

# CU Homepage Redesign

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# Executive Summary

In the ever-evolving digital landscape, a user-friendly and informative website is a pivotal asset for institutions like CU Boulder, particularly in attracting and retaining students, faculty, and collaborators. However, CU Boulder's homepage faces challenges in providing consistent, easily accessible information, as well as a cluttered layout.

The CU Homepage Redesign project, a collaborative effort between a dedicated student team and key stakeholders Erin Frazier, Chris Panetta, and Nicole Waldrip, is committed to enhancing the CU Boulder website user experience. The project aims to refine web page design, optimize navigation, and ensure content relevance and accessibility. It is designed to align with stakeholders' goals for migrating the 1,000+ websites by leveraging stakeholder input, user feedback, and best practices in web design.

This project employed a strategic approach, utilizing a blend of Likert-scale and multiple-choice questions in surveys to comprehensively assess user satisfaction and ease of navigation. The team was able to gather valuable feedback from CU Boulder students, providing crucial insights into user preferences and weaknesses. Additionally, comparative analysis on leading universities like Princeton, University of Alabama, and Alabama State University highlighted best practices in navigation, content placement, and campus representation, guiding recommendations for enhancing CU Boulder's website.

Recommendations include:

- Overhauling the navigation bar for clarity and ease of use.
- Revising page content to reflect user needs.
- Improving access to essential features.
- Evaluating campus representation.

Additionally, incorporating user customization features and initiating outreach to local high schools and CU Boulder departments are suggested for future endeavors. A low-fidelity prototype illustrates proposed enhancements, envisioning a more user-friendly and informative CU website. Future teams are encouraged to maximize stakeholder engagement, leverage personal contacts, streamline survey distribution, and incorporate focus groups for meaningful community engagement.

By implementing these recommendations, CU Boulder can create a more welcoming and user-friendly digital platform, fostering engagement and satisfaction among students, faculty, staff, and visitors.

# Introduction

In today's digital world, a user-friendly and informative website is a cornerstone for any institution, especially a leading R1 university like CU Boulder. R1 schools, recognized for their top-tier research activity, leverage their online presence to attract and retain students, faculty, and collaborators alike. A well-designed university homepage acts as a digital hub, welcoming prospective students and showcasing what the university offers.

CU Boulder's homepage can be found at the url [ [www.colorado.edu](http://www.colorado.edu) ]. This central online portal serves as the gateway to everything CU Boulder offers. Prospective students can explore a vast array of academic programs, from pioneering research initiatives to practical undergraduate fields. The homepage also provides a glimpse into dynamic campus life, highlighting exciting events, cultural offerings, and student support services. For current students, the homepage acts as a central resource, offering access to administrative tools, academic resources, and information about student life.

## Key Issues

As students, our team has utilized the CU Boulder homepage many times, for tasks such as looking up degree requirements, tuition information, club information, and more. As users, we've observed that the homepage is difficult to utilize in the following ways.

As it stands, the homepage has three main sections: Student Resources & Highlights, CU Boulder Today News, and Campus Events. These sections regularly cycle content throughout the

year, depending on upcoming events and recent publications. Temporary sections can be added between these main sections to accommodate further content, such as news about the recent chancellor search.

While this constant shift in content may be seen as an asset due to its flexibility, in practice it can lead to a lack of consistency, as the homepage never looks the same each time a user visits. Because the website is continually switching topics, it also is continually switching audiences, which may cause students and faculty alike to struggle with developing an intuition for what information can be found where.

Additionally, we observed that as a whole, information is rarely consolidated in one place on the CU website. There are separate pages, and sometimes even separate website domains, for class scheduling, degrees offered, application information, and so on. These pages are not clearly labeled on the homepage, instead all shoved into a multi-sectioned menu bar with little thought put into organization. Clicking one section of the menu, such as About, opens a long list of hyperlinks, which serves to overwhelm the user. Additionally, the menu bar doesn't scroll with the screen, making it very easy for users to lose it altogether, stranding them on the homepage until they scroll back up to the top of the page.

The main issues we recognized with the CU Boulder homepage are a lack of immediately relevant content for the average user, difficulty in locating desired information using the menu bar, and a cluttered and inconsistent visual style. Our goal with this report is to further analyze these issues, primarily via survey feedback and comparative analysis, and to then provide recommendations on how to improve the homepage in the future.

# Background

This project was initiated to elevate the user experience of the CU Boulder homepage, with a particular focus on catering to incoming students and the wider student body. The project's objectives include refining the webpage, optimizing navigation, and ensuring content relevance and accessibility for its intended audience.

Our team is made up of Kira Velez, the project manager; Solus, the lead survey representative; and Evan, the market researcher. Together, they collaborate on conducting user experience research and data analysis, using various research methods to gather insights, refine strategies, and propose actionable recommendations. Key stakeholders, such as Erin Frazier, are instrumental in facilitating project progress and ensuring success by clarifying procedures and communication channels.

Challenges arose throughout the project's progression, including limitations in marketing surveys to specific colleges within CU Boulder and high schools, and difficulties generating interest in focus groups. However, the team's adaptive strategies and collaborative problem-solving approach enabled them to persevere and continue advancing toward their goals.

The overarching goal of the CU Homepage Redesign project is to create a central webpage that effectively addresses the needs of students, faculty, staff, and visitors. By leveraging stakeholder input, user feedback, and best practices in web design, the project seeks to enhance the university's online presence, foster engagement, and contribute to a positive user experience for the CU Boulder community, demonstrating our commitment to their satisfaction.

# Stakeholders

The selection of Erin Frazier, Chris Panetta, and Nicole Waldrip as critical stakeholders for the CU Homepage Redesign project was based on their deep understanding of CU Boulder's strategic objectives and their expertise in web page design and user experience. As part of the Strategic Relations and Communications team, they play integral roles in advancing CU Boulder's mission, vision, and reputation through strategic communication and marketing initiatives. Their commitment to delivering practical, usable information aligns with our goal of enhancing the user experience on the university's main webpage.

Erin Frazier, the Assistant Vice Chancellor of Constituent Engagement within the Strategic Relations and Communications team, oversees the project, ensuring alignment with CU Boulder's strategic direction. She provided invaluable insights on navigating CU Boulder processes and was readily available for meetings to discuss challenges, such as limited resources for reaching high school students. Erin also suggested ideas for incentivizing the student body to participate in the survey, contributing to our outreach strategies, and enhancing engagement.

Chris Panetta, the Brand Research Program Director, contributed by overseeing survey development and distribution. He was consistently available to address any questions regarding survey formation, ensuring its neutrality and effectiveness. Chris also guided marketing posts to optimize feedback collection and enhance the survey's reach among students.

Nicole Waldrip, the Associate Director of UX Strategy and Design, guided optimizing the online presence and leveraging data insights from Google Analytics. She provided valuable

Google Analytics data highlights, which informed the project team's research and decision-making processes and led to improvements in survey formatting and content.

Through collaboration with these stakeholders, the CU Homepage Redesign project not only gained valuable insights, guidance, and resources, but also the key to its success. Their contributions were instrumental in ensuring the project's alignment with university goals and objectives, and have made a significant difference in progressing the project's goals and initiatives.

To see a summary of the stakeholders referenced in this report and their contributions to this project, please refer to Appendix A: Stakeholders.

## Methods

Our strategy for evaluating the CU's Home webpage focuses on engaging key demographics—prospective students, current students, and faculty members—through a strategically crafted survey. This survey blends Likert-scale and multiple-choice questions to assess user satisfaction and ease of navigation of the CU Boulder homepage, minimizing the reliance on open-ended questions to ensure smoother participation and straightforward analysis. The survey's design, emphasizing clarity and consistency in question design, aims to minimize bias and ensure feedback is directly comparable across different user groups, moving beyond binary options to capture the nuanced perspectives of our users.

To develop our survey questions, we took advantage of Google Analytics data provided by our stakeholders. This data included features such as the number of views and users various pages on the CU Boulder website had received over the past year. We were able to use this

particular feature to develop the question “What information do you most often visit the website to find?”, which aims to pinpoint what types of information should be prioritized on the homepage displays. To see all survey questions, please refer to Appendix B: Survey Questions.

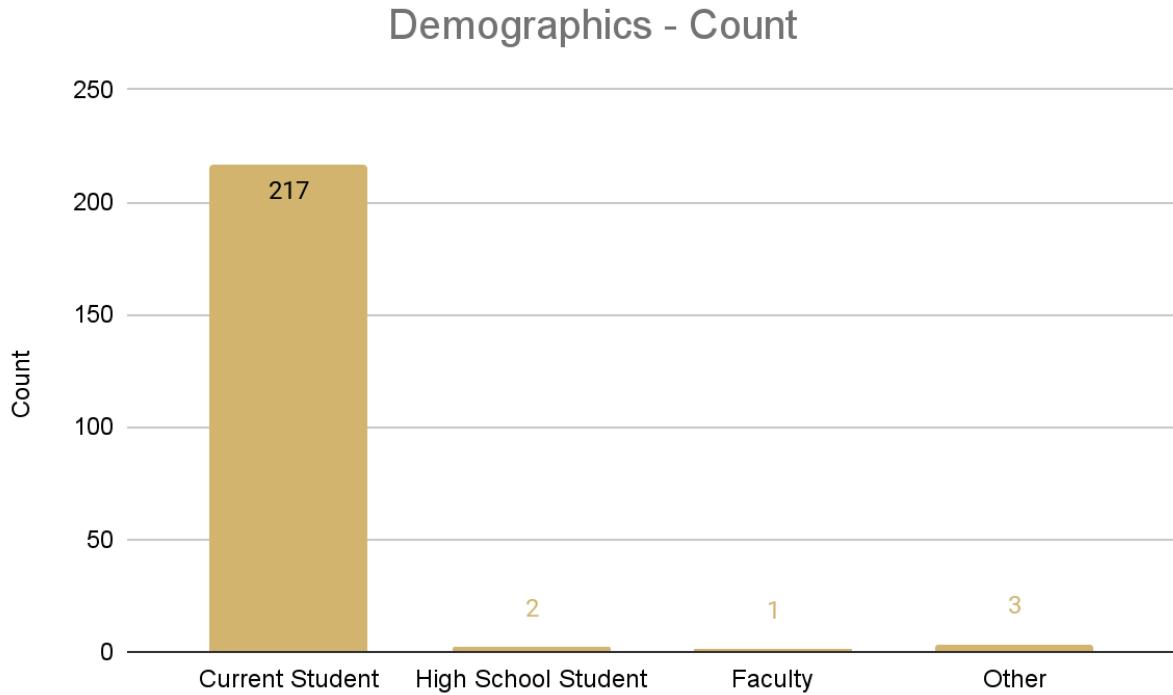
As with any survey, it’s important to acknowledge the biases present in our data. Our primary methods of survey distribution included reaching out to CU Boulder faculty, as well as submitting advertisements through channels such as CU Today and CU Engineering News. Though we contacted a variety of faculty from different departments and colleges within CU Boulder, the majority that ultimately assisted us with survey outreach came from the Computer Science (CSCI) department. Though we believe that our advertisements through common CU Boulder newsletters and sites may have mitigated it slightly, it should be acknowledged that there is likely bias towards CSCI-aligned students and faculty in our data.

Additionally, though we wanted to consider the opinions of prospective students in our analysis, we struggled greatly with outreach to local high schools. Similarly, we struggled to get survey responses from current CU Boulder faculty. As such, our data is extremely biased towards current CU Boulder students over prospective students and faculty, to the point where we feel that far more work would be required before we could consider the latter demographics properly represented. As such, we will be making our analyses with all potential audiences of the CU Boulder website in mind, but acknowledging that our data only provides significant insight into the views of current students.

