

A hands on approach to understanding and improving customer experience

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The growing problem



- Growing recognition of Student Experience issues
- Closer alignment of Student Admin and Marketing internally, but recognition that that did not translate to processes on the ground
- Budget constraints requiring a sharper focus

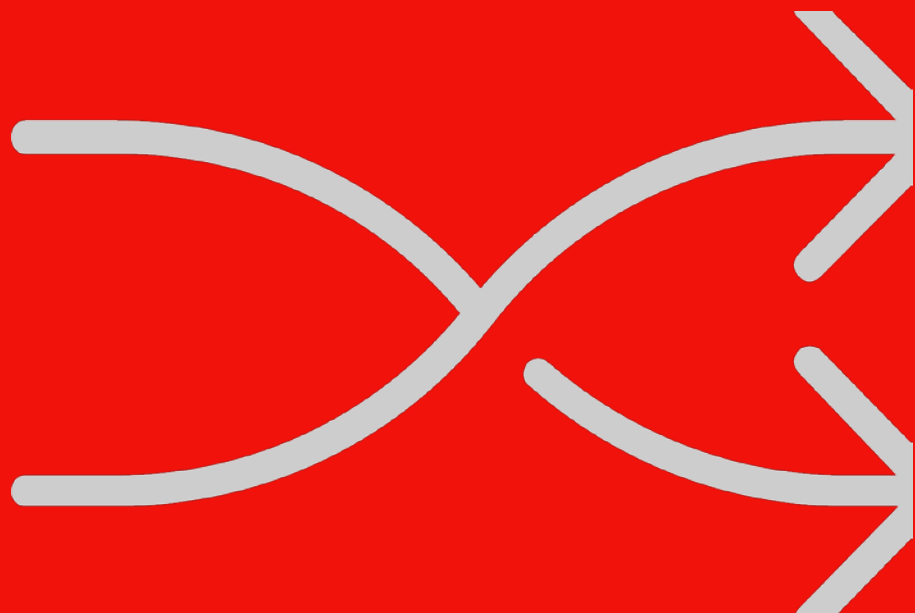
The DIY approach

- Budget was not available
- We undertook a collaborative and internally led pilot study
- We focused on delivering tangible insights while we “took people on the journey internally”
- Ultimately this work has helped us to substantiate the business case



