

Teaching Brief/GIFT

Using AI Arts-based Audience Personas for Deepening Audience Analysis Incorporating DEI

Denisse Vasquez-Guevara, California State Polytechnic University, Pomona

ABSTRACT

Audience analysis is crucial for planning and developing effective communication strategies. It involves gaining a deeper understanding of audience demographics and psychographic data to create strategies that engage audiences around the specific goals of an organization, brand, or public figure. Through the theoretical lens of audience analysis theories in strategic communication and marketing, diversity, equity, and inclusion (DEI) principles and ethics, and arts-based pedagogical techniques, this teaching brief explores audience personas and the practical application of artificial intelligence (AI) prompt engineering for image generation. Through this assignment, students enhanced their understanding of audience analysis and segmentation while practicing the ethical use of AI guided by DEI guidelines. Specifically, students learned how to represent audience diversity in research data collection equally, audience segmentation profile descriptions that reflect respectful and realistic representations of gender identities and race, detailing the visual and textual descriptions of their needs, interests, and culture. This class assignment could be useful for undergraduate courses such as public speaking, public relations, strategic communication, communication research, public relations campaigns, and social media marketing.

Keywords: public relations, social media marketing, strategic communication, online and social media

Theoretical Rationale

In strategic communication, audience segmentation organizes people into category groups according to specific shared criteria among individuals of a population (Holtzhausen et al., 2021). Developing well-defined audience segmentation strategies is crucial for brands, public figures, and organizations. Now, more than ever, communication strategies focus on niche audiences, targeting characteristics such as localization, interests, and age groups due to the high use of social media platforms and diversity in content (Freberg, 2021; Freberg & Sutherland, 2022).

In social media strategies, it is crucial to develop audience profiles to collect broad criteria (i.e., demographic data) and specific criteria (i.e., nutritional preferences, hobbies, needs) that allow audience segmentation and sub-segmentation to develop strategies tailored to audiences' needs and interests (Freberg, 2021). For example, in social media strategies, understanding audiences enables communication and marketing practitioners to tailor content strategies according to audiences' needs and attract their attention to engage them effectively and achieve communication goals (Atherton, 2023). In the communication strategy planning process, audience personas are a versatile tool that summarizes the key data of each audience segment into a fictional character used for developing a communication strategy or tactic and choosing the appropriate communication channels that cater to audiences, such as influencers on social media. As third-party communication conduits, influencers are agents that cultivate online communities while supporting message positioning for a niche audience (Enke & Borchers, 2021). In this process, audience personas source information into curating—or choosing—the influencers to foster audience engagement (Chen & Ren, 2024) to place messages that allow them to achieve the communication goals of an organization, brand, or public figure (Vieira et al., 2023).

Audience Personas as a Tool for Strategic Audience Analysis

Several research techniques have been explored to develop compelling profiles for audience segmentation, such as audience personas and social listening (Simkin & Dibb, 2013). Rooted in user experience (UX), since the 1990s, computer programmers have used audience personas to create user profiles that describe audiences' needs and develop seamless experiences with computer systems and technological devices (Cooper, 1999; Nielsen & Hansen, 2014). Later, marketers and strategic communication professionals adopted personas to enhance demographic and psychographic characteristics analysis (Marshall et al., 2015). In this way, advertisers, marketers, and communication professionals utilize audience personas in audience analysis by creating fictional characters that facilitate a better understanding of audiences to develop communication strategies (Mogull, 2024).

Audience personas, as a tool, enable communication professionals to plan more tailored tactics that move beyond listing target audiences' characteristics towards providing a holistic outlook of audiences' personality traits to provide more information and visual inspiration to develop strategies that evoke emotions, interests, and engages audiences positively resonating with their values and identity (Mahoney & Tang, 2024; Quesenberry, 2020).

Arts-based Pedagogy

Higher education pedagogy promotes interdisciplinarity and multidisciplinary learning by integrating instructional tools such as arts-based techniques (Rieger et al., 2020). For instance, using art such as visuals and drawings can encourage creativity and deeper insight into a topic (Hunter & Frawley, 2023). Moreover, arts-based activities represent diverse populations' identities, such as race and cultural practices (Chávez et al., 2020), such as first-generation university students. For example, using collage as an arts-based technique enables students to

use images, drawings, and notes to convey their analysis in reflective practices (Simmons & Daley, 2013). Collages frequently use materials such as magazine and newspaper pictures or online platforms to represent populations and social issues visually (Irimiás et al., 2022; Whitelaw, 2021). Arts-based collages can be applied to audience personas to teach students audience analysis techniques and develop communication strategies.

