

Rate My Co-op GP2 - Requirements Analysis

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Problem

Currently, there is not an easy way for students to connect with other students that have previously held the co-op position they have accepted or are considering accepting. The description of a co-op position from the perspective of the student can be a deciding factor for accepting or rejecting a co-op, especially if a student is unable to interview with the company in-person, as it can be difficult to sense the culture of a team or company over video calls. The difficulty for students to ask former co-op students about their experience in a particular role makes the co-op search process additionally challenging.

User Analysis

Persona 1

Jack is a third-year business student with a concentration in marketing. He just finished his first co-op at Wayfair as a Marketing Intern and really enjoyed his time there. When Jack was going through his co-op search, he often wanted to ask questions not just about marketing co-ops in general but also about specific positions he was applying for. However, he found it difficult to find students who had previously held those positions. Jack wants to share his experience at that co-op with other students so that they can have a better co-op search process and determine what positions would be a good fit for them.

Persona 2

Alexis is a fourth-year finance student who is searching for her third co-op. Although she has already completed two co-ops, this is the first time Alexis is applying for finance co-ops, since she switched her business concentration from marketing to finance after her second co-op. As such, Alexis wants to learn more about what different types of finance co-ops are like, especially because she has heard that the working hours can be a bit strenuous at some places. She would like to filter through other students' ratings for finance co-ops and specifically look at what people had to say about working hours and the general opinion towards different finance co-ops.

Persona 3

Tim is a second-year student majoring in Computer Science who has just accepted his first co-op at a larger company. He was unable to interview in-person, so it was difficult for him to get a feel for the company's culture and the workspace environment. Tim would like to read about the other co-ops' experiences so that he can get a better understanding of what the workplace feels like in-person so that he can be prepared for when he is able to go into the physical office.