# Survey Data Analysis

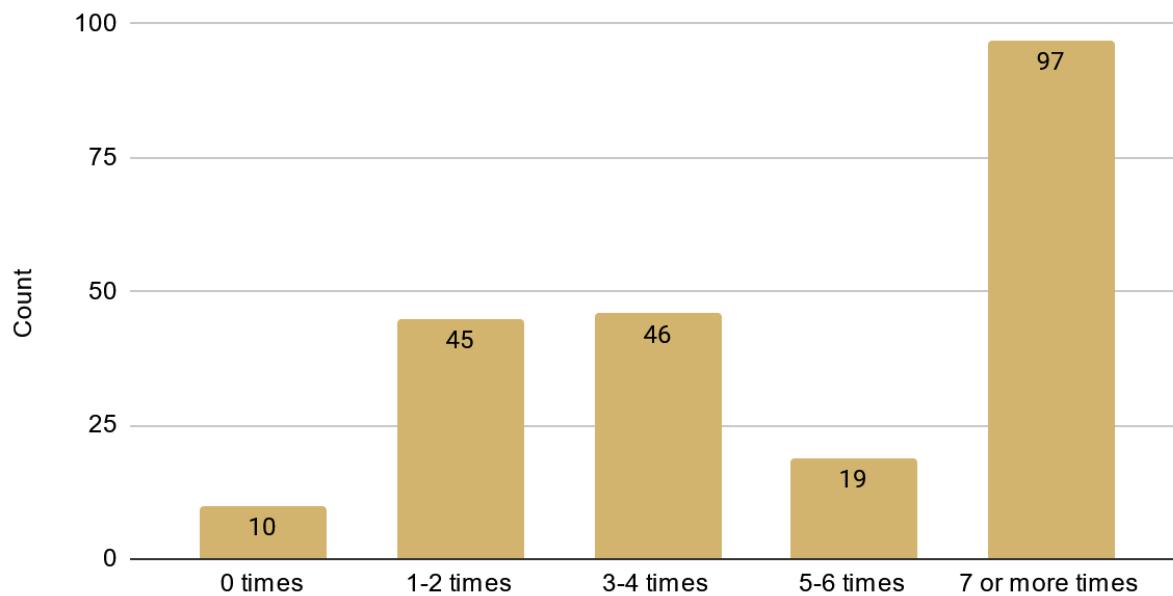
## Quantitative Data Analysis

Overall, we received 223 responses to our survey before it closed. Out of these responses, 217 of them were from current CU Boulder students, 2 were from high school students, 1 was from faculty, and 3 were none of these.



Since our data is overwhelmingly majority CU Boulder students, our analysis and graphics from this point forward will only utilize the 217 responses that we received from students.

In the last year, how frequently have you visited CU Boulder's webpage (specifically, [www.colorado.edu](http://www.colorado.edu))?

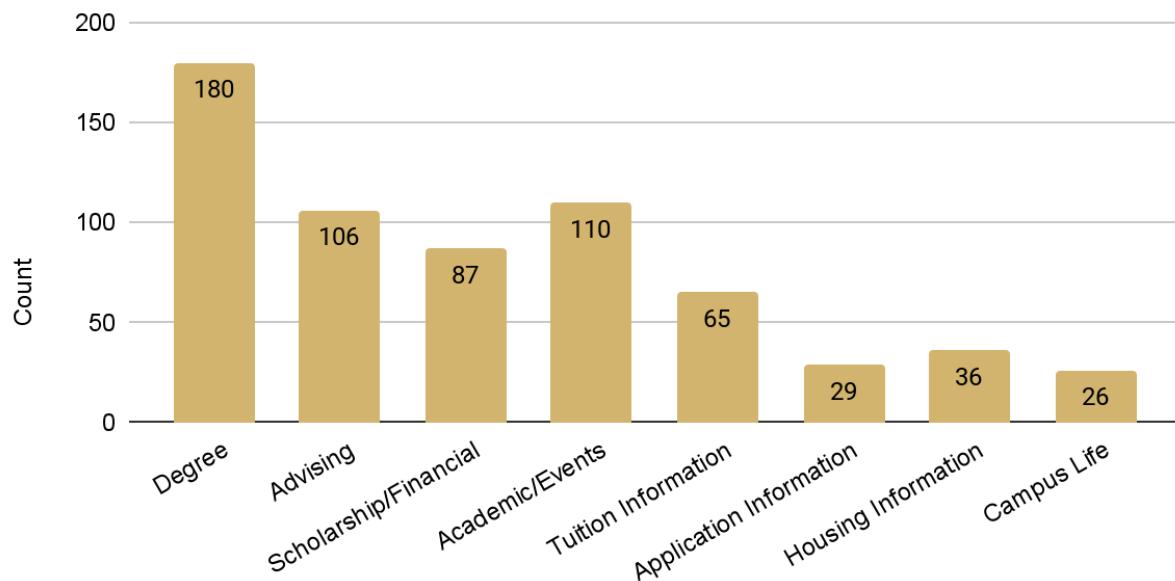


As seen above, out of our 217 student respondents, 97 (45%) visit the CU Boulder homepage 7 or more times a year, and 116 (53%) visit the homepage 5 or more times a year. This shows that enough of our survey takers visit the CU Boulder homepage often enough to have informed opinions on the state of the site.

To get a feel for what students come to the CU Boulder homepage for, we asked both what information they come to the site to find, as well as what features on the homepage they find most helpful. The results of these questions can be seen below.

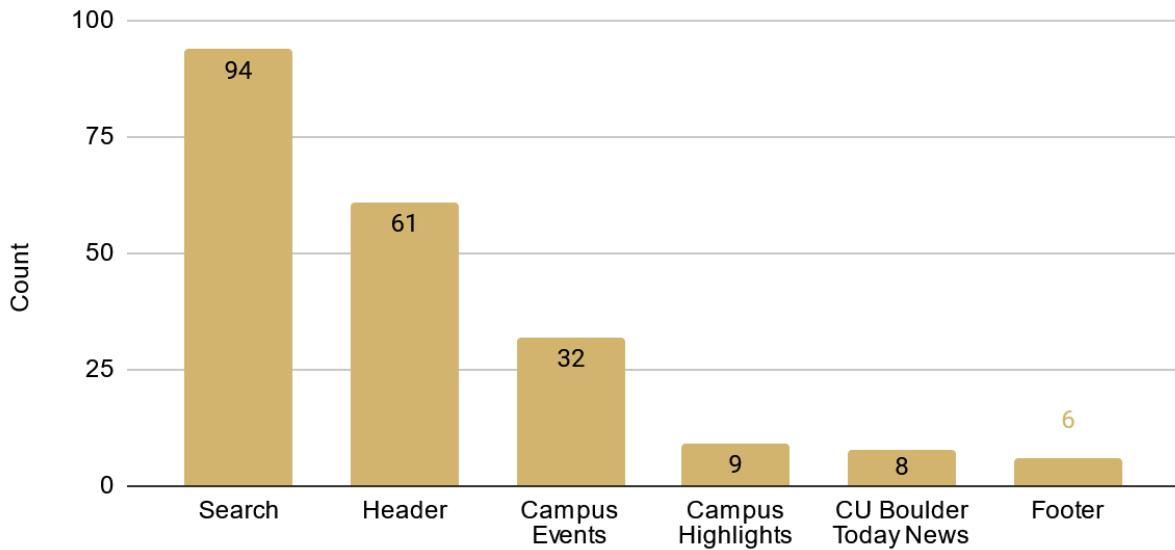
## What Information do you most often visit the website to find?

(Excluding Low-Count Responses)



## Are there any features or sections you find particularly helpful on the school website home page?

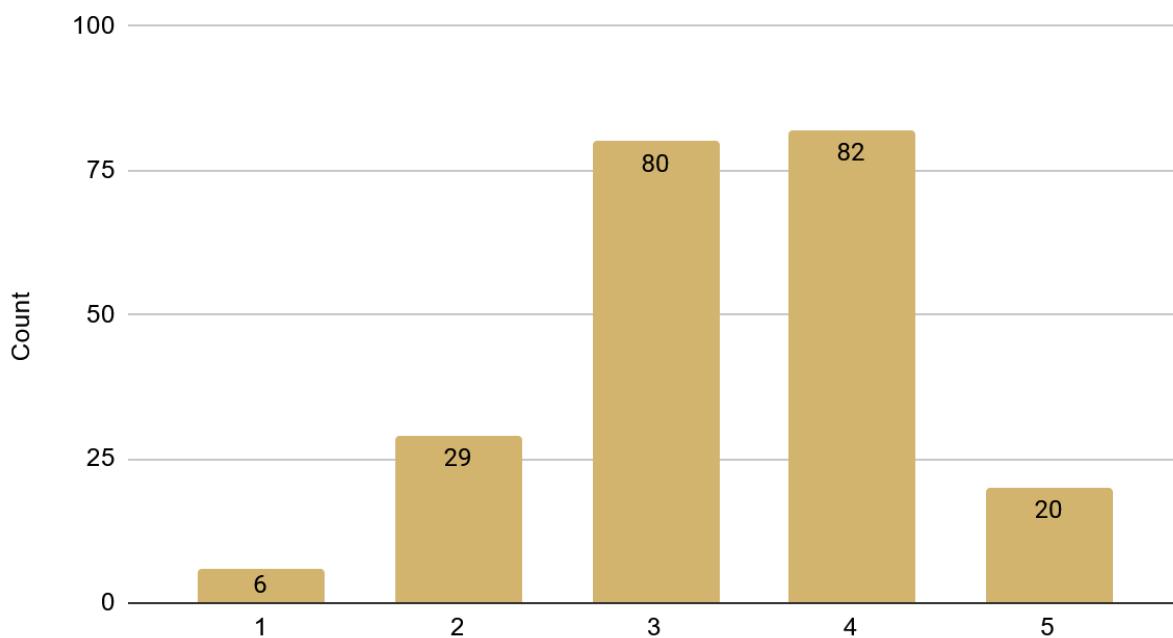
(Excluding Low-Count Responses)



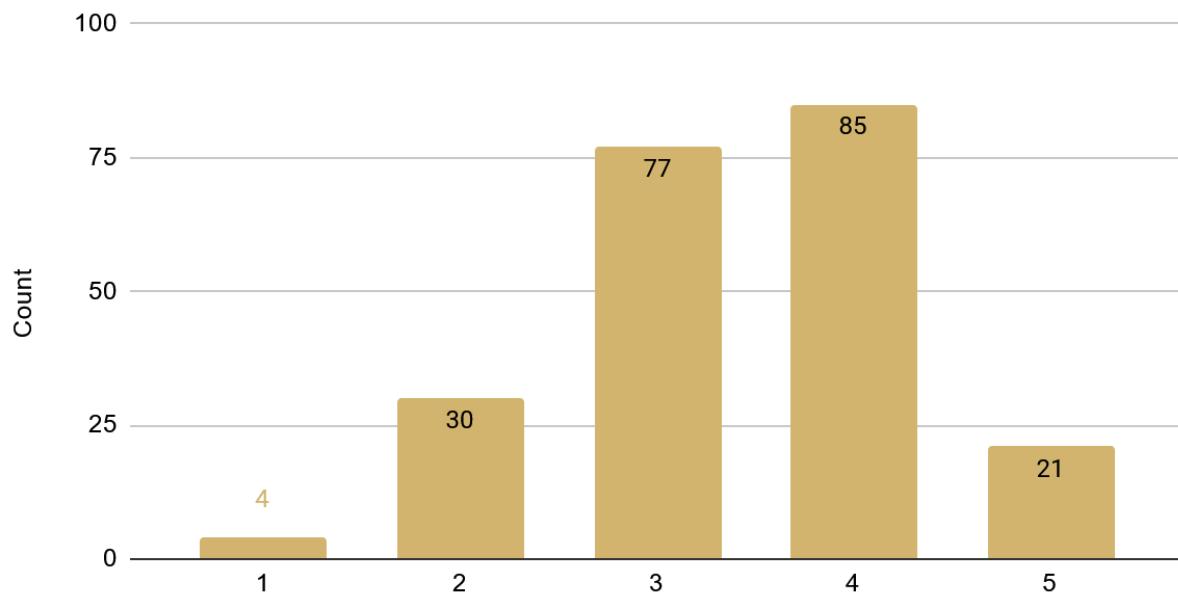
This data shows that students are most often trying to find information relating to their academics. The popularity of the search feature suggests that students are not immediately locating the information they need, which in the case of information like “Academic/Events Calendar”, could be remedied with the addition of a “Calendar” button at the top of the page.

