Deliverable #2: Business Analysis - Talent-Link

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Engagement Letter

Talent Link
123 Share Drive
Kent, Ohio 44242

30 September, 2025

Mrs. Katherine Syvanych
Director, Center for Student Involvement
1075 Rizman Plaza
Kent, Ohio 44242

Good afternoon Katherine,

  The project we are currently working on seems as though it would work well with your organization's goals of fostering student involvement and broadening their academic experience. I understand that the Center for Student Involvement plays an important role in creating a sense of community among students, which in turn improves student retention rates. The new system we are proposing would help to connect students through peer-to-peer learning experiences. These could range from sharing expertise in industry/career-specific skills, creative skills, hobbies, or even career readiness.

  This system would allow students to create profiles listing the skills they are offering to share, as well as skills they are interested in learning. AI-powered matching would help in connecting students based on their interests and availability. We plan to include a smart schedule tool that would allow students to seamlessly plan meet-ups. This system would also generate reports through analytic dashboards to help the Center for Student Involvement better understand where Kent State Students thrive, as well as areas where students might need help improving. This would help organizations on campus better tailor their services to students' needs.

  We appreciate the time you have taken in better helping us understand the opportunities for student involvement and challenges that your office currently faces. We are currently working on prioritizing the functions of this new system. We are digging deeper into everything the system would need to include to best suit student needs. Once we better understand the essential functionalities, we will begin designing the system flows, diagrams, and prototypes to define how the platform will function.

Thank you again for your time. We look forward to working with you and welcome any questions or concerns you may have.

Best Regards,

Jordan Jenkins
ScrumMaster of TalentLink
(330)333-3333
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Student Survey

Why a Survey Was Useful
We found a survey to be particularly useful for this project because our proposed platform is designed to support a large and diverse student community. Conducting a survey allowed us to quickly capture the wide range of perspectives that students at Kent State have, helping us identify which services, features, and concerns were most important to them. While the interviews we conducted provided us with in depth insights, this survey gave us the broader coverage that we needed to recognize measurable trends across students with different backgrounds.

Who We Surveyed, Why, and How They Were Recruited
We surveyed Kent State students because they are the primary users our platform is designed to support. To reach them, we shared the survey through social media (Snapchat school story) and student group chats. Gathering input directly from this group gave us perspectives from both students who would be offering their skills and those who would be seeking it.

How/When the Survey Was Administered and By Whom
We created the survey using a survey software called Fillout, and designed it in a multi-step format to keep it clear and engaging for participants. It was administered over the course of one week. Lucy Hennessy and Yusur Alrawi led the creation and distribution, while the entire team collaborated on developing the questions and reviewing the results to ensure clarity and alignment across the team.

Survey Questions
Below is the list of survey questions that were distributed to students. Full survey can also be accessed through the following link: https://forms.fillout.com/t/gjU5yVSHCSus

1. What is your major/minor? *(short answer)*

2. If we built a tool that makes it easier for students to share skills and services with each other, which of the following features would be most useful to you? *(select all that apply)*
   - AI Matching (automatically pairing you with the right student)
   - Scheduling tools (to easily set up meeting times)
   - Messaging (to communicate directly in the app)
   - Feedback/review system (to build trust in the community)
   - Other - Please explain

3. What would motivate you to consistently share your skills or services with other students on this platform? *(select all that apply)*
   - Recognition or endorsements from peers
   - Gaining experience to build my resume/portfolio
   - Expanding my network / meeting new people
   - Small payments or compensation
   - Helping others / giving back to the community
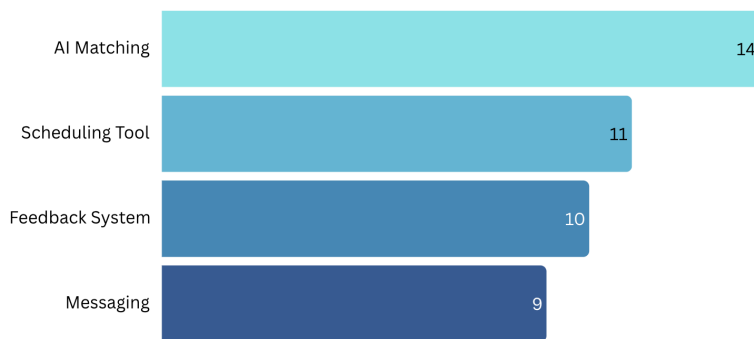   - Other - Please explain

4. If you worked with another student through the platform, would you want a review/feedback system afterwards? *(multiple choice)*
   - Yes
   - No
   - Maybe

5. How important is it to you that the platform has a secure messaging system (instead of using outside apps like email or GroupMe)? *(1-5 opinion scale)*

