

# **UX Research and Recommendations for ASU's Food (In)Security Interfaces**

User Research Summary Report

Prepared for

**University Sustainability Practices  
Sun Devil Dining  
Student Services**

Prepared by

**Team: ASU online part-time students**

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## Summary

In July of 2022, Team ASU Online Part-time Student User Group undertook research and tests to measure the usability and effectiveness of two of Arizona State University's Food (In)Security interfaces, the Educational Outreach and Student Services and Pitchfork Pantry websites. Arizona State University utilizes the Educational Outreach and Student Services website to help current students achieve their personal, academic, and professional goals. In particular, the Educational Outreach and Student Services website collates support services and resources to help students fulfill their basic needs. Pitchfork Pantry, a student-run food pantry that serves all Arizona State University students, uses their website to share information regarding locations and pick up times and enable students to sign up to receive support in the form of food and toiletry items. The users of both websites are primarily members of the ASU student community who are interested in support services. Over the past two weeks, Team ASU Online Part-time Student User Group Students have conducted extensive website analyses of Educational Outreach and Student Services and Pitchfork Pantry websites using semi-structured interviews, usability testing, and surveys. Our evaluations and recommendations are grounded in quantitative and qualitative data sourced through a forking user survey, interviews, observation, and user expectations of the Educational Outreach and Student Services and Pitchfork Pantry websites.

As demonstrated by our usability tests, the main issue with the Educational Outreach and Student Services website is its visibility. Of five users, four failed to successfully locate basic wellbeing assistance programs (the purview of Educational Outreach and Student Services), from the main asu.edu homepage. Despite spending between 16-25 minutes on the task, 80% of our usability testers were able to complete the task; additionally, those users encountered numerous errors (see Appendix E). Notably, two of the five users gave up and stopped attempting the task. By contrast, 100% of usability testers were able to complete the second task (locating and completing a form for Pitchfork Pantry food services). The users all completed the task without any errors and finished within 30 seconds-4 minutes. In short, we find that the Pitchfork Panty website is easy to access while the functionality of locating basic wellbeing assistance through the university is in need of improvement. We utilized semi-structured interviews and usability testing to better understand our user group's awareness of campus resources that address food insecurity, ease of access to campus resources and programs, and efficiency of the sites' navigation, among other topics. Our scenario-based usability tests also measured completion rate, time, and error count.

As noted above, the tasks on the Educational Outreach and Student Services website were not completed in a reasonable amount of time. We recommend improvements based on navigation and searchability to better support all members of the ASU community.

# UX Research and Recommendations for ASU's Food (In)Security Interfaces

## Introduction

Our team tested and evaluated the usability of the Educational Outreach and Student Services and Pitchfork Pantry website interfaces. Broadly, we endeavored to better understand how ASU online part-time students who face food insecurity seek out resources. The United States Department of Agriculture (2022) defines food insecurity as “a state in which consistent access to adequate food is limited by a lack of money and other resources at times throughout the year.” Food insecurity impacts not only physical and mental health, but also academic performance and graduation rates. For information to be useful to students, the content must be clear, concise, and easily accessible. The data gleaned from our work informs our recommendations in the following areas to improve the overall user experience:

- Overall user satisfaction
- Usefulness of the Educational Outreach and Student Services website
- Efficiency of navigating to/within the Educational Outreach and Student Services website
- Ease of searching for food security resources through ASU.edu

The Educational Outreach and Student Services website aims to help ASU students make the most of their college experience. In particular, Educational Outreach and Student Services is committed to supporting current and future students, namely by connecting folks with resources and services. When accessing the site, users are greeted with a calming image of two people watching the sunrise and a call to action: “Make the most of your Sun Devil life.” The EOSS Resource Hub is accessible via a highlighted button in the top navigation bar as well as by selecting “learn more” under the call to action. The Educational Outreach and Student Services website also features information about campus-wide student services, clubs and activities, Access ASU, and ASU Prep. In short, the website serves multiple purposes for multiple audiences and links to a wealth of resources. As our usability tests indicate, users noted many issues with navigating to/within the Educational Outreach and Student Services website. 100% of the users expressed frustration, with one usability tester noting: “I felt myself getting a headache having to navigate through all the links and tabs.”