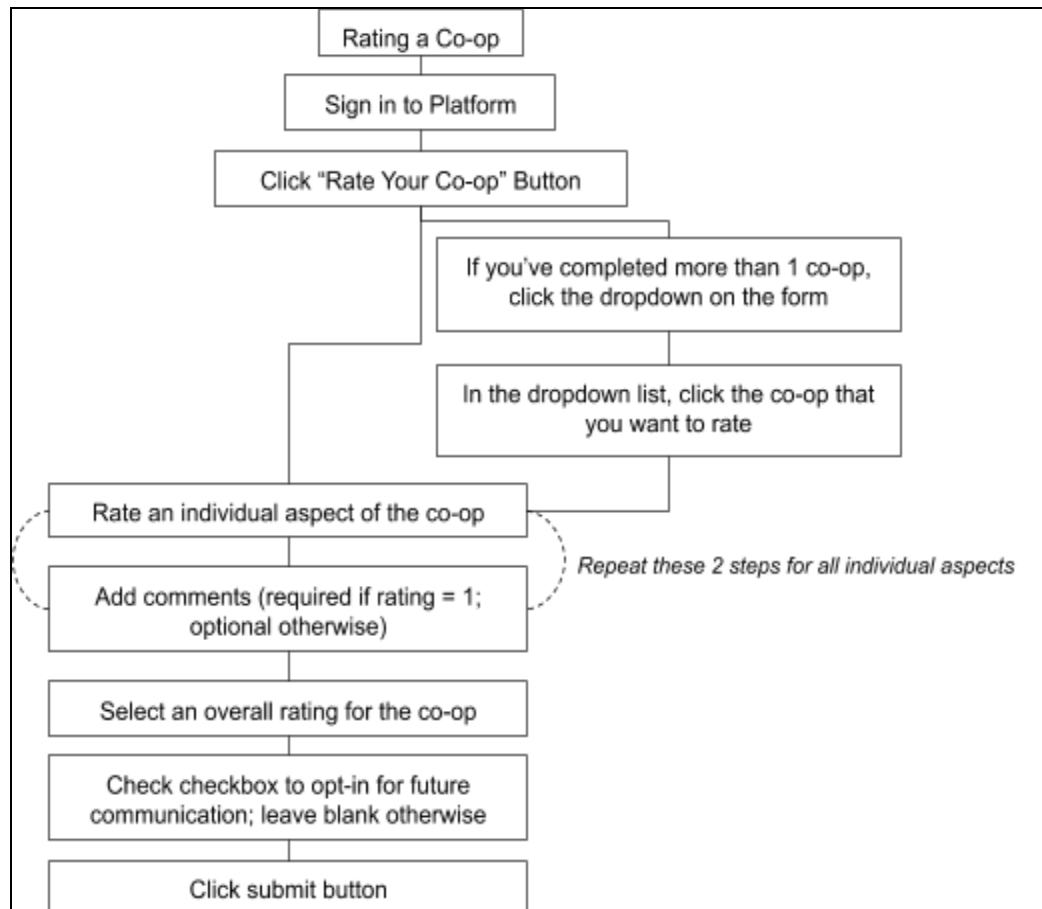
Persona 4

Jen has been the manager for the Data Science Co-op position at her company for three years and has worked with many different co-op students. Although she never has trouble finding a student to accept her co-op position, the students tend not to accept her return offer for their second or third co-op, and she is not sure why. Jen would like to see if there are parts of the co-op experience that she can improve on in order to have higher rates of return among the co-op students that work for her.

Task Analysis & Problem Scenario Analysis

Task 1: Rating a Co-op

Task Analysis



This task allows students to submit a rating for a co-op position they have had. As our interface focuses on collecting and displaying information about students' previous co-op experiences, it is imperative that this task can be completed in a straightforward and timely manner. The task would be conducted many times throughout the year, especially during the beginning of the year and middle of the summer when the majority of co-op cycles end.

The rating is filled out on a form, which is accessible by a button shown to students who have completed a co-op. Once the button is clicked, a form pops up. If the student has completed one co-op, the name of the position and company will appear at the top of the form. If the student has completed one or more co-ops, a dropdown appears at the form and contains the student's past co-ops. After clicking one of the co-ops, the student can fill out the rest of the form. The form is organized into pairs of a 1-5 rating

scale (1 being the lowest score, and 5 being the highest) and a text box for each individual aspect of the co-op, such as team culture, communication with the manager, and working hours, as well as a final pair for overall rating and comments. To maximize efficiency for students filling out the forms, the only required components of the form are selecting a score from 1-5 on the individual aspects and overall rating. Comments are only required on the individual aspects that are given a score of “1” so that future viewers can understand why the past co-op student rated it so low. This section of the form will be straightforward, especially because students are accustomed to filling out some sort of online form. The last part of the form will likely be the trickiest part: the checkbox to opt-in to further talk about your co-op experience with other students. If the student chooses to opt-in, there will be a button next to their rating that allows other students to compose a message to them, which will be sent via email. It is important that students understand that their email will not be exposed should they choose to opt-in, as some students might be deterred from opting-in if they are worried about their contact information being exposed.

