

UNIVERSITY OF COLORADO BOULDER

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## College of Engineering New Student Web Portal User Study

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# 1. Executive Summary

## Background

The College of Engineering and Applied Sciences recently updated its website by adding a "Current Students" tab in order to provide students with a web portal containing the links to several student resources. With this new addition the Engineering Communications and Marketing Office identified the need for a user experience study. This study would assess how the site was performing as well as its early reception among University of Colorado Engineering undergraduates.

## Motivation

Along with the need for the user experience study mentioned above, the team was aware that certain links and announcements on the University of Colorado site as a whole appeared in places not best suited for them. This was another reason to look at the Current Students as some information may need to be omitted or moved. The final motivation for the project was to increase student awareness of the new site, hopefully leading to widespread use as a helpful hub for current undergraduate engineers.

## Project Goal

The University of Colorado at Boulder has recently placed an increased emphasis on the student experience. This project furthers this vision and is designed to help improve the function and appeal of the Current Students tab. This includes shortening the site down to only what students find important, improved mapping to aid both mobile and desktop users, and increased site publicity through surveys and interviews. Another area we looked into were some longer term format improvements to the College of Engineering site as a whole, based primarily on other Engineering school's successful applications and student feedback.

## Methods

A mixed method approach was used throughout this project to understand the user experience from as many avenues as possible. It was made sure that both quantitative and qualitative data was collected, which allowed the team to back up any qualitative recommendations with concrete data points. The quantitative data mainly was collected by the Google Analytics Suite, which is deployed on all University of Colorado websites. Collected metrics included page views, user demographics and location, as well as page scroll depth percentage. Additionally, a Qualtrics survey was sent out to various engineering groups, including the Engineering Honors Program, the Global Engineering RAP, as well as members of the Writing 3035 class. The survey provided quantitative data about what students would find most useful on the web portal, as well as qualitative data regarding their opinion's on the layout and content on the webpage. Finally, talk-along interviews were conducted with select students to collect data on navigability and other subjective data on the content of the page.

## **Results**

The results from the Google Analytics data included a wealth of valuable demographic information, but the most important data point was the scroll depth analysis. Approximately 55 percent of visitors are not scrolling even halfway down the page, which indicates that there is a problem with the length of the page. The Qualtrics survey provided better insight as to what content students wanted to see on the page. It was found that a majority of students felt that it was most beneficial to have an "opportunities" section where they can find internship, career, and research resources. The survey also revealed that many students do not find the college news section and mental health resources as important to the page as those listed above. In the talk-alongs, it was discovered that most navigation issues were caused by important information being hidden far down on the page in convoluted or misrepresented links. We also were able to collect many subjective comments from students. For example some found that there are too many sections on the page and where the images are too large and distracting. Finally, many of the participants wanted to see more department specific and career resources on the page.

## **Recommendations**

The recommendations are split into short term and long term in order to provide a clear path of improvements for the site. In the short term, it would be beneficial to restructure the page to move the most important links to the top. This would greatly ease the navigability of the page, especially considering that a majority of the visitors are scrolling less than halfway down it. The second short term recommendation is to include links to the each of the department websites. This would resolve a common student complaint and add to the important information stored in the portal. In the long term, the team is recommending that the Engineering Communications and Marketing office encourages the webmasters for the entirety of the University of Colorado to allow for the use of drop-down menus in university websites. This is a design feature that a majority of peer institutions are using and it greatly aids in the organization and navigability of the webpage.

## 2. Project Overview

### A. Background

The Current Students portal on the College of Engineering website is a relatively new page that could benefit in several areas from a user study. The site is located at: <https://www.colorado.edu/engineering/current-students>. Our goal is to make the portal a true student hub with emphasis in the following areas:

- Internship and Research Opportunities
- Student Group Information/Involvement
- Department Information and Advising
- Counseling and Mental Health Services
- Financial Aid

In addition to ensuring the page has the right content, we also aim to help with the navigation and feel of the student portal as well. Below is the top of the web page before we began our analysis:

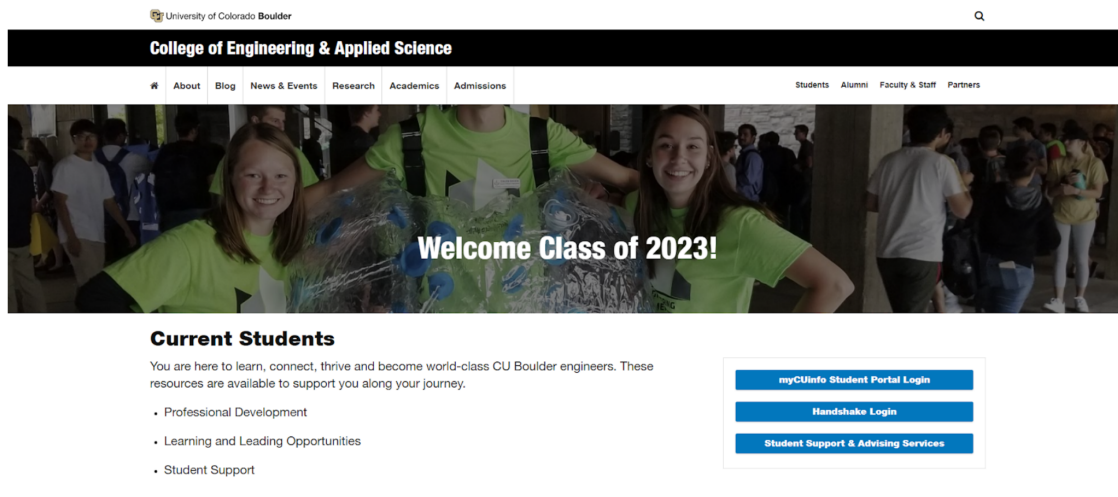


Fig. 1 Original page

### B. Constraints

There are a couple constraints the team encountered and should be taken into account during this user experience study.

The first limitation comes from the WebExpress designer deployed by the university to manage its websites. In order to maintain a consistent user experience, the University of Colorado at Boulder has implemented a stylesheet in which all websites must be based upon. This stylesheet severely limits the web design options available to the team when looking at recommending changes to the user experience and design.

The second limitation comes from the Google Analytics suite, and more specifically the university's unique implementation of Google's tools. In its default state, Google Analytics only collects basic demographic information as well as page

views and view times. In order to increase the utility of the tool and collect more in-depth metrics, it is necessary to deploy custom HTML code onto the websites. This was not something that the university Webmasters were willing to accommodate for our student team, as it would have opened up the opportunity for breaches in the security of the web servers. We were however, able to implement basic scroll depth tracking code, which proved to be some of our most useful data.

Finally, because the Current Student Portal is a living website, it is constantly being updated to reflect the needs of the College of Engineering. This means that specific metrics collected cannot be directly compared with one another over long stretched of time time as the site will have new additions and features.

### **3. Approach**

Before making any recommendations for the Current Students page, the team first used three avenues to collect data for the site. Our approach consisted of Google Analytics data from the college of engineering website, a Qualtrics survey administered to current undergraduate students in the College of Engineering, and an in-person talk along usability test. These three methods helped the team gain important insights about the site which were later used to form appropriate recommendations.

#### **Google Analytics**

For this report, our team was granted access to the College of Engineering's Google Analytics data. Google Analytics provided robust quantitative data on the following metrics:

- User Demographics
- User flow models
- View page traffic and compare with other pages
- What device types access the page
- Return users
- Scroll Depth

Data collected from Google Analytics such as device type and scroll depth helped the team form important design recommendations. Demographics data allowed us to pinpoint the target audience for the page and helped guide the team to generate survey questions that provided further information that could not be collected from Google Analytics.

#### **Qualtrics Survey**

To ensure the needs of students were met by our recommendations the team administered a survey to only current University of Colorado engineering students. The survey was distributed to the Engineering Honors Program, Global Engineering RAP, and our Writing 3035 section. In total 75 surveys were collected, the results of which are discussed later in the report. The survey aimed to identify topics of interest shared by students such as internship opportunities, financial aid, and consulting services. The team would later use these findings to aid in the page redesign by prioritizing topics with the highest interest rating.

Additionally the survey included an open ended response question. This question allowed students to make additional suggestions and comments about the page.

## **Talk Along**

To gain a better understanding about how users navigate the page, the team conducted a series of in person talk along usability tests. A member from our team sat down with a current College of Engineering students and asked them to think aloud as they conduct the following procedure:

- 1) First, load the college of engineering website and ask them to find the tab for “Current Students”.
- 2) Once on the tab, Ask the user to find a link to find their advisor.
- 3) Go back to the top.
- 4) Ask the subject to find a link to financing and record the difficult.
- 5) Go back to the top.
- 6) Ask the subject to find any links that lead to actual job listings.

The navigation section of the talk along asked students to find three different resources on the current students page, counselling, financial aid, and internship opportunities. Students were instructed to think aloud, these responses were recorded by our team members. The team member conducting the study also recorded how each task was accomplished on a scale of easy/fine/difficult.

- Easy, students navigated with easy and no hold ups.
- Fine, students accomplished task with some hold ups
- Difficult, students could not complete the task or took an extremely long time this numerous hold ups.

After finishing the navigation section the student was asked the following questions:

- 1) Is there anything on the website you would like removed?
- 2) Is there anything on the website you think is missing?

These questions allowed students to express their opinions about the page as well as make suggestions as to what they would like to see changed.



## 4. Results

### A. Google Analytics

Beginning on September 1, 2019, the team started collecting Google Analytics data for all of the websites under the College of Engineering domain, including the Current Students portal under investigation. While Google Analytics has the ability to collect a multitude of metrics, only the page views, device information, geographical information, view time and page scroll depth were analyzed. The data for the Current Students page was compared against all of the websites under the College of Engineering domains as a means of standardization. Below in Figure 2, the Google Analytics data can be found for the date range of September 1 to November 5.

