OPTIMIZING CHIP REGISTRATION

Tools for Success in Course Registration

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

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CHIP 490-311 – Systems Analysis, Dr. Selina Sharmin

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Table of Contents

EXECUTIVE SUMMARY

Choosing to begin graduate school can be a daunting undertaking, no matter the route a student is planning to take. Despite this fact, many if not most incoming graduate students have a plan for their future. Even if that plan is still a bit hazy, it is there – leading them, in our case, to the Carolina Health Informatics (CHIP) program at UNC Chapel Hill. Determining how a graduate program will assist its students toward their career goals comes down to the classes chosen by the students themselves. Our project analyzes the current system that the CHIP administration has in place to help students choose these classes – specifically in their first semester when they are coming into the program with little to no frame of reference.

Current System and Problems:

Currently, the CHIP administration provides a "Sample Course Offering" document for each semester in question prior to course enrollment, along with a "Suggested Course Sequence" for the student's chosen track. We began our project using our own experiences as the jumping off point to root out the problem. We settled on the following problem definition: As an incoming CHIP student preparing for registration, there are no streamlined materials to guide students on which courses to pick depending on which skills they want to acquire or improve upon. There is a word document that lists out all available classes, but since the CHIP program does not have a set timeline or structure for students to complete their classes, deciding on which classes to register for becomes overwhelming.

Method of Investigation:

With this problem in mind, we embarked on our investigation throughout the program to determine whether the problem that our team had faced as an incoming student was universal or if it was only specific to our group. During our period of investigation, we conducted an interview with the members of the CHIP staff for the master's program, spoke to individual students, and created a survey about incoming student course registration that we shared with all students in the CHIP program.

Recommendations and Benefits:

We recommend creating a comprehensive **"Welcome Document"** for incoming students to clarify program goals, expectations, and key information. This document will include CHIP staff contacts, a welcome message from the associate director, important program details, and hyperlinks. It will also feature a combined Graduate School checklist with CHIP-specific additions to streamline onboarding.

Additionally, we propose developing a **course matrix** that allows students to filter course offerings by subject or career-related skill goals. This tool will help students align their course selection with their professional aspirations, enhancing their overall academic experience.

The previous two recommendations make up the physical changes we were able to implement within the time allotted for this class. We have physical representations of these ideas that are ready to be shared with the CHIP team themselves. We have a handful of additional recommendations for program optimization that we are unable to implement given our time constraints and our position within the system. These will be discussed in greater detail further on in this report.

We believe that our recommendations for optimizing the CHIP course registration system will help to relieve the stress and confusion that incoming students experience when entering the program with very limited information and will ultimately lead to students being more comfortable with their course selections during their first semester in the program. We also expect the changes to reduce stress on the CHIP administrative staff themselves, as they will hopefully not be bombarded with quite as many questions and misunderstandings about the registration system.

DESCRIPTION OF CURRENT SYSTEM

Our project evaluates the existing system designed to assist incoming students—particularly international students—in selecting courses for their first semester. This process is crucial because new students often have little to no frame of reference regarding program structure, expectations, or course offerings. The current system provides various resources, but these tools frequently lack clarity and accessibility, especially for those joining from abroad. Below is a detailed analysis of the current materials and their limitations:

1. Sample Course Offering of Current Semester:

The current system provides a **PDF Word Document** listing available courses. However, this format requires extensive scrolling and cross-referencing, making navigation cumbersome. Course descriptions are often unclear or incomplete due to syllabus unavailability. For international students unfamiliar with course structures and terminologies, interpreting this information remotely becomes even more challenging, leaving them uncertain about their choices.

2. Suggested Course Sequence (One Per Track Option):

A PDF Spreadsheet containing a singular suggested course sequence for each track. While this provides a basic guide, it can be misleading, implying a rigid path when the program offers flexibility with electives. The absence of detailed course descriptions or elective options forces students to constantly refer to the sample course offering document. For international students, planning from these resources remotely without context becomes even more confusing.

3. CHIP Website:

While the website provides general program information, navigation is complex, especially for new students. Critical details are scattered across multiple sections, requiring significant effort to compile. International students relying solely on online resources often struggle to gain a comprehensive understanding, leading to frustration and potential missteps.

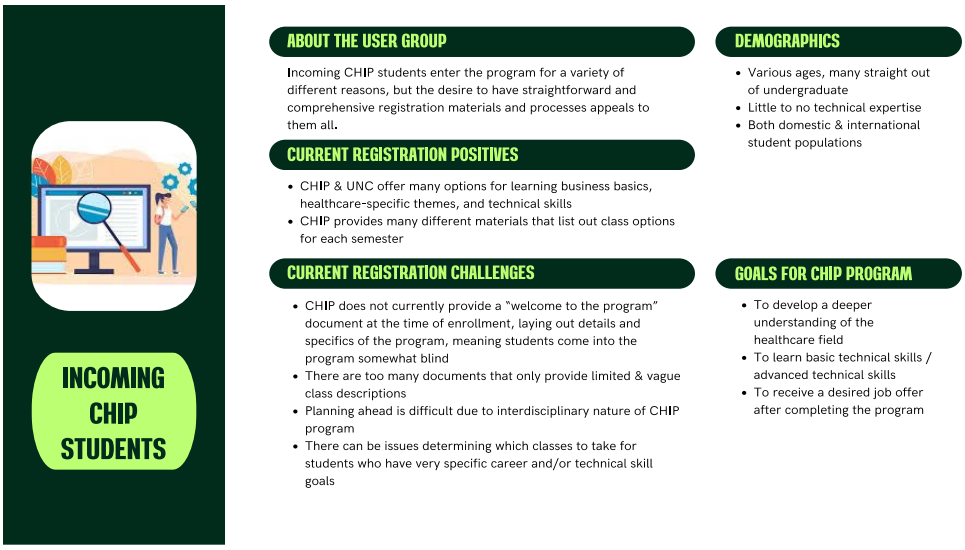
4. Communication with Program Coordinator:

Incoming students, especially those from abroad, primarily communicate with the program coordinator through **emails** or **phone calls**. However, time zone differences and limited availability can delay responses. Remote communication lacks the nuance of in-person meetings, leading to potential misunderstandings or incomplete guidance.

