

## **CptS 543 Early Data Gathering Report**

Geoffrey Thatcher

Sahil Shrivastava

Vincent Lombardi

Oluwafemi Ajeigbe

March 25th 2022

# Abstract

A large and growing body of literature shows that audience metrics exert a significant influence in many newsrooms around the world. A lot of journalists in the present era depend on audience metrics to evaluate the performance of their articles, but due to the lack of real world applications that allow journalists to evaluate their works and create a suitable portfolio regardless of the platform they were posted on, has been a constant obstacle. Our application aims to allow journalists to evaluate any of their published works via audience metrics while also enabling them to edit/create an auto-generated portfolio in an instant. The application may also be used by Lead Editors to perform Peer Reviews, through which they may allocate suitable resources among the authors.

# Design Project Focus and Research Questions

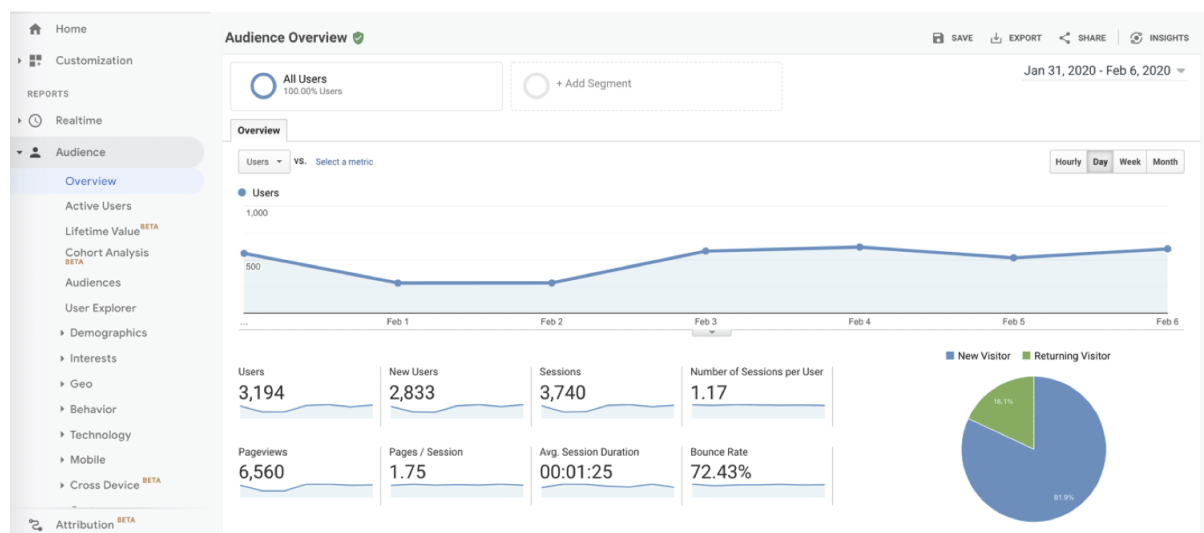
The Daily Evergreen is Washington State University's student newspaper. It covers a wide variety of topics and as such, it is difficult for student writers to understand the impact of their work. This is especially true if they are working on multiple articles across different issues. It also makes it difficult for them to find relevant articles for portfolios that are needed for their job applications. The main problem is that authors do not have easy access to metrics such as page views, engagement, and click-throughs.

Our goal is to create a data visualization and transformation app that can provide student authors with this information. A fully implemented version would likely require a database as well as a web server to host it on. The app will also need the ability to sort through metrics for each author and article type. One important feature will be that it will assist users in building a portfolio to help them with their journalism careers.