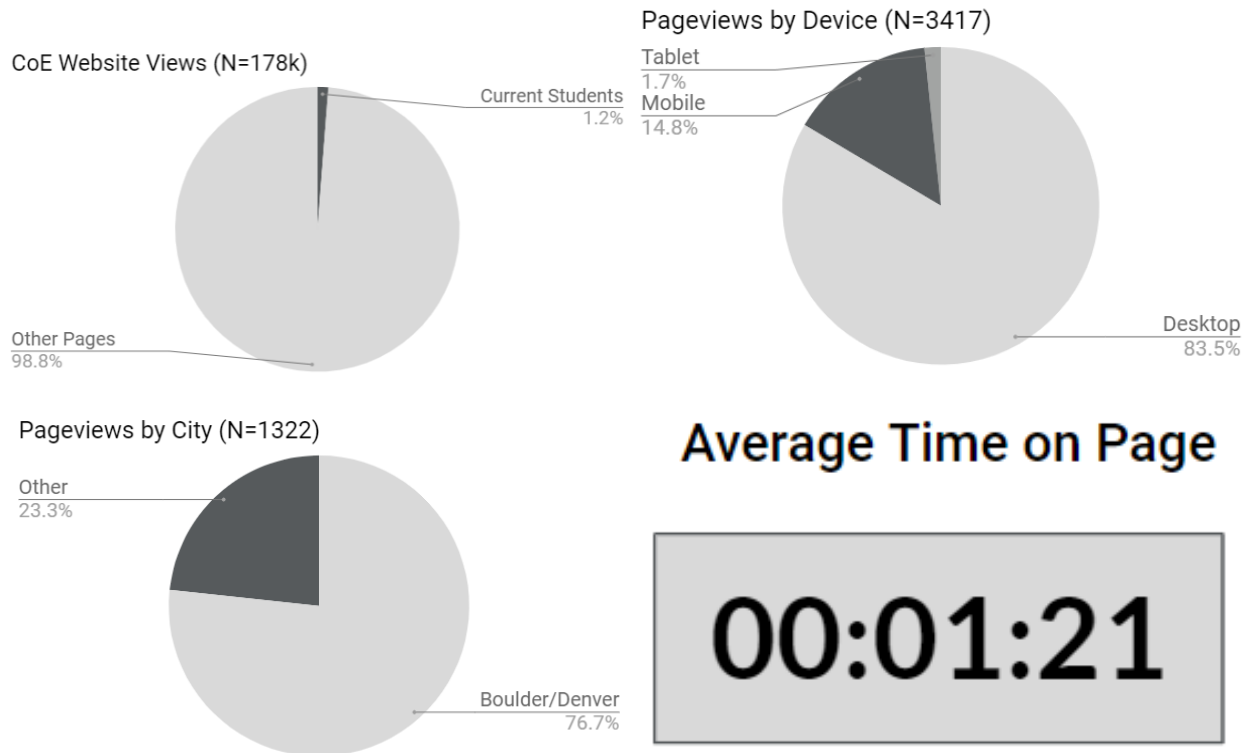
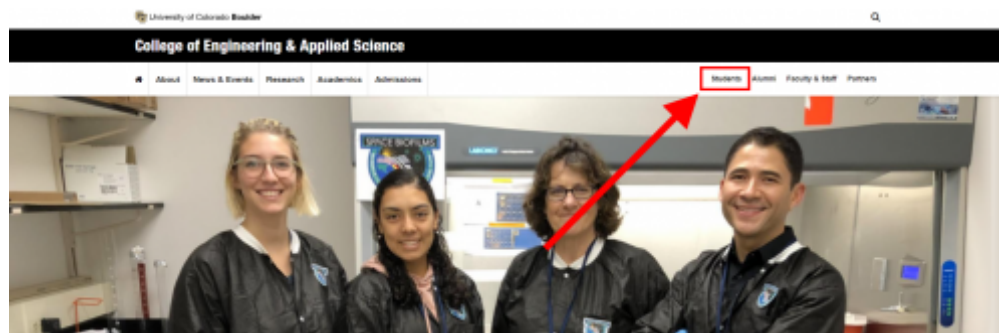


Fig. 2 Google Analytics Data (Sept 1 - Nov 5)

			134,476
			% of Total: 100.00% (134,476)
1.	<a href="/engineering/">/engineering/</a>		<b>12,994</b> (9.66%)
2.	<a href="/engineering/academics/degree-programs">/engineering/academics/degree-programs</a>		<b>5,074</b> (3.77%)
3.	<a href="/engineering/admissions">/engineering/admissions</a>		<b>4,051</b> (3.01%)
4.	<a href="/engineering/academics">/engineering/academics</a>		<b>3,797</b> (2.82%)
5.	<a href="/engineering/proready">/engineering/proready</a>		<b>2,184</b> (1.62%)
6.	<a href="/engineering/about">/engineering/about</a>		<b>2,089</b> (1.55%)
7.	<a href="/engineering/2019/09/09/college-continues-national-rankings-rise">/engineering/2019/09/09/college-continues-national-rankings-rise</a>		<b>2,014</b> (1.50%)
8.	<a href="/engineering/bold">/engineering/bold</a>		<b>1,703</b> (1.27%)
9.	<a href="/engineering/aero-building">/engineering/aero-building</a>		<b>1,684</b> (1.25%)
10.	<a href="/engineering/electrical-engineering-apply">/engineering/electrical-engineering-apply</a>		<b>1,681</b> (1.25%)

**Fig. 3 College of Engineering Website Views (Sept 1 - Nov 5)**

A lot of valuable information can be found from this data. The first metric that was analyzed was the total page views, which is shown in the top left of Figure 2. At first glance, it appears that the traffic to the Current Students tab is surprisingly low, at only 1.2% of the traffic for the entire College of Engineering domain. However, once the data for all of the websites was taken into account, according to Figure 9, this number is roughly on-par with the other websites. The team is unsure how Google is classifying the page views, as it does not make sense that the College of Engineering Homepage (shown as */engineering/* in Figure 9) only has 9.66% of the total views for the domain, but a comparison can still be made between the relative magnitudes. Taking this into account, the data suggests that there is not a significant design flaw regarding the ease of navigating to the Current Students page from the main College of Engineering. This makes sense, because the portal can be easily found on any College of Engineering webpage by clicking the *Students* button on the navigation bar at the top of each page. This is shown in Figure 4.



**Fig. 4 College of Engineering Website Navigation Bar**

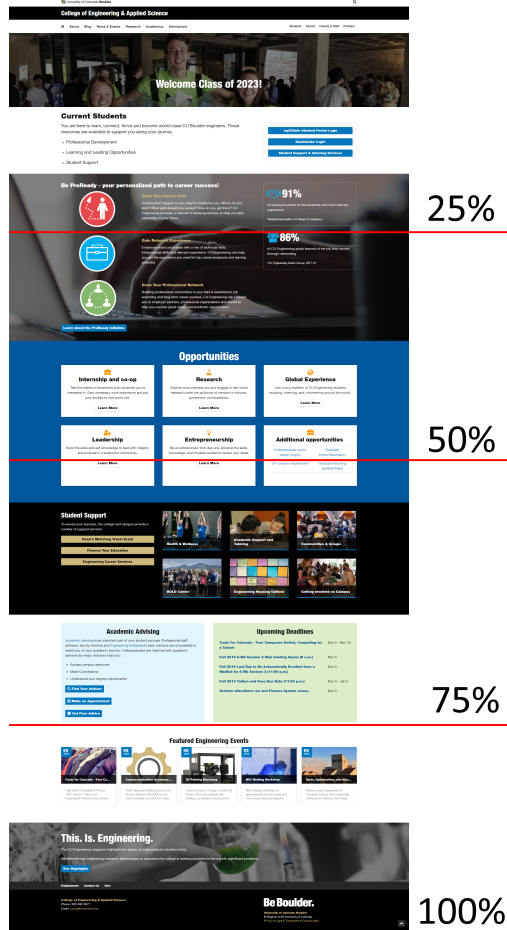
The second metric collected was the device demographics, which can be found in the top right of Figure 2. As expected, desktop computers have the majority of the traffic at 83.5%. There is, however a significant portion of

users on mobile devices, which indicated that it is necessary for the team to investigate the user experience on mobile devices.

The third metric collected was the geographic location of the users, which can be found on the bottom left of Figure 2. The locations were split into the Boulder/Denver area and all other cities. This metric is useful to identify whether the webpage is serving its target audience. Because the page is aimed at current students, this data point would heavily favor the Boulder and Denver areas, as this is where the students live. While 76.7% of users are local to the Boulder/Denver area, just under a quarter of the users are not local. This could indicate either of two things. First, it could mean that the intentions of the webpage are not clear and prospective students are utilizing the portal. This would need to be fixed by better page labeling and navigation. Secondly, this could also indicate that the information included in the webpage is proving to be valuable for prospective students. Further work would need to be done to determine which of these options is occurring.

The fourth metric collected was the average time users spend on the page, as shown in the bottom right of Figure 2. During the time period in which data was collected, the average time users spent on the page was 1 minute and 21 seconds. Being that the page is intended to be a portal that directs students to various resources provided to them, this number could be concerning. If the navigation and user experience of the website was sufficiently optimized, this number would be much lower.

The final metric collected was the page depth, or distance down the page that users reached before leaving or navigating away from the page. This was accomplished by working with one of the Webmasters who manages the WebExpress platform for the university to insert custom HTML code into the website. This data was then imported into Google Analytics to collect it over time. Figure 5 illustrates how the webpage was split in to quadrants, and shows the boundaries of each quadrant. Table 1 shows the percentage of users reaching each quadrant.



**Fig. 5 Scroll Depth Percentages**

**Table 1 Page Scroll Depth**

Page Depth	Percent of Users Reaching
0%	100%
25%	77.83%
50%	44.51%
75%	21.44%
100%	7.38%

From this data, it is clear that there is an issue regarding the user experience of the webpage, and in particular the amount of content included. There are many elements on the page that take up a significant amount of space, such as the large *Welcome Class of 2023!* banner, as well as the ProReady graphic. With only 7.38% of the users reaching the bottom of the page, there needs to be a reorganization of the content that is included on the page. It should be noted that this data does not match exactly with the Appendix because it has been normalized to reflect the users who do not reach 25% of the way down the page.

## B. Qualtrics Survey

On October 8, 2019, the team launched a Qualtrics survey advertised to all current engineering undergraduate students. It was distributed to the Engineering Honors Program, Global Engineering RAP and our Writing 3035 section. A total of 75 survey results were collected over the course of roughly a month. This was a satisfactory outcome, as the survey was more time intensive than most surveys and required between 2 and 5 minutes of the student's time. The primary goal of the survey was threefold: to identify how many students were aware of the new portal, to identify what students would find useful in the portal, and to gather opinions of navigability and functionality of the existing portal.

The results in Table 2 below was the first question in the survey with the purpose of identifying exactly who the survey was reaching. Undergraduate responses were highly valued because they corresponded directly to the purpose of the Current Students tab. These results confirmed that the survey was reaching the correct audience as 97.2% of results were from current University of Colorado undergraduates.

**Table 2 Academic Year Qualtrics Results**

<b>Freshmen</b>	23.9%
<b>Sophomores</b>	28.2%
<b>Juniors</b>	23.9%
<b>Seniors</b>	21.1%
<b>Graduate</b>	2.8%

The results from the second survey question are shown in Table 3 below. This question was designed to measure student awareness of the Current Students page. The almost exact 50/50 split showed that a large number of students are aware of the site, but half the student population had no idea that this resource was even available to them. This survey as a whole was therefore effective in reaching those who were previously unaware of the Current Students page.

**Table 3 Current Students Site Awareness Qualtrics Results**

<b>Yes, I have seen the site</b>	50.7%
<b>No, I have not seen the site</b>	49.3%

Table 4 shows the results from the largest section of the survey. In this question students were asked what topics are the most important to include on the site. Not surprisingly, internship opportunities is an area students place a lot of importance in, followed closely by department sites and research opportunities. College news and events were shown to be valued less according to the students, with 16.9% marking it as not important and only 11.9% saying it was very important. This was by far the lowest of all categories. The team believes all topics should be included in some capacity on the site. This data was used to support feedback from the team on what to feature more prominently on the site, as will be discussed in the recommendations section.

**Table 4 Website Sections Qualtrics Results**

<b>Website Section</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>
Internship Opportunities	53.5%	29.6%	12.7%	4.2%
Department Websites	42.3%	36.6%	15.5%	5.6%
Research Opportunities	39.4%	43.7%	12.7%	4.2%
Scholarships / Financial Aid	36.6%	45.1%	16.9%	1.4%
Mental Health / Counseling Services	32.9%	24.3%	28.6%	14.3%
Academic Advising	31.0%	45.1%	18.3%	5.6%
College News / Events	11.3%	16.9%	54.9%	16.9%

The results in Table 5 below combine the four columns in Table 4 into a simplified form. The responses that listed a section as "Very Important" and "Important" are combined into a Valued category, while "Somewhat Important" and "Not Important" are combined into a Less Valued category. We believe this more accurately shows the information students want to see first on the site, with the less valued information coming further down.

