>
</tr>
<tr>
<td>Classical Studies, Minor</td>
</tr>
</tbody>
</table>

Page: 1 2 3 4 5 6 7 8 Z ... Forward: 8 > 9
Task 2: How many credit hours do you need to graduate?

The task was designed to determine if users could locate where in the catalog provided the information about how many credit hours a student needs to graduate. All participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating the number of credit hours needed to graduate. This task requires the participants to complete multiple steps to locate degree requirements.

Two different approaches were taken to complete this task. Nineteen of the twenty participants began by clicking “Degree Requirements and Academic Policies” in the left navigation (Figure 2.1). The eighteen participants clicked the anchor link, “Baccalaureate Degree Requirements,”
(Figure 2.2) the participants then read off the first sentence of the section, “Credit Hours and Major” (Figure 2.3).
The remaining participant used the “Catalog Search” in the upper left corner and began by searching “graduation.” The participant looks through the results and do not see anything relevant and changes their search to “credit hours to graduate.” The participant scrolls through the defined result sections and clicks “Degree Requirements and Academic Policies” from the last category listed, “Other Catalog Areas-Keyword/Phrase Matches.” The then clicks the “Academic Advising” anchor link, the participants then see below the “Academic Advising” section “Baccalaureate Degree Requirements.” Within that section, the subsection “Credit Hours and Major” is highlighted to represent keywords from the participant’s search (Figure 2.4).
Academic Advising

http://advising.uncc.edu

Each student at UNC Charlotte is assigned an academic advisor or advisory committee in the student's major field of study. Students who have declared a major, or pre-major, should seek advising from their advisor in their College's advising center or department. Students who have more than one major should seek advice from each of their assigned advisors in each academic department. Students who have not chosen or been admitted to a major or pre-major program are enrolled as students of University College (UCOL) and are assigned an advisor from the University Advising Center. The University Advising Center also provides services to students who are transitioning from one major to another. A student may learn how to find his/her assigned advisor by visiting: advising.uncc.edu.

In helping students achieve their educational and career goals, advisors will focus on enhancing the students' transition from high school or another college/university, will offer assistance in understanding University policies and procedures, and refer students to campus services that will best ensure the students' success both on campus and in meeting their career goals. The advisors will also facilitate the development of decision-making skills critical to success in college and life. Each student's assigned advisor will communicate regularly with the student throughout the year about important dates, programs, and services that will help ensure success at UNC Charlotte. Students are encouraged to maintain contact with appropriate advisors throughout their enrollment period.

The advisor assists the student to develop a plan of study based on the student's prior preparation and objectives. The academic advisor will counsel, but the final responsibility remains that of the student.

Baccalaureate Degree Requirements

Credit Hours and Major

All baccalaureate degrees require completion of a minimum of 120 semester hours of credit, including all requirements for a major field of study. Specific requirements for degrees and programs are presented under the college and departmental sections of this Catalog.

General Education

All baccalaureate degrees require completion of a common set of General Education requirements. Refer to the General Education Program section of this Catalog.

Residence Requirement

To graduate, a student must earn the last 25% of baccalaureate degree requirements at UNC Charlotte, including the last 12 semester hours of work in the major field and at least six hours of any minor field of study. Exceptions to these hour provisions may be made upon the recommendation of the student's major department and with the approval of the dean of the college of the student's major. (Please note: earning 25% of the degree at UNC Charlotte cannot be waived due to Southern Association of Colleges and Schools accreditation standards.)

Coursework taken in residence shall be construed to mean work offered by UNC Charlotte and taken in courses on the UNC Charlotte campus or at an approved off-campus center. Credit earned by challenge examinations or other advanced standing examinations cannot be used to meet the residency requirement.

Figure 2.4
Task 3: Find the UNC Charlotte 2014/15 academic calendar.

- When does registration for the summer semester begin?

The task was designed to determine if users could locate the academic calendar in the catalog and then find a specific date. The academic calendar is a new catalog feature and was not available in the print catalog. Even if a user does not have experience with a feature, it should be intuitive enough for the user to complete the task with ease. All participants completed the task successfully; nineteen of the twenty participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating the dates for summer 2015 registration within the academic calendar. The majority of the participants commented that they did not know that the academic calendar was located in the catalog. With this being said, the participants did not know where it would be located in the catalog. After the task was completed, numerous participants commented that it would improve their efficiency because they now will not have to have numerous tabs open, they can find all the information in one place.

Fourteen of the twenty participants took the simplest route to locate the academic calendar. Thirteen of the fourteen participants clicked “Academic Calendar” located in the left navigation (Figure 3.1). The remaining participant used the “CTRL+F” to search for “Academic Calendar” from the catalog home page. The short cut directed the participant to the “Academic Calendar” in the left navigation. The fourteen participants then read off the date for summer 2015 registration located in the “Spring 2015” section of the calendar (Figure 3.2). One of the fourteen participants commented that the academic calendar in the catalog should include all of the dates included on the “Office Academic Calendar” found on the Office of the Registrar’s website, [http://registrar.uncc.edu/calendar](http://registrar.uncc.edu/calendar). The Office of the Registrar’s academic calendar includes dates for the last day to withdraw, the last day to add, drop with no grade, and other detailed dates.
2015-2016 Undergraduate Catalog - The University of North Carolina at Charlotte

IMPORTANT NOTE

This is a mock website for UNC Charlotte. For the official Catalog for UNC Charlotte, please visit the University's academic programs and courses. The Catalog should be used in planning a course of study and in meeting requirements for graduation for the following academic year, which begins in the Fall.

What's New This Year?

2015 celebrates the 50th anniversary of UNC Charlotte as the 4th campus within UNC Charlotte's Graduate School.

New undergraduate degrees and programs that appear for the first time:

- Minor in Chinese
- Minor in International Management
- Early Entry Program for the M.S. in Information Technology

Major changes to existing undergraduate degree programs include:

- Concentration in Applied Energy added to the B.S. in Electrical Engineering
- Concentration in Biomedical Engineering added to the B.S. in Mechanical Engineering
- Concentration in Medical Technology discontinued for the B.A. in Criminal Justice
- Honors programs added to all majors within the Department of Kinesiology, Neurodiagnostic and Sleep Sciences, and Respiratory Therapy

Additional changes include:

- The Department of Social Work has been renamed the School of Social Work

My Favorites Setup

Create your own personal catalog by clicking on the My Favorites link at the bottom of the left navigation page. After creating an account, you...
Figure 3.1
Figure 3.2
Four of the twenty participants used the catalog search in the upper left corner to search “Academic Calendar.” Three of the four participants scroll to the bottom of the search results page to the section, “Other Catalog Areas-Keywors/Phrases Matches” where they click the first highlighted result, “Academic Calendar” (Figure 3.3). The three participants then read off the date for summer 2015 registration located in the “Spring 2015” section of the calendar (Figure 3.2). The remaining participant is overwhelmed by the number of results and does not scroll far enough down to see the correct result, the participant assumes that there is nothing relevant because nothing was related at the top of the results page (Figure 3.4). The participant then clicks “General Information” located in the left navigation. The participant then clicks “Welcome to UNC Charlotte” link (Figure 3.5) and scrolls through the information and stumbles upon the “Academic Calendar” in the left navigation because he scrolled so far down. The participants then read off the date for summer 2015 registration located in the “spring 2015” section of the calendar.
<table>
<thead>
<tr>
<th>Colleges/Departments - Keyword/Phrase Matches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results for any term in &quot;academic calendar&quot;.</td>
</tr>
<tr>
<td>Department of Art and Art History</td>
</tr>
<tr>
<td>College of Business</td>
</tr>
<tr>
<td>College of Engineering</td>
</tr>
<tr>
<td>College of Education</td>
</tr>
<tr>
<td>Honors College</td>
</tr>
<tr>
<td>Department of Biological Sciences</td>
</tr>
<tr>
<td>School of Architecture</td>
</tr>
<tr>
<td>University College</td>
</tr>
<tr>
<td>College of Computing and Informatics</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Catalog Areas - Keyword/Phrase Matches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results for any term in &quot;academic calendar&quot;.</td>
</tr>
<tr>
<td>Academic Calendar</td>
</tr>
<tr>
<td>Degree Requirements and Academic Policies</td>
</tr>
<tr>
<td>Glossary</td>
</tr>
<tr>
<td>Student Life and Resources</td>
</tr>
<tr>
<td>Admission to the University</td>
</tr>
<tr>
<td>Financial Information</td>
</tr>
<tr>
<td>General Information</td>
</tr>
<tr>
<td>About the University</td>
</tr>
<tr>
<td>Faculty and Administrative Directory</td>
</tr>
<tr>
<td>University Regulation of Student Conduct</td>
</tr>
</tbody>
</table>

*Figure 3.3*
### Catalog Search

#### Search Results

**Courses - Prefix/Code Matches**

Search contains no valid course prefix or code.

No matches.

**Courses - Keyword/Phrase Matches**

Results for any term in "academic calendar".

- UCCOL 1300 - Academic Success Seminar
- UWRT 1101 - Writing and Inquiry in Academic Contexts I
- UWRT 1103 - Writing and Inquiry in Academic Contexts I and II
- UWRT 1102 - Writing and Inquiry in Academic Contexts II
- ACCT 3500 - Accounting Cooperative Education and 40ership Experience
- ARSC 3500 - Arts and Sciences Cooperative Education and 40ership Experience
- BIOL 3500 - Biology Cooperative Education and 40ership Experience
- CHEM 3500 - Chemistry Cooperative Education and 40ership Experience
- ITGS 3500 - Computer Science Cooperative Education and 40ership Experience
- ESCI 3500 - Earth Sciences Cooperative Education and 40ership Experience

Page: 1 2 3 4 5 6 7 ... Forward 6 > 8

**Programs - Keyword/Phrase Matches**

Results for any term in "academic calendar".

- Early Entry: M.S. in Chemistry
- Early Entry: M.S. in Kinesiology
- Early Entry: M.S. in Nursing (MSN)
- Middle Grades Education, B.A.
- Music, B.A.
- Public Health, Minor
- The University Honors Program in the Honors College
- Aerospace Studies, Minor
- Art History, Minor
- Biology, B.S.

Page: 1 2 3 4 5 6 7 ... Forward 6 > 15

**Colleges/Departments - Keyword/Phrase Matches**

Figure 3.4
Figure 3.5

The remaining two participants both started their search technique by clicking the “General Information” (Figure 3.6) in the left navigation. One participant clicks “About the University” (Figure 3.7) from the homepage and does not see anything related to the academic calendar. The participant then clicks the back button and clicks “Student Life, Resources, and Services,” (Figure 3.8), and does not see anything relevant. The participant then clicks and returns to the “Catalog Home” located at the top of the left navigation. The participant scrolls through the homepage and stumbles upon the “Academic Calendar” label at the bottom of the left navigation. The participant states, “I didn’t scroll enough.” The participant then reads off the summer registration date located in the spring 2015 section of the calendar. The remaining participant clicks “Welcome to UNC Charlotte” and scrolls through and comments, “That didn’t help me.” As the participant scrolled through, they stumbled upon the label “Academic Calendar” at the bottom of the left navigation. The participant clicks it and then reads off the date for summer 2015 registration.
Task 4: What are the prerequisites for BIOL 4199: Molecular Biology?

The task was designed to determine if users could locate the prerequisites for a specific class when having the course number and course name. All participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating the prerequisites for BIOL 4199: Molecular Biology. This task requires the participants to complete a multiple steps to locate the prerequisites for the specific course.

Several different approaches were taken to complete this task. Sixteen of the twenty participants started the task by clicking “Course Descriptions” in the left navigation (Figure 4.1). The sixteen participants used the “Course Filter” widget (Figure 4.2), but the widget’s filters were used in three different ways. Fifteen of the sixteen participants used the prefix drop-down filter to select BIOL and then typed the course number, “4199” in the “Code or Number:” filter. The participants then clicked the “Filter” button (Figure 4.3). The fifteen participants then clicked the only result, “BIOL 4199 – Molecular Biology” anchor link (Figure 4.4). When the participants clicked the result, it expanded into a block that listed general information such as credit hours, summary, prerequisites, and links to each terms schedule of classes (Figure 4.5). The remaining participant typed in “4199: in the “Code or Number:” filter and typed “molecular biology” in the “Keyword of Phrase:” filter which resulted in one result, “BIOL 4199-Molecular Biology” (Figure 4.6).
Figure 4.1
Courses

Courses below are listed alphabetically. To narrow your search, use the Course Filter box. Click on a course to read its description. Click on the link again to close the description box.

For detailed information about the course descriptions, please read the Course Description Definitions.

Click here for the Schedule of Classes or log in here to register for courses.

Course Filter

Filter this list of courses using course prefix, course code, keywords or any combination.

Prefix:  Code or Number:  Type  Keyword or Phrase:
BIOL  4199  All types…

Find whole word or phrase only.

Biology

- BIOL 4199 - Molecular Biology

BIOL 4199 - Molecular Biology

Credit Hours: 3

Structural and functional interaction of nucleic acids and proteins in the replication, transcription, and translation of genetic material.

Prerequisite(s): BIOL 3111, BIOL 3156, and CHEM 2131 with grades of C or above.

