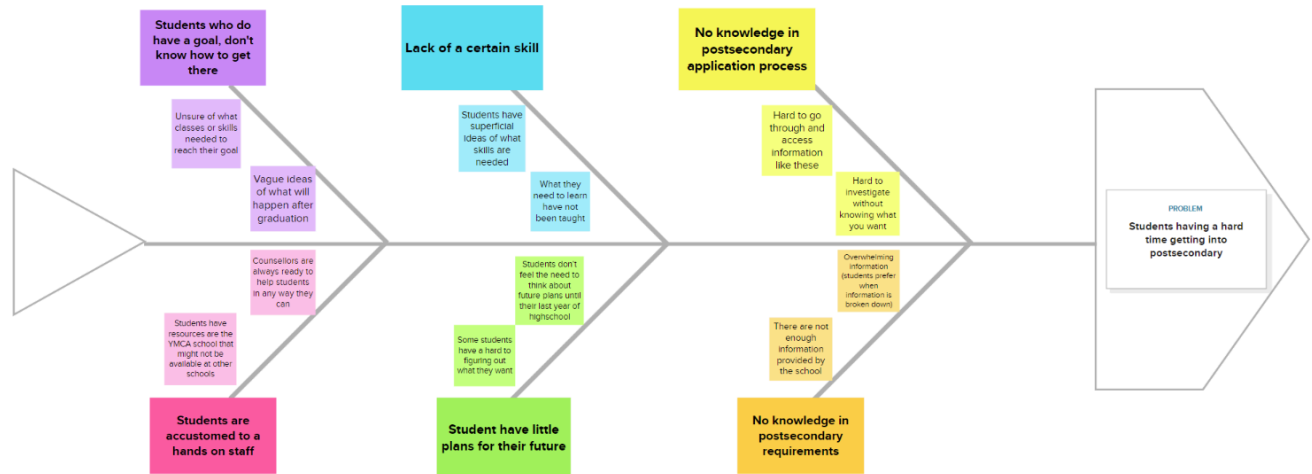


# Final Report: Creative Problem-Solving Steps

## 1. Define the problem:

### - Fishbone Diagram:



## 2. Analyze Data:

### Adrianna

#### Interview 1

likes that information is broken down to better understand

at the YMCA counsellors are always there to speak to

counsellors aid in emotional, tough times and overwhelming workload etc.

counsellors aid in emotional, tough times and overwhelming workload etc.

future plans: attend the best college for design

future plans: minecraft pokemon youtuber

how to prepare: more design and art classes

how to prepare: more design and art classes

#### Interview 2

the school has supported them through almost everything, especially with "their challenges"

teachers, staff, and students are supportive and respectful

are able to step out of the class when they feel frustrated or overwhelmed

their plans are open for any possibility after graduation

can prepare for the future by getting good grades and keeping her options open

would want a school that offers longer time for assignments, smaller classes for less distractions

