



# UX CASE STUDY

BY LORELEI MIYAMURA

# CONTENTS

---

**Page  
01**



>

## **INTRODUCTION**

OVERVIEW & GOALS

---

**Page  
05**



>

## **TESTING SCRIPT**

**Page  
12**



>

## **SUBJECT PROFILES**

**Page  
28**



>

## **TEST FINDINGS**

FINDINGS & RECOMMENDATIONS

---

**Page  
33**



>

## **STYLE GUIDE**

# CONTENTS

---

**Page  
51**



>

**USER PERSONAS**

**Page  
14**



>

**CARD SORTING**

INFORMATION ARCHITECTURE

**Page  
63**



>

**EARLY ITERATIONS**

SKETCHES, WIREFRAMES

**Page  
32**



>

**PAPER PROTOTYPES**

**Page  
75**



>

**FINAL REDESIGN**

# INTRODUCTION

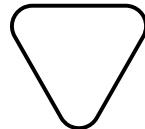


A 2 MINUTE READ

ORIGINAL DESIGN

# TheBus

City and County of Honolulu



UX REDESIGN





- BRIEF** Timely provide quick to read information from a 30 - 60 second timeframe. Announcements catered to specific users based on their ridership trends.
- OVERVIEW** The Bus is a supplemental website for the public transit system located on Oahu, Hawai'i. The site serves as a database of information. Including announcements, real time bus arrivals, timetables, and information about fares; functioning as a bulletin board of updated information. The brand's identity was set in 2006 with a sans serif typeface, and features pixel-based iconography. Its site and service's target audience include collegiate students ages 17-21(source). Who utilize the service to commute to centrally located universities. The Bus service caters to an audience who must cost effectively commute across the island.
- PROBLEMS**
  - Outdated interface** - site is not responsive and has a lack of compatibility with new gen devices. Content goes under a horizontal scroll when the desktop window is crushed to tablet or mobile devices. There are 15+ items on the site's navigation, and the current color scheme is inconsistent. Which adds to confusion in the hierarchy of information.
  - Know your user** - The site struggles to establish a user identity. The current landing page for the desktop version displays information for careers. The site also displays irrelevant content to the user. Users do not use the site's navigational tools, opting for third party apps such as Apple maps to get to their route. The site does not consider secondary audiences such as college aged visitors or out of state tourists.
  - Efficiency** - the current user journey to get to the navigational map is riddled with buttons and multi-tiered menus. The current design has too many entry points for simple tasks.

## GOALS

The current goal of this interface redesign includes:

**Interface Update** - Responsive mobile approach to the code's redesign. Including a visual update & styling.

**One Stop Shop** - Make all the pdfs, transit directions, and brochures internal within the site, instead of its current external links.

**User Centered Design Approach** - Designing options meant for the user in mind. Including a navigation menu for directions, saved routes and topping up their transit card. Announcements catered to specific users based on their ridership trends.

**Efficiency** - shorten the user journey to arrive at the information they are seeking out.

**Accessibility** - approaching the redesign with access in mind. This concedes with the decision to continue the site on the web platform, over a mobile application counterpart. Web access allowing out of country users to utilize the site over a web domain. Versus having to change internet IP / app store download country to use it in an app form.

# USABILITY TESTING



A 3 MINUTE READ

## SUMMARY

This report details a **usability study on user's behaviors** while on TheBus site. Each participant was interviewed individually. Two analysis were done remotely, and two physically. The testing environment was focused on a viewing of the site's mobile & desktop layout.

The session took inquiry into the **site's function** and **visual interface**. This would later inform design decisions when approaching the site's redesign. These **inquiry considerations were**, including but not limited to: **ease of completing a task and general reactions to the current interface**. The study detailed **user pain points** as **navigation and site appearance**. Median age range of the participants were 19 years of age. Reflecting the site's target audience of collegiate students aged 17-24. These observations from the study are detailed below in the usability testing report; further highlighting major findings that would be addressed to improve the user experience in the later redesign.

## PARTICIPANTS

The selected testing group reflected a median age range of 19 years old, two identifying as current college students, and two exclusively in the workforce.

## WHAT THEY DID

In the study, each participant met with a facilitator for an average of 15 minutes each. In this timeframe, the facilitator had participants go through a series of tasks. For the methodology of testing, tasks were rephrased to be "activities" as to make the user feel like they were not being tested. As we go through the analysis, activity shall be read as interchangeable to "test" or "task". The first task was to navigate to the website. The second task planted a scenario for the user, in which they were a college student at a specific university navigating to their classes via the bus. The third task was to discover their ridership fares.

## DATA COLLECTION

As users worked through their assigned scenarios, notation, video and/or audio was recorded. Questions were asked before, during, and after testing. Before testing, each participant was given a baseline of questions as to understand their commuting habits. With inquiry on their commuting behaviors in the physical space, and how they utilize online navigational tools in their journey. During testing, users were given specific tasks to complete, detailed below:

1. Open up browser & get to "TheBus Website"
2. Get directions to your destination
3. Get the price of ridership
4. Optional: Explorative Commentary

## ACTIVITY ONE

**Scenario One:** You are a University of Hawaii Manoa student going from Pearl City Highlands to UH for a class. It is your first day, with a class starting at 3PM. Your address is 1400 Makamua St, Pearl City, HI 96782.

**Activity:** Navigate from one location to the next - What bus/buses will you take to your class? Detail any parts of your journey you deem necessary. Your activity will end when you feel like you have enough information to make the journey there.

**Methodology:** Retrospective (In-Person Testing) & Emotional Response

## ACTIVITY TWO

**Scenario Two:** You are a college student commuting from Pearl City Highlands to the University of Hawaii, your address is 1400 Makamua St, Pearl City, HI 96782. You will be commuting via The Bus for the rest of the semester, with classes 4 days a week. Your semester starts on August 26 and ends December 19th.

**Activity:** figure out your fare - You will be commuting to and from the campus for the rest of the semester. With the details above, find out your fare for the rest of the semester.

**Methodology:** Concurring Commentary (Utilized exclusively for Remote Testing, used in sequence after the first scenario in Physical testing)

# USABILITY TESTING SCRIPT



A 6 MINUTE READ



## INTRODUCTION

*Thank you for taking the time to participate in this study. This should take no more than 30 minutes. Before we begin, I am going to give you a quick overview of the testing session.*

*What you say is important to the study, so I'd love to take notes as we go through the test. To make sure my notes reflect what you say, I would like to take screen recording of the testing session. If that is okay, shall we get started?*

*Alright, I will be giving you a series of tasks. In which you may complete them to your leisure. Before I tell you the task, I will detail some context to the situation. Such as why you might be doing it, and what you hope to achieve. As we go through the session, I'd like you to "think aloud" as much as possible. So speak your thoughts and or narrate what you are doing. We are only testing the site and not your ability to go through it. Nothing you say or do is wrong here! Feel free to let me know at any time if there's something you like or dislike about the site. And if at any point you have any questions or concerns, feel free to ask. Any questions so far? Alright, let's get into it.*

## DEMOGRAPHICS INQUIRY

*Just a few housekeeping questions:*

1. *What is your first and last name, could you then spell it out for me please?*
2. *What is your age?*
3. *Do you attend college or currently work? What college/ major and/or what is your place of employment?*
4. *What would you say is your average amount of internet usage per week?*
5. *What is your mode of commuting? Public transit, personal car, ride sharing apps?*
6. *How frequently do you use public transportation?*
7. *What is the name of the transit system in the area which you live?*
8. *What are 5 words you would use to describe its service?*
9. *What applications do you use to navigate your*

## **DEMOGRAPHICS INQUIRY**

*commuting? Google Maps, Apple Maps, physical timetables, or the transit company's site?*

*Setup Screen Sharing, if testing remotely:*

*Great, so the first thing I'm going to have you do is set up screen sharing. Go ahead and close any applications/windows you have open on your desktop or mobile device. If in discord - go ahead and go to the discord window. You'll notice in the call, underneath our profile pictures there's a share arrow. Click that, and select share screen.*

*If in Zoom - go to the bottom black menu bar. You'll notice the share screen icon, go ahead and click that. Then select the "desktop" window.*

## **SETUP TASK**

*Alright, so the first thing I am going to have you do is access The Bus Hawaii's website. Use any browser, search engine, etc. You can wait once you have the home page open, do not click on anything just yet.*

1. *This task addresses how a user will initially interact with the website. This interaction attempts to answer the question of:*
2. *Will they know where to get the service's info?*
3. *How well indexed is the current site with search engine optimization?*
4. *What browsers do users have a preference towards? This will later inform the type of CSS/SCSS styling implemented on the page.*

## **ACTIVITY ONE**

*Perfect, now I'm going to ask you to go through a scenario. I'll read it aloud and also share a visual copy with you. You ready?*

*[Scenario 1] You are a University of Hawaii Manoa student going from Pearl City Highlands to UH for a class. It is your first day, with a class starting at 3PM. Your address is 1400 Makamua St, Pearl City, HI 96782. Using this website I want you to show me how you will decide which route/bus to take. Your activity will end when you feel like you have enough information to make the journey there.*

*This task is functioned to view which mini-tool users have a*

**ACTIVITY ONE**

preference towards. The current site has both an external Google maps function, and the HEA (Hawaii Estimated Arrival) application and physical timetables with maps. This will also reveal user attitudes towards their available choices. Which tool is favored and which tools should be easier to access. Further, illuminating the user journey to any of these three tools.

**ACTIVITY TWO**

Activity 2 - So jumping off of that scenario. Let's get into the second activity. Again let me share a copy with you.

[Scenario 2] You are a college student commuting from Pearl City Highlands to the University of Hawaii Manoa, your address is 1400 Makamua St, Pearl City, HI 96782. You will be commuting via The Bus for the rest of the year, with classes 4 days a week. Your semester starts on August 31st and ends the next year on May 1st. You will be commuting to and from the campus for the rest of the semester. With the details above, find out your fare for the rest of the semester.

This task explores how users navigate a website for specific information. Further analyzing the necessity of the site's search tool or menu navigation.

**OPTIONAL ACTIVITY**

Optional Activity 3 - Wonderful, those are all the tasks I have for you. We are done with this portion of the activity. All I have left is an explorative activity. Sound good? Ok so, we're just going to go through the site. I wanted to get your open ended opinion on any pages. Go ahead and look through the site, and let me know what you dislike or like about certain pages or visuals.

This task will be optional, and gauged based off of the user's reaction to the first two tasks. This optional activity shall be implemented if a user has a strong emotional reaction while going through the interface for the first few activities.

Wonderful, that is all I have for you, thanks for taking the time to participate in this user testing session.

# SUBJECT PROFILES



A 15 MINUTE READ

# SUBJECT ONE

## MARISA

48 hours + on the internet per week. Marisa utilizes technology for school & work purposes.

Coming from a design background, usage on tech is spent doing research, browsing social media, creating on the Adobe Cloud, and writing on the Google Suite.



Reports 2 modes of transportation, including walking and taking the bus/light rail systems.

Born on Oahu, Hawai'i, Marisa is currently pursuing a BFA in Graphic Design at Portland State University. She does not own a car, so she utilizes public transit as her primary mode of transportation. The transit company based in Portland is the TriMet service. In which Marisa utilizes the Light Rail, MAX, and bus service. When finding directions, her preferred application is Apple Maps. As its interface is built into her phone, her enjoyment of the app manifests in its interface display of least "convoluted" option for her travel.



Pronouns - She/Her/Hers



Age - 18



Ethnicity - Mixed Race



Education - Portland State Uni.

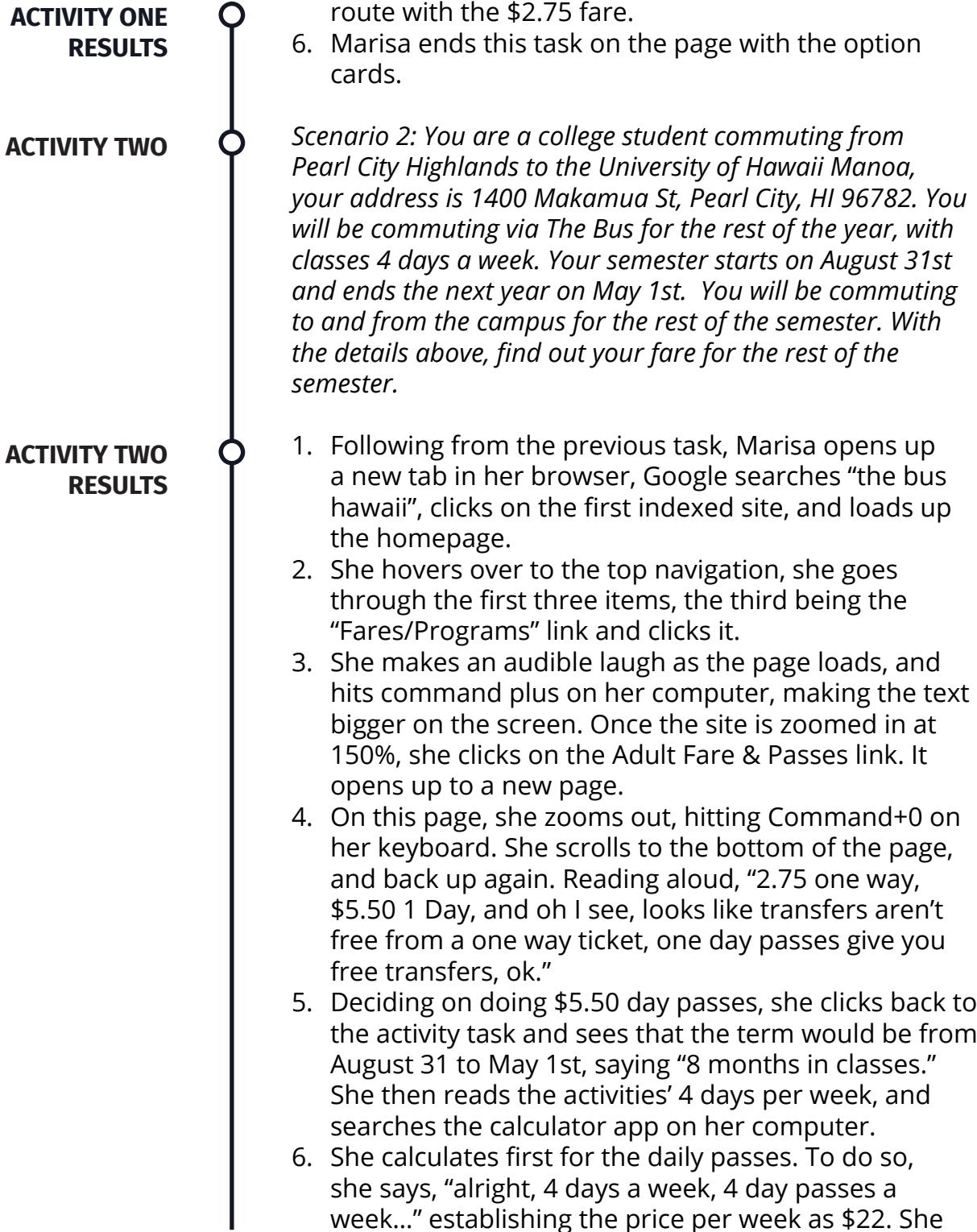


Home - Mililani, HI



Job - Designer & Fitness Staff

<b>RESULTS</b>	The following includes the activity results for Marisa.
<b>ACTIVITY ONE</b>	<p><i>Scenario 1: You are a University of Hawaii Manoa student going from Pearl City Highlands to UH for a class. It is your first day, with a class starting at 3PM. Your address is 1400 Makamua St, Pearl City, HI 96782. Activity: navigate from one location to the next - What bus/buses will you take to your class? Detail any parts of your journey you deem necessary. Your activity will end when you feel like you have enough information to make the journey there.</i></p>
<b>ACTIVITY ONE RESULTS</b>	<ol style="list-style-type: none"><li>1. Marisa utilized Google Chrome on her laptop to complete this task. She searched “the bus hawaii” in the url search bar at the top of the browser. Scrolling to the bottom of the indexed results page, she looks through all of the potential sites before clicking on the first one, TheBus.</li><li>2. Upon entry to the site, she makes an audible “oh” and laugh as she hovers from the top left of the screen, through the “get transit directions”, over the play button for the youtube video, and a quick scroll to the bottom of the page, and back up.</li><li>3. She clicks on the white “Google Maps” title in the get transit directions module. The link brings her to this site, she then copy and pastes the activities’ to and from locations into the page. She selects the Bus option from the options dropdown menu, hesitates looking for the “Enter Button” and sees it above the option dropdown which she just interacted with. She moves her mouse back up, and she clicks the “Get Directions” button.</li><li>4. A new page is opened. She hovers over to the left aligned options. She clicks on the first three options, the first taking the A UH Manoa Express Bus, the second taking the 54 to the A UH Manoa Express Bus, and the last, taking the 54 and transferring to the 1 bus.</li><li>5. She comments on the differing prices between each, the first option was a \$2.75 fare. And the other two had a \$5.50 price, she says “I thought transfers were free, is this right?” She ends up selecting the first</li></ol>



## ACTIVITY TWO RESULTS

then opens up her browser and searches “uh manoa academic calculator.” She discovers that the school has certain holidays such as Thanksgiving Break, Veterans Day, Christmas, Spring Break, etc. She estimates about 1 month of breaks. Giving her a total of 7 months of actually classes. She then calculates for 28 weeks of rides at 22 dollars. Giving her a total of \$616 for day-pass based rides. She gives an audible “wow that’s a lot of money.”

