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**Functional Specification Report for the
UWP Website Redesign**

Functional Specifications Report

I. Background

During the past ten weeks, our group—The InfoTects, collaborated to redesign the University Writing Program (UWP) website in order to improve the overall *user experience*. User experience design is defined as the “practice of designing products, processes, services, events, and environments with a focus placed on the quality and enjoyment of the total experience” (Norman, 5). Therefore, our purpose was to understand the users, identify pain points, and use this information to develop a more attractive and better functioning UWP website. Taking this approach ensures that users are able to properly utilize the functions of the website such as finding course descriptions or accessing the department directory. The UWP website includes information that can help students meet graduation requirements, find internships, and explore classes so it’s important for the website to be intuitive, informative, and user-friendly. In our case, a poor user experience can affect a student’s ability to seek academic guidance or an administrator’s ability to maintain the department. Additionally, a poor user experience can affect a user’s intent to return as well as the perceived credibility of the department. Alternatively, a positive user experience can draw prospective students to the university and help faculty better assist current students. By utilizing user experience design methodologies, we designed an improved website in order to elicit a positive user experience which benefits students, faculty, and administration.

II. Executive Summary

Our design process began by improving our understanding of the website’s users. We first identified five *personas*, or hypothetical users, for the website. These included students, faculty, and administrative staff. Through the use of surveys and in-person interviews, we were able to better understand the technical competency and needs of our target audience, among other things. Based on this information, we then developed *use cases* so that we knew which pages were most relevant to our users. A use case simply describes how users will perform a particular task on the website. For example, a common use for the UWP website is prospective students finding information on Entry Level Writing requirements. Another use for the website is international students seeking information on the English Language Placement Examination (ELPE). Although these use cases seem to be simple, user testing

revealed that many participants struggled to complete these tasks on the existing website.

Once we determined which pages we wanted to design, we began the process of *wireframing*, which involves designing a bare-bones website in order to focus on functionality rather than appearance. Our group began designing the wireframes using simple tools, such as a whiteboard with markers and post-it notes. We chose these tools initially because it allowed us to collaborate efficiently and alter our designs with ease. Ultimately, we agreed upon seven wireframes, although we later added pages in order to demonstrate more *use cases*. A use case simply describes how users will perform a particular task on the website. Once we finished sketching, we moved to Adobe XD to bring our ideas to life. Once the wireframes were created, we conducted usability testing with the help of participants that were representatives of our target audience. The usability testing assured our group that our design was, indeed, an improvement on the existing website. The final step in the design process involved creating a “clickable” prototype and testing it. This involved adding more detail to the wireframes and linking pages together, so we could navigate through the various pages we created.

III. Personas

This section provides an overview of the UWP website’s target users.

After conducting a thorough search of the UC Davis UWP web page, our group found that the site primarily targeted students, faculty, staff, and administration. To further understand the site’s true target audience, our group created a comprehensive survey asking user’s age range, year in college, gender, if they were in or out of state students, if they were international students, what they used the website for, and what they would change about the website’s design. The survey was distributed to students via Facebook and email. The survey was also distributed to certain staff/faculty members via email and in-person meetings.

Based on the information users provided, we created five personas. Personas allow for insight to user’s needs and desires for a product. Here are the five we created:

1. General Students and Prospective Students
2. International Students
3. UWP Minors and English Majors
4. UWP Administrative Staff
5. ENL Professors and UWP Professors

The following pages include profiles of each persona.



"Success is in the details."

Name: Allison Nguyen
Age: 19
Work: CoHo Cashier
Family: Single
Location: Davis, CA

Personality



Goals

- Access UWP course descriptions
- Explore and (potentially) finalize their major(s)
- Access UWP requirements (ex. Upper Division Composition Exam)
- Find information on the challenge exam

Use Cases

- Allison wants to ensure that she completes all of her graduation requirements, so she visited the UWP website, and navigated to the University Writing Requirements page. Once there, she was overwhelmed by the amount of information it contained. Due to the monotonous font and lack of shortcuts, finding relevant information was terribly time consuming.
- Allison is considering taking either UWP 1 or UWP 18 to satisfy her lower division writing requirements so she navigated to the "course descriptions" page under the "Academics" tab on the UWP website. She then hovered over "Lower Division Requirements" and discovered that the text was a hyperlink. She then tapped the hyperlink and, to her surprise, she only found information on UWP 1. Although Allison was disappointed that she couldn't find any information on UWP 18, she was able to discover the content and learning objectives for UWP 1.
- Allison is considering testing out of the requirements, so she visited the UWP website to find more information on the challenge exam. She struggled to locate the search bar, hidden in the top-right corner of the website, but eventually found it and typed "test". To her disappointment, she found many misleading links. As a result, Allison resorted to searching through each tab individually. Ultimately she was able to find a date, time, and location for the exam under the "Programs & Services" section, but not without difficulty and confusion.