**Table 5 Site Awareness Summary Results**

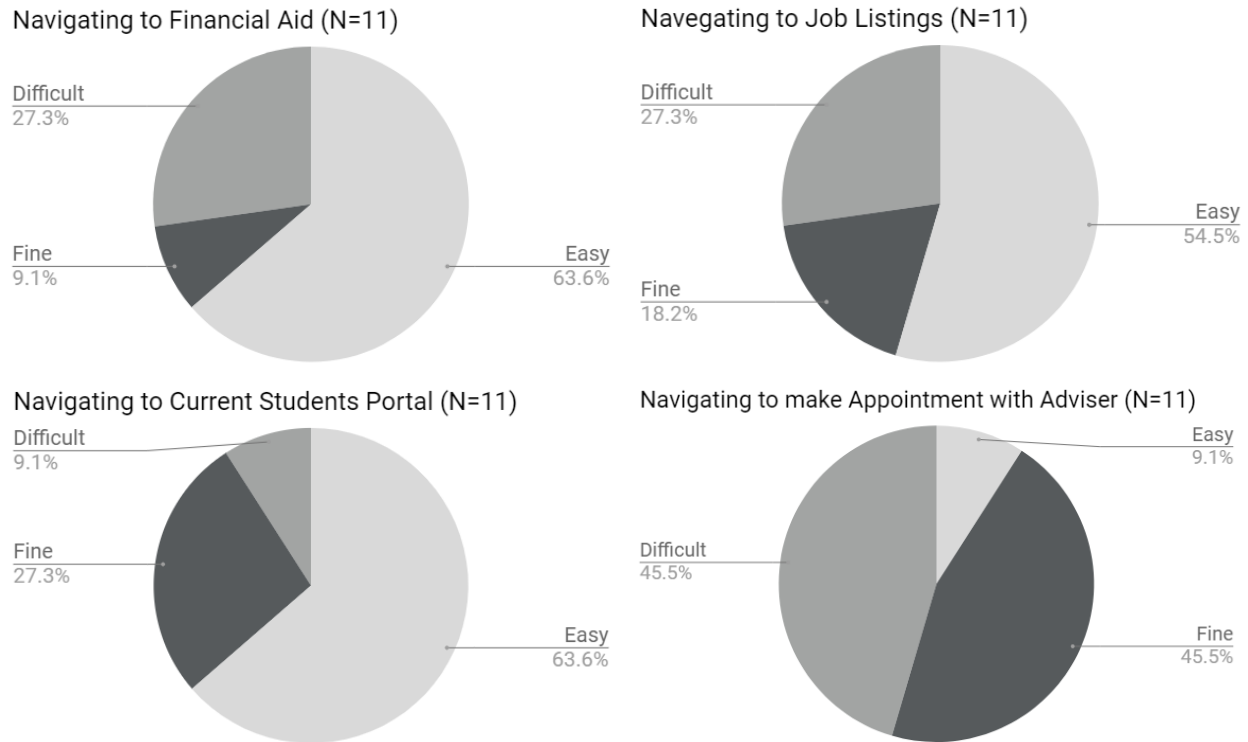
<b>Website Section</b>	<b>Valued</b>	<b>Less Valued</b>
Internship Opportunities	83.1%	16.9%
Research Opportunities	83.1%	16.9%
Scholarships / Financial Aid	81.7%	18.3%
Department Websites	78.9%	21.1%
Academic Advising	76.1%	23.9%
Mental Health / Counseling Services	57.2%	42.8%
College News / Events	28.2%	71.8%

The final part of the survey consisted of a free response section where participants were free to offer their recommendations after viewing the site. The team was pleased to see that many recommendations were repeated among multiple students showing that they would be popular changes among students. One popular response was that the opportunities section was too far down, prompting students to miss their most valued section. Students who took the survey and viewed the website on mobile said they had a hard time with the excessive scrolling and searching the website offered. This prompted many to leave the site before seeing its entire offering. Several upperclassmen who responded expressed that the page seemed to lean toward freshmen or perhaps even prospective students. This often made them leave the page immediately as it was not clear the site was for them as well. Finally a couple students chose to express that they liked the site and that this was their first encounter with it. These responses showed the team that the survey was reaching new students who were now aware of this resource. A couple responses also recommended drop down menus to help the flow of the portal. All responses were taken into account when formulating final recommendations. All Qualtrics data can be found in Appendix A at the end of this report.

### **C. Interactive Talk-Alongs**

On October 30, 2019, the team began several talk-alongs in order to get more qualitative observations about the sites navigation and content. We were able to complete 11 total talk-alongs with people which each took about 10-15 minutes to complete. Overall we got many useful suggestions for site content and navigation and the talk-alongs proved very useful in our recommendations.

The pie charts below show how difficult our talk-along participants found it to navigate to crucial services a current student would need. We can see that the top three tasks were completed easily for the most part by our participants. The bottom task, making an advisor appointment, ranked by the the most difficult. We determined the difference in that case was the button being at the bottom of the page was causing more people not to see it. Buttons to advising also never lead directly to MyCUHub. The main takeaway from the our navigation results is to move crucial links and information higher on the page and make sure links are direct as possible.



**Fig. 6 Talk-Alongs: Navigation Results**

We received several subjective responses to what should and shouldn't be on the site. The participants are fully familiar with the student portal when they made suggestions for the content section. The list below outlines the most popular items participants wanted added to the portal.

- More labeling for Handshake
- More links to career services
- More departmental information

We also received many suggestions on elements that needed to be removed from the site. These are listed below.

- Unnecessary advising links
- Pro-ready looks like its for parents
- Too much on page in general
- Too many separate sections
- Too many images on site



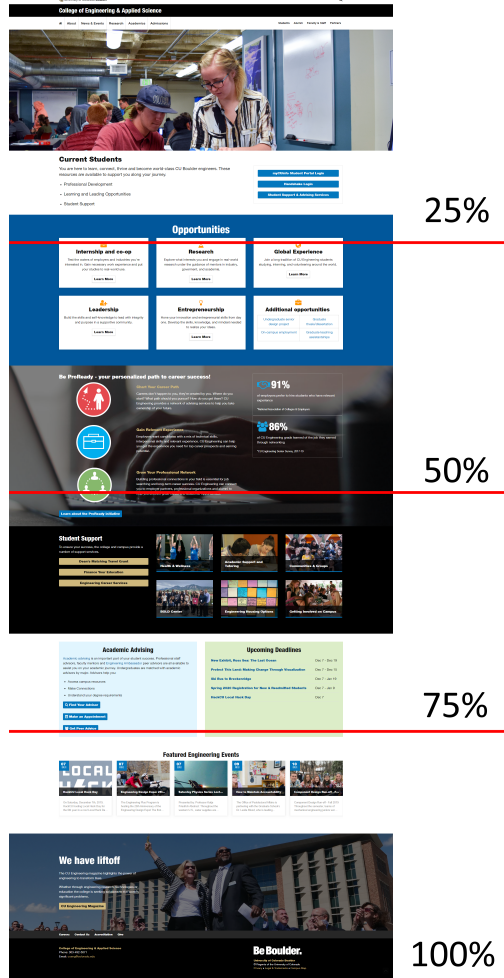
#### D. Preliminary Changes

Following the presentation given to the client on November 5, 2019, it was mutually decided that it would be worthwhile to make some minor changes and see if the Analytics change. These changes were implemented on November 11, 2019, and the trial lasted approximately four weeks. In this trial, the "Welcome Class of 2023!" banner was removed and replaced with a generic image that reflects the overall styling of the College of Engineering webpages. Additionally, the ProReady graphic was moved down and swapped with the *Opportunities* block of links, which more closely aligns with the goals of the portal.

To determine whether these changes were effective, a new set of Google Analytics was collected, specifically for the page depth metric. The results can be found below in Figure 6. An updated scroll depth percentage visualization can be found in Figure 7

**Table 6 Scroll Depth Percentages (Before and After Changes)**

<b>Page Depth</b>	<b>Percent of Users Reaching (Before)</b>	<b>Percent of Users Reaching (After)</b>
<b>0%</b>	100%	100%
<b>25%</b>	77.83%	82.38%
<b>50%</b>	44.51%	50.88%
<b>75%</b>	21.44%	28.38%
<b>100%</b>	7.38%	11.35%



**Fig. 7 Scroll Depth Percentages After Changes**

It is clear that these changes had an appreciable effect on the scroll depth, with all metrics increasing by 6-10%. It should be noted, however, that this data does have its limitations due to the fact that the data comes from different portions of the semester. With that said, it gives plenty of information with which conclusions and recommendations can be drawn upon.

## 5. Short Term Recommendations

Over the length of the user study, the team formulated many results into a couple short-term recommendations for the Current Students portal. These relatively quick modifications are the first wave of changes the team would like to suggest as they could make a big difference rapidly improving the efficiency and flow of the portal.

Using feedback from the Qualtrics survey and talk along interviews, several key areas were identified as being "too high" or "too low" on the page. The following recommendations are made with the mindset that the most valued student information should appear near the top of the portal, with less sought after items appearing lower.

- **Move up the Opportunities block**

- Students want the opportunities section and common resources higher up.
- This would help eliminate the “new students only” feel the student portal.
- Page would start acting as true "portal" to other topics such as research and internship opportunities.

- **Move down both ProReady and Upcoming Events sections**

- ProReady appears more similar to a University of Colorado advertisement than a portal service

The next set of short term recommendations focus on altering how some areas on the page appear. These changes are supported primarily through student feedback and interviews. With this in mind the site will appear more friendly to all current students and will remove frustrating dead end links with little information.

- **Add departmental links to the portal or use a footer with them**

- Many students were disappointed with the lack of department specific resources available on the page

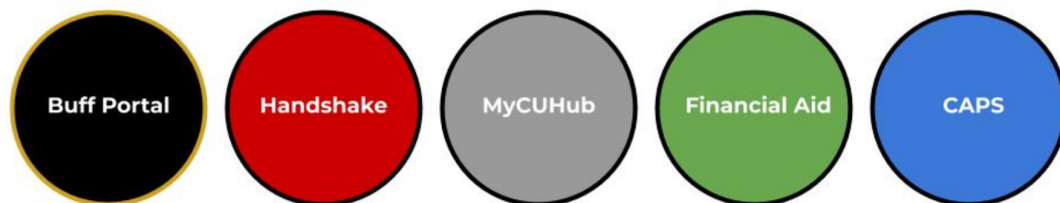
- **Remove unnecessary images and change the welcome message**

- The "Welcome Class of 2023" banner is great for August but is now discouraging non-freshmen from using the site

- **Replace “Make an Appointment” button with MyCUHub link**

- This appointment link currently leads to another page with only a MyCUHub link. This only serves as an extra click for the user to get through

The team also proposes a new style of header be deployed for the top of the student portal. This would replace the existing white "Current Students" section of the page. Below is a model that represents a header that could improve the site by quickly funneling users to popular student services. This would also benefit mobile users as the buttons would stand out and be easy to interact with.



**Fig. 8 Replacement header example**

Using a header of this style would achieve:

- Ease for mobile and desktop navigation
- Shorten the time it takes for users to find a main service
- More obviously help all undergraduate students
- Reduce cluttered feel

Finally some analysis of the College of Engineering navbar revealed that changing to position of the "Students" tab, could increase flow to the portal. Google Analytics data showed that tabs in the left group received significantly more clicks than those on the right. Simply moving the tab to the left grouping could result in more people seeing and visiting the site. Below is a diagram of the proposed change. The page may also benefit from this tab being renamed "Current Students" rather than just "Students." This would help distinguish the purpose of the site as opposed to this ambiguous title that gives the site a prospective students feel.



