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Introduction and purpose of this document

The purpose of this document is to:

- Present a summary of the expected changes identified during the Student impact sessions and how those changes relate to Student stakeholders, including Undergraduate Admissions, Graduate Studies, Faculties / Departments, and Enrolment Services
- Identify impacts and the degree of change by functional area to allow the project team to define mitigation strategies and monitor critical areas
- Present proposed change management, communications, and training activities to proactively plan for the changes identified

Note: This document is not intended to provide a thorough analysis of stakeholder issues but reflects those key impact areas that will be of importance to end-users in respective Student functional areas across the University. The complete Change Impact Tracker is available on Confluence: https://collaborate.mcmaster.ca/download/attachments/13992128/Mosaic_Student%20Admin_Change%20Impacts%20Tracker.xlsm?api=v2
Definition and purpose of a Change Impact Assessment

What is a Change Impact Assessment?

- Provides a summary of the expected changes that may result from the implementation of PeopleSoft and how those changes will affect McMaster students, faculty and/or employees
- Identifies change impact areas that should be addressed in order for the project to move forward effectively
- Identifies impacts and degree of change by functional area to allow the project team to define mitigation strategies and monitor critical areas

Why conduct a Change Impact Assessment?

- Identify potential impacts resulting from changes to people, processes, and technology
- Determine courses of action to address the change impacts within the University in the appropriate timeframe (e.g., targeted communication, special training requirements)
- Identify key benefits and risks associated with change impacts to start building momentum within the University and begin preparing leadership to guide people through the change
- Provoke meaningful discussion with McMaster students, faculty, and employees around the impacts of the change and the initiatives required to lead the project towards success
Mosaic Change Strategy

Kotter's 8-step change management framework moves from setting the foundation for change to engaging and enabling the organization to adopt the change.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Urgency</td>
<td>Align stakeholders to a common goal of supporting the organization's transformation journey</td>
</tr>
<tr>
<td>Build Guiding Teams</td>
<td>A high performing project team to foster effective teamwork and decision-making</td>
</tr>
<tr>
<td>Get the Vision Right</td>
<td>Engage stakeholders in building a consensus future-state vision to meet requirements and support organizational strategy</td>
</tr>
<tr>
<td>Communicate for Buy-in</td>
<td>Help employees understand the transformation and what it means for them</td>
</tr>
<tr>
<td>Enable Action</td>
<td>Training people on what they need to know, when they need to know it and support them to hone the new skills</td>
</tr>
<tr>
<td>Create Short-term Wins</td>
<td>Celebrate project milestones along the way. Identify quick wins after Go-Live which will reinforce success</td>
</tr>
<tr>
<td>Maintain Momentum</td>
<td>Ensure continual communications and involvement of leaders at all levels pre and post Go-Live to demonstrate commitment</td>
</tr>
<tr>
<td>Make it Stick</td>
<td>Identify organizational incentives/mechanisms to reinforce changes in behaviour. Continue to support employees with knowledge/training, reinforcing messaging and leadership support.</td>
</tr>
</tbody>
</table>
An effective OCM strategy is essential to enable McMaster employees to embrace and fully realize the benefits of the new system. Mitigating strategies are identified to progress stakeholders along the engagement change curve.
Leadership Success Strategies

Results of any change effort cannot be achieved without the willing support and work of the stakeholders impacted by the change itself. Successful leadership behaviours are highlighted below to support leadership in enabling the McMaster community embrace and fully realize the benefits of the new PeopleSoft system.

