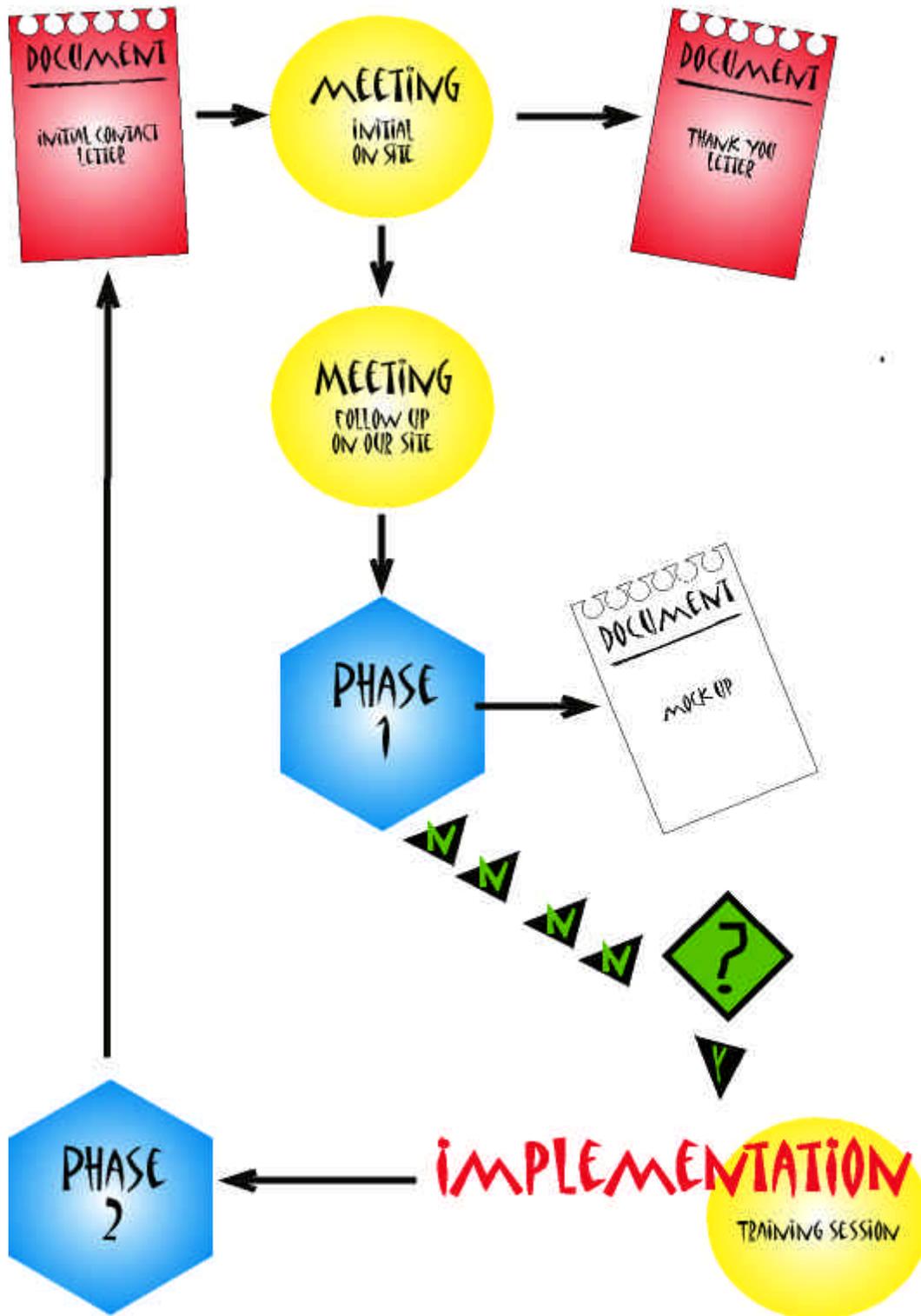
