



Capsule

Process Document

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Service Design
December 12, 2016

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1. Research Phase 1

1. Research Phase 1

Initial Problem Statement

The client, the Carnegie Mellon University's Simon Initiative, presented us with the challenge of designing a service that **enhances writing, reflection, and leadership skills in students at CMU**. They stated that "**CMU students are not great at communicating. They are good at getting the first job but not progressing.**" As a team, we sought to understand the current problem space from multiple stakeholders' perspectives.

We also had some initial questions that we decided to investigate through **competitive analysis**:

- How are other universities teaching communication, writing, and leadership skills?
- How are other universities communicating the importance of these skills to their student body?
- What physical places and online initiatives do other universities have to promote these skills?
- What are the trends (the industry standards) for teaching these skills? What are some unusual (but effective) initiatives?

From this problem statement, we had a few initial questions that we decided to investigate through **in-person interviews**:

- Do particular student groups struggle more with communication skills than others?
- Are there modes of communication in which CMU students are more adept? Modes in which they are less adept?
- How do employers feel about communication? Is it something recruiters are looking for?
- How do students and faculty at CMU feel about communication skills?
- How are students currently gaining communication and leadership skills? Are there common patterns?

1. Research Phase 1

Research Plan

The goal of our initial research was to discover how students are currently learning **communication, writing, and leadership skills** as well as general attitudes and experiences relating to communication skills.

Competitive Analysis

Through internet research, we conducted a competitive analysis to understand how other universities have promoted communication skills among students successfully and identify gaps and opportunities.

9 universities including liberal arts, small engineering, large public, and private research schools

In-Person Interviews

To gather insights and opinions on communication, writing, and leadership at CMU, we created interview guides and met with the following stakeholders.

7 undergraduate students

2 teaching faculty from the School of Computer Science

1 director of the Global Communication Center

1 consultant from the Global Communication Center

Undergrad Student Interview Guide

1 Undergraduate student from each department, ideally junior or senior

General Questions

1. What is your major?
2. What year are you in?
3. How has your experience been as a student in your department/college?
4. How do you think your experiences have changed from freshman year till now?
5. How do you think your priorities and goals have changed?

Specific Classes

6. What did you learn in your Interp class? What did you like/not like? Was it interesting?
Did you choose your class based on the Interp topic?
7. What did you learn in your Global Histories class? What did you like/not like?
8. What other writing/communication courses have you taken at CMU so far?

Overall Career Goals

9. What do you hope to get out of your undergraduate education at CMU?
10. Are you satisfied with your education here? Why/why not?
11. What are your career goals?
 - a. What kind of skills are you looking to gain?
 - b. What skills do you think are important in getting a job?
 - c. How do you figure out how to get there?
 - d. How do you know what skills are important?
12. Have you had an internship/professional experience?
 - a. What was your experience like?
13. What skills that you gained from CMU did you use in your experience?

Thoughts on Communication Skills

14. How do you define good communication skills?
15. Tell me about a time when you had difficulty communicating your ideas.
16. Tell me about a time when you felt you very effectively communicated your ideas?
17. Do you think your communication skills have improved since coming to CMU?
18. How do you feel about your communication skills?
19. How do you think your communications skills can be improved?
20. Do you think communication is emphasized in your curriculum? Why / why not?
 - a. Can you describe specific example of communication being emphasized in your curriculum.

1. Research Phase 1

Competitive Analysis

Key Takeaways

Please refer to the **Research Report** attached for a summary of our results and **Competitive Analysis Notes** for detailed notes.

CMU has...

Curriculum Requirements

Required Composition Course

Other required courses that involve communication

Additional Writing Skills

Communication Centers

ESL Services

CMU does not have...

Specialized Communication Skills

Department Communication Centers

X-Factor

Student Conferences

January Term

Cultural Events

1. Research Phase 1

Interviews

After conducting interviews, we met as a team and created an affinity diagram to synthesize our findings and discover key themes and opportunity areas. Please refer to the **Research Report** attached for a summary of our results and **Interview Notes Part 1** for detailed notes.

Key Takeaways

- Students currently gain communication skills primarily via extracurricular activities and student-to-student interaction
- Large class sizes are a barrier to interactive activities and teaching communication skills
- There is high demand for GCC resources; they are fully booked!
- CMU students generally lack the skills to communicate their research topics clearly and to communicate in teams

- Currently, advising at CMU focuses on fulfilling course requirements for graduation. Why are we advising on the lowest standard?
- Students are becoming too focused on this rather than considering:
 1. What skills do they really need for their futures
 2. What skills do they want
 3. What are their passions
 4. What kind of lives do they want to lead in the future?



1. Research Phase 1

Synthesis and Analysis

Based on our research, we created a concept map of our findings. What we found was that many students at CMU are discovering opportunities to develop leadership and communication skills, but it's **not happening in a systematic or consistent way**.



1. Research Phase 1

Research Report and Presentation

Finally, we synthesized our key findings and insights into a Research Report and final presentation. Please refer to the **Research Report** and **Research Presentation** attached for complete content.

Service Design 2016
Team 2 Research Report
October 16, 2016

The Simon Initiative

Improving the communication skills of Carnegie Mellon Students
by Caroline Win, Catherine Chiodo, Eunsol Byun, Gena Hong, Jasmine Kim

Overview

The Simon Initiative at Carnegie Mellon University is leading the effort to improve the writing, reflection, and leadership skills of students, faculty, administrators, and alumni. While these skills are recognized as more important than ever, there have been many complex factors involved in why these skillsets have not been strongly emphasized at CMU. In order for the Simon Initiative to be successful, it needs to implement strategies that both recognize and work within these barriers.

As a team, we sought out to understand the current problem space from multiple stakeholders' perspectives. Our research plan involved starting with a competitive analysis to understand how CMU compares to other universities to identify potential gaps and opportunities. We then turned to interviews with undergraduate students, faculty, and the Global Communications Center (GCC).

We've shared our initial findings below, as well as plans for our next steps.

Competitive Analysis

Universities Examined: Carnegie Mellon, MIT, Wellesley, Olin College, Harvey Mudd College, The University of Southern California, Princeton, Purdue, Washington University in St. Louis.

1

SIMON INITIATIVE / RESEARCH UPDATE

Simon Initiative

Research Report: 10.17

Caroline Win, Catherine Chiodo, Gena Hong, Eunsol Byun, & Jasmine Kim

1. Research Phase 2

1. Research Phase 2

Directed Storytelling with CS Undergraduates and Advisors

For the second round of research we decided to hone in on the **formal and informal advising processes** for CMU undergraduates. Our goal was to **discover how students currently explore and choose from the many opportunities at CMU**. We wanted to learn enough so that we would be able to create a working model of the entire process. During our initial research, we realized that formal advising at CMU varied greatly from school to school, and so we decided to focus on students in the school of computer science for this research.

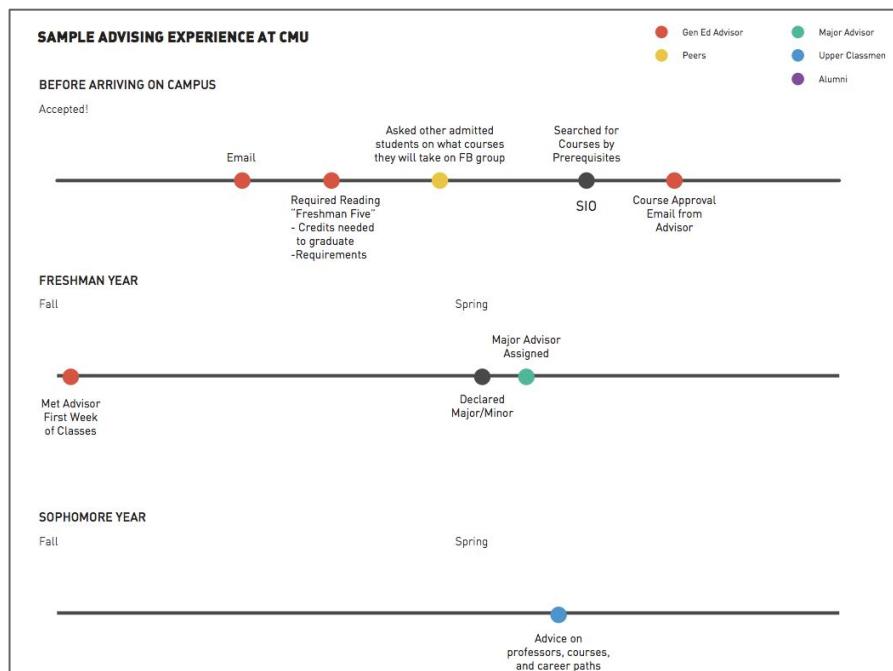
Directed Storytelling

We created interview guides and met with the following stakeholders.

3 undergraduate students

2 faculty advisors

To facilitate the interview, we provided a timeline, shown here, for students to mark their advising interactions as they unfolded. We asked students to explain each item they created on the timeline, and took notes as they walked us through their experience. For our discussions with advisors, we asked them to walk us through a typical process for an undergraduate they would work with.