- Leaders demonstrate **unified sponsorship**: sustained beyond formal agreement
- Establish and communicate the business context and **rationale**
- Participate in shared goal setting – together we “**own**” the new system
- Promote genuine **openness**, identify concerns **fairly**
- Make difficult resource decisions **together** to see the project through
- Develop “**our**” **people** – giving opportunities within
- Develop **sponsorship** throughout and across all areas of the University
- Be flexible when it’s critical to the success of **our people** and/or **our project**
- Understand the **change impacts** and create a climate for change
- Support and encourage **recognition**
- Encourage **teamwork, cooperation** and **integrative thinking**
- Stimulate **critical thinking** in others
The approach used to gather change impacts for Student (Release 1)

<table>
<thead>
<tr>
<th>Assess current state and to-be processes</th>
<th>Gather change impacts</th>
<th>Review and validate change impacts</th>
<th>Identify OCM mitigation tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td>November – February</td>
<td>April – June</td>
<td>June – September</td>
<td>June – Go Live</td>
</tr>
</tbody>
</table>

- Conduct detailed reviews of current state and to-be process maps (Industry Print) to understand changes to specific Admissions processes
- Identify those processes which require deeper review because of depth of change and / or breadth of change; schedule for workshops / interviews
- Conduct workshops with Functional Leads, project team members and identified End Users and Super Users to understand impacts
- Categorize (high, medium or low) and document impacts on the Mosaic Change Impacts Tracker
- Review and validate detailed change impacts with the Student Functional Leads
- Review validated change impacts with End User and Super User community
- Identify OCM tactics, activities, and planned interventions for high-impact changes
- Present findings to Student Functional Leads and project team members
Summary of Changes and Impacts
Overview of changes captured

- Student Release 1 “What’s Changing” workshops ran from April 14 to June 2, 2014
- In total, 59 changes were captured across four Student areas
- Each change was categorized as having a High, Medium or, Low impact

Summary:

<table>
<thead>
<tr>
<th>Impact Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (H)</td>
<td>23</td>
</tr>
<tr>
<td>Medium (M)</td>
<td>10</td>
</tr>
<tr>
<td>Low (L)</td>
<td>15</td>
</tr>
<tr>
<td>Unknown (?)</td>
<td>10^1</td>
</tr>
</tbody>
</table>

1Reflects changes that were initially categorized as “outstanding decision” or “takeaway” and require follow-up to accurately assess degree of change
Overview of impacts captured

- For the rated changes, the impact from a people, process, and technology perspective was assessed

**People**

*How will Mosaic impact Student stakeholders?*

12 impacts

- Terminology / definition changes (e.g., decision to program action)
- Able to edit / update information (e.g., transfer credit)
- Able to self-complete tasks or activities (e.g., track application)

**Process**

*How will Mosaic impact the way work is done?*

45 impacts

- Anticipated increase in data entry / search requirements (e.g., review of suspended applicants)
- Increased automation and reduced manual entry (e.g., EDI transcripts)
- Streamlined processes (e.g., mass communications)
- Increased self-sufficiency (e.g., Self-Service)
- Efficiency gains (e.g., elimination of duplicate entry)

**Technology**

*How will Mosaic impact current work practices?*

13 impacts

- Better reporting and query capability (e.g., search match parameters)
- New / revised forms and tools
- Gradual elimination of multiple systems (e.g., SynApps, LetGen)

---

1 Excludes changes that were initially categorized as "outstanding decision" or "takeaway" and require follow-up to accurately assess the impact(s)
Detailed Summary of Changes
Detailed summary of changes

The following tables highlight the changes that were identified during each change impact session:

<table>
<thead>
<tr>
<th>Impact Session</th>
<th>Process</th>
<th>Change Summary</th>
<th>Degree of Change</th>
<th>Perception of Change</th>
<th>Impacted Group</th>
<th>Proposed Mitigation Strategies</th>
</tr>
</thead>
</table>
| Graduate Studies Admissions | Admissions             | Multiple offers are not managed centrally. An applicant can only accept one offer. If an applicant has multiple offers, Admissions staff need to speak to the Department / Faculty offering the additional acceptance to move forward with processing. | H                | -                    | Students, Admissions Staff             | • C: Process to manage multiple offers  
• T: New process / procedure  
• JD: Accountability for facilitating process |
| Student Change Impacts Summary |                                      | Students who want to switch programs need to complete a new, lengthy application. The application can be manually added to the Student's record. | H                | -                    | Students, Admissions Staff, Faculty    | • C: Application requirements  
• T: How to perform program changes  
• P/P: How to manage program changes in the system |
|                               |                        | Individuals will be required to log onto PS and use the system to submit or compile application packages. | H                | -                    | Faculty, SGS, Students                 | • T: How to compile application packages |
|                               |                        | Each program will have their own checklist that will be available in PS. Students and Administrators can view checklists in SS and PS, respectively. | H                | +                    | Students, Admin                        | • T: How to update checklists, add additional items, etc.  
• JD: Determine owner of checklist in each area |
|                               |                        | Faculty can add comments to an applicant’s record. Comment appropriateness are subject to FIPPA. | H                |                      | Admissions Staff                      | • T: How to document and access comments; FIPPA guidelines |

