

Research

Research Paper

The College Industry and its Need for Integration

According to the average American, I grew up in a “normal” environment with “normal” standards to which “normal” kids grew up to live what was supposed to be their dream job. I lived in a United States suburb of Chicago with a middle class home, but in my opinion; I did not grow up the “normal” way. I struggled through my entire school career, including kindergarten through college because I did not fit in with what seemed to be called “normal”. The reason that I struggled with my educational career was because I was different and creative. I thought in a different way, yet I was taught to think in a traditional way. I learned through experience, but the system I went through taught at an informational level, delivering facts and asking for tests. This is where my school and I clashed. Like many personal relationships a person might have, school and I thought different ways, and, in this case, our ways of thought simply became our problem. It was time for us to move on. Unfortunately, it was not that simple because a student such as my former self was stuck inside the United States public school system. I felt trapped and stupid, and unfortunately, school did not provide much outlet to say otherwise. Ironically, I ended up learning a lot in school, but not through school’s subject matter. I learned through experience that the school system is skewed to a more traditional way of thought that does not give people opportunities to grow through experience. The traditional United States public school system only offers “book smarts”, or knowledge that is only engaging through the informational and conceptual form of thought, and provides very little for those who learn through hands-on experience. This system works

very well for those who feel comfortable with informational and conceptual learning, but provides little to no outlet for people who learn in a more interactive way.

There is a plague of source material explaining the weaknesses with the United States public school system, as well as potential solutions to solve them. Charles Kenny from *Bloomberg* sites that the problem, “involves parents. Around the world, the catch-all measure used to proxy for parental commitment to education is the number of books in a child’s household”. Essentially, Kenny proposes that parental power to help the child learn is the key problem to how content is provided to children. The parent is in control of the child’s education, yet in schools, there is no parental control. The education that the child receives is up to the teacher, who may or may not know what is best for the child. This argument is understandable because it illuminates the fact that there is a gap between personal relationships with parents and children in the United States public school system in regards to how these parents can have a direct effect on their child’s education. But parents’ empowerment is not entirely the answer because it not only demonstrates who is not in control of school, but how school teaches children. The term “child” in this case refers to dependents, i.e. those that depend on family members for financial support to continue their educational career. This term umbrellas a massive amount of people including, potentially, those even receiving a Doctorate.

Children who are under the umbrella of the traditional United States public school system are then at the mercy of what the traditional public school system

deems as “important” or “relevant” to survive in the work world, and there is a major disconnect between what school wants a child to learn, and what the work world demands of that child, particularly in fields that are not related to math and sciences. Granted, the medical field is the most pragmatic and sympathetic way of learning when it requires of their students to participate in educational practices such as shadowing a professional and having hands-on industry experience, but what of those who do not think that way? What of those who find no particular value in fields such as these? What of those people who are not engaged or fascinated by sitting in a classroom for 8 hours a day? What of those people who cannot afford medical school; for whatever reason, but still want that hands-on experience?

There is a semi-solution called a school-to-work approach, where knowledge and practical applications are combined into a mentorship as well as incorporating a class-based way to learn. More frequently, the traditional U.S. Public school system seems to be struggling with the fact that when people finally leave their student career behind, they have no use in the work world, so they have to be trained in the workforce by a company who is willing to place a risk on their own funds in order to, not only hire this student, but to take the effort and funds to train them as well. Few companies want to take the risk to hire someone who needs training, thus many students are not hired out of college due to their inexperience. This then becomes a vicious cycle because without experience, a person cannot enter the work force, but if the person cannot enter the work force, they remained inexperienced. The student then wonders what

they paid for at school, and they remain with no money to support themselves. In an effort to stop all of this, “Educators nationwide are confronting this problem by introducing school-to-work or school-to-career programs to make the transition easier. School-to-work introduces high school students to a range of career options. The programs aim to make the work environment less daunting and more of an active learning environment” (Education Week). This way of learning makes more sense because it incorporates a way of positive action while keeping students in school. This is important because it focuses on the need to employ students the moment they graduate from their designated college. It is also important because this form of education acts as a safety net for students who are unsure about what they want to accomplish in their lives. Although they may be unsure, it provides a better alternative than those who are unsure in traditional United States public schools because they can have the confidence that a job will be at the end of their student career. They have money, or at least, a means to change what they would like to do in the future. Providing a student with a chance to work immediately after school is very empowering because the student has the ability to train under a company. This accelerates the process of training, as well as providing the student with an education, *and* a job.

There are, however; many arguments as to why this should not be available to students: “Critics say school-to-work programs force schools to cater to an industry's needs for workers, thereby limiting students' educational options too early. They charge that the laws reflect dangerous and potentially expensive federal and state intrusion into education, which they feel should remain a local

and family matter” (Education Week). Critics, in this case are claiming that industries should not have a handle on students’ education because they feel that these companies would solely train students for their own personal gain and disrupt education in the process, but with college being the primary means to a job, this argument is weak, if not invalid. Essentially, the main goal for students out of school is to get a job, so their fate is already determined by the drive to have financial security upon graduation of their desired college. College too, is a business. College is an industry, and “like the real estate industry, prices will rise until the market revolts. Then it will be too late...students will stop taking out the loans traditional Universities expect them to. And when they do tuition will come down” (Hopkins, U.S. News). The “College Industry” is what drives students’ standard in education, which sounds eerily similar to what critics say about private companies and their potential “control” over a student’s education process. The true puzzle to this predicament; however, is why students keep paying for such a system that does not land them their desired reward outside of college: a career.

The answer of college, might not be as simple as getting a job. The reason for college, at one point, was much more sincere than the aforementioned answer. Let us step back. In 1088, the University of Bologna, in Italy was founded in a quest for higher knowledge (collegestats.org). Several hundred years later in 1636, the first University in the United States, Harvard University, was founded, also under the intention of higher learning, “so, why should you go to college? The reasoning does not begin and end with the job aspect. A good

education is beneficial from many different viewpoints, and while the importance of a college education is quite evident for many high school students, what is often not as clear is how they will pay for that education” (College View). The foundation of college is to provide, not a job, but a means of educating and further pursuing one’s mind at a higher level. University’s fundamental principal was to provide education, which seems so obvious, but with such cultural emphasis on careers afterwards, the reason for college seems somewhat tainted, or skewed. The sincere message of college was not meant to be anything more than a higher form of furthering one’s personal pursuit to make sense of the unknown within one’s mind. College, in this case was meant to create growth, and provide a sense of wonder to those who wanted to find answers.

This seems like such a beautiful and simple answer, but there is a predicament here. We need to think realistically. Like many of the students within the U.S. public school system, college needs to grow. There are now two fundamentally different ideological roles to college. One of which is to go to college simply for the benefit of receiving a career afterwards, but college is fundamentally founded upon the basis for higher learning, thus it struggles to provide that outlet for those who want a job at the end of the tunnel. Conversely, for those who simply want to learn, college becomes so time consuming and financially hefty that it provides a scary debt-plagued reality for those who want to grow. The dichotomy between the two issues is so massive that it creates a divide between our solution and our current system. As Mark Cuban, billionaire

entrepreneur controversially warns, “With education costs that rise each year, a hungry market of students plied with easy-to-get loans, and little incentive for colleges to make meaningful changes, the arena is ripe for a major shakeup...”(Hopkins). Although the college industry is founded on the history of emphasizing how important education is to the masses, it is time to shift the traditional school of thought and innovate within that system. The system itself does not need to change because it is too set in its ways. What simply needs to change are citizens’ ideals on the matter, and acting accordingly. This means that the reason for college needs to line up with the reason for the student, not the other way around. College needs to meet both what the student wants (growth) and what the student needs (a job). At some point, the need for college became a pragmatic one, demanding the youth to work in the far future, but the idealistic nature of teaching for knowledge remained the same, thus the system became skewed.

This is where I would like to take the opportunity to say that I am going to find and provide that outlet for those that do not fit the current system that exists today. There are many answers in these problems, and as a person who grew up with this “normal” United States life; I was displeased with my entire transitional period into college and beyond. I believe that the answer is to please both students and schools of the United States public school system. In this case, I need to please the people who would simply like to learn, as well as solve an issue for those who want to find a job right out of their college career. I personally think that the answer lies within one word: growth. From every angle, I see the

desire to grow. I essentially need to find an answer that is sustainable to promote growth in a way that does not hinder the current education system, but also provides outlets for those who do not fit in that system. I think that integration is the answer. Integration with private companies seems to be the way that will provide appropriate answers for both parties because it fits the needs and wants for the student as well as the needs and wants for society. In this case, I would provide a system that has accelerated internships that are gamified. What I mean by that is that students select a private company that they would want to learn under, not from. They would then select the university of their choice that they would like to attend, and take several classes from that designated university. This private company would pay for the student's education, and in repayment, the student would work for the company for a certain amount of hours per week. If a student felt as if they did not fit in with the company, they would end their contract and sign up for a different company that reflected more personally with that student. If the student *did* enjoy that company, the student could then ask for further training and a paying job, to which the company trusts, and the student knows how to work within.

The system that I am creating thus far is still in need of work, but essentially this sort of system can be managed, and most importantly it can be managed online. This provides an easy and cheap way of keeping track of a person's progress, and this progress becomes a game. People can then "level up" through these companies so that they can receive higher paying jobs. Essentially, a person then plays through a role playing game of their job life,

creating an entirely different learning experience to which people learn safely under a trial and error system, while earning money in the learning process. This then satisfies what the student wants with what society wants without becoming intrusive to the current United States public school system that we have today. Although this current system still has lots of work ahead, the opportunities for those who would like a different style of learning are immense, and very enlightening to those who have felt trapped in the current system. If I were to have this system available to me when I was going through my educational career, I would have immediately taken it. It would have become an empowering feeling to have the opportunity to leave that relationship that I had with school and find a new relationship that did not keep me in financial limbo. If this system were to exist now, I, for one, would already have work experience as well as financial security to confidently move around the job world while trying to further my educational career. I would be able to find my sense of “normal”, and be able to live a life that would be equal to those who made it through the current U.S. public school system. I would be able to stop worrying, and I would finally be able to breathe. I know that with the struggle of student loans and current financial outcry from students that I am not alone, and I promise that I will be able to innovate within the current United States public school system for those who need something that fits their needs directly.

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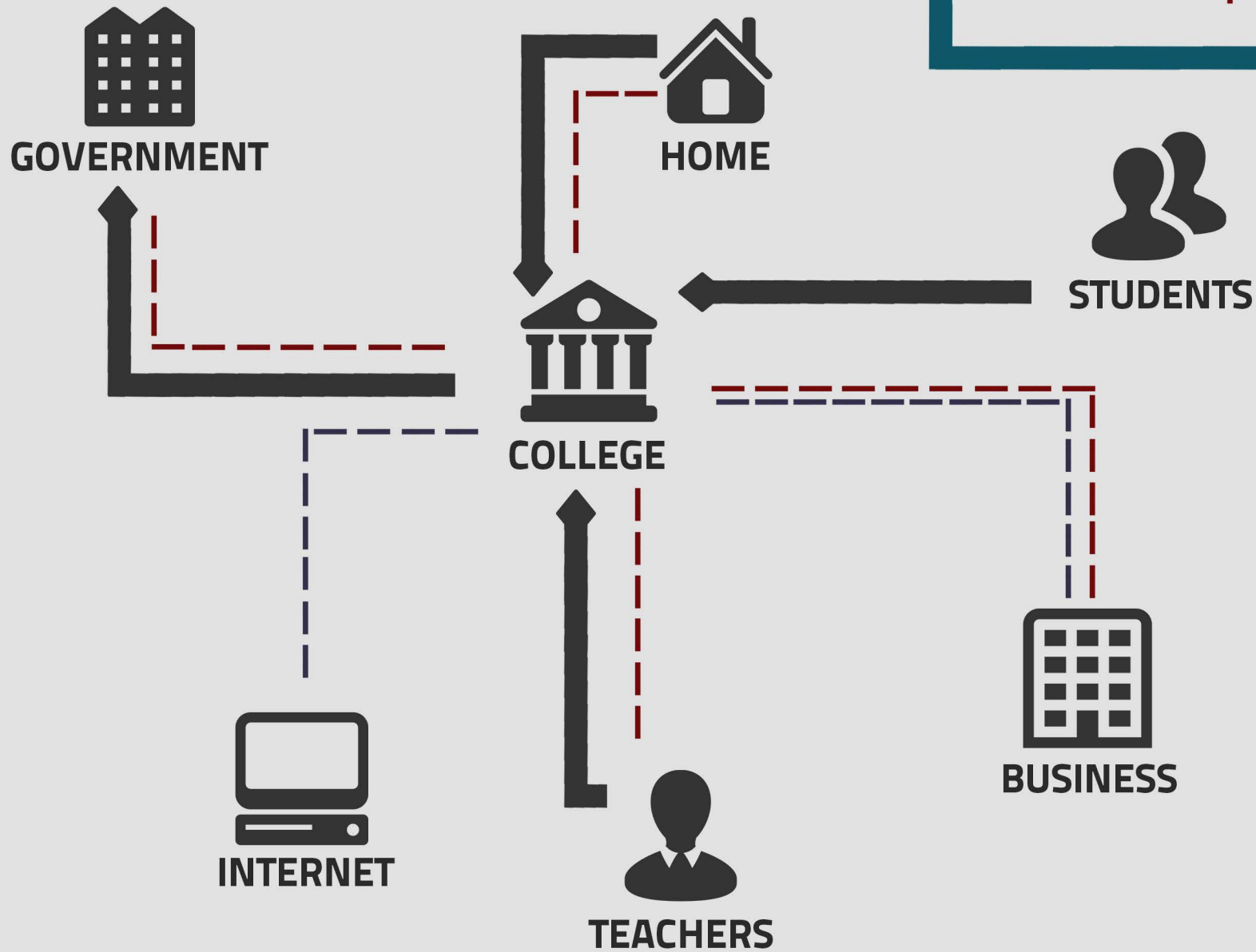
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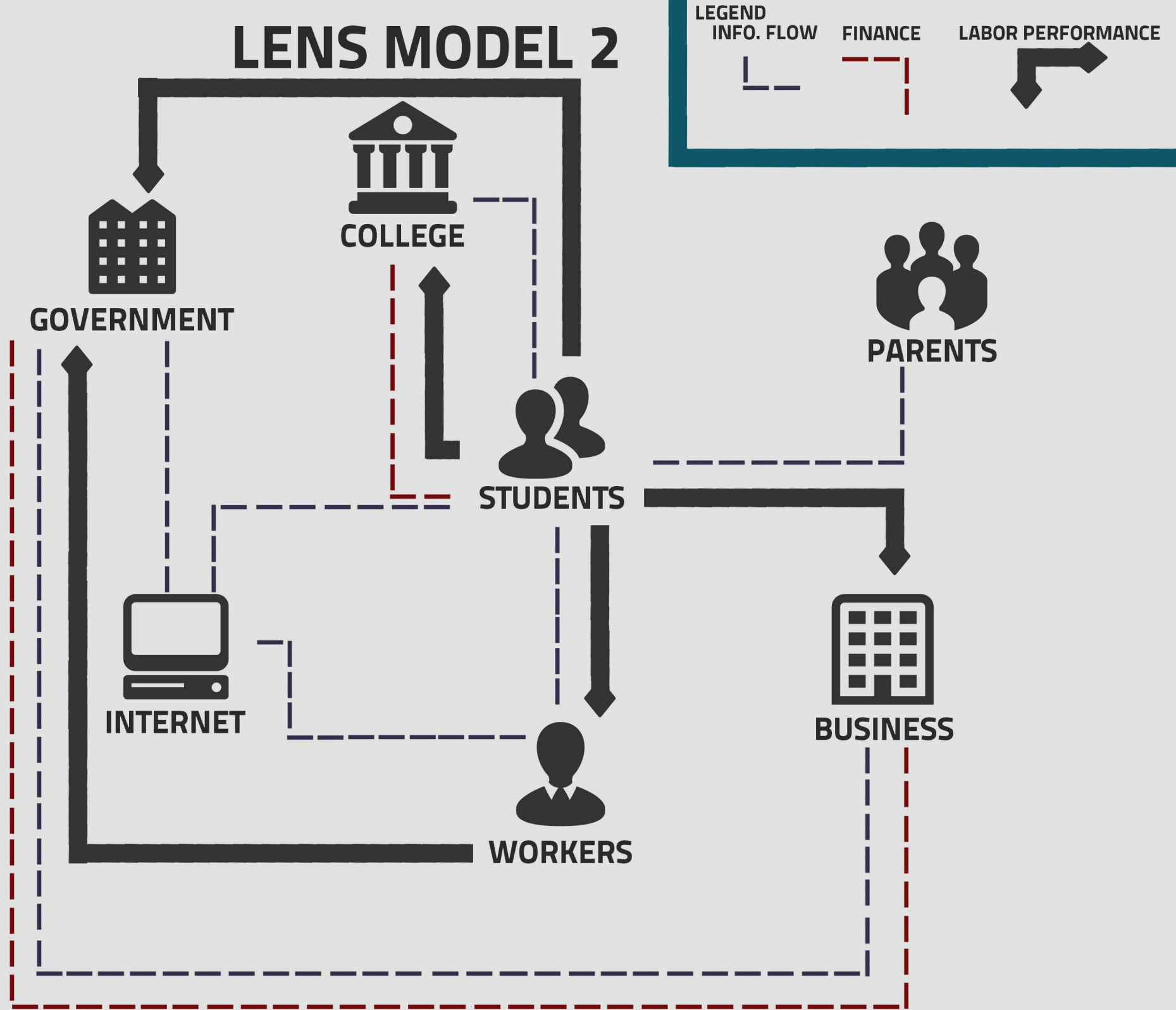
System Thinking

LeNS Models
System Thinking Map
Mental Model
Six Thinking Hats

LENS MODEL 1



LENS MODEL 2



System Thinking Map

ELEMENTS

Learning Being the
Having Fun Provider
Growth Part of Culture
Government Being Wealthy
College Ways of
White People Thinking
Other Races Cultural Norms
Business Choices
Money Feeling Trapped
Reality Cheap Education
Income

INTERCONNECTIONS

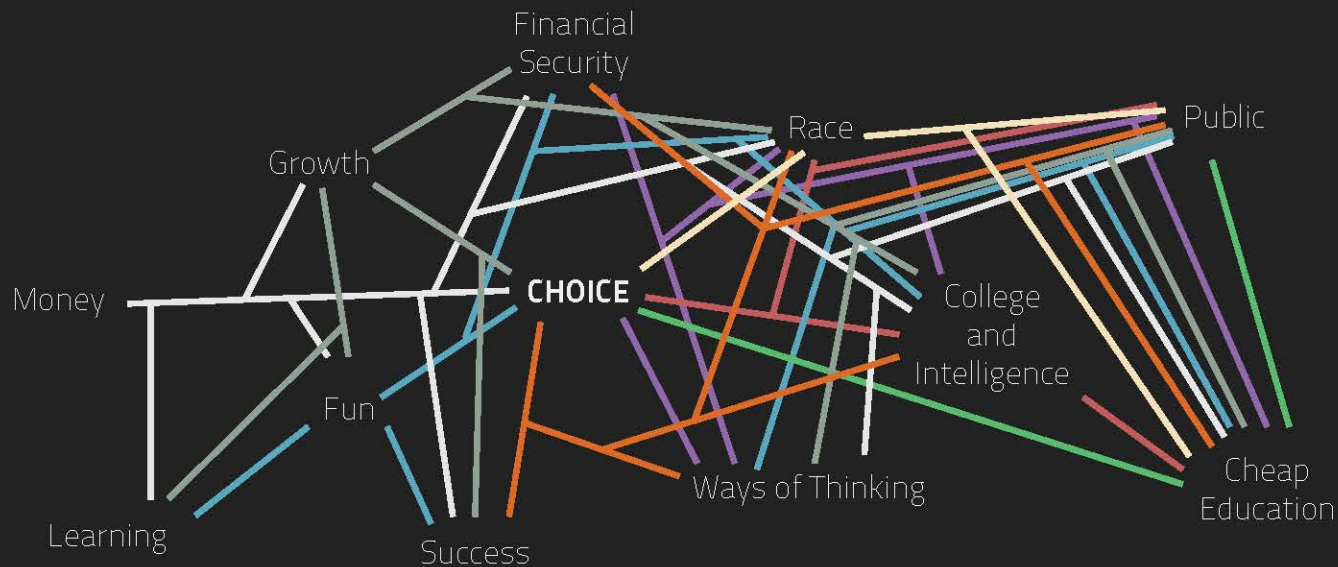
Growth Race
Choice
Financial Security
Learning
No College = Stupid
Ways of Thinking
Fit in with Culture
Money
Cheap Education
Success
Fun

GOALS

Learn
Have Fun
Fit in to Culture
End up Financially
Stable
Learning is for everyone
Job

PARADIGMS

End up
Financially
Stable Edu
= =
Expensive
Must fit in
to Culture No Choice
but go to
College
Fail School
= College is for
Stupid Everyone
College
= =
Elite
College
= Only College
Rich Only =
Growth



Graduate High School

High School Diploma	Job	Achieve Standard
Credibility	Money	Competency
Rewards	Benefits	"Reach the Bar"
Ability	No Debt	Capable
Job	Competence	Credibility
Competence	Freedom	Fit In
	High Pay	Choices
	Respect	
	Choices	

Go to College

Learn	Grow
Choose	Choose
Challenge	Learn
Fun	Think
Diversity	Competence
Respect	Respect
Competence	Fun
Money Reward	Safety
"Real"	Finance
	Fear

Graduate College

Achieve	Job
Competence	Money
Benefits	Benefits
Respect	Competence
Choices	Freedom
Finance	Security
Fear	Choices
	Debt

BLACK = FUNCTIONS

Grey = Features

RED = GAPS

White Hat:

Have information about college

About not attending college

Have conclusive evidence that college does not work for some people

More information on what people want

More information on what drives people

Yellow Hat:

This project is awesome because it helps people

There are many benefits to those who would like to get out of traditional college

Very promising opportunity

Great outcome for general public

Great future for youth

More opportunities

Black Hat:

Costs, could be very expensive

Could be too ahead of its time

Technology might not be up to the point where I would like it to be

General public could reject such an idea

Businesses could hurt general public

Businesses could hurt students

College could take it down

Red Hat:

My gut feeling is that this is a very progressive idea that could not work

This proposal is genuinely a good idea

This proposal is very cerebral

I am becoming sick of the project

My intuition tells me that I need to keep going

Green Hat:

Kids help solve moon landing

Transitional period for students = required travel

Those that go to college must also learn experientially

Teachers finally teach something that's worth it in school

Blue Hat:

I think that Red Hat is right and I should just press on because it is a good idea that needs to be created.

The ideas that I have are very good and very opportunistic.

Creative hat seems a little too ambitious and unfocused on goal for those with low income.



Personas

Primary Persona 1

Name: Thomas Wilmette

Marital Status: Single

Income: Under \$25,000

Age: 21

Education: High School Diploma

Occupation: Physical Therapy assistant

Hobbies: Playing video games, hanging out with friends, playing sports, camping, and has a passing interest in biology

Story:

Thomas dropped out of college because he felt like he didn't really fit in with the whole "college" thing. He felt like everyone around him had it all figured out because most of his friends were happy in college. Some of his friends didn't get in to the colleges that they wanted, but they were happy when they went to their second or third options. Thomas, however; thought that he had too much freedom. He felt like he couldn't make up his mind or make it through his classes because it didn't feel *real*. He could just do what he wanted, and that seemed to please everyone around him. It was a huge surprise to his parents when he returned one day, out of the blue, saying that he was going to stay. He guesses that his parents never checked the mail for his grades because he always passed his classes in high school. So now he managed to land a nice paying job for a High School Diploma at \$9.00 an hour at a Physical Therapy practitioner's office. He lives with his parents, who, now, don't know what to do with him. Every once in a while, as a reward to himself, Thomas will buy Marijuana and smoke after work. Work is always important to Thomas, so he makes sure that doing this does not interfere with his opportunities. In regards to his opportunities, Thomas is looking around for other jobs that would suit him more, but he just does not know exactly what he wants.

"I don't really want to talk about it. Sometimes I like to go to the arboretum and go for a walk."

Question:

What are you looking for in the product?

I am not sure. I guess if this "service", or whatever, could be more practical than what's out there.

End Goal: don't know

Experience Goal: something easy and real

Life Goal: have a house with a nice yard

Primary Persona 2

Name: Brian Carter

Marital Status: Single

Income: Under \$25,000

Age: 18

Education: General Education Degree

Occupation: Unemployed

Hobbies: Playing sports such as basketball and running track, going to the movies, and listening to music.

Story:

Brian, 18, just graduated from high school and is immediately searching for a job in order to aid his low-income family, more importantly, his older sister, Erica. His sister was, according to Brian, "smart enough" to get into college, but could not afford the funds for all four years, so Brian and Erica decided to work as a team to get out of the inner city for good. Their young mother, Ashley, who works two jobs, one as an elementary school janitor, and the other as a waitress at a mid-point Italian restaurant, lives with her boyfriend, Vincent, or Vince for short. She considers him a nice guy, and so does Erica, but Brian does not like him. He thinks that Vince is a freeloader despite the fact that Vince is a mechanic and runs his own business well. Brian has heard that Vince cheats his customers, which is something that Brian thinks should be watched. Brian just wants to earn money so that he can help his sister and leave without any debt or being locked in any sort of financial situation with his mother.

Question:

What are you looking for in the product?

I'm looking for a way to provide without feeling dependent and lost.

End Goal: help sister and leave house.

Experience Goal: feel good about what he is doing for himself and his sister.

Life Goal: enjoy life knowing that he has a financial outlet.

