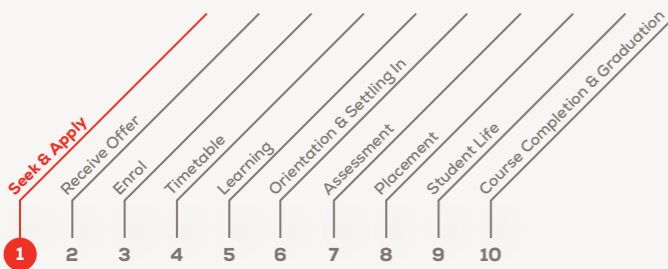




1. Seek and Apply

This chapter is about the first moments that potential students interact with ACU - when they are considering going to university and trying to navigate the available information to make the right decision.

JOURNEY CHAPTER NAVIGATION:



FOR FURTHER DETAIL:

Further insight in this chapter can be found in the detailed journey map, which provides an understanding of student actions, mindsets, delight points, pain points, and ideal state experience.



TOP INSIGHT

1. Navigating information when deciding where/what to study is overwhelming.

Students get overwhelmed with choice and struggle to navigate information when seeking to understand what applying for and going to university would mean for them. At the same time, they feel that the information provided is insufficient to make the right decision.

2. Open day can be a game changer.

Open day is a pivotal moment for prospective students, as it helps them imagine themselves in the university context. Students who miss open day need other opportunities to imagine what their student life might look like.

3. Entry pathways are confusing for non-school leavers.

Non-school leavers find entry pathways unclear, and are often unsure what they need to have ready to apply (documents or requirements). They value face-to-face support from ACU to get advice and reassurance at this stage. Once they know which path to take, the application process itself is straightforward.

TOP OPPORTUNITIES

How might we provide students with as much detailed course information as possible, to help them make an informed decision and to help them understand what to expect from an ACU degree?

- CONSIDERATION** This will vary by student type
- CONSIDERATION** Students wish they had information like weekly schedules and assessment methods

How might we help students understand course options and outcomes in engaging ways?

How might we help students feel a sense of belonging when engaging with online content at this stage? e.g. re-creating the campus feel online

How might we make entry pathways clear for NSLs?

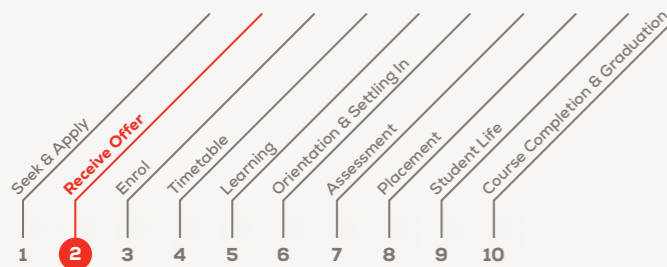
How might we help students understand what the application process entails and where and how to reach for help if needed?



2. Receive Offer

This chapter encompasses the time during which students wait to receive their offer, the moment they receive it, and how they act on it.

JOURNEY CHAPTER NAVIGATION:



FOR FURTHER DETAIL:

Further insight in this chapter can be found in the detailed journey map, which provides an understanding of student actions, mindsets, delight points, pain points, and ideal state experience.



TOP INSIGHT

1. The silence while waiting for an offer is unnerving.

Students often use the word 'silence' to describe the experience of waiting for an offer, and they wish ACU gave progress updates. Students sometimes decide to go to another university simply because they got an offer for it quickly, and they accept it to feel safe.

2. Receiving an offer is a short-lived excitement.

The moment of receiving an offer causes relief, but this is short-lived as students find the language in the offer to be focused on ACU, not their achievement. After accepting or deferring an offer there is uncertainty about what should happen next.

3. Scholarship opportunities can be a deal breaker.

Students have low awareness of scholarship opportunities and financial aid can be a make or break factor when choosing to go to university.