Pain points

- The website is not mobile friendly
- There is too much information on each page, making it time consuming for the user to achieve their goals
- The fonts, alignment, and lack of images are unappealing
- The overall flow of the website is unintuitive; navigating from page to page is difficult

UCD Websites Used

- UWP Website
- Oasis
- Sisweb
- Canvas
- MyUCDavis
- Schedule Builder

Favorite Websites



Technical Proficiency

- Proficient in...
 - Microsoft Word, Excel, etc.
 - Google Drive
 - iOS/Android

Bio

Allison is a second year UC Davis student from Los Angeles, California. She is a Communications Major interested in taking either UWP 1 or UWP 18 but cannot decide between the two courses. She has used the UWP website in the past to find descriptions for both of these courses but had difficulty doing so. Allison noted that the website is simply hard to navigate and that the information on each page was far too dense and often outdated.



"Courage is like a muscle. You strengthen it by use"

Name: Maria Echavarría
Age: 20
Work: International Student Coordinator Intern
Family: Single
Location: Ecuador, South America

Personality



Goals

- Test out of English Language Placement Examination (ELPE)
- Learn which courses will suffice graduation requirements
- Satisfy ESL requirements

Use Cases

- Being the intern for the International Student Coordinator at the Cross Cultural Center, Maria was tasked with creating a workshop to provide international students with academic resources regarding the language and English placement exams. She decides to go on the UWP website to gather the information.

Once on the website, she scrolls over the "Academics" section on the main bar but the information on the exams were not labeled there. Confused, she scrolled through every section on the main bar and looked at each subcategory until she was able to find the needed information under the "Programs and Services". She opens all 8 subcategories in new tabs and looks thoroughly through them, finally collecting information for the workshop.

- Although a 3rd year, she does not know if she has satisfied her language and writing requirements. To attempt to find out which courses are needed, she went on the UWP website but was immediately misguided towards information irrelevant to her situation. She continuously attempts to find more information regarding her college requirements, but could not even after she checked every subcategory in the "Academics" sector. After some frustrated sighs, she accidentally moves her mouse towards the left towards the "About" section where she finds the subcategory "University Writing Requirements (by college)". Clicking on the link directed her to the needed information but only through long attempts and accidental luck. She notes that the UWP website needs to organize pages correctly for a more efficient navigation.

Pain Points

- Grammar and punctuation mistakes within paragraphs
- Confusing interface that misdirects you towards irrelevant information
- Aesthetically displeasing formats

UCD Website Used

- UWP Website
- Oasis
- Canvas
- MyUCDavis

Favorite Websites



Technical Proficiency

- Proficient in...
 - Microsoft Word, Excel, etc
 - Google Drive
 - iOS/Android
 - HTML
 - Adobe Creative Cloud

Bio

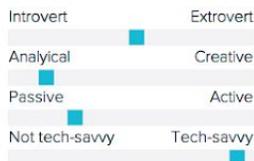
Maria is a 3rd year Computer Science major at UC Davis. She is interested in activism within the technology field due to her connection with the Cross Cultural Center. As someone with experience in coding, she is both frustrated and disappointed by the UWP website and hopes to see an updated version with a more appealing interface very soon.



"Be yourself. Never stop exploring"

Name: Steven Huynh
Age: 20
Work: Full-time student
Family: Mom, Dad, & two younger brothers
Location: Davis, CA

Personality



Goals

- Find UWP minor/English major requirements
- Find internship information
- Test out of UWP
- Prized writing information

Use Cases

- Steven recently found out that to complete his UWP minor he needs to take on an internship for academic credit. He visited the UWP website to find more information and had a hard time finding deadlines and determining which internships were applicable to him. Determined to complete this portion of his minor, he begins to navigate the website clicking on various links that take him to various pages that are unrelated. Finally, after a thorough search of the site he arrives at the Internships section where he finds out that if he wants more information, he will have to do more outside research.
- Steven is starting to feel more confident in his writing ability after a professor praises him for an exceptionally good essay. His professor also suggests that he enter one of the many writing competitions put on myDavis, and says the information should be on the UWP website. When Steven gets home he logs on and searches the UWP website for the contest information. However, he does not see any information about writing contests or deadlines. Searching through the tabs he sees Prized Writing and clicks on it. After being directed to a different page he learns that not only is this not the contest his professor mentioned, but he has also missed the deadline for this quarter. Dejected, he returns to the UWP website and searches for any other information. After searching for several minutes he gives up his search and emails his professor asking her for another website to look on since UWP didn't seem up to date.

