

UIC APPLIED HEALTH SCIENCES

# Research Brief

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# Introduction

THE COLLEGE OF APPLIED HEALTH SCIENCES at UIC is an exceptional college, offering timely and competitive programs that benefit from dynamic curricula; a diverse, high-achieving student body; and top-notch faculty who are active in research and publishing within their respective fields. Programs in several departments are routinely ranked highly. AHS' location in Chicago, along with its own facilities and clinics, make it a major player with opportunities for students and faculty to engage in meaningful fieldwork and groundbreaking research.

The College of Applied Health Sciences' success is due in major part to its commitment to relevancy. The programs of AHS change with the needs of the students and the future of their respective fields, from high-level changes, like the implementation of new degrees, to smaller changes like the addition of skill-based classes. The Biomedical Visualization program, for example, was founded in 1913, and a century later, it has evolved in order to maintain its place as one of only three accredited programs in the country. The College of AHS continues to blaze trails today, as the first crop of Rehabilitation Sciences PhD students began their program this fall, the first of its kind in Illinois.

The consistently high reputation of AHS speaks to the quality of teaching and research. AHS faculty are active in their fields with robust vitae to show it. Students receive the most up-to-date information from teacher-researchers at the forefront of their fields.

Students mention uniquely supportive faculty and advisors at AHS, and faculty members speak warmly of camaraderie within their own departments. During one in-person exercise, participants unanimously chose words like "welcoming" and "friendly" to describe the college. New faculty indicate that they chose AHS not only for the strong research opportunities, but also for the professional guidance and support they felt they would receive.

Despite the many strengths of the College of Applied Health Sciences, the current website does not reflect them well. In fact, interviews indicated that both potential and current students find frustration in the current website's limited portrayal of AHS and its programs:

- *"I'm super happy I ended up at UIC, but from looking at the website (as a prospective student), I was pretty sure AHS wasn't a good choice. The website made me really hesitant."*
- *"Even when you know what you want to find (on the website), it takes forever, and I always*

*end up sending a few different emails back and forth with other students before I can find what I want.”*

- *“The website seems very old-fashioned. It’s hard to navigate through. I would say the information on about 75% of the faculty members I was looking for was out of date.”*
- *“I figured out that I was under the AHS umbrella, but I still don’t know what that means.”*

The College of Applied Health Sciences deserves a website that mirrors its many strengths — from the breadth of teaching and research to its location in Chicago, one of the most exciting, diverse, and lively cities in the world. Our goals for for this project are to highlight what makes AHS uniquely excellent while also providing strategic support for the business goals of the college.

# Results of the Discovery Phase

Since officially starting work with your AHS Web Leadership Team on July 22, we have covered a lot of ground together. Our focus at the start of a major website project is what we call discovery. Through interactions with all types of people associated with AHS, we learn the who, what, why, and how of the college.

During this phase, we engaged in one-on-one interviews, a series of online questionnaires, and in-person, small-group activities. We have talked with and gathered information from more than 175 people.

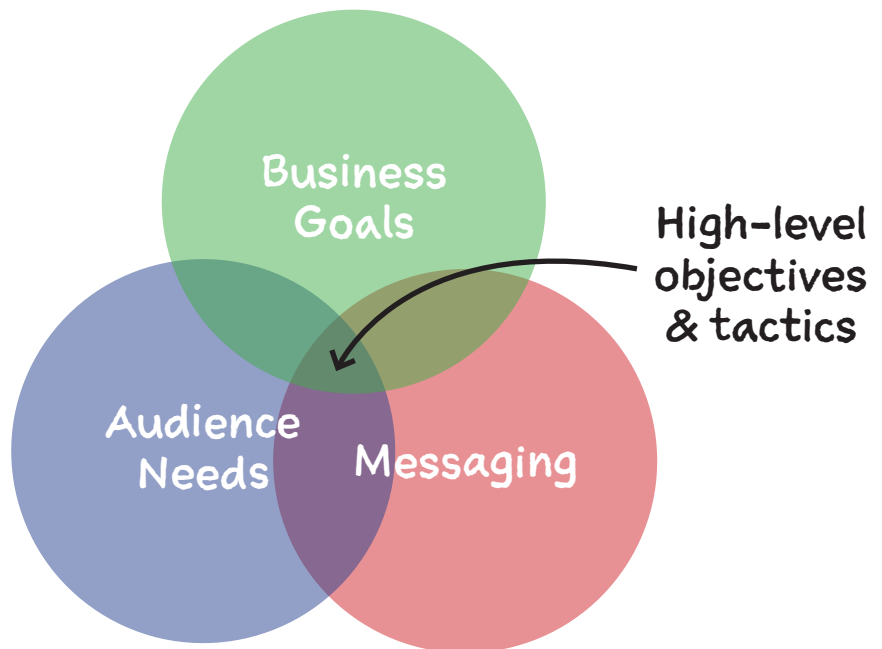
The knowledge we have gained will carry us through the life of the project. It helps us set direction for future phases. It gives us something to fall back on when we are determining priorities and trying to figure out the appropriate scope of the project.

But first, we need your feedback on our conclusions and insights. Below you will see our findings arranged in a very particular order — from the more abstract to the more concrete.

We think it's important to first understand and articulate our understanding of the core aspects of the college. To do that, we considered:

- AHS' goals
- AHS' target audiences
- AHS' messaging strategy

The intersection of these core aspects defines the high-level strategy for the website, which will be designed to support AHS' goals and communicate effectively with primary audiences.



# Content Strategy Core

This core strategy was created with the help of the AHS Web Leadership Team to serve as an internal compass for this project. The core strategy should guide the project and help us keep our high-level goals in mind.

Our content should help our users *apply to AHS, appreciate AHS, and engage with AHS.*

To do this, our content must be *trustworthy, lively, and relevant.*

This content should make users feel *welcome and inspired.*

We will know we are successful when users *actively engage with us and share our story, which will help us grow our reputation and attract the best-fit applicants.*

# Business Goals & Objectives

It is important to ground the website project in the context of what is happening in the college right now and in the near future. Based on information during the Discovery Phase, we have identified and summarized the college's business goals and related website content objectives as follows:

Business Goal	Objectives
<b>Goal #1</b>	
<b>Attract more "best-fit" student applicants.</b>	Boast about high quality of academic programs in AHS (i.e. high program rankings, student job placement rates, licensure rates).
	Showcase students' achievements during and after their time at AHS.
	Show prospective students that they belong in the College of Applied Health Sciences, at UIC, and in Chicago.
	Describe the friendly, supportive environment at AHS.
	Show students from all backgrounds and life experiences that they belong at the College of Applied Health Sciences.
	Describe AHS commitment to access for all.

Business Goal	Objectives
<b>Goal #2</b>	
<b>Attract more "best-fit" faculty applicants and research collaborators.</b>	Explain the college's support and resources for faculty research.
	Show collegial atmosphere and potential for collaboration.
	Demonstrate why UIC is among the nation's leading public research universities.
	Entice diverse academics, researchers, and clinicians to apply to the College of Applied Health Sciences.

Business Goal	Objectives
<b>Goal #3</b>	
<b>Demonstrate high quality of academic programs.</b>	Boast about high program rankings, student job placement rates, licensure rates, etc.
	Catalog faculty output (citations, editorships, national academy memberships).

**Business Goal**

**Objectives**

**Goal #4**

Increase the feeling among current students, faculty, and staff that they are continually supported in AHS.

Inform and provide access to available resources.

Depict the friendly, supportive environment at AHS.

**Business Goal**

**Objectives**

**Goal #5**

Increase research collaboration among faculty and staff at AHS.

Make faculty and staff aware of potential collaborative partners.

Celebrate successful collaboration efforts.

Show track record of AHS faculty's research achievements.

Show ability of AHS faculty to engage in interdisciplinary and relevant research.

Show community impact of research conducted at AHS.

**Business Goal**

**Objectives**

**Goal #6**

Increase student engagement with college and departments.

Make students aware of events at the college level and in departments and programs.

Increase student awareness and use of extracurricular services and growth opportunities, e.g. advising, tutoring, alumni networking.

**Business Goal**

**Objectives**

**Goal #7**

Increase alumni engagement with college and departments.

Show how alumni can help, assist, and/or volunteer with current students.

Showcase achievements of alumni.

Facilitate connections among alumni.

**Business Goal**

**Objectives**

**Goal #8**

**Increase number and amount of monetary donations.**

Show potential impact of donations (e.g. facility upgrades, more funds for students).

Make it easy for website users to donate.

**Business Goal**

**Objectives**

**Goal #9**

**Increase AHS contact with the community.**

Highlight clinical services and options for residents.

Promote opportunities for community members to participate in AHS activities (i.e. events, research studies).

Show AHS' involvement with the community.



# Audience Definition

Pixo's design and structure for the website will be guided by the following understanding of the College of Applied Health Sciences' key audiences and their needs and motivations:

## PRIMARY AUDIENCES

- Prospective students
  - Undergraduates
  - Professional students
  - Master's students
  - PhD students
  - Certificate students
- Prospective faculty
- Alumni and donors

## SECONDARY AUDIENCES

- Community members
- Current students
- Current faculty and staff
- Collaborators

## TERTIARY AUDIENCES

- Allied health peers
- Peer colleges and programs
- Funders

Our focus will be to create a website for the primary audiences, who are all groups that necessitate specific content and that, as we have learned from our research, need and use the AHS website the most. These are also the groups that AHS needs to reach most specifically in order to reach its business goals.

Secondary and tertiary audiences will benefit from a well-organized, clear website that portrays the College of Applied Health Sciences as the dynamic and innovative place it is, but we will not focus on creating a website targeted specifically for those groups.

# Messaging Strategy

Messaging creates internal communication goals for our project. This strategy allows us to define what messages we need to convey about AHS so we can begin to imagine how to best convey them to the user. It also helps align content writers and editors on communication values and priorities for AHS.

