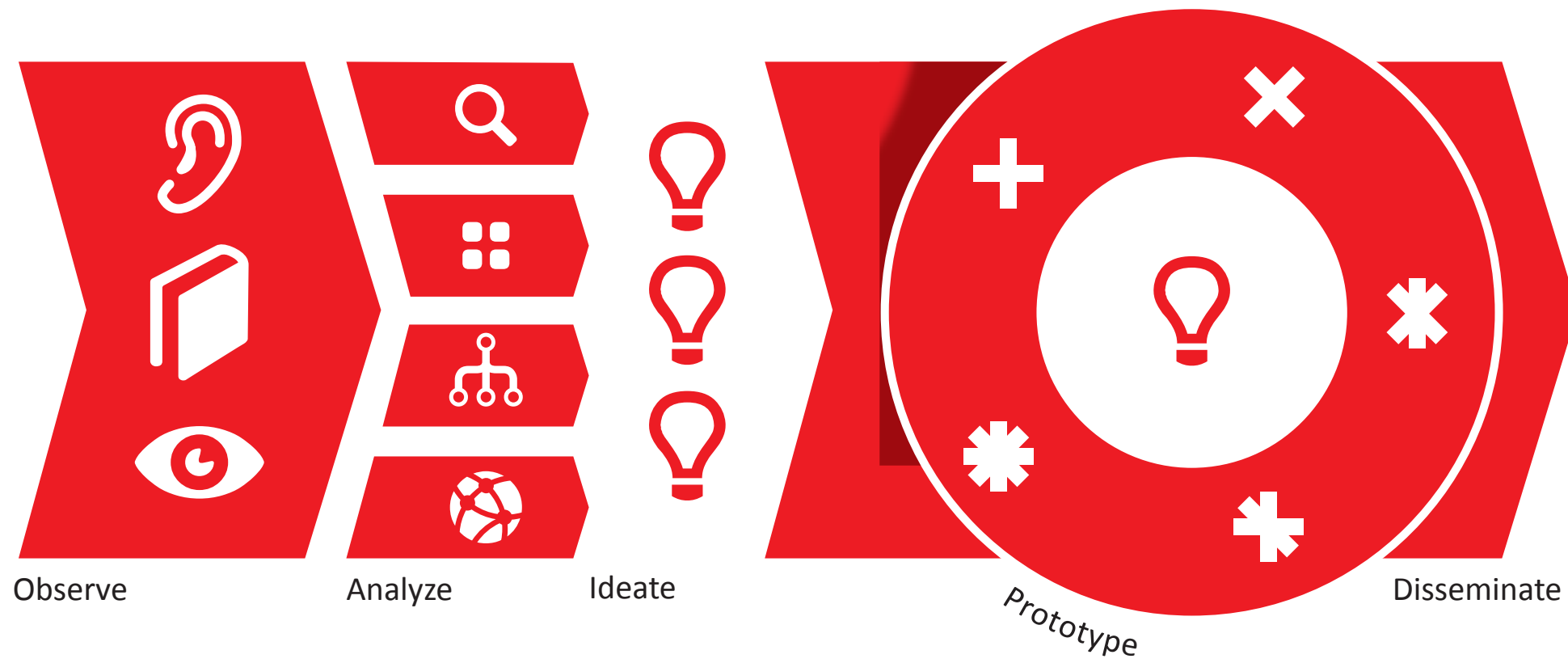


# Spark<sup>\*</sup>

## Innovation Lab

# Process





Transfer  
Student  
Experience

# Maps

## Transfer Student Journey Map

First Rough Draft/  
Organizing Data



Efren Rodriguez

### High School

- Visited many Universities.
- Heard great things about UofU
- 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 experimenting with different classes.
- Obtained associates.

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

### 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.

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.

### 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.

Why are school activities held during regular class times?

### 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.

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-Finally Decided on major  
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during class hours.  
-School full-time, work  
part-time.

Why are school activities held during regular class times?

# NOTES







Drawing to a class, and I still didn't get a registration date, I contacted Lisa

Lisa did some research, & she discovered that I was not actually admitted

to fix this.  
How much more money will this cost?

