1. Kano Model Overview (What is kano model)

The Kano Model is a method used to understand what users really want from a system. It helps us group the features into three main types based on how users feel when a feature is included or missing. This helps us decide which features are most important to focus on.

* 1. Dissatisfiers

These are basic features that users expect to be in the system. If these features are not included, this will lead users to dissatisfaction. But even if they are there, users might not feel very satisfied because they assume these features should already exist.

Sample features:

* Access to academic records (grades, attendance, exam results)
* Access to billing and payment information
  1. Satisfiers

These are features that users actively want. The better these features are implemented, the more satisfied users will be.

Sample features:

* Timely and reliable SMS notifications
* Multi-language support
  1. delighters.

These are features that users do not expect, but they will feel very happy if they are included. These features can make the system stand out from others.

Sample features:

* Personalized dashboards or summaries for students/parents
* Real-time data updates

1. Elicitation Techniques Selection
2. Brainstorming Sessions Plan
   1. Session Structure:
      1. Target Audience

To ensure the brainstorming sessions reflect the diverse needs of the University Communication and Services Portal, the sessions will include representatives from all major stakeholder groups. These individuals were selected based on their interactions with the existing university services and systems.

* + - 1. Students

Students are the primary end-users of the portal. They require access to academic performance, attendance data, tuition information, facility booking, and consultations. Their involvement in the brainstorming sessions is crucial for identifying both expected and desired features that will influence daily usability, transparency, and convenience.

* Key contribution: Identify pain points in communication, desired services for self-service access, and the most effective alert mechanisms.
* Selection criteria: Undergraduate and postgraduate students from various faculties.
  + - 1. Lecturers

Lecturers act as both users and facilitators of academic communication. Their role in the brainstorming sessions will help identify academic-side requirements such as student performance monitoring, mass communication with students, and feedback features.

* Key contribution: Provide input on features related to class announcements, consultation booking, and academic document verification.
* Selection criteria: Full-time academic staff, preferably with experience using the current CMS.
  + - 1. Administrators

Administrative staff manage a wide range of services—from tuition and records to facilities and announcements. Their input is vital to ensure the portal supports workflow integration, efficient service management, and reliable communication.

* Key contribution: Suggest necessary backend tools, reporting functions, and alert triggers (e.g., low attendance, unpaid fees).
* Selection criteria: Staff from finance, registry, facilities, and IT departments.
  + - 1. Parents

Parents are passive users who primarily rely on the system for updates on their child’s academic status and financial obligations. Including them ensures that the SMS Gateway integration delivers meaningful and expected alerts.

* Key contribution: Clarify what types of notifications are most important and how frequently they wish to receive them.
* Selection criteria: Parents of current undergraduate students, contacted through student-parent associations or surveys.
  + 1. Process

The brainstorming process will be conducted in three main sessions, each targeting a specific type of requirement as classified under the Kano Model (Must-be, One-dimensional, Attractive). This will ensure structured input collection aligned with stakeholder expectations.

Each brainstorming session will follow this detailed process:

1. Session Planning:
   * Define the session's objective (based on the Kano category).
   * Develop a list of open-ended and targeted guiding questions.
   * Schedule the session and invite relevant participants (6–8 per session).
   * Prepare collaborative materials: digital whiteboards (e.g., Miro), Google Docs, or physical sticky notes.
2. Session Execution:
   * Introduction (5–10 mins): Brief explanation of the project goals, Kano categories, and brainstorming rules (e.g., no criticism, build on others’ ideas).
   * Idea Generation (20–30 mins): Prompt participants with guiding questions, allow free discussion, encourage creativity.
   * Grouping & Voting (10 mins): Cluster similar ideas, and allow participants to vote or prioritize the suggestions.
3. Post-Session Analysis:
   * Organize and transcribe collected ideas.
   * Assign each suggestion to a Kano category.
   * Refine and document clear requirement statements.
   * Upload session outcomes and categorized requirements to the GitHub repository as proof of elicitation.
4. Session Moderation:
   * Each session will have a facilitator, note-taker, and optionally a technical observer (especially helpful if IT integration questions arise).
   * Sessions can be conducted both online (via Zoom/Teams) and offline (physical meeting rooms).
   1. Sample
      1. Session 1: Basic Requirements (Dissatisfiers)

Focus: Identify the fundamental features the system must provide. Without these, the system would fail to meet user expectations.

Sample Guiding Question:

* What features do you consider absolutely necessary in a university portal?
* What processes should never require you to physically visit an office?
  + 1. Session 2: Performance Requirements (Satisfiers)

Focus: Explore features that users consciously value and that improve satisfaction when implemented well.