First Impression	Value Statement	Proof
What first impression do we want our audiences to have when they interact with our content?	What do we want our audiences to know or believe about the value we provide?	What will demonstrate that what we want them to know or believe is true?
I will be supported at AHS.	Supportive, welcoming, down-to-earth faculty and staff and dynamic programs	<ul style="list-style-type: none"> <li>• Images/profiles of students and mentor relationships</li> <li>• Quotes from faculty/staff about synergy within departments</li> <li>• Showcasing new program offerings, degrees, and alterations resulting from student needs</li> </ul>
I can expect to work hard at AHS and be well-prepared for my chosen career in allied health.	Rigorous, respected programs	<ul style="list-style-type: none"> <li>• Quotes from students about quality and rigor of programs</li> <li>• Statistics of student excellence (licensure, graduation, employment rates)</li> <li>• Profiles of alumni career paths by program</li> </ul>
Programs at AHS will give me opportunities to interact with and make a difference in the Chicago community.	Engaged, community-minded focus	<ul style="list-style-type: none"> <li>• Examples of community partnerships</li> <li>• Information on Urban Allied Health Academy</li> <li>• Opportunities for students to volunteer</li> <li>• Imagery of field/clinical work within programs.</li> </ul>
I and many others can find my “place” at AHS and benefit from a wide range of perspectives.	Diverse faculty and staff	<ul style="list-style-type: none"> <li>• Images of diverse student body/faculty</li> </ul>
Faculty at AHS are engaged in their fields and at the forefront of knowledge, and I will benefit from that in my program.	Cutting-edge research and programs	<ul style="list-style-type: none"> <li>• Examples of research</li> <li>• Up-to-date faculty profiles</li> </ul>

# Objectives & User Needs

Business goals, core messages, and target audiences align below with solution-oriented ideas for the new website. Each goal and objective is presented with tactics that relate to specific key audiences and potential audience actions in order to imagine how the website will capture audience members' attention. These are just examples of ways in which the website can address the college's business goals; a greater variety of ideas for capturing audience attention on specific topics will emerge in next phases of content strategy and design.

Not all goals are equally important to the website project, nor are they all addressable through website changes. Increasing grant funding, for example, is an important business goal for the college, but the website's ability to impact that is minimal compared to other ways of addressing that goal.

Goal #1			
Attract more "best-fit" student applicants.	<b>Objective 1:</b> Boast about high quality of academic programs in AHS (i.e. high program rankings, student job placement rates, licensure rates).		
	Tactic	Audience Effect	Potential Action
	Highlight quality and rigor of programs through student quotes.	Potential students are prepared for the rigorous nature of AHS programs, yet know the benefits are worth the work.	Apply to AHS
	Highlight potential career paths for students by program.	Potential students envision their future career paths and see AHS programs as a viable step toward achieving their goals.	Apply to AHS
Show extracurricular benefits of being a student at AHS and UIC, such as gym facilities, proximity to downtown, transportation options, etc.	Potential students think of AHS as a place that understands their needs; they imagine living comfortably as AHS students.	Apply to AHS	

<b>Objective 2:</b> Showcase students' achievements during and after their time at AHS.		
Tactic	Audience Effect	Potential Action
Profile students and alumni with stories that provide context, personality, and engaging imagery.	Prospective students learn what is possible both during and after their time at AHS.	Apply to AHS
Publicize student and alumni award winners through news stories and images.	Prospective students see that AHS has a lot to celebrate and what they can aspire to.	Find out about ...
Describe career paths and employment trends for different programs.	Prospective students choose best program and direction for their interests and aptitude.	Apply to AHS
<b>Objective 3:</b> Show prospective students that they belong in the College of Applied Health Sciences, at UIC, and in Chicago.		
Tactic	Audience Effect	Potential Action
Share stories and images of diverse student population at AHS.	Potential students know they will thrive among a diverse student body; underrepresented students can picture themselves at AHS.	Apply to AHS
Show images and stories of Chicago, not only an exciting major city but also as home to the Illinois Medical District.	Potential students are drawn to living in Chicago.	Apply to AHS
<b>Objective 4:</b> Describe the friendly, supportive environment at AHS.		
Tactic	Audience Effect	Potential Action
Feature lively images of and quotes from students regarding the support they experience from AHS faculty and staff.	Potential students know they will find both personal and academic support at AHS.	Apply to AHS
<b>Objective 5:</b> Show students from all backgrounds and life experiences that they belong at the College of Applied Health Sciences.		
Tactic	Audience Effect	Potential Action
Share stories and images of diverse student population at AHS.	Potential students know they will thrive among a diverse student body; underrepresented students can picture themselves at AHS.	Apply to AHS

	<b>Objective 6:</b> Describe AHS' commitment to access for all.		
	<b>Tactic</b>	<b>Audience Effect</b>	<b>Potential Action</b>
	Describe AHS' mentoring and tutoring programs as well as comprehensive admissions strategy.	Potential students who might be worried about getting in to AHS apply anyway.	Apply to AHS

## Goal #2

Attract more “best-fit” faculty applicants and research collaborators.

**Objective 1:** Explain the college’s support and resources for faculty research.

Tactic	Audience Effect	Potential Action
Showcase great resources in the college and university to assist researchers in securing funding.	Prospective faculty, postdocs, and graduate students think of AHS as a college that fosters and supports researchers.	Get help
Report about faculty achievements in a timely manner and make that news available through many different access points on the new website.	Prospective faculty and students see how resources at AHS helped individuals succeed.	Read latest faculty achievements

**Objective 2:** Show collegial atmosphere and potential for collaboration.

Tactic	Audience Effect	Potential Action
Through faculty member testimonials, describe how AHS faculty support each other.	Prospective faculty members believe that AHS is a place where they will receive professional and personal encouragement.	Join our faculty
Highlight success stories of collaborative research.	Prospective research collaborators see track record of successful collaboration and potential for more.	Work with us

**Objective 3:** Demonstrate why UIC is among the nation’s leading public research universities.

Tactic	Audience Effect	Potential Action
Showcase strength of medical community and medical research in Chicago with the Illinois Medical District, other universities, and private enterprise.	Prospective faculty and graduate students want to be part of a thriving medical community.	Join an unparalleled medical community
Share details about UIC’s research portfolio and high ranking of R&D funding.	Prospective faculty and graduate students become aware of UIC’s reputation as an R1 university in the core of a major metropolitan center.	Join our faculty

	<b>Objective 4:</b> Entice diverse academics, researchers, and clinicians to apply the College of Applied Health Sciences.		
	<b>Tactic</b>	<b>Audience Effect</b>	<b>Potential Action</b>
	Share stories and images of diverse student, faculty, and staff population at AHS.	Potential faculty and staff who are inspired by a diverse student population are encouraged to apply.	Join our ranks

Goal #3			
Demonstrate high quality of academic programs.	<b>Objective 1:</b> Boast about high program rankings, student job placement rates, licensure rates, etc.		
	Tactic	Audience Effect	Potential Action
	Highlight quality and rigor of programs through student quotes.	Potential students are prepared for the rigorous nature of AHS programs, yet know the benefits are worth the work.	Apply to AHS
	Highlight potential career paths for students by program.	Potential students envision their future career paths and see AHS programs as a viable step toward achieving their goals.	Apply to AHS
	<b>Objective 2:</b> Catalog faculty output (citations, editorships, national academy memberships).		
	Tactic	Audience Effect	Potential Action
	Provide rich, up-to-date faculty profiles that are easy to access from many places on the new website.	Prospective students and faculty see evidence that AHS faculty are actively engaged and leaders in their fields.	View details about our faculty
	Report about faculty achievements in a timely manner and make that news available through many different access points on the new website.	Prospective students and faculty see evidence that AHS faculty are actively engaged and leaders in their fields.	Read latest faculty achievements



Goal #4			
Increase the feeling among current students, faculty and staff that they are continually supported in AHS.	<b>Objective 1:</b> Inform and provide access to available resources.		
	Tactic	Audience Effect	Potential Action
	Alert audiences to new or changed resources in a timely manner.	Audiences get needed information.	Retrieve/use required documents
	Maintain bank of required documents in easy-to-access location and easy-to-use formats.	Audiences find what they seek.	Retrieve/use required documents
	<b>Objective 2:</b> Depict the friendly, supportive environment at AHS.		
	Tactic	Audience Effect	Potential Action
Tell stories of individuals who have used supports.	Audiences understand simplicity and benefit of using supports.	Use supports	

<b>Goal #5</b>			
<b>Increase research collaboration among faculty and staff at AHS.</b>	<b>Objective 1:</b> Make faculty and staff aware of potential collaborative partners.		
	<b>Tactic</b>	<b>Audience Effect</b>	<b>Potential Action</b>
	Provide rich, up-to-date faculty profiles that are easy to access from many places on the new website.	Faculty and staff can see who is engaged in topics and/or fields in which there is potential collaboration.	View details about our faculty
	<b>Objective 2:</b> Celebrate successful collaboration efforts.		
	<b>Tactic</b>	<b>Audience Effect</b>	<b>Potential Action</b>
	Highlight success stories of collaborative research.	Faculty and staff see further potential in collaborating within AHS community.	Learn more about research at AHS
	<b>Objective 3:</b> Show track record of AHS faculty's research achievements.		
	<b>Tactic</b>	<b>Audience Effect</b>	<b>Potential Action</b>
	Maintain up-to-date faculty profiles with past and current research projects.	Funders and potential collaborators see evidence of AHS faculty as innovative researchers and the College as a research hub.	View details about our faculty
	Report on newsworthy completed and current research performed at AHS.	Funders and potential collaborators see evidence that AHS faculty are actively engaged and leaders in their fields.	Read latest faculty achievements
	<b>Objective 4:</b> Show ability of AHS faculty to engage in interdisciplinary and relevant research.		
	<b>Tactic</b>	<b>Audience Effect</b>	<b>Potential Action</b>
	Report on completed and current research projects performed between departments at AHS or elsewhere.	Funders and potential collaborators see evidence of interdisciplinary research at AHS.	Read latest faculty achievements
	Feature cutting-edge research performed at AHS in news stories and feature profiles.	Funders and potential collaborators see evidence that AHS faculty are leading relevant research in their fields.	Learn more about research at AHS

<b>Objective 5:</b> Show community impact of research conducted at AHS.			
	<b>Tactic</b>	<b>Audience Effect</b>	<b>Potential Action</b>
	Feature outcomes of research in news stories and feature profiles.	Funders and potential collaborators see a clear connection between research at AHS and positive benefits in the lives of community members.	Learn about impact of AHS on Chicago
	Tell stories of community members who benefited from AHS research initiatives.	Funders and potential collaborators see close connection between AHS and surrounding communities.	Learn more about research at AHS

## Goal #6

Increase student engagement with college and departments.

**Objective 1:** Make students aware of events at the college level and in departments and programs.

Tactic	Audience Effect	Potential Action
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Update calendar events and news regularly and display prominently on department homepages and other relevant pages in department sections.	Current and prospective students see liveliness of college and departments, inspiring them to get involved.	Sign up
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Create a destination for current students on the new website that engages and entices them with exclusive information — especially calendar events.	Current students receive quick access to the breadth and depth of what the college offers.	Learn more about ...
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**Objective 2:** Increase student awareness and use of extracurricular services and growth opportunities, e.g. advising, tutoring, alumni networking.

Tactic	Audience Effect	Potential Action
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Connect content in different sections of the site by using eye-catching promo boxes to make users aware of additional relevant content.	Current and prospective students visit pages and sections that they would not otherwise seek out.	Find out about ...
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Create a destination for current students on the new website that engages and entices them with exclusive information — especially calendar events and news — that they need to know.	Current students receive quick access to the breadth and depth of what the the college offers.	Learn more about ...
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## Goal #7

Increase alumni engagement with college and departments.

