



Make Waves Using Project Management



Ellen Clark
Marketing Manager
Office of Admissions and
Recruitment



Mahika Mohan
Communications Intern
Office of the Registrar

Student Employee of the Year, 2023
Innovation and Technology



The Problem



Tools & Lessons



Apply the Lessons

The Problem



Since we provide many necessary services to several different audiences, from students, faculty, and staff, we wanted to improve how our audiences interact with the information we provide.

Accessibility Issues

Poor User Experience

The screenshot shows the website for the **OFFICE OF THE REGISTRAR** at the University of Wisconsin. The header includes the university logo and a search bar. The navigation menu lists: ACADEMIC & STUDENT RECORDS, ENROLLMENT, FACULTY/STAFF, ABOUT, CONTACT US, and COVID GRADING. A dropdown menu is open under 'FACULTY/STAFF', listing items such as Advisor assignments, Class rosters, Course Search & Enroll, Curricular Toolkit (highlighted), Curricular Toolkit, New user information, Classroom scheduling, Current reports, Curricular contact information, Curricular demos and forums, Curricular forms, Policies and guidelines, Prerequisites, Schedules and calendars, DARS, and Data Center. The main content area features a banner with a graduation cap and text about a 'Special grading option for students in response to the COVID-19 event for special students.' A red footer contains the text: 'Building a better campus community. Implementation of essential enrollment guidance.' and 'Faculty, faculty, and staff through the creation and student record services, tools, and'.

Source: <https://web.archive.org/web/20200403181649/https://registrar.wisc.edu/>



The Problem



Tools & Lessons



Apply the Lessons

Tools & Lessons



Written Proposal

Inventory

Feedback Dashboard

Student Survey

Traffic Tracking

Website Analytics

Staff Anecdotes

Written Proposal

A proposal was written to show the need for a redesign, provide justification for the proposed changes, and set limits on the changes that were going to be made.

General changes, new navigation, and page standards were included in the proposal. This blanket approval set the scope.

Be sure to formalize sideboards to justify decisions and say no

Lessons

Inventory

A **general inventory** helped understand the starting point, set realistic goals, and provide a reference for information that had to transition to the new format.

Page URL

Page title

Organizational team that owns the content

Links on the page

Screenshots and resources

A **change inventory** document what was happening to each existing page.

