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Craft Certifications

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Introduction

Dear Reader,

Welcome to our journey (of documents). We invite you to follow us through our design process: an iterative learning process of reflective and active learning focused on empathizing, defining, ideating, prototyping, and testing innovations. We have engaged in extensive research about the GVSU Holland campus and the Holland community in order to identify and respond to critical needs. We have come to understand that the campus needs to be a home for transformational and relevant education in order for it to best utilize its current assets and that it needs to do this work by extending an arm into the Holland community. In response to this cross-section of needs, we have innovated a purpose for the Holland campus. The process was demanding, and the documents are extensive, but the innovation is worth it. Enjoy.

Design Brief

History:



(GVSU Holland Campus)

Even before the Holland Meijer Campus was constructed, GVSU had an active presence within the Holland community. In the early 1980's, GVSU was holding evening classes at local Holland high schools to accommodate non-traditional students ("Holland Meijer Campus Panel", 2017). They worked together to provide professional development classes, along with credit earning courses, intended to support degree completion goals for Holland residents (Ambrose, 2016). In 1996, land in Holland was donated to Grand Valley by Frederick Meijer for the university to build a branch campus ("Holland Meijer Campus Panel", 2017). Long-term plans were to create a presence similar to that of the Grand Rapids and Allendale campuses (Ambrose, 2016). When the Holland Campus first opened, it was a fairly robust extension of Grand Valley into the Holland community with 1,800 students; however, with a maximum capacity of 5,000, the campus still fell short of its capacity ("Holland Meijer Campus Panel", 2017). Holland native and GVSU President, Arend Lubbers' dreamt of planting the GVSU name along the lakeshore of West Michigan, and to create an accessible place for students to continue their education after attending a community college ("Holland Meijer Campus Panel", 2017). Unfortunately, President Lubbers' dream was hindered over the years by attendance diminutions at the Holland campus. While the number of GVSU students on the campus continued to decrease, Grand Valley extended the use of the campus to house courses from Grand Rapids Community College (GRCC: since 2005), and Muskegon Community College (MCC: since 2015) in order to increase revenue. As vacancy continued to grow, GVSU began outsourcing the space to various organizations to hold meetings. One major factor to the declining enrollment of the Holland campus is the increasing enrollment standards and policies of Grand Valley. It was much easier to be accepted to and attend Grand Valley in 1996 than it is today ("Holland Meijer Campus Panel", 2017). As time went on, it became increasingly challenging for students to enroll, and with that, the number of non-traditional students that were eligible to study at the Holland campus also diminished. In 2015, the campus started hosting early-college high school students. Currently, the campus does not generate revenue for Grand Valley ("Holland Meijer Campus Panel", 2017).

The Problem Statement:

Passion, brilliance, and creativity are words that encapsulate the heart of the GVSU Holland campus. Amidst the wealth of potential, however, lies a disconnect between what the campus *is* and what the campus *could be*. It is a home to several Holland community clubs, the Power Mobility Project, Grand Rapids Community College and Muskegon Community College branches, and embraces an open-door policy as a local event space (Holland Meijer Campus Panel, personal communication, January 18th, 2017). This campus, however, is not functioning at its maximum potential or capacity (Holland Meijer Campus Panel, personal communication, January 18th, 2017). Although it serves as an available meeting space, it has the capacity to be a hub for intersecting professions, ideas, and talents. The program and educational offerings of the campus are under-marketed and thus largely unknown to the Holland and surrounding communities. The current lack of community support and engagement is proving to be detrimental to the initial- and current- vision of this campus. **We will redefine the purpose of the GVSU Holland Campus to inspire community involvement and educational investment.**

Grand Valley measures success based on a set of core values, including service, inclusiveness, and community. Within the value of ‘community’, Grand Valley administration states: “We value a multiplicity of opinions and backgrounds...we value our local community and embrace participation of individuals and groups from Michigan, the nation, and the world” (Grand Valley State University, 2016). Similarly, the Holland community states that, “Today’s Holland is alive with diverse cultures, whose influence has created an exciting, thriving community that has never lost its charm or affability” (Holland Area Convention & Visitors Bureau, 2017). For this reason, we will strive to establish the GVSU Holland campus as a centerpiece within the Holland community. We aim to devise a solution where a diverse set of opinions, desires, and needs of Holland community members can be nurtured and transformed into collaborative and educational opportunities. Partnered with the creative potential and educational interest of stakeholders, the Holland GVSU campus has the ability to rise as a hub for collaboration and innovation!

Constraints:

We are considering a **break-even** point to be a constraint on making this building sustainable in terms of keeping electricity on and staff paid.

Another challenge is the lack of available **transportation** from Allendale. The campus itself, however, is centrally located within Holland allowing convenient access for residents. Depending on the potential users of our innovation, transportation could present itself as either a constraint or null.

A third constraint we are going to hold as a constant of our innovation is the use of the building at varying times by area **community colleges** for classes over the next four years (we are choosing four years). Due to daily classroom utilization over the course of the week, select classrooms at certain times will be unavailable for use.

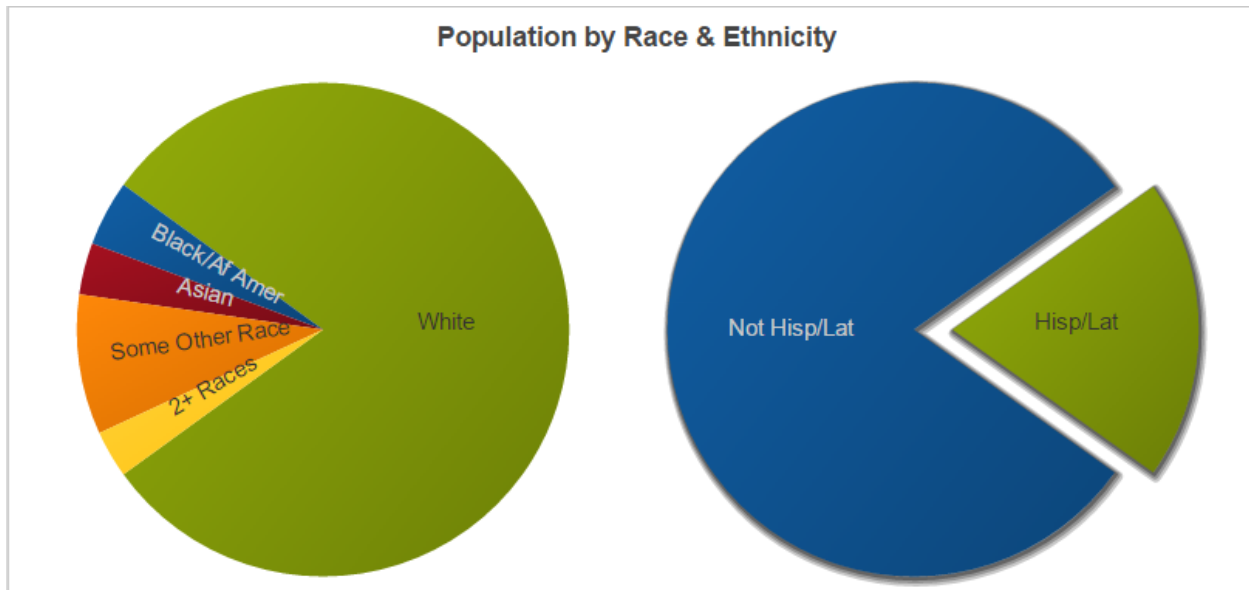
Another driving force behind our innovation is the **unknown** nature of the GVSU Holland campus. These constraints, however, encourage us to arrive at insightful innovations gained through interviews, secondary source research, observation, and the use of previous innovation

portfolios to ultimately generate a marketing plan for our solution.

The **structure** of the building and the **staff** working on the campus present another constraint. We will not be changing either of these things. The final constraint we will be holding ourselves to will be the **benefits** our solution presents. We feel this is essential as we hold within us a deep priority and responsibility to deliver an effective solution for the GVSU administration by whom this project request was made. We will be retaining the current staff of the building; therefore, it is key that all parties share in mutual support for our innovation. We firmly believe that without the support of those directly affected by our proposition, we will not have found success. Without a consensus, we will be unable to justify moving forward with the implementation process.

