

University of Wisconsin-Superior

Perceptions and Pain-Points of the Companies to Classrooms Facebook Page

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Executive Summary

This report details and analyzes a user experience research study for Companies to Classrooms (C2C). This report was written by Rachel Prost of the University of Wisconsin-Superior. The Duluth-based organization, Companies to Classrooms, collects “donations of excess office supplies from businesses and uses them to establish an educational free supply store for teachers” in the Twin Ports community (Companies to Classrooms).

An initial stakeholder meeting was conducted before collecting the interview and survey data from the anonymous target audience. The information gained from the study provided insight into the C2C audience’s thoughts, attitudes, pain-points, and motivations while interacting with the C2C Facebook page and their perception of the nonprofit organization overall. The data was used to develop findings and recommendations regarding the Facebook page and develop a solution to ensure audience members have a great user experience. This report highlights the significant findings which hinder the Facebook page’s usability and C2C’s marketing strategy. The recommendations included here address strategies to further audience goals and minimize their pain-points.

The five primary recommendations are to:

1. Launch a C2C website designed to fulfill audience and organizational goals.
2. Create clear and noticeable call-to-action buttons.
3. Provide accurate and updated content to educate audiences.
4. Use relevant and active hashtags when writing Facebook posts.
5. Increase frequency of visually compelling Facebook posts to create an opportunity to spark dialogue and increase audience engagement.

These recommendations are designed to increase user satisfaction and target the right audiences by transforming the C2C Facebook page into a marketing platform and creating a website to serve as a centralized information hub.

Introduction

K-12 teachers generally receive only a small budget to spend on school supplies to enhance their students' learning. As a result, they usually spend their money on basic supplies like paper, glue sticks, paint, folders, and tape. Companies to Classrooms (C2C) is a Duluth-based nonprofit organization "connecting schools and communities by recycling business surplus into supplies for local classrooms" (GiveMN). We live in a rapidly changing digital world, which only increases organizations' importance in having a functional and aesthetically appealing website. With a unique mission to support teachers fostering our capable leaders of the future, it is paramount for C2C to increase awareness of their organization to connect teachers to the store, activate volunteers and donors, and uphold a credible online presence.

This report is intended to serve as a roadmap to improve the C2C social media strategy and aid their website development. C2C created the Facebook page to keep their current audience updated and display contact information if people had questions. While Facebook is easier to manage, free to maintain, and mobile-friendly, there are built-in limitations. To analyze the C2C's Facebook page and understand the people who use it, I consulted with the C2C team and decided to collect information on the following areas:

- Target audience hobbies and demographics.
- Perceived level of satisfaction with C2C.
- Goals, challenges, and frustrations experienced while interacting with the C2C Facebook page.
- Commonly used communication channels to stay updated with C2C.
- Frequently requested information.

I performed one-on-one virtual interviews and sent an anonymous online survey to discover valuable insights directly from users themselves. I utilized the video conferencing software, Zoom, to record the audio of the interviews to transcribe them later. I also used the online survey software, Google Forms, to pose appropriate and relevant survey questions to participants. I then evaluated the quantitative and qualitative data. Participants shared their hobbies and interests with me to help inform the creation of personas to humanize the user and create a more realistic character with pertinent context-specific details (See Appendix A). I will discuss the relevance of hobbies in detail in a later section.

Additionally, the responses helped me identify the teachers' motivators and pain-points while using the Facebook page. A motivator is a factor or situation, which drives one's decision to fulfill a need or desire. A pain-point is a specific or recurring problem that often inconveniences a person when interacting with a product/interface. The findings highlight usability issues with the Facebook page, and I offer recommendations with mockups of a solution to help improve the page and future website's usability.

Methodology

To better understand users' frustrations and goals interacting with the C2C Facebook page, I interviewed and surveyed people who fit the organization's current target audience. Each interview consisted of 20 open-ended questions and lasted approximately 15-30 minutes. The survey consisted of 27 open response, multiple-choice, and rating scale questions. For both the survey and interview, all questions were optional for participants to respond to, and they could skip any questions they preferred not to answer. After analyzing the interviews and open-ended survey responses, I understood the target audience better so that I could provide appropriate recommendations to C2C.

Target Audience

Before conducting interviews and launching the survey, I had an initial meeting with C2C. The team informed me that C2C's primary target audience is made up of educators and support staff members from the public, private, and charter schools in the greater Duluth, Minnesota, and Superior, Wisconsin area. These people teach preschool, K-12, or adult education. They also mentioned that those who volunteer at C2C are either retired teachers or have a connection to the education industry. Those who are donors are usually small businesses or other teachers.

Recruiting Methods

I wanted to receive input from C2C's current teachers, volunteers, and donors. However, the primary audience this study focuses on are the current teachers. A representative from C2C sent out an email to teachers on my behalf, asking for participants to complete the survey. Additionally, they reached out on my behalf to teachers shopping at the C2C store throughout April and May 2021 to see if they would be interested in participating in a virtual, one-on-one interview on my behalf. After receiving consent from the teachers for C2C to share their personal contact information, I emailed them to schedule an interview. Survey participants were also recruited via social media posts, which the C2C Facebook manager shared with me.

Summary of Participants

In total, I interviewed three people, and 44 people completed the survey. Two interviewees were female teachers, and one was a female C2C volunteer. From the data gathered in the survey, I discerned the pool of participants broadly comprised of Caucasians (84%), middle-aged (35-54 years old), and older adults (55 and older) who possess at least one advanced degree (beyond the bachelor's degree). All the survey participants were teachers, and the majority (81%) were female. Those who were unfamiliar with C2C's Facebook account were screened out from participating in the survey.

Instruments

All interviews lasted approximately 15-30 minutes and were conducted online via Zoom.

Interview Question Types:

- Habits: Hobbies, commonly used websites/apps, social media usage.
- Perceptions of C2C: motivators, shopping frequency, degree of satisfaction, what the shopping process entails.
- Perceptions of the C2C Facebook page: attitude toward pictures, color, and style, frequently sought out information, overall likes/dislikes, user-friendliness.

Teachers completed an online survey powered by Google Forms, which asked them to think about C2C as a whole and recall the design/ease of using the C2C Facebook page when they interact with it.

Survey Question Types:

- Open response.
- Multiple Choice.
- Likert.
- Rating Scale.

Analysis Methods

After conducting the interviews, I transcribed the audio recordings into Microsoft Word documents to analyze the conversation. I also studied the data using a thematic approach to identify similarities, differences, and patterns. I established codes, which represented meanings, and identified words and phrases to illuminate themes from the interview transcripts and open response questions. I used a digital whiteboard program, MiroBoard, to copy and paste the individual responses onto a “sticky note” (see Figure 1). Then, I organized the “sticky notes” in groups based on their similarities to generate overarching categories to interpret and derive meaning from the data.

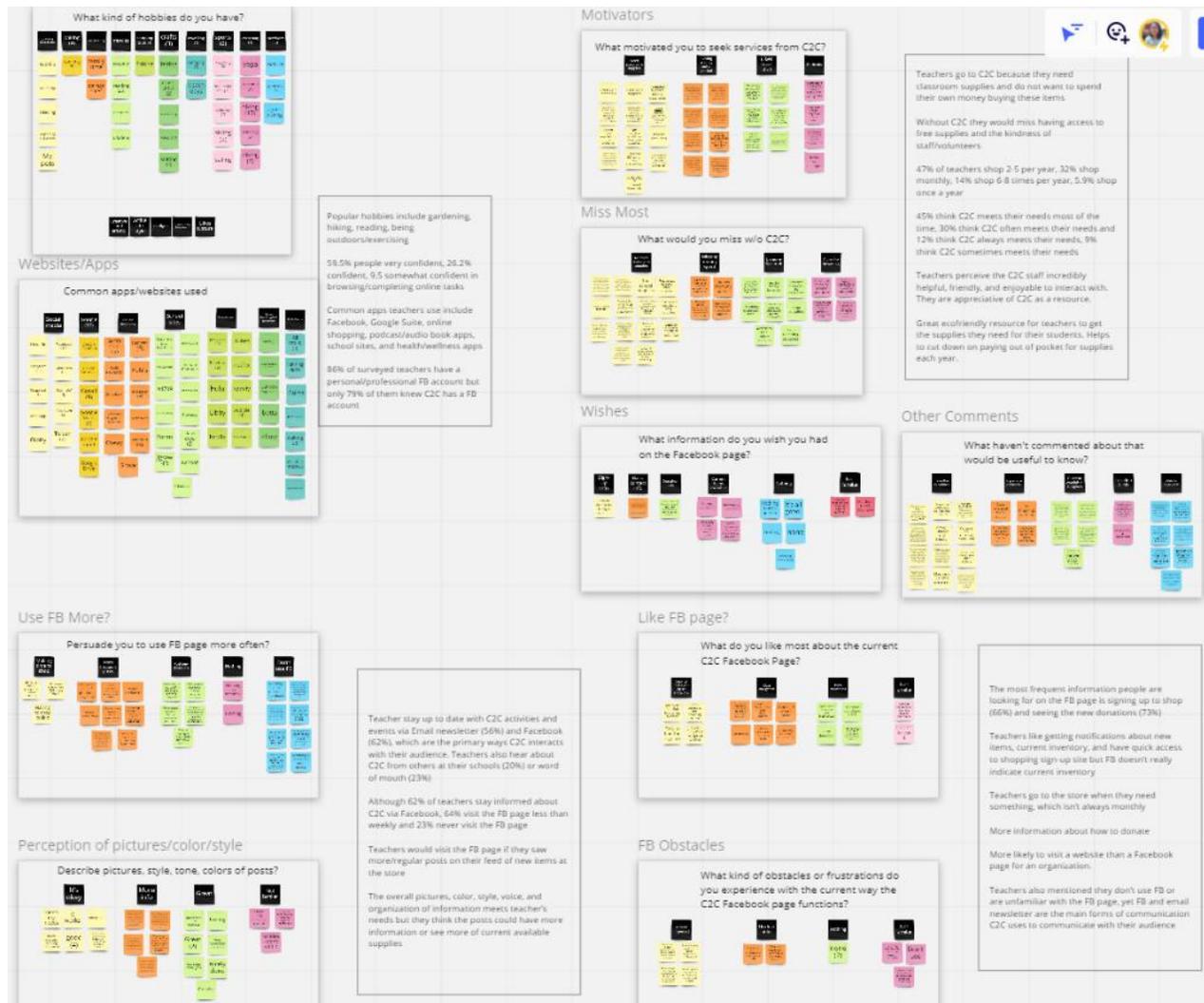


Figure 1. Thematic data analysis from open-response survey questions via MiroBoard.

