Schoope App

Primary Problem being addressed: Provide a way for current students and prospective students to gain and provide deeper insight into NYU's graduate programs and be able to make more informed decisions.

> **Secondary Problem Being Addressed:** Prospective and Current students also want to know what kind of jobs and/or salaries students who leave the program are getting.

Overview:

Schoope app will be specific to NYU graduate programs. Students will have ability to view an overall dashboard on various demographic information on a school's program. (i.e. Program has 65% acceptance rate. 35% of students who left the program mentioned "hand-on" as a pro, 43% of students received jobs in *this* field). This provide helpful information to prospective students when trying to make a decision on what program to choose. Demographic information would also include factors such as gender percentages, and student status (international vs. US) and percentage of full/half time students.

Students will be able to go on and choose their program, and leave Pros, Cons, and Advice feedback. Separately students can also leave their *new* job/salaries when leaving the program, as well as provide additional statistical information such as, "How many years were you in this field prior to grad school", or "What job did you have (if any) prior to attending graduate school?".

Target Audience:

Since the push to review will be primarily for an entire program and <u>not</u> by course, our target audience will be graduating graduate students. The rationale for this would be a graduate student who has gone through the entire program is better positioned and able to leave objective feedback, as opposed to a student who has only finished a few classes.

Also, graduate students are generally in a more focused place when deciding to attend graduate school, which *assumes* a certain level of maturity. While we wouldn't stop students who haven't graduated yet, the data would be primarily sorted (and separated out) by those who have graduated and those who have not. Also, if a student wants to leave feedback for a specific class or professor, they can't without leaving it for the whole program.

Use Case:

Applicant – "Max"

- Max opens the app, and searches for the program he wants to apply for.
- After he clicks search, the system will list all the related programs with ratings and reviews. Once he finds a program he is curious about, he can tap and enter into the program page. Max can also choose save the search or filter the result as well as the tab above to return for a new search.
- Max will find basic statistics about the program. He can tap the tab in the form to choose from the topic he is interested such as reviews and admissions. He can also click follow or save (on the left above) once he logs in/signs up.
- Max first clicks admissions and looks for some useful information.
- And then he clicks reviews. He finds it helpful.

Max

Ambitious   Curious   Social

Goals

- Find more academic information about DMDL program.
- Make better decision among different programs.
- Plan for future career and need advice from previous students.

Frustrations

- Can't decide which program to go among various offers.
- Don't get enough support from NYU administrator.
- No place to see career life and salaries from graduated students.
- Question if all the reviews and feedback are trustable.

Bio

Max is a perspective student who got an offer from NYU DMDL program and other schools. He usually searches online for more information about different programs. He wants to know He likes to give feedback on different social networks. He always reads people's reviews and comments when making decisions. He loves to plan ahead as well.

"Think ahead and plan ahead."

Age: 24
Status: NYU DMDL applicant
Family: Single, siblings
Location: New York City

Personality

Introvert	Extrovert
Analytical	Creative
Conservative	Liberal
Passive	Active

Motivations

Incentive

Fear

Achievement

Growth

Power

Social

Brands

A collection or list of the Janet's favorite brands.

facebook   yelp   glassdoor

Preferred Channels

Traditional Ads

Online & Social Media

Referral

Guerrilla Efforts & PR

Current Student – "Janet"

- Janet opens the app, and clicks search for her program-DMDL.
- After she enters the page, she clicks add review to leave comment.
- She is directed into review page. She needs to make a rate, choose her identity (current student, graduated...), leaves reviews of each aspect and then submits her review.
- Janet is also curious about how much do other alumni's earn, so she taps salaries to check more.
- After Janet finds a job, she returns to the app, and she finds a quick way to update status, so she clicks the + button for adding her salary and job.

Janet

"I want a fuller picture of my life."

Age: 25
Work: NYU graduate student
Family: Single, siblings
Location: New York City

Personality

Introvert — Extrovert

Analytical — Creative

Conservative — Liberal

Passive — Active

Ambitious   Curious   Social
Responsible

Goals

- Provide honest and helpful feedback.
- Let perspective students make better choice.
- Feel comfortable for leaving anonymous feedback.
- Plan for future career and need advice from previous students.

Frustrations

- Hesitate to leave feedback about current program with real name.
- No place to see career life and salaries from graduated students.
- Question if all the reviews and feedback are trustable.
- The product or service that currently does not exist.

Bio

Janet is a current NYU graduate student at DMDL program. She loves to leave feedback and reviews on different social networks. She listens to friends' suggestion to make decisions. She always does lots of research online as well. She had several internship experiences in educational technology field and decided to focus on media design, so she chose NYU's DMDL program. She is about to graduate and need somewhere to find out the career lives and salaries from pervious students.

Motivations

Incentive

Fear

Achievement

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Benefits:
- Current Students have feel empowered to leave feedback on programs overall instead of by course. (See Theoretical/Rationale) Thought students will have the opportunity to mention specific classes if they want within their feedback review. That will be optional.
- Prospective Students are able to get a more well-rounded (and balanced) look into programs, and be able to make a more informed decision on best fit.
- By asking for both Pros and Cons, allows the user to really think objectively and hopefully provide a more helpful review.
- Since the reviews are not solicited and honest, it will be helpful to the NYU staff and administrators to be able to look at real-time data, identify trends, and use that information when looking at how to improve their programs and courses.
- Additionally, NYU administrators will be also be able to see the same information regarding voluntary demographic information such as gender, jobs, and location and gain access to free overall reporting. So it provides free access for the school on helpful quantitative information.

