Guided Pathways Launch Summit
Design Thinking for Guided Pathways
January 15, 2020

Education Design Lab
Think Like a Futurist!
(15 minutes)
Think Like a Futurist -

Guided Pathways

- Students
- Other stakeholder

Values
- Impacts
- Challenges

Opportunities
- Unintended consequences
Scenario: Imagine 10 years into the future after successful implementation of Guided Pathways on your campus.

Start with your students. When it comes to Guided Pathways (one sticky per area):

- **Impact** - What impact do you see for this stakeholder?
- **Challenges** - What are ongoing/continue challenges this stakeholder might face?
- **Unintended Consequences** - What are some of the unintended consequences?
- **Opportunities** - What are some ongoing opportunities?
- **Value** - What do guided pathways offer that we currently do not offer this stakeholder?
Welcome & Introductions
Your Lab Team

Dr. Leslie Daugherty  
Education Designer

Sammie Oputa  
Executive Assistant +  
Design Associate

Binh Thuy Do  
Education Designer
About the Lab
Education Design Lab

We co-design, test and build higher education models to better address affordability, relevance, and portability in a rapidly changing knowledge economy. We are focused on underserved communities and the persistent workforce-ready gap.

Our partners:

100 Universities and Colleges
Majority of them serve “new traditional” students

60 Employers

5 Ecosystems (states, systems, cities)
Designing Post-Secondary with the “New Majority” of Learners

- Underrepresented + Low Income Populations
- Non-Degreed Adults
- Single Moms
- Transfer Students
- Front-Line Workers
The Design Question

In a DIY world, how might we ensure that higher education innovation reduces, and not increases, the equity gap?
Overview of the Day
Session Flow

Design Session Part 1
Morning Session (9:45 am - 11:45 am)

- Think Like a Futurist (9:45-10:00)
- Design Thinking Overview (10:00- 10:15)
- Understand (10:15-11:30)
  - What We Know
  - Student: Persona/Empathy Mapping
  - What Do We Need to Learn
- Stakeholder Engagement (11:30- 11:45)

Design Session Part 2
Afternoon Session (1:00-2:00 PM)

- Early Ideation
  - Idea Capture/Convergence (1:00-1:15)
  - Big Idea Canvas (1:15-1:45)
- What’s Next
  - Project Teams + Project Mapping (1:45-2:00)

Lunch (11:45 AM - 1:00 PM) - Gallery Walk
Session Goals

1. Understand human-centered design and its application in higher education
2. Apply design to address user needs in guided pathways implementation + strategic planning
3. Create opportunities for change + collective impact focused on guided pathways principles
Participant Expectations

To make today’s session as meaningful + productive as possible, please...

- Stay present and openminded
- Try to put yourself in the shoes of your learners as often as possible
- Learn and experiment with new things - Remember that it’s okay to not know or understand something!
- Listen to what others are sharing
- Ask questions
- Have fun!
Your Tool Kit

• Stickies
• Sharpie
• Pen
• Instructions
• Notes
We know that everyone walks in with some excitement and apprehension. We call these things your elephants. Take a minute to think about the elephants you walked in with today, label each with one of the following:

C - things that you have control over
I - things that you can influence
A - things that you have to accept
Guided Pathways
Guided pathways is a type of whole-college redesign that refocuses community colleges on helping students earn degrees and prepare for further education or careers.

-CCRC
Guided Pathways

Vision

A system that advances racial, social, and economic justice by achieving equitable student aspiration, access, economic progress, and educational and career attainment.
Guided Pathways

Mission

Create an equitable system that prepares ALL learners to engage in diverse society and workforce, achieve economic mobility through educational attainment, and contribute to a socially just society.
Guided Pathways

Values

Equity and Social Justice | Educational and Career Attainment | Learning Community | Accountability
Why Design Thinking?
Why use human-centered design?