To better understand and represent the current system, we have utilized several models that highlight its processes and identify key gaps. While we incorporated a mix of models, we primarily chose

traditional ones as they are more relevant to the current project and provide a clearer understanding of the existing system. These traditional models reflect standard approaches to system analysis, with one experience-based model offering a more nuanced view of the user journey. Together, these models help illustrate not only the current process flow but also the areas where improvements are needed, particularly in how CHIP students navigate through decision-making and course selection. The following section will introduce the models, along with detailed explanation, to provide further insight into the current system's limitations.

Persona Model: Incoming CHIP Students



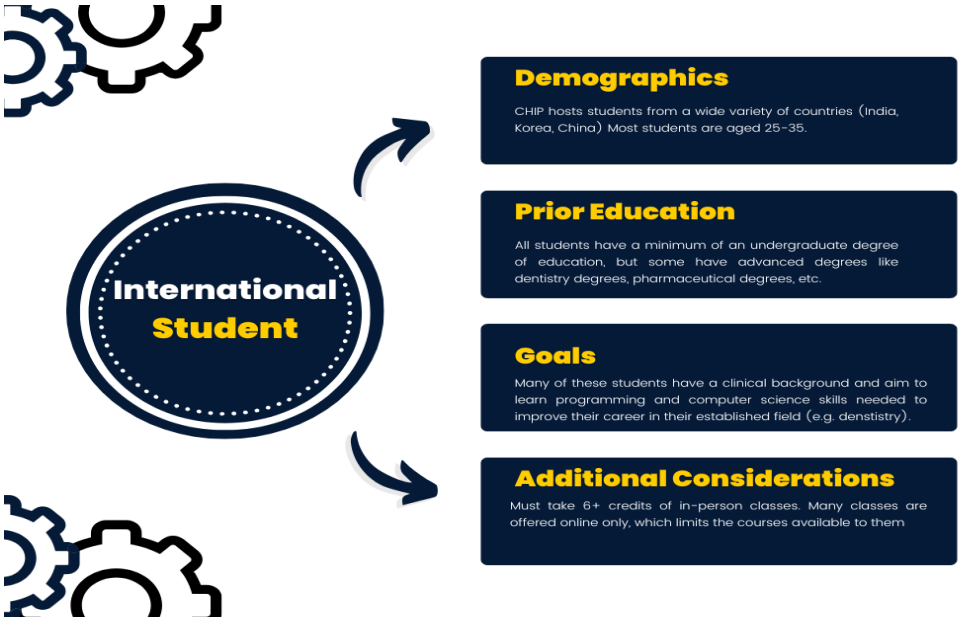
The Persona Model was created based on data gathered from discussions with current students, personal experiences, and feedback from CHIP staff. This model reflects the key elements of the current registration system, incorporating both its strengths and the challenges faced by incoming students. The model includes:

- **Positives & Challenges of the Current Registration System:** The model highlights both the strengths of the current system in supporting students and the challenges, particularly for new students, who struggle with its complexity and tight registration timelines.
- **Demographics & Goals:** The model highlights the diversity within the student group and their goals for course registration and academic success, offering insight into their unique needs and aspirations for the CHIP program.

This model was essential in identifying where the current system fails to meet student expectations and where improvements can be made to better align with student needs. It provides a

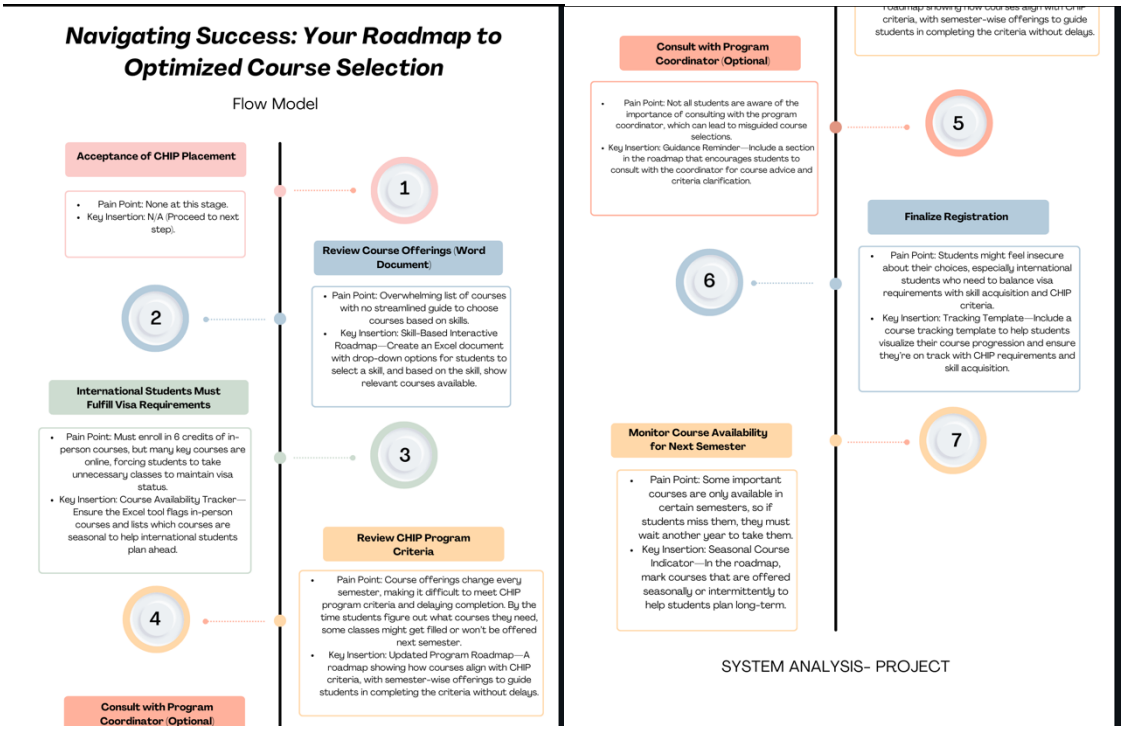
comprehensive view of the student experience, forming the basis for the proposed changes to enhance the registration process.

