LEARning management system FOR SYS college

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REQUIREMENT ELICITATION   
QUESTIONARIES

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1. **Purpose**

This document serves as a foundational reference to understand the expectations, needs, and constraints of each stakeholder group, ensuring that the project requirements are accurately defined and aligned with business objectives. The responses collected will guide the development of a comprehensive and validated set of requirements for successful project execution.

1. **Academic Staff**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Stakeholders Interviewed | Designation | Department |
| 1 | Dr. Ayesha Rehman | Senior Lecturer | Health Sciences |
| 2 | Mr. Imran Ali | Lecturer | Engineering |
| 3 | Ms. Sana Qureshi | Senior Lecturer | Arts |
| 4 | Mr. Bilal Shah | Lecturer | Social Sciences |

**Q-1.** What LMS features are essential for delivering lectures and managing courses?

**Response Summary:**

The majority of academic staff emphasized the importance of a centralized platform for course content, student communication, and grading.  
Key features requested include:

* Structured modules for uploading weekly lectures and readings
* Assignment submission and auto-grading for quizzes
* Real-time announcements and discussion boards
* Calendar integration for lectures and deadlines

**Quote:**

“We need something that's intuitive, where I can drag-and-drop content and instantly publish updates. Moodle is powerful but feels outdated.”

***(Ms. Qureshi)***

**Q-2.** What challenges do you currently face in content sharing and student interaction?

**Response Summary:**

Challenges fall into three main areas:

* Fragmented systems (emails, Google Drive, physical handouts)
* Lack of student engagement tracking
* Difficulty managing group discussions or forum moderation

**Quote:**

“There’s no way to know who’s engaging unless I manually track everything. Students often say they didn’t receive the reading, which causes delays.”

***(Mr. Ali)***

**Q-3.** Would you benefit from automated attendance, grading, or feedback tools?

**Response Summary:**

Unanimous support for automation in:

* Marking MCQs and quizzes
* Sending automated reminders for assignments
* Attendance recording (via login tracking or session check-ins)

**Quote:**

“Marking takes a lot of time — even partial automation for objective assessments would be a huge relief.” (***Dr. Rehman)***

**Q-4.** How do you currently track student performance and engagement?

**Response Summary:**

Most use a mix of spreadsheets, email feedback, and gut feeling. There’s no unified view of student participation, making it difficult to identify at-risk students early.

**Quote:**

“I only notice performance issues after midterm results come in. I’d prefer a dashboard that flags concerns earlier.” ***(Mr. Shah)***

**Q-5.** What integrations would be most helpful (Zoom, Teams, external resources)?

**Response Summary:**

* Strong preference for Microsoft Teams and Zoom integration for live classes
* Desire for embedding YouTube, PDFs, and Google Docs within modules
* Need for integration with anti-plagiarism tools like Turnitin

**Quote:**

“A seamless video link with attendance capture would save so much time — currently we’re juggling multiple apps.” ***(Ms. Qureshi)***

1. **Department Heads / Academic Managers**

|  |  |  |
| --- | --- | --- |
| # | Stakeholders Interviewed | Designation |
| 1 | Dr. Farooq Siddiqui | Head of Science Faculty |
| 2 | Prof. Amna Tariq | Head of Social Sciences School |
| 3 | Ms. Nida Hassan | Program Coordinator – Engineering |

**Q-1.** How do you monitor course quality across your department?

**Response Summary:**

Monitoring is currently **manual and inconsistent**. Heads rely on periodic staff meetings, student feedback forms (collected once or twice per term), and sporadic classroom observations. There's a lack of real-time data.

**Quote:**

“We don’t have consistent insight into how course materials are updated or how students are performing until we run formal evaluations at term-end.”

***(Dr. Siddiqui)***

**Q-2.** What data insights would help you improve teaching outcomes?

**Response Summary:**

Department Heads want dashboards that give:

* Student attendance and engagement metrics by course
* Completion rates for modules and assignments
* Grade distribution and performance analytics by faculty

**Quote:**

“If I could see real-time insights into dropout risks, low-performing subjects, or disengaged classes, I’d intervene much earlier.” ***(Prof. Tariq)***

**Q-3.** Do you need dashboards or reporting tools within the LMS?

**Response Summary:**

Yes, **dashboards were highlighted as critical**. Stakeholders are looking for:

* Course-level dashboards (student progress, participation)
* Staff-level performance indicators (grading timelines, engagement)
* Reports exportable in Excel or PDF for management reviews

