

**REDESIGN  
OF UC DAVIS  
DESIGN  
DEPARTMENT  
WEBSITE**

**PROCESS MANUAL**

BY KELLY WALKER



## **TABLE OF CONTENTS**

4 Overview

7 Research

23 Final Product

40 Next Steps

42 Bibliography

## **OVERVIEW**

## THE PROBLEM

The website for the Design Department of UC Davis is highly out of date. The site is not well organized to target its various audiences. One of the functions of the site is to attract new, talented recruits to the Design Department, but this is not accomplished with an out of fashion and unorganized site. Current Davis design students also find this site hard to navigate to get information about their major. The UCD Design Department is a competitive program that turns out many amazingly talented and skilled designers, and the site needs to be redesigned to display the prowess of the program among its competitors.

## THE AUDIENCE

The primary audience of the UCD Design Department website can be broken down into three sections. The first is made up of prospective design students. These students come to the site to find out more information about the major and what it can offer them. The website could be the deciding factor in whether or not a talented individual will come to Davis. A subgroup within the prospective student group is the parents of prospective students. Parents are often involved in their student's studies and will visit the site to find out what their student may study. They can be hugely influential into their children's decisions of where and what to study, so it is important that the website catches the eye of the parents as well.

The second group is made up of current UCD design students. This group will view the site to get information about their classes and their graduation course. They may also look at the staff pages to find out about their teachers. Another important feature this group will use is the advising information to guide them through their college experience.

The UCD design staff composes the third group. This group will not use the site as frequently as the first two, but will use it to find things such as other faculty's emails, the lab hours, or to see students' work.



# **REDESIGN OF UC DAVIS DESIGN DEPARTMENT WEBSITE**

## **RESEARCH**

The research I performed for this project was split into two distinct segments: primary and secondary research. My primary research was guided by the IDEO method cards, which outline effective ways for designers to gather information about their audience and product to help facilitate their design process.

Choosing four of these cards, I obtained valuable information on the UCD Design website that was essential to creating my final product. My secondary research was made up mostly of comparing and contrasting the qualities of various websites of educational institutions to ascertain the trends in educational website design.

# IDEO METHOD CARD

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## LEARN

### FLOW ANALYSIS

How: Represent flow of information or activity through all phases of a system or process

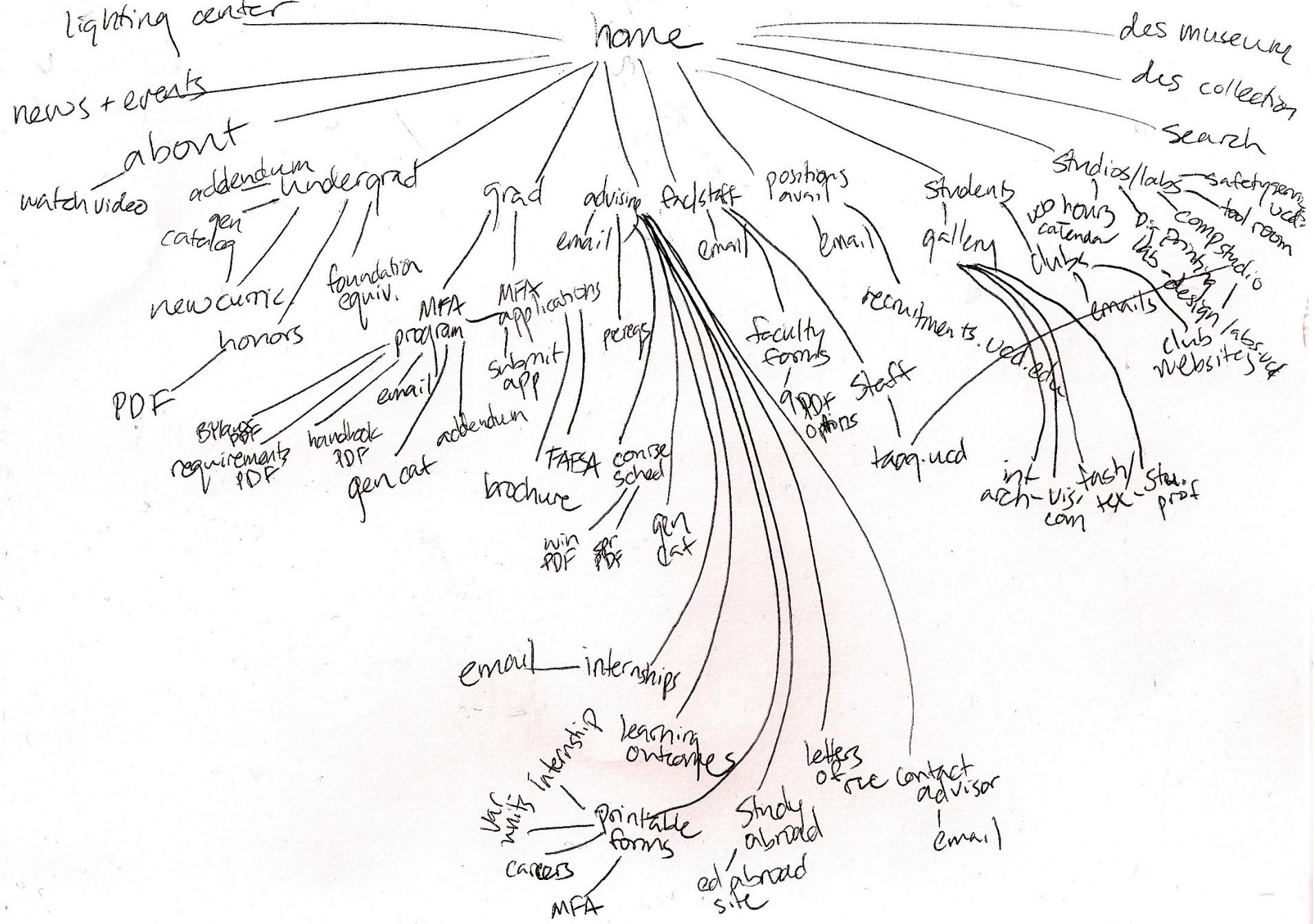
Why: Useful for identifying bottlenecks & opportunities for functional alternatives

### ANALYSIS

As is visible through the web of lines, our site performs many different functions. This analysis made it clear to me where our site overlapped and the places that it could be improved. In essence, this was the start of my revision of the site map, which is shown later in the manual.

### MY TAKE

I went through the website and took every single action that a user could potentially take. This meant clicking on every link, whether that was a video, an external site, or an email link. As I did this I diagramed all of the places the site could take me.



# IDEO METHOD CARD

## LOOK

### FLY ON THE WALL

How: Observe & record behavior within its context, without interfering with people's activities.

Why: It is useful to see what people actually do within real contexts & time frames, rather than accept what they say they did after the fact.

### MY TAKE

I asked a design student to navigate the site for me while I videotaped her. The Fly on the Wall is meant to be a research method that observes users in their environment, but it would be very difficult for me to naturally come across someone using the design website and record them. Instead I gave the student two different tasks to perform. I first asked her to navigate the site as a current design student, looking in particular for information on prerequisites for her courses. Then I asked her to pretend to be a prospective student looking at information about the major in general.

### CURRENT DESIGN STUDENT

To look for the prerequisites to her courses, she first navigated to the Undergraduate section. Once there, she was immediately confused at which link to select next to find out about classes as there were none that specifically said "courses" in the name. She decided to choose New Curriculum. She said "Well here are the classes I need to take, but if I don't know what the classes are, then that doesn't really tell me anything, it just says a number. I don't even know if this website has corresponding descriptions for these classes or not." Once she wasn't able to find what she was looking for, she went to the Students page. Again, she had no luck finding anything on courses in this section. Finally she selected Advising, where she found the page titled Prerequisites.

**"I don't even know if this website has corresponding descriptions for these classes or not"**

A screenshot of the UC Davis Design website. The navigation bar includes links for About, Undergraduate (highlighted), Graduate, Advising, Faculty and Staff, Positions Available, Students, Studios/Labs, and Search. Below the navigation is a sidebar with links for Design Museum, Design Collection, and Lighting Center.

### CURRICULUM: BACHELOR OF THE ARTS

Students in the College of Letters & Sciences and Department of Design at UC Davis should see the advising office for detailed department requirements. Information on the Design major and Letters and Sciences can also be found in the downloadable PDF file for the UC Davis General Catalog.

For up-to-date information regarding changes to design courses and curriculum that may have been made in the UC Davis General Catalog, please check the downloadable PDF file: General Catalog Course Supplement and Policies & Requirements Addendum.

Because of the large numbers of students interested in Design at UC Davis, it can be difficult for students to enroll in the classes required for the major. In order to provide the educational experience that the major demands, the college must enforce enrollment caps in courses and prerequisites. It is strongly advised that incoming students meet with the Design Advising Associates about class sequences and take Design courses in order beginning with Design 1, the first gateway into the major.

A screenshot of the UC Davis Design website. The navigation bar includes links for About, Undergraduate (highlighted), Graduate, Advising, Faculty and Staff, Positions Available, Students, Studios/Labs, and Search. Below the navigation is a sidebar with links for Design Museum, Design Collection, and Lighting Center.