7. She then goes back to the Fares/Programs page and rereads the site’s information. In a moment of exclamation, she finds the monthly passes. Priced at \$70 per month, she opens her calculator app, calculating \$70 for 7 months. Her total coming out to \$490 dollars.
8. Marisa reports this price, “still quite expensive,” but she ends up ending the task with the choice to choose the monthly passes over the 112 day passes.

## OPTIONAL ACTIVITY

Optional Scenario: Ok so, we’re just going to go through the site. I wanted to get your open ended opinion on any pages. Go ahead and look through the site, and let me know what you dislike or like about certain pages or visuals.

## OPTIONAL ACTIVITY RESULTS

1. Going from the Fares/Programs page, Marisa clicked “TheBus logo on the top left corner of the site.” The site does not respond, and she clicks it again. The site loads back to the homepage in 2 seconds.
2. She reports on the yellow colors being, “too much.” Saying that there should only be 2 yellows, and that yellow is a “daring choice, I wouldn’t use yellow on a website, but that’s their tea.”
3. She also comments on the size of the youtube video. Where there is white space on the right of the video. She says this creates visual imbalance, and would like it if the Youtube video fit the width of the other content on the page.
4. She then spots the blue backed “updated website” announcement. And clicks that. She reports this site as being “easier to read” yet “still a little basic”. She

## OPTIONAL ACTIVITY RESULTS

scrolls to the bottom of the page, and back up, and hits “Programs” link on the new navigation menu. She laughs when the new site brings her back to the old site’s display. She ends this site saying, “I’m done with this site, every page is the same lol.”

## OPTIONAL ACTIVITY QUOTES

1. This is ok” Comment on the Careers Page, “its straightforward so it doesn’t need to be fixed.”
2. “I don’t know why **I feel like the fonts aren’t all the same for some reason**, it seems like there are alot, and I know its really not. But I guess that there’s so much happening on every page, it feels like its not... there’s so many different things.”
3. “Alternate navigation - what the heck is this.”
4. Looking at the ‘updated website’ “Where did this come from, I don’t understand what I’m looking at.”
5. Theres no hierarchy here, that’s what gets me. The bottom should be on the top because those are the most important things that people would come to TheBus website for. And I get that it has the Get Transit Directions and the Real Time Bus arrivals, those boxes on the side, but I feel like you don’t need those things on the first page. You just need to put, the buttons that people can hit and go to another page to do that otherwise it looks like a tumblr post.”
6. “You click on the page, and I don’t know where to look first. Its so confusing. **I feel like taking TheBus is hard enough on its own, and you go to the website and you don’t know what’s happening.** I’d be like screw it I’m not going to take the bus, I’m gonna walk to Ala Moana, Sand Island with my homies.”

# SUBJECT TWO

## DYLAN

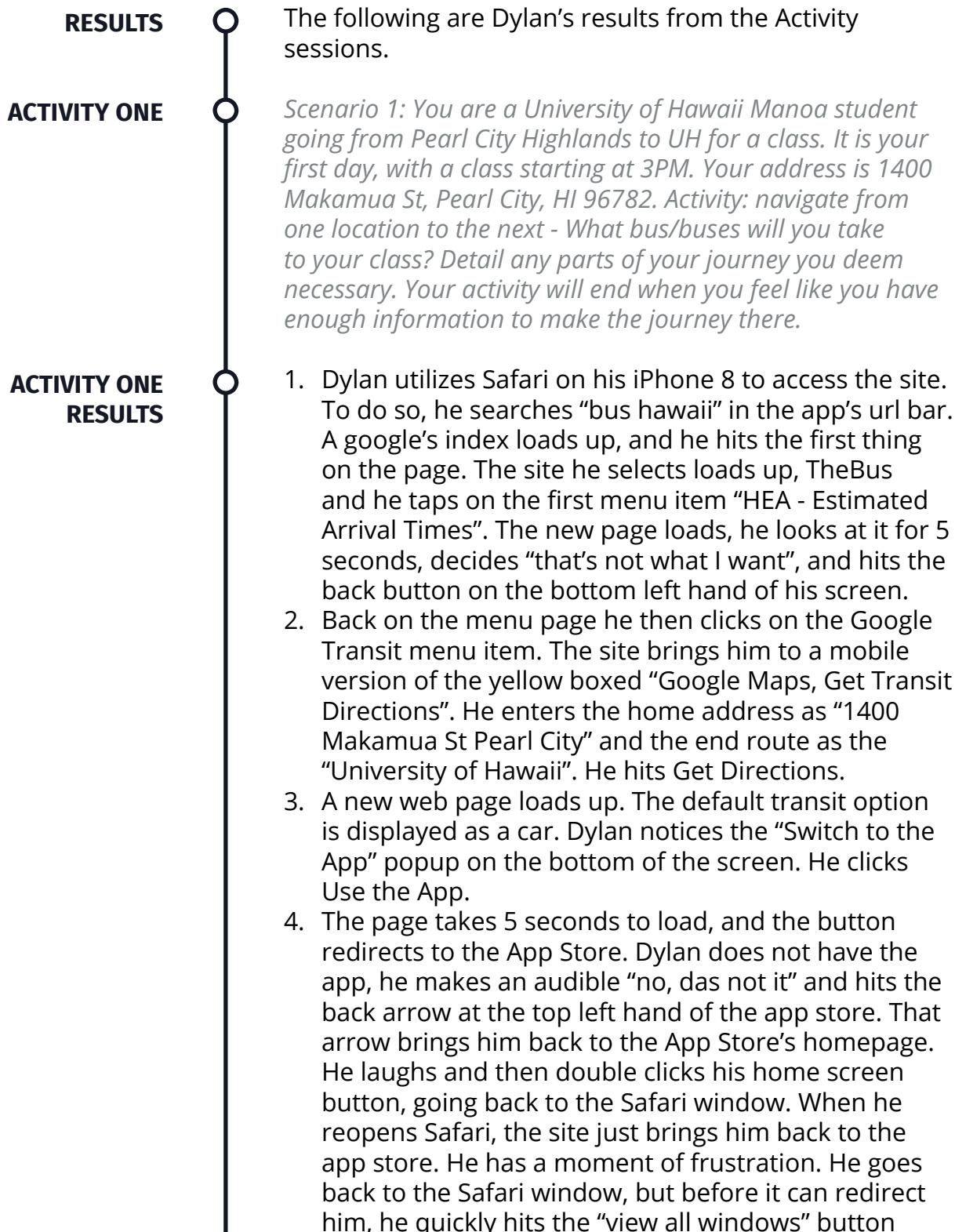
60+ hours on the internet per week. Dylan utilizes technology for his computer science courses, video chatting apps like Facetime, and playing video games on a laptop. His knowledge of technology comes from a back-end perspective, with efficiency in languages such as Python and C.



Reports 2 modes of transportation, including walking and taking the bus/light rail systems.

Also a Hawai'i kid born and raised, Dylan is studying Computer Science at Portland State University. He does not own a car in the city, and so he commutes via the TriMet system. On weekends he visits his girlfriend in Forest Grove, an hour and a half commute via two transit systems. He would describe the TriMet system as helpful, efficient, clean, smooth, and "sometimes late".

- 
- Pronouns - He/Him/His
  - Age - 18
  - Ethnicity - Mixed Race
  - Education - Portland State Uni.
  - Home - Mililani, HI
  - Job - Jamba Juice Staff



## ACTIVITY ONE RESULTS

on the bottom right hand of the Safari navigation. It brings up all his open windows. He scrolls through and cannot find the window he was just on. So he clicks on each to figure out which window the Google maps directions were in. He discovers that the Google Maps window had taken on the <title> element of the last window he had open, that being the Hawaii News Now "Watch Live Newscasts" website title. He finally gets back to the blank redirect back, it does not redirect him and he is able to hit the back button on the bottom left hand corner of the window.

5. Now back on the Google Maps view, Dylan clicks on the second icon in the blue navigation menu. That being the bus icon. Clicking it, the menu of options load up. Dylan clicks on the Recommended Route, taking the 53 to the A bus and walking to campus. The new webpage loads, squished by the popup at the bottom of the screen, he clicks on the "Switch to App"s "Stay on Web Option". He scrolls to the bottom of the screen, and finishes this activity.

## ACTIVITY TWO

*Scenario 2: You are a college student commuting from Pearl City Highlands to the University of Hawaii Manoa, your address is 1400 Makamua St, Pearl City, HI 96782. You will be commuting via The Bus for the rest of the year, with classes 4 days a week. Your semester starts on August 31st and ends the next year on May 1st. You will be commuting to and from the campus for the rest of the semester. With the details above, find out your fare for the rest of the semester.*

## ACTIVITY TWO RESULTS

1. Picking up from the last task's window. Dylan goes back to the Safari search bar, hits the delete button on his phone's keyboard, and searches "bus hawaii".
2. He clicks on the first link, which is now purple due to the :visited css handler, and the site loads up.
3. Dylan clicks on the Fares & Passes menu which is list item 6 out of 9. He then clicks on the Adult Fare. He takes a minute to read through all of the options.
4. He ends the task by deciding to do the monthly pass for all 8 months of the activity's school year.

# SUBJECT THREE

## EMILY

Emily reports using technology around 15 hours per week. In high school she used the Adobe Suite for projects, and has experience in photo manipulation software. Her current use of technology revolves around Point of Sale (POS) registers, and utilizing her smartphone to browse content on social media.



Reports 2 modes of transportation, including walking and taking the bus/light rail systems.

Emily is a full time cashier in Mililani, Hawai'i. Her day to day involves taking a 20 minute bus ride via the 51 from her Mililani Mauka apartment to her place of work. She then works for an estimated 8 hours, and after her shift returns home. She currently lives with her family, and dogs, and her household owns 2 cars.



Pronouns - She/Her/Hers



Age - 19



Ethnicity - Japanese & Chinese



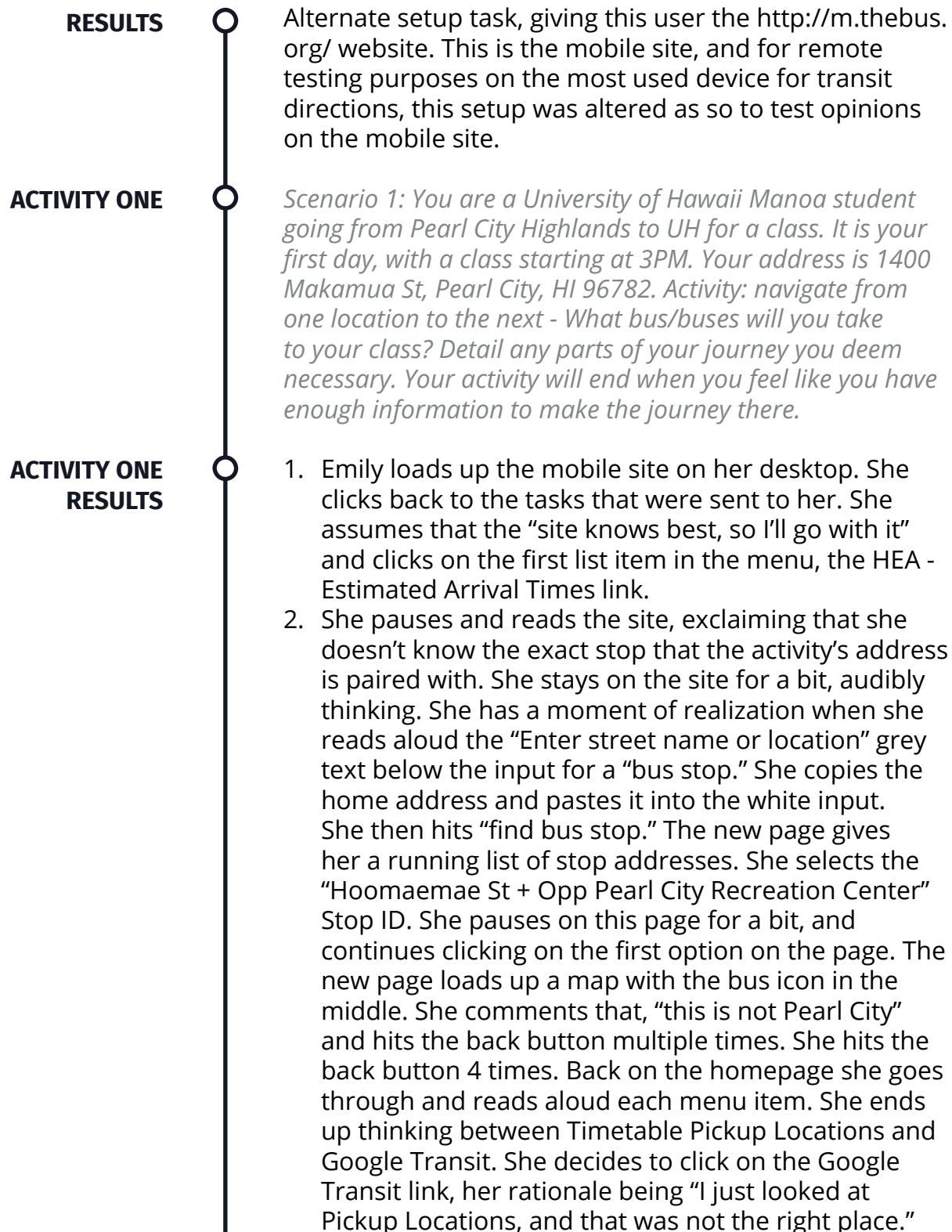
Education - High School Graduate



Home - Mililani Mauka, HI



Job - Foodland HI Cashier



**ACTIVITY ONE  
RESULTS**

3. Emily goes through, copying and pasting the to and from address into the input fields. She hits Get Directions on the page. Her routed directions suggest her to go take the 51 bus, and then the 1 bus. Because Emily did not select her specific times and dates for the bus, her current selection shows the routing option for 6:30PM HST on a Sunday.
4. She ends the task with this selection.

