



Design Department User Personas

User Personas

1. Target Audience

In our efforts to create an effective website for the MCC Design Department, DMMC Studio conducted comprehensive user research, starting with the implementation of 28 surveys targeted at the department's students. These surveys were designed to gather valuable insights into their needs, preferences, and pain points. By analyzing the feedback, we aimed to identify key features and functionalities that would enhance user experience and support the diverse learning objectives of the design program. This user-centered approach ensured that the new website would be tailored to meet the specific demands of its primary users, ultimately fostering a more engaging and accessible digital environment.

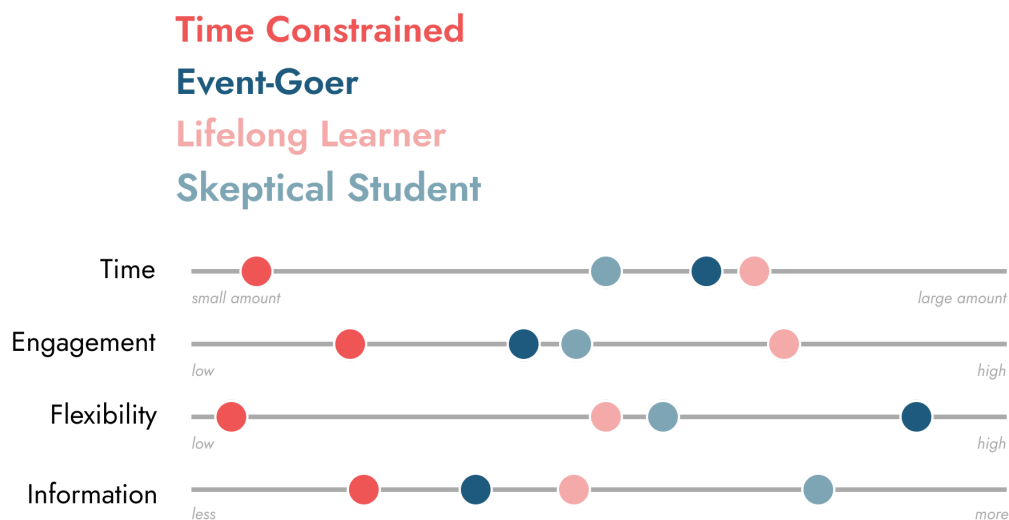
2. Demographics

The results of our survey revealed that the majority of respondents were students aged 18 to 24, reflecting the primary demographic of the MCC Design Department. This age group represented a diverse range of backgrounds and experiences, providing us with valuable insights into the preferences and needs of younger learners. However, it is also important to consider the perspectives of other students, particularly those aged 25 to 45 and beyond, who bring different experiences and expectations to the table. By understanding the needs of all age groups, we can create a website that effectively caters to a wider audience, ensuring that it resonates with and supports the academic journeys of students across various stages of their lives.

The majority of respondents identified as White or Caucasian. While this demographic trend is noteworthy, we recognize the importance of inclusivity in our design process. To ensure that the new website resonates with all users, we will consider the diverse ethnic backgrounds and cultural experiences of all students. By incorporating a range of perspectives, we aim to create a design that is not only visually appealing but also reflective of the rich diversity within the MCC Design Department, fostering a more welcoming and accessible online environment for everyone.

3. User Personas

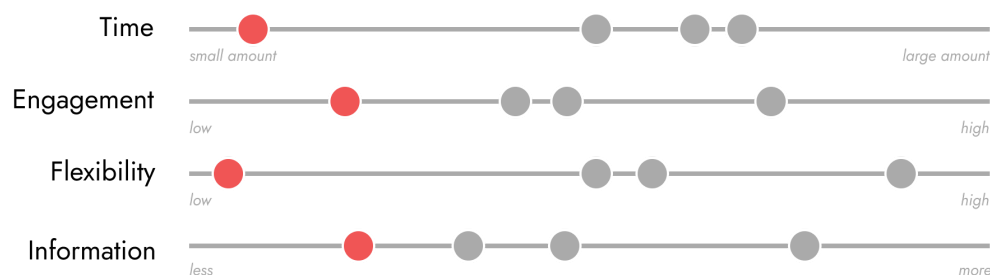
We identified four distinct user personas that will guide the design of the new website for the MCC Design Department: the Time-Constrained Student, the Event-Goer, the Lifelong Learner, and the Skeptical Student. By understanding the unique motivations and challenges of each persona, we can tailor the website's features and content to better meet the diverse needs of our users, ultimately creating a more engaging and supportive online experience.



