

6/10/2022

Solent Alumni Programme System

Hristo Panayotov: 10103128

Table of Contents

Part 1 – Introduction to System.....	3
1.0 Introduction.....	3
1.1 Current SUAA and UBAA UX Design and Business Model	4
1.2 Academic and Market Research.....	4
1.3 Analysis	4
1.4 Summary	4
Part 2.0 – Essay 2.....	5
2.1 User research	5
2.2 User Journey.....	6
2.3 Summary	7
Part 3.0 – Essay 3.....	8
3.1 Prototype	8
3.2 Usability Testing.....	8
3.2 Summary	8
4.0 Conclusion	9
5.0 References	10
6.0 Appendices	0
6.1 Appendix A: Solent University Questionnaire	0
Appendix A-1	0
Appendix A-2.....	0
Appendix A-3.....	0
Appendix A-4.....	0
Appendix A-5.....	0
6.2 Appendix B: University of Bath Questionnaire	0
Appendix B-1	0
Appendix B-2.....	0
Appendix B-3.....	0
Appendix B-4.....	0
Appendix B-5.....	0
6.3 Appendix C: User Personas	0
Appendix C-1.....	0
Appendix C-2.....	0
6.4 Appendix D: User Scenarios	0
Appendix D-1.....	0
Appendix D-2.....	0
6.5 Appendix E: Empathy Mapping	0
Appendix E-1	0
Appendix E-2.....	0
6.6 Appendix F: Solent University Usability Metrics	0
Appendix F-1	0
Appendix F-2.....	0
Appendix F-3.....	0
Appendix F-4	0
Appendix F-5.....	0
Appendix F-6	0
6.7 Appendix G: University of Bath Usability Metrics	0
Appendix G-1	0

Appendix G-2	0
Appendix G-3	0
Appendix G-4	0
Appendix G-5	0
Appendix G-6	0

Part 1 – Introduction to System

1.0 Introduction

The following criteria will be used to compare the websites of Solent University Alumni Association (SUAA) and the University of Bath Alumni Association (UBAA) in this project:

- Mission
- Vision
- Value
- Goals

We will also compare the two websites to see how they comply with UX Strategies in terms of services and resources.

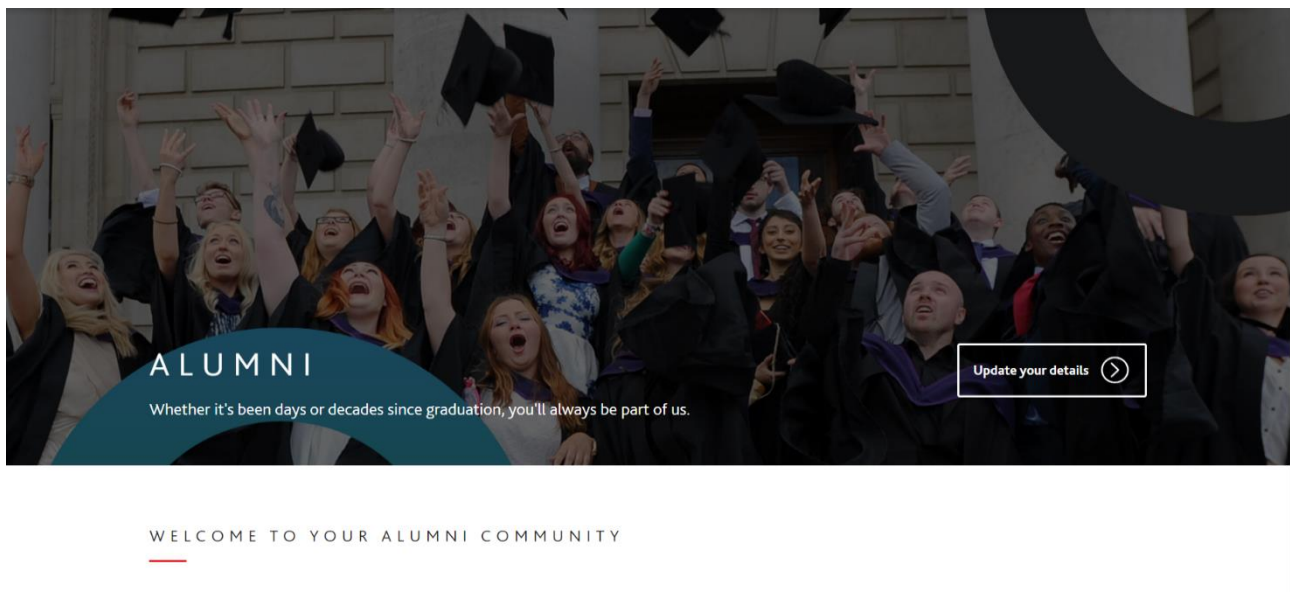


Figure 1 Solent University Alumni

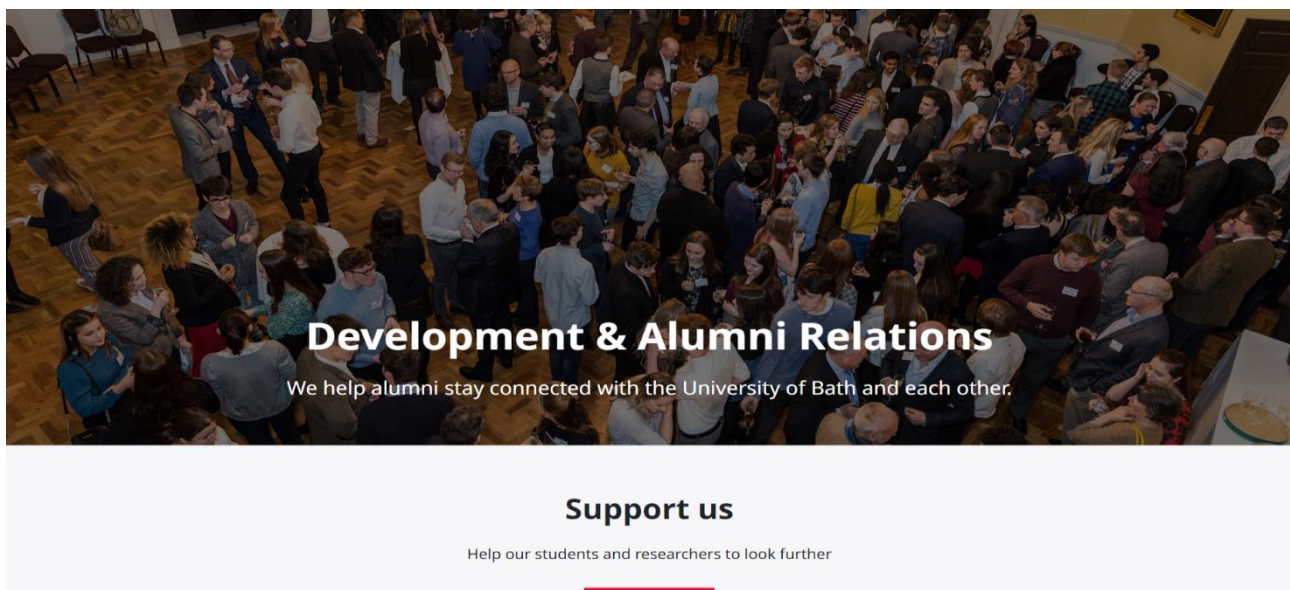


Figure 2 University of Bath Alumni

Both universities' alumni pages are shown in the screenshots above; these will be critically compared.

This comparison is needed because we must understand what students or our “users” like or dislike about both websites to provide them with a better solution.

The users must be able to easily find the information they desire, which means that the navigation of both websites has to be correctly ordered, visible, and easy to use.