**ACTIVITY TWO**

*Scenario 2: You are a college student commuting from Pearl City Highlands to the University of Hawaii Manoa, your address is 1400 Makamua St, Pearl City, HI 96782. You will be commuting via The Bus for the rest of the year, with classes 4 days a week. Your semester starts on August 31st and ends the next year on May 1st. You will be commuting to and from the campus for the rest of the semester. With the details above, find out your fare for the rest of the semester.*

**ACTIVITY TWO  
RESULTS**

1. Emily picks up from her last task and hits the back arrow. On the mobile site, hitting the back arrow twice allowed Emily to go back to the homepage.
2. For the next step, she then clicks on the "Fares and Programs" link, bringing her to a page where she then selects the "Adult Fares" option. She stays on this page with the information and prices for a minute, reading the information. She exclaims that "I know there is a cheaper fare for students but its not showing up here."
3. She scrolls back to the top of the back and hits the back arrow on her window. She returns to the list of Fare Options, reading out her choices. After doing so she remarks that she still cannot find the student price, she goes back to the "Adult Fare".
4. Quick to respond, she keeps her mouse still and chooses to do the monthly pass as this is in her opinion, "probably the cheapest option." She ends the task here.

Emily opts out of the third task.

# SUBJECT FOUR

## KELIKO

Keliko reports using technology 35 hours a week. In which he usually organizes his stocks, resells shoes, and moderates multiple discord channels. He is versed in front-end, modular based game engines and coding on arduino systems.



Reports 2 modes of transportation, including walking and utilizing his car to get around.

Keliko was born in Waipahu Hawai'i, briefly stationed in Oklahoma and Arizona during training, and currently based in Schofield Barracks, Wahiawa for his military service. His commute to work is a 10 minute drive. Owning a car, and renting out an apartment with his partner, his use of public transit is little to none. Though, prior to acquiring his drivers license, he reports utilizing The Bus service during high school for transit means.



Pronouns - He/Him/His



Age - 21



Ethnicity - Hawaiian & Filipino



Education - High School Graduate



Home - Pearl City, HI



Job - US Army

## RESULTS

### ACTIVITY ONE

### ACTIVITY ONE RESULTS

The following are Keliko's activity results:

*Scenario 1: You are a University of Hawaii Manoa student going from Pearl City Highlands to UH for a class. It is your first day, with a class starting at 3PM. Your address is 1400 Makamua St, Pearl City, HI 96782. Activity: navigate from one location to the next - What bus/buses will you take to your class? Detail any parts of your journey you deem necessary. Your activity will end when you feel like you have enough information to make the journey there.*

1. Keliko opens up a Firefox window, and googles TheBus Hawaii in the url search bar. He then selects TheBus site, and it loads up.
2. Upon entry to the site, he takes a few moments to situate himself on the homepage, reading all the viewable content. His first movement via the mouse is to copy the activity's address into the "Starting Address" input. And types in University of Hawaii as the destination. He changes the date to be a weekday, Thursday at 1PM. To select the date, he reports opening his Google Calendar and seeing a date that was a weekday. Saying that the website didn't give him an option, "to select a date from a calendar." After selecting the weekday, he then hits "Get Directions".
3. When the page loads up, he hovers over to the map. And clicks on the grey paths on the map. He clicks through all three, each path is paired with a popup of the route's estimated time to destination. He clicks on the path with a route time of 1 hour and 15 minutes. He moves his mouse over to the left menu. And tries to figure out which transit card matches with the route he selected. Unable to figure it out at first, he goes back to the map and clicks through the routes. While clicking through, he reports watching the left transit cards to see the changes. Depending on the route he selects, a different card expands. He goes back to the hour and fifteen minute route, and hits "details" on the respective card. He ends the task with this selection.

**ACTIVITY TWO**

*Scenario 2: You are a college student commuting from Pearl City Highlands to the University of Hawaii Manoa, your address is 1400 Makamua St, Pearl City, HI 96782. You will be commuting via The Bus for the rest of the year, with classes 4 days a week. Your semester starts on August 31st and ends the next year on May 1st. You will be commuting to and from the campus for the rest of the semester. With the details above, find out your fare for the rest of the semester.*

**ACTIVITY TWO RESULTS**

1. Keliko follows from the map view from the previous task, and hits the back arrow twice. He continues to hit it about 7 more times.
2. Frustrated, he opens up a new window and searches "The Bus Hawaii". Loading up the homepage once again.
3. With his mouse loaded right atop The Bus logo, he moves it directly down to the "Fares and Programs" menu item. He clicks on the first list item, Adult Fares.
4. He then decides on doing the monthly pass. He reports, knowing the monthly pass as the best value due to his past experience with TheBus system.
5. He ends the task by selecting to do the \$70 pass for 8 months.

**OPTIONAL ACTIVITY**

*Optional Scenario: Ok so, we're just going to go through the site. I wanted to get your open ended opinion on any pages. Go ahead and look through the site, and let me know what you dislike or like about certain pages or visuals.*

**OPTIONAL ACTIVITY RESULTS**

1. Keliko clicks on the "Rider Info" page, he hovers over the 4 list items, and decides to check out another page. Then clicking on the Alternate Navigation menu item. He makes an audible exclamation of confusion and disgust, saying "this is literally just a list of the pages, this is not an 'alternate' page at all." He clicks on The Bus logo on the top left of the pack to get out of there. The page takes 3 seconds to load back.
2. Back on the homepage, he decides to click on the "Ride TheBus" link. Bringing up a page with 8 options,

## OPTIONAL ACTIVITY RESULTS



he reads through them and decides to click on the Baggage Rules. The page brings him to an online pdf, external from TheBus' website. He comments that this PDF could have been moved to the site itself, external links are “too much work to look at.” He ends the side task here.

3. After testing, the user emails a report of inputs and check mark boxes now showing up correctly on his Google Pixel device.

# TEST FINDINGS & RECOMMENDATIONS



A 6 MINUTE READ

## ACTIVITY ONE

*Scenario 1: You are a University of Hawaii Manoa student going from Pearl City Highlands to UH for a class. It is your first day, with a class starting at 3PM. Your address is 1400 Makamua St, Pearl City, HI 96782. Activity: navigate from one location to the next - What bus/buses will you take to your class? Detail any parts of your journey you deem necessary. Your activity will end when you feel like you have enough information to make the journey there.*

## PAIN POINTS

The **bigest issue for Task 1** (One place to the next) was this:

- Navigation** - Users opted for two of three navigational tools.
- Navigation** - Users spent an average of 30 seconds on the mobile site's homepage, deciding on which menu to correctly choose before selecting one to open a new page.
- Accessibility** - One user reported visual bugs when viewing the site on their Google Pixel.

## RECOMMENDATIONS

### Recommendations for Task 1:

- Navigation** - Many transit companies have timetables separated from the navigational map itself. Standardization approach, as to keep the user stigma consistent when going from previous transit apps to the new interface. These transit companies have timetables separated from the navigational map itself. Standardization approach, as to keep the user stigma consistent when going from previous transit apps to the new interface.
- Navigation** - Implementing a fixed navigation bar. And visual affordances that any of these pages can be accessed quickly no matter which page the user is currently on. Menu structure may suggest to users the ease of backing out of the task. For example, the current menu is displayed as a list. Users may have spent a long time deciding which menu to take as the current layout does not suggest an easy back to the navigational list view.
- Accessibility** - Implementation of updated CSS and HTML. This may have been caused by CSS elements

<b>RECOMMENDATIONS</b>	unrecognized by Pixel users. Redesign should minimize the use of browser specific CSS elements.
<b>ACTIVITY TWO</b>	<i>Scenario 2: You are a college student commuting from Pearl City Highlands to the University of Hawaii Manoa, your address is 1400 Makamua St, Pearl City, HI 96782. You will be commuting via The Bus for the rest of the year, with classes 4 days a week. Your semester starts on August 31st and ends the next year on May 1st. You will be commuting to and from the campus for the rest of the semester. With the details above, find out your fare for the rest of the semester.</i>
<b>PAIN POINTS</b>	<p><b>The biggest issue for Activity 2 was this:</b></p> <ol style="list-style-type: none"> <li><b>Clarity of Information</b> - Users did not find the U-Pass option when pricing out the cost for bus rides in the Activity. Give users the ability to filter by their age/user identity so the web interface suggests their fare based on their information.</li> <li><b>Error Rates</b> - User 1 was unable to complete 1 of the two tasks. Met with frustration when calculating the price of fares for a school semester.</li> </ol>
<b>RECOMMENDATIONS</b>	<p><b>Recommendations for Activity 2 Fixes:</b></p> <ol style="list-style-type: none"> <li><b>Clarity of Information</b> - Coming from purchasing interfaces such as tickets for entertainment or transit. Users are usually able to pick tickets based off of "student pricing, senior or adult fares". Moving over this format to a one page display will allow for the minimization of user learnability and journey throughout the website.</li> <li><b>Error Rates</b> - Shortening of the user journey to the "FARE" page. Also a navigational placeholder should be utilized to allow a user to see where they are in the site's navigation. Implementation of fixed position menu for quick navigation to pages. Included should be a consideration for hoverable &amp; focused state on the background treatment of said navigational icons. Display of the U-Pass option should be readily available, and high in the visual hierarchy.</li> </ol>

OPTIONAL ACTIVITY	<p><i>Optional Scenario: Ok so, we're just going to go through the site. I wanted to get your open ended opinion on any pages. Go ahead and look through the site, and let me know what you dislike or like about certain pages or visuals.</i></p>
PAIN POINTS	<p><b>The biggest issue for Task 3 (Explorative) was this:</b></p> <ol style="list-style-type: none"><li>1. Satisfaction Rates - 0/4 users were satisfied with the navigation and visual interface of the current website.</li></ol>
RECOMMENDATIONS	<p><b>Recommendations for Task 3 (Explorative):</b></p> <ol style="list-style-type: none"><li>1. <b>Satisfaction Rates</b> - To update the website's visual layout to match similar transit systems in other US states. Quick treatment of brand identity to be implemented in the website's redesign. Including attention to primary and secondary colors. And use of typography, headlines and body copy to match an editorial layout.</li></ol>

# THE REDESIGN & APPROACH



STYLESHEETS, ACCESSIBILITY, MOBILE FIRST APPROACH

# STYLESHEETS



A 6 MINUTE READ

# CONTENT

---

**Page  
35**

---



> **COLORS**

**Page  
37**

---



> **THE MARK**

**Page  
45**

---



> **TYPOGRAPHY**

**Page  
32**

---



> **PRINT FORMAT**

**Page  
35**

---



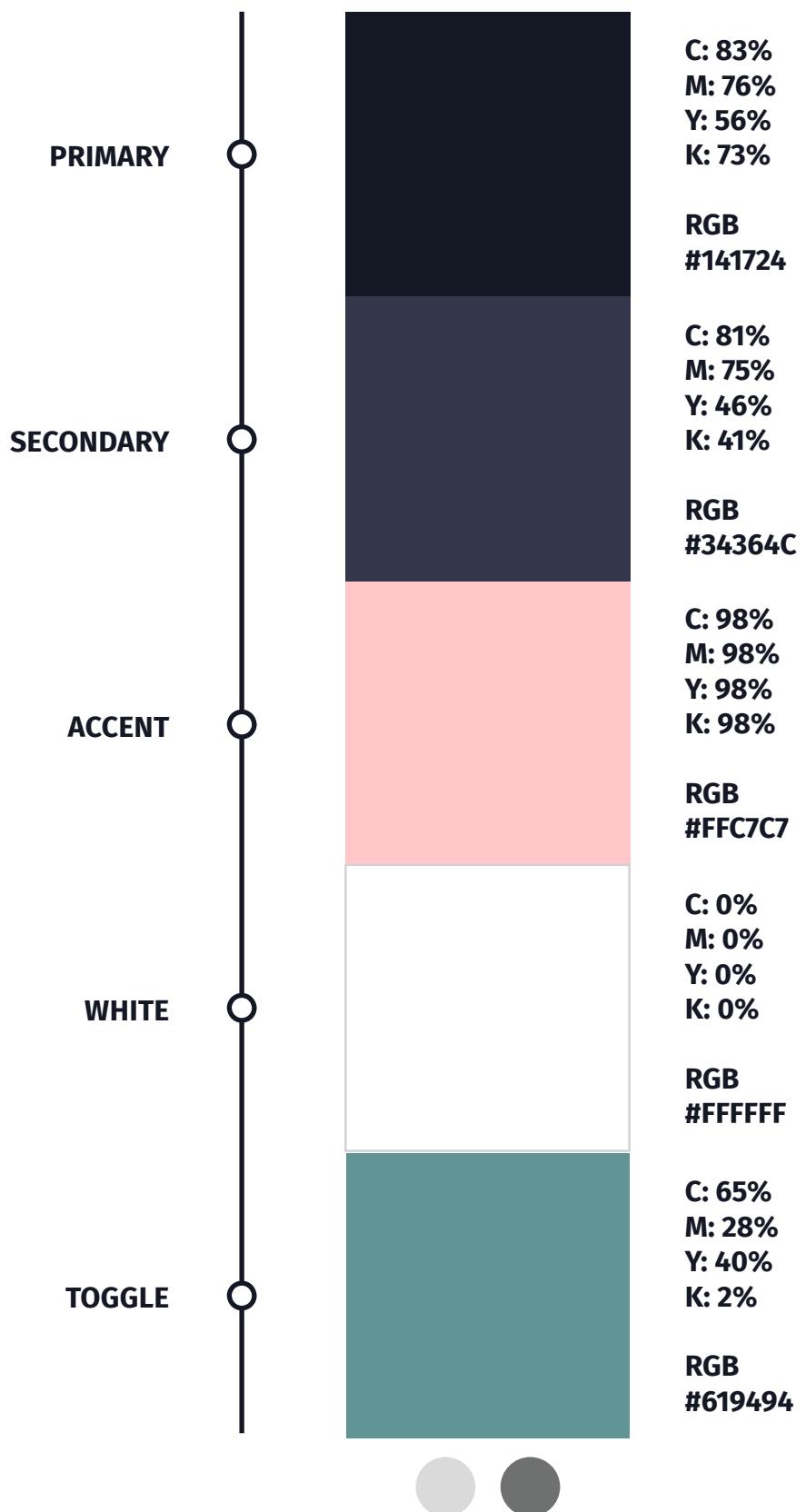
> **DIGITAL FORMAT**

## COLOR CHOICES

As per user testing of The Bus Hawaii's original site, 100% of users reported negative reactions to its visual interface<sup>page29</sup>.

Beyond aesthetic repurposing, the choice of a TheBus' visual overhaul allows for **user experience considerations**. Including how visual aesthetics influence a user's journey through an interface. The **update to the site's logo and color has been made in response to study findings.**

The selected color palette -reflects a **neutralization of The Bus Hawaii's original monochromatic yellow palette**. The intended design works in tandem with the existing fleet's yellow and multi-colored accents. In complementary color theory, the purple and pink further supplementing the bus' yellow branding. Further choice considers budget restrictions: in not having to re-skin each of the bus fleet's yellow vinyl colorations.