Time-Constrained Student

This student is typically juggling multiple responsibilities, such as coursework, part-time jobs, and personal commitments. They are motivated and goal-oriented but often feel overwhelmed by their busy schedule. As a result, they may struggle to find time to join school clubs and events, leading to selective participation based on their interests or career aspirations. While they recognize the value of extracurricular involvement for networking and personal growth, their academic and financial priorities often take precedence.

Time Constrained
Event-Goer
Lifelong Learner
Skeptical Student



Functional Needs:

- **Time Management Tools:** Access to calendars, scheduling apps, or reminders to help them organize their commitments effectively.
- **Flexible Learning Options:** Availability of online courses, recorded lectures, or asynchronous participation in club activities.

Social Needs:

- **Community Support:** A sense of camaraderie and understanding among peers who share similar time constraints and challenges.
- **Networking Opportunities:** Events that allow for quick and meaningful connections with peers and mentors in their field of interest.

Emotional Needs:

- **Validation and Understanding:** A supportive environment that acknowledges their time constraints and provides encouragement without pressure.
- **Belonging:** A feeling of inclusion in the community, even if their participation is limited.

User Scenario:

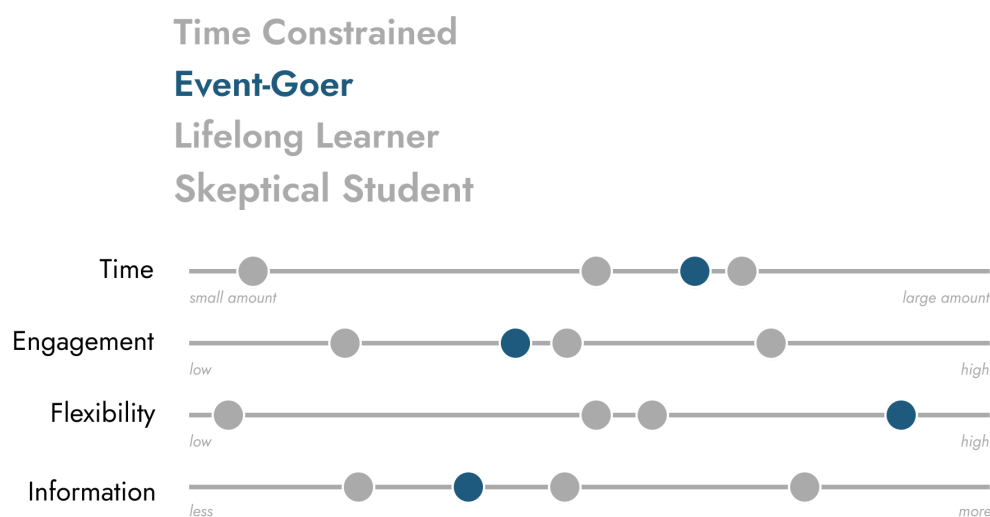
Jamie, a 23-year-old student, wants to **learn about the many opportunities** the MiraCosta College Design Department has to offer to determine which ones he wants include into his busy schedule.

1. **Initial Search:** Jamie googles "MiraCosta College Design Department opportunities".
2. **Website Exploration:** The first link leads to the MCC Design Department website home page.
3. **Information Gathering:** On the webpage, Jamie skims through the page to find sections like "Clubs," and "Events," He discovers the student Gallery Page and scholarship and studying abroad opportunities.
4. **Outcome:** Jamie feels like after his research that the Design Department has good opportunities in which he could take advantage of.

Event-Goer Student

A student who actively participates in campus events, activities, and social gatherings. This student values community engagement and sees these events as opportunities for networking, socializing, and enhancing their overall college experience. They tend to prioritize attending events over joining formal clubs or organizations, often seeking out diverse activities that align with their interests, such as workshops, cultural celebrations, and recreational outings.

Event-Goer Students are usually outgoing and enjoy meeting new people, but they may not commit to long-term involvement in specific groups. Their engagement often reflects a desire for social connection, personal growth, and the enjoyment of campus life.