Human-centered design is a systemic approach to problem solving and is anchored in three core principles:

- **Empathy**
- **Invention**
- **Iteration**
fanatically grounded in the student experience
structured methodology
flexible rapid innovation
bias towards action
Design Mindset

get comfortable with being uncomfortable

let go of traditional mental models

suspend what you know

explore what could be
The Fuzzy Front-End
The Lab’s Design Process

- Understand
- Ideate
- Prototype
- Launch

- design question & scoping
- stakeholder mapping
- research insights
- assumption tests
- prototype experiments
- implementation & evaluation planning
- launch plan

Education Design Lab
Understand Phase

Research
## Reflection & Research

### Understand: Designing Your Research

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<thead>
<tr>
<th>What do we know? What’s working?</th>
<th>What do we assume?</th>
<th>What more do we need to know?</th>
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The Understand Phase

58%
Percentage of students in Washington’s public higher education system are enrolled in community and technical colleges

52%
Percentage of students in Washington’s public higher education system that are part-time

39%
Percentage of public baccalaureate graduates that start at a community and technical college in Washington

The Understand Phase: The Colleges

- 46% Students who work
- 45% Students of Color
- 38% Students who receive need based aid
- 24% Students who are parents

Students Average Age 26

Education Design Lab

The amount that community and technical colleges, their current and former students add **annually** to Washington’s economy.

$20.5$ Billion

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<tr>
<th>What is something interesting that you learned?</th>
<th>What is working in regards to implementation?</th>
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<td>What’s new or different?</td>
<td>What is working for STUDENTS?</td>
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What do we know? What’s Working

Early data suggest that changes are working.

The share of students who earned at least six college credits in their first term jumped to 58% in the fall of 2016 from 35% in the fall of 2015.

Moreover, the percentage of incoming students who completed college level math in their first year rose from 19% to 43% over the same time period.

### Success rates up 18.8% Hispanic/Latino Males Spring 2012-14

<table>
<thead>
<tr>
<th>Gateway Courses**</th>
<th>Fall success rates</th>
<th>Spring success rates</th>
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<tr>
<td></td>
<td>2011</td>
<td>2013</td>
</tr>
<tr>
<td>African-American</td>
<td>57.6%</td>
<td>68.4%</td>
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<tr>
<td>African-American Male</td>
<td>51.7%</td>
<td>67.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>69.7%</td>
<td>77.0%</td>
</tr>
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<td>67.4%</td>
<td>71.2%</td>
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**Gateway = High volume first-year college level courses that students must take, such as Composition I and College Algebra**

**FIRST-TIME-IN-COLLEGE GATEWAY COURSES**

St. Petersburg College, Florida
What do we know? What’s working?

Understand: Designing Your Research

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Understand Phase

Persona + Empathy Map
What do we assume?

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fanatically grounded in the student experience
Personas give us a person to connect with as we begin to explore how we might begin to design guided pathways with their needs in mind.
Dual Enrollment Student
Student is getting ready to graduate H.S. and wants to continue on at a community/technical college

Adult Student with No Prior College
Student is interested in a career in healthcare

Traditional Student
Student is 20 and is enrolled in a program with the hopes of transferring to a four-year institution

Alumni/UpSkiller
Student is currently working and has earned a previous credential but is looking to build upon his current role.

Part-Timer
Student is unsure what direction to go. Takes courses sporadically and part-time.

OTHER?
Personas + Empathy Mapping

1. Select a Category to Develop Persona
   Working in small groups, select a student category and build out a Student Persona.

2. Build Your Empathy Map for this Persona
Creating the Student Persona

1. Give your student a name

2. Describe your student
   How old are they? What is their background?

3. What are the student’s goals or dreams?

4. What do they value?

5. What influences their decision making process?
Filling out the Empathy Map

Step into the student’s POV. Imagine you are the student journeying through the Guided Pathways

What are they observing?
- Says + Hear
- Does
- Think + Feel
## What else do we assume?

### Understand: Designing Your Research

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What more do we need to know?

**Understand: Designing Your Research**

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What other more do we need to know?

What questions do you have for early adopters?