The Pitchfork Pantry is a student-run group that works to fight food insecurity; in collaboration with local community organizations, they offer fresh food, non-perishables, and hygiene items for ASU students. The website offers a brief explanation of who they are and who they serve followed by a prominent link to sign up to receive support. Below that, the group includes locations and pick up times as well as information for how to volunteer and/or donate. Our usability tests for the Pitchfork Pantry website were largely successful, with 100% of users quickly accessing the site and completing the task. While some of the users were hesitant or

discouraged, these reactions could have been due to the incredibly frustrating experience with the first task (locating basic wellbeing assistance programs through the Educational Outreach and Student Services website).

After conducting our initial evaluation of the websites, we decided to gain more information by utilizing the following testing methods on ASU Online part-time students:

- Semi-Structured Interviews
- Usability testing
- Surveys

As stated, our user group is ASU Online part-time students. We gathered survey respondents from amongst our class, former classmates who are currently enrolled, and a team member's network of Starbucks College Achievement Plan (SCAP) partners who belong to our user group. We asked our participants for participation in this study to inform recommendations for combating food insecurity on campus via improving the Educational Outreach and Student Services and Pitchfork Pantry website interfaces. To ensure that our interviewees/usability tester fit our target group profile, we subjected them to a number of screening questions to assess their suitability for inclusion in this study (see Appendix B).

## Methodology

For our research to be successful, our team found that the best way to gather data on our user group, ASU part-time online students, was to take both a quantitative and qualitative research approach. We narrowed down our options to three research methods, one quantitative and two qualitative: surveys, semi-structured interviews, and usability testing.

## Study Participants

We conducted semi-structured interviews and usability tests with five participants; all participants participated in all aspects of the study. The table below details the key demographic data for our interview participants. Our survey garnered 12 responses, with 8 respondents indicating that they are currently enrolled as a part-time student at ASU online.

### Total Participant Demographic

Participants	<i>U1</i>	<i>U2</i>	<i>U3</i>	<i>U4</i>	<i>U5</i>
Age	22	28	31	26	42
Gender	F	F	M	M	F
Education	A	A	B	A	SC

<b>Research Participation (I/UT)</b>	I/UT	I/UT	I/UT	I/UT	I/UT
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\*Key: associate degree (A), bachelor's degree (B), some college (SC), interview (I), usability test (UT), participant id (U#)

## Semi-Structured Interviews

A semi-structured interview was selected as one of our group's two forms of qualitative research methods. We wanted to better understand the user group's experience with locating food security resources via ASU's interface. This form of research gave our participants the opportunity to respond to both closed and open-ended questions regarding this topic in a controlled environment. We had each participant respond to a set of prearranged questions that opened the conversation and allowed the discussion to branch off into unscripted territory. This in-depth dialogue gave our team unprecedented insight into this user group and the ways in which they go about finding answers to food insecurity with or without the aid of ASU.

## Usability Testing

Our team selected a second qualitative research method, usability testing, to discover how accessible ASU's homepage is when the specified user group searches for food programs. After the participants completed the semi-structured interview, they were asked to take part in the usability test. Each participant was given identical scenarios and tasks to complete to ensure that there were no discrepancies between tests. This form of testing gave us a first-person observational view of our participants and the navigational path they chose to take when completing tasks. The data collected from these tests aided in discovering usability issues specific to searching for food security resources on ASU's home page. Participants were subjected to a pre-test questionnaire which helped to determine their demographic.

## Surveys

The quantitative research method of conducting surveys granted us an opportunity to collect data from a sample of the user group's population in an online setting. This form of research provided a high quantity of data on this user group because of the convenience of the online setting, which made it so that anyone with a link to the survey could complete it no matter their location. Participants responded to a set of topic-specific questions that provided clarification on this user group's knowledge of ASU's community resources and ways to combat food insecurity. Having a larger population of this user group respond to identical questions on this topic gave us a clear understanding of the reason why ASU's goal to combat food insecurity for their students is currently unsuccessful.