benefits of the school include learning how to advocate for herself

needs an environment where she feels comfortable asking for help

### Interview 3

the school is  
very helpful is  
getting the  
extra support  
they need

the extra  
attention  
leads to  
better  
productivity

loves that  
frequent  
check ins are  
done without  
prompting

proactive staff  
leads to  
everyone  
getting the  
help they need

future plans  
include being  
a singer and/  
or musician

thinks that a  
special class  
could be  
provided to  
prepare for  
college

would  
appreciate if  
staff kept in  
touch post-  
graduation

## Slivre

### Interview 4

Students have  
different  
needs: such  
as quiet and  
ambience

Breaks in  
between

Support and  
advising in  
post-  
secondary  
learning

School does  
not seem to  
provide strong  
post secondary  
support now

Certain skill  
needed to  
study in a  
field

## Interview 5

Help  
students  
figure out  
their goal

Provide  
information  
of college  
requierments

Provide  
accesssable  
college  
information

School  
provides  
decent  
emotional  
support

## Interview 6

Students are  
not sure of the  
requirements  
of post  
secondary

Students will  
need plans or  
knowlege of  
post  
secondary

# Han

## Interview 7

Friendly  
environment,  
no bullies

Speech-to-  
Text tool  
helps

Consider  
working  
instead of  
college

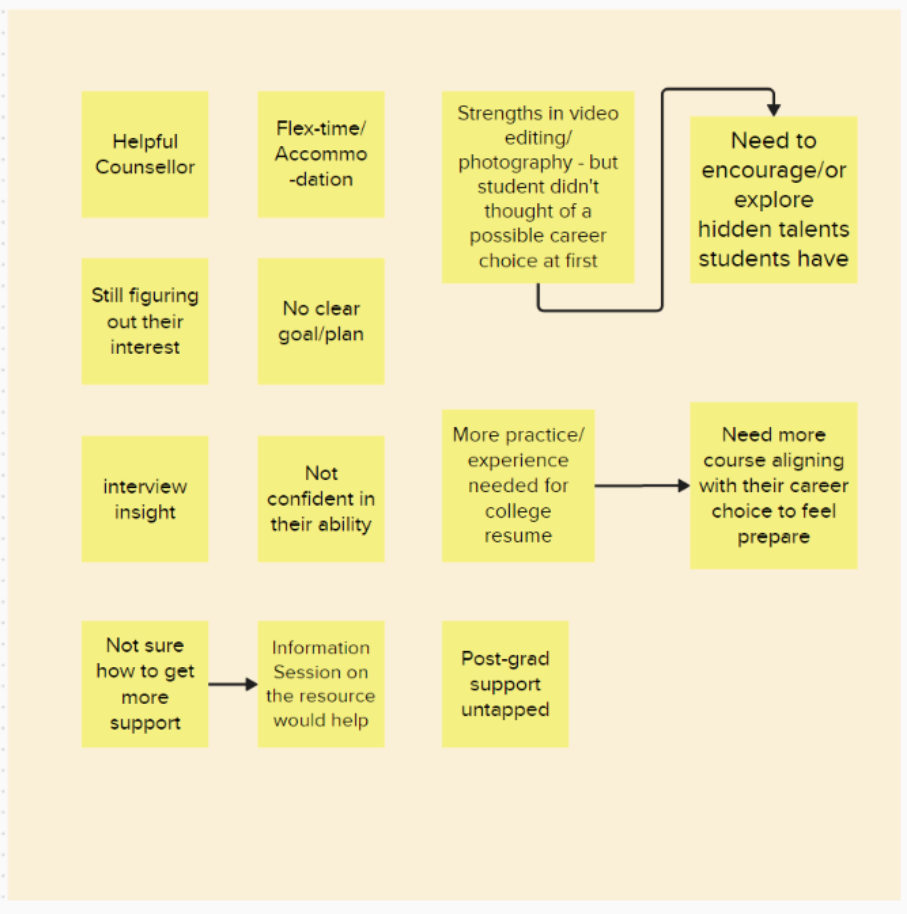
Uninformed  
of available  
supports

College  
requirements  
unclear/goal

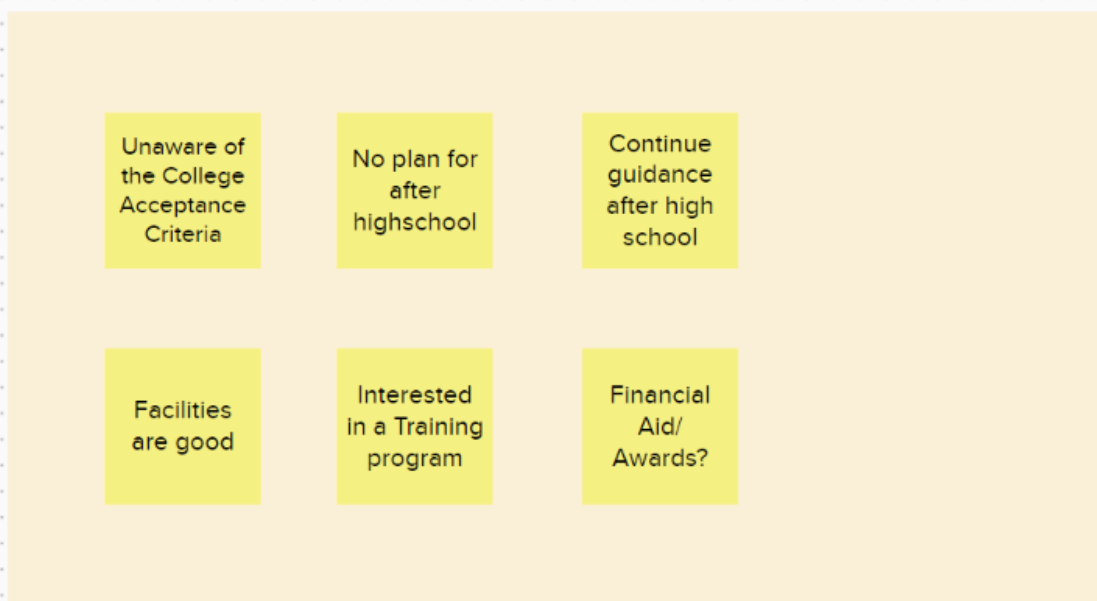
Student  
express  
interests  
going into  
college/unl

career-  
arranged  
course can  
help inform

## Interview 8



## Interview 9



### 3. Understanding the problem

#### a. Is there evidence that research was done?

Yes, there were statistical evidence captured below as value insights.

#### b. What insights were pulled from the provided interviews?

(Insights are divided into six colored categories)

#### Researcher - Han Nguyen:

##### Secondary Research 2: HEQCO Report - Transition Success

The insights from the research suggest that while the Q Success program has positively impacted students, addressing challenges related to **attendance, timing, and program delivery** is crucial. To better support students with college aspirations, YMCA College