



Project Document Cover Sheet

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We are grateful for the support and guidance provided by our SLRM Programme Manager, Myles Danson and also very grateful for the support & guidance provided by the JISC CETIS Relationship Management Support and Synthesis Team, in particular Sharon Perry.

We would like to thank the other SLRM projects for sharing their experiences and challenges along the way and in particular, we would like to thank the University of Derby for hosting a very informative event on Service Design.

The Project would also like to thank all the students who participated in research for the project. We value their feedback and continually strive to ensure that our courses, processes and facilities meet the needs of our students.

Executive Summary

The Goldsmiths Student Lifecycle Relationship Pilot Project engaged with students at various stages of the student lifecycle to review their service expectations and experiences.

This development project sought to investigate and apply the principles of Service Design as a means of examining how to improve the student experience and advance the efficiency of the related administrative processes at the same time.

The project employed a number of methods to obtain feedback from students, including electronic surveys, one to one interviews and focus groups. The feedback was analysed and used to identify areas for service improvement.

A service blueprint was developed to show the 'as is' service landscape for enquiry through to enrolment and attempted to map service interactions and touch points for three different cohorts of students.

This case study documents our experience of investigating and applying the principles of Service Design through a development project methodology at Goldsmiths. The work undertaken has established an awareness of Service Design and the benefits it can bring to student process and relationship management and resulted in a re-affirmed commitment to improving the student experience.

1. Background

Goldsmiths¹ is all about the freedom to experiment, to think differently, to be an individual. We look at subjects in creative and unconventional ways, but everything we do is based on the highest academic standards of teaching and research. Located in London, Goldsmiths covers a broad range of creative and cultural subjects, and is ranked 9th in the UK for 4* rated world-leading research.

Goldsmiths offers everything from undergraduate and postgraduate degrees, Access courses and evening classes to professional education, teacher training programmes and more. And we've been part of the internationally recognised University of London for more than a century.

Goldsmiths is a member of the 1994 Group² of 18 leading research intensive UK universities. The Group was established in 1994 to promote excellence in university research and teaching.

The Goldsmiths Student Lifecycle Relationship Pilot Project (GoSLuRP) is part of the JISC³ Organisational Support: Student Lifecycle Relationship Management Programme and is one of several pilot projects looking at the management of their institutions' relationships with students across the lifecycle of their interaction with them.

Following a call for pilot projects by JISC in May 2009, Goldsmiths submitted a proposal and was successful in securing funding for a 10 month Student Lifecycle Relationship Management pilot project.

JISC's Landscape Study of Student Lifecycle Relationship Management⁴ refers to Student Lifecycle Relationship Management (SLRM) as the ways in which institutions organise their connections with students over the lifetime of their association; the organisation of all interactions, communications, activities and events that create, maintain and deepen the social, academic and cultural bonds between the student and a range of staff and other students to promote better understanding and engagement by the learner.

The project sought to investigate and apply the principles of Service Design as a means of examining how to improve the student experience and advance the efficiency of the related administrative processes at the same time.

¹ <http://www.goldsmiths.ac.uk>

² <http://www.1994group.ac.uk>

³ <http://www.jisc.ac.uk>

⁴ http://www.jisc.ac.uk/media/documents/programmes/jos/slrml_report.pdf

The JISC Grant Funding 05/09 Call for Pilot Projects⁵, states that Service Design is increasingly used by forward thinking private and public sector organisations as a means of creating the step change their customers require in terms of service experience.

This case study documents our experience of investigating and applying the principles of Service Design at Goldsmiths.

⁵ http://www.jisc.ac.uk/fundingopportunities/funding_calls/2009/03/0509bcecrm.aspx

2. Introduction

Goldsmiths has a flat structure, with 18 academic departments and a central administrative function. Goldsmiths is ready to embrace change having already undergone some changes to its administrative structure and following the appointment of a new Warden on 19th April 2010, it is likely further changes will be made in the near future.

