

# **Team RE-MAC: Making RIMAC Great Again**



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## C. Project Context and Stakeholders

Within the next three years, UCSD will have a Division 1 athletics program. It will need to reform university culture to promote its own athletics program. Currently attendance to athletic events is low. Games often only witness at most 120 attendants. It is essential that attendance increases because a large amount of funding will be dedicated to athletics over the course of the next 15 years. Raising attendance will provide income for athletic teams. It will also revolutionize the way the world views UCSD. Moreover creating an effective solution to raise attendance would provide students with access to an enjoyable social activity they can use to release stress, meet new friends, and enjoy their college.

*Table 1.1 - Stakeholder Chart*

<b>Stakeholder</b>	<b>Access to Stakeholders</b>	<b>Importance</b>	<b>Backup Plan</b>
Students	We can contact students ourselves. We can also utilize our contact Nick Feller, athletics marketing directing, to leverage his mailing list to reach a mass amount of students.	They make up the university and are the driving force behind school spirit and Triton pride; They are also the primary users that RIMAC caters towards.	If all students are eliminated from campus for some absurd reason we will interview professors and faculty to get their perspective on what students would do.
Faculty	Adrian and Noah work closely with the athletics program. They will provide	They have the resources and connections to make executive decisions that could	We can reach out to other departments such as ASCE to get

	connections the entire staff.	affect the social landscape of the campus. They also have great insight into what will come with the move to D1.	their perspective guidance.
Alumni	Danielle Melman plans and host events for alumni. Adrian and Noah work with her so they can work with her to get in connection to alumni.	Alumni offer insight into what UCSD used to be. Their knowledge of what should be changed or what was once great will guide our design project.	If we are unable to reach to alumni, we will attempt to utilize alumni staff here at UCSD
Prospective students	Patty was once a campus tour guide and still knows much of the staff. She can work with them to meet with prospective students.	They have preconceived notions about our campus. These stigmas and expectations are important to understand and change.	We will interview first years since they are the closest in demographic
Visitors	Mia Greco & Sara Jansky are marketing assistants to Nick Feller. They stay in contact with event visitors. We will utilize their	They are a population of people who experience RIMAC temporarily. They get a taste of the show that the	If this falls through we try to contact parents of students/athletes to see their outside view of RIMAC

	<p>connections for data. We will also use Patty's connections described above to connect with more visitors.</p>	<p>athletic department puts on.</p>	
San Diego Community	<p>The entire team will work to interview people off campus. We will go to nearby shopping malls and grocery stores.</p>	<p>The surrounding La Jolla region is full of people who should get excited about what is going on at UCSD.</p>	<p>Always accessible (the 1.407 million people in SD) unless there is a nuke. Then we will interview people around UCLA as they have a demographic we want</p>
Sponsors	<p>Wendy Taylor May is the athletic director and can assists us in getting in contact with sponsors.</p>	<p>They pay a lot of money to advertise their companies and businesses. We want the most exposure for their advertisements.</p>	<p>If we are unable to contact sponsors, we will contact potential sponsors.</p>

## D. Design Problem Addressed

The design problem for our group was to find out why people were not attending RIMAC events. There was a huge disconnect between students and athletics in general, and our goal was to somehow bridge that gap. In order to figure out why this disconnect existed, we had to take a look at the underlying reasons and took a bottom-up approach by interviewing people and having the data present potential solutions. Through our interviews, we were able to sort key insights into an Affinity Diagram, and from that process we discovered two important themes: there was a lack of RIMAC presence on campus and UCSD was systematically divided.