Legend:  
C: Communication  
T: Training  
P/P: Policy and Procedure  
JD: Job Design  
PS: Performance Support
## Detailed summary of changes

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</table>
| Graduate Studies Admissions | Admissions | The offer will be generated in Admin Tools and evaluation of the applicant and applicant acceptance will occur in PS. For multiple offers, revised offers, and previously declined offers, there will be some flow between PS and Admin Tools. | H                | + / -                | SGS Admissions            | • C: Business process, where activities will occur between systems  
• T: Business process                                                                 |
| Graduate Studies Admissions | Admissions | If an offer is accepted and matriculation has not occurred, changes can be made to the student record. Once the offer has matriculated, changes are manual.                                                   | M                | -                    | SGS                                                                             | • C: Business process, how late changes will be handled  
• T: Business process and system  
• P/P: Internal SGS change                                                                 |
| Graduate Studies Admissions | Admissions | If a student has not paid the application fee their application will not be processed until the fee is received.                                                                                            | L                | +/-                  | Students, SGS, Student Financials                                                | • C: How to communicate process to Students  
• P/P: Each area will need to determine communication process and deadlines                                                                 |
|                           |          | A McMaster online application registration is replacing SynApps.                                                                                                                                                | L                | +                    | SGS Admissions                                                                 | T: How to use new online system                                                                 |
|                           |          | Refusal letters will be sent from PS                                                                                                                                                                            | L                | +                    |                                                                                  | T: How to send refusal letters through PS                                                           |
| **O/S decision:** Who will manage the tables that support the checklists for future changes? |          |                                                                                                                                                                                                              |                  | ?                                  |                                                                                                 |                                                                                                    |

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**Student Change Impacts Summary**
# Detailed summary of changes

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Graduate Studies Admissions</td>
<td>Admissions</td>
<td>O/S decision: Does SGS want the non-standard basis of admissions field?</td>
<td>?</td>
<td>?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Takeaway: How will non-standard basis of admissions be managed?</td>
<td>?</td>
<td>?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SGS / Dept. Staff Review</td>
<td>SGS and Dept. Staff will use PS and Admin Tools in evaluating applicants. After reviewing the application, staff will manually add a &quot;documents required&quot; communication record in PS. This record will then get selected by the nightly batch process that produces the communication to send via email.</td>
<td>H</td>
<td>~</td>
<td>SGS, Dept. Staff</td>
<td>• T: How to add the &quot;documents required&quot; communication in PS</td>
</tr>
<tr>
<td></td>
<td>Applicant Self-Service</td>
<td>Applicant Self-Service provides the ability to upload documents as well as accept or decline the offer. Acceptance of an offer can also require payment of a deposit and will go to Student Records.</td>
<td>M</td>
<td>+</td>
<td>Students, Dept. Staff, SGS</td>
<td>• T: How to access SS and upload documents</td>
</tr>
<tr>
<td></td>
<td>Communications</td>
<td>All communications generated from CS will be retained and can be viewed by staff where they have security.</td>
<td>M</td>
<td>+</td>
<td>SGS</td>
<td>• T: How to view communications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To send mass communications, generic queries will be delivered to identify a group of people to put into a template.</td>
<td>L</td>
<td>+</td>
<td>SGS</td>
<td>• T: How to run the queries and choose the IDs needed to create mass e-mail</td>
</tr>
</tbody>
</table>

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**Student Change Impacts Summary**