Goldsmiths uses Unit-E as the student record system. The current system offers no self-service functionality for students, so most of the processes are heavily paper based, especially the application process.

Goldsmiths is in the process of implementing a new student record system which will provide self service functionality to students. Administrative processes had been mapped as part of that project.

Goldsmiths has identified that the induction process is critical to the student experience and research across the sector demonstrates a link between early and effective student engagement with student performance and completion rates. The Welcome Project⁶ is Goldsmiths' involvement in the Higher Education Academy's Enhancement Academy⁷.

The HE sector is under increasing pressure to treat students as consumers and despite facing funding cuts and recruitment caps; they are looking for innovative ways to improve the student experience.

Students have increasingly varied expectations of HE study and a challenge for universities is how to identify and manage those expectations. The JISC Grant Funding 05/09 Call for Pilot Projects⁸, states that Service Design is increasingly used by forward thinking private and public sector organisations as a means of creating the step change their customers require in terms of service experience.

⁶ <http://www.gold.ac.uk/staff/welcome/>

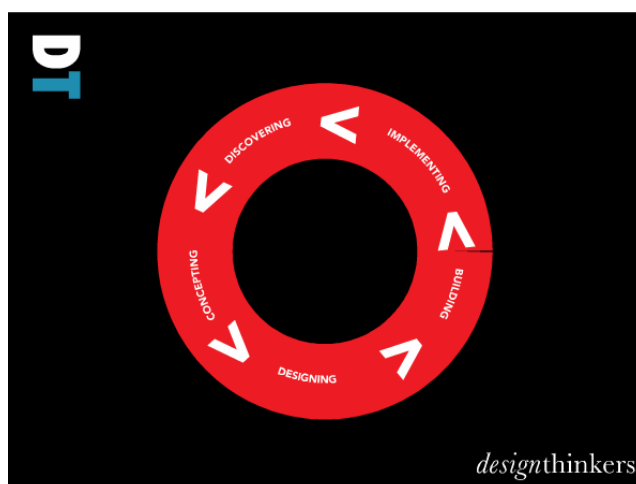
⁷ http://www.heacademy.ac.uk/news/detail/2009/enhancement_academy_press_release

⁸ http://www.jisc.ac.uk/fundingopportunities/funding_calls/2009/03/0509bcecrm.aspx

3. Service Design

Kotler (1986) defines a service as “any activity or benefit that one party can give to another that is essentially intangible and does not result in the ownership of anything”. A service is therefore an intangible product we experience in time through multiple touch-points and channels⁹.

Design Thinkers¹⁰ define Service Design as ‘designing and arranging the interaction between the service provider and end-user with the use of creative processes and methods’ and have created a 5 step Service Innovation Method which shows Service Design as a cyclical service enhancement process:



Discovering	undertaking research into existing services, the experiences of end users and front office personnel, mapping the customer journey and all the touchpoints
Concepting	developing ideas together with end users and testing service concepts
Designing	touchpoints, service systems and a service blueprint
Building	getting the organisation and processes ready for the implementation of services, marketing and communication
Implementing	going live with the service improvements

We explored this method of service design because it provided a structured, step change process for identifying, piloting, planning and implementing service improvements.

⁹ <http://www.slideshare.net/designthinkers/designthinkers-service-design-method>

¹⁰ <http://www.designthinkers.nl/>

4. Methodology

The project investigated the enquiry through to enrolment stages of the student lifecycle for 3 different cohorts of students:

- International students;
- Postgraduate students;
- Student with non traditional entry routes.

The methods used in investigating and applying the principles of Service Design involved information gathering, user consultation, data analysis, service blueprinting and the identification and piloting of service improvements.