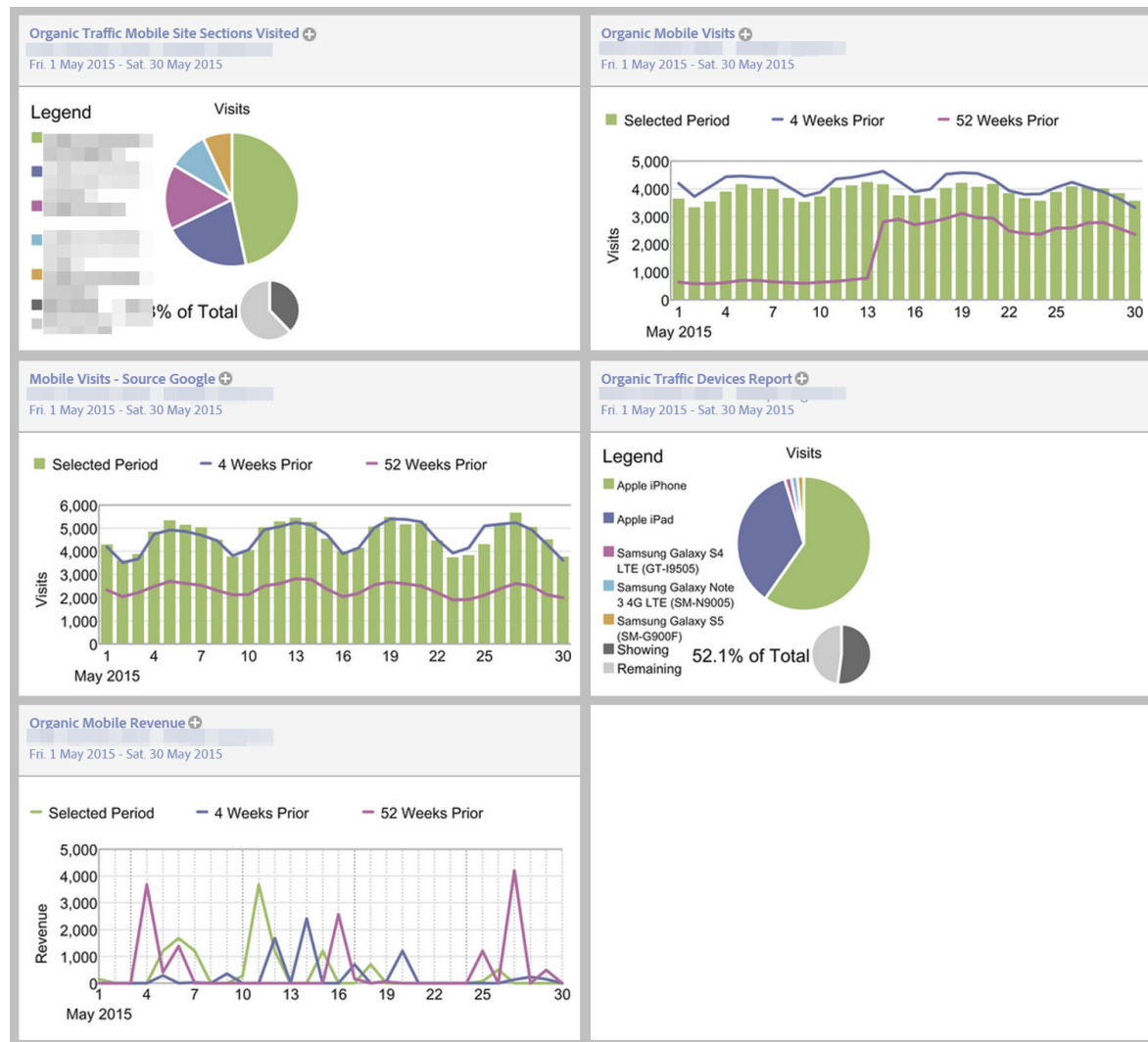
Our primary users will be college student journalists who will not have a ton of journalism experience. These students will be around for at most four years and will need to apply for more professional journalism jobs. Among other things, they will need examples of previous work for their job applications.

Editors and board members are our other two types of users. They will need access to a broad set of information that can tell them how well an article is doing. They will also need the information to assist with advertisements. Furthermore, it is important that they get information related to multiple authors. The biggest difference is that board members will only need a broad overview of the data while editors will need to be able to get into the weeds of it. Editors also tend to be the ones who supervise and train journalists and therefore will need easy access to information relevant to their subordinates.

Our application will be similar to a number of platforms. One of the most popular similar applications is Google Analytics. Compared to our platform Google analytics is more focused on the user audience and has many more tools. Google Analytics also offers predictive tools that our service will not have access to. By comparison, our application will be focused on helping college students as it will help track their metrics. Our application will also provide tools that will help student journalists create portfolios.



Adobe Analytics is another example of a similar platform. It is far more customizable than google analytics and therefore more customizable than our application. Our application will be far more focused and therefore will be more user-friendly and have less customization. Adobe Analytics in particular requires a high degree of technical skill to use which will not be the case with our application (Jali). Like Google Analytics, this site lacks a built-in portfolio function which differentiates it from our application.



Chartbeat is another news analytics platform and it is better at giving you information on the present. Google analytics is more geared towards analyzing historical trends. Our application will likely be a combination of both. We want to give editors a view of the present while still focusing on the past for the portfolio feature. Chartbeat also seems to be more geared/specialized towards media companies (Mulder). Chartbeat also focuses more on real time data.

Muck Rack is a common tool for portfolio building. It does not offer the same analytic support as our app but it does give users a database of articles that they have published. It also allows users to determine how

much a certain article has been cited. This application does track metrics but it is more aimed at public relations than our application.

### Key Questions

1. RQ1 What metrics are users looking for the most?
  - a. How should they be filtered?
2. RQ2 What does the evergreen currently use for this problem?
  - a. Specifically, what kind of applications?
3. RQ3 What kinds of tags are currently needed?
4. RQ4 Structurally do editors need to see all authors or is there only a subset?
5. RQ5 What kind of tools do writers currently use to assemble their portfolios?