Now, we'll look at questions regarding user satisfaction.

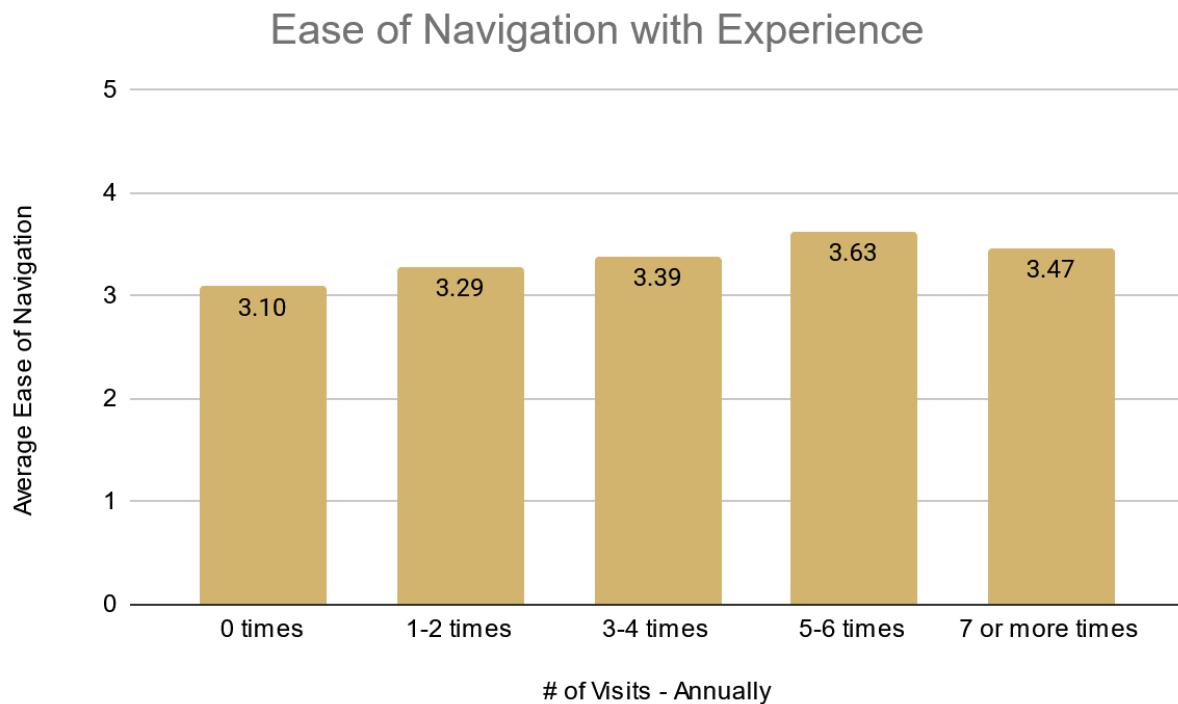
### How satisfied or frustrated do you feel while using the website?



## How easy or hard is it for you to navigate the school website and find the information you need?



As can be seen above, student users generally feel neutral to mildly positive about the site as a whole. While this reflects positively on the current state of the homepage, more in-depth analysis reveals some interesting trends. Take, for example, the next graphic.



This chart shows how users, on average, rate the CU Boulder homepage's ease of navigation, grouped by how often a user visits the site. For a well-designed site, intuition would say that as a user would become more familiar with that site, increasing their personal ease of navigation. However, while a slight upward trend is present, this chart shows that overall, users that visit the site often find the site just as difficult to navigate as users that only visit the site once or twice a year. This implies that the site may be unintuitively laid out or too variable, preventing users from learning the site over time and detracting from user experience.

## Qualitative Data Analysis

Now, we would like to draw attention towards some of the answers we received to our free response questions. Our two main free response questions were “What improvements would you suggest for the design or layout of the school website to make it more user-friendly?” and “Is

there anything else you want to add about your experience with the school website?”. Below, we’ll detail some of the most common themes in our survey takers’ answers to these two questions.

## **Out of Date Links & Content**

These responses relate to how the CU Boulder homepage often displays out of date information, or links to pages that no longer exist.

*“updating pages --- information about the school should be more up to date regarding statistics about the university”*

*“a lot of the links have not been updated, routine updates would be nice”*

## **Homepage Content**

Common feedback about the content displayed on the CU Boulder webpage was that the homepage is too cluttered, and that the information displayed usually isn’t immediately helpful to students. Note that more than one student recommended the implementation of a Buff Portal button, or some other easily accessible, visible way to get to student-related content.

*“Lengthen the page, everything is too clustered together, so it’s a bit overwhelming when first opening the page.”*

*“Sometimes the website feels visually cluttered. Making important information more easily noticeable would be nice. For example, the information that the dining halls would be*

*closed over winter break was only found on the move-in page, and not in the dining hall or winter break information pages. This made things confusing.”*

*“I understand the school wants to spread messages, but when loading the webpage, the first thing you see is not something you’re likely going to use or click on. I think this could be problematic because it makes the user need to look more for what they are looking for. I think a link to buff portal or large announcements that apply to everybody at the school would be a better option.”*

*“Easier access to student needs from the main pages of the website. This includes buff portal or parking links.”*

## **Navigation Bar**

Multiple students said that the CU Boulder site’s navigation bar left things to be desired. Many students suggested reorganization/rethinking of headers and topics displayed on the navigation bar, as well as the addition of links to advising services, career services, and scholarship/financial aid information. Students also suggested that the navigation bar be changed to scroll down the page with the user, so that it is always visible and accessible without having to scroll up.

*“Like princeton’s visual navigation bar: When hovering over the navigation bar options, it would be very helpful to have a drop down of options (such as when hovering over "Admissions" there could be a list that drops down including "Undergraduate Admissions", "Application", "Graduate Admissions", etc.) in order to better understand the information that is*

*included within these larger topics. With "Academics", it's very difficult to understand what that topic encompasses and what information is available to interested parties."*

*"Sometimes on the website, it is very hard to find what I'm looking for and often requires navigating to multiple pages just to figure out what page I need to navigate to. I believe that a more comprehensive navigation bar would be beneficial."*

*"I believe a sidebar menu similar to the one on canvas would be very helpful/useful, as I find myself oftentimes having to scroll back to the top of the page to access the top menu. I'd say that generally speaking, most users are accessing the website to obtain specific information rather than browsing what opportunities/offering are posted on the site. I would recommend adding said sidebar menu to allow for quicker traversal of the menu items allowing for current students or aspiring/future students to make quicker selections and be able to see the directory throughout their entire visit on the website."*

*"I would add a category of the header for career and internship information as well as one for scholarships and financial aid it would make the website much better as it already has such information but some people will assume they must look elsewhere without even trying the search bar if it is not present on the header."*

*"I think it can be difficult to find important campus resources like additional tutoring, and advising. Perhaps making this easier to navigate?"*

## **University Catalog Page**

Though not technically feedback on the main homepage, it is worth noting that several students had feedback about the catalog page [ <https://catalog.colorado.edu/> ]. Students indicated confusion surrounding the range and organization of information available on the catalog page, and that other pages like the academic programs page [ <https://www.colorado.edu/academics#majors> ] were more helpful resources. Note that students are also suggesting features that already exist in tools like the Buff Portal degree audit, indicating that they are unaware of all the resources available to them. This may indicate poor signaling on the CU Boulder website in general.

*“The Catalog in general is confusing. It feels like only program information should be on there instead of Financials, Advising, Academic Integrity. I wish things had better defined homes. Also, it would be cool to have a way to compare programs. I wish I could have easily compared two degrees, like the BS and the BA easily.”*

*“I often look at my degree, minor and class requirements at different locations and compare. It would be cool to have a feature that can generate the ideas of combining the major and minor and necessary classes for both.”*

*“There should be a way to navigate the different degrees that may be earned at the university on the homepage. And when we click on the degree that we are interested in, it should show the degree requirements and all the information about that degree.”*

*“A little confused why there is a catalog for programs and a programs from a-z page. The programs from a-z is more useful for looking at programs.”*

## **Representing Campus & CU Boulder**

Finally, several students have indicated that the CU Boulder homepage could do a better job of representing CU Boulder as a campus and community. Students recommend adding more pictures to show how beautiful CU Boulder campus is, as well as reconsidering the homepage color scheme to better match our school colors.

*“I’m unsure whether this already exists or not, but I think it would be very cool to have a page dedicated only to images of the campus. Although the campus map and possibly google maps street view could give you a good idea of the campus’ views, I think it would be beneficial for incoming students of whom have not yet visited the campus to be able to virtually step foot on campus, and be able to visualize themselves on campus.”*

*“It should have more pictures of beautiful Colorado and our stunning campus on the homepage!”*

*“The website can be very dark and design elements can be hard to look at with harsh lines and fonts that don’t compliment our CU color scheme.”*

*“It doesn’t give the appearance of a globally accredited school for higher education. It almost gives the appearance of a larger high school’s website. Especially frustrating as I know kids making websites on par with the current visual appearance. It’s clean, sure, but is it “great”? ”*

Considering these various categories of free response feedback is vital to understanding what can be improved about the CU Boulder homepage, and also provides the opportunity to identify concrete courses of action.

## Comparative Analysis

In our ongoing effort to enhance the effectiveness of CU's Homepage, it's important to see how we measure up against other top universities. Our comparative research looks at Princeton, University of Alabama and Alabama State University using the same criteria we used to review the CU Home Page (Consistency, Placement, Representation). Our main goal is to find out what these Universities are doing well and where they might be falling short. We chose these particular universities because their websites are user-friendly and innovative, which is what we want. By using the same standards to review each website, we aim to clearly see what changes could make our website better and more welcoming for everyone who uses it. This method keeps our analysis straightforward and focused, using proven examples to help improve our website.

### **Princeton University (Appendix D)**

#### **Overhaul of Navigation Bar (Appendix D: Figure 1)**

Sidebar navigation minimizes clutter and centralizes all necessary links into one easily accessible area, enhancing the user experience with streamlined interactions.

#### **Revisions to Page Content (Appendix D: Figure 2)**

Positioning academic information prominently at the beginning of the webpage (best for accessibility)

### **Improved Access to Content(Appendix D: Figure 3)**

Toggle feature between BS and BA degrees is a standout for enhancing user navigation. Incorporating similar filter options on the CU website will allow users to effortlessly sort and access relevant academic programs, improving overall site functionality.

### **Alabama State University (Appendix D: Figure 4)**

#### **Campus Representation Evaluation**

The first thing you see on their page is a video representing their campus, Student life and their Sports.

### **University of Alabama (Appendix D)**

#### **Improved Access to Content (Appendix D: Figure 5)**

First things visitors encounter on the homepage is the academic calendar and essential resources. Vital information is immediately accessible which is particularly useful for current and prospective students.

Integrates news, events, and social media into one compact section on their homepage which helps conserve space and simplifies navigation

### **Other (Appendix D: Figure 6)**

Quick Contacts in footers allow immediate access to important contacts, facilitating quick communication for students in need.