Click here for the First Summer 2015 Schedule of Classes
Click here for the Second Summer 2015 Schedule of Classes
Click here for the Fall 2015 Schedule of Classes

Figure 4.4

Figure 4.5
Four of the twenty participants utilized the catalog search widget located in the upper left of the academic catalog. The four participants click “courses” under the drop-down filter, the drop-down included the following options: entire catalog, courses, programs, hierarchy items, and other content. After the advisor testing was finished, Acalog was updated, and this refinement option was not displayed on the main screen of the widget, it still could be accessed through the advanced search function. The four participants then typed “BIOL: 4199” and searched. The participants clicked the first result, “Best Match: BIOL 4199- Molecular Biology” and read off the pre-requisites displayed in the expanded gray box.
**Task 5: What is the name of the following course MEGR 2144? If your advisee wanted to learn more about this class, whom would you tell them to contact?**

The task was designed to determine if users could determine the name of a course when given the course’s prefix and number. The second part of the question, led to several different answers, which all were right. All participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating the name of the course, MEGR 2144. This task requires the participants to complete a multiple steps to locate the name for the specific course and to determine contact information.

Several different approaches were taken to complete task five. Sixteen of the twenty participants began the task by clicking “Course Descriptions” from the left navigation (Figure 5.1). The sixteen participants then used the “Course Filter” widget’s prefix drop-down to select MEGR and typed the course number “2144” into the “Code or Number:” filter and then clicked the filter button (Figure 5.2). The sixteen participants clicked the only result that was listed and read off the title of the course, Introduction to Solid Mechanics. Eleven of the sixteen participants clicked “Click here for the Spring 2015 Schedule of Classes” anchor link embedded within the gray information box (Figure 5.3). The eleven participants were directed to the specific courses spring offerings through Banner Self Service (Figure 5.4). The eleven participants looked at the four sections offered and stated they would direct their advisees to contact the professor of the section they wish to take for more information. One participant commented that “I quite love this feature,” he figured that the anchor link would have directed him to the beginning of the search process for looking up classes to add (Figure 5.5) and he was very happy to see it takes you to that specific courses schedule. Another participant commented that “Click here of the Spring 2015 Schedule of Classes” is misleading and she stumbled upon the feature but the result was not what she expected because of the label; “I thought it would take you to a listing of all of the Spring 2015 course offerings.” The remaining four participants stated that they would advise the student to contact the Mechanical Engineering Department or the professor.
Figure 5.1

Figure 5.2
Figure 5.4

Figure 5.5
Four of the twenty participants began their search by utilizing the Catalog Search feature located in the upper left corner of the catalog. Two of the four participants searched the entire catalog for “MEGR 2144” and clicked the first result, “Best Match: MEGR 2144- Introduction to Solid Mechanics” under the subsection “Courses-Prefix/Code Matches” (Figure 5.6). The two participants read off the course title, and then state they would advise a student to contact the Mechanical Engineering Department for more information. One of the two participants clicked “Degree Programs” in the left navigation and then scrolled and clicked “Mechanical Engineering, B.S.M.E.,” the participant was hoping to find contact information on that page. The remaining two participants refined their catalog search to courses and searched “MEGR 2144” (Figure 5.7). The two participants clicked the first result, “Best Match: MEGR 2144- Introduction to Solid Mechanics” under the subsection “Courses-Prefix/Code Matches” (Figure 5.8). One of the two participants states he would tell an advisee to contact the department for more information, he does not see any contact information within the gray box and assumes he would have to leave the academic catalog and go to the department’s website for this information. The remaining participant clicked “Click here for the Spring 2015 Schedule of Classes,” after being redirected to Banner Self Service, the participant stated he would tell an advisee to contact one of the course’s professors for more information.

![Catalog Search](image-url)
Task 6: When and where does the following class take place, Introduction to Kinesiology?

The task was designed to determine if users could locate when and where a specific course takes place while given the course title. Eighteen of the twenty participants completed the task successfully; seventeen of the eighteen participants complete the task with ease. The current print catalog does not include course’s schedules for each academic semester; users had to access this information through Banner Self Service. Even if a user does not have experience with a feature, it should be intuitive enough for the user to complete the task with ease. Eight of the twenty participants commented that they did not know that this feature was in the academic catalog. To complete this task, participants must demonstrate a successful search technique that results in
locating a specific course’s location and the time it takes place. This task requires the participants to complete multiple steps to locate the course’s schedule.

Several approaches were taken to attempt and complete task six. Thirteen of the twenty participants began their search technique by clicking course descriptions in the left navigation (Figure 6.1). Ten of the thirteen participants used the “Course Filter” widget to refine their search by selecting “KNES” from the “Prefix:” drop-down (Figure 6.2) and then clicking the “filter” button. The ten participants looked through the results until they saw “KNES 2150 – Introduction to Kinesiology,” and then clicked it to expand they gray box that provides further information (Figure 6.3). The ten participants read through the gray box and click, “Click here for the Spring 2015 Schedule of Classes,” which directs them to the course’s schedule for the spring semester through Banner Self Service (Figure 6.4). One participant stated, “This is fabulous that it links to the schedule.” Three of the ten participants used the “Keyword or Phrase:” filter within the “Course Filter” widget. The three participants typed “Introduction to Kinesiology” in the “Keyword or Phrase” filter. The participants scrolled through the first page of results that were sectioned off by subject and did not see what they were looking for. The three participants then used the “Prefix:” drop-down filter and selected “KNES.” The three participants look at the results until they saw “KNES 2150 – Introduction to Kinesiology,” and then clicked it to expand they gray box that provides further information (Figure 6.3). The three participants read through the gray box and click, “Click here for the Spring 2015 Schedule of Classes,” which directs them to the course’s schedule for the spring semester through Banner Self Service (Figure 6.4).
Courses

Courses below are listed alphabetically. To narrow your search, use the Course Filter box. Click on a course to read its description. Click on the link again to close the description box.

For detailed information about the course descriptions, please read the Course Description Definitions.

Click here for the Schedule of Classes or log in here to register for courses.

Course Filter

Filter this list of courses using course prefix, course code, keywords or any combination.

Prefix: | Code or Number: | Type: | Keyword or Phrase:
---|---|---|---
KNES | | All types... |

Find whole word or phrase only.

Figure 6.2
Figure 6.3
Three of the twenty participants used the “Catalog Search” located in the upper left corner of the academic catalog. The three participants refined their search to courses and typed “Introduction to Kinesiology.” The first result listed, “KNES 2150 – Introduction to Kinesiology” is in the second section listed, “Course – Keyword/Phrase Matches” (*Figure 6.5*). The three participants clicked the result to expand the gray box that provides further information (*Figure 6.3*). The three participants read through the gray box and click, “Click here for the Spring 2015 Schedule of Classes,” which directs them to the course’s schedule for the spring semester through Banner Self Service (*Figure 6.4*). One of the twenty participants began their search by clicking “College of Health and Human Services” in the left navigation (*Figure 6.6*). The participant comments that they do not see a list of courses and proceeds to click “Department of Kinesiology,” (*Figure 6.7*) which takes the participant to the Department of Kinesiology webpage. The participant then scrolls down to the programs section and clicks “Exercise Science, B.S.” (*Figure 6.8*). The participant then scrolls down and finds the course listed under “Application Requirements,” the participant clicks the course to expand the gray box that provides further information (*Figure 6.9*). The participant read the gray box and click, “Click here for the Spring 2015 Schedule of Classes,” which directs them to the course’s schedule for the spring semester through Banner Self Service (*Figure 6.4*).
Figure 6.5
Figure 6.6
The College of Health and Human Services (CHHS) offers professionally recognized and accessible undergraduate and graduate degree programs that are nationally and globally relevant, and responsive to changing health care and human service needs in the state and region. The College achieves excellence through informed and effective teaching in its degree programs, community partnerships, and professional activities and research to advance science and practice in the health and human services professions.

The College of Health and Human Services consists of these schools/departments:

- School of Nursing
- **Department of Kinesiology**
- Department of Public Health Sciences
- School of Social Work

Figure 6.7
Kinesiology is the discipline that engages in the comprehensive study of human movement, where this knowledge is applied to a wide range of human performance areas and allied healthcare.

Degree Programs

Opportunities in the Department of Kinesiology include a Bachelor of Science degree in Exercise Science, Bachelor of Science degree in Athletic Training, Bachelor of Science in Neurodiagnostics and Sleep Science, Bachelor of Science degree in Respiratory Therapy, Master of Science in Kinesiology, a Minor in Outdoor Adventure Leadership, and multiple courses emphasizing Lifetime Physical Activity and Physical Fitness.

Pre-Kinesiology

The Pre-Kinesiology major is the classification that indicates that students are in a preparatory program for either the Athletic Training major or the Exercise Science major. Personal health enhancement opportunities are available through Lifetime Physical Activity and Physical Fitness courses.

Applicants who satisfy freshman or transfer requirements for admission to the University and who apply to either the Athletic Training OR Exercise Science majors are eligible for admission to the Pre-Kinesiology major. All students entering the university will be required to complete the General Education requirements of the university. A suggested sequence of courses for Pre-Kinesiology students that meet these General Education requirements as well as the prerequisites for both Exercise Science and Athletic Training can be found online at kinesiology.uncc.edu.

Students who apply for either the Athletic Training OR Exercise Science major are initially classified as Pre-Kinesiology majors (PKNS) until they meet the following requirements: cumulative GPA of 2.5 or above; completion of 36 hours; and successful (grade C or above) completion of KNES 2108 and KNES 2108L (or equivalents), CHEM 1200, CHEM 1251, CHEM 1251L, MATH 1101, STAT 1322, KNES 2150, and KNES 2294. Students applying for the Athletic Training or Exercise Science major must make a grade C or above in the required courses and have a cumulative GPA of 2.5 or above before making application to either major. All of the required courses may be attempted twice. Withdrawing from a course after the Add/Drop deadline constitutes an attempt, as does receiving any letter grade. Students must receive a grade of C or above in all pre- and corequisite courses in order to be deemed successful. All KNES courses taken at UNC Charlotte required for any degree program in the Department of Kinesiology must be successfully completed at UNC Charlotte.

Programs

Major

- Athletic Training, B.S.
- Exercise Science, B.S.
- Neurodiagnostics and Sleep Science, B.S.
- Respiratory Therapy, B.S.

Minor

- Outdoor Adventure Leadership, Minor

Early Entry Program

- Early Entry: M.S. in Kinesiology

Figure 6.8
Figure 6.9

Exercise Science, B.S.

- Application Requirements
- Required Courses
- Additional Information
- Concentration Requirements (15-18 Credit hours)
- Suggested Curriculum

The Exercise Science major offers preparation for employment as Exercise Science practitioners in business and industry, healthcare agencies, hospitals, physical fitness centers, sport medicine clinics, sports performance centers, and colleges/universities or any other setting which utilizes exercise and physical activity to promote healthy active lifestyles and outcomes.

This degree program offers preparation for employment as Exercise Science practitioners in: health agencies, hospitals, fitness centers, business and industry, research laboratories, or any other setting which provides physical fitness enhancement programs for clients and patients. The courses in this major prepare the student to sit for the American College of Sports Medicine Health Fitness Specialist certification. The Exercise Science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Application Requirements

Minimum criteria for application to the Exercise Science major are:

**A grade point average of 2.5 or above**

**A grade of C or above in the following required prerequisite courses:**

- CHEM 1200 - Fundamentals of Chemistry
- CHEM 1261 - General Chemistry I
- CHEM 1261L - General Chemistry I Laboratory
- BIOL 1110 - Principles of Biology I
- KNES 2193 - Human Anatomy and Physiology for the Health Professions
- KNES 2198L - Human Anatomy and Physiology Laboratory for the Health Professions (or equivalents)

**KNES 2150 - Introduction to Kinesiology**

Credit Hours: 3

Introduction to the study of athletic training and exercise science relative to philosophies, practices, work settings, trends, knowledge bases, skills, and licensures.

Prerequisite(s): Pre-Kinesiology major.

Click here for the First Summer 2015 Schedule of Classes
Click here for the Second Summer 2015 Schedule of Classes
Click here for the Fall 2015 Schedule of Classes

- KNES 2294 - Care and Prevention of Athletic Injuries
- STAT 1220 - Elements of Statistics I (BUSN)
Two participants did not complete the task. One participant commented that they do not if it is possible to do that within the catalog. Both participants do not try to complete the task using the catalog but they show how they currently find out this information through NinerNet and Banner Self Service.

**Task 7: What majors, minors, and certificates does the College of Computing and Informatics offer?**

The task was designed to determine if users could locate a specific college’s degree offerings. Nineteen of the twenty participants completed the task successfully; seventeen out of the nineteen participants completed the task with ease. Eleven of the twenty participants commented that it would be beneficial if the college’s degree programs were listed under “Degree Programs” on the college’s main page instead of having to click on each of the college’s departments to see the specific offerings. To complete this task, participants must demonstrate a successful search technique that results in locating a specific college’s degree programs. This task requires the participants to complete multiple steps to locate the College of Computing and Informatics’ list of degree programs.

Eighteen of the twenty participants used the same search technique to begin task seven. The eighteen participants began their search by clicking “College of Computing and Informatics” located in the left navigation (*Figure 7.1*). The participants skim the page and read the “Degree Programs” subsection that does not list the specific programs. Fifteen of the eighteen participants clicked each of the three departments to see what degree programs each department offered (*Figure 7.2*). One of the eighteen participants failed the task because they read the Degree Programs section on the college’s main page, which states, “academic programs include Bachelor's, Master's, and Ph.D. degree programs in computer science, software and information systems, information technology, and bioinformatics and computational biology” but does not list the specific programs that the college offers. The remaining participants clicked the link located first on the college’s main page (*Figure 7.3*); this link redirects the two participants off the academic catalog to the College of Computing and Informatics webpage. The two participants click the “academics” tab (*Figure 7.4*) that lists the degree programs (*Figure 7.5*).
Figure 7.1
College of Computing and Informatics

http://cci.uncc.edu

The University of North Carolina at Charlotte’s College of Computing and Informatics (CCI) is part of a dynamic and exciting, educational, and research institution that combines the knowledge and expertise of multidisciplinary faculty, industry professionals, and students. The CCI was formed in 2000 as the College of Information Technology, with the mission of educating information specialists, conducting leading-edge research, and partnering with area businesses of great importance to the Charlotte community and the University. It was renamed the College of Computing and Informatics in 2006 in an effort to reflect the College’s commitment to maintain relevancy with the ever-changing world of information technology that impacts all of our lives on a daily basis.