Call Paul

Make a with

I can't find that letter right now to verify

University stated that initial acceptance letter stated that if I didn't register for classes by a certain date during fall sem, my admittance would be rescinded

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

Yes, re-a

Why would my admittance be rescinded?

As the application money I paid last time was lost?

Re-app prior letter

Denied

Call Christy  
Call Lisa  
Call Paul  
Call Jency

stated I qualified for financial need waiver

- This Policy Does Not
- 1) Center students
  - 2) Engage with Communities
  - 3) value Difference
  - 4) Address material inequalities

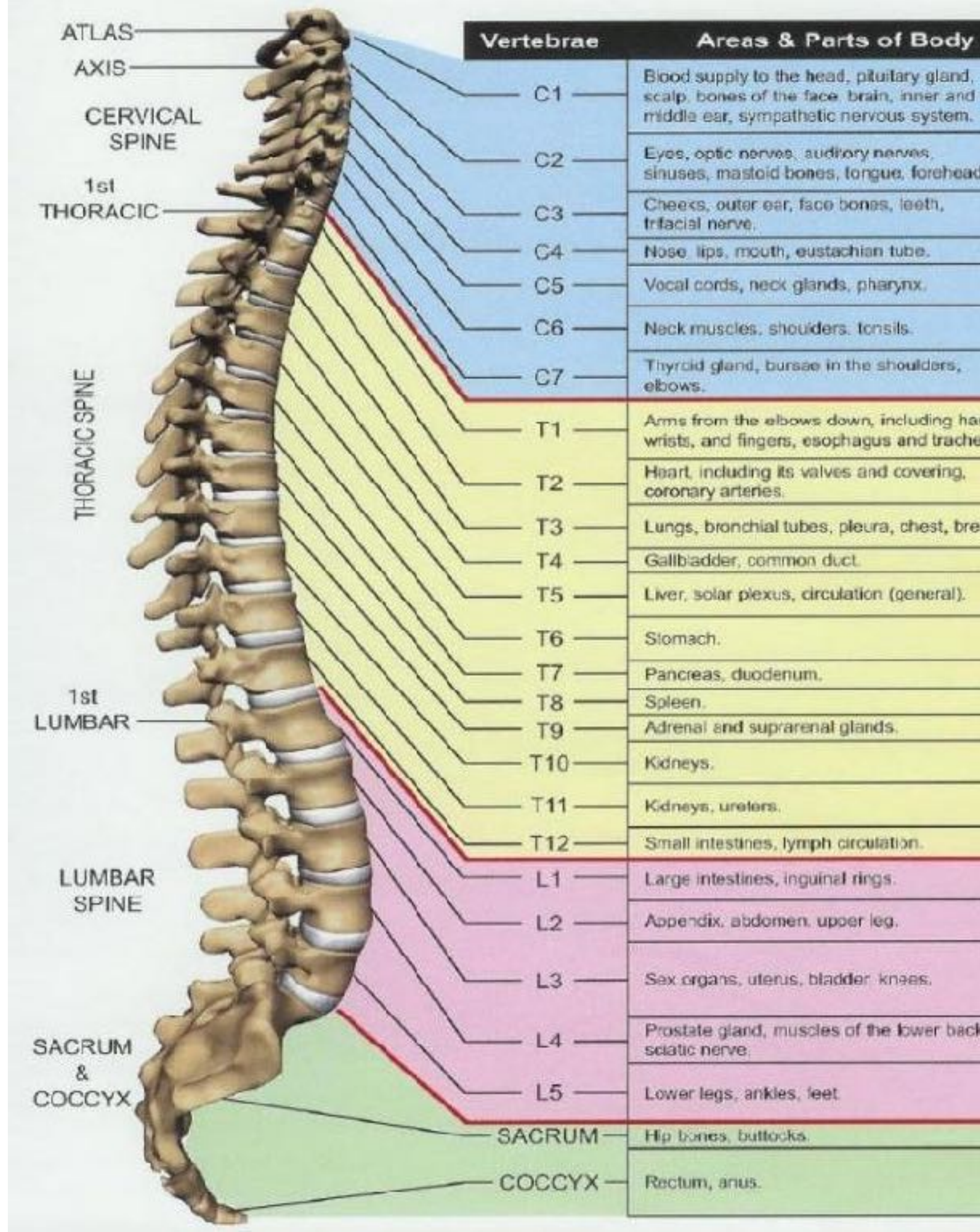
Accepted! Be



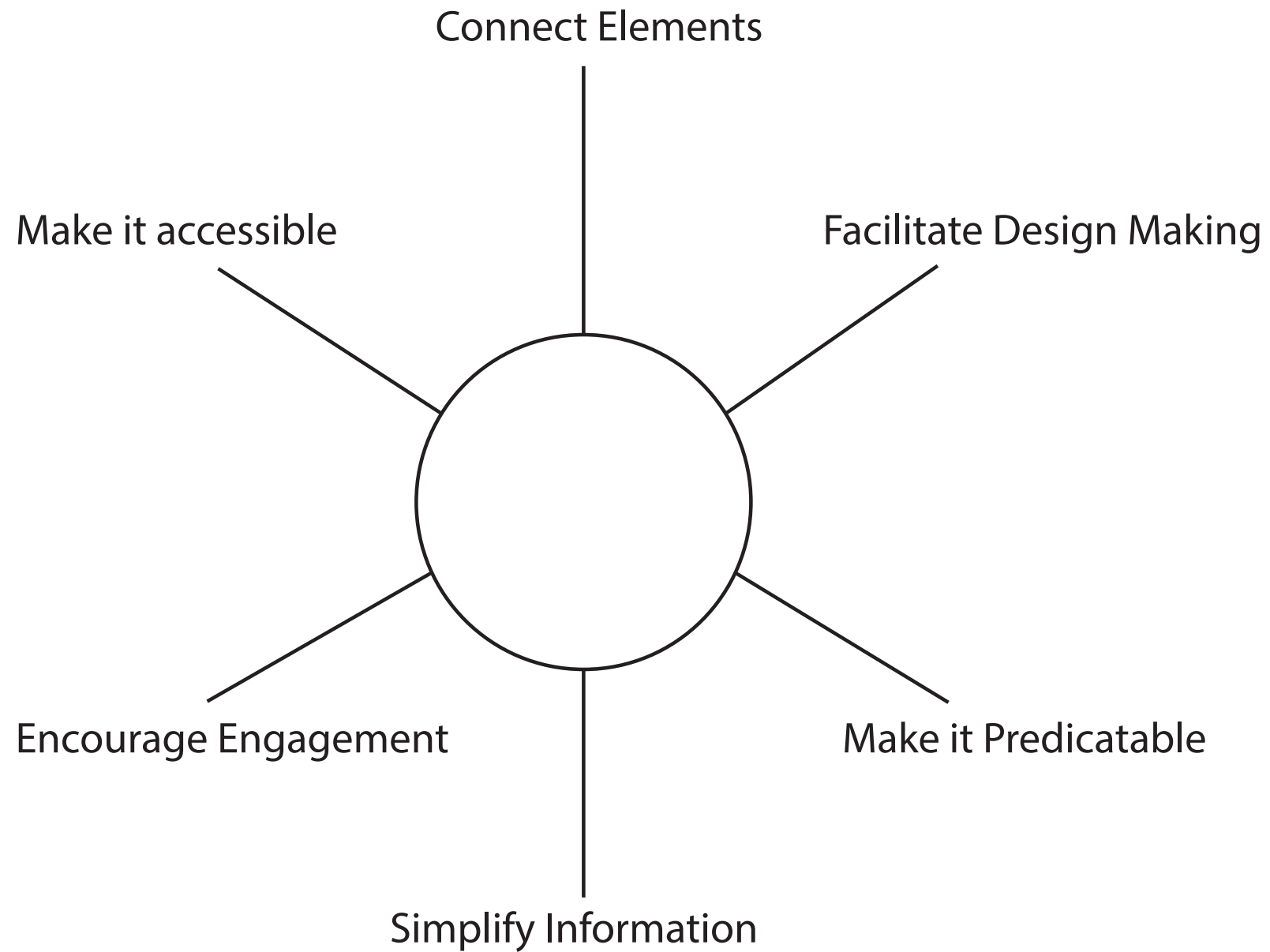
Play (k)



