

Designing a Knowledge Management Prototype for WPI Innovation and Entrepreneurship Programs

An Interactive Qualifying Project
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This report represents work of WPI undergraduate students submitted to the faculty as evidence of a degree requirement. WPI routinely publishes these reports on its web site without editorial or peer review. For more information about the projects program at WPI, see <http://www.wpi.edu/Academics/Projects>.

ABSTRACT

The current organization of programs offered at WPI by the Foisie Innovation and Entrepreneurship Center (I&E) on the WPI website is difficult to navigate. This project, sponsored by I&E, created a knowledge management prototype using a design sprint methodology. We created and tested this prototype. After edits, the final prototype demonstrated improvements that students found helpful and easy to use. From this process, we made recommendations for future improvement and project work.

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EXECUTIVE SUMMARY

The resources and programs offered by the Foisie Innovation and Entrepreneurship Center (I&E) at Worcester Polytechnic Institute (WPI) could benefit from organizational improvement. There is no clear path to locate programs that suit the needs of students and faculty looking to explore innovation and entrepreneurship. We, a group of students from WPI, developed a knowledge management prototype that allows students to easily navigate through offered programs. Additionally, we categorized the programs offered at WPI to best serve the different needs of students. We collected feedback from advisers, sponsors, and students to edit and improve the site. Through this process we made several discoveries for future improvements. These discoveries were distilled into several recommendations to I&E as well as Information Technology (IT) Services for future development. We also hope that these recommendations can inspire future project work.

We completed this project through a series of 3 phases:

Phase 1: Explore

Phase 2: Create

Phase 3: Test

During the explore phase, we obtained the relevant information needed to develop a prototype that would meet the needs of the project stakeholders. This phase consisted of two steps; determining the characteristics of a successful prototype, and locating existing web pages and information for the I&E programs. With the data collected, we created an effective and accurate prototype for WPI faculty and staff to use in the future.

In the create phase, we developed a knowledge management prototype for students, prospective students, and faculty to learn about WPI I&E programs. We completed this objective through the use of a design sprint.

To successfully complete a design sprint, a small team must come together to complete the design process. Our small team consisted of our four group members. A traditional design sprint consists of five steps: understand, diverge, converge, prototype, and test (Banfield, Lombardo, & Wax, 2015). We adapted the design sprint process to better fit our project outline. Our design sprint consisted of understand, diverge, converge, and prototype. We completed the test step of our prototype separately from the actual design sprint.

The Understand Step reviewed background information and key stakeholder insights. This step assisted our understanding of the expectations and creation of a prototype. We conducted research on the I&E programs and interviewed the key staff members. In an effort to understand the programs and their target audiences, we completed literature reviews of several programs and monitored a program meeting. In the Diverge Step, we conceptualized possible prototypes and explored several methods. Group members researched chatbots, interactive graphics, flowcharts, and websites in an effort to explore as many ideas as possible.

In the Converge Step, we discussed and ranked the possible prototypes and designs. We selected a new website for our prototype. Through a discussion with our advisers, they introduced the WPI Hub to us. Consequently, we selected the Hub as the platform for our resource. We decided that an ideal platform should be easily integrated into the current WPI website, allow

content to be created without difficulty, and be simple to pass off to future developers. The WPI Hub is already part of the main WPI website. Additionally, it is actively under development by the WPI Information Technology department (IT) staff, who are able to assist students with technical issues. Finally, any person with WPI credentials can develop content on the Hub. For these reasons, we selected the Hub to host our prototype.

In the remaining step of the design sprint, we created the prototype. The website, located on the WPI Hub, categorizes each program in accordance with its target audiences. We made it concise and organized, with aesthetic appeal. We published our prototype on the Hub and it is currently available for use by members of the WPI community

In the final phase, the test phase, we gathered feedback on the prototype. We divided the test phase into two rounds of feedback. For the first round, we gathered feedback from interviews with our advisors and sponsors. For the second round, we gathered feedback from WPI students through a survey. With the collected feedback, we made changes to the prototype and provided recommendations to the I&E staff for future improvements and IT Services as they continue to develop the Hub.

We organized the testing phase into two rounds. We interviewed our advisors and sponsors for the first round of feedback and sent a survey out to WPI students for the second round of feedback. These three perspectives gave us a well-rounded view of the site. Much of the feedback we received focused on the organization and usability of the site.

In the interview with our advisors, we gained an initial outside perspective on the prototype. Their feedback focused on organization and much of what they suggested we immediately implemented. We reformatted many articles to be more reader friendly. By changing the header format in the articles and components, the content became much more organized. In the adviser interview, we came up with several ideas to improve the technical aspects of the site. The conversations also revealed that customization options, hyperlink functionality, and the incorporation of photographs and videos could also enhance the aesthetic appeal of the Hub.

The interview with our sponsors provided similar results. After allowing our sponsors to freely navigate the site, they expressed similar views to our advisers. They suggested more improvements to content organization and expressed a desire to see a more visually pleasing site organization. As a result of this interview, we again reformatted content. Additionally, we renamed several of the components within the site. We originally named the components with titles for internal I&E use that did not appropriately describe the programs they contained.

The final phase of feedback was from students. We distributed a survey asking students to explore the prototype and collected nearly 40 responses. We obtained feedback in the form of open-ended responses and ratings on a Likert scale. The open-ended responses suggested improvements to be made on Hub functionality, visual aesthetics, and content. The Likert scale responses indicated that the site was easy to use. These were all very encouraging results. Once again, we made any changes we felt were vital, and included several optional changes as well as improvements that could be made to the Hub in the recommendations portion of our report.

As a result of this project, we created a knowledge management prototype for I&E programs at WPI. We created it on a new platform that IT Services created in an effort to centralize and organize information and services at WPI.

We created the prototype using a design sprint and tested it through two rounds of feedback with our advisors, sponsors, and students. After each round, we made improvements to expand the usability of the site. Throughout this process, we discovered many areas for improvement that we were unable to implement. We addressed the improvements we could not make in the recommendations for both the I&E staff as well as IT Services for the improvement of the site. From our rounds of feedback, we discovered several areas to improve through future work.

Recommendations for I&E

- Add videos and profiles of current Mentors-in-Residence to the Mentors-in-Residence article to promote mentors and their contributions to the WPI community.
- Add any new information to the Hub and constantly update it
- Determine the best location for pre-collegiate programs on the Hub
- Create an Instagram page
- Add success stories of I&E students and outcomes of the programs

Recommendations for IT Services in developing the Hub

- Build the Hub to allow for more advanced formatting and graphics.
- Build the features to allow more customization within the Hub
- Incorporate tabs and a drop-down menu to the Hub for organization

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CHAPTER 1: INTRODUCTION

Worcester Polytechnic Institute (WPI) has adopted a mindset around innovation and entrepreneurship that values many more aspects of the process than simply startups and new products. WPI believes that innovation and entrepreneurship is about “thinking big and thinking broad” in order to create new products, find new ways to do tasks, and revolutionize the world (“Innovation & Entrepreneurship Programs”). In order to assist WPI students with their entrepreneurial ventures, a series of programs were created and offered by the Foisie Innovation and Entrepreneurship Center (I&E).

WPI offers many programs centered around innovation and entrepreneurship that are available to the WPI community. They serve people in all stages of creating a business. However, these programs are not well organized on the main WPI website and lack a clear path for students to learn about them. The current information available is thorough, but a user must know precisely what and where to search to locate it. Better organization is necessary to assist students and faculty in their search for I&E programs and information.

The goal of our project was to design and develop a prototype to be used by students and faculty to discover the I&E programs and resources that WPI offers. Through research and website development, our prototype will provide community members with an easier time finding the programs to help them succeed.

CHAPTER 2: BACKGROUND

2.1 Introduction

The resources and programs offered by WPI I&E are difficult to locate and are scattered around the WPI website. There is no clear path to locate programs that suit the needs of students and faculty looking to explore innovation and entrepreneurship. We, a group of students from WPI, developed a knowledge management prototype that allows students to easily discover offered programs. Additionally, we categorized the programs offered at WPI to best serve the different needs of students.

In this chapter, we establish context for the many terms used throughout WPI and the larger culture of innovation and entrepreneurship. In addition, we explore the theory of entrepreneurial education as well as several example programs at other colleges and universities. This research aided us in understanding the mission of I&E at WPI and provided examples of successful websites and organization strategies.

2.2 Entrepreneurship

WPI I&E offers many resources to create successful student entrepreneurs. At WPI and in the modern world, the word “entrepreneur” has taken on a variety of meanings. The dictionary definition of an entrepreneur is “a person who organizes and operates a business or businesses, taking on greater than normal financial risks in order to do so” (“Entrepreneurship”). At WPI, an entrepreneur is much more than an opportunistic businessperson. The true role of an entrepreneur can be understood through a brief analysis of entrepreneurial literature. As literature and research on the theory of entrepreneurship progressed, many authors offered different perspectives on the role of the entrepreneur. While they may disagree on the precise role of the entrepreneur, there is a consensus on the actions an entrepreneur takes. To illustrate this point, the work of Joseph Schumpeter and Israel Kirzner will be briefly examined. The theory of entrepreneurial education began as a result of the work of these authors. Later efforts by scholars such as Peter Druker furthered this field.

One of the first seminal works in the field of entrepreneurship was *Capitalism, Socialism, and Democracy*, written by Joseph Schumpeter in 1942. It is this work that first discussed the entrepreneur as a disruptive force in the professional world. Schumpeter coined the term “Creative Destruction” (Schumpeter, 1942). Through this term, Schumpeter communicates his belief that entrepreneurship succeeds through replacing or “destroying” outdated ideas. Schumpeter outlines his view on capitalism throughout his work. In Chapter 7, “The Process of Creative Destruction”, he describes how economies shift and grow. He states that businesses, economic sectors, and economies grow primarily through internal change. He also describes the process as, “industrial mutation.” Essentially, over time, industries are destroyed and replaced by more efficient innovations.

Israel Kirzner takes a contrasting view of the word, “entrepreneur.” His view is that “the entrepreneur emphasizes the equilibrating aspects” (Kirzner, 2005). Kirzner characterizes normal business operations as a series of missed opportunities. The entrepreneur does not create opportunity, but instead responds to it. Instead of creating profit, entrepreneurs capture it. Thus, the entrepreneur makes efforts to improve the industry that already exists. In Kirzner’s view, the “discordant elements of prior market ignorance,” are adjusted and balanced by the entrepreneur.

From these two opposite views, the core elements of entrepreneurship are defined. While these authors disagree on the role that the entrepreneur plays, they agree on the actions an entrepreneur takes. In both definitions, the entrepreneur sees an opportunity and acts upon it. The opportunity can be a business idea, invention, or any range of ventures. Both Kirzner and Schumpeter agree that the entrepreneurial mindset is a creative one that is dedicated to maximizing opportunity.

This consensus is vital to the WPI view of entrepreneurs. While some students can start businesses through I&E, I&E seeks to develop an entrepreneurial mindset in its students. This mindset creates engineers and scientists that are creative problem solvers; they are entrepreneurs in their ability to find opportunities as creative solutions to complex problems.

From the theory of the entrepreneurial mindset, later entrepreneurial thinkers explored entrepreneurial education. With the understanding that entrepreneurship was a mindset, the task became how to teach it. One of the most influential thinkers in this field was Peter Drucker. His writing is fundamental to entrepreneurial education. The primary focus of his work was to assert that entrepreneurship is a behavior, not an inherent quality. In addition, he dismisses the idea that entrepreneurship is defined by luck. He suggests that like business as a whole, it is something that necessitates effort and hard work. Drucker writes, “entrepreneurial businesses treat entrepreneurship as a duty. They are disciplined about it, they work at it, they practice it” (Drucker, 1985).

2.3 Startups

WPI I&E offers numerous programs that help students create, develop, and finalize their ideas for a startup company. “A startup is a team of entrepreneurial talent developing new innovations, in identifiable and investable form, in progress to validate and capture the value of the created innovation — with an ambition to grow fast with a scalable business model for maximum impact” (“What is a startup?”). According to Steve Blank, an entrepreneur himself, a startup is a short-term company that is designed to search for a repeatable and expandable business model (Blank & Dorf, 2012). The difference between a startup company and small business is subjective, however, they frequently come down to “the company’s growth goals and revenue forecast” (Pope, 2020). Small businesses receive funding from the founders, friends, family, or a bank loan. However, a profitable startup company will receive funding from angel investors, venture capitalists, or initial public offerings (IPOs) (Staff, 2019). An angel investor is someone who invests in new or small businesses. A venture capitalist invests in new or small businesses for an equity stake and an IPO is a public offering where shares of a company are sold to investors in a regulated market scale (Ganti, 2020).

2.3.1 History of the Term “Startup”

Compared to “startup”, “innovation” and “entrepreneurs” are older terminologies. The term “startup” began in the U.S in the late 1970s and became popular in the late 1990s. This term, also known as “upstart” was created to “describe and identify a new or early-stage company with higher than usual growth potential due to the technology it was developing” (“What is a startup?”). In the 1990s, startup companies were connected to new technology and the internet for high growth. New terminologies like “internet startups” or “technology startups” become common (“What is a startup?”). The term was created and used by the venture capital industry to separate the new growing companies from traditional entrepreneurship like small businesses. “The main factor for this separation was the scalable fast growth potential, at the time mainly associated or enabled by technology and in the late ‘90s by the spread of the internet” (“What is a startup?”). This history of “a startup” strongly links the terms “investors”, “risk funding”, and “technology mindset”. After the new definition for a “category of new businesses” was developed, venture capitalists began exploring the characteristics of successful startups (“What is a startup?”)? In addition, startups created the most new jobs and attracted “international talent and foreign direct investments” (“What is a startup?”).

2.3.2 Types of Startups

There are different classifications for startup companies. According to Steve Blank in his book, *The Startup Owner's Manual*, there are six types of startups which can be seen in Table 1.

Table 1
Different types of Startups (Blank & Dorf, 2012)

Type of Startups	Definitions
Lifestyle Startups	Lifestyle entrepreneurs are living their preferred lives while working for no one, but themselves. In Silicon Valley, such professionals are freelance coders or web designers, who love their jobs, because of passion.
Small Business Startups	Small businesses are grocery stores, hairdressers, bakers, travel agents, carpenters, electricians, etc. They are those who run his/her own business to feed the family. Small business entrepreneurship is not designed to scale.

Table 1 - Continued

Scalable Startups	Google, Uber, Facebook, Twitter are just the latest examples of scalable startups. From the very beginning, the founders believe that they are going to change the world. Such startups hire the best and the brightest. They always search for a repeatable and scalable business model. When they find it, they start to look for more venture capital to boost their businesses.
Buyable Startups	These startups potentially offer web and mobile app solutions, and are often sold to larger companies. This model has recently become more common. Their goal is not to build a billion-dollar company, but to be sold to a larger company for petty cash.
Large Company Startups	Large companies have a finite life duration. Changes in customer preferences, new technologies, legal issues, new competitors create pressure, forcing large companies to innovate products for new customers in new markets (for example: Google and Android).
Social Startups	They are passionate and driven to make an impact. However, unlike scalable startups, their mission is to make the world a better place, not for wealth's sake, but for an idea.

2.3.3 Factors in Success for Startups

Over the past few decades, the requirements to create a successful startup have fluctuated. This change was influenced by past successes and failures of various types of startups. This change was caused by “other actors like business angels, incubators and accelerators, as well as new startup-oriented tools and methodologies, such as business model canvas and lean startup” (“What is a

startup?”). Steve Blank states that there are three main functions a startup founder must possess (Blank & Dorf, 2012):

1. Provide a vision of a product with a set of characteristics
2. Create a series of sceneries of the business model regarding customers, distributions, and finance of the company; and
3. Understand which scenario is correct, based on customer behavior.

Bill Gross states that in order to create a startup, the founder(s) need to have the 5 common factors from past successful startup companies (Cuofano, 2018):

1. Timing: This is the most difficult but meaningful factor. The founder(s) need to make sure they aren't too early or late to the market;
2. Team/execution dynamic;
3. Idea outline for the company;
4. Business model; and
5. Funding.

The five common factors give the founders a good understanding of what makes a startup successful.

2.4 Accelerators

Many of the I&E programs at WPI contain elements similar to accelerators. The goal of accelerators is to develop and finalize an idea, product, or company. Many programs at WPI share these goals or prepare ventures for entry into an accelerator upon exiting WPI.

