

NISTS 2023

BE A CONNECTOR FOR TRANSFER STUDENT SUCCESS

Virtual • February 1-3 | Portland, OR • February 22-24

The following presentation was given at the 21st Annual Conference for the National Institute for the Study of Transfer Students. Please cite responsibly and direct questions to the original presenter(s).

Educational Session

2763 - Using Design Thinking Principles to Develop Transfer Pipeline Partnerships

Credits and Degree Pathways, Partnerships and Collaboration

Transfer students with intended majors in business arrived missing prerequisites and struggled to adapt to the new environment and requirements. Learn how you can implement some of the design thinking strategies used by Baruch College to implement a multi-pronged solution that included: redesigned entry requirements, curricular coordination across CUNY Colleges, outreach to advise transfer students from our largest feeder institutions, and technology-enabled transparency of the transfer path from the two-year college through the four-year college.

Robert Kunicki, *Director of New Student & Family Programs*

Stephanie Gika, *Associate Director of Orientation*

Kannan Mohan, *Associate Dean for Academic Initiatives and Innovation*

CUNY Baruch College

Using Design Thinking Principles to Develop Transfer Pipeline Partnerships

Stephanie Gika | Associate Director of Orientation

Robert Kunicki, PhD | Director of New Student & Family Programs

Kannan Mohan, PhD | Associate Dean for Academic Initiatives and Innovation, Zicklin School of Business