Primary Persona 3

Name: Stacy Turner

Marital Status: Recently Divorced

Income: \$45,000

Age: 48

Education: High School Diploma, Bachelor's Degree in Physical Fitness with a minor in French

Occupation: Unemployed

Hobbies: Spending time with her kids, cooking, painting, exercising, running, scrapbooking, going for walks

Story:

Stacy, 48, has recently divorced with her husband Greg. She primarily depended on him for finances, but now that they are apart, Stacy wants to make the smart decision and get a different, higher paying job. Stacy has 2 children, Cody, 17 and her adopted son Eric, 15. Stacy managed to find a decent rate on a townhome near her kids, but has only enough money on her own to afford it for a year. She cannot make enough money to finance the townhome that she recently bought because her Personal Training paycheck is not enough to finance a nice townhome in the high end Midwestern Suburbs of Michigan. Her ex-husband, Greg was making \$170,000 working for a large banking company branch in Detroit, so Stacy's family at the time was living pretty well. Now, Stacy does not live horribly, but if she does not make money quickly, she could lose potential custody privileges with her kids because of her financial situation.

Question:

What are you looking for in the product?

I'm looking for a way to provide for my kids and make more money than I did as a personal trainer. It would help if I liked the job, but if I can level up as quickly as possible, I would prefer that.

End Goal: afford townhome and kids.

Experience Goal: feeling like a provider that can do it on her own.

Life Goal: enjoy life knowing that she has her kids with her.

Secondary Persona

Name: Meghan Solis

Marital Status: Single

Income: Under \$25,000

Age: 23

Education: Bachelor's in English with a minor in Philosophy

Occupation: Unemployed

Hobbies: Reading, Writing, Yoga, Wine Tasting, Camping, likes watching Basketball

Story:

Meghan, 23 recently graduated from Indiana University with a Major in English and Minor in Philosophy. Now that she is out of school, she has more free time. She is now faced with the nerve-wracking idea that she needs to get a job with a Bachelor's in English. Because her parents could only pay for 3 years of college, Meghan took out a loan to pay for her final year. She managed to receive some extra money from IU's scholarship. She knows that her chances to get a job are small, but she does not want to waste time going back to school, nor does she want to dilly dally in paying off her debt. She just wants to get a quick job so that she can pay off her debt, she only asks, if possible, that she could do it in a way that is relevant to what she studied in school. She would also like to travel if that is on the table.

"I know I can get out of debt, so I would like to do that as soon as possible. I wouldn't mind to have a little fun along the way."

Question:

What are you looking for in the product?

I would like to enjoy having my own say in my life.

End Goal: pay off debt

Experience Goal: work hard, but enjoy what she's doing

Life Goal: enjoy life with the knowledge that she has "made it" on her own.

Tertiary Persona

Name: John White

Marital Status: Married/No Kids

Income: \$130,000

Age: 42

Education: Bachelor's in Finance. Master's in Business

Occupation: Communications Specialist (Job Recruiter)

Hobbies: Fishing, Sailing, Maintaining his home with his wife, Playing pool, going to the gym, Baseball

Story: Part of a team of External Communications Specialists at a large banking firm, Mr. White has traveled many places for high talent at low pay. John's traveler's mileage is at 100,000 miles over the past 5 years. He has traveled to Japan, Europe, Canada, China, and within the US on business very frequently. He does not mind the traveling for the sights, but wishes that he could spend more time with his wife. To Mr. White, it feels like a 30% chance that the company would want to keep their recruit over the time of a 6 month internship. Although this success rate bothers him, he does not say anything about it, but he does wish there was an easier way for the recruits to come to the company. He thinks that with all of the unemployment in the United States that there would be some sort of way that he could capitalize on such an opportunity. He has a lot of work to do within the company; traveling is not the only thing he needs to do. He does, however; like to barter with recruits. He sees it like assembling a baseball line up, where statistics and job contracts have to equate to success.

"I'm fine where I am, but traveling less would be nice".

Question:

What are you looking for in the product?

I would like for more people to be fit for the job. I want more people to come to us, and not the other way around.

End Goal: to recruit people that are good enough for the company, most likely trying to pay them less than the standard rate entry position at this firm

Experience Goal: enjoys assembling a "team lineup" for his bank

Life Goal: ultimately likes to assemble a stellar team that would greatly improve the company as well as his paycheck.

User Journeys

User Journey 1:

Thomas hears about “Vision” from a friend, so he goes on to the website and answers the few questions that ask him about what he would like to do. He selects an answer and then goes through 2 similar questions with different selections for answers. With Thomas’ answers, “Vision” then creates several different “trees” that suggest different paths to him in regards to *what* he can do. Thomas decides that he likes one of these trees and decides to sign up for the program.

He then signs up for the program by creating an account and submitting a \$500 payment for his first experience at work. For this example, Thomas is paying to be in the program, and paying to be involved in Parks and Recreation. “Vision” then introduces Thomas to a company of his choosing where he immediately can start working at minimum wage. From then on, Thomas revisits the website to note his progress and “accolade points”.

Thomas then decides that he wants to work at another company because it offers better pay, and it is a company that Thomas feels reflects him more. Thomas goes through this job at a tier 2 worker, but realizes again that the fun of the job wore off, so he would like to change to a job that is somewhere else. Thomas then moves to another job, but he is rewarded for completing all of his assignments at the other jobs. “Vision” gives Thomas “accolade points” for completing tier 2 and completing his work quickly, efficiently, and with professionalism.

“Accolade Points” are in-game currency that can be spent on real life objects, or in-game objects. Being that Thomas is a tier 3, he can purchase welding gloves for his job, exchange it for real currency, or he can use it to increase his tier as experience points. Thomas decides to keep his points because he feels that they would be more valuable to him when he is a higher tier.

Thomas decides to change jobs yet again. Thomas completes his work and moves on to a new job. Thomas is rewarded again for “exploration”. He notices on the website that there are tiers that lead to other secret tiers. In this case, Thomas is thrilled by the idea that he can explore the system of work that is set before him, so he wants to make *that* his career. Although he will make less money, he feels that it is something that has always reflected him as a person.

User Journey 2:

Brian is a driven individual who knows what he wants to do in his life in terms of getting out of his current life situation. He sees an advertisement from Vision saying that there is a paying alternative to college. Brian visits the website and follows the same steps that Thomas journeyed. In this case, Brian picks the tree that has the most money in the outcome.

Brian however does not have much money to start. He only has \$250 dollars, but he acknowledges the fact that if he were to take out a loan, he could continue to pay it off throughout his learning career. So, Brian decides to take out a loan and immediately begins working. Brian is a completionist and finishes all of his assignments with flying colors. He accelerates through his tasks with such efficiency that he is already a tier 2 a couple of weeks into the program. He notices that on the website that he is rewarded for being a hard worker.

Brian also notices that he is higher up on the leaderboard in his city of Portland. He hears a rumor on the forums that there is a huge cash reward for being

in the top percentile of the leaderboards. Brian decides that he wants to try and go for it. So Brian continues to improve with such speed and intensity, that in 6 months, Brian is already at the \$30,000 mark for his income, and received a \$1,000 bonus for being the top worker for his company. Using the money, he moved out of his parents' home and was able to help his sister pay off her college debt, as well as his own.

Brian then notices that he has not spent any of his "Accolade Points", and decides that he is going to cash it in for an extra bonus to himself for working so hard. Brian is a shining example of how driven people can make it through the program. But there is still much to do in Vision because he still can reach the top at CEO status. He knows how much work it will take, but he accepts this responsibility because Vision has already helped him through so much.

User Journey 3:

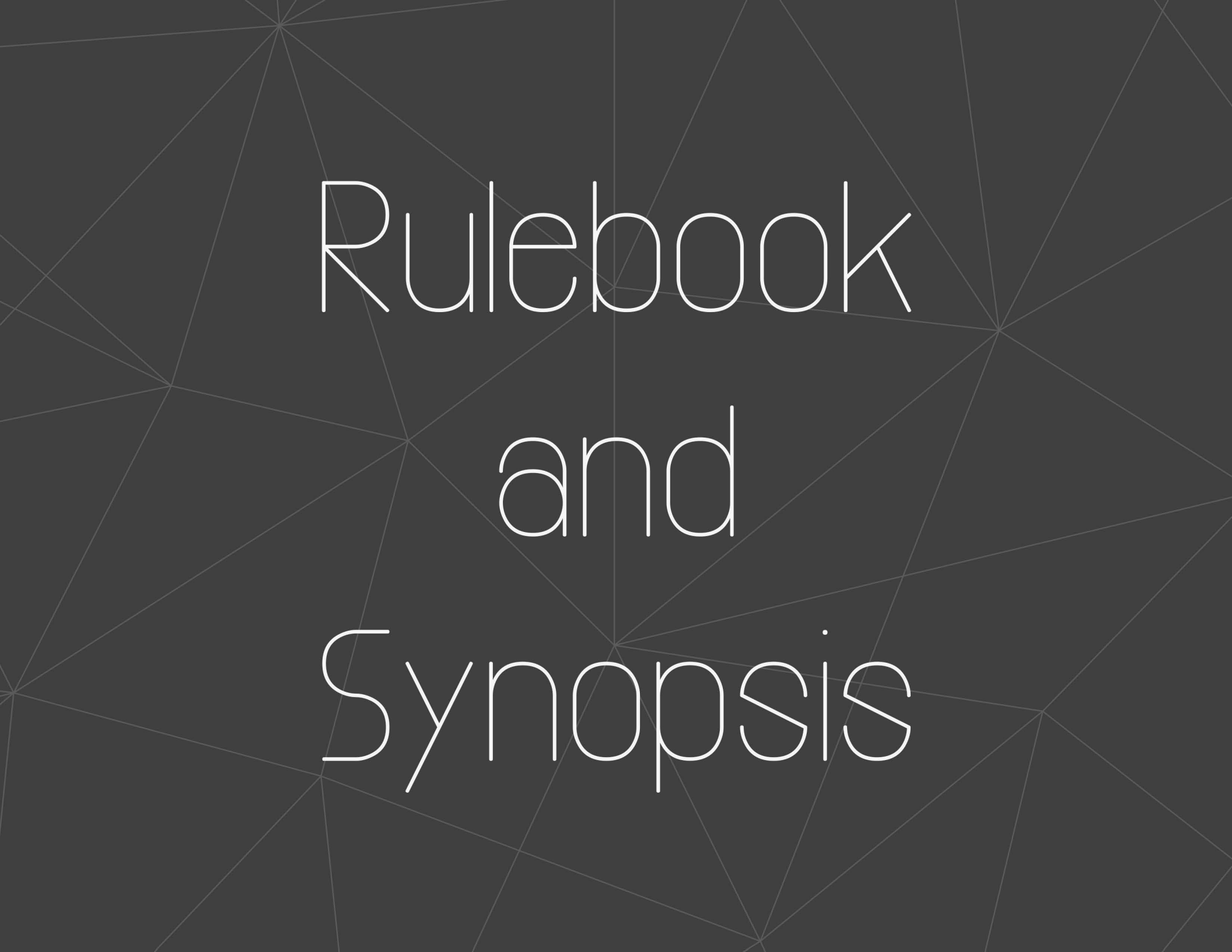
John is a driven, but somewhat jaded individual who has been working for his banking company for quite some time. He spends most of his work traveling and looking for new talent to hire. When he was back at the office, he heard about a new recruiting program called "Vision". He was interested in it because recruits could come to his company, and they would be local and of varying backgrounds and statuses.

This put off John because he was afraid that he would possibly lose money. He also was not comfortable with the idea that just random people can come help his company, but the enthusiasm that Vision was receiving was something that still intrigued him. So, John visited the website. John clicked on the "Recruiters" button, which took him to an explanation of what this system does for companies.

John read that tiers correspond with tiers of responsibility, so low tiers will not little impact on the company. In addition, if the person decides to quit their job half way through, that person will have to pay money to compensate for the work that they have missed.

John, although still hesitant, is excited about the prospective future that the company can take advantage of a localized work force that has diversity. So John runs it passed his peers at his company, the company agrees, and immediately they are in contact with several new recruits from Vision. The first 2 recruits that work at Vision do not work very hard and end up quitting through the first 30 days. John is concerned, but remembers that full compensation pay is submitted to the company. John reviews these workers poorly on the website and accepts a new recruit who has a lot of charisma.

His name is Brian, and even as a tier 1, Brian is very competent in the skills of banking because he has been looking at the corresponding references that Vision has been posting on Brian's profile. John knows this because he has access to his profile and all of the information that Brian has viewed, including taking tests, which is something that many of Vision's members have not done. The fact that Brian has taken the initiative to test his own knowledge, to John, means that Brian is a valuable addition to the company. John then helps Brian through his tiers so that John can show to the company that he has found a worthy recruit "right in their own back yard", so to speak. John's company did not need someone from out of the country, or even out of the city to help the company along with fresh new ideas.



Rulebook and Synopsis

Vision Rule Book (thoughts on paper)

The Point – The point of Vision is to give people choice. Vision is founded upon the belief that people have the ability to choose what they want to do in their life as well as grow while doing it. Vision is also founded upon the idea that people can enjoy work without being in debt. Vision understands that college is not meant for specific people, which is why Vision is so progressive and innovative.

Initial Meeting - Any person who is interested in the website is able to visit the website and quickly enter in their information of what they like more. The idea of the website is that when the person first enters their information it is done in a way that provides 2 options so that the person has the ability to choose. In this case, the very first question of the website would be “What do you like to do more?” Then it would provide 2 options such as “business” vs. “painting”. The person would then select an option, and this questionnaire would be repeated twice more so as to provide an “average” to what the person likes.

Based on this average, the person would receive several “trees”, or visual progression maps that would show paths to the highest tier, or level, a person could achieve. The person could then filter through their results to find a tree that would seem most appealing to that person. Each tree shown would reveal in a very interactive and immersive way, so as to emphasize the excitement to the person. Each tree would also extend from a small circle on screen, revealing all of the steps to the final stage, which makes the most money.

Starting - If the person is interested in the job and would like to sign up for the program, then they walk through the “Create Profile” steps for more information

about how they can work for specific companies. If the person would like to work for a specific company, then the person can pay an initial fee in order to enter the company and start working.

The person then starts any job at level 1, which is minimum wage. The person at this stage would complete very low responsibility tasks that do not have significant amounts of consequence if failed. This way, the company does not rely heavily on the workers for tasks, and the workers “get their feet wet”.

Working - The person is then obligated to work for this company for a specific amount of months before they can progress to a higher tier, or switch jobs. If the person does not like the job, for whatever reason, they can quit, but if it is in the middle of their time with the company, the person will have to pay a penalty fee in replacement to the amount of work that the person was supposed to do during that period of time, half to the company, and half to Vision.

The person has the ability to level up to the very top, which is something along the lines of CEO or the equivalent. If the person wishes to change career paths, the person may do so, but only at levels one through five, simply because the responsibility of a person becomes progressively more important as the person levels up. If a person is a CEO at a company or equal, and wishes to find a new career, level 5 is the highest that the person can be while exploring for a new job.

Exploration - Because it may take a while for someone to find a career that they enjoy, bonuses are met for those people who like to explore. The more explorative someone is about their career, the more accolades and in-system

currency someone can obtain. In-system currency is like flyer miles. In this case, a person can use in-system currency to buy real world items.

Reward System - Accolades are reviews. If a person is well reviewed, then they earn more in-system currency for rewards. If a person receives poor reviews, then they will have a hard time finding work within the system. The worse a review, the less likely companies would like to help. This works both ways: persons also have the ability to rate companies. If companies have poor ratings, then people would be less likely to want to work for them.

The rating system is set up out of 5 stars. If the person has 2 stars, then this is a warning sign for companies not to hire. There is an exception to this rule. Companies have the ability to take a risk on the person so that they can receive a 5 star person in the future. This is the same in regards to a person working for an awfully rated company. If a person goes through poorly rated companies, then they are rewarded with a guarantee to work for a 5 star company in their next work period. People and companies can collect working for good ratings for a total of 10. There is a 10 rule so that companies cannot monopolize on good workers, and workers cannot monopolize on good jobs.

Companies also receive bonuses for being “good” in the system. If a company is “good”, they receive company rewards such as more freedom to choose who works for them, and first picks for people. If the company is rated poorly, then they run the risk of passing up on “good” work opportunities as well as being removed from Vision.

Localization – This entire system is set in a specific city. In this case, the example city is Portland. Vision, for a fee of \$500, will set up persons with the job, so that they can immediately start working and growing. Keeping it local is important in this case because it helps Vision maintain it's focus before it moves on to a global, more hefty situation.

Synopsis

Imagine a world where you do not have to worry about a college degree. Imagine a world where you can explore rather than worry about what a future might look for you. Imagine a world where you do not have to worry about debt. Imagine a world where you can make money while doing all of this.

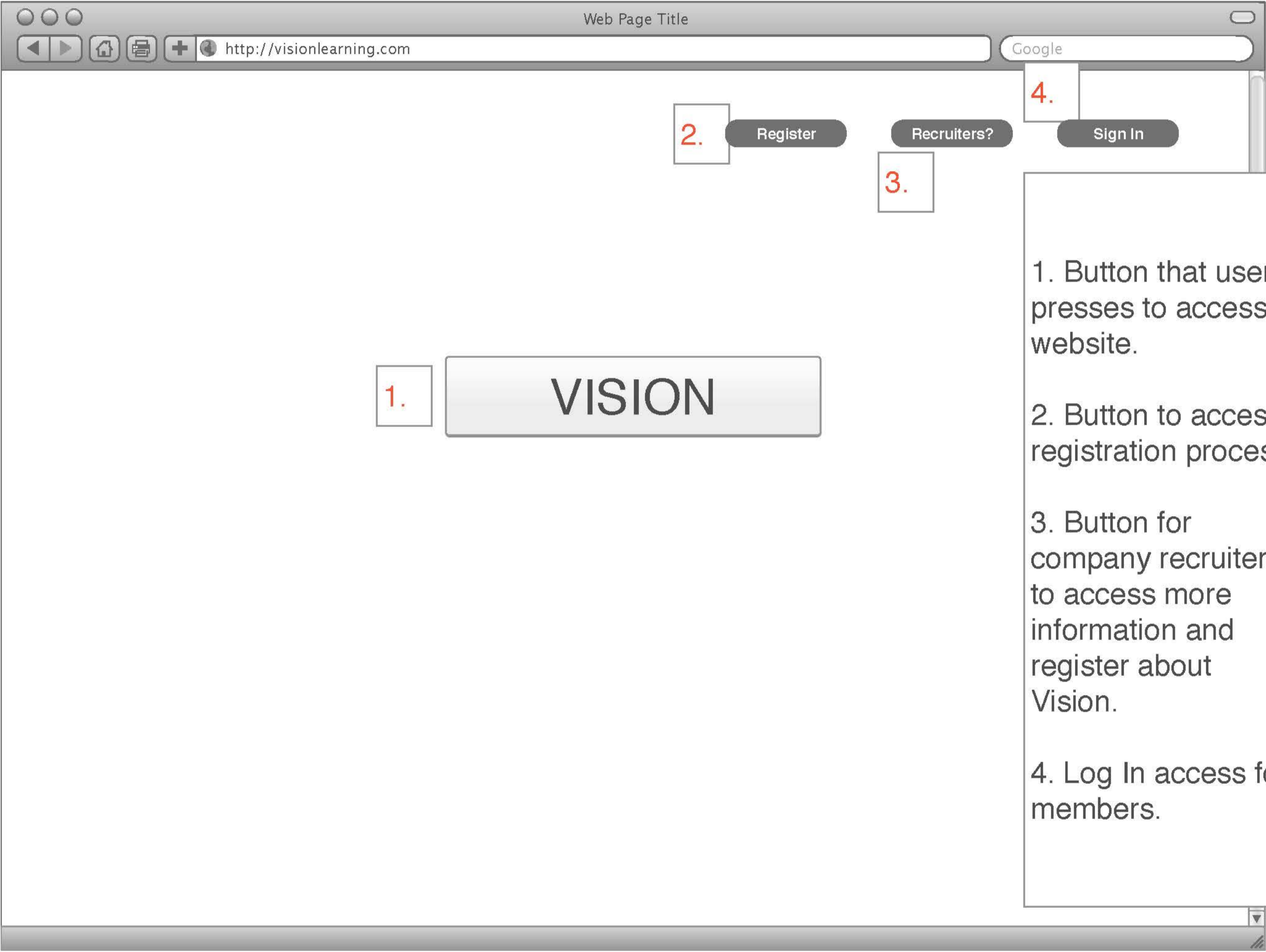
This is Vision: the career of choice. In this system, you are able to explore new job opportunities while being paid, as well as earn rewards for exploration and growth over expectations for a degree. We understand that college is not for everyone, so we have created a system that integrates careers with personal growth while being fun and rewarding.

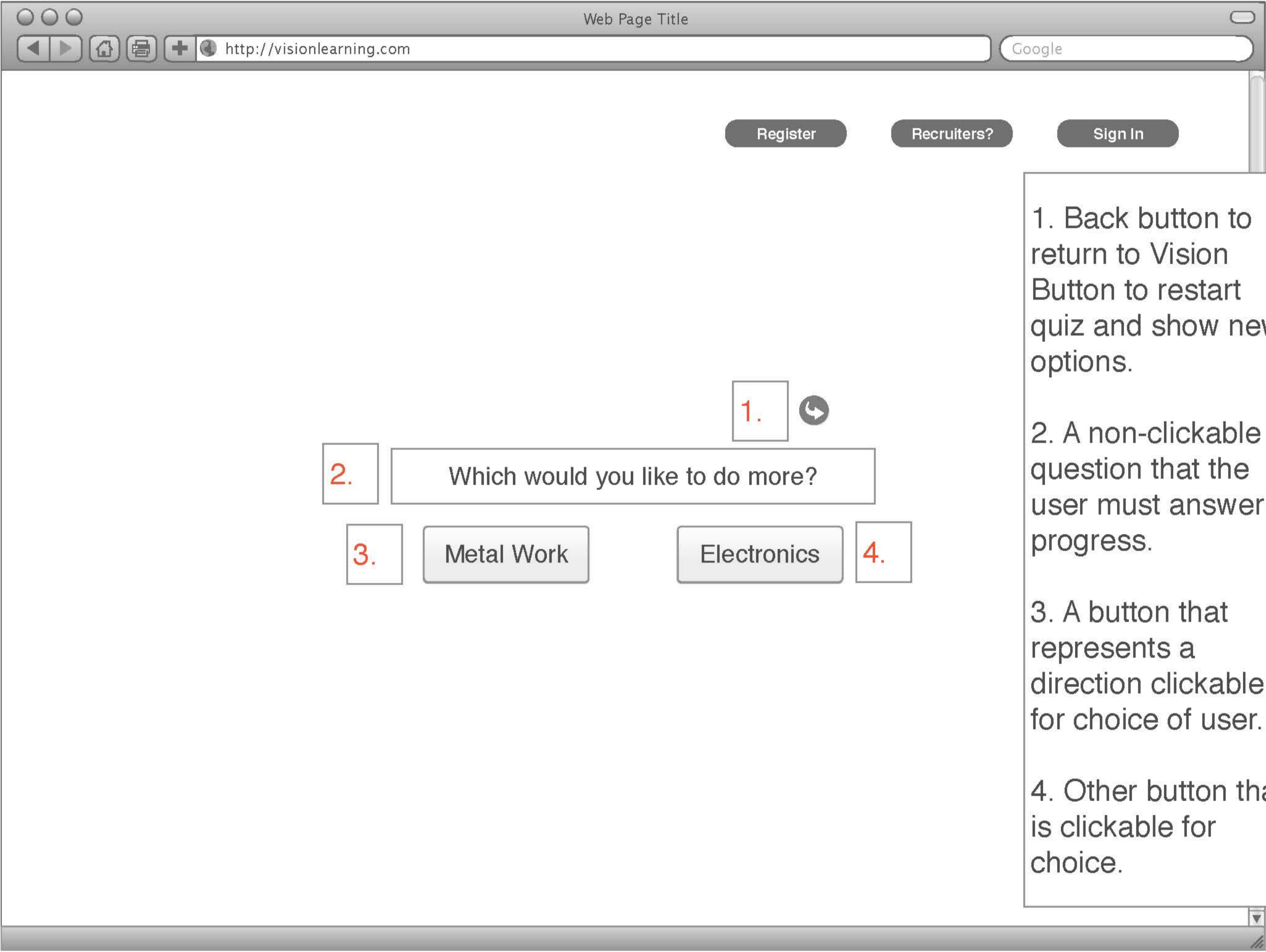
In this system of personal growth, you will be able to find careers that you enjoy, and “tier” or gain clout by accomplishing goals provided by your company of choice. Say you want to learn how to be a mechanic. Well, there’s an opportunity for you to immediately learn how to repair cars in an auto parts shop, taught by industry professionals, directly from that company with pay provided. Not into auto parts? How about learning business? We will set you up with a local start-up, so that you can learn the ins and outs of business. The opportunity is yours; you just need to make the choice.

