COMPOSITE READINESS ASSESSMENT REPORT FOR THE iNTEGRATE PROJECT TO IMPLEMENT PEOPLESOFT CAMPUS SOLUTIONS

SEPTEMBER 5, 2008

TABLE OF CONTENTS

REVISION CONTROL

Document Title:	Composite Readiness Assessment Report for the iNtegrate Project to Implement PeopleSoft Campus Solutions
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1.0 EXECUTIVE SUMMARY

The purpose of this Composite Readiness Assessment Report is to provide a high-level overview and synthesis of the findings from our Readiness Assessment conducted at Truckee Meadows Community College ("TMCC"), the University of Nevada, Las Vegas ("UNLV"), the College of Southern Nevada ("CSN") and System Computing Services ("SCS"). In total, we conducted interviews and focus groups with 270 individuals. The timeframe in which we conducted the assessment and review process extended from June 30 to August 22, 2008. The objectives of this composite report are outlined below:

1. Assess the effectiveness of the iNtegrate Project approach to date.
2. Determine what is working well in the Project.
3. Identify what opportunities for improvement exist.
4. Synthesize all of the recommendations.
5. Analyze the recommendations and determine those of highest priority that will provide the greatest value to the iNtegrate Project.

We conclude that all of the institutions with whom we conducted Readiness Assessments are ready to participate in the iNtegrate Project, assuming that they complete the recommendations in a timely manner and as financially feasible. If CSN secures adequate funding and is able to dedicate personnel resources to the Project, they have strong executive support to participate as a pilot institution. However, NSHE will need to consider the impact of CSN's participation as a pilot in terms of support, database instance approach, and other resource-related matters. The SCS organization is ready to support the iNtegrate Project, assuming that they prepare the technical environment and participate in PeopleSoft technical training as soon as possible. We note that these overall assessments were made at a given point in time, and conditions may have changed since the time the assessments were reviewed and the time of this composite report. For example, the Interactive Design and Prototyping sessions for Academic Structure have been conducted with representatives from all of the institutions and SCS. As a result of this participation, those involved are more familiar with and have a better understanding of the PeopleSoft Campus Solutions software than they did at the time of the interviews and focus groups. When synthesizing the individual recommendations from each institution and SCS, the following five important Project needs emerge, listed in priority order:

1. Simplification and clarification of the system-wide governance structure, collaboration model, and decision making process and criteria.

2. Confirmation and continued communication regarding funding in support of the iNtegrate Project.

3. Completion and execution of iNtegrate and institutional/organizational communication plans.

4. Clarification of roles and responsibilities and full-time dedication to the Project by Functional Team members.

5. Technical Team staffing and training and preparation of the technical environment.

In terms of overall challenges, funding and staffing were mentioned most frequently at all institutions and SCS. The primary strengths that were identified are: (1) the business case for this Project is well founded and communicated, with the primary factor being replacement of an aging legacy system and technology; (2) the Board of Regents has approved funds for the Project; and (3) the campuses that were selected as pilots are very eager to participate and have a positive attitude about their role as pilots. The measures of success that were identified by two or more institutions/organization are (1) improved service to students, (2) information access, and (3) improved business processes.

2.0 BACKGROUND

2.1 OBJECTIVES

The purpose of this document is to provide a composite report to the NSHE iNtegrate Project Director and NSHE leadership regarding the information and insights that CedarCrestone consultants gleaned in the Readiness Assessments conducted at the two pilot campuses, UNLV and TMCC, along with CSN and SCS. The objectives of this composite report are outlined below:

1. Assess the effectiveness of the iNtegrate Project approach to date.

2. Determine what is working well in the Project.

3. Identify what opportunities for improvement exist.

4. Synthesize all of the recommendations.

5. Analyze the recommendations and determine those of highest priority that will provide the greatest value to the iNtegrate Project.

2.2 REPORT ORGANIZATION

CedarCrestone consultants organized the Composite Readiness Assessment Report into the following five sections following this introductory section.

1. Readiness Summary

2. Strengths and Opportunities

3. Areas for Attention and Primary Challenges

4. Synthesis and Prioritization of Recommendations

5. Appendix: Summary of Recommendations

2.3 SCOPE

The Readiness Assessment Composite is a summary and synthesis of the following individual institution or organization Readiness Assessments:

1. Truckee Meadows Community College (TMCC)

2. University of Nevada Las Vegas (UNLV)

3. College of Southern Nevada (CSN)

4. System and Computing Services (SCS)

2.4 TIMELINE

The Readiness Assessment interviews and focus groups for TMCC, UNLV and SCS were conducted from June 30 through July 3rd, 2008, and for CSN they were conducted from July 21 through 24, 2008. The individual Readiness Assessment Reports were reviewed by the institution/organization. Project Leaders between July 18 and August 22, 2008. All of these leaders have reviewed and confirmed the recommendations included in the report, and they have begun to implement a number of the recommendations.

