Website/Resources Working Group

UX Research Report
Summer 2022

UBC | THE UNIVERSITY
OF BRITISH COLUMBIA

Department of Psychology

Project Overview

01   **Psychology Student Guide**

Connecting students with resources
through an online information hub

02   **EDI Website**

Making EDI information more
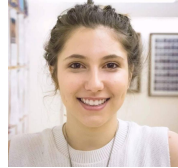accessible to the community
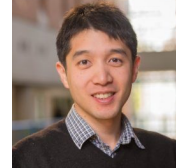
Project Team

Audrey Kate Rachele Bonnie Ben Catherine Ron

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01

Psychology Student Guide

Connecting students with resources through an online information hub

https://canvas.ubc.ca/enroll/ERJB9T

What is it?

The **Psychology Student Guide (PSG)** is a one-stop shop for undergraduate psychology students at UBC looking to find information about their program and beyond.

Why was it created?

The PSG is the result of Ben's work with the **Indigenous Student Working Group.** Indigenous students expressed a desire for a resource like the PSG.

Who is it for?

The PSG is intended to **support any student from a marginalized background** (e.g., Indigenous, first-generation, international, transfer students) who lacks access to networks and resources, but is broadly open to any undergraduate student in psychology.

When was it created?

The PSG was developed in **Summer 2021** and released in **Fall 2021.** As of **Summer 2022**, there were about **330** students enrolled.

Research Goals

- **Evaluative:** Understand students' current experience using the PSG

- **Generative:** Discover students' existing needs and habits around information gathering and community-building

Evaluative Research Questions

What are students' current experiences with the PSG?

- Are they successfully able to **find specific pieces of information** in the PSG quickly?
- What are the major **pain points** that arise? What are the major **gain points** that arise?
- To what extent does this **layout and content match their expectations?**
- **How useful** / how much use do they think they will get out of it?

Generative Research Questions

What are students' existing needs and habits when it comes to **information gathering?**

What are students' existing needs and habits when it comes to **building community?** What is their current **sense of community** in UBC Psych and at UBC as a whole?

Research Activity Overview

Heuristic Analysis

Perform a preliminary assessment of the PSG

User Interviews

Gather students' individual impressions of the PSG and explore their needs

Canvas Analytics

Examine how students are currently interacting with the PSG at scale

User Testing

Assess how well students are able to complete specific tasks in the PSG

Heuristic Analysis

Performing a Preliminary Assessment of the PSG's Usability

Heuristic Analysis

- 2 members of the research team independently completed a set of tasks in the PSG (e.g., finding course information relevant to one's year), noting **areas of usability concern** and rating **severity** on a scale ranging from 0-4

- Both reviewers met to **discuss and integrate** their findings

- The combined findings were shared with the team and sorted into **3 categories:**
    - Canvas-specific
    - Quick fixes
    - Area for further UX research

Key Findings & Actions

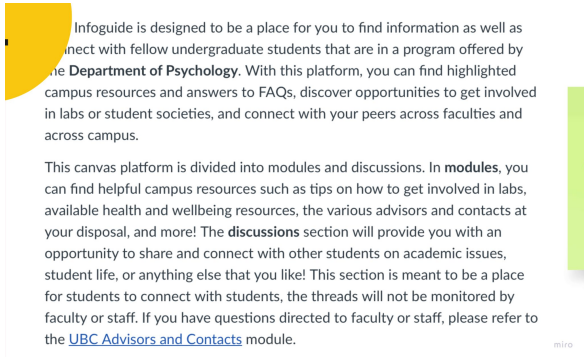Course name was long; did not give a clear sense of what the resource was about

Course name changed to **Psychology Student Guide**
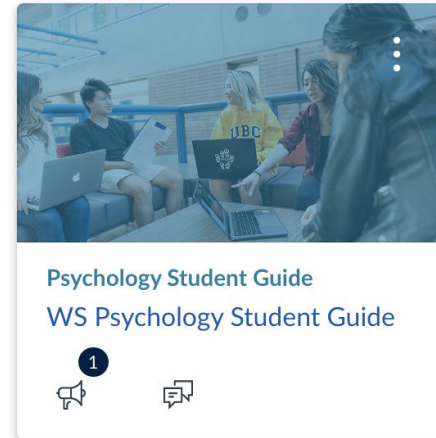
Key Findings & Actions

Introductory block of text was not scannable; made it difficult to find information quickly

Block of text was chunked out into **easy-to-scan content**

Infoguide is designed to be a place for you to find information as well as connect with fellow undergraduate students that are in a program offered by the **Department of Psychology**. With this platform, you can find highlighted campus resources and answers to FAQs, discover opportunities to get involved in labs or student societies, and connect with your peers across faculties and across campus.

This canvas platform is divided into modules and discussions. In **modules**, you can find helpful campus resources such as tips on how to get involved in labs, available health and wellbeing resources, the various advisors and contacts at your disposal, and more! The **discussions** section will provide you with an opportunity to share and connect with other students on academic issues, student life, or anything else that you like! This section is meant to be a place for students to connect with students, the threads will not be monitored by faculty or staff. If you have questions directed to faculty or staff, please refer to the UBC Advisors and Contacts module.
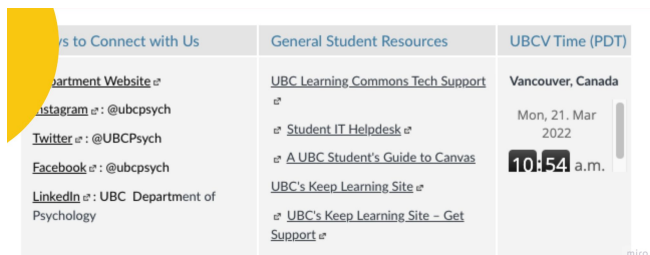
miro

Get the most out of your student experience by exploring this hub for learning supports and resources in the psychology department, the faculty of arts, and at UBC.