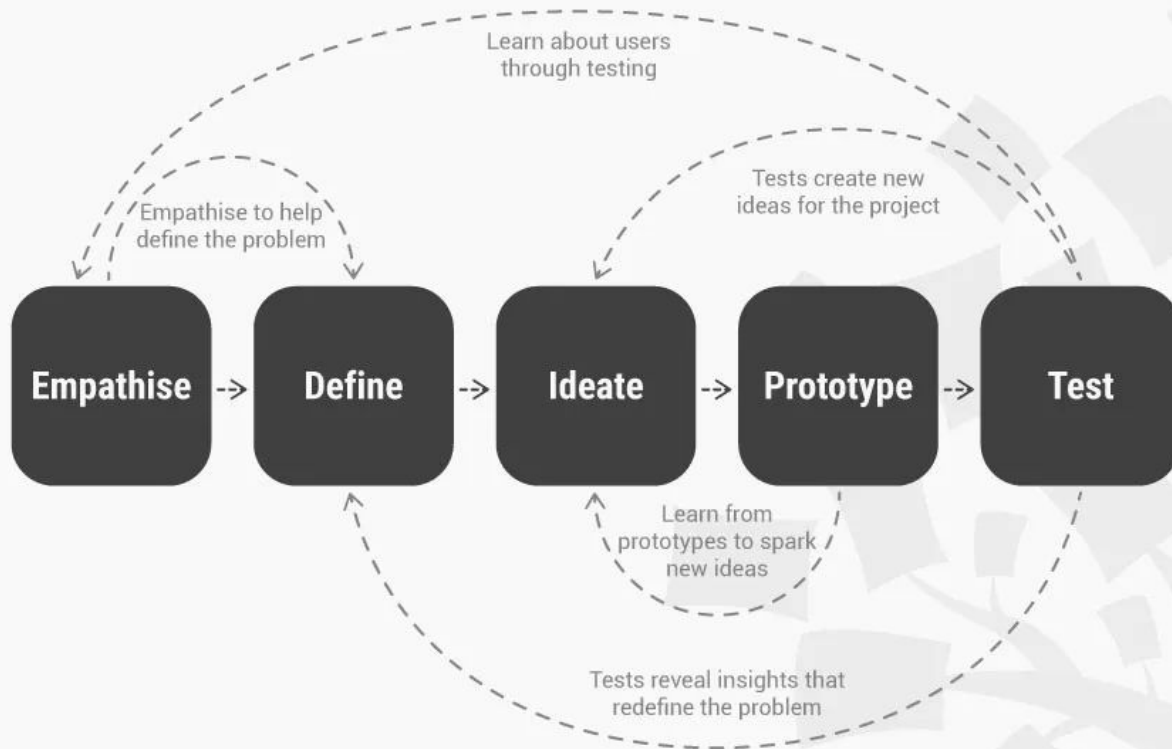


An aerial, high-angle photograph of the New York City skyline, showing a dense cluster of skyscrapers and buildings. The image is monochromatic, rendered in shades of blue. The logo for The City University of New York (CU NY) is overlaid in white. The letters 'CU' are large and bold, with the 'U' being particularly prominent. Below 'CU' is 'NY' in a similar bold font. To the right of 'CU' and above 'NY', the words 'THE CITY UNIVERSITY OF NEW YORK' are written in a clean, sans-serif font, stacked in four lines.

CU THE CITY
UNIVERSITY
NY OF
NEW YORK



DESIGN THINKING: A NON-LINEAR PROCESS



Empathy Map Canvas

Designed for:

Designed by:

Date:

Version:

The diagram is a large rectangle containing a profile of a person's head facing right. The head is divided into several sections by lines. The top of the head is shaded gray and contains sections 1, 2, and the central 'GOAL' section. The face is divided into sections 3, 4, and 5. The neck area contains section 6. The ear area contains section 7. The mouth area contains section 4. The bottom of the head contains section 5. The entire canvas is framed by a large 'X' shape that divides the background into four quadrants.

1 WHO are we empathizing with?
Who is the person we want to understand?
What is the situation they are in?
What is their role in the situation?

2 What do they need to DO?
What do they need to do differently?
What job(s) do they want or need to get done?
What decision(s) do they need to make?
How will we know they were successful?

GOAL

3 What do they SEE?
What do they see in the marketplace?
What do they see in their immediate environment?
What do they see others saying and doing?
What are they watching and reading?

4 What do they SAY?
What have we heard them say?
What can we imagine them saying?

5 What do they DO?
What do they do today?
What behavior have we observed?
What can we imagine them doing?

6 What do they HEAR?
What are they hearing others say?
What are they hearing from friends?
What are they hearing from colleagues?
What are they hearing second-hand?

7 What do they THINK and FEEL?
PAINS
What are their fears, frustrations, and anxieties?
GAINS
What are their wants, needs, hopes and dreams?

What other thoughts and feelings might motivate their behavior?

Challenges

- Entry requirements for BBA degree
- Quantitative literacy requirements for students majoring in business
- Pathways credit rules
- No curricular coordination between institutions
- No clear path from two-year to four-year degree



**Transfer students from CUNY
community colleges with
intended majors in business
arrive with limited course
options, are not ready to begin
taking courses in their major**

Ideation

1. Revisiting the entry requirements and quantitative literacy for students majoring in business
2. Curricular coordination across CUNY Colleges
3. Transfer Outreach Advisor
4. Degree Maps



BBA Redesign

- BBA Redesign Working Group
- Data-informed approach
- Zicklin Community College
Cooperative Faculty Working
Groups

Degree Maps



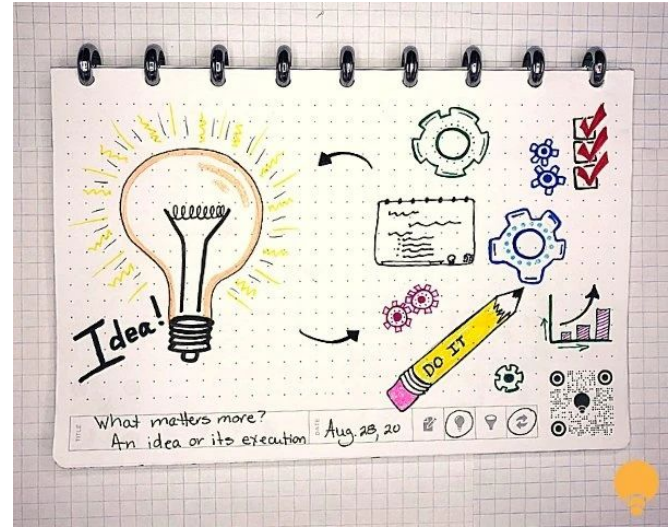
- Initial attempts
 - Prototypes
 - Two- to Four-Year Disconnects
 - Long term maintenance
-

