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Executive Summary

Navigation to the Website and On the Website

Three out of four participants used a search to find handbook.uark.edu and all three used the search query “student handbook.” Participant two did use handbook.uark.edu to navigate to the website, but this participant admitted he or she guessed handbook.uark.edu would be the url. Even participants who were familiar with the site still used the search on uark.edu to navigate to the handbook. All participants did agree navigating to the website was easy.

Three out of four participants thought the “Authorized Discipline Sanctions” guidelines were difficult to find. Most participants agreed that an incoming freshman would not know what language to use or to look for in locating items on handbook.uark.edu.

All four participants used the disciplinary proceedings student standards of conduct under Student Conduct to locate this information. While the information was easy to find, one recurring issue was the amount of text on the pages. No participants thought it was believable that an incoming freshman would read through all of the information.

Participant three stated that it is a reactive website and that you only visit it to look something up.

Participant three stated, “If you look at #1 is physical abuse, domestics and dating violence. Maybe making each one of those an active link that you can click on then the full text comes through. Then, the 44 rules are just one sentence links that people can click on to get the full thing. It would make it shorter page that way people can just scroll up and down.”

Participant three stated that the side navigation was not laid out well and that some of the items listed under student affairs, housing and academic information were actually campus resources.

Recommendations

- Simplify and tailor the language on the site for incoming freshmen so that items can be found quickly.
- Do not use large blocks of text on each page. Instead condense information and use bullet points.
- Reorganize side navigation with all resources listed under the resources tab or re-categorize entire site navigation to make items easier to find and list by relevance.
• Label each item and include the item’s protocol, rules, regulations and guidelines of each.

Homepage and Presentation

Three out of four participants expected handbook.uark.edu to have a pdf option and two of those three expected only a pdf and no website.

All participants agreed the homepage does not engage students and a video and possibly images should be used to engage with the audience of this website. The participants, in particular thought a video on the homepage would be much more helpful than a welcome message and if a video is used a student should be in the video.

One participant noted that Housing lists the counselors in every dorm and that this might be important information to incoming freshmen going through the transition from high school to college.

Recommendations

• Use a video on the homepage that has 15 to 20 quick scenes in a four to five minute video. Examples provided by the participants would be showing the resources at the library and a quick scene of a student using his or her University of Arkansas ID at the HPER.
• A student should be used in the video on the homepage.
• Avoid using any welcome messages as one participant noted that he or she will never meet the person who gave the welcome message and it did not feel authentic.
• Use images throughout the website that show students engaging.

Purpose of Website

Participants could not determine if the purpose of this website was to present guidelines or information about campus resources. Participant four thought the website had a good balance between the two topics. Participant two liked the inclusion of IT services, but noted that renting lap tops or using computer labs is a draw to incoming students. Participant three also said that the guidelines would only be used if a student is in trouble and that the student affairs resources and experiences should have more emphasis.
Recommendations

- Determine if the goal of this website is to provide guidelines or campus resources.
- Look into separating the two topics by having the handbook site and a separate site of resources for new students (possibly in partnership with First Year Experience.)
- Analytics do not support including resources in the way they are presented now and that the majority of users come to the site for guidelines. See Appendix A.
- If resources are included on handbook.uark.edu provide a call-to-action. An example would be a call-to-action for lap tops that leads to IT Services as opposed to just providing an IT services link.
- Conduct keyword research to apply topics and phrases users expect. See Appendix B and Appendix C.
- Improve the search presence of this website through search engine optimization. See Appendix C.

Handbook App

Only one participant agreed they would use a handbook app. All participants, however, agreed that incoming freshmen would use an app.

Recommendations

- Conduct more research about an app for content and cost.

Map

All participants agreed that a map would be helpful. One participant stated that a map displaying where each building was located and what each building offers, such as if the HYPR listed exercise or the Union listed things like financial aid, food, etc., would be helpful. Another stated that it would also be helpful if the map showed the distance between buildings.

