English Department Website
User Research Proposal

Portland State
UNIVERSITY

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Writers Course

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Introduction and History

The Portland State University (PSU) English Department website serves as a resource for current and prospective students as well as faculty and staff. The website provides critical information and resources pertaining to undergraduate and graduate programs offered in the English Department at PSU, which includes Film Studies, Creative Writing, Comic Studies, Book Publishing and Technical and Professional Writing. The English Department website is a "living document" that is updated and curated on a continuing basis to reflect user needs. In an effort to streamline the website and increase its functionality, the site recently migrated to Drupal 8, a content management system, which has some accessibility features built into its design. Further user research is necessary to gain a better understanding of the user experience in navigating the website, and to understand if any unmet user needs persist.

This project aims to use information, gathered through surveys and interviews, to create user personas and scenarios. These detailed and well-rounded personas—encompassing different goals, emotional mindsets, cultural contexts, ability levels, and accessibility concerns—will not only allow us to understand who the users of the PSU English Department website are, but also their motivations for coming to the site. These data will provide an overall understanding of how users of the website feel about their experiences with it. Fulfilling these project goals will provide future users of the PSU English Department website a more enriching experience.

Objectives, Measures & Scope of Study

The objectives of this research study are as follows:

- To understand who the users of the PSU English Department website are
- To gain insight on the goals and motivations of PSU English Department website users
- To understand how users feel about the PSU English Department website
- To understand the accessibility needs of PSU English Department website users

The measures of this study are as follows:

Survey
A survey will be emailed to users of the PSU English Department website asking for their opinions, beliefs and attitudes (as they relate to the website), and for stories about times they've used the website. The survey will use closed and open-ended questions to gain insight into user experience with a minimum of thirty participants.

This activity has four objectives:

- To ask every user the same questions in a structured manner
- To collect information from a large sample of users (and non-users)
- To collect demographic information of users (and non-users)
- To identify participants who are willing to participate in interviews

The following data will be collected:

- Demographic, accessibility, and disability data
- General information about why users come to the website
- General data about how users are meeting their goals on the website

Interviews

We will interview 12-20 users. Survey participants will be given the opportunity to partake in semi-structured interviews, which will deepen our understanding of user needs, thoughts, goals, and emotions.

This activity has three objectives:

- To integrate perspectives from multiple users
- To gain a holistic view of users
- To collect information that will guide in the creation of personas and scenarios that will represent end users

The following data will be collected:

- The primary purposes and needs of users
- How users access the site, as well as user impressions of site navigability on mobile devices and computers
- Cultural accessibility needs and accessibility needs for people with disabilities
- User impressions of the website

Information collected from surveys and interviews will be used to create multiple user personas and scenarios reflecting users and their distinct needs, feelings and motivations, and their perceptions of the website. As the English Department website is a "living document," these personas and scenarios will help the managers of the English Department website better serve its users.

__Research Methods__

Method #1 - User Survey

Goals

The goal of this survey is to collect general demographic data about users who visit the Portland State University English Department website; to find out why these users come to the site and to ascertain if they are generally successful in finding the information they need when visiting the site. We hope that this survey, along with associated interviews, will help us better understand the variety and diversity of users' experiences with the English Department website. When conducting this survey we will collect quantitative and qualitative data from self-reported user responses, with the goal of gathering responses from a wide spectrum of users who interact with the English Department website.

Consent Form and Questions

The following is the text that accompanies the Website User Survey. The table below includes the survey questions asked via Google forms, answer options (yes/no, multiple choice, write-in) and the research team's objective for each question asked. The survey is also available via [this link.](#)

> Thank you for participating in the Portland State University English Department's **Website User Survey**. By participating in this survey activity, you will help the English Department better understand users' experiences with the English Department website and assess whether it meets users' needs. This survey is not intended to test or measure your performance in any way.
>
> You will be asked to answer a 26-question survey about your thoughts on and experiences with the current Portland State University English Department website. This online survey will take approximately 5-10 minutes to complete and is primarily multiple choice, along with optional write-in questions.
>
> Your answers will be submitted through Google Forms, where survey data will be stored in a password secure format. In order to maintain confidentiality, any data collected from this survey will remain anonymous unless you opt in to participate in a follow-up interview by providing your email at the end of the survey. You can withdraw participation and exit the survey at any point.

