



**PeopleSoft Project  
Student Administration Project Charter  
California State Polytechnic University Pomona**

**Final**

**12/05/02**

## REVISION CONTROL

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**Document Title:** California State Polytechnic University Pomona  
Student Administration Project Charter

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## Executive Summary

**Purpose.** The purpose of this Project Charter is to build a foundation and set forth guidelines for the implementation of the CMS baseline version of the PeopleSoft Student Administration System. The CMS Readiness Assessment requires that each campus develop a Project Charter as part of the required documentation prior to receiving the software. We have treated this requirement as an opportunity to not only develop a document but also to increase communication about the project and build teamwork among the those who will be directly involved in the implementation.

**Process.** We developed the Project Charter during October 2002 through a collaborative process that was structured into four workshops, each of three and a half hours duration. The conceptual framework for the workshops was based upon the Principles of the Learning Organization, as adapted from the work of Peter Senge. At the end of each workshop, the consultant reviewed how the following learning organization principles had been infused into the workshop: (1) shared vision, (2) mental models, (3) systems thinking, (4) team learning and (5) personal mastery. Within each workshop, we developed the content for the Charter by working individually, with partners, in small teams, in two larger groups and as a large team of approximately 25 people. A number of the participants assumed leadership and facilitation roles as part of this development process. All participants had an opportunity to contribute.

Our Cedar consultants wrote a section of the Charter immediately following each workshop based upon the content provided by the participants. We reviewed the section at the beginning of the subsequent workshop and Cedar incorporated the changes into a revised version. This process continued until all sections were completed. The Project Management Team of Stephanie Doda, Carol Heins-Gonzales and Rose Kukla provided additional content and thoughtful reviews of each section throughout the process.

**Participants.** The participants in the Charter Workshops included members of the Student Administration Implementation Council and Core Team and other resource personnel as appropriate to the workshop topic. The names of the workshop participants are included in the Appendix. We note that a student attended each workshop, actively participated and provided an important perspective.

**Outcomes.** The Project Charter meets the CMS documentation requirements of a Charter, a Communication Plan and a Training Plan. The vision, mission and goals described in the Charter will remain constant throughout the course of the project. Other areas of the Charter are more dynamic and will be updated and developed in further detail as the project progresses. Through this process, we discovered what issues we must address to enable our team to be successful; we learned that we can be open and honest with each other, which will be the foundation for building trusting relationships; and we found commonality in purpose by coming to consensus on our vision, mission and goals.

## **1.0 Foundation**

The purpose of this section of the Project Charter is to present the fundamental elements that are necessary to guide the Student Administration implementation project. The section begins with a vision statement that projects a desired future environment and a mission statement that broadly describes the roles of the SA Project in achieving this vision. The goals and objectives that must be accomplished are outlined and the project assumptions are stated. The critical success factors have been identified, the scope has been shaped, and the organizational structure has been constituted as graphically depicted. The accompanying roles and responsibilities of the project participants are outlined. The high-level project schedule is presented, related auxiliary projects are identified and the project support resources are listed.

### **1.1 SA Project Vision Description**

The participants in Project Charter Workshop One engaged in a process to share ideas regarding the desired future environment of Cal Poly Pomona. This vision was to be broad in scope, strategic in perspective, process descriptive, constituency oriented and outcomes focused. The vision description below is based upon the participants' ideas of the future Cal Poly Pomona.

The vision of the Student Administration Project at Cal Poly Pomona is a congenial, communicative and technologically progressive environment. All constituents are able to (1) easily access accurate information, (2) complete processes expeditiously, and (3) receive personalized assistance. Faculty, staff and administrators are knowledgeable, enthusiastic and empowered. They are focused upon and facilitate student success, thereby engendering pride in and enhancing the image of the institution.

### **1.2 SA Project Mission Statement**

The Charter Workshop participants developed the following mission statement based upon the following guidelines: the mission should be within the scope of the institutional mission, it should convey values, be focused on achievement of an initiative, include programmatic themes and specify constituency outcomes.

The mission of the Student Administration Project is to enable Cal Poly Pomona faculty and staff to successfully attract, retain and graduate students by collaboratively and smoothly transitioning to a reliable, flexible student system that is

- implemented on time and within budget,
- interfaced to internal and external systems, and
- capable of supporting current and future needs for high quality services available through self-service options and/or personalized assistance.

### 1.3 SA Project Goals and Objectives

1. Optimize the self-service capabilities of the Student Administration system and enable those who serve students to deliver personalized service.
  - 1.1 The system will be configured so that students will be able to check online regarding their admission status, progress toward degree, financial aid status, pre-requisites, current and future class availability; will be able to register, schedule and pay for classes on line; access interactive forms; and deploy other technological capabilities.
  - 1.2 The system will be configured so that faculty and staff will be able to readily access student records, degree requirements, and faculty class lists.
  - 1.3 To provide personalized service with human contact, the system will be configured with the necessary information and tools to support students, faculty and staff.
  
2. Streamline and improve processes through new technical capabilities, appropriate business process changes and policy adaptation, following best practices guidelines.
  - 2.1 Identify and document current business processes to depict how the processes currently are conducted at the worker level; evaluate the processes from a student's perspective, rather than individual departments; and determine the impact of processes on stakeholders.
  - 2.2 Identify and implement best practices to simplify processes, eliminate silos between departments and divisions and streamline communication to students.
  - 2.3 Implement procedures to assure accuracy of data.
  - 2.4 Address unmet needs to automate manual processes, streamline business processes and integrate information.
  - 2.5 Develop and implement a Change Management Plan.
  - 2.6 Evaluate existing and identify new reports that are needed to support compliance reporting and enrich decision-making processes.
  
3. Configure and implement the system so that it ultimately is integral to the learning process and enhances the institutional image.
  - 3.1 Identify, configure and implement those system capabilities that will support the learning process by providing a mechanism for collecting requirements from students and faculty that are relevant to the learning environment.
  - 3.2 Incorporate the needs of those who are not directly involved in the implementation so that the system can be configured comprehensively.

## **1.4 Assumptions**

The following Project assumptions were identified by the SA Project Charter Workshop participants using the definition that assumptions are known, given conditions, some of which are externally imposed, that exert influence upon and may impact the project. Because assumptions set expectations regarding the “ground rules” for implementation, they will be communicated to all project participants as well as the broader campus community. If the assumptions change during the course of the project, their impact upon the project will be assessed and mitigating action will be taken. They have been organized into separate, but interrelated, categories as listed below.

### **1.4.1 Personnel**

1. Not all users have the same needs and requirements.
2. People have various levels of skill and learning curves.
3. The same staff must continue with daily operations while implementing the student system.
4. Turnover is expected during the life of the project.
5. Training and Help Desk support will be provided during the implementation process.

### **1.4.2 Processes**

1. We will go live with the Fall 2004 class of students.
2. We will not condone scope creep.
3. All business processes will be documented and modified if needed.
4. Existing processes will change to fit to PeopleSoft.
5. HOSS/SOSS provides System-wide guidelines, standards, and procedures.

### **1.4.3 Technology**

1. HOSS will deliver the needed system resources.
2. CSU CMS baseline is not modifiable although interfaces and reports are customizable.
3. The PeopleSoft software will continue to evolve and improve.
4. Required maintenance for Banner will continue during the project.
5. Reporting is as important as the modules.
6. Unisys hardware will be sufficient for the campus databases.

### **1.4.4 Resources**

1. There is a limit to the available funding for the project.
2. Resources are fixed and confirmed.
3. There is a limited amount of funds for backfill.
4. There are enough resources and adequate support to maintain the current Banner system and conduct on-going processes.
5. The State budget deficits will not reduce project funding.

## 1.5 Critical Success Factors

The SA Project Charter Workshop participants identified the following Critical Success Factors (“CSFs”) using the definition that CSFs are conditions and resources that must be present and available for the project to be successful. Because CSFs typically pertain to project resources and commitment, the Steering Committee should take mitigating action if the CSFs are altered during the course of the project. The CSFs have been organized into separate, but interrelated, categories as listed below.

### 1.5.1 Personnel

1. People are open to a new way of doing something, and there is a willingness and ability to change.
2. There are skilled people on the project who are good communicators, see the big picture and think outside the box.
3. People are given permission to tell the truth.
4. Personnel are committed emotionally, and they are afforded time to devote to the project.
5. There are representatives from each service area.
6. The most appropriate and knowledgeable people are assigned to the project.
7. Essential positions are backfilled.
8. Backfill staff are qualified and trained.
9. There is an efficient and effective process for getting short-term temporary assistance.
10. Current staffing levels are maintained.
11. Additional staff is available to aid in implementing or correcting data.
12. There is adequate technical support.
13. There is trained technical staff to support campus-specific needs.
14. Those in key roles have the necessary tools for the implementation.
15. Personnel are available for communication and user training.
16. A comprehensive training plan is in place.
17. There is a career transition plan to address post-implementation needs.

### 1.5.2 Processes

1. The timeline is realistic and attainable.
2. Up to date information is provided
3. The project participants listen to users in units that work with students.
4. Everyone, not just assigned personnel, is involved at some point during the implementation process.
5. Faculty, staff, students and administrators are open and adaptable to change.
6. Process review expert leads the process reviews.
7. All departments cooperatively review business processes to streamline processes to be implemented.
8. Processes are accurately documented.
9. Cal Poly Pomona processes adapt to PeopleSoft.
10. The current level of service is uninterrupted.

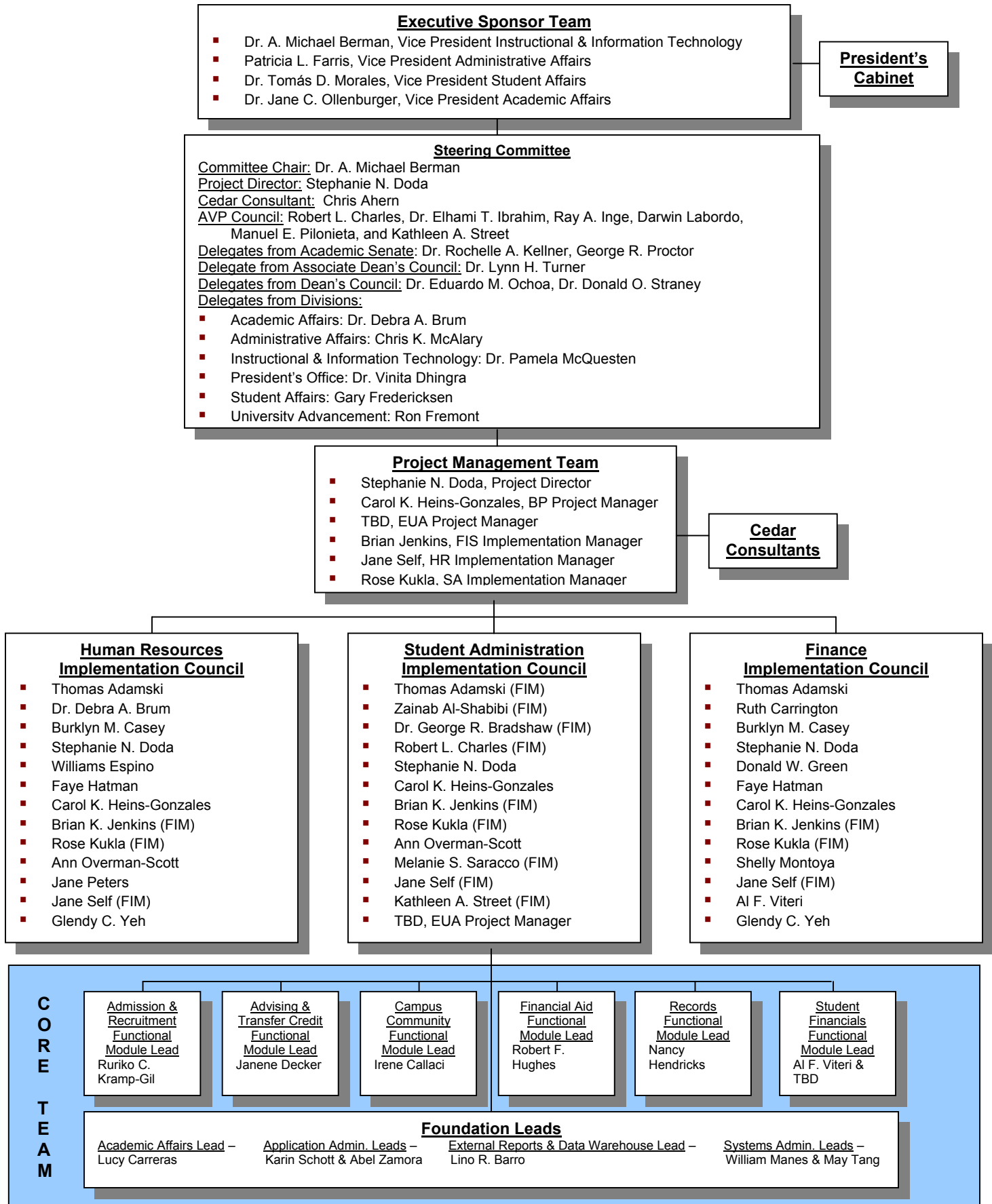
### 1.5.3 Technology

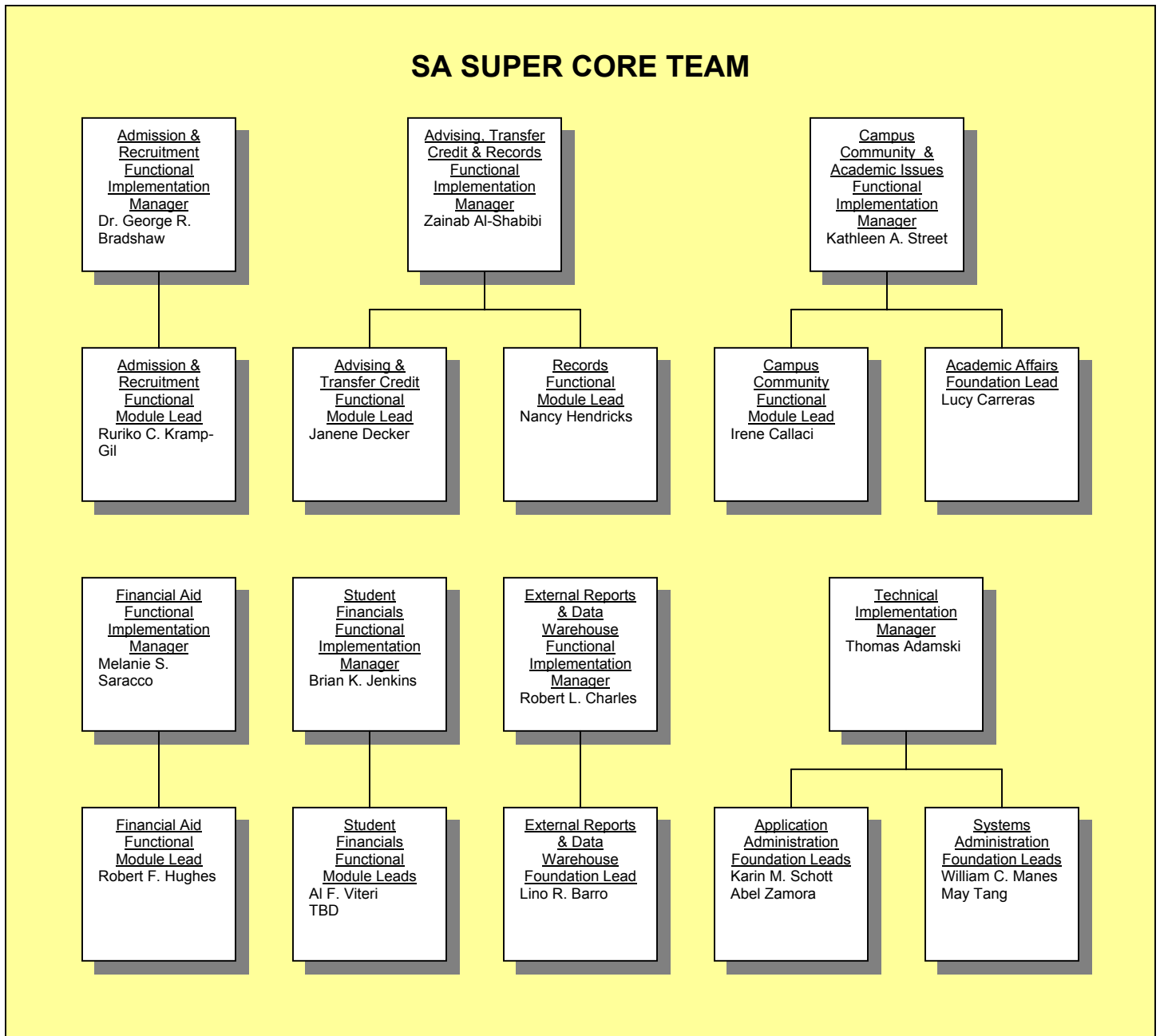
1. There is no over-selling of product capability.
2. Performance expectation level is set in advance.
3. There is an accurate analysis of the technical situation.
4. There is a strong infrastructure.
5. The necessary technology is in place.
6. PeopleSoft 8.0 upgrades will occur as scheduled with documentation and support.
7. Data is accurate and complete.
8. There is HOSS/SOSS support.
9. There is University awareness and acceptance that the legacy systems will have lower priority than the new system.
10. Trained staff is actively involved in system maintenance.
11. There is a DARS interface to PeopleSoft.
12. Current Banner and VR issues will continue to be addressed.
13. The campus will develop a plan for ongoing support after 2004.
14. There is an understanding of the functionality that we will lose, maintain and gain.
15. There is University awareness and acceptance that building a reporting infrastructure early in the implementation process is critical.

