Reviewing your website

Public Affairs Directorate master class
19 November 2015
What are we going to cover?

- Determining your goals and objectives, assessing user requirements and information architecture
  - Christopher Eddie

- Using data and analytics in your website review
  - Stephen Sangar

_Five minute break_

- Case studies
  - Faculty of Law – Charlotte Vinnicombe
  - Oxford Sparks – Michaela Livingstone-Banks
  - Wolfson College – Amy Richards

- Panel discussion
Reviewing your website

Christopher Eddie
Web Officer, Public Affairs Directorate

19 November 2015
What is your goal?

- Can you write it down?
- Does everyone in your office agree?
Who does this best?

• Competitor analysis
• What can you learn from others?
Discovery phase

• What does each group in your area/college/department want to happen on the site?

• What is most important, ie what gets you to your goal?

• Check your existing stats – do they fit with what you think is important?
What are your KPIs?

• Identify what success means for you

• Collect statistics/feedback for current site to use as benchmark for new site

• How will you measure? Just Google Analytics? Google Tag Manager, CrazyEgg, something else?
What do you dislike now?

• Why? What would improve it? Is this possible?
• If not, what is?
• Is money the problem?
• If so, is web more of a priority than something else? Make the hard decisions about budget
• Web will only grow in importance and it offers outstanding value for money
What do your users dislike?

- Have you asked them?
- Does it tie in with your own views?
- What can you learn from them?
How do your users like to be kept up to date?

• Have you asked them?

• If more follow Facebook than visit your site why not use that? Or LinkedIn or Twitter, etc.
How can you find out?

• Online surveys – one linked via mailshot, one via social media and a different one via website
• You may have quite separate audiences
• Add in demographic questions
Have we mentioned mobile yet?

• Who here has a smart phone?
• A tablet?
• At home what do you use most?
• What do the stats say about your users?
Personas

• Are these worth doing?
• What are you hoping to learn from them?
IA – information architecture

• Make menu titles clear/obvious – eg what does “Inspire” mean???

• Show them to people who do not use your site and ask them what they’d expect to find there
IA – test it

• There are online user testing tools, eg: [www.optimalworkshop.com/treejack](http://www.optimalworkshop.com/treejack) – gives users different scenarios and reports on how they complete these tasks.
User testing

• Get some users together – a mixture of those familiar with the site and those new to it
• Get them to complete your important tasks
• Get them to ‘think out loud’ & watch them closely
• Speak to them afterwards, get their feedback
• Do it now for the current site as practice
• And again when you have some of the new site built – and build into regular (termly? annual?) review
Content

• This is why people visit your site
• But we all skim – keep it brief, clear and authoritative
• Use headings and bullet points
• Web is not print – there is no deadline for completion
• Web needs continual iterative improvement
• We added ‘Rate this page’ – get the user to tell you what’s wrong or missing
Oxweb – lessons learnt

• Migrating content takes ages
• Use this opportunity, don’t just copy and paste – review, edit, delete
• Use the stats, is anyone reading this page?
• Ideally, launch a new smaller, more efficient site
Oxweb – lessons learnt, cont.

- Testing mobile takes ages. Have you the devices you need to do this?
- Have a soft launch and make it easy to provide feedback
- Evaluate responses. What is worth changing?
- Run new site in parallel with old for a while
- Internal deadlines are useful, external not so much
What is the point of a visit?

• Should every visit end in action?
• If so, is that clearly signposted on the site?
• Have you set up any goal funnels in Google Analytics?
• If people do not act, do you know why not? Could you ask this on the website?
• If people do not act, is there something else they can do? How well threaded is your related content?
Gold and lead

• Golden rule: your site is not for you, it’s for them
• Lead rule: a launch is not the end, it’s a beginning
• Well done on completing that decathlon, now let’s start that marathon
Enough for now?

- What was the most useful thing you’ve just heard?
- Why?

- Now your site is up and running, let’s look at ANALYTICS AND REPORTING
Data Sources

• Google Analytics
• Google Tag Manager
• Link shorteners (e.g. TinyURL, Po.st)
• Facebook insights
• Twitter (analytics.twitter.com)
• YouTube (www.youtube.com/analytics)
• Instagram (InsTrack app)
• E-Newsletters
• Search
• SiteImprove (broken link checker)
• Crazy egg (hot spot tracker)
• Your CMS
• Any others?
# Devices