Catalog what you can
while completing the
project

Lessons

Old Page			New Page	
Action	Title	URL	Title	URL
o	About the Office of the Registrar	https://registrar.wisc.edu/about/	Our Office	https://registraroffice.wiscweb.wisc.edu/about-the-office-of-the-registrar/
>	Admissions-related information	https://registrar.wisc.edu/admissions-related-info/	Office of Admissions and Recruitment	https://admissions.wisc.edu/
o	Advisor assignments	https://registrar.wisc.edu/advisors/	Advisor Assignments	https://registraroffice.wiscweb.wisc.edu/advisor-assignments/
-	Alumni information	https://registrar.wisc.edu/alumni/		
o	Appealing the nonresident status	https://registrar.wisc.edu/residenceappeal/	Appealing Nonresident Status	https://registraroffice.wiscweb.wisc.edu/appealing-nonresident-status/
o	Apply for graduation	https://registrar.wisc.edu/applyforgraduation/	Apply for Graduation	https://registraroffice.wiscweb.wisc.edu/apply-for-graduation/
o	Certified electronic diploma	https://registrar.wisc.edu/cediploma-2/	Certified Electronic Diploma	https://registraroffice.wiscweb.wisc.edu/certified-electronic-diploma/
*	Change your birthdate in UW records	https://registrar.wisc.edu/birthdatechange/		
*	Change your legal name in UW records	https://registrar.wisc.edu/namechange/		
>	Section Changes	https://registrar.wisc.edu/class-rosters/	Class Roster	https://registraroffice.wiscweb.wisc.edu/section-changes/
>	Classroom assigning timeline	https://registrar.wisc.edu/classroom-assigning-timeline/	Classroom Scheduling	https://registraroffice.wiscweb.wisc.edu/classroom-scheduling/
o	Classroom scheduling	https://registrar.wisc.edu/classroom-scheduling/	Classroom Scheduling	https://registraroffice.wiscweb.wisc.edu/classroom-scheduling/
!	Combined sections	https://registrar.wisc.edu/combined-sections/	SIS - Combined Sections	https://kb.wisc.edu/registrar/107432
>	Commencement mailing	https://registrar.wisc.edu/commencement-mailing/	Diplomas	https://registraroffice.wiscweb.wisc.edu/diplomas/
o	Conferred degree reports	https://registrar.wisc.edu/conferred-degrees-reports/	Conferred Degree Reports	https://registraroffice.wiscweb.wisc.edu/conferred-degree-reports/
o	Contact us	https://registrar.wisc.edu/contact/	Contact Us	https://registraroffice.wiscweb.wisc.edu/contact/
!	Course change request	https://registrar.wisc.edu/course-change-request/	Student Center - Course Change Request	https://kb.wisc.edu/registrar/7700
>	Course enrollment	https://registrar.wisc.edu/course-enrollment/	Enrollment Processes	https://registraroffice.wiscweb.wisc.edu/enrollment-related-information/
o	Course Equivalency Service	https://registrar.wisc.edu/course-equivalency-service/	Course Equivalency Service	https://registraroffice.wiscweb.wisc.edu/course-equivalency-service/
o	Course Reevaluation Request	https://registrar.wisc.edu/course-reevaluation-request/	Course Reevaluation	https://registraroffice.wiscweb.wisc.edu/course-reevaluation/
o	Course Search & Enroll	https://registrar.wisc.edu/course-search-enroll/	Course Search & Enroll	https://registraroffice.wiscweb.wisc.edu/course-search-enroll/
-	Course Search & Enroll Help	https://registrar.wisc.edu/enrollhelp/		
>	Credit by Departmental Examination Form	https://registrar.wisc.edu/credit-by-exam/	Credit by Departmental Examination	https://registraroffice.wiscweb.wisc.edu/dept-exam-credit/
o	Credit by Exam	https://registrar.wisc.edu/credit-by-exam-2/	Credit by Exam	https://registraroffice.wiscweb.wisc.edu/credit-by-exam/

Feedback Dashboard

A feedback dashboard provides structure to feedback collection and specific steps for those you are asking to provide the feedback, which was necessary for this large amount of work.

Allowed SMEs the opportunity to provide feedback when they were able

Allowed me the ability to easily work my way through specific changes

1. Engage feedback early and often
2. Structure feedback collection from subject matter experts

Lessons

Feedback Dashboard

Progress: Start 11/8/2021 96.77% 3.23% 0.00%

All team members are welcome to add comments and feedback to the General Feedback tab as well. Follow the instructions on that page to make additions and suggestions.

