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

Design Session Goals

- **Understand** human-centered design and its application in higher education
- **Apply** design to address user needs in Guided Pathways implementation
- **Create** opportunities for change + collective impact

Participant Expectations

To make today’s session as meaningful and productive as possible, please...
- Stay present and open-minded
- 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!

Design 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)

**Working Lunch (11:45 am - 1:00 pm)**
- Gallery Walk

**Design Session Part 2- Afternoon Session (1:00 pm -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)
Elephants in the Room

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

What are your CIAs?

C - things that you have control over

I - things that you can influence

A - things that you have to accept
<table>
<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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Activity 2: Persona + Empathy Mapping

PERSONAs provide examples of the core people we want to serve. They give us concrete stories to connect with as we begin to explore how we might design with their needs in mind. **EMPATHY MAPS** are a graphic tool that can help you see the needs of a stakeholder.

**Instructions**

Working as a team, build out the Student Persona.

1. Who is this student?
2. What are the student’s primary goals or dreams?
3. What do they value in their academic, personal, and professional lives?
4. What influences their decision-making process?

Write one (1) idea per sticky note and place them on your Student Description portion of your poster template.

Now, build the Empathy Map. Step into the role of the student as they are going through the Guided Pathways at an institution.

How/what does the student...

- Think
- Feel
- Say/Hear
- Do

In relation to this experience?

Write one (1) idea per sticky note and place them on your Empathy Map portion of your poster template.
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?

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

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

does
What action are they taking?
What is their attitude toward others?
What do they do in public?
Stakeholders 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?
## Activity 4a: Gallery Walk Themes + Highlights

<table>
<thead>
<tr>
<th>Instructions</th>
<th>Questions to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>For this activity, everyone will need the following items:</td>
<td>Review the gallery materials and select elements that you consider interesting. Write each of these ideas on a separate sticky note.</td>
</tr>
<tr>
<td>● a sticky note pad</td>
<td>● What were some of the major themes or insights you observed?</td>
</tr>
<tr>
<td>● a sharpie marker</td>
<td>● What surprises you?</td>
</tr>
<tr>
<td>You'll have 15 minutes to silently browse the gallery of “Think Like A Futurist” and “Persona” posters created by your peers in the room.</td>
<td>● What stands out?</td>
</tr>
<tr>
<td></td>
<td>● What feels new or different?</td>
</tr>
<tr>
<td></td>
<td>● What resonates?</td>
</tr>
<tr>
<td></td>
<td>● What prior information about Guided Pathways is being reinforced or challenged by the information contained in this gallery?</td>
</tr>
</tbody>
</table>

Write down the key themes or highlights from your observations below.
Activity 4b: Gallery Walk Themes + Highlights - Table Discussion

Instructions
Share out your observations with others at your table.

- What were some of the major themes or insights you observed?
- What surprises you?
- What stands out?
- What feels new or different?
- What resonates?
- What prior information about Guided Pathways is being reinforced or challenged by the information contained in this gallery?

Together, come up with the top 3 major themes or insights.

1

2

3
Early Concept Development
What is your big idea and how will it meet student’s needs?

<table>
<thead>
<tr>
<th>The Big Idea</th>
<th>Needs + Benefits</th>
<th>Implementation</th>
</tr>
</thead>
<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>
</tbody>
</table>

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?
### Activity 7: Building Your Design Team + Project Roadmap

Who are the key players you will need on board to support implementation and buy-in of your new concept?

| **Steering Committee** |  
|------------------------|---
| The “board of directors” for the project that provide regular guidance; also act as conduits to distribute information across the campus community. Generally 6-8 members, including senior level admin in various areas or domains. Should include operational/business, academic, and student services. |

| **Core Design Team** |  
|----------------------|---
| The team who is responsible for the “day-to-day” work of the Design Challenge who convert information into prototypes. Generally 6-8 members, including project sponsors, subject matter experts (director or equivalent). Should include faculty, staff, and students when possible. |

| **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. Can include faculty and staff representing different leadership levels, departments and offices, and responsibilities; also includes students and alumni. |

| **Other Stakeholders** |  
|------------------------|---
| Further extension of the Design Team. May serve as “users” or “testers”. Can include community members (within and outside of the institutional campus community) who might, in one way or another, be affected by the initiative. This might include other faculty and staff, alumni, businesses, workforce, local government and industry, etc. |
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?*

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Year 1

Year 2
Dr. Leslie Daugherty | Education Designer

Leslie began her work at the lab as the Seamless Transfer Pathways Coach. In this role she provided support and guidance to the IHE Teams selected to participate in the Seamless Transfer Pathways Design Challenge. Leslie began her higher education career working as an admission counselor at a small four-year private liberal arts University. In this role, she saw an immediate need to build better pathways for transfer students transitioning from the two-year to the four-year institution. Leslie transitioned to the world of academic advising at Southern Illinois University Edwardsville, where she helped create academic maps and curricular plans for students, focusing on how to increase communication between faculty at the two and four-year institutions to ease the overall transfer experience. She expanded this work while serving as the Transfer Coordinator at SIUE. In this role, she worked with community colleges to create seamless 2+2 and dual admission programs, which included placing and integrating full-time SIUE advisors on the community college campus. She also worked directly on the Department of Labor’s Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. Her work on this grant included bridging the gap between technical associate degrees and the paths to baccalaureate degree attainment. In her current role she continues to support the STP teams while serving as an education designer working on a variety of Lab projects.

Binh Thuy Do | Education Designer

Binh is an Education Designer at the Education Design Lab. She has done extensive work leading institutions in strategic master planning and is passionate about reimagining education from a student-focused approach. Her most current design challenges include Seamless Transfer Pathways and Single Moms Success. She received her MBA from the W.P. Carey School of Business at Arizona State University.
Sammie Oputa | Executive Assistant + Design Associate

At the Lab, Sammie directly supports the Lab’s founder and President, Kathleen deLaski, as well as meeting the logistical needs of the Lab team across our various projects. Sammie contributes to our visual communications through creative storytelling and design and works with the Lab’s education designers to support internal and external operations. Prior to the Lab, Sammie worked with City Year, an education based non-profit working to tackle the dropout crisis in underserved schools across America.

The Lab’s Design Process

The Lab’s comprehensive design process consists of four key phases:

- **Understand**: During this phase, participants clarify the design question, project scope and conduct a needs analysis (quantitative and qualitative user research) to inform persona development and better understand the stakeholder journey.
- **Ideate**: Information collected in the Understand phase is used during this phase to generate insights, ideas, and concepts. During this phase, participants also start to layout design criteria and project constraints.
- **Prototype**: Prototypes are designed to help participants pressure test with their key stakeholders and users. Information learned during prototype experiments are used to iterate and redesign pilots for launch.
- **Launch**: During the launch phase, participants clarify their designed pilots and identify evaluation metrics to measure impact and success of their pilots.
Design Criteria

Washington State Guided Pathways Guiding Principles

**Principle #1**
Guided Pathways requires urgent, radical, equity-minded, transformational organizational change

**Principle #2**
Guided Pathways requires a culturally responsive commitment to racial and social equity by dismantling systemic policies and practices that perpetuate inequities

**Principle #3**
The voices of students, faculty, staff, and community members are essential to fully engage in adaptive problem focused inquiry processes leading to meaningful action and sustained 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 values 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?

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

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

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