Term Project

The Toulouse Graduate School Website

Final Deliverable

Group 3

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INFO 5745

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Attachments
     Gantt chart
     Content inventory
     Revised navigation

Project Plan

Timeline

June 30	First group meeting: ● Discuss and create project plan ● Distribute work among team members
July 6	Group meeting: Determine new page labels
July 6	First deliverable turned in ● Project plan outline (1.1, 1.2, 1.3) ● Research (2.1, 2.2, 2.3) ● Strategy (3.1, 3.2)
July 8	Weekly meeting (8 p.m.): ● Discuss possible improvements to packet ● Distribute new work assignments (1.2)
July 16	Weekly meeting (8 p.m.) ● Discuss feedback from first deliverable ● Discuss card sort study and plans for new design (3.2.3, 4.1, 4.2)
July 18	Second deliverable turned in ● Additions to project plan (1.1.1, 1.2.1) ● Further user interviews and additional persona (2.3.1, 3.1) ● Results from card sort study (3.2.3) ● Blueprints and wireframes (4.1) ● Content mapping and controlled vocabulary (4.2, 4.3)
July 23	Weekly meeting (8 p.m.) ● Discuss feedback from second deliverable ● Discuss final phase of project and determine task assignments.
July 29	Weekly meeting (8 p.m.) ● Discuss final changes and preparation of final deliverable. ● Agree on final tasks for Drupal implementation and packet creation.
August 2	Final project ready for review by team.
August 3	Weekly meeting (8 p.m.) ● Review final draft of packet.
August 4	Turn in final draft.

Table 1: Timeline

Work Breakdown Structure

Stage of project	Steps for project	Affiliated activities	Initials of worker
1. Plan	1.1 Timeline	1.1.1 Create WBS	JRB
		1.2.1 Create Gantt Chart	JRB
	1.2 Distribution of work	1.2.1 Agree on tasks per group member	Both
	1.3 Communication plan	1.3.1 Meet weekly	Both
		1.3.2 Email via Canvas	Both
	1.4 Periodic review	1.4.1 Review and revise plan as necessary	Both
2. Research	2.1 Context	2.1.1 Define organization	JRB
		2.1.2 Identify stakeholders	JRB
	2.2 Content	2.2.1 Analyze content	AG
		2.2.2 Evaluate competitors (benchmarking)	AG
		2.2.3 Review existing metadata	AG
	2.3 Users	2.3.1 Interview users	JRB
3. Strategy	3.1 User analysis	3.1.1 Analyze results from user interviews	JRB
		3.1.2 Develop personas	JRB
	3.2 Labeling	3.2.1 Agree on new labels	Both
		3.2.2 Carry out card sort survey	AG
		3.2.3 Analyze results from card sort survey	AG
4. Design	4.1 Content mapping	4.1.1 Take inventory of content on website	JRB
		4.1.2 Determine what content goes where in new design	JRB

	4.2 New framework for website	4.2.1 Build blueprint of suggested navigation and labeling	JRB
		4.2.2 Create wireframes of suggested page layouts	AG
	4.3 Controlled vocabulary	4.3.1 Create controlled vocabulary for website	AG
5. Implement	5.1 Creation of mock up site on Drupal	5.1.1 Create architecture of site in Drupal	JRB
		5.1.2 Copy content onto pages from existing site.	JRB
		5.1.3 Replicate page layouts from wireframes.	AG
6. Report	6.1 Creation of packet for client	6.1.1 Write report and compile all graphics to convey suggested changes to site	Both
		6.1.2 Review report for coherence and errors, including spelling and grammar	Both

Distribution of work

- As a team
  - Create project plan (1.1, 1.2, 1.3)
  - Create new labeling system (3.2.1)
  - Summarize who has done what and team interaction (1.2.1)
  - Format packet and review submission (6.1)
- Anthony
  - Analysis of competitor websites for benchmarking and lessons learned (2.2.2)
  - Metadata and content analysis of client website (2.2.1, 2.2.3)
  - Use Optimal Sort to create, carry out and analyze card sorting study (3.2.2, 3.2.3)
  - Build three low fidelity and three medium fidelity wireframes (4.2.2)
  - Define controlled vocabulary (4.3.1)
  - Replicate page layouts from wireframes (5.1.3)
- Joanna
  - Create Work Breakdown Structure and Gantt chart (1.1.1, 1.1.2)
  - Define context and background, including organization profile and definition of stakeholders (2.1.1, 2.1.2)
  - Interview users about their experience with websites (2.3.1)
  - Create two user personas (3.1.1, 3.1.2)
  - Take inventory of and map content for suggested design (4.1.1, 4.1.2)
  - Build blueprint for prototype website (4.2.1)
  - Create architecture for top-level pages on Drupal and pull in content from existing site (5.1.1, 5.1.2)

Communication plan

Team members will meet via Zoom on a weekly basis, on Thursday evenings at 8:00 p.m., except for a final meeting the night before the project is due. Messages will be shared via Canvas email and text message. The living document will be shared via Google Docs to allow for both team members to edit content as needed.

Context & Background

Organization

The website in question is for the Toulouse Graduate School at the University of North Texas. Located in Denton, Texas, the campus for UNT has the feel of a college town with a population of under 150,000 people, but is less than 50 miles from the city center of metropolis Dallas nearby (About UNT, 2021). The campus has slightly more women than men, and the average is 22 years old. Many of the students are homegrown: 90% of the students are from Texas, and 80% of the students commute to campus for classes (UNT, 2021). And total enrollment for the most recent semester, Spring 2021, was a little more than 38,000 (Enrollment by Classification & Level, 2021).

Graduate enrollment at the University of North Texas has been steadily increasing over the last 15 years, peaking in Spring 2021 at more than 8,500 students (Enrollment by Classification & Level, 2021). Graduate students are enrolled across 94 different master's programs and 36 unique doctoral programs, spread out between 14 different colleges (Academics, 2021).

These graduate students represent a wide range of ages. The youngest appear to come straight through from undergraduate degrees, as 18% of the graduate students at the University of North Texas are 22-23 years of age (Enrollment by Age Group & Level - All, 2021). But 40% of graduate students are 30 years old or older, meaning the graduate school manages a much wider age range of students and applicants than undergraduate admissions, from 22 years old to more than 50.

Stakeholders

- Leadership of the organization: The Vice Provost for Graduate Education and Dean of the Toulouse Graduate School, as well as the Academic Associate Vice Provost & Academic Associate Dean, would need to be aware of any major changes to the website, but would not need to know day-to-day progress of the redesign.
- Website oversight: It's unclear from the Toulouse Graduate School website who oversees the web content for the organization, but the person who is responsible for the website would need to be involved in all discussions of improvements to the site, as well as any content managers who work on the site (Toulouse Graduate School, 2021).
- User feedback: Several team members who work with prospective and current students may have insights on website usage and issues faced by users, including the Graduate Recruiter, Enrollment Customer Service Representative, Academic Counselors, and others.

Content Understanding

Content analysis

The Toulouse Graduate School (TGS) website houses information related to the university and the admissions process for prospective students, as well as provide resources for new and continuing students, faculty and staff, and alumni. For the purpose of this project, our group will be examining the content of the TGS homepage.

Starting with the header of the homepage, there is a small banner of the university logo, as well as the full name of the university, and the name of the graduate school. The university banner and the name of the university work globally through the TGS website and link back to the homepage of the university. The full name of the graduate school also works globally across the TGS website, but is linked to the homepage of the TGS website. All three items are located on the upper left corner of the page. Within the header located on the right, both a bookmark and magnifying glass icon are present. When the user hovers over the bookmark, six links become present that can lead the user to other sites and resources within the main university website. When the user hovers over the magnifying glass icon, a search bar appears which allows the user to search across the entire university's website.

Lined up across the top of the TGS website, just under the banner, name and icons, is the global navigation menu. The menu contains eight categories, with half containing subcategories within the TGS website, and links to other departments within the university. The categories of the menu are ordered by a hierarchy, starting with: 1) Home, which links the user back to the homepage of the TGS website, 2) Future Students, containing 10 subcategories and 3 links to other university departments, 3) Newly Admitted and Current Students, containing 11 subcategories and 3 links to other university departments, 4) Faculty and Staff, containing 4 subcategories and 3 links to other university departments, 5) Alumni, containing 4 subcategories and 3 links to other university departments, 6) People, links to a directory of TGS staff members, 7) Contact Us, 8) FAQ.

Just below the header of the page, which included the navigational links and menu, is a banner that contains an image and descriptive writing related to the vision and mission of the graduate school. Within the banner there is a green text box with the words "Apply Now". This text box links to an external website, within a separate tab/window, that allows the user to complete an admissions application for the university.

Underneath the banner there are 5 separate green tiles that are also ordered in a hierarchical structure relating to a student's grade level, and a text box with a contextual link to additional information within the TGS website. The five tiles are: 1) Request Graduate School Information, 2) Graduate Student Support Services, 3) Paying for Graduate School, 4) Thesis and Dissertations, 5) Graduation Information. All of the tiles lead to another page within the TGS website; however, tiles 1,3,4, and 5 open a new tab/window, while tile 2 moves to another page.

Scrolling down, the upper part of the center homepage is divided into two columns. The left column has textual information related to the vision and mission of the graduate school. The right column contains an image of a diversity award from 2020 by the INSIGHT organization. The image is linked to an external website that describes what the award is and information about the awarding organization.

Below the descriptive information are four more green tiles that link to different parts of the TGS website. Like the previous tiles, there is a hierarchical order related to different types of graduate students. The tiles are: 1) Master's Degrees Online, 2) Graduate School Viewbook, 3) International Students, 4) Learn More About Admissions at UNT. Again, just like the last set of tiles, all but tile 2 open a webpage with a new tab/window, while tile 2 links to a new page within the same tab.

The center of the homepage is divided into two columns. On the left there is a title and two subtitles. Underneath the main title, UNT Graduate Highlights, there is a bracketed contextual link that leads users to the TGS Graduate Highlights webpage. The two subtitles underneath the link are related to the two most recent highlights from the webpage. Each subtitle is followed by the full article of the Highlight story. The right column contains a bracketed contextual link the leads users to the TGS calendar of events. Underneath the link is a list of events for the current month. Each event listing is formatted by abbreviated day, month, date, then title of event that is linked to the event webpage, finally location and time.
The bottom of the website is divided into three columns that house a separate spotlight for students, faculty, and alumni. Each column consists of a title respective to the category of member, and an image of the spotlighted member, name of the member that is linked to a descriptive TGS webpage, brief description, and a green tile that links to all former spotlighted members respective the member category.

The footer of the TGS homepage contains a social media icon menu. Underneath the icon menu, there is another university logo that links to the university's homepage. In the center, a condensed sitemap of the TGS website is located. To the right, contact information for the graduate school.

Benchmarking and lessons learned

Schools	University of Texas at San Antonio	The University of Texas at Arlington
Organization	- Hybrid scheme combining topical and task-oriented schemes. - Hierarchy structure. - Although the hierarchy is identifiable, the structure of the hierarchy is uncles, as the user has to click through various links to find information. This leads to a large depth to the structure.	- Primarily topical-based scheme. - Hierarchy structure. - There is low depth to the hierarchical structure. As the user navigates through the site, all the information is organized using titles and subtitles. There is a heavy use of contextual hyperlinks that lead users to other departments for additional information.

Labeling	• Primarily utilized labels as headings. • Most web pages within the graduate school website will have labels within navigation systems • The use of images and contextual information make the labeling system clear and assist with leading users to appropriate information.	• Utilizes a hybrid of labels as headings, contextual links, and labels at icons. • The mix of icon labels for graduate school and university. • The Titles of the labels are vague • Overall the labeling of the website is fair, as there is not much context to the link.
Navigation	• The navigation system is inconsistent with use of multiple navigation types. • The site utilizes global navigation, some web pages utilize local navigation with a side menu. • Most web pages have contextual navigation embedded in subheadings.	• There is a use of a navigation map at top of each page that shows the hierarchy as the user progresses through each page. • There are two sets of global navigation within the header and footer of the website. • The site primarily uses contextual links to navigate to different pages.
Search	• Search navigation identified by labeled icon • Searches university website • Search allows for search zones after initial search. • Provides search result information. • Provides recommended search terms	• Search navigation identified by unlabeled icon • Searches university website • Provides number of results and results per page. • Provides search for faculty and staff that provides similar search results, but displays more information about results and allows for more control of order.
Usability	• Overall usability is fair. The labeling is clear, which makes navigating the site easy. However, the organization of the website can make it visually hard to make sense of the information.	• The usability of the website is poor. The structure of the information is not always clear and relevant. The formatting of the information is inconsistent and can make the information hard to reach. Navigation can be unclear within the header and footer of the website, as it addresses local and global navigation.

Table 2: Benchmarking

The information reviewed was based on the graduate websites for The University of Texas at San Antonio (UTSA) and The University of Texas at Arlington (UTA). UTSA was chosen for similar student population size, and UTA was chosen for regional location. After reviewing the benchmarking information, considering a combined approach between all three websites can assist in a more positive user experience for the TGS website.

- Organization
    - Because of the amount of information and resources provided through the TGS website a clear and balanced hierarchy structure will need to be established.
    - A hybrid scheme of topical, task-oriented, and contextual can assist in evening out the breadth and depth of the current structure.
- Labeling
    - There is a wide range of users that can benefit from the TGS website. Clear and ordered labeling can assist identifying the target user.
    - Replacing abbreviated text of linked labels.
    - Clearly identifying label icons.

- Navigation
  - Make clear subcategories within global and local navigation.
  - Distinguish between local and global navigation.
  - Show path of navigation.
- Search
  - If the search is global, allow for more control over search, such as search zones and categories.
  - Provide an advanced search option.
  - Provide search statistics to assist with search queries.

Metadata

Based on the review of the TGS, UTA, and UTSA graduate websites, a list of keywords will be generated to better identify specific task-based categories. The use of these keywords will assist in restructuring the hierarchy of the TGS website by evening out the depth, as the current structure has cross referencing and an uneven depth across categories. Due to the general nature of the website and contents of information, our group will be creating a non-exhaustive list in relation to the Dublin Core Metadata Initiative to organize a group of keywords. Examples of the metadata scheme can be examined below.