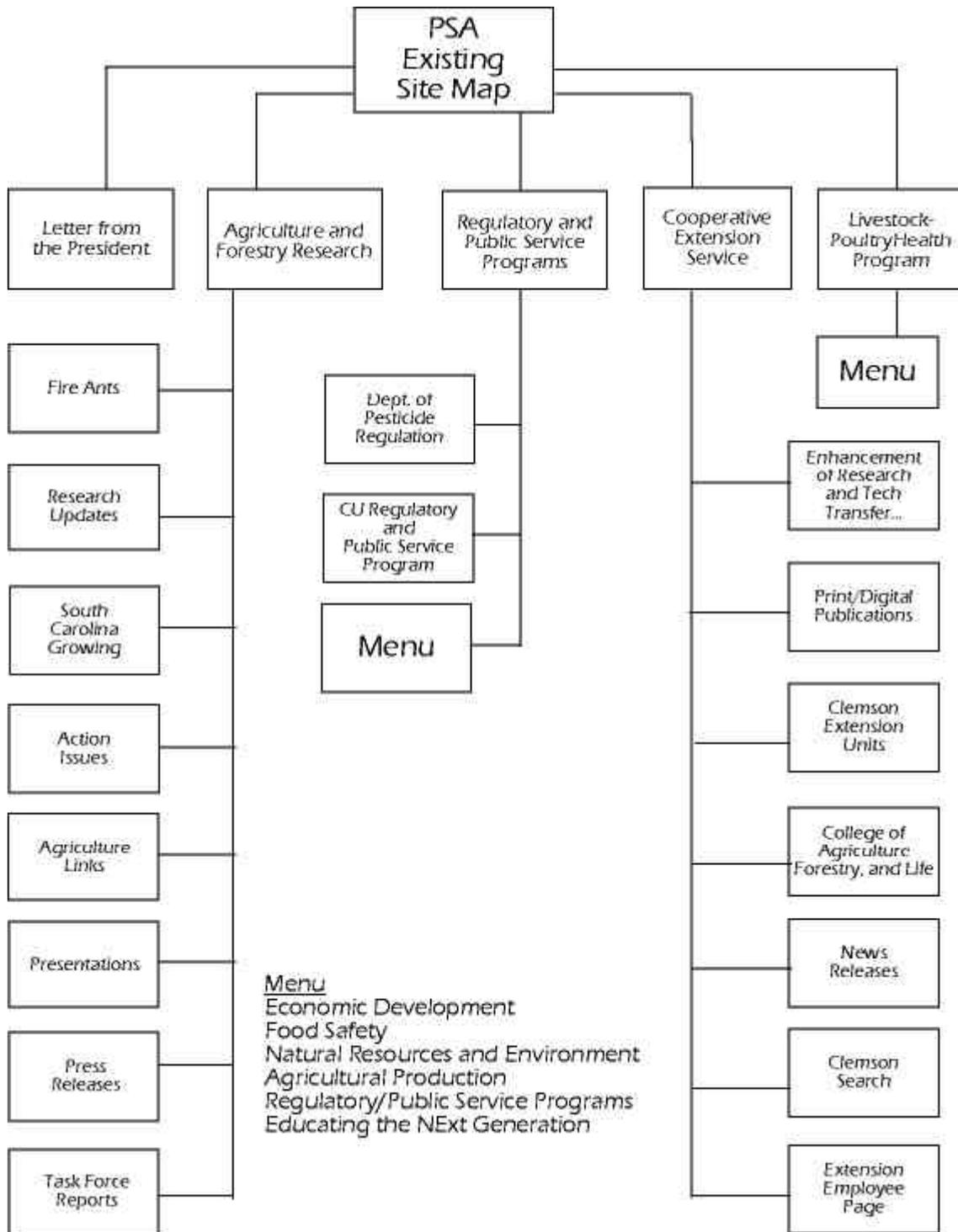


