

ALLY IMPLEMENTATION PROJECT

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University of North Carolina Wilmington
Distance Education and eLearning

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Executive Summary

Ally is a tool that integrates into Canvas and works to support content created by ensuring the materials that are being created and used are accessible to everyone. This tool assists the staff in creating more universally designed course materials that support learners' diverse needs and give learners options on how they engage with the course materials.

The purpose as MIT 520 Project Management students is to assist the distance education and eLearning office (DEel) as a third-party entity in designing a project plan of Ally implementation into Canvas at UNC-Wilmington. By creating this plan, another view was provided which may/may not enlighten areas in the plan that were not previously considered.

An outlined overview of the Ally implementation into Canvas project was created. It consists of 5 phases over a period of 2 years starting at the beginning of fall semester 2019 through the end of summer semester 2021. The project plan consists of three sections; the project charter, scope management, and the implementation plan.

The project charter consists of a preliminary project outlook which includes an introductory overview of Ally and the stated problem. A list of the objectives and the implementation team were compiled along with a tentative schedule and a preliminary budget. Along with this is a list of possible constraints, assumptions and foreseen risks. This section includes a list of deliverables along with a breakdown of what criteria is necessary to ensure success of the project.

The scope management plan of the project reveals findings after analyzing the stated problem in more detail. A gap analysis was conducted and a list of recommendations. The constraints, assumptions, and risks were reviewed. Reference materials with guidelines that need

to be followed are provided. Included in the scope of the project is a list of success criteria. As with any project it is necessary to make changes at times due to a variety of circumstances. A change management plan was created stating the change request flow requirements. Any suggested changes need to have the final approval or disapproval of the team manager. Each phase of the project plan is broken down into milestones and tasks which are assigned to the person(s) responsible for each section and the expected date of completion. The quality of these milestones and tasks will be assessed using Six Sigma DMAIC (Define, Measure, Analyze, Improve, and Control).

Implementation of the project lays out the plan for the management of resources, the assignment of responsibilities, and a more detailed budget. This revised budget is an estimate of cost by resource. Communication is also a key factor in going forward with the Ally project. A communication guide has been created for the stakeholders, frequency of communication, method of communication, and the report focus. As with any project there are always possible risks involved. A list of possible risks and actions were compiled that will be taken in the event of an occurrence. The person in charge of analyzing the risk, the effect of the risk, and taking the proper action to correct the effects of the risk was also assigned. A stakeholder registry has also been created to identify each stakeholder and their responsibilities. The last section of the implementation plan is the closure activities in which the quality requirements of the project will be assessed to ensure they were all met. Materials and responsibilities will be provided to the project client. The project is officially completed when the client checks the records of deliverables made and determines they were acceptable quality, formally approves the project, signs all required documents including the Project Sign Off.

Project Charter Plan

Introduction

UNC Wilmington has over 17,500 students of which approximately 3,500 students take all their classes online, 8,500 students are taking at least 1 class online, and 12,000 to 13,000 classes use Canvas in their instruction. There are approximately 800 faculty members who are involved with creating course content that is incorporated into Canvas. According to UNCW's policy, all online and hybrid courses need to be fully compliant from the start of the courses; "The policy at The University of North Carolina at Wilmington is consistent with the ADA and Section 504. UNCW is open and accessible to students, faculty, staff and visitors with disabilities." (UNCW, 2019)

The Office of eLearning conducted studies over a course of several years which resulted in the conclusion that many courses were not compliant, and faculty needed a tool that would assist them in creating accessible content. In many cases the faculty are unaware or unable to adapt their materials to meet the ADA compliance and follow the principles of Universal Design for Learning (UDL). ADA states that everyone should have equal accessibility to online information. The Universal Design for Learning encourages faculty to design a curriculum that is flexible and adaptable to multiple forms of learning and engagement to facilitate the learning of all students. Currently, the University does not have a system in place to assist the faculty with implementing Americans with Disability Act (ADA) compliance in their creation of eLearning material. The students also need a system that will allow them to take the content from a course and assist them in converting course materials into ADA compliant material. The

implementation of Ally into Canvas will assist the faculty in creating accessible content that is ADA compliant, follows the UDL, and also meet the needs of the diverse UNCW student body.

The tools learners use in higher education today are changing. Students have become dependent on a variety of resources to access their courses, communicate, and create assignments. These resources include mobile phones, iPads, laptops, Kindle, etc. Students have a variety of needs as colleges have also become more diverse over the years. There are students who speak different languages, have disabilities such as color blindness and blindness, and some non-traditional learners return to school to expand their education while having additional responsibilities of working full time and taking care of their families.

The goal of implementing Ally is to create accessible and more universally designed course materials that support learners' diverse needs and give learners options on how they engage with the course materials. Ally is an accessibility tool that converts documents to various formats such as audio MP3 version for listening, converting a .pdf file into a variety of different file formats such as HTML mobile-friendly format for viewing, electronic braille where students can have a tactile reading experience, and ePub for reading as an eBook on an iPad and other e-book readers. These options provide students a choice of how to access files with a variety of tools and formats that fit their lifestyle.

Ally also integrates into Canvas, the learning management system for the University of North Carolina Wilmington, to make online course content more accessible. Ally supports UNCW's mission of being student-focused and promoting diversity. UNCW has already approved its implementation.

Mission Statement

The purpose with the implementation of the Ally project is to assist DEel as a third-party entity in designing a project plan of Ally implementation into Canvas at UNC-Wilmington. As students at UNC-W in MIT 520: Managing Instructional Development, learning will be conducted on the aspects of project management including planning, scheduling, resource allocation, cost-effectiveness, preparing proposals, and personnel management. This knowledge being obtained will be used to create a hands-on project of Ally implementation into Canvas. By providing a fresh perspective of Ally implementation, DEel can use the Ally project version for comparison to their plan to see what, if any, areas need to be expanded on.

Problem Defined

UNC Wilmington has over 17,500 students of which approximately 3,500 students take all their classes online, 8,500 students are taking at least 1 class online, and 12,000 to 13,000 classes that use Canvas in their instruction. Also, with approximately 800 faculty members that are creating content, the University does not have a system to help the faculty with Americans with Disability Act (ADA) compliance. The students also need a system where they can take the content from a course and easily help them obtain the materials that will assist them in converting course materials into ADA compliant material. The ADA division has sponsored this project.

At UNCW, all online and hybrid courses need to be fully compliant from the start of the courses. The Office of eLearning conducted studies during the course of several years and concluded that many courses were not compliant, and faculty needed a tool that would assist them in creating accessible content.

UNCW faculty and staff take a great deal of time creating course content that is incorporated into Canvas. In many cases, they are unaware or unable to adapt their materials to meet the ADA compliance and follow the principles of Universal Design for Learning (UDL). ADA states that everyone should have equal access to online information. The Universal Design for Learning encourages faculty to design a curriculum that is flexible and adaptable to multiple forms of learning and engagement to facilitate the learning of all students.

Objectives

The success of the Ally implementation will be measured qualitatively and quantitatively.

Listed below are the objectives that will be achieved with the Ally implementation:

- Implementation of Ally and training of faculty/staff 100% accomplished by the completion date
- Create or update 100% of the accessible informational materials for online and web-enhanced student use
- Increase awareness to the faculty of UNC Wilmington which is approximately 700 of the 800 faculty on how to create accessible materials
- Create 100% access to ADA compliant materials for the diverse population of students

Project Team

This project will consist of several teams all associated with the University of North Carolina Wilmington working at different phases throughout the implementation.

