

**KWANTLEN POLYTECHNIC UNIVERSITY**

# **Information Architecture**

## **Kwantlen Marketing Department**

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## INTRODUCTION

On September 15, 2010, Kwantlen Polytechnic University launched the industry driven, Bachelor of Business Administration in Marketing Management (Kwantlen Polytechnic University, 2010). With the Marketing department now offering a range of academic programs at the certificate, diploma and degree level, the department had a strong desire to create a website that would act largely as a recruitment tool to attract prospective students to the marketing degree.

## PURPOSE & OBJECTIVES

On November 1, 2010, an interview with Amanda Bickell and Paul Leigh, two faculty representatives of the Marketing department revealed that the goals for the website went well beyond what was initially conceived. The vision and purpose of the website was to create a site rich in content and interaction that would eventually become a trusted resource among the online, marketing community. It would attract prospective and current students alike, faculty, business leaders, employers and media to the website given a strong platform that would facilitate interaction and best practice. Objectives which would help fulfill the vision were plenty, and among them were to:

- provide a platform for information for business, media, prospective and current students, alumni, faculty, staff and parents
- facilitate communication between all stakeholders in sharing resources, research, body of work and best practices
- recruit new students
- create a platform that integrates e-learning (Moodle) capabilities
- raise employment demand for KPU students upon completion of their program
- brand Kwantlen as a leader and expert in marketing and post-secondary education

What follows is a strategic plan that will identify audience and user requirements of the website, best practices and methodologies that underlie information architecture, a discussion of best practices in designing for analysis and tools that will optimize the online presence of the site.

## AUDIENCE

As it was revealed in an interview with Amanda Bickell and Paul Leigh, the marketing website would serve various audiences with different needs, purposes and goals. These members are divided in to four main groups: students, faculty, staff and external stake holders and categorized as primary or secondary audiences. Primary audiences consist of students, faculty and employers. The site will be optimized to cater to the needs and goals of these members. Secondary audiences are groups that are important, but are not the site's main focus (Princeton, 2008). These groups include staff, parents and media.

### 1. STUDENTS

#### A) Prospective - High school

These users are either in the process of graduating or have already graduated from high school and are researching their options in post-secondary education. The users primary goal is to learn more about Kwantlen as an institution, how it relates to their personal, career and academic goals, learn marketing

program requirements and potential career pathways their credential may lead into. The website will have links to campus tours and orientations as well as sample Co-op job postings occupied by current students or alumni. The website's goal is to serve as a recruitment tool.

## **B) Prospective – Transfer**

These users have completed some undergraduate courses at an external post-secondary institution, but wish to discontinue their studies because of dissatisfaction, inconvenience, and referral from friends or attraction to Kwantlen programs. Having completed one or more courses at another institution, these users understand the rigours and expectations of post-secondary. They use the website to understand the benefits of Kwantlen, admission requirements and more importantly, whether their credits can be transferable to Kwantlen. A review of campus life, services, testimonials are factors they consider when making their decision to switch post-secondary institutions. The website's goal is to solidify the user's decision that Kwantlen is a premier post-secondary institution.

## **C) Prospective - International**

These users are identified by citizenship and are non-citizens of Canada. Typically, English will be their second language, so they depend heavily on the website to provide accurate and relevant information. They will look to the website for convenience, as it is more cost effective than calling long-distance to speak to an Admissions representative. The website is not only a reflection of Kwantlen and the marketing program, but also that of Canadian culture. It is important for the website to be clear and effective, taking into account that not all users will be accustomed to Canadian cultures or have English as a second language. Adapting the website into another language may be a consideration. Again, the website's goal for any prospective student is to recruit.

## **D) Current**

Current marketing students will review the website to learn of periodic program changes, engage in discussion with fellow classmates, faculty members and employers, review upcoming events and submit their projects and assignments online. Depending on the number of credits completed, the user's understanding of how the program functions and how the website can be used a tool can range from basic to advanced. They look to the website as a "one stop shopping destination". This is resource that will be used to perform all functions related to their academic and career goals. The website also serves to function as a communication hub on a peer-to-peer basis.

## **2. FACULTY**

Members of this group will use the website to share best practices in teaching methodologies, collaborate on research and discuss industry news and trends. With the website integrating Moodle, or e-learning capabilities, it will act as platform in delivering online course materials, curriculum planning and communication with students.

### **3. STAFF**

#### **A) Co-op**

The website will give the co-op department an opportunity to market the value of their program to all members involved in the co-op education process. From parents, to students, to faculty, to employers canvassing for experienced marketing specialists. There will also be a portal for users to review current co-op job opportunities and previous vacancies filled by marketing students.