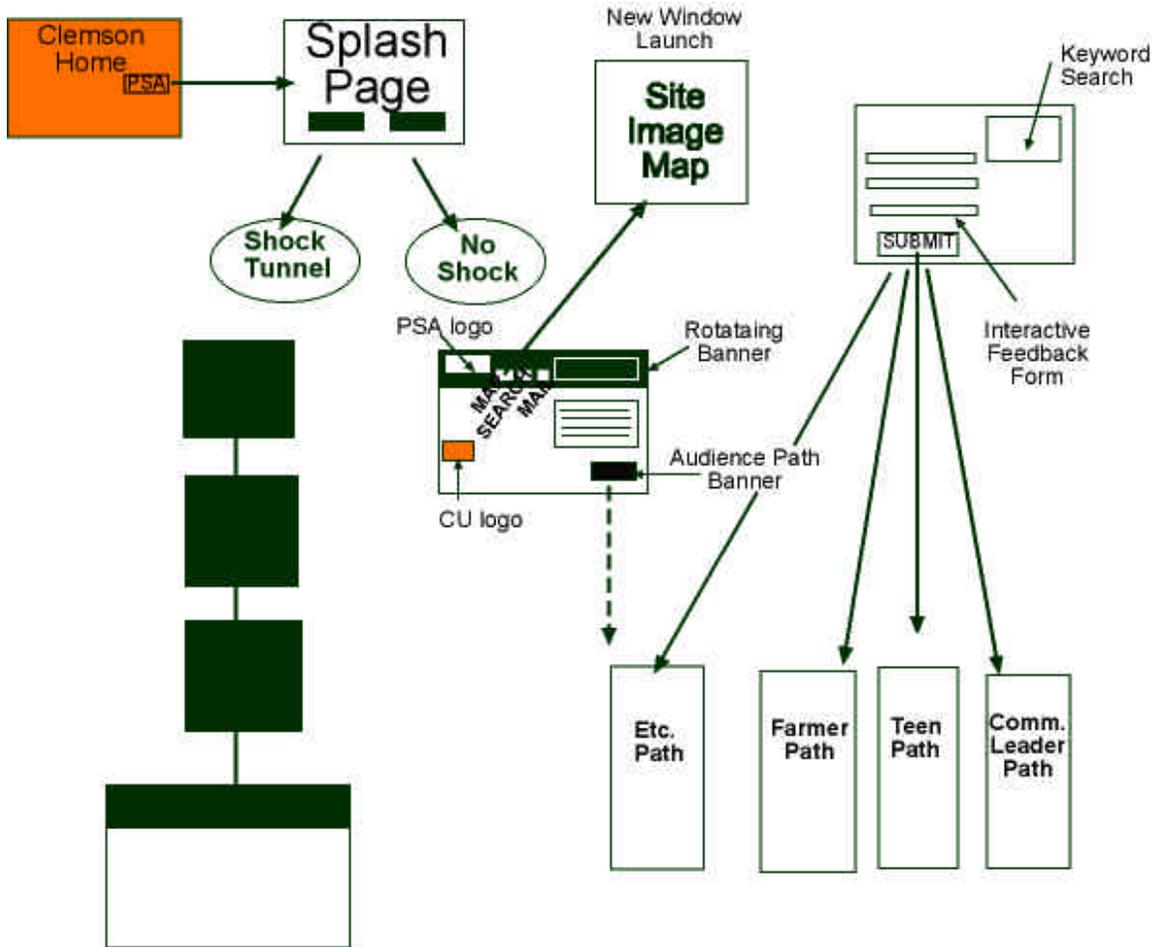
Contents

- I. Flowchart**
- II. Map of Existing Site**
- III. Our Revised Site Map**
- IV. Web Design Specifications and Style Sheet**
- V. Audience Analyses**
 - A. Community Leaders
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 - C. Social Community
 - D. Kids
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 - F. Educators
 - G. Students
 - H. Development
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- VII. The Consulting Process**





New Site Map



Design Specifications and Style Sheet

Unity in Multiplicity

The purpose of the PSA site is to serve a diverse and multi-layered community in the best possible ways. While the contents and voices of the PSA web presence are manifold, it has to project a strong, unified image. We propose to achieve unity by enforcing design specifications that regulate the overall appearance of sites while allowing creative, individual design solutions to appear.

Design Specifications

We will pay close attention to the “Front End Funnel”, which is like a welcoming “Hello”. We will use bold visual images and an especially dynamic grabber on the front end, to seize the browser by the forearm and say, “It is most urgent that you should come here right now! You have never seen a program quite like this.” We will develop two entryways opening from the **Splash Page**: one, a **Shock** tunnel; another, a **No Shock Page**. The splash page will instruct users to download the required plugins or players.