**Fig. 9 Nav-Bar Recommendation**

## 6. Long Term Recommendations

During a client meeting the team was informed University of Colorado Boulder sites are not allowed to use the drop down menus due to university website standardization. Early on in the project the team identified the lack of drop down menus as the main source for many usability problems. It is important to note that all three of the other universities in the University of Colorado system utilize drop down menus.

Drop down menus allow for easy site navigation by condensing information into dynamic lists. Without drop down menus the University of Colorado webpages mainly consists of long scrolling pages that display large sections of information at a time. Using Google Analytics, the team found the majority of users leave the page before they scroll down very far. Only 44% of users scroll half the page and only 7% the full page. These findings suggest most users click off the page before viewing the majority of page content.

Another side effect of long pages is that users tend to overlook information they could find useful. During the talk along interviews, the team observed many users scrolling passed the button they were looking for. Since each block of information is clustered similarly, it sometimes appears cluttered leaving users hard pressed to pick out the correct button while scrolling.

Drop down menus eliminate the need for scrolling while efficiently displaying information. This addition to the current students page, and perhaps all University of Colorado sites, would prevent users from overlooking relevant information and would keep pages from overwhelming readers with links they are not looking for.

The following is an example of drop down implementation from the University of Michigan College of Engineering website.

M MICHIGAN ENGINEERING UNIVERSITY OF MICHIGAN		ABOUT	RESEARCH	ACADEMICS	ADMISSIONS
<b>ABOUT</b>	<b>RESEARCH</b>	<b>ACADEMICS</b>	<b>ADMISSIONS</b>		
<ul style="list-style-type: none"> <li>Ann Arbor &amp; Campus</li> <li>Leadership</li> <li>Diversity, Equity and Inclusion</li> <li>Facts &amp; Figures</li> <li>Careers &amp; Industry</li> <li>Contact Us</li> <li>News Center</li> <li>Events</li> <li>Strategic Vision</li> </ul>	<ul style="list-style-type: none"> <li>Projects &amp; Initiatives</li> <li>Labs &amp; Facilities</li> <li>Featured Faculty</li> <li>Graduate Student Research</li> <li>Research Assistance</li> <li>Undergraduate Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate Degrees &amp; Programs</li> <li>Graduate Degrees &amp; Programs</li> <li>Student Resources</li> <li>Academic Calendar</li> <li>Course Guide &amp; Bulletin</li> <li>Teaching Resources</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate Admissions</li> <li>Graduate Admissions</li> <li>International Students</li> <li>Scholarships &amp; Financial Aid</li> </ul>		

**Fig. 10 Example Drop down Implementation from Peer Institution**

Additionally, the webpage for the University of University of Colorado Colorado Springs is included below. It is a great example of how Boulder could implement a such a design while keeping a similar user experience. Other University of Colorado campuses like UCCS could help Boulder with the task of upgrading site formatting as they are closely related.



<b>Degree and Programs</b> →	<b>Schools &amp; Colleges</b> →	<b>Tuition, Cost, &amp; Financial Aid</b> →
Degree Finder	Nursing & Health Sciences	Costs
Bachelor's Degrees	Business	Scholarships
Master's Degrees	Education	Financial Aid
Doctoral Degrees	Engineering & Applied Science	Student Employment
Military Programs & Services	Letters, Arts & Sciences	
Online Classes & Programs	Public Affairs	
Academic Outreach	Graduate School	
Summer Sessions		

**Fig. 11 Example Drop down Implementation from UCCS**

## **7. Appendices**

### **A. Qualtrics Survey Data (Begins on next page)**

# Engineering Current Students Page Interest Survey

---

Start of Block: Default Question Block

Q1 What year are you in your education?

- Freshman (1)
  - Sophomore (2)
  - Junior (3)
  - Senior (4)
  - Graduate Student (5)
- 

Q2 Are you a student in the College of Engineering and Applied Science?

- Yes (1)
- No (2)

*Skip To: End of Survey If Are you a student in the College of Engineering and Applied Science? = No*

---

Q3 Have you seen the "Current Students" or "Students" tab on the College of Engineering and Applied Science website?

- Yes (1)
  - No (2)
-



Q5 Rate the following features on how important they would be to see on the "Current Students" tab on the College of Engineering and Applied Science website:

	Not Important (1)	Somewhat Important (2)	Important (3)	Very Important (4)
Department Websites (Aerospace, Mechanical, Computer Science, etc) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Opportunities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship Opportunities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Advising/Support (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental Health/Counseling Support (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarships/Financial Aid (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College News and Events (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Default Question Block

Start of Block: Block 1

Q8 Short Answer Questions (Optional):

Display This Question:

If Have you seen the "Current Students" or "Students" tab on the College of Engineering and Applied... = No

Q8 Please visit the current students webpage linked below before answering the following questions (opens in a new tab):

<https://www.colorado.edu/engineering/current-students>

---

Q7 What are your impressions from the "Current Students" webpage?

---

---

---

---

---



Q10 If you would be interested in participating in a focus group about the "Current Students" page, please enter your email below.

---

End of Block: Block 1

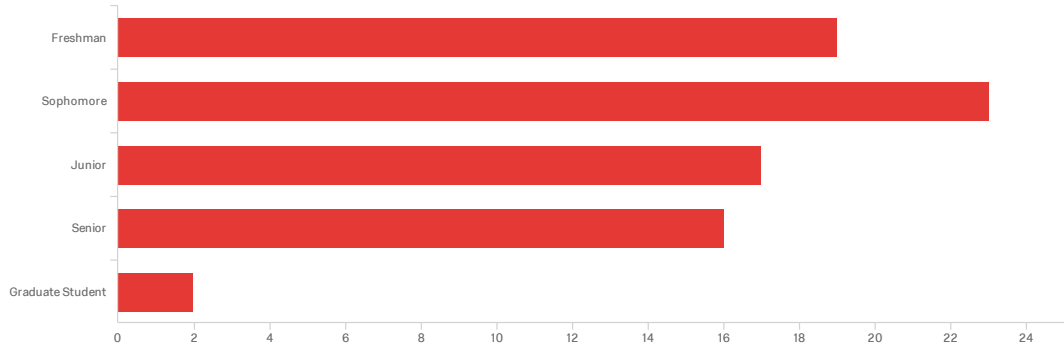
---

# CU Qualtrics Responses

Engineering Current Students Page Interest Survey

December 1, 2019 6:14 PM MST

## Q1 - What year are you in your education?

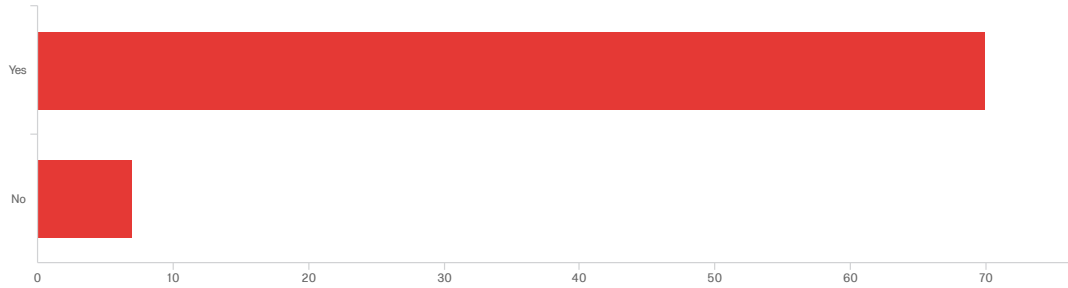


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What year are you in your education?	1.00	5.00	2.47	1.15	1.31	77

#	Field	Choice Count
1	Freshman	24.68% 19
2	Sophomore	29.87% 23
3	Junior	22.08% 17
4	Senior	20.78% 16
5	Graduate Student	2.60% 2
		77

Showing rows 1 - 6 of 6

Q2 - Are you a student in the College of Engineering and Applied Science?



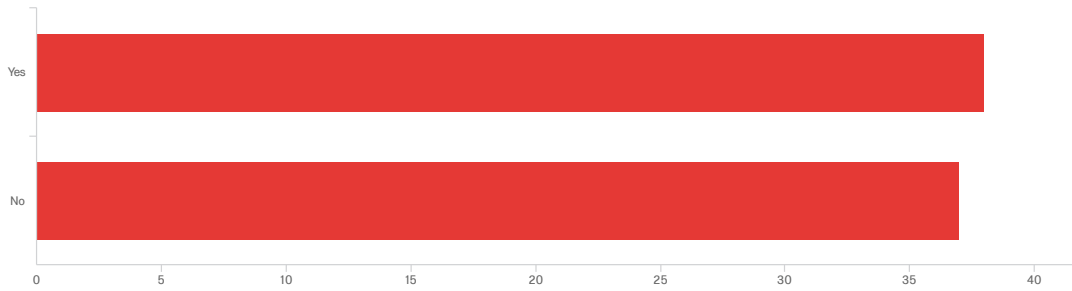
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you a student in the College of Engineering and Applied Science?	1.00	2.00	1.09	0.29	0.08	77

#	Field	Choice Count
1	Yes	90.91% 70
2	No	9.09% 7

77

Showing rows 1 - 3 of 3

Q3 - Have you seen the "Current Students" or "Students" tab on the College of Engineering and Applied Science website?



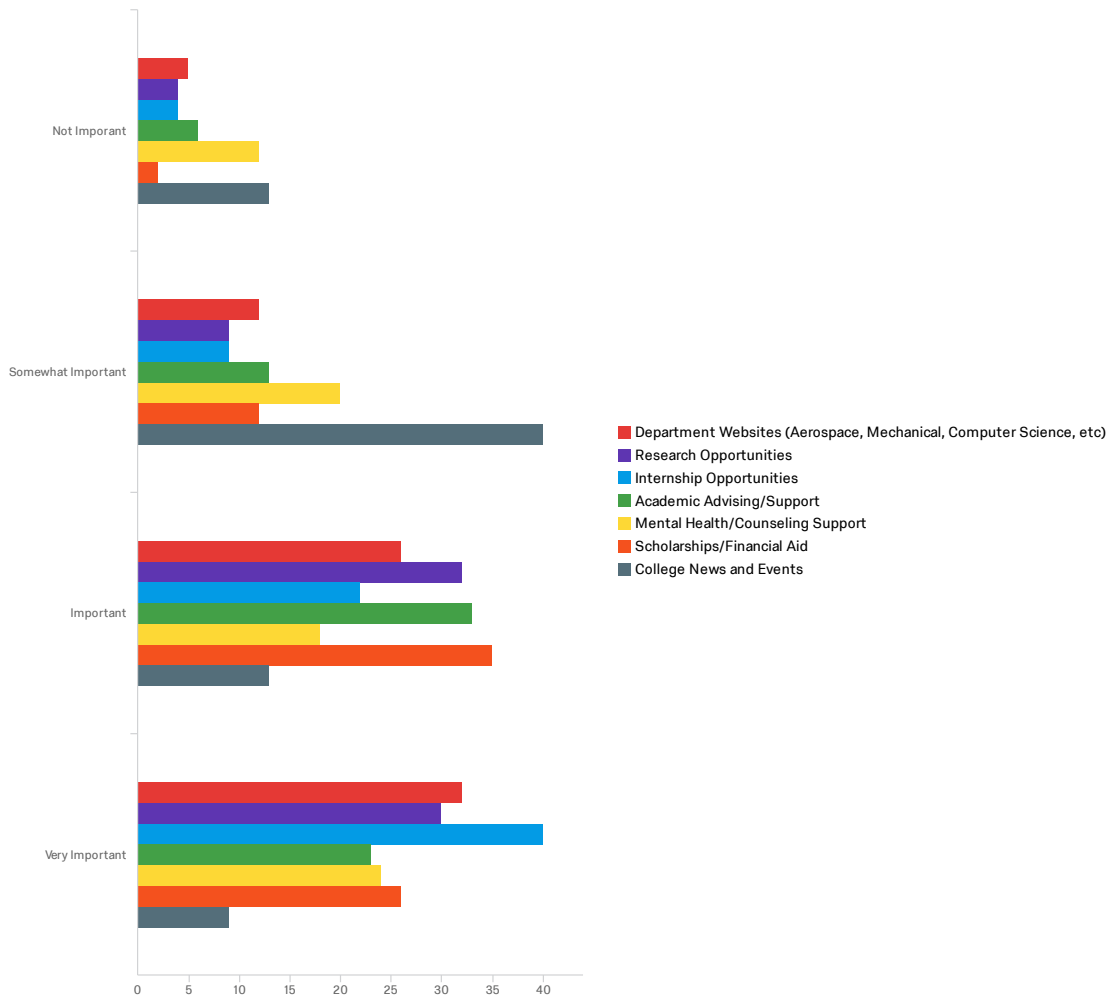
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you seen the "Current Students" or "Students" tab on the College of Engineering and Applied Science website?	1.00	2.00	1.49	0.50	0.25	75