Table I: Ally Implementation Team

MIT 520 - Team 3, Ally Implementation Project Team		
Team Member	Role	Responsibility
Amy Ostrom Interim Director of Distance Education and eLearning	Client for MIT 520 Team 3	<ul style="list-style-type: none"> ➤ To provide information to MIT 520 student team ➤ To act as a liaison between MIT 520 student team and other UNC-W project team members

Jeremy Dickerson	Associate Vice Chancellor of Distance Education	➤ Oversees the leadership of the Office of Distance Education and E-Learning
Ashley Cribb	MIT 520 Project Manager	➤ Perform project planning of Ally implementation ➤ Create project plan ➤ Create presentation for Ally review
Ana Asua	MIT 520 Team Member	
Carrie Wright	MIT 520 Team Member	
Sheri Conklin	MIT 520 Professor Support	➤ Review the MIT 520 teams work and provide feedback ➤ To act as a liaison between MIT 520 team and the client Amy Ostrom
ADA Committee Link for team members: ADA Compliance Team	Stakeholder	➤ Provide guidance for Ally implementation to ensure ADA guidelines are being met. ➤ Committee consists of representatives from all divisions within UNC Wilmington. ➤ The group's charge is to modify University policies so that UNC Wilmington abides by section 504 of the Rehabilitation Act of 1973 (as amended) and The Americans with Disabilities Act of 1990 (amended 2008).
E-Learning and Distance Learning Instructional Design Team Link for team members: DEeL	Support	➤ Create instructional materials ➤ Work with faculty and staff on training ➤ Troubleshoot issues after implementation
ITS - LMS groupTeam members:	Support	➤ Implement the Ally system ➤ Create course shells ➤ Troubleshoot issues ➤ Help maintain system due to the

Tom Dorgan Lisa Theriault		tight integration of Ally and Canvas LMS
Department Admin	Support	<ul style="list-style-type: none"> ➤ Take notes during meetings ➤ Answer any questions for faculty/staff/students that come into the office regarding Ally ➤ Ordering materials/office supplies to help with training sessions.

Tentative Schedule

The project will consist of five phases starting at the beginning of fall semester 2019 through the end of summer semester 2021. This may be subject to change dependent on internal/external circumstances.

Table II. Tentative Schedule

Date of Milestone	Description of Milestone
Phase I: End of Fall Semester 2019	Approval of project, test Ally, start with faculty/staff training
Phase II: End of Spring Semester 2020	Pilot volunteer faculty courses, faculty/staff training
Phase III: End of Fall Semester 2020	Implement Ally to the College of Health and Human Services and Cameron School of Business, continue with faculty/staff training
Phase IV: End of Spring Semester 2021	Implement Ally to the College of Arts and Sciences and Watson College of Education
Phase V: End of Summer Semester 2021	Project completion and data analysis

Projected Budget

The estimate of the budget for the Ally implementation for the team is as follows:

\$300,000 to be paid for with funds obtained from the Education and Technology Fee Increase which was approved in November 2018.

- 3 project team members at \$45,000 a year for 2 years of the project = \$270,000
- 2 Grad assistants \$18000 per student along with tuition assistance
- 2 Teacher assistants \$38,000 per student per year.
- Ally Remote Workshop = \$2,000
- Software and hardware = \$5,000
- Office space = \$2,000
- Office supplies = \$3,500
- Car and Lodging = \$6,000
- Misc expenses = \$13,500
 - Office supplies (paper, ink, pens, etc.)
 - Computers (laptops, monitors, etc.)

Constraints, Assumptions, Risks

Included is a table of the constraints, assumptions, and risks in order to devise a plan to adapt to these instances should they occur.

Table III: Constraints, Assumptions, Risks

Constraints	<ul style="list-style-type: none"> ➤ Time ➤ Identifying all stakeholders ➤ Resources and assets ➤ Communication within the project team ➤ Limited budget ➤ The completion date must be met ➤ Staffing pressures due to the fixed size of the team ➤ The already chosen project management methodology that is used to approach the project ➤ Faculty, staff and students' satisfaction
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Assumptions	<ul style="list-style-type: none"> ➤ Ally project team will have most of the information provided and a framework has already been created that the MIT 520 team will build upon. ➤ Project costs will stay as initially budgeted ➤ Internal IT department will be able to solve and manage all tasks, issues and problems that may arise ➤ Enough faculty members will volunteer to test Ally in their courses in the scheduled semesters ➤ Adequate and ample training will be provided for users
Risks	<ul style="list-style-type: none"> ➤ Time and technology ➤ Loss of the implementation planning breakdown unless it is backed up on the cloud ➤ Not being able to conduct identification all of the stakeholders and all of the resources that is needed for a desired outcome of the project. ➤ Loss of information on the Ally project team to have the correct resources so that they can be built upon ➤ Ally implementation and faculty/staff training taking too much time away from the eLearning team's duties and other responsibilities. ➤ Anticipate additional technical support that Ally will need when it's implemented and running. Knowing the type of fixes that can be expected for faculty to do on their own and the type of fixes that faculty will need to ask eLearning for support. ➤ Ensuring implementation is completed without impacting ongoing operations

Deliverables

At the conclusion of the Ally Implementation Project, all of the below deliverables will be provided at 100%.

- Ally implementation
- All trainings and workshops that will be provided for faculty and staff
 - Four sessions for pre-installation
 - Online training for full implementation
 - Workshops depending upon need
- Literature and audiovisual materials created for the understanding of the tool

- All project documents
 - Full WBS implementation
 - User guides
 - Job aides
- Test results and data analysis notes
- Consultation with other college departments and/or subject matter experts

Success Criteria

Ally implementation will be considered successful if it is within budget, on time, and meets all constraints across all colleges at UNCW by the end of Summer 2021 and 99% of faculty and staff members are trained by that date.

Success will be determined once the system is implemented and one full academic cycle has been completed that meets the stated objectives, and it has also been signed off by all parties.

Approval Signatures

[Name],
Project Client

[Name],
Project Sponsor

[Name],
Project Manager

Scope Management Plan

Findings

Gap Analysis

It is the understanding from the gap analysis conducted that UNCW is not meeting the goal of 100% ADA compliance, 100% accessible online and web-enhanced materials, 100% of all staff understanding how to create ADA compliant accessible materials through Ally, nor does it have 100% universally designed web-enhanced courses.

Table IV: Gap Analysis

Desired Status	Actual Status	Need
100% ADA compliance	Not 100% compliant due to: <ul style="list-style-type: none"> ➤ Materials are scanned in as .pdf ➤ Most documents are only in English ➤ Content could be brought over by faculty members that is not ADA compliant. ➤ Department website is not properly referencing the project and needs to be updated. ➤ Updated training for teachers, staff, teaching/grad assistants 	<ul style="list-style-type: none"> ➤ Implementation of Ally into Canvas to improve ADA compliance ➤ Ally and ADA compliance training for teachers, staff, teaching assistants, grad assistants. ➤ Further research needs to be done to find out whether the system will translate foreign languages to other formats as well. ➤ Website for the department needs to be updated to have useful information about Ally and ADA compliance in general.
100% accessible materials for online and web-enhanced use		
100% knowledge for staff to know how to create accessible materials through the use of Ally		
100% universally designed web-enhanced courses		

Recommendations

1. The training program for Faculty members should also include Graduate Assistants, teacher assistants and also Staff members that will have to answer questions regarding the system in general.
2. There should be a project with OeL to redesign the department's website to incorporate more useful information about the project. This should include digital information as well including video and other multimedia principles.
3. More research should be done on how other languages will work within the system. UNC Wilmington has a very diverse student/faculty/staff population.

Assumptions/Constraints

Below is a list of assumptions and constraints foreseen that may/may not be experienced during the implementation of Ally.