## **Results and Findings**

Our testing revealed concerns with site satisfaction, usefulness, searchability, efficiency, and navigation. The information below is based on qualitative data, quantitative data, and direct observation collected via interviews, usability tests, and surveys.

### **Interviews and User Opinions**

The purpose of the semi-structured interviews was to obtain background information on the participants to better understand how this user group may be struggling with food insecurity. The interviews also allowed us to learn more about their relationship with ASU's community resources. Each participant who took part in this interview has been an ASU part-time online student for at least one year.

Three of the five participants answered affirmatively when asked if they struggled to concentrate in class because they had to skip a meal due to financial constraints (see Appendix B). This situation occurred a few times for one participant, who was able to pinpoint the need to pay bills and tuition as the primary stressor. The other two participants noted this instance as an isolated occasion due to unforeseen circumstances in their lives.

Two of the five participants agreed when asked if there was a time when they were worried that they would ever run out of food; however, the majority of participants felt that they just had to conform to a tighter budget with food insecurity never being a major issue. Participants were asked to name resources they currently access when/if they are suffering from food insecurity.

The resources identified were:

- Family
- Friends
- Local church
- Local county food bank

When asked about their prior knowledge of ASU's resources that help combat food insecurity, four of the five participants were completely unaware. Half of the unaware participants agreed that they would have used ASU's community resources if they had been informed of their existence. All participants agreed to having the resources to access ASU's food aid programs, but have not done so up to this point (see Appendix B).

### **Scenarios, Tasks, and Observations**

The created scenario was designed to put usability test participants in the position of ASU online part-time students struggling with food insecurity (see Appendix D). Since the topic being researched was narrowed down to a specific user group and their experience with a distinct ASU

resource, there were only two tasks the participants could be tested on to assess the usability of the sites.

1. The first task asked participants to locate food security programs on the main ASU website (asu.edu) (see Appendix D). Four of the five participants were unable to navigate from the ASU homepage to the Basic Needs tab on the Education Outreach and Student Services (EOSS) site. As the duration of time for the task increased, a majority of the participants found themselves growing frustrated with ASU's navigational system and opted to end the task instead of searching beyond the time they were allotted. The average duration of this task between all five participants was 19.4 minutes, nearly 300% longer than the projected task duration (see Appendix E).
2. The second task asked participants to fill out a form to receive aid from one of ASU's food programs, Pitchfork Pantry (see Appendix D). Each participant was able to locate the link for Pitchfork Pantry and fill out a form with a 100% completion rate for this task. Some participants showed signs of hesitancy when navigating to/within the page following their user experience with the first task (see Appendix E). The average completion time for this task was 2.3 minutes.

## **Surveys and User Opinions**

We formatted our survey questions with the target population in mind. In particular, our survey aims to elicit data regarding access to campus resources addressing food insecurity. Importantly, 11 of 12 users who participated in the survey were unaware of any campus resources that fight food insecurity (see Appendix C). Of the food security resources listed, only one user was familiar with one resource (Pitchfork Pantry).

When users were asked about their lack of familiarity with campus resources that address food insecurity, 54.5% of respondents for that question indicated that they never needed them. The same number of respondents (6), noted that they had never looked. Importantly, one respondent indicated that they had looked but did not find any information (see Appendix C).

It is also telling that 7 of 11 respondents (63.6%) indicated that they would never think to look through ASU if they were struggling with food security. The ASU main website appears to be the preferred resource, with 70% of respondents indicating that as their first stop if they were seeking food scarcity resources and 30% selecting ASU Student Health Services as their first choice. Of five text-based responses, three indicated that they would turn to their success coach/advisor for information (see Appendix C).

Of four text-based responses to how the university can ensure that food security resources are more accessible, one student suggested a separate tab on the main university website and three



students recommended increased advertising, promotion, and visibility, with two students calling for clarification concerning who can access resources and how they can obtain support.