Ecosystem:

Figure 1: Demographics breakdown of Holland, Michigan (Claritas Pop-Facts® Demographics 2017)

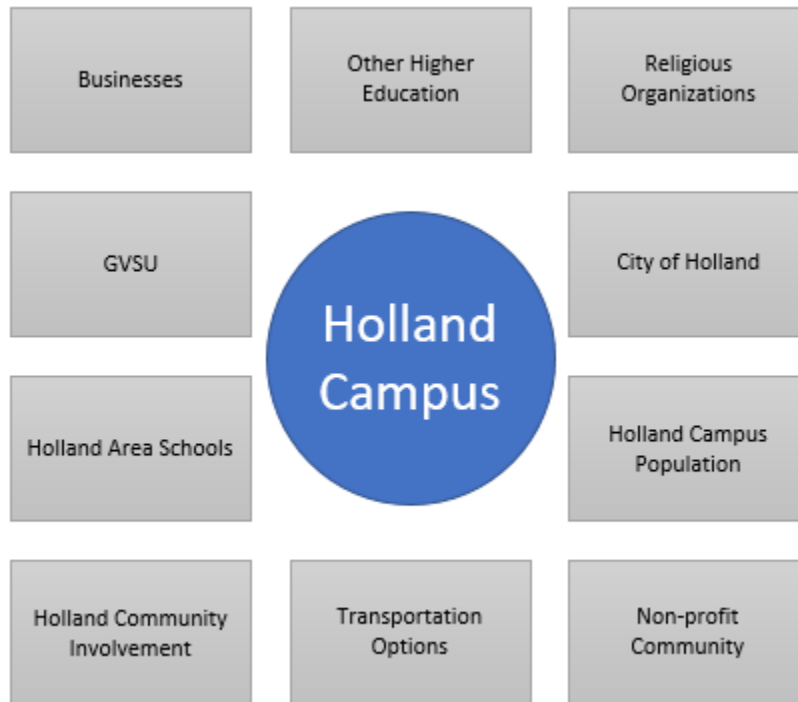


In order to understand the role the Holland campus currently plays within the community it is vital to seek out the viewpoints of the Holland community. If we can connect with those who care most about the campus's success, we will be able to innovate a solution that is more likely to yield a wide reaching, positive impact. In researching Holland campus stakeholders and studying the stakeholder maps of previous projects, we compiled a list of core groups most impacted by the campus's success (the stakeholder map is pictured below):

- Community based groups that would use the Holland campus as a meeting place for educational and extracurricular activities.
- The Holland community: business owners, non-profit organizations, residents, local

government, and religious organizations.

- Grand Valley State University students and students from other educational institutions that have branches in the area (MSU, Hope College, GRCC, MCC, local high schools).
- Grand Valley State University faculty and staff who operate out of the Holland campus.



The GVSU Holland campus was constructed as an educational institution for students. Both play a critical role in the success of the campus. The campus provides students the opportunity to attend classes in their community as well as learn in a college environment. Beyond the impact on students, an increase in attendance at the Holland campus could create new opportunities for faculty and staff to be hired to educate and assist the growing population. The increased attendance on the campus is not limited to students, though. Being the closest to the campus, Holland community members have the best opportunity to participate in activities ranging from educational workshops to personal wellness classes. Although these are not the only groups who will be affected by the success of the Holland campus, they are some of the largest stakeholders and thus will be the center of our research.

After reviewing the past research into the stakeholders surrounding the Holland campus, we found several areas where the previous groups could have ventured deeper. One major gap that we identified was **religious organizations** in the Holland community. These organizations are extremely prominent in the community, and to close the current gap we plan to reach out to a variety of religious groups with differing affiliations. Another area that was overlooked on

previous stakeholder maps was a **transportation group** such as The Rapid. A current dilemma of the Holland campus is a lack of transportation to and from the Allendale campus. With that said, we plan to set up interviews with multiple members of The Rapid organization to gather diverse input from varying departments. While there were gaps identified, there were also many areas that the previous maps did well in researching. These groups include but are not limited to **local businesses, local high schools, and the residents of Holland**. We plan to further the research into these identified groups to maximize the effectiveness of said research.

Methods:

Our team will use interviews and secondary research as our primary methods of obtaining insight into the needs of the community. Our team has come up with a plan to conduct these interviews. We will target stakeholders most directly associated with our area of focus first to ensure we have time to schedule follow up interviews with them if necessary. Our team has found that interviewing key stakeholders in the Holland community will be our most valuable research method. We are aware that there are various stakeholders involved in the Holland campus. This variety of individuals will allow us to gain a broad range of perspectives on the Holland campus, and better understand the impact it will have on the community around it. For instance, Tom Kelley says that “based on feedback from end users and other stakeholders, we adapt, iterate, and pivot our way to human-centered, compelling, workable solutions” (Kelley & Kelley, 2013, p. 70). In addition, we have collaboratively decided that we will each work on the secondary research individually, ensuring we are all engaging with a variety of relevant sources. This approach aligns with recommended practices in design thinking. We will conduct secondary research by looking at scholarly articles, and public records regarding the Holland community, as well as the portfolios completed by last semester's Design Thinking students.

Once we integrate this research, empathize with stakeholders, and uncover key themes and consistencies, it should give us a clear picture of the community and the potential role of the Meijer Campus within the community. With our proposed methods, we feel we will be able to reach an integrated innovation plan for the campus that will encapsulate this potential.

Outcomes:

Imagine a Holland community with no divides, just residents committed to working together and collaboratively dialoguing for the betterment of the community. That is our vision for the GVSU Holland campus and the surrounding vibrant area. We will utilize our empathetic research methods to incorporate as many diverse perspectives as possible and as a group, work to synthesize the findings, and be prepared to pivot our innovation to fit the needs of the community. The next steps will be to continue testing our prototype concepts with Holland community members to make sure what we are proposing is adequately designed to meet their needs. We will use the feedback that we receive to make changes beneficial to community members. Ultimately, we want to support the work that many Holland residents are already striving for - bridging gaps to really bring the community together. We have inferred from some preliminary research and

talking to potential stakeholders and community experts that there exists somewhat of a divide in the Holland community. We will change this completely by bringing differing opinions, minds, and beliefs together to tackle the tough issues within the community.

Stakeholder Map

Figures 2 and 3 illustrates our project stakeholder maps. The Holland Campus is in the middle since we have identified it as the primary collaborator. Our team decided to use previous stakeholder maps as a resource, and build on them as much as we could. The Fall 2016 portfolios highlighted an understanding of the Holland Community, however, our team noticed that there were some gaps in the research. There remains opportunity to interview non-profit companies, religious organizations, startup businesses, as well as other local companies in the Holland area. We named many potential stakeholders. Figure 3 is a simplified version of Figure 2. Both maps have their merit, with Figure 3 placing a larger emphasis on the subgroups of stakeholders.

Figure 2: In-depth map of the Holland Campus ecosystem.