Select "Yes" to agree to these terms and begin the survey. Select "No" to exit the survey.

- ❏ Yes
- ❏ No

#	Question (*=required)	Options	Objective
1	Have you ever visited the Portland State University (PSU) English Department Website?*	Yes/No	Understand user familiarity with PSU English Department website
2	What is your affiliation with Portland State University? Select all that apply.*	❏ Prospective/ Transfer student ❏ Undergraduate student ❏ Post-baccalaureate student ❏ Graduate or PhD student ❏ Full-time student ❏ Part-time student ❏ Faculty and/or staff ❏ Alumni or Community Member ❏ Other	Gain information on user demographics/occupation
3	If you are enrolled as a student at Portland State University, what is your current major or program of study?	Open-ended question (write-in)	Gain information on user demographics/occupation
4	What are your educational goals? Select all that apply.	❏ Bachelor's degree (BA/BS) ❏ Master's degree (MA/MS) ❏ Doctoral degree (PhD) ❏ Professional degree ❏ Certificate ❏ Other/Write-in ❏ Does not apply (for respondents who are faculty/staff)	Understand users' motivations for accessing the English Department website
5	What are your goals for the future?	Open-ended question (write-in)	Understand users' motivations for pursuing a degree in the English Department and/or interest in the English Department

6	What device do you primarily use to access the internet?	❏ Desktop computer ❏ Laptop ❏ Mobile phone or smartphone ❏ Tablet ❏ Public computer (e.g. library computer) ❏ Other not listed here	Discover users' primary display format when reading the English Department website (desktop vs. mobile format)
7	Which of the following tools do you use to read or access content online? Select all that apply.*	❏ Screen reader ❏ Screen magnifier ❏ Speech recognition software ❏ Refreshable braille displays ❏ Closed captions and/or transcripts ❏ Other (write-in here) ❏ None of the above	Understand users' accessibility concerns and/or experiences with disability
8	How would you rate your skill with technology (smartphones, computers, etc.) for accessing the Internet?*	❏ Very poor ❏ Poor ❏ Fair ❏ Good ❏ Excellent	Understand users' comfort or familiarity with using the Internet and other technologies
9	How often do you visit Portland State University's main website?*	❏ Never ❏ Rarely ❏ Sometimes ❏ Often ❏ Always	Understand user familiarity with PSU English Department website
10	How often do you visit the Portland State University English Department website?*	❏ Never ❏ Rarely ❏ Sometimes ❏ Often ❏ Always	Understand user familiarity with PSU English Department website
11	How satisfied are you with the current PSU English Department website?*	❏ Not at all satisfied ❏ Slightly satisfied ❏ Neutral/No opinion ❏ Moderately satisfied ❏ Very satisfied	Understand users' current feelings toward the English Department website
12	What information do you typically search for when visiting PSU's English Department Website or similar academic websites? Select all that apply.	❏ English Department majors and program information ❏ Graduation requirements ❏ Application or enrollment requirements	Understand users' primary reason for accessing English Department website

		❏ Registration deadlines ❏ Department news/events ❏ Contact information ❏ Department faculty listings ❏ Department location ❏ Scholarship information ❏ Just browsing ❏ Write-in option here	
13	Which of the following issues do you face when using the PSU English Department website or similar academic websites? Select all that apply.	❏ Difficulty finding desired information ❏ Inability to read or access website information (for example, are additional accessibility tools needed?) ❏ Slow loading times ❏ Information is hard to understand ❏ Broken links ❏ Error codes ❏ None of the above ❏ Other	Understand difficulties that users face with the current English Department website
14	Is there anything else you would like us to know about your experience(s) using the PSU English Department website?	Open-ended question (write-in)	Understand users' current feelings toward the English Department website
15	What is your age?*	❏ 18-24 years old ❏ 25-34 years old ❏ 35-49 years old ❏ 50-74 years old ❏ 75+ years old	Gain information on user demographics
16	What is your gender?*	❏ Woman ❏ Man ❏ Non-Binary ❏ Transgender ❏ Two-spirit ❏ Other (write-in option) ❏ Prefer not to answer	Gain information on user demographics
21	What is your highest level of education?*	❏ High school diploma ❏ Associate's degree ❏ Bachelor's degree ❏ Master's degree	Gain information on user demographics