TOP OPPORTUNITIES

How might we deliver clear and timely communications so that students are kept well informed throughout the process of waiting for and responding to an offer?

- Set the right expectations around wait times.
- Proactively anticipate questions by tracking the students' journey through the process.
- Help students celebrate the moment of getting an offer

How might we help students make get started and make connections as early as possible, to help them feel a sense of belonging before they start?

CONSIDERATION What content/access can we give them at this stage?

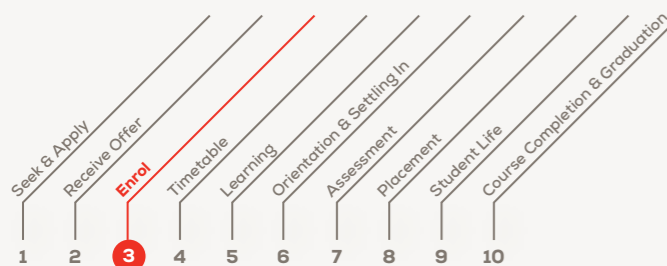
How might we raise awareness and improve access to scholarship opportunities?



3. Enrol

This chapter is about the process of understanding unit options, enrolling, and tracking course progress.

JOURNEY CHAPTER NAVIGATION:



FOR FURTHER DETAIL:

Further insight in this chapter can be found in the detailed journey map, which provides an understanding of student actions, mindsets, delight points, pain points, and ideal state experience.

CAMPUS MINISTRY	USE CAMPUS FACILITIES	ACCESS SUPPORT	LIVE IN STUDENT ACCOMMODATION
<p>WHAT WOULD STUDENTS WANT?</p> <ul style="list-style-type: none"> Clear and concise information on what to expect during the enrolment process. Easy access to enrolment information and support. Clear and concise information on what to expect during the enrolment process. <p>WHAT DOES NOT WORK FOR STUDENTS?</p> <ul style="list-style-type: none"> Complex enrolment process. Confusing information. Lack of clear and concise information. <p>WHAT ARE STUDENTS SAYING?</p> <ul style="list-style-type: none"> The enrolment process is confusing. I don't know what to expect. The information is not clear. 	<p>WHAT WOULD STUDENTS WANT?</p> <ul style="list-style-type: none"> Easy access to campus facilities. Clear and concise information on what to expect during the enrolment process. Easy access to campus facilities. <p>WHAT DOES NOT WORK FOR STUDENTS?</p> <ul style="list-style-type: none"> Complex enrolment process. Confusing information. Lack of clear and concise information. <p>WHAT ARE STUDENTS SAYING?</p> <ul style="list-style-type: none"> The enrolment process is confusing. I don't know what to expect. The information is not clear. 	<p>WHAT WOULD STUDENTS WANT?</p> <ul style="list-style-type: none"> Easy access to campus facilities. Clear and concise information on what to expect during the enrolment process. Easy access to campus facilities. <p>WHAT DOES NOT WORK FOR STUDENTS?</p> <ul style="list-style-type: none"> Complex enrolment process. Confusing information. Lack of clear and concise information. <p>WHAT ARE STUDENTS SAYING?</p> <ul style="list-style-type: none"> The enrolment process is confusing. I don't know what to expect. The information is not clear. 	<p>WHAT WOULD STUDENTS WANT?</p> <ul style="list-style-type: none"> Easy access to campus facilities. Clear and concise information on what to expect during the enrolment process. Easy access to campus facilities. <p>WHAT DOES NOT WORK FOR STUDENTS?</p> <ul style="list-style-type: none"> Complex enrolment process. Confusing information. Lack of clear and concise information. <p>WHAT ARE STUDENTS SAYING?</p> <ul style="list-style-type: none"> The enrolment process is confusing. I don't know what to expect. The information is not clear.



TOP INSIGHT

1. Enrolment and timetabling are seen as one process.

Students see enrolment and timetabling as one process. They tend to use the terms 'enrolment' and 'timetabling' interchangeably. Sometimes they refer to enrolment as the whole process of starting university.