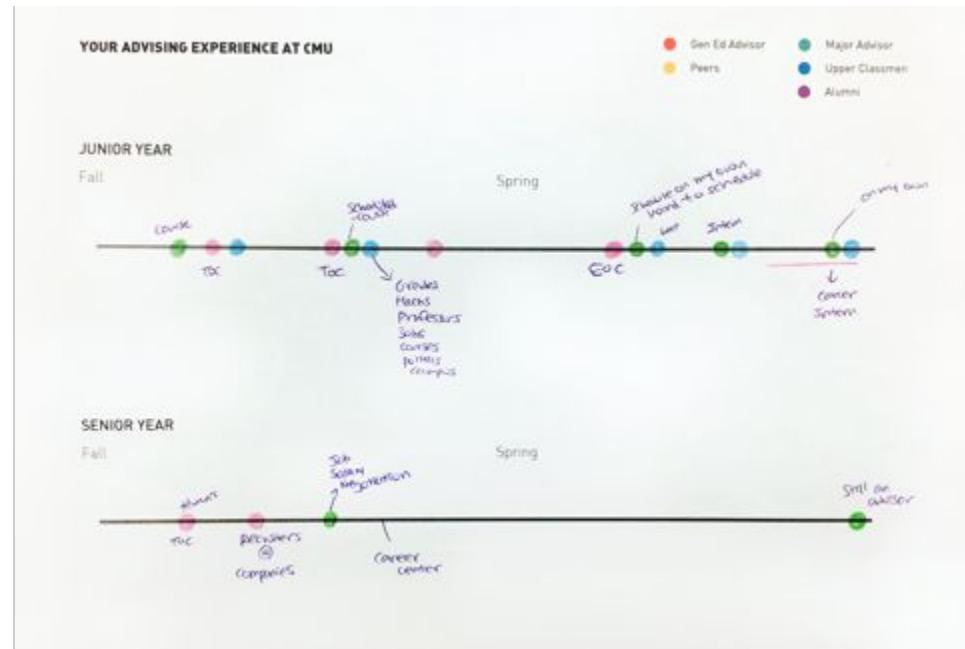
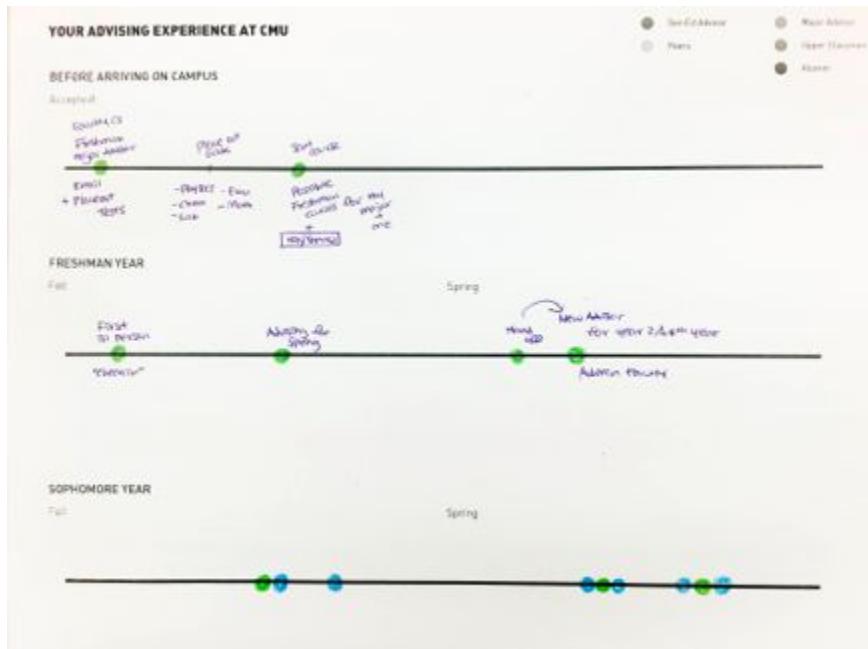


1. Research Phase 2

Directed Storytelling with CS Undergraduates and Advisors

While our intention was to create a consolidated timeline for advising, we found that the informal steps students took were so divergent that we couldn't generalize an informal advising timeline. While we weren't able to create the model that we'd hoped for, that in of itself was a useful finding.

Please refer to the **Current State Presentation** attached for a summary of our results and **Directed Storytelling Notes** for details.



Problem Statement

Problem Statement

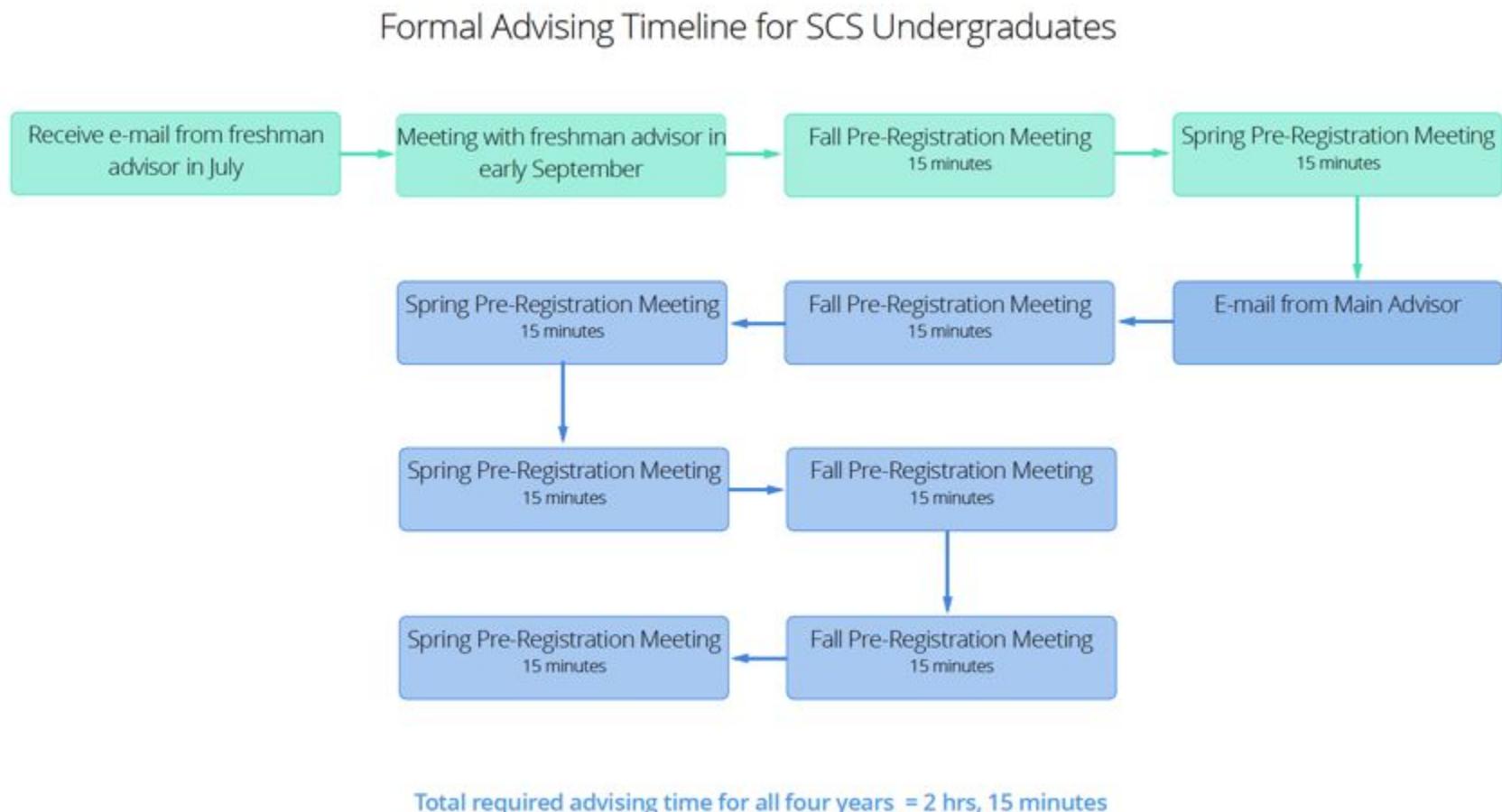
The **current advising process** for CMU undergraduates is **fragmented and dependent** on student initiative. Because students often have to strike out on their own to learn what courses will benefit them the most, what extracurricular to get involved in, or what choices will lead to their desired job outcome, substantial differences arise between students in the level of support that they are able to access.

At the same time, advising is conducted in 15-minute pre-advising appointments that leave **little time for issues outside of registration**, issues like what skills the student wants to learn, what their passions are, or what they want to do with their life after CMU. And isn't this what advising is really about?

1. Research Phase 2

Current Service Models

The formal advising has a very rigid timeline that adds up to a total of 2 hours and 15 minutes over all four years.

