INTRODUCTION

This document provides a high level overview of the core public facing ANU websites based on a range of research activities undertaken from January - April 2019.

The document reports on a range of different considerations and information which can help to inform future strategy directions. The material within this report is based on a range of inputs including analytics, stakeholder workshops, student interviews, staff interviews, prior documentation, prior research along with our own expert reviews.

The review has had a clear focus on the sites listed below but it also at times has touched other sites and systems such as Wattle and individual schools sites as the research has taken us into these areas.

→ www.anu.edu.au
→ programsandcourses.anu.edu.au
→ asiapacific.anu.edu.au
→ cass.anu.edu.au
→ cecs.anu.edu.au
→ law.anu.edu.au
→ science.anu.edu.au
→ www.cbe.anu.edu.au

Even though the initial review had a clear focus on the above sites, it is important for the future strategy and direction to also include the school websites and other properties that have a clear public facing role, especially those that impact students.

The contents shown here provides a snapshot of the information available in the six sections that follow.
1 Current State Overview

What are the attributes of the system as it currently stands?
CURRENT STATE: INTRODUCTION

The website eco-system at ANU has some similarities to an iceberg with the initial gateway site representing the initially visible component, however a myriad of additional sites represent the massive volume of content which lies beneath the surface.

Considering the overall eco-system, we find there are a huge number of moving parts within this system which is primarily based around existing organisational structures.

STRUCTURAL OVERVIEW (based on analytics for whole of 2018):

- **342** Known sites within the system based on those that have requested a site ID
- **715** Domains and Sub-domains which were accessed during 2018
- **480,000+** Web pages across all sites which were accessed during 2018
- **98,000+** Web pages across the Gateway site, Programs and Courses site, and the six College Sites

USAGE OVERVIEW (based on analytics for whole of 2018):

- **7,105,209** Users recorded across all sites
- **32,257,743** User Sessions at an average of 4.54 sessions per user
- **128,486,354** Page views at an average of 3.98 pages viewed per session
- **41,607,989** Page views across the Gateway site, Programs and Courses site, and the six College Sites

* data includes all visitors to the sites - via both internal and external IPs.
The high-level information architecture for the ANU eco-system is complex given the sheer number of sites as highlighted on the previous page. The challenge for users is that each of these sites have their own navigation and internal IA structures.

**GLOBAL SITES:**
- ANU GATEWAY
  - www.anu.edu.au
- PROGRAMS AND COURSES
  - programsandcourses.anu.edu.au
- SEARCH
  - find.anu.edu.au
- LIBRARY
  - anulib.anu.edu.au
- STAFF SERVICES
  - services.anu.edu.au
- WATTLE COURSES
  - wattlecourses.anu.edu.au

**COLLEGE SITES (6):**
- COLLEGE OF ARTS & SOCIAL SCIENCES
  - cass.anu.edu.au
- COLLEGE OF ASIA & THE PACIFIC
  - asiapacific.anu.edu.au
- COLLEGE OF BUSINESS & ECONOMICS
  - www.cbe.anu.edu.au
- COLLEGE OF ENGINEERING & COMP. SCI.
  - cecs.anu.edu.au
- COLLEGE OF LAW
  - law.anu.edu.au
- COLLEGE OF SCIENCE, HEALTH & MEDICINE
  - science.anu.edu.au

**SCHOOL SITES (55):**
- ARTS & SOCIAL SCIENCES
  - Research School of Humanities & The Arts
  - Research School of Social Sciences
  - School of Archaeology and Anthropology
  - School of Art and Design
  - School of Demography
  - School of History
  - School of Lit., Languages and Linguistics
  - School of Music
  - School of Philosophy
  - School of Politics & International Relations
  - School of Sociology
- LAW
  - Law School
  - School of Legal Practice
- ENGINEERING & COMPUTER SCIENCE
  - RS: Elect., Energy & Materials Engineering
  - Research School of Computer Science
- BUSINESS & ECONOMICS
  - Research School of Accounting
  - RS: Finance, Actuarial Studies & Statistics
  - Research School of Economics
  - Research School of Management
- SCIENCE, HEALTH & MEDICINE
  - The John Curtin School of Medical Research
  - ANU Medical School
  - Fenner School of Environment & Society
  - RS: Astronomy & Astrophysics
  - Research School of Biology
  - Research School of Chemistry
  - Research School of Earth Sciences
  - Research School of Physics & Engineering
  - Research School of Population Health
  - Research School of Psychology
- ASIA PACIFIC
  - Crawford School of Public Policy
  - plus 16 sites for Crawford Centres
  - Coral Bell School of Asia Pacific Affairs
  - plus 6 sites for the school units
- Various sites associated with institutes, particular projects, initiatives, campaigns, publications and more. Examples include
  - Press
  - Reporter
  - Climate Change Institute
  - Tuckwell Scholarship
  - Open Day
  - Exams
  - Internship Program
  - as well as various intranets
The information architecture as it plays out across the various sites includes significant replication and overlaps with the core ANU site structure. This can cause difficulties for users as they transition between sites due to the repetition of content. School sites further perpetuate this issue through the duplication of key content.

Whilst the various sites use clear language for content sections designed for particular audience segments, the re-use of these terms across the eco-system may cause ambiguity. It also means that users need to continually make the same choices, making for a fragmented journey rather than making an up front choice and working through that journey. Having separate hubs for distinct audience segments will also allow for a more meaningful primary navigation for all users.
CURRENT STATE: IA & NAVIGATION PATHWAYS

Beyond the primary navigation, the journey through the site can be a little slow to navigate as there are a large number of index/menu style pages. While users can skip some of these via the mega menus the overall structure needs streamlining due to the multiple sites and duplicated paths. The chart below is a snapshot of the find a course journey from home pages through to course detail.
As part of the current state review, we conducted an accessibility review across a sub-section of the ANU site. As it stands the current is not compliant with WCAG 2.1 Level AA with the issues being fairly consistent across different pages.

We conducted automated tests across 100 pages of the ANU site and found that all pages failed the test with anywhere from 7 - 131 known issues on these pages at an average of 17.28 issues per page. The table below outlines the number of issues for prominent pages.

<table>
<thead>
<tr>
<th>Page Views</th>
<th>Known</th>
<th>Likely</th>
<th>Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOME PAGE</td>
<td>4,757,541</td>
<td>51</td>
<td>848</td>
</tr>
<tr>
<td>CURRENT STUDENTS</td>
<td>660,848</td>
<td>11</td>
<td>783</td>
</tr>
<tr>
<td>STUDY OPTIONS</td>
<td>435,764</td>
<td>11</td>
<td>669</td>
</tr>
<tr>
<td>APPLY</td>
<td>195,483</td>
<td>7</td>
<td>623</td>
</tr>
<tr>
<td>STUDY</td>
<td>150,523</td>
<td>25</td>
<td>758</td>
</tr>
<tr>
<td>ACCOMMODATION</td>
<td>148,095</td>
<td>31</td>
<td>673</td>
</tr>
</tbody>
</table>

The majority of the known issues across the site relate to the same aspects of the accessibility specification, and in many cases relate to common interface components and markup.

Accessibility defects are a legal and reputational risk, so these issues should ideally be dealt with in the short term. The site as it stands can be brought much closer to a compliant position without a great deal of work.

The particular WCAG guidelines in question are outlined on the following page.
The accessibility non-compliance issues that were found in this review most likely appear across the entire site with many of the issues relating directly to markup in core template elements. There are also some colour contrast issues associated with the styles in use.

### 1.1 TEXT ALTERNATIVES
Provide text alternatives for any non-text content

- Image used as anchor is missing valid Alt text
- Image element missing alt attribute

Issues of this nature are quite common but easily avoidable. There are many cases of content images, and link thumbnails not having ‘alt’ tags applied to them. This needs to be attended to in terms of ongoing author training and content oversight.

### 1.4 DISTINGUISHABLE
Make it easier for users to see and hear content including separating foreground from background.

- Contrast between the colour of active link text and its background does not meet WCAG2.0 AA

The existing site exhibits a number of colour contrast issues throughout. The usage of grey tones as highlight boxes along with small text sizes and link texts within appear to be the leading cause. Any re-design work should ensure a palette is created with suitable contrast from the outset.

### 2.1 KEYBOARD ACCESSIBLE
Make all functionality available from a keyboard.

- Script not keyboard accessible (onmouseout missing onblur)
- Onmouseover event handler missing onfocus event handler.

These primarily amount to mark up issue but they need to be kept in mind when developing interactive content throughout the site. This is especially important for form-based content and functionality.

### 2.4 NAVIGABLE
Provide ways to help users navigate, find content, and determine where they are.

- Anchor contains no text

This is essentially the same sort of issue as outlined for 1.1 in that images which are being used as links/buttons are missing text alternatives in the form of ‘title’ and ‘alt’ tags.

Once again, this is relatively easy to overcome and amounts to a discipline issue.
The ANU web eco-system has a heavy reliance on Drupal with 134 registered sites running on different versions of Drupal.

Ultimately the technology needs to be at the service of the overall user experience rather than be led by it, and the success of the system will be based on having clear requirements for what it needs to do and understanding how it will be used and by whom.

FACTORS IN CMS SELECTION
It is vital to consider the overall platform, its specific requirements and user needs in selecting a CMS for an website site eco-system.

The factors that need consideration, include:
— Licensing and Total Costs of Ownership
— Implementation Speed
— Existing stack and capabilities
— Integration requirements
— Versatility, Flexibility and Scalability
— Security and Stability

The technology of the site should not be seen as a magic bullet to improve the current state but rather an enabling component of the eco-system.

DRUPAL IS ALREADY IN PLACE
One factor in deciding upon the technology going forward is that ANU already has a serious commitment to Drupal with 134 sites in place.

This also means that staff with both technical skills in Drupal as well as authoring skills are immediately available, although some degree of re-training and upskilling will be required with a new site build and new approaches.

A switch to another system will come with the need to ensure ANU have the appropriate capabilities at all levels to keep the site in good order.

With this significant footprint already in place, the question is better framed as “Why should we move away from Drupal” rather than “Why should we continue to use Drupal”.

OPEN SOURCE PLATFORM
The clear advantage of Drupal is the fact it is an open-source platform and as such it is free of initial costs and vendor lock-in.

These benefits come with their own trade-offs as specialist skills are required to set Drupal sites up for success. The fact that there is a large community of practice available provides options to gain assistance.

As an open-source platform, Drupal also plays well with other systems and can be easily connected in the inbuilt API. The extensibility is further underscored by the availability of modules to extend functionality.

The flexibility of Drupal is at the heart of its power with lots of options available. The GovCMS project is an example of a distributed product-as-a-service model while a range of other large organisations make use of Drupal using their own approaches.
01 CURRENT STATE: DRUPAL PROS & CONS

The following table provides a high level view of the pros and cons of Drupal as generally accepted by the web development community.

<table>
<thead>
<tr>
<th>ACCEPTED PROS</th>
<th>ACCEPTED CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXTENSIBILITY &amp; CUSTOMISATIONS</strong></td>
<td><strong>COMMUNITY SUPPORT</strong></td>
</tr>
<tr>
<td>As an open source platform Drupal can be easily extended through custom</td>
<td>Drupal has a vast community of developers and specialists so you aren't</td>
</tr>
<tr>
<td>modules from the community or developed in-house for own purposes.</td>
<td>locked in to just a handful of partners as is the case for some systems.</td>
</tr>
<tr>
<td></td>
<td><strong>ESTABLISHMENT EFFORT</strong></td>
</tr>
<tr>
<td></td>
<td>The initial establishment of Drupal sites is an art in itself so you need a</td>
</tr>
<tr>
<td></td>
<td>fairly experienced team well-versed in Drupal architecture and development.</td>
</tr>
<tr>
<td><strong>FLEXIBILITY &amp; INTEGRATION</strong></td>
<td><strong>LEARNING CURVE</strong></td>
</tr>
<tr>
<td>Drupal’s open source API allows for integration with third-party systems</td>
<td>Drupal is very powerful but has a steep learning curve. Training staff in</td>
</tr>
<tr>
<td>with ability to push/pull data based on the limits of those systems.</td>
<td>the technical aspects of configuration and development will take time.</td>
</tr>
<tr>
<td></td>
<td><strong>EXISTING FRAMEWORKS</strong></td>
</tr>
<tr>
<td></td>
<td>With a large community of practice there is no shortage of frameworks and</td>
</tr>
<tr>
<td></td>
<td>systems and reusable code to assist in developing site features.</td>
</tr>
<tr>
<td></td>
<td><strong>INITIAL BUILD COSTS</strong></td>
</tr>
<tr>
<td></td>
<td>As Drupal sites are highly customised, there may be more upfront effort and</td>
</tr>
<tr>
<td></td>
<td>cost associated with the initial builds and configuration than OTS products.</td>
</tr>
<tr>
<td></td>
<td><strong>STABILITY &amp; SECURITY</strong></td>
</tr>
<tr>
<td></td>
<td>Drupal is highly regarded in terms of stability and security as evidenced by</td>
</tr>
<tr>
<td></td>
<td>its popularity in large Government organisations.</td>
</tr>
<tr>
<td></td>
<td><strong>MANDATED UPGRADE CYCLES</strong></td>
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<tr>
<td></td>
<td>Drupal 7 and 8 have already been slated for end-of-life by November 2021 so</td>
</tr>
<tr>
<td></td>
<td>upgrades have to be factored in, although this is beneficial as well.</td>
</tr>
<tr>
<td></td>
<td><strong>UPDATE OVERHEADS</strong></td>
</tr>
<tr>
<td></td>
<td>Drupal updates can be somewhat sporadic and cover several versions at a time.</td>
</tr>
<tr>
<td></td>
<td>updates may be time consuming although this has improved.</td>
</tr>
<tr>
<td></td>
<td><strong>CONTENT RE-USE</strong></td>
</tr>
<tr>
<td></td>
<td>Drupal is not as good as some other platforms in terms of re-using the same</td>
</tr>
<tr>
<td></td>
<td>content components and assets across multiple sites.</td>
</tr>
<tr>
<td></td>
<td><strong>LESS PREDICTABLE SUPPORT</strong></td>
</tr>
<tr>
<td></td>
<td>There is no direct product support as may be the case from proprietary products - you are reliant on community updates and support.</td>
</tr>
<tr>
<td><strong>CONTENT TYPES &amp; TAXONOMIES</strong></td>
<td></td>
</tr>
<tr>
<td>The ability to define custom content types and taxonomies offers power in</td>
<td></td>
</tr>
<tr>
<td>content presentation, design flexibility and navigation approaches.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NO LICENSE FEES</strong></td>
</tr>
<tr>
<td></td>
<td>As an open source CMS, Drupal has no license fee which allows for a free start</td>
</tr>
<tr>
<td></td>
<td>up and no limits associated with number of installations and sites.</td>
</tr>
<tr>
<td></td>
<td><strong>CONTENT RE-USE</strong></td>
</tr>
<tr>
<td></td>
<td>Drupal is not as good as some other platforms in terms of re-using the same</td>
</tr>
<tr>
<td></td>
<td>content components and assets across multiple sites.</td>
</tr>
<tr>
<td><strong>SCALABILITY</strong></td>
<td></td>
</tr>
<tr>
<td>Drupal can easily be scaled to meet website size and fluctuations in traffic.</td>
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</tr>
<tr>
<td></td>
<td>It also boasts multi-site capabilities.</td>
</tr>
</tbody>
</table>
In evaluating the options which exist from a technology perspective, it is worth looking at the systems currently in use by other Australian Universities. As you can see below, Drupal is used by several universities, although Squiz Matrix still appears to be the most prominent across Australia.

<table>
<thead>
<tr>
<th>SQUIZ MATRIX</th>
<th>DRUPAL</th>
<th>SITEFINITY</th>
<th>SITECORE</th>
<th>UNKNOWN</th>
</tr>
</thead>
<tbody>
<tr>
<td>LaTrobe University</td>
<td>University of NSW</td>
<td>Murdoch University</td>
<td>University of Southern Queensland</td>
<td>Australian Catholic University</td>
</tr>
<tr>
<td>Deakin University</td>
<td>University of Technology Sydney</td>
<td></td>
<td></td>
<td>Swinburne University</td>
</tr>
<tr>
<td>Monash University</td>
<td>Victoria University</td>
<td></td>
<td></td>
<td>University of South Australia</td>
</tr>
<tr>
<td>Melbourne University</td>
<td>Bond University</td>
<td></td>
<td></td>
<td>University of Wollongong</td>
</tr>
<tr>
<td>University of Canberra</td>
<td>University of Queensland</td>
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<td></td>
<td>Edith Cowan University</td>
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<tr>
<td>Griffith University</td>
<td>University of Adelaide</td>
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<td>James Cook University</td>
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<tr>
<td>University of Newcastle</td>
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<td>University of the Sunshine Coast</td>
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<tr>
<td>University of Tasmania</td>
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<td></td>
<td>Southern Cross University</td>
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<tr>
<td>Federation University</td>
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<tr>
<td>Charles Sturt University</td>
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<tr>
<td>University of New England</td>
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<tr>
<td>Macquarie University</td>
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<tr>
<td>University of Western Australia</td>
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<tr>
<td>Western Sydney University</td>
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</tr>
<tr>
<td>DRUPAL</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>University of NSW</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Technology Sydney</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victoria University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bond University</td>
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<tr>
<td>University of Queensland</td>
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<td></td>
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<tr>
<td>University of Adelaide</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

| ADOBE EXPERIENCE MANAGER |                                 |                                   |                                        |                          |
| RMIT University          |                                 |                                   |                                        |                          |
| University of Sydney     |                                 |                                   |                                        |                          |
| Flinders University      |                                 |                                   |                                        |                          |
| Western Sydney Uni. (future students) | |                                   |                                        |                          |

| WORDPRESS               |                                 |                                   |                                        |                          |
| Curtin University       |                                 |                                   |                                        |                          |

| SITECORE                |                                 |                                   |                                        |                          |
| University of Southern Queensland | |                                   |                                        |                          |

| UNKNOWN                 |                                 |                                   |                                        |                          |
| Australian Catholic University |                       |                                   |                                        |                          |
| Swinburne University    |                                 |                                   |                                        |                          |
| University of South Australia|                        |                                   |                                        |                          |
| University of Wollongong |                                 |                                   |                                        |                          |
| Edith Cowan University  |                                 |                                   |                                        |                          |
| James Cook University   |                                 |                                   |                                        |                          |
| University of the Sunshine Coast |                   |                                   |                                        |                          |
| Southern Cross University|                             |                                   |                                        |                          |
The Drupal platform provides a solid foundational for ANU to move forward with, as would be the case with other prominent CMS platforms. The CMS choice itself is not a silver bullet as issues around governance, processes, design and implementation will have more to do with overall success of any platform.