Splash page **color palette** (also logo palette):

	Russet	Green	Cream	Gold
R	153	0	251	140
G	0	40	251	113
B	0	1	230	6

The **Top Banner Frame** will include the PSA logo (W: 162 x H: 90 pixels), “map”, “search”, “mail” buttons, and a top rotating banner (W: 250 X H: 70 pixels).

We will create a comprehensive graphical **Site Map** that launches in a small new window. This map will be launchable at any time from the Top Banner Frame, which means that it gets a piece of the prime real estate. In addition, It will be launchable from the footer of *every page* in the PSA Site.

A **Search Engine** will link from the **Top Banner Frame** as well as linking from the footer of *every page* in the PSA Site. The coding on our search engine is compatible with the Clemson University Search Engine.

The **Top Banner Frame** will contain a full-blown (77x250) banner rotation for the entire PSA site (and will thus take up the most real estate on the Frame). Situated on the opening screen for *every page* on the PSA Site will be a smaller (50x125) banner rotation for all items on that particular user path.

We will create a subsection of the **Search Engine Page** with an interactive form designed to gather information from the audience. Upon completion of the form, users will be led to the **Multiple User Path** that best fits their interests and needs. In order to gather user information without the use of intrusive cookies, the interactive form will be used to determine whether the user is a first time or a repeat visitor to site. Via a link to another page, users may complete a feedback survey on particular sites.

We will find ways to incorporate **bulletin boards**, **chat rooms**, AOL Instant Messenger and Chat, and ICQ into the interface.

The **Footer** line should appear on *each* page, using text, not using graphics. The footer lines should always be quick loading links outlining the major structure of the site. Standard copyright and educational use notification should appear on each page, immediately before the footer, at the end. This endnote should include a credit line for all site developers and designers, as well as a PSA a mail link and phone number.

We will develop a **Signature Color Palette** for each **Multiple User Path**. We will keep the color palette fairly consistent to give the site a signature “look and feel.”

Build a certain amount of redundancy into the content in order to accommodate the nonlinear browser, who may have hopped into the middle of the site without seeing the map or audience paths. Contextual information is always helpful.

Title html documents with an eye for how the title will appear on someone’s bookmark list and under the “Go” button. This is so often overlooked, even at
big

corporate sites! A bookmark should be thought of as a free advertisement, one step below a document link. Our goals are:

1. to be on the hottest of hot lists,
2. to be mentioned and linked to on other people’s sites, and
3. to be placed prominently on a bookmark list. We *never* want a user to jump off of our site and forget about us.

Include a keyword <Meta> line for search engines and code browsers.

Index.html is the only file name which should be found outside the /web directory. Place html and .map files inside the directory. Images should be stored in /web/image, sounds in /web/sound, Shockwave in /web/shocked, video in /web/video, Pdf in /web/Pdf, etc. This insures that our files will always remain consistent and that linking will be easy.

Relative links are preferred onsite; absolute links are preferred offsite. Such use of links makes it easy to move the site, which we have had to do once already.

If the Frames version is abandoned, the same goals and marketing effects can be duplicated (with invisible tables, for example) if we follow a consistent protocol: All onsite links appear in the same Netscape window. All offsite links open in a new Netscape window. With this set up, a user can jump off the PSA site while remaining in our clutches, so to speak. (see also, Star Trek First Contact, for example).

Type Specifications

All html-generated type is Arial/Helvetica. Font Size 1 is appropriate for the footers only. When .css style sheets are implemented, no type will be smaller than 10 point. Footer type may be 9 point.

Underlines will not be used. Use of italics will be minimal. For textual emphasis, use either bold, a color, or a link. Do not use the <Pre> tag ever, if possible.

Separate items into screen-sized hunks, preferably *printable units*. Anchored, jumper links can be used interchangeably with links in between pages. The effect is the same. It is more important to keep printable units in one html document file. Alternatively, if pages are chunked shorter, a link to a printable file should be provided. *All* longer pages should have a bulleted list of contents up top.

Bulleted lists should be avoided except when used on a tight set of links designed to preview the linear content of a document packed with information. Bulleted lists were overused in the early days of the web, when sites were vapid and lists were endless.

A textual, rather than graphical, footer line should appear on *each* page. The line should contain each major organizational node of the site. Footer lines should always be quick loading links which out the major structure of the site.

Standard copyright and educational use notifications should appear on each page, immediately before the footer, at the end. This endnote should include contact information about Clemson University.