An accelerator is a form of entrepreneurial support organization that primarily focuses on assisting the development of individual startups. Accelerator programs are of limited duration, lasting usually about three months. They provide a small amount of seed capital and working space for the teams that apply and are accepted. These teams must have a fully fleshed-out startup concept and apply on the website of the accelerator of their choice. This fully fleshed-out startup concept is the final product of the I&E programs at WPI. The acceptance process is rigorous, some of the programs having an acceptance rate as low as 1.5%. For comparison, Stanford University's acceptance rate is 5.1% and Harvard University's acceptance rate is 5.9%, both of which are higher than the average accelerator acceptance rate (Cremades, 2018). Once accepted and enrolled in the program, the accelerator offers networking opportunities with peers and mentors that have been successful entrepreneurs, previous program graduates, or even corporate executives that can help develop their startup (Cohen, 2013).

These organized accelerator programs ultimately help teams get funded for the next stage of developing their startup (Bhagavatula Goswami & Mitchell, 2018). In *Accelerator expertise: Understanding the intermediary role of accelerators in the development of the Bangalore entrepreneurial ecosystem*, Ketan Goswami, J. R. Mitchell, and Suresh Bhagavatula describe accelerators as, “the bridge

between startups and the broader entrepreneurial environment.” Accelerators accomplish the further development of startups in four major ways:

1. Help form connections;
2. Help develop individual startups;
3. Help coordinate the right match among the people; and
4. Help select mentors and founders with the appropriate motivation and knowledge.

At the end of the three-month program, accelerators hold a grand event known as “demo-day,” where the ventures pitch their final idea to an audience of qualified investors (Cohen, 2013). In addition to a finalized startup idea, another byproduct of accelerators is cohorts, where ventures enter and exit the programs in groups, ultimately forming “peer-bonds” and establishing mentor positions that can be used throughout the startup experience.

2.4.1 Benefits and Fallbacks to Accelerators

There are many advantages and disadvantages of using an accelerator to boost startup ventures. An accelerator’s use of a short, preset time frame reduces codependency between the accelerator and the venture. This allows founders to focus on the next stage of development (Cohen, 2013). Susan Cohen, a business professor at the University of Richmond, states that participating in an accelerator program, “...may not necessarily keep the venture (or venture idea) alive, but will speed up the cycle of the venture.” This will ultimately lead to quicker growth or quicker failure. She goes on to say that, “quicker failure does have benefit,” as those entrepreneurs move on to higher-value opportunities. These benefits and fallbacks must be considered as they are at play in the I&E programs at WPI.

2.4.2 Examples of Accelerators

Two of the most successful startup programs in the United States are Y Combinator and 500 Startups. The number of profitable startups that exit from the program is evidence of the accelerators’ success (Cremades, 2018). Y Combinator is an accelerator that has produced companies such as Airbnb, Dropbox, Reddit, and Weebly. The most recent data from 2018 shows that Y Combinator, located in Mountain View, California, had a total of 1,834 investments and 192 exits. 500 Startups, also located in Mountain View, California, produced companies such as Udemy and Credit Karma. It had a total of 1,694 investments and 162 exits (Cremades, 2018).

2.5 Incubators

Some of WPI's I&E programs have the characteristics of incubators or act to prepare an idea for an incubator. A clear understanding of incubators will allow us to organize the programs and describe them in such a way that students who are interested in joining an incubator-like program will be able to find the program that best fits their interests.

A business incubator is, “an organization designed to accelerate the growth and success of entrepreneurial companies through an array of business support resources and services that could include physical space, capital, coaching, common services, and networking connections” (“Business Incubator”). In other words, an incubator provides a startup with any support and resources the startup may need in order to succeed in the long run. The main purpose of incubators is to ensure the long-term success of a startup as opposed to being concerned about how fast the startup grows (Zajicek, 2017). Commonly, incubator programs are created and sponsored through private companies or public institutions, thus the reasoning for offering programs through universities and colleges. An incubator program can be targeted to a wide range of startups or be specific towards the startups they are looking to assist.

The incubator process may take anywhere from one to five years. The program has a long duration because startups enter the incubator scene with only an idea for a business, but no model or direction to transition that idea to a reality.

2.5.1 Benefits and Fallbacks to Incubators

Once completing the I&E programs WPI has to offer, there are both benefits and fallbacks to entering an incubator. One of the largest benefits that incubators provide businesses is helping the startup to a strong start with a solid base that to continue to build upon to create a successful business (“Business Incubators: Pros and Cons”). The incubator provides the startup with a free or low-cost workspace that allows the startup to save money while establishing itself. A variety of workshops and panels that many good incubators offer are helpful to the startup if taken advantage of; the information gained through participating in the workshops can help the development and programming of the startup. Additionally, the structured setup of incubators allows startups to focus attention on growth.

Despite the many benefits of an incubator, if a startup is unable to find the right incubator fit, the work and resources could be wasted. However, taking the necessary time and effort to match a startup with the right incubator can result in a more successful relationship.

Applying and being accepted to an incubator is a difficult process, and the first downside in the incubator process (“Business Incubators: Pros and Cons”). The long-time commitment that incubators require can be a potential detractor. While the time spent on the incubator process can allow the startups to learn a lot, it can also be detrimental to the companies.

2.5.2 National Business Incubator Association

The National Business Incubator Association (NBIA), founded in 1985 as a nonprofit organization, is “the world’s leading organization that promotes business incubation, entrepreneurship, and supports them” (Almubartaki, 2010). Used by thousands of professionals, NBIA assists startups by providing information, education, and networking resources. Additionally, NBIA gives information and training on how to create an incubator program (“National Business Incubator Association”). In order to gain the benefits that the NBIA offers, a membership is required. One benefit is support from NBIA staff for information and referrals to assist startups. The main goal of the NBIA is to produce viable businesses, and today there are, “an estimated 900 NBIA affiliated business incubators in operation across the United States as well as affiliates in 40 countries (“National Business Incubator Association”).

2.5.3 Examples of Incubators

Hot Bread Kitchen’s Incubator

Hot Bread Kitchen’s Incubator is an example of an industry-specific incubator. Industry-specific incubators are incubators that are geared towards startups in one specific industry — Hot Bread Kitchen is aimed at culinary startups. Hot Bread Kitchen targets businesses that have outgrown a small house kitchen and are looking to expand to a commercial kitchen (“Incubator”). Created in 2008, the incubator prides itself on its four-pronged approach to supporting new food businesses: commercial kitchen access, business development support, culinary community, and market access. Through the use of the incubator, the startups are able to continue to grow and improve while not worrying about outside risks. Hot Bread Kitchen’s Incubator allows food businesses to explore the opportunity to create long-term relationships and connections.

In 2018, the company put together a report of their first ten years. The report found that the incubator generated 104 million dollars in economic impact while creating hundreds of jobs (“10 Year Impact Study”, 2018). The report also indicated a successful long-term impact: many of the women working in the job placements facilitated by Hot Bread Kitchen stayed in those jobs. Overall, the impact Hot Bread Kitchen has as an incubator for startups is large and an example of how incubators can change the path of a business.

La Idea Incubator Project

La Idea Incubator Project is a geographically focused incubator. A geographically focused incubator accepts people whose ideas for a business fall into a specific geographical location. The La Idea Incubator Project is funded by the United States Department of State and focuses on startups that encourage trade and commerce between Central America and the United States of America (“La Idea Incubator Project”). Startups belonging to either creative services, advanced manufacturing, tourism & culture, or farming & agriculture technology are all eligible to be a part of the project. La Idea Incubator Project is a part of the International Business Innovative Association (InBIA). According to La Idea Incubator Project, the two main objectives of the organization are to provide Central American entrepreneurs with access to incubation services in the United States

along with establishing entrepreneurship centers that can continue to support La Idea participants once they leave the United States. The program lasts for the duration of a 5-day boot camp in the United States followed by twelve months once they return to their home country where they are given the same resources they were given in the United States. While this program is superficially different from Hot Bread Kitchen, the bases of the programs are the same.

2.6 Accelerator vs. Incubator

When considering what to do with this finalized idea developed during one's WPI I&E experience, accelerators are often compared to incubators. They are similar in some ways including that they both help ventures in the formations stage of their startups. The similarities and differences between accelerators and incubators can be seen in Table 2. Accelerators in comparison to incubators are much quicker, include cohorts, have a competitive selection process in the early stages of the venture, located on-site. The education provided include seminars and mentorship from professionals and peers. On the other hand, incubators last significantly longer than accelerators, have extensive mentorship, and do not contain cohorts (Cohen, 2013).

Table 2
Comparison of Accelerators and Incubators (Cohen, 2013).

Characteristic	Type of Program	
	Accelerators	Incubators
Program Duration	3 months	1 to 5 years
Cohorts	Yes	No
Selection	Competitive	Non-competitive
Venture Stage	Early	Early
Education Provided	Human Resources, legal, etc.	Seminars
Mentorship	Minimal, tactical	Intense, by self and others
Location	On-site	On-site

2.7 International Business Innovative Association

Once students at WPI complete I&E programs, they have the opportunity to use the International Business Innovative Association to further their venture. The International Business Innovative Association (InBIA) is a nonprofit organization consisting of more than 1,200 members that leads entrepreneurship support organizations in 62 countries (“Global Network of Incubators”). As the “largest member-based entrepreneurial support network in the world,” InBIA educates business owners while promoting collaboration and mentorship around the world. InBIA is used by incubators and accelerators, along with small business development centers, for unique startups. Government corporations and universities use InBIA in order to promote the success of their startups. With a focus on collaboration, InBIA gives members direct access to the global

network they have created, along with industry leaders and resources. Regardless of whether a startup is utilizing the incubator or accelerator program through InBIA, InBIA allows entrepreneurs to turn their ideas into “high-growth business ventures” (“Global Network of Incubators”). Within InBIA, a startup looking for a potential incubator or accelerator program has many choices to find the right fit for themselves.

2.8 Entrepreneurship in Education

Entrepreneurship in education has changed vastly over the years. In 1945, the Harvard Business School introduced an entrepreneurship course, but was deemed insufficient for the academic future. By 1968, Babson University offered the world’s first undergraduate concentration in entrepreneurship. By 1993, the number of higher education schools that offered entrepreneurship courses surpassed 370 (Vesper, 1997). But, in recent years, “...universities have shown a growing enthusiasm for entrepreneurial activity” (Powers & McDougall, 2005). Thus, as time has gone on, more universities are adopting entrepreneurship in education, including WPI with its current and developing I&E programs. According to Joshua Powers and Patricia McDougall in *University startup formation and technology licensing with firms that go public: a resource-based view of academic entrepreneurship*, the four significant factors that contribute to a program’s success in the United States are:

1. The age of the institution's Technology Transfer Office. A Technology Transfer Office is responsible for identifying research that has the potential for commercialization and has the strategies for how to exploit it;
2. The amount of research and development funding received;
3. The institution's geographic proximity to large sources of venture capital; and
4. The quality of teaching faculty.

These factors are essential to the overall success of entrepreneurship programs offered at Universities in the United States.

In addition to the previous factors previously mentioned, a study performed by Karl Vesper in *Measuring Progress of entrepreneurship in education*, ranked entrepreneurship programs in the United States. In the study, it was found that there are seven top criteria that deem an entrepreneurship program effective. Those are courses offered, faculty publications, impact on community, alumni exploits, innovations, alumni startups, and outreach to scholars (Vesper, 1997). Overall, the current entrepreneurship programs offered by universities, some of which will be discussed in the next section, vary in enrollment and effectiveness. These individual cases exemplify developed and notable entrepreneurship programs at other universities in the United States. These successful cases demonstrate potential paths WPI I&E can take as its programs mature.

2.8.1 Babson College's Entrepreneurship Program

Babson College, a private school located in Wellesley, Massachusetts, has been named the best school for entrepreneurship in the country for the 23rd year in a row (Babson College, 2020). The university introduced its entrepreneurship program approximately 50 years ago, "...and it remains an integral part of their [our] DNA" (Babson College, 2020). They are most well known for their entrepreneurship methodology and curriculum. Their curriculum calls for every student to start and run their own business, where 99% of their students are employed within six months of graduation (Babson College, 2020).

Babson College provides a number of different programs to gain an education in entrepreneurship. Their undergraduate entrepreneurship curriculum offers over 80 courses, ranging from subjects in affordable design and entrepreneurship to financial trade strategies and risk management, all of which are taught in person by a professor. They also offer full-time Master of Business Administration programs, as well as part-time programs for working professionals (Babson College, 2020).

The Babson Entrepreneurship Bootcamp is a week-long program offered once a year. Any aspiring entrepreneur, current entrepreneur, or business executive may apply. Taught by Babson faculty, the program offers education on topics such as design thinking, financial modeling, pitching to investors, and more (Babson College, 2020).

In addition to the Bootcamp, there is Babson Academy for the Advancement of Global Entrepreneurial Learning, or Babson Academy. Babson Academy was, "created to advance global entrepreneurial learning at universities around the world, the academy is rooted in Babson's mission for its second century — to take entrepreneurial education shaped by its acclaimed and dedicated faculty to more people and places worldwide" (Radicioni, 2018). The program brings in 20 faculty members from universities around the world for a weeklong program. They are then paired with a Babson faculty member that will teach them how to strengthen their approach in teaching entrepreneurship. With the information gained in the weeklong program, each member will return to campus and launch an individual program to further enhance their university's entrepreneurial system (Radicioni, 2018).

2.8.2 Stanford University: Center for Entrepreneurial Studies

Stanford has a large entrepreneurship program within its university that is open to all Stanford students. Founded in 1996, the Center for Entrepreneurial Studies (CES) was created to, "address the need for greater understanding of issues facing entrepreneurs and the entrepreneurial community" ("Center for Entrepreneurial Studies"). Students armed with this knowledge prior to creating their own startup will have a higher chance of succeeding. Within CES there are three main topics: research in entrepreneurship, teaching entrepreneurship, and student programs.

Research in entrepreneurship provides students with entrepreneurial research that has been conducted by Stanford faculty. With a range of topics covered, such as but not limited to, "2017 State of Latino Entrepreneurship" (Orozco, 2018) and "Attracting Early Stage Investors: Evidence

from a Randomized Field Experiment” (Bernstein, 2016), students have significant research and resources available at their fingertips.

Teaching entrepreneurship consists of a curriculum developed by CES along with learning opportunities and guidance for business students who want to follow the entrepreneurial career path (“Center for Entrepreneurial Studies”). A variety of classes to choose from ensures students are able to focus on classes that pique their interest and will be beneficial to them once they leave Stanford. Within the teaching entrepreneurship at Stanford are three subcategories: startup garage, Stanford venture studio, and entrepreneurship case studies.

The startup garage is a hands-on project-based course where students are able to create real-world examples using the concepts of design thinking, engineering, finance, business, and organizational skills. The end goal of the projects is to design and test business concepts that would be viable and useful in the real world. Stanford venture studio is a place where students can discuss new ideas with experts and students of different disciplines than themselves. Stanford venture studio has labs that students can utilize that have tools for ideation, prototyping, and experimenting. Set up to be self-guided by the students themselves, the students are able to focus on what directly affects them and control their schedules. Finally, entrepreneurship case studies are available for students and faculty within Stanford’s center for entrepreneurial studies as well as available for other universities to purchase for their own use.

Student programs refer to the courses Stanford offers. With over 60 courses in entrepreneurship and innovation, the students can choose the path their education takes them (“Center for Entrepreneurial Studies”). Alumni of the program have said the program is necessary for the development of leadership skills. Jenny Eu, a graduate of MBA in 2003 and now the founder of Three Trees Foods Inc stated that “Stanford GSB was a great opportunity to explore. Everyone’s door is open to you” (Mauriello, 2018). Success stories such as Eu’s and many others from Stanford’s entrepreneurship program help show how beneficial and successful the program has become to many students.

2.8.3 Indiana University: Johnson Center for Entrepreneurship & Innovation

Indiana University (IU) was founded in 1820 and is located in Bloomington, Indiana. The university established the Johnson Center for Entrepreneurship & Innovation (JCEI) in 1998. However, IU started offering entrepreneurship courses in 1959. IU’s goals for the center is to facilitate entrepreneurial knowledge, act as the hub for cross-campus entrepreneurial initiatives, advance the understanding of entrepreneurial management, increase the potential for entrepreneurial growth, and development through information sharing (Indiana University). The Johnson Center also, “houses the administration for the Global Consortium of Entrepreneurship Centers,” which allows all members of the university to communicate and collaborate (Indiana University).

One of the programs within the JCEI is The Entrepreneurial Innovation Ecosystem which is, “a collection of co-curricular services, events, and initiatives that are focused on helping IU student entrepreneurs develop and launch business ideas and new startups” (Indiana University). This helps students nurture their ideas and can receive the help they need to become successful.