Sample Guiding Question:

* What functions would improve your experience when accessing university services?
* How should academic consultations or document requests be handled digitally?
  + 1. Session 3: Excitement Requirements (Delighters)

Focus: Uncover features that exceed user expectations and deliver added value.

Sample Guiding Question:

* What features would pleasantly surprise you or make the portal more enjoyable to use?
* If the system could offer smart suggestions or reminders, what would you want it to do?

1. Questionnaire Design Using Kano Format
   1. Structure:
      1. Target Audience

The questionnaire was designed with a clear focus on identifying and prioritizing user needs based on Kano's model of stakeholders satisfaction. Our target groups include of the main stakeholders in the university system, each of whom interacts with the suggested University Communication and Services Portal in a different way. These stakeholders include:

* + - 1. Students

Students are the main users of the service portal. They rely on the site for getting academic results, attendance records, and financial information. The questionnaire is designed to collect students' preferences for communication speed, notification clarity, and convenience of service access.

**Dissatisfier (Must-be requirements):**

* Access to academic results
* Viewing attendance records

**Satisfier (Expected and valued):**

* Fast loading and response time
* Clear and timely notifications

**Delighter (Unexpected but pleasing):**

* Personalized dashboard showing progress and reminders
* Calander with assignment deadlines
  + - 1. Lecturers

Lecturers acts an important role in maintaining attendance, monitoring academic performance data, and connecting with students. The questionnaire aims to better understand their expectations for efficiency, automation, and interaction with educational materials.

**Dissatisfier (Must-be requirements):**

* Reliable attendance marking system
* Stable system access during class hours

**Satisfier (Expected and valued):**

* Efficient uploading of learning materials
* Notification when students submit assignments

**Delighter (Unexpected but pleasing):**

* Combining with learning platforms (e.g., Moodle, Ebwise)
* Auto-generated performance reports for students
  + - 1. Administrators

Administrative workers access the service portal to manage services, handle student information, and communicate with the university. The questionnaire looks for input on the system's capacity to simplify operations and decrease manual tasks.

**Dissatisfier (Must-be requirements):**

* Accurate student data management
* Secure access to sensitive information

**Satisfier (Expected and valued):**

* Dashboard to monitor real-time student or service status
* Bulk processing tools for routine tasks

**Delighter (Unexpected but pleasing):**

* Built-in tasks reminder system
* Customizable report templates
  + - 1. Parents

Parents are indirect users who receive updates via the email gateway. Their feedback is important in determining how well the portal system communicates academic and financial information about their children. The questionnaire is designed to measure their satisfaction with communication clarity, frequency, and timeliness.

**Dissatisfier (Must-be requirements):**

* Clear access to tuition and payment status
* Basic academic performance updates

**Satisfier (Expected and valued):**

* Timely alert for important academic events(e.g., graduation ceremony invitation)
* Regular updates on student progress

**Delighter (Unexpected but pleasing):**

* Real-time attendance low alert message
* Personalized message when student achieves academic goals
  + 1. Process

To ensure that we received useful and meaningful feedback from all of the participants involved, we planned multiple methods for sending and collecting questionnaires based on each group's function, availability, and typical communication style. We also set specific targets for the number of replies we aimed to receive: 15 from students, 15 from lecturers, 15 from administration staff, and 15 from parents. In conclusion, we are combining the question and come out a clearly outcome in order to visualise the result based on the excel, and using the data to generate out the final target audience requirements.

**Student**

* The questionnaire was shared through both private student WhatsApp groups and official student email.
* These channels were chosen to match students' daily communication habits for convenience.
* Students completed the survey easily within these familiar platforms.
* Responses were automatically collected using an Excel-based form system.
* All data was stored securely in a centralized Excel database for analysis.

**Lecturer**

* Lecturers received the questionnaire through their official university email accounts.
* The email included a formal explanation of the survey’s purpose to encourage thoughtful responses.
* Responses were collected using the same Excel-based form system as with students.

**Administrator**

* A project team member visited administrators in their department offices.
* The Google Form link was provided to them in person.
* This face-to-face approach allowed team members to answer any questions on the spot.
* Administrators completed and submitted the forms online.
* Ask extra feedback on system improvements was also collected during this interaction.
* Responses were collected using the same Excel-based form system as with students.

**Parent**

* Parents were sent a Google Form link via email or personal WhatsApp.
* A short description of the survey’s purpose—related to their children's academic communication and progress—was included.
* Responses were collected using the same Excel-based form system as with students.
  1. Sample Questions (at least 10 examples)

1.⁠ ⁠How would you feel if the portal includes a live chat feature to get instant help from the university (e.g., academic office, finance, or student affairs)?