#### **B) Academic Advisors**

The website is an extension of the academic advisor, providing information related to admission requirements, program changes, prerequisites and tools that encourage a rewarding educational experience. Users in this group would also use the website to learn more about the ties that the program has with industry, and convey this information to the potential student or parent.

#### **C) Scholarship, Awards, and Financial Assistance**

These users visit the website to update information about scholarship and financial assistance specific to marketing students. In addition to displaying information about deadlines, a listing of recipients not only shows that Kwantlen celebrates the academic achievements of their students, but markets these students to employers and media. The goal for the website is to show that financial assistance is available, and that students who meet a high academic standard are rewarded for their efforts.

### **4. EXTERNAL STAKEHOLDERS**

#### **A) Parents**

These users are typically involved in the decision making process of choosing a post-secondary institution. Parents will use the website to gain an understanding of Kwantlen as an institution, the marketing department, career outcomes and tuition. They will also have an opportunity to review success stories and testimonials, which will aim to reinforce the idea that Kwantlen is a choice institution.

#### **B) Employers**

These users are small or medium size business owners, who visit the website to recruit students, collaborate on research, offer co-op or job opportunities or wish to learn more about marketing trends and forecasts. Given the high level of interaction on the site, this group can request feedback on their business ideas or request the assistance of a student or faculty member to launch a project. They will also be able to review student portfolios, which will ultimately guide their decision of hiring a Kwantlen marketing student. The goal of the website is to display the talents and expertise of Kwantlen marketing students and faculty, and to create employment demand for Kwantlen students.

## **C) Alumni**

These users are graduates of the Certificate, Diploma or Degree in Marketing Management. The website acts as a mechanism to maintain contact with fellow marketing alumnus and outline ways in which they can continue contributing to the university. Alumni may contribute their time by volunteering, attending events, becoming a member of the Alumni Association. They can also contribute their knowledge by acting as guest speakers or mentoring a current student or they may contribute financially by donating to scholarships. Profiles of alumni will be featured in the directory which helps the individual promote themselves and also shows the public the successes of Marketing graduates. The website hopes to encourage ways in which alumni can give back and maintain a connection with the university.

## **E) Media**

Members of this group will look to the website to support research on business practices or marketing trends. They may also visit the website to gain expert advice from a Marketing instructor to quote in an article or a report or highlight a student success story. Press releases will be uploaded on the website, which proudly informs the public of the successes of all marketing program stakeholders – students, faculty, staff, and co-op employers.

## **INFORMATION ARCHITECTURE**

Information architecture (IA) refers to the structure, organization and navigation of a website (Princeton, 2008). It involves organizing information before content is published so that information is presented in a consistent and predictable manner (Princeton, 2008 & Niosi, n.d.). IA is centred on the organization's goals, functions as a website blue print and analyzes ways in which different pages relate to one another (Niosi, n.d.). The true value of IA lies in its ability incorporate user requirements and paths, establish functionality and validate the purpose and goals of the site (Laferriere, 2008). For IA to be most effective, it must define and answer to measurable goals, collaborate with different users, design for analysis and undergo the process of card sorting, blue printing and wire framing.

### **Card Sorting**

The act of card sorting and blue printing is a valuable exercise, which considers the perspective of various users in building a website. Users for the Kwantlen marketing website range from student, to employer, to faculty, to media seeking expertise from an industry expert in building a website. Card sorting involves writing content on each page or index card and having various users arrange the cards in groups (Chapman, 2010). This exercise allows the audience to collaborate in the design and organization of information, and also gives web designers insight on the users thought and navigation process. Time and resource constraints prevented us from having Marketing faculty and other stakeholders from participating in the card sorting exercise. However, given our experience as prospective and current students as well as alumni (high school), we were able to adopt different personas when brainstorming content for the cards (Chapman, 2010). By adopting a persona and adapting the website and organizational goals to the needs of each audience member, personal bias was avoided, resulting in a site design that effectively and efficiently captures information in a coherent manner (Webmonkey, 2010). The activity of adopting personas is an example of the bottom-up approach, which begins the task of building a website by first analyzing the detailed relationships between content (Chapman, 2010).

## **Blue Printing**

The second step in constructing the marketing website is creating blue prints which help map information in to strict or co-existing hierarchies. Blue printing requires the user to reflect on the relationship between pages and create linkages accordingly. The blue prints as found in Appendix A adapt the co-existing hierarchies' pattern; hierarchies exist within the web page due to the prioritization of information. However, child pages (sub pages) may still be accessible from multiple higher level pages (Chapman, 2010). This pattern worked well with the goals of the marketing website, as much of the information overlapped. The blueprint has several calls for action in the form of "Apply Now" or "Contact Us" as measures of success in determining whether or not deliverables were met.

