# Preliminary Site Research
# Centre of Learning & Development
# <**tccld.org**>

by

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# 1. Executive Summary

## PROBLEM DESCRIPTION

The Centre of Learning & Development (CL&D) is a local community centre located within Regent Park and founded in 1979. Its mission is to build strong and healthy communities through offering training, workshops, courses, internships, and programs. The Regent Park neighbourhood is located in the downtown Toronto area, bounded by Gerrard Street East to the north, River Street to the east, Shuter Street to the south, and Parliament Street to the west (Appendix A). According to the City of Toronto's 2016 Neighbourhood Profiles, Regent Park has a population of just under 11,000, with an above average population of visible minorities, non-native English speakers, and low-income earners (Appendix A).

CL&D's vision to contribute to social justice activism as advocates of change and reciprocity aims to help its diverse community members to overcome issues pertaining to structural inequalities in order to promote more inclusive, participatory cultures of community engagement. To this end, CL&D has four strategic priorities:

1. Building geographic partnerships and sharing resources with areas in need
2. Building strong healthy communities through social networks and support
3. Supporting income generation through skills development
4. Addressing structural inequalities through community engagement and development

Currently, CL&D hosts four programs for Regent Park community members relating to their strategic priorities, as listed on their "Programs" page, at their main building, located at 540 Dundas Street East, Toronto, Ontario:[1]

- Academic Skills Upgrading (AU), a literary, numeracy, communications, and digital technologies skill development program
- Digital Storytelling Toronto (dsto), an innovative learning initiative that supports CL&D's goal of community development and empowering individuals by enabling individuals to express and portray their life stories using digital media formats
- Immigrant Women Integration Program (IWIP), a 7-month leadership development program, that offers opportunities in the social service and community-based sector
- Youth Empowering Parents (YEP), a Regent Park community initiative established in 2010 to train youths to act as volunteer tutors for adults in their community

This report describes the ethnographic approach employed to identify user pain points necessary to a redesigned CL&D website that is responsive to the needs of its users. Following a context and content analysis, our study identified two representative user groups (existing users and non-users) for the website, and examined five users' experiences through interviews and usability tests, based on four task-based prompts:

1. Searching for reading and writing educational programs
2. Seeking information regarding donation usage
3. Applying to volunteer
4. Seeking details about the Immigrant Women Integration Program (IWIP)

The first identified user-problem is that participants of the non-user group were unable to navigate to the correct website URL and would instead click on <test.tccld.org/contact/staff> — the first search result on Google Incognito mode — or click on other websites with similar names. This is a critical issue as users (program participants, donors, and volunteers) may not be able to find the website at all. The test website highlights a key problem in the search engine optimization of CL&D. After directing participants to the correct URL, an additional user problem was identified, where participants

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[1] There is a fifth program, titled Clear Language and Design (CLAD) excluded on the "Programs" page. However, this is run outside of the main building.

struggled to complete certain tasks as prompted, for reasons such as confusing labelling systems, a lack of a search bar on the home page, and content that is difficult to navigate. For instance, label titles such as "What We Do", "Who We Are", and "What We Measure" may suggest similar content, and a user may click on all three in search of the information they are seeking. Additionally, users did not understand the relationship between CL&D and its social enterprise programs, such as <regentparkcollective.org>. To tackle the strategic connectivity between the integration of the two, the information architecture must be consistent on both websites. Therefore, the website redesign proposition will address five key issues pertaining to CL&D organizational goals:

1. Improve SEO visibility
2. Implement user-friendly navigation menus and labels, with accessibility as a focus
3. Improve efficiency of use and ease of website navigation
4. Reduce frequency of user errors when navigating the website
5. Increase consistency between organization and labelling systems of <tccld.org> and its sister website, <regentparkcollective.org>

## PROJECT JUSTIFICATION

The suggested website proposition can help accomplish organizational goals by increasing website engagement, which can lead to an increase in volunteer involvement and program enrolment, as well as online and offline donations. This is particularly important, as donations play a vital role in allowing the CL&D to exist as a non-profit organization and function as a local community centre. This redesign proposal will cater to both current visitors that are presently engaged with the CL&D and its programs and initiatives, as well as potential donors and volunteers. The aim is to better advise both groups of the programs and services available to Regent Park community members. In summary, the website redesign not only aligns with supporting the organization's strategic priorities but will also be more meaningful and informative for users.

The first step in this process is to conduct an extensive analysis of the current situation. This report will outline the context of CL&D in its community, the website's role within the organization, the existing content on the site and its surrounding information architecture (organizational structure, navigation system, search system), an analysis of user experiences with <tccld.org>, a summary of findings, and a proposal for next steps.

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# 2. Context Analysis

## GOAL & VISION

CL&D's goal is to "build community, one person at a time" by fostering a healthy, equitable, inclusive, and welcoming space for members of the Regent Park community at three levels: the individual, the community, and service agencies.

CL&D's vision — "Strong Communities Together" — is to contribute to social justice activism as advocates of change, reciprocity, and local engagement, which aims to help its diverse community members to overcome issues pertaining to structural inequalities, such as intersectional barriers from class, gender, ethnic background, and racial inequality in order to promote more inclusive, participatory cultures of civic engagement.

## PROJECT TEAM & STAKEHOLDERS

The project team from the Centre of Learning & Development consists of co-leads John Alves (Development and Operations Lead) and Mark Affue (IT), and Sania (Placement Student) — a visually impaired student working with us for accessibility tests. Besides the project team, the key stakeholder is

Alfred Jean-Baptiste (Executive Director). While CL&D is currently primarily funded by external organizations, they hold little to no influence over the project's outcome and progress.[2]

## ROLE OF WEBSITE AND RELATION TO STRATEGIC GOALS

The role of the website in the organization is to act as the main hub and information source for community members to find and access its "social incubator" or "social enterprise" programs (e.g. Regent Park Catering Collective and Regent Park Sewing Studio — programs that allow community members to develop the knowledge and skills needed to launch individual businesses), and to attract visitors and donors to the organization. As such, while the website's purpose touches on all four strategic priorities of CL&D, it particularly aligns with Strategic Priorities #1 and #3 through its facilitation of information resources and promotion of its skill development programs.

## BUSINESS GOALS OF WEBSITE

CL&D's business goals for the website are to increase prospective student enrolment in educational programs and to increase community-based online and offline donations, rather than relying on external funding. CL&D's suggested that the website was poorly designed, and highlighted the following as factors that negatively impacts the aforementioned goals:

- A high web traffic bounce rate and low visitor retention time, indicating a poorly designed front/landing page
- Poor connectivity between <tccld.org> and its sister and e-commerce website for the Regent Park Catering Collective, <regentparkcollective.org>
- Non-user-friendly navigation menus
- Poor search engine optimization (SEO)
- Weak placement of the donation button in the main menu in portrait mode

As part of the contextual inquiry and onboarding process, we were granted access to the content management systems of <tccld.org> and <regentparkcollective.org>, in order to ensure that our final deliverable would be implementable using pre-existing systems. Furthermore, we worked with the CL&D project team to create a set of design goals based on tasks that the organization expect visitors to be able to perform on <tccld.org> and the experience that visitors should expect when visiting the website:

- To access information about programs, initiatives, and social incubators with ease
- To navigate the website in a user-friendly manner
- To display content in a reader-friendly manner
- To access donation page and donate with ease, safely and securely
- To encourage visitors to access and explore community resources, tools, and reports
- Consistent branding through text, colours, and graphics
- A responsive user interface that accounts for different devices (e.g. Desktop vs. Mobile, Android vs. iPhone, Google Chrome vs. Firefox)

The aim of this website redesign project is to redesign the information architecture of <tccld.org> such that it is able to fulfill the information needs of its users, such as frequent visitors to CL&D, and potential donors, participants, and volunteers. It is essential to CL&D and our project team that the context of the website is considered during the design process. Accordingly, our project team will pay particular attention to the strategic role of the website, the organization's business goals, and stakeholder priorities, such that the wireframe prototype will have the potential to — amongst other things — drive traffic and encourage engagement with existing and potential program participants, volunteers, and donors.

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[2] Currently, approximately 70% of CL&D's funding source from stakeholder external organizations such as the TD Centre of Learning, United Way, Clear Language and Design, and government funding such as the City of Toronto, Province of Ontario

# 3. Content Analysis

To analyze the contents of <tccld.org>, we used the Content Auditor web crawler tool to analyze pages and assets hosted on the web domain for readability and SEO insights. We also accessed the website through its content management system, WordPress, for a full examination of its contents.