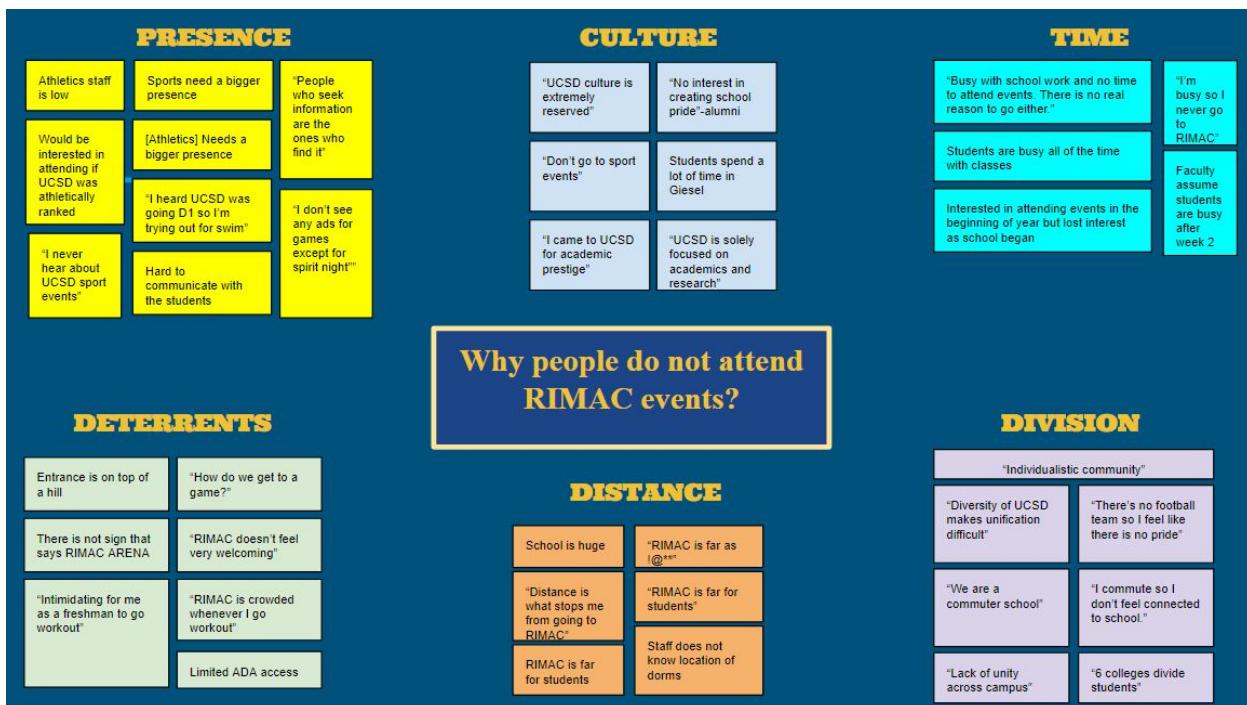


Figure 1.2 - Affinity Diagram

The first theme regarding a lack of presence was fairly straightforward. The problem was that students had no knowledge of RIMAC events, and there was a lack of signage, posters, and art which contributed to the problem. We initially thought that since RIMAC had no posters on campus to advertise its events, that was the main reason why nobody knew what was going on. However, we observed current advertising spaces on campus, specifically the poster boards spread out across campus, and realized that they were ineffective. There was too much competition between the posters, and nobody really maintained them, creating a very messy,

unattractive look. Therefore, the design challenge for this issue would be to create an effective and low-maintenance solution for RIMAC to get its information across.

The second issue was a bit more ambiguous than the first in that we had to take a deeper look into why UCSD was so divided and how we could address this aspect of our problem. According to our interviews, UCSD was so systematically divided primarily due to the six college system and the diversity of the students. However, individual college pride was just as non-existent, as evidenced by our survey, so we weren't able to just merge the gap between them. Diversity would be another issue that would be difficult to address because there would be no way for our solution to cater to all the diverse interests and hobbies of the student body. Through surveys and interviews, we learned that most students find their social niches through the vast number of organizations on campus, and this could be a potential way for us to tackle the problem. Our design problem would then be to create a cooperative relationship between organizations and RIMAC where both could benefit.

## E. Overview of design process phases, with clear discussion of each milestone deliverable and how it progressed the project

For the first step of our design process, we tried to identify our stakeholders and the scope of our project. As mentioned in the previous section, we had a large group of potential stakeholders to create a design solution for. We began by interviewing as many people as possible within each stakeholder group and were trying to compile all our data to find any patterns that would emerge. By the end of Milestone 1, we had interviewed several groups of stakeholders and were ready to break down our data into groups.

Unfortunately, our data was getting too convoluted with viewpoints from so many different groups that we were unable to find any significant patterns to address. So, for Milestone 2, we readjusted and decided to narrow down our scope to current students and RIMAC faculty. We had collected a lot of interview data at this point, so we tried to re-organize our data using an affinity diagram. Our process for this affinity diagram was to have each member of our group write down as many insights as possible that we discovered through our interviews for about 5 minutes without speaking to each other. After this time was up, we went to a poster board and silently tried to group our insights. After groupings were made, we went through each insight and tried to find its final grouping spot and by the end of this process, we were able to see what kinds of themes were causing our problem (Figure 1.3).

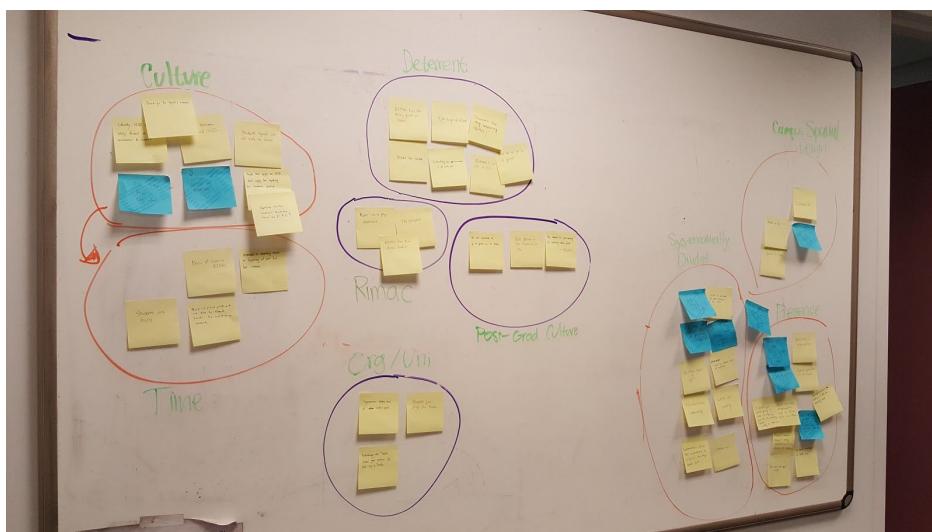


Figure 1.3 - Affinity Diagram groupings

With this affinity diagram process, we discovered several different themes: Presence, Culture, Time, Deterrents, Distance, and Division. These themes were the underlying

reasons why there was a lack of attendance at RIMAC events. For the scope of our design solution, we decided to address only the few biggest themes, mostly due to a lack of remaining time in the quarter. The biggest groupings in Figure \_\_\_ were Division and Presence, so we decided to focus on these issues.