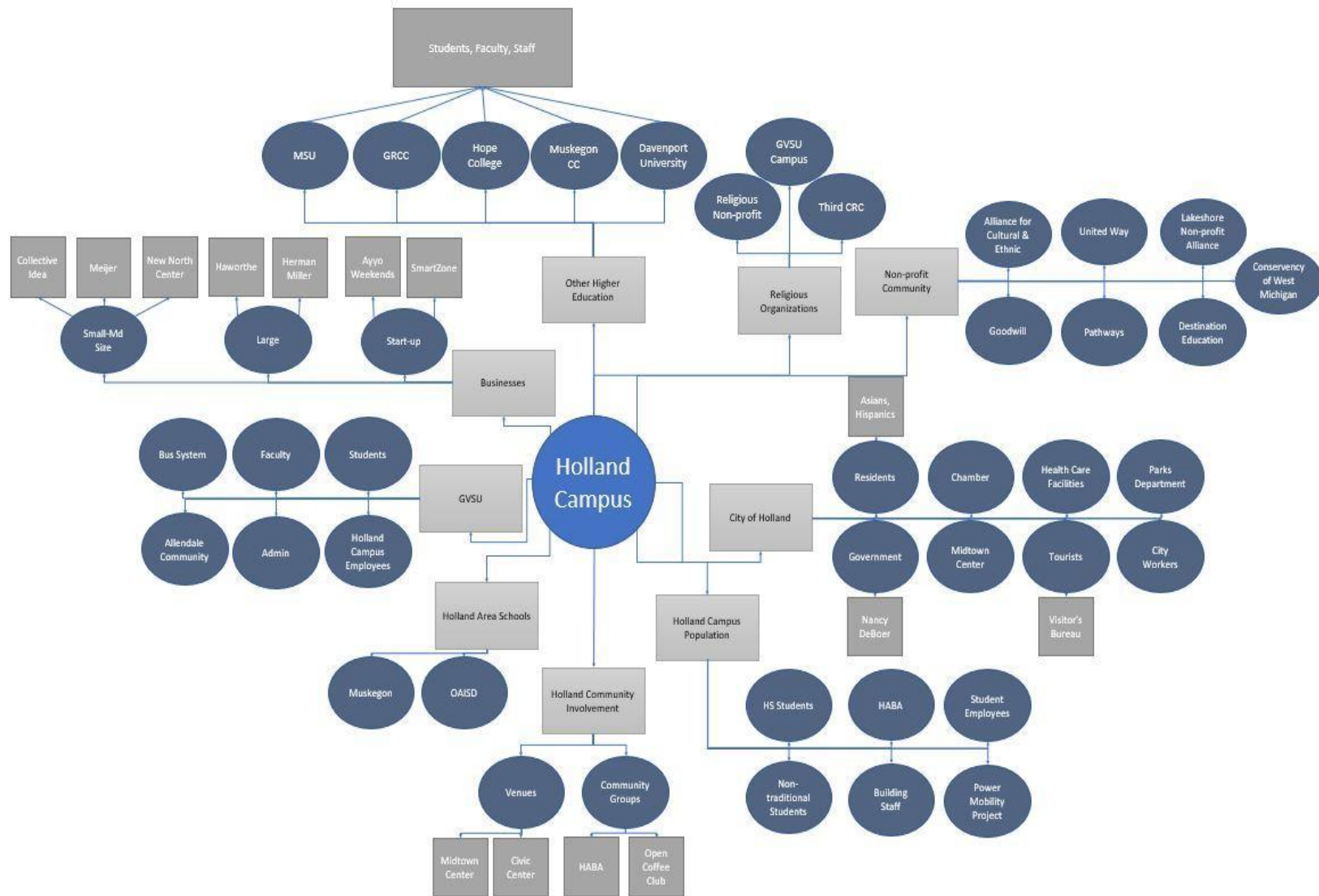
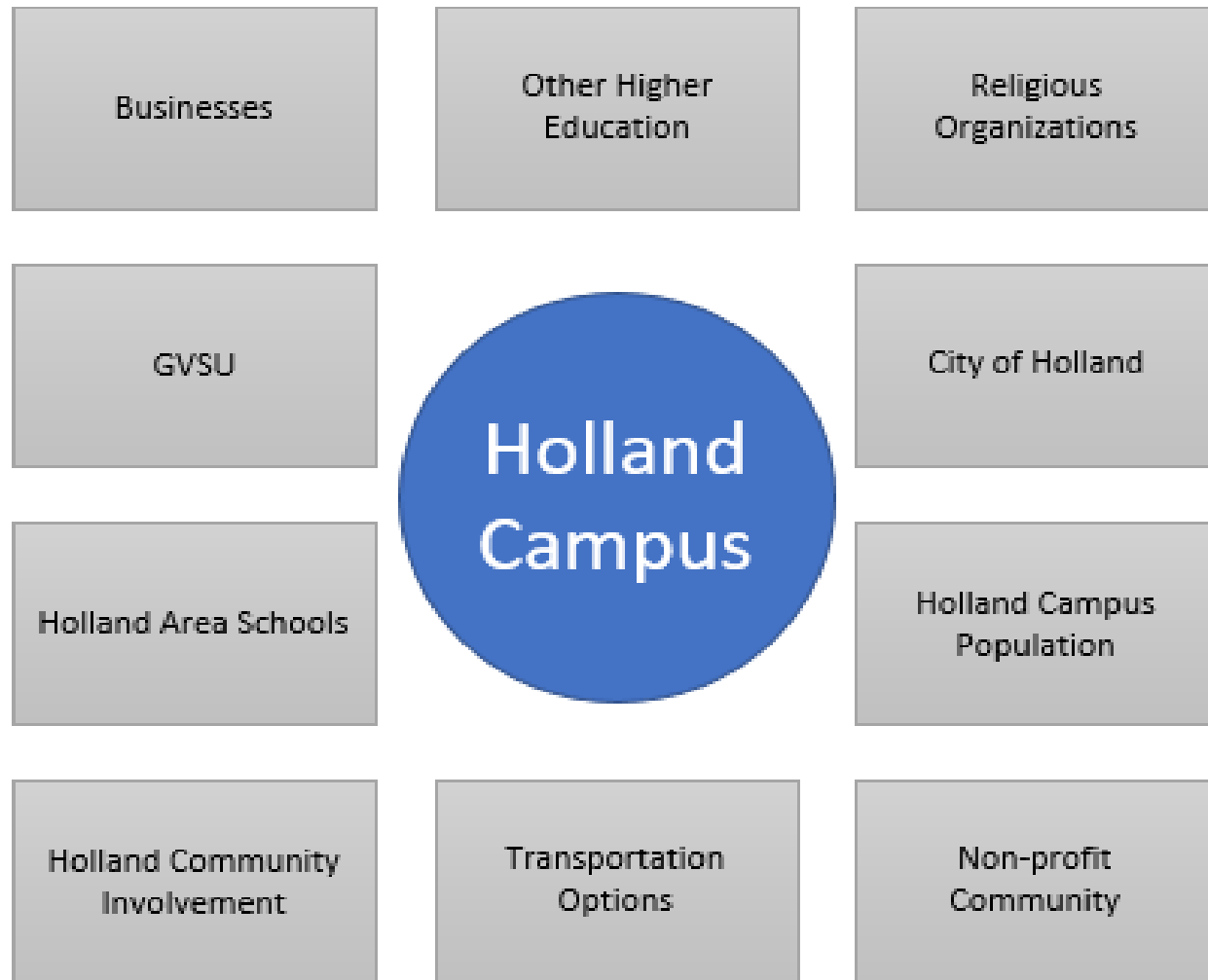


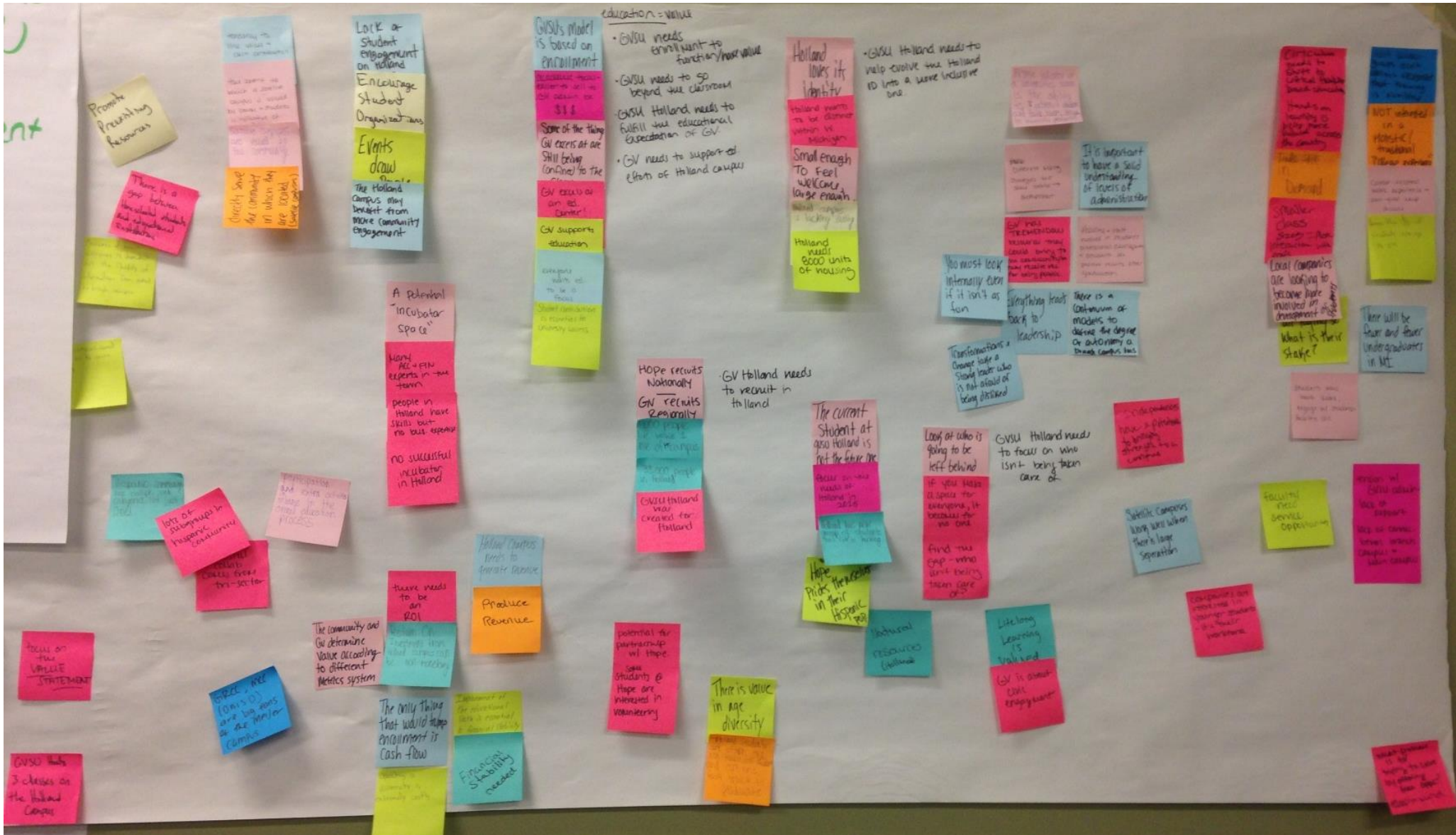
Figure 3: Simplified map of the Holland Campus ecosystem.



Affinity Map

Our team built the below affinity map (Figure 4) with the purpose of pulling insights from every facet of research we could. A few weeks through our research, we found it helpful to group our insights to see the patterns that were emerging. Some clustered into long chains, while other insights resisted grouping. For those clusters with multiple insights, we next translated those patterns into needs statements. The needs statements you see on this map were integral to our next steps and final innovation.