The College of Computing and Informatics consists of three departments:

- Department of Bioinformatics and Genomics
- Department of Computer Science
- Department of Software and Information Systems

The three primary missions of the CCI are:

- to educate and prepare the computing and informatics professionals of tomorrow
- to conduct leading-edge research in enterprise information systems
- to partner with area industry to develop computing and informatics solutions

Degree Programs

With educational programs rooted in a strong foundation of research, the CCI combines the talents of on- and off-campus partners in achieving its mission. Academic programs include Bachelor’s, Master’s, and Ph.D. degree programs in computer science, software and information systems, information technology, and bioinformatics and computational biology.

Committed to the concept of life-long learning, the College also offers undergraduate and graduate certificate programs.

A key component of all CCI academic programs is the team interaction between students, faculty, and community partners. Through their involvement in internships, students apply what they learn, thus, giving them practical experience as they help businesses solve computing and informatics challenges.
Figure 7.4

College of Computing and Informatics

The College of Computing and Informatics is committed to being the recognized leader for competitive, innovative, and market-responsive computing and information education. Through this commitment, the College will continue to develop focused, trend-setting research excellence with national and international recognition, and be recognized as the leader and go-to place for partnerships and collaborations.

Figure 7.5

Undergraduate Programs

Computer Science

The Department of Computer Science, with 30 faculty members and over 700 students, is one of the largest in the Southeast. Its new, lab-based, multi-path curriculum is helping to develop the workforce to meet the 21st Century demands in areas such as banking, insurance, analytics, data warehousing, web services, medical, information, healthcare, and energy.

- B.S. Computer Science
- B.A. Computer Science
- B.A. Computer Science, Financial Services Informatics Concentration
- Certificate Program in Computer Game Development

Software and Information Systems

The Department of Software and Information Systems (BIS) is a leader in information technology, research, and education with an emphasis on designing and deploying integrated, secure, reliable, and easy-to-use IT solutions. BIS offers a wide selection of courses in Information Technology, Information Security and Privacy, Human-Computer Interaction, Web Development, and Software Engineering.

- B.S. Software and Information Systems
- B.A. Software and Information Systems, Financial Services Informatics Concentration
Two of the twenty participants clicked “Degree Programs” located in the left navigation (Figure 7.6). Both participants clicked “Sort by College” (Figure 7.7) and then scrolled down until they saw the College of Computing and Informatics section that listed the programs by major, minor, undergraduate certificate, and early entry program (Figure 7.8).

![Figure 7.6](image)

![Degree Programs (alphabetical)](image)
Task 8: Add the college you advise for to your favorites.

The task was designed to determine if users could locate the “my favorites” feature and be able to add their specific college. The “my favorites” feature is a new catalog feature and was not available in the print catalog. Even if a user does not have experience with a feature, it should be intuitive enough for the user to complete the task with ease. Eighteen of the twenty participants completed the task, but only six of those participants completed it with ease. To complete this task, participants must demonstrate a successful utilization of the “my features” tool. This task requires the participants to locate the login for the tool and then add a specific college to their favorites. Participants were given login credentials for the task. After each test, the favorites were cleared out before the next test.

All twenty of the participants began the task the same way; they all clicked “My Favorites” in the left navigation (Figure 8.1). It is noted that sixteen of twenty participants had a difficult time locating this feature because it is at the bottom of the navigation. If participants did not scroll to the bottom of the page, they would not see the option. One participant commented that they were looking for a login in the upper right of the catalog because that is usually where log in information is. The participants then entered the given credentials into the “E-mail Address” and “Password” fields (Figure 8.2). Seventeen of the twenty participants read over the information
on the “My Favorites” page. Six of the twenty participants expressed that they thought they would add from the “My Favorites” page because it listed sections that said the following courses, programs, navigation links, divisions, and saved searches have been added to your Favorites (Figure 8.3). Because of this preconception the participants clicked “edit profile,” but found out this only allows you to change your password and not add to the account (Figure 8.4). Seven of the twenty participants clicked the question mark icon located in the upper right and lower right, which opens a page titled “Acalog ACMS Online Help.” The participants scroll down and read the subsection, “4. Using the Favorites Feature” (Figure 8.5). After reading this section, two of the participants looked for the star icon described on the “my favorites” page which was not there so both participants gave up on the task. One participant stated, “I have no idea how to add a favorite.” The remaining eighteen participants clicked on their respected college in the left navigation and then clicked the star icon in the upper right corner (Figure 8.6). After clicking the star icon, a new window opens that says the following has been added to you favorites (Figure 8.7). Four of the eighteen participants then clicked the “My Favorites” in the navigation to make sure that the college was added (Figure 8.8)
Figure 8.1
My Favorites

If you have a login account, you can retrieve everything in your Favorites from a previous visit by logging in below. If you are a new user, you can create an account, which will allow you to save your Favorites and access it later.
If you forgot your password, enter your e-mail address only and click Reset Password.

<table>
<thead>
<tr>
<th>E-mail Address:</th>
<th>Password:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Login  Reset Password

To remove items from your Favorites, check boxes next to the item to remove and click the Remove button.

The following courses have been added to your Favorites:
There are currently no courses in your Favorites.

The following programs have been added to your Favorites:
There are currently no programs in your Favorites.

The following navigation links have been added to your Favorites:
There are currently no navigation links in your Favorites.

The following divisions have been added to your Favorites:
There are currently no divisions in your Favorites.

The following saved searches have been added to your Favorites:
There are currently no saved searches in your Favorites.

Figure 8.2
My Favorites

To remove items from your Favorites, check boxes next to the item to remove and click the Remove button.

The following courses have been added to your Favorites:
The current no courses in your Favorites.

The following programs have been added to your Favorites:
The current no programs in your Favorites.

The following navigation links have been added to your Favorites:
The current no navigation links in your Favorites.

The following divisions have been added to your Favorites:
The current no divisions in your Favorites.

The following saved searches have been added to your Favorites:
The current no saved searches in your Favorites.

Figure 8.3
My Favorites

You may change your account login by entering a new e-mail address below and clicking the Send button. To change your password, click on the Change Password link.

You must complete *required* fields

* E-mail Address: rwinter@unce.edu

Change Password

Save Changes  Cancel

To remove items from your Favorites, check boxes next to the item to remove and click the Remove button.

The following courses have been added to your Favorites:

There are currently no courses in your Favorites.

Figure 8.4
Figure 8.5

Figure 8.6
Figure 8.7
Task 9: Your advisee wants to figure out what their cumulative GPA for the semester would be after midterm grades are released, where can they find the GPA formula?

The task was designed to determine if users could locate the GPA formula in the academic catalog. The GPA formula/calculator is a new catalog feature and was not available in the print catalog. Even if a user does not have experience with a feature, it should be intuitive enough for the user to complete the task with ease. Eighteen of the twenty participants completed the task successfully; fourteen of the eighteen participants completed the task with ease. Thirteen of the twenty participants commented that they do not associate the GPA formula or calculator with the academic catalog and that they refer advisees to the registrar’s website for the GPA calculator. One participant stated, “This is nice that it is going to be here.” This task requires the participants to locate where in the catalog the GPA formula is located.

Fourteen of the twenty participants completed the task using the same search technique. The participants first clicked “Degree Requirements and Academic Policies” located in the left navigation (Figure 9.1). The fourteen participants look through the anchor link options and clicked “Grading and Related Policies” (Figure 9.2). The participants scroll down till they see the sub-heading “GPA calculator” (Figure 9.3) that links to the registrar’s webpage (Figure 9.4).
Figure 9.1

Figure 9.2
Grade Point Average (GPA)

The grade point average for an undergraduate student is determined by adding all accumulated quality points together, and then dividing by the total number of GPA hours the student has attempted, excluding those for which the student received a grade of I, IF, W, H, P, AU, or N. In computing the grade point average, only those credits attempted at UNC Charlotte or through the Charlotte Area Educational Consortium are included. Refer to the example below.

Example of Transcript:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST</td>
<td>2050</td>
<td>P</td>
<td>3.000</td>
<td>0.00</td>
</tr>
<tr>
<td>CHEM</td>
<td>1251</td>
<td>F</td>
<td>3.000</td>
<td>0.00</td>
</tr>
<tr>
<td>CHEM</td>
<td>1251L</td>
<td>F</td>
<td>1.000</td>
<td>0.00</td>
</tr>
<tr>
<td>UVWT</td>
<td>1101</td>
<td>B</td>
<td>3.000</td>
<td>9.00</td>
</tr>
<tr>
<td>ENGR</td>
<td>1201</td>
<td>C</td>
<td>2.000</td>
<td>4.00</td>
</tr>
<tr>
<td>LBST</td>
<td>2101</td>
<td>C</td>
<td>3.000</td>
<td>6.00</td>
</tr>
<tr>
<td>MATH</td>
<td>1241</td>
<td>C</td>
<td>3.000</td>
<td>6.00</td>
</tr>
</tbody>
</table>

Term Totals (Undergraduate)

<table>
<thead>
<tr>
<th>Current Term</th>
<th>Attempted Hours</th>
<th>Passed Hours</th>
<th>Earned Hours</th>
<th>GPA Hours</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>18.000</td>
<td>14.000</td>
<td>14.000</td>
<td>15.000</td>
<td>25.300</td>
</tr>
<tr>
<td>Cumulative</td>
<td>18.000</td>
<td>14.000</td>
<td>14.000</td>
<td>15.000</td>
<td>25.300</td>
</tr>
</tbody>
</table>

Example of GPA Calculation:

GPA = Quality Points/GPA Hours; 25/15 = 1.667

GPA Calculator

To calculate grade point averages, visit registrar.uncc.edu/gpa-calculator.

Figure 9.3
Five of the twenty participants used the “Catalog Search” located in the upper left corner of the academic catalog. Two of the four participants searches “GPA” while the other two participants search “GPA Formula,” both searches have similar results (Figure 9.5). Four of the five participants are overwhelmed by the amount of results and the first section listed on the results page states “No matches” (Figure 9.6). In addition, none of the results include “GPA” in them. One of the five participants gives up at attempting to complete the task after they see “no matches” on the results page. One of the five participants clicks “Degree Requirements and
Academic Policies” from the last section, “Other Catalog Areas- Keyword/Phrase Matches.” The participant then looks through the anchor links options and click “Grading and Related Policies” (Figure 9.2). The participants scroll down until they see the sub-heading “GPA calculator” (Figure 9.3) that links to the registrar’s webpage (Figure 9.4). The remaining three participants look through the navigation and clicked “Degree Requirements and Academic Policies” located in the left navigation (Figure 9.1). The three participants look through the anchor links and click “Grading and Related Policies” (Figure 9.2). The participants scroll down until they see the sub-heading “GPA calculator” (Figure 9.3) that links to the registrar’s webpage (Figure 9.5).
The remaining participant looks through the navigation and catalog home and does not see anything—referencing GPA formula and states, “Usually I don’t look in the catalog for this, if it is
in the catalog I’m not sure where it would be. I don’t think of GPA information being in the catalog, so yes I am a little stumped here.” The participant does not attempt to complete the task.

**Graduate Students**

**Task 1: Find the degree requirements to complete a MBA? How many credit hours do you need to complete the program?**

The task was designed to determine if users could locate the degree requirements for a specific field of study. All participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating a specific graduate degree’s requirements. This task requires the participants to complete multiple steps to locate degree requirements.

Two different approaches were taken to successfully complete task one. Five of the eight participants clicked the “College of Business” in the left navigation (Figure 10.1). The five participants scrolled down to the “Graduate Programs” section and then click “Business Administration, MBA” under the subsection “Business Administration” (Figure 10.2). Three of the five participants click “Degree Requirements” anchor link (Figure 10.3) while the other two participants scroll down to the “degree requirements” section (Figure 10.4). The five participants then read off the graduate hours required to complete the program found in the degree requirements paragraph and then scroll through the list of classes (Figure 10.5).

![Figure 10.1](image-url)
Belk College of Business

belkcollege.unc.edu

Dean: Dr. Steven Ot
Associate Dean for Faculty and Research: Dr. Richard Buttmer
Interim Associate Dean for Graduate Programs: Dr. Richard Buttmer
Associate Dean for Undergraduate Programs: Dr. Daryl L. Kerr

The Belk College of Business is accredited by AACSB International, the premier accrediting agency for academic programs in business administration and accounting. Our challenging master’s programs in Accountancy, Business Administration, Economics, and Mathematical Finance provide graduates with the tools they need to succeed in business. Courses are taught by full-time faculty with Ph.D.s from top schools whose research is published in top-level journals and whose expertise is highly sought after by industry executives. Students have the opportunity to network with professionals from a variety of fields, and interact with alumni and leaders from Charlotte’s dynamic business community. These programs provide flexible schedules with courses offered both at UNC Charlotte’s main campus and at our Uptown campus in the heart of Charlotte’s Center City, so that working professionals may earn their graduate degree without interrupting their careers.