		❏ Doctorate degree ❏ Write-in here	
22	What is your current occupation? (if applicable)	Open-ended question (write-in)	Gain information on user demographics
23	What is your race and/or ethnicity?*	❏ Asian or Pacific Islander ❏ Black or African American ❏ Hispanic or Latinx ❏ Native American or Alaskan Native ❏ White or Caucasian ❏ Biracial or Multiracial ❏ Race/ethnicity not listed	Gain information on user demographics
24	What is your primary language?*	❏ English ❏ Spanish ❏ Portuguese ❏ Chinese (including Mandarin, Cantonese) ❏ Korean ❏ Japanese ❏ Vietnamese ❏ Arabic ❏ Hindi-Urdu ❏ French ❏ German ❏ Russian ❏ Other not listed here	Gain information on user demographics
25	Where do you currently reside?	❏ Local (Portland Metro Area or elsewhere in Oregon) ❏ National (U.S. state other than Oregon) ❏ International (outside of the U.S.)	Gain information on user demographics
26	Would you be interested in a follow-up interview on your experiences with the PSU English Department website? Follow-up interviews will take place with two student researchers over Zoom. We will invite you to share more about your personal experiences with academic websites and the PSU English Department website for 10-15 minutes. *	Yes/No	Find users who will opt-in for an interview
27	Please provide your email:	Open-ended question	Gain contact information

		(write-in)	for participants wanting to opt-in for an interview

Method #2 - User Interviews

Goals

As a research method, interviews will support the study's main objectives through insights into users' goals, attitudes, emotions, thought processes, and experiences. Interviews will complement surveys through qualitative context on statistically common responses. We have structured interviews according to the following **goals**:

- Understand who PSU English Department site users are and how they understand themselves
- Identify common reasons for visiting the website
- Recognize users' attitudes toward the English Department and their experience using the site
- Develop personas that accurately and empathetically represent user groups

To accomplish these goals, interviewers will collect the following data from users:

- Stories about experiences using the PSU English Department website
- Attitudes regarding the website's usability and usefulness
- Self-conception of user identities (career paths, academic experience, cultural contexts)
- Motivations for visiting the website
- Mental models of website navigation
- Familiarity with the PSU English Department
- Accounts of how users access the internet (mobile versus desktop, assistive technologies)
- Feedback on how to improve the website
- Emblematic quotes for personas

Field Guide for User Interviews

Overview

The research team will conduct semi-structured interviews: conversations that follow written questions (not necessarily in order) and introduce follow-up questions based on specifics from

participant answers. We will mainly recruit PSU English Department site users who opted in through the survey, with room for proxy users playing the role of prospective students. We will conduct and record interviews through Zoom after participants have completed a brief consent form. These interviews will target a representative sample of 12-20 users and last 15-20 minutes each.

Interview team members will assume one of two roles: moderator or notetaker.

Roles

<u>Everyone:</u>
- Sign up for Interviews
- Create rapport with the participant by providing a welcoming, inclusive environment, and demonstrating active listening
- Divide up transcription work as needed

<u>Moderator:</u>
- Lead introductions of team members
- Introduce themself
- Ask the decided interview questions, but may change sequence of questions as needed
- Give space for participant to answer questions
- Redirect conversation to main question or idea as needed
- Ask possible additional questions or clarifies questions as needed

<u>Notetaker:</u>
- Set up Zoom meeting with participant via email
- Record meeting via Zoom
- Introduce themself
- Capture notable points of ideas/topics being discussed and reactions of the participant
- Create a debriefing document (200-300 words) that captures initial thoughts and surprises from all team members after the interview
- Provide a description of the participant, record major findings, and identify potential questions in the debriefing document

User Interview Field Guide

The following User Interview Field Guide includes the script used by the moderator to conduct user interviews. It represents a detailed plan of what we think will happen in the interviews, typically flowing from the details to their meaning. This detailed plan empowers our team to be flexible when in the field. For example, questions and follow-up questions are selected and/or modified based upon the moderator's discretion.