### NEW CURRICULUM EFFECTIVE FALL 2010

#### Design

College of Letters and Science

#### A.B. Major Requirements:

#### Preparatory Subject Matter: 24 units

- Design 1
- Design 14 (or Art 2), Design 15, 16
- Design 40A or 40B
- One course from the following: Art 9, Design 13, 21, 50, 60, 70, 77

#### Depth Subject Matter: 44 units

Two courses, at least one of which must be a Design course, from the following: 8 units

- Art 110A, 110B
- Design 107, 113, 115, 127B, 150A
- Dramatic Art 128
- Technocultural Studies 100

Three courses, at least two of which must be Design courses, from the following: 12 units

A screenshot of the UC Davis Design website. The navigation bar includes links for About, Undergraduate (highlighted), Graduate, Advising, Faculty and Staff, Positions Available, Students, Studios/Labs, and Search. Below the navigation is a sidebar with links for Design Museum, Design Collection, and Lighting Center.

### STUDENT GALLERY

exhibition design  
interior architecture  
sustainability  
textile and fashion  
visual communications  
student profiles

The student gallery is composed of outstanding works by students representing their specific emphases in the Department of Design at UC Davis. We are also highlighting exceptional student work in the area of sustainability. Please select discipline's gallery you'd like to view.

A screenshot of the UC Davis Design website. The navigation bar includes links for About, Undergraduate (highlighted), Graduate, Advising, Faculty and Staff, Positions Available, Students, Studios/Labs, and Search. Below the navigation is a sidebar with links for Design Museum, Design Collection, and Lighting Center.

### ADVISING

Dear Design Majors, Incoming Design Students, and Potential Design Majors:

The Department of Design at UC Davis transitioned to the College of Letters and Science, Division of Humanities, Arts and Cultural Studies in September of 2005. This transfer has made a significant difference in the educational opportunities we can offer to our majors.

Your success in lower division, basic design courses will be the key factor in your success in the major. All new students are encouraged to consider attending the Summer Design Academy, our summer session program, either prior to the upcoming fall entry at UC Davis or in the summer after your first year in attendance on campus. By fulfilling your basic design requirements in a logical sequence you should be able to progress through the upper division courses steadily and graduate in a timely and successful manner.

Current College of Letters and Science students intending to declare Design as a major need consent of the department. To be accepted into the major, a student must have completed one Design course with a grade of C or better. Additionally a student must have completed all basic design courses completed that are required for the major, as well as a C average in the upper division courses taken toward the major. Student must have at least one quarter in residence at UC Davis and be in good academic standing to be eligible to change majors.

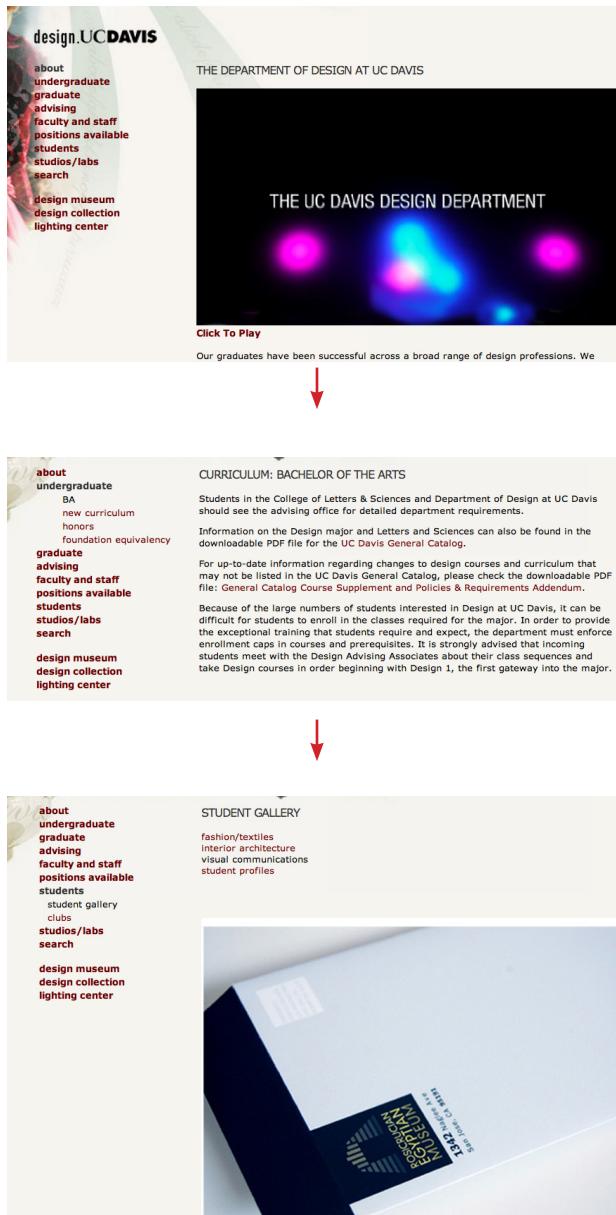
Recent faculty retirements and addition of several new faculty to the UC Davis Department of Design have generated many changes in the Design curriculum. New

#### PROSPECTIVE DESIGN STUDENT

First the student went to About to find out more information about the website. She read through the information on the page, playing the video last. She saw the words “visual communications” in the description of the major, leading her to want to find out more. She went up to the main navigation and selected Undergraduate. She read a bit and then said “There’s a link to the Davis Catalog so I might just go there.” Because I was studying her, she decided not to follow that link but to remain on the website. She then navigated to the Students section and looked at the gallery. She looked through the projects and said, “I think it is cool that you can see the projects but you can’t see what class its for, it kind of defeats the purpose of the student gallery.” She then navigated to the Design Museum, leaving the Design site.

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**“There’s a link to the Davis Catalog so I might just go there”**



#### ANALYSIS

This study further reinforced my sense that the website was poorly organized. It took a current design student three attempts to locate the prerequisites page on the website. The page was not located where she felt it would be most natural to find it. As a prospective student, one of her first instincts was to go outside of our website to the Davis General Catalog. While the catalog can be helpful, it would be much more effective for us to keep students that are interested in Design on the Design site so that they can engage in the major itself more. The Davis General Catalog is just that, general, while our website can show off the personality that our major has at Davis. She also made an excellent point about the fact that the gallery did not connect the pictures of projects to the classes in which they were made. The gallery is a great way for prospective students to get excited about the major, but it will be hard for them to know which classes they might want to take if they are not listed with the projects that they find interesting. The gallery can also be a way to give credit to our major to the general public, showing off the talent that our students have, but again the gallery would need to be more comprehensive to sufficiently promote our major.

The student prefaced my observation of her actions saying that she would not use the website if she wanted to look up information about the major in any way, providing further evidence of the current futility of our site.

# IDEO METHOD CARD

## ASK

### SURVEYS & QUESTIONNAIRES

How: Targeted questions to ascertain particular characteristics & perceptions of users

Why: Quick way to elicit answers from a large number of users

### MY TAKE

I formulated a survey and sent it out to as many members of the desired audience for the website as I could. The most accessible members of the audience for me to reach were current design students, so that is who made up most of the survey population. I received 22 responses to the survey, here are the pertinent results.

### PLEASE RANK YOUR FEELINGS ABOUT...

#### THE WEBSITE AS A WHOLE:

Unsatisfied	Satisfied			
2	<b>9</b>	7	3	1

#### THE LOOK OF THE WEBSITE:

Unsatisfied	Satisfied			
5	<b>8</b>	6	2	1

#### THE CONTENT OF THE WEBSITE:

Unsatisfied	Satisfied			
1	<b>5</b>	<b>10</b>	5	1

#### THE ORGANIZATION OF THE WEBSITE:

Unsatisfied	Satisfied			
3	6	<b>8</b>	4	1

### ANALYSIS

These numbers clearly show that the website is not as exemplary as it should be to show the caliber of our program. For each question the majority of responses were negative, showing that the respondents are generally unsatisfied with our website.

### HOW OFTEN DO YOU USE THE SITE?

"I would use it more if it contained information updated more often."

"Before transferring to Davis, a lot. After transferred to Davis, a couple few times."

"I used to use it all the time when I was a high school student/junior college student, but I never use it now."

"A couple of times a month, but more when I'm trying to figure out my schedule, requirements, all of that."

### ANALYSIS

These quotes, which sum up the sentiments written by most in this short answer question, reveal that current students generally do not use the site that often because it lacks current information. The students do want to use it to organize their courses however. There were also multiple answers that stated that the students had used the site as prospective students, showing that the site does have an influence on people thinking of coming to UC Davis as Design majors.

**WHAT INFORMATION DO YOU USE THE WEBSITE FOR? IS IT USUALLY EASY TO FIND?**

“Courses information, not that easy to find.”

“I’m usually looking for information on classes or schedules for the computer lab and such. I find it eventually but I think it could definitely be easier to find.”

“I am usually checking the hours for printing but I find the information hard to find and even more difficult to understand. I also look for advising info.”

