University of Glasgow

# MyCampus Lessons Learned Review

## Summary of Key Issues

*ISSUED*

## Introduction

This document provides a summary of the key issues identified through the consultation stage of the *Lessons Learned Review* the early use of MyCampus and groups these into eight themes. It provides a statement of intent in relation to each theme along with examples of the issues that have been raised with respect to the theme. The first five themes are predominantly associated with the MyCampus system and the final three relate more to the human aspects of implementing and supporting the system.

In identifying the key issues and subsequently formulating recommendations for developments and enhancements to address these, we are conscious that there are a number of 'Year 1' issues which are an inevitable feature of any new system implementation and which we would not expect to recur in future years.

## Overarching Issues

In moving forward, and in addition to the specific themes identified in this document, there are some over-arching issues that must be addressed. These are as follows:

1. There should be a clear and shared vision of ownership of what the system should look like and what it will deliver for the user community. If this is done correctly, the community will be adequately prepared for and will understand the scale of change associated with future phases of the implementation of the project.

2. It is essential to clearly establish where accountability lies for delivery across various areas in the University. In revising the engagement mechanism it is essential that the staff involved have the necessary accountability/authority to ensure previously agreed procedural/system changes are actually implemented.

3. In responding to the problems during the implementation phase many workarounds were put in place as overrides to established policies. In a fully functional state the system is configured to comply with these policies. In moving forward it is essential that these policies are implemented correctly by all constituents and adhered to.

4. Usability and the user experience of staff and students must be given a very high priority in MyCampus and the nature of human interaction with the system of the different categories of users must be clearly defined "*a priori*". All system configuration, testing and user training must be consistent with this.

5. In relation to point 4 above, particular emphasis must be put on ensuring compatibility between MyCampus and the role of advisers of study such that MyCampus properly supports the intended role of the Adviser.

6. An appropriate cross-section of the user base must be directly involved in the process of identifying refinements across the system. This should happen before sign-off of the new requirements. A broader cross-section of the community should then be involved in comprehensive system testing and bug-fixing. Finally, comprehensive training should be provided in a timely manner ahead of roll-out and appropriate support mechanisms should be put in place to support the roll-out phase.

## Process

The user community will be invited to review this document and provide responses to:

a) confirm that this summary adequately covers the range of issues identified?

b) rank the themes identified– in order of importance

## Summary of Issues

### Theme 1: User Interface

"Improve the navigability and clarity of language, supported by improved on-screen messages/information, user guides for each aspect of the system and on-line help for all users. Usability and the user experience of staff and students must be given a very high priority in MyCampus".

*Issues:*

- Overly complex navigation
- Screen layout and system use unintuitive
- Language & Terminology (including: Americanisms; consumerist language; use of codes rather than text; differences from standard University terminology)
- Staff & students do not see same screens / information
- Visually impaired students cannot use the system independently
- Context is not maintained between screens
- Poor Adviser interface
- Interfaces with other systems not fully operational / not working as required (e.g. Moodle, accommodation, Library)
- Incompatibility with web browsers (e.g. Chrome and Safari)
- No clear confirmation message when a process is successfully completed
- A single logical change requires multiple changes to performed in different screens
- Multiple steps (too many mouse clicks) for every task
- Error messages not intelligible

### Theme 2: Student Finances

"Revise and enhance financial registration, in both the system and supporting business processes, so as to improve the student experience and avoid students being unnecessarily prevented from progressing through completion of registration and enrolment".

*Issues:*

- Incorrect fees recorded
- Process appears to be optimised for "normal" case (SAAS-funded students) and does not support non-standard cases well
- SAAS-funded students' tuition fee appearing as a potential debit against their account without clear explanation.
- Advance payments, deposits, discounts and scholarships not reflected on account
- Language, process & navigation unclear - no confirmation of successful completion
- Verification of sponsorship taking undue time and preventing completion of registration
- Trivial debts prevent registration & enrolment
- On-screen messages/information can be misleading
- Full range of payment options not shown/available
- Range of problems specific to international students (including banking arrangements)
- Delays/errors in payment of bursaries/stipends

- Direct debit problems
- Linking enrolment to successful registration leads to problems
- Credit card charges not made clear
- Lack of (staff) access to student financial information
- Problems with card payments because payment often exceeds maximum allowed by card company

**Theme 3: Enrolment**

"Enhance the processes associated with enrolment and timetabling in order to improve usability, taking account of the specific requirements of particular cohorts such as Erasmus/Exchange and PGT students".