**Objective 1:** Show how alumni can help, assist, and/or volunteer with current students.

Tactic	Audience Effect	Potential Action
Better promote college and department events and opportunities in event calendars found throughout the new website.	Alumni who are seeking opportunities to engage with the College and/or departments can easily find them	Find out how to get involved

**Objective 2:** Showcase achievements of alumni.

Tactic	Audience Effect	Potential Action
Profile AHS alumni achievements through news stories and images.	Alumni feel pride in being connected to high-achieving AHS community	Learn more about our alumni

**Objective 3:** Facilitate connections among alumni.

Tactic	Audience Effect	Potential Action
Collect updates from AHS alumni through an online form.	Alumni feel that the College cares about their success and are more compelled to remain engaged.	Send us an update
Publish updates from AHS alumni.	Alumni learn about classmates' milestones and feel connected to their AHS community.	Read about your classmates

<b>Goal #8</b>			
<b>Increase number and amount of monetary donations.</b>	<b>Objective 1:</b> Show potential impact of donations (e.g. facility upgrades, more funds for students).		
	<b>Tactic</b>	<b>Audience Effect</b>	<b>Potential Action</b>
	Feature completed projects that were funded by donations and tell stories of students supported by donations.	Potential donors see evidence that AHS utilizes donations well; they can imagine themselves making a difference.	Make a donation
	List current opportunities and fundraising goals for the College.	Potential donors see how their donation can directly impact the College.	Make a donation
	<b>Objective 2:</b> Make it easy for website users to donate.		
	<b>Tactic</b>	<b>Audience Effect</b>	<b>Potential Action</b>
	Utilize online payment form.	Potential donors can easily make a donation online.	Make a donation
	Provide more prominent access points to online payment form.	Potential donors are invited to give on every page of the site.	Give

Goal #9			
Increase AHS contact with the community.	<b>Objective 1:</b> Highlight clinical services and options for residents.		
	Tactic	Audience Effect	Potential Action
	Clearly state that community residents are welcome to take advantage of clinical services.	Community members are aware of the options AHS clinics provide for them.	Visit [AHS clinic]
	Describe clinical services available to community residents.	Residents see at a glance whether an AHS clinic can meet their need.	Visit [AHS clinic]
	<b>Objective 2:</b> Promote opportunities to participate in AHS activities (e.g. events, research studies).		
	Tactic	Audience Effect	Potential Action
	Promote College- and department-sponsored events and opportunities.	Community members are more aware of ways to positively interact with the College.	Join us at [event]
	<b>Objective 3:</b> Show AHS' involvement with the community.		
	Tactic	Audience Effect	Potential Action
	Tell about AHS' involvement in the community through images and stories.	Prospective students see AHS as a place that fosters experiences in the community; community members see evidence that AHS is involved, current.	Learn more about [organization/club/class]
Highlight student clubs/classes that include community involvement.	Prospective and current students see opportunities within their discipline to be involved with the community.	Join [organization/club/class]	

# What's Next

Following the acceptance of the Research Brief, our work turns to conceptualizing and planning the new website. We will be focusing on the following four areas:

- **Content strategy:** We'll involve key stakeholders in discussions about the content through workshops focused on better serving the needs of target audiences and meeting the college's goals. Discussion about content will influence both the organization of the site and its design.
- **Architecture:** A website's architecture is the core element that determines whether users will be successful and satisfied. The architecture dictates the hierarchy of pages on the site, the menu labels, the priority of information on the pages, and the navigation system that site visitors will use to find information. Our main tool in creating the architecture and communicating it to you is a wireframe — a digital sketch of the site.
- **Design:** AHS must be brought to life by a professional, modern look that sets it apart from its peers. Although the basis for the design will be the new UIC branding guidelines, conversations about the tone and feel of the new AHS site as well as review and discussion of your current marketing materials will guide our specific design recommendations for this college. Our designs for all page templates will be responsive, allowing them to adapt to screen sizes from smartphones to tablets to wide desktop monitors. Responsive design helps users quickly find the information they need regardless of which device is in their hands.
- **Technical details:** The more we uncover about your existing technology earlier in the project, the more we can avoid surprises later in the development phase. Through discussion and investigation, we will look into such issues as current and future website hosting, operating system and other requirements for hosting, authentication of users, securing sensitive data, and current website performance.



# Appendix

- Interview Record
- Content Inventory
- Content Inventory Analysis
- Google Analytics Analysis
- Undergraduate Questionnaire
- Graduate, Professional, and Non-degree Questionnaire
- PhD Questionnaire
- Personas

# Interview Record

Date	Full Name	Department	Contact
8/26/2015	Yolanda Suarez-Balcazar	Occupational Therapy	Interview
8/26/2015	Demetra John	Physical Therapy/Student Affairs	Interview
8/27/2015	Larry Pawola	Biomedical and Health Information Sciences	Interview
8/27/2015	Tanvi Bhatt	Physical Therapy	Interview
8/28/2015	Ken Morgan	Director of Urban Health Program	Interview
8/28/2015	Eileen Doran	Student Affairs	Interview
8/31/2015	Gail Fisher	Occupational Therapy	Interview
8/31/2015	Eric Swirsky	Biomedical and Health Information Sciences	Interview
9/1/2015	Christine Young	Biomedical and Health Information Sciences	Interview
9/1/2015	Tamar Heller	Disability and Human Development	Interview
9/1/2015	Mark Grabiner	Kinesiology	Interview
9/2/2015	Mary Kay Rizzolo	Disability and Human Development	Interview
9/8/2015	Valarie Prater	Health Information Management	Interview
9/8/2015	Ross Arena	Physical Therapy/(Interim Dept. Head) Kinesiology and Nutrition	Interview
9/10/2015	Carol Braunschweig	Nutrition	Interview
9/14/2015	Sarah Parker Harris	Disability and Human Development	Survey
9/15/2015	Kirsten Straughan	Kinesiology	Survey
9/16/2015	Giamila Fantuzzi	Kinesiology	Survey
9/17/2015	Jamie Shifley	Kinesiology	Survey
9/18/2015	John Coumbe-Lilley	Kinesiology	Survey
9/19/2015	Michael Dieter	Biomedical and Health Information Sciences	Survey
9/20/2015	Karen Patena	Biomedical and Health Information Sciences	Survey
9/21/2015	John Daugherty	Biomedical and Health Information Sciences	Survey
9/22/2015	Joelle Lantz	Rehabilitation Sciences	Survey
9/23/2015	Alex Aruin	Rehabilitation Sciences	Survey
9/24/2015	Demetra John	Rehabilitation Sciences	Survey
9/25/2015	Jenica Lee	Occupational Therapy	Survey
9/15/2015	Gay Girolami	Physical Therapy	Survey
9/21/2015	Annie Li	Biomedical and Health Information Sciences	Interview
9/21/2015	Paige Parola	Nutrition	Interview
9/21/2015	Nell Koneczny	Disability and Human Development	Interview
9/21/2015	Renee Fitzpatrick	Nutrition	Interview

Date	Full Name	Department	Contact
9/22/2015	Philip Clifford	Office of Research	Interview
9/22/2015	Abbie Willey	Physical Therapy	Interview
9/22/2015	Carmel Esmailzadegan	Biomedical and Health Information Sciences	Interview
9/24/2015	Chris Thompson	Kinesiology	Interview
9/29/2015	Andrew Sawers	Kinesiology	Interview
10/1/2015	Mary Khetani	Occupational Therapy	Interview
10/7/2015	Michelle Bulanda	Physical Therapy	Workshop
10/7/2015	Aaron Keil	Physical Therapy	Workshop
10/7/2015	Erika Chavez	Advancement	Workshop
10/7/2015	Patty Pisman	Student Affairs	Workshop
10/7/2015	Elaine Nicholas	Student Affairs	Workshop
10/7/2015	Maria Larson	Occupational Therapy	Workshop
10/7/2015	Jamie Shifley	Nutrition	Workshop
10/7/2015	Christine Young	Biomedical and Health Information Sciences	Workshop
10/7/2015	Debra Simon	Student Affairs	Workshop
10/7/2015	Karen Patena	Biomedical and Health Information Sciences	Workshop
10/7/2015	Randal Stone	Kinesiology	Workshop
10/7/2015	Andrew Sawers	Kinesiology	Workshop
10/7/2015	Eileen Doran	Student Affairs	Workshop
10/7/2015	Beck Rothke	Physical Therapy	Workshop
10/7/2015	Eric Swirsky	Biomedical and Health Information Sciences	Workshop
10/7/2015	Claudia Diaz	Disability and Human Development	Workshop
10/8/2015	Bo Fernhall	Dean	Interview

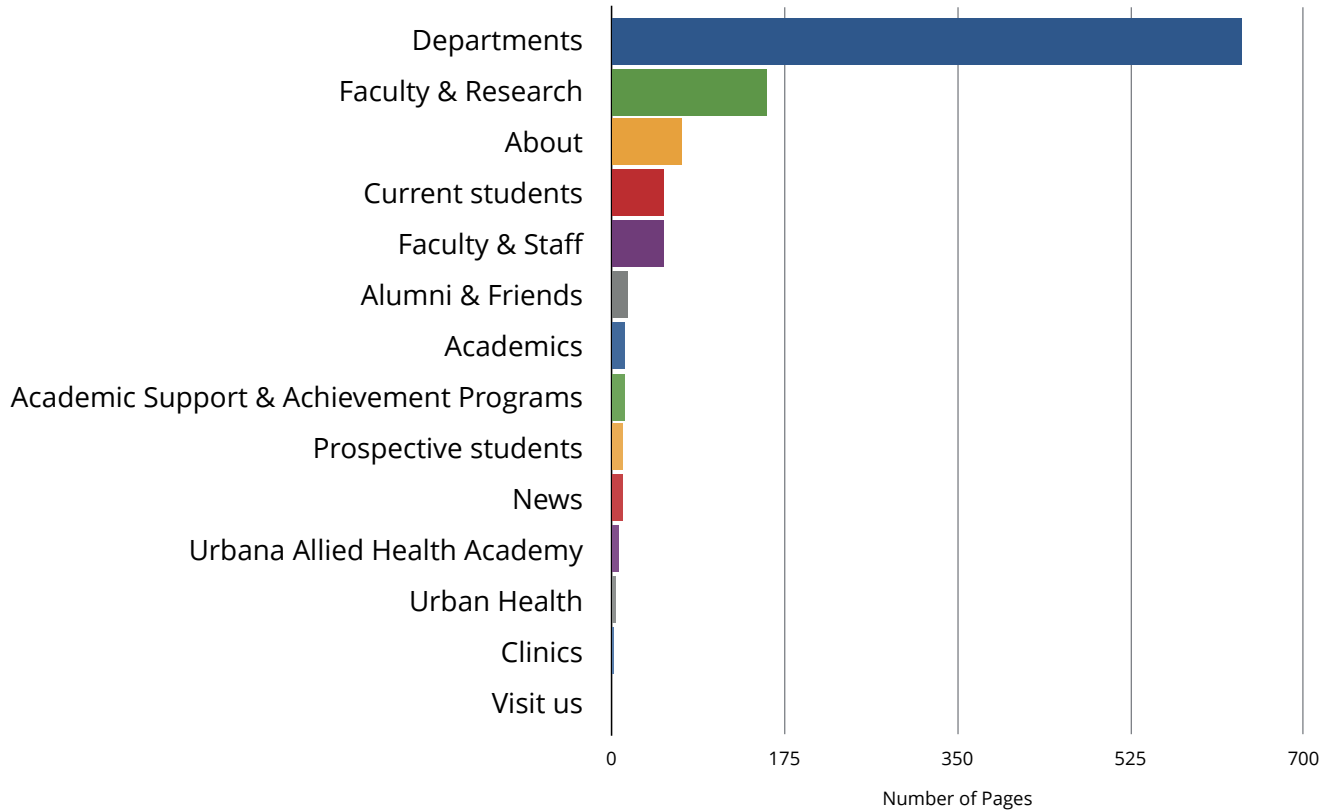
We also had contact with 173 students and 14 program directors through three online questionnaires.