The web crawler tool returned results stating that the site was comprised of 22 pages, 68 images, and 73 assets, and included insights into the metadata, overall readability, and composition of content pages. However, after accessing the site's content management system, we found that the site actually contained 62 pages (61 published, 1 draft), 361 images files (.JPEG, .JPG, and .PNG) and 111 .PDF files. The pages that the web crawler tool *did not* audit consist of published pages that are not at all linked to the site and are only findable through the search function. These pages consist of unused templates, outdated news, and old blog posts dating back to 2012. Thus, it is probable that this was an intentional decision to not link to or display outdated articles in the current user interface. For this reason, we consider the results of the Content Auditor web crawler tool as representative of the current updated content on <tccld.org>, and a reliable reference to the Content Inventory and Readability sections of this content analysis. Additionally, we conducted a front-end qualitative assessment of the navigation, organizational, and search systems of <tccld.org> by manually navigating the website. After constructing a global navigation diagram (Appendix B), we systematically went through the site and examined each page for further analysis of website functionality.

## CONTENT INVENTORY

The content of <tccld.org> is organized across one sitemap level. The website runs on the content management system, WordPress, and pages are primarily text-based. The Search Engine Optimization (SEO) insights indicate that there are no broken links, and meta descriptions for only two pages: the <tccld.org> landing page, and the page describing the Regent Park Catering Collective. This is potentially a deliberate omission on CL&D's part to drive search engine results to these pages.

In terms of media, there are 361 images on the site, 68 of which were audited by the web crawler. These images are a combination of labels, icons, logos, portraits of staff and students, and one infographic. Additionally, the crawler found 72 .PDF files, all linked from the "Resources" page. These documents can be divided into 5 categories:

1. **Annual Reports**: Documents including the organization's vision, mission statement, strategic priorities, core programs, impact, and operational budget (from 2011-2018)
2. **Community Resources and Needs Assessment (CRNA) Reports**: Reports produced by Immigrant Women Integration Program (IWIP) participants; periodic surveys and analyses of Toronto neighbourhoods
3. **Raw Data**: Simple text documents containing information presented in CRNA reports
4. **Yearbooks**: 8 documents between 2002-2015 highlighting the "work and words" of program participants in the Academic Skills Upgrading (AU), Immigrant Women Integration Program (IWIP), and Youth Empowering Parents programs (YEP)
5. **Celebrating Success**: Three annual booklets from 2014—2016, comprising of testimonials and collections of works from participants of the AU program

## READABILITY

All contents of the <tccld.org> are in English. In order to appeal to 80% of the population the recommendations for website building are to aim for a reading grade level of 8 on the Flesch-Kincaid scale and a reading ease score between 60 and 70. The 22 pages analyzed on <tccld.org> returned grade levels between 7.7 and 29.6 with an average of 13.3 and reading ease scores between -15 and 57 with an average of 35. A closer look at the pages marked with low reading ease scores revealed that they were, in fact, very simple — for example, the page "Our Vision & Mission" only contains 59 words and no images (Appendix C). From a qualitative perspective, however, much of the text uses technical

language that can be difficult for the average user to understand — particularly for new immigrants to the community who may not speak English as a primary language. Furthermore, certain typographic elements on the website may affect the readability of content, such as choice and colour of fonts and font style (colour, bold, italics, etc.). If optimized, these can be leveraged to highlight content or draw the attention of the user to important parts of the website.

## ORGANIZATIONAL STRUCTURE & LABELLING SYSTEM

The information architecture of the website is primarily organized with a hierarchical top-down approach, with an ambiguous hybrid organizational structure that has elements of a task-oriented scheme (e.g. the menu options "Get Involved" and "Become a Volunteer!") and a topical scheme with the scope focusing on what CL&D is and offers as an organization. Despite having 61 pages of published content, only about a third of those pages are accessible through the menu. Accordingly, the site hierarchical structure is narrow (four categories) and shallow (three levels at its deepest). The top-level of the site's hierarchy is accessible through a persistent header at the top of every page. Its main categories include, "What We Do", "Who We Are", "What We Measure", "Get Involved", and a "Donate" button (Appendix D).

The labelling system is centered around labels-as-headings and are organized by task and by topic. The labels are consistent as a system in being self-referential to what the organization is, does, and how the user can interact with it. The label headings in the hierarchy enable users to navigate to the desired content through a drop-down menu. Apart from a handful of hypertext links that directs users to the next page down the hierarchy, and the "Executive Director's Message", which is only accessible through a link in the footer, all pages on the site are accessible within two-levels of menu options. Another labelling inconsistency is CL&D's branding displayed across the website:

- **Legal Name:** Toronto Centre for Community Learning & Development
- **Logo (Image):** CL&D Toronto
- **Logo (Text):** Centre of Learning & Development
- **Footer:** Centre of Learning & Development Toronto
- **Page Title:** Toronto Centre of Learning & Development
- **Social Media Accounts (Twitter & Instagram):** TorontoCLD
- **Building/Location Name:** TD Centre of Learning

## NAVIGATION SYSTEM

The navigation system of <tccld.org> consists of two elements consistent across all pages hosted on this web domain: a persistent top-down header (or global navigation bar) at the top of each page, and a footer at the bottom of each page. This header aids users in navigating hierarchical arrangement of the sites content through its five main categories:

1. "What We Do" is further separated into two subcategories, "Programs" and "Social Incubators", which describe the organization's offered programs and social enterprises
2. "Who We Are" has six subcategories, linking to pages about the organization, its team, vision and mission, partners, resources, and testimonials
3. "What We Measure" links to a page describing how the organization measures its effectiveness, with an infographic image detailing the process and desired outcome
4. "Get Involved" includes two subcategories, "Create New Opportunities" and "Become a Volunteer!" The first is a page requesting donations, and the second includes descriptions of different volunteer positions and a link to apply
5. A "Donate" button is located within the header (and at the bottom of select pages), directing users to a page with an embedded donation form handled through <canadahelps.org> — a secure external donation site (Appendix E)

Aside from a small title at the top of each page, there are no placemarking aids such as breadcrumbs used in the navigation of the site. Some pages make use of in-text hyperlinks — such as the "Programs" page (Appendix F) — but there is no method to navigate laterally or upwards. Although

there are no visible sitemaps, indexes, or local navigation options on any of the pages, there is a fat-footer at the bottom of every page that links to the descriptive pages about the organization from the "Who We Are" label, and — as aforementioned — the only link to the "Executive Director's Message." On the landing page, there is also a word-web that links to the five programs offered by CL&D, and a link labelled "Building Community" which is another method for users to navigate to the "About Us" page. The only way to navigate up or back outside of the global navigation bar is through clicking the large CL&D logo, which redirects users back to the main landing page.

## SEARCH SYSTEM

The search system is accessible through a search bar that is present at the top of every page besides the main landing page (Appendix G). It is a regular search interface that does not offer advanced elements such as predictive search or live searching. Furthermore, unless the search contains a valid keyword found in the content, the system will return the text "Couldn't find what you're looking for!" (Appendix I). This system appears to operate by searching for all instances of the search term across text pages. If the search does produce valid results, they are presented in card format (Appendix H). We were unable to identify the ordering scheme of presented results, as they do not appear to be by publication date, modification date, or alphabetical order (Appendix H). As the majority of content pages on <tccld.org> can only be found via this method, browsability of subject contents are limited. It appears that all content is indexed to be searchable through the internal search function. It could potentially be useful to implement search zones, or to index the assets by metadata description to facilitate searching.

# 4. User Analysis

## SIGNIFICANCE

It is important to identify representative users when conducting website usability tests, in order to observe how real people navigate the website. This is an effective way to identify user difficulties pertaining to points of confusion, and the ease (or difficulty) of navigating through <tccld.org>. Our usability testing involved assigning four tasks for participants to complete, with each contextualized in a hypothetical scenario. This approach allows for user issues — that would otherwise not be apparent to people unfamiliar with the website — to be revealed.

## WHO THE USERS ARE

According to the CL&D project team, typical users of <tccld.org> speak or understand English, have an average level of technological literacy and ability, and are either existing or potential program participants, volunteers, or donors to CL&D.[3] For the purposes of this project, we identified two groups of users for our user research and website usability testing. In total, five participants (*n = 5)* were recruited.

The first group of users include *existing users* — current or past CL&D program participants, volunteers, and donors. The criteria for users in this group include some experience and familiarity with the organization, and some level of English language comprehension. In coordination with the CL&D project team, we were able to engage three (3) Regent Park community members affiliated with the organization to conduct our ethnographic research and usability testing. The first user in this group (U1) is an individual on their third visit to CL&D's physical location and had no prior experience with accessing <tccld.org>. The second user (U2) is an individual who has been a visitor of CL&D since last year and had no prior experience with accessing the website. The third user (U3) — who requested to be labelled as "N00B" in our data — has been a visitor of CL&D for three to four years and also had no

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[3] "technological literacy and ability" in this context, refers to a user's experience, comfort, and ability to leverage Internet Browsers to search for and navigate websites.

prior experience with the website. Given their familiarity, we expect this user group to be able to offer us observational information during usability testing from the perspective of those with potential prior knowledge of website's contents (based on their existing in-person program participation). This will allow us to not only conduct analysis on findings of *existing users*, but also offer a comparative analysis relative to the *non-users* group.