Persona Model: International Students



- This model, based on insights gathered from classmates and further consultations, focuses on the unique experiences and challenges faced by international students within the current and proposed course registration system. It was used in our project to help identify key barriers and opportunities for improvement specific to this group.
- The Persona Model considers the **demographics**, **prior education**, and **goals** of international students, which influence their course registration needs and their overall experience in the CHIP program. For international students, additional complexities like the requirement to maintain 6 credits of in-person classes for visa purposes complicate their course selection. The model also highlights how their educational background and previous experiences impact their understanding of the registration system and decision-making process.
- By using this model, we were able to better understand the unique challenges international students face, helping us shape our recommendations for a more tailored and effective course registration system that better meets their needs.

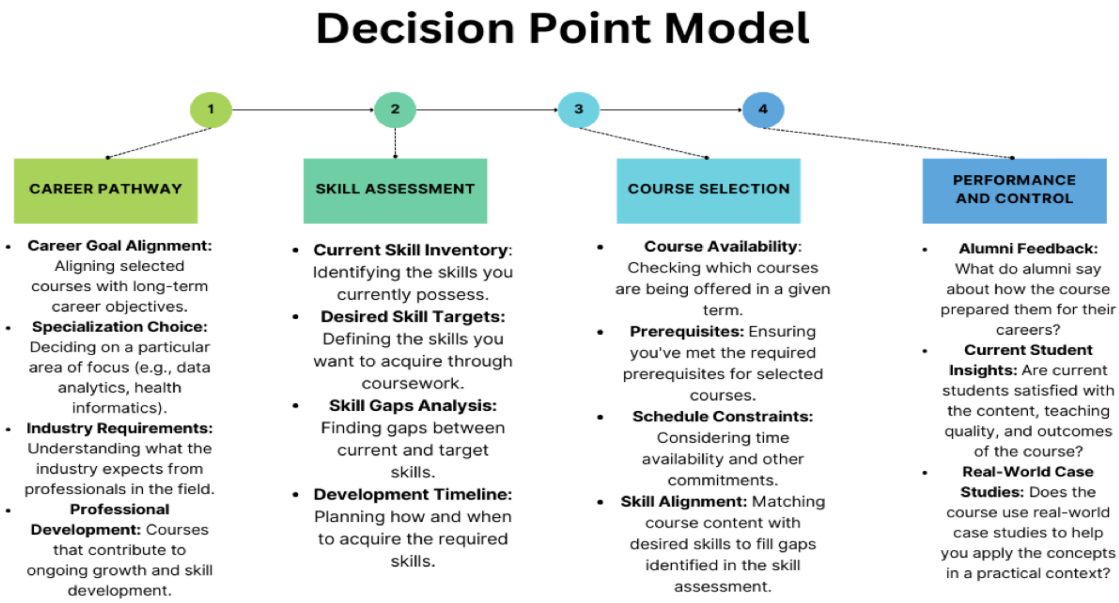
Flow Model: Current Registration System



- **Information Gathering:** Information for this model was collected through in-person interviews with administrators (Erika, Jenny, Addie) and surveys from CHIP students, including both first semester and more senior students. The model represented the current system, focusing on how students navigate the course registration process. It highlighted challenges such as meeting credit requirements, limited course availability, and the timing of course offerings.

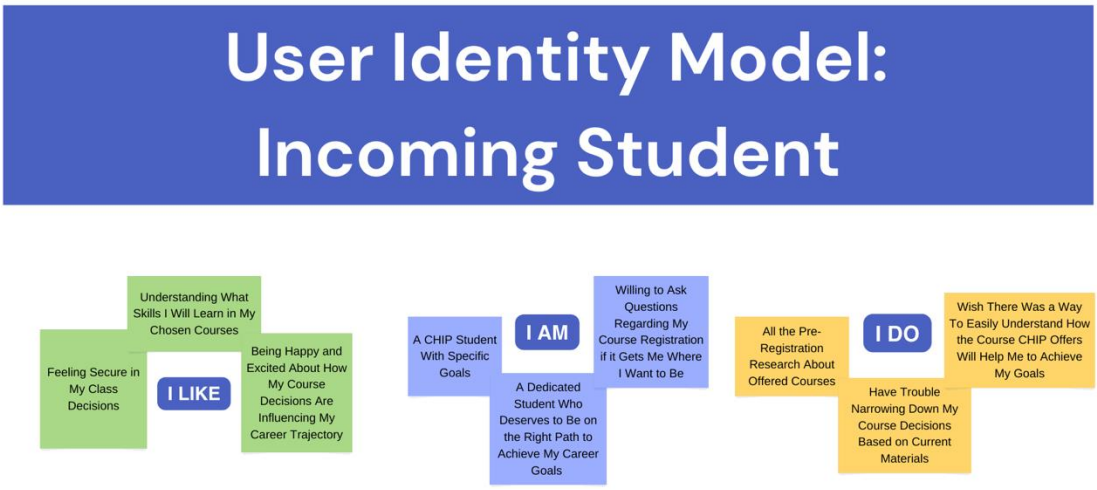
- **Observations and Contribution:** The model helped identify key pain points, including international students' visa requirements, the dynamic nature of course offerings, and classes filling up quickly. It visualized the flow of registration decisions and highlighted stages where a more organized process and improved tools could alleviate confusion. This understanding directly contributed to shaping our project's recommendations for improving the registration system.