JCEI also hosts the Clapp IDEA Competition annually. Students can pitch their ideas to investors who are willing to invest and help them succeed. “Teams with innovative and well-thought-out business ideas compete in April each year to win up to \$20,000” (Indiana University). All that is required is an idea and motivation to turn it into a business. In addition, students are given a mentor to help them with their business planning process.

2.8.4 University of Dayton: Entrepreneurship Major Program

At the University of Dayton, Ohio, there are dedicated programs in entrepreneurship, leadership, and marketing. Each of these programs are available to any student who wishes to pursue them. In addition, they have a selective entrepreneurship program starting in the second year. Students apply to this program in their first year, and if accepted begin work at the onset of the second.

The university calls it the “sophomore experience.” It follows a model of theory and practice to ensure that students gain a relevant education in the theoretical aspects of entrepreneurship coupled with practical and action-oriented experience in entrepreneurial skills. What is unique to the university is the practice side of their program. In their sophomore year, all students create and run a micro-business and are awarded 5,000 dollars in startup capital. The university provides resources and aid to promote student learning in entrepreneurship. (Sophomore Entrepreneurial Experience: University of Dayton, Ohio.)

Through this program, students gain relevant experience in starting a business. At the end of the year, students liquidate their remaining assets and repay the university for its start-up investment. Any remaining profits are split amongst the students. Current projects focus on university branded clothing; students buy and sell them on websites that they create and run.

Overall, through exemplifying these successful university entrepreneurship education programs, WPI can apply similar concepts which will ultimately help it’s innovation and entrepreneurship ecosystem thrive. Whether it be that the ecosystem applies these practices or advertise their current ones, WPI ability to teach entrepreneurship has the potential to grow and create that entrepreneurial mindset in its students that they will carry with them after graduation and beyond.

CHAPTER 3: METHODOLOGY

3.1 Introduction

The I&E programs and resources at WPI are dispersed throughout the WPI web page with no clear organization. For prospective students, current students, and faculty it is difficult to navigate through the information and learn more about the available programs. The goal of this project set out by the WPI I&E staff was to develop a prototype that students could easily navigate to find innovation and entrepreneurship programs that WPI offers. In completing this project, we developed methodologies that allowed us to achieve these goals. To complete the goal of this project, our methodologies consisted of the following phases:

Phase 1: Explore

Phase 2: Create

Phase 3: Test

In this chapter, we will discuss each phase that we completed for this project in depth.

3.2 Explore

In the explore phase, we obtained the relevant data for the creation of the prototype and the content it contained. This phase consisted of two steps: locate existing information and websites for the WPI I&E programs and determine the characteristics of a successful prototype. We used the collected data in the explore phase to create an effective and accurate prototype for the WPI community to use. In this section, we go into further detail of the two steps.

In the first step of the explore phase, we researched the current I&E programs that exist at WPI. To do this, we reviewed documents and presentations provided by our sponsors or published on the WPI website. This gave us a strong understanding of what WPI has to promote. A clear understanding of the programs at WPI would ensure the prototype had up-to-date and accurate information. This research also identified any gaps in our information. We filled these gaps with step two of the explore phase.

For the second step of the explore phase, we interviewed members of the I&E faculty. These interviews discussed the programs, services, and resources offered through Foisie and helped us understand the current expectations of the I&E programs and their staff. Of the two members of the I&E faculty that we interviewed, one was our sponsor. We chose the second faculty member we interviewed based on their role within the programs. Both members have a strong understanding of many I&E programs at WPI. This knowledge also positioned them to know how a successful prototype would assist I&E. Through step one of the explore phase, we learned of extensive programs in place to assist student innovators and entrepreneurs at WPI; however, we needed further research to understand these programs. These initial interviews allowed us to develop and refine our preliminary ideas. In order to fill gaps in our understanding, we allowed these interviews

to be loose and conversational. Thus, the interviewees guided the interview and discussed parts of the I&E programs we may not have known about prior to the interview.

3.3 Create

The goal of the creating phase was to design a prototype of a resource students, prospective students, and faculty could use to learn more about the I&E programs that WPI offers. We completed this objective with a design sprint. “A design sprint is a flexible product design framework that serves to maximize the chances of making something people want” (Banfield, Lombardo, & Wax, 2015). In order to successfully complete a design sprint, a small team must come together to complete the design process. Our small team consisted of our four group members. A design sprint method consists of five steps: understand, diverge, converge, prototype, and test (Banfield, Lombardo, & Wax, 2015). We adapted the design sprint process to fit our project outline. Therefore, our design sprint only consisted of understanding, diverge, converge, and prototype. We felt the length testing phase would not fit the design sprint criteria and timeline. Since we needed ample time to test the prototype, we felt it did not fit the design sprint criteria and timeline. Therefore, we completed the testing of our prototype separate from the actual design sprint. The details of our design sprint process are outlined in the following sections.

3.3.1 Step One: Understand

Step one consisted of going through and organizing the information we obtained during the explore phase. We organized the data by separating the different programs/resources into five charts. The first three charts were “Create”, “Explore”, and “Execute”. We obtained these titles from graphics our sponsors provided; this is how they divided the programs up. The last two charts were Pre-Collegiate and Resources & Workspaces. This information included anything obtained from interviews with the I&E staff as well as the research of current I&E programs at WPI. From this, we had a concrete understanding of the I&E programs offered and we were to organize them.

3.3.2 Step Two: Diverge

The goal of the Diverge Step was to determine what form our prototype would take. As a group, we came up with different possible forms the prototype could take. We assigned a prototype to each group member. Individually, we designed our designated prototype. We completed our prototypes in the form of paper prototypes. We used our knowledge of different forms of prototypes as well as the information from the interviews and research to complete this step.

3.3.3 Step Three: Converge

Step three consisted of deciding the form our prototype will take. We each presented the prototype we designed. We discussed advantages and disadvantages of each prototype and came to a

consensus on what form the prototype would take through a discussion amongst the group members. Once we decided on the form of the prototype, each member individually designed that prototype. After completing the task, we came together and discussed everybody's design. To decide what elements would be best, each member wrote their ideas down in a Google Document. We then voted on each element and design pieces by commenting on the idea. From there, we were able to see what elements were the most popular. For the elements that were not unanimous, they were decided through a discussion.

3.3.4 Step Four: Prototype

Step four consisted of creating our prototype by transforming our research into our prototype. We first developed a format in which the information would best be presented as well as divided up the information evenly among us all. After each of us had finished our work, we came together to edit and discuss what could be improved to produce a uniform and polished product. We divided up the work in this manner due to the remote environment; online prototyping did not allow more than one person to work on the same thing at once. Once we finalized our prototype, we tested it as discussed in section 2.4.

3.4 Test

The goal of the testing phase was to test the prototype developed during the prototyping phase. We completed the testing phase in the fourth, fifth, and sixth week of the term and divided it into two rounds of feedback. We conducted the first round of feedback through interviews with our advisors and sponsors and the second round of feedback through a Qualtrics survey that was sent out to WPI students.

During the first round of feedback, we first interviewed our two advisors. In this interview, we asked one of our advisors to share their screen so we could properly walk them through the Hub website. Before we directed them to the main webpage and asked for feedback, we reminded them that a lot of the formatting and aesthetics are out of our hands as they were limited to the Hub's conventions. This was done to ensure we got adequate feedback that we could put to use. Additionally, before starting we gave them a rundown of the layout of a Hub service page—going over what a component is, what an article is, and what an action is. After they accessed our webpage, we asked them for feedback on the main service page. Following that, we led them to the components and the articles they contained. We documented any feedback we received. Following the interview, we made changes to the prototype and ensured we had screenshots of the webpage before and after edits. We repeated the interview process during a meeting with our sponsors where we received the rest of the first round of feedback.

Through a Qualtrics survey, seen in Appendix A, we received our second round of feedback. Our goal with the student survey was to understand the website's ease of use and the comprehensibility of the content. This was done through asking questions regarding whether the survey taker could identify and understand the information. We tested the ease of use and

comprehensibility in two ways. The first was through questions testing whether the user could identify the content. The second was through a Likert scale from one to seven asking the users opinion on how easy the content was to find, one being extremely easy, seven being extremely difficult. In addition, we added a question that asked for any general feedback that we could use. This survey was sent out to as many students in order to reach our projected number of thirty survey respondents. We organized the data we obtained in two ways. The first set of data was the specific feedback and recommendations students gave us through the open-ended questions. We organized this information in a table to have a comprehensive overview of the most common suggestions for our prototype. The second set of data was numerical data from the Likert scale. This data was organized in a bar graph so we could analyze whether the information was easy or difficult to find. In addition, we averaged the Likert scale data to find the average of how easy the information was to find. From the answers, we were able to understand how easy the prototype was to use and identify improvements. With this information we were able to make changes to our prototype and make recommendations to both the I&E staff for future improvements and IT Services to make the platform more user friendly.

CHAPTER 4: FINDINGS & ANALYSIS

4.1 Introduction

In this chapter, we present the findings and analysis from data collected throughout all phases of our methodology. First, we will discuss and analyze the results of the design sprint; then we will describe how we landed on the platform for our final prototype; next we will explain how the first iteration of our prototype was created; finally, we will detail the results of both rounds of feedback from the test phase.

4.2 Finding 1: Design Sprint Results

The first set of findings and analysis is of the design sprint. As a result of the Understand Step, we gathered information to be included in the final prototype. This information consisted of the many different programs included in I&E at WPI. We found 13 programs which can be seen in Table 3. In addition, we found that other resources and workspaces are available for students involved in I&E programs. The resources included the Tech Advisors Network, Mentors in Residence, Partnerships & Platforms, Technology Licensing Office, and StartupTree. The workspaces included the Boston Seaport campus, Foisie Innovation Studio, Makerspaces, and Labs.

Table 3

WPI I&E Programs

Programs	Program Description
Spark WPI	A program for elementary and middle school students to spark creativity and innovation.
iWPI	A series of events and workshops that focus on curiosity, creativity, and innovation and drive utilization of the Foisie Innovation Studio.
KEEN Entrepreneurial Mindset: Value Creation	A workshop that focuses on practicing the process of value creation innovation.
Ignite	A program that offers students the chance to explore more complex topics within a subject with an older age group.
Ignite: Women in Science	A weeklong session dedicated to girls in Grades 7 & 8.

Table 3 - Continued

Tech Advisors Network (TAN)	A program that provides advising and networking services to support innovators and entrepreneurs.
Global Entrepreneur in Residence (GEIR)	A program that partners with communities across the U.S. to generate economic growth and create innovation economy jobs by solving the startup visa problem.
Goat Tank	A program dedicated to promoting women in innovation and entrepreneurship.
Mentor-in-Residence	A program dedicated to connecting innovative and entrepreneurial-minded students with WPI alumni.
WinterSession	A series of student-led classes, workshops, and sessions for WPI students, alumni, faculty, and staff that covers a variety of topics.
I-Corps	Provides financial and mentoring support to students and faculty teams who think they have an idea that addresses a market need and has commercial potential.
Tinkerbox	A grant program to provide seed funding for student projects and ideas.

Once the Understand Step was completed, we began the Diverge Step. In this step, we discussed many potential prototypes. The conversation focused on ease of use and navigability, and eventually settled on four main ideas. The first was a chatbot. Used on many websites, a chatbot interacts with users to answer questions and direct them to resources. The second idea was an interactive graphic. Our advisors suggested the resource “Tableau”. Using Tableau, we could design an interactive graphic to communicate information to users. The third was a simple infographic. It would be clear, concise, and aesthetically pleasing. The fourth and final idea was a website. The site would be easy to integrate into the main WPI website, have design conventions that were simple and easy to use, and allow for a simple handoff to the next project team or faculty.

Each member of the team was assigned one of the potential prototypes and drafted a concept. These concepts were drafts that communicated a vision through paper mockups and written descriptions. The Converge Step began when these concept drafts were completed.

We then presented our drafts to the other team members in the Converge Step. As a group, we discussed and ranked the key elements of each draft. As a result of this discussion we concluded that a website was the most viable draft to prototype. It was to consist of the following elements.

1. A home page introducing innovation and entrepreneurship at WPI.
2. An about page that goes into depth about I&E at WPI, and potentially addresses notable I&E alumni.
3. A resources page that highlights all of the I&E programs offered at WPI.
4. An awards tab to highlight all the possible awards given during I&E programs.
5. A contact page and questions box connected to the I&E alias for any questions.

Before continuing to prototype the website, we presented our ideas to our advisors for brief feedback. In our discussion, they introduced us to a platform known as the WPI Hub.

After we learned about the Hub, the decision was made to not use an existing website builder. We realized that it would be difficult to integrate into the current WPI framework and may be more difficult to access through an external link. Although other builders had many features allowing us to customize our website its disadvantages outweighed them.

We chose to develop our content on the Hub for several reasons. Using the Hub, we immediately satisfied some of our priorities for the website. As the Hub was built and developed by WPI IT, it is already established in the internal WPI platform and did not require further work to make it a part of the digital WPI platform. This made it easier to access and edit using existing WPI login credentials. Additionally, we realized that it would be easier to handoff to the I&E staff and future IQP teams. We discussed and edited our prototype vision while learning the conventions of the Hub. Although the Hub is not as advanced and has stricter design conventions, we focused on the future of the website and its content. Its conventions and our prototype development are discussed in section 3.3.

4.3 Finding 2: Learning the Hub

After discovering the Hub, we set up a meeting with the WPI Information Technology (IT) Desk Supervisor. The Hub is an IT Services initiative to organize a vast amount of WPI content on one platform. From this meeting, we learned the building blocks of what makes up a page in the Hub. The main page is known as the service page. On the service page, there are components, analogous to tabs on an external website. Each component brings the viewer to a new page. Within the service and component pages are articles. Articles include information on anything, whether it be directions on how to use canvas or information on remote learning. In addition, all pages have actions which are links to anything internal or external. Metadata, including audiences and tags, will serve as keywords when someone searches within the Hub.

In addition to learning the hierarchy of the Hub website, we learned all the formatting conventions of using the Hub, including adding text, tables, images, numbered lists and bulleted lists. Furthermore, we learned how to use headers and add and delete different elements. After learning how to use the Hub, we continued with developing and testing our prototype discussed in section 3.3.

4.4 Finding 3: Developing our Prototype

After speaking with the IT Desk Supervisor and understanding how to use the WPI Hub, we began creating our prototype. We placed our service page, titled “Innovation and Entrepreneurship,” under the Teaching and Learning catalog. We created five service components, Discover Programs, Evaluate Programs, Execute Programs, Pre-Collegiate programs, and Resources & Workspaces. Each component represented different types of programs that WPI I&E offers which can be seen in Table 4.

Discover programs focus on creativity and idea development. Evaluate programs aim to develop ideas and locate resources for value creation. Execute programs seek to prepare teams and ideas for entry into the professional world. Pre-Collegiate programs aim to expose students in primary and secondary education to STEM at WPI. While they do not fall perfectly under the I&E umbrella, they inspire innovation and are thus included in our prototype. For each program, we wrote an article to explain the programs and how to apply if the information was available. Finally, we listed the many workspaces and resources provided through WPI that I&E can utilize.

Table 4
WPI Hub Service Components

Types of Service Components	Programs
Discover	Winter Session Spark WPI iWPI TinkerBox Goat Tank Keen Entrepreneurial Mindset
Evaluate	I-Corps Ignite: For students in grades 7&8 Ignite, Women in Science: For young women in grades 7&8 Keen Entrepreneurial Mindset: Value Creation Goat Tank TinkerBox
Execute	Global Entrepreneur in Residence (GEIR) Tech Advisors Network (TAN)

Table 4 - Continued

Pre-Collegiate	Spark WPI Ignite Ignite Program: Women in Science
Resources & Workspaces	Tech Advisors Network (TAN) Mentor-in-Residence WPI Boston Seaport

4.5 Finding 4: First Round of Feedback

As part of the design sprint process, our first phase of testing the prototype consisted of interviewing our advisors and sponsors. We conducted this testing through the use of two interviews — one with advisors and one with our sponsors. The interview with the advisors saw them explore the content, organization, and aesthetics of the prototype we created. The transcript of the interview with our advisors is located in Appendix B. After allowing our advisors to form thoughts about the prototype, they shared with us their feedback on what we could improve in order to ensure our prototype is as user-friendly and accessible as possible for the WPI community.

Our advisors were largely satisfied with the content of the site. The content itself is derived from the website and I&E staff and required little modification before being added to the site. Much of the critical feedback from our advisers focused on the organization. They suggested that we make some small changes to the way in which we advertise the articles through the components.