Graphics Specifications

Use interlaced graphics. There are two classes of graphics:

1. the Cover Grabber on each major node and
2. all other art within the nodes. Cover Grabbers should not be more than 200-150 mg. All other art should be under 100 mg. Limit color palettes or use Debabelizer in order to squeeze sizes down while retaining impact.

Keep the color palette fairly consistent to give the site a signature “look and feel.” Try to match the palette with the color scheme used in the printed marketing materials. Users should feel the difference when they jump off site. Links should be a consistent color throughout the site. Background colors may change to indicate major nodes, but this should be minimal.

Avoid tiny, postage stamp icons at all costs.

All image maps should be client-side, in order to preview the jump. Rollovers are the preferred way to jazz up any site.

Use graphics of display type against matching background in order to control placement on the screen and to get away from the ugly display typefaces of html. Be bold in using headlines this way.

Use invisible tables to control layout. Frames can be used sparingly to serve the marketing purpose of aiding navigation and to keep a user from being seduced off our site. With frames, the user may leave, but he or she always remains at the PSA site.

Audio-Visual Specifications

Maximum size audio file: 500 MB.

For audio, boycott Windows Media Player, as it is not cross-platform. Use Real Player (.wav file format) or QuickTime 4 (.mov file format), or MP3 (.mp3, duh) format.

Our policy for use of background sound is to loop the sound if possible, but to provide a button or option for the user to turn off the sound. Rollover sound should be used only if it is not annoying.

Maximum size video file: 500 MB.

Use no talking heads videos. Use of video clips should be carefully considered, not gratuitous. A video clip should add something that could not be provided any other way. Use QuickTime 4 authoring to maximize streaming capabilities (.mov files) or import the video into Director for Shockwave streaming (.dcr files).

Maximum size .pdf file: 40 MB.pdf specs? (Follow Library Reserve size restrictions). PDF files can either open in a new window or under the PSA Banner Frame, depending upon whether there is a need for full window viewing.

Maximum size Shockwave/Flash file (.dcr, .swf): 200 MB.

Maximum size VRML effect? VRML specs?

Audience Analyses

The main purpose of the PSA site is to serve the community by educating and providing information. Since the needs of the community are diverse, they can be best answered by addressing the individual needs of its members. That is why knowing the different audiences is a key to the success of the PSA web presence.

Katalin Beck
Audience Analysis

Community Leaders

What the audience knows:

- ✓ They are the leaders of the community. They know what their responsibilities are. (They serve as links between their community and higher forums. As such, they need to be well-informed about the needs and potentials of their community. Since they are opinion leaders, motivators, organizers within their communities, they need to be well-informed about the issues their community is interested in. If they want to avoid the role of an info-bank, they need to be able to reference their information sources.)
- ✓ They know that Clemson has to offer. (The questions are: Do they know everything Clemson has to offer? Do they know how to find it out?)
- ✓ They know the value of the World Wide Web. They are computer literate.

What the audience values:

- ✓ Time
- ✓ Information
- ✓ Credibility of sources (to protect they own credibility as well)
- ✓ Chance for self-promotion (to tell their own success-stories)
- ✓ Examples (to hear success-stories)

What the audience needs:

- ✓ They need to find what PSA has to offer, and they need to find it fast.
- ✓ They need an abundance of information.
- ✓ They need to have the information well-organized, preferably tailored to their needs.
- ✓ They need to be engaged, but not to the cost of their time.
- ✓ They need have a chance to have some input.
- ✓ They need accountability.
- ✓ They need to be able to reference their sources to the community members.

Will Worzel

Audience Analysis

Farmers

What the audience knows:

- ✓ Many farmers share many of the same skill sets as their neighboring farmers.
- ✓ Farmers need information to be quickly and easily accessible.
- ✓ Farmers need information that is going to relate to the current situations occurring on the farms, i.e.: fire ants, soda apples, etc...
- ✓ Farmers could use a chat room link up to discuss problems they are having on their individual farms to remedy problems through collaborative efforts.
- ✓ Many farmers are beginning to realize the importance of the World Wide Web and computers in general, but may still need guided support to better understand the evolving technologies.
- ✓ Farmers know about working long hours in the field.
- ✓ Farmers are in tune with the physical and environmental settings they work in on a daily basis and the changes that may occur at any moment.