Format: Semi-structured, over video call
Time frame: 15-20 minutes
Interviews may include current PSU students, prospective PSU students, faculty and staff, alumni, and community members.

Introduction

Explain who we are and why we are doing this:

"The purpose of this interview is to learn more about the average user of PSU's English website so the department can have a reference point when adjusting the site to better fit our students' needs. We're interested in learning about your experience with PSU, and would like to ask you a few questions."

Disclose that this session will be recorded:

"Are you comfortable with us recording this session? The recording will remain private; it's only for our team's internal reference. You can request that we stop recording at any time."

Disclose that the user can answer these questions at their discretion:

"This interview will take approximately 15 to 20 minutes. There are no wrong answers; this is information that helps us direct our work. You can end the interview at any time."

User background

1. Can you tell us a little about yourself?
    1.1. What are your interests, hobbies, etc.?

2. What are some things you are responsible for outside of your academic career?
    2.1. How do your outside responsibilities inform or affect your experience at PSU?

3. What are your academic career goals?

      3.1.   Do you see yourself becoming more involved with the community here at PSU?

      3.2.   Are you pursuing your degree with a career in mind?

      3.3.   Why did you choose this academic program specifically?

Familiarity with the English department

4.   What is your connection with the PSU English department, if any?

      4.1.   What do you already know about the PSU English department, and how did you learn that information?

5.   When you think of the PSU English department, what comes to mind?

6.   Given the shift to online classes within the past year, tell us about your experience interfacing with PSU's online resources.

      6.1.   What kind of changes did you have to make to accommodate the shift to remote schooling?

      6.2.   Did it change how you rely on the English department website, and if so, in what ways?

7.   What is your primary use for the English department website?

      7.1.   What about information gathering, keeping up to date with programs, schedule planning, etc.?

8.   Tell us about the last time you used PSU's English website.

      8.1.   What brought you there?

      8.2.   Were you able to find the information you needed?

      8.3.   Did you incidentally learn anything else about the program that you didn't expect? How?

Wrap up

9.   Is there any other feedback that you would like to give the English department?

User Profiles

We examined the following self-reported demographic data provided by PSU: 63% full-time students vs. 37% part-time; 67% Portland metro area students vs. 6% international; 51% white students vs. 16% Latino and 33% other ethnicities; 37% first generation college students; 25% students with children; 68% attending remote classes while working. We then used

this data and created four primary user profiles and two secondary user profiles, as outlined below:

User 1 - Primary	Prospective Undergraduate Students
Demographics	16-18 years old, white, female, Portland, OR, lower to middle income
Occupation Experience	Student, limited work experience, low-wage hourly worker
Company Experience	Not applicable
Education	High school graduate
Computer Experience	Grew up with desktop PC, Chromebook, video games, and mobile phone.
Specific Product Experience	First time looking at English programs at colleges.
Available Technology	Older model laptop (lightly used), mobile phone.
Goals	Trying to find information about comics programs.
Domain Knowledge	No prior knowledge of what to expect of the website.
Social Media Experience	Heavy use of all popular platforms. Strives to be an "influencer."
Attitudes & Values	Artistic, free-spirited, liberal, open-minded, politically involved, impatient, flighty, not strongly motivated for "college" but very interested in comics programs.
Learning Style	Visual and tactile learning style.
Criticality of Errors	May lose interest quickly if important data is not easy to find; easily overwhelmed if it is too complicated.

User 2 A - Primary	Prospective Graduate Student
Demographics	46 years old, white, male, Portland, OR, middle income
Occupation Experience	Government worker
Company Experience	Has worked for the county for 20 years. Does a great deal of training for staff and enjoys the technical communication aspect of developing these materials.
Education	High school to Bachelor's. Graduated in 1998.