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</table>
| Graduate Studies Admissions | Search Match Processing | One person will be assigned per department to maintain set-up tables for search match. | L                |                      | Depts          | • T: Technical training for new role  
  • JD: Accountability for set-up table maintenance                                          |
|                | Conversion               | A security role will exist for creating new organizations; RO, SGS, and CCE will each have someone in that security role. | ?                |                      |                | • T: Technical training for new role  
  • JD: Accountability for creating new organizations                                          |
| Undergrad Admissions | Self-Service            | Manual conversion of shell information from complete applications is required between November 18 and December 7, 2014. | ?                |                      | Admissions     | • C: Conversion dates; where to access incomplete / supplemental application information  
  • T: Data entry of shell information  
  • JD: Accountability for data conversion                                                    |
| Deferral of Offer | MacID will be given at the point of application and will be part of the confirmation letter; applicants will be directed to look at Self-Service for application status. | H                  | +                 | Admissions, Students |               | • C: Benefits of Self-Service  
  • T: How to access and navigate SS                                                           |
|                | MacID will allow applicants to track their application status through Self-Service with a link to OUAC to respond to an offer. | H                  | +                 | Admissions, Students |               | • C: Benefits of Self-Service  
  • T: How to access and navigate SS                                                           |
|                | Applicants with deferred offers do not need to reapply through OUAC or pay an additional fee. | H                  | +                 | Admissions, Applicants |               | • C: New process, elimination of additional fee                                              |

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</table>
| Undergrad Admissions | Communications | PS delivered Communication Generation process will replace LetGen. All PS communications will be recorded as part of a tracking system (Doc History) and will be available for viewing on PS Staff pages. | H | + | Admissions, Comms Team | • C: Information that will or will not be recorded  
  • T: How to access Communication Generation and templates |
|                  |         | Offer Letters and Letters of Acceptance will be available in SS. | H | + | Admissions | • T: How to view offer letters, which offer letters can be viewed |
|                  |         | Transfer Credits will be attached separately and accessible through Self-Service. | M | + | Admissions, Students | • T: How to attach and view Transfer Credits |
|                  |         | Multiple reasons for 105 refusals can be included in communications. | L | + | Admissions | • No specific action has been noted |
| Scan / Upload Documents |          | Legible EDI transcripts will be loaded directly into PS. | H | + | Admissions | • C: New process |
|                  |         | Documents can be scanned and uploaded to an applicant’s file. Paper files will be maintained initially. | L | - | Admissions | • T: How to scan and upload documents |
| Application Evaluation |         | PS will not retain any previous application data, including the 3-year history. Data will be housed in the Data Warehouse. | M | - | Admissions Officers; UG Students | • C: Where to access archived application data  
  • T: How to access archived application data |

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</thead>
<tbody>
<tr>
<td>Undergrad Admissions</td>
<td>ID Numbers</td>
<td>Some programs will not be able to complete certain processes until Student ID numbers are assigned.</td>
<td>H</td>
<td>-</td>
<td>Programs</td>
<td>• <strong>C</strong>: New business process, which processes can and cannot be completed prior to Student ID assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student ID number will increase to 9 characters.</td>
<td>M</td>
<td>-</td>
<td>Admissions, Students</td>
<td>• <strong>C</strong>: Change and value received from new process</td>
</tr>
</tbody>
</table>
|                  |                  | Scantron sheets will need to accommodate change in Student ID number length.    | L                | +/-                  | UTS, Registrars Office, Psyc Dept, Students | • **C**: Change required to Scantron sheets  
• **PS**: Work with departments to support adjustment of sheets to comply                         |
| Effective Dating |                  | Effective date will be automatically populated and can be changed. Once a record is saved it cannot be changed. | H                | +                    | Admissions                         | • **T**: Process to change effective date                                                          |
|                  |                  | PS does not allow for a single view of applicants.                             | M                | -                    | Admissions, Faculty, SGS           | • **T**: How to view multiple applicants – how to manage view for individual preferences           |
| Admissions       |                  | Majority of processes will be in PS. Two systems will be required to process B. Tech winter applicants. | L                | -                    | Admissions, B.Tech Officers        | • **C**: Targeted messaging specific to processing B. Tech applicants                              |
| Service Indicators |                | Applicant records will include service indicators to alert staff of positive or negative circumstances concerning the applicant (e.g., fraudulent documents). | L                | +                    | Admissions                         | • **T**: Meaning of service indicators and how to use them                                        |