Pain Points

- Couldn't find internship information
- Layout of website is confusing
- Certain topics not grouped together

Bio

Steven is an English major with a UWP minor who needs to complete requirements in order to get his degree. He will need to check the requirements and see which classes are needed and/or available for him to take. Steven also needs to check out internships and information about how to go about it. He will do so by going to the Academics tab and selecting the "Internships" link. There he finds information on internships that can be taken for credits, those which cannot, and deadlines that need to be met.

UCD Websites Used

- MyUCDavis.
- Schedule Builder
- Canvas

Favorite Websites:



Technical Proficiency

- Google Suite
- Microsoft Office
- Social media sites: Facebook, Snapchat



"Treat others how you want to be treated"

Name: Jess Johnson
Age: 38
Work: UWP Program Coordinator
Family: Married, Two Children
Location: Davis, CA

Personality



Goals

- Answer student questions about the UWP program with reference to the website.
- Manage and update content on the website.
- Keep up with current events within the apartment.

Use Cases

- Jess has recently been communicating with a prospective student about testing out of the Entry Level Writing requirement. To help the student out, she is tasked to search for ways that a student can do so. She hovers over the "Programs & Services" section on the navigation bar which reveals a drop-down menu with eight links. She clicks on the link to "Entry Level Writing" which takes her to the Entry Level Writing page in a new tab. She skims through the dense information on the landing page and finally finds a case where the student meets the requirement and relays that information to the student.
- Jess tries her best to keep up with what is going on in the UWP department. To inform herself, she decides to read a couple of updates on the UWP Website. On the UWP landing site, she takes a minute to find and click on a small hyperlink that reads "View all news and event features" under the image gallery at the center of the page. She is then directed to the "News Features/Events" page where she clicks the "Read More" button on the first update. She reads the update and clicks on the "News features" link below the navigation bar to return back to the previous page; however, the link is broken so she must click on the browser's "back button" to go back to the "News Features/Events" page where she can read more updates.

Pain Points

- The website does not look nice and is not up to date on UC Davis's Design aesthetics.
- Some information is outdated.
- Hard to navigate the website/information is hard to find.
- There is too much information on the website.

UCD Websites Used

- UWP Website
- Oasis
- Sisweb
- UC Davis Home Page

Favorite Websites



Technical Proficiency

- Proficient in...
 - Google Suite (Docs, Sheets, etc.)
 - Microsoft Office (Word, Excel, etc.)
 - Yahoo Mail
 - iOS

Bio

Jess has been working for UC Davis for a few months. Due to her job's role of communicating with students, she is a very patient person. She recently moved to the UWP department and is having difficulty finding information to answer students' questions due to requirements, internship opportunities, and faculty information being buried within the site's navigation system.



"Proof Reading is the heart of Editing."

Name: Laura Umbridge
Age: 40-68
Profession: Professor/ Educator

Personality



Goals

- Access policies and course descriptions
- Locate accurate faculty/staff contact information
- Access UWP requirements for students

Use Cases

- As a professor of English at the University of California, Davis, Laura Umbridge is attempting to help a student in her class identify if she can take her class based on the requirements. Laura knows that her class is in the upper division set and this student, being a sophomore, would have to have completed the lower division requirement or passed a placement test to be allowed in the class. Opening the UWP website she scrolls over academics, but doesn't see the requirement page listed. Frustrated she moves to Programs & Services, without any luck. In her last attempt she clicks on the Upper Division Composition Exam, even though this is not what she is looking for. After scanning the page for multiple minutes, she finds in small highlighted print, a link to the University Writing Requirements page for which she had been looking the whole time but was unable to access except through this one page.
- After grading the first round of essays she has assigned to her lower division English class, Laura notes that one of the students seem to struggle with structuring their essay. She decides it would be in the students best interest to get outside help with writing the next essay in order to bring up their grade. Anticipating this, she goes to the UWP website to find contact information on tutoring. After going through each tab on the website she is unable to find any link for tutoring or essay help services. Frustrated she digs through the website eventually clicking on Entry Level Writing, and finds at the very bottom of the page, information on essay help for her student.