4.1. Information Gathering

Information for the project was gathered through:

- **stakeholder identification and analysis**, to identify the stakeholders and assess how their interests should be addressed by the project, to identify internal and external actors involved in the definition of the relevant services and to identify other key people across the institution from whom to gain information;
- **web searches**, for information on Service Design theory, best practice and examples of its application in the HE sector;
- **desktop research**, for examples of service improvements implemented by other HE institutions, specifically in relation to student lifecycle relationship management;
- **conversations with individuals from across the institution**, for local knowledge, professional expertise and development of the service blueprint;
- **'as is' process maps**, produced as part of the new student record system implementation project;
- **existing information and knowledge**, including previous student surveys e.g. International Student Barometer;
- **user consultation**, to ensure the services examined were informed by consulting students at different stages in the student lifecycle;
- **student data**, held in the current student record system.

4.2. User Consultation

To ensure the services examined were informed by consulting students at different stages in the student lifecycle, and taking proper account of their experiences of the services, feedback from students was collected in 6 phases.

Refer to the GoSLuRP Final Report for a detailed description of how the user consultation phase was undertaken.

User Consultation Phases

Phase	Target Group	Method	Questions to Address
1	All new students enrolling in the 09/10 academic year	Online survey	To establish why students chose Goldsmiths, identify potential issues they may face, identify good/poor communication practices, identify positive and negative process issues and to identify what can be done at this early stage to improve student retention.
2	Respondents to the Phase 1 consultation	Follow up online survey	To follow up and monitor the issues students are facing during the first few weeks of study and any likely areas for concern during their first term at Goldsmiths.
3	Respondents to the Phase 2 consultation	One to one interviews.	To discuss the themes raised in Phases 1 and 2 and evaluate whether any of the issues identified by students have been resolved or whether their perceived importance and impact had changed.
4	Potential students attending Open Day events at Goldsmiths	WinkBall & Online Survey	To capture the first impressions of Goldsmiths, what information prospective students expect to receive and the best methods of communication to use.
5	New students enrolling in January 2010	Online Survey	To establish why students chose Goldsmiths, identify potential issues they may face, identify good/poor communication practices and identify what can be done at this early stage to improve retention. Also to measure the impact of any pilot innovations since September 2009.
6	Returning students	Focus Groups	To establish good and practices and identify areas for service improvement.

4.3. Data Analysis

The user consultation phase of the project produced a large quantity of feedback that was analysed to identify areas of good practice, service fail points and areas for improvement. A postgraduate student was employed to undertake analysis of the data and produce a summary report. Refer to the GoSLuRP Final Report for a detailed description of how the data analysis was undertaken and the challenges of analysing large quantities of qualitative data.

4.4. Process Maps

Simple process maps had already been documented as part of the new Student Record System implementation project. However, for the purpose of this project, swimlanes were added to the process maps to convert them into cross functional flowcharts. This was important to identify who was responsible for each activity, the interaction and flow of information between departments and students.

4.5. Service Blueprinting

An as-is Service Design Blueprint was produced for enquiry through to enrolment, in collaboration with the key actors involved in the service provision. This was extended to include pre-enquiry Widening Participation outreach activities. This was important so that we covered the pre-entry interactions with student from non traditional entry routes.

5. Relevant artefacts from the service design method utilised.

Due to the timescales of the Project, it largely focused on the 'discovery' step of the Service Innovation model. This led to an increased understanding of the complex service landscape and identified the student interaction and touchpoints for the enquiry through to enrolment stages of the student lifecycle.

The Project produced a number of artefacts, including:

- Online surveys;
- Transcripts of interviews;
- Survey data;
- Video feedback.

5.1. Online Surveys

The surveys were developed through consultation with stakeholders and contained a number of quantitative multiple choice and rating scale style questions, as well as open response questions to capture rich qualitative data. The surveys were designed and published using Survey Monkey¹¹, which included built-in tools to report and analyse the data collected in the surveys.

5.2. Survey Data

The user consultation phases of the Project produced a large quantity of data, of varying types. Data analysis was undertaken to identify common themes, good practice and areas for improvement. The analysis sought to identify any differences between the expectations and experiences of the 3 study cohorts.