Originally, we listed the articles contained in each component at the bottom of the component page. Each listing was also a link that directs the user to the relevant article. After the interview with our professors, we added the links as actions at the top of the component page. This allows users to navigate more efficiently from component to article. Finally, our advisers had some suggestions to improve the overall aesthetics. Toward this end, we encountered several technical barriers to implementing these changes. For these suggestions that we were unable to include, we included findings in the recommendations portion of this report.

After the interview with our advisors, we conducted an interview with our sponsors to obtain their feedback on the prototype. The transcript of the interview with our sponsors is located in Appendix C. We asked them to explore the prototype and respond with any feedback that they had. The interview was successful; the sponsors offered a great amount of feedback and constructive criticism.

The key takeaways from the interview focused on the navigability of our site. While the site was intuitive and navigable, the sponsors were unsure as to why we selected the Hub for this application. In addition, the sponsors offered feedback on the content and its presentation. The sponsors indicated that they felt the content was lacking clarity and the excitement of well-polished

websites. They also commented that the component names we were using were internal program labels typically not used to advertise the programs.

With the feedback and suggestions our sponsors provided, we discussed what to act on and what we implement in our future recommendations. From this feedback, we discovered more limitations of the Hub which we address in the recommendations. As the Hub grows, I&E staff can update the page's aesthetics to be a better reflection of the well-polished product the sponsors were seeking.

Finally, we revised the names of the components. The "Discover" component became "Imagine and Discover". "Evaluate" became "Develop and Create". "Execute" became "Finance and Finalize". These titles more accurately describe the programs they encompass. After the completion of the first round of feedback and we made the discussed above, we recorded all changes and the prototype was sent out for student feedback.

4.6 Finding 5: Second Round of Feedback

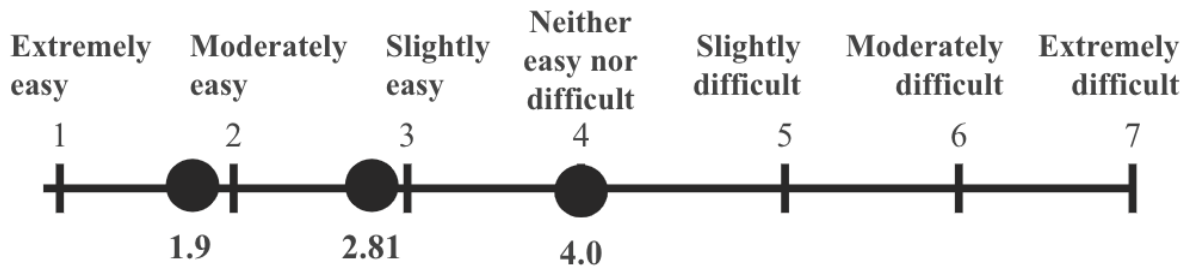
The goal of the second round of feedback was to gain student perspectives on the prototype. We created a worksheet style survey asking students to explore the site looking for specific information, such as what components are within our prototype and what programs belong in each of those components. In total we received 39 student responses.

The survey aimed to test the usability of the site. The goal of the questions was to understand if the information on the Hub page was easy to find and navigate. Students were first asked about their previous familiarity with the WPI Hub and I&E. We asked the students to locate specific information a total of three times. After attempting to locate the information, we asked the students to rate how easy it was to find that information on a Likert scale from zero (extremely easy) to seven (extremely hard). Based on the accuracy of their answer, we were able to understand if the organization was appropriate for the content. The Likert scale data gave us numerical data analysis. The survey concluded with an optional question that allowed students to provide additional feedback about the prototype.

The overall student feedback was positive, as shown in Figure 1. Students were able to find the requested information. The question "How easy was it to find the four I&E categories" was given a score of 2.81. "How easy was it to place each program/resource in its proper category" was given a 4.0. Finally, the question asking, "How easy was it to locate the resources and workspaces" was scored 1.9. The average of these is 2.91. This answer indicates that overall, students found the site between slightly and moderately easy to use. This indicates that we successfully created a prototype that was easy to navigate with information that was easy to find. In the open-ended response of the survey, students also related their satisfaction with the layout and usability of the site, as demonstrated by the feedback in Table 5.

Figure 1

Usability Scores from Student Surveys



A summary of the written feedback we received can be found below in Table 5. In reviewing the feedback, we sorted comments into four main categories: positive feedback that required no edits, improvements that required immediate action, optional improvements, and recommendations for future work for IT Services and I&E.

Table 5
Open Response Survey Feedback

Type of Feedback Given	Recommendations for Categories	Recommendations for Services	Recommendations for Resources & Workspaces	Overall Recommendations
Improvements that need to be made	Infographic was small and distracting, infographic was confusing,	Use same wording (i.e. GEIR vs Global Entrepreneur in Residence)		Some small typos
Improvements that can be made	Add examples to each category, more distinction between the categories and the workspaces, numbered headings for the categories,	More descriptive info for each program, have programs listed under the category,	Short descriptions on service page for resources & workspaces, be more specific than “makerspace”	Quiz-type format to find the program that best suits your needs,
Improvements for IT	A drop-down menu with a list of what is in the service tabs at top of page to show what is on the page	Make images interactive, background colors, get rid of checkbox style in charts	Be able to integrate actions into articles, do not highlight bullet points when moused over	Variation in font sizes, allow for links out to different pages within the text, no highlight when mousing over items that are not links,
What we did successfully			Bolding the names made it easy to follow, layout in the infographic was easy to follow	Easy to follow the format, simple layout, actions were helpful, easy to navigate, useful

The feedback that warranted immediate action mostly addressed consistency, spelling, and our main graphic. Students requested consistency in information format and acronyms. For example, we discussed one of the programs: “Global Entrepreneur in Residence”; in some places we referenced it by its full name, but in others it was “GEIR”. We corrected these to be consistent

across the prototype. In addition, there were some small typos that we immediately corrected. Lastly, we also received feedback to improve the infographic as some students found it unhelpful. While we included part of these findings in our recommendations for IT, we also made some immediate edits to our final prototype. The infographic was split into two graphics to help organize the information better and to make it easier to read. The graphic prior to our edits can be seen in Figure 2 and the final graphic can be seen in Figure 3.

Figure 2
Program, Resources, and Workspaces Organizer Prior to Feedback

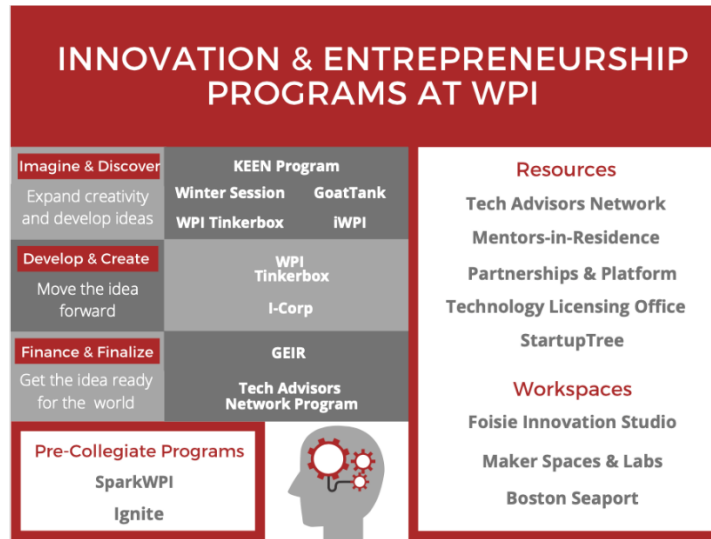


Figure 3

Program, Resources, and Workspace Organizer After Feedback



The next feedback section was suggestions that could be optionally incorporated. These recommendations suggest including more information and program descriptions. Additionally, one respondent suggested that a quiz to match students to programs may be beneficial. This feedback was valuable and helped structure some of our recommendations for future work.

The final section of feedback is the responses we included in our recommendations section as they are not possible with the current Hub conventions. As discussed in section 3.5, the feedback from students largely focused on customization and aesthetics. Some suggestions included: tabs to navigate content more easily, interactive graphics, and options for other fonts, font sizes, and font colors. We were unable to act on these suggestions due to technical limitations. To include these options, changes would need to be made to the Hub site itself. As such, we included them as recommendations for future work.

All the feedback we received through the student surveys was beneficial in improving the quality of the prototype. As work on the prototype progressed, we focused on making the site navigable and user friendly. Overall, the student feedback we received indicated that we were

successful in that goal. We made many changes to the site and discovered many findings that are included as recommendations.

Throughout this chapter we have discussed the findings that resulted from our methodology. Using a design sprint, we prototyped a knowledge management resource on a new platform, the WPI Hub. The Hub allowed for easy publication and access to the prototype. This prototype was organized and concisely presented relevant information. For the prototype, we had three main rounds of feedback with our advisors, sponsors, and WPI students. Based on feedback, we edited the prototype and made changes. Following these changes, students found our prototype easy to use and appropriate for the content. Any feedback that we were unable to immediately implement was discussed and distilled to be included in the recommendation portion of our report in Chapter 4: Recommendations and Discussion.

CHAPTER 5: CONCLUSIONS & RECOMMENDATIONS

5.1 Introduction

In this chapter, we discuss the recommendations that we developed as a result of the testing phase. We made two sets of recommendations: one set of recommendations for the I&E staff of WPI and one set for IT Services as they continue the development of the Hub. If implemented, the recommendations for I&E will help to improve the organization and usability of the information presented on the Hub. The recommendations for IT Services will help improve the functionality and ease of use for their Hub website initiative. In addition to our recommendations, this chapter includes our final discussion of our project. The recommendations and conclusions discussed in this chapter can also provide inspiration for future IQPs looking to develop web content for WPI.

5.2 Recommendations

As a result of our findings, we have compiled two lists of recommendations - one for the WPI I&E Department and one for IT Services. The lists can be found below, with further explanations of the recommendations in section 5.2.1.

Our recommendations for the I&E Department are:

- Add videos and profiles of current Mentors-in-Residence to the Mentors-in-Residence article to promote mentors and their contributions to the WPI community
- Add any new information to the Hub and constantly update it
- Determine the best location for pre-collegiate programs on the Hub
- Create an Instagram page
- Add success stories of I&E students and outcomes of the programs

Our recommendations for IT Services are:

- Build the Hub to allow for more advanced formatting and graphics
- Build the features to allow more customization within the Hub
- Incorporate tabs and a drop-down menu to the Hub for organization

5.2.1 Recommendations for Innovation and Entrepreneurship

In order to edit the Hub and implement any of these suggestions, content developers must get the correct editing permissions. To do so please contact IT Services and the technical help desk.

Add videos and profiles of current Mentors-in-Residence to the Mentors-in-Residence article to promote mentors and their contributions to the WPI community

The current Mentors-in-Residence article could feature interviews with the current mentors in the program in order to allow students to learn more about the mentors and their focuses. In addition, a short biography on the mentor, as well as any upcoming events they are a part of, would make the Mentor-in-Residence program more eye-catching and accessible to people that are interested. An example of what an article may look like can be found in Appendix D, as well as a general outline for the article. Furthermore, the current Mentors-in-Residence article could have an addition with a short explanation of the new article, as well as link out to the new one. This could be published periodically to spotlight the mentors to increase publicity and awareness at WPI.

Add any new information to the Hub and constantly update it

Our prototype covers information that is currently available. As new programs are established and old programs are reformatted, the information on both the website and the program organizer graphic must be updated. The dates of programs and events need to be added and updated when they become available. The link to the graphics that are located on the service page are in Appendix E.

In addition, all forms of media should be added to the Hub. Currently, the website can only add images and GIFs. Within the next year, the Hub website should be much more advanced. With that, forms of media such as videos of the activities that occur programs as well as larger more complex images should be added to each article. This will allow more context for the viewer and will also make the pages more eye-catching. Any current images can be used and if any programs are lacking media content, ensure it gets collected when the programs are run.

Finally, an outlook calendar for events/programs should be integrated with current dates into the Hub page. The majority of WPI students use their Outlook calendar to stay organized and up to date with events that are happening around campus. By using this alias, the department would be able to send out outlook invitations about upcoming events and programs.

Determine the best location for pre-collegiate programs on the Hub

In our interview with our advisers, we realized that the Ignite programs do not fit beneath the umbrella of Innovation and Entrepreneurship at WPI. Prof. Stafford informed us that the goal of the program was to expose young kids to STEM and inspire them to pursue education in the STEM fields. In discussing this with our sponsors and staff of WPI I&E, they agreed with this conclusion. In order to create the most accurate resource possible, we recommend one of two possible paths forward. The first is to bring all pre-collegiate programs at WPI into the site. This would require a rebranding of the service page to reflect the changes but would allow easy access to locate this information. Another possibility is to remove the programs from the Innovation and Entrepreneurship service page and create a new service dedicated to pre-collegiate programs. This would not require rebranding of the service page but would necessitate a new one. Either solution offers the chance to make the current site more accurate.

Create an Instagram page

Most college students receive their information and news through social media. By creating an Instagram page, the WPI I&E can easily advertise their programs and events. In addition, Instagram has a feature where users can post on their story about anything they are interested or passionate about which would help with advertising. Numerous WPI students, alumni, and staff use Instagram so it would make it very easy to inform the WPI community about what I&E has to offer.

Add success stories of I&E students and outcomes of the programs

Adding success stories of students that have participated in I&E programs will act as a good way to advertise and attract current students to the programs. These successes can be current WPI students or alumni that have startups/products, or any famous entrepreneurs. These overall successes will not be specific to certain programs. Therefore, in addition, adding the outcomes of some of the programs will not only advertise them well but will give the students looking at them an understanding of what to expect by participating in this program. These specific, program-oriented outcomes can be success stories or the next step that those students took.

5.2.2 Recommendations for IT Services

Build the Hub to allow for more advanced formatting and graphics

There were several key areas we believe that formatting could improve. Perhaps most importantly, the ability to resize and crop graphics would allow for the more efficient use of images. At this time, graphics are limited to a single size. With the ability to manipulate graphics in this way site organization could be driven by images and tables. People accessing the website could reference a graphic to find information. In addition, using images in the header or body of articles and components could make them much more aesthetically pleasing and communicate information outside of the text in articles.

We also believe that the ability to incorporate videos is also imperative. By integrating video support into the Hub, information could be communicated much more efficiently. In addition, with both video and image support, the Hub could be used to advertise events or as a serialized blog-type publication.

Another functionality that could make the Hub more efficient would be hyperlink capabilities. At present to link to other pages or information, it must be used as an action. By adding hyperlinks, users could find information as they were reading in articles. This would allow for better organization of information and contribute to an easier to use site. In addition to hyperlinking, making graphics interactive that would take their users to internal sources would allow for easier use. It would also allow for less clutter in terms of needing to advertise all the different actions.

Build the features to allow more customization within the Hub

Adding more customization options would allow the Hub to be more polished and aesthetically pleasing. One aspect of the feedback we received from our sponsors was that the Hub lacked some of the aesthetics of a well-polished website. By incorporating aspects such as color

control of all elements, custom action icons, font selection, and text size control, the Hub could be organized for different purposes. At present it excels in organizing information. By incorporating more customization, departments and content creators could create pages and articles for different purposes such as weekly publications or final products.

Incorporate tabs and a drop-down menu to the Hub for organization

Feedback from our survey showed that tabs would be an effective way to organize information versus organizing information with components at the bottom of the page. In addition, it is difficult to go between the service page, components, articles, and back to the service page. This could be solved with a dropdown menu of the service pages that have the components and the component's articles.

The incorporation of tabs as a banner at the top of the service page could also benefit the organization. If all components and services could be located at the top of the site, it would allow users to quickly navigate through the Hub without scrolling to find the necessary information.

5.3 Discussion

The goal of our project was to develop a knowledge management prototype that students, faculty, and staff could easily navigate to find innovation and entrepreneurship programs that WPI offers. From the survey, we found that our content is easy to find, and the website is easy to navigate. On our Likert scale, students found the WPI Hub “slightly easy” to use. This score indicates a successful first round of prototyping; however, there is room for improvement. Some of these improvements can be made through implementing our recommendations for WPI I&E and IT Services. By implementing our recommendations, I&E will improve the organization and usability of the information presented on the site and IT Services will improve the functionality for their Hub website initiative. It is our hope that this resource continues to improve and serve the WPI community while inspiring future project work to advance the efforts of our team, sponsors, and stakeholders.


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APPENDIX A: STUDENT QUALTRICS SURVEY

WPI

Informed Consent Agreement

Purpose of the survey: The purpose of the study is to determine the usability of our prototype.