Decision Point Model: Current System



The information for this model was gathered through discussions with CHIP students, personal experiences, and meetings with CHIP staff. This draft model helped us visualize the various factors that influenced a student's course selection process. It consolidated all the influences—such as academic goals, program requirements, and personal preferences—into one comprehensive diagram, providing a clearer understanding of the decision-making process.

User Identity Model: Current Registration System



- While all the previously demonstrated models were traditional, we also incorporated one **experience model**—the **User Identity Model**. This experience model provided insight into the current environment of student needs and wants, complementing the traditional models. It was based on information gathered through discussions with students, personal experience, and meetings with CHIP staff.
- The model helped us visualize the core desires and needs of students entering the CHIP program. It offered system analysts a foundation to design a system that meets users' needs at the most fundamental level.

RECOMMENDATIONS FOR NEW SYSTEM

To enhance the onboarding experience and promote the success of incoming students, we propose the following recommendations, which were developed through benchmarking, interviewing with the program coordinators, survey responses, and direct personal experiences. Each recommendation addresses identified gaps in orientation, resource accessibility, and peer support, aiming to streamline the onboarding process for students.

Survey: A survey was conducted using Microsoft Forms to confirm that the identified problem affected all students, not just our group. The survey was shared in the HISA group chat and promoted through word of mouth. The following are the **survey questions**:

- Name, Email Address, Status in CHIP Program
- How would you describe your first-semester class registration experience after accepting your CHIP admission?
- Did you feel confident in your class selection process for your first semester? (Y/N)
    - If yes, why? If no, what challenges did you face?
- How would you rate the current registration materials in helping you narrow down your class choices? (0-10)
- Would you go back to change your first semester courses if you could and why?
- What materials do you think would be helpful for students selecting their first semester courses?
- What materials did you use that you found helpful/not helpful in making your first semester course materials
- Are there any thoughts/suggestions about this topic that you want to add?

Survey Responses: Received 12 responses from the survey.

- Comprised of alumni, first semester students, and students in the 2nd+ semester
- Note: Results reflect the entire process of selecting courses to enrolling in them via Connect Carolina

Quantitative Findings:

- **33%** of respondents were confident in their course selection
- Current Registration Materials received **an average score of 5.4 out of 10.**
- **42%** of respondents would change their first semester courses

5. Did you feel confident in your class selection process for your first semester?

8. Would you go back to change your first semester courses if you could and why?

12 Responses

ID ↑	Name	Responses
1	anonymous	Yes, definitely. Since certain courses are only offered in the fall or spring, we missed the chance to take a few that were particularly interesting.
2	anonymous	Yes. I wish I knew about the Intro to Python class I'm taking now. I would have started with this class.
3	anonymous	Not my first semester Courses, but since I started in spring I was actually able to choose more. With the required courses to be honest I think a few are wonderful and few need a revamp and update for our curriculum to benefit our students to current things in health j formato a.
4	anonymous	Despite the challenges I faced during the registration process, I believe the courses I selected provided a solid foundation for my studies in health informatics.
5	anonymous	In the end, I was pretty satisfied with my choice of courses so no.
6	anonymous	I would have definitely done a business course if I could go back and change it
7	anonymous	Yeah, I would like to add NURS course that is offered only in fall

11. Are there any thoughts/suggestions about this topic that you want to add?

8 Responses

ID ↑	Name	Responses
1	anonymous	Since students in this program come from so many different educational/professional backgrounds I think it would be beneficial for advisors to conduct acceptance interviews with new students. They can discuss the students strengths and weaknesses, then recommend a more personalized course map.
2	anonymous	Having more options for electives and a clearer outline of what is approved would be nice for the electives. Extra-> I found US with potenziani and system analysis very helpful for first semester and great classes for the program. I would say this is more of a curriculum thing but being able to choose more electives of our interest would be helpful.
3	anonymous	I suggest that a document that has the courses taken by the seniors which we can use as a reference.
4	anonymous	I wish the portal was a bit more detailed towards each program the student is in. As a NCSU alumna, I expected more of the connect Carolina portal coming into UNC but once I started the enrollment process I realized it was very lacking in terms of being resourceful for students. I believe that the portal should be the main resource for students in terms of their program information and to reach out to their advisor/coordinators when needed as they are busy people as well. A more resourceful and easier interface would be less stressful for students planning their timelines. NCSU's portal allowed us to plan our courses from our first semester to our planned last semester based on courses that are required in our degree program and included courses that fit under eligible electives and by listing courses by whether they are offered in specific semesters. Whereas for CHIP we are given a list

Benchmarking: We conducted benchmarking with UNC Charlotte, Boston University, Indiana University–Purdue University Indianapolis (IUPUI), and Northeastern University. This process allowed

us to analyze how their Health Informatics program registration systems operate, how students access these resources, and the support each university provides to facilitate the registration process.

Interviews: At the beginning of our project, we met with program coordinators Erika, Jenny, and Addie to discuss our initial ideas and project plan. They were supportive of our approach and provided valuable suggestions, which we incorporated into our project. They appreciated the potential improvements we aimed to bring to the CHIP registration process.

After identifying the problem and conducting a detailed analysis through survey results, benchmarking and the interviews, our recommendations for the new system involve implementing a collaborative framework. This framework will include a well-structured set of steps and supporting documents to address the identified challenges. We propose the following:

- **Welcome Document**
- **CHIP Course Matrix**
- **Senior Student Course Outlines**
- **HISA Mentorship**

Welcome Document

The Welcome Document is a detailed guide tailored to incoming students, providing an overview of essential information such as key contacts, campus resources, and program expectations. It serves as a centralized, accessible reference point to alleviate initial confusion and help students acclimate quickly.