## **Wire framing**

Wireframes serve as a visual reference for the client in understanding the layout, structure and components of a web page (Niosi, n.d.). See Appendix B, C and D for detailed descriptions of the wireframes.

## **DESIGN FOR ANALYSIS – BEST PRACTICES**

Creating a website that is rich in content and conveys information in a coherent manner is the primary goal of most web designers. However, a website must also answer to the business goals in a quantitative manner. Is the website effective? Does it achieve the marketing goals of the organization? Are users finding what they are looking for? Has the website contributed to increases in revenue, awareness, customer retention, or a larger market share? And if so, how is this measured? By building a website that answers these critical questions, one effectively designs for analysis.

### **Top-Down VS. Bottom-Up Approach**

Design for analysis, which involves complimenting organizational goals with measurable metrics, facilitates benchmarking and the continual optimization of the site's content and designs (Rosenfeld, 2009). Aligning clear, measurable metrics based on the organizations goals is symptomatic of the top-down approach (Rosenfeld, 2009). This approach is typically used during the onset of IA, as it encourages the designer to gain a broad overview of organizational and site goals to create a basic structure first (Chapman, 2010). The bottom-up approach, however, "relies on pattern and failure analysis to help understand user intent in qualitative ways that complement the top-down approach" (Rosenfeld, 2009). Whereas the top-down approach measures known goals, the bottom-up approach uncovers unknown and sometimes, unforeseeable goals through the act of pattern analysis which looks at user trends, and failure analysis which helps identify errors and inefficiencies (Rosenfeld, 2009). It is important to understand that no approach is better than the other; rather, each method should be used throughout the Marketing department web design process to ensure usability and content integrity.



## **Internal Search Box**

Despite efforts to create an easy-to-follow navigation menu with strategic click through pages, some users will ignore these elements and proceed straight to the internal site search box (Kaushik, 2009). As a result, it is important that a website includes this tool. Not only does the internal search box provide ease and convenience to the user, but it also provides valuable analytics. This is one of the rare tools that helps determine intent; why was the user on the website to begin with, and did they find what they were looking for? With the proper analytics, internal search boxes can provide an in-depth understanding of visitor behaviour (Kaushuk, 2009).

## **Bounce Rate**

Bounce rates are the percentage of visitors who visit a page and do not view any others within the same site (Nakao, 2010). These rates help measure the quality of traffic from external sources such as Google, Facebook, Twitter, Blogs or email send to a given website and also calculates the quality of landing pages (Kaushik, 2009). A high bounce rate means that the website is making a bad first impression; the visitor has no desire to explore the site further either because they found the content irrelevant or difficult to use (Nakao, 2010). To reduce the occurrence of bounce rates the marketing department should (Nakao, 2010):

- compare high volume landing pages with low volume and observe the differences in content and structure. Free tools such as Google's Website Optimizer analyze the relationship between referrer and the number of clicks and also test and anticipate situations with high or low traffic.
- utilize profiling and segmentation - monitors the bounce rates for geography, language, browser/operating system and traffic source to identify issues. The site may be effective for Firefox but yield high bounce rates for Safari or Internet Explorer.
- reduce loading times – deactivate unnecessary plugins and optimize images to encourage faster loading times. Not only do loading times affect SEO, but they also affect and test a user's willingness and patience when visiting a website.

## **Exit Rate**

Exit rates are similar to bounce rates as they reveal the percentage of visitors that leave from a given page (Nakao, 2010). However, the chief difference is that a user who exits may have visited other pages on the site, but exited on a specific page. In the case of the Marketing website, a prospective student may review program benefits, watch a YouTube video and complete elements of the application form, but exits without submitting the form. Understanding exit rate helps determine which page in a process is not living up to its expectations (Gabe, 2007). Using the aforementioned example, reviewing the application form for usability and content may resolve a high exit rate. This forces the designer to analyze the existing calls to action, navigation, load times, compatibility and content (Gabe, 2007).

## **Conversion Rate**

Conversion rates are calculated by the total number visitors who come to a site divided by the number of visitors who complete a desired action as defined by the website/organization goals (Trefen, 2010). In the case of the Marketing website, this desired action is identified as applying to the marketing program, emailing for additional information, commenting on a blog or signing up for the email list. Funnel analysis takes the phenomenon of conversation rate one step further by identifying the steps

taken by the user *before* they complete the desired action. Looking at the actions on a step by step basis forces the designer to look at the process and the click through rate and make changes accordingly. Is it necessary that the user click through five layers of navigation before arriving at the final destination? Is the content clear? Are there technical errors that act as barriers and contribute to a high exit rate? These are among the many questions that the web designer may ask themselves when analyzing conversion rates.