Name:	Graduate Admissions
Label:	Apply
URL:	http://site3-isvm2.unt.edu/apply
Definition:	To provide information on the application process for Toulouse Graduate School.

Name:	Graduate Degree Programs
Label:	Programs
URL:	http://site3-isvm2.unt.edu/choose/programs
Definition:	Allows users to search available programs within the Toulouse Graduate School.

Name:	New and current students
Label:	Learn
URL:	http://site3-isvm2.unt.edu/learn
Definition:	Central location for general information about the Toulouse Graduate School, and student resources.

User Research & Analysis

Personas and use cases

Joanna created a user experience survey to gather information from prospective graduate students before creating a persona. The survey was created in Google Forms and distributed via email on July 5 to three students who are currently enrolled in undergraduate classes at large public universities. See Appendix A for the full user experience survey, and Appendix B for the results from that survey. The survey was then slightly revised and emailed on July 13 to three older professionals considering a return to graduate school. See Appendix C for the revised user experience survey, and Appendix D for the results from that survey.

The results of the surveys allowed Joanna to create two personas, one for a woman enrolled in undergraduate studies at a large university that is considering applying to graduate school, and one for a man who has been away from the academic world for at least 10 years who is also considering applying to graduate school. See Appendix E for the complete personas. If time permitted,she would do further studies in order to understand the needs of and create personas for other user groups, including current students, faculty and staff, and the community at large.

Labeling system

After discussion of the global navigation labels on the home page, our group agreed on the following edits to the current labels. Due to the limitations of the card sorting software, our group was limited to 20 labels.

Current Labels	Suggested Labels
Future Students	About Us
Newly Admitted & Current Students	Your Graduate Journey
Faculty & Staff	Faculty & Staff Resources
Alumni	Notable Alumni
People	Directory
Contact Us	Contact Us
FAQ	Frequently Asked Questions
Graduate Admissions	Graduate Admissions
Our Programs	Graduate Programs
Funding Your Graduate Education	Funding Your Graduate Education
Academic and Career Support	Academic and Career Support
Graduate Academic Advisors	Graduate Academic Advisors

Graduate Catalog	Graduate Catalog
Graduate Council	Graduate Council
Orientation	Graduate Student Orientation
Faculty Research	Faculty Research
Teaching Resources	Teaching Resources
Writing Resources	Writing Resources
Forms	Forms
Career Services	Career Services

Table 3: Labeling

Card Sorting Study

Card sorting is a simple and interactive task that allows researchers and developers to get a sense of the user's mental model. Sorting provides a physical representation of how a user organizes information. For the purpose of this study, we utilized the OptimalSort software by Optimal Workshop. Due to software limitations, we were only allowed to provide users with 20 cards, and the cards were based on our original suggested labeling scheme. We conducted an open-sort study that allowed users to organize and name the established cards in groups/categories of their choosing. Five uses, ranging from prospective to alumni, were surveyed.

From the users surveyed, there were 23 unique categories made. Of the 23 categories created the top 5 are as follows:

- Prospective Students
- Current Students
- Resources
- Admissions
- More Information

This information was based on the number of participants who created the same or similar category and the number of cards associated with the categories. Based on the information gathered from the card sort, as well as the responses from user questions, and the observations made from competitors' websites, the following categories were created for the global navigation for the TGS website.

- Choose UNT TGS
- Apply
- Learn
- Lead
- FAQs
- Contact Us

A visual representation for the categories chosen can be found through the content mapping section.

Suggested Design Changes

Content inventory

To fully understand the scope and depth of the content on the existing site, Joanna conducted a comprehensive content inventory, documenting each page title and its URL, the type and purpose of the content on the page, and where the page pointed to throughout the content -- internal links within the Toulouse Graduate School, internal links within the UNT website outside the TGS, and external links to websites outside the UNT website. The full content inventory is attached as an Excel spreadsheet named Content mapping.

Revised labeling system

Understanding the scope and depth of the content, along with the knowledge gathered from benchmarking competitor sites and the card sorting exercise, led to a revision of how pages should be labeled and organized, through task-based labels.

As previously stated, from the card sorting study, 23 unique categories were created by participants. It was recorded that 9 of the categories had a 1-to-1 or 1-to-2 ratio, as opposed to the top 5 categories that were selected based on the higher number of cards sorted into them. This information can be seen in figures 1-3. The results highlighted led to an observation made on both the TGS and UTSA graduate websites, both sites utilized labeling systems that identified the classification of the user, such prospective, current, and alumni. This labeling system creates more depth to the site, making users click the numerous categories to find the information they are seeking.

The UTA graduate website utilizes a topical based labeling system, identifying various processes or resources they may need depending on their academic level. Based on both the results of the study and observations, we decided to take a task-based approach with the labeling system by re-grouping based on user classification, and utilizing task-based questions to re-sort our cards. This resulted in relabeling some labels to reflect task-based actions, as well as widening the breadth and decreasing the depth of the TGS website.

	Category	Contains	Cards Show all	Freq	Avg pos
☐	📁 About Us	1 different cards	About Us	1	1.0
☐	📁 Alumni Information	1 different cards	Notable Alumni	1	1.0
☐	📁 FAQ	1 different cards	Frequently Asked Questions	1	1.0
☐	📁 Financial	1 different cards	Funding Your Graduate Education	1	1.0
☐	📁 Financial Aid	1 different cards	Funding Your Graduate Education	1	1.0
☐	📁 Forms	1 different cards	Forms	1	1.0
☐	📁 Research	1 different cards	Faculty Research	1	1.0
☐	📁 Contact Information	2 different cards	Contact Us	1	2.0
			Directory	1	1.0
☐	📁 Graduate Programs	2 different cards	Graduate Catalog	1	2.0
			Graduate Programs	1	1.0

Figure 1: Screenshot from Optimalsort study showing lower ratio categories

	Category	Contains	Cards	Freq	Avg pos
☐	📁 Current Students	8 different cards	Notable Alumni	1	8.0
			Career Services	1	7.0
			Academic and Career Support	1	6.0
			Forms	1	5.0
			Graduate Catalog	1	4.0
			Graduate Council	1	3.0
			Frequently Asked Questions	1	2.0
			Writing Resources	1	1.0
			▲ Show fewer cards		
☐	📁 Prospective Students	8 different cards	Funding Your Graduate Education	1	8.0
			Graduate Student Orientation	1	7.0
			Contact Us	1	6.0
			Graduate Academic Advisors	1	5.0
			Your Graduate Journey	1	4.0
			Graduate Admissions	1	3.0
			Graduate Programs	1	2.0
			About Us	1	1.0
			▲ Show fewer cards		

Figure 2: Screenshot from Optimalsort study showing higher ration categories

Figure 3: Screenshot from Optimalsort study showing higher ration categories

Given that there are more than 100 pages in the site, this is a non-exhaustive list of new labels that focuses on the pages at the higher levels of navigation.

Current Page Title	Suggested New Label
Toulouse Graduate School	Toulouse Graduate School (home page)
Future students	Choose UNT TGS
Graduate admissions	Apply
Graduate degree programs	Programs
Invest in your future	Funding
Financial aid	Financial aid
Fellowships, scholarships, grants and awards	Fellowships, scholarships, grants and awards

External grant and fellowship information	External grant and fellowship information
New page	Lead
Teacher follows and assistantships	Teacher follows and assistantships
Other funding options	Other funding options
Exceptional faculty and research	Research
Professional experience	Partnerships
Academic and career support	Support
Convenient locations	Campuses
Graduate academic advisors	Graduate academic advisors
Update your application	Update your application
New and current students	Learn
Graduate student orientation	Orientation
Assistantships and teaching resources	Resources
Theses and dissertations	Theses and dissertations
Writing resources	Writing resources
Graduate student support services	Support
Professional development workshops	Professional development workshops
Upcoming workshops	Upcoming workshops
Graduate student research awards	Graduate student research awards
Graduation information	Graduation
Graduation application instructions	Graduation application instructions
Forms	Forms
Milestones for graduate students	Milestones
Academic resources	Academic resources
Federation of North Texas Area Universities	Federation of North Texas Area Universities
Admission to UNT Dallas	Admission to UNT Dallas
Tuition benefit program	Tuition benefit program
Insurance	Insurance

Faculty and staff	Faculty and staff
Alumni	Notable alumni
Support the Toulouse Graduate School	Support
People	Directory
Contact us	Contact us
FAQs	FAQs

Table 4: Revised labeling system

Content mapping

After consideration of the above research and strategies, content was mapped through the ways various users would come to the site for information. In the below graphics, user questions are placed on the left, with the content that would apply to their needs on the right.

Users: Prospective students
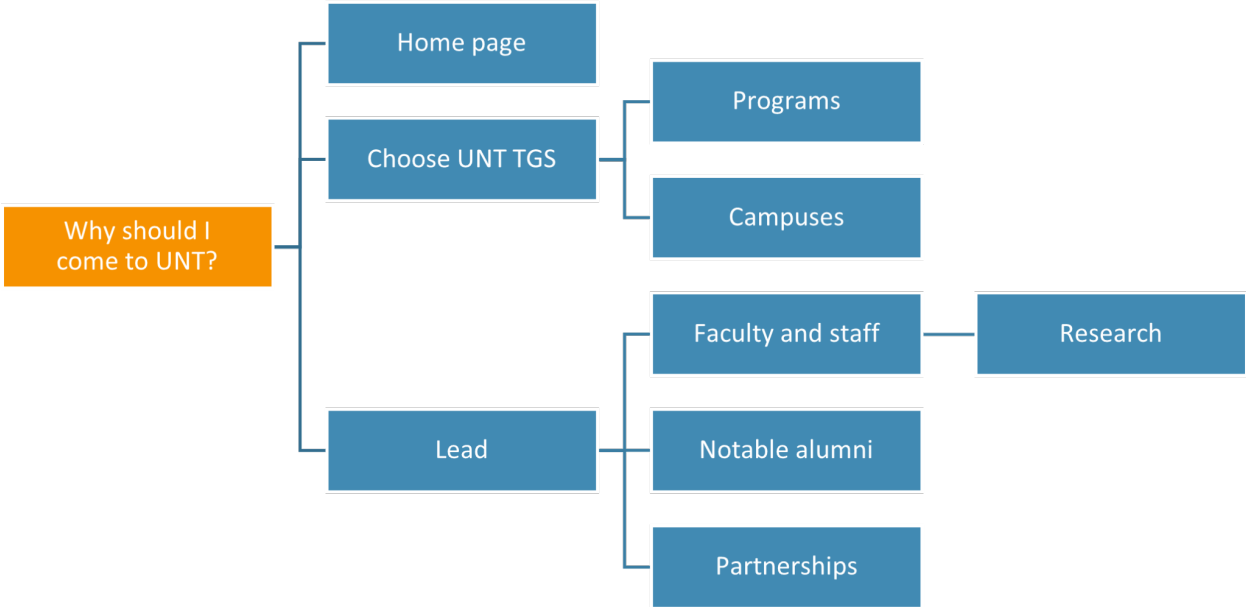
Figure 4: Content mapping for the question, "Why should I come to UNT?" leading to content in "Choose UNT TGS" and "Lead" sections.
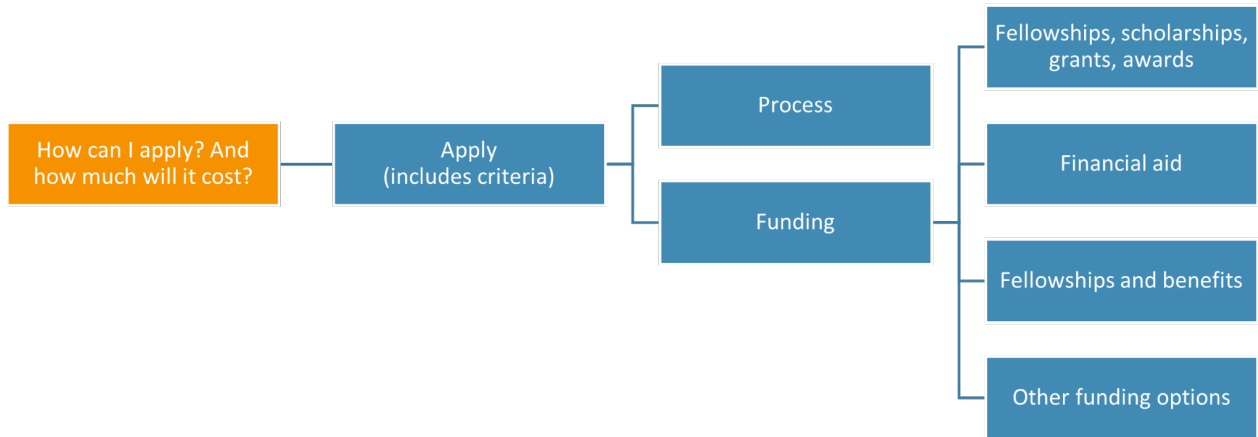
Figure 5: Content mapping for the question, "How can I apply? And how much will it cost?" leading to content in the "Apply" section about funding and the application process.
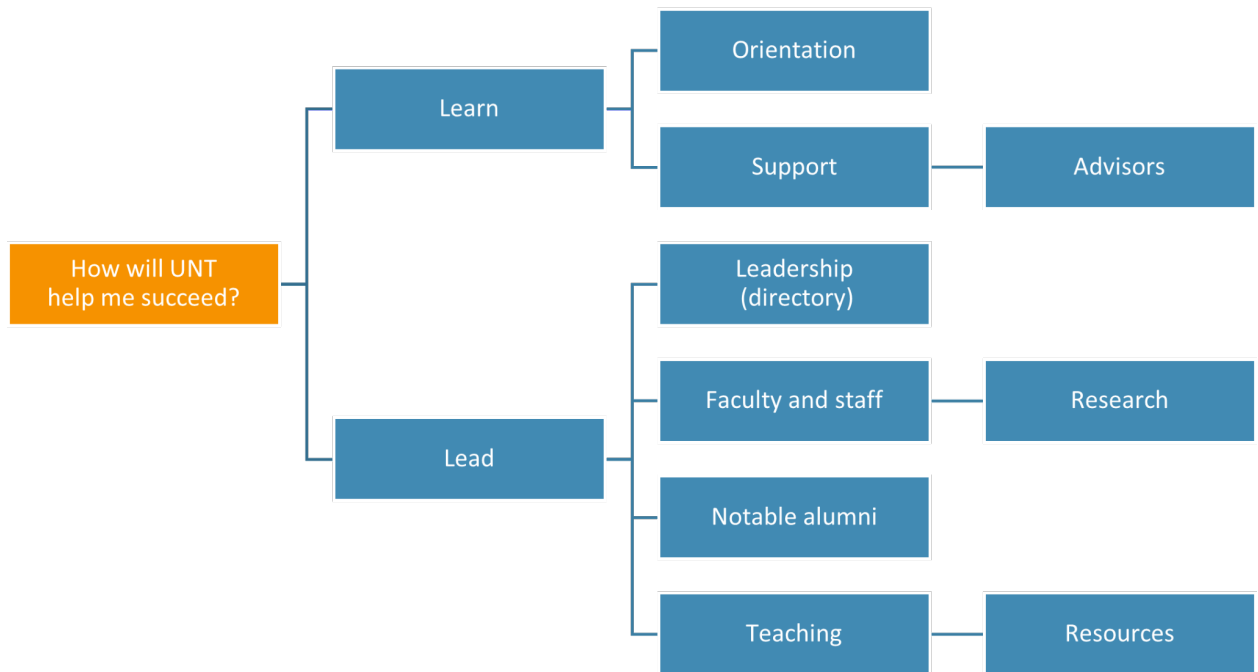
Figure 6: Content mapping for the question, "How will UNT help me succeed?" leading to content in the "Learn" section about student orientation and support, and the "Lead section" information on the graduate school leadership, faculty and staff, notable alumni, and teaching resources.