5.3. Video Feedback

Video feedback was captured using a Flip camera and the videos were uploaded to the Winkball¹² site. Examples of the video feedback received from prospective students during the Open Day can be found on our Winkball Video Blog¹³.

5.4. Blueprint

Service blueprinting was used to map the existing service landscape for the enquiry through to enrolment stages of the student lifecycle. Existing process maps were used as a starting point to identify the stages and participants involved in the interaction with students. Through consultation with stakeholders, the tangible/intangible evidence of each stage was identified, as was the back office support required to complete the stage.

¹¹ <http://www.surveymonkey.com>

¹² <http://www.winkball.com>

¹³ <http://www.winkball.com/blogs/GoSLuRP/goldsmiths-open-day/>

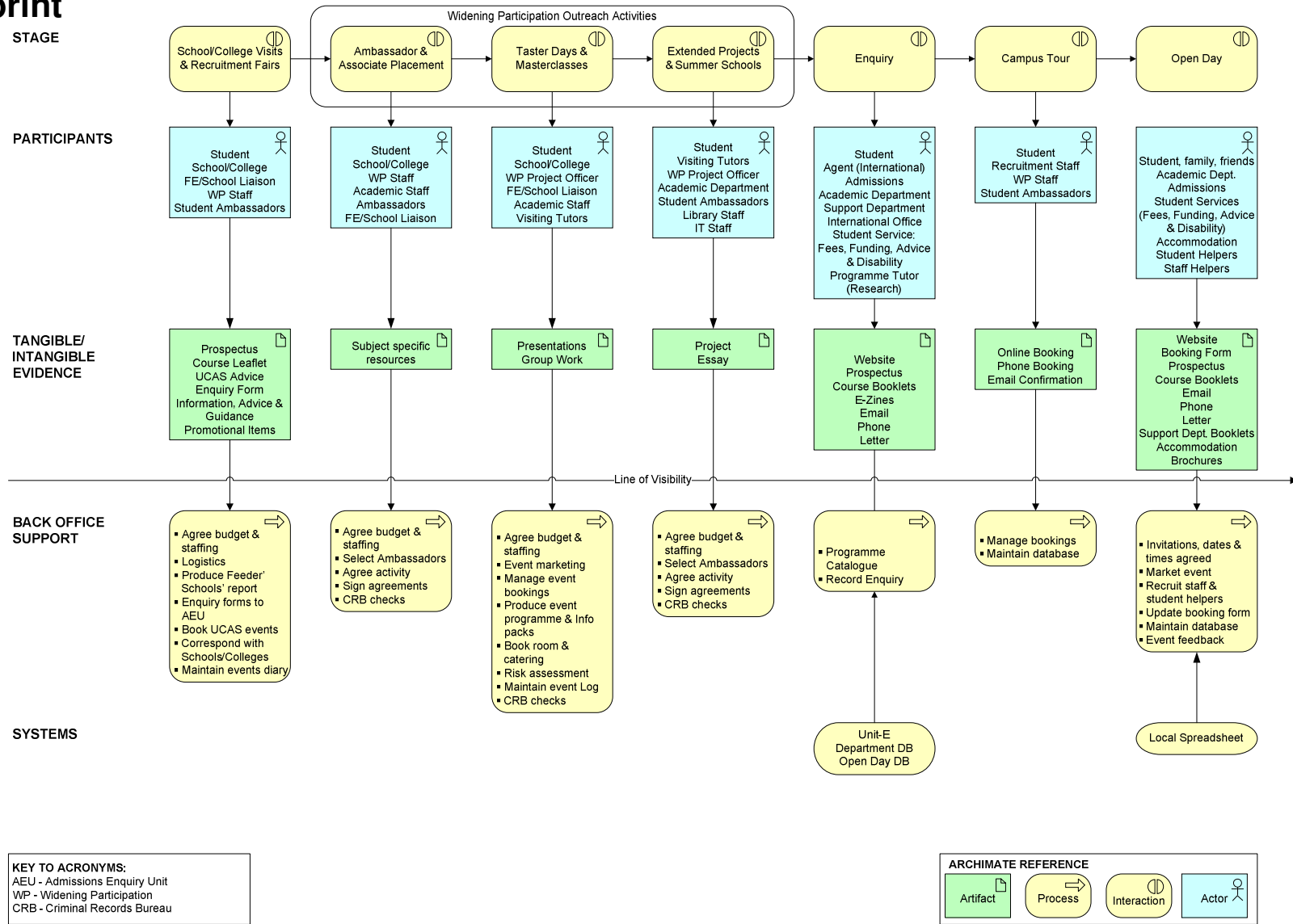
6. Outputs and Results

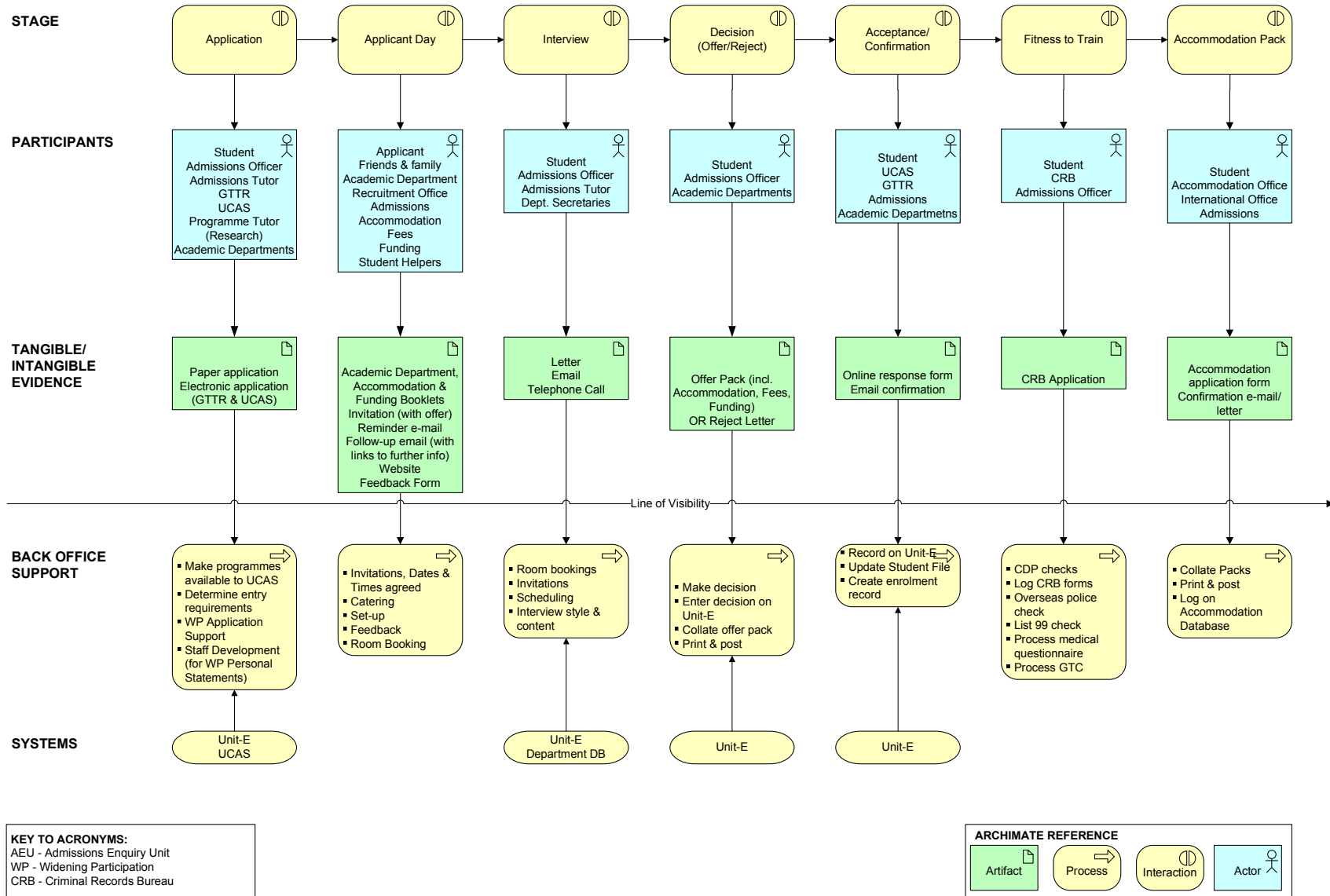
- Developed an understanding of the service processes, with insight from the perspective of students.
- Generated a large quantity of qualitative and quantitative data from consultation with service users and providers.
- Prepare for Success was piloted with a small subset of students but proved to be unsuitable for our students, likely due to the profile of students that study at Goldsmiths.
- Investigation into the options for online chat with prospective students produced variable results and highlighted the need for a student portal to build relationship with prospective students from their first point of contact with the institution.
- Feedback highlighted a lack of funding information which has resulted in the review and improvement of information available to prospective students.
- Feedback highlighted issues with the accommodation induction process which has resulted in the piloting and implementation of an online induction and agreement signing module.
- Feedback indicated that students generally have a positive and transformative experience at Goldsmiths.

