



# Design Sprint

Design Thinking Crash-course  
for ICM512, assignment M1.2

# Matthew Miller

# Stage One: Define

## Part A: Empathy – Interview one

Myana is from New Haven and went to a school 15 minutes away from Quinnipiac. Her experience at Quinnipiac was different than what she expected. All of her friends went to out of state schools and she originally overlooked Quinnipiac because in state promotions usually focused on UCONN and Yale because they were the bigger schools. Originally she felt like she wouldn't like Quinnipiac because she would be home every weekend. Covid happened during her 2nd semester of Freshman year so she never really got to experience a true freshman year, especially because it took her a few months to get comfortable. Once she got comfortable, Covid appeared and all the students were sent home. Myana was an RA her Sophomore and Junior Year and being on campus as an RA made her realize that Quinnipiac actually has a lot of resources for Connecticut kids that many people don't know, and don't take advantage of. She also said "When we went to Covid they (Quinnipiac) made it seem like they extended spring break". Once Quinnipiac moved to fully remote, Myana thought that this would be her college experience. Even though Quinnipiac was still online the following semester, as long as she can be on campus and experience living away from home that was key for her. She also believes that Quinnipiac did not fully think through the protocols in the return to in person for the first time since Covid happened. Being an RA and having to enforce the rules from Covid added another dynamic to having to enforce the rules from being an RA. Myana also is not sure how accurate the Covid numbers recorded by Quinnipiac were.

## Part A: Empathy – Dig Deeper

In the second interview, I decided to focusing on Myana growing up, and living near Quinnipiac, and if it wasn't near her, would she still have considered Quinnipiac at all? In response to my first question, Myana said, "yes, because of the 3+1 program." Digging a bit deeper into that question, I proceeded to ask if she knew much about Quinnipiac and Myana said she knew that the hockey team was really good because hockey is really big in Connecticut. She didn't learn much about Quinnipiac until senior year when she started to look into colleges. Around that time, her main focus was on the 3+1 program and Quinnipiac was the only school that sent her something in the mail every week. Myana thinks the main reason why she got so much in the mail from Quinnipiac was because she lived In Connecticut. Being from New Haven, she was a New Haven Promise Scholar which is a scholarship that provides New Haven residents if they did high school in New Haven for a certain number of years, it covered up almost all tuition at public schools and a certain amount at private schools, if you stay in state for college. Once she got accepted as a New Haven Promise Scholar, and the Quinnipiac partnership was something they recently did, she was in Quinnipiac's system for that and kept trying to reel her in.

# Stage One Continued

## Part B: Needs and Insights

While there are a few surprising insights, I believe the biggest problem is that Quinnipiac does not advertise themselves well enough to an urban areas as well as they can nor as well as they should. They tend to focus on out of state people. They do not diversity their marketing. Because of this, it makes the school less attractive to someone like Myana or someone from an urban area. The reason why Quinnipiac does not market as much to in state people might be because they want to try to get people from all across the country to come to Quinnipiac. Based on how it was advertised to Myana, she did not want to go to Quinnipiac until she actually visited it.

## Part C: Define the Problem

**Attracting in state students is a challenge for Quinnipiac because they do not market themselves well enough.**

## Part D: How Might We Statement

**How might we improve Quinnipiac's marketing techniques so a person in Myana's position when she was a senior does not have to go through the same obstacles that she went through when considering attending Quinnipiac.**