**Quote:**

“A built-in dashboard that can generate department-level reports without involving IT would drastically improve our academic planning.” ***(Ms. Hassan)***

1. **Students**

|  |  |  |  |
| --- | --- | --- | --- |
| # | Stakeholders Interviewed | Class | Department |
| 1 | Zainab M. | 2nd Year | Health Sciences |
| 2 | Ali Raza | 1st Year | Engineering |
| 3 | Fatima Ahsan | Final Year | Arts |
| 4 | Hamza Khan | 3rd Year | Social Sciences |

**Q-1.** How do you currently access lectures, notes, and assignments?

**Response Summary:**

Students reported accessing materials through a **mix of emails, WhatsApp groups, Google Drive links, and handouts**. There is no centralized system, which leads to confusion and missed deadlines.

**Quote:**

“Some lecturers use email, others post on a shared Drive. It’s easy to miss updates because we’re not checking all platforms constantly.” (***Zainab M.)***

**Q-2.** What would improve your learning experience on a digital platform?

**Response Summary:**

Students strongly prefer a **single, mobile-friendly platform** where they can:

* View all course content and deadlines in one place
* Track their progress (completed modules, grades)
* Receive clear, timely notifications

**Quote:**

“Just give us one portal for everything—videos, notes, assignments, grades. It’s stressful juggling 4-5 different tools.” (***Ali Raza)***

**Q-3.** Are mobile and offline capabilities important to you?

**Response Summary:**

Yes, especially for students with limited or unreliable internet access at home. Offline viewing of lectures and downloadable resources are seen as highly beneficial.

**Quote:**

“Sometimes I study during my commute. If I could download lectures ahead of time, that would be a game changer.” ***(Fatima Ahsan)***

**Q-4.** What type of notifications/reminders are helpful (assignments, grades, deadlines)?

**Response Summary:**

Students want **automated reminders** for:

* Upcoming assignment due dates
* Class cancellations or changes
* Grade updates or feedback posted.
* Preferred channels: **in-app notifications** + **email** or **SMS** as backup.

**Quote:**

“Push notifications for due dates would keep us on track. Many of us miss deadlines because there’s no system alert.” ***(Hamza Khan)***

1. **Administrative Staff**

**Q-1.** What repetitive tasks can be automated through LMS (e.g., enrollments, notifications)?

**Q-2.** What issues do you face in managing course schedules or student data?

**Q-3.** Do you require audit trails or compliance features?

1. **IT Department**

**Q-1.** What is the current tech stack and integration capability?

**Q-2.** What security/authentication protocols need to be supported?

**Q-3.** What is your preferred hosting model: on-prem, hybrid, or cloud?

1. **Executives (VPs, Sponsor)**

**Q-1.** What are the strategic KPIs the LMS must influence?

**Q-2.** What is your expected ROI or success criteria for this project?

**Q-3.** How important is scalability and multi-campus support?

**Appendix A**

**STAKEHOLDER ANALYSIS MATRIX**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| # | Stakeholder | Role | Department | Objectives | Communication Method |
| 1 | Educational VP | Vision & academic strategy | Executive | Improve teaching quality | Reports, workshops |
| 2 | Commercial VP | Revenue, admissions growth | Executive | Increase student numbers | Presentations, KPIs |
| 3 | Dept. Heads | Academic leadership | Academic | Curriculum delivery | Meetings, interviews |
| 4 | Senior Lecturers | Subject delivery experts | Academic | Course tools, grading | Surveys, workshops |
| 5 | Lecturers/Tutors | Day-to-day users | Academic | Teaching & content delivery | Surveys |
| 6 | Students | End-users | All faculties | Access, usability | Focus groups, polls |
| 7 | Admin Staff | Operational execution | Administration | Scheduling, tracking | Workshops |
| 8 | IT Staff | Implementation & support | IT | System integration & security | Technical meetings |
| 9 | |  | | --- | | Project Sponsor | | |  | | --- | | Project Sponsor | | |  | | --- | | Project Sponsor | | |  | | --- | | Strategic alignment | | |  | | --- | | Strategic alignment | |

Table A1: Sys College Stakeholders

This table illustrates the stakeholders of Sys College, identified the role of each stakeholder along with objective and communication method.

**Appendix B**

**STAKEHOLDER MAPPING**

* Commercial VP
* IT Staff
* Project Sponsor
* Educational VP
* Dept. Heads

**LOW INFLUENCE HIGH**

**LOW INTEREST HIGH**

* Admin Staff
* Students
* Senior Lecturers
* Lecturers/Tutors