Table III: Constraints, Assumptions, Risks

Constraints	<ul style="list-style-type: none"> ➤ Time ➤ Identifying all stakeholders ➤ Resources and assets ➤ Communication within the project team ➤ Limited budget ➤ The completion date must be met ➤ Staffing pressures due to the fixed size of the team ➤ The already chosen project management methodology that is used to approach the project ➤ Faculty, staff and students' satisfaction
Assumptions	<ul style="list-style-type: none"> ➤ Ally project team will have most of the information provided and a framework has already been created that the MIT 520 team will build upon. ➤ Project costs will stay as initially budgeted ➤ Internal IT department will be able to solve and manage all tasks, issues and problems that may arise

	<ul style="list-style-type: none"> ➤ Enough faculty members will volunteer to test Ally in their courses in the scheduled semesters ➤ Adequate and ample training will be provided for users
Risks	<ul style="list-style-type: none"> ➤ Time and technology ➤ Loss of the implementation planning breakdown unless it is backed up on the cloud ➤ Not being able to conduct identification all of the stakeholders and all of the resources that is needed for a desired outcome of the project. ➤ Loss of information on the Ally project team to have the correct resources so that they can be built upon ➤ Ally implementation and faculty/staff training taking too much time away from the eLearning team's duties and other responsibilities. ➤ Anticipate additional technical support that Ally will need when it's implemented and running. Knowing the type of fixes that can be expected for faculty to do on their own and the type of fixes that faculty will need to ask eLearning for support. ➤ Ensuring implementation is completed without impacting ongoing operations

Reference materials

ADA guidelines www.ada.gov

Definitions/acronyms

ADA - American with Disabilities Act

CR - Change Request

DEel - Distance Education and eLearning

DEV - Canvas Development Site

LMS - Learning Management System

SIS - Student Information System

UDL - Universal Design for Learning

Scope

Scope Statement

The scope of the Ally implementation into Canvas project is to create accessible and more universally designed course materials that support learners' diverse needs and provide options on how they can engage with the course materials. This project will assist UNCW in reaching its goal to become 100% ADA compliant. At the conclusion of the Ally Implementation Project, all the deliverables below will be provided at 100%. (Appendix I; See Table V; Deliverables and Supporting Tasks.)

- Ally implementation
- All trainings and workshops that will be provided for faculty and staff
- Literature and audiovisual materials created for the understanding of the tool
- All project documents
- Test results and data analysis notes
- Consultation with other college departments and/or subject matter experts

Success Criteria

Ally implementation will be considered successful if it is within budget, on time, and meets all constraints across all colleges at UNCW by the end of Summer 2021 and 99% of faculty and staff members are trained by that date.

Success will be determined by the ADA Committee once the system is implemented and one full academic cycle has been completed that meets the stated objectives, and it has also been signed off by all parties.

Change Management Plan

The purpose of the change management plan is to document and track change requests and to share information on whether the change has been approved or disapproved. This plan will be in place to manage changes throughout the Ally implementation project. This process allows for tracking the submission, coordination, review, evaluation, categorization, and approval for release of all changes to the project's baselines in an effectively managed and orderly manner.

Table VI. Change Request Flow Requirements

Step	Description
Generate CR	A submitter completes a CR Form and sends the completed form to the Change Manager
Log CR Status	The Change Manager enters the CR into the CR Log. The CR's status is updated throughout the CR process as needed.
Evaluate CR	Project personnel review the CR and provide an estimated level of effort to process, and develop a proposed solution for the suggested change
Authorize	Approval to move forward with incorporating the suggested change into the project/product
Implement	If approved, make the necessary adjustments to carry out the requested change and communicate CR status to the submitter and other stakeholders

(See Appendix I: Change Request Form)

Work Breakdown Structure (WBS)

The WBS is organized into five phases taking into consideration the academic calendar. It is then divided by each deliverable into tasks and the supporting tasks needed to accomplish the goals.

There will be meetings at the end of each phase before moving on to the next phase to ensure completion of the goals. (See Appendix II for WBS.)

Quality Management Plan

All members of the Ally implementation project will collaborate in the quality management process. Ultimately the project lead, Ashley Cribb, will ensure all practices used in the accomplishment of the project meet optimal quality standards. He will guarantee that all quality criteria are met.

Project quality management ensures that deliverables meet quality standards. Six Sigma DMAIC is the quality control methodology chosen for this project. Six Sigma DMAIC is the method mostly used for improving existing professional procedures. Although Ally is a new product that will be implemented at UNCW, the University already has procedures in place that deal with making digital course content more accessible.

Table VII. Six Sigma DMAIC (Define, Measure, Analyze, Improve, and Control)

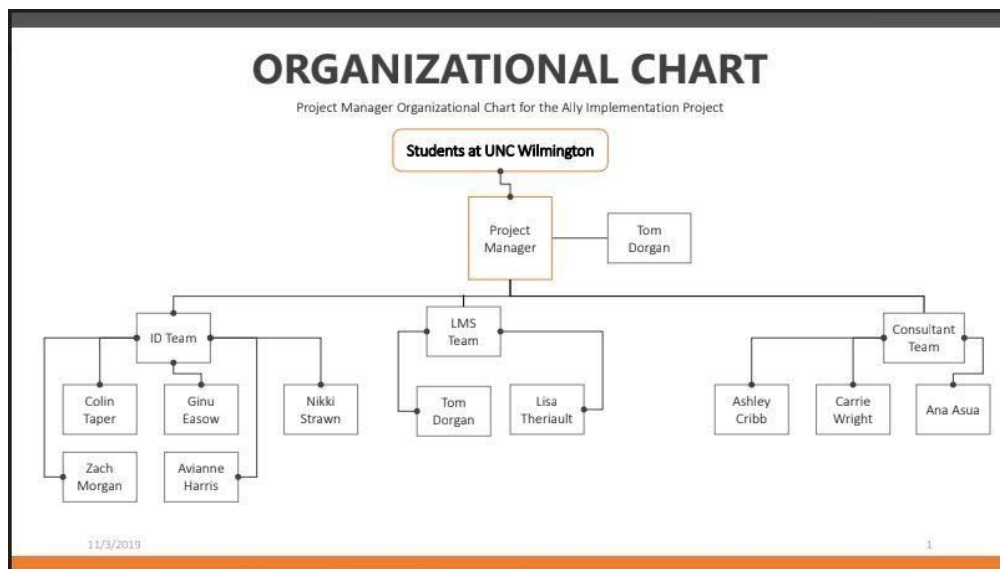
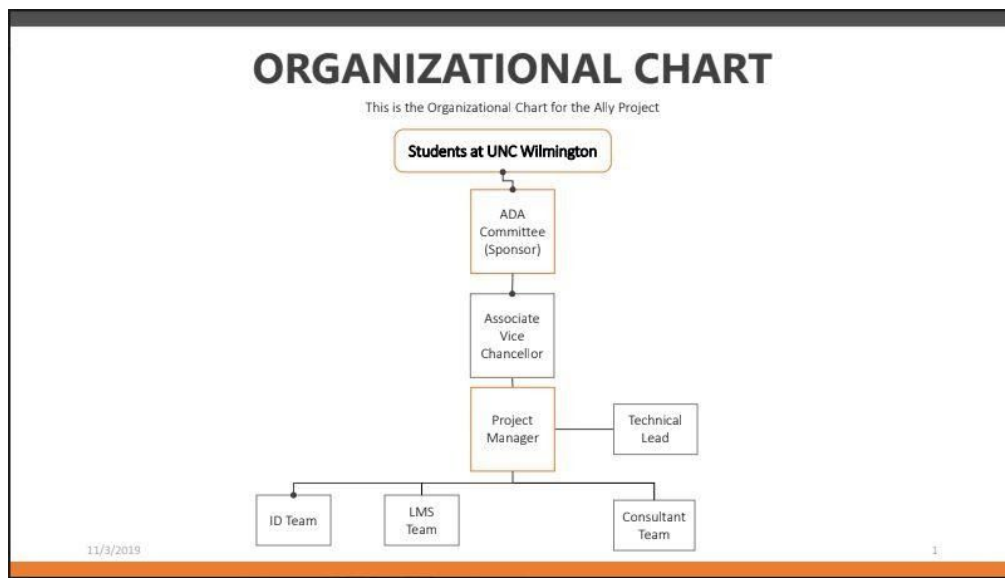
Define: Define the problem and the project goals	<ul style="list-style-type: none"> ➤ Ally implementation ➤ All trainings and workshops that will be provided for faculty and staff ➤ Literature and audiovisual materials created for the understanding of the tool ➤ All project documents ➤ Test results and data analysis notes ➤ Consultation with other college departments and/or subject matter experts
Measure: Measure in detail the various aspects of the current process	<ul style="list-style-type: none"> ➤ Data Collection plan ➤ Summative evaluation report