Websites, in general, must be user-friendly and accessible for everyone, and they must have a simple design, which is achievable by following the UX Strategies and Standards.

Websites must be also compatible with a lot of other devices, if not all, that have internet access; in other words, a website has to be responsive in order to reach a broader user base.

1.1 Current SUAA and UBAA UX Design and Business Model

In this section, we review the mission statement of Solent University and the mission statement of the University of Bath.

Solent University’s mission statement states the following:

“We are committed to providing a university education that prepares students from all walks of life to be responsible leaders and enterprising citizens. We are dedicated to helping our communities achieve economic and social success.

Simply put, we want Solent graduates to be the next generation of passionate, creative professionals who will contribute their knowledge and energy to their communities and workplaces.”

When compared to the mission statement of the University of Bath, which statement can be summarized as:

“Our Mission endures: to provide world-class research and teaching, to educate our students to become future leaders and innovators, and to benefit the greater community through our research, enterprise, and influence.”

These two mission statements reflect the two alumni associations’ vision and corporate social responsibility to their communities and the country.

For instance, we could conclude the following:

- 1) Equality and Diversity
- 2) Service to the local community
- 3) Education and awareness of the community

Solent University’s mission statement can be found on the “*about us*” page.

The mission statement of the University of Bath can be found on the “*about*” page, and then we have to navigate to the “*The University of Bath Strategy 2021 to 2026*” page, and lastly, navigate to the “*Our Mission and our Vision*” page.

1.2 Academic and Market Research

N/A

1.3 Analysis

N/A

1.4 Summary

In the sections above we defined what the context and purpose of this assignment are.

We also compared the business models of the two websites.

Part 2.0 – Essay 2

2.1 User research

This section is focused on reviewing and analysing the feedback that has been provided to us by our users.

The user's feedback was accumulated through a questionnaire that was created for both universities, and they were filled out by Solent University students.

The questionnaires consist of relevant and essential questions regarding the website's compliance with UX strategies to gather insightful feedback from the users.

As mentioned in the introduction, we need the user's feedback to understand what we need to change to improve our product.

A total of *ten* students completed both questionnaires and the data generated by them will be critically reviewed to a degree regarding UX Strategies.

Since both websites were created by professionals, the feedback is positive in terms of UX Strategies.

The feedback from the questionnaire for Solent University shows the following:

Even though we received primarily positive feedback, some answers were quite spread out for a couple of questions (see Appendix A), which means there is room for improvement.

The first question (see Appendix A-1) shows that the answers are almost equally spread from *eight* to *ten*, which means that we can try to improve the visibility of the Alumni page button.

The answers to the second question (see Appendix A-2) tells us that we should make the mission statement easier to find to improve the user's experience.

The majority of users have awarded the highest possible score for the third question (see Appendix A-3), which suggests that there is not much room for improvement.

As shown in the 4th and 5th questions (see Appendix A-4 and Appendix A-5), the answers are almost evenly spread from *nine* to *ten*, which informs us that the general layout, navigation, background, texts, pictures, and contrasts are relevant and helpful.

University of Bath questionnaire feedback (see Appendix B):

When it came to locating the Alumni page for the University of Bath, the users were able to find it easier than Solent University's one (see Appendix B-1).

However, most of the users seem to have struggled to locate the University of Bath's mission statement (see Appendix B-2), which corresponds to the conclusion we made from the second question for Solent University's questionnaire (see Appendix A-2).

The third question (see Appendix B-3) shows us that the users thought the website's ability to adapt to different devices was good, which indicates that we do not have to improve in this area at this stage.

The 4th and 5th questions got similar responses to those from Solent University's questionnaire, so we can have the same conclusion.

2.2 User Journey

In this section we define what User Persona, User Scenario, User Goals, and Empathy Mapping are, and how they help us understand the user's needs.

User Personas (see Appendix C-1 and Appendix C-2):

User profiles and personas are conceptual models of specific user groups that can help to foster the shared understanding that underpins UCD throughout the analysis, design, development, and implementation processes (LeRouge *et al.* 2013).

User Scenarios (see Appendix D-1 and Appendix D-2):

A scenario is a plausible future description based on a logical set of assumptions. Scenarios of various types have long been used in multiple fields, including military tactics and urban planning. A scenario in these areas is a set of circumstances that could occur; by imagining a variety of scenarios, leaders can ensure that they are prepared for any eventuality. Scenarios are one of the most powerful tools in product and service design, with applications ranging from requirement development to ensure that a design considers all possible interactions (Goodwin 2009, p.338).

User Goals (see Appendix C-1 and Appendix C-2):

User goals are descriptions of desired outcomes for users. User goals should, above all, refer to real-world outcomes; they should not be limited to the scope of the website. Getting a PhD, learning to play the guitar, or becoming a tutor are all examples of user goals.

Empathy Mapping (see Appendix E-1 and E-2):

The Empathy Map is a visual tool for organising data gathered through personas, observation, and interviews. Designers collaborate to create the Map, sometimes in the presence of potential customers. The goal is to create a visual impulse to reflect on and discuss a user's perspective, influences, needs, emotions, desires, and fears in relation to the project's context (Tschimmel 2012, p.13).

We also used Usability Metrics to measure how easy it was for the users to interact with both Solent University's website and the University of Bath's website.

Usability Metrics for the questionnaires:

- Layout
- Terminology
- Feedback
- Comprehension
- Data Entry
- Navigation

The results from the Usability Metrics questionnaire for Solent University are the following (see Appendix F):

Most users agreed that they could locate everything they were looking for, as shown in the first question (see Appendix F-1).

For the second question, the users stated that they could understand the terminology used on the website (see Appendix F-2).

All users agreed that the website provided them with relevant and consistent feedback, as shown in the third question (see Appendix F-3).

Most users agreed that they could understand the instructions given to them by the website for the fourth question (see Appendix F-4).

Seventy per cent of the users strongly agreed that they had no problems entering information in any form, as shown in question five (see Appendix F-5).

For the last question, most users agreed that they had no problem navigating through the system (see Appendix F-6).

The results from the Usability Metrics questionnaire for the University of Bath are the following (see Appendix G):

The users agreed that the terminology used on the website was easy to understand, as shown in the second question (see Appendix G-2).

For the third question, the users stated that they were satisfied with the relevancy and consistency of the feedback received from the system (see Appendix G-3).

Sixty per cent of the users agreed that the instructions given to them on the website were understandable (see Appendix G-4).

Almost all users strongly agreed that they were able to enter information in any form they used, as shown in question five (see Appendix G-5).

The majority of users agreed that they had no problem navigating through the system (see Appendix G-6).

We can conclude that the users could benefit from a better layout and navigation from the above results.

2.3 Summary

In the sections above we understood how our users interact with the two websites, who they are, what they need, what are their goals and expectations through various UX methods.

We were also able to understand what would improve their experience when using our system.

Part 3.0 – Essay 3

3.1 *Prototype*

Prototype Link: [Figma](#).

Due to bad time management and not enough time in general, the prototype only has the “Home” page of the solution in mind.

The solution is supposed to be easier to navigate, and its layout should be more straightforward than the websites we are comparing because that is the gathered information from our users.

Adding icons to the buttons that our users had to find in part two should make them easier to locate; also, adding colours for the most crucial navigation options will make them stand out from the background, thus making them far easier to find.

Keeping the layout of a website simple could be challenging, especially when we are trying to display a lot of information on a single page, so a better solution would be to split the information into a couple of pages or make it easily distinguishable from one another.

3.2 *Usability Testing*

Since the prototype is only one page and not functional, usability testing was not performed.