*Issues:*

- Lack of clarity for staff and students around the best methods to use in particular situations
- Timetable clashes were identified by class numbers (codes) with no indication of the class type, lecture, lab, tutorial etc, or course to which they related
- Timetable clashes are identified late in the process and cumbersome to resolve
- Process of enrolling is complex and not intuitive (e.g. use of 'view all' is not obvious)
- 'My Requirements' not working on occasions or not obvious, so not used
- Incomplete or errors in class scheduling contributed to difficulties and confusion
- Pre-requisites were inflexible, leading to much time spent managing, updating and over-riding
- Advisers spent too much time taking students through the mechanics of the process, leaving little or no time for curriculum discussion or advice
- Incorrect program/plan information recorded
- Erasmus/Visiting Students: arrangements for both incoming and outgoing students were not explained early enough
- Students were not aware they had to enrol for both semesters
- Course lists not appearing consistently for course selection
- Quick enrolment is not quick
- Student Groups were not fully set up or explained to relevant staff prior to implementation.

**Theme 4: Access to Information**

"Ensure appropriate access to information through effective management of security and permissions; provision of reports and queries; and enabling access to specific information and data sets", e.g. disabled students, absences etc.

*Issues:*

- Management of security access and the lack of a security/permissions led to:
    - Staff being granted insufficient access
    - staff not being able to access/update information to do their jobs and/or assist students
    - Lengthy delays in responses to requests for access
- Lack of access to disability information for advisers and course organisers

- Delays or problems with the issue of student 'Account Access' information compounded other issues
- Lack of reporting tools means staff are reliant on SLP team to create queries
- Delay in the introduction of absence reporting
- Organisation of existing queries is hard to understand – no consistent naming conventions or information on the content
- Classification/glossary of existing queries required
- Full functionality of absence reporting must be achieved
- Reporting tools so that staff can create their own queries are needed
- Exception reports are not easy to use – lengthy text files, cannot be moved to Excel. – additional fields needed, including plan name
- The facility for a chief adviser to see another adviser's list of advisees should be available
- Lack of a code for "year" (e.g. Sing Hons Politics Year 3) makes it laborious to send class emails.

**Theme 5: System Performance**

"The performance of the system should be robust and optimised, taking account of user activity profiles".

*Issues:*

- Slow response/processing times
- Unintelligible error messages
- System is prone to freezing
- Time outs occur after relatively short time and do not take account of browsing for information as opposed to completing defined actions in the system
- There is no automatic update from one screen to another
- System is too interdependent, increasing both complexity to users and causing degradation of performance.

**Theme 6: Data Management**

"Data stored in or generated by the system must be accurate and a comprehensive record maintained".

*Issues:*

- Lack of data cleansing prior to migration
- Questionable quality of data in the system
- plan rules not adequately tested, especially for joint/combined programmes (lack of ownership/coordination creates problems for some joint/combined programmes)
- Prior history/qualifications not imported from WebSURF
- Data Integrity has not been preserved
- Some students have multiple records on MyCampus
- Incorrect allocation/assignment of students
- Staff were not asked to contribute to data cleansing/data checking (beyond checking course and programme data)

**Theme 7: Communication**

"Improve all aspects of communications through review & revision of the mechanisms for dissemination and engagement with the user community in order to increase understanding of the system and what it will/should deliver".

*Issues:*

- Poor communication & collaboration with users during implementation
- Staff and students do not know who to contact for help in resolving problems
- Staff were unaware of communications issued to students
- Insufficient information provided to users on new tasks and new features
- SLP Co-ordinator role as communication channel to Schools and Colleges was not successful as implementation approached
- Management of communications and information
- Communications with all stakeholders (students, advisers, course co-ordinators, Disability Co-ordinators)
- Lack of clarity regarding responsibilities and communications
- Use of call centre leading to student anxiety
- Confusion over the use of 'MyGlasgow' and 'MyCampus'

**Theme 8: Training and Support**

"Ensure comprehensive training is provided in a timely manner ahead of roll-out of future functionality and establish appropriate support mechanisms to support the roll-out phase"

*Issues:*

- Insufficient time for training, hence delivered too late, and inappropriately focussed and inadequate
- Identification of appropriate staff to undertake support roles did not take place in time for training to be organized or appropriate system access arranged
- The impact of the complexity of the system was underestimated
- Range of staff for whom training was provided was limited – with some not targeted at all
- Lack of information and training for staff responsible for PGR students
- Better and accurate guidance, support materials and job aids should be provided
- Lack of adequately trained staff available in sufficient numbers to respond promptly to problems over the summer period
- Assistance provided through Helpdesk or Supportworks involved lengthy delays
- Staff and students were not well supported.
- Problems were passed from place to place due in part to a lack of ownership of problem resolution
- Multiple channels leading to duplication of calls and activity
- The support infrastructure was ill-conceived, poorly coordinated, with roles and responsibilities among the participants not well thought through.