Page Name	Desired Testers	Associated Feedback Script	Status	Ellen's Progress
Homepage	Ally Bartelme, Kate Kurek, Katie Paar, Angie Rieves	GEN.1	Done - Issues or Feedback to Address	Done
Advisor Assignments	Katie Block, Katie Paar	VAR1	Done - Issues or Feedback to Address	Done
Appealing Nonresident Status	Aaron Apel, Tony Pietsch	SS.ER.1	Done - Issues or Feedback to Address	Done
Apply for Graduation	Katie Block, Katie Paar, Dana Stav, Beth Warner	SS.SS.1	Done - Issues or Feedback to Address	Done
Certified Electronic Diploma	Katie Block, Katie Paar, Beth Warner, Jim Vogel	SS.SS.2	Done - Issues or Feedback to Address	Done
Section Changes	Aaron Apel, Katie Block, Katie Gagliano, Nick Hunter, Kate Kurek	AS.CS.1	Done - Issues or Feedback to Address	Done
Classroom Scheduling	Kate Kurek, Jeff Armstrong	AS.CS.2		
Conferred Degree Reports	Jennifer Donahoe	VAR2		
Contact Us	Kate Kurek, Ally Bartelme, Katie Paar, Katie Block	GEN.2		
Course Equivalency Service	My Linh Do, Sarah Duford, Anna Dunn, Scott Golueke, Tracy Mores, Margo Ptacek, Jacob Smallegan	SS.CES.1		
Course Reevaluation	My Linh Do, Sarah Duford, Anna Dunn, Scott Golueke, Tracy Mores, Margo Ptacek, Jacob Smallegan	SS.CES.2		
Course Search & Enroll	Aaron Apel, Dani Creasey, Katie Gagliano, Nick Hunter	SS.ER.2		
Credit by Exam	My Linh Do, Sarah Duford, Anna Dunn, Scott Golueke, Tracy Mores, Margo Ptacek, Jacob Smallegan	SS.CES.3		
Credit by Departmental Exam	Katie Block, Dana Stav	Page		
Credit Resources For Current Students	My Linh Do, Sarah Duford, Anna Dunn, Scott Golueke, Tracy Mores, Margo Ptacek, Jacob Smallegan	SS.CES.4		
Curricular Build	Kate Kurek, Jeff Armstrong	AS.CS.3		

Advisor Assignments

[Return to Feedback Dashboard](#)

Testers, please update the Test Info table at the bottom of this page with your testing status and information as you go.

Testing Steps

Step #	Step Instructions	Expected Result
1	Open the page	https://registraroffice.wiscweb.wisc.edu/advisor-assignments/
2	Scroll through the page to preview page layout	The layout should be simple and self-explanatory. Each page, when appropriate should have a "Resources" sidebar, and "FAQs" section at the bottom to maintain consistency and improve website usability.
3	Read all page content, including accordions and tabs	The content should be easy to read, and unless specified otherwise, should convey a tone and point of view towards students. The content should also be broad and explanatory, all help- and tutorial-based information should be housed on the KB. Content on the page should be reflective of the title and revolved around a single or related topic.
4	Click on the links and buttons on the page	There should be no broken links or whoops. pages

Additional Questions:

Answers:

Add a row for each new person answering the question.

Are FAQs needed? Yes

Test Info

Tester Name	Date Completed	Status	If issue or feedback, list step	Please provide feedback here	Ellen's Progress
Katie Block		Done - No Issues or Feedback		Nothing to add other than =1 to KP's feedback.	X
Katie Paar		Done - Issues or Feedback to Address		It is not uncommon for me to get a request for a list of advisees from a student. They are confused and trying to find out who their advisor is and somehow stumble upon this request. Under the "Request a list of all Students..." section, can we add "Advisor lists requested through this process are intended for administrative use. Students seeking to identify and connect with their advisor should use the "Find an Advisor" button above"	X
		Done - Issues or Feedback to Address		In the second paragraph under "Advisor Assignments, I'd like to add some text to the end of the sentence. The tools available to the Office of the Registrar allow us to apply a particular change to a batch of students at one time for advisor assignments with the role of 'Academic'."	X
		Done - Issues or Feedback to Address		The "Office of Undergraduate Advising" link in the Resources section and the "Find an Advisor" button link to the same place. I'm not opposed to this, but just wanted to make sure that was the intention.	X

Tools & Lessons



Written Proposal

Inventory

Feedback Dashboard

Student Survey

Traffic Tracking

Website Analytics

Staff Anecdotes

Student Survey

2

Knowledge of the Office

What do current students know regarding the services that our office provide?

Prior Use of Services

What services are commonly used, the experience of students, how students accessed our services.

OR

What services do students see themselves using in the future and via which source?

Understanding audience perceptions can help determine the scope of your project.

Changes should target both frequent and prospective users.