## **SEARCH ENGINE OPTIMIZATION & SEARCH ENGINE MARKETING**

### **SEARCH ENGINE OPTIMIZATION (SEO)**

Because of the vast amount of worldwide competition, it is becoming increasingly important for companies to get their websites listed at the top of the Google search rankings. In today's age, most people do not look past the first five to seven options, let alone searching past the first page. Failure to list on the first page greatly reduces an organization's likelihood of becoming recognized and chosen in an online search. Consequently, companies large and small now battle for the top rank of the online search. With the internet becoming one of the most popular tools to conduct research, companies want to appear first in the search ranking so they can have the advantage over their competitors.

Search Engine Optimization (SEO), is the act of optimizing a website with the goal of becoming first ranked on search engine listings such as Google (Guest speaker Lisa Robinson, November 8. 2010). To initiate the process, the search engine recognizes key phrases from all websites and rank according to popularity. SEO might best be described as "the process of improving the volume and quality of traffic to a web site from search engines via "natural" ("organic" or "algorithmic") search results" (Wilson, n.d.). It is constantly evolving resulting in a competitive and at times, volatile market.

### **Key Words VS Key Phrases**

SEO is no longer confined to searching key words as they have the tendency to shift meaning as evidenced by the "ground zero" + "mosque" case study (Arellano, 2010). Google especially, is focused on delivering the most relevant information to the viewer where ever they are in the world. As a result, the search engine has deliberately chosen to search with key phrases, to deliver a more specific and customized search for the user. Key phrases also reduce the occurrence of keyword stuffing, which is the act of embedding key words for the sake of being recognized in the search listing. The more specific the key phrases, the better the website is able to target and identify with the audience (Guest speaker Lisa Robinson, November 8. 2010). Abbreviations of key phrases should be avoided, as this Google has difficulty recognizing and interpreting acronyms. For example, "Kwantlen Marketing Department" would be a far more effective key phrase than "KPU MRKT DEPT."

### **Domain and URL**

SEO is not limited to page content as it also considers domain name and URL. Google Analytics, a free tool that identifies key areas for optimization is able to determine geographic location through its in-depth search. Companies based in Canada should build a ".ca" website as Google will recognize the domain as a Canadian listing. ".com" is therefore recognized as an organization that is geographically located in the United States (Guest speaker Lisa Robinson, November 8. 2010). Grounding the domain in the appropriate location will allow Google to produce accurate and relevant search results. It is also

recommended to purchase a domain for a minimum of 3-5 years. The longer the ownership of the domain, the more credible the search and ultimately, the better the search ranking (Guest speaker Lisa Robinson, November 8. 2010). Including the key phrase in the URL is equally important. Google recognizes the key phrase within the URL as a strong indicator of the information and content included within that particular site (Guest speaker Lisa Robinson, November 8. 2010). As a result, the Marketing department should consider identifying the site as [www.kwantlenmarketing.ca](http://www.kwantlenmarketing.ca) Include the phrase "Kwantlen" indicates a strong affiliation with the institution, which already earns a very high ranking and including the term "marketing" ensure that it is associated with the industry and discipline.

## **Images**

Google recognizes an image not from its physical appearance, but from its descriptive title (Guest speaker Lisa Robinson, November 8. 2010). Therefore, companies must develop basic strategies of what to label images and how to best incorporate key phrases that can be easily identified and ranked by Google. The marketing department should avoid saving images in their default setting such as "DSC\_09843.jpg" and consider key phrase search and SEO when titling images.

## **HTML**

As part of their comprehensive search for listing and ranking, Google looks outside of the core content and reviews HTML scripts and coding to produce a true and organic recommendation (Guest speaker Lisa Robinson, November 8. 2010). This gives the programmer an opportunity to participate in the optimization of the website and consciously code HTML in a way that will gain recognition and raise the search ranking. Google is intuitive in that it understands that headings, bolded, underlined and italicized font are priority key phrases. As such, the marketing department should manage their content so that certain phrases are emphasized. The benefits of doing so are twofold: (1) Google will be able to prioritize these phrases in the search ranking process and (2) visually, these scripts will assist the user in reading the content and understanding areas of importance.

## **Inbound Links**

To earn a high rank, it is crucial that a webpage include inbound links (Darvasi, 2010). Inbound links are links that are directed to your company's website. This indicates that the website is in demand and that people find it useful enough to reference. However, the simple act of appearing as an inbound link is not enough. The true analytics lie in the number of users who click the link, if those users are repeat visitors and the length of time they stay on the website as well as their conversion rate (Darvasi, 2010).