# Content Inventory

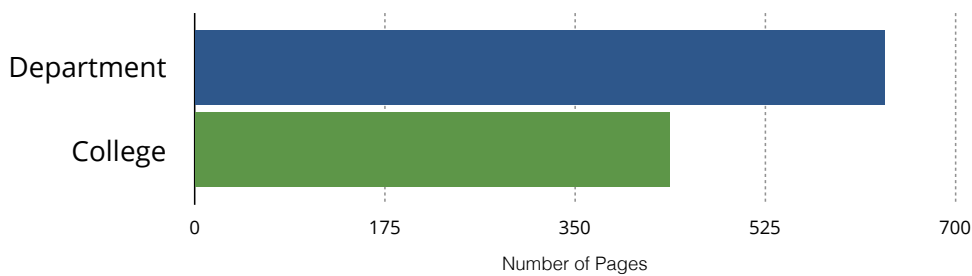
The content inventory is available as a Microsoft Excel file from the Web Leadership Team. The file shows each page of the website in a separate row on the spreadsheet with columns representing facets about the page.

# Content Inventory Analysis

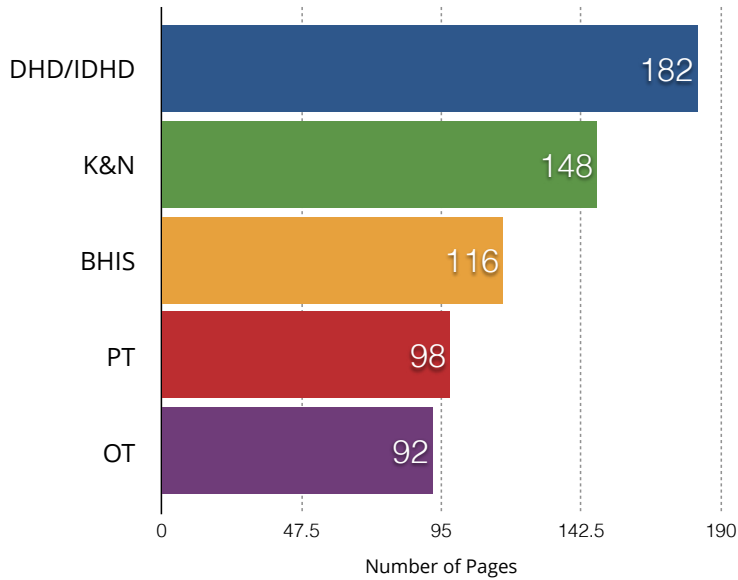
## Number of pages by section



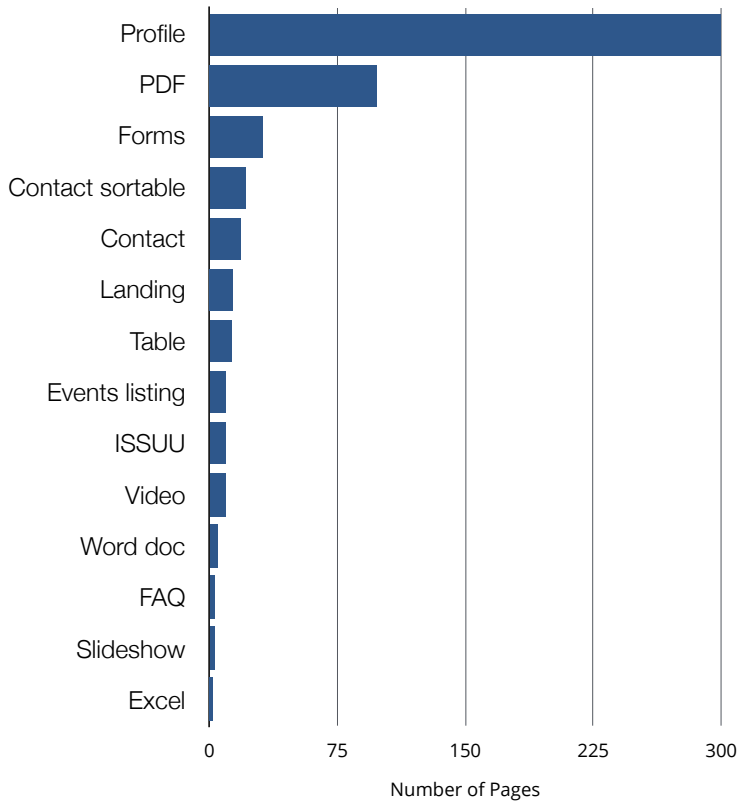
## “College” pages vs. “department” pages