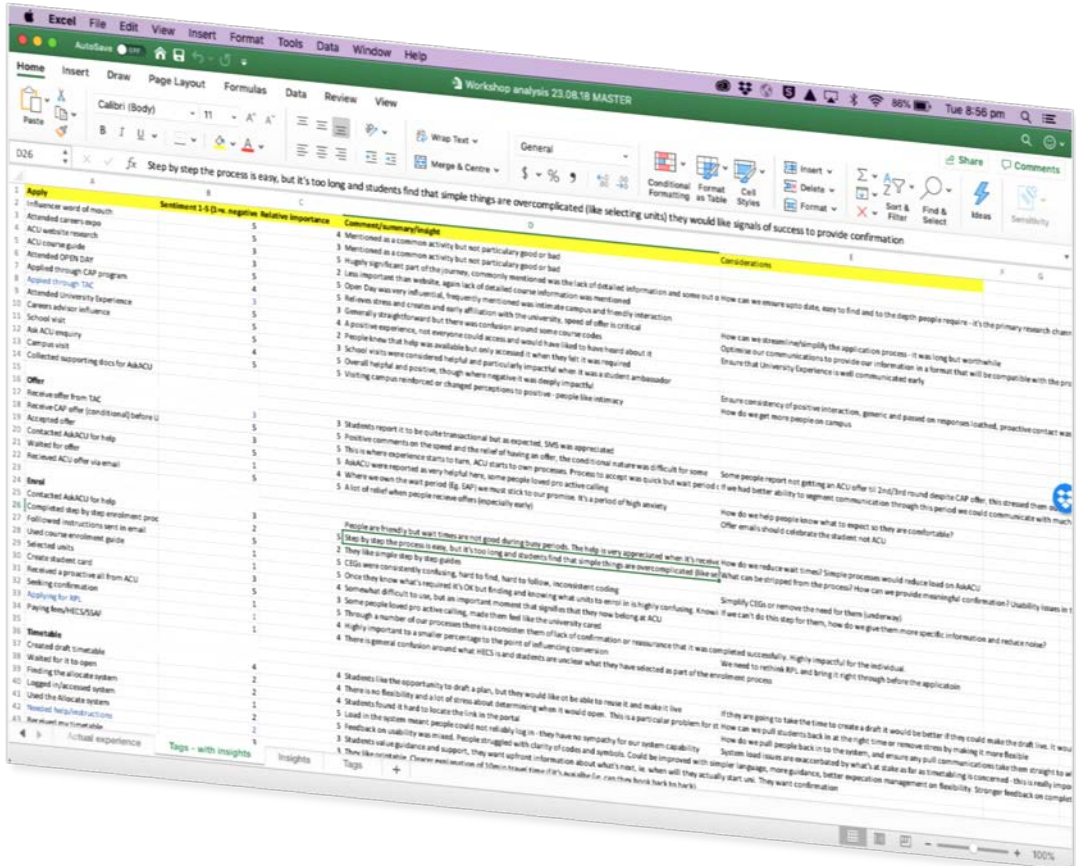
The approach: **Collaborate**

- Marketing and Student Administration jointly leading the initiative
- A deep level of buy in across the various stakeholder groups was established
- The work was done openly and transparently with a high degree of socialisation