What more do you need to learn?
Reflections & Research

Understand: Designing Your Research

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Understand Phase

Identifying your stakeholders
Identify your Stakeholders

Stakeholder Map
Who and what are critical to the successful implementation of Guided Pathways?

- Who are the key USERS and STAKEHOLDERS of this work?
- Who are the most ESSENTIAL to this project?
- What are the key stakeholders’ NEEDS for this project to be successful?
- What INCENTIVES might help them get on board?
- Who is missing?
Working Lunch

A Gallery Walk on Your Campus
Understand → Ideate

The Gallery
What is a Gallery Walk?

Gives stakeholders the opportunity to review qualitative and quantitative research and to identify elements, themes, and insights that jump out based on what they are observing.
What is a Gallery Walk?

- Student data (charts, tables)
- Student Quotes/Excerpts
- Stakeholders Quotes/Excerpts
- Images, photos, videos
Persona + Empathy Map
Who are our students? How are they experiencing their student journey?

student description
Who is this student?
- Age
- Primary Supports?
- Financial Background?
- Academic Background?
- Career/Job Background?

What are the student’s primary goals or dreams?

What do they value in their academic, personal, and professional lives?

What influences their decision making process?
- Motivators?
- Detractors?
- Challenges?
- Opportunities?

What do they say or hear?
What does their friend, family, and other influencers say that affect their thinking?
What do they go for information?

think + feel
What do they think and feel?
What is important to them?
What occupies their thoughts?
What are their worries and aspirations?

What do they do in public?

What action are they taking?
What is their attitude toward others?
What do they value in their academic, personal, and professional lives?
Walking the Artifacts

- Silently browse + review the artifacts
- Select information and observations that you consider interesting in light of our challenge.
  - *What stands out?*
  - *What’s new or different?*
- Legibly write each observation on a separate sticky note with a sharpie pen.
Table Discussion
Designing a Gallery
Walk On Your Campus
Defining Opportunity Spaces

Where do you see opportunities for further exploration around Guided Pathways implementation at your institution?
Qualitative Research Plan

What are some of the things you need to learn about your user experience related to Guided Pathways implementation?
Completing Your Research

Who?

Who/How will you gather this information?

How/Where?

How will you test your assumptions?
(Interviews? Focus groups? Data review? Expert feedback or testimonies?)

When?

What is the timeline for completion?
Setting up YOUR Gallery

What information would you share?

What else do you need to learn before you can share out in a gallery setting?

Who are the stakeholders you would invite to your gallery walk?
Ideation Phase

*Early Ideation for Guided Pathways*

*Essential Practices*
Guided Pathways Essential Practices

**Stakeholder Engagement**
- Faculty, Staff, and Student Engagement (Yr 1)
- Communication (Y1)

**Technology**
- Technology (Y1)

**Academic**
- Meta Majors and Programs of Study (Y2)
- Exploratory Sequence for Meta Majors (Y2)
- Degree Math and College Level English within One year (Y3)
- Gatekeeper Courses (Y3)
- Math Pathways (Y3)

**Student Services**
- Intake (Y2)
- Advising (Y2)

**Program**
- Program/Degree Maps (Y2)
- Scheduling (Y3)
- Program Monitoring (Y3)
- Intervention and/or Redirection (Y3)
- Ensuring Learning (Y3)
Let’s get ready to *Ideate*!

Pick a table with the Essential Practice you are interested in exploring. No more than 8 people per table/Practice.
flexible
rapid
Innovation
bias towards action
Capturing Ideas

Using the worksheet, come up with 4 big ideas that can address or improve the Guided Pathways experience for students related to the Essential Practice area you selected.

1. What is the Big Idea?

1. Brief Description of the Idea
   a. What does this idea look like to you?
   b. Why is it necessary? What problem will it solve?
   c. How does it fit into the guided pathways practice?
Converging Ideas

At your table, review all of the Idea Captures.

1. Do you see any similarities? Group those concepts together. In this phase, if there are outstanding questions about an idea or collection of ideas, now is the time to ask questions.