should consider **flexible program delivery, incorporating both in-person and online elements, with a focus on addressing attendance barriers and optimizing timing**. Moreover, a thorough evaluation of the impact of extrinsic motivations, program timing, and enhanced interactive elements can contribute to a more effective and inclusive transition support program. By implementing these recommendations, YMCA College can better ensure that no student with college aspirations is left behind, fostering a more supportive and accessible environment for all.

##### Identified Challenges:

###### Attendance Barriers:

- Scheduling conflicts and academic priorities hinder attendance.
- 43% registered students did not attend any sessions.
- 36% reported being unable to attend due to conflicts.

###### Thriving Quotient Limitations:

- Thriving decreased over the program, questioning its effectiveness.
- No correlation between TQ and academic success.

###### Retention Challenges:

- Despite positive feedback, retention was a significant challenge.
- Busy first six weeks contributed to struggles in attendance.

###### Online vs. In-Person Dynamics:

- Mixed success in online delivery.
- In-person sessions had higher attendance and stronger positive feedback.
- Desire for in-person interaction expressed by online participants.

##### Factors Influencing Attendance:

###### Academic Burden:

- Engineering students prioritize assignments over sessions.
- Homework overload
- Overestimation of time commitment impacts attendance.
- Regret for not attending

###### Scheduling conflicts (primary reason) - Program Timing:

- 36% couldn't attend due to scheduling conflicts.
- 43% of registered participants did not attend any sessions.
- Attendance dropped after the first session.
- Program's timing conflicted with students' group meetings.
- Consideration of timing as a potential disincentive.

##### Program Scalability and Delivery

###### Online Delivery Pros and Cons:

- Online version cost-effective and scalable, reaching more students.
- Higher staff-to-participant ratio in online cohorts.
- Mixed success with lower attendance and desire for in-person interaction.

###### In-Person Impact:

- In-person sessions fostered a strong sense of connection.
- Higher attendance, positive feedback, and desire for personal interaction.