What you will be required to do in this survey: You will be viewing the prototype we have created on the WPI Hub and answering some questions based on the prototype. You will also provide some demographic information.

Time required: You will spend approximately 15 minutes in this study.

Risks to Participants: There are no physical or psychological risks beyond those in everyday life.

Benefits to Participating: There are no direct benefits to you for participating in this research study. The survey may help us understand the benefits of our prototype.

Confidentiality: The information that you give will be handled anonymously and confidentially. Your information will be assigned a code number; however, your name will not be linked with your participants. Your name will not be used in any report.

Voluntary participation: Your participation in this study is completely voluntary.

How to withdraw from the study: If you want to withdraw from the study, please exit the web browser at anytime.

Who to contact if you have questions about the study:
Rhianna Shanabrook (rmshanabrook@wpi.edu)
Matthew Bisson (mcbisson@wpi.edu)
Leah Beauton (labeauton@wpi.edu)
Ellen Abayo (eabayowpi.edu)

Who to contact about your rights in the study:
WPI: IRB Manager Ruth McKeogh, Tel. 508-831-6699, Email: irb@wpi.edu
Human Protection Administrator Gabriel Johnson, Tel. 508-831-4989, Email: gjohnson@wpi.edu

Please indicate whether you agree to participate or not.

I Agree to Participate	I Do NOT Agree to Participate
<input type="radio"/>	<input type="radio"/>

→



WPI

Please ensure you are using a computer for the duration of this survey. We are a group of four students who are completing our IQP remotely and need your help in ensuring the prototype we have developed has the potential to be successful and useful for the WPI student body, staff, and faculty. The goal of our prototype is to be used as a resource so WPI community members are able to discover the innovation and entrepreneurship (I&E) programs that WPI offers as well as determine the program that best fits their need.

Our prototype was created on the WPI Hub which is a new resource created by the WPI IT staff in order to provide somewhere students can go to in order to find information about any resources or programs about WPI that they may need. Due to the Hub being a new site for WPI, we know you may not be familiar with the pages currently but hope that through this survey you are able to become more familiar with it and potentially use it in the future for whichever venture it may be helpful for.





WPI

Please go to <https://hub.wpi.edu/service/88/innovation-and-entrepreneurship> on your web browser. You will need the webpage open to answer questions throughout the survey.





WPI

Below are some demographic questions. Please answer what best fits you.

Are you a student who participates/has participated in any of the I&E programs at WPI?

- yes
 - no
-

How familiar are you with the current I&E website on WPI.edu?

not familiar				familiar				very familiar
1	2	3	4	4	5	6	7	

Click to write Choice 1

Did you know about the WPI Hub before starting this survey?

- yes
- no





WPI

Next, you will answer some questions based on the information you are able to find on the I&E WPI Hub page that was linked to at the beginning of the survey. Feel free to go back and forth between the survey and the page as necessary and answer each question to the best of your ability.

Based on the information in the Hub, what are the four categories of programs within I&E?
(answer in any order)

One

Two

Three

Four

How easy was it to find the four categories above?

Extremely easy	Moderately easy	Slightly easy	Neither easy nor difficult	Slightly difficult	Moderately difficult	Extremely difficult	
1	2	3	4	4	5	6	7

Click to write Choice 1

Do you have any recommendations on how this page could be improved?





WPI

Drag the I&E program to the category it belongs to based on the information you are able to find in the Hub.

Items	Imagine & Discover Programs
Spark	
iWPI	
Keen	
Ignite	
WinterSession	
Goat Tank	Develop & Create Programs
Global Entrepreneur in Residence	
Tinkerbox	
I-Corp	
Ignite: Women in Science	Finance & Finalize Programs
Tech Advisors Network	
	Pre-Collegiate Programs

How easy was it to find the information to fill out the chart above?

Neither
easy

Extremely easy Moderately easy Slightly easy **Neither easy** Slightly difficult Moderately difficult Extremely difficult

1 2 3 4 4 5 6 7

Click to write Choice 1

Do you have any recommendations on how this page could be improved?





Drag the I&E program to the category it belongs to based on the information you are able to find in the Hub.

Items	Imagine & Discover Programs
Spark	
iWPI	
Keen	
Ignite	
WinterSession	
Goat Tank	Develop & Create Programs
Global Entrepreneur in Residence	
Tinkerbox	
I-Corp	
Ignite: Women in Science	Finance & Finalize Programs
Tech Advisors Network	
	Pre-Collegiate Programs

How easy was it to find the information to fill out the chart above?

Neither
easy

Extremely easy Moderately easy Slightly easy **Neither easy nor difficult** Slightly difficult Moderately difficult Extremely difficult

1 2 3 4 4 5 6 7

Click to write Choice 1

Do you have any recommendations on how this page could be improved?



WPI

What resources and workspaces are available for I&E? (answer in any order)

One	<input type="text"/>
Two	<input type="text"/>
Three	<input type="text"/>
Four	<input type="text"/>
Five	<input type="text"/>
Six	<input type="text"/>
Seven	<input type="text"/>
Eight	<input type="text"/>

How easy was it to find the information to answer the question above?

				Neither easy				
Extremely easy	Moderately easy	Slightly easy	Slightly difficult	4	Slightly difficult	Moderately difficult	Extremely difficult	7
1	2	3	4	4	5	6	7	

Click to write Choice 1

Do you have any recommendations on how this page could be improved?





WPI

Overall, what are your thoughts of the prototype created for the I&E programs? (i.e. format, ease of use, would you utilize this resource)



APPENDIX B: INTERVIEW WITH ADVISORS

Fri, 4/24 1:22PM • 46:00

SUMMARY KEYWORDS

link, page, programs, articles, hub, graphic, actions, bit, entrepreneurship, students, created, ignite, innovation, components, thought, related, workspaces, wpi, information

SPEAKERS

Advisor 1, Advisor 2, Matthew Bisson, Ellen Abayo, Leah Beauton, Rhianna Shanabrook,

Matthew Bisson 00:01

All right. Cool. So, um, basically the goal is to get through all of the stuff on the website that we created. So we don't want to like, take a ton of time to delve deep into the information, we kind of just want your first impressions on all of the content we've created. So we were hoping that one of you could share your screen and then we could just kind of go and navigate through it and see what you think.

Advisor 1 00:38

Happy to do it again. Advisor 2 do you want to do it? Either way, I don't mind.

Advisor 2 00:45

Go ahead. You do it.

Advisor 1 00:46

Alright. What do you want me to share though,

Matthew Bisson 00:49

um, so if you just go to hub dot WPS edu.

Advisor 1 00:53

right?

Matthew Bisson 00:57

And then we'll just kind of navigate around

Advisor 1 01:25

Actually, I'm going to whoops, sorry, let me I tried to move it to my larger monitor. And I didn't realize it didn't follow you as you as you move it, it doesn't actually follow the the frame for sharing. All right. Cool.

Matthew Bisson 01:51

So if you go to the end; and before we start on the kind of three main pages or types of content you can create through The Hub is we work with a service catalog. So kind of at the top is our service page, which is kind of the main page on what a traditional website would be. And then beneath that in the hierarchy, there are components which are kind of like you know, the tabs or the sub pages. And then underneath that are the articles, which are kind of each individual page with information on it. It's like the service for us is our main piece, and then those break out into five or six smaller components. And each of those components has a whole bunch of articles linked to it, so that you can navigate through it pretty easily. So first if you go to the service catalog, and then scroll down on teaching and learning. Ours will be innovative innovation and entrepreneurship purple You should be able to select that and then it will take you to our service page.

Advisor 1 03:04

So on the service components are these headers and things, some headers that you came up with, or was it? How did you come up with that?

Matthew Bisson 03:13

Yeah, so we took the service page, and then we kind of broke it down and figured that the most logical categories for the rest of our articles were to separate a good chunk of that into the three phase of programs. So the Discover programs, evaluate programs and execute programs based on the framework that we found from Stakeholder 1 and Sponsor 1 in the innovation and entrepreneurship team. And then we also created to that specifically talk about pre collegiate programs. So the summer programs that are run for students, middle school or high school, and then we created one for resources and workspaces, which kind of discusses the that's kind of the catch all for things outside of categories. So like The physical workspaces like the space are in there, the seaport is there. And then one or two programs that I don't really fall into the other three.

Advisor 2 04:09

So really quick questions. Is this live right now?

Matthew Bisson 04:13

Yes. We published it. So it's been public, for us to view for a while, but we published it for everyone to view because that's the easiest way of having you guys view it

Advisor 1 04:26

Feedback. Yeah.

Advisor 2 04:27

Okay.

Matthew Bisson 04:30

Yeah, if you select the innovation, entrepreneurship, that'll bring you to our actual service page, this is kind of like just the catalog selection. So yeah, feel free to look through that. This is kind of the way most of the pages will be set up. There's kind of an about section which just has some text and information. This one has an image with a redesigned graphic. And then there are bullet lists to talk about the different components on the right there. Some actions and very bottom there are the related components which direct you to the different components and categories with articles. And we know the aesthetics are not great, like the image is kind of small, that is do a lot to kind of the Hub's limitations and we're kind of we had to work within those. So I know IT is working on a lot of that. So as they update it, hopefully we will.

Advisor 1 05:28

Yeah. Cool. Sweet. Is there someplace you want us to check out from here?

Matthew Bisson 05:43

Yeah, we can start with the components. So you could go to the Discover programs, they kind of see what one looks like. So here you can see, we have in the about section, we have all of our programs that fall under this category and a brief description of them. And on the right, we have the metadata, which is a way for searching, if you go to the kind of search function or the hub, you can search using those essentially as filters. So the audiences are the different groups of WPI personnel, who are related to this. So we did faculty, staff and students, which shows up for almost all of them. And then the tags are kind of more filters. They're kind of specific sections of articles and components. So we have different ones, innovation, entrepreneurship, women in STEM, the Foise innovation studio, those types of things to kind of categorize the different programs in different ways. Because the goal was to make it so that no matter what kind of student you were, what kind of faculty you were and what you were looking for, you could easily find multiple different pieces. information related to what you're looking for.

Advisor 1 07:06

Is this going to be if I did a Google search for WPI innovation, or WPI entrepreneurship? Well, will this start showing up in search results?

Matthew Bisson 07:20

I don't know.

Advisor 1 07:21

Yeah, I was. Huh.

Leah Beaton 07:23

I could say something. Rachel said that. As more people find it. It'll show up more. Yeah. Like right now, it probably won't show up because it's brand new.

Advisor 1 07:34

Yeah,

Leah Beauton 07:35

That's really, um, that's not really on our end. We can't really do anything about that. So that's why we have so many tags. So hopefully, allow us where,

Advisor 1 07:44

yeah, that's where I was going with it was to think about the tags then, in terms of not only for internal search, but maybe stuff for like Google keywords and things like that. Yeah.

Leah Beauton 07:56

Especially like little compared to Other article or like services and everything like within the hub they don't really have as many tags but we did kind of did like more on like the farther end because this is going to be hard to find for a little bit probably yeah

Advisor 1 08:12

but the other bit with this could be maybe in your recommendations is like the email blasts and newsletters that like Christy and Sponsor 1 send out would be to start embedding links to WP hub resources because that'll also that'll boost up start boosting up the ability to sorry to appear in start appearing in searches.

Advisor 2 08:46

I thought there was going to be somewhere that you would have these student the different types of students separated out to in terms of their interest and their their knowledge of this as this is It's not the case method, we're supposed to be like, you know, some. If you knew that you were getting ready to do something you would go, you'd be in one group of students, right? It's character ID students. Was there some discussion about that?

Matthew Bisson 09:16

Yeah, we address that kind of in how we discuss things from the service page. So if you read into the details of what we have in the about section. It kind of talks about, oh, if you're still looking to just join the team, start with the Discover programs. Okay, dress it that way. Because we wanted to make sure we kept that in mind as we design the pathways to our different information. But we're still we're still a prototype. We're still looking for ways to kind of incorporate though

Advisor 2 09:48

if you were to click the student thing up there, there was a, you know, wait a minute, that just okay. Okay, so there is no an an initial filter, whether you're a student or or alum or something for this material.

Matthew Bisson 10:07

So, if you go not from this page the functionality is not built in here. But if you were to go to the magnifying glass in the top right, that allows you to search for programs and then filter by tag.

Advisor 2 10:23

I see.

Advisor 1 10:23

Okay.

Matthew Bisson 10:24

So like, if you typed in innovation entrepreneurship, you would come up with the service page, and anything tagged with innovation, entrepreneurship, or whatever your key terms are. So yeah, it doesn't really incorporate filtering on this page. Like when we were talking about Oh, we'll make an interactive graphic. That's mostly out of the limitations of the hub itself. In that we really incorporate something to filter or interact with content like that.

Advisor 1 10:55

When you add it once you you know you've established cause These are like, these are like foundational documents really, right? Like they're the baseline, you need to get them done because they're gonna, like they provide the information about the programming, couldn't next step, the then to create articles that might link to these baseline resources. So it's like, if you're interested as a from, from entry into WPI, as a freshman through graduation, here's how you graduate with a launch company, like those types of articles are about because I kind of remember there being ways of sort of using the resources that are created and linking them out, like sequentially. Yeah, the creation of like an additional, an additional document.

Matthew Bisson 11:52

Yeah, if you, um, we started kind of with the fundamental stuff, like he said, yeah, it's there. But if you Select one of the articles.

Advisor 1 12:04

Which one do you think?

Matthew Bisson 12:06

Whichever one IWPI is fine. And then this is what an article looks like. The information is sparse to comprehensive depending on what we were able to find and who we were able to talk to. But like you saw with the components page, there's a related article section at the bottom, where in choose pick and choose which articles are connected. And this isn't a great example because we don't have an article related to it. That will show whichever article you wanted them to read next, for example.

There's also in the top right, you have related items as well which can link you back to the service catalog or two components on there. You can also create actions that link you to documents that are outside of the hub framework. We have lots that link to sites within the WPI.edu framework. And then we have a few that link to other external resources. Oh,

Advisor 1 13:14

so it doesn't it's not a link is it

Matthew Bisson 13:17

unfortunately not highlights. Yeah. Okay. It makes you think it is.

Advisor 1 13:21

Yeah. All right, let's check out the pre collegiate programs. All right ignite program woman insights. And some of these link out to just leave the site on the outside. Are they?

Matthew Bisson 13:56

Some of them? I don't know, specifically where these ones Whoever made the program

Leah Beauton 14:01

so the hub has it when you make an action, you can, um link it as external meaning anything like which is like the orange one that's registered for Ignite. So that's not but they also have the option for WP I won which will bring you to the means is from WPI.edu. And then internal. So the robot is an internal one. So that means it's another article within the hub. The building thing is a WP link. So it's going to bring into w WPI.edu page. And then the orange ones an external link. That's how they organize them.

Advisor 2 14:37

I'm kind of surprised that the summer programs are listed under, you know, innovation and entrepreneurship. I'm not how is that connected? I mean, I've taught in these courses and they're just basically, you know, engineering science orientation courses. How are they linked? What's the connection?

Rhianna Shanabrook 15:01

She was like, wondering that too when I was writing there, like in the funnel that Sponsor 1 gave us, really? And I don't know, I think it's more focused on like the creativity aspect. So like, kind of what the Discover programs are more like so like they're not directly related to like creating a company or something like that. But I think it's just tried trying to like, promote creativity and everything. But yeah, I would have another

Advisor 1 15:34

additional like answer to it. I remember them talking about this. They were charged to identify the existing programs that could be categorized as either innovation or entrepreneurship or both. So I have a feeling that that's probably one of the ones that like, they sat down and identified as, as being related to innovation. So

Advisor 2 16:05

I think it's kind of a of a light connection there, I can understand you know that, I guess it that as long as you've stressed the fact I see the word creative in here, so that's good, but you know it. And I assume that this these, this description of this ignite program came right from admissions or summer programs or whatever. You didn't change that, right? Yeah.

Matthew Bisson 16:32

Are you worried about people looking into the Ignite program, seeing that it's under an innovation entrepreneurship umbrella and being kind of like, Oh, I don't I'm interested in that.

Advisor 2 16:42

Well, I guess it's I might my, my concern, it's not really worried is that I just kind of, you know, knowing about these programs, I'm just wondering, God, that's not what I thought I and E was all about. You know, you could if that's in there, then why wouldn't you put frontiers nears frontiers near as well. Don't think so. And that's weird.