## Number of “department” pages

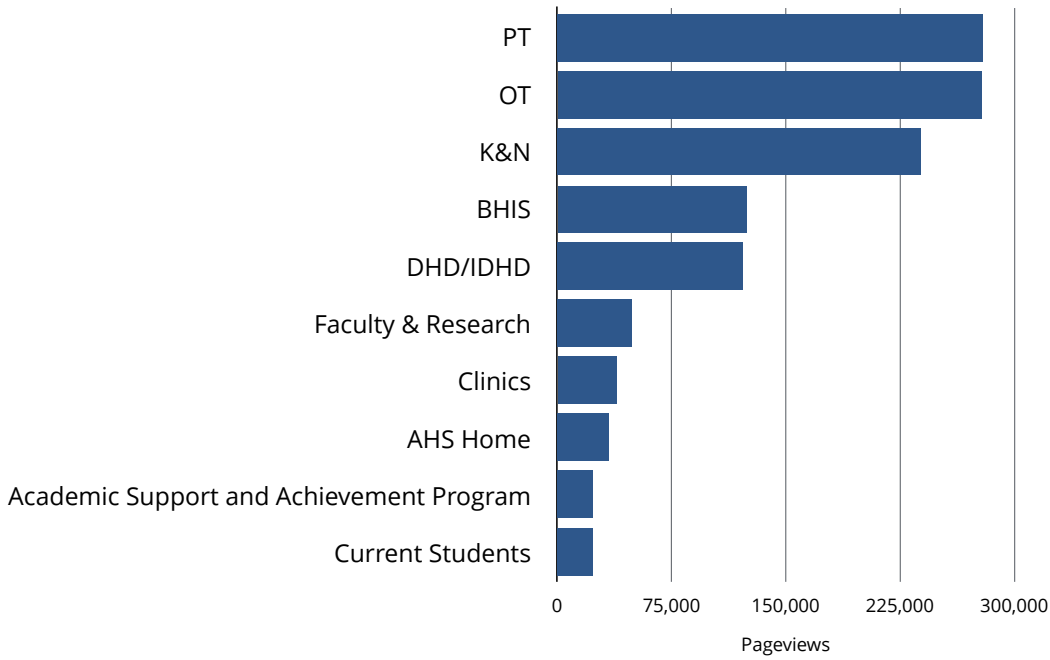


## Types of special content



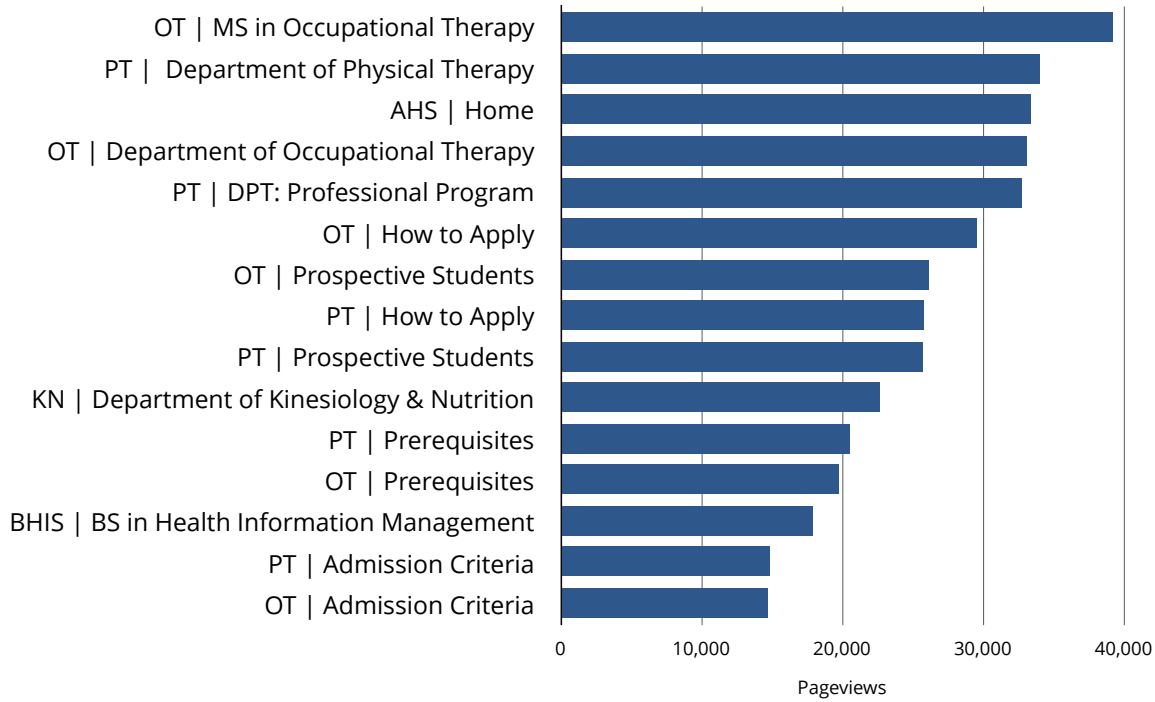
# Google Analytics Analysis

## Pageview traffic by content cluster



Traffic data from Sept. 1, 2014, to Aug. 31, 2015

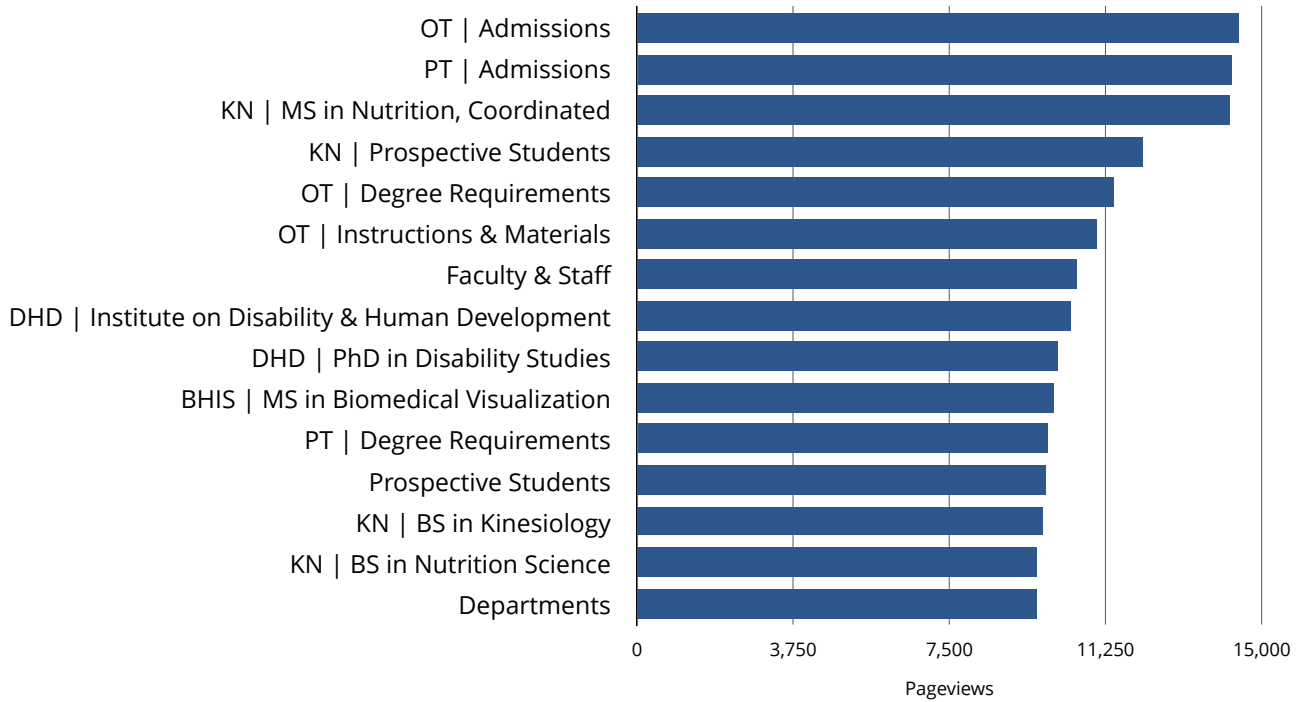
## Pageview traffic for individual pages: Top 1-15



Traffic data from Sept. 1, 2014, to Aug. 31, 2015



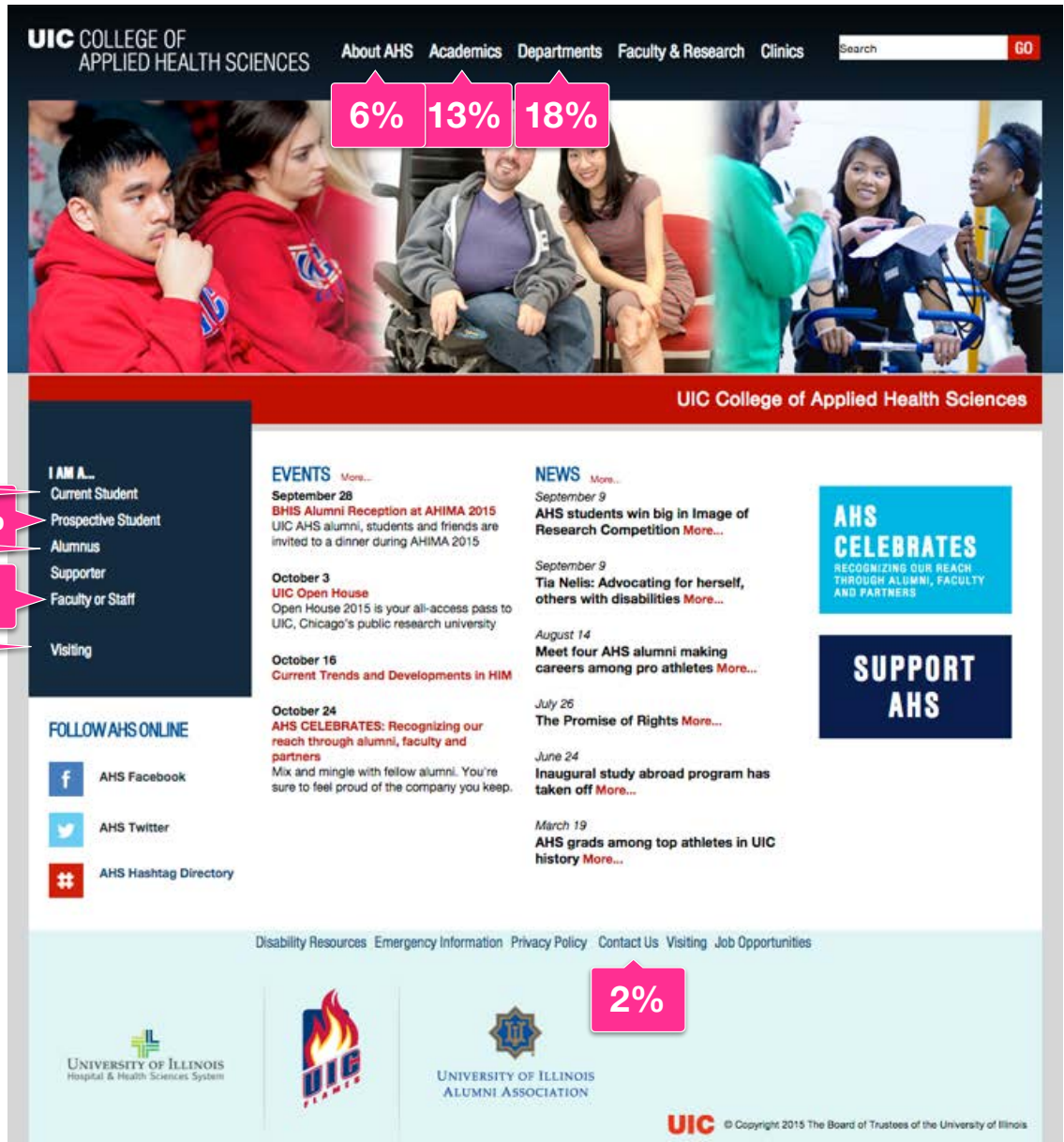
## Pageview traffic for individual pages: Top 16-30



Traffic data from Sept. 1, 2014, to Aug. 31, 2015

# Next Page after Person Visits Homepage

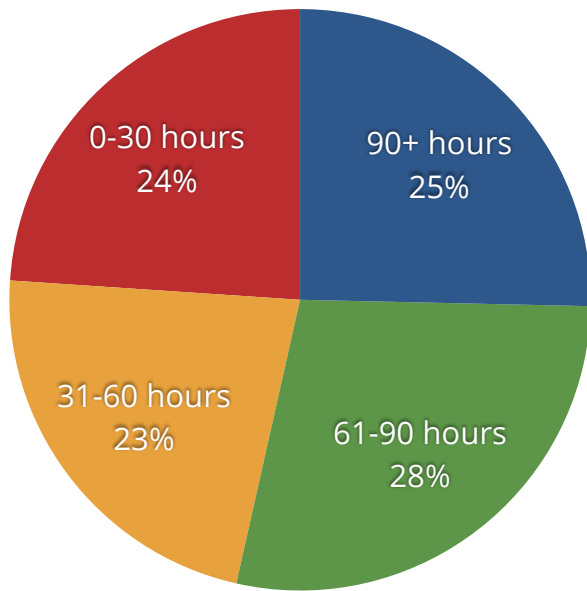
Traffic data from Sept. 1, 2014, to Aug. 31, 2015.