The comparative analysis of the CU homepage against those of Princeton, University of Alabama, and Alabama State University underscores a clear pathway toward enhancing our university's website. By aligning with best practices observed in these leading institutions—streamlined navigation, prominent placement of key academic information, and dynamic content accessibility—we can significantly refine the user experience. This endeavor is not merely about adopting successful elements, but about crafting a more intuitive, efficient, and engaging digital portal that reflects and supports the diverse needs of our community.

Ultimately, the goal is to transform our homepage into a more welcoming and user-friendly platform, which will serve as a central hub for academic and campus life, seamlessly connecting students, faculty, and prospective visitors to the resources they require. This analysis provides a strategic blueprint for ongoing improvements, emphasizing the importance of consistency, placement, and representation to foster an inclusive and informative online environment.

## **Future Recommendations**

### **Navigation Bar Overhaul:**

Based on the feedback and survey results, we propose revising the navigation bar to enhance clarity and ease of use for users. Implementing a sidebar layout could provide clear delineation of each feature and remain consistently visible as users scroll down the page, enhancing navigation efficiency. Additionally, including a prominent link for student resources like Buff Portal would cater to the specific needs of the user base.

### **Page Content Revisions:**

To ensure relevance and accuracy, we suggest updating page content to reflect the needs and interests of our users. This could involve incorporating elements requested by survey respondents, such as more comprehensive coverage of campus life and direct integration of the calendar onto the main page.

### **Improved Access to Content:**

Enhancements are needed to streamline access to important features such as the calendar and links/update pages. By optimizing the layout and organization of these elements, users can more easily locate and access the information they need.

### **Revamped Degree Pages:**

While not part of the main webpage, updating degree page content is essential for improved visibility and accessibility. We recommend reviewing and updating this content to ensure it can be easily accessed from the main page, contributing to a cohesive user experience.

### **Campus Representation Evaluation:**

It's important to assess whether the current website effectively represents the campus and its offerings to meet our objectives. Conducting a thorough evaluation of campus representation can identify areas for improvement and ensure alignment with the university's goals.

### **Nice-to-Have Feature - User Customization:**

Consider implementing features that allow users to personalize their experience on the website. This could include options for customization such as personalized dashboards or saved preferences, enhancing user engagement and satisfaction.

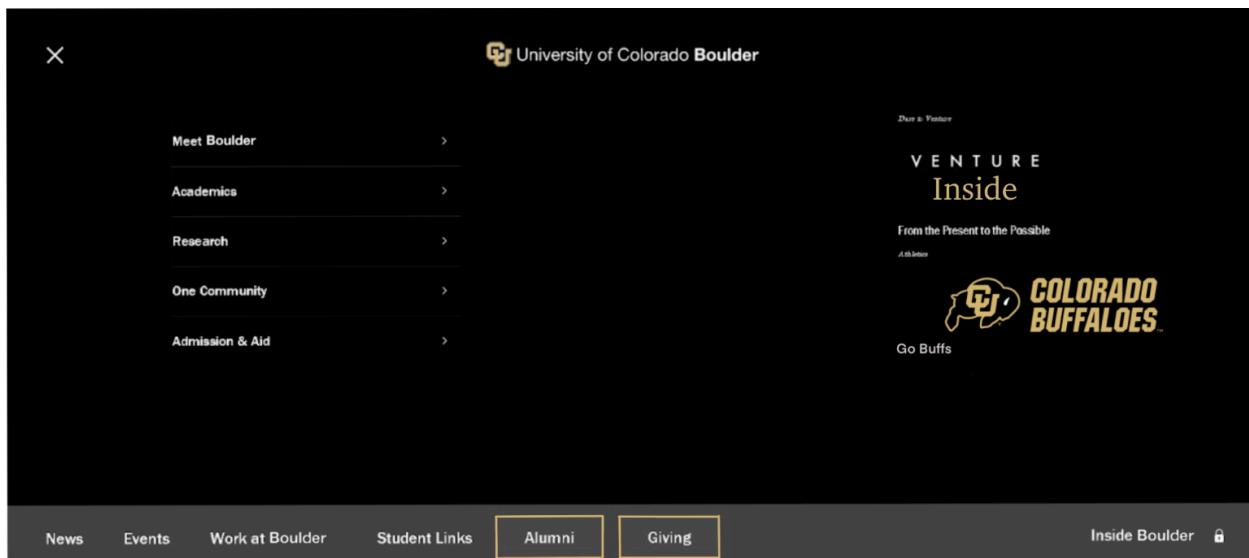
By addressing these recommendations, we aim to create a more user-friendly and informative CU webpage that better meets the needs of our diverse user base.

## **Low-fidelity Prototype**

Now, let's delve into a low-fidelity prototype that showcases our recommendations and envisions the potential appearance of the new and improved CU website.

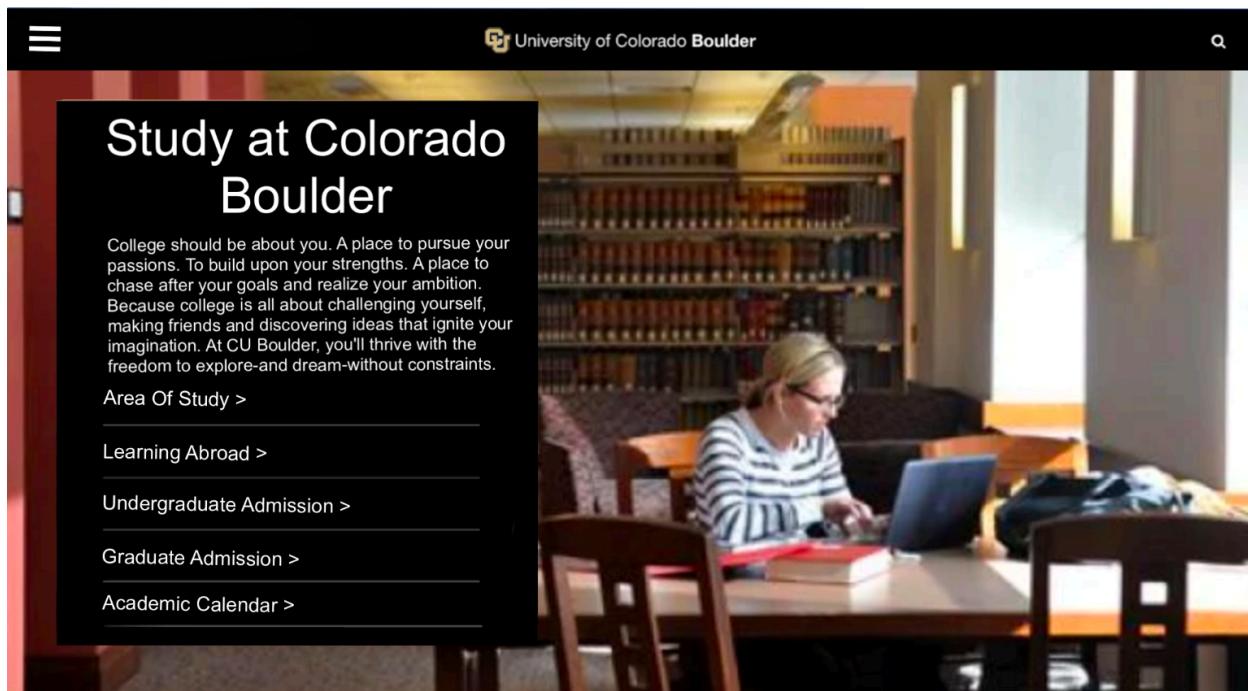
## **Navigation Bar Enhancement:**

In our redesign, we've opted for a sidebar layout for the navigation bar. This strategic change offers clear delineation of each feature and ensures that the navigation remains consistently visible as users scroll down the page. Notably, we've included a prominent link for student resources called "Student Links" like Buff Portal, prioritizing accessibility and ease of use.



## **Page Content Refinement:**

Building upon insights gathered from our survey respondents, we've updated the page content to better reflect the needs and interests of our users. This entails a more comprehensive coverage of campus life and the direct integration of the calendar onto the main page. These adjustments aim to provide users with a more engaging and informative browsing experience.





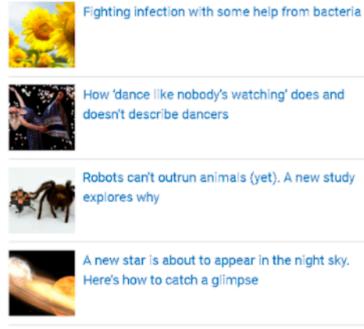
## CU Boulder Today News



**Climbers have turned Everest into a garbage dump; sustainable solutions within reach**

Mountain tourism brings revenues to Nepal but leaves a mess behind. Local and international groups are offering new cleanup strategies. Read from CU expert Aton Byers and colleague Suzanne O'Connell on The Conversation.

[Read more at CU Boulder Today](#) [Calendar](#)



Additional features of the low-fidelity prototype are detailed in Appendix E: Low Fidelity Prototype.

## Future Endeavors

In the event that another team undertakes this project in the future, our recommendations are aimed at maximizing outreach and engagement with stakeholders, particularly local high schools and within CU Boulder itself.

### Engagement with Local High Schools:

It is advisable to initiate contact with local high schools at an early stage. Provide a concise overview of the project and reassure them that the information gathered will solely be utilized to

improve the CU website. We recommend seeking initial approval from the high school principal before reaching out to counselors. Leveraging personal contacts within the schools can facilitate obtaining additional feedback.

### **Collaboration with CU Boulder Departments:**

When engaging with CU Boulder departments and submitting surveys, it's crucial to finalize the survey early. This enables the distribution of surveys to individual teachers. However, be mindful of departmental policies, as some may have restrictions on survey distribution if it lacks relevance to the subject matter. Additionally, consider disseminating surveys through newsletters, such as CU Boulder Today News and Engineering News, to reach a broader audience.

### **Incorporating Focus Groups:**

Although our team encountered challenges in organizing focus groups due to limited interest, we recommend integrating a question within the survey to gauge the preferred times and locations for future focus groups on campus. Distributing the survey early allows ample time for circulation and increases the likelihood of gathering sufficient responses.

By implementing these strategies, future teams can enhance collaboration with stakeholders, streamline survey distribution, and facilitate meaningful engagement with the CU Boulder community, thereby optimizing the success of similar endeavors in the future.

# Appendix A: Stakeholders



Erin Frazier: Assistant Vice Chancellor of Constituent Engagement within the Strategic Relations and Communications team

Role: Stakeholder overseeing the project and facilitating communication within CU Boulder.

Contribution: Provided guidance and clarification on project objectives and facilitated communication with other CU members, ensuring smooth collaboration between the project team and university stakeholders.

Impact: Helped the team navigate CU Boulder processes and gain access to necessary resources within the university.



Chris Panetta: Brand Research Program Director within the Strategic Relations and Communications team

Role: Stakeholder responsible for overseeing survey questions and proposals for the student body.

Contribution: Assisted in refining survey questions and structure, ensuring the survey effectively captured user feedback and provided valuable insights for the project.

Impact: Helped streamline the survey process and ensured unbiased questioning, resulting in comprehensive data collection.



Nicole Waldrip: Associate Director of UX Strategy and Design within the Strategic Relations and Communications team

Role: Stakeholder involved in optimizing the university's online presence and strategic marketing efforts.

Contribution: Provided access to Google Analytics data highlights from 2023, offering insights into audience demographics, traffic patterns, and engagement metrics.

Impact: Informed the project team's research and decision-making process, guiding efforts to address real-world issues effectively based on data-driven insights.

# Appendix B: Survey Questions

Survey Questions for Current Students, High School Students, and Other

Question: Email

Answer(s): Free Response

Question: Which of these groups do you align with?

Answer(s):

- Current Student
- High School Student
- Faculty
- Other

Question: In the last year, how frequently have you visited CU Boulder's webpage (specifically, [www.colorado.edu](http://www.colorado.edu))?