Leading CMS solutions will generally support 80-90% of the core needs, but consistency, implementation and integration are the key to unlocking the full experience.

**COMPARED WITH SECTOR LEADERS**

As shown on the previous page, Squiz Matrix and AEM appear to be leaders in the Australian Higher Education Market along with Drupal.

Squiz Matrix has been a long time platform of choice in Government and Higher Education and is still a viable option. Many universities having used it for many years and have opted to stick with it over time, despite it being relatively stagnant in terms of development.

Drupal has the obvious advantages over it of being truly open source, and having no license fees. As a proprietary solution, Matrix has the issue of vendor lock-in with very few partners available in Australia. The large Drupal developer community offers greater opportunities for development partners and employment.

The Australian Government has a clear commitment to Drupal through the GovCMS initiative which currently has 260 live websites across 90 agencies.

AEM is a leading platform according to Gartner and has recently started appearing in the Higher Education sector in Australia.

It is generally being used by organisations who are fully committed to the entire Adobe stack which would not apply to ANU given the commitments already made to other CRM technology. Drupal’s API will be a better fit for integration with ANU’s existing platforms.

The key issues with AEM are the same as Matrix with vendor lock-in not as severe but still an issue compared to Drupal. License and implementation fees are the true point of difference with the average license fee for AEM coming in at well in excess of $250,000 and often into seven figures.

AEM is clearly a leading platform but also represents a huge commitment that would need to be well founded from the outset.

**CURRENT ISSUES AND WAY FORWARD**

The core issues identified throughout the review are issues that exist independant of the technology and this is why the CMS should not been seen as the means to address them.

The issues that exist with Drupal’s current state at ANU are issues that should be addressed through a consolidated re-development. Issues such as locked down permissions and inflexibility of templates should not be seen as shortcomings of Drupal and can certainly been addressed.

Should ANU choose to continue with Drupal, it needs to standardise the version and implementation approach with consideration to authors and owners who will manage the experience, as well as the end-users themselves.

Key considerations for this process has been outlined later in this document with suggestions relating to Governance, Agile processes and the Global Experience Language.

If ANU wishes to move away from Drupal, a more thorough assessment of alternative platforms should be undertaken.
Analytics Review

How is the site currently being used?
Starting with an overall view of the entire digital eco-system provides useful context for how the broad range of users engage online with ANU. The Wattle Courses site is understandably the most used property in the eco-system given it is so central to the student experience. At the other end of the spectrum, the College sites represent a much smaller component.

Splitting out the analytics associated with external visitors as shown above, reminds us that the various audience segments span both internal and external visitation. The usage weighting changes a little but ultimately this is not a terribly valuable segmentation technique.
When we look at the page views across the eco-system it is also important to acknowledge that over 13 million page views (10.3%) relate to the vast array of sites that exist in addition to the core properties. This includes sites for institutes, schools, centres and a number of different initiatives. All in all this is a greater number of page views than all of the college sites combined or the programs and courses site so these lower level sites must be factored in future plans.
## Analytics: Overview of Core Sites

The analytics review showed constant levels of traffic to sites throughout the calendar year of 2018, with the ‘Study’ and ‘Current Students’ sections clearly the most popular followed by the ‘Programs and Courses’ site. A key issue identified is the lack of referrals between sites.

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Content</th>
<th>Acquisition</th>
<th>Landing Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visitation to the site over the course of the year is fairly consistent with moderate spikes occurring in February/March and again in July/August</td>
<td>The home page, ‘study’ section and ‘current students’ section account for over 80% of gateway site views with the split between the three fairly even</td>
<td>The majority of sessions are originated from organic search (primarily Google) with referrals the next best, but direct traffic is prominent for the gateway site</td>
<td>Over 40% of sessions start at the home page of the site which is a high proportion. However, users don’t engage with homepage content – using nav. instead</td>
</tr>
<tr>
<td>Visitors are tending to stay within the site which they arrive in and don’t often move between the different sites – possibly not aware of what they are missing</td>
<td>The page views and duration figures associated with the ‘Study’ section are essentially bloated considering majority of views are on landing/index pages</td>
<td>The highest performing search terms that bring people to the site generally include ‘ANU’ as part of the query</td>
<td>Over 20% of sessions commence in the ‘Current Students’ section with scholarships, timetables and assessment information being prominent landing points</td>
</tr>
<tr>
<td>The six college sites have similar levels of engagement in terms of sessions and page views but these sessions don’t often cross over to the core sites</td>
<td>The ‘maps’ page is one of the top individual pages in terms of views and duration with 58% of page views coming during semester intake periods</td>
<td>Even though internal referrals are prominent, the majority of users stay in the site that they start in and are possibly missing out on key information</td>
<td>In excess of 12% of sessions start directly in the ‘Study’ section, across a range of content pages rather than the landing page</td>
</tr>
</tbody>
</table>
When we narrow our view to the sites that are the primary focus of this review we see that the ANU gateway site is where the majority of traffic goes, while users tend to view more pages per session within the Programs and Courses site. The College sites in their own right have much lower page view count. With content spread all over the various sites, users can easily miss out on a key part of the overall picture especially if their journey is confined to the gateway site alone.

**PROPORTION OF SESSIONS BY SITE — ALL USERS**

- **ANU GATEWAY**: 61.9%
- **PROGRAMS & COURSES**: 21.2%
- **COLLEGES**: 16.9%

**PROPORTION OF PAGE VIEWS BY SITE — ALL USERS**

- **ANU GATEWAY**: 52.8%
- **PROGRAMS & COURSES**: 31.8%
- **COLLEGES**: 15.4%

**PAGE VIEWS**

- **ANU GATEWAY**: 17,741,168
- **PROGRAMS & COURSES**: 10,682,252
- **COLLEGES**: 5,146,968

**AVERAGE TIME ON PAGE**

- **ANU GATEWAY**: 1 min 40 sec
- **PROGRAMS & COURSES**: 1 min 25 sec
- **COLLEGES**: 1 min 26 sec

**BOUNCE RATE**

- **ANU GATEWAY**: 60.6%
- **PROGRAMS & COURSES**: 46.2%
- **COLLEGES**: 55.0%

**EXIT RATE**

- **ANU GATEWAY**: 41.1%
- **PROGRAMS & COURSES**: 21.1%
- **COLLEGES**: 33.8%
## Analytics: Access by Site

<table>
<thead>
<tr>
<th>Section</th>
<th>Sessions</th>
<th>Ave. Duration</th>
<th>Page Views</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gateway</strong></td>
<td>8,116,749</td>
<td>3min 15sec</td>
<td>17,741,168</td>
</tr>
<tr>
<td><a href="http://www.anu.edu.au">www.anu.edu.au</a></td>
<td>60.8%</td>
<td></td>
<td>52.8%</td>
</tr>
<tr>
<td><strong>Programs &amp; Courses</strong></td>
<td>2,907,486</td>
<td>3min 50sec</td>
<td>10,682,252</td>
</tr>
<tr>
<td>programsandcourses.anu.edu.au</td>
<td>21.8%</td>
<td></td>
<td>31.8%</td>
</tr>
<tr>
<td><strong>Colleges</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLLEGE OF BUSINESS &amp; ECONOMICS</td>
<td>460,907</td>
<td>6min 34sec</td>
<td>1,245,900</td>
</tr>
<tr>
<td>cbe.anu.edu.au</td>
<td>3.5%</td>
<td></td>
<td>3.7%</td>
</tr>
<tr>
<td>COLLEGE OF ENGINEERING &amp; COMPUTER SCIENCE</td>
<td>436,983</td>
<td>4min 56sec</td>
<td>1,127,933</td>
</tr>
<tr>
<td>cecs.anu.edu.au</td>
<td>3.3%</td>
<td></td>
<td>3.4%</td>
</tr>
<tr>
<td>COLLEGE OF ASIA &amp; THE PACIFIC</td>
<td>383,303</td>
<td>3min 17sec</td>
<td>607,453</td>
</tr>
<tr>
<td>asiapacific.anu.edu.au</td>
<td>2.9%</td>
<td></td>
<td>1.8%</td>
</tr>
<tr>
<td>COLLEGE OF LAW</td>
<td>374,061</td>
<td>4min 11sec</td>
<td>803,486</td>
</tr>
<tr>
<td>law.anu.edu.au</td>
<td>2.8%</td>
<td></td>
<td>2.4%</td>
</tr>
<tr>
<td>COLLEGE OF SCIENCE, HEALTH &amp; MEDICINE</td>
<td>354,201</td>
<td>4min 44sec</td>
<td>758,168</td>
</tr>
<tr>
<td>science.anu.edu.au</td>
<td>2.7%</td>
<td></td>
<td>2.3%</td>
</tr>
<tr>
<td>COLLEGE OF ARTS &amp; SOCIAL SCIENCES</td>
<td>302,683</td>
<td>6min 04sec</td>
<td>604,028</td>
</tr>
<tr>
<td>cass.anu.edu.au</td>
<td>2.3%</td>
<td></td>
<td>1.8%</td>
</tr>
</tbody>
</table>

*Session statistics cover session where the site in question was visited - session may cross multiple sites.*

*Data includes all visitors to the sites - via both internal and external IPs.*
An examination of page views by content clusters shows that a very high proportion of page views come from a subset of four main content areas. This is representative of the fact the primary audiences are current and prospective students.

83.8% OF PAGE VIEWS ARE IN THESE AREAS

ANU Home
4,757,541

Current Students
4,817,570

Study
4,661,126

16.2% OF PAGE VIEWS ARE IN THESE AREAS

ANU Home
4,757,541

News and Events
1,242,302

Maps & Directories
768,410

Programs & Courses
10,651,820

Colleges (6)
5,071,676

About
368,611

Jobs
250,935

Study Sections
1,619,073

Program Admin.
1,445,123

Research
146,479

Home Pages (6)
386,023

Scholarships / Fees
1,390,774

Alumni
129,999

Landing / Info for
744,455

Study Options
1,025,966

Giving
53,696

Landing / Info for
972,764

Strategic Initiatives
29,886

Landing / Info for
608,917
The following chart provides a picture of content engagement across the sites in question. The Home Page, Study and Students areas are the most viewed areas. With a low exit rate and low duration, the ‘Study’ section is making the user move from page to page, while at the other end of the spectrum, ‘News’ results in lengthy time on the page but isn’t converting well and features a higher proportion of exits. Given the purpose of the home page is to engage the user further, the higher exit rate is also a concern.
Considering the various sites have a significant overlap in terms of their content and IA approach, it is worth taking a look at the content usage by high level topic segments. As expected the core areas of ‘Study’ and ‘Current Students’ stand out across the board, while areas such as Alumni would clearly benefit in terms of visibility from a consolidated approach.

<table>
<thead>
<tr>
<th>Segment</th>
<th>GATEWAY</th>
<th>CBE</th>
<th>CECS</th>
<th>CAP</th>
<th>SCIENCE</th>
<th>CASS</th>
<th>LAW</th>
<th>TOTAL</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOME PAGES</strong></td>
<td>4,757,541</td>
<td>92,165</td>
<td>87,192</td>
<td>81,734</td>
<td>46,078</td>
<td>54,577</td>
<td>53,484</td>
<td>5,172,771</td>
<td>22.6%</td>
</tr>
<tr>
<td><strong>ABOUT</strong></td>
<td>368,611</td>
<td>356,115</td>
<td>12,740</td>
<td>36,712</td>
<td>9,348</td>
<td>8,034</td>
<td>44,890</td>
<td>836,450</td>
<td>3.7%</td>
</tr>
<tr>
<td><strong>STUDY</strong></td>
<td>4,661,126</td>
<td>436,952</td>
<td>287,588</td>
<td>-</td>
<td>333,620</td>
<td>306,867</td>
<td>196,968</td>
<td>6,223,121</td>
<td>27.2%</td>
</tr>
<tr>
<td><strong>RESEARCH</strong></td>
<td>146,479</td>
<td>7,220</td>
<td>160,371</td>
<td>19,336</td>
<td>66,675</td>
<td>26,998</td>
<td>27,494</td>
<td>454,573</td>
<td>2.0%</td>
</tr>
<tr>
<td><strong>ALUMNI</strong></td>
<td>129,999</td>
<td>5,461</td>
<td>7,057</td>
<td>4,762</td>
<td>8,193</td>
<td>872</td>
<td>21,214</td>
<td>177,558</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>CURRENT STUDENTS</strong></td>
<td>4,817,570</td>
<td>222,372</td>
<td>-</td>
<td>-</td>
<td>67,314</td>
<td>56,994</td>
<td>100,268</td>
<td>5,264,518</td>
<td>23.0%</td>
</tr>
<tr>
<td><strong>GIVING</strong></td>
<td>53,696</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>143</td>
<td>-</td>
<td>53,839</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>NEWS &amp; EVENTS</strong></td>
<td>1,242,302</td>
<td>31,431</td>
<td>41,348</td>
<td>132,018</td>
<td>87,305</td>
<td>1,266</td>
<td>85,890</td>
<td>1,621,560</td>
<td>7.1%</td>
</tr>
<tr>
<td><strong>CONTACTS</strong></td>
<td>-</td>
<td>10,662</td>
<td>11,698</td>
<td>-</td>
<td>21,433</td>
<td>13,895</td>
<td>10,019</td>
<td>67,707</td>
<td>0.3%</td>
</tr>
</tbody>
</table>
While the sites are gaining healthy amounts of traffic, users are not moving between the various properties within the ANU eco-system. This ultimately results in lost opportunity for ANU and a potentially incomplete, fragmented experience for the user.

- **GATEWAY**
  - www.anu.edu.au
  - Sessions: 8,116,749
  - Land Here: 85%

- **PROGRAMS & COURSES**
  - programsandcourses.anu.edu.au
  - Sessions: 2,907,486
  - Land Here: 81%

- **ENGINEERING & COMP. SCIENCE**
  - cecs.anu.edu.au
  - Sessions: 436,938
  - Land Here: 83.8%

- **SCIENCE, HEALTH & MEDICINE**
  - science.anu.edu.au
  - Sessions: 354,201
  - Land Here: 78.2%

- **LAW**
  - law.anu.edu.au
  - Sessions: 374,061
  - Land Here: 85.8%

- **BUSINESS & ECONOMICS**
  - cbe.anu.edu.au
  - Sessions: 460,907
  - Land Here: 78.9%

- **ARTS & SOCIAL SCIENCES**
  - cass.anu.edu.au
  - Sessions: 302,683
  - Land Here: 71.2%

- **ASIA AND THE PACIFIC**
  - asiapacific.anu.edu.au
  - Sessions: 383,303
  - Land Here: 85.3%

- **ANALYTICS: ECO-SYSTEM REFERRAL TRAFFIC**

  - 2.0% of ANU gateway sessions go through to the Programs and Courses site
  - 11.9% of Programs and Courses site go through to the ANU gateway site
  - 4.1% of Programs and Courses sessions go through to College sites
  - 1.2% of ANU gateway sessions go through to College sites
  - 7.2% of Colleges sessions go through to the Programs and Courses site
  - 8.6% of Colleges sessions go through to the ANU gateway site
  - 11.9% of Programs and Courses site go through to the ANU gateway site
  - 8.6% of Colleges sessions go through to the ANU gateway site

- **Case 23**
Across all of the sites, the leading acquisition channel is Google (organic) search, followed by direct access and referrals. While referrals from ANU sites into Colleges are a large proportion of College sessions, this still represents a small proportion of overall ANU traffic.
ANU home page interactions are significantly skewed towards navigation functions as opposed to content elements which are being largely ignored. Many users are also not scrolling far into the page.
High Level Content Review

How are the existing sites mad sections setup and what can we learn?
CONTENT REVIEW: INTRODUCTION

The intent of the high level content review was to look at the individual component parts of the eco-system to see how they are performing. The major challenge that quickly becomes apparent is that the sites don’t really work in a united front.