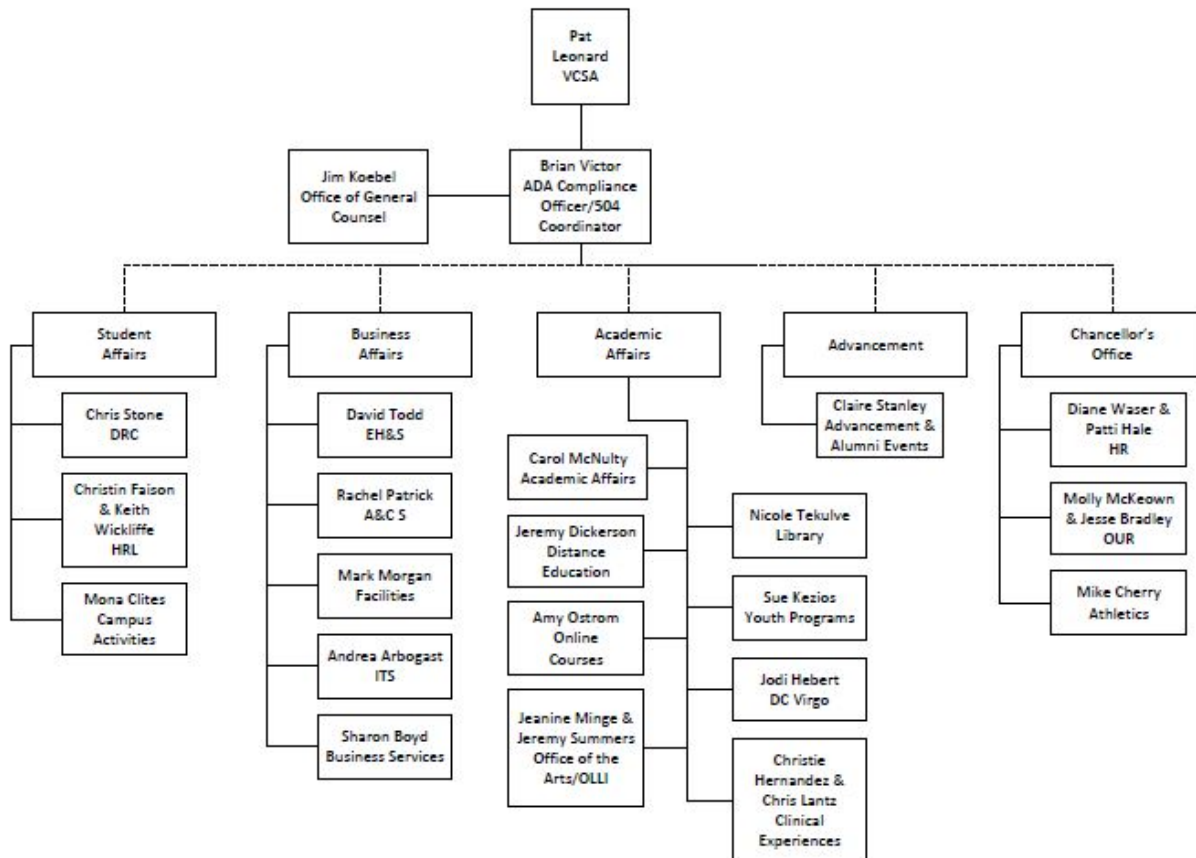
Analyze: Analyze data to, among other things, find the root defects in a process	<ul style="list-style-type: none"> ➤ Statistical measurement of the collected data ➤ Use of fishbone diagram to help identify the cause of any problems
Improve: Improve the process	<ul style="list-style-type: none"> ➤ Improvement ideas are finalized and implemented if needed ➤ Stakeholders put plan into action
Control: Control how the process is done in the future	<ul style="list-style-type: none"> ➤ New ideas implemented and built into the system ➤ Performance is controlled and measured ➤ Performance will still be monitored in the future from time to time using Six Sigma.

Implementation Plan

Resource Management

The resources and departments involved in the Ally implementation are listed below in the organizational charts. It consists of multiple departments at UNCW along with the Office of Distance Education and E-Learning, LMS team, and Consultant team.





Responsibility Assignment Matrix

The Ally Project is a rollout of a system that will help students and faculty/staff be able to create content that will be ADA compliant. With that in mind there are over 400 tasks within this project that spans over 2 years and includes over 9+ stakeholders. To this affect the consultant team has created the following Responsibility Matrix that includes every task that is to be completed by every individual within the organization. The consultant team had to distinguish multiple Authoritative figures within the project. Normal projects would have one sponsor. But, within the UNC Wilmington system you will also have the Chancellor and the Associate Vice

Chancellor that will have to approve some of the aspects of the project. Below is the Responsibility Matrix information for the Ally project.

The Ally project uses the following designations:

Table VIII: Designation Table

Designation	Responsibility
P	Primary Responsibility
A	Approval Authority
S	Supporting Responsibility
I	Information Only

From the Stakeholder Analysis is the following Interest Influence classification.

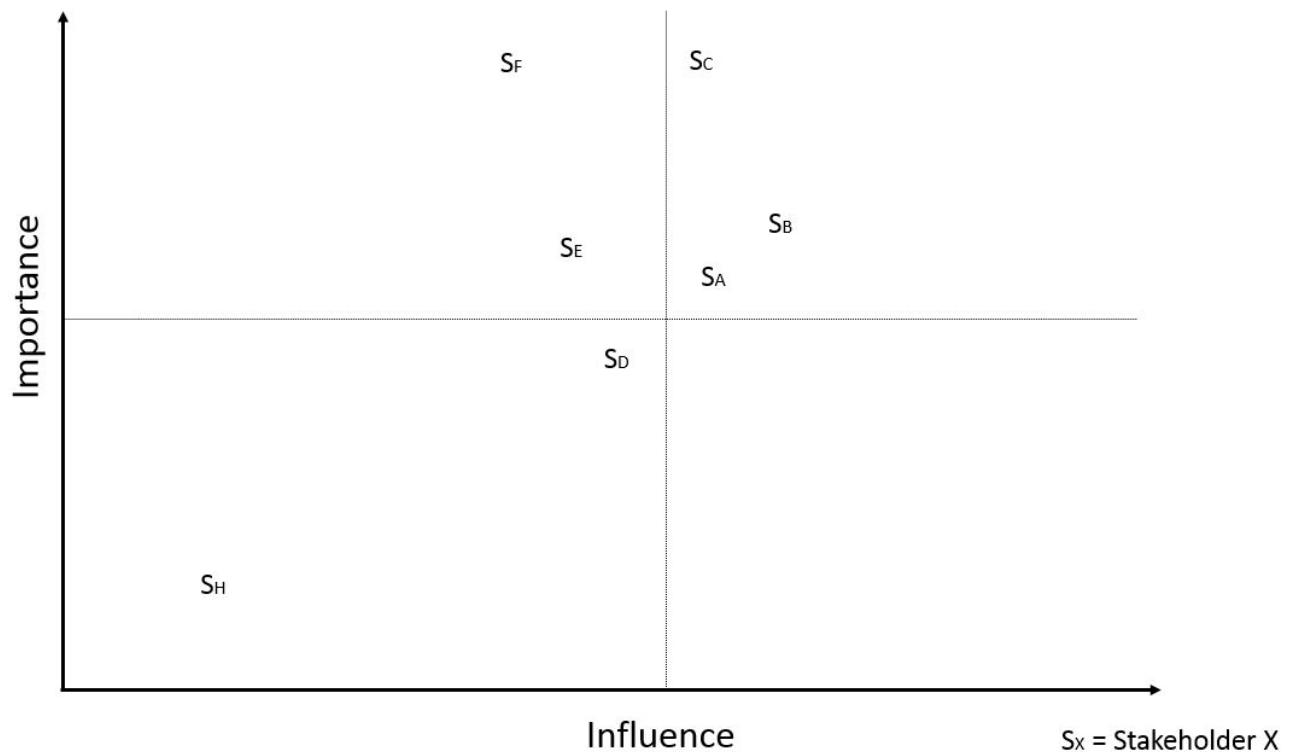


Table IX: Responsibility Assignment Matrix

Ally Implementation	Resource	Role
P1 Phase Design, Approval, Ally Testing and Integration	Project Sponsor	Information Only
P1 Phase Design, Approval, Ally Testing and Integration	Project Director	Approval Authority
P1 Phase Design, Approval, Ally Testing and Integration	Project Manager	Primary Responsibility
P1 Phase Design, Approval, Ally Testing and Integration	Technical Leader	Support Responsibility
P1 Phase Design, Approval, Ally Testing and Integration	Distance Education and E-Learning	Support Responsibility
P1 Phase Design, Approval, Ally Testing and Integration	Distance Education and E-Learning Admin Support	Support Responsibility
P1 Phase Design, Approval, Ally Testing and Integration	Learning Management System Team	Information Only
P1 Phase Design, Approval, Ally Testing and Integration	Consultant Team	Support Responsibility
P1.5.4.5 Website improvements	Project Sponsor	Information Only
P1.5.4.5 Website improvements	Project Director	Information Only
P1.5.4.5 Website improvements	Project Manager	Approval Authority
P1.5.4.5 Website improvements	Technical Leader	Information Only
P1.5.4.5 Website improvements	Distance Education and E-Learning Instructional Design Team	Support Responsibility
P1.5.4.5 Website improvements	Distance Education and E-Learning Admin Support	Primary Responsibility
P1.5.4.5 Website improvements	Learning Management System Team	Information Only