Users: Current students
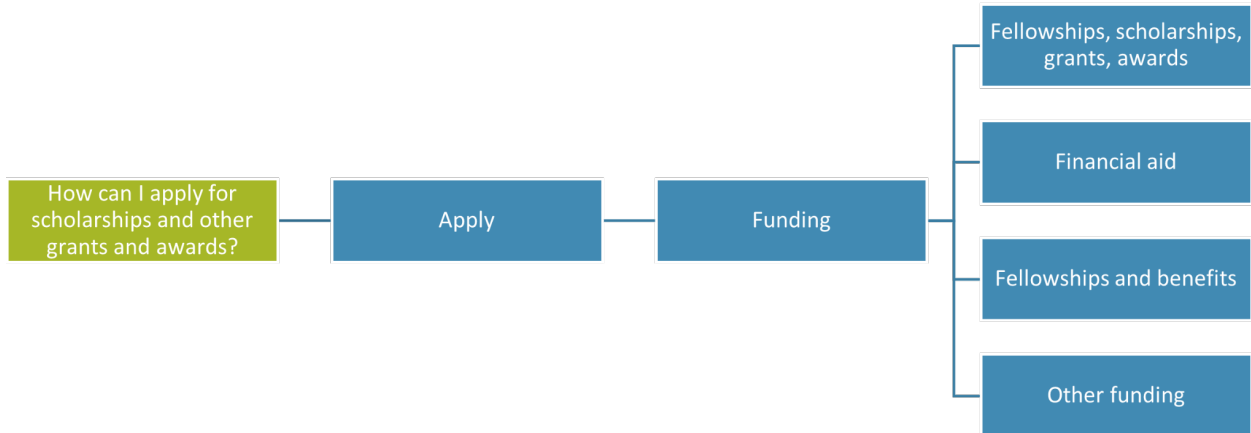
Figure 7: Content mapping for the question, "How can I apply for scholarships and other grants and awards?" leading to content in the "Apply" -> "Funding" section on fellowships, financial aid, and other funding options.
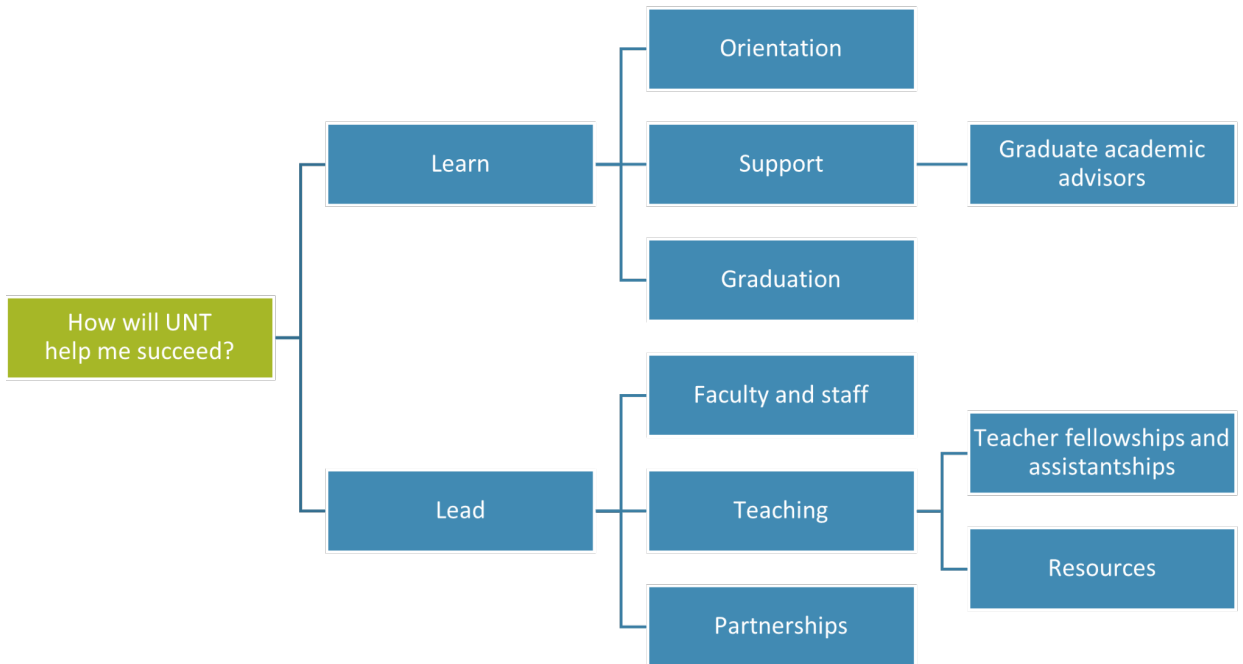
Figure 8: Content mapping for the question, "How will UNT help me succeed?" leading to content in the "Learn" section on student orientation, support, and graduation, and the "Lead" section, on the faculty and staff, teaching fellowships and resources, and community partnerships.

Users: Faculty and staff

Figure 9: Content mapping for the question, "How will UNT help me succeed?" leading to the "Lead" -> "Teaching" -> "Resources" page.

Users: Community

Figure 10: Content mapping for the question, "How can I help UNT succeed?" leading to the "Lead" -> "Partnerships" -> "Support" page.

Users: All
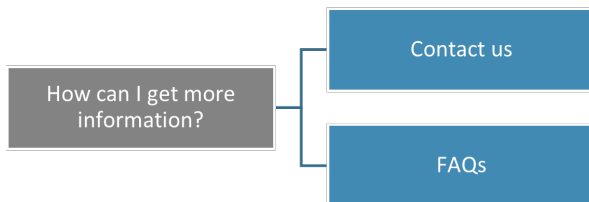
Figure 11: Content mapping for the question, "How can I get more information?" leading to the "Contact us" and "FAQs" pages.

Blueprints

Taking all of the above information into consideration, Joanna created new blueprints for the site, below.

Figure 12: Blueprint legend
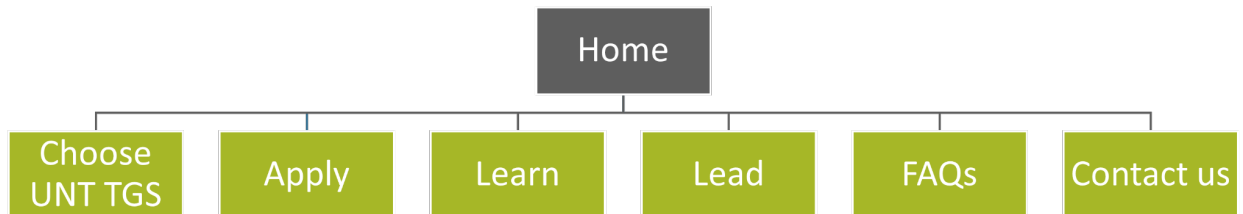
Figure 13: Top-level navigation, showing that pages have been organized into 6 sections.

Top-level navigation represents labels for the global navigation and menus, as well as landing pages for each section (with the exception of the FAQs and Contact us).
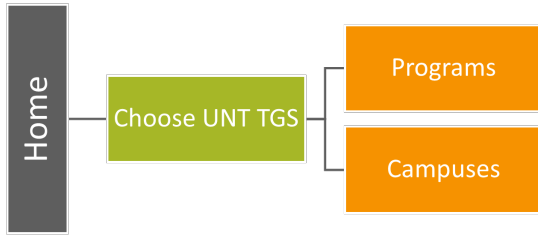
Figure 14: Local navigation for Choose UNT TGS, including sectional pages for graduate programs and UNT campuses.
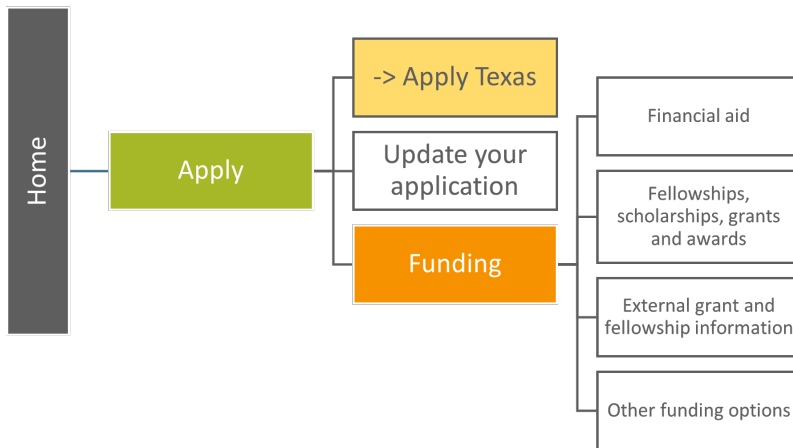
Figure 15: Local navigation for Apply section, including an external link to Apply Texas and a sectional page for funding one's education.
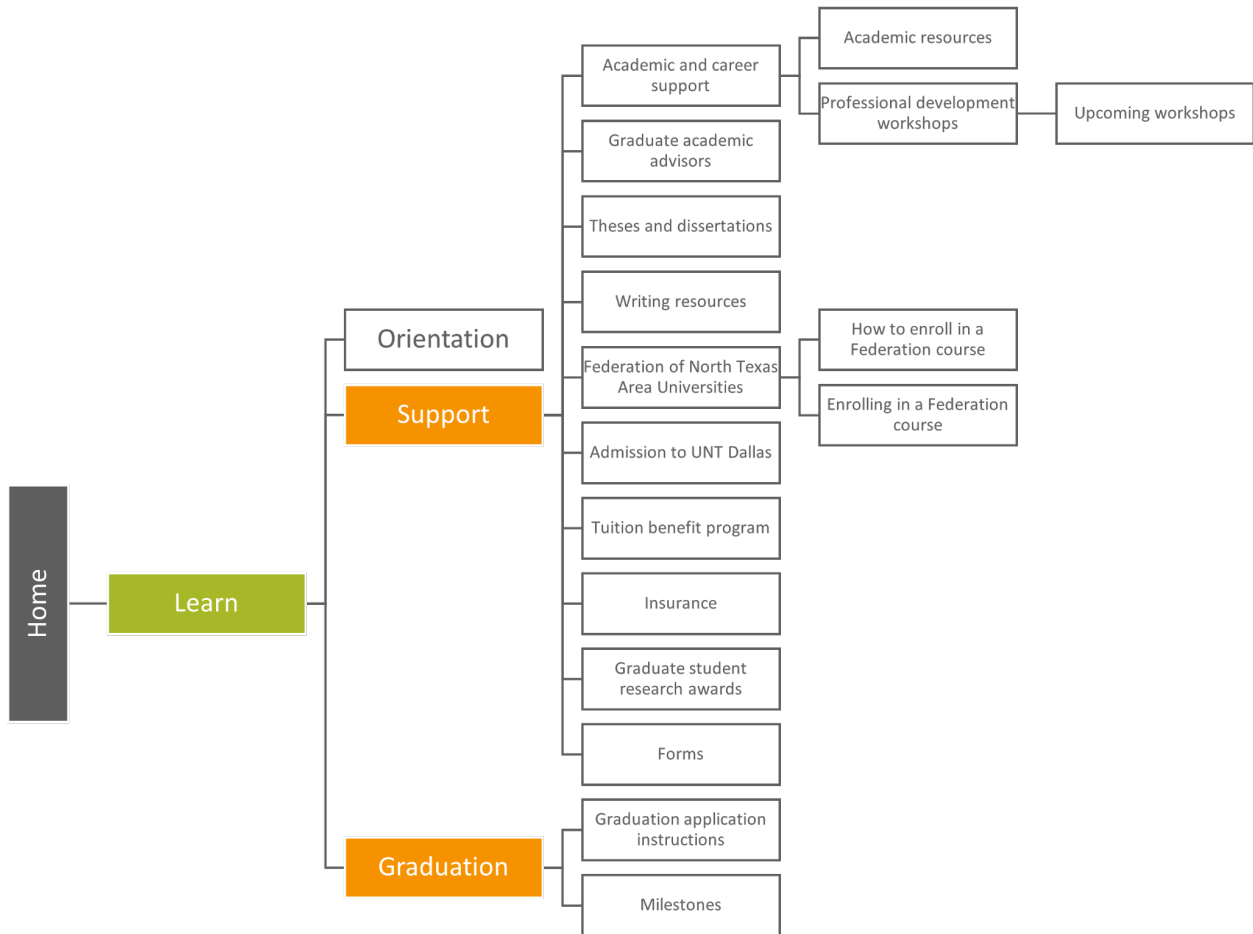
Figure 16: Local navigation for Learn section, including sectional pages for student support and graduation.

