

Natacha Leonard

Final Portfolio for ENGL 4181/5181: Writing User Docs

05/07/2018

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To: Dr. Wickliff

From: Natacha Leonard

Date: 5/7/2018

Subject: English 4181/5181 Portfolio Assessment Memo

Taking this course has been a growing experience. With each project, came new challenges in working with technology, preparing for user testing, user testing, and interpreting the results of user tests. I now feel much more comfortable making documents in InDesign, and feel I have grown with each final version of our projects. Our first project (designing a set of instructions) helped me to better understand the tone and writing style required in much of today's technical writing. The second project, writing a usability report, helped me understand the many facets of research that goes into a usability report. The third project was my favorite because we got to choose our own subject matter. I chose a phone app and got to work with a technology that is ubiquitous today but that students might rarely get a chance to conduct hands-on research in the use of.

I enjoyed working in a group of 2 for project 1 and working individually for projects 2 and 3. While working individually freed up much of my time in decision making and planning, it also meant being responsible for all the work through its completion which perhaps was a bit more stressful.

In terms of technology, my level of knowledge and experience grew with each project. In all the projects I was able to work more in InDesign, and in project 1, I was introduced to video editing technology. By project 3, I was ready to create a more interactive PDF document by adding sound, but I fell short of time. (You will see sound icons in my document, but there is no sound.)

Conducting user tests was also a new challenge that taught me many new skills that included writing, planning, instructing, and observing.

The books we used, *Observing the User Experience* by Goodman et al, was also very helpful and motivated and informed my experiences. Learning about the ins and outs of usability testing was very rewarding and I feel much more knowledgeable in the subject. I can now add this skill to my resume. Our text prepared us for real-world challenges by providing real-world solutions.

Project #1: Adobe *InDesign* Tutorial

Your assignment for Project #1 is to draft, test, and appropriately revise a tutorial for completing a small set of common tasks in Adobe *InDesign*. The audience will be undergraduate and graduate students enrolled in future technical communication courses who are novices with the application. The instructions should be designed either for printing or on-screen display as a PDF file, and the usability tests should be designed appropriately for that mode of distribution.

You should conduct a minimum of three usability tests on your draft with appropriate users.

Select **ONE (1)** of the following sets of tasks and teach users:

1. Text, Styles, and Page Numbering

How to insert (fill one or more text boxes with) placeholder text (*lorem ipsum*) and reformat the text and headings to a specific set of style standards, creating and saving new styles for two levels of headings. Then add page automatic numbering to the document, with or without facing pages, in a header or footer.

2. Graphics, Colors, and Highlighting

How to work with the Color pallet to change the color of text and the color of a graphical object. Teach users to do so with the color picker and how to do so by using a specific color number such as UNC Charlotte University Green: University Green. Highlight a region of the graphic with an arrow, circle, rectangle (etc) of a strongly contrasting color like yellow or red.



- PMS 349
- CMYK (100% , 0% , 91% , 41%)
- RGB (0, 112, 60)
- HEX #00703C

3. Columns, Screen Captures, Non-printing Guidelines

How to set up a two-column page format with a narrow gutter, create a screen capture, save that image in an appropriate format, place it into an *InDesign* document, crop and scale the image to a specific size in a two-column format. Then create and format the text in the other column to describe key features of the screen capture beside it. Use non-printing guidelines to align the textbox with the graphic.

To: Dr. Wickliff

From: Jesse Sindelar and Natacha Leonard

Date: 03/12/2018

Subject: Project Assessment

1) Process & Technical Goals for the Project—

What we've learned from the process: The process of designing a tutorial for a specific purpose is definitely something that is very collaborative in nature. It was important to assign specific tasks, and to ensure that everyone involved got to contribute their ideas into the process.

What we've learned from the software: Throughout this project and the creation of this tutorial, I have gone from zero experience with the software to being somewhat familiar with the application. I have learned how to do several basic tasks, ranging from creating textboxes to formatting master pages. I feel much more confident with the software.

What we've learned about document design: With this project in mind, it was difficult to incorporate images within the document. It was important to find a way that flowed natural for the reader, and I have learned a lot about the placement of text, the conciseness of the instruction, and the placement of photographs to provide maximum efficiency for the user.

2) Audience Members' Goals for the Project —

Including a discussion of the audience members you worked with - users of the tutorial drafts

Key things that your audiences already understood about the rhetorical/instructional situation and interface: The audience seemed to understand a fair amount of the design of the document and its purpose, despite having little to no familiarity with the software. It is important to phrase the text in a way that is very clear to avoid confusion when instructing the reader.

Key things your work strives to teach them about the rhetorical/instructional situation and interface: Throughout this project, our product attempts to guide the reader to complete a specific task, therefore it is very direct in its language, and does not provide more than one solution to a task.

3) Key Results of Peer Review and/or User Tests —

Including:

Number and types of reviews/ tests (user testing, peer review, editing):

Usability Tests (3): Jonathan Bond, Alli Dayhuff, Nakia Moore

Peer Reviews (2): Jonathan Bond, Jessica Kingma

Editing (2): Jonathan Bond, Leeann Leng; Chelsy Grossman, John McMillan

Key results: There were some significant differences in the type of feedback we received from different types of users. Users with limited to no experience with the software helped guide us in producing a more context-specific document, while users more familiar with page layout software or other Adobe products (particularly peer-review participants) were able to provide more feedback on functionality (example, features of Macs vs features of PCs).

Incorporating the preliminary edits we received from students in Dr. Morgan's class into our document helped us to produce a more efficient and user-friendly document with a cleaner look. Dr. Morgan's students are looking at grammar, punctuation, and spelling, as well as design features and layout. Their initial comments have improved the overall quality of our document.

4) Your Overall Assessment of the Final Document and the Design Process—

Including:

- **Do you believe the report meets your own and your audience members' goals overall?**
– Yes, I believe the document successfully instructs the user to complete specific tasks in InDesign.
- **The general and specific features of your document that seem to be working well-** The text for the instructions are clear in many of the steps, and the images provided relate directly to the task.
- **The general and specific features that seem to not be working well and ideas for revision as time allows-** The images came out a little blurry in our second PDF. We discovered the root of the problem to be in how we had converted our InDesign document into a PDF. "Print as" does not produce a high-quality PDF, and we had to use the "Adobe PDF Presets" option.
- **How the group work succeeded and how it presented obstacles (a paragraph from/about each group member)**

Jesse: The group collaborated across the creation of the document, and designed a document that both members were happy with. Both members worked on sections of the document, with each member contributing different instructional tasks. There was an issue with both members working on a newer version of InDesign, but this was resolved, and the group learned from this. Overall, I think we collaborated quite well in the creation of this document. Natacha and I worked both in class and remote, and we each attended each class period so that we could collaborate effectively. The tasks for the document were divided by page number, one member took the even pages and one member took the odd pages. All usability tests were conducted as a

team, where Natacha would introduce the user to the information and the document, and I would take detailed notes about the user interaction with the document and the tasks assigned to them. Both users took screen captures of the InDesign software to be used in the document, and both users utilized the ScreenCastOMatic to capture user's actions on video. Natacha had some familiarity with InDesign coming into the project, and I had virtually no experience with it. I learned a lot about the software during this project both by playing with the software, and watching online tutorial videos. Overall, I think we worked well as a group, with both of us contributing to the document and its revision.

Natacha: Jesse was a great collaborative partner. He was an active participant and strong leader in all phases of the project. While the logistics itself posed a few problems (example, different versions of Macs, Macs vs PCs, unable to share InDesign documents), we were able to successfully complete our project through teamwork and communication. The planning of the project went pretty smoothly. Both members of the group contributed ideas, conducted research, and designed the document. I had more experience with the software, but this was balanced by Jesse's writing and skills. We did not have any outside group meetings, but did not really need to because we were able to coordinate our efforts well using Google Docs, email, and in-class time.



InDesign Tips

(Mac OS Sierra, Version 10.12.6)

Authors: Natacha Leonard and Jesse Sindelar

03/11/2018

Introduction

What is Adobe InDesign?

Adobe InDesign is a desktop publishing application that is frequently used by technical writers. This application allows the user to create a variety of publications, such as posters, flyers, brochures, magazines, newspapers, presentations, books and E-books. This application gives the user more control over all aspects of the document compared to a traditional word processing application.

What is the Purpose of this Publication?

InDesign tips was written for students who are currently enrolled in or wish to pursue the technical and professional writing field. This document will serve as a basic introduction to students with little to no experience using the application. The instructions in this document were created using InDesign CC 2015 on Mac OS Sierra, Version 10.12.6.

What Will I Learn from InDesign Tips?

In this document, the user will be introduced to several basic tasks in Adobe InDesign. Throughout this text, the user will be introduced to the following:

- Opening the application (p. 2)
- Creating a new document (p. 3)
- Creating text boxes (p. 4)
- Filling text boxes with placeholder text (p. 5)
- Creating headings and subheadings (p. 6)
- Saving styles (pp. 7, 8)
- Inserting headers and page numbers (p. 9)
- Saving the document (p. 10)

Have Questions for the Authors?

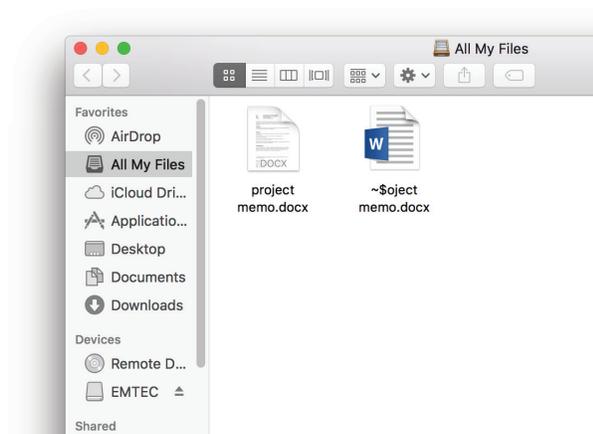
If you have any questions or comments about this document you may contact the author by email at nleonar5@uncc.edu or jsindela@uncc.edu.

Step One: Locate and Open the InDesign Application

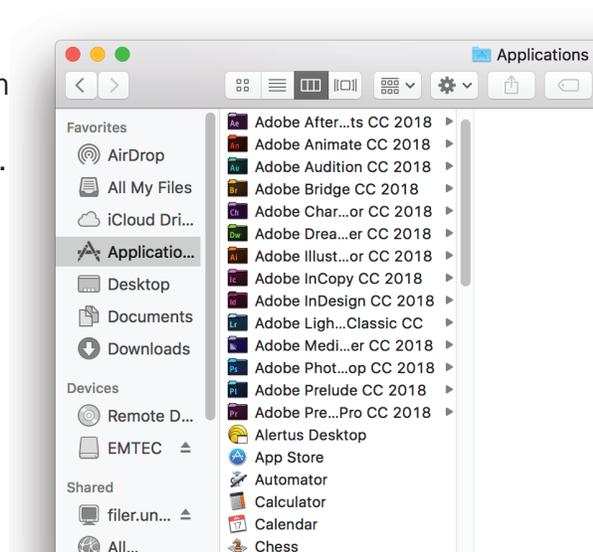
- A. Click on the **Finder icon** (the happy face at the bottom of your screen).



- B. In the **All My Files window**, in the favorites bar on the left side of the application window, click on **Applications**.



- C. Scroll through the list of applications in the **Applications window** until you locate the **Adobe InDesign program**.

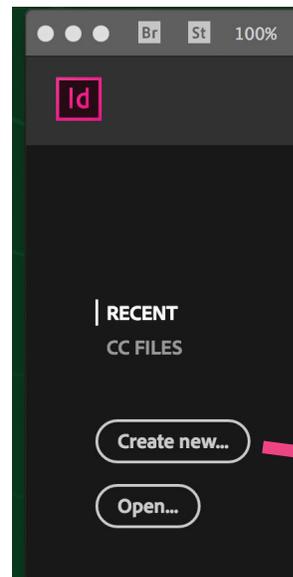


- D. Double-click on the **Adobe InDesign program icon** (or folder). 

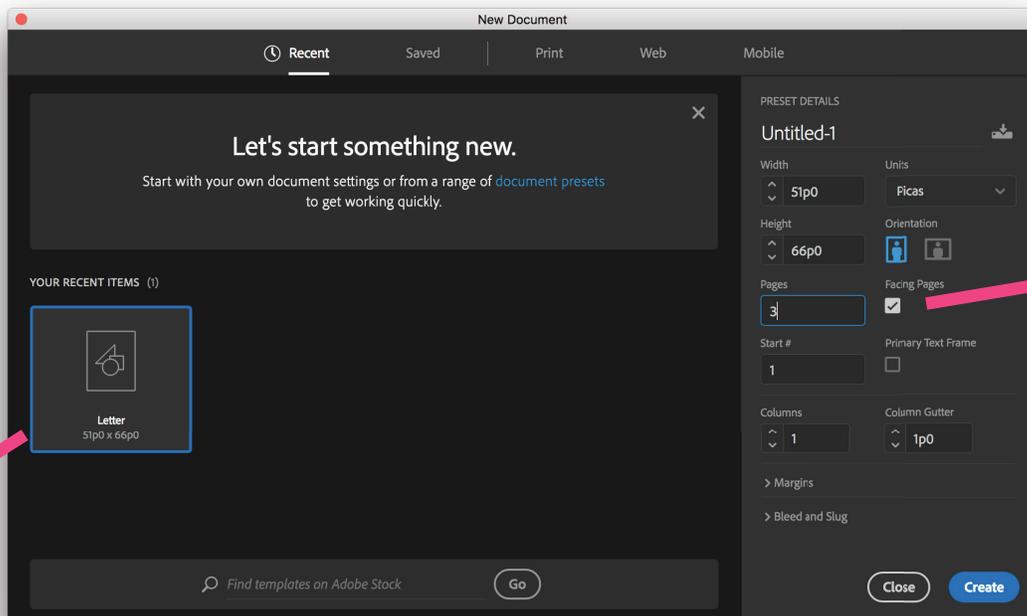
The **Applications window** will either contain a list of folders or a group of icons, depending on your computer's default settings.

Step Two: Create a New Document with Facing Pages

- A. Click on the **Create New button** at the top-left of the InDesign window.

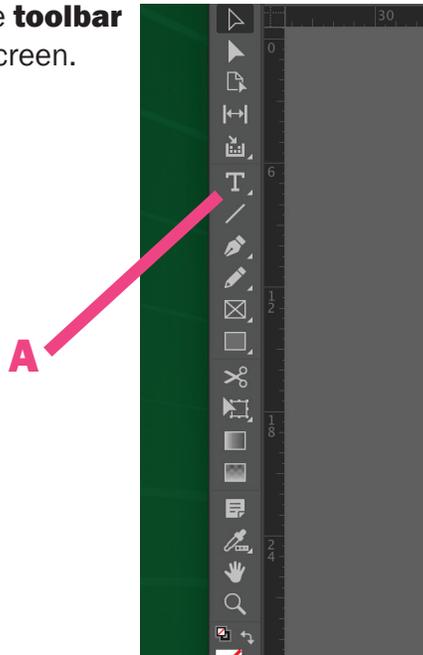


- B. In the **New Document window**, make sure the **Facing Pages checkbox** is checked.
- C. In the **Pages box**, change “1” to “3.”
- D. Then double-click on **Letter**.



Step Three: Create Text Boxes

- A. Select the **Type tool** from the **toolbar** on the left-hand side of the screen.



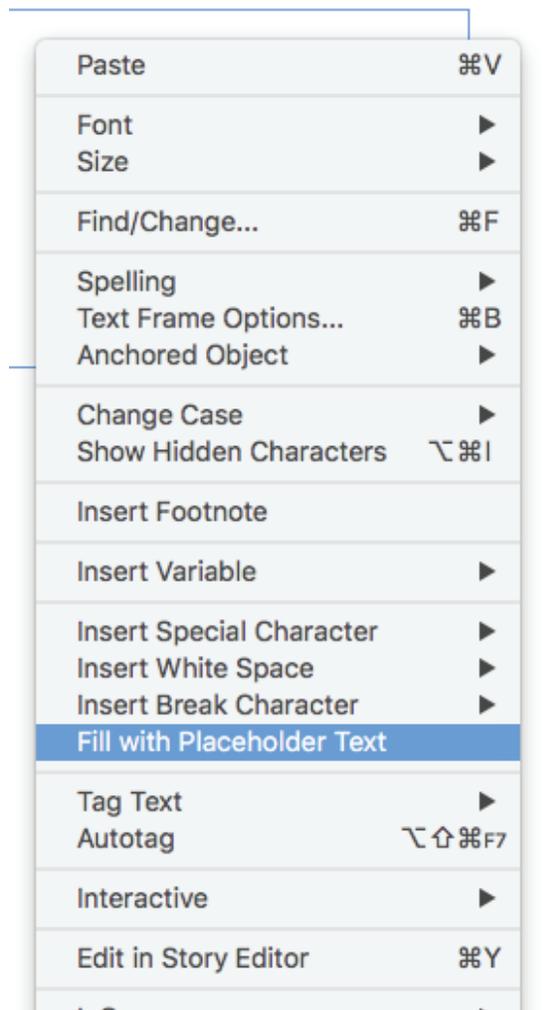
- B. Draw a box in each page large enough to fill most of the page by performing the following:

- a. Hold down the mouse and release the mouse once you have drawn a box.
- b. Repeat for the next two pages.