For the presence issue, our interview data showed that RIMAC had little to no advertisements on campus. The simple solution to this problem seemed to be to create more posters on campus, but our field observations showed otherwise. We observed several posting spaces on campus to see how effective current advertising spaces were, but our observations showed that they were completely ineffective. Even though these advertisements were in high traffic areas, there were too many advertisements competing with each other, and nobody was maintaining these boards. This created such a disorganized and unappealing look that only a couple students walked up to them during several hours of observations. For any potential solutions, we would have to consider these points and make sure to address these potential pitfalls.

Regarding the division issue, we were unsure how to address this issue, so we decided to create several design models based off our interviews to try and see the motivations and desires of the students. We used a consolidated model, user personas, and identity models to try and take a closer look at these issues. Using the consolidated model, we tried to map out the steps and the abstract steps that a student takes to attend events to see where we could target with our solutions. From this model we realized that the average student's motivations are all friend driven, and that targeting individuals would not work. Instead, we would have to somehow target an entire group with our solution.



Figure 1.4 - Muir posting board

<u>Task: Going to On-Campus Event</u>		
Activity	Intent	Abstract Step
Finding What is Happening Around You	To find out what activities are going on, things to do, friends are doing	<ol style="list-style-type: none"> <li>1. See what your friends are up to</li> <li>2. Check Facebook</li> <li>3. Walking around campus</li> <li>4. Pass by Library Walk</li> </ol>
Choose an Event to Attend	Be prepared for the event	<ol style="list-style-type: none"> <li>1. See which friends are going, and where</li> <li>2. Figure out which events fit you and your friends schedule more</li> <li>3. Best transportation method</li> <li>4. Weighing pros and cons of going to each event</li> </ol>
Waiting for Event	Time is something we can't control	<ol style="list-style-type: none"> <li>1. Responsibilities are finished before going to this event</li> <li>2. Try to persuade more friends to go</li> </ol>
Attend Event	To fulfill plan; to have fun	<ol style="list-style-type: none"> <li>1. Get ready</li> <li>2. Meet up with friends</li> <li>3. Get to the event</li> </ol>

Figure 1.5 - Consolidated Model Diagram

From both user personas and identity models, we were able to see what types of people we would have the most success with. With how diverse the students were, it would be impossible to target everyone, especially those with no interest whatsoever in athletic events. Instead, we were able to focus on the students who had interest at some level, and we would have to cater to their desires. We were able to discover that every student was rooted in a social group, and that everything on campus was organization-driven. Different organizations would be able to unite all sorts of people with common interests and motivate them as a group, which showed us our new focus. Instead of trying to appeal to everyone, we could put our focus on student organizations that would in turn unite and motivate all of its members.

By the end of Milestone 2 we had to come up with a few potential solutions, so our group decided to do something similar to our affinity diagram method and we each spent about 10 minutes writing down any ideas that we could come up with, as long as it was backed with data point. After writing down all our ideas silently, we passed our ideas around to each other until each member was able to provide feedback on all the different ideas. After this session, we all discussed some of the best solutions we saw and came up with three potential ideas: an organization-based event with RIMAC, athletics-focused art and signage across campus, and digital billboards. For the remaining weeks, we would have to come up with prototypes and iterate on them before presenting to our RIMAC stakeholders for validation. This process will be discussed in the next section of our report.

## F. Discussion of Key Insights, Roadblocks, Lessons Learned (throughout)

### Key Insights and an Introduction to our Approach

Our team is composed of UCSD students. Two members of the team are graduating. One has already graduated and has returned to further his education. Two are third years trapped for another year. Collectively we share nineteen years of experience at UCSD. We all have social lives. Most of us are in clubs and have a mass amount of people we call friends. However when we first met we all agreed on the following phrase, "The University of California San Diego is known as UC Socially dead." Although none of us would ever describe ourselves as having a socially dead social life, we knew this stigma existed within our community.

Challenging this stigma was the aim of our project. We wanted to make it known that UCSD is not socially dead. However it is hard to disprove something when the entire team believes in it. Somewhere lurking under the foundation of a lecture hall, huddled quietly around a table in Geisel library, or crowding the line at Santorinis is a group of college students who are connected with the bond of friendship. UCSD is not socially dead. Each of our own social lives is proof of that. But why exactly do we believe it is? Attempting to answer this question during the interview process produced bewildering data. Never before had we considered that there were so many factors contributing to the demise of our UCSD's social image. Below are our key insights that propelled our final design. None of these would have been gained without the words of a wise man, "Why?" (Scott Taylor, 2018).

- I. **No ubiquitous advertising platform** exists on campus. This insight was gained after our second round of interviews. We had decided to venture into the realm of on campus advertising because it was evident that advertising was absent. Each of us interviewed chair members of student organizations. Our main research question this time around was, "How do student organizations advertise events?" With little surprise we learned that students use facebook as the main platform to advertise events. When asked why we often received responses describing how there is a



Figure 1.6 - Muir Posting Board

greater reach online. A caveat of online posting is that it requires more time than physical flyering (Xu). Moreover organization leaders are able to get an estimation of attendees on Facebook. While it seems like Facebook is the prime solution for advertising, it is only so because no other effective platform exist on campus. Further investigation led us to perform field observations on UCSD's official advertising platform for student organizations. Figure 1.6 demonstrates perfectly why student orgs choose social media over physical advertising. The college bulletin boards are not cleaned. There is no regulation on what can be posted and who can post what. Because of the lack of policies students can cover or tear flyers off. As a result students attempt to find alternate locations to post their flyers-places where no one can easily remove them. This is evident in Figure 1.7. Student orgs are burdened when it comes to physical advertising. There is limited support from UCSD. Students turn to facebook because it is the only effective solution. If there existed an effective physical platform awareness of events would increase, and as an effect so would attendance.