3.0 READINESS SUMMARY

In this section, we present summaries of readiness from the individual institution/organization Readiness Assessment reports. These overall assessments were made at a given point in time. Conditions may have changed since the time the assessments were reviewed and time of this composite report.

3.1   TMCC READINESS

CedarCrestone concludes that TMCC is ready for and committed to participate in the iNtegrate Project assuming that they will complete the following actions within a reasonable time period: (1) fill vacant director positions, (2) implement the approved Technical Training Plan, and (3) and communicate the roles and responsibilities of the iNtegrate Team Structure to those who will be actively involved in the Project.

3.2   UNLV READINESS

CedarCrestone concludes that the UNLV project leadership and functional team are ready for this project and committed to dedicating the necessary time and resources to make the project a success. UNLV has taken a strong leadership role, both as a pilot campus and as a collaboration agent. The two most critical readiness factors that we have recommended be addressed immediately by UNLV are (1) forming its Technical Team and (2) identifying ongoing funding to support this project. UNLV project leaders are also aware that they will need to provide strong guidance and support in decision-making to streamline and improve current business processes.

3.3   CSN READINESS

CedarCrestone concludes that CSN is ready for and committed to participate in the iNtegrate Project either as part of the Pilot or Co-pilot roll-out, assuming that they secure adequate funding and personnel resources and complete the recommendations set forth in their Readiness Assessment Report in an appropriate time frame and as financially feasible. CSN has strong executive support for implementing the new system as soon as is feasible. NSHE will have to consider the impact on resources before determining whether there are adequate resources to support CSN as a Pilot rather than as a Co-pilot institution.

3.4   SCS READINESS

CedarCrestone concludes that SCS is ready to support the iNtegrate Project assuming that SCS will complete the following actions within a reasonable time period: (1) acquire and install the necessary architecture, hardware, and software according to the Project Plan; (2) fill vacant positions with experienced staff; and (3) implement the approved Technical Training Plan.

4.0   STRENGTHS AND OPPORTUNITIES

We present below a list of the primary strengths of the iNtegrate Project and opportunities that were evident as we conducted the individual Readiness Assessments at TMCC, UNLV, CSN, and SCS. We also summarize the measurements of success that were identified.

4.1   STRENGTHS

There were numerous strengths that we observed that will promote Project success and can be leveraged to overcome challenges. We have highlighted these statements with check marks to indicate that they are strengths.

☑ The business case for this project is well founded and communicated, with the primary case being replacement of an aging legacy system and technology.

☑ The Board of Regents has approved funds for the Project.

☑ The campuses that were selected as pilots are very eager to participate and have a positive attitude about their role as pilots.

☑ Considerable planning and collaboration regarding the Project approach has taken place in preparation for the Project.

☑ Having an independent iNtegrate Project Director who reports to the Executive Vice Chancellor is an appropriate strategy and conveys the level of priority and importance that NSHE gives to the iNtegrate Project.

☑ There is a well documented vision statement and principles that were collaboratively developed with representation from all of the institutions.

☑ Having SCS be in a supportive role, as opposed to a leadership role, in the Project is an astute positioning of SCS that appropriately places the leadership of the Project upon the functional/user domain.

☑ Having North/South and University and Community College participants in a pilot role will serve the project well both in terms of design of the system and the political environment that is present in a multi-institution implementation.

☑ Involving representatives from all the campuses and SCS in the Interactive Design and Prototyping Sessions (IDPs) will promote knowledge transfer from the outset of the Project.

4.2   OPPORTUNITIES

There are a number of opportunities that emerged from the Readiness Assessment findings. The major ones are outlined below:

1. The shared vision statement and set of principles will be an important guide and accountability measure for the Project.

2. The enthusiasm and positive attitude of UNLV, TMCC, CSN and SCS project participants can positively influence the dynamics of the other co-pilot participants.

3. There is an opportunity to establish common Project reporting templates and procedures as part of the overall Project Management and Communication Plan which will facilitate communication and measure progress of the Project.

4. The institutions have an opportunity to implement best practices through the design and configuration of the software, which ultimately should result in more streamlined processes and better service to students. The streamlined processes could reduce or avoid additional operational costs. The increased level of self-service to students may have a positive impact upon institutional image and enable enrollment growth.

5. At the operational levels of Enrollment Services personnel, there is a shared history of collaboration through their professional organizations which may be a sufficient base from which to encourage additional project related collaboration efforts.

6. The Project presents an opportunity for SCS to demonstrate its ability to support PeopleSoft and strengthen its relationship with the NSHE institutions.

4.3   MEASURES OF SUCCESS

We present the top three measures of success that were identified by interviewees and focus group participants. The measurements that were identified by two or more institutions/organization are (1) improved service to students, (2) easy access to information, and (3) improved business processes. These measurements are shaded in various shades of grey. In addition to those listed in **Table Two** below, we note that a committee chaired by NSHE Vice Chancellor Dr. Jane Nichols is in the process of defining a set of measurements to be used as key indicators for future project assessments.