2. Students can't make informed decisions when choosing units.

Important decision-making factors when choosing units include: timing (if they can see it), career goals, interest, assessment type, and delivery mode (e.g. face to face or online). This information isn't always available at the time of enrolment. Course guides are a useful resource, but students want to access information in the unit guides before enrolling. Additionally, enrolment terminology is difficult to understand. Not having this information results in students shuffling units around later, or simply disappointment. Some students try to hack the system - they enrol in units they are considering/they intend to study later just so that they can download the unit outline. They then un-enrol before census date.

3. The enrolment system is too open.

The enrolment system shows students all units, which means:

- 'Filtering' units to simplify the view is hard,
- Students have to refer to several sources of information in different places while selecting units
- Students enrol in the wrong units by mistake,
- Students get disappointed that they can't do a unit they can see (e.g. because it's not offered on their campus),
- Prerequisites have multiple layers and can be difficult to differentiate.

4. Personalised course maps are the norm.

Students and course coordinators create personalised course maps. Course coordinators often help students track course progress. Part time, mid or late entry students often don't know which guides to refer to and they struggle to keep track of progress. Students report that course and unit changes happen often, which further complicates course maps.

TOP OPPORTUNITIES

How might we create a seamless experience that allows students to do everything required to 'start uni' (for example bringing enrolment and timetabling together)?

How might we create a smooth and tailored enrolment experience that shows students relevant information and filters out what they don't need to see?

How might we provide students with more detail about units and help them understand terminology so they can make more informed decisions and avoid making mistakes?

How might we allow students to independently create personalised course maps that they can dynamically change and track as they go through their degree?

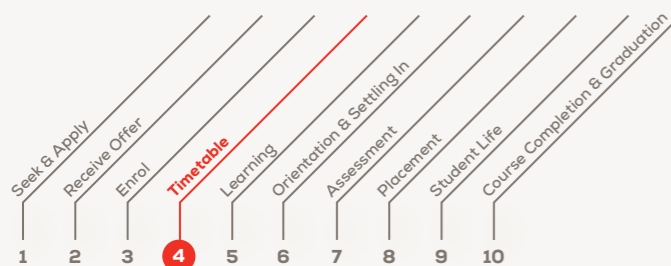
How might we help students connect with each other at this stage?



4. Timetable

This chapter is about students building a timetable and re-shuffling classes to make it work for them as much as possible. This is a highly stressful time for students, and is seen as a make or break moment that can affect their whole experience.

JOURNEY CHAPTER NAVIGATION:



FOR FURTHER DETAIL:

Further insight in this chapter can be found in the detailed journey map, which provides an understanding of student actions, mindsets, delight points, pain points, and ideal state experience.



TOP INSIGHT

1. The gap between enrolment and timetabling is too big.

Students see enrolment and timetabling as one process. They tend to use the terms 'enrolment' and 'timetabling' interchangeably. Students want to understand the timing of classes at the time of enrolment, and therefore feel the large gap in between does not make sense.

2. Accessing the timetabling system is a moment of panic.

When it's time to access the system, it's an extremely stressful moment. Students report the system often doesn't open at the indicated time, it crashes, and slots get booked up immediately. This is especially stressful for people with work and family commitments.

3. Timetabling extends for a few weeks.

Timing is a huge decision-making factor when selecting units to enrol in. Students don't know what time classes will be taking place (unless they enrol late), so timetabling extends for a few weeks as students shuffle things around to make the timetable work for them as much as possible.

4. A good timetable looks different for everyone.

Students have varied preferences for timetabling. Some students like to condense classes in one day, others like to spread their load. Students like the idea of being to plan for a whole year, so long as changes come with enough notice.

TOP OPPORTUNITIES

How might we develop a sense of empathy, confidence and trust in students when communicating our understanding of the critical nature of timetabling, its complexity, and any future changes to the timetabling process?