## II. **Systematic Division Sanctioned UCSD's**

**Structure** limits student involvement. During our first round of interviews we learned that students do not feel connected to their campus community.

Attempting to learn why led us to discover that students are divided by the university. The six college system divides students into colleges. Moreover students are divided by major and housing. With so many factors contributing to social division, it is apparent why students do not feel connected to UCSD.

## III. **Students Feel Lack of Community** from the university when it comes to unite them. Out of the entire school year there are only two large events that welcome the entire student body. The first is Spirit Night, an athletic sponsored event held in RIMAC. The second is the Olympics, an all college competition that pits the six colleges against each other. Both events are held in the beginning of the year, making first year students feel disillusioned for the rest of the quarter. "I thought UCSD was fun but after the first four weeks I felt like I was lied to," discusses a second year student (Yang). After speaking with the athletics department we learned that they only do one large event because they feel like no one else would come to another one; because students will get busy with school.



*Figure 1.7 - Marshall Advertising*

- IV.** “Campus is so large it is paralyzing to students,” said Nick Feller, one of our main stakeholders from RIMAC (Feller). While Nick is not a student his words echoed volumes of truth. On campus there are over five hundred organizations to be a part of. There are so many communities to be a part of finding the right one for you takes time and effort. Besides maintaining a healthy social life students still must attend school. Others must work to afford to attend. Add commuting on top of that and you have a recipe for disinterest. Because of these factors students often attend events that best fit their schedule. This results in students neglecting campus ran events such as athletic games.

## Moving Forward to a Halt: Roadblocks

After gaining valuable insights into our problem space we brainstormed possible solutions to our problem space. Each solution was innovative but fell victim to issues we could not resolve.

- I.** **Who should control a digital billboard** if we were to create one for our solution? This oversight is controversial as the persons in charge would get to decide what events are allowed to be displayed. This excludes hundreds of smaller student organizations for advertising. Moreover these persons would dictate the social atmosphere of UCSD. The university prides itself on being a academically driven school, and its own advertising does not boast of its social life. Our biggest fear in creating this solution is that it would be used as a platform for UCSD’s agenda rather than a platform to improve student life.
- II.** **We cannot move RIMAC.** This is an obvious statement, however it should still be considered as our user data revealed that RIMAC is far for most students and staff. UCSD itself has horrible design when it comes to its urban density. Distance was a constant roadblock we had to face when ideating possible solutions.
- III.** **UCSD is Bureaucratic** and it is difficult to design for it. We considered multiple design solutions that can be implemented on a college level, however there does not exist a distinct department that would execute any of our solutions. Instead we would have to implement a solution six times for every college. Every college has differing values that we would have to keep in mind while designing for them. There is also no guarantee that each college would implement our solution efficiently. A prime example of this issue is the current communication structure for events. Student organizations must tell the chancellor’s department about their event three weeks in advance. The chancellor’s office then forwards approved advertisement requests to the dean of every college. The deans then goes to forward the list of events to their dean of housing, The deans of

housing then forward the information to their RA's. These RA's ,who are students, are then responsible for advertising student organization events on campus. This method is far too bureaucratic. Furthermore it excludes off campus students from hearing about events. When we began designing we knew that we would have to design for the structure of UCSD. Often this issue shut down a lot of our early ideas.

## Lessons Learned

While most designers will try to create a solution that attempts to bypass all roadblocks, we learned that doing so does not result in the *best* solution. Rather than challenge the status quo of this campus, we decided to leverage its own flaws to our advantage in our final design. We used the division we discovered from our interviews to move forward when iterating. Acknowledging our roadblocks and designing congruently with them also allowed us to move forward. The main take away from this course would be that it is sometimes easier to design with the flow than to change the flow.

Although UCSD is divided, bureaucratic, and negligent of its own issues, UCSD employees are not. Working with RIMAC faculty so closely allowed us to learn that they also saw abundant of issues on campus. Furthermore it was exciting to learn that they were ambitious to resolve these issues. Hopefully everyone in our team will enjoy four great years at UCSD. However our stakeholders at RIMAC will spend a majority of their lives at this campus because it is their career. As such they are not blind to issues students face. They have a rich history of how things used to be, how things are, and how things should be. We never considered that this group of stakeholders are just as frustrated as the students are. Instead we all entered this project believing that the fault of a majority of issues was indirectly caused by them. What we learned most was that within a problem space there always exists those who are a cog in the machine but are trying to change for the better.

## G. The Iterative Ideating-Prototyping-Testing Process

### I. Iteration One: The Digital Billboard

#### A. Data Analysis

We began brainstorming as soon as we completed our first round of interviews. To analyze our data we created an affinity diagram (Figure 1.2). There was an apparent lack of awareness of on campus so we targeted that as a focal point of our problem space.

#### B. Data Collection

Before we began to brainstorm for this idea we decided to gather more information as to how student organizations advertise on campus. Most organizations advertise through Facebook because of its multiple features, access, and reach. However we soon learned that there existed no effective platform to flyer for orgs. Taking this data we moved on to brainstorming.

#### C. Brainstorming

As a team we started brainstorming how we wanted to tackle this issue. Because we knew that we wanted to create digital displays, this brainstorming session focused on the features we would like to include with the display.