TABLE TWO: TOP THREE MEASUREMENTS OF SUCCESS PRESENTED BY INSTITUTION OR ORGANIZATION

INSTITUTION OR ORGANIZATION	MEASURE ONE	MEASURE TWO	MEASURE THREE
TMCC	▪ Improved service to students	▪ Information access, tracking and reporting	▪ Streamlined business processes
UNLV	▪ Training has been completed and users know what to do or whom to call for help	▪ Campus buy-in is achieved to a high degree and people are using the system with minimal confusion	▪ Admissions, registration, financial aid and billing cycles go smoothly with minimal "bugs" in system or processes
CSN	▪ Quality and access to data	▪ Improved service to students and faculty	▪ Improved business processes and staff productivity
SCS	▪ On budget	▪ On-time	▪ Student satisfaction

5.0   AREAS FOR ATTENTION

We list below those areas that we identified as needing attention because they can have a negative impact upon the Project if not addressed. They are highlighted with yellow bullets indicating need for attention. We have also summarized the primary challenges that were identified by those whom we interviewed and involved in focus groups. In our recommendations listed in **Appendix A**, we have proposed actions to address the areas of attention and mitigate the challenges.

5.1 MAJOR AREAS FOR ATTENTION

- There is still considerable confusion about the collaboration plan, including the logistics for participation, design and configuration, and number of production environments. Examples of specific concerns are as follows:

  - TMCC is concerned that having the consulting team and IDP sessions all located in Las Vegas could give rise to insufficient knowledge transfer, communication problems, and even design issues, particularly if TMCC functional leads and subject matter experts are unable to travel to Las Vegas for IDP sessions, testing and training due to funds or other factors.

  - CSN executives feel strongly that they would prefer to go live along with the pilot campuses, rather than risk the loss of continuity and knowledge if there is a gap between when they finish participation in the IDPs and when they initiate campus implementation of the software.

  - UNLV's Executive Steering Committee voiced concern that the current plan for multiple instances is a departure from the original iNtegrate goals of a virtually seamless system.

  - UNLV project leads felt that IDP sessions would be more effective if arranged so that all community colleges worked together on their common business processes, separate from UNR, UNLV, and Nevada State.

- Hiring and/or training of institutional and SCS technical teams is behind schedule.

- Many functional leads at TMCC and UNLV lack broad business process knowledge and decision-making experience.

- The level of confidence and attitude toward SCS is mixed. Although SCS appears to have well-managed operations, many users of the current SIS, particularly at UNLV, expressed dissatisfaction with SCS support.

- Communication and decision-making between NSHE and institution project teams still seems unclear to project team members. The overall governance structure includes a number of entities which adds further complexity to the project.

- Responsibilities and processes for communication to the institutions' constituencies were not clear. For example, UNLV indicated that all communication to the campus at large would be handled by NSHE.

- Faculty representation on project teams seems minimal. Not only will faculty be directly affected by the new system, but their policies and processes may also influence some design and configuration decisions.

■ Other constituencies beyond the central administration want to be more involved. At UNLV, for example, graduate and professional school administrations, Educational Outreach, and Institutional Analysis and Planning would like their own designated members of the project team.

■ There is great concern about the impact of the current budget situation on Project funds.

■ Backfill is a concern in light of budget reductions that may affect on-going operations.

5.2 PERCEIVED CHALLENGES

In addition to the areas of attention identified by CedarCrestone consultants, we also asked Readiness Assessment participants what they perceived to be the major challenges confronting this project. We have prepared a composite of the top three identified challenges by institution or organization in **Table Three** below. From this composite, the top three challenges that were identified by two or more institutions/organizations were (1) funding, (2) staffing, and (3) change management.

TABLE THREE: TOP THREE CHALLENGES BY INSTITUTION OR ORGANIZATION

INSTITUTION OR ORGANIZATION	CHALLENGE ONE	CHALLENGE TWO	CHALLENGE THREE
TMCC	▪ Funding	▪ Staffing	▪ Communication
UNLV	▪ Funding and staffing	▪ System-wide collaboration	▪ Change management
CSN	▪ Change Management	▪ Migration from legacy environment	▪ Staffing and backfill
SCS	▪ Funding	▪ Staffing	▪ Training

6.0 SYNTHESIS OF RECOMMENDATIONS

6.1 READINESS BY CATEGORY

We examined institutional/organizational readiness in a number of interrelated categories. We present below a synopsis of readiness by these categories. We recognize that the synopsis is based upon generalizations and does not necessarily convey the unique readiness in these categories for each institution or organization. This detail was provided in the individual institution's Readiness Assessment Report.

6.1.1 EXECUTIVE SPONSORSHIP

There is strong executive support for the iNtegrate Project. With the exception of TMCC, which has a relatively new president, the executives have been involved and interested in the iNtegrate Project for at least two years. The executives understand that the case for action is based not only on the need to replace aging legacy systems, but also on the importance of having a student system that will enhance institutional competitiveness and provide more effective and efficient services to students.