Computer Experience	Comfortable with company software and creating a word doc. Browses the internet often, but takes a little longer to learn tech.
Specific Product Experience	Has used the English Department website to look into MTPW graduate program requirements and deadlines. Has also researched faculty and staff.
Available Technology	Has an older desktop computer at home that is rarely used. Most browsing and computer needs are completed during downtime at work.
Goals	Would like to obtain an MTPW degree and apply it to current work. Would like the possibility of moving into a different role.
Domain Knowledge	Knows only what he has researched on the MTPW website program requirements and faculty pages.
Social Media Experience	Facebook. Scrolls, does not post.
Attitudes & Values	Willing to step outside of his comfort zone regarding tech in order to pursue this program. Dedicated hard-worker.
Learning Style	Social. Prefers presentations and in-person trainings, as well as hands-on opportunities.
Criticality of Errors	High. If this user cannot access information easily, it could affect confidence for pursuing a degree. Already feels self-conscious about tech skills and could easily become intimidated and abandon efforts..

User 2 B - Primary	**Prospective Graduate Student, Working Professional**
Demographics	40 years old, multi-ethnic, female, Portland OR, middle income, mother of three children (boy 10, girl 14, girl 17)
Occupation Experience	15 years as office administrator at dental practice.
Company Experience	Small business; dental office
Education	High school graduate; BA Communication
Computer Experience	Extensive experience with Microsoft Office Products but doesn't really understand networks. Needs extra help with learning new software.
Specific Product Experience	Experienced with researching graduate programs and knows how to navigate university websites.
Available Technology	Prefers home office with desktop PC but is willing to browse for short periods of time on a mobile phone.

Goals	Wants to find out more information about the Book Publishing program, but also wants to see what other options are available.
Domain Knowledge	Confident navigating English department websites to compare and contrast programs.
Social Media Experience	Facebook only, doesn't post; only a *lurker*. Forgot about her MySpace page.
Attitudes & Values	Hard working, values education, family-oriented, needs a flexible schedule (evening classes/online), seeking a career pivot that has opportunity for growth and flexibility. Access to reliable transportation is important.
Learning Style	Hands-on learner: read it, write it, learn it! She likes to read and hand-write notes.
Criticality of Errors	Low criticality; if there are problems, she will call.

User 3 - Primary	**Current PSU Undergraduate, English Dept.**
Demographics	20 years old, mixed-race (white/Asian American), female, Portland metro (Beaverton), middle income
Occupation Experience	Fast food restaurants: a variety of positions
Company Experience	Large franchises
Education	High school graduate from highly-rated public school. Current PSU undergrad: first year in Creative Writing program, also considering Film Studies minor.
Computer Experience	Very competent, grew up with tech.
Specific Product Experience	Uses PSU English Department website often. Has specific pages bookmarked such as: deadlines, major and minor requirements
Available Technology	Prefers Apple products; has latest iPhone, Macbook Air, Apple watch
Goals	Would like to become a screenwriter.
Domain Knowledge	Understands the English Department website fairly well. Has done a lot of research before applying on her own.
Social Media Experience	Active user on all platforms.
Attitudes & Values	Very social, yet very self-motivated. Has another friend entering the program with her as well.

Learning Style	Self-starter. Prefers to read and take handnotes. Will also use a digital voice recorder on her phone when sparked by new ideas.
Criticality of Errors	Low. This user would likely reach out to peers or an advisor directly to learn information she is unable to find online.

User 4 - Primary	Current PSU Graduate Student, English Dept.
Demographics	35 years old, Black, female, SE Portland OR, LGBTQ, upper income
Occupation Experience	IT/Web Developer, Web Designer
Company Experience	Small business; small local design firm.
Education	High school graduate; BA History; professional development in IT coding "bootcamp."
Computer Experience	Technically adept: desktop PC with multiple screens; laptop; mobile phone only for texting; GPS while driving; headphones with microphone to make multi-tasking easier.
Specific Product Experience	Familiar with the PSU English and MTPW websites.
Available Technology	Prefers home office with desktop PC but is willing to browse for short periods of time on a mobile phone.
Goals	Checks the website for information to keep on track within the program curriculum; looks at faculty bios and office hours, and for information on building professional relationships.
Domain Knowledge	Expert. As a web developer, she knows what she is looking for and can get around websites.
Social Media Experience	Comfortable with Facebook and Instagram but not especially active.
Attitudes & Values	Confident, extroverted and career driven, yet needs online classes as much as possible to balance work and home life, which she considers extremely important.
Learning Style	Is a reading/writing learner, but is also a hands-on learner (kinesthetic) and very verbal.
Criticality of Errors	Not critical. Will take action to obtain needed information.

