

Team 1 / Blue

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Vincent Bingham
Chris Butcher
Lamont Campbell
Amy Danzo
Pattie Dillon
Ashley Garrett
Lilly Massa-McKinley
Kayla Gill

Participant alias: KIRSTIN C

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Participant 1_Kirstin C - Google Drive

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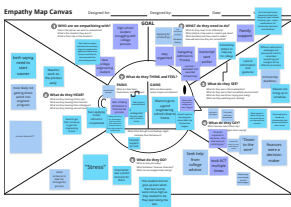
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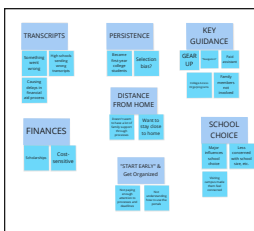
You will find a Google sheet with quotes, a journey map the student created of their admissions journey and some video clips.

After you've reviewed all the data, get together as a group and move to the next workspace: The empathy map

Step 1: Empathy map



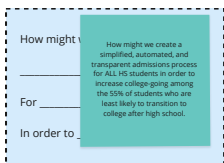
Step 2: Themes



Step 3: Frame opp.



Step 4: Reframe HMW



Action

Initiation (What)

Users / Stakeholders (Who)

Desired change (Why)

Step 5: Ideation



Team 2 / Red

John Gregory
Christopher Hetherington
Olivia Morris-Bush
Emily Howard
Christopher Jensen
Rebecca Johnson
Saundra Kimberlain
Leslie Maxie
Kausha Miller
Maggie Price

Participant alias: MILES M

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Participant 2_Miles M - Google Drive

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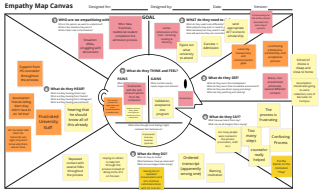
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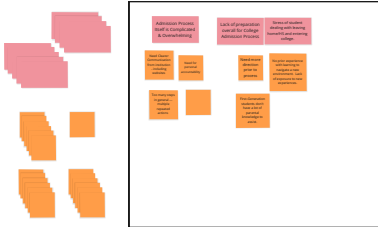
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Step 1:
Empathy map



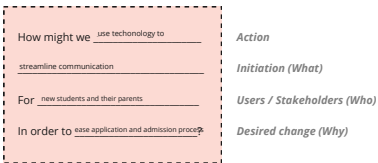
Step 2:
Themes



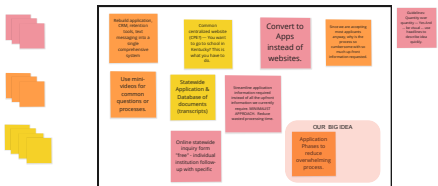
Step 3:
Frame opp.



Step 4:
Reframe
HMW



Step 5:
Ideation



Matthew Purdy
Arion Jett-Seals
Heidi Reid
Tamara Russell
Sarah Shaaban
Savannah Sipple-McGraw
Sarah Stevens
Amanda Stonecipher
Jessica Romius

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Empathy Map Canvas

Character: Nora

Context: Nora is a mother of two young children, a 7-year-old boy and a 4-year-old girl. She is a single parent and works full-time. She is a member of a local community group and is involved in various activities. She is a member of a local community group and is involved in various activities. She is a member of a local community group and is involved in various activities.

What do we know about her?

- Nora is a mother of two young children, a 7-year-old boy and a 4-year-old girl.
- Nora is a single parent and works full-time.
- Nora is a member of a local community group and is involved in various activities.
- Nora is a member of a local community group and is involved in various activities.

What do they want to do?

- Nora wants to ensure the safety of her children.
- Nora wants to ensure the safety of her children.
- Nora wants to ensure the safety of her children.
- Nora wants to ensure the safety of her children.

What do they think?