6.1.2 FUNDING

The Board of Regents has funded this Project. However, given recent budget cuts, there is uncertainty about the impact of these cuts upon the Project and on-going operations. A proposal to increase the student technology fee is under discussion as one possible source for additional funds. For some institutions, the travel funds to participate in the IDP sessions had not been confirmed. It will be important to optimize resources and consider funding contingencies.

6.1.3 PROJECT ORGANIZATION, MANAGEMENT AND STAFFING

NSHE has hired a Director who reports directly to the Executive Vice Chancellor to assure that the Project is well managed and coordinated to accomplish the objectives of the iNtegrate Project. Each pilot institution has designated project leaders/co-leaders and constituted their governance structure. It will be important for each institution to have academic representation in their governance structure. There is ambiguity regarding the composite governance structure given its perceived complexity. However, the overriding concern in this area of readiness is staffing, both in terms of filling vacant positions with qualified staff and having funds to support backfilling of Project Team members. The roles and responsibilities and decision making authority of the Project Team members need further clarification and specification. The decision making process and criteria at both the institutional/organizational level and iNtegrate level need to be developed, documented and disseminated. All institutions need to consider incentives and recognition for Project Team members.

6.1.4 COMMUNICATION

Each institution and organization already has initiated communication about the Project based upon what information has been available. The extent of communication is sufficient given the stage of the Project at the time we conducted the Readiness Assessment. Most were in the process of developing communication plans, but had not yet considered the unique interests and needs of their various constituencies, nor had they coordinated their communication plans with the iNtegrate Communication Plan. We assume that they have at least begun to address this void because of the Readiness Assessment Reports we have shared with each institution and the various project activities that have occurred since the interviews and focus groups. All recognized the need for an effectively planned and executed communication plan.

6.1.5 BUSINESS PROCESSES

All institutions expressed a willingness to make changes in business processes to achieve commonality in processes to the extent necessary to effectively and efficiently use the configured software. Some felt that it was still early in the process to understand the scope and nature of the changes that would be required. All recognized that there could be some resistance to change and stressed the importance of continually communicating the advantages of common business processes. There is a need to determine the process whereby policy decisions and changes will be made at the institutional and system-wide level.

6.1.6 END USER TRAINING

While it is still early in the Project, the institutions had not given much attention to the end user training and support strategy. While there has been limited information to date regarding the need for an end user training and support strategy, it will be important to address this soon, given the importance of involving those who will be responsible for training and support in appropriate IDP sessions. It is also important to determine which current resources can be leveraged and if additional and/or different resources will be required. We note that the iNtegrate Project Director, in conjunction with SCS, is researching Help Desk models.

6.1.7. TECHNICAL SUPPORT AND ENVIRONMENT

At the time of this Readiness Assessment, SCS was awaiting approval of the Technical Training Plan. That discussion has taken place and technical training of SCS staff is underway. Progress has been made in defining the technical environment that will be necessary to support the Campus Solutions software. There is ambiguity regarding SCS's role in the technical support of the implementation and post-production support. The institutions, UNLV and CSN in particular, need to examine and confirm what technical support they will need and the resources for that support with consideration given to leveraging existing resources.

6.2 PRIORITY OF RECOMMENDATIONS

We have prepared a composite of all the recommendations by institution or organization and by Readiness Assessment category in **Appendix A**. When synthesizing these recommendations, the following five important Project needs emerge, listed in priority order:

1. Simplification and clarification of the governance structure, collaboration model, and decision making process and criteria.

2. Confirmation and continued communication regarding funding in support of the iNtegrate Project.

3. Completion and execution of iNtegrate and institutional/organizational communication plans.

4. Clarification of roles and responsibilities and full-time dedication to the Project by Functional Team members.

5. Technical Team staffing and training and preparation of the technical environment.

6.3 VALUE AND FEASIBILITY OF RECOMMENDATIONS

We also synthesized the specific recommendations using the following two dimensions:

VALUE: The benefit to the Project and the number of institutions that would be positively affected by completing the recommendation. These recommendations range from highest to lowest value.
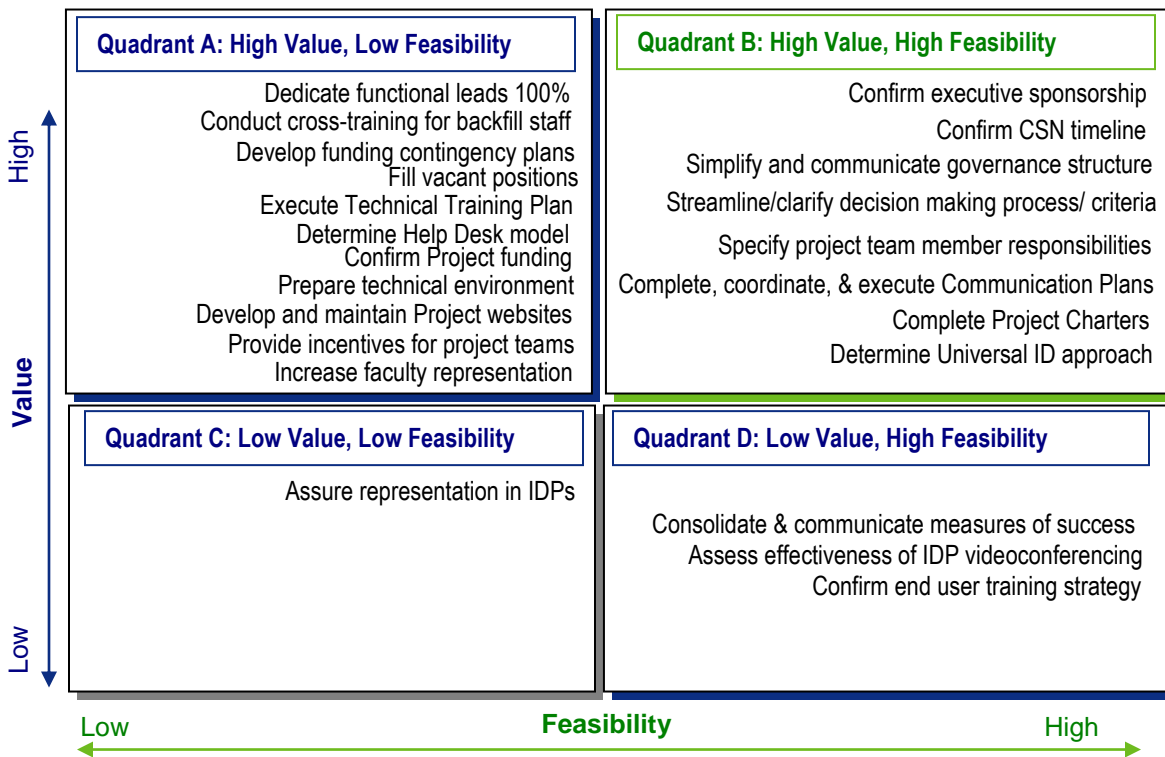
FEASIBILITY: The time, effort and corresponding expense and political dynamics associated with implementing the recommendation. These recommendations range from highly feasible to those that would be difficult and/or take time and resources to implement.

The results are presented in **Figure A** below using key words from the recommendations and distinction among the recommendations according to the following four quadrants:

QUADRANT A: Highest value and lowest level of feasibility
QUADRANT B: Highest value and highest level of feasibility
QUADRANT C: Lowest value and lowest level of feasibility
QUADRANT D: Lowest value and highest level of feasibility

Our approach in placing the recommendations into one of the four quadrants is to view the recommendations from the perspective of those of highest value and highest degree of feasibility.

FIGURE A: SYNTHESIS OF RECOMMENDATIONS BY VALUE AND FEASIBILITY

Quadrant A: High Value, Low Feasibility
- Dedicate functional leads 100%
- Conduct cross-training for backfill staff
- Develop funding contingency plans
- Fill vacant positions
- Execute Technical Training Plan
- Determine Help Desk model
- Confirm Project funding
- Prepare technical environment
- Develop and maintain Project websites
- Provide incentives for project teams
- Increase faculty representation

Quadrant B: High Value, High Feasibility
- Confirm executive sponsorship
- Confirm CSN timeline
- Simplify and communicate governance structure
- Streamline/clarify decision making process/ criteria
- Specify project team member responsibilities
- Complete, coordinate, & execute Communication Plans
- Complete Project Charters
- Determine Universal ID approach

Quadrant C: Low Value, Low Feasibility
- Assure representation in IDPs

Quadrant D: Low Value, High Feasibility
- Consolidate & communicate measures of success
- Assess effectiveness of IDP videoconferencing
- Confirm end user training strategy

Value: High — Low
Feasibility: Low — High

APPENDIX: RECOMMENDATION SUMMARY

In this summary, we have made minor edits for consistency among the recommendations, consolidated some readiness categories and integrated recommendations into other appropriate categories. For example, we integrated "Measures of Success" with "Project Organization, Management and Staffing" and "Campus Perceptions" with "Communication."