How might we provide international students with earlier access to the timetable so that they have the same opportunities as domestic students when they enrol and create their timetable?

How might we alleviate the stress of a first come, first serve timetabling system, whilst also retaining students' sense of agency?

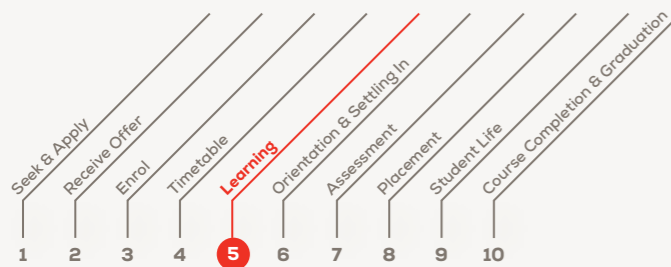
How might we allow students to plan their schedules further in advance (for example a whole year)?



5. Orientation and settling in

This chapter is about the first few weeks at ACU - when students attend orientation and slowly settle into university life.

JOURNEY CHAPTER NAVIGATION:



FOR FURTHER DETAIL:

Further insight in this chapter can be found in the detailed journey map, which provides an understanding of student actions, mindsets, delight points, pain points, and ideal state experience.

CAMPUS MINISTRY	USE CAMPUS FACILITIES	ACCESS SUPPORT	LIVE IN STUDENT ACCOMMODATION
<p>WHAT WOULD STUDENTS WANT?</p> <ul style="list-style-type: none"> Learn from the best lecturers and staff Learn from the best lecturers and staff Learn from the best lecturers and staff <p>WHAT DOES NOT WORK FOR STUDENTS?</p> <ul style="list-style-type: none"> Not enough support for students with disabilities Not enough support for students with disabilities Not enough support for students with disabilities <p>WHAT ARE STUDENTS SAYING?</p> <ul style="list-style-type: none"> The staff are really helpful and friendly The staff are really helpful and friendly The staff are really helpful and friendly 	<p>WHAT WOULD STUDENTS WANT?</p> <ul style="list-style-type: none"> Use campus facilities Use campus facilities Use campus facilities <p>WHAT DOES NOT WORK FOR STUDENTS?</p> <ul style="list-style-type: none"> Not enough support for students with disabilities Not enough support for students with disabilities Not enough support for students with disabilities <p>WHAT ARE STUDENTS SAYING?</p> <ul style="list-style-type: none"> The staff are really helpful and friendly The staff are really helpful and friendly The staff are really helpful and friendly 	<p>WHAT WOULD STUDENTS WANT?</p> <ul style="list-style-type: none"> Access support Access support Access support <p>WHAT DOES NOT WORK FOR STUDENTS?</p> <ul style="list-style-type: none"> Not enough support for students with disabilities Not enough support for students with disabilities Not enough support for students with disabilities <p>WHAT ARE STUDENTS SAYING?</p> <ul style="list-style-type: none"> The staff are really helpful and friendly The staff are really helpful and friendly The staff are really helpful and friendly 	<p>WHAT WOULD STUDENTS WANT?</p> <ul style="list-style-type: none"> Live in student accommodation Live in student accommodation Live in student accommodation <p>WHAT DOES NOT WORK FOR STUDENTS?</p> <ul style="list-style-type: none"> Not enough support for students with disabilities Not enough support for students with disabilities Not enough support for students with disabilities <p>WHAT ARE STUDENTS SAYING?</p> <ul style="list-style-type: none"> The staff are really helpful and friendly The staff are really helpful and friendly The staff are really helpful and friendly



TOP INSIGHT

1. Students want to feel prepared for orientation.

Students want to connect with others and understand what to expect from the campus space prior to orientation so that they don't feel alone or lost when they arrive for the day. For many students, arriving on campus for orientation is a significant, high-stakes moment, and many feel as though it is their 'first day' of university.

