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|  | Academic Performance Solutions |

Preparing for CPO Rollout and Training

## Build Trust and Buy-In at the Start

## As you prepare to rollout and introduce the new Course Planning Optimization (CPO) module, it is important to consider how you will communicate with and train users.

#### Craft Your Elevator Pitch

##### Complete the third column in the table with your responses.

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| Topic | Example | Your Pitch |
| Provide Context: Explain what CPO is and why it is a priority for your institution. | Course Planning Optimization (CPO) is the newest module in the Academic Performance Solutions (APS) platform. CPO aggregates historical course demand and student progress metrics, along with course forecasts, to help us make informed decisions around course and section offerings. In the past, we have had low- and high-demand courses that we hadn’t anticipated, costing precious instructional resources and harming student progress. | Click or tap here to enter text. |
| Articulate Strengths of CPO: Explain the value that CPO brings to your institution and how using CPO will help resolve or improve common challenges (e.g., time devoted to collecting and analyzing data). | *Our hope is that CPO:*   * *Alleviates the strain of the course planning and registration process on you by providing easy access to information* * *Helps us optimize instructional resource utilization* * *Ensures course and section offerings align with student demand* * *Gives students more advance warning when changes to course offerings are required* | Click or tap here to enter text. |
| Conclude with Expectations:  End with an answer to the unspoken question, “What’s in it for me?” Let users know what changes they can expect to occur in their day-to-day work. | Starting with the upcoming Fall term, all deans and department chairs will be required to use CPO for course planning and registration monitoring. We truly believe this will not be another thing on your list. Rather, it will help reduce your list of to-dos by providing information at the ready and allowing you to make proactive, not reactive, decisions. | Click or tap here to enter text. |

#### Develop a Training Plan

Complete the third column in the table with your responses.

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| Topic | Considerations | Your Response |
| WHO | * How to engage academic units: all at once, individually? * Roles to involve: Department chairs only? Registrars, associate deans, deans, advising staff, schedulers, others? * Individuals to lead trainings: Who will training best be received “from”? | Click or tap here to enter text. |
| WHAT | * Registration monitoring only? Course planning and registration? * Dashboards: CPO only? Combine with APS Analytics and APS Benchmarks metrics? | Click or tap here to enter text. |
| WHEN | * Timing: Close to, but not too soon before course planning or course registration phases to ensure content is “fresh” in users’ minds and relevant to their day-to-day | Click or tap here to enter text. |
| WHERE | * Mode: In person or virtual? * Safety precautions: If in person, allow for ample social distancing | Click or tap here to enter text. |
| WHY | * Strengths of CPO: Easy access to data; allows us to make informed course planning decisions around instructional resource use and how to best accommodate student demand | Click or tap here to enter text. |
| HOW | * How to engage academic units: all at once, individually? * Format: Training, self-practice, and office hours? * Frequency: Once? Refresher sessions? | Click or tap here to enter text. |

**What are your immediate next steps?**

Click or tap here to enter text.