TABLE FOUR: COMPOSITE OF RECOMMENDATIONS BY INSTITUTION OR ORGANIZATION AND READINESS ASSESSMENT CATEGORY

INSTITUTION/ORGANIZATION BY READINESS ASSESSMENT CATEGORY
EXECUTIVE SPONSORSHIP
TMCC
▪ We recommend that the president, executive staff and administrators convey their support of and advocacy for the iNtegrate Project by reaffirming the vision and business case for the iNtegrate Project.
UNLV
▪ We recommend that UNLV review the NSHE Vision Document ("The Transformation of Student Services under the NSHE iNtegrate Project") and add visions and goals that are specific to UNLV, including the graduate and professional schools and Education Outreach.
▪ We recommend that UNLV consider including graduate and professional school deans and the vice chancellor of Educational Outreach as members of the Executive Steering Committee, or otherwise ensure that they have a voice in system and process design decisions that will impact their respective schools.
CSN
▪ We recommend that the president, executive staff and administrators continue to convey their support of and advocacy for the iNtegrate Project by communicating the business case for the iNtegrate Project.
FUNDING
TMCC
▪ We recommend that executives and administrators formulate contingency plans to minimize the impact of potential reductions.
▪ We recommend that the Project budget be reviewed by the appropriate decision maker(s) and enacted upon. The budget information should be communicated to those who may be impacted negatively by the allocation of funds. We further recommend that Project-critical positions be funded to the extent that it is feasible given the budget parameters.
▪ We recommend that the amount of funds that are available for travel be finalized and communicated to those who are impacted by the allocation of these funds. If travel funds are insufficient, we recommend that TMCC use video conferencing and other multi-media communications to involve subject matter experts in IDP sessions. We further recommend that TMCC Project Leaders obtain feedback from video conferencing participants regarding the effectiveness of using this mode of participation.
UNLV
▪ We recommend that UNLV develop a contingency plan in the event that the student technology fee increase is not approved.
CSN
▪ We recommend that the executive leadership confirm and communicate, as appropriate, the comprehensive funding plan and budget for the Project. The budget should include any new ongoing operational costs that may

INSTITUTION/ORGANIZATION BY READINESS ASSESSMENT CATEGORY

result from this Project and plans for funding these costs.

- We recommend that executives and administrators formulate contingency plans to minimize the impact of potential reductions.

SCS

- We recommend that SCS, in consultation with CedarCrestone and the iNtegrate Project Director, continue to identify ways in which Project resources can be optimized and contingencies can be developed should further budget reductions impact Project funding.

PROJECT ORGANIZATION, MANAGEMENT AND STAFFING

TMCC

- We recommend that the Project structure be confirmed as soon as possible and the roles and responsibilities of participants be clearly communicated to those who will fill Project roles.

- We recommend that the decision making process include a "fast track" for critical decisions that must be expedited to keep the Project on schedule.

- When the newly hired directors in Student Services begin service, we recommend that the Co-project Leaders give these directors an orientation regarding the iNtegrate project and the role that the directors will play in the Project.

- We recommend that TMCC decision makers determine the feasibility of awarding stipends to Project participants and communicate that information as soon as possible to those who are eligible.

- We recommend that the backfill plan be funded and implemented within available NSHE and TMCC resources as expeditiously as possible to assure that there is adequate time for training backfill staff.

- We recommend that managers begin/continue to conduct cross-training of staff members.

- We recommend that TMCC leaders give Project staff appropriate recognition throughout the Project and that the iNtegrate team be visibly recognized for their achievements at key milestones. Other incentives and recognition should be planned and executed to retain Project team members.

- We recommend that the managers of staff who will be working on the Project review the workloads of these staff to determine ways of balancing their workloads, examples of which include a reallocation of responsibilities to other staff, backfill, and/or elimination of non-value added activities that they currently may be performing.

- We recommend that TMCC executives and iNtegrate Implementation Team members confirm high priority measures of success and communicate these measures to stakeholders.

UNLV

- We recommend that UNLV make sure the consulting team is aware that the functional leads will require an introduction and knowledge transfer in PeopleSoft and considerable guidance in business process analysis and decision-making.

- We recommend that UNLV appoint one representative from graduate or professional schools to coordinate participation of SME's and decision-making in each business area as needed. This person may be less than full-time after initial participation in IDPs but would probably be approximately 50% throughout the project.

- We recommend that UNLV appoint a faculty member to serve as the faculty representative to the project team, with responsibilities and time commitment similar to that described above.

- We recommend that UNLV appoint one person from Education Outreach as its representative to the project team, with responsibilities and time commitment similar to that described above.

- We recommend that UNLV identify and provide a list of SMEs for all specialized functions within UNLV and ask each to participate in the appropriate IDP sessions as well as prototyping, testing, and data conversion activities as the implementation progresses.

- We recommend that UNLV add functional team support for Course Catalog and Schedule of Classes and designate one of the PATs for this activity.

- We recommend that UNLV clarify responsibilities and assess functional team support in the Advising, Degree

INSTITUTION/ORGANIZATION BY READINESS ASSESSMENT CATEGORY

Audit and Transfer Credit areas, making sure that a functional lead and PAT are available for advising processes, distinct from Transfer Credit.

- We recommend that UNLV clarify that PATs for business areas should include specific assignments for graduate, professional school and undergraduate information if the processes are different from one another.

- We recommend that UNLV be aware of possible non-project-related assignments of project team members that could prevent them from full-time participation on the project. If such needs occur, confirm that this project takes priority and request that any participation by project team members be planned far enough in advance to avoid setbacks on this project.

- We recommend that UNLV formalize the collaboration of technical staff by participation in IDPs where business processes are being determined.

- We recommend that UNLV give careful thought and planning to the setup and conducting of analysis and design sessions that utilize videoconferencing. These sessions are typically dynamic and interactive in nature. Available videoconferencing technology and facilities should be tested to make sure they are adequate for actual working sessions, not just presentations in which one person is speaking.