## THE MARK



We are always on the move - an island constantly in motion. Sleep, work, pau hana, repeat. Designed for you, for our Kama'aina and Keiki.

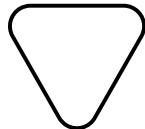
The playful redesign of The Bus Hawai'i into Da Bus Hawai'i convenes on an era of multi-cultural identity.

*The following details a work in progress logo for DaBus Hawai'i's rebrand.*

ORIGINAL DESIGN

# TheBus

City and County of Honolulu



UX REDESIGN



## SPACING & SIZING



DaBus Hawai'i operates within three primary versions of its mark. Displayed includes the social media circle, primary white, and purple version of these marks.

Details for each logo includes the spacing guides, usage operators, and example placements.



## SOCIAL MEDIA LOGO



Exampled below is the social media version of Da Bus Hawaii's logo. This circle in tandem with the mark may also be used for print affiliates. Such as transit cards, PDF brochures, and guides.

## SOCIAL MEDIA CIRCLE/PRINT ASSET



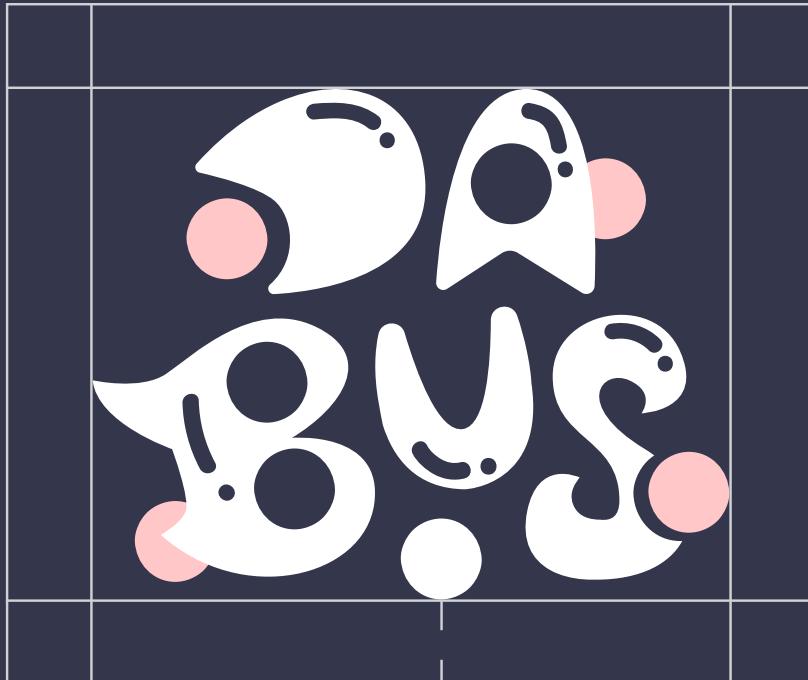
SPACING AROUND THE LOGO  
SHALL BE EQUAL TO THE WIDTH X  
HEIGHT OF EACH ACCENT CIRCLE  
WITHIN LOGO

**PRIMARY  
WHITE LOGO**

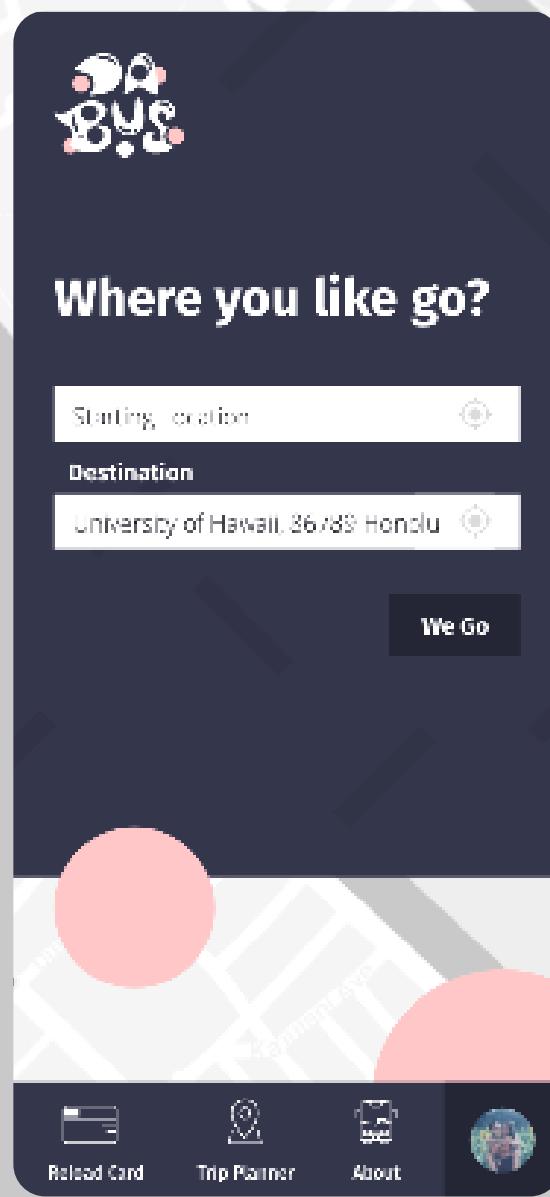


Below are the details for the primary white logo, this logo can be used for print affiliated designs, the website, and on certain fleet buses.

The white logo shall only be placed on top of one color solid fills. For printing designs, the white logo works best if printed above/on top of the primary or secondary purple.



**SPACING AROUND THE LOGO  
SHALL BE EQUAL TO THE WIDTH X  
HEIGHT OF EACH ACCENT CIRCLE  
WITHIN LOGO**

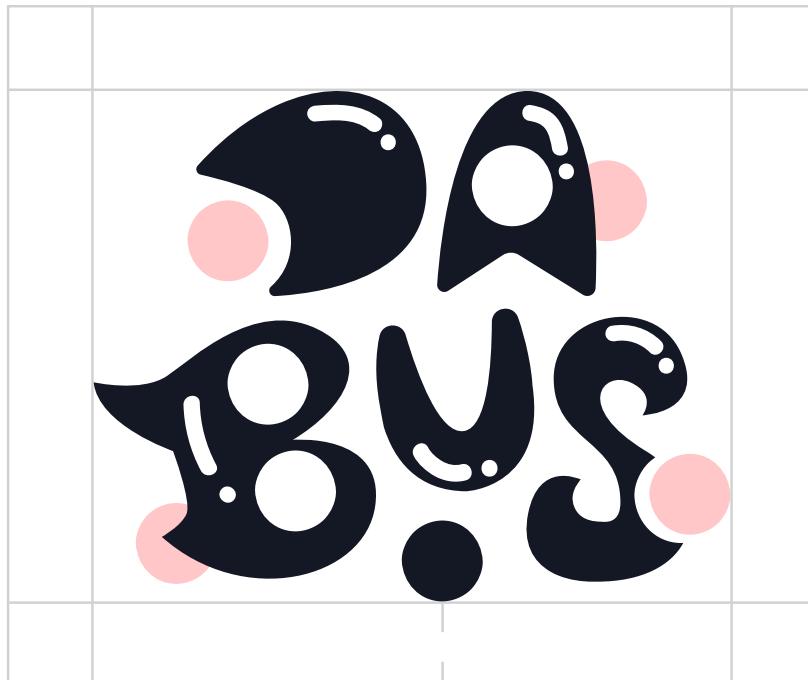


## TERTIARY PURPLE LOGO

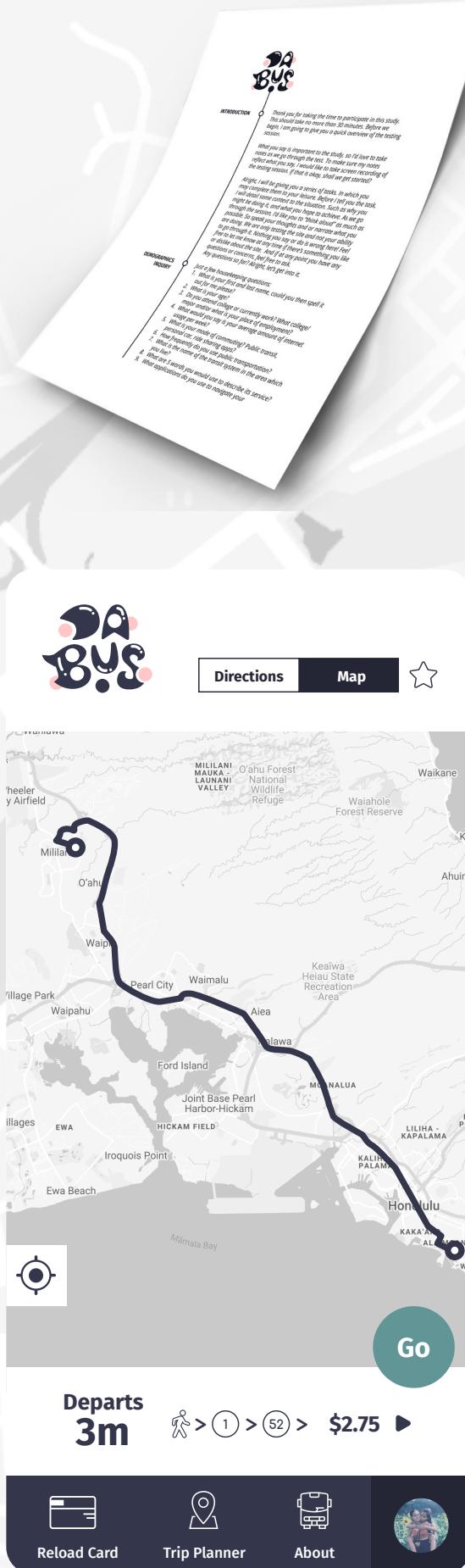


DaBus Hawai'i operates within three primary versions of its mark. Displayed includes the social media circle, primary white, and purple version of these marks.

Details for each logo includes the spacing guides, usage operators, and example placements.



SPACING AROUND THE LOGO  
SHALL BE EQUAL TO THE WIDTH X  
HEIGHT OF EACH ACCENT CIRCLE  
WITHIN LOGO

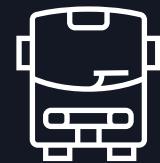


## ICONOGRAPHY



Below is the suite of iconography used for DaBus Hawai'i's website.

Pictured on the right are various other components for use on the Website.





**Card Number**  
**090909090809809809**

\$5

\$10

\$15

\$20

**Add Billing Details**

via stored Visa XX39

**Auto Top Up**



**Low Balance Notification**



**Lost your HoloHolo Card?**



**Holo Card Locations**



**UH Manoa**

Stop #255

**Town Center**

Stop # 661



Reload Card



Trip Planner



About



## TYPOGRAPHY

Typography choices for DaBus Hawai'i are intended for modern appeal. Including ease of reading for cross platform web and print designs.

### FIRA SANS

The headline font, Fira Sans is used in the Bold Weight. And can be used in both digital and print designs. Further usage is detailed below:

1. When designing for 8.5 x 11" layouts, the maximum allowance for Fira Sans headlines shall be 60pt.
2. When designing in web, the maximum allowance for <h1> font-size shall be 10rem.

### OPEN SANS

The body copy, Open Sans Light shall be used in both digital and printed media. Its minimum height for print designs shall be 12pt. Where in digital designs, Open Sans' maximum allowance for font-size shall be 3rem. The Open Sans family comes in a wide range of font weights, but in the case of DaBus, only Light, Regular, and Bold shall be used.

Further details for the Open Sans family usage:

1. The Light font family prints thinner than displayed on an LCD screen, because of this, Light should never be used for printed media. Utilize the Regular font weight for PDF media.
2. The Bold font family should be used when designing for print. Do not use the editing program's default "B" bold toggle. This causes a consistency error between printed and web media.
3. The kerning between letters shall be set to the font family's default 0, exceptions for the kerning on type includes the next page, where type has been kerned for readability purposes. Do not utilizing kerning in DaBus' print or digital media.

# FIRA SANS 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  
0 1 2 3 4 5 6 7 8 9 , . : ; \$ / ? ! % & \*

**Used for headlines** in print media and headers for web. Digital font-weight used is 800. And the .otf or .ttf file utilizes the Bold font family suite.

## OPEN SANS REGULAR

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  
0 1 2 3 4 5 6 7 8 9 , . : ; \$ / ? ! % & \*

Open Sans Light font is **utilized for printed body copy**. For DaBus designings, the regular font weight is used for ease of readability for PDFs.

## OPEN SANS LIGHT

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  
0 1 2 3 4 5 6 7 8 9 , . : ; \$ / ? ! % & \*

Open Sans Light font is **utilized for user input containers in the website**. In DaBus web designs it is also used as input labels/values.

## **STANDARDIZATION FOR PRINT**

The following guide details how print affiliated designs shall be created for DaBus branding and PDF prints.

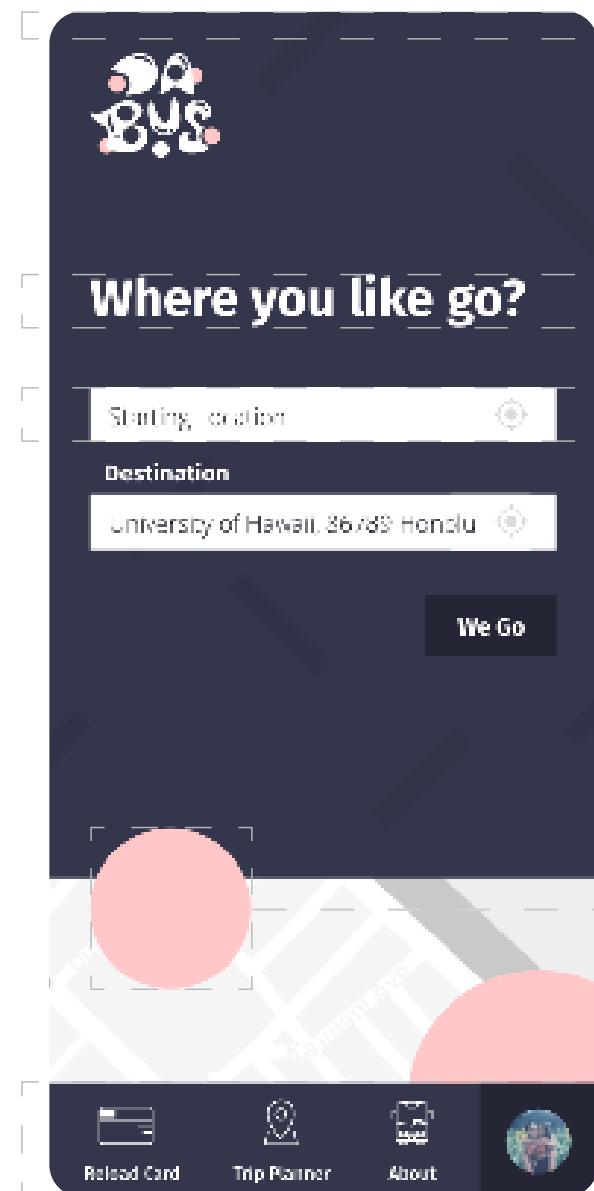
### **DESIGNING FOR ANY PRINT MEDIA**

**ENSURE .25" MARGINS**

**ALWAYS SET UP A .25" MINIMUM BLEED**

## STANDARDIZATION FOR DIGITAL

The following guide details the spacing for the .js and scss based website.