Pain Points

- The website is not easy to navigate
- Course descriptions are not accurate
- Documents and forms are incorrect or outdated

UCD Websites Used

- Canvas
- UWP Website
- Library Website

Technical Proficiency

- Proficient In:
 - Microsoft Word, Excel, etc.
 - Google

Favorite Website



Bio

A professor with a Masters in English Literature, Laura currently resides as a lecturer at University of California Davis. She teaches a variety of courses in advanced composition, professional editing, writing, literature, and film studies. Laura enjoys watching TV and knitting in her free time. She often has to use the website to check for policies, requirements, faculty information, and course descriptions.

IV. Services Provided

This section provides an overview of our research process.

For 10 weeks, students of the UC Davis Winter Quarter Course— User Experience (UWP 110)— were tasked to redesign the UC Davis University Writing Program website. Our focus was on the desktop view of the site. The goals of the new design were to:

1. Update website design
 - Change the color scheme to match the popular UC Davis dark blue and yellow scheme.
 - Add the UC Davis background pattern/ banner located on several other popular UC Davis sites.
 - Make all text Proxima Nova (UC Davis typography).
 - Increase images on website
2. Change navigation bar titles
 - Decrease amount of text under navigation bar sections
 - Remove “Publications” and “Programs & Services” section.
 - Add “News”, “Resources”, and “Opportunities” sections.
 - Decrease amount of sections under dropdown menus.
3. Increase the success of the most popular user goals — class descriptions, minor requirements, internships, testing out of UWP, Entry Level Writing Exam, etc.
 - Increase the success of the most popular user goals — class descriptions, minor requirements, internships, testing out of UWP, Entry Level Writing Exam, etc.
 - Make content more student-friendly
 - Make hours of operation, location (map), and phone number more visible.

After determining our goals for the website, we began the actual design process by better understanding the users. We identified five *personas*—hypothetical users, for the website. Profiles of each persona can be found in section III of this document. Throughout our process, we regularly conducted user testing in order to ensure that we didn't introduce any new issues. User testing is one example of user research, which is the process of understanding a user's needs and behaviors. The tests revealed issues with the information architecture, alignment, grammar, and overall aesthetic. Participants in the tests noted that the website was visually unappealing. The current website lacks symmetry, imagery, and, furthermore, *uniformity* with other UC Davis websites. Our group decided that uniformity was important because users will be able to access information more quickly if they have an existing schema of the website's functionality. After visiting websites such as psychology.ucdavis.edu and

crossculturalcenter.ucdavis.edu, our group identified *signifiers* and *color schemes* that would be beneficial to the UWP website.

We soon recognized that each persona had different needs from the website, so we began constructing *task flows* and *wireframes* based on what each persona needed to access. Simply put, a task flow is a sequence of movements or actions that must be carried out in order to complete a particular task. For example, in order to access Safari from the homescreen, one must navigate to the bottom of the screen, where the “dock” is located, and left-click on the Safari icon. This is a very basic example of a task flow and it can be illustrated using either a diagram or an anecdote, as we did when completing our persona profiles. A wireframe, on the other hand, is a low-fidelity visual representation of a user interface, such as a web page. It is typically stripped of stylistic elements so one can focus on the functionality of a product rather than its aesthetic. Wireframes not only allowed us to rapidly iterate through potential layouts for the UWP website but they also helped us identify issues with the information architecture, or the organization of information on the website. Ultimately, we agreed upon seven wireframes, although we later added pages in order to demonstrate more *use cases*. In the next section, we will describe the decision-making process that led us to design these wireframes and include technical specifications for our final prototype.

V. Interaction Framework

This section provides an overview of the website design process.

An *interaction design framework* is “a collection of patterns that come together to solve a larger problem” (Hoekman). Additionally, the usage of a framework contextualizes information and provides a global view. Such frameworks, as defined by Donald Norman, include these main objectives: establish the user’s goal, formulate their intentions, identify specific actions of the interface, execute the action, perceive the system, interpret the system, and evaluate the system with respects to accomplishing the goal (Dix). Through this perspective, we have redesigned the UWP website through the lense of an *interactive design framework*.