The second group of users we engaged with are *non-users* of the website, representative of the potential program participants, volunteers, and donors to CL&D. The criteria for users in this group include: users above the age of 18, no affiliation with CL&D or the course INF2170, no prior experience with <tccld.org>, and adequate technological literacy and ability to use Internet Browsers and navigate websites. Two (2) users were recruited for this user group. The first user recruited for this group (U4) is a graduate student in their mid 20s, who has no prior experience with <tccld.org>. The second user (U5) in this user group is an undergraduate student, who also has no prior experience with <tccld.org>.

## METHODOLOGY

We employed two ethnographic research methods to collect data: semi-structured interviews and user observations (usability tests). All participants signed a consent form (Appendix J) and agreed to be audio- or video-recorded for its duration. Studies took place over the course of two days and were either conducted on-site at CL&D (3 of 5) on a public workstation (computer lab), or off-site, using an observer's device (2 of 5).

The study (Appendix K) was designed to collect the following data: user demographics, observations of website usability, and post-observation comments. For this study, each participant answered nine questions and acted on four observation prompts. The duration of each study ranged from 15 to 22 minutes. Both research methods were employed with our five users (three users and two non-users). For privacy and anonymity, no personally identifying information was retained. Participants were assigned a participant ID (U#), and on request, one user was also assigned a pseudonym of choice (U3; or "N00B").

### Interviews: Data Collection, Processing, Clean-Up, and Justification

Our first method of data collection followed a semi-structured interview protocol. There were nine structured questions included in the interview guide, with optional sub-questions designed to elicit further details from the participant (Appendix K).

These questions were divided into two sections: four questions at the beginning, and five questions post-observation. The initial four were designed to establish the user's demographic situation in relation to the organization and to establish their level of familiarity with the site. The latter five "follow-up" questions were intended to elicit feedback regarding the user's experience with the site during the tasks assigned through the prompts.

Data for this method include two video recordings using an observer's phone (U2 and U3), one audio-only recording using the audio-recording software Audacity (U4), three pages of handwritten notes (U1 and U4), and one page of typed notes (U5). All data was recorded or written by team members. Responses to the interview questions were summarized and transcribed to group-managed spreadsheets, organized by question for comparison. Any personally identifying information was discarded.

The benefits of a semi-structured interview protocol stems from its open-ended questions. We were able to collect useful data from which we were able to develop an understanding of the typical user experience navigating to and around the website in order to identify user frustrations and pain points. Furthermore, the initial questions were designed to establish the user's familiarity level with the site, allowing us to categorize users into the two user groups. In doing so, we were able to assess the commonalities and differences in user experiences based on a user's familiarity with the organization and website. By supplementing the semi-structured interview method with user observations (usability

testing), we were able to use this data to understand the user context to support our findings and prevent misleading outcomes.

## Observations: Data Collection, Processing, Clean-Up, and Justification

A total of five user observations (usability tests) with four prompts each were conducted. Furthermore, to minimize possible inconsistencies or biases from personalized search results or browsing data, we designed a specific test environment: a Google Chrome browser was opened in incognito mode with all browsing data cleared (cookies, browsing history, bookmarks) prior to each study. Participants were tasked to imagine themselves in four separate scenarios, locate and navigate to the <tccld.org> website, and locate certain resources or information hosted on the website (Appendix K):

1. Searching for reading and writing educational programs
2. Information on donations
3. Applying to volunteer
4. Seeking details about the Immigrant Women Integration Program (IWIP)

For the *existing users* group (U1, U2, and U3), observations were conducted on-site using a workstation within CL&D's computer lab. The on-screen actions and verbalized thought processes of participants were recorded using an observer's phone. In the *non-users* group (U4 and U5), observations were conducted off-site using an observer's offered device. U4's on-screen actions and verbalized thought processes were recorded using the screen-recording software Loom and the audio-recording software Audacity. U5's on-screen actions and verbalized thought processes was recorded using an observer's phone. The observation was considered completed once participants indicated their satisfaction with the information gathered or once they gave up on the task. During the process, participants were asked to describe their thoughts, decision-making process, and on-screen actions verbally. Observers asked for elaborations as necessary to gain insight into their information-seeking behaviours and activities (e.g. "Why did you choose this link over the other?").

In total, observation data includes five video and audio recordings. Audio and actions from all five observations were retained, transcribed, and transferred into a spreadsheet for processing. No outlier data was discarded. Observation data metrics were recorded and transferred into spreadsheets including time elapsed and clicks taken per task. Any personally identifying information was discarded.

Using this data, we were able to observe the behaviour of users in situations similar to those that we imagine other users might encounter in their everyday interactions with the site. We were able to hear and record the verbalized thought processes of users as they navigated the site to complete the assigned tasks, which was helpful in understanding how users perceived the site and information on it. Furthermore, by starting from a blank page, we were able to track the processes by which users navigated to the site from the first steps of their search. This provides us with a valuable perspective on the site's discoverability and SEO. The success of the said tasks in the usability testing were measurable through the task success rate and difficulty ratings that allowed us to identify interface elements that caused friction. The live observation of users as they conducted the tasks allowed us to take notes on when and how the users interacted with navigation components, as well as whether they overlooked any navigation options. Moreover, the combination of data from this method with insight from the interviews allowed us to identify pain points experienced by users when accessing the website.

## SUMMARY OF USER FINDINGS

### Donation Information is Difficult to Locate

When presented with the task of finding information on <tccld.org> regarding how donations to the organization would be used, all participants were unable to locate this information. 4 of 5 users felt that they could not find any information at all on the subject, while one user felt that they had found a small amount of information on the "Create New Opportunities" page, but considered it unsatisfactory. 3 of 5 users immediately clicked on the "Donate" button, which led to a donation form, but did not contain any information about how donations are used.

*"I would want to know specifically where my money is going if I was a donor." (U5)*

*"When I click done, maybe I will see what my donation is going to be used for, but I don't see it." (U2)*

*"I was not able to find where the money would go...I understand it's going to go to the center itself, but I would like to have a bit more information about what the center may use." (U1)*

Overall, participants spent between a range of 1 minute and 2 minutes on this prompt. 4 of 5 users gave up on this task, and 4 of 5 indicated that they were unsatisfied with the amount of information they found. Furthermore, two users noted they would be "unlikely to donate" after being unable to find the information.

*"I can learn about the organization, but there has not been any information on what they do with my donation, which means I am not very liable to give them a donation in the first place, because I want to see exactly what my money is going to do when I donate to them, I mean one hundred percent transparency." (U4)*

### Poor Search Engine Visibility of Website

In 2 of 5 cases, users were asked to navigate to the CL&D's home page from a blank incognito window. Both users, however, were at first unable to find the page. The site's lack of findability was in part due to other similarly-named sites that appeared in the search results that users tried to click on, and also in part due to the existence of a "test" version of the CL&D site that came up in the search before the official version (Appendix L). This issue was replicable across several keyword search results (Appendix M). U4 managed to complete their first task on the test site before navigating back to the home page of the official site, while U5 did not want to use the test site and gave up on the task; they were subsequently directed to the correct URL by the interviewer.

### User Confusion Due to Unclear Labelling

Some navigation menu options have unclear labels, which confused users in their search for information on a specific topic. In the first task, 2 of 5 users (U1 and U5) clicked on "Clear Language & Design" instead of "Academic Skills Upgrading" while searching for information on how to improve their English reading and writing skills. U5 eventually found the correct page, but U1 gave up shortly after realizing that they had not found the right one. Similarly, the previously mentioned issue with regard to finding donation information is also partially attributable to a lack of clear labelling surrounding this topic. U1 felt that the lack of information on the site about such an important program/service should be addressed.

### Different Navigation Systems Influence How Users Looked for Information

The site contained two different systems for navigating its content on the home page: a menu bar with a series of drop-down options at the top of the page and a more limited selection of links (those found under "Programs" on the menu bar) located further down the page in a cluster around a central link to "Building Community". Users appeared to look in different places and find different solutions to tasks depending on which of these two systems they started looking at. For example, while 3 of 5 users were able to immediately complete the third task (applying to volunteer) by scanning the menu bar, the other users were unable to locate the information, as they had decided to scan the "Building Community" word cluster (Appendix N) for a link on volunteering at CL&D.