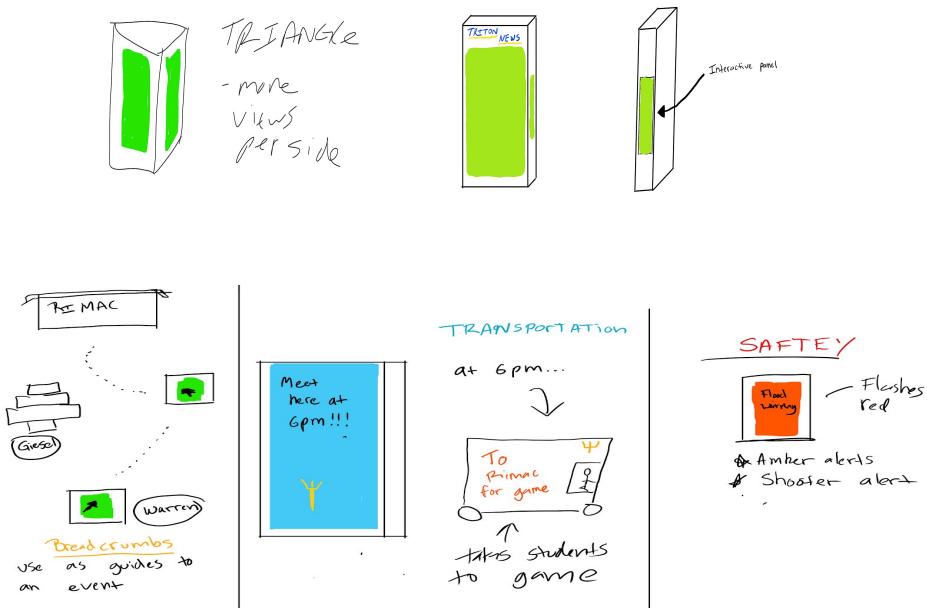


Figure 1.8 - Digital billboard sketches

## D. Evaluating

This solution was viable until we spoke to our stakeholder Wendy Taylor. Wendy loved the idea however she brought to our attention the difficulty of control when it came to such a project (see *roadblocks* section F). We realized that we had scoped our solution to include all orgs on campus. Despite being an effective solution we decided to return to the drawing board.

## II. Iteration Two: The Pamphlet

### A. Data Analysis

Because we had focused so much with the digital billboard idea, we had Reconsider what our focal point should be. As a team we reanalyzed our data to refresh what we already know. This process was simple as we only re-discussed our affinity diagram and converted it into a clean digital format (figure 1.2)

### B. Brainstorming

During our team meeting we all tried to come up with 25 ideas within 4 minutes. After we evaluated each others designs independently. We then discussed as a group and converged onto one idea: The pamphlet.

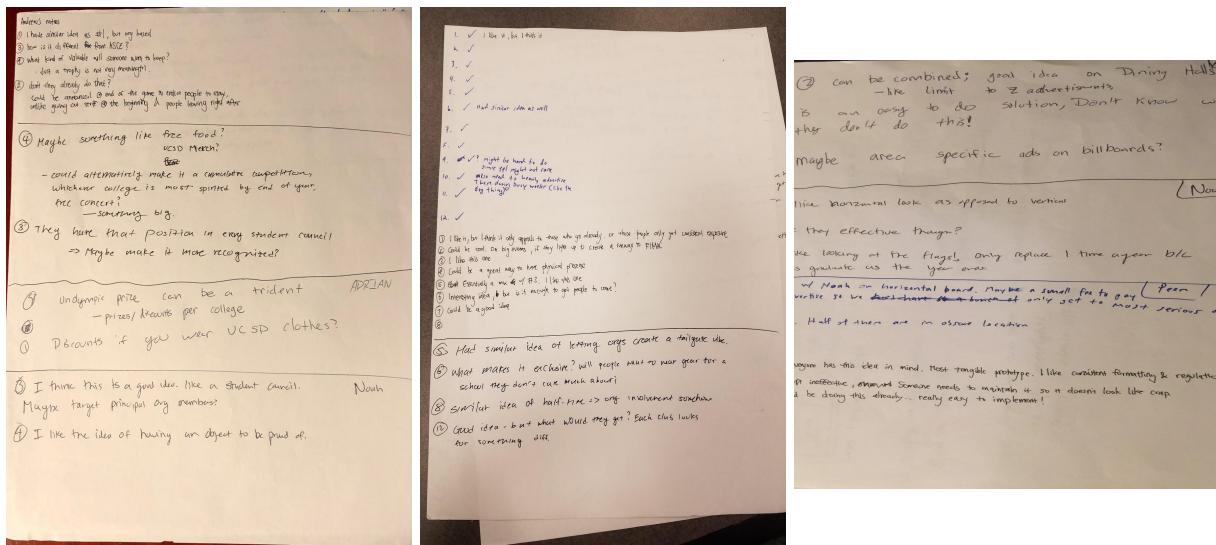


Figure 1.9 - Brainstorm Sessions

### C. Evaluation

To evaluate our pamphlet we presented it to 26 organization members. According to our data our pamphlet needed more incentives for students to attend. Overall we received positive feedback on this prototype so we decided to iterate on it.

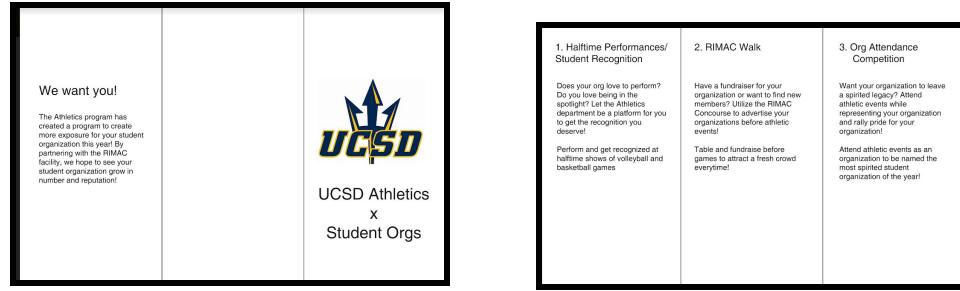
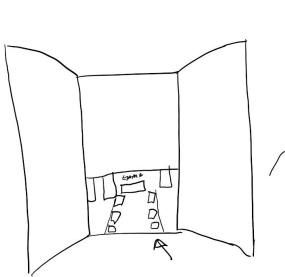


Figure 1.10 - First pamphlet prototype

### III. Iteration Three: Pamphlet 2.0

#### A. Brainstorm Sessions

We went on to reiterate on the contents of the pamphlet. We included things students suggested from our feedback. From there we all designed separately and then converged onto a single prototype.