How It Was Developed:

Survey Results (Positive & Negative):

Feedback: "**... quite confusing....**", "**stressful and directionless**", "**chaotic**", "**Good, Erika helped me with completing process**", "**Useful**", "**vague**"

- Are there any suggestions about this topic that you want to add?
  - "I suggest that a document that has the courses taken by the seniors which we can use as a reference."

Personal Experiences:
Alumni and our group members recounted similar struggles, suggesting a need for a consolidated guide to simplify the onboarding process.

Key Components: The Welcome Document is a total of 10-page document and the above listed are the components of the welcome document. Here is the link to the document.

- Program Overview: Summarizes CHIP's mission and values, giving students insight into the program's goals.
- Meet the CHIP Team: Lists key staff members and their roles, providing contact information for support.
- Course Curriculum: Outlines core and elective courses, helping students understand their academic options.
- Degree Tracks: Describes available paths, such as Clinical and Public Health Informatics, to guide students in choosing a focus area.
- International Student Guide: Covers visa requirements, enrollment prerequisites, and employment guidelines tailored for international students.
- Student Association (HISA): Introduces HISA and how it connects students through social events, study groups, and resources.
- Next Steps Checklist: A hyperlinked list of required actions, from setting up email to enrolling in classes, ensuring students complete essential tasks.
- Useful Links: Compiles important UNC and CHIP resources in one place.

Justification:

The Welcome Document addresses these challenges by providing a centralized resource for critical information, ensuring clarity and accessibility. This fosters confidence and allows students to focus on their academic and personal goals from day one.

Narrative summary of changes introduced in the new system:

The introduction of the Welcome Document centralizes crucial information, providing incoming students with an accessible guide that simplifies their initial experience in the CHIP program. It reduces confusion and stress, allowing students to focus on their academic and personal goals from day one.

Course Matrix

The course matrix provides CHIP students with a comprehensive list of courses, not only limited to the CHIP program but also including courses from Information and Library Sciences, Business, and Public Health. It aims to guide students in selecting courses that align with their academic and career goals. A link to this matrix will be included in the Welcome Document and hyperlinked in blue for easy reference.

How It Was Developed:

Benchmarking Other Universities:

The idea was developed through benchmarking similar tools at other universities, showcasing the value of clear course planning aids, which helps to categorize courses based on skills, outcomes, and prerequisites. We adapted this concept to meet the specific needs of our program, creating a tool that simplifies course selection.

Key Components:

- Department and Course Details: Each entry includes the department, course number, and name, giving students all the essential information at a glance.
- Credits and Delivery Mode: Provides the number of credits and course delivery methods (in-person, remote-synchronous, etc.) to help students balance their schedules.
- Curriculum Placement & Pathway: Shows whether a course counts towards foundational, elective, or specialized pathways, helping students align their course selections with their program requirements.

Purpose and Benefits:

- Flexibility in Course Selection: Students can explore diverse courses based on their interests and goals, enhancing their interdisciplinary learning experience.
- Skill-Based Filtering: The matrix allows students to filter courses by specific skills or departmental focus, making it easier to build a personalized academic path.
- Pathway Planning: By seeing curriculum placement and pathways, students can strategically choose courses to fulfill both core and elective requirements.

Justification:

The Course Matrix empowers students to make informed decisions by presenting course information in an organized, accessible format. It supports self-directed learning and ensures alignment with academic and professional goals. There is an Excel spreadsheet on Canvas, but this matrix would be available to incoming students who do not have access to Canvas.

Narrative summary of changes introduced in the new system:

The Course Matrix introduces a clear framework for course selection, making it easier for students to navigate their academic paths. It empowers students to make informed decisions, ensuring their courses align with both program requirements and professional aspirations. This tool promotes flexibility and personalization in course selection.

Senior Student Course Outlines

This recommendation involves collecting and sharing course sequences and experiences from 5–8 senior students. These firsthand insights provide incoming students with practical examples of how to navigate their first semester effectively.

How It Was Developed:

Survey Responses:

- Feedback: "**... quite confusing....**", "**stressful and directionless**", "**chaotic**", "**Good, Erika helped me with completing process**", "**Useful**", "**vague**"
    - Are there any suggestions about this topic that you want to add?
        - "I suggest that a document that has the courses taken by the seniors which we can use as a reference."

Justification:

Senior Student Course Outlines provide relatable, authentic insights into course selection and workload management. By learning from their peers, incoming students gain a clearer understanding of what to expect and enabling better preparation.

Narrative summary of changes introduced in the new system:

The Senior Student Course Outlines offer incoming students practical, firsthand guidance from their peers, giving them a clearer understanding of what to expect during their first semester. This resource will help alleviate stress and improve course selection by offering concrete examples of successful navigation through the program.

HISA Mentorship Program

A mentorship initiative where senior students, termed HISA Ambassadors, guide incoming students through their first semester. Mentors provide advice, answer **questions, and help navigate challenges, fostering a supportive peer network.**

How It Was Developed:

Benchmarking Other Universities:

Inspired by Student Ambassador program from Indiana University which provides opportunities for new students to connect with student ambassadors, the program fosters **peer-to-peer support**. This network allows students to gain insights from those who have already navigated the course selection process and made informed choices.