## METHODOLOGICAL REFLECTIONS

**Procedural Error.** Throughout the proceedings of our study, a few issues arose that should be considered when reading this report. For participants of the *existing users* group (U1, U2, U3), an error was made during the preparation for the observation testing environment. Our team made an error in assuming that users of this group — given that they were familiar with the organization and the website — would have prior experience with the website and be aware of the website URL. As such, participants of this group were directed to navigate directly to <tccld.org> by the observer.

The intended environment was for an incognito (private) browser to be opened to a blank tab, so as to allow for participants to navigate to the CL&D website using a method of their choice (e.g. via the address bar, by search engine, by bookmark, etc.). This was intended to determine if users of the

website had any difficulty navigating to the website, and whether familiarity of the organization or the website was a contributing factor. However, as all of this user group stated they would normally use Google to navigate to the website, it is reasonable to suggest that their experience would be similar to that of *non-users*.

**Participant Selection.** We were notified by a member of the CL&D project team that one participant selected had a diagnosed an unspecified learning disability. This information was not retained for privacy and anonymity purposes, but it is important to note that accessibility of the website for impaired users is a concern for CL&D. A CL&D project team member was recruited to conduct an accessibility review of <tccld.org>, but at the time of the report, has not been completed. Furthermore, 4 of 5 participants had no prior experience with the site. However, U3 — who knew about the site — had never visited it prior to this study. As such, it is possible that users who have prior experience with the site may encounter an easier experience with navigating to and around the website. For a more extensive perspective of the current user experience with the website, users with prior experience with the website should be observed in future research.

# 5. Summary & Next Steps

## OVERALL FINDINGS

The Centre of Learning and Development (CL&D) is a 40 year old, Toronto-based community organization that provides job training, academic skills workshops, and courses to the Regent Park neighbourhood. With a specific mandate to serve marginalized groups, CL&D brings together a variety of funding sources to provide valuable services to a diverse community. <tccld.org> is the online presence of the organization, and has two core purposes: to showcase and promote CL&D's programs and services to attract new clients and volunteers, and to leverage this information into donations by presenting potential donors with an attractive body of work by the organization.

The combined project team identified key issues preventing the website from facilitating these goals. Specifically, website analytics report a high bounce rate, low visitor retention times, poor consistency and connectivity between the <tccld.org> and its sister site (<regentparkcollective.org>), confusing navigation menus, the website experiences poor SEO, and a lack of donation information available on the website.

To begin our analysis, the entire CL&D website was analyzed with a content auditing tool (Content Auditor), providing us with a starting point towards understanding the extent and nature of the website's contents. We then examined the full contents of <tccld.org> through accessing its content management system, WordPress. Readability scores were unremarkable; however, a qualitative assessment of the site's overall readability suggests room for improvement regarding more simplified English and accessible fonts and colours. Analyzing the information categorization and labeling schemes revealed a basic but convoluted experience: liberal use of top-down navigation led to confusion and overlap regarding section headings and categorization logic. Of particular note, CL&D had broadly inconsistent branding, with no less than seven different presentations of the organization's name. A basic but inflexible search bar persists on all pages — except the landing page, an omission that users found confusing — to assist with navigation.

Critical to our initial website survey data were user experiences. To this end, we employed a combination of interviews and usability testing to gather information about how real users interact with and navigate the website. We tested five users: three users were current CL&D clients, and two were post-secondary students. The user analysis gave rise to four main findings: donation information is too difficult to locate, the website experiences poor SEO, user confusion arises due to poor labelling and categorization schemas, and the weak navigation systems influence how users look for information.

Of particular note, users consistently encountered difficulty navigating the website when asked to access information about specific programs, volunteering opportunities, and donation usages. When

asked to conduct the task of finding information on how donations would be used, all participants were unable to complete this important task. This is of critical concern, as it directly impacts its organization's business goals for <tccld.org>, with a lack of clarity in various content structure elements that can lead to user frustration and website abandonment by potential program participants, volunteers, and donors.

## NEXT STEPS

With a solid understanding of the current CL&D website now in hand, our team intends to undertake a number of information architecture redesign objectives. The six key website problems pertaining to CL&D organizational goals we will address include:

1. Improve SEO visibility
2. Implement user-friendly navigation menus and labels, with accessibility as a focus
3. Improve efficiency of use and ease of website navigation
4. Reduce frequency of user errors when navigating the website
5. Increase consistency between organization and labelling systems of <tccld.org> and its sister website, <regentparkcollective.org>

When working with community partners, it is important that any proposals regarding the scope, goals, and deliverables of the project is realistic and attainable. To this end, we will continue to communicate and partner with the CL&D project team throughout our design process to create a <tccld.org> that not only addresses business and user concerns, but is also accessible to people with visual, hearing, motor, and cognitive challenges (pending Sania's accessibility report on the website). Having gathered this data, our immediate next step — pending feedback from CL&D's project team — is to conduct a mental model elicitation (card sorting; elicitation methodology and results) to generate an IA schematic diagram and preliminary sketches of our proposed solutions. Furthermore, the data we have gathered will also be used later, to inform the choices made in building a clickable prototype that, if implemented, has the potential to make an impactful difference towards the business goals of the organization and Regent Park community members, and establish <tccld.org> as a user-friendly and accessible information space.

NEIGHBOURHOOD # **72.**

# Regent Park
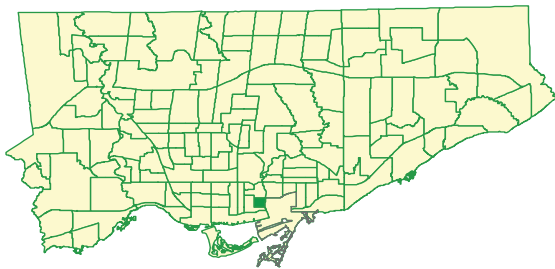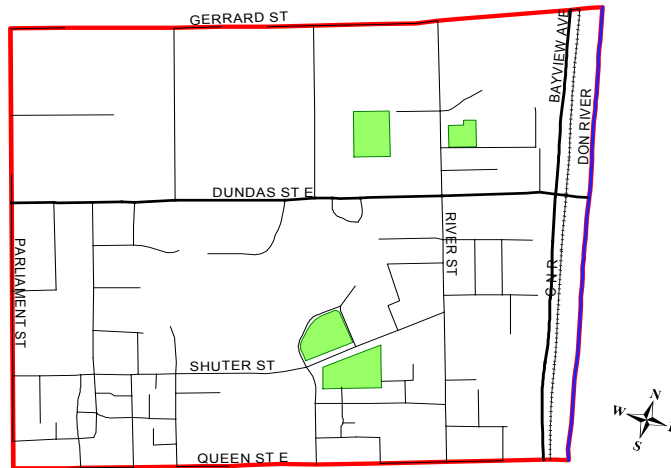


## Neighbourhood Snapshot

**Population** **10,803**

**Population Change 2011-2016** **+8.0%**

**Population Density** **16,880**

people per square km

## Population
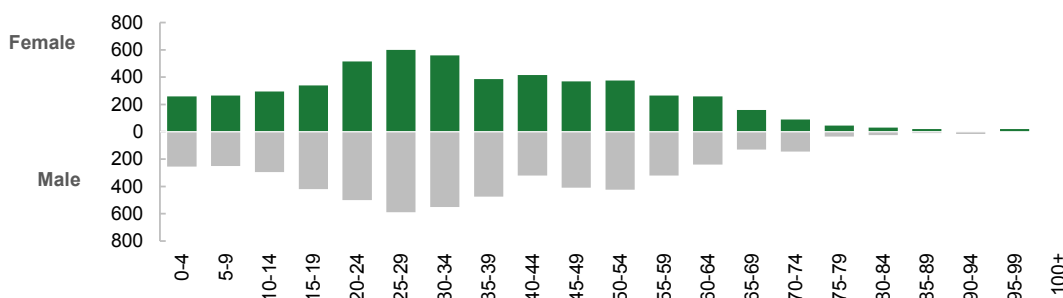


Female

**49.3%**

Male

**50.7%**

| **Children** 0-14 years | **Youth** 15-24 years | **Working Age** 25-54 years | **Pre-Retirement** 55-64 years | **Seniors** 65+ years |
|---|---|---|---|---|
| **1,630** (15%) | **1,775** (17%) | **5,485** (51%) | **1,075** (10%) | **710** (7%) |
| City Rate: 15% | City Rate: 12% | City Rate: 45% | City Rate: 12% | City Rate: 16% |