The Learn section is the largest of the reorganized sections, with a great deal of information for new and current students, ranging for orientation and academic support to the milestones one needs to complete in order to graduate.
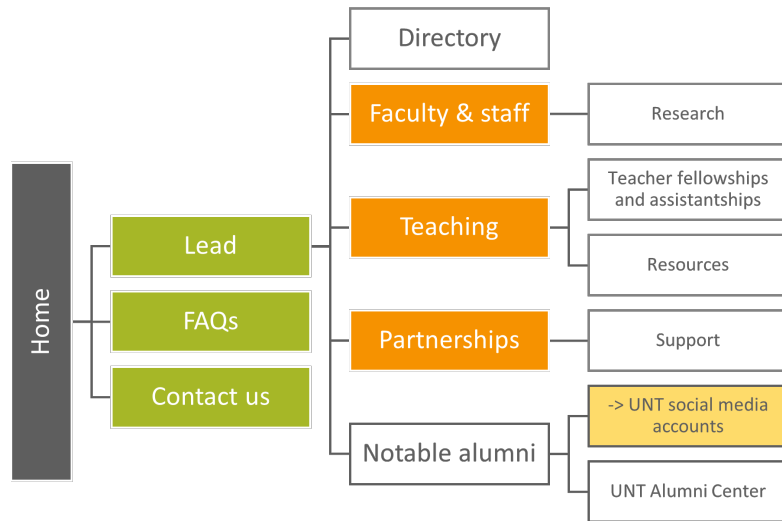
Figure 17: Local navigation for Lead section, including sectional pages for faculty and staff, teaching, and partnerships, as well as global links for FAQs and Contact us pages.

See Appendix F for a full page version.

Wireframes

Adobe XD was utilized to create both low and medium-fidelity wireframes.Wireframes were created to represent the information displayed on the main TGS Homepage, as well as the Learn and Apply sub-sites. All three sites utilize a similar global header and footer, but modifications were made based on current research, such as labeling and navigation.

All subsites, including the two represented in this report, were created with similar structure. Based on the observations of the competitors' websites, we included a local side navigation that can snap to various portions of the page based on topic. The navigation menu is located on the left of the screen. The site is divided into the various subtopics related to the main topic from navigation. Subtopics will contain link boxes that lead further into the structure of the TGS website. You can review the subtopics in Figures 18-23.
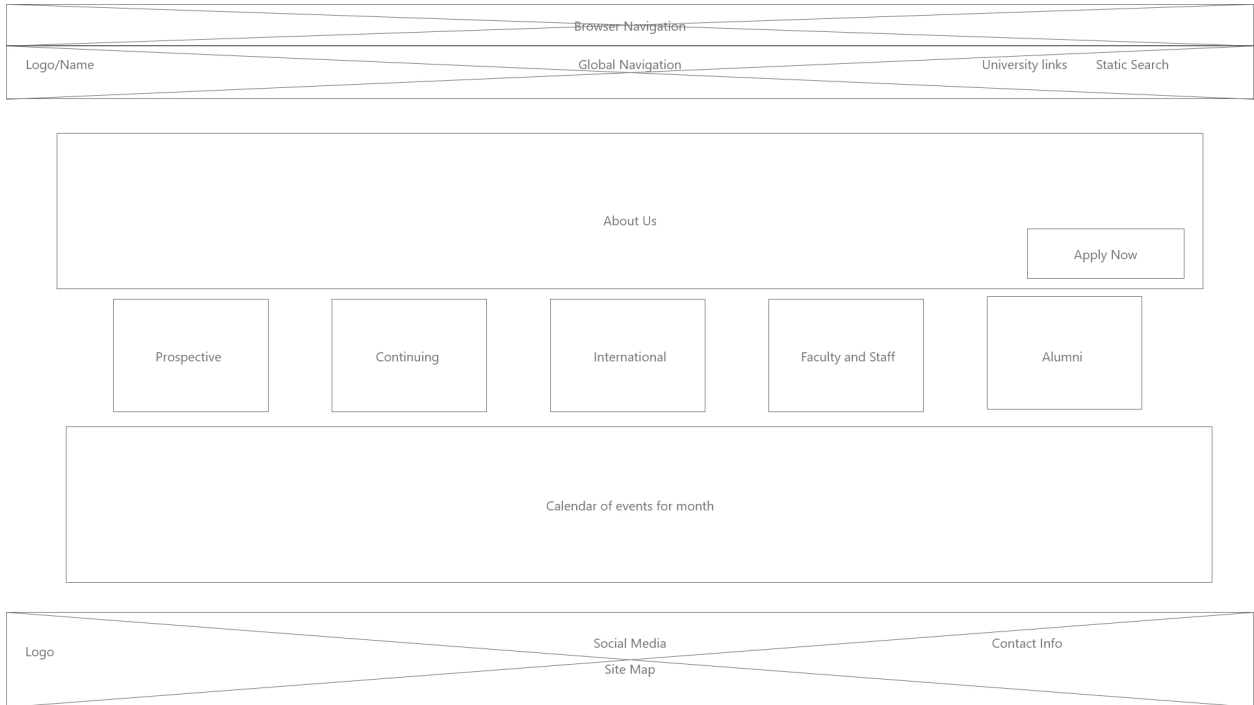
Figure 18: *Homepage low-fidelity wireframe*
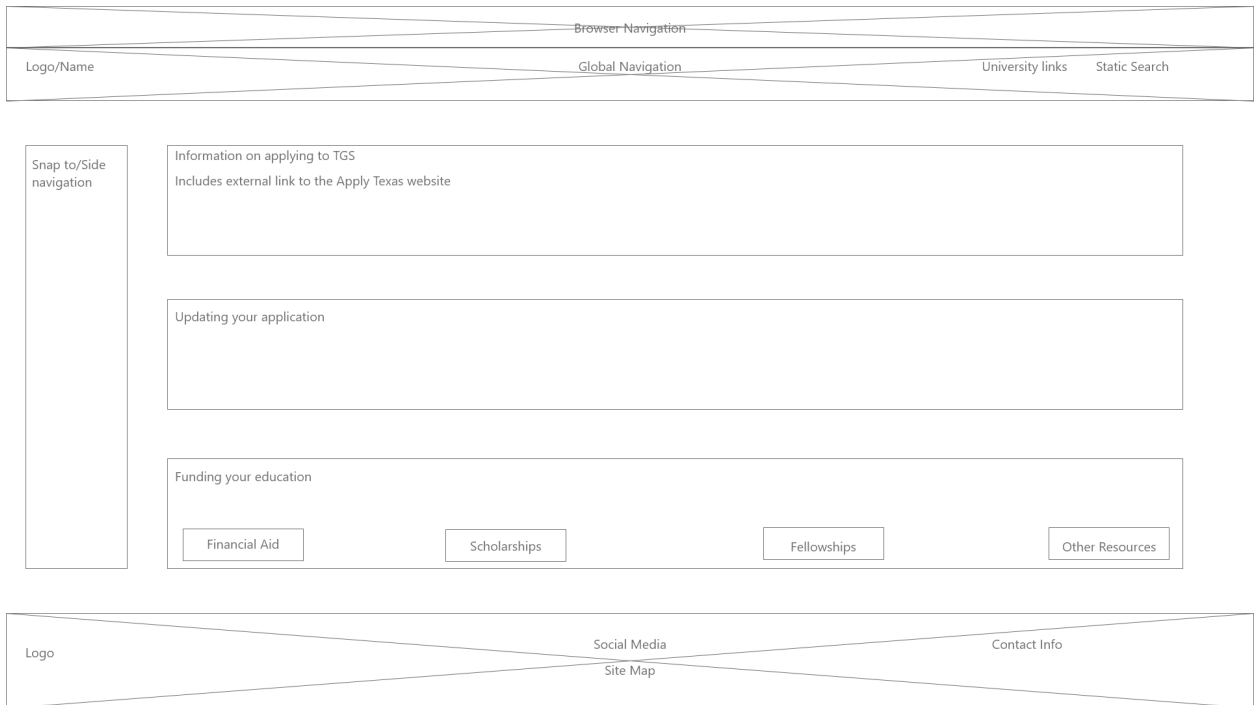
Figure 19: *Apply low-fidelity wireframe*
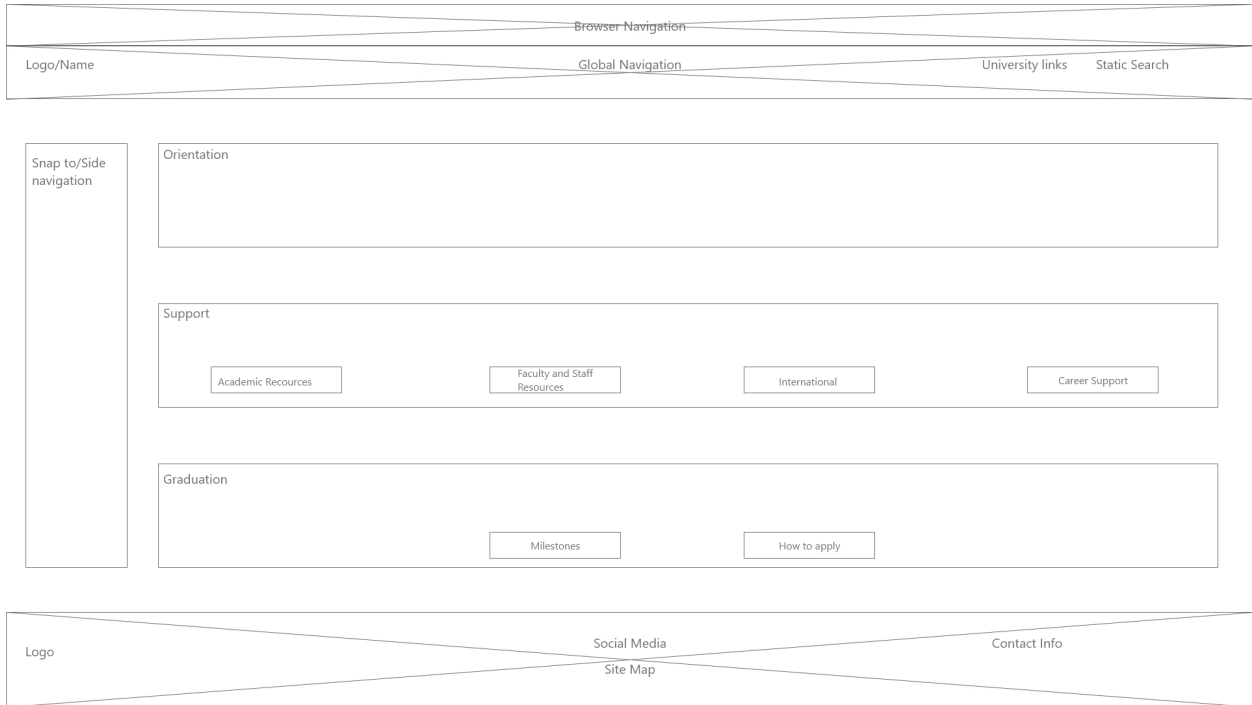
Figure 20: *Learn low-fidelity wireframe*
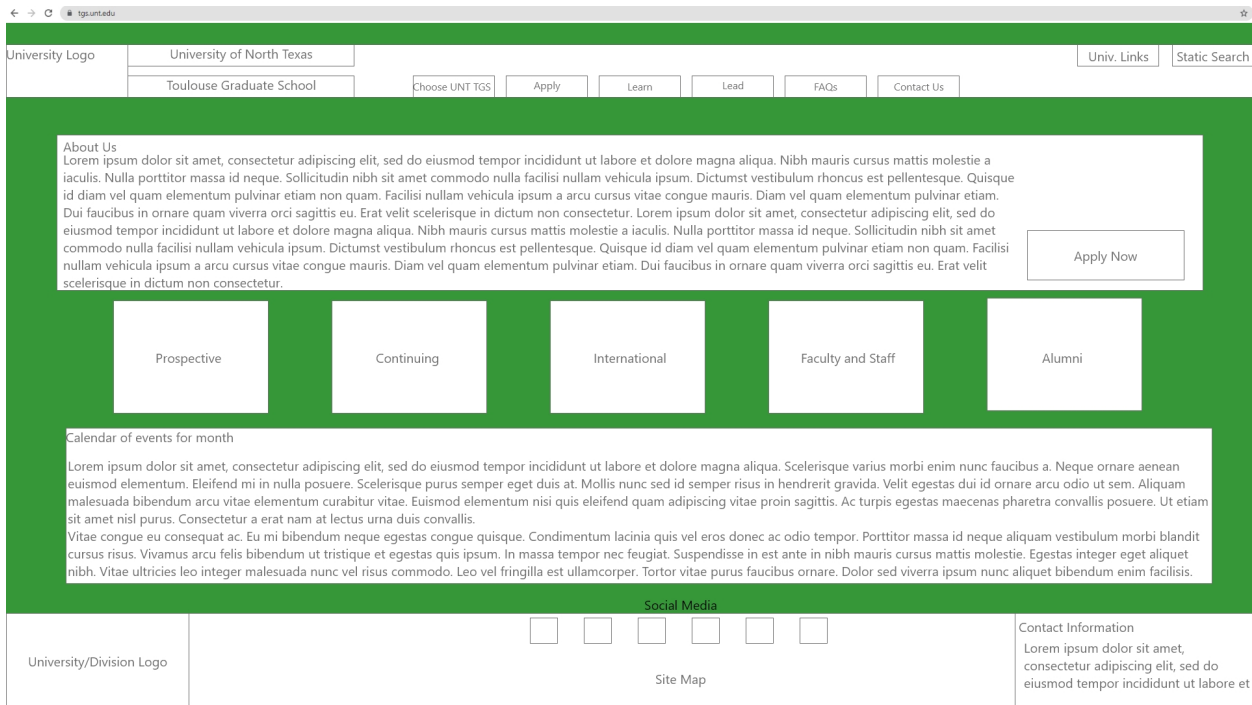
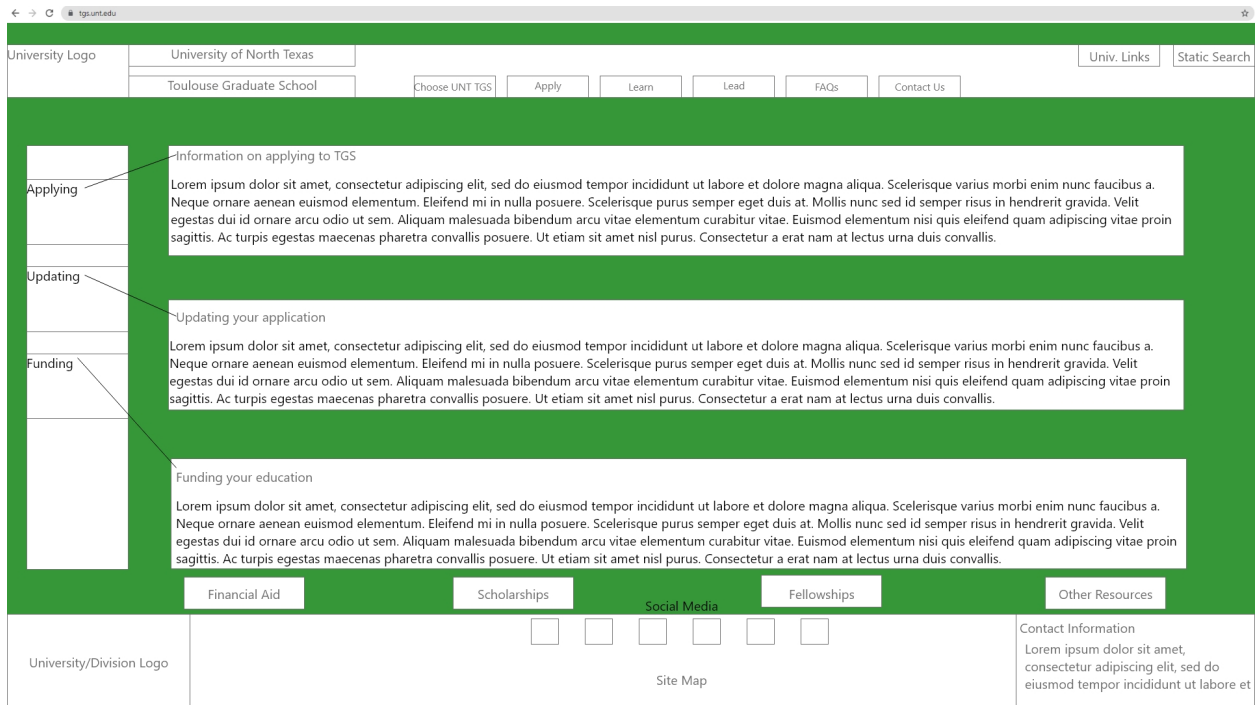*Figure 21*: *Homepage medium-fidelity wireframe*