In this assignment, students utilized AI-image generators to create three audience persona profiles based on audience segmentation analysis research reports describing demographic and psychographic data. Furthermore, students applied skills acquired in visual design courses, such as taking pictures, image editing, and layout design, to develop the three audience persona profiles using HubSpot guidelines and Canva.

Lecture Preparation

Students received a 60-minute class session on audience analysis, divided into a lecture and a practical section. In the lecture, the instructor used Freberg's materials about audience segmentation and demographic and psychographic characteristics, explaining how these concepts are related to public relations and strategic communication strategies. Additionally, the lecture covered DEI principles and how to integrate these into audience analysis and segmentation. The following section delves deeper into DEI and audience personas in strategic communication and the concepts revised with students.

The final section of the lecture examined the concept and application of audience personas through Jacobson's (2020) materials and Mogull's (2024) studies relevant to strategic communications and public relations. Finally, the instructor discussed the Flywheel and Funnel models of public relations, emphasizing their use in developing communication strategies tailored to audiences' interests and preferences (Freberg, 2024).

The practical section of the lecture followed a workshop modality in a computer lab to introduce students to online tools and platforms

for creating audience personas. Students applied several guidelines for exploring prompt engineering using AI tools based on LLM techniques to craft effective prompts with consistent descriptions (Mizrahi, 2024). Moreover, we applied the DEI guidelines to describe gender identity, race, and other frequent characteristics of audiences that accurately represented each audience segment.

Among the PR and advertising tools agencies use, we explored:

- The use of [HubSpot](#) to develop brand and audience personas.
- [Canva](#)'s features to design slide presentations, collages, multimedia materials, color palettes, and picture editing.
- [Gencraft](#). A free AI image generator to explore prompt engineering. Demographic and psychographic descriptors of personal characteristics were used to create audience personas.

As part of the class, students were shown examples of audience personas, and we discussed emerging questions (See Annexes).

Audience Personas and DEI Practices in Strategic Communication

Strategic communication campaign models have been criticized for using audience segmentation based on cultural stereotypes (Waters & Farwell, 2022) and how this practice leads to cultural misrepresentation by relying exclusively on demographic studies that translate into communication tactics and collaterals that do not represent the “full picture” of real audiences’ and stakeholders’ diversity of an organization or a brand (Sisco et al., 2024).

To address this issue, interdisciplinary research and practice in strategic communication have incorporated psychographic studies focused on identifying lifestyle, culture, and identity traits that can provide more profound knowledge about audiences (Luttrell & Capizzo, 2018). Several advances have been made, such as training public relations professionals through professional and student organizations, such as Public Relations Student Society of America’s (PRSSA) Diversity, Equity,

and Inclusion Toolkit, which provides several resources for future and current professionals on bias, cultural identity, writing practices, and other resources for developing strategic communication campaigns and also how to embrace professional behaviors for communication professionals with equity (Fiske et al., 2016; PRSSA, 2021).

Overcoming issues of DEI in communication campaigns and professional and academic scenarios requires learning more about representing the identity and culture of audiences based on research practices (Berman et al., 2023). Audience personas have the potential to encompass the practice ethics guided by DEI, gender, and race to create accurate representations for communication strategies and tactics tailored to audiences' real needs and concerns, thereby developing strategic communication that is effective and inclusive.

The assignment deepened the application of DEI's concepts and guidelines, which were revised in a public relations principles course. In this way, students applied PRSSA's DEI Toolkit (Fiske et al., 2016, PRSSA 2021) concepts to research by considering the inclusion of diverse gender identities.

The Assignment: Creating Audience Personas for Your Client's Audience

Students gathered to work in teams of four members to create a male and female audience persona representing the target audiences of a case study based on a fictional healthy-food venue. This class assignment has been applied in a public relations principles course for undergraduate students, developing a case study as a final project in a Hispanic-serving institution (HSI) with a culturally diverse White, Asian-American, and Latino student body. This assignment aimed to understand niche audience characteristics and the scope of audience analysis to develop a communication strategy (see Appendix A).

Class Discussion

After student presentations, the instructor engaged student teams in dialogue using the following questions.