Answer(s):

- 0 times
- 1-2 times

- 3-4 times
- 5-6 times
- 7 or more times

Question: What platform are you using for navigating the CU webpage?

Answer(s):

- Mobile
- Computer

Question: What information do you most often visit the website to find? Select up to 3:

Answer(s):

- Tuition Information
- Scholarship/Financial Aid Information
- Application Information
- Degree Requirements/Class-Specific Information
- Advising Information/Career Services
- Academic/Events Calendar

- Housing Information
- Campus Life Information
- Other: (Fill-In-The-Blank Option)

Question: Are there any features or sections you find particularly helpful on the school website home page?

Answer(s):

- Header
- Search
- Campus Highlights
- CU Boulder Today News
- Campus Events
- Footer
- Other: (Fill-In-The-Blank Option)

Question: How easy or hard is it for you to navigate the school website and find the information you need?

Answer(s):

- 1 (Very Hard)

- 2

- 3

- 4

- 5 (Very Easy)

Question: How satisfied or frustrated do you feel while using the website?

Answer(s):

- 1 (Very Frustrated)

- 2

- 3

- 4

- 5 (Very Satisfied)

Question: How many technical glitches have you encountered on the website?

Answer(s):

- 1 (No Glitches)

- 2
- 3
- 4
- 5 (Many Glitches)

Question: In your opinion, how accessible is the website?

Answer(s):

- 1 (Very Inaccessible)
- 2
- 3
- 4
- 5 (Very Accessible)

Question: In your opinion, how important is it for the school website to prioritize accessibility features?

Answer(s):

- 1 (Very Unimportant)
- 2

- 3
- 4
- 5 (Very Important)

Question: In your opinion, how important is it for the school website to be mobile-friendly?

Answer(s):

- 1 (Very Unimportant)
- 2
- 3
- 4
- 5 (Very Important)

Question: How well do you feel the school website represents CU Boulder and its offerings?

Answer(s):

- 1 (Very Poorly)
- 2
- 3

- 4
- 5 (Very Well)

Question: How likely will you recommend the school website to a friend or classmate?

Answer(s):

- 1 (Very Unlikely)
- 2
- 3
- 4
- 5 (Very Likely)

Question: What improvements would you suggest for the design or layout of the school website to make it more user-friendly?

Answer(s): Free Response

Question: Is there anything else you want to add about your experience with the school website?

Answer(s): Free Response

## Survey Questions for CU Boulder Faculty

Question: Email

Answer(s): Free Response

Question: Which of these groups do you align with?

Answer(s):

- Current Student
- High School Student
- Faculty
- Other

Question: In the last year, How often did you access the school's website for administrative or academic purposes?

Answer(s):

- 0 times
- 1-2 times
- 3-4 times

- 5-6 times
- 7 or more times

Question: What platform are you using for navigating the CU webpage?

Answer(s):

- Mobile
- Computer

Question: Which functionalities or sections of the website do you primarily use? (Please select 3 most visited)

Answer(s):

- Staff Directory
- Employee Portal
- Academic/Events Calendar
- University News
- Facility Hours
- Faculty Resources
- Required Training

- Other: (Fill-In-The-Blank Option)

Question: Please rate the user-friendliness of the school website interface.

Answer(s):

- 1 (Not User-Friendly)
- 2
- 3
- 4
- 5 (Extremely User-Friendly)

Question: Are there any design elements or features of the website that specifically assist you in your role as a faculty member? (Please describe)

Answer(s): Free Response

Question: How accessible are those features?

Answer(s):

- 1 (Very Inaccessible)
- 2

- 3
- 4
- 5 (Very Accessible)

Question: What improvements would you suggest for the design or layout of the school website to make it more user-friendly?

Answer(s): Free Response

Question: How crucial is it for the school website to integrate communication tools or platforms for faculty-student interaction?

Answer(s):

- 1 (Not Important)
- 2
- 3
- 4
- 5 (Extremely Important)

Question: Have you encountered any difficulties or obstacles while using the school website? If yes, please elaborate.

Answer(s): Free Response

Question: How well does the website support your teaching or administrative responsibilities?

Answer(s):

- 1 (Very Inaccessible)
- 2
- 3
- 4
- 5 (Very Accessible)

Question: Would you like to elaborate more on how the website does or doesn't support your teaching or administrative responsibilities?

Answer(s): Free Response

Question: How likely will you recommend the school website to other faculty members or staff?

Answer(s):

- 1 (Very Unlikely)

- 2

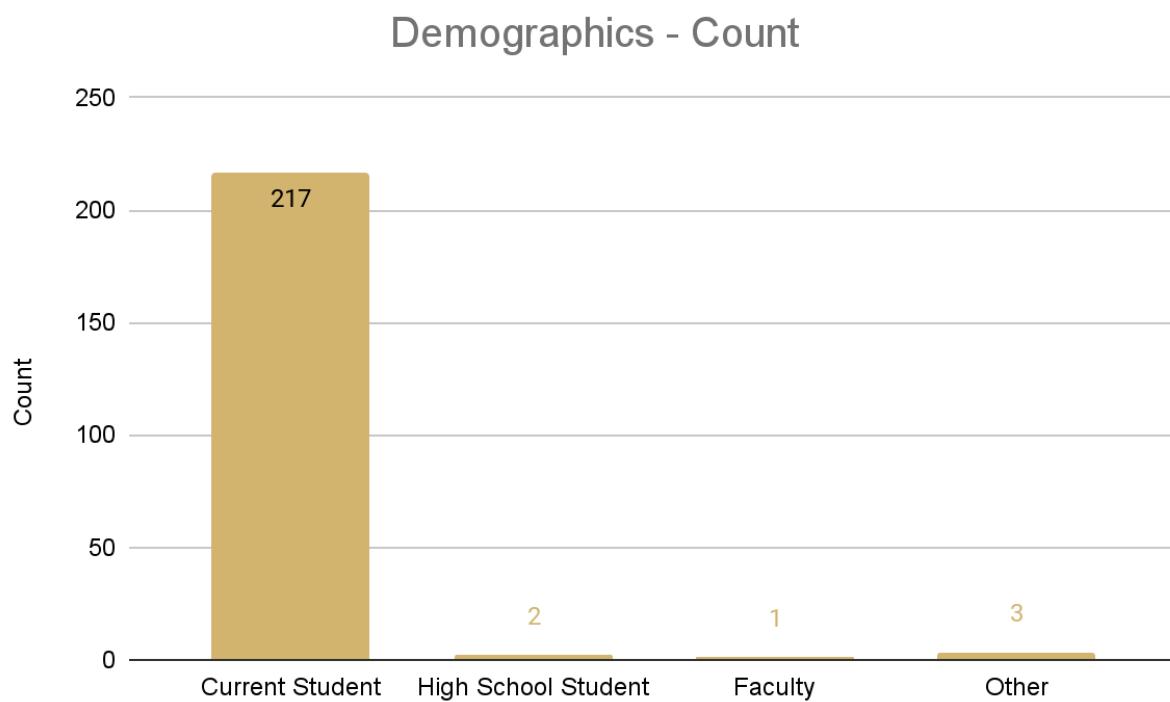
- 3

- 4

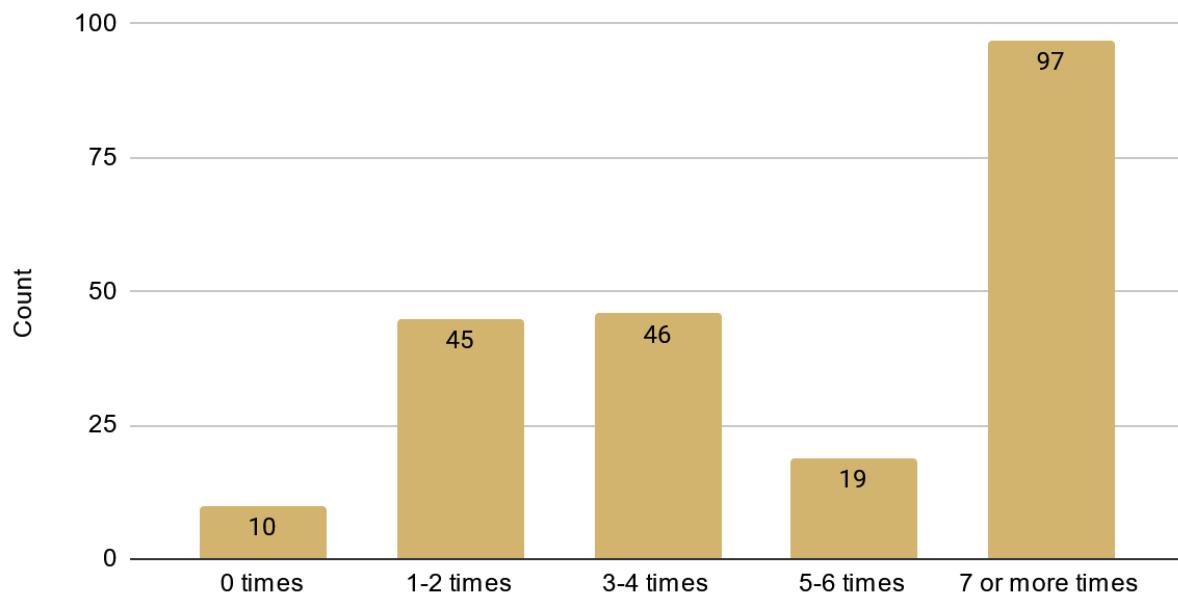
- 5 (Very Likely)

# Appendix C: Survey Results

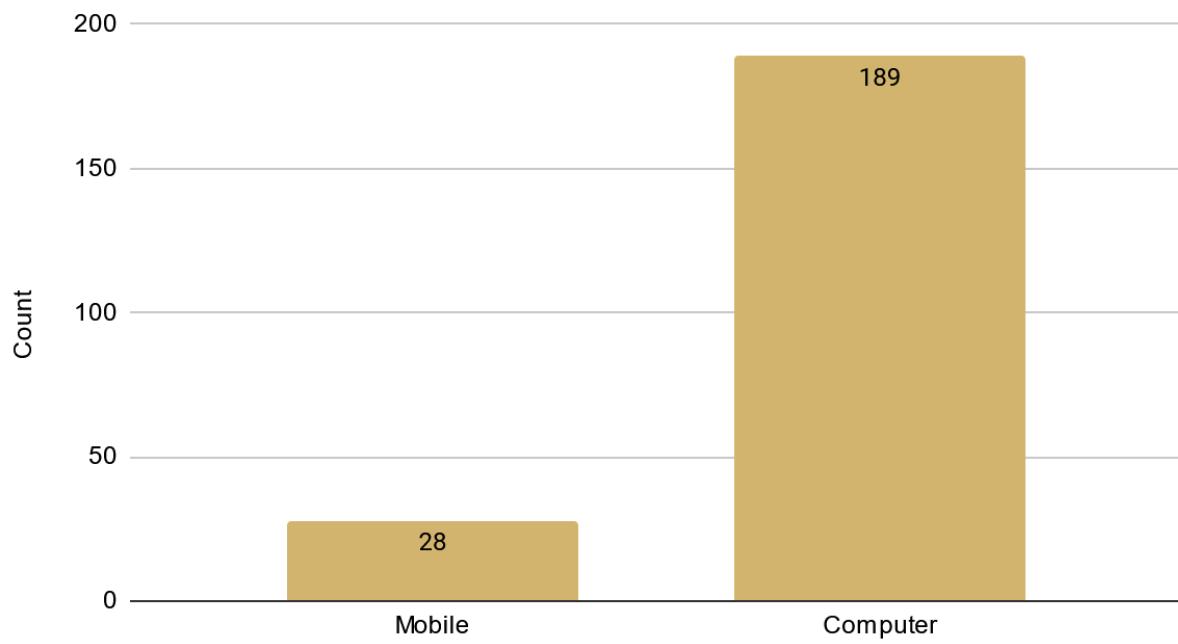
Below are charts showing the raw data for our survey results. Like the survey analysis we conducted in this report, these charts only show data from our 217 student respondents. In some charts, options that only received 1-2 responses have been omitted for readability, and are marked as such.



