



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

**Report on the
Academic Registry
Enhancement Programme**

February 2016

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Executive Summary

The overall objective of this Programme was to develop the Academic Registry (AR) and ensure that it could provide the services required to support the student lifecycle, support schools in delivering College's mission, and to enable the College to grow student numbers with confidence that the structures, processes and systems in the Academic Registry can support that growth.

The Programme was an integrated change Programme with a number of workstreams, and was delivered in three phases over 2015. The phased approach was designed to deliver incremental improvements over the year and to have a direct impact on reputation, on the satisfaction of existing students and the ability to attract future students.

As a result of the programme the AR is now in a much improved position to provide the support required by students and staff and is well placed to support increasing student numbers in the future. While there remained further work to embed the changes made in 2015 and to implement all of the process changes designed as part of the programme, the AR has a solid foundation on which to build.

Programme Deliverables

- Design and rollout of a new organisational structure which provides clear accountability for key functions and the basis for far greater flexibility in the way resources are allocated to meet the needs of students and staff
- Integration of the Student Finance team into the AR structure to provide a more integrated service to students
- Migration of the student cases teams into the AR which will allow for future process improvements in this key area
- Provisions of a dedicated staff help line (4501) to streamline internal communication and provide greater context for those answering the query.
- Enhanced service delivery including provision of training for AR staff, development and publishing of metrics and KPIs, Improved processes for logging, escalating and reporting on calls
- Definition of processes for problem management that will allow for root cause analysis of issues and identify further opportunities for process and service improvement
- Establishment of an AR Forum to improve engagement with schools and other key stakeholders on a regular basis
- Enhanced communications through drop in clinics, Exams roadshows and the introduction of Heads of School briefings

- Improved student engagement through surveys, AR forum and 'My Registry experience' initiative where students are invited into AR to discuss issues and provide input to service improvement
- A number of systems improvements designed to improve efficiency and reduce workarounds have been developed as part of the programme. These changes will benefit the AR, Students and schools. These systems enhancements include enhanced registration functionality, provision of online application for visiting students for the first time, the implementation of electronic payments for students
- Re-engineering of in excess of 100 business processes across the entire student life cycle. This has resulted in greater efficiencies and improved service.
- Migration of data. A very significant deliverable from the programme has been the cleaning and migration of student data from Admin 5 to the SITS system. Almost 900,000 student records have been created in SITS. This will provide a strong basis for enhanced reporting in the future.

The Team

The Programme team was a mix of internal and external resources and provided subject matter expertise, as well as expertise in change management, service management and process reengineering.

Responsibility within the Programme team for the business areas and workstreams were allocated as follows:

Director, AR Enhancement Programme

Pat Millar (Clarion Consulting)

Business Leads

Academic Registry: Leona Coady (Academic Registry)

Admissions: Sue Power and Gillian Fitzpatrick (Academic Registry)

AR Directorate: Lynnea Connolly (Academic Registry)

Exams, Assessment and Progression: Mary McMahon and Breeda Cahill (Academic Registry)

Service Desk: Audrey O'Hare (Academic Registry)

Student Finance: Dermot Cronin (Academic Registry)

Student Records: Lee Annett (Academic Registry)

Workstream Leads

Change: James Doyle (Clarion Consulting)

Communications: Lynnea Connolly (Academic Registry)

Data: Peter Hynes (Academic Registry)

Modularisation: Aideen Long, Dean of Graduate Studies Process

Jim Nugent (Clarion Consulting)

System: Geraldine Nee (Clarion Consulting)

Service: Jim Nugent (Clarion Consulting)

Stage Gate 6 - PROJECT Closing Report					
Project Name	Academic Registry Enhancement Programme	Project#		Overall Closing RAG	A