Figure 4: Affinity map created during weekly download of research insights.



Collaborator Debrief
Debrief One

Within the process of design thinking, in order to successfully design a prototype, it was valuable to conduct collaborator debriefs. Collaborator debriefs are brief presentations to key stakeholders on the current status of the design challenge. These presentations were vital to the success of our team’s innovations because we received direct feedback on whether our ideas could accurately portray what the Holland community needs. Having this feedback in the process greatly impacted our teams design challenge for the Holland community, in that it provided the context to which our final innovation could be a potential success within the Meijer Campus.

1. Debrief Preparation Articulating and Revising the Initial Vision	
Design Challenge Debrief	<p>Current Problem Statement:</p> <p><i>We will redefine the purpose of the GVSU Holland Campus to inspire community involvement and educational investment.</i></p> <p>Key Insights from Our Research:</p> <ul style="list-style-type: none"> ❖ There is a potential correlation between the types of classes offered and the enrollment rate. ❖ The Holland campus was not started to pull students from Allendale and Grand Rapids, but rather residents and employees of Holland. ❖ There is a potential lack of communication on the struggles the Holland campus faces.
Questions for the Collaborators	<ol style="list-style-type: none"> 1. How do you think the Holland campus can be transformed into a space that current and future students of Grand Valley can appreciate? 2. In what ways do you think the neighboring colleges (MCC, Hope, and GRCC) are more engaged within the Holland community? 3. How could we increase utilization and student enrollment on the Holland campus?

2. Debrief Feedback Capture What's Meaningful to Advance Effective Innovation	
Instructor	<ul style="list-style-type: none"> ❖ Think of the solutions in terms of the metrics of the university. ❖ Analyze future interviews in terms of how each stakeholder can have a valuable role in the GVSU Holland campus.
Class	<ul style="list-style-type: none"> ❖ Team 2: <ul style="list-style-type: none"> ➤ What does “educational investment” mean in our problem statement? We may need to narrow down what that means. ➤ Choosing an academic focus for the Holland campus and defining what classes should be offered for students may help our team’s overall innovation.
Collaborator	<ul style="list-style-type: none"> ❖ Insights 2 and 3: <ul style="list-style-type: none"> ➤ Number 2 is spot on in terms of the context, be mindful of that along with the potential that it offers ❖ East of Holland to Zeeland: <ul style="list-style-type: none"> ➤ 2nd largest township; 33k people ➤ The regional growth is happening the more East you go ➤ Fastest growing county in the state ❖ Insight 2: <ul style="list-style-type: none"> ➤ Has various layers to it ➤ More and more institutions are looking into Holland ➤ What does it mean to GVSU? ➤ A lot of other schools are interested in the growing population of Holland ❖ Insight 3: <ul style="list-style-type: none"> ➤ Identify the future students of GVSU Holland. There is a changing demographic in Holland, it is important to know the different educational needs of the future demographic. ❖ One collaborator noted the lack of involved Hispanic people with the Parks Dept. That was remedied by focusing on/marketing to the millennials. ❖ Population growth is important to look at. For example, the future students in Holland are going to look different than those in Georgetown - are they going to need a different form of education? ❖ Maybe to find the purpose we should focus on a subtraction process. Find out what needs are being fulfilled by other institutions in the city, and maybe the gap (the needs that aren’t yet being fulfilled) could be our niche.

	<ul style="list-style-type: none"> ❖ Inspire community involvement: <ul style="list-style-type: none"> ➤ 4,000 people live within a mile of Holland campus ➤ Thousands of employees less than a mile away ➤ The K-12 schools around the Holland campus ➤ Segment the community ➤ A lot of people live work and go to school around the campus ❖ Children after School Achievement (CASA); Hope College works with children. However, they don't have enough college student tutors to meet the need. ❖ Think about what GVSU can do to team up with businesses, in addition to getting High School students to work with businesses? ❖ Think in terms of long-term value - it must be sustainable and consistent. ❖ There must be a specific value for the GVSU community and the Holland community (both need an ROI). ❖ Holland businesses are interested in students, because these are their future workforce. They want to provide information on what the manufacturing industry is like today. ❖ Many collaborators asked the question, "Who are our future students?" This is something we will continue to ask ourselves when trying to narrow down a target market. <ul style="list-style-type: none"> ➤ If you make a space for everyone, it becomes a space for no one.
<p>Other Stakeholder(s)</p>	<ul style="list-style-type: none"> ❖ Hope College recruits internationally, while Grand Valley only recruits students regionally. ❖ Hope College is three times older than Grand Valley is and has deep roots in the community. ❖ Grand Valley and Hope have worked together briefly in the past, but do not have a close established partnership. ❖ We need to think of the competition in the area and shape the Holland campus to meet the demands in the community.

3. Post-Debrief Reflections
Integrate the Feedback & Ideate Next Steps

<p>DIVERGE: How did the feedback provided <i>deviate</i> from your team’s current insights?</p>	<ol style="list-style-type: none"> 1. The Hispanic population in Holland plays a large role in the community. 2. The collaborators informed us that the ‘small-town’ feel of Holland could be both a benefit and a drawback. They like to think of it more in terms of a personalized feel. Holland wants to be unique within West Michigan. 3. We had been considering other colleges in the area to be allies. However, some collaborators spoke of them as competition, while others considered them allies. We need to figure out which mindset will most benefit the Holland campus. 4. Our team realized that there are very specific needs and wants from the collaborators regarding the Holland community, and making sure to pay attention to them is a crucial step moving forward.
<p>CONVERGE: How did the feedback <i>align</i> with and enhance the team’s current insights?</p>	<ol style="list-style-type: none"> 1. The collaborators recommended that we should focus on the <u>Holland residents</u> - the campus was designed for Holland. We need to find out who are our future students. 2. We should be considering what MCC and Hope college are currently doing to better the Holland community. 4. Looking at the education investment within the Holland community is important. 5. The collaborators noticed that our insights could be aligned with a more “subtractive process” approach, which is a way that our team can position our final innovation.
<p>APPLY: How can you <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> 1. We could put an emphasis on the hometown feel without being exclusive. 2. The collaborators recommended that we get in contact with the businesses and see how Grand Valley can team up with them. 3. Grand Valley and Hope College don’t have very much communication and collaboration. We could find a way to use the Holland Campus as an avenue to build a stronger relationship with them. 4. Do a demographic study: focus on east of Holland areas as there is huge growth currently occurring there.
<p>ACT: What are your next steps?</p>	<ol style="list-style-type: none"> 1. Get in contact with some business owners and find out how they could benefit from the Holland Campus. 2. Get in contact with more community members of Holland to identify

	<p>and specify what their needs are of the community - identify a target market.</p> <ol style="list-style-type: none">3. Reach out to Grand Valley alumni who are Holland residents to find out what place Grand Valley has in the Holland community.4. Analyze secondary research with the current insights that we have obtained.
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Collaborator Debrief
Debrief Two

1. Debrief Preparation Telling the Story	
Design Challenge Debrief	<p>Team Problem Statement:</p> <p><i>We will redefine the purpose of the GVSU Holland campus to inspire community involvement and educational investment.</i></p> <p>Top 3 ‘Needs’ Statements</p> <ol style="list-style-type: none"> 1. GVSU Holland needs to recruit in Holland. 2. GVSU needs to support education efforts of the Holland campus. 3. GVSU Holland needs to focus on lifelong learning. <p>Top 5 Innovations:</p> <ul style="list-style-type: none"> ❖ Create an external support model through National Association of Branch Campus Administrators (NABCA) membership and an internal support model through GVSU NABCA member collaboration. ❖ Utilize the Holland campus to teach non-English speakers basic English language skills. Specifically, teach the parents of students within the Holland community to bridge the communication gap between parents and educators. ❖ Have a branch of the Math and Science Center operating out of the Holland campus - this would recruit middle school/high school students and they’d become more acquainted with GVSU, as well as promote lifelong learning. ❖ Similar to the math and science center, have faculty from each department at Grand Valley operate out of the Holland campus in order to bring in pre-college students to expose them to GVSU and promote lifelong learning, and reach into the community. ❖ Use the GVSU education students as mentors within the elementary community to teach them about GVSU <i>and</i> their general subjects. This benefits the college students at GVSU as well as GVSU by giving the students real-world practice, and GVSU a means to expose itself to the Holland community.
Questions for	<p>1. How could GVSU recruit students in the Holland Area (to the Holland</p>

<p>the Collaborators</p>	<p>campus)?</p> <p>2. How could GVSU aid members of the Holland community who do not believe that college is an option for themselves or their children?</p> <p>3. How could GVSU promote any of the above activities in a way that would attract the community in Holland to the Holland campus like never before?</p>
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2. Debrief Feedback
Capture What’s Meaningful to Advance Effective Innovation