P1.5.4.5 Website improvements	Consultant Team	Information Only
P1.5.4.7 Implement booking.com	Project Sponsor	Information Only
P1.5.4.7 Implement booking.com	Project Director	Information Only
P1.5.4.7 Implement booking.com	Project Manager	Approval
P1.5.4.7 Implement booking.com	Technical Leader	Primary Responsibility
P1.5.4.7 Implement booking.com	Distance Education and E-Learning Instructional Design Team	Supporting Responsibility
P1.5.4.7 Implement booking.com	Distance Education and E-Learning Admin Support	Information Only
P1.5.4.7 Implement booking.com	Learning Management System Team	Supporting Responsibility
P1.5.4.7 Implement booking.com	Consultant Team	Information Only

(See Appendix IV: [Responsibility Assignment Matrix](#) for a complete listing of the tasks and a sample of the assignments.)

Budget

- At \$50 per hour, Team 3 will dedicate 10 hours a week to this project for 48 weeks a year, a total of 960 hours for the 2 years project.
- At \$65,000 a year, an in-house instructional designer will dedicate 20 hours a week for 48 weeks a year, a total of 1920 hours for the 2 years project.
- At \$80,000 a year, an in-house ITS/LMS employee will dedicate 5 hours a week for 48 weeks a year, a total of 480 hours for the 2 years project.
- At \$12 per hour, graduate assistants will dedicate 5 hours a week for 48 weeks a year, a total of 480 hours for the 2 years project.
- Annual cost of the Ally subscription, included 2 years subscription

- Quantity of 1000 2-sided color flyers to deliver at all colleges, departments, trainings and promotion stands.
- Quantity of 1500 (1100 2-sided black and white copy papers and 400 2-sided color copy papers) to prepare and present project reports and information to sponsors, department chairs, faculty, staff and all stakeholders.

Estimated Total Cost by Resource

Table X: Total Cost by Resource

Resource	Cost Breakdown	Resource Total
Team 3 Ashley Cribb Carrie Wright Ana Asua	(\$50 per hour) 10 hours per week for 48 weeks per year. Total of 960 hours for the 2 years project	\$48,000
In-House Instructional Designer	(\$44 per hour) 20 hours per week for 48 weeks per year. Total of 1920 hours for the 2 years project	\$84,480
In-House ITS/LMS Member	(\$54 per hour) 5 hours per week for 48 weeks per year. Total of 480 hours for the 2 years project	\$25,920
Graduate Assistants	(\$12 per hour) 5 hours per week for 48 weeks per year. Total of 480 hours for the 2 years project	\$5,700
Software	Annual cost of Ally subscription \$50,000.	\$100,000
Printing materials	Qty: 1000, 2-sided color flyers	\$500
	Qty: 1100, 2-sided black and white documents copy papers	\$405
	Qty: 400, 2-sided color documents copy papers	\$200
Estimated Budget Total for the Entire Project		\$265,205

Annual cost of Ally subscription in subsequent years not included in estimate

Communication Plan

A well-planned communication plan is vital for such a large project. Proactive communication will be one of the elements of success of this project.

Table XI: Stakeholder Communication Plan

Stakeholder	Frequency	Method of Communication	Report Focus
Project Teams OeL ITS	Two to three times a week as needed	Email Meetings	Progress Changes in schedule Deadlines Decisions Issues/Risks developing Technical issues Technical support
Executive Administration	Once a month/as needed	Email Reports	Progress Need for approvals Inform
ADA Committee	Monthly	Email Reports Meetings (if needed)	Progress Require/Provide guidelines
Graduate Assistants	Weekly	Email Meetings Information sessions Trainings	Progress Inform
Faculty/Staff	Once a month/as needed	Email SWOOP: Newsletter for faculty & staff Information sessions Trainings Presentations	Inform
Students	Once a month/as needed	Email Information sessions	Inform

Methods of Communication

Email

Email will be the primary method of communication with every stakeholder. Electronic communication is one of the preferred means of communication at UNCW. As everyone is used to using and frequently checking their email, it is the quickest way to transmit information. Reports, spreadsheets, documents, and priority messages will be submitted by email. All the project papers will be housed in OneDrive to ensure their security.

Meetings

Face-to-face or video conference meetings will take place regularly. Sessions will be conducted to inform stakeholders about the progress of the project, exchange and analyze information on the current development of the project and its performance, lead information sessions, and notify of any essential news. Kick-off meetings will also take place before starting every stage of the project.

Information Sessions and Training

Information sessions and training will be conducted for graduate, faculty, staff, and students. These sessions and training will be customized to each specific audience to meet their needs. They will be conducted face to face and via Zoom, in a lecture format with time designated for questions and answers.

Faculty and staff newsletter, SWOOP

Faculty and staff will be informed through this medium with regular announcements. SWOOP reach a wide range of people, and will be used to publicize upcoming events and updates.

Report

Reports will be used to communicate information, revises on the project, and update stakeholders on the developments of the project.

Risk Assessment

The project team has met and collaborated on what possible risks could affect the implementation of Ally into Canvas and have a negative effect on the schedule of milestones in the five phases. Listed in the table of possible project risks are the approaches that will be taken to identify and handle any risks that may arise and how the effects of those risks will be handled to minimize any negative impacts. The risk table identifies the risks and assigns a qualitative rating based on probability, impact, risk score, and risk ranking. Also included in the project risk table is how responses will be conducted to the possible risk, what the triggers are, and who will be responsible for monitoring and resolving those risks. Any risks that occur during this project or are seen as having a possibility of occurring will be discussed at weekly Ally meetings and necessary actions will be taken for problem solving or risk prevention.

At the end of the project, data will be analyzed and a report processed on the success of the Ally implementation project. The data from this project will also be analyzed for improvement of future projects that may be undertaken.

Below is a list of key terms and their definitions as described on the website *Project Management Docs*. These are the terms used and the risk assessment table to guide in this project.

Key Terms

Risk: The risk stated in a complete sentence which states the cause of the risk, the risk, and the effect that the risk causes to the project.

Risk Category: Categorization of risks by area of project affected, source of risk or other useful category.

Probability: The likelihood that a risk or opportunity will occur (on a scale from 0 to 10 with 10 being the highest).

Impact: The impact of the risk on the project if the risk occurs (scale from 0 to 10 with 10 being the highest).

Risk Score: Determined by multiplying probability and impact (scale from 0 to 100).

Risk Ranking: A priority list which is determined by the relative ranking of the risks (by their scores) within the project with the number one being the highest risk score.

Risk Response: The action which is to be taken if this risk occurs.

Trigger: Something which indicates that a risk is about to occur or has already occurred.

Risk Owner: The person who the project manager assigns to watch for triggers and manage the risk response if the risk occurs.