##### Successful Program Elements

###### Helpful Components:

- Skill-building and practical advice
- Campus services
- Academic support and learning strategies
- Scheduling and time management
- Tips for university life
- Real-life stories from mentors
- Upper-year support and positive input

###### Positive Program Feedback:

- Engaging program (73% agreed)
- Knowledgeable presenters (96% agreed)
- Helpful answers or referrals (93% agreed)
- Supportive learning space by peer mentors (75% agreed)
- Discussion and interaction between students (75% agreed)
- Provided support not received elsewhere (53% agreed)
- 77% would recommend the program

##### Inclusivity and Representation:

- Higher Registration - Historically underrepresented groups showed higher registration.
- Motivations to attend were consistent across all student groups.
- **Transition support programming is important for marginalized and underrepresented groups.**

##### Program Design Recommendations:

###### Flexible Delivery:

- Consider hybrid models for flexible attendance.
- Address the need for accountability in online participation.
- Enhance online engagement with more interactive elements.

###### Enhanced Timing Consideration:

- Assess program timing to minimize conflicts.
- Evaluate the impact of extrinsic motivations, like parental influence.

### 4. Problem definition

#### a. Was the problem effectively framed in a creative and actionable way?

**“How can we better support our students who want to attend postsecondary, so that no student with college aspirations is left behind?”**

**Yes**, the problem has been effectively framed in a way that encourages creative problem solving and ideation. The framing of the problem is clear, specific, and actionable. It addresses the goal of supporting students with college aspirations and emphasizes the idea of leaving no student behind.

**b. Was a "HMW" question created to launch ideation?**

Yes, we decided to refine it further based on the research data to be:

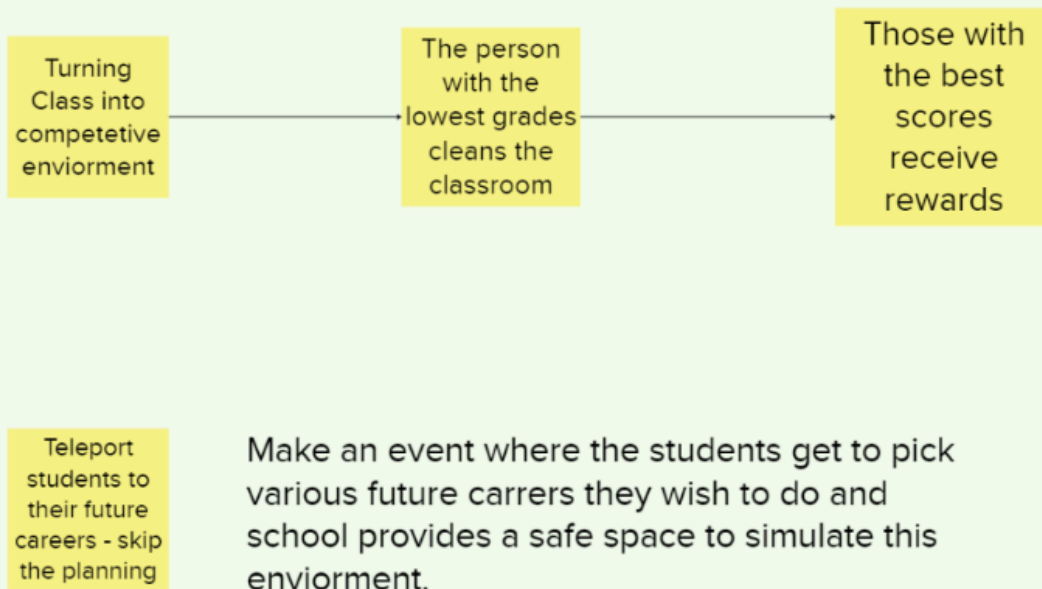
**“How might we offer post-secondary information in an approachable, engaging, and meaningful way to guide students with college aspirations?”**