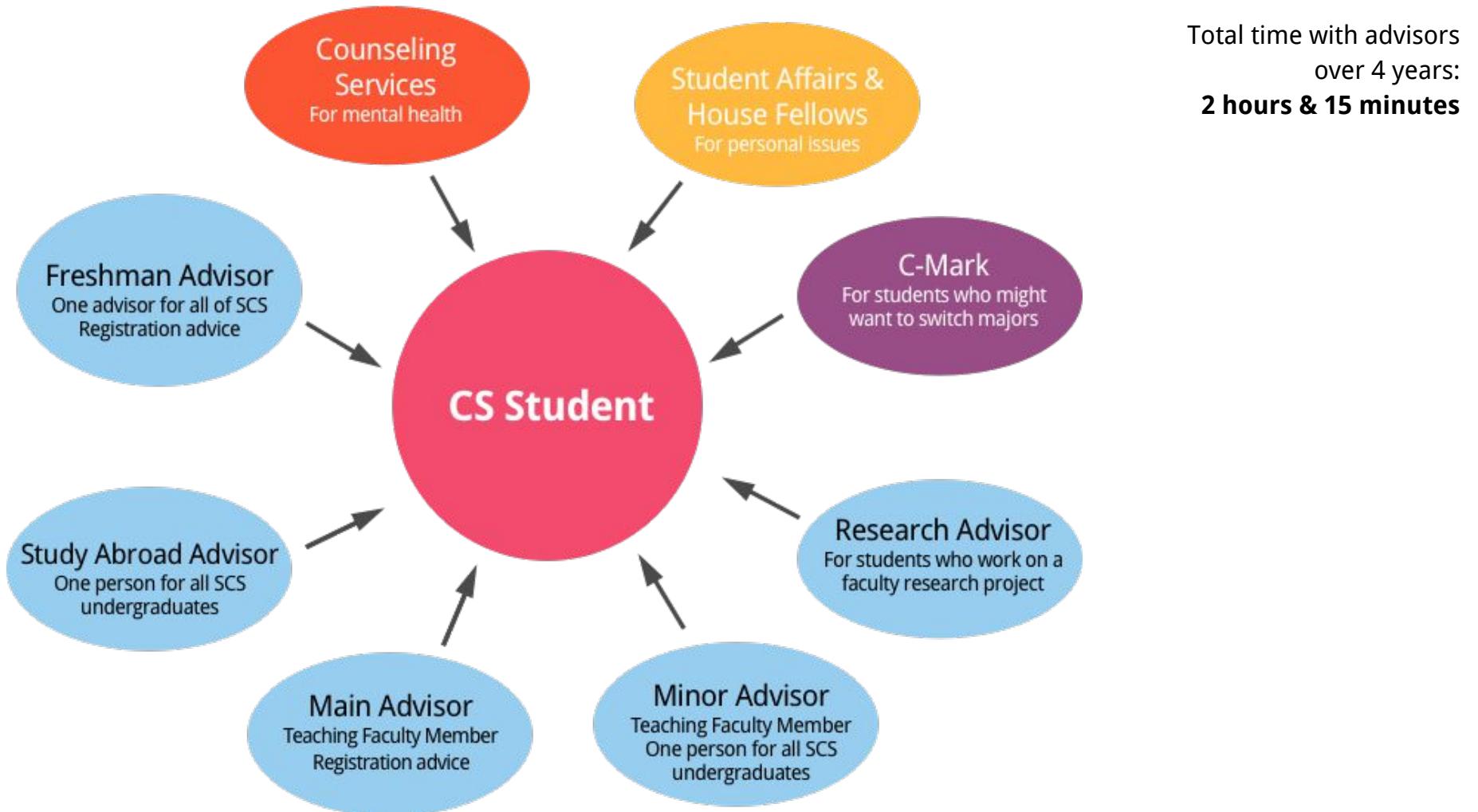


1. Research Phase 2

Current Service Models

We decided to model the current state of formal advising, which revealed an astounding number of different formal advisors for different needs.

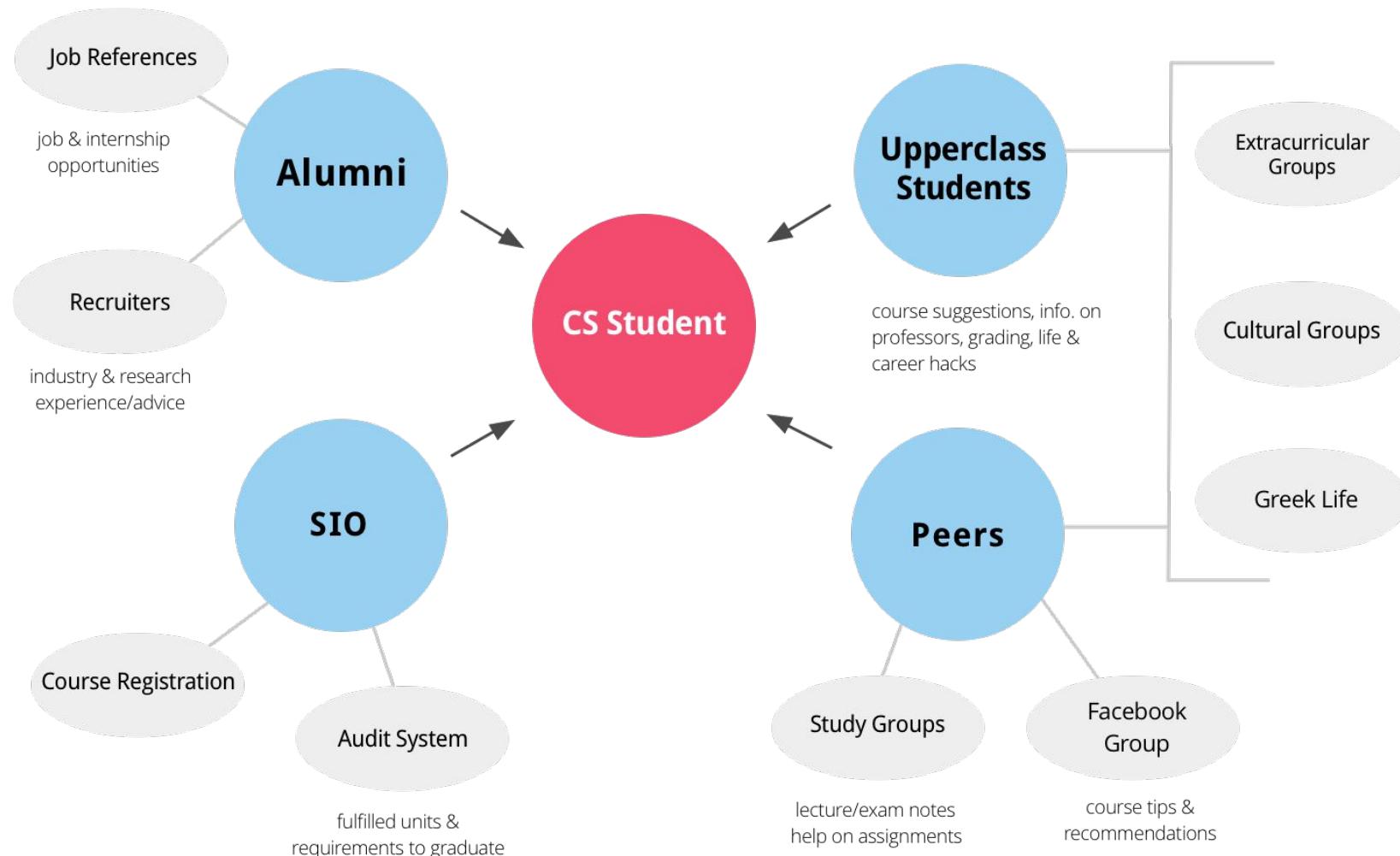
Current Advising System for CS Students



1. Research Phase 2

Current Service Models

Current Informal Advising Network



Opportunity Statement

- **What if advising focused on goals instead of graduating?**
 - Students could use online degree audits (that work!) to make sure they're on track to graduate
 - So in-person advising could focus on the big-picture
 - Hard skills, Soft Skills, and Passions
- **Lots of promise in using data for online advising:**
 - Tagging courses *and* extracurricular by subjects and skills for easy navigation
 - Correlating alumni job outcomes with majors and individual courses/skills

3. Ideation

3. Ideation

Personas, Concepts, & Scenarios

Now that we had identified a problem statement and opportunity areas, we began to ideate within the realm of formal and informal advising for students at CMU.

Ideation

- Communication audit from the registrar
- Attitude change
- Self-evaluation
- Extracurriculars all tagged by skills and content
- Certificate programs such as conflict management
- Correlate alumni job titles with courses they took at CMU
- Courses tagged by skills - hard skills, soft skills, subject areas
- Students create goals before they start at CMU
- Career, activities, and course explorer online system
- Recommended opportunities based on topic of interest
- Skills audit for job outcomes
- Tool for advisors to keep track of students
- Online course audit
- New advising system - 1 consistent advisor for all 4 years, not focused on graduation, focused on goals (soft skills, hard skills, passions)
- Online scheduling and notes system for advisors
- Human advisor meets with student to facilitate difficult questions
- Student takes career & personality test and gets recommended careers and courses
- Alumni database with example schedules and current career