From health and wellness to involvement and activities to career and experience to academic success, this guide is a hub of information to help you in your student journey.

- Explore **modules** for campus resources, tips on how to get involved, degree requirements, academic advising and more!
- Use **discussions** to share and connect with other students on academic issues, student life, or anything else!

Key Findings & Actions

Lower priority content (e.g., contacts, local time) was placed at the top of the page

Top-of-page content changed to **student photos** and **land acknowledgement**

ys to Connect with Us	General Student Resources	UBCV Time (PDT)
partment Website ⌐	UBC Learning Commons Tech Support ⌐	Vancouver, Canada
nstagram ⌐ : @ubcpsych	⌐ Student IT Helpdesk ⌐	Mon, 21. Mar 2022
Twitter ⌐ : @UBCPsych	⌐ A UBC Student's Guide to Canvas	10:54 a.m.
Facebook ⌐ : @ubcpsych	UBC's Keep Learning Site ⌐	
LinkedIn ⌐ : UBC Department of Psychology	⌐ UBC's Keep Learning Site – Get Support ⌐	

Psychology Students, University of British Columbia

We acknowledge UBC's Vancouver campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Canvas Analytics

Examine how students are currently interacting with the PSG at scale

Canvas Analytics

Page	Source of Page	Page Views
Course Home	Home Page	1030
Psychology Custom Zoom Backg	Home Page	943
Course Modules	Modules	783
Research Assistant	Module: Getting involved in labs!	169
Course People	People	112
Psychology BA - Major, Minor, H	Module: Degree requirements	106
160299332_485235015820141_76	Unknown	97
Psi Chi The [Lab]ryinth	Module: Getting involved in labs!	90
Course Discussions	Discussions	86
Lab Directory	Module: Getting involved in labs!	72
Directed Studies	Module: Getting involved in labs!	66
Introduce Yourself! 2021W	Discussion: Introduce yourself	63
Get involved in research	Module: Getting involved in labs!	61
FB Event Image AMA.png	Announcements: Event	55
Connecting with the UBC Psych	Module: Getting started & FAQ	52
Preparing for Career beyond Univ	Module: Preparing for career in industry	49
How to make the most of your un	Module: Non-research student involvement	49
Who should I go to?	Module: UBC Advisors and Contacts	48
Behavioural Neuroscience BSc -	Module: Degree requirements	48
UBC Psychology Graduate Progr	Module: Preparing for graduate school	46
Degree Requirements FAQ	Module: Degree requirements	44
Course Announcements	Announcements	44
Academic Advising	Module: UBC Advisors and Contacts	38
CV / Resume	Module: Preparing for graduate school	37

Getting involved in labs: Not surprising

Surprising that theyre clicking on this

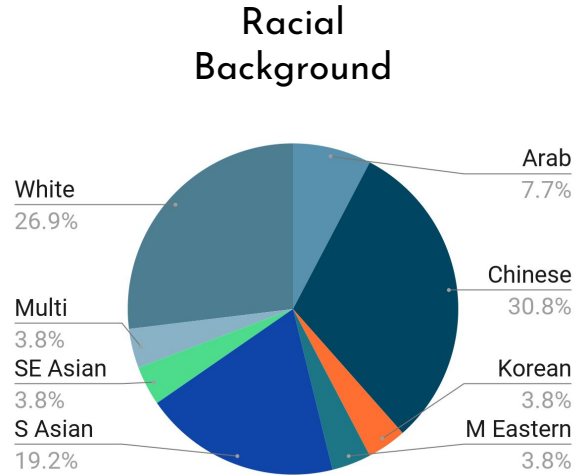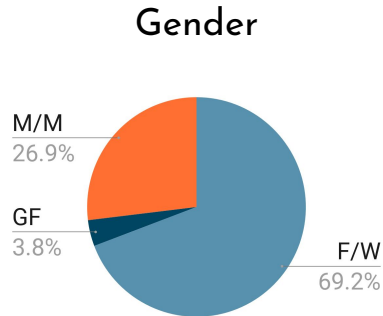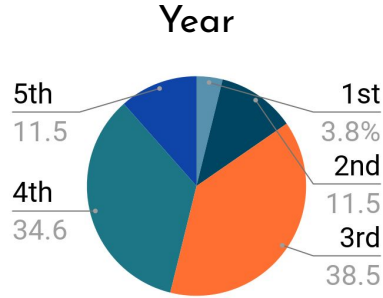Might suggest discussions isn't gaining traction

- Analytics revealed most students were interested in learning about **Getting Involved in Labs** and **Degree Requirements**

- Students were not using **Discussion Board** as much as expected

User Interviews + Testing

Gathering individual impressions and assessing task success

Participants at a Glance (All Sessions, N=26)

Year

- 5th: 11.5
- 1st: 3.8%
- 2nd: 11.5
- 4th: 34.6
- 3rd: 38.5

Racial Background

- White: 26.9%
- Arab: 7.7%
- Chinese: 30.8%
- Multi: 3.8%
- SE Asian: 3.8%
- Korean: 3.8%
- S Asian: 19.2%
- M Eastern: 3.8%

