This Process Mapping Practice activity provides an opportunity for participants to learn about and build process maps. For those not familiar with this practice, it can serve as an introduction to this technique. The activity encourages participants to think about challenges and opportunities to improve outcomes for students my mapping, and ultimately making improvements to the processes that are followed by students when navigating higher education.

For participants who are skilled at process mapping, this activity can provide time to map a campus activity that impacts students and consider how processes might be refined or improved to remove barriers to students.

This activity can be done by an individual, or in a group setting as part of a workshop or training. What follows is a facilitator’s roadmap to lead this exercise with a group. If you are completing this activity as in individual, you can follow the instructions and complete this exercise independently.

Module 5 – Workshop Activity
Processing Mapping Practice

This activity builds participants’ process mapping muscle. Breaking down a work process into its individual steps sounds easy, but it can be more challenging than it may appear at first glance.

This activity will introduce participants to the basics of process mapping and encourage them to think about the challenges and opportunities of this technique.

Logistics:
- After watching the Featured Video in Module 5, participants are asked to form small teams of between 3 to 5 people, depending on the size of the group.
- Participants are provided with a large piece of paper, a stack of post-it-notes, and pencils.
- Following the guidelines below, participants are challenged to identify and map (document each individual step) in a process that students must follow as part of their non-academic journey on campus (admissions, degree planning, course registration, meeting financial obligations, navigating fines and penalties, finding their way around campus, or around your school’s web site, applying to graduate, transfer processes, etc.).

Duration: Ideally, no less than 30 minutes
- 5 minutes for introduction
- 15 minutes to build a detailed process map
- 5 minutes to share their process with another group.
- 5 minutes for report-back on what was easy, and what was challenging about this activity.
Facilitator’s Guidelines:

- This activity can be introduced and completed after watching the Featured Video in Module 5.
- To familiarize the facilitator (and, if time allows, participants) with process mapping, it is recommended that you search online and watch one (or several) brief tutorial videos. It can be helpful for facilitators to review a few tutorials before facilitating this activity if they are not familiar with this process.
- There are many process mapping tutorial videos on YouTube and ‘how to’ articles online. For this activity it is recommended that you apply a very simplified approach to process mapping. Here is just one simple example of an approach to process mapping that can be shared with participants.

![Example of a Top-Down Process Map](image)

- This activity provides participants with an opportunity to practice building a process map, by breaking down the incremental steps of a process that students must follow.
- Attendees are organized into groups of 3, 4 or 5 people.
- Each group is provided a sheet of flip chart paper, post-it-notes, and pencils.
- Facilitator explains the exercise to attendees.
  - For this exercise we want your group to choose a process that students must follow on our campus. Ideally, you can think of a process related to an area you are familiar with:
    - Admissions, degree planning, course registration, meeting financial obligations, navigating fines and penalties, finding their way around campus, or around your school’s web site, applying to graduate, transfer processes, etc.
  - Pick a process that has several components or phases.
  - Choose a student-facing process that is not too long or complicated, but not too short or easy.
  - One of the outcomes of this exercise is to help you think about how long (or not long) it takes to map a process. It’s okay if you don’t get your process fully mapped.
  - The goal is to encourage you to think about the component parts of steps, in enough detail that someone who did not know that process – specifically a student – could follow the steps.
  - Think of this activity as if you are building detailed instructions for the process you choose to map.
• Consider how each process could potentially be further broken down:
  o For example, the step 'complete a form' may actually be multiple steps; find the form online, verify that it is the correct form, review the form, clarify and questions, clarify any words or explanations that are unclear, complete the form, sign the form, complete the process of returning the form via the correct upload portal or by sending it to the correct email address.
• To build the process map, write each element of the process on a post-it-note, and place it on your large sheet in the appropriate order.

• After 15 minutes, facilitator instructs one member of each team to ‘stay’ with their process map, and all other members move one table or workstation to the right.
• Group members who stay with their process map is instructed to present a quick review of the process map with the visitors from the other team.
• Members of the visiting team are encouraged to ask clarifying questions about the process, to ensure they understand the components of the process, or point out potentially missing components.

• Facilitator wraps up by encouraging each group to share what was challenging and what was easy about this activity.

• Attendees are challenged to think about how processes that impact students could be mapped, and potentially improved, or better explained to student as the result of process mapping.