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**ANALYSIS**

Students have difficulty finding the information they need or waste time having to search for the information. The information can also be hard to interpret because of the way it is currently laid out.

**WHAT PROBLEMS HAVE YOU ENCOUNTERED WITH THE SITE IN THE PAST?**

“Hard to navigate, information not update.”

“The navigation can be confusing because sub headings only appear after a more general topic is chosen. If I wanted to quickly scan for something specific, it would take me awhile to find what I wanted.”

“It’s ugly.”

“Well, the thing that annoys me the most is that it is a flash site and therefore cannot be used on iPhones. Come on... we are a design department. We should at least know enough to have a mobile version of the site.”

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**ANALYSIS**

This question provoked stronger responses from those surveyed. Many stated that the site was hard to navigate and the navigation itself lacked hierarchy and made it difficult for them to find what they were looking for. There were also many comments about disdain for the general appearance of the site. I found the last comment to be the most insightful. I also found our site to be outdated because of its use of Flash on the home page, Flash sites are essentially old fashioned in today's web world and as a department that teaches web design, we need to show that we are up to date on current design trends. Also the last comment provides a good idea for a next step, which is to develop an mobile site, an extremely current trend in web design.

**IS THERE ANYTHING YOU WISH THE WEBSITE INCLUDED THAT IT DOESN'T RIGHT NOW?**

“More up to date information about jobs and student work.”

“More focus on actual work for incoming/potential students to see, then a more organized section for current students to navigate their degree.”

“OMG PLEASE UPDATE THE STUDENT WORKS... Other design schools like RISD, SVA, PRATT, PARSONS, would have their LATEST students works. This is also a very important resource for other future students to look for.”

“Mostly everything should be updated on a regular basis.”

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**ANALYSIS**

Most students expressed a strong desire to have updated student work on the site. They made excellent points about this site being the platform on which prospective students judge our program, so it must show off the talented work that our students produce.

## IDEO METHOD CARD

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### ASK

After the broad survey, I interviewed a few of the design faculty members who are influential to the development of the Design website. These faculty members included Rudy Garibay, the designer for the Arts Group, Kelli Sholer, the Design Advisor, and Glenda Drew, the Department

#### KELLI SHOLER

"The annoying thing for me is that there's an undergraduate link and an advising link...you don't need both. Advising could go under undergraduate."

"Through this current design, its difficult to get information out about stuff."

"It needs to be modernized and made more user friendly so that people don't have to dig for information."

"Faculty and staff have gotten lazy about updating it because, what's the point."

"I do have a lot of prospective students and the website is the main thing they are looking at."

"Keeping it updated is an issue."

"Its just bad aesthetics on top of unclear [info]."

#### GLENDA DREW

"My feeling about the website is that it is outdated. At the time it was a nice design, but the technology is now outdated. People don't really use flash anymore."

"We all like the design museums website because it is clear...we're happy with the layout but there is something still sort of special about it."

"I think it should be HTML with CSS and Javascript with a good database behind it so that it's easily updatable and people don't have to reload all the different parts with each page, so something like Drupal, or some kind of content management system."

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**"Through this current design, its difficult to get information out."**

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**"At the time it was a nice design, but the technology is now outdated."**

#### RUDY GARIBAY

I did not get many of direct quotes from Rudy, but the most important point I dissected from our talk was that we are in a time of fluctuation when it comes to adhering to the UC Davis graphic standards. This means that the new Design website needs to address the colors and fonts that the graphic standards of UCD outline, but does not need to abide by the template that Davis uses for many of their departmental websites. Rudy is developing sites for the 6 segments of the Arts Group that follow one template. He provided me with his template and color scheme when I met with him. I decided to use his color scheme in my final design because he has already been using the colors on many Design-related media, so the site will fit in nicely with the work he has already produced.

#### ANALYSIS

The faculty reiterated many points the students made, especially when it came to updating the site. Glenda made a great point about using a content management system to handle the site so that updating it is much easier than having to code and upload entire new pages every time something needs to be changed. Hopefully if the site was more attractive and easier to maintain, it would be kept updated more often.

## IDEO METHOD CARD

### TRY

#### PAPER PROTOTYPING

How: Rapidly sketch, layout & evaluate interaction design concepts for basic usability

Why: Quickly organizes, articulates and visualizes interaction design concepts

#### MY TAKE

Because my final product is screen based, I decided not to do an actual “paper” prototype. Instead I mocked up two quick prototypes of how I felt the site should look based on my research. Then I posted these two mock ups to Facebook on my page and on various groups’ pages and asked people to “like” the layout they preferred.



35 respondents preferred this layout

UC DAVIS DESIGN

About      Academics      Student Resources      Faculty      Facebook      Contact



**STUDENT WORK**



**EVENTS**

**3/20/12: Lorem ipsum dolor**  
 Sit amet, consectetur adipiscing elit. Mauris dui dolor, ultricies non congue non, placerat eget enim. Praesent ante nisi, tincidunt eleifend faucibus in, rutrum ut erat.

**DESIGN HEADLINES**

Faculty Position in Design (Studio Practice)  
 The UC Davis Department of Design invites applications for a tenure-track Assistant Professor in one or more design disciplines.

29 respondents preferred this layout

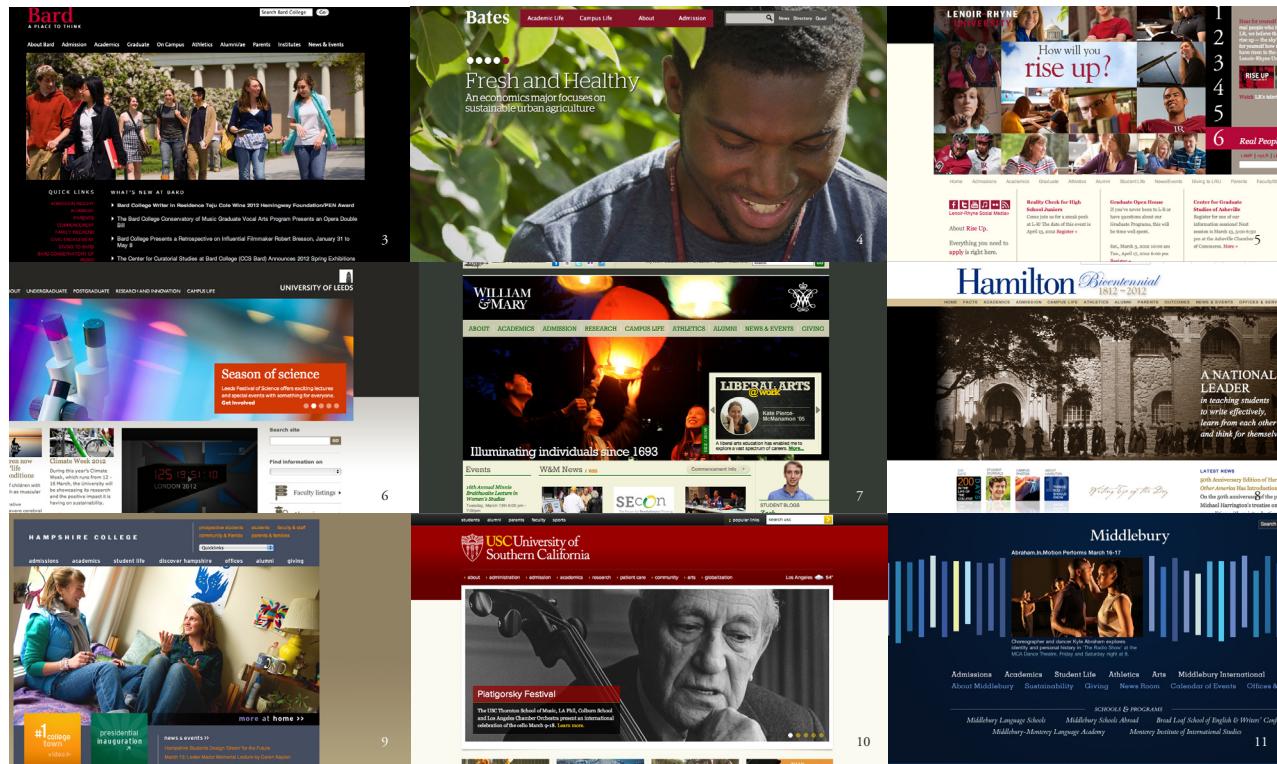
## ANALYSIS

The results were of my screen prototyping were quite close. One of my respondents gave me some interesting feedback that I think shaped the results. She said, "The first site is more eye catching and intriguing - I want to learn about design! The second site is more formal and educational, it is very streamlined." The large image in the background of the first layout and the bold text seemed to catch people's eyes, but some respondents favored the white simplicity of the second layout.