#	Field	Choice Count
1	Yes	50.67% 38
2	No	49.33% 37

75

Showing rows 1 - 3 of 3

Q5 - Rate the following features on how important they would be to see on the "Current Students" tab on the College of Engineering and Applied Science website:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Department Websites (Aerospace, Mechanical, Computer Science, etc)	1.00	4.00	3.13	0.91	0.84	75
2	Research Opportunities	1.00	4.00	3.17	0.84	0.70	75
3	Internship Opportunities	1.00	4.00	3.31	0.88	0.77	75

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4	Academic Advising/Support	1.00	4.00	2.97	0.89	0.80	75
5	Mental Health/Counseling Support	1.00	4.00	2.73	1.08	1.17	74
6	Scholarships/Financial Aid	1.00	4.00	3.13	0.77	0.60	75
7	College News and Events	1.00	4.00	2.24	0.88	0.77	75

#	Field	Not Important	Somewhat Important	Important	Very Important	Total
1	Department Websites (Aerospace, Mechanical, Computer Science, etc)	6.67% 5	16.00% 12	34.67% 26	42.67% 32	75
2	Research Opportunities	5.33% 4	12.00% 9	42.67% 32	40.00% 30	75
3	Internship Opportunities	5.33% 4	12.00% 9	29.33% 22	53.33% 40	75
4	Academic Advising/Support	8.00% 6	17.33% 13	44.00% 33	30.67% 23	75
5	Mental Health/Counseling Support	16.22% 12	27.03% 20	24.32% 18	32.43% 24	74
6	Scholarships/Financial Aid	2.67% 2	16.00% 12	46.67% 35	34.67% 26	75
7	College News and Events	17.33% 13	53.33% 40	17.33% 13	12.00% 9	75

Showing rows 1 - 7 of 7

## Q7 - What are your impressions from the "Current Students" webpage?

What are your impressions from the "Current Students" webpage?

Mobile webpage is too busy

The opportunities section is too far down

Needs clarification, difficult to navigate

The important information is sometime not located near other relevant links.

sucks

Too busy

Looks good directed towards freshman though

Definitely long and unorganized

It's useful for freshman and some sophomores. But not for a senior

Sort of a hodgepodge of useful and not useful links

Its not horrible, but is sort of disorganized and hard to get through

It's long and hard to remember all of the information I saw at the top

It might be nice if the "Professional Development," Learning & Leading Opportunities," etc linked to their respective portions of the page. The scrolling isn't extensive but isn't entirely conducive to an immediate understanding of the information presented on the page. This is definitely different for everybody, but I do like to see upcoming deadlines a little higher up on the page just because they're time sensitive.

Difficult to navigate, not sure where exactly I should go.

Well organized, a lot of information

To be honest I didn't even know that this page existed. A lot of the information seems hidden, in my opinion the opportunities info is the most important thing on the page, and you have to scroll quite far to actually find that

Informative

jk

The middle part looks like an advertisement.

It involves a lot of scrolling through large-format sections, which leaves me as the reader unsure about what the site's purpose is intended to be.

It seems fairly useful and well designed.



What are your impressions from the "Current Students" webpage?

the mobile site feels long and disorganized

It's a very long page. I don't mind scrolling, but I definitely didn't realize that the bottom two thirds of the page were there until I actually took the time to look at the website for this survey.

In my head this is mostly to impress people looking at attending CU. If I really needed something I would go to my department website, ask someone like my advisor, or go to one of the many other platforms like Handshake.

It would be easier to navigate and use if there were tabs to click on at the top

easy to navigate

It has no purpose.

The website is very well planned out and professional

I like how organized it is -- it would be cool if more of the features were mentioned up top rather than having to scroll all the way down the page

Much more informative than I expected and easy to use! Easy on the eyes too.

It is pretty nice as it is.

There are a lot of supportive resources to be found on the web page. However, this is only the first time I have really heard about it so more advertisement might be beneficial to its usefulness.

Academic Advising and Upcoming Deadlines should be near the top, followed by Opportunities, as these contain the most useful (and most used) information. The rest can follow from there.

It looks nice, but I literally had no idea it existed until this survey.

There's a lot going on and it isn't the best suited for mobile devices since there's a lot of scrolling- maybe try more of a drop down menu or way to skip to certain areas of the page more easily.

I'm not sure why I would go to this page.

It is easy to read and nice to look at.

Good

Organized, but doesn't really explain itself either

It is fine

It is well organized and contained a multitude of easily accessible resources for students.

its ok

It looks nice, but I've never heard about it before

What are your impressions from the "Current Students" webpage?

it could be organized much better by de-cluttering the page. just make it real simple to see the important links to other places

It's okay-- not super helpful in terms of navigating class curriculum/planning for future classes

I'm looking at it from my phone and I like that it has clear links to other resources, a small blurb about the site and some new information towards the bottom. I think could use more information in regards to Engineering departments.

Engineers are cool

It's pretty good I like the imaging lots of words though

## **B. Google Analytics Data**

All Google Analytics data can be accessed online using the Google Analytics Suite. The amount of data collected is immense, and it would be impossible to include all of it in this report. Thus, we have included only the relevant data referenced in the body of this report.

# Scroll Depth Data Before and After Changes

## Event Pages

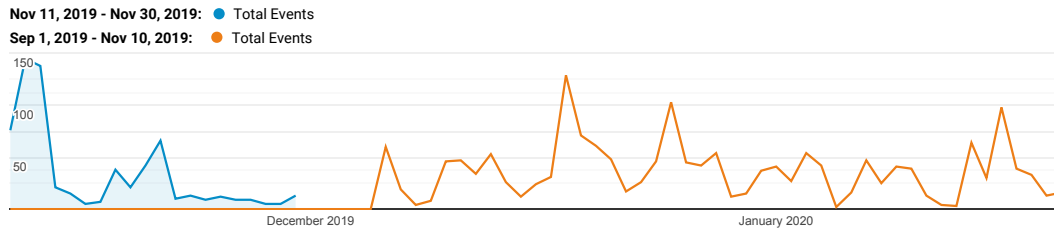
ALL » PAGE: /engineering/current-students

Nov 11, 2019 - Nov 30, 2019  
Compare to: Sep 1, 2019 - Nov 10, 2019

All Users  
-2.85% Unique Events

Explorer

Event



Event Action	Total Events	Unique Events	Event Value	Avg. Value
	61.62% 659 vs 1,717	72.27% 391 vs 1,410	0.00% 0 vs 0	0.00% 0.00 vs 0.00
1. 25%				
Nov 11, 2019 - Nov 30, 2019	252 (38.24%)	162 (41.43%)	0 (0.00%)	0.00
Sep 1, 2019 - Nov 10, 2019	735 (42.81%)	564 (40.00%)	0 (0.00%)	0.00
% Change	-65.71%	-71.28%	0.00%	0.00%
2. 50%				
Nov 11, 2019 - Nov 30, 2019	180 (27.31%)	105 (26.85%)	0 (0.00%)	0.00
Sep 1, 2019 - Nov 10, 2019	509 (29.64%)	416 (29.50%)	0 (0.00%)	0.00
% Change	-64.64%	-74.76%	0.00%	0.00%
3. 75%				
Nov 11, 2019 - Nov 30, 2019	136 (20.64%)	78 (19.95%)	0 (0.00%)	0.00
Sep 1, 2019 - Nov 10, 2019	310 (18.05%)	277 (19.65%)	0 (0.00%)	0.00
% Change	-56.13%	-71.84%	0.00%	0.00%
4. 100%				
Nov 11, 2019 - Nov 30, 2019	91 (13.81%)	46 (11.76%)	0 (0.00%)	0.00
Sep 1, 2019 - Nov 10, 2019	163 (9.49%)	153 (10.85%)	0 (0.00%)	0.00
% Change	-44.17%	-69.93%	0.00%	0.00%

Rows 1 - 4 of 4

# Page View Data Before and After Changes

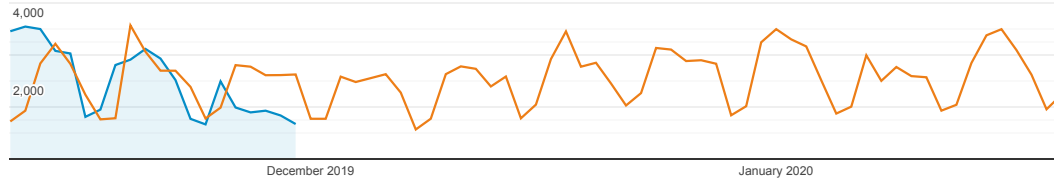
## Pages

All Users  
+0.00% Pageviews

Nov 11, 2019 - Nov 30, 2019  
Compare to: Sep 1, 2019 - Nov 10, 2019

### Explorer

Nov 11, 2019 - Nov 30, 2019: ● Pageviews  
Sep 1, 2019 - Nov 10, 2019: ● Pageviews