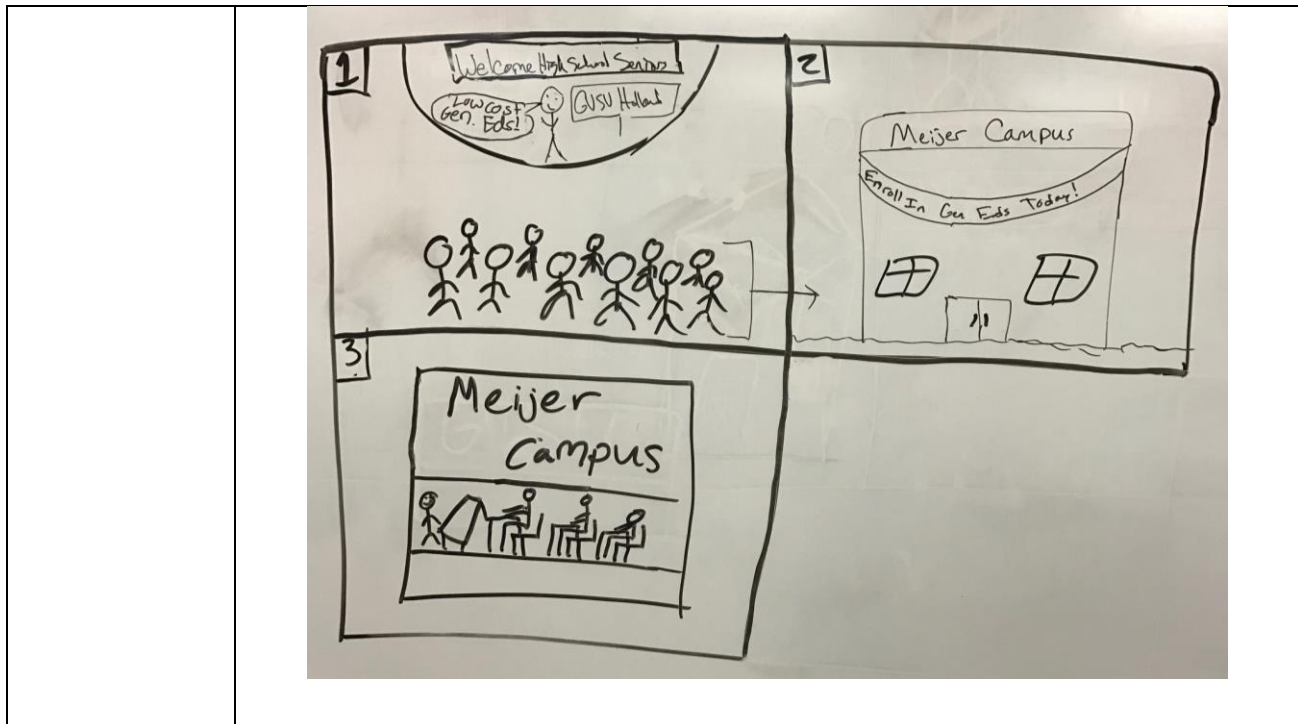
<p>Instructor</p>	<ul style="list-style-type: none"> ❖ Be willing to analyze our own teams’ insights and consider how we could collaborate with other teams to deepen and expound on them. ❖ New perspectives come when you begin to visualize the different components of a problem. ❖ It is crucial at this stage to view our constraints with a “with/and” rather than “either/or” perspective.
<p>Class</p>	<ul style="list-style-type: none"> ❖ It is extremely difficult to create solutions to large-scale problems while working with a limited budget.
<p>Collaborator</p>	<ul style="list-style-type: none"> ❖ GVSU Holland needs to offer English Language (EL) programs for parents, which allows them to bring students in. ❖ GVSU Holland needs to consider times to offer English Language classes because migrant families work from 8am-sundown. ❖ Consider teaching educators or community members Spanish, as well as having English classes. ❖ Get to the core of why people feel they are unable to attend college. ❖ Look for grants/companies willing to fund a program. ❖ There needs to be an awareness of who is already teaching EL classes within the community. ❖ The campus has room to grow regarding reflecting the people of the community who want to be learners. ❖ There is a need for college student mentors for children working with the nonprofit organizations in Holland. ❖ Learning and not assuming the perspectives and mindsets of all groups involved is essential. ❖ The needs of the Holland community are within surrounding areas, as well as in the businesses. ❖ Resources need to be thought of not only within the campus building but outside the building as well. ❖ To draw more people into the Holland campus GVSU first needs to remodel the building so it isn’t standard, boring, and unexciting.

3. Post-Debrief Reflections Integrate the Feedback & Ideate Next Steps	
DIVERGE: How did the feedback provided <i>deviate</i> from your team's current insights?	<ol style="list-style-type: none"> 1. We had not thought of offering Spanish classes, just English. 2. We had previously thought that we would have a Math and Science center located on the campus, but we have so many outdoor resources on this campus that perhaps we should bring in students to learn about the outdoors. 3. We thought that Holland GVSU should join NABCA - but they are already members. 4. We need to consider why people feel they can't attend college. We had thought it might be because of timing or jobs, but it could be because they never finished high school. 5. We thought that the Hispanic community would be easy to reach, but it is somewhat segmented into migrant families and residents, and the migrant families need a lot of consideration in terms of timing of classes or deadlines.
CONVERGE: How did the feedback provided <i>align</i> with and enhance the team's current insights?	<ol style="list-style-type: none"> 1. Some of the innovations we had went with the feedback, which gives us an idea to dig deeper into that area. 2. Each stakeholder we talked with agreed that there is an issue because of language barriers in the Holland community (especially with Hispanic parents of students). 3. Focusing on the educational investment that the Holland campus could potentially offer incoming students is a key idea to further consider. 4. We should expound on the NABCA innovation, and find out if other branch campuses are a part of NABCA, and find out if they utilize the tools that come with that membership. 5. There are needs in the Holland community, so if GVSU Holland was to recruit in Holland (one of our insights) to fulfill a need, that could work well.
APPLY: How can you <i>use</i> the feedback provided?	<ol style="list-style-type: none"> 1. We can use this feedback by shaping our innovations around it. 2. We can rework our problem statement around the new feedback to include the needs of Holland. 3. Use the feedback to shape our interview questions around it and find out what people think about it. 4. We can find out who is the main English Language teacher in the community.
ACT: What are your next steps?	<ol style="list-style-type: none"> 1. Reach out to a few more community members about our innovations. 2. Collaborate with the other teams and figure out where their

	<p>perspectives match with ours.</p> <p>3. Continue to analyze our own innovations with the feedback gained from the debrief.</p>
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Collaborator Debrief
Debrief Three

1. Debrief Preparation Envisioning the Future	
Design Challenge Debrief	<p>Team Problem Statement: We will redefine the purpose of the space that the Holland Campus offers to support the educational needs of the community.</p> <p>Top Two Prototype Concepts:</p> <p>1: K-8 Students: We will combine the structure of both the RMSC and CASA of Holland to utilize the vast agricultural resources we have at the GVSU Holland campus. We will hold classes about beekeeping for these students, biology classes, and other classes to utilize the outdoor spaces at the Holland campus. In addition to bringing in students from different schools, we will market these classes within some of the after-school science clubs in the Ottawa Area Schools, with the intent that they could use our space.</p> <p>2: General Education: We will combine the original purpose of the GVSU Holland campus, recruiting students from the Holland area, with GVSU's need to generate revenue. We will offer Holland-area students their first year of general education courses from the GVSU Holland campus with the hope that they will continue their education through Grand Valley, at any of our campuses. We will offer the first-year general education courses at a rate that is equal to that of the community colleges currently housed at the Holland campus.</p>
Summary Illustration	



<p>Questions for the Collaborators</p>	<ol style="list-style-type: none"> 1. How feasible is it for GV to offer the general education classes at an equivalent price to the community colleges? And, how would it affect the overall longevity of the Holland campus? 2. What do you believe the effect of recruiting heavily within Holland would be on enrollment at the Holland campus?
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<p align="center">Debrief Feedback Capture What's Meaningful to Advance your Prototypes</p>	
<p>Instructor</p>	<ul style="list-style-type: none"> ❖ What does GV have that the community colleges cannot offer or do not have? GV has the leverage to take it from a two-year associates to a four year undergraduate degree (community colleges do not). ❖ We need a boundary spanner: someone who understands these worlds and can go between the spaces. Find someone at GV/in the community who understands the perspectives of both worlds. ❖ Research: Does project-based learning close an achievement gap?
<p>Class</p>	<ul style="list-style-type: none"> ❖ Consider what employers want and what employees have. ❖ Have a project based learning environment working directly with Holland businesses. ❖ There is a potential educational opportunity in bringing in K-8 Teachers from Holland area schools to instruct students. ❖ It is a big part of the Holland culture to give back. There is a large pool of people who have the potential to give back.