Advisor 1 17:06

That's a good question for them actually, though, isn't it? You have them kind of explain it Because? Because the other bit is that like what Advisor 2's talking about, like maybe there needs to be links. If this is like a program that might have multiple feeders or connections to like other types of programming, you might want to include, maybe, no, this might not be it, but if it's, if it's linked to robotics, maybe there needs to be some kind of tie in to or recognition of it, as, you know, robotics or one other type of program. I don't know.

Advisor 2 17:46

And I guess I guess, Matt, it really your question is, you've been given these as ones that they want to see connected mean, you've been told, right?

Matthew Bisson 17:54

Yes.

Advisor 2 17:54

Right.

Matthew Bisson 17:55

Yeah.

Advisor 2 17:55

So you don't have much choice here. I mean, you Becky's back So it seemed like a pretty tenuous connection to me. And, frankly, if I wasn't an entrepreneur or potential entrepreneur and innovator, I might think this waters it down a bit. Because rest Am I really directed toward what I would consider, you know, innovation entrepreneurship, where, you know, this is to explore complex topics, and to learn about careers. I mean, I guess you connect that, but wow.

Advisor 1 18:27

I think that's the discovery of how they've made it fit. It's that discovery aspect.

Advisor 2 18:33

Okay. I just think it's kind of tenuous connection. But that's, yeah. Yeah, this is something that you've been given. So and the only thing that, that would make me feel a little bit more comfortable about is if you had some sort of a caveat to beginning that you discover includes, you know, I mean, where you could put in your own words, if you if you could figure out some words that are connected you know, earlier make it obvious people why this is there other than saying we were talking about this No. No. That's not that's probably not the way you want to do it. But I mean, if somewhere else when you got these programs in here, but obviously you can't change the description that comes from WPI. Oh, well, I mean, it just, it's just a comment because I just, and I wouldn't if I see the word ignite, then oh, yeah, that makes sense. This is designed to get you inspired to do something, you know, innovative and entrepreneurial and, and yet, it's really not about that just tend to get you excited about STEM I think.

Matthew Bisson 19:36

Okay, but that's really helpful. We're meeting with Stakeholder 1 and Sponsor 1 on Tuesday to kind of go over this with them and that's definitely something to bring up with them

Advisor 2 19:45

Yeah, yeah, he's a small comment. Okay. We they did they changed these names that they had these ignite is a is a new descriptor for the same course as it used to be that it was launched is what used to be called

Matthew Bisson 19:58

Yeah. Okay, we can definitely bring that up with them. See what an article looks like, there are lots of articles.

Advisor 1 20:10

So what would be most helpful for us to sort of look at and give feedback on?

Matthew Bisson 20:17

Honestly, we kind of would like feedback on just how easy it is to navigate. So because we're planning on after discussing this with Stakeholder 1 and Sponsor 1 are planning on sending this out to students, so kind of, to see it from a perspective, that's not ours, because you know, once you work with something extensively, it's difficult to see what's simple and complicated. So if you just want to like browse around and take a look at the different parts and just let us know what you think that would be one thing,

Advisor 2 20:47

one quick comment that I would make in terms of usability and clickability, and all this kind of stuff is that this is, this requires you to scroll and to, you know, go down and gosh, it would be nice if they Big graphic was bigger, and you could click right on the thing on the graphic.

Matthew Bisson 21:05

You know, we that was our initial goal on creating it and it's not possible with the hub framework right now with, like, disappointing.

Advisor 1 21:12

So, so I have a, I have a bit of a question. So here you have I mean these if I'm if I'm wrong, correct me if I'm wrong, but you've also organized that the programming around discover, evaluate execute pre collegiate workspaces, right? Those are the main so it might be helpful actually to have them also as actions linking out to the other pages that are right. So right up top, you have Okay, I want to xiety and I want to go I want to see the Discover programs. So the ability to just click right here instead of scrolling down through the through the text, because the other bit is that for some reason, like this might just like I don't know if I'm right about this, but Having it like indented with, you know, sort of listed like this. It like here is a main header of about, I think I would expect it to be a second header of discover. And then a third header of evaluate, right. I can see wanting to arrange it like this, like quickly listing them out and stuff. But I kind of wonder if this is the about page about all the entrepreneurship and innovation programming. That it maybe it should be structured more like, like the Arctic, like an article with those types of headers versus sort of listening it. Yeah, what I mean,

Leah Beauton 22:51

yeah, we can make the actions go to components, but those components at the bottom of the page have to stay there so we can't move them or else through each component. Yeah, like we can make those actions, but those also have to be there as well.

Advisor 1 23:05

Yeah, I don't think that's a problem.

Leah Beauton 23:07

Yeah, we could definitely make the components as actions instead of on the bottom. Like you said, That's not a big deal. But there wasn't gonna be

Advisor 2 23:17

the header you have there for pre collegiate actually does sort of what those are your own words there, right?

Matthew Bisson 23:26

Yes.

Advisor 2 23:27

So that does sort of, you know, I might just change a little bit about that, you know, dedicated to fostering entrepreneurial mindset by exposing students to stem you know, because this this can be very honest here. And you can establish a connection here, which you already have sort of, and so, if I only got that to hitting this button here, but it really but the truth matter is, it's not about if they these are not all dedicated towards fostering and entrepreneurial mindset. I know that they're not dedicated To that, I mean, it's a side product. And so I think this is your chance to be very honest and very, you know, very candid about why they're here because truly I think that, that if they want to be there and then it should be there and if the thought is that it introduces an onscreen mindset, it doesn't it's not dedicated toward doing it. You know, I think that that's, that's false advertising, frankly. That's I've taught these courses they're not that's not the dedicated bit Nate is designed to introduce them to that. But it's but it's really really designed just to get people to want to come wapi and and you know, study, chemical engineering, robotics, whatever.

Matthew Bisson 24:47

Thank you for that perspective. Because, yeah, the website and in talking to Sponsor 1, and people in the IMU stuff, it was a little, it was a little confusing for me personally, I know as to what the pre collegiate programs were. have had direct experience with it.

Advisor 2 25:02

I mean, some of them could be I don't know, there could be some new ones that are out there that are really keen based or whatever. But But ignite is launch another word for launch. I know what that's about, actually wrote the curriculum for the robotics one, but okay.

Advisor 1 25:20

You know what you actually in this crap? Sorry, I was just looking at this right here, you actually have a pretty decent framework. And I know you're very close to following it. But I was thinking about some of these actions, right? So you have discover, evaluate, execute, you'd have resources workspaces, and this is organized in terms of pre collegiate programs. I know that's not something so it is exactly the same way that you organize it here. Nevermind

Matthew Bisson 25:50

I was getting what I was going to say is that I'm

Advisor 1 25:54

seeing it here and then seeing the actions here that you can click on Think could be like it can be a really effective way of structuring this what you're like essentially doing or just thinking how lazy we all are. And that if you put it in the above the fold instead of below the fold, like the ability to then click quickly click through to the other, the other resources. So maybe what it is, is like, and again, I might be just discovering what you already discovered or thinking what you've already thought, but like then, so So if I go to execute programs, this comes to another landing page. That's exactly what I was about to say. And so then, again, I think I would put the actions here for the links to the other types of programs up above the fold, so that it's quickly navigating through the pages to the so that the all of the resources are sort of linked together in a logical way.

Matthew Bisson 27:00

Right.

Advisor 2 27:02

Yeah, shy of having that be a direct link I agree with with Advisor 1. That should you should be right adjacent to it or somewhere.

Advisor 1 27:09

Yeah. And a lot

Matthew Bisson 27:11

of things.

Advisor 2 27:12

Right. And gosh, it would be so cool if that was a direct link.

Advisor 1 27:15

Right. Right.

Advisor 2 27:16

Right. Right. But that no can do, right. No,

Matthew Bisson 27:20

not right now. The Hub is like, a few months old. And we have been talking to Rachel and like, they've kind of been helping us on the fly with like, Oh, hey, we'd like this, like, Oh, yeah, we can try and make that happen. Which is a strange experience.

Advisor 1 27:33

But yeah, they're awesome. How they like, Well, that makes sense. Let's build it. Yeah.

Leah Beauton 27:40

In fact, I think their whole

Advisor 2 27:41

their whole title there of related articles. Seems kind of a incorrect title. Yeah, it is the things it's not related. This is the meat of the section. Yeah. You know, and so I see articles is their word for the next level down, right.

Matthew Bisson 27:59

Yes.

Advisor 2 28:00

Okay. Well, they're there they are the articles they are. You know, it's interesting that the words I

Advisor 1 28:12

Okay, awesome then. So then the action is the actual like application and stuff.

Matthew Bisson 28:17

Yeah, we've included that as much as we could.

Advisor 1 28:20

That's great.

Matthew Bisson 28:21

But at when we could, we've had like, just apply to it, learn more.

Advisor 1 28:37

So Advisor 2, is there anything you want me to scroll to that you'd like to take a look at?

Advisor 2 28:43

I mean, you're, you're, you're, you're doing it.

Advisor 1 28:47

I wasn't sure there's anything that jumped out at you that you wanted to.

Advisor 2 28:50

I almost want to get me out of the computer so I could be playing with it while you're doing this. I was in the other room. So now

Advisor 1 29:00

Oh that's good. Yeah, okay. Oh nice anyway got the startup tree. Yeah, I think like that I mean Oh, you've already done okay.

Advisor 2 29:13

Yeah, so this one's made the way cuz this is all that right Adjacent too which is kind of nice this so again the orange stuff Ellen is what does that mean that's going up out of this one is that what it means I'm sorry whoever say

Matthew Bisson 29:28

orange goes to any external website red with the little like Parthenon looking thing goes to WPI.edu the robot goes to hub.wpi.edu

Advisor 2 29:44

that's the standard hub

Matthew Bisson 29:46

Step Is this yours Yeah, we can change we I mean we can change which categorize it is. So we chose internal external WP I like a whole bunch of options to get the colors and icons so we can change that artificial Because it does look a little strange with just the one orange one, but

Advisor 1 30:21

so, so I know there's a list of all the mentors that the current mentors and residents that might be something interesting to include in here is to is to link to them or in their information.

Matthew Bisson 30:33

Where is where is that?

Advisor 1 30:35

I wasn't, I don't know where it's located. Sponsor 1 has it though.

Matthew Bisson 30:39

Okay. All right. I will ask him for that included because most of this is like, if they're sparsely populated like this one, I find a lot of information on the mentor residence program, because my hope had been to like, have a link to a calendar if it existed. At least list all of the mentors and our contact information.

Advisor 1 31:00

So I know he was working on it, because this is part of the plan that for remote planning. So planning to go, like to be completely remote on this stuff through the summer. And so, so I know

they like created a calendar and ability to book time, right on the, you know, online, so you could actually potentially even link out to those folks.

Advisor 2 31:24

So that's where those like office hours gym bombs office hours would show up. Right? Yeah. Yeah, that's really an important connection, if we can figure out how to get that in there.

Matthew Bisson 31:34

Yeah, if Sponsor 1 if Sponsor 1 has the information uncle get it. They're just not able to find it in my initial research.

Advisor 1 31:45

So this is not related to the to this the work that you've done. But I'm going to make a suggestion to you before you start getting more feedback, is I would take screenshots of every single thing that you've done and I would store that With the date. So this is what it looks like now. And then even before you make any changes based on what we've said to you, and then keep those screenshots of all of the stuff that you've done, and then do it after like, so when you have a next iteration, make all the changes, screen screenshots. And then just so that you have a log of the work that you've done, it'll make it easier for you when you're writing up the findings. You'll have stuff to also include in your like, presentations and things.

Advisor 2 32:36

Another quick comment here, just looking just one page here is you have a choice of the size of font to use there. On the right hand side, that font is really small. Yeah, and and if I was looking at this on an iPad, Mike, this would be his tap. Now, is this is this site designed to be working with mobile devices as well.

Matthew Bisson 32:56

You know, I don't know. Okay,

Advisor 2 32:59

I could check it and But but but those are that's really small font. I am That's that's their standard.

Matthew Bisson 33:09

That's correct. Okay.

Advisor 2 33:19

And he said that eventually you you will be able to get your graphic larger the one that one pager.

Matthew Bisson 33:25

We don't know it has talked about it. But it's kind of up to them as if and when they can build it in it if the functionality doesn't come, we're working on it. We're hoping to include that in the recommendations that as a final product, we would like to see the graphic, be interactive and those programs link out directly to the resources.

Advisor 2 33:53

I just think it's a really good attractive intro page. Really, it just doesn't require reading it. A lot of Reading and just it just right there. And that that would be a nice highlight to get people's interest, you know, I think, because otherwise you got to read a lot of stuff. Yeah.

Advisor 1 34:21

Yeah, just the same bit of feedback, being able to have the link here, like the, I guess maybe one of the guiding principles for it to ask yourselves to as you're, as you're looking at. It's like, I know you're already doing it. I'm just just really reiterating or stressing It is like, what's the point? What is the action? What are you trying to get people to do with this? So I have a feeling they're like pages that are the purpose is to have an overview like type of information that drives and links out to more detailed information. So like, here would be someone Like landing page or evaluate programs. And so then that would go to keen and then keen, you could have an article style, you know, post about what what keens you know, value creation stuff is and maybe there will be other links out to those things, which again, I know is not far off from what you've already been doing. I just kind of want to, like sort of reiterate, you've got different types of like articles that are trying to achieve different things, I think.

Matthew Bisson 35:40

Cool.

Advisor 1 35:47

Anything else you'd like us specifically to look at?

Matthew Bisson 35:51

Um, I don't think so. We just kind of wanted to make sure we had your perspective on most of the stuff we've created. A lot of it follows The same format. Yeah.

Advisor 2 36:02

Oh, so right on this page right here. So it says For more information, see the ticker box website? And that's where the action is that would that be?

Matthew Bisson 36:13

Yes. So if you click on that one, you can right click on it open a new tab as well if you want it up. If you do the wpi.edu section on the tinkerbox,

Advisor 2 36:23

I got you. Okay. Okay. So that that worked. Okay, well,

Matthew Bisson 36:28

because a lot of the goal of the project, like if you try and find the Tinker box website on the wpi.edu from the main web site, it is a challenge like it is buried under several layers, and it is difficult to find it. So with the hub site, if they have all the information already, like fully spread out on the wpi.edu page. It doesn't seem super necessary to redo all of it on the fly. page. So we can present a short description for people who are browsing through programs, and then link them to the main page where they can find the information, in much more detail to kind of, we're looking to bring those together to make sure that finding them is easy and getting access to the information that already exists is convenient.

Advisor 1 37:22

Cool here is something that's almost outside the scope of your project, but it's dependent your project is dependent on them being more organized this way is that this and this might just be a recommendation for for Sponsor 1 and Stakeholder 1 is like, you know, they I think they need to be more organized on like, on their video strategy, because looking at this too, I know there's a ton of the Tinker box activities and things that they've done. I don't know if they have video of the events. Pictures, all that stuff. So if you're gonna do this, I mean for them longer term, we're gonna do this and turn this into a really useful tool that's always improving, you have to have a media strategy, which means identifying how your, your processes for actually creating videos capturing pictures and then where you store them. So is it the creation of a? Are you going to use YouTube? Are you going to use Vimeo I'm going to create channels where these things are regularly hosted. Because that's just thinking about it. Like, what would be great would be some, some links or some embedded video or in pictures of the actual events because it makes the text it's much more engaging when you have this stuff. And I would actually say to the other part of it is that having a strategy For your written documents as well, so, you know, linking out in the case of the mentoring one, the mentor residents know the TAN network, tech advisors network. So like, Is there a link? Is there a way to link out to the latest? Like newsletter or the latest is are there ways of embedding some of this stuff into the you know, into this so so I guess I guess where I'm really getting at is like so what's the media strategy here? What's your content strategy with regard to this because you know, there are ways of making it easier for you to create and you know, make things really engaging, if they if they're clear on how they're going to do all that stuff.

Advisor 2 39:50

You have a go to the top of the of this page here, Advisor 1? Yeah. So that is that's better. picture you have is is up to you to put in Right. Yes. So you think this is a tinkertbox picture? I mean, the would be nice to have money being given to somebody or something. Yeah. I'm, as Advisor 1 was talking about, I was just thinking, you know, the one thing that struck me that there's just an awful lot of words on this on these pages in general, just a lot of words without, you know, you and that

graphics would be few, you know, more emphasis on graphics would be nice if the graphics on each one at least. I mean, I don't know what how this relates. This is like, you know, Bogdan and Andre or somebody, I don't know if this is they tinkerbox people. I don't think so. Are they?