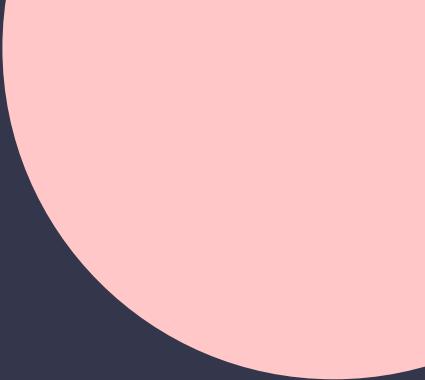
MARGIN FOR THE PARENT CONTAINER SHALL BE 2REM AT THE MINIMUM

H2 SIZING IS 1.75 REM

HEIGHT IS 2.5 REM

HEIGHT IS 7 REM

HEIGHT IS 10VH



# USER PERSONAS



A 6 MINUTE READ



## BRIEF

User Personas for TheBus were repurposed to predict types of usability for the redesigned DaBus website. Within this section, are two explorations of both primary and secondary personas. Each persona details the type of individual, demographic, and lifestyle. Further showing how their needs and wants in their everyday life affects the way they may interact with DaBus' service and ultimately, website.



# KAWIKA AQUINO

PRIMARY USER PERSONA



- Age - 22
- Ethnicity - Filipino & Black
- Education - University of Hawai'i
- Home - Pearl City
- Job - Copy Editor Intern

## BIO

Kawika is a valley boy from Pearl City Highlands, he is currently acquiring an education from the University of Hawai'i at Manoa. He utilizes a mixture of a bicycle and public transportation to get to work and school.

## PERSONAL GOALS

He hopes to gain a full time position at the editorial company that he works at. He also hopes to pay off his student debt in 10 years time. All whilst supporting his parents health needs.

## SOCIAL ATTRIBUTES

Kawika can be described as Fearless, Lively, Considerate, and Introverted. He spends 25 hours at his part time job, visiting his parents about 10 hours per week.

## TECHNOLOGY USE

He utilizes technology about 60 hours per week. This is spread out amongst work and leisurely activities. Including navigational tools, games, and Adobe Cloud.

## FAVORITE BRANDS

Kawika's favorite brands include Toyota, Verizon, Google, Apple, Nike and Pure Cycles.



## BIO

Anuhea is looking forward to finishing her Associates Degree in Business Management. She works a part time student and full time cashier schedule. To commute to work she utilizes the bus public transit system.

## PERSONAL GOALS

In between her busy schedules, Anuhea hopes to earn enough money to buy a new car and pet. She hopes to do so in the next two years, and has picked up more work shifts in order to do so.

## SOCIAL ATTRIBUTES

Anuhea has been described as hard-working, organized, extroverted, and empathetic. She loves hanging out with coworkers and classmates in her free time.

## TECHNOLOGY USE

She spends about 20 hours on the computer for work and school purposes. A third of that time is on social media, doing homework, and watching Netflix.

## PERSONAL GOALS

Anuhea loves brands such as Sephora, Coca Cola, Disney, Netflix and Clorox.

# ANUHEA CAYENO

PRIMARY USER PERSONA



Age - 18



Ethnicity - Japanese & Caucasian



Education - UH West Oahu



Home - Makakilo



Job - Longs Cashier



# MADISON SOL

## SECONDARY USER PERSONA



- User icon Age - 56
- User icon Ethnicity - Latino & Caucasian
- House icon Education - Northwestern Uni.
- House icon Home - Chicago, IL
- Briefcase icon Job - Chase Corporate Manager

### BIO

Madison is a tourist visiting from Chicago, IL. On a two week vacation, Madison is looking to utilize the public transit system to navigate around the island during her visit. She looks forward to sightseeing and visiting landmarks.

### PERSONAL GOALS

Madison has a strict two week plan for the things she wants to visit while on the island. She hopes to go on hikes & landmarks, vising places like Pearl Harbor & Waikiki.

### SOCIAL ATTRIBUTES

She has been described as frugal, professional, honest and independent. Madison has 2 kids and a husband. In which she loves doing cooking projects with them.

### TECHNOLOGY USE

Most of the technology use that Madison engages with includes work computers and trip planning. Her phone is exclusively used for texting and calling.

### FAVORITE BRANDS

She enjoys brands such as Miller Lite, Morton Salt, Lipton Ice Tea and Amazon.



## BIO

Riley is a senior that lives by themselves in a Kaneohe condo. They do not own a car and utilize public transit to get groceries, visit friends, or to the local YMCA. They volunteer for local pet societies and aide in rescue and rehab processes at shelters.

## PERSONAL GOALS

Riley hopes to win the cribbage tournament on October 21st at the YMCA. They also look forward to renting out a new book at the Kaneohe library.

## SOCIAL ATTRIBUTES

They have been described as easy-going, helpful, materialistic, and wise. Riley spends about 60 hours a week at the YMCA and Kaneohe public library.

## TECHNOLOGY USE

Riley does not utilize much technology as they enjoy living an off-the grid lifestyle. The most amount of technology they engage with is their weekly bus rides.

## FAVORITE BRANDS

Some of their favorite brands include, Dr. Schols, Members Only and Great Value food.

# RILEY SMITH

SECONDARY USER PERSONA



-  Age - 73
-  Ethnicity - Caucasian
-  Education - UH West Oahu
-  Home - Kaneohe
-  Job - Retiree from US Navy

# INFORMATION ARCHITECTURE



A 6 MINUTE READ



## INTRODUCTION

Dissecting the Information Architecture of DaBus' website, there was a necessity in understanding the amount of current content on TheBus' site and how that could be optimized and further, organized, for the reboot.

To discover the Ontology (relationships) between page items within the new web interface, a card sorting test was conducted. Utilization of card sorting tool, Optimal Workshop was done. Survey was sent out and completed by 4 participants. The following pages details the following:

1. How would they organize the information on a transit website? Organization meaning, what would be the menu, and submenu categorization of each page/item presented in the list in front of you?

This organization of Information Architecture was done to address the following principles of IA:

### The Principle of Choices

Finding out a menu organization that optimized the amount of links/icons on top of the navigation menu. With the limitation of mobile view width and to create a navigation menu devoid of a "hamburger". The cards have been purposed to show user behaviors in sorting with a limited amount of parent categories.

### The Principle of Multiple Classifications

Will a user describe the Navigation page as "Navigate to" "Where to Next" or "Trip Planner"? Allowing users to create their own parent categories takes a peek into tendencies and preference of colloquialisms.

# CARD SORT #1

## HOME PAGE

- Routes
- Buses
- Directions
- Pickup Locations

## ABOUT

- The Bus Facts
- Performance Statistics
- TheBus Newsletter

## CONTACT US

- Advertise on TheBus
- Careers
- Lost & Found
- Customer Service
- Bus Office Locations

## GUIDES

- TheBus Policies
- Baggage Rules
- Visitors Guide
- Fares

# CARD SORT #2

## HOME

- Buses
- Routes
- Pickup Locations
- Directions
- Fares

## INFO

- Visitor's Guide
- TheBus Newsletter
- TheBus Facts

## POLICIES

- TheBus Policies
- Baggage Rules
- Lost & Found
- Performance Statistics

## BUSINESS

- Customer Service
- Bus Office Locations
- Advertise on TheBus

# CARD SORT #3

## PLACES

- Pickup Locations
- Directions
- Lost & Found
- Office Locations

## ABOUT

- The Bus Facts
- Performance Statistics
- TheBus Newsletter

## WORK W/US

- Advertise on TheBus
- Careers
- Customer Service

## HOW TO

- TheBus Policies
- Baggage Rules
- Visitors Guide
- Fares

# CARD SORT #4

## HOME

- Directions
- Fares
- Buses
- Pickup Locations
- Routes

## INFO

- Visitor's Guide
- TheBus Newsletter
- TheBus Facts
- TheBus Policies

## CONTACT US

- Customer Service
- Office Locations
- Advertise on  
TheBus
- Performance  
Statistics
- TheBus Policies
- Baggage Rules
- Lost & Found



# EARLY ITERATIONS



A 16 MINUTE READ

# SKETCHES



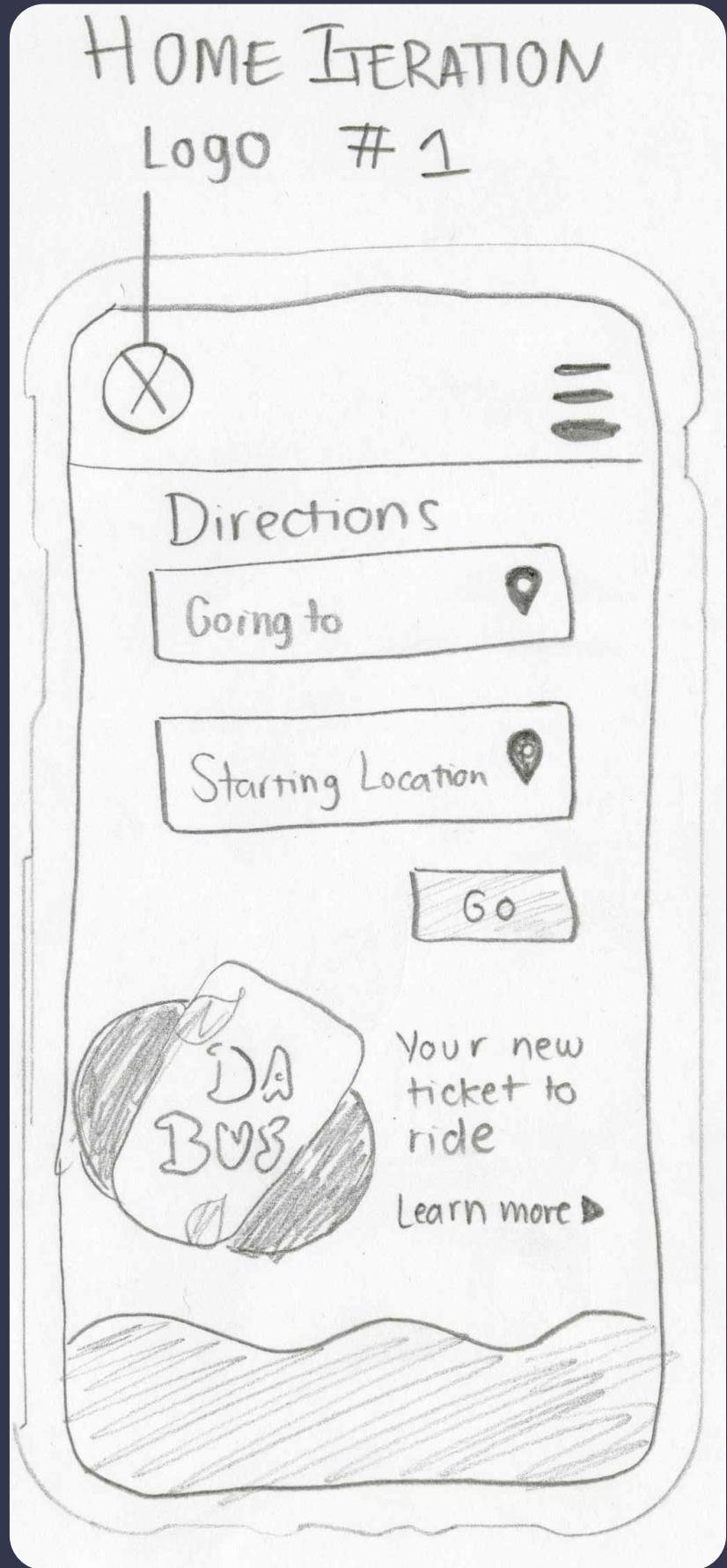
A 6 MINUTE READ

## RAPID WIREFRAMING

This 30 second wireframe details a top to down layout. Where the <nav> placement would be placed at top: 0 and assigned a fixed position.

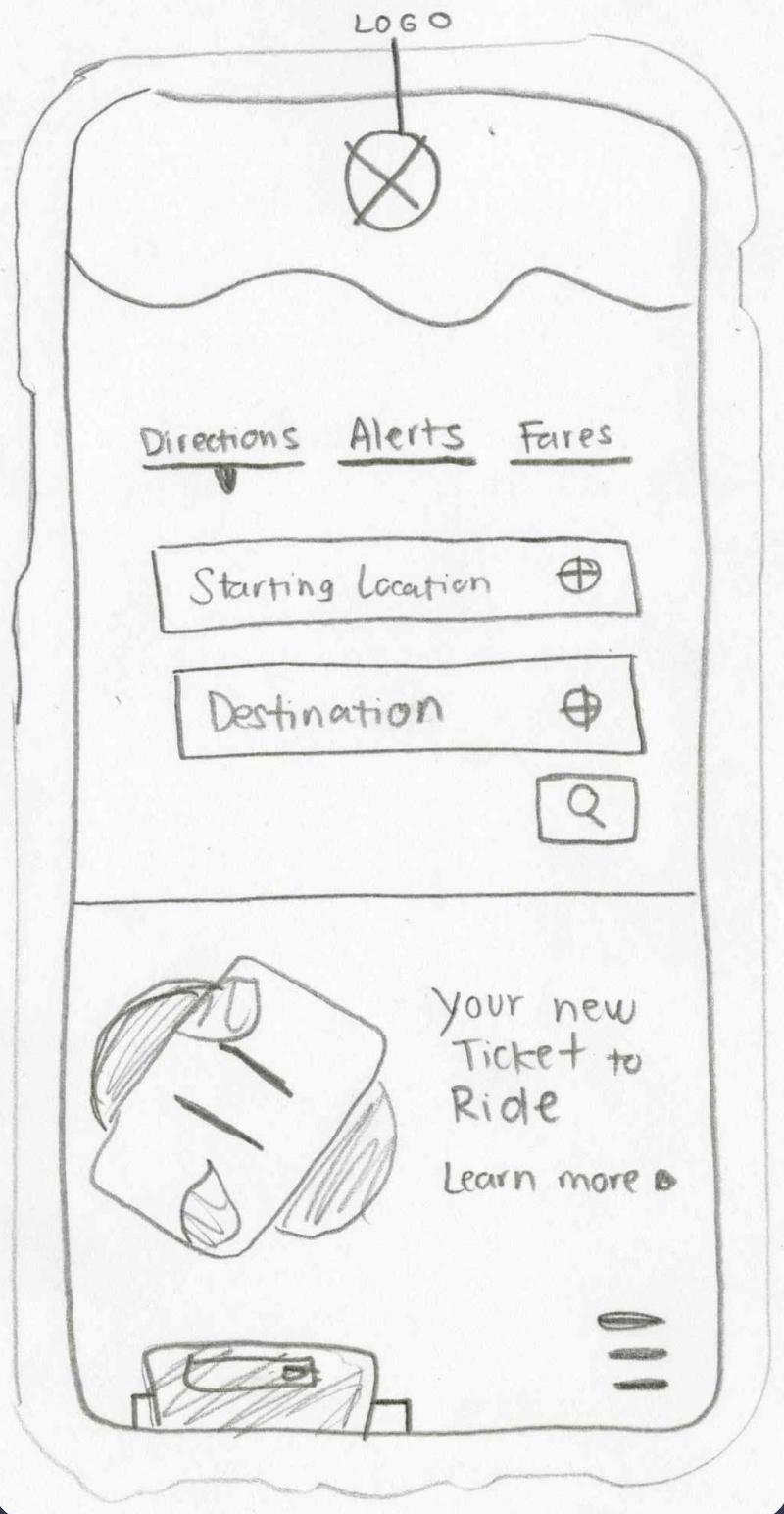
This nav would further allow individuals to always have a menu open that allows them to go to the homepage for quick reference to the Directions and Ticket pages of the site.