	<ul style="list-style-type: none"> ❖ Allow donors to donate to an education for people if they want it? ❖ There are companies who are willing to give time to employees for training.
Collaborator	<ul style="list-style-type: none"> ❖ Use GVSU’s reputation to our benefit when recruiting students. ❖ Getting to and living in Allendale is an obstacle for many Holland residents. ❖ At some point employees in the workforce will hit a knowledge ceiling and will need to pursue further education. ❖ Recruiters don’t tend to care about where your degree is from. ❖ It is becoming more and more important to have some kind of degree. ❖ One way to generate a successful innovation is to look for something that other universities have not done. ❖ Ask young students what they want to learn, rather than pushing them into a program that we feel is good for them. ❖ Promote learning in the same way that sports are promoted to youth. ❖ Transportation is a difficulty faced by all groups of people. ❖ Early college is provided for free: difficult to compete with. ❖ Most large businesses provide tuition reimbursement to employees. ❖ The Holland campus needs to establish a “hook” that will draw students in. Good hooks were given in fall 2016 innovation portfolios. ❖ How do you engage GV students in collaborative opportunities? It is a major benefit for the GV students as well as the Holland community and businesses. ❖ The achievement gap begins at a younger age than college level so we may need to focus work at a younger age. ❖ Reverse the nontraditional students and make them the traditional students: <ul style="list-style-type: none"> ➤ This entails creating a different atmosphere. ❖ “I wouldn’t underestimate depending on the students who want to say they are a Laker because getting to the main campus is expensive.” ❖ “Still want to see small, local businesses get more funding to the campus as well as the different demographics and cultures to get to the Holland campus.” ❖ Do something unique with the campus to draw people. ❖ The workforce going back to school needs stepping stones. They need credentials to take back to their employer on the way to a degree so they can accomplish something before getting a full degree.
Other Stakeholder(s)	<ul style="list-style-type: none"> ❖ The innovation must be feasible, desirable, and viable. The viability of the innovation is the hardest part. ❖ President Haas believes the campus should serve the Holland community.

Post-Debrief Reflections	
Integrate the Feedback & Decide on Your Best Solution	
DIVERGE: How did the feedback provided <i>deviate</i> from your team’s current insights?	<ol style="list-style-type: none"> 1. The work-force that is going back to school is looking for a way to gain credentials in steps, not just to spend four years on a degree. 2. Include the local businesses in our innovations. 3. The two-year degree program has been done at the campus before: uncover why that did not work with that. 4. There is an achievement gap and some people in the workforce are looking to go back to school. Consider the potential of readjusting our target market to help close this gap. 5. Before we can focus on recruiting more learners to the campus there needs to be an incentive or “hook” creating a desire for them to come.
CONVERGE: How did the feedback provided <i>align</i> with and enhance the team’s current insights?	<ol style="list-style-type: none"> 1. We should use the Grand Valley name when recruiting - the reputation and name draw people. 2. We know Grand Valley excels as an educational institution, and that was corroborated in the debrief. 3. The Meijer Campus already has a focus on reaching adult learners in the community, but narrowing the target market further could help to reach and draw students in. 4. We have the leverage as a four-year institution to offer students pursuing a two-year degree the opportunity to extend that. The two-year institutions at the campus do not have that ability. 5. Do not underestimate the willingness of local business and community members to help invest in providing educational opportunities for others.
APPLY: How can you <i>use</i> the feedback provided?	<ol style="list-style-type: none"> 1. We need to make sure to have a community collaboration aspect within our design. 2. We may shift away from the traditional student, and focus more on the workforce, considering how to close the achievement gap. 3. We will cater to adult learners, preparing the workforce, and determine our target market based on where these two intersect. 4. We will make sure our end innovation is extremely inclusive to not exclude any members of the workforce. 5. We will look into the two-year degree program that was previously in place and see why it did not succeed.
ACT: What are your next steps?	<ol style="list-style-type: none"> 1. Implement the feedback we received in our innovations. 2. Use our insights to shape and define our newly revised innovation. 3. Define what the ‘hook’ of the Holland campus is/ how we will get people there.

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| | <ol style="list-style-type: none">4. How do we connect within the “Laker for a lifetime” community as well as the Holland community?5. Spend extra time on our innovation summary to ensure that it is colorful and engaging to our potential readers.6. Consider the feasibility of GV offering a two-year associate’s degree. |
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Summaries of Top 5 Innovations

1. Infrastructure of Support

Create an external support system through National Association of Branch Campus Administrators (NABCA) membership and an internal support system through GVSU NABCA member collaboration. In an interview with key GVSU Campus Operations officials, we learned that operations team aims to think of the regional campuses holistically (i.e., within the realm of one university with multiple locations). However, they also admitted that this mindset ebbs and flows and is not always consistent across the university. It is through this insight that we saw the potential for increased and unified communication and support among the many branches of GVSU. Having a support system in place both internally and externally will allow each branch campus to maintain its own identity while also receiving support and resources from the institution.

- To achieve an external support system, a designated individual from each GVSU branch campus will represent their facility at NABCA conferences and functions. They will assume the personal responsibility to work closely with the resources and tools offered by the NABCA.
- To achieve an internal support system, a quarterly meeting will be conducted where each representative from a given branch campus will report back on the insights they have gained and how they will be incorporated into the goals of their campus. This meeting will involve members of the President's Cabinet in an effort to ensure that the voice of each campus is being heard by the key decision makers within the Administration of Grand Valley.

Having these communication paths and meetings with core decision makers will allow for each branch campus representative to share the direction their facility is heading and the needs they have moving forward. Through this, as the institution makes decisions, they will be able to do so considering each individual branch campus.



2. Bridging the Language Gap in Holland

Utilize the Holland campus to teach both non-English speakers basic English language skills, as well as non-Spanish speakers basic Spanish language comprehension. Specifically, teach the parents and educators within the Holland community to bridge the communication gap that currently exists. For example, we talked to administrators from local schools in Holland, and they noted issues arising from language barriers between parents, teachers, and students. These barriers leave children to serve as translators between parent and educator. In addition, we also gained valuable insight (personal communication, Feb 2017), that the large achievement gap in the Holland community remains. Additional dialogues with community members confirmed

repeatedly that community members have an interest in learning Spanish, and English-Speaking teachers of Spanish speaking students would like to learn Spanish as well. With these findings in mind we believe that collaboration within the Educational programs of Holland. In this sense, the Grand Valley Holland campus could provide a space that aids those who do not have space readily available. The steps are listed below:

1. Have Grand Valley State's Holland campus offer English and Spanish language classes to the parents of Spanish-speaking students.
 - We will keep in mind that some of the Hispanic population is made up of migrant workers, which results in them having unique schedules and availabilities. We will take this fact into consideration if we decide that implementing this innovation is the best course of action.
2. To implement this innovation, we will contact the local schools and local churches, which are the hub through which the community of Holland interacts.
3. We have learned that a lot of information streaming through the Holland community is transmitted by word of mouth.
 - We could provide flyers, written in both English and Spanish, which could then be handed out or emailed to the people who would need this service.
 - This would allow us to reach our target audience, and would be a very cost effective method of doing so.



3. **Regional Math and Science Center**

Grand Valley Holland campus could become a branch of the Regional Math and Science Center (RMSC). Having this extension of Grand Valley in the Holland community would give the university a presence within the community as well as utilize the Holland campus. It would give Grand Valley more communication and access to K-12 students and an opportunity for these students to build relationships with the faculty and staff. The RMSC is very successful at the Allendale campus, and we would like to see that success continue and flow into the Holland campus. The RMSC does many things, but at its core it provides excitement around education for children within the Kent, Ottawa, and Montcalm counties, as well as professional development services for teachers in these counties. Middle school/high school students would be the target market. The reason that the RMSC continues to get funding is because there are benefits for multiple groups of people. These benefits include:

- Cultivating an excitement for mathematics and science which is fueled by the staff.
- This excitement for learning would lead to a new-found desire for success which participants would associate with the positive experiences they had with Grand Valley;

longer term potentially creating a pipeline of future Lakers

- A means for faculty to complete required community service hours.

The RMSC already works with students in Ottawa County, and based on our insights from our research, we believe that we could expand this reach with a permanent physical branch of the RMSC located within the Holland Community.



4. Exploring the Future Potential of Holland's Youth

Our team recognizes that the Holland campus needs to become a destination, or space, where pre-college students in the Holland community feel welcomed to come and explore their potential for the future. Like the Math and Science Center, we propose to have faculty from each department at Grand Valley operate out of the Holland campus in order to bring in and reach out to pre-college students to expose them to GVSU and promote lifelong learning. The insights that led us to this innovation were that the Holland Public School district is a very prominent stakeholder in the Holland community. In addition, it has been noted that the enrollment of Grand Valley will reach a plateau in the coming years, so in order to maintain the current level of enrollment at Grand Valley, there has to be an increase in recruiting. Based on our research, we believe that the Holland community is a great place to do this. Another insight behind this innovation is that currently the Holland campus is catering to both MCC and GRCC students, not just Grand Valley students. By encouraging more Grand Valley faculty participation and engagement at the Holland campus, and reaching out to the pre-college demographic in the Holland community, there can be a mutually beneficial relationship with Grand Valley and the Holland community. Grand Valley State University is known as having one of the best student-to-professor ratios. If Grand Valley professors were able to come to the Holland campus and showcase different programs and opportunities for incoming college students, then the Grand Valley brand would be looked at positively by Holland Public Schools. It would also bring much needed awareness of the Holland Campus to the Allendale and Grand Rapids campuses as well. In conclusion, our team recognizes that the Holland campus needs to become a destination, or a space, that pre-college students in the Holland community feel welcomed to come and explore their potential for the future.