The **toolbar** may appear on the right-hand side of the screen or may need to be accessed by clicking on **Window** (from the menu at the top of the screen) and selecting **Tools** from the drop-down menu.

Step Four: Fill Each Box with Placeholder Text

- A. Press the **Control key** while clicking your mouse button inside your text box on page 1.
- B. Select **Fill with Placeholder Text** from the dropdown menu.
- C. Repeat steps 1-4 for each remaining box in your document.



Step Five: Create Headings and Subheadings

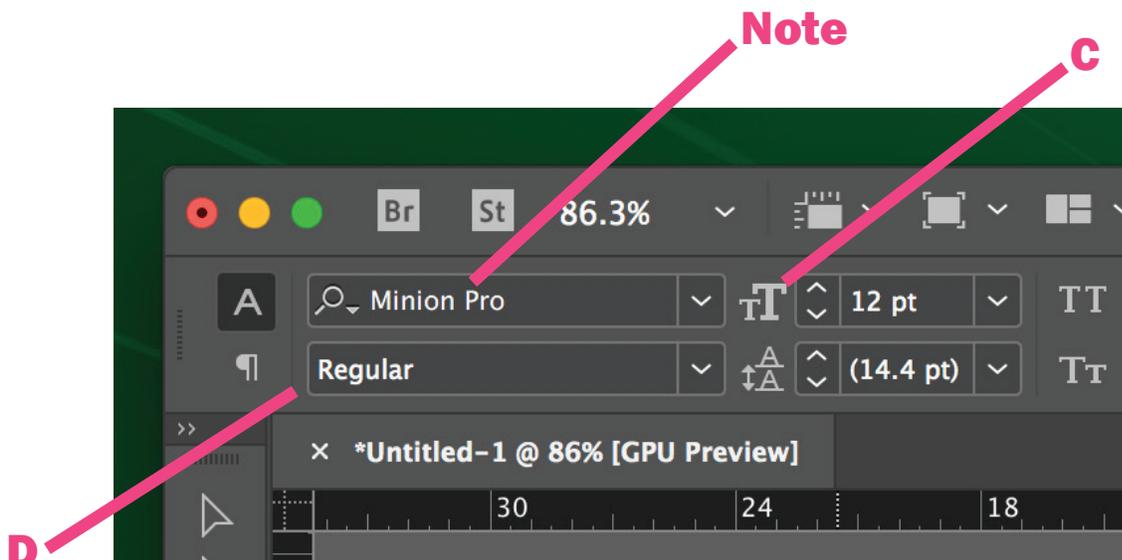
Create a Main Title

- A. Create a title for your document by placing your cursor at the end of the first line on page 1 and pressing the return key.
- B. Highlight the first line.
- C. At the top-left corner of your screen locate the **TT icon** and **increase the size from 12 to 16.**
- D. Change **“Regular”** to **“Bold.”**

Note: If you do not have a bold option, skip step D.

Create a Section Title

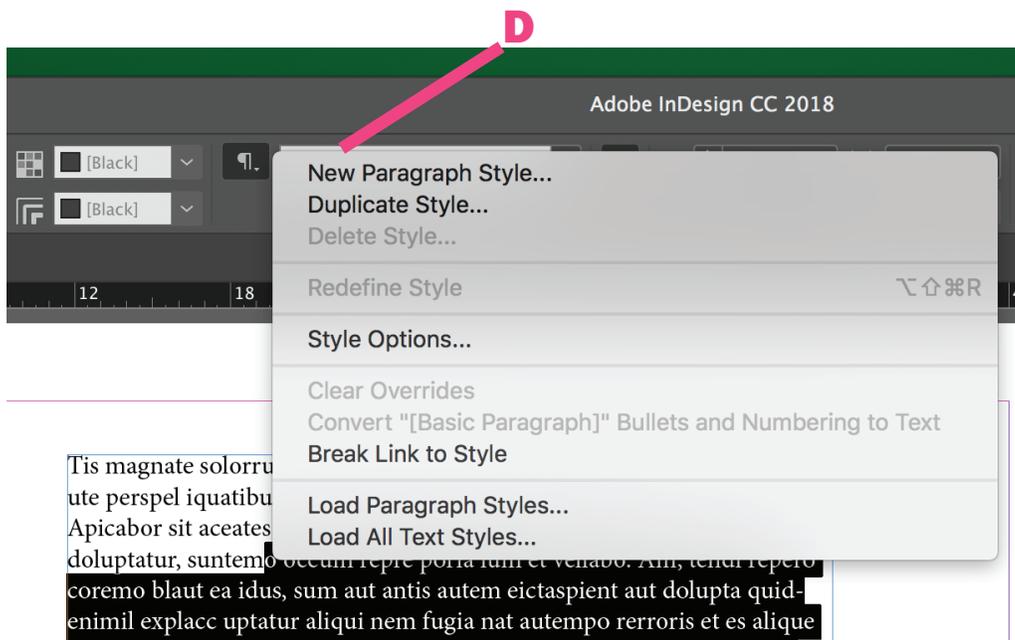
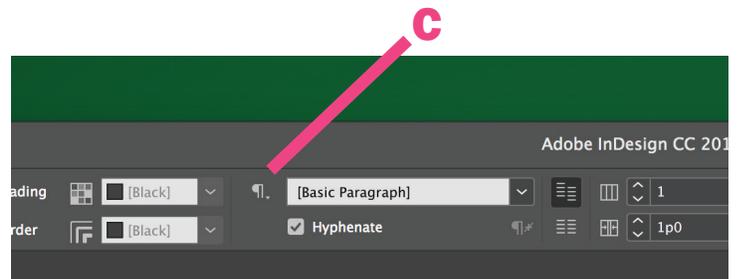
- E. Create a heading for your document by placing your cursor at the end of the first line on page 2 and pressing return.
- F. Repeat steps A-E above, but instead of change the font size to 16, **change the font size to 14.**



Step Six: Save Styles for Headings

Save Style for Title

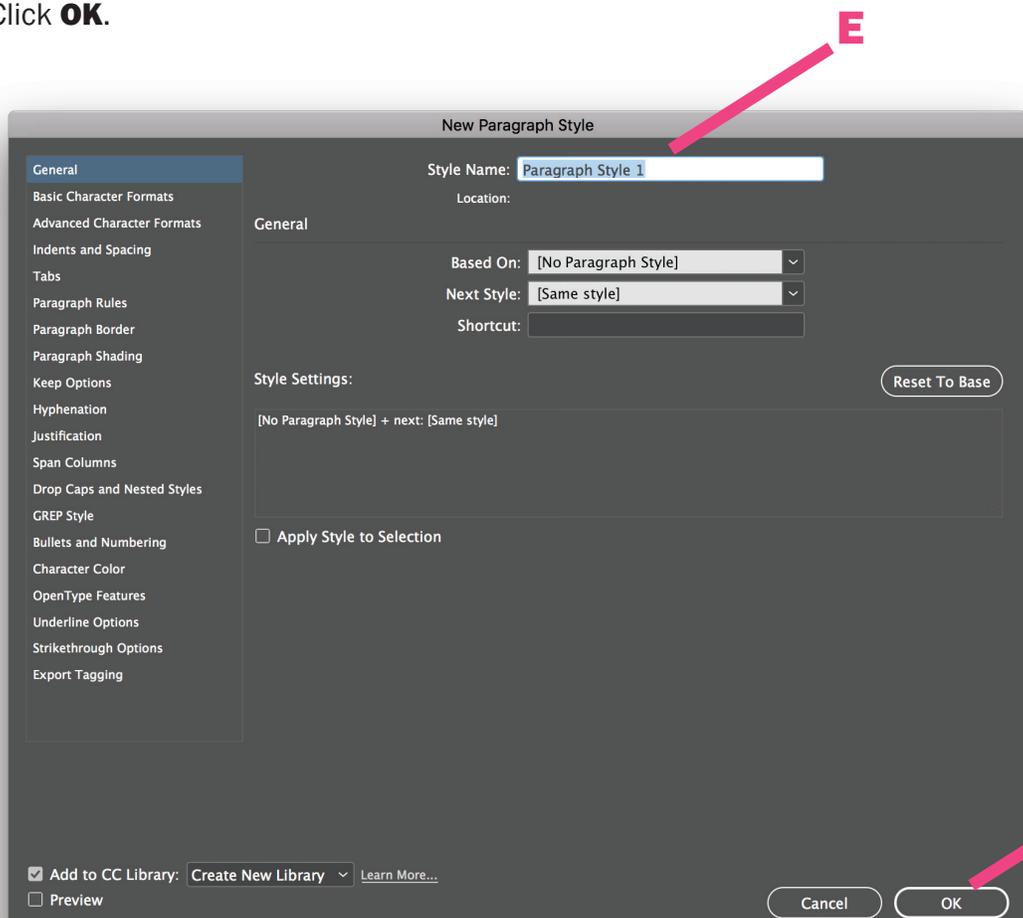
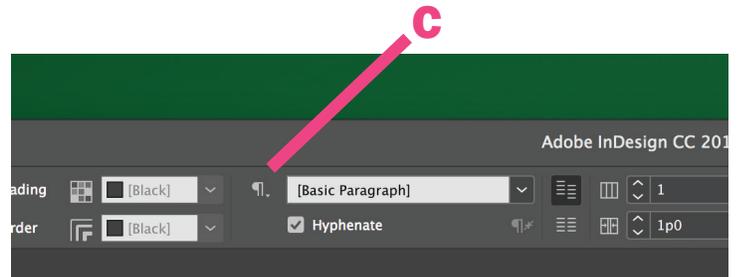
- A. Highlight your title.
- B. Click on the **Paragraph icon** at the top-left corner of your workspace  window to access the paragraph options.
- C. Click on the **Paragraph Style icon**.
- D. Select **New Paragraph Style. . .** from the dropdown menu.
- E. In the **New Paragraph Style window**, click in the **Style Name box**.
- F. Change **"Paragraph Style 1"** to **"Title."**
- G. Press **OK**.



Step Six: Save Styles for Headings *cont.*

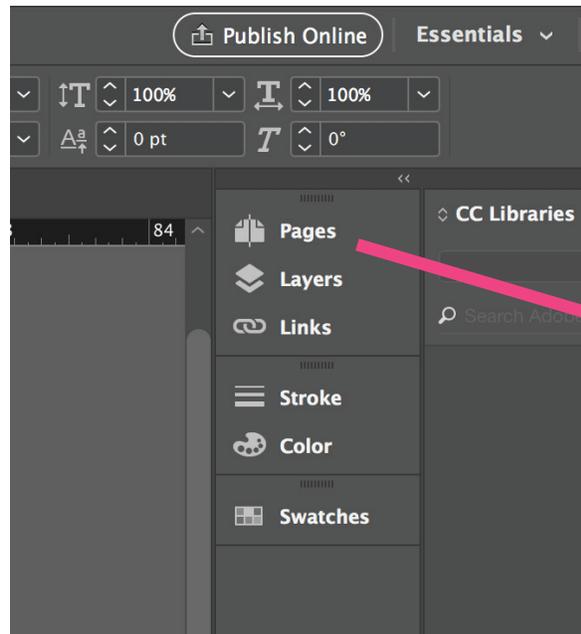
Save Style for Section Title

- A. Highlight the **section title**.
- B. Click on the **Paragraph icon** at the top-left corner of your workspace  window to access the paragraph options.
- C. Click on the **Paragraph Style icon**.
- D. Select **New Paragraph Style. . .** from the dropdown menu.
- E. In the **New Paragraph Style window**, click in the **Style Name box**.
- F. Change “**Paragraph Style 1**” to “**Subheading.**”
- G. Click **OK**.



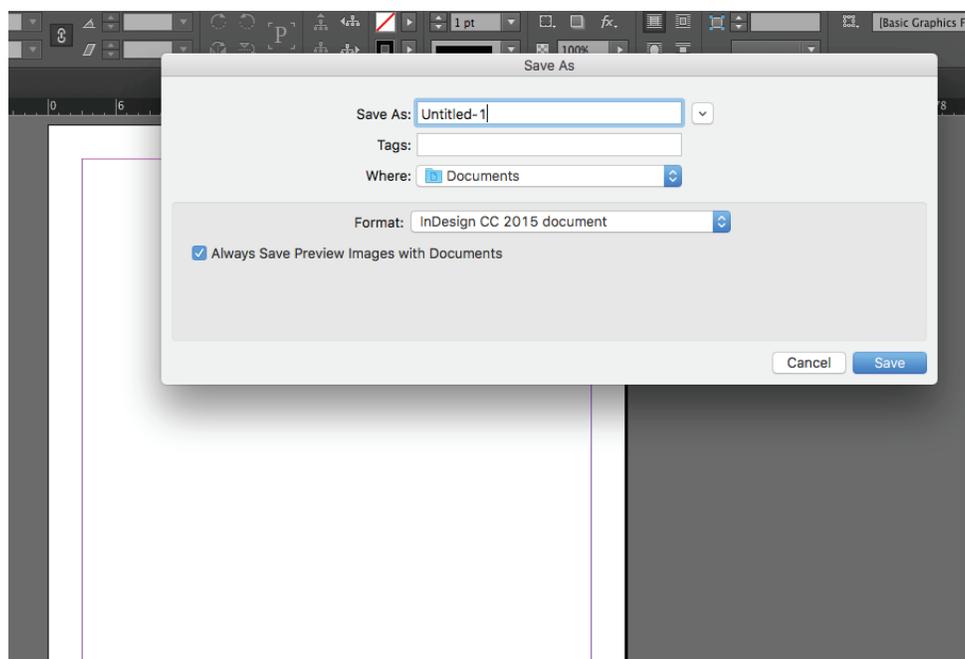
Step Seven: Insert Headers and Page Numbers

- A. To place page numbers on the pages, click on the **Pages section** on the right-side toolbar.
- B. Double-click on the **A-Master page**. On this page, **create a text box** using the **Type tool** in the right-hand corner of the page.
- C. Once you have created the text box, type in the word **“Header.”**
- D. Next, select the **Type drop-down menu** at the top of the application.
- E. Select **Insert Special Characters**, then **Markers**, then **Current Page Number**. This will apply the header and page number to each of the pages on the left-hand side.
- F. Using the **Selection tool**, copy the header text box onto the second master page in the top-right hand corner.



Step Eight: Save Your Document

- A. Press **Command-S** on the keyboard to open the **Save As dialogue box**.
- B. Give your document a name by clicking in the **Save As field**.
- C. In the **Where field**, select **Desktop** from the drop-down menu.
- D. Press **Save**.



This is the end of the *InDesign Tips* tutorial. Thank you for choosing *InDesign Tips* as an introduction to the software!

Recap of Sections Provided:

In this document, the user has been introduced to several basic tasks in Adobe InDesign:

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- Saving the document (p. 10)

Questions or Comments?

