

**Sketching the New IA**  
**Centre of Learning & Development**  
**<[tcclld.org](http://tcclld.org)>**

by

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## Executive Summary

The role of <[tcclld.org](http://tcclld.org)> in the organization is to provide information and resources about CL&D community initiatives, including social incubators such as the Regent Park Catering Collective and Regent Park Sewing Studio, and programs such as Academic Skills Upgrading (AU) and the Immigrant Women Integration Program (IWIP). Accordingly, the site aims to fulfill the information needs of stakeholders and clients such as program participants, volunteers, board members, and donors. As our preliminary site research report identified several pain points and obstacles that users encountered, this report describes the user-centered approach implemented to discover user pain points and ultimately propose a newly redesigned CL&D website that is responsive to the needs of its users.

The first step in the redesign process was to conduct an extensive analysis of the current situation and existing content on the site, as well as its surrounding information architecture (organizational structure, navigation system, search system). Additionally, we conducted an analysis of user experiences with <[tcclld.org](http://tcclld.org)>, a summary of findings, and a proposal for next steps. During our usability testing, four user scenarios were tested to capture the typical user experience when navigating the website. The tasks were essential in providing contrast to the intended user experience, by helping us identify areas of opportunities for our card sorting study and proposed IA redesign to address user pain points. After successfully conducting the analysis of representative user groups (existing users and non-users) in P1, we identified and refined three key issues pertaining to CL&D organization goals and information architecture (IA) design:<sup>1</sup>

1. Implement user-friendly navigation menus and labels, with a focus on accessibility
2. Improve efficiency of use and ease of website navigation
3. Reduce frequency of user errors when navigating the website by increasing consistency between organization and labelling systems of <[tcclld.org](http://tcclld.org)> and its sister website, <[regentparkcollective.org](http://regentparkcollective.org)>

With the identified goals in mind, a hybrid card sort study was designed to address the three key issues pertaining to CL&D organizational and website goals. Based on our previous study, we identified two representative user groups of CL&D's user base: *existing stakeholders or clients*, and *potential stakeholders or clients*. According to their criteria, we invited six users to participate in a card sorting activity to understand how participants visually analyzed and organized card labels according to their mental models. A wide range of participants with select characteristics completed the card sort, including computer-literate university students unfamiliar with non-profit organizations and a senior who is a frequent donor to charities.

Ultimately, the card sort exercise resulted in a user-defined set of navigation labels, structure, and hierarchy that will be used in our redesign process and ultimately used to determine the information architecture changes of the website. Based on the feedback and findings of our preliminary site research, and this card sorting study we have proposed a restructured IA global navigation menu of <[tcclld.org](http://tcclld.org)> (Appendix H) in the form of a digital representation (a site map diagram created using [draw.io](http://draw.io)). This proposal aims to address the three key issues, and the organizational goals of the website such that it will be better equipped to facilitate the fulfillment of user information needs. To further illustrate the benefits of our proposed IA redesign, we sketched the redesigned user journey for three of the aforementioned user scenarios with the new IA in place (Appendix K-M).

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<sup>1</sup> Previously this list included "Increased SEO visibility". As SEO visibility is not directly related to IA design, it has been intentionally excluded from this list. Rest assured, this will be addressed as a by-product of the proposed IA changes and optimizations of page contents.

# Card Sort Study

## DESCRIPTION, CARDS USED & RATIONALE

CL&D Card Sorting Study: <https://0vc068lh.optimalworkshop.com/optimalsort/tccldsort>

A [card sorting study](#) involves participants organizing topics into categories according to their respective mental models. In other words, it enables participants to group similar topics (cards) into categories of their choice. As [tccld.org](#) has a pre-existing information architecture, we designed a hybrid card sorting study using [OptimalWorkshop](#), where participants are allowed to create their own categories if they feel that the pre-defined categories do not accurately represent the topic. This study aims to determine whether [tccld.org](#)'s pre-defined labels suit user expectations, and if not, to obtain user input toward potential category labels.

Based on the feedback of the preliminary site research report from the CL&D project team and further analysis of page contents, we created a hybrid card sorting study with 20 cards and 5 initial categories. Although the original global navigation menu of [tccld.org](#) (Appendix A) only links to nineteen CL&D content pages (excluding the main landing page), not all of these cards were retained. Furthermore, some topics were added or separated into additional cards based on the findings of our preliminary site research.

### FINAL LIST OF CARDS USED

1. Academic Skills Upgrading (AU)
2. Immigrant Women Integration Program (IWIP)
3. Regent Park Catering Collective
4. Regent Park Sewing Studio
5. About Us
6. Our Vision & Mission
7. Our Team
8. Our Partners
9. Contact Us
10. Resources
11. Testimonials
12. Executive Director's Message
13. Create New Opportunities
14. Become a Volunteer!
15. Donate (Form)
16. Donate (Information Page)
17. Paths Into The Community
18. What We Have
19. What We Offer
20. What We're Building

### FINAL LIST OF INITIAL CATEGORIES

1. What We Do
2. Who We Are
3. What We Measure
4. Get Involved
5. Donate

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### CARDS REMOVED FROM ORIGINAL

1. Clear Language and Design (CLAD)
2. Digital Storytelling Toronto (dsto)
3. Youth Empowering Parents (YEP)
4. Programs
5. Social Incubators
6. What We Measure
7. Donate

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### CARDS ADDED TO STUDY

1. Donate (Form)
2. Donate (Information Page)
3. Paths Into The Community
4. What We Have
5. What We Offer
6. What We're Building

In accordance with the feedback from the CL&D project team, we removed three programs that have either been integrated into other programs (e.g. “Digital Storytelling Toronto”) or have become separate organizations from CL&D (e.g. “Clear Language and Design”, “Youth Empowering Parents”). We also chose to remove the cards “Programs” and “Social Incubators” — which double as both labels and as links to landing pages — since multi-level hierarchies are not supported on OptimalWorkshop. However, although the original list of seven third-level content pages under these two labels has been reduced to four, we will retain these labels and landing pages in the proposed IA as CL&D may have more programs in the future. As such, retaining these labels and landing pages will be beneficial for the resiliency of future additions to the IA structure.

Finally, we removed the cards “What We Measure” and “Donate” and separated them into individual pages based on findings from the preliminary site research report. Given that all users experienced difficulty locating sufficient information about how the organization uses its donations, we propose creating a separate donation information page (card) to address user information needs. For the purposes of this card sorting study, we have labelled these cards as “Donate (Form)” and “Donate (Information Page)” for clarity as to the contents of the pages.<sup>2</sup>

Similarly, we chose to add the four cards “Paths Into The Community”, “What We Have”, “What We Offer”, and “What We’re Building” — four subheadings that can be found within the [infographic](#)<sup>3</sup> on the page linked to “What We Measure” in the main navigation bar. This presents two problems: the text of the [infographic](#) cannot be indexed by internal or external search engines and screen readers, and the information itself is very minimal — and thus may not be sufficiently detailed to fulfill the information needs of potential clients, donors, and program participants. To address these information accessibility and availability concerns, we believe that while the existing page has merit, it would be better accompanied by individual pages detailing the sections in the logic model to better provide accessible information to users of [tcclld.org](#). As such, we included these cards in our card sorting activity to test our hypothesis.

For the initial categories in the hybrid card sorting study, we included the five existing global navigation menu labels without any alterations. Although two of those labels (“What We Measure” and “Donate”) currently function as links to content pages within [tcclld.org](#), they can also be used as descriptive categories: the four cards mentioned in the previous category could be nested under “What We Measure” and the two donation cards could be nested under “Donate”. As such, no alterations were made. In the event that participants chose to add new categories, our card sorting study included two post-study questions:

1. If you created new categories during the activity, please explain your reasoning.
2. Did you encounter any confusion or uncertainty while labelling or sorting the cards into categories? If so, please explain why.