# SECONDARY RESEARCH

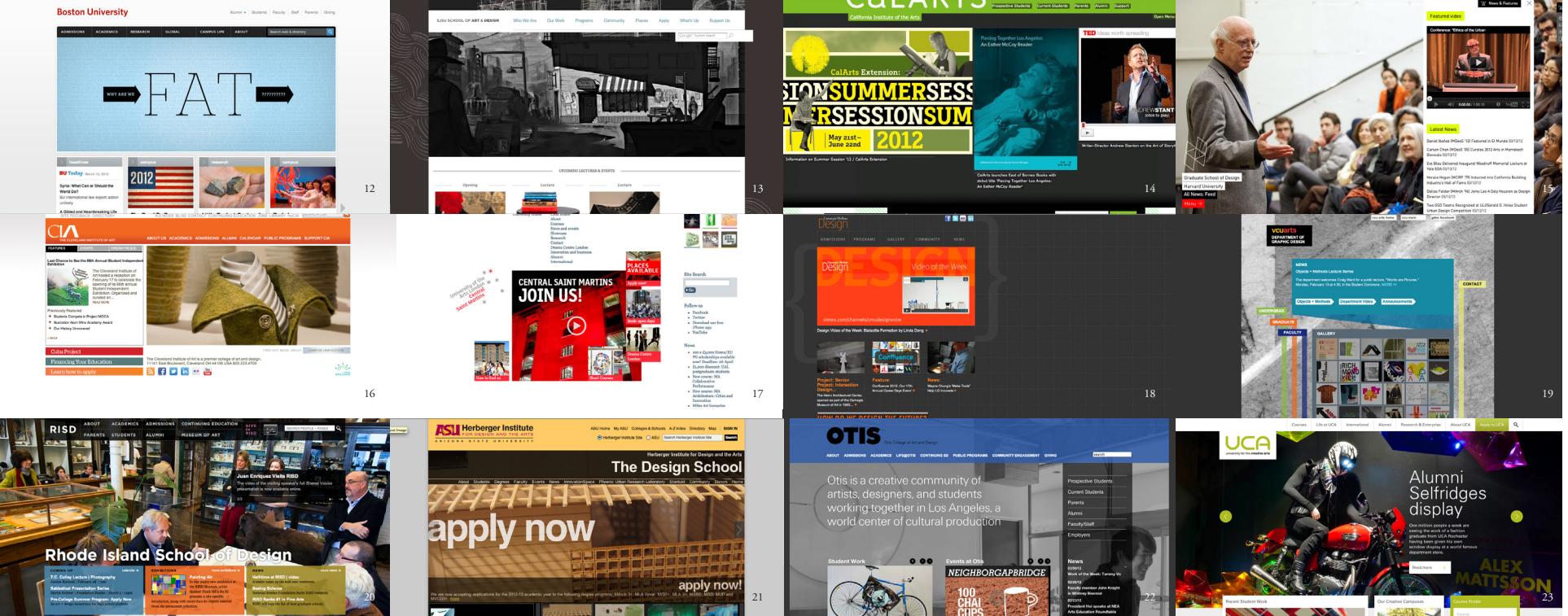
## EDUCATIONAL WEBSITES

My secondary research was based on looking at model educational websites and extracting the positive factors from them. Because the Davis Design program is not only a high caliber design school, but also a part of a prestigious university, I decided to look at the websites of two segments of the college level educational system: liberal arts university websites and art/design school websites. I compared and contrasted the elements from them to inform my design. I found which sites to examine from a few different sources. Some of them were institutions that I know to be reputable, but most were found from online sources. I used Business Week's list of the top 60 design schools in the world to find design schools that should have well designed sites.<sup>1</sup> I also found a blog posting from Smashing Magazine that listed many good websites from higher level academic institutions.<sup>2</sup> These exterior sources allowed me to view interestingly designed sites that I would not normally have discovered.



### LIBERAL ARTS UNIVERSITY WEBSITES

The liberal arts university websites were all quite refined and classic in appearance. They tended to have traditional collegiate color schemes with serif typography and large images on the home pages. Overall the trend is to appear inviting but still educational and polished.



## DESIGN SCHOOL WEBSITES

The design school websites tended to have more modern appearances than the liberal arts universities' sites. They generally employed sans serif typefaces and had bright color schemes with grays and whites as neutrals. The most effective ones had large images or graphics that catch the users eye upon opening the home page.

## **RESEARCH SUMMARY**

The primary and secondary research I conducted provided a great deal of insight into how I should proceed to design my final product. Because of the many complaints from students and faculty on the poor organization of the site, I decided that I should start by carefully reorganizing the navigation of the website with a detailed site map. Luckily my first IDEO method card, Flow Analysis, had already helped me analyze the current navigation. Next I decided to make up the paper prototypes based off of my secondary research and the feedback from students and faculty, seen in the previous section. The results of the informal survey I administered with those prototypes and the knowledge that I gained through my secondary research led me to create the final look and feel of the website.



# **REDESIGN OF UC DAVIS DESIGN DEPARTMENT WEBSITE**

## **FINAL PRODUCT**

My final product for this project is made up of two pieces. Through my research I discovered that many members of the audience of the Design website found it to be poorly organized and therefore hard to navigate. This caused me to decide to focus a

great deal of attention on the reorganization of the site map. Once I felt the site was properly organized, I was able to design the look and feel of the site.

# SITE MAP REVISION

## PROCESS

My main interest in working on this project was reorganizing the way the user interacts with the site. The existing site was very poorly organized and, as was shown earlier, when I surveyed users, many said that they had not been able to find information on the site and would have to rely on other resources to get information about the Design major. Using the information I gained from my research, I rearranged the links into a more logical progression. This also involved deleting pages that were unnecessary and adding information that was missing. I have always found the best organized sites are those that have as few as possible main navigation headers, and are then subcategorized smartly. Throughout this analysis, I decreased the main navigation headers from nine to four.

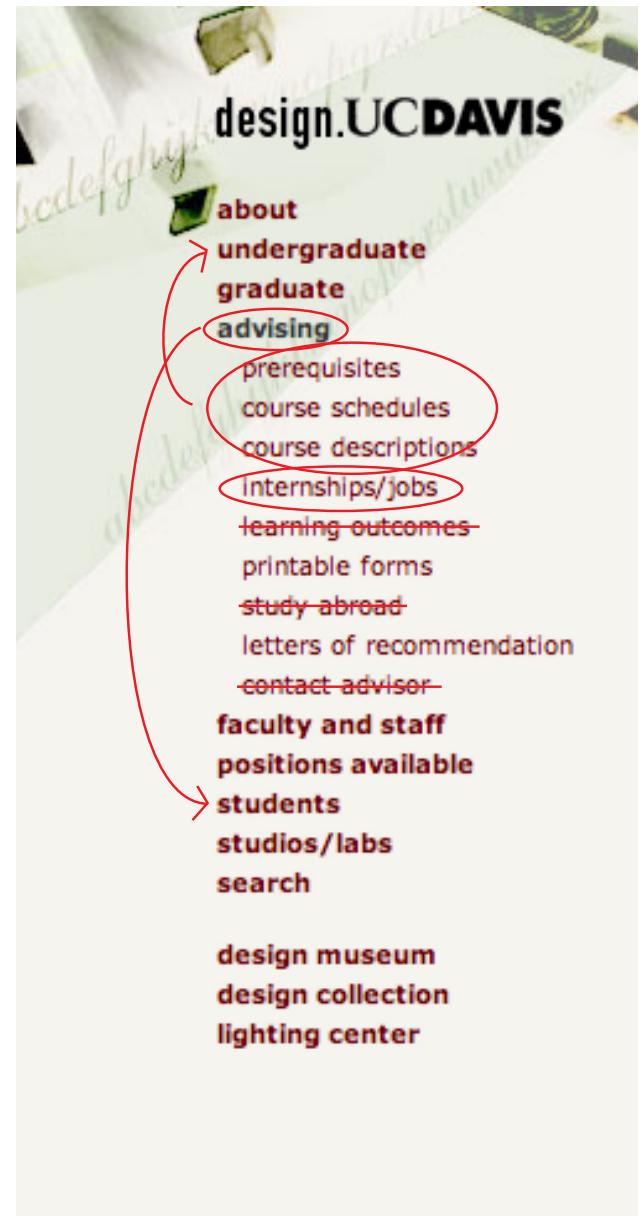
### ADVISING

I found the Advising section to be the most confusing section of the existing navigation. As a student, advising suggests to me to contain information on academic advisors, advising hours, and forms needed for official purposes. Advising is also most likely something at which only existing students would look. However, the existing section contained a lot of misplaced information. Prospective students may have had trouble finding information on specific courses because one would expect that to be found under the undergraduate heading, however they exist under the Advising heading. Therefore I decided to move the three sections on courses to the undergraduate section. This creates a logical progression as a user; existing and prospective students will look up the requirements to be an undergraduate, which shows all of the courses needed, and will then want to know when those courses are scheduled, the prerequisites for them, and most importantly, the descriptions of the courses.

The Internships/jobs header was also misplaced under Advising. I moved this page to be under the Students header because users that are looking for an internship or job are most likely to be current students, towards which the Students section is directed.