## **Conclusions**

As noted throughout this report, 100% of usability test participants expressed multiple concerns with locating basic wellbeing assistance programs via ASU.edu. Users largely agreed that navigational aids were mislabeled, links directed to dead ends, and the search function failed to yield expected results. Overall, the user testing experience was dominated by a lack of clarity and resulted in sustained frustration. After reviewing the data, our conclusion is that the university website fails to offer clear and easily accessible food security information to students. Utilizing three testing methods (semi-structured interviews, usability testing, and surveys) enabled us to confidently reach this conclusion and deliver data to support our findings. The data that follows illustrates that users are largely unaware of campus food security resources and agree that the process of accessing services online is convoluted and frustrating. In short, users do not hold the university website in high regard in terms of accessing campus food security resources. This study was successful in that it consistently revealed a number of concerns that warrant attention.

## **Recommendations**

Based on our research, we recommend changes to the university homepage's navigational aids, pathways between links, and search functionality. In addition to updates to the university website, we recommend increased visibility for campus food security programs (especially for online students). These recommendations are designed to not only promote the website as a way to increase awareness for students, which in turn will aid in ASU's fight to combat food insecurity, but also to make the website more user friendly, accessible, and efficient for users when they are searching for food aid via ASU's homepage. The goals for these changes are to make online students struggling with food insecurity aware of ASU's resources and to encourage them to utilize asu.edu for support. Put simply, the aim is to yield a more user-friendly experience. Our recommendations are as follows:

- Add a "Student Services" tab to the university homepage navigation bar. One of the main issues discovered via the usability test was that all users had difficulty navigating from ASU's homepage to the Education Outreach and Student Services (EOSS) site, the central location for student resources. The high traffic to EOSS warrants a separate navigational tab, which should improve usability by making the site more accessible.
- Another predicament users found themselves in was the feeling of being in a loop between links. Creating a direct pathway between sites will stop the never ending cycle. This can be done by creating a list of subsites on the bottom of each page that link users to their site. ASU has a lot of sub-sites that users can find

themselves lost in, so creating a directory can help users find what they are looking for in a more efficient manner.

- Generate relevant search results that coincide with the term/topic entered. The current search feature is not an effective way to find information because the top search results are student essays addressing food insecurity rather than campus resources. Students searching for support do not want to scavenge through hundreds of essays before finding resources.
- Promote basic wellbeing assistance resources through ASU's homepage, success coaches, and academic advisors. Based on the survey results, many part-time online students say they had no awareness of the resources but would have reached out to their success coaches if they knew it was an option. Increasing awareness will help students get the resources they need.

## References

*ASU Home*. (n.d.). Arizona State University. Retrieved from <https://www.asu.edu/>

*Definitions of Food Security*. (2022, April 22). U.S. Department of Agriculture Economic Research Reserve. Retrieved from <https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-u-s/definitions-of-food-security/>

## Appendix A

### User Data (Demographic)

**What is your age?**

U1: 22  
U2: 28  
U3: 31  
U4: 26  
U5: 42

U2: No  
U3: No  
U4: No  
U5: No

**What is your preferred gender?**

U1: Female  
U2: Female  
U3: Male  
U4: Male  
U5: Female

**What device do you use to browse asu.edu?**

U1: Computer and phone  
U2: Computer  
U3: Computer and phone  
U4: Computer and phone  
U5: Computer, Ipad, or phone

**What is your highest level of education?**

U1: Associate's Degree  
U2: Associate's Degree  
U3: Bachelor's Degree  
U4: Associate's Degree  
U5: Some College

**What is your level of comfortability when navigating websites on a scale of 1-5?**

U1: 3  
U2: 4  
U3: 4  
U4: 5  
U5: 4

**What is your profession?**

U1: Part-time student and waitress  
U2: Part-time student and Administrative Assistant  
U3: Part-time student and Customer Service team manager for a mid size construction equipment rental company.  
U4: Part-time student and a freelance Technical Writer  
U5: Analyst

**How often do you use the internet in day-to-day period?**

U1: 3-4 hours  
U2: 8+ Hours  
U3: 8+ Hours  
U4: 8+ hours  
U5: 12-16 hours

**Have you used asu.edu in the past to find information on food insecurity?**

U1: No

## Appendix B

### User Opinions (Interviews)

#### 1. How long have you been an ASU online part-time student?

U1: 2 years off and on

U2: 1 year

U3: 3 years intermittently

U4: 1 year

U5: 3 years

#### 2. Has there been a time when you could not concentrate in class because you had to skip a meal due to financial constraints?