FUNDAMENTAL ISSUES
The experience of moving through the ANU website eco-system is one that comes with some degree of uncertainty. The information architecture and navigation systems could be improved with a more holistic approach from the outset.

From a content perspective, information appears siloed and not necessarily organised from a user perspective. Users cannot avoid the organisation structure that is shown through the sites.

Even within the College structure, users may move multiple school sub-sites in order to get a complete picture of their options, let alone having to also take into account the content and journeys within the Gateway site and the Programs and Courses site.

This fragmentation of the journey is the major issue with the experience as it stands, along with the risks associated with duplicate content, and multiple versions of particular content topics.

CONTENT PRESENTATION
The overall experience across the various sites is not a disaster in its own right, however it falls well short of a modern holistic experience.

In terms of the page themselves, there is simply far too many pages across the board, with multiple pages on the same topic which can be consolidated, duplication and repetition as well as old redundant content.

The content presentation is fairly bland and lacks the aspirational quality of best practice competitors with more visuals and more focused narrative.

There is good meaningful content throughout the site, but it is not always easy to find in amongst the series of index pages and other dated content.

The existing design templates are clearly a limitation as all pages are essentially presented from the same context. A cohesive content strategy is required with new component based design patterns which will provide flexibility for content to be displayed more inline with its purpose.

COLLEGE SITES
The College sites [and associated entity sites] generally have a similar issues based on the high level review.

The sites are bloated from a content perspective and have in some areas become living archives. In addition to this the volume of pages makes for a journey that is not always clear as well as being repetitive.

The overall issues of Information Architecture are common with the uncanny valley effect prevalent. The sites and navigation look similar but not exactly the same which can cause confusion for users as to which site they are in and expectations of where links go. The other key issue is that these separate sites force an organisational construct on the user.

Overall the priorities to address for this site are:

- Remove dated and repetitive content
- Streamline the experience around user goals
- Consolidate IA and navigation functions
- Design appropriately for different content types
- Adopt a ‘less-is-more’ approach with high quality content that is presented in more inspirational ways
- Bring everything into an overarching IA with consistent navigation conventions
The ‘about’ section of the ANU website provides a fairly functional introduction to the university with the content a little on the ‘dry’ side. There are opportunities to breathe more life into this area given visitors unfamiliar with ANU may start here.

### PURPOSE
This section provides a home for information about the university’s academic and administrative structures along with governance, strategy, history and achievements.

### OVERVIEW OF STRUCTURE AND PAGES
There are ten sub-sections which are equally featured on the landing page for the section, however analytics show varying user interest.

There are over 400 pages within this section, which should be reduced as this simply adds to complexity for users in terms of navigation and search. It also leads to administrative overhead and reputation risk related to dated content.

Some of the content should be removed whereas several other pages could easily be combined if the content must be retained.

### USAGE
There are just 5 pages that have 10,000 or more page views (per year), with another 45 pages over 1,000 page views.

On the flip side, there are 298 pages that have less than 50 page views for the year. These should be reviewed for ongoing relevance.

### CONTENT EXPERIENCE
The content within the ‘about’ section tends to be text dense and functional rather than engaging or inspirational.

The ‘about’ section can be a starting point for visitors who are unfamiliar with ANU, so there is an opportunity to bring a more engaging introduction with a more creative expressive of the ANU Story. The core functional information should stay as is but be supplemented with a more engaging story.

The ‘Campus Facilities’ sub-sections seems a little bit out of the way in this area as this content would be of interest to future students. This content also represents a lost opportunity in promoting life at ANU - best carried out in another section.

The ‘Academic Colleges’ section could also be enhanced and used as a structural home for College landing points.
The ‘Study’ section is a crucial area in the site as the natural starting point for prospective students. This section is a key vehicle for student recruitment which has a number of opportunities for improvement given it lacks inspiration and also doesn’t directly promote or provide easy access to the course offerings.

### Sub-sections

<table>
<thead>
<tr>
<th>Sub-section</th>
<th>Pages</th>
<th>Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landing Page</td>
<td>1</td>
<td>150,523</td>
</tr>
<tr>
<td>Study Options</td>
<td>31</td>
<td>1,025,866</td>
</tr>
<tr>
<td>Scholarships</td>
<td>2</td>
<td>147,566</td>
</tr>
<tr>
<td>Apply</td>
<td>79</td>
<td>972,764</td>
</tr>
<tr>
<td>Accept Your Offer</td>
<td>16</td>
<td>84,460</td>
</tr>
<tr>
<td>Expenses</td>
<td>1</td>
<td>2,104</td>
</tr>
<tr>
<td>Student Experience</td>
<td>1</td>
<td>18,997</td>
</tr>
<tr>
<td>Accommodation</td>
<td>106</td>
<td>1,321,527</td>
</tr>
<tr>
<td>Events</td>
<td>537</td>
<td>284,462</td>
</tr>
<tr>
<td>Contacts</td>
<td>1</td>
<td>19,915</td>
</tr>
<tr>
<td>Information For...</td>
<td>9</td>
<td>458,394</td>
</tr>
<tr>
<td>Choose ANU</td>
<td>51</td>
<td>139,759</td>
</tr>
</tbody>
</table>

### PURPOSE

This section aims to provide information for future students to help them understand their study options and pathways primarily including scholarships, accommodation, fees. It also includes application and acceptance process material.

### OVERVIEW OF STRUCTURE AND PAGES

There are 11 sub-sections with several presenting as single pages only. There are several index style pages within this area including the ‘information for’ pages which provide audience based pathways.

A vast proportion of the pages in this section relate to past event notices which should probably be removed as they lack ongoing value and diffuse relevant content.

The accommodation section contains a great deal of content which could be better organised and have more of a feature made of it (possibly away from this section).

### USAGE

There are 9 pages in this section that receive over 100,000 page views a year with ‘Study Options’ getting over 400,000 views on its own.

There are over 400 pages in this area which get less than 50 page views per year (primarily events).

### CONTENT EXPERIENCE

The section as it stands is more functional than inspiring which is a lost opportunity given this is such a high traffic section of the site.

The number of index style pages make the experience feel quite drawn out rather than engaging users in the journey. The section also feels like it falls short due to it containing so much high-level information but not getting to the heart of what prospective students are looking for - their study interest areas.

Specific content around actual course options and links into the ‘Programs and Courses’ site are missing. This makes for a somewhat fragmented experience as the presentation and navigation is somewhat different. In addition to that, the content of this site is very functional and therefore again lacks inspiration and engagement.

A key issue with the ‘Study’ section is unfulfilled promise with additional content existing elsewhere [inc College sites]. With users not necessarily visiting multiple sites, they are getting an incomplete picture.

The clear gap in this section is not having ‘interest area’ pathways to course marketing materials and therefore not providing holistic information for a key audience.
06 CONTENT REVIEW: RESEARCH [ANU]

The Research section of the ANU site appears a little underwhelming due to most of the research content residing in the College and School sites. With users not guaranteed to move through to sub-sites, this is giving users a less than ideal picture of the breadth and quality of research at ANU.

<table>
<thead>
<tr>
<th>Sub-sections</th>
<th>Pages</th>
<th>Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landing Page</td>
<td>1</td>
<td>14,244</td>
</tr>
<tr>
<td>Our Research</td>
<td>12</td>
<td>75,640</td>
</tr>
<tr>
<td>Innovation</td>
<td>79</td>
<td>13,329</td>
</tr>
<tr>
<td>Postgraduate Research Students</td>
<td>1</td>
<td>18,503</td>
</tr>
<tr>
<td>Researcher’s Publications</td>
<td>1</td>
<td>7,963</td>
</tr>
<tr>
<td>Public Lectures</td>
<td>1</td>
<td>6,242</td>
</tr>
<tr>
<td>Researcher Toolkit</td>
<td>1</td>
<td>2,549</td>
</tr>
<tr>
<td>Industry and Government</td>
<td>1</td>
<td>1,631</td>
</tr>
<tr>
<td>Research initiatives</td>
<td>5</td>
<td>3,074</td>
</tr>
</tbody>
</table>

PURPOSE
The Research section of the site appears to simply offer a high level view of research across the university and as such it isn’t a well-used section.

OVERVIEW OF STRUCTURE AND PAGES
The section is light compared to the others with only the ‘innovation’ sub-section having a large set of pages.

Other than the ‘innovation’ area, this section really amounts to a series of index pages and introductory content which sends visitors through to a range of sites which focus on specific research areas. It is essentially acting as a conduit for user goals rather than containing a great deal of valuable content.

USAGE
The usage of this section on the whole is very low with 146,479 page views (0.8% of gateway page views).

The ‘our-research’ index page combined with the section landing page account for almost 40% of the section page views. A further 25% of page views are on the various research area pages which are also essentially index pages.

The ‘Research’ sections of the College sites have over 320,000 page views, and the research school sites themselves account for further traffic in their own right.

CONTENT EXPERIENCE
The manner in which ‘Research’ content is so spread out across the eco-system appears to be a limiting factor and another example of a fragmented user experience.

The section doesn’t appear to be overly enticing from the outset with low landing page traffic, and this is compounded by the section not really having a great deal of content value in its own right.

Once again this paradigm forces visitors into understanding and working with the college/school structure rather than following their own natural mental models.

There is a clear opportunity here to establish a more holistic research hub within the gateway site which allows for users to engage with their own interest areas in order to discover content and opportunities. The key to managing this is a structured approach to university wide research content and allowing visitors to operate from their own perspective first and still representing school and college information in context rather than it being out front first.

A more holistic and user-centred presentation of ANU wide research would also make the site a destination for the broader research community.
06 CONTENT REVIEW: GIVING (ANU)

The ‘Giving’ section performs a vital function in attracting donors and reporting on the impact of donations. It is important to recognise the context of visitors and ensure there is clear engagement for both prospective and current donors with concise pathways and high quality stories.

<table>
<thead>
<tr>
<th>Sub-sections</th>
<th>Pages</th>
<th>Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landing Page</td>
<td>1</td>
<td>3,690</td>
</tr>
<tr>
<td>Support Us</td>
<td>561</td>
<td>22,007</td>
</tr>
<tr>
<td>Impact Stories / Impact of Giving</td>
<td>178</td>
<td>10,824</td>
</tr>
<tr>
<td>2018 Phone Appeal</td>
<td>2</td>
<td>4,212</td>
</tr>
<tr>
<td>ANU Giving Day</td>
<td>1</td>
<td>3,519</td>
</tr>
<tr>
<td>How To Give</td>
<td>17</td>
<td>3,333</td>
</tr>
<tr>
<td>Report to donors</td>
<td>1</td>
<td>1,255</td>
</tr>
<tr>
<td>Philanthropy at ANU</td>
<td>4</td>
<td>3,333</td>
</tr>
</tbody>
</table>

PURPOSE
The ‘Giving’ section has a clear focus on attracting donors and showcasing stories of how donations make a significant impact.

OVERVIEW OF STRUCTURE AND PAGES
The general structure of this section is fairly lightweight with only a small group of sub-sections, however there are a vast numbers of pages within the ‘Support Us’ and ‘Impact Stories’ sub-sections.

The ‘Support Us’ section in particular has a great deal of content which is really dispersing the visits a bit too much rather than providing clear focus.

USAGE
This section shouldn’t be expected to have particularly high traffic, other than during specific campaigns, so the key is engaging visitors with clear messaging and stories.

There were only 922 entries to the initial landing page during 2018 which potentially shows a need for additional campaign initiatives which engage people at the top level.

Stories content has a much greater page dwell time with an average of 126 seconds compared to 95 seconds across the whole section.

CONTENT EXPERIENCE
The current landing page is focused on getting people immediately through to a donation commitment, rather than equally presenting the impact of donations up front.

Given the audience of this area will be prospective and current donors it is important to strike a balance. It is also important to recognise the potential donors want to see and understand impacts prior to commitment. To that end, representing impact stories up front might create more meaningful engagement.

There is quite a bit of preamble material in this section as well which whilst important, can be keeping users away from the actual initiatives and stories that will resonate with them and ultimately drive them to a commitment.

High quality featured stories and clear calls-to-action are vital for this area rather than the vast quantity that is currently in place. Prominent video stories will help to engage visitors in the needs and impact.

An overview of recipients and shorter stories could also be maintained but this would be secondary to content features. Consolidation of content is important here to ensure pathways are clear and engaging.
06 CONTENT REVIEW: ALUMNI [ANU]

Similar to ‘Donors’ the Alumni area serves a very particular audience with two contexts - current and prospective. The promotional aspect needs to prominent through showcasing the benefits of joining and by showcasing activities and opportunities for prospective alumni.

<table>
<thead>
<tr>
<th>Sub-sections</th>
<th>Pages</th>
<th>Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landing Page</td>
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<tr>
<td>Our Alumni</td>
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<td>Events</td>
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<tr>
<td>News</td>
<td>206</td>
<td>5,913</td>
</tr>
</tbody>
</table>

PURPOSE

The ‘Alumni’ section is primarily designed to promote the ANU alumni community and provide information on the activities of the alumni.

OVERVIEW OF STRUCTURE AND PAGES

This section has a high number of pages in just about all of the sub-sections. In particular the ‘News’, ‘Events’ and ‘Our Alumni’ sub-sections carry a vast number of pages.

‘Our alumni’ contains a range of alumni stories so this language differs from sitewide terminology of ‘stories’.

The huge number of pages can be somewhat of a hindrance to search, especially the events pages which don’t provide useful information given the are notices about events which have passed.

USAGE

The clear highlight of the Alumni area is the “Spotlight” stories which account for 25% of page views beyond the landing page, and have higher dwell time.

One concern is that stories and events have higher exit rates than other pages. It is important to note that the story pages, don’t feature any calls to action in terms of finding out more about the alumni offering.

CONTENT EXPERIENCE

The experience of this section is fairly dry and doesn’t necessarily promote the alumni is the best possible manner.

As is the case with several other sections, there is too much redundant content and a lack of narrative journey to really help engage visitors. Multiple index pages with the different components presented in the same way make the section feel cold.

Once again the opportunity exists through making a greater feature of high quality stories and bringing benefits to the fore. It is important to recognise the dual audience context of those already connected to alumni and prospective alumni.

Content can be significantly reduced, streamlined and consolidated which will in turn create opportunity to engage visitors in the main functions and attributes of the alumni.

Potential alumni need to clearly see what is in it for them so an engaging landing page is important to promote benefits, showcase coming events and feature high quality alumni stories.
The ‘Current Students’ section accounts for around a quarter of all page views for the ANU gateway site and serves the largest site audience. Rather than being a section within the overall primary navigation, it really warrants its own clear top-level hub given the specific audience and wealth of material.

### Sub-sections

<table>
<thead>
<tr>
<th>Sub-section</th>
<th>Pages</th>
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<td>Health, Safety and Wellbeing</td>
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<td>Careers and Opportunities</td>
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<td>Graduation</td>
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<tr>
<td>Contacts</td>
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</tr>
<tr>
<td>Information For...</td>
<td>14</td>
<td>83,607</td>
</tr>
</tbody>
</table>

### Purpose

This section provides a wide range of content aimed at students who are already enrolled in ANU programs.

### Overview of Structure and Pages

The structure of this area is a bit ambiguous with a wide variety of sub-topics sitting inside rather general headings, and too many verbose index pages.

In excess of 1,200 calendar events reside in the ‘Program Administration’ section which represent little value yet will impact findability and search in particular.

This section is definitely in need of an IA overhaul and clear out given the massive page count.

### Usage

With over 4 million page views, this section is the equal of ‘Study’ and the Home Page.

There are clear seasonal patterns in the use of this area which are predictable inline with the university calendar and this should be a key consideration in revisioning it.

Timetabling, scholarships and fees are the clear favourites content wise with the core timetabling page itself accounting for over 250,000 page views.

### Content Experience

The challenge of the ‘Current students’ section is that it houses a wide variety of in-depth material, but is also is a small part of the overall eco-system for ANU students.

Current students are very pragmatic in their needs, so this section needs to take a service based approach to make it easier for students to locate needs, supports and systems that are available (i.e Wattle, email, timetables).

Again, there are too many index pages which make locating information cumbersome and a bit fragmented. It is challenging to find material within sub-sections which features hundreds of pages so there is an opportunity to improve the IA significantly so students aren’t so reliant on Google to navigate the site.

Once again, too many old events being advertised - current students aren’t looking for an archive - they want quick access to what is happening now and in the short term, as well as clear information on related systems.

Ultimately, this section should be transformed into its own hub for current students sitting at the top level of the site. This will allow for a more specific approach and its own primary navigation from the outset. This will also help streamline the public domain area for other users.
These three sections share a common purpose around promotion of the ongoing achievements, initiatives and events of ANU. As three separate sections this seems a little uncoordinated and fragmented in terms of the current navigation structures.

### Strategic Initiatives

This single page almost feels like a bit of an internal reporting page as a means of showing movement inline with the Strategic Plan. The page has a fairly low traffic especially given its prominence in the navigation. The traffic has been in steady decline since a spike at launch in August, and the page exhibits a relatively high rate of 69%.