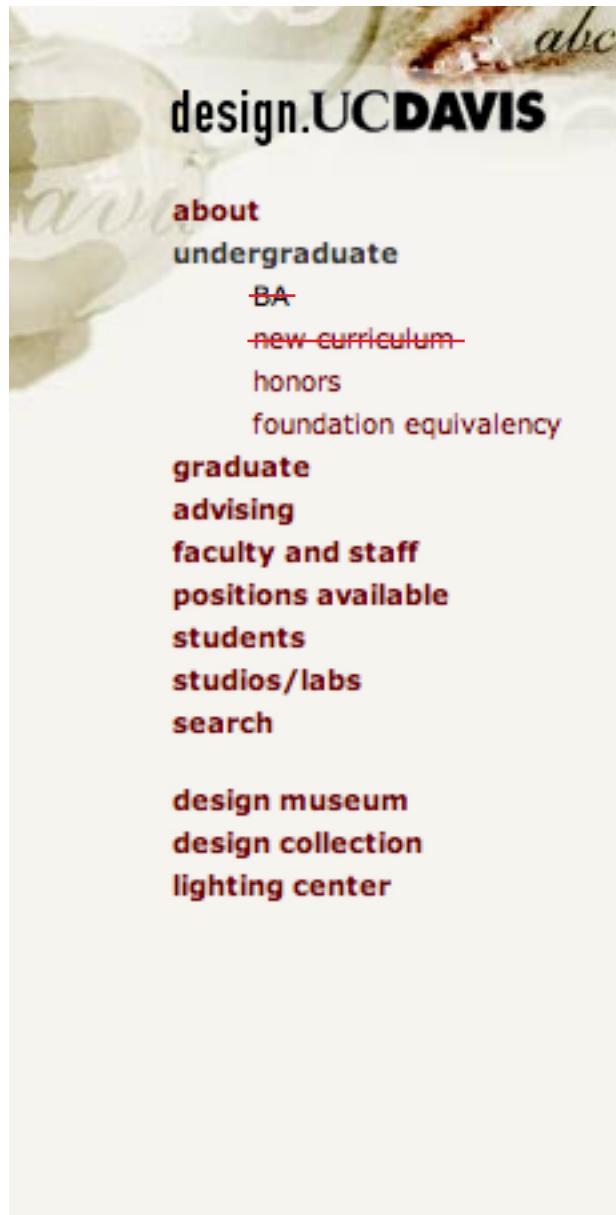
After reading the information contained in Learning Outcomes and Study Abroad, I decided that these three pages were not necessary to the site. The copy on Learning Outcomes gives a great overview of the major and what is expected out of each student. Therefore I took that information and incorporated it into the Undergraduate page. The Study Abroad page simply contained a short paragraph encouraging students to study abroad and a link to the Education Abroad website. Although it is positive to encourage study abroad, it seemed unnecessary to devote an entire page to it, so I deleted this page from the site map. If desired, the paragraph on studying abroad could be included on the Undergraduate page.

After all of this editing, Printable forms and Letters of Recommendation were left under the Advising header. The Advising header would also link to a page with information on advisors and their hours and locations. Finally I decided to move the entire Advising section under Students, which I retitled Student Resources, as advisors are a resource for students.



#### UNDERGRADUATE

The Undergraduate section was broken up into more pages than was necessary, making the headers confusing and resulting in overlapping information. I removed the pages BA and New Curriculum and placed all of that information under the main Undergraduate page. That way all of the information regarding the path of the major and the courses required are contained on one page. As shown before, I also moved the Prerequisites, Course Schedules, and Course Description pages to this section. I kept the Honors and Foundation Equivalency pages as the information they contained was still best organized under those headings.



## SITE MAP REVISION

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### STUDIOS/LABS

The Studios/Labs sections was one of the more problematic sections for me. When a user selects Studios/Labs they are taken to a page with hours for the Digital Printing Lab and Computer Studio, which are only two of the many resources available to design students. Then when a user selects Digital Printing Lab to find out more information, they are taken to a page that lists what machines are located in the lab. This is useful information, but it is not nearly enough. A small mid-page link says "Studio hours vary quarterly," which is information we already found on the main Studios/Labs page. But when the link is selected, the user is taken to an exterior site, [designlabs.ucdavis.edu](http://designlabs.ucdavis.edu). All of the information on this site should be included on the Design website under the Studios/Labs heading. The exterior site includes some information on pricing and formatting files for digital printing of all different types available in the labs. But there is yet still a great deal of information that has been left out from both these sites. Ultimately, the Studios/Labs section should divulge all resources available to design students. These include the Sewing Studio, the Dye Lab, the Screen printing Lab, and various computer lab resources. These computer lab resources should be organized by what programs are available in each, for example, the Student Community Center is the only place on campus with computers that have Adobe After Effects and Google Sketch Up Pro, two programs that are essential to some design classes. In further revision of the information, I decided that the Safety Requirements link was unnecessary. While it is important to be safe when using the various labs, the link only takes the user to an outside site, [safetyservices.ucdavis.edu](http://safetyservices.ucdavis.edu), which outlines general safety practices for all sorts of things on campus, nothing that is specific to the design labs. Also students are unlikely to look ahead of time on the site for how to be safe in a lab, but rather at the moment they are using the lab resources. Therefore postings in the labs are much more effective at helping students with safe practices than any information on the site would be.

After all of these deliberations, I felt that this section did not need to be a part of the main navigation. I filed it under the retitled page Student Resources, as these are resources available to all students.

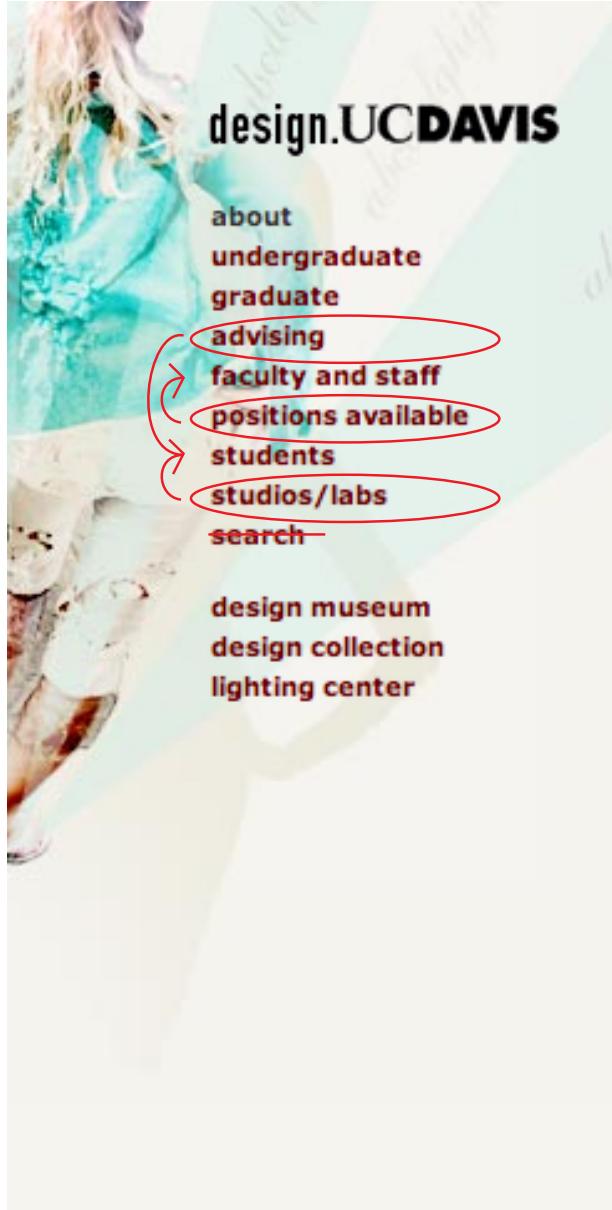


### A NOTE ON TERMINOLOGY

As a member of the audience for this site, I found the label Studios/Labs to be very misleading. Design classes are referred to as "studio classes" or "studios" so this led me to believe this would contain information on my classes. The alternate name Labs does describe the computer labs, but does not encompass all of the resources, such as the Tool Room. Therefore I spent some time considering new titles for this section. First I tried "Cruess Hall Resources," but quickly moved on from this title after realizing the Student Community Center was included in these spaces. After using a thesaurus and finding multiple alternate options, I did a few informal interviews with some of my design friends to see which word they felt best encompassed all of these resources. I finally settled upon the word "facilities" to use as the header for this section.