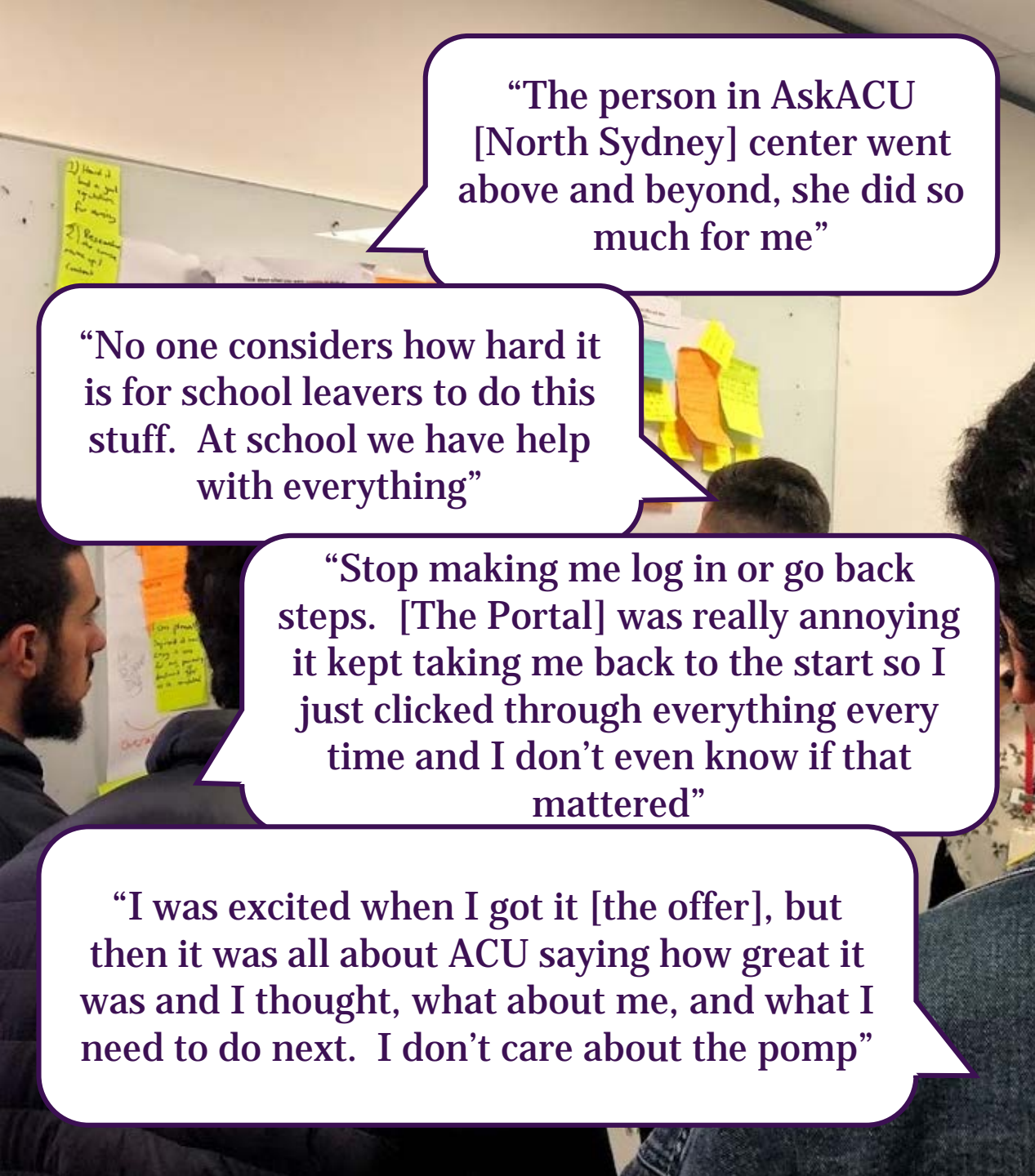


The approach: Synthesize

- Gathered and synthesized previous research into themes
- Collaborated with IT, Student Administration and Marketing to develop an internal view of our Service Blueprint
- This enabled us to identify our view of key touch points with so that we could plan workshops with students to gain their view



Step	Relative Importance	Comment/summary/insight
1 Apply	5	
2 Influence word of mouth	5	
3 Attended careers expo	3	
4 ACU website research	5	
5 ACU course guide	3	
6 Attended OPEN DAY	3	
7 Applied through CAP program	5	
8 Applied through TAC	5	
9 Attended university experience	4	
10 Career advisor influence	3	
11 School visit	5	
12 An ACU enquiry	5	
13 Comparison	5	
14 Collected supporting docs for AACU	4	
15	5	
16 Offer		
17 Receive offer from TAC	3	
18 Received CAP offer (conditional) before U	3	
19 Accepted offer	3	
20 Contacted AACU for help	5	
21 Waited for offer	5	
22 Received ACU offer via email	1	
23	5	
24 Email		
25 Contacted AACU for help	3	
26 Completed step by step enrolment proc	2	
27 Followed instructions sent in email	2	
28 Used course enrolment guide	5	
29 Selected units	1	
30 Create student card	1	
31 Received a proactive call from ACU	1	
32 Seeking confirmation	3	
33 Applying for RPL	5	
34 Paying fees/MCCUSAF	1	
35	1	
36 Interviewable		
37 Created draft timetable	2	
38 Waited for it to open	4	
39 Finding the allocate system	2	
40 Logged in/accessed system	2	
41 Used the allocate system	1	
42 Received help/instructions	2	
43 Received email timetable	2	
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“The person in AskACU [North Sydney] center went above and beyond, she did so much for me”

“No one considers how hard it is for school leavers to do this stuff. At school we have help with everything”

“Stop making me log in or go back steps. [The Portal] was really annoying it kept taking me back to the start so I just clicked through everything every time and I don't even know if that mattered”

“I was excited when I got it [the offer], but then it was all about ACU saying how great it was and I thought, what about me, and what I need to do next. I don't care about the pomp”

The approach: **Listen**

- 35 Students, 9 hours, 3 campuses
- Asked them to take us through the major stages of their onboarding journey
- Working in groups we stepped through the touchpoints at a fairly granular level
- We got them to describe what was good, what was bad, what were they feeling

LVL 1 Prompts
arrows
flash

in one place

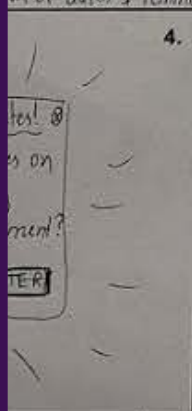
What is your goal?

To receive, accept and enroll into our units of study easily, stress free and within the time constraints.

Action: Checklist in Email with helping guide



Channels: Online ACU website
Feelings: Excited and proud, impressed
Action: Successful Enrolled with link

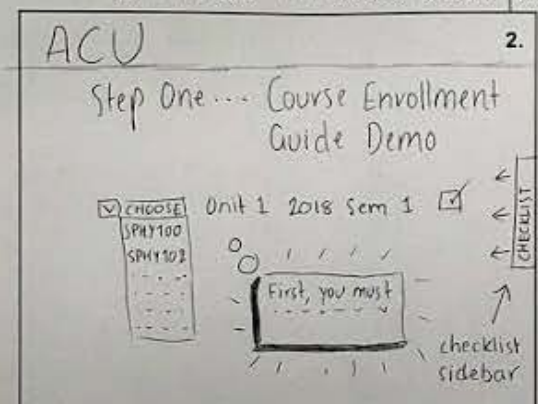


Channels: Online
Feelings: impressed

What does good look like to you?