### 1.5.4 Resources

1. Funding is secure and sufficient.
2. Funds are available in the required time frame.
3. The funds are properly distributed.
4. There are funds to purchase new or upgrade existing computing technology.
5. Funding for technical support will be provided.
6. There is funding for backfill.
7. There are funds for software implementation and user training.
8. Funding needed for on-going system support is planned.
9. The budget is continually assessed to ensure project needs are met.
10. There is a consistent available facility for training

## 1.6 Organizational Structure





## 1.7 Staffing, Roles and Responsibilities

The purpose of this section is to outline the roles and responsibilities that are necessary to implement the system successfully. The list pertains only to project-related duties and does not encompass the project participants' other on-going responsibilities. We first present the team roles followed by individual roles. A roster of SA participants follows in which the names of individuals who fulfill these roles are listed.

### **1.7.1 Team Roles**

#### **Executive Sponsor Team**

1. Makes policy decisions and approves policy changes
2. Determines timing of CMS/PeopleSoft modules on campus
3. Allocates and approves project resources
4. Continuously supports the high priority status of the project
5. Serves as an advocate for the project both internally and externally

#### **Steering Committee**

1. Serves in an advisory role to the Executive Sponsor Team
2. Advises on project vision, mission, organization, goals objectives, principles, strategies, high level project milestones, proposed budgets, and major campus process changes crossing divisions
3. Coordinates the timely resolution of policy-related issues
4. Provides guidance for project communications
5. Monitors project progress
6. Balances competing interests and agendas
7. Addresses issues that are escalated by the Project Director
8. Serves as an advocate and spokesperson for the project with its many constituencies

#### **AVP Council**

1. Implementation sub committee that serves in an advisory role on cross divisional issues to the Steering Committee
2. Serves in an advisory role to the Executive Sponsor Team
3. Coordinates the timely resolution of policy-related issues
4. Monitors project progress
5. Balances competing interests and agendas
6. Addresses issues that are escalated by the SA Implementation Council

#### **Project Management Team**

1. Establishes the business case
2. Actively coordinates among application implementations
3. Provides integration oversight among the applications
4. Assures that planning, execution of plans, communications, issue management, and other critical implementation factors are addressed
5. Assists in developing the Project Plan
6. Monitors milestone achievement and takes corrective action if warranted
7. Regularly reports progress of the project to the Steering Committee

#### **Implementation Councils (Human Resources, Finance & Student Administration)**

1. Serve in an advisory role to the Steering Committee
2. Recommend policies
3. Advise on the membership of process teams
4. Review plans for consultation and involvement
5. Advise on overall project vision and objectives
6. Participate in the development of the Project Plan

7. Serve as liaison to the constituency that he/she represents
8. Assist in the selection of 3<sup>rd</sup> party products
9. Participate in assessment activities
10. Identify training needs of their constituencies

### **Core Team**

1. Assist in developing the Project Plan
2. Facilitate coordination and communication among the Functional Module Leads and Foundation Leads
3. Inventory and evaluate need for reports and interfaces
4. Participate in assessment activities

### **SA Super Core Team**

1. Facilitate coordination and communication among the Functional Implementation Managers, Functional Module Leads and Foundation Leads
2. Identify and coordinate cross-functional process teams
3. Address cross-functional policies and procedures and resource issues
4. Identify and escalate policy issues

## **1.7.2 Individual Management Roles**

### **Project Director**

1. Makes resource allocation decisions
2. Develops and manages budget
3. Approves changes in project scope
4. Reviews and approves customization requests
5. Monitors project progress
6. Hosts major project events
7. Manages change and issue management process
8. Manages policy issue resolutions
9. Manages campus involvement plan
10. Elevates unresolved project, policy and resource issues
11. Coordinates with HR and Finance projects
12. Attends CMS Project Director Team meetings

### **SA Implementation Manager**

1. Manages campus functional implementation resources
2. Participates in the development of the Project Plan
3. Coordinates work of Functional Implementation Managers, Functional Module Leads, and Foundation Leads
4. Monitors project progress and reports status to appropriate functional groups
5. Develops training guideline and manages training for SA Super Core Team
6. Builds teamwork among SA Super Core Team
7. Communicates information of relevance among SA Super Core Team and appropriate campus constituencies.
8. Addresses and resolves cross-functional issues; may escalate as necessary

9. Resolves procedural issues
10. Elevates unresolved project, policy and resource issues
11. Attends CMS Student Administration Function Team meetings

### **Business Process Project Manager**

1. Conducts Business Process Review sessions
2. Identifies process improvement opportunities
3. Critiques process design fit to technology enablers
4. Advises the Implementation Managers regarding process integration points
5. Coordinates documentation of IDP sessions, work-flows, and business processes
6. Provides application best practices and resolves questions and issues
7. Reviews project deliverables to ensure quality and consistency
8. Develops and maintains risk management strategy
9. Manages student projects

### **End User Assistance Project Manager**

1. Coordinates PeopleSoft training and manages training credits
2. Ensures that communication standards are followed
3. Provides campus user training registration system coordination
4. Participates in help desk planning and facilitates coordination
5. Creates and maintains training documents and procedure guides
6. Helps FMLs and FLs develop and deliver training curriculum
7. Develops and maintains module communications (web site, email, newsletters, etc)
8. Manages content, set-up, refresh and maintenance of training databases

### **Cedar Project Director**

1. Manages Cedar resources
2. Develops and maintains Project Plan
3. Produces regular project status reports
4. Manages project including day-to-day activities
5. Monitors project progress
6. Resolves procedural issues
7. Elevates unresolved project, policy and resource issues
8. Coordinates with CSU Function Team, Baseline Team and Pilot Team

### **Technical Implementation Manager**

1. Manages campus technical resources
2. Provides technical project oversight
3. Assures integration with other PS applications
4. Coordinates with 3<sup>rd</sup> party technical
5. Ensures CMS SOSS standards are followed on campus
6. Coordinates with SOSS technical lead and DBA
7. Facilitates conversion plan
8. Attends CMS Technical User Group meetings

**Cedar Technical Lead**

1. Provides technical project oversight
2. Assures integration with other PS applications
3. Coordinates with 3<sup>rd</sup> party technical
4. Ensures CMS SOSS standards are followed on campus
5. Coordinates with SOSS technical lead and DBA
6. Ensures mentoring and knowledge transfer to campus technical resources
7. Facilitates conversion plan

**1.7.3 Individual Module Roles****Functional Implementation Managers (In addition to SA Implementation Council responsibilities)**

1. Provide overall module oversight including issues of:
  - a. Policy
  - b. Service vision
  - c. Level of automation
  - d. Dedicate resources (people and financial)
  - e. Documentation development and maintenance
2. Insure team is meeting its responsibilities specified in the Project Plan
3. Insure that adequate campus communication and consultation occurs

**Functional Module Leads (In addition to Core Team responsibilities)**

1. Carry out the Project Plan
2. Define campus processes
3. Determine table values
4. Complete required table setup and maintenance
5. Define data conversion requirements and timeline
6. Define required reports
7. Develop information for test scripts
8. Define security requirements
9. Recommend policy change
10. Define modifications/customizations
11. Complete testing
12. Maintain business process documentation
13. Develop and deliver training curriculum to functional and campus users
14. Resolve or elevate issues
15. Define data cleanup requirements and process

**Foundation Leads (In addition to Core Team responsibilities)**

1. Carry out the Project Plan
2. Assist in determining table values
3. Assist in completing the required table setup and maintenance
4. Assist with defining data conversion requirements and timeline
5. Define required reports
6. Assist in the development of integrated test scripts
7. Recommend security requirements

8. Recommend policy change
9. Recommend modifications/customizations
10. Assist in testing
11. Resolve or elevate issues
12. Define data cleanup requirements and process
13. Support Functional Module Leads

### **Functional Consultants**

1. Carry out the Project Plan
2. Develop and review prototypes, including Portal
3. Facilitate IDP sessions
4. Facilitate development of prototypes
5. Recommend campus processes
6. Recommend table values
7. Assist in required table setup
8. Assist in required security setup
9. Define data conversion requirements and timeline
10. Define required reports, including data warehouse
11. Create test scripts
12. Define security requirements
13. Recommend policy change
14. Define modifications/customizations
15. Complete testing
16. Resolve or elevate issues
17. Prepare regular module status reports

### **Technical Module Programmer**

1. Supports campus specific application development
2. Supports campus data conversion
3. Develops campus reports and interfaces
4. Creates and maintains technical documentation
5. Supports creation and execution of testing plan
6. Provides technical support for 3rd party products

### **Technical Consultants**

1. Support campus specific application development
2. Provide system analytical support for project teams
3. Design programs and templates
4. Support campus data conversion
5. Develop campus reports and interfaces
6. Create and maintain technical documentation
7. Support execution of testing plan
8. Support baseline upgrades and releases
9. Conduct performance tuning
10. Provide technical support for 3<sup>rd</sup> party products
11. Support project teams with trouble-shooting

**Report Programmer**

1. Develops campus reports and interfaces
2. Provides technical support for mass communications
3. Creates ad-hoc reports

**Subject Matter Experts**

1. Identify and map critical campus processes
2. Explore software to understand capabilities
3. Formulate best practice processes and procedures
4. Assist in design of prototypes
5. Review prototypes with appropriate university members
6. Participate in campus testing
7. Assist with documentation and training
8. Serve on Campus Process Teams as needed
9. Serve as Tier 2 Help Desk participants

**Super Subject Matter Experts**

1. Lead campus process teams as necessary
2. Insure area and campus needs are met
3. Advise regarding complex, subject matter-based issues that impact system configuration
4. Perform all duties of a subject matter expert above
5. Serve as Tier 2 Help Desk participants

### 1.7.4 Responsibility Domains

The Project Charter participants reviewed the roles outlined in Sections 1.7.2 and 1.7.3 by using a Responsibility Visualization Map to display, which roles play a part in the various domains associated with an implementation. As a result of this process, we developed a new table in which primary and contributor responsibilities are identified by role. Primary responsibility refers to the person who is ultimately accountable for the domain. Contributor responsibility refers to persons in roles who may carry out some supporting activities and/or serve as a resource for the primary person for that given domain.

Responsibility Domain	Individual Functional Roles						Individual Management Roles
	FIM	FML	FL	TMP	RP	SME	
Budget	Contributor						Primary
Policy*	Contributor	Contributor	Contributor				Contributor
Formal Communications	Contributor	Contributor	Contributor	Contributor	Contributor	Contributor	Primary
Problem Solving	Contributor	Contributor	Contributor	Contributor	Contributor	Contributor	Primary
Processes	Primary	Contributor	Contributor			Contributor	Contributor
Reports	Contributor	Contributor	Contributor	Contributor	Primary	Contributor	Contributor
Training/Doc	Primary	Contributor	Contributor			Contributor	
Business Decisions for Table Set-up	Primary	Contributor	Contributor				
Table Set-up	Contributor	Primary	Primary	Contributor	Contributor	Contributor	
Security	Primary	Contributor	Contributor	Contributor			
Conversion		Contributor	Contributor	Primary			
Project Planning/Mgmt	Contributor	Contributor	Contributor				Primary

\*Policy decisions follow the decision-making matrix, and the roles listed here provide input to that process.

#### Legend:

FIM – Functional Implementation Manager

FML – Functional Module Lead

FL – Foundation Leads

TMP – Technical Module Programmer

RP – Report Programmer

SME – Subject Matter Expert

PMT – Project Management Team

### 1.7.5 Student Administration Project Roster of Participants

In this section, we specify the individuals who will assume the roles described in Sections 1.7.2 and 1.7.3. They are listed in the table below by role, name and title followed by a designation regarding their participation in the SA Implementation Council, Core Team and/or Process Teams. The Process Teams will participate in IDPs and/or reviews of prototypes and include subject matter experts and representatives from key constituencies such as the faculty. We also note for each individual an estimate of the percentage of time that he/she will spend in their project role based upon the full implementation cycle.

Role	Name	Title	SA Council	Core Team	Process Teams	% Time
<b>Project Management Team</b>						
Project Director	Stephanie Doda	Executive Director	X	X		100%
Business Process Project Manager	Carol Heins-Gonzales	Project Manager	X	X		100%
End User Assistance Project Manager	Vacant	Project Manager	X	X		100%
SA Implementation Manager	Rose Kukla	Registrar	X	X		100%
Cedar Project Director	Walter Kisner	Senior Consultant	X	X		100%
Cedar Project Plan Manager	Vickie Cleary	Project Manager				
Cedar Readiness Assessment	Judie Lyon Tim Biel	Managing Principal Senior Consultant				
Administrative Support	Karen Brannan					
<b>Admissions &amp; Recruitment Team</b>						
Functional Implementation Manager	George Bradshaw	Director	X			25%
Functional Module Lead	Ru Kramp-Gill	Information Technology Coordinator		X	X	100%
Admissions Process Experts	TBD	Process Expert			X	15-20%
Cedar Functional Consultant	TBD			X		100%
<b>Advising &amp; Transfer Credit Team</b>						
Functional Implementation Manager	Zainab Al-Shabibi	Associate Registrar	X			25%
Functional Module Lead	Janene Decker	Degree Audit Program Analyst		X	X	100%
Advising & Transfer Credit Process Experts	TBD	Process Expert			X	15-20%
Cedar Functional Consultant	TBD			X		100%
<b>Campus Community Team</b>						
Functional Implementation Mgr	Kathy Street	Associate Vice President	X			25%

Role	Name	Title	SA Council	Core Team	Process Teams	% Time
Functional Module Lead	Irene Callaci	Computer Analyst		X	X	100%
Faculty Liaisons					X	5-10%
Cedar Functional Consultant	TBD			X		100%
<b>Financial Aid Team</b>						
Functional Implementation Manager	Melanie Saracco	Director	X			25%
Functional Module Lead	Bob Hughes	Associate Systems Analyst		X	X	100%
Financial Aid Process Experts	TBD	Process Expert			X	20-25%
Cedar Functional Consultant	TBD			X		100%
<b>Records Team</b>						
Functional Implementation Manager	Zainab Al-Shabibi	Associate Registrar	X			25%
Functional Module Lead	Nancy Hendricks	Lead Records Specialist		X	X	100%
Records Process Experts	TBD	Process Expert			X	20-25%
Cedar Functional Consultant	TBD			X		100%
<b>Student Financials Team</b>						
Functional Implementation Manager	Brian Jenkins	Director	X			25%
Functional Module Leads	Al Viteri & TBD	Finance Systems Administrator		X	X	100%
Student Financials Process Experts	TBD	Process Expert			X	15-20%
Cedar Functional Consultant	TBD			X		100%
<b>Technical Team</b>						
Technical Implementation Manager	Tom Adamski	Director	X			25%
Application Administration Leads	Karin Schott & Abel Zamora	Analyst		X		100%
Systems Administration Leads	William Manes & May Tang			X		100%
Cedar Technical Lead	George Trindle	Senior Consultant	X	X		100%
Cedar Technical Consultant	Jim Connor			X		100%
<b>SPECIAL TEAMS</b>						
<b>Academic Structure Team</b>						
Foundation Lead	Lucy Carreras	Senior Analyst		X		50%
Cedar Functional Consultant	TBD			X		100%
<b>External Report &amp; Data Warehouse Team</b>						
Functional Implementation Manager	Bob Charles	Executive Director	X			25%
Foundation Lead	Lino Barro	Senior Associate		X		50%

Role	Name	Title	SA Council	Core Team	Process Teams	% Time
Cedar Functional Consultant	Mauricio Caulderon			X		100%
<b>Learning Support Team</b>						
Faculty Representatives	TBD	Learning Process Experts	X		X	5-10%
Functional Module Leads & Foundation Leads	TBD			X		
Cedar Functional Consultants	TBD			X		
<b>FIS Integration Team</b>						
Functional Implementation Manager	Brian Jenkins	Director	X			
Functional Module Lead	Al Viteri	Finance Systems Administrator		X		
Cedar Functional Consultant	Mary Roberts			X		
<b>HRSA Upgrade &amp; Integration Team</b>						
Functional Implementation Manager	Jane Self	Interim Director	X			
HR Manager	Ann Overman-Scott	Director	X			
Functional Module Lead	Burt Casey	PeopleSoft Coordinator		X		
Cedar Functional Consultant	Joe Belarde			X		
<b>Portal Team</b>						
Functional Implementation Manager	Tom Adamski	Director	X			
Foundation Lead	TBD			X		
Cedar Functional Consultant	TBD			X		

### 1.8 Scope

The scope of the SA Project has been defined at this preliminary stage as outlined in the table below. In the category of interfaces, we have listed the potential interfaces that will have to be evaluated before confirmed inclusion in the scope. There may be additional interfaces to be included in the scope, but any expansion of the scope will be dependent upon the project budget.