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</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Admissions</td>
<td>Effective Dating</td>
<td>Terminology changed from “decision” in legacy system to “program action” in PS.</td>
<td>L</td>
<td>-</td>
<td>Faculty, Admissions</td>
<td>• <strong>C</strong>: Terminology change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Admissions decisions can be updated directly in PS.</td>
<td>L</td>
<td>~</td>
<td>Faculty, Admissions</td>
<td>• <strong>C</strong>: Ability to directly update admissions decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Applicant history is displayed in chronological order from application to offer decision.</td>
<td>L</td>
<td>+</td>
<td>Admissions, Faculty, SGS</td>
<td>• <strong>T</strong>: Where/how to update admissions decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Applicants can be refused using PS Mass Change.</td>
<td>?</td>
<td></td>
<td>Admissions</td>
<td>• <strong>T</strong>: PS Mass Change process, as well as it's do's and don'ts</td>
</tr>
<tr>
<td>Search Match Processing</td>
<td>Admissions</td>
<td>Review of suspended applicant records will be a centralized process, occurring at the front end of the application. Staff will manually enter applicant data into PS to perform search match. Staff will determine if a new EMPLID is required or data can be merged with an existing record. Manual search match will use configured search match rules.</td>
<td>H</td>
<td>-</td>
<td>Graduate Studies</td>
<td>• <strong>C</strong>: Timing of search match and impacts on application flow</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• <strong>T</strong>: How to perform search match process</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• <strong>JD</strong>: Accountability / security for performing search match process</td>
</tr>
</tbody>
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</tr>
</thead>
<tbody>
<tr>
<td>Search Match Processing</td>
<td>CCE Applicants</td>
<td>Review of suspended applicant records will occur using a custom component. Search match will be initiated in real time from the student as they register.</td>
<td>H</td>
<td>-</td>
<td>Students, CCE</td>
<td>• <strong>T</strong>: How to perform search match process; how to respond to real time student requests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCE will perform their own search match process.</td>
<td>H</td>
<td></td>
<td>CCE, Program Managers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medicine</td>
<td>The Records team will perform search match process for Medicine.</td>
<td>L</td>
<td></td>
<td>Medicine</td>
<td>• <strong>JD</strong>: Accountability / security for performing search match process – same for SGS and RO</td>
</tr>
<tr>
<td></td>
<td>Divinity</td>
<td>Staff will be required to manually enter applicant data into PS by first doing a manual search match process. Divinity will be using its own system for admissions and not integrating with PS.</td>
<td>?</td>
<td></td>
<td>Divinity</td>
<td>• <strong>T</strong>: How to enter data and perform search match process</td>
</tr>
<tr>
<td>Undergraduate – Student Records</td>
<td>For ‘Quick Admit’, staff will manually enter applicant data into PS by first performing a manual search match process. Staff will determine if a new EMPLID is required or if data can be merged with an existing record.</td>
<td>?</td>
<td></td>
<td>Student Records</td>
<td>• <strong>T</strong>: How to perform search match process</td>
<td></td>
</tr>
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| Transfer Credit | External Transfer Credit / Automated | Automated rules can be created by Faculty Office to manage the creation and maintenance of course equivalencies. | H | + | Faculty Office | • C: New process  
• T: Process to change a rule |
| | | Existing transfer credit equivalencies will be populated in PS and housed in PS tables. New equivalencies can be created on a go-forward basis. | H | + | Faculty Office, Depts, Admissions | • T: How to view existing transfer credit equivalencies and create new equivalencies |
| | | First year / period will have a mix of EDI and paper files. | H | + | Admissions | • C: Where information is stored |
| | | OUAC post-secondary transcripts data received via EDI will be loaded directly into PS external education tables. Manual data entry of external education will be required only where paper transcripts are received. | H | + | Faculty Office, Depts | • C: New process, where to view EDI transcripts  
• T: Viewing EDIs, uploading paper transcripts, manual data entry |
| Viewing Transfer Credit | | The “Admit” term can be easily adjusted through effective dating; will not need to delete. | H | + | | • C: Positive impact  
• T: Reinforce training on effective dating and adding rows |
| | | Students will be able to view transfer credits they have been awarded via Self-Service. | M | + | Students | • C: Where to view transfer credits |