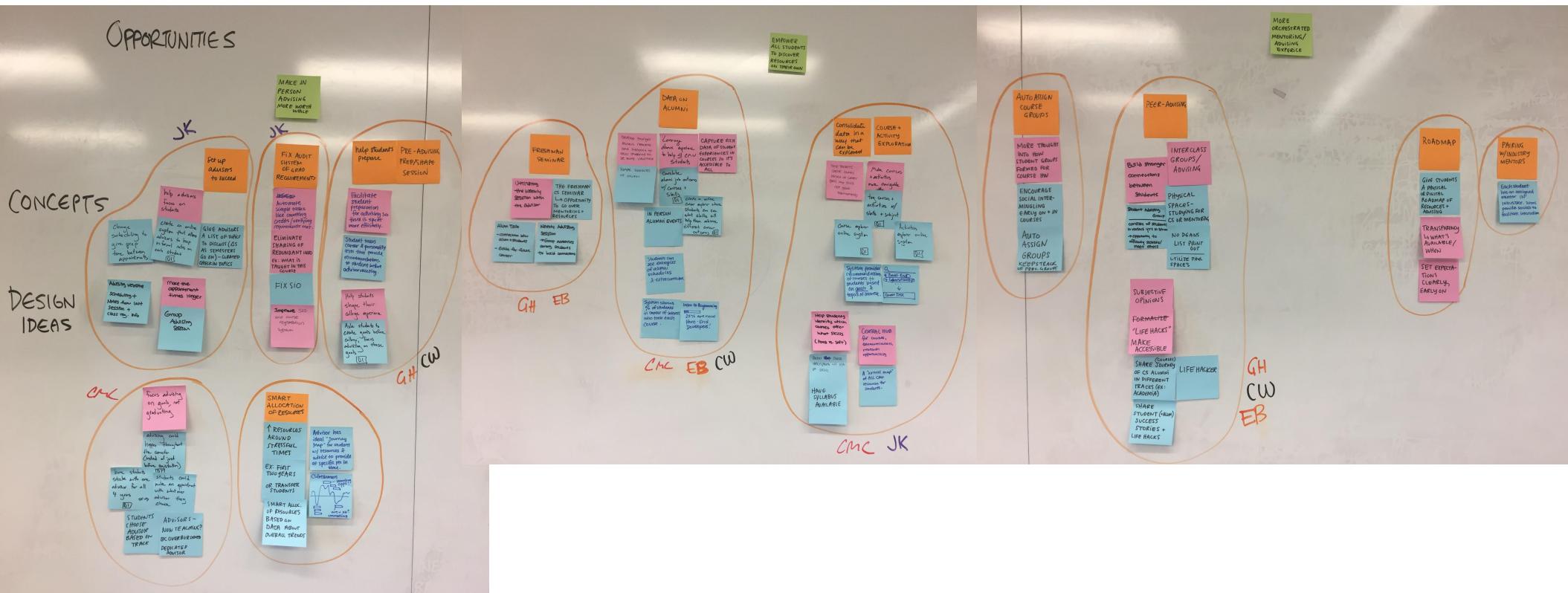
3. Ideation

Personas, Concepts, & Scenarios

We generated many potential design ideas and clustered them by theme.

Smaller groupings: Data on alumni, freshman seminar, activity and course exploration, designing effective groups, focus advising on goals instead of graduating, peer advising, student roadmap, industry mentors

Larger themes: Empower all students to discover resources on their own, a more orchestrated mentoring/advising experience, and enrich in-person advising



3. Ideation

Personas, Concepts, & Scenarios

We then created a report describing 9 concepts that specifically target the opportunity areas. This report also described personas and scenarios to represent each concept.

Opportunities, Concepts, and Scenarios
Eunsol Byun, Catherine Chiodo, Gena Hong, Jasmine Kim, Caroline Win
Service Design, November 10, 2016

Listed below are opportunities we found based on our research on undergraduate CS students at CMU. For each opportunity, there are 2-4 concepts and scenarios listed describing design ideas to meet these opportunities.

Problem / Need
There is no blueprint of the student experience - students and advisors both do not really know what to expect, and students often have to piece together their own advising experience.

1. More orchestrated and worthwhile in-person advising experience.
Currently undergraduate CS students spend a total of 2 hours and 15 minutes with advisors over 4 years. A majority of this time is spent verifying that the students are meeting graduation requirements and have enough credits. There is an opportunity here for automating these logistical tasks or completing them virtually so that in-person time can be spent on developing students' long-term goals, helping students select appropriate opportunities, and providing emotional support.

Concept: Help advisors organize scheduling and student information.
Description: We propose an online advising system that allows advisors to update and organize notes and information about each student. This would help advisors focus on each student and give them a list of topics to discuss throughout the semester. Advisors can also put in their available times and students can go in and sign up for appointments. This would make each advising session longer and give advisors preparation time before each appointment.

Implementation: This requires all advisors to use the same advising system throughout all colleges within the university. It also requires advisors to use and manage the system.

Scenario: Jared is an advisor for all 166 freshman in the School of Computer Science. He is in charge of welcoming the students to the school and approving their schedules. With the implementation of the new online advising system, he has all the information about his students organized in individual folders. He also put in his available times in the system so that his students can schedule a meeting with him online. Jared has 30 minutes to meet with Emily, a freshman in SCS, and 15 minutes before and after another student to prepare for the meeting. To set up for the meeting, Jared goes into the advising system and searches for Emily's information regarding courses that she's currently taking and courses that she needs to take next semester. He also brings up notes he took in his last meeting with Emily to remind himself

Persona

Emily Schaefer - Freshman CS major at CMU



Emily is a freshman in the school of computer science. She was very excited to start her college years because CMU was her dream school. But after she came to campus, she started to feel overwhelmed. Emily found herself struggling with work and getting involved in extracurricular activities. She's also driven and motivated to find a good internship but she doesn't know who to go to for help. Emily has met with her advisor a couple of times but she hasn't gotten any significant support from him. She's concerned and wishes that she could reach out to more people.

3. Ideation

Personas, Concepts, & Scenarios

And then we narrowed our ideas to six specific visions of these themes, which we categorized in two groups:

Services that better support formal advising

- Tagging courses and extracurricular by subjects and skills for easy navigation
- Online tools for advisors to take note and schedule sessions
- Reflective questions prior to in-person advising sessions
- Roadmap of student resources

Services that better support informal advising

- Correlating alumni job outcomes with majors and individual courses/skills
- Interclass advising groups

3. Ideation

Storyboards & Speed-Dating

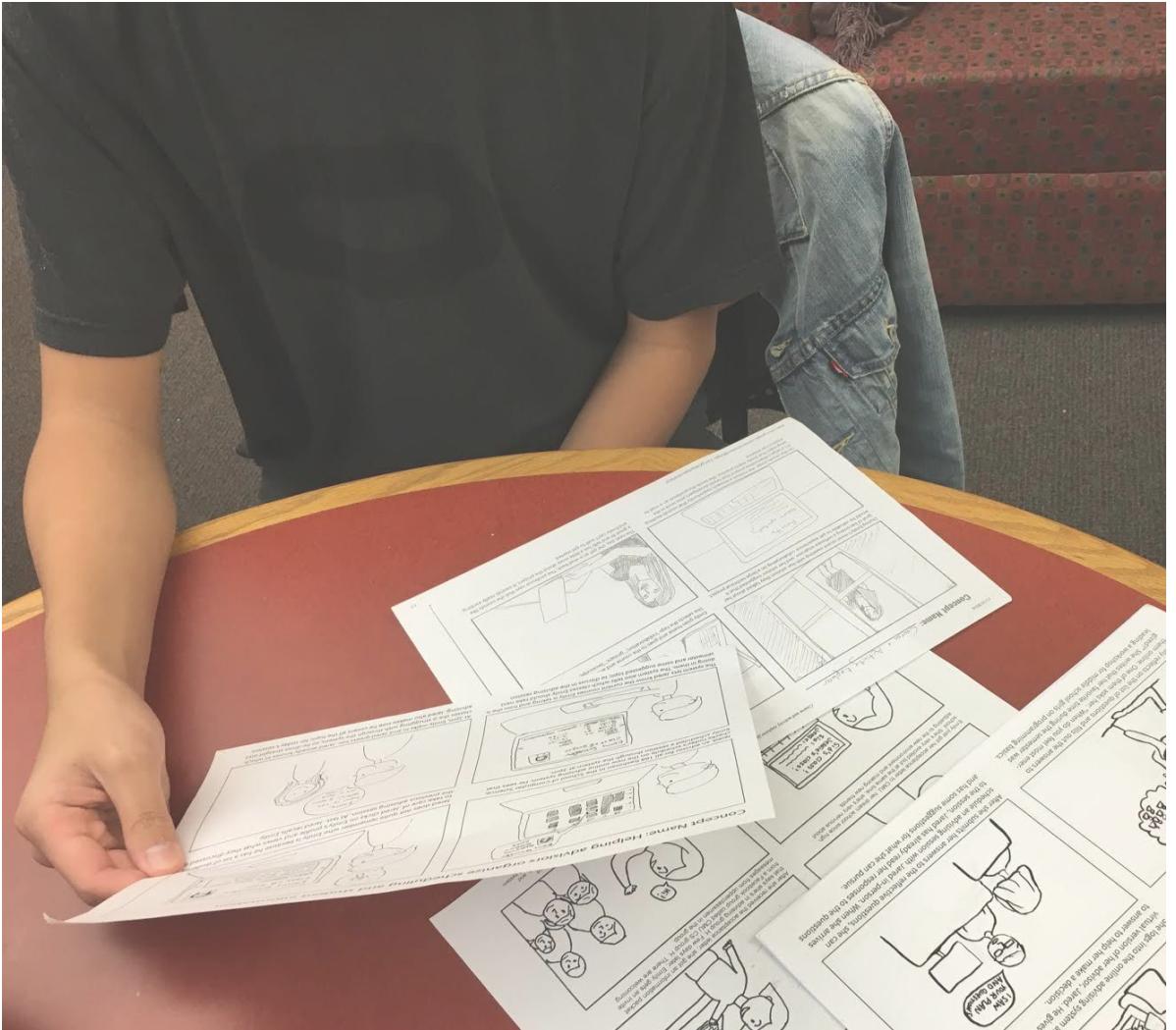
We tested our concepts with...

