

COLLEGE EDUCATION EQUITY

A Presentation by Pao, Gray, Kate and Mamadou

OUR TEAM



Kate



Mamadou



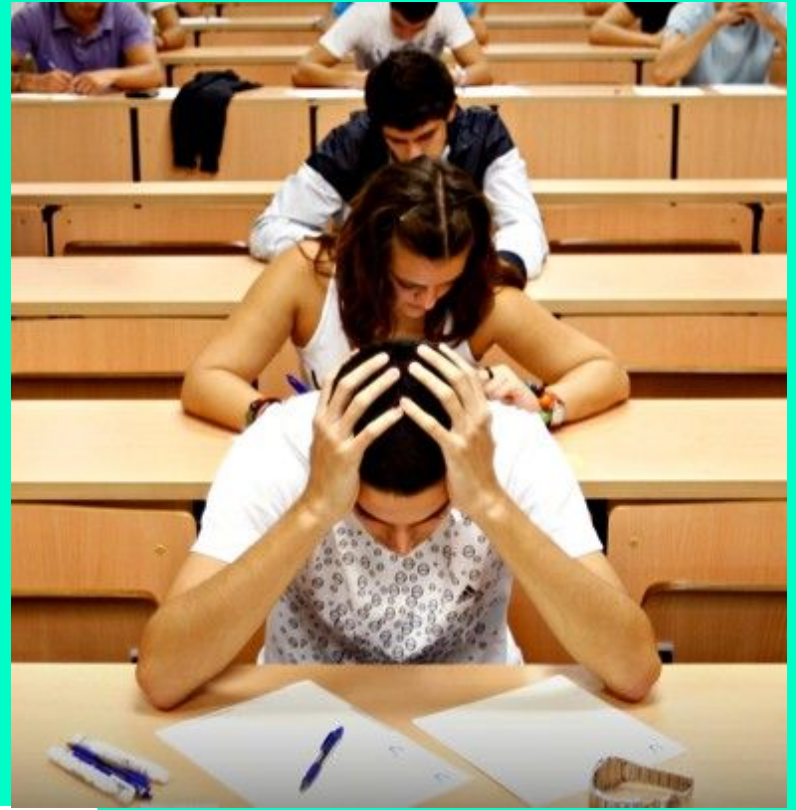
Pao



Gray

STUDIO THEME: EDUCATIONAL TECHNOLOGY

Connecting students to the information they need for the college application process



<https://www.theatlantic.com/education/archive/2015/10/high-stress-high-school/409735/>

**Connecting students
to the information
they need for the
college application
process**

How do the
experiences of
students from
underrepresented
communities differ?

What resources do
students use?
What is missing?



DOMAIN EXPERT

LOURDES ANDRADE:

DIRECTOR OF EQUITY AND INCLUSION,
SCHOOL OF ENGINEERING STUDENT AFFAIRS



TYPICAL USER

SARAH

CURRENT HIGH SCHOOL SENIOR

INTERVIEWEES

(4)

Who | Why | How



EXTREME USER

JACOB

CURRENT STANFORD FROSH



TYPICAL USER

THOMAS

CURRENT HIGH SCHOOL SENIOR

Questions we asked

What challenges did you face while applying to college?

Why did you decide to go to college?

What resources or people did you use to help you navigate the admissions process?

How helpful were the resources offered by your school?

Were you able to visit any colleges? How did you feel on those visits?

DE: What do you think allows for students from disadvantaged backgrounds to succeed?