User 5 - Secondary	**Current PSU Undergraduates (non-English majors, possible anti users)**
Demographics	19-21 years old, male, Latino, first generation college student, low income
Occupation Experience	Works at uncle's food truck whenever he has time off.
Company Experience	Small business, food service
Education	High school graduate. PSU TRIO program participant, undeclared major.
Computer Experience	Total gamer (PS4, Xbox, Razor laptop). Communicates primarily via mobile phone but also via smart watch.
Specific Product Experience	TRIO coordinator has walked him through what to look for in prospective programs.
Available Technology	Mobile phone, smart watch, shared desktop PC at home with family.
Goals	Looking at both undergraduate and graduate programs to spark some ideas for his future; not sure what he wants.
Domain Knowledge	Has not researched any programs yet.
Social Media Experience	Very comfortable using all popular platforms; typical social media user for his age.
Attitudes & Values	Conflicted. Very connected to family but also wants to move out of the house and build a career.
Learning Style	Strong audio-visual learner, but can adapt to any style.
Criticality of Errors	Fairly high; feels somewhat self-conscious about having little academic direction and might be discouraged if information is difficult to find.

User 6 - Secondary	**Parent of High School Student**
Demographics	50 years old, white, female, mother of a high school boy with Asperger's who is interested in technical writing
Occupation Experience	Registered nurse (RN) for 25 years.
Company Experience	Large, private, pediatric practice in suburban Portland, OR.

Education	RN (two-year program) from 25 years ago; yearly continuing medical education credits.
Computer Experience	Comfortable with basic browsing. Comfortable with medical charting software at work. Son is exceptionally good with tech.
Specific Product Experience	She has already looked at other schools' websites and is moderately comfortable navigating university websites.
Available Technology	Laptop, smart watch, smart phone. Prefers to browse on a laptop, (especially for this purpose), so she and her son can look at the information together.
Goals	She is looking for information about technical writing programs at universities in Oregon.
Domain Knowledge	Confident in navigating English department websites to compare and contrast programs.
Social Media Experience	Uses Facebook mainly to keep in touch with family. Her son has chosen not to participate in social media and he actively avoids the news.
Attitudes & Values	Family-oriented and supportive of her son's interests and strengths. She hopes he can use this opportunity to meet peers in a tech writing program and continue to develop his talents. She is interested in support programs for differently-abled students.
Learning Style	Her learning style is reading. Her son's learning style is reading and writing. However, he becomes overwhelmed and overstimulated by too much movement and brightness on a webpage.
Criticality of Errors	If the site is difficult to navigate, she may call for more information. If a website is too overwhelming for her son, he will need to take breaks often and return to the information at a later time.

User 7 - Secondary	High School Counselor
Demographics	47 years old, white, male, Vancouver WA (for the tax credit), married with three children (girl 19 in college, boy 13, boy 10)
Occupation Experience	Started as a football coach; took classes at night to get an MA in Education to be a high school counselor.
Company Experience	Evergreen School District
Education	BA Sociology, MA Education. College was paid for through his former military enlistment.

Computer Experience	Mid-level. Fine with basic computer skills.
Specific Product Experience	Very experienced with PSU's school website as well as other schools' websites in general, both locally and across the U.S.
Available Technology	PC in his office, and that's the tech he uses for work. His wife does most of the tech usage at home.
Goals	He wants to know curriculum, application requirements, and financial aid.
Domain Knowledge	Advanced knowledge of the expected content.
Social Media Experience	Likes Twitter; his wife does all the rest.
Attitudes & Values	Loves mentoring kids; family-oriented; goes home after work to enjoy dinner with the family or attend the boys' school events.
Learning Style	Visual learning style; watches a lot of TV (sports and war documentaries).
Criticality of Errors	Very Low. Worst case scenario is that a student gets inaccurate information which would upset him since it's his job to give accurate information. He's known to be a kind man and strives to take care of his students.