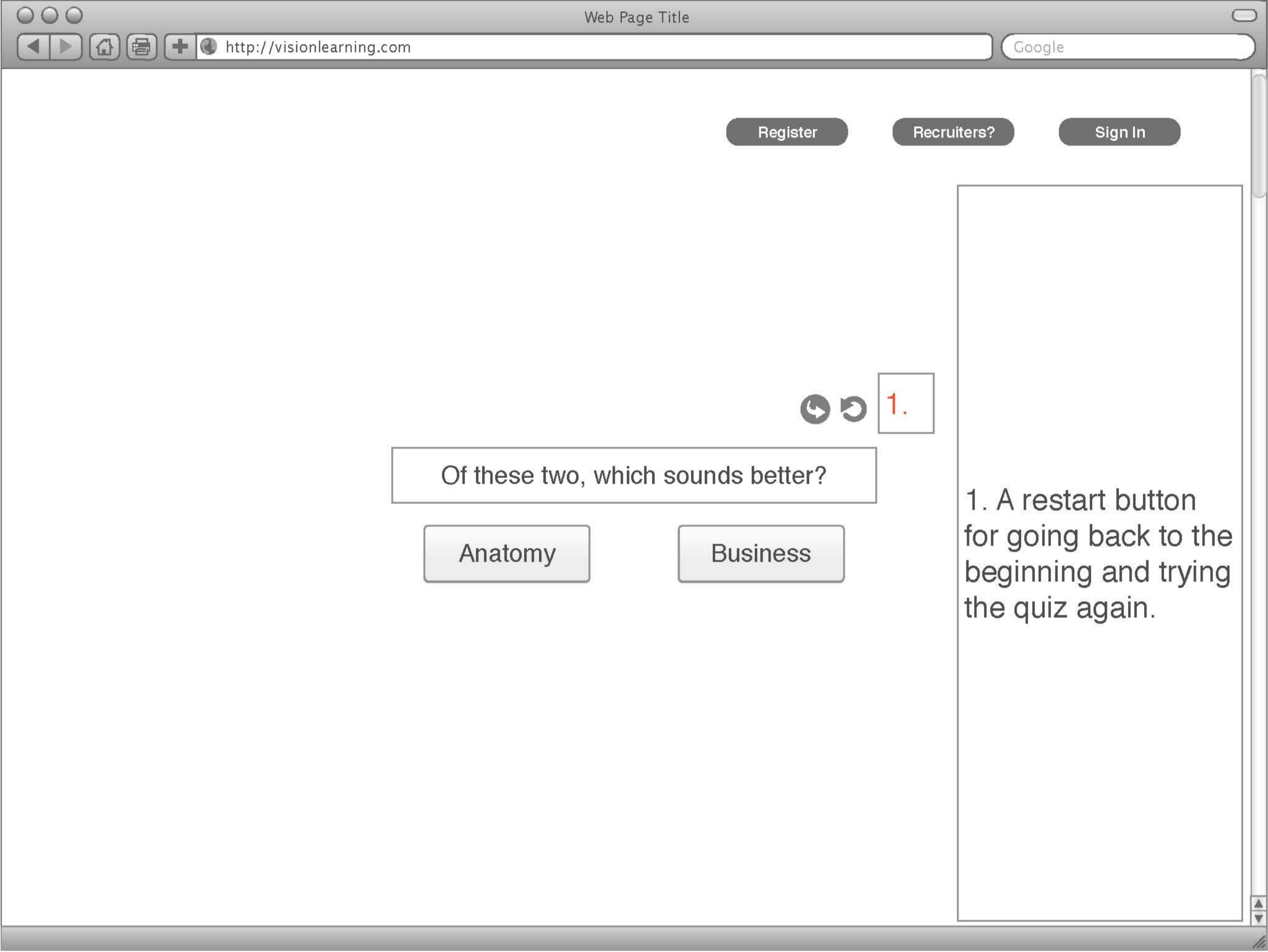
There is nothing wrong with college. This system is meant for those who do not feel comfortable, for whatever reason, with the college way of doing things. This is simply a way for those to try something that fits their own personal way of growth. This is a system for everyone. This is Vision: your career of choice.

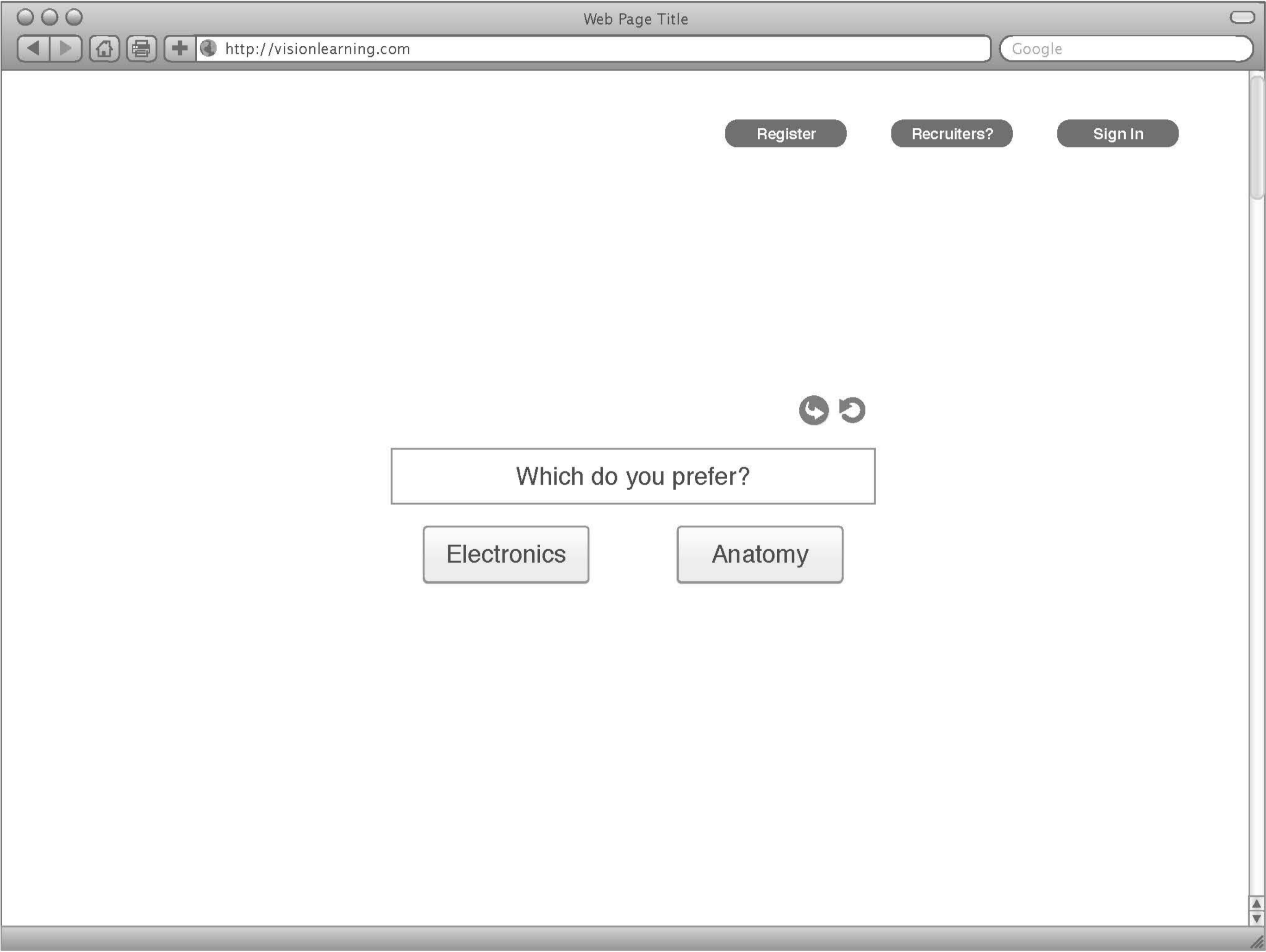
The background of the slide is a dark gray color with a white wireframe pattern. This pattern consists of numerous thin white lines that intersect to form a series of irregular, overlapping triangles and polygons across the entire surface.

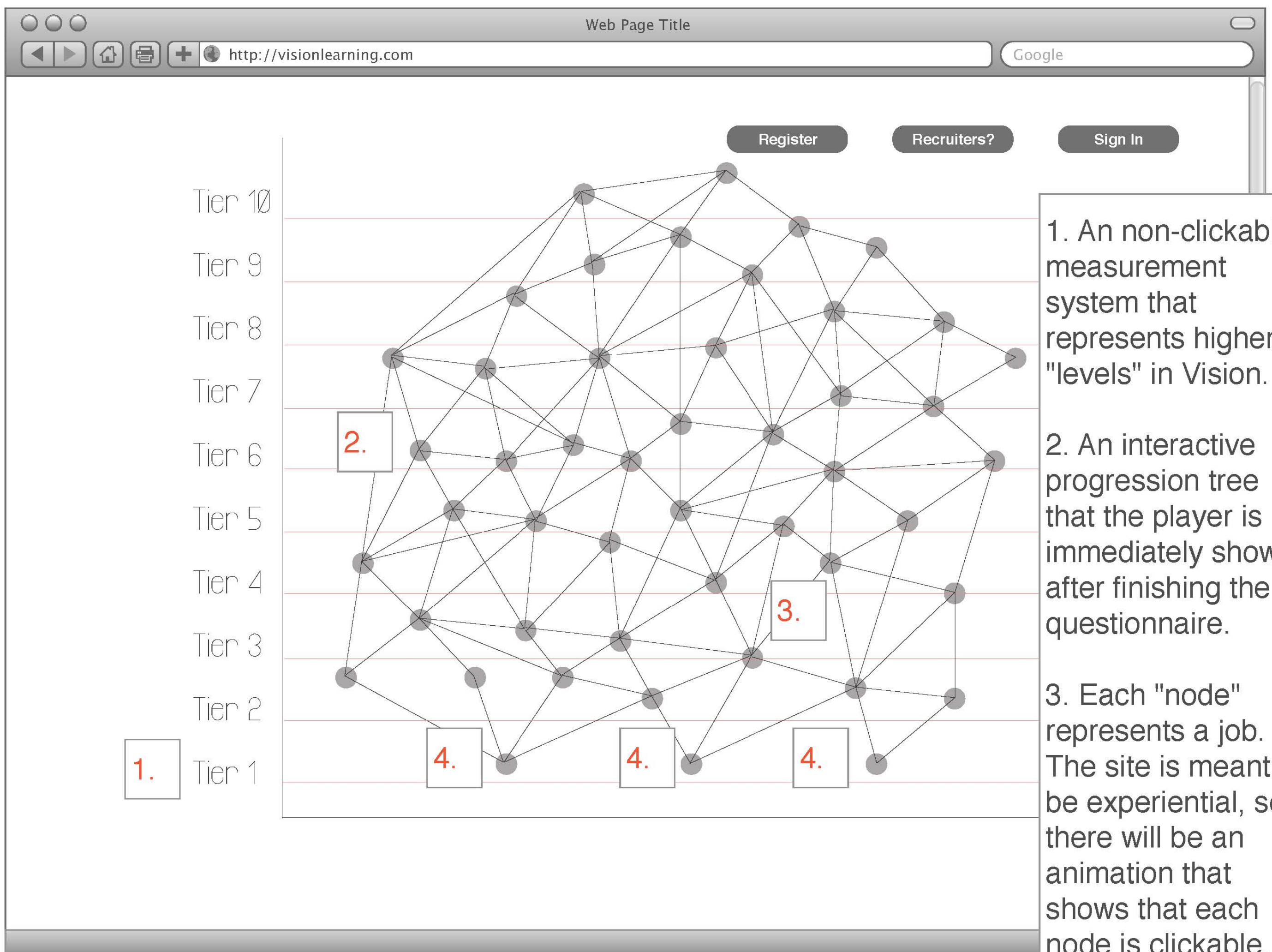
Wireframes

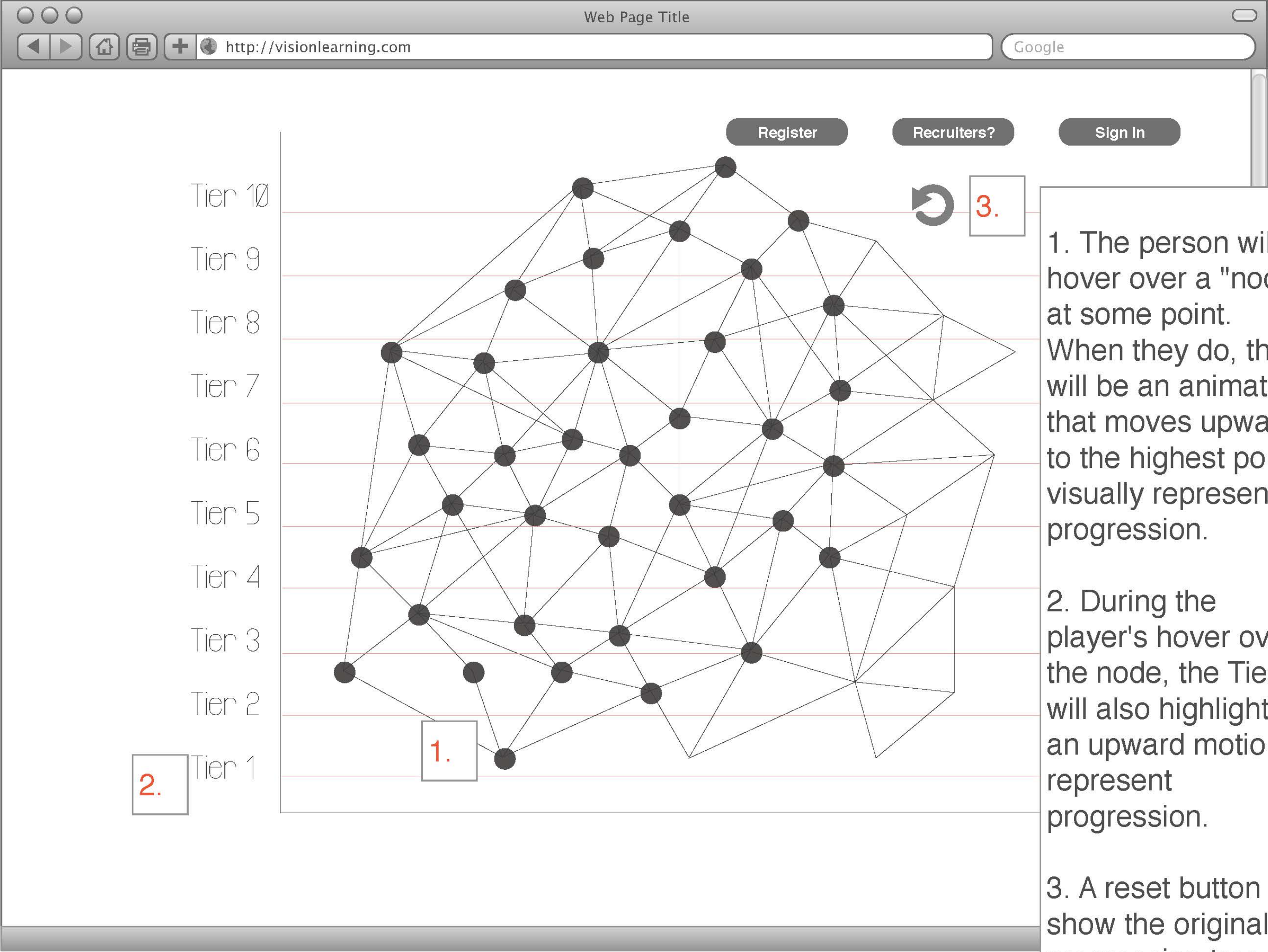


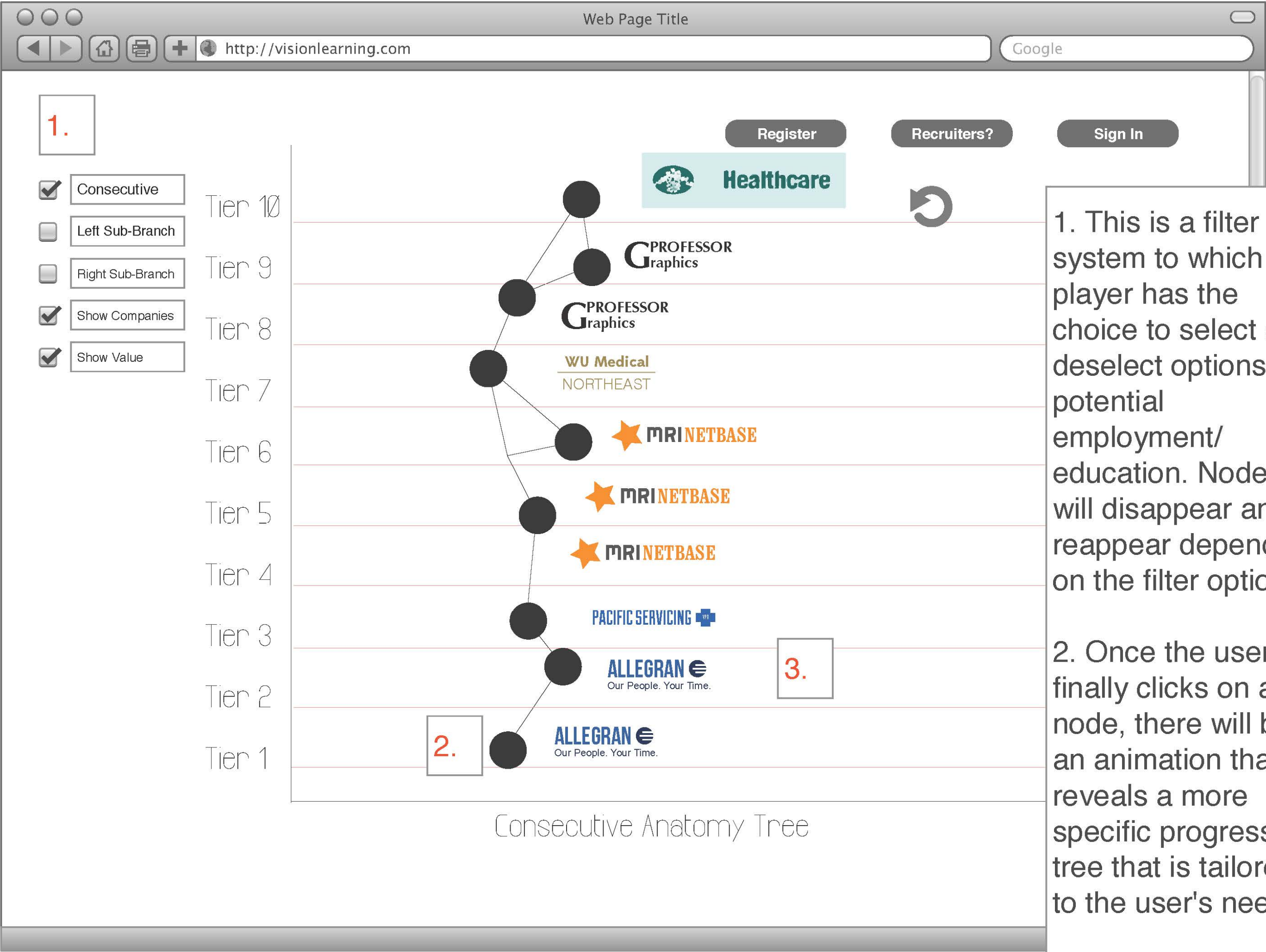












Web Page Title

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http://visionlearning.com

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☒ Consecutive

☐ Left Sub-Branch

☐ Right Sub-Branch

☒ Show Companies

☒ Show Value

Tier 10

Tier 9

Tier 8

Tier 7

Tier 6

Tier 5

Tier 4

Tier 3

Tier 2

Tier 1

1.

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Healthcare

PROFESSOR Graphics

PROFESSOR Graphics

WU Medical NORTHEAST

MRI NETBASE

MRI NETBASE

MRI NETBASE

PACIFIC SERVICING

ALLEGRAN Our People. Your Time.

ALLEGRAN Our People. Your Time.

Consecutive Anatomy Tree

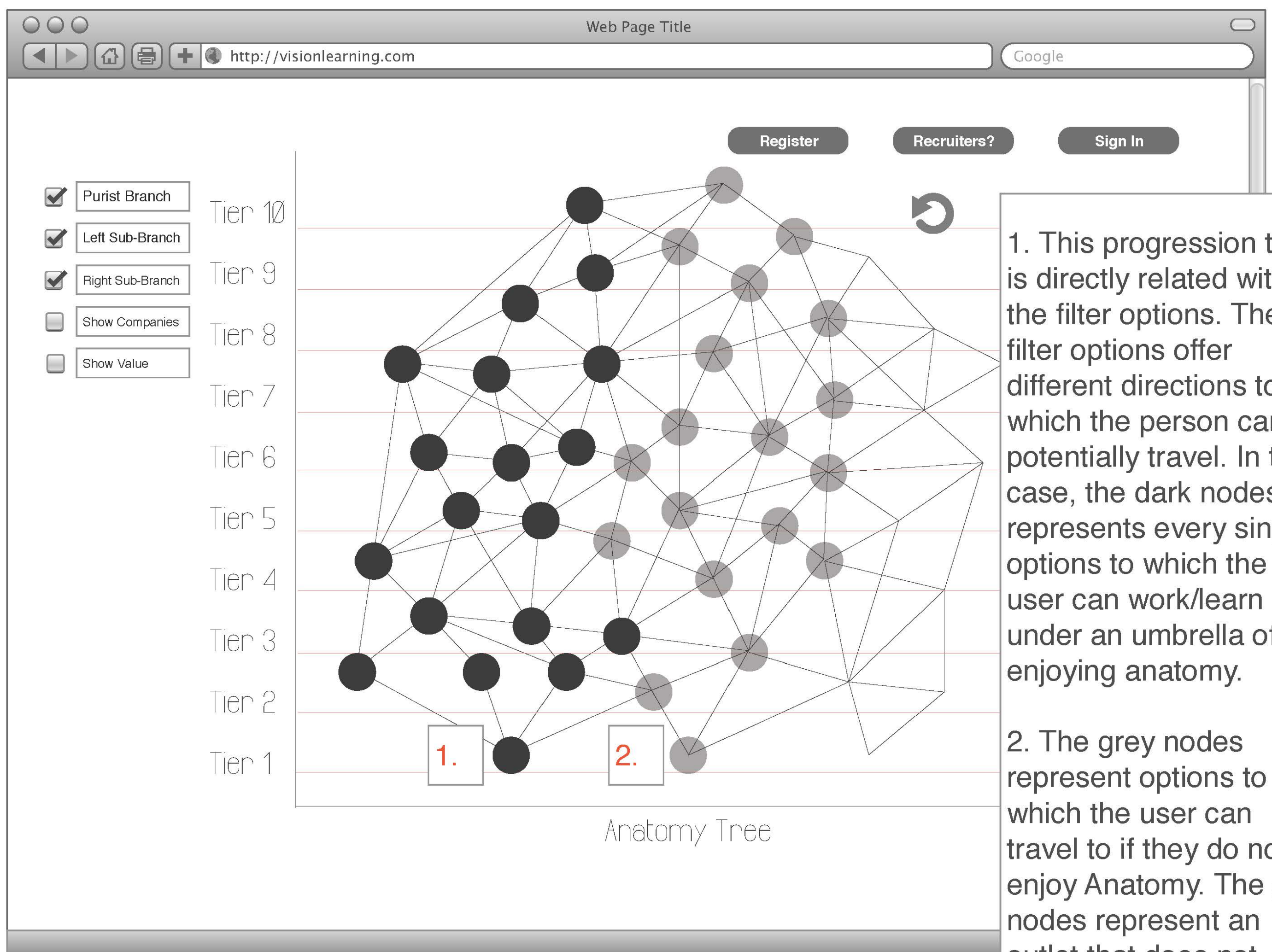
Register

Recruiters?