1. How do your personas' preferred media align with the client-specific needs, and how?
2. What ideas emerged as you learned more about the audiences' interests in developing communication tactics that engage audiences around your client's communication goals?
3. Which characteristics must we include in the communication strategy to appeal to audience diversity?
4. Which life stories, struggles, or concerns are crucial for your audience, and how do you suggest addressing them?

This assignment can be helpful as an in-person classroom activity, under a hybrid instruction mode, or online by providing a case study with audience descriptors. It is recommended that instructors negotiate with campus organizations to access briefing information and collaborate further. Moreover, it is a valuable approach that students have some prior knowledge and skills about qualitative research skills for in-depth interviewing and participant observation. It is essential to mention that this class activity requires a computer lab and an internet connection.

Summary of Student Learning Outcomes

By developing an audience persona, students' learning objectives focused on 1) understanding and displaying visual demographic and psychographic characteristics of audiences that allow a realistic audience representation, 2) clearly describing diverse audience needs and interests, as well as best-suited communication conduits to approach them with information to guide the development of communication strategies adapted to a client or case study, 3) promote students' career readiness using tools technological tools professionals are using such as audience personas, AI image generators to practice prompt engineering, and web-based online tools to create graphics and presentations.

Audience personas allowed students to deepen their knowledge and understanding of audience analysis tools as part of communication strategy processes. For example, by developing audience personas,

students learned about the target audience's social media preferences regarding platforms and favorite content formats. For instance, by learning more about students' concerns and interests in the affordability of healthy meals, a student team proposed creating Instagram Reels to create a series for the students' healthy nutrition and workouts.

Moreover, students became familiar with platforms and online tools communication professionals use in professional scenarios for creating audience profiles by exploring audiences' demographic and psychographic characteristics. Additionally, students could connect clients' communication goals with audiences' needs and interests to brainstorm communication strategies to engage audiences.

From a pedagogical perspective, using audience personas as an assignment through an arts-based approach motivated students to explore their creativity and have visual cues to guide creative content creation. Students manifested that the activity was enjoyable to combine field research and creative work to get inspiration as they advanced in developing a strategy. Students had positive experiences with AI image generators. They practiced prompt writing to incorporate artificial intelligence tools into their creative work as an innovative practice used in professional scenarios.

During the presentations, students discussed the importance of audience data statistics and using qualitative tools to nuance audience descriptions. For example, a team commented, "Approaching other students and asking them about their interests and needs was great for gathering information about how to create resources that matter to them around their lifestyles."

Students also mentioned how audience personas are valuable for practicing diversity, equity, and inclusion (DEI) theories and concepts learned in prior courses, such as gender, critical race theory, and intercultural communication courses about minority representation,

gender, and identity. Specifically, student teams, when asked about diversity representation in audiences, highlighted during the class discussion in their presentations how audience personas as a tool allowed them to explore an accurate representation of audiences' characteristics to develop a communication strategy that speaks to their needs and identity without wrongfully stereotyping people. Moreover, audience personas permitted students of specific audiences to approach audiences with empathy and to portray their identities respectfully and realistically (Thomas, 2022). Therefore, student learning outcomes assessed in this assignment coincide with prior studies evaluating tools for audience analysis, which suggest that developing audience personas qualitatively about an audience group allowed them to create a more realistic audience representation (Scott et al., 2024).

Funding Details

No funds were involved in developing this class activity.

Disclosure Statement

The author reports there are no competing interests to declare.