- Nora thinks that her children are in danger.
- Nora thinks that her children are in danger.
- Nora thinks that her children are in danger.
- Nora thinks that her children are in danger.

What do they feel?

- Nora feels overwhelmed and stressed.
- Nora feels overwhelmed and stressed.
- Nora feels overwhelmed and stressed.
- Nora feels overwhelmed and stressed.

What do they say?

- Nora says, "I'm worried about my children's safety."
- Nora says, "I'm worried about my children's safety."
- Nora says, "I'm worried about my children's safety."
- Nora says, "I'm worried about my children's safety."

What do they do?

- Nora checks on her children frequently.
- Nora checks on her children frequently.
- Nora checks on her children frequently.
- Nora checks on her children frequently.

What do they think?

- Nora thinks that her children are in danger.
- Nora thinks that her children are in danger.
- Nora thinks that her children are in danger.
- Nora thinks that her children are in danger.

What do they feel?

- Nora feels overwhelmed and stressed.
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```

graph TD
    A[need for support person] --> B[guide chain to advisors]
    B --> C[insight]
    C --> D[need better hand off]
    D --> E[finances]
    D --> F[tenacity is crucial]
    E --> G[pitching]
    F --> G
    G --> H[Multiple issues with getting the information (relevance) (date of information) (format)]
    G --> I[written about debt]
    G --> J[need about working relationships]
    G --> K[collaborative based on goals]
  
```

Multiple issues with getting the information (relevance) (date of information) (format)

need for support person

guide chain to advisors

insight

need better hand off

finances

tenacity is crucial

pitching

written about debt

need about working relationships

collaborative based on goals

What are challenges or potential opportunities to support your student with their goals as it relates to their college admission journey?

```

graph TD
    A[Need for support particular learner handoff] --> B[what does this support look like? (documented)]
    C[what are existing efforts? (documented)] --> B
    B --> D[care team meeting (documented)]
    B --> E[ ]
  
```

How might we streamline the handoff process

For _____ students

In order to ease their transition to college ?

Action

Initiation (What)

Users / Stakeholders (Who)

Desired change (Why)

Online
meet and
greet with
advisors

Share the list of all
advisors and their
contact information
with students. Encourage
them to reach out to
advisors if they have
any questions or
concerns.

Have advisors
reach out to students
regularly and offer
support and guidance
as needed.

Regular
in-person or
video meetings
with advisors

Have a designated
space for students
to meet with advisors
and other staff members.

Establish a
care team for
each student
to provide support
and guidance.

Establish a
safe space for
students to meet
and talk with
advisors.

Our campus culture
values diversity and
promotes equity
and inclusion.

Be open to all ideas
and perspectives.
We are here to
support you.

Our BIG IDEA

Be open to all ideas
and perspectives.
We are here to
support you.

Team 4 / Green

Barb Tipmore
Stephanie Tolliver Hyman
Lara Vance
Kristen Wallitsch
Emily Weideman
Deborah Whistler
Beth Willey
Joshua Williams
Phyllis Clark

Participant alias: ROSE M



Participant 4_Rose M -
Google Drive

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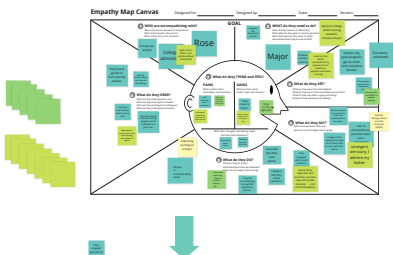
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opp.



Step 4: Reframe HMW

<p>How might we _____ foster supportive and intentional relationships</p> <p>_____</p> <p>For _____ students who are going through the admissions process</p> <p>In order to _____ reduce anxiety by better informing them, <u>during the process and into their first year</u> ?</p>	<p><i>Action</i></p> <p><i>Initiation (What)</i></p> <p><i>Users / Stakeholders (Who)</i></p> <p><i>Desired change (Why)</i></p>
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Step 5: Ideation

