Abstracts for Concurrent Session Speakers

Thursday 2 May - 12.00pm

Rai Renfrey – Victoria University

Success Planning at Victoria University – A co-designed program that sets students up for success

With the introduction of their revolutionary First Year Model in 2018, Victoria University needed to change the way they interacted with commencing students, making their Student Advising program more easily accessible. Working collaboratively with students and staff, 12 questions were created that form their newly digital Success Plan. Responses to the questions create a personalised Success Plan, providing the student with valuable resources and information to aid their transition in to tertiary study and set them up for success.

Student Advisors are notified of completed Success Plans and alerted of students possibly in need of support, prompting proactive contact from Advisor to Student. The program is committed to working in partnership with their students with aims to expand the program to further years in 2019. The program is continually enhanced and improved through student feedback, focus groups and representation at Victoria University’s Student Advising Reference Group.

Moumita Subuddhi and Simon Underwood – University of Auckland

Digital Developments: Improving service delivery at the Arts Students’ Centre

As part of the Faculty of Arts at the University of Auckland, we are continuously looking to improve our service delivery. In recent years this has seen a progressive move towards a greater focus on digital delivery and communication. We believe that recent implementations of tools such as live online chats, Skype appointments, and an online appointment booking system have contributed to our improved interactions with customers at our student centre. To remain competitive we must continuously develop, improve, and add to these implementations to foster the best experience for our customers. The advantage of these technological introductions is that it does not impact staff resourcing, as it utilises those staff already in place, with only a little additional training for those ‘frontline’ staff. Our presentation will go into detail on these introductions, along with further planned developments in customer interactions, such as the digital work centre for enrolments and admissions, and orientation software.

Nicole Valenzisi and Maxine Coffey – University of Adelaide

‘Add To Cart: Transforming transcripts and embracing e-commerce’

Since introducing digital transcripts in September 2017, requests for digital transcripts now make up approximately 80% of transcript orders for current students. Students order transcripts online anytime and anywhere via our online shop. The online shop is maintained and resourced entirely using income generated from orders. The presentation will discuss ordering trends and student preferences for digital documents and how Ask Adelaide manages customer service for online shop orders. We will also discuss challenges that we have faced, improvements that have been implemented, and potential areas for improving service efficiency.
Thursday 2 May - 3.00pm

Hayley Grey and Kate Calder – Deakin University

*Over the horizon - the advantages of introducing artificial intelligence (AI) and automation for support services.*

Hayley Grey and Kate Calder from Deakin will present on their passion for leading in digital customer engagement. Their workshop will profile Deakin’s approach to The Changing Face of Service Delivery. Kate will share the Deakin context of how Deakin incorporates the unique needs of its exclusively digital customers in the Cloud Campus. Hayley will bring to life her experience in aligning traditional university services with a leading edge roadmap for digital engagement featuring contemporary channels like social media. The speakers will also take a look over the horizon in artificial intelligence (AI), bots and workforce optimisation. This interactive workshop will focus on the advantages and challenges of introducing artificial intelligence and automation in support services. It includes a walk-through of a speech analytics proof of concept using customer sentiment analysis, KPIs and culture change to streamline the provision of a consistently positive student experience. (145 words)

Mitul Bhargava and Corey O’Connor – La Trobe University

*ASK La Trobe – CHANGE and its impact on Culture, Innovation and Continuous Improvement*

In 2018, the Student Services and Administration portfolio at La Trobe University went through a major Change process. More than 200 staff were affected, with a broader influence on people, systems and process and the overall Student Experience.

'The Change' saw an expansion of La Trobe's frontline service model (known as ASK La Trobe) with back-of-house teams merging with frontline to deliver a streamlined and sophisticated service to all stakeholders (Students, Staff, Academics and external parties). However, it came with its own set of challenges.

ASK La Trobe 'CHANGE' – What was the Challenge?

Fragmented teams, lack of focus on trends/data analysis, non-existent KPIs, inconsistency of communications inwards and outwards

Reasons: Lack of sophisticated technology, lack of digitisation/automation. Lack of staff development, coaching/mentoring and quality interaction assessment mechanisms Consequences: Impact on delivery and impact student experience - Long service wait times, unresolved student escalations, not a pre-emptive approach, rather more reactive

What Changed through CHANGE?

- People change (emphasis on performance and behavioural expectation)
- Process changes
- Technological change
- Sustainable practice

What’s on horizon? Continuous improvement...

- Embedding University’s Culture values across teams and locations
- Staff development,
- KPIs,
- Automation
Patricia Antauer - RMIT

A CRM that actually works!

Following a move to a central College administration model in 2012, the Academic Services Unit within the College of Business at RMIT was launched with responsibility for servicing 30,000 students per annum. It quickly became apparent that a system to track and manage enquiries and measure service levels and agreements was required. VMware Service Manager (VSM) was introduced as a customer relationship management solution and allowed self-service, tracking and effective management of enquiries and communication flow between front and back of house. The move allowed the College to digitise processes and significantly reduce paper forms, cut processes and shorten turnaround times. VSM was later superseded by ServiceNow (Student Management Platform). Over the years the data produced by these systems and our expertise has grown and allows us to better understand trends, service delivery standards, anticipate resources and successfully manage performance of staff.