2. Orientation is filled with expectations and assumptions.

Students expect to learn practical information and they want a multitude of opportunities to make connections and find their 'tribe'. Currently those expectations are not being met. Some students, especially mature age students, miss orientation because they assume it's not designed for them.

3. It takes a while to settle in.

The 'settling in' period is difficult for students, as they are making connections, getting used to a new way of learning, navigating support services, and some are settling into a new place. It can take students a long time to feel settled.

TOP OPPORTUNITIES

How might we help students feel confident and prepared when they arrive for orientation? This could be done through...

- Helping them make connections.
- Giving them an understanding of physical space, and helping them feel 'at home' on campus.
- Giving them a glimpse into how their study life might look and feel, and who their lecturers will be.
- Giving them confidence about starting class

How might we help students make connections with like minded people before, during and beyond orientation, in class, on campus and online?

How might we better communicate about what's on offer during orientation and design an engaging orientation program that meets a variety of needs - from fun social events to practical information?

How might we better empathise with and help international students settle into Australia/ better help regional students settle into a new city?

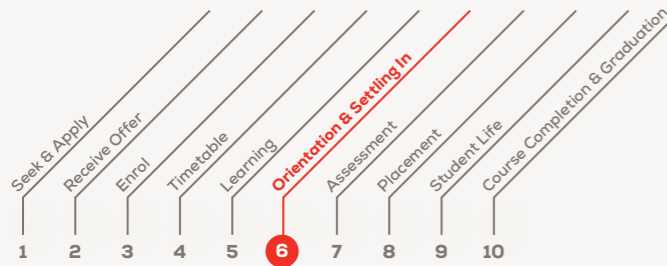
How might we ensure students know where to look for help when settling in?



6. Learning

This chapter is about students' academic experiences and navigating day-to-day study. It is separated from 'Assessment' (chapter 7), to simplify journey map navigation. It is encouraged to look at these modules together.

JOURNEY CHAPTER NAVIGATION:



FOR FURTHER DETAIL:

Further insight in this chapter can be found in the detailed journey map, which provides an understanding of student actions, mindsets, delight points, pain points, and ideal state experience.

CAMPUS MINISTRY	USE CAMPUS FACILITIES	ACCESS SUPPORT	LIVE IN STUDENT ACCOMMODATION
<p>WHAT WOULD STUDENTS WANT?</p> <ul style="list-style-type: none"> Students want to be able to access all campus facilities and services. Students want to be able to access all campus facilities and services. Students want to be able to access all campus facilities and services. <p>WHAT DOES NOT WORK FOR STUDENTS?</p> <ul style="list-style-type: none"> Students find it difficult to access all campus facilities and services. Students find it difficult to access all campus facilities and services. Students find it difficult to access all campus facilities and services. <p>WHAT ARE STUDENTS SAYING?</p> <ul style="list-style-type: none"> Students are saying that they find it difficult to access all campus facilities and services. Students are saying that they find it difficult to access all campus facilities and services. Students are saying that they find it difficult to access all campus facilities and services. 	<p>WHAT WOULD STUDENTS WANT?</p> <ul style="list-style-type: none"> Students want to be able to access all campus facilities and services. Students want to be able to access all campus facilities and services. Students want to be able to access all campus facilities and services. <p>WHAT DOES NOT WORK FOR STUDENTS?</p> <ul style="list-style-type: none"> Students find it difficult to access all campus facilities and services. Students find it difficult to access all campus facilities and services. Students find it difficult to access all campus facilities and services. <p>WHAT ARE STUDENTS SAYING?</p> <ul style="list-style-type: none"> Students are saying that they find it difficult to access all campus facilities and services. Students are saying that they find it difficult to access all campus facilities and services. Students are saying that they find it difficult to access all campus facilities and services. 	<p>WHAT WOULD STUDENTS WANT?</p> <ul style="list-style-type: none"> Students want to be able to access all campus facilities and services. Students want to be able to access all campus facilities and services. Students want to be able to access all campus facilities and services. <p>WHAT DOES NOT WORK FOR STUDENTS?</p> <ul style="list-style-type: none"> Students find it difficult to access all campus facilities and services. Students find it difficult to access all campus facilities and services. Students find it difficult to access all campus facilities and services. <p>WHAT ARE STUDENTS SAYING?</p> <ul style="list-style-type: none"> Students are saying that they find it difficult to access all campus facilities and services. Students are saying that they find it difficult to access all campus facilities and services. Students are saying that they find it difficult to access all campus facilities and services. 	<p>WHAT WOULD STUDENTS WANT?</p> <ul style="list-style-type: none"> Students want to be able to access all campus facilities and services. Students want to be able to access all campus facilities and services. Students want to be able to access all campus facilities and services. <p>WHAT DOES NOT WORK FOR STUDENTS?</p> <ul style="list-style-type: none"> Students find it difficult to access all campus facilities and services. Students find it difficult to access all campus facilities and services. Students find it difficult to access all campus facilities and services. <p>WHAT ARE STUDENTS SAYING?</p> <ul style="list-style-type: none"> Students are saying that they find it difficult to access all campus facilities and services. Students are saying that they find it difficult to access all campus facilities and services. Students are saying that they find it difficult to access all campus facilities and services.