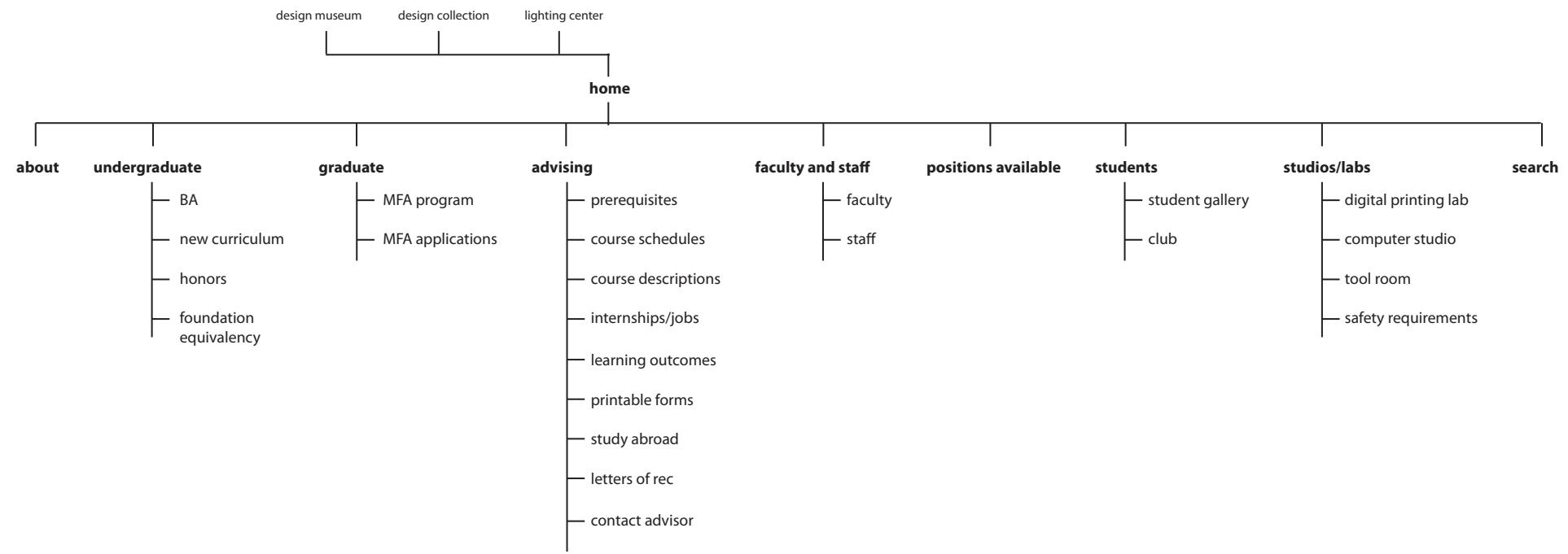
#### MAIN NAVIGATION

To maximize usability, I narrowed the main navigation down into just four sections: About, Academics, Student Resources, and Faculty. I grouped Undergraduate and Graduate under Academics. Advising and Studios/Labs (now titled Facilities) were moved under Student Resources. Positions Available was moved under Faculty. And Search was eliminated as a link from the navigation. Instead I decided to include a search bar at the top of every page, as links to search pages are out of date. I also decided to move the three exterior links, Design Museum, Design Collection, and Lighting Center to the bottom of the page, so that they are still accessible but do not take away the user's focus from the Design website.