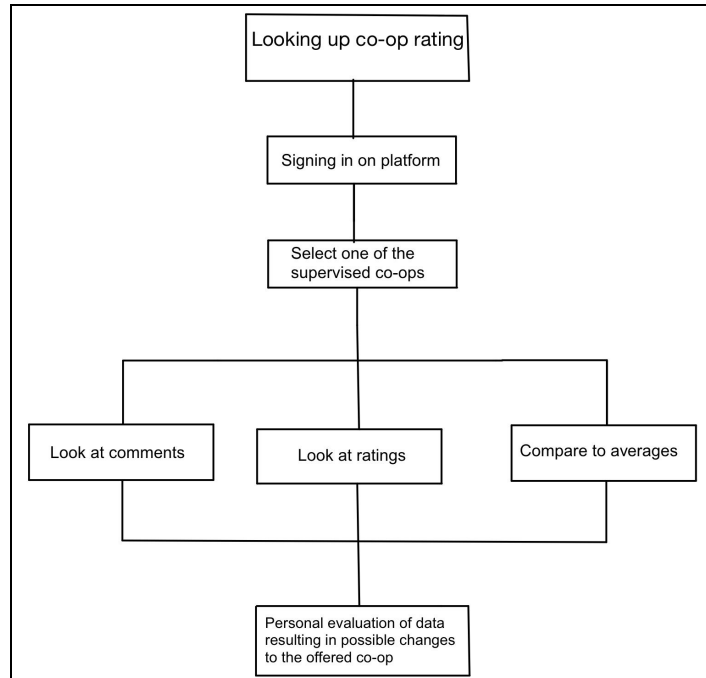
Problem Scenario Analysis

Sara Smith is a fourth-year student who has completed two co-ops, and she would like to share her experiences at those co-ops with other students. She logs into the Rate My Co-op portal using her Northeastern credentials, and sees a button that says “Rate Your Co-op.” After clicking on the button, a form pops up with a dropdown at the top and disabled fields below. Sara sees that the two items listed in the dropdown are her previous co-ops, Web Dev Intern at Company A, and Software Engineering Intern at Company B. Sara decides to rate her co-op at Company A first, so she clicks that role and the disabled fields become enabled. There are a few questions that require her to give a numerical rating for different aspects of the co-op using radio-buttons that correspond to numerical values between 1-5. She notices that there below each question is a text box that allows her to explain her rating if she would like to. Sara begins with the first question that asks about the team she was on and chooses the button to give it a 4. She moves through the rest of the questions, clicking 4 and 5 for most options, and typed an explanation for some of the questions. On the question that asked about the accuracy of the job description lining up to what she was actually asked to do at work, she clicked on the box for 1, because despite enjoying her time at that co-op, she ended up doing back-end development and virtually no web development, which was not an accurate representation of what the job description had said. After clicking the box for 1, Sara notices that the text box below that question now has an indicator that an explanation is necessary. She writes a sentence or two explaining that the description was not accurate, but she still enjoyed the co-op. The last question asks for an overall rating of the co-op, which she decides to give a 4. At the bottom of the form, she sees that there is a checkbox that would give students the opportunity to

reach out to her about her role if she opts in. She reads the description next to the checkbox that clarifies the details of what she is opting-in to and decides that she would not mind being reached out to, so she clicks the checkbox. Finally, she clicks the button to submit the form and is returned to the homepage.

Task 2: Co-op manager looking at his positions

Task Analysis



This task is not based on the students but a nice feature we wanted to include since it could potentially be really impactful. For this task, a co-op manager will sign onto our platform through his internet browser and select one of their supervised co-ops or will directly see the co-op position if they supervise only one position. In that section, they can see ratings given on specific subjects such as work environment, collaboration, given responsibility, and many more. They can also see comments written by previous co-ops and can compare their ratings to the university and company average. While this task will probably be performed only a couple of times a year per co-op manager, it could be a meaningful addition for their evaluating of the position.

We constrain the co-op managers to be able to only see the positions that they supervise but we will allow them to see a co-op average rating so that they can have a standpoint on what the average looks like. The companies shouldn't know how good or bad their competitions' co-op positions are but rather focus on themselves and how they

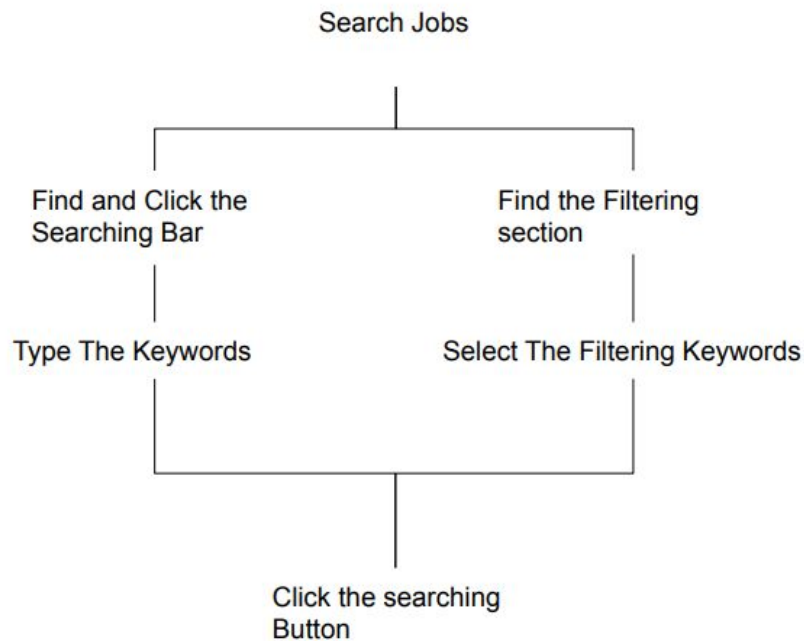
can make it a more successful experience. They are also not allowed to contact the students who submitted the ratings to ensure confidentiality and promote that students post their most honest opinions to the platform. This task should be straight forward and won't require any learning or training since it involves already familiar environments such as a login screen and a scrollable screen with data visualized. The only things that could go wrong are possible log-in difficulties because the user might have forgotten their password or that there does not exist any data on their co-op position(s).