## Participants

Participants for preliminary data gathering were found using a snowball search of people affiliated with The Daily Evergreen. When it became apparent the search would not generate enough participants, the snowball search was expanded to include journalists and educators. Two participants were or are affiliated with the Daily Evergreen, while the other two came from the broader Journalism community. Of these, two were student journalists (one at the Evergreen, one out of a medium sized university in the South), one participant was a former board member for the Evergreen and lastly one participant was a former journalist with professional experience.

All four of the participants were women in their 20s. This does raise some limitation concerns, however the daily evergreen staff is largely comprised of women, the larger professional journalism field is only 34 percent female (“The Daily Evergreen Staff,” n.d.; Steiner, 2017).

## Contextual Inquiry Sessions

*Participant 1* was interviewed over zoom. They were asked questions from appendix B as well as a few answer-specific follow-ups. Follow-up questions mainly where to elaborate on a few answers. Some of the biggest takeaways were that the profile system could be improved. Given that most of the authors are new, overall author metrics were less important as they were still improving. Article-specific metrics are more informative if the article is a good article. Important metrics are user clicks, time on page, bounce rate, how users are accessing the story. At least for their role they were unable to design articles. They did note that this problem is not true for everyone.

*Participant 2* was interviewed in their home. They were given the informed consent form and briefed about the topics that would be discussed so they could give said consent. Once signed, the interview followed a structured interview style using the questions listed in Appendix B. There were a few points where questions were not relevant and didn’t require a full response (as the participant was a board member, not journalist). When appropriate additional questions were asked to try and further understand

the user's unique experience. The big takeaway from this participant was the need for a monthly dash to provide a report for them to catch-up with the latest going on at the paper.

*Participant 3* was interviewed via zoom, the questions for their interview were taken from appendix B. They seem to have published their works on many different platforms, which causes them to use multiple analytical tools to figure out the metrics for each platform. Some Follow-up questions were also asked wherever further clarification might have been needed. The participant wished for a more robust system that could help them create portfolios without using much of their time. A big takeaway from this contextual inquiry was that they were more focused on the amount of time spent by the users reading the article rather than the total number of clicks/views an article had.

*Participant 4* was interviewed via zoom, and her questions were drawn from appendix B. She was also asked some answer-specific questions. The follow-up questions were to elaborate on the few answers she gave. The most important metric is the comments/readers' responses – highlighting that the stories matter more and evaluating her published articles by the comments and the readers' responses. Another big takeaway from the contextual inquiry for participant 4 is the portfolio component of our design – accentuating that creating a portfolio of her past work was not easy as she had to design a website by herself.

## **Common**

Given the wide range of users it was difficult to identify a specific pattern to their time of day. Editors usually had to wait on the journalists to write stories. Multiple interviewees expressed an interest in including article average time spent on writing an article. Some interviewees also wanted page views to be available as a metric. The editors typically waited for journalists to provide them with stories. The metrics that authors/editors wanted to use for evaluating articles varied widely. It seems the best course of action would simply be to provide a wide range of metrics. Most of the interviewees had to use multiple different applications throughout the course of their day.

Another common theme seemed to be frustration over creating portfolios. Most authors struggled with assembling notable articles. A few complained about not having metrics available or not having a good way to organize relevant articles.

## **Unique**

- Participant 1: Wanted to measure user clicks, time on page, bounce rate, how they are accessing the stories.
- Participant 2: Emphasized the need to summarize a months worth in data in an easy to access and read display
- Participant 3: Wanted to measure the importance of each article using the time spent by the users reading the articles, rather than the total clicks/views.
- Participant 4: Emphasized the need to measure the importance of each published article by the readers's responses and comments.

## ***Synthesis of Findings***

### ***Requirements***

***Table 1: Functional Requirements and Associated Usability Targets***

<b><i>Functional Requirements</i></b>	<b><i>Associated Usability (Targets)</i></b>	<b><i>Empirical Source/Rational</i></b>
Users must be able to modify custom tags for their articles.	Users must be able to modify (create or remove) custom tags from their articles in 30 seconds.	Based on our CIs, all the participants mentioned that custom tagging is an important feature. Being able to analyze trends and information from a broader perspective was important.
Users must be able to view all their articles for analysis.	Users must be able to navigate to the analytics page to view their articles in 5 seconds.	The participants suggested a way to view their published articles in terms of their most recent work to understand trends and information.
Users must be able to filter their works by metrics.	Users must be able to filter their articles by metrics in 10 seconds.	All participants heavily suggested that an easy way to group their published articles by metrics is very important—a way to filter articles by the most-viewed article, for example.
Users must be able to view the metrics of their published articles on a dashboard in real-time.	Users must navigate to the dashboard page to view their articles in real-time in 5 seconds.	Most of the participants cited that the real-time visualization of the readers' clicks, time spent reading an article, and bounce rates were important – a dashboard that the user can use to access all these metrics easily. Real-time visualization of the number of comments on the article was a vital metric for the fourth participant.
Users must be able to create a portfolio of their published articles.	Users must be able to create a portfolio of their published articles in 1 minute.	Based on our CIs, each of the participants suggested that an easy way to download their

		portfolio will go a long way in helping them apply for jobs. It seems an easy way to download their portfolio based on data from published articles that would help them with their job applications.
--	--	---