Graduate Programs

Accountancy
- Accountancy, M.Acc.
- Accountancy and Juris Doctor, M.Acc./J.D., Dual Degree

Business Administration
- Business Administration, Ph.D.
- Business Administration, MBA
- Business Administration and Latin American Studies, M.B.A./M.A., Dual Degree
- Business Administration and Health Administration, M.B.A./M.H.A., Dual Degree
- Business Administration and Juris Doctor, M.B.A./J.D., Dual Degree
- MBA in Global Business and Strategy, Dual Degree
- MBA PLUS Post-Master’s Graduate Certificate
- Business Foundations, Graduate Certificate

Data Science and Business Analytics
- Data Science and Business Analytics, M.S.
- Data Science and Business Analytics, Graduate Certificate

Economics
- Economics, M.S.
- Economics, M.S./M.Sc, Dual Degree

Mathematical Finance
- Mathematical Finance, M.S.

Real Estate and Development
- Real Estate, M.S.R.E.
- Business Administration, MBA, with Concentration in Real Estate Finance and Development
- Real Estate and Juris Doctor, M.S.R.E./J.D., Dual Degree

Figure 10.2
Figure 10.3
Business Administration, MBA

- Additional Admission Requirements
- Degree Requirements
- Dual Master's Degree Program
- Admission to Candidacy
- Application for Degree
- Assistantships
- Advising
- Transfer Credit
- Program Certifications/Accreditation

The primary objective of graduate study in business is to develop candidates for leadership positions in complex organizations. The MBA program focuses on developing the expertise to lead, influence, and persuade others through effective written and spoken communications; the ability to approach complex problems both systematically and imaginatively; the confidence to make decisions in the face of imperfect information, competing objectives, and technological change; the insight to recognize the ethical dimensions of organizational and individual decisions; the sensitivity to recognize that organizational decisions involve teamwork and consensus-building across diverse groups of individuals; and the awareness that business represents an inherently multinational enterprise that exists without geographical or cultural boundaries.

Additional Admission Requirements

In addition to the general requirements for admission to the Graduate School, the following are required for graduate study in Business Administration.

1. A generally satisfactory undergraduate record from an accredited college or university
2. A satisfactory score on the Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE)
3. A full resume or a description of significant work experience

Degree Requirements

The MBA degree program comprises 37 graduate hours, including a Core Functional Component and an Elective Component. Up to 6 hours of coursework may be transferred from an AACSB-accredited institution or equivalent, based on a recommendation of the relevant academic department, approval of the Director of the MBA program, and approval of the Graduate School. Necessary preparatory work will be determined during the admissions process, and courses to meet the specific need will be available in the Preparatory Component. All students in the program must meet the Graduate School's requirements for a Master's Degree.
Three of the eight participants clicked “Degree and Certificate Programs” from the left navigation (Figure 10.6). The three participants scroll down to the “Master’s” section and click “Business Administration, MBA” (Figure 10.7). The three participants scroll down to the “degree requirements” section (Figure 10.4). The five participants then read off the graduate hours required to complete the program found in the degree requirements paragraph and then scroll through the list of classes (Figure 10.5).
Task 2: Find the UNCC academic calendar, when is the first summer term?

The task was designed to determine if users could locate the academic calendar in the catalog and then find a specific date. The academic calendar is a new catalog feature and was not available in the print catalog. Even if a user does not have experience with a feature, it should be
intuitive enough for the user to complete the task with ease. All participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating the dates for summer 2015 term within the academic calendar.

Two different search techniques were taken to complete task 2. Five of the eight participants looked through the left navigation items and clicked “Academic Calendar” (Figure 11.1). The five participants scrolled down to the “SUMMER 2015” section and read off the dates for the first summer term (Figure 11.2). The remaining three participants used the “Catalog Search” located in the upper left corner to search “Academic Calendar” (Figure 11.3). The participants scroll to the last section, “Other Catalog Areas – Keyword/Phrases Matches” and click the first result “Academic Calendar 2015-2015” (Figure 11.4). The participants then scroll down to the “SUMMER 2015” section and read off the dates for the first summer term (Figure 11.2).
Figure 11.1
## Academic Calendar 2014-2015

UNC Charlotte’s academic year is divided into three terms: Fall, Spring, and Summer.

### FALL 2014
- **Aug 16**: Academic year begins
- **Aug 18**: First day of classes
- **Aug 23**: First day for Saturday classes
- **Aug 30**: No Saturday classes
- **Sep 1**: HOLIDAY: Labor Day
- **Oct 5-7**: Fall Recess
- **Nov 3**: Registration for Spring 2015 begins
- **Nov 28-29**: HOLIDAY: Thanksgiving
- **Dec 3**: Last day of classes
- **Dec 4**: Reading day
- **Dec 5-12**: Final examinations*
- **Dec 13**: Fall Commencement

### SPRING 2015
- **Jan 7**: First day of classes
- **Jan 10**: First day for Saturday classes
- **Jan 19**: HOLIDAY: M.L. King, Jr. Day
- **Mar 2-7**: Spring Break
- **Mar 23**: Registration for Summer 2015 and Fall 2015 begins
- **Apr 5-4**: Spring Recess
- **Apr 25**: Final examinations for Saturday classes
- **Apr 28**: Last day of classes
- **Apr 29**: Reading day
- **Apr 30 - May 7**: Final examinations*
- **May 9-9**: Spring Commencement
- **May 14**: Academic year ends

### SUMMER 2015
- **May 18 - Jun 24**: First Summer Term**
- **May 18 - Aug 5**: Extended Summer Term**
- **May 25**: HOLIDAY: Memorial Day
- **Jun 25-26**: No classes
- **Jun 29 - Aug 5**: Second Summer Term**
- **Jul 3**: HOLIDAY: Independence Day

*Common Examinations held on the first day of exams.
**Dates include final examinations.

---

\[Please note: All dates are subject to change. No classes are held on the above noted holiday dates. A complete list of dates and deadlines is available online from the Office of the Registrar at [registrar.uncc.edu/calendar](http://registrar.uncc.edu/calendar). Please check this site for the most current information.\]
Task 3: What are the prerequisites for PHYS 5350: Teaching and Learning Physics?

The task was designed to determine if users could locate the prerequisites for a specific course when having the course number and course name. All participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating the prerequisites for PHYS 5350: Teaching and Learning Physics. This task requires the participants to complete a multiple steps to locate the prerequisites for the specific course.
Two different search techniques were taken when completing task three. Four of the eight participants clicked “Course Descriptions” located in the left navigation (Figure 12.1). The four participants used the course filter module to filter using the drop-down “Prefix:” filter to select “PHYS” and the “Code of Number:” filter to search “5350” and then clicked “Filter” (Figure 12.2). The four participants then clicked the only result, “PHYS 5350 – Teaching and Learning Physics” which expands a gray box; the participants then read off the course prerequisites (Figure 12.3).

Four of the eight participants use the “Catalog Search” located in the upper left corner. All four participants searched “PHYS 5350” and click the first result, “Best Match: PHYS 5350 – Teaching and Learning Physics” located under the first section “Courses – Prefix/Code Matches” (Figure 12.5). After clicking the result expands a gray box and the participants then read off the prerequisites (Figure 12.6).
Physics

**PHYS 5350 - Teaching and Learning Physics**

(3 Credit hours)

A course on how people learn and understand key ideas related to physics. Course focus includes physics content, pedagogical methods and curriculum, cognitive science, and physics education research. Course includes opportunities for teaching and individualized projects.

**Prerequisite(s):** PHYS 2102 or permission of instructor

---

*Figure 12.2*

*Figure 12.3*
Figure 12.4

Figure 12.5
Task 4: What is the name of the following course CMET 5130? If you want to learn more about this class, whom would you contact?

The task was designed to determine if users could find the name of a course when given the course’s prefix and number. The second part of the question, led to several different answers, which all were right. All participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating the name of the course, CMET 5130. This task requires the participants to complete a multiple steps to locate the name for the specific course and to determine contact information.

Two different approaches were taken to complete task four. Five of the eight participants used the “Catalog Search” to search “CMET 5130” (Figure 13.1). The five participants clicked the first result “Best Match: CMET 5130 – Building Information Modeling” located in the first section “Courses – Prefix/Code Matches” (Figure 13.2). After clicking on the result, a gray box expanded, the five participants read the name of the course and then clicked the following link, “Click here for the First Summer 2015 Schedule of Classes” (Figure 13.3). Two of the five participants said they would contact the course’s professors and the remaining two participants said they would contact their advisor.

Three of the eight participants began their search technique by clicking “Course Descriptions” in the left navigation (Figure 13.4). The four participants used the course filter module to filter
using the drop-down “Prefix:” filter to select “CMET” and the “Code of Number:” filter to search “5130” and then clicked “Filter” (Figure 13.5). The four participants then clicked the only result, “CMET 5130 – Building Information Modeling” which expands a gray box (Figure 13.6). The three participants read off the title of course. Two of the three participants said they would contact their advisor for more information and the remaining participant clicked the following link, “Click here for the Spring 2015 Schedule of Classes” (Figure 13.3) and said they would contact the course’s instructor.

Figure 13.1
Figure 13.2

Catalog Search

Search Results [Modify search options]

Sorting: Alphabetical | Ranked

Courses - Prefix/Code Matches
Results for course prefix "CMET" and/or course code "5130"

Best Match: CMET 5130 - Building Information Modeling
CMET 5140 - Building Energy Management
CMET 5150 - Green Building
CMET 5180 - Advanced Construction Materials
CMET 5290 - Temporary Structures in Construction
CMET 6000 - Special Topics in Construction and Facility Management
CMET 6135 - Advanced Construction Planning and Management
CMET 6145 - Facilities Management Financial Analysis
CMET 6155 - Facility Instrumentation and Controls
CMET 6160 - Research and Analytical Methods

Page: 1 | 2 | 3
Figure 13.3

2015-2016 Graduate Catalog - TRAINING

IMPORTANT NOTE

This is a mock website for UNC Charlotte. For the actual Graduate Catalog for UNC Charlotte, please visit the UNC Charlotte Catalog website.

The University of North Carolina at Charlotte Graduate Catalog (hereby referred to as the ‘Catalog’) is the official source of the University’s academic programs and courses. The Catalog should be used as a guide, in conjunction with an academic advisor, in planning a course of study and in meeting requirements for graduation. The Catalog is published annually in the Spring for the following academic year, which begins in the Fall

What’s New This Year?

Figure 13.3
Task 5: When and where does the following class take place, Personality Assessment?
The task was designed to determine if users could locate when and where a specific course takes place while only knowing the course title. All participants completed the task successfully; seven of the eight participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating a specific course’s location and the time it takes place. This task requires the participants to complete multiple steps to locate the course’s schedule.

The eight participants took two different search techniques to complete task five successfully. Six of the eight participants began the task by searching “Personality Assessment” in the “Catalog Search” in the upper left corner of the academic catalog (Figure 14.1). The six participants click the first result; “PSYC 6142 – Personality Assessment” in the second category’ “Courses – Keyword/Phrase Marches” (Figure 14.2). When the participants click on the result it expands and the participants read through the information and click the following link, “Click here for the Fall 2015 Schedule of Classes” (Figure 14.3). The six participants read off course’s schedule.

The remaining two participants began their search technique by clicking “Course Descriptions” in the left navigation (Figure 14.4). The two participants searched “Personality Assessment” in the “Keyword or Phrase;” filter (Figure 14.5). The two participants scroll through the first page of results and click “PYSC 6142 – Personality Assessment” located in the last section on page one of the results “Psychology” (Figure 14.6). When the participants click on the result it expands and the participants read through the information and click the following link, “Click here for the Spring 2015 Schedule of Classes” (Figure 14.7). The two participants read off course’s schedule from Banner Self Service.

![Figure 14.1](image-url)
Figure 14.2
PSYC 6142 - Personality Assessment

(4 Credit hours)

Theories and methods used in the assessment of personality and psychopathology, including practice in administering personality tests, interpreting results and writing evaluation reports.

Cross-listed as: PSYC 8142.
Prerequisite(s): PSYC 6151, PSYC 6141, or permission of department.
Hours of Lecture and/or Lab per week: Three lecture hours and one two hour lab per week.

Click here for the First Summer 2015 Schedule of Classes
Click here for the Second Summer 2015 Schedule of Classes
Click here for the Fall 2015 Schedule of Classes

Figure 14.3

2015-2016 Graduate Catalog - TRAINING

IMPORTANT NOTE

This is a mock website for UNC Charlotte. For the actual Graduate Catalog for UNC Charlotte, please visit the [UNC Charlotte Catalog website](http://example.com).

The University of North Carolina at Charlotte Graduate Catalog (hereby referred to as the “Catalog”) is the official source of the University’s academic programs and courses. The Catalog should be used as a guide, in conjunction with an academic advisor, in planning a course of study and in meeting requirements for graduation. The Catalog is published annually in the Spring for the following academic year, which begins in the Fall.

What's New This Year?

Figure 14.4
Figure 14.5

Figure 14.6
Task 6: You are a graduate assistant, what is the minimum amount of semester hours you must take each semester?

The task was designed to determine if users could locate information about being a Graduate Assistant. Five of the eight participants completed the task successfully. None of the participants completed the task on their first search. To complete this task, participants must demonstrate a successful search technique that results in locating the minimum amount of semester hours you must take each semester. This task requires the participants to complete multiple steps to locate the requirements for graduate assistantships.