COVID-19



Moving from Idea to Execution

- Define the scope
 - User-friendly
 - Public-facing
 - Eligibility requirements
 - Transfer equivalencies
- Engage key players
- Research & Benchmarking





TRANSFER EXPLORER

You can use this website to see course equivalencies from CUNY to CUNY, in any direction, from any college to any other college.

NEW FEATURE AVAILABLE

Question or Issues ?

Name

Email address

We'll never share your email with anyone else.

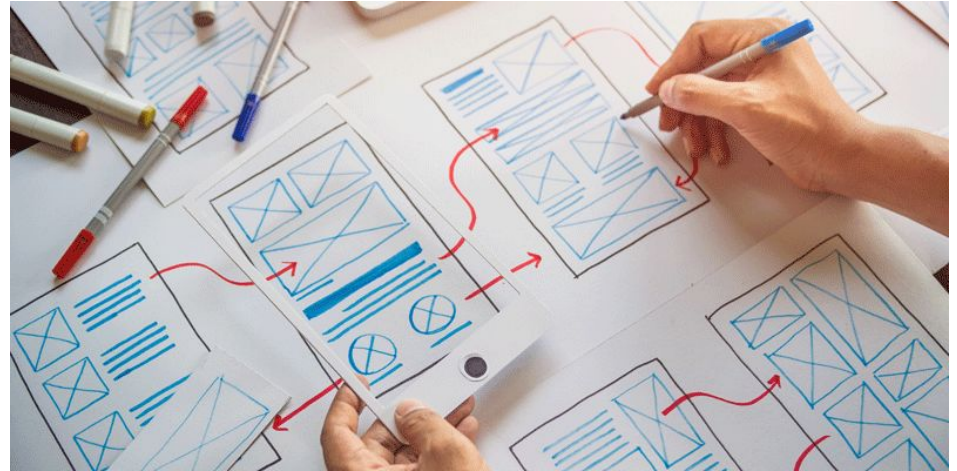
Comment

Send



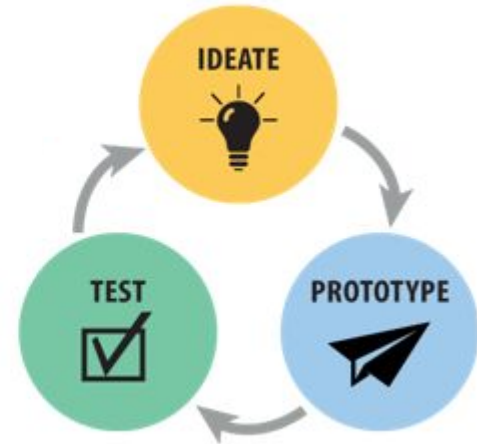
Prototyping

- Solidify the team
 - Buy-in
 - Local Experts
 - Logistics
- Communication Channels
- Designing the Tool
- Promotion and Branding



Testing

- End user feedback
 - Orientation Leaders
 - Transfer Advisor
 - Community College Partners
 - Usability, Security, and Privacy Class
- Multiple Forms of Feedback
 - Conversations
 - Live demos
 - Google Form (initial reactions, questions, & issues)
- Responding to feedback



Tool Preview

www.baruch.cuny.edu/ZicklinTransferExplorer

Bringing this Back to your Team

- Empathize
 - Empathy Map
 - Interviews & Focus Groups
 - Journey Mapping
 - Personas
- Define
 - Focus on the user
- Ideate
 - Quantity over quality
 - [Interaction Design Foundation](#)
 - [The Most Effective Ideation Exercises](#)
 - [The Ultimate 10 Minute Brainstorm](#)



Lessons Learned

Questions?