6. How important is student verification (for example, Kent ID check to confirm users are actual students)? *(1-5 opinion scale)*

7. How important would an in-app scheduling tool (like a calendar or booking feature) be to you? *(1-5 opinion scale)*

8. How important is anonymity (preventing users from seeing personal identifying information before scheduling a task)? *(1-5 opinion scale)*

9. What concerns might stop you from using this platform? *(select all that apply)*
   - Privacy
   - Safety
   - Quality of Help
   - Other - Please explain

10. What types of skills or services would you be most interested in offering or receiving from other students? *(select all that apply)*
    - Major-specific skills
    - Creative skills
    - Academic, general skills
    - Career-related skills
    - Other - Please explain
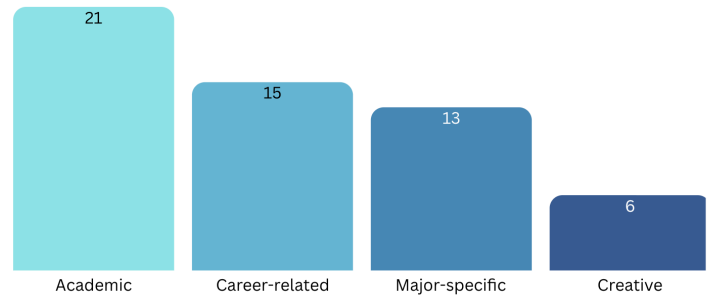
Survey Results

Below are graphical summaries of the survey results. A link to the full set of raw responses can also be found here:

https://docs.google.com/spreadsheets/d/1SDrsFZIE6-bScuaMye4bfeEj860-535m_LpprjbfjEo/edit?usp=sharing
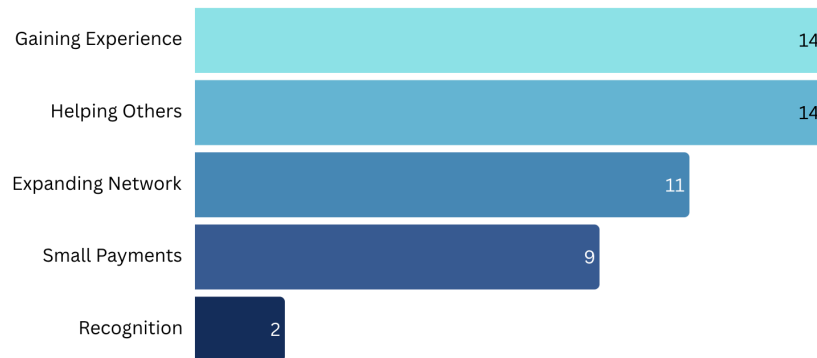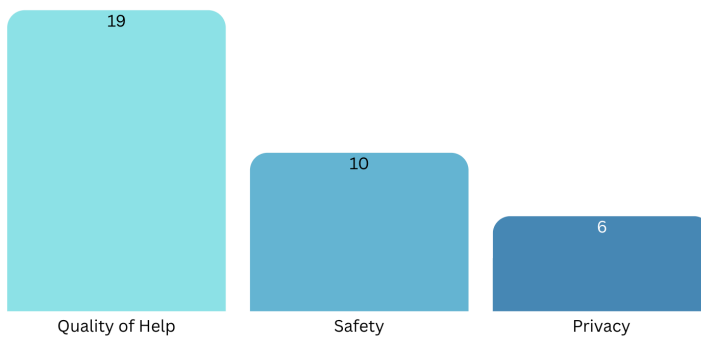
Most Desired Features in Talent-Link

Feature	Value
AI Matching	14
Scheduling Tool	11
Feedback System	10
Messaging	9

Types of Skills Students Want to Share and Receive

Category	Value
Academic	21
Career-related	15
Major-specific	13
Creative	6

Motivation for Sharing Skills

Motivation	Value
Gaining Experience	14
Helping Others	14
Expanding Network	11
Small Payments	9
Recognition	2

Top Concerns About Using the Platform

Concern	Value
Quality of Help	19
Safety	10
Privacy	6

Average Importance of Key Features (1–5 Scale)