In the last year, how frequently have you visited CU Boulder's webpage (specifically, www.colorado.edu)?

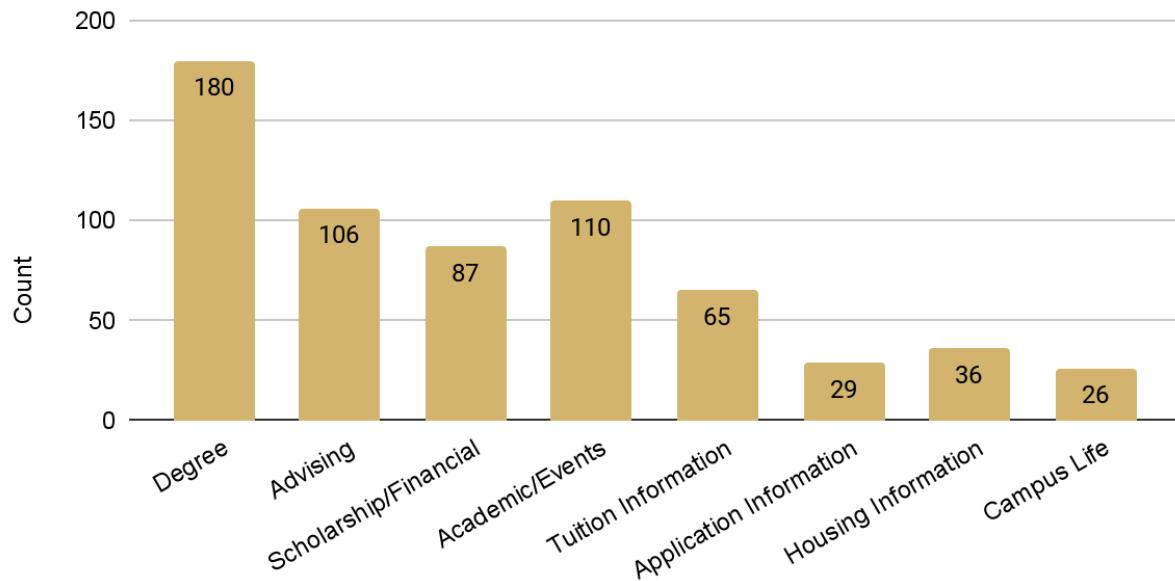


What platform are you using for navigating the CU webpage?



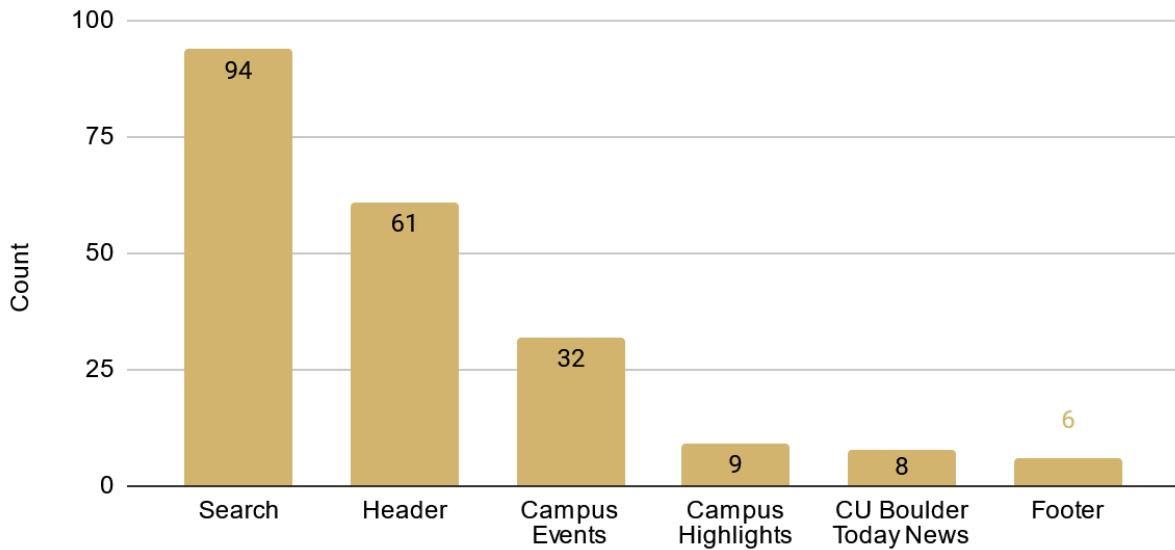
## What Information do you most often visit the website to find?

(Excluding Low-Count Responses)

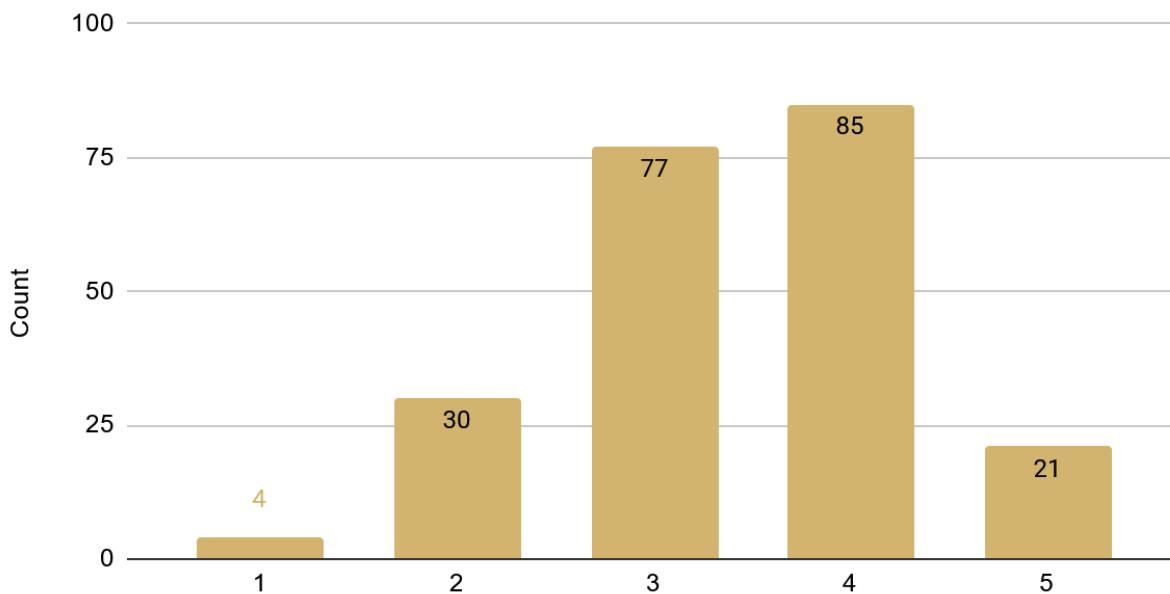


## Are there any features or sections you find particularly helpful on the school website home page?

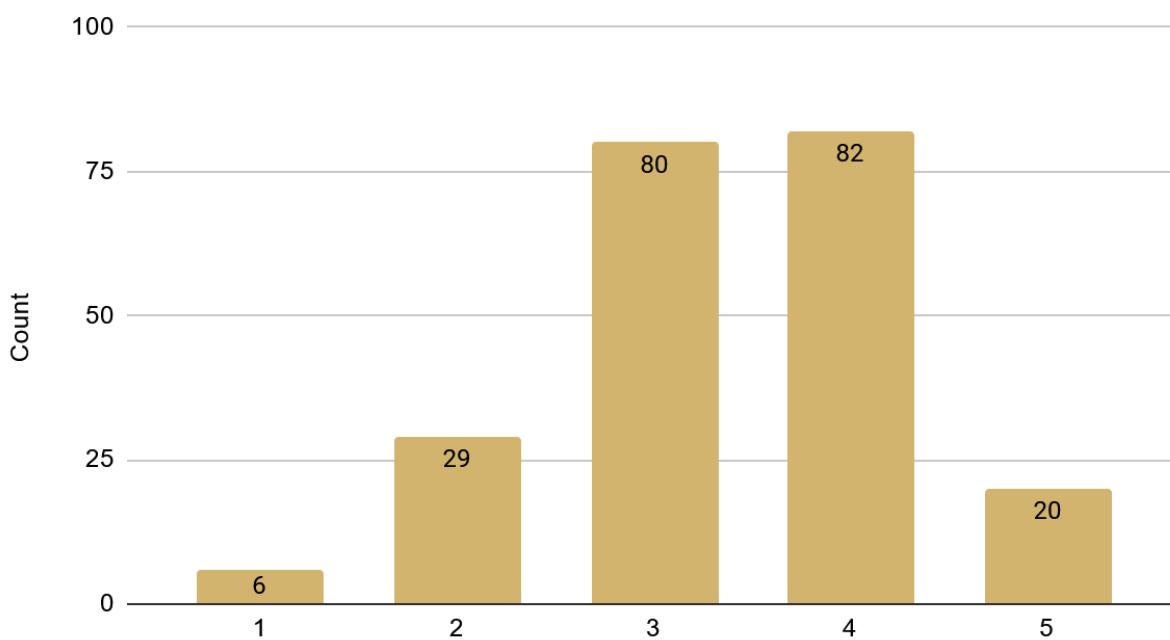
(Excluding Low-Count Responses)



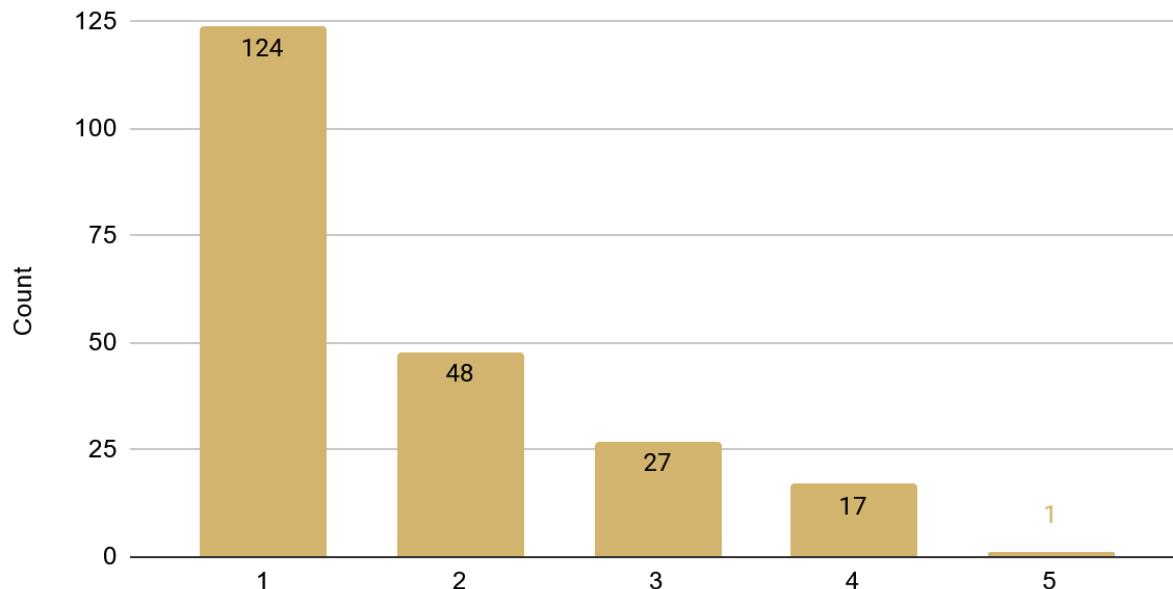
How easy or hard is it for you to navigate the school website and find the information you need?