Once the wicked problems of the current UWP website had been identified, we concluded that the structure of the website had to be changed to solve these problems. Many problems that were identified hindered users’ achieving their goals efficiently. We carefully observed interactions between the computer and users and identified which interactions to focus on such as color dynamics, menu location, frequency of use, and the language used in the website. From the information identified, we redesigned the UWP website to create a more efficient and proactive navigation path for users.

First, the current homepage of the UWP website is characterized as static and did not connect to our user base. To solve this issue, we implemented a more vibrant

color scheme that mirrored other official UC Davis websites to maintain consistency and bring the attention of the user to the overall cohesive image of the website. The homepage also includes a “News” and “Opportunities” section that keeps the user engaged in the homepage through interesting imagery and a live comment section. Additionally, we redesigned the main bar section of the homepage to a bold and more distinct design. By making the main bar with bold, dark text and white background, users are able to identify the location of the main bar and each differentiating section. In contrast to the main bar design, the “Search Bar” and “Quick Links” includes a grey background color of HEX: #CCD4DD that creates a shape users may click. This contrast makes each item more easily noticeable, an issue that was noted in the current UWP website’s search bar. Additionally, we kept a “Quick Links” to keep consistency with other official UC Davis websites, such as the Cross Cultural Center website, but relocated it to a more visible and accessible area to increase its usage. We also included the same header from other UC Davis websites to maintain consistency as well. The main bar of the homepage is separated into seven tabs: “Home”, “News”, “People”, “Academics”, “Resources”, “Opportunities”, and “Department” respectively. The “Home” tab directs back to the homepage, letting users easily navigate back to the default page of the UWP website if needed. Each tab also has a clickable button with a bold arrow pointing left and rectangular white background to guide users to the previous page they were on. The other six tabs are specifically designed to cater to certain subjects that relate back towards the topic they are filed under. This aspect is crucial in the interaction between users and our website design. The current UWP website has many inconsistent and irrelevant information filed under specific tabs, affecting user interactions. Thus, one of our main goals in our design is to correctly file information as correctly as possible to enhance the user’s experience.

To achieve such goals, each tab in the main bar includes information that relates to the topic it is filed under. Additionally, each page has been designed to cohesively relay information to the user. For example, the “News” tab has information regarding current, future, and past events. Within the page, there are two sections labeled “Upcoming Events” and “Past Events”. For “Upcoming Events”, each event is recorded on the website with appropriate titles, event information, and description. Alongside “Upcoming Events”, we incorporated “Past Events” with images of the event as references. This choice balances the page with imagery and the textual information of “Upcoming Events” and keeps users engaged. There is also a search bar labeled “Search Past Events” to easily help users find past information.

The “People” tab has information regarding all personnel related to the UWP website, which includes but not limited to “Faculty”, “Administration”, “Graduate Students”, and “Staff”. All such examples are correctly filed and labeled in a section

users interact with called “Filter Search”. To the right of the section, each person is organized with a facial image, name, and profession to aid users in personnel recognition. Additionally, if a user is attempting to locate information of a specific person, a search bar labeled “Search By Name” is incorporated to aid in such task.

The next tab, “Academics”, is one focal point of our redesign process. Many users’ goals involve information regarding their academic path or exams. As stated, an issue with the current UWP website is the misallocation of information, especially regarding academic information. In our design of the “Academics” tab, we added sections of “Courses”, “Exams”, “Internships”, and “Writing Requirements By College” to the left. The “Courses” section include “Prerequisites”, which involve courses that are needed to be taken as preparatory classes before registering for more advanced courses. The section then includes courses for each quarter of the academic year from fall quarter to summer sessions. In addition to the course description and information, the courses may expand to a more in-depth analysis of the course with its learning objectives, course outline, and grading criteria. To access such information, the user has the choice to click the course title or the “Details” button in each course description. The next section is labeled “Exams” that has various testing information in “Entry Level Writing”, “Upper Division Composition”, and “English Language Placement” examinations. This includes the necessary materials, date of exams, and information on how to test out of each exam. Next is the “Internships” section, which is implemented in the “Academics” tab because there are users, such as UWP minors, who are required to take internships as part of their academic requirements. In the section are various opportunities, such as the “Professional Writing” and “Writing Ambassadors” programs. Additionally, the final section in the page is “Writing Requirements By College”, organizing each independent UWP requirements of the four colleges of UC Davis.

