





OneWeb Course Pilot Show and Tell

Ayala Gordon, Head of Digital Padma Gillen, Llibertat ^{3 July 2018}

Southampton

THE CONTEXT General data

On the average web page, users will read at most 28% of the words during an average visit; 20% is more likely.



The average page visit lasts less than a minute and users often leave web pages in just 10-20 SECONDS



Every day ...

3 billion Google searches

27 million pieces of content shared

8 seconds before someone gets distracted online

Southampton

THE CONTEXT Demographic data

Figure 1: Internet users by age group, 2018, UK



Virtually all adults aged 16 to 34 years are recent internet users (99%) in 2018

(Source: ONS, 2018)

UNDERSTANDING THE PROBLEM Southampton What does it mean in reality?

- DISCOVERY:
 - Content audit
 - Other usability research
 - Engaged with stakeholders
 - Hired Padma



THE PILOT Why courses?



Southampton

THE CONTEXT Demographic data

University websites are the most commonly used information source followed by open days



University websites are the most used source at application stage for each persona

(Source: Institutional Research, 2017)

USERS HAVE A CHOICE

Source: Thinking back, what were the main information sources you used when you were choosing which universities to put on your application form? Up to five 7 answers could be selected. - Personas 2017

THE CONTEXT University of Southampton





https://studentrecords.soton.ac.uk





Hi

University of Southampton

Oct 30, 2:26pm

Thanks for your message, yes I can confirm the website you provided is ours, how can i help?



Nov 02, 9:26pm

i was just skeptical it might be a scam because it look too different from main page and domain

Nov 02, 9:26pm

Southampton

THE CONTEXT Current situation



11 identical pages



THE TRANSFORMATION

What, why, who, how?

- WHAT: web transformation
- WHY: because universities have many challenges
- WHO: external users
- HOW: move to a user needs approach
 - Consolidating our domains > southampton.ac.uk
 - Content transformation
 - New governance model
 - Move to a new Content Management System (CMS)



Course Pilot the Alpha



THE PILOT User need

As a young person in the UK with predicted good A Level grades

I want to see what the University of Southampton has to offer

So I can decide if I want to apply there



THE PILOT Business need

We want our website to encourage more high quality prospective students to choose to apply to the University.



THE PILOT Aims

- Develop governance to course pages
- Encourage more prospective students to take the next step
- Required a collegial effort **THANK YOU**



THE PILOT Testing our approaches

- Governance and workflow model
- Three approaches to course pages designs:
 - AS IS
 - HEFCE
 - RAD

THE PILOT Governance and workflow



6:06 PM 11 Jun

It is the "Programme Director" and it is now me!

Katrina Dixon 7:40 AM 12 Jun

Hi, thanks! Changed. Do you have a staff page or other personal profile page we can link to? The live site still links to Dr Tan.

> Stephen Boyd 10:14 AM 12 Jun

https://www.southampton.ac.uk /engineering/about/staff/swb.pa ge

Stephen Boyd

marine hydrodynamics

6:06 PM 11 Ju

I believe that this is compulsory!We don't have a model basin?It would be nice to retain the description of the Naval Engineering programme that is on the old website.

Katrina Dixon

Hi, thanks! Removed reference to model basin. Removed second bullet point referencing marine hydrodynamics. Do you mean this description of the Naval Engineering programme? - "This four year integrated masters Naval Engineering theme focuses on the analysis and specification of marine engineering systems used on board ships and other maritime engineering structures." Or do you mean the longer description? "

What is this? (More Information) This information is based on historical data and may have been aggregated. Find out more.

Naval engineers strategically apply their knowledge to design, develop and maintain marine technologies. The course will focus on the analysis, monitoring and specification of marine vessels and structures..."

GatherContent ALPHA Overview Content Templates Files Calendar Content Map

ALPHA

Project status

- Backlog (0)
- 1st draft (0)
- 🥚 2i (1)
- Post 2i amends (0)
- Ready for fact check (1)
- Out for fact check (1)
- Fact check (1)
- Back from fact check (0)
- Post-FC amends (0)
- Final 2i (2)
- Ready to publish (22)
- Live on CMS (0)

THE PILOT AS IS

• AS IS approach:



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 Constant - International - International RL42 BA Politics and Spanish and Latin American Studies (4 years)

At Southampton you can develop your language skills to the full, and deepen your understanding of Spanish- and Portuguese speaking societies and cultures.

| Canadra | d spaces available | un this co | area for 2010 | | | Apply now |
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| you may what you fou will a | wish to specialise have studied so fi | in an area ar, and reli rtunity to | that most suits also well to the prepare an ext | options, taking into your interests, cor first-class research ended research dis | sbines with of our staff. | Marka And Teachtronian Advanta I Inne aguspilet Educat Inn |
| the integr | | bie skills in | to learning an | d teaching, in parts | for future employe sular language skills | |

For further details, see the full course map under Moduley'.