U1: Yes

*Follow up question:*

Did this occur frequently or was it a one off occasion?

It happened a few times since I would be without money after paying my bills and paying for school. There were times when I did not have much money left over to pay for food, so I would rely on family and friends to feed me.

U2: Yes

*Follow up question*

Did this occur frequently?

Not frequently, as I live at home with my parents at the moment. However, we are on a tight budget and I am the main source of income for my family with a full time job. My siblings have part time jobs and they do help.

U3: No

U4: Yes

*Follow up question:*

Did this occur frequently or was it a one off occasion?

It was a one off situation. I got behind on some medical payments and I had to ration a bit.

U5: No

#### 3. Has there been a time when you worried whether food would run out?

U1: There were times when I did not have the funds to buy food, but I was fortunate enough to have a great support system who did have the funds to feed me unlike some of my peers.

U2: I've had moments. For my family I have been worried on an occasion

U3: I don't know if worried is the right word, but there were certainly times that the budget was tighter than others. Luckily, food was never in question.

U4: Run out? No. But I went hungrier than I would have preferred at times.

U5: Not during the time when I was in school (since I am an older student) however, in my earlier life yes

#### 4. How do you currently go about looking for resources for food?

U1: If I am in desperate need I will reach out to family for a quick meal, but for the most part I will eat free lunches that work supplies me with or buy my own food from grocery stores.

U2: If there was ever a need we would rely on our local church

U3: I think in those times when things got tight, I would have probably gone to the local county food bank or some regional source like that.

U4: Currently I'm good and not looking for any resources, but back when it was tougher I found some support through my church.

U5: If I need something, I will reach out to my family and close friends

#### 5. What campus resources are you aware of that address food insecurity?

U1: I did not realize ASU had campus resources

*Follow up questions:*

Would you have used these resources if you had known?

Yes, if I knew they existed. I don't think I have ever seen them promote it?

U2: I was not aware of any resources at ASU and also this is my first year back in school.

*Follow up question*

Would you have used these resources if you had known?

Yes, it would be another thing I would check out aside from church.

U3: I wasn't aware ASU had any resources for online students. I would have thought that was something they did for students that lived on campus.

U4: I've heard of Pitchfork Pantry. My brother goes to ASU in person and he told me about them. I didn't really think to use them because I'm all online.

U5: None... I didn't even know it was something that the school would have resources for...

*Follow up question*

Would you have used these resources if you had known?

I probably wouldn't because I am stubborn, but I would suggest it to others if they said they were struggling.

U4: Yes

U5: No thanks.

**6. What are three words you would use to describe the process of locating these services?**

U1: Skipped, because did not know of services

U2: No

U3: N/A

U4: I didn't really "locate" Pitchfork Pantry. I was just told about them.

U5: N/A

**7. Do you have access to online resources and programs that currently exist at ASU?**

U1: I have the tools to access them like wifi, computer, and phone, but I would not know where to start. Is it a website or do you have to call them?

U2: Yes, I have access but I would not know where to look. I have never seen it promoted anywhere on the ASU website or my canvas. I think if it was on Canvas it would make it easier as I spend most of my time there.

U3: I mean, I have a computer and stuff like that if that's what you mean. If they're reachable from the main website, then yes I would have access. I would just need to know where to look.

U4: Yeah I have all the stuff needed to locate them. I'd probably just google Pitchfork Pantry and go from there.

U5: I guess so? Since I am online all the time I would probably just use the search bar to find information.