The SA Project will limit the development of programs and processes within Extended University to the elements in Campus Community and Academic Structure necessary for future integration with the exception of External Degree Programs. Functionality to support External Degree Programs is a deliverable within the project. There are currently three external degree programs: Professional MBA, Master of Science in Engineering and Bachelor of Architecture.

Scope Category	Scope Specifics
Version	PeopleSoft SA Version 8 including full web-based self-service features
Modules	<ol style="list-style-type: none"> <li>1. Academic Advising</li> <li>2. Admissions</li> <li>3. Financial Aid</li> <li>4. Student Financials</li> <li>5. Student Records</li> </ol>
Interfaces (This is a preliminary inventory list of interfaces that has not yet been evaluated or confirmed)	<ol style="list-style-type: none"> <li>1. Ecoms</li> <li>2. Student Health Center</li> <li>3. Admissions Upload – may be replaced by PS functionality</li> <li>4. Automated Admissions process - may be replaced by PS functionality</li> <li>5. Classroom Scheduling</li> <li>6. Imaging</li> <li>7. DARS</li> <li>8. IVR/EPOS</li> <li>9. WebCT (similar to Blackboard)</li> <li>10. EDI/Transcripts</li> <li>11. Genl Ledger (includes Library fees, GL Interface, Student Interface)</li> <li>12. Cashiering - currently, Banner does this function so the Cashnet interface may be needed once PS replaces Banner</li> <li>13. Web Credit Card Processing – The scope will probably include an interface for online registration/payment processing</li> <li>14. Data Warehouse</li> <li>15. Parking is currently served by IVR system</li> <li>16. Citations - application within banner (need more analysis)</li> <li>17. OneCard - 3rd party student card vendor</li> <li>18. Web Scholarship Apps (PS functionality)</li> <li>19. Cal Grants (PS functionality)</li> <li>20. FA Work Study (PS functionality)</li> <li>21. Viking (alumni system from Advancement Services)</li> <li>22. Reporting APDS</li> <li>23. CDPS (used by IRP - 3rd party application for instructor utilization)</li> <li>24. Procurement (tracks purchases)</li> <li>25. Teacher Preparation (manages status of teaching credential units)</li> <li>26. Hope Scholarship processing</li> <li>27. SEVIS</li> <li>28. Intranet</li> </ol>
Enabling Technology	PeopleSoft Enterprise Portal (available 2004)
Value Added Application	External Reports and Data Warehouse

## 1.9 Auxiliary Projects

This section lists those projects that are auxiliary to the SA implementation. The criterion used in identifying these projects is that they potentially will impact the SA implementation because of one or more of the following factors: (1) the project may involve the same individuals who are involved in the SA implementation, thus diluting their time available to devote to SA; (2) the project may require financial resources that are allocated to the SA implementation project; and/or (3) the project may divert technical resources from the SA implementation.

Project Title	SA Impact	Timeline
Ecoms	Admissions staff time	In process
DARS	Records & PMT staff time	Present to 05/03
LDAP	I & IT Systems staff time	TBD
Student Receivables	I & IT Applications staff time	Start January 2003

## 1.10 Post-implementation Needs

We outline in this section a list of activities that will need to be continued beyond completion of the implementation project. We include these activities in the Project Charter because of their impact on the long-term success of the implementation and importance to the daily operation of the University. Discussion should start immediately regarding how these activities will be handled and what resources can be committed once the implementation of HRSA Version 8.0 is complete. We assume that future upgrades to the SA software will be constituted as a new project with dedicated funding.

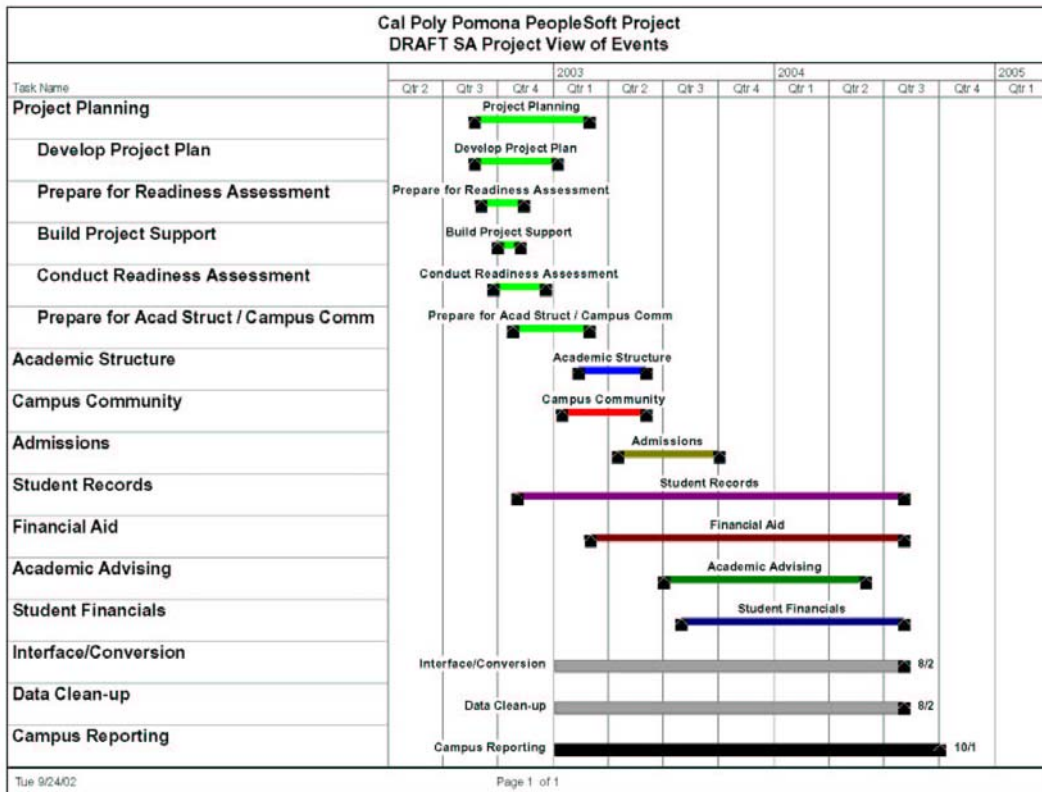
- Refresher training for existing faculty and staff
- End user training for new students, faculty and staff
- User software training for products other than PeopleSoft (i.e. Microsoft Windows, Internet Explorer, Netscape, and reporting tools)
- Help Desk resources and support
- Requests for new interfaces
- Change control and issue management
- CMS software releases and emergency fixes
- Data warehouse reporting
- Data Dictionary maintenance
- Data integrity planning and support
- After the decentralization of PeopleSoft on campus, review the job responsibilities of affected campus employees

## 1.11 Schedule

The Project Management Team and Cedar consultants are building a high level Project Schedule as shown in below in the draft schedule and accompanying Gantt chart. They will continue to refine the Project Schedule until the implementation commences in January 2003.

MODULE CODE	MODULE OR COMPONENT	MONTHS TO IMPLEMENT	START DATE	GO LIVE DATE
	<b>Planning</b>		<b>09/01/02</b>	<b>02/01/03</b>
	Project Plan	3		
	Project Staffing Plan	1		
	Communications Plan	2		
	Current Business Processes	5		
	Work Plan	2		
	HR Integration Plan	2		
	Project End User Assistance Plan	2		
	Project Charter Workshops	2		
	Readiness Assessment	3		
	<b>Go Live #1</b>		<b>01/02/03</b>	<b>06/01/03</b>
AS	Academic Structure	4		
CC	Campus Community	5		
	Initial Training	5		
	Campus Data Warehouse Plan	5		
	Campus Reporting Plan	5		
	Banner Data Cleanup			
	<b>Go Live #2</b>		<b>01/02/03</b>	<b>01/02/04</b>
FA	ISIR Load	5		
FA	ISIR 3C's	11		
FA	Verifications	7		
FA	Term Build	6		
FA	Budget Build	6		
FA	Scholarship Application (Restricted Aid)	7		
FA	Federal Reg. Testing (A & B)	6		
CP	Campus Portal	6		
	<b>Go Live #3</b>		<b>03/01/03</b>	<b>03/01/04</b>
AD	Recruiting Prospects/Integration with ECOMS	6		
AD	Admission/Matriculation	5		
SR	University Catalog/Class Schedule	12		
SR	Student Activation	9		
	<b>Go Live #4</b>		<b>11/01/03</b>	<b>04/01/04</b>
FA	Pre-disbursement Setup			
FA	Financial Aid Award - New Students	4		
FA	Financial Aid Award - Continuing Students	4		
FA	Satisfactory Academic Progress	6		
FA	Loan Processing	6		
AA	Transfer Credit/Integration with DARS	5		
	<b>Go Live #5</b>		<b>06/01/03</b>	<b>06/01/04</b>
SR	Term Activation			
SR	Registration & Add/Drop	10		
SR	Academic Transcripts	8		
SR	Degrees	12		
AA	Advising and Pre-requisite Checking/DARS to PS	12		
FA	Authorization & Disbursement	4		
FA	College Work Study	4		
FA	Pell Grant Processing	2		

MODULE CODE	MODULE OR COMPONENT	MONTHS TO IMPLEMENT	START DATE	GO LIVE DATE
	<b>Go Live #6</b>		<b>07/01/03</b>	<b>07/01/04</b>
SF	SF/FA Item Types	5		
SF	Define Student Financials	12		
SF	Tuition Calculation	11		
SF	Maintain Receivables	12		
SF	Bill Customers	8		
SF	SF Refunding	12		
SF	Credit History / Maintain Customers	5		
SF	SF Payment Plans and Third Party Contracts	4		
SF	SF Collections	2		
SF	SF 3C's	4		
	<b>Go Live #7</b>		<b>08/01/03</b>	<b>08/01/04</b>
SR	Grades	12		
FA	Reconciliation	2		
SF	Reporting	1		
	<b>MODULE CODE KEY</b>			
AA	Academic Advising			
AS	Academic Structure			
AD	Admissions			
CC	Campus Community			
CP	Campus Portal			
FA	Financial Aid			
SF	Student Financials			
SR	Student Records			



## **1.12 Project Resources**

### **1.12.1 Facilities**

Two modular buildings will be dedicated to the project during system implementation (June 2002 through December 2004). The buildings will accommodate all project participants dedicated full-time to the project. They are equipped with modular furniture that can be configured into two conference rooms. These rooms will help meet the needs of IDP sessions early in the project. They are convertible to classroom format for testing and training use later in the project. The central location of this facility will facilitate involvement by the many subject matter experts throughout the campus.

### **1.12.2 Operating Environment**

The CMS project will utilize a centralized technical architecture strategy while still allowing campus flexibility and autonomy. While a baseline will be developed for all campuses, the database environments will be separate for each campus. Campuses will “own” their data, which will be stored in their database instances. Each campus will manage their own development, test and training databases. CMS Central (SOSS and HOSS) will manage the baseline database instances and the production database instance for all campuses. They are responsible for database infrastructure integrity while each campus is responsible for the integrity of the data.

The PeopleSoft software consists of various servers including the database, application, and web servers. All servers will reside in the Unisys data center in Salt Lake City, Utah. The data center will be outsourced to a service provider currently referred to by the CSU as HOSS. The operating system of choice will be UNIX due to its robust and manageable qualities.

Oracle will be the database management system employed. In addition to the normal online transaction processing (OLTP) database, there will be a replicated reporting database to avoid report contention with real time processing. Data warehousing is not considered within the scope of the CMS project and will be left to local campus initiatives. Cal Poly Pomona has chosen to implement a data warehouse, which will be campus maintained and reside on campus hardware.

PeopleSoft’s four-tier architecture required for PeopleSoft version 8 will be used. Dedicated report and batch servers will support the scheduling of reports and batch processes.

CSU’s existing 4CNet wide area network (WAN) infrastructure will be used to support CMS. A dedicated T-1 or greater link to this backbone should be available from each campus. Local campus networks should provide at least 10MB capacity to the desktop. Careful planning, load testing and ongoing monitoring and management will be required to insure this network will meet the critical needs of CMS.

### **1.12.3 Administrative Support**

Administrative support for the project will be shared by existing employees and student workers in the Instructional and Information Technology Division and the Student Affairs Division.

## **2.0 Risk Analysis and Change Processes**

Within this section, we present descriptions of processes to manage issues and change, make decisions and analyze potential project risks. For the identified risks, we have proposed mitigating actions to eliminate or minimize the risks. We note that the CMS modification governance process, included herein, was developed by the CMS project.

### **2.1 Issue Management**

An issue is a situation, action, problem or question arising during the performance of the project which may or may not be efficiently or effectively resolved within an individual Function Team. An issue may also be related to a change in business process or the lack of a policy to guide the configuration and setup of the system. Left unresolved, an issue will impede or prohibit project-related progress or development by delaying or suspending work effort. An issue may become a request for change to operational procedures, institutional policy, or to the administrative software system. The latter, when accepted for inclusion in the implementation plan, may become a software customization.

The purpose of issue resolution and change management is to ensure issues are identified, logged and tracked using established formats in order to facilitate timely solutions and minimize project delays. The implementation of this process will establish an environment in which the user and project team are:

1. Sensitive to the implications of change.
2. Examine proposed changes deliberately.
3. Understand that any change has the potential for affecting contracts, cost, schedule or specifications.
4. Establish and agree on the impact of a change before making a commitment to the change.

### **2.2 Assumptions**

The effectiveness of issue and change management is dependent on the following assumptions:

1. We will commit to consistently use the Issue and Change Management process across all functional area implementations will enable the rapid and efficient processing of issues/changes.
2. There will be timely update and review of the Issue/Change database.
3. The log will be reviewed by the Function Team Leaders at least once a week.
4. There will be accurate and complete descriptions of issues and changes.
5. There will be recognition of issues and changes that have cross-functional ramifications.

6. The evaluation and resolution process will be simple and easy to follow. It will take advantage of many means of communication to the project participants. Some of these will include, but will not be limited to, e-mail, voice mail, and verbal conversation.

### **2.3 Roles and Responsibilities in Issues Management**

The Project Director is ultimately responsible for the overall management of resolving issues that arise during the project. The Functional Implementation Managers are responsible for implementing and facilitating programs to manage these issues. The Executive Sponsors, Steering Committee and the Cabinet will assist with issues, which become escalated or issues that become significant changes.