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05/06/2018

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- Saving the document (p. 10)

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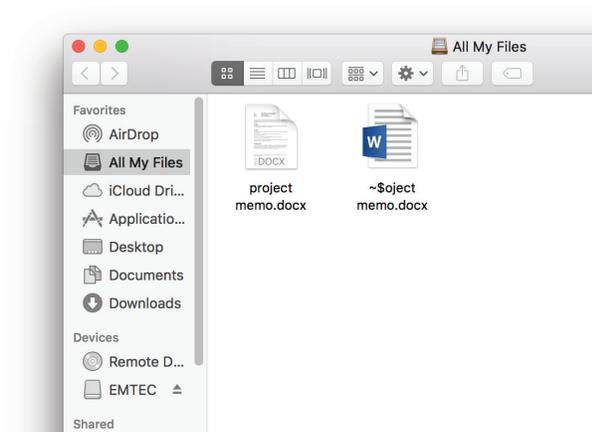
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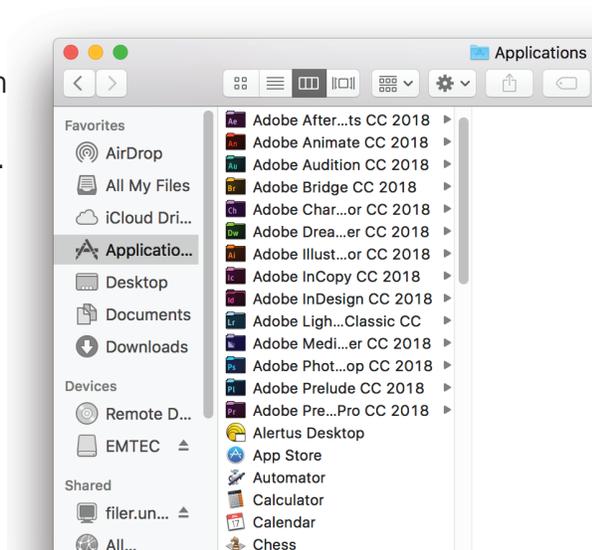
- A. Click on the **Finder icon** (the happy face at the bottom of your screen).



- B. In the **All My Files window**, in the favorites bar on the left side of the application window, click on **Applications**.



- C. Scroll through the list of applications in the **Applications window** until you locate the **Adobe InDesign program**.



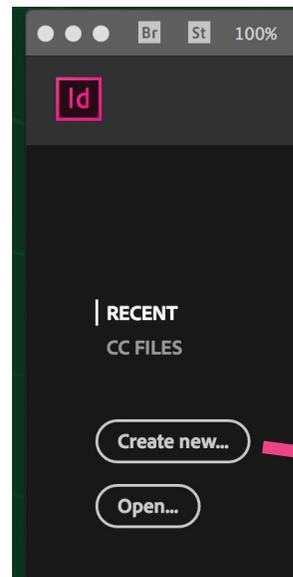
- D. Double-click on the **Adobe InDesign program icon** (or folder).



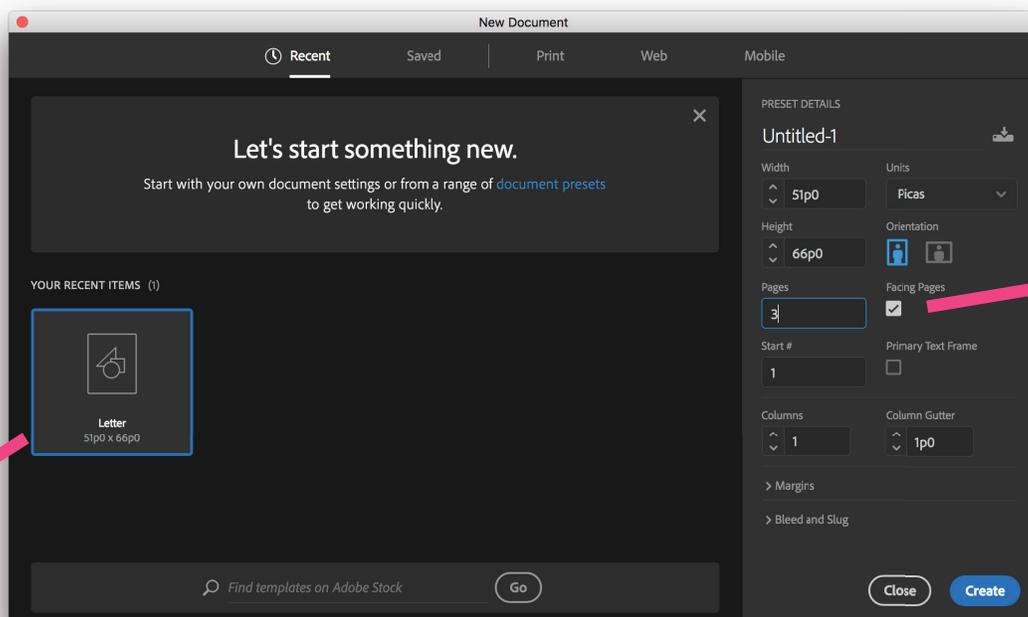
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Step Two: Create a New Document With Facing Pages

- A. Click on the **Create New button** at the top-left of the InDesign window.

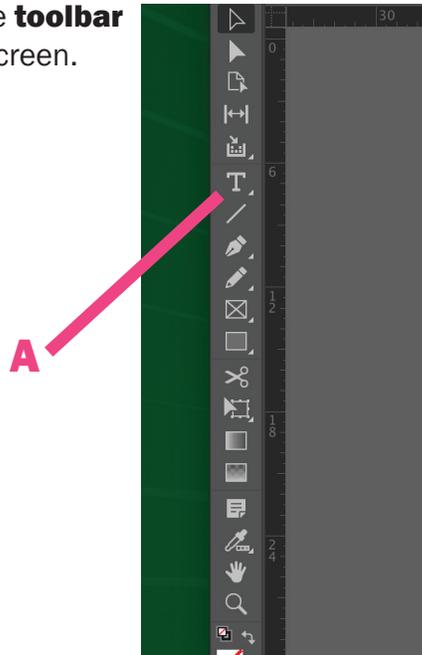


- B. In the **New Document window**, make sure the **Facing Pages checkbox** is checked.
- C. In the **Pages box**, change “1” to “3.”
- D. Then double-click on **Letter**.



Step Three: Create Text Boxes

- A. Select the **Type tool** from the **toolbar** on the left-hand side of the screen.



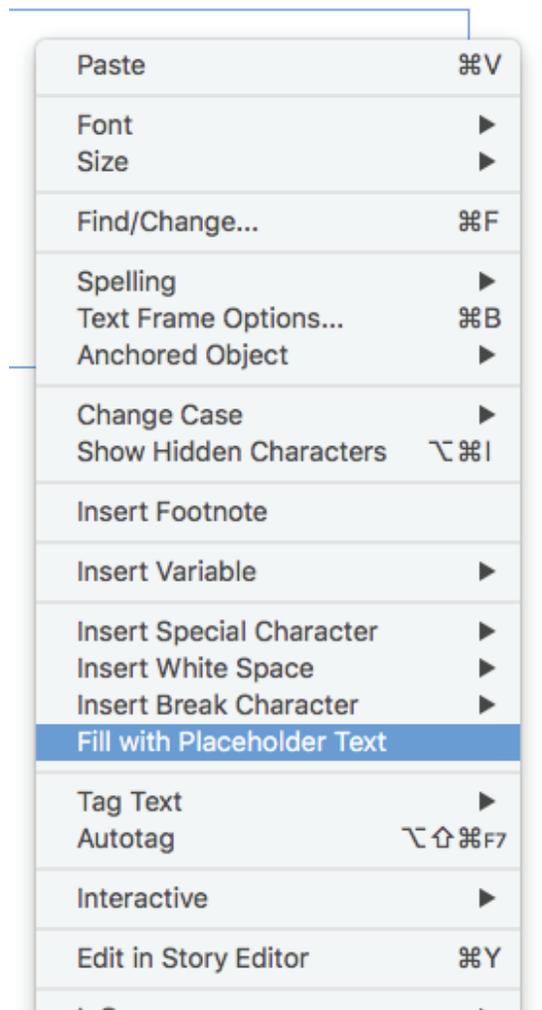
- B. Draw a box in each page large enough to fill most of the page by performing the following:

1. Hold down the mouse and release the mouse once you have drawn a box.
2. Repeat step 1 for the next two pages.

The **toolbar** may appear on the right-hand side of the screen or may need to be accessed by clicking on **Window** (from the menu at the top of the screen) and selecting **Tools** from the drop-down menu.

Step Four: Fill Each Text Box With Placeholder Text

- A. Press the **Control key** while clicking your mouse button inside your text box on page 1.
- B. Select **Fill with Placeholder Text** from the drop-down menu.
- C. Repeat steps A and B for each remaining box in your document.



Placeholder text (also known as filler text, dummy text, or Lorem ipsum text) is used to fill the spaces in your document that will later be occupied by real text.

Step Five: Create Headings and Subheadings

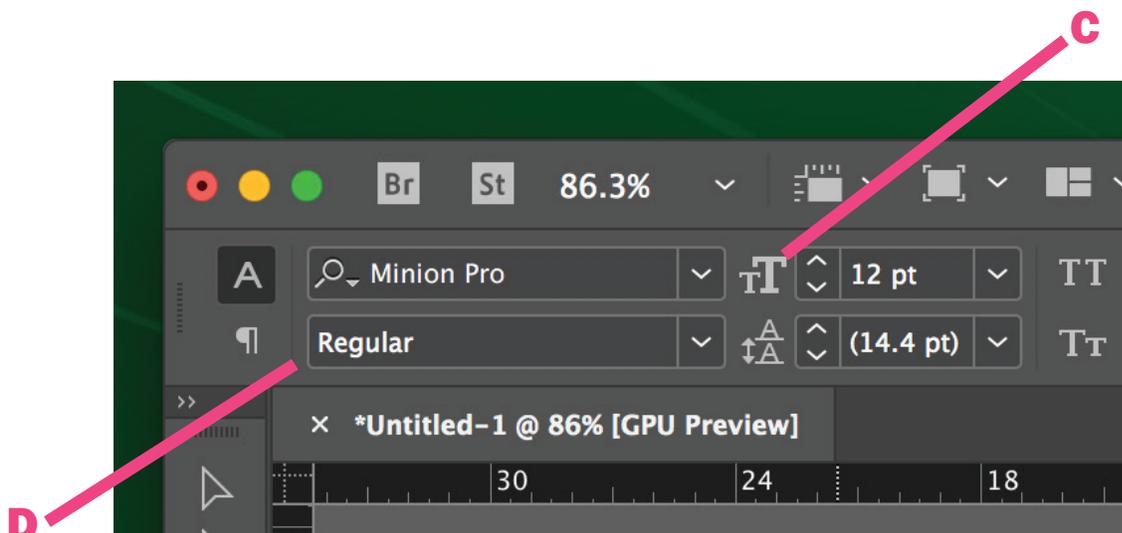
Create a Main Title

- A. Create a title for your document by placing your cursor at the end of the first line on page 1 and pressing the return key.
- B. Highlight the first line.
- C. At the top-left corner of your screen locate the **TT icon** and **increase the size from 12 to 16**.
- D. Change **“Regular”** to **“Bold.”**

Note: If you do not have a bold option, skip step D.

Create a Section Title

- E. Create a heading for your document by placing your cursor at the end of the first line on page 2 and pressing return.
- F. Repeat steps A-D above, but instead of change the font size to 16, **change the font size to 14**.



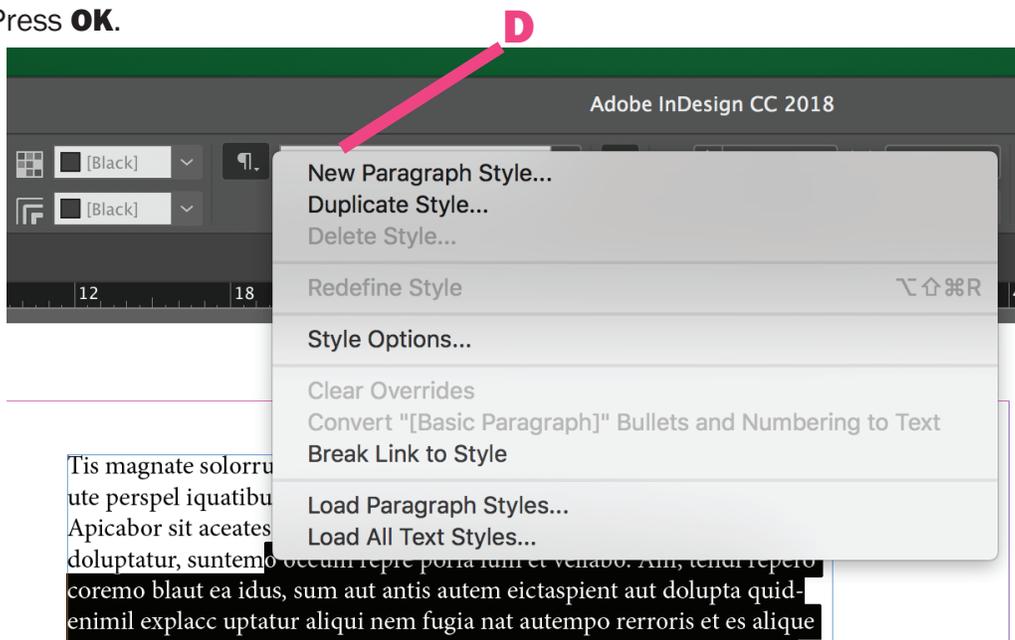
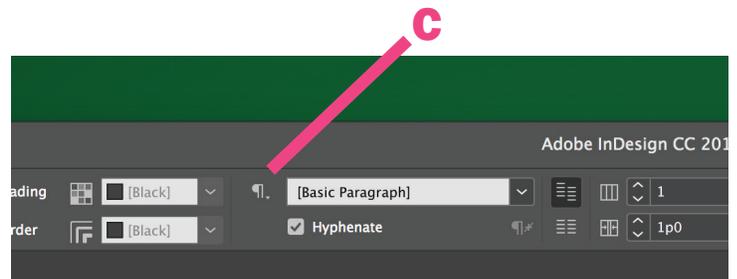
Step Six: Save Styles for Headings

Save Style for Title

- A. Highlight your title.
- B. Click on the **Paragraph icon** at the top-left corner of your workspace  window to access the paragraph options.
- C. Click on the **Paragraph Style icon**.

Note: The **Paragraph Style icon** looks exactly like the **Paragraph icon** but has a very small, down-pointing arrow to the right of the paragraph symbol. 

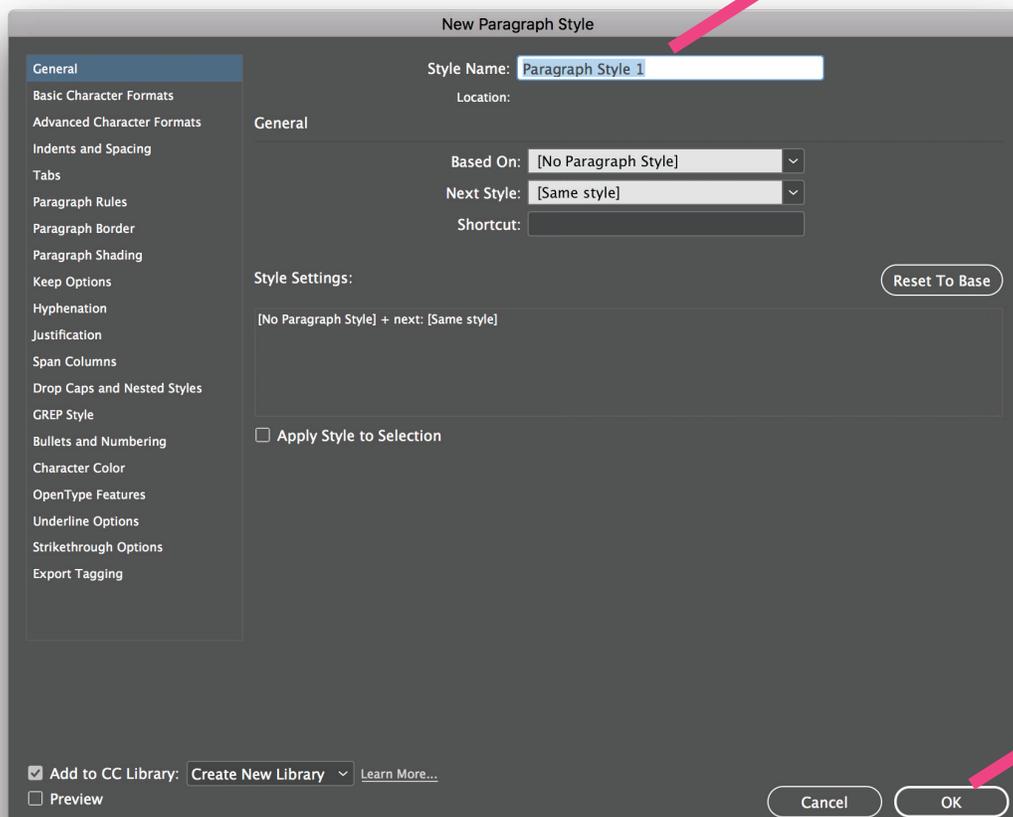
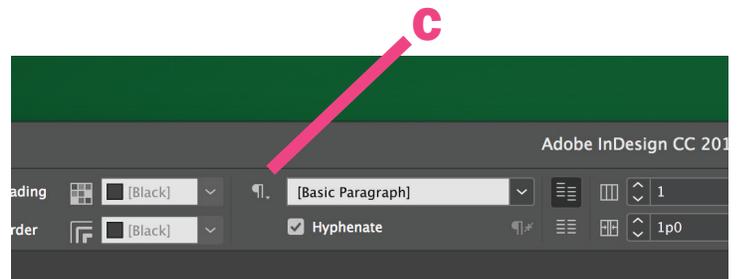
- D. Select **New Paragraph Style. . .** from the drop-down menu.
- E. In the **New Paragraph Style window**, click in the **Style Name box**.
- F. Change **“Paragraph Style 1”** to **“Title.”**
- G. Press **OK**.