## **SEARCH ENGINE MARKETING (SEM)**

Search Engine Marketing (SEM) is similar to SEO in terms of its purpose, but slightly different when it comes to the method. SEO is organic, while SEM is typically determined through paid placement, contextual advertising, or paid inclusion. Although organic searches are ideal, sometimes they are not enough to compete with all the companies in the same industry. Therefore, another system is necessary that will involve companies paying to have their websites featured or ranked at a certain while being associated with certain key phrases. These rankings are recognized by Google because and are labeled in a separate section discretely labeled as "ads". Many organizations elect to hire experts to implement the conceptual aspects of SEM.

## **Pay-Per-Click**

Pay-per-click is a popular way to generate online marketing. This is when a company advertises on an external website and pays the owner a small fee anytime a viewer clicks on the web ad. The advantage is that they are only paying when people click on it, and the people that click on it would be more targeted because, in today's culture, with all the information pumped towards consumers, they are only going to click on ads or links that they find interesting.

## **Contextual Advertising**

Contextual advertising, once set up on a website, is an easy and effective way to advertise to individuals on a more personal level. For example, this form of online marketing can be when a person is on a contextual sports website, the system scans for key words and returns advertising to the viewer on that particular page pertaining to other products/services that they may be interested in.

## **Paid Inclusion**

The last major aspect of SEM is paid inclusion. This is when companies pay other larger search engine companies, such as Google, to bring up their websites when the viewer types in certain key words. This can possibly turn into a competitive bidding war between large companies that want to be listed first. These links are recognizable on Google searches because they are in a box at the top that has been labeled "ads".

However, since the concept of SEO and SEM has now been around for a while, and many companies have incorporated the concepts, Kwantlen's website needs to have additional aspects to it that will attract people to the website and maintain a consistent amount of traffic, but most importantly, having people become engaged with the website and interact with others in the community through it.

## **CONCLUSION**

The practice of website design no longer translates to simply an aesthetically pleasing interface and descriptive content. For web design to be truly effective, it must adopt principles of information architecture, design for analysis and search engine optimization. Web design must be a collaborative approach, involving the different users to build an intuitive site that is easy to use and addresses all areas. Activities of card sorting, blue printing and wire framing are critical to understanding the relationship between pages before a site goes live. Design for analysis reminds the designer that the website goals must answer to the business goals in a quantifiable way. Search engine optimization builds on the importance of analysis and involves managing the content and structure of the site to appear in the top listing of the search engine. In this day and age, websites are more than elaborate pieces of information, they are mechanisms that prompt us to action, meet business goals, increase customer retention/loyalty and/or re-evaluate our service delivery.

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# APPENDIX

## APPENDIX A

### Blue Printing

The homepage will contain six categories: About, Future Students, Current Students, Faculty, Alumni, Corporate Connections and Media & Communications