Gender

- M/M: 26.9%
- GF: 3.8%
- F/W: 69.2%

GF = Gender Fluid
M/M = Man/Male Identifying
W/F = Woman/Female Identifying

- **80.77%** Psych Majors
- **34.62%** International Students
- **15.38%** Transfer Students
- **31.58%** Involved in Psych Clubs
- **46.15%** Volunteer in Labs

User Interviews + Testing (Round 1, N=19)

- For the first round of user interviews, we met with 19 students who were **first-time users** of the PSG

- Students were asked to do open-ended tasks (i.e., scroll through and interact with the PSG as they usually would) and voice their thoughts aloud

- Students were also asked open-ended interview questions about their information gathering habits

User Interviews + Testing (Round 1, N=19)

We started with **raw data** (each sticky note = 1 observation, each column = 1 participant)

We **affinity mapped** data to form distinct clusters containing insights
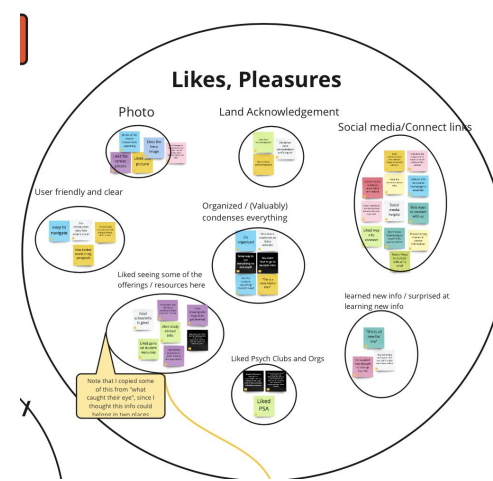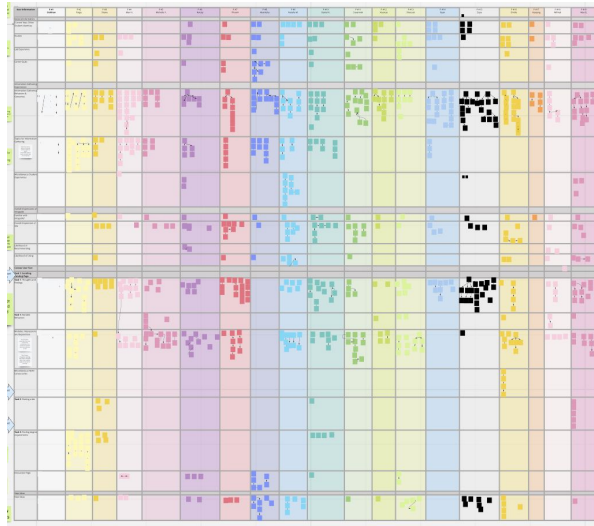
First-Time Users' Reactions to the PSG

"A lot of these questions **I have had and have had to go to advisors.**"
– *New user exploring the FAQ*

First-Time Users' Reactions to the PSG

"Now that I see it, **I am curious and realize I might like to know these things.**"
– New user exploring Who Should I Go To? Module

First-Time Users' Reactions to the PSG

"**This will also help students I know** [...] who are interested in this."
- *New user exploring Preparing for Graduate School Module*

First-Time Users' Reactions to the PSG

"**How have I not known about this?**"
- *New user exploring Homepage*

Interview Insights

When asked about their information gathering habits…

- Students **lack a central information hub** – most students use scattered online sources and informal peer-to-peer conversations to get their info

- Students need help understanding **course requirements** and/or finding **opportunities to get involved in research**

- Students felt there was **a real need for the PSG,** they like the idea of having everything in one place. The content on the PSG **feels relevant** to them

Usability Testing Findings & Actions

Students were unsure how different parts of the guide worked together; had difficulty navigating between them

Content updated to **clarify the relationship between different parts of the guide** (e.g., how the FAQ links to the modules)

Search these modules to find answers to some FAQs

Frequently asked questions	Find your answers
What classes should I be taking? Do I need to complete 217 and 218 in my second year? How can I access past syllabi? And more.	About Your Degree
What are my faculty requirements and who can tell me? I'm an international student, who do I go to for advice? And more.	UBC Advisors & Contacts Degree Requirements FAQ

Usability Testing Findings & Actions

Students felt overwhelmed at the amount of text; skipped past much of it

↓

More visuals added with **succinct language** that uses a conversational tone and calls to action

Psychology BA Programs

| Learn more about your BA degree requirements

BA Major:

Are you majoring in psychology? Learn more about your program ↗ . View the degree requirements ↗ .

Do you have a question about our BA program? Read these FAQs ↗ to see if your question has already been answered!

Usability Testing Findings & Actions

Students expressed that some resources were missing from the PSG

Several new student-mentioned resources added, including:
- **Degree Navigator**
- **Course Archives**
- **Non-Research Work Options**

About Your Degree

Psychology BA Programs

Behavioural Neuroscience BSc Programs

Psychology BSc Arts Minor

Degree Requirements FAQ

Undergraduate FAQ

Degree Navigator

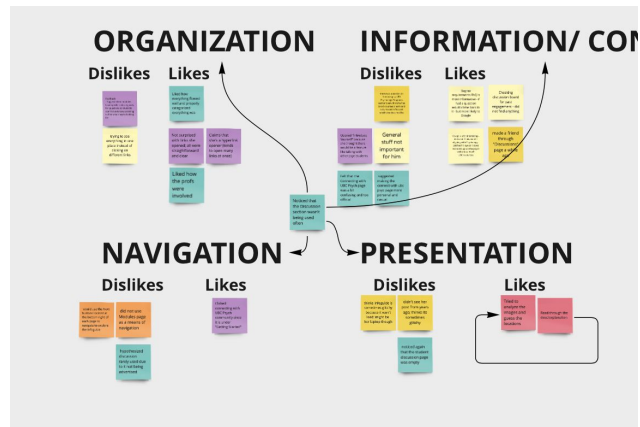Psychology Courses and Syllabi (Current + Archives)