Positive, non-stressful, assisted, easy to follow, a step-by-step process and checklist

Action: Demo Tutorial + interactive website practice



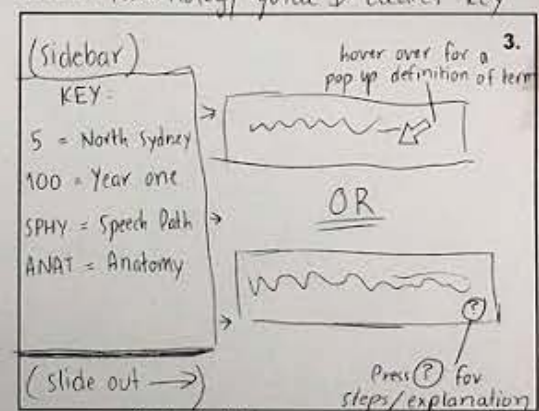
Channels: Online ACU website
Feelings: clear, less stressed

Action: Successfully Enrolled with link



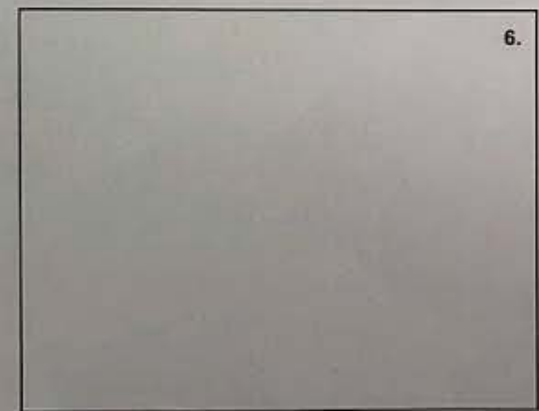
Channels: Online
Feelings: elated, purpose found

Action: Terminology guide B: clearer key



Channels: Online ACU website
Feelings: enlightened

Action:



Channels:
Feelings:

Terminology guide
As you go.

clearer key

The approach: Think

- Presentation of a future state hypothetical scenario
- Workshop to co-design

Apply

ACU website plays a hugely significant role in decision making. Commonly mentioned limitations were the lack of detailed information needed for a decision and finding out-of-date information.

Visiting campus makes a big impact. Student value experiencing ACU's caring, welcoming personality first hand. Visiting ACU reinforces what they hope for from ACU, and for some this moment changed perceptions from negative to positive.

Community Achievers Program is highly influential. It relieves stress and creates an early affiliation with ACU, although ease of application and speed of offer are critical.

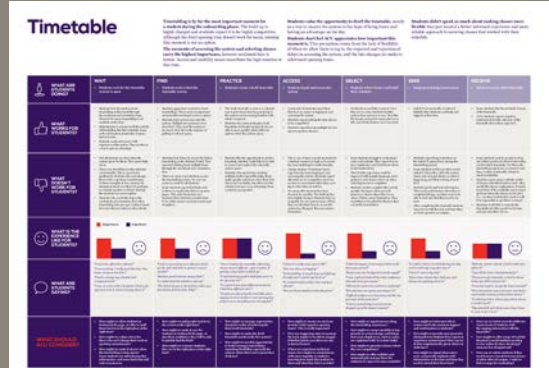
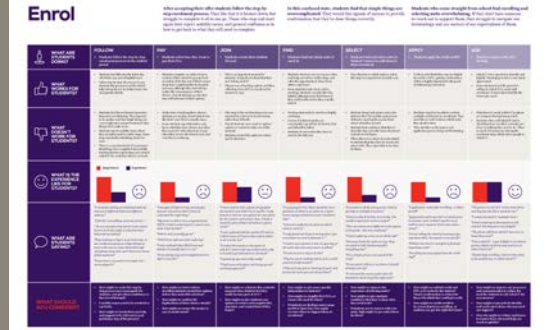
Where students enquire directly to ACU the experience is generally very positive. But they loathe passed-on and generic responses. For them, this jars with the warmth and caring nature of the ACU brand.