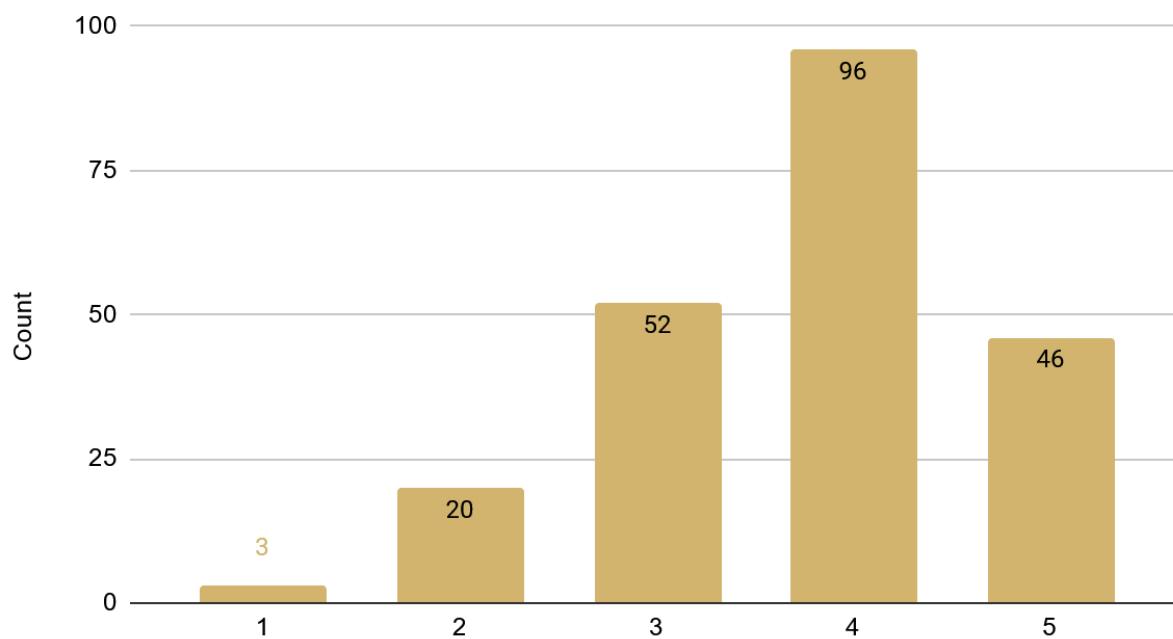
How satisfied or frustrated do you feel while using the website?



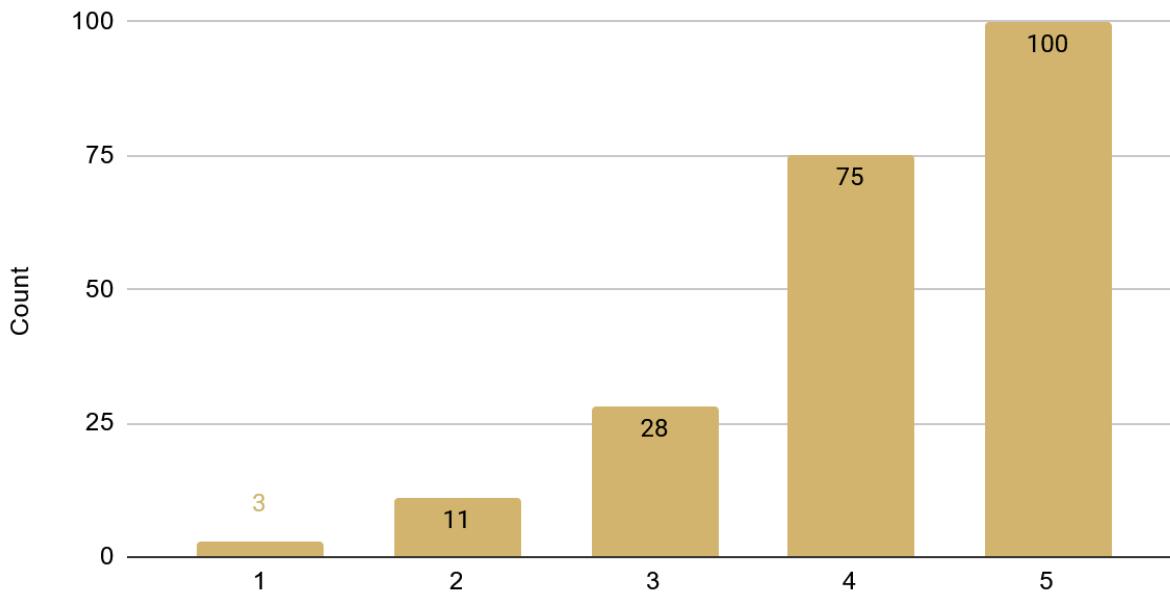
How many technical glitches have you encountered on the website?



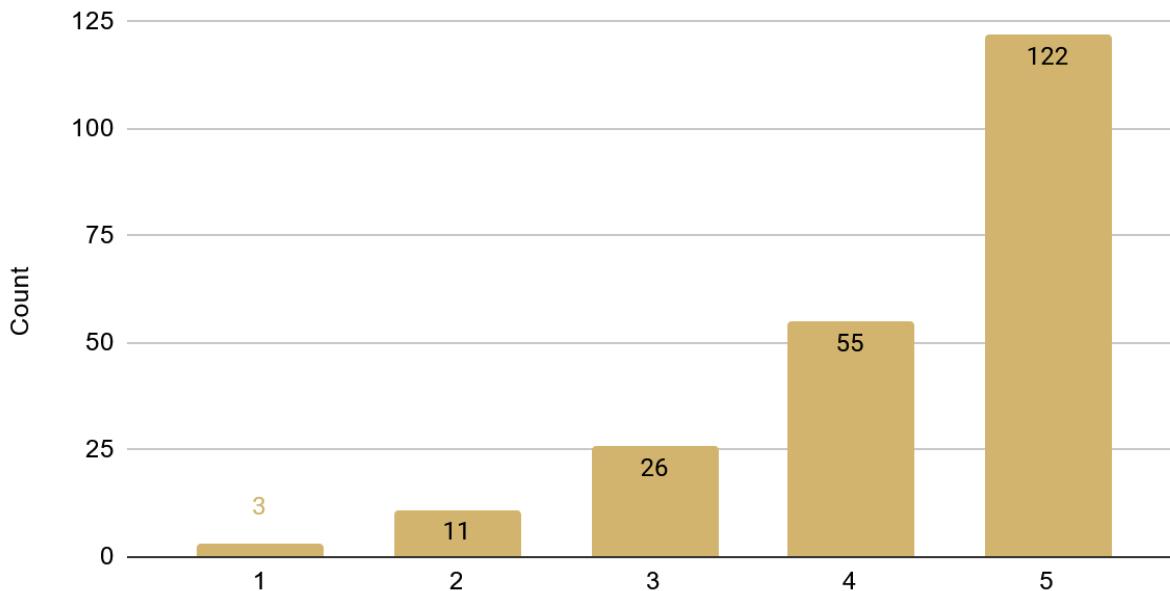
In your opinion, how accessible is the website?



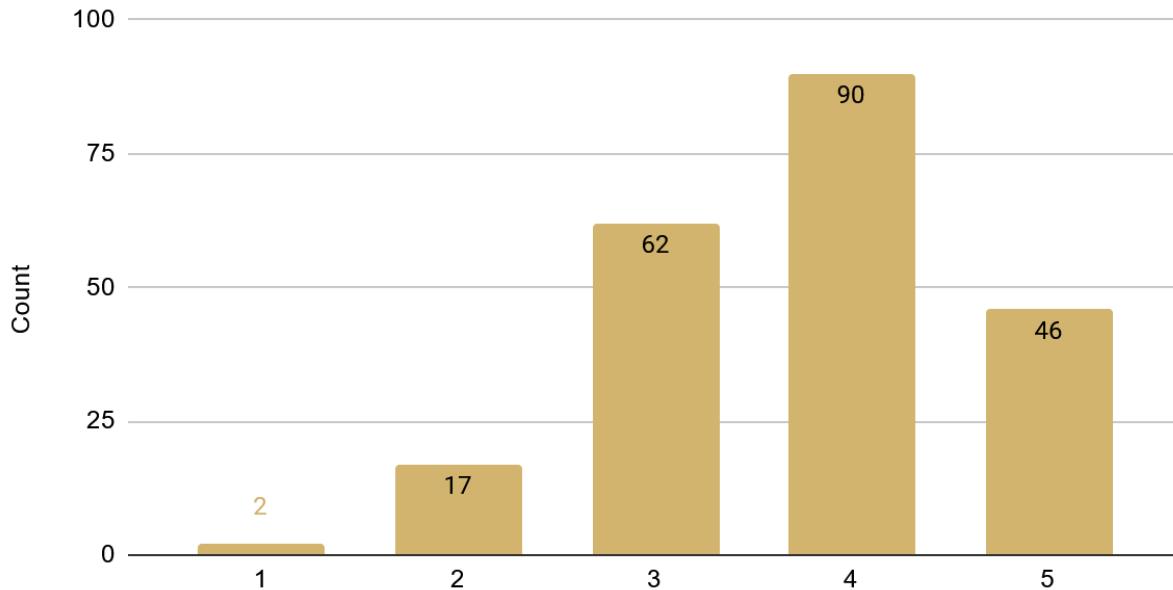
In your opinion, how important is it for the school website to prioritize accessibility features?



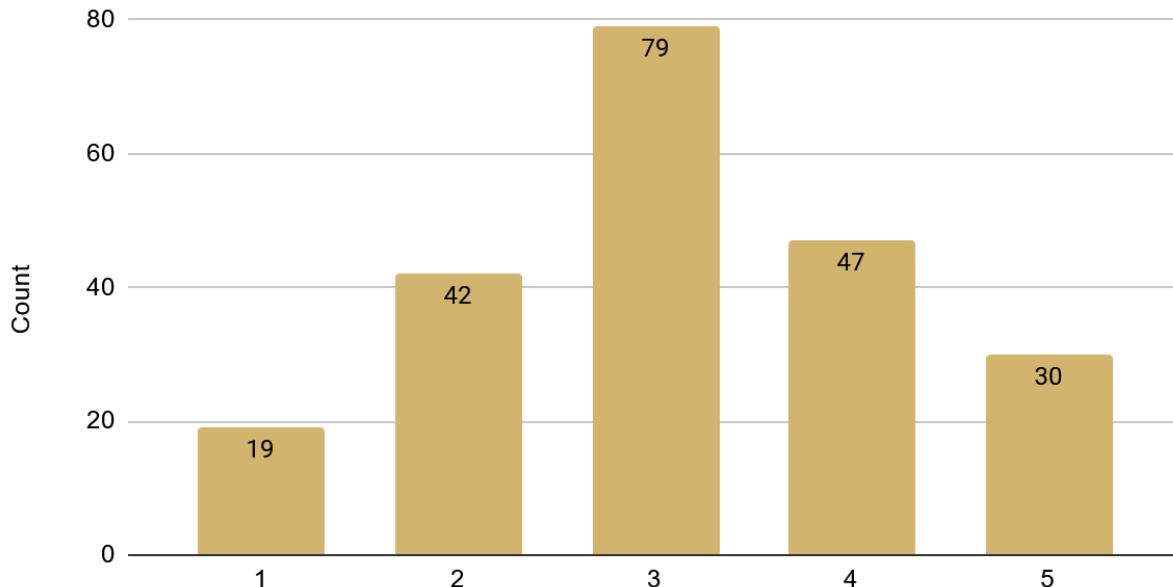
In your opinion, how important is it for the school website to be mobile-friendly?