**5. Ideation**

**a. Evidence that divergent and convergent stages were employed**

**Divergent Activities:**

## BrainWriting

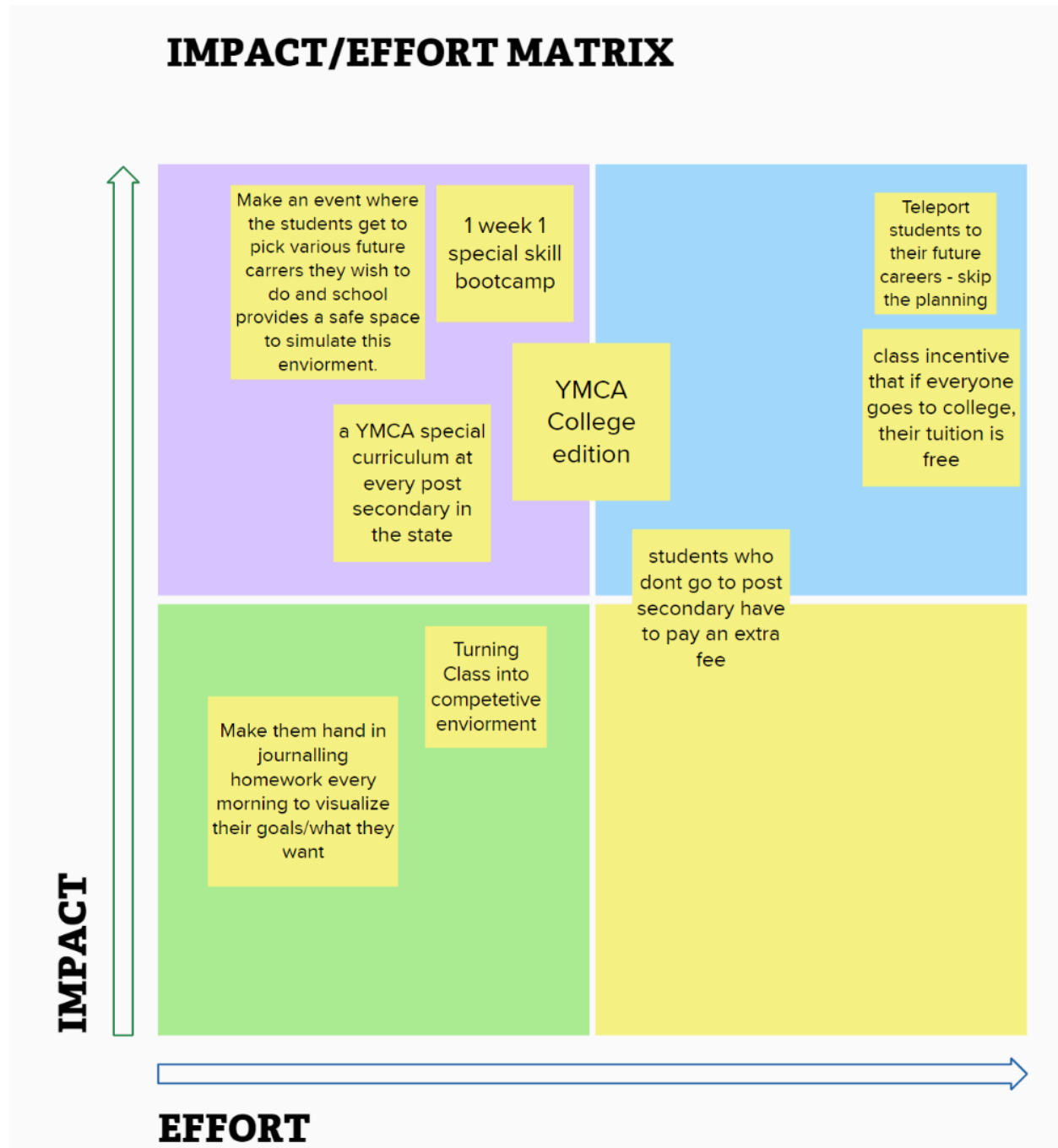


## WORST IDEA POSSIBLES

Turning Class into competitive environment	Add another course that forces them to learn and choose college	Just place them randomly	A 200\$ per hour post secondary consult	
Make them hand in journaling homework every morning to visualize their goals/what they want	Replace all staffs with robots that can monitor them 24/7	Tarot teller to predict students career	assign students based on their zodiac signs	
Teleport students to their future careers - skip the planning	Reverse Graduation class prep - how to unprepared students from successful graduation to where they are now	Achieved alumni assigned to live together with students for emotional support	students have to apply to the same college and have a buddy system	personal support dog for every student
1 week 1 special skill bootcamp	class incentive that if everyone goes to college, their tuition is free	YMCA College edition	students who dont go to post secondary have to pay an extra fee	a YMCA special curriculum at every post secondary in the state

### Convergent Activities:





b. **Clear and logical criteria were used to select an idea**

Based on problem statement, research patterns and whether or not solution address these emerging concerns:

**More Refined Problem Statement:**

Students lack post-secondary aspirations and face uncertainty about career paths, contributing to low engagement and information gaps in the college application process.