2. As a group, identify two or more of the ideas that best serve students

3. Regroup! It is time to regroup based on the idea or ideas you want to explore further
# Early Concept Development

<table>
<thead>
<tr>
<th>The Big Idea</th>
<th>Needs + Benefits</th>
<th>Implementation</th>
</tr>
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<tbody>
<tr>
<td>Describe your big idea.</td>
<td>What unmet needs does it meet? How will students benefit?</td>
<td>in an ideal scenario, how will this be implemented? Who are the key stakeholders?</td>
</tr>
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**TIME TO ITERATE!**

**Testing your concept with students and other users:**

**Assumptions**
- What are some of the assumptions you are making? How will you test them?
- Who will you test with? When will you test?

**What more do you need to know?**
- What other information needs to be gathered to rapidly test and iterate on this concept?
## Guiding Principles

| Principle #1 | Guided Pathways requires urgent, radical, equityed, transformational organizational change |
| Principle #2 | Guided Pathways requires a culturally responsive commitment to racial and social equity, dismantling systemic policies and practices that perpetuate inequities |
| Principle #3 | The voices of students, faculty, staff, and community members are essential to fully enable adaptive problem focused inquiry processes leading to meaningful action and sustain systemic change |
| Principle #4 | Guided Pathways requires intentional collaborative learning through partnerships, professional and resource development |
| Principle #5 | Guided Pathways requires a focus on learning and outcomes aligned with community and industry needs |
Institutional Capacity Design Criteria

1. **Doable:** Are there existing infrastructure or capabilities that allow this program to be implemented with ease, or will it require additional resources (capacity, funding, etc.)? Who are the critical stakeholders, and what is the level of buy-in required?

1. **Measurable:** Can this program’s efficacy be measured and evaluated using clear indicators to track, assess, and inform progress?

1. **Scalable:** Can this program meet the needs of small and large numbers of students? Can it be expanded and replicated?

1. **Sustainable:** Can the institution maintain its programming and benefits through 2024 and beyond?
Project Mapping

Building the RIGHT Team + Critical Milestones
Institutional Team Set Up

**Steering Committee**
The “board of directors” for the project that provides regular guidance; also acts as conduits to distribute information across the campus community.

**Core Design Team**
The team who is responsible for the “day-to-day” work of the Design Challenge who convert information into prototypes.

**Extended Design Team**
An “on-call” team able to participate in specific design sessions as required. They help pull in ideas from around both institutions and strengthen the buy-in of new ideas.

**Other Stakeholders**
Further extension of the Design Team. May serve as “users” or “testers”.

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Steering Committee

Core Design Team

Extended Design Team

Other Stakeholders
Project Mapping
Think about the next 12-24 months of implementation. What are some of the big steps that need to take place to ensure human-centered design of the Guided Pathways on your campus?

how do we make it happen
What are the critical steps or milestones?
Exit Ticket

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**Guided Pathways Launch Summit**
**Design Thinking for Guided Pathways Exit Ticket**

Thank you for participating in today’s design session, hosted by the Education Design Lab. Please take a couple of minutes to rate today’s experience with us.

| I have a better understanding of the human-centered design process as a result of this session. Circle one. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not at all. | | | | Most certainly! |

| I believe that this process can help my institution advance our Guided Pathways initiative. Circle one. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not at all. | | | | Most certainly! |

| Tools + methods from this session helped to clarify user needs in Guided Pathways Implementation and strategic planning. Circle one. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Nope. | | | | Absolutely! |

| Tools + methods from this session helped identify clear and actionable steps needed for the Guided Pathways Implementation. Circle one. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not at all. | | | | Most certainly! |

Any general questions, comments, or feedback? Feel free to use the back if you need more space.

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And finally, please leave us your email if you would like to sign-up for the Innovator Network:
For updates, join our Innovator Network at eddesignlab.org/InnovatorNetwork
Thank You!

Let’s keep connected!

✉️ connect@eddesignlab.org
🐦 @eddesignlab
↗️ eddesignlab.org