1. Project Performance

Schedule	Approved Project End Date	Actual Project End Date	G	G
	31.12.2015	28.02.2016	G	G
Original Areas in Scope/out of scope		Difference in original scope		
A. Change Management/Organisational Development B. Process Re-engineering C. Service/Service Management D. Systems E. Data F. Communications G. Modularisation		Original scope delivered Original scope delivered Original scope delivered with some carry over actions required Original scope delivered with some carry over actions required and an additional item delivered Greater than original scope delivered Original scope delivered Original scope not delivered		
Objectives of the project		Extent to which objectives have been met		
The overall objective of this programme was to stabilise the Registry and ensure that it can provide the services required to:- <ol style="list-style-type: none"> Support the student lifecycle Support schools in delivering the College's mission Enable the College to grow student numbers with confidence that the structures, processes and systems in the Registry can support that growth Impact positively on the reputation of the College Reduce the significant risks associated with the current environment (and highlighted in the START Review report) Provide a solid foundation for future enhancement of the SITS system to support College needs 		General Significant progress has been made but the programme has been very challenging for the Registry particularly in terms of change and developing a service ethos. The Registry is now in a much better position to support the student life cycle and future growth in student numbers. The combination of organisational change, service, process and system enhancements have improved the AR and reduced the risks identified in the START review. The data work stream and delivery of the systems enhancements in the programme provides a solid foundation for the future enhancement of the SITS system to support College needs.		
Deliverables sought by the project		Outcomes achieved by the project		
Change <ul style="list-style-type: none"> Review of the AR's mission & vision, articulation of values and behaviours required for success. Review of the existing organisational structure in the AR followed by organisational design/development targeted to improve flexibility and create a structure that can function in an integrated way. Integration of the Student Finance team into the AR. Review of the scope of AR activities with a view to relocating any activities that would 		Change The new structure creates a small team that will focus on continuous improvement and this needs to be encouraged. The new management team and redesigned organisational structure provide a strong foundation for future development of the Registry and further improvements in service and processes. A lot of focus from the management team will be required to ensure the changes in service ethos and processes are fully embedded and sustained. The AR will require strong support in this regard. The areas shown across have been completed. In some cases further work is required by the AR to embed the changes e.g. SLA		

be better located elsewhere (in consultation with stakeholders).

- Organisational Change to develop a strong management team, improve succession planning and removal of over-dependencies
- Full integration of the Service Desk into the AR.
- Support behavioural change with external stakeholders (outside the AR), as best practices are introduced.
- Identification of training and development needs and definition of training and development plans for all staff.
- Define roles and responsibilities between AR and ASD, FSD, ISS, Office of the Dean of Graduate Studies.

rollout (i.e. where the definition of SLAs has been completed but they are awaiting signoff by AR and stakeholders).

Process

The programme had the objective of analysing and re-engineering (where possible) over 100 processes. This has been a very worthwhile exercise and we have been able to generate real and measurable improvements in many processes. The documentation of processes also facilitates cross training and staff mobility and reduces risk

Note

Due to the nature of the student lifecycle benefits from some of the process re-engineering will only be realised in 2016 as a given stage in the lifecycle is reached again. This will allow the AR to deliver further improvements in the coming months.

Process

The entire student lifecycle was analysed as part of the enhancement programme. This enabled documentation to be generated, which facilitates ongoing training post programme and also enabled the team during the programme to identify barriers to service provision and operational efficiency.

Process Area	#	Redesign (1 to 10)	Implementaiton (1 to 10)	Benefits	
				2015	2016
UG Admissions	17			✓	✓
PG Admissions	2				✓
Erasmus & Exchange	21			✓	✓
Lecture Timetabling	2			✓	✓
Foundation Scholarship	4			✓	✓
Exam Scheduling	7				✓
Management of Exam Papers	1				✓
Running Exams	4				✓
Payments - Outgoing	4			✓	✓
Debt Management	4			✓	✓
HEA (Finance)	5				✓
Sponsorship & Loans	6			✓	✓
Progression	7			✓	✓
Transcripts	3				✓
Graduation	7				✓
Registration	5			✓	✓
Alumni	5				✓
Service Desk	4			✓	✓
Asset & Cash Mgt./ Procurement	6			✓	✓
Examination Policy & Governance	7			✓	✓

Scale : 1 to 10 where 10 is fully complete

The process workstream has delivered real and measurable improvements and will continue to deliver future process improvements in the coming months.