Table XII: Risk Ranking Guide

Definition	Meaning	Value
Probable	High impact to project May cause delays to project	1
Seldom	Unlikely to occur Minimal issues identified during focused review	2
Improbable	Highly unlikely to occur	3

Table XIII: Risk Ranking

Risk Identification		Qualitative Rating			
Risk	Category	Probability (0-10)	Impact (0-10)	Risk Score (0-10)	Risk Ranking (0-3)
Environmental	Operational Risk Infrastructure Risk	2	5	10	1
Permanent loss of key personnel	Schedule Risk	1	3	3	2
Temporary loss of key personnel	Schedule Risk	3	2	6	3
Work Overload	Schedule Risk Quality and Process Risk	5	5	25	1
Cost	Budget Risk	2	2	4	2

Technical Issues	Technical Environment Risk	1	1	1	3
Confidentiality	Information Security Risk	1	1	1	3
Personnel Training	Quality and Process Risk	2	8	16	1

Table XIV: Possible Risks to Project

Risk Identification		Risk Response		
Risk	Category	Risk Response	Trigger	Risk Owner
Environmental	Operational Risk Infrastructure Risk	The team manager may adjust project schedule and extend completion date if necessary.	Natural disasters	Team Mgr
Permanent loss of key personnel	Schedule Risk	Update new personnel on their role and expectations. Have a backup plan in place for assigning someone else. Management team will look at adjusting the schedule.	Death Death in family Family emergency Personal leave Medical leave Medical emergency Change of careers Termination	Team Mgr
Temporary loss of key personnel	Schedule Risk	If needed, someone will be assigned to fill in while they are out.	Vacation Medical injury Health reasons	Team Mgr

Work Overload	Schedule Risk Quality and Process Risk	Once weekly check-ins to see how things are progressing Team support offered if anyone needs assistance	Multiple projects assigned to them at work.	Team Mgr
Cost	Budget Risk	Risks that will affect the costs is not expected to incur. If any arise, there will have to be a proposal submitted by the team manager to UNCW for additional funds.	All the risk factors could affect costs. Weekly meetings are important to keep track of the team and any problems that may be arising that can affect the budget.	Team Mgr
Technical Issues	Technical Environment Risk	UNCW has a highly functional qualified technical team in place to handle all issues.	System down Compatibility issues	Team Mgr
Confidentiality	Information Security Risk	UNCW's employees are highly professional and will protect the confidentiality of the project. If a breach does occur, the team manager will analyze the situation on how the breach happened and take measures to rectify the issue. Notify client Contact IT dept Take corrective action Discuss policies with staff	Financial information breach	Team Mgr

Personnel Training	Quality and Process Risk	The Ally team will analyze what issues there may be with ineffective training and adjust materials as needed for improvement and/or schedule face-to-face assistance/training.	Non-effective training modules and job aids	Team Mgr Design Team
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Stakeholder Management

While researching all of the possible stakeholders for the Ally project the consultant team created a Stakeholder Management plan that shows the internal stakeholders. There are possible external stakeholders, but, with the current sponsor being the ADA committee within UNC Wilmington it was thought best to just have the internal stakeholders listed. Below is a summary of the stakeholders from the MIT 520 team research. To view the complete Stakeholder Management Plan, visit Appendix IV (Table XV).

Table XV: Stakeholder Management

Stakeholder Name	Internal or External Stakeholder	Unaware, Resistant, Neutral, Supportive or Leading	Level of influence (1-5 with 5 being the lowest)	Ability to impact resources (1-5 with 5 being the lowest)	Total Score
Chancellor Sartarelli	Internal	Leading	1	1	2
Students at UNCW	Internal	Supportive	1	3	4
Faculty at UNCW	Internal	Supportive	2	1	3
Staff at UNCW	Internal	Neutral	4	3	7
ID Team at UNCW	Internal	Supportive	1	2	3
ADA committee at UNCW	Internal	Leading	1	1	2
Teaching and Graduate Assistants	Internal	Supportive	4	3	7

Quality Management Plan

All members of the Ally implementation project will collaborate in the quality management process. Ultimately the project lead, Ashley Cribb, will ensure all practices used in the accomplishment of the project meet optimal quality standards. He will guarantee that all quality criteria are met.

Project quality management ensures that deliverables meet quality standards. Six Sigma DMAIC is the quality control methodology chosen for this project. Six Sigma DMAIC is the method mostly used for improving existing professional procedures. Although Ally is a new product that will be implemented at UNCW, the University already has procedures in place that deal with making digital course content more accessible.

Table VII. Six Sigma DMAIC (Define, Measure, Analyze, Improve, and Control)

Define: Define the problem and the project goals	<ul style="list-style-type: none"> ➤ Ally implementation ➤ All trainings and workshops that will be provided for faculty and staff ➤ Literature and audiovisual materials created for the understanding of the tool ➤ All project documents ➤ Test results and data analysis notes ➤ Consultation with other college departments and/or subject matter experts
Measure: Measure in detail the various aspects of the current process	<ul style="list-style-type: none"> ➤ Data Collection Plan ➤ Summative Evaluation Report
Analyze: Analyze data to, among other things, find the root defects in a process	<ul style="list-style-type: none"> ➤ Statistical measurement of the collected data ➤ Use of fishbone diagram to help identify the cause of any problems

Improve: Improve the process	<ul style="list-style-type: none">➤ Improvement ideas are finalized and implemented if needed➤ Stakeholders put plan into action
Control: Control how the process is done in the future	<ul style="list-style-type: none">➤ New ideas implemented and built into the system➤ Performance is controlled and measured➤ Performance will still be monitored in the future from time to time using Six Sigma.

Closure Activities

Upon completion of the project, MIT 520 Team 3 (Ashley Cribb, Ana Asua, Carrie Wright) will create a feedback loop from the faculty and staff and by working with the Project Manager to analyze the report analytics within the Ally Software quarterly. From the data that is collected the consultant team may be brought in to create new lessons that are based on the feedback. Those lessons are identified and documented with the Department of Distant Education and E-Learning and the learning management team that helps administer Ally for the University. Team's future projects may use the lessons not only to avoid project failure but also to recognize successes. Team members review the issues and obstacles they faced. They assess the project budget and quality requirements. Team members also measure how they deal with the project's risks and stakeholders.

MIT 520 Team 3 hands over all materials and responsibilities to the project client. The project is officially completed when the client checks the records of deliverables made and determines they were acceptable quality, formally approves the project, signs all required

documents including the Project Sign Off. MIT 520 Team 3 will send the client the bill and will also reach out to the client for letters of reference for their services.

Appendix

Appendix I; Table V: Deliverables and Supporting Tasks

Phases	Deliverables & Supporting Tasks
Phase 1 Design, Approval, Ally Testing and Integration	
P1.1 - Create Project Documents	<ul style="list-style-type: none"> ➤ Project Charter ➤ Project Management Plan ➤ Milestone and Timeline Plan ➤ Scope Management Plan
P1.2 - Approval of Project Documents	<ul style="list-style-type: none"> ➤ Signed project documents ➤ Project Management System Design
P1.3 - Kickoff Meeting with Ally, PM and Technical Lead	<ul style="list-style-type: none"> ➤ Technical manual for implementation and testing ➤ Slides, notes, recording from the meeting
P1.4 - Phase Gate Briefing	<ul style="list-style-type: none"> ➤ Updated project documents ➤ Phase 1 kickoff meeting
P1.5 - Complete Ally Led Training Session	<ul style="list-style-type: none"> ➤ Purchased Ally manuals ➤ Purchase training documentation ➤ Creating Marketing and communications materials - paper ➤ Creating marketing and communications materials - digital
P1.6 - Identify DEV Courses to Pilot/Test	<ul style="list-style-type: none"> ➤ Project manager and ITS-LMS lead to select 5 Dev shells ➤ Present list of accepted Dev shells
P1.7 - Create Testing Plan	<ul style="list-style-type: none"> ➤ Testing plan ➤ Reporting protocols

