

Requirements Document

Summary of methods and participants:

To get the desired data, I sent out a survey to various students on LSU's campus who are composed of different majors and backgrounds. Forty students completed the survey and the one thing that all these students have in common is that they have had to schedule classes using the tool that LSU provides for their students. The data from the surveys was analyzed using graphs that calculated the most common responses. Some questions offered two opposite answers with an additional option to leave a comment if the two answers did not apply to the person taking the survey. In the survey the questions asked included:

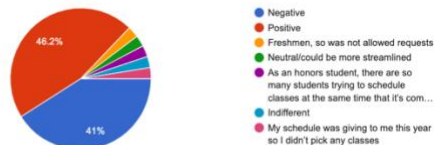
- Do you attend LSU?

Do you attend LSU?
40 responses



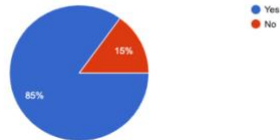
- What kind of experience have you had with the ease of scheduling classes using the current Schedule Request technology?

What kind of experience have you had with the ease of scheduling classes using the current Schedule Request technology?
39 responses



- If you had the opportunity to leave an honest review for other students to see when scheduling their courses in the schedule booklet would you? (You would remain anonymous)

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40 responses



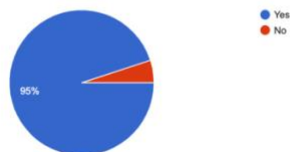
- How do you feel about having to switch between the schedule booklet, course catalog, and schedule request when registering for classes?

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40 responses



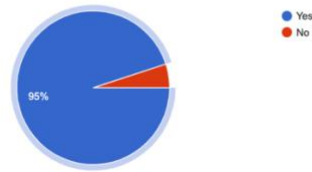
- Would you be interested in having a short summary of the class in the schedule booklet when registering for classes?

Would you be interested in having a short summary of the class in the schedule booklet when registering for classes?
40 responses



- Would you be interested in having an honest review of the class in the schedule booklet when registering for classes?

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40 responses



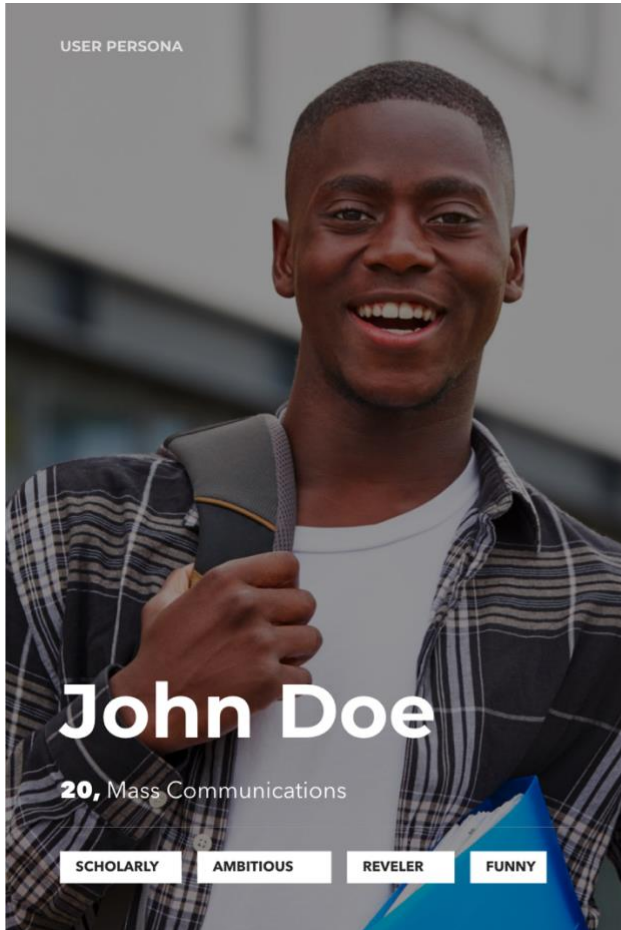
- What is your overall opinion on the current Schedule Request system? (Ex - Design, Usability, etc.).

Multiple short answer statements were received

List of requirement statements:

1. As a <student>, I want <the course catalog, schedule booklet, and schedule request forms all on one webpage> so that <I don't have to flip back and forth between webpages to schedule my classes>.
2. As a <student>, I want <the scheduling page to look more user friendly> so that <it can be practical and usable for all students no matter their major or academic standing>.
3. As a <student>, I want < to have a feature that allow students who have previously taken the course to leave review> so that < it is made public and I know what to expect and are prepared for the semester>.