What Will Keep Them Coming Back:
- Current and alumni will continue to be curious to see if the program has improved or shifted in a way as mentioned in previous feedback
- All students wanting to know other jobs/salaries of those leaving the program(s)
- Prospective students will continue to come back since there will be a new batch every year.
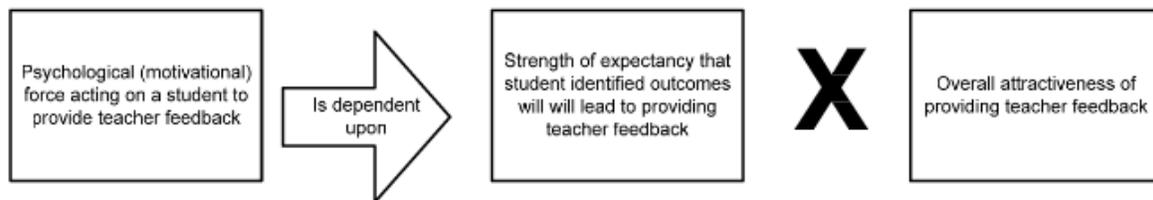
Theoretical Rationale:

Expectancy Theory of Motivation

Vroom defines motivation as an individual process that decides personal choices among alternative forms of voluntary activities. In conjunction with Yale School of Management, he proposed an expectancy theory of motivation, which states that a user will be motivated to the degree that their beliefs (expectancy) are that acting on specific behaviors (and the amount of effort put into that behavior) (performance), will result in a positive outcome (valence) that is deemed motivating for the user. (Vroom, 1964) What this means is that, Vroom believes that the degree a person expects an attractive outcome to be possible by exuding a specific behavior, will determine its motivational factor.

The motivation for our users will vary, and largely is dependent upon perception. Intrinsic motivators are primarily what will prompt them to enter reviews and salaries. What would be

intrinsic motivators for students? Johnette Caulfield with Marquette University, did a research study on whether the expectancy theory of motivation could be used to predict why students leave anonymous feedback to teachers on learning and determine students behavior on why they originally provided feedback. They used Vroom's expectancy model as a guideline.

Force Proposition Applied to Study

Psychological (motivational) force acting on a student to provide teacher feedback	Is dependent upon	Strength of expectancy that student identified outcomes will will lead to providing teacher feedback	X	Overall attractiveness of providing teacher feedback

While their study found 12 second level outcomes that students believed could be attained by providing feedback (including No Fear of Negative Repercussions Related to my Responses, Show Respect for my Professor, Decrease Time Spent on Non-Value Added Work), there were two main outcomes that were statistically significant and largely motivated them to provide feedback: 1. Believing that doing so would improve value of the current class. 2. Believe doing so would improve value of future classes. (Caulfield, 2007).

Through this study, we can understand that if students feel an emotional or psychological motivating factor, they will voluntarily add reviews for our app. This does however highlight some limitations, one being that reliance would be 100% on the perception of either a positive outcome or the confidence that putting forth the energy to do something about it, will actually bring results.

References:
Vroom, V. H. (1964). *Work and motivation.* New York: Wiley.

Caulfield, J. (2007) "What Motivates Students to provide Feedback to Teachers About Teaching and Learning? An Expectancy Theory Perspective," *International Journal for the Scholarship of Teaching and Learning:* Vol. 1: No. 1, Article 7.
Available at http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1022&context=ij-sotl

Limitations:
- As with any anonymous review platform, it is always possible for someone to either leave a dishonest review, or have a motivational outcome that is of negative purpose. -

This is also part of our rationale to leave feedback for programs as a whole and not by courses. As students go through a program they may feel different emotions, and come out feeling differently than they did in the beginning.

- Fear of being recognized: It will always be a possibility that a professor or fellow student can think a student has written a review. - This is also part of our rationale to focus recruitment of graduating students

Research Team & Process

Ramona - Ramona's role in the project took a more organizer/leader role with trying to round up everyone's thoughts and get organized as a group, and try to keep the group moving on ideas.

Jingyi - Ginny's role in the project was very marketing/business related, and talked through ideas from the perspective of the current market, and write up the sketches.

Laura - Laura's role in the project was an idea generator keeping the group on target of what aspects were missing,and re-summarizing to keep us all on the same page.

Jiayan - Maggie's role in the project was internalizing all of the ideas, thinking through them, and explaining through confusions, and building the wireframes.

Our process was a little rough, but mostly due to not fully understanding the original assignment, as well as having a team member travel. Our team met up twice for brainstorming sessions. Once the first idea fell through we found it difficult to brainstorm via email, which left us with Sunday once we could all meet together as a team. We really like the idea we came up with however, and only due to those circumstances did we not have as long as might have wished to work through it.

Eventually our original idea had a feedback limitation that we could not find a solution for, so we moved our idea to still answer the problem of finding more information on programs, but shifted our target audience and how we went about accomplishing that problem. Again that made the process a bit challenging for us, but in the end we pulled off a more solid idea.