Feature	Value
Student Verification	4.6
Scheduling Tool	4.1
Messaging	4
Anonymity	3.6
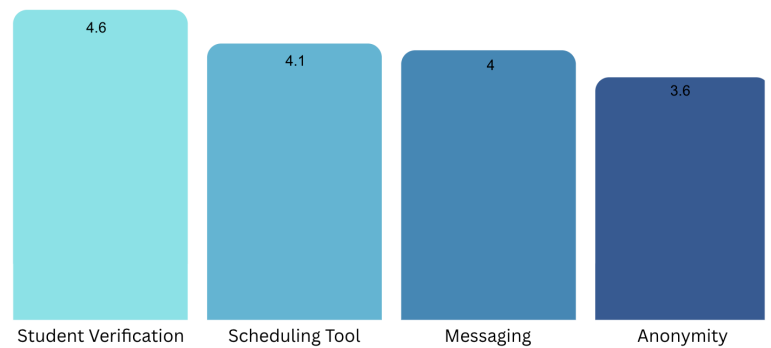
Key Insights from Survey Results

Based on survey results, we can confirm that:

- Students strongly want an AI-powered matching system to connect them with peers who have complementary skills. This suggests that manual searching or browsing for peers would most likely be frustrating and time-consuming for students. Therefore, implementing smart matching as a core feature would address a major pain point.

- Students are interested in sharing and receiving academic, career-related, and major-specific skills. Creative skills were less chosen but still noted. This demonstrates that the platform should cater to a wide range of skills, enabling interdisciplinary collaboration. This would also expand opportunities for students to participate in areas beyond their primary field of study.

- The most common motivations for contributing skills were gaining experience, helping others, and expanding networks. Receiving small payments ranked lower, which indicates that students are more motivated by personal and professional growth rather than recognition or monetary rewards. This insight suggests that the platform should emphasize skill development and community building to encourage a sustained engagement.

- The quality of help is a far greater concern for students than privacy or safety. This emphasizes that students want reliable peers for skills exchanging. Therefore, a feedback/review system and a student verification process are essential for establishing credibility and would help build confidence in the platform.

- Students expect a complete platform, and not just a matching tool. They highlighted the importance of verification, scheduling, and messaging. Anonymity was a less important feature to students, but could still be incorporated for optional privacy.

Interview #1: Career Services Office

Why this interview was useful
This interview was useful because it gave us insight to where a lot of college students struggle when preparing for their careers, ways to better formulate language used in our platform when speaking directly of skills, and gave additional information on some resources we didn't previously know about. Justin spoke about platforms that are already available to Kent State students and how his office helps students leverage them to their advantage.

Who we interviewed, and how he was picked
We interviewed Justin Edwards, Executive Director of Career Exploration and Development at Kent State University. His office is involved with helping prepare students for jobs and internships, which would be a goal of our system. He was picked for his knowledge of how to best help students in developing and articulating the skills that will be most valuable for students in the time leading up to the start of their careers.

When the interview was administered, and by whom
The interview was administered on Wednesday, Sep 24, 2025 by Jordan Jenkins, the team's ScrumMaster.

Interview Questions
1. What are the biggest challenges students face when preparing for internships or careers?
    a. We can break this down into two main areas: accessing opportunities and landing the job. A healthy chunk of students would probably say they just don't know where the opportunities are. A big part of what our office does is walk with students from point zero to one. Then we have to get to 100, but how do we take that next step? Our office tries to create achievable first steps, like identifying the job boards and opportunities that match their major and industry.
    b. Right now, we're also looking at how students can ethically and appropriately use AI as part of their job search. I don't think that's the biggest problem, though. The bigger challenge seems to be that students often struggle to see how their diverse experiences apply to the requirements in a job description. There's a bridge that needs to be built between what they've done and how they can show future employers the value they bring.

2. Are there any programs or tools that you already use to connect students with each other?
    a. Handshake is our on-campus job posting board, as well as an early job-seeker board for internships and entry-level positions. It offers peer-to-peer messaging, and if students have a public profile, others can view their experiences to see what they've done.
    b. We also teach students to use LinkedIn's alumni search so they can see what alumni and other successful students have done.

3. What types of skills do you think would be most popular/valuable among students on this type of platform?

a. We utilize a resource from an organization called the National Association of Colleges and Employers (NACE). They survey Fortune 500 hiring managers as well as colleges and universities to identify the most important foundational career competencies that apply across any major. Part of our role is serving as a hub for career services at Kent State University through this lens.

b. We really help students broadly articulate skills that are transferable across different areas. I think it's also important to differentiate between the types of skills being offered and shared.

c. When thinking about the language, it helps to have two categories: industry-focused or industry-aligned skills, and career competencies that are applicable across the board.

d. Another area where I see students struggle is in sharing the vision they have for where they're going. It's not just about knowing where you want to be in five years, but also showing that you've pursued training and taken initiative to learn new things. You can show you are adapting. I see students struggling with differentiating between career development and self-development.

e. I also see people struggle with the metrics around some of the foundational technology, like specifying the skills you know in Excel instead of just putting Excel on your resume.