Problems with this layout may include: hamburger menu introduces a longer user journey of clicking through menus, sub categories, etc. When transit apps are indeed very time dependent for use.



# HOME ITERATION

# 2



## RAPID WIREFRAMING

Detailed on the right is another version of the homepage, done in a 30 second interval. This version explores an organic interpretation of the `<nav>` bar. Where the logo sits on top of a wavy-like SVG. This organic shape may add to the current pitched branding for DaBus' logo.

Navigationally, this site also features a bottom sectioned hamburger menu. Further allowing ease of clicking when on a mobile device. The previous wireframe ran into problems with the top `<nav>` being harder to click in one-handed situations when on a mobile device. This new layout attempts to address this.

The homepage in this iteration also features a type of tiered menu. Where users are able to click on the top 3 most visited pages. Allowing them to quickly see Transit Directions, Service Alerts, and Fare prices all within the first page. This is done to shorten the user journey, and keeps in mind user's time.

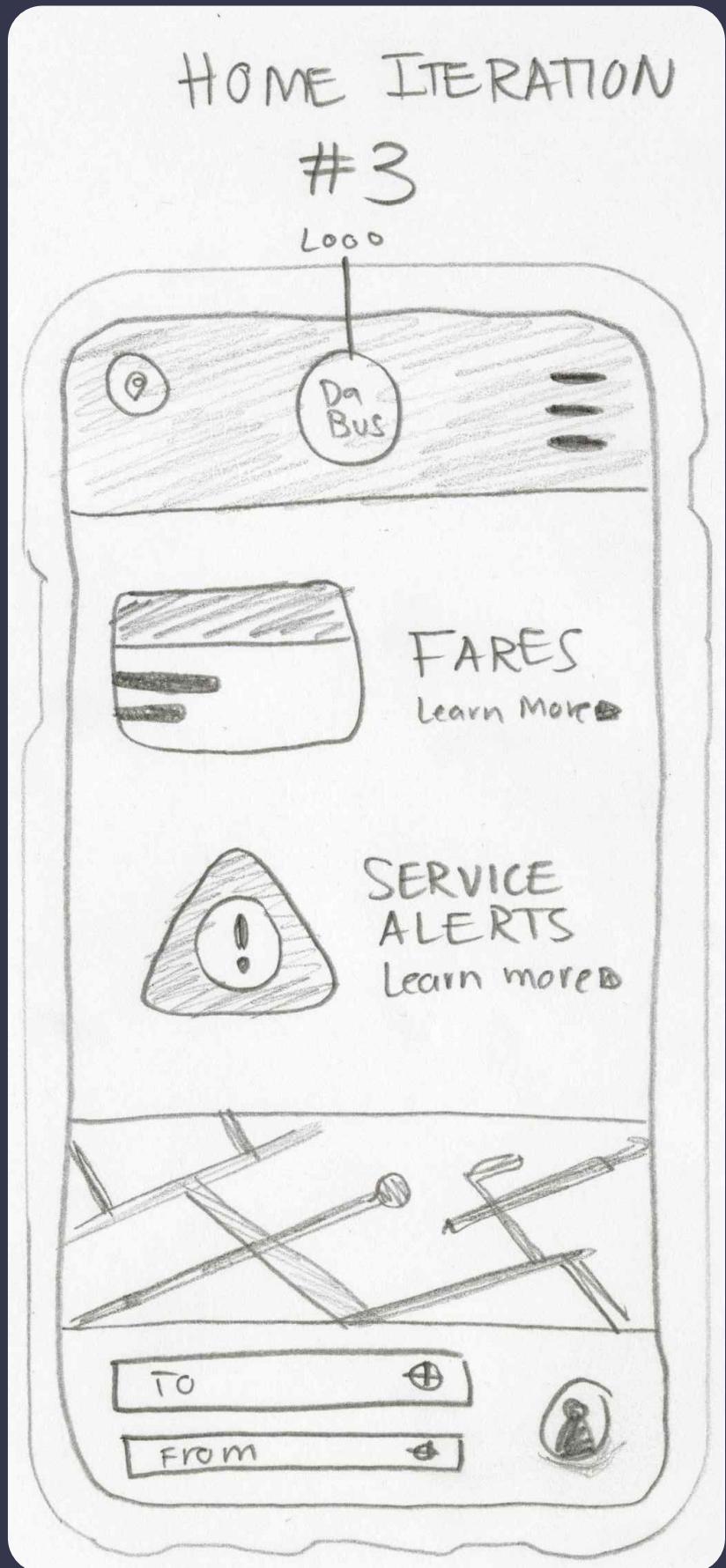
## RAPID WIREFRAMING

The third wireframe explores a split navigation menu. Where navigation throughout the pages are placed at the top of the screen. Bottom navigation menu is detailed with a search tool, similar to that of Apple Maps. This menu can be toggled up and down. And further interacted with by the user.

The bottom navigation allows users to place their destination, and starting location when trying to use DaBus to move amongst the island.

Problems with this layout may include:

Placement of the login icon in the bottom navigation, this may confuse users as they may assume this as a go button to search for their transit directions.



# HOME ITERATION LOGO #4



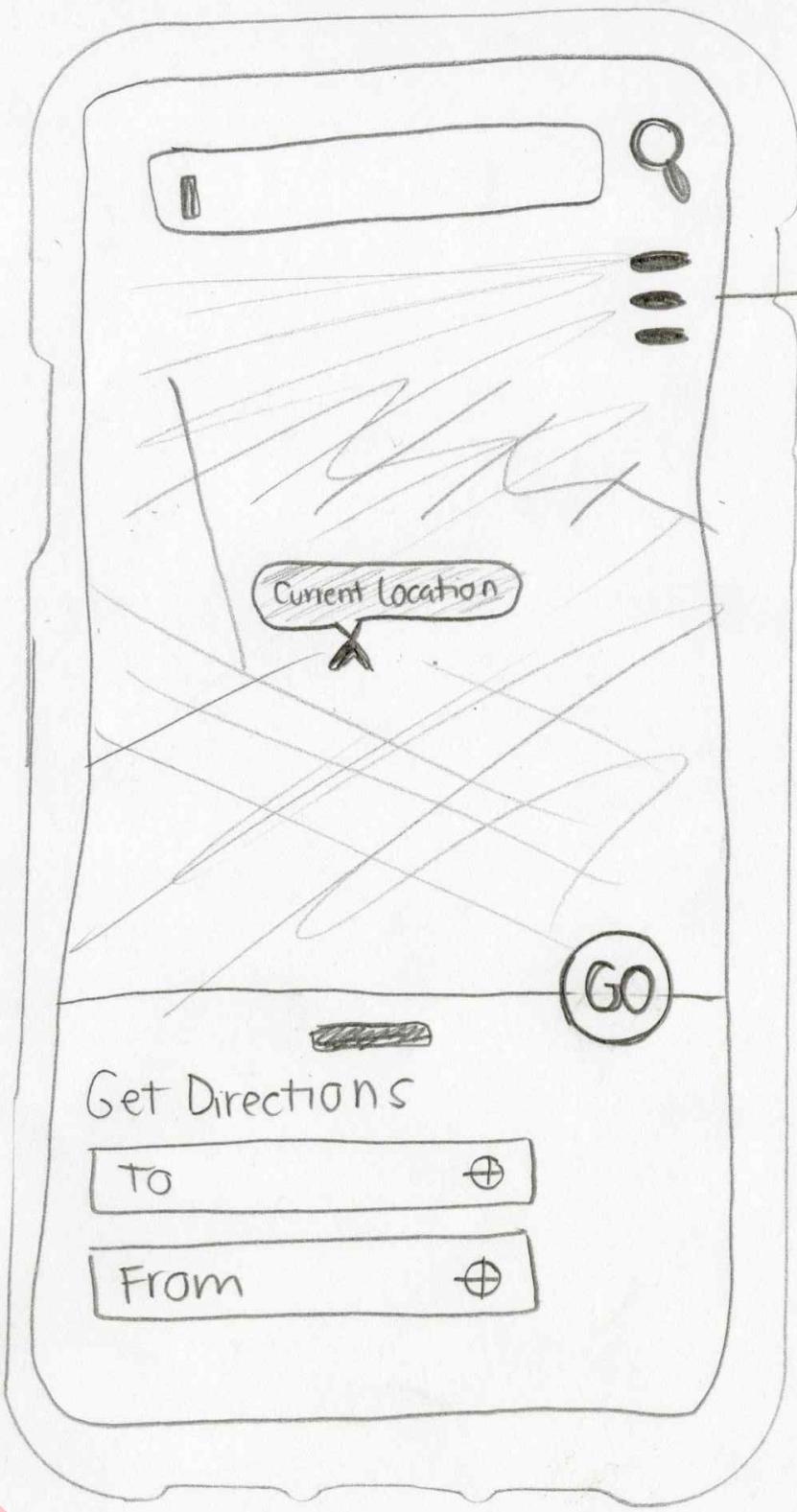
## RAPID WIREFRAMING

This is the chosen layout for DaBus' rebrand. After light research, it has been found that the top left navigation is the best for logo placement. Users are more likely to click in that top left area, as this is a stigma for most company logo placement. To keep this consistency, top left logo placement was the best option for going forward with the new interface.

This home page simplifies the options for the users. Where users are faced with one big choice. Where they want to go. If users so desire to search the website for more information, a non-tiered navigation menu is placed at the bottom of the web page.

This navigation menu features an iconography and text based layout. And lo-and-behold, no hamburger menu! This allows a shortening of the User Journey, and visual transparency in knowing exactly which category they are going to. The login in also placed on the bottom right of this layout.

# HOME ITERATION #5



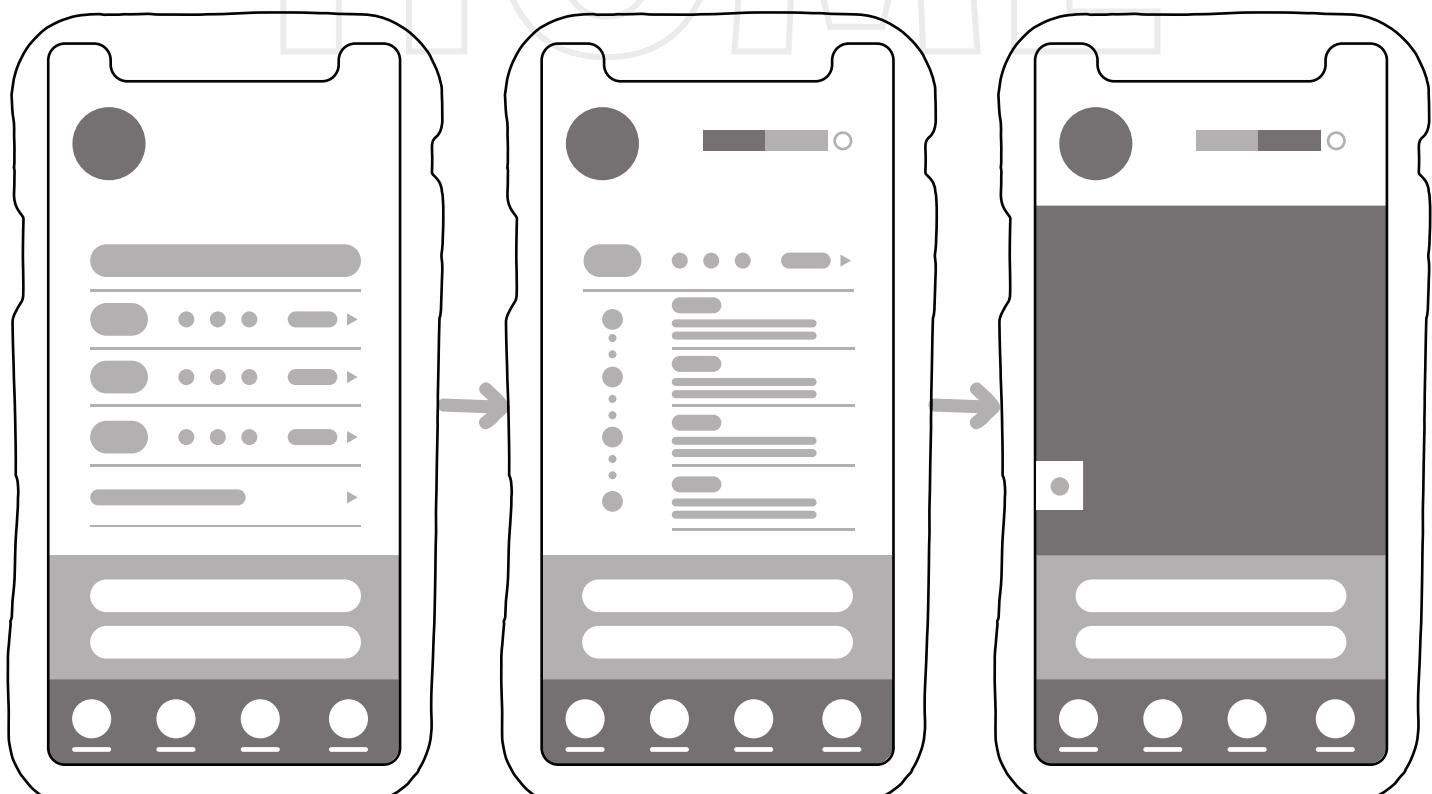
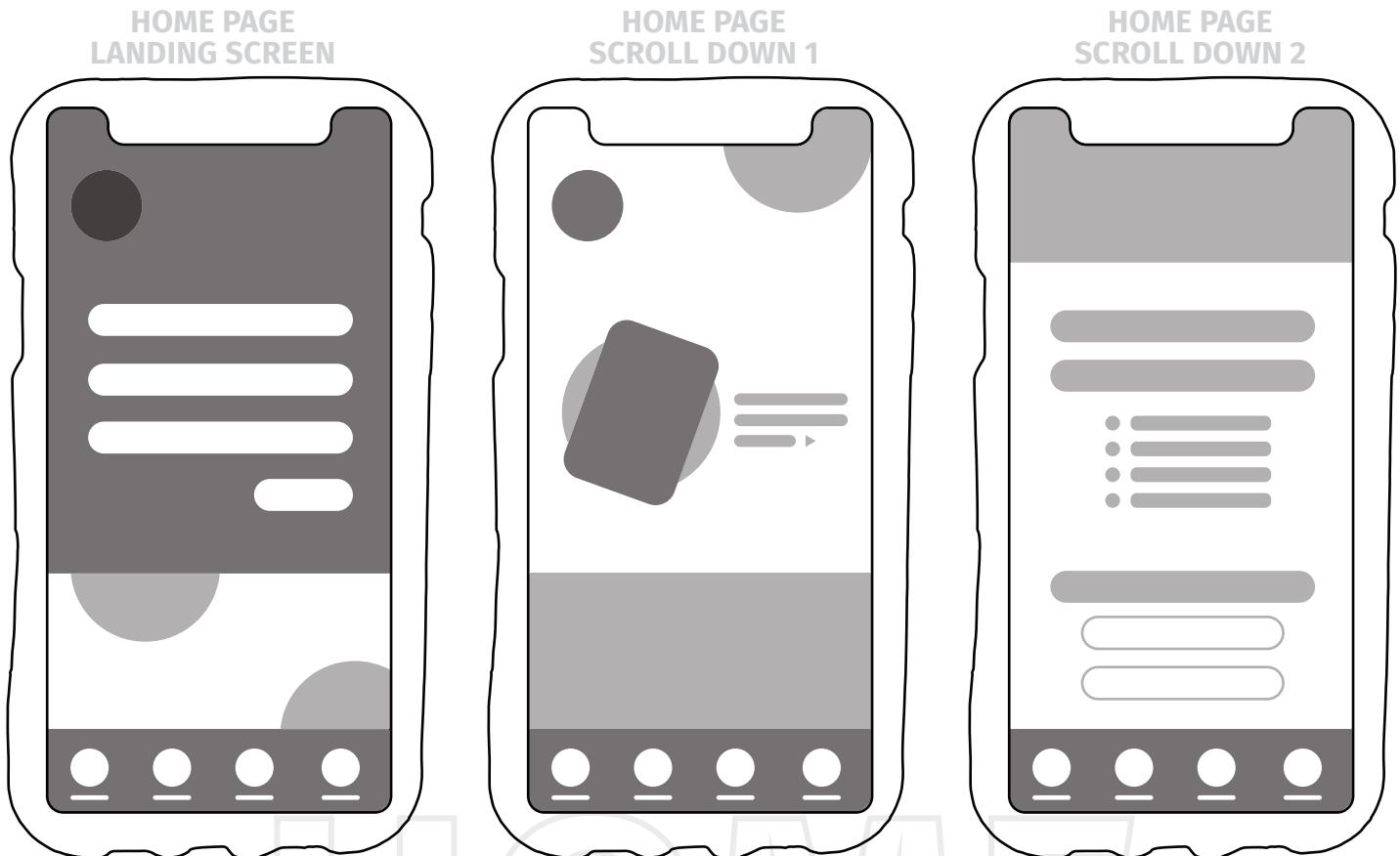
Hamburger  
Menu →