What the audience values:

- ✓ The audience values hard work and a job well done.
- ✓ The audience values a completed job on tight schedules.
- ✓ The audience values assistance from fellow farmers when a problem arises
- ✓ The audience values clear and concise objectives with a means to an end.
- ✓ The audience values the freedom to complete their jobs without interference from government
- ✓ The audience values the assistance of the government in times of hardship, i.e.: flooding, frosts, drought, etc...
- ✓ The audience values the opinion of the consumer based on the quality of the goods the farmer is supplying.

What the audience needs:

- ✓ This audience needs to utilize the technology that is available to them.
- ✓ This audience needs to take advantage of the resources provided to them by Clemson University.
- ✓ This audience needs to realize the importance of education in their lives and their family's lives.
- ✓ This audience needs a forum for them to discuss the general and specific problems that occur on an everyday basis on the farm.
- ✓ This audience needs a resource that is going to answer specific questions brought up by fellow farmers and to answer those questions.
- ✓ This audience needs to be updated on upcoming community events and special statewide events that may influence their farm's success.

Will Worzel

Audience Analysis

Social Community

What the audience knows:

- ✓ The audience is very well educated and understands the importance and power of knowledge.
- ✓ The audience knows the importance of education in their careers and the future careers of their families.
- ✓ The audience knows the rules and laws of society.
- ✓ The audience knows the ins and outs of many political settings and bureaucratic platforms.
- ✓ The audience knows the importance of forming a bond with the public.
- ✓ The audience knows that technology can better improve their speed in processing tasks and problem solving situations.
- ✓ The audience knows the importance of being in touch with the opinions and needs of the community.

What the audience values:

- ✓ The audience values the presentation and availability of information.
- ✓ The audience values information on the fly and easy accessibility.
- ✓ The audience values a good education.
- ✓ The audience values technology that is going to make their job easier and use their time in amore efficient manner.
- ✓ The audience values the implementation of rules and regulations to assist in the safety and well being of the individual in a community.
- ✓ The audience values the understanding of the community in relation to the limitations of the social community officials.
- ✓ The audience values information which is brief and to the point.
- ✓ The audience values time on the job.
- ✓ The audience values the importance of sticking to a tight timeline.

What the audience needs:

- ✓ The audience needs a forum to discuss upcoming events and occurrences in their job.
- ✓ The audience needs to understand the needs of the community.
- ✓ The audience needs to understand the problems faced by the community.
- ✓ The audience needs to build a positive relationship with the community and serve it to the best of his or her ability.
- ✓ The audience needs to take advantage of the technology presented by Clemson University.

Katalin Beck
Audience Analysis

Kids

What the audience knows:

- ✓ The WWW is fun.
- ✓ The WWW has a wealth of interesting info.
- ✓ There is such a thing as 'Clemson University', and they do things for/with kids.
- ✓ "If something does not glue me to the screen, I should forget about it right away."

What the audience values:

- ✓ Anything that the X and Y (the coolest kids in school) value
- ✓ Fun, excitement, action, color, dynamism, sound
- ✓ Interactivity, company
- ✓ The new and unknown

What the audience needs:

- ✓ Have their senses catered
- ✓ An exciting, dynamic display of content
- ✓ To be talked to and to have a say
- ✓ See other kids, have connection to them

Esther Revis-Wagner
Audience Analysis

Gardeners

What the audience knows:

- ✓ We must not presume that gardeners that gardeners are Web savvy.
- ✓ Their knowledge can be diverse, since hits can be expected from first –time gardeners and the masters of gardening, students doing research or teachers looking for research topics

What the audience values:

- ✓ Concise information
- ✓ Ease of use
- ✓ Good links

What the audience needs:

- ✓ Information on gardening, entomology, pest control, plant identification, plant availability, weather information

Esther Revis-Wagner
Audience Analysis

Educator

What the audience knows:

- ✓ The web can still be new to some
- ✓ Others can be the savviest of web surfers

What the audience values:

- ✓ Interesting information
- ✓ Links to other sites with more detailed information for higher level researches

What the audience needs:

- ✓ Simple navigation for less savvy users
- ✓ Ideas for projects for students
- ✓ Current research information (what, where, by whom)
- ✓ Chat space

Dusti Annan

Audience Analysis

Current College and University Students

What the audience knows:

Of the all of the audiences of this site, students are probably the most web savvy. Though their skills range from novice to expert, most students will not find navigating through the site difficult. In fact, as our site will use some of the latest technologies, students may find our site compelling. Students probably do not know much about Public Service and Agriculture, in general; they probably don't know the various components of P&AS or what these components do. Students in agriculture or PRTM may know a little more about PS&A. Of all the PS&A components, students may be most likely to visit sites for Extension (4-H), Cruisers, Agriculture and Forestry Research, Garrison Arena, and Food Science.

What the audience values:

As novice-expert users, students probably value web sites that reflect an extensive knowledge of the web. They may also value efficient retrieval of information. As the PS&A network is extensive and as students may not understand the relevance of PS&A to their lives, students may value a highly organized structure, with the most appealing or interesting links the most apparent.

What the audience needs:

Since students may not know anything about PS&A, they may only venture onto the site because of a class assignment. Students in fields of agriculture, life sciences, or recreation may visit the site more often than others. These students may appreciate more direct route to whatever information they need rather than a route set up to advertise sections of the PS&A.

Dusti Annan

Audience analysis

Development/News Media

What the audience knows:

Most likely members of this audience group are not especially web savvy. However, they probably have vested interests in PS&A and therefore may understand very well what at least a few of the components of PS&A do.

What the audience values:

These people may provide the financial support for many of the PS&A activities. Therefore, they will want to see positive results of the support they have given PS&A. A well organized, sleek-looking site will be appealing to this group.

What the audience needs:

This group will need information pertaining to community events or to new initiatives.

PSA Consultant/Client Assignments

Spring 2000

Will Worzel

1. Garrison Arena
2. Agriculture/Forestry Research
3. Institute on Family and Neighborhood Life
4. National Center for Rural Justice and Crime Prevention (IFNL)
5. Golden Strip Human Resource Center (IFNL)
6. Teen Pathways and Mother Project (IFNL)
7. Pesticide Handbook
8. (Regulatory)
9. (Alliance 20/20)
10. (4-H-KATE)
11. (Botanical Garden)
12. (Development)
13. (Media Relations)

Kati Beck

1. Strom Thurmond Institute
2. Palmetto Leadership
3. Nutrition Information Resource Center (NIRC)
4. Expanded Food and Nutrition Education Program (EFNP) (Food Pyramid)
5. Eat Well, Live Well Site (LINC)
6. Shockwave Interactive Food Site for kids (in development)
7. PSA Media Relations
8. Extension Research Centers
9. (Extension)
10. (Development)
11. (Cruisers)
12. (Agriculture/Forestry Research)
13. (Geology Museum)

Jenny Goforth

1. John Surak—Food Science
2. Development
3. Cruisers
4. Radio
5. Alliance 20/20
6. (Extension Research Centers)
7. (PSA Publications and Graphics Catalog)
8. (Palmetto Leadership)
9. (Strom Thurmond Institute)
14. (Nutrition Information Resource Center) (NIRC)
15. (Expanded Food and Nutrition Education Program (EFNP) (Food Pyramid))

16. (Eat Well, Live Well Site (LINC))
10. (Shockwave Interactive Food Site for kids (in development))

Jen Petroff

1. PSA Publications and Graphics Catalog
2. Botanical Garden
3. Regulatory Services
4. Extension
5. 4-H-KATE
6. Geology Museum
7. (Pesticide Handbook)
8. (Radio)
9. (Cruisers)
10. (Geology Museum)
11. (John Surak-Food Science)
14. (Institute on Family and Neighborhood Life)
15. (National Center for Rural Justice and Crime Prevention (IFNL))
16. (Golden Strip Human Resource Center (IFNL))
(Teen Pathways and Mother Project (IFNL))

The Consulting Process

Initial Contact Memo

Once a new client has been assigned, the primary consultant will e-mail an initial contact memo using our memo template. Do not send the memo as an attachment. We can demonstrate respect for the client by not forcing him or her to wait for an attachment to load.