<table>
<thead>
<tr>
<th>Rank</th>
<th>Device</th>
<th>Version</th>
<th>Usage Count</th>
<th>Usage Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>desktop</td>
<td></td>
<td>1,075,334</td>
<td>70.17%</td>
</tr>
<tr>
<td>2</td>
<td>mobile</td>
<td></td>
<td>355,461</td>
<td>23.20%</td>
</tr>
<tr>
<td>3</td>
<td>tablet</td>
<td></td>
<td>101,631</td>
<td>6.63%</td>
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<tr>
<td>4</td>
<td>Chrome</td>
<td>46.0.2490.80</td>
<td>260,971</td>
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<td>143,477</td>
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<td>6</td>
<td>Chrome</td>
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<td>139,138</td>
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</tr>
<tr>
<td>7</td>
<td>Internet Explorer</td>
<td>11.0</td>
<td>115,104</td>
<td>7.51%</td>
</tr>
<tr>
<td>8</td>
<td>Firefox</td>
<td>41.0</td>
<td>108,999</td>
<td>7.11%</td>
</tr>
<tr>
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<td>Safari</td>
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<td>69,621</td>
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<td>7.0</td>
<td>18,522</td>
<td>1.21%</td>
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</table>
## Navigation

<table>
<thead>
<tr>
<th>Landing Page</th>
<th>Acquisition</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sessions</td>
<td>% New Sessions</td>
</tr>
<tr>
<td><strong>Not Oxford University</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. /</td>
<td>70,823 (28.32%)</td>
<td>66.34%</td>
</tr>
<tr>
<td>2. /admissions/graduate/applying-to-oxford/application-guide</td>
<td>6,786 (2.71%)</td>
<td>60.20%</td>
</tr>
<tr>
<td>3. /admissions/undergraduate/applying-to-oxford/written-work</td>
<td>6,121 (2.45%)</td>
<td>73.22%</td>
</tr>
<tr>
<td>4. /admissions/graduate</td>
<td>3,756 (1.50%)</td>
<td>74.71%</td>
</tr>
<tr>
<td>5. /admissions/undergraduate/applying-to-oxford/interviews</td>
<td>2,999 (1.20%)</td>
<td>73.89%</td>
</tr>
<tr>
<td>6. /admissions/undergraduate/courses-listing</td>
<td>2,961 (1.18%)</td>
<td>79.26%</td>
</tr>
<tr>
<td>7. /news/2015-10-27-maps-show-where-touching-allowed-0</td>
<td>2,936 (1.17%)</td>
<td>91.76%</td>
</tr>
<tr>
<td>8. /admissions/undergraduate</td>
<td>2,905 (1.16%)</td>
<td>78.66%</td>
</tr>
<tr>
<td>9. /news/2015-10-28-chicken-study-reveals-evolution-can-happen-much-faster-thought-0</td>
<td>2,694 (1.08%)</td>
<td>94.02%</td>
</tr>
</tbody>
</table>
Unpopular pages

• Low number of visitors
• Exit pages
• Funnel visualisation
• Search terms
## Redirects

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
<th>TYPE</th>
<th>COUNT</th>
<th>LAST ACCESSED</th>
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</thead>
<tbody>
<tr>
<td>admissions/admissions_i/index.html</td>
<td>node/950</td>
<td>Default 301</td>
<td>0</td>
<td>Never</td>
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<tr>
<td>admissions/contact_details.html</td>
<td>node/2558</td>
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<td>5982</td>
<td>28 min 59 sec ago</td>
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<td>admissions/graduate/apply-oxford</td>
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<td>906</td>
<td>1 month 1 day ago</td>
</tr>
<tr>
<td>admissions/graduate/colleges/index.html</td>
<td>node/16910</td>
<td>Default 301</td>
<td>28</td>
<td>1 year 1 month ago</td>
</tr>
<tr>
<td>admissions/graduate/courses/about-our-courses</td>
<td>node/17435</td>
<td>Default 301</td>
<td>8989</td>
<td>17 min 59 sec ago</td>
</tr>
<tr>
<td>admissions/graduate/courses/dphil-radiobiology-13</td>
<td>node/19550</td>
<td>Default 301</td>
<td>238</td>
<td>1 hour 29 min ago</td>
</tr>
<tr>
<td>admissions/graduate/courses/engd-renewable-energy-marine-structures</td>
<td>node/18533</td>
<td>Default 301</td>
<td>567</td>
<td>2 weeks 4 days ago</td>
</tr>
<tr>
<td>admissions/graduate/courses/science-and-applications-plastic-electronics</td>
<td>node/19231</td>
<td>Default 301</td>
<td>1099</td>
<td>1 day 3 hours ago</td>
</tr>
<tr>
<td>admissions/graduate/fees-and-funding/fees-funding-and-scholarship-search/science-without-borders-scholarships</td>
<td>node/18806</td>
<td>Default 301</td>
<td>11</td>
<td>15 hours 57 min ago</td>
</tr>
</tbody>
</table>
Testing

You’re looking at our new Tennis homepage.