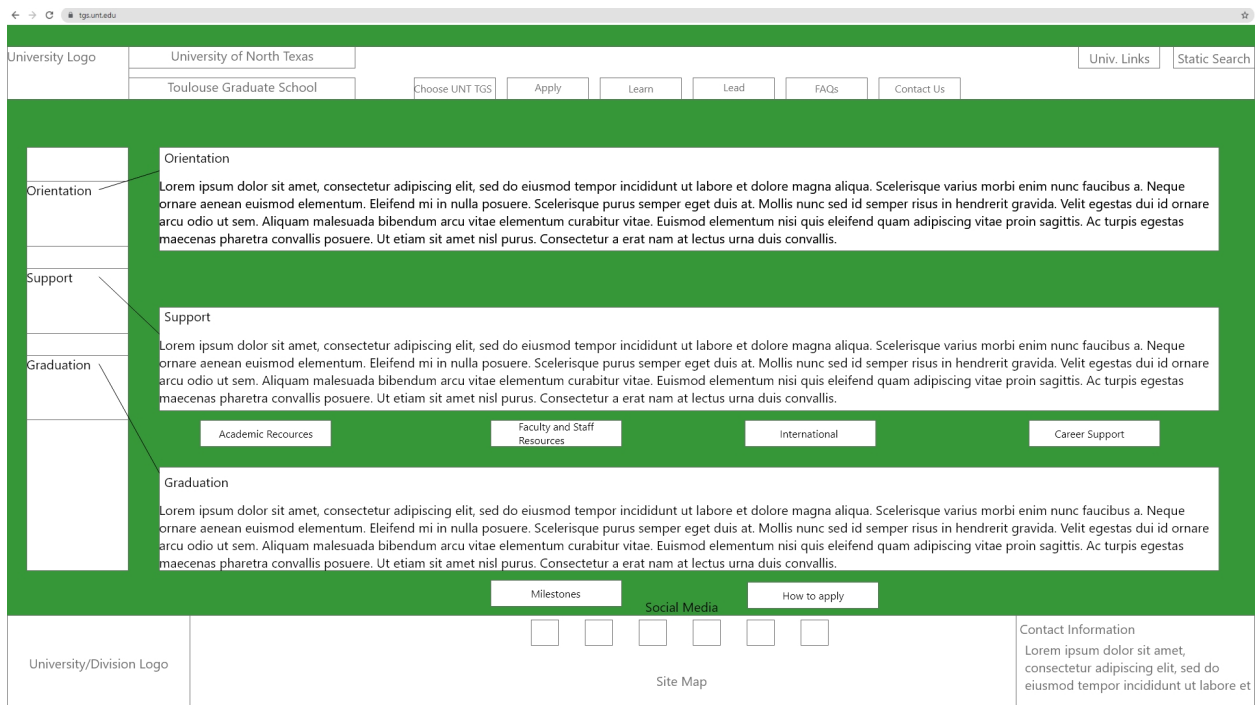*Figure 22*: *Apply medium-fidelity wireframe*

Figure 23: *Learn medium-fidelity wireframe*

Controlled vocabulary

Anthony created a non-exhaustive list of controlled vocabulary terms. These terms were selected based on the competitors' website, card sorting survey, labels, and blueprints. The

research team utilized the ERIC Thesaurus to assist with creating broad and narrow terms. The list of controlled vocabulary terms are listed below.

```
Key:
USE = Use the preferred term
UF = Use For
NT = Narrow Term
BT = Broad Term
RT = Related Term
*Preferred terms are bold
**Plural terms are interchangeable
```

Academic
BT Support
Admission
NT Enroll
USE Apply
Advising
BT Support
Advisor
BT Resources
Alumni
Apply
Award
BT Funding
NT Admission
NT Enroll
NT Apply Texas
NT Funding
Apply Texas
BT Apply
BT Application
Application
BT Graduation
NT Apply Texas
NT Apply Texas
Assistantships
Awards
Campuses
BT Choose UNT
Career
BT support
Choose

Choose UNT
NT Program
NT Campuses
Contact Us
Directory
BT Lead
Enroll
BT Admissions
USE Apply
Faculty
BT Lead
FAQs
NT Questions
Fellowship
BT Funding
Financial Aid
BT Funding
Forms
BT Support
Frequently Asked Questions
Funding
NT Financial Aid
NT Fellowships
NT Scholarship
NT Grant
NT Awards
BT Apply
Graduate
Graduation
NT Application
NT Milstone

BT Learn
Grant
BT Funding
Instructions
Lead
NT Directory
NT Faculty
NT Staff
NT Teaching
NT Partnership
Partnership
BT Lead
Learn
NT Orientation
NT Support
NT Graduation
Milestone
BT Graduation
Notable
NT Notable Alumni
Notable Alumni
BT Notable
Orientation

BT learn
Partnerships
Professional Development
Program
BT Choose UNT
Questions
UF FAQ
Resources
NT Advisor
BT Support
Scholarship
BT Funding
Staff
BT Lead
Support
NT Academic
NT Career
NT Advising
NT Resources
NT Forms
BT Learn
Teaching
BT Lead

Drupal Implementation

Site architecture

To present a mock-up of the revised site architecture, the researchers created a site on Drupal to reflect the new site navigation and page content. The mock-up can be found at http://site3-isvm2.unt.edu/ when logged into the VPN for UNT. The domain could not be changed, but all other URLs were controlled through the Administration site to reflect what is suggested for the new site.

Joanna began by creating the top-level pages in the Content area and adding them to the Main menu through the Structure section of the Administration portion of the site, shown below in Figures 24 and 25.
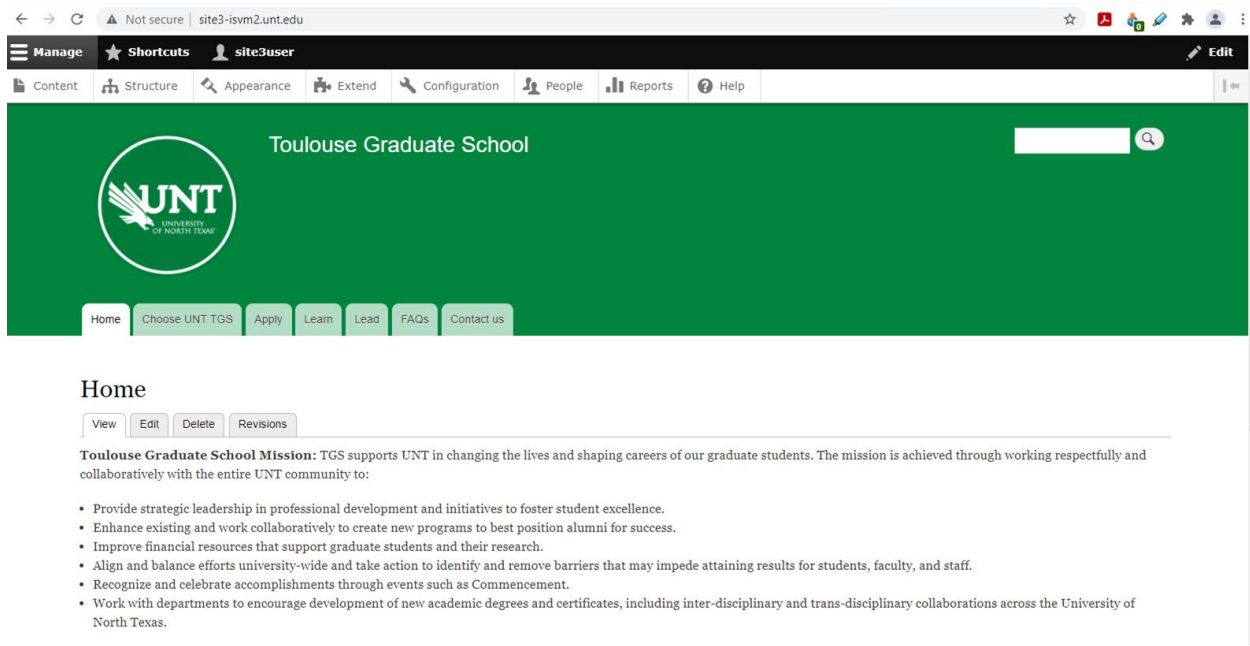
Figure 24: Drupal home page with top-level navigation created.
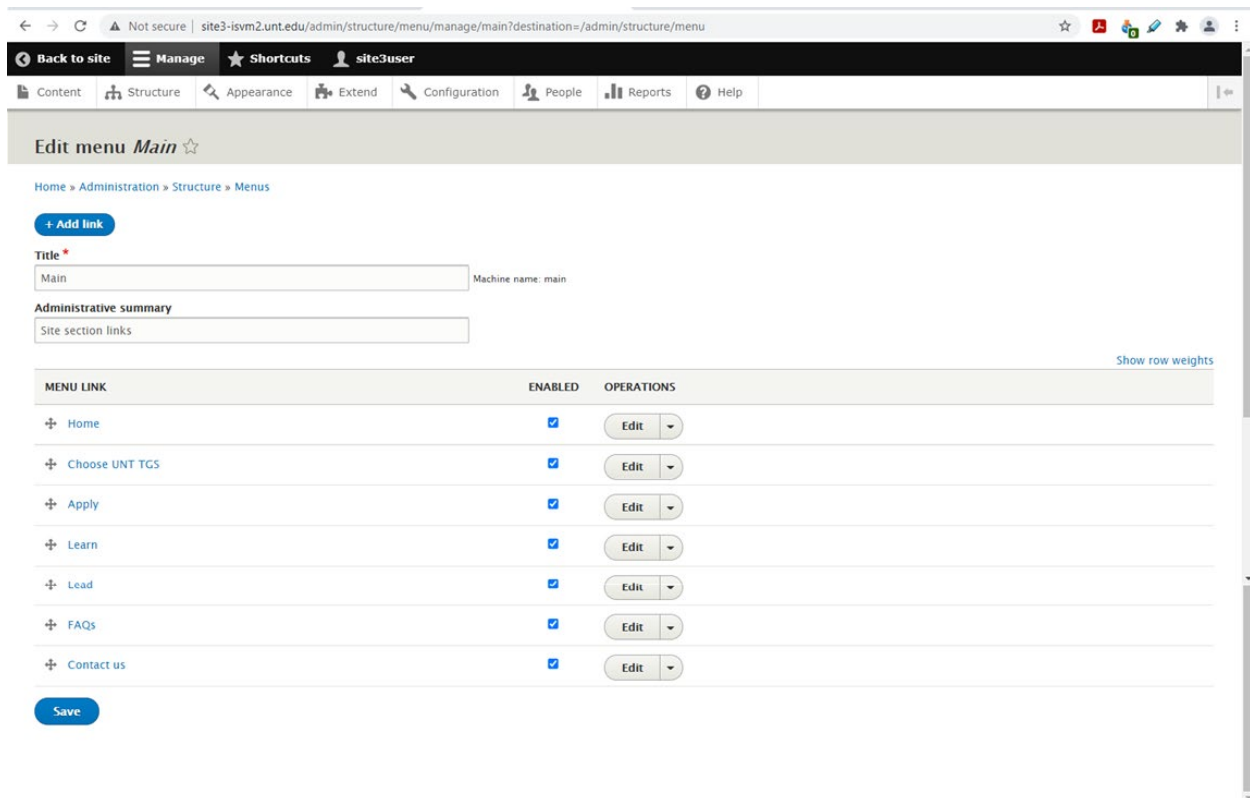

Figure 25: Drupal Structure -> Menu area of the Administration site, editing the Main menu to include all top-level navigation.