TOP INSIGHT

1. Students experience timing and sequencing issues

In their courses. Students often experience units happening out of order. For example, they study theory after already attending placement.

2. ACU needs to step up its game for online learning.

Students who study online full time, or through remote learning feel that ACU isn't using the latest technology to support their learning and the quality of experience varies greatly depending on the skills of the lecturer. For those who sometimes dial into classes taught at a different campus location find the experience clunky and they don't feel they can engage in the class.

3. LEO is everything to students, but they need to re-learn the system for each unit.

The source of information that students reach for the most is LEO. Lecturers structure information in LEO in different ways, so students need to re-learn the system for every unit.

4. Inconsistent information across channels and informal communication leads to mistrust and cross checking.

Students often find that information differs across channels, and that systems can be slow to reflect changes. This results in students having to cross check information with staff or peers. The communication with staff tends to be informal and face-to-face, so some students miss out on major updates. Students create highly valued, unofficial channels in order to communicate with each other and share up to date information in an informal way.

TOP OPPORTUNITIES

How might we create consistency of information across all channels and make students confident about a single source of truth?

How might we create a consistent structure on LEO so that the experience for students is seamless?

CONSIDERATION How might we co-design this with academic staff?

How might we create a consistent and engaging experience for studying online, both for students studying online, as well as for those dialling in to classes from another location?

How might we better communicate available support so that students can achieve a strong baseline of academic skills? For example, promoting academic skills services and support in class.

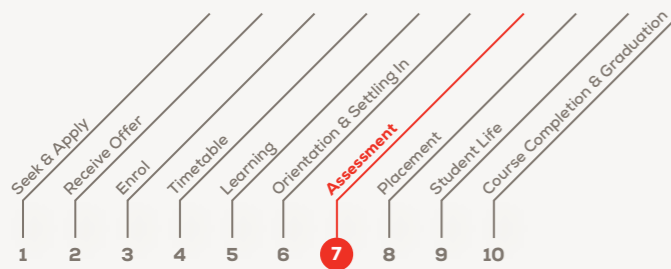
How might we reduce sequencing issues by ensuring units are available when students need to access them?



7. Assessment

This chapter is about students' experiences with assessment. It is separated from 'Learning' (chapter 6), to simplify journey map navigation. It is encouraged to look at these modules together.

JOURNEY CHAPTER NAVIGATION:



FOR FURTHER DETAIL:

Further insight in this chapter can be found in the detailed journey map, which provides an understanding of student actions, mindsets, delight points, pain points, and ideal state experience.