Options:

•⁠ I like it

•⁠ I expect it

•⁠ I am neutral

•⁠ I don’t really like it, but it’s okay

•⁠ I dislike it

2.⁠ ⁠How would you feel if the system automatically reminds you before course registration or add/drop deadlines via notification or email?

Options:

•⁠ I like it

•⁠ I expect it

•⁠ I am neutral

•⁠ I don’t really like it, but it’s okay

•⁠ I dislike it

3.⁠ ⁠How would you feel if the portal allows users to choose between different language options (e.g., English, Malay, Mandarin) for better understanding?

Options:

•⁠ I like it

•⁠ I expect it

•⁠ I am neutral

•⁠ I don’t really like it, but it’s okay

•⁠ I dislike it

4. How would you prefer to receive important updates such as attendance alerts, fee reminders, exams results and more from the university?

Options (Choose one or more):

•⁠ ⁠SMS

•⁠ ⁠Email

•⁠ ⁠Mobile App Notification

•⁠ ⁠Web Portal

•⁠ ⁠I don’t need notifications

5. Have you ever faced difficulty in submitting requests such as facility bookings and requesting certification letters at the university?

Options:

•⁠ ⁠Yes, often

•⁠ ⁠Yes, sometimes

•⁠ ⁠No, never

•⁠ ⁠I’ve never submitted any requests

6. “I want to be able to view my academic and financial information (e.g: grades, attendance, fees) anytime through an online portal.”

Based on the statement above, choose whether you agree or not, 1 being strongly agree and 4 being strongly disagree.

•⁠ ⁠Strongly Agree

•⁠ ⁠ ⁠Agree

•⁠ ⁠ ⁠Disagree

•⁠ ⁠ ⁠Strongly Disagree

7. How would you feel if the University Communication and Services Portal allowed you to track the status of your submitted documents (e.g., assignments, forms, applications) in real-time?

•⁠ ⁠I like it that way

•⁠ ⁠I expect it to be that way

•⁠ ⁠I am neutral

•⁠ ⁠I can live with it that way

•⁠ ⁠I dislike it that way

8. How would you feel if the University Communication and Services Portal offered a personalized dashboard with an AI chat assistant that could answer your questions about academic matters, campus services, and administrative procedures?

•⁠ ⁠I like it that way

•⁠ ⁠I expect it to be that way

•⁠ ⁠I am neutral

•⁠ ⁠I can live with it that way

•⁠ ⁠I dislike it that way

9. How would you feel if the University Communication and Services Portal integrated with your academic calendar, showing your class schedule, assignment deadlines, and examination dates in one place?

•⁠ ⁠I like it that way

•⁠ ⁠I expect it to be that way

•⁠ ⁠I am neutral

•⁠ ⁠I can live with it that way

•⁠ ⁠I dislike it that way

10. How would you feel if the University Communication and Services Portal included a dedicated access portal for parents/guardians to view their child's academic progress, attendance records, and financial information (with student consent)?

•⁠ ⁠I like it that way

•⁠ ⁠I expect it to be that way

•⁠ ⁠I am neutral

•⁠ ⁠I can live with it that way

•⁠ ⁠I dislike it that way

1. Kano Model Application
   1. Requirement Categorization Framework

|  |  |  |
| --- | --- | --- |
| Category | Identification Criteria | Example for Portal |
| Must-Be (Basic) | Target audience expect this by default. If it’s missing, they become very dissatisfied, but having it doesn’t increase satisfaction | Ability to check academic results and attendance record |
| One-Dimensional (Performance) | The more this feature perform well, the more satisfied target audience are. If it performs poorly or is missing, satisfaction decreases | Fast loading times |
| Attractive (Delighters) | Target audience don’t expect this, but if it exists, they feel surprised and more satisfied, without its does not cause dissatisfaction | Personalized dashboard or real-time academic achievement alerts |

* 1. Kano Evaluation Table

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Consumer Requirement | | Dysfunctional (feature absent) | | | | |
| Like it | Expect it | Neutral | Accept | Dislike |
| Functional  Question  (feature present) | Like it | Q | A | A | A | O |
| Expect it | R | I | I | I | M |
| Neutral | R | I | I | I | M |
| Accept | R | I | I | I | M |
| Dislike | R | R | R | R | Q |

|  |  |
| --- | --- |
| Service requirement | |
| A: Attractive | O: One-dimensional |
| M: Must be | Q: Questionable result |
| R: Reverse | I: Indifferent |

1. Implementation Timeline

|  |  |  |
| --- | --- | --- |
| Week | Activities | Deliverables |
|  |  |  |
|  |  |  |

1. Expected Outcomes
2. Justification for Methodology