Page	Pageviews	Unique Pageviews	Avg. Time on Page	Entrances	Bounce Rate	% Exit	Page Value
	72.66% <span style="color:red">▼</span> 39,823 vs 145,671	73.36% <span style="color:red">▼</span> 30,246 vs 113,536	2.53% <span style="color:green">▲</span> 00:01:26 vs 00:01:24	72.70% <span style="color:red">▼</span> 19,413 vs 71,112	1.04% <span style="color:green">▲</span> 67.83% vs 68.54%	0.14% <span style="color:red">▼</span> 48.75% vs 48.82%	0.00% \$0.00 vs \$0.00
<b>1. /engineering/</b>							
Nov 11, 2019 - Nov 30, 2019	3,255 (8.17%)	2,478 (8.19%)	00:01:06	2,127 (10.96%)	36.20%	33.58%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	13,973 (9.59%)	10,693 (9.42%)	00:01:11	9,301 (13.08%)	36.29%	34.43%	\$0.00 (0.00%)
<b>% Change</b>	<b>-76.71%</b>	<b>-76.83%</b>	<b>-6.90%</b>	<b>-77.13%</b>	<b>-0.23%</b>	<b>-2.47%</b>	<b>0.00%</b>
<b>2. /</b>							
Nov 11, 2019 - Nov 30, 2019	1,172 (2.94%)	572 (1.89%)	00:02:35	572 (2.95%)	32.69%	48.81%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	3 (0.00%)	3 (0.00%)	00:00:12	3 (0.00%)	33.33%	33.33%	\$0.00 (0.00%)
<b>% Change</b>	<b>38,966.67%</b>	<b>18,966.67%</b>	<b>1,244.75%</b>	<b>18,966.67%</b>	<b>-1.92%</b>	<b>46.42%</b>	<b>0.00%</b>
<b>3. /engineering/admissions</b>							
Nov 11, 2019 - Nov 30, 2019	1,136 (2.85%)	723 (2.39%)	00:00:46	157 (0.81%)	44.59%	25.18%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	4,366 (3.00%)	2,825 (2.49%)	00:00:47	643 (0.90%)	33.28%	23.43%	\$0.00 (0.00%)
<b>% Change</b>	<b>-73.98%</b>	<b>-74.41%</b>	<b>-2.17%</b>	<b>-75.58%</b>	<b>33.97%</b>	<b>7.45%</b>	<b>0.00%</b>
<b>4. /engineering/academics</b>							
Nov 11, 2019 - Nov 30, 2019	1,073 (2.69%)	857 (2.83%)	00:00:23	35 (0.18%)	34.29%	14.26%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	4,057 (2.79%)	3,099 (2.73%)	00:00:29	153 (0.22%)	37.91%	15.53%	\$0.00 (0.00%)
<b>% Change</b>	<b>-73.55%</b>	<b>-72.35%</b>	<b>-21.22%</b>	<b>-77.12%</b>	<b>-9.56%</b>	<b>-8.18%</b>	<b>0.00%</b>
<b>5. /engineering/academics/undergraduate-programs</b>							
Nov 11, 2019 - Nov 30, 2019	990 (2.49%)	663 (2.19%)	00:00:33	367 (1.89%)	32.70%	22.73%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	0 (0.00%)	0 (0.00%)	00:00:00	0 (0.00%)	0.00%	0.00%	\$0.00 (0.00%)
<b>% Change</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>0.00%</b>
<b>6. /engineering/uta</b>							
	820	756		753			\$0.00

Nov 11, 2019 - Nov 30, 2019	620 (2.06%)	700 (2.50%)	00:01:50	700 (3.88%)	91.90%	90.49%	0.00% (0.00%)
Sep 1, 2019 - Nov 10, 2019	1,634 (1.12%)	1,545 (1.36%)	00:03:14	1,525 (2.14%)	95.34%	93.21%	\$0.00 (0.00%)
<b>% Change</b>	<b>-49.82%</b>	<b>-51.07%</b>	<b>-43.59%</b>	<b>-50.62%</b>	<b>-3.61%</b>	<b>-2.92%</b>	<b>0.00%</b>
<b>7. /engineering/bold</b>							
Nov 11, 2019 - Nov 30, 2019	735 (1.85%)	529 (1.75%)	00:00:52	448 (2.31%)	40.18%	31.97%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	1,970 (1.35%)	1,358 (1.20%)	00:00:46	969 (1.36%)	31.99%	23.55%	\$0.00 (0.00%)
<b>% Change</b>	<b>-62.69%</b>	<b>-61.05%</b>	<b>11.07%</b>	<b>-53.77%</b>	<b>25.59%</b>	<b>35.75%</b>	<b>0.00%</b>
<b>8. /engineering/electrical-engineering-apply</b>							
Nov 11, 2019 - Nov 30, 2019	704 (1.77%)	680 (2.25%)	00:02:09	678 (3.49%)	96.61%	96.02%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	2,399 (1.65%)	2,347 (2.07%)	00:02:22	2,334 (3.28%)	97.77%	97.25%	\$0.00 (0.00%)
<b>% Change</b>	<b>-70.65%</b>	<b>-71.03%</b>	<b>-9.31%</b>	<b>-70.95%</b>	<b>-1.19%</b>	<b>-1.26%</b>	<b>0.00%</b>
<b>9. /engineering/admissions/graduate-students</b>							
Nov 11, 2019 - Nov 30, 2019	620 (1.56%)	454 (1.50%)	00:01:26	286 (1.47%)	66.78%	51.61%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	1,479 (1.02%)	1,032 (0.91%)	00:01:39	582 (0.82%)	54.47%	44.90%	\$0.00 (0.00%)
<b>% Change</b>	<b>-58.08%</b>	<b>-56.01%</b>	<b>-12.98%</b>	<b>-50.86%</b>	<b>22.61%</b>	<b>14.96%</b>	<b>0.00%</b>
<b>10. /engineering/about</b>							
Nov 11, 2019 - Nov 30, 2019	595 (1.49%)	444 (1.47%)	00:00:24	38 (0.20%)	44.74%	15.97%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	2,249 (1.54%)	1,775 (1.56%)	00:00:31	166 (0.23%)	45.18%	15.70%	\$0.00 (0.00%)
<b>% Change</b>	<b>-73.54%</b>	<b>-74.99%</b>	<b>-20.97%</b>	<b>-77.11%</b>	<b>-0.98%</b>	<b>1.72%</b>	<b>0.00%</b>
<b>11. /engineering/admissions/financial-resources</b>							
Nov 11, 2019 - Nov 30, 2019	565 (1.42%)	411 (1.36%)	00:01:55	369 (1.90%)	59.35%	58.41%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	1,658 (1.14%)	1,164 (1.03%)	00:01:50	1,005 (1.41%)	60.20%	55.55%	\$0.00 (0.00%)
<b>% Change</b>	<b>-65.92%</b>	<b>-64.69%</b>	<b>4.21%</b>	<b>-63.28%</b>	<b>-1.41%</b>	<b>5.15%</b>	<b>0.00%</b>
<b>12. /engineering/academics/graduate-programs</b>							
Nov 11, 2019 - Nov 30, 2019	542 (1.36%)	323 (1.07%)	00:01:52	25 (0.13%)	52.00%	44.10%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	98 (0.07%)	10 (0.01%)	00:00:54	8 (0.01%)	62.50%	7.14%	\$0.00 (0.00%)
<b>% Change</b>	<b>453.06%</b>	<b>3,130.00%</b>	<b>108.31%</b>	<b>212.50%</b>	<b>-16.80%</b>	<b>517.34%</b>	<b>0.00%</b>
<b>13. /engineering/brodie-hoyer-podcast</b>							
Nov 11, 2019 - Nov 30, 2019	542 (1.36%)	467 (1.54%)	00:04:24	429 (2.21%)	90.44%	81.00%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	0 (0.00%)	0 (0.00%)	00:00:00	0 (0.00%)	0.00%	0.00%	\$0.00 (0.00%)
<b>% Change</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>0.00%</b>
<b>14. /engineering/academics/degree-programs</b>							
Nov 11, 2019 - Nov 30, 2019	519 (1.30%)	387 (1.28%)	00:00:44	173 (0.89%)	38.15%	23.51%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	5,555 (3.81%)	4,030 (3.55%)	00:00:41	1,842 (2.59%)	40.93%	24.70%	\$0.00 (0.00%)
<b>% Change</b>	<b>-90.66%</b>	<b>-90.40%</b>	<b>7.86%</b>	<b>-90.61%</b>	<b>-6.80%</b>	<b>-4.83%</b>	<b>0.00%</b>
<b>15. /engineering/faculty-positions-0</b>							
Nov 11, 2019 - Nov 30, 2019	481 (1.21%)	302 (1.00%)	00:02:34	264 (1.36%)	65.91%	56.55%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	797 (0.55%)	576 (0.51%)	00:01:27	490 (0.69%)	61.63%	61.86%	\$0.00 (0.00%)

<b>% Change</b>	<b>-39.65%</b>	<b>-47.57%</b>	<b>78.03%</b>	<b>-46.12%</b>	<b>6.94%</b>	<b>-8.58%</b>	<b>0.00%</b>
16. <a href="#">/engineering/bold-center/current-students/exam-archive</a>							
Nov 11, 2019 - Nov 30, 2019	<b>469</b> (1.18%)	365 (1.21%)	00:02:07	301 (1.55%)	80.40%	73.56%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	<b>598</b> (0.41%)	418 (0.37%)	00:01:22	295 (0.41%)	73.56%	62.37%	\$0.00 (0.00%)
<b>% Change</b>	<b>-21.57%</b>	<b>-12.68%</b>	<b>53.88%</b>	<b>2.03%</b>	<b>9.30%</b>	<b>17.93%</b>	<b>0.00%</b>
17. <a href="#">/engineering/sample-undergraduate-curriculum-aerospace</a>							
Nov 11, 2019 - Nov 30, 2019	<b>444</b> (1.11%)	391 (1.29%)	00:03:25	320 (1.65%)	84.38%	76.80%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	<b>1,473</b> (1.01%)	1,321 (1.16%)	00:04:18	1,091 (1.53%)	86.43%	78.07%	\$0.00 (0.00%)
<b>% Change</b>	<b>-69.86%</b>	<b>-70.40%</b>	<b>-20.41%</b>	<b>-70.67%</b>	<b>-2.38%</b>	<b>-1.63%</b>	<b>0.00%</b>
18. <a href="#">/engineering/about/rankings-facts-figures</a>							
Nov 11, 2019 - Nov 30, 2019	<b>443</b> (1.11%)	335 (1.11%)	00:01:33	261 (1.34%)	61.69%	50.34%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	<b>1,726</b> (1.18%)	1,367 (1.20%)	00:01:33	1,035 (1.46%)	62.71%	55.74%	\$0.00 (0.00%)
<b>% Change</b>	<b>-74.33%</b>	<b>-75.49%</b>	<b>-0.14%</b>	<b>-74.78%</b>	<b>-1.63%</b>	<b>-9.68%</b>	<b>0.00%</b>
19. <a href="#">/engineering/news</a>							
Nov 11, 2019 - Nov 30, 2019	<b>420</b> (1.05%)	260 (0.86%)	00:00:46	60 (0.31%)	60.00%	22.14%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	<b>1,215</b> (0.83%)	940 (0.83%)	00:00:47	189 (0.27%)	67.20%	26.09%	\$0.00 (0.00%)
<b>% Change</b>	<b>-65.43%</b>	<b>-72.34%</b>	<b>-1.95%</b>	<b>-68.25%</b>	<b>-10.71%</b>	<b>-15.13%</b>	<b>0.00%</b>
20. <a href="#">/engineering/research</a>							
Nov 11, 2019 - Nov 30, 2019	<b>408</b> (1.02%)	299 (0.99%)	00:00:51	23 (0.12%)	21.74%	20.34%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	<b>1,440</b> (0.99%)	1,082 (0.95%)	00:00:44	108 (0.15%)	43.52%	20.56%	\$0.00 (0.00%)
<b>% Change</b>	<b>-71.67%</b>	<b>-72.37%</b>	<b>15.85%</b>	<b>-78.70%</b>	<b>-50.05%</b>	<b>-1.03%</b>	<b>0.00%</b>
21. <a href="#">/engineering/admissions/first-year-students</a>							
Nov 11, 2019 - Nov 30, 2019	<b>366</b> (0.92%)	265 (0.88%)	00:01:21	64 (0.33%)	59.38%	43.17%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	<b>1,340</b> (0.92%)	993 (0.87%)	00:01:30	213 (0.30%)	63.85%	41.12%	\$0.00 (0.00%)
<b>% Change</b>	<b>-72.69%</b>	<b>-73.31%</b>	<b>-10.00%</b>	<b>-69.95%</b>	<b>-7.01%</b>	<b>4.99%</b>	<b>0.00%</b>
22. <a href="#">/engineering/search?op=Search</a>							
Nov 11, 2019 - Nov 30, 2019	<b>365</b> (0.92%)	223 (0.74%)	00:00:41	10 (0.05%)	50.00%	21.92%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	<b>1,637</b> (1.12%)	1,096 (0.97%)	00:00:50	78 (0.11%)	67.95%	24.43%	\$0.00 (0.00%)
<b>% Change</b>	<b>-77.70%</b>	<b>-79.65%</b>	<b>-18.24%</b>	<b>-87.18%</b>	<b>-26.42%</b>	<b>-10.30%</b>	<b>0.00%</b>
23. <a href="#">/engineering/about/our-people/deans-office-directory</a>							
Nov 11, 2019 - Nov 30, 2019	<b>361</b> (0.91%)	262 (0.87%)	00:01:23	111 (0.57%)	54.05%	37.40%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	<b>1,770</b> (1.22%)	1,265 (1.11%)	00:01:23	669 (0.94%)	61.14%	41.92%	\$0.00 (0.00%)
<b>% Change</b>	<b>-79.60%</b>	<b>-79.29%</b>	<b>-0.67%</b>	<b>-83.41%</b>	<b>-11.58%</b>	<b>-10.79%</b>	<b>0.00%</b>
24. <a href="#">/engineering/about/departments-programs</a>							
Nov 11, 2019 - Nov 30, 2019	<b>357</b> (0.90%)	216 (0.71%)	00:01:54	102 (0.53%)	70.59%	44.26%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	<b>1,124</b> (0.77%)	825 (0.73%)	00:01:53	352 (0.49%)	68.47%	52.31%	\$0.00 (0.00%)
<b>% Change</b>	<b>-68.24%</b>	<b>-73.82%</b>	<b>1.24%</b>	<b>-71.02%</b>	<b>3.10%</b>	<b>-15.40%</b>	<b>0.00%</b>
25. <a href="#">/engineering/academics/guide-degrees-certificates/minors</a>							