4 Faculty Advisors

4 Undergraduate CS Students

1 Undergrad Chem. Engineering Student

1 CS Alumni



3. Ideation

Storyboards & Speed-Dating

Concept 1 | Course and Activity Explorer

Pros

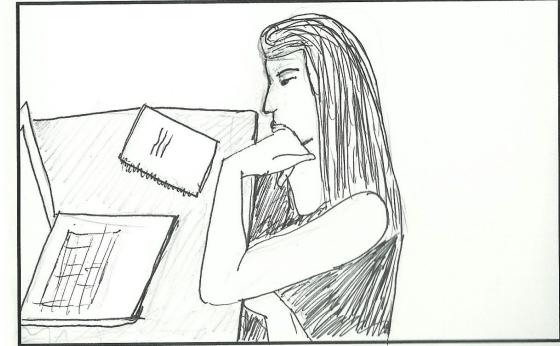
Advisors found it useful because it's really difficult to currently find the content of courses. Liked the consolidated, central location of these resources.

Cons

Potential to limit students if tags are incomplete and could prevent students from doing additional research about options. Concerns that the tagging is not as easy or accurate as it seems.



During Emily's most recent meeting with her advisor, they talked about her goal of becoming a software engineer, and her advisor suggested that it would be valuable to get experience collaborating on a large technical project.



Emily goes home and goes to the course and activy explorer section of SIO. She selects the tags "collaboration," "groups," "Javascript," and "PHP".



On the results page, she notices a research opportunity that sounds exciting. It's a large collaborative project that needs developers who work in the languages that Emily wants practice. She sends the professor an e-mail to express her interest.



The next day, she gets an e-mail back. The professor says that she sounds like a great fit and tells her a little more about the project. It sounds really exciting, and Emily can't wait to get started.

3. Ideation

Storyboards & Speed-Dating

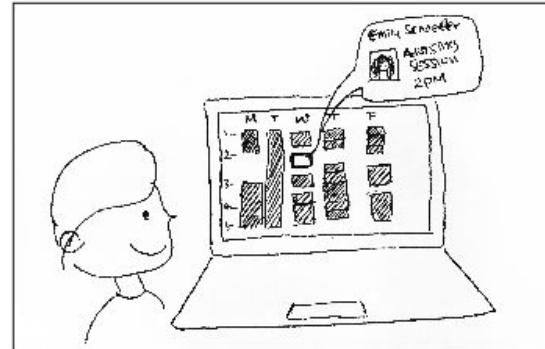
Concept 2 | Help Advisors Organize Scheduling and Student Info

Pros

Students were enthusiastic about having a way for advisors to remember their information, especially when advisors change. Advisors thought it would be nice, but not have a huge impact.

Cons

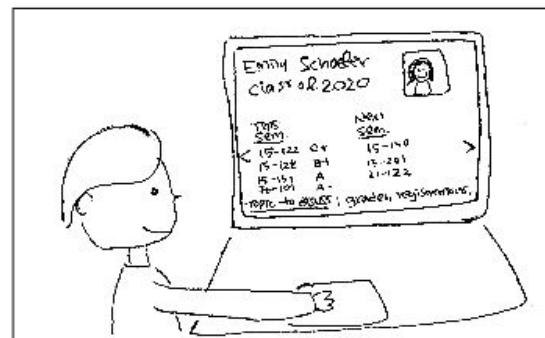
Most advisors have their own current system to "cope." Concerns about confidentiality and privacy.



Jared, an advisor for all 166 freshman in the School of Computer Science, checks today's schedule on the new online advising system. He sees that Emily scheduled a session through the system at 2pm.



Jared does not quite remember who Emily is because he has a lot of students to take care of. Jared clicks on Emily's profile and views what they discussed in the previous advising session. At last, Jared recalls Emily.



The system lets Jared know the current courses Emily is taking and how she is doing in them. The system also tells which classes Emily should take next semester and some suggested topic to discuss in the advising session.



At 2pm, Emily walks in and Jared greets her. Jared already knows in which classes she is struggling with through the system, so he dives straight into advising. Jared also makes sure he covers all the topic for today's session.

3. Ideation

Storyboards & Speed-Dating

Concept 3 | Alumni data integrated in course explorer

Pros

It's helpful to see the actual courses alumni actually took. Might be helpful to also see courses alumni wish they had taken.

Cons

There's no clear correlation between classes taken and the alumni's job, which might discourage students if they can't take the course. This kind of data might limit students from exploration. Courses change a lot over time so limitations.



It's registration for Spring courses and Emily is confused about what course she should take as her elective for the Spring semester of Freshman year.



She logs into the Course Explorer and clicks on the Alumni page. Emily is interested in becoming a Software Engineer. She clicks on that job title and sees that a large percentage of alumni, especially those in senior roles took a course called Technical Communication.



Emily is at a career fair the next week and meets with a recruiter. She asks him about how important communication skills are as a Software Engineer. The recruiter is impressed by Emily's question and encourages her to continue to build her communication skills.



After seeing the alumni data and hearing from a recruiter that communication skills are actually very important for Software Engineers, Emily decides to register for the Technical Communication course. She feels more confident that she's on the right track.

3. Ideation

Storyboards & Speed-Dating

Concept 4 | Roadmap of Resources

Pros

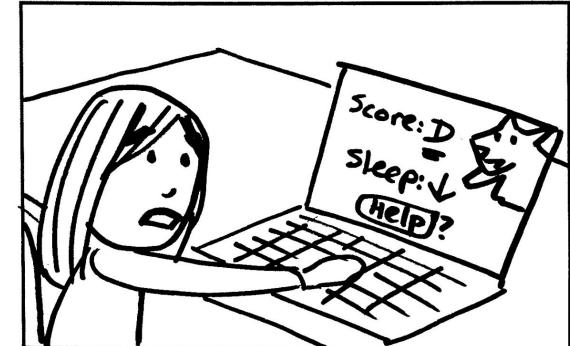
Could encourage group formation early on.
Students found this a positive intervention.
Helpful to see resources in a central location.

Cons

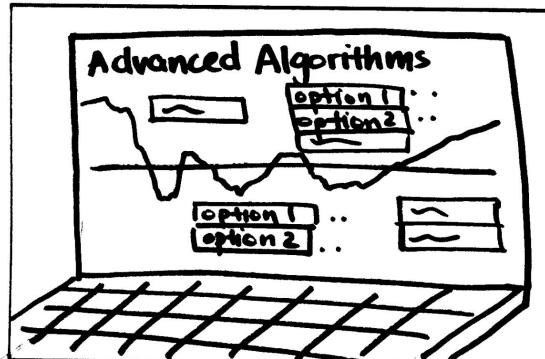
There are many cultural barriers to actually forming study groups. Unclear about the data sources. Would prefer more human interactions rather than a digital interaction.



Emily has been struggling with her Advanced Algorithms course. She feels stressed and down on herself because it seems like all her classmates are doing so well.



She gets on her laptop to start working and receives a notification from Scotty. "Looks like you got a D on your last assignment! And have been getting very little sleep! Maybe I can help?"



Emily clicks on Scotty's link to the online advising system. She sees a timeline showing that many students do struggle with this material and recommending resources including meeting with an advisor and more.



She decides to try the study group option. Scotty pairs Emily up with a few other students in the class. Students who are doing well get to challenge themselves by helping out students who are struggling.

3. Ideation

Storyboards & Speed-Dating

Concept 5 | Interclass Advising Groups

Pros

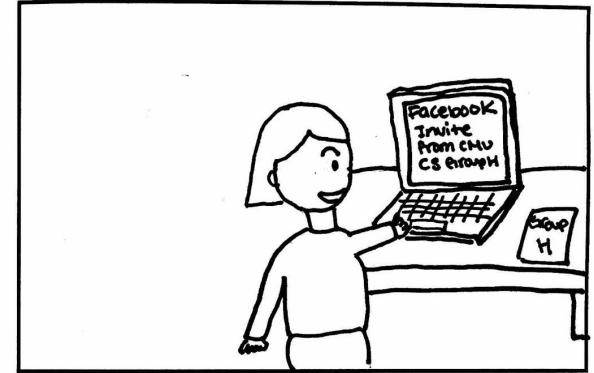
Students were positive about it because it can be overwhelming to make new friends, but this system helps you make connections.

Cons

Question about how well you can trust other students to give appropriate advice (inaccurate or biased information). Difficulty to maintain group after initial year. Desire to meet people outside of the major.



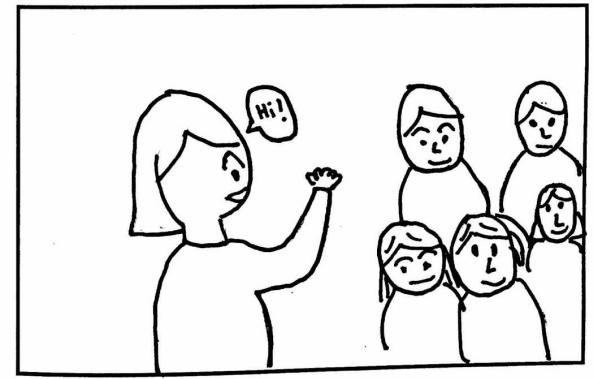
Emily just got her acceptance letter to CMU, her dream school since high school. She's very excited but at the same time, she's very nervous about adjusting to the new environment and making new friends.



After she received the acceptance letter, she got an information packet that says she's in advising group H. Few days later, Emily gets an invite from a Facebook group called CMU CS group H. There are welcoming messages from upperclassmen in the group.



When registering for her first semester classes, Emily posts on the Facebook group asking for recommendations on professors and which class to take. Emily receives helpful advices from upperclassmen.



