



Department of Education  
Office of Student Financial Assistance

SFA University

Deliverable 84.1.2

Process Flows  
and  
Customer Support Plan

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## **EXECUTIVE SUMMARY**

SFA University is currently in the process of implementing a web-based Learning Management System (LMS) to fulfill the needs of streamlining training administration functions for SFA employees and external customers. The transition to a more automated, web-based system is a major step towards realizing SFA University's strategy of improving the delivery of training services to SFA employees and external customers. SFA University's goals for implementing the LMS are to:

- (1) Increase customer satisfaction by addressing customer requests for consistency and improved access to information
- (2) Increase employee satisfaction by modernizing training administration and improving the efficiency of current processes

This segment of the LMS implementation focused on the remaining LMS configuration, the development of as-is and to-be processes flows, as well as customer support. The as-is process flows are a result of client meetings, where the current SFA registration process and other training administration tasks were captured and documented. The as-is process flows depict, at a high level, the current state of the SFA training registration and administration processes. Based on SFA requirements gathered in Phase 1 (Deliverable 36.1.1 – Requirements Analysis) and the LMS system configuration, high-level to-be processes were then developed. Comparing as-is and to-be process flows will help identify training needs and gaps that might impact the LMS operational readiness.

The customer support needs addressed during this phase of the LMS implementation were the development of a training approach and implementation of a communication program. Both the training approach and communication program ensure that SFA employees and external customers are being prepared to use the LMS effectively as the LMS itself is being prepared for operation.

Specific documents delivered in the Process Flows and Customer Plan deliverable 84.1.2 are:

- LMS audience analysis
- Training approach
- Training needs analysis
- Communication program
- SFA University process flows
  - As-is process flows – high level
  - To-be process flows – high level

Also completed as a part of Deliverable 84.1.2 - Process Flows and Customer Support Plan - was the remaining documentation of the LMS configuration. Specifically addressed are the configuration and parameters determined for the LMS notification and reporting functions. Documentation on the revision of security list configuration has also been included.



## LMS Configuration

Two additional areas of the LMS configuration were documented and included in this deliverable. Accenture met with SFA University to gather requirements for LMS notification and reporting functions. All requirements have been configured into the Saba LMS.

### *Notifications*

The Saba LMS provides notification services for processing events that occur in the system. For each predefined notification event, the system administrator can determine if a notification should be generated by enabling or disabling the corresponding setting. If the setting for an event is enabled, when the specific event occurs, an action request is generated that prompts the system to send a notification to an identified user or group of users.

Events that generate notifications are classified into two types: triggered events and periodic events. Triggered events are those that occur when a business object in the system is changed. For example, canceling a class within the system can be an event. The business object in this instance is the class, and the change in the system occurred when the class was cancelled. Periodic events are those that occur at regularly scheduled time intervals. Each periodic event includes a predefined procedure that is executed by the system at the scheduled time(s). An example of a periodic event is sending reminder notifications to class registrants one week prior to the start date for the class.

Modernization Partner met with SFA University to discuss email notifications. During these meetings, all predetermined notifications were presented and explained to SFA University. SFA University determined whether to enable or disable each predefined notification and provided the text for the notifications. Please refer to Appendix A: Notifications Configuration for a complete list of all the notifications in Saba version 3.4. The document identifies the enabled and disabled notifications, as well as the determined domains, recipients, recipient keywords, business object keywords to be used to populate the notifications with class information, and additional configuration information on notification attachments.

### *Reports*

The Saba LMS provides a range of reporting capabilities for objects in the system. Saba uses Crystal Reports to create, modify and run reports in the Saba client modules and the Saba web modules. There are two types of reports supported by the LMS: pre-defined and customized reports.

Pre-defined reports are a part of the Saba LMS upon installation. When executed, these reports are viewed by users on Crystal Reports, which is automatically launched seamlessly to the user. A majority of the reporting needs for SFA University are addressed with pre-defined reports. Accenture and SFA University met to discuss the reporting requirements and selected the reports that will be used to display data managed in the LMS. This list of selected pre-defined reports is located in Appendix B: Detailed Profile of LMS Reports. The pre-defined reports identified by



SFA University will be modified to a consistent look and feel to appeal to the SFA University audience.

The creation of customized reports requires the full copy of the Crystal Reports application and some knowledge of its functionality and usage. Once a custom report is created, it must then be registered and copied to the appropriate web server and Saba client server. SFA University identified a few reports requiring customization. The customization and integration of these reports identified in original discussions will be developed. For further creation of customized reports, a full version of Crystal Reports must be purchased. Additional documentation on the customization of reports can be found in the Saba system documentation that accompanied the system upon installation.

### *Security Lists*

When implementing a web-based system, it is important to define roles and access for its users. Each role, when used in conjunction with a security list, determines the actions a user can perform in the system and to which modules a user has access. A security list captures the breakdown as to whether a user can view, create, edit, or delete data for a given business object in the system. When a security list is assigned to a specific role, a user with this role-type inherits the ability to perform the actions in the system as outlined in the security list. Security lists also control access to the client modules as well as the reports a user can run on the system.

As defined in Deliverable 84.1.1 Business Rules, the roles for SFA University LMS users are System Administrator, Training Administrator, Instructor and End-User. The security lists for each of these roles are located in Appendix C: Security Lists.

To enable these roles to perform their desired functions, the security lists for these roles have been enabled in the system and are briefly described below.