Problem Scenario Analysis

Nicole Robinson is the co-op manager for 3 different co-op positions (Software Development, Web Dev, and Dev-Ops) at Cisco in Boston. In 2 days, she will meet with her boss and the other co-op managers to talk about the different experiences and discuss possible adaptations to their co-op program. Nicole has been at her job for only 4 months, so she has only a little experience with co-op students so far. However, she would like to contribute to the meeting with valuable data. So, she decides to take a look at the Rate My Co-op website to see what opinions not only the last but also previous co-ops had about the respective positions. Nicole already has a Northeastern co-op manager account which she uses to log in to the website. She looks at the different ratings, reads through the comments, and also compares the ratings to the university average. It turns out that their co-ops were overly satisfied with the responsibility they received at their position and how they were integrated into their respective team. One aspect that stood out however was that most students were unhappy with the interview process. Only a 2-star rating for her and other Cisco positions whereas the university means is way higher with 4 stars. Reading through the comments she noticed that students complained that the technical interviews are way too difficult and non-related to the work they actually performed and that they had to wait very long for a response from the company. As Nicole reads this, she notices how important these aspects are for hiring good future co-ops. Now she definitely wants to bring up the issue in the upcoming meeting and wants to discuss with her boss and co-workers what they can do to improve their hiring process.

Task 3: Searching for a co-op

Task Analysis



This website collects students' ratings and comments on their previous coop in order to help students who aim to find a new coop now by providing more insightful information about each job position. The searching functionality helps students to better navigate their favorite or preferred job types based on all different features from students' comments and ratings. Searching would be one of the most frequently used tasks in this web application and would be used by every single user of this site. It would be on the first page and probably on the top of the page so that it's obvious for the users. The searching and database will be focused more on students' comments and ratings. For example, one of the keywords for searching is "good teamwork" working positions, users would find the top co-op positions that previous students had a great experience during the teamwork. Considering one of the questions that the students might not know what kind of keywords to search for or they're interested in as it's their first time to find a co-op position. The searching functionality would provide top filtering keywords to help giving users some hints of the popular companies for the previous coop students. In conclusion, the searching task is composed of two parts, general information searching, and top filtering selection.

Problem Scenario Analysis

David is searching for the software developer position during a coop.

David He is a junior student at Northeastern University, majoring in computer science and psychology. As he finishes his software development class in school, he would like to have a chance to work on some larger scale software development project in a company, so that he could gain more feedbacks not only from peers, but also from experienced software developers. He starts to find a co-op or an internship in which he could apply his skills in the position, and the more important is to learn from others. On the one hand, he wants to make sure that not only the company needs his skill, but also he could learn a lot during this experience. He doesn't want to waste his time by doing things he is not interested at all or not challenging at all. On the other hand, he wants to make sure he would work with a group of friendly people as a team. So that he could be encouraged and always be energetic during the work. Based on all those concerns, he starts his research on this website. He opens up the browser and goes to the web page. The searching bar is on the top of the page with a bunch of filtering keywords to help him navigate the job features better. He sees a list of keywords for example, "friendly", "teamwork", "great organized work", "comfortable working atmosphere", "challenging project", "heavy work" etc. He chooses keywords "teamwork" and "challenging project", and then clicks the search button. Now, he is directed to a new page, with a list of top choices which are ordered by the website database and algorithm. He starts to look deeper at each of those jobs and all the good or bad comments from the experienced students on those jobs. He finds several really interesting job positions and is highly attracted by the comments from the previous co-op students. He decides to contact those students through the website in order to have a chance to talk with those students directly and knows better about the job. After talking with all those students, reading through all the comments and even interviewing skills or experience from the previous co-op students, he is quite interested in that job position and has strong confident on getting into the company.

