Dr. Luke Jones
STUDENT-CENTERED DESIGN TEAM
STUDENT PERSONAS
STUDENT PERSONAS

Focus
Clarity
Insights
USE WHEN YOU ARE....

Brainstorming
Communicating
Illuminating differences
commonalities
STUDENT PERSONA

**needs a way to:**
Describe what the student is trying to achieve.

**current frustrations:**
Articulate the student’s source of frustrations, their pain points.

**primary motivation is:**
What are the student’s values and motivations?

**needs:**
Describe the student’s needs, even the ones the student may not see.

**“MEMORABLE QUOTE THAT BRINGS THE NEED TO LIFE”**

**It would be game changing to create a world for**

Where they ......
And makes them feel ......
So that ......
“I came to Boise State to get a good job and open doors for my future. I got in and now I am struggling in a big way. I’m doing ok in my English-plus class but Math is not going well. I question my major and even if I should be here, and since my parent’s didn’t go to college, they don’t really know how to help me. Maybe I should take a break from college.”

Sara is:
Trying to succeed in college while working and staying out of debt. She is questioning her major (radiology) and looking for a clear path forward. Relying on her parents and advisor to help her make decisions. Her primary motivation is: Boise State was the only option she really ever considered. She is here because it is practical, will help her get a good job and she wants to find a place to put her passion and strengths to work. She really wants to keep from taking on debt for college. She loves her family, is a hardworking and outgoing person and is wondering if she made the right decision to live at home.

Her current frustrations:
She is not doing well in her first term. She trying to find help while living 20 minutes away. She doesn’t like staying on campus all day so she goes back and forth a number of times during the day for meals, changing for lacrosse practice, and to work as a nanny in the afternoons. She feels disconnected from campus services and support.

Sara needs:
A way to assess how her chosen major aligns with her ability, passion and career goals early in her first semester. Early support and help to build the academic skills she will need to be successful. Intervention to help her get a B or better in Math and English in her first year. Confidence that she can make it as a college student.
WHERE ARE YOU?
START HERE

Have you identified who you intend to design for?

**YES**
- Have you interviewed/observed the value, needs, motivation, and aspirations of those you intend to design for?
  - **YES**
    - Have you understood the design opportunity you intend to solve?
      - **YES**
        - Learn to Define
      - **NO**
        - Learn to Define
  - **NO**
    - Learn to Define

**NO**
- You are here
  - The Design Process
  - Learn to Understand
  - Learn to Ideate
Students

• Observations
• Photo journeys
• Field notes
• Interviews

Empathy Maps

Insights & Defined Needs

Student Personas

Student Stories
WHAT DOES THIS STUDENT THINK AND FEEL?
What really matters to them?
What occupies their thinking?
What worries and aspirations do they have?

WHAT DO THEY HEAR?
What are friends, family, faculty, advisors and other influencers saying to them that impacts their thinking?

WHAT DO THEY SAY AND DO?
What is their attitude toward others?
Memorable quotes and stories
What do they do in public?
How has their behavior changed?

WHAT DO THEY SEE?
What in their environment influences their thinking and behavior?
What are other people around them doing that shapes their experience and thinking?
How are interactions with the university shaping their experience?

FRUSTRATIONS
What fears, frustrations, anxiety, or obstacles are they facing?

GOALS
What are they hoping to achieve? What does success look like?

NAME:
After class, before the gym

TUESDAY

Tuesday Morning

COMM 482: Media Relations

FRSSA

WEDNESDAY

Coming to work after my research methods class

Catching up with my work wife

After my media relations class

FRSSA faculty advisor and president meeting

Coca-Cola new flavors?!?

ENG 202: Technical Communication

COMM 482: Media relations and guest speakers

Post class, onto the gym
“Don’t wait for everything to be perfect before you decide to enjoy your life.”

I wish professors allowed us to write essays in the same English that we write Facebook posts. My thoughts are so much faster that way. I think to myself, “The rise of nationalism in the United States is basically because Iran and Saudi Arabia have some SERIOUS issues that they decided would somehow be best ignored by destroying someone else’s country” but like... I gotta translate that into fancy English.

While on this soapbox, I also wish we could add fake dialogue. I like set up a fake little play and have actors representing country’s just take acting it out. So much easier to understand.

Can you tell that I’m struggling finishing my lit review yet?

Spliiiiiit shift
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