Tell us what you think. Learn more
Case studies

Faculty of Law – Charlotte Vinnicombe
Oxford Sparks – Michaela Livingston
Banks
Wolfson College – Amy Richardson
FACULTY OF LAW WEBSITE REVIEW

Charlotte Vinnicombe
Head of Administration and Finance
The old site: www3.law.ox.ac.uk
The new site: www.law.ox.ac.uk
Reasons for reviewing the site

- Used two systems to edit content: Contribute software for the flat pages, and an in-house CMS for the database content, which many people couldn’t understand or could use easily. So content went out of date all too easily.

- It wasn’t all that flexible – creating new sections involved a lot of work, and turned out to be very hard to incorporate new features like blogs. Some of us started to use WebLearn instead of the intranet – lost sight of the relationship between the intranet, the website and WebLearn.

- There were features that didn’t work on tablets and phones (ebrochures), and special features that were designed outside the faculty that we were paying a lot of money to keep current.
Reasons for reviewing the site, cont’d

- Our very ‘responsive’ approach lacked strategy, and the site became unwieldy and difficult to navigate.
- It was becoming the norm for research projects, programmes, hubs, centres, to get bits of funding and go off to create their sites elsewhere so our site was left representing just the core faculty and not the whole of our activities.
- We had a non-standard system, not documented. Only the two web developers really understood what we had and how to use it – we were overly reliant on them as individuals.
Aims of the review

The consultations and discussions within the working groups culminated in our business plan, where we identified what we wanted:

- A website that would unify all of our sites
- A coherent set of sub-sites, or micro-sites – access to content, use them flexibly, individual identity whilst staying consistent with the Law Faculty branding
- A template that could be rolled out for hubs, blogs, new areas of activity, research programmes, whole new institutes or centres
- New graduate research pages to allow DPhils to promote themselves
- Greater emphasis on audio-visual content and less emphasis on text
- A site that was easily updated to allow for commentary on recent issues (ie blogs)
Developing the new website
A case study

Medical Sciences Division
Maths, Physical + Life Sciences Division

www.oxfordsparks.ox.ac.uk
Oxford Sparks is the place for engaging with exciting science taking place across Oxford University. Whether you are a school student, teacher, parent, interested member of the public, or a scientist, there is something for you from all the physical, life and medical sciences. There are hundreds of resources, including videos, science trails, activities to try at home, mobile phone apps, games, podcasts, virtual tours and plenty more.

ABOUT OXFORD SPARKS

PUBLIC ENGAGEMENT Resources
If you are interested in developing your public engagement skills, have a look at our resources section. You’ll find everything from training courses to funding opportunities.

You can also read our blogs to discover more about day to day life for researchers and staff members at Oxford, and how they work to engage the public with science.

MEET THE Scientists
Read about what inspired people to get into science, what projects they’ve worked on, and their most important and exciting discoveries.

Blogs

OXFORD SPARKS Twitter
Can babies feel pain? Come along to hear more with @OxfordSparksBar May 13, St Aldgatras Tavern: http://bit.ly/1FxS5Iar

Interviews taught by bees

www.oxfordsparks.ox.ac.uk
Step 1: Writing the brief

• Audit of existing website content and features
• Strengths and weaknesses
• Things we wanted to achieve
• Our audiences – value proposition
• Look, style and tone of voice
• Technical requirements
• Distribution channels
Step 2: Talking to developers

• Do they get it?

• Can they do it for the budget we have?
Step 3: Feeding in stakeholder views
Step 4: Initial design
Step 5: The build
Step 6: Content migration

• Thankfully, most of it was automatic
Step 7: Snagging

Thursday 12th Apr 2012, 03.15pm
A Quick Look Around the LHC
The Large Hadron Collider may not work quite as seen in our animation, but much of the science mentioned is accurate. Here's a little more background on exactly what's going on.

Monday 11th Mar 2013, 03.30pm
Rogue Planet
Ossie’s adventure through the Milky Way galaxy takes us to the cutting edge of scientific discovery. Driven by the robotic exploration of our own Solar System and the rapid discovery of extrasolar planets (planets around stars other than the Sun), much of what we thought we knew about the...

Thursday 28th Jun 2014, 03.45pm
Give Peas a Chance
What do peas, antlers and explosives have in common? Nitrogen, it's a very interesting element. It's crucial to plant growth and therefore global food supply. In this video we explore how science is revisiting an old relationship that involves a family of plants including peas.

Saturday 4th Apr 2015, 11.15am
Give Us a Hand
What links drugs, shells, springs and vines? It's something called 'chirality' and mathematics can help us understand it. But how? And why does it matter?
Step 8: Soft launch

• Let people loose on the website
  – Internal stakeholders
  – A trusted group of public
  – The teachers panel

• Collected more feedback

• Responded to feedback
Step 9: Website went live

Welcome to our new site, we're still making some changes but please tell us what you think via the Contact Us page.