Five of the eight participants began their search by clicking “The Graduate School” in the left navigation (Figure 15.1). One participant commented that label was the only one that seemed like it would include general information for graduate students. The participants scroll through the page looking through the following different sections: Graduate Programs, Graduate Student Life, Admission to the Graduate School, Types of Admission, General Application Requirements.
for Admission, and Immunization Requirements and do not see anything relevant. One participant comments they are looking for a funding section, because that is where graduate assistantship information is on the graduate school website, http://graduateschool.uncc.edu/. One of the five participants gave up at this point and stated that they would Google this information if it was needed. Three of the five participants clicks “Degree Requirements and Academic Policies” in the left navigation (Figure 15.2). Two of the three participants click the anchor link, “Course Load” and read the information about graduate assistants (Figure 15.3). The remaining participant used the keyboard short cut “CTRL+F” and searched “graduate assistant” and went through the five results and read the information about graduate assistants in the “Course Load” section (Figure 15.4).

Three of the eight participants used the “Catalog Search” in the upper left corner for “graduate assistants” (Figure 15.5). The participants scroll through the results and do not see anything that is relevant to assistantships (Figure 15.6). Two of the three participants give up at this point and say they do not know where to look next. The remaining participant clicks “Degree Requirements and Academic Policies” in the left navigation (Figure 15.2). The participant then clicks the anchor link, “Course Load” and read the information about graduate assistants (Figure 15.3). The remaining participant used the keyboard short cut CTRL+F to search for “graduate assistant” and went through the five results and read the information about graduate assistants in the “Course Load” section (Figure 15.4).
Course Load

An appropriate course load is dependent upon two factors: the scholastic ability of the student as reflected by his/her academic history and the time available for study. For students without a graduate assistantship, a course load of 9 semester hours constitutes a normal full semester program for a graduate student. This is lower than the normal undergraduate load because of the extensive reading, independent thinking, and individual research required of graduate students. Generally, graduate students should not register for more than 12 semester hours during a semester.

A graduate assistant must register for at least six graduate-level semester hours during each semester in which an assistantship is awarded. Graduate assistants enrolled in the Graduate Assistance Support Plan (GASP) must register for a minimum of 9 graduate credit hours each term until they graduate, even if they exhaust all GASP funding before their final term.

International students on F-1 visa status are required, by immigration regulations, to pursue a full course load during each academic semester, except during official school breaks (e.g., summer vacation and winter holidays) or unless a reduced course load is approved in advance by the Designated School Official (DSO) at the International Students/Scholar Office. Failure to enroll for a full course load without prior approval is considered a violation of the F-1 legal status.
Course Load

An appropriate course load is dependent upon two factors: the scholastic ability of the student as reflected by his/her academic history and the time available for study. For students without a graduate assistantship, a course load of 9 semester hours constitutes a normal full semester program for a graduate student. This is lower than the normal undergraduate load because of the extensive reading, independent thinking, and individual research required of graduate students. Generally, graduate students should not register for more than 12 semester hours during a semester.

A graduate assistant must register for at least six graduate-level semester hours during each semester in which an assistantship is awarded. Graduate assistants enrolled in the Graduate Assistance Support Plan (GASP) must register for a minimum of 9 graduate credit hours each term until they graduate, even if they exhaust all GASP funding before their final term.

International students on F-1 visa status are required, by immigration regulations, to pursue a full course load during each academic semester, except during official school breaks (e.g., summer vacation and winter holidays) or unless a reduced course load is approved in advance by the Designated School Officer (DSO) at the International Students/Scholar Office. Failure to enroll for a full course load without prior approval is considered a violation of the F-1 legal status.

Figure 15.4

Figure 15.5
Figure 15.6
Task 7: What graduate programs does the College of Informatics offer?

The task was designed to determine if users could locate a specific college’s degree offerings. All of the eight participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating a specific college’s degree programs. This task requires the participants to complete multiple steps to locate the College of Computing and Informatics’ list of degree programs.

All eight participants completed the task using the same technique. First, the eight participants click the “College of Computing and Informatics” in the left navigation (Figure 16.1). The eight participants scrolled down the page past the two introduction paragraphs to the “Graduate Program” section and read off the graduate programs (Figure 16.2).
Task 8: How many semester hours of transferred credit are accepted toward a masters’ degree?

The task was designed to determine if users could locate information about transferred credits to a graduate program. Seven out of the eight participants completed the task successfully. To complete the task, participants must demonstrate a successful search technique that results in
locating how many transfer credits are accepted towards a Masters’ degree. The task requires the participants to complete multiple steps to locate transfer credit information.

Six of the eight participants began their search technique. The participants first click “Degree Requirements and Academic Policies” in the left navigation (Figure 17.1) Five of the six participants click the anchor link, “Master’s Degree Requirements” (Figure 17.2). The first section is “Residence Requirements,” the first sentence states “No more than six semester hours of transferred credit are accepted toward a master’s degree. All other credit must be residence credit” (Figure 17.3). The remaining participant used the “CTRL+F” keyboard shortcut to search “transfer credit” and read “2. No More than six semester hours of transfer credit will be considered for acceptance into a master’s degree program” (Figure 17.4).
Two of the eight participants clicked “The Graduate School” in the left navigation (Figure 17.5). One of the two participants clicks the “Types of Admission” anchor link (Figure 17.6), the participant reads through the section and does not see information relating to transfer credit; the participant does not continue their search. The remaining participant used the “CTRL+F” shortcut to search “transfer credit.” The search had three results. One of the results was under the “Master Degree Program” section and stated, “For the application and admission processes, unofficial transcripts of each academic institution of higher education ever attended must be submitted; transfer credit posted on the records of other institutions is unacceptable and transcripts of these credits must be supplied” (Figure 17.7). This statement did not provide the participant with the number of credits that can be transferred. The participant then clicks “Degree Requirements and Academic Policies” in the left navigation (Figure 17.1). The participant then clicks the “Master’s Degree Requirements” anchor link (Figure 17.2). The first section is
“Residence Requirements” and the first sentence of the section states “No more than six semester hours of transferred credit are accepted toward a master’s degree. All other credit must be residence credit” (Figure 17.2).

Figure 17.5

Figure 17.6
Task 9: Add your field of study to your favorites?

The task was designed to determine if users could locate the “My Favorites” feature and be able to add their field of study to it. “My Favorites” feature is a new catalog feature and was not available in the print catalog. Even if a user does not have experience with a feature, it should be intuitive enough for the user to complete the task with ease. All eight participants completed the task successfully; five of the eight participants completed the task with ease. To complete this task, participants must demonstrate a successful utilization of the “my features” tool. This task requires the participants to locate the login for the tool and then add a specific college to their favorites. Participants were given login credentials for the task. After each test, the favorites were cleared out before the next test.

All eight participants began their search with the same technique, by click “My Favorites” in the left navigation (Figure 18.1) the participants entered the given credentials into the “E-mail Address”, and “Password” fields (Figure 18.2). Five of the eight participants clicked on the college that their field of study was in from the left navigation (Figure 18.3). Three of the five
participants clicked their specific field of study found in “Graduate Program” section (Figure 18.4) and then clicked the star icon in the upper right corner to add the page to their favorites (Figure 18.5). The remaining two participants clicked the star icon in the upper right corner on their college’s main page (Figure 18.6). Three of the eight participants after logging into my favorites feature clicked “edit profile,” but found out this only allow you to change your password and not add to the account (Figure 18.7). The three participants clicked the question mark icon located in the upper right and lower right, which opens a page titled “Acalog ACMS Online Help.” The participants scroll down and read the subsection, “4. Using the Favorites Feature” (Figure 18.8). The remaining participants clicked on their respected college in the left navigation and then clicked the star icon in the upper right corner (Figure 18.8). After clicking the star icon, a new window opens that says the following has been added to you favorites (Figure 18.9).

![Image of the 2015-2016 Graduate Catalog - TRAINING](image)

Figure 18.1
Figure 18.2

Figure 18.3
College of Arts + Architecture

depa.unco.edu

Dean: Dr. Kenneth Lantol
Senior Associate Dean: Dr. Les Gray
Associate Dean for Performing Arts Services: Mr. Dean Adams

The College of Arts + Architecture consists of one school and four departments: School of Architecture and the Departments of Art and Art History, Dance, Music, and Theatre, which share base educational values and academic aspirations. At the graduate level, the College offers master’s programs in architecture and urban design, graduate certificates in music, and North Carolina K-12 teacher licensure graduate certificate programs in Art and Theatre (see the College of Education section in this Catalog for details).

The primary mission of the College is to provide programs that prepare graduates for careers as architects, urban designers, artists, musicians, leaders, cultural administrators, and innovators in our emerging creative economy. The College draws together a single academic unit disciplines with common histories, methods of inquiry, and potential for contributions to the community. It serves to enhance creative, professional, and cultural production within UNC Charlotte and to help lead the creative economy in the region and state. The College is responsive to both cross-cultural exchange and ‘cross-over’ research and programming and seeks to provide new connections to the public realm and new opportunities for community leadership.

Graduate Programs

Architecture and Urban Design
- Architecture, M.Arch
- Urban Design, M.U.D.
- Architecture and Urban Design, M.Arch/M.U.D. Dual Degree
- Architecture and Computer Science, M.Arch/M.S., Dual Degree
- Architecture and Information Technology, M.Arch/M.S., Dual Degree

Arts Education
- Teaching K-12 Art, Graduate Certificate
- Teaching K-12 Theatre, Graduate Certificate

Music
- Vocal Pedagogy, Graduate Certificate

Urban Design, M.U.D.

- Admission Requirements
- Master of Urban Design Curriculum

The Master of Urban Design (M.U.D.) degree can be taken as a stand-alone qualification, or may be combined with a Master of Architecture two-year degree for a dual M.Arch/M.U.D. degree. Opportunities also exist for students to craft individually approved curricula combining the M.U.D. degree with the M.A. in Geography/Community Planning for a dual urban design and planning graduate degrees with the Master of Science in Real Estate (M.S.R.E.) for a dual degree in urban design and real estate development.
Figure 18.6

Figure 18.7: FIX login for screenshot
4. Using the Favorites Feature

You may add items to your own personal Favorites as you browse through the online catalogs. The Favorites feature will retain a list of courses, programs, pages, divisions and saved searches that you have found interesting and wish to save for future visits to the online University of North Carolina at Charlotte catalogs.

To add items click the Add to Favorites link next to the item you are interested. This will open a new popup window that displays all items currently in your Favorites.

You may remove items from your Favorites by selecting the checkboxes next to them and clicking the Remove button.

Note: Items suffixed with the text [From Previous Catalog] are from older, outdated catalogs that are no longer available. You will need to search within newer catalogs to find alternative information to replace them.

The Favorites feature is based on an account system. You must sign up in order to permanently store items in the Favorites feature.

The Favorites feature will store your favorite items using a combination of temporary and permanent storage in a database. This method requires that you register an account and login to permanently save information in the Favorites. Items are still stored temporarily in the database until you login to your Favorites. Once you login, any temporary information will be saved into your account for permanent storage.

4.1. Create a Favorites Account

To create a Favorites account, simply choose My Favorites from the left hand navigation and click on the create an account link. Now enter a valid e-mail address and a password.

If you wish to have an admissions advisor contact you, select the contact checkbox. An advisor will contact you via e-mail.

When done, click the Create Account button to create the account.

Note: It is important to use a valid e-mail address in case you ever to forget your password.

The account will be created and you will be logged in automatically. Any items you had already added to your Favorites will now be stored permanently in your account.
Undergraduate Students

Task 1: Find the degree requirements to complete a BA in History?

The task was designed to determine if users could locate the degree requirements for a specific field of study. All participants completed the task successfully; thirteen of the fifteen participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating a specific major’s degree requirements. This task requires the participants to complete multiple steps to locate degree requirements.

Several different approaches were taken to complete this task. Eight of the fifteen participants completed the task using a similar search technique. Six of the eight participants clicked “Degree Programs” located in the left navigation (Figure 19.1). The six participants scroll down and click “History, B.A.” (Figure 19.2) which directs the participants to the “History, B.A” webpage. The six participants read off the “Degree Requirements” section (Figure 19.3). Two of the eight participants began the task by clicking “Degree Requirements and Academic Policies” (Figure 19.4). The two participants scroll through the page, and one participant comments, “This is a
really long page.” After the participants did not see anything relevant, they click “Degree Programs” located in the left navigation (Figure 19.1). The six participants then scroll down and click “History, B.A.” (Figure 19.2) which directs the participants to the “History, B.A” webpage. The six participants then read off the “Degree Requirements” section (Figure 19.3).
• French, B.A.
• French, Minor
• Game Design and Development, Certificate
• Geography, B.A.
• Geography, B.S.
• Geography, Minor
• Geography, Teacher Licensure, B.A.
• Geology, B.S.
• Geology, Minor
• German, B.A.
• German, Minor
• Gerontology, Minor
• History, B.A.
• History, Minor
• Holocaust, Genocide, and Human Rights Studies, Minor
• Humanities, Technology, and Science, Minor
• International Business, B.S.B.A.
• International Public Relations, Certificate
• International Studies, B.A.
• International Studies, Minor
• Islamic Studies, Minor
• Italian, Minor
• Japanese Studies, B.A.
• Japanese, Minor
• Jazz, Certificate
• Journalism, Minor

Figure 19.2
Degree Requirements

Foundations Courses (9 Credit hours)

- HIST 1121 - European History Since 1600
- HIST 1150 - U.S. History to 1865 or
- HIST 1161 - U.S. History Since 1865
- HIST 2630 - History Skills Seminar

Note:

HIST 1121 and HIST 1150/HIST 1161 are normally taken in the Freshman or Sophomore year. HIST 2630 is normally taken in the Sophomore year or as soon as possible after declaring the major.