- Incentives
- Recognition at game
- Utilize gala
- Tabletop
- Announce events at game
- Count as club participation
- Display talents

Figure 1.11 - Sketches of pamphlet



Figure 1.11 - Pamphlet mark ii

## B. Evaluation

To evaluate this prototype we gave it to organization members who then gave it to other organization members. We sat there and evaluated their responses. Overall we received great feedback.

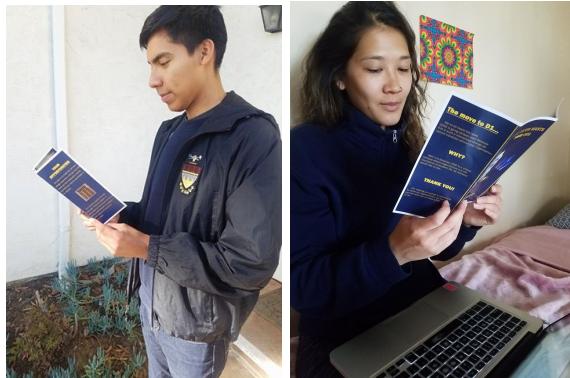


Figure 1.12 - Pamphlet mark ii under evaluation

## IV. Iteration Two: The Pamphlet 3.0 and the Photoshoot

### A. Designing

We wanted to improve the look of the pamphlet so that it was more aesthetic. We also changed it so that included contact information so people can reach out to Athletics.

### B. Evaluation

To evaluate this prototype we wanted to hand it out to organization members as they came to our event. We planned on scheduling a photoshoot with king triton however we had to fail because our connection for the king triton suit failed to inform us that it was reserved for Senior Send off on our planned date.

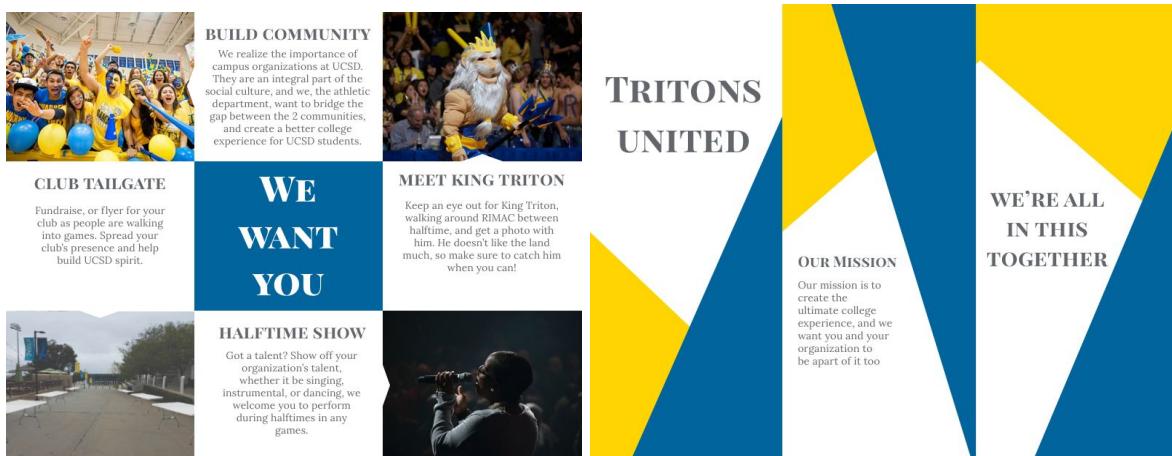


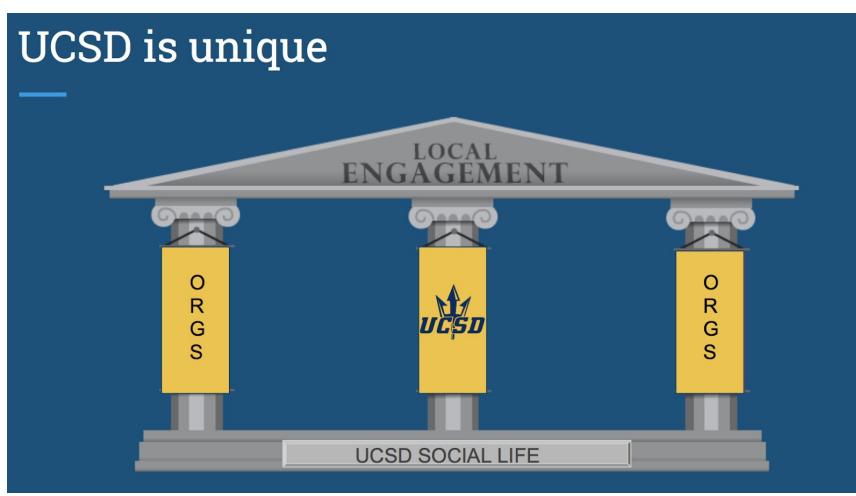
Figure 1.13 Final Pamphlet Design

## H.Final Design Solution

After going through multiple rounds of interviews and ideation process, we narrowed down the scope of our problem to the lack of student attendance at various RIMAC events. From there, we set out to figure out some key causes for this problem, and narrowed it down to these problems: large campus, the dividedness of students, lack of school spirit, and the competitive nature of the school.