Recommendations

- Include Maps.uark.edu and/or a listing of the buildings and what they offer.
Detailed Findings

Action – Go to the Handbook for the University of Arkansas.

Questions – How did you navigate to the handbook? Was the handbook easy or difficult to locate?

- 3:02 - Participant 1: Googled ‘uark student handbook.’
- 3:04 – Participant 2: Went to ‘handbook.uark.edu.’
- Participant 3: Used the main uark homepage and typed ‘student handbook’ in the search bar.
- Participant 4: Used the main uark homepage, typed ‘student handbook’ in the search bar.
- All Participants agreed that locating the handbook was easy.
- 3:45 - Participant 4: Thought about typing it in the URL but would have typed handbook at the end.
- 4:07 – Participant 3: It was easy when searched on the uark homepage. I typed in ‘student handbook’ but the first result was the Study Abroad handbook. Checked the other participants’ screens to see which to choose.

Action – Find the Authorized Discipline Sanctions guidelines.

Questions – Was finding this information difficult? If so, how could this task be made easier?

- 6:06 Participant 4: Admitted to looking at participant 3 screen to make sure it was the correct page. Went to Administrative Actions first.
- 6:39 Participant 3: Information was not easy to find. I work in this field so I know the code so the only reason I knew where to get to it is because I knew the terminology. If I
had no idea what authorized disciplinary sanctions meant or what the code of student life meant I would have never been able to find it.

- 7:09 Participant 2: Kind of disagrees about it being difficult to find. Disciplinary Sanctions looks like it would go with the option of the side of student life... I have never been on this website.

- 7:45 Participant 4: Honestly, if I were an incoming freshman I wouldn’t think to look in the Code of Student Life because you are unfamiliar. Before I went to these options on the side of the page, I went to the search bar again and typed it in. Then saw that it was an option on the side. I always tell people to just refer to the search option and type in the direct name and it will lead you to it. I mean I probably would have browsed around these options but to save time I just used the search option.

- 8:26 Participant 4: It is difficult because of the terminology. I get and understand it well but I work with 10th and 12th graders and incoming freshman probably wouldn’t understand it as well.

- 8:46 Participant 1: I agree with them because I just Googled ‘uark authorized disciplinary.

- 9:05 Participant 3: Already knew where inquiry was located because work in this area and I know exactly what the Student Conduct is and am always directing people to this site. Most students that I interact with probably don’t know what the Code of Student Life is until they get in trouble or get charged with something then they have to look up Code of Student Life.

- 9:27 Participant 4: I stayed on the same page and just used the site search to find the query.

Questions – Any suggestions on how to make this task potentially easier to find?

- 9:56 Participant 2: Maybe split up the different sections within Code of Student Life? Such as pulling out the disciplinary on its own and having everything else together. That
way discipline would be on its own section and 2,3,4,5 are all different things about student life.

- 10:36 Participant 4: I think it’s really organized the way it’s designed, once you realize you can actually click on everything and there will be further information. It is organized in my opinion.

- 10:51 Participant 3: I agree
- Participant 1: I think I agree, it looks fine. It is just a matter of if you know how to navigate the whole setup. The setup is easy you just have to look through it and know what you are looking for.

Question - One thing I am hearing that some of terminology might not be familiar to the incoming students. Would you say that would be a problem with navigation if they don’t know the terminology and it’s broken up into these sections, would you say that’s a problem, potential issue that they are not finding what they are looking for?

- 11:40 Participant 1: Potentially. But if they took the time and went through each section, it just would be time consuming.

- Participant 4: Or to make it be less confusing -you could have something highlighted at the top of the headings saying “detailed information here. Click the links for further details.” It could be like different color highlighted.

Action – Find what the Student Handbook tells you about how a member of the Razorback community should conduct themselves on campus?
Question – Using the information from this website, do you think you can answer the question how a student should conduct themselves on campus? Was this information easy or difficult to get to?

- 15:19 Participant 2: Pretty easy. Looked on the side bar, under Student Conduct- under the disciplinary proceedings student standards of conduct.

- Participant 4: Same path.