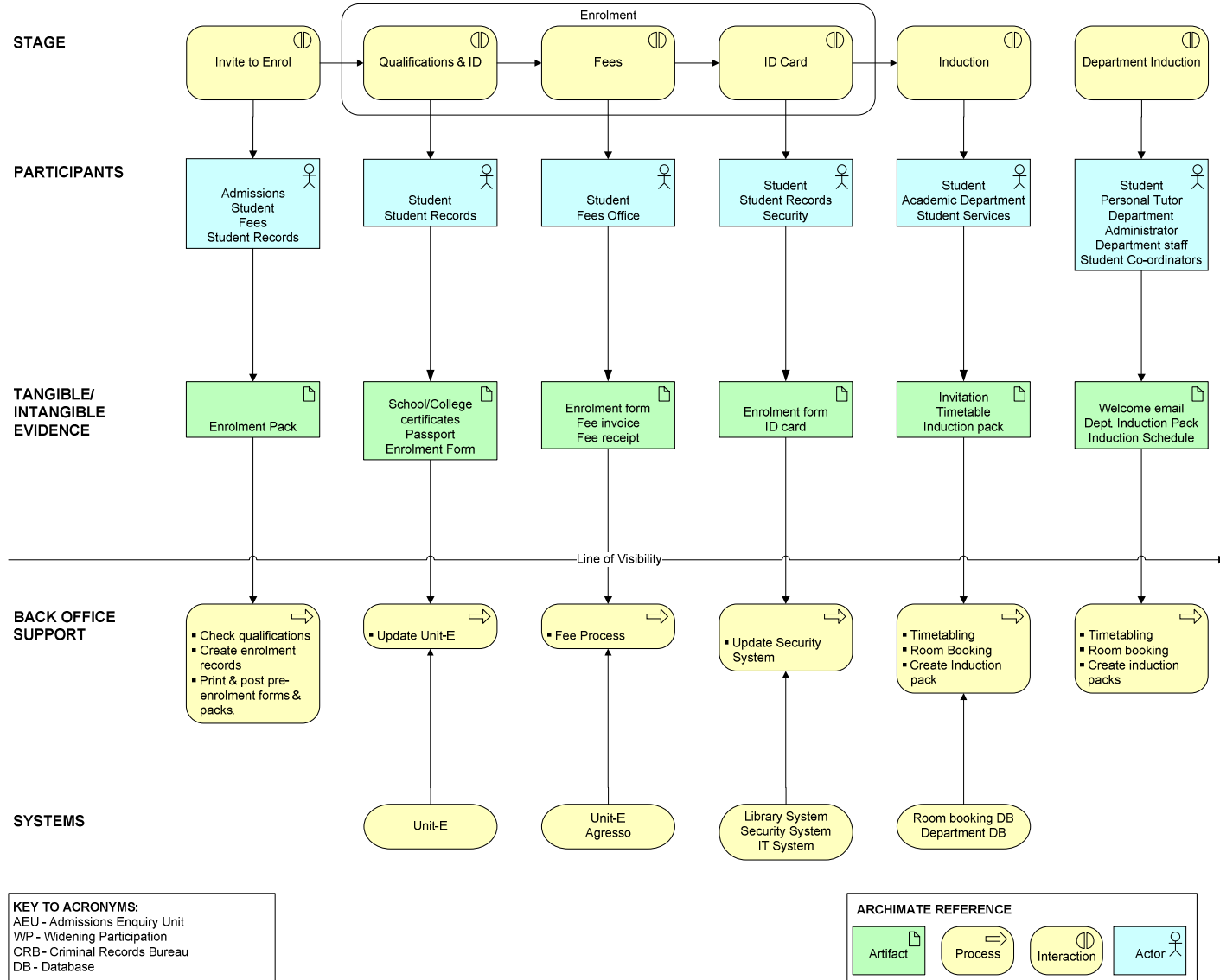
7. Impact of Interventions

- The service blueprint shows a holistic, cross departmental view of the service landscape and interaction with students from enquiry through to enrolment.
- The service blueprint shows the number of people, departments, systems and processes that support the complex service delivery at each stage of the student lifecycle and the interconnectedness of services and processes.
- The work undertaken has informed the need for the development of a social networking strategy for conversion in key markets.
- The work undertaken has informed service design and delivery of the accommodation induction process
- The user consultation phase highlighted the risk of over surveying. Engagement needs to be the right type, time and place.
- The work undertaken has highlighted the need for cohesion on institutional wide engagement e.g. NSS, iGraduate, departmental surveys etc.
- The project has established an awareness of Service Design and the benefits it can bring to student process management and a re-affirmed commitment to improving the student experience.

8. Service Blueprint







9. Appendix – Key People

Core Project Team:

Geraint Fox	GoSLuRP Project Director & Head of Student Recruitment, Admissions & International
Alison Ahern	Director of Student Services
Bonnie Amato	International Officer