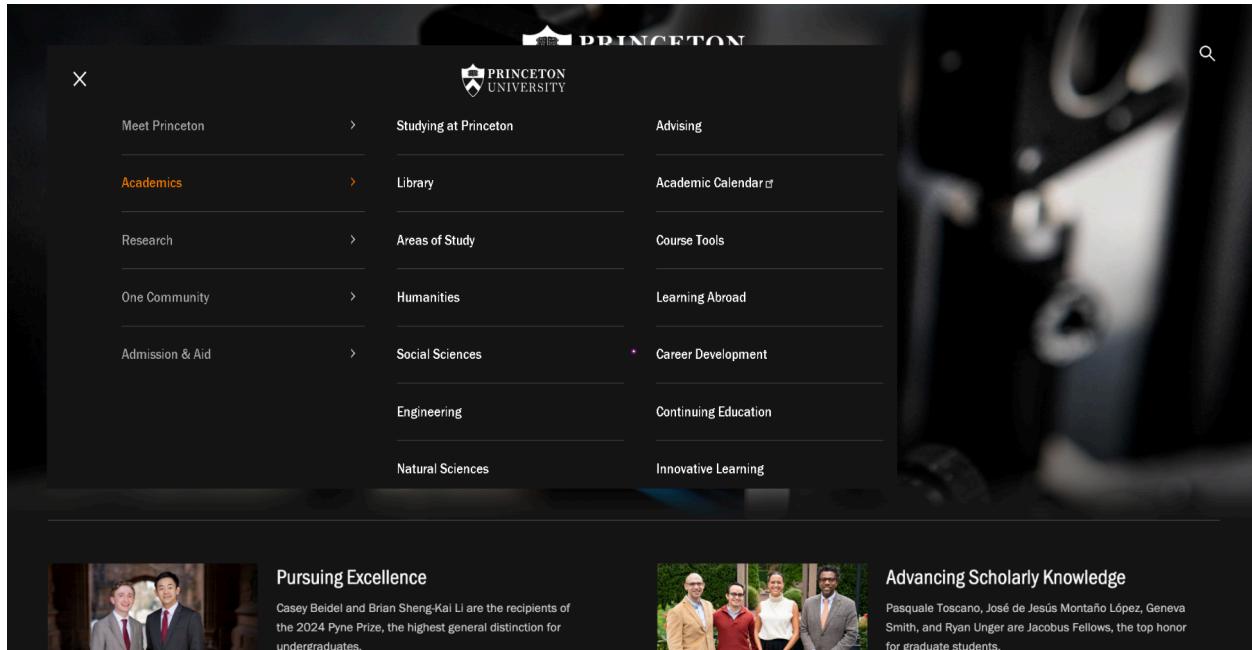
How well do you feel the school website represents CU Boulder and its offerings?



How likely will you recommend the school website to a friend or classmate?



# Appendix D: Comparative Analysis



(Figure 1: Princeton Navigation Bar)



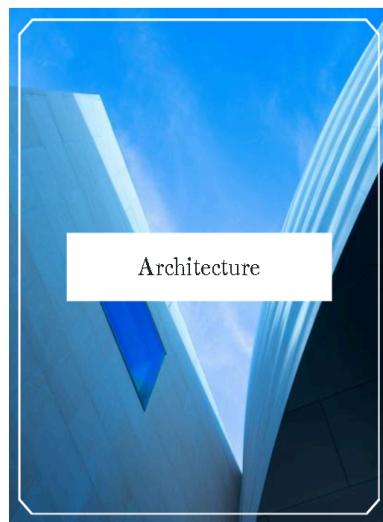
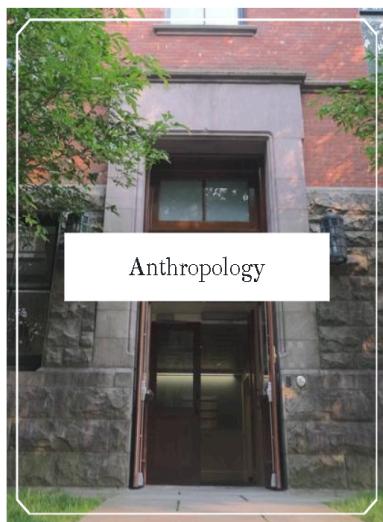
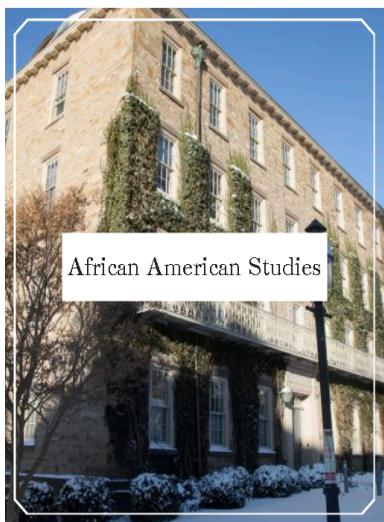
(Figure 2: Princeton Academic Information)

Degree Type

Bachelor of Arts (A.B.)  Bachelor of Science and Engineering (B.S.E.)

Search

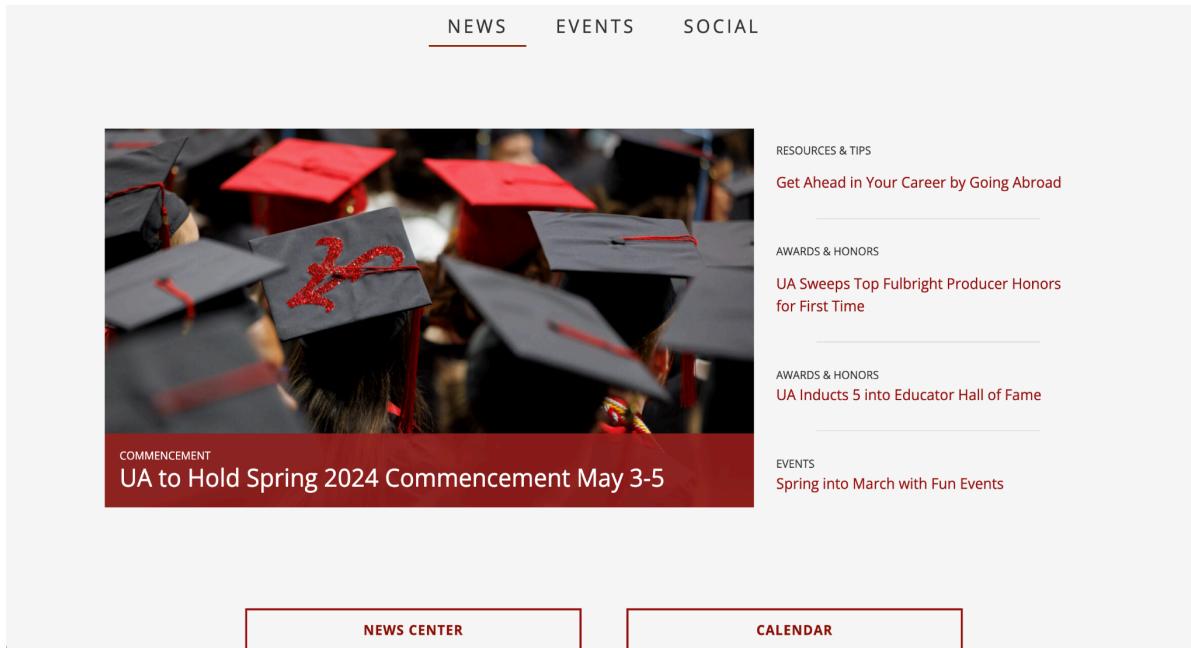
SUBMIT



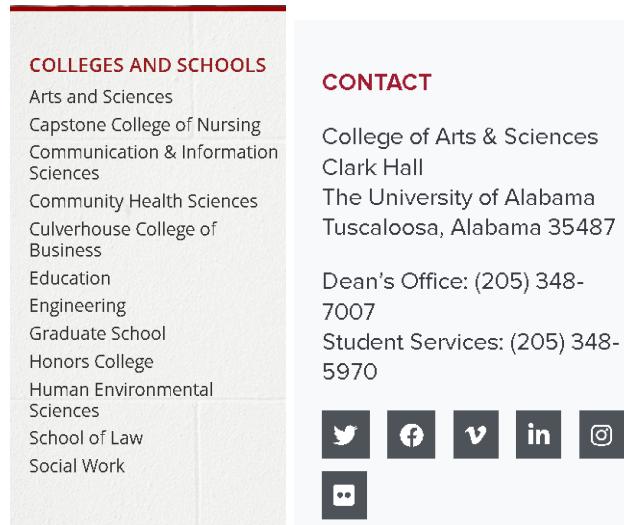
(Figure 3: Filters and Tags for Degree Types)



(Figure 4: ASU Video Home page) - [ <https://www.alasu.edu/> ]



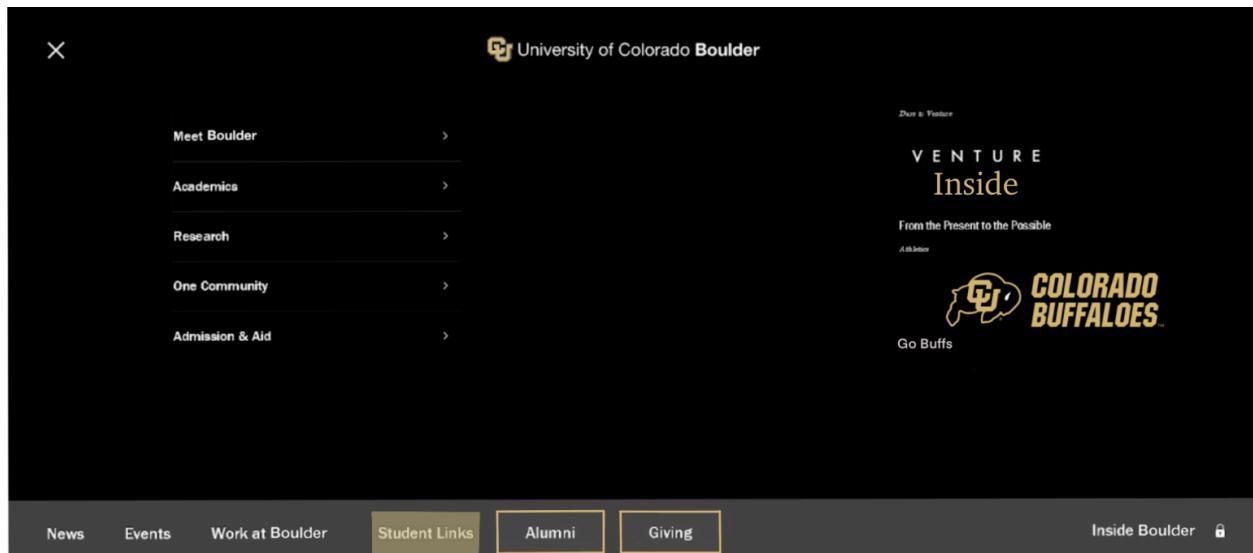
(Figure 5: Alabama Calendar Button and Vital Information)



(Figure 6: Quick Access Contacts)

# Appendix E: Low-Fidelity Prototype

## Low-Fidelity Prototype Additional Features





# Students

Resources, services, and support systems for current students

## Student Resources

### Set Preferences

For instructions on how to manage the information you receive from campus and the settings you can adjust.

[Manage Communications](#)

### Buff Portal

For class schedule, grades, registration, financial aid, enrollment dates, holds and student profile settings.

[Sign-in Buff Portal](#)

### Buff Portal Advising

For undergraduate students to schedule appointments with their academic advisor.

[Contact your advisor](#)

### Canvas

For online courses, community courses, instructor communications, and class assignments.

[Access your classes](#)

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