The “Resources” tab includes important information that users have frequented on the current UWP website. Each of the various programming and resources are organized in yellow (HEX: #DAAA00) rectangular bars with bolded text identifying each bar. Each bar is able to initiate a drop down action through a “+” button, that expands more information underneath the yellow title bar. This allows a more organized page that will not overwhelm users with heavy textual information. It will also aid users in focusing on a specific resource they need compared to trying to locate it amongst a large body of text. This page layout involving individual yellow title bars with expandable information is also implemented in the “Opportunities” tab.

Lastly, the “Department” tab focuses on information involving the department such as contact information, the mission statement, and hours of operation and location. We also updated the social media information section to a more clickable and imagery based sector. These icons utilizes brand recognition and encourage users to connect to

the UWP department outside of the main website. The tab also includes a “Hours & Location” section that shows a Google map layout of where the UWP department is located and quick contact resources.

VI. Style Guide

The overarching issues with the old UWP website was the divergent *visual rhetoric* compared to other UC Davis web-design patterns. *Visual Rhetoric* is the means of communicating to an audience using visual language. Since the language of the UWP website had an inconsistent rhetoric, users would have to learn the new website system in order to perform similar tasks as they would on other UC Davis websites. To put into perspective how different the systems are, on the UC Davis main website users can easily find the “Quick Links” navigation section at the top of each page, within in the header section. Conversely, on the UWP website, the “Quick Links” section can only be found buried at the bottom of the site’s home page.

Learning a new visual language can be challenging and is inconvenient, and because there was no reason for a new system, we sought to homogenize UWP web-design patterns with other UC Davis sites. This way users could have an easier and more consistent experience when using the site. Here are some of the styles that we adopted from UC Davis web-design patterns:

Typography: We chose to use Proxima Nova for all text as this is the primary typeface used on the other modern UC Davis websites.

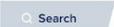
Colors: UC Davis web colors are UC Davis Blue (HEX: #002855), and UC Davis Gold (HEX: #DAAA00). Using patterns from other UC Davis websites, we used these principal colors to highlight and organize information on the page.

Formatting: Most of the UC Davis websites organize information using a foreground and background. As seen on the main UC Davis website, there is a receding, darker background with white information blocks distributed throughout each page. Compartmentalizing information into these white blocks creates a contrast between background and foreground which brings more attention to the information, and makes it easier to parse and group information on the website. Because this method of formatting is more effective than floating text on a white background — as seen on the current UWP site — we decided to adopt this formatting.

Additionally, we wanted to make the navigation system more consistent, so we grouped the “Search Bar” and the “Quick Links” section with the navigation bar. With this, users have only have to look at one section for all of their navigation goals.

VII. Screens and Elements

Based on the style and interaction specification discussed, displayed below are the unique page layouts and screen elements that we used to build the new website. The final pages can be seen in the interactive prototype that accompanies this document, and elements can be seen below.

HEADERS	Header	Subheader	Page Header	Event Label
		Subheader		
	Image Label			
				
BUTTONS	Type 1	Type 2	Expand	Collapse
				
	More	UWP Search	Quick Links	Back
				
	Like	Write	Exit	Subpage Search
				
NAVIGATION	Category	Active Category	Page	
				
BRANDING	UCD Logo	UWP Logo	Instagram Icon	Twitter Icon
				
	Email Icon			
				

VIII. Conclusion

In conclusion, in order to complete the task of redesigning the UWP website, we engaged in 10 weeks worth of research and testing to make sure that our new website addressed all the issues previously discussed.

The class presented us with the task of revamping the UWP site in order to give it a new layout that students could use with more ease. The old site had minor issues regarding the overall look, feel, and specifications of the site like the broken links. We had to look at the current website and find any problems that students and faculty run into.

We had various users take the survey that we provided for them in order to give us more perspective of who our actual audience is and what their levels of technological proficiency are. Identifying our audience was a crucial part of this project because we could see the direction we needed to go. Drawing out wireframes through the use of whiteboards and markers really allowed us to implement our creative designs without being limited by any technical proficiency. Working together, we set our ideas out on the table and were able to come up with a design that captured all of our design opinions.

Once we had our ideas set we started working with Adobe Illustrator and Adobe XD so we could get our newly designed website up and running and ready to be tested. Testing our prototypes with those that fit our personas allowed us to see what was wrong with our prototypes, and whether we missed anything that anyone would miss. We provided for them individual tasks that we felt really captured what it was that our personas would use the site for. Through this, we were able to gather our results and look back at our prototypes and continue working to improve them through testing and editing.

Looking to the future, we are interested in moving our project forward and completing all levels for prototyping. We would also like to explore the mobile view and functionality of the website.

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