Step Six: Save Styles for Headings *cont.*

Save Style for Section Title

- A. Highlight the **section title**.
- B. Click on the **Paragraph icon** at the top-left corner of your workspace  to access the paragraph options.
- C. Click on the **Paragraph Style icon**.
- D. Select **New Paragraph Style...** from the drop-down menu.
- E. In the **New Paragraph Style window**, click in the **Style Name box**.
- F. Change “**Paragraph Style 1**” to “**Subheading.**”
- G. Click **OK**.



Step Seven: Insert Headers and Page Numbers

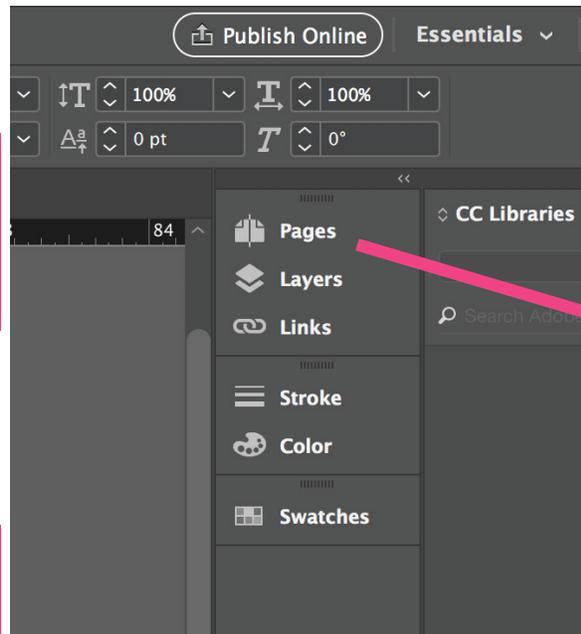
- A. To place page numbers on the pages, click on the **Pages section** on the right-side toolbar.

Note: You may need to access the Pages section by clicking on **Window** (from the menu at the top of the screen) and selecting **Pages** from the drop-down menu.

- B. Double-click on the **A-Master page**. On this page, **create a text box** using the **Type tool** in the toolbar on the left-hand corner of the screen.

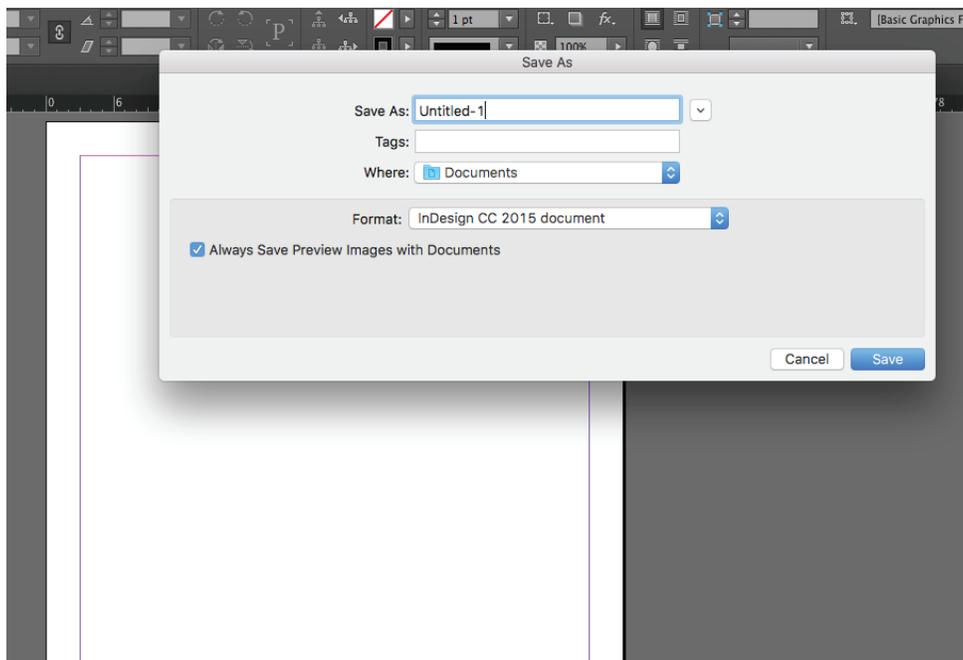
Note: The **toolbar** may appear on the right-hand side of the screen or may need to be accessed by clicking on **Window** (from the menu at the top of the screen) and selecting **Tools** from the drop-down menu.

- C. Once you have created the text box, type in the word **“Header.”**
- D. Next, select the **Type drop-down menu** at the top of the application.
- E. Select **Insert Special Characters**, then **Markers**, then **Current Page Number**. This will apply the header and page number to each of the pages on the left-hand side.
- F. Using the **Selection tool**, copy the header text box onto the second master page in the top-right hand corner.



Step Eight: Save Your Document

- A. Press **Command-S** on the keyboard to open the **Save As dialog box**.
- B. Give your document a name by clicking in the **Save As field**.
- C. In the **Where field**, select **Desktop** from the drop-down menu.
- D. Press **Save**.



This is the end of the *InDesign Tips* tutorial. Thank you for choosing *InDesign Tips* as an introduction to the software!

Recap of What You Have Learned:

In this document, the user has been introduced to several basic tasks in Adobe InDesign:

- Opening the application (p. 2)
- Creating a new document (p. 3)
- Creating text boxes (p. 4)
- Filling text boxes with placeholder text (p. 5)
- Creating headings and subheadings (p. 6)
- Saving styles (pp. 7, 8)
- Inserting headers and page numbers (p. 9)
- Saving the document (p. 10)

Questions or Comments?

If you have any questions or comments about this document, you may contact the authors by email at nleonar5@uncc.edu or at jsindela@uncc.edu.

ENGL 4181/5181 Project #2 - Assignment

Our second project this semester will involve working to improve the usability of one or more websites from the College of Liberal Arts and Sciences (CLAS) Office of Academic Technology. The project may be undertaken individually or in a group. If you are working in a group, you must name your group members in your planning memo.

You should conduct a usability study of selected sites maintained by the College of Liberal Arts and Science Office of Academic Technologies. The goal of your usability study is to improve the site(s) through recommended website revisions, additional or revised supporting materials (like any needed tutorials or quick reference guides).

The first step will be user testing, followed by analysis and the preparation of a formal recommendation report that includes suggested revisions and/or any needed supporting instructions or other materials.

Key Individuals:

Laurie Parker – CLAS Technology Support Analyst – our primary contact

Ryan McCallum – CLAS Information Technology Support Coordinator

Alex Chapin – Executive Director, CLAS Office of Academic Technologies

Topic A: Two of the three websites seem to be designed to work together. One page, *Techne: Technologies for teaching, learning, and research*, presents for faculty and student users categories of software with descriptions of each application, and links to campus-maintained labs, especially in CLAS. The *Labs and Software* site provides an overview of computing lab spaces, especially those maintained by the College, with links to available applications. The pages are composed and maintained with WordPress, a powerful website building application. One of our goals is to test to see how effective these pages are to use, as well as to learn if any outdated or inaccurate information is provided on these pages.

<https://clas-pages.uncc.edu/labs/>

<https://clas-pages.uncc.edu/techne/>

Topic B: The third site, *Faculty Connections*, helps faculty to create and maintain personal webpages that highlight their scholarly, professional, and community service interests, networks, and publications. Faculty are encouraged by the University administration to create these pages and keep them up-to-date. The *Connection Update* page presents written documentation on “Logging In,” “Finding Your Connections Page,” “Editing Your Connection Page,” etc. The pages are composed and maintained with WordPress, a powerful website building application.

<https://pages.uncc.edu/connections/group/mseap/>

To: Dr. Wickliff

From: Natacha Leonard

Date: 5/7/2018

Subject: English 4181/5181 Project 2 Assessment

For project 2, I chose to write recommendations in the form of a usability report for the redesign of the website *Faculty Connections*. Perhaps the most challenging aspect of this project was the many layers of information gathering, which included an interview with an expert, research on competitor sites, and user testing.

User Testing:

I chose to design a questionnaire for users to complete on their own after performing a set of tasks I had prepared for them. I thought this would attract more participants who would not feel as much pressure to complete the test with someone watching over their shoulder. This had good results, but did not provide all of the details I needed to make a good assessment of how users experience the website. Luckily, I was able to gather much of information for my study by comparing *Faculty Connections* with peer sites. I was also able to conduct 1 more usability test and was gather more information, such as how frustrating it was waiting for the pages to load, information that was critical to the study.

Overall Assessment of the Final Document and the Design Process—

Producing the final usability report provided valuable experience in writing documents. The biggest challenge was handling so much information. I feel like I produced a document that is helpful to its audience in making decisions about how best to update the website. The InDesign software itself was a big help because of its level of versatility. Microsoft Word can handle all of this information as well but can not present it as well. Not only was I writing a document but I was also designing a document throughout the entire process.

April 16, 2018

Alex Chapin
Executive Director
College of Liberal Arts & Sciences Office of Academic Technologies
University of North Carolina at Charlotte
9201 University City Blvd.
Charlotte, NC 28223-0001

Re: Redesign of Faculty Connections

Thank you for the opportunity to submit research findings and recommendations on the redesign of the website Faculty Connections as part of a class assignment for Dr. Wickliff's course Writing User Documents (ENGL 5181-090). During this project, I kept in mind your request for feedback on how the interface works and how best to find related groups and related academic interests.

I used findings from usability test, your responses from your interview with our class, and examination of similar websites in forming my recommendations. One of my most important findings was that while this site was adequate in appeal and usability to the average user, faculty members found it lacking in visual appeal and that more features were needed to promote professional investment in the website.

In this report is a list of recommendations to strengthen the general appeal of the site to the average user. These recommendations include changes in layout and the design of information. I have also included recommendations for specific changes that would increase faculty interest in the website, such as networking opportunities standardized formatting, and highlights of recent accomplishments. Also included a list of time- and cost-saving recommendations that should be relatively easy to implement without a complete redesign of the website.

Sincerely,

Natacha Leonard

cc: Laurie Parker, CLAS Technology Support Analyst

Ryan McCallum, CLAS Information Technology Support Coordinator

Gregory Wickliff, Associate Professor of English

Executive Summary

During my research, I discovered the uniqueness of *Faculty Connections*. I found that while many universities have an all-staff and all-faculty search engine, few dedicate space to the connections in specialty, research, publications, and awards, that are key to a life in academia. For instance, many schools do not place faculty profiles as a top priority in the display of information on their websites. These profiles are sometime only found in the pages of individual departments.

Findings of research I conducted indicate that more work needs to be done to enhance the appeal of *Faculty Connections* to faculty members and students. I conducted usability test on 3 participants, who responded via questionnaire, and research on similar websites.

I found that *Faculty Connections* could benefit from both short-and long-term improvements, some that can be quickly implemented and others that require more time and labor.

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Study Design

Usability Studies

Participant Demographics

User 1: ML, a medical professional who works at another university.

User 2: HL, serves a college faculty member at another university.

User 3: MG, an undergraduate student currently enrolled at UNC Charlotte.

The two users, who were not faculty members (ML and MG), found the website visually appealing and easy to use. The third member, who serves on a college faculty, found the look of the website to be highly unappealing. In general, the two users who were not faculty members (ML and MG) were positive about the site overall, while the one user who served as a faculty member was either ambivalent about an aspect of the site or had a negative response.

Methodology

All tests were done individually and unobserved via instructions and questionnaire (sample attached). Two users (ML and HL) performed the test remotely and 1 user performed the test in person (MG). ML and HL were given the option to ask questions via email or phone and MG was given the option to ask questions during the test. While this format did not provide the opportunity to observe the use of the website, it did give me the chance to get specific answers via questionnaire.

Examination of Similar Websites

Methodology

I conducted research on UNC Charlotte's 17 peer institutions (found on the website of the Office of Institutional Research) (see Table I), searching for comparable websites to Faculty Connections and/or other comparable features. I used the following key terms in my search of the schools' search engines: faculty, faculty interests, faculty research, faculty contact, faculty awards, faculty specialties, faculty site, faculty website, faculty directory, faculty profiles, faculty and staff, faculty and staff bios, faculty publications, search by interests, update profile, connect. For my Google searches I used the same key terms and included the names of the institutions.

Key Findings

Usability Studies

The two users, who were not faculty members (ML and MG), found the website visually appealing and easy to use. The third member, who serves on a college faculty, found the look of the website to be highly unappealing. In general, the two users who were not faculty members (ML and MG) were positive about the website overall, while the one user who served as a faculty member was either ambivalent about an aspect of the site or had a negative response.

All users either agreed or were undecided with the statement “If I were a faculty member, I would definitely want my information to appear on the site.” None strongly agreed with the statement, and it was the participant that served on a college faculty that was undecided.

Examination of Similar Sites

Results are in Tables I and II below.

Table I. Similar Websites

Name of Institution	Website/web page featuring all faculty found? (Y/N) (Address)	Separate website, not only a web page? (Y/N)	Does the all-faculty page use 1 format for information? (does little linking out to other pages) (Y/N)	Does the all-faculty page use 1 format for images? (Y/N)
Florida Atlantic University	Y https://business.fau.edu/faculty-research/faculty-profiles/	N	Y	Y
Florida International University	N	N/A	N/A	N/A
Kent State University	N	N/A	N/A	N/A
Old Dominion University	Y https://online.odu.edu/staff/ https://www.odu.edu/facultystaff/communication/website/content-management/university-directory	N	N/A	N

Portland State University	<p><i>Y (3 related pages)</i></p> <p>https://www.pdx.edu/profile/dave-franzen</p> <p>https://www.pdx.edu/profile/46</p> <p>https://www.pdx.edu/directory</p>	<i>N</i>	<i>Y</i>	<i>Yes, they are all the same shape and size.</i>
University of Colorado at Denver	<i>N</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
University of Louisville	<i>N</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
University of Massachusetts at Lowell	<p><i>Y (3 related pages and faculty profile pages)</i></p> <p>https://www.uml.edu/MSB/faculty/</p> <p>https://www.uml.edu/profile/search.aspx</p> <p>https://www.uml.edu/profile/brian_lee</p> <p><i>Note:</i> <i>Search engine for research interests/faculty profiles.</i> <i>All-faculty listings with basic contact info</i></p> <p><i>Full-profile pages</i></p>	<i>N</i>	<i>Y</i>	<i>Y</i>

University of Nevada at Las Vegas	Y https://www.unlv.edu/facultystaff#	N	N/A	N/A
University of New Mexico	Y https://directory.unm.edu/public/index.php	N	N/A	N/A
University of Rhode Island	Y (3 related pages: search engine, dept. page with photo, and link to full profile from dept. page) https://directory.uri.edu/ https://web.uri.edu/philosophy/people/ https://web.uri.edu/philosophy/meet/cheryl-foster/	N	N/A	N/A
University of Texas at Arlington	Y (3 types of pages, search engine, full faculty listings, alphabetized directory) https://mentis.uta.edu/explore/ https://mentis.uta.edu/explore/browse https://mentis.uta.edu/explore/browse	N	Y	No, but I size and shape and silhouettes for missing photos.
University of Texas at San Antonio	Y (2 search engines) Search faculty and staff by name Find people, advanced search	N	Y	N/A
University of Toledo	Y https://www.utoledo.edu/edirectory/ e-directory for faculty and students	N	N/A	N/A