CSN

- We recommend that the Project Manager complete the planning documents and review them with the Executive Sponsor, Steering Committee and Project Team. The strategies and activities contained within these plans should be adopted by the Project Team and made available to others through various communication media.

- We recommend that roles for key campus leaders be better defined and that their participation not be duplicated in the project organization hierarchy except as necessary for issue escalation and resolution.

- We recommend that CSN develop a backfill plan that would enable functional leads to devote 100% of their time to the Project.

- We recommend that the Project Manager and Executive Sponsor, working in consultation with the Steering Committee, formally document and review the decision making process, including a "fast track" for critical decisions to keep the Project on schedule.

- We recommend that CSN consider developing incentives to retain current staff targeted for Project participation to ensure they are not enticed to resign and take similar positions at higher wages.

- We recommend that CSN executives and iNtegrate Implementation Team members confirm high priority measures of success and communicate these measures to stakeholders.

SCS

- We recommend that SCS leaders implement and support the Project Organization, Governance and Implementation Model when approved and as applicable to SCS.

- We recommend that SCS and the Pilot campuses continue to refine their roles and responsibilities and clarify any ambiguities or changes that may be necessary due to the requirements of the implementation or mission-critical needs of the institutions.

COMMUNICATION

TMCC

- We recommend that once the Project structure, staffing and budget are finalized that relevant on-going communications regarding the Project be disseminated to faculty, staff, and students using a variety of communication media such as electronic communications, websites, open forums, and regular faculty, staff, and administrative meetings.

- We recommend that the Project Co-leaders implement the iNtegrate Communication Plan, when approved.

- We recommend that the Co-Leaders draw upon the numerous suggestions offered by focus group and interview participants regarding the type of communication in which the various constituencies at TMCC are interested and their preferred communication media.

- We recommend that the iNtegrate Decision Making Process be communicated to the TMCC Implementation

INSTITUTION/ORGANIZATION BY READINESS ASSESSMENT CATEGORY
Team as soon as it is approved by the iNtegrate Project Director.

UNLV

- We recommend that a high priority should be placed on completing and implementing the campus communication plan. The plan should be as inclusive as possible, targeting administrators, faculty, staff, and students in all of the University's schools and other organizations. The plan should utilize all available means in order to get project information out to the broadest possible audience, including a project website. The plan should be as detailed as possible, including information about the project scope, timeline, methodology, milestones, etc. The plan should also identify formal ways in which questions about the project might be posed, and unsolicited input might be made. Information about who to contact for certain areas/interests should be provided.

CSN

- We recommend that CSN project leaders develop a communication plan, identifying all audiences within the institution and the information that they need. The CSN communication strategy should be aligned with the iNtegrate communication strategy and synchronized with the iNtegrate Communication Plan.
- Once the project structure, staffing and budget are finalized, we recommend that relevant communications regarding the project be disseminated to faculty, staff, and students using a variety of communication media such as electronic communications, websites, open forums, and regular faculty, staff, and administrative meetings.
- We recommend that the Project Manager communicate the iNtegrate Decision Making Process to the CSN Implementation Team as soon as it is approved by the iNtegrate Project Director.
- We recommend that the Project Manager execute the approved Communication Plan by providing answers to key questions such as Project timeline and milestones.
- We recommend that the Executive Sponsor and Project Manager communicate specifically with the deans and department chairs about the iNtegrate Project and the timing of the implementation, when confirmed.
- We recommend that the Executive Sponsor and Project Manager communicate with Faculty Leaders regarding the business case for the iNtegrate Project and the benefits that will be available to faculty and students as a result of implementing the Campus Solutions software.

SCS

- We recommend that SCS, in consultation with the iNtegrate Project Director, refine and execute the SCS iNtegrate Communication Plan based upon the information needs and communication suggestions from SCS Readiness Assessment participants.
- We recommend that SCS Leadership review the perceptions shared by SCS staff in the interviews and focus groups and disseminate correct information, when necessary, and share complete information when available.
- We recommend that the suggestions offered pertaining to type and frequency of information by each constituency be reviewed by SCS leaders and incorporated into the iNtegrate Communication Plan, as appropriate and feasible.

BUSINESS PROCESSES

TMCC

- We recommend that administrators and managers continue to convey the necessity for and benefits of changing to common business processes, particularly when they receive feedback from the Collaborative Interactive Design and Prototyping sessions.
- We recommend that the Project Co-leaders confirm and communicate to the Project Team the process whereby policy changes will be reviewed and approved.

