

Module 5: Concept & Usage Stories

Team: Online Part-Time Students

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Concept Story

Alice is a 22-year-old ASU online part-time student, who is also working a part-time job as a waitress. At times she struggles to keep up with paying bills as well as tuition for school, which means there is not much money left over for groceries at the end of the month. On the occasions when she does not have the money to purchase food, she will rely on friends and family to feed her. Alice's goal is to find community resources through ASU's main site that will not only help to combat the food insecurity she is currently dealing with in her day-to-day life, but also end the dependency she has on her family.

In the past, it had been difficult finding resources on ASU's site because there were clear issues with their navigational system, making it close to impossible to find the correct sub-site of ASU that housed the community resource information regarding food aid. She felt as though the titles in the ASU navigation bar were misleading. For instance, ASU's homepage has a "Giving" tab, which she initially believed would link her to resources that ASU supplies their students. Instead, the link sent her to a page about how students, like herself, can give back to the community. The issues have made her believe that attempting to navigate ASU's site for the purpose of finding food aid is not worth the effort and instead she would rather find community resources from the source instead of through ASU's site.

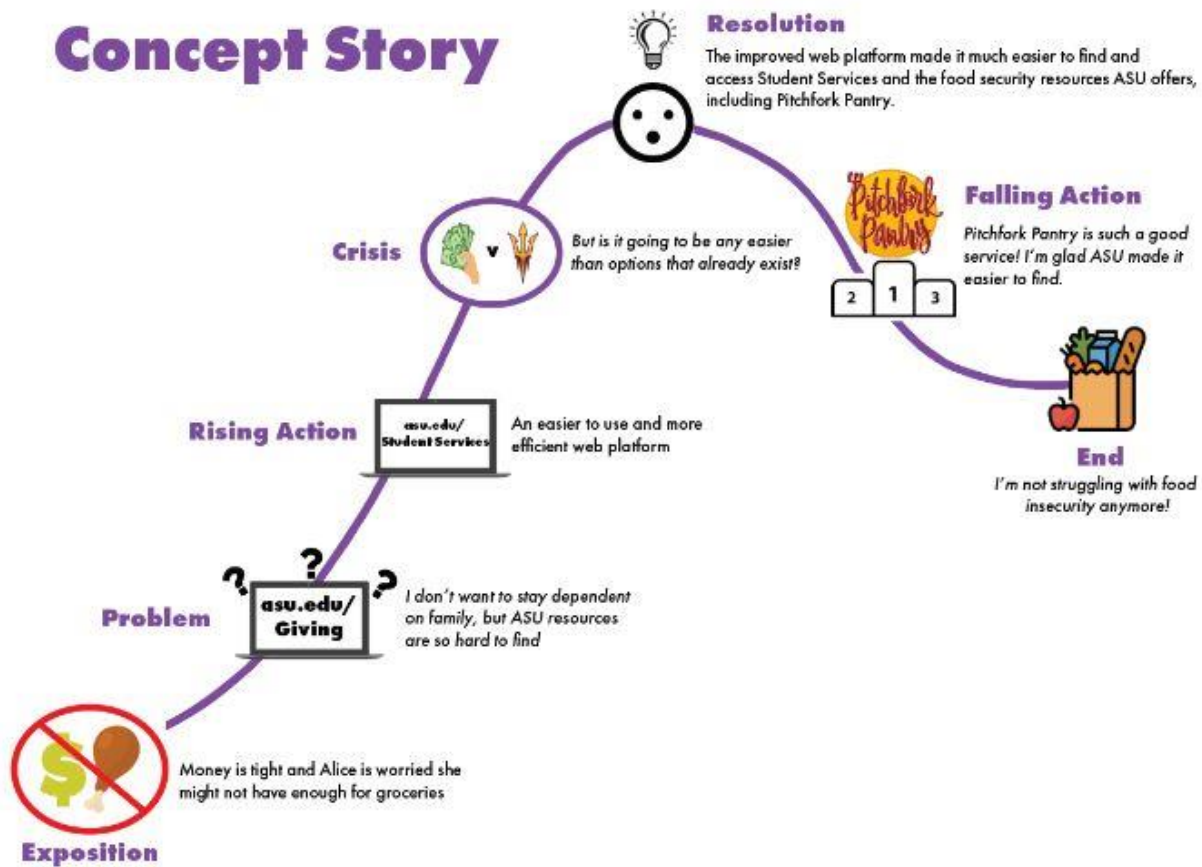
Therefore, ASU now provides a direct link to their "Educational Outreach and Student Services" sub-site on their homepage's navigation bar. The link takes her to the sub-site which contains all the necessary information regarding community resources for students' basic needs as well as a program called Pitchfork Pantry that will supply ASU students with resources to combat food insecurity.

But, after Alice's recent hardship, is it worthwhile for her to exert extra effort to locate food options via ASU's website? Should she, in the event that she runs out of food, continue to rely on food supplies provided by her family and friends?

Alice sees that she does not need to rely on her family, because she is able to find the resources easily through ASU's homepage. In fact, the direct link, Student Services, is clearly labeled on the navigation bar and the title does not feel misleading for the user. The "Student Services" tab contains a drop-down menu which will specifically link her to important parts of the sub-site, such as "community resources". There she will be able to effortlessly locate food resources where she can fill out a form for Pitchfork Pantry.

Alice realizes how easy and effective it is to locate food options by using the website provided by ASU. She has come to the conclusion that this strategy of locating resources is preferable to any other approach that could be used.

Alice can envision herself using ASU's site to find food resources like Pitchfork Pantry when she is low on food.



Usage Story

Alice is a 22-year-old ASU online part-time student, who is also working a part-time job as a waitress. At times she struggles to keep up with paying bills as well as tuition for school, which means there is not much money left over for groceries at the end of the

month. On the occasions when she does not have the money to purchase food, she will rely on friends and family to feed her.

The situation has gotten to a point where it is having a serious negative impact on her wellbeing, so Alice has decided to find services available to help her with food insecurity on the ASU website.

When Alice logs into her MyASU account, she sees a banner with a link to the “Educational Outreach and Student Services” (EOSS) page. She clicks on the link to dig for resources. She sees a link on the page called ‘Student Food Insecurity Resources’. She clicks on the link. On the page, she sees a question box labeled “Click here if you need help feeding yourself” which takes her to a form to enter her information. The form requests information including: name, ASU email, number of people in your family, what kind of help do you need.

Alice is afraid that by putting this information on the form, she may be “found out”. She doesn’t want anyone to know of her struggles. She also isn’t sure how long it may take to get help.

Before closing out the form, there is a notice that says that this will be kept confidential. The data collected will only be used generically in order to keep the pantry stocked. Only a select few ASU employees and student leaders will even have access to this information and they have signed agreements noting that they will not share any information. A student with the EOSS team reaches out to her. The student from the team lets her know what is next in the process. Asks if her preference is to communicate via email or phone. Explains the programs available to her and asks what fits best for her; does she need ongoing support or is this short term? Build out an action plan to make sure she doesn’t have to go through this again.

Alice and the student leader decide that it would help to receive food packages in the mail every 2 weeks for the next 3 months until a more long term plan can be established. The student resource also checks in with Alice each week via email (which was her preference) to make sure she is still doing ok.

With her food situation now secure, Alice’s anxiety and stress are drastically reduced and she slowly settles back into a more sustainable and healthy life.

Alice now understands what options she has if she gets in this situation again. She is able to get the help she needs and focus on her studies and her part time job. She is also able to help any other students struggling with food insecurity to find help on their MyASU page.

Usage Story