WHAT ARE STUDENTS DOING?	SEEK	ATTEND	HEAR	INTERACT	APPLY	ENQUIRE
WHAT WORKS FOR STUDENTS?	<ul style="list-style-type: none"> Students seek information about ACU courses 	<ul style="list-style-type: none"> Students attend events on campus (Open Day, University Experience Day, Campus Visit) 	<ul style="list-style-type: none"> Students seek advice from peers (Influencers, careers advisors) 	<ul style="list-style-type: none"> Students interact with ACU at off-campus events 	<ul style="list-style-type: none"> Students apply for courses via TACs, and some participate in the Community Achievers Program (CAP) 	<ul style="list-style-type: none"> Students enquire with AskACU
WHAT DOESN'T WORK FOR STUDENTS?	<ul style="list-style-type: none"> Students have a heavy reliance on the ACU website when seeking course information. Google is the default starting point to reach relevant content directly. Some students use the printed course guide. For the non-school leaver audience this gave a feeling of having something physical to represent the course that they were buying. 	<ul style="list-style-type: none"> Open Day was highly influential and a positive experience. University Experience Days were also mentioned as a significant factor in cementing the decision to apply to ACU. Visiting campus had the power to change perceptions. Experiencing the intimacy of campus and the friendliness of our staff made a big impact. 	<ul style="list-style-type: none"> When deciding where to apply, students reach out to influencers such as parents, relatives and friends. Students also are aware they can access support from Careers Advisors, but only accessed this when they felt they needed it. 	<ul style="list-style-type: none"> Some students attend Careers Expos. Some are visited at their high school by ACU. This was particularly impactful when visited by a student ambassador. 	<ul style="list-style-type: none"> Students who apply via the Community Achievers Program are highly positive about this experience. It relieves stress and creates an early sense of belonging to the university. Applying via a TAC is generally considered straightforward. 	<ul style="list-style-type: none"> AskACU were generally helpful in providing information. Students felt AskACU would make an effort to find what was needed.

The approach: Document & Socialise

- Focus on creating something simple and useful for broad teams
- Presenting widely

<p>"I heard other people say it had low ATARs was really small. They were kind of giving me against it, but when I went to Open I really liked it"</p> <p>campus was impressive. Really nice people open"</p> <p>"Experience Day was very helpful"</p> <p>campus and nice people compared to other unis"</p>	<p>"Careers advisors at school were very thorough with the VTAC process of applying. They had a step-by-step guide which made it easy"</p> <p>"I heard the teaching prices at ACU were less compared to others"</p> <p>"My friends talked highly about the uni experience and the different range of people at ACU compared to more 'mainstream' unis"</p>	<p>"Ambassadors came to my school to give their experience and perspectives from studying at ACU - this was really helpful and motivating"</p>	<p>"There is a big silence between the application and offer. It would have been cool to know what is happening, like, 'Hey, guess what, we're building the Merry building'"</p> <p>"People visited my school to help with my application"</p> <p>"I got a prompt response for my CAP application - really exciting"</p> <p>"CAP was an easy process but long"</p> <p>"It was nice feeling part of a community"</p> <p>"I had difficulty knowing what to write. I needed a lot of documents"</p>	<p>"I only have good things to say about AskACU. They don't always know but are super friendly and help you find out"</p> <p>"I enquired online it was very prompt and helpful"</p> <p>"Very helpful over the phone"</p> <p>"Information isn't specific enough"</p> <p>"Emailed AskACU and got a really generic response back"</p>		
<p>How might we get more people on campus?</p> <p>How might we promote Experience Days and allow more prospective students to attend?</p>	<ul style="list-style-type: none"> How might we connect prospective students with influencers who will advocate for ACU? What opportunities do we have to 'myth bust' at this early stage? 	<ul style="list-style-type: none"> How might we give more prospective students a chance to interact with ACU students at this stage? 	<ul style="list-style-type: none"> How might we streamline/simplify the CAP application process? How might we retain affinity with ACU once an application is submitted? How might we communicate information in a way that is compatible with the process they have to go through e.g. Course codes 	<ul style="list-style-type: none"> How might we ensure consistently positive interactions? Generic and passed on responses are loathed by students. How might we personalise the information we provide? 		





The outcome

- A package of useful artefacts documenting key experience insights
- An initial list of initiatives – many of which have been absorbed by teams and projects
- Engaged staff
- An emerging focus on CX
- A substantiated business case
- Over \$1M in funding to continue this work



Next steps

A path to a better student experience

Objectives >

Strategy for change >

UX guiding principles >

Journey maps showing AS-IS vs TO-BE >

Road map of key initiatives >

Measurement approach >

Applying UX to other projects via UX framework



Helping people understand: **Experience examples**



Experience example:
We need to ensure offline tasks, such as wayfinding are supported by online tools

TID TRAVEL INSURANCE DIRECT Help Edit \$178.23

CHOOSE PLAN CUSTOMISE TRAVELLERS PAYMENT

Customise your plan

to make it suit you.