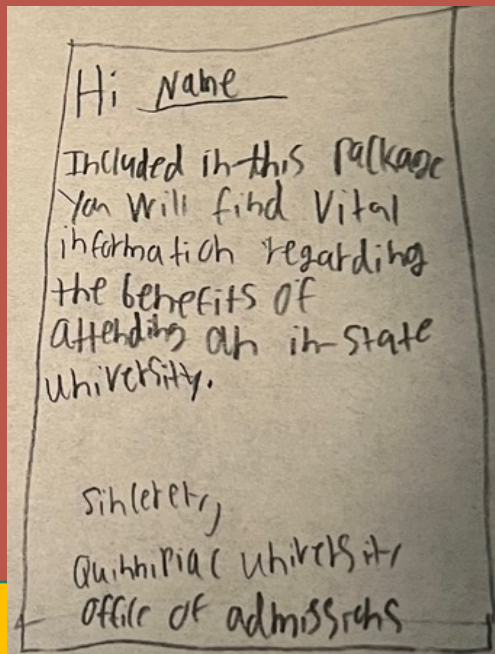
# Stage Two: Ideate

## Part A: Lightning Demos

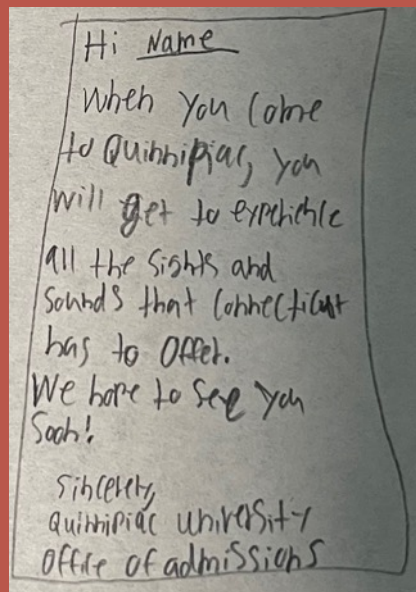
**Quinnipiac does not promote themselves well to people from Connecticut.**

**When Promoting themselves to people not from Connecticut, they talk about the sights and sounds in Connecticut.**

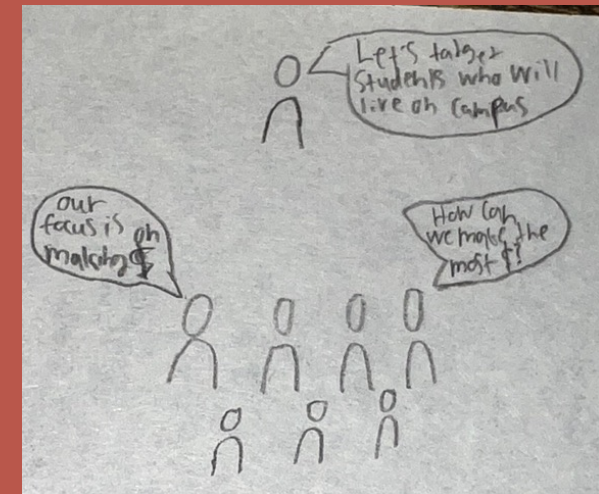
**Quinnipiac makes about \$15 thousand more from people who live on campus compared to commuter students. This is why they go after people not from Connecticut.**



Hi Name  
Included in this package you will find vital information regarding the benefits of attending an in-state university.  
  
Sincerely,  
Quinnipiac University  
Office of Admissions



Hi Name  
When you come to Quinnipiac, you will get to experience all the sights and sounds that Connecticut has to offer. We hope to see you soon!  
  