**8. Would you like more information on resources that address food insecurity?**

U1: Yes

U2: Yes

U3: Sure

## Appendix C

### User Opinions (Surveys)

#### Part 1: Introduction

Are you currently enrolled as a part-time student at ASU online  
Yes: 8 (66.6%)  
No: 4 (33.3%)

Arizona State has multiple resources to fight food insecurity. Are you aware of any of these resources?  
Yes: 1 (8.3%)  
No: 11 (91.7%)

#### Part 2A: Aware of ASU Food Security Resources (1 response)

What ASU food security resources have you heard about?  
Pitchfork Pantry

How did you find these resources?  
ASU Student Health Services

How difficult was it to find these resources? (1-5)  
2

If finding food security resources was difficult for you, what do you think was the reason for that?  
Lack of Internet

#### Part 2B: Unaware of ASU Food Security Resources (11 responses)

Which of these reasons best describes why you are unfamiliar with campus resources that address food insecurity?  
I've never needed them  
6 (54.4%)  
I looked but couldn't find anything  
1 (9.1%)  
I've never looked  
6 (54.5%)  
Online student  
2 (18.2%)

If you were struggling with food security, how likely would you be to look for resources through ASU? (1-5)  
1: 7 (63.6%)  
2: 2 (18.2%)  
3: 1 (9.1%)  
4: 1 (9.1%)  
5: 0 (0%)

If you were looking for food security resources through ASU, where would you look for them?  
First choice:  
Main Website : 7  
Student Health Services: 3  
Sun Devil Dining: 0  
Social Media: 0  
Second choice:  
Main Website: 2

Student Health Services: 5  
Sun Devil Dining: 1  
Social Media: 2

Third choice:  
Main Website: 1  
Student Health Services: 2  
Sun Devil Dining: 3  
Social Media: 4

Fourth choice:  
Main Website: 0  
Student Health Services: 0  
Sun Devil Dining: 6  
Social Media: 4

Any other places you might look that weren't mentioned? (7 responses)  
No: 2  
Google: 2  
Success Coach/Advisor: 3

If you have looked for these resources in the past and been unable to find them, why do you think that was? (3 responses)  
No: 2  
Online Students: 1

#### Part 3: Closing Feedback

Our goal is to eliminate food insecurity within the ASU student population. How can we ensure that our resources are more accessible? (4 responses)

1. Separate tab on main page
2. More advertisements about services, clarity about who can access them (are they only for local/on campus students or also ASU online students, etc.)
3. More promotion throughout the campus
4. Visibility and awareness of how you can help students that are not near campus

## Appendix D

### Scenario & Task Sheet

**Scenario:**

You are an ASU online part-time student who is currently dealing with a lack of access to adequate food in your day-to-day life. The lack of food is not only starting to have an effect on your physical and mental health, but also your grades. You worry that if you do not find access to food soon to combat the food insecurity, your grades will fall too far, and you will not be able to graduate. In order to put a stop to this you decide to turn to ASU for help. Locate ASU's food insecurity programs in their community resources and choose a program

**Tasks:**

1. Starting from ASU.edu homepage, locate basic wellbeing assistance programs offered on ASU's website.
2. Fill out a form for Pitchfork Pantry food services



## Appendix E

### Usability Test Data

#### Task: Success/Time/Errors

User ID	Task 1 success	Task 1 time	Task 1 errors	Task 2 success	Task 2 time	Task 2 errors
U1	No	16 min	4	Yes	2 min	0
U2	No	25min	6	Yes	4min	0
U3	No	22 min	>10	Yes	2 min	0
U4	No	20 min	9	Yes	30 sec	0
U5	Yes	15 min	3	Yes	3 min	0

#### Test Observations

User ID	Task 1	Task 2
U1	Clicked on multiple links that took her to a deadend (Research and Innovation, Edson College Hub Food, “Giving” tab). Described the navigational aid titles as “misleading” and felt like she was in a loop between links. Mentioned that she would have given up sooner and called ASU directly. <b>GAVE UP</b>	Felt unsure of every link because all previous titles had felt misleading. She was in genuine shock when she found the option for “food” under community resources.
U2	First clicked on News and Events which did not provide any information. Participant then searched “Food Pantry” which provided ways for students to donate instead of resources. Participant went back to the homepage and searched “Health Services” and did not provide any information for food services. Had to continuously return to the homepage to find another link but they were all misleading and did not provide any information	Was immediately discouraged when she could not find what she needed. Felt that the links were misleading and vague. Immediately frustrated when the Health Service did not link services such as a food pantry or resources of such nature.
U3	Got immediately off course by going to the “Giving” tab off the home page, thinking this was a place to look for charitable support. After several minutes trying in this section,	Went slowly in an effort to not miss anything, but made no specific errors in navigating to the sign-up form.