References

- Atherton, J. (2023). *Social media strategy: A practical guide to social media marketing and customer engagement*. Kogan Page Publishers.
- Berman, A., Chambers, J. P., Grow, J. M., Loebner, J., McFarlane-Alvarez, S., Shaw, K. M., Thomas, K. D., Tsai, W.-H. S., Vega-Centeno, J. A., & Timke, E. (2023). Different boats, the same storm: A colloquium on implementing DEI in challenging times. *Advertising & Society Quarterly*, 24(4).
<https://doi.org/10.1353/asr.2023.a916293>
- Chávez, A. F., Longerbeam, S. D., Montoya, C. N., Lewis-Jose, P. C., Muniz, H., Rosette, Z. J., Belone, D., & Higgins, C. (2020). Storied sketches: Making meaning of culture's role in teaching. *International Journal of Teaching and Learning in Higher Education*, 32(1), 125–137. <https://eric.ed.gov/?id=EJ1259511>
- Chen, H., & Ren, J. (2024). Can influencer persona increase the effectiveness of social media video ads? The mediating effect of consumer perceptions of self. *Journal of Theoretical and Applied Electronic Commerce Research*, 19(3), 2451–2475.
<https://doi.org/10.3390/jtaer19030118>
- Cooper, A. (1999). The inmates are running the asylum. In U. Arend, E. Eberleh, & K. Pitschke (Eds.), *Software-ergonomie '99: Design von informationswelten* (pp. 17–17). Vieweg+Teubner Verlag.
https://doi.org/10.1007/978-3-322-99786-9_1
- Enke, N., & Borchers, N. S. (2021). Social media influencers in strategic communication: A conceptual framework for strategic social media influencer communication. In N. S. Borchers (Ed.), *Social media influencers in strategic communication* (pp. 7–23). Routledge.
<https://doi.org/10.4324/9781003181286-2>

Fiske, R. M., Bob Ross, & Keenan, H. (2016). *Diversity and Inclusion Toolkit. Documents and materials to help Chapters, Districts, and Sections develop diversity and inclusion within their organizations.* PRSA. Public Relations Society of America.

https://www.prsa.org/docs/default-source/about/diversity/prsa-diversity-and-inclusion-tool-kit-2016.pdf?sfvrsn=7fe7113e_4

Freberg, K. (2021). *Social media for strategic communication* (2nd ed.). SAGE Publications.

Freberg, K. (2024). *Discovering public relations* (2nd ed.). SAGE Publications.

Freberg, K., & Sutherland, K. (2022). Social media in public relations. In *The Routledge Companion to Public Relations* (pp. 317–337). Routledge. <https://doi.org/10.4324/9781003131700-30>

Holtzhausen, D., Fullerton, J., Lewis, B. K., & Shipka, D. (2021). *Principles of strategic communication.* Routledge. <https://www.taylorfrancis.com/books/mono/10.4324/9781003002048/principles-strategic-communication-derina-holtzhausen-jami-fullerton-bobbi-kay-lewis-danny-shipka>

Hunter, L., & Frawley, E. (2023). Engaging students using an arts-based pedagogy: Teaching and learning sociological theory through film, art, and music. *Teaching Sociology*, 51(1), 13-25. <https://doi.org/10.1177/0092055x221096657>

Irimiás, A. R., Mitev, A. Z., & Volo, S. (2022). Digital arts-based collaborative learning in management education. *The International Journal of Management Education*, 20(3), 100727. <https://doi.org/10.1016/j.ijme.2022.100727>

Jacobson, J. (2020). You are a brand: Social media managers' personal branding and "the future audience." *Journal of Product & Brand Management*, 29(6), 715–727. <https://doi.org/10.1108/jpbm-03-2019-2299>

- Luttrell, R. M., & Capizzo, L. W. (2018). *The PR Agency Handbook*. SAGE Publications.
- Mahoney, L. M., & Tang, T. (2024). *Strategic social media: From marketing to social change*. Wiley Blackwell.
- Marshall, P. D., Moore, C., & Barbour, K. (2015). Persona as method: Exploring celebrity and the public self through persona studies. *Celebrity Studies*, 6(3), 288–305.
<https://doi.org/10.1080/19392397.2015.1062649>
- Mizrahi, G. (2024). *Unlocking the secrets of prompt engineering: Master the art of creative language generation to accelerate your journey from novice to pro*. Packt Publishing.
- Mogull, S. (2024). Audience personas: Audience analysis documentation for rhetorical technical communications. *Programmatic Perspectives*, 1(15), 190–199.
<https://programmaticperspectives.cptsc.org/index.php/jpp/article/view/81/91>
- Nielsen, L., & Hansen, K. (2014). Personas is applicable: a study on the use of personas in Denmark. *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (pp. 1665–1674).
<https://groups.cs.umass.edu/nmahyar/wp-content/uploads/sites/8/2019/01/reading15-optional1.pdf>
- Public Relations Student Society of America. (2021). *2021 Diversity & Inclusion Toolkit*. PRSA PITTSBURGH 2021 Diversity & Inclusion Toolkit; PRSSA.
<https://prsa-pgh.org/wp-content/uploads/2021/02/PRSA-Pittsburgh-DI-Toolkit-2021-1.pdf>
- Quesenberry, K. A. (2020). *Social media strategy: Marketing, advertising, and public relations in the consumer revolution*. Rowman & Littlefield Publishers.