**TORONTO**

1

# Neighbourhood at-a-glance

| Population | Neighbourhood | Toronto |
|---|---|---|
| Population | 10,803 | 2,731,571 |
| Population change | +8.0% | +4.5% |
| Male | 50.7% | 48.1% |
| Female | 49.3% | 51.9% |
| Male/female ratio | 102.8 | 92.6 |
| Children Age 0-14 | 15.3% | 14.6% |
| Youth Age 15-24 | 16.6% | 12.5% |
| Working Age 25-64 | 61.4% | 57.3% |
| Seniors Age 65+ | 6.7% | 15.6% |
| Dependency ratio | 41.1 | 55.1 |

| Households | Neighbourhood | Toronto |
|---|---|---|
| Private households | 4,960 | 1,112,930 |
| Household size | 2.15 | 2.42 |
| Married (age 15+) | 31.1% | 43.3% |
| 1 person households | 43.2% | 32.3% |
| Seniors living alone | 42.0% | 26.7% |

| Housing | Neighbourhood | Toronto |
|---|---|---|
| Renter households | 74.6% | 47.2% |
| Ground-related housing | 27.2% | 55.7% |
| 5+ storey apartments | 72.6% | 44.3% |
| Unsuitable housing | 15.9% | 12.1% |
| Unafforadble housing | 39.5% | 36.6% |
| Inadequate housing | 9.7% | 7.1% |

| Commuting | Neighbourhood | Toronto |
|---|---|---|
| Public transit to work | 47.3% | 37.0% |
| > 1 hour commutes | 13.0% | 16.2% |

| Language | Neighbourhood | Toronto |
|---|---|---|
| Mother tongue not English | 54.0% | 47.0% |
| Home language not English | 36.8% | 29.2% |
| >1 language spoken at home | 23.9% | 23.9% |
| No knowledge of English | 6.3% | 5.0% |

| Immigration & identity | Neighbourhood | Toronto |
|---|---|---|
| Immigrants | 46.9% | 51.2% |
| Recent immigrants | 5.2% | 7.0% |
| Non-permanent residents | 2.9% | 3.5% |
| Second generation | 30.2% | 27.5% |
| Visible minority population | 70.0% | 51.5% |
| Aboriginal identity | 2.0% | 0.9% |
| Canadian citizens | 87.7% | 85.3% |

| Income | Neighbourhood | Toronto |
|---|---|---|
| Median household income | $42,369 | $65,829 |
| Median family income | $52,506 | $82,859 |
| Median FY/FT work income | $49,576 | $55,246 |
| Without income | 5.9% | 4.7% |
| Income from gov't transfers | 14.7% | 9.3% |
| Poverty (MBM) | 44.4% | 21.9% |
| Low income (LIM-AT) | 42.3% | 20.2% |
| Low income (LICO-AT) | 35.2% | 17.4% |

| Education & Labour | Neighbourhood | Toronto |
|---|---|---|
| Bachelor's degree or higher | 41.7% | 44.1% |
| Unemployment rate | 9.6% | 8.2% |
| Participation rate | 62.6% | 64.7% |
| Full-time/full-year workers | 45.3% | 49.9% |

**TORONTO**

3

# APPENDIX A

# Household & family income, poverty

## Total household income (% by groups)

| Income group | Regent Park | City of Toronto |
|---|---|---|
| Under $10,000 | 9% | 5% |
| $10,000 to $19,999 | 16% | 8% |
| $20,000 to $49,999 | 31% | 25% |
| $50,000 to $79,999 | 21% | 21% |
| $80,000 to $124,999 | 13% | 19% |
| $125,000+ | 10% | 22% |
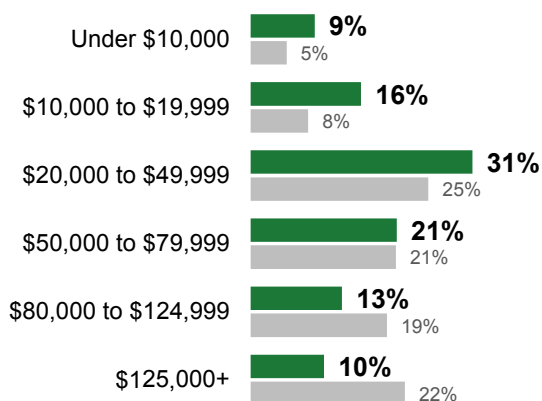
## Economic family income by decile group

| Decile | Regent Park | City of Toronto |
|---|---|---|
| Top decile | 5% | 13% |
| Ninth decile | 5% | 9% |
| Eight decile | 4% | 8% |
| Seventh decile | 4% | 8% |
| Sixth decile | 5% | 8% |
| Fifth decile | 6% | 8% |
| Fourth decile | 7% | 9% |
| Third decile | 13% | 10% |
| Second decile | 19% | 12% |
| Bottom decile | 31% | 15% |

■ Regent Park  ☐ City of Toronto
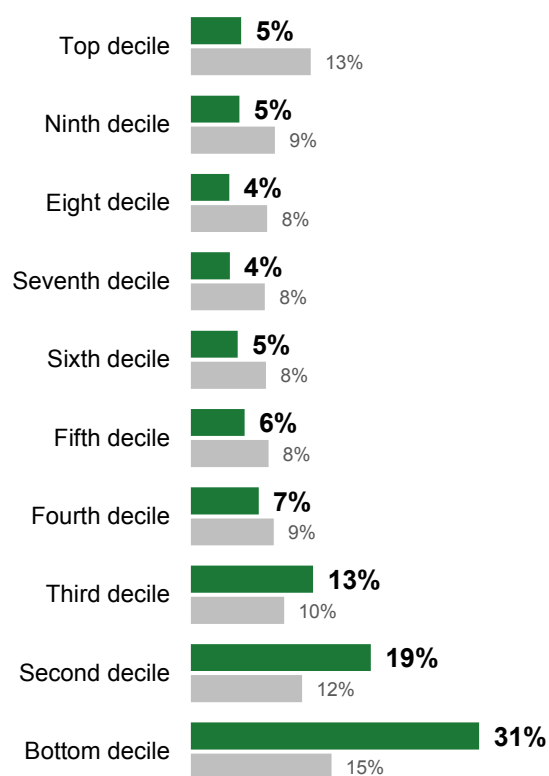
## Poverty, population and rates (by age groups)

### Market Basket Measure

| Age | Count | Regent Park | City of Toronto |
|---|---|---|---|
| 0-5 | 300 | 49% | 28% |
| 0-17 | 1,225 | 60% | 27% |
| 18-64 | 3,160 | 40% | 22% |
| 65+ | 355 | 50% | 15% |
| All | 4,740 | 44% | 22% |
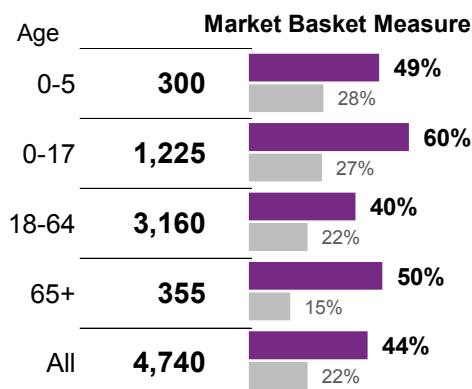
## Total income for households and economic families by type

| | Count | Avg. Size | Mean Income | Median Total Income | |
|---|---|---|---|---|---|
| **Households** | **4,960** | | **$59,283** | **$42,369** | |
| One-person households | 2,140 | | $40,715 | $22,186 | |
| Two-or-more person households | 2,820 | | $73,410 | $52,671 | |
| **Economic families** | **2,490** | **3.1** | **$72,374** | **$52,506** | |
| Couple families without kids or other relatives | 780 | 2.0 | $98,194 | $81,345 | |
| Couple families with kids or other relatives | 935 | 4.2 | $71,189 | $49,149 | |
| Lone parent families | 675 | 3.0 | $44,586 | $35,991 | |
| **Persons not in economic families** | **2,990** | | **$38,507** | **$21,126** | |