Sign In

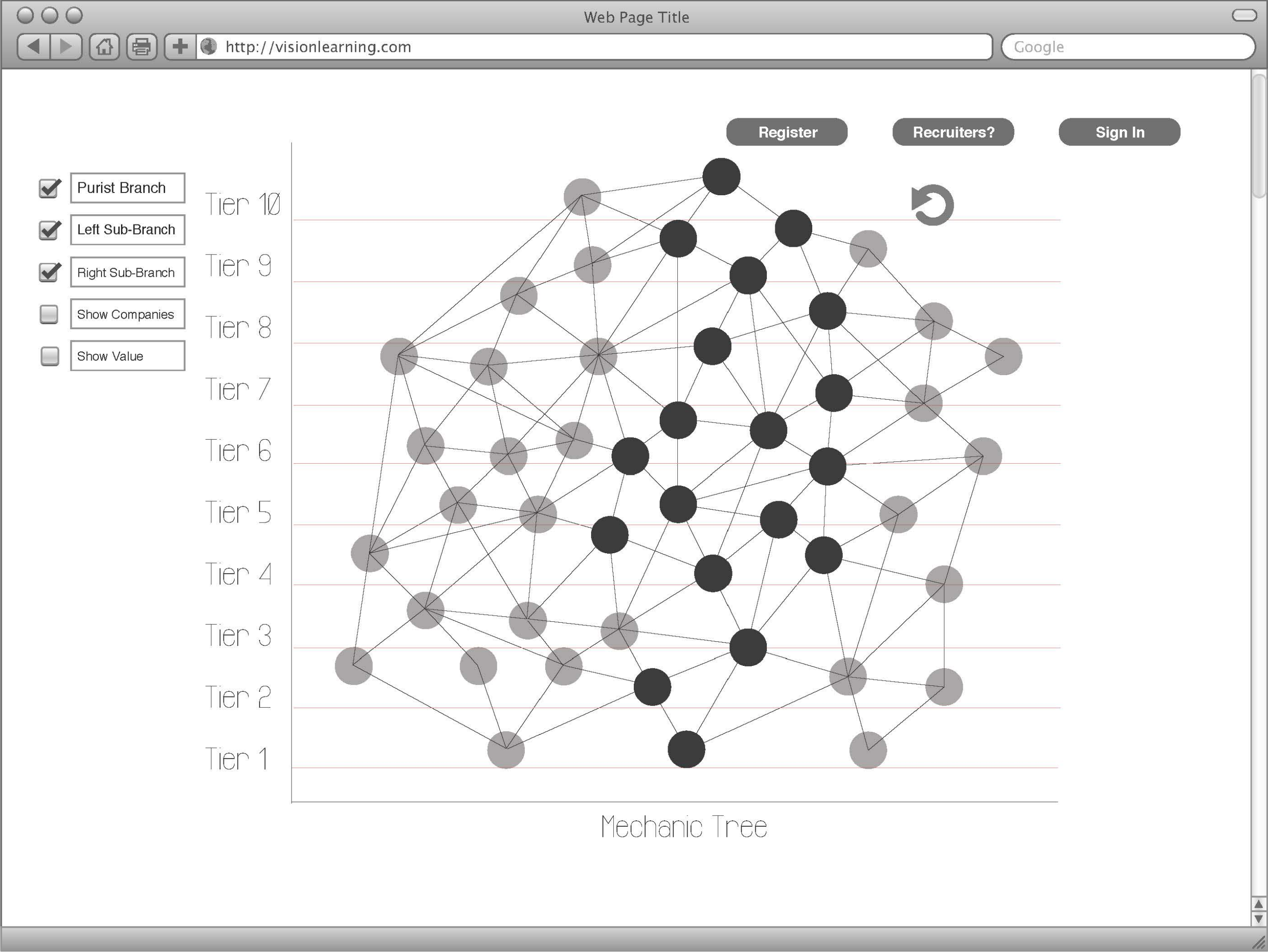
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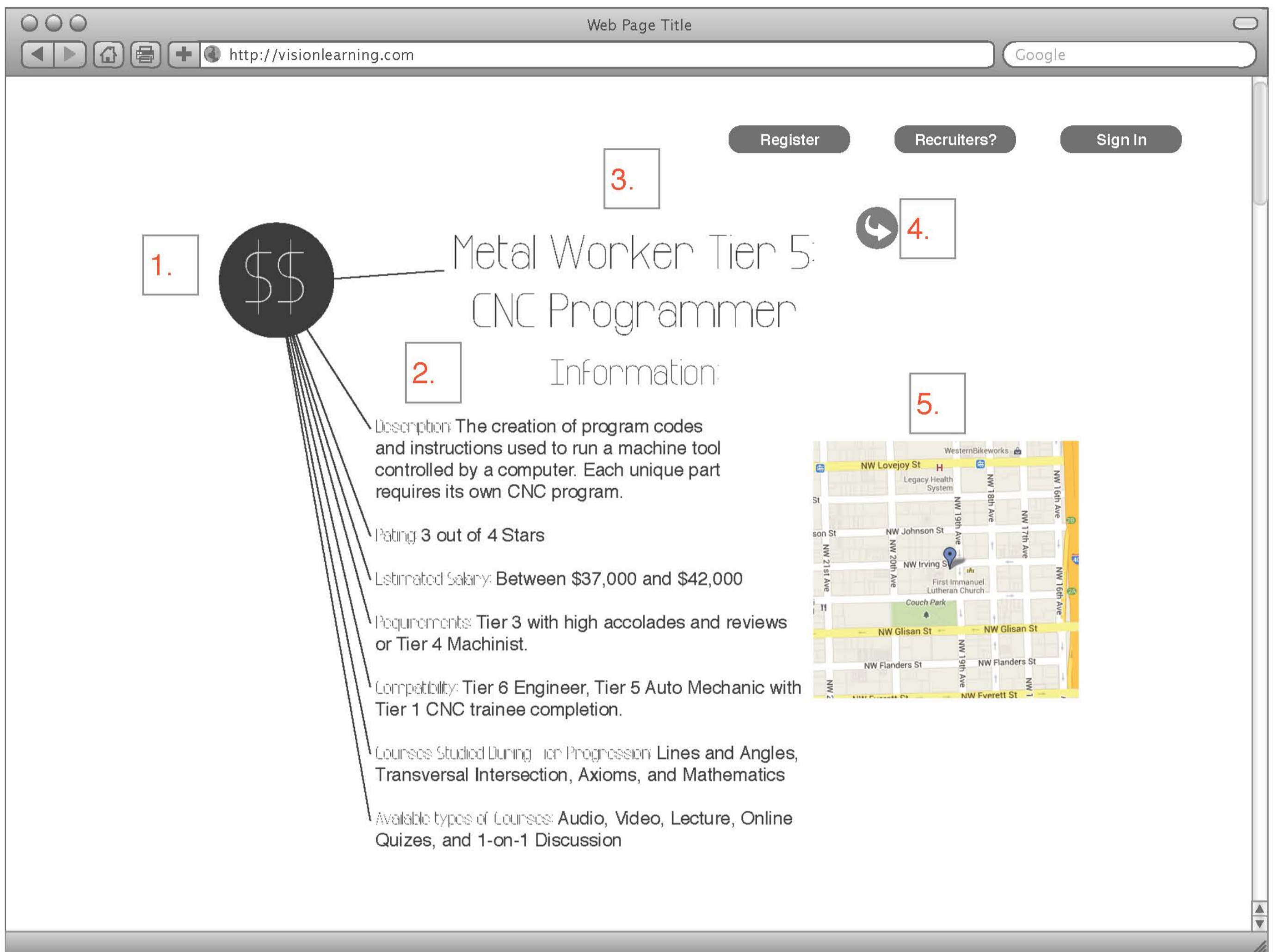
1. The very first time the user will see the Progression Tree, the person will witness an animation that will reveal their potential progression web as if it were completed. It will present itself in an organized manner and then return to the regular tree. If the user wishes to see this again, they can simply double click on a node and the tree will straighten from the node clicked.



1. This progression tree is directly related with the filter options. The filter options offer different directions to which the person can potentially travel. In this case, the dark nodes represents every single options to which the user can work/learn under an umbrella of enjoying anatomy.

2. The grey nodes represent options to which the user can travel to if they do not enjoy Anatomy. The grey nodes represent an outlet that does not necessarily relate with Anatomy, but is close so that A, the player can study/work at a different field, and B, that field of study/work does not feel like they are taking a risk on the person for being too far off of that specific job *type*.





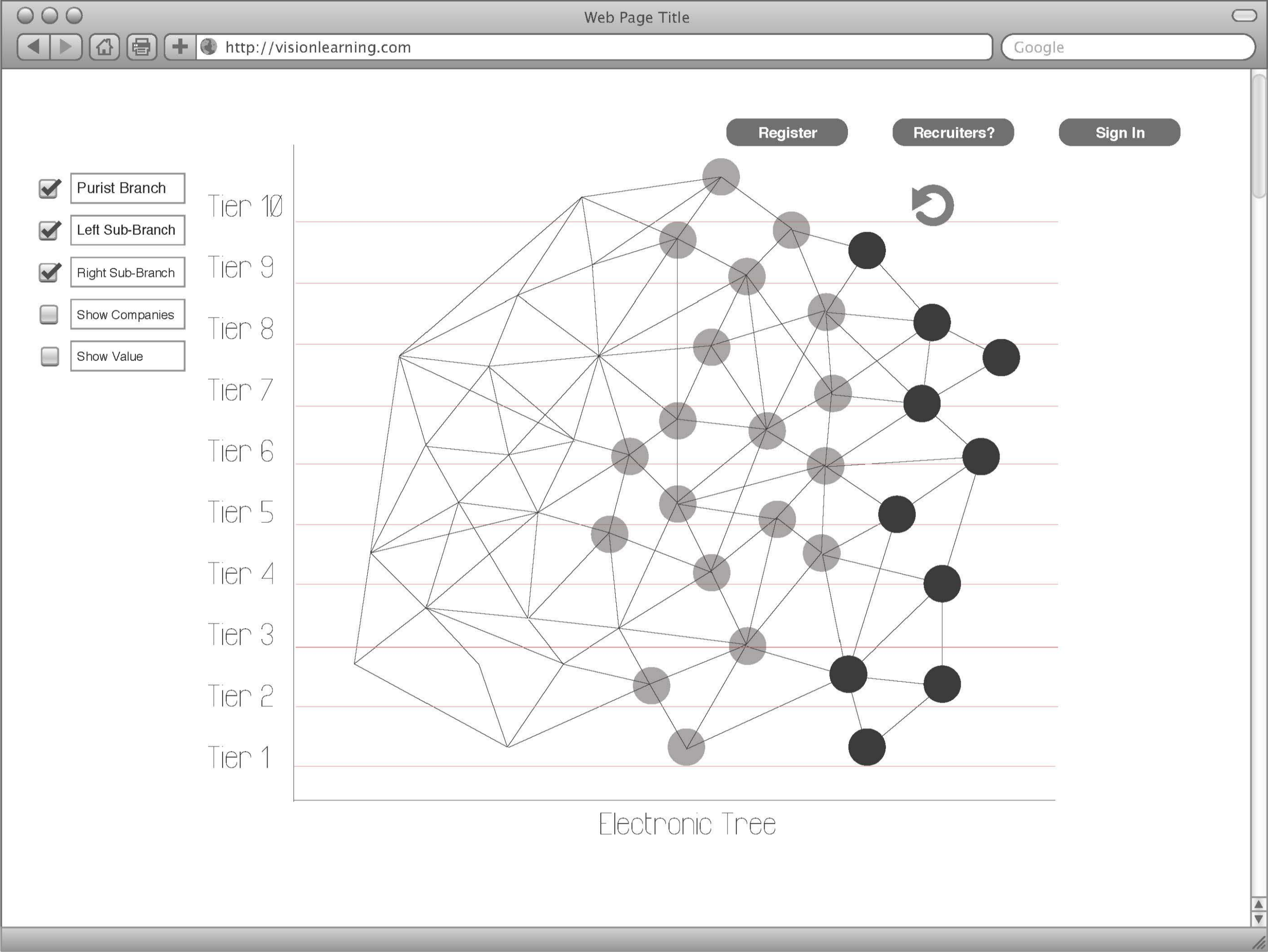
1. This node has been clicked on from the previous progression tree. It is now displaying all of the information about that job.

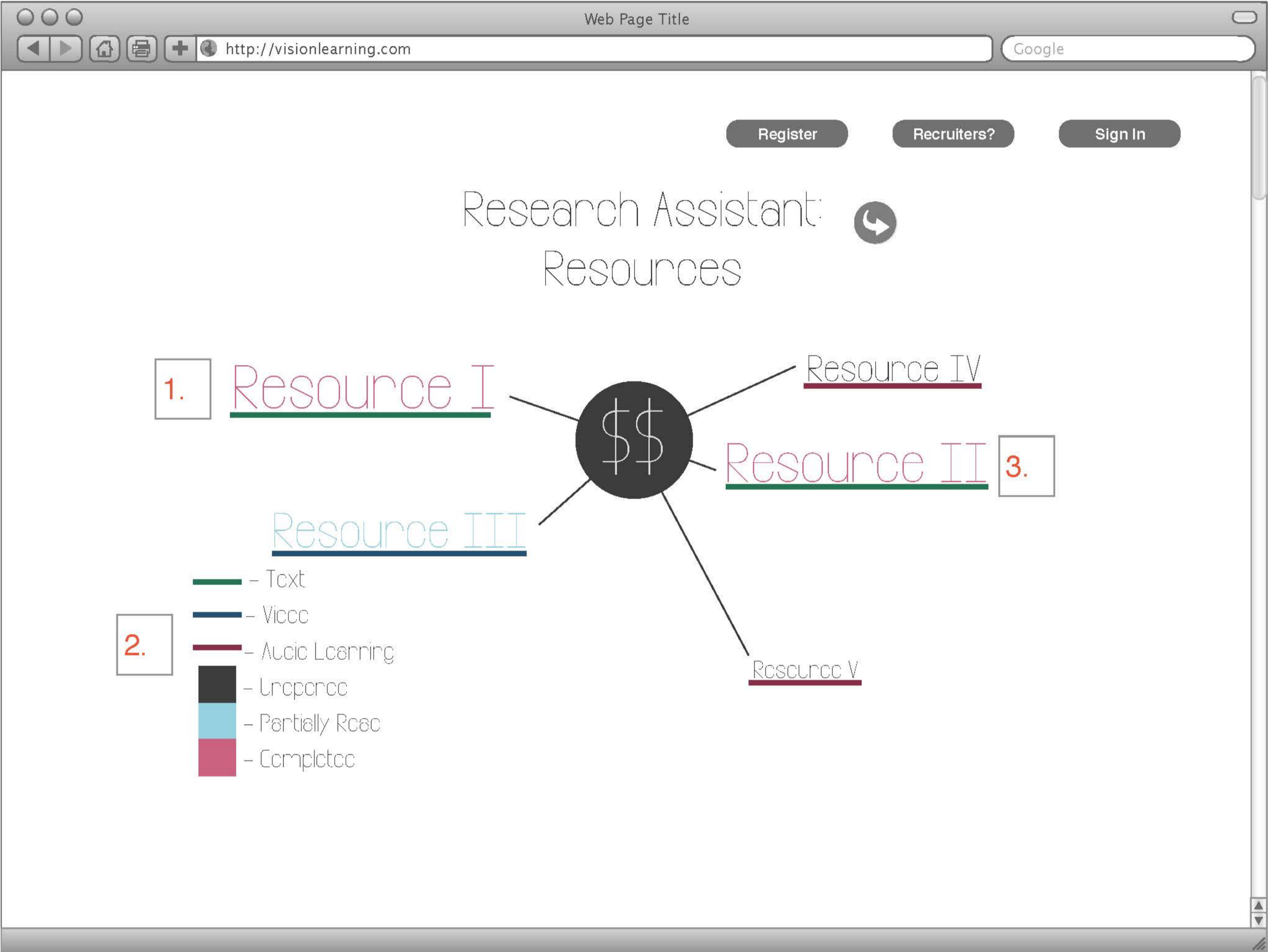
2. This is non-clickable information for the user's benefit. It shows all of the necessary information about what the player needs to do to be at that tier, as well as where it is, how much the job makes and what that user will learn at that level.

3. This is the title of the job.

4. This button will bring the user back to the progression tree.

5. This is a clickable map that displays the location of the jobs in the area of the user. Once clicked, the person will be taken to Google Maps on a separate tab.





1. Each Resource is access to knowledge that will be important to the role of each job. This link is a clickable link that will take the user to a text article.
2. This is a legend of all of the information that the user will need to understand the basics of each resource.

3. Resources change size based on the amount of times clicked. The more times that the resource is clicked, the bigger it becomes representing its more assumed value.

Web Page Title

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http://visionlearning.com

Google

1.

Registration

Full Name:

Address:

City:

State/Province/
Region:

ZIP:

Country:

Address Type:

Security Access
Code:

Cancel

Payment Option:

Select Payment Option

▼

CREDIT

DEBIT

CHECKING

2.

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CVC Number:

Credit Card Number:

Name on Card:

Expiration Date:

MM

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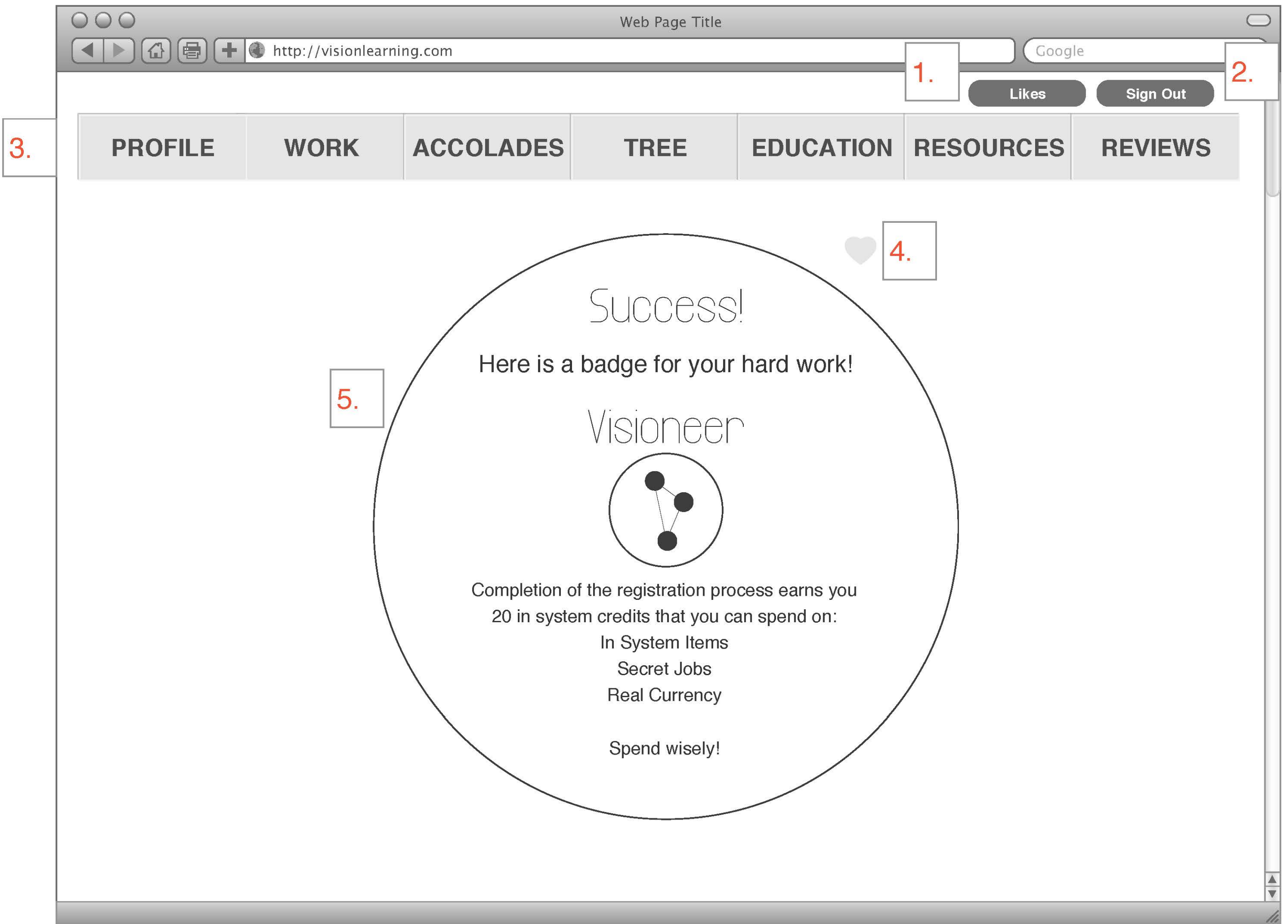
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"I Agree" to Terms and Conditions

Submit

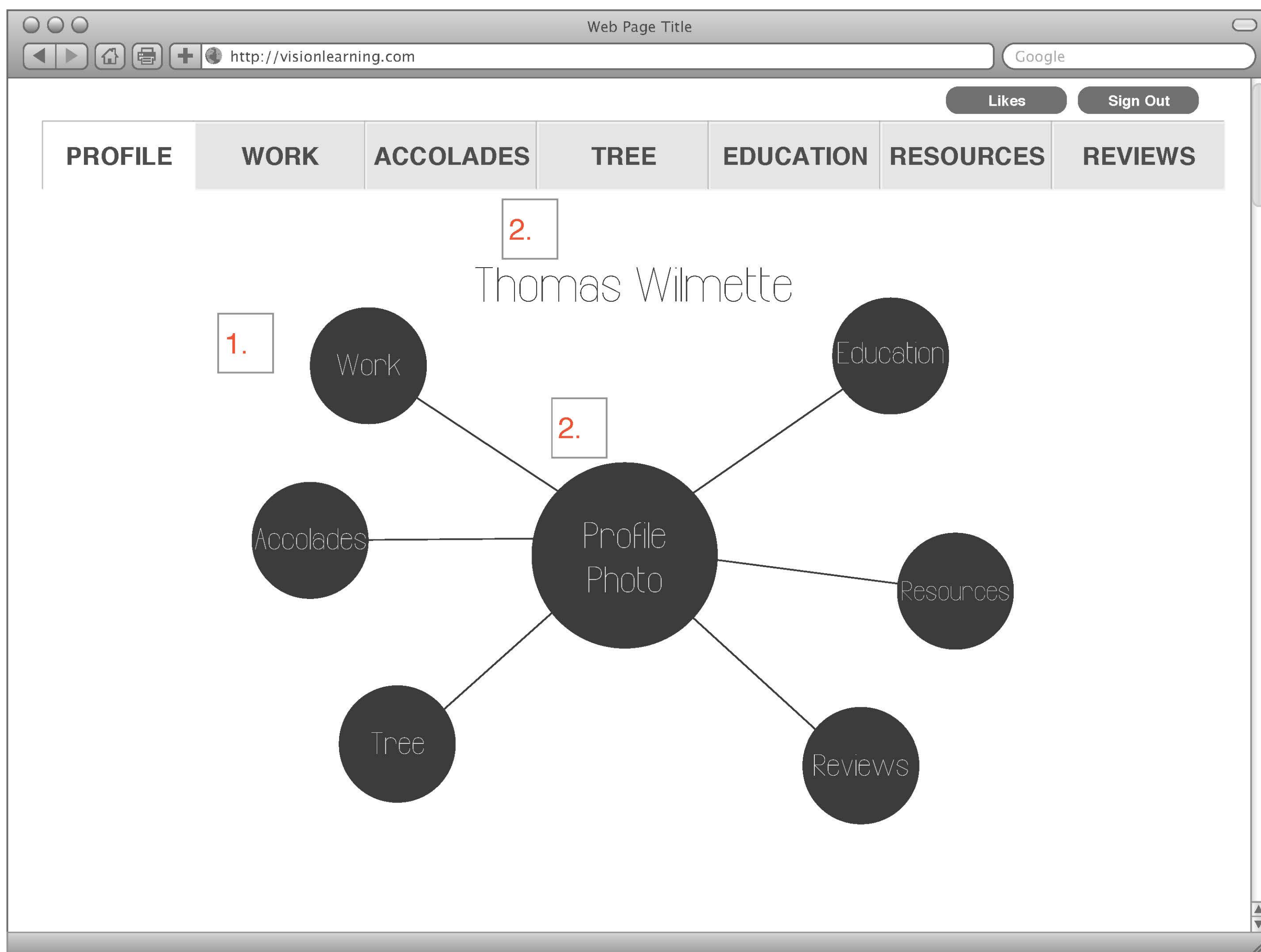
1. This represents the classic registration technique that is used in most of today's e-commerce sites. This is integral to Vision because it requires a \$500 deposit for entry.

2. A confused User will hover over this question mark for help. A text box will show up explaining what a CVC number is and disappear when the cursor is no longer on the question mark.



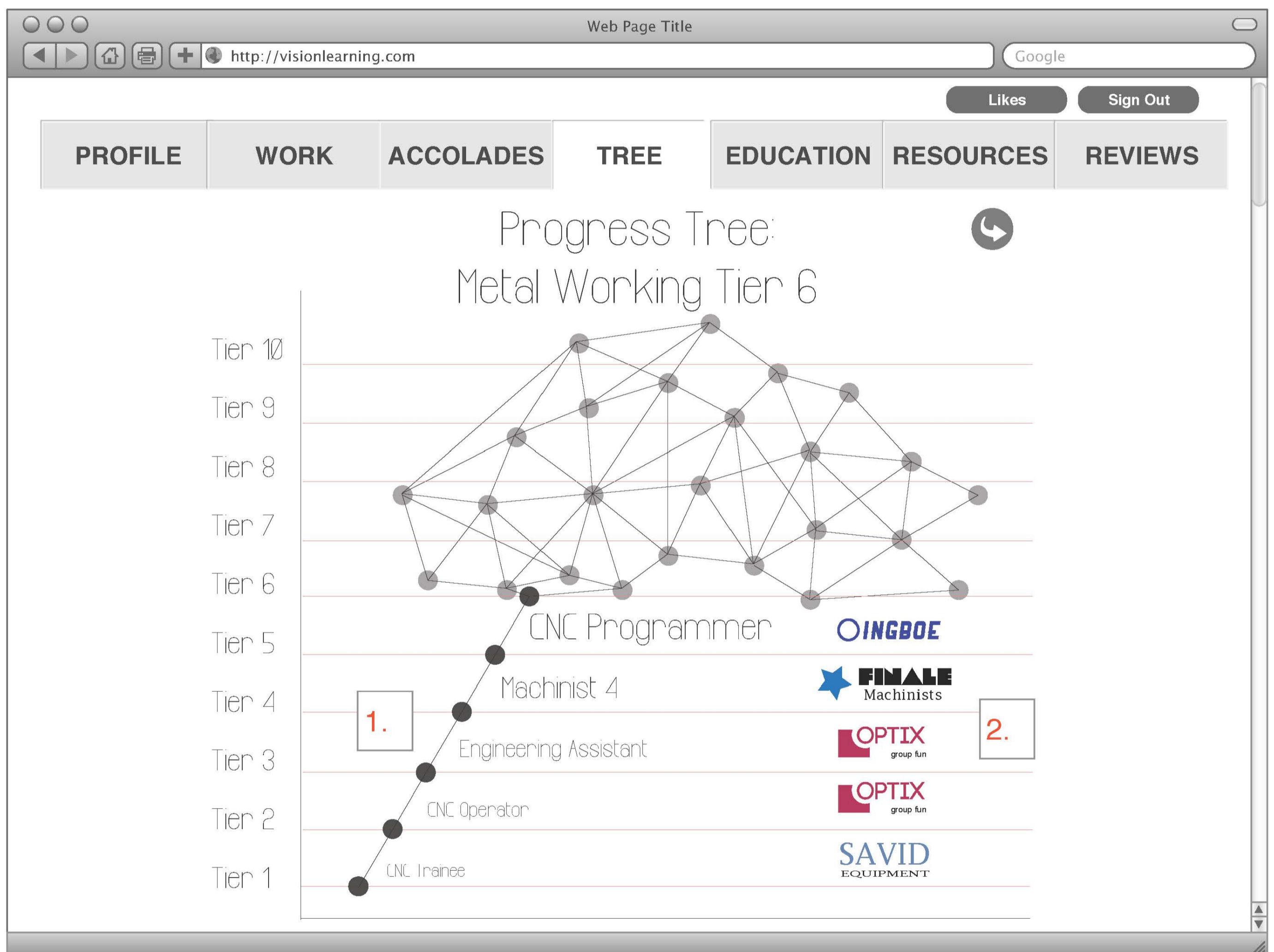
- 1. This will take the user to the "My Likes" Page
- 2.This will sign the user out.
- 3. This is the User's Navigation Bar to which they can use to navigate through their personal profile and features provided to them by Vision.