Participant Data Summary

The data gathered from the interview and surveys shed some light on the Companies to Classrooms (C2C) audience's preferences and motivations. Most teachers (62%) were very confident browsing the internet and completing online tasks (see Figure 2). I learned that social media, the Google suite, online shopping and banking, education, and health/wellness apps are common websites and platforms teachers use. While 86% of teachers have a Facebook account, only 79% knew C2C has a Facebook account.

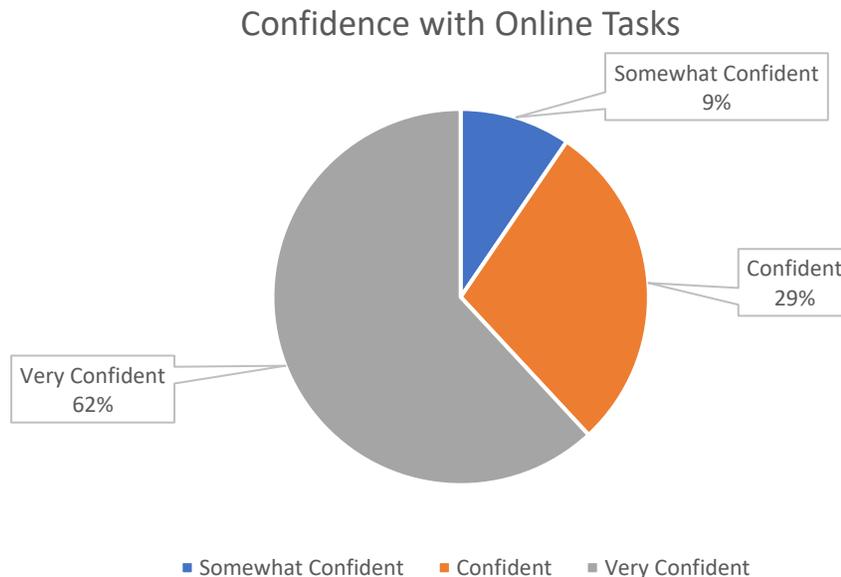


Figure 2. Teachers' degree of confidence while browsing or completing online tasks.

I also learned that teachers shop at C2C because they need classroom supplies and do not want to spend their own money purchasing them. Teachers indicated other motivations for shopping at C2C, which included:

- Appreciating free supplies.
- The ability to save money.
- Having a general curiosity about the store's inventory to see what they can use in the classroom.

47% of teachers indicated that the C2C store meets their needs most of the time (see Figure 3).

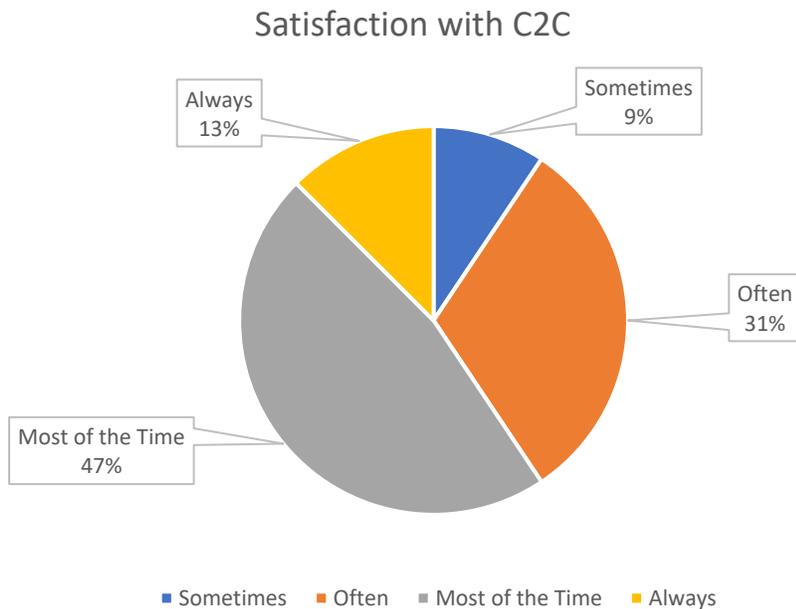


Figure 3. Teachers' perceived level of satisfaction while shopping at C2C.

Some teachers noted that they shop at the store when they need something, which is not always monthly (see Figure 4). Without C2C, teachers said they would miss having access to free supplies and the kindness of the staff/volunteers.

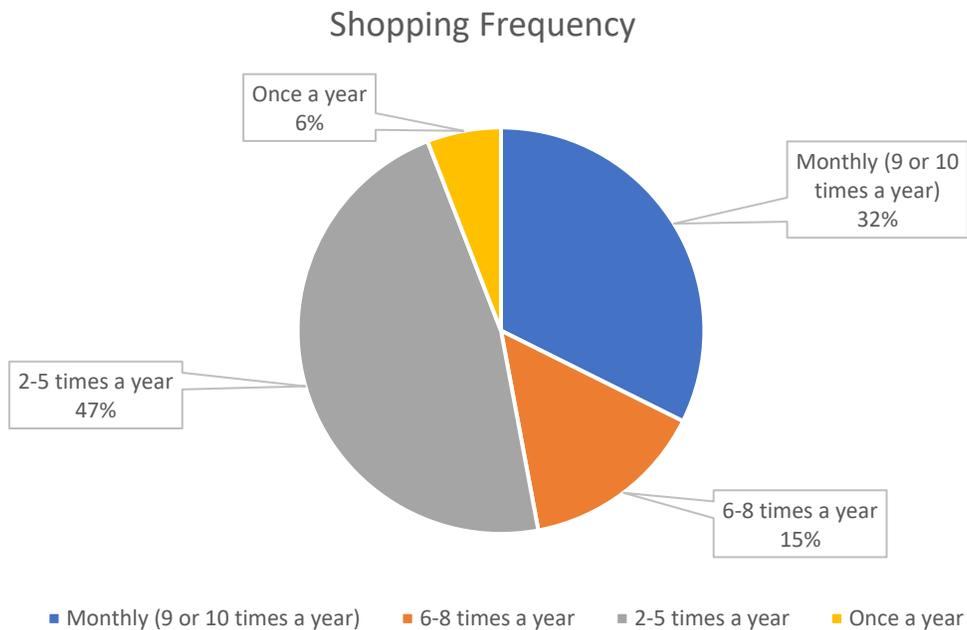


Figure 4. Teachers' shopping frequency at C2C.

Additionally, I found that 56% of teachers surveyed read the email newsletter, and 62% use Facebook to stay up to date with C2C activities (see figure 5). Awareness of C2C spreads through word of mouth, emails from colleagues, and information provided at teachers' schools.

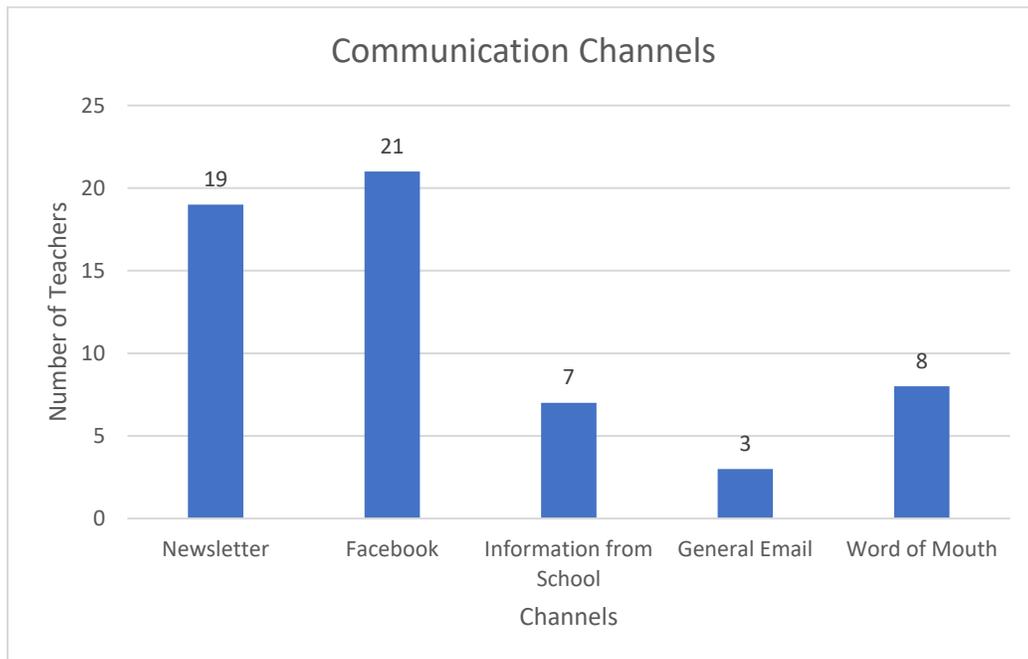


Figure 5. Popular communication mediums teachers use to stay updated with C2C.

I learned that 67% of teachers visit the C2C Facebook page less than weekly (see Figure 6). Teachers indicated if they saw more regular posts of new and current supplies at the C2C store coming across their Facebook feed, they would make more time in their day to shop there.

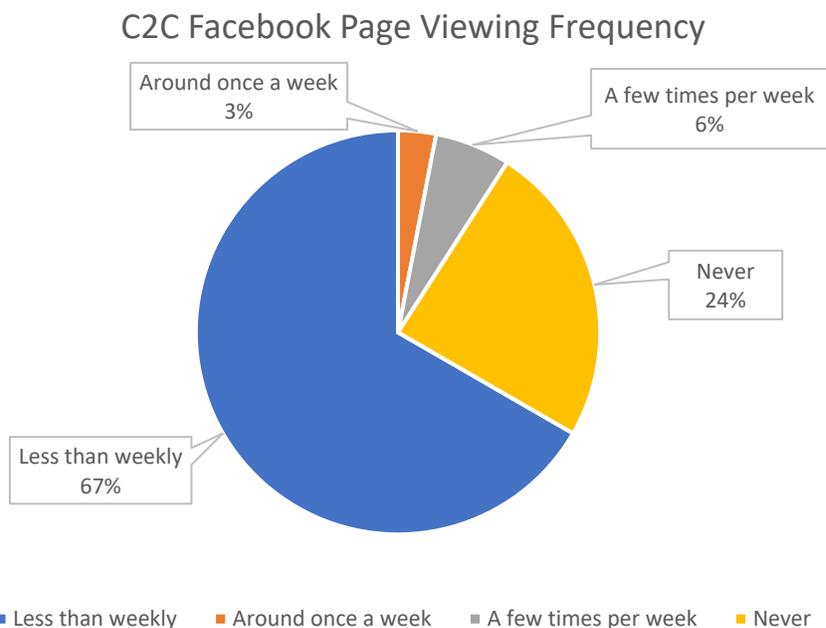


Figure 6. Teachers' viewing frequency of the C2C Facebook page.