Essentially it acts as yet another index/menu page with a particular context. This page has value to a particular audience but should probably be positioned at a lower level in relation to the Strategic Plan (in About) or within a broader News and Events page where these initiatives could be highlighted.

### Newsroom

The newsroom features a vast repository of new articles with in excess of 4,000 articles receiving page views over the course of the year.

Such a big archive of news can potentially take away from the highest value articles, and also cause further difficulties in search with so much old content.

The landing page features a range of segments and allows for features, but could benefit from a general tidy up with more prominence placed on filters and in-page navigation.

### Events

The events section of the site is another valuable area that appears in the ancillary navigation strip. The page attracts more traffic than the news and has a very low exit rate, suggesting users are engaging with the upcoming events from this page.

The event articles themselves have a longer dwell time at 2 minutes than the core pages of the site, again suggesting solid engagement.

As is the case in the other areas, the past events archive is still available on the site and while this doesn’t represent a huge problem in its own right, it does contribute to an overall bloated site and potentially to overwhelming search results.

It is also noticeable that some of the events link through to almost identical articles within College sites which would be unnecessary in a consolidated experience.

### Opportunities

The news and events areas need to be looked from an overall ANU view along with other news type content such as the various blogs and local news elements. The key is ensuring such a large volume of content is findable, searchable and engaging.
These three sections are the remaining elements from the ancillary navigation strip. They are essentially site utilities which need to be easily found across the site but don’t need to be at the same level as the primary sections of the site. Each of them have a clear and distinct purpose.

**Maps**

This single page is one of the most popular individual content pages across all of the ANU sites, with only index pages or the timetabling page ahead of it.

This page gets averages around 3,000 page views a week but spikes up as high as 25,000 plus at the start of the year and again at the start of second semester. The page has high engagement and seems to be well used and valued as it stands. There is no apparent need to do anything to this page in the short term although given its high usage, some user testing might be of value in order to see how it could be improved.

Mobile use of the page is surprisingly low with under 20% of page views on mobile showing that students are making use of this feature via their laptops rather than necessarily being on the move. However, the mobile view is still important and could be improved with the filters and data presentation a little cumbersome on mobile.

Whilst the ‘Maps’ item exists within the utility bar on the website, it is important this tool is featured in the current students area and also with open day material and other events tailored to users who are new to the ANU campus.

**Directories**

The ‘Directories’ section is a bit of an odd collection as it contains the university calendar, library links, website directory, staff directories, glossary and social channels.

The vast majority of traffic is to the University Calendar but given it lives inside ‘Directories’ it is likely some people are having trouble finding it. This section definitely needs to be looked at from an IA perspective as the primary label is somewhat mis-leading. The website directory is really more of a website topic listing so it is again a misleading label. The need for such an index is also questionable but this needs further examination.

**Jobs**

The vast majority of traffic to the jobs section stops at the landing page with the primary links heading off to separate sites. The initial page has a lot going on with a number of topics and links built into the one page, but potentially lacks some engagement.

The outbound links don’t seem to be necessary and the jobs section should be consolidated going forward. As it stands, it leads to a fragmented journey as users have to backtrack in order to get to the other general topics. The primary navigation also changes after choices are made with user options disappearing or becoming less obvious.
The Programs and Courses site is a valuable property that receives the second most traffic of the core public sites. It delivers upon its single purpose well but doesn’t necessarily add to the overall experience of ANU especially for those looking for inspiration.

OVERVIEW OF STRUCTURE AND PAGES
The site provides several different ways into the detailed content with options to use search broadly, or to browse by area of interest or program type.

The degree provides a wizard style approach to help users build out flexible double degrees and explore study options.

The main content of the site is the detailed course content which is structured by academic year.

USAGE
In terms of detailed information, it is interesting to note that the vast majority of users are looking at the default or current year content, with of 77% of page views. A further 12% of page views were for the following academic year.

This could suggest that usage is heavily skewed towards prospective students and first year students, but could also show the users don’t see the control to switch year, or don’t see the need.

It is also important to note that over 80% of sessions start directly at a lower level detail page as opposed to working through the initial search, browse or degree builder processes. Users coming via the home page typically have show higher engagement.

CONTENT EXPERIENCE
The Programs and Courses site provides a comprehensive catalogue of ANU’s course offerings. As an information resource, this site ticks the boxes but is lacking from a promotional or inspiration point of view.

Whilst comprehensive, the program detail can feel a bit overwhelming as an introduction to course offerings. The question is how course marketing and promotion efforts can utilise this information but provide a more aspirational experience.

As a central resource, this site appears as a bit of a one-stop shop for course information, however it does contain a large number of outbound links which does contribute to the overall fragmented journey.

Overall the site absolutely serves its purpose as a course handbook catalogue, but doesn’t really provide a soft landing for prospective students and those still looking for initial inspiration.

There is a significant opportunity to enhance this core part of the experience by integrating this data into a more user friendly format within a holistic ‘Study’ function and to utilise modern interaction techniques to reduce page/context switching.
When considering the vital role of the Programs and Courses content it is important to look at how users arrive in this area, and the myriad of outbound links which they are presented with. While this works as a comprehensive information source it is a prime example of the fragmented journey. It is also serving multiple audiences that have quite different perspectives.
The College of Business & Economics site has a broad range of content with a structure that in part mirrors the ANU site. The site houses its own course information, research and news as well as having links through to four detailed research school sites.

### OVERVIEW OF STRUCTURE AND PAGES

The structure of the college site has a lot of similarities with the overall gateway site. Whilst this might seem like a positive trait, it can lead to an uncanny valley effect for users who go might expect to find content from another site under the common headings.

The site has well in excess of 1,500 pages which suggests there is a great deal of redundant ‘archive’ type content which should be removed and plenty of other opportunities for consolidation.

### USAGE

The College of Business & Economics site receives the most page views out of all the College sites, with the ‘Study’, ‘About’ and ‘Current Students’ sections accounting for in excess of 80% of all page views for the site.

The content related to programs (in Study) is the most popular with over a quarter of all traffic relating to these pages. The staff directory (in Current Students) is the next most valued content also with over 300,000 page views.

There are approximately 1,200 pages that had less than 100 page views over the course of the year, and just 40 pages had in excess of 5,000 page views.

### CONTENT EXPERIENCE

The focus of the home page for Business & Economics is centred around current topics, news and events as opposed to overt pathways for prospective or current students.

Examination of home page heatmaps and analytics show that there doesn’t seem to be a great deal of interest in this promoted content, with the majority of users entering the site via the primary navigation of the utility links at the base of the page.

With over half of all site page views occurring in the ‘Study’ and ‘Current Students’ section it appears that student need should be more of a priority upfront. There still should be featured news and events but this needs to be balanced with students pathways it would seem.

There is a wealth of program information within the Study section but it potentially lacks inspiration and a sense of narrative with a vast list of links presented on the ‘Study’ landing page.

The content at the next level is separate from the Programs and Courses information but can form the basis for course marketing material with further enhancement and highlighting of key facts.
The CECS site also uses a similar set of primary sections to that of the ANU gateway. A noticeable trait throughout the sections is a series of highlights in regard to rankings and capabilities which makes it feel a bit too promotional and not necessarily user-centred in purpose.

### OVERVIEW OF STRUCTURE, PAGES AND USAGE

The CECS website has in excess of 5,000 pages and is also supported by two school sites which each boast in excess of 6,000 pages. Whilst many of these pages are lower level content, this represents a significant burden to maintain and also adds to an already massive search catalogue.

Structurally there are again many overlaps between the gateway site, the college site and the school sites which further compounds the fragmented journey and relationships between the sites. Users have to frequently make the same choices across multiple sites and in some cases will find duplication content.

### CONTENT EXPERIENCE

The CECS website has more of a focus on current and prospective students based on the home page of the site. News and Events content is still available up front but much lower down in the page.

Many landing pages in the site appear to have been overhauled in recent times with different segment based approaches employed. In some cases this does lead to pages that can appear overwhelming, and with links going in various directions this doesn’t help to create a cohesive journey.

Given the variety of audiences for this site, the approaches employed don’t always suit the clear information seekers as opposed to those who are taking more of a browse and looking for clear cues.

With plenty of repeated or similar content residing within the school sites, it can lead to the feeling of a cumbersome experience.

As with many sites and sections across the ANU website eco-system, there are two many pages and links and some of the more promotional elements lack narrative and a sense of journey. It appears the best content and calls-to-action could be getting lost in the mix.
The College of Asia & the Pacific is an interesting case due to the large number of schools, centres, institutes and units that it is made up of. The top level structure is simple enough but a large number of index pages, landing pages and outbound links make this site feel cumbersome.

### OVERVIEW OF STRUCTURE, PAGES AND USAGE

The structure and language of the CAP site differs from other Colleges but also has some similarities.

One clear point of difference is the ‘Students’ section which appears to be designed to cater for both current and prospective students. Given the conventions across the rest of the eco-system, and the differences in needs for these audiences this is not advisable going forward.

The most popular content in the ‘Students’ section appears to relate to different programs, especially graduate coursework information.

Content wise the site is somewhat leaner than other Colleges with News and Events area the only one of major concern in terms of the massive page count.

The site has a much more prominent focus on the news and events of the College and this is reflected through this content being one of the most viewed areas of the site.

The journey into the Asia Pacific site is a bit on the inconsistent side. From the outset, the focus is very much on detailed content with a particular focus on current news, research and blog posts.

While this content is performing reasonably well, it is still the ‘Students’ section course information which users are looking for. Without any clear home page pathways, users have to utilise the primary navigation to reach an initial index page. From there they will access a series of pages which have different approaches - some being standard content while others such as the ‘Graduate Coursework’ path lead to a general campaign style landing page.

While these pages might be effective in their own right, the inconsistency in the journey further leads to the fragmented experience, as users are then taken out of the site or back into detailed content with local side navigation. This constant mode switching takes away from the narrative journey and makes exploration of multiple program areas a little more difficult.

With key programs linking further into other sites such as Crawford School, Bell School and other general sites the experience can be overwhelming and not feel guided.
The College of Law site is the overarching site which is supported by two school sites. The college immediately provides links to the school sites, yet still presents the core study programs content in the site itself.

<table>
<thead>
<tr>
<th>Sub-sections</th>
<th>Pages</th>
<th>Views</th>
</tr>
</thead>
<tbody>
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<tr>
<td>About Us</td>
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<tr>
<td>Study</td>
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<tr>
<td>Research</td>
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<tr>
<td>Current Students</td>
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<td>100,268</td>
</tr>
<tr>
<td>Alumni</td>
<td>95</td>
<td>21,214</td>
</tr>
<tr>
<td>Contact Us</td>
<td>1</td>
<td>10,019</td>
</tr>
<tr>
<td>News and Events</td>
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<td>85,890</td>
</tr>
<tr>
<td>People (no longer in primary nav)</td>
<td>437</td>
<td>122,354</td>
</tr>
</tbody>
</table>

### OVERVIEW OF STRUCTURE, PAGES AND USAGE

The College of Law site features a lot of the standard sections, but also links through to the two school sites very prominently from the home page of the site.

Collectively the three sites house over 8,000 pages with material for Current and Prospective Students the clear favourites based on analytics.

There is significant duplication within this site and the two school sites as all of the study programs material appears to repeated on the different sites. There is also duplication in terms of the news and event items between the sites with essentially all of the school material being duplicated within the college site.

On top of the issue with duplicated content, the navigation between these sites becomes problematic as the user must adopt an organisational mindset to understand where certain information might be.

### CONTENT EXPERIENCE

The overall experience of the Law site is similar to that of other Colleges. The journey through content does not feel efficient and pages are often dense and lacking in inspiration or a sense of narrative.

The study programs content has a vast number of inline links which take the user out of their current context which again leads to a somewhat fragmented journey.

The separate school sites house identical content in regard to programs and courses but within a different navigation structure and site. This has further potential to create confusion, potential for content to not be in parity and creates identical search results which is problematic.

Information for current students appears comprehensive but needs this also appears to overlap and repeat other general content. The mode of presentation for this content would always be improved by taking a more service based approach.
The Science, Health and Medicine site has an upfront focus on news highlights and different study pathways from the home page. The programs themselves link through to school sites which once again changes the context for the user.

<table>
<thead>
<tr>
<th>Sub-sections</th>
<th>Pages</th>
<th>Views</th>
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</thead>
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<td>About</td>
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<tr>
<td>Contacts</td>
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<tr>
<td>Current Students</td>
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<td>67,314</td>
</tr>
<tr>
<td>Alumni</td>
<td>55</td>
<td>8,193</td>
</tr>
</tbody>
</table>

### OVERVIEW OF STRUCTURE, PAGES AND USAGE

The College of Science, Health and Medicine is represented through a vast repository of content which spans a number of sites.

The College site itself has a huge number of pages in the ‘Study’, ‘Research’ and ‘News and Events’ section which appears to be candidates for consolidation and reduction.

In terms of associated sites there are a further 10 school sites which each received in excess of 190,000 over the course of the year. The top five of those sites have a cumulative total of over 16,000 pages with the vast majority attracting little attention.

With the school sites having similar navigation structures, there is a great deal of duplication across these sites which ultimately leads to an unnecessary overhead for maintenance of the sites, and a bloated site structure.

The content across the school sites should ideally be reviewed to see how it can be consolidated into a single information architecture. It also needs to be reviewed from a subject matter perspective in terms of its value and importance. While the majority of pages are not regularly viewed the vast repository still exists.

### CONTENT EXPERIENCE

As with all of the Colleges sites, the main issue is fragmentation with so many different pages and overlaps between the College and School sites as well as the more general ANU material.

Users are having to navigate through via the organisational structures which ultimately gets in the way of their experience as they seek to engage with their areas of interest.

Page presentation is limited by the templates available with a lot the journey feeling disjointed as it moves through different types of landing pages, and content templates.

As the user moves through different college and schools sites, they are exposed to various design patterns for similar content, and in other cases navigation and other elements seem so similar that users may not realise they have changed sites.

Even within the site on its own, there are two many index pages and jumping off points rather than true sense of journey around key topics.
The Arts & Social Sciences site represents an area with a broad range of research schools, and centres which each have their own website presence. The site doesn’t appear to feature schools as much as the others, but the duplication and overlaps still exist.

### OVERVIEW OF STRUCTURE, PAGES AND USAGE

As is the case with other College sites, the CASS site has a vast number of pages with the majority not receiving a great number of page views. There are 102 pages that have received over 1,000 pages across the course of the year.

The ‘Study’ section is the most prolific in terms of page numbers and also accounts for about half of all site traffic showing that the largest visitor segment is prospective students.

All other areas of the College site have fairly low page views, in particular the News and Events area.

In terms of home page usage, visitors are primarily interacting with the primary navigation rather than the in-page features. The home page carousel however appears to be engaging visitors to an extent with users cycling through the carousel although not often following links.

### CONTENT EXPERIENCE

The same issues that exist for other College sites are also present with the Arts & Social Sciences site. The main issue is the fragmented journey and overall approach to content and IA which needs an overhaul.

Clear attempts have been made to provide key pathways on the home page but once again these appear to largely be ignored in favour of the primary navigation.

The content associated with courses doesn’t add a great deal of value over and above the ‘Programs and Courses’ site which is more comprehensive. There is an opportunity to create more inspirational content narratives to supplement the ‘Programs and Courses’ content but the current material is falling short.

The content for ‘Current Students’ has a clear, simple structure from the outset but still falls short of truly service oriented material which would be more appropriate for this audience.
4 Stakeholder Vision

What are stakeholders looking for and what worries them?
As a part of the review process we engaged with a number of ANU staff and students to understand how they felt about the current state of web eco-system as well as gain insight into what they would like to see in the future.

**STAFF WORKSHOPS**

Three staff workshops were carried out which provided opportunities for representatives for the various Divisions and Colleges to engage in a series of activities to help us better understand their needs.

There were in excess of 40 participants from across the organisation, who each engaged with the following activity themes:

- Characteristics of Successful Websites
- Defining Primary Audience Segments
- Naming our Goals, Hopes and Fears
- Conducting a Project Pre-Mortem
- Examining Issues and Opportunities
- Identifying and Sketching Solutions

There were a number of re-occurring themes that kept coming up throughout the activities as outlined on the following pages. In general, stakeholders seemed a little jaded with the major fear being ongoing inaction or ‘politics’ getting in the way.

There was a reasonable appetite for a more modern, transformative project with the prime focus being on the need to be user-centred, and also to improve navigation and overall engagement with content.

**STUDENT INTERVIEWS**

In addition to the staff workshops, we engaged in a number of one-on-one random student interviews. We setup in Kambri over the course of two days and were able to discuss the website with current students.

We managed to discuss the website with 17 students who each had a variety of contexts including:

- Local first year students
- First year students from outside of Canberra
- International students
- Latter year students
- Students living on campus
- Undergraduate and Postgraduate students

In each case we discussed their background and how much they made use of the website prior to choosing ANU as well as discussing their usage now as a current student.

The general impression of ANU websites was neutral with students not necessarily using the sites in question much at all. The ‘Programs and Courses’ site was pivotal during their consideration phase but now Wattle Courses and Facebook groups are the entrenched information sources.
Stakeholders were asked to highlight what they saw as the overarching goals for ANU. A series of common themes emerged as follows. These help to inform detailed team and project goals.