**ᴍ TORONTO**
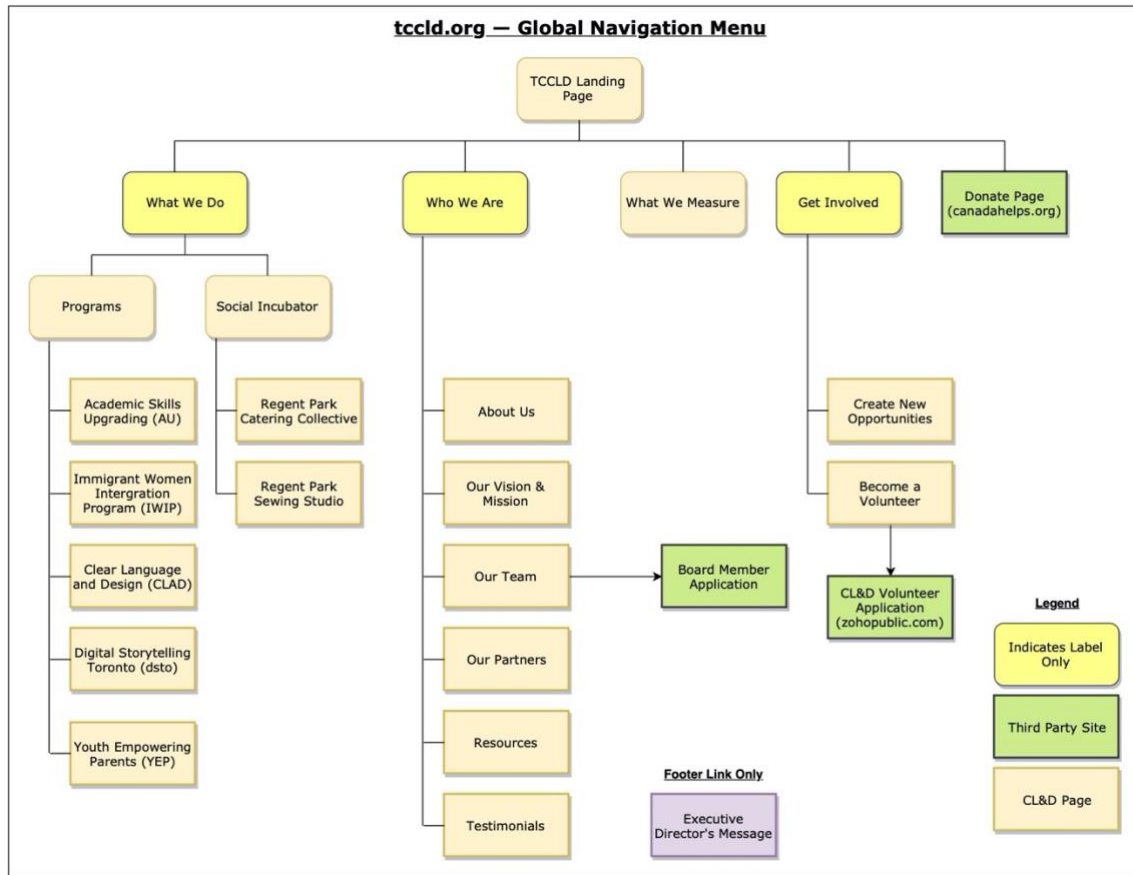
# APPENDIX B



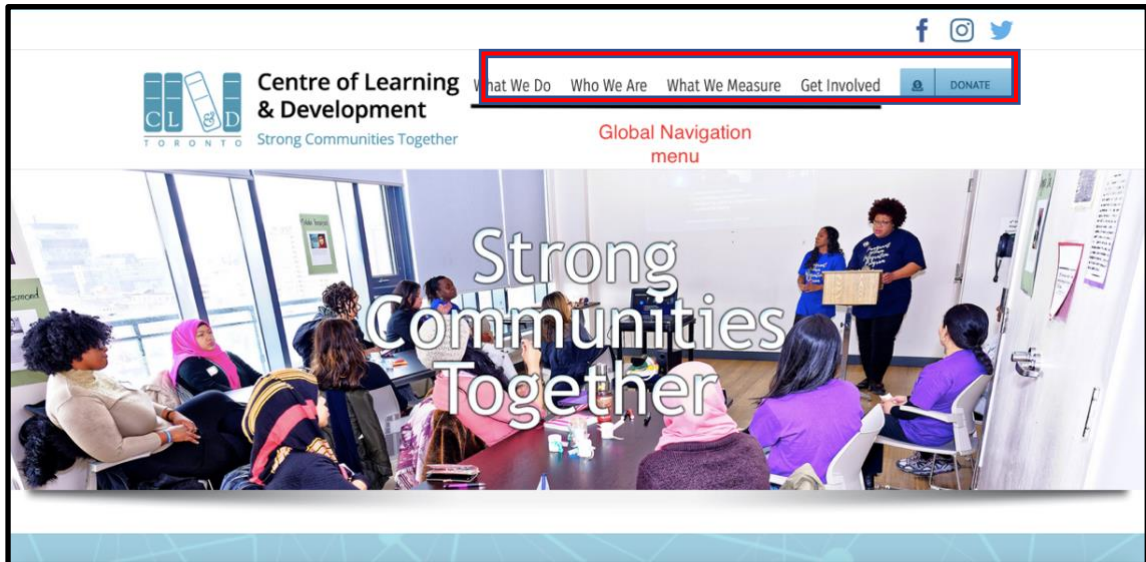**Appendix B.** Global Navigation Diagram for <tccld.org>.
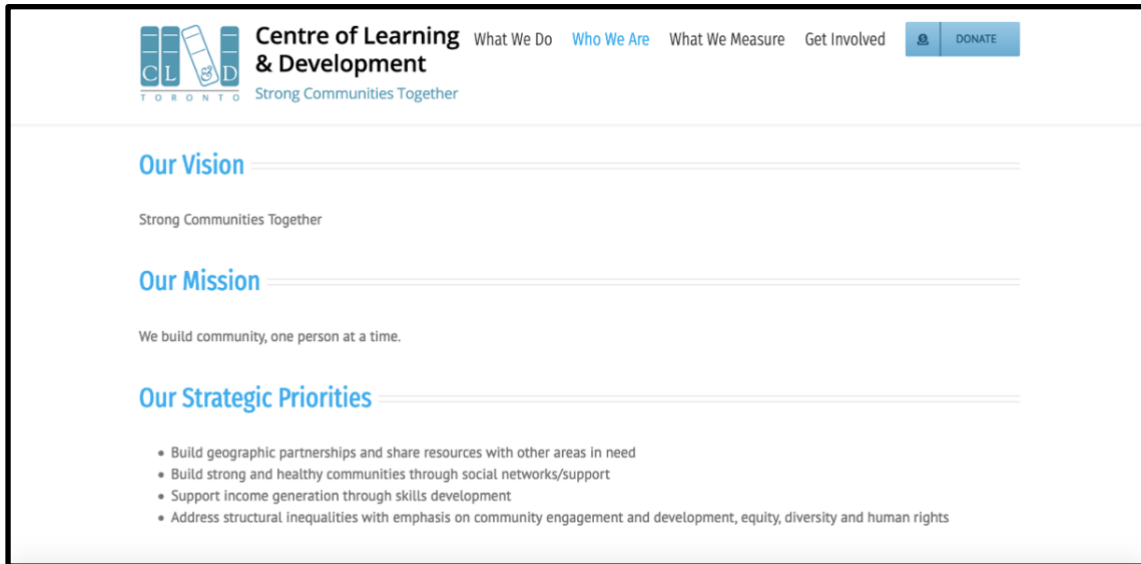
# APPENDIX C



**Appendix C.** Screenshot of page "Our Vision & Mission".
Located at <tccld.org/about/mission>.

# APPENDIX D



**Appendix D.** Screenshot of CL&D landing page, located at <tccld.org>.
Global navigation menu annotated in red.

# APPENDIX E



**Appendix E.** Screenshot of CL&D donation page, located at <tccld.org/donate>.

# APPENDIX F

Opportunities to build a brighter future:

- **Academic Skills Upgrading** to pursue education, training or employment.
- **Leadership Training for Immigrant Women** to increase your sense of *belonging*, civic engagement, personal wellbeing and employability.
- **Digital Storytelling** to help program participants and Toronto communities share stories that heal trauma, build confidence and grow self-awareness that can trigger positive community change and a greater sense of belonging.
- **Youth Empowering Parents** equips newcomer youth to teach their parents and other newcomer adults English, basic math and computer skills.