When teachers were asked about their overall impression of the C2C Facebook posts’ pictures, color, style, voice, and organization of information, teachers said they were “okay,” and they meet their needs. Teachers were drawn to bright, simple, and bold images with minimal text on them. The following are a list of adjectives teachers used to describe the C2C Facebook posts:

- Average
- Picture
- Special
- Creative
- Current
- Wonderful
- Enticing
- Clear
- Humor
- Niche
- Adequate
- Great
- Familiar
- Current
- Available
- Updates
- Information
- Inviting
- Appreciative
- Picture
- Sparse
- Works
- Good
- Organized

The most frequent information teachers looked for on the C2C Facebook page is the shopping sign-up link (66%) and to see if there are new donations (73%) (see Figure 7). Teachers indicated they like receiving notifications about new items, but they also want to know the current inventory or those supplies, which are always there. 67% of teachers could see themselves using a C2C website, whereas 32% said they maybe could see themselves using it.

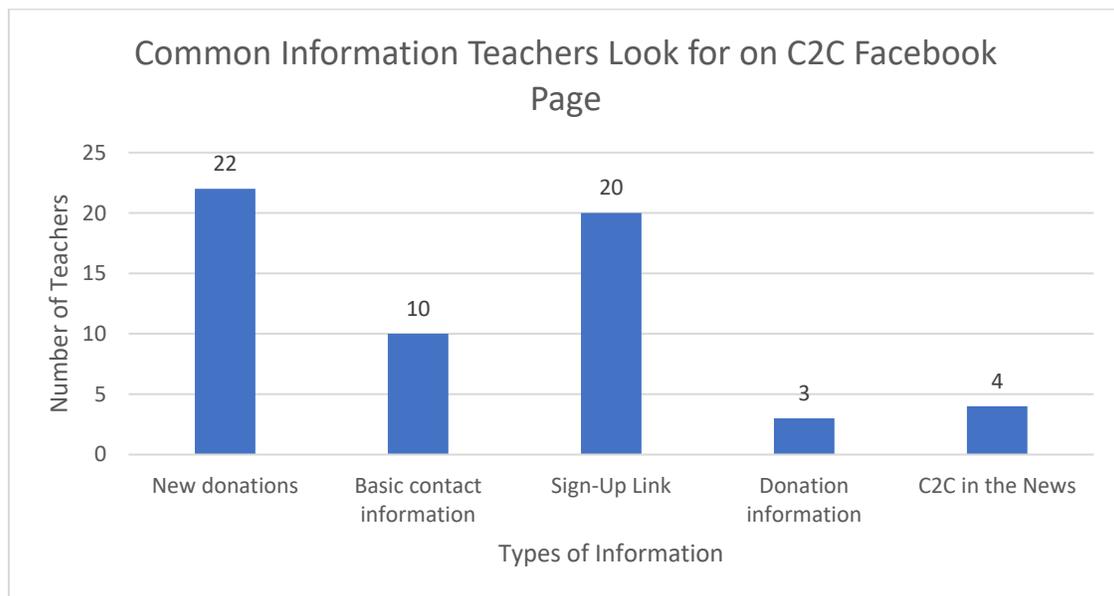


Figure 7. Common information teachers look for on the C2C Facebook page.

Findings and Recommendations

I identified seven themes from the stakeholder feedback. Those themes are:

1. Teachers need classroom supplies but do not want to spend their own money purchasing them. Therefore, they are very appreciative of Companies to Classrooms (C2C) as a resource.
2. Teachers perceive the C2C staff and volunteers as incredibly helpful, friendly, and enjoyable to interact with.
3. Teachers stay connected with C2C via email newsletter and Facebook posts which appear in their feed, but they rarely visit the Facebook page itself.
4. The C2C Facebook posts meet teachers' needs, but they could have more information on them.
5. Teachers desire more frequent Facebook posts displaying current inventory and new donations.
6. Teachers want to find the shopping sign-up link easily and quickly.
7. Teachers are more likely to visit a website than a Facebook page.

In the following sections, I detail my significant findings and recommendations for improving the usability of the C2C Facebook page and future website strategy. I include quotes from study participants listed by their user ID letter (for example, Teacher A, Teacher AE). These user ID letters are randomly assigned and do not correspond to any respondent's actual initials. Any resemblance to actual persons is entirely coincidental.

Finding 1: Teachers cannot or do not access Facebook

Although 86% of teachers have a Facebook page, teachers said they stay off social media for personal reasons, and some school districts block Facebook, so teachers cannot access it at work. One teacher commented, "I prefer emails for notices. Facebook is casual scrolling for me, but I don't remember the important things unless I get an email" (Teacher AE). By relying on Facebook (a private company where one needs an account to see all the organization's page information) as a primary communication medium with their target audience, C2C decreases their online accessibility for those who cannot or do not access Facebook.

Recommendation 1: Launch a C2C website designed to fulfill audience and organizational goals

Launching a website allows C2C to expand their ability to reach a wider audience. A website will provide more opportunities to customize how C2C raises awareness and visibility of their mission, connect the C2C store with teachers who need classroom supplies, activate prospective donors and volunteers, and engage the community with ongoing news/events (see Figure 8). In our tech-oriented world, C2C can use both a Facebook page and a website to complement each other to build their online credibility.

This study focused on current teachers, yet C2C serves a broader audience of current and prospective teachers, volunteers, donors, and the community. These audiences have different goals, which C2C tries to meet using their Facebook page. One teacher remarked, "I think the Facebook page serves its purpose of communicating to the public what it needs to. If a website is pursued, I think it will benefit its publicity and ability to get more information out to teachers and schools" (Teacher AL). Despite the updates Facebook makes to their business page offerings, there are limitations to one's degree of personalization.

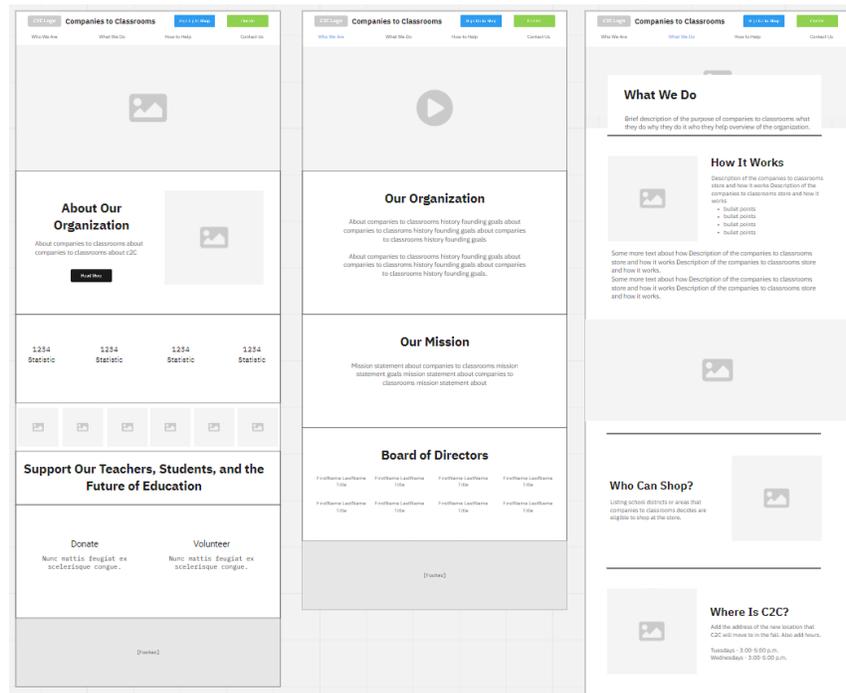


Figure 8. Proposed wireframes for C2C Website.

Finding 2: Audience members scroll through old C2C Facebook posts to find relevant information

Teachers dig through their email or scroll back through previous C2C posts to find the relevant information they need, which can be time-consuming. One teacher recounted their experience finding the shopping sign-up link:

"I feel like that was difficult either this year or last year to figure out how to get on the email list. Once I was on the email list, it was good because [C2C] sent me a reminder. I went on Facebook, where I found [the shopping sign-up link], and then I felt like I had to scroll. It might have gotten buried somewhere on there. I had to go back and find where the link was to sign up to shop" (Teacher C).

As C2C creates new posts, old but relevant content gets buried. Another teacher said, "It's hard to find information in the Facebook feed" (Teacher D). Teachers want to navigate and find the information they need quickly and easily.

Recommendation 2: Create clear and noticeable call to action (CTA) buttons

A call to action (CTA) contains words or phrases which influence audience members to take a specific action. They serve as a bridge between people casually gathering information to feeling invested enough to make a shopping appointment, volunteer at the store, or drop off a donation. C2C should include concise and compelling action words to attract and drive engagement when writing Facebook posts. Some examples include:

- Donate
- Click here and donate!
- Sustain our mission
- Join our mailing list
- Sign up for our newsletter
- Contact us
- Don't miss
- Find out more
- Get it here
- Join today
- Shop today!
- Sign up to shop
- Volunteer with us
- Get involved!
- Shop Now
- Learn more
- Please see
- Shop at C2C
- Sign up
- Visit us!

The website will use an eye-catching and contrasting colored “Sign Up to Shop,” “Shop at C2C”, or “Shop Now” button to direct the teacher’s attention (see Figure 9). This button will be the most noticeable object on the page and will act as a signpost with clear language, letting the teacher know what to do or expect after clicking the button. Also, organizing, structuring, and labeling content effectively will help audience members easily navigate the site overall.