#### 1. About

##### 1.1. Programs

###### 1.1.1.1. Certificate

1.1.1.1.1. Admission Requirements

1.1.1.1.2. Program Details

1.1.1.1.3. Career Outcomes

1.1.1.1.4. Apply Now

###### 1.1.1.2. Diploma

1.1.1.2.1. Admission Requirements

1.1.1.2.2. Program Details

1.1.1.2.3. Career Outcomes

1.1.1.2.4. Co-op (links to Co-op page)

1.1.1.2.5. Apply Now

###### 1.1.1.3. Degree

1.1.1.3.1. Admission Requirements

1.1.1.3.2. Program Details

1.1.1.3.3. Career Outcomes

1.1.1.3.4. Co-op (links to Co-op page)

1.1.1.3.5. Apply Now

##### 1.1.2. The Kwantlen Advantage

1.1.2.1. Statistics and Facts

##### 1.1.3. Co-op

1.1.3.1. Description

1.1.3.2. Benefits

1.1.3.3. Sample Jobs

1.1.3.4. Contact Us

##### 1.2. Kwantlen Campuses

1.2.1. Description

1.2.2. Location

1.2.3. Contact Us

##### 1.3. Success Stories

1.3.1. Videos

1.3.2. Testimonials

1.3.3. Press Releases/In the News

#### 2. Future Students

##### 2.1. International

2.1.1. Programs & Prerequisites

2.1.2. Benefits

- 2.1.3.Career Pathways
- 2.1.4.Campus Life
  - 2.1.4.1. Clubs
  - 2.1.4.2. Services
- 2.1.5.Tuition
  - 2.1.5.1. Payment
- 2.1.6.Tours & Orientation
- 2.1.7.Scholarships
- 2.2. Parents
  - 2.2.1.Program Details & Expectations
  - 2.2.2.Benefits
  - 2.2.3.Career Pathways
  - 2.2.4.Tuition
    - 2.2.4.1. Payment
  - 2.2.5.Scholarships & Loans
  - 2.2.6.Testimonials
- 2.3. Transfer
  - 2.3.1.Programs & Prerequisites
  - 2.3.2.Benefits
  - 2.3.3.Career Pathways
  - 2.3.4.Campus Life
    - 2.3.4.1. Clubs
    - 2.3.4.2. Services
  - 2.3.5.Tuition
    - 2.3.5.1. Payment
  - 2.3.6.Tours & Orientation
  - 2.3.7.Scholarships
- 2.4. High school
  - 2.4.1.Programs & Prerequisites
  - 2.4.2.Benefits
  - 2.4.3.Career Pathways
  - 2.4.4.Campus Life
    - 2.4.4.1. Clubs
    - 2.4.4.2. Services
  - 2.4.5.Tuition
    - 2.4.5.1. Payment
  - 2.4.6.Tours & Orientation
  - 2.4.7.Scholarships

### **3. Current Students**

- 3.1. Program Checklist
- 3.2. Timetable & Registration
- 3.3. Student Profiles
  - 3.3.1.E-Portfolio
  - 3.3.2.Biography
    - 3.3.2.1. Contact Info
    - 3.3.2.2. Blog
    - 3.3.2.3. LinkedIn



- 3.3.2.4. Email
- 3.3.3. News & Events
  - 3.3.3.1. Networking Events
  - 3.3.3.2. Conferences
  - 3.3.3.3. On-campus Recruitment
- 3.4. Scholarships
  - 3.4.1. Requirements & Criteria
  - 3.4.2. Deadlines
  - 3.4.3. Applications
  - 3.4.4. Scholarship & Bursary List
- 3.5. Job Opportunities
  - 3.5.1. Paid
  - 3.5.2. Volunteer
  - 3.5.3. Internships
  - 3.5.4. Mentorship
  - 3.5.5. COOP
    - 3.5.5.1. Description & Requirements
    - 3.5.5.2. Benefits & Opportunities
    - 3.5.5.3. Apply Now
- 3.6. Connect
  - 3.6.1. Social Media
    - 3.6.1.1. Facebook
    - 3.6.1.2. Twitter
    - 3.6.1.3. Linked In
    - 3.6.1.4. Blogs
  - 3.6.2. Email
  - 3.6.3. Phone
  - 3.6.4. Physical address
  - 3.6.5. Hours of operation

## **4. Faculty**

- 4.1. Directory
  - 4.1.1. Biography which includes experience and education
  - 4.1.2. Ways to connect: email, twitter, phone
- 4.2. Featured Faculty Profile
- 4.3. News and Publications
- 4.4. Connect
  - 4.4.1. Email, phone, office room number, social media
  - 4.4.2. Forum for best practices, research, collaboration, discuss trends and forecasts
- 4.5. Faculty Openings

## **5. Alumni**

- 5.1. Directory
  - 5.1.1. Arranged by Individual
  - 5.1.2. Arranged by affiliated company
- 5.2. Featured Alumni
  - 5.2.1. Biography

- 5.3. Events
  - 5.3.1.Reunions
- 5.4. Alumni Association
  - 5.4.1.Benefits
  - 5.4.2.Newsletter
- 5.5. Getting Involved
  - 5.5.1.Research & collaboration
  - 5.5.2.Hire a student
  - 5.5.3.Mentorship
  - 5.5.4.Giving