After Emily arrives to campus, she regularly meets up with her peers and upperclassmen in group H to socialize, help each other with coursework, and get advice on future career. Emily is happy to have group H as her support system.

3. Ideation

Storyboards & Speed-Dating

Concept 6 | Required online reflection prior to advising sessions

Pros

Advisors found it a good way to get updates on students without in-person advising sessions. Students thought it could help keep them on track. Digital record is helpful so that information could travel with student. Helps get students thinking about big topics early, potential to reduce panic later on. Can create a more open relationship with advisor and exploration of topics beyond courses.

Cons

Challenging to come up with good questions. May dissuade students that already aren't engaged (ex: student that don't show up for appointments already).



Emily is feeling very confused about what she should do during the summer between freshman year and sophomore year. She feels like everyone around her is applying to tech startups.



She logs into the online advising system and starts talking to the virtual version of her advisor, Jared. He gives her a list of questions to answer to help her make a decision.



Emily reflects on the list of questions and fills out the answers to them online. One of them asks her: "When do you feel most energized?" She writes that her favorite time during the semester was leading a workshop for middle school girls on programming basics.



After she submits her answers to the reflective questions, she can schedule an advising session with Jared in-person. When she arrives to the session, Jared has already read her responses to the questions and has some suggestions for what she can pursue.

3. Ideation

Storyboards & Speed-Dating

Key insights about students

- Students want to have **one centralized place** for resources and advising. They often feel frustrated trying to find info they need.
- The CS Facebook group is currently filling a large array of needs for peer-to-peer advice.
- Students and advisors don't want a system that sets a rigid path for students or prevents them from exploring.

Key insights about Advisors

- Advisors have busy schedules and cannot easily take on large amounts of extra work. They want to **optimize their time to really help students.**
- However, they were open to several changes in the advising system: pre-advising questions and course navigation, for example.
- Advisors are concerned that peer-to-peer advising can be inaccurate or inappropriate. Advice from peers varies based on student mastery of material and on personality.
- There may already be an advising scheduling system in the works.

3. Ideation

Storyboards & Speed-Dating

Next Steps

- Select and refine a concept based on speed dating insights
- Conduct user enactments on that concept to elicit user reactions and feedback and validate needs
- Create final service designs

In-Class Feedback

- Need to narrow our focus
- Perhaps focus on one time period - e.g. sophomore year
- Consider communication at large
- Academic audit already currently in progress

3. Ideation

Pivoting to Our Final Concept

We realized that while students have incredible opportunities at CMU, and are generally highly motivated, the issue in teaching communication, leadership, and writing skills was one of **priorities**. As we learned in the beginning, **CMU students are very focused on graduating and getting a job**, and **the formal advising system does little to shift those priorities**, since it focuses largely on students meeting the requirements for graduation.

Formal and informal advising, our focus up until this point, are just one approach to influencing student priorities. We realized that if our ultimate goal was the shift student priorities, we should design services that intervene with students directly, **allowing students themselves to take stock of what matters most**. So, the question became: **how do we support student reflection, mindfulness, and personal growth?**

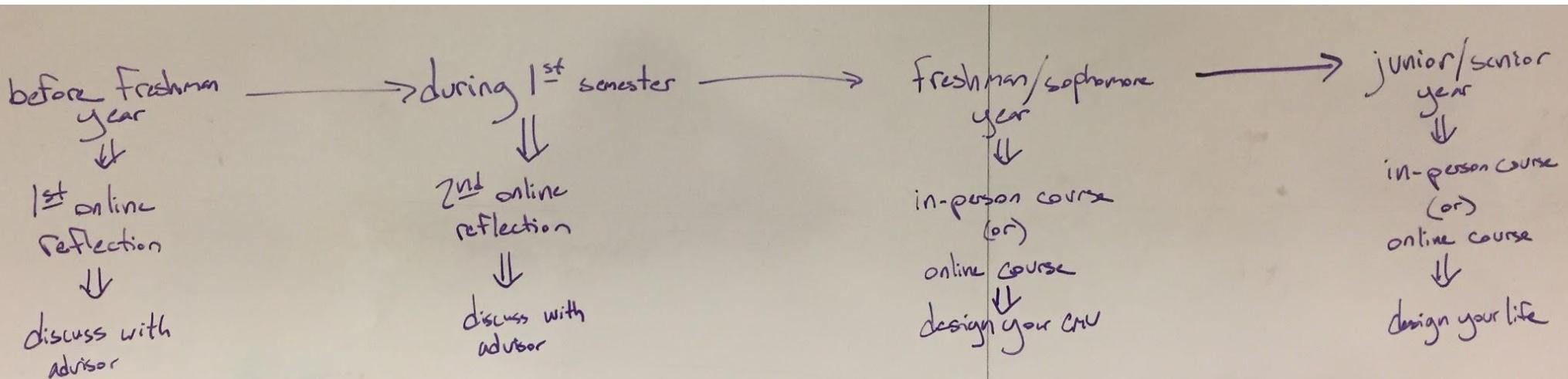
3. Ideation

Selecting a Concept

We envisioned a future in which writing, leadership, and communication are valued at CMU, and we realized that a successful solution would need to **engender a cultural shift**. It would need to have **allure**; there would need to be a kind of buzz around it. It would need to be **present**, but **not ubiquitous**. Students should seek it out, not have it forced on them. And finally, it should support students on their own journey, whatever that is.

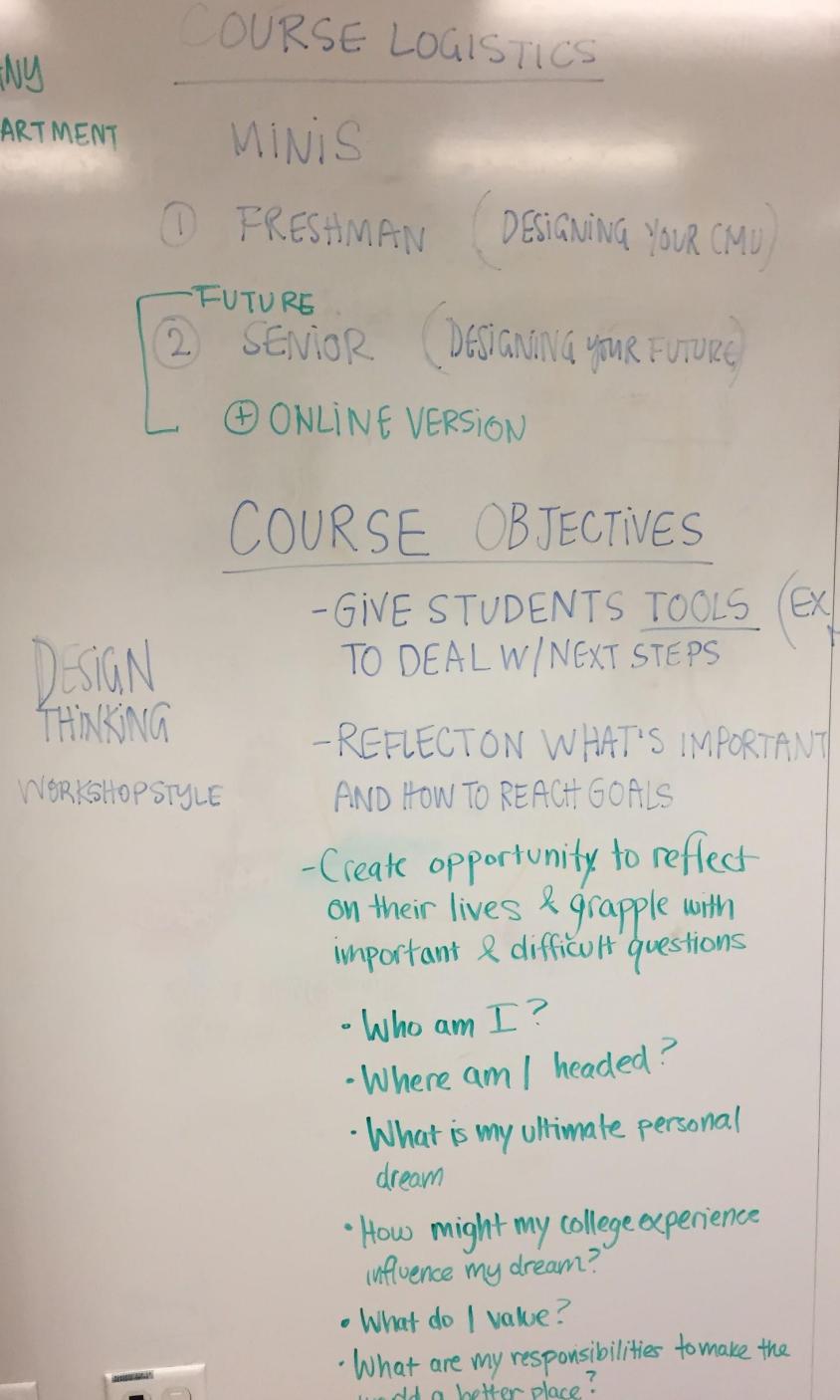
By allowing students to better decide their own priorities, based on values, life goals, and desired experiences, we believe that we will support a CMU where being a leader, sharing your story with others, and articulating what matters most is part of the common social fabric, shared by students, faculty, staff, and other stakeholders.

We envisioned a series of experiences for students that would begin before their freshman year, and extend throughout their time at CMU. It would include online reflections, in-person advising, and an in-person course that focused on crafting one's college experience and life.