- Rieger, K. L., Chernomas, W. M., McMillan, D. E., & Morin, F. L. (2020). Navigating creativity within arts-based pedagogy: Implications of a constructivist grounded theory study. *Nurse Education Today, 91*, 104465. <https://doi.org/10.1016/j.nedt.2020.104465>
- Scott, J. W., Robertson, M., & Tatum, N. T. (2024). Audience Analysis in Public Speaking. In S. M. Munz, T. McKenna-Buchanan, & A. M. Wright (Eds.), *The Routledge handbook of public speaking research and theory* (pp. 91–99). Routledge.
<https://doi.org/10.4324/9781003333777-12>
- Simkin, L., & Dibb, S. (2013). Social media's impact on market segmentation and CRM. *Journal of Strategic Marketing, 21*(5), 391–393. <https://doi.org/10.1080/0965254X.2013.801598>
- Simmons, N., & Daley, S. (2013). The art of thinking: Using collage to stimulate scholarly work. *The Canadian Journal for the Scholarship of Teaching and Learning, 4*(1), 1–11.
<https://doi.org/10.5206/cjsotl-rcacea.2013.1.2>
- Vasquez, R.A., Logan, N., Fussell Sisco, H., & Place, K. (2024). Actualizing the DEI mission in public relations classrooms. *Journal of Public Relations Education, 10*(1), 133-149.
<https://journalofpreeducation.com/?p=4667>
- Thomas, C. (2022). Overcoming identity threat: Using persona pedagogy in intersectionality and inclusion training. *The Social Science, 11*(6), 249. <https://doi.org/10.3390/socsci11060249>
- Vieira, E., Pinto Borges, A., & Ostapenko, S. (2023). The impact of digital communication on promoting an event: defining personas and strategies. In *Proceedings of the 13th International Conference on Information Communication and Management* (pp. 52–58).
<https://dl.acm.org/doi/10.1145/3640429.3640436>

Waters, R. D., & Farwell, T. M. (2022). Shaping tomorrow's industry leaders by incorporating inclusivity into campaign planning curriculum: Student reactions to the SMART+ IE mindset in strategic communication efforts, *Journal of Public Relations Education*, 8(4), 183-239.

https://journalofpreeducation.com/wp-content/uploads/2023/02/JPRE_84_Winter2022_FullIssue-1.pdf#page=183

Whitelaw, J. (2021). Collage praxis: What collage can teach us about teaching and knowledge generation. *Journal of Language and Literacy Education*, 17(1), 1-23. <https://eric.ed.gov/?id=EJ1300684>

Appendix A

Case Study for Audience Personas

The Restaurant Reward System for SoCal University Students

Overview

The restaurant salad bar is looking to introduce a new college discount system for students in Southern California. The goal is to create a deeper understanding of audience demographic and psychographics to develop an efficient communication strategy to strengthen the brand's connection with university students.

Your task is to develop an audience analysis using the audience persona tool.

Background

- **Brand Image:** The Restaurant is known for its fresh ingredients, sustainable practices, and customizable menu. The brand is trendy among young people for its convenience, affordability, and commitment to healthy options.
- **Current communication strategies:** The Restaurant uses social media (TikTok and Instagram) to promote its menu, promotions. Recently, the brand started a micro influencer content strategy based on discount codes.
- **Target Audience:** We need to better understand college students across Southern California, especially those attending large public universities from the UC and CSU system.
- **Challenge:** The restaurant wants to promote a new discount system exclusively for students, but it needs to ensure that the program stands out amid competition from other local and national food chains offering student discounts.
- **Ideal expected outcome:** Have more students sign up for the rewards system and create more audience engagement by offering them attractive PR tactics.
- **Objectives:**
 1. Increase brand awareness of The Restaurant's new college discount.

2. Drive foot traffic to Southern California to The Restaurant's locations.
3. Build long-term relationships with the student community.

Deliverables and grading rubric:

- Mini briefing (10 points)
- Persona research report (10 points)
- AI image generation for audience persona profiles (15 points)
- Presentation (5 points)

Total: 40 points

This is a group activity. Gather in teams of four members.

Format. All the deliverables detailed should be developed in one slide presentation.

