Objectives

• Explore essential components of student-centered processes
• Learn strategies for mapping, visualizing, and adding value to processes
• Learn strategies for incorporating student perspectives into process design
Icebreaker – “Don’t Drop the Student”

• Time = 15 minutes

• The Rules:
  1. All participants are one big team
  2. The ball must have “air time”.
  3. The ball must have a consistent start point and end point
  4. Each time ball is dropped = 1 dropped student
Icebreaker Reflections

• What did you learn?
• What surprised you?
• How might this exercise be a metaphor for student-centeredness at the University?
What is a student-centered process?
Student-Centered Processes:

- Map
- Value
- Align
- Engage
- Perfect
How do we create or modify processes to make them more student-centered?
Visualize the Process (Process Maps)

Inputs:
- High level steps
- Inputs: eggs, milk, bread, butter, bacon, plates, utensils, cookware, potatoes

Outputs:
- Mid level steps
- Outputs: scrambled eggs, toast, crisp bacon, pan-fried potatoes

Process Detail:
- Prepare Ingredients
- Cook Ingredients
- Serve Ingredients
- Cook Bacon
- Cook Eggs
- Toast Bread
- Fry Potatoes
- Heat Pan
- Pour Mixture
- Stir Mixture
- Add Pepper
- Remove Eggs
Set up OneNote queue in SharePoint. Populate queue with blank administrative form templates.

Gather availability of Undergraduate Retention team counselors to coordinate appeal reading schedule.

Notify team of assigned reading day. Add Outlook calendar invite for each.

Appeal data from Qualtrics downloaded to create master administrative spreadsheet in MS Excel.

Write letter templates for each of the potential decision outcomes – approve FT, approve PT, approve CCO, deny.

Attach decision letter and pdf of administrative form with readers’ notes to student appeal file. Completed file includes – decision letter, administrative form w/ notes, appeal form from Qualtrics, letter of appeal, plan of action, copy of student transcript.

Create student appeal file. Include name, PID, email, appeal decision, enrollment type, reason codes, personalized recommendations.

After decision letter has been received, a student may request an appointment to discuss appeal decision. In rare cases, a student may ask for appeal decision to be reconsidered or overturned.

Readers may recommend that student provide additional information to support appeal. Most frequently requested info – note from health/mental health provider, transcripts or certificate to confirm completion of coursework, information that verifies any plan to resolve incomplete coursework.

Screen student submissions to ensure all required information has been received. Screen for sensitive info. Move any sensitive appeals to password protected tab within OneNote queue. Submit EOC report.

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Students receive automated confirmation of appeal submission from Qualtrics.

JLW enters appeal form information in the OneNote administrative form housed in SharePoint.

Create student appeal file. Include name, PID, email, appeal decision, enrollment type, reason codes, personalized recommendations.

Third reader needed when agreement not reached by first two readers.

Mail merge decision letters to send by (secure) encrypted email.

If decision email is undeliverable, JLW reaches out to student by phone and alternate email address to confirm best delivery method for decision.

Prepare student appeal file. File includes – form from Qualtrics, letter of appeal, plan of action, supporting documentation, student transcript. If applicable, submit updated transcript.

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Value Stream Mapping: Adding Value

**Identify Value**
- Explicit sense of what the organisation is trying to achieve
- What is value from the customer’s perspective

**Map the Value Stream**
- Map the processes and systems by which you add value to the customer

**Create Flow**
- Aim is to deliver a smooth workflow
- Eliminate waste and reorganise to deliver this.

**Seek Perfection**
- There is always room for improvement
- When you improve you surface new opportunities

**Establish Pull**
- Organise to deliver the service when required – pulled by customer needs rather than pushed by organisational process.
Value Stream Mapping: Eliminating Deficiencies

https://lean6sigma4all.eu/lean-management-and-the-8-wastes/
What are some practical examples of student-centered design at UNC-Chapel Hill?
Student-Centered Online Resources

• University websites often serve several audiences

• Important to optimize for students, especially when you want to direct them to your website frequently

• We’ll discuss 2 methods we’ve used to get student feedback:
  • Card Sorting for information architecture
  • Usability study
Card Sorting: Information Architecture

- Information architecture = the structural design of shared information environments (i.e. how you organize information for people to access)
- SABA team was presented with discovering ways to optimize the Academic Advising website
- Conducted a card sorting exercise with primary users of the site: students and advisors
Card Sort Exercise

- Cards represent topics on website
- Student organizes cards in way that makes most sense to them
- Student can:
  - create new cards
  - rename existing cards
  - leave out cards
- Student organizes cards, and then explains thought process behind their choices
Card Sort Results

- Identify categories/labels that cause most confusion
  - “Curriculum Tools” category was confusing for most students

- Identify groupings that make most sense to students
  - Most students grouped all topics related to course planning

- Identify areas where information could be removed or condensed
  - Pages that linked to other offices were viewed as extraneous and confusing, because they duplicate information
Card Sort Key Takeaways

• Students will not spend time digging around on the site. Key information should be readily available.

• Information paths should be optimized for most common reasons students visit the site.
  • Important to understand student mindset when visiting:
    • Exploratory (course planning)
    • Time-sensitive or accompanied by stress (dropping classes, academic appeals, etc.)

• Students enjoyed getting the opportunity to share their experience and participate in the site. Activity also gave them insight into how there isn’t one right way to organize information – built empathy both ways.
Usability Assessment

• Assignment:
  • Conduct usability assessment of the appeal for probation process.

• Approach:
  • Work through process with made-up persona or self
  • Review and recommend improvements to language
    • content of website, resources & tips and appeal for probation application

• Outcomes:
  • Implement new appeal for probation rubric
  • Improved language on website to support students
Usability Assessment: Key Takeaways

• Unexpected personal growth
• Observations were deemed actionable
• Realization of how much work goes into helping students
• The opportunity to connect academic interests with workplace projects
Student Engagement: WIN-WIN-WIN

- Students learn transferrable skills through high-impact learning opportunity
- Unit incorporates students’ perspectives into more effective, efficient, and flexible process
- Increase processes and resources that keep students supported
Thank you!

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If you have questions, please feel free to contact us!
Resources


