iNtegrate Project Bulletin

\'iN-tə-grāt\ v
to coordinate the Nevada System of Higher Education
information systems into a functioning, unified whole

The Board of Regents Remain Linked to Project Governance

Board of Regents representation on the iNtegrate Executive Oversight Committee helps to ensure that the project remains a priority of the Nevada System of Higher Education. Regent Bret Whipple, a long time advocate and supporter of iNtegrate completes his term as Regent and chair of the ad hoc Technology Committee at the end of December. Regent Whipple is commended for his leadership and service. A new chair of the ad hoc Technology Committee will be appointed and by doing so, will establish new board representation on the iNtegrate Executive Oversight Committee.

In other action at its December 2008 meeting, the Regents voted to consolidate several existing board committees and reduce the number of standing committees from eight to six. The six committees are:

1) Cultural Diversity
2) Academic, Research and Student Affairs
3) Audit
4) Business and Finance
5) Investment and Facilities
6) Health Sciences System

In the future, technology issues will be addressed by the Business and Finance Committee. These committee changes go into effect July 1, 2009.

Campuses Respond to Readiness Assessments

In late November, NSHE institutions provided readiness assessment progress reports to the iNtegrate Project Management Office. Each institution's report addressed recommendations made to them by either CedarCrestone, Inc. (CCI) or Moran Technology Consulting (MTC) LLC in September/October 2008. CCI evaluated the readiness of the two pilot campuses, Truckee Meadows Community College and the University of Nevada Las Vegas, along with the College of Southern Nevada and the System and the Computing Services (SCS) organization. MTC evaluated the remaining co-pilot institutions, Great Basin College, Nevada State College, the University of Nevada Reno and Western Nevada College. The objectives of the assessments were to:

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 Project.

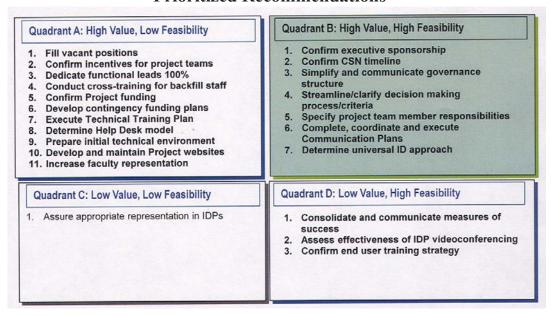**Issue 7**

integrate.nevada.edu

December 19, 2008

Campuses Respond to Readiness Assessments
(continued)

It should be noted that the assessment of the co-pilots focused on their readiness to participate in the 1st Wave of the project. A self-reassessment will occur prior to these campuses moving into the 2nd Wave.

Eight domains of readiness were evaluated and as to be expected, several opportunities for improvement and recommendations were made. For TMCC, UNLV, SCS and CSN, the synthesis of recommendations identified those that were of the highest value and the highest feasibility.

Prioritized Recommendations

Quadrant A: High Value, Low Feasibility

1. Fill vacant positions
2. Confirm incentives for project teams
3. Dedicate functional leads 100%
4. Conduct cross-training for backfill staff
5. Confirm Project funding
6. Develop contingency funding plans
7. Execute Technical Training Plan
8. Determine Help Desk model
9. Prepare initial technical environment
10. Develop and maintain Project websites
11. Increase faculty representation

Quadrant B: High Value, High Feasibility

1. Confirm executive sponsorship
2. Confirm CSN timeline
3. Simplify and communicate governance structure
4. Streamline/clarify decision making process/criteria
5. Specify project team member responsibilities
6. Complete, coordinate and execute Communication Plans
7. Determine universal ID approach

Quadrant C: Low Value, Low Feasibility

1. Assure appropriate representation in IDPs

Quadrant D: Low Value, High Feasibility

1. Consolidate and communicate measures of success
2. Assess effectiveness of IDP videoconferencing
3. Confirm end user training strategy

This set of recommendations is applicable to all campuses and the pilots are taking the lead in getting these items addressed by the end of this calendar year.

The co-pilots evaluations included similar domains and their readiness was tabulated into a readiness score, with 1 being low readiness/high risk and 5 being high readiness/low risk.

Campuses Respond to Readiness Assessments
(continued)

Composite Co-pilot Readiness Score

Readiness Category	Rating	Total
Sponsorship and Commitment	Readiness = Med/High Risk = Med	4.00
Communications Readiness	Readiness = Medium Risk = Medium	3.25
Funding Readiness	Readiness = Low Risk = High	1.50
Project Management	Readiness = Med/High Risk = Medium	4.50
Functional Area Participation	Readiness = Med/High Risk = Medium	4.25
IT Environment and Support	Readiness = Medium Risk = Medium	3.00
Training Readiness	Readiness = Low Risk = High	1.00
Collaboration Readiness	Readiness = Med/High Risk = Medium	4.00
Overall Readiness	Readiness = Medium Risk = Medium	3.19

The iNtegrate Project Management Office reviewed each progress report and has determined the degree of readiness of all participating institutions as follows.

iNtegrate Readiness by Domain as of November 2008

Domain	Readiness	Risk Factor
Executive Sponsorship	Ready	Low
Funding	Not Ready	High
Communications	Approaching Ready	Low to Medium
Project Management	Approaching Ready	Low to Medium
Business Process/Functional	Progressing	Medium
Training	Progressing	Medium
IT Environment and Support	Progressing	Medium
Collaboration	Approaching Ready	Low

Campuses Respond to Readiness Assessments
(continued)

The Project Management Office will continue to monitor these domains and is actively working with the campuses, SCS and system administration to address the funding issue. While the project has adequate funds for the current and up-coming fiscal years, complete funding for project obligations in the third and final fiscal year as well as campus funds for recurring costs after implementation has not been identified.

Spotlight on the End User

In this and future publications of the Project Bulletin, project activities and decisions that illustrate its focus on the end users of iNtegrate (students, faculty and staff) will be highlighted.

In recent reviews of business processes for issuing refunds to students, CSN's student council and then their faculty senate considered their project team's recommendations to improve consistency in handling student refunds. These ideas have been shared with other institutions so that they too could consider similar policy changes. The goal would be for this type of business process and resulting policy to become a standard across all NSHE institutions. In this particular example, the outcomes would be to treat student refunds for summer term and short term classes consistently and to make the policy easier to administer.

In all major module areas: admissions and recruitment, financial aid, student financials, student records, and in academic advising, the project participants are looking for ways to improve services to students and to streamline business processes for more efficient operations. The investments being made today involving detailed evaluation of how business currently functions will reap benefits in the future for NSHE students, faculty and staff as the vision of iNtegrate steadily progresses to become the reality.