Nov 11, 2019 - Nov 30, 2019	325 (0.82%)	230 (0.76%)	00:01:41	217 (1.12%)	63.13%	57.85%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	1,080 (0.74%)	812 (0.72%)	00:01:43	755 (1.06%)	61.72%	60.28%	\$0.00 (0.00%)
<b>% Change</b>	<b>-69.91%</b>	<b>-71.67%</b>	<b>-1.39%</b>	<b>-71.26%</b>	<b>2.29%</b>	<b>-4.03%</b>	<b>0.00%</b>
26. <a href="#">/engineering/proready</a>							
Nov 11, 2019 - Nov 30, 2019	322 (0.81%)	188 (0.62%)	00:01:56	158 (0.81%)	39.24%	35.09%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	2,272 (1.56%)	1,467 (1.29%)	00:01:40	1,335 (1.88%)	54.38%	45.03%	\$0.00 (0.00%)
<b>% Change</b>	<b>-85.83%</b>	<b>-87.18%</b>	<b>16.36%</b>	<b>-88.16%</b>	<b>-27.84%</b>	<b>-22.06%</b>	<b>0.00%</b>
27. <a href="#">/engineering/academics/degree-programs/aerospace-engineering-sciences</a>							
Nov 11, 2019 - Nov 30, 2019	320 (0.80%)	251 (0.83%)	00:01:30	102 (0.53%)	74.51%	43.12%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	1,304 (0.90%)	1,003 (0.88%)	00:01:35	388 (0.55%)	71.91%	41.72%	\$0.00 (0.00%)
<b>% Change</b>	<b>-75.46%</b>	<b>-74.98%</b>	<b>-5.78%</b>	<b>-73.71%</b>	<b>3.62%</b>	<b>3.37%</b>	<b>0.00%</b>
28. <a href="#">/engineering/fall-2019-engineering-graduation-ceremony</a>							
Nov 11, 2019 - Nov 30, 2019	318 (0.80%)	268 (0.89%)	00:04:10	230 (1.18%)	86.52%	82.08%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	735 (0.50%)	583 (0.51%)	00:04:42	491 (0.69%)	80.65%	74.29%	\$0.00 (0.00%)
<b>% Change</b>	<b>-56.73%</b>	<b>-54.03%</b>	<b>-11.38%</b>	<b>-53.16%</b>	<b>7.28%</b>	<b>10.49%</b>	<b>0.00%</b>
29. <a href="#">/engineering/current-students</a>							
Nov 11, 2019 - Nov 30, 2019	314 (0.79%)	197 (0.65%)	00:01:08	15 (0.08%)	43.75%	19.43%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	1,416 (0.97%)	1,018 (0.90%)	00:01:15	160 (0.22%)	65.84%	28.11%	\$0.00 (0.00%)
<b>% Change</b>	<b>-77.82%</b>	<b>-80.65%</b>	<b>-8.25%</b>	<b>-90.62%</b>	<b>-33.55%</b>	<b>-30.88%</b>	<b>0.00%</b>
30. <a href="#">/engineering/FRCC-pathway</a>							
Nov 11, 2019 - Nov 30, 2019	306 (0.77%)	193 (0.64%)	00:03:26	164 (0.84%)	57.32%	50.98%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	867 (0.60%)	573 (0.50%)	00:02:32	441 (0.62%)	54.42%	46.02%	\$0.00 (0.00%)
<b>% Change</b>	<b>-64.71%</b>	<b>-66.32%</b>	<b>35.89%</b>	<b>-62.81%</b>	<b>5.32%</b>	<b>10.78%</b>	<b>0.00%</b>
31. <a href="#">/engineering/research/major-initiatives/bioengineering-biotechnology</a>							
Nov 11, 2019 - Nov 30, 2019	299 (0.75%)	236 (0.78%)	00:01:44	222 (1.14%)	51.80%	51.17%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	936 (0.64%)	737 (0.65%)	00:01:46	691 (0.97%)	58.32%	56.73%	\$0.00 (0.00%)
<b>% Change</b>	<b>-68.06%</b>	<b>-67.98%</b>	<b>-2.19%</b>	<b>-67.87%</b>	<b>-11.18%</b>	<b>-9.80%</b>	<b>0.00%</b>
32. <a href="#">/engineering/2019/11/18/remembering-mort-mortenson-dedicated-cu-engineering-alumnus</a>							
Nov 11, 2019 - Nov 30, 2019	297 (0.75%)	268 (0.89%)	00:02:09	257 (1.32%)	91.83%	86.87%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	0 (0.00%)	0 (0.00%)	00:00:00	0 (0.00%)	0.00%	0.00%	\$0.00 (0.00%)
<b>% Change</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>0.00%</b>
33. <a href="#">/engineering/admissions/transfer</a>							
Nov 11, 2019 - Nov 30, 2019	294 (0.74%)	186 (0.61%)	00:00:58	121 (0.62%)	23.97%	21.43%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	669 (0.46%)	477 (0.42%)	00:01:09	321 (0.45%)	24.92%	24.22%	\$0.00 (0.00%)
<b>% Change</b>	<b>-56.05%</b>	<b>-61.01%</b>	<b>-16.39%</b>	<b>-62.31%</b>	<b>-3.83%</b>	<b>-11.51%</b>	<b>0.00%</b>
34. <a href="#">/engineering/academics/online-learning</a>							
Nov 11, 2019 - Nov 30, 2019	273 (0.69%)	206 (0.68%)	00:01:33	159 (0.82%)	62.26%	55.31%	\$0.00 (0.00%)



Sep 1, 2019 - Nov 10, 2019	862 (0.59%)	668 (0.59%)	00:01:01	534 (0.75%)	61.42%	55.68%	\$0.00 (0.00%)
<b>% Change</b>	<b>-68.33%</b>	<b>-69.16%</b>	<b>53.37%</b>	<b>-70.22%</b>	<b>1.37%</b>	<b>-0.67%</b>	<b>0.00%</b>
35. <a href="#">/engineering/aero-building</a>							
Nov 11, 2019 - Nov 30, 2019	270 (0.68%)	201 (0.66%)	00:02:41	179 (0.92%)	64.80%	63.33%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	1,778 (1.22%)	1,314 (1.16%)	00:02:10	1,206 (1.70%)	64.34%	60.57%	\$0.00 (0.00%)
<b>% Change</b>	<b>-84.81%</b>	<b>-84.70%</b>	<b>23.66%</b>	<b>-85.16%</b>	<b>0.71%</b>	<b>4.56%</b>	<b>0.00%</b>
36. <a href="#">/engineering/CCCSTransfer</a>							
Nov 11, 2019 - Nov 30, 2019	241 (0.61%)	161 (0.53%)	00:00:53	91 (0.47%)	46.15%	33.20%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	1,048 (0.72%)	714 (0.63%)	00:01:06	436 (0.61%)	40.14%	31.97%	\$0.00 (0.00%)
<b>% Change</b>	<b>-77.00%</b>	<b>-77.45%</b>	<b>-20.34%</b>	<b>-79.13%</b>	<b>14.99%</b>	<b>3.85%</b>	<b>0.00%</b>
37. <a href="#">/engineering/academics/degree-programs/architectural-engineering</a>							
Nov 11, 2019 - Nov 30, 2019	231 (0.58%)	162 (0.54%)	00:01:28	101 (0.52%)	45.54%	38.10%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	927 (0.64%)	735 (0.65%)	00:01:34	477 (0.67%)	58.28%	47.46%	\$0.00 (0.00%)
<b>% Change</b>	<b>-75.08%</b>	<b>-77.96%</b>	<b>-6.16%</b>	<b>-78.83%</b>	<b>-21.85%</b>	<b>-19.74%</b>	<b>0.00%</b>
38. <a href="#">/engineering/sample-undergraduate-curriculum-chemical</a>							
Nov 11, 2019 - Nov 30, 2019	229 (0.58%)	207 (0.68%)	00:05:30	187 (0.96%)	86.10%	82.10%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	892 (0.61%)	793 (0.70%)	00:03:53	708 (1.00%)	85.17%	79.60%	\$0.00 (0.00%)
<b>% Change</b>	<b>-74.33%</b>	<b>-73.90%</b>	<b>41.75%</b>	<b>-73.59%</b>	<b>1.09%</b>	<b>3.14%</b>	<b>0.00%</b>
39. <a href="#">/engineering/2019/03/12/cu-engineering-continues-rise-no-17-among-nations-public-engineering-graduate-programs</a>							
Nov 11, 2019 - Nov 30, 2019	228 (0.57%)	212 (0.70%)	00:02:55	182 (0.94%)	78.02%	78.51%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	468 (0.32%)	431 (0.38%)	00:02:20	337 (0.47%)	81.60%	70.09%	\$0.00 (0.00%)
<b>% Change</b>	<b>-51.28%</b>	<b>-50.81%</b>	<b>25.09%</b>	<b>-45.99%</b>	<b>-4.39%</b>	<b>12.02%</b>	<b>0.00%</b>
40. <a href="#">/engineering/graduate-application-waiver-pilot-program</a>							
Nov 11, 2019 - Nov 30, 2019	223 (0.56%)	192 (0.63%)	00:01:55	181 (0.93%)	77.90%	75.34%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	494 (0.34%)	449 (0.40%)	00:02:03	434 (0.61%)	79.03%	76.32%	\$0.00 (0.00%)
<b>% Change</b>	<b>-54.86%</b>	<b>-57.24%</b>	<b>-6.81%</b>	<b>-58.29%</b>	<b>-1.43%</b>	<b>-1.28%</b>	<b>0.00%</b>
41. <a href="#">/engineering/admissions/visit-us</a>							
Nov 11, 2019 - Nov 30, 2019	218 (0.55%)	161 (0.53%)	00:02:32	132 (0.68%)	75.76%	63.76%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	878 (0.60%)	608 (0.54%)	00:03:20	515 (0.72%)	62.72%	59.23%	\$0.00 (0.00%)
<b>% Change</b>	<b>-75.17%</b>	<b>-73.52%</b>	<b>-23.95%</b>	<b>-74.37%</b>	<b>20.79%</b>	<b>7.66%</b>	<b>0.00%</b>
42. <a href="#">/engineering/research/interdisciplinary-research-themes</a>							
Nov 11, 2019 - Nov 30, 2019	214 (0.54%)	155 (0.51%)	00:02:23	74 (0.38%)	68.92%	46.26%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	744 (0.51%)	605 (0.53%)	00:02:23	235 (0.33%)	68.51%	48.25%	\$0.00 (0.00%)
<b>% Change</b>	<b>-71.24%</b>	<b>-74.38%</b>	<b>-0.29%</b>	<b>-68.51%</b>	<b>0.60%</b>	<b>-4.13%</b>	<b>0.00%</b>
43. <a href="#">/engineering/academics/degree-programs/computer-science</a>							
Nov 11, 2019 - Nov 30, 2019	209 (0.52%)	154 (0.51%)	00:02:22	51 (0.26%)	68.63%	49.76%	\$0.00 (0.00%)
Sep 1, 2019 - Nov 10, 2019	779 (0.53%)	552 (0.49%)	00:01:25	146 (0.21%)	66.44%	42.88%	\$0.00 (0.00%)
<b>% Change</b>	<b>-73.17%</b>	<b>-72.10%</b>	<b>66.81%</b>	<b>-65.07%</b>	<b>3.29%</b>	<b>16.06%</b>	<b>0.00%</b>