UNLV

- We recommend that project leadership reinforce the need for openness to changing current business processes to improve quality of service and streamline processes by optimizing the capabilities of the new software.
- We recommend that UNLV involve representatives from potentially affected constituencies in design sessions and

INSTITUTION/ORGANIZATION BY READINESS ASSESSMENT CATEGORY
decisions concerning possible business process changes.
▪ We recommend that UNLV discuss institutional differences in policies and procedures and address these differences during the pilot IDP sessions, with the objective of reducing the differences wherever possible.
CSN
▪ We recommend that Continuing Education (CE) subject matter experts be involved in the project to ensure that CE needs are met and that CE processes conform to core CSN business policies and processes to the extent that it is feasible given the CE special offerings and constituencies they serve.
▪ We recommend that administrators and managers continue to convey the necessity for and benefits of changing to common business processes, particularly when they receive feedback from the Collaborative Interactive Design and Prototyping sessions.
▪ We recommend that the Project Manager confirm and communicate to the Project Team the process whereby policy changes will be reviewed and approved.
SCS
▪ We recommend that SCS, in consultation with iNtegrate and CCI Project Leadership, review those processes, such as change management, that must be developed/adapted to support an expedited implementation project and document/communicate these processes to the campuses.
END USER TRAINING
TMCC
▪ We recommend that the Help Desk Model be reviewed with SCS and the roles and responsibilities of TMCC functional and technical staff be delineated and communicated.
▪ We recommend that staff who are designated to be a resource for the TMCC Help Desk be included in appropriate IDP sessions and system testing to facilitate knowledge transfer.
UNLV
▪ The development of an end-user training strategy should be scheduled in each functional area early on in the project. This should include a plan for go-live support.
▪ Project plan must allow additional time in IDP's for knowledge transfer and familiarization with PeopleSoft. As a corollary, Business Process Guides and end user training materials should be prioritized for development in each functional area as the implementation work proceeds.
CSN
▪ We recommend that the Project Manager, in consultation with other appropriate CSN individuals, determine an end user training and support strategy and document this strategy in the Project Charter.
▪ We recommend that the Executive Sponsor confirm the extent of CSN personnel and resources that will be available to provide end user training. These personnel should participate in the Interactive Design and Prototyping sessions.
▪ We recommend that CSN project leaders work with the technical support organization to develop plans for the Help Desk and documentation of processes.
SCS
▪ We recommend that the Technical Training Plan be implemented as soon as possible to prepare SCS staff in the technical skills that they will need to support the implementation.
▪ We recommend that those SCS staff who are trained in the skills necessary to support the PeopleSoft Campus Solutions software share knowledge and documentation with other SCS staff and new hires.
▪ We recommend that the model of user support be determined and implemented. We note that the SCS Interim Director of Client Services currently is assisting the iNtegrate Project Director in conducting research on User Support Services Models. The staff that will be providing support to users should be involved in the Project to

INSTITUTION/ORGANIZATION BY READINESS ASSESSMENT CATEGORY
assure sufficient knowledge transfer. The Model of User Support should be documented and communicated to the campuses.

TECHNICAL SUPPORT & ENVIRONMENT

TMCC

- We recommend that the Co-Project Leaders act upon the Training Strategy and Plan for technical staff training as soon as it has been approved by the iNtegrate Project Director.
- We recommend that the Technical Lead continue to convey Project and technical information to the TMCC technical staff.
- We recommend that the Technical Lead confirm the roles and responsibilities that technical staff will assume during the implementation process.
- We recommend that the Project Co-leaders and Technical Lead continue to work closely with SCS staff to establish and support the appropriate technical environment.

UNLV

- We recommend that UNLV formulate a contingency plan for staffing the newly created positions that remain vacant.
- We recommend that UNLV develop a data conversion strategy and begin the data cleanup effort as soon as possible.

CSN

- We recommend that CSN review options and make a decision as soon as possible that will allow CSN to pursue the initial Pilot schedule.
- We recommend that the Project Manager confirm with SCS leaders the extent and type of technical staffing support that SCS can provide to CSN.
- We recommend that the CSN Project Manager and IT leaders confirm with the iNtegrate Project Director and CedarCrestone the extent and type of technical support that will be available to CSN and the timing of that support.
- We recommend that the CSN Project Manager consult with Sungard to develop the most viable technical support model.
- We recommend that CSN develop a technical plan to support the Project team during implementation and users of the new system once it is in production.
- We recommend that CSN appoint or hire an individual to temporarily serve as technical lead, work with CSN leadership to develop the technical support model, draft technical training, help desk and support plans, participate in iNtegrate technical discussions and transfer knowledge to leaders in the technical support organization once it is in place

SCS

- We recommend that SCS leadership and CedarCrestone conduct planning sessions to review the Project timeline and milestones and when SCS critical activities and tasks must be completed to keep the overall Project on schedule. During these planning sessions, SCS and CedarCrestone need to synchronize the hardware and infrastructure timeline, and resolve any discontinuity.
- At the request of SCS staff, we recommend that CCI conduct technical overviews pertaining to the architecture requirements necessary to support the PeopleSoft environment.
- We recommend that in mid-September, when the Campus Community IDP is drawing to a close, the iNtegrate Project leaders, SCS and CedarCrestone address and determine which alternative will be best to provide the Universal ID capability.