**Appendix F.** Programs offered at CL&D. Page located at <tccld.org/programs>.
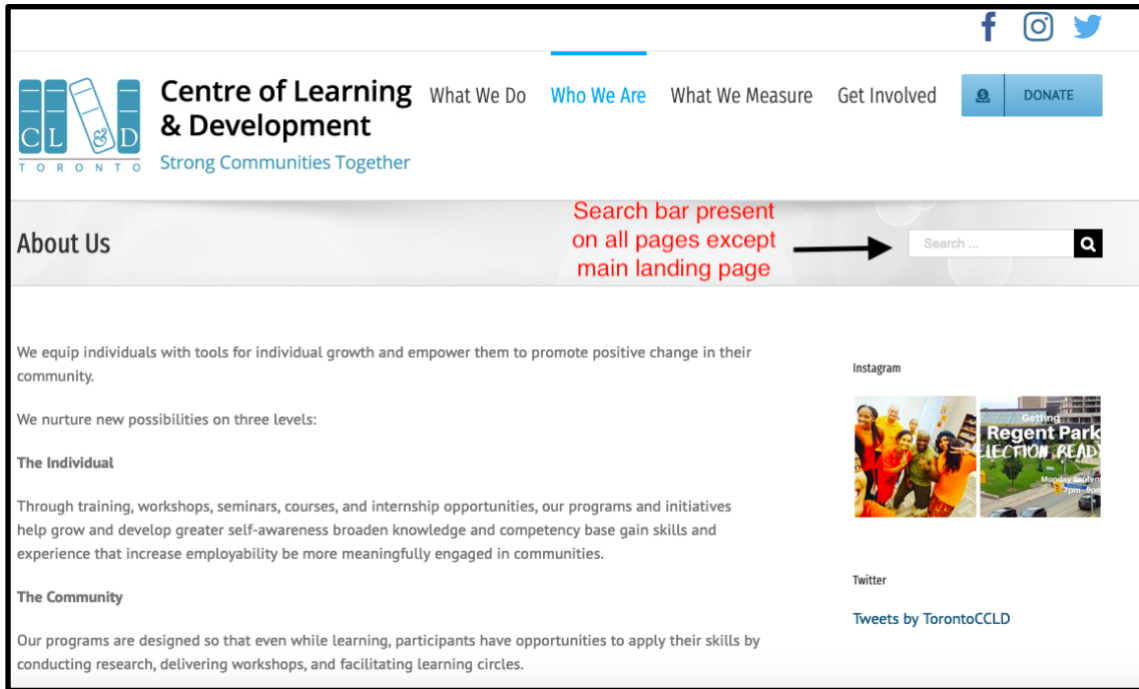
# APPENDIX G



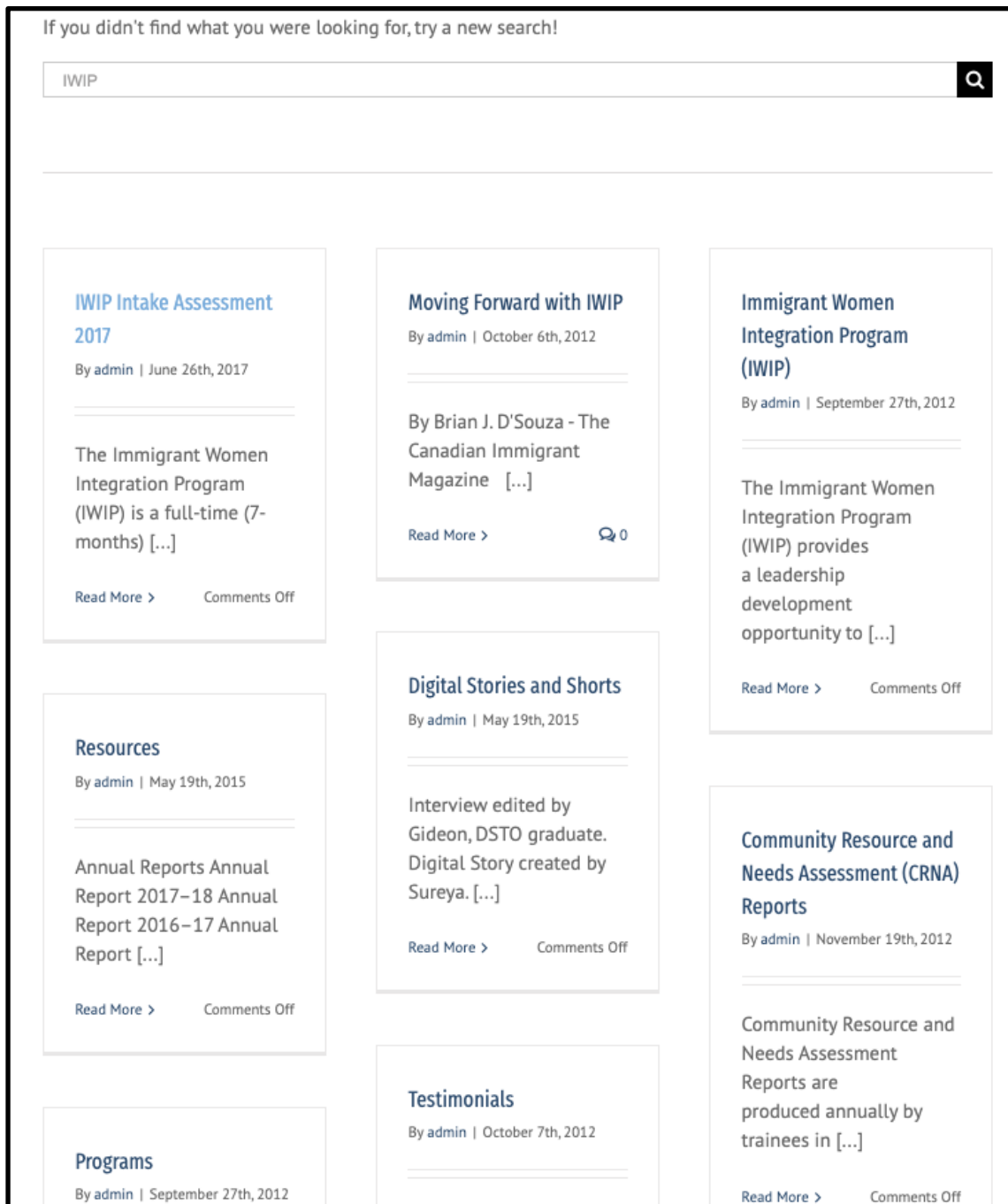**Appendix G.** Location of search bar for <tccld.org> internal search function.

# APPENDIX H

If you didn't find what you were looking for, try a new search!

IWIP 🔍

**IWIP Intake Assessment 2017**

By admin | June 26th, 2017

The Immigrant Women Integration Program (IWIP) is a full-time (7-months) [...]

Read More ›    Comments Off

**Resources**

By admin | May 19th, 2015

Annual Reports Annual Report 2017–18 Annual Report 2016–17 Annual Report [...]

Read More ›    Comments Off

**Programs**

By admin | September 27th, 2012

**Moving Forward with IWIP**

By admin | October 6th, 2012

By Brian J. D'Souza - The Canadian Immigrant Magazine [...]

Read More ›    💬 0

**Digital Stories and Shorts**

By admin | May 19th, 2015

Interview edited by Gideon, DSTO graduate. Digital Story created by Sureya. [...]

Read More ›    Comments Off

**Testimonials**

By admin | October 7th, 2012

**Immigrant Women Integration Program (IWIP)**

By admin | September 27th, 2012

The Immigrant Women Integration Program (IWIP) provides a leadership development opportunity to [...]

Read More ›    Comments Off

**Community Resource and Needs Assessment (CRNA) Reports**

By admin | November 19th, 2012

Community Resource and Needs Assessment Reports are produced annually by trainees in [...]

Read More ›    Comments Off

**Appendix H.** Example of internal search results for "IWIP".

# APPENDIX I



**Appendix I.** Example of search page when search term cannot be found.

# APPENDIX J

## TCCLD Interviews & Observations
### Consent Form

I hereby consent to participate in a user study conducted by *Kristin Cappuccio*, *Kenneth Cummings*, *Mona Farzami*, *Kurt Grunsky*, *Joshua Shum*, and *Simon Walker*, in the class, INF2170 (Information Architecture) in the Faculty of Information at the University of Toronto, under the supervision of *Tony Tang* (tonytang@utoronto.ca).

I agree to participate in this study, the purpose of which is to conduct usability testing for the website <tccld.org> for a re-design project, in conjunction with the Toronto Centre for Community Learning & Development (TCCLD).

I understand that:

- the procedures to be used is an observation and a semi-structured interview
- interactions between the participant and the investigator(s) may or may not be transcribed
- there will be no compensation for my participation
- I am free to withdraw before or any time during the study without the need to give any explanation
- all materials and results will be kept confidential, and, in particular, that my name and any identifying or identified information will not be associated with the data

---

## Participant
Name (please print)_____

Signature_____ Place and Date_____

## Investigator(s)
Name (please print)    _____

Signature_____ Place and Date_____

---

## (Optional)
I consent to the use of audio/video equipment to record the proceedings of this study.∗

Name (please print)    _____

Signature_____ Place and Date_____

∗ Recordings will only be used for the purposes of this project, and will not be retained following its conclusion.

# APPENDIX K

## CL&D Interviews and Observation

### Introduction

Hi, my name is <NAME>, I am a graduate student under the direction of Professor Tony Tang in the Faculty of Information, University of Toronto. For a course titled Information Architecture (INF2170), I am conducting a user research study for the purpose of improving visitor life/experience when using the Centre of Learning & Development's website.

Your participation in this interview is voluntary. If you choose not to participate or to withdraw from the interview at any time, there will be no penalty. During the research process your responses will be transcribed. Your name will not be recorded and all identifying information will be removed from the transcript, which will be kept and used solely for the purposes of a class assignment. If you have any questions concerning this, you may email me at <EMAIL>.