Sincerely,  
Quinnipiac University  
Office of Admissions



# Stage Two: Ideate

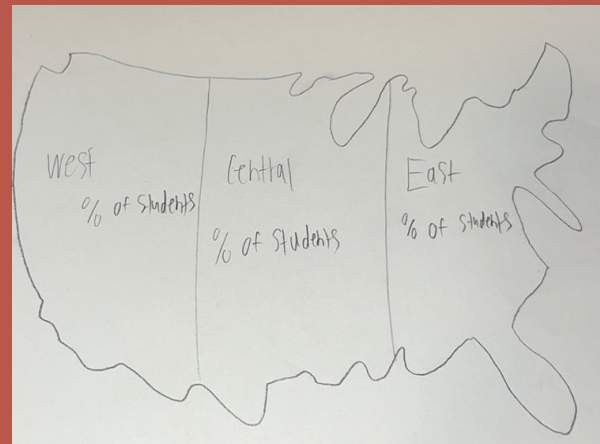
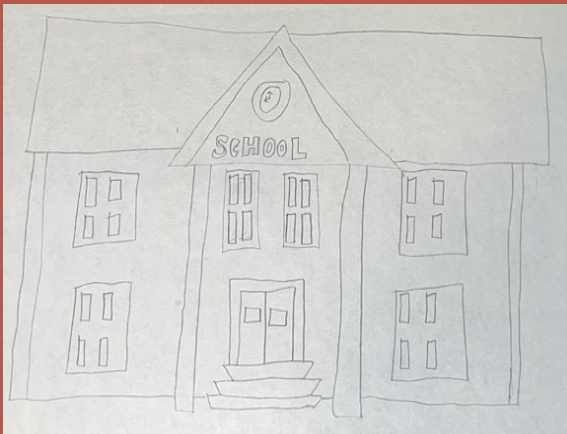
## Part B: Concept Sketches

**1. Have more people talk to high schools about Quinnipiac university.**

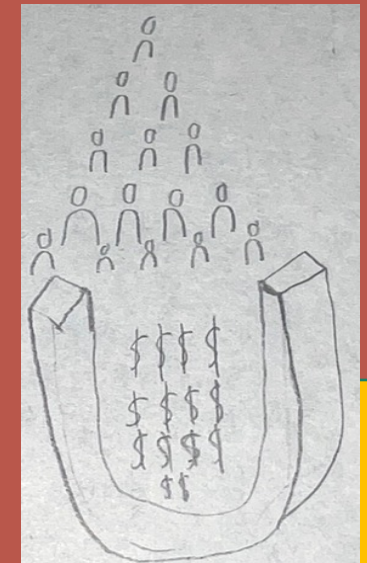
**2. Show the data to prospective students about where current students are from.**

**3. In the first piece of mail sent to prospective students, include the costs associated with attending Quinnipiac so their time isn't being wasted if they cannot afford to come to Quinnipiac.**

**4. Quinnipiac should market themselves to both people who live in Connecticut and people who do not live in Connecticut. The community at Quinnipiac is one, so there should be no reason why Quinnipiac's marketing techniques shouldn't be as one either. The goal is to attract students to come to school here, so they should not be missing out on people just because they live nearby.**



Cost	Living on Campus	Commuter Student
Tuition	\$49,170	\$49,170
Student Fees	\$1,860	\$1,860
Technology Fees	\$760	\$760
Room and Board	\$15,950	\$440
Total Billed Charges	\$67,740	\$52,230



## Stage Three: Decide

### Part A: Present Concepts

After developing 4 potential concepts during the ideate phase, I presented those ideas to Myana. I explained what was involved in each concept, along with why I chose to come up with that concept. After taking some time to look them over, Myana decided that the strongest idea was idea number 4 which is showing that the community at Quinnipiac is one unified group, so because of that Quinnipiac should be a unified group when pitching to prospective students why they should attend Quinnipiac. Myana believed that this was the strongest idea because based on her personal experience, being from Connecticut she felt that Quinnipiac did not promote themselves enough to her and the main reason she did end up attending was because of the 3+1 program. She also mentioned that my weakest idea was showing the data about where current students are from because it contradicts idea number 4.

## Stage Three: Decide

### Part B: Capture Feedback

**After deciding that number 4 was my best idea, I spoke with Myana to get her thoughts on the idea. What worked? Students wouldn't feel like they were being an afterthought because of where they live.**

## Stage Three: Decide

### Part C: Reflect and Iterate

Once the strongest idea was identified and I spoke with, and received feedback from Myana, I began to make changes to my concept to make it more effective. I decided to create two roads that lead to the same location. Setting it up this way makes my concept stronger as the beginning of the two roads are identical houses showing that whether someone is from Connecticut or not, they are still the same and should be treated equally rather than be treated differently based on where they are from. I had the roads lead to one house, Quinnipiac. Having the design set up this way shows that Quinnipiac is one community rather than a bunch of individuals in one place. If I were to create my design in a different manner, it would not have nearly the same effect as the one I created has.