44.	<a href="#">/engineering/academics/degree-programs/electrical-computer-engineering</a>								
	Nov 11, 2019 - Nov 30, 2019	209 (0.52%)	166 (0.55%)	00:00:55	93 (0.48%)	52.69%	40.67%	\$0.00 (0.00%)	
	Sep 1, 2019 - Nov 10, 2019	678 (0.47%)	518 (0.46%)	00:01:16	233 (0.33%)	60.52%	46.02%	\$0.00 (0.00%)	
	<b>% Change</b>	<b>-69.17%</b>	<b>-67.95%</b>	<b>-27.54%</b>	<b>-60.09%</b>	<b>-12.93%</b>	<b>-11.62%</b>	<b>0.00%</b>	
45.	<a href="#">/engineering/contact-us</a>								
	Nov 11, 2019 - Nov 30, 2019	204 (0.51%)	187 (0.62%)	00:03:32	131 (0.67%)	76.34%	71.57%	\$0.00 (0.00%)	
	Sep 1, 2019 - Nov 10, 2019	709 (0.49%)	639 (0.56%)	00:02:25	394 (0.55%)	79.70%	69.39%	\$0.00 (0.00%)	
	<b>% Change</b>	<b>-71.23%</b>	<b>-70.74%</b>	<b>46.09%</b>	<b>-66.75%</b>	<b>-4.22%</b>	<b>3.13%</b>	<b>0.00%</b>	
46.	<a href="#">/sbo/</a>								
	Nov 11, 2019 - Nov 30, 2019	204 (0.51%)	108 (0.36%)	00:02:27	108 (0.56%)	55.56%	52.94%	\$0.00 (0.00%)	
	Sep 1, 2019 - Nov 10, 2019	0 (0.00%)	0 (0.00%)	00:00:00	0 (0.00%)	0.00%	0.00%	\$0.00 (0.00%)	
	<b>% Change</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>0.00%</b>	
47.	<a href="#">/engineering/academics/guide-degrees-certificates</a>								
	Nov 11, 2019 - Nov 30, 2019	189 (0.47%)	144 (0.48%)	00:00:45	23 (0.12%)	56.52%	18.52%	\$0.00 (0.00%)	
	Sep 1, 2019 - Nov 10, 2019	678 (0.47%)	494 (0.44%)	00:00:46	50 (0.07%)	72.00%	21.98%	\$0.00 (0.00%)	
	<b>% Change</b>	<b>-72.12%</b>	<b>-70.85%</b>	<b>-1.56%</b>	<b>-54.00%</b>	<b>-21.50%</b>	<b>-15.73%</b>	<b>0.00%</b>	
48.	<a href="#">/engineering/podcast-jacob-segil-and-lucy-pao</a>								
	Nov 11, 2019 - Nov 30, 2019	186 (0.47%)	124 (0.41%)	00:04:09	101 (0.52%)	79.21%	55.38%	\$0.00 (0.00%)	
	Sep 1, 2019 - Nov 10, 2019	0 (0.00%)	0 (0.00%)	00:00:00	0 (0.00%)	0.00%	0.00%	\$0.00 (0.00%)	
	<b>% Change</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>0.00%</b>	
49.	<a href="#">/engineering/alumni</a>								
	Nov 11, 2019 - Nov 30, 2019	185 (0.46%)	155 (0.51%)	00:00:46	77 (0.40%)	75.32%	45.95%	\$0.00 (0.00%)	
	Sep 1, 2019 - Nov 10, 2019	625 (0.43%)	423 (0.37%)	00:01:12	185 (0.26%)	50.81%	30.56%	\$0.00 (0.00%)	
	<b>% Change</b>	<b>-70.40%</b>	<b>-63.36%</b>	<b>-35.85%</b>	<b>-58.38%</b>	<b>48.25%</b>	<b>50.35%</b>	<b>0.00%</b>	
50.	<a href="#">/engineering/2019/08/07/cu-engineering-waives-application-fees-phd-programs</a>								
	Nov 11, 2019 - Nov 30, 2019	178 (0.45%)	164 (0.54%)	00:02:17	159 (0.82%)	87.42%	83.71%	\$0.00 (0.00%)	
	Sep 1, 2019 - Nov 10, 2019	194 (0.13%)	175 (0.15%)	00:02:35	158 (0.22%)	84.81%	79.38%	\$0.00 (0.00%)	
	<b>% Change</b>	<b>-8.25%</b>	<b>-6.29%</b>	<b>-11.40%</b>	<b>0.63%</b>	<b>3.08%</b>	<b>5.45%</b>	<b>0.00%</b>	

Rows 1 - 50 of 4678

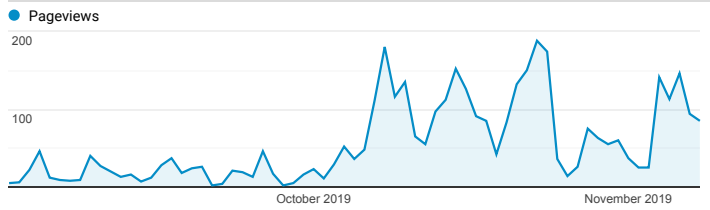
# Overall Page Dashboard

## Current Student Page

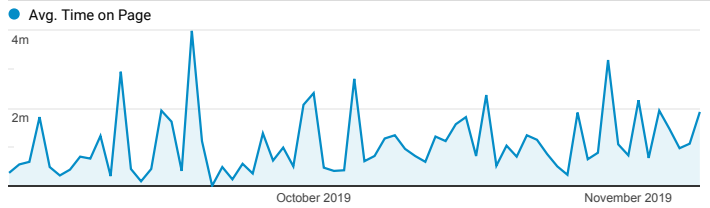
Sep 1, 2019 - Nov 8, 2019

**All Users**  
100.00% Sessions

### Total Users



### Average Time on Page



### Pageviews by Previous Page Path

Previous Page Path	Pageviews
(entrance)	962
/engineering/	378
/engineering/bold	282
/engineering/bold-center/current-students	242
/engineering/bold-center/current-students/exam-archive	194
/engineering/current-students	156
/engineering/academics	143
/engineering/bold-center/current-students/bold-scholars	118
/engineering/bold-center/current-students/student-success-center	67
/engineering/bold/current-students/exam-archive/phys-1110-exams	61

### Pageviews by Destination Page

Destination Page	Pageviews
/engineering/current-students	1,394
/engineering/bold-center/current-students/exam-archive	596
/engineering/bold-center/current-students	351
/engineering/bold-center/current-students/bold-scholars	293
/engineering/bold-center/current-students/student-success-center	190

/engineering/bold/current-students/exam-archive/phys-1110-exams	189
/engineering/bold-center/current-students/bold-scholars/activity-requirements	139
/engineering/bold-center/current-students/student-societies	119
/engineering/bold/current-students/bold-scholars	66
/engineering/bold-center/current-students/student-success-center/ssc-tutoring-schedule	61

#### Scroll Depth on Current Students

Event Action	Total Events
25%	737
50%	511
75%	311
100%	161

#### Pageviews on Current Students in Time Period

**3,818**

% of Total: 2.67% (142,755)



#### Total Pageviews

**142,755**

% of Total: 100.00% (142,755)



#### Avg. Time on Page

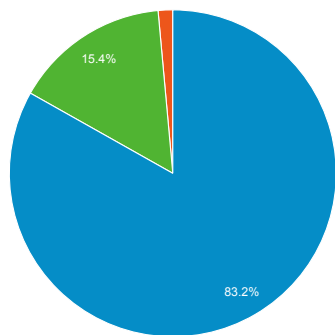
**00:01:13**

Avg for View: 00:01:24 (-13.85%)



#### Pageviews by Device Category

■ desktop ■ mobile ■ tablet



#### Pageviews by City

City	Pageviews
Boulder	2,814
Denver	223
Dallas	56
Thornton	45
Lakewood	44

Louisville	31
(not set)	23
Erie	22
Fort Collins	22

## C. Interactive Talk-Along Data

### Unedited Content Suggestions

- 1) The participant thought many advising links were unnecessary. The participant thought handshake should receive additional labeling and that more career services links should be present.
- 2) Proready is not useful, looks like it's for parents and has no good links. Too much on page. Too many separate sections, overwhelming! Everything the page needs is there, but should be better displayed and easier to find.
- 3) The pictures, especially the first one at the top are unnecessary and don't even have descriptors. Participant said they were distracting. Wanted more scholarship information on the page.
- 4) Participant thought pictures on the site were creepy and should be removed. Nothing needs to be added, page has enough information.
- 5) Less graphics and images. Remove the "Welcome class" message as it looks like its for incoming students. Remove any content that's not for current students. More links to services like handshake
- 6) Thought the dates on the site weren't necessarily the most relevant. Thought more departmental info/links should be on the site since there's so many different departments in engineering
- 7) Less graphics and images. Remove the "Welcome class" message as it looks like its for incoming students. Remove any content that's not for current students. More links to services like handshake
- 8) Remove: Welcome title, Upcoming Dates. Missing: User reported no missing information.
- 9) Remove: Proready. Missing: Nothing
- 10) Remove: Welcome title. Missing: Highlighted tab in navbar.
- 11) Remove: Welcome title at the top and large images. Missing: "Jump" links at the top to direct you around the page.