Once the top-level pages were created and all the sectional landing pages existed in the Administration site, Joanna added pages to each section, making sure the sub-pages reflected the section URLs. For example, the Programs page has the URL /choose/programs, as seen in Figure 26, to note that it is part of the Choose UNT TGS section of the site.
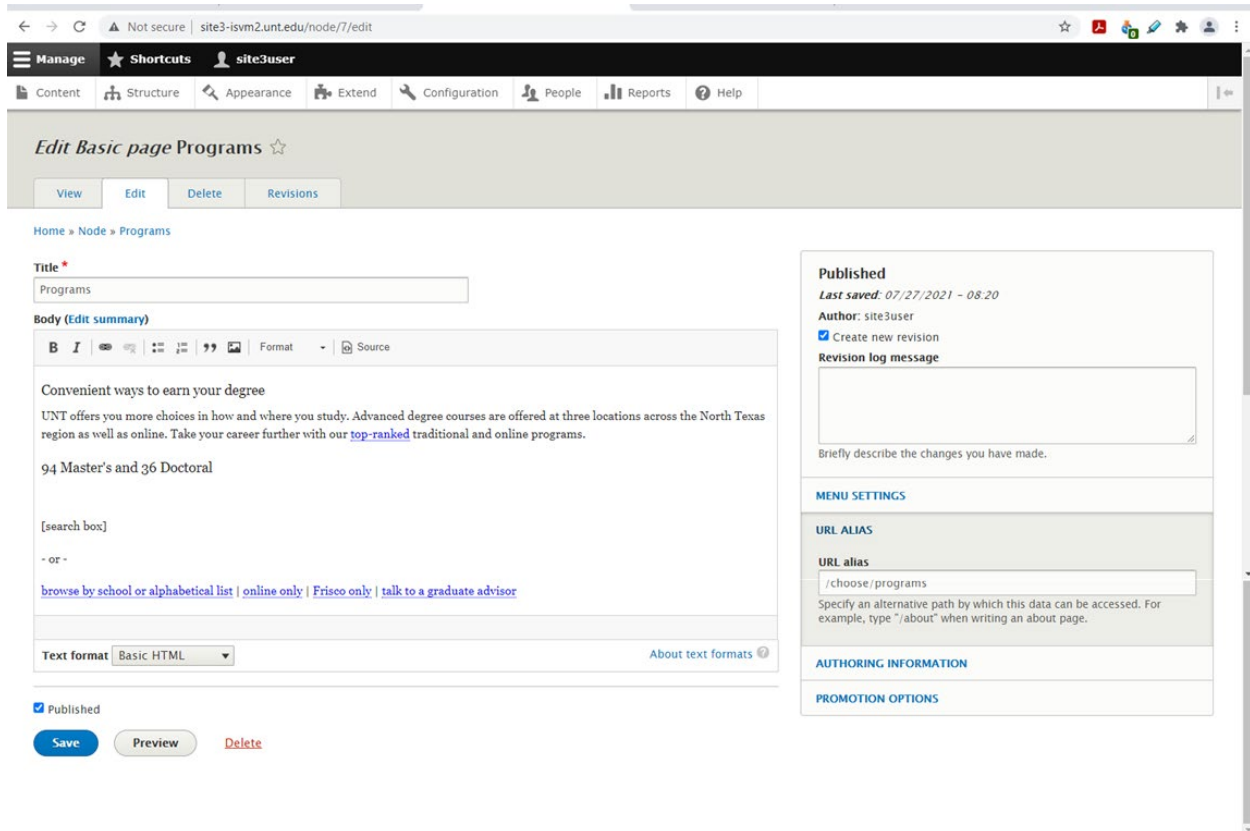
Figure 26: *Drupal Administration page to pull in the Programs page content and create its URL.*

After all pages were added to a section, Joanna added them to a local navigation menu through the Structure area of the Administration site, seen in Figure 27, and she placed the menu via the Block Layout Administration area, shown in Figure 28.
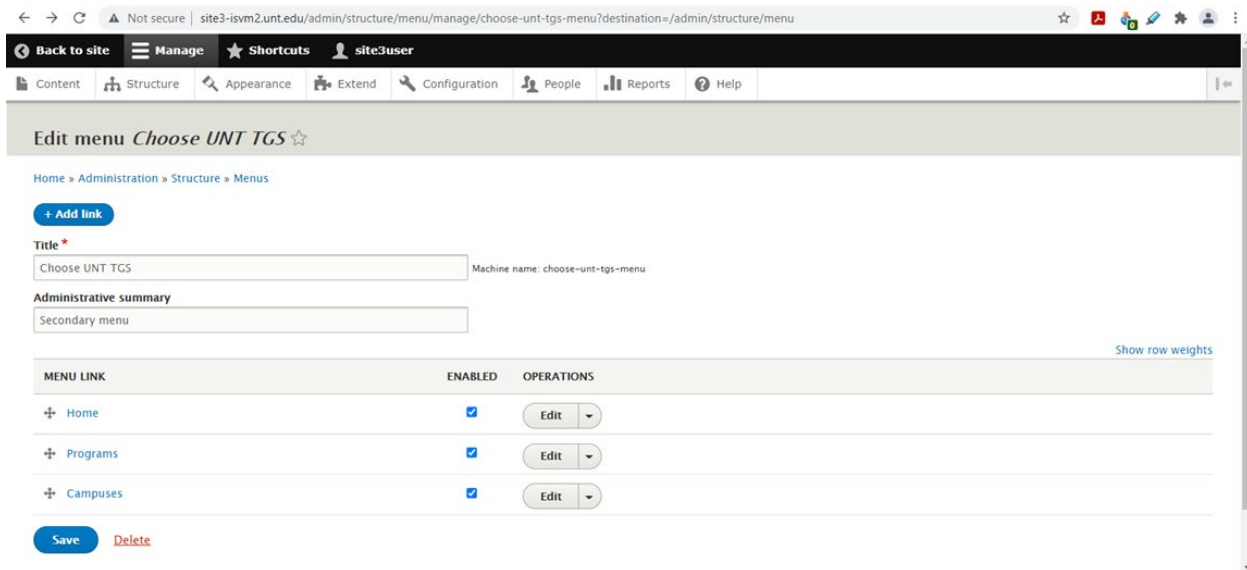
Figure 27: *Drupal Administration page to edit what pages should be included in the Choose UNT TGS menu.*
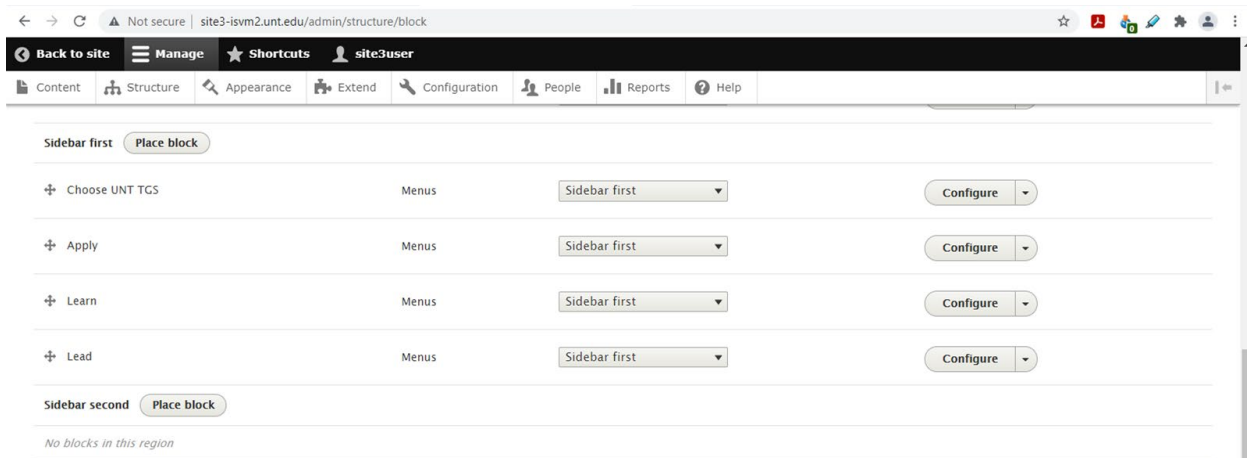

Figure 28: *Drupal Administration page to identify where various blocks will be placed on the site. The above screengrab shows that the Sidebar first location includes all local navigation menus: Choose UNT TGS, Apply, Learn, and Lead.*

Finally, when the menu was placed, Joanna could edit which pages would have the menu appear on its pages through the Configure option seen above in Figure 28 at the right. For example, the Choose UNT TGS is only seen on the sub-pages in that section: Programs and Campuses, as illustrated below in Figure 29. Figure 30 shows how that appears on the site's public-facing pages for the Choose UNT TGS section.
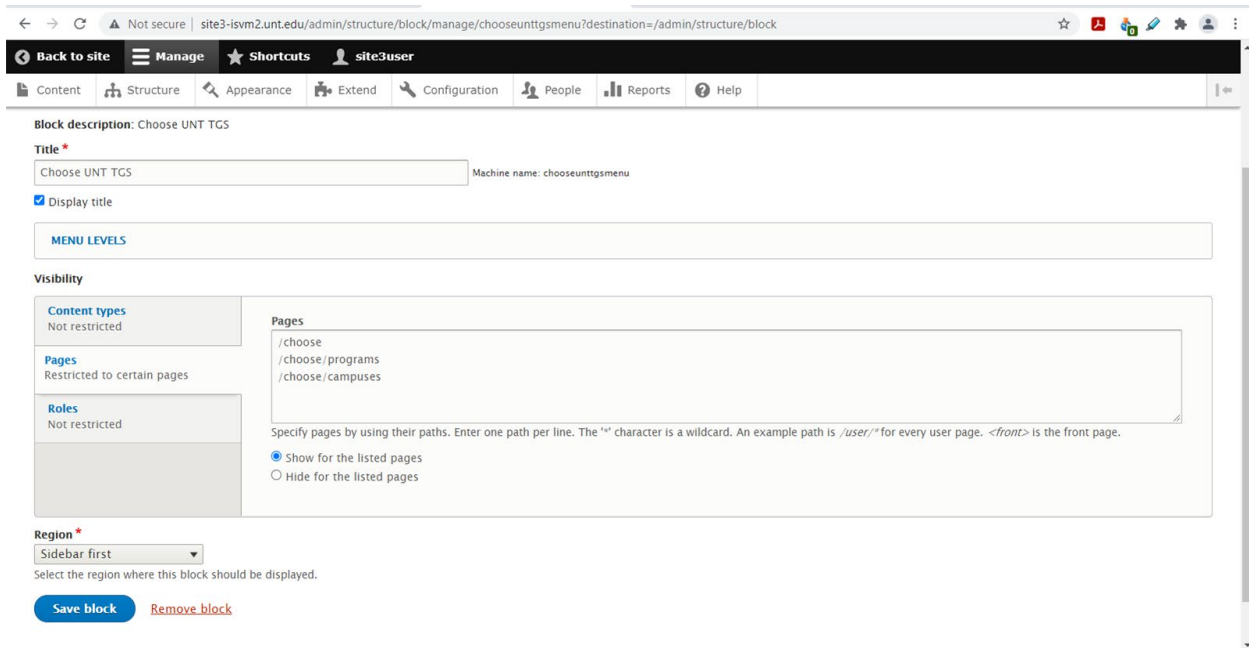

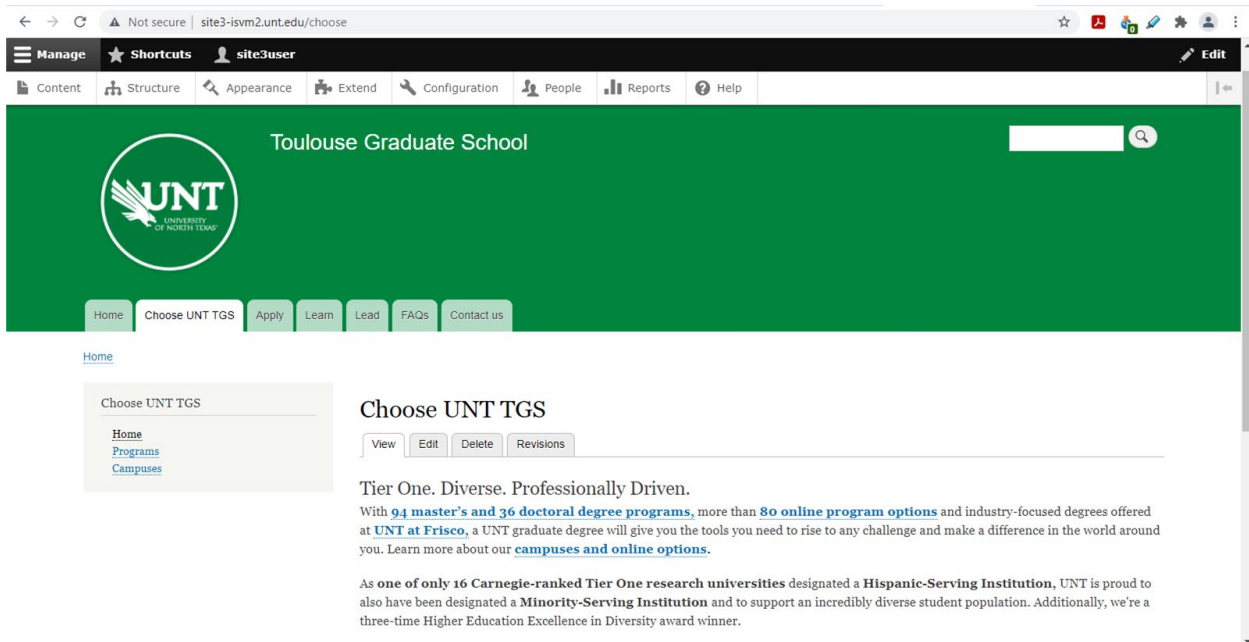Figure 29: *Drupal Administration page to edit on which pages the menu can be seen.*

Figure 30: *Screengrab of the Choose UNT TGS sectional landing page, which shows the Choose UNT TGS menu at left.*

Page layout

For the page layout the group utilized the University of North Texas Identity Guide. The identity guide allowed our group to maintain uniformity and standards across the university's websites. The group faced limitations creating page layouts that matched the wireframes drafted. The group was forced to limit to the layout scheme offered by the content management system.