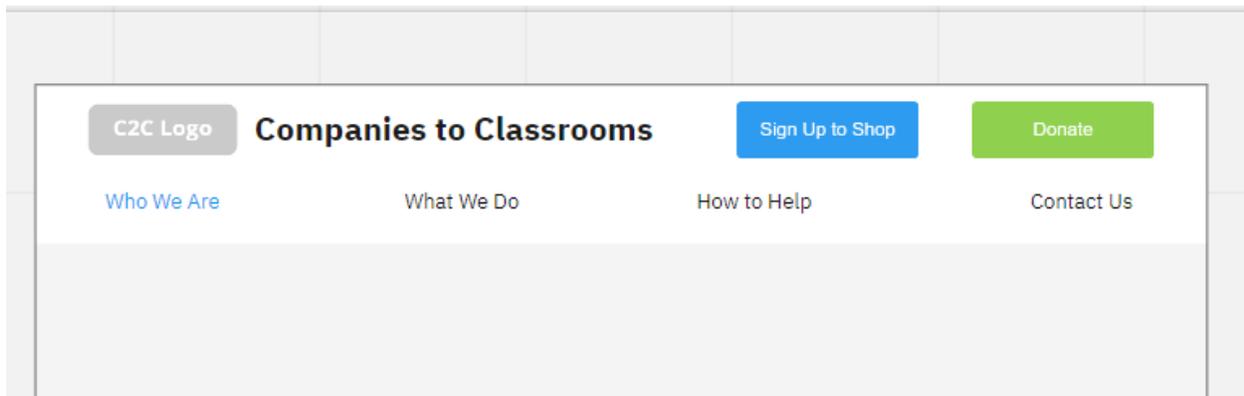


Figure 9. Proposed eye-catching and contrasting colored CTA buttons located in the header of C2C website wireframe.

Finding 3: Lack of information about current supplies and donation guidelines

73% of teachers said they frequently look for C2C’s Facebook posts highlighting new donations. However, they also indicated they want more information and Facebook posts about the currently available supplies or what there may be an abundance of at the C2C store. One teacher commented, "I do think it's nice to know some of the supplies that are basically always there. It might not be a very exciting list, but it's nice to know I can always go here [to C2C] and get X" (Teacher C). Additionally, teachers wished they had more information on donating classroom supplies that are no longer needed. The C2C Facebook page's "About" section contains a link for people to make a financial donation, but individuals must contact C2C directly to inquire about donating physical items.

Recommendation 3: Provide accurate and updated content to educate audiences

Whether one is a prospective teacher, volunteer, or donor, they seek information to understand what C2C is all about or how they can help. However, the C2C Facebook page seems more aligned to current teachers' information than someone entirely new to C2C. Prospective audience members may scour the Facebook page to find more information and discover who to contact with questions. However, one teacher said, "I am much more likely to visit a webpage than I am Facebook about any organization" (Teacher I). Therefore, providing accurate, updated, and relevant information in an easy-to-digest manner (videos, pictures, infographics) on the website will empower audience members to feel like they have enough information about C2C to sign up to shop at the store, volunteer their time, or donate.

For instance, displaying a list of currently available supplies will assist prospective teachers in knowing the types of classrooms supplies they can expect to pick up at the store. Using the website as an information hub will also reduce the time C2C volunteers and staff spend individually responding to frequently asked questions. Additionally, a website will enable audience members to understand better what to expect their first time interacting with C2C.

Finding 4: Audience forgets about C2C as a resource

Between the floods of daily emails and choosing to "stay away from screens as much as possible," teachers may miss the monthly newsletter or overlook the sporadic Facebook posts (Teacher AO). For instance, one teacher said, "I rarely visit the page, but [C2C] shows up in my feed whenever a post is made" (Teacher W). Upon receiving the survey via the email newsletter, one teacher remarked, "[I] hadn't looked [at the Facebook page] until just now because last time I looked it was pretty sparse. Knowing there are updates of items in the shop and just other notices I'll check more often" (Teacher AE). Teachers may forgo shopping altogether or allow C2C to fall off their radar since they have limited access and decreased awareness of the store in their busy, everyday lives. Also, some teachers did not know C2C existed but look forward to utilizing it in the future when the school year begins.

Recommendation 4: Use relevant and active hashtags when writing Facebook posts

An important goal when utilizing social media is to remain relevant and authentic. Hashtags (#) are words or phrases preceded by the pound symbol, which C2C can use on their social media posts to help boost their audience reach and engagement. Adding hashtags to posts helps make content more discoverable when people search or follow them. Even if some hashtags have a smaller audience of people using them, C2C may reach a niche audience. Some examples of potential hashtags to explore include:

#K12	#edadmin	#parents	#recycle	#middleschool
#learning	#teachers	#savelibraries	#donate	#highschool
#earlyed	#disted	#education	#volunteer	#kids
#kindergarten	#onlinelearning	#school	#classroom	#community
#preschool	#k12online	#students	#freesupplies	#support

Using short and specific hashtags will make their posts visible in conversations surrounding certain topics. C2C can also support social issues or other awareness/cause days using a hashtag to mobilize and establish a connection. Additionally, C2C can create a branded hashtag (which seems like a must-do for the organization) to promote their nonprofit and motivate more people to engage with them online and at the C2C store. Adding hashtags into the C2C social media strategy will help ensure their posts contain relevant content and will be seen by a wider audience of people following certain hashtags and related ones.

Finding 5: Busy schedules makes it challenging for teachers to make the time to shop

In addition to being a teacher, these people may also have to juggle other responsibilities as a parent, friend, or community member while trying to pursue their interests and goals. One teacher commented, “I would like to know about special days and hours since I teach over 45 min[utes] away.” (Teacher AG). Some teachers said that the C2C store hours are not convenient for them due to time constraints, or they live too far away. However, 32% of teachers shop monthly. One teacher shared, “As a classroom teacher, what I would do is I would put [shopping at C2C] in my planner each month. It’s kind of like a checklist item...I was pretty much one of the regulars” (Teacher C). When asked what would persuade them to use the C2C Facebook page more often, one teacher responded, “More frequent posts sharing what is in the store” (Teacher AI). Some teachers said they have supplies left over from their last visit, so they do not need to restock each month.

Recommendation 5: Increase frequency of visually compelling Facebook posts to create an opportunity to spark dialogue and increase audience engagement

Increasing the frequency and relatability of the Facebook posts will persuade more people that making the time to shop will be worth it. With $\approx 1,050$ Facebook followers, the social media page provides an opportunity for C2C to share their stories, engage their audience, and collect donations. Creating a social media schedule and content calendar will help establish a Facebook posting pattern and frequency to reach audiences who are most likely online to receive the message. For instance, one teacher said, “If [C2C] showed up in my feed more...If there were more posts that I interacted with [I would visit the C2C Facebook page more]” (Teacher N). By posting on Facebook more consistently, C2C creates more opportunities for their audience to recognize the C2C brand and increase their engagement and reach. The posts also need to have visual appeal and follow a theme to create cohesiveness and coordination across the images. A visual theme will reinforce C2C’s brand and significantly impact audience members (see Figure 10).



Figure 10. Sample C2C Facebook posts teachers from 1:1 interview positively responded because of their visual appeal.
© Ra

Additionally, identifying and posting content the C2C audience will respond to will capture their attention, motivate them to shop at the C2C store, relate to the post, and hopefully share it. For example, one teacher remarked, "I'd like to see more of what is available. For example, the post about the cleaning products got me to make an appointment for May" (Teacher N). Building a social media calendar around posts, which encourage conversation will avoid flooding the audience with too many promotional posts. One teacher remarked, "It's been fun to get to know some of the ladies that have been in charge there. It makes it even more enjoyable to go to C2C and see friendly faces" (Teacher I). People are more likely to engage with posts when they pose questions or welcome feedback. Shifting the focus from brand awareness toward brand engagement invites audience members to digitally interact with C2C and build relationships/trust through dialogue.

Discussion

The data suggest that teachers who are in the know about Companies to Classrooms (C2C) have sufficient information to shop at the store because they are familiar with the organization. Still, they individually reach out to C2C staff/volunteers with questions. However, a prospective audience may struggle to conduct an information search to learn more about C2C due to the lack of public-facing information sources available. How many more teachers out there are potential C2C shoppers, but they are simply not aware of the store's existence? The results suggest that current teachers and prospective teachers, volunteers, donors, and community members will benefit from C2C expanding their multichannel communication methods by launching a website. These audience members will quickly access the shopping sign-up link and easily digest information about what C2C is, what they do, how they can support them, and who to contact with a question. Additionally, C2C will have another platform to share the organization's story and the impact of their work in the community.

Due to the lack of data from a C2C volunteer and donor perspective, the results cannot confirm that these groups experience the same challenges, motivations, and attitudes about the C2C Facebook page or the organization overall. Therefore, it is more effective to define volunteers and donors as an audience segment based upon a common set of goals and behaviors (See Appendix B) instead of taking a more focused approach to understanding them as individuals (See Appendix A). It is also beyond the scope of this study to use the C2C Facebook Page insights and analytics tool to boost C2C's social media marketing strategy. The amount of data-points Facebook Page insights has available to track, collect, and analyze is unrealistic for me to include in the time frame allotted to conduct this study.

Further studies should consider the low response rate because of the time of year teachers were surveyed. Teachers may be unavailable and unresponsive to emails during the summer to relax, recharge, and reflect on the previous school year. Additionally, the COVID-19 pandemic increased the need for remote learning during the 2020-2021 school year, impacting teachers' need for physical classroom supplies. Lastly, C2C is in the process of relocating within the next six months due to the sale of the Historic Old Central High School by Duluth Public Schools. Further research is needed to understand the perceptions and frustrations of the C2C volunteer

sign-up process and donor experience to have a more well-rounded approach to the usability of a future website catering to all C2C audience segments.

Conclusion

Companies to Classrooms (C2C) is in an excellent position for growth and expansion. Merging C2C's strong social presence of Facebook and enhancing their digital presence with a website will increase their ability to meet their audience where they already spend their time online. The recommendations contained within this report are designed to leverage Facebook as a promotion and brand awareness tool and allow the future C2C website to serve as an information hub for easy navigation, fundraising efforts, engagement, and advocacy. This social media and website strategy shift will advance C2C's organizational goals to support more teachers, students, the future of education, and the planet. I arrived at these recommendations through a thematic analysis of the qualitative and quantitative data extrapolated from three interviews and 44 anonymous survey responses. C2C could significantly improve their audience's experience with the Facebook page and the future website upon launch by considering these recommendations.