With this in mind, we came up with three possible solutions to help alleviate some of the problems listed above: digital billboards to promote various events on campus, athletic related signs and posters on campus, and incentivizing organizations and its members to participate in RIMAC events. We then discussed the ideas, weighing the pros and cons of each in an attempt to determine the best idea for our final design solution. We reasoned that the billboard idea may be too costly and may deter the school from implementing it and that the our new and improved posters may get lost in the crowd of other old, useless posters on campus. As such, we were left with the latter idea, the organization involvement, as a plausible solution.

Next, we looked back at our previous interviews to find supporting evidence to help support this idea. We found that when asked if UCSD is socially dead, most people answered along the line of “while the atmosphere isn’t as lively as found other colleges, it is not socially dead as long as you reach out and try to get yourself involved.” As such, we came to this conclusion: most of the social life at UCSD revolves around some sort of organization, such as athletics, clubs, or work.



Armed with this knowledge, we unanimously agreed that the idea of incentivising organization to participate in RIMAC-hosted events is one of the best and most viable solution to this problem.

Figure 1.13 - UCSD social structure

With this in mind, we moved forward with the idea and started working on how we are going to orchestrate such a program. As we diverged and converged on the ideating process, we recognized that creating a framework for the Athletics program for the upcoming years was key to having a significant impact on our stakeholders. We developed a program for the Athletics department to take to student organizations, as well as, any other “group” or “community” on campus. This program involves three “I’s.” Invite, Inform, and Incentivize.

**The Invitation:** This is the hand that the Athletics department reaches out with to the targeted demographic (in this case, student organizations). This invitation brings people into a common space to receive information on how they can be involved with the RIMAC facility.

**The Information:** Properly communicating information is important to build relationships with the stakeholders. Within the meeting/mixer that the principal members are invited to, members of the Athletic department are able to inform the students of the partnership that they want with the student organizations. This in-person setting creates a personable experience and a genuine bond between people. They will also receive a pamphlet with the same information that was presented so that they have something to take with them to bring back to their other members.

**The Incentives:** Our research shows that students love incentives. Especially free food. The meeting will provide free food to get a foot-in-the-door with student organizations and to grab the attention of their principal members. Once they are in the room, the incentives don’t stop there. The data that collected showed that there is a high interest in the opportunities to perform/be recognized during halftime shows, tabling/fundraising outside of the RIMAC concourse before athletic events, and also competitions between related organizations. These opportunities have never existed before, and it is a delight for principal members to create more exposure for their beloved organizations.

As part of the second “i”, information, we also decided create a pamphlet to advertise and present our idea to principal organization members about the opportunities that RIMAC is presenting them. Our first prototype for the pamphlet was a basic pamphlet that expressed what we could provided to organizations if they were to partner with us. The reason for this minimalistic design is based on the principle that users will be more open to criticism if the product presented looks rough. For our additional prototypes, we added more information, colors, and pictures to make the pamphlet look more aesthetically pleasing to readers. Here’s what our final pamphlet looks like:



Figure 1.14 - Final pamphlet design

We then presented these pamphlets to principal organization members to gauge their interest and determine if our intuition was correct.



Figure 1.15 - Pamphlet viewed by principal organization members

Additionally, we also used these pamphlets to help convey our idea during our meeting with our stakeholder, Nick Feller.



Overall, from feedback received from our interview with Nick Feller and from principal organization members we presented the pamphlets to, we feel that our choice of this idea is an effective one. There are 575 registered student organizations this year and each require a minimum of 4 principal members. That's a minimum of 2,300 students who are passionate leaders for their student organizations. By building a bridge between the Athletics department and the leaders of student organizations, the communication gap between these two parties is diminished. Our program is designed to create that space for communication to occur and also to uphold and maintain these relationships through personal meetings and the different opportunities presented for student organizations. The student organizations have an opportunity to increase their presence on this campus by utilizing the space and resources of RIMAC and the Athletic department and because the department is willing to listen and meet the students where they are at, this program benefits both parties. After speaking with our primary stakeholders, they gave us feedback and suggested that our program could be expanded unto other "communities" on and off campus, including academic departments, youth camps, club sports teams, etc. They were incredibly excited about this opportunity and for the research that we conducted and the program that we developed for them. As a team, we were able to agree with their excitement and ideas for growth, however, due to deadlines and not wanting to bite off more than we could chew, we agreed to continue to focus on making RIMAC great again.

# I. Evaluation of Success (how does it address the problem and stakeholder needs)

When we presented all three design solutions to one of our primary stakeholder, Nick Feller, who is the marketing director of the athletic department, all of our solutions were met with excitement, particularly the organization involvement solution. Nick was thrilled with that particular solution, because it aligned with the department's current plan of "listening more to the students", and really seeing how students live their daily life on this campus. Furthermore, Nick had revealed to us that the department has been conducting focus groups of its own to tackle the problem of low attendance at games, so our data proved to be very valuable to him. For instance, we had shown him that through our user interviews, we realized the important role that campus organizations play in terms of influencing and creating the social culture at UCSD. Organizations make the culture on this campus, and many students identify themselves more to the organizations they are apart of, rather than being a Triton. Upon realizing this insight, we explained to Nick how we came up with our organization involvement solution, how it would work, and why it would work.