User Interviews + Testing (Round 2, N=7)

- In the next round of user testing, we decided to focus on students who were **existing users** of the PSG to see if their needs differed from first-time users. We also wanted to explore what students thought about the PSG following the new updates
- Students were asked to do specific tasks (i.e., find a research lab to volunteer for) and voice their thoughts aloud
- Students were also asked open-ended interview questions about their sense of community
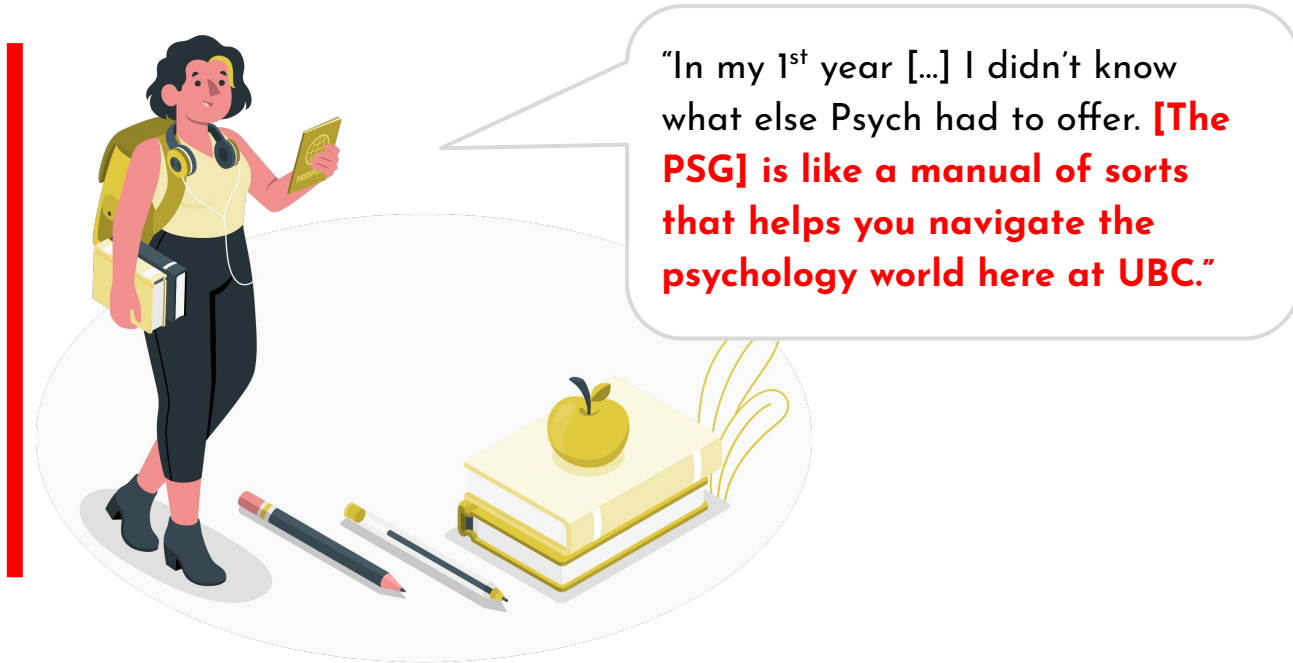
User Interviews + Testing (Round 2, N=7)

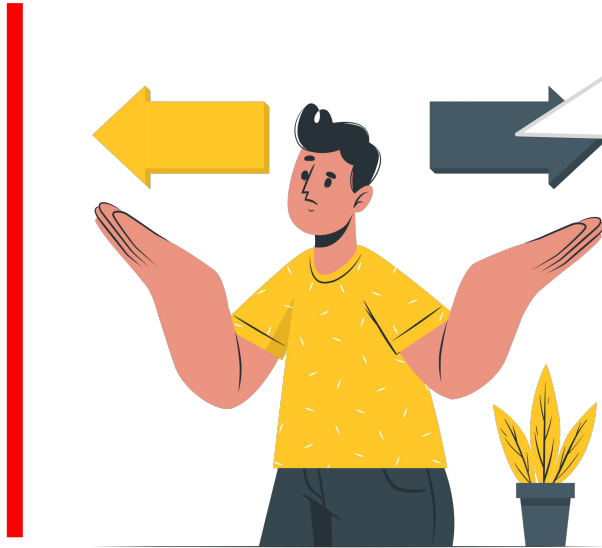Like in Round 1, we started with **raw data** representing participants and observations
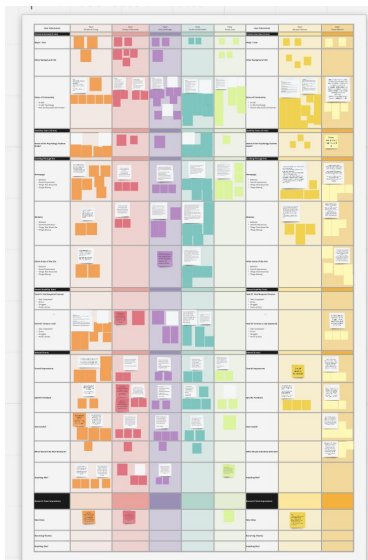
We again **affinity mapped** to cluster data into meaningful themes

Existing Users' Thoughts About the PSG

"In my 1st year [...] I didn't know what else Psych had to offer. **[The PSG] is like a manual of sorts that helps you navigate the psychology world here at UBC.**"

Existing Users' Thoughts About the PSG

"**This Infoguide helped me realize [Honours] wasn't for me** [...] **There's a section that outlines exactly with UBC Psych Honours consists of.** [...] It was very research-focused. I realized that wasn't really something that I wanted to do."