University of Wisconsin at Milwaukee	http://uwm.edu/searchresults/?ctg=people&term=math <i>A search engine where you can search by people, dept, or web pages</i>	N	N	N
Virginia Commonwealth University	<i>2 search engines: VCU people search and an Advanced Faculty and Staff Search</i> https://phonebook.vcu.edu/ https://ts.vcu.edu/askit/web-tools/vcu-search/search-for-users/advanced-faculty--staff-search/	N	N <i>No links out except email</i>	N <i>No images</i>
Western Michigan University	N	N/A		N/A

Table II. Notes on Similar Websites

Name of Institution	Website/web page featuring all faculty found? (Y/N) (Address)	Notes
Florida Atlantic University	Y https://business.fau.edu/faculty-research/faculty-profiles/	Images: <i>for the profiles page all images are from the top of the head to slightly below the torso and have a the same color for the background (blue, that may have been done in Photoshop).</i>

Florida International University	N	<p>Has a "Phonebook" with a search engine where one can "search faculty, staff, and departments." Result pages include basic contact information and no graphics. Also has individual department listings, that all have the same FIU header but otherwise uses individual formatting. Colors seem to be standardized on all the pages.</p>
Kent State University	N	<p>Each college has its own page of faculty and staff (example: https://www.kent.edu/caed/faculty-and-staff) and each of these pages has the same design.</p> <p>Images: Any listing without a photo gets a silhouetted image.</p>
Old Dominion University	<p>Y</p> <p>https://online.odu.edu/staff/</p> <p>https://www.odu.edu/facultystaff/communication/website/content-management/university-directory</p>	<p>Basic directory, alphabetizes listings with contact info and title. Page also has a search engine that can be filtered by department, location, topic, staff name.</p>
Portland State University	<p>Y (3 related pages)</p> <p>https://www.pdx.edu/profile/dave-franzen</p>	<p>Good example of use of the school colors.</p>

	https://www.pdx.edu/profile/46 https://www.pdx.edu/directory	
University of Colorado at Denver	N	
University of Louisville	N	<i>Has a search engine that also includes results on students. No faculty profiles.</i>
University of Massachusetts at Lowell	<p><i>Y (3 related pages and faculty profile pages)</i></p> <p>https://www.uml.edu/MSB/faculty/</p> <p>https://www.uml.edu/profile/search.aspx</p> <p>https://www.uml.edu/profile/brian_lee</p> <p><i>Note:</i> <i>Search engine for research interests/faculty profiles.</i> <i>All-faculty listings with basic contact info</i></p> <p><i>Full-profile pages</i></p>	

	<i>All photos same shape and size (dimensions of people and other content not the same).</i>	
University of Nevada at Las Vegas	Y https://www.unlv.edu/facultystaff#	<i>Page with search engine has news, accomplishments, and other special features.</i>
University of New Mexico	Y https://directory.unm.edu/public/index.php	<i>Search engine with filters (also for students) with search results providing basic contact information.</i> <i>Public directory, must log in for more information.</i>
University of Rhode Island	Y (3 related pages: search engine, dept. page with photo, and link to full profile from dept. page) https://directory.uri.edu/ https://web.uri.edu/philosophy/people/ https://web.uri.edu/philosophy/meet/cheryl-foster/	<i>Search results are clean.</i>
University of Texas at Arlington	Y (3 types of pages, search engine, full faculty listings, alphabetized directory) https://mentis.uta.edu/explore/ https://mentis.uta.edu/explore/browse https://mentis.uta.edu/explore/browse	<i>Pages have the same aim as Faculty Connect, allowing users to search for faculty and students working in specific specializations. “Profiles” name used for pages. Users are allowed to search “Profiles,” browse “Profiles,” and see full listings.</i> <i>Other browsing options include:</i> <i>Browse Courses</i> <i>Browse Awards</i>

		<i>Browse Sponsored Projects</i>
University of Texas at San Antonio	<p><i>Y (2 search engines)</i></p> <p><i>Search faculty and staff by name</i></p> <p><i>Find people, advanced search</i></p>	<i>Search results provide basic contact information, no full profile page, and no photos.</i>
University of Toledo	<p><i>Y</i></p> <p>https://www.utoledo.edu/edirectory/</p> <p><i>e-directory for faculty and students</i></p>	<i>Results are short lists of contact info with no images</i>
University of Wisconsin at Milwaukee	<p>http://uwm.edu/searchresults/?ctg=people&term=math</p> <p><i>A search engine where you can search by people, dept, or web pages</i></p>	<i>Results lists of names and contact info with no images</i>
Virginia Commonwealth University	<p><i>2 search engines: VCU people search and an Advanced Faculty and Staff Search</i></p> <p>https://phonebook.vcu.edu/</p> <p>https://ts.vcu.edu/askit/web-tools/vcu-search/search-for-users/advanced-faculty--staff-search/</p>	<i>Results include names and contact info with no images</i>
Western Michigan University	<i>N</i>	

Recommendations

Recommendations for Changes to the Layout, Web Design, and Other Features

These recommendations address making changes to the layout that would make the website more visually appealing and easier to navigate.

1. Remove the directory of faculty members from the center of the start page and place the list in a sidebar.
2. Standardize images by having faculty members submit photos with required specifications. Consider adding images in silhouette for any missing photos and a blue background (using Photoshop) to all photos (see Figures 1 and 2).



Figure 1. Silhouette from Kent State University faculty listings.



Figure 2A and Figure 2B. Sample photos from Florida Atlantic University Faculty and Staff Profiles page. All photos have a blue background that has most likely been Photoshopped.

3. Place an official logo on the website.



Figure 3. Sample logo.

4. Provide an explanation of the labeling of the text clouds each instance they appear.

Recommendations for Features that Can Increase Faculty Participation and Interest

These recommendations include items that aim to attract faculty to the website by creating a community environment that promotes their professional interests.

1. Add opportunities for social networking, such as community blogs or discussion groups.

2. Add related news stories to the start page.

3. List faculty members with recent accomplishments such as awards or publications.

The University of Nevada, Las Vegas add information on recent events and accomplishments to the Faculty/Staff search engine, that make it inviting.

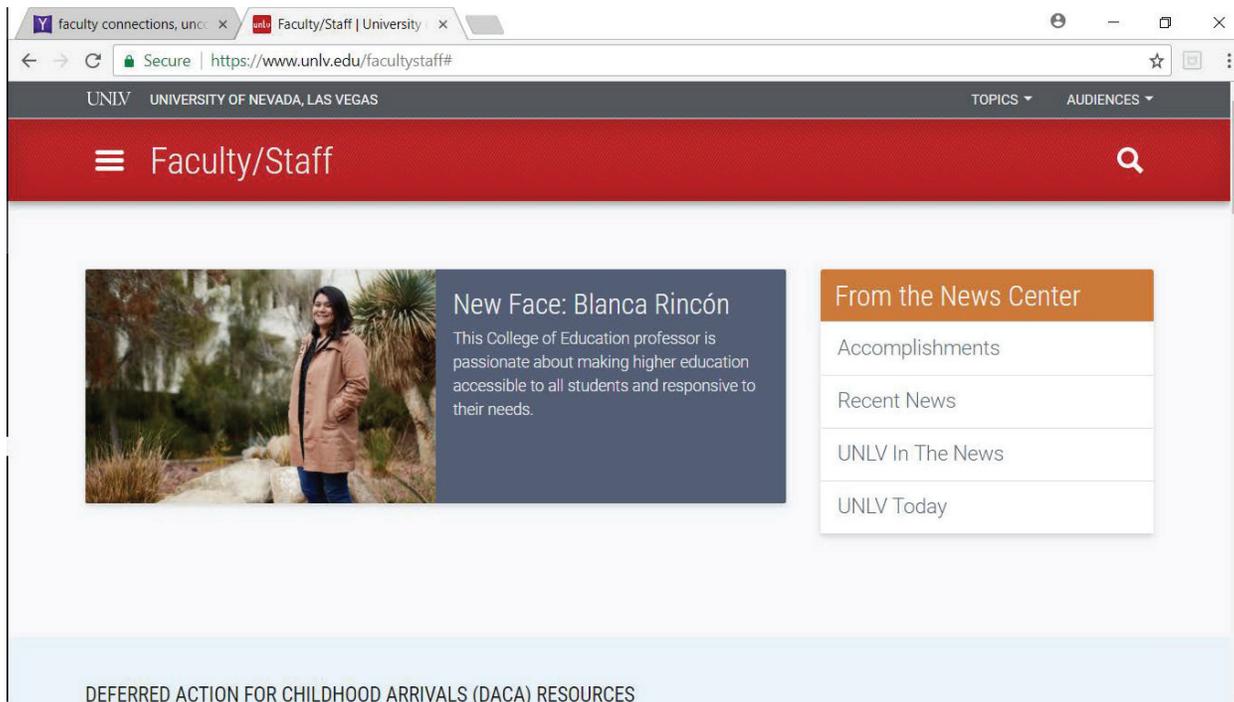


Figure 4. The University of Nevada, Las Vegas Faculty/Staff search engine page.

Recommendations to the Website's Current Design

These recommendations are designed for quick and relatively easy implementation.

1. Remove the strike-through feature that appears over certain icons when you hover over them. (example, "current academic interests"). Use a change in font color or change in icon color instead.
2. Make the option to update information more prominent by placing it in a less conspicuous location, such as at the top right.

Conclusions

Faculty Connections offers a comprehensive look at UNC Charlotte faculty areas of interests, affiliations, awards, and other information, and highlights ways in which faculty members share interests. Improving the usability of the website may attract more faculty members and foster a strong academic community. While most other universities, to the best of my knowledge, do not have websites and/or pages with the same capabilities, a few could be more appealing to faculty because they use bright colors, add extra features (such as recent news), and make the information easier to find and easier to understand. While *Faculty Connections* is clearly a leader in faculty websites highlighting university-wide connections, there is still much we can do to improve the website.

Appendices

Study Questionnaire With Participant Responses

Post-Usability Test QuestionnaireName Marisa GreeneTitle/Organization (if applicable) UNC-Charlotte StudentAre you currently a college student? (Yes) or No) _____

Are you a college graduate? (Yes or No) _____

Have you ever served as a college faculty member? (Yes or No) _____**Please rate your level of agreement with the statements below.****Circle one of these possible answers:**

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

1. Overall, the website is visually appealing.

 A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

2. The way the information is laid out on the pages makes it is easy to understand.

 A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

3. The way the information is laid out on the pages makes it is hard to understand.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

4. If I were a faculty member I would definitely want my information to appear on the site.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

5. Finding information on the site was relatively easy.

 A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

Please provide any comments or suggestions that you have regarding the site below:

I definitely liked the artistic layout of this website. The information is appealing to the viewer and the information is organized in an interesting form helping the viewer access the inquiry needed.

Natacha Leonard
ENGL 5181 Project 2, Data Collection Instruments and Notes
March 26, 2018

Faculty Connections is a website featuring UNC Charlotte faculty. The website highlights faculty affiliations, research interests, and other professional interests. Your participation in today's usability test will help me in drafting a formal report that will include recommendations for the redesign of the website. Please access the site (at <https://pages.uncc.edu/connections/>) and perform the 5 tasks described below. After performing the tasks, you will be given a short questionnaire in which you will be asked to rate how much you agree or disagree with statements provided. The approximate time it takes to perform the 5 tasks and complete the questionnaire is 20 to 25 minutes.

Note: You are not being judged on how well you perform the tasks or whether you complete the tasks. Your test session will help determine the usability of the website.

Task 1: Use any feature on the website to locate the entry for Douglas Markant. Then, use one of the links on his page to find one of his colleagues in data science.

Task 2: Find a faculty member whose academic interests include both gender and some form of African American literature.

Task 3: Find a faculty member who is a member of the Department of Criminal Justice and Criminology.

Task 4: Find a faculty member with a link to their CV (curriculum vitae) posted on the website.

Task 5: Find a faculty member who has published a book or an article within the past 5 years.

Post-Usability Test Questionnaire

Name _____

Title/Organization (if applicable) _____

Are you currently a college student? (Yes or No) _____

Are you a college graduate? (Yes or No) _____

Have you ever served as a college faculty member? (Yes or No) _____

Please rate your level of agreement with the statements below.

Circle one of these possible answers:

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

1. Overall, the website is visually appealing.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

2. The way the information is laid out on the pages makes it is easy to understand.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

3. The way the information is laid out on the pages makes it is hard to understand.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

4. If I were a faculty member I would definitely want my information to appear on the site.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

5. Finding information on the site was relatively easy.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

Please provide any comments or suggestions that you have regarding the site below:

References

Florida Atlantic U, www.fau.edu. Accessed 16 April 2018.

Kent State U, www.kent.edu. Accessed 16 April 2018.

U of Nevada, Las Vegas, www.unlv.edu. Accessed 16 April 2018.

May 7, 2018

Alex Chapin
Executive Director
College of Liberal Arts & Sciences Office of Academic Technologies
University of North Carolina at Charlotte
9201 University City Blvd.
Charlotte, NC 28223-0001

Re: Redesign of *Faculty Connections* Website

Thank you for the opportunity to submit research findings and recommendations on the redesign of the website *Faculty Connections* as part of a class assignment for Dr. Wickliff's course Writing User Documents (ENGL 5181-090). During this project, I kept in mind your request for feedback on how the interface works and how best to find related groups and related academic interests.

I used findings from four usability tests, your responses from your interview with our class, and examination of similar websites in forming my recommendations. One of my most important findings was that while this website was adequate in appeal and usability to the average user, faculty members found it lacking in visual appeal and that more features were needed to promote professional investment in the website.

In this report is a list of recommendations to strengthen the general appeal of the site to the average user. These recommendations include changes in layout and the design of information. I have also included recommendations for specific changes that would increase faculty interest in the website, such as networking opportunities standardized formatting, and highlights of recent accomplishments. Also included a list of time- and cost-saving recommendations that should be relatively easy to implement without a complete redesign of the website.

Sincerely,

Natacha Leonard

cc: Laurie Parker, CLAS Technology Support Analyst

Ryan McCallum, CLAS Information Technology Support Coordinator

Gregory Wickliff, Associate Professor of English

Redesign of *Faculty Connections*

May 7, 2018



Submitted by: Natacha Leonard

Submitted to: Alex Chapin, Executive Director CLAS Office of Academic Technologies

Laurie Parker, CLAS Technology Support Analyst

Ryan McCallum, CLAS Information Technology Support Coordinator

Gregory Wickliff, Associate Professor of English

Executive Summary

During my research, I found that while many universities have an all-staff and all-faculty search engine, few dedicate space that will be easily spotted by users to the connections in specialty, research, publications, and awards, that are key to a life in academia. For instance, many schools I looked at did not place access to full faculty profiles on their homepage. These profiles are sometimes only found in the pages of individual departments.

I conducted usability test with 3 participants, who responded via questionnaire, and examined similar websites. I later conducted another usability test with 1 more participant, observing her while she completed the tasks and asked her some specific questions related to the tasks she was performing as well as to the results from the first 3 usability tests. In *Observing the User Experience*, Goodman et al suggest that once you have collected data on your competitors, you have to “make the research usable,” creating “*actionable intelligence*” (92). The examination of similar sites (17 peer institutions) yielded a good amount of data that I present in two tables, both appearing in the Key Findings. Like the interview with Dr. Chapin and the usability tests, these findings informed my recommendations for *Faculty Connections*.

Findings of research I conducted indicate that more work needs to be done to enhance the appeal of *Faculty Connections* to faculty members and students. I found that *Faculty Connections* could benefit from both short- and long-term improvements, some that can be quickly implemented and others that would require more time and labor. While some of the recommendations involve improving usability, others deal with the marketing and branding of the website and using social media to build a sense of community.

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Study Design

Usability Studies

Participant Demographics

User 1: ML, a medical professional who works at another university.

User 2: HL, serves as a college faculty member at another university.

User 3: MG, an undergraduate student currently enrolled at UNC Charlotte.

User 4: YJ, is a professional in the field of education.

Methodology

The testing with Users 1-3 were done individually and without direct observation via instructions and questionnaire (see questionnaire and responses in the Appendix). Two users (ML and HL) performed the test remotely and 1 user performed the test in person (MG). ML and HL were given the option to ask questions via email or phone and MG was given the option to ask questions during the test. While this format did not provide the opportunity to observe the use of the website, it did give me the chance to get specific answers via questionnaire.