### **2.4 Issue/Change Resolution Process**

Below is an outline for submitting issues and change requests related to the project for resolution.

#### **2.4.1 Submitting Issues and Change Requests**

All project team members are encouraged to communicate issues as they arise. Though not limited to this list, issues and change requests can be submitted from the following list of sources: business process review sessions, function team leader meetings, consultant observations, project management, Executive Sponsors, or the Steering Committee.

#### **2.4.2 Evaluating and Resolving Issues and Change Requests**

Issues and change requests are evaluated based on their level of impact to the project timeline, resource requirements, funding, scope, and impact to the campus community. Based on the level of impact, the issue or change requests are escalated to the appropriate level of project leadership for resolution. As issues and change requests are escalated, the preceding levels review the recommendation, provide input and make recommendations to the successive level.

### **2.5 Escalation Criteria**

Based on the level of impact, the issue or change requests are escalated to the appropriate level of project leadership for resolution. Impact is measured in terms of timeline, resource requirements, funding, scope, and impact to the campus community

*Note: As issues and change requests are escalated, the preceding level reviews the recommendation, provide input and make recommendations to the successive level.*

**Level 1:** Decisions are made at this level when the scope of impact is limited to a specific Function Team (defined as being the owner of the affected data) with no impact on another team or their data. (e.g., Functional Module Lead, Foundation Lead, Functional Implementation Manager and related process team.)

**Level 2:** Decisions are made at this level when the scope of impact is limited to one or more function teams within a division, such as when data is shared cross functionally or level of impact affects more than one team. (e.g., Functional Implementation Managers, Project Management Team.)

**Level 3:** Decisions are made at this level when the scope of impact is cross divisional limited to Academic Affairs, Administrative Affairs, Student Affairs and Instructional & Information Technology, such as Technology support issues, Academic Affairs, Administrative Affairs or Student Affairs support requirements.

**Level 4:** Decisions are made at this level when the scope of impact is cross-divisional (e.g., University Advancement, President's Office, etc.) or when the impact has the potential of impacting the campus community (service expectations, etc.)

**Level 5:** Decisions are made at this level when the scope of impact is significant and/or related to campus-wide policies and/or procedures.

## 2.6 Escalation Assumptions

1. The Executive Sponsors are informed and consulted regarding decisions made at Level 2 and above.
2. The Steering Committee is informed and consulted regarding decisions made at Level 3 and above.
3. As issues and change requests are escalated, the preceding level reviews the issue or change requests, provides input and makes recommendations to the successive level.
4. Academic policy issues will be referred to the Academic Senate for review and recommendation.

## 2.7 Decision Timeline

At any time that a decision is required, appropriate action will be taken to expedite the decision-making process and to avoid delay in the project. Electronic communication, ad hoc meetings, recommendation for action to a higher level and other approaches may be used. It is the responsibility of the Project Management Team, and the Project Director, in particular, to make certain that the issue is escalated to the appropriate level with an appropriate recommendation and that the urgency is understood. No issue can be held at any level more than one week without resolution.

To make the escalation process better informed, we will use a form to share relevant information. The form will be used to escalate issues to Levels 3 – 5 and it will require the following information:

1. Date of escalation for each level.
2. A description of the issue.
3. A list of who is affected by the issue.
4. A description of the impact to the functional department, end users (faculty, staff, students), etc.
5. A list of persons who have been consulted on the issue.

6. An explanation of the consequences resulting from inaction.
7. The final resolution.
8. Signatures for appropriate decision-making levels.

## 2.8 Campus Decision Making Matrix

The purpose of this matrix is to provide a framework for escalating issues at a campus level. If the issues pertain to software modification, they are escalated to the CMS leadership following the Software Governance Guidelines.

Description	Level 1	Level 2	Level 3	Level 4	Level 5
Project Scope	PMT FIM	PMT	AVP Council Executive Sponsors	Steering Committee	Cabinet/ President
Project Management	PMT FIM	PMT	AVP Council Executive Sponsors	Steering Committee	Cabinet/ President
Funding & Budget	PMT FIM	PMT	AVP Council Executive Sponsors	Steering Committee	Cabinet/ President
Fit/Gap Analysis	PMT FML FL Lead Consultant	PMT FIM SA Council	AVP Council Executive Sponsors	Steering Committee	Cabinet/ President
Academic Policy	PMT FML FL Lead Consultant	PMT FIM SA Council	AVP Council Executive Sponsors	Academic Senate Steering Committee	Cabinet/ President
Security	PMT FML FL Lead Consultant	PMT FIM SA Council	AVP Council Executive Sponsors	Steering Committee	Cabinet/ President
Table Set-ups	PMT FML FL Lead Consultant	PMT FIM SA Council	AVP Council Executive Sponsors	Steering Committee	Cabinet/ President
Data Conversions & Interfaces w/ Existing Applications	PMT FML FL Lead Consultant	PMT FIM SA Council	AVP Council Executive Sponsors	Steering Committee	Cabinet/ President
Testing	PMT FML FL Lead Consultant	PMT FIM SA Council	AVP Council Executive Sponsors	Steering Committee	Cabinet/ President

## 2.9 Good Judgment Criteria

Although it is important to establish clear guidelines for decision-making, these should never stand in the way of good judgment. Generally speaking, this means that the impact of a decision determines who should be involved in the decision process - where the decision should be made and who should be consulted. There are times when a

decision may fit the guidelines, but a political sensitivity or linkage with a bigger issue will dictate a broader process. Also, in seeking consultation on decisions, a reasonable protocol should be followed; however, the formal project organization should not stand in the way of reaching key persons for consultation when urgency demands.

## **2.10 CMS Modification Governance**

The PeopleSoft application software has evolved to meet the majority of the needs of the institutions implementing the software. However, no packaged software is likely to meet all the real and perceived needs of an institution.

Due to the cost of making and maintaining modifications to the delivered PeopleSoft application software, requests for modifications will be considered through a review process outlined in the CMS Decision-Making Process, posted on the CMS website, <http://cms.calstate.edu>.

Campuses will collaborate to define the most effective business processes possible for the CSU in prototyping the PeopleSoft application and make business process changes on their campuses as appropriate.

### **2.10.1 Modifications Categories**

State / Legal / Collective Bargaining Requirement– There is a State / Legal / Collective bargaining requirement to an external agency that cannot be eliminated or changed. The requirement will be cited, subjected to careful review for alternative interpretations and challenged if reasonable to do so. The modification will be implemented in a timeframe set by CSU Executives, the Board of Trustees or regulation.

CSU Business Requirement - There are policy compliance and reporting requirements to the Chancellor's Office. The appropriate office in the Chancellor's Office will be informed of the costs. The modification will be implemented in a timeframe set by CSU Executives, the Board of Trustees or regulation.

Productivity Enhancement - There is a substantiated, well-documented business case, i.e., cost benefit, to participating campuses for the modification based on real costs and savings.

Software Improvement - This is a “nice to have” and/or enhancement.

### **2.10.2 Modification Decision Criteria**

Use of ‘delivered PeopleSoft functionality’ (i.e. “Vanilla”) is assumed unless compelling justification can be made. Each proposed modification to PeopleSoft software as delivered will be considered based on one of the following four decision criteria.

The modification would impact a campus’ ability to go-live or operate in the production environment, or the modification is a result of collective bargaining, Trustee requirements, Executive direction, or State and/or Federal regulations. Examples of the

campus inability to go live include the inability to produce an accurate paycheck for an employee or the inability to perform financial close process.

The modification would result in a significant reduction in manual effort. Examples include campuses needing to perform dual data entry for all positive pay employees in order to produce a paycheck or situations where a large number of end users would be negatively impacted.

The modification would provide a CMS project feature that would maintain a significant service level or add significant and widespread recognition of the project as an improvement in administrative productivity and/or service. Without the modification, additional staff would be necessary to perform the business process.

## **2.11 Methodology**

There are four phases in the typical Cedar methodology: Organization and Planning; Design and Prototype; Detail Design, Development and Implementation; and Post-Implementation. The following descriptions of each phase include the objective of the phase, a description of the process used to accomplish the objective, and the deliverables that are developed for each phase.

### **2.11.1 Phase One: Organization and Planning**

#### **Objective**

Define the goals, objectives, scope, organization, activities, timeline and resources necessary to guide the project to a successful completion.

#### **Process**

We will collaboratively develop a Project Charter to guide the implementation and serve as a communication medium. Working with the Executive Sponsor, Project Team and Steering Committee (or other appropriate entities) we will formulate the following information: goals, objectives, scope, organization, staffing, roles and responsibilities, a risk analysis and critical success factors. Based upon the finalized Project Charter, we will proceed to formulate a Project Plan.

We utilize Microsoft Project to develop and maintain a detailed Project Plan that lists tasks in sequential order with corresponding start and finish dates, proposed staff, and projected duration for each task. Once the Cedar project manager has drafted the Plan, it is refined in collaboration with the Implementation Team and IT staff. The Cedar project manager and the campus project leader will ensure the systematic and timely collection of measurable, meaningful and accurate information to maintain the Plan.

## **Phase One Deliverables**

1. Monthly review meetings and project status reports
2. Planning documents: Project Charter, Project Plans, Communications Plan, End-User Training Plan, Conversion, Testing and Interface Strategies
3. Team Roles and Responsibilities
4. Risk Analysis and Critical Success Factors
5. Issues Resolution and Change Control Policies
6. Quality Assurance Plan

### **2.11.2 Phase Two: Design and Prototyping**

#### **Objective**

Design and develop prototypes of high priority processes, train staff in the use of the system, accelerate system set-up and assess project progress, especially organizational adaptation to change.

#### **Process**

Interactive Design/Prototyping™ ("IDP") is the Cedar methodology for systems and business process design that accelerates the initial stages of a project. We begin the prototyping sessions with various Process Teams in their respective functional areas, using Cedar's IDP Workbooks. Customer participants on the Process Teams provide expertise in a specific business process area or knowledge of the relevant data and data structures, while Cedar consultants provide expertise in the software functionality and the data structure related to the specific business process area.

In the IDP sessions, we walk Process Teams through the new system functionality and compare that with high priority business processes within their respective functional areas. This "fit/gap analysis" leads to defining and documenting Functional Requirements for Modifications to the system; setting up customer-specific data tables in a phased manner according to system inter-dependencies; and creating Business Process Guides documenting optimal procedures for each respective business process area. Upon completion of an IDP session, the Customer's technical staff may develop any of the required modifications to the system or contract separately with Cedar to develop them.

## **Phase Two Deliverables**

1. IDP Sessions Minutes
2. An overall logical flow of the system with interface points as required
3. Functional and technical modification requirements
4. Assessment of report requirements and interfaces with existing internal systems and third party vendor systems
5. Development of security templates and security requirements
6. Refined end-user training strategy

7. Definition of reconciliation requirements and processes
8. Business Process Guides

### **2.11.3 Phase Three: Detail Design, Development and Implementation**

#### **Objective**

Develop detailed specifications for adaptations documented in the IDP process, map the existing data from the current system to the new system, conduct testing and prepare end users to use the system successfully.

#### **Process**

During this activity the design specifications and other requirements developed earlier are used to guide the changes to the system. Specific tasks will include the following:

1. Load tables with college-specific rules, event definitions, edits, and reference data
2. Develop new or modified panels and tables
3. Build hierarchical structure for reporting
4. Define and develop combination editing rules
5. Define allocation rules and procedures
6. Code and test new or revised processing and reports
7. Create reports
8. Finalize security definitions and the data dictionary

Our testing program will begin with a Test Plan developed jointly by Cedar and Cal Poly Pomona Implementation Team members. The test plan explains what is to be tested and the criteria for evaluating the test results. The Implementation Team will review all test results. The typical test plan encompasses both functional and technical users and includes unit testing, system integration testing, acceptance testing, system stress testing/performance and beta/parallel testing. If customizations are made, we also test the customizations. Any exposures revealed during the test will result in the creation of new tasks with deadlines. Required coding corrections are made and testing continues until all conditions are successfully tested. This testing is the final development activity for an individual component.

The training plan is developed early in the project to assure that project and technical team members are trained early in the process and that end users are trained just prior to implementation.

#### **Phase Three Deliverables**

1. Business Process Guides
2. User Acceptance
3. Systems operation documentation
4. End User Training documentation and aids
5. Go Live

## **2.11.4 Phase Four: Post-implementation**

### **Objective**

Confirm that the system is properly operating and successfully implemented with users.

### **Process**

Cedar works with the Implementation Team, Technical Team and end users to gather information regarding the success of the implementation project. This review will focus on the following factors:

1. Ensure that the system has been fully documented.
2. Ensure that knowledge transfer has been successful.
3. Review operational performance of the implemented system.
4. Conduct an analysis of the system's success in supporting business objectives.
5. Assess client/user satisfaction with the new system.

This information is incorporated into a Quality Assurance Audit Report that is presented to the Implementation Steering Committee. In addition, Cedar requests that all project participants complete a customer satisfaction survey.

### **Phase Four Deliverables**

1. Post Implementation Review
2. Quality Assurance Review
3. Client Satisfaction Survey

## **2.12 Project Risk Analysis**

### **2.12.1 Risk Analysis Framework**

The purpose of this section is to present our analysis of the potential risks to the success of the project. The framework for the analysis is an adaptation from the CMS Readiness Assessment Guidelines and includes the following categories of examination:

1. Sponsorship and campus commitment
2. Funding
3. Communications
4. Project management
5. Functional participation
6. Information Technology support and environment
7. Training
8. Help Desk

For each risk that is identified in these categories, we projected the probability of their occurrence and potential impact using a rating of high, medium or low. We then ranked the risks according to their importance by selecting those of highest probability and

impact. We developed mitigating actions to eliminate or minimize the risks of the highest ranked risks. We used the following definitions in our analysis.

Risk Item -This is a brief description of a risk associated with the current situation or emerging environment.

Rating of Risks

Threat - This is an indication of the probability that this risk item will occur during the course of the project:

1. High: There is evidence of the risk.
2. Medium: There are many indicators that the risk will emerge.
3. Low: There are a few indicators that the risk will emerge.

Impact - This is an indication of the level of effect that this risk will have on the project if the risk materializes. The impact has a weighted factor of two:

2. High: the risk cannot be eliminated without additional resources and/or support.
4. Medium: the risk can be eliminated with some effort.
6. Low: the risk can be easily eliminated.

Risk Rank - This is the combination of the threat and impact to determine the relative level of risk to the success of the project.

Mitigating Actions - This is a brief description of the activities and initiatives that are expected to reduce or eliminate the threat or impact of the highly ranked risk items.

**2.12.2 Risk Analysis by Risk Category**

The Charter Workshop participants identified the following risks in their category teams. They rated the risks, ranked them and developed mitigating actions. The highest ranked risk (5) was then incorporated into the composite of the risk analysis and ranked in relation to the highest ranked risk from all the other risk category teams.