- 4. This is a "Like Button". The person can click this and it will automatically archive this into the "My Likes" Page.
- 5. This is the Success message. A message for after completion of the Registration page. This will display an Accolade, or Badge.



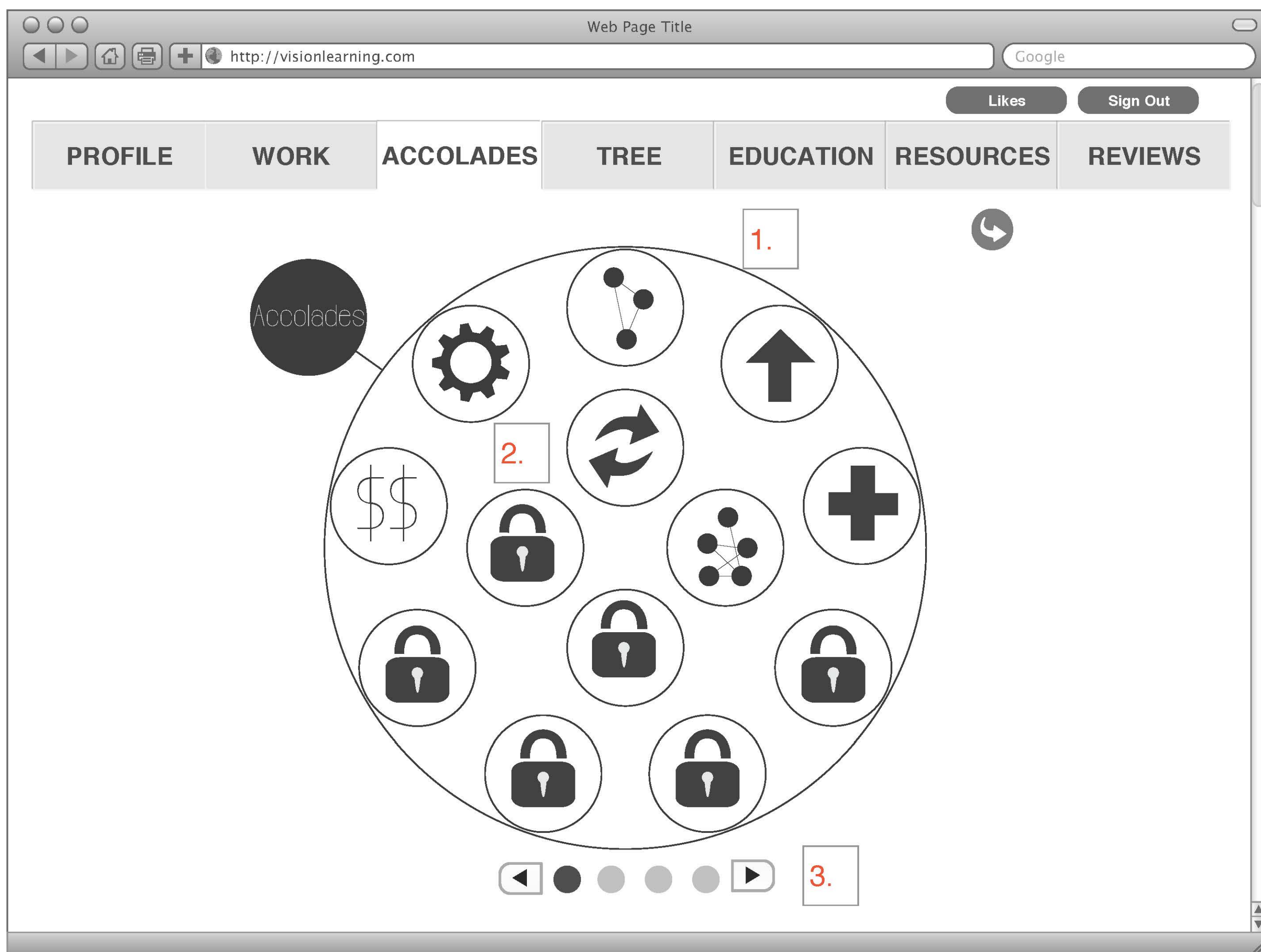
1. These circles represent different links that are also located on the top of the site as the navigation page. These links are clickable and are a visual representation of the person's profile.

2. This display's the person's name and picture. If hovered over by the user, they will be offered the opportunity to edit or upload a photo.



1. This diagonal line represents the User's progression. It provides information on the person's Job and who they worked for, as well as all of the remaining options that the user can choose based on what they have done already.

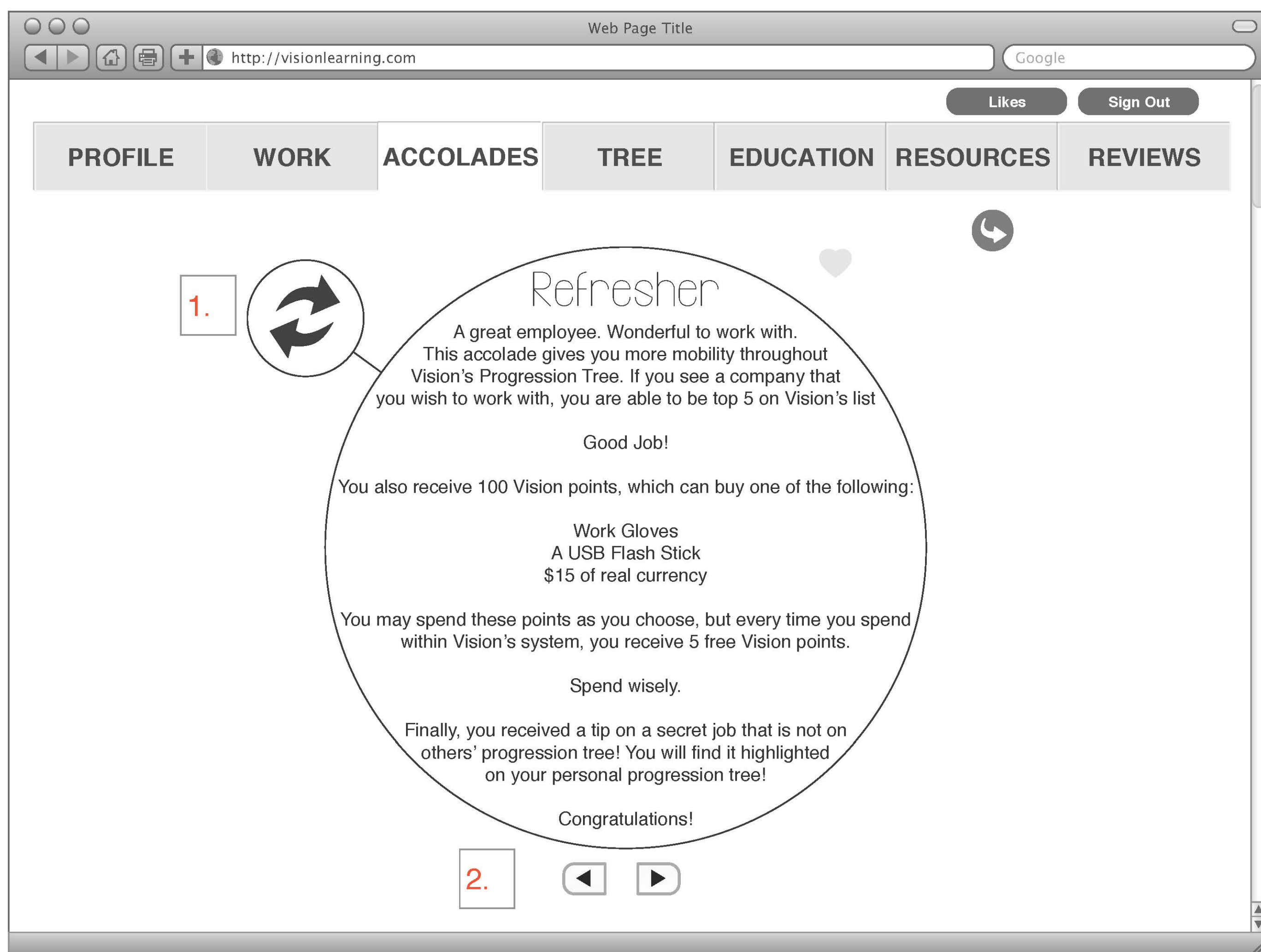
2. These are the company names that has given the player work.



1. This is a carousel that holds all of the badges that the User has, or may potentially earn.

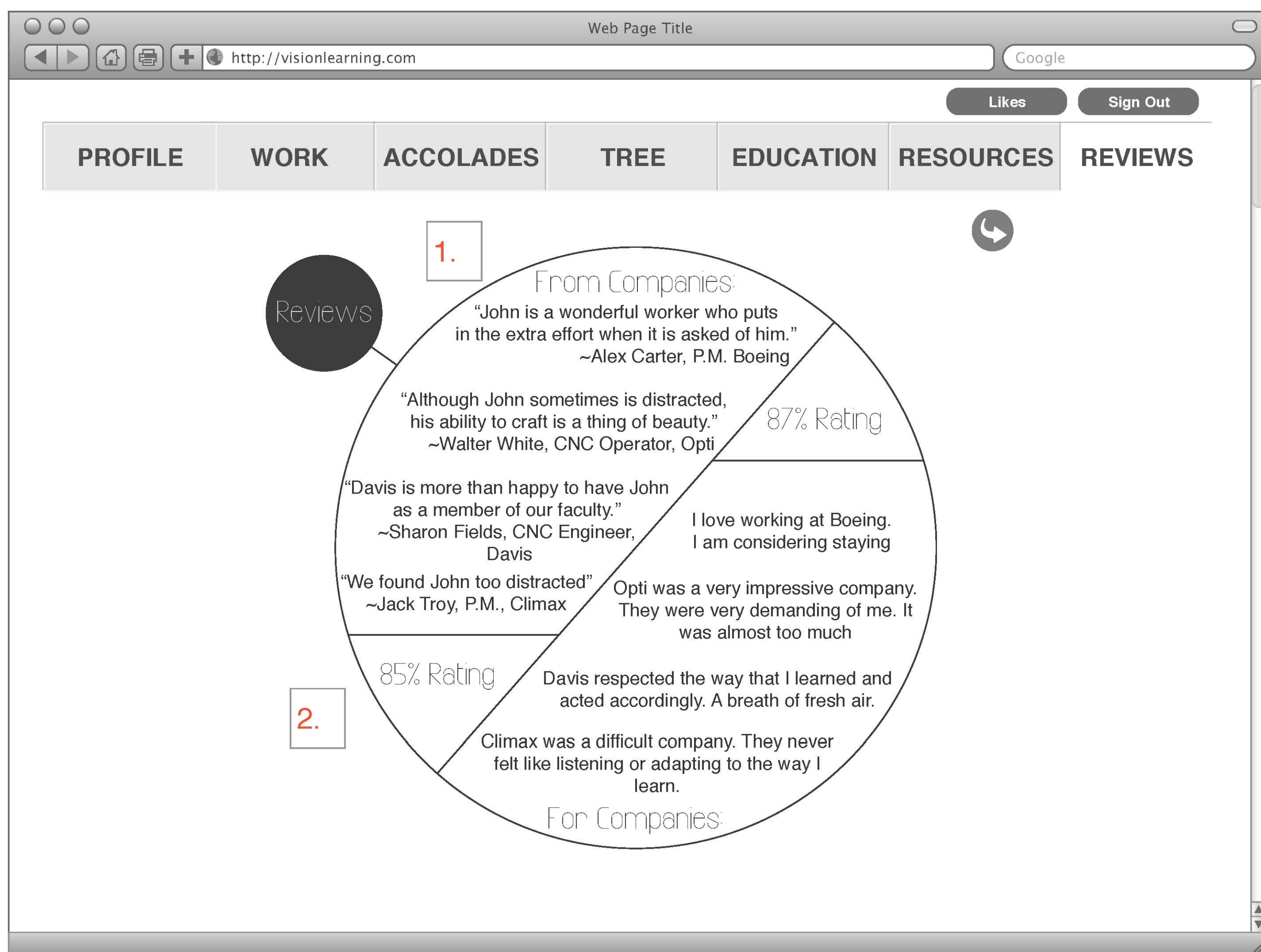
2. These are all of the accolades that a person can unlock when they use the Vision System. The badges that look unique are badges that the person has already unlocked. The badges that are locks represent badges that have yet to be discovered.

3. These are the carousel controls that the player can use in order to keep track of all of their accolades.



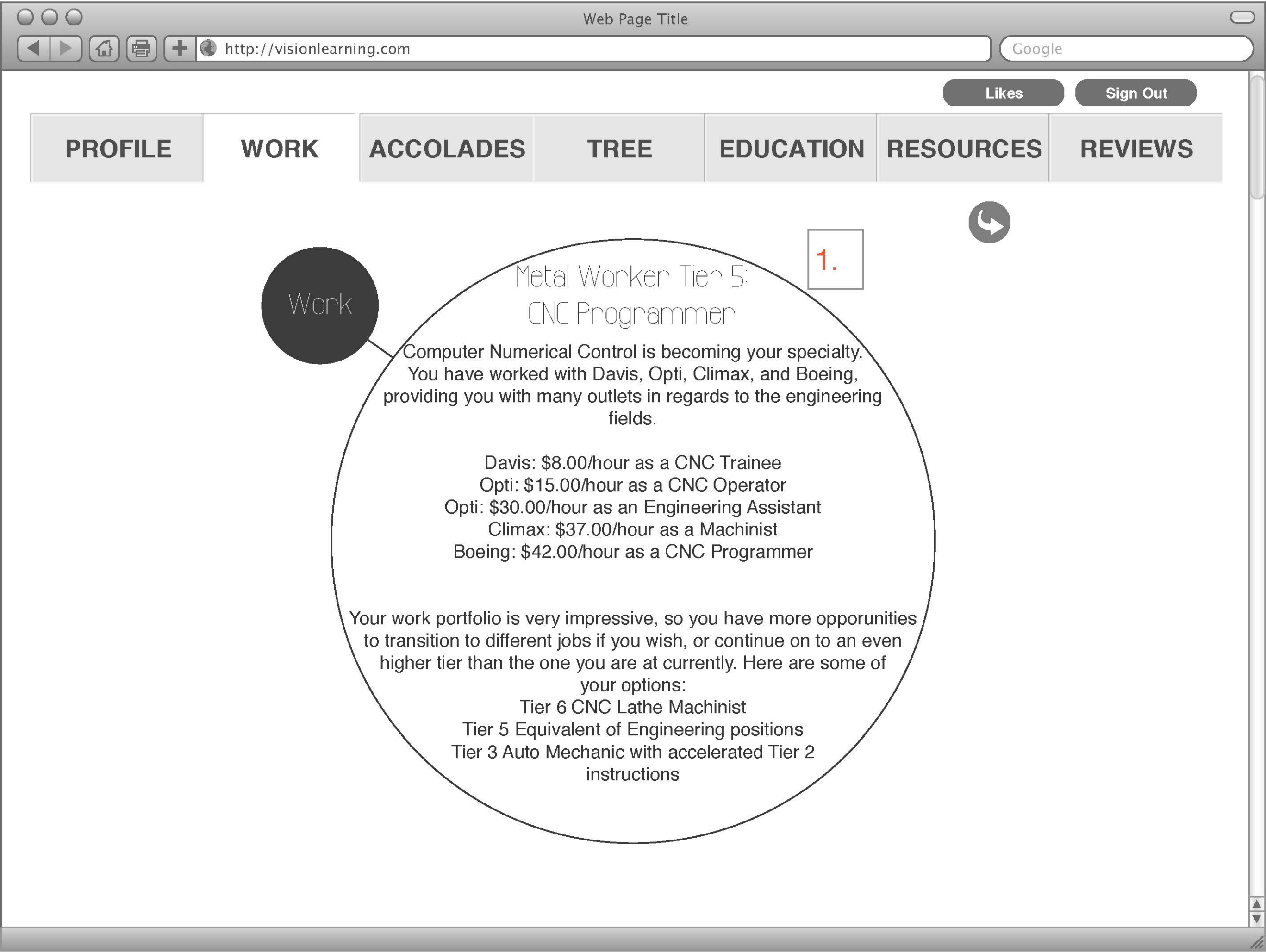
1. This provides more in depth information on the details of each badge.

2. This is the navigation tool to which the person may cycle through the badges one by one.

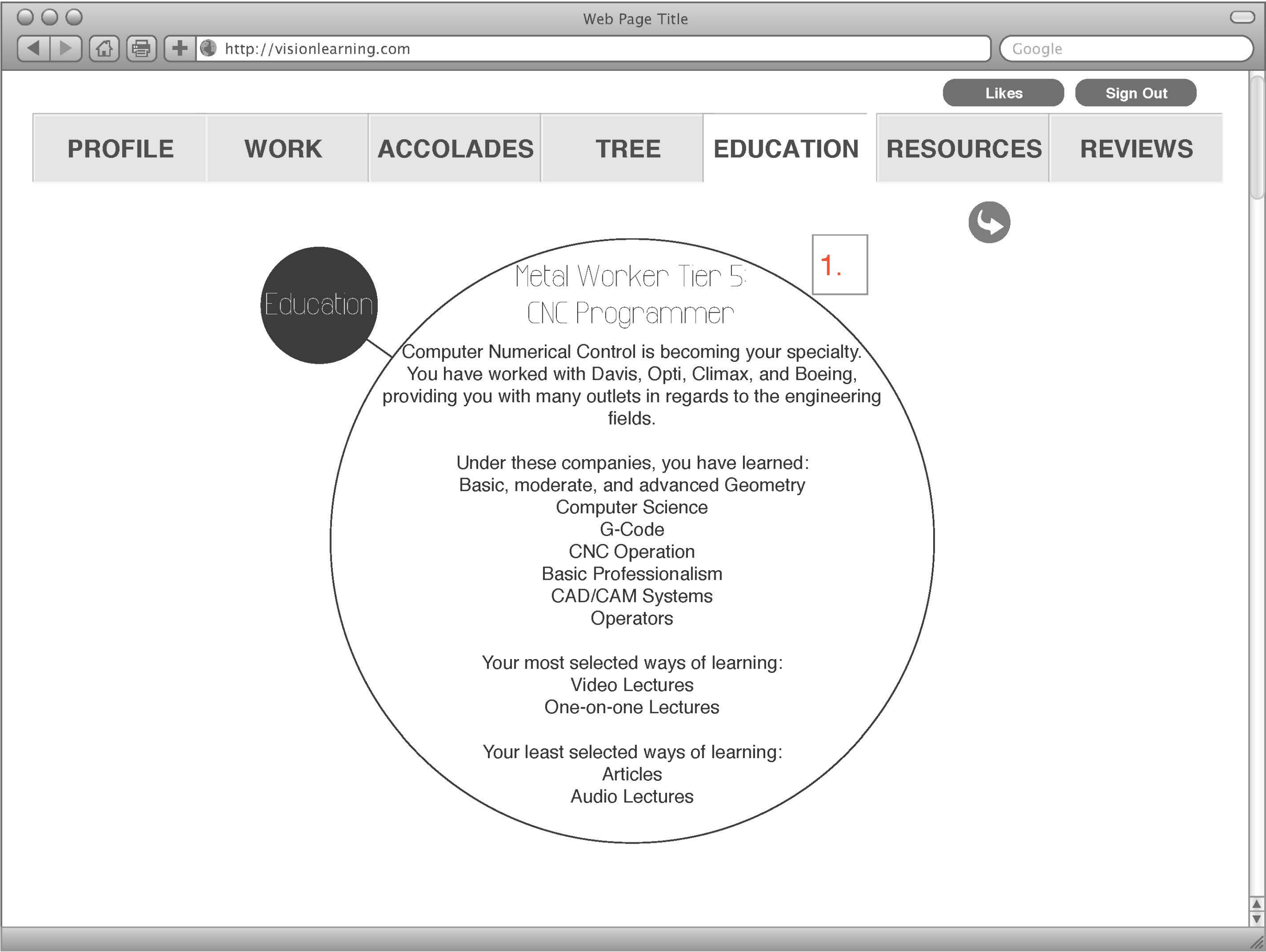


1. This provides a small synopsis on the reviews on the person from companies. Each synopsis will be clickable so as to bring up the entire in-depth review.

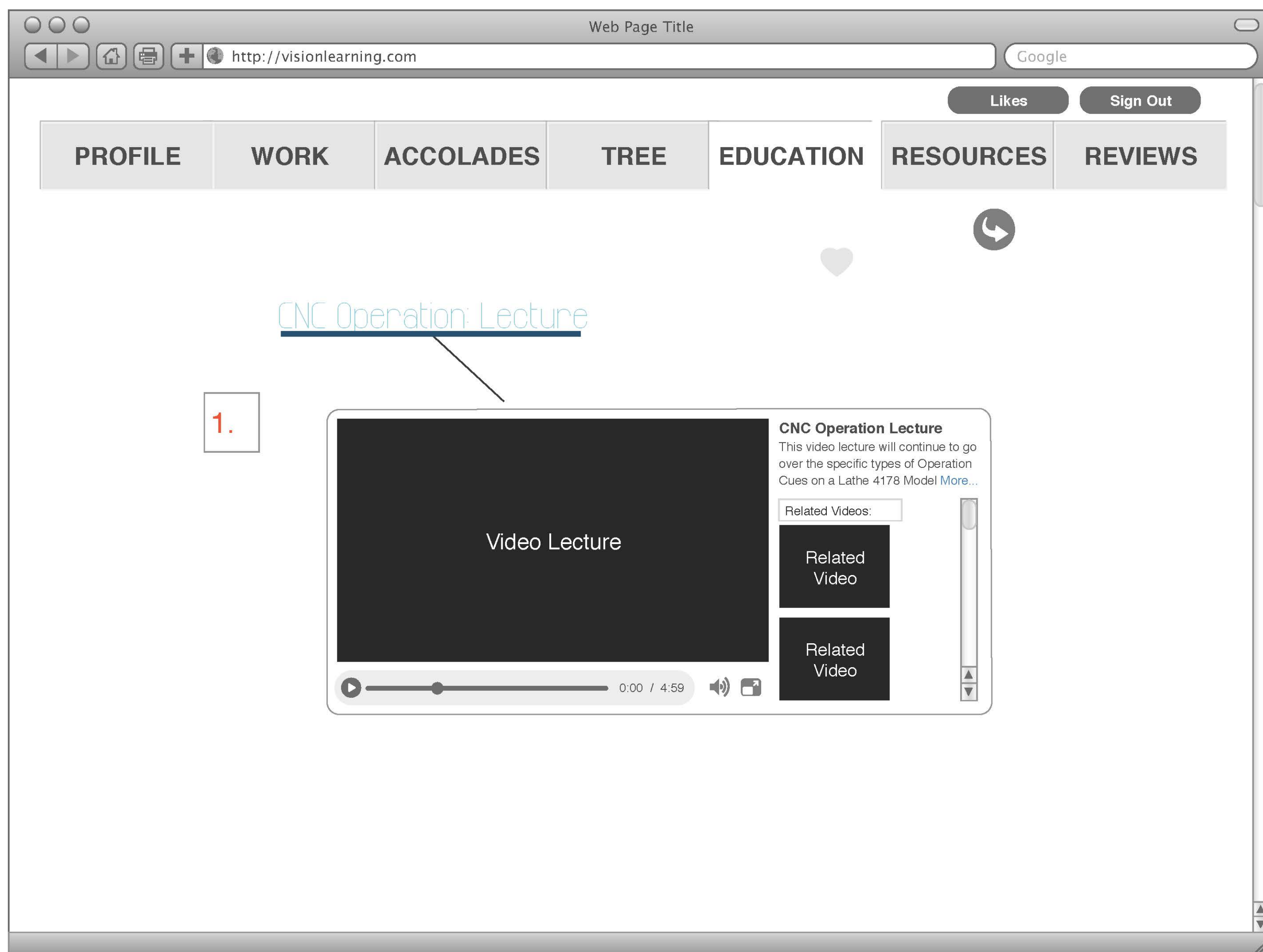
2. This is the overall rating of the player. Clicking on this will bring up a full pie chart to compare the percentage of good reviews to poor.



1. This circle provides the entire analysis of the person's work history inside of the Vision System. It provides a full in-depth report on the skills, talents, and earnings of the person's progression.



1. This circle provides the entire analysis of the person's educational history inside of the Vision System. It provides a full in-depth report on the classes, styles of learning, and preferences of the person's progression inside of the system.



1. Similar to a YouTube player, this player has videos that are taught as a curriculum inside of the Vision system.

Web Page Title

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Google

Like

Sign Out

PROFILE

WORK

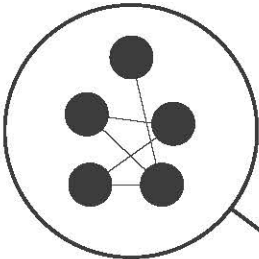
ACCOLADES

TREE

EDUCATION

RESOURCES

REVIEWS



XPlorer

Congratulations!

You are an XPlorer! You have been XPloring Vision and completing jobs of such diversity that this gives you access to secret jobs!

Here is what you unlock with the XPlorer reward:

Parks and Recreation Manager

Park Ranger

Patisserie trainee

User Experience Trainee (development of logos)

Personal Trainer

You also receive a bonus for your XPloration:

1000 Vision Points!

Keep this up and there may be future rewards in store!