The testing with User 4 (YJ) was performed under observation and follow-up questions were asked after the test.

Examination of Similar Websites

Methodology

I researched UNC Charlotte's 17 peer institutions (found on the website of the Office of Institutional Research) (see Table I), searching for comparable websites to *Faculty Connections* and/or other comparable features. I used the following key terms in my search of the schools' search engines: faculty, faculty interests, faculty research, faculty contact, faculty awards, faculty specialties, faculty site, faculty website, faculty directory, faculty profiles, faculty and staff, faculty and staff bios, faculty publications, search by interests, update profile, connect. For my Google, searches I used the same key terms and included the names of the institutions.

Key Findings

Usability Studies

The two users, who were not faculty members (ML and MG), found the website visually appealing and easy to use. The third user, who serves on a college faculty, found the look of the website to be highly unappealing. In general, the two users who were not faculty members (ML and MG) were positive about the website overall, while the one user who served as a faculty member was either ambivalent about an aspect of the site or had a negative response.

All 3 users either agreed or were undecided with the statement “If I were a faculty member, I would definitely want my information to appear on the site.” None strongly agreed with the statement, and it was the participant that served on a college faculty who was undecided.

User 4 (YJ) found the website visually unappealing and difficult to navigate. She also voiced frustration regarding the length of time the pages took to load. She did indicate on the questionnaire, however, that if she were a faculty member she would want to be listed on the website.

Examination of Similar Websites

Examining UNC Charlotte’s 17 peer websites for differences from and similarities to *Faculty Connection*, I found 10 that had pages with similar information, and none that had their own independent website separate from the university’s. Six of the websites had consistent/uniform formatting throughout. Two schools used standard formatting for faculty photos. A few of the schools also used other features to standardize how faculty photos looked, such as a blue Photoshopped backgrounds for all photos or silhouettes to substitute for missing photos. See Tables I and II below.

Table 1. Similar Websites

Name of Institution	Website/web page featuring all faculty found? (Y/N) (Address)	Separate website, not only a web page? (Y/N)	Does the all-faculty page use 1 format for information? (does little linking out to other pages) (Y/N)	Does the all-faculty page use 1 format for photos? (Y/N)
Florida Atlantic University	Y https://business.fau.edu/faculty-research/faculty-profiles/	N	Y	Y
Florida International University	N	N/A	N/A	N/A
Kent State University	N	N/A	N/A	N/A
Old Dominion University	Y https://online.odu.edu/staff/ https://www.odu.edu/facultystaff/communication/website/content-management/university-directory	N	N/A	N

Portland State University	<p><i>Y (3 related pages)</i></p> <p>https://www.pdx.edu/profile/dave-franzen</p> <p>https://www.pdx.edu/profile/46</p> <p>https://www.pdx.edu/directory</p>	<i>N</i>	<i>Y</i>	<i>Yes, they are all the same shape and size.</i>
University of Colorado at Denver	<i>N</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
University of Louisville	<i>N</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
University of Massachusetts at Lowell	<p><i>Y (3 related pages and faculty profile pages)</i></p> <p>https://www.uml.edu/MSB/faculty/</p> <p>https://www.uml.edu/profile/search.aspx</p> <p>https://www.uml.edu/profile/brian_lee</p> <p><i>Note:</i> <i>Search engine for research interests/faculty profiles.</i> <i>All-faculty listings with basic contact info</i></p> <p><i>Full-profile pages</i></p>	<i>N</i>	<i>Y</i>	<i>Y</i>

University of Nevada at Las Vegas	Y https://www.unlv.edu/facultystaff#	N	N/A	N/A
University of New Mexico	Y https://directory.unm.edu/public/index.php	N	N/A	N/A
University of Rhode Island	Y (3 related pages: search engine, dept. page with photo, and link to full profile from dept. page) https://directory.uri.edu/ https://web.uri.edu/philosophy/people/ https://web.uri.edu/philosophy/meet/cheryl-foster/	N	N/A	N/A
University of Texas at Arlington	Y (3 types of pages, search engine, full faculty listings, alphabetized directory) https://mentis.uta.edu/explore/ https://mentis.uta.edu/explore/browse https://mentis.uta.edu/explore/browse	N	Y	No, but I size and shape and silhouettes for missing photos.
University of Texas at San Antonio	Y (2 search engines) Search faculty and staff by name Find people, advanced search	N	Y	N/A
University of Toledo	Y https://www.utoledo.edu/edirectory/ e-directory for faculty and students	N	N/A	N/A

University of Wisconsin at Milwaukee	http://uwm.edu/searchresults/?ctg=people&term=math <i>A search engine where you can search by people, dept, or web pages</i>	N	N	N
Virginia Commonwealth University	<i>2 search engines: VCU people search and an Advanced Faculty and Staff Search</i> https://phonebook.vcu.edu/ https://ts.vcu.edu/askit/web-tools/vcu-search/search-for-users/advanced-faculty--staff-search/	N	N <i>No links out except email</i>	N <i>No images</i>
Western Michigan University	N	N/A		N/A

Table 2. Notes on Similar Websites

Name of Institution	Website/web page featuring all faculty found? (Y/N) (Address)	Notes
Florida Atlantic University	Y https://business.fau.edu/faculty-research/faculty-profiles/	Images: <i>for the profiles page all images are from the top of the head to slightly below the torso and have a the same color for the background (blue, that may have been done in Photoshop).</i>

Florida International University	N	<i>Has a "Phonebook" with a search engine where one can "search faculty, staff, and departments." Result pages include basic contact information and no graphics. Also has individual department listings, that all have the same FIU header but otherwise uses individual formatting. Colors seem to be standardized on all the pages.</i>
Kent State University	N	<i>Each college has its own page of faculty and staff (example: https://www.kent.edu/caed/faculty-and-staff) and each of these pages has the same design. Images: Any listing without a photo gets a silhouetted image.</i>
Old Dominion University	Y https://online.odu.edu/staff/ https://www.odu.edu/facultystaff/communication/website/content-management/university-directory	<i>Basic directory, alphabetizes listings with contact info and title. Page also has a search engine that can be filtered by department, location, topic, staff name.</i>
Portland State University	Y (3 related pages) https://www.pdx.edu/profile/dave-franzen	<i>Good example of use of the school colors.</i>

	https://www.pdx.edu/profile/46 https://www.pdx.edu/directory	
University of Colorado at Denver	<i>N</i>	
University of Louisville	<i>N</i>	<i>Has a search engine that also includes results on students. No faculty profiles.</i>
University of Massachusetts at Lowell	<i>Y (3 related pages and faculty profile pages)</i> https://www.uml.edu/MSB/faculty/ https://www.uml.edu/profile/search.aspx https://www.uml.edu/profile/brian_lee <i>Note:</i> <i>Search engine for research interests/faculty profiles.</i> <i>All-faculty listings with basic contact info</i> <i>Full-profile pages</i>	

	<i>All photos same shape and size (dimensions of people and other content not the same).</i>	
University of Nevada at Las Vegas	Y https://www.unlv.edu/facultystaff#	<i>Page with search engine has news, accomplishments, and other special features.</i>
University of New Mexico	Y https://directory.unm.edu/public/index.php	<i>Search engine with filters (also for students) with search results providing basic contact information.</i> <i>Public directory, must log in for more information.</i>
University of Rhode Island	Y (3 related pages: search engine, dept. page with photo, and link to full profile from dept. page) https://directory.uri.edu/ https://web.uri.edu/philosophy/people/ https://web.uri.edu/philosophy/meet/cheryl-foster/	<i>Search results are clean.</i>
University of Texas at Arlington	Y (3 types of pages, search engine, full faculty listings, alphabetized directory) https://mentis.uta.edu/explore/ https://mentis.uta.edu/explore/browse https://mentis.uta.edu/explore/browse	<i>Pages have the same aim as Faculty Connect, allowing users to search for faculty and students working in specific specializations. “Profiles” name used for pages. Users are allowed to search “Profiles,” browse “Profiles,” and see full listings.</i> <i>Other browsing options include:</i> <i>Browse Courses</i> <i>Browse Awards</i>

		<i>Browse Sponsored Projects</i>
University of Texas at San Antonio	<p><i>Y (2 search engines)</i></p> <p><i>Search faculty and staff by name</i></p> <p><i>Find people, advanced search</i></p>	<i>Search results provide basic contact information, no full profile page, and no photos.</i>
University of Toledo	<p><i>Y</i></p> <p>https://www.utoledo.edu/edirectory/</p> <p><i>e-directory for faculty and students</i></p>	<i>Results are short lists of contact info with no images</i>
University of Wisconsin at Milwaukee	<p>http://uwm.edu/searchresults/?ctg=people&term=math</p> <p><i>A search engine where you can search by people, dept, or web pages</i></p>	<i>Results lists of names and contact info with no images</i>
Virginia Commonwealth University	<p><i>2 search engines: VCU people search and an Advanced Faculty and Staff Search</i></p> <p>https://phonebook.vcu.edu/</p> <p>https://ts.vcu.edu/askit/web-tools/vcu-search/search-for-users/advanced-faculty--staff-search/</p>	<i>Results include names and contact info with no images</i>
Western Michigan University	<i>N</i>	

Recommendations

Recommendations for Changes to the Layout, Web Design, and Other Features

These recommendations address making changes to the layout that would make the website more visually appealing and easier to navigate.

1. Remove the directory of faculty members from the center of the start page and place the list in a sidebar, leaving more room for other features (see Figure 1)

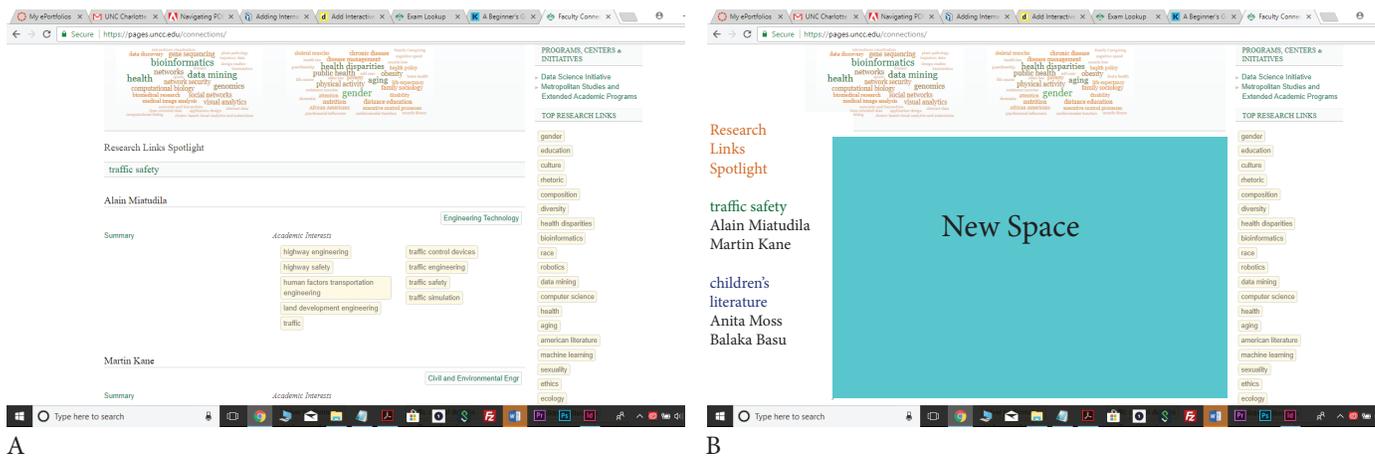


Figure 1. The website's start page as it currently is (A) and as it could look with the faculty listings in a sidebar to the right (B).

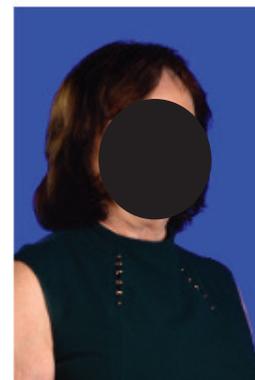
2. Standardize images by having faculty members submit photos with required specifications. Consider adding images in silhouette for any missing photos and a blue background (using Photoshop) to all photos (see Figures 2 and 3A and 3B).



Figure 2. Silhouette from Kent State University faculty listings.



A



B

Figure 3. Sample photos from Florida Atlantic University Faculty and Staff Profiles page. All photos have a blue background that has most likely been Photoshopped.

3. Place an official logo on the website.



Figure 4. Example of a possible logo.

4. Provide an explanation of the labeling of the text clouds each instance they appear. Findings from my usability test indicate that some users do not understand how text clouds function and have never encountered them before.

Recommendations for Features That Can Increase Faculty Participation and Interest

These recommendations include items that aim to attract faculty to the website by creating a community environment that promotes their professional interests.

1. Add opportunities for social networking, such as community blogs or discussion groups.

2. Add related news stories to the start page.

3. List faculty members with recent accomplishments such as awards or publications.

The University of Nevada, Las Vegas adds information on recent events and accomplishments to the Faculty/Staff search engine, that make it inviting.

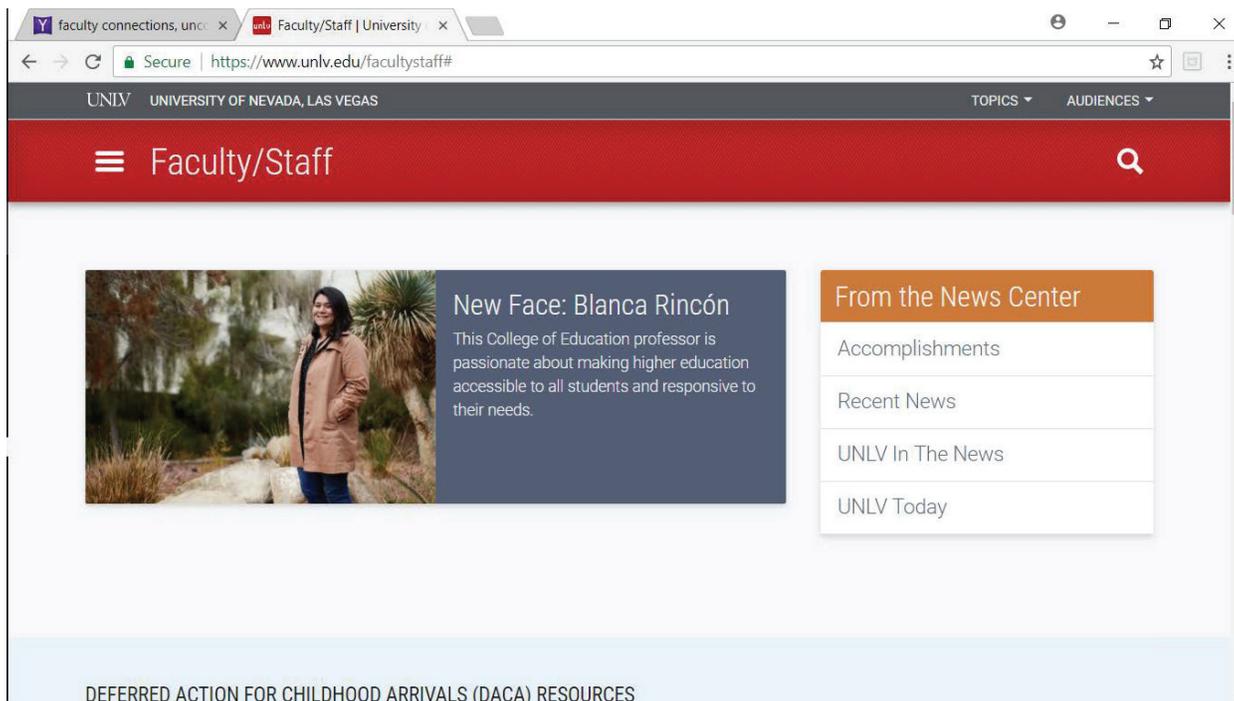


Figure 5. The University of Nevada, Las Vegas Faculty/Staff search engine page.

Recommendations That Work With the Website's Current Design

These recommendations are for quick and relatively easy implementation and do not significantly alter the website's current design.

1. Make the option to update information more prominent by placing it in a more conspicuous location, such as at the top right.
2. Finds ways to reduce the loading time for each page. This could require changes to your files, links, or host (kinsta.com).
3. Add keywords to your HTML code (such as "UNCC Faculty," "UNCC Faculty Publications") that might make finding the website easier through search engines.
4. Make a request to have UNC Charlotte give *Faculty Connections* permanent space on the university's homepage or have *Faculty Connections* featured on the University's home page.