TOP INSIGHT

1. Incorrect information about assignments causes distress.

Students often find that information differs across channels, and that systems can be slow to reflect changes. Students mention assignment criteria and due dates as being commonly incorrect. This leads to students checking and rechecking with multiple sources, submitting wrong assignments, or missing out on submissions.

2. Quality of feedback varies, but ultimately, it's about timing.

Students say that some lecturers provide fantastic feedback, while others provide insufficient one-word comments. However, the most important thing about feedback is its timeliness - students want to receive feedback in time to improve for their next assignment.

3. Students know others cheat, and it's disheartening and seen as dangerous.

Students are aware that some of their peers cheat, and they find it discouraging, especially when they themselves consider that they put in a lot of work. In courses such as nursing, students are worried about cheaters graduating into a profession with a lot of responsibility.

TOP OPPORTUNITIES

How might we create consistency of information across all channels and make students confident about a single source of truth?

How might we create consistency in the way feedback is provided and its timing?

How might we encourage more peer to peer support with assessment through ACU platforms?

How might we provide assessment criteria earlier so that students who want to get ahead can start sooner?

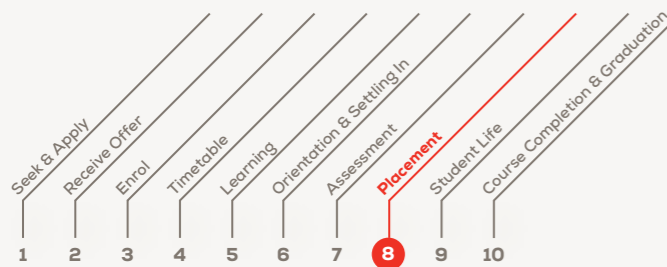
CONSIDERATION This is connected to the opportunity to provide unit outlines earlier.



8. Placement

This chapter is about completing placement requirements, finding/getting assigned to a placement, and attending placement. We refer to all types of work-integrated learning and professional practice as 'placement' for simplicity.

JOURNEY CHAPTER NAVIGATION:



FOR FURTHER DETAIL:

Further insight in this chapter can be found in the detailed journey map, which provides an understanding of student actions, mindsets, delight points, pain points, and ideal state experience.



TOP INSIGHT

1. Getting ready for placement feels last minute.

Students wish they understood placement requirements earlier, as some preparations can take a long time (e.g. getting vaccines and police checks) and requirements differ by organisation. When it comes to organising placement, those who need to find their own placement feel alone and unsupported, and they feel that they don't have enough time to find a good opportunity. Those who get assigned to a placement mention that this can happen last minute, or, if things don't work out, they are asked last minute to find their own placement after all.

2. Placement is organised last minute.

When it comes to organising placement, those who need to find their own placement feel alone and unsupported, and they feel that they don't have enough time to find a good opportunity. Those who get assigned to a placement mention that this can happen last minute, or, if things don't work out, they are asked last minute to find their own placement after all.

3. Students need to re-arrange their lives around placement.

When students find out about their placement last minute, they need to quickly re-arrange their lives to make placement work for them. They need to change their work and family arrangements, and sometimes even move somewhere to live closer to the placement location.

4. Once on placement, students enjoy their experience.

Students appreciate the opportunity to learn through practice, and many of them appreciate placement coordinators being supportive and proactive.

TOP OPPORTUNITIES

How might we help students feel prepared for placement early and help them understand what's expected of them? **CONSIDERATION:** How might we help students understand requirements early, and look into whether it's possible to provide placement units earlier?

How might we confirm placements earlier and provide timely and consistent support so that students feel better prepared for placement?