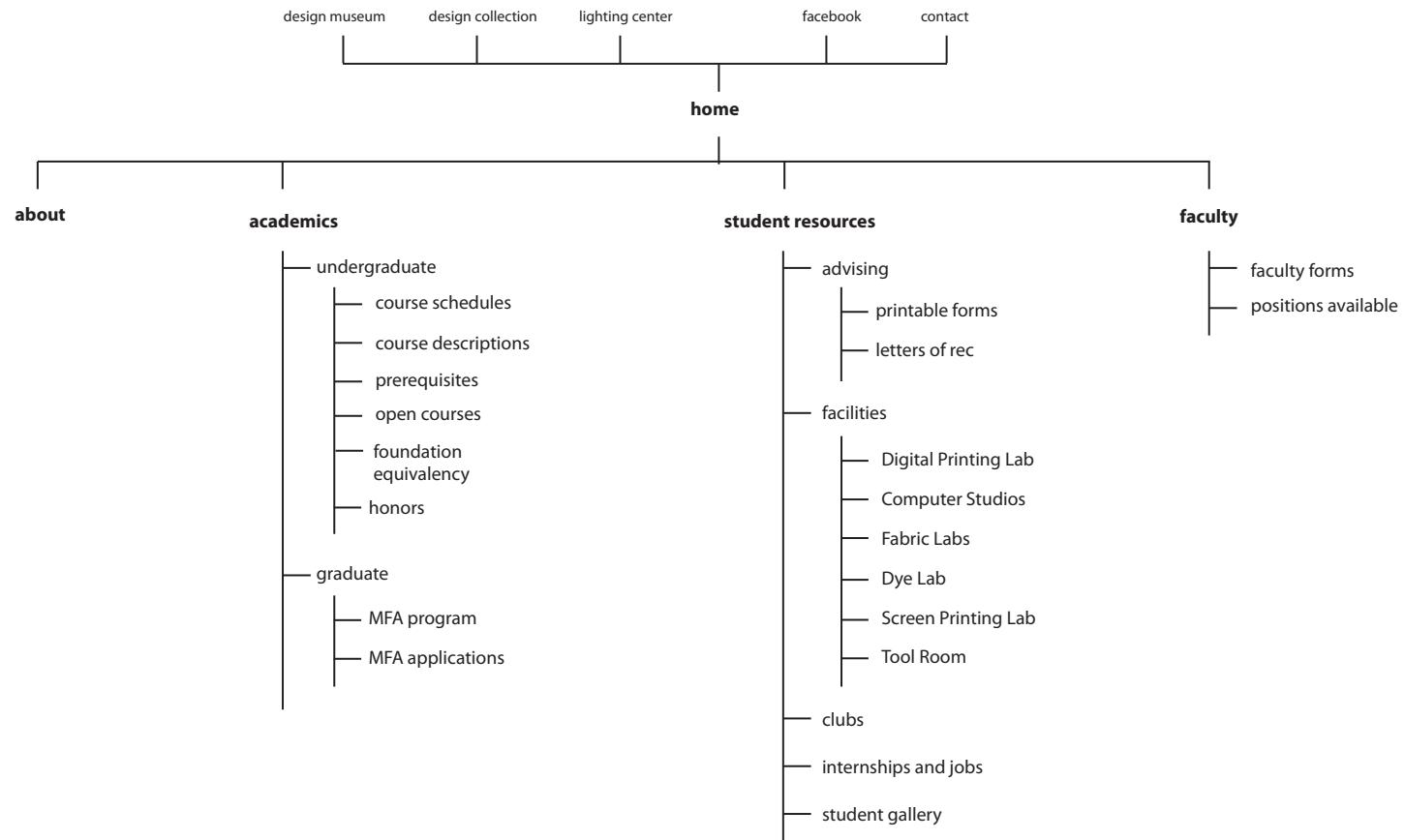


# SITE MAP REVISION

## ORIGINAL SITE MAP



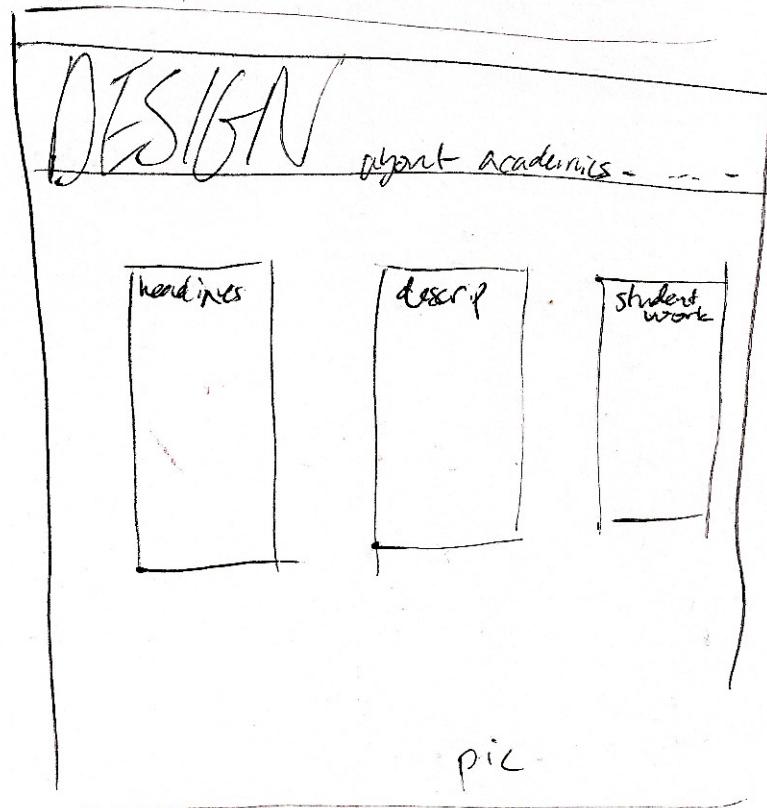
## REVISED SITE MAP

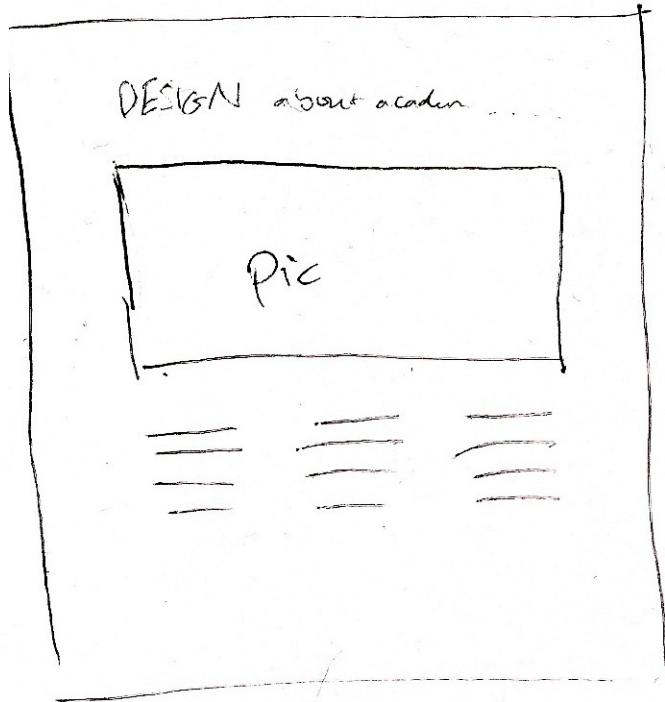
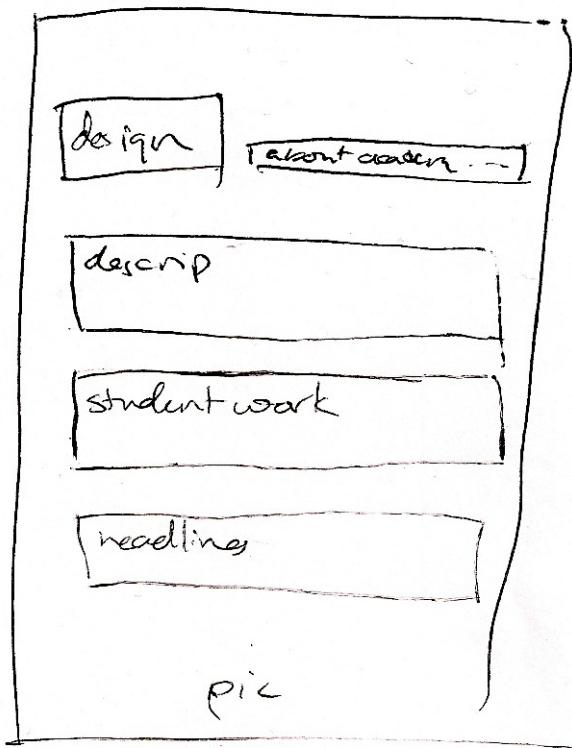


## LOOK AND FEEL

### SKETCHES

These preliminary sketches show three ideas I had for general layouts for the home page and navigation of the site. The first layout puts a large emphasis on the header “Design” and organizes the home page into three columns, all placed over a full bleed background image. The second layout uses boxes to separate the different sections on the page, again over a full bleed background image. The third layout was meant to be more minimalistic while using a more typical form for an educational institution’s website. I chose the first and the third layouts to move onto the paper prototyping step and create my first screen layouts.





## LOOK AND FEEL

### PROTOTYPES

From the first and third of my sketches, I made these layouts in Illustrator. I wanted to try out two of the main ideas I extracted from my secondary research. The first layout used bold, sans serif text with a full bleed background image like many of the design school websites. The second is more minimal, still employing a large image on the home page to show off the work of the students, but with a clean background and white space to separate the sections on the page. This gave the layout a more educational feel, while still being contemporary in the color scheme I was provided with by Rudy Garibaldi. Both layouts also reference the UC Davis graphic standards by using one of the fonts deemed acceptable, Futura. The photo was found on the UC Davis Today webpage<sup>24</sup>.





## STUDENT WORK



## EVENTS

**3/20/12: Lorem ipsum dolor**

Sit amet, consectetur adipiscing elit. Mauris dui dolor, ultricies non congue non, placerat eget enim. Praesent ante nisi, tincidunt eleifend faucibus in, rutrum ut erat.

## DESIGN HEADLINES

Faculty Position in Design  
(Studio Practice)

The UC Davis Department of Design invites applications for a tenure-track Assistant Professor in one or more design disciplines.

Although my informal survey resulted in more people preferring the first layout, I decided to continue on to my further drafts with the second layout. I felt that the second layout better combined an academics with modern design. Also in Glenda's interview, she mentioned that everyone loves the Design Museum website because of its minimalism and clarity. The full bleed image in the first layout would make it difficult to have text over the image if the image has dramatic variations in color. To keep the website easily updatable, it is simpler to not have an image as the background so that the text does not have to be carefully considered against the background every time an edit to the site needs to be made. The minimalistic layout will satisfy the needs of both the users and the editors of the site.

# LOOK AND FEEL

## FINAL LAYOUT

I arrived at the final layout by simply tweaking the layout as I saw fit. I chose to make all of the links gray and use Futura Book in all capitals for the navigation links as well as the headers of each section. Then I organized the information in the three pages I designed. I decided to include Student Work, Events, and Design Headlines as the three sections on the bottom half of the page as I thought these were three great bits of information to engage a user on opening the page. I got rid of the text from the existing page and filed the pertinent information in the About section. All of this resulted in a final layout that is clean and simple but provides an engaging landing place for visitors.

UC DAVIS DESIGN

FACEBOOK CONTACT

ABOUT ACADEMICS STUDENT RESOURCES FACULTY



STUDENT WORK



EVENTS

3/9 - 3/10 **Inaugural Meeting of CA Design MRG**  
A multi-campus research group exploring the influence of design on culture and the role of California as a site of innovative design.

DESIGN HEADLINES

**Faculty Position in Design (Studio Practice)**  
The UC Davis Department of Design invites applications for a tenure-track Assistant Professor in one or more design disciplines.

DESIGN MUSEUM DESIGN COLLECTION LIGHTING CENTER

University of California, Davis, 1 Shields Avenue Davis, California 95616 - (530) 752-1011

## DROP DOWN MENU

In my research, a few people cited that it was difficult to find interior pages because the subnavigation only showed up when the main navigation pages were opened. To solve this issue I chose to include a drop down menu in my main navigation, so that any page can be accessed without having to first go to one of the main navigation pages. I kept the look of the drop down menu simple like the rest of the page by simply reversing the type into white and placing a gray rectangle behind the menu options in the same color as the unselected navigation options.

The screenshot shows the UC Davis Design website. At the top, there is a navigation bar with links for Facebook, Contact, and a search bar. The main navigation includes links for About, Academics (with Undergraduate and Graduate sub-options), Student Resources, and Faculty. A large photograph of a person standing next to a directional signpost is the central visual element. Below the navigation, there are three columns of content: 'STUDENT WORK' featuring a grid of images, 'EVENTS' listing an 'Inaugural Meeting of CA Design MRG' from 3/9 - 3/10, and 'DESIGN HEADLINES' which includes a link to a 'Faculty Position in Design (Studio Practice)'.

UC DAVIS DESIGN

FACEBOOK CONTACT

ABOUT ACADEMICS STUDENT RESOURCES FACULTY

UNDERGRADUATE | GRADUATE |

80 Freeway Entrance Amtrak UC Davis

CRAFT CTR LIBRARY SILO

STUDENT WORK

ASIAN AMERICAN ARTS alliance

3/9 - 3/10 Inaugural Meeting of CA Design MRG

A multi-campus research group exploring the influence of design on culture and the role of California as a site of innovative design.

DESIGN HEADLINES

**Faculty Position in Design**  
(Studio Practice)

The UC Davis Department of Design invites applications for a tenure-track Assistant Professor in one or more design disciplines.

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# LOOK AND FEEL

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## INTERIOR PAGE

### UNDERGRADUATE

For the Undergraduate page, I compiled information from a few pages from the existing site. I made an eye catching graphic that outlines what Design students learn throughout their four years at Davis. I pulled this information from the “Learning Outcomes” page on the existing site and reduced the long paragraph down to a few simple bullet points that define our major. Then I added a short description underneath about the various topics that our major covers and how the new curriculum allows students to pursue interdisciplinary interests. I took some points from the “BA” page of the current site and some from the copy on the home page. I also added some information about the new curriculum to show that it is a positive change as the previous wording was quite harsh. I decided to keep in the information

about class sizes being limited because Kelli Sholer stressed the importance of this on the website. This way incoming students are prepared to not necessarily get every class they would like to each quarter. While I dislike how the current site frequently directs users to the General Catalog, I felt it was important to include a link to the General Catalog Addendum as there are classes listed in that literature that are not listed anywhere else, such as the class this project is for, Design 159.

On the right side of the page, I reformatted the way the major requirements are displayed. I created a more distinct hierarchy in each section so that users can quickly glance at the requirements and understand them, rather than having to carefully dissect the

existing page of major requirements. I also included the course names after each course listing. I find it very frustrating on our site and in the General Catalog to have to find the course options I can take to fulfill a requirement and then go to another page to find out what that course number means. This is especially tricky in the Upper Division Electives section, since there are many options. To fix this problem I added the name of the course after the number, which will be linked to the page of course descriptions to the position on the page where that course’s description is displayed. Finally I added a link to a printable version of the major requirements so that students can print out the list and check off which classes they have taken, a simple way of creating a graduation checklist.