These questions were included to allow for participants to communicate their sorting criteria processes in the event the study was completed remotely, without the in-person facilitation of a project team member. This allowed us to not only gain insight into the sense-making model of participants in the grouping of related [tcclld.org](#) content pages, but also to gain user input into the representativeness of existing category labels and whether or not these can be optimized for clarity.

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<sup>2</sup> These labels are not representative of the final wording that will be used in the proposed schematic diagram.

<sup>3</sup> This is not included in the Appendix of this report, due to its font size. An alternative link to the image can be found here: <http://www.tcclld.org/what-we-measure-2>

## DESCRIPTION OF PARTICIPANTS

A total of six participants were recruited to complete the card sorting activity, and assigned a participant ID (Case Study User # or CSU#) corresponding to the data analysis provided by OptimalWorkshop.<sup>4</sup> Participants were recruited directly by team members according to the previously identified selection criteria from our primary research: all participants are above the age of 18, have some level of English language comprehension, and have an adequate level of technological literacy and ability. We also identified two user groups representing the majority of CL&D's website's user base: *existing users* and *non-users*. However, in our methodological reflections, we concluded that this classification was inconsistent and potentially misleading given that none of the *existing users* had any prior experience with the website. As such, we amended the definition of our representative user groups and relabelled them as follows: *existing stakeholders or clients*, and *potential stakeholders or clients*.

Previously, we determined the criteria for the *existing users* group to be “current or past CL&D program participants, volunteers, and donors” with “some experience and familiarity with the organization, and some level of English comprehension”, and “an average level of technological literacy and ability”. The *existing stakeholders or clients* group now includes program participants, board members, volunteers, and donors. Users of this group visit, gather information, and make use of services at CL&D, but may or may not have prior experience with <[tcclld.org](http://tcclld.org)>.

For the *non-users* group, the criteria was “users above the age of 18, [with] no affiliation with CL&D or the course INF2170, no prior experience with <[tcclld.org](http://tcclld.org)> and adequate technological literacy and ability to use Internet Browsers and websites”. The amended second group includes — as the label implies — *potential stakeholders or clients*. Users of this group have little to no prior experience with the organization or its services, <[tcclld.org](http://tcclld.org)>, and are not affiliated with INF2170. Members of this group are motivated by the need to find information they expect to locate on the website. Potential members of this group include program participants (e.g. new immigrants to the country or locals), volunteers (e.g. high school and university students,<sup>5</sup> or retired community members), board members, and donors (e.g. local households, individuals with prior experience donating to non-profit organizations or charities, governments, or corporate entities).

Due to conflicting schedules, we were unable to physically supervise and facilitate the completion of the study with users of the *existing stakeholders or clients* group. Although the study URL was provided, no CL&D participants completed the activity. While this undoubtedly biases the results of the study to some extent, an effort was made to mitigate its effects through our recruitment process, in selecting users that share some characteristics with those of the *existing stakeholders or clients* group. Particularly, three users (CSU1, CSU5, and CSU7) have prior experience donating to non-profit organizations and charities. Their inclusion will be valuable in determining whether our hypothesis regarding the donation page/category is justified and will offer us insight into the mental model of those familiar with websites structures surrounding this topic. Although these users do not qualify under the criteria of the *existing stakeholders or clients* user group, they can be considered pseudo-members of this group and representative members of CL&D's user base by virtue of the characteristics they share.

On the other hand, CSU2, CSU4, and CSU6 were selected according to the criteria of the *potential stakeholders or clients* user group. Notably, CSU2 has previous experience in informatics, UX/UI design, and card sorting studies. As such, this user's inclusion is beneficial to our findings in that it may offer a unique perspective compared to the other participants.

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<sup>4</sup> CSU3 is an abandoned attempt, and the data was excluded from the analysis. More on this under subsection “Methodological Reflections”.

<sup>5</sup> As evidenced by (previously existing) programs such as Youth Empowering Parents (YEP), where youths act as effective tutors to parents who may not be fluent in the English language.

## ANALYSIS & FINDINGS

### Overview

A total of seven attempts were recorded, with one attempt abandoned (CSU3). Data from the abandoned attempt was not included in the analysis. The average time required to complete the card sorting activity was 9 minutes, ranging from 3 minutes and 59 seconds to 25 minutes (Appendix B). Participants created 31 categories to sort the 20 cards, with an average of 5 categories each (Appendix B). To analyze our results, we used a threshold of approximately 60% agreement of items between participants, as cited in a previous study ([Nawaz, 2012](#)).

A similarity matrix automatically generated through OptimalWorkshop was analyzed to identify cards that were similarly grouped across our data points (Appendix C). [Agreement scores](#) were automatically calculated through OptimalWorkshop, evaluating the frequency of which individual cards were sorted into different categories (Appendix D) and the frequency of which standardized categories<sup>6</sup> were used to include individual cards (Appendix E). A higher agreement score suggests that users sorted cards under the same categories more frequently, while a lower agreement rating signifies that users frequently sorted the same cards under different categories. Finally, a standardization grid was used to chart the total number of instances where cards were sorted into the same category (Appendix F).

### Categories

4 of 5 pre-defined categories had agreement scores below the 60% threshold. Based on the post-study questionnaire, 4 of 6 participants expressed confusion regarding the category “What We Measure”, which notably had the lowest agreement rating (29%) within the five pre-defined categories by a significant margin (other category agreement scores range from 43% to 83%). Most seemed unsure of what the title meant and what content should be categorized within it. One participant intentionally excluded the “What We Measure” category entirely. Given that users placed 9 different cards in the category “What We Measure”, it is reasonable to suggest that the label does not describe any content succinctly and is open to interpretation.

*The “what we measure” [label] was a bit confusing because I did not know if we were measuring success, or financial data, or number of donors, or the level of community improvement/impact -- which are all important topics in a “what we measure” section on a website. —CSU1*

*I have no idea what the “what we measure” category was supposed to mean. What is being measured? I mostly used it as a category for everything related to the site that obviously did not fit with any of the other categories. —CSU7*

Furthermore, the category “Get Involved” had an agreement score of 43%. However, a closer examination of the cards sorted within this label suggests that participants were unable to differentiate this category’s intended contents from other categories (Appendix G). As such, this supports the notion that pre-existing category names should be renamed to better represent and differentiate between their intended contents.

Additionally, the categories “Who We Are” and “What We Do” also had low agreement scores (respectively, 52% and 54%). While there were a few instances of high card grouping agreement scores (e.g. the cards “What We’re Building” and “What We Offer” should be nested within “What We Do”, and that “About Us” and “Our Team” should be categorized under “Who We Are”), these results suggest that most users experience confusion regarding the intended contents of these category labels.

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<sup>6</sup> Standardized categories refers to category labels that have been “standardized” or “combined” due to their identical meanings. For instance, the categories “About” and “What We Do” were standardized, as were “Program(s)” and “What We Do”.



*The three categories that sounded very similar confused me so I was unsure where to group certain cards. —CSU4*

*Many of the categories seemed very similar to each other and I was not sure where to sort them. I was especially confused between the difference of what we do, who we are, and what we measure... I placed all of the relatable cards under one of these categories (now I even forget which one, they all sound the same). —CSU5*

Contrary to the rest, the “Donate” category had the highest categorization agreement rate of any at 83%, suggesting that its purpose and intended contents were clear.

## **Cards Added**

As previously mentioned, the pre-existing “What We Measure” label/content page in the global navigation menu links to a content page which includes the content for the proposed (added) cards, “Paths Into The Community”, “What We’re Building”, “What We Have”, and “What We Offer”. In this card sorting activity, we proposed retaining “What We Measure” as a label, but separated its contents into these four cards. The results suggest that there is a strong agreement between the grouping of the two added cards, “What We Offer” and “What We’re Building”, as they were placed in the category “What We Do” by 5 of 6 users. However, based on answers from the post-activity questionnaire, this strong agreement rating may have been biased by the similarity of the naming convention with the top-level headers of the global navigation.

*As mentioned previously, the three categories that sounded very similar confused me so I was unsure where to group certain cards. —CSU4*

These four cards were added based on hypothetical content that would be created to address the information needs of CL&D’s user base. However, given that users expressed confusion regarding the similarity of category labels in the post-study questionnaire, it is reasonable to suggest that the strong association between these new cards was based on this notion, and thus, the card sorting activity’s data in this particular area is unreliable. This is further supported by the fact that two of the added cards (“Paths Into The Community” and “What We Have”) did not have an agreement rating of above 60%, suggesting that the (hypothetical and proposed) contents of these cards could be categorized under several of the predefined categories. Therefore, any potential changes to the labelling of global navigation header must be conscious of the fact that this will affect the strong association between the cards and their categories.

On the other hand, 5 of 6 users grouped “Donate (Form)” and “Donate (Information Page)” together within the “Donate” category. Notably, no other cards were sorted by any users this label, suggesting that these cards will be beneficial additions to the proposed IA structure.

## **Insights from Grouped Cards**

In 4 of 6 card sorts, the four CL&D programs and social incubators cards (“Academic Skills Upgrading (AU)”, “Immigrant Women Integration Program (IWIP)”, “Regent Park Catering Collective”, and “Regent Park Sewing Studio”) were grouped together under the “What We Do” category, as indicated in the “Standardization Grid” results tab (Appendix F). Furthermore, 5 of 6 users also grouped “What We’re Building” and “What We Offer” within this category. As these cards were originally sorted under this category, this suggests that this grouping matches both the pre-existing IA structure and the mental model of users and that there is some consensus regarding the category they belong to. However, it is prudent to note that this does not contradict the first finding that the *wording* of the category labels — particularly in comparison to each other — is confusing to users.



## PROPOSAL & JUSTIFICATION FOR CHANGES

This section proposes an alternate IA schematic for the website based on areas of strong participant agreement in category labels and card groupings. To illustrate our proposal, we have included a side-by-side in-text comparison of the proposed changes to the IA of <[tcclld.org](http://tcclld.org)>, and a digital diagram created using [draw.io](http://draw.io) (Appendix H). The footer IA structure (Appendix I) is not included in full as most links are duplicated in the header; only unique footer links are retained.

EXISTING IA	PRELIMINARY IA
<b>HEADER</b> <ul style="list-style-type: none"> <li>↳ <b>What We Do</b> <ul style="list-style-type: none"> <li>↳ <i>Programs</i> <ul style="list-style-type: none"> <li>↳ Academic Skills Upgrading (AU)</li> <li>↳ Immigrant Women Integration Program (IWIP)</li> <li>↳ Clear Language and Design (CLAD)</li> <li>↳ Digital Storytelling Toronto (dsto)</li> <li>↳ Youth Empowering Parents (YEP)</li> </ul> </li> <li>↳ <i>Social Incubators</i> <ul style="list-style-type: none"> <li>↳ Regent Park Catering Collective</li> <li>↳ Regent Park Stewing Studio</li> </ul> </li> </ul> </li> <li>↳ <b>Who We Are</b> <ul style="list-style-type: none"> <li>↳ About Us</li> <li>↳ Our Vision &amp; Mission</li> <li>↳ Our Team</li> <li>↳ Our Partners</li> <li>↳ Resources</li> <li>↳ Testimonials</li> </ul> </li> <li>↳ What We Measure</li> <li>↳ <b>Get Involved</b> <ul style="list-style-type: none"> <li>↳ Create New Opportunities</li> <li>↳ Become a Volunteer!</li> </ul> </li> <li>↳ Donate</li> </ul>	<b>HEADER</b> <ul style="list-style-type: none"> <li>↳ <del>What We Do</del> <b>Our Initiatives</b> <ul style="list-style-type: none"> <li>↳ <i>Programs</i> <ul style="list-style-type: none"> <li>↳ Academic Skills Upgrading (AU)</li> <li>↳ Immigrant Women Integration Program (IWIP)</li> <li>↳ <del>Clear Language and Design (CLAD)</del></li> <li>↳ <del>Digital Storytelling Toronto (dsto)</del></li> <li>↳ <del>Youth Empowering Parents (YEP)</del></li> </ul> </li> <li>↳ <i>Social Incubators</i> <ul style="list-style-type: none"> <li>↳ Regent Park Catering Collective</li> <li>↳ Regent Park Stewing Studio</li> </ul> </li> <li>↳ <del>Resources</del></li> <li>↳ <del>Testimonials</del></li> </ul> </li> <li>↳ <del>Who We Are</del> <b>About Us</b> <ul style="list-style-type: none"> <li>↳ <u>Executive Director's Message</u></li> <li>↳ Our Vision &amp; Mission</li> <li>↳ Our Team</li> <li>↳ Our Partners</li> <li>↳ <u>What We Measure Our Approach</u></li> <li>↳ <del>Resources</del> <b>Annual Reports</b></li> <li>↳ <u>Contact Us</u></li> </ul> </li> <li>↳ <del>What We Measure</del></li> <li>↳ <b>Get Involved</b> <ul style="list-style-type: none"> <li>↳ Create New Opportunities</li> <li>↳ Become a Volunteer!</li> </ul> </li> <li>↳ <b>Donate</b> <ul style="list-style-type: none"> <li>↳ <u>Information</u></li> <li>↳ <u>Donate Donate Now!</u></li> </ul> </li> </ul>
<b>FOOTER</b> <ul style="list-style-type: none"> <li>↳ <u>Executive Director's Message</u></li> <li>↳ <u>Contact Us</u></li> </ul>	

### LEGEND

- **Bold denotes a main category (label)**
- Plain text denotes a content page (card)
- An underline denotes a recategorized card or label
- *Italics denotes an item that is both a card and a label*
- ~~Strikeout text denotes a card or label that has been relabelled or removed~~
- **Blue denotes a relabelled card or label**
- **Green denotes a new card or label**
- **Red denotes a removed card or label**
- **Purple denotes cards located only in the footer**

## Additional Category: Donate

Notably, most top-level navigation labels have agreement scores below the threshold of 60%, aside from the “Donate” page, with 5 of 6 participants categorizing the cards “Donate (Form)” and “Donate (Information Page)” under this label. This suggests that the labelling for this category is clear and the language is self-evident; therefore, the category’s inclusion in the proposed IA is justified. Given that these cards are nested within the context of the amended top-level “Donate” category, we propose that the final labels of these cards should be reduced to “Donate Now!” and “Information” to prevent redundancy.<sup>7</sup>

## Relabelling Categories Along Familiar Naming Conventions

Participants expressed confusion regarding most of the other category levels, particularly “What We Measure”, “Who We Are”, and “What We Do”. The interpretation of these labels are unique and, as our user tests have shown, there is agreement that these labels should be renamed. As it is important to mirror the mental model of our users and to reduce friction and cognitive burden, these top-level navigation labels should be intuitive and require as little thought as possible when navigating the site. To do this, we propose relabelling them along common naming conventions such as “About Us” and “Our Initiatives”. As these headers are almost ubiquitous in website labelling, we can take advantage of internet users’ familiarity with these naming conventions to reduce the frequency of [user errors](#) when navigating the site.

**About Us.** Within the category “Who We Are”, the cards “About Us” and “Our Team” were grouped within by 5 of 6 users. Although this indicates a strong association, we propose renaming this category to “About Us” in order to leverage common naming conventions. We believe that the strong associations will remain, and the new label heading will reduce confusion when associating other cards that had lower agreement scores within the category such as “Our Partners” and “Testimonials”. In order to keep the consistency of currently named pages on the site, the page “About Us” will act as a category/content page that will retain its current content.

**Our Initiatives.**<sup>8</sup> The “Regent Park Catering Collective” and “Regent Park Sewing Studio” were grouped together by all users. As for their categorizations, these cards were grouped under “What We Do” 4 of 6 times, and 2 of 6 participants nested these under new categories. This indicates a strong association between the two cards in the same group, but suggests that the label “What We Do” is not entirely clear as to what content it represents. In the current IA, this problem is avoided to an extent because there is a multi-level hierarchical structure that our card sorting tool was not able to accommodate; through this, the two cards are located under the label “Social Incubators”. Accordingly, as mentioned in the section *Cards Used & Rationale*, the label/content pages “Programs” and “Social Incubators” will be retained in our proposed IA. In accordance with our proposed naming convention scheme, these combined label/content pages will be nested under the relabelled main category “Our Initiatives” (originally “What We Do”).

## Relabelling & Relocating Certain Cards

**What We Measure → Our Approach.** In our analysis, we determined that the data regarding the four added cards (“Paths Into The Community”, “What We Have”, “What We Offer”, and “What We’re Building”) was unreliable, due to possible bias stemming from similar naming

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<sup>7</sup> During our contextual inquiry, the CL&D project team noted that the visibility of the “Donate” button and ease of donating was a priority in the website redesign. During our primary research, we found that users experienced difficulty locating or finding sufficient donation information, which directly hindered their likelihood of becoming a donor. As a large amount of text on one page is undesirable as it may increase the potential of information overload and cognitive burden of users, we opted to propose two pages. However, if there is a preference to have the donation form accessible within one click, then an alternative proposal would be to create a single page that includes both donation information and the donation form.

<sup>8</sup> “Our Initiatives” was chosen as it is a term that encompasses both CL&D [projects](#) and [programs](#).

conventions to the main categories. Given that these proposed cards would contain *hypothetical* content, it is difficult to determine whether or not these additional content pages would be successful in its goal (to fulfill the information needs of CL&D’s user base) without reliable data, we cannot reliably justify the inclusion of these four cards. In light of this, we propose removing the label “What We Measure”, removing these four added cards and reverting back to the existing single content page, relabelling it as “Our Approach”, and nesting it under the “About Us” category, thereby following the naming conventions of other cards nested within.

**Resources.** Our data suggests that there is no clear categorization for the “Resources” card and that the label itself does not describe the content adequately, given that participants placed the “Resources” card in 4 different categories — and in one case into the new category “Misc/Other”. Upon review of the content of the page, we believe that the content is best represented when split into two pages. As such, we propose that the existing “[Resources](#)” page be separated into a new “Annual Reports” page, nested under the “About Us” category, and a new “Resources”<sup>9</sup> page under “Our Initiatives”. The proposed “Resources” page would only include content from the section “Community Resources and Needs Assessment (CRNA) Reports”, “Yearbooks”, and “Celebrating Success”. On the other hand, the new “Annual Reports” page would include the content from the “Annual Reports” section.

**Testimonials.** Additionally, the content in “Testimonials” — previously located under the “Who We Are” category — includes program participant testimonials. Using the same logic as the previous, we also propose placing the “Testimonials” card under the “Our Initiatives”.

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<sup>9</sup> We believe that within the context of the label “Our Initiatives”, the contents of the proposed “Resources” page will be clear without any further changes to the label.

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## User Scenarios, Sketches, and Workflows

Based on our previous usability tests (Appendix J), we generated four narratives from the users' perspectives, and illustrated the expected user journeys of the first three scenarios — the scenarios most important to CL&D or significantly affected by the proposed IA structure — with annotated sketches. This allows us to compare and contrast the existing user experience with the redesigned experience to demonstrate the benefits of our proposal. Notably, all user information needs can be met within four steps/clicks with the proposed structure.

### Scenario 1: Finding a Program for New Immigrants

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

I am looking through the website labels to see if I can find a program related to English. I look under the first label of the main menu — “Our Initiatives” — and find the sub-label “Programs”. Hovering over this menu option, I see two programs offered by CL&D. One is titled “Academic Skills Upgrading (AU)”, which sounds like what I need, so I will click on this link.

Home Page > Our Initiatives > Programs > Academic Skills Upgrading (AU)

### Scenario 2: Finding Information About Donation Usage

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

On the right-hand side of the main menu, I can see a “Donate” label, so my first instinct is to hover over there. Doing this displays a drop-down menu with two options: “Information” and “Donate Now!”. Since I am looking for donation information, I will click the first option.

Home Page > Donate > Information

### Scenario 3: Volunteering at CL&D

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

I first navigate to the “Get Involved” menu option, as it seems to best represent the topic. Hovering over this item opens a drop-down menu, and the second option I can see is labelled “Become a Volunteer!”. After clicking this, I am directed to a content page with a large “Volunteer Application” button that links to an external website hosting the form.

Home Page > Get Involved > Become a Volunteer! > Volunteer Application

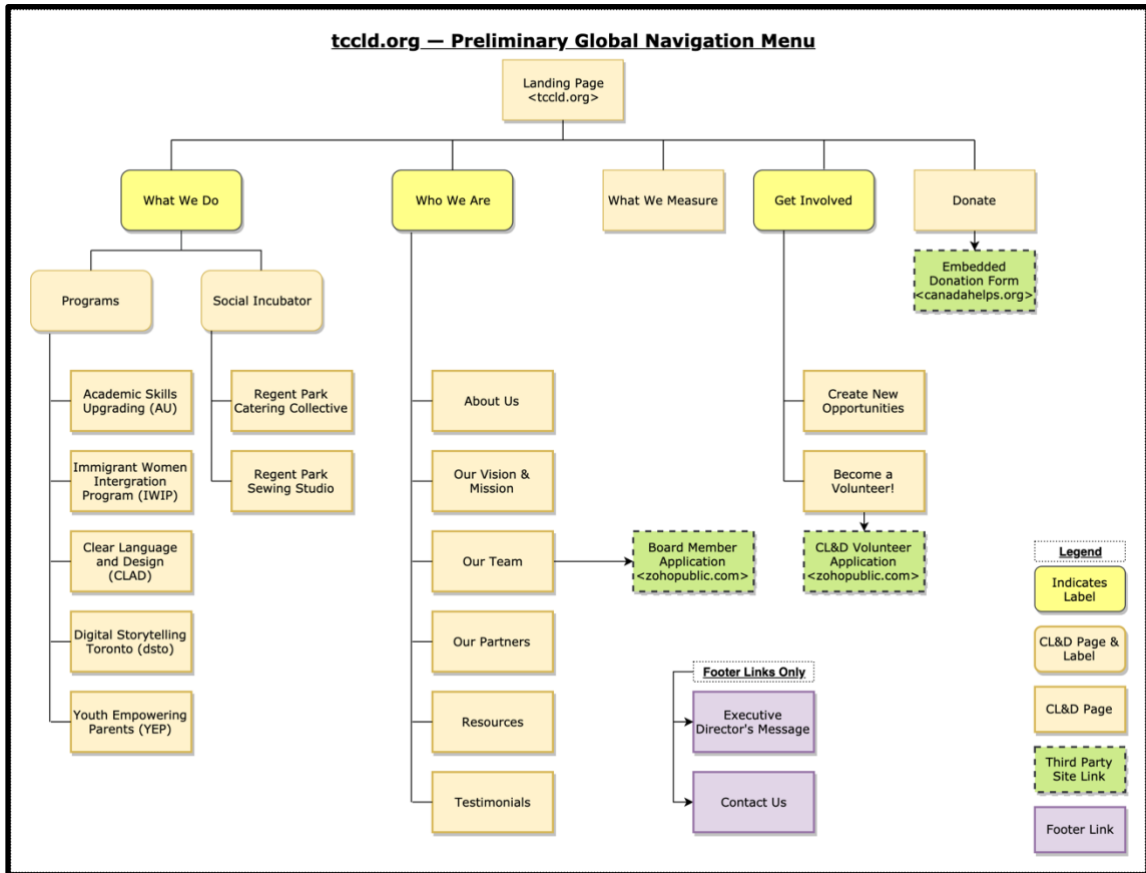
### Scenario 4: Searching for Specific Information

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

As there is no search bar on the front page, I hover over “Our Initiatives” and click on “Programs”. I notice the search bar at the top right of the site, so I type “IWIP” and press the ‘Enter’ key. This loads a page displaying all content pages containing my keyword, so I will click around these results until I am satisfied with the information I find.

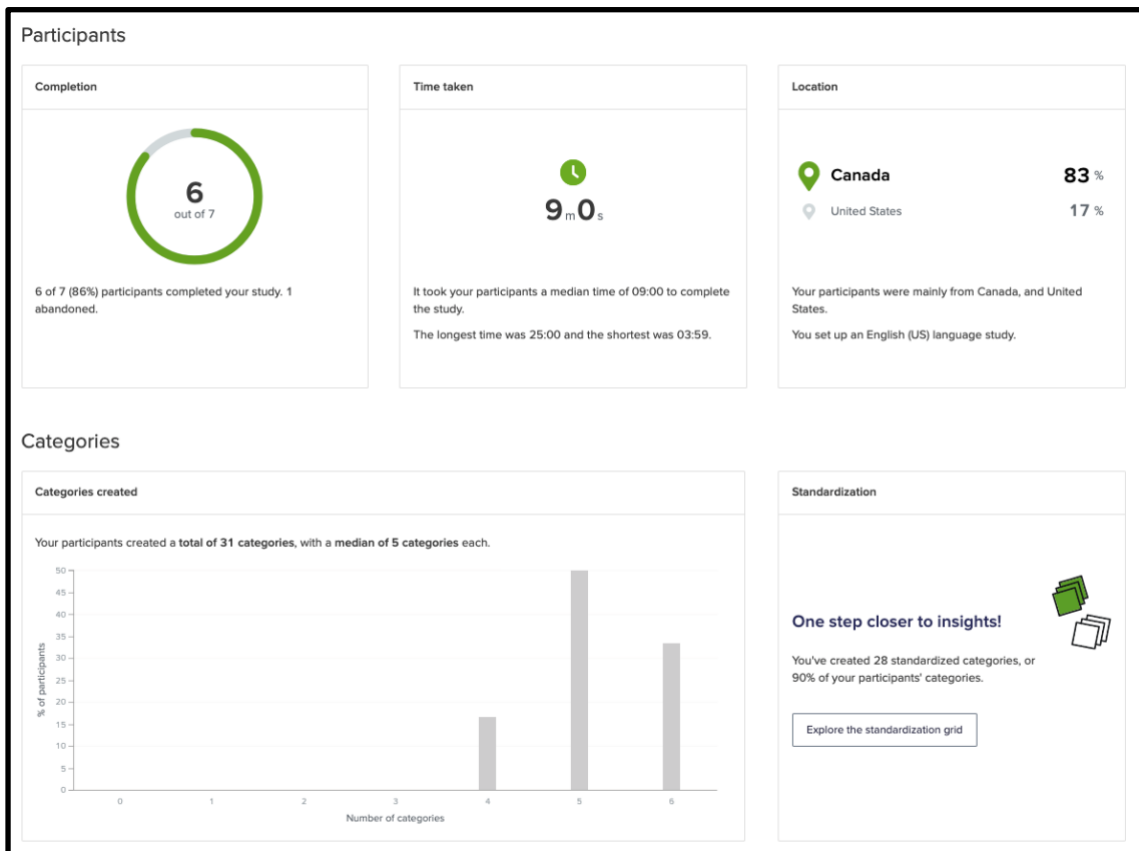
Home Page > Our Initiatives > Programs → Search Bar: “IWIP” > Results

# APPENDIX A



**Appendix A.** Global Navigation Menu Diagram (Original) for [tcclld.org](http://tcclld.org).

# APPENDIX B



**Appendix B.** OptimalWorkshop: Card Sorting Activity — Results Analysis Overview

## APPENDIX C

## Similarity matrix

Regent Park Catering Collective

100	Regent Park Sewing Studio																		
83	83	Immigrant Women Integration Program (IWIP)																	
66	66	66	What We're Building																
50	50	50	66	What We Offer															
50	50	66	50	66	Academic Skills Upgrading (AU)														
16	16	16	16	33	33	Executive Director's Message													
33	33	16	16	33	33	83	Resources												
33	33	33	66	50	33	50	50	What We Have											
16	16	16	33	33	16	33	33	33	Testimonials										
0	0	0	0	0	0	50	33	16	66	About Us									
0	0	0	0	0	0	50	33	16	66	100	Our Team								
16	16	16	0	0	0	33	33	16	50	66	66	Our Partners							
0	0	0	0	0	0	33	16	16	33	66	66	50	Contact Us						
0	0	0	0	0	16	0	0	0	0	0	0	16	33	Become A Volunteer!					
33	33	33	33	16	16	0	0	0	16	0	0	16	33	66	Create New Opportunities				
0	0	16	0	0	33	16	16	16	16	16	16	0	16	50	33	Paths Into The Community			
0	0	0	0	0	0	16	16	0	16	16	16	16	0	0	0	0	Donate (Information Page)		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	0	0	66	Donate (Form)	
16	16	16	33	33	16	16	0	16	33	33	33	16	33	0	16	0	0	0	Our Vision & Mission

## Appendix C. OptimalWorkshop: Card Sorting Activity — Similarity Matrix



# APPENDIX D













← Back to setup



















(<https://www.optimalworkshop.com/a/0yc068lh/optimalsort/surveys/463008/edit>)

Active Launched on Nov 1, 2019














## Your cards

Card	Sorted into	Categories <a href="#">Show all</a>	Frequency	Average position
Academic Skills Upgrading (AU)	3 different categories	 Programs	4 times	4.8
		 What We Mea...	1 time	1.0
		 Get Involved	1 time	1.0
Become A Volunteer!	1 different categories	 Get Involved	6 times	2.2
Contact Us	2 different categories	 About	4 times	3.0
		 Get Involved	2 times	2.5
Create New Opportunities	2 different categories	 Programs	2 times	2.5
		 Get Involved	4 times	2.0
Donate (Form)	2 different categories	 Get Involved	1 time	2.0
		 Donate	5 times	1.8

# APPENDIX D

Card	Sorted into	Categories <a href="#">Show all</a>	Frequency	Average position
(Information Page)	categories	 Donate	5 times	1.0
Executive Director's Message	3 different categories	 What We Mea...	1 time	3.0
		 About	3 times	3.0
		 Programs	2 times	2.5
Immigrant Women Integration Program (IWIP)	2 different categories	 Programs	5 times	4.2
		 What We Mea...	1 time	2.0
Our Partners	3 different categories	 About	4 times	4.3
		 Get Involved	1 time	2.0
		 Programs	1 time	1.0
Our Team	1 different categories	 About	6 times	3.5
Our Vision & Mission	3 different categories	 Programs	1 time	6.0
		 About	2 times	4.0
		 What We Mea...	3 times	1.7
Paths Into The Community	3 different categories	 What We Mea...	2 times	3.5
		 About	1 time	3.0
		 Get Involved	3 times	2.0
Regent Park Catering Collective	2 different categories	 Programs	5 times	2.4
		 Misc/Other	1 time	1.0

# APPENDIX D

Card	Sorted into	Categories <a href="#">Show all</a>	Frequency	Average position
Sewing Studio	categories	 Misc/Other	1 time	2.0
Resources	4 different categories	 Programs	2 times	6.5
		 About	2 times	5.5
		 Misc/Other	1 time	3.0
		▼ <a href="#">Show 1 more category.</a>		
Testimonials	2 different categories	 Programs	2 times	5.0
		 About	4 times	3.0
What We Have	3 different categories	 Programs	3 times	4.0
		 What We Mea...	2 times	2.0
		 About	1 time	1.0
What We Offer	2 different categories	 Programs	5 times	3.2
		 What We Mea...	1 time	1.0
What We're Building	2 different categories	 Programs	5 times	3.6
		 What We Mea...	1 time	1.0
Showing 1 to 20 of 20 cards				<a href="#">&lt;</a> <a href="#">&gt;</a>

# APPENDIX E

# Your categories ?

Standardize


Unstandardize

<input type="checkbox"/>	Category	Contains	Cards	<a href="#">Show all</a>	Freq	Avg pos	Created by	Agreement	Edit
<input type="checkbox"/>	About	11 different cards	<div>About Us63.7</div> <div>Our Team63.5</div> <div>Our Partners44.3</div> <div>▼ <a href="#">Show 8 more cards</a></div>		6 participants	52%			
<input type="checkbox"/>	Donate	2 different cards	<div>Donate (Form)51.8</div> <div>Donate (Information Page)51.0</div>		6 participants	83%			
<input type="checkbox"/>	Get Involved	7 different cards	<div>Become A Volunteer!62.2</div> <div>Create New Opportunities42.0</div> <div>Paths Into The Community32.0</div> <div>▼ <a href="#">Show 4 more cards</a></div>		6 participants	43%			
<input type="checkbox"/>	Misc/Other	3 different cards	<div>Resources13.0</div> <div>Regent Park Sewing Studio12.0</div> <div>Regent Park Catering Collective11.0</div>		1 participants	—			
<input type="checkbox"/>	Programs	13 different cards	<div>Regent Park Sewing Studio55.0</div> <div>Immigrant Women Integration Program (IWIP)54.2</div> <div>What We're Building53.6</div> <div>▼ <a href="#">Show 10 more cards</a></div>		6 participants	54%			
<input type="checkbox"/>	What We Measure	9 different cards	<div>Our Vision &amp; Mission31.7</div> <div>Paths Into The Community23.5</div> <div>What We Have22.0</div> <div>▼ <a href="#">Show 6 more cards</a></div>		5 participants	29%			

**Appendix E.** OptimalWorkshop: Card Sorting Activity — Standardized Categories

# APPENDIX F

Standardization grid [?](#)

Total participants 0  6

Name	Donate	Get Invol...	What We ...	What We ...	Who We ...	Not standardized
About Us					5	1
Academic Skills Upgrading (A		1	4	1		
Become A Volunteer!		6				
Contact Us		2			3	1
Create New Opportunities		4	2			
Donate (Form)	5	1				
Donate (Information Page)	5				1	
Executive Director's Message			2	1	3	
Immigrant Women Integration			4	1		1
Our Partners		1			3	2
Our Team					5	1
Our Vision & Mission			1	3	1	1
Paths Into The Community		3		2	1	
Regent Park Catering Collecti			4			2
Regent Park Sewing Studio			4			2
Resources			2	1	2	1
Testimonials			2		3	1
What We Have			3	2	1	
What We Offer			5	1		
What We're Building			5	1		

**Appendix F.** OptimalWorkshop: Card Sorting Activity — Standardization Grid

# APPENDIX G

Get Involved

7 different cards

Become A Volunteer!	6	2.2
Create New Opportunities	4	2.0
Paths Into The Community	3	2.0
Contact Us	2	2.5
Donate (Form)	1	2.0
Our Partners	1	2.0
Academic Skills Upgrading (AU)	1	1.0

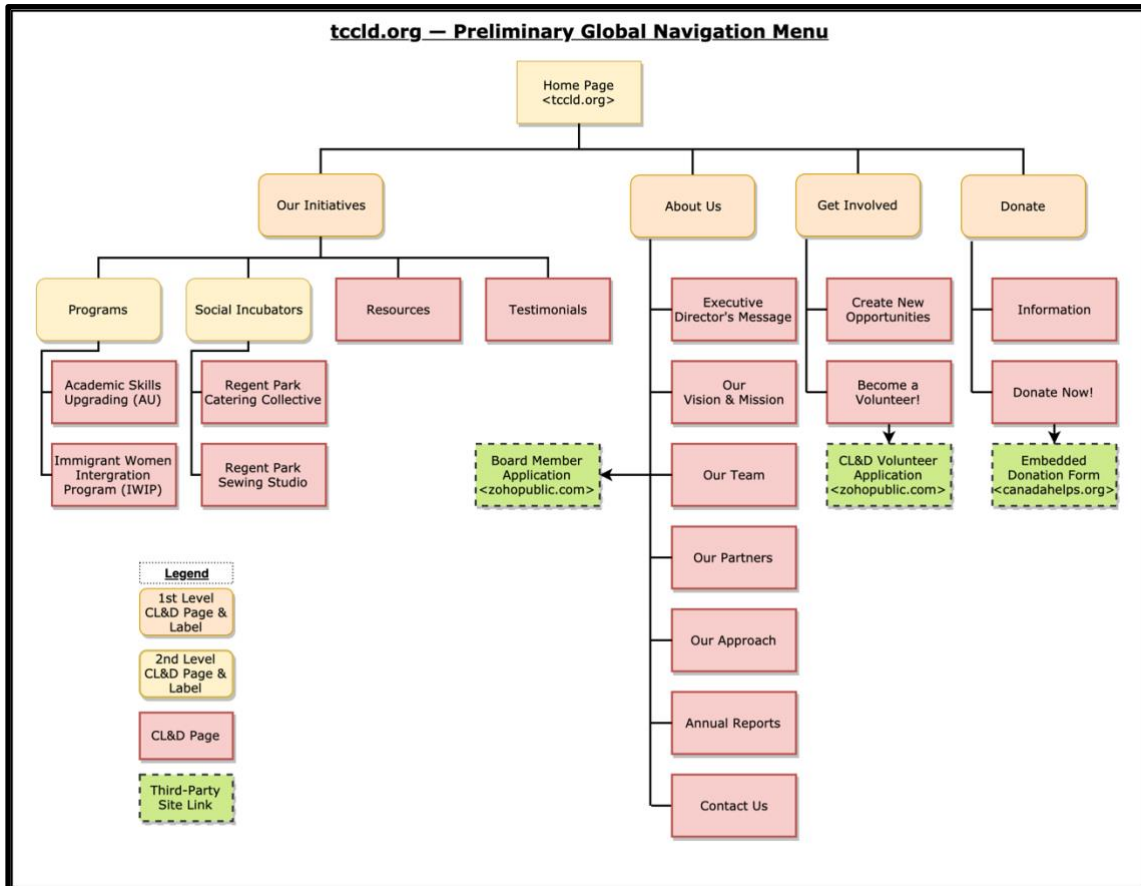
6 participants

43%

Show less cards

**Appendix G.** OptimalWorkshop: Card Sorting Activity — Standardized Table for Category "Get Involved".

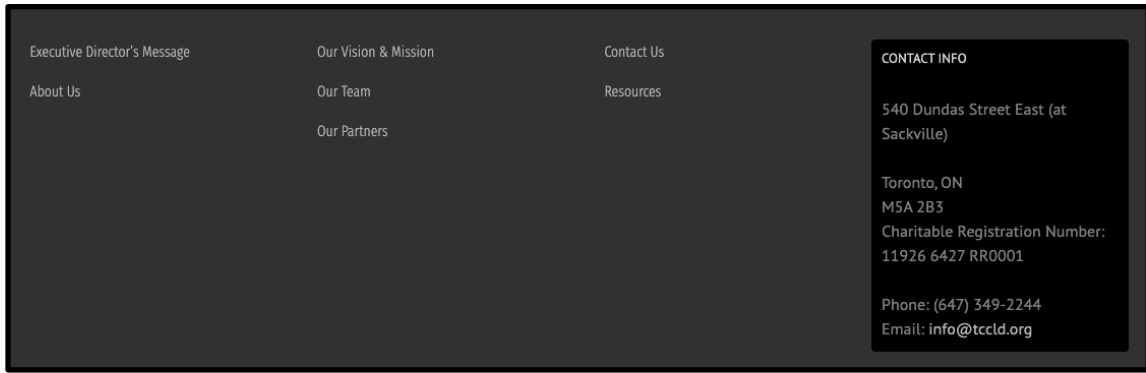
# APPENDIX H



**Appendix H.** Global Navigation Menu Diagram (Preliminary) for <[tcclld.org](http://tcclld.org)>.



# APPENDIX I



Appendix I. <[tcclld.org](http://tcclld.org)> footer.

# APPENDIX J

## CL&D Interviews and Observation

### Introduction

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

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

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

### Stakeholder and User Interviews

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

### Observation (User/Usability Tests)

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

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

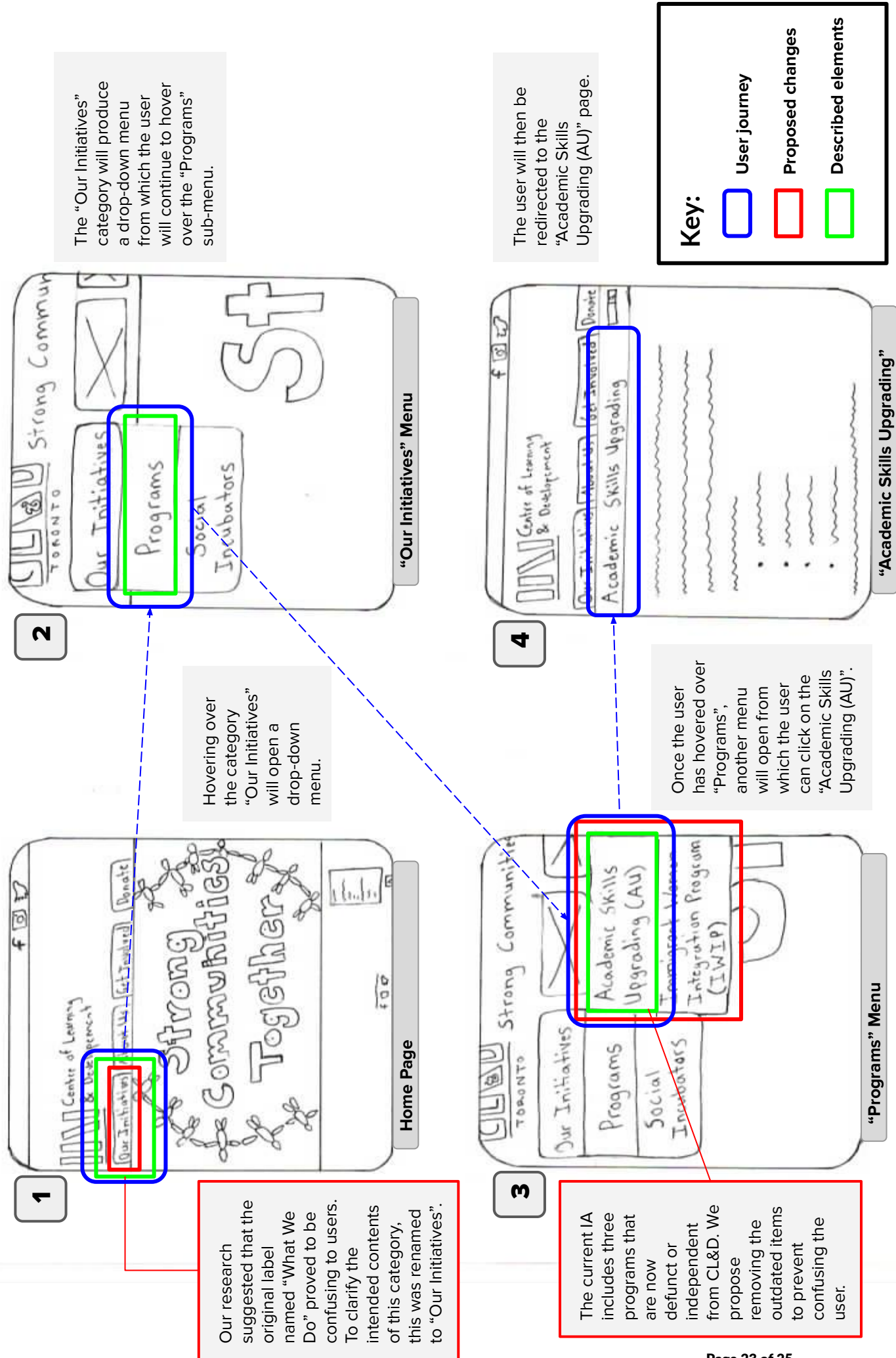
**Prompt 3:** Imagine you have been a client of CL&D for several months. You really like the services and programs, and you'd like to apply to volunteer for the organization. How would you go about doing this? Please describe your actions and think out loud.

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

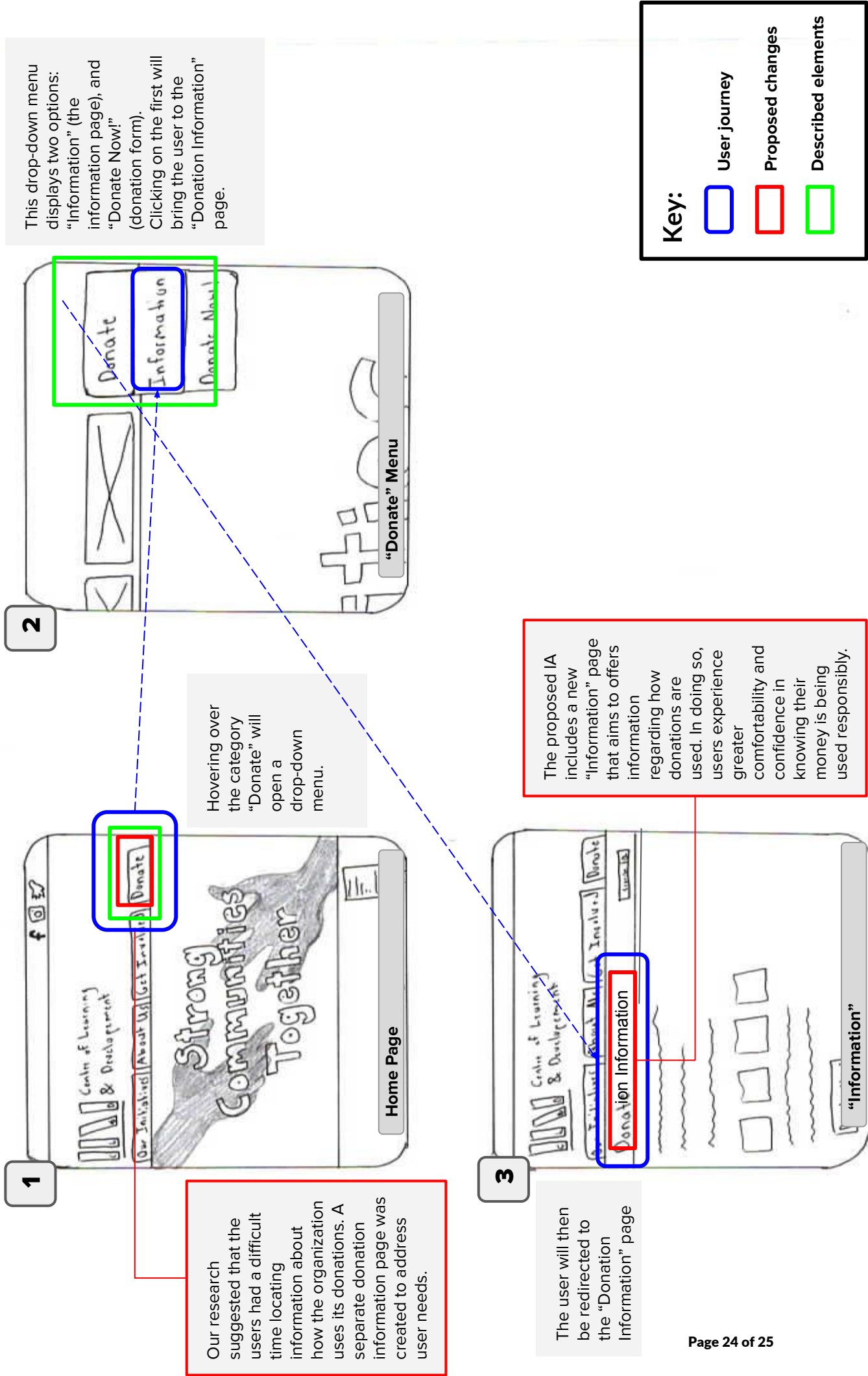
### Post-Observation/Follow-Up Questions

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

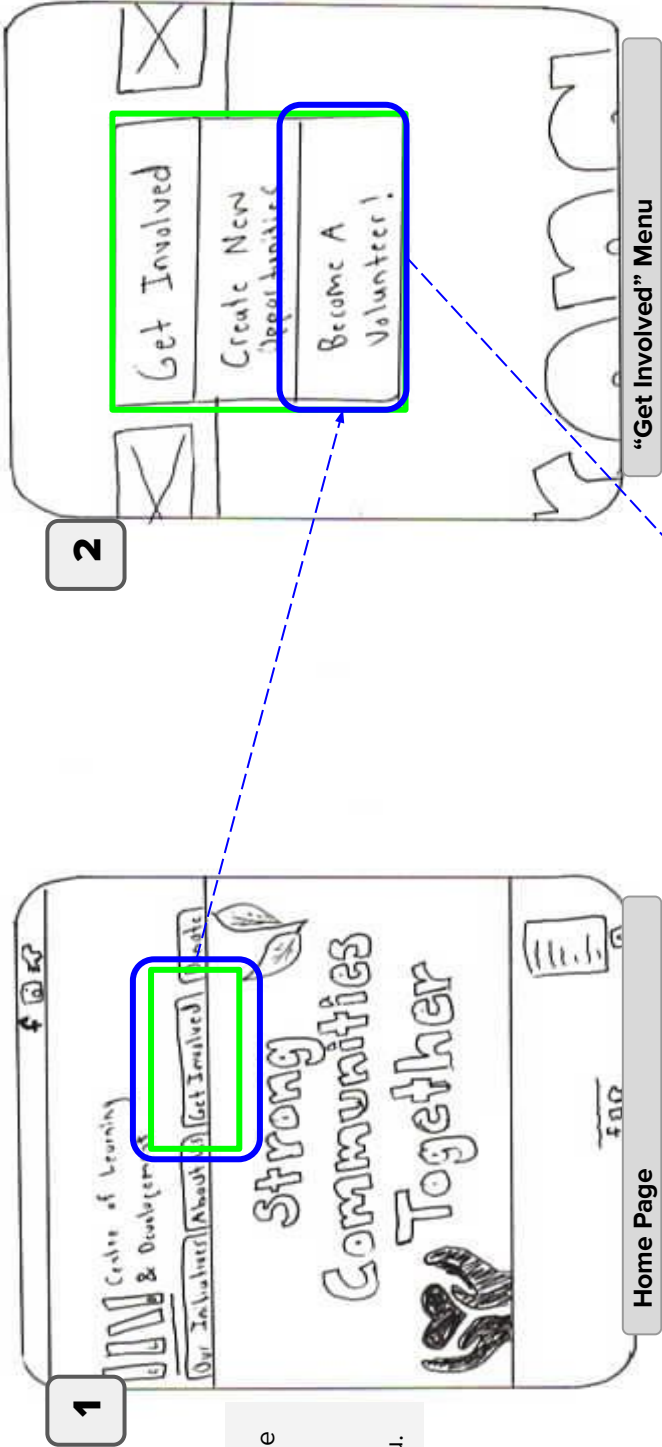
# Scenario 1: Finding a New Program for Immigrants



# Scenario 2: Finding Information About Donation Usage

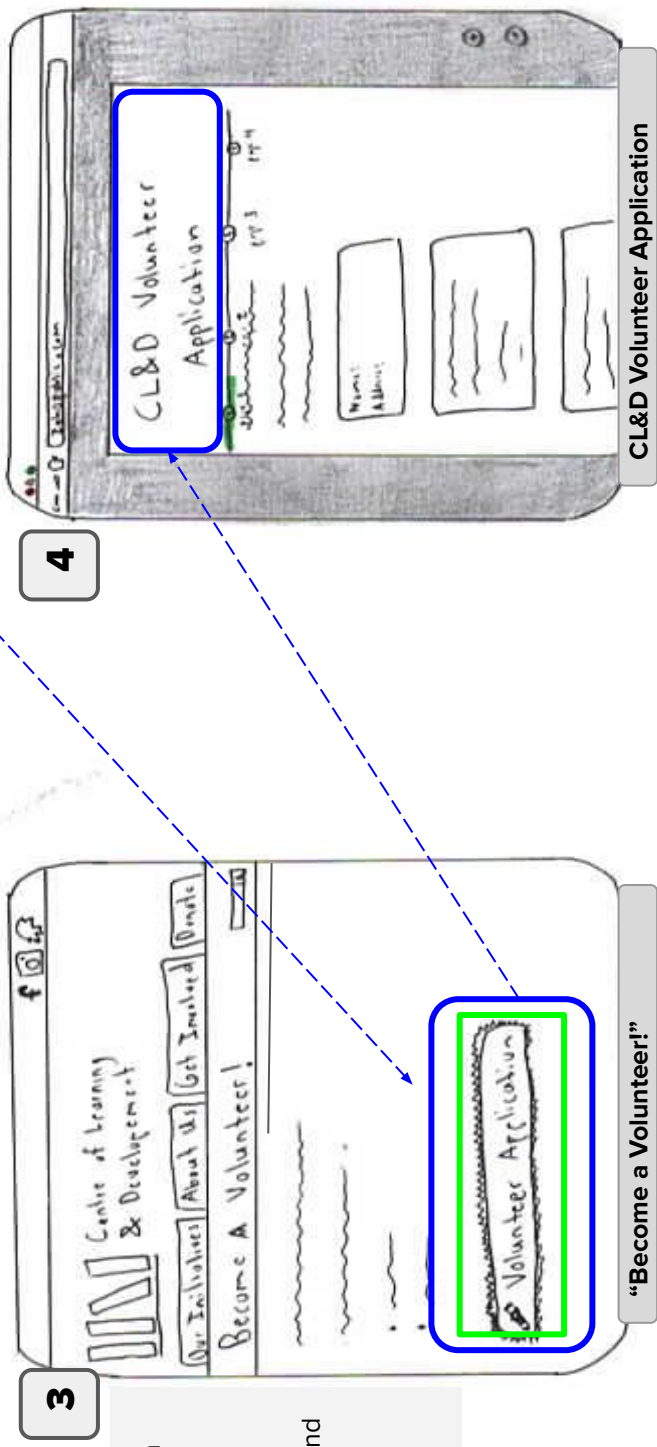


## Scenario 3: Volunteering at CL&D



Hovering over the category "Get Involved" will open a drop-down menu.

The "Get Involved" category will produce a drop-down menu that displays two options: "Create New Opportunities" and "Become a Volunteer!". Clicking the second option brings the user to the volunteer information page.



The user will then be redirected to an external website hosting the "CL&D Volunteer Application" form.