Ellen Abayo 40:43

No. So when I was looking for pictures, I wanted to use pictures on the WP site, so I have tinkrbox I couldn't find me like related pictures with the project. I thought this one would be best and it was like a really hard time trying to like crop pictures so they could fit in perfectly.

Advisor 1 41:02

Yeah. And I think good. That's a good request for Stakeholder 1 and Sponsor 1. Yeah is is media because you need to really take this up a notch. Yep.

Advisor 2 41:16

And when when you when you scroll on some of those longer ones, and you end up just with text on the on the page, it doesn't sound very contemporary doesn't look very contemporary. Normally you'd see more graphics or something in node, just to kind of keep you entertained without reading a lot. I don't know how you can incorporate those maybe you don't have that kind of

Advisor 1 41:37

capability. But there are some limitations aren't there that they built in? Yeah.

Advisor 2 41:48

It looks like I could find my way around here, which is good. Yeah. You know, when you when you like when you go Go down a little bit there. Advisor 1, were you when you highlight when you put your cursor over, like evaluate, okay, or like after you said that at highlights? Can you also bring up a little picture at that point? Could that also run the just expand? I think it would bring up a little picture there showing, you know, some little graphic or something, you know, showing what a program might be looked like that just just to give a little bit more, you know, I'm not sure why what the importance of of highlighting it like this is, yeah, cool. But it would be cooler if it brought up something in that white space on the right, that was associated with it.

Advisor 1 42:36

Is that just a feature of the bullet point? Yes. When you add bullet points, okay.

Matthew Bisson 42:41

Yeah, that's just a feature natively built in with the bullet points and lists, okay. Request to see if it could build in a functionality where they bring up an image. It's a really cool idea, because there's all that white space on the right. And it seems like if they could Built in a function that allows you to highlight the bullets, and there should be a function that allows you to bring something else up.

Advisor 2 43:04

Yeah, that's, that's my point. Yeah, it's an action going on there. So why don't make it something that does something.

Advisor 1 43:10

And it's kind of a weird is kind of a weird feature to add. I don't know that it like adds much value to like, it makes it slightly more dynamic. But why do you need your bullet point to be?

Matthew Bisson 43:25

Not a button either?

Advisor 1 43:26

And yeah, it's not a button. Yeah. If you move your cursor up, but if you move it down, it highlights the second bullet. Yeah,

Leah Beauton 43:33

underlines it. Well, that's that.

Advisor 2 43:36

That's right. Oh, that's.

Advisor 1 43:39

That seems kind of odd. Yeah, that is a

Advisor 2 43:43

and yet, you know, there's something there's a call for action there. So why don't you make it do something? Yeah, exactly. Yeah, I agree with what you were saying. Jamie is so cool. If you can Have if you didn't have to scroll down, I don't want to get too scared. But I would like to be able to see it right over there on the same page just on the bottom to get to there. That would be something you can do probably.

Advisor 1 44:20

Good. I've got to kind of jump off. I've got a meeting in 10 minutes that I need to get a couple things prepared for. Yeah, no problem. Is there. Is there anything else that you want me to, like work through? And just to check out and get some feedback?

Matthew Bisson 44:41

I don't think I have anything for me. Do any of you guys have anything?

Leah Beauton 44:45

No. All the articles are organized all the same way. So they're pretty,

Matthew Bisson 44:50

that was very helpful feedback for everything.

Advisor 2 44:53

All right.

Advisor 1 44:53

So I mean, just some like global feedback. He did an excellent job like this first step is you produce something that is now going to get beaten up. That's the goal. That's the goal of this round. Right? Like, so it's good. The overall structure is like, it's really good. It's a great start on, got all the main, you know, points and things from from Sponsor 1 and Stakeholder 1 and about any programming. And now it's just like taking it to the next level, getting more media reorganizing some things. Again, we got a little bit better, you know, or navigation through all of it. Awesome start. This is great. Yep. All right.

Matthew Bisson 45:45

Okay, cool. Thank you so much. professors,

Advisor 2 45:49

you guys. Alright. See you later.

APPENDIX C: INTERVIEW WITH SPONSOR & STAKEHOLDER

Tue, 4/28 5:53PM • 42:50

SUMMARY KEYWORDS

wpi, programs, hub, students, entrepreneurship, page, website, innovation, startup, thinking, workspaces, resources, information, people, site, link, action, ignite, put

SPEAKERS

Interviewee 1, Interviewee 2, Leah Beauton, Rhianna Shanabrook, Matthew Bisson, Ellen Abayo

Leah Beauton 00:00

Is to like, work with the I&E programs and try and organize them and like, organize it with the student persona and everything. So we were going to take you guys through our prototype, which initially we were going to make our own website. But then we met with our advisor, Joe. And he said, he came up with the hub, which is an IT initiative for like, all things WPI, they're trying to, like compile everything on one website, which is hopefully gonna be beneficial in the long run. So we ended up actually making a page. In the WPI hubs, we didn't have to worry about going from like some random website, creating platform to a WPI platform. Okay. We're just gonna take you through that and get some feedback, hopefully. And yeah, so do we were going to have one of you guys share your screen, so you could go to the website so we could direct you through it.

Speaker 1 01:00

So, you want to see how we use it? You guys don't want to show us how you were thinking about using it.

Leah Beauton 01:06

Well, we know how to use it.

Speaker 1 01:09

Okay.

Leah Beauton 01:10

Yeah. Hello. One of you can

Speaker 1 01:13

have is the hub for a student or for an administrator or who goes to it?

Leah Beauton 01:23

Well, right now, nobody knows about the hub. Because it's, it's new and like they're starting to get, I just dropped the link to our website in the chat. Um, yeah, so it's like a new initiative. Um, so but it's gonna be for everyone. Like, there's no one student, like just a student body or just faculty. It's basically for everyone. There's like all things that you could ever need, like it related on it right now and they're trying to implement more stuff than just it.

Speaker 1 01:54

Okay, let me see if I can get there.

Matthew Bisson 01:57

And before we dive in, is it okay with you Speaker 2 and Speaker 1 if we record this so that we can go and make a transcription and use it in our paper.

Speaker 1 02:07

Absolutely.

Matthew Bisson 02:08

Thank you so much.

Leah Beauton 02:11

Matt, did you put on the that they could share their screen? go. Okay, so before we start, just a small note, a lot of the like aesthetic stuff and formatting stuff is kind of out of our hands. It's the hub conventions, such as, like the font sizes, the picture sizes, we can't really do anything about that right now. Hopefully, as time goes on. IT services can work with it to be more like, customizable. So yeah.

Speaker 1 02:48

Help me understnad, can we pause there> So what can you control?

Leah Beauton 02:52

Um, like your we can make headers, lists, like we can bold, italicize, underline. See, there's like, I think five different kinds of headers you can choose. And that's about it. Like for the aesthetics part, you can add like tables and stuff if you need. But that's mostly it. I don't really think I missed anything you could put pictures in, but you can't really change the sizes that much. Okay, but yeah, that's about it.

Speaker 2 03:23

Can you book put videos in or not?

Leah Beauton 03:26

I'm not right now. They've been doing like GIFs. You know what that is? Yeah. I'm like, cuz a lot of the stuff that they have is like directional, like how to use Canvas and like they made of like remote learning service thing. So you can help with that a lot of it's like directions. So they've been using just like I said, it's pretty new. Like it's not very advanced right now. But as time goes on it most certainly will because it is very good at this stuff. They fix everything in like 30 seconds. So just to start, there's like a hierarchy with how the hub page work. So this would be like the main page. And if you scroll to the bottom just really quick.

Speaker 1 04:06

You lost me at the very top and honesty, where do your definitions come from for innovation and entrepreneurship, since so much starts with how you think about it.

Leah Beauton 04:19

We just got them from the internet and then cited them. But if you think that we could find a better definition somewhere,

Speaker 1 04:27

I would hope so. So I want to take a look at how we already talk about innovation and entrepreneurship. Say like me, Speaker 2, how long have you been at WPI Speaker 2?

Speaker 2 04:38

Five years.

Speaker 1 04:39

So Speaker 2, for the past five years has been focused on this notion of you know, entrepreneurship is more than creating a business and it's about this mindset that we all want you to leave with. And that mindset goes beyond financial risk and the hope of profit and so Even we think about sort of innovation and entrepreneurship, on sort of seeing possibilities and opportunities, all the way down to being able to bring those to life, if I were a student coming to this page, and you it's like, Okay, so this new idea, and this is why I was like, Hey, who do you want me to be coming through this if it's sort of me, and it's not currently sort of how we define it. And, and so we could share some of that information. But for your mock up, even for mock ups, who sometimes you don't end up in the world of wordsmithing. Let's say you're going to do an internship and say product development someplace. Usually they just have fake copy. Because if not, if you put any copy in front of someone, people start wordsmithing your coffee or like looking into the into the copy. So for this one, if this was The initial copy and it was for our programming. That's not how I want to represent I&E at WPI.

Leah Beauton 06:09

Okay, um, we can come up with a, we can like email you guys or something and we can get it in words. All we could probably.

Speaker 1 06:19

Right. So there's some information already out there on the public domain about how WPI talks about it.

Leah Beauton 06:26

Okay, perfect. All right. Um, so at the bottom of the page, I'm just gonna explain how the layout of how these pages work because it's kind of non traditional. Okay, all so the green boxes at the top, a little bit. There you go. Yeah, so those are called components and how we've been explaining them is like, they're basically like tabs on the normal website. So after we go over this main page will go through those. We also link them to the sidebar, so you don't have to scroll all the way down for them. But they do have to be there in order to even have them. So they are in another more accessible location. If you do scroll back up to the top, over on the left hand side with those robots are the right hand side, sorry. So basically, we, this is the homepage and we redesigned the funnel kind of that Speaker 2 showed us when we first started this project, and we just thought it'd be easier to like rework it so that it'd be easier to read on a website wouldn't be so complex. So we focus you talked about us focusing on the student persona, and as far as we got, we just kind of understood that the three kind of programs are the kind of like the different would attract different persona. So we go through each of the programs, the Discover, evaluate and execute programs. And then we took the like ignite program and the spark program which are the pre collegiate ones and put them in their own category. Just it'd be easier for any like non WPI student to find and then a resources and workspaces tab.

Speaker 1 08:20

So I love how you guys are thinking about it and wanting to simplify it. And I think the one of the things that I thought initially, unlike view, evaluate programs, I'm so accustomed to looking for an evaluation of a program or for like a rating of a faculty member or something when I sort of think about it in those terms. And I'm wondering if there's a way that you can maybe think of how we might want to change the the frame to remove sort of any confusion and it Could you be me of when I think of me because we're evaluating all of our programs right now. But when I think of evaluate programs, I'm thinking of like, just the program actually, you know, made its overall goal. And I know we have something from we go from discovery all the way over to execution, and how we talk about our programs. And but when we talk about those, that's more of like we're presenting, we're not actually putting it out into the into the world, typically in those buckets.

Leah Beauton 09:31

Okay, yeah, we can think about presenting them in a different way. We were also confused. I don't look at myself at least evaluate I guess, because that's where we can make those more like, non I&E friendly, because obviously we know what it means. But, yeah, okay. Yeah, we can work with that.

Um, so down at the bottom of the green boxes. Um, so those are like our tabs. You can just pick on any one, the first ones you want. So these are the execute programs that are on the funnel. So we gave like a brief description of them. And then we made these things called articles. very misleading, but each for each program and it explains what the program is. So for execute, we have the global entrepreneur, entrepreneurship in residence and then the TAN. And you can look at those articles if you'd like. The information that we put in these articles are the ones like information that we either got from Speaker 2 in emails or just from the WPI site directly. So we kind of gave an overview. That's like, it's basically the same thing for every program. Okay, and then for each program, we also have on the Right hand side are called actions. So those would take you these are internal links, so they take you to another page, we can show you another example. Okay, and a question on sort of the action,

Speaker 1 11:17

trying to sort of align the actions with the different icons. Is there a difference between sort of the one that's sort of the pillars? Is this always information and are these always something similar? What do they mean?

Leah Beauton 11:32

Um, so this is a hub convention once again, but the one like the building, that's an external link, that means the action will take you to an external website. So anything non called so that or no That one's a WP Sorry about that. That's WP II link which means it will take you to the WP idi webpage. That's just the icon they chose. And then the robots are an internal link, meaning that it'll take We don't have page and then the third option that we only worked with three there was like six options for the type of action is an external link or which will take you to not have non WP webpages.

Speaker 1 12:12

Okay.

Speaker 2 12:12

Yeah, neither do any of the buttons take take you to startup tree at all?

Leah Beauton 12:17

Um, yes, that's in the resources, resources and workspaces component. Yes, yeah, you can go there if you want to go to the resources and workspaces one.

Speaker 1 12:34

Okay, I'm just going to see what's in pre collegiate program.

Leah Beauton 12:40

These were like the high school and like the, of the four to six and then seven through eight. Those were the two like non college ish programs that were in the funnel. We just thought it'd be important to separate them for all the case.

Speaker 1 13:00

And I think you're pointing to the confusion with naming a WPI. And because we have a different program for spark WPI or ignite and the Ignite program than these pre collegiate programs, we don't actually have any pre collegiate programs. And so for us spark is something different, and ignite something different. And so and I totally get why there is some confusion there.

Leah Beauton 13:26

Yeah, we showed this. Yeah, sorry.

Speaker 1 13:30

Now, rename them. We won't need them for this very reason. So I'm there with you.

Leah Beauton 13:36

Okay. So wait, are these? So do you guys have these programs? For I&E? That's one of our questions.

Speaker 1 13:42

We do not.

Leah Beauton 13:43

Okay. So, when we showed this to Joe and Ken, our advisors may actually had the same exact question because obviously Ken is like into robotics. He's worked with like the Ignite program, for example, and he is like, I never knew this was a part of me.

Speaker 1 13:58

It's really not. So And that's and that's absolutely fine. So what happened was so for us a spark program was sort of this celebration at the beginning of the year to introduce you, ignite was sort of the start of your journey. And because of the confusion between the programs, ignite got renamed to embark. And, and we haven't replaced the name for spark. So

Leah Beauton 14:23

would you like us to rename it on this website? We're just going through it.

Speaker 1 14:27

No, like, I totally get now where you're going. I was like, I wonder what programs do to like fall in this bucket. And now I get it. I'm gonna click on here and go to startup tree.

Leah Beauton 14:38

So just to reiterate really quick, Are you guys okay with us keeping the pre collegiate programs under ind still?

Speaker 1 14:45

So at the end of I guess we'll talk about if this is like an official handoff, is this deliverable? Or was this sort of an exercise on a mock up of what you would hand off to some future team? Okay, okay.

Leah Beauton 14:59

Um, so So we met with the, the Maker Space IQP, and we're hoping to initially link their deliverable, which was supposed to be the maker map for all the workspaces. But they said that their deliverable kind of fell through and that's when we reached out to our advisor about introducing them to the hub. So we for the time being just put this in resources and workspaces we don't know for actually working with the hub, we're going to ask them in a little bit, so you can link but we did add, like obviously, I don't have like the startup tree and stuff. oh that, will go to IT. Yeah, um, I think that's an IT thing. For we did put the I&E alias on every page in the top right corner, that's the only place that we've put it, unfortunately. And it has to be an alias to kind of be like, for example like yours or Speaker 2's personal emails. So if you go up to the top

Speaker 1 16:12

right to get to IT too, okay.

Leah Beauton 16:16

Yeah.

Speaker 1 16:17

at it.

Leah Beauton 16:18

Yeah.

Speaker 1 16:19

Okay. So yeah, that's where we have our resources and workspaces for now. We can either keep it this way depending on what the Maker Space IQP does we didn't really want to rely on them. Nor do we want to take what they're doing so we kind of briefly did that but we did that startup tree it's um yeah, so there's that orange one on the side the orange link and that's Startup tree and that's an external link technically. So I had to do it as external. It takes you to Startup tree. Is that an okay place to put it would you guys rather have it also on homepage. What do you think Speaker 2? You're the one that asked.

Speaker 2 17:04

Well, actually, I just I got kicked off. And I am back now so I lost the last five minutes of discussion.

Leah Beauton 17:15

We were just discussing this resources and workspaces tab because you asked about startup tree and this is where it's located the action.

Speaker 2 17:26

Yeah.

Leah Beauton 17:30

So this is the only place we have right now. But you're the one that asked, I don't know, would you want it on the home page. We just weren't sure if we should put it somewhere where it's not like kind of introduced.

