



Scenario Planning Exercise

Purpose:

Discuss the scenario and questions with your design team during planning to help inspire ideas for improving the student experience. You may find it helpful to try this exercise using scenarios of your own creation - situations that your students, staff, and faculty are likely to encounter.

Scenario

A prospective student arrives on campus and visits the main advising office. They are seen immediately for a drop-in appointment. The student decides that they are interested in the direct assessment CBE program. The general advisor has no other appointments and walks the prospective student to the office of the CBE advisor across the hall. The CBE advisor, who is also available and has no other appointments, is able to immediately work with the individual to enroll, apply to the program, and register for their first competency. The student has no questions and leaves campus able to begin working on their degree that evening. The student encounters no technical difficulties with logging into the LMS for the first time and intuitively navigates to their first assignment.

Think about the **considerations, decisions, and actions** of the general advisor, CBE advisor, student, and other faculty and staff impacting this story behind the scenes:

- How did the general advisor know about the CBE program?
- Where would the general advisor look for key program information?
- Did the advisor need to seek approval to refer the student to the CBE program?
- How did the general advisor know where to bring the student?
- How did the CBE advisor ensure all of the enrollment steps were completed?
- Who decided that CBE advisors would support enrollment through registration?
- Who makes decisions about which students are accepted after application?
- How are teaching faculty informed new students have been accepted into the program?
- What are the next steps for faculty?
- Do any staff or faculty need to document their engagement with this student? What gets entered, when, and by who?
- Who should students contact if they have technical difficulties during or after hours?
- What if the number of students attending drop-in makes it challenging to operate this way. How can the general advisor and CBE advisor elevate that challenge?
- Who would propose solutions to workflow challenges?
- Who would decide if a change is needed?
- If any of these steps changes, what is the process for notifying staff, faculty, and students?
- How could project management tools answer these types of questions to not only prevent potential challenges but also to move this institution closer to an exceptionally, high-quality student experience?