Agenda

- Go-Live Review
- Key Features
- Lessons Learned
- The Next 12 Months
- Q&A
## Project Timeline

<table>
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<th>Timing</th>
<th>Milestone</th>
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<td>May 2013</td>
<td>Project Launch Announcement</td>
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<td>July 2013</td>
<td>Project initiation (all schools)</td>
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<td>November 2014</td>
<td>New admit processing in my.harvard</td>
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<td>January 2015</td>
<td>Course catalog conversion for Wave 1</td>
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<td>March 2015</td>
<td>Student Financials Go-Live</td>
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<td>May 2015</td>
<td>Beta course search online for ~300 users</td>
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<td>July 2015</td>
<td>Course Search available to all users</td>
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<td>August 2015</td>
<td>Launched teaching/advising center</td>
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<td>Launched student home</td>
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<td>Online registration process</td>
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<td>September 2015</td>
<td>Online course permissions and sectioning</td>
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<td>Online course enrollment</td>
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Go-Live Summary

• Online registration
  – For FAS and HDS, process of updating biographic/demographic data
  – For Harvard College, included attestation of having reviewed the honor code
  – Process had minimal technical issues or user support problems
  – 11K students completed this process in late August

• “Study card” and enrollment process:
  – 58K enrollments (including discussion/lab sections) processed to date
  – System was generally stable, with 90 minutes of unexpected downtime in that period
  – 13K instructor permissions granted online for limited enrollment courses
  – 16K+ unique users
  – FAS deadline was 9/10 at 11:59pm
  – HDS deadline is 9/11 at 11:59pm
Top Issues

- Browser cache issues were a major annoyance for users. We are looking into this but have not yet come up with a permanent resolution beyond encouraging users to utilize private browsing modes. Working with our hosting provider and Oracle on the topic.

- Changes made to courses after students had the course in their study card (shopping cart) resulted in unexpected errors when users enrolled.

- Academic calendar caused difficulty for courses that wanted to “section” over the first weekend, ahead of the study card deadline.

- The complex advising workflow in FAS required extensive clean-up and discussion between departments / concentrations and the project team; previous back-up systems for paper-based signature masked some key gaps in the data about advising relationships.

- Data conversion for the GSAS Progress to Degree system proved far more complex than anticipated and was further delayed by focus on production support for advising.

- The usual change management challenges… New terminology, process changes, user access privileges, communications, etc.
Online Knowledge and Training

http://about.my.harvard.edu/help
Re-Imagining Core Functionality – Search
(below images are delivered PeopleSoft)
Modern Options and Rich Harvard Content

The course search engine promises greater flexibility and power for users and departments to access Harvard’s course catalog.
Modern Options and Rich Harvard Content

Departments manage their content for rich profiles that are tightly integrated to the enrollment and planning processes.

<table>
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<th>First Nights: Five Performance Premieres</th>
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<td><strong>AESTHINT 24</strong></td>
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<td><strong>Class Number:</strong> 10514</td>
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**Description:**
A study of five famous pieces of music, both as timeless works of art and as moments of cultural history. Close attention is given to techniques of musical listening, and to the details of the first performance of each work, with a consideration of the problems involved in assembling such a picture. Works studied are Beethoven, Symphony no. 9; Berlioz, Symphonie fantastique; Stravinsky, Le sacre du printemps; Handel, Messiah; Monteverdi, Orfeo. The course concludes with the first performance of a new work especially commissioned for this course.

**Course Notes:**
This course, when taken for a letter grade, meets the General Education requirement for Aesthetic and Interpretive Understanding of Culture and Belief, but not both. This course fulfills the requirement that one of the eight General Education courses also engage substantially with Study of the Past.

**Evaluations:** Coming soon. Please visit the Q Score site.

**School:** Faculty of Arts & Sciences  
**Course Component:** Lecture  
**Cross Reg:** Available for Harvard Cross Registration  
**Course Level:** Primarily for Undergraduate Students  
**Units:** 4  
**Exam/Final Deadline:** 12/12/2015 2:00 PM  
**Final Assessment Category:** Unknown

**Department:** General Education  
**Subject:** GenEd: Aesthetic & Interpretive Understanding, Culture and Belief, Study of the Past  
**Grading Basis:** Letter Graded
Modernizing Self-Service
(Images are delivered PeopleSoft)
Unified Student Self-Service Experience

Student Home allows one-stop access to enrollment, academic history, advisors, bills, announcements, and more.
The new self-service portal creates a richer and more consistent experience for users across schools and advisees.
Consolidated Teaching & Advising Home

The new self-service portal creates a richer and more consistent experience for users across schools and advisees.
The new self-service portal creates a richer and more consistent experience for users across schools and advisees.
Other Key Features

• Instructor Permissions:
  – Students can initiate request for limited enrollment courses
  – Also available when student fails pre-requisite check
  – Instructors (and designees) can review and approve/deny the requests
  – In total, 10K permissions were requested through this mechanism
  – May be foundation for future cross-registration processes

• Sectioning System
  – Allows FAS students to indicate preferences for discussion / lab sections and for instructors to run algorithms to allocate students among sections
  – May be one part of the broader lottery and bidding systems required for Wave 2

• Work Centers
  – Streamlined navigation for administrative functions and operational queries
  – Designed around particular job functions such as department admin or curriculum admin
  – Complementary tool to the user-friendly portal used for 80% of normal transactions
Lessons Learned (a selection)

- Encourage earlier hands-on engagement from super users
- Ambassador program (student advisors who receive in-depth training) proved an excellent way to extend service desk and training reach
- Avoid mid-summer migrations to external hosting
- Convert advising relationships earlier
- Too many point solutions; need to adopt a common set of data exchange standards and techniques to support system integration
Road Ahead

- Wave 2 engagement is active and we are beginning preliminary conversions of course catalog data (followed by enrollments)
- Existing implementation provides a foundation that should make it easier to implement many components of the system for Wave 2
- Will be critical to focus on several mission critical collaborations:
  - Merging bio-demo data from Wave 2 schools into current data model
  - Critical school-specific modules such as bidding (HKS) and lottery (GSD)
  - Standardizing data exchange tools to support retained local systems
- We will be re-aligning internal project structure to ensure strong relationships with the schools and commitment to their varied timelines
- Completion of Wave 1 activities includes:
  - Grading processes (including Canvas)
  - Plan of Study tools (initial version nearly live at HDS)
  - Declaration of Concentration (Harvard College)
  - Expansion of data warehouse reporting
  - Implementation of degree audit for FAS
Questions?
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