<p>Systems</p> <p>Nine systems enhancements were identified as part of the original scope. These were designed to reduce workarounds and improve efficiency in the AR.</p>	<p>Systems</p> <p>Of the nine enhancements identified, all development work has been complete. In some cases due to the nature of the student life cycle, they will be used later in the year. The systems enhancements delivered by the programme will deliver benefits to the Registry, students and schools. The enhancements are:-</p> <ul style="list-style-type: none"> • Award calculation (harmonised courses) • TSM 4th year results and award calculation • PGT results & award calculation * • Non compensable module and DIET maintenance • Development of an on-line application form for visiting students • On-line registration screens • Academic Transcript production • Student Records automations • Student Finance automations <p>* PGT results and award calculation. Review completed of the PG Regulations. The Civil Engineering pilot has commenced. Further configuration (by ITS) and rollout of remaining models will conclude once the pilot has completed.</p> <p>The following enhancement was outside of the original scope but has been delivered by the programme</p> <ul style="list-style-type: none"> • Development of an Agent Portal for visiting students
<p>Communications</p> <p>The overall objectives was to improve communication between the AR and key stakeholders.</p>	<p>There has been a marked improvement in communication but this area needs continued and ongoing focus.</p> <p>A number of initiatives to improve communication and service have been introduced. These include:</p> <ul style="list-style-type: none"> • Establishing the AR forum which allows regular two way communications with schools, students and Global • Launching an AR newsletter • Developing an AR Facebook page • Drop in clinics for schools • Running an assessment roadshow • Heads of School briefings • Inviting individual Students and staff into the AR to discuss their experience in dealing with the Registry (' My Registry experience') • Providing service training to all AR staff • Running satisfaction surveys • Regular staff briefings
<p>Data</p>	<p>We have delivered more than the scope and have migrated student record data from 1985 to 2011 to the SITS system. The result is that:-</p>

The data work stream was a major undertaking. The following was the scope of the data stream of the programme:-

- For PG and UG students active from 2011/2012 on SITS (Batch A) migrate student record data (academic results and core student data)
- For PG and UG students who were not active in TCD 2011/2012 (Batch B) identification of an approach to migration, the workload and cost

- 883,700 student records have been created in SITS. This accounts for 97.6% of the student data from the Admin5 system
- The remaining 2.4% is data that was not clean in the legacy system and will be cleaned manually by AR over time
- Live students that require re-sequencing (562) will be re-sequenced in conjunction with IT Services in Hilary Term 2016
- Alumni data has been migrated

The data migration workstream has been able to deliver beyond its original scope and Trinity will have a system with all the key data in SITS for the first time since its implementation. This is a very significant benefit for all stakeholders. .

Note

Module specific data (EXAMR and ISA) that was outside programme scope will be analysed by the AR to see can this be migrated (only applies to batch B above)

Service Improvement

A major focus in the programme has been building a strong service ethos in the AR and changing the way the AR communicates with students and staff.

Deliverables included:-

- Implementation of dedicated support number for staff and **extended hours of coverage for the exams line**
- Refinement of support Touch Points.
- Ensure all Calls are captured in ESD (Design and Rollout).
- Define and implement Problem Management processes (identifying and addressing root causes of issues).
- Design and rollout Service Level Management including definition and implementation of metrics and KPIs.
- ESD Reconfiguration for enhanced reporting
- Definition, agreement and implementation of SLAs between the AR and key stakeholders

Service Enhancement Overall the programme focused heavily on delivering improved service to AR’s main stakeholders, namely, students, schools and Global. It achieved these objectives by putting in place a best practice infrastructure for service provision, service commitments across all operational areas in terms of measureable key performance indicators (KPI’s) and a new senior position responsible for AR service.