3. Ideation

Selecting a Concept



Key Components

Capsule: A student's first encounter with this service will come through Capsule, CMU's online platform for reflection and personal growth. Over the summer before their freshman year, students will be sent information that quantifies the usefulness of reflection. They will be invited to join Capsule, and asked to complete a couple activities before speaking with their advisor in the fall.

Design Your CMU Course: For students who wish to take it, there will be a freshman/sophomore level mini that focuses on designing one's college career. Capsule will host an online, self-paced version of the course as well.

Design your Future Course: There will also be a junior/senior level course that gives students tools that will help them lead proactive, fulfilling lives. Again, online materials will be available on Capsule for students unable to take the course.

Connection to Advisors: Advisors will be able to push activities to their students through Capsule, and review students' answers during appointments to guide the session.

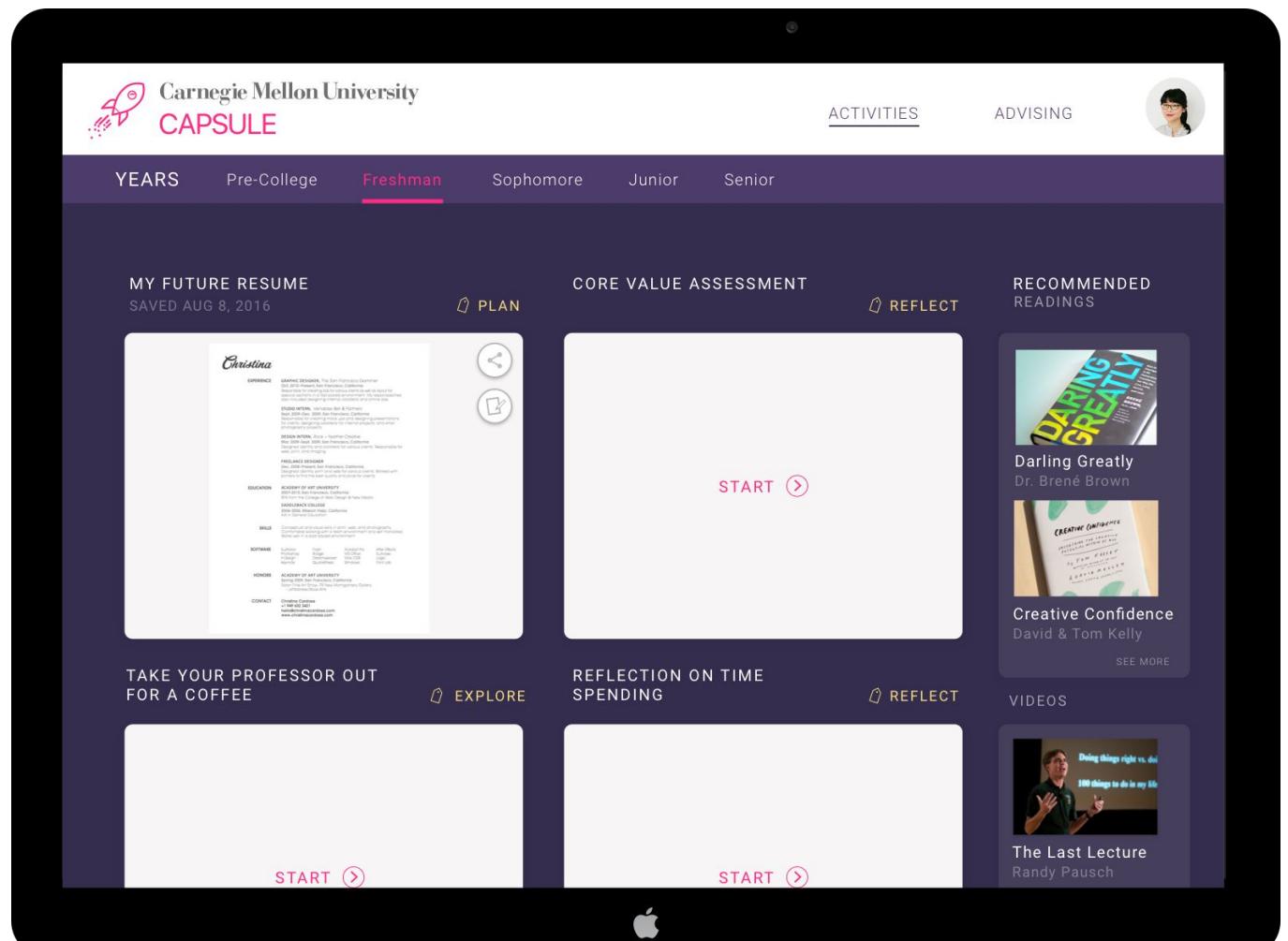
Campus Touchpoints: We envision a set of touchpoints around campus, from fliers to installations, that remind students about Capsule's services and offer just-in-time activities and suggestions for reflection activities.

4. Final Proposal: Capsule

Introducing

Capsule

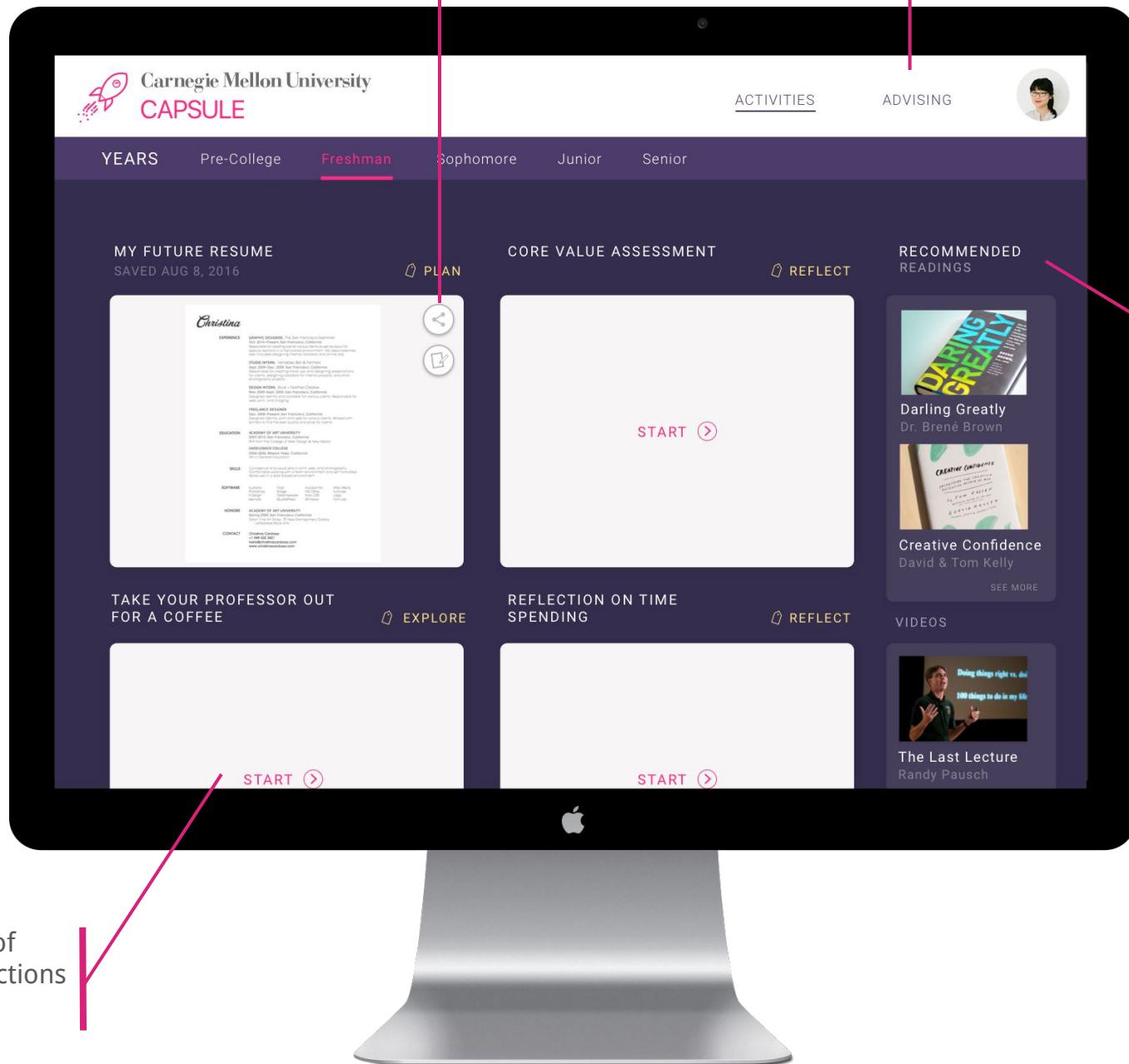
A place for students to reflect, explore, and capture personal insights throughout their college experience.



Share the activity with family, friends, or advisors

Create notes or view notes written by your advisor

A page to view information about the advisor, view notes from past appointments, & schedule advising appointments



Components

Components of Capsule Ecosystem

01

Reflection journal where students complete reflective activities such as selecting their core values or creating different 5-year plans.

02

Communication platform for students to share their reflections with their advisors, family, and friends and obtain feedback if desired.

03

Interactive data installation that allows the entire CMU community to experience student reflections as they happen on Capsule.

Components

Example Activities

Reflection Questions

- When do you feel most energized / happiest?
- In what ways have you grown in the past few months?
- Are you becoming the person you want to be?