Existing Users' Thoughts About the PSG

"**I come to this a lot when I'm picking my courses.** I'll be back on here today."

Existing Users' Thoughts About the PSG

"Guides like this were very useful to me in getting to the point now where **I feel like I have a sense of what the rules are, what the options are** […] I think it is still very nice to have."

Interview Insights

When asked about their sense of community...

- Students place a high importance on **having a sense of community**, yet many face **barriers to building community**, like limited time on campus, being unsure of where to get involved, and cultural barriers

- One way that many students build community is by **getting involved** in on-campus events and student organizations

- As in Round 1, students in Round 2 are **looking for places to get involved in research and find their community**

Key Findings & Actions

Existing students find the PSG easy to use and navigate following the new updates

Insert a feedback survey to ensure newer users are also finding it easy to navigate
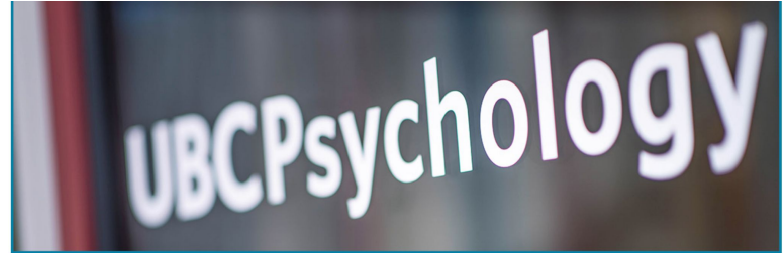
| Connect with the psychology community

Thank you for taking the time to read through this student guide. We hope you got all the information you need to help you in your journey as a psychology student.

Share your thoughts
We'd like to get some feedback on your experience in using this student guide. This will help identify any missing or outdated information. All responses are confidential and the survey will take no longer than five minutes. Start survey ↗ .

Key Findings & Actions

Existing students think it takes too long to sift through information and find what's relevant to them

↓

Restructure information so that broadly relevant content is presented sooner

Search these modules to find answers to some FAQs

Frequently asked questions	Find your answers
What classes should I be taking? Do I need to complete 217 and 218 in my second year? How can I access past syllabi? And more.	About Your Degree
What are my faculty requirements and who can tell me? I'm an international student, who do I go to for advice? And more.	UBC Advisors & Contacts Degree Requirements FAQ

Key Findings & Actions

Most students wouldn't personally use the discussion board, they prefer to connect on other online communities like Discord and Reddit
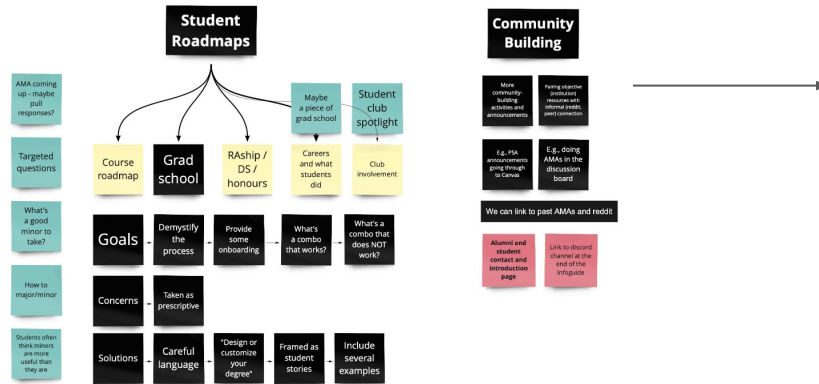
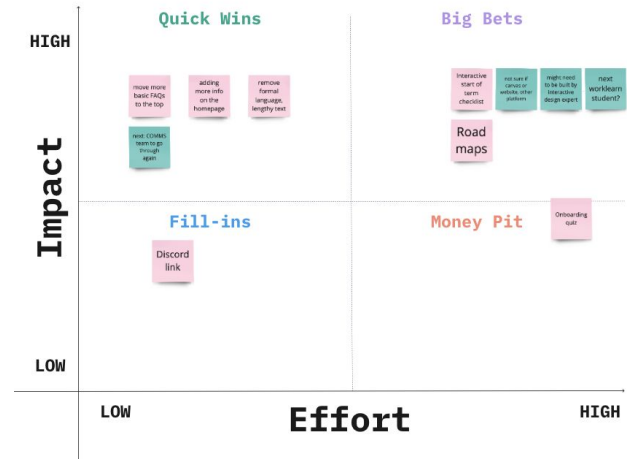Link out to UBC Psychology Discord channel and UBC Psychology Reddit AMAs in the Infoguide

Planning Ahead

Based on our combined insights from Rounds 1 and 2, we **ideated potential design solutions**

We organized our ideas into an **impact-effort matrix** to identify where to invest resources going forward

Ideas We're Excited About

Student Road Maps

- **The problem:** Many students are interested in getting involved in research or pursuing graduate studies but they don't know what this process looks like

- **Our idea:** Create narrative road maps that showcase student stories to demystify this process for courses, grad school, research assistantships, and careers

Ideas We're Excited About

Start-of-Term Checklist

- **The problem:** Many students struggle to keep track of what they should be doing to prepare academically (e.g., course prerequisites, extracurriculars)