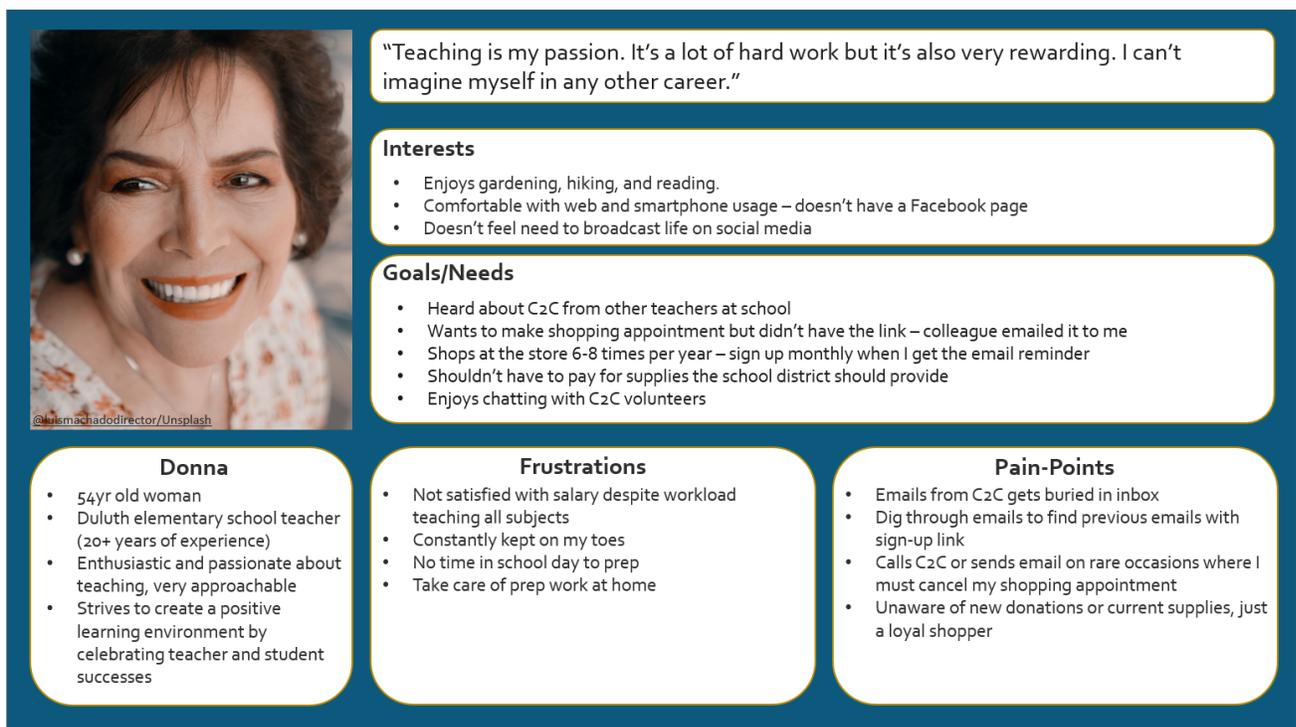
Appendices

Appendix A: Teacher Personas

A persona is a fictional yet detailed description of an average user to represent the common characteristics and goals of a larger group of people. These characters usually describe an individual's background, behavior, goals, skills, attitudes, and environment they live in. Personas help designers humanize and contextualize the audience they try to design for to ensure their products will satisfy the needs of those who will use them.

To create appropriate personas, I conducted three interviews and received 44 survey responses to grasp demographic information of C2C's target audience. Collecting information about teachers' hobbies, internet usage, and a day in their lives helped me identify behavioral patterns and background information to create a more well-rounded character and empathize with those who will use the product in the future. To reiterate, the names, characters, places, and situations are fictional. Any resemblance to actual events, locales, or persons, living or dead, is entirely coincidental.

Based on the data, women (usually teachers) between 30 to 65 years old are C2C's target audience. Other than middle-aged women, young females between the ages of 25 to 34 are also active shoppers at C2C. Lastly, there are a few men and some people who prefer not to share their gender who shop at C2C. However, this indicates an underdeveloped segment of people C2C has not tapped into. Accordingly, I decided on the general background of two personas: one elementary school teacher and one middle school teacher with varying confidence in completing online tasks.



"Teaching is my passion. It's a lot of hard work but it's also very rewarding. I can't imagine myself in any other career."

Interests

- Enjoys gardening, hiking, and reading.
- Comfortable with web and smartphone usage – doesn't have a Facebook page
- Doesn't feel need to broadcast life on social media

Goals/Needs

- Heard about C2C from other teachers at school
- Wants to make shopping appointment but didn't have the link – colleague emailed it to me
- Shops at the store 6-8 times per year – sign up monthly when I get the email reminder
- Shouldn't have to pay for supplies the school district should provide
- Enjoys chatting with C2C volunteers

Donna

- 54yr old woman
- Duluth elementary school teacher (20+ years of experience)
- Enthusiastic and passionate about teaching, very approachable
- Strives to create a positive learning environment by celebrating teacher and student successes

Frustrations

- Not satisfied with salary despite workload teaching all subjects
- Constantly kept on my toes
- No time in school day to prep
- Take care of prep work at home

Pain-Points

- Emails from C2C gets buried in inbox
- Dig through emails to find previous emails with sign-up link
- Calls C2C or sends email on rare occasions where I must cancel my shopping appointment
- Unaware of new donations or current supplies, just a loyal shopper

Figure 11. Persona of Donna, a Duluth elementary school teacher with over 20 years of teaching experience.

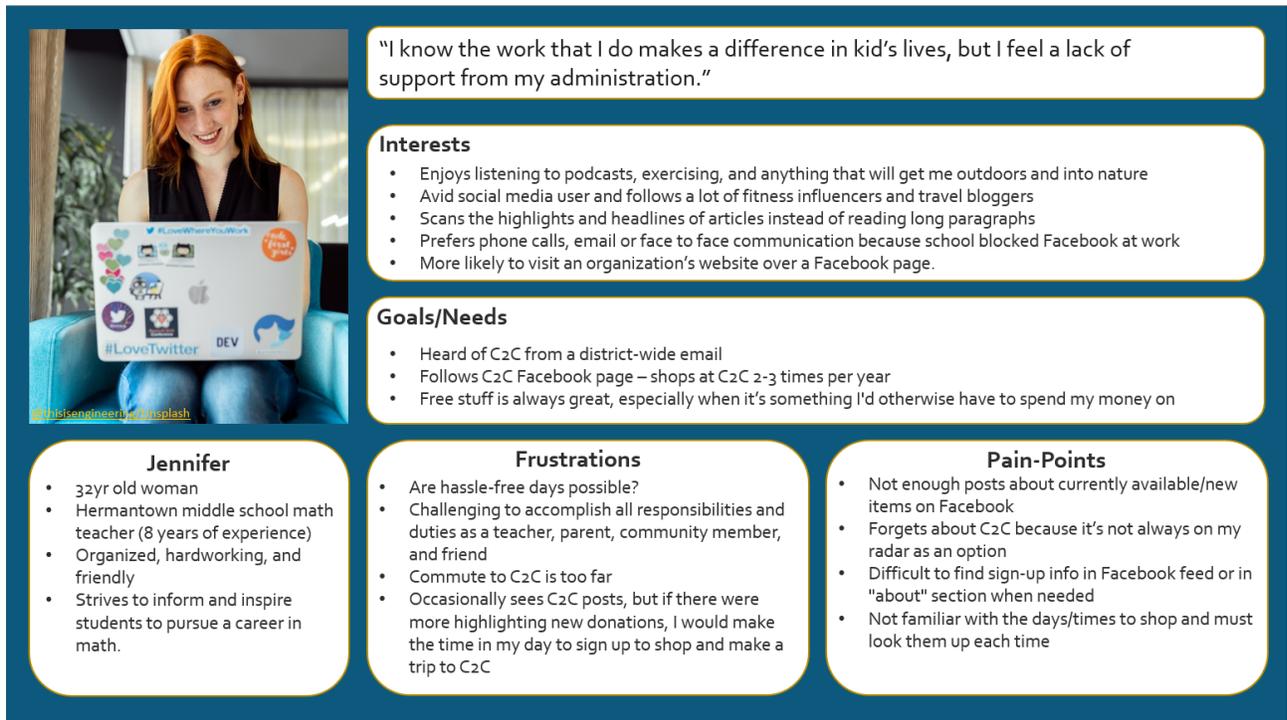


Figure 12. Persona of Jennifer, a Hermantown middle school math teacher with 8 years of teaching experience.

Appendix B: Volunteer and Donor Audience Segment

Audience segmentation defines subgroups within a target audience to deliver more personalized messaging and create stronger connections. Segmenting audiences will allow C2C to enable their programming and marketing messages to serve better the characteristics, needs, and values of those members. I defined C2C volunteers' and donors' goals, needs, frustrations, and pain-points based on generalized behavior to create appropriate audience segments.

Volunteer Audience Segment

People who volunteer at C2C are those who desire a sense of belonging and want to make a difference.



Figure 13. A chart summarizing a volunteer's goals, needs, frustrations, and pain-points.

Donor Audience Segment

Those who value generosity and seeing the impact of their gift are qualities of C2C donors.

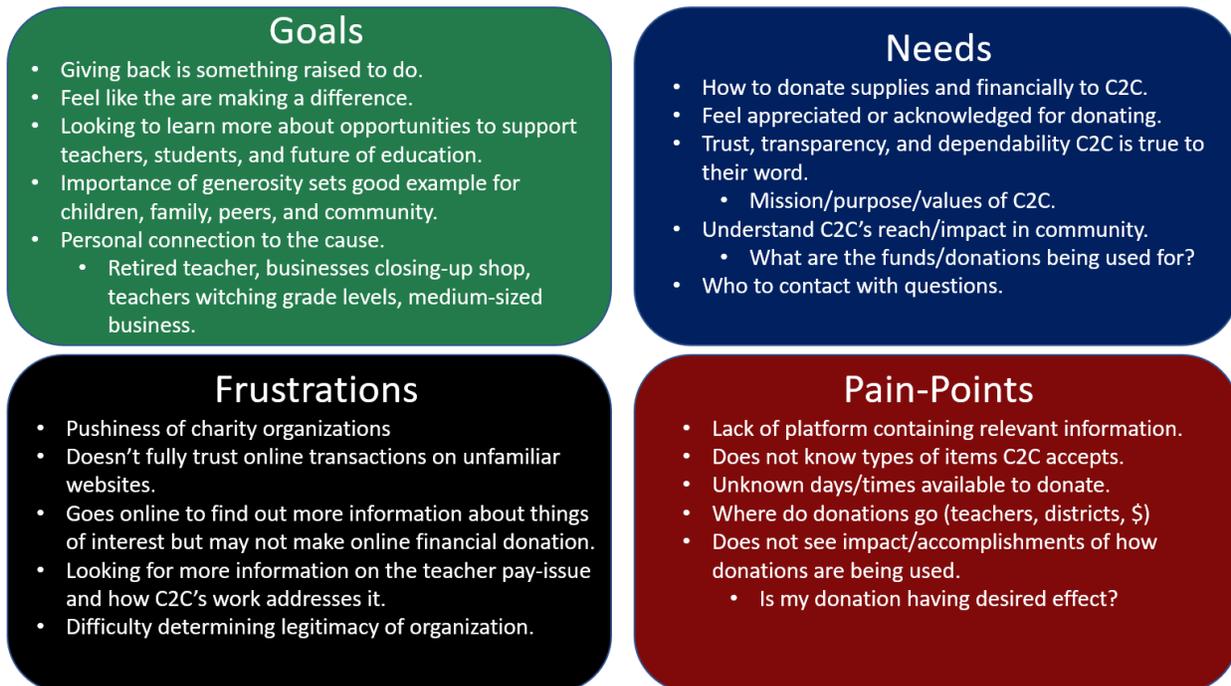


Figure 14. A chart summarizing a donor's goals, needs, frustrations, and pain-points.