P1.8 - Test Reporting Feature of Ally for Accuracy	<ul style="list-style-type: none"> ➤ Create accuracy report ➤
P1.9 - Analyze and Report Testing Findings	<ul style="list-style-type: none"> ➤ Present accuracy report ➤ Present testing data analysis
P1.10 - Phase Gate Briefing	<ul style="list-style-type: none"> ➤ Update project documents ➤ Phase 2 kickoff meeting ➤
Phase 2 Ally Pilot Group SIS Shells	
P2.1 Identify Courses to Pilot	<ul style="list-style-type: none"> ➤ Identify faculty volunteers to pilot Ally in live courses ➤ Present list of accepted Dev shells
P2.2 Develop Reporting/Feedback for Faculty	<ul style="list-style-type: none"> ➤ Creation of feedback protocol for faculty feedback ➤ Data collection from faculty input
P2.3 Develop Reporting/Feedback for Students	<ul style="list-style-type: none"> ➤ Creation of feedback protocol for student feedback ➤ Data collection from student input
P2.4 Hold Training Session for Pilot Faculty	<ul style="list-style-type: none"> ➤ Training session design plan ➤ Training session evaluations
P2.5 Run Reporting Feature of Ally	<ul style="list-style-type: none"> ➤ Run accuracy report
P2.6 Analyze and Report Findings	<ul style="list-style-type: none"> ➤ Inform of accuracy report
P2.7 Phase Gate Briefing	<ul style="list-style-type: none"> ➤ Update of project documents ➤ Phase 3 kickoff meeting
Phase 3 Ally Pilot Group High-End Dept	
P3.1 Identify Department/Program to Pilot	<ul style="list-style-type: none"> ➤ Identify list of department/programs ➤
P3.2 Develop Reporting/feedback Protocol for Faculty Input	<ul style="list-style-type: none"> ➤ Updated feedback protocol for faculty ➤ Updated data collection from faculty input
P3.3 Develop Reporting/Feedback Protocol for Students Input	<ul style="list-style-type: none"> ➤ Updated feedback protocol for students ➤ Updated data collection from student input
P3.4 Hold Training Sessions for Pilot Departments	<ul style="list-style-type: none"> ➤ Appointed in-house instructional designers design and develop training sessions for

	faculty ➤ Department holds training sessions for Pilot Departments ➤ Department training session evaluations
P3.5 Run Reporting Feature of Ally	➤ Run accuracy report
P3.6 Analyze and Report Testing Findings	➤ Inform of accuracy report ➤ Testing data analysis
P3.7 Phase Gate Briefing	➤ Update project documents ➤ Phase 4 kickoff meetings
Phase 4 Ally Implementation Campus Wide	
P4.1 Create Protocols for help requests	➤ Help workflow ➤ Role delineation
P4.2 High-End communication plan	➤ Updated communication plan ➤ Marketing materials ➤ User guides
P4.3 Incorporate Campus-Wide Training Sessions	➤ Session design plan ➤ Session evaluations
P4.4 Run Reporting Feature of Ally	➤ Accuracy report
P4.5 Analyze and report testing findings	➤ Accuracy report ➤ Testing data analysis
P4.6 Phase Gate Briefing	➤ Updated project documents ➤ Phase 5 kickoff meeting
Phase 5 Project Completed Data Analysis	
P5.1 Analyze and Report Success Measures	➤ Closing report ➤ Data analytics
P5.2 Phase Gate Briefing	➤ Update project documents
P5.3 Create Next Steps Protocol/Project Initiation	➤ Create next steps protocol ➤ Update project charter
P5.4 Close and Archive Documents	➤ Project documentation management creation ➤ Creation of a repository of project documents
P5.5 Project Closing	➤ Final closing report

Appendix II: Change Request Form

https://drive.google.com/file/d/1383dgmi1_LdABK1ENNLDENx5JO7kn_tr/view?usp=sharing

Appendix III: Work Breakdown Structure (WBS)

<https://app.agantty.com/sharing/2c29faf8416ff5d9aaf9743708742c26>

Appendix IV: Addendum [Responsibility Assignment Matrix](#) A complete listing of the tasks and a sample of the assignments.

Appendix V: Stakeholder Management Plan

STAKEHOLDER MANAGEMENT PLAN

Ally Implementation

Project for implementing the Ally system from Blackboard to UNC Wilmington.

Amy Orstrom
UNC Wilmington
601 South College Road
Wilmington, NC 28403

Prepared By
Ashley Cribb
WAC Consulting
730 Sawtooth Drive
Wilmington, NC 28403

Insert Date

PURPOSE

The stakeholder management plan is used for: planning the engagement of stakeholders, developing strategies to reduce or eliminate resistance and creating strategies to increase support and buy-in. Because planning for stakeholder management generates activities, this plan becomes an input to other subsidiary plans.

IDENTIFICATION APPROACH

Activity	Person Responsible	Performance Date
Contact Project Manager to inquire about Stakeholders	Ashley Cribb Carrie Wright Ana Asua	9/12/2019
Performed Stakeholder Analysis	Ashley Cribb	11/5/2019

STAKEHOLDER REGISTER

Stakeholder Name	Title and Project Role	Stakeholder Designation
Chancellor Sartarelli	Chancellor	A
Students of UNCW	Primary Stakeholder	B
Faculty of UNCW	Content Creators	C
Staff of UNCW	Content creators and compliance facilitators	D
ID team at UNCW	Content creators and compliance facilitators	E
ITS Team at UNCW	Content creators and compliance facilitators	F
ADA committee at UNCW	G	G
Grad and Teaching Assistants	Content Creator and compliance facilitators	H

STAKEHOLDER ANALYSIS

Stakeholder Name	Internal or External Stakeholder	Unaware, Resistant, Neutral, Supportive or Leading?	Level of influence (1-5 with 5 being the lowest)	Ability to impact resources (1-5 with 5 being the lowest)	Total Score
Chancellor Sartarelli	Internal	Leading	1	1	2

What does this stakeholder need? To be updated on the status of the project on an executive level to know that the university is compliant with ADA standards.

What expectations does this stakeholder have? That the project will be on time and on budget.

What is this stakeholder's greatest concern? That the students that are disabled will be able to learn.

What is needed from this stakeholder? Updated contact information so that they can be updated on the status.

What is the risk if this stakeholder is not engaged? Since the Chancellor is the CEO of the University then he is responsible for all aspects of the University.

Should we monitor, keep informed, keep satisfied or manage closely? Yes

Describe the communication strategy. Include the methods and frequency. (Include in the communications management plan.) ADA committee will inform the Chancellor by either a monthly report or by meeting with executive leadership other than the Chancellor to inform them.

What information should be distributed to this stakeholder and what concerns should be addressed? How and when? Progress of the project and monthly status.

Describe the engagement strategy. (Include in the change management plan and/or scope management plan.) Engagement will mostly be creating a report on the project and/or an email to key individuals to give a status of the project.

What are the most important times/phases for engaging this stakeholder and how should this stakeholder be engaged? Start of the project, and when each phase has been completed.

Who is the person responsible for performing the activities described above? Project Manager

STAKEHOLDER ANALYSIS

Stakeholder Name	Internal or External Stakeholder	Unaware, Resistant, Neutral, Supportive or Leading?	Level of influence (1-5 with 5 being the lowest)	Ability to impact resources (1-5 with 5 being the lowest)	Total Score
Students at UNCW	Internal	Supportive	1	3	4

What does this stakeholder need? To have learning material that is ADA compliant.

What expectations does this stakeholder have? To be able to have materials that they can understand given their special needs.

What is this stakeholder's greatest concern? Will they be able to read or listen to the learning materials.

What is needed from this stakeholder? To be able to understand their needs for the purpose of learning.

What is the risk if this stakeholder is not engaged? That we will not have materials that they can use to learn.

Should we monitor, keep informed, keep satisfied or manage closely? We should monitor them just so that we know that we have everyone's special needs taken care of.

Describe the communication strategy. Include the methods and frequency. (Include in the communications management plan.) Occasional emails to different groups on campus to make sure we have everyone's needs met.

What information should be distributed to this stakeholder and what concerns should be addressed? How and when? They should be shown about the Application's purpose and how to utilize the system to meet their needs. This could be through training or through updating digital content.

Describe the engagement strategy. (Include in the change management plan and/or scope management plan.) There will be marketing material that will be distributed. There will be updates to the websites and through the campus computer helpdesk system to be able to handle the support calls specific to the project. This would include chatting, and other electronic means of communication. This is on an as need basis.

What are the most important times/phases for engaging this stakeholder and how should this stakeholder be engaged? We should engage with the students at all times. This would also include through student organizations and through student events on campus.

Who is the person responsible for performing the activities described above? ID Team, ITS project Manager and ADA committee.