Elective Coursework (18 Credit hours)

Students take 18 hours of elective courses. No more than 3 hours are at the 1000-level, at least 6 hours at the 3000-level; and 3 hours at the 4000-level. Students seeking secondary certification in History Education must take both HIST 1150/HIST 1161. Of the elective coursework, at least 6 hours must be in Non-Western History (Asia, Africa, Latin America, or Middle East).

Senior Seminar (3 Credit hours)

- HIST 4930 - Senior Research Seminar

Note:

Students must receive grades of C or above in both HIST 2600 and HIST 4000, HIST 4001, HIST 4002, HIST 4003, or HIST 4004. Students must also complete HIST 2600 before taking HIST 4000, HIST 4001, HIST 4002, HIST 4003, or HIST 4004. HIST 4000, HIST 4001, HIST 4002, HIST 4003, or HIST 4004 must be completed before taking HIST 4930.

2015-2016 Undergraduate Catalog - TRAINING

IMPORTANT NOTE

This is a mock website for UNC Charlotte. For the actual Undergraduate Catalog for UNC Charlotte, please visit the UNC Charlotte Catalog website.

The University of North Carolina at Charlotte Graduate Catalog (hereby referred to as the “Catalog”) is the official source of the University’s academic programs and courses. The Catalog should be used as a guide, in conjunction with an academic advisor, in planning a course of study and in meeting requirements for graduation. The Catalog is published annually in the Spring for the following academic year, which begins in the Fall.
Four of the fifteen participants used the “Catalog Search” in the upper left corner to search “history” (Figure 19.5). The four participants scroll down to the third section, “Programs – Keyword/Phrase Matches” and click the first results, “History, B.A.” (Figure 19.6) which directs the participants to the “History, B.A” webpage. The six participants read off the “Degree Requirements” section (Figure 19.3).
Three of the twenty participants clicked “College of Liberal Arts & Sciences” in the left navigation (Figure 19.7). Two of the three participants click the “Department of History” (Figure 19.8) and scroll to the bottom of the department’s webpage and click “History B.A.” located in the “Programs” section (Figure 19.9) and read off the “Degree Requirements.” The remaining participant scrolls down to the “Degree Programs” section of the department’s webpage and clicks “Bachelor of Arts in History (B.A.)” and then reads off the “Degree Requirements.”
2015-2016 Undergraduate Catalog - TRAINING

IMPORTANT NOTE

This is a mock website for UNC Charlotte. For the actual Undergraduate Catalog for UNC Charlotte, please visit the UNC Charlotte Catalog website.

The University of North Carolina at Charlotte Graduate Catalog (hereby referred to as the "Catalog") is the official source of the University’s academic programs and courses. The Catalog should be used as a guide, in conjunction with an academic advisor, in planning a course of study and in meeting requirements for graduation. The Catalog is published annually in the Spring for the following academic year, which begins in the Fall.

What's New This Year?

2015 celebrates the 50th anniversary of UNC Charlotte as the 4th campus in the UNC system, as well as the 50th anniversary of UNC Charlotte’s Graduate School.

New undergraduate degrees and programs that appear for the first time in this Catalog include:

- Minor in Chinese
- Minor in International Management
- Early Entry Program for the M.S. in Information Technology

Major changes to existing undergraduate degree programs include:

- Concentration in Applied Energy added to the B.S.E.E. in Electrical Engineering Technology
- Concentration in Biomedical Engineering added to the B.S. in Mechanical Engineering
- Concentration in Medical Technology discontinued for the B.A. in Chemistry
- Honors programs added to all majors within the Department of Kinesiology: Athletic Training, Exercise Science, Neurodiagnostic and Sleep Sciences, and Respiratory Therapy

Additional changes include:

Figure 19.7
College of Liberal Arts & Sciences

The College of Liberal Arts & Sciences is an academic community engaged in advancing the discovery, dissemination, and application of knowledge in the traditional areas of liberal arts and sciences and in emerging areas of study. As a community focused on learning and teaching, the College is guided by an unshakeable commitment to humanistic values and ethical conduct, by a creative and entrepreneurial frame of mind, and by an awareness of the global context in which the University exists.

The liberal arts are the core of the University’s educational program, both for students majoring in liberal arts and sciences and for students majoring in professional degree programs. As a result, courses offered within the College of Liberal Arts & Sciences are frequently those designated to satisfy University General Education requirements (see General Education Requirements in the Degree Requirements and Academic Policies section of this Catalog).

The College of Liberal Arts & Sciences consists of these departments:

- Department of Aerospace Studies / ROTC: Air Force
- Department of Africana Studies
- Department of Anthropology
- Department of Biological Sciences
- Department of Chemistry
- Department of Communication Studies
- Department of Criminal Justice and Criminology
- Department of English
- Department of Geography and Earth Sciences
- Department of Global, International, and Area Studies
- Department of History
- Department of Languages and Culture Studies
- Department of Mathematics and Statistics

Certification Requirements

To be awarded a degree in history with Honors in History, candidates must write an Honors thesis of A quality (and thus a grade of A for HIST 4791) as judged by a committee of readers. In addition, the student must complete HIST 4797 and 4799 with a 3.50 GPA or above, obtain a GPA of 3.50 or above in History courses, and an overall GPA of at least 3.0.

Programs

Major
- History, B.A.
- Latin American Studies, B.A.

Minor
- History, Minor

121
Task 2: How many credit hours do you need to graduate?

The task was designed to determine if users could locate where in the catalog provided the information about how many credit hours a student needs to graduate. All participants completed the task successfully; thirteen of the fifteen participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating the number of credit hours needed to graduate. This task requires the participants to complete multiple steps to locate degree requirements.

Two different approaches were taken to complete this task. Thirteen of the fifteen participants began their search by clicking “Degree Requirements and Academic Policies” in the left navigation (Figure 20.1). Twelve of the thirteen participants click “Baccalaureate Degree Requirements,” the anchor link (Figure 20.2) and then read off the information found under the “Credit Hours and Major” subsection that states “All baccalaureate degrees require completion of a minimum of 120 semester hours of credit, including all requirements for a major field of study” (Figure 20.3). One of the thirteen participants used “CTRL+F” shortcut to search “credit hours” and the first result was located under the section “Baccalaureate Degree Requirements” and the subsection “Credit Hours and Major,” the participant read the first paragraph to complete the task (Figure 20.3).
Two of the fifteen participants began their search technique by clicking “General Information” in the left navigation (Figure 20.4). Both participants read through the sections included in the “General Information” webpage and do not see anything relevant to the task (Figure 20.5). One participant comments that they figured this type of information that is relevant for all undergraduate students would be included in this section. The two participants then click “Degree Requirements and Academic Policies” in the left navigation (Figure 20.1). The two participants then click “Baccalaureate Degree Requirements,” the anchor link (Figure 20.2) and then read off the information found under the “Credit Hours and Major” subsection that states “All baccalaureate degrees require completion of a minimum of 120 semester hours of credit, including all requirements for a major field of study” (Figure 20.3).
Task 3: Find the UNC Charlotte 2014/15 academic calendar, when is the first summer term?

The task was designed to determine if users could locate the academic calendar in the catalog and then find a specific date. The academic calendar is a new catalog feature and was not available in the print catalog. Even if a user does not have experience with a feature, it should be intuitive enough for the user to complete the task with ease. All participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating the dates for the first summer 2015 term.

All fifteen participants used the same search technique to complete task three. The participants clicked “Academic Calendar” located in the left navigation (Figure 21.1). The fifteen participants looked at the “SUMMER 2015” section and read off the dates for the first summer term (Figure 21.2).
2015-2016 Undergraduate Catalog - TRAINING

IMPORTANT NOTE

This is a mock website for UNC Charlotte. For the actual Undergraduate Catalog for UNC Charlotte, please visit the UNC Charlotte Catalog website.

The University of North Carolina at Charlotte Graduate Catalog (hereby referred to as the "Catalog") is the official source of the University's academic programs and courses. The Catalog should be used as a guide, in conjunction with an academic advisor, in planning a course of study and in meeting requirements for graduation. The Catalog is published annually in the Spring for the following academic year, which begins in the Fall.

What's New This Year?

2015 celebrates the 50th anniversary of UNC Charlotte as the 4th campus in the UNCG system, as well as the 30th anniversary of UNC Charlotte's Graduate School.

New undergraduate degrees and programs that appear for the first time in this Catalog include:

- Minor in Chinese
- Minor in International Management
- Early Entry Program for the M.S. in Information Technology

Major changes to existing undergraduate degree programs include:

- Concentration in Applied Energy added to the B.S. in Electrical Engineering Technology
- Concentration in Biomedical Engineering added to the B.S. in Mechanical Engineering
- Concentration in Medical Technology discontinued for the B.S. in Chemistry
- Honors programs added to all majors within the Department of Kinesiology: Athletics Training, Exercise Science, Neuromusculoskeletal and Sport Sciences, and Respiratory Therapy

Additional changes include:

- The Department of Social Work has been renamed the School of Social Work

Figure 21.1
Task 4: What are the prerequisites for BIOL 4199: Molecular Biology?
The task was designed to determine if users could locate the prerequisites for a specific class when having the course number and course name. All participants completed the task successfully; fourteen of the fifteen participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating the prerequisites for BIOL 4199: Molecular Biology. This task requires the participants to complete a multiple steps to locate the prerequisites for the specific course.

Several different approaches were taken to complete this task. Seven of the fifteen started the task by clicking “Course Descriptions” in the left navigation (Figure 22.1). The seven participants used the “Course Filter” widget (Figure 22.2), to refine their results by using the “Prefix:” “drop-down” filter to select “BIOL “and then typed the course number, “4199” in the “Code or Number:” filter. The participants then clicked the “Filter” button. The seven participants then clicked the only result, “BIOL 4199 – Molecular Biology” anchor link (Figure 22.3). When the participants clicked the result, it expanded into a gray block that listed general information such as credit hours, summary, prerequisites, and links to each terms schedule of classes (Figure 22.4).

![Figure 22.1](image-url)
Figure 22.2

Figure 22.3
Six of the fifteen participants used the catalog search widget located in the upper left corner of the academic catalog. Five of the six participants searched “BIOL 4199” and clicked the first result, “Best Match: BIOL 4199 – Molecular Biology” in the first section, “Courses – Prefix/Code Matches” (Figure 22.5). When the participants clicked the result, it expanded as a gray block that listed general information such as credit hours, summary, prerequisites, and links to each term’s schedule of classes (Figure 22.6). The remaining participant searched “4199” and clicked the second result, “BIOL 4199 – Molecular Biology” under the second result’s section, “Courses – Keyword/Phrase Matches” (Figure 22.7) When the participant clicked the result, it expanded as a gray block that listed general information such as credit hours, summary, prerequisites, and links to each term’s schedule of classes (Figure 22.8).
Figure 22.6

Figure 22.7
Two of the fifteen participants clicked “College of Liberal Arts and Sciences” located in the left navigation (Figure 23.1). The two participants then clicked the “Department of Biological Sciences” anchor link (Figure 23.2). The two participants scrolled to the bottom of the department’s webpage and clicked “Biology, Microbiology Concentration, B.S.” under the “Programs” section (Figure 23.3). Both participants clicked “BIOL 4199 – Molecular Biology” from the “Core of microbiology courses:” section (Figure 23.4), which expanded as a gray block that listed general information such as credit hours, summary, prerequisites, and links to each terms schedule of classes (Figure 23.5).
Figure 23.1
The College of Liberal Arts & Sciences is an academic community engaged in advancing the discovery, dissemination, and application of knowledge in the traditional areas of liberal arts and sciences and in emerging areas of study. As a community focused on learning and teaching, the College is guided by an unshakable commitment to humanistic values and ethical conduct, by a creative and entrepreneurial frame of mind, and by an awareness of the global context in which the University exists.

The liberal arts are the core of the University’s educational program, both for students majoring in liberal arts and sciences and for students majoring in professional degree programs. As a result, courses offered within the College of Liberal Arts & Sciences are frequently those designated to satisfy University General Education requirements (see General Education Requirements in the Degree Requirements and Academic Policies section of this Catalog).

The College of Liberal Arts & Sciences consists of these departments:

- Department of Aerospace Studies / RCTC, Air Force
- Department of Afro-American Studies
- Department of Anthropology
- [Department of Biological Science highlighted]
- Department of Chemistry
- Department of Communication Studies
- Department of Criminal Justice and Criminology
- Department of English
- Department of Geography and Earth Sciences
- Department of Global, International, and Area Studies
- Department of History
- Department of Languages and Culture Studies
- Department of Mathematics and Statistics
- Department of Military Science / RCTC, Army
- Department of Philosophy
- Department of Physics and Optical Sciences
- Department of Political Science and Public Administration
- Department of Psychology
- Department of Religious Studies
- Department of Sociology

Figure 23.2

Programs

Major
- Biology, B.A.
- Biology, B.S.
- Biology, Cell Biology/Physiology Concentration, B.S.
- Biology, Ecology/Environmental Biology Concentration, B.S.
- Biology, Microbiology Concentration, B.S.

Minor
- Biology, Minor
- Biotechnology, Minor

Figure 23.3
Task 5: What is the name of the following course MEGR 2144?

- If you want to learn more about this class, whom would you contact?

The task was designed to determine if users could determine the name of a course when given the course’s prefix and number. The second part of the question, led to several different answers which all were right. All participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating the name of
the course, MEGR 2144. This task requires the participants to complete a multiple steps to locate the name for the specific course and to determine contact information.