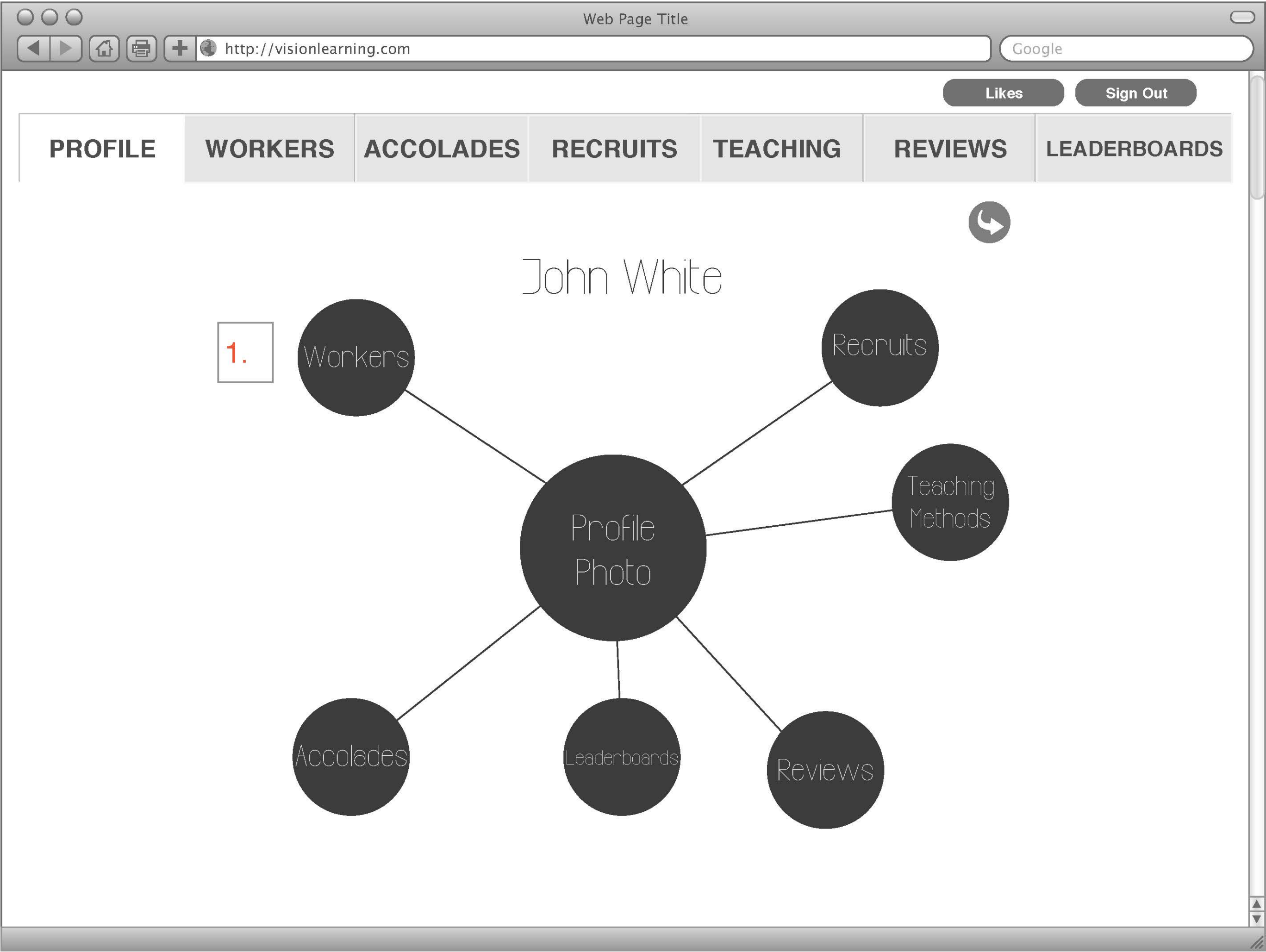
Nice work!

↶

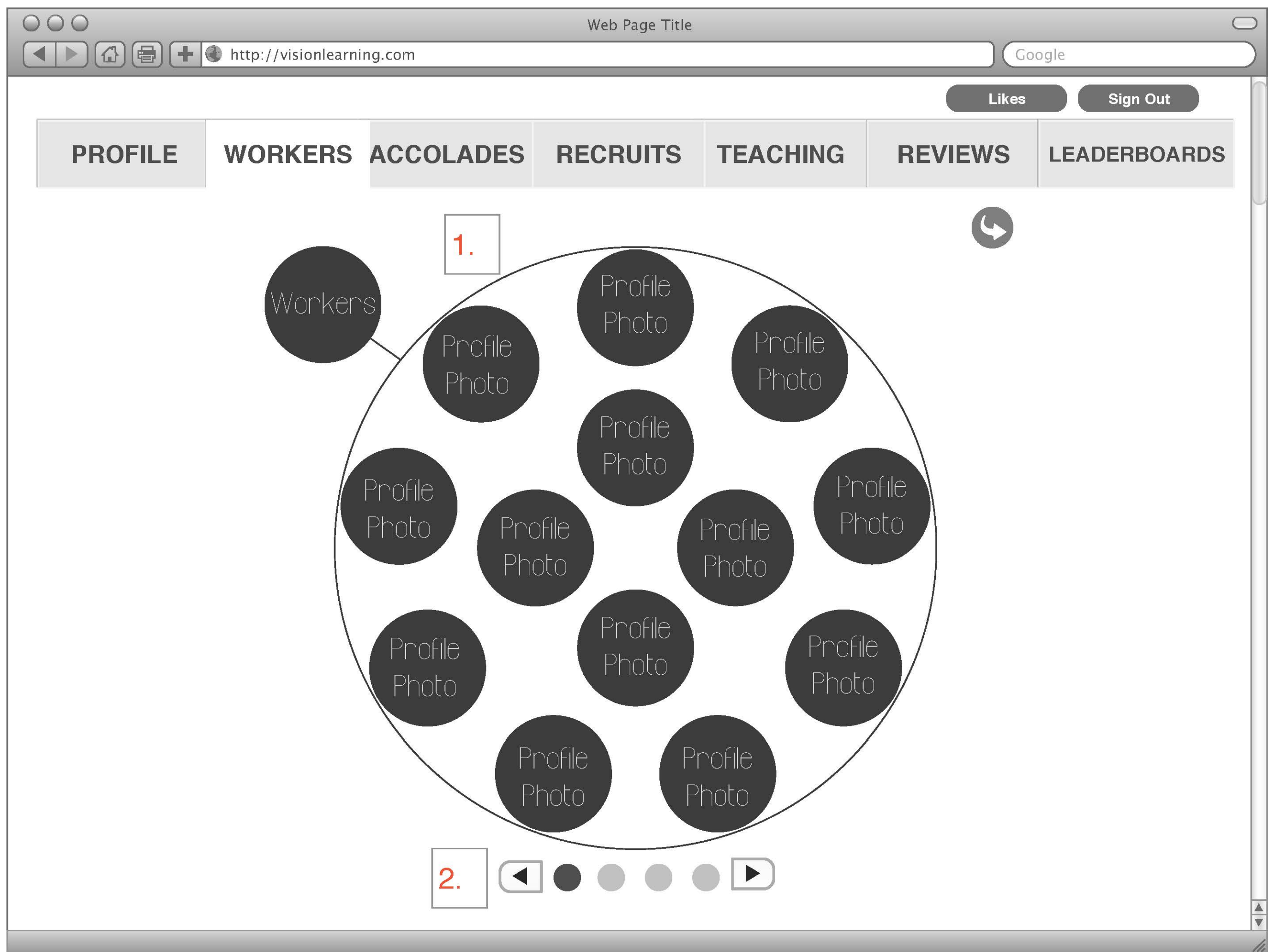
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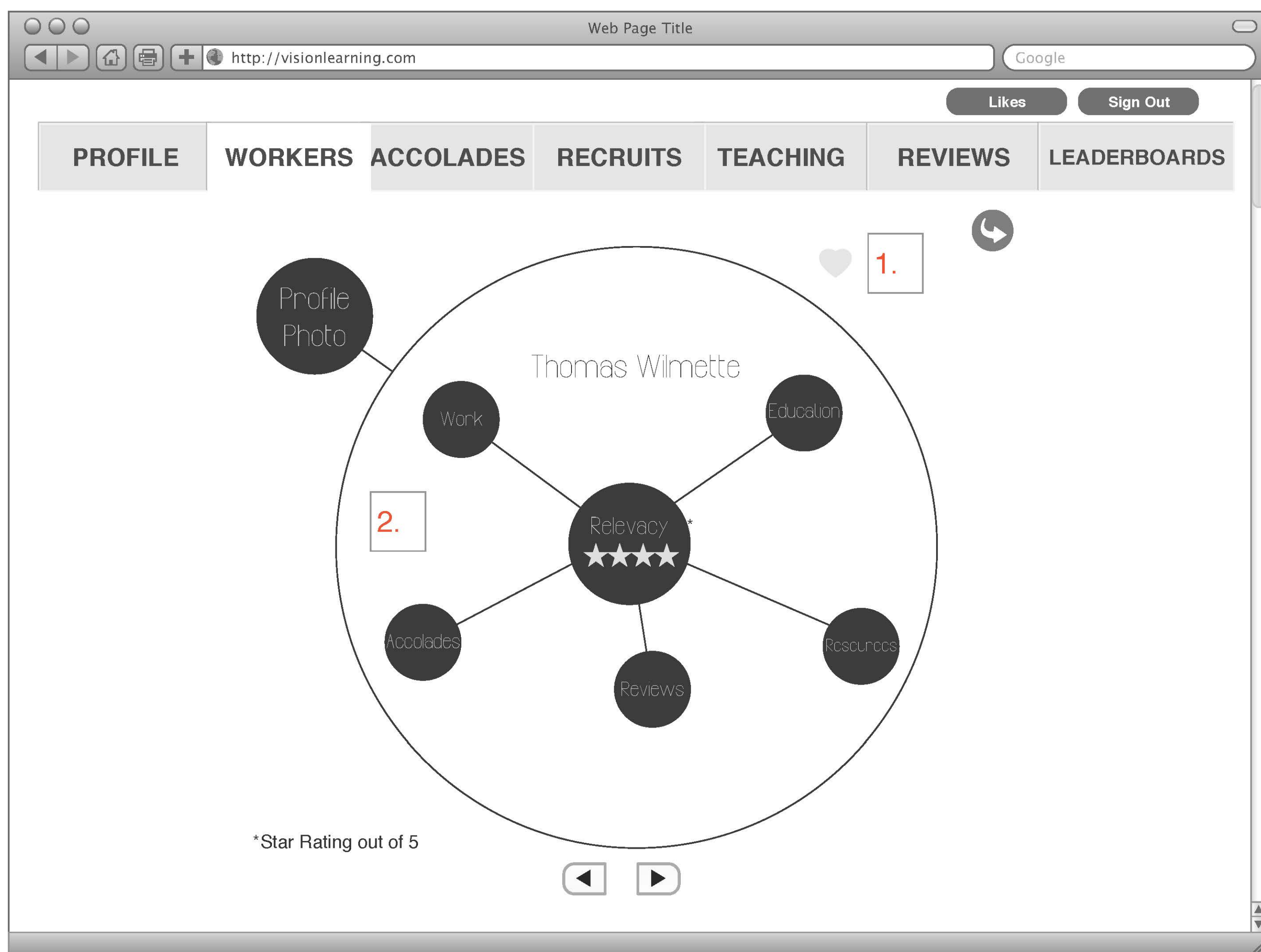


1. Similar to the "Recruit" User's profile, this is the profile for the Recruiter. This has all of the information needed for the Recruiter, and has all of the same functions as the "Recruit's" Profile.



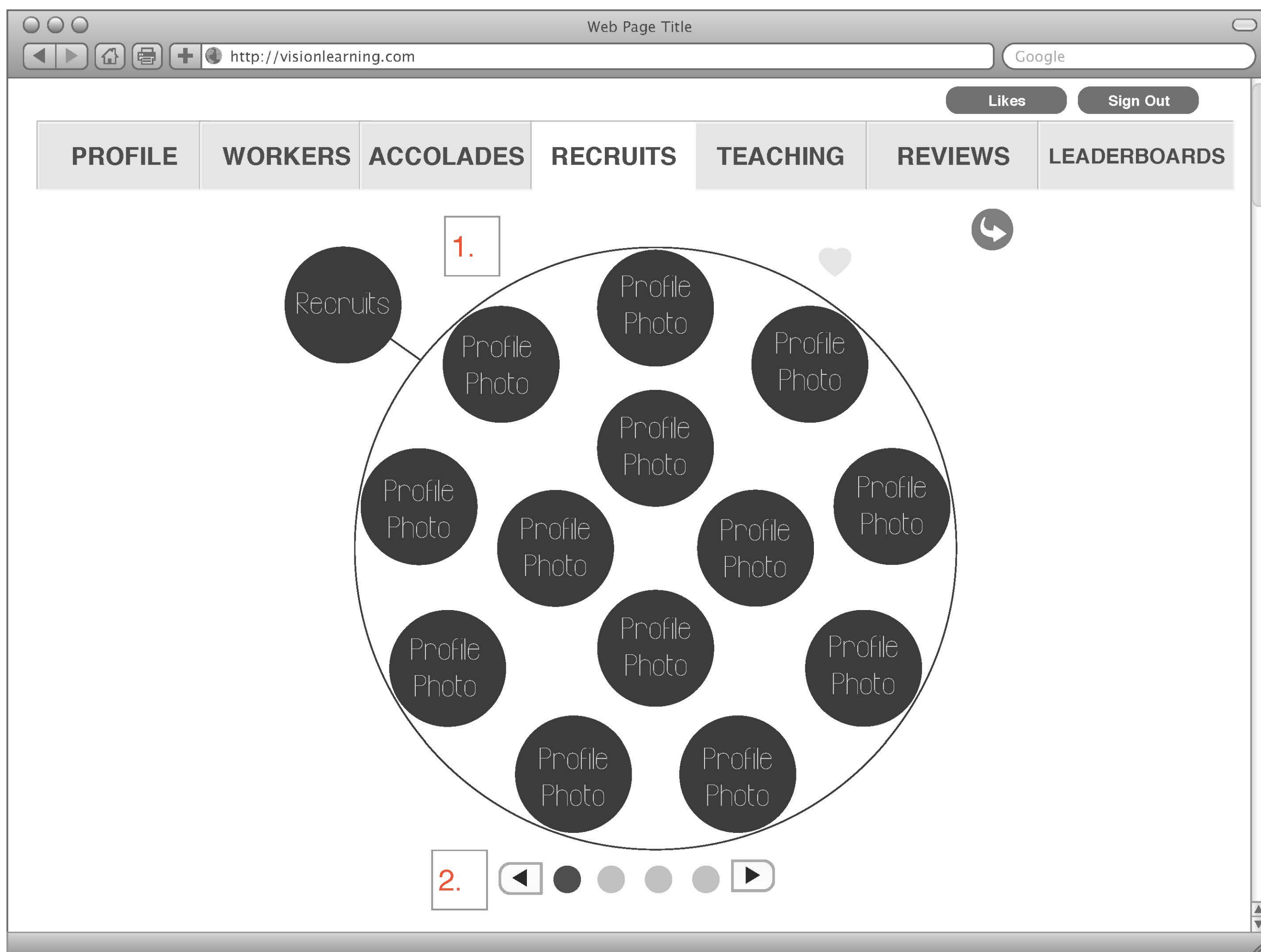
1. This circle keeps all of the photos of workers all on one page. It acts as a "file cabinet" to which the employer can keep tabs and review employees.

2. This is a carousel cyler to which the user can use to sift through workers.



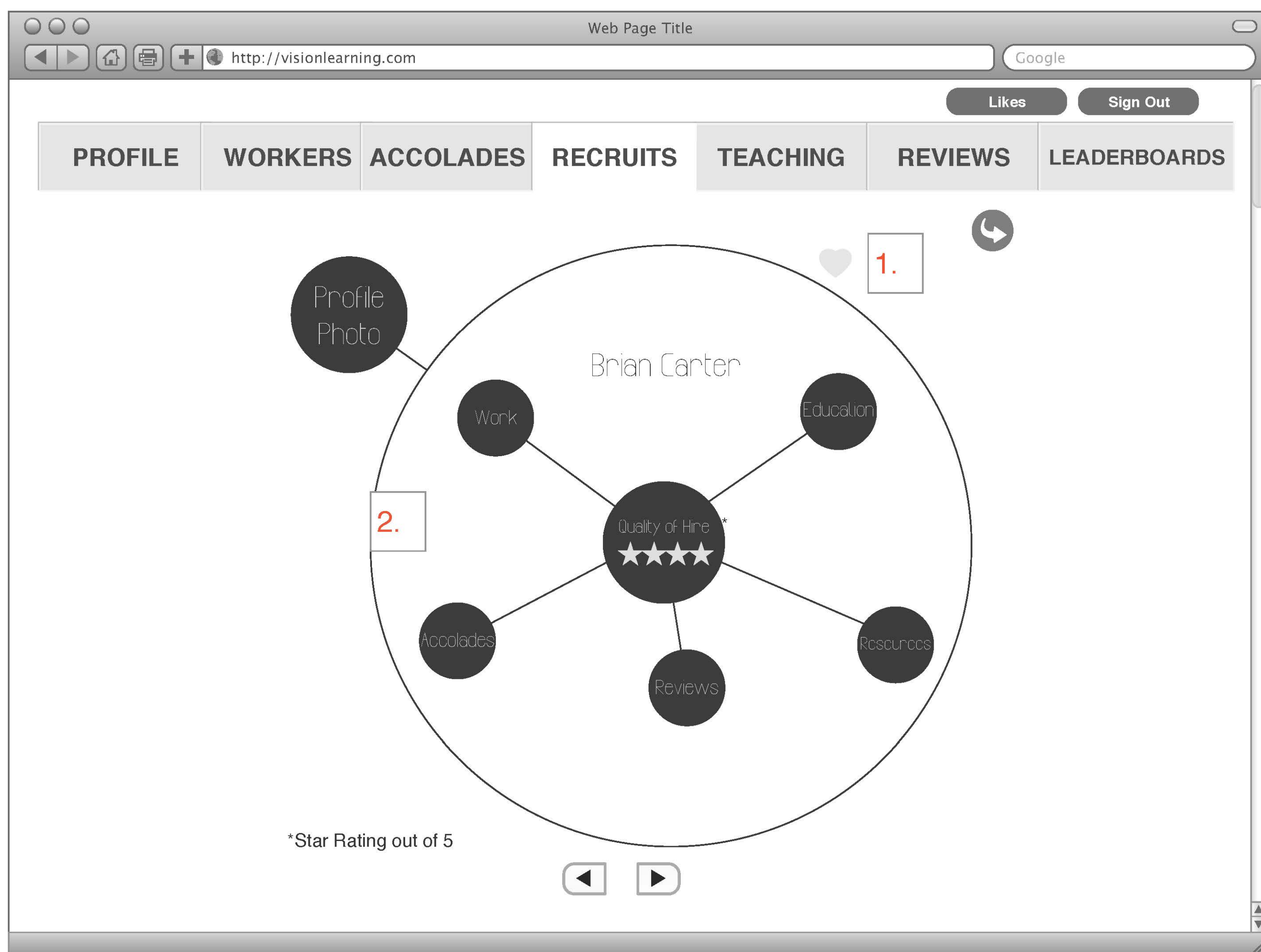
1. Each Worker that the Employer likes can "Like" them and add them to the "My Likes" list.

2. Each picture from the previous link will provide a full encompassed profile for the Employer to see. The profile will be identical to the Worker's profile, and each sub-circle will also be clickable and viewable.



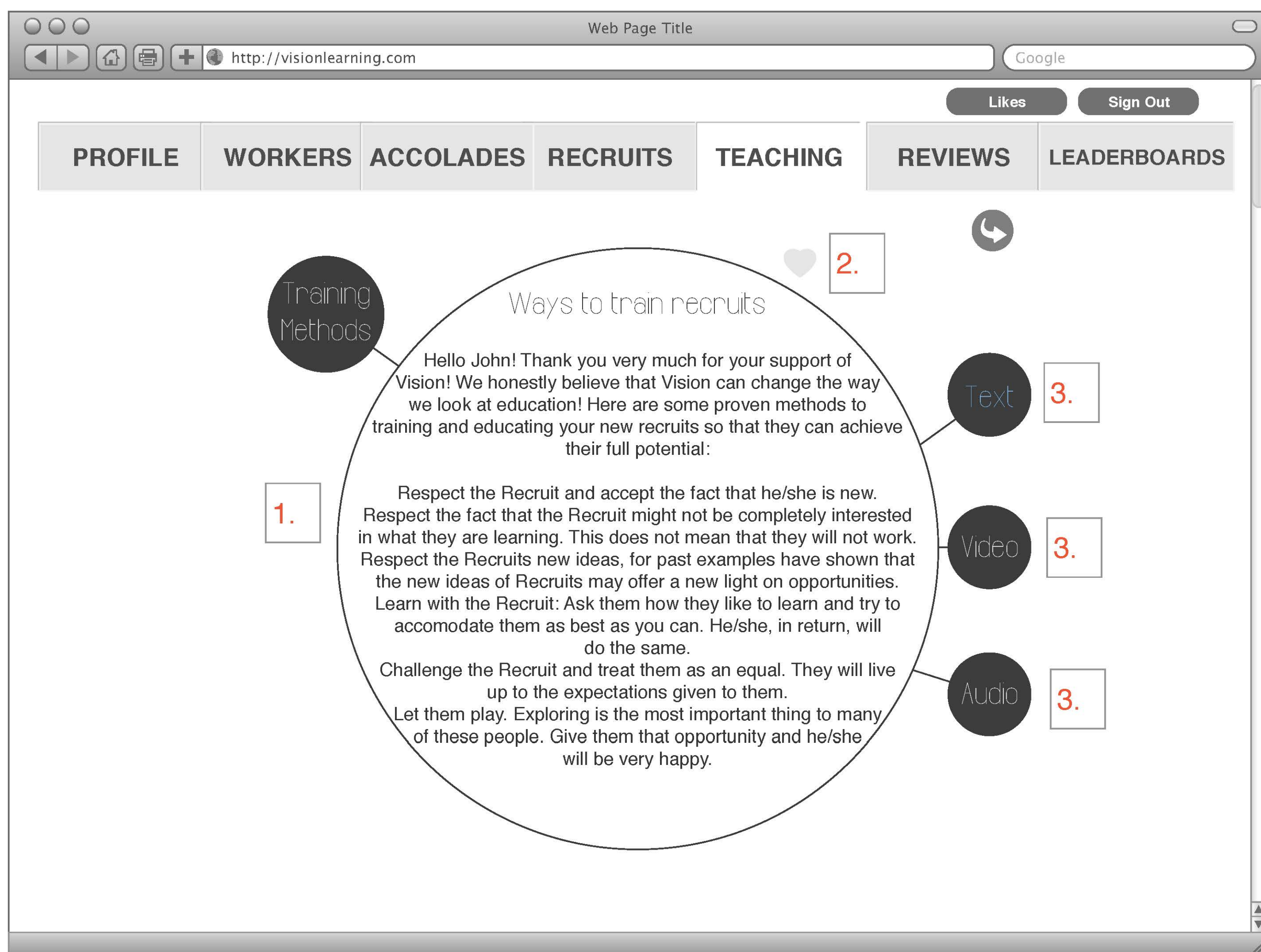
1. This circle keeps all of the photos of Recruits all on one page. It acts as a "hiring carousel" to which the recruiter can pic and choose based on their liking.

2.This is a carousel cycler to which the user can use to sift through recruits.



1. Each recruit that the recruiter likes can "Like" them and add them to the "My Likes" list.

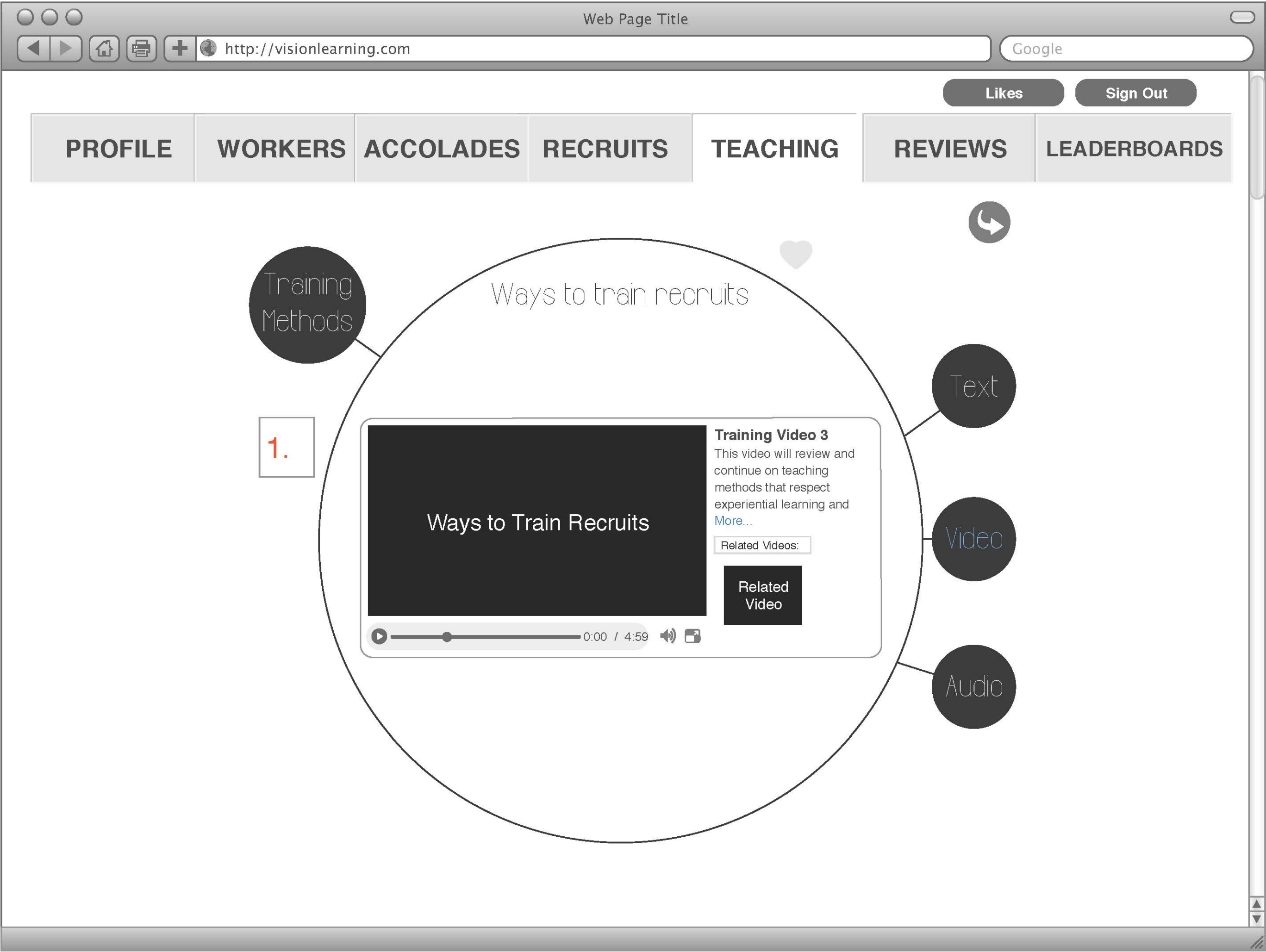
2. Each picture from the previous link will provide a full encompassed profile for the recruiter to see. The profile will be identical to the recruit's profile, and each sub-circle will also be clickable and viewable.