**Table 2: User Experience Requirements**

<i>User Experience Requirement</i>	<i>Empirical Source/Rational</i>
Users must rate the dashboard component of the website as a 9 or higher on a scale of 1-10 in terms of ease of use.	For participant 4, real-time visualization of the number of comments on her article was the important metric for her. Participants 1 and 3 mentioned that real-time visualization of the reader's clicks, time spent reading an article, bounce rates were important – a dashboard that can easily access all these metrics is important for a satisfying experience.
Users must rate the “portfolio creation” feature as a 9 or higher on a scale of 1-10 in terms of satisfaction.	For participants 3 and 4, an easy way to download their portfolio was the important metric; an easier way to get their portfolio in terms of their best performing metric.
Users must rate the filter function of the website as an 8 or higher in terms of ease of use.	Some of the users are interested in viewing their articles in terms of the date published (most recent) or in terms of the sections the articles belong to. The users mentioned that they would like to know which articles are doing well to understand which sections need more resources.
Users must rate the “customs tag” feature as a 9 or higher on a scale of 1-10.	All the participants talked about the importance of custom tagging. Understanding trends and information from a viewpoint was important for all the participants; the ease of sorting their articles by custom tags. Also, participant 3 talked about the need to analyze articles by sections – the custom tagging feature.

## Personas

### The Board Member / Faculty Advisor

#### Description



The Board Member persona refers to the members of the [Student Media Board](#) who are not students (see student leader persona). The non-student members of the Student Media Board are individuals from the community, faculty, and student organizations (ASWSU & GPSA). The board oversees financial, logistical, and long-range planning for The Daily Evergreen. The primary focus of board members is to review and advise the Evergreen editors.

### Goals

A data dashboard application helps board members advise and review by giving insight into the paper's operations. Everyone on the board has a day job or other responsibilities they must prioritize. The easier it is to see insights "at a glance" the better the advice and discussion on the next steps can be. Articles that are especially controversial can be of significant interest to the board who may not be involved with day-to-day operations but are still held accountable for the publications of the paper.

### Environment

Board members vary wildly in terms of background by design. The idea being each representative brings a different and unique perspective to the board. This means some participants are highly technical and proficient at identifying trends using software, while others need an application that is more user-friendly. The physical setting of board meetings is often virtual (since the start of the COVID-19 pandemic) or includes people calling in "conference call" style. From time-to-time board meetings will be in person. Often board members have access to a desktop or laptop computer and an internet connection. Meetings take place on the last Thursday of every month.

## **Student Leader / Editor**

### Description

The key student editors are also members of the Student Media Board. However, they differ from the "board member" persona in several ways: They are involved in day-to-day operations of the daily evergreen, they are students, they publish articles. This persona is unique in that it has characteristics of the other two personas. These peer leaders are not only focused on their own writing, like the author persona, but also need to help mentor and administer the other (junior) members of the staff.

### Goals

A data dashboard application helps the "student leader" persona accomplish its unique task of peer review. Without technological assistance, the student leader needs to read and reflect on all the articles of the staff members below them. By having a tool that gives them insights, the student leader can more efficiently allocate resources by understanding what articles performed well versus those that performed poorly.

### Environment

Since the student leader persona develops out of the author persona, the technical skillset of the persona is just as variable and is largely dependent on the individual's background. Unlike the other personas, the student leader is almost always in the Newsroom when working. As they don't write as much and often take stories that don't require fieldwork, student leaders are almost always plugged in with both a computer and an interconnection available.

## **Evergreen Author**

### Description

The author persona is the most common persona in the newsroom. Unlike the other two personas, the author persona is not a part of the administrative structure. Because of the lack of administrative responsibilities, this persona's focus is towards the self. An author's main focus is to produce new articles for the website and become better at the art of writing.

### Goals

A data dashboard application helps the user focus more on the composition of new articles by creating efficiencies in the reflection process. By utilizing data, the author can more readily understand the audience's engagement with the material without needing to have expansive technical knowledge. Any time saved to allow for better composition, interviewing, or fact-finding helps authors to focus on the words that are published while still improving from lessons learned in previous articles.

### Environment

Technical expertise is variable in newsroom settings, especially student newsrooms like The Daily Evergreen, because of the diverse skill set multi-disciplinary authors bring to the table. Just as a variable is the setting in which journalists find themselves. While the newsroom is the obvious location for a journalist, depending on the story, an author may find themselves in a range of conditions depending on their story. For example, if a story is focusing on wildlife an author may find themselves in a remote location, alternatively, a story on crime rates may find themselves located at a police station in a city. In most cases, the journalist will have access to a computer, but there will be times accessibility by mobile device may be needed.