Several different approaches were taken to complete task five. Seven of the twenty participants began the task by clicking “Course Descriptions” from the left navigation (Figure 24.1). The seven participants then used the “Course Filter” widget’s prefix drop-down to select MEGR and typed the course number “2144” into the “Code or Number:” filter and then clicked the filter button (Figure 24.2). The participants clicked the only result that was listed and read off the title of the course, Introduction to Solid Mechanics. Five of the seven participants clicked “Click here for the Spring 2015 Schedule of Classes” anchor link embedded within the gray information box (Figure 24.3). The five participants were directed to the specific courses spring offerings through Banner Self Service (Figure 24.4). The five participants stated they would contact one of the professors of the course for more information. The remaining two participants stated that they would contact their advisor for more information.

![Figure 24.1](image-url)
Figure 24.2

Figure 24.3
Six of the fifteen participants used the catalog search widget located in the upper left corner of the academic catalog. Five of the six participants searched “MEGR 2144” and clicked the first result, “Best Match: MEGR 2144 – Introduction to Solid Mechanics” in the first section, “Courses – Prefix/Code Matches” (Figure 24.5). When the participants clicked the result, it expanded as a gray block that listed general information such as credit hours, summary, prerequisites, and links to each terms schedule of classes (Figure 24.6). The remaining participant searched “2144” and clicked the second result, “MEGR 2144 – Introduction to Solid Mechanics” under the second result’s section, “Courses – Keyword/Phrase Matches” (Figure 24.7) When the participant clicked the result, it expanded as a gray block that listed general information such as credit hours, summary, prerequisites, and links to each terms schedule of classes. All six of the participants read off the name of the course and then clicked “Click here for the Spring 2015 Schedule of Classes” anchor link embedded within the gray information box (Figure 24.8). The five participants were directed to the specific courses spring offerings through Banner Self Service (Figure 24.9). The six participants stated they would contact one of the professors of the course for more information.
Figure 24.5

Figure 24.6
Figure 24.7

**MEGR 2144 - Introduction to Solid Mechanics**

Credit Hours: 3

Engineering theory of deformable solids and applications. Stress and deformation resulting from axial, torsion and bending loads. Shear and moment diagrams, Mohr’s circle for stress and strain and buckling of columns.

Prerequisite(s): MEGR 2141 with grade of C or above.

- [Click here for the First Summer 2015 Schedule of Classes](#)
- [Click here for the Second Summer 2016 Schedule of Classes](#)
- [Click here for the Fall 2015 Schedule of Classes](#)

Figure 24.8
Two of the fifteen participants clicked “College of Engineering” located in the left navigation (Figure 25.1). The two participants then clicked the “Department of Mechanical Engineering and Engineering Science” anchor link (Figure 25.2). The two participants scrolled to the bottom of the department’s webpage and click “Mechanical Engineering, B.S.M.E.” under the “Programs” section (Figure 25.3). Both participants clicked “MEGR 2144 – Introduction to Solid Mechanics” from the “Major Courses (63 Credit hours):” section (Figure 25.4), which expanded as a gray block that listed general information such as credit hours, summary, prerequisites, and links to each terms schedule of classes (Figure 25.5). The two participants read off the name of the course and then clicked “Click here for the Spring 2015 Schedule of Classes” anchor link embedded within the gray information box (Figure 25.6). The five participants were directed to the specific courses spring offerings through Banner Self Service (Figure 25.7). The participants stated they would contact one of the professors of the course for more information.
Figure 25.1

Figure 25.2
Figure 25.3

Programs
Major

- Mechanical Engineering and Physics, B.S. Dual Degree
- Mechanical Engineering, B.S.M.E.
- Mechanical Engineering, Energy Engineering Concentration, B.S.M.E.
- Mechanical Engineering, Motorsports Engineering Concentration, B.S.M.E.

Early Entry Program

- Early Entry: M.S. in Mechanical Engineering

Figure 25.5

Major Courses (63 Credit hours)

- ECGR 2161 - Basic Electrical Engineering I
- ENGR 1201 - Introduction to Engineering Practices and Principles I
- ENGR 1202 - Introduction to Engineering Practices and Principles II
- ENGR 3295 - Multidisciplinary Professional Development
- MEGR 2141 - Engineering Mechanics I
- MEGR 2144 - Introduction to Solid Mechanics

MEGR 2144 - Introduction to Solid Mechanics

Credit Hours: 3

Engineering theory of deformable solids and applications. Stress and deformation resulting from axial, torsion and bending loads. Shear and moment diagrams, Mohr’s circle for stress and strain and buckling of columns.

Prerequisite(s): MEGR 2141 with grade of C or above.

Click here for the First Summer 2015 Schedule of Classes
Click here for the Second Summer 2015 Schedule of Classes
Click here for the Fall 2015 Schedule of Classes

- MEGR 2156 - Design Projects I Laboratory
- MEGR 2180 - Manufacturing Systems
- MEGR 2240 - Computational Methods for Engineers
Task 6: When and where does the following class take place, Introduction to Kinesiology?

The task was designed to determine if users could locate when and where a specific course takes place while only knowing the course title. All of the participants completed the task successfully; twelve of the fifteen participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating a specific course’s location and the time it takes place. This task requires the participants to complete multiple steps to locate the course’s schedule.

Several approaches were taken to attempt and complete task six. Ten of the fifteen participants used the “Catalog Search” located in the upper right of the academic catalog (Figure 26.1). Seven of the ten participants searched “introduction to kinesiology, “while the other three participants searched “kinesiology” in the catalog search. The ten participants click the first result, “KNES 2150 – Introduction to Kinesiology” in the section “Courses – Keyword/Phrase Matches” (Figure 26.2). After clicking the course a gray box expands, and the participants click “Click here for the Spring 2015 Schedule of Classes” (Figure 26.3) which directs the participants to the course’s schedule for the spring semester through Banner Self Service (Figure 26.4). The participants read off the when and where the course takes place.

Figure 26.1
Figure 26.2
<table>
<thead>
<tr>
<th>Courses - Prefix/Code Matches</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Search contains no valid course prefix or code.</td>
<td></td>
</tr>
<tr>
<td>No matches.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses - Keyword/Phrase Matches</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Results for any term in “introduction to kinesiology”.</td>
<td></td>
</tr>
<tr>
<td><strong>KNES 2150 - Introduction to Kinesiology</strong></td>
<td></td>
</tr>
<tr>
<td>Credit Hours: 3</td>
<td></td>
</tr>
<tr>
<td><em>Introduction</em> to the study of athletic training and exercise science relative to philosophies, practices, work settings, trends, knowledge bases, skills, and licensures.</td>
<td></td>
</tr>
<tr>
<td>Prerequisite(s): Pre-Kinesiology major.</td>
<td></td>
</tr>
<tr>
<td>Click here for the First Summer 2015 Schedule of Classes</td>
<td></td>
</tr>
<tr>
<td>Click here for the Second Summer 2015 Schedule of Classes</td>
<td></td>
</tr>
<tr>
<td>Click here for the Fall 2015 Schedule of Classes</td>
<td></td>
</tr>
<tr>
<td>KNES 1231 - Introduction to Outdoor Adventure</td>
<td></td>
</tr>
<tr>
<td>KNES 1000 - Topics in Games/Exercise/Sports</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 26.3*
Five of the fifteen participants began their search technique by clicking “course descriptions” in the left navigation (Figure 26.5). Four of the five participants search “introduction to kinesiology” in the “Course Filter” widget’s “Keyword or Phrase:” section and select “KNES” from the “Prefix: drop-down (Figure 26.6) and click “Filter.” The participants look through the results, one participant comments “I am just looking for the word introduction;” the participants click the twentieth result, “KNES 2150 – Introduction to Kinesiology” (Figure 26.7). After clicking the course a gray box expands, and the participants click “Click here for the Spring 2015 Schedule of Classes” (Figure 26.3) which directs the participants to the course’s schedule for the spring semester through Banner Self Service (Figure 26.4). The participants read off the when and where the course takes place. The remaining participant selects “KNES” from the “Prefix: drop-down in the “Course Filter” and then clicks “Filter.” The participant is given an abundance of results, therefore the participant “CTRL+F” shortcut to search “introduction to kinesiology” (Figure 26.8). The participant clicks the highlighted course, which expands a gray box and then the participant clicks “Click here for the Spring 2015 Schedule of Classes” anchor link embedded within the gray information box (Figure 26.8). The participant was directed to the specific courses spring offerings through Banner Self Service (Figure 26.9).
Figure 26.5

Figure 26.7
Kinesiology

- KNES 1090 - Topics in Games/Exercise/Spots
- KNES 1093 - Weight Training
- KNES 1204 - Aerobic Fitness
- KNES 1206 - Beginning Yoga
- KNES 1220 - Adaptive and Developmental Physical Education
- KNES 1230 - Well, Jog, Run
- KNES 1230 - Step Aerobics
- KNES 1240 - Beginning Swimming
- KNES 1251 - Intermediate Swimming
- KNES 1256 - Aquatic Fitness
- KNES 1290 - Beginning Tennis
- KNES 1222 - Racquet Sports
- KNES 1223 - Beginning Badminton
- KNES 1231 - Introduction to Outdoor Adventure
- KNES 1242 - Archery
- KNES 1250 - Volleyball
- KNES 1263 - Sport Shaping
- KNES 1290 - First Aid; Responding to Emergencies
- KNES 1431 - Foundations of Physical Conditioning
- KNES 2150 - Introduction to Kinesiology
- KNES 2198 - Human Anatomy and Physiology for the Health Professions
Figure 26.9

**Task 7: What GPA must you retain to stay on the Chancellor’s list?**

The task was designed to determine if users could locate information about the Chancellor’s list in the academic catalog. Eleven of the fifteen participants completed the task successfully; seven of the fifteen participants completed the task with ease. To complete this task, participants must demonstrate a successful search technique that results in locating information about the Chancellor’s list. This task requires the participants to complete multiple steps to locate the chancellor list information.

Several different approaches were taken to complete task seven. Eleven of the fifteen participants searched “chancellor’s list” in the “Catalog Search” located in the upper left corner of the academic catalog (Figure 27.1). One of the eleven participants initially searched “chancellors list” and there was zero results this led the participant to add an apostrophe to their search. The result’s page (Figure 27.2) did not have any results that said “chancellor’s list,” this caused confusion among all of the participants and led to four participants failing the task. The four participants that failed did not try to complete the task after they saw the result’s page. One of the participants commented “I am confused and don’t know where to go from here.” Six of the eleven participants clicked the first result, “Degree Requirements and Academic Policies” in the fifth section, “Other Catalog Areas – Keyword/Phrases Matches” (Figure 27.3) The six participants then clicked “Academic Standing” anchor link (Figure 27.4). The participants then
read off the information in the first paragraph under the “Academic Honors” subsection (Figure 27.5). The remaining participant clicked “Glossary” from the fifth result’s section “Other Catalog Areas – Keyword/Phrases Matches” (Figure 27.6). The participant clicked “C” anchor link to go to all the terms starting with the letter C (Figure 27.7). The participant reads off the definition for “Chancellor’s List” which is bolded (Figure 27.8).
Figure 27.2

Figure 27.3
Each student is responsible for the proper completion of his or her academic program, for familiarity with the Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. Students assume academic and financial responsibility for the courses in which they enroll and are relieved of these responsibilities only by formally terminating enrollment.

Figure 27.4
Academic Standing

Academic Honors

Chancellor's List
The Chancellor's List recognizes undergraduate degree-seeking students with outstanding records of academic performance. To qualify for the Chancellor's List during the fall or spring semester, a full-time student must earn a grade point average of at least 3.8 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C. A part-time student must earn a combined fall and spring grade point average of at least 3.8 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C. To qualify for the Chancellor's List as a part-time student, a student must enroll on a part-time basis in both fall and spring semesters in the same academic year.

Students who receive the grade of AU, H, or P are not excluded from recognition as long as 12 hours are completed with A, B, or C. Students who receive the grade of D, F, I, NR, or N are not eligible for recognition. Chancellor's List recognition appears on the student's academic record (official transcript).

Dean's List
The Dean's List recognizes undergraduate degree-seeking students with superb records of academic performance. To qualify for the Dean's List during the Fall or Spring semester, a full-time student must earn a grade point average of at least 3.4 and not more than 3.79 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C. A part-time student must earn a combined Fall and Spring grade point average of at least 3.4 and not more than 3.79 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C. To qualify for the Dean's List as a part-time student, a student must enroll on a part-time basis in both Fall and Spring semester in the same academic year.

Students who receive the grade of AU, H, or P are not excluded from recognition as long as 12 hours are completed with grades of A, B, or C. Students who receive the grade of D, F, I, NR, or N are not eligible for recognition. Dean's List recognition appears on the student's academic record (official transcript).

Graduation with Distinction
Students may earn undergraduate degrees at different levels of distinction: Cum Laude ("With Honor"), Magna Cum Laude ("With Great Honor"), and Summa Cum Laude ("With Highest Honor"). Each of the undergraduate degrees is awarded Cum Laude when the graduating student's cumulative grade point average is 3.4 or more but less than 3.7, Magna Cum Laude when it is at least 3.7 but less than 3.9, and Summa Cum Laude when it is at least 3.9. To be eligible to graduate with distinction, a student must have a grade point average computed on at least 48 semester hours of credit completed in residence at UNC.

