Student Journey Mapping

DARREN PETERS & NICOLE SAUNDERS

24th May 2017
## Contents

### STUDENT JOURNEY MAPPING

<table>
<thead>
<tr>
<th>Element</th>
<th>Slide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale of Journey Mapping</td>
<td>3</td>
</tr>
<tr>
<td>Project basis</td>
<td>4</td>
</tr>
<tr>
<td>Methodology</td>
<td>6</td>
</tr>
<tr>
<td>Journey maps</td>
<td>8-10</td>
</tr>
<tr>
<td>Activity Based Costing</td>
<td>12-13</td>
</tr>
<tr>
<td>Communications</td>
<td>15-16</td>
</tr>
</tbody>
</table>
Rationale of Journey Mapping

THEORY AND PRACTICE COMING TOGETHER

**Journey mapping** evolved from Management Marketing Theory.

A Journey Map aims to describe a student’s journey by chronological stage of candidature and by touchpoint (s) to understand their experiences.

The concept has its roots in:

- Decision making
- Customer satisfaction
- Service design and quality
- Relationship marketing and management
- Customer centric engagement

(Lemon & Verhoef, 2016; Shostack, 1984).

By mapping student journeys we can visually represent the information and support needs of a student by stage of journey. Deliverables attend to student needs and innovate where possible.

**Activity Based Costing** evolved from Management Accounting Theory.

Activity Based Costing determines how “activity usage varies with the demands made for these activities” (Cooper & Kaplan, 1992, pp. 12.) It does this through cost analysis.

It is regarded as a contemporary management accounting practice. These include: Benchmarking, Activity Based Management, Balanced Scorecard, Strategic Cost Management, Value Chain Analysis and KPI’s (Nuhu, Baird & Appuhamilage, 2017).

When combined with satisfaction ratings and benchmarking, the cost per serve of student journey can inform value propositions.
<table>
<thead>
<tr>
<th>Issue</th>
<th>Outcome (s)</th>
<th>Deliverables</th>
<th>Assumptions</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t fully understand student needs</td>
<td>List information, advice and support needs of students</td>
<td>Map core student journeys by award level and stage</td>
<td>Journeys can be mapped</td>
<td>Clarity and issue prevention</td>
</tr>
<tr>
<td>Cannot readily identify student’s lived experiences</td>
<td>Identify student personas</td>
<td>Identify common engagement personas</td>
<td>Persona exist</td>
<td>Cohort targeted</td>
</tr>
<tr>
<td>Better coordinate student communications</td>
<td>Create integrated communications plan</td>
<td>Produce an integrative stage based communications plan</td>
<td>Linear stage based communications are appropriate</td>
<td>Just in time information and support</td>
</tr>
<tr>
<td>Identify value proposition (s)</td>
<td>Identify value proposition (s)</td>
<td>Determine economic cost and attributed value of various activities</td>
<td>Value can be estimated or determined</td>
<td>Just as needed or affordable resourcing</td>
</tr>
</tbody>
</table>
Methodology
Methodology

OBJECTIVE: LIST INFORMATION ADVICE AND SUPPORT NEEDS OF STUDENTS

- Workshop Goals- to understand the what, when and how students need information.
- Adopting a qualitative research approach

Outcome: Three crucial questions:
- Q. What services and support do you need?
- Q. What information do you need at various points in time?
- Q. How would you like this information to be communicated?

- 15 Workshops lasting 1 ½ hours each were conducted over a 18 month period.
- A purposive sampling was adopted to ensure we secured data from cohorts and administration staff.
- Participants (n=150) included:
  - U/G students, P/G Coursework, MRes, PhD, Disability and Indigenous students and the Student Representative Council. There were 45 staff.
  - Workshops comprised either separate or mixed samplings.
  - Feedback derived from post-it notes by participants placed at different stages of a journey.
  - Participants were asked to clarify stages.
  - Data were aggregated in an online spreadsheet.
  - A graphic designer developed an initial visual Student Journey Map.
Student Journey Mapping

Part one – Journey mapping
Part two – Activity Based Costing
Part three – Communication plan

24th July 2017
Journey Mapping

ITERATION TWO

PHD or M/Phil
- Enrolment
- Commencement
- Confirmation
- Research review
- Thesis drafting
- Thesis submission
- Examination
- Gradings released
- Corrections
- Completion

POSTGRAD
Master of Research
- Enrolment
- Research
- Thesis drafting
- Thesis submission
- Thesis examination
- Gradings released
- Corrections
- Completion
- University break

POSTGRAD
Course Work
- Enrolment
- Orientation
- Commencement
- Initial assessment
- Couse
- Assessments
- Final exams
- Gradings released
- University break
- Completion

UNDERGRAD
- Enrolment
- Orientation
- Commencement
- Initial assessment
- Couse
- Assessments
- Final exams
- Gradings released
- University break
- Completion