## **Scenarios**

### Scenario 1 (Student Leader/Editor):

It's a Friday night in Pullman and the 'Student Leader/Editor' of Daily Evergreen, Sam wishes to finish her work of Peer Review for her fellow students before the weekend. Sam logs onto her Evergreen account using her unique WSU network ID and password. She then proceeds to search up the names of the authors to look for their most recent articles. For a particular article she finds the reception to be overwhelmingly positive, she takes note of the name of the author of the article and writes up a positive peer review for the student. She also chooses to allocate a suitable amount of time and training to the student.

She then searches for the name of another student and finds that the article has poor reception, she then opens up the article to have a quick read in order to figure out what must have gone wrong. After looking through and finding key issues with the article she writes a review to the author explaining what they could do to improve their performance. Then, she allocates the required amount of time and training to the author. Sam repeats this task till she is done with each and every author on her Peer Review list.

Sam is able to quickly wrap up her work thanks to the application that allowed her to quickly analyze and reflect on articles with the help of the metrics provided for every article. Sam proceeds to happily log out of the web application after having completed her work efficiently.

#### Scenario 2 (Evergreen Author):

It's the beginning of the Spring Semester in Pullman. John, who has just completed his course in journalism at Washington State University, now wants to create a suitable portfolio to start looking for a job in his field. John logs onto his Daily Evergreen account using his WSU network ID and password. John navigates to the 'Portfolio creation' tab of the application. He then clicks on the 'Create Portfolio' option on the tab which presents him with a preview of what his portfolio will look like.

After carefully going through the automatically generated portfolio, John notices that one of his articles which didn't do so well on the metric evaluation of the application but holds a significant role in his writing career is not included in the article. He then clicks on the option to 'Edit Portfolio' and removes the least popular article in his portfolio and replaces it with the one that holds much more importance to his writing career. He then proceeds to click on 'Save Portfolio' which saves the portfolio to his profile and then proceeds to download said portfolio. John then logs out of his Evergreen account.

John is happy to have easily created a portfolio without using much of his time so that he can have much more time applying for jobs instead.

#### Scenario 3 (Evergreen Boardmember):

The Student Media Board meets once a month to discuss how the papers overall direction should be handled and reflects on any issues or learnings that may have occurred since the previous meeting. Tyler sits on the board as a graduate student representing the interests of GPSA (Graduate and Professional Student Association). Tyler is an electrical engineering masters student who, between classes and research, doesn't have the luxury of time to read all the articles and keep up to date on the status of the paper.

To stay active and engaged in the paper's work, Tyler leverages a data dashboard to understand what the topics of interest over the last month were. A week before the next meeting Tyler uses the dashboard to analyze the top performing and least performing articles. The dashboard provides insights that allow him to focus on what is important so he doesn't have to commit more of his already limited time than is necessary.

# References

Staff. (n.d.). *The Daily Evergreen*. Retrieved March 25, 2022, from <https://dailyevergreen.com/staff/>

Steiner, L. (2017, February 27). *Gender and Journalism*. Oxford Research Encyclopedia of Communication. <https://doi.org/10.1093/acrefore/9780190228613.013.91>

“Analytics & Data Analysis Features List - analytics,” *Google*. [Online]. Available: <https://marketingplatform.google.com/about/analytics/features/>. [Accessed: 25-Mar-2022].

“Explore adobe analytics features,” *Adobe*. [Online]. Available: <https://business.adobe.com/in/products/analytics/adobe-analytics-features.html>. [Accessed: 25-Mar-2022].

“A window into your audience,” *Chartbeat*. [Online]. Available: <https://chartbeat.com/products/dashboards/>. [Accessed: 25-Mar-2022].

“Step by step google analytics tutorial for beginners (2022),” *FirstSiteGuide*, 03-Jan-2022. [Online]. Available: <https://firstsiteguide.com/google-analytics-for-wordpress/>. [Accessed: 25-Mar-2022].

M. Jalil, Muhammad Jalil / About Author More posts by Muhammad Jalil, and M. posts by M. Jalil, “Adobe Analytics vs. google analytics: A complete comparison,” *Lucrative*, 09-Mar-2022. [Online]. Available: <https://www.lucrative.ai/adobe-analytics-vs-google-analytics-comparison/>. [Accessed: 25-Mar-2022].

Alum, “Adobe Analytics Dashboard tutorial,” *Seer Interactive*, 22-Aug-2015. [Online]. Available: <https://www.seerinteractive.com/blog/adobe-analytics-dashboard-tutorial/>. [Accessed: 25-Mar-2022].