STAKEHOLDER ANALYSIS

Stakeholder Name	Internal or External Stakeholder	Unaware, Resistant, Neutral, Supportive or Leading?	Level of influence (1-5 with 5 being the lowest)	Ability to impact resources (1-5 with 5 being the lowest)	Total Score
Faculty at UNCW	Internal	Supportive	2	1	3

What does this stakeholder need? To be taught how to use the new Ally system and how to create complaint instructional content.

What expectations does this stakeholder have? To have an easy way to create instructional content.

What is this stakeholder's greatest concern? Is this another system that will create technology burden.

What is needed from this stakeholder? Communication on how the system is performing and ways to improve the system.

What is the risk if this stakeholder is not engaged? The faculty will create non-compliant learning material and students whom have special needs will not have the optimum learning experience.

Should we monitor, keep informed, keep satisfied or manage closely? Manage closely.

Describe the communication strategy. Include the methods and frequency. (Include in the communications management plan.) In the initial phase communication will be both face to face and virtual through help desk activities and instruction. After rollout will be mostly phone with help desk personnel and online information through websites.

What information should be distributed to this stakeholder and what concerns should be addressed? How and when? Job aides and other learning material. Knowledge of the system and how to create compliant content. Through phone, face to face through workshops and digitally through email and web site content.

Describe the engagement strategy. (Include in the change management plan and/or scope management plan.) Primarily through face to face and virtual classrooms at first. Then afterwards will be through workshops to reinforce learning and through the many websites for refresher.

What are the most important times/phases for engaging this stakeholder and how should this stakeholder be engaged? We should engage the faculty at every phase of the project. They are one of the most important stakeholders because they are continuously creating new content. If they are not taught how to use the system the any new content will not be compliant.

Who is the person responsible for performing the activities described above? ADA committee, project management and ID team.

STAKEHOLDER ANALYSIS

Stakeholder Name	Internal or External Stakeholder	Unaware, Resistant, Neutral, Supportive or Leading?	Level of influence (1-5 with 5 being the lowest)	Ability to impact resources (1-5 with 5 being the lowest)	Total Score
Staff at UNCW	Internal	Neutral	4	3	7

What does this stakeholder need? Knowledge of Ally

What expectations does this stakeholder have? To be able to answer questions about the system and to help faculty make their learning content compliant.

What is this stakeholder's greatest concern? Will I be able to help faculty with this with all of the other duties I have.

What is needed from this stakeholder? Time and labor to help with learning content.

What is the risk if this stakeholder is not engaged? If the stakeholder is not engaged then there is a risk that the content will not compliant since there is an enormous amount generated.

Should we monitor, keep informed, keep satisfied or manage closely? Keep informed.

Describe the communication strategy. Include the methods and frequency. (Include in the communications management plan.) Email and light communication. Mostly to inform staff on how the system works and then if there are any updates to the system.

What information should be distributed to this stakeholder and what concerns should be addressed? How and when? Training of the system so they can help be supportive to faculty in case they are needed. As needed basis after initial training.

Describe the engagement strategy. (Include in the change management plan and/or scope management plan.) Email and through web page updates of training reinforcement.

What are the most important times/phases for engaging this stakeholder and how should this stakeholder be engaged? Beginning of the training sessions and then at the end to let them know that the system is now live.

Who is the person responsible for performing the activities described above? Faculty members and department chairs.

STAKEHOLDER ANALYSIS

Stakeholder Name	Internal or External Stakeholder	Unaware, Resistant, Neutral, Supportive or Leading?	Level of influence (1-5 with 5 being the lowest)	Ability to impact resources (1-5 with 5 being the lowest)	Total Score
ID Team at UNCW	Internal	Supportive	1	2	3

What does this stakeholder need? Training on how the system work and to be trained on how to support the system. They now have to become the subject matter expert of the system.

What expectations does this stakeholder have? To be trained on the system.

What is this stakeholder's greatest concern? Am I being trained enough so that I can support and also teach others how to create new compliant learning content.

What is needed from this stakeholder? To learn the system as quickly as possible and to use their knowledge of Instructional Technology to create learning content. To support faculty with questions and issues they might have when creating and uploading content.

What is the risk if this stakeholder is not engaged? Since ITS is creating the shells of the courses for the faculty it is very risky if they do not know about the platform and trained on it as well. They are also helping implement the system.

Should we monitor, keep informed, keep satisfied or manage closely? manage closely

Describe the communication strategy. Include the methods and frequency. (Include in the communications management plan.)

What information should be distributed to this stakeholder and what concerns should be addressed? How and when? How the system will integrate with the existing LMS and then how to implement the help system within the module.

Describe the engagement strategy. (Include in the change management plan and/or scope management plan.) Mostly will be meetings with the project manager and the ID team. Either through email or phone.

What are the most important times/phases for engaging this stakeholder and how should this stakeholder be engaged? ITS will be with the project from beginning to end.

Who is the person responsible for performing the activities described above? Technical lead

STAKEHOLDER ANALYSIS

Stakeholder Name	Internal or External Stakeholder	Unaware, Resistant, Neutral, Supportive or Leading?	Level of influence (1-5 with 5 being the lowest)	Ability to impact resources (1-5 with 5 being the lowest)	Total Score
ADA committee at UNCW	Internal	Leading	1	1	2

What does this stakeholder need? Updates on the project from beginning to end.

What expectations does this stakeholder have? To implement the system on time and budget and to fulfill the requirements in the charter.

What is this stakeholder's greatest concern? Will the team(s) as they are structured to be able to implement the system and is this platform the right direction.

What is needed from this stakeholder? Their main requirements and communication on feedback as the process proceeds.

What is the risk if this stakeholder is not engaged? They are the sponsors of the project. They have to be engaged. If they are not then the project scope could be compromised along with other items such as budget and time.

Should we monitor, keep informed, keep satisfied or manage closely? keep satisfied

Describe the communication strategy. Include the methods and frequency. (Include in the communications management plan.) We will communicate through kick off meetings with each phase and through email.

What information should be distributed to this stakeholder and what concerns should be addressed? How and when? Mostly the reports from the different phases throughout the project. If there are any concerns or questions the project manager and/or the AVC of distance learning will communicate through email or phone to ask important questions.

Describe the engagement strategy. (Include in the change management plan and/or scope management plan.) Email or through kick off meetings.

What are the most important times/phases for engaging this stakeholder and how should this stakeholder be engaged? The most important times would be phase 1 and the last phase. Mostly through kick off meetings.

Who is the person responsible for performing the activities described above? Project Manager.

STAKEHOLDER ANALYSIS

Stakeholder Name	Internal or External Stakeholder	Unaware, Resistant, Neutral, Supportive or Leading?	Level of influence (1-5 with 5 being the lowest)	Ability to impact resources (1-5 with 5 being the lowest)	Total Score
Teaching and Graduate Assistants	Internal	Supportive	4	3	7

What does this stakeholder need? Training on the system.

What expectations does this stakeholder have? To be trained on the system so that they can support the faculty with learning content creation.

What is this stakeholder's greatest concern? Is there going to be time to train me and for me to be able to learn the system.

What is needed from this stakeholder? Time and labor to help with the learning content.

What is the risk if this stakeholder is not engaged? They will not be able to help the faculty and with that the previous learning content will not be compliant. Also new content will also not be compliant as quickly as need be.

Should we monitor, keep informed, keep satisfied or manage closely? keep informed

Describe the communication strategy. Include the methods and frequency. (Include in the communications management plan.) Mostly through training and email / web content updates be notified all media (digital and face to face).

What information should be distributed to this stakeholder and what concerns should be addressed? How and when? Product updates and training material.

Describe the engagement strategy. (Include in the change management plan and/or scope management plan.) When training is available they should be sent the information to sign up for the training through email or phone conversations.

What are the most important times/phases for engaging this stakeholder and how should this stakeholder be engaged? During the training phase of the implementation and the final closing so that they know that the project is now live and they will be helping support the professors.

Who is the person responsible for performing the activities described above? Faculty

SUPPORTING DOCUMENTATION

Please supporting documents, if any, and list them here.

PLAN APPROVAL

Date: _____

By initialing each page and signing below, I _____, in my capacity as

_____, approve this stakeholder management plan.

(Insert Name of Organization)

By: _____
Signature

Printed Name and Title

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