INTERVIEW RESULTS

Say

Think

Say

Think

Say

Think

Do

Feel

Do

Feel

Do

Feel

FLI FROSH
@ Stanford

H.S. Senior

Domain Expert

"I WANTED TO GO TO A TOP FIVE COLLEGE"

"THE COUNSELORS WAS USELESS FOR ME"

"MOST OF THE THINGS THAT I DID WAS ON MY OWN"



EXTREME USER

JACOB:

CURRENT STANFORD FROSH

SAY

Wants more fairness & clarity on admissions

Upperclassmen taught him a lot about the college process

Counselors were useless for him

Wanted to go to a top 5 school

Students who weren't doing well didn't get much support

Relaxed body language during interview

Went on college visits

Applied to Questbridge and Gates Programs

Helps peers with essays and tutors others/gives college advice

DO

College admissions should be based solely on academics and merit

THINK

College apps favor certain types/groups of people

Thinks he stands a better chance applying to liberal arts colleges

Self-motivated

Confident

Deserving of being at Stanford

Worried during the application process

Annoyed at the lack of transparency

FEEL

"WE DON'T TALK ABOUT IT MUCH IN CLASS...EVERYONE IS AT DIFFERENT STAGES OF THE COLLEGE PROCESS"

"INITIALLY AT THE START OF WRITING, I DIDN'T KNOW WHAT TO DO"



TYPICAL USER
THOMAS
CURRENT HIGH SCHOOL SENIOR

“COLLEGE TOURS CAN DEFINITELY CHANGE
YOUR PERSPECTIVE”

“YOU’RE TRYING TO SELL YOURSELF TO THEM,
BUT YOU CAN’T JUST BE LIKE, ‘I’M AN
AMAZING PERSON, YOU SHOULD ADMIT ME’”



TYPICAL USER

SARAH

CURRENT HIGH SCHOOL SENIOR

SAY

Didn't want to apply to colleges based on where she'd get in

Classmates are very competitive

Campus visits changed perception of schools

Their school college counselors were not helpful

Private college counselors help them stay on track

Laughed when asked how she felt about college applications

Sought the help of a private college counselor

Spoke quickly once they got going with a story

Went on college visits

Use Naviance to get an idea of where they stand with stats

DO

Parents aren't informed enough to give good feedback

THINK

Wants a more centralized college application process

Wishes her classmates gave each other more support

Virtual tours are confusing

Easier to find schools after finding a few that she liked for comparison

Overwhelmed by all of the deadlines

Confused about where to start

Confused by jargon on apps

Disappointed by school's generic suggestions

Relieved after submitting some applications

FEEL

"YOU CAN'T BE WHAT YOU CAN'T SEE"

"SOMEONE HAS TO SEE SOMETHING IN YOU"

"PARENTS DON'T KNOW HOW TO BE
INVOLVED IN THEIR CHILD'S EDUCATION"

<https://engineering.stanford.edu/spotlight/lourdes-andrade>



DOMAIN EXPERT

LOURDES ANDRADE:

DIRECTOR OF EQUITY AND INCLUSION,
SCHOOL OF ENGINEERING STUDENT AFFAIRS

Say

2nd FLE
 student holding
 positions of diversity
 not being well
 represented
 She sees how
 diverse but an
 already going in
 from her perspective
 no change
 She sees how
 diverse but an
 already going in
 from her perspective
 no change
 She says we
 have to be
 better than we are
 She says we
 have to be
 better than we are
 She says we
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 better than we are

Do

She says we
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Think

She thinks
 the students that
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 think that college
 is going to be
 a better
 place in terms of
 opportunity
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 opportunity

Feel

The empathize
 with the
 parents
 in lot of ways
 the hardships
 She felt the
 same school
 she felt the
 same school
 she felt the
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 she felt the
 same school
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 same school
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 same school

SAY

Teachers often hold expectations of students without knowing their circumstances

“I’m FLI”

Students who often “make it” have individual drive and parent involvement

Wanted to make a bigger impact at a higher level of education

Self-drive combined with environmental and psychological safety allows for a FLI student’s success

THINK

Be supportive, non-judgemental, straightforward to connect with FLI students

college acceptances are rooted in elitism

It’s ridiculous that resources are capped/limited. Why?