Change your policy excess

What's this?

\$100 \$200 +\$0.00

Next

Experience example:
Streamlining processes like enrolment removes stress – we can learn from online quotes

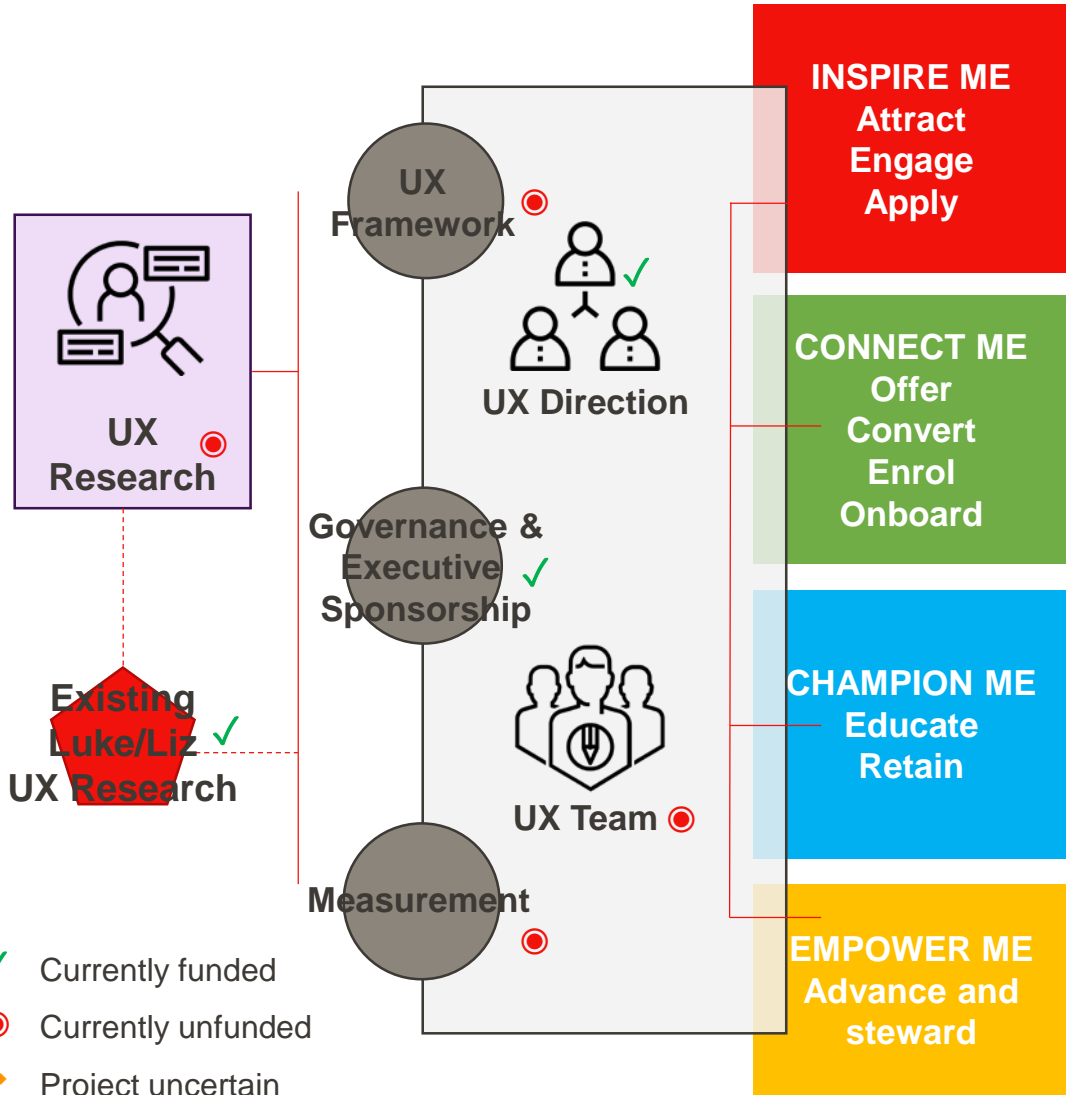


Experience example:
Pre-allocating classes like airline seats would make it less stressful