<table>
<thead>
<tr>
<th>RESEARCH</th>
<th>STUDENT EXPERIENCE</th>
<th>STAFF</th>
<th>MISCELLANEOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be recognised as a world class research provider and support the delivery of high quality research</td>
<td>To have a clear focus on high quality student experience, support and outcomes</td>
<td>To recruit and retain the best staff who are engaged with ANU and their work</td>
<td></td>
</tr>
<tr>
<td>- excellence in research and education</td>
<td>- best possible student experience</td>
<td>- happy staff who are engaged with their work and</td>
<td></td>
</tr>
<tr>
<td>- increase research profiles/outcomes</td>
<td>- student focused</td>
<td>- staff who connect with ANU broadly</td>
<td></td>
</tr>
<tr>
<td>- attracts world leading researchers</td>
<td>- high quality student support</td>
<td>- recruit the best academic and professional staff</td>
<td></td>
</tr>
<tr>
<td>- recognised for world leading research</td>
<td>- make the student experience great</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REPUTATION</th>
<th>STUDENT QUALITY</th>
<th>MISCELLANEOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be one of the great universities in the world, maintaining a great reputation and serving Australia</td>
<td>To attract the ‘best’ students from a range of diverse backgrounds</td>
<td></td>
</tr>
<tr>
<td>- position ANU as one of top universities in the world</td>
<td>- ANU attracting the ‘best and brightest’ students</td>
<td>- increase students living on campus</td>
</tr>
<tr>
<td>- the ‘go to’ source for Australia/Asia-Pacific policy</td>
<td>- use scholarships to recruit and attract students</td>
<td>- increase scholarship support from alumni and donors</td>
</tr>
<tr>
<td>- be a great university</td>
<td>- students form a diverse range of backgrounds</td>
<td>- improve service focus to university community</td>
</tr>
<tr>
<td>- be placed as Australia’s university; best in area</td>
<td>- high quality students</td>
<td>- improve compliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- ensure accessibility of information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- provide information in interesting/interactive ways</td>
</tr>
</tbody>
</table>
STAKEHOLDER VISION: TEAM GOALS

Stakeholders were asked to highlight what they saw as current goals for their team, division or College. Some of these issues moved everyone closer to specific website issues.

CONTENT
Ensure that ANU provides high quality, up to date, relevant content to all of its intended audiences
- provide correct and up to date information
- keep information fresh and up to date
- identify information gaps
- connect externals with information they need

ANU STORY
Ensure that the ANU story is told in a coherent and consistent manner as a key part of the ANU identity
- tell the ANU story
- inspire audiences to engage with us through ANU story
- tell people why we are great
- showcase expertise in the service of Australian society

STUDENT SUPPORT / COMMUNICATION
Ensure communication and support services delivered to students are consistent and of high quality
- better communication delivered to existing students
- consistent student residential experience (inc. comms)
- provide environment for students to bring out their best
- effectively inform students about things that matter

ALUMNI AND DONORS
Increase engagement with alumni and donors to build longer lasting, more fruitful two-way relationships
- increase philanthropic funding for student support
- engage alumni and feed into philanthropic pipeline
- build and maintain long lasting alumni relationships
- increase alumni giving back with time, talent, treasure

RESEARCHERS AND STAFF
Provide meaningful opportunities for researchers and staff while supporting them through training and reducing admin burden
- meaningful training for staff across ANU
- improve and increase quality of best practice
- reduce administrative burden to focus on research
- facilitate engagement with ANU researchers

MISCELLANEOUS
- make the best possible website
- provide easy user experience using administrative tools
- excellence in governance
- Improvement to processes/systems to streamline work
- enable efficiency for the website
- provide actionable customer/stakeholder insights
- deliver high quality services and products
- provide finance support and savings to areas
In terms of the website project, stakeholders had a number of consistent themes for what they wanted to see - these themes developed further as we explored hopes and fears.
**STAKEHOLDER VISION: PROJECT HOPES**

In terms of the website project, stakeholders had a number of consistent themes for what they wanted and hoped for. These hopes generally extended on the goals and added further detail.

<table>
<thead>
<tr>
<th><strong>USER EXPERIENCE</strong></th>
<th><strong>NAVIGATION AND FINDABILITY</strong></th>
<th><strong>CONTENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A website that is user centred and focused on the end user experience rather than university structures.</td>
<td>A website which provides consistent navigation tools to help users to find what they need efficiently.</td>
<td>The content on the site is accurate, up-to-date, clear and concise. It also engages the diverse range of users.</td>
</tr>
<tr>
<td>- website reflective of user needs, not what ANU wants</td>
<td>- user centred navigation making it easy to find info</td>
<td>- consistent approach across colleges and ANU at large</td>
</tr>
<tr>
<td>- user friendly website which meets web standards</td>
<td>- don’t lose users by forcing them into ANU silos</td>
<td>- information must be accurate, relevant and actionable</td>
</tr>
<tr>
<td>- de-cluttered and fit for purpose</td>
<td>- externals find what they need without frustration</td>
<td>- have a clear sense of purpose and clarify offerings</td>
</tr>
<tr>
<td>- seamless experience across various pathways</td>
<td>- improved internal search functionality</td>
<td>- caters to the diversity of the audience</td>
</tr>
<tr>
<td>- engage with users and provide what they need</td>
<td>- consistent navigation through-out</td>
<td>- more stories highlighting broad range of research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GOVERNANCE, GUIDANCE AND AUTHORING</strong></th>
<th><strong>STAKEHOLDER ENGAGEMENT</strong></th>
<th><strong>MISCELLANEOUS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>There are clear processes for ongoing updates and improvements, empowering staff to contribute and update the site.</td>
<td>The process for re-design and development is out in the open to ensure that the variety of needs are considered.</td>
<td>- updated, eye catching look and feel</td>
</tr>
<tr>
<td>- consistent guidance and training on web content</td>
<td>- bring executive along on the journey</td>
<td>- templates that are flexible and fit for purpose</td>
</tr>
<tr>
<td>- more content managers / distributed authoring</td>
<td>- stakeholders to be engaged/informed in advance</td>
<td>- staff get an actual intranet for their content</td>
</tr>
<tr>
<td>- clear governance, control and oversight</td>
<td>- ensure the VC is happy with proposed approach</td>
<td>- dedicated spaces for major customer segments</td>
</tr>
<tr>
<td>- agile approach to development</td>
<td>- educate stakeholders about the needs and direction</td>
<td>- improved search functionality</td>
</tr>
</tbody>
</table>

In terms of the website project, stakeholders had a number of consistent themes for what they wanted and hoped for. These hopes generally extended on the goals and added further detail.
The workshop participants were fairly consistent in terms of what they were worried about, with the organisation factors being right at the top along with the ongoing maintenance challenges.

<table>
<thead>
<tr>
<th>AUDIENCE FOCUS</th>
<th>NAVIGATION</th>
<th>ORGANISATIONAL FACTORS</th>
<th>DESIGN</th>
<th>CONTENT AND IDENTITY</th>
<th>AUTHORING AND TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience concerns were varied from it being too focused on particular segments or too diluted due the broad range of audiences</td>
<td>There was concern in regard to the navigation and information architecture not being fixed leading to the same findability issues</td>
<td>Workshop participants expressed that the organisation is a key factor for concern for a variety of structural reasons</td>
<td>Concern that the design might change but not improve on fundamental issues or otherwise turn out to be dull and uninspiring</td>
<td>Concern that information will continue to be duplicated and contradictory, as well as lacking depth around identity</td>
<td>The main fear here is that the site becomes more difficult to maintain and even more restrictive. Also transition may be challenging</td>
</tr>
<tr>
<td>- dilution of audience</td>
<td>- information still too difficult to find</td>
<td>- university won’t invest in recommendations</td>
<td>- form over functionality</td>
<td>- continue to have contradictory information</td>
<td>- authoring too locked down with little flexibility</td>
</tr>
<tr>
<td>- too focused on specific audiences</td>
<td>- content not reduced making it too hard to find</td>
<td>- fail due to political disagreement around ‘ownership’</td>
<td>- look changes but everything else stays the same</td>
<td>- inconsistent content approach</td>
<td>- becomes hard to use and update</td>
</tr>
<tr>
<td>- lose focus on students and student experience</td>
<td>- information is not user friendly or user centred</td>
<td>- future upgrades and maintenance not factored in</td>
<td>- still won’t be attractive or appealing</td>
<td>- doesn’t address the vacuum that is the ANU identity</td>
<td>- CMS picked won’t be any better than Drupal</td>
</tr>
<tr>
<td>- ANU presents as a business more than a university</td>
<td>- internal search still won’t find what we need</td>
<td>- too big a job that will take too long</td>
<td>- one size doesn’t fit all</td>
<td>- feels institutional/empty, lacking deeper purpose</td>
<td>- transition period will be clunky and have negative impact</td>
</tr>
<tr>
<td>- one size doesn’t fit all</td>
<td></td>
<td>- hard to reconcile all of the different requirements</td>
<td></td>
<td>- just as many pages but organised differently</td>
<td>- investment required in process, tools and training</td>
</tr>
</tbody>
</table>
STAKEHOLDER VISION: STUDENT VOICE

In talking to a range of current students from different contexts, we found that many hadn’t paid a lot of attention to the website and were in some cases unfamiliar with the various sites within the eco-system. Some used college sites but not the main home site as they referred to it, and vice versa while other primarily used the programs and courses site. They all now associated Wattle as being at the core of their student experience.

WATTLE AND FACEBOOK

Wattle is the default system and defines the student experience primarily, with Facebook also being a prominent information source.

All of the students talked about Wattle as their most commonly used system. Students were positive about their experiences with Wattle although a couple of students found it hard to locate and get started on it initially via the ANU website - now they link direct.

With Wattle such an important part of student life, they aren’t really being exposed to other content in any meaningful way so the other sites are out of mind until the need arises.

Many students also referred to Facebook group as the key source to find out what was going on - some were only on Facebook as they needed to for this purpose.

STUDENT LIFE

Life at ANU is more vibrant than expected with Kambri the centrepiece.

Several students reported that they were really impressed by life on campus at ANU and felt that this could be featured more on the website.

Students noted that there wasn’t really much they looked at in terms of student life as there wasn’t much there but also because they were focused on the courses side of things primarily.

Several students used the websites to locate accommodation information but did note difficulty in locating information initially and understanding where it all fit in due to the organisational approach to content.

Several students reported some uncertainty about moving to Canberra but have been pleasantly surprised.

PROGRAM AND COURSES

The Programs and Courses site is at the heart of the prospective student journey.

Virtually all of the students we spoke to recalled getting a great deal of use from the ‘Courses’ site and the ‘Degree Builder’.

Not many could recall using much else across the various sites as they were primarily interested in Program information. Some students noted that it felt like there wasn’t much else to look at but admitted that once they found the ‘Programs and Courses’ site they weren’t really aware of anything else.

Some students found the initial parts of the ‘Programs and Courses’ site challenging but were all very pleased with the comprehensive detail once they located courses of interest.
**STAKEHOLDER VISION: STUDENT VOICE**

In general, students had a fairly neutral view of the ANU websites according to their ratings, word association and general comments. The websites don’t really engage students so they are missing out on key parts of the picture during their selection process. A modern and vibrant experience should help shift the needle in a positive direction as long as the functional and professional core remains in tact.

**OVERALL IMPRESSION**

Overall, students appear to not have much of an opinion on the Gateway and College sites.

When we spoke to students about their impressions of the site, we received fairly general responses that showed no real positivity or negativity. In general students felt that things worked but there was a sense that they just had to use what was available.

Now that they are here, they don’t feel the need to use the website much other than Programs and Courses.

In rating the website experience as a prospective student, the average rating was 6.87 which puts them at the bottom end of ‘passives’. As current students, the rating average increased to 7.72 which moved to the higher end of the ‘passive’ range.

**EXPERIENCE VALUES**

According to students, ANU websites are best described as professional or functional.

Students were asked to choose from a selection of 20 terms which allowed for different expressions of negativity, positivity and neutrality.

In general the answers were primarily neutral with the terms ‘Functional’ and ‘Professional’ selected by half of respondents. In summary, students selected:

- 8 positive terms
- 28 neutral terms
- 12 negative terms

The most common positive term was ‘Meaningful’ while the most common negative terms were ‘Intimidating’ and ‘Inconsistent’.

Students essentially feel the sites ‘just work’ but that’s it.

**CHALLENGES**

University structures and jargon created the biggest barrier.

The main issue that students reported was they faced difficulties due to their lack of understanding of ‘university jargon’ along with structures and processes.

Students felt the information seemed a bit disjointed at first until they located the key source for what they needed. As a result of the siloed approach, students found the best information they could and stuck with it rather than digging further.

Users found the Study information was not what they were looking for and then the Degree Builder initially challenging. When they knew the course by name it was easier and once they reached the course detail, the information was seen as comprehensive.
5 Audiences Segments

Who are our users and what are their primary needs?
During the workshop process we asked for participants to identify the different audiences that the web eco-system needs to serve and to also consider the context of the engagement with the sub-segments of each audience.

The audiences identified on the following pages are by no means exhaustive and represent a high-level snapshot. It is important to develop a more detailed picture for each of the priority audiences in order to best serve their needs in a user-centred development. At this time, there is no clear method of audience segmentation in analytics, however we can roughly identify audience segments through their usage of the sites as a ‘quick and dirty’ starting point.

**PROSPECTIVE STUDENTS**

- 13.3% of users visit the ‘Study’ section (amounts to 33.3% of gateway visitors)
- 2.4% of users visit the ‘Study’ section and the ‘Programs and Courses’ site (6% of gateway visitors). This is a highly engaged audience with an average session duration in excess of 11 minutes.

**CURRENT STUDENTS**

- 22.9% of users visit the ‘Current Students’ section or the ‘Wattle Courses’ site. This audience account for 40.4% of all sessions, and 62.5% of all page views (mostly Wattle)
- 13.6% visit Wattle Courses (56% of views)
- 11.6% visit Current Students

**ALUMNI**

- 2.3% of ANU gateway website users visit the ‘Alumni’ section
- 2.8% of ANU gateway website users visit any of the ‘Alumni’ sections across the gateway site and the college sites.

Additional segment identification could be carried out if the ‘Alumni & Friends’ site analytics were available as part of the ‘All ANU’ tracking.

**STAFF**

- 12.4% of users visit the ‘Staff Services’ site although this amount to over 800,000 users so it would seem other cohorts are taking a look in this section or being referred to it from other parts of the site.
The ANU site is aimed at a range of audiences which have some overlaps and form their own larger clusters. The important thing is to recognize the different contexts and needs but also the progressions that exist over time for some of the audience journeys.

**PROSPECTIVE STUDENTS**
- **KEY CONTEXT FACTORS**
  - School leavers / Non-school leavers
  - Domestic / International
  - Undergraduate / Postgraduate
  - Living on-campus / off-campus

**CURRENT STUDENTS**
- **KEY CONTEXT FACTORS**
  - First year / Subsequent years
  - Domestic / International
  - Undergraduate / Postgraduate
  - Living on-campus / off-campus

**ALUMNI**
- **KEY CONTEXT FACTORS**
  - Just graduated
  - Recent graduates
  - Mid years
  - Golden graduates

**DONORS**
- **KEY CONTEXT FACTORS**
  - Prospective / Existing
  - Prior connection to ANU

**INDUSTRY & GOVERNMENT**
- **KEY CONTEXT FACTORS**
  - Prospective / Existing
  - Partners / Investors / Consumers
  - Interest Area

**PROSPECTIVE STAFF**
- **KEY CONTEXT FACTORS**
  - Academic / Otherwise

**CURRENT STAFF**
- **KEY CONTEXT FACTORS**
  - Academic / Otherwise
  - Commencing staff / Returning staff
  - College / Administrative Division

**RELATED AUDIENCES**
- Parents
- Career Advisors
- Education Agents

**GENERAL PUBLIC**

**MEDIA**

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AUDIENCE SEGMENTS: PROSPECTIVE STUDENTS

As the website is a key recruitment channel, the prospective students audience is a critical segment to consider. Within this large audience their are several contextual sub-segments while also a number of common needs and frustrations.

### Key Contextual Factors
- School leavers / Non-school leavers
- Domestic / International
- Undergraduate / Postgraduate
- Living on-campus / off-campus

### High Level User Needs
- Find programs within disciplines of interest and career pathways
- Explore study options and detailed course program information
- Get an idea of what it is like to live in a college (and in Canberra)
- Looking for information to help them select a university and a course
- Find scholarship opportunities and details on tuition fees
- Look into accommodation and decide which residence best suits them

### Content Considerations
- Entering a new phase of their lives, university is often intimidating for many school leavers. Content should come across as friendly, informal and conversational to counter their anxiety and demonstrate that studying at ANU is enjoyable and exciting opportunity.
- For non-school leavers, academic terminology can also cause anxiety so a more friendly tone is equally important.
- Too build trust in these audiences, there needs to be authentic testimonials, and statistics showing employment after graduation.
- Demonstrate diversity and inclusive culture through language, images, videos and testimonials to ensure prospective students for a variety of backgrounds feel like ANU is a place for them.