Risk Rank	Risk Statement	Threat	Impact	Mitigating Actions
<b>Sponsorship and Commitment</b>				
5	Resistance to change	High	High	<ul style="list-style-type: none"> <li>▪ Develop and implement a Change Management Plan</li> <li>▪ Develop a Communication Plan</li> <li>▪ Develop a Training Plan</li> <li>▪ Develop a Recognition System</li> </ul>
4	Ineffective communication	Med	High	<ul style="list-style-type: none"> <li>▪ Develop a Communication Plan with multiple delivery mechanisms</li> <li>▪ Develop touch points</li> </ul>
3	Fluctuating leadership	High	Med	<ul style="list-style-type: none"> <li>▪ Develop an alternate decision making process for back-up, empower subordinates</li> <li>▪ Develop a Communication Plan</li> </ul>

Risk Rank	Risk Statement	Threat	Impact	Mitigating Actions
<b>Funding</b>				
5	State budget cuts	High	High	<ul style="list-style-type: none"> <li>▪ Slow roll out</li> <li>▪ Offer less service</li> <li>▪ Change our business processes</li> <li>▪ Charge a technology fee</li> </ul>
4	There will be dollars for start up but not for post-implementation	High	High	<ul style="list-style-type: none"> <li>▪ Inform VPs regarding the reality of post-implementation support and develop budget estimates to support post-implementation</li> <li>▪ Define roles and responsibilities post-implementation</li> </ul>
3	Competing budget priorities	High	Med	<ul style="list-style-type: none"> <li>▪ Clarify operational versus project costs</li> </ul>
2	Funding needs not adequately addressed, unknowns	Med	Med	<ul style="list-style-type: none"> <li>▪ Steering Committee propose budget</li> </ul>
1	Allocation of backfill dollars	Low	Med	<ul style="list-style-type: none"> <li>▪ Although there is some funding for backfill, there needs to be a better definition and communication of backfill plans so that people understand at what level we backfill and the available dollars.</li> <li>▪ Be cognizant of timing of backfill.</li> </ul>
<b>Communication</b>				
5	Banner project experiences are negatively influencing the team's perception of the SA project, and impacting their ability to proceed...	High	High	<ul style="list-style-type: none"> <li>▪ Develop a "Lessons Learned" document from those who were involved in the Banner implementation and share with those involved in this project</li> <li>▪ Have a QA at each milestone to assess whether the same or similar issues are present and take action to address them.</li> </ul>
5	There will be a lack of accurate, honest, clear timely flow of information	Med	Low	<ul style="list-style-type: none"> <li>▪ Have an accurate, honest, clear and timely flow of information of both negative and positive information and its impact</li> <li>▪ Have an open and honest discussion about what the true decisions are and their impact</li> </ul>
4	Lack of communication, including information about lost functionality	High	High	<ul style="list-style-type: none"> <li>▪ Develop a monthly mandatory meeting of all responsible constituents where status of information can be relayed and questions asked and answered honestly. If necessary, provide background information to support answers.</li> </ul>
<b>Project Management</b>				
5	Not meeting deadlines	High	High	<ul style="list-style-type: none"> <li>▪ Proper allocation of resources</li> <li>▪ Change deadlines</li> <li>▪ Change scope of project/scope creep</li> <li>▪ Management</li> <li>▪ Monitor progress</li> </ul>
4	Resource depletion	High	Med	<ul style="list-style-type: none"> <li>▪ Properly allocate resources</li> <li>▪ Reallocate or add resources as needed</li> </ul>
3	Scope creep	High	Med	<ul style="list-style-type: none"> <li>▪ Implement decision making process to review demands on scope and determine appropriateness of adjustments to the scope</li> </ul>

Risk Rank	Risk Statement	Threat	Impact	Mitigating Actions
2	Lack of communication	Med	Low	<ul style="list-style-type: none"> <li>▪ Build communication plan</li> <li>▪ Hold additional meetings</li> <li>▪ Distribute additional materials, information, training</li> </ul>
1	Unclear goals/direction	Med	Low	<ul style="list-style-type: none"> <li>▪ Review goals with Steering and/or Executive Committees to define goals</li> </ul>
<b>Functional Participation</b>				
5	Making time for the project and meeting deadlines versus maintaining daily operations	High	High	<ul style="list-style-type: none"> <li>▪ Develop and implement adequate staffing/backfill plan</li> <li>▪ Proper allocation of resources</li> <li>▪ Change deadlines</li> <li>▪ Change scope of project/scope creep</li> <li>▪ Management</li> <li>▪ Monitor progress</li> </ul>
4	Mitigating action for highest ranked risk won't occur	Med	High	<ul style="list-style-type: none"> <li>▪ Continuous communication with campus of realistic expectations</li> </ul>
<b>Training and Technical Support</b>				
5	Inadequate technology support, Help Desk and inadequate user training	High	High	<ul style="list-style-type: none"> <li>▪ Provide resources for staffing</li> <li>▪ Assure qualified technology and Help desk support</li> <li>▪ Single point of contact "Triage"</li> <li>▪ Management support of Help Desk</li> <li>▪ Provide adequate resources for training</li> <li>▪ Provide better qualified, prepared, effective trainers</li> <li>▪ There should be outcomes-based training from competent trainers</li> </ul>
5	Organizational structure is not in place for post-implementation support for end user assistance (training/documentation/help desk)	High	High	<p>Escalate to Steering Committee for following considerations:</p> <ul style="list-style-type: none"> <li>▪ Create organizational structure (hire/augment existing responsibilities)</li> <li>▪ Determine how existing Help Desk structure will improve to deliver required end user assistance services</li> </ul> <p>Steering Committee established a subcommittee to address the issues of on-going training, help desk support and documentation on 11/26/02. Members include Dr. Pamela McQuesten (chair), Gary Fredericksen, Ray Inge, Dr. Rochelle Kellner, Darwin Labordo, and Dr. Lynn Turner.</p>
4	Ill-timed user training	Med	High	<ul style="list-style-type: none"> <li>▪ Plan training schedule for "just in time" training</li> <li>▪ Specify training schedule in project plan</li> </ul>
3	Poorly attended training	High	Med	<ul style="list-style-type: none"> <li>▪ Offer on-line training</li> <li>▪ Encourage supervisors to support training as a priority</li> </ul>
2	Disconnect between training and learning	Med	High	<ul style="list-style-type: none"> <li>▪ Design training that is relevant to and appropriate for the audience</li> </ul>

We note that another risk was identified during a discussion of the Case for Action in the Communication Section of the Charter that pertained to the issue of data integrity and its impact upon consistency and accuracy in reporting. Because there is concern that this issue may persist into the new system environment, we recommend a mitigating action of developing a data dictionary or other data definition tool so that there is an understanding of the data and the assumptions upon which the data were defined.

### 2.12.3 Composite Risk Analysis

To determine which risks are expected to have the highest impact for the overall project, we extracted the highest ranked risk from each category in the preceding section and developed a composite risk summary as presented in the following table. These risks are ranked from high (5) to low (1) according to their expected impact on the overall project.

Risk Rank	Risk Item	Threat	Impact	Mitigating Actions
5	Making time for the project and meeting deadlines while maintaining daily operations	High	High	<ul style="list-style-type: none"> <li>▪ Develop and implement adequate staffing/backfill plan</li> <li>▪ Proper allocation of resources</li> <li>▪ Change deadlines</li> <li>▪ Change scope of project/scope creep</li> <li>▪ Management</li> <li>▪ Monitor progress</li> </ul>
4	State budget cuts resulting in campus budget cuts and insufficient funding for the project	High	High	<ul style="list-style-type: none"> <li>▪ Slow roll out</li> <li>▪ Offer less service</li> <li>▪ Change our business processes</li> <li>▪ Charge a technology fee</li> </ul>
3	Lack of accurate, honest, clear timely flow of information (both negative and positive) and its impact	High	Med	<ul style="list-style-type: none"> <li>▪ Monthly open forums with mandatory with executive sponsors and experts on hand</li> <li>▪ Participation from decision makers and their key personnel</li> <li>▪ Answers must be honest and supported by evidence</li> </ul>
2	Resistance to change	High	High	<ul style="list-style-type: none"> <li>▪ Develop and implement a Change Management Plan</li> <li>▪ Develop a Communication Plan</li> <li>▪ Develop a Training Plan</li> <li>▪ Develop a Recognition System</li> </ul>
1	Inadequate technology support, Help Desk and inadequate user training	High	High	<ul style="list-style-type: none"> <li>▪ Provide resources for staffing</li> <li>▪ Assure qualified technology and Help desk support</li> <li>▪ Single point of contact "Triage"</li> <li>▪ Management support of Help Desk</li> <li>▪ Provide adequate resources for training</li> <li>▪ Provide better qualified, prepared, effective trainers</li> <li>▪ There should be outcomes-based training from competent trainers</li> </ul>

### 2.13 Change Management Strategy

The purpose of this section is to set forth a change management strategy that will assist the campus community in enabling and embracing the change that may occur in campus processes, roles and responsibilities, and organizational dynamics as a result of implementing a system that provides new tools and information. We recognize that there will be changes that are externally imposed and that the campus will need to identify ways in which to effectively accommodate these changes.

The basic premise of our change management strategy is “honest communication and involvement.” A proposed strategy statement is presented below.

SA project participants will facilitate the process of change to achieve the vision and mission of the SA Implementation project by:

- Communicating the truth in setting expectations that are based upon realistic timelines.
- Candidly communicating the limits and the benefits of the capabilities that are to be delivered.
- Involving users early in the process to build a sense of ownership within the user community
- Listening and responding in a proactive and timely manner to real and perceived issues and needs by providing a structure for input.
- Openly and frequently communicate a consistent message.
- Communicating about the forthcoming changes with an optimistic attitude and positive perspective.
- Frequently conducting reality checks.
- Facilitating change through informed leaders who share information campus wide regarding the benefits that campus constituencies will receive once the system is implemented.

The stage at which most of the involvement will occur is in the Interactive Design and Prototyping (IDP) phase in which project participants discuss their current processes, become familiar with the capabilities of the software, and identify how their current processes should be changed, if necessary, based upon the best practices made possible by the software. The prototypes should be shared and discussed with those who will be impacted by the change and those who ultimately will have responsibility to implement the changes, particularly when the changes impact roles, responsibilities, and cross-organizational processes. The dialog should first yield an understanding and acknowledgement of their issues, followed by a discussion of the relevant benefits to the constituency of the new process and concluding with a collaborative problem solving session that will result in a process that meets their primary needs and is supported by the software.

### 2.14 Approach for the Use of Social Security Numbers

The Steering Committee intends for the PeopleSoft Student Administration system to be consistent with the campus' efforts to minimize the current pervasive use of Social Security Numbers on campus. To minimize the use of SSNs on PeopleSoft reports and online queries, the Steering Committee suggested the development of a Joint Policy on

the Utilization, Protection and Access to Social Security Numbers. Ray Inge will lead the development of this policy due to his current role as the head of a task force assigned to investigate the use of SSNs on campus. Additionally, Mike Berman is working on the CSU Identity Management Project, which is evaluating the assignment of a unique ID to all students, faculty and staff across the CSU.

### **3.0 Communications Plan**

The purpose of this section of the Charter is to present a Communications Plan to fulfill the CMS Readiness Assessment Guidelines, build and maintain support for the project, and enhance success of the project by effective and efficient communications. The section begins with a set of communications goals. A Case for Action is then presented, followed by an audience information requirements analysis. We conclude this section with a description of the communications programs to be planned, managed and evaluated.

#### **3.1 Communications Goals**

1. Communicate effectively with the campus community about the PeopleSoft Student Administration software and project, including its benefits and limitations, features, project funding sources and costs, implementation progress, and impact upon academic programs and priorities.
2. Establish and consistently communicate a level of expectation that can be achieved.
3. Ensure that project team members and leaders know their responsibilities, assignments, schedules, deadlines and project status.
4. Provide a vehicle for input, participation and feedback by the University community.
5. Follow a communication process in which issues are acknowledged, action is taken and outcomes are communicated.
6. Provide information that is needed by concerned parties to clarify issues, resolve conflicts and/or effect campus process changes in a timely manner.
7. Regularly recognize project and participant accomplishments.
8. Pro-actively inform the campus community through multiple communication media.

#### **3.2 The Case for Action**

A “Case for Action” provides a compelling business case or rationale for undertaking a major initiative. We begin our Case for Action by first presenting relevant compelling issues faced by the CSU. We then identify the benefits that Cal Poly Pomona is expected to receive by implementing the Student Administration system. These benefits are the compelling factors of our Case for Action.

##### **3.2.1 The CSU Case for Action**

“The CSU is headed for severe problems with current existing (legacy) administrative systems and must do something about it. These systems are the ones that provide financial management for the institution; payroll and human resources information; student information such as grades, financial aid status, course transcripts, and, a host

of other “back room operations that go largely unnoticed, but without which the institution would come to a crashing halt. Problems include:

- Increased demand for services, by both academic and administrative users and students, is continuous, but most legacy systems have reached the limits of their technical capabilities.
- The demand for timely and accurate management information for decision making/support is only marginally met by current systems.
- The cost of “status quo” continues to grow. Putting more scarce resources to keep inadequate legacy systems limping along is a waste of tax dollars, and every year the decision is delayed, the cost for a solution increases.
- CMS is being done now as a system-wide effort to head off the greater costs of a prolonged, campus-by-campus approach which could spread over the next 10-15 years.
- Implementing CMS now will assure that CSU can continue essential services into the future on a state-of-the-art technology platform.
- CMS will have economies of scale over the lifecycle of the project because the campuses will all implement from a single operations data center using a single maintenance support organization.”

Source: “Why CMS,” October, 1999

### 3.2.2 Cal Poly Pomona’s Case for Action

By implementing the PeopleSoft Student Administration System, Cal Poly Pomona will strive to realize the following benefits:

1. Enhance current and provide new capabilities that empower students, faculty, and staff through implementation of Web self-service functionality.
2. Streamline campus processes throughout the University by integrating cross-functional areas and eliminating duplication of effort and resources.
3. Invest in an information technology infrastructure to meet student expectations, respond to unmet user needs and support the technology-focused mission of the institution.
4. Facilitate the development of accurate, appropriate and timely reports for campus management and planning by developing consistent, common data definitions and deploying new reporting tools.
5. Leverage the support resources of the CMS project.

### 3.3 Information Requirements by Audience

The most important component of a communication plan is to understand the information needs of those who will be impacted by, responsible for and/or interested in the project. To identify or organize audience information requirements, we used a framework that is structured into the following information categories: (1) project

management, (2) policy, (3) business processes, (4) software functionality, (5) training and support and (6) technical. Using this framework, the Charter Workshop participants identified examples of what information was needed, suggested communication media and proposed frequency of communication. A summary of the examples is described in the following sections. Specific examples are included in the Appendix.

### **3.3.1 Campus Community Information Requirements**

This audience is comprised of those individuals or groups who will be interested in the status of the project because they will be impacted by the implementation of the software. We have grouped these individuals into students, faculty and staff audiences.

#### **3.3.1.1 Students**

We expect that students will be interested primarily in what capabilities the new system will provide, particularly self-service capabilities, and when these will be available. They also are interested in knowing whom to contact if they encounter a problem and what tools and technology they will need. Their preferred media is electronic communication and the suggested frequency is monthly.

#### **3.3.1.2 Faculty**

We expect that faculty will be interested in knowing how the system can expedite processes related to student record keeping and accessibility to student advising information. Faculty are interested in information about how dollars are being allocated and spent on the project. They also want to know what might go wrong that could affect their classes and whom to contact if they need assistance. Their preferred media and frequency is electronic communication on a monthly basis.

#### **3.3.1.3 Staff**

Staff are interested in how the new system will affect their jobs and what impact it will have on policies and processes. They want to know how the software will function and when the modules will become active. They desire information regarding user documentation and training. Their preferred media and frequency is electronic communication on a monthly basis or on-going, as needed.

### **3.3.2 Project Participants**

This audience encompasses those individuals or groups who will be directly involved in prototyping, configuring, converting, testing and training users in the use of the software. We have organized these participants into functional and technical audiences.

#### **3.3.2.1 Functional Participants**

Functional project participants are especially interested in project management information such as timelines, project status and roles and responsibilities. Project participants desire information pertaining to training and support, including when they will be trained and what classes they should take. They also want information pertaining

to the impact of the new system on business processes and fit/gap results. Their preferred media and frequency of communication is a combination of electronic communication and events on a weekly basis and as needed.

### **3.3.2.2 Technical Participants**

Technical project participants are interested primarily in project management information such as the project status, project plan, timing of their involvement, resource issues and project risks/issues. They want information pertaining to the details of the software environment and the training schedule and curriculum for technical staff. Their preferred media and frequency is electronic communication on a monthly basis.

### **3.3.3 Project Management**

This audience is comprised of those individuals who will be planning and managing the project and be responsible for reporting project progress. They are primarily interested in project management information to encompass the project plan, charter, timeline, budget, structure, roles and responsibilities, status reports, issue management and staffing and backfill. They also are interested in information about training, support and the technical environment. They desire information about how the system will impact policies and processes. Their preferred media and frequency is electronic media on an on-going basis. The Project Management Team will use CMS reporting templates for weekly and monthly updates. Examples of the templates are included in the Appendix.