## **6. Corporate Connections**

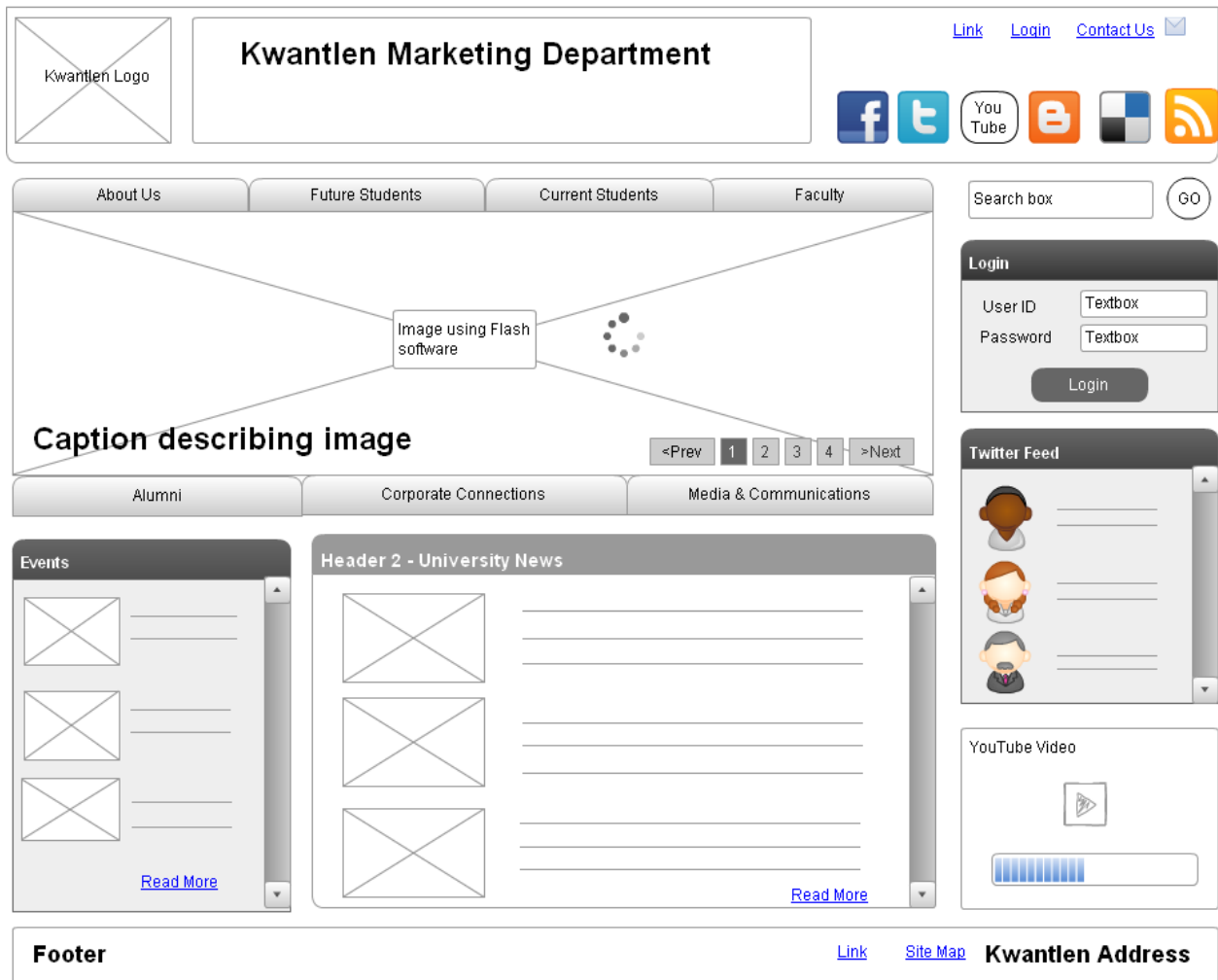
- 6.1. Benefits of partnering with Kwantlen
- 6.2. Recruiting
  - 6.2.1.How to..
    - 6.2.1.1. Application
  - 6.2.2.Job Postings
  - 6.2.3.Co-op opportunities
  - 6.2.4.Student directory
    - 6.2.4.1. Student profile, biography, method of contact
- 6.3. Projects
  - 6.3.1.Project Guidelines
  - 6.3.2.Apply to give a student project
- 6.4. Case Studies
  - 6.4.1.Examples of previous case studies
  - 6.4.2.Apply to participate in a case study exercise
- 6.5. Forum
  - 6.5.1.Events
  - 6.5.2.Calls for Ideas
  - 6.5.3.Interaction between students & businesses
  - 6.5.4.Best practices

## **7. Media & Communications**

- 7.1. Press Releases
- 7.2. In the News
- 7.3. Find an Expert
- 7.4. Success Stories
- 7.5. Connect
  - 7.5.1.Facebook
  - 7.5.2.Twitter
  - 7.5.3.Linkedin
  - 7.5.4.RSS Feed
  - 7.5.5.YouTube