Usability Requirements

We want to use at least one usability test per task that we mentioned above. All three types of users should be happy with our product so we will establish the metrics for each below:

People want to get to their goal as fast as possible with as little effort as possible. That is why we think using multiple speed tests with follow up questions is a good metric to determine whether our application is working well.

a) Speed test for how long it takes to fill out a co-op rating:

For this test, the user gets observed on how fast they complete a whole co-op rating. Obviously, the user normally gets to choose what ratings they want to answer and can take time to write a comment. To make the task more measurable though, we make all participants give ratings on the same x amount of domains. Afterwards we will ask the users whether they liked the domains, whether they would like to see other domains on there, and how easy/difficult it was to navigate the form.

b) Completeness test:

For this test, the participants can take their time with rating domains and writing comments. For this task, we measure how many and what ratings were given and how many comments were written. This lets us determine how pleasing it is to the participant to make the effort of filling out a co-op rating. The quality of our individual co-op rating posts is really important since we can't have the same amount of data points as a Rate My Professor site. This metric will help us find out whether we are on the right track with our interface. We could also have 2 different interfaces and compare the results of the two.

c) Speed test for co-op managers looking for a specific rating

After the ratings have been completed the co-op manager just wants to receive meaningful information as fast as possible. They are probably very busy and don't aim to spend a lot of time on our website. That is why we think different speed tests would be the best method for determining whether we have a good or bad UI for co-op managers. We would like the participants for this study to find different specific ratings like (Teamwork, Interview process, etc.) as fast as possible. We also want the co-op managers to find ratings that stand out even faster. As elaborated in the problem scenario analysis, some ratings might deviate drastically from the average and we would like them to be highlighted in a

way that makes it easier to find for the co-op manager. With this speed test, we could compare how effective this highlighting of ratings is and compare different interfaces on their speed.

d) Research test for students looking for a co-op position

The very first thing that the users come to the website is to do a research on their desired job types or features. This test is going to test on several different things during the searching process. 1. How fast can users find the searching bar and filtering keywords, and understand how to use it. 2. How long does it take for each user to type in a keyword or select the filtering keywords, and click the searching button. 3. Does the search result match users' expectations (1 - 7). So basically, we want to find out the efficiency and accuracy of using the searching functionality in the website.

e) (Additional) Percentage of how many ratings were posted given the total number of co-ops completed:

We won't be able to complete this but assuming that our website has been online for 2 to 3 years now we could calculate a percentage of how many students rated their co-op on our website. This would be a helpful statistic of whether our website was generally successful or not.

Competitive Analysis

Rate My Professor

Link: <https://www.ratemyprofessors.com/ShowRatings.jsp?tid=2574535>

The obvious difference between this website is that we are rating a co-op experience and not a professor. However, we also want to switch up the design and content of the website. On rate my professor you give a difficulty and quality rating as well as a comment about the course experience. Since we won't be able to have the same amount of people rating the co-op position we want to be more in-depth about multiple different ratings but leave it optional to the student how many ratings or comments they want to submit. On rate my professor, I would've wanted to give ratings before but you are required to leave a comment and use tags as well, which I was not bothered enough to give that effort. With our website, we want to give the student more convenience and freedom about how they want to rate or comment on their co-op experience.

Trace Evaluations

For some reason, the trace evals are currently unavailable so I can't share a link or screenshot.

This already brings up the first issue with TRACE. While the evaluations have been very helpful for me to determine what courses and professors I want to choose for an upcoming semester it is super difficult to find them on the myNEU website. The other intrinsic issue with TRACE is that you are required to give roughly 30 ratings from 0-5 and a lot of students don't want to spend that time filling out an evaluation that they don't benefit from themselves. On top of that many questions are redundant and repetitive. This also makes it more difficult for students or teachers who are reviewing the evaluations, to find the important ratings since they are cramped together line by line and entail a lot of unnecessary info. On our website, we want to do a better job at choosing only meaningful ratings and highlight the ratings that either are perceived to be more important or stand out compared to the average rating of all co-ops.

Glassdoor

Link: <https://www.glassdoor.com/>

Glassdoor is a platform where current and former employees anonymously review companies. Glassdoor also allows users to anonymously submit and view salaries as well as search and apply for jobs on its platform. Compared with my website, glassdoor does have very similar functionalities as our website does. Both of the sites collect employees' ratings and comments. Glassdoor has a much wider scale of job types and positions and it also has the functionality of applying for jobs directly on the website, which is really convenient. Our website only focuses on the Northeastern University coop program students, who are working as interns in the company. I believe the student will see this website as more useful than glassdoor as we're all going to apply as a coop in the company, and a co-op or intern is completely different from a full-time worker. So the ratings and comments on the glassdoor might not be as useful as our site does.