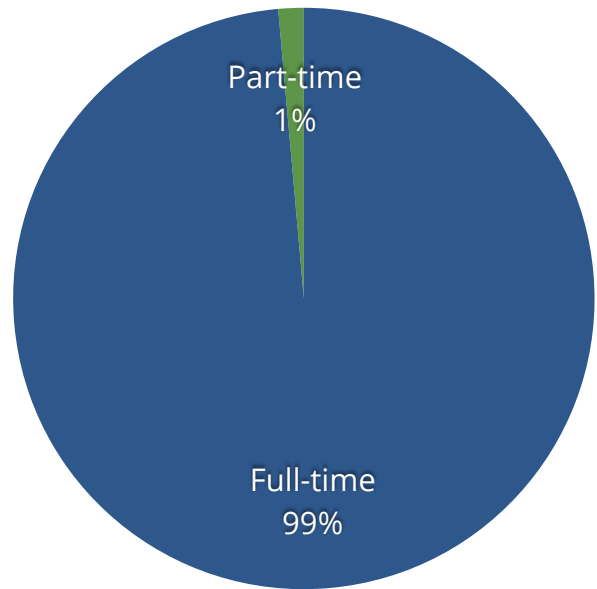
# Undergraduate Questionnaire

Number of responses: 71

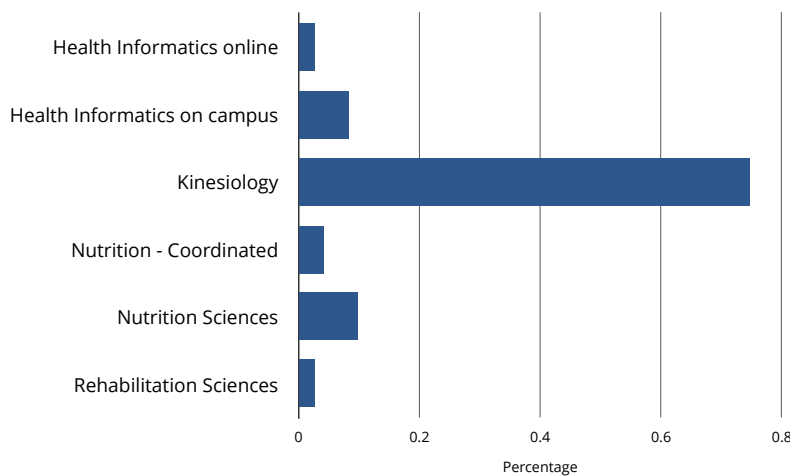
Number of hours completed



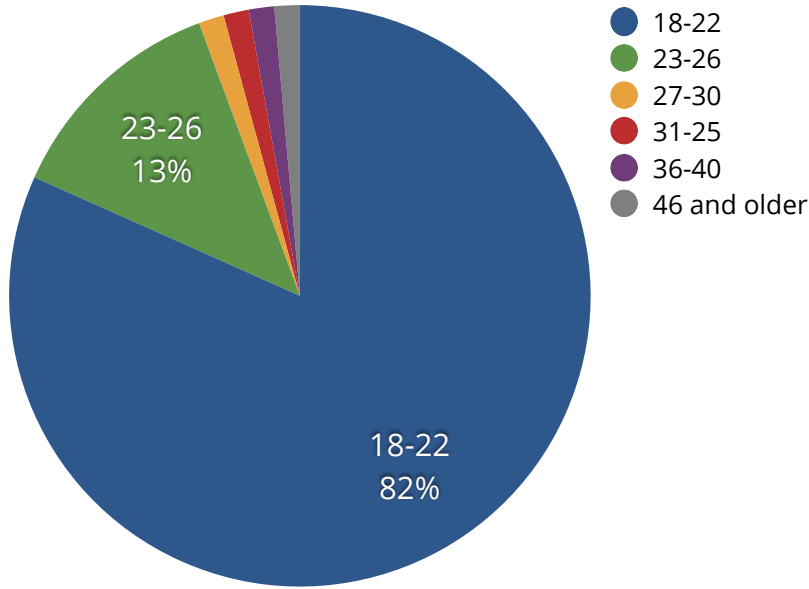
Enrollment status



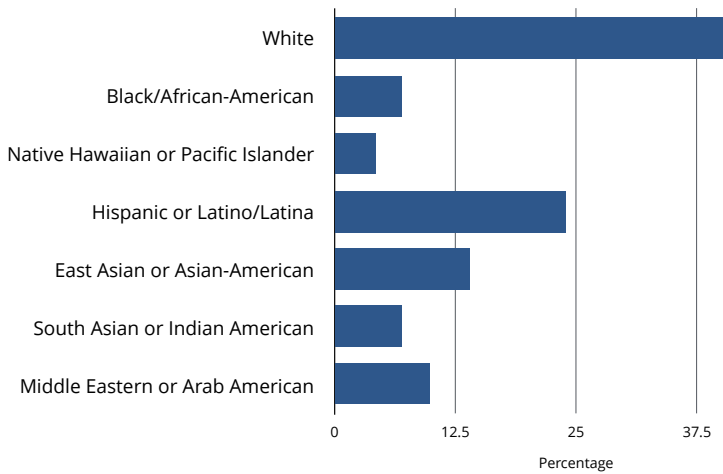
## What program are you associated with?



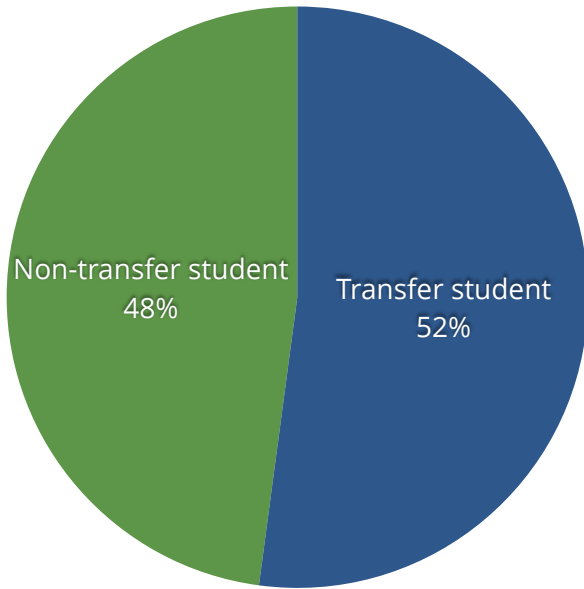
### Age



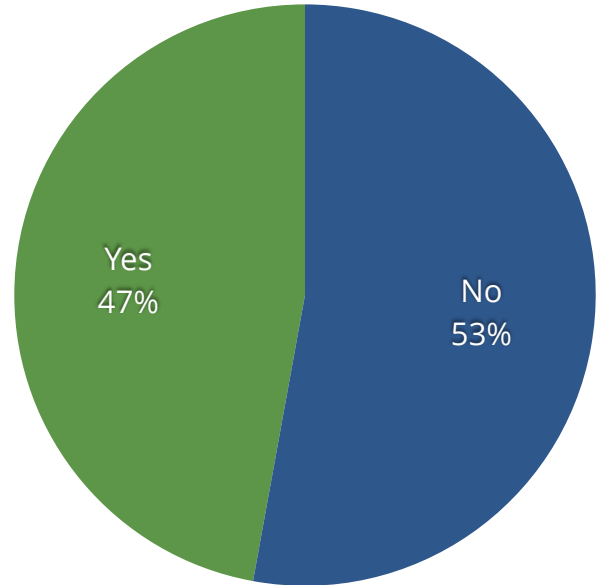
### Race/Ethnicity



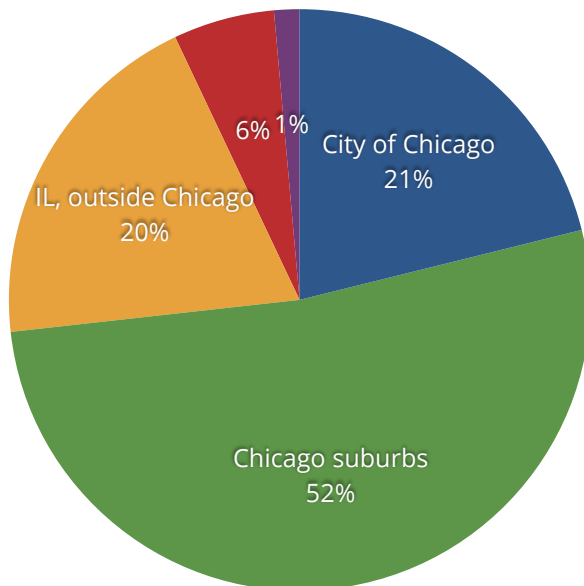
Transfer students



Are you a first-generation college student in your family?

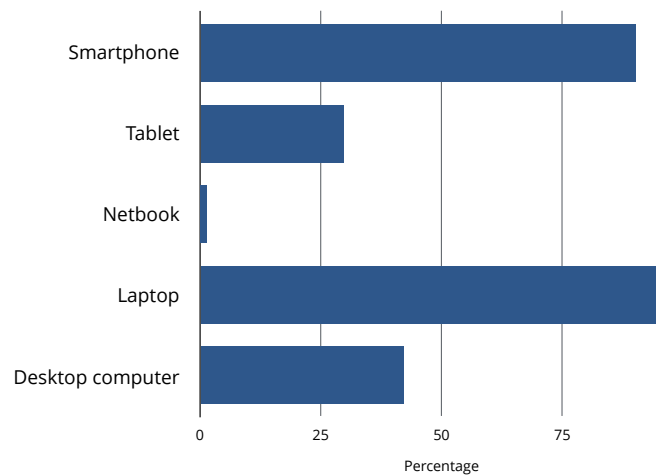


Where did you live before attending UIC?



- City of Chicago
- Chicago suburbs
- IL, outside Chicago
- U.S., outside IL
- Outside the U.S.

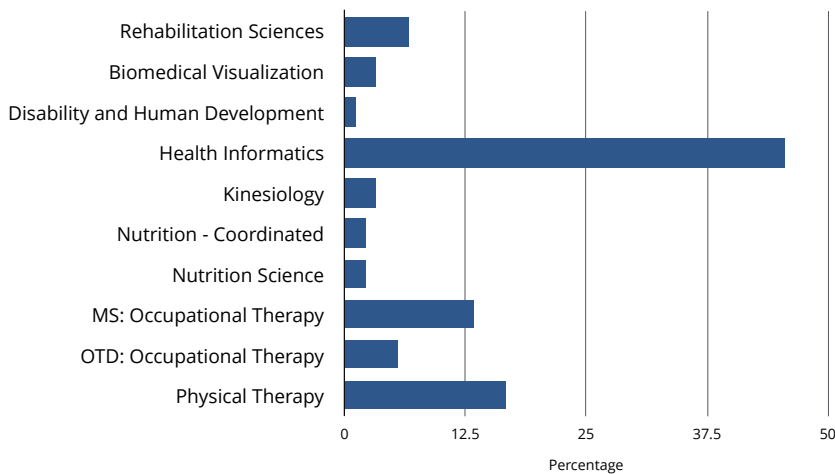
What devices do you use to access the web?