# Stage Four: Prototype

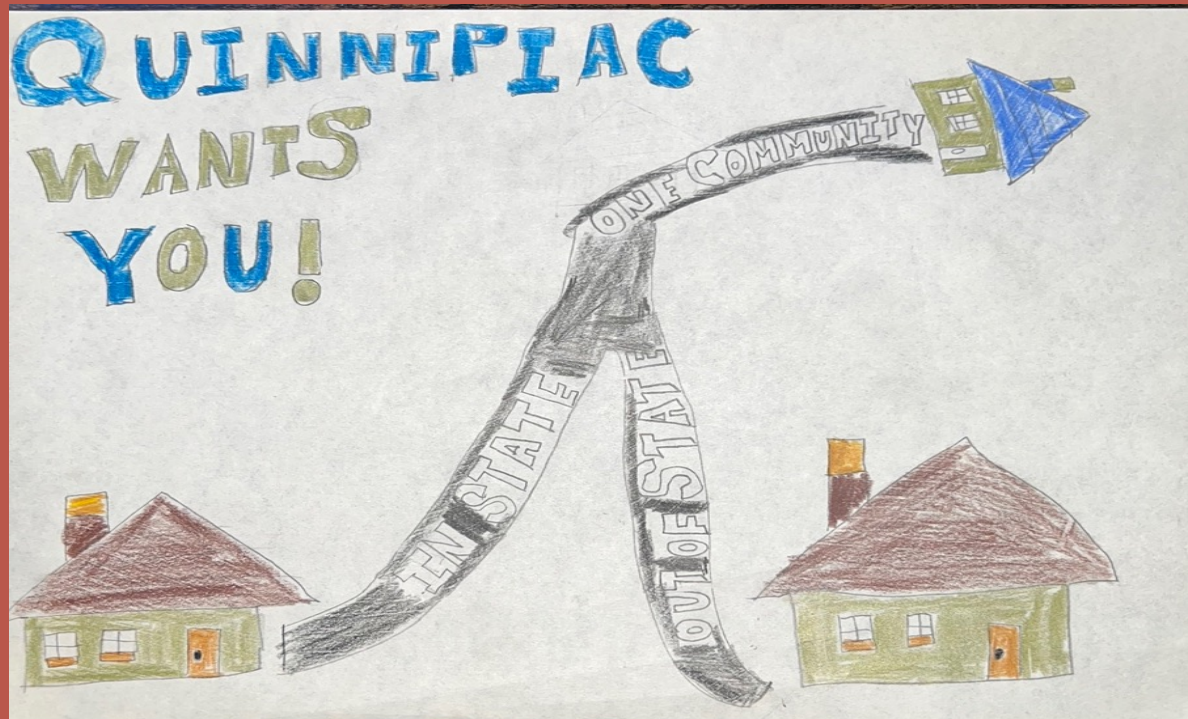
## Part A: Building Solutions

After receiving feedback from Myana regarding the idea of changing how Quinnipiac markets itself, I created a sketch to illustrate that idea. I included all the recommendations that were given during the decide phase.



## Stage Five: Test

After making the necessary changes, I developed my final prototype



# Stage Five: Test Feedback

What worked?

**This now allows prospective students from Connecticut the ability to assess their fit at Quinnipiac the same way as other prospective students from other states.**

What could be improved?

**What could be improved are the details behind how this would work relating to how many people would need to help and what are the costs associated with doing this.**

Questions?

**Who would be in charge of handling this, and when would prospective students get this information? Would it be sent out to high schools to let people know or only if someone applies?**

Ideas

**The most effective way to encourage students to come to Quinnipiac is to get information out quickly, no matter where the prospective student is located.**