Figure 27.5
Four of the fifteen participants clicked “Degree Requirements and Academic Policies” in the left navigation (Figure 27.9). The four participants then click the anchor link, “Academic Standing” (Figure 28.1). The participant then read off the information in the first paragraph under the “Academic Honors” subsection (Figure 28.2).
Figure 27.9

Degree Requirements and Academic Policies

- Academic Advising
- Admission Degree Requirements
- General Education
- Declaring Majors and Minors
- Academic Credit
- Registration
- Termination of Enrollment
- Classroom Policies and Attendance
- Grading and Related Policies

Each student is responsible for the proper completion of his or her academic program, for familiarity with the Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. Students assume academic and financial responsibility for the courses in which they enroll and are relieved of these responsibilities only by formally terminating enrollment.

Figure 28.1

Academic Standing

Academic Honors

Chancellor's List
The Chancellor's List recognizes undergraduate degree-seeking students with outstanding records of academic performance. To qualify for the Chancellor's List during the fall or spring semester, a full-time student must earn a grade point average of at least 3.8 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C. A part-time student must earn a combined fall and spring grade point average of at least 3.8 in 12 or more semester hours of credit graded A, B, or C, with no grade less than C. To qualify for the Chancellor's List as a part-time student, a student must enroll on a part-time basis in both fall and spring semesters in the same academic year.

Students who receive the grade of AU, H, or P are not excluded from recognition as long as 12 hours are completed with A, B, or C. Students who receive the grade of D, F, I, NR, or N are not eligible for recognition. Chancellor's List recognition appears on the student's academic record (official transcript).
Figure 28.2

Task 8: What majors, minors, and certificates does the College of Computing and Informatics offer?

The task was designed to determine if users could locate a specific college’s degree offerings. All of the participants completed the task successfully; twelve of the fifteen participants completed the task successfully. To complete this task, participants must demonstrate a successful search technique that results in locating a specific college’s degree programs. This task requires the participants to complete multiple steps to locate the College of Computing and Informatics’ list of degree programs.

Two different search techniques were used to complete task eight. Twelve of the fifteen began their search by clicking “College of Computing and Informatics” located in the left navigation (Figure 29.1). The participants skim the page and read through the “Degree Programs” subsection that does not list the specific programs. Eight of the ten participants clicked each of the three departments to see what degree programs each department offered (Figure 29.2). The remaining participants clicked the link located first on the college’s main page (Figure 29.3); this link redirects the two participants off of the academic catalog to the College of Computing and Informatics webpage. The two participants click the “academics” tab (Figure 29.4) that lists the degree programs (Figure 29.5).
2015-2016 Undergraduate Catalog - TRAINING

IMPORTANT NOTE

This is a mock website for UNC Charlotte. For the actual Undergraduate Catalog for UNC Charlotte, please visit the UNC Charlotte Catalog website.

The University of North Carolina at Charlotte Graduate Catalog (hereby referred to as the "Catalog") is the official source of the University's academic programs and courses. The Catalog should be used as a guide, in conjunction with an academic advisor, in planning a course of study and in meeting requirements for graduation. The Catalog is published annually in the Spring for the following academic year, which begins in the Fall.

What's New This Year?

2015 celebrates the 50th anniversary of UNC Charlotte as the 4th campus in the UNC system, as well as the 10th anniversary of UNC Charlotte's Graduate School.

New undergraduate degrees and programs that appear for the first time in this Catalog include:

- Minor in Chinese

---

Figure 29.1
Department of Software and Information Systems

http://ais.unc.edu

The Department of Software and Information Systems is primarily focused on (a) the study of technologies and methodologies for information system architecture, design, implementation, integration, and management with particular emphasis on system security and (b) the modeling and analysis of natural and human-generated systems such as weather, biological systems, markets, and supply chains.

Degree Programs

The Department of Software and Information Systems offers both undergraduate and graduate programs. The undergraduate program leads either to the Bachelor of Arts (B.A.) in Software and Information Systems or to a Minor in Software and Information Systems. The graduate program leads to a Master of Science (M.S.) in Information Technology (see the UNC Charlotte Graduate Catalog for information on the M.S. degree). Graduate certificate programs in Information Security & Privacy and Information Technology Management are also available. To assist with their studies, students have access to advanced computer labs and software where they can practice and experiment in controlled environments. In addition, the department maintains a high degree of interaction with working industry professionals who provide real-world expertise and experience.

Programs

Major
- Software and Information Systems, B.A.
- Software and Information Systems, Cyber Security Concentration, B.A.
- Software and Information Systems, Financial Services, Information Concentration, B.A.
- Software and Information Systems, Information Security and Privacy Concentration, B.A.
- Software and Information Systems, Software and Information Systems Concentration, B.A.
- Software and Information Systems, Software Engineering Concentration, B.A.
- Software and Information Systems, Web Development Concentration, B.A.

Minor
- Software and Information Systems, Minor

College of Computing and Informatics

http://cci.unc.edu

The University of North Carolina at Charlotte’s College of Computing and Informatics (CCI) is part of a dynamic and exciting educational, and research institution that combines the knowledge and expertise of multidisciplinary faculty, industry professionals, and students. The CCI was formed in 2000 as the College of Information Technology, with the mission of educating information specialists, conducting leading-edge research, and partnering with area businesses of great importance to the Charlotte community and the University. It was renamed the College of Computing and Informatics in 2008 in an effort to reflect the College's commitment to maintain relevancy with the ever-changing world of information technology that impacts all of our lives on a daily basis.

The College of Computing and Informatics consists of three departments:
- Department of Bioinformatics and Genomics
- Department of Computer Science
- Department of Software and Information Systems
Figure 29.4

College of Computing and Informatics Degree Programs

Undergraduate Programs

Computer Science

The Department of Computer Science, with 30 faculty members and over 700 students, is one of the largest in the Southeast. The curriculum is helping to develop the workforce to meet the 21st Century demands in areas such as banking, insurance, analytics, medical, informatics, healthcare, and energy.

- B.S. Computer Science
- B.A. Computer Science
- B.A. Computer Science, Financial Services
- Informatics Concentration
- Certificate Program in Computer Game Development

Figure 29.5
Three of the twenty participants clicked “Degree Programs” located in the left navigation (Figure 29.6). The three participants clicked “Sort by College” (Figure 29.7) and then scrolled down until they saw the College of Computing and Informatics section that listed the programs by major, minor, undergraduate certificate and early entry program (Figure 29.8).

Figure 29.6

Figure 29.7
**Task 9: Add your field of study to your favorites.**

The task was designed to determine if users could locate the “my favorites” feature and be able to add their specific college. The my favorites feature is a new catalog feature and was not available in the print catalog. Even if a user does not have experience with a feature, it should be intuitive enough for the user to complete the task with ease. All of the participants completed the task successfully; fourteen of the fifteen participants completed the task with ease. To complete this task, participants must demonstrate a successful utilization of the “my features” tool. This task requires the participants to locate the login for the tool and then add a specific college to their favorites. Participants were given login credentials for the task. After each test, the favorites were cleared out before the next test.

All fifteen of the participants began the task the same way; they all clicked “My Favorites” in the left navigation (Figure 30.1). It is noted that four of the fifteen participants commented that they did not like the location of the “My Favorites” and think it would be better suited near the top of the academic catalog. The participants entered the given credentials into the “E-mail Address” and “Password” fields (Figure 30.2). The participants read over the information on the “My Favorites” page. The fifteen participants clicked on their respected college in the left navigation
and then clicked the star icon in the upper right corner (Figure 30.3). After clicking the star icon, a new window opens that says the following has been added to you favorites (Figure 30.4).
Task 10: You want to figure out what your GPA for the semester would be after midterm grades are released, what is the GPA formula?

The task was designed to determine if users could locate the GPA formula in the academic catalog. The GPA formula/calculator is a new catalog feature and was not available in the print catalog. Even if a user does not have experience with a feature, it should be intuitive enough for
the user to complete the task with ease. Thirteen of the fifteen participants completed the task successfully; nine of the thirteen participants completed the task with ease. This task requires the participants to locate where in the catalog the GPA formula is located.

Nine of the fifteen participants began the task by clicking “Degree Requirements and Academic Policies” in the left navigation (Figure 31.1). The nine participants then clicked “Grading and Related policies” anchor link (Figure 31.2). The participants scroll down till they see the subheading “GPA calculator” (Figure 31.3) that links to the registrar’s webpage (Figure 31.4).
**Grade Point Average (GPA)**

The grade point average for an undergraduate student is determined by adding all accumulated quality points together, and then dividing by the total number of GPA hours the student has attempted, excluding those for which the student received a grade of I, IP, W, H, P, AU, or N. In computing the grade point average, only those credits attempted at UNC Charlotte or through the Charlotte Area Educational Consortium are included. Refer to the example below.

### Example of Transcript:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST</td>
<td>2050</td>
<td>P</td>
<td>3.00</td>
<td>0.00</td>
</tr>
<tr>
<td>CHEM</td>
<td>1251</td>
<td>F</td>
<td>3.00</td>
<td>0.00</td>
</tr>
<tr>
<td>CHEM</td>
<td>1251L</td>
<td>F</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>UWRT</td>
<td>1101</td>
<td>B</td>
<td>3.00</td>
<td>9.00</td>
</tr>
<tr>
<td>ENGR</td>
<td>1201</td>
<td>C</td>
<td>2.00</td>
<td>4.00</td>
</tr>
<tr>
<td>LBST</td>
<td>2101</td>
<td>C</td>
<td>3.00</td>
<td>6.00</td>
</tr>
<tr>
<td>MATH</td>
<td>1241</td>
<td>C</td>
<td>3.00</td>
<td>6.00</td>
</tr>
</tbody>
</table>

### Term Totals (Undergraduate)

<table>
<thead>
<tr>
<th>Current Term</th>
<th>Attempted Hours</th>
<th>Passed Hours</th>
<th>Earned Hours</th>
<th>GPA Hours</th>
<th>Quality Points</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16.000</td>
<td>14.000</td>
<td>14.000</td>
<td>15.000</td>
<td>25.000</td>
<td>1.667</td>
</tr>
<tr>
<td>Cumulative</td>
<td>18.000</td>
<td>14.000</td>
<td>14.000</td>
<td>15.000</td>
<td>25.000</td>
<td>1.667</td>
</tr>
</tbody>
</table>

### Example of GPA Calculation:

GPA = Quality Points/GPA Hours; 25/15 = 1.667

---

**GPA Calculator**

To calculate grade point averages, visit registrar.uncc.edu/gpa-calculator.
Three of the fifteen participants used the “Catalog Search” located in the upper left corner of the academic catalog to search “GPA formula” (Figure 31.5). Two of the five participants clicks “Degree Requirements and Academic Policies” from the last sub-category, “Other Catalog Areas- Keyword/Phrase Matches” (Figure 31.6). The participants then look through the anchor links and click “Grading and Related Policies” (Figure 31.2). The participants scroll down till they see the sub-heading “GPA calculator” (Figure 31.3) that links to the registrar’s webpage (Figure 29.4). The remaining participant clicks the first result, “Glossary” from the last result.
category “Other Catalog Areas – Keyword/Phrases Matches” (Figure 31.7). The participant clicks “G” from the anchor link choices (Figure 31.8) and then reads the “Example of GPA Calculation” (Figure 31.9).
Figure 31.7

Figure 31.8
Two of the fifteen participants did not complete the task because they did not know where to look. Both participants looked through the options in the left navigation and did not see anything that was relevant to a GPA formula/calculator. One participant stated, “I know it is located on the website, but I do not see any relevant labels in the navigation. I was looking for tools or student resources label. Neither participant continued their search after looking at the left navigation items.

**Conclusion**

The Acalog Usability Study focused on the overall effectiveness of the catalog’s web interface through analysis of common tasks. Although limited in scope, the study did reveal opportunities for improvement to the site that would ensure the efficiency, effectiveness, error tolerance, engagement, and the ease of use for the targeted participant groups. The study also identified opportunities for further analysis such as a deeper study of the site navigation and hierarchy,
page content, and search capabilities. The study concludes that advisors, graduate students, and undergraduate students can successfully navigate the catalog to the appropriate content with varying levels of difficulty. Advisors’ familiarity with previous iterations of the catalog can attribute to their greater success when using Acalog. Both graduate and undergraduate students were successful overall but often times required additional time and clarification in regards to their respective tasks list. Advisors utilized the catalog frequently and oftentimes daily as oppose to the graduate and undergraduate participant groups. When unable to complete a task, both student groups opted to contact their advisors for assistance. Such behavior enables administrators to prioritize marketing and training to the appropriate groups, advisors in this case. Targeting training and tutorials to the advisor group will ensure successful implementation and adoption of Acalog. Lastly, the graduate and undergraduate groups will benefit from their advisors’ familiarity with Acalog.

To further increase the effectiveness of Acalog, training documentation should be available to users. Orientation training and tutorials should address the issues uncovered in this study and should be made available for users before Acalog is launched. In addition, the following recommendations should be addressed prior to launch:

- Create training and tutorial videos for the “My Favorites” feature.
- Include all academic dates in the academic calendar.
- Change the “Catalog Search” results to sort by relevance.
- Provide consistent layout for the graduate catalog and undergraduate catalog.
- Condense/consolidate the content within Degree Requirements and Academic Policies.
- Increase the catalog search’s flexibility to accommodate truncation and misspellings.

The University of North Carolina Charlotte adopted Acalog to reduce and eliminate the inefficiencies, inconsistencies, and other problems associated with the current web and paper-base system. To ensure this goal, usability testing should be conducted on Acalog on a regular basis to ensure continued functionality, efficiency, and desirability.
Works Cited

http://facultygovernance.uncc.edu/acalog-curriculog