**Our Solution:**

Empower YMCA Academy high school students with learning disabilities through an immersive VR experience, seamlessly integrating gamified college application process and career simulations, personalized mentorship, and a one-stop online hub, fostering clarity, confidence, and aspirations for a successful post-secondary journey.

**Key Data Insights Addressed:**

- Uncertainty in Aspirations: Simulations provide clarity and help students identify passions and interests.
- Information Gaps: Online hub resolves information gaps by connecting students to resources and events.
- Engagement Challenges: Gamification and virtual experiences cater to tech-savvy students, enhancing participation.

**6. Recommendations for next steps**

- a. **Clear ideas have been suggested for how to test or implement the suggestion**

## SOLUTION IMPLEMENTATION & SUPPORTS



### Motivational Sessions

- **Alumni Engagement:** Facilitate online alumni sessions or guest speakers to inspire and motivate students, allowing them to visualize their goals more conveniently.

### Personalized Mentorship

- **One-on-One Guidance:** Offer one-on-one mentorship (staff or volunteered alumni) to address individual needs, providing consistent support every other day or weekly based on student preferences.

### Community Service Hub

- **Online Service Hub:** Establishing an online community service hub, with professional staff addressing students' questions on college, and careers, and connecting them to relevant resources.
- **Online Community:** Create a sense of companionship, healthy competition, and connections with friends who are also figuring out their strengths - enhancing communication skills for future college life.
- **Event Updates:** Keep students informed about resource updates, events, and opportunities within the VR community, creating a dynamic and informative space

### Tech-Driven Approach for More Engagement

- **Appealing to Students:** Leverage the tech-savvy nature of students, making the VR simulation an enticing and effective tool for engagement, boosting online seminars/events attendance.
- **Adaptable and Expanding:** Ensure the solution is not one-size-fits-all, allowing for expansion and adaptation based on evolving needs and preferences.

b. The pitch clearly highlights how the solution can solve the problem

## How it works?

## FINAL PITCH

### 1. Virtual College & Career Exploration:

- Day-in-the-Life Simulations: Engage students in immersive simulations of college life and diverse career paths.
- Role-Playing Modules: Allow students to try out various careers, identifying personal interests and skillsets or skill gaps.



### 2. Interactive Learning & Skill Development:

- Gamified Tasks & Mini-Missions: Make the learning process interactive, engaging, and fun, addressing low attention and retention rates.
- Skillset Identification: Through gameplay, help students discover and focus on essential skillsets required for their chosen paths.



### 3. Motivational Speaker Series:

- Alumni & Guest Speakers: Provide convenient online access to alumni and industry professionals for motivation and goal visualization.
- Inspiration for Goal Setting: Encourage students to visualize themselves reaching their goals, fostering motivation for higher education.



### 4. Personalized Mentorship:

- One-on-One Mentor/Companion: Tailor mentorship frequency based on student needs, offering guidance and support.
- Tech-Savvy Approach: Leverage technology to connect with students in a way that aligns with their preferences and enhances engagement.

### 5. Online Community & Service Hub:

- Expand as a Resource Hub: Serve as a one-stop-shop for questions related to college, careers, and resources.
- Connection to Resources: Ensure students easily access the right resources, addressing concerns about information availability.

## Group Member:

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## Link To Our Mural Board:

**<https://app.mural.co/t/ixd6391/m/ixd6391/1701724971086/630fe01077c21431db47abd3d6da2a47d63c4dea?sender=uf77e19a2071185be7a3a7501>**