Justification:

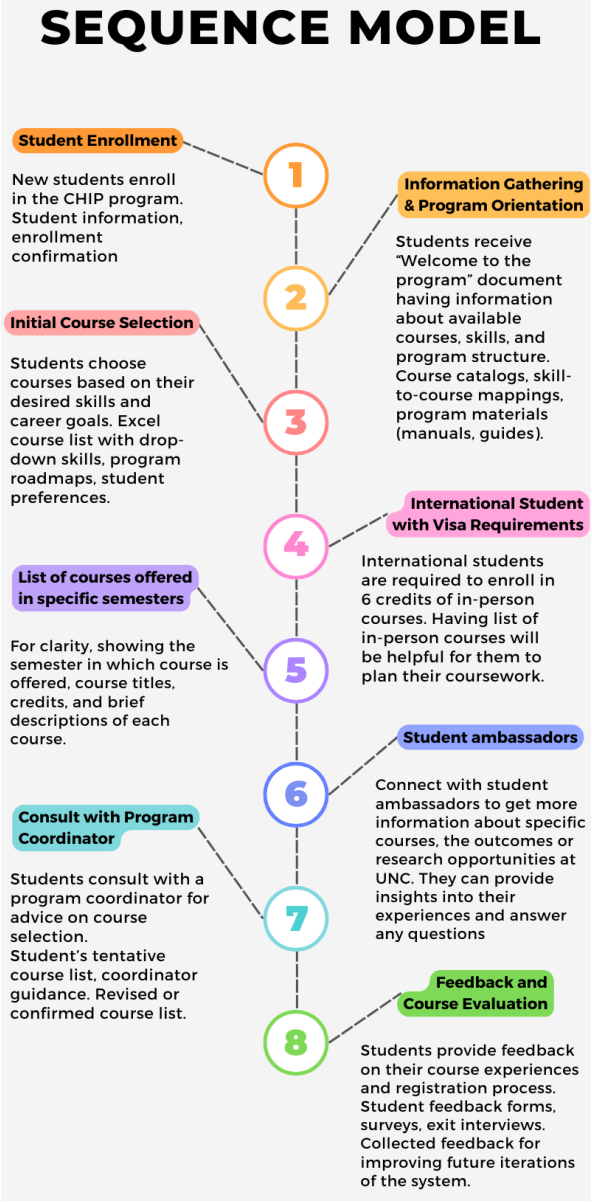
The HISA Mentorship Program bridges the gap between orientation and independent navigation of the program. It fosters a sense of belonging, encourages peer-to-peer learning, and provides a support system to address challenges as they arise.

Narrative summary of changes introduced in the new system:

The HISA Mentorship Program bridges the gap between orientation and independent navigation of the program. By pairing incoming students with experienced mentors, it creates a supportive peer network that enhances the student experience and helps address challenges early on. This mentorship initiative will make the onboarding process more engaging and supportive.

Sequence Model: Proposed Registration System

Included below is a **Sequence Model** of our proposed system. This model offers a complete and specific description of the proposed system, including the provided and the proposed recommendations for the new system.



IMPLEMENTATION PLAN

The execution of the deliverables in this project are easy to implement due to their lack of financial cost, and low amounts of time and people needed. The Welcome Document and Matrix will be implemented together, and the ambassador program will have a separate implementation plan.

When a student is accepted to the MPS program and they enroll, they should receive an email from their coordinator indicating their next steps. In case the coordinators do not have a "welcome to chip email" template, they can create a template for the text to include in the body of the email. Within this email, they will include the materials that they currently provide plus the Welcome Document.

Since the link for the matrix is included in the Welcome Document, the matrix is also included in the email. The implementation of the Welcome Document and matrix has no cost and takes less than 5 minutes to complete.

The implementation plan for the ambassadors is no cost like the above plan but will require more time and people to execute. Firstly, a methodology for selecting ambassadors must be established, and HISA is the best organization to run it. As the program's student association, organizing the ambassador program falls directly in their purview. Members of the board and the association can act as ambassadors and select new ambassadors as new students enroll into CHIP. Next, the CHIP website will display information about the program and the ambassadors. For each ambassador, the website will display their name, professional photo, UNC email, LinkedIn profile, and a blurb about their background, studies, career goals, and some fun facts. Lastly, it is up to the incoming and prospective students to reach out to the ambassadors.

To advertise the program to these students, a page can be added to the Welcome Document to promote the initiative. Additionally, coordinators can mention to incoming students about this resource available to them, and suggest they reach out to a student on the website. Alternatively, there can be a form on the website that students fill out that state who they are, what type of student they are: prospective or incoming, some questions they have, and a preferred ambassador to contact them. This way, the onus of initiating the conversation is on the ambassador rather than the student. Students may be more incentivized to utilize the ambassadors in this method, if the ambassadors have short turnaround times of reaching out. To execute this plan, the HISA board will need approximately one month to select 2-4 ambassadors and collect all information needed to publish on the CHIP website. It will take time for the CHIP staff to upload the information to the website, so we should expect 1-2 months for this, but the program can still begin via word of mouth and coordinators advertising the program.

Summary of the Implementation Plan:

Implementation Process:

Students will receive the Welcome Document and matrix in their first email correspondence with their coordinator.

Reduced Information Overload:

By organizing course materials, skill mappings, and program structure in a single, accessible format, students can avoid feeling overwhelmed by information. This clarity in presentation allows students to focus on understanding key requirements and pathways rather than sifting through scattered resources.

Stronger Peer Connections and Support:

By providing opportunities for new students to connect with student ambassadors, the program fosters peer-to-peer support. This network allows students to gain insights from those who have already navigated the course selection process and made informed choices.

Support for International Students:

International students have unique needs due to visa requirements, such as enrolling in a minimum number of in-person credits. With an organized list of in-person courses it will help them meet their obligations without added stress.

CLIENT APPENDIX

Below you will find the hyperlinks to the finished Welcome Document and Course Matrix, as well as a hyperlink to our finalized client presentation, which includes a high-level overview of everything in this report.