Appendix C: User Journey

A user journey is a visualization describing a user's path to achieve a goal when using a website or mobile application. User journeys visualize how someone interacts with a website and helps designers see products from a user's perspective. They will create an "ideal" path a persona may take using the proposed design solution.

To understand the C2C personas' user journey, I incorporated the current teacher's frustrations and goals while using the Facebook page to reimagine how they could achieve the same goals with a website.

Phase of journey	Discover	Learn	Use	Decide	Goal
Actions What does the persona do?	<ul style="list-style-type: none"> Social Media Information at School Email Newsletter Online Search 	<ul style="list-style-type: none"> About C2C (Mission/Goals) How C2C Works (supplies available?) Volunteer Information Donation Information Contact Information 	<ul style="list-style-type: none"> Sign Up to Shop Subscribe to Newsletter Contact C2C with Questions 	<ul style="list-style-type: none"> Create & Sign In to Account Make shopping appointment 	<ul style="list-style-type: none"> Shop at C2C Store Receive Regular Newsletter Updates
Touchpoint What part of the service do they interact with?	<ul style="list-style-type: none"> Facebook Web Page/Search Result Email Word of Mouth 	<ul style="list-style-type: none"> C2C Website Homepage C2C Webpages C2C Donation Button Facebook Page 	<ul style="list-style-type: none"> Sign Up to Shop Button Newsletter Form Contact Form 	<ul style="list-style-type: none"> Account Creation/Sign In Page Appointment Booking Email Confirmation 	<ul style="list-style-type: none"> Physical C2C Store C2C Volunteers/Staff Email
Persona Thought What is the persona thinking?	<ul style="list-style-type: none"> C2C sounds helpful Where can I get more info? I can't access the Facebook page at school 	<ul style="list-style-type: none"> Where do I start? When are they open? What's the address? I can save money! I can get classroom supplies! 	<ul style="list-style-type: none"> What does C2C do? Joining newsletter was simple process 	<ul style="list-style-type: none"> Sign-Up button easy to find Confusing account creation process Appointment times not convenient for me Straightforward appointment booking 	<ul style="list-style-type: none"> Free classroom supplies! Staff/Volunteers friendly I got lost getting to the building
Persona Feeling What is the persona feeling overall?					

Figure 15. User journey Jennifer and Donna may take to reach their goal

As a Duluth elementary school teacher, Donna creates a positive learning environment for her students. She wants easy access to materials to outfit her classroom with decorations and provide students with art/crafting supplies. Donna wants to stay updated with current/new supplies available at the C2C store to create an engaging learning environment for her students.

As a Hermantown middle school math teacher, Jennifer develops creative and engaging lesson activities for her students. She wants to save money on tape, pencils, file organizers, and notebooks for herself and her students. Jennifer wants to find relevant information quickly and make a shopping appointment easily to have a little extra time in her day.

The user journey will help explain how a proposed website will help the personas complete website tasks, remove pain-points, and meet their goals.

Appendix D: Proposed Website Sitemap

To make it easier for people to navigate a website, understand its structure, and see how different web pages relate, one can reference a sitemap. Typically, sitemaps show the hierarchical relationship between the pages and their relative importance by separating content and dividing it into categories. Sitemaps also avoid the tendency to duplicate information or create unnecessary pages, which leads to complicated to navigate interfaces.

To create an effective sitemap for the C2C website, I considered both audience and organizational goals to ensure the website's structure will reinforce and help achieve those goals. Consequently, I minimized the number of clicks someone must take to get from point A to point B. This sitemap will be a useful planning tool to organize and clarify the importance of content, which needs to live on the website.

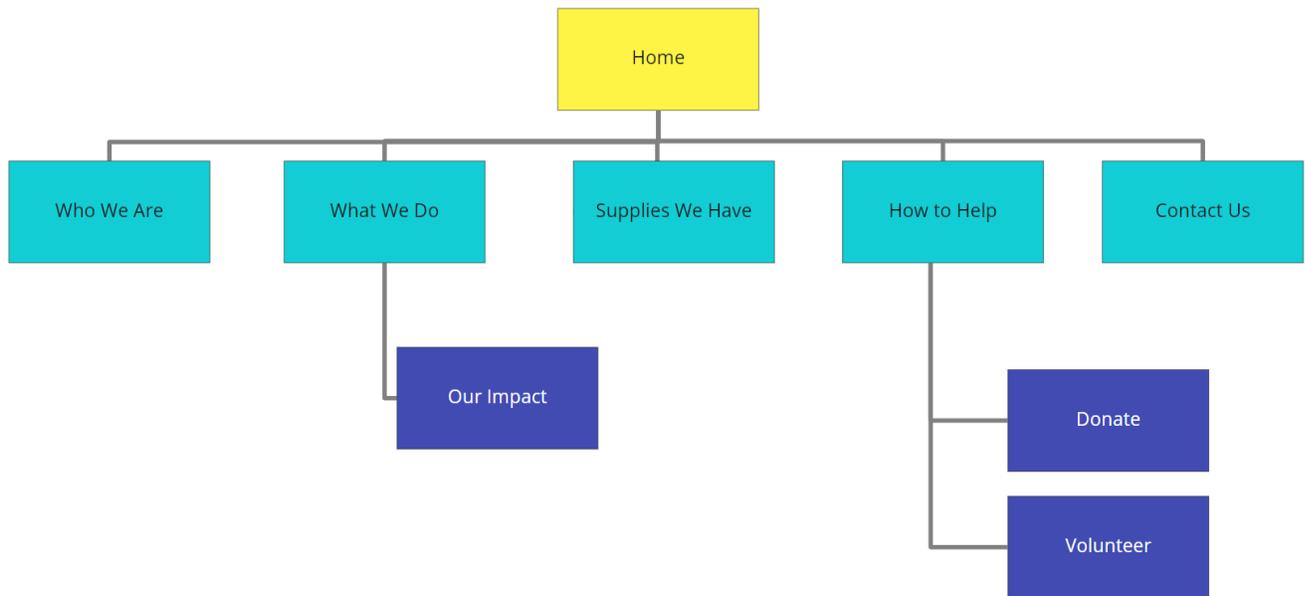


Figure 16. Proposed Sitemap for C2C Website.

Appendix E: Proposed Website Wireframe

A low fidelity wireframe is a two-dimensional outline representing a layout for a website page structure. Wireframes offer an early visual representation of the structure and connection between the different pages. Due to the simplicity of the wireframe, it saves designers, developers, and clients time and effort to redesign before embarking on creating the final product. Additionally, they help determine the visual and typographic hierarchy to determine the most valuable information for their audience. They focus on structure instead of details and styles to better understand how the audience will interact with the page.

To design appropriate wireframes, I took the project goals, target audience, and their frustrations using the C2C's Facebook page into consideration to create the structure of the proposed page design. As a result, I designed an early interface, which addresses the audience's pain-points and approximates what future website users may see. These wireframes will determine if the design is user-friendly, visually appealing, and solve the right problems C2C audience members have. Additionally, they will guide the development of the final website.

Figure 17 shows an overview of the proposed wireframe designs for the C2C website. Each subsequent wireframe gives a sense for the overall layout of each section a person could click on when navigating the website. Figure 18 gives a sense of the design for the C2C homepage, and Figure 19 demonstrates a proposed outline for an "about" page where people can learn more about the organization. Figure 20 and Figure 21 are part of the same page, which I split in half for formatting purposes. They provide a potential layout for people to learn more about what C2C does, how shopping at C2C works, who can shop, C2C's address, and who to contact with questions. Figure 22 displays a potential landing page to showcase how C2C impacts the community and some of the organization's outcomes. Additionally, Figure 23 outlines the page's layout where people can learn more about getting involved with C2C or make a donation. Finally, Figure 24 gives a sense for the layout of how the organization's contact details, store hours, and physical address may be displayed.

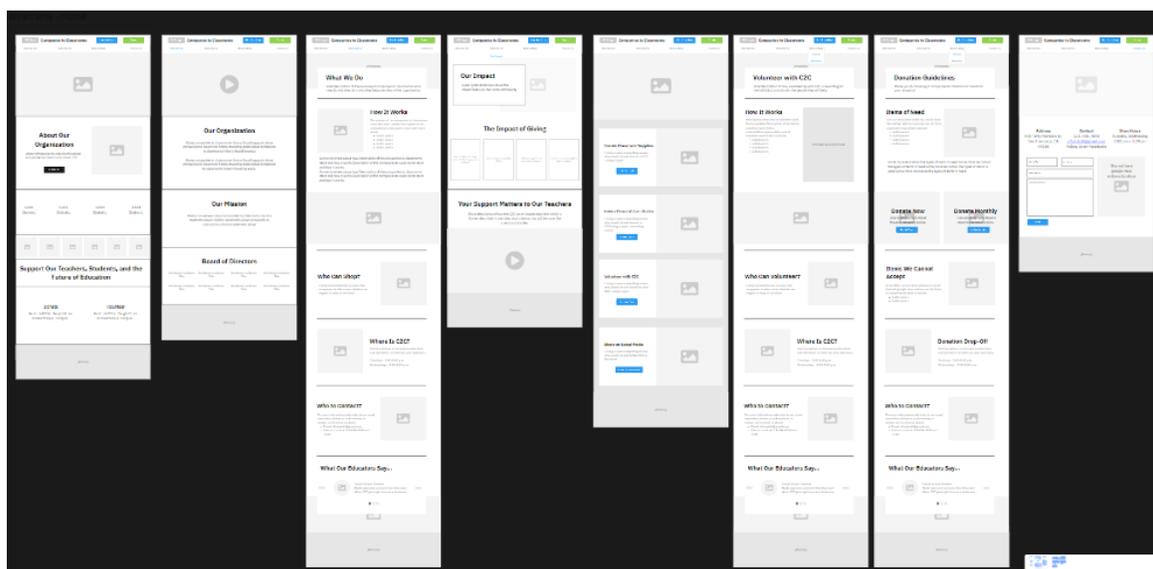


Figure 17. Overview of proposed wireframe for C2C website.