The group first matched the color scheme and logos. To do this the group adjusted the preset system settings, as displayed in figure 31. The HEX codes were copied from the UNT identity guide. From the same system setting, the group added a path to the official university seal to replace the default logo. The seal can be seen in previous figures from the site architecture section.
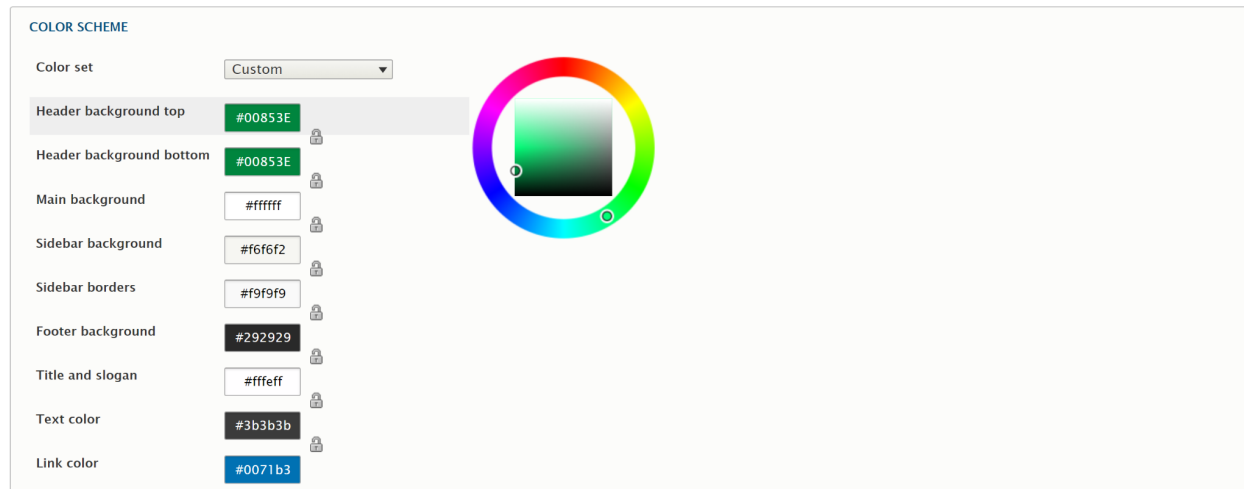

Figure 31: Screengrab of update color scheme.

After uniforming the header across all pages, the group focused on creating the footer. Again, the logo was taken from the university Identity guide, and a link was embedded with the image that guides the user back to the UNT homepage when selected. The group ran into an issue when creating the site map, as the content stacks on top of each other within a single block. To resolve this issue, the group created custom blocks in the formatting we wanted. You can review this in figures 32-33.

❌ There is a security update available for your version of Drupal. To ensure the security of your server, you should update immediately! See the available updat… install your missing updates.

Blocks in the block library belong to Custom block types, each with its own fields and display settings. After creating a block, place it in a region from the Block lay…

+ Add custom block

Block description

Block type
– Any –

Apply

BLOCK DESCRIPTION	BLOCK TYPE	UPDATED ▼	OPERATIONS
University Logo Footer	Basic block	08/04/2021 – 16:28	Edit ▾
Logo Header	Basic block	08/04/2021 – 11:37	Edit ▾
Learn Footer	Basic block	08/04/2021 – 11:28	Edit ▾
Choose	Basic block	08/04/2021 – 11:27	Edit ▾
Contact Us Footer	Basic block	08/04/2021 – 11:25	Edit ▾
FAQs Footer	Basic block	08/04/2021 – 11:24	Edit ▾
Lead Footer	Basic block	08/04/2021 – 11:22	Edit ▾
apply	Basic block	08/04/2021 – 11:13	Edit ▾

Figure 32: Screengrab of custom footer created.

❌ There is a security update available for your version of Drupal. To ensure the security of your server, you should update immediately! install your missing updates.

Block description *
apply

A brief description of your block.

Body

| B | I | 🔗 | ✂ | ☰ | ☰ | 99 | 🖼 | Format ▾ | 🔣 Source |

Apply

How to apply | Update your application | Funding your education

Text format Basic HTML ▾

Revision information
No revision   ☐ Create new revision

Save   Delete

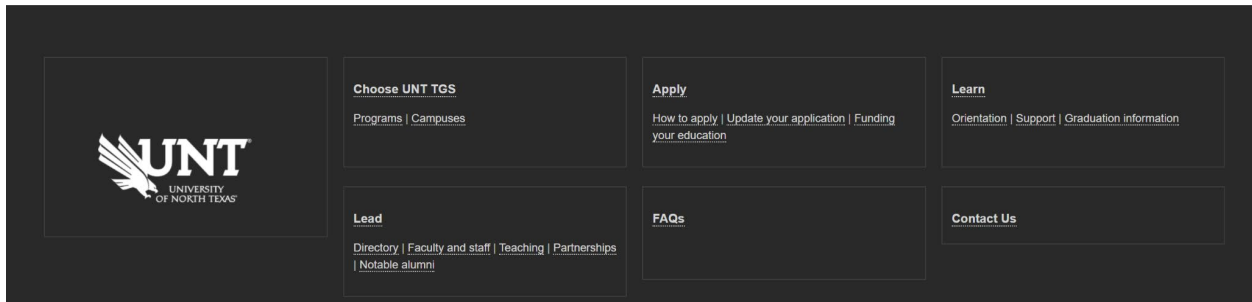*Figure 33: Screengrab of footer layout.*

35

Figure 34: Screengrab of footer layout.

Within each page, there was a local sidebar navigation menu included. The local navigation allows users to navigate the depth of each menu. The creation of the sidebar navigation is discussed in the site architecture section and highlighted in figures 27-28.

Teamwork Reflection

Halfway through the project, we have been able to work together well and stay true to the work distribution agreed upon at each stage. Those responsible for each section are noted in the Distribution of work area on page 6. We have met weekly at a minimum, but message and text each other more frequently to update each other on progress for the project, as well as new information gleaned from research as it is completed.

As the project comes to an end, we have overcome crazy deadlines to create a new navigation that is less top-heavy and confusing. We have strived to consider how various types of users would come to the site and for what information they would be looking for, using that knowledge to revise labels and site organization. We have also tried to simplify URLs in order to facilitate navigation of the site.

A major hurdle we had to overcome was the usability and limitation of the content management system, Drupal. Both of us were not familiar with Drupal and both found it difficult to navigate and we were limited to the default layout. This did set us back with construction of the layout similar to what we planned, but allowed us to be creative with the design, such as designing the custom blocks.This project was an excellent overview of the steps needed to design and re-create a content management system.

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40name%3d%27Fact%20Book%27%5d%2ffolder%5b%40name%3d%27Report%20Vie
ws%27%5d%2freportView%5b%40name%3d%27Enrollment%20by%20Age%20Group
%20and%20Level%20-
%20All%27%5d)&ui.name=Enrollment%20by%20Age%20Group%20and%20Level%20-
%20All&ui.format=HTML&ui.backURL=%2fc8_fb%2fcgi-
bin%2fcognos.cgi%3fb_action%3dxts.run%26m%3dportal%2fcc.xts%26m_pagerto%3d
150%26m_pg_e%3d1%26m_pagerfrom%3d1%26m_folder%3di7106CB03F401469186
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tent%2ffolder%5b%40name%3d%27Institutional%20Research%27%5d%2ffolder%5b%
40name%3d%27Fact%20Book%27%5d%2ffolder%5b%40name%3d%27Report%20Vie
ws%27%5d%2freportView%5b%40name%3d%27Enrollment%20by%20Classification%
20and%20Level%20-
%20All%27%5d)&ui.name=Enrollment%20by%20Classification%20and%20Level%20-
%20All&ui.format=HTML&ui.backURL=%2fc8_fb%2fcgi-
bin%2fcognos.cgi%3fb_action%3dxts.run%26m%3dportal%2fcc.xts%26m_pagerto%3d
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Appendix A: User Experience Survey A

This survey was created in Google Forms. It was distributed on July 5 to three users.
It can be viewed online here:https://forms.gle/5sionJevZHtuaPaQ8

User experience survey: Toulouse Graduate School

This survey allows us to collect information about prospective students to graduate school --
who they are, how comfortable they are with finding information online, and what information
they need.

1. Gender
   a. Female
   b. Male
   c. Prefer not to say
   d. Other

2. Age

3. Are you currently enrolled in university classes? If no, skip to question 6.
   a. Yes
   b. No

4. What is your university year classification?
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior
   e. Other

5. What is your area of study? (University students can skip question 6.)

6. What is your current occupation and/or job title?

7. How much time do you spend on your computer or online?
   a. Less than an hour a day
   b. 2-3 hours a day
   c. 4-6 hours a day
   d. 7-9 hours a day
   e. More than 10 hours a day

8. How comfortable are you looking for information online? Are you confident in finding the
   information you need?
   a. Very confident
   b. Somewhat confident
   c. Not very confident
   d. I can never find the information I need.

9. Name three qualities you would use to describe a well-designed website, one where it is easy to find information quickly.

10. What kind of websites frustrate you? What makes them difficult to use?

11. If you were looking for information about applying to or enrolling in graduate school, what information would you be looking for? Select all that apply.
    a. Application criteria
    b. Scholarship opportunities
    c. Quality of program
    d. Cost of tuition and fees
    e. Other

Appendix B: User Experience Survey A Results

Three students currently enrolled in undergraduate studies at large universities completed the survey. These are the results collected from the survey.

1. Gender
    a. Female (100%)
    b. Male
    c. Prefer not to say
    d. Other

2. Age
    18, 19, 21

3. Are you currently enrolled in university classes? If no, skip to question 6.
    a. Yes (100%)
    b. No

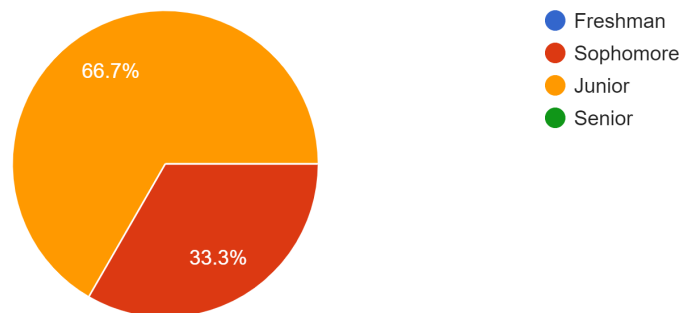4. What is your university year classification?

Figure 35: Graph of university year classifications, showing that 33.3% of respondents are a sophomore and 66.7% are a junior.

5. What is your area of study? (University students can skip question 6.)
    ● Journalism and Spanish
    ● IT
    ● Biology

6. What is your current occupation and/or job title?
    ● System administrator
    ● Student researcher

7. How much time do you spend on your computer or online?

Legend:
- Less than an hour a day
- 1-3 hours a day
- 4-6 hours a day
- 7-9 hours a day
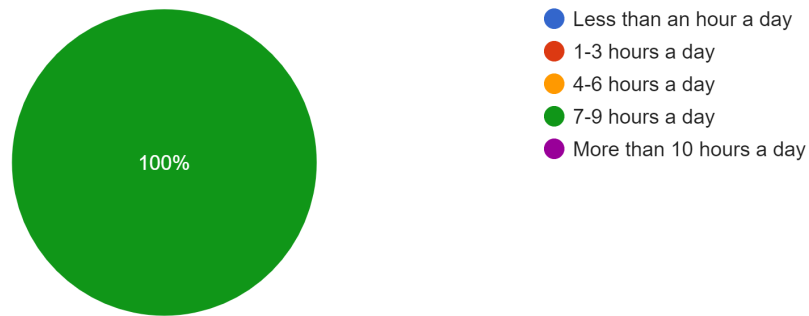- More than 10 hours a day

Figure 36: Graph showing that 100% of respondents are online 7-9 hours a day.

8. How comfortable are you looking for information online? Are you confident in finding the information you need?

Legend:
- Very confident
- Somewhat confident
- Not very confident
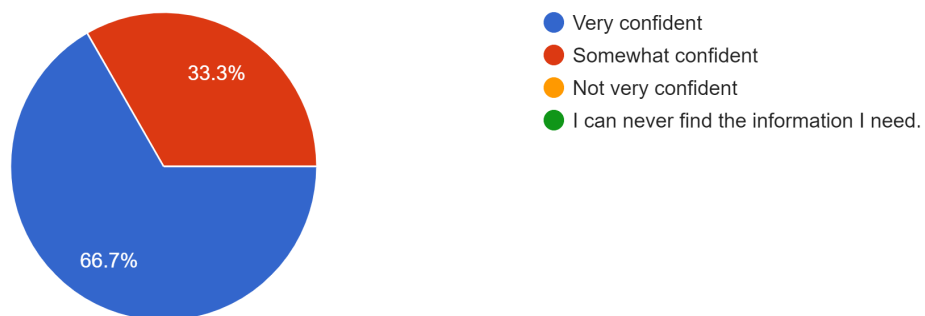- I can never find the information I need.

Figure 37: Graph showing that 66.7% of respondents are very confident in their ability to find the information they need online, and 33.3% are somewhat confident in their ability to find information online.

9. Name three qualities you would use to describe a well-designed website, one where it is easy to find information quickly.
   ● Accessible (easy to use for everyone, translatable for foreign languages) , organized, and well formatted (fonts are easy to read and colors don't distract from the text).
   ● Straightforward, accessible, intuitive
   ● Accessible with headings, regions, and block sections, contrast, quick

10. What kind of websites frustrate you? What makes them difficult to use?
   ● Websites that don't have menus/ search features. You have to look through all the website's information to find a section that you need (not always a bad thing, just inconvenience). It can take twice as long to use than other websites.
   ● Non-mobile optimized. Or otherwise difficult to navigate.
   ● Websites that are not accessible to screen readers.

11. If you were looking for information about applying to or enrolling in graduate school, what information would you be looking for? Select all that apply.