James Bates	Communications & Marketing Manager, Goldsmiths Students' Union (Former)
Shanaz Begum	Bursaries & Scholarships Officer
Annette Hayton	Head of Widening Participation
Lesley Hewings	Head of Graduate School Office
Robert Howard	Admissions Officer
Sarah Lambert	Lecturer in History
Christina Murphy	International Officer (Former)
Dr John Phelps	Deputy Head, Learning Enhancement Unit
Ian Sortwell	Assistant Registrar (Enrolment & Records)
Rebecca Watts	Internal Communications Manager
Tina Bragaglia	GoSLuRP Project Officer (Former)
Kevin Thomas	GoSLuRP Project Officer

Project Steering Group:

Hugh Jones	Project Sponsor & Registrar and Secretary
Vicky Annand	Director of Marketing, Recruitment & Communications
Dr Basem El-Haddadeh	Director of Information Technology
Anne Francis	Head of Careers Service
Graham Gaskell	Chief Executive, Goldsmiths Students' Union
Dr Roberto Di Napoli	Head of Learning Enhancement Unit

Individuals that have provided comments and information for the study:

Rachel Bilson	International Officer
Marlene Edwin	Administrator, Language Studies Centre
Sarah Empey	Press & PR Manager
Sadiq Hussain	Market Data Analyst
Jo Mackarell	Senior Enrolments and Records Officer
Hugh MacNicol	Departmental Administrator, Anthropology
James MacGregor	Head of Market Intelligence
David Smith	Departmental Administrator, Drama
Sue Tarhan	Accommodation Service Manager
Alex Wilkie	Lecturer, Design
Sandra Abegglen	PhD Student