4. Are there any ways that this platform would complement anything your office already offers?
   a. I think so. We have a program of undergraduate students that we call career peers, and they offer resume support, utilizing rubrics, and some guidance from our office. I could see that being a tool they leverage when they are doing things like giving feedback on a resume.
   b. I can also see it being leveraged with our Career Academy course. It is a Canvas course with five different learning pathways that students can sign up for, complete these pathways, and earn a certificate of completion. Even if there is a module that explains, Hey here is this tool.

5. Would access to data from the platform like the skills students are seeking or offering be useful to your office at all?
   a. I think the most important thing for us would be industry-related updated language so that we have the right language for resumes. The reality is that as technology advances and industries shift is that often our resume examples might be a little out of date.

6. Would you have any concerns about the implementation of this kind of system?
   a. Students tend to go to their friends first for help, so it may be useful to democratize access to these conversations. A good checks-and-balances feature would be to include guidance on how a student could get an appointment with a career advisor.
   b. My only concern would really be about the language and how it is presented. What is this tool and what is it not?

7. What outcomes do you feel would make this a successful platform?
   a. The university does not track internships that are not for credit. The more data we have about where students are doing work-based learning, the more useful this tool would be.

8. What would be some features you'd like to see?
   a. Maybe being able to mark students according to their expertise, so you would have student experts on different skills.

Key insights from the interview
Based on the interview, we can confirm that:

- Students have a hard time aligning and articulating their experiences with job descriptions. This highlights an opportunity for peer-to-peer career readiness support and skill exchanging. By sharing skills, experiences, and examples with each other, students could help bridge the gap between what they've done and how they communicate that value.

- The new system could fit in some aspects with Handshake and Career Academy. The key opportunity here is complementing rather than competing. While Handshake connects students to external employers, our platform could make it easier for students to gain practice before stepping into more formal tools like Handshake.

- It could be useful to have a way to differentiate students' levels of expertise. Adding simple indicators (such as beginner, intermediate, and advanced) would make skill-sharing more reliable. This could also help students decide whom to approach for help to ensure recommendations feel credible.

- It's important to be careful in the language used to describe skills so as not to confuse students. Using clear and consistent language helps make the platform more understandable and reliable.

Interview #2: Center for Student Involvement

Why this interview was useful
This interview was valuable because it provided us with direct insight into the current state of student involvement at Kent State, and the challenges that the Center for Student Involvement is facing. Katie highlighted how student engagement has shifted drastically since COVID, why their KSU Engage platform is underutilized, and what motivators actually drive student participation. Her perspective from a professional level gave us a clearer understanding of the barriers to involvement with our application, potential opportunities to better reach the students, and the kind of tools or outcomes that would be most and least useful to them (e.g., resume boosters, connections, and community). This context is critical for shaping solutions that could actually realistically improve engagement and retention amongst students.

Who we interviewed, and how she was picked
We interviewed Katie Syvyanch, the Assistant Director of the Center for Student Involvement at Kent State University. She oversees areas such as leadership, campus events, development, civic engagement, and student organization support. She was chosen because of her expertise and direct involvement in student engagement initiatives on campus. Since she works closely with the student organizations and manages the KSU Engage platform, she was uniquely qualified to speak about both the opportunities available and the challenges in encouraging students to get involved.

When the interview was administered, and by whom
The interview with Katie took place on Thursday, September 25, during a scheduled Google Teams meeting with the Center for Student Involvement. It was conducted by our team's scrum master, Jordan, while Lucy and Yusur took notes during the meeting.

Interview Questions
1. What are the biggest challenges students face in getting connected or engaged with the campus community?
   a. There's been a drop in involvement since COVID due to time, money, and fewer student organizations.
   b. Students live in a digital world and often default to social media, Slack, or Discord for connection.
   c. Biggest hurdle: students are often unaware of opportunities despite CSI's efforts to promote them.

2. What's working well right now to bring students together, and where are the gaps?
   a. Instagram is currently the strongest tool for awareness of campus events
   b. The KSU Engage platform is underutilized, with only about 15% of organizations posting events
   c. Students show initial interest but that rarely translates into real engagement

3. If students had a space to share skills and interests, what types of personal, creative, or social skills do you think would be most popular?
   a. Content creation, social media, and graphic design

   b. Resume help and creative interests outside of majors (e.g., a Computer science major that likes music)

4. How could peer-to-peer exchanges strengthen involvement, belonging, or leadership development?
   a. If students are tied to even one person or club, they are much more likely to stay and graduate at Kent.
   b. Peer connections can greatly boost retention and help build a sense of community

5. How might students want to be recognized for participation (points, event credit, leadership transcript, service hours)?
   a. Recognition systems already exist at Kent (awards