Speaker 2 17:47

Because these are because startup startup tree is is a resource that allows you to sign up for a bunch of our programs and and Whether it's events, mentors in residents, I'm not quite sure whether it should be. There needs to be a logical place for it I'm not exactly sure where quite yet

Leah Beauton 18:22

we can. We might be able to. I don't know this might be because we're talking about some of the like programs don't have like an application thing like that we can link to, we might be able to link can you say sign up for like any program on it?

Speaker 2 18:43

Almost all our programs are up there.

Leah Beauton 18:45

I'm wondering if we could just link it to all of the program pages and at the bottom of every page, do you like fall go to startup tree to sign up, or something like that.

Speaker 2 18:57

Kind of like a call to action thing.

Leah Beauton 19:01

Now we could play with that though.

Speaker 2 19:06

That might that might be a nice approach is kind of a, it's a call to action to find out more about the programs,

Leah Beauton 19:17

yeah.

Speaker 2 19:18

but the question is are how are you structuring everything that's on startup tree? Are you including it on this website as well as kind of a drive a drive to for more information and signing up? Or are

Leah Beauton 19:33

we primarily just did the programs we didn't really do a like a specific events or anything? But that's about all we have is the information on the programs. Okay. Like all in one place, so. Yeah. So yes, you can go through other components if you want that like the Discover programs and whatnot. Do you guys have any other comments right now?

Speaker 1 20:04

Um, so first of all, congratulations, thank you for getting this point and this far and finding out that this resource actually existed at WPI and that there's a place that's going to happen that can bring things together, and then trying to go through all the material that you know was provided and that you could find and trying to figure out some way to sort of lay it out and to parse this information and showing sort of the art of the possible of what could exist and with some, you know, like some additional tweaking and polishing, um, do you guys have any idea of when something like this would actually roll out and be pushed out to students?

Leah Beauton 20:50

I have no idea. I know. Like they're still, I'm assuming by the end of the summer like at the latest, like, there Like I said, very like on top of it and like yeah, constantly working on it. Okay. Yeah, not 100 percent sure.

Speaker 1 21:09

And so, um, okay, and so then, um, for overall so use for sort of the team I'm in and my fantasy I love the notion of having sort of this one stop shopping where students can go and prospective students. You know, our WPI main site is beautiful as it is, it feels like it's more for participants, you know, if you're thinking about coming to WPI, or you want to learn about WPI, and as a result, you can always find out about sort of existing things and what's happening on campus. So I'm also so I love you know, having something where students can go to find out you know, of like, hey, I want to go do something. I want to take an action A few things on it. So we already talked about just making sure that your contents actually in sync with how, you know, WPI thinks about innovation and entrepreneurship and, and moving forward. And I would and this may be a constraint of this site. I love keeping it simple and clean and like trying to convey the information as quickly as possible. And but I'm also finding it and I'm missing the energy and I push on the same component, honestly, with our existing team and this conversation even with you know, marketing, that it would be nice to have actually pictures of students in action and either participating in some of these

programs or doing something So actually this notion of see it and being it of you know, Is that a potential with something like this?

Leah Beauton 23:03

We were actually going to ask you guys if you had pictures and stuff that we could include of kids in the programs. That was going to be one of our questions at the end of the meeting. And we didn't know if you guys had, like a file of all of them or something like that. But we just took the pictures that were on the WPI website, and we were limited to.

Speaker 1 23:23

Yeah, so I would love so yes. So we do have some pictures that we can share with you. And we have some content around how we talk about these programs. And, you know, maybe we can even figure out sort of this discover, like, Can we come up with some buckets that won't confuse you guys are confused anyone else and I totally get it. You're like, Hey, there was something that said we sort of go across this continuum. And let's see how we can sort of put that stuff in. And then I guess it goes back to is the Hub. going to be about innovation and entrepreneurship as the Innovation and Entrepreneurship Center at WPI? Or would you like to see this be more about innovation and entrepreneurship across WPI? And, and that's that. So if you came to a place as a student, what would you like to see? Do you want to hear about all innovation entrepreneurship at WPI? Or do you only want to hear about programs that come out of the center? So you guys don't have to answer it, but to think about it, and like, it's fine that other programs are in there. But it goes back to this question of, am I providing this resource so I can tell you everything. So for example, the maker map team, they're trying to tell you everything about all the maker spaces on WPI's campus, so you have this one place, as opposed to I'm going to tell you about the makerspace of Foise and So it's really more about innovation and entrepreneurship and WPI because there's so many wonderful things going up from lead to practice point to what's going on and fire protection and engineering. Amazing things happen throughout the WPA community, sort of beyond. And is this a place where we should capture that? Um, you know, should we capture the teams and the clubs and sort of all of those programs and you know, like, how do you get involved? If you come to WPI? And then, um, you know, and then where if I wanted to find out about an event, or something taking place? Where Where did students find out that information sort of in the structure of I get understanding about sort of the main events but so for example, Scott Harris is doing a webinar. Speaker 2 has a goat tank pitch session and it's taking place on Friday. Where in this you know, structure what you want to either push that information out or Can someone promote something? And is that under Resources and workplaces sort of like where what you want if we were going to reimagine where would you want to find it? So I'm assuming that this is a resource that's being created for students. And and you're right that went to IT. So it's great. I wanted to make sure like there's a form that exists in place out there that somebody is monitoring that queue and can get back to people. But then how do you find out about deadlines, events, how to engage and answer we'll, we'll come back to it. Speaker 2, any thoughts from you and then if these are your only actions or icons, I would just push of You know, what do we want people to sort of understand? And about these?

Speaker 2 27:14

Yeah, just yeah. Yeah. So So Speaker 1, you brought up a really good point about Foise versus entire campus. When I think about innovation, innovation is everywhere. And there are a ton of programs going on that I come up with new ones every single day. So for instance, like the the computer science department, they hold a hackathon every single year in January. That's not coming out of the I&E center. And I know that I know there's a lot of stuff going on. With the clubs as well, so that's in the clubs are actually trying to pull together to have better communication among the clubs, at least the clubs that are interested in I&E. So give that some thought. It's not It's not an easy problem here to think about that entrepreneurship is a little bit easier. That's probably resides a bit more in the in the I&E center as well as maybe the business schools. So, yeah, so as I think

Leah Beauton 28:48

yeah, I think we like what we included in this webpage is what we learned from the funnel when we first have our had our initial meeting.

Speaker 2 28:56

Yeah

Leah Beauton 28:57

and that's mostly what we ran off of

Speaker 1 29:06

So I would love if we can figure out and there's no reason why you would have this marketing literally just finished this. But to give you a sense of trying to figure out how do we represent innovation and entrepreneurship at WPI. And this could be you guys can decide like now people really need to understand what's happening to Foise And particularly, what comes out of the center. And but this is a good resource of how we try and talk about the stuff that happens from that innovation and entrepreneurship lens. as sort of Speaker 2 was saying like, it happens everywhere, everywhere. And let's say that the Foise disappeared and innovation and entrepreneurship would still happen at WPI so I would sort of take Look, and this is sort of where you guys got like the push on the definition on sort of how to think about it. And because we believe all of you have to leave their entrepreneurial mindset, particularly now, as you go, you know, boldly out to go solve problems in the world or your first jobs or any of it. And, and so, but this is on the site, if you're looking for sort of a source with some information, and programs or even how, you know, they try to go off and find some images. We have so many other images, and then I would encourage you also, um, what mentors and residents just even for the definitions, I love that they're there. I mean, just make sure they're accurate. And some of those definitions, so for example, the mentors and residents, you know, I would say a significant number are not WPI alums. But they do try to align with WPI's overall areas of research, our focus and like their willingness to give back to the community to help sort of as research driven innovation, make it out into the world.

Matthew Bisson 31:18

So if I could hop in for a second for our Mentor in Residence page, and Joe had mentioned that Speaker 2 probably had a schedule, or some kind of list of the mentors it residents, I could not find it on, is there a way to get ahold of that to integrate that into the hub page? Or if you could direct me to where that information?

Speaker 1 31:36

Absolutely,

Speaker 2 31:37

yeah, that was on startup tree. All the metrics and residents are on startup tree, the email that I sent out originally, when you guys were thinking of doing interviewing them beforehand. If you go to any one of those entrepreneur and residents and just click on them, you can get to startup tree into the general area.

Matthew Bisson 31:58

All right. Thank you.

Speaker 1 32:05

How do you guys feel? How are you guys with this and like where you are with the project and at this point getting to this milestone.

Leah Beauton 32:14

Um, I am personally, this was very tedious work the website, the hub is very finicky. So the fact that we could even make it like this comprehensible on this organized is like, amazing. Um, but yeah, we're obviously going to take what you guys said and try to make it better. And then we're also going to send this out to students to, like, see if they understand like the ease of use because the way the information can be set up is kind of weird.

Speaker 1 32:43

For you, you just set the hub is tedious and hard to use. Why are we using it? Like on the creation side, not for like, Oh, no, that's my point. Like, who are we hoping is going to move their stuff to the web, to the hub who's gonna update it, and, um, and where did that feedback go?

Leah Beauton 33:06

Unsure. Probably it. Um, I don't know what they're how they're gonna get people to put stuff on this and whatnot. That's not Yeah,

Rhianna Shanabrook 33:17

It's still fairly new. So like, there's books and stuff like, um, they haven't even started advertising it. Like we said, there's, they're like, we have a we've been talking someone who works with it and she has like tons of great ideas for like she's pushing for stuff to be made better. And I also think, because we're students too, it's one of the problems like if we were to we're planning on handing this off, maybe to one of you guys to keep it updated because like, we won't be updating events and stuff once our project is over. And I'm not completely sure about like the differences and then you guys will have because your faculty as opposed to students, but I think part of the problem was that we are just students. Um, so it was like a little finicky. But it worked out a lot better for us than anything else would have ended up fixing the bugs.

Speaker 1 34:12

So I would change that frame, because you are students, you know, WPI exist because of students and wanting to fulfill that mission. I think people will assume honestly of like, you know, you're a blue flame meaning me like, you know, like, you're older, like you don't get it like this is like the latest and greatest and so easy to use, and you grew up with, you know, I don't know, I'm, like, anxious when it comes to sort of any sort of programming, or any updating, but as long as there are free resources that really require you to drag and drop that people can use to create information. I think you guys should definitely give the feedback. If you found the process on trial. To translate your ideas and put it into this framework, challenging, please, before it gets handed off to like one of us. And, and we provide all of the same feedback, you guys were the first step. And I think it's really valuable feedback to provide. And then anything else that you get from, you know, other students about it. It's valuable.

Matthew Bisson 35:26

Yeah, we plan on one of the final parts of our project in the next two and a half weeks, however much we have left is to send a list of recommendations over to it for how we think the hub could be improved. And what we would like to see from having, having viewed it, what ways we could see that it could be improved easily. But one of the biggest advantages for us with this was we were able to get it within the WPI so that it would automatically be associated with it because if we use one of the you know, other websites to make a page we would have to deal with integrating it into the WPI site. So this was the best route because it got it already within the web framework that we could get out to students and faculty.

Speaker 1 36:15

Okay. See what it looks like on my phone? Have you guys tried that?

Leah Beauton 36:27

We weren't sure if they've even programmed the phone site yet. That's Yeah.

Speaker 1 36:39

Yeah, can you guys take a look and see what some of the stuff you created with look like on mobile? and How frequently do you guys use your laptops to go to the web versus your phone.

Leah Beauton 36:56

I've never gone on it and my phone even never shows it.

Speaker 1 37:00

Never go to the web on your phone?

Leah Beauton 37:02

Sorry, do you mean this website? Or the

Speaker 1 37:04

No! Oh my gosh, now I know, you probably just created that time. Okay, so I'm trying to think of, you know, do your searches more on the phone or off of your computer? Or is it like a 50/50 split?

Leah Beauton 37:19

It looks pretty similar. The only thing that's different is that the actions are like at the bottom, instead of obviously, on the side, but it doesn't like change the format of anything. Really.

Speaker 1 37:29

Yeah, I think the only big one is that your real estate changes. So um, and I would think about sort of the change in real estate on what's above the fold versus what's under the fold, and how people scroll through stuff on their phone. As far as trying to take a bunch of information and make sense of it, hats off to you and we will come And is there any way for us to make these things live? Or clickable?

Leah Beauton 38:07

Um, I can try. I'm not 100% Sure.

Speaker 1 38:11

And honestly, yeah, if it's gonna make you insane, I get it. 100% Okay, Speaker 2, anything else?

Speaker 2 38:24

No, I think, guess what? first prototypes. Guess what this is, this was a great session to get feedback. I see a lot of potential here. Just keep moving along and, you know, take our feedback and get more feedback from the students as well. And other people who would actually use the website just to reiterate, kind of what Speaker 1 was saying. I think it'll be thinking thinking about how to bring it to life in terms of what you know, the multimedia have some way to draw people in. I think that that's like really key here. And I think in, in today's age with video pictures, that's what the generation responds to. So make it make it just that

Speaker 1 39:28

Do you guys have a favorite site

Leah Beauton 39:31

in terms of

Speaker 1 39:33

and that you think represents information. Now Yeah, thanks got it. I use this site all the time. To even with our own team of like, Hey guys, I love what you just did, but I need more energy. of what I love about the purpose site is that pretty much everything just sucks you in and, and provides energy quickly is very clean. On getting information about their main programs I get you're working within a constraint adjust for this notion of how do I convey energy and movement and often sometimes, but just like a steel frame, and it's just something for you guys to think about and to consider. Okay.

Leah Beauton 40:24

Sounds good.

Speaker 1 40:25

Okay. And then my last one, and when you guys look at these pages, and Who's done sort of an internship who builds their own stuff who builds their own sites or apps or any of it, or you worked for some companies somewhere?

Matthew Bisson 40:43

A little bit of that.

Speaker 1 40:45

Okay, so, um, you know, usually for like every page or section, it's more thinking through like, what action Do you want me to take with this information or what's what like, what problem does this page solve and I would think about that as you guys go through and you know if there's any updates, just make sure you guys are even on the same page of what problem does this solve. So when you have those conversations or get feedback from others, you can answer that question. Alright.

Leah Beauton 41:25

Anything else?

Speaker 1 41:28

I can't wait for there to be a real site at WPI. Okay?

Matthew Bisson 41:32

This is super helpful.

Leah Beauton 41:34

Thank you guys so much.

Speaker 1 41:35

I think it will be. Alright

Speaker 2 41:37

Great gig. Keep up the good work. Absolutely.

Speaker 1 41:43

Okay, thanks for going in there with the new system. Goodness gracious. Okay.

Leah Beauton 41:50

Thank you guys. Okay, thanks.

Speaker 1 41:52

Let us know if there's anything else you need from us.

Leah Beauton 41:55

Okay, all right. Thank you so much.

Speaker 1 41:58

Thank you.

APPENDIX D: EXAMPLE OF RECOMMENDED MENTORSINRESIDENCE ARTICLE

Example Template

Mentor in Residence

Name

Office hours:

Bio about the mentor, what they do, who they are

Additional Events:

Video of interview – playable straight from the Hub

Related Items

Service Catalog

Innovation and Entrepreneurship
Resources and Workspaces

Metadata

Tags

Foies Innovation Studio
Entrepreneurship
Innovation
Mentor in Residence

Audience

Students
Staff
Faculty

Example of Completed Profile

Mentor in Residence

Claire Leurent

Office hours: Thursday, April 30th, 2:00 pm – 3:00 pm
Claire is Principal of Venture Investments at Johnson & Johnson Innovation – JJDC, Inc. (JJDC) and is based in the Johnson & Johnson Innovation Center in Boston MA. Claire focuses on pharmaceutical investments in areas of strategic interest to Johnson & Johnson. Prior to joining JJDC, Claire was Investment Director, then Managing Director, at Samsung Ventures with a focus on Life Science, Health Economics and Connected Health sectors. Prior to Samsung Ventures, she spent 14 years in the pharmaceutical industry in R&D.



Related Items

Service Catalog

Innovation and Entrepreneurship
Resources and Workspaces

Metadata

Tags

Foies Innovation Studio
Entrepreneurship
Innovation
Mentor in Residence

Audience

Students
Staff
Faculty

APPENDIX E: LINK TO SERVICE PAGE GRAPHIC

Resources & Workspaces Graphic:

https://www.canva.com/design/DAD68Ob4_k0/share/preview?token=wsuwL1ICvbq16d_IWYmEeg&role=EDITOR&utm_content=DAD68Ob4_k0&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

Programs Graphic:

https://www.canva.com/design/DAD5hwIHcbI/share/preview?token=UZERg42jtxf3PpCGS523jQ&role=EDITOR&utm_content=DAD5hwIHcbI&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

Providing these links allow editing. A Canva account is required.