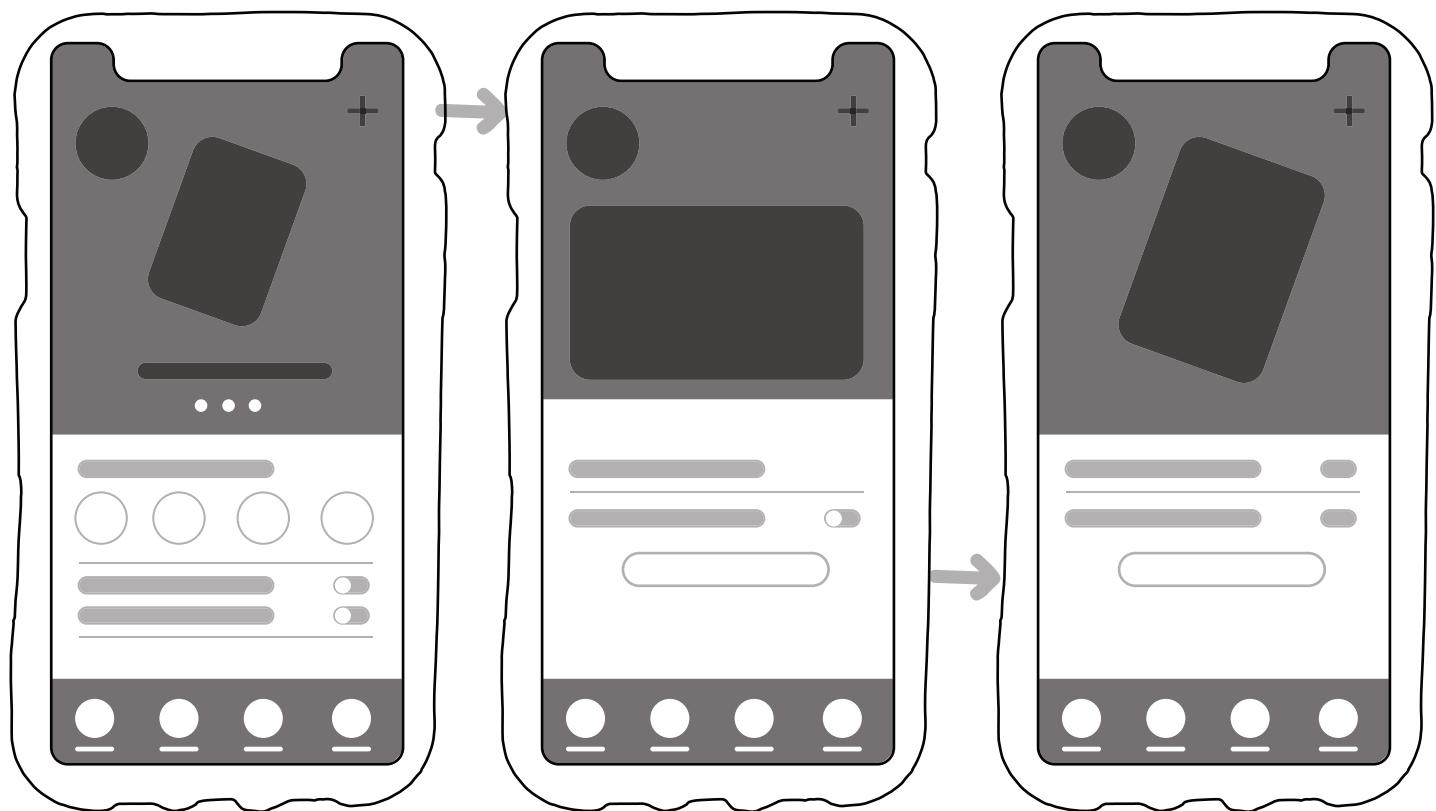
# WIREFRAMES



A 6 MINUTE READ

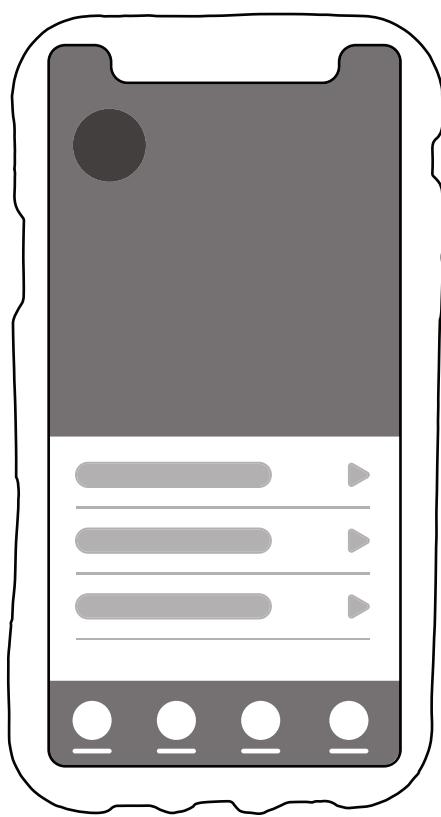


# RELOAD



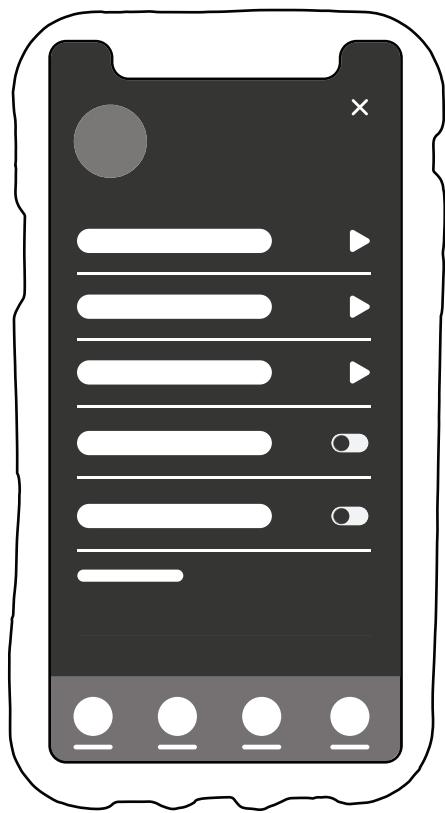
# CARD

# ABOUT



# ABOUT

# LOGIN

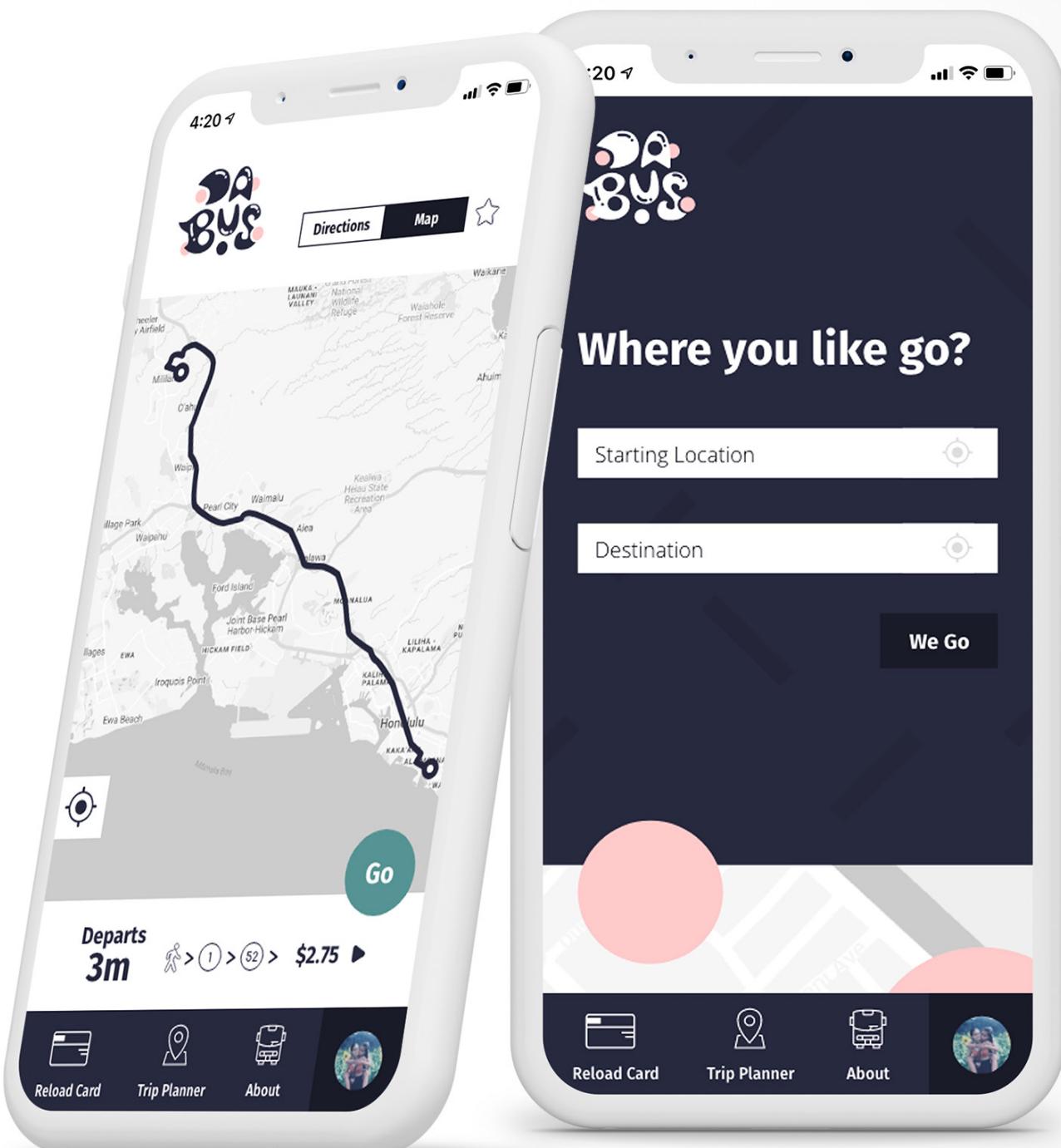


# LOGIN

# FINAL REDESIGN

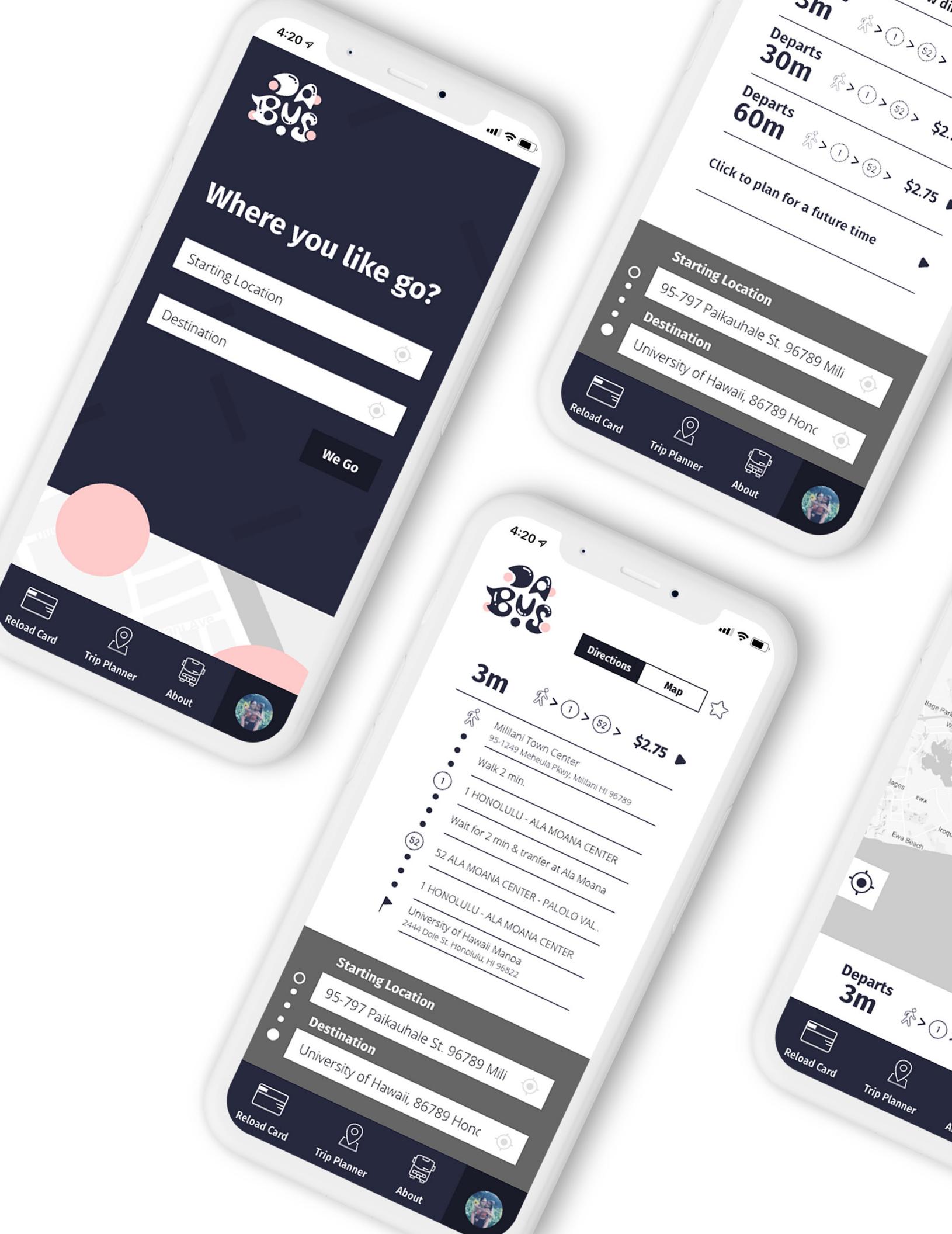