1. This circle is a demonstration of the different ways that companies can teach workers in the Vision system.

2. Any resource that is liked by the employer will be organized according to type of material and when it was liked.

3. The employer has the ability to teach in many different ways. In this case, the employer has Text, Audio, and Video about the material being taught, as well as how to teach to these new workers.



1. This is the video player circle that is very similar to the worker's resources. The player is exactly the same, only the content is different.

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http://visionlearning.com

Google

LikeSign Out

PROFILEWORKERSACCOLADESRECRUITSTEACHINGREVIEWSLEADERBOARDS

Training Methods

Ways to train recruits

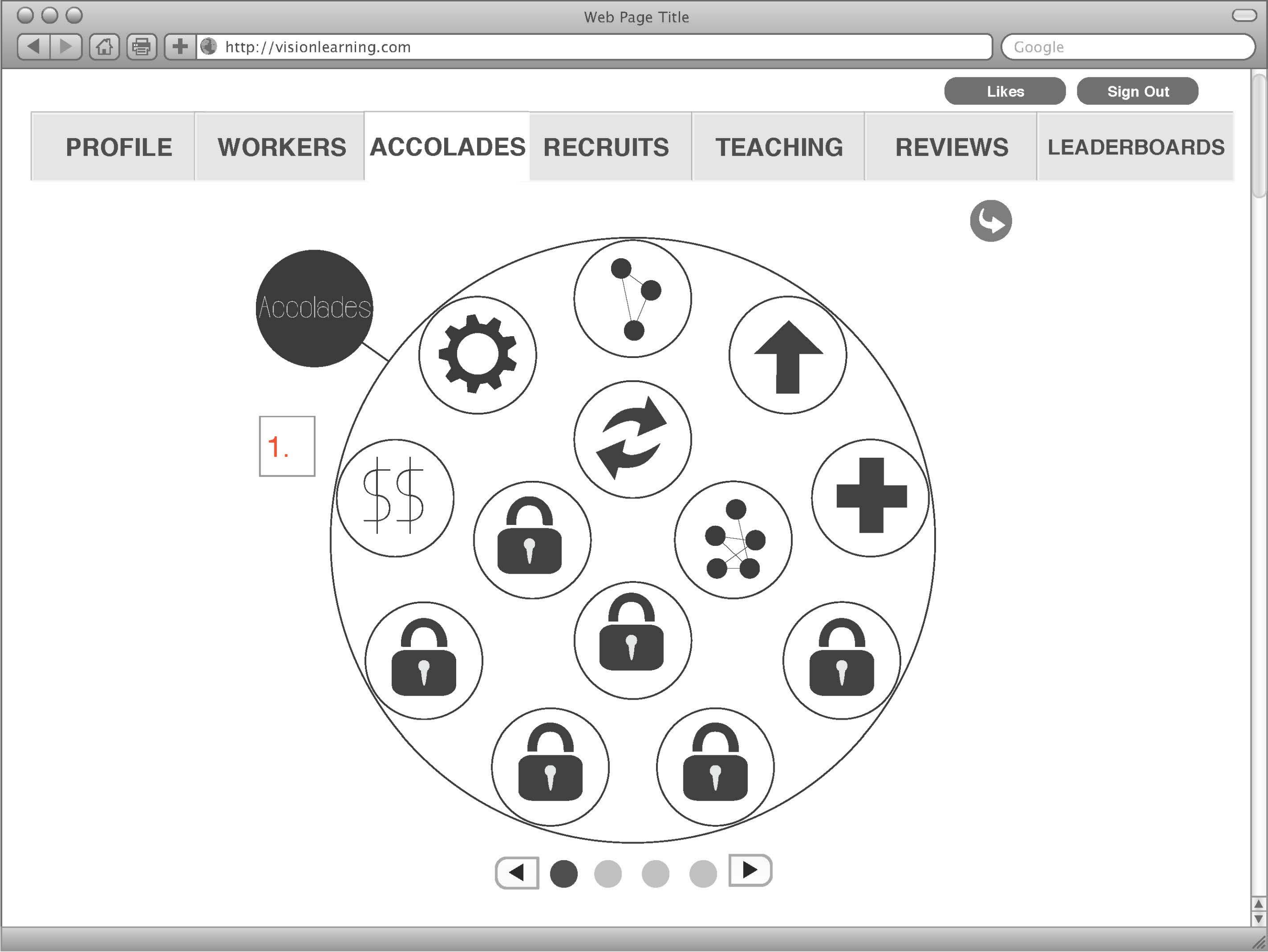
Text

Video

Audio

Audio Player

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1. This circle is similar to the worker's accolades. This is a carousel for the accolades of the employer. Employer perks, aesthetically, will look different, but the concept is still this same.



1. This is a close up of a specific company perk that is similarly laid out like the worker's accolades.

2. The Heart in dark grey means that this has been liked, and is added to the list.

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PROFILEWORKERSACCOLADESRECRUITSTEACHINGREVIEWSLEADERBOARDS

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Reviews

From Recruits

“John is a wonderful worker who puts in the extra effort when it is asked of him.”
~Jackie Marz, Tier 3 Accountant

“John’s company has the ability to truly teach. He provides an excellent service.”
~Brian Carter, Tier 2 Banking Trainee

“I want to come back when I’m a higher level.”
~Meghan Solis, Tier 1 Intern

“John’s company works to please. They do it well.”
~Jack Kroger, Tier 7, P.M.

86% Rating

88% Rating

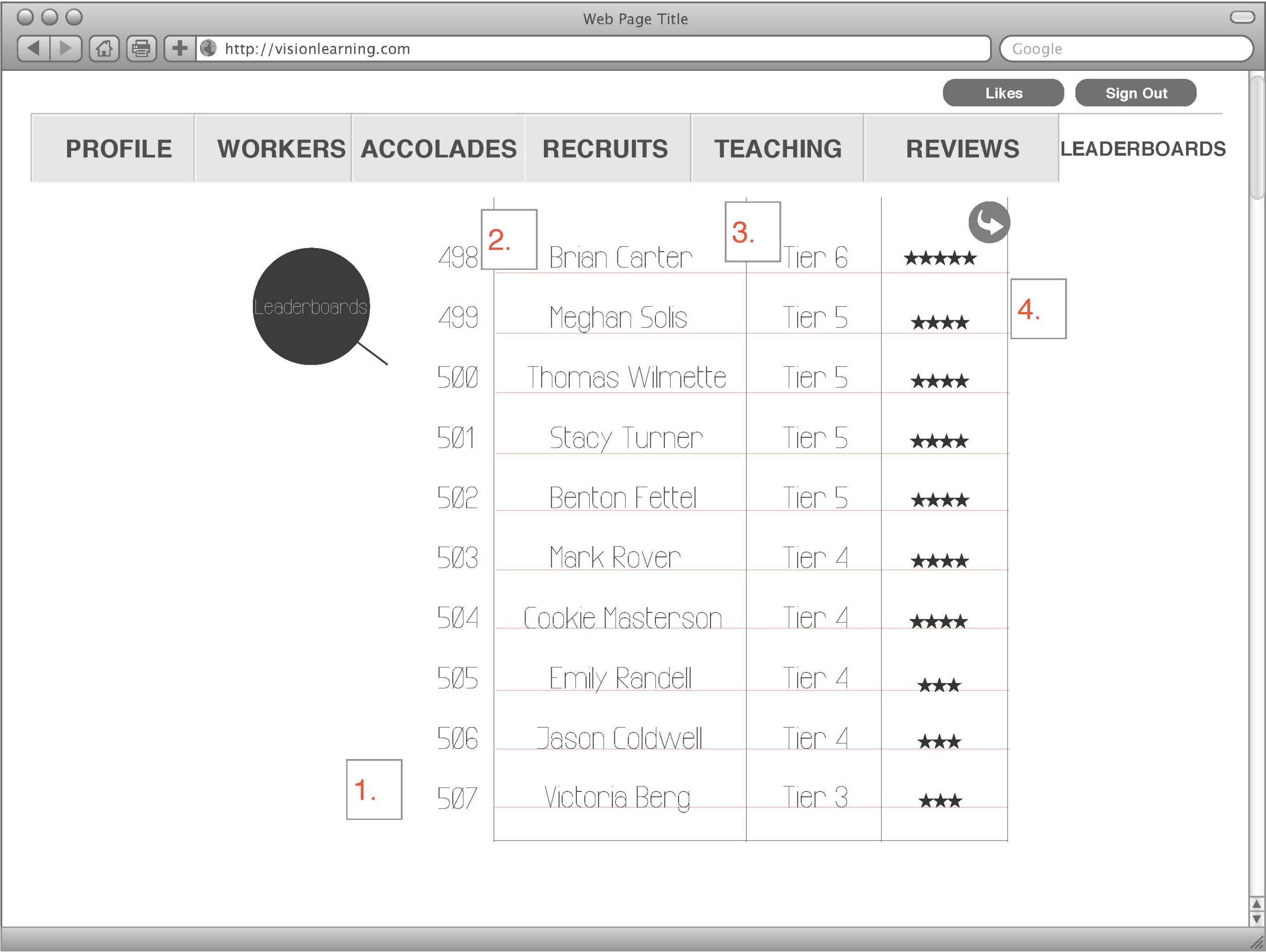
Jackie was a wonderful recruit. We hope she returns soon.

Brian fumbled a little at the start, but his raw talent for math puts him ahead of his competition.

Meghan although new, showed much promise for being a star.

Working with Jack was a marvel. He was always on his game.

For Recruits

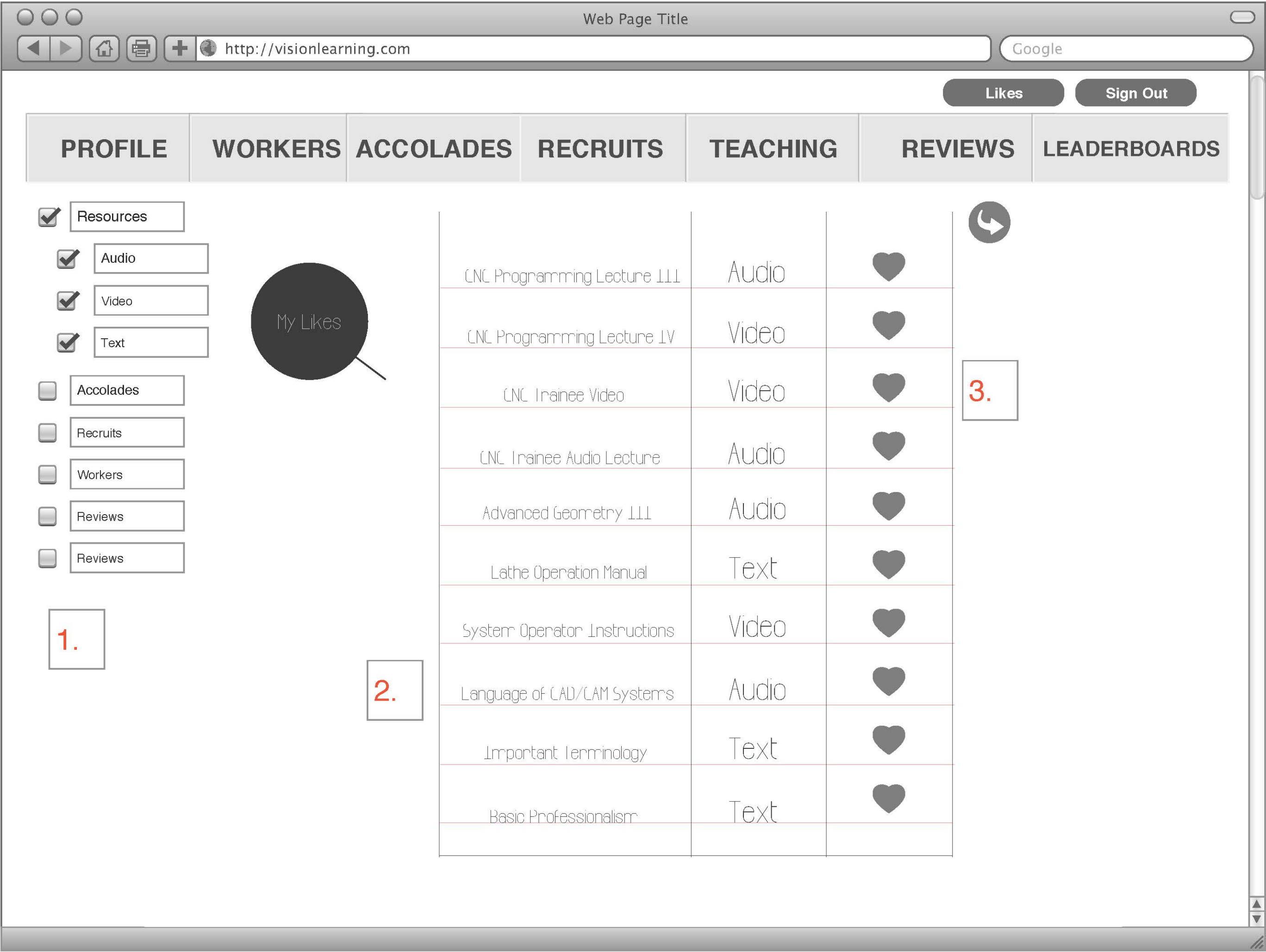


1. This is a display of all of the workers and their rank within the Vision system.

2. Each name is clickable so that the employer can view that person's information.

3. This display's the person's own personal rank on their own progression tree.

4. This is a high level overview of the person's overall rating.



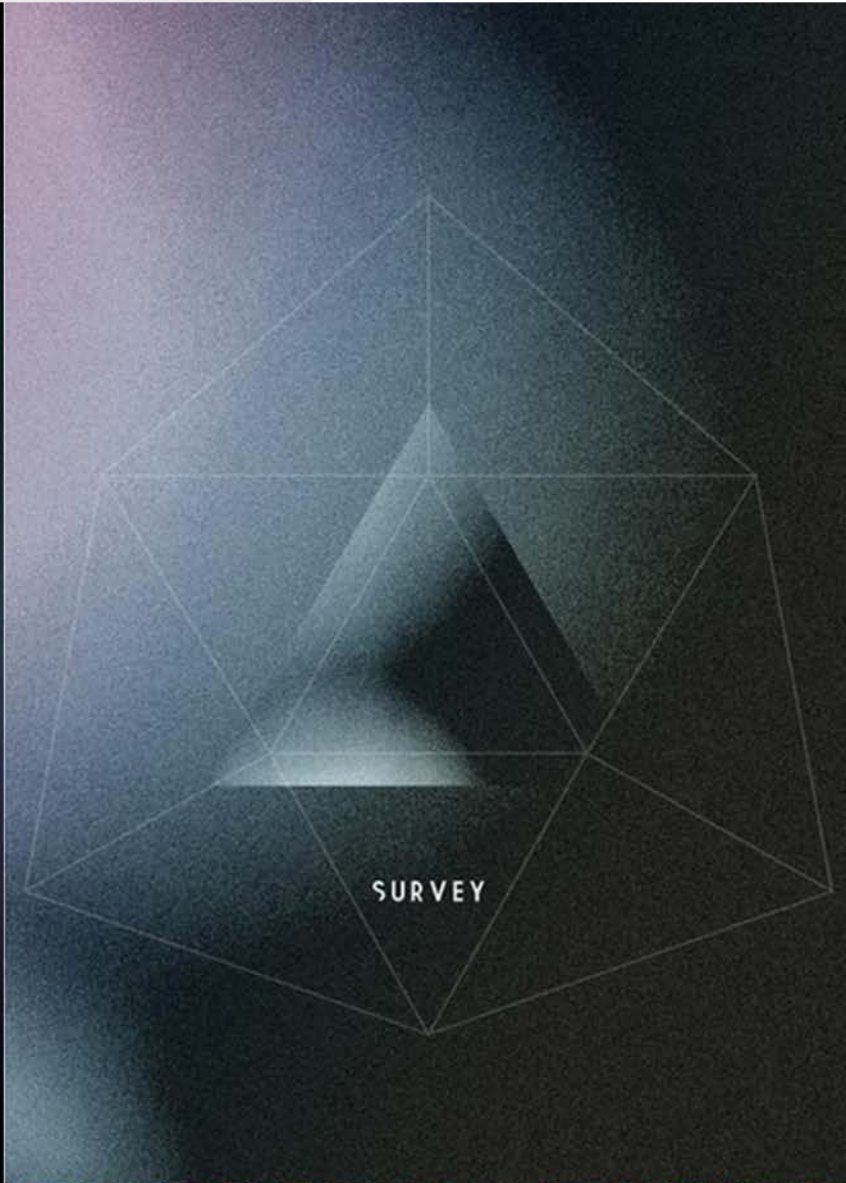
1. This is the person's "My Likes" filter in which the person may be able to pick and choose what they would like to view based on the options of their choosing.

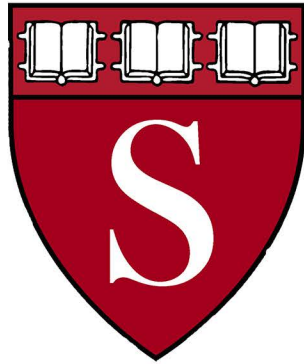
2. This is a list of all of the resources that the worker has liked. This includes all forms of resource. Each resource is clickable and will take the user directly back to that link for further study.

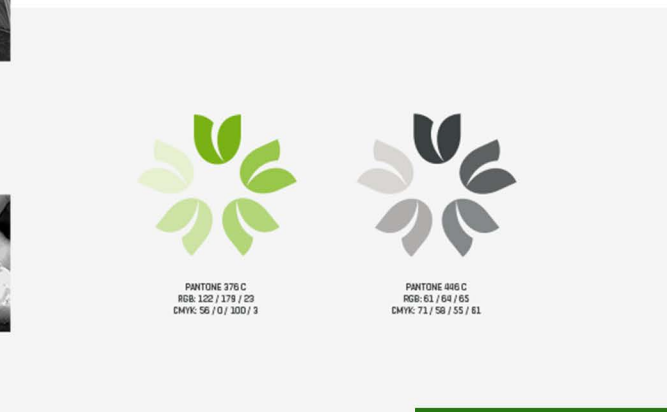
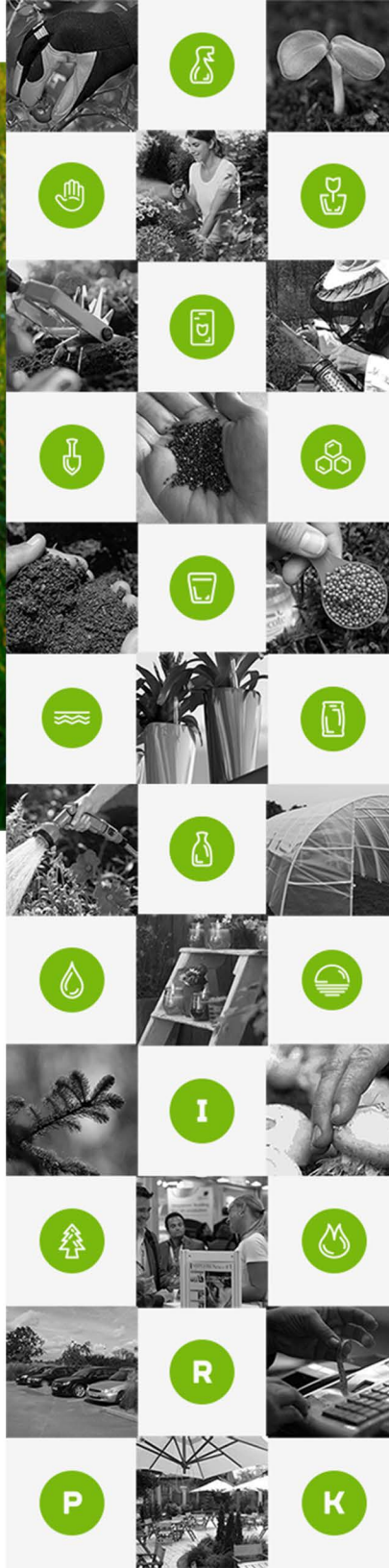
3. These hearts are clickable so as to deselect liking the material.



Moodboards









Process

VISION

VISION

VISION

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Your game of choice

We understand that college isn't for everyone. We're here to help.

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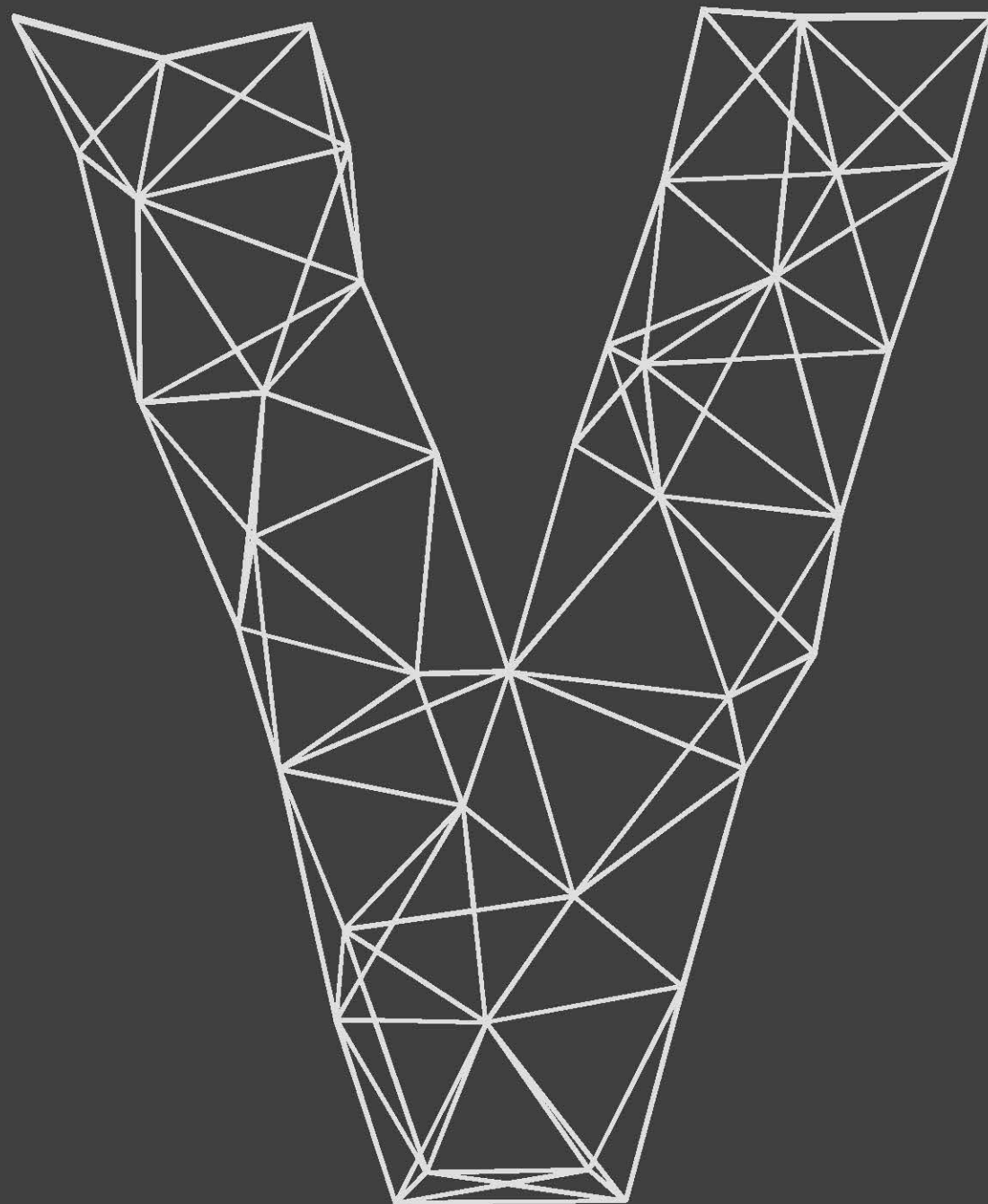
Your career of choice