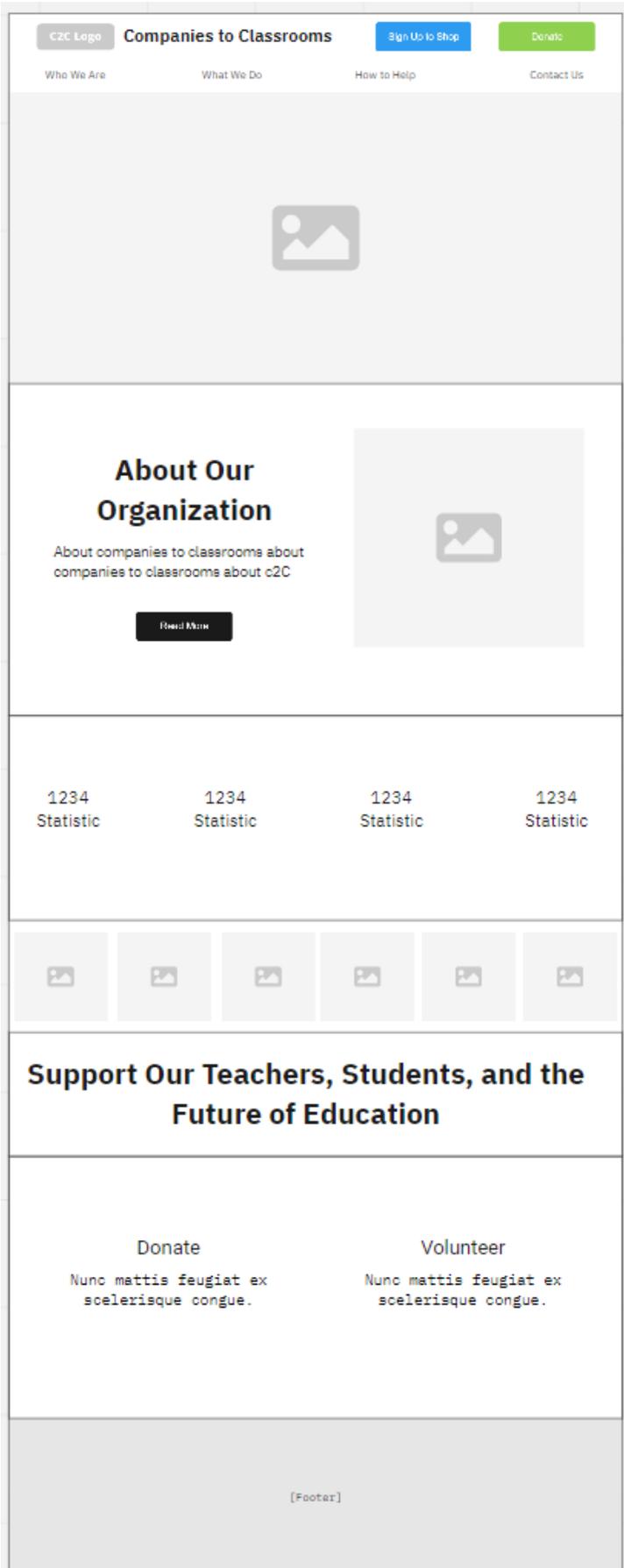


Figure 18. Wireframe: Home

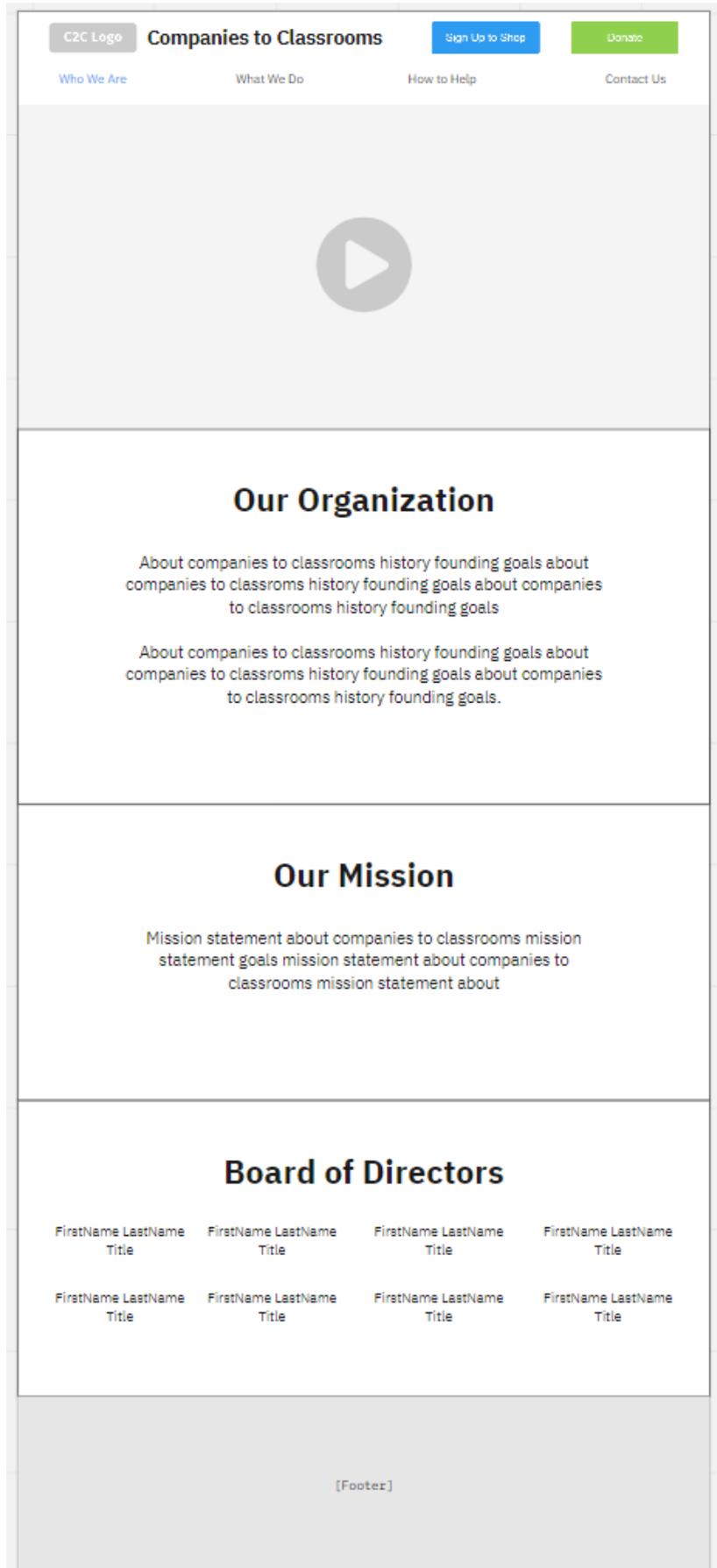


Figure 19. Wireframe: Who We Are

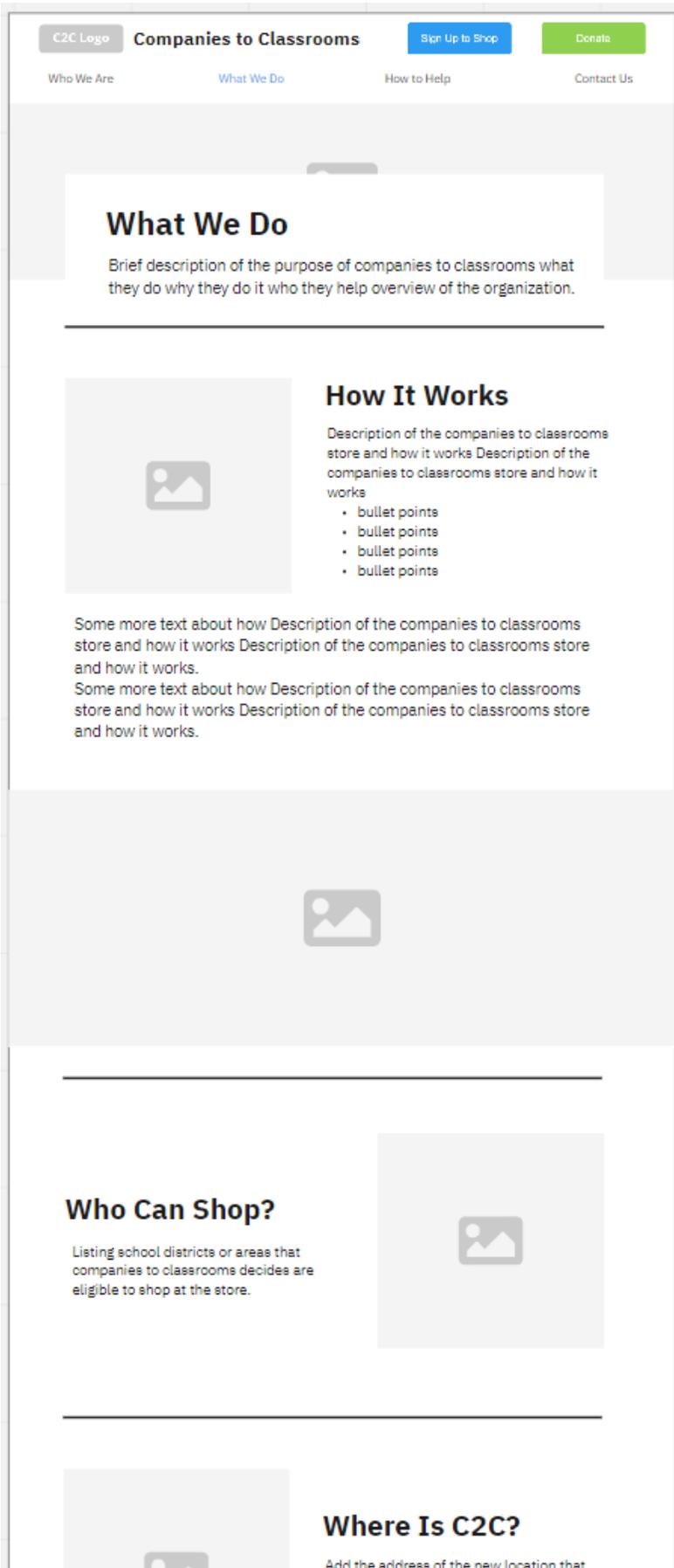


Figure 20. Wireframe: What We Do (Top)