Conclusions

Faculty Connections offers a comprehensive look at UNC Charlotte faculty areas of interests, affiliations, awards, and other information, and highlights ways in which faculty members share interests. Improving the usability of the website may attract more faculty members and foster a strong academic community. While most other universities, to the best of my knowledge, do not have websites and/or pages with the same capabilities, a few could be more appealing to faculty because they use bright colors, add extra features (such as recent news), and make the information easier to find and easier to understand. While *Faculty Connections* is clearly a leader in faculty websites highlighting university-wide connections, there is still much we can do to improve the website.

Appendix

Study Questionnaire With Participant Responses

Natacha Leonard
ENGL 5181 Project 2, Data Collection Instruments and Notes
March 26, 2018

Faculty Connections is a website featuring UNC Charlotte faculty. The website highlights faculty affiliations, research interests, and other professional interests. Your participation in today's usability test will help me in drafting a formal report that will include recommendations for the redesign of the website. Please access the site (at <https://pages.uncc.edu/connections/>) and perform the 5 tasks described below. After performing the tasks, you will be given a short questionnaire in which you will be asked to rate how much you agree or disagree with statements provided. The approximate time it takes to perform the 5 tasks and complete the questionnaire is 20 to 25 minutes.

Note: You are not being judged on how well you perform the tasks or whether you complete the tasks. Your test session will help determine the usability of the website.

Task 1: Use any feature on the website to locate the entry for Douglas Markant. Then, use one of the links on his page to find one of his colleagues in data science.

Task 2: Find a faculty member whose academic interests include both gender and some form of African American literature.

Task 3: Find a faculty member who is a member of the Department of Criminal Justice and Criminology.

Task 4: Find a faculty member with a link to their CV (curriculum vitae) posted on the website.

Task 5: Find a faculty member who has published a book or an article within the past 5 years.

Post-Usability Test Questionnaire

Name Marilyne Louis

Title/Organization (if applicable) Physician Assistant

Are you currently a college student? (Yes or No) No

Are you a college graduate? (Yes or No) Yes

Have you ever served as a college faculty member? (Yes or No) No

Please rate your level of agreement with the statements below.

Circle one of these possible answers:

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

1. Overall, the website is visually appealing.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

2. The way the information is laid out on the pages makes it is easy to understand.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

3. The way the information is laid out on the pages makes it is hard to understand.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

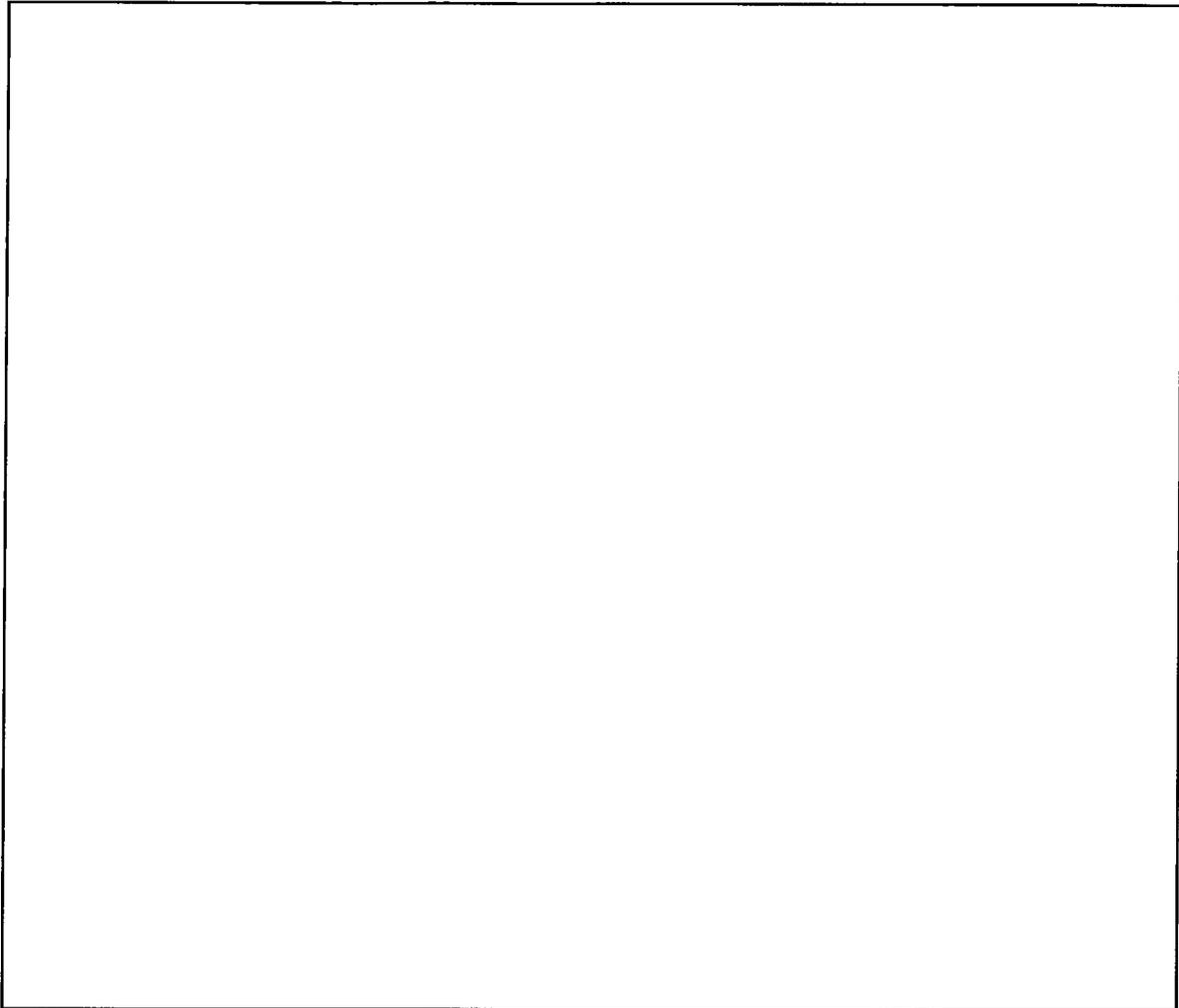
4. If I were a faculty member I would definitely want my information to appear on the site.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

5. Finding information on the site was relatively easy.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

Please provide any comments or suggestions that you have regarding the site below:

A large, empty rectangular box with a thin black border, intended for the user to provide comments or suggestions regarding the site. The box is currently blank.

Post-Usability Test Questionnaire

Name Henock Louis

Title/Organization (if applicable) _____

Are you currently a college student? (Yes or No) No

Are you a college graduate? (Yes or No) No

Have you ever served as a college faculty member? (Yes or No) Yes

Please rate your level of agreement with the statements below.

Circle one of these possible answers:

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

1. Overall, the website is visually appealing.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

2. The way the information is laid out on the pages makes it is easy to understand.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

3. The way the information is laid out on the pages makes it is hard to understand.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

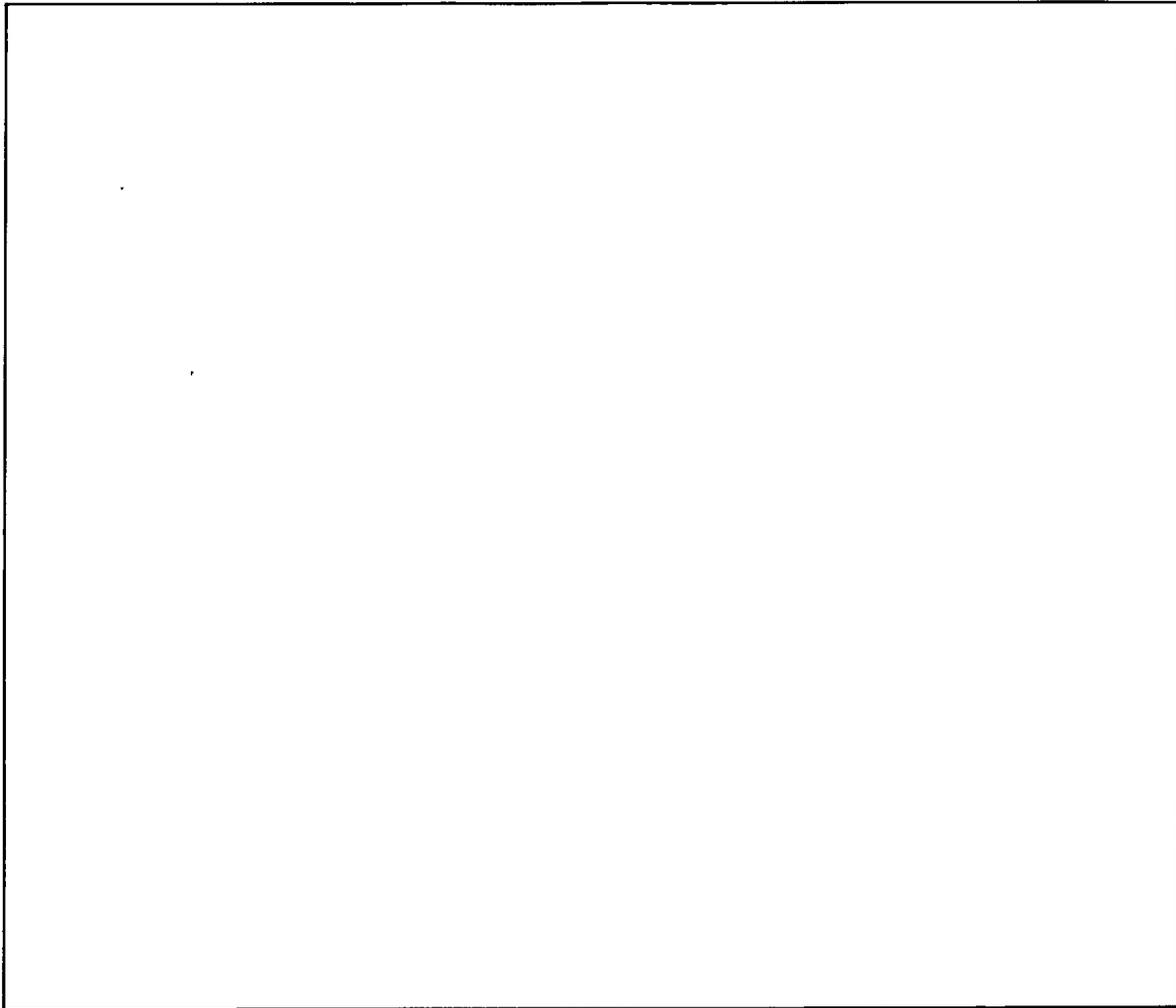
4. If I were a faculty member I would definitely want my information to appear on the site.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

5. Finding information on the site was relatively easy.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

Please provide any comments or suggestions that you have regarding the site below:

A large, empty rectangular box with a thin black border, intended for the user to provide comments or suggestions regarding the site. The box is currently blank.

Post-Usability Test Questionnaire

Name Marisa Greene

Title/Organization (if applicable) UNC-Charlotte Student

Are you currently a college student? (Yes) or No) _____

Are you a college graduate? (Yes or No) _____

Have you ever served as a college faculty member? (Yes or No) _____

Please rate your level of agreement with the statements below.

Circle one of these possible answers:

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

1. Overall, the website is visually appealing.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

2. The way the information is laid out on the pages makes it is easy to understand.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

3. The way the information is laid out on the pages makes it is hard to understand.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

4. If I were a faculty member I would definitely want my information to appear on the site.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

5. Finding information on the site was relatively easy.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

Please provide any comments or suggestions that you have regarding the site below:

I definitely liked the artistic layout of this website. The information is appealing to the viewer and the information is organized in an interesting form, helping the viewer access the inquiry needed.

Post-Usability Test QuestionnaireName Yukai JohnsonTitle/Organization (if applicable) Production EditorAre you currently a college student? (Yes or No) NOAre you a college graduate? (Yes or No) YesHave you ever served as a college faculty member? (Yes or No) NO**Please rate your level of agreement with the statements below.****Circle one of these possible answers:**

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

1. Overall, the website is visually appealing.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

2. The way the information is laid out on the pages makes it is easy to understand.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

3. The way the information is laid out on the pages makes it is hard to understand.

 A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

4. If I were a faculty member I would definitely want my information to appear on the site.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

5. Finding information on the site was relatively easy.

A. Strongly Agree B. Agree C. Undecided D. Disagree E. Strongly Disagree

Please provide any comments or suggestions that you have regarding the site below:

- Page loads too slow
- No continuity in visual layout Summary vs Full Profile
- Not user friendly
- Search is not intuitive
- Toolbar is out of the way and does not provide helpful or intuitive links
- Search function is not optimized, search phrases or "and" should be an option
- Photos should be professional
- homepage should have more direction

References

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U of New Mexico, www.unm.edu. Accessed 6 May 2018.

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Virginia Commonwealth U, www.vcu.edu. Accessed 6 May 2018.

Western Michigan U, wmich.edu. Accessed 6 May 2018.

ENGL 4181/5181
Project #3

Your third project for ENGL 4181/5181 is to create a short tutorial (the equivalent of at least five pages) or a quick reference guide (as small as a two sheets, front/back). You could design the document to be printed, or create a web-based tutorial or reference guide, or design a document to be distributed/used as a PDF, or even create a video tutorial. The subject can be an application, an electronic device, or even a manual device or process of some kind (one that you can test with prospective users). Target the document toward an appropriate audience and purpose, and test a draft with at least three users. You will submit the results of user testing on Canvas and in your portfolio.

A formal usability report is not a requirement for this third project. We will peer-edit rough drafts on April 30. The final products will be the tutorial or reference document, and an assessment of the project in your portfolio, due May 7.

To: Dr. Wickliff

From: Natacha Leonard

Date: 5/7/2018

Subject: English 4181/5181 Project 3 Assessment

For project 3, I chose to create a 4-page PDF reference guide for the mobile phone application Aqualert.

User Testing:

I observed 3 users working with my instructions to download the application to their phones, set their personal settings, and familiarize themselves with the app. These tests helped me to understand where and how working with the app could be confusing and where and how my document needed more clarification.

Overall Assessment of the Final Document and the Design Process—

Having worked in InDesign for two previous projects I felt more comfortable. Working alone meant I did not have to share use of the InDesign software, so I had a lot of time to creatively work with it on my own. This time I did not have a partner to share his perspective on the layout and layout is where I have the most trouble. I got some good advice about layout and design from peer review and used the advice to make the layout a little more organized for the eye and to remove graphics that might be confusing or not easy to interpret and I incorporated the advice into the final version of the document.

Designing a document for a phone app was an interesting new process that required working with the phone's technology. I had hope to make my final product, a PDF interactive but ran out of time. I was hoping to add sound files to the document.

AQUALERT



QUICK REFERENCE GUIDE

Proper water intake is key to maintaining good health.

Aqualert is a water intake tracker and reminder app compatible with Android, iPhone, and iPad devices.

The app is available through GoogleFit, Google's health platform.

Aqualert keeps you hydrated by sending you daily reminders and alerts and by keeping track of your daily and monthly intake.

Use this reference guide as a source of information for downloading and using the app.

Note: This reference guide is designed for use with Android devices.

by Natacha Leonard 04/30/2018

I DOWNLOADING THE APP

Aqualert can be downloaded at your Google Play store.

To find the Google Play store, look for the



icon on your phone.

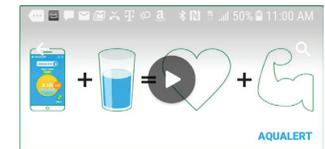
Once you have opened the Google Play store app, type "aqualert" into the search engine.

Click on Aqualert (the free version) in the search results, and follow the instructions for downloading the app.

Once you have downloaded and installed Aqualert, the Aqualert icon



will appear in your list of apps.



**Aqualert:W
ater Intake
Tracker
&Reminder
Google Fit**

♥ Premium Health &..
Everyone

INSTALL

Contains ads

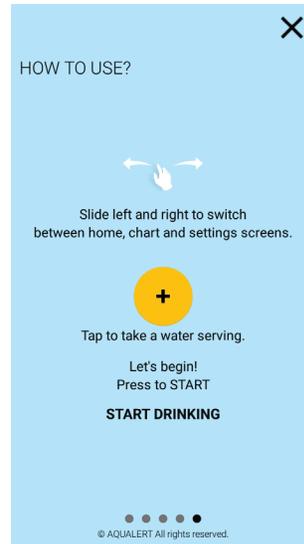


DOWNLOADING THE APP (cont.)