## UNDERGRADUATE BACHELOR OF ARTS

UCD  
DESIGN  
STUDENTS  
WILL

EMBRACE CREATIVITY

DEMONSTRATE IDEAS VERBALLY AND VISUALLY

DEVELOP PROBLEM SOLVING STRATEGIES

COLLABORATE AND COOPERATE

LEARN INTERDISCIPLINARY SKILLS

Design at UC Davis focuses on four key areas of design: interior architecture, visual communication, fashion design, and exhibition design. The Design major at UC Davis has recently been restructured to allow students more freedom to pursue interdisciplinary interests. In this new curriculum, students can mix and match courses from the four design disciplines in the manner they think they will best be educated.

This new curriculum also helps relieve the difficulties design students face in graduating in four years due to impacted classes. There are many students interested in Design at UC Davis so it can be hard to enroll in the classes required for graduation. The department must limit the size of the classes to provide each student in the class with the exceptional learning environment for which Davis is known. It is strongly advised that incoming students meet with the Design Advising Associates about their class sequences and take Design courses in order beginning with Design 1, the first gateway into the major.

Students in the College of Letters & Sciences and Department of Design at UC Davis should see the advising office for detailed department requirements.

For up-to-date information regarding changes to design courses and curriculum that may not be listed in the UC Davis General Catalog, please check the downloadable PDF file: General Catalog Course Supplement and Policies & Requirements Addendum.

## CURRICULUM

printable checklist

## A.B. Major Requirements:

Preparatory Subject Matter: 24 units

- Design 1 - Introduction to Design (4)
- Design 14 - Design Drawing (4)  
or Art 02 - Beginning Drawing (4)
- Design 15 - Form and Color (4)
- Design 16 - Graphic Design and Computer Technology (4)
- Design 40A - History of Design: Ancient through Industrial Revolution (4)  
or 40B - History of Modern Design (4)

## One course from the following:

- Art 09 - Beginning Photography (4)
- Design 13 - Photography for Designers (4)
- Design 21 - Drafting and Perspective (4)
- Design 50 - Model Making (4)
- Design 60 - Introduction to Surface Design (4)
- Design 70 - Introduction to Textile Design Structures (4)
- Design 77 - Introduction to Structural Design for Fashion (4)

## Depth Subject Matter: 44 units

Two courses, at least one of which must be a Design course, from the following: 8 units

- Art 110A - Intermediate Photography: Black and White Analog (4)
- Art 110B - Intermediate Photography: Digital Imaging (4)
- Design 107 - Advanced Structural Design for Fashion (4)
- Design 113 - Visual Communication: Digital Imaging (4)
- Design 115 - Letterforms and Typography (4)
- Design 127B - Studio Practice in Sustainable Design (4)
- Design 150A - Computer-Assisted Drawing for Designers (4)
- Dramatic Art 128 - Principles of Theatre Sound (3)
- Technocultural Studies 100 - Experimental Digital Cinema I (4)

Three courses, at least two of which must be Design courses, from the following: 12 units

- Art History 168 - Great Cities (4)
- Art History 184 - Twentieth Century Architecture (4)
- Art History 187 - Contemporary Architecture (4)
- Art History 188A - The American Home (4)
- Art History 188B - Architecture of the United States (4)
- Art History 189 - Photography in History (4)
- Design 127A - Sustainable Design (4)
- Design 138 - Materials and Methods in Interior Design (4)
- Design 142A - World Textiles: Eastern Hemisphere (4)
- Design 142B - World Textiles: Western Hemisphere (4)
- Design 143 - History of Fashion (4)
- Design 144 - History of Interior Design (4)
- Design 145 - History of Visual Communication (4)
- Dramatic Art 114 - Theatre on Film (4)
- Dramatic Art 150 - American Theatre and Drama (4)
- Dramatic Art 155 - Representing Race in Performance (4)
- Technocultural Studies 150 - Introduction to Theories of the Technoculture (4)
- Technocultural Studies 152 - New Trends in Technocultural Arts (4)
- Technocultural Studies 153 - Concepts of Innovative Soundtracks (4)
- Technocultural Studies 155 - Introduction to Documentary Studies (4)
- Technocultural Studies 159 - Media Subcultures (4)

Choose either six courses from List A or five from List A and one from List B: 24 units

## LIST A - Electives:

- Design 116 - Visual Communication: Graphic Design Studio (4)
- Design 117 - Visual Communication: Internet and Interactive Design (4)
- Design 131 - Global Fashion and Product Design (4)
- Design 132A - Textile Design: Woven Structures (4)
- Design 132B - Loom-Constructed Textile Design (4)
- Design 134A - Introduction to Interior Design—Residential (4)
- Design 135A - Furniture Design (4)
- Design 135B - Furniture Design (4)
- Design 136A - Lighting Technology and Interior Design (4)
- Design 136B - Designing with Light (4)
- Design 150B - Computer-Assisted Presentations for Interior Architecture (4)
- Design 151 - Visual Communication: Type in Motion (4)
- Design 155A - Topics Studio: Pattern, Form and Surface (4)

# LOOK AND FEEL

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## STYLE GUIDE

### COLORS

The colors for the site are outlined by Rudy Garibaldi's previous work. I decided to keep these as the Design Department colors so that we could begin to brand ourselves as a department. The color scheme he provided includes more colors that could be incorporated into the site if needed, but to keep the simplicity of the site I did not want to use too many colors on these pages. This color scheme is modern while retaining a sense of sophistication.

## COLORS



Pantone 233 C

C=11 M=100 Y=0 K=0

Background of UC Davis Design logo



C=60 M=51 Y=51 K=20

Link color



Pantone 295 C

C=100 M=57 Y=0 K=40

Link hover state and selected color



Pantone 173 C

C=0 M=69 Y=100 K=4

Background of accent type piece

## STYLE GUIDE

### FONTS

UC Davis has a defined set of graphic standards that our current site does not address at all. I chose to gesture to the graphic standards by using the university's fonts. I supplemented this with a standard web font in a readable size.

## FONTS

### HEADERS AND NAVIGATION

#### FUTURA BOOK

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

SIZE 9

### BODY TEXT

#### Verdana

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

#### Verdana Bold

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

Size 8

## **NEXT STEPS**

The first next step I would take in continuing this project is to design all of the pages for the entire website. Once those are designed and laid out perfectly, I would take my design proposal to the faculty. I would either meet with various faculty members individually or try to present it to the entire design faculty at a faculty meeting.

When the design is approved by the faculty, I would discuss the options of keeping the website updated with them. One of the main concerns of students and faculty members was the need to keep the website current. I feel this can best be done with a content management system such as WordPress or Drupal. These systems allow site managers to edit content using a WYSIWYG editor, enabling them to quickly type in or upload new content

rather than re-coding and re-uploading entire pages to update a few words. Finding a suitable content management system may be the most important step in the whole process of redesigning the website. This is how the website can become most useful to all members of the audience again.

With a content management system picked out and the layout completely designed, I would code the site and make it live.

Further steps could be taken to keep our department in trend. The site could be made into a mobile site so that users can view it in a way that is formatted to fit their mobile devices. This “next step” would only be able to be done though after the other steps were addressed, most importantly the updatability of the site.

## **BIBLIOGRAPHY**

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3. Bard College: [www.bard.edu/](http://www.bard.edu/)
4. Bates College: [www.bates.edu/](http://www.bates.edu/)
5. Lenoir-Rhyne University: [www.lr.edu/](http://www.lr.edu/)
6. University of Leeds: [www.leeds.ac.uk/](http://www.leeds.ac.uk/)
7. William & Mary: [www.wm.edu/](http://www.wm.edu/)
8. Hamilton: [www.hamilton.edu/](http://www.hamilton.edu/)
9. Hampshire College: [www.hampshire.edu/](http://www.hampshire.edu/)
10. University of Southern California: [www.usc.edu/](http://www.usc.edu/)
11. Middlebury College: [www.middlebury.edu/](http://www.middlebury.edu/)
12. Boston University: [www.bu.edu/](http://www.bu.edu/)
13. San Jose State University School of Design: [ad.sjsu.edu/](http://ad.sjsu.edu/)
14. California Institute of the Arts: [calarts.edu/](http://calarts.edu/)
15. Harvard Graduate School of Design: [www.gsd.harvard.edu/](http://www.gsd.harvard.edu/)
16. Cleveland Institute of Art: [www.cia.edu/](http://www.cia.edu/)
17. Central Saint Martins: [www.csm.arts.ac.uk/](http://www.csm.arts.ac.uk/)
18. Carnegie Mellon School of Design: [www.design.cmu.edu/](http://www.design.cmu.edu/)
19. Virginia Commonwealth School of the Arts: [arts.vcu.edu/](http://arts.vcu.edu/)
20. Rhode Island School of Design: [www.risd.edu/](http://www.risd.edu/)
21. ASU Herberger Institute for Design and the Arts: [design.asu.edu/](http://design.asu.edu/)
22. Otis College of Art and Design: [www.otis.edu/](http://www.otis.edu/)
23. University for the Creative Arts: [www.ucreative.ac.uk/](http://www.ucreative.ac.uk/)