Risk Reduction

The table provided below highlights the measurable improvements in service during the enhancement programme. (ESD refers to the ticket management system used to capture service issues).

Service KPI's	2014	2015	Change
No. of ESD tickets Resolved	45805	70237	53% Increase
ESD Tickets resolved within SLA (4 working Days)	87%	98%	13% Improvement
ESD Tickets resolved within 1 working day	66%	83%	30% Improvement
Telephone calls handled (Total)	-----	28494	Old analogue system replaced by a digital system to capture measures
Telephone calls handled (Staff Line – 4501)	-----	1775	
Average phone call wait time (Aug. to Dec.)	135 Sec	115 Sec	15% Improvement

Qualitative improvements in services were also noted as evidenced by ‘voice of the customer’ interviews with students and from staff feedback at the AR Forum (a monthly mechanism introduced by the programme to engage with key stakeholders on service performance).

	<p>The improvements in service highlighted above were not the result of one particular action, but rather the combination of a number of improvements ranging from the development of a service ethos, implementation of process improvements and systems enhancements.</p>
<p>Modularisation PG Taught modularisation</p>	<p>Modularisation – Not delivered and to be removed from the programme to allow remainder of programme to complete</p> <p>The modularisation workstream has proven especially challenging due to issues with access to vendor resources and the vendor’s inability to provide examples of other Universities using SITS for modularisation in the way Trinity would want to. Initial solutions identified by Tribal would result in very significant data setup and maintenance for Trinity.</p> <p>In December 2015 CRG approved the release of contingency funds to carry out a solution design exercise to define the solutions that SITS could provide for modularisation, the effort to deliver these and the issues and impacts. This exercise has been completed and a separate paper has been prepared for and discussed with CRG. A SITS based solution is possible but is very expensive, high risk and unproven.</p> <p>The issues arising from this exercise are very substantial and have been discussed with CRG, The Dean of Graduate Studies and the VP/CAO.</p> <p>An approach has been agreed to look at a non SITS based pilot and this will be brought forward to the Dean of Graduate Studies first and then EOG for discussion. The broader implications also need discussion at EOG.</p>
<p>Project success criteria</p>	<p>Extent to which success criteria met</p>
<ul style="list-style-type: none"> • A well-defined organisational structure with clear roles and responsibilities is defined and implemented. This includes all the teams within the Registry operating in an integrated fashion and the student finance function being fully integrated into the Registry • Clear and effective management of teams is in place • A clearly defined resource model is developed that identifies the number and type of resources required for the Registry to function effectively and is based on a flexible model where resources follow the lifecycle and do not operate in silos. • Service Level Agreements with key stakeholders are defined, agreed and published. Reporting against the agreed service levels is in place and targets are being met. This includes having a service desk that is moving towards best practice 	<p>A new service orientated organisational structure was developed during the programme by the business leads. This has subsequently been operationalised with the 4 senior level posts now in place. The next level posts (activity lead) have been filled and the number of resources required by each area has been agreed.</p> <p>The structure provides the basis for clear and effective management of team and a flexible resource model.</p> <p><u>Service</u></p> <p>The level of service provided by the AR has improved in a measureable way as outlined within the table in the previous section. In addition to the process improvement work the following key initiatives supported this improvement;</p> <ul style="list-style-type: none"> • Implementation of a centralised support model • Technological upgrades to support metric capture and analysis • Creation and alignment of a service level agreement for the AR and its key stakeholders • Implementation of a new customer service ethos by way of making visible issues and queries (ESD ticketing system)