Once you have downloaded the application, special orientation screens, such as the one pictured on the right, will introduce you to the features of the app.

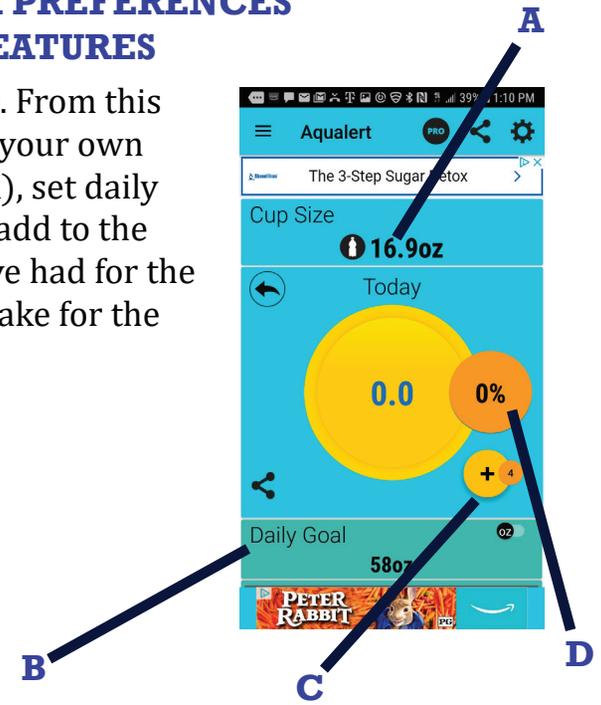
Note: The options provided during your introduction to Aqualert will always appear upon opening the app and can be set or modified at anytime.

Further details can be found in section III of this reference guide.



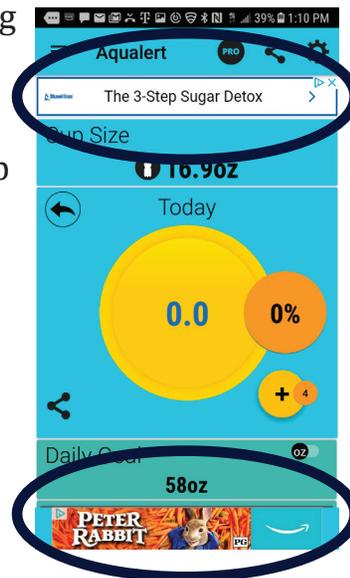
III SETTING YOUR PREFERENCES AND OTHER FEATURES

Start at the Today page. From this page, you are able to set your own standardized cup size (A), set daily goals via Google Fit (B), add to the amount of water you have had for the day (C), and see your intake for the week (D).



II SPECIAL INSTRUCTIONS FOR USING THE APP

1. Navigate through the pages by using arrows or by swiping the screen with your finger.
2. Banner ads will appear near the top and at the very bottom of your screen. These can be clicked on to go to the advertiser's site, closed to see a new ad, or ignored.
3. The Today page is your home screen.



A. Standardize your cup size

This page allows you to set the size and type of container you will use to measure your water intake. Aqualert will add the amount you specify here to your daily and weekly totals each time you indicate you have drank "a cup" of water.



SETTING YOUR PREFERENCES AND OTHER FEATURES (cont.)

B. Set your daily goals via Google Fit

Aqualert can provide you with a daily goal for your water intake based on your weight, gender, and other related information.

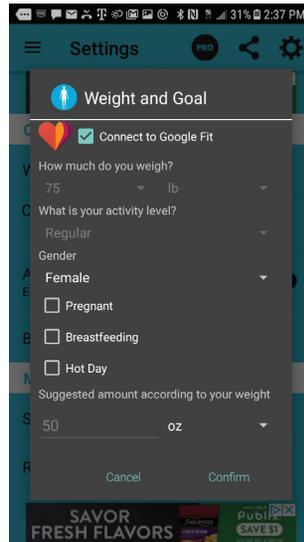
Click on “Daily Goal” on the Today page to access Aqualert’s “Weight and Goal” page.

Click on the box next to “Connect to Google Fit” to allow Google Fit to have access to information you will provide.

Answer the questions on your weight, activity level, and gender and click “confirm.”

Google Fit will automatically calculate a “suggested amount according to your weight.”

Note: Google Fit will request permission to access this information, and you will need to have a Google email account that is already accessible through your phone. (You will not need to access the account.)



C. Add to your amount of water for the day

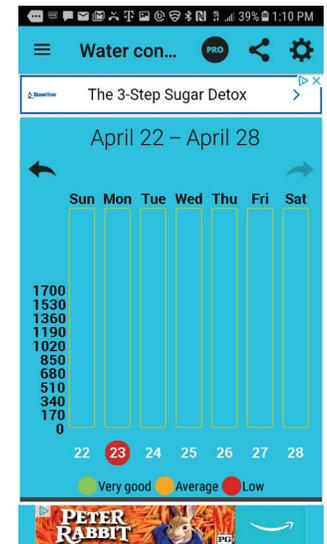
Click on the plus sign after each drink of water to keep track of your intake for the day and for the week. A sound [sound will be added here] will be made once you have clicked the plus sign. Your total, in ounces, will be calculated, and the amount of water in the yellow circle will rise.



D. View your weekly intake

The page with your weekly intake can be accessed by swiping the Today page with your finger (from right to left) or by clicking your percentage of water intake. The weekly intake page will have your intake measured in ounces or milligrams, depending on the preferences you have set on the “Weight and Goal” page.

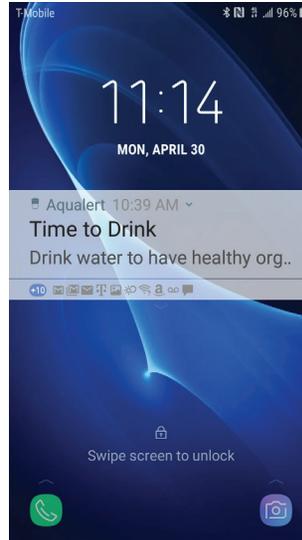
You will also see a rating of your intake for the day.



IV SPECIAL FEATURES

Reminders

Aqualert will send you reminders when it is time to drink water.



Tips

As you navigate through the app, Aqualert will provide health and fitness tips related to water drinking.

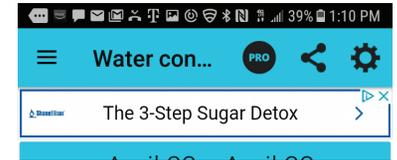
Staying adequately hydrated may prevent the formation of kidney stones.



V ADVANCED FEATURES

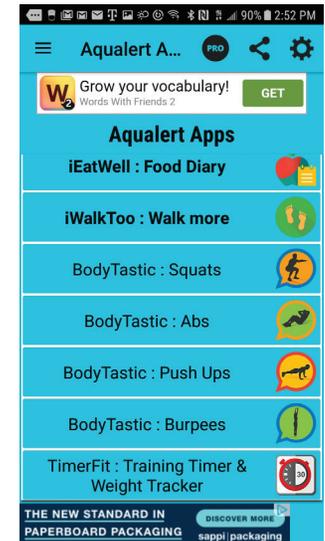
More Settings Options

More settings options can be found at the top left and top right of your screen.



Other Related Apps

A list of related apps can be found by swiping through the pages.



Features of Aqualert Pro:

View your monthly intake
[will be a link?]

Hydration Challenge
[will be a link?]

AQUALERT



QUICK REFERENCE GUIDE

Proper water intake is key to maintaining good health.

Aqualert is a water intake tracker and reminder app compatible with Android, iPhone, and iPad devices.

The app is available through Google Fit, Google's health platform.

Aqualert keeps you hydrated by sending you daily reminders and alerts and by keeping track of your daily and weekly intake.

Use this reference guide as a source of information for downloading and using the app.

Note: This reference guide is designed for use with Android devices.

I DOWNLOADING THE APP

Aqualert can be downloaded at your Google Play store.

To find the Google Play store, look for the



icon on your phone.

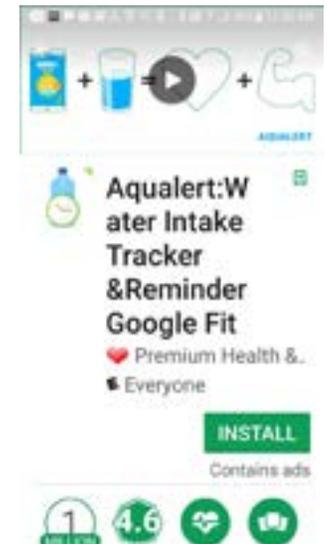
Once you have opened the Google Play store app, type "aqualert" into the search engine.

Click on Aqualert (the free version) in the search results, and follow the instructions for downloading the app.

Once you have downloaded and installed Aqualert, the Aqualert icon



will appear in your list of apps.

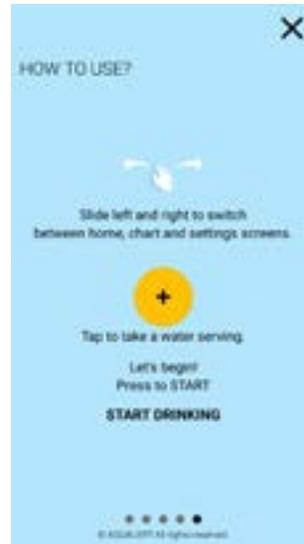


DOWNLOADING THE APP (cont.)

Once you have downloaded the application, special orientation screens, such as the one pictured on the right, will introduce you to the features of the app.

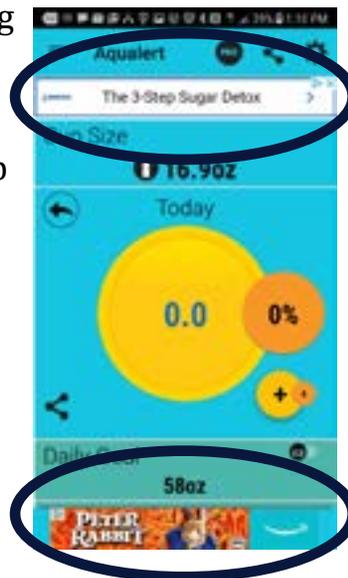
Note: The options provided during your introduction to Aqualert will always appear upon opening the app and can be set or modified at anytime.

Further details can be found in section III of this reference guide.



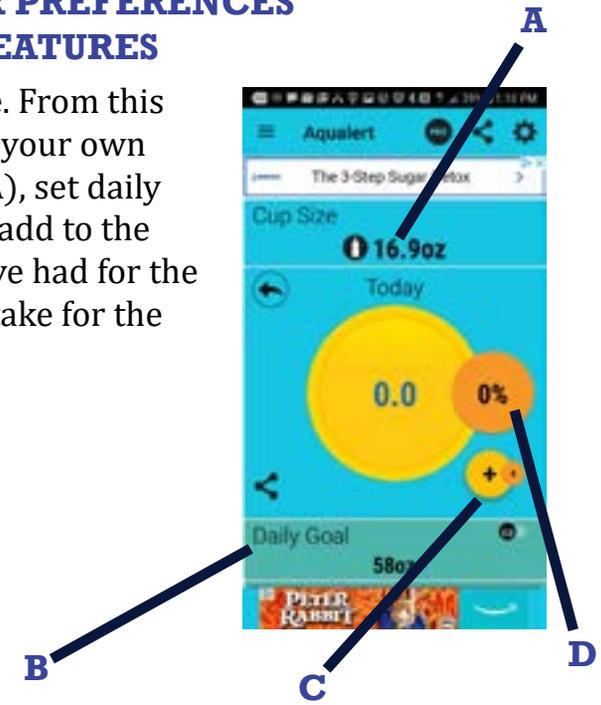
II SPECIAL INSTRUCTIONS FOR USING THE APP

1. Navigate through the pages by using arrows or by swiping the screen with your finger.
2. Banner ads will appear near the top and at the very bottom of your screen. These can be clicked to go to the advertiser's site, closed to see a new ad, or ignored.
3. The Today page is your home screen.



III SETTING YOUR PREFERENCES AND OTHER FEATURES

Start at the Today page. From this page, you are able to set your own standardized cup size (A), set daily goals via Google Fit (B), add to the amount of water you have had for the day (C), and see your intake for the day and the week (D).



A. Standardize your cup size

This page allows you to set the size and type of container you will use to measure your water intake. Aqualert will add the amount you specify here to your daily and weekly totals each time you indicate you have drunk “a cup” of water.



SETTING YOUR PREFERENCES AND OTHER FEATURES (cont.)

B. Set your daily goals via Google Fit

Aqualert can provide you with a daily goal for your water intake based on your weight, gender, and other related information.

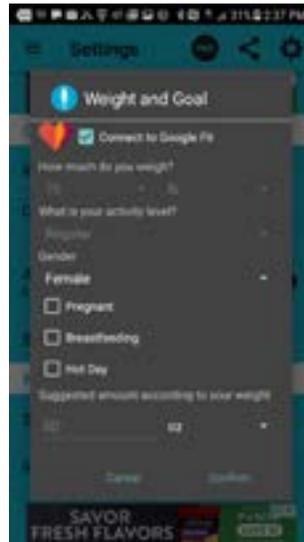
Click on “Daily Goal” on the Today page to access Aqualert’s “Weight and Goal” page.

Click on the box next to “Connect to Google Fit” to allow Google Fit to have access to information you will provide.

Answer the questions on your weight, activity level, and gender and click “confirm.”

Google Fit will automatically calculate a “suggested amount according to your weight.”

Note: Google Fit will request permission to access this information, and you will need to have a Google email account that is already accessible through your phone. (You will not need to access the account.)



C. Add to your amount of water for the day

Click on the plus sign after each drink of water to keep track of your intake for the day and for the week. You will hear this sound:  Your total, in ounces or milliliters, will be calculated, and the amount of water in the yellow circle will rise.



D. View your weekly intake

The page with your weekly intake can be accessed by swiping the Today page with your finger (from right to left) or by clicking your percentage of water intake. The weekly intake page will have your intake measured in ounces or milliliters, depending on the preferences you have set on the “Weight and Goal” page.

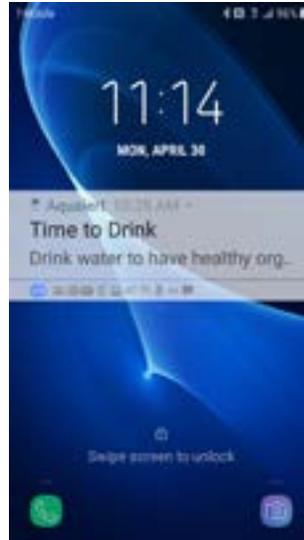
You will also see a rating of your intake for the day.



IV SPECIAL FEATURES

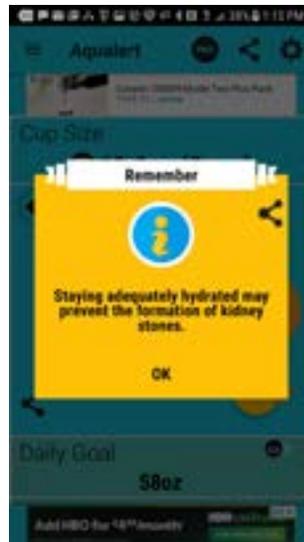
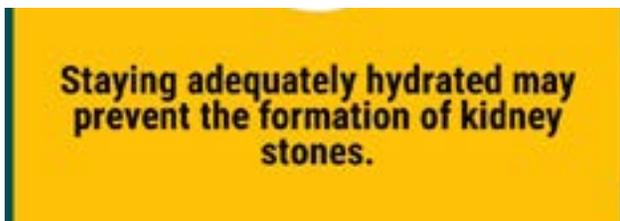
Reminders

Aqualert will send you reminders when it is time to drink water. They will come with this sound: 



Tips

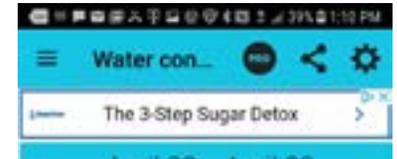
As you navigate through the app, Aqualert will provide you with health and fitness tips related to water drinking. Tips will have this: 



V ADVANCED FEATURES

More Settings Options

More settings options can be found at the top left and top right of your screen.



Other Related apps

A list of related apps can be found by swiping through the pages.



Features of Aqualert Pro (the paid-for version)

- View your monthly intake
- No ads
- Widgets
- Android wear support
- And more