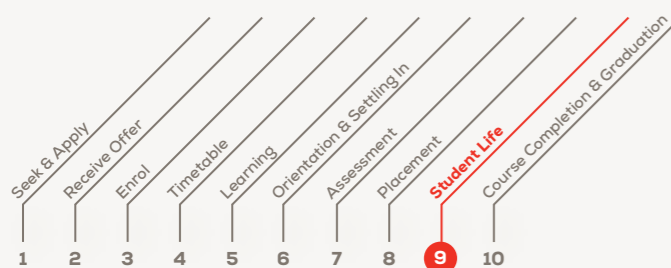
How might we connect students with peers who have already completed a placement at the same location?



9. Student Life

This chapter outlines non-academic aspects of student life - it covers a variety of topics.

JOURNEY CHAPTER NAVIGATION:



FOR FURTHER DETAIL:

Further insight in this chapter can be found in the detailed journey map, which provides an understanding of student actions, mindsets, delight points, pain points, and ideal state experience.



TOP INSIGHT

1. Students need more structured ways to feel belonging earlier.

It takes students a long time to feel a sense of belonging at ACU. Most students express a need for more events/activities/clubs to help them find their 'tribe'. They want to connect with their peers online even before they arrive. Building connections with staff has a big impact on a student's feeling of belonging as well as the availability of spaces that foster connections.

2. Facilities feel insufficient.

Especially on bigger campuses, spaces like the library and classrooms often feel cramped. Students also comment on the lack of food options and insufficient parking spaces on some campuses.

3. Students love part-time work opportunities at ACU.

Students enjoy part-time work opportunities at ACU, as they find them to be well-paid, allow them to get to know staff, and they provide them with insider knowledge.

TOP OPPORTUNITIES

How might we provide more ways for students to find and connect with the people they're looking for?

How might we find ways for students to make meaningful connections with other students through digital channels?

How might we create physical spaces that foster connections?

How might we communicate existing events, activities, and initiatives in a way that reaches more students?

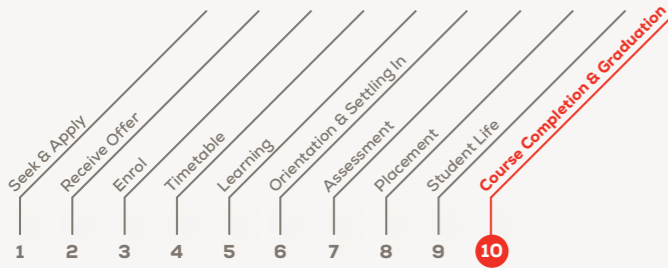
How might we provide more opportunities for students to engage as staff members at ACU?



10. Course completion and Graduation

This chapter is about the last steps of the university journey and becoming an alumni.

JOURNEY CHAPTER NAVIGATION:



FOR FURTHER DETAIL:

Further insight in this chapter can be found in the detailed journey map, which provides an understanding of student actions, mindsets, delight points, pain points, and ideal state experience.



TOP INSIGHT

- 1. Sequencing issues can culminate at the end of a degree.**
Sometimes enrolment mistakes only become apparent at the end of a degree, which can result in students having to extend it.
- 2. Students step up to make sure they're on track to finish their degree.**
Some students start preparing for course completion as early as a year in advance to make sure they've ticked off all requirements.
- 3. Students feel career advice can be too generic and too late.**
Students often find that the careers advice they get is too generic - they would like more industry-specific advice. Some also mention that their lecturers start talking about career opportunities too late in the degree.

- 4. Students need more support with registration.**
Students who need to go through a professional registration process find it confusing and they are not sure what to expect. They would like ACU to provide more support with this.
- 5. Graduation is a positive experience.**
Most students truly enjoy their graduation experience - they find the atmosphere positive, encouraging, and in the right tone.
- 6. Alumni are not always sure how to stay engaged.**
Alumni are sometimes unsure how they can get involved at ACU.

TOP OPPORTUNITIES

- How might we** improve the enrolment and monitoring experience to keep students on track for a smooth course completion?
- How might we** provide more support with the professional registration process?
- How might we** help current students and alumni engage with one another?
- How might we** ensure alumni are aware of how to engage and give back to ACU?