Welcome Document: Welcome Document

Course Matrix: CHIP Course Sreadsheet.xlsx

Presentation: Optimizing CHIP Presentation

Survey Questions: CHIP Survey

CHIP Staff Interview Notes:
CHIPAdminInterviewQuestions.docx

TEAM APPENDIX

Lingering Issues:

Overall, our project was very successful. There were only two issues we faced during our project, one of which has been solved. Firstly, we struggled to collect responses to our survey. Before individually asking students to fill it out, we received 2-3 responses, which was not enough to complete the report. With >20 people in the Fall 2024 cohort, we hoped to receive ~20 responses, but we only ended up with 12. We continued the project and got decent data from the 12 responses, but our results would have had greater impact with a larger sample size.

Another issue we faced was making sure that the client (CHIP Staff) would accept the project and deliverables. Jenny was very enthusiastic about the project from the beginning as it gave her the opportunity to understand the process from the student perspective. However, Addie and Erika questioned the need for the project during our meeting. It was important to us that we not act as if we are stepping on their toes. Fortunately, during the presentation, Addie and Jenny were very grateful for the project and intend to implement some of the deliverables.

Strengths and Weaknesses:

Reflecting on our team, we had various strengths and weaknesses over the course of the project. One strength is consistent communication as a team. We held regular meetings every Wednesday at 11:30 in the HSL and all members attended all meetings. Whenever a person couldn't be there in person, the rest of the team was notified at least an hour beforehand such that a zoom meeting could be set up. Additionally, we always communicated the status of our tasks. All our tasks were submitted on time/early. Louis, the project manager, always suggested that we have a rough draft ready a week before an assignment was due, and a final draft prepared for our meeting the day before the deadline. This helped us stay on task for all aspects of the project and ensured its success.

Our biggest weakness was advertising our survey. We relied on the survey to inspire ideas of new documents that can be given to incoming students, but we struggled greatly on getting students to complete the survey. The biggest contributing factor was the completion time. We had estimated that the survey would take 5-10 min to complete, but the survey took respondents an average of ~18 min to complete, with some people taking over 22 min. The large completion time deterred people from completing the survey, and most respondents were students we asked face to face to fill it out.

Proposing Our Project to the Client:

Our presentation in class was our client presentation; Jenny and Addie were in attendance and asked questions pertaining to the project. They expressed excitement and interest in implementing our project deliverables and we shared our documents with them after class.

Reflection on Project Performance:

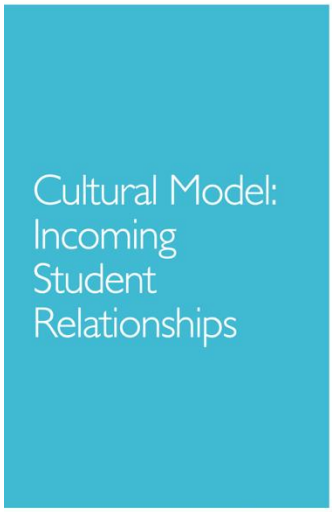
As a team, we learned a about managing a project. Using our own experiences and the persona/cultural models, we had a good sense of what incoming students wanted and needed to prepare for their first semester. We measured our results by reflecting on these materials and asking, "is this important to/will this help incoming students?" It was helpful that we were in the exact position of incoming students in August, so the memories were relatively fresh.

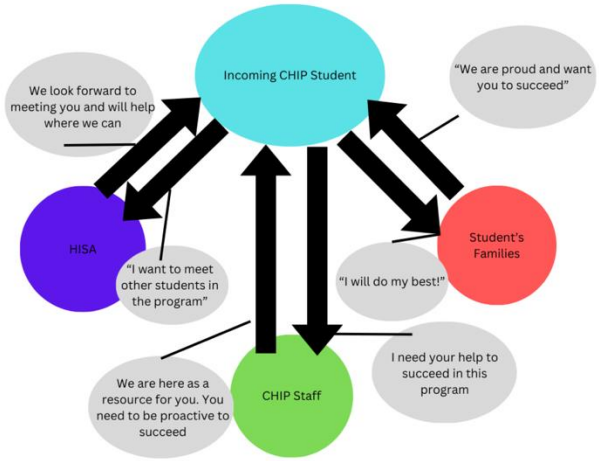
If we had to repeat this project, we would alter our information gathering plan. We only interviewed the CHIP staff, which was very insightful, but we should have also interviewed HISA members and other CHIP students. We had the potential to obtain better and more detailed results than the ones we ended up receiving from our survey. Due to the difficulty of getting survey respondents, we would not implement a survey in the future. We learned that having a strong information gathering plan will set the standard for the rest of the project, thus it is important to think about the feasibility of its execution. Additionally, we thought about how the project deliverables would need to be changed should the CHIP curriculum or other parts of CHIP change in the future. We shared the documents with the CHIP staff such that they can edit them in the future. Knowing that Systems Development Life Cycle's final component is "Maintenance" it was important to us that the project survive past the end of this semester.

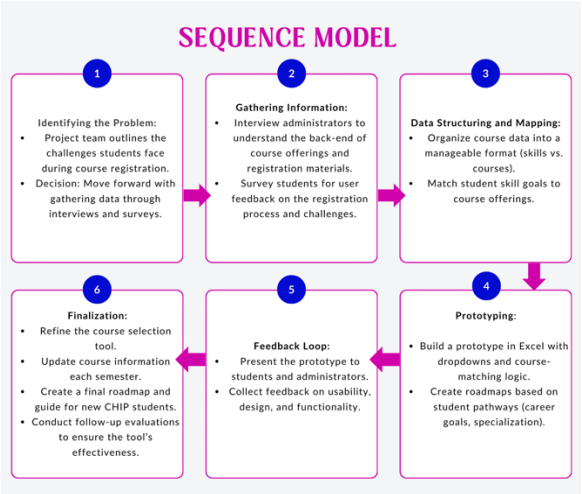
Based on this project, there are several lessons that we will bring to the future. First, we will not rely on surveys as a large portion of the information gathering plan. They are difficult to advertise, and people refuse to complete them if they take too long. Next, it is important to have a regular meeting schedule. This was vital to updating team members on progress and talking through issues we were facing. Lastly, it is important to have assigned roles in the project. In our project, Louis was the "Project Manager", Elise was the "Document Manager", Anu was the "Team Communications Manager", and Shweta was the "Client Manager". With everyone focused on their roles, it was easy to discuss the project and divide up work evenly.