This presentation will give an overview of the current data analysis frameworks and the provision of personalised dashboards to support strategy and high-level decisions as well as operational contingencies.

Friday 3 May - 9.50am

Ngaere Blair – University of Melbourne

Transforming service delivery

In 2016, the University of Melbourne launched an Australian first approach to shared student services in the tertiary sector, and part one of the largest shared services models in the world. One of the most challenging and highly scrutinised services to centralise has been the delivery of course advising services for all coursework students under this shared services model.

Amidst increasing student enrolments and demand from students, as well as the complexity of providing accurate and quality course advice across 10 very different faculties and schools, the Course Planning team has undergone a significant journey of service delivery transformation. This presentation will cover how data and the customer voice have informed that transformation, and explore how sometimes the simplest solutions are the best way to tackle wicked problems.

Trish Keane and Jason Steinhardt – University of Southern Queensland

Aiming for an optimised support model

The University of Southern Queensland’s (USQ) Student Relationship Officers are pivotal in delivering a student-centric USQ culture. Through well-targeted and well-communicated support services and networks, the team strive to have a positive impact on student retention, completion and success.

Using evidence based learning, KPI’s and data analytics to guide the development of new work practices and spaces, the Assistive Intervention Management Strategy (AIMS) is enhancing the way SROs review and identify the issues that can derail a great student experience.

This workshop will outline some of the challenges, successes and unexpected outcomes of a two year period piloting activities designed to optimise student support beyond FAQs. Through developing multi-channel communications, creating efficiencies in incident management, and business and system processes from an administrative and 24/7 service perspective, find out how the SROs at USQ are developing this revitalised, personalised and student focused retention management methodology.
Friday 3 May – 11.50am

Daniel Howells – Swinburne University

“Everything we thought we knew, we didn’t. Service Delivery at Swinburne”

Learn how the integration of the Student Management System into the Customer Relationship Management system (CRM) has enabled sophisticated analysis of student enquiries to improve the student experience. Enquiry trends can now be pinpointed to degree cohorts or other identifiers. The Analytics team have challenged assumptions by providing evidenced-based and data-driven recommendations for business improvements, informed communication strategies, and identified training gaps. The Workforce Planning and Training units of the team respond by utilising advanced enquiry and processing forecasts, that also inform training schedules.

A Service Standards framework was also deployed within the CRM; visual and automated processes that have improved adherence to key performance indicators.

Data visualisations have raised the profile of Student Administration and Library Services activities, with division activities described in University wide strategic improvement plans.

What’s next for Service Delivery will include the overlaying of Library Services data to enable comprehensive analysis of student engagement.

Liz Bishara – Auckland University of Technology

How digital solutions enhanced our transition programme

AUT University has delivered a new customised digital solution to support student transition. The solution involved the creation and delivery of a mobile site that provided the following functionality:

- Personalised academic and event programme using student enrolment and personal data
- Ticketing
- Session booking
- Attendance data

Significant future enhancements to both the digital orientation solution and the full on-boarding programme have since been added. These include:

- the deployment of a Chat BOT
- the ability to select a Student Ambassador on your mobile site
- submission of Visa information
- uploading ID photos
- satisfaction surveys at session level
- campus maps
- capacity management
- Weeks 1-6 communication plan

Comprehensive learnings and insight are returned to the University following the use of the tool and the aim of this presentation would be to share the application, learnings and future opportunities.
Friday 3 May – 1.45pm

Carrie Esplin and Fiona Brady – University of Southern Queensland

An Automated service delivery of Acceptance to Enrolment Communications.

The Transition from Acceptance to Enrolment Communications strategy was developed in response to the change of rolling QTAC offer rounds and students being admitted into programs well in advance of the Semester starting. This period of time was critical in keeping students engaged, interested and motivated to begin studies that may be months away.

This change in external environment resulted in an increase in enquiries to support staff by new students on the enrolment process and other getting started information, despite self-service content being created.

To respond to this change, a series of communications were developed to deliver this self-service content in an easily digestible way. These communications were developed to be sent automatically after an offer is accepted as an opportunity to engage with and empower new students to self-serve and connect with support services the university offers to get started with their studies.

This presentation will provide an overview of this just-in-time communication model, with a focus on empowering students with the support and information required to be as self-sufficient as possible when starting studies. This is of benefit not only to students but to support staff and service delivery.

Rebecca Bone – Deakin University

If you build it, they will come – embedding a highly skilled and collaborative service culture

In 2018 Deakin University implemented the Student Service Network, clearly defining Student Central Hubs as the entry point for all student enquiries, across all channels. The implementation included major workplace change for Faculties and Student Administration with the structural and physical relocation of staff into a large central and dynamic team.

This session explores how Deakin used this opportunity to optimise the way Student Advisers were trained in dedicated areas of expertise such as general, Faculty and School knowledge. Session topics include the use of a Learning Management System encompassing personalised learning plans, pull learning content, multi-modal learning assets and analytics to measure staff competency and capability, as well as the establishment of a knowledge management ecosystem centrally accessed through a student advice dashboard.