5. Mentorship Program

Empower GVSU education students to become mentors within the elementary school community in Holland to teach them both about GVSU and their general subjects. This benefits the college students at GVSU by giving the students real-world practice, and GVSU a means to engage the Holland community. CASA (Children's After School Achievement), helps at-risk school kids by providing free after-school tutoring and individualized summer school in addition to other educational and cultural enrichment programs. We have learned that the organization has implemented their program in partnership with Hope College, however there remains a need for more college-aged mentors. Based on this feedback, we would like to bring together Grand Valley students and children from the CASA program that need mentors. The meeting point for the student-to-student interaction would be the GVSU Holland campus. We are aware that a constraint of this innovation is transportation, and to overcome this constraint we propose a partnership between GVSU and the Macatawa Area Express, much like that of GVSU and The Rapid. A positive aspect of the CASA program is that the young students feel pride when they get to say that they go to Hope College. We would like to continue to instill this pride in students by bringing them to the Holland campus. Tutors (college students) would sign up for one or two tutoring nights a week and tutor children from 4 pm to 6 pm (after grade school lets out). Tutors will need to apply to the program and have expertise in a given area in order to match them properly with children. The incentive for tutors to participate would be volunteer hours and a connection to Hope College and the Holland Community. In addition to the connection that students would receive, knowing that they are making a huge impact in someone else's life.

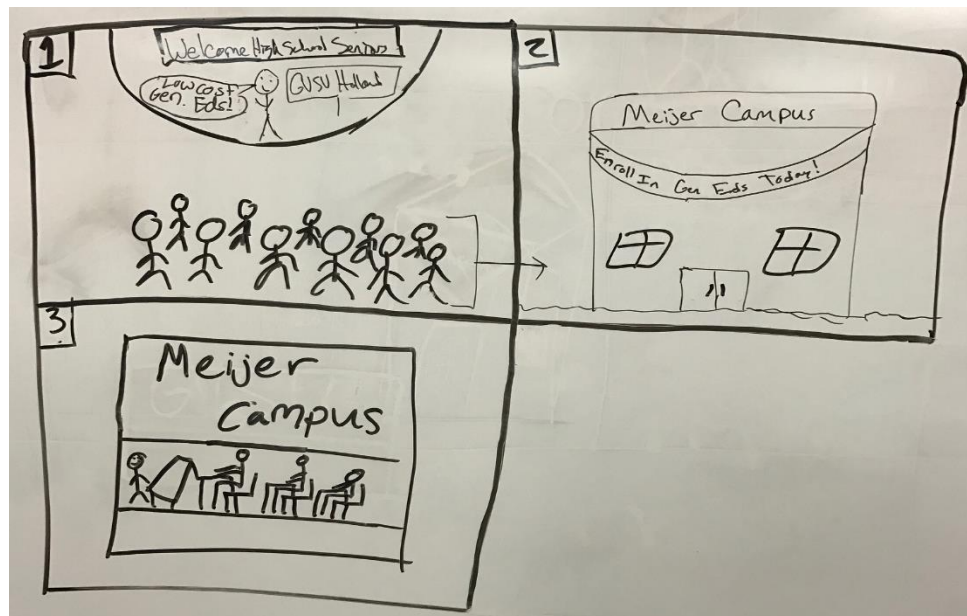


Summaries of Top 2 Innovations

1. General Education

In this innovation, we have combined the original purpose of the GVSU Holland campus, recruiting students from the Holland area, with GVSU's need to generate revenue. We will offer Holland-area students their first year of general education courses from the GVSU Holland campus with the hope that they will continue their education through Grand Valley, at any of our campuses. We will offer the first-year general education courses at a rate that is equal to that of the community colleges currently housed at the Holland campus. Through these classes, we hope to show students the quality of education that they would receive should they continue to finish their degree through Grand Valley. This program could also be used as a means to expose early college students who may be concerned with the financial aspect of attending college to the GVSU Holland campus. With the knowledge that they could attend a GVSU campus, take GVSU classes, and complete all their general education courses in one place for a lowered cost, they may feel more confident in their ability to attend a university. In order to implement this program, we could capitalize on the programs that already bring high-school students from the Holland area into the Holland campus (Early College, Stay-cation Programming, etc.) There are several steps we would take to implement this innovation:

- Travel to local area high schools and speak to juniors and graduating seniors about the opportunities available through the GVSU Holland campus, while continuing to bring students to the Holland campus for programs Early College.
- Expose seniors in high-school to the GVSU Holland campus through a tour of the campus. Inform students and parents of the low-cost general education courses available at the GVSU Holland campus.



2. K-8 Students

Through our research, we've discovered a few groups serving young students in the Holland area. CASA (Children's After School Achievement) brings K-8 students to Hope College for after school tutoring, which is provided by Hope College students. That program has a shortage of college-age mentors, which Grand Valley could provide. The Regional Math and Science Center operating out of Grand Valley brings in students from Ottawa County to the Allendale campus to participate in various camps and classes to generate excitement around education for children.

In this innovation, we have combined the structure of both programs; we will bring in Grand Valley faculty and students, along with students in the Holland area, to utilize the vast agriculture resource we have at the GVSU Holland campus. We will hold classes about beekeeping for these students, biology classes, and other classes to utilize the outdoor spaces at the Holland campus. In addition to bringing in students from different schools, we will market these classes within some of the after-school science clubs in the Ottawa Area Schools, with the intention that they could use our space.

We have learned that the RMSC is successful because it continues to receive funding from Grand Valley since it provides benefits for various groups of people:

- Cultivating an excitement for mathematics and science which would be fueled by the staff.
- This excitement for learning would lead to a new-found desire for success which participants would associate with the positive experiences they had with Grand Valley.
- A means for faculty to complete required community service hours.

We are proposing to mimic the RMSC model to create this hybrid program.



Final Innovation Summary

Craft Certifications: Build Your Own Education Program

Employers in Holland have a need for skilled workers, while employees in Holland have a need to further their career and education. We heard repeatedly from stakeholders, and it was corroborated by secondary research that, “At some point, employees in the workforce will hit a knowledge ceiling and will need to further pursue education” (personal communication, 2017). Working professionals will often enter their field with adequate experience and education, but then eventually plateau due to their education levels. This happens because they do not have the degree required for a “next” position or opportunity; however, their work experience may qualify them for the position.

With that in mind, we will be providing an opportunity for these working individuals to craft a highly-customizable “opportunity” certification based on their current need. For example, if an employee interested in statistics wishes to move up in the company by advancing their knowledge of management, we could provide them two management courses in combination with a statistics course. This customized sequence would then translate into a management certification issued by Grand Valley State University. Through this program, workers will become certified with targeted skills without the time commitment and cost of a two or four year degree. This is a benefit to both the employee and the employer! This system is backed up by much of our secondary research. “The primary motivators [of adult learners to go back to school] were self-improvement and sense of achievement” (Hoyt, Howell, 2012). This certification program will motivate adult learners by giving them that achievement, and legitimize their education journey by giving them a tangible certification to bring back to their employer.

With GVSU’s support, we will bring faculty to the GVSU Holland campus to teach sequences of courses that lead Holland employees to a certification in their desired area of study. The courses would be offered at a tuition rate equivalent to that of the community colleges currently housed in the Holland campus. For longer term opportunities, each certificate completion will be credited towards general education credit if the student wishes to continue their education at GVSU.

With this innovation, GVSU Holland will meet a need of the Holland community with the assistance of Grand Valley resources. Utilizing GVSU resources in this way meets the campus’ original purposes, in addition to generating revenue for GVSU Holland.



Get CERTIFIED with Customizable Gen Eds! Enroll today at the Meijer Campus!