S. Mulder, “Chartbeat and Google Analytics premium now available at no additional cost,” *NPR*, 29-May-2012. [Online]. Available: <https://digitalservices.npr.org/post/chartbeat-and-google-analytics-premium-now-available-no-additional-cost>. [Accessed: 25-Mar-2022].

“Chartbeat vs Google Analytics: What are the differences?,” *StackShare*. [Online]. Available: <https://stackshare.io/stackups/chartbeat-vs-google-analytics>. [Accessed: 25-Mar-2022].

*Muck Rack*. [Online]. Available: <https://muckrack.com/>. [Accessed: 25-Mar-2022].



## Appendix A: Informed Consent

Included below are the signatures of the participants. If full forms are required, please reach out to team members.

negligence. I understand that I shall remain anonymous in all written and verbal reports of this study. If I am recorded, I agree to allow the designers to present to their instructor and classmates excerpts of any recordings taken during the study for educational purposes. I understand that I may request a copy of this form to keep.

Signature of individual participant

*Alicia Borth*

Date *3/22/22*

(If you cannot obtain satisfactory answers to your questions or have comments or complaints about your treatment in this activity, please contact Professor Christopher Hundhausen, Washington State University, 509-335-4590 or hundhaus@wsu.edu.)

## Informed Consent Agreement to Participate In Contextual Inquiry

Vincent Lombardi  
Sahil Shrivastava  
Geoffrey Thatcher  
Oluwafemi Ajeigbe

School of Electrical Engineering and Computer Science  
Washington State University

Description of Study: I understand that I, Emma Ledbetter have been asked to participate in a contextual inquiry to inform the design of a new software application being created as part of the above persons' (henceforth, "the designers") course project for CptS 443/543 at Washington State University. My participation in this activity will help the designers to better understand the needs of prospective users of the software. I have been asked to spend about 30-45 minutes participating in this test. This will involve my engaging in an informal interview while the designers observe, ask questions, and take notes.

Risks and Benefits Expected: The contextual inquiry will not do me any harm. It is not expected to help me directly. The results may help inform the design of the designers' software.

Confidentiality: I understand that any information about me that is obtained from this contextual inquiry, including what I say, will be confidential. My real name will be kept in a locked file and only the researchers will have access to it. Only my code name will be associated with data collected on me. Reports and presentations involving those data will not use my real name and will not present other data that could be used to identify me. Any recordings made within this contextual inquiry will be destroyed within two years.

Right to Refuse or End Participation: I understand that I may refuse to participate in this study or stop participating at any time.

Certification: I certify that I have read and that I understand the foregoing, that I have been given satisfactory answers to my inquiries concerning this contextual inquiry, and that I have been advised that I am free to withdraw my consent and to discontinue participation in the project or activity at any time.

I herewith give my consent to participate in this activity with the understanding that such consent does not waive any of my legal rights, nor does it release the researchers or any agent thereof from liability for negligence. I understand that I shall remain anonymous in all written and verbal reports of this study. If I am recorded, I agree to allow the designers to present to their instructor and classmates excerpts of any recordings taken during the study for educational purposes. I understand that I may request a copy of this form to keep.

*Emma Ledbetter*

3/22/2022

---

Signature of individual participant

Date

(If you cannot obtain satisfactory answers to your questions or have comments or complaints about your treatment in this activity, please contact Professor Christopher Hundhausen, Washington State University, 509-335-4590 or hundhaus@wsu.edu.)

## Informed Consent Agreement to Participate In Contextual Inquiry

Vincent Lombardi  
Sahil Shrivastava  
Geoffrey Thatcher  
Oluwafemi Ajeigbe

School of Electrical Engineering and Computer Science  
Washington State University

**Description of Study:** I understand that I, Beatriz Caldas have been asked to participate in a contextual inquiry to inform the design of a new software application being created as part of the above persons' (henceforth, "the designers") course project for CptS 443/543 at Washington State University. My participation in this activity will help the designers to better understand the needs of prospective users of the software. I have been asked to spend about 30-45 minutes participating in this test. This will involve my engaging in an informal **interview** while the designers observe, ask questions, and take notes.

**Risks and Benefits Expected:** The contextual inquiry will not do me any harm. It is not expected to help me directly. The results may help inform the design of the designers' software.

**Confidentiality:** I understand that any information about me that is obtained from this contextual inquiry, including what I say, will be confidential. My real name will be kept in a locked file and only the researchers will have access to it. Only my code name will be associated with data collected on me. Reports and presentations involving those data will not use my real name and will not present other data that could be used to identify me. Any recordings made within this contextual inquiry will be destroyed within two years.

**Right to Refuse or End Participation:** I understand that I may refuse to participate in this study or stop participating at any time.