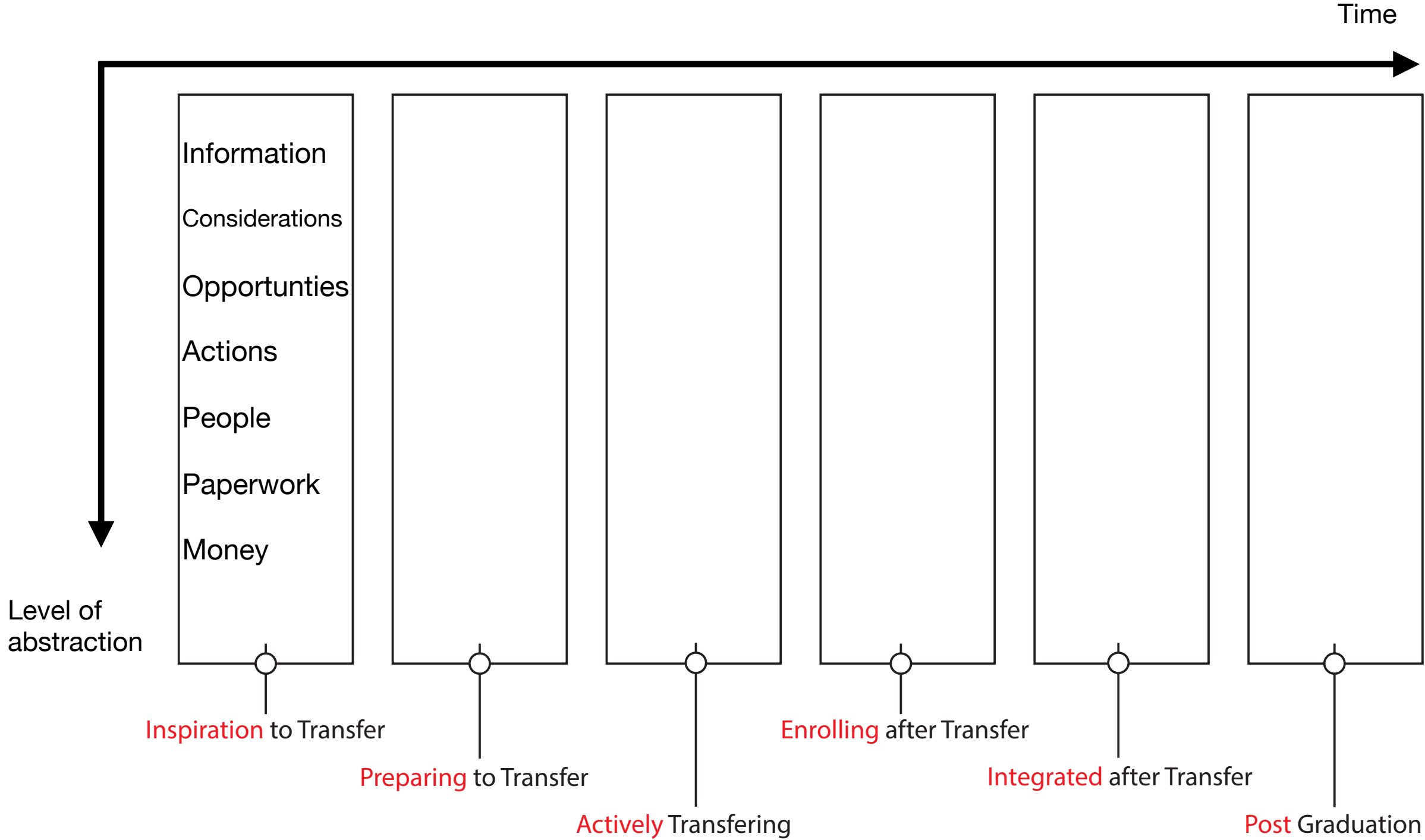
# Experience Spine



# Experience Spine Principles

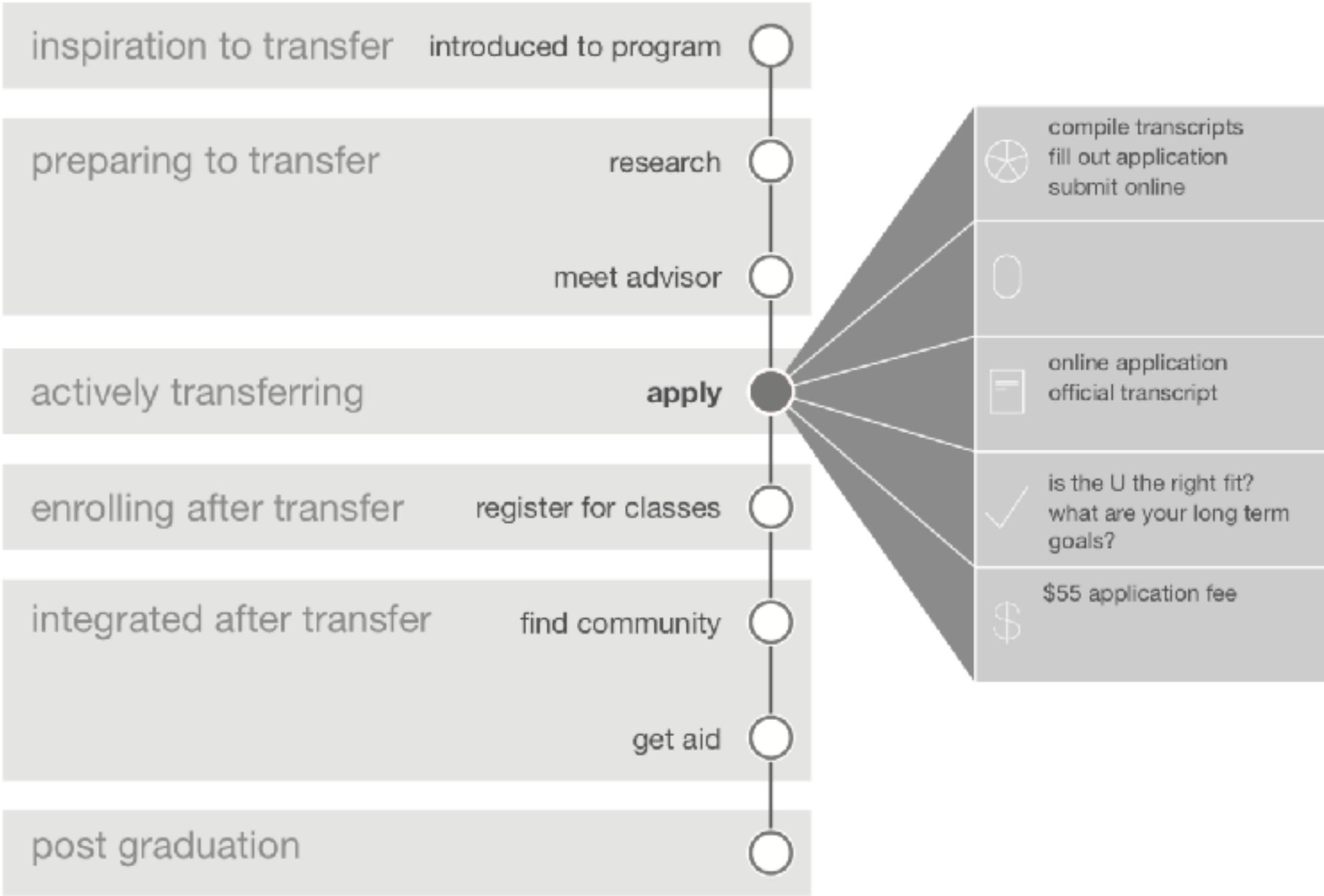


# Experience Spine Framework





# Experience Spine Example



## The Transfer Process

### *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.utah.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.utah.edu/contact/#transfer/intl>

- Link to list of <https://advising.utah.edu/academic-advising-appts.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](http://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 (ex. 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 these 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

## **Mindset**

Outreach vs. Passivity

Past experience as asset

Non-binary thinking

Acknowledgment of complex,  
rich lives

## **Utilize Framework**

Articulate the process

Appropriate information at right time

Clear Communication Addressing Barriers

Coordinate and strategically guide our efforts

## **Academics**

Visible bridge programs

Formal

Informal

Faculty engagement

Development of a guide

## **Services**

One Stop Transfer Office with Flexible Hours

Professional and peer guidance

Framing of resources as assets



# Contributors

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