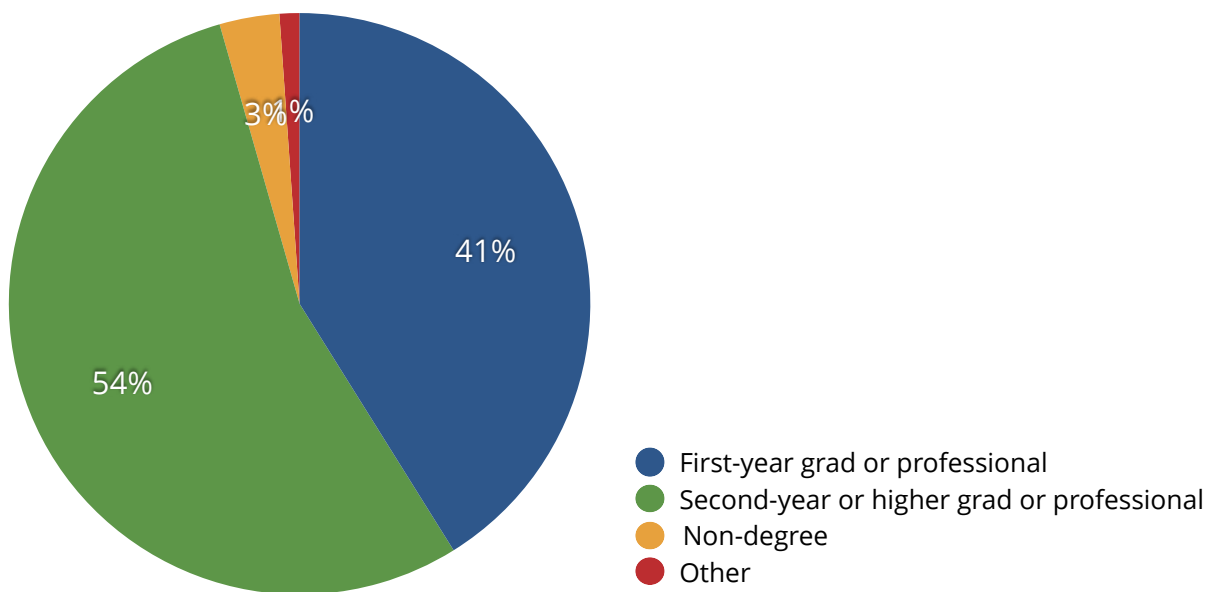
# Graduate, Professional, and Non-degree Questionnaire

Number of responses: 90

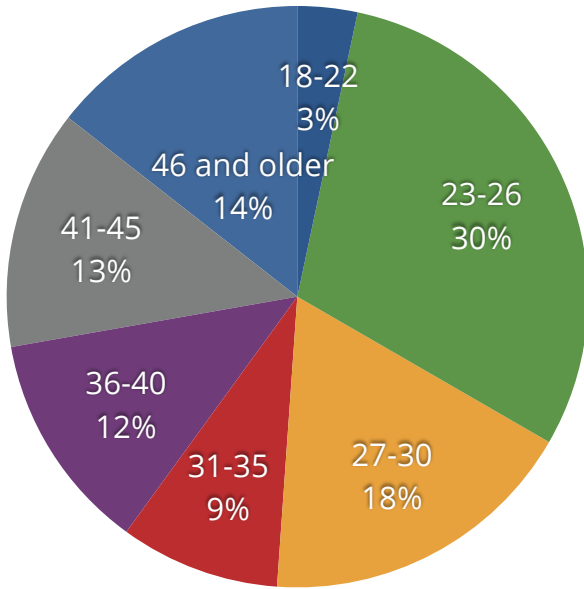
What program are you associated with?



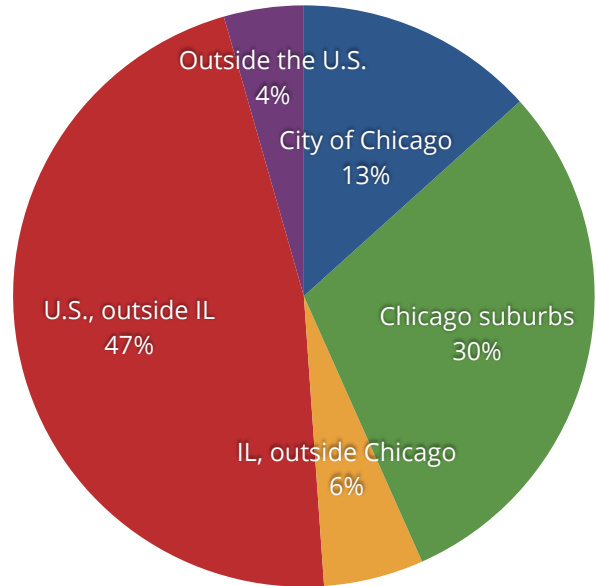
What type of student are you?



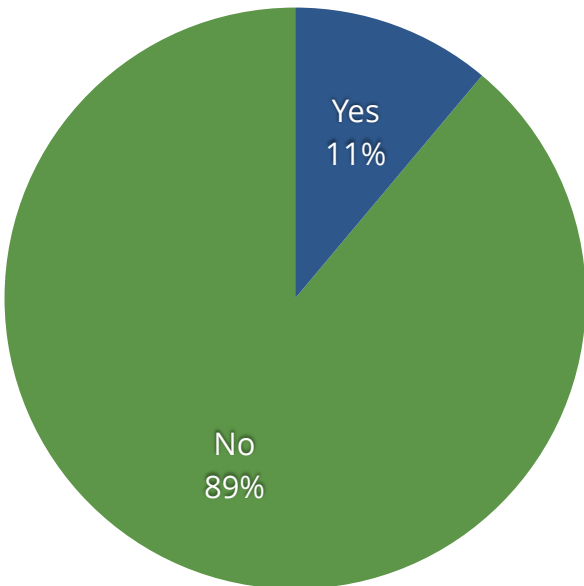
Age



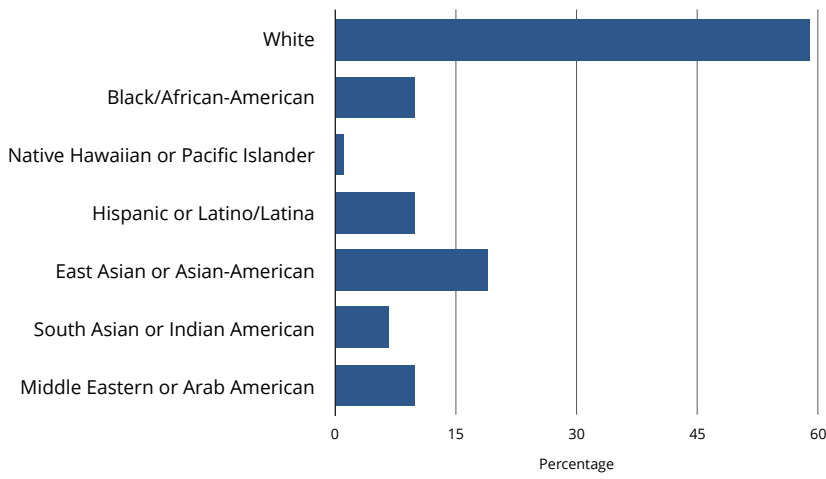
Where did you live before attending UIC?



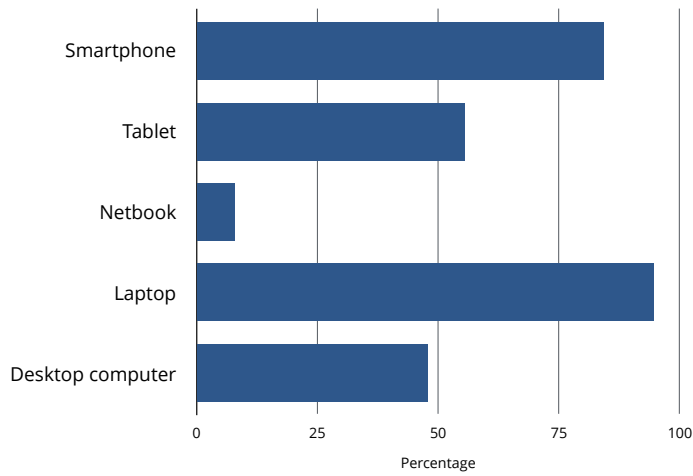
Have you been able to participate in research on an AHS team?



## Race/Ethnicity



## What devices do you use to access the web?

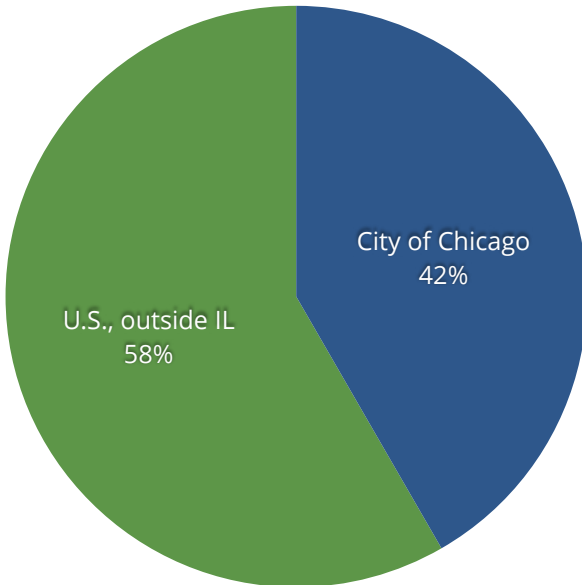




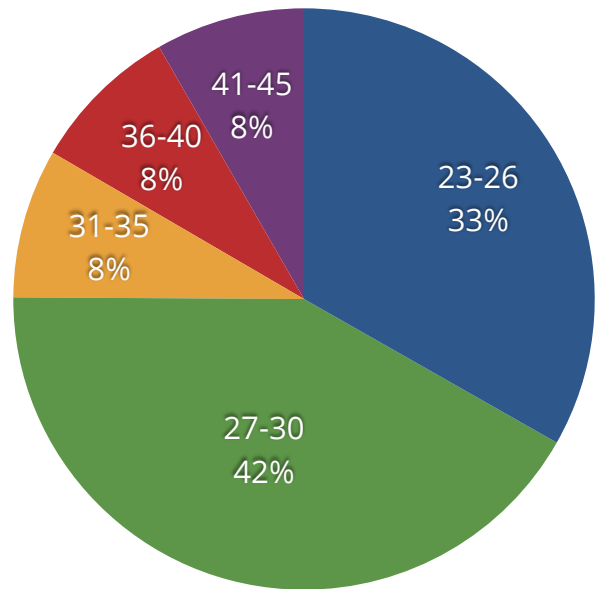
# PhD Questionnaire

Number of responses: 12

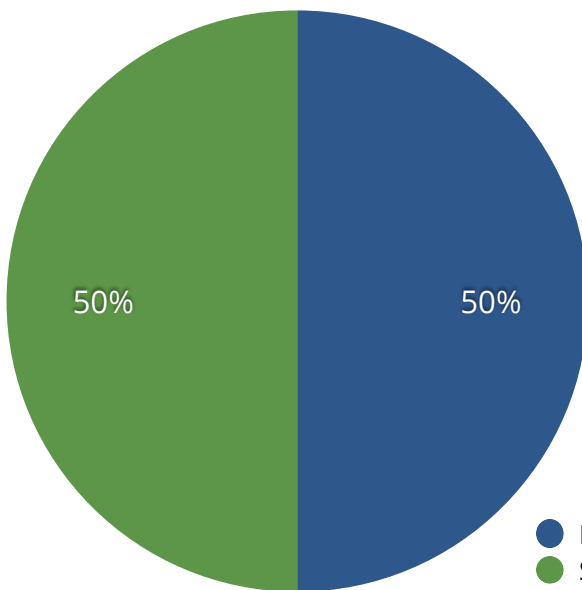
Where did you live before attending UIC?