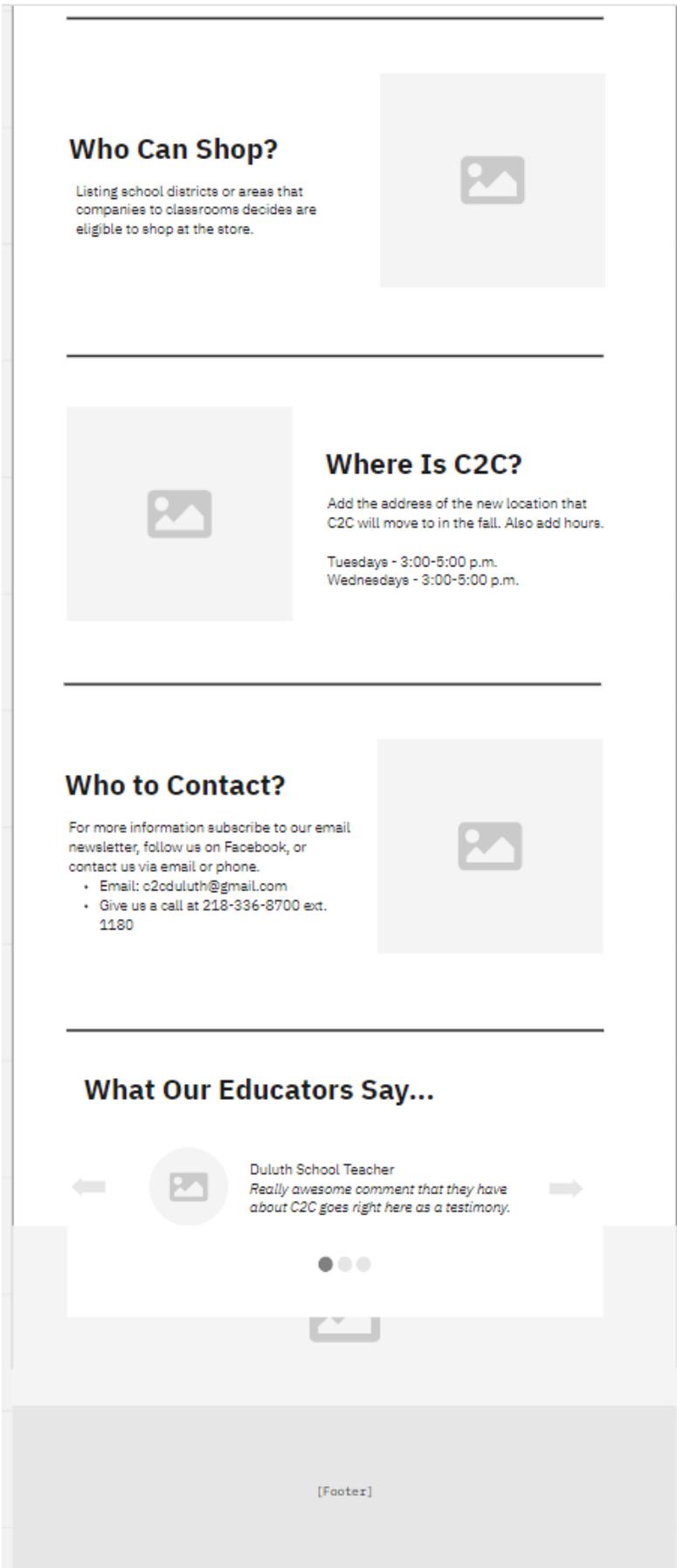


Figure 21. Wireframe: What We Do (Bottom)

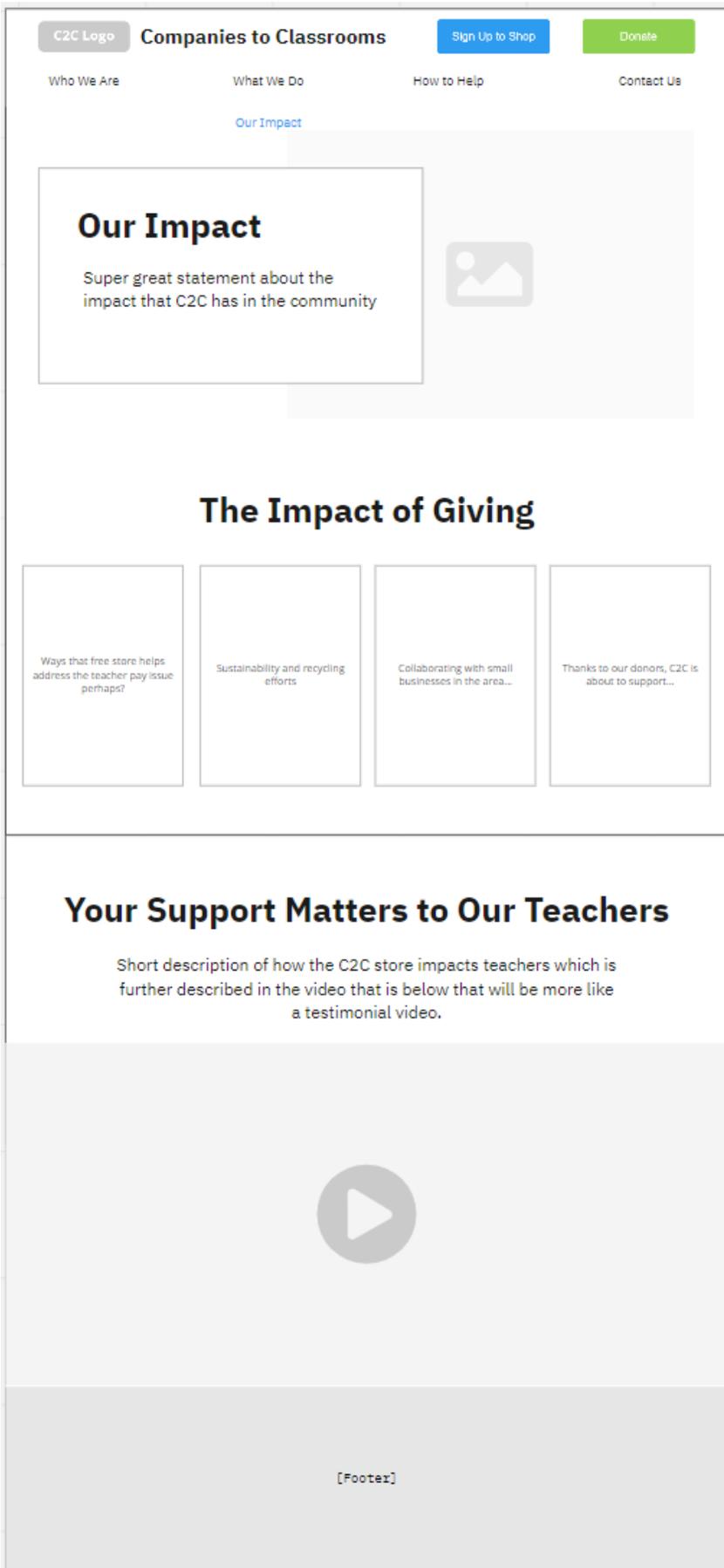


Figure 22. Wireframe: Our Impact

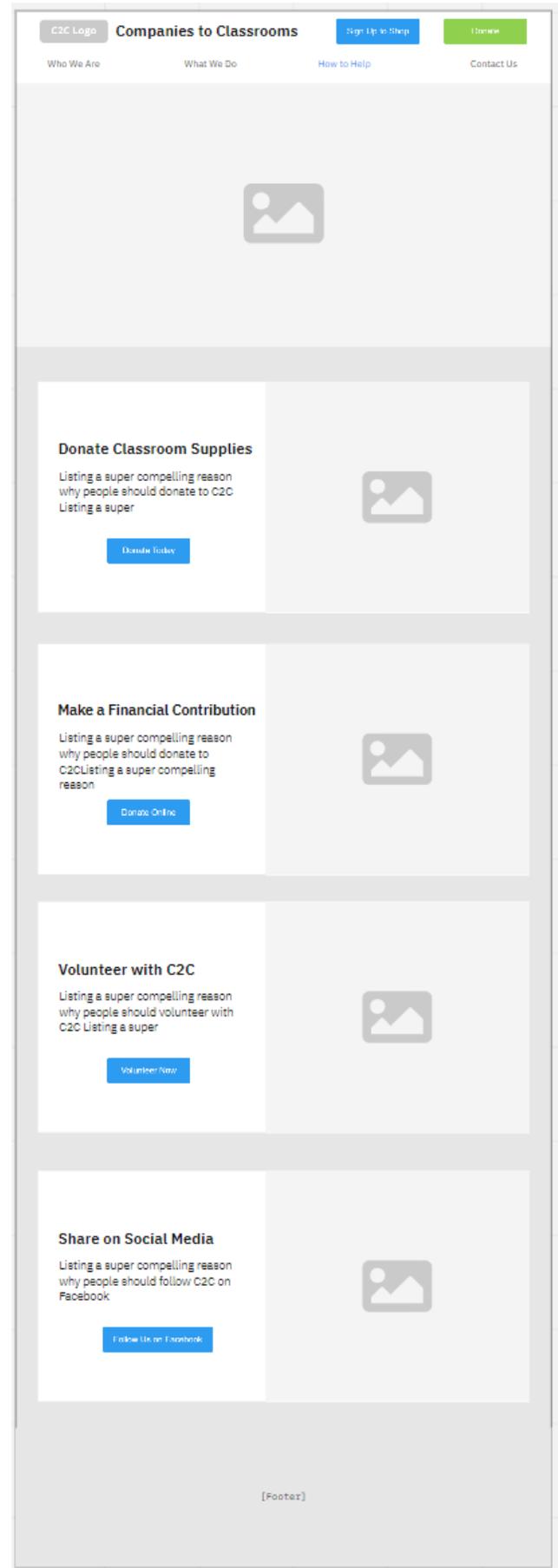


Figure 23. Wireframe: How to Help

C2C Logo **Companies to Classrooms** [Sign Up to Shop](#) [Donate](#)

[Who We Are](#) [What We Do](#) [How to Help](#) [Contact Us](#)



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<input type="text" value="First Name"/>	<input type="text" value="Last Name"/>	<p>This will be a google map address location</p> 
<input type="text" value="Email Address"/>		
<input type="text" value="Type Message Here"/>		
<input type="button" value="Send"/>		

[Footer]

Figure 24. Wireframe: Contact Us

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