1. **Mini briefing.** Revise The Restaurant's case study provided above and develop a briefing summary compiling the key information for further developing a communication strategy. Use the following guidelines:
 - a. Client's communication goals
 - b. Current communication strategies the client currently uses.
 - c. Ideal expected outcomes of the client regarding the target audience.
2. **Audience persona research and report.** This deliverable refers to the audience guidelines we revised in class. Audience personas mirror the main demographic and psychographic characteristics of target audiences. Students used the questionnaire in Appendix B.

Guidelines

- Remember the DEI guidelines revised in class to represent our diverse audience in terms of ethnicity, gender identity, and culture. Consider approaching people of different gender identities equally (male, female, and LGBTQI+).

Tasks

- Developed a questionnaire to interview SoCal CSU and UC undergraduate students. To formulate the questions, reflect on college students' demographic and psychographic characteristics. Consider the diversity regarding gender identity, occupa-

tion, hobbies, favorite music, personal struggles and concerns, personality traits, preferred social media platforms, and content (See Annex for examples provided to students).

- Interview 10 students on our campus who represent The Restaurant's target audience. Aim to include an equal number of males, females, and LGBTQI+ individuals in the data collection process to align with DEI equity guidelines. *Note: Obtain permission from your interviewees to take their pictures for visual cues. If they decline, limit your collection to their responses. Pictures will inspire you to create your personas (e.g., outfits, places, and colors that reflect the target audience).*
 - After completing the interviews, create a report summarizing the most frequent results regarding age group range, preferences, demographic and psychographic characteristics, and any additional information about target audiences to develop the audience personas and add it to the slide presentation.
- 3. AI image generation for audience persona profiles.** Develop a short description around three personas using the audience persona reports. The purpose is to “humanize” and understand the target audience segments.

Tasks

- Create three fictional personas representing the target audience segments equally to describe a male, female, and LGBTQI+ audience persona.
- Draft a prompt to source AI detailing the personal information of your three personas (name, age, gender identity, personality traits, hobbies, and communication preferences).
 - *Example. Luise is a 20-year-old landscape architecture major who identifies as non-binary he/them. He is a first-generation student from Tijuana, Mexico, living in South LA. Luise works part-time as a cashier in a skate shop to pay his tuition and help his family. He likes dressing in the 90s style with thrifted outfits combining straight jeans and graphic tees. Luise lives on a tight budget and worries about his student loan debt. For this, he aims to get a scholarship, as he has a 3.80 GPA.*
- Introduce the prompt to the AI image generators. Use Gencraft or Canva AI image generator, as we did in class, to create the

three personas and a description of them to source into our audience segmentation.

- Describe the three personas individually on an individual slide and describe their profile using the research report's most common **characteristics** your team found, as shown in the following example. (See Annexes for examples).
4. Audience persona showcase. Create a slide presentation using Canva and prepare with your team to present each assignment's deliverables.

Tasks

- Create a slide presentation on Canva with all the deliverables.
- Prepare a 5 to 10-minute group presentation. All members should intervene.
- Prepare for questions from the audience and take notes on the feedback you will receive from your classmates and the instructor.

Appendix B

Guidelines for questionnaires for interviews and observation

Your team must interview ten people (females, males, and LGBTQIA+) attending CSU and UC Colleges or universities from SoCal. Use these questions as a base and develop up to five more that allow you to learn more about their personality and lifestyle.

- What do you do for a living?
- What is your major?
- Can you share your gender identity with us?
- What is your age?
- What do you do as a hobby?
- Which is your favorite music?
- What are your struggles?
- What makes you happy?
- What's your fashion style?
- What are their food preferences?
- Do you like reward systems?
- Which social media platforms do you mostly use?
- What content do you enjoy on social media, and why?
- Do you follow any influencers or content creators?

Additional information sources:

- The instructor suggested that the students explore the university website, social media materials, and client social media accounts to gather additional data about the target audiences that might enrich the audience persona.
- Students were encouraged to do participant observation in campus events and take notes and pictures to inspire their lifestyles and interests.