From interviewing both the staff members of the athletic department and students at UCSD, we noticed early on that there seemed to be a communication gap between the two primary stakeholders. This insight was further strengthened when Nick, himself, admitted that the staffs are finally putting themselves in students' shoes to see what is like, such as wondering why students are not too fond of the campus shuttling system, and actually seeing for themselves by taking the shuttles too. How the organization involvement plan succeeds in addressing the problem that our stakeholders are encountering, is that this plan is about creating an opportunity for both of our primary stakeholders to meet face to face, resulting in better communication about what is happening on both sides. The idea is to have Nick reach out to principal members of each campus organization, and inviting them to a mixer, where Nick would give a presentation that informs the members of the athletic department's schedule, and the desire to work with them to create unity and better events where both the staffs and organizations can benefit. During this mixer, the pamphlets that we designed will be given to the principal members to help illustrate the ideas, and so that they can also have the information to keep. This pamphlet includes ideas that we came up with that would incentivize organizations to attend athletic events, such as tabling along the entrance of RIMAC to create a tailgate atmosphere and allows clubs to fundraise and

get their name out there, or taking pictures with King Triton, or hosting events in the Sky Box for their organizations, or winning free UCSD merchandise during the games, or even having the organizations perform during Halftime games.

Our design solution addresses the problem of having a communication barrier between the two primary stakeholders by, creating an opportunity where both sides can meet face-to-face, and really understand the viewpoints from either side. Furthermore, our solution satisfies the stakeholders' needs of trying to understand the perspective of students on this campus, in order to implement a plan to create more attendance that will work.

## J. Possible Future Work

After discussing our solution with our primary stakeholder, Nick Feller, he was genuinely grateful for the time and effort that we put into developing this program for UCSD athletics. He was mentioning how he saw a future vision for the opportunities that our solution would provide for his team and how our program could be adjusted to target different groups of “families” across UCSD. These “families” included academic departments, student workers, and even youth organizations outside of our school. Nick and his team are excited to utilize the data that we collected and the insights that our research provides. Within our meeting he even mentioned how he and his team are taking a human-centered approach to conduct research themselves! By working closely with the RIMAC faculty, we may be able to see our solution come to life.

If we had more time, we would love to continue developing different incentive programs for the different “families” on this campus. There is great value in being able to continue the research process that has already begun and if we as a team are able to dive deeper into this topic, we will.

## K. Conclusion and Reflection on what you learned/the HCD Process



**Adrian Ramirez**

Although we attempted to remain unbiased to our design problem, being part of our primary stakeholder (UCSD students) conflicted much of our early design process. If I learned anything it would that time is never your ally. Beyond that designers should also acknowledge their environment and try to design with the problems rather than against the problems. Initially we attempted to challenge the way UCSD communicates with students. This would have been a whole overhaul of the entire bureaucratic system. Instead we leveraged the current system for our own benefit.



**Noah Lee**

Through this Human-Centered Design Process, I was able to learn how to conduct interviews and go out of my comfort zone. The topic that we chose was something that I became passionate about because it felt like we were at the right place at the right time to help the UCSD athletics department. As a student, I feel like I can't make tremendous significant impacts, but this was something that I genuinely believed in. Our team's relationship with Nick Feller gave me a lot of confidence in the legitimacy of our project and I am excited to see what is to come of our research. The athletic department is going to need more help in the transition to Division 1 but seeing Nick and his team catch the vision of the HCD was also really encouraging.



### Kon Woo (Andrew) Lee

I thought this human-centered design process was really insightful, even though it seems so obvious. A lot of the processes such as building from the bottom up and constantly iterating with stakeholders seems like something that everyone should be doing, but it's good to remind ourselves and focus on the basics. As for this project, I was excited to see how we could contribute to our school. Because our stakeholders at RIMAC were so eager to implement our solutions, it gave me motivation throughout the quarter to create quality work. It should be very interesting to see the outcomes of our project and how our project will contribute to the culture of UCSD.



### Peem Takoonsawat

Having taken a few design and prototyping related courses previously, I came into this class expecting it to be nothing more than a walk in the park. But then, right in the middle of my peaceful stroll, a certain professor throws a curveball right towards me and nearly gives me a black eye.

This class takes the same old human-centered design process that we've all come to know and despise and made it even more tedious and intensive. At least, that was my initial thought..I've later come to realize that this is what all human-centered design related courses should be like. Other courses lightly suggest HCD process which, to be honest, results in most students just faking their data and not

learning anything from it. This course, however, hammers the concept right down your throat and actually forces you to go out and collect real data. And you know what? Surprise, surprise, HCD process actually works. Through the countless, painstaking cycles of ideating, interviewing, and iterating, we were able to narrow down the plethora of problems this school has to a single, solvable problem to work on and come up with--in my opinion--an excellent solution that is cost effective and viable. Now, I won't make an unrealistic claim and say that I'm definitely going to use HCD process in my life, but I can certainly say that I'll at least keep it in mind.



### **Patricia Shao**

I came into this class thinking that I wouldn't learn anything new as I've gone through using the Human-Center Designed process multiple times; however, I think this is the first time where I've really witnessed the back and forth interaction between the research and iteration stage. I've come to realize that you never truly stop gaining new data and new insights, and each time that it occurs, it could alter the design that you've made; It could completely change the whole concept that you've been designing and iterating, and causing you to start from square one again, or it could just mean a simple change but makes the bigger picture so much better. I've learned to truly embrace the never-ending cycle that is the Human-Centered Design process, and that there truly is no perfect design.

## L. References

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