### **3.3.4 Project Leadership**

This audience consists of those individuals or groups who will be guiding and monitoring the project, resolving policy and resource issues and serving as an advocate for the project. It includes the Steering Committee, Executive Sponsor Team, the President's Cabinet and the President. They are interested primarily in high level project management information such as the timeline, budget, charter, staffing and backfill plan and status reports. They also want information pertaining to policy issues and cross-divisional process changes as well as the training timeline and resources. Their preferred media is an event such as a meeting. This leadership audience would like information at the outset, at milestone points and as needed.

### **3.3.5 CMS Leadership**

This audience is comprised of those individuals who are responsible for the CMS Project at the Chancellor's Office. They are interested in the level of readiness of the campus, status reports regarding progress of the project, funding issues, policy and integration issues. They also need information pertaining to software modification requests. Their preferred media is electronic communication and events with a frequency of monthly and as needed.

### **3.3.6 External**

This audience encompasses those individuals or groups who will be interested in the status of the project such as other CSU campuses, other PeopleSoft clients, other

higher education institutions and the general public. We anticipate that they will be interested in the project timeline and status, accomplishments, and benefits of the system. They may also be interested in best practices information. Their preferred media is electronic communication at the outset of the project, at milestone points and post-implementation.

### **3.4 Communication Programs and Activities**

The communication plan is based upon an integrated approach to include three major communication programmatic areas as described and illustrated below. The information for each program is structured into a communication program framework that is organized into the following categories: type of information, examples of information, type of media, frequency and responsibility (primary and contributor). Contributors are those who develop information for dissemination and/or provide support. We have summarized the programs in the sections that follow. Specific examples are provided in the Appendix.

#### **3.4.1 eCommunications Program**

The eCommunications Program encompasses all electronically stored and disseminated information including but not limited to the following: Project Website, Project secured server, email and distribution list. The Project Director will have primary responsibility for the Website content. Contributors include the Executive Sponsors, Steering Committee, Project Management Team, SA Implementation Council, FIMs, FMLs, FLs with support from I & IT. The frequency of the program will be on-going.

##### **3.4.1.1 Project Website and Secured Server**

The approach that will be taken for the project Website is to make as much information publicly accessible as possible. There will be some project management information on the Project Website. Examples include the history of the project, high level timeline, project status, upcoming project events, schedule and deadline changes and when the new capabilities will be available. There also will be links to other CMS Project Websites. There will be information available regarding what new policies emerge and what policies are changed, if any. There will be extensive information regarding the capabilities of the new system that may be illustrated in PowerPoint presentation format or links to demos. The Website will also contain information pertaining to the training curriculum, schedule and technical support. The purpose of using a complementary secured server will be to post information that is not relevant to a public audience and/or contains proprietary information. Project participants will be set up with a password so that they may access this information.

##### **3.4.1.2 Email and Distribution Lists**

We will use email and distribution lists to disseminate project management information pertaining to specific roles and responsibilities, tasks, one-on-one communication for a specific purpose, status, schedule changes, functional issues, fit/gap results, resource issues, technical issues and other on-going operational information.

### **3.4.2 Publications and Media Program**

The Publications Program includes hard copy distribution of information to a wide audience. Examples include a project newsletter, campus publication, and Frequenty Asked Questions brochure. Media communications refer to interviews and articles for the campus, local and other press. The Project Management Team will have primary responsibility for the Publications and Media Program. An important Contributor will be the Public Affairs office staff. Other contributors will include the Executive Sponsors, Steering Committee, SA Implementation Council, FIMS, FMLs and FLs. The frequency of the program will be initially, at major milestones and at the conclusion of the project.

The publications program will include project management information such as the project timeline, project events, the Case for Action, accomplishments, recognition and appropriate policy and process changes. The publications will present an overview of the SA system, it will describe the training program and provide contact information.

### **3.4.3 Events Program**

The Events Program includes special and/or scheduled activities for a specific purpose. Examples include project meetings, forums, demonstrations, lunch sessions, conferences, kick-offs, milestone celebrations, etc. The Project Management Team will have primary responsibility for the Events Program. Contributors will include the Executive Sponsors, Steering Committee, SA Implementation Council, FIMS, FMLs, FLs and Cedar.

The Project Management Team will meet on a weekly basis as will the Core Team regarding project assignments, status, issues and resources. The SA Implementation Council will meet on a monthly basis to discuss project status, integration and interface issues and other cross-functional matters. The Steering Committee also will meet on a monthly basis. They will discuss information pertaining primarily to project status, issue resolution, university-wide policy changes and resource considerations.

The Project Kick-off meeting will include information of interest to the project participants such as the Case for Action, the Project schedule including when/what modules become active, an overview of the system and training information. The Faculty Senate will be interested in information pertaining to the cost of the project and how the dollars are being allocated as well as what benefits will accrue to them in their roles. There will be open forums to share information regarding the functionality of the system and to respond to questions pertaining to the project, the software and training and support services. Supervisors will meet with their staff regarding changes in job responsibilities, process changes and training needs.

## **4.0 End User Assistance Plan (EUA)**

The purpose of this section is to present a plan that encompasses all of the following end user support service components: (1) Training, (2) Documentation and (3) Help Desk Support. We begin the Plan with the following End User Assistance strategy that will guide each support service component.

Assist a wide variety of end users to learn the SA system using their preferred methodologies, materials and learning styles through a flexible program of end user implementation assistance and to provide a framework for post-implementation support.

#### **4.1 Training Services Component**

We present in this service program the following information: training objectives, approach, training overview by type of user, training tools and materials, training processes, resources and environment.

### **4.1.1 Training Objectives**

1. Communicate with end user organizational units and role-based constituencies to determine their training needs.
2. Apply hands-on classroom, one-on-one lab, or self-directed training methods as appropriate to meet specific learning needs.
3. Apply a just-in-time schedule for training.

### **4.1.2 Training Approach**

Our training approach is to continuously enhance the skills of the campus staff to improve customer service, reduce costs and increase our systems management capability. We will educate everyone in ways that are meaningful to them using a variety of tools. We will develop a performance-based training plan to ensure that all training is specific to the job tasks of our personnel. To meet both initial and ongoing training demands, the training plan will focus initially on hands-on classroom training. Following this initial demand, the focus will gradually shift to more one-on-one labs, targeted advanced topics and train-the-trainer methods.

### **4.1.3 Training Overview by Type of User**

There are three major training audiences: (1) Core Team, (2) Functional Users and (3) Campus Users. As illustrated in the Project Organizational Structure, the Core Team is comprised of the Functional Module Leads and Foundation Leads. The second training category of Functional Users includes those individuals who use the system extensively to perform the majority of their job responsibilities. Examples of functional users are staff in Admissions, Records, Financial Aid, Student Financial Accounting, and Departmental Class Schedulers. The third training category of Campus Users is comprised of individuals who use the system to perform some of their job responsibilities or learning activities and/or who extract information from the system relevant to their jobs and/or education. Examples of Campus Users include faculty, students, administrators and departmental secretaries.

#### **4.1.3.1 Training Overview for Core Team**

A comprehensive training program will commence immediately to ensure that Core Team members have sufficient skills and knowledge to effectively engage in this system implementation effort. We will conduct a skills assessment for each team member to determine specific training requirements by subject and training level. In all cases where project team members require training, they will be enrolled in appropriate PeopleSoft courses. PeopleSoft training will be for project team and technical staff only.

We will develop an Operational Training Plan for Core Team members as a separate document based upon individual-specific needs and the PeopleSoft curriculum and schedule. PeopleSoft defines training paths for various job roles. Core Team members will be scheduled for PeopleSoft training according to their defined role within the project. Training path charts and other details of PeopleSoft training are available in the Training Administrator Guide, a proprietary PeopleSoft publication, which is included by

reference as part of the project Training Plan. PeopleSoft will deliver training at their Irvine Training Center.

After the initial PeopleSoft training, the Core Team will develop an understanding of the CMS baseline software through their involvement in IDP sessions and testing. Testing will be used not only as an education and training tool for the Core Team but also to ensure that the new systems and processes operate correctly, achieve user acceptance, are fully understood and fulfill project objectives.

The roles and responsibilities associated with Core Team training are listed below:

- The SA Implementation Manager and Cedar Project Manager will determine the guidelines for who should be trained in the functional areas.
- The Project Director and Cedar Technical Implementation Manager will determine the guidelines for who should be trained in the technical area.
- The End User Assistance Manager will register Core Team members for classes, manage the use of training credits, and approve travel expenses.
- If there is a cost advantage to having a required PeopleSoft class on campus for a group of team members, the End User Assistance Manager will manage that process.
- All attendees of PeopleSoft courses can be expected to become trainers of other staff members.

#### **4.1.3.2 Training Overview for Functional Users**

Functional users will use the system extensively to perform the majority of their job responsibilities. The Core team members, who have received PeopleSoft training and have setup the system, will train these functional users in specific functionality that pertains to their area of specialization. Some functional users may become trainers of campus users. We present below examples of their preferred training methodology. This preliminary information will be further developed during the Planning Phase of the project. Note that there is an emphasis by these users upon formalized training complemented by integration of training within Department/Division meetings. These users also are interested in a data dictionary/glossary of terms.

#### **Training Methodology**

- Lecture
- Hands-on course
- Open Lab
- Integrated in Department Division Meetings (ongoing agenda item)
- Data Dictionary/Glossary of Terms

#### **4.1.3.3 Training Overview for Campus Users**

Campus users will use the system and/or information from the system to carry out some of their job responsibilities or complete some of their educational activities. They will need training in only those processes and functions that pertain to their area of responsibility and/or educational interest. Because Version 8 of SA is Web based, and they will only need to know select aspects of the system, the learning curve should be

rapid for these users. During the Planning Phase, a survey will be conducted of campus users to determine their area of interest and current skill level. This information will become the basis upon which the Campus Operational Training Plan is developed. The Plan will include the training curriculum, training schedule, and participants. Examples of the preferred methodologies of campus users are listed below. Note that these users will need flexibility such as an open lab and many will only need an overview with follow-up one-on-one support.

### **Training Methodology**

- Lecture
- Hands-on course
- Open Lab
- On-line
- Student 1<sup>st</sup> Year Seminar or orientation
- Faculty Orientation (new)
- Help Desk

#### **4.1.4 Training Tools and Materials**

We will use a variety of tools to reach the various learning styles and needs of users. Examples of the tools are listed below according to hard copy, software and multi-media.

##### **Hard Copy Training Tools**

- Business Process Guides.
- Process flow charts with space for end-user notes (hard copy).
- Training Manual
- Instructor Guide
- Quick Reference Guides
- Frequently Asked Questions

##### **Software: Electronically Disseminated and Accessible Tools**

- Web site with help links.
- Email bulletins on “hot topics” for end-users.
- Demonstration site for one-on-one help.

##### **Multi-media Tools**

- Videos/CDs for training in desktop applications
- Video overviews of SA functionality
- Video tutorials on access procedures and basic navigation
- Interactive Webinars on selected topics

#### **4.1.5 Training Processes**

There are three essential processes to successfully implement a training program: communication, enrollment and assessment processes. We outline below examples of activities to be conducted within these processes.

#### **4.1.5.1 Communication Processes**

Using the Web, e-mail targeted to specific audiences, meetings with constituency groups, and direct coordination with departmental managers, the End User Assistance Project Manager will be responsible for communicating the following messages regarding SA end user training:

- Training requirements for staff and faculty.
- Training maps explaining what training is required and recommended, based upon role.
- Course availability, schedules, objectives, descriptions (including course length), and options.
- Enrollment information, as described below.

#### **4.1.5.2 Enrollment Processes**

The End User Assistance Project Manager will manage the training enrollment process that entails the following activities:

- Scheduling courses, instructors, and facilities.
- Setting and enforcing course prerequisites and eligibility.
- Registering learners and maintaining enrollment and completion records.
- Correlating security profiles with training needs.

#### **4.1.5.3 Assessment Processes**

An assessment process will be developed to evaluate the following:

- Prerequisite skill levels for course entry.
- Competency levels for course equivalency.
- Mastery levels for satisfactory course completion.
- Quality and effectiveness of the training provided.

#### **4.1.6 Training Resources**

The travel expenses for Core team training will be billed to the Project Budget. Departments may also provide supplemental training at their own cost. We will work with a combination of appropriate allocation of PeopleSoft training credits and what additional credits may need to be purchased to be successful.

#### **4.1.7 Training Environment**

Rooms for hands-on classroom training and open labs, including desktops with the necessary network connectivity, as well as projection and other presentation equipment, will be available for SA end user training. The primary training facilities during implementation will be Building 13 B or C. This facility will be a PC Laboratory with 24 workstations. A dedicated SA training database with appropriate security will be created and supported by the central CMS data center.

## 4.2 End User Documentation Services

We present in this service program the following information: documentation objectives, examples of end user needs for documentation and documentation processes.

### 4.2.1 Documentation Approach

The project documentation will follow the CMS Documentation Guidelines. Most project documents will be posted on the Project Website. Those documents that are not for external distribution will be accessible by project participants on a secured server.

### 4.2.2 Documentation Objectives

1. Follow CMS documentation standards.
2. Follow a revision and control process.
3. Validate accuracy of information in all documentation.

### 4.2.3 Documentation Needs

We present below examples of documentation needs of Core Team, functional and campus user audiences. This preliminary information will be further developed during the implementation process. We cross reference this section with the Communication Section 3.3, Information Requirements by Audience and Section 4.1.3 on Training. Examples of hard-copy, software and multi-media materials and tools are listed in Section 4.1.4, Training Tools and Materials.

#### 4.2.3.1 Core Team Documentation Needs

Documentation*/Media	Hard-copy	Software	Multi-Media
▪ Project Plan		X	
▪ Status Reports		X	
▪ Meeting Agendas		X	
▪ Meeting Minutes		X	
▪ Business Process maps	X		
▪ Business Process Guides	X	X Department Servers	
▪ IDP Workbooks			
▪ Set-up Guides	X	X	
▪ Instructional Training Manual	X	X for Help	X
▪ Conversion Mapping Template		X	
▪ Test Scripts	X	X	
▪ Instructor's Guide	X		

#### 4.2.3.2 Functional Team Documentation Needs

Documentation*/Media	Hard-copy	Software	Multi-Media
▪ Business Process maps	X		
▪ Instructional Training Manual	X	X for Help	X
▪ Business Process Guides	X	X Department Servers	
▪ Quick Reference Guides	X	X for Help	
▪ Test Scripts	X		

\*All need to be user friendly / simple language

#### 4.2.3.3 Campus Users Documentation Needs

Documentation/Media	Hard-copy	Software	Multi-Media
▪ Instructional Training Manual	X		X
▪ Business Process Guide	X		X
▪ Quick Reference Guide	X		X
▪ Frequently Asked Questions	X		

#### 4.2.4 Documentation Processes

We will describe three processes related to documentation: (1) development, (2) access and distribution and (3) maintenance and updating.

##### 4.2.4.1 Development of Documents

The End User Assistance Project Manager will be responsible for planning and coordinating the document development and revision process. An outline of the steps is presented below.

1. The development of documentation will begin with the departments documenting their current processes.
2. The process maps will be used during the IDP sessions in which Cedar will provide IDP workbooks. The workbooks will be modified and adapted to the system configuration of Cal Poly Pomona with a resulting Business Process Guide. The Business Process Guides will follow a common format using the Business Process Guide template.
3. The Business Process Guides will be used during testing. Further modification may be made based upon feedback from those involved in testing.
4. The Business Process Guides and an accompanying Instructor's Guide will be used by the Train-the-Trainers (i.e., Cedar consultants and Functional Module Leads).
5. End User Training materials subsequently will be developed by the Functional Module Leads. Examples of these materials include Course Curriculum materials, Quick Reference Guides, and Procedures Guides.
6. All documentation will be reviewed to assure accuracy and adherence to documentation standards.
7. A revision and control process will be followed.

#### **4.2.4.2 Access and Distribution**

As previously noted, the majority of project documentation will be stored on the Project Website or a secured server for proprietary and project unique information. With this accessibility, the approach that will be followed is self-service access to those documents that are needed at the time that they are needed. Thus, the distribution process steps are eliminated.

#### **4.2.4.3 Maintenance and Updating**

The End User Assistance Project Manager will monitor the revision and control process. Each Functional Implementation Manager will be responsible for assuring that documentation relevant to his/her area of responsibility is maintained and updated. Contributors included Cedar consultants, FIMs, FMLs, FL, technical staff and Subject Matter Experts.