User 8 - Secondary	**PSU Academic Advisors (undergraduate).**
Demographics	53 years old, female, resides in Vancouver WA, commutes to PDX for work, married. 2 grown children not at home
Occupation Experience	Current Professor in PSU English Department
Company Experience	Assistant Professor at Indiana University
Education	BA, MS, and PhD
Computer Experience	Advanced
Specific Product Experience	Advanced
Available Technology	Desktop at work, personal laptop and cellphone.
Goals	Help students create academic plans.
Domain Knowledge	Advanced
Social Media Experience	Minimal

Attitudes & Values	Experienced and thoughtful.
Learning Style	Hands-on learning style.
Criticality of Errors	Low

User 9- Secondary	**English Department Alums - undergraduate and graduate**
Demographics	47 years old, female, graduate alum, lives in Portland, no kids, long time partner
Occupation Experience	Chef before career change. Now a financial analyst.
Company Experience	Large senior housing and health services organization.
Education	BS English, MS Finance, both from PSU.
Computer Experience	Above average
Specific Product Experience	Has not used the PSU English Department website in a long time.
Available Technology	All
Goals	To complete the tasks when asked by the mediator.
Domain Knowledge	Average/above average
Social Media Experience	Facebook
Attitudes & Values	Lacks patience with systems or people that are inefficient.
Learning Style	Varied
Criticality of Errors	Varied

User 10 - Secondary	**Community Members**
Demographics	41 years old, female, married, 2 elementary school-aged children
Occupation Experience	Part-time education aid at childrens' school.
Company Experience	Very familiar with local school district policies.
Education	BA Communications

Computer Experience	Intermediate
Specific Product Experience	PC Desktop applications, graphic design, web browsing.
Available Technology	Personal desktop, laptop, smartphone.
Goals	Will work part-time until children start high school, then re-enter the workforce full-time or go back to get an advanced degree. Has started to think about college for her kids, maybe herself.
Domain Knowledge	Average
Social Media Experience	Facebook, Instagram, Twitter
Attitudes & Values	Willing to put in work that she feels will benefit children. Cooperative and team player.
Learning Style	Visual and hands on learner.
Criticality of Errors	Perfectionist, so she is willing to persist despite roadblocks. Low criticality of errors.

Recruitment & Incentives

Most recruitment will be via email, social media posts (if applicable), or personal recruitment (known friends and family). No monetary incentives will be offered.

Table X: User group recruitment strategy

User 1 Prospective Undergraduate, current High School Student	Patty/Whole class: Connecting with students at South Medford High School through the Assistant Principal and head of the English Department.
User 2 (A) Prospective Graduate Student	Ian: Connected with Linda (director of TRIO). She is waiting for Ian to send an email. She will post the email to Discord.

User 2 (B) Prospective Graduate Student, Working Professional	Patty/Whole class: Connect to adults going back to college in mid-life via personal contact.
User 3 Current PSU Undergraduate English Major	Dr. Read: Ask English faculty to distribute the survey link to their classes.
User 4 Current PSU Graduate students	Dr. Read: Connect with graduate program directors requesting they send the survey link to their students.
User 5 Current PSU Undergraduates (non English majors, possible anti-users)	Dr. Read: Ask Intro Tech Writing faculty (WR 227 and WR 327) to distribute the survey link to their students.
User 6 Parent of High School Student	Patty/Whole class: Will send the survey link to her personal networks.
User 7 High School Counselor	Patty: Will send the survey link to her personal networks.
User 8 PSU academic advisors	Dr. Read: Send the survey link to former English Department Academic Advisor and ask her to forward to other academic advisors.
User 9 English Department Alums - undergraduate and graduate	Dr. Read: Will send to MTPW alums. Will ask program directors to send to their alum lists.

User 10	Whole class: Send to personal networks.
Community members - people looking for event information	

The following is a draft of the initial recruitment email with a link to the survey.

DRAFT EMAIL:
Subject line: The PSU English Department Wants to Improve Its Website!

We are doing research to make sure that the Portland State University English Department website provides the best possible experience. To do that we need your help. We are asking you to complete a survey that will take about 5 minutes of your time. Your input will guide future enhancements to our website. You can access the survey at this link.