DVC-Academic | Pro Vice Chancellor Students | Student Wellbeing
Activity Based Costing

OPTIMAL RESOURCE USAGE

24th May 2017
Activity Based Costing

APPROACH AND EXAMPLE

• Finance Department developed an accounting model for activity based costing.
• Assessments were based on resources, activities conducted, cost of deliverables/objects
• Example-Graduation Ceremony
  To determine costs, the following activities were factored into the assessment:
  - Staff
  - Venue
  - Administration
  - Security
  - Systems
• The total examination costs for the year, examination costs by sessions (on/off campus), cost per activity, cost per sitting were determined.
  • 133,451 sittings.
  • 55424 students (session 1,2,3).
  • Examinations cost $18 per serve.
  • We now know the cost per serve of admission, examination, graduation, and of counselling, and disability services.
• More will follow.
Activity Based Costing

VALUE PROPOSITION

COST PER SERVE

UNIFORUM

SATISFACTION

NPS

Face to face

Online

DVC-Academic | Pro Vice Chancellor Students | Student Wellbeing
## Session 1 Communications Plan for Current Students

This strategic session-based communications plan includes the Enrolment, Orientation, and Commencement phases of the Student Journey and is formed from the natural synergies between the Strategic Plan for Student Communications and the Orientation Communications Plan. The 2017 O Week campaign has been extended to cover an entire session, with the key milestones in a typical session and student journey being the prompt for themed communications that target student cohorts and segments. The Timeline of Communications to All Students contains both session week numbers and 2017 dates to enable communications generated by Group Marketing, using the university-owned communications channels, to be scheduled around milestones that occur every session.

<table>
<thead>
<tr>
<th>Goals (Objectives)</th>
<th>Students have the information they NEED to succeed and their sense of belonging is improved</th>
<th>Inspire students to WANT to co-create with us</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who</strong></td>
<td>All undergraduates (new, continuing, domestic and international)</td>
<td>All undergraduates (new, continuing, domestic and international)</td>
</tr>
</tbody>
</table>
| **Why**            | • Students will be more successful  
• The University will be more successful as a result  
• Belonging is created through shared experiences and powerful moments of connection.  | Co-creation fully involves students in the creation process, which engages and immerses them in the university experience. |
| **Opportunities from Gap Analysis** | • Move away from reactive, organisation-driven, and ad hoc communications to  
• A communications strategy that prioritises the needs of students, giving them the content that they need, at the right time, in the appropriate channel, in the right voice  | • Move away from organisational needs-driven communications to student-driven co-created communications  
• Co-creation, with student input and strategic collaboration with the Student Representative Committee, student groups, mentors and ambassadors, as well as student program leaders  |
| **How**            | • Themed content  
• Promotion of services for students with a strong student voice  
• Four student segments (Student Experience Project) used to inform audience-driven communications  
| Via  
| Email, iLearn, student portal, MyMQ, and social media  
| Alignment with evolving Student Journey Maps, the Student Representative Committee and other student stakeholders  | Empower students to co-create their experience through involvement in key, themed communications initiatives, such as Top Tips and Experiences:  
• Ultimate O Week  
• Meeting people/Clubs and Societies  
• RE Conception  
• Sydney Experiences (for international students) |
| **New Priorities 2017** | • Create more accessible, streamlined and targeted communications for new and current students for 3 O Weeks  
• Increase staff and student awareness of how they can get involved, the importance of streamlined communications, and/or what they need to know  
• Increase attendance and engagement at events and associated programs, supports and connection points (inc. online) available to students  | Co-creation: work with students to co-create our communications:  
• Group Marketing internships  
• Partner with media, PR, and communications academics  
• Partner with SRC, student societies, mentors, and ambassadors  
• RE Conception and O Week student reporters/documenters  
• Social media take-overs  
• New ideas for co-creation from students! |
## Student Journey Mapping

### COMMUNICATIONS PLANNING

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
<th>How (Channels)</th>
<th>Message</th>
<th>Theme</th>
<th>Owner</th>
<th>Key Stakeholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Careers Week</td>
<td>MyMQ Website banner</td>
<td>Promotion of workshops and activities</td>
<td>Employability</td>
<td>MyMQ Editor Internal Comms</td>
<td>Career and Employment Service</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Census Date</td>
<td>MyMQ Website banner</td>
<td>Drop in before you drop out</td>
<td>Wellbeing</td>
<td>MyMQ Editor</td>
<td>Revenue Manager Campus Wellbeing Student Lifecycle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Successful Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Mental Health check-in</td>
<td>Social media</td>
<td>[Session 2 equivalent = World Mental Health Day 10 Oct]</td>
<td>Wellbeing</td>
<td>Social media team</td>
<td>Campus Wellbeing</td>
</tr>
</tbody>
</table>