Age

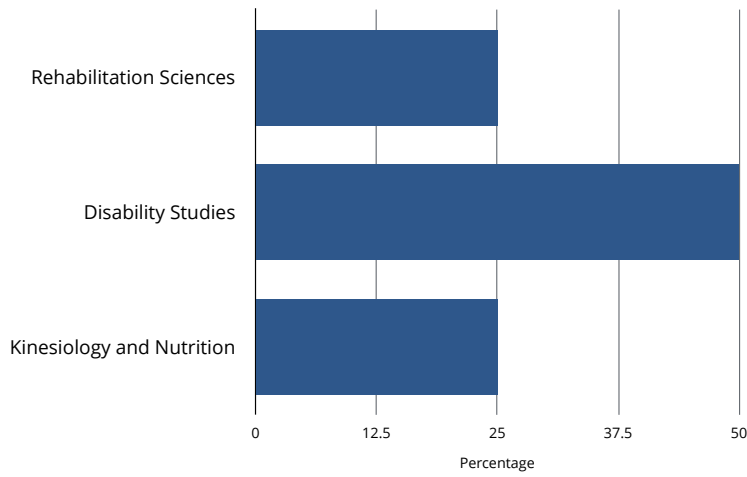


What type of student are you?

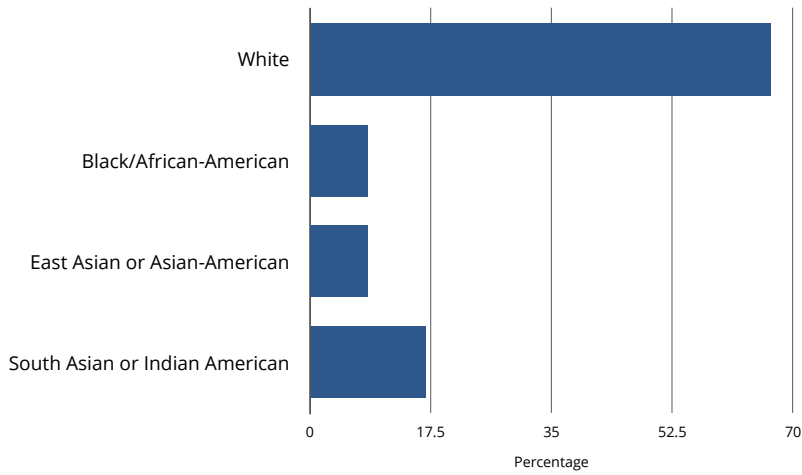


- First-year PhD student
- Second-year or higher PhD student

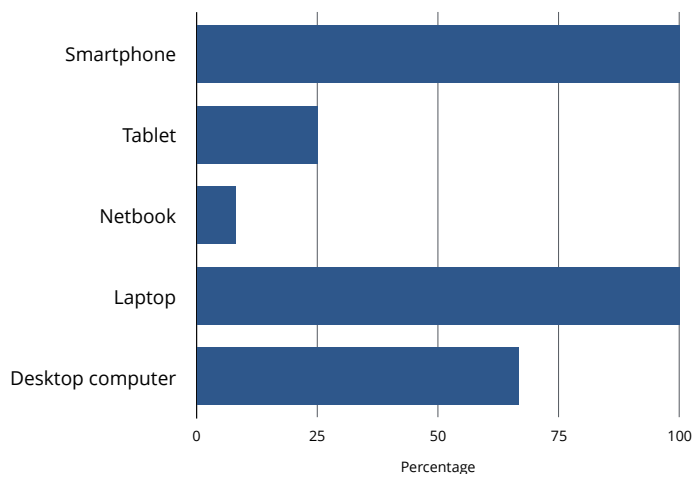
### What program are you associated with?



### Race/Ethnicity

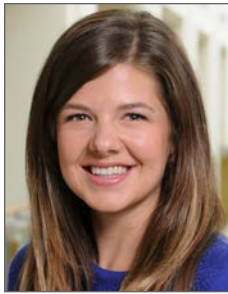


### What devices do you use to access the web?



# Personas

Personas are a tool for understanding what primary audiences want and need from the website, which is the cornerstone to building an optimal user experience. Personas are summaries and models about the people we have observed and researched during this Discovery Phase. Though they are depicted as specific individuals, they are not; rather, they are representative of your primary audience groups. The personas below are meant to review and communicate patterns and to help establish a fundamental understanding of the primary users of the AHS website.



## Sarah the Undergrad

Full-time Kinesiology student, has completed one semester

From Chicago suburbs. Applied to schools in Illinois only. Is considering applying to a medical program or becoming a personal trainer after earning her BS.

### Pain Points

As a commuter, Sarah spends a lot of time traveling to and from campus and this eats into her study time.

Also because she commutes, she does not feel she has time to stay on campus longer for activities or join groups and has trouble connecting with her peers.

She doesn't feel very confident about her future and isn't sure what career path would best suit her.

She worries about money.

She longs for more one-on-one time with her professors, adviser, tutors.

### Motivations

Sarah loves her major.

She wants to become more comfortable on campus and in her major (meeting new friends, excelling at school).

She is hoping to be able to join a research project, so she has something more experience and stands out if she decides to apply to med school and can get a good recommendation.

At moments when she's leaning toward applying to med school, she feels very motivated in her studies (but that's not all the time).

### Behaviors

#### Connection with community



#### Loyalty to College of AHS



#### Interest in gaining experience with diverse populations



### Reasons to Visit AHS Website

Find out about events going at AHS.

Learn more about graduate programs at UIC that might be good for her.

To check the requirements for her program.

To find out how to schedule an appointment with her adviser.

Look up professors who she has had might be looking for research help.



## Alex the Undergrad

Full-time Nutrition Science student, has completed at least 90 credits

First-generation college student. Plans to apply to graduate school and become a registered dietitian. Is involved in clubs related to her major.

### Pain Points

The curriculum of her program is demanding, and she occasionally needs additional academic support.

In addition, the strain of her demanding clinical rotations limit her ability to work additional hours, which she needs in order to pay tuition.

### Motivations

She feels well-supported by faculty members and never has a problem communicating with them.

She has a passion for the field and feels internally motivated to succeed and start her career.

She knows her time at AHS will prepare her well for her career in dietetics.

### Behaviors

#### Connection with community



#### Loyalty to College of AHS



#### Interest in gaining experience with diverse populations



### Reasons to Visit AHS Website

Seek out tutors and academic support for her program.

Look for scholarship opportunities to ease the upcoming financial burden of graduate school.

Find links to professional organizations related to her field.



## Stephen the Master's Student

Second-year Health Informatics student (online)

Has a job in lab administration. Plans to make a career change and work for a consulting firm after earning his degree.

### Pain Points

He also has a job, so he's always juggling time to devote to his studies.

Because of that, he doesn't have time to waste when he's working, so he gets annoyed when he can't find what he wants online.

Less interaction with faculty, staff, and classmates than an on-campus student.

### Motivations

Despite the time crunch, he appreciates the flexibility the online option provides.

Prospective career opportunities with his Health Informatics degree are abundant and will pay well.

Connections he's making at AHS will be useful for mentoring advice as he transitions into his consulting job.

### Behaviors

#### Connection with community



#### Loyalty to College of AHS



#### Interest in gaining experience with diverse populations



### Reasons to Visit AHS Website

Check graduation requirements.

See who his professors are and what they specialize in and what their career paths have been.

Find policy information, such as late registration, grade changes, etc.



## Jenny the OT Student

Second-year doctorate student in Occupational Therapy

From Chicago suburbs. Got a BA in Psychology from UIC. Plans to work for an organization post-graduation.

### Pain Points

Because Jenny commutes and is often doing field work, she's not on campus very much and has trouble feeling connected to what is happening on campus.

The OT curriculum is very demanding, and she doesn't have time for much else besides her studies, field work, and part-time job.

### Motivations

Jenny is proud to be part of such a high-quality program and believes she'll have great job prospects after she graduates.

Jenny enjoys her fieldwork and opportunity to get out of the classroom and work with people.

### Behaviors

#### Connection with community



#### Loyalty to College of AHS



#### Interest in gaining experience with diverse populations



### Reasons to Visit AHS Website

Check the requirements for her program.

Look up faculty before she starts a class with them.

Looks for advice about getting a job in the OT field.



## Tommy the PhD Student

First-year PhD student in Disability Studies

From Tennessee. He hopes to pursue a research and teaching post-doc position after graduation and then apply for a tenure-track job.

### Pain Points

Tommy is already worried about getting funding to do his own research later in the program.

He's still trying to fit into his research group and figure out all the personalities.

He's worried about keeping up with all the reading he's been assigned as well as starting to get involved in the community and starting to make his own contacts.

He's not familiar with the Chicago at all and is having trouble adjusting to such a big city. (He's also not looking forward to the winter in Chicago.)

### Motivations

Tommy knows he's part of an incredible program and wants to live up to the expectations.

Tommy got interested in disability studies because of his sister's challenges, and thinking of her keeps him working hard.

### Behaviors

#### Connection with community



#### Loyalty to College of AHS



#### Interest in gaining experience with diverse populations



### Reasons to Visit AHS Website

He's looking for opportunities to find out more about the Chicago disability community and checks for events that would help with that.

He checks faculty profiles to understand the specific interests of his different professors.

He's already thinking about his courses for next spring and wants to see what is offered.





## Daniel the Prospective Faculty Member

Has a PhD in rehab and movement sciences. Recently completed a post-doc in biomedical engineering. Hopes to find a tenure-track position at a school where he can practice research.

### Pain Points

He is annoyed by the amount of administrative red tape to jump through in order to establish his research track.

Research funds are difficult to obtain, and he feels the pressure to stand out to get grants.

His line of research necessitates collaboration, so he needs to find the right colleagues to partner with him.

### Motivations

He wants to find a position that includes initial financial support to develop his line of research.

He is looking forward to meeting fellow faculty members who will become his colleagues.

### Behaviors

#### Connection with community



#### Loyalty to College of AHS



#### Interest in gaining experience with diverse populations



### Reasons to Visit AHS Website

Look at the current faculty, curriculum, and student body makeup at AHS.

See data about research at AHS, e.g. grants awarded, research in progress, etc.

See what sort of benefits come with being a faculty member at AHS.



## Susie the Alumnae

Earned a BS in Nutrition from AHS in 2000. Owns her own personal training and nutrition consulting business in her home state of California.

### Pain Points

She feels more disconnected from the College because of distance and how far she is from the community.

Since she's a business owner, she is very busy with administrative and financial duties unrelated to her field.

If she doesn't remember to update her contact information with the college, she doesn't stay in touch with happenings at AHS.

### Motivations

She wants to grow her business and strengthen her brand, as well as learn to promote it in various ways.

She wants to network with peers and clients and stay involved with professional organization related to her field.

She would like to connect with other alumni who may be in California.

### Behaviors

#### Connection with community



#### Loyalty to College of AHS



#### Interest in gaining experience with diverse populations



### Reasons to Visit AHS Website

To connect with fellow alumni and her former professors and keep up with their lives.

To find alumni resources in California.