- **Our idea:** Create an interactive start-of-term checklist that allows students to actively monitor their progress

Ideas We're Excited About

Student Org Spotlights

- **The problem:** Becoming involved in on-campus activities is a powerful way for students to build community, yet many students feel overwhelmed by the number of options

- **Our idea:** Publish content featuring a different student org each month that allows students to gain in-depth knowledge of UBC Psych student groups.
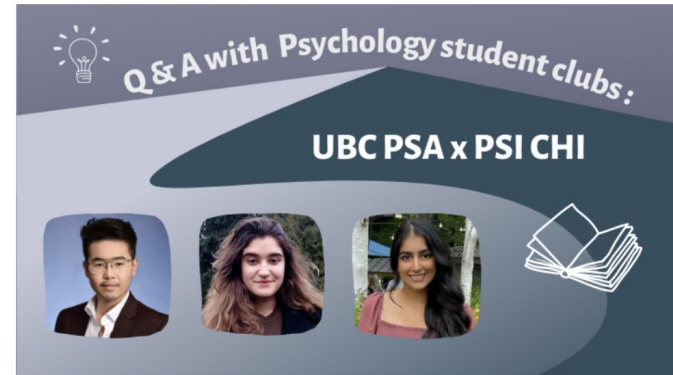
Ideas We're Excited About

Student Org Spotlights

- **We've already started this!**

- One of our team members, Vika Tian, interviewed members of PSA and Psi Chi to highlight how students could get involved in the community

August 30, 2022

Looking for a sense of belonging at UBC—and to connect with other students? Join a student club to find like-minded people in your community.

02
EDI Website

Making EDI information more accessible to the community

https://psych.ubc.ca/edi

Project Background

- A key recommendation of the Equity, Diversity, and Inclusion (EDI) Task Force is *Revamping Content on the Departmental Website*

- By redesigning and renewing the **EDI information, resources and content** on the department's existing EDI webpage, we prominently display our EDI positions and efforts, while serving the needs of our community

Equity, Diversity, and Inclusion
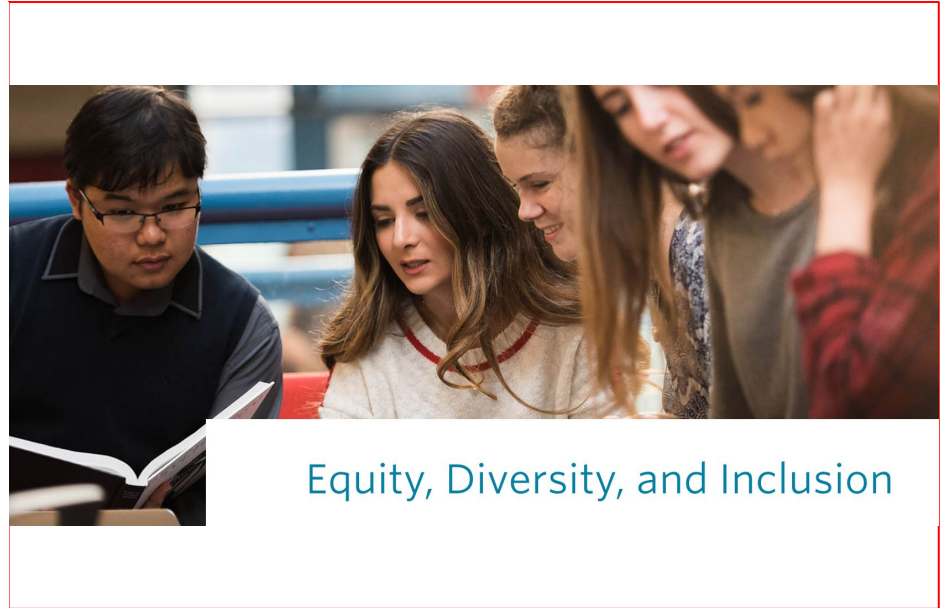
Research Goals

- Redesign the EDI website to better meet the needs and wants of undergraduates, graduates, faculty, and staff
- Learn how the current site works for them

Equity, Diversity, and Inclusion

Impression Gathering Activity

To learn how the current version of the EDI site was working for different user groups, we conducted impression gathering sessions with **28 participants** across **9 sessions.**

- A moderator led participants through a guided self-reflection activity

- Participants then went through the site on their own, noting down their thoughts and reactions in a collaborative document