There are no right or wrong answers. Please remember that we are testing the website, not you. The goal of our interviews is to learn about your experiences. Please take your time in thinking and responding throughout our interview. Do you have any questions? If not, let's begin!

### Stakeholder and User Interviews

1. What's your relationship with CL&D? [Identify; stakeholder vs. user vs. non-user]
    a. How long have you been involved with CL&D?
    b. How familiar are you with CL&D?
2. Have you been to or used their website before?
    a. If yes, how often do you use the website, and with what device? [Desktop, mobile]
    b. How about the Regent Park Collective website?
        i. Have you purchased something from their site? [Shopify usage]
    c. Have you ever donated to CL&D/Regent Park? [Donation mechanics]
        i. Did you have any difficulty, confusion, or concerns throughout this process? If so, could you describe that? [Security?]
3. What purposes do you usually use the site(s) for? [Main priorities]
4. Can you describe your last experience using the site?
    a. Ask questions about their experience; ask them to expand or "give us more detail"

### Observation (User/Usability Tests)

**Prompt 1:** Imagine that you are new to Toronto. You are interested in improving your English reading and writing skills. Using the website, try to determine if CL&D can help you with this. Please describe your actions and think out loud.

**Prompt 2:** Imagine you want to find information (online) about how your donations to the Centre of Learning & Development would be used. How would you go about doing this? Please describe your actions and think out loud.

**Prompt 3:** Imagine you have been a client of CL&D for several months. You really like the services and programs, and you'd like to apply to volunteer for the organization. How would you go about doing this? Please describe your actions and think out loud.

**Prompt 4:** Imagine you want to find information about and join the Immigrant Women Integration Program (IWIP) on the Centre of Learning & Development website. How would you go about doing this? Please describe your actions and think out loud.

### Post-Observation/Follow-Up Questions

5. How do you normally find/navigate to the website (e.g. Google, typing into the address bar, linked from elsewhere)? [SEO]. What kind of device do you use (mobile/desktop)? [If not the same as observed in Observation, ask why]
6. Is there anything you look for that is missing or hard to find?
7. What do you like about the website?
8. What are your thoughts on the design and layout?
9. Are there any ways in which the website isn't supporting your needs currently?

# APPENDIX L
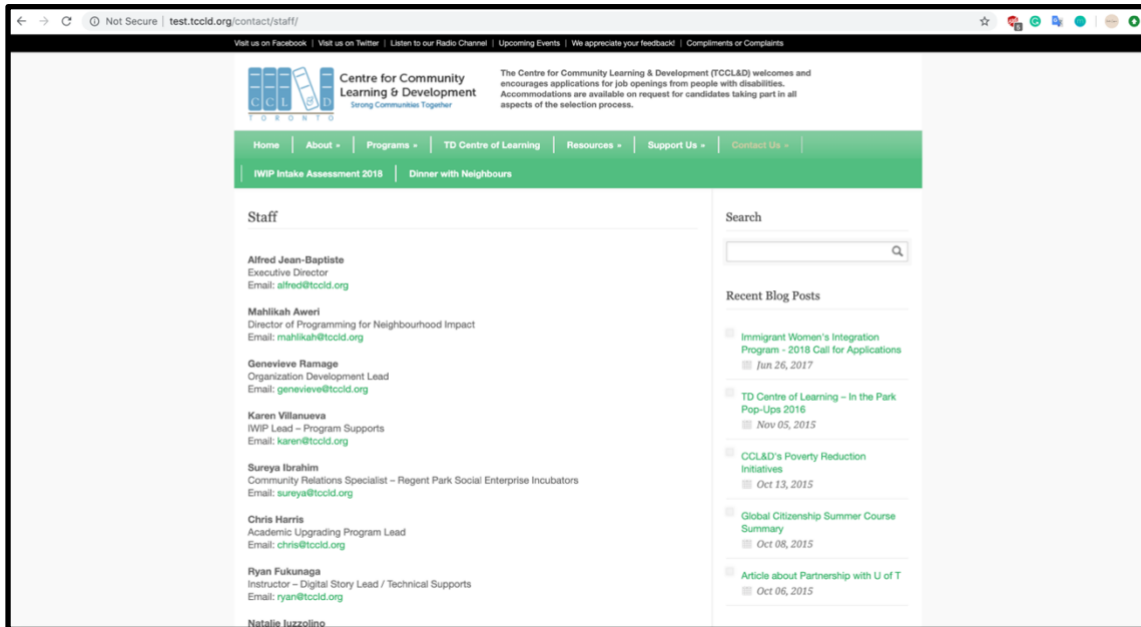


**Appendix L.** Screenshot of <test.tccld.org/contact/staff>.
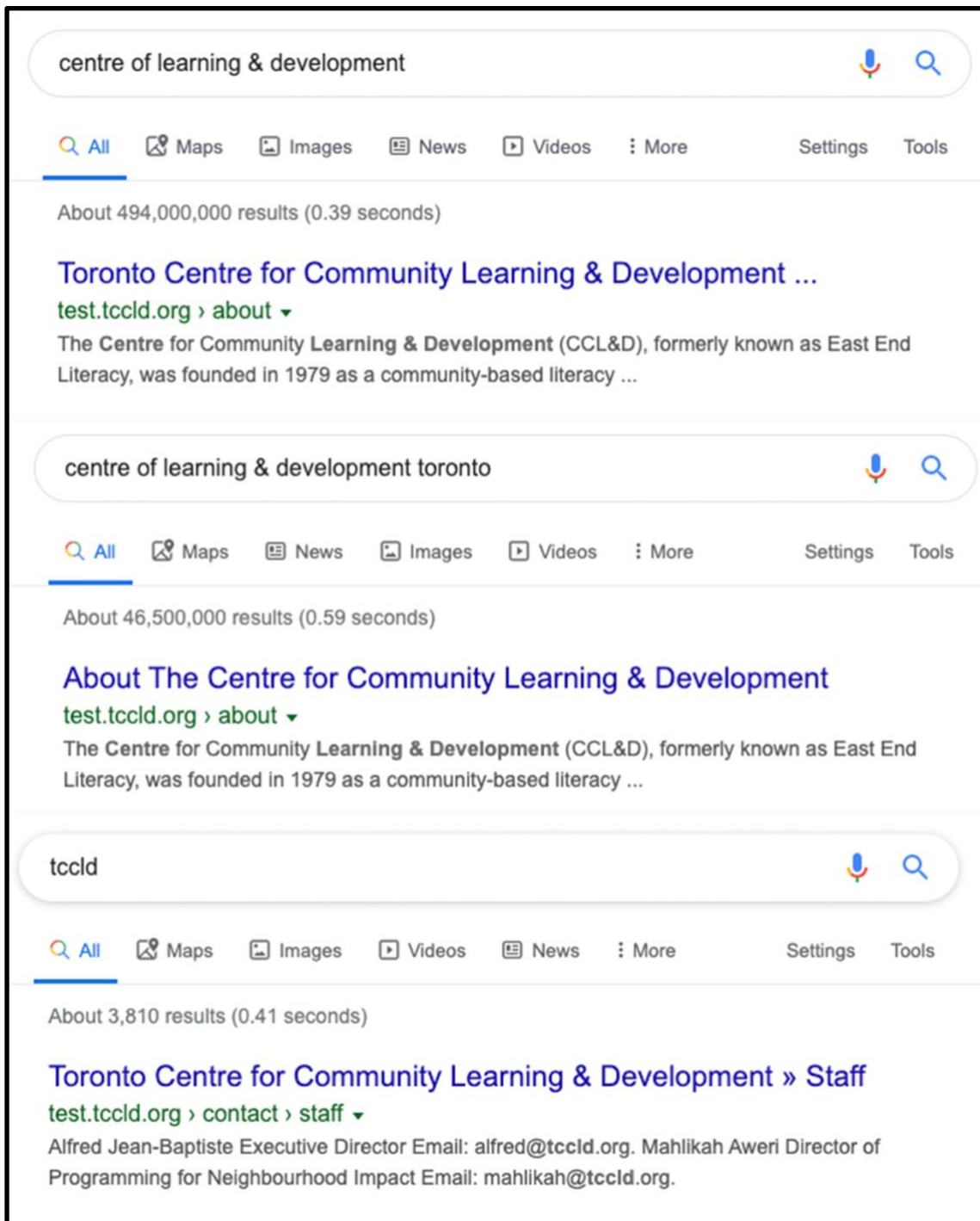
# APPENDIX M



**Appendix M.** Google search results for various iterations of CL&D.

**Appendix N.** "Building Community" word cluster on <tccld.org> landing page. Link destinations annotated in red.