Tab to

- I. Centralize and display our main services
- II. Minimize time sifting through other content

Lessons

Traffic Tracking

In-Person Traffic Categories

Date

Time

Student/Parent/Faculty/Other

Type of Visit

Reason for Visit

Notes

RO In-Person Visits						
Day of the Week	Date	Time	Student, Relative, and/or Other	Type of Visit	Reason for Visit	Notes
Tuesday	9/12/2023	2:42 PM	Student	Records & Enrol	Enrollment Question	
Tuesday	9/12/2023	3:41 PM	Student	Other	Other	Question about obtaining research credits
Wednesday	9/13/2023	9:39 AM	Student	Records & Enrol	Form(s)/Item Pick-Up	
Wednesday	9/13/2023	10:26 AM	Student	Other	CES/Transfer Course Question	
Wednesday	9/13/2023	11:23 AM	Student	Other	Other	Advising questions
Wednesday	9/13/2023	11:37 AM	Student	Bursar's	Tuition Question	Bursars sent her up to us. Katie G sent back down
Wednesday	9/13/2023	12:37 PM	Student	Records & Enrol	SSN Update	
Wednesday	9/13/2023	12:38 PM	Student	Records & Enrol	Verification Request	
Wednesday	9/13/2023	12:38 PM	Student	Records & Enrol	Verification Request	
Wednesday	9/13/2023	12:56 PM	Student	Records & Enrol	Notary Request	
Wednesday	9/13/2023	12:56 PM	Student	Records & Enrol	Notary Request	
Wednesday	9/13/2023	12:56 PM	Student	Residency	General residency inquiry	
Wednesday	9/13/2023	2:00 PM	Student	Records & Enrol	Notary Request	
Wednesday	9/13/2023	2:00 PM	Student	Records & Enrol	Notary Request	
Wednesday	9/13/2023	2:20 PM	Student	Other	Other	Study Abroad Question
Wednesday	9/13/2023	2:41 PM	Student	Records & Enrol	Tuition Question	Withdrawal & tuition question
Wednesday	9/13/2023	2:42 PM	Student	Records & Enrol	Notary Request	
Wednesday	9/13/2023	2:43 PM	Student	Records & Enrol	Form(s) Drop Off	
Wednesday	9/13/2023	3:13 PM	Student	Records & Enrol	Other	Name change
Thursday	9/14/2023	10:16 AM	Student	Records & Enrol	Enrollment Question	
Thursday	9/14/2023	11:04 AM	Student	Records & Enrol	Notary Request	Also asking about transferring a credit
Thursday	9/14/2023	11:07 AM	Student	Records & Enrol	Notary Request	
Thursday	9/14/2023	11:07 AM	Student	Records & Enrol	Notary Request	

Lessons

section to provide information on related offices

Website Analytics

Pageviews 30,146 (3.80% of total)

Unique Pageviews 26, 259 (3.84% of total)

Avg. Time on Page 00:00:57

Entrances 21,530 (4.11% of total)

Bounce Rate 51.96%

% Exit 48.37%

Website Analytics can help track how your services are being used and what is most useful to your audience.

Create quick links leading to specific pages for highly requested services.

Lessons

Staff Anecdotes

2

Q: What do you think the most common request we get is?

A: placing transcript orders, legal name changes, verification letters



Functions available in Student Center


Lessons

Staff check-ins can help monitor how things are going and further justify your project goals.

Justify changes, stronger push to create a detailed overview of the services we provide.



Homepage Takeaways

1. Identify Target Audience & Goals Early
 2. Power of Multiple Sources of Data
 3. Importance of Student Perspective
- 



The Problem



Tools & Lessons



Apply the Lessons

**Apply
the
Lessons**

>

Tweet-Length Takeaways

Think of a tweet-length
(280 characters) take away
from our discussion today.

A large, solid blue circle is positioned on the left side of a white background. The circle is partially cut off by the left edge of the frame. In the center of the blue circle, the word "Questions?" is written in a bold, dark blue, sans-serif font.

Questions?