Consultants should research the client's current web site and multimedia endeavors. Prior to the first meeting, consultants will know what the site looks like, the audience it seems to target, the amount and type of information presented on the site, navigation tools, and the site's overall structure.

Scheduling the meeting

Once the client has responded to the memo, the consultant schedules an initial contact meeting. The consultant develops ideas for revision and re-design of the site. This process should include surfing the web to research sites with the same purpose. It will be helpful to see how the client's competitors or counterparts are presenting the same type of information. Screen captures and print-outs of similar sites may help to show the client the kinds of improvements that could be made to the site.

The first meeting

If the consultant has been planning for a week and has brought screen captures and other visuals to the meeting, it should be a breeze. That doesn't necessarily mean that nothing can go wrong, but being over prepared is the best way to combat Murphy's Law!

The consultant should praise the look and feel of the site while discussing minor revisions, conceptual matters, navigation possibilities, and information organization. The consultant will get a feel from the client regarding the sorts of changes the client is ready to accept. Because the consultant will have researched many similar sites, the consultant can lead the way in re-conceptualizing the site, urging the client to "maybe try this" on the site. By the end of the meeting, the client should be pretty excited about the revisions the consultant may be making to the site.

The Follow-up Letter

The consultant will e-mail a thank you letter to the client immediately following the meeting or early the next day. The letter should be enthusiastic and optimistic; it should briefly review the plan which was developed during the meeting.

Phase I

The consultant now works on conceptual changes to the current structure and presentation of the site. The consultant and the secondary consultant discuss the results of the initial meeting. The consultants brainstorm about particular design, structure, and function issues pertaining to the site. Everything should be jotted down on paper and transferred to the computer using Photoshop, Dreamweaver, Fireworks, and Freehand. As design proofs are completed, they will be shared with the secondary consultant and with the Director of the Studio. Following revision of the proofs, the consultant e-mails the client to arrange a meeting to discuss the proofs. The consultant may offer to meet the client in the Interactive Resources Studio. If the client cannot meet in the studio to discuss the proofs, the consultant may post the proofs on a web site or email screen captures and images to the client. If the client has appropriate software, the consultant may mail the client the proofs on a disk with the understanding that the disk will be returned to the studio.

Depending upon the client's judgments and agendas, the consultant may move on to Phase Two. If there are issues that the consultant and the client do not agree on, the Director of the Studio will help out. There are a number of issues, such as placement of our rotating banner and the Studio footer, which we require to be part of a PSA site.

If the client gives the consultant the thumbs-up, the consultant begins work immediately. The Director of the Studio will guide the consultant in setting deadlines with the client. The consultant should learn to take criticism well. The client may not have the same educational background as the consultant has. Patience and an open mind are keys to success.

Phase 2

The consultant will collaborate with the secondary consultant and the Director regarding the design issues and navigation features of the re-conceptualized site. The consultant can send the URL to www.websitegarage.com to check for potential problems with functionality.

Once the final proofs are completed, the consultant may e-mail the proofs to the client or post them on web space on CAFLSD so that the client can access the proofs/pages and can view the nearly-finished product on the web.

Phase 2 Response

If the client responds positively to the consultant's work, then the site is ready to be launched. If the response is negative, or if there are minor revisions that need to be made to the proofs based upon the client's suggestions, the

consultant can brainstorm with the secondary consultant and the Director. Once the proofs are approved by the client, the consultant proceeds to Phase 3, setting up a launch date.

Phase Three--Training

Following a successful launch, it is not the consultant's responsibility to update times, dates, etc. on a site. The consultant will train the client or a designee in maintaining and up-dating the site. The consultant must find out what type of experience the staff member has in HTML editing as well as the available software. The consultant may learn to use Netscape Composer, the one editor available on all campus computers.

Intangibles

Professional attire is recommended for the first meeting. Many of the clients are nervous about the consulting process. They will be more comfortable with a consultant who seems confident and professional. The consultant should use lots of eye contact, be ready to take notes, and present positive body language. The consultant should give the impression that the client knows what he or she is talking about and that his or her opinions are important. The consultant should always bring more mockups and visuals than are necessary. The more options present, the better the understanding between client and consultant. The consultant should always have business cards with him or her and should catalog all of the client phone numbers and addresses. The consultant should also be willing to give up some of their time to help a fellow consultant when needed.