<p>with clear target times for resolution of issues defined, measured and reported on and met and an overall focus on quality of service across the Registry</p> <ul style="list-style-type: none"> • Student and staff feedback has improved in a measured way (surveys should be used to measure the progress) and mechanisms are in place to regularly measure and report in the level of satisfaction with the services provided by the Registry • Processes in the Registry have been documented and (where appropriate) re-engineered • Key systems functionality identified in this case has been developed and implemented • All the data required to run functionality (Including all Stage 1 – 5 functionality) for existing students (Batch A) has been migrated • Analysis of the options and workload involved in converting Alumni data has been carried out with a recommendation on the best approach made • Clear communications processes and channels have been developed and implemented with all key stakeholders • The major risks, identified in the START review, have been significantly reduced (i.e. risk in relation to the staffing model, over dependence on individuals, systems gaps, data gaps and lack of documentation) and the level of pressure on staff in the Registry has been significantly reduced 	<ul style="list-style-type: none"> • Customer service training for all staff • Ability to report in real time the performance of the AR (across all channels; phone, electronic, walk-in) <p><u>Process</u> A total of 120 processes have been analysed, documented and re-designed across all business streams. In total, 49% of identified fixes have been implemented. Plans have been prepared to close out on remaining actions and it is forecast that 97% will be implemented within 120 days, with the remaining actions closed out thereafter. The process documentation work also allows for on-going training for new staff or those switching between functional areas.</p> <p>This is a key enabler for the new operating model of the ‘operations team’ that will improve the ability to adjust resourcing within activity areas to respond to the needs of the student life cycle.</p> <p>Systems The systems enhancements identified in the business case have been developed.</p> <p>Data Impact The data work stream has delivered beyond its original scope. The impact of completing the data migration cannot be overstated. It will greatly benefit all who use and rely on SITS and will provide the basis for much improved reporting once the ITS Business intelligence initiative is delivered.</p> <p>Alumni data has been migrated.</p> <p>Clear communication channels have been established with all stakeholders.</p> <p>The level of risk has been significantly reduced.</p>
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2. Project lifecycle - Lessons Learned

Project Challenges	Resolution(& outcome)	Recommendation for future projects (how would you do differently?)
Balancing operational duties with project work	<p>This was a constant challenge throughout the programme and impacted negatively on progress.</p> <p>The creation of the backfill roles, which in the AREP's case did not work as well as expected due to delays in appointing backfills and the level of up skilling required.</p>	<p>Agree a faster process for backfilling roles for key projects.</p> <p>Allow a longer lead in before commencing projects to ensure backfills are in place.</p>
Commitment / lack of buy-in from some of the AR team	The programme was very much a push to improve from the consulting team rather than a pull from the activity leads.	A greater focus and effort prior to the start of the programme on the benefits of seeking to improve (customer service, less stress, better working environment, the importance of all individuals for successful outcomes) would help highlight the need to engage with the team to drive efforts.
The backfills did not release extra capacity	The view among the activity leads was that the backfills did not have the operational knowledge. This meant that the activity leads focused on day to day activities with the programme a secondary concern.	Physically move all activity leads away from the operational floor.
Capability	Gaps existed both at the operational and strategic levels that were not apparent at programme design stage.	Understand which skills exist early on within a project and have the courage to change those involved who do not have the requisite skills.
Interdependences (IT services)	The AR is heavily reliant on IT services for support. Constraints in their own unit had a ripple effect on efforts in the AR. Sharing resources between support and projects proved problematic.	As with the issue with the backfills, it is recommended to create a multi-functional team away from the operational locations.
Focusing on the short-term rather than long-term	Short-term Operational fire-fighting took precedence over stepping back to fix the root cause.	This is a mix of a lack of capability, understanding of strategic operations management and risk aversion. It could be addressed in future initiatives by greater emphasis on change readiness (workshops pre change).
Implementing the last step	Difficulties in closing out on decisions made. Leaving something hanging also had a negative effect with operational staff, who questioned whether the efforts at improvement were worth it at all.	Greater focus by the management team on the closeout of actions.
Sustaining improvements made during the programme	The biggest risk to the whole programme is its sustainment and further improvement.	Accountability (some recourse needs to be in place for non-conformance) by way of performance measures per activity area.
Focusing inwards	A general approach within the AR is to focus internally and communicate by email only. Various mechanisms were introduced to try to break this down	Encourage more informal communication channels between stakeholders to build better working relationships and identify issues earlier.