### **4.3 Help Desk Services**

We include in this section our approach, objectives, examples of Help Desk needs, the process framework, description and workflow, and resources. The scope of this section pertains to Help Desk services related to the implementation of the Student Administration application.

#### **4.3.1 Help Desk Approach**

The model that we have established is one of central response for basic information and distributed response for functional and business process questions. We have structured this service component upon the model that was used for the implementation of the Finance and Human Resources systems and the CMS Help Desk structure and process. The Help Desk will be the point of contact to resolve end user problems related to system access and basic system navigation. If users have questions regarding the application functionality and business processes, the Help Desk staff will refer them to a Functional Module Lead or Foundation Lead. At the more complex level of support, the CMS support resources will be involved.

#### **4.3.2 Help Desk Objectives**

1. Train the Help Desk staff in customer service, hardware, and desktop applications.
2. Accept, document and track service calls.
3. Route trouble tickets to the appropriate subject matter experts for resolution.
4. Validate satisfactory resolution of each trouble ticket.
5. With the support of the campus community, analyze utilization patterns as a basis for continued improvement of business processes, system enhancements, training, and documentation.

#### **4.3.3 Help Desk Needs**

We present below examples of Help Desk needs of Functional and Campus user audiences according to source: Campus Help Desk, Functional Module Leads and the

Project Website. This preliminary information will be further developed during the implementation process.

#### 4.3.3.1 Help Desk Needs of Functional Users

Type of Help Needed	Sources of Help		
	Campus Help Desk	FML	Website
Technical	<ul style="list-style-type: none"> <li>▪ Security</li> <li>▪ Logon</li> <li>▪ Navigation</li> </ul>		<ul style="list-style-type: none"> <li>▪ System status</li> <li>▪ Navigation</li> <li>▪ Availability of Help Desk</li> </ul>
Software	<ul style="list-style-type: none"> <li>▪ Diagnosis of Software problems</li> <li>▪ Software status</li> </ul>	<ul style="list-style-type: none"> <li>▪ Detail on what we need to do</li> <li>▪ Effects on daily processes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Update/refresh information</li> </ul>
Process	<ul style="list-style-type: none"> <li>▪ Referral of process issue</li> <li>▪ Identify Training Needs &amp; FAQs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Specific Detail Questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ On-line guide/steps</li> <li>▪ Where to go...“If this happens...”</li> </ul>

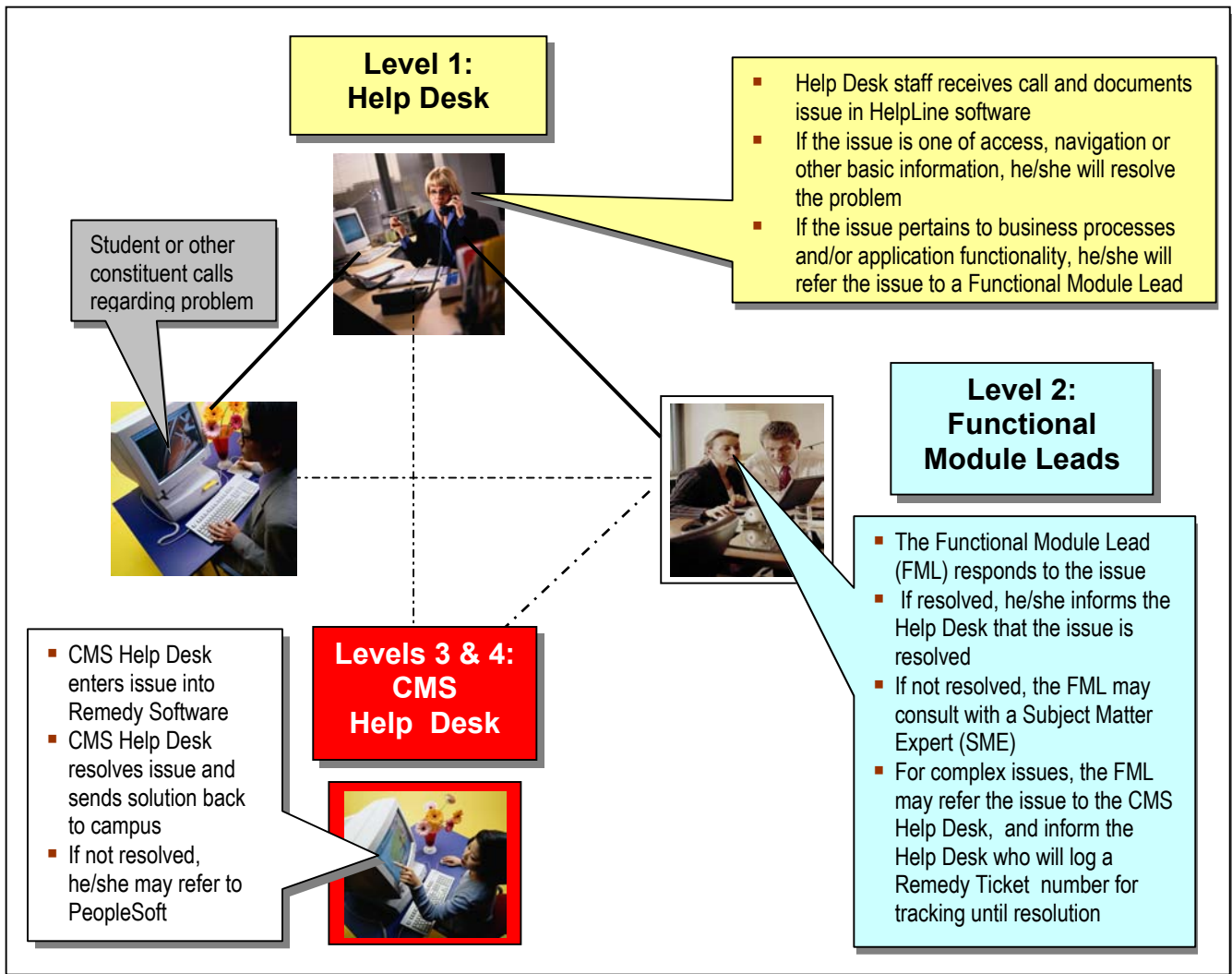
#### 4.3.3.2 Help Desk Needs of Secondary End Users

Type of Help Needed	Sources of Help		
	Campus Help Desk	FML	Website
Technical	<ul style="list-style-type: none"> <li>▪ Printing Issues</li> <li>▪ Min Hardware Requests</li> <li>▪ Security</li> <li>▪ Network Issues</li> </ul>		
Software	<ul style="list-style-type: none"> <li>▪ Navigation</li> <li>▪ System Error Message</li> </ul>	<ul style="list-style-type: none"> <li>▪ (F) Applying Holds</li> <li>▪ (S) Registration Assistance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Navigation</li> <li>▪ (S) Registration Assistance</li> </ul>
Process	<ul style="list-style-type: none"> <li>▪ How to log on</li> </ul>		<ul style="list-style-type: none"> <li>▪ How to log on</li> </ul>

### 4.3.4 Help Desk Process Framework

The following framework of Help Desk Support has been developed by a joint committee with campus, CMS and 4Cnet participation. The framework is structured into three tiers, with levels of support within each tier. The Help Desk support personnel extend from the Campus Help Desk staff through CMS Help Desk staff to PeopleSoft Subject Matter Experts, as presented in the accompanying table and illustration.

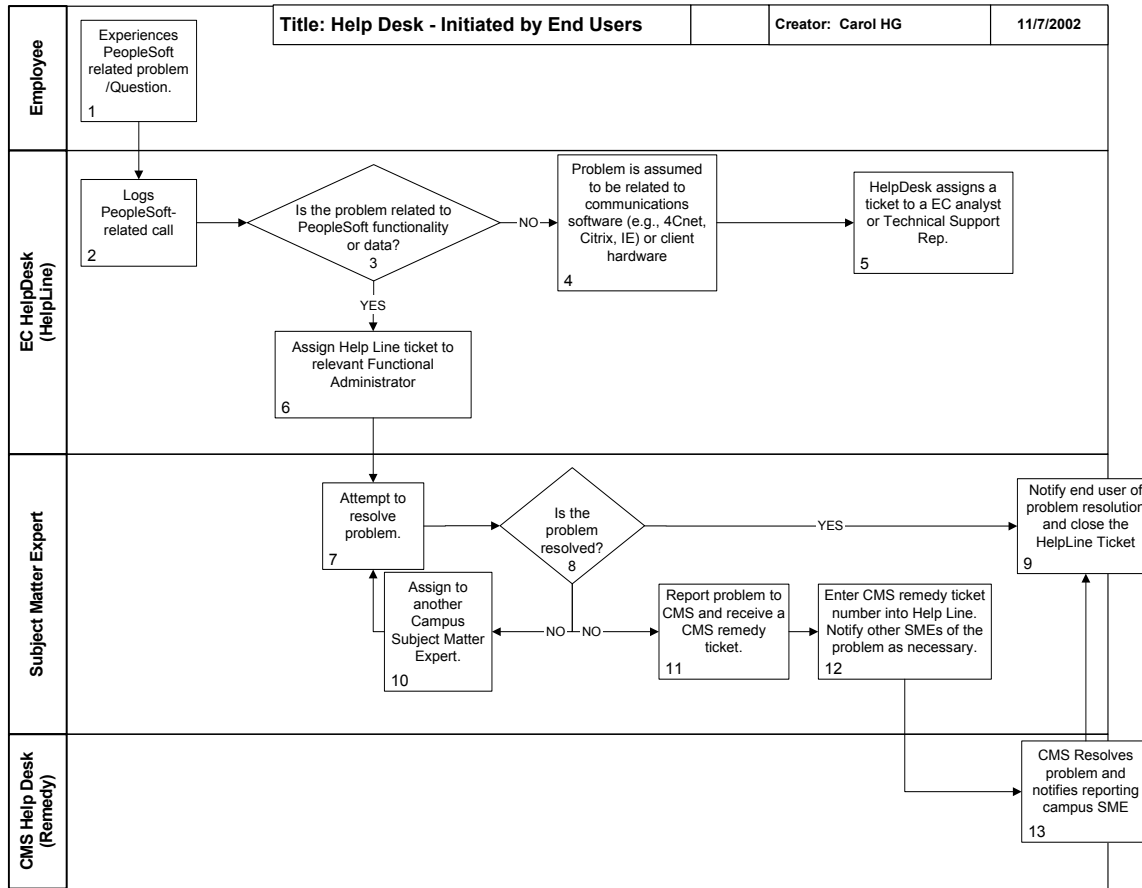
Tiers of Support	Levels of Support	Description
<b>Tier 1</b>	Level 0	Campus End User
	Level 1	Campus Help Desk
	Level 2	Campus Subject Matter Expert
<b>Tier 2</b>	Level 3	CMS Help Desk
	Level 4	CMS Subject Matter Experts
<b>Tier 3</b>	Level 5	PeopleSoft Help Desk
	Level 6	PeopleSoft Subject Matter Experts



#### 4.3.5 Process Description

1. A Help Desk incident normally begins when an employee calls the campus Help Desk about a PeopleSoft-related problem or question.
2. Upon receiving a phone call, the campus Help Desk logs the call in the HelpLine system.
3. The Help Desk staff member subsequently determines if the problem is related to PeopleSoft functionality or data.
4. If the help desk incident is not related to PeopleSoft functionality or data, the problem is assumed to be telecommunications software (e.g., 4Cnet,), campus connectivity (Citrix) or the client's hardware.
5. Subsequently, the incident is assigned to the appropriate I&IT analyst or Technical Support representative.
6. If the Help Desk call is related to PeopleSoft functionality or data, and it is beyond a frequently asked question, the help desk incident is assigned to the relevant Functional Administrator.
7. The Functional Administrator attempts to resolve the problem.
8. The Functional Administrator determines if they have resolved the problem.
9. If the problem is resolved, the Functional Administrator notifies the person reporting the problem and closes the Help Line ticket.
10. If the Functional Administrator is unable to resolve the problem, he/she refers the call to another Campus Subject Matter Expert who attempts to resolve the problem.
11. If campus expertise is exhausted, the problem is report to CMS by the Functional Administrator.
12. The CMS Remedy ticket number is recorded in the HelpLine software.
13. Once CMS resolves the problem, they notify the Functional Administrator reporting the problem. The Functional Administrator subsequently notifies the person reporting the problem and closes the Help Line ticket.

### 4.3.6 Help Desk Process Workflow



### **4.3.7 Help Desk Resources**

The following resources exist to support Help Desk processes for the SA Implementation at Cal Poly Pomona:

1. A centralized help desk function in I&IT Support.
2. Software (Helpline) to log and track help desk calls, which is accessible to those entering and being assigned trouble tickets
3. Technicians and Subject Matter Experts (SMEs) within the various departments and colleges.
4. I&IT technical staff to address campus-wide technical and software issues associated with SA.
5. A process for the Project Management Team to review recurring help desk calls during implementation to ensure that recurring issues are escalated as necessary.
6. The CMS help desk function with application expertise.

## **5.0 Appendix**

- A. Project Charter Participants
- B. Examples of Audience Information Requirements
- C. Examples of Communication Program Activities
- D. Communication Templates
  - Weekly Status Report
  - Monthly CMS Status Report
  - Issues Escalation Form
  - Software Modification Request Form

## Appendix A: Charter Workshop Participants

<u>PARTICIPANT NAME</u>	<u>TITLE</u>
Thomas Adamski	Director of I&IT Applications
Lino R. Barro	Senior Associate Institutional Research & Planning
Dr. George R. Bradshaw	Director of Admissions & Outreach
Irene Callaci	Computer Analyst in Student Affairs Division
Lucy Carreras	Senior Analyst in Academic Programs
Robert L. Charles	Executive Director of Institutional Research & Planning
Janene Decker	Degree Audit Program Analyst in Registrar's Office
Stephanie N. Doda	Executive Director of I&IT Projects
Carol K. Heins-Gonzales	Project Support Manager in I&IT Projects
Nancy Hendricks	Lead Records Specialist in Registrar's Office
Robert F. Hughes	Associate Systems Analyst in Financial Aid
Brian K. Jenkins	Director of Accounting Services in Financial Services
Dr. Rochelle A. Kellner	Director of Student Services in College of Business Administration
Ruriko C. Kramp- Gill	Information Technology Coordinator in Admissions & Outreach
Rose Kukla	Registrar
Ann Overman-Scott	Director of Human Resource Services
Melanie S. Saracco	Director of Financial Aid
Jane Self	Interim Director of Payroll
Karin M. Schott	Analyst in I&IT Applications
Kathleen A. Street	Associate Vice President of Enrollment Services
Maribel Tomenis	Student
Dr. Lynn H. Turner	Associate Dean of College of Business Administration
Al F. Viteri	Finance Systems Administrator in Financial Services

## Appendix B: Audience Information Requirements

### Students

What		How	When
Type of Information	Description	Preferred Media	Frequency
Project Management	<ul style="list-style-type: none"> <li>Timeline.</li> </ul>	eComm, Media	Monthly
	<ul style="list-style-type: none"> <li>When will capabilities be available?</li> </ul>	eComm	Monthly
Policy	<ul style="list-style-type: none"> <li>What policy changes?</li> </ul>	eComm	Monthly
Business Processes	<ul style="list-style-type: none"> <li>How will students be affected?</li> </ul>	Event	Monthly
Software Functionality	<ul style="list-style-type: none"> <li>What new capabilities will students have?</li> </ul>	Event	
	<ul style="list-style-type: none"> <li>What new information will be available (about me) and who will have access to this?</li> </ul>	eComm, Media	Weekly
	<ul style="list-style-type: none"> <li>What this system will not do.</li> </ul>	eComm, Event	Monthly
	<ul style="list-style-type: none"> <li>Registration capability.</li> <li>How will this make my registration faster so that I can get the classes I need?</li> </ul>	eComm, Media Publication	Monthly
	<ul style="list-style-type: none"> <li>What services will improve?</li> </ul>	eComm, Media	Quarterly
	<ul style="list-style-type: none"> <li>What services will be available to me (self-serve)?</li> </ul>	EComm, Media Publication	
Training & Support	<ul style="list-style-type: none"> <li>Where/how to get information/answers to questions.</li> </ul>	eComm	Monthly
	<ul style="list-style-type: none"> <li>How will we access our information if the system goes down?</li> </ul>		
Technical	<ul style="list-style-type: none"> <li>What could go wrong that could affect my classes/grades?</li> </ul>	Event	Daily
	<ul style="list-style-type: none"> <li>Will the system be faster?</li> </ul>	Event	
	<ul style="list-style-type: none"> <li>What tools/technology will students need?</li> </ul>	eComm	Monthly
Other	<ul style="list-style-type: none"> <li>Why PeopleSoft?</li> </ul>	Event	Monthly