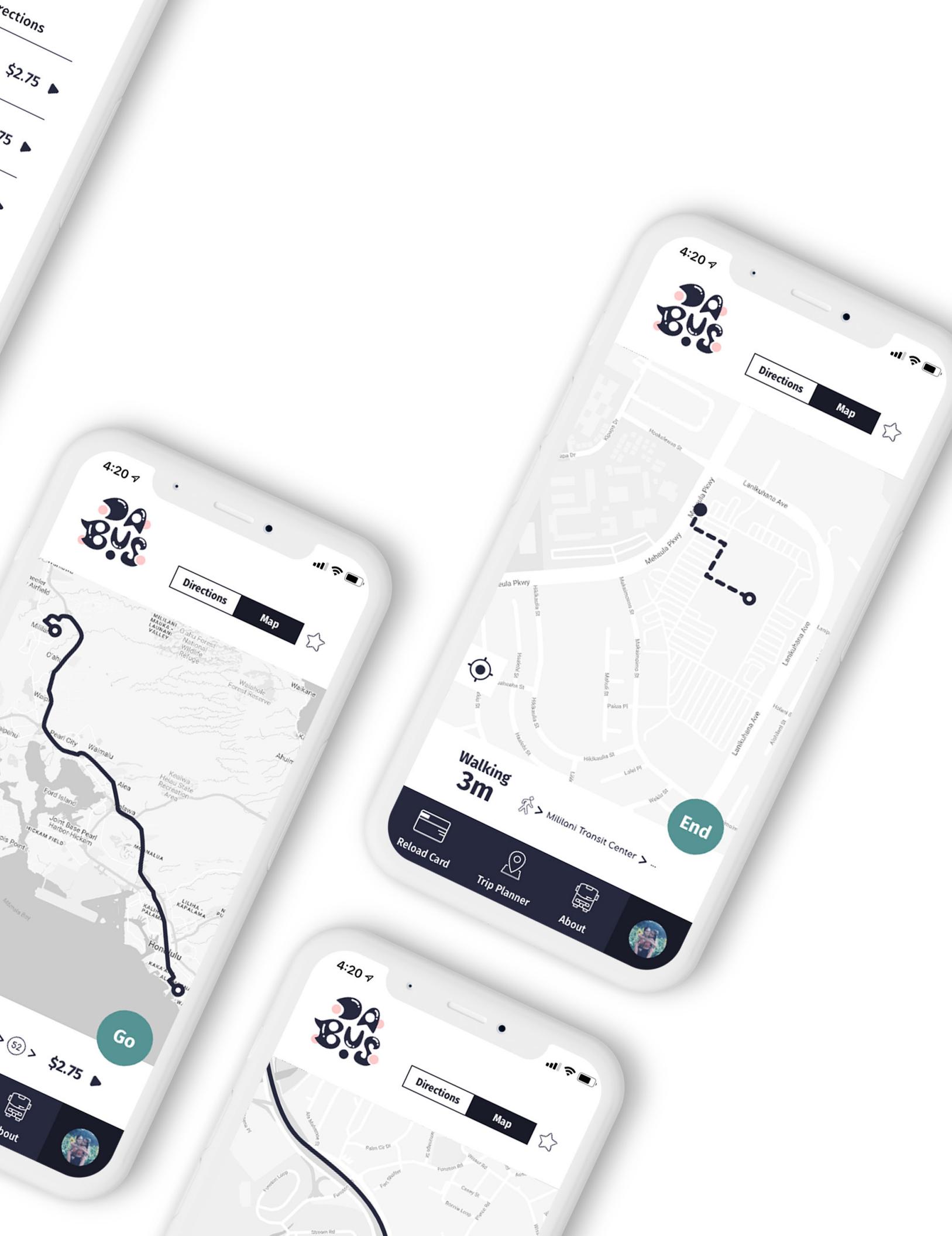
A 6 MINUTE READ

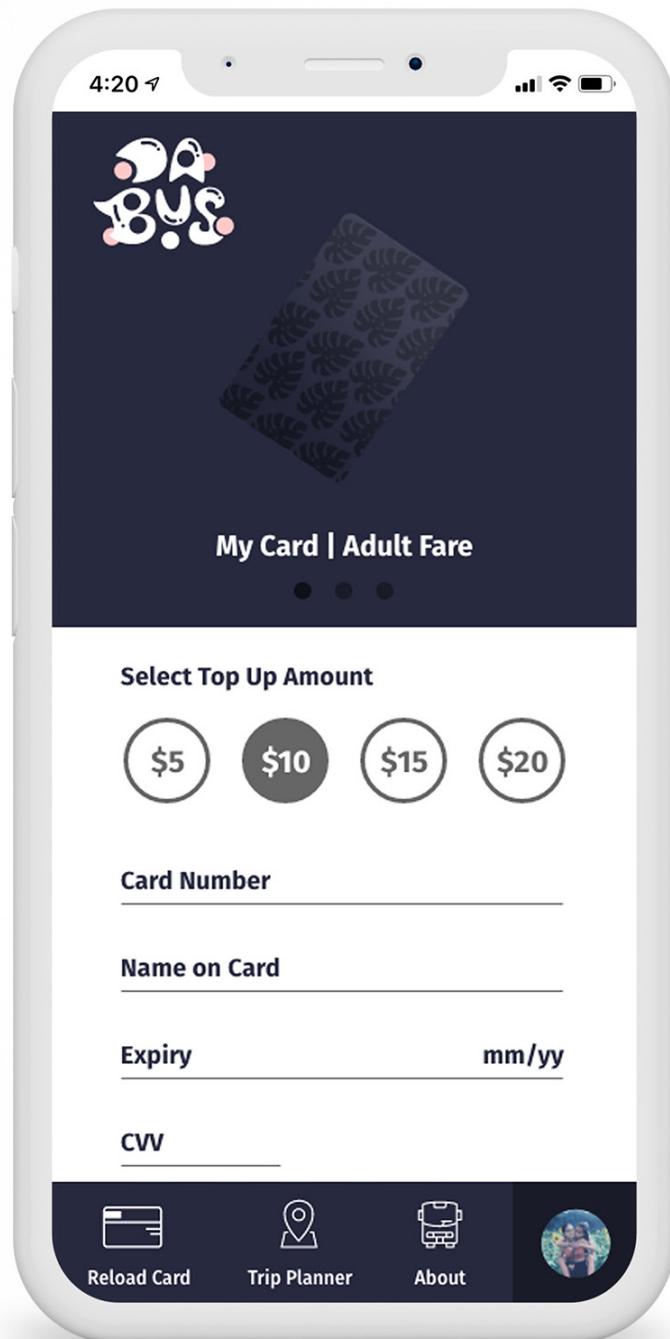
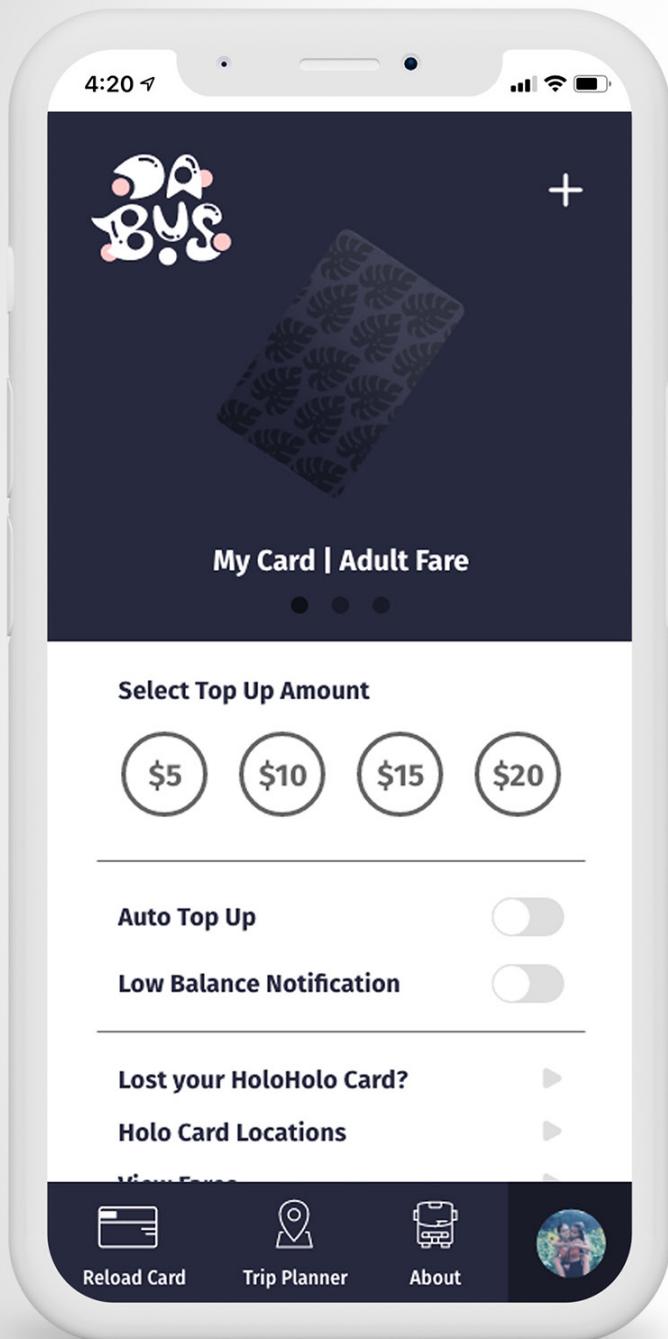


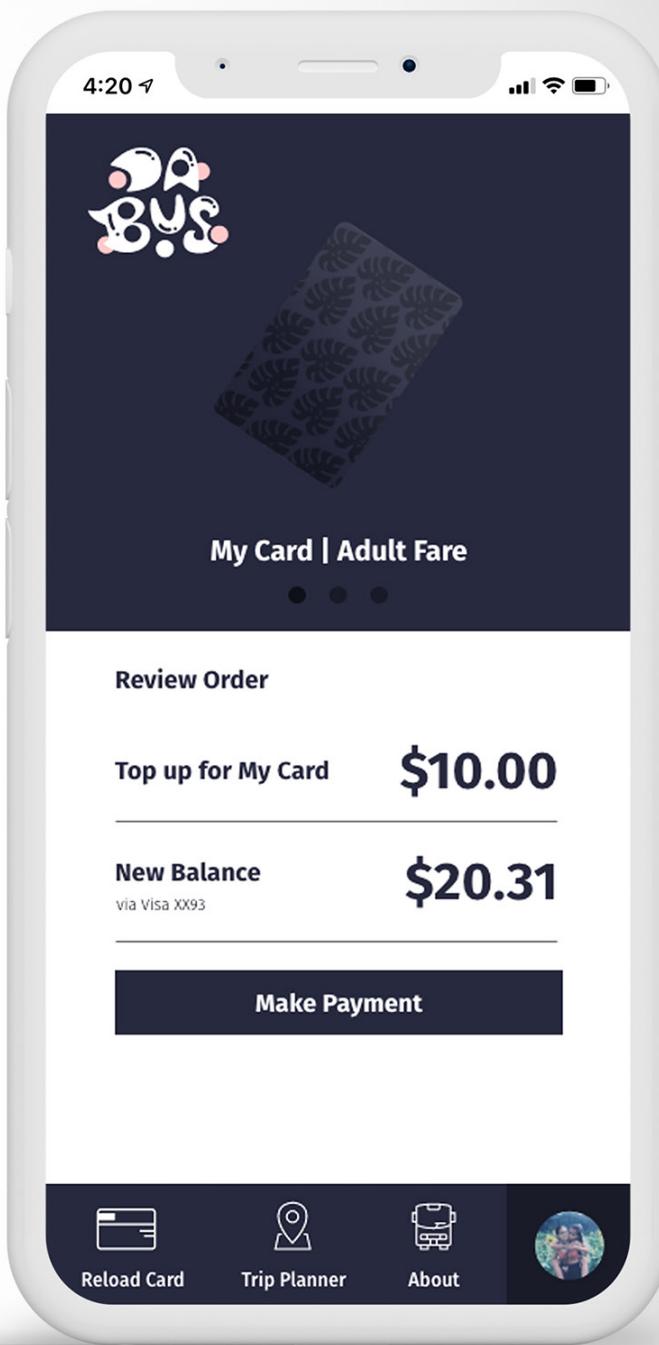
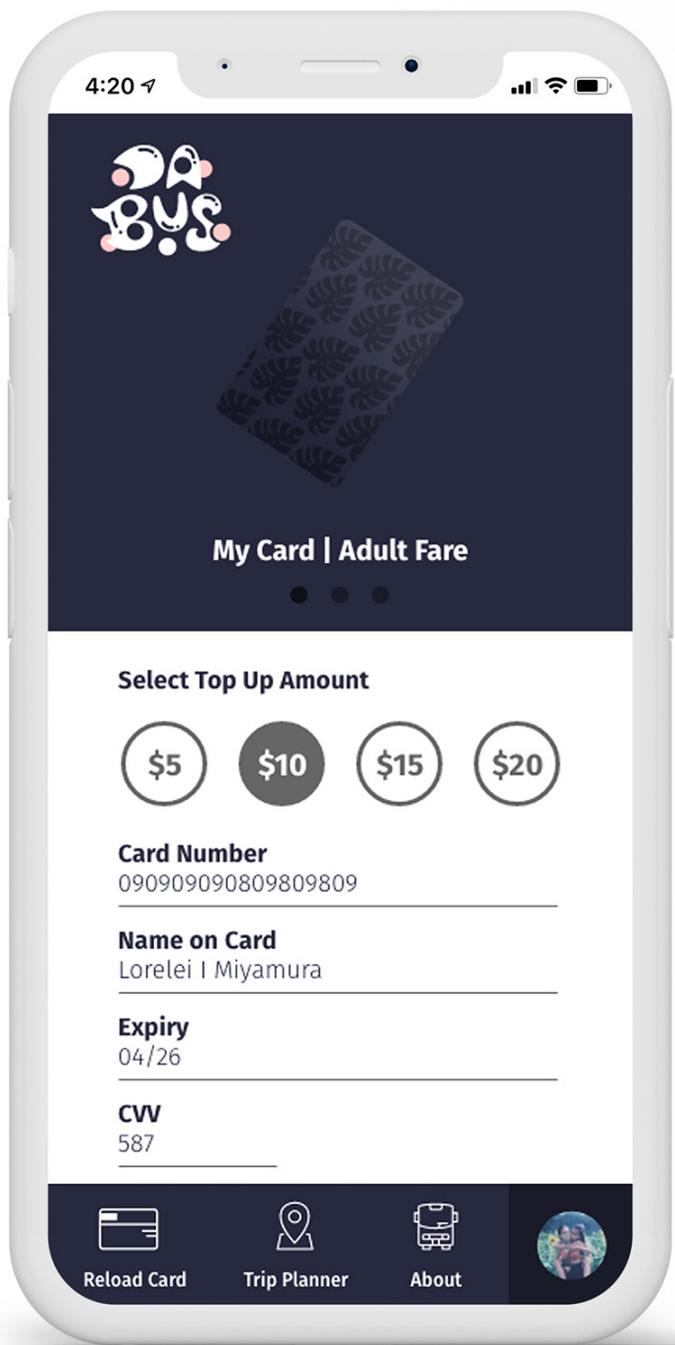














**CHECK OUT THE LIVE PROTOTYPE @  
[HTTP://BIT.LY/DABUSHAWAII](http://bit.ly/dabushawaii)**