**Legend:**  
C: Communication  
T: Training  
P/P: Policy and Procedure  
JD: Job Design  
PS: Performance Support
## Detailed summary of changes

<table>
<thead>
<tr>
<th>Impact Session</th>
<th>Process</th>
<th>Change Summary</th>
<th>Degree of Change</th>
<th>Perception of Change</th>
<th>Impacted Group</th>
<th>Proposed Mitigation Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Credit</td>
<td>Viewing Transfer Credit</td>
<td>Staff who may not have the access to post/change transfer credit can be given access to view transfer credit via the Student Service Centre.</td>
<td>M</td>
<td>+</td>
<td>Depts</td>
<td>• C: How to obtain access, where to view transfer credit</td>
</tr>
<tr>
<td></td>
<td>Requesting Revised Credit</td>
<td>Faculty will be able to adjust a transfer credit and post it directly to PS. Enrollment changes can occur after a transfer credit is posted.</td>
<td>M</td>
<td>+</td>
<td>Faculty Office</td>
<td>• P/P: Granting access</td>
</tr>
<tr>
<td></td>
<td>Updating Transfer Credit</td>
<td>UG 105 Admissions Officers will finalize transfer credit that was previously posted pending final results without resending the file to the faculty, except where the applicant failed to meet the grade conditions or if courses taken differ from those that were indicated.</td>
<td>L</td>
<td>+</td>
<td>Admissions</td>
<td>• C: New process order</td>
</tr>
<tr>
<td></td>
<td>Internal Transfer Credit</td>
<td><strong>O/S decision:</strong> Will 'internal transfer credit' be used?</td>
<td>?</td>
<td></td>
<td></td>
<td>• C: Process flow</td>
</tr>
<tr>
<td></td>
<td>Unspecified Credit</td>
<td>Numbering convention for unspecified credits will differ. These courses will allow for variable units so that the desired number of units can be assigned without the need for creating a new course where only the number of units to be credited differ.</td>
<td>?</td>
<td>~</td>
<td>Admissions Officers, Faculty Office</td>
<td>• T: Concept and handling of unspecified credits</td>
</tr>
</tbody>
</table>

**Legend:**
- **C:** Communication
- **T:** Training
- **P/P:** Policy and Procedure
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**Student Change Impacts Summary**
Process to manage OCM mitigating actions and outstanding items

- In order to ensure that mitigating actions and outstanding items move forward, the OCM team will:
  - Include mitigating actions in appropriate change, communications, and training activities
  - Develop a review process for outstanding items, including assigning an owner who is responsible for resolving the item
  - Connect with the appropriate owner(s) of outstanding items and monitor resolution of items

<table>
<thead>
<tr>
<th>Totals</th>
<th>Owners</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 – Communications</td>
<td>Mosaic Project Teams</td>
</tr>
<tr>
<td>37 – Training</td>
<td>SGS, Registrars Office, Student Accounts, Student Financial Aid &amp; Scholarship, CCE, Faculty Office</td>
</tr>
<tr>
<td>4 – Policy / Procedure</td>
<td>Student Community</td>
</tr>
<tr>
<td>8 – Job Design</td>
<td></td>
</tr>
<tr>
<td>1 – Performance Support</td>
<td></td>
</tr>
<tr>
<td>11 – Outstanding Decisions</td>
<td></td>
</tr>
<tr>
<td>30 – Takeaways</td>
<td></td>
</tr>
<tr>
<td>27 – Questions</td>
<td></td>
</tr>
<tr>
<td>✓ 44 – Resolved</td>
<td></td>
</tr>
</tbody>
</table>