Functional Needs:

- **Easy Access to Information:** Clear and timely information about upcoming events, including dates, times, locations, and details about activities.
- **Convenient Registration:** A straightforward and quick registration process for events, ideally with options for reminders and updates.

Social Needs:

- **Group Activities:** Collaborative events that encourage teamwork and camaraderie, helping them build friendships and support networks.
- **Shared Experiences:** Opportunities to create lasting memories with fellow students through social events, workshops, and group activities.

Emotional Needs:

- **Excitement and Enjoyment:** Opportunities for engaging and fun experiences that enhance their overall college life.
- **Validation:** Recognition and appreciation for their participation, reinforcing their connection to the community.

User Scenario

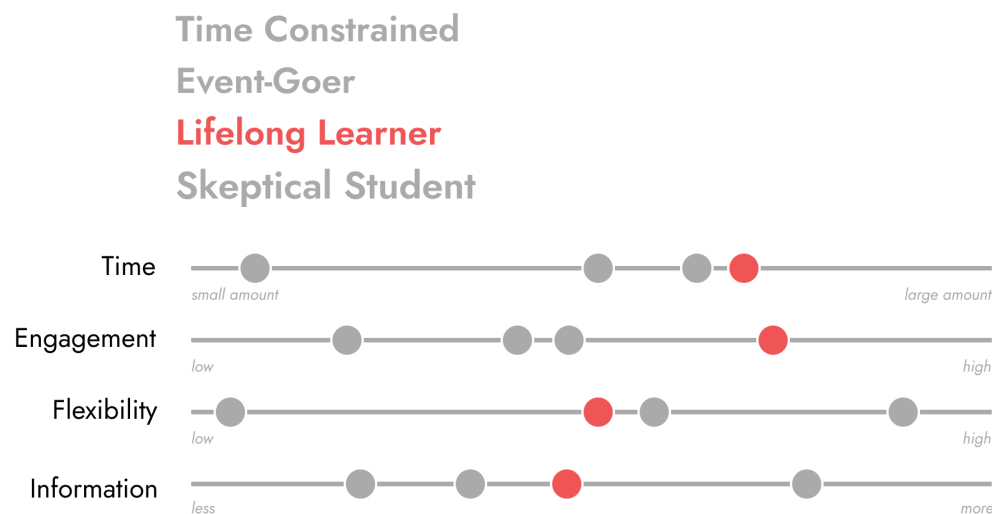
Alex, a 21-year-old, is **eager to explore the Maker Lab** for his school and personal projects.

1. **Initial Search:** Alex googles "How to use the Maker Lab of the Design Department at MiraCosta College."
2. **Website Exploration:** The top search result is the Maker Lab page on the Design Department website. He clicks on it, excited to find information about the lab and the tools available.
3. **Information Gathering:** On the webpage, Alex browses through the lab's information and discovers that it is open to the community, which makes him even more enthusiastic about the possibilities.
4. **Contact Information:** Not finding clear information on how to use the tools or reserve them, Alex navigates to the contact page. He sends an email expressing his interest in using the lab to enhance his skills and asking about the process for using it for personal projects.
5. **Follow-Up:** A few days later, Alex receives a friendly and detailed email from the Design Department outlining the steps to use the lab, including information on tool reservations and available resources. He feels excited and ready to start his projects!

Lifelong Learner Student

A student who is committed to continuous personal and professional development throughout their academic journey and beyond. This student actively seeks out knowledge and skills not only through formal education but also through extracurricular activities, workshops, online courses, and self-directed learning opportunities.

They possess a curious mindset, often exploring diverse subjects and interests, and value the process of learning itself as much as the outcomes. Lifelong Learner Students tend to be adaptable and open to new ideas, demonstrating a proactive approach to acquiring knowledge that enhances their academic performance, career prospects, and personal growth.



Functional Needs:

- **Efficient Information Retrieval:** Easy access to course materials, lecture notes, and supplementary resources to facilitate ongoing learning.
- **Flexible Learning Formats:** Options for both synchronous and asynchronous learning to accommodate varying schedules and preferences.