Visit the Spanish Portuguese and Latin American website to learn more about the department.

THE PILOT HEFCE (Office for Students)

- HEFCE approach:
 - Course pages based on HEFCE guidelines
 - Other <u>links</u>



| • Charte Inventioner | Course overview | Quick Course Facts |
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| Selected process | Politics and Spanish and Latin American Studies gives you a | Annal Street Later |
| Madule of Strengther | hall picture of the Latin American world. | Amazical Statisty |
| Initialized Name 7 | It's the perfect degree if you want to pursue a career in a huge | UCAS Inatification Code: |
| Holdin Ner 2 | range of roles in variant industries including | 107 |
| Andrew Way 5 | | UCAS Course Code: Cutto |
| features & having | You can focus on one of 6 specialist areas | Entry manifestation 2012/1 |
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| | In your final year you'll also be able to take an additional option from units related to your main areas of study including. | |
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THE PILOT RAD

- RAD approach:
 - Content-first approach to course pages
 - Use persona research
 - <u>Games Design and Art</u> as an example with another campus



Watch Marta Coulty, our Head of Spanish, Rotupuese and Latin American Studies talk about the importance of Modern Languages and why the chose to twork at Southampton University.



View more sident.

THE RESULTS Which approaches were 'informative' and 'clear'?

A - AS IS

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| For further details, see the full course map under Moduley'. | | | |
| Vivit the Spanish Portuguese and Latin American website to Sean more | about the department. | | |

B - HEFCE





THE RESULTS Which approaches displayed passion for the subject?

A - AS IS

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B - HEFCE





THE RESULTS

Which approaches were most effective at encouraging prospects to register for an Open Day?

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B - HEFCE







THE RESULTS

Which approaches were most effective at encouraging prospects to consider applying to the UoS?

A - AS IS

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B - HEFCE

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THE PILOT Card sorting exercise

 Card sorting allows us to see what users think is **most** important and which types of content users think of as related to each other.



LESSONS LEARNT

Governance

- Governance:
 - More stringently defined job roles and workflow
 - Role of marketing
 - More guidance
 - Pair writing

"

I have been receiving emails for when the status

changes and reminders, which is **very useful**...I was a little unsure of how I could change it at first but then I found it **easy to use**.

"

As there is **no institutional workflow** it was

difficult to identify whose responsibility it is to check what, and in what order. As the SPOC, I found it hard to know who to assign the bits of text to for checking, and I also felt that **marketing should be involved** in this process.



LESSONS LEARNT

Content and design

- Design:
 - Contemporary and crafted

- Content:
 - The right amount of information
 - Use of Search Engines Optimisation (SEO) tools to define how our users are searching for information



LESSONS LEARNT Limitations

- Mobile testing may affect final conclusions
- Usability testing perceived need is often different from actual need
 - 'Think aloud', live tests
- Remote card sort is in-flight
- User journey testing to offer additional levels of detail
- Difficulty sourcing international audiences

Southampton

NEXT ITERATION

Based on research findings, we would like to:

- Amend page titles on RAD design.
- Amend the governance workflow and test
- Provide more instructions to SPOCs and Fact Checkers
- Complete content for RAD user journeys and conduct task-based testing.
- Conduct research to include comparison with competitor sites.
- Multiple years of entry.



THE IMPACT

- The learning doesn't stop
- We know what a good user experience looks like
- We understand our users better
- Page structure we are clearer on what it should look like
- Future proofing
- The project is fully endorsed by USSPB, which has recommended our preferred option to UEB.