**Certification:** I certify that I have read and that I understand the foregoing, that I have been given satisfactory answers to my inquiries concerning this contextual inquiry, and that I have been advised that I am free to withdraw my consent and to discontinue participation in the project or activity at any time. I herewith give my consent to participate in this activity with the understanding that such consent does not waive any of my legal rights, nor does it release the researchers or any agent thereof from liability for negligence. I understand that I shall remain anonymous in all written and verbal reports of this study. If I am recorded, I agree to allow the designers to present to their instructor and classmates excerpts of any recordings taken during the study for educational purposes. I understand that I may request a copy of this form to keep.

**Signature of individual participant:** Beatriz Caldas

**Date:** 03/24/2022

(If you cannot obtain satisfactory answers to your questions or have comments or complaints about your treatment in this activity, please contact Professor Christopher Hundhausen, Washington State University, 509-335-4590 or hundhaus@wsu.edu.)



Informed Consent Agreement to Participate In  
Contextual Inquiry

Vincent Lombardi

Sahil Shrivastava

Geoffrey Thatcher

Oluwafemi Ajeigbe

School of Electrical Engineering and Computer Science  
Washington State University

Description of Study: I understand that I, Robin Robinson have been asked to participate in a contextual inquiry to inform the design of a new software application being created as part of the above persons' (henceforth, "the designers") course project for CptS 443/543 at Washington State University. My participation in this activity will help the designers to better understand the needs of prospective users of the software. I have been asked to spend about 30-45 minutes participating in this test. This will involve my engaging in an informal interview while the designers observe, ask questions, and take notes.

Risks and Benefits Expected: The contextual inquiry will not do me any harm. It is not expected to help me directly. The results may help inform you of the design of the designers' software.

Confidentiality: I understand that any information about me that is obtained from this contextual inquiry, including what I say, will be confidential. My real name will be kept in a locked file and only the researchers will have access to it. Only my code name will be associated with data collected on me. Reports and presentations involving those data will not use my real name and will not present other data that could be used to identify me. Any recordings made within this contextual inquiry will be destroyed within two years.

Right to Refuse or End Participation: I understand that I may refuse to participate in this study or stop participating at any time.

Certification: I certify that I have read and that I understand the foregoing, that I have been given satisfactory answers to my inquiries concerning this contextual inquiry, and that I have been advised that I am free to withdraw my consent and to discontinue participation in the project or activity at any time.

I herewith give my consent to participate in this activity with the understanding that such consent does not waive any of my legal rights, nor does it release the researchers or any agent thereof from liability for negligence. I understand that I shall remain anonymous in all written and verbal reports of this study. If I am recorded, I agree to allow the designers to present to their instructor and classmates excerpts of any recordings taken during the study for educational purposes. I understand that I may request a copy of this form to keep.

Signature of individual participant

Date 3/24/2022

Robin Renee Robinson

(If you cannot obtain satisfactory answers to your questions or have comments or complaints about your treatment in this activity, please contact Professor Christopher Hundhausen, Washington State University, 509-335-4590 or [hundhaus@wsu.edu](mailto:hundhaus@wsu.edu).)

# Appendix B: Raw Data

## **Semi-Structured interview questions:**

### Background

What is your name and role in the newsroom?

What does your day-to-day look like?

How often do you reflect or review your work (after it has been published)?

How computer savvy are you?

How often do you use metrics or analytics in your role?

What (if any) tools do you use to evaluate articles?

Do you use any metric or analytical tools?

### Metrics focus

What are some of the key metrics you are interested in?

How often do you use metrics to gain insight?

Do you look at metrics more on a per-article basis, or multiple articles at once.

How do you compare two articles?

What are key tasks or workflows that you'd use metrics for?

If you could measure anything about article or author performance, what would it be?

### Dashboard

Do you find yourself caring about data about authors more than articles?

Do you look for metrics for specific topics or types of articles?

What would be the data you would want “bookmarked” to see everyday

### Portfolio

How do you evaluate your own articles?

How do you maintain your portfolio currently (website, clippings, word doc....)?

How do you decide which articles or work is more worthy of presentation than other work?

What do you feel could be enhanced in a portfolio to help you apply for a career in the journalism field?

**Participant 1:**

Background

What does your day-to-day look like?

- Communicate/reach out to reporters
  - Slack is used for this
  - Sometimes meet with reporters
- Wait for reporters to get stories in.
- Usually, they edit the story on google docs
- Airtable is used to manage reporters.
  - Tracks different sections
  - Tracks different stories
- They also tend to train reporters.

How often do you reflect or review your work (after it has been published)?

- Often

How computer savvy are you?

- Semi

How often do you use metrics or analytics in your role?

- They do not use metrics or analytics very often.
- Other editors use metrics more.
- Google analytics is one of the main applications they use for this.

What (if any) tools do you use to evaluate articles?

- Google docs
- Grammarly used by reporters
- Evergreen website gets articles out to the public

Do you use any metric or analytical tools?

- Google analytics.
- Wordpress website
- Snow Analytics next to nothing functionality

- Maybe facebook and twitter.

### Metrics focus

What are some of the key metrics you are interested in?