Social Needs:

- **Collaborative Learning Opportunities:** Access to group projects, study sessions, and discussion forums that encourage interaction with peers.
- **Shared Experiences and Feedback:** Opportunities to share insights and feedback with peers, fostering a collaborative learning environment and enhancing understanding.

Emotional Needs:

- **Confidence in Abilities:** Encouragement and validation that reinforce their belief in their capacity to learn and grow throughout their lives.
- **Sense of Achievement:** Opportunities to celebrate milestones and accomplishments in their learning journey, providing a sense of pride and motivation.

User Scenario

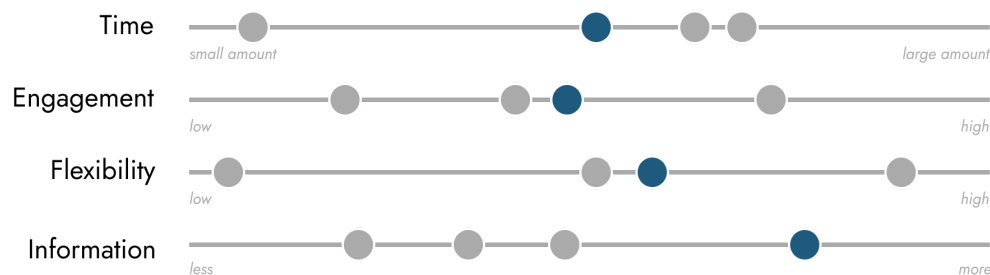
Michael, a 45+ year old landscaper, who is **interested in updating his skills** and acquiring an Architecture related certificate from a local community college. The school's program reputation, and its location, are two important factors on why he would enroll in the school.

1. **Initial Search:** Michael searches for local community colleges with an Architecture program closest to where he lives.
2. **Website Exploration:** From the search results, he clicks on a link and takes him to the MiraCosta College Design Department website home page. He is able to gather valuable information.
3. **Information Gathering:** When browsing the site, he is able to see the work students produce, link to the school's Catalog page containing the department's degrees and certificates information, Maker Lab information with all the tools and computer workstations, and other valuable department information.
4. **Outcome:** After browsing through the site, Michael is confident that MiraCosta College's Architecture program is the right choice for him. That same day, he enrolls and is on his way to a better paying job.

Skeptical Student

This student exhibits indifference toward program activities and clubs, often viewing them with skepticism about their value or relevance. They may perceive these extracurricular options as unengaging or lacking in substance, leading to a reluctance to participate. This student tends to prioritize academic work or personal interests over involvement in clubs, believing that time spent in such activities may not contribute meaningfully to their education or future goals. Their skepticism can manifest in a lack of enthusiasm for events and meetings, as they may doubt the effectiveness of these opportunities in enhancing their learning experience.

Time Constrained
Event-Goer
Lifelong Learner
Skeptical Student



Functional Needs:

- **Clear Purpose and Value:** Information about how participating in the club or sharing work can benefit their academic or career goals, emphasizing practical outcomes.
- **Feedback Mechanisms:** Access to constructive feedback from peers or faculty, helping them improve their work and feel more confident about sharing it.

Social Needs:

- **Role Models:** Exposure to senior students or alumni who successfully participated in the club and shared their work, illustrating potential benefits and outcomes.
- **Networking Events:** Opportunities to connect with like-minded individuals in a low-pressure environment, fostering relationships that can encourage future participation.

Emotional Needs:

- **Reduction of Anxiety:** Assurance that participation is optional and that there is no judgment for not sharing, helping to alleviate pressure and stress.
- **Motivation and Inspiration:** Opportunities to see the positive impact of sharing work through success stories from peers, inspiring them to consider participation.

User Scenario

Maria, a 30-year-old student, has **several projects she wants to showcase**, but she may feel indifferent about them.

1. **Initial Search:** Maria googles "ways to showcase projects".
2. **Website Exploration:** The top search item is the Student Showcase page of the MCC Design Department website.
3. **Information Gathering:** On the webpage, Maria browses the student work. She filters the projects based on classes she's taken before.
4. **Contact Information:** Maria does not find a "How to Display Your Work" heading so she navigates to the about page and sends an email to the department about what steps to take to display her work on the website.
5. **Follow-Up:** Maria received an email telling her the steps to have her work displayed. She feels satisfied.