Process

Observe
Analyze
Ideate
Prototype
Disseminate
Maps

Transfer Student Journey Map
First Rough Draft/ Organizing Data

**Efren Rodriguez**

**High School**
- Visited many Universities.
- Heard great things about UoU.
- Applied to many Universities, including the U.
- Too expensive.

**SLCC**
- Went to SLCC to save money.
- Part-time Student, Full-time Job.
- No rush to finish school.
- Undeclared major.
- Jumped around trying different courses.
- Finally decided on major after a few years of examing with different classes.
- Obtained associates.

**Transfer**
- Chose to pursue a graphic design major at the U.
- Talked to advisor about graduation & transfer process.
- Applying and transferring to U is done online.
- Student orientation takes 5 hrs and we don’t learn a whole lot.
- Explored campus by myself.

**Year 1**
- Enjoying the fast pace and the challenges of jumping into field of study.
- No time for extracurricular activities.
- School Events occur during class hours.
- School full-time, work part-time.

---

**NOTES**

- This design is not final, just a quick concept for now.
- Need to know if the info in this draft is sufficient/ headed in the right direction. It’s best to have the important info/text finalized before implementing proper design.
- Finally decided on major after a few years of experimenting with different classes.
- Obtained associates.

I wish I had a better grasp of my financial needs.

- Applying to college is done online.
- Student orientation takes 5hrs and we don't learn a whole lot.
- Explored campus by myself.

It would be nice to know about all the majors offered at The U. I didn't know I could check them until I had to check.

Why are school activities held during regular class times?

- School full-time, work part-time.
Drawing to a close and I still didn't get a registration date, I contacted Lisa. I can't find that letter right now to verify. Why would my admittance be rescinded? Do the application money I paid last time was lost?

Looking into some research, I ask discovered that I was not actually admitted. University stated that initial acceptance letter stated that if I didn't register for classes by a certain date during fall term, my admittance would be rescinded.

Applied to religious leader for either a loan or a letter of rec for an application fee waiver. Denied.

[This Policy Does Not]
1) Center Students
2) Engage with Communities
3) Value Difference
4) Address material inequalities

Accepted! But need to talk to...
Experience Spine

Vertebral Areas & Parts of Body:

- C1: Blood supply to the head, pituitary gland, scalp, bones of the face, brain, inner and middle ear, sympathetic nervous system.
- C2: Eyes, optic nerves, auditory nerves, sinuses, mastoid bones, tongue, forehead.
- C3: Cheeks, outer ear, face bones, teeth, trigeminal nerve.
- C4: Nose, lips, mouth, eustachian tube.
- C5: Vocal cords, neck glands, pharynx.
- C6: Neck muscles, shoulders, tendons.
- C7: Thyroid gland, bursae in the shoulders, elbows.
- T1: Arms from the elbows down, including hands, wrists, and fingers, esophagus and trachea.
- T2: Heart, including its valves and covering, coronary arteries.
- T3: Lungs, bronchial tubes, pleura, chest, breast.
- T4: Gallbladder; common duct.
- T5: Liver, solar plexus, circulation (general).
- T6: Stomach.
- T7: Pancreas, duodenum.
- T8: Spleen.
- T9: Adrenal and suprarenal glands.
- T10: Kidneys.
- T11: Kidneys, ureters.
- T12: Small intestines, lymph circulation.
- L1: Large intestines, inguinal rings.
- L2: Appendix, abdomen, upper leg.
- L3: Sex organs, uterus, bladder, knees.
- L4: Prostate gland, muscles of the lower back, sciatic nerve.
- L5: Lower legs, ankles, feet.
- SACRUM: Hip bones, buttocks.
- COCCYX: Rectum, anus.
Experience Spine Principles

Connect Elements

Make it accessible

Facilitate Design Making

Encourage Engagement

Make it Predicable

Simplify Information
Experience Spine Framework

Time

Level of abstraction

Information
Considerations
Opportunities
Actions
People
Paperwork
Money

Inspiration to Transfer
Preparation to Transfer
Actively Transferring
Enrolling after Transfer
Integrated after Transfer
Post Graduation
Experience Spine Example

- Inspiration to transfer: introduced to program
- Preparing to transfer: research, meet advisor
- Actively transferring: apply
- Enrolling after transfer: register for classes
- Integrated after transfer: find community, get aid
- Post graduation

- Compile transcripts
- Fill out application
- Submit online
- Online application official transcript
- Is the U the right fit? What are your long term goals?
- $55 application fee
Step 0: Very urgent items (for anyone considering applying)

- Scholarships: Apply right now! Do not wait!
  - University-wide scholarships (including transfer student scholarships)
  - Departmental scholarships (help students find their prospective college’s scholarship application page)
  - Organizational scholarships (perhaps a directory of campus organizations that provide scholarships, such as the LGBT Resource Center, Women’s Resource Center, etc)
- FAFSA. Even if you haven’t decided you’re applying yet, getting the FAFSA in sooner rather than later can secure other forms of aid, and it’s free to submit the FAFSA (or resubmit to new colleges if you’ve already filled it out).
  - Provide a link to https://financialaid.utahe.edu/types-of-aid/fafsa.php AND instructions to add a school to an existing submission (a concept that is not referenced anywhere on the current Financial Aid section of the utah.edu website)