- Participant 3: Same path.

- Participant 1: Agreed to using the same path.

Question – Do you think this information could be presented in a way that could be easier to find or the weight of what it is, that subject matter the way a student should conduct themselves is placed the right way on the website? Is this a more important issue that should be moved to the front of the website?

- Participant 1: It’s right under Code of Student under Student Conduct. So I think where it is placed is fine. Maybe “Identification” should go under it. (Identification of students on campus.) Thinks that standards of students should be more important.

- 17:12 Participant 2: Agrees that’s the Standards of students should be more important. You do need to have your ID on you if you want to do things.

- Participant 4: I think it’s organized how it’s designed. If you click on students then go down and you see handbook. The main site is all about introduction and where everything is so I think this is placed right.
• 17:53 Participant 3: In general, not to be picky but it is a text heavy page. You have 44 rules you have to scroll through. People aren’t going to look at this unless they need to get information. It’s not easy to understand and move through.

Question – So you think there is too much information on the page?

• Participant 3: I can’t say that. I think its important information just saying it is text heavy. Mass amount of information that I guess is important to have written down but just a lot to go through on a website.

Question – Do you think it’s believable that incoming students would read through all that information?

• All Participants laughed and said no.

• Participant 2: None of the 18 year olds I know would sit down and read through this.

• Participant 4: The 18 year olds wouldn’t but their parents definitely would. A lot of them are still attached to their parent and the parents have a lot of worry and concerns. If there is an 18- year- old that is not willing to read this then they can just refer it to their parents, who would review it. And I think the parent would read it.

• 19:02 Participant 3: It’s totally a reactive website to navigate. I mean if you are charged with something like this or feel like a victim of something then you would want to look that up and read the rulebook and say “does this rule apply to what happen here, am I being charged with it?” But an incoming student? I can’t see them reading through these policies.

• Participant 1: No. I don’t see an incoming student reading through this website.
Question – Is there a way this information could be conveyed to incoming freshmen, 18 year-olds, where they would be more inclined to read through this information? I am not going to suggest anything but based on what you all have said, it is all just too much information in one page so is there a way to this information could be presented to an incoming student that would make them more inclined to read through this?

- 20:10 Participant 4: Well, I feel like if you are in some type of trouble as far as your behavior whether it’s on- campus or off-campus there are a lot of legalities that you have to read. So anything involving behaviors, troubles, it’s going to be filled in detail to distinguish it for something else. If you get in trouble you are going to read whether you go to court or somewhere on campus. I think it is necessary to have it on the site so there won’t be any confusion about the protocol, rules, regulations or the guidelines. So it should be there for insurance, so if you don’t read it, then it will fall on you and not the university.

- Participant 2: I feel like it should stay like this but maybe during orientation you maybe set aside a time where you point out some of the rules and say, “this is where go to read into the specifics.” A lot of kids just aren’t going to go and search the website. I don’t know if you met 18 year-olds but they pretty much think they are perfect.

- Participant 4: I like the orientation idea. If you give them a brief overview about it. They have short attention spans. We live in a quick generation. So maybe like a brief skit or a 5 minute clip that has someone getting in trouble and how the consequences would play out in a video clip then and this is where you find this type of information. So maybe this could be played during orientation.

Question – You bring up and interesting point. Do you think a video would be something that students would respond to in a more positive way as a opposed to a block of text as you said earlier.
• 22:10 Participant 2: Depends on how it is made. Like if it is too cheesy, campy it will be taken as a joke and not taken as these are the rules, it’s serious.

Question – So as long as it is done in the right way essentially. Can I have a show of hands that feel like a video would be a more positive way to convey this information?

• Participant 4: I don’t know. I think if you want to say all this information the video would be really long. I just mentioned a 5-minute clip just to give them a brief overview, a directive or examples of if someone were to get into trouble this is where you should go, these are the consequences, types of rules and regulations. If you really wanted to convey all this information in a video it would be really long and as soon as they see that the time says 30-minutes they are not going to watch the whole thing versus reading.

• Participant 1: Is this not in University Perspectives?

• 23:11 Participant 3: What I would say, this is my personal opinion, it depends on if people decide why we have to publish this. To me knowing that you can’t commit dating violence, dating violence as a student doesn’t deter someone from committing dating or domestic violence. Most of these rules are things that are against the law so people know that they shouldn’t do this in society. So to me, the text heavy thing is what [participant 4] said in the beginning, it’s for legality wise you have all these things out there. But if as the university we want to make this: “this is what we think, or this is what we value...” Then notifying every one of these rules is important. Like if you look at #1 is physical abuse, domestics and dating violence. Maybe making each one of those an active link that you can click on then the full text comes through. Then, the 44 rules are just one sentence links that people can click on to get the full thing. It would make it a shorter page that way people can just scroll up and down. To me if you really want to see all 44 rules and know that they are against the rules, that’s probably a more efficient way to do it. You got to have the rules out there. I don’t know how you would do it besides having this big ole long thing, the links or the short clip.
Question – I’ve heard those two things so far. Are there any more opinions about the video, now that we continued to talk about this issue some more? Would you all still agree that the video would be helpful if done in the right way?

• 25:25 - Participant 4: And a particular time limit.

Question – Nothing exceeding maybe 4 or 5 minutes is what you’re saying? Any idea as to what the video might be? Would I be just regurgitation of the information? Would it be just a condensed form?

• Participant 4: I think it would be better if it was delivered from a student. Because if it was someone who was flat and just sit at a desk like this, that is not going to get someone’s attention. It could be like a student walking on campus and telling the rules and regulations since it is about student conduct on campus. I think it would be more appealing if it was someone that is youthful rather than being like a professor or faculty just sitting at a desk on a screen.

Question – Anyone care to weigh in on that? That if maybe a student were to provide the information would help?

• Participant 2: I definitely think it should be a student because you don’t want to feel like you are at another lecture; you are going to be going to plenty of those during orientation.

• Participant 1: I agree with what all of them are saying. I think it would be cooler to have students act out things in the handbook. Like conduct that would endanger the health or safety have them act it out then what the repercussions would be. Because I am a visual learner, so if see something happen I am more likely to remember, ‘that’s the rule, what will happen if I do this.'
Question – Would anyone else like to agree or disagree with that point?

- 27: 25 - Everyone agrees

Question – What do you expect to see in a student handbook? Does this handbook meet your expectations?

- 30:00 – Participant 1: Rules and expectations of the university. It was more detailed than I was expecting.

- 30:30 Participant 2: I was it was really good on campus safety. I think that is information a lot of people need to know.

- Participant 3: Every time I am on the website it’s just paragraphs and paragraphs. I like short paragraphs and bullet points instead of reading it like a book. More pictures of facilities. Is it just information we need to say we have or to promote information. If it is to promote it should be less text heavy and more pictures.

- 31:55 Participant 4: I appreciate it because when it is a state university it can be hard to reach a department. This lists all of the departments and their addresses, phone numbers, location and people to contact. You can refer to handbook for new directors.

- 33:10 Participant 2: I think maps would be good. If they don’t know what the library is, what the chemistry building is, could show on the map.

- 34:20 Participant 4: I think it would be helpful to see how long it would take to get from a dorm to the union.

- All participants agree that a map would be helpful detailing where people go to do things.
Question – What do you think is the most important in the Student Handbook?

- 37:15 Participant 4: I think the most important information is knowing how to maintain student status, because you could easily be kicked out for certain things. Participant 1 agrees.

- 37:55 Participant 2: I agree, but I think campus safety is also important.

- 38:11 Participant 3: It should be a guide for a student and highlights all student services and how a student can get help. Promoting what resources and experiences are there for them. Rules are only important if they get in trouble. Having a student affairs tab with those resources are.

- 39:00 Participant 4: I think the current handbook has a good balance between services and rules. It’s just the site, how it’s text heavy can be dry and hard to stay tuned in to.

Question – Is there information in the Student Handbook that seems unnecessary? If so, what information is unnecessary?

- 41:05 Participant 4: Is there a weather protocol? It might be beneficial.

- 42:00 Participant 1: I think it was kind of weird to see IT services. Participant 4 agrees.

- 43:08 Participant 2: I am going to disagree. You can learn how to check out lap tops and a lot students don’t know that and you can use their computer labs. This is somewhere you can go if you can’t buy a lap top. Possibly add call to action.

- 44:00 Participant 3: I like it all.

- 45:35 Participant 1: I was so confused when I saw the home page. When you said look for the handbook I thought it would be a document. I had to look at her computer to make sure I was at the right place. I thought I would find a pdf. Participant 2 agreed.
• Participant 3 thought a hardcopy would be offered on the site.

• 47:50 Participant 2: I think the homepage is bland. It has a message from people I will never meet.
• 48:00 Participant 4: The welcome from ASG is helpful, because I am in an RSO.

• 48:35 Participant 3: I think more students and photos should be used on the homepage. A student section at a football game. Showing students engaging. Participant 2 agrees.

• 51:15 Participant 1: You could have a video that welcomes them and shows them how to navigate the website. Participant 4 agrees.

• All agree video would be more engaging than photos.

• 53:45 Participant 4: You could have a lot of 15 to 20 second scenes in a five minute video. You could show the resources of the library showing an ID to work out.

• All agree with this

Question – What information did you expect to find that you didn’t find in the Student Handbook?

• 56:10 Participant 4: I found everything. Participant 1 agreed.

• 56:14 Participant 3: When you have student affairs, housing, some of the academic information is actually resources, so you want to delineate between academic and campus resources. Enhanced learning center I consider a campus resource, but it’s just under academic information. So I don’t know if that is a resource.

Question – After becoming more familiar with the Student Handbook, when do you think the everyday student would consult this information?

• 55:08 Participant 1: Not at all unless they are in trouble. All agree.
Question – If the Student Handbook was made available as an app, would you download it and use it?

- 57:45 Participant 4: Yes, I have the UREC app and I love that. It tells you the hours.
- 58:05 Participant 2: I feel like I wouldn’t download it, but I would know where it is if I needed it.
- All agree that incoming freshman would use an app and that it would be helpful.

Question – What are some positive experiences of this website and what made these experiences positive?

- 1:01:30 Participant 1: If you understood the language it is easy to navigate.
- 1:01:40: Participant 4: When I looked at University Housing I liked they had the counselors in residence. I am going to be a counselor in residence. It is a transition from high school to college.

Question – Is there anything we have not discussed pertaining to this website that you think should be addressed?

- No – All participants agreed
Handout One
Demographics

Handbook.uark.edu Focus Group

Participant Demographics

Participant number: ___
Age: _______________
Gender: ____________

Participant type
  a) Staff
  b) Student
  c) Other ____________

Education level:
  a) High School
  b) 2 year degree
  c) 4 year degree
  d) Graduate degree or above

How comfortable are you at using the internet:
  a) Very comfortable
  b) Moderately comfortable
  c) Not comfortable
**Participant One**  
Age: 20  
Gender: Female  
Participant type: Staff and Student  
Education level: 4 year degree  
How comfortable are you at using the internet: Very comfortable

**Participant Two**  
Age: 17  
Gender: Female  
Participant type: Staff and High School Student  
Education level: High School  
How comfortable are you at using the internet: Very comfortable

**Participant Three**  
Age: 33  
Gender: Male  
Participant type: Staff  
Education level: Graduate degree or above  
How comfortable are you at using the internet: Very comfortable

**Participant Four**  
Age: 24  
Gender: Female  
Participant type: Staff  
Education level: Graduate degree or above  
How comfortable are you at using the internet: Very comfortable
Research Methods

Research Goal:

To improve website usability for students.

Research Design:

Scott Flanagin recruited the participants for this focus group. The focus group was about one hour in length. This focus group had four participants and the participants were provided lunch.

How the Information Will Be Used:

The research will be used for the targeted audience to improve usability on University of Arkansas websites. This includes students, faculty, staff, the Fayetteville community and legislative members. Reports from the findings will be sent to departments, webmasters and be made available on the digital publication WebFirst.

How This Project Fits Into Our Department:

As a content strategist, one main focus of this job is to use qualitative and quantitative data to improve the usability of the University of Arkansas’ websites. Currently, this is accomplished primarily through Google Analytics and the Google Search Application. Focus groups would be another piece to the usability puzzle that will create a better user experience. Focus groups allow us to interact directly and observe students to see how they use University of Arkansas websites and what they would like to see improved. From this information, changes can be implemented after cross-referencing the data from the focus groups with our existing sources of data.

Expected Results:

Based on data accumulated from the Google Search Console for external searches and the Google Search Application for internal search results, I expect the majority of participants will push for changes to be made on both landing and interior pages varying in significance from website to website. Often, search queries collected from the Google Search Console and Google Search Application suggest that users are not able to quickly locate information and instead will search for the information. A few examples of these occurrences are search queries for degree
programs, email accounts and UAConnect. I fully anticipate the difficulty in locating information to be one main issue.

Why This Method Was Chosen:

The Digital Design and Development team uses Google Analytics, the Google Search Console and the Google Search Application that provide quantitative analysis. So, the Digital Design and Development understands the “what?” question through the data already obtained, but the focus groups will explain the “why?” question. For instance, if a specific page has a high bounce rate, a focus group will essentially act as a real-time heatmap that will provide answers as to why users choose to leave a page or continue on to other internal pages.

Focus Group Agenda:

Welcome

Thank you all for agreeing to participate in this focus group for handbook.uark.edu.

My name is Chad Woodard and I am the Content Strategist for University Relations.

Kelly Bostick and Molly Hiller will assist me today.

This is a focus group designed to improve the usability of handbook.uark.edu. Please feel free to give your honest opinion throughout the course of this focus group as it pertains to handbook.uark.edu.

Guidelines

- There are no right or wrong answers. We value everyone’s opinion as it pertains to handbook.uark.edu.
- We hope to have many opinions throughout this focus group, so speak up if you agree or disagree.
- We would like everyone to participate. You could be called on if you have not spoken often.
- We will be video recording this focus group. We will not call you by your name and you will remain anonymous in our report.

Action-Item Questions: 45 minutes
1. Go to the Student Handbook for the University of Arkansas. How did you navigate to the handbook? Was the handbook easy or difficult to locate? Answer: http://handbook.uark.edu

2. Find the "Authorized Discipline Sanctions" guidelines. Was finding this information difficult? If so, how could this task be made easier? Answer: http://handbook.uark.edu/code-of-student-life/student-conduct/sanctions.php

3. Find what the Student Handbook tells you about how a member of the Razorback community should conduct themselves on campus? Using the information from this website, do you think you can answer this question how a student should conduct themselves on campus? Answer: http://handbook.uark.edu/code-of-student-life/index.php

General Questions: 45 minutes

1. What do you expect to see in a student handbook? Does this handbook meet your expectations?
2. What do you think is the most important information in the Student Handbook?
3. Is there information in the Student Handbook that seems unnecessary? If so, what information is unnecessary?
4. What information did you expect to find that you didn't find in the Student Handbook?
5. After becoming more familiar with the Student Handbook, when do you think the average student would consult this information?
6. If the Student Handbook was made available as an app, would you download it and use it?
7. What are some positive experiences of this website and what made these experiences positive?
8. Is there anything we have not discussed pertaining to this website that you think should be addressed?

Food is distributed.

Strategy for Analysis

After the focus group, the responses will be gathered and transcribed from an audio and video capture. From here, comments from the participants, as well as nonverbal communication, will be tracked to reveal common themes about the experience of the particular website in the focus group. The data, once transcribed and grouped by theme and trend, will be cross-referenced with Google Analytics, Google Search Application and the Google Search Console to
find common themes with all of these tools and the focus groups. A written report will then be created after the common themes from all of the resources are compiled. The written reports will provide recommendations for change based on the findings from the focus groups and the other data tools. Each question asked will be addressed in the written report and contain themes and trends with quantitative data from Google Analytics, Google Search Application and the Google Search Console. The recommendations will be sent to the departments and webmasters to implement the changes. The results of this analysis will also be made available on the digital publication WebFirst.

Specifications for Time and Location

The focus group took place 10 a.m., June 3 in room A354 in the Arkansas Union. The room consisted of computers for the participants and the ability to project the website onto a larger screen.

Who Fulfilled the Leadership Roles of the Focus Group?

Scott Flanagin gathered the participants for this focus group. Digital Design and Development provided food for the participants. Chad Woodard led the focus group and interviewed the participants. Kelly Bostick took notes of the participants during the focus groups. Chad Woodard, Kelly Bostick and Molly Hiller transcribed the responses from the participants. Chad Woodard and Kelly Bostick grouped the information into common themes and trends for the written report as well as published a report of the findings on WebFirst.
Appendix A
Google Analytics

The analytics clearly indicate the vast majority of users come to handbook.uark.edu for student standards, disciplinary proceedings and student conduct. Further, the analytics show that student standards, disciplinary proceedings and student conduct should be given much more
weight than resources on this website. Consider placing a heavier emphasis on those three items, particularly on the homepage, because this is the reason why the strong majority of users visit this website.
Appendix B

Google Search Application

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Range</td>
<td>Number of Searches</td>
</tr>
<tr>
<td>2/1/2016 - 6/9/2016</td>
<td>879</td>
</tr>
<tr>
<td>handbook</td>
<td>384</td>
</tr>
<tr>
<td>conduct</td>
<td>113</td>
</tr>
<tr>
<td>guidelines</td>
<td>103</td>
</tr>
<tr>
<td>new student guide</td>
<td>102</td>
</tr>
<tr>
<td>student handbook</td>
<td>58</td>
</tr>
<tr>
<td>staff handbook</td>
<td>50</td>
</tr>
<tr>
<td>faculty handbook</td>
<td>35</td>
</tr>
<tr>
<td>handbook</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>879</td>
</tr>
</tbody>
</table>

Much like Appendix A, this data, from the Google Search Application shows that when people are searching for a handbook related item they search for “conduct” and “guidelines.” No search query for handbook and potential resources appears in the top 1,000 search results within uark.edu.
Appendix C

Google Search Console

<table>
<thead>
<tr>
<th>Queries</th>
<th>Clicks</th>
<th>Impressions</th>
<th>CTR</th>
</tr>
</thead>
<tbody>
<tr>
<td>student organizations definition</td>
<td>2</td>
<td>13</td>
<td>15.38%</td>
</tr>
<tr>
<td>university meaning</td>
<td>1</td>
<td>109</td>
<td>0.92%</td>
</tr>
<tr>
<td>uark cdc</td>
<td>1</td>
<td>11</td>
<td>9.09%</td>
</tr>
<tr>
<td>hill grill university of arkansas</td>
<td>1</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>uark cea student login</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>j campus</td>
<td>1</td>
<td>40</td>
<td>2.50%</td>
</tr>
<tr>
<td>meaning of university</td>
<td>1</td>
<td>17</td>
<td>5.88%</td>
</tr>
</tbody>
</table>

The Google Search Console provides what search queries a person used to reach handbook.uark.edu. A search query is a search entered in a search engine, such as Google, that leads the user to the search engine results page.

Definition of categories in the report:

**Clicks:** The number of people who visited handbook.uark.edu based on a specific query.

**Impressions:** The number of people who saw handbook.uark.edu as an option based on a search query in the Google search engine results page.

**CTR (Click Through Rate):** The number of clicks divided by the number of impressions.

All search queries with a click are displayed in this report. This data shows that handbook.uark.edu does not have a search presence that reaches an audience. Determining the focus of the website and keyword research as well as improving the overall search engine optimization of this site are three things that would help the search presence of handbook.uark.edu.