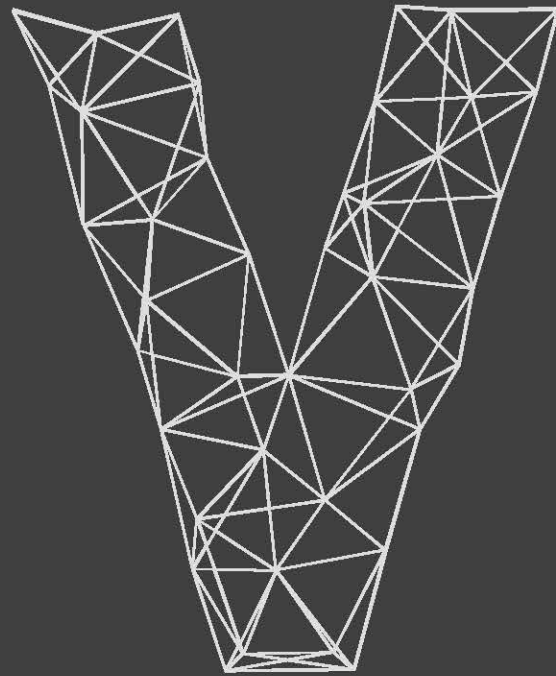
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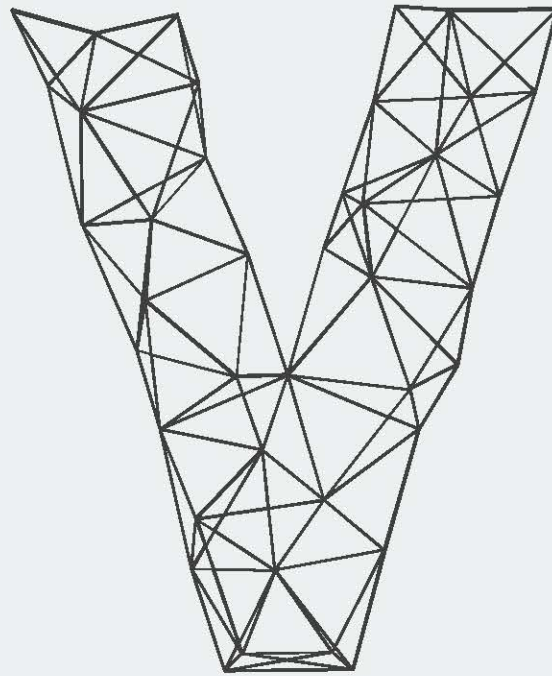
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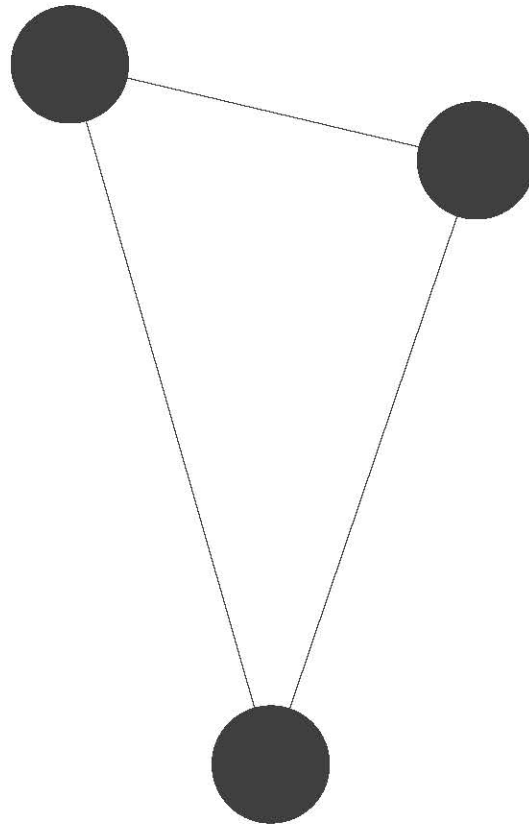




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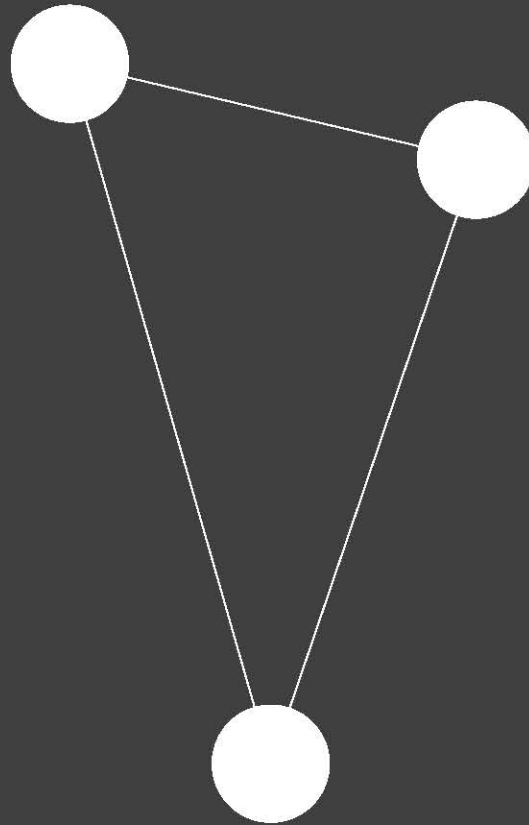


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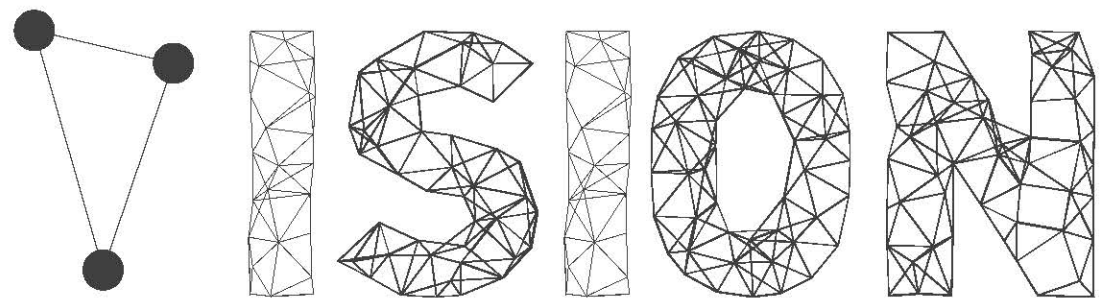
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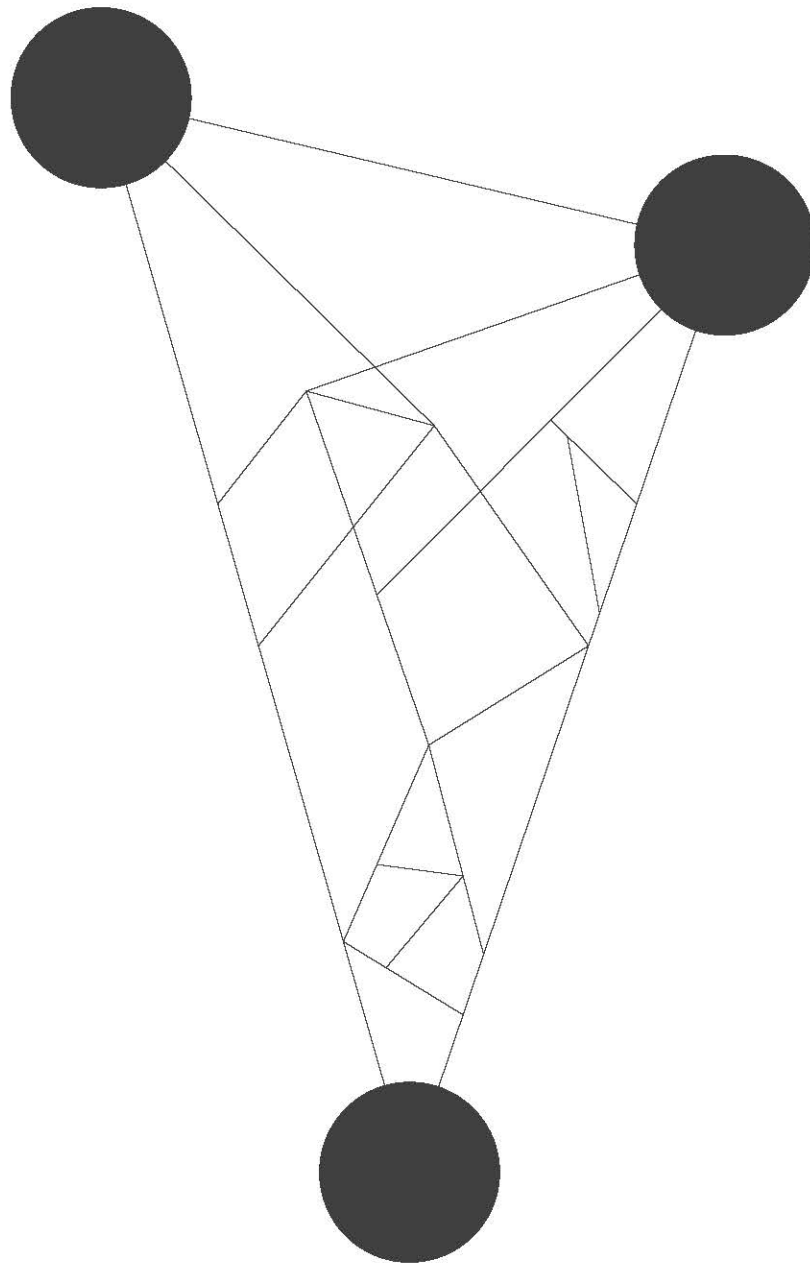


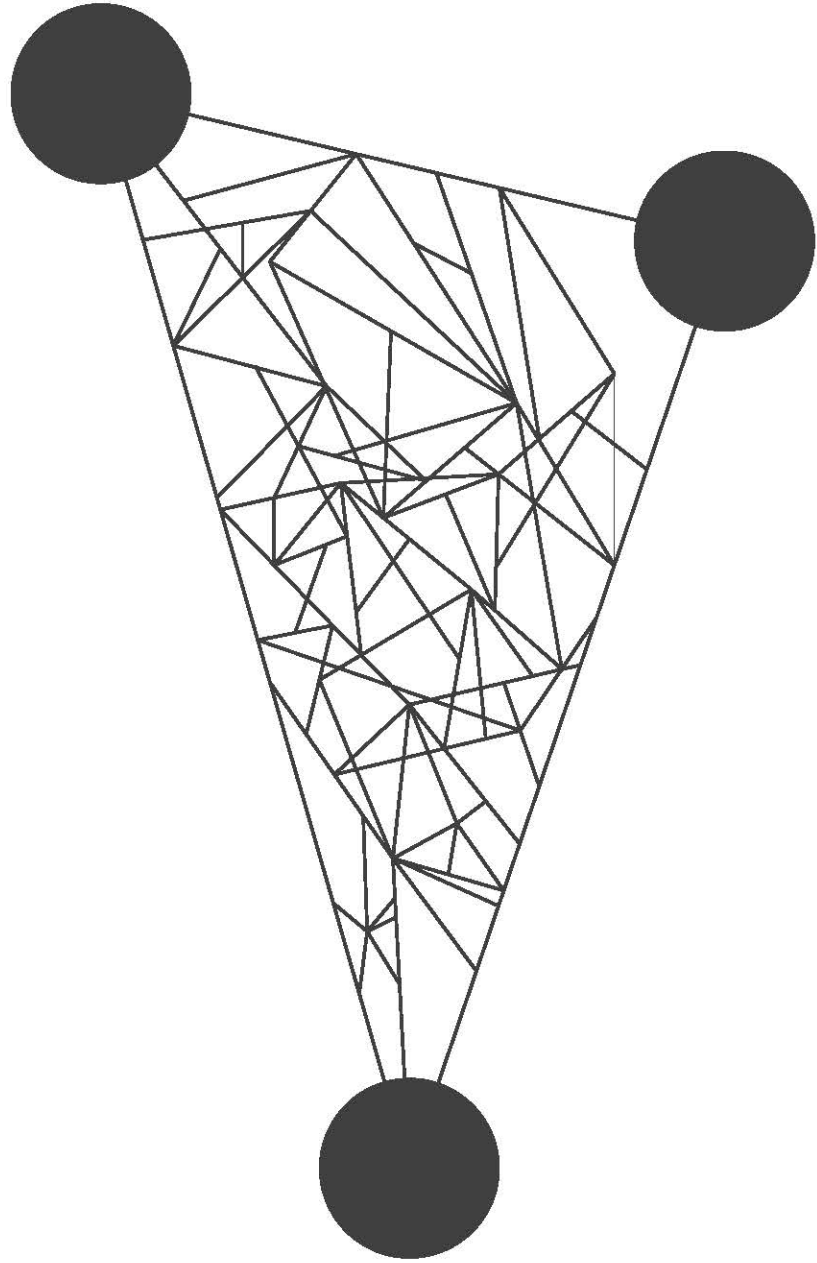
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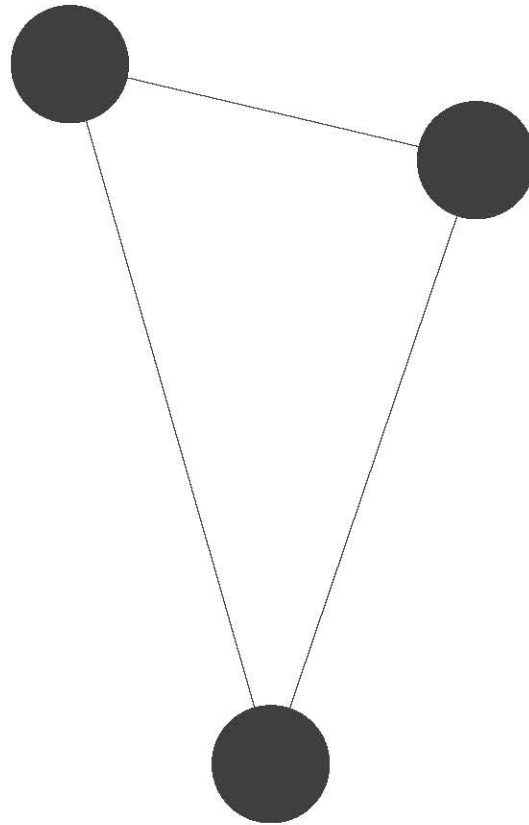


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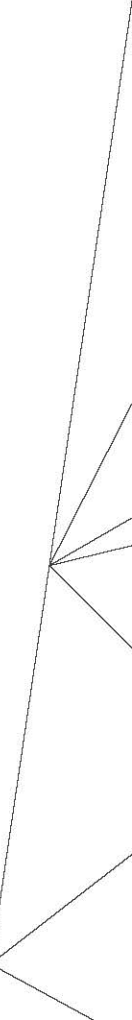



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The background of the entire image is a complex, repeating geometric pattern of thin black lines forming various sized triangles and polygons, creating a wireframe or mesh effect.

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Final Logo

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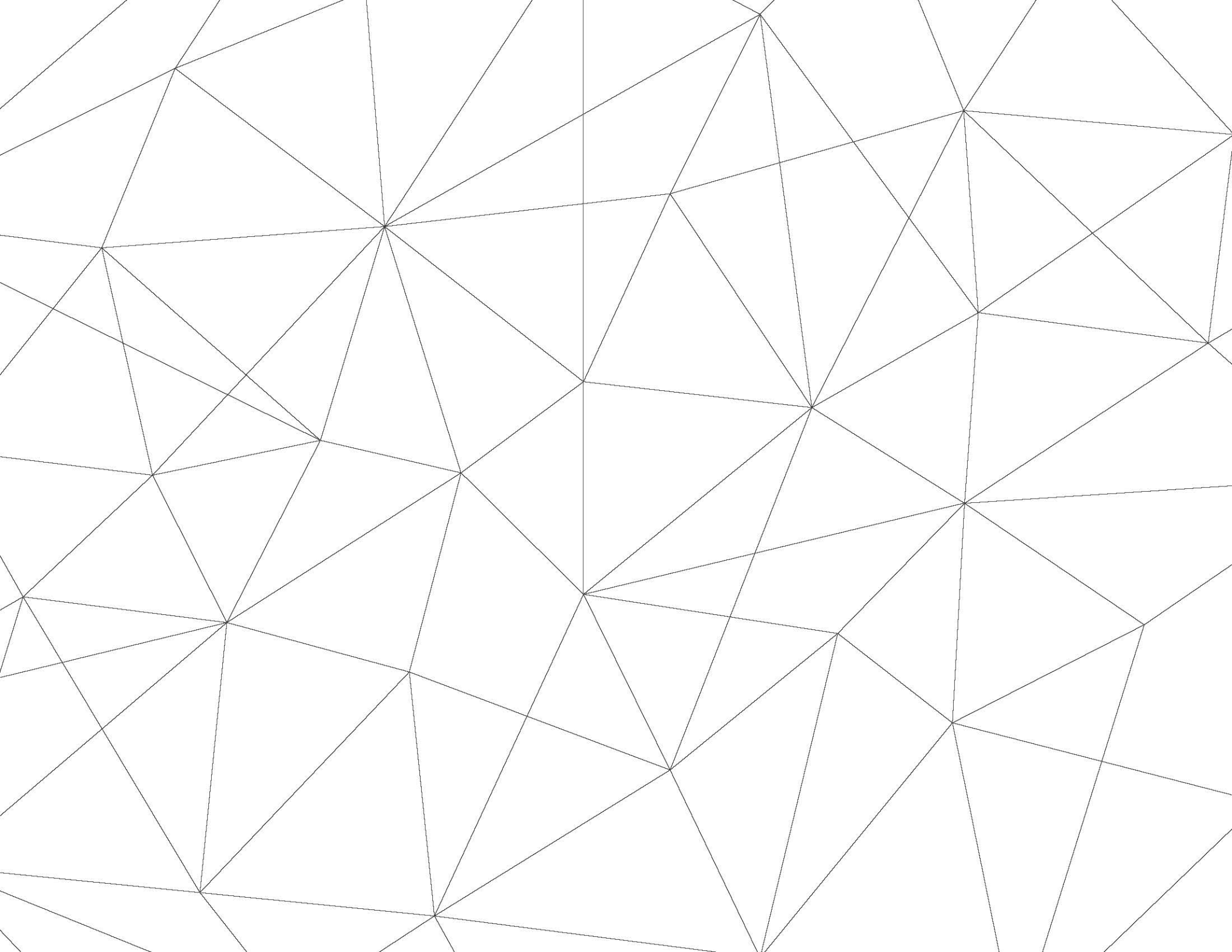
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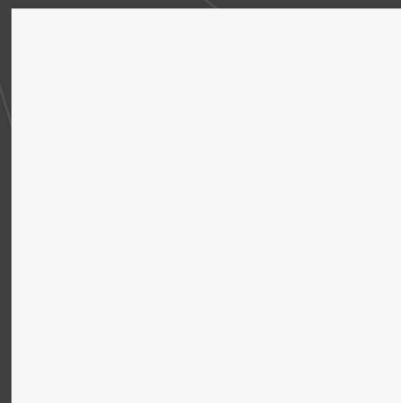
Pattern





Style Guide

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R: 246
G: 246
B: 246

ADAMAS

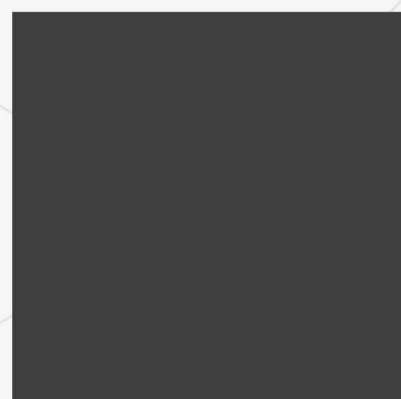
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Arial

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R: 63
G: 63
B: 63



Website

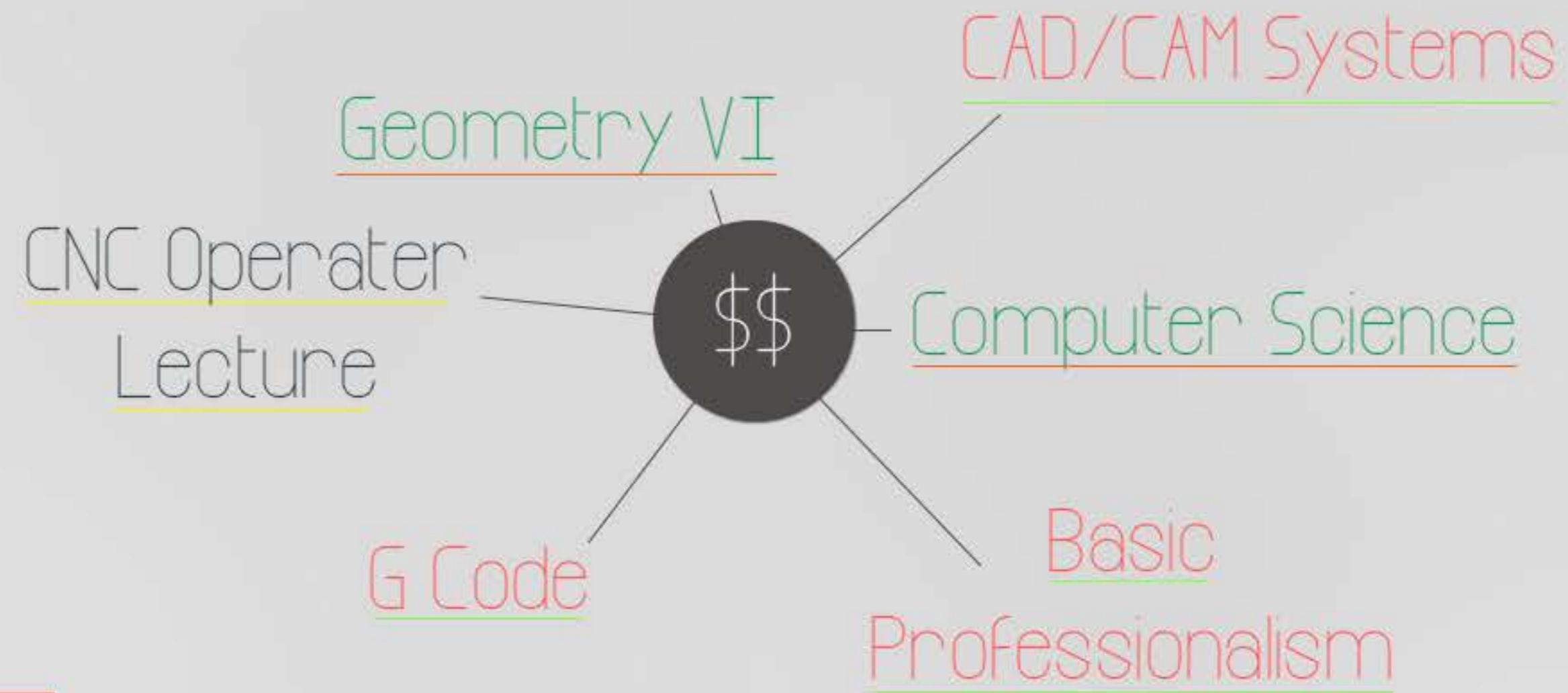
[PROFILE](#)[WORK](#)[ACCOLADES](#)[TREE](#)[EDUCATION](#)[RESOURCES](#)[REVIEWS](#)

Thomas Wilmette





Metal Worker Tier 5
CNC Programmer



= Unopened

= Partially Complete

= Completed

= Text

= Video

= Audio Learning

PROFILE

WORK

ACCOLADES

TREE

EDUCATION

RESOURCES

REVIEWS

Progression Tree: Metal Working Tier 6

Tier 10

Tier 9

Tier 8

Tier 7

Tier 6

Tier 5

Tier 4

Tier 3

Tier 2

Tier 1



OINGBOE

FINALE
Machinists

OPTIX
group fun

OPTIX
group fun

SAVID
EQUIPMENT

Implementation





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Imagine a world where you do not have to worry about a college degree, imagine a world where you can explore rather than worry about what a future might hold for you. Imagine a world where you do not have to worry about debt. Imagine a world where you can make money while doing all of this. This is Vision, the career of choice. In this system, you are able to explore new job opportunities while being paid, as well as earn revenue for exploration and growth. We will set for a purpose, the understanding that college is not for everyone, people have created a system that integrates career, work, and education. In this system of personal growth, you will be able to find careers that you enjoy and gain about for accomplishing goals provided by your company of choice. So you want to learn how to be a mechanic? Or you want to know how to start a business? We will set how to repair cars, or an auto parts shop, taught by industry professionals, directly from that company with pay provided. Not too auto parts? How about learning business? We will set you up with a local start-up, so that you can learn the ins and outs of business. The opportunity is yours, you just need to make the choice. There is nothing wrong with college. This system is meant for those who do not feel comfortable, for whatever reason, with the college way of doing things. This is simply a way for those to try something that fits their own personal way of growth. This is a system for everyone. This is Vision, the career of choice.

Ian Brady

Ian Brady

VISION

Your career of choice

Imagine a world where you do not have to worry about a college degree. Imagine a world where you can explore rather than worry about what a future might look for you. Imagine a world where you can make money while doing all of this.

This is Vision: the career of choice. In this system, you are able to explore new job opportunities while being paid, as well as earn rewards for exploration and growth over expectations for a degree. We understand that college is not for everyone, so we have created a system that integrates careers with personal growth while being fun and rewarding.

In the system of personal growth, you will be able to find careers that you enjoy and "test" or gain credit by accomplishing goals provided by your company of choice.

Say you want to learn how to be a mechanic.

Well, there's an opportunity for you to immediately learn how to repair cars in an auto parts shop, taught by industry professionals, directly from that company with pay provided. Not into auto parts? How about learning business? We will set you up with a local startup, so that you can learn the ins and outs of business. The opportunity is yours, you just need to make the choice.

There is nothing wrong with college. This system is meant for those who do not feel comfortable, for whatever reason, with the college way of doing things. This is simply a way for those to try something that fits their own personal way of growth. This is a system for everyone. This is Vision: your career of choice.

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Tan S Designer
Information @Gibbs
Portland

828 828 8703
778 888 8700





Thank You!