- Pageviews
- Bounce rate
- How users get to a story

How often do you use metrics to gain insight?

- Not often as they do not get to design stories as a news editor.
  - This means that they do not have complete control of what they are writing about.
  - In other words they do not make the news.

Do you look at metrics more on a per-article basis, or multiple articles at once.

- Per article basis.

How do you compare two articles?

- Not in the sense of metrics.

What are key tasks or workflows that you'd use metrics for?

- unknown

If you could measure anything about article or author performance, what would it be?

- Demographics of readers.
  - Two distinct groups of readers.
    - Adults
    - Students
- Age demographics would be nice.

### Dashboard

Do you find yourself caring about data about authors more than articles?

- No reporters have a wide range of skill sets which means metrics can vary.

- Student authors also usually have to develop their skill sets.
- Therefore a recent article that is well written gives more information than normal author metrics.

Do you look for metrics for specific topics or types of articles?

- Metrics for hot topics
  - crime
  - covid
- Are they still relevant/are people still interested in this type of news.

What would be the data you would want “bookmarked” to see everyday

- User clicks
- Time on page
- Bounce rate
- How they are accessing the story

## Portfolio

How do you evaluate your own articles?

- Get opinion from senior editors
- Get opinion from professors
- At present they use metrics

How do you maintain your portfolio currently (website, clippings, word doc....)?

- Staff profiles store stories
- Muckrack holds everything you have written
- Evergreen website exports articles as pdf

How do you decide which articles or work is more worthy of presentation than other work?

- Depends on the job.
  - Topic based
  - Most recent
- Gave an example of picking related articles when applying for a journalist position related to scientific research.

What do you feel could be enhanced in a portfolio to help you apply for a career in the journalism field?

- NA

### **Participant 3:**

#### Background

What does your day-to-day look like?

- Quote of the day for the newsletter
- Wait till afternoon for any new developments
- Promote upcoming stories
- Post polls on twitter for audience response

How often do you reflect or review your work (after it has been published)?

Everytime

How computer-savvy are you?

Very savvy

How often do you use metrics or analytics in your role?

Very often

What (if any) tools do you use to evaluate articles?

Not really

Do you use any metric or analytical tools?

Twitter Analytics, SNL

#### Metrics focus

What are some of the key metrics you are interested in?

FB analytics, audience engagement, Read time of article

How often do you use metrics to gain insight?

Every week

Do you look at metrics more on a per-article basis, or multiple articles at once.

Per article

How do you compare two articles?

On the basis of the author's experience and how the overall audience response is to the article.

What are key tasks or workflows that you'd use metrics for?

To see our content engagement

If you could measure anything about the article or author's performance, what would it be?  
How long people stayed on the article (reading time)

### Dashboard

Do you find yourself caring about data about authors more than articles?  
Yes

Do you look for metrics for specific topics or types of articles?  
Yes

What would be the data you would want "bookmarked" to see every day  
Reading time of each article

### Portfolio

How do you evaluate your own articles?  
She doesn't

How do you maintain your portfolio currently (website, clippings, word doc....)?  
Websites

How do you decide which articles or work is more worthy of presentation than other work?  
She researches the audience response and examines how the article was written.

What do you feel could be enhanced in a portfolio to help you apply for a career in the journalism field?  
She wants the portfolio to be much more organized.

## **Participant 4:**

### Background

What does your day-to-day look like?

- Set up meetings with other editors.
- Attending interviews with sources.
- Write articles.
- Sending emails of article drafts to other editors.

How often do you reflect or review your work (after it has been published)?

- Not very Often

How computer-savvy are you?

- Very Savvy

How often do you use metrics or analytics in your role?

- She did not use any.

What (if any) tools do you use to evaluate articles?

- They use a website to get their articles out.

Do you use any metric or analytical tools?

- No.

### Metrics focus

What are some of the key metrics you are interested in?

- The reader's comments/responses.

How often do you use metrics to gain insight?

- Never

Do you look at metrics more on a per-article basis, or multiple articles at once.

- Per article based.

How do you compare two articles?

- Unknown

What are key tasks or workflows that you'd use metrics for?

- Unknown

If you could measure anything about the article or author's performance, what would it be?

- Participant 4 is more interested in the stories than the performance.

### Dashboard

Do you find yourself caring about data about authors more than articles?

- No, she said that the stories mattered more than the data.

Do you look for metrics for specific topics or types of articles?

What would be the data you would want "bookmarked" to see every day

### Portfolio

How do you evaluate your own articles?

- 

How do you maintain your portfolio currently (website, clippings, word doc....)?

- The participant had to design her website to maintain her portfolio.

How do you decide which articles or work is more worthy of presentation than other work?

- The amount of work that was put into it.
- The importance of the sources interviewed.

What do you feel could be enhanced in a portfolio to help you apply for a career in the journalism field?

- An easier way to collect a portfolio.