### What We Need To Do For Them
- The primary need for prospective students is for them to be able to find available courses and programs according to their interest areas and career pathways.
- Information should not rely on an understanding of the internal structures of the university. It needs to be holistic and aimed at prospective students.
- Allow them to find important course information easily. Course pages should be detailed and well segmented with key information [dates, deadlines, ATAR and requirements] prioritised.
- Give them an understanding of Life at ANU and in Canberra as a key feature including accommodation and vibrant campus life. This aspect of ANU needs to be promoted to help realise goals around diversity.

### Frustrations / Painpoints
- Inability to find key dates and application information
- Difficulty in finding entry requirements [inc. ATAR]
- Difficulty in navigating and filtering search results
- Complex and unfamiliar terminology
- Struggling to find if they are eligible for scholarships
- A lack of visual demonstration of campus life

### Lost Student Factors
The lost student survey (2018) showed that location of ANU is a negative factor. Those who choose to study elsewhere cited Canberra as a negative along with the campus environment, accommodation and atmosphere. This represents a key content opportunity to showcase Canberra and life at ANU.

Other lost student factors include perception around student experience and employment outcomes, as well as access to scholarships.
AUDIENCE SEGMENTS: CURRENT STUDENTS

Current students represent the largest website audience but their usage is quite different from the prospective student audience. Current students have clear information needs and will tend to have quite brief visits to the site with predictable spikes.

KEY CONTEXTUAL FACTORS
- First year / Subsequent years
- Domestic / International
- Undergraduate / Postgraduate
- Living on-campus / off-campus
- On campus study / Online study

HIGH LEVEL USER NEEDS
- Access online resources to support research and writing
- Find all options and relevant services in one place
- Access online resources to support transition for new students
- Access policy and procedure documentation
- Access support services relating to academics through to wellbeing
- Find info related to residence - room bookings, organising events etc...
- Access information on scholarships, internships and career opportunities
- Access (and receive guidance for) online systems and applications
- Find all options and relevant services in one place
- Access online resources to support transition for new students
- Access policy and procedure documentation
- Access support services relating to academics through to wellbeing
- Find info related to residence - room bookings, organising events etc...
- Access information on scholarships, internships and career opportunities

FRUSTRATIONS / PAINPOINTS
- Locating information that is relevant to their context
- Navigating the administrative aspects of ANU
- Unclear how to do things, especially new students
- Information spread out across different sites
- Outdated content

CURRENT STUDENTS HUB
Having ‘current students’ as a section in the existing website makes for a long and unwieldy experience in terms of finding information especially within the restrictive existing templates.

The ‘current students’ function is unique in itself and users would benefit with this being an area in its own right with a dedicated ‘home’ page and primary navigation structures. The current usage sees that over 40% of page views are index and listing style pages as opposed to content which really reduces the usefulness of the current state and further highlights the overall IA and user-flow issues.

CONTENT CONSIDERATIONS
Students are generally focused on getting exactly what they need quickly so it is important to help them navigate information, and provide content with a sophisticated semi-formal tone which is clear and concise.

The needs associated with current students are heavily influenced by the contextual factors.

First year students will have some anxiety in the early stages of their university life and often have the greatest information needs. They need an onboarding process which helps them deal with a new environment, systems, timetables, processes, and more. International students and others who have moved away from home have similar needs and context as well.

Beyond the initial period of searching and browsing for what they need, students need efficient support systems. In many ways this area is something akin to a support channel.

WHAT WE NEED TO DO FOR THEM
The information needs of current students can be rather broad across a wide range of contexts. Users need to be able to easily search and navigate their way through this vast repository of information.

The greatest need is for a clear information architecture and categories to assist students to locate the particular information they need at that point in mind. Their usage is often be transient and reactive

A support style model is a natural starting point with clear content structures, along with clear links to other systems which is often the greatest use case

An onboarding area would also make sense to create a seamless experience for new students.

There are great opportunities through personalisation as content can be tailored to suit the student context.
AUDIENCE SEGMENTS: ALUMNI

The alumni is an important audience which grows in potential every year. The conclusion of the student journey is a vital moment as ANU seeks to stay connected to their graduates and provide a meaningful online experience to keep alumni engaged.

CONTENT CONSIDERATIONS

Alumni are essentially old acquaintances so the tone and voice should sit somewhere between the friendly, informal school leaver tone and the professional researchers tone.

The main consideration for this audience is understanding the different needs which exist from recent graduates and new alumni through to golden graduates. The ongoing engagement needs to be based on these changing needs by developing personas for these sub-groups.

It is also important to recognise that alumni are also connected to other platforms such as LinkedIn. The alumni offerings need to utilise this to help supplement/extend the information. With over 67,000 identified ANU alumni on LinkedIn this is an important integration point.

Alumni have a potential overlap into the Donor audience so it is important to ensure these linkages are well developed.

WHAT WE NEED TO DO FOR THEM

From the outset, prospective alumni need to be able to clearly see the benefits of staying connected. A detailed showcase of benefits with examples and testimonials is an important starting point.

Alumni need clear access to relevant content, people and events so filter options are vital for a positive experience. Personalisation within this area would also be of great benefit to ensure a meaningful experience.

Similar to the prospective student audience, this group will also be engaged with relevant story based content around other alumni.

Integration with other professional and networking platforms - starting with LinkedIn - will also help to add value to the alumni audience with data kept up-to-date and supplemented through external services.

FRUSTRATIONS / PAINPOINTS

— Lack of clarity of benefits of joining, staying connected
— Not connected or integrated with other platforms
— Not able to see updates on other alumni (where/what)
— Not able to easily connect with relevant alumni
— Content, events not focused on their interest areas

TRANSITION FROM STUDENT TO ALUMNI

The most important period of time for this audience is towards the end of their program and just after graduation. As the student journey ends, it is important to capture them at this point and keep them connected to the university through the Alumni.

It is important to make students feel proud to be part of the Alumni and to see the benefits of staying connected.

KEY CONTEXTUAL FACTORS

<table>
<thead>
<tr>
<th>Just graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent graduates</td>
</tr>
<tr>
<td>Mid years</td>
</tr>
<tr>
<td>Golden graduates</td>
</tr>
</tbody>
</table>

HIGH LEVEL USER NEEDS

<table>
<thead>
<tr>
<th>Find out what benefits come from joining the ANU alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access career related seminars related to my areas of interest</td>
</tr>
<tr>
<td>Have the ability to share stories of professional experience</td>
</tr>
<tr>
<td>Access stories from other alumni</td>
</tr>
<tr>
<td>Find out about alumni events and filter based on my interests</td>
</tr>
<tr>
<td>Network with other alumni who are active in associated fields</td>
</tr>
<tr>
<td>Easily find and connect with my ‘cohort’ of students</td>
</tr>
</tbody>
</table>
AUDIENCE SEGMENTS: DONORS

Donors are a fairly small audience in comparison to other segments, but obviously an extremely valuable audience which needs to be carefully nurtured with engaging content. The key is to present the needs and showcase impact through high quality storytelling, as well as provide clarity on process.

<table>
<thead>
<tr>
<th>KEY CONTEXTUAL FACTORS</th>
<th>HIGH LEVEL USER NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective donors</td>
<td>Need to easily locate the relevant donations section on the website</td>
</tr>
<tr>
<td>Existing donors</td>
<td>Need to see what ANU does with funds towards progress in fields</td>
</tr>
<tr>
<td>Can be staff, parents, students, alumni</td>
<td>Need to be provided with choice and options associated with donations</td>
</tr>
<tr>
<td></td>
<td>Understand where the funding gaps and identify most pressing needs</td>
</tr>
<tr>
<td></td>
<td>View stories of impact from past recipients of support</td>
</tr>
<tr>
<td></td>
<td>Want to be able to quickly filter content to areas of interest</td>
</tr>
<tr>
<td></td>
<td>Potentially want to stay connected to the story of their gift with updates</td>
</tr>
<tr>
<td></td>
<td>Understand how to carry out donation either online or offline, and get receipt</td>
</tr>
</tbody>
</table>

FRUSTRATIONS / PAINPOINTS
- Uncertainty about where funds will go
- Not seeing outcomes from donations
- Research information does not reach them
- Lack of ongoing engagement after donation
- No personalised approach
- Integration between different initiatives not strong

Donors need to be managed in a specific way with preferably some degree of personalisation. Research specific to this audience needs to be undertaken to get a deeper sense of what they want and need.

In general, potential donors back out of completing transactions due to two main factors:
- Lack of clarity of the intent and impact
- Confusing and overwhelming process

CONTENT CONSIDERATIONS
Potential donors need to be engaged in the needs that exist in University community. Generally these users want clarity about how their funds will be directed and how students or the community at large will benefit.

Prospective donors need to be engaged in the story and may want to have some say in how their donation is directed. Beyond the donation transaction itself, donors want to see the impact of their gift and in some cases may wish to see acknowledgment.

Stories of need and impact are the key here with content organised around areas of interest as well as specific programs and campaigns.

There is a crowded market for donors so success in this area is down to clearly articulating need and showing the funds are meeting objectives and having the desired impact. Storytelling is key to this whole area.

WHAT WE NEED TO DO FOR THEM
The most important thing for donors is transparency and engagement with both the need and the outcomes.

The different audiences are all looking for quality stories of substance, and easy filtering so that they can see focus on their own areas of interest.

Video stories and a sincere tone of voice will help to engage with this audience. The needs of the various recipients need to be clearly identified along with a clear representation of the impacts across a range of areas.

On top of storytelling, the other key component is ensuring the process is clear and any online transactions need to frictionless. The key here is making sure the process is clear and concise and not overwhelming the user at this point. Only collect information that is absolutely necessary and ensure the process is well-guided.
AUDIENCE SEGMENTS: STAFF

The staff audience is one that can easily be broken down into a number of sub-groups with the main distinction being prospective vs current. Prospective staff need marketing style engagement as well as clear information, while current staff are generally dealing with specific needs across diverse areas.

KEY CONTEXTUAL FACTORS

<table>
<thead>
<tr>
<th>Prospective staff</th>
<th>Find out about job opportunities at ANU and how to apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current staff</td>
<td>Learn about ANU as a potential employer</td>
</tr>
<tr>
<td>News starters</td>
<td>Be guided through an induction process including mandatory tasks</td>
</tr>
<tr>
<td>Academic / Professional</td>
<td>Find information on a topic which covers ANU, College and School angles</td>
</tr>
<tr>
<td>University / College / School</td>
<td>Find information on the various systems required to do job</td>
</tr>
</tbody>
</table>

HIGH LEVEL USER NEEDS

<table>
<thead>
<tr>
<th>Find information on policies, delegations, committees</th>
<th>Locate information on services - how to use them and who to contact with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find information about ANU as a potential employer</td>
<td>Be guided through an induction process including mandatory tasks</td>
</tr>
<tr>
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</tr>
<tr>
<td>Be guided through an induction process including mandatory tasks</td>
<td>Find information on the various systems required to do job</td>
</tr>
</tbody>
</table>

FRUSTRATIONS / PAINPOINTS

- Need to dig a lot to find information
- Information is scattered across sources
- Poor linkage between the different sites and units
- Disparate customer portals and information sources
- Not being able to easily find what they are looking for
- Information not current or complete
- Locating contact information

WEBSITE CONTENT SUPPORT

Several staff raised issues in regard to their roles in managing website content expressing a need for more clarity and support in this aspect of their work.

Staff need training and guidance in how to make changes to web material and overarching topics like content for the web and accessibility. Restrictive templates were also raised as an issue.

CONTENT CONSIDERATIONS

The primary content consideration is the diversity within the staff audience, and the specific needs which need to be dealt with.

From the outset a key factor is the context of the various information. Staff need to be able to see the complete picture around a particular topic ideally without having to visit different sites to cover the University context vs the College context vs the School context.

Much like students, the needs are generally focused and therefore staff needs are best served through a service based approach with a well organised collection of topics. It is important to recognise the different levels of information ownership and influence but ideally staff should not have to carry this context themselves, so a staff hub or intranet needs to have a consolidated IA and taxonomies with contextual levels built in.

WHAT WE NEED TO DO FOR THEM

As prospective staff seek to join ANU in a professional context, the tone should be professional and clear. The tone should also be friendly to ensure the university comes across as an enjoyable and inviting place to work.

Prospective staff need to be provided with a central hub where they can filter opportunities but also be engaged with the overall working culture and what makes ANU great. A combination of facts and story.

Current staff need quick access to a variety of information so the need is more around having a clear structure of categories and topics which are to the point. Some degree of personalisation to help automatically filter and shape content would be valuable

New staff would benefit from having a specific guide which helps them onboard with the university as efficiently as possible.
05 **AUDIENCE SEGMENTS: INDUSTRY & GOVERNMENT**

This broad audience segment is about recognising users that are looking to partner with ANU for research and development, or looking to make use of the best research and expertise available. This audience needs to see ANU as a leader in both thought and in practice.

<table>
<thead>
<tr>
<th>KEY CONTEXTUAL FACTORS</th>
<th>HIGH LEVEL USER NEEDS</th>
<th>CONTENT CONSIDERATIONS</th>
<th>WHAT WE NEED TO DO FOR THEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>With have specific interest areas</td>
<td>Looking for forward thinking researchers in particular industry</td>
<td>As is the case with all audiences, the key to success is understanding that their context is most likely outside the university structure.</td>
<td>First and foremost we need to put this group at the centre of the experience. They will be clear on the subject matter areas they are interested in so this needs to be the way in.</td>
</tr>
<tr>
<td>Wide variety across the segment</td>
<td>Looking for research and product development partners</td>
<td>Especially in the case of new enquiries and needs, the audience will not be well-versed in the structure of the university and will find the myriad of websites to be a blocker and in some cases will not even know what they have missed.</td>
<td>In addition to the interest area context, the engagement need also needs to be factored in. Are these users looking for research publications and information, or are they looking to partner with the university or to engage researchers. Clear contact information needs to be made available for this circumstance.</td>
</tr>
<tr>
<td>Government / Private Sector</td>
<td>Find out what research is available and how it impacts them</td>
<td>A consolidated research hub will greatly benefit these users if they are able to take their journey through the site from a position of their own interest areas rather than having to map that to the university structure. This consolidated effort will need to help users easily filter through a number of metadata items.</td>
<td>This audience is looking for clear proof of research capabilities across an area of interest, but also for individuals themselves. The tone of voice and content needs to be very professional and academic</td>
</tr>
<tr>
<td>Existing or Prospective Partners</td>
<td>Want to focus in on specific industries and topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Want to access research publications in specific areas of interest</td>
<td>Want information to help them stay on top of industry trends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Want to explore potential partnerships with researchers</td>
<td>Looking for detailed evidence of high level research claims</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FRUSTRATIONS / PAINPOINTS**
- Can’t find people with right expertise
- Don’t see available opportunities and miss out on them
- Difficult to find specific information they are looking for
- Information that is out of date
- Lack of clear contact information and processes
- Diversity of entry points
- Imposed university structure is irrelevant to need
Insights & Opportunities

What are the priority areas for moving forward
The following themes represent the key high level issues that need to be attended to as a priority. These areas typically influence the entire experience and run across the entire scope of the site and the project.

When considering the high level areas below it is apparent that the need is for a complete transformation for the ANU digital eco-system starting with these foundational and fundamental initiatives.

<table>
<thead>
<tr>
<th>USER CENTRED APPROACH &amp; EXPERIENCE</th>
<th>GOVERNANCE</th>
<th>GLOBAL EXPERIENCE LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The site needs to be developed with a strong user-centric mindset and not be dictated by business structure and needs. Present ANU as a single entity for the user with appropriate sub-brand engagement.</td>
<td>A hybrid approach to web governance should be adopted with distributed empowerment but central oversight and support. Clear strategy and execution approaches will help to stop fragmentation and silos.</td>
<td>A global experience language will provide authors with flexibility within a consistent framework of patterns and methods to ensure a holistic experience for users.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONSOLIDATED INFORMATION ARCHITECTURE</th>
<th>CONTINUOUS AGILE APPROACH</th>
<th>PROJECT VISIBILITY AND ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The various sites should be consolidated into a single presence to ensure a complete, holistic experience for users. Internal structures should be somewhat transparent leading to a less fragmented journey.</td>
<td>The goal should be for the next website to be the last in the sense that it is continuously improved over time. A consolidated backlog of features and initiatives keeps evolving.</td>
<td>It is vital that the ensuing design and development efforts are open and visible to stakeholders across ANU. All need to be brought on the journey and see the benefits so they don’t retreat to their own silos.</td>
</tr>
</tbody>
</table>
## SUMMARY INSIGHT AREAS: OVERVIEW

Beyond the foundational initiatives that have been outlined on the previous page, the following lower level areas have surfaced as initial priorities.

<table>
<thead>
<tr>
<th>INTEREST AREAS MAPPINGS / HUBS</th>
<th>CONSISTENT NAVIGATION TOOLS</th>
<th>REDUCE AND STREAMLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content needs to be organised within interest areas to support the ways in which visitors engage with courses, research and more</td>
<td>Ensure that users have a consistent set of navigation tools throughout the site including search, primary navigation and local menus</td>
<td>The site has become a bit of a living archive with a vast repository of pages. Pages need to be consolidated and removed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEDICATED STAFF HUB</th>
<th>DEDICATED CURRENT STUDENTS HUB</th>
<th>DEDICATED ALUMNI HUB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff would be best served with a dedicated space or overall intranet to cater for their specific needs outside of public domain</td>
<td>Current Students would be best supported by a dedicated service area with its own IA and patterns to suit particular user needs</td>
<td>As a quite particular audience segment, the alumni would be best served with a dedicated hub within the eco-system.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FEATURE LIFE @ ANU</th>
<th>COURSE PRODUCTS</th>
<th>LANDING PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life at ANU should be a more prominent feature including living on campus and Canberra as a whole - shift the needle</td>
<td>Course material needs to be re-framed for promotion and marketing purposes and associated with interest areas</td>
<td>The landing pages throughout the site need to be re-designed to engage and inspire users rather than being purely functional click-thrus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIVERSITY INGRAINED</th>
<th>DESIGN VIBRANCY</th>
<th>CONTENT DEVELOPMENT OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity needs to be ingrained throughout the site through the text, images and video to ensure ANU presents as inclusive</td>
<td>The design of the site needs to provide a more vibrant look and feel to support inspiring, engaging content.</td>
<td>Content needs to be revised with clear purpose allowing for progression from functional to meaningful content</td>
</tr>
</tbody>
</table>
The most important principle moving forward and a constant theme throughout consultation is for a user centric approach. The current state really pushes the organisation structure upon users rather than reflecting and understanding the points in their journey.

THE CURRENT STATE
The underlying structure of ANU is all too evident across the myriad of current websites. With this business centred approach, users are not at the heart of the experience. With separate sites for colleges, schools, institutes as well as the core gateway and programs sites, users may need to visit four or five sites within their visit in order to get a complete picture associated with their information needs.

As part of this fragmented journey, the user will be exposed to several different sets of navigation which again have been created around the needs of the entity rather than reflecting the different stages of the user journey.

There are a multitude of “Study”, “Students” and “Research” sections across the various sites let alone the different approaches to content and the reputational risk that exists if information in one area was contradictory to other spaces.

From another angle, the lack of clear pathways means users in many cases do not know what they are missing if they stay in one particular silo. As such this represents lost opportunity as users are not appropriately engaged.

SEGMENTATION AROUND AUDIENCE JOURNEY
The largest audience segment for any university is the student – especially when you consider the entire lifecycle of students from prospective to current to alumni and even their potential transition to staff and other audiences.

The three phases of the student experience have very different contexts and as such these need to be represented at the highest levels.

The core ANU site is primarily focused around marketing and student recruitment and other public facing initiatives as is the case for all higher education institutions. However with ‘current students’ and ‘alumni’ and ‘staff’ areas wedged into the primary navigation with other general topics, these audiences are not being well served.

There is an opportunity to create a series of user-centric hubs for these audiences to serve there needs in a way which respects the different contexts of these stages in the customer journey.

Beyond this high level starting point, the IA and content needs to be structured around key audience questions rather than serving as an information repository or archive as it has become.

KEY INITIATIVES
There are a variety of initiatives which relate to this overarching goal. In order to create a user-centred digital experience, the organisation will need to change the way it works significantly.

The following pages outlines a high level approach to governance and the development of a Global Experience Language which are foundational to achieving this goal.

It will also be important to adopt a more agile approach and bring the whole of ANU along on this ongoing journey through showcasing and opening up the approach but ensuring it is centrally-driven.

The information architecture needs a complete overhaul to remove the problems with the current state and the various content stores need significant streamlining.

There are a range of particular initiatives which also serve this goal by helping users get through to content in a more efficient manner while also providing greater visibility to valuable content which has been prepared to suit the audience context rather than all being put together in the same way.
The overarching issue here is the proliferation of sites across the ANU eco-system which make for a fragmented journey or a lack of visibility in other cases. The user centred approach is to consolidate the colleges and schools under the core IA, and create separate audience centric hubs.

**BRING SITES UNDER A SINGLE IA**
The federated model of ANU does not translate overly well to the digital world when considering the primary goal of being user centred.

To the vast majority of website visitors, the context is ANU as opposed to a particular College or School. This does not mean that Colleges and Schools cannot have sections and pages within the site but they shouldn’t be stand alone.

The repeated navigation structures across the sites leads users to start again as they visit each site, rather than continue their natural journey from their own perspective.

The IA has good initial elements to help audiences find the right path, but the separate properties and structures cut across this with a range of issues including:
- poor visibility
- fragmented journey
- duplication of content
- potential for reputation risk

A consolidated IA, including separate entry points for audiences such as Current Students, Staff and Alumni will bring clarity to users and site owners alike, will help with reducing and streamlining content a provide a foundation for consistent navigation functions.

**STREAMLINE IA WITH A FOCUS ON USERS FIRST**
A single IA will also help to remove duplication and make for stronger linkages between the courses, college, schools and other content groupings.

The IA needs to allow for separate sites and hubs based on the audience segment rather than the organisational structure. Users such as current students, staff and alumni can quickly identify as such and move into a site which is centred on their needs.

The remaining content essentially forms the ANU site which should include all of the core elements of the current ANU gateway site, along with college content, school content, as well as program and course material.

The experience of this content should then be re-organised around the visitor need first and foremost. Users need to follow down a future students path safe in the knowledge they are getting the full picture with layers revealed along the way.

Equally, users looking for research information are able to start at a central point with a focus on their own interests and being guided without the need to understand organisational structure of seek out multiple sites.

**MULTI-DIMENSIONAL TAXONOMY**
One important element to support this holistic ANU public website is a overarching taxonomy. In order to help users work their way through the site, they need to be able to filter information based on their interests and other factors.

A taxonomy build around user interest areas, research topics and sub-topics will allow users to narrow their focus. Consistency of terms in this regard will also help them to engage with different aspects of the university from courses through to research as well as colleges and schools.

The single site approach provides an opportunity for a strong taxonomy to be applied and built up over time. The taxonomy can be applied to news and events as well to further utilise user preferences. This system will have far reaching effects as it will contribute to filter mechanisms, personalisation efforts, and better search results including facets.

The taxonomies need to cover off on a range of data including content groupings and types as well as the core subject matter topics. Filtering and sorting based on colleges and schools would also be part of this approach, enabling them to showcase their work without duplication or double handling.
The Deakin University provides an example of how a single site can be employed to manage all of the core public facing content, with separate hubs for Staff and Current Students. We are not advocating the wholesale adoption of this approach but rather showcasing as an example in this regard.

**OVERVIEW OF SITES**

Deakin operates a core public-facing site which includes everything to do with Courses, Faculties, Research and more without imposing the organisation structure. The approach features separate sites for:

- **STAFF**
- **CURRENT STUDENTS**
- **COURSES** (includes all course material)
- **STUDY ONLINE**
- **LOCATIONS**
- **LIFE AT DEAKIN**
- **ALUMNI**
- **RESEARCH**
- **ABOUT DEAKIN** (includes faculties and schools)
- **COLLABORATION**
- **GIVING TO DEAKIN**
- **CONTACT US**

These sites are separately managed and operate with their own navigation structures and IA, which are suitable to these audiences.

Faculties and schools do not have their own sites but rather are located within the ‘About Deakin’ section which is one of the global navigation items shown to the right.

The primary navigation system includes a multi-level drop-down menu system which allows for options within the sections to easily scanned on hover. If the user selects ‘Faculties and Divisions’, the menu expands to reveal the entities within.

All course material is located in the ‘Courses’ area, with the handbook being a separate site section additional to the core course promotion information.

**PRIMARY NAVIGATION MENU**

The primary IA and navigation system is based on the build on the following sections. The primary navigation menu is consistent on all pages and shows second and third level options based on user interaction.

- **COURSES**
- **STUDY ONLINE**
- **LOCATIONS**
- **LIFE AT DEAKIN**
- **ALUMNI**
- **RESEARCH**
- **ABOUT DEAKIN**
- **COLLABORATION**
- **GIVING TO DEAKIN**
- **CONTACT US**

**CORE FUTURE STUDENT PATHWAYS**

All course material is embedded within the ‘Courses’ section of the site. There are multiple ways in which users can navigate the courses catalogue through a single page tool:

- browse or filter by interest area
- browse a listing of all courses
- filter by type of student or type of course/program
- filter by ATAR range
- search by keyword

The resulting course page is a comprehensive overview of key information presented in a single page. The page includes sticky menu, tabs and expansion panels to help users navigate the vast content. The page includes information on fees, scholarships and how to apply to ensure everything is covered.

In addition to the course finder experience, the site includes pages about each of the interest areas to students better understand the landscape of each area including the courses available, the career opportunities and stories from past students.

These pages provide an inspirational starting point based on user interest, rather than the organisation construct.
The University of Sydney provides another example of how a single site can be employed to manage all of the core public facing content, with separate hubs for Staff and Current Students. We are not advocating the wholesale adoption of this approach but rather showcasing as an example in this regard.

OVERVIEW OF SITES
The University of Sydney operates a core public-facing site which includes everything to do with Courses, Faculties, Research and more without imposing the organisation structure. The approach features separate sites for:

- STAFF INTRANET
- CURRENT STUDENTS

Each of these sites operate with their own approaches and navigation structures designed for those audiences. The Current Students site is based on the same style as the core site but adopts a more service based approach rather than the promotional approach of the core site.

Faculties and schools in a sense have pseudo-sites with a standard set of pages embedded in the ‘About Us’ section including local navigation containing:

- Faculty (study areas, offerings - through to course links)
- Schools (list - links directly through to school pages)
- Our research
- Industry and community
- News and Events

The pages within this area are highly structured with links to courses taking the user into the ‘Courses’ part of ‘Study’.

PRIMARY NAVIGATION MENU
The primary IA and navigation system is based on a small set of primary sections. The primary navigation menu is consistent on all pages and neatly presents second level topics on hover.

- STUDY [includes all course material]
- CAMPUS LIFE
- ABOUT LIFE
- RESEARCH
- ALUMNI & GIVING
- NEWS & OPINION

The pathway through faculty, school and department pages is clearly structured with each level embedded in the one above as per the following example:

- Faculty of Arts and Social Science
  - School of Languages and Cultures
  - Department of Chinese Studies

The local navigation persists throughout with school and department information consisting of single pages.

CORE FUTURE STUDENT PATHWAYS
All course material is embedded within the ‘Courses’ part section within ‘Study’. The ‘find a course’ tool provides the way into all courses with a range of sorting options. The results are colour-coded by faculty and can be filtered accordingly.

The resulting course page provides an overview of the course aimed at prospective students. Aspects of the page an expandable inline with other options taking the user through to further detail with a clear link back to the course itself. The page includes sticky menu, tabs and expansion panels to help users navigate the vast content.

The page includes links out to admission information which has a clear section with ‘Study’. Initial information in regard to application process and fees is integrated in the page. All outbound links and clearly differentiated from in-page links and interactions.

Course handbook information is kept clearly separate from the promotional course content in its own site. Links on the course page clearly identify the handbook content as being for current students.
USER CENTRED IA: INSPIRATION - ADDITIONAL EXAMPLES

Further examples outlined here all exhibit different approaches to IA and navigation but they have a number of common threads as do the previous examples with an overall consistent structure in place based on a core single site, and additional sites for specific audiences.

**RMIT UNIVERSITY**

RMIT University maintains a clear and concise structure from the outset by separating out three additional audience sites as follows:

- Students
- Alumni and Giving
- Staff

This leaves a core experience that has a focus on the following four primary sections, each with sub-sections which reveal on hover:

- Study with us (includes study areas, courses etc)
- Life at RMIT (why RMIT, life, experience etc)
- Research (expertise, centres and groups etc)
- Industry

In addition to these core areas, the site include a smaller utility navigation bar across the board which includes About, News, Events, Library, Maps, Careers and Contacts.

From the outset the IA is clear and future students are catered for with interest areas and associated landing pages helping them to discover the various opportunities.

Course pages are also full featured with in-page interactions ensuring the page is usable. College structures are well and truly out of the way, found buried in the site.

**WESTERN SYDNEY UNIVERSITY**

Western Sydney University is another interesting example as they appear to be in the middle of a transformation at least in part. The primary options are based on key audience groups.

One of these audience groups shown is ‘Future Students’ and this leads the site visitor off to a focused and contained area which has a very integrated campaign feel. The site consists of four primary sections

- Study
- Student Life
- Campuses
- Why Western

This provides a clear focus for prospective students to explore the key information they are after. The primary section reveal multi-level mega-menus which enable quick access to lower level content.

Courses themselves are found through search or via a range of aspirational topic areas with the whole experience being very modern, rich and visual right down to the comprehensive course pages.

There is no reference to university structures with the experience focused on user needs. Again, the handbook is available as a separate site.

**MONASH UNIVERSITY**

In the past Monash University had separate sites for their faculties and schools, but these have now been consolidated in the ‘About Us’ section of the site.

Primary navigation menus are consistent across the whole site while ‘Current Students’ and ‘Staff’ both their own sites with tailored primary navigation structures.

Course content is centralised and separate from faculties and from the course handbook.

**MACQUARIE UNIVERSITY**

Macquarie keeps their core site clear and focused by separating out three audience sites:

- Current students
- Staff
- Alumni

This leaves a clear primary structure based around ‘Study’, ‘Research’, ‘Connect’ and ‘About’ with each menu item revealing the detailed sub-structure on hover. This menu is persistent across all pages.

All course information is centralised within the ‘Study’ section while faculties and departments have pseudo-sites embedded within ‘About’.
WEB GOVERNANCE FRAMEWORK: OVERVIEW

ANU is a large and complex organisation consisting of 7 colleges, and a vast number of schools, centres and institutes, along with a number of administrative divisions which all operate with differing degrees of autonomy.

THE CHALLENGE

The challenge in terms of the ANU digital experience is to ensure that this complexity and federated model does not continue to be a burden on website end users.

At the heart of creating a consistent and meaningful web experience, is having a standardised approach to the ongoing design and development activities. This requires a clear point of ownership and appropriate resourcing to ensure needs can be met in both local and global realms.

With the introduction of a new website, digital initiatives and content must be carefully controlled and managed whilst still empowering content authors to get things done efficiently and correctly.

A hybrid model that starts with central ownership needs to be in place in order to ensure a holistic approach to digital experience. A centralised approach to information architecture, backlog management, support, training and an overarching global experience language provides the foundation for future initiatives.

The concept of a global experience language helps to ensure that all new initiatives follow best practice rules and recommendations, but this also need to be resourced with a core team with a clear mandate.

HYBRID APPROACH

It appears the best fit for the ANU landscape would be to adopt a hybrid approach which provides opportunity for digital roles to be distributed where they are needed across ANU, yet still be driven by a central team and strategy.

The central team needs to provide leadership and ensure they engage outwardly with various entities across ANU with the foundation being based on developing a shared approach to the entire digital eco-system. Having resources and strategy at the core of the system also allows for economies of scale rather than different groups independently having to duplicate efforts and skill sets.

The central digital team needs to adopt an open and collaborative approach where they are sought out for advice and to share the strategy. The open nature of the team is vital to ensure they bring all entities on the journey.

The model allows for different departments to potentially grow their own capacity based on their specific needs over time, but all digital staffers should be connected to and supported by a central digital team.

The core team has a focus on foundational elements such as the strategy, backlog, GEL and processes, but provides opportunity for others to lead on their own priorities within this paradigm.

The immediate need is for ANU to refine and formalise the governance model for web services in a way that is user focussed rather than the current operational focus.

To compete with the evolving digital experiences of other universities, the focus needs to be on holistic service delivery with the user journey at the centre. A new multi-disciplinary team should be established to ensure they are self-sufficient and agile with the ability to deal with long term and short term plans.

This team could exist within the Engagement and Global Relations portfolio but would be separate from more specific groups such as Marketing and ITS. This team should then be charged with multiple phases of the user journey (not just future students) to ensure a high quality and consistent experience across the entire journey.

The following page outlines a series of high level roles which illustrate the hybrid model.

Digital Experience Team
— Product Owner
— Digital Team Leaders
— Digital Consultants

The grand vision is for this team to lead strategy, user experience, development, access, approvals, training and ongoing support in the hybrid model.
The hybrid model is based on the premise of a highly capable and open central team who engage with the distributed entities across ANU. In time, localised areas may grow their own capacity in specific areas but the connection to the central team must remain strong.

**SUBJECT MATTER EXPERTS**

College staff are SMEs who prepare content and put forward needs associated with their teams and areas of expertise:
- content updates
- new pages and campaigns
- functional components

Can liaise with local authors/staff in regard to standard updates.

**LOCAL CONTENT AUTHORS**

Content authors within the College and Division structures are primarily there to carry out BAU type edits on pages which have no real impact on the overarching experience.

These authors will have visibility of the GEL and the backlog and have access to training and guidance.

**REMOTE DIGITAL CONSULTANTS**

Specialist digital staff who act as first level consultants for the needs of content owners and subject matter experts.

These specialists would be part of the digital experience team and be guided by the overall digital strategy and approach. Their report line would be into the digital team even though they may spend majority of their time within specific Colleges and Divisions.

They would be able to assist with providing solution approaches for local needs as well as bring new initiatives to the central backlog based on local needs.

Essentially they act as digital gatekeepers but within an open and collaborative paradigm where they seek to empower users through the GEL, the backlog and other tools.

**DIGITAL EXPERIENCE TEAM**

This team are a central group of specialists working across the entire footprint of the university digital channels.

The team have the ultimate focus of ensuring a meaningful user experience and maintaining the foundations to support the entire eco-system.

They have primary responsibility for:
- maintain backlog
- maintain GEL
- oversee Information Architecture
- provide support and training
- consult with content owners
- gather analytics and insights
- conduct user testing.

The team would work in an agile manner in developing out new components with a product owner deciding on priorities.

**EXTERNAL PROVIDERS**

External providers should always be brought in with a clear line to the central digital team.

Specialist providers would be primarily brought in for specific initiatives or design/development spikes or to fill a gap that exists in the team’s capabilities.

**ANU PROVIDERS**

While many ANU entities and divisions will be customers of the Digital Experience Team, there will also some that also take on the role as provider such as ITS and potentially Marketing.

These are key collaborative relationships within the model.
The model as described on the previous page will evolve over time as needs emerge. The key is the foundational team and components which help to inform all participants as they work through a range of different scenarios.

CONTENT UPDATE SCENARIOS

Simple Edits: Where content updates relate to an existing page with clear intent, the local content owners and authors should be able to handle this directly without the need to involve central team.

New page(s): Where the local team believe that a new page is required, they should consult with a remote digital specialist to ensure best practice approach to positioning within the IA and how best to execute using the GEL which may include:

- simple page which is a clone of existing content
- new page utilising a range of components

Engaging with a digital consultant ensures that the IA doesn't become fragmented and unruly, and also ensures local users are aware of guidelines and GEL capabilities that could best suit the initiative.

In many cases, the page will be easily created using existing components and the IA considerations are clear and obvious. However on other occasions, the initiative might be something which requires new design and development and can’t be carried out locally - this is where the local consultant escalates the initiative to the backlog.

ESCALATION TO THE BACKLOG

This is where a local need reaches beyond the capabilities of the local CMS users or has other strategic ramifications.

In this situation, the remote digital consultant will bring the basic brief back to the central team so that it can added to the backlog and prioritised accordingly. This also provides opportunities for these needs to be assessed alongside similar needs from other areas.

The proposed solution would be designed and developed through consultation between UX designers from the central team and the local staff in order to get the requirement to be sprint ready and viable.

This process would ensure that components are developed from the foundation of the GEL and were available for use across the eco-system rather than locked to local templates. Depending on the nature of the request, the timing here would be variable so the digital team will need to develop a range of common scenarios to help guide local initiatives and form the SLA.

Initial example scenarios may include:

- request for a new microsite or campaign site/page
- creation of a new area within the IA (new centre, unit)
- request for a new functional item requiring developers
- new GEL components or capabilities

ONGOING ENHANCEMENT AND DEVELOPMENT

Beyond the needs which emanate from the Colleges and Divisions across ANU, the central team will also be constantly working on the GEL itself and providing additional components and guidance for use across the eco-system.

Larger ‘epic’ initiatives may have an assigned product owner and staff depending on the priority and value of the initiative. There may also be larger ‘epics’ which are taken on by external providers and contractors so that these spikes don’t impact the everyday activities of the team.

The GEL would be the source of truth for all web components and associated guides in regard to audiences, strategy, IA and content. This would be open for the broader ANU digital community to view along with the backlog to ensure open and transparent interactions and empowerment of the broader community.

AUTHORING SUPPORT

The central team would be able to provide support across the system through the use of the GEL and by engaging with content owners and CMS users from the outset. It is important for them to provide training and guidelines which combine technical matters with the overarching GEL and strategy.
GLOBAL EXPERIENCE LANGUAGE: OVERVIEW

A global experience language will act as a playbook or set of guidelines and patterns which help to ensure ANU are able to deliver consistent, meaningful and delightful user experiences across the entire eco-system.

BACKGROUND / PURPOSE

The concept of a Global Experience Language has previously been popularised by the BBC and is a means of keeping diverse and distributed teams on the same page with a focus on the end user experience.

Similar concepts are also in use across many government services in the UK, USA and Australia as well as commercial entities such as Westpac.

The GEL is broader than a design pattern library or a set of templates as it incorporates other factors which influence the user experience including principles, personality, tone and allows for the playbook to grow over time.

In terms of templates, components and functionality, the GEL provides opportunities to leverage initiatives that may have emanated from other groups. It also provides the ability to expand on existing elements rather than each group being overly constrained or going completely rogue.

It does take significant effort to maintain such as initiative but it will lead to efficiency gains and promote a consistent, meaningful user centred approach. A set of brief case studies have been included on following pages.

COMPONENTS

The components of the GEL would be developed over time with foundational elements being prepared as part of the initial stages of the re-design. It should also be able to leverage and build upon the work of the ANU Story project.

- Core Principles and Values
- Audience Personas and Journey Maps
- Content Strategy
- Visual Foundations (Brand, Colour, Type)
- Information Architecture
- Navigation Controls and Patterns
- Content Modules

CONSULTATION AND SUPPORT

The GEL will also act as a hub for the broader ANU digital community with training and support material also made available. This includes:

- Team contacts
- Support channels
- Processes for common scenarios
- Backlog visibility
- Authoring guides and videos
- Resources for planning and articulating web needs

WHAT ARE THE POTENTIAL OUTCOMES OF THE GEL

Consistency: the establishment of core methods and patterns ensures users will have consistent pathways and interactions across the entire eco-system.

Flexibility: the development of design patterns and modules provides opportunities for a more flexible approach to page creation. No more fixed templates but rather user-centric pages built from components.

Extensibility: the approach allows for growth and improvement over time with methods and guidelines adaptable. Components are added to and enhanced as needs arise but become easily available to all.

EXTENDING ON PAST ENDEAVOURS

The existing 'Web Publishing' area on the ANU site is in a sense a forerunner to this concept but the focus of this area currently is very high level and technical.

The GEL, as per the name, has a broader User Experience focus and will empower staff engaged with the digital eco-system. The result is a sense of common purpose, a clear focus on user needs, a greater understanding of best practice and ultimately a more efficient and creative process.
In establishing a Global Experience Language for ANU there are plenty of relevant examples that can be referenced as a means of understanding the concept and the focus of the GEL. That said, the GEL needs to created to best serve the needs of ANU and this will emerge over time.

**WESTPAC GEL**
The Westpac GEL is a comprehensive example of the initiative which goes beyond design patterns and provides a tool which promotes the user at the centre of all initiatives.

The GEL includes resources to help teams plan their projects, understand the problems, design within systems and build with frameworks. From this perspective it is a resource which helps teams engage with user-centric design within the Westpac context.

Beyond this, the GEL offers a rich set of templates and components which have build up over time and can be used across a variety of initiatives. These components have been created with accessibility, responsiveness, extensibility in mind along with multi-brand considerations.

Aside from consistency, quality and accessibility, according to Westpac, the GEL is achieving the following design and production efficiencies:

- Reducing design and production effort by 1800%
- Reducing design time by 66%
- Increased user interface design velocity by 700%

**GOV.UK**
https://www.gov.uk/service-manual
https://design-system.service.gov.uk/
The GOV.UK initiative has been held up as an exemplar for digital transformation and continuous improvement through Government services. The foundation of this work has been a strong commitment to agile practices and user-centric design.

The GOV.UK initiative is supported at its heart the Service Manual and Design System which cover empower a distributed set of government agencies.

The Service Manual includes guidelines and resources a range of areas including:

- Accessibility
- Agile delivery
- Design
- Measuring success
- User research

The design realm of the service manual expands out in to further support materials and ultimately the design system which documents the styles, patterns, components available for use.

**NSW DEPARTMENT OF EDUCATION GEF**
The Department of Education in New South Wales utilise a Global Experience Framework which they see as the catalyst for consistency and a better user experience.

According to their website, the Department was dealing with a number of similar issues to those which have been identified at ANU:
- Too many websites ‘what site am I on?’
- Duplicated topics and content
- Confusing structure
- Minimal brand integrity
- Duplicated topics and content
- Usability and user experience issues

There initiative has started by established the core GEF and transforming a series of individual websites under the single education.nsw.gov.au domain.
The process of transforming the ANU web presence involves a lot of moving parts and stakeholders so it is vital to run with open processes and ensure everyone is brought along on the journey and can see the new approach as beneficial for all.

**AGILE APPROACH**

The central idea of adopting an agile approach is to move the website away from a process of a big build followed by periods of BAU. The intention should be to adopt a continuous improvement approach with a product backlog at the heart of the process.

The core central team will have the responsibility to set priorities after gathering requirements and establishing the product backlog. This will allow for ongoing consultation with stakeholders in regard to needs and for new features to be launched when appropriate.

Adopting an agile approach to the re-design and re-build effort will also help to provide greater visibility and engagement to stakeholders as well.

The generally accepted benefits of an agile product development approach are:
- Better product quality
- More satisfied customers and stakeholders
- Enhanced project control and visibility
- Reduced risks
- Increased ROI with benefits realised more often

**VISIBILITY AND ENGAGEMENT**

It is important for new initiatives to be highly visible across the university in order for the new model to have the best chance of success.

The GEL and the Product Backlog are two aspects that are at the heart of this strategy with stakeholders able to check in with how things are progressing and with ongoing priorities. Visibility of the process is the first step in engaging stakeholders with the process.

It is vital for the success of the proposed hybrid team model that digital team consultants are visible across the different colleges, engaging with the needs of stakeholders from the outset and bringing these needs back to the backlog.

Initial sprints should also focus on developing core aspects of the GEL and prototypes to showcase the direction of the re-design and re-development efforts. In particular contentious topics should be dealt with by showcasing the intended approach and providing opportunities for engagement up front.

Prototypes, the GEL and regular physical open showcases by the product team will help to engage and build trust across the broader university community.
DEDICATED AUDIENCE HUBS: OVERVIEW

The needs that exist for prospective students and other public users are very different to that of current students, alumni and staff who already have an existing connection with ANU. Dedicated hubs for each of these audiences will allow their specific needs and contexts to better served.

CURRENT STUDENTS HUB

Once students have committed to ANU via enrolment their needs immediately change as they transition to be users of a services as opposed to customers evaluating a service.

It is also important to note that their engagement as a current students lasts for several years as opposed to the initial prospective students engagement.

This journey needs to be represented and serviced in its own way, distinct from the marketing driven approach of the core site. A current student hub allows for distinct approaches (within the scope of the GEL) which recognise the service focus and needs for these users.

Initially these students have very specific onboarding, induction and orientation needs. Over time the needs evolve with a series of predictable spikes based on the annual university cycle.

For many students, access to tools such as Wattle is their most common need so the hub area should provide quick access from the outset and otherwise use service style patterns and clear taxonomies to keep the area organised.

In time the current student hub will benefit greatly from personalisation and evolve with the student’s journey.

ALUMNI HUB

Beyond graduation, students move to another very distinct stage in their journey when they leave the university. A specific alumni hub will provide a dedicated space which reflects this contextual shift.

The alumni area may not be a large space or terribly distinct from the outset but it provides a foundation for ongoing initiatives.

As is this case with students areas and the core public site, this shift also allows for College specific alumni information to be integrated as part of this hub to ensure a seamless journey for users through all levels of their relationship.

The initial state of the alumni area is completely public and has a marketing function to promote the benefits of joining as well as showcasing any public news and events. Within this area, users can easily login as an alumni member to access the restricted area and connect with the association and its members.

Separating the alumni into a dedicated space helps to further de-clutter the core navigation system, knowing that the context of engagement for these users is different from other general user groups.

STAFF HUB

A frequently raised topic during the stakeholder consultation process was the need for a distinct staff area or intranet. As is the case with current students and alumni this audience has such specific needs that it does warrant its own approach.

The current ‘services’ area appears to serve some of the needs for staff but this area is in the public domain and contains a mixture of information that may also be relevant to other user groups. Analytics show a large base of users visiting this area so it is currently serving broader needs that those of staff.

Much like the case of current students, ANU staff have needs which will change over time but will generally have a service oriented angle as they search for specific systems, support, resources and information. The current landscape is somewhat unclear as there are college / school based areas as well as local intranets that appear to overlap with this concept. Essentially the key starting point here is to audit the lower level systems in use and the needs of staff across the university.

A consolidated starting point, portal or intranet for all staff systems is a clear need given the unique needs of this audience segment.
EXPERIENCE OPPORTUNITIES: CONTENT FOCUS

There is no shortage of opportunities in terms of content for ANU going forward, especially with the right strategy and conventions in place. There are three particular initiatives that should be high priorities in order to get content cleaned up and then get key recruitment material in place.

CONSOLIDATE, REDUCE, STREAMLINE

From a content standpoint, the current site is simply unwieldy. There are too many pages of old content, too many index/menu style pages to work your way through and even the content itself is at times broken down too much in multiple pages.

A key part of the process will be to highlight what is actually needed on the site within the information architecture, and prepare content accordingly with reference to overall strategy. Content needs to be more segmented into manageable chunks for online reading.

The first step is to consolidate subject matter into a series of topics and gather everything currently available.

The second step is review and reduce the content where possible inline with the content strategy for each audience and purpose.

The final step in the process is to streamline the content experience by using modern interaction patterns such as tabs, expansion panels, scrolling blocks and more so that users can work through content detail with having to constantly load new pages and lose context.

COURSES AS PRODUCTS

The current website experience for users has them engage primarily with the ‘Programs and Courses’ handbook site in order to explore course options.

A key opportunity here is to start presenting course material using more of a product centric mindset and presenting them with more inspiration and aspiration embedded.

The content that exists within the course system may be leveraged as a starting point but the experience needs more visuals and more inspirational content as part of the experience. These pages need to have the facts in place along with a clear narrative to help engage prospects.

The core information can be supplemented with career information, video, stories and testimonials amongst other things in more meaningful experience. This is also true for interest area landing pages that provide an additional way to engage students who are still uncertain. Pages should also provide clear paths for enquiries, applications and options such as double degree and similar courses.

There is no shortage of inspiration for these initiatives on other sites such as Western Sydney University, Deakin University, and University of Newcastle.

LIFE AT ANU AS A FEATURE

In reviewing a number of other sites through the course of this research it was apparent that ANU did not make enough of showcasing the life and experience at ANU.

So many of the sites which we looked at featured a primary section called ‘Life at...’ or similar. This needs to be a feature of ANU in order to ensure the uniqueness of ANU is promoted and perceptions corrected.

The ‘Lost Students Survey’ showed that location and concerns about life at ANU were a primary reason for students to study elsewhere. On top of that our experience in speaking to students showed that the reality of life at ANU is much better than expected.

A new primary section for ‘Life at ANU’ will provide a central point for the university to promote the lifestyle, the accommodation guarantee, Kambri and other facilities along with material about the on-campus community and Canberra as a whole.

This could also be a place to house student events, clubs and support systems so that prospects and influencers can see why ANU is a great place to be.
In addition to the content priorities, it is important for the site design to be modernised and become more vibrant and representative of a modern ANU. From a functionality point of view, Search is critical and Personalisation initiatives need to be on the radar.

**VIBRANT, MODERN, FLEXIBLE DESIGN**

The establishment of a GEL including a design pattern library will help to modernise a tired looking site that is often referred to as ‘functional’.

Creation of new interactive components will add to the engagement of the site while making for a pleasing and comprehensive user experience.

Landing pages with more of a visual narrative structure are important as are the components that will aid content consumption and reduce the amount of clicking such as:

- simple content drawers
- simple expansion panels
- simple horizontal scroll areas

This component based approach will allow for a wider variety of flexible pages with a content-first model and make it easier to spin up campaign pages and types of pages as required.

By utilising a shared pattern library and building on it centrally, the entire university benefits from new patterns, interactions and components. This also allows author focus to be on high quality content including text, imagery and video.

**POWERFUL FACETED SEARCH**

Given the size and scope of ANU, the site search facility is a vital cog in the user experience. Currently the search falls short with a huge number of results returned, but these results appear to lack structure, order and facets.

There are a number of great search systems out there in the Australian university landscape which provide a more meaningful set of results through facets and other filters.

Sites such as Deakin University, Western Sydney University, Melbourne University, University of Sydney and more utilise content facets to allow users to more easily hone in on relevant results. The common content facets (in addition to all results) include:

- Courses / Courses and subjects
- People / Directory
- Documents / Publications
- News
- Events

There is also the potential to use the site taxonomies such as interest areas and audience groups as additional filters.

On top of this the content strategy needs to ensure appropriate metadata is in place. Reducing the overall page count and duplication will also help improve search results.

**PERSONALISATION**

Once the core foundational measures are in place, Personalisation will represent a significant opportunity to elevate the user experience.

It is important to have the site architecture in place first and foremost but from there, some degree of personalisation should be on the agenda.

Depending on the trajectory of the Oracle CRM integration, these initiatives may be fully integrated with the platform or alternatively it may start with more simple initiatives for future students to save courses for comparison. The Deakin University site provides this type of functionality which uses cookies on the users device.

For staff and current students, Personalisation can be invaluable with the system having information about the college, school, course and more for the user. The long term potential is for the system to be able to filter content automatically and make the experience meaningful at a personal level.

These initiatives need a robust foundation to be in place and to be aligned with the planned CRM initiatives.