- The group debriefed and discussed any points that came up during their review

Impression Gathering Activity

We started with **raw data** (each sticky note = 1 observation, each box = 1 prompt)
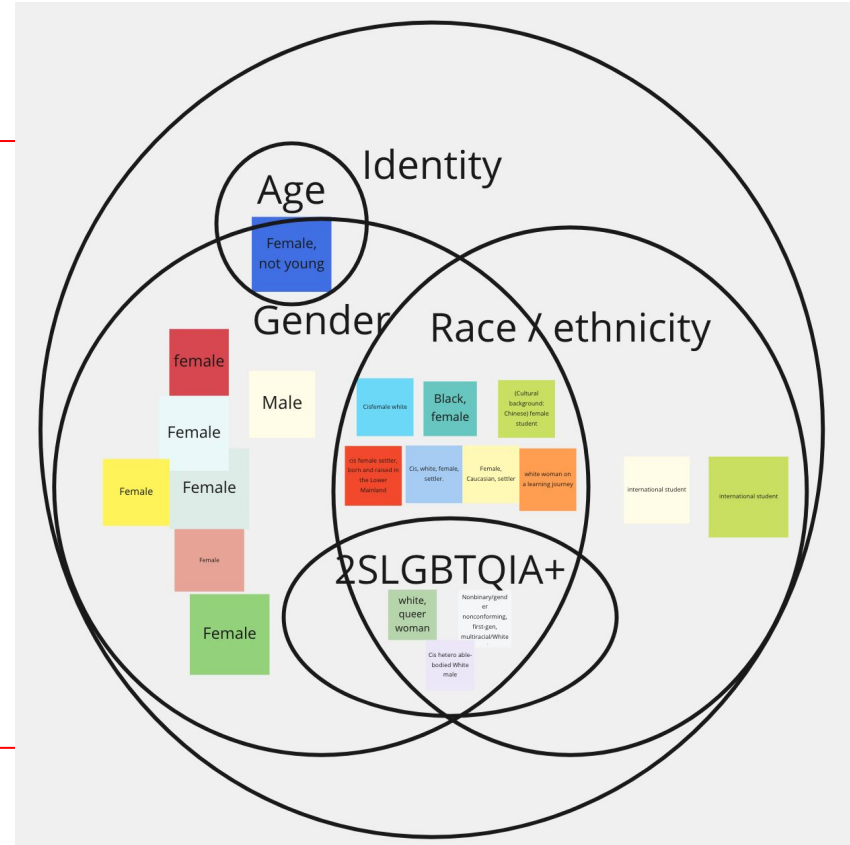

We **affinity mapped** to cluster data into meaningful themes
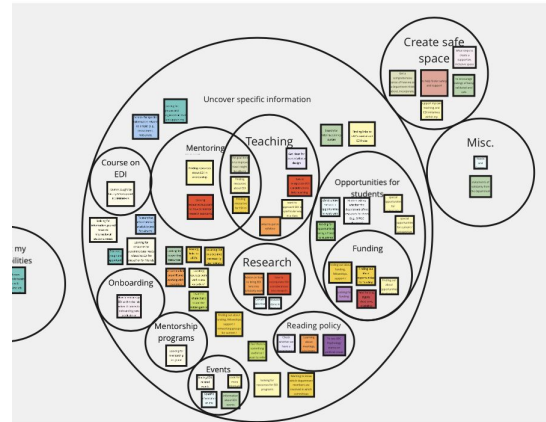
Who Did We Hear From?

- Five working groups
- Undergraduates (1 round with community + 2 rounds with our teams' volunteers)
- General department (2 rounds)
- Gender, age, race, 2SLGBTQIA+ diversity

Why Would People Visit the EDI Page?

Top answers

- To uncover **information** on a specific topic: events, resources, accessibility, news, funding, mentoring, teaching, research best practices, and more
- To **support a student or colleague,** to prepare for a meeting with them
- To monitor **progress on Task Force goals**

Why Would People Visit the EDI Page?

Insight: Users are motivated to learn, help their colleagues, monitor progress

<div style="border: 1px solid red;">

- To uncover **information** on a specific topic: events, resources, accessibility, news, funding, mentoring, teaching, research best practices, and more
- To **support a student or colleague,** to prepare for a meeting with them
- To monitor **progress on Task Force goals**

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Why Would People Visit the EDI Page?

Other answers

- For **interest**, **personal growth**, to create a **safe space**, **teaching** and **mentoring**
- To **prepare** for a specific role, task, related to EDI
- To **get involved,** look up **policy**
- Preparing for **hiring** or **recruiting**

People enjoyed

- **Attractive -** balance of text and visuals
- **Easy** to navigate
- **Accessibility** of language
- **Breadth** of information

EDI in Practice

Departmental Equity, Diversity and Inclusion Initiatives

People wanted improvements

- Edit the copy to **acknowledge the issue,** the history of **EDI in the department**

- More content for **undergraduates**: where to find support, blogs / opinion pieces, more clubs and opportunities

- Users wanted a **unique journey** depending on their mission / needs, and emphasized the importance of having an **'If You Need Help'**

Acknowledgement

We acknowledge that UBC's Vancouver campus is situated on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam).

Learn more →

People wanted improvements

- Website is not tracking **progress on goals**. This applies generally (e.g., demographics of the department) and also on specific **Task Force goals**.
- Built into website design: "let's build in a **progress bar** on the Task Force goals"
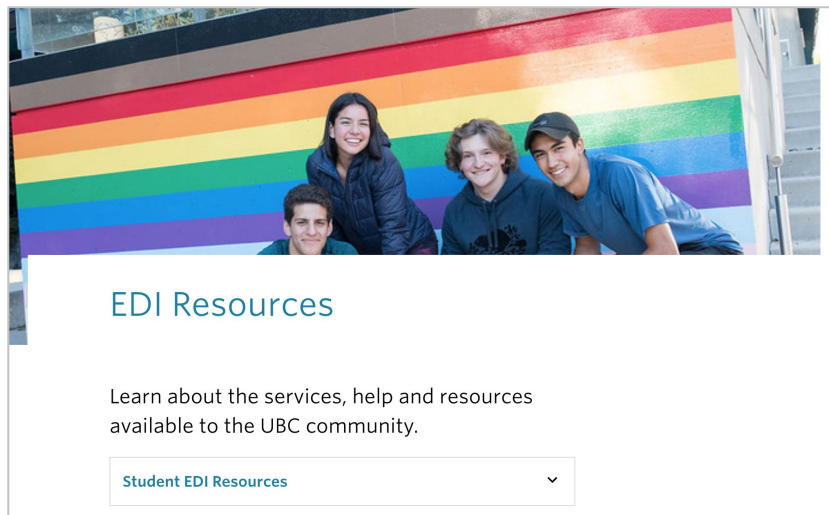
EDI in Practice