Questions

This funding will provide A catalyst for vast improvement

ACU already has a significant program of student facing systems enhancements underway. By investing to understand the student experience, we will ensure all of these project deliver maximum benefit



2019 Projects	2019 Initiatives	2020 Projects	2020 Initiatives
<ul style="list-style-type: none"> ✓ Public website ✓ Squiz decommission ✓ Course Browser / Mgr 	<ul style="list-style-type: none"> ✓ Digital campaigns ✓ Public website features & personalisation ✓ Public website SEO ✓ CRM improvements ✓ CAP enhancements ✓ Enquiry experience 	<ul style="list-style-type: none"> ✓ Course Browser / Mgr 	<ul style="list-style-type: none"> ✓ Digital campaigns ✓ Public website features ✓ Public website features & personalisation ✓ Public website SEO ✓ CRM improvements
<ul style="list-style-type: none"> ✓ Student portal features ✓ Student mobile app ✓ Scholarship mgt ✓ Credit mgt ✓ Class scheduling & timetabling P1 	<ul style="list-style-type: none"> ⊙ Onboarding service design - experiment, test, learn ✓ Conversion initiatives P1 	<ul style="list-style-type: none"> ✓ Student portal features ✓ Student mobile app ✓ Scholarship applications ✓ Credit management ✓ Class scheduling & timetabling P1 ✓ Guided enrolment 	<ul style="list-style-type: none"> ❖ Onboarding service design - experiment, test, learn ❖ Conversion initiatives P2
<ul style="list-style-type: none"> ✓ Course Progression P1 ✓ Student portal features ✓ Student mobile app ❖ Support digital education strategy 	<ul style="list-style-type: none"> ⊙ Retention service design - experiment, test, learn 	<ul style="list-style-type: none"> ✓ Course Progression P2 ✓ Student portal features ✓ Student mobile app ✓ Support digital education strategy 	<ul style="list-style-type: none"> ❖ Retention service design - experiment, test, learn
<ul style="list-style-type: none"> ✓ Digital documents ✓ Graduation experience measurement ✓ Course Completion P1 Ellucian Advance 	<ul style="list-style-type: none"> ✓ CRM enhancements 	<ul style="list-style-type: none"> ✓ Course Completion P2 ❖ Ellucian Advance 	<ul style="list-style-type: none"> ✓ CRM enhancements

- ✓ Currently funded
- ⊙ Currently unfunded
- ❖ Project uncertain

User experience framework

	Stage 1: HEAR Synthesise what we already know to be true	Stage 2: LISTEN Fill in the gaps	Stage 3: THINK Define the problem	Stage 4: TEST Check you are on the right path	Stage 5: MAKE Begin the formal project
Key question	<i>“What do we already know?”</i>	<i>“What else do we need to know to move forward?”</i>	<i>“Who exactly is my user and what does our research tell us they need?”</i>	<i>“What do my actual users think of this?”</i>	<i>“How can I ensure that what is delivered stays true to what we have defined?”</i>
Activities	<ul style="list-style-type: none"> Define who your users are Collect and analyse relevant existing business data Synthesise previous insights 	<ul style="list-style-type: none"> Fill the gaps in your insights by talking to representative users Test your hypothesis by talking to users 	<ul style="list-style-type: none"> Workshop your previous findings with students and stakeholders Develop a user persona to summarise key user attributes Think, ‘How might we solve the problem for the persona...’ Ideate some solutions that you can prototype 	<ul style="list-style-type: none"> Develop ideas into prototypes Lean UX – test multiple ideas quickly using low-fi prototypes Check – use A/B testing and usability testing to gather evidence Validate your earlier assumptions / solutions 	<ul style="list-style-type: none"> Use the insight to create business case Identify and recruit representative user group to work with you during the project Familiarise the project team with the insights and current state experience
Templates and tools	<ul style="list-style-type: none"> A template to synthesising findings into insights 	<ul style="list-style-type: none"> A guide to informal intercepts Question guide A template to synthesising findings into insights 	<ul style="list-style-type: none"> Template for producing a user persona Common set of user personas Ideation template... “as a I want a so that.....” 	<ul style="list-style-type: none"> Lean UX guidelines Intercept guideline including question template Digital Standards interface templates and components 	<ul style="list-style-type: none"> Business case template