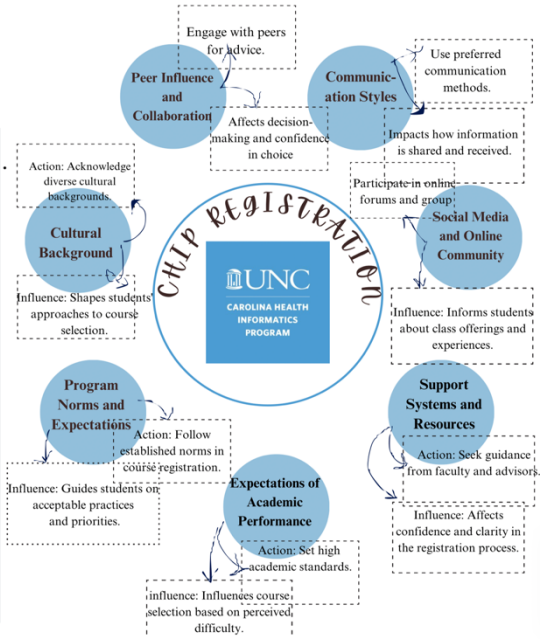
Extra Models:

Included below are the models that were not used in our client presentation materials, but that helped our team while we were working through our project.

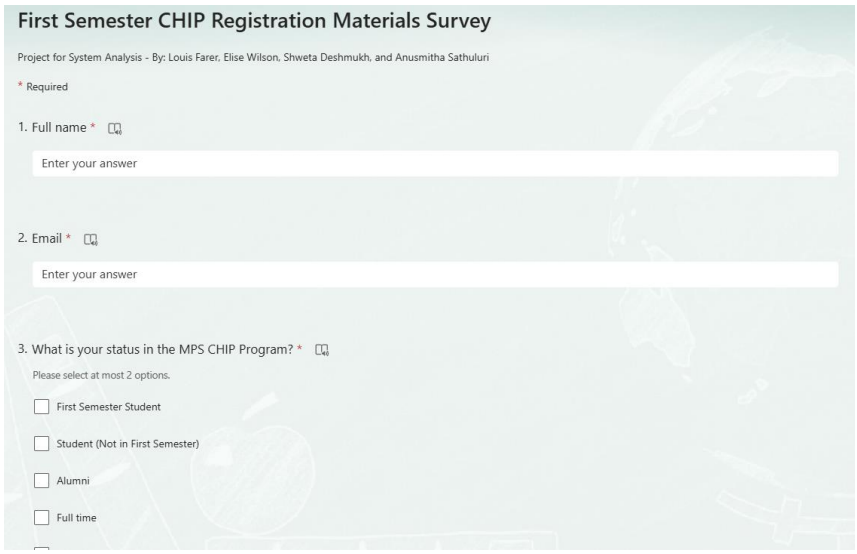


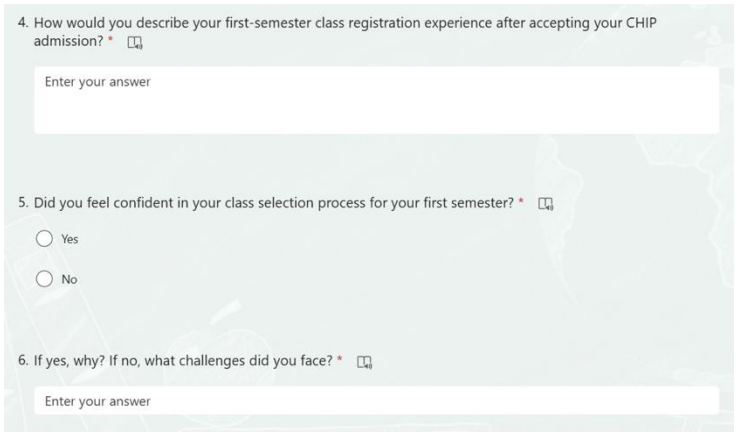


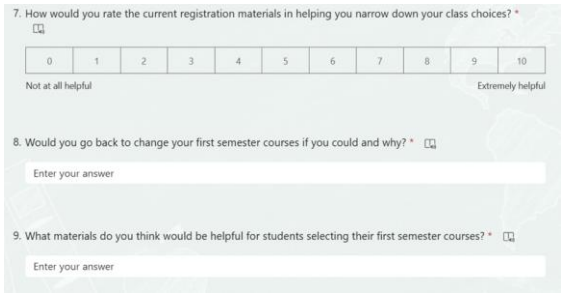


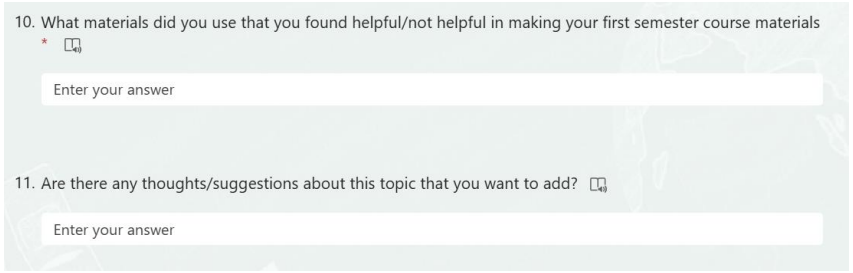


Pictures of Microsoft Form:









Team Photos: