Building a Better Website: African-American Studies Website Redesign Initiative

Prepared for
Ruth Wilson, Ph.D., Chair

AFAM Studies Department
College of Social Sciences,
One Washington Square,
San José, CA 95192-0108

May 26, 2011

Prepared by
AFAM Web Development Team
One Washington Square
MH 208
San José, CA 95192-0249
408-924-5060
AFAM Web Development Team  
One Washington Square  
MH 208  
San José, CA 95192-0249

May 24, 2011

Dr. Ruth Wilson, Chair African American Studies Department  
San José State University  
College of Social Sciences  
One Washington Square  
San José, CA 95192-0108

Dear Dr. Wilson:

Thank you for providing the AFAM web development team the opportunity to develop for the department a functional, straightforward, easy-to-navigate website. With constant communication between the department and ourselves, we feel we have provided great results to meet the needs of major events planned for the future, and provided an accessible, update-able way to keep content in check.

The regularly schedule meetings, usage of internet communication technologies, and guidance through multiple diagrams to plan thoughts kept most roadblocks in check. At this point in time, we feel the website can easily be handed to another administrator as soon as the campus web space becomes available.

The entire development process, from its original concept to the various experiences encountered with associated administrative parties has provided great insight into the web development process. We look forward to your feedback in the finalized project. Please feel free to call us at 408-924-5060 if you have any further questions.

Sincerely,

AFAM Web Development Team
Abstract

The African-American Studies Department of San José State University asked for an improved website design which would better convey the benefits and purpose in enrolling under the major. It was also asked that the website become a reliable resource for undergraduates in their studies by providing an efficient navigation layout to various courses and professor contact information. By maintaining constant communication with the client, improvements were made in the overall look of the website, the navigation of pages compared to the original layout, and the quality of content present. Both prospective and currently enrolled students, as well as community partners are able to benefit from the reorganization and maintain awareness of upcoming events and associated educational media. (Word Count: 117)
# Table of Contents

Project Contact Information .................................................................................. 6  
Our Understanding ................................................................................................. 7  
  Business Context .................................................................................................. 7  
  Key Objectives ..................................................................................................... 7  
Company Information ............................................................................................. 9  
  History ................................................................................................................ 9  
  Product and Service Offering ............................................................................. 9  
Methodology ........................................................................................................... 11  
  Discovery ........................................................................................................... 11  
  Definition ........................................................................................................... 13  
  Design ............................................................................................................... 15  
  Development ...................................................................................................... 16  
  Deployment ........................................................................................................ 19  
Appendix A: Annotated Bibliography ................................................................. 20  
Appendix B: Works Cited ....................................................................................... 23  
Appendix C: Gantt Chart ....................................................................................... 24  
Appendix D: Progress Reports ........................................................................... 25
Project Contact Information

AFAMStudies100W Group
One Washington Square
MH 208
San José, CA 95192-0249
afamspr2011cs100w@googlegroups.com
408-924-5060

African American Studies Department
Dr. Ruth Wilson
Department Chair and Associate Professor

AFAM Studies Department
College of Social Sciences,
One Washington Square,
San José, CA 95192-0108
Phone (408) 924-5871
FAX (408) 924-5872

Kelvin Chan
Web Scripting Lead, Phase 1: Discovery

Philip Chan
Communications Lead, Phase 2: Definition

Josh Lipps
Web Administration Lead, Phase 3: Design

Oliver Seet
Graphics Associate, Phase 4: Development

Victor Frandsen
Content Manager, Phase 5: Deployment

San José State University
Computer Science Department
208 MacQuarrie Hall,
College of Science,
San José State University,
San José, CA 95192-0249.
(408) 924-5060
FAX (408) 924-5062
Our Understanding

Business Context

The African American Studies Department campus website is in a half functional state, without updated information, and minimal usability as a student resource. Given the options to keep the current website and edit, or ask for possible external development, the African American Studies Department wished for a greater direction towards both user accessibility and possibility the site itself becoming a central go-to for research resources. We agreed with these assertions and proceeded with development utilizing constant contact to convey the image of the final product. These goals should be realized as soon as the student usage and general provision of information about the department is clearly seen for new students.

Key Objectives

10 Key Objectives for the Website During Its Development Process:
1. Make the site user friendly such that all information is easily accessible.
2. Improve the background structure of the website and its page hierarchy.
3. Convey aspects of African American Culture in the final graphic developments.
4. Make the architecture of the website straightforward and easy to update.
5. Update information about associated faculty such that students are better informed.
6. Create testimonial and results site from the African American Studies Major in a way that is appealing to enter the major.
7. Realize the website as a core starting point in the research of AFAM Studies with academic resources.
8. Improve navigation aspects such that associated searches for the major are favorable and compatible with various browsers.
9. Explore the development aspect of the project in communications and maintenance of content for the website.
10. Overall make the site that which represents the San José State University African American Studies Department better represented with the remodeling.
Our SCOPE

We hope to deliver upon this request by providing a communication resource, constant contact with the client and regular communication with the associated parties. Organizing AFAM events, or actively incorporating events and course material to the website is not our objective, but to simply create the platform to convey these aspects. As those who are not in the African American Studies major, we are not qualified to speak or organize on the department’s behalf. Figure 1, below, demonstrates our planned tasks for the project.

Figure 1. The planned tasks for the scope of African American Studies website project

Source: AFAM Group
Company (Department) Information

History
African-American Studies is an indispensable part of the mission of San José State University and the College of Social Science. Their mission includes providing students from throughout the University with specialized knowledge about the historical and contemporary African-American community. African-American Studies is building an interdisciplinary policy focus that includes technology that reflects our location in the heart of Silicon Valley. The curriculum also seeks to prepare students to assume leadership roles in a wide range of career fields as well as for success in graduate degree programs.

Product (Degree) and Service Offerings
The African American Studies department has a wide range offerings that help prepare students to assume leadership roles in a wide range of career fields. These offerings include:

- Courses
  - Bachelor of Arts in African American Studies
    The unified curriculum offered covers subject matters including education, sociology, economics, social anthropology, public health, literature, art, psychology, and history all of which focus on African-American community development.
  - Minor in African American Studies
    This interdepartmental minor consists of 18 semester units with courses that emphasize the humanities and the social sciences and enables students, while pursuing degrees in specific disciplines, to interface more efficiently with African Americans and other persons of African racial and ethnic heritage.
  - General Education
    Offering courses that satisfy parts of the Social Science General Education requirements, students pursuing outside disciplines are allowed to take these courses to satisfy their graduation requirements while learning about African American experiences in the community.

- Community
  - Faculty Publications and Presentations
    Several articles and other publications have been written by the department chair covering a range of subjects including health issues in the African American Community.
**Functionally complete**

In addition to the African American Studies Department product base, service offerings consist of:

1. **Community Events**
   Members of the department are involved in community events such as youth panels and discussions which promote learning about the African American culture and experience.

2. **Research**
   Research on topics affecting various aspects the African American community is performed by faculty.
Methodology

The African American Studies Web Site Design Initiative utilizes a five-step methodology to create timely, effective, and efficient solutions. The methodology establishes a solid foundation for a common understanding of the project approach and enables the disciplined delivery of the solution in structured, manageable phases. While the overall methodology remains the same, processes and deliverables are customized within the methodology to meet each project or client’s individual objectives. The five steps of the methodology are known as DISCOVERY, DEFINITION, DESIGN, DEVELOPMENT, and DEPLOYMENT.

Discovery

Discovery is the process of identifying areas of opportunity based upon certain criteria. Often, in smaller engagements, Discovery and Definition result in a response such as this to a request for a proposal. In larger engagements, Discovery may be a single, distinct phase which in turn leads to the definition of multiple projects. Figure 2 below identifies the key steps that must be completed in order to move on to the successive phases.

1. Key Activities
   1.1. Interview Dr. Wilson to identify key objectives
   1.2. Document, prioritize, and group key objectives
   1.3. Research existing sources to gain business and market context
   1.4. Identify project leads and contacts

2. Key Deliverables
   2.1. African American Studies Department understanding of client business and market conditions
   2.2. African American Studies Department / client analysis of key objectives, general approach, and expected outcomes
   2.3. Contact information for project leads and technology department

Figure 2. Discovery of process identifying key activities and key deliverables for Phase One of the African American Studies Web Site Design Initiative

Source: Chan, K.
For the Discovery phase, our team’s goal is to acquire the necessary information about the client’s needs and wants in order to identify the best approach to take in subsequent phases. In order to do this, our team met with the head of the African American Studies department, Dr. Wilson, reviewed the existing department site, researched the department background and researched similar sites.
Definition

The definition phase is intended to organize and prioritize objectives as well as establish scope for the project. Figure 4 below demonstrates the key activities and deliverables in the definition phase.

3. Key Activities
   3.1. Understand and organize website page navigation hierarchy
   3.2. Fully understand features and functionally requested by client and realize level of content management required
   3.3. Realize limitations of current website and amend level of access necessary for final product
   3.4. Organize and create possible future graphics for usage in development

4. Key Deliverables
   4.1. Final organization chart in regards to website navigation
   4.2. Written, solid plans for the final layouts of the website
   4.3. Consolidation of information regarded as not outdated to be saved and re-added

Figure 4. Definition phase organizing and prioritizing objectives for establishing our project’s scope

Source: Chan, P.

Figure 4 above displays all the activities and deliverables during this phase, realized by the team, before further development. By consolidating the group’s original concepts and aligning them with the client’s requests, a more straightforward development angle is realized which has reduced risk of future miscommunications, which otherwise would cause failure to deliver on dates requested. Further planning in a worst-case scenario for circumstances not directly under our control is essential, as design flexibility will also allow for timely deployment.
By utilizing a SCRUM meeting strategy, team members are updated weekly about the status of the multi-faceted requests necessary for the website to come to fruition. As each individual request is created, the individual team members aim for a set date where all materials are prepared during a certain sprint, and are able to iteratively add possible modifications or direction that would benefit the product at the very end, without losing workflow momentum. As all members of the group meet at the sprint checkpoint, more streamlined development can ensue, as every member continues on the same page.
Design

During the Design phase, our team will work with Dr. Wilson and the AFAM Department to develop the technical requirements for the site and layout of the frontpage and site tree. Our Team will translate the briefs and functional requirements from the Definition phase into frontpage layout and site tree. Figure 5, below, demonstrates the items that will be used to guide the Development phase, ensuring consistency among all team members.

5. Key Activities

5.1. Find layout requirements for site
5.2. Request permissions to update existing site
5.3. Create sample frontpage design layout for review
5.4. Work with Dr. Wilson to discover critical sub pages

6. Key Deliverables

6.1. Permissions document turned in
6.2. Proposed Frontpage design/layout
6.3. Site tree

Figure 6. Design phase determining and demonstrating technical requirements for AFAM’s proposed website
Source: Lipps, J.

Figure 7. Design task flow chart for creation of new homepage
Source: Lipps, J.
Figure 7, page 15, demonstrates the initial frontpage design layout. During this phase we focused on finishing the above tasks. We created a site tree, finalized the front page design and get it approved. The above diagram details this work-flow.

![Diagram of initial frontpage design layout]

**Figure 8. African American Studies web site mock layout demonstrating new positioning of web items**

*Source: Lipps, J.*

Figure 8 above represents the proposed page layout. We based our design on feedback from Dr. Wilson, with additional research based on the look and feel of other similar sites.

The end of the Design phase represents a critical stage in the AFAM web team cycle. Sign-off by the AFAM department, Dr. Wilson, is required for all key deliverables stipulated in order for our Web team to progress to the Development phase.


**Development**

We are going to try to translate the site definitions into a viable website. We will continue to try to obtain the correct permissions so we can develop the website. During this phase I plan to have the site skeleton that we devised become fleshed out with character. We will have a working version of the website for evaluation by the end of this month. In the event that we are unable to get the permissions to put properly up the website, we will host it elsewhere for testing and demonstration purposes. Figure 8 below covers key activities and deliverables for the development phase.

<table>
<thead>
<tr>
<th>7. Key Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1. Website permissions/hosting</td>
</tr>
<tr>
<td>7.2. Content Management</td>
</tr>
<tr>
<td>7.3. Productive feedback loop with client</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Key Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1. Demonstratable version of the website</td>
</tr>
</tbody>
</table>

**Figure 9. Phases leading to the completion of the development cycle and completion of the AFAM website project for deployment**

Source: Seet, O.

Our project hinges critically on our ability to acquire the proper rights to develop on San José State University’s server (point 7.1 in figure 9). In the event that we discover that we are unable to use SJSU’s server, we will host the site elsewhere. However, it is critical to find out the amount of functionality that we have on SJSU’s server so that when we develop the website we understand our restrictions and will be able to successfully transition to the school server when we are ready for the site to launch. It is our plan to generate a unifying theme to give the AFAM website a unique and consolidated feel, which will give the site distinction. As always, we will communicate with our client, Dr. Wilson, to make sure that we will follow the client’s wishes.
Figure 10. Abbreviated Gantt chart for the Development phase
Source: Seet, O.

Figure 10 above shows the distribution of responsibilities over the course of the development phase.
Deployment

During the deployment phase our team must fine tune the site according to feedback from the AFAM department. Provided the site is approved by the AFAM department and appropriate access is granted by SJSU’s Web Services team, our team must upload the new web site. After approval from SJSU’s web services team, the site can then be launched. The launch must be observed carefully to ensure a smooth transition. Lastly, our team must train the AFAM department staff to update and maintain their site. Figure 10, below, demonstrates key activities and deliverables for the development phase.

9. Key Activities

9.1. Receive final suggestions and observations from African-American Studies department for fine-tuning

9.2. Final San José State web services approval of site architecture sought

9.3. AFAM site is made live after both approval processes are completed

9.4. Form for feedback from user-side perspective allows for further efficiency changes

10. Key Deliverables

10.1. AFAM’s new, fully functioning web site launched

10.2. Successful site content maintenance training

Figure 11. Deployment phase completion objectives and goals for launching website and maintenance training.

Source: Frandsen, V.

Figure 11, above, outlines objectives and goals are shown above and can be used to easily define a list of tasks for this phase. Our plan can be found on page 20, figure 12.
Figure 12. Deployment task flow chart for creating a smooth transition between site launch and maintenance

Source: Frandsen, V.

Figure 12 shows the key objectives during the deployment phase. During this phase we seek to deliver a complete site that is supportable.
Figure 13. Front of proposed final site design demonstrating layout and new graphics

Source: Frandsen, V.

Above, figure 13, is the AFAM final front page as it will look and be displayed when it is uploaded to SJSU’s mainframe.
Appendix A: Annotated Bibliography


This study aims to discover "whether Black and White audiences respond to race-specific messages from Internet web sites as they do with traditional media sources," (p. 583). The Hypothesis is that Black Internet viewers will respond positively to race targeted web content while White viewers will not be affected either way by race targeted media. The study was conducted by testing the browsing habits of 200 students (half Black and half White). Subjects were shown a series of race targeted sites i.e., sites targeted at Blacks and sites targeted at Whites. While they looked over the sites they were tracked and timed. The results show that as expected Black Internet consumers are positively effected by Black targeted content while White audiences are largely unaffected by race targeted media. The purpose of this study is to discover whether Black and White audiences will respond differently to web sites that target Black audiences in particular as opposed to web sites that target White audiences. Most previous studies in the area of racial targeting in media focuses on more traditional types of media rather than the newer types, such as the Internet. It theorized that people will "assess their level of similarity with a source and make similarity judgments," (p. 539); this study aims to discover whether this also applies to an audience’s interaction with web sites. For this study a Professional Web designer created 2 versions of a site one targeted at White audiences and one targeted at Black audiences. Each site had 5 categories of story with 4 stories each. The same story content was used for both sites. There was a great deal of effort put into finding stories that were both interesting and unknown to the test subjects. The layout of both sites was also largely identical the primary difference between the 2 sites came down primarily to the pictures and banner adds accompanying each story. Two-hundred subjects, half White and half Black, were then shown one of the 2 sites and tracked while doing so. The goal here was to see if each subject spent more or less time on each story based on the targeted audience. There was also a questionnaire at the end where subjects where asked how they liked the site. The findings of the study were that "Blacks are more attentive to Black targeted sites while Whites are equally attentive to both Black and White targeted sites." (p. 548) The reasons for this seem to be related to Identification theory. "People automatically assess their level of similarity with a source during interaction and make similarity judgments" (p. 548). Blacks are more likely to take race based cues during the identification process while Whites are more likely to ignore such factors in favor of other cues like occupational status or social status. Black subject where way more likely to be attracted to Black-targeted Internet
media and conversely disinterested in White based media. Although Black subjects did spend more time viewing Black-targeted site they did not rate them higher in the end questionnaire. Study researchers postulate that this is most likely due to the fact that though the site was targeted the stories were not. They also note that in the pictures just having Black subjects seemed equally effective as having Black subjects with rich Black cultural cues. The larger implications of the study seem to be that site’s can attract a larger audience just by including Black pictures along with their content with little negative impact on their existing customers. Our group is working on redesigning the African American Studies department’s web site at San José State University. Our goals are to attract more potential students to the degree, while also improving the site for current students and faculty by revamping the web presence of the AFAM Studies site. This study has very direct implications, as AFAM studies are a racially targeted site. Based on the subjects in the case study a very important element of the site will be the content of pictures. Including pictures of Black students along with pictures of other SJSU students can greatly increase the sites appeal to perspective African-American students while having no impact on students from other cultures. The site in its current form has little to no picture elements; making sure that pictures are included can increase viewing time.


It is necessary for web designers consider the websites users often during the design; however, the most prevalent viewpoint is that of the client, especially with proficient designers. Designers were observed during the beginning stages of designing a web site in order to find the relation between types of constraints and number of usability violations in the resulting mock- up. It was found that these constraints did, in fact, influence the number of violations. This study focuses on the analyzing the design process and the effect that design constraints have on the early stages of the design of a website. Constraints are descriptions or characteristics of the final product. Designers must consider the viewpoints of both the client and the user, and these viewpoints often are not synchronized, however, and the viewpoint of the user is often unspoken. A designer’s level of proficiency is thought to have an effect on how much one viewpoint is considered over the other. The authors also believe that constraints from both viewpoints are needed in order to create an ideal website with a balance of usability and usefulness. Proficient designers have a tendency to consider mostly the client viewpoint, as new designers tend to consider their own viewpoint as users more. In this study designers were instructed to create mock-ups of a web page either under client or user oriented constraints, or no constraints whatsoever. Designers were encouraged to think aloud so that it could be calculated how often a designer was considering a certain viewpoint. The authors thought that introducing a constraint of a viewpoint
opposite to the bias of the designer would result in higher rate of viewpoint switching and that the amount of viewpoint switching negatively influences the perceived usability of the mock-up. For this study the authors were observing 21 web designers. Ten experienced designers and eleven novice designers. The designers were created web site mock-ups using WYSIWYG tools and were instructed to think aloud so that the rate of viewpoint changes could be calculated. The designers were also instructed to construct a mock up for a web page for a car dealer. The designers were then randomly assigned to a condition: four novice and three experienced designers were assigned the client oriented constraints. Three novice and four experienced designers were assigned the user oriented constraints. Three novices and four experienced were assigned no constraints. Designers' verbal protocols were monitored and analyzed and rated for viewpoint and then a viewpoint switch was tallied each time the designer switched focus from one viewpoint to the other. The frequency of viewpoint switching was calculated in relation to total number of constraints. The numbers showed a large connection between each constraint condition and viewpoint switching, but found that proficiency level was not a significant factor overall. Proficiency level did show, however, to have an effect on viewpoint switching. Usability was calculated as the inverse of the number of usability violations contained in the mock up. Researchers found that mock-ups created under the client constraint condition produced significantly more usability violations than others. The results of usability followed the same pattern as viewpoint switching. As hypothesized, proficient designers under the client oriented constraint condition made more decisions in favor of the client, thus neglecting the user. On the other hand novices did not consider the client viewpoint as often. The findings suggest that it is helpful to disconnect experienced designers from the client’s viewpoint during the early website design stage to increase focus on the users needs. “Website usability quality partly depends on the frequency of switches between client-oriented and user-oriented constraints that designers displayed during the early stages of the design process.” (p. 135) The study also clearly indicates the importance of considering the user’s viewpoint during early stages of design, even to the point of temporarily ignoring client constraints. This is important to consider while developing our project, as it is primarily web design. The findings of the study suggest to our project that during the planning phase of our website it would be beneficial to give the user readability requirements for a web page equal weight with employer constraints.
Appendix B: Works Cited


## Appendix C: Gantt Chart

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>W</th>
<th>Duration (Weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase I: Discovery (Kelvin Chan)</td>
<td>4</td>
<td>d</td>
</tr>
<tr>
<td>Phase II: Permissions (Josh)</td>
<td>4</td>
<td>d</td>
</tr>
<tr>
<td>Phase III: Frontend (Oliver Seid)</td>
<td>4</td>
<td>c</td>
</tr>
<tr>
<td>Phase IV: Content (Oliver)</td>
<td>4</td>
<td>c</td>
</tr>
<tr>
<td>Phase V: Deployment (Victor F)</td>
<td>4</td>
<td>n</td>
</tr>
</tbody>
</table>

### Notes:
- d: normal
- c: critical
- n: note

- Vital: The letter in the note column indicates the type of action needed (e.g., d for normal, c for critical).
- Action: Notes on the chart indicate actions taken against items.
Appendix D: Progress Reports

Phase I: Discovery (PM: Kelvin Chan)
To: Dr. Ruth Wilson, Department Chair
From: AFAM Web Development Team
Date: Sprint 1 of 5
Subject: Phase I: Discovery

After meeting with Dr. Wilson, the head of the African American Studies department, the AFAM group identified the current offerings of the African American Studies department as well as the desired functionality for the revised product. Further information about the African American Studies department has also been researched in order to learn about various aspects of the department such as its mission. The Phase I document has been completed with Josh writing the department history, Kelvin and Victor writing the product offerings, and Phil and Oliver writing the functionally complete.

Phase II: Definition (PM: Philip Chan)
To: Dr. Ruth Wilson, Department Chair
From: AFAM Web Development Team
Date: Sprint 2 of 5
Subject: Phase II: Definition

Upon receiving the information necessary for the development of the website, the group proceeded to send requests to campus web administration in preparation for testing the product in progress. A mock-up of the website was created on paper and through Google Document charts that were subsequently showed to Dr. Wilson, of which the group was able to obtain valuable feedback in the future website architecture. In this process meetings with Dr. Wilson continued as the group as continued to collect relevant information and strain data for the website. The Phase II stages were as follows: Josh as an acting liaison for the site permissions request, Philip for the engineering of the website layout, Kelvin investing time with Dr. Wilson in meetings for the requests and researching web hosting technologies, and finally Oliver and Victor continuing with content management and conceptualizing future graphics.
**Phase III: Design (PM: Josh Lipps)**

To: Dr. Ruth Wilson, Department Chair  
From: AFAM Web Development Team  
Date: Sprint 3 of 5  
Subject: Phase III: Design

During Phase three the group focused on creating a site design for approval. Based on feedback from Dr. Wilson we finalized the frontpage website design Josh and Phil worked together on this. Kelvin and Oliver worked together to create Site Architecture using a proposed site tree. Oliver developed graphics for the site. Kelvin and Philip worked together to finalized site design with Dr. Wilson. Victor meanwhile worked on Site Content. During this phase we got WebCMS site access and realized that some of original plans would not work due to school hosting restrictions. We requested a second type of new access after this. We modified our designs accordingly.

**Phase IV: Development (PM: Oliver Seet)**

To: Dr. Ruth Wilson, Department Chair  
From: AFAM Web Development Team  
Date: Sprint 4 of 5  
Subject: Phase IV: Development

Josh did a great job, though I should have gotten him started on hosting the website earlier, as I believe that I waited too long to start to implement our backup plan. I was too optimistic about gaining the proper access from the school. Phil and Kelvin were working on the content management, however I we only have a limited amount of information to work with. But that is ok, because it is the layout that really counts as content and be easily added later. Also they were our liaison with Dr. Wilson. They made sure that she was happy with the changes that we proposed and made. I wasn’t sure what to have Victor to do, but he volunteered to create the feedback form and to manage the survey, he did a good job of that. I made some graphics to help define the feel of the website. I had created several ideas for the logo, I eventually asked for suggestions to narrow down the selection. I think I could have done a better job by starting or our backup plan as soon as the month started.
Phase V: Deployment (PM: Victor Frandsen)

To: Dr. Ruth Wilson, Department Chair
From: AFAM Web Development Team
Date: Sprint 5 of 5
Subject: Phase V: Deployment

During the poster expo, we asked our audiences to take a survey. The results of the survey were unanimously positive, albeit the sample size was small. It will be useful to gather more feedback from the site's contact page after the site has launched to reach a wider sample size. Currently we are still waiting for access permissions to be granted by SJSU Web Services for the website to be uploaded and launched on the school's servers. At that time we will train the AFAM faculty and staff on how to operate and update the site for future events, pictures, testimonials and more. After the site launches we plan to monitor the site for successful transition.