Application criteria — 3 (100%)
Scholarship opportunities — 2 (66.7%)
Quality of program — 2 (66.7%)
Cost of tuition and fees — 2 (66.7%)

Figure 38: Graph showing that 100% of the respondents would want to find application criteria when looking for information about applying to graduate school; 66.7% of the respondents noted that they would also want to find information on scholarship opportunities, the quality of the program, and the cost of tuition and fees.

Appendix C: User Experience Survey B

This survey was adapted in Google Forms from the previous survey for older participants. It was distributed on July 13 to three users. It can be viewed online here: https://forms.gle/xAHcMpKshNnpui5o7

User experience survey: Toulouse Graduate School

This survey allows us to collect information about prospective students to graduate school -- who they are, how comfortable they are with finding information online, and what information they need.

1. Gender
   a. Female
   b. Male
   c. Prefer not to say
   d. Other

2. Age

3. Are you currently enrolled in university classes? If no, skip to question 5.
   a. Yes
   b. No

4. What is your university year classification?
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior
   e. Other

5. If you were to go back to school for a degree, what would your area of study be?

6. What is your current occupation and/or job title?

7. How much time do you spend on your computer or online?
   a. Less than an hour a day
   b. 2-3 hours a day
   c. 4-6 hours a day
   d. 7-9 hours a day
   e. More than 10 hours a day

8. How comfortable are you looking for information online? Are you confident in finding the information you need?
   a. Very confident
   b. Somewhat confident
   c. Not very confident
   d. I can never find the information I need.

9. Name three qualities you would use to describe a well-designed website, one where it is easy to find information quickly.

10. What kind of websites frustrate you? What makes them difficult to use?

11. If you were looking for information about applying to or enrolling in graduate school, what information would you be looking for? Select all that apply.
    a. Application criteria
    b. Scholarship opportunities
    c. Quality of program
    d. Cost of tuition and fees
    e. Other

Appendix D: User Experience Survey B Results

Three working professionals not currently enrolled in undergraduate or graduate studies completed the survey. These are the results collected from the survey.

User experience survey: Toulouse Graduate School

1. Gender
   a. Female (67%)
   b. Male (33%)
   c. Prefer not to say
   d. Other

2. Age
   42, 46, 47

3. Are you currently enrolled in university classes? If no, skip to question 5.
   a. Yes
   b. No (100%)

4. What is your university year classification?
   As none of the participants for this survey are enrolled in undergraduate studies, none answered this question.
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior
   e. Other

5. If you were to go back to school for a degree, what would your area of study be?
   ● Curriculum and Instruction /Language Arts
   ● MBA
   ● Anthropology/Sociology

6. What is your current occupation and/or job title?
   ● Teacher
   ● General Manager - Marketing
   ● CEO

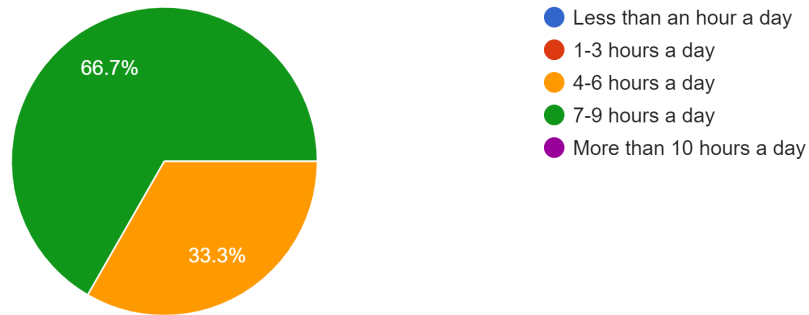7. How much time do you spend on your computer or online?

Figure 39: Graph showing that 66.7% of respondents are online 7-9 hours a day, while 33.3% are online 4-6 hours a day.

8. How comfortable are you looking for information online? Are you confident in finding the information you need?
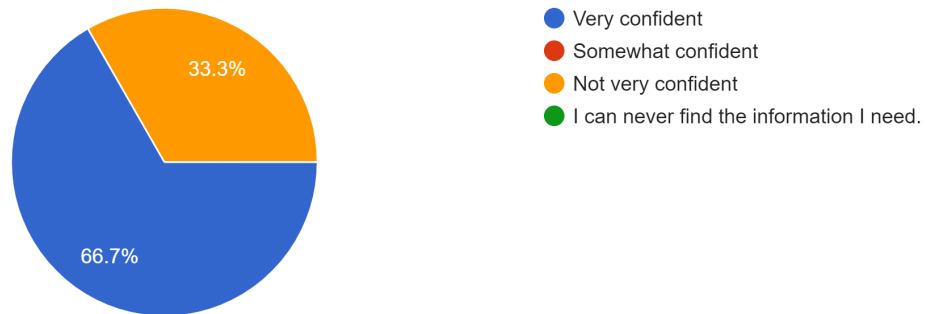

Figure 40: Graph showing that 66.7% of respondents are very confident in their ability to find information online, while 33.3% are not very confident in their ability to find information online.

9. Name three qualities you would use to describe a well-designed website, one where it is easy to find information quickly.
   - Easy to read/navigate, subsections easily accessed through the menu, format is the same from computer to mobile device
   - Logical , intuitive design, intelligent search capability
   - organized, user-friendly, easy to read.

10. What kind of websites frustrate you? What makes them difficult to use?
   - I am frustrated by scrolling forever, small font(less than 11pt) or font style choices that are illegible, pages that dont have accessibility features imbedded and/or don't enlarge well (part of the screen in inaccessible), and contrast issues (type in unreadable colors, dark background with similar hues font).
   - Where you can't find the simplest of information (hours, location, phone number) / key sections of the website are difficult to find or understand/ poor layout or design. Difficult to use- a website not designed for the actual end user but a site obliviously designed solely for the owner of the site.
   - Ones in which the links do not work, and ones that have an organization that is not logical.

11. If you were looking for information about applying to or enrolling in graduate school, what information would you be looking for? Select all that apply.
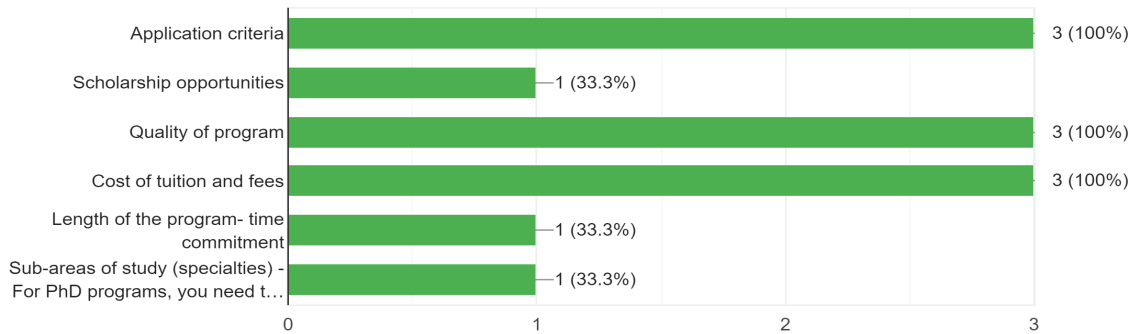

Figure 41: Graph showing that 100% of the respondents would want to find application criteria, the quality of the program, and the cost of tuition and fees when looking for information about applying to graduate school. 33.3% of the respondents would also want to know about scholarship opportunities. Two respondents also entered in additional information they would want to know: One noted that he would like to know about the length of the program and time commitment required, another answered that she would want to know about sub-areas of study/specialties, as in Ph.D. programs, one needs to find a professor who can oversee your particular area of study within a field, and who will be capable of supervising doctoral research.

Appendix E: Personas

Allison Chase

"If a website is inaccessible to screen readers, it will take me three times as long to find information."

Allison is a 19-year-old student enrolled at the University of Missouri in the biology program as a junior. She also has limited vision, which means she relies on screen readers to help her find information online.

Like many of her peers, she often spends at least 8 hours a day on her computer, so when she goes to find information online, she wants to find it quickly. She is confident in her ability to find information online, but prefers websites that are straightforward and intuitive, with clear headings and navigation.

Fig. 42. Image used with permission.

She is preparing to apply to graduate school to continue her studies in evolutionary developmental biology, and she is starting to look at various programs online. When she is considering where to apply, she wants to primarily learn the application criteria for the program, but she also wants to be able to find information on the quality of the program, the cost of the program, and any scholarship opportunities that may be available.

Key characteristics

- Between the ages of 18-22.
- Enrolled in undergraduate studies and working toward a B.S. or B.A.
- Looking for information on applying for graduate school.

Questions

- What are the criteria for applying to this graduate school?
- Why is this program an excellent program? Why would it be a good program for me, given my field of study?
- How much will the program cost?
- Are there any available scholarships for the program?

Frustrations and pain points

- Websites that are not accessible by screen readers.
- Websites that are hard to navigate or have poorly designed global navigation.
- Websites that do not have a search function.

Andrew Redzic

"I hate it when I can't find information quickly because the website is poorly designed."

Andrew is a 43-year-old that graduated from the University of Illinois more than 20 years ago with a B.A. in business administration. He has worked for a large car company since graduation, building a large body of work experience. He is comfortable with technology, but was not raised with it like his son has been.

Fig. 43. Image used with permission.

Like many of today's professionals, he will sometimes spend up to 8 or 9 hours a day on his computer. He is somewhat confident in his ability to find information online, and he gets frustrated when navigating websites where it is difficult to find the information he needs, particularly key information like how to contact the business or its operating hours.

He has been considering a return to graduate school to earn an M.B.A. for a long time, and he is starting to look for information about graduate business schools online. He is primarily interested in the quality of the program, how to apply, and how much it will cost. But he's also interested in the time involved, both per term as he takes classes, and overall how long it will take to complete.

Key characteristics

- Between the ages of 35-50.
- Has been away from the academic world for more than 10 years.
- Looking for information on applying for graduate school.

Questions

- What are the criteria for applying to this graduate school?
- Why is this program an excellent program? Why would it be a good program for me, given my field of study?
- How much will the program cost?
- How long is the program, and how much time would I need to budget for classes and homework?

Frustrations and pain points

- Websites that are not accessible.
- Websites that are designed for the owner but not the user.
- Websites that do not include key contact and business information.
- Websites that are poorly organized.

Appendix F: Blueprint

See below for a larger image of the suggested blueprint for the revised site. A spreadsheet detailing the same navigation has been attached for accessibility.
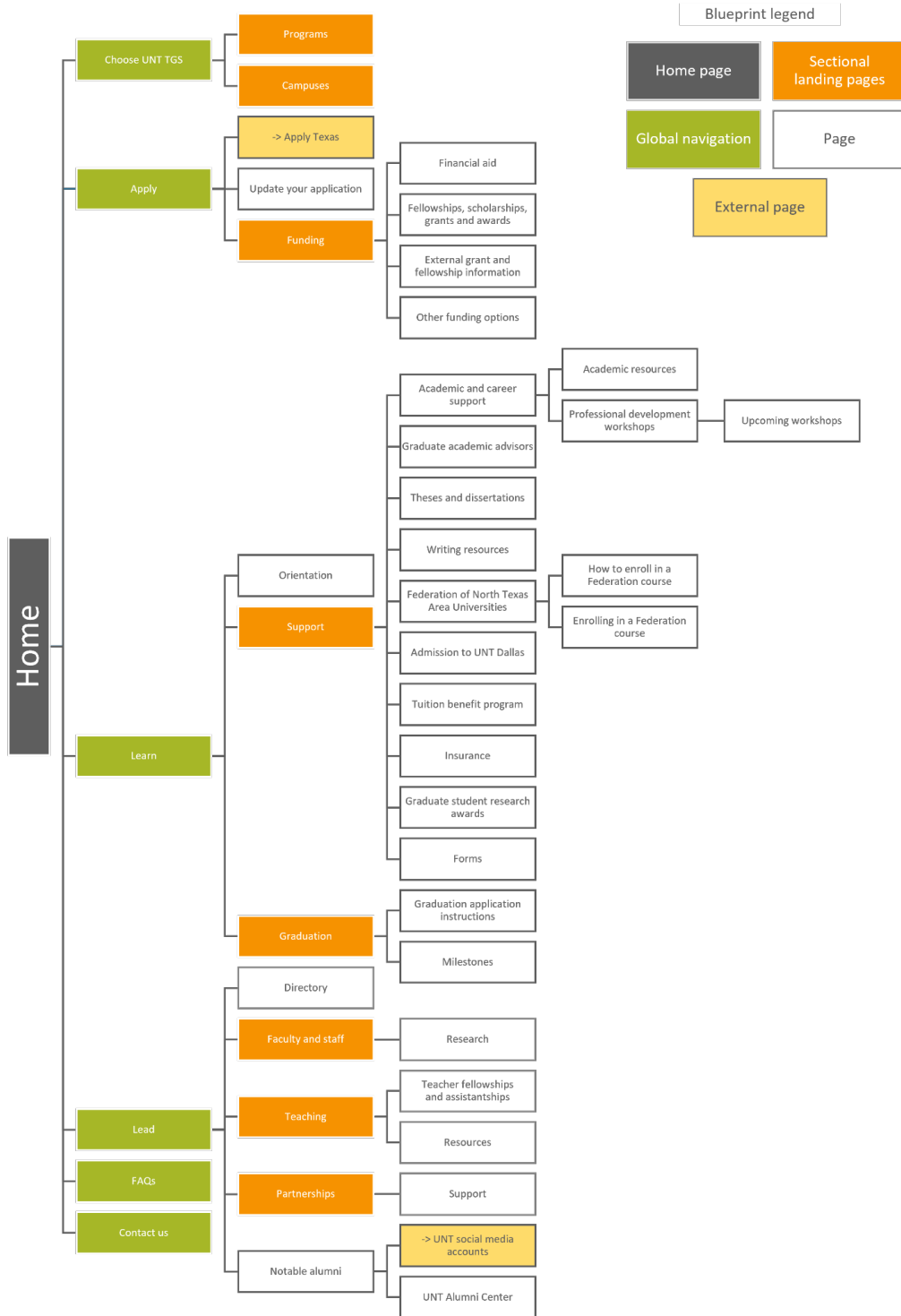

Figure 44: Blueprint, full scale.