Appendix C

Audience personas profiles generated with AI (examples provided to students on Canva)



AMV
Ontario, California

24 YEARS OLD JOURNALISM MAJOR
SHE/HER WORKS FULL TIME AS A BARISTA

DEMOGRAPHICS

- Second-gen college student.
- Single mom of 1 female child.
- Asian-American

COMMUNICATION CONDUITS

- TV- News
- Magazines online
- TikTok

WORRIES ABOUT: STYLE HOBBIES FAVORITE FOODS

- Affordable rent.
- Student loans.
- Having a healthy diet
- Sporty and comfy
- Podcasting
- Salads
- Wraps



JAMES
Laguna Beach, California

18 YEARS OLD ELECTRICAL ENGINEERING MAJOR
HE/HIS FULL TIME ATHLETE SOCCER LEAGUE

DEMOGRAPHICS

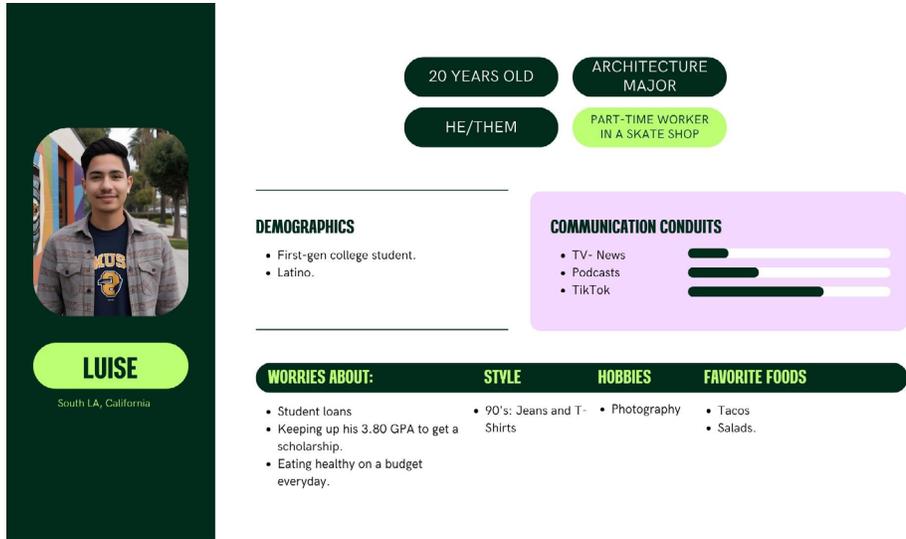
- Third generation college student.
- White male.

COMMUNICATION CONDUITS

- Radio
- Instagram
- TikTok

WORRIES ABOUT: STYLE HOBBIES FAVORITE FOODS

- Getting a job once he graduates
- Student loans
- Getting in the College Soccer League
- Sporty
- Sports
- Surfing
- Healthy high-protein foods



A vertical profile card for a young man named Luise. The card has a dark green background. At the top left is a circular portrait of Luise, a young man with dark hair wearing a grey jacket over a blue t-shirt with a yellow logo. Below the portrait is a green pill-shaped button with the name "LUISE" in white. Underneath the name is the text "South L.A., California". To the right of the portrait are four dark green pill-shaped buttons: "20 YEARS OLD", "ARCHITECTURE MAJOR", "HE/THEM", and "PART-TIME WORKER IN A SKATE SHOP". Below these buttons are two sections: "DEMOGRAPHICS" and "COMMUNICATION CONDUITS". The "DEMOGRAPHICS" section lists "First-gen college student." and "Latino.". The "COMMUNICATION CONDUITS" section lists "TV- News", "Podcasts", and "TikTok" with horizontal bars of varying lengths next to each. Below these sections is a dark green horizontal bar with four categories: "WORRIES ABOUT:", "STYLE", "HOBBIES", and "FAVORITE FOODS". Under "WORRIES ABOUT:" are "Student loans", "Keeping up his 3.80 GPA to get a scholarship.", and "Eating healthy on a budget everyday.". Under "STYLE" is "90's: Jeans and T-Shirts". Under "HOBBIES" is "Photography". Under "FAVORITE FOODS" are "Tacos" and "Salads."

20 YEARS OLD **ARCHITECTURE MAJOR**

HE/THEM **PART-TIME WORKER IN A SKATE SHOP**

DEMOGRAPHICS

- First-gen college student.
- Latino.

COMMUNICATION CONDUITS

- TV- News
- Podcasts
- TikTok

WORRIES ABOUT: **STYLE** **HOBBIES** **FAVORITE FOODS**

- Student loans
- Keeping up his 3.80 GPA to get a scholarship.
- Eating healthy on a budget everyday.

- 90's: Jeans and T-Shirts

- Photography

- Tacos
- Salads.