Personas:



“If they aren't on *ratemyprofessor.com* you have to go in blind.

ABOUT

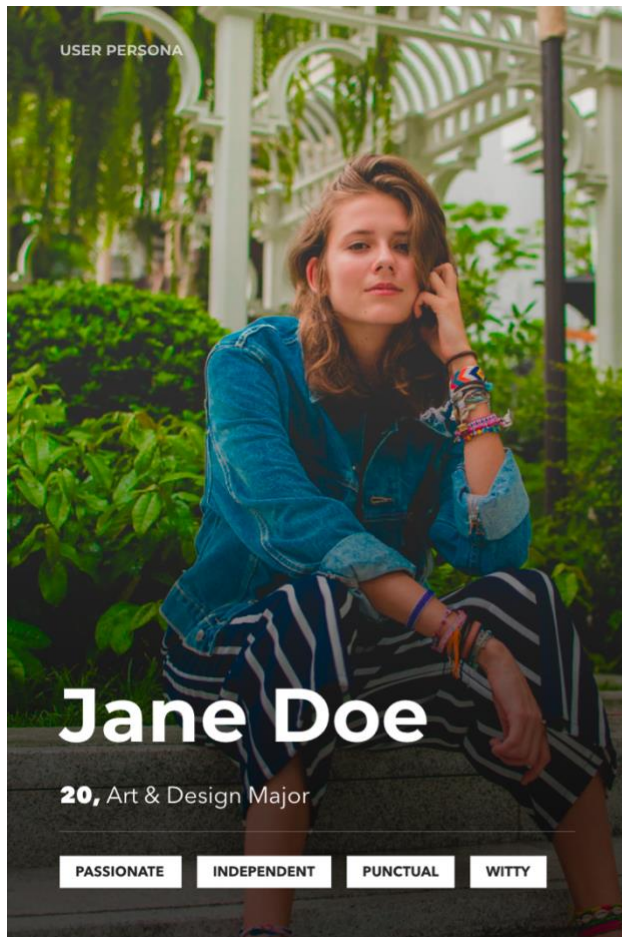
John is an male student at LSU who cares about his studies, but also wants to have a good time while in college. He does not want to have to worry about taking the wrong classes or being put on a waitlist so that he can ensure that he is going to graduate on time. John wants to take easy courses so that he can have a high gpa and make as many memories as possible while in college

GOALS

- Have as much fun while in college
- Take easy classes
- Make good grades

FRUSTRATIONS

- The current scheduling system is not easy to navigate
- His GPA can not go any lower to keep his scholar
- The current scheduling system seems monotonous and time consuming to him



“Lots of improvements could be made to the current scheduling system.”

ABOUT

Jane is a student at LSU who has changed her major 3 times and is approaching her senior year of college. She must complete all of her course work in order to graduate on time. She takes her grades and gpa extremely seriously and is hoping to take some classes next semester that she knows she will enjoy, but will also boost her gpa and get her out of college on time.

GOALS

- Always stay up-to-date with the classes that are necessary for her to graduate
- Know the exact materials that will be needed for her classes
- Be able to indicate the difficulty of her classes

FRUSTRATIONS

- The current scheduling system is not user friendly
- She can not drop any classes if she wants to graduate
- She knows she has to take over 18 hours to complete her degree program

Scenario:

Nicole is in her bedroom and opens her laptop and sees an email with the subject line, “Nicole: Spring 2022 scheduling is approaching!” In just two weeks, she will have the opportunity to schedule her Spring 2022 courses. In the meantime, she is reviewing the course listings, meeting with her academic advisor, and determining her ideal schedule for the spring semester. There is only one section available for a core class that she is required to take for her degree program. She does not have any friends who took this course and does not have any outside information on the professor that is teaching the course. Nicole cannot get stuck with a hard professor who is going to give her a lot of work because she already knows that she’s going to have to take a lot of hours to make up for the classes that she did not pass last semester and she must work two jobs to pay for her student apartment. At this point, Nicole is debating putting off the class until next semester and waiting to see who will be teaching the class then to see if she can find out any information about their workload. When Nicole goes to schedule her classes, she is pleasantly surprised to see an updated scheduling system that does not force her to switch back and forth between three webpages to see the course offerings and course descriptions. There is an added section that allows users to leave a review of the course and everything that a student could need to schedule is now all in one place. Nicole was able to find out the information about the professor teaching the class and she is now enrolled in his class for next semester.