	(service forum, exams school liaison roles called POCETs, Global /AR operational meeting.	
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3. Are there any risks requiring attention of CRG? Y/N

Prty No.	RAG	Status	Description	Potential Impact	Avoidance/Mitigation Action	Risk Owner	Action by	Date Closed
1		Open	Sustaining improvements made during the programme	High	Quarterly performance review	Director of AR		
2.		Open	Stability of the new resource model (staff turnover has been high)	Med	Better staff communication	Director of AR		

4. Benefits Framework (Forecast Plan vs Realisation Plan)

Non-Quantifiable Benefits

Non-quantifiable benefits predicted to date (as per business case)	Realised (Y/N)	Due Date
Long Term Strategic Benefits <i>(Refer to how/include examples & attach baselines if appropriate)</i>		
<ul style="list-style-type: none"> Greater operational efficiencies Capacity to facilitate increased student numbers Platform enhanced for future SITS functionality Marketable benefit of an improved student experience 	Yes Yes Yes Yes	
Behavioural/Culture Benefits		
<ul style="list-style-type: none"> Increased cross-departmental collaboration Greater engagement with staff on their work loads and activities Creation of a customer service focus 	Yes Yes Yes	
Stakeholder Benefits		
<ul style="list-style-type: none"> Improved student experience Enhanced roles and responsibilities of stakeholders Risk Reduction 	Yes Yes Yes	

Quantifiable benefits predicted to date(as per business case)	Quantifiable benefits realised to date		Quantifiable benefits to be realised
€n/a	€ n/a		€n/a
The 3-5 factors that have most positively affected the Project benefits realisation plan			
<ul style="list-style-type: none"> Creation and implementation of a centralised support model that provides the basis for the delivery of a high level of service 			

- Transparency on performance (Key Performance Improvements, process mapping, Service Level Agreement) provides a strong basis for measuring AR performance
- Process documentation reduces risk, improves the ability to cross train and staff mobility
- New service orientated organisational structure improves flexibility and gives far greater accountability for key functions

The 3-5 factors that have most negatively affected the Project benefits realisation plan

- The challenge for the AR team of managing operational activity and taking ownership for driving the changes associated with the programme was a very significant challenge. This required constant pushing by the programme.
- Availability of ITS resources due to pressures on ITS staff to provide ongoing support for operations and due to resource availability at the SITS vendor Tribal .
- Reluctance of some activity leads to take ownership for their areas and implement improvements identified. This resulted in a high level of push required from the programme to get Business Leads to implement changes in line with the plans that they had agreed to. In some cases, Business Leads did not carry out the role assigned to them and agreed by them.
- Level of absenteeism in the AR. This caused issues at key points in the programme. It is an issue that remains and needs a HR supported initiative to address.

5. Next Steps

- Modularisation to be removed from programme and separated to allow programme to close
- Agreement of 120 day plans and review process (i.e. process for review of progress on embedding post programme)
- Consideration of modularisation paper

6. Handovers	Y/N
Redeployment of project staff has occurred	Yes
Area/Person accountable for benefits realisation selected. Plans are in place to measure the benefits realised	Yes
Area/Person accountable for Risk log selected. Plans are in place to monitor risk	Yes

PROJECT CLOSE APPROVAL

The programme close out report is approved and the Steering Committee agree that the programme should close.

Notes/Observations

1. Modularisation to be separated from the programme and brought forward as a separate project with a proposal for a pilot using a non SITS based solution brought to EOG for approval.
2. Handover plans presented by the AR Director to be monitored by the COO and Director of Student Services to ensure that handover and follow on actions are complete. Monthly review of progress against key milestones is recommended.
3. Closing communication to be prepared by Programme Director and COO for College Community.
4. Decision to be made on the Mechanism for managing the continuous improvement (user group) budget.

PROJECT CLOSE OUT REPORT APPROVAL		
Name	Signature	Date
Geraldine Ruane, Sponsor		
Pat Millar, Programme Director		
Mary Crowe, Steering Chair		