People wanted improvements

- **Limited information** about teaching / mentoring, accessibility, recruiting tips, research on the impact of EDI in educational settings

- Users want to know about **past and upcoming events**, with event resources they can easily access. One user asked for a **'subscribe'** feature so they could be added to a mailing list
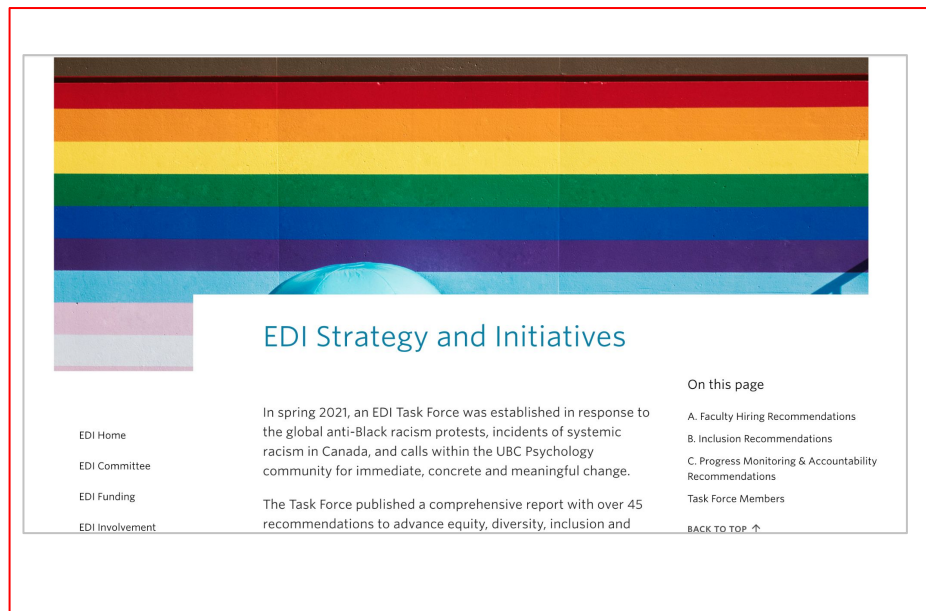

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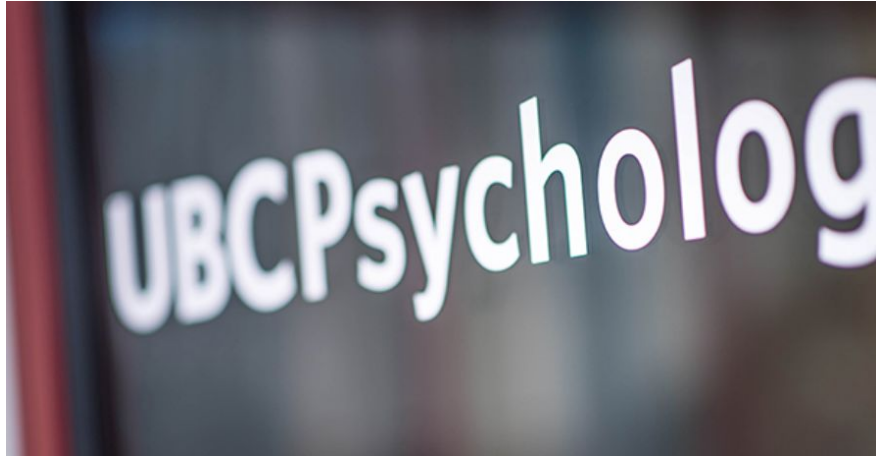
Improvements made

- Complete **content** and **structure** redesign of department's EDI webpage

- Iterative changes made based on **common goals** and **emerging themes** during impressions gathering sessions and affinity mapping

- **Extensive** EDI resources/support, training, funding opportunities sourced and added using tables that are searchable by audience and resource type with summary

- Department **EDI programs, research** and **hiring** featured on main EDI webpage

EDI Resources

Learn about the services, help and resources available to the UBC community.

Student EDI Resources

Improvements made

- **EDI-related stories** and **events** sourced, added and featured.
- Better link to EDI **Task Force recommendations** (and why it was established), working groups, initiatives
- Added a page that helps department members know **where to go if they need help** or have an issue
- More fulsome EDI **involvement opportunities** sourced and added
- EDI featured prominently on department's website home page
- **Feedback form** for users to help identify gaps and improvements on EDI webpage

EDI Strategy and Initiatives

On this page

EDI Home

EDI Committee

EDI Funding

EDI Involvement

In spring 2021, an EDI Task Force was established in response to the global anti-Black racism protests, incidents of systemic racism in Canada, and calls within the UBC Psychology community for immediate, concrete and meaningful change.

The Task Force published a comprehensive report with over 45 recommendations to advance equity, diversity, inclusion and

A. Faculty Hiring Recommendations

B. Inclusion Recommendations

C. Progress Monitoring & Accountability Recommendations

Task Force Members

BACK TO TOP ↑

Next Steps for the Project

- Establish process for tracking **Task Force goals**
- Develop **response flowchart** for individuals needing help in the department
- Craft and display **meaningful EDI position** for the department
- Develop **EDI editorial strategy** to feature students, faculty and staff
- Work with Arts ISIT to explore options for **functionality** (unique journey/ progress bar)
- Future usability testing to evaluate **accessibility**, i**nclusivity of design**

Help us improve our EDI page

Your voice matters. Let us know if we can make improvements or are missing important information on this page.

Share feedback →

Thanks!

Any questions? Email us at
uxresearch@psych.ubc.ca