YOUR QUESTIONS

@ayalagordon | @padmasaysblah

APPENDIX 1 RESEARCH LIST What we completed in the lead and during Alpha

| Name | Time frame | Aims | Sample |
|---------------------------------------|--------------------|---|--|
| Course page testing | June 18 | The aim of this pilot is to support the University strategy to increase its recruitment of high-quality students by reshaping our digital course pages. To test improved iterations of course page templates and content to see if they perform better than the current course pages. | 808 high-achieving (AAB+) undergraduate applicants, sourced from YouthSight's OpinionPanel Community; 272 completed |
| UCAS Fair | April 18 | To find out through interviews about the importance of course pages early in the journey | 17 interviews in one-day |
| Year of entry (task based research) | March 2018 | Most important course information, including small sample 'think aloud' participants | 311 participants |
| Persona development | December 2017 | To understand the decision making process, target audience, competitors and brand perception - UG market | |
| Web audit | Aug 2017 | Baseline for user needs and to find out the issues with the current publishing model at the University | 10,000 pages of multiple platforms |
| Headings study | Dec 2016 | To determine the most suitable headers for the UG course template to meet user needs. | 105 students |
| Course page user needs true intent | Sep - Oct 2016 | To identify the needs of prospective undergraduate students regarding course information and whether these needs are met with the content on the website | 254 natural visitors to course pages |
| Site wide true intent | Sep - October 2016 | True Intent study on our corporate and faculty websites in September and October 2016 | 1,036 natural visitors to 38 faculty, Academic Units and corporate sites |



APPENDIX 2 COURSES LIST

Courses sample we looked at during Alpha

| Course name | AS IS | HEFCE (Office for students) | RAD |
|--|---|--|--|
| BA Games Design and Art | https://www.southampton.ac.uk/wsa/ undergraduate/courses/ba_games_ design.page | http://uos.io/depth/views/course-h efce-gamesdesign.html?r=8726 | http://uos.io/depth/views/course-r ad-gamesdesign.html?r=8726 |
| BA Politics and Spanish and Latin American Studies | https://www.southampton.ac.uk/socs ci/undergraduate/courses/Politics_lis t/rl42_ba_politics_and_spanish_or_ portuguese_and_latin_american_stu dies.page | http://uos.io/depth/views/course-h efce-politicsandspanish.html | http://uos.io/depth/views/course-r ad-politicsandspanish.html?r=112 16 |
| BSc Electronics and Computer Science | https://www.ecs.soton.ac.uk/progra mmes/bsc-computer-science | http://uos.io/depth/views/course-h efce-computerscience.html?r=87 26 | http://uos.io/depth/views/course-r ad-computerscience.html?r=8726 |
| BSc Oceanography with Physical Geography | https://www.southampton.ac.uk/oes/ undergraduate/courses/oceanograp hy/f7f8 bsc oceanography with ph ysical_geography.page | http://uos.io/depth/views/course-h efce-oceanography.html?r=8726 | http://uos.io/depth/views/course-r ad-oceanography.html?r=11216 |



APPENDIX 2 COURSES LIST

Courses sample we looked at during Alpha

| Course name | ASIS | HEFCE (Office for students) | RAD |
|--|--|--|--|
| MEng Ship Science / Naval Engineering | https://www.southampton.ac.uk/e ngineering/undergraduate/course s/maritime_engineering/h500_me ng_ship_science_naval_engineer ing.page | http://uos.io/depth/views/course-h efce-shipscience.html?r=8726 | http://uos.io/depth/views/course-r ad-shipscience.html?r=8726 |
| BN Bachelor of Nursing (Adult) | https://www.southampton.ac.uk/h ealthsciences/undergraduate/cou rses/bsc_nursing_adult.page | http://uos.io/depth/views/course-h efce-nursing.html?r=8726 | http://uos.io/depth/views/course-r ad-nursing.html?r=8726 |
| BMBS Medicine and BMedSc | https://www.southampton.ac.uk/ medicine/undergraduate/courses/ bm5_a100.page | http://uos.io/depth/views/course-h efce-medicine.html?r=8726 | http://uos.io/depth/views/course-r ad-medicine.html?r=11216 |



APPENDIX 3 ANCILLARY PAGES Ancillary pages we looked at during Alpha

| Page | Current URL | Test URL |
|------------------|---|---|
| How to apply | https://www.southampton.ac.uk/course s/how-to-apply.page | http://uos.io/depth/views/rad-apply.ht ml?r=8726 |
| Book an open day | https://www.southampton.ac.uk/about/ visit/open-days.page and then | http://uos.io/depth/views/rad-openda y.html?r=8726 |
| Open Day plan | https://www.southampton.ac.uk/about/visit/open-days.page | http://uos.io/depth/views/rad-openda yplan.html?r=8726 |