Initially became an elementary school teacher in the area she grew up in

Was the director of the Leland Scholars Program

Current Dean of Diversity in the School of Engineering

Empathizes with parents and understands the hardships they go through

Cynical about the lack of help for disadvantaged students

Students aren’t given the tools necessary to succeed

DO

Participated in an Educational Opportunity Program beginning in middle school

Frustrated at some professors’ unwillingness to invest and trust in disadvantaged students

FEEL

NEEDS, INSIGHTS,
AND ANALYSIS

"I WANT MORE
FAIRNESS AND CLARITY
... I WONDER WHY I WAS
SELECTED"

INSIGHT: THE COLLEGE APPLICATION/SELECTION
PROCESS IS NOT TRANSPARENT/CLEAR ENOUGH

NEED: CLEAR REASONS AND STANDARD OF
MEASUREMENT OF HOW THE COLLEGE
PROCESS/SELECTION WORK + OPEN RECORDS OF
ACCEPTED COLLEGE STUDENTS

"MOST PARENTS WERE
JUST FOLLOWING ALONG
WITH WHATEVER THE
TEACHERS WERE
TEACHING AND HOW
THEY WERE TEACHING
THEIR KIDS"

INSIGHT: PARENTS MAY NOT BE INFORMED
ENOUGH TO GET INVOLVED IN THE PROCESS OF
EDUCATION

NEED: CONNECTING PARENTS WITH THEIR
CHILD'S EDUCATION

"MY (PRIVATE)
COUNSELOR HELPS TO
KEEP ME ON TRACK ... I
DIDN'T REALIZE HE
WOULD BE AS BIG OF A
HELP AS HE DID"

INSIGHT: THE COLLEGE APPLICATION PROCESS
CAN FEEL OVERWHELMING DUE TO THE VARIOUS
MULTIPLE DEADLINES AND REQUIREMENTS FROM
DIFFERENT SCHOOLS

NEED: A WAY TO MANAGE MULTIPLE
DEADLINES TO FEEL MORE IN CONTROL

"ONCE YOU GET OUT OF THE COMMON APP, IT'S CRAZY, BECAUSE EVERYBODY HAS DIFFERENT REQUIREMENTS, AND DIFFERENT WAYS THAT THEY DO THINGS"

INSIGHT: IT'S DIFFICULT FOR STUDENTS TO GET PERSONALIZED ADVICE FOR SELECTING COLLEGES & COMPLETING APPLICATIONS OUTSIDE OF THE COMMON APP

NEED: GUIDANCE FROM A SOURCE KNOWLEDGEABLE ABOUT THE STUDENT'S BACKGROUND & EACH COLLEGE'S UNIQUE APPLICATION PROCESS

"I DEFINITELY WANTED TO VISIT ALL OF THEM, AND IF I HAD TIME I DEFINITELY WOULD HAVE"

INSIGHT: THOUGH COLLEGE VISITS CAN BE VERY HELPFUL, STUDENTS OFTEN CAN'T VISIT ALL OF THE SCHOOLS THEY'RE INTERESTED IN

NEED: A WAY TO GET A SENSE OF THE COMMUNITY & PERSONALITY OF A SCHOOL WITHOUT VISITING IN PERSON

"SOMEONE WHO WAS PUSHING ME AND CHECKING ME EVERY WEEK TO MAKE SURE I WAS ON TRACK MADE IT HELPFUL"

INSIGHT: STUDENTS FELT A SENSE OF RELIEF AND SECURITY WHEN PROVIDED A ROADMAP FROM COLLEGE ACCESS PROGRAMS OR COUNSELORS, BUT THESE "ROADMAPS" WERE NOT AVAILABLE TO ALL.

NEED: A WAY OF PROVIDING GUIDANCE & ACCOUNTABILITY TO ALL STUDENTS ENTERING THE COLLEGE PROCESS IN ORDER TO REDUCE STRESS & KEEP STUDENTS ON TRACK

SUMMARY

- Four interviews: 1 domain expert, 1 extreme user, and 2 typical users. Two of those interviewees come from FLI backgrounds
- Overall needs:
 - Connecting parents with their child's education
 - The need for an “Alan” to manage deadlines and keep them on-track
 - A way to assess how well a school fits a student
 - Guidance from someone familiar with the college app process, someone “they can see in themselves”

QUESTIONS?