- **System Administrator** – grants access to every privilege for every business object in the system and the ability to generate reports; this list is assigned to the System Administrator role only
- **Training Administrator** – grants access for managing and maintaining courses, classes, instructors, waitlists, equipment, locations, facilities, products, rosters, the ability to register and cancel others' enrollments and the ability to generate reports; this list is assigned to the Training Administrator role only
- **Instructor** – grants access for marking attendance for a class and for closing a class; this list is assigned to the Instructor role only
- **External End-User** – grants access to external end-users for browsing the course catalogue, registering and canceling class enrollment, editing the user's profile and responding to feedback surveys; this list is assigned to the End-User, Training Administrator and System Administrator roles
- **Internal End-User** – grants access to internal end-users for browsing the course catalogue, registering and canceling class enrollment, editing the user's profile and



responding to feedback surveys; this list is assigned to the End-User, Training Administrator and System Administrator roles

### ***Configuration Confirmation Process***

For the purpose of confirming critical data required for the configuration of Saba Learning Management System, formal memorandums were created and forwarded to the appropriate SFA University personnel. This process ensured that the business decisions regarding SFA University roles and responsibilities mirrored the roles required and configured in the LMS.

This process was used to confirm the LMS components (web versus client module) required for efficiently operating the system. Also confirmed were the SFA University employees identified to assume the role of training administrator and system administrator. References to this confirmation are located in Appendix D.



## Customer Support Approach

### *LMS Audience Analysis*

The LMS Audience Analysis is a high level, one-page table that identifies the four major LMS training audiences: Training Administrators, System Administrators, Training Officers and End Users. The document is intended to be shared with the SFA University team to help solidify outstanding audience and training questions:

- Who is the training audience?
- What are the desired proficiencies and responsibilities for each audience?
- What type of training will be given to each audience?
- Who from SFA are the audience members?
- Will the audience participate in User Acceptance Testing?

### *Training Approach*

The training approach appendix defines the overall training strategy for building end-user and SFA employee knowledge and proficiency on the SABA Learning Management System. The training approach encompasses training objectives, system proficiencies by user, a training timeline, delivery alternatives and assumptions made to date.

Currently, the one-day hands-on training class for training administrators is planned for the end of February, allowing those with primary system responsibilities additional practice before the 'go-live' date of March 1, 2002. Since system administrators will serve as a primary contact for support and require a more comprehensive understanding and proficiency of the LMS, the current training strategy recommends aligning SFA employees who will serve as system administrators with a system administration training class, delivered by Saba, the LMS vendor.

### *Training Needs Analysis*

The training needs analysis is a matrix of all LMS audiences and recommended LMS proficiencies by audience. The purpose of the document is to determine proficiencies that correspond to a particular audience. The letters H, M and L indicate that a proficiency is recommended by the LMS training team. 'H' denotes that the task is performed frequently, or at a high frequency. Similarly 'M' denotes a medium frequency at which the task should be performed and 'L' denotes a low frequency at which the audience will likely perform the task.

The training needs analysis will drive the development of the documentation. The LMS team will have a better understanding of the audience proficiency needs as well as the specific tasks that will be performed most frequently in the LMS.



### ***Communication Program***

SFA University and Accenture combined efforts to address the need for a communications program for the LMS implementation. Based on discussions with Accenture, SFA University determined key criteria required for an effective communications program, such as:

- Internal stakeholders
- External audiences
- Communications goals and objectives
- Communications methods
- Budget constraints
- Evaluations to measure progress

SFA University then developed an LMS Communications and Marketing Strategy, comprising two main components: the Communication Audit and the Communication Plan. The Communication Audit is a table-based document that compiles the current internal and external stakeholders, audiences, communications history, processes, systems of delivery and issues. The primary purpose of the communications audit is to track and organize the data from the criteria identified above in one central location as information was gathered from multiple sources.

SFA University and Accenture then developed a Communications Plan. The purpose of the plan is to outline the communication activities for the LMS implementation. The approach involves three main stages: awareness, understanding and acceptance. Initial communications are broad or general in nature and intended to raise awareness to the LMS implementation. As time progresses, the level of detailed information given to both internal and external audiences increases. Shortly after the implementation, SFA University employees should have a strong understanding of the system functionality and accept the change. The objective of the communication activities is to move both SFA University and their internal stakeholders and external audiences towards acceptance of the LMS and the newly established processes.

### ***SFA University Process Flows***

Two types of process flows were developed to assist SFA University in the implementation of the Learning Management System. As-is process flows depict the current state of SFA University's training administration. Information used to develop the as-is process flows was gathered during meetings with SFA University employees. The major training administration steps depicted are:

- Overview
- Build a course
- Modify a course
- Cancel a course
- Create a report
- Registering
- Cancel enrollment
- Print pamphlets or booklets



- Print badges
- Ship
- Compile evaluations
- Customer care

Each flow is followed by a one-page flow overview, which gives a brief description of the flow, identifies functional requirements and lists data requirements associated with the process.

The to-be process flows focus on primary changes to the SFA University training administration processes as a result of the LMS implementation. SFA University requirements as well as the Saba LMS system configuration were the main inputs in the development of the to-be process flows. By comparing as-is and to-be processes, the LMS team has a much clearer understanding of the types of training needs required to build employee skills needed to operate and maintain the LMS. Major training administration steps depicted are:

- Overview
- Creating/Setting up courses
- Browsing and registering for courses (end-user perspective)
- Managing waitlists
- Managing courses and classes
- Creating/Managing questionnaires, surveys and evaluations
- Managing reports
- Managing notifications
- Updating profile and password (end-user perspective)



## Appendices

*Appendix A*

*Appendix B*

*Appendix C*

*Appendix D*

*Appendix E*

*Appendix F*

*Appendix G*

*Appendix H*

*Appendix I*

Notification Configuration

Detailed Profile of LMS Reports

Security Lists

Configuration Confirmation Process

LMS Audience Analysis

Training Approach

Training Needs Analysis

Communication Program

SFA University Process Flows