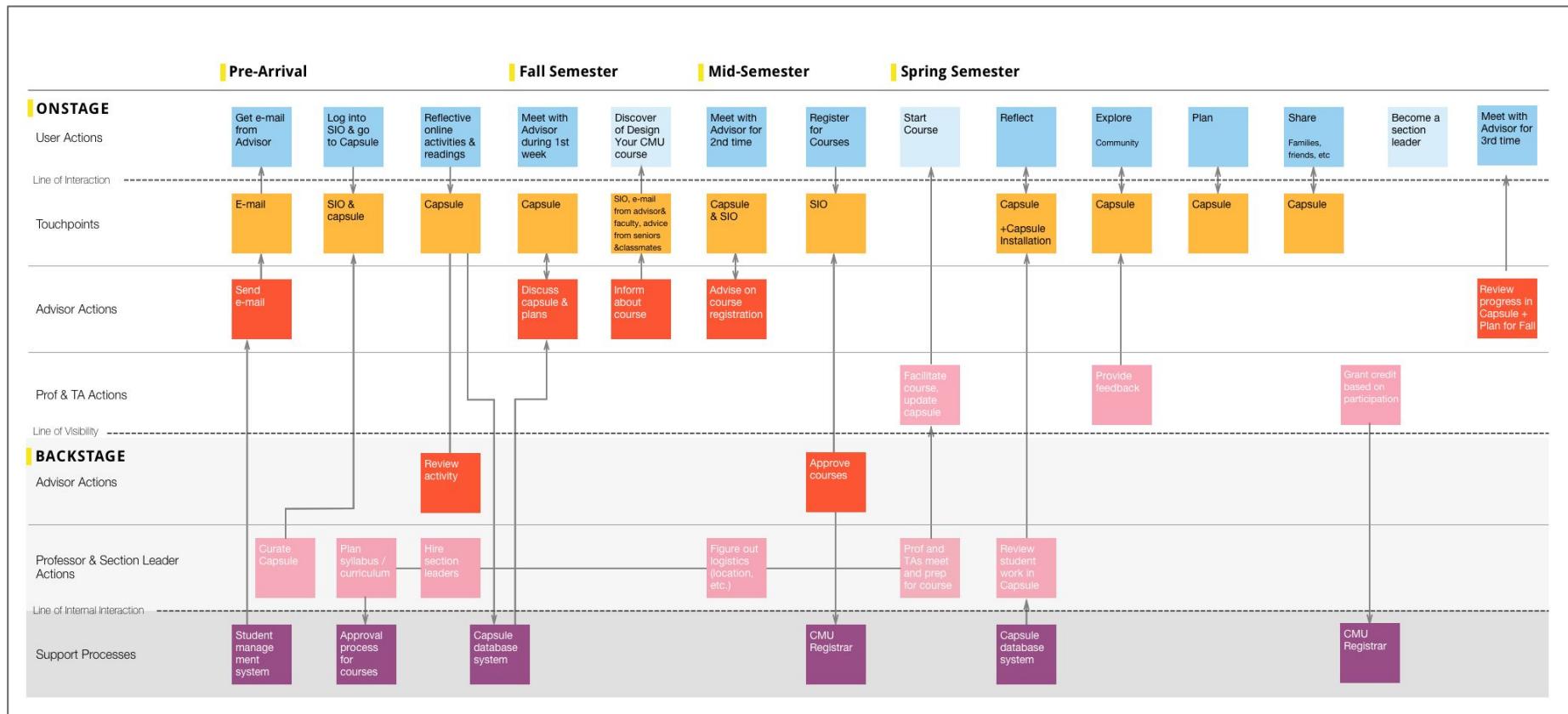
Reflection Activities

1. Pick your core values and align daily activities with those values
2. Code how you spend your time
3. Create 3 versions of your 5-year plan
4. Share one of these activities with someone and ask them how their responses would have been different from yours.

4. Final Proposal: Capsule Future Service Models

Future Capsule Service Blueprint

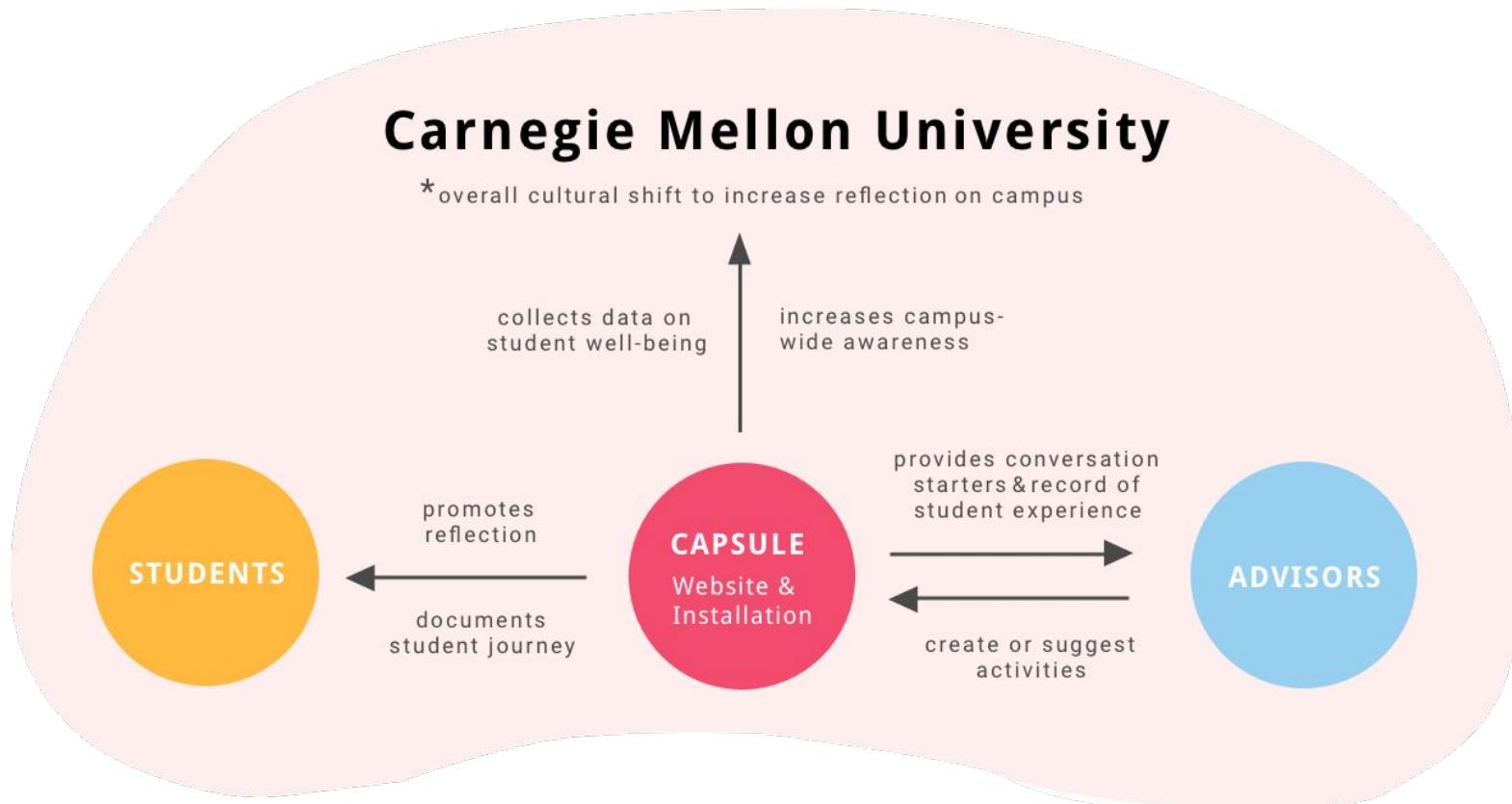
We created a blueprint to show how the components of Capsule (website, data installation, & course) would work together as an ecosystem. The blueprint focuses on the freshman year experience because we wanted to highlight how Capsule takes root in the student's CMU experience even before arriving on campus.



4. Final Proposal: Capsule
Future Service Models

Capsule Stakeholder Map

We envision Capsule creating direct value to students and advisors, while also creating overall value to the university by supporting the cultural shift to increase reflection on campus. Although not included in this map, family, friends and future employers are other possible stakeholders that could benefit from students' use of Capsule.



4. Final Proposal: Capsule

Final Presentation & Video

Video Ideation

We chose a video to share a narrative about the interaction a student would have with Capsule and the value that it would provide. Starting with writing scenarios, the team moved to sketching storyboards and iterating on the story we wanted to share.



4. Final Proposal: Capsule

Final Presentation & Video



4. Final Proposal: Capsule

Final Presentation & Video

Please view the final presentation [here](#).



Next Steps

After our presentation, we received feedback that more details on the touchpoints of Capsule and how they will be operationalized would enrich the narrative. We also heard feedback from Dave during the presentation that another stakeholder on campus that would support Capsule is Student Affairs. Below are some additional thoughts on how the components of Capsule might be implemented:

01

Reflection journal. The activities for this reflection journal can be created by individual advisors or the Deans of individual departments. We envision the Capsule website to be accessible through another frequently used CMU website, such as SIO.

02

Communication platform. As shown in the Capsule interface, there is a place where notes can be added to completed activities. We envision advisors or anyone that the student shares the activities with to have the ability to contribute comments.

03

Interactive data installation. To ensure students' privacy, the interactive data installation will pull qualitative data from Capsules and aggregate them. For example, we envision a word cloud with frequently used words from activities.