### Faculty

What		How	When
Type of Information	Description	Preferred Media	Frequency
Project Management	<ul style="list-style-type: none"> <li>How are dollars being allocated and spent?</li> </ul>	eComm, Event	Monthly
Policy			
Business Processes			
Software Functionality	<ul style="list-style-type: none"> <li>How will this save my time?</li> </ul>	eComm	Monthly
	<ul style="list-style-type: none"> <li>What can I do/see for myself (on-line)?</li> </ul>	eComm, Media Event	Monthly

What		How	When
Type of Information	Description	Preferred Media	Frequency
	How will the system affect advising?	eComm , Event	Monthly
	Will I still have user-friendly advising on Web screens?	eComm , Media	
	Will information from DARS/STARS and Banner be integrated into PeopleSoft?	eComm , Media	
	Will the CGIs go away?	eComm	
	How will the system affect course enrollment, adds & drops?	eComm , Media Event	Monthly
	Will I be able to route forms electronically and get electronic signatures?	eComm ,Media	
	Will I be able to fill out various University forms electronically?	eComm , Media	
	Will I be able to submit grades electronically?	eComm , Media	
Training	Will I be trained by someone who knows my job?		
Technical	Will I have to use multiple passwords to access information?	eComm, Media	
	Can I get information from home?		
	What could go wrong that will affect my classes?	Event	

**Staff**

What		How	When
Type of Information	Description	Preferred Media	Frequency
Project Management	When/what modules become active.	Event eComm	Monthly
	Currency of information.	eComm	Daily
Policy	What policies will change?	Media	Monthly
	Can it stay current with changing policy?		
Business Processes	Will it interface with current processes?		
	How will my job change?	Event	Monthly
	How will it change what I do?	eComm, Event	Monthly
Software Functionality	Demonstrations of software.	eComm	On-going
	What new information capabilities will be available to me?	eComm, Event	Monthly
	Ease of access (e.g., student records).	eComm	
	Will it make my job easier?		
	Can I get reports myself without asking someone else to write them?	eComm, Event	

What		How	When
Type of Information	Description	Preferred Media	Frequency
Training & Support	<ul style="list-style-type: none"> <li>User documentation.</li> </ul>	eComm, Media	On-going
	<ul style="list-style-type: none"> <li>How will I learn new software?</li> </ul>	eComm, Event	Weekly
	<ul style="list-style-type: none"> <li>Will there be better support?</li> </ul>		
	<ul style="list-style-type: none"> <li>Tutorials on screen.</li> </ul>	eComm	Monthly
Technical	<ul style="list-style-type: none"> <li>What will we do if the system goes down?</li> </ul>		
	<ul style="list-style-type: none"> <li>Will it be faster?</li> </ul>		

### Functional Participants

What		How	When
Type of Information	Description	Preferred Media	Frequency
Project Management	<ul style="list-style-type: none"> <li>Project status.</li> </ul>	eComm	Weekly Monthly
	<ul style="list-style-type: none"> <li>Timelines.</li> </ul>	Media	Weekly
	<ul style="list-style-type: none"> <li>Schedule/deadline changes.</li> </ul>	eComm , Event	As needed
	<ul style="list-style-type: none"> <li>Progress on setup.</li> </ul>	eComm, Media	Monthly
	<ul style="list-style-type: none"> <li>Responsibilities.</li> </ul>	Media	Weekly
	<ul style="list-style-type: none"> <li>What must be done and by whom.</li> </ul>	eComm	Weekly
	<ul style="list-style-type: none"> <li>How can we accomplish our current duties.</li> </ul>	Event	Daily
	<ul style="list-style-type: none"> <li>Changes in functional roles.</li> </ul>	eComm, Event	
	<ul style="list-style-type: none"> <li>Influence on job retention and scope.</li> </ul>	Event	Monthly
	<ul style="list-style-type: none"> <li>Resource issues.</li> </ul>	eComm	
Policy	<ul style="list-style-type: none"> <li>New policies or procedures.</li> </ul>	eComm, Event	Weekly
	<ul style="list-style-type: none"> <li>Change or disconnect with policy.</li> </ul>	Event	As needed
	<ul style="list-style-type: none"> <li>Resolving integrated issues.</li> </ul>	Event	As needed
Business Processes	<ul style="list-style-type: none"> <li>What are existing business processes?</li> </ul>	Event	One time
	<ul style="list-style-type: none"> <li>Fit/gap results.</li> </ul>	eComm, Event (Mtg)	Timely
	<ul style="list-style-type: none"> <li>Changes in business processes.</li> </ul>	eComm, Event	Timely
	<ul style="list-style-type: none"> <li>Business process participants.</li> </ul>	eComm	Weekly
	<ul style="list-style-type: none"> <li>Resolving integrated issues.</li> </ul>	Event	As needed
Software Functionality	<ul style="list-style-type: none"> <li>New and different features in PeopleSoft.</li> </ul>	eComm , Event Media	Monthly
Training & Support	<ul style="list-style-type: none"> <li>Training dollars.</li> </ul>	eComm	One time & on-going
	<ul style="list-style-type: none"> <li>Who goes and when?</li> </ul>	eComm	One time & on-going

What		How	When
Type of Information	Description	Preferred Media	Frequency
	<ul style="list-style-type: none"> <li>Who can help me?</li> <li>What if they are unavailable?</li> </ul>	eComm	Daily
	<ul style="list-style-type: none"> <li>Training specific user groups.</li> </ul>	Event, Media	
	<ul style="list-style-type: none"> <li>Training classes and schedule.</li> </ul>	eComm , Event	Initially and updates
	<ul style="list-style-type: none"> <li>How hard will skill acquisition be?</li> </ul>	eComm, Event	Weekly
	<ul style="list-style-type: none"> <li>Technical information.</li> </ul>	eComm	Weekly
	<ul style="list-style-type: none"> <li>Technical updates/schedules (updates, outages).</li> </ul>	eComm	In advance
Technical	<ul style="list-style-type: none"> <li>Known issues (bugs).</li> </ul>	eComm	Weekly
Other	<ul style="list-style-type: none"> <li>Why does this project take precedence.</li> </ul>	Event	Weekly

### Technical Participants

What		How	When
Type of Information	Description	Preferred Media	Frequency
Project Management	<ul style="list-style-type: none"> <li>Project background/history.</li> </ul>	eComm	Monthly
	<ul style="list-style-type: none"> <li>Project status.</li> </ul>	eComm	On-going
	<ul style="list-style-type: none"> <li>Task status.</li> </ul>	eComm	Weekly
	<ul style="list-style-type: none"> <li>Upcoming project activities/events.</li> </ul>	eComm	Monthly
	<ul style="list-style-type: none"> <li>Schedule changes.</li> </ul>	eComm	Weekly Immediately
	<ul style="list-style-type: none"> <li>Resource issues.</li> </ul>	eComm	
	<ul style="list-style-type: none"> <li>Project risks/issues.</li> </ul>	eComm	Weekly
	<ul style="list-style-type: none"> <li>Functional issues.</li> </ul>	eComm	Weekly
	<ul style="list-style-type: none"> <li>When do I get involved with a functional area?</li> </ul>	Event	Monthly
<ul style="list-style-type: none"> <li>How do I handle one more critical project? Strategies?</li> </ul>	Event	Monthly	
Policy			
Business Processes	<ul style="list-style-type: none"> <li>How will report requirements be determined and when?</li> </ul>	eComm Event	Monthly
	<ul style="list-style-type: none"> <li>Changes in roles and responsibilities.</li> </ul>	eComm Event	
Software Functionality			
Training	<ul style="list-style-type: none"> <li>Training schedule.</li> </ul>	eComm	Monthly
	<ul style="list-style-type: none"> <li>Which classes do I really need?</li> </ul>	eComm, Event	Monthly
Technical	<ul style="list-style-type: none"> <li>Details of software environment.</li> </ul>	Event	Monthly
Other	<ul style="list-style-type: none"> <li>Other campus experiences.</li> </ul>	eComm	Monthly

## Project Management

What		How	When
Type of Information	Description	Preferred Media	Frequency
Project Management	▪ Project Plan.	eComm	Initial On-going
	▪ Project Charter.	eComm	Initial
	▪ Project Timeline.	EComm, Events	Initial/updates
	▪ Project Budget.	eComm	Initial/updates
	▪ Cedar Contract.	eComm	Initial
	▪ Project Structure.	eComm	Initial
	▪ Roles and Responsibilities.	eComm	Initial
	▪ Staffing and Backfill Plan.	eComm	Initial
	▪ Status reports.	eComm, Events	Weekly
	▪ CMS procedures.	eComm	Initial
	▪ Issue management.	eComm, Events	As needed
	▪ CMS SA Function Team.	Events	As scheduled
Policy	▪ Policy changes.	Events	As needed
	▪ New policies.	Events	As needed
	▪ CMS governance policies.	eComm	Initial
Business Processes	▪ Current business processes.	Events	Pre-IDPs
	▪ Fit/gap information.	Events	IDPs
	▪ Cross-functional process issues.	Events	IDPs
	▪ HR/Finance Integration issues.	Events	IDPs
Software Functionality	▪ SA overview.	Events	Initial Milestones
	▪ New releases, service packs.	eComm	As received
	▪ Interfaces.	eComm	Initial
	▪ Third party produces.	eComm	Initial
Training	▪ Training Schedule-project team.	eComm	Initial
	▪ Training Schedule-end users.	eComm	Pre-go-live
	▪ Training curriculum.	eComm	Initial Pre-go-live
	▪ Training resources.	eComm	Initial Pre-go-live
Technical	▪ Network and operating environment support.	eComm	On-going
	▪ HOSS information.	eComm	On-going
	▪ SOSS information.	eComm	On-going
	▪ PeopleSoft information.	eComm, Events, Media	On-going

### Project Leadership

What		How	When
Type of Information	Description	Preferred Media	Frequency
Project Management	▪ Project Timeline.	Event	Initial
	▪ Budget.	Event	Initial
	▪ Project Charter.	Event	Initial
	▪ Staffing and Backfill Plan.	Event	Initial
	▪ Status reports.	Event	Monthly
Policy	▪ Policy issues.	Event	As needed
Business Processes	▪ Cross-divisional process changes.	Event	As needed
Software Functionality	▪ SA Overview.	Event	Initial Milestones
	▪ Software modification requests.		
Training	▪ Training timeline.	Event	Pre-go-live
	▪ Training resources.	Event	Initial
Technical	▪ Technical environment issues.	Event	As needed

### CMS Leadership

What		How	When
Type of Information	Description	Preferred Media	Frequency
Project Management	▪ Status reports.	eComm	Monthly
	▪ Readiness Assessment.	EComm	Initial
	▪ Funding issues.	Event	As needed
Policy	▪ Policy issues.	Event	As needed
Business Processes	▪ Integration issues.	eComm	As needed
Software Functionality	▪ Modification requests.	eComm	As needed
Training	▪ Support issues.	eComm	As needed
Technical	▪ Bugs, performance.	eComm	As needed

### External

What		How	When
Type of Information	Description	Preferred Media	Frequency
Project Management	▪ Project timeline.	eComm	Initial
	▪ Project status.	eComm	Monthly
	▪ Accomplishments/recognition.	eComm	Milestones
Policy		eComm	As needed
Business Processes	▪ Best practices information.	eComm	Post-imp

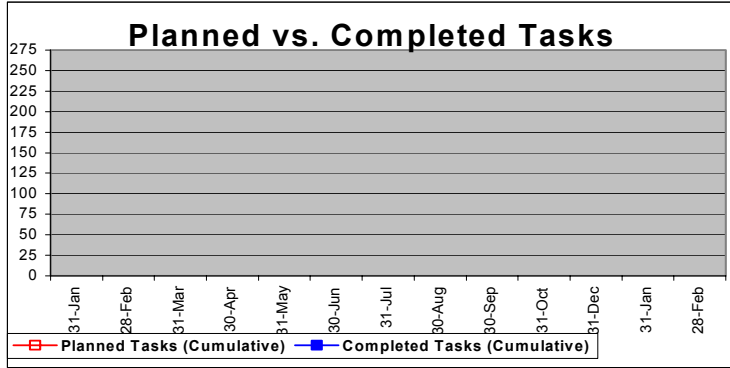
What		How	When
Type of Information	Description	Preferred Media	Frequency
Software Functionality	<ul style="list-style-type: none"> <li>▪ Benefits of the system.</li> </ul>	eComm	Post-imp

**Appendix C: Reporting Templates**

	<p><b>PeopleSoft Project</b>  <b>Student Administration Weekly Status Report</b>                  California State Polytechnic University Pomona</p>
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<b>Reporting Period:</b>		
<b>Reporting Area:</b>		
<b>Submitted By:</b>		
<b>Decisions/Issues:</b>		
<b>New:</b>		
<b>Resolved:</b>		
<b>Unresolved:</b>		
<b>Accomplishments:</b>		
<b>Completed this week:</b>		
<b>Planned but not completed this week:</b>		
<b>Planned for next week:</b>	<b>OT/BT/AT</b>	<b>Date Due:</b>

Project Name: CMS SA Implementation - Sonoma Version: 1.00  
 Description: Pilot Campus Student Administration Implementation



Target Go-Live: Sept. 30, 2002

Current Status:

X	OK
	Ahead of Schedule
	Action Required
	Deliberate Delay
	Completed

**Tasks Recently Completed**

**Tasks in Progress**

**Issues & Resolutions**

Issue #1  
 Solution #1  
 Issue #2  
 Solution #2  
 Issue #3  
 Solution #3

**Milestones**

Start Date	Event	End Date	Status
3/5/01	Academic Structure Design	4/30/01	Not Started
7/11/01	New Student Admitted	11/30/01	Not Started
6/5/01	Course Cat./Schedule Produ	1/30/02	Not Started
5/11/01	Fin Aid Awarded	2/28/02	Not Started
1/7/02	Registration Complete	4/30/02	Not Started
5/11/01	Student Bill Generated	4/30/02	Not Started
11/12/01	GL & AP Interface Complete	4/30/02	Not Started
4/19/02	Stud. Acad. Record Comple	5/30/02	Not Started
3/7/02	Payments Posted	6/30/02	Not Started
5/10/02	Grades Posted	7/30/02	Not Started
1/16/02	Fin. Aid Disbursed	7/30/02	Not Started
11/15/01	Stud. Degree Audited	7/30/02	Not Started

Month	Planned Tasks (Cumulative)	Completed Tasks (Cumulative)	Planned Tasks (Current Month)	Completed Tasks (Current Month)
31-Jan				
28-Feb				
31-Mar				
30-Apr				
31-May				
30-Jun				
31-Jul				
30-Aug				
30-Sep				
31-Oct				
31-Dec				
31-Jan				
28-Feb				
31-Mar				
30-Apr				
31-May				

	<p><b>PeopleSoft Project</b>  <b>Student Administration Issue Escalation Form</b>                  California State Polytechnic University Pomona</p>
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<b>ISSUE NUMBER</b>	
<b>Submitted by</b>	
<b>Date</b>	
<b>To</b>	
<b>File Reference</b>	

<b>DISPOSITION HISTORY</b>		
<b>Date</b>	<b>By</b>	<b>Status</b>

Give a brief description of the issue.

Which functional department is affected?

What is the impact and risk to this department if this issue is not resolved?

Are end users (faculty, staff, and students) affected?

Who has been consulted on this issue?

What is the recommendation being proposed by the functional department?

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Signature Date

## Review Process

<b>REVIEW SUMMARY</b>	
<b>Reviewer/Department</b>	
<b>List Additional Information Required</b>	
<b>Describe Alternate Solution</b>	
<b>Suggested Action Plan</b>	
<b>Approval Granted as Recommended</b>	

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Signature

Date