Highlights

What Makes You Tick

Monday 9th Nov 2015, 12.00pm

How do you know when it's time to wake up or go to sleep? More powerful than any alarm are your circadian rhythms. In this animation we take a look at how these rhythms work and what controls them, inspired by the TeenSleep project being carried out at the University to look at how later start times at school might affect achievement.

Video
Step 10: Communicating changes

- Told as many people as possible

- Change from oxfordsparks.net to oxfordsparks.ox.ac.uk

- Include info on 404 page
Challenges
Tips

• Make sure you have enough time to do the upfront planning

• Work with people who get your vision

• Talk to your relevant stakeholders/users

• Have a plan but prepare to be flexible
Any Questions?

michaela.livingstone@mpls.ox.ac.uk
Wolfson College website redevelopment

A few lessons learned
The website before
Website now
You can spend as much money or time as you like
Keep users at the front of your mind throughout
Personas

Johann Bach

Johann is a 31-year-old early years researcher in computer science. He is currently based in Germany at the University of Munich and has a wife and a young daughter. He is interested in moving to Oxford and applying for a Research Fellow position.

Johann is attracted by Oxford because:
- He studied for his undergraduate degree at UCL and is interested in returning to the country.
- His position at Munich is shortly coming to an end and he needs to make a move to continue up the career ladder.
- He would like his child (Sara, 1-year-old) to grow up bilingual.
- His wife, Christina, works in English language publishing and would like to work in publishing in Oxford.

Johann needs to find out from the website:
- Information about the College system as he is not familiar with it.
- Information about current Research Fellow positions and the benefits it offers.
- Information about family life, including accommodation and nursery details and schools in Oxford.
- The geography of Oxford.
- Academics in the College, including those working in the same area of interest as him.

Elizabeth Bennett

Elizabeth completed a MPhil in Early Modern English literature in 1997 and is now working as a Marketing Consultant in a multi-national professional services company in Japan.

She wishes to reconnect with the College because:
- She had an excellent time in her year in Oxford and has lost touch with many of her friends from there.
- She is professionally fulfilled, but misses the academic rigor of her time at the university.
- She is interested in networking with people working in similar positions around the world.
## Surveys

<table>
<thead>
<tr>
<th>Serial</th>
<th>Why did you choose to apply to Oxford?</th>
<th>Did you visit Wolfson or any of your choice colleges?</th>
<th>What is the most important thing you like about your college?</th>
<th>What are your initial impressions of Wolfson?</th>
<th>When you received your offer from Wolfson, did you look at Wolfson’s website?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Because there were best options for what I wanted to study as well as number of scholarships I could apply for</td>
<td>Yes</td>
<td>I really enjoyed the location of Oxford and I was also impressed with the diversity and cultural richness of the city. I also liked the variety of courses offered.</td>
<td>Friendly community</td>
<td>Yes, I had already visited the college website before making my application.</td>
</tr>
<tr>
<td>2</td>
<td>Is the best university to study my field, the centre of research and the great level of resources available here</td>
<td>Yes</td>
<td>I was also impressed by the diversity and cultural richness of the city. I also liked the variety of courses offered.</td>
<td>Friendly community</td>
<td>Yes, I had already visited the college website before making my application.</td>
</tr>
<tr>
<td>3</td>
<td>Because of its reputation and because it offers an extremely interesting course with professors who are experts in their field</td>
<td>Yes</td>
<td>I was also impressed by the diversity and cultural richness of the city. I also liked the variety of courses offered.</td>
<td>Friendly community</td>
<td>Yes, I had already visited the college website before making my application.</td>
</tr>
<tr>
<td>4</td>
<td>Chance to do a challenging research project in a top-run University</td>
<td>Yes</td>
<td>I was also impressed by the diversity and cultural richness of the city. I also liked the variety of courses offered.</td>
<td>Friendly community</td>
<td>Yes, I had already visited the college website before making my application.</td>
</tr>
</tbody>
</table>

I chose to apply to Oxford after having an inspiring talk with a professor from the Faculty of Music while attending an international conference. Initially, I applied specifically for two supervisors in my faculty, but the enthusiasm, the facilities, and reputation finally made me decide to apply to Oxford. Wolfson College’s proximity to the Faculty of Music was ideal, as I was looking for a college near my faculty and one with an active music community society with a chapel choir and immediate access to the theatre to stage original productions. I was also impressed by the diversity and cultural richness of the city.
You are never going to get everything right or please everyone
Card sorting
Sitemaps