3.2 *Summary*

In section 3.1, we explained what we changed and why we changed it to improve the user’s experience.

We also mentioned how we could keep a web page nice and simple in terms of layout.

4.0 Conclusion

This assignment was very interesting, engaging, and fun, but it was also really challenging.

I did my best to complete everything, but research and confusion took a lot of time.

That said, I will definitely try to improve the prototype if I have time, and if possible, complete the usability testing for it.

One of the most interesting parts of the assignment was the user research, because it allowed me to see how students from other courses interact with both websites, since I'm used to seeing a website through a developer's point of view.

UX and HCI in general are two really interesting and important topics when it comes to user centred designs, and they are used daily to improve our experience not only with websites but any product in general.

5.0 References

GOODWIN, K., 2009. *Designing for the digital age: how to create human-centered products and services*. Indianapolis: Wiley Pub.

LeROUGE, C. *et al.*, 2013. User profiles and personas in the design and development of consumer health technologies. *International Journal of Medical Informatics*, 82(11), 251–268.

TSCHIMMEL, K., 2012. Design Thinking as an effective Toolkit for Innovation. In: Proceedings of the XXIII ISPIM Conference. *Action for Innovation: Innovating from Experience*. Barcelona, pp.12-14

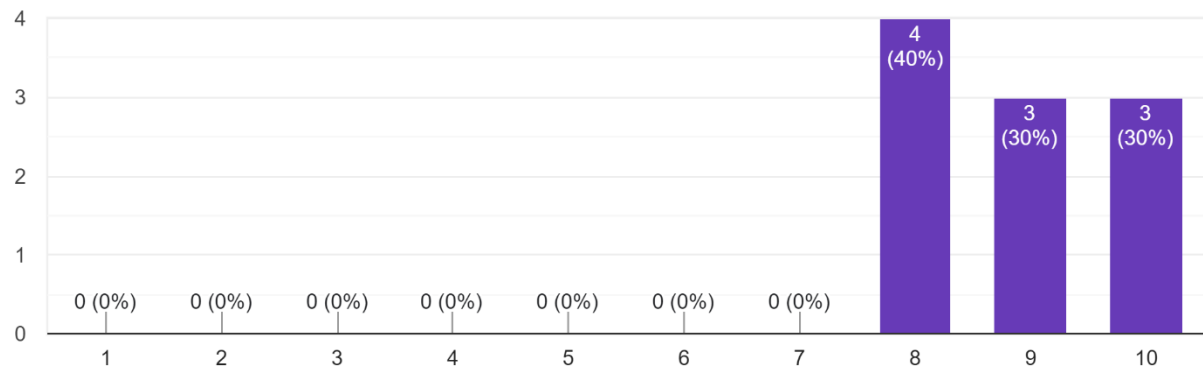
6.0 Appendices

6.1 Appendix A: Solent University Questionnaire

Appendix A-1

How easy was it to locate Solent University's Alumni Association?

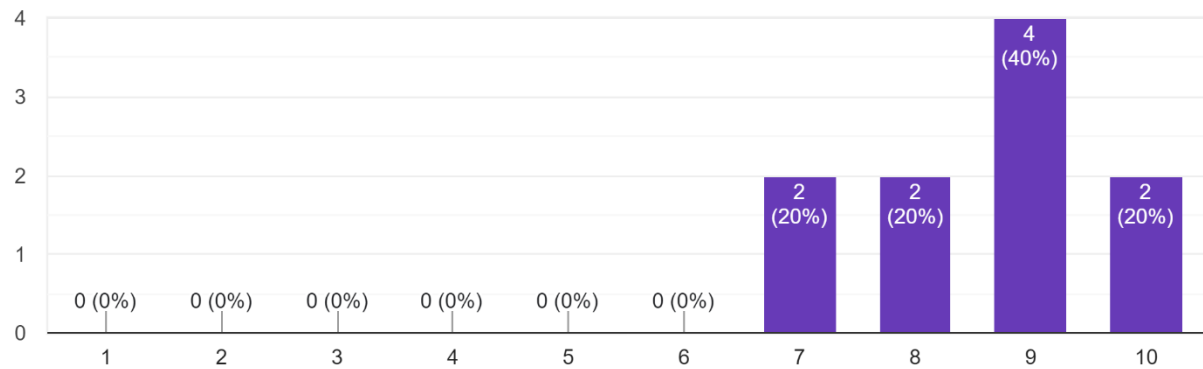
10 responses



Appendix A-2

How easy was it to find Solent University's mission statement?

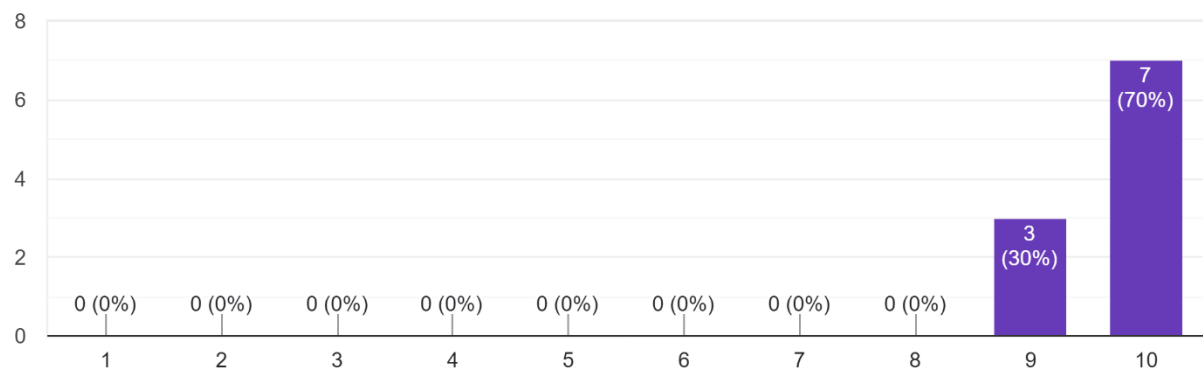
10 responses



Appendix A-3

Rate the ability of Solent University's website to adapt to a variety of devices?

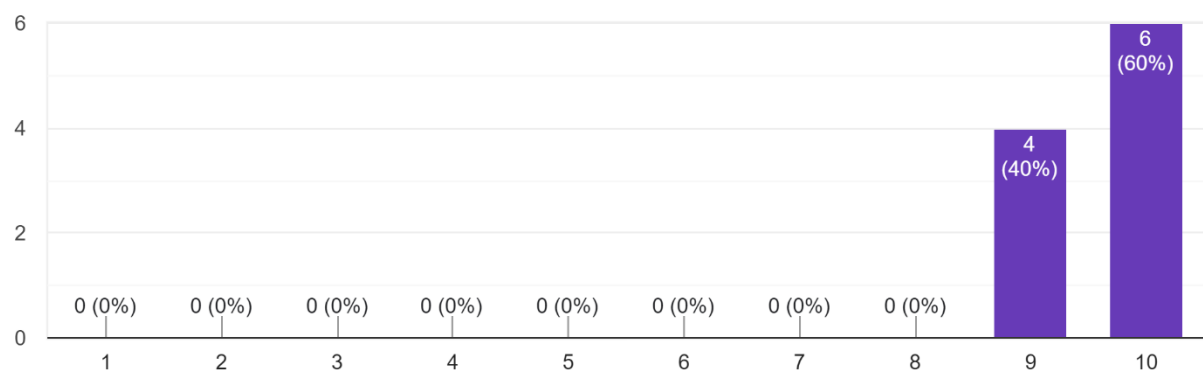
10 responses



Appendix A-4

The general layout, navigation, and background are helpful.

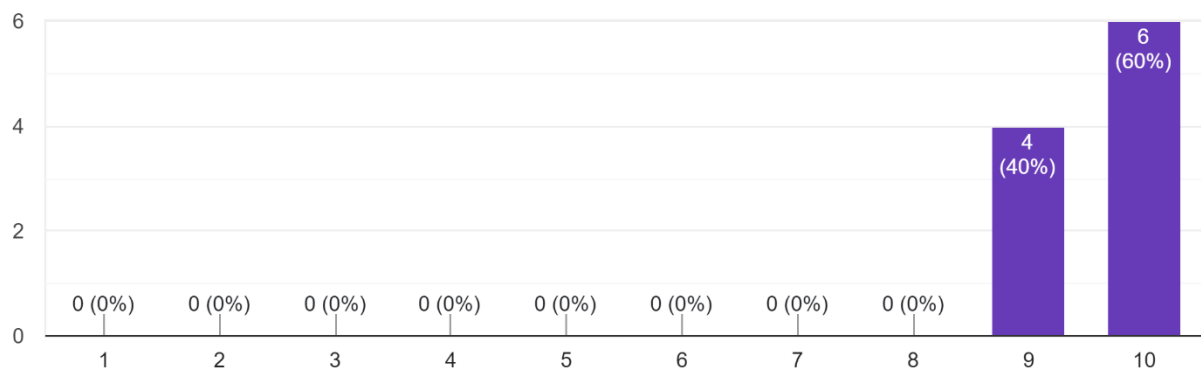
10 responses



Appendix A-5

The texts, pictures, and contrasts were relevant to the website's pages.

10 responses

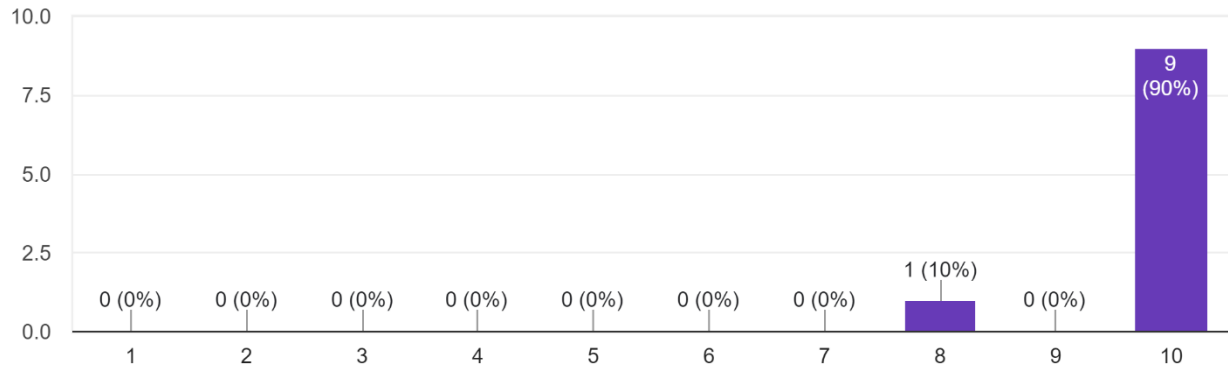


6.2 Appendix B: University of Bath Questionnaire

Appendix B-1

How easy was it to locate University of Bath's Alumni Association?

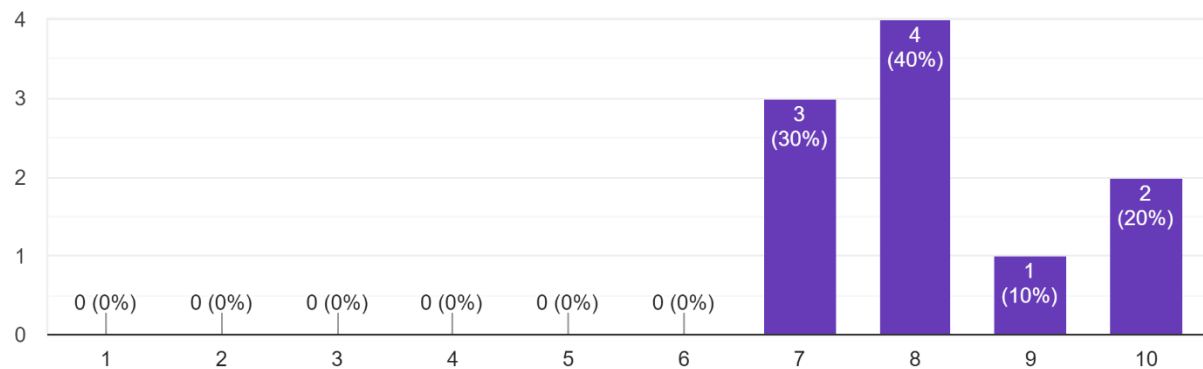
10 responses



Appendix B-2

How easy was it to find University of Bath's mission statement?

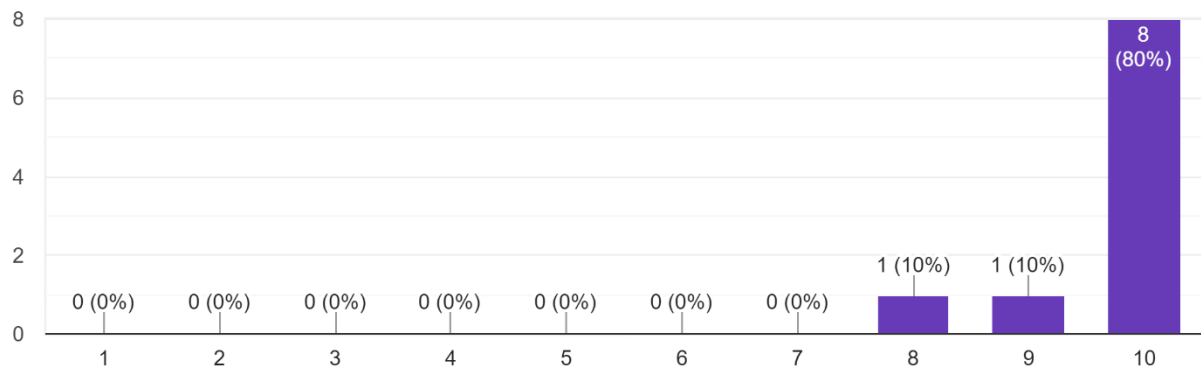
10 responses



Appendix B-3

Rate the ability of University of Bath's website to adapt to a variety of devices?

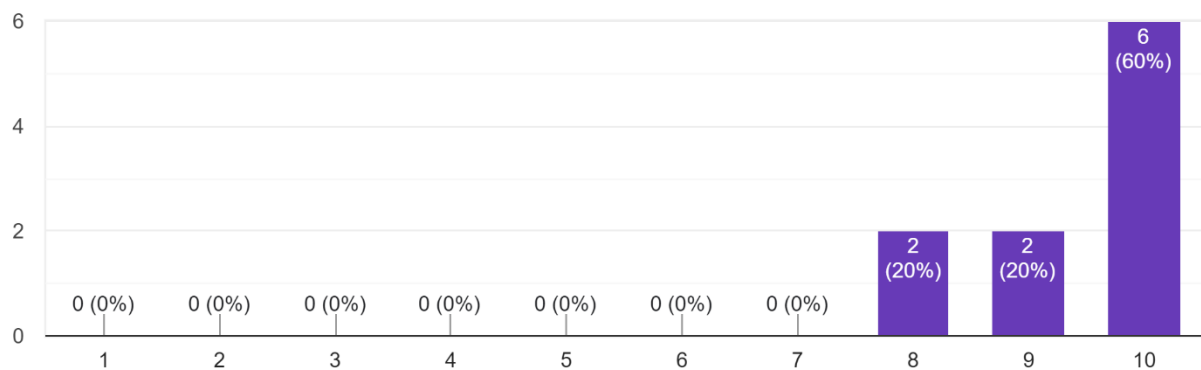
10 responses



Appendix B-4

The general layout, navigation, and background are helpful.

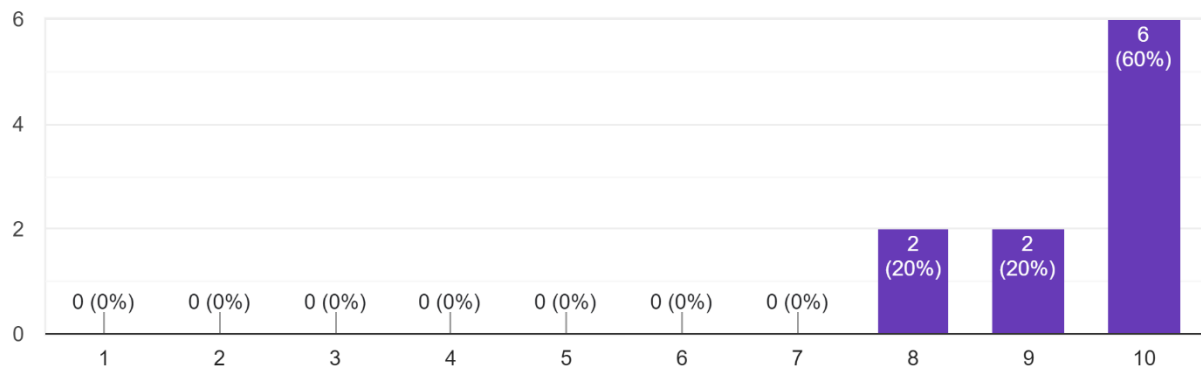
10 responses



Appendix B-5


The general layout, navigation, and background are helpful.

10 responses



6.3 Appendix C: User Personas

Appendix C-1



Matthias Ariti

Age: 28

Occupation: Student

Location: UK, London

Education: High School

Status: Single

Bio

Matthias is a computing student because he is interested in computers and Cybersecurity. He likes to go for a run early in the morning, so he feels fresh when he starts studying for his assignments.

Matthias is in his first year of higher education, and he can't wait to graduate and work in the industry. He likes to take a relaxing walk by the lake near him when he has free time.

Interests

- Technology
- Computers
- Cryptography
- Networking

Goals

- Graduate
- Work in the industry
- Be one of the best

Personality

Introvert ————— Extrovert

————— [Slider] —————

Analytical ————— Creative

————— [Slider] —————

Busy ————— Time rich

————— [Slider] —————

Messy ————— Organized

————— [Slider] —————

Independent ————— Team player

————— [Slider] —————

Expectations

"I would like to be able to easily navigate through the website so I can find the information that I desire".

Appendix C-2

**Li Jones****Age:** 36**Occupation:** Computing Tutor**Location:** UK, London**Education:** MComp**Status:** Married**Bio**

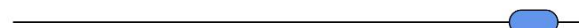
Li has a Masters's Degree in computing, and she is a web development tutor. Li loves giving people her knowledge and experience; she also really enjoys her work. She likes to meditate and practice yoga to relax and stay in shape when she has free time.

Interests

- Technology
- Programming Languages
- Web Design

Goals

- Get a PhD in Data Science
- Provide students with interesting classes

Personality**Introvert****Extrovert****Analytical****Creative****Busy****Time rich****Messy****Organized****Independent****Team player****Expectations**

"I would like the University's website to be easier and quicker to navigate, so I can find the modules that I'm teaching faster".

6.4 Appendix D: User Scenarios

Appendix D-1



Appendix D-2



Li - Tutor
Grade students' assignment

Li opens the University's website

Does she know the URL address, or is she going to use her default search engine to find it?

She then navigates to the "Staff" page

She shouldn't have to sign in everytime she visits this page

Are her credentials saved?

Allow Li's credentials to be remembered

Implement "Remember Me" function so Li doesn't have to always sign in

From there she navigates to the "Grade assignments" page

Should this page be called "Modules"?

Now she is presented with a list of modules in the University, and she wants to navigate to the module that she teaches

She might want to use a search bar to find the module that she's going to grade assignments for

Li should be able to search for a module by its code

Create a search bar to allow Li to find her module easier

In the module that she teaches a list of students is displayed, and she navigates to a specific student

Depending on the amount of students she might want to search for a specific student

Allow Li to search for a student by students' Id

Create a search bar to allow Li to find a specific student

Now that she found the student she was looking for, she downloads the student's work

Should we ask her to confirm if she wants to download that document?

Li should have to confirm if she wants to download a specific document

Create a pop-up that asks for confirmation upon trying to download a document

When she's done reviewing the assignment, she assigns a grade to that student

She might input the wrong grade

Li should be able to edit/change the student's grade

Create an edit function so Li is able to edit/change student's grade

Key

Steps

Questions

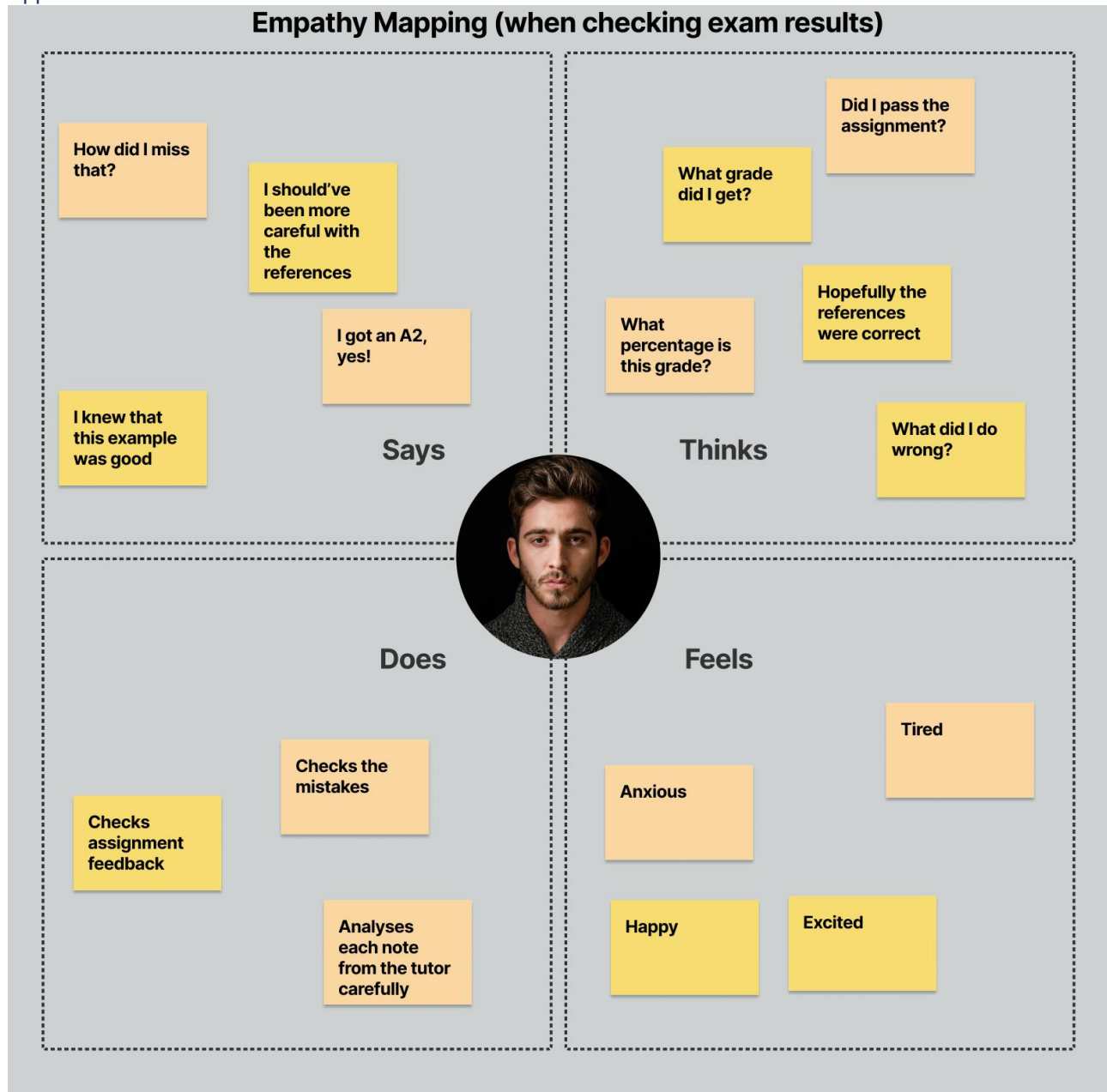
Comments

Idea

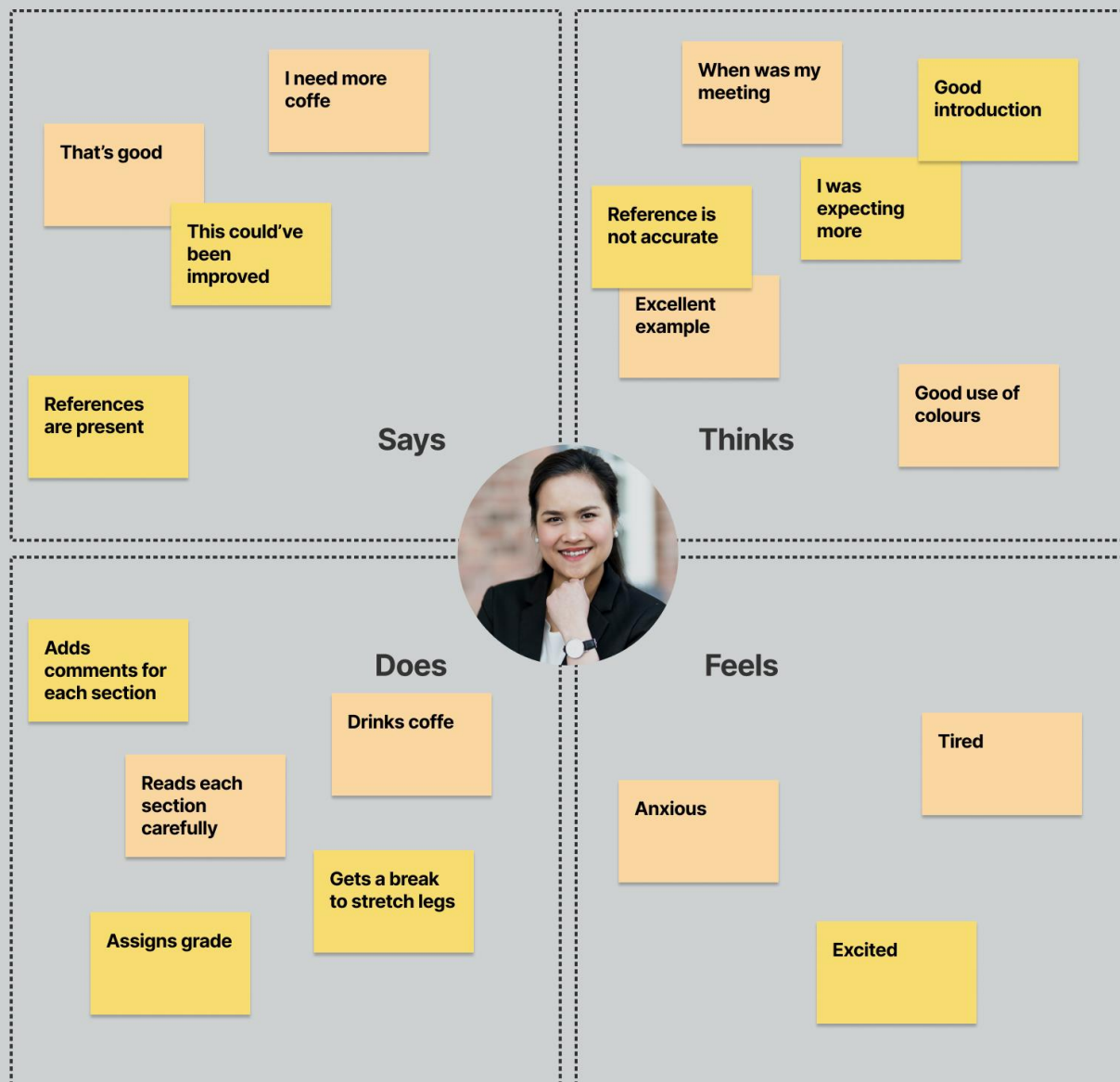
Feature

6.5 Appendix E: Empathy Mapping

Appendix E-1



Appendix E-2

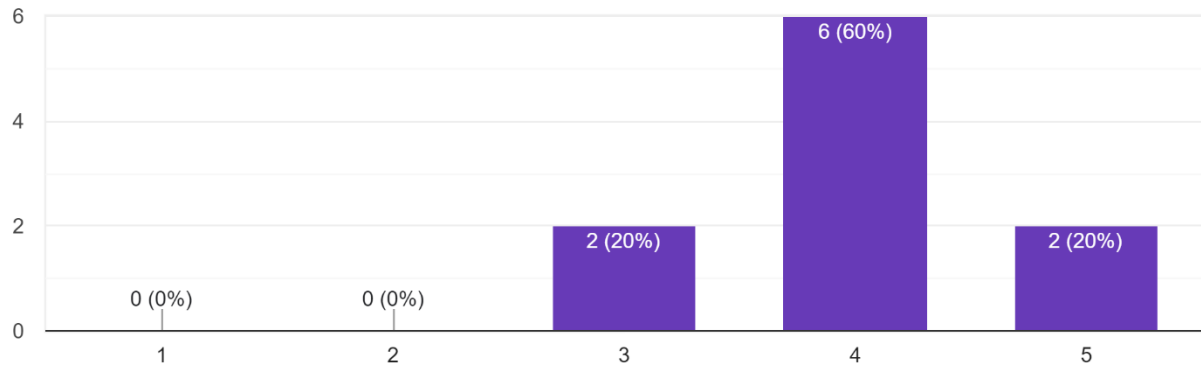
Empathy Mapping (during assignment grading)

6.6 Appendix F: Solent University Usability Metrics

Appendix F-1

Layout: I was able to locate everything I was looking for.

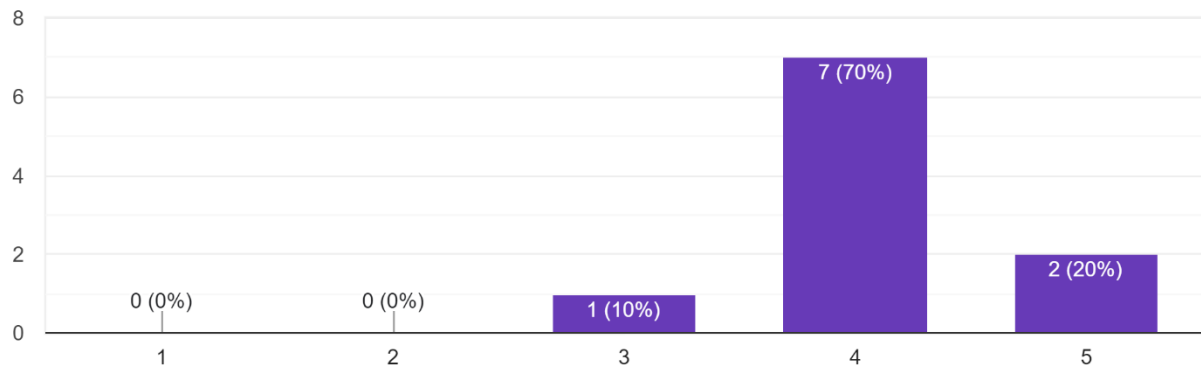
10 responses



Appendix F-2

Terminology: I was able to understand the terminology used in the website.

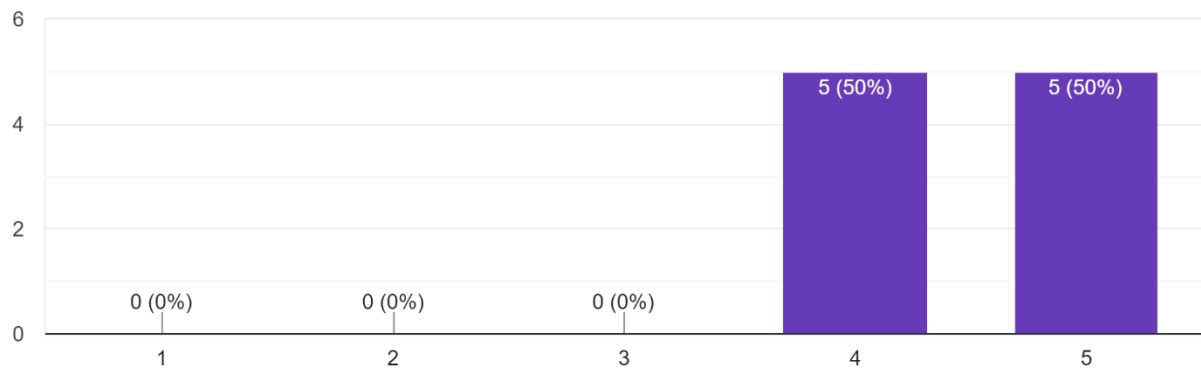
10 responses



Appendix F-3

Feedback: I received relevant and consistent feedback from the system.

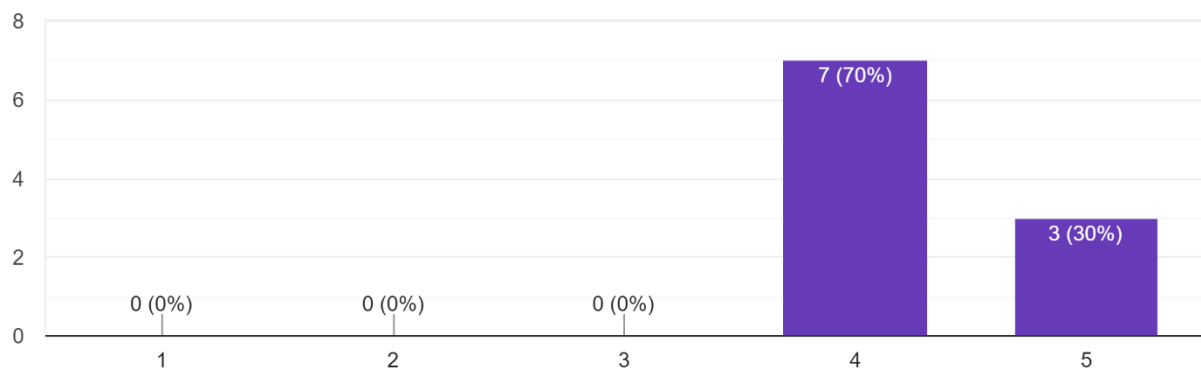
10 responses



Appendix F-4

Comprehension: I was able to understand the instructions given to me on the website.

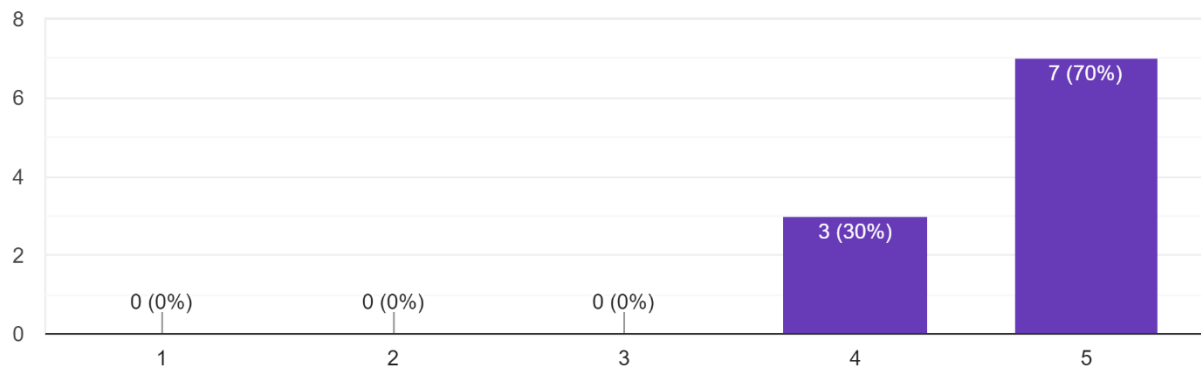
10 responses



Appendix F-5

Data Entry: I had no problems entering information in any forms.

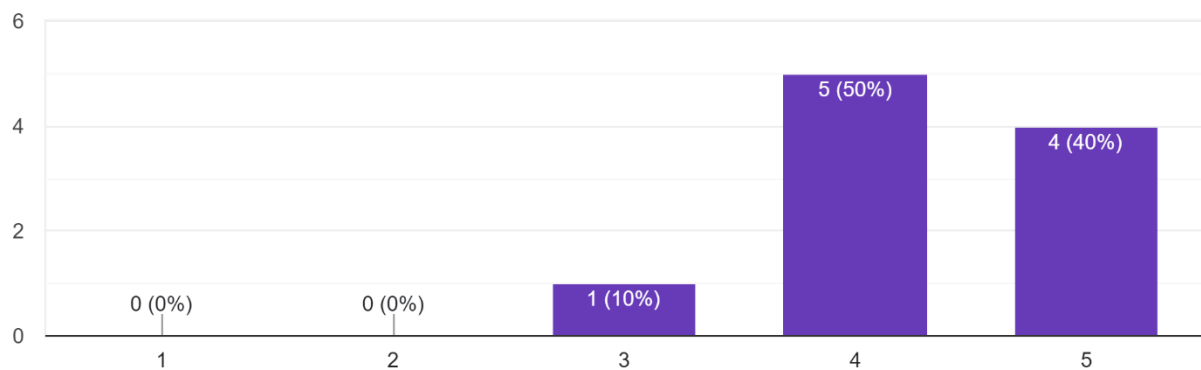
10 responses



Appendix F-6

Navigation: I had no problem navigating through the system.

10 responses

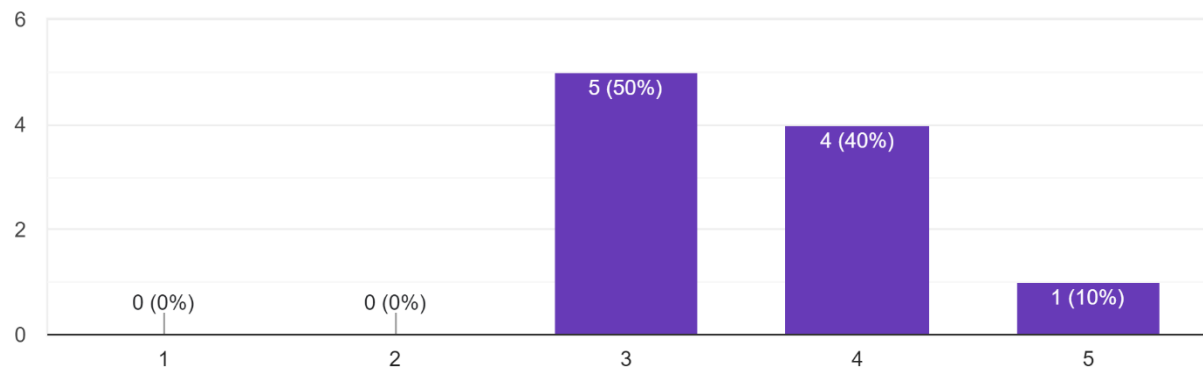


6.7 Appendix G: University of Bath Usability Metrics

Appendix G-1

Layout: I was able to locate everything I was looking for.

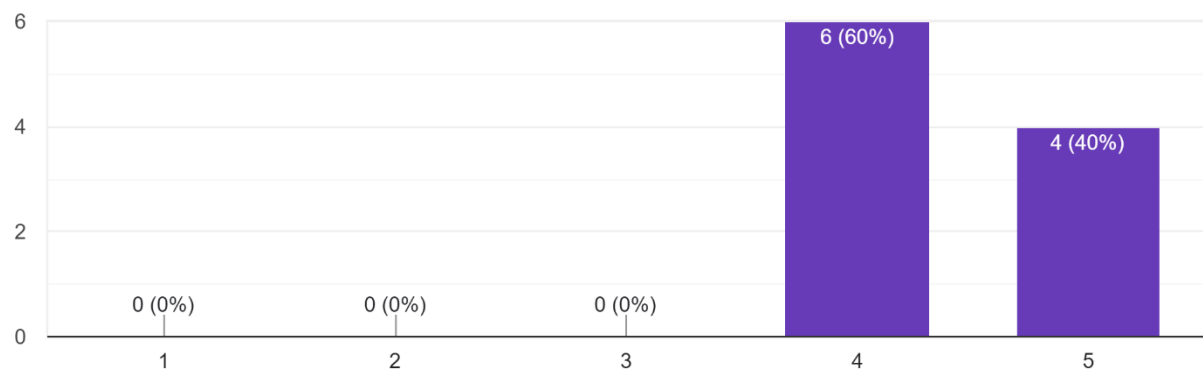
10 responses



Appendix G-2

Terminology: I was able to understand the terminology used in the website.

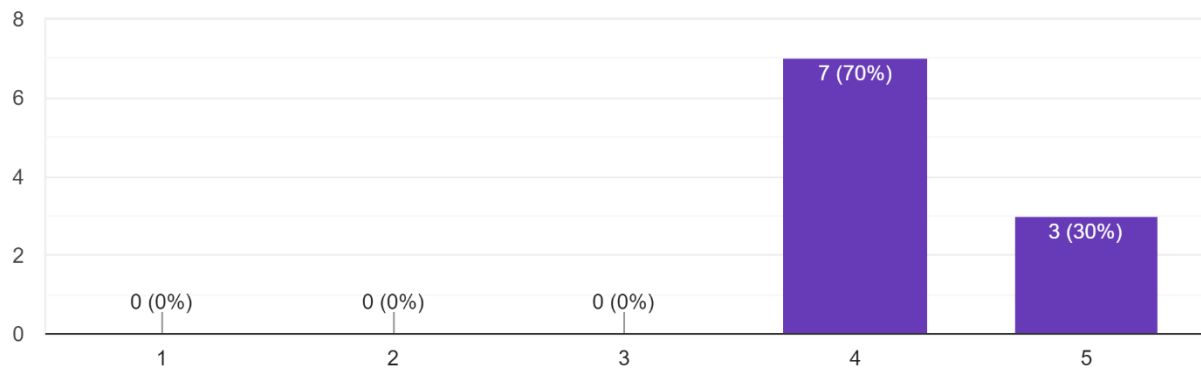
10 responses



Appendix G-3

Feedback: I received relevant and consistent feedback from the system.

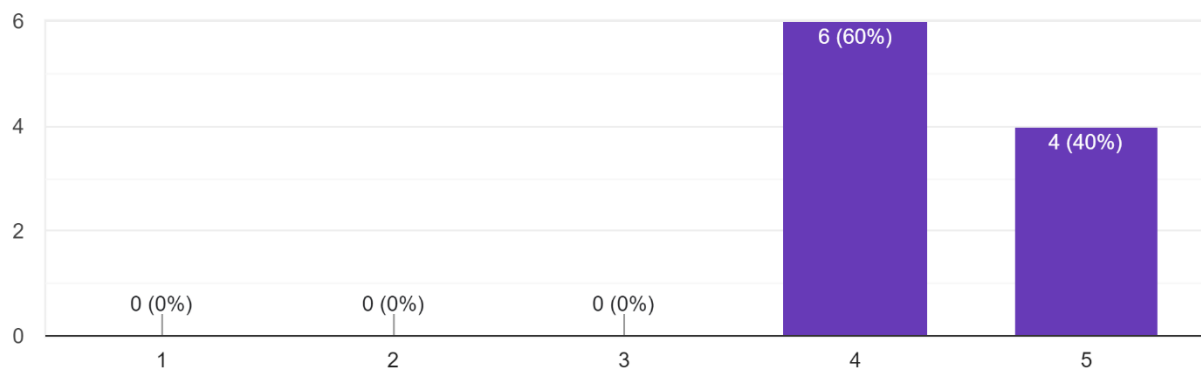
10 responses



Appendix G-4

Comprehension: I was able to understand the instructions given to me on the website.

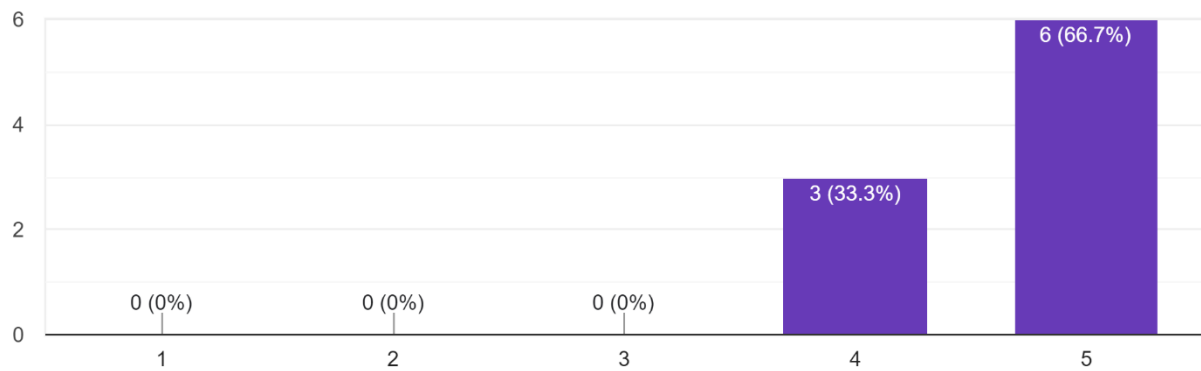
10 responses



Appendix G-5

Data Entry: I had no problems entering information in any forms.

9 responses



Appendix G-6

Navigation: I had no problem navigating through the system.

10 responses