Your opinions will have a real world impact!

Your active participation will help the English Department better serve current and future PSU students, alums, and other friends.

Sincerely,
Graduate Student Researchers in the
PSU Master's in Professional and Technical Writing program

The following is a draft of the social media post advertising the study and its aims.

DRAFT SOCIAL MEDIA POST:
The PSU English Department needs your help!
We are doing research to make sure that the PSU English Department website provides the best possible experience. To do that we need your help!

Please complete this 5 minute survey. Your input will guide future improvements to our website. Take the survey here _____! *(insert paper/pencil writing emoji?) :)*

Thank you from:

Graduate student researchers in the PSU Master's in Technical and Professional Writing program

Sample image for social media post:
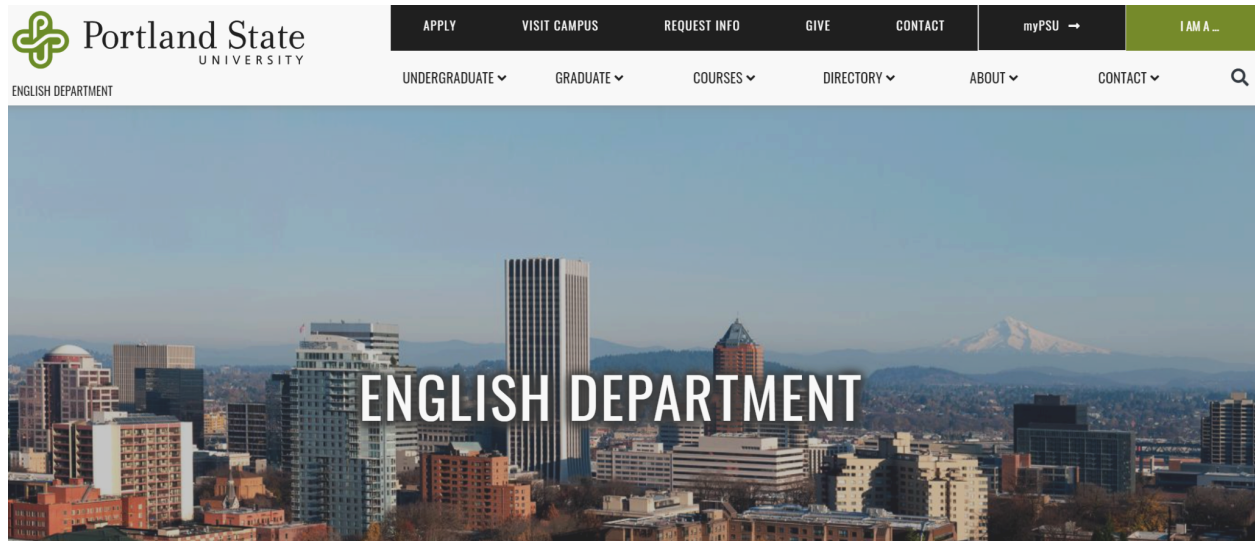
Responsibilities and Proposed Schedule

Activity/Deliverable	Team	Est. Date of Completion
Create draft of proposal/field guide (week 3 application)	Class	April 18
Create survey using Google Forms	Survey team	April 21
Launch survey and send out recruitment email	Survey & Participants	April 26
Usability test planning	Class & Project Management	April 21-25

Survey pilot tests	Class (divided into groups)	April 23-25
Interview pilot tests Finalize recruitment and launch survey	Class & Interview Survey Team	April 26-30 April 26-27
Start preparing for interviews	Interview & Class	April 28
Conduct user interviews	Class (divided into pairs)	May 6-17
Start preliminary analysis of survey data	Class	May 12
Update user profiles with survey data analysis	Class	May 16
Post interview transcripts	Class (divided into pairs)	May 16
Create drafts of personas and scenarios	Participants Team	May 19
Complete affinity diagramming and final segmentation of personas	Class	May 19
Present research data/topline report to class	Research Teams	May 26
Finalize and submit personas and scenarios	Participants Team	May 26
Present deliverables to client	Class	June 2