Step 1: First steps

- Apply to the U
  - Link to the application form
  - Show application deadlines
  - Link to application fee area (payment page, fee waiver application, etc)
- Transcripts/articulation (provide high-level explanation that most institutions belong to one of the major electronic transcript networks, provide mailing address for those who don’t)
  - Sidebar links to resources about exceptional situations in credit articulation, appeals form, contact link for the relevant office for questions about credit articulation
- Find your advisor and make contact
  - Link directly to https://admissions.utahe.edu/contact/#transfer/intl
- Link to list of https://advising.utah.edu/academic-advising-appots.php for students who already know what major they are going into.

- The University is far more decentralized than many two-year colleges, and this isn't implicitly known by transfer students! Briefly clarify the role of the colleges and departments as primary points of contact for most questions, rather than more generalized University-wide offices (who will often refer you to your college/department's office). SLCC students, for example, are accustomed to a single, relatively centralized advising office.

- Resources of interest while waiting on admissions
  - Link to the Transfer Center with a brief description of it as a nexus of information and personalized guidance for the student to navigate the institution. (Otherwise it may be received as being a massive, aimless repository of information overload, much like what we can already find on utah.edu.) This must be billed as a resource for the student to get a sense of things at the U, to find out what they don't even know to look up, etc.
    - Provide ways to contact for students who have trouble physically visiting or cannot attend events such as Transfer Day
  - A breakdown of included and optional student benefits
    - Automatic benefits such as UTA pass
    - Student Health Insurance Plan/childcare/etc
    - VITA
    - Etc.

- Link to a guide to the particulars of the U's terminology around its actual academic structure; define some commonly-used terms.
  - Explain colleges as sections of a single university (not always obvious to someone who came from a two-year college where the "college" was the entire institution)
- Explain how course numbers are structured (e.g., what is a "two-thousand level class"?"). The numbering system used here isn't nearly as universal as the U thinks it is, and transfer students from two-year institutions may not understand the 4 or 5 course "levels" within undergraduate courses corresponding to different levels of difficulty, degree progression, etc.

- Explain what a major is, the difference between a double-major and a second bachelor's degree, how minors/certificates work.

- Explain what ASUU is (otherwise it sounds like "yet another campus organization" rather than "that thing we are all subject to, actually")

- Explain the hierarchy of departments (what is a "dean" and what do they do?
  Explain that some teachers are grad students, a concept foreign to two-year colleges

- Explain what a "graduate student" is and how that differs from an "undergraduate".

- (These concepts may seem obvious to us right now, but other institutions differ wildly on these points, and many transfer students have gaps in understanding one or more of these fundamental structures that they are assumed to know.)

**Step 2: You've been admitted**

- Reminder to contact your departmental advisor to clear path for registration

  - Suggestions of what to ask the advisor: typical paths through a major, typical roadblocks other students experience in a major, expectations to retain coursework beyond the end of a course, any requirements to graduate beyond simply "take those required courses", etc.

  - Remind students to bring up any concerns they may not realize are unconventional and not-assumed: scheduling conflicts with work, etc.

- List of things that ought be looked into early on (ex. Honors College, other things that require a few semesters to do)
• Instructions to get U Card
• Sign up for orientation
  • Student orientation itself needs a major overhaul, but I think that's outside the scope of this specific assignment
  • Provide an online, streamable orientation for students whose schedules conflict with the handful of available live options (the vast majority of information at orientation is absorbed passively by the student anyway, so asynchronicity doesn't really subtract from the experience)
• List registration deadlines (add/drop, withdrawal)

Step 3: After you’ve settled in (perhaps a few weeks into the first semester)
• Provide the usual deluge of “how to get involved on campus” stuff that is currently part of orientation itself
• Links to less-urgent or less-essential resources such as free software available as a student, Dining Dollars, etc
• Link to comprehensive breakdown of campus organizations with brief and clear descriptions of each
## Student Recommendations

<table>
<thead>
<tr>
<th>Mindset</th>
<th>Utilize Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach vs. Passivity</td>
<td>Articulate the process</td>
</tr>
<tr>
<td>Past experience as asset</td>
<td>Appropriate information at right time</td>
</tr>
<tr>
<td>Non-binary thinking</td>
<td>Clear Communication Addressing Barriers</td>
</tr>
<tr>
<td>Acknowledgment of complex,</td>
<td>Coordinate and strategically guide our efforts</td>
</tr>
<tr>
<td>rich lives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academics</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visible bridge programs</td>
<td>One Stop Transfer Office with Flexible Hours</td>
</tr>
<tr>
<td>Formal</td>
<td>Professional and peer guidance</td>
</tr>
<tr>
<td>Informal</td>
<td>Framing of resources as assets</td>
</tr>
<tr>
<td>Faculty engagement</td>
<td></td>
</tr>
<tr>
<td>Development of a guide</td>
<td></td>
</tr>
</tbody>
</table>