## APPENDIX B

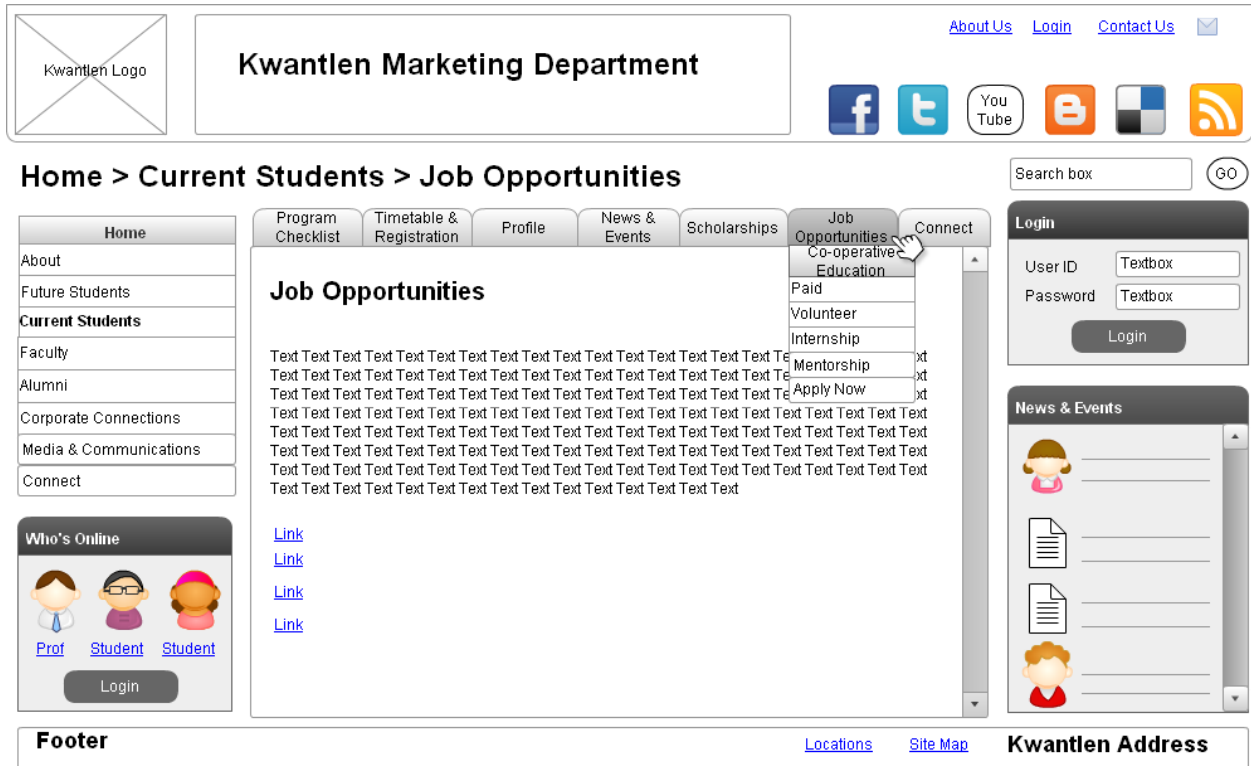
### Wireframe: Homepage – First Layer



The homepage has a similar layout as the Kwantlen homepage, for purposes of consistency. The banner, search box, login and footer are permanent fixtures – this means that the aforementioned will always remain in the same area despite what page the user might land. Seven categories are outlined which forces users to self-identify. This effectively designs for analysis as allows us to compile analytics on the various users who visit the website. Faculty was adamant that above all else, the website should serve as a community and resource. As a result, a number of interactive tools appear on the homepage: images in the main homepage outlining successes within the department, a Twitter Feed to preview the conversations users are having among themselves and external users, events both inside and outside of Kwantlen, news to keep internal and external stakeholders aware of important developments, achievements and trends within the industry and the university and a YouTube clip to add to the multimedia component. The login provides statistics on the user: type, number of visits, pages viewed and usage. The banner allows the user to click back to the home page and the social media icons are a convenient way for users to connect in non-traditional methods.

# APPENDIX C

## Wireframe: Job Opportunities – Second Layer



This second layer of navigation has a larger focus on content and interactivity than images. The main navigation menu initially found on the homepage is now on the left side, and the sub-categories for “Current Students” appear as tabs. The sub-sub categories for “Job Opportunities” appear as a drop down menu. Key identifiers such as the left hand navigation menu and tabs help track the number of layers. The bread crumbs are the most prominent display of layers and are anchor links to the appropriate pages. As the user goes deeper in to the website, they are able to see who is currently online and are offered the opportunity to login to interact. This meets the department’s goal of collaboration and interaction. News and events also appear as a feed. These events are either related to an individual or news related to articles written by Kwantlen students or staff or outside resources. The page has several calls to action to measure bounce, exit and conversion rates. These calls of action include logging in with the top right menu, using the login to chat, choosing “Apply Now” from the drop down menu, clicking “Contact Us” at the top right corner of the banner or choosing “Connect” on the left hand navigation menu.