Student Change Impacts Summary
Next steps

- Review change impacts summary document with Student Functional Leads and Stream Lead to ensure information has been captured correctly and revise as necessary
- Share document with Student Functional Chair for review and incorporate revisions as necessary
  - Shared document with Registrar’s Office, SGS Admissions, CCE, and Faculty Office
  - Share final document with Super User community and change impact session participants
  - Share final document with SRSC for information purposes
  - Monitor follow-up and resolution of outstanding decisions, issues, and take aways
Appendix
Primary change impact categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
</table>
| People (Change Mgmt Issues)                   | • Anticipated culture changes and changes to entrenched behavior that will be required in the new environment, changes in the way people manage their work/routines, preferences  
  • Anticipated changes in responsibility or perceived prestige of the role                                                                                                                                 |
| Job change or new role                        | • Role changes - anticipated changes to existing roles or the addition of new roles  
  • Anticipated changes in accountability or reporting relationships, the number of people required, the location where work is performed                                                                                |
| New Skills and Knowledge Required             | • Anticipated that new skills and/or knowledge will be required of end-users based on role changes, new technology, new process, etc.                                                                           |
| Non-Mosaic users impacted by process change   | • Although not directly affected by PeopleSoft, non-Mosaic users may need to understand the process changes                                                                                              |
| Process                                       | • Anticipated process changes, including following new or revised processes in addition to or in place of existing processes.                                                                                       |
| Work Volume Change                            | • Anticipated changes to the volume of work (i.e., an increase/ decrease in work loads)                                                                                                                                                   |
| Automation                                    | • Processes that were once manual are now automated                                                                                                                                                                                      |
| Technology                                    | • Anticipated change to the current technology applications / programs (i.e., current system will be decommissioned for PeopleSoft)                                                                                             |
| New or changed forms / tools (e.g., Excel     | • Anticipated changes to tools, such as new or changed forms, that will be required to carry out the new processes                                                                                                                        |
| spreadsheets)                                 |                                                                                                                                                                                                                                           |
### Degrees of change used for each impact

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Criteria</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
</table>
| **People**          | Are there new skills required to perform the activity? Are there tasks eliminated for a position? Is there a change in behavior or culture? Is significant training required? | • Requires new skill(s) to perform the activity  
• Tasks added or eliminated for a position  
• Requires significant training to learn how to perform the activity | Requires significant amount of training and support                                                  | Requires considerable training; tasks are added or deleted              | 1 out of 3 criteria apply                                              |
| **Process**         | Does the work get competed differently? Does the length of time (cycle time) differ? Does the required frequency differ? Does communication or interaction differ? | • Change in the way the work gets done  
• Change in the frequency required to perform an activity  
• Change in the length of time required to perform an activity  
• Change in data sources or inputs  
• Change in reports or inputs  
• Change in communication / interaction required to complete an activity | 4 out of 6 criteria apply                                                                 | 3 out of 6 criteria apply                                                                 | 2 out of 6 criteria apply                                                                 |
| **Technology**      | Will the new systems contain accurate and relevant information to support future work? Can project results be achieved with new technology? What skills are required for successful technology implementation? | • Change in tools  
• Change in accountability (e.g., level and / or position)  
• Change in location where work is performed | Requires significant infrastructure changes                                                       | Required moderate infrastructure changes                                                   | Requires basic infrastructure changes                                      |
| **Governance and Structure** | Does the accountability or reporting relationship change? Is there a change in the number of people required to do the work? Does the location where the work is performed change? | • Change in accountability (e.g., level and / or position)  
• Change in location where work is performed | Significant accountability change (level and position)                                           | Moderate accountability change                                                                 | Change in location                                                                 |
Documentation approach

- The change impacts were documented using the ‘Mosaic change impacts tracker’
- This template tracks:
  - Project work stream
  - General description of process
  - Degree of change (high, medium, low)
  - Perception of change (positive, negative, neutral)
  - Primary and secondary stakeholders affected
  - Description of change (e.g., people, process, technology)
  - Mitigation strategies (e.g., training, communication, change management)