Craft Certifications

Alex Dartt, Autumn Reyhl,
Brandon Angerbrandt, Collin
Cribley, Hattie LeVeque, Mitchell
Galloway

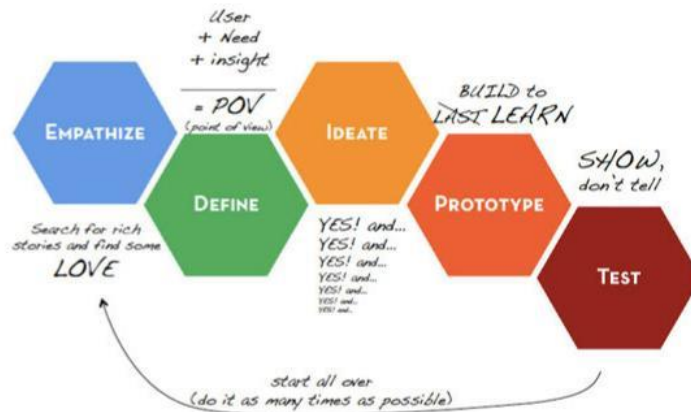
Innovation

Craft Certifications: Build Your Own Education Program



The Process

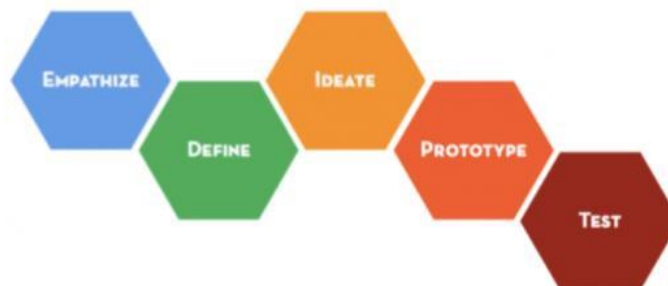
My design thinking CHEAT SHEET



By Guido Kovatskys

Problem Definition

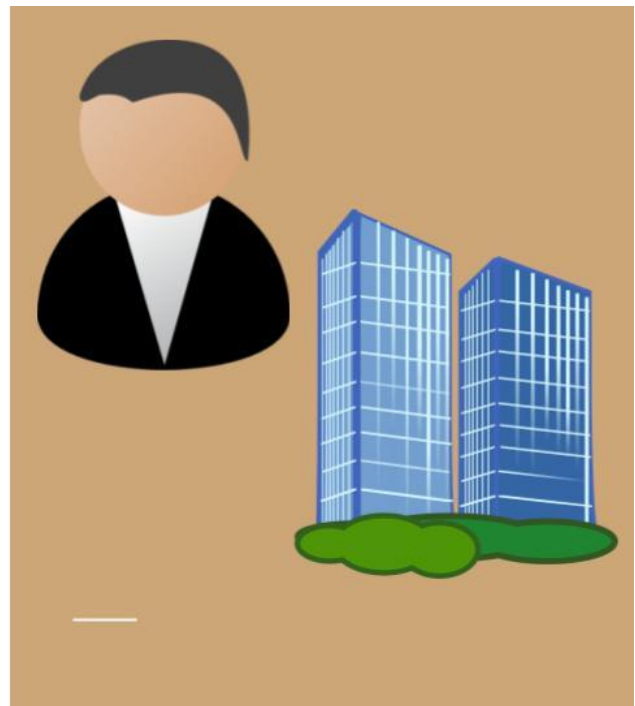
We will redefine the purpose of the space that the Holland Campus offers to support the educational needs of the community.



This is Jenny, a Holland resident.
She wants to advance within her company.



This is Bill, an employer in the Holland community.
He needs an employee with skill .



This is the GVSU Meijer
Campus



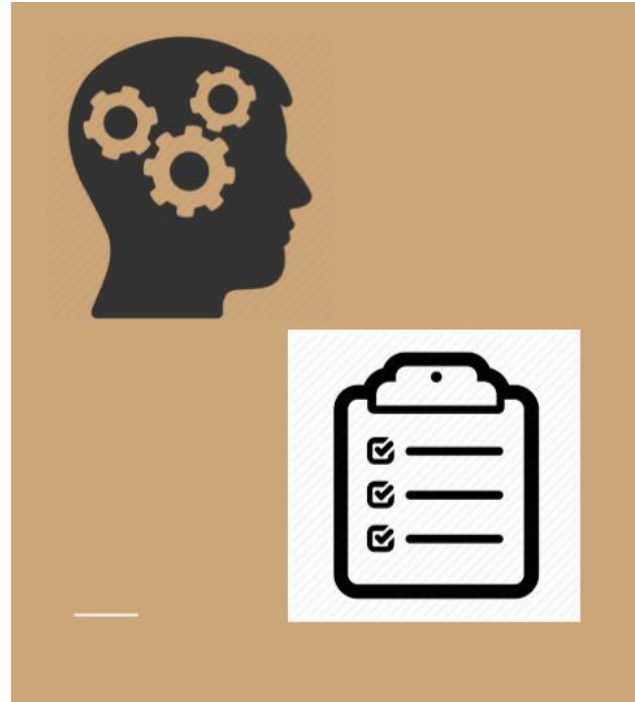
This is Jenny, she
earned and applied
with a certificate from
GVSU Craft
Certifications for the
available position.



This is you:



- What certifications would you as an employer want to see?
- Do more research



Questions:

- Think to yourself about a person who is halted in their career because of educational attainment, but doesn't have the time to go back to school for a full degree.
- Do you know people who would benefit from this?
- What would you go back for today if you could?
- We want your feedback!



Team Video link

Our team has further explained our top innovation in a video. The video can be found here:

[Craft Certifications](#)

**Design Thinking to Meet Real World Needs
Innovation Symposium Findings**

Call to Action Envisioning the Future	
Information Provided to Stakeholders	<p>Top Innovation We will be providing an opportunity for working individuals to craft a highly-customizable “opportunity” certification based on their current professional needs.</p> <p>Key insights from Design Thinking Journey</p> <ul style="list-style-type: none"> ❖ Working professionals will often enter their field with adequate experience and education, but then eventually plateau due to their education levels. ❖ Employers in Holland have a need for skilled workers, while employees in Holland have a need to further their career and education. ❖ GVSU excels as an educational institution. <p>Current Barriers The barriers that we currently foresee are the potentially limited budget for higher education for employees, and the potentially limited resources from Grand Valley to provide this type of education system.</p>
Call to Action	<ul style="list-style-type: none"> ❖ Spread the Word <ul style="list-style-type: none"> ➤ Tell your employers and employees/educators and students ➤ Think about what kind of certifications you’d like to see as an employer/employee/educator/student ❖ Do more research <ul style="list-style-type: none"> ➤ Survey the community to understand feasibility and viability of the program ➤ Survey businesses to find budgets for higher education for employees
Information requested from stakeholders	<ol style="list-style-type: none"> 1. Think about what would motivate an instructor to come to the Holland campus and teach. 2. How are you going to make customizable classes cost effective for GV? 3. Who is going to choose the customization? Employers or employees?

Innovation Symposium Feedback Capture What's Meaningful to Advance your Innovation	
Verbal Feedback	<ul style="list-style-type: none"> ❖ Research how the local businesses would want certifications structured. ❖ Develop certifications that fit the needs of employers who would accept them. ❖ Figure out how to make the customizable aspect profitable for GVSU.
Written Feedback	<ul style="list-style-type: none"> ❖ Project management certifications might be an option, as it is useful across many industries. Project Management Institute (National organization) has a West Michigan chapter. ❖ Three recommended certifications: business writing, oral presentation skills, and interpersonal communications: take all three for a business communications certificate. ❖ Could this building be used as a testing center? Many certification exams are done at computer testing centers. ❖ Expand to have the employer to open their development processes to move up in the company. How can GVSU educate companies? ❖ Team up with organizations/ask organizations what craft/specialized certificate they would like specific to their organizations. ❖ How do they get the same skills without a 2-4 year degree? ❖ What is the model for getting the same skills through a certification? ❖ Why not offer an option to temp agencies to include “certified” employees? ❖ Cost should go to the employer.

Post-Symposium Reflections Integrate the Feedback & Offer Final Recommendations	
DIVERGE: How did the feedback provided <i>deviate</i> from your team's current recommendations?	<ol style="list-style-type: none"> 1. The recommendation that the campus be used for a testing center. 2. Focus specifically on project management certifications. 3. Cost should go to the employer, not the students. 4. Offer an option to temp agencies to include certified employees. 5. Expand the program to educate employers on different ways to open up their development process in terms of moving up in the company.
CONVERGE: How did the feedback provided <i>align</i> with and enhance the team's innovation?	<ol style="list-style-type: none"> 1. The stakeholders liked the idea of having a certification to bring to employers. 2. We knew that we would need to team up with organizations and employers to find out which certifications would be in demand. 3. The certification would provide the ability to advance in the company. 4. We knew that Grand Valley may have limited resources to make the customizable aspect of this innovation happen.

<p>SYNTHESIZE: How can others <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> 1. Get in contact with the businesses in Holland and see what kind of program they would want to build. 2. Get in contact with temp agencies and discuss a certification program. 3. Team up with other organizations in the area in order to find out what programs would be in demand and find potential sources of funding. 4. Come up with a model which shows how the certification will provide the same skills as a 2/4 year degree.
<p>RECOMMEND: What next steps does your team recommend to stakeholders?</p>	<ol style="list-style-type: none"> 1. Get in touch with the major companies in Holland (Haworth and Herman Miller) and discuss the innovation in depth with the employees as well as the employers. 2. Look into what teachers at Grand Valley would be interested in teaching the certification courses in Holland.

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