	they renavigated to the homepage. They were able to get through Student Services through the Contact ASU page, but by this point they were getting extremely frustrated and making many navigation inaccuracies. By the end of the test, the participant had gotten to the Support Services page, but no further. <b>GAVE UP</b>	
<b>U4</b>	Clicked on a bunch of different links and was ready to give up after about 5 minutes. After receiving some light direction to the “Contact ASU” page, they were able to navigate all the way to the Support services page, but couldn’t find any links that led them to the Basic Needs page. When they started repeatedly making the same errors, the test was halted.	Was able to navigate quickly and efficiently to the target page.
<b>U5</b>	Go to asu.edu, go to search, type in food insecurity, get an alert that says to sign in, sign in, type food insecurity in the search bar again, click on students, see no results. Click back to all asu search results. Scroll to see if any of the results are about student food insecurity; no. User was frustrated that searching did not provide results. Felt that there was a lack of clarity. Tried searching for food student resources. Again clicked on students, and saw an email address. Click on first result of food reconnection; scrolled on page and found details under commitments to ‘the pitchfork pantry’ and EOSS. Clicked on eoss resources link.	User had no issues with this task and navigated efficiently to the food section underneath community resources, clicked on pitchfork pantry to fill out the form.

## Post-Test Questionnaire

### 1. How would you describe your overall experience of navigating ASU’s site for the purpose of finding food aid?

U1: Awful, I felt myself getting a headache having to navigate through all the links and tabs.

U2: It was confusing and overwhelming because there was so much information but it all felt useless. Not even the search bar was helpful and finding what I needed.

U3: Couldn’t really be worse. It was really, really confusing and irritating.

U4: The website seems designed well for any function other than to locate student services. It was really frustrating.

U5: This is not good. If I was in this position, I would already feel bad and this would make me feel worse.

### 2. What part of this test/site caused you the most frustration?

U1: The fact that there were so many navigational menu tabs with misleading titles that should have led me closer to the end goal, but each link felt like it took me further and further away.

U2: Looking for any information for food services. When I typed “Food Pantry” I thought that would be a given and it would be provided with all the food

pantry services or links but it did not. I felt like I was going in a loop

U3: I knew I needed to get to Student Services or a page like that, but the “Contact ASU” page was the last place I suspected I would find it. I clicked on that on a lark.

U4: Lack of an obvious way to locate a student resources section of the website.

U5: That things that seemed logical weren’t. It shouldn’t be this hard to find help.

### **3. What would you change to improve the ease of use for the presented scenario?**

U1: If the title of a menu tab says “Giving” it should offer giving in both directions. I thought it meant giving to the students, not giving back to the community and ASU.

U2: Honestly, Health Services or a Current Student tab should be a link on the homepage. Even searching for that was a struggle and that should be basic for all the students as well as online students. I felt like any service provided there was very limited for online students, specifically.

U3: I’d have a “Students” tab on the main navigation bar that navigates to student services and other student daily life stuff.

U4: Basically what I’ve already said. A student services tab would go a long way.

U5: If there was some kind of link for help like along the side rail. Or something in student resources (maybe there is, but this wasn’t obvious)

### **4. Would you consider using ASU’s website if you found yourself in the presented scenario?**

U1: Absolutely not. If I needed aid, I would go to the community source directly instead of reaching out to ASU.

U2: No, it was too stressful. I think I have better luck going to my community center website

U3: If I even thought to look through ASU I would try it, give up after 2 minutes of that frustration, and google it or look somewhere else.

U4: Yes, but I would give up and do something else

U5: No. This is way too personal.

### **5. Do you have any further questions?**

U1: How is anyone supposed to navigate their site from point a to point b in a reasonable amount of time?

U2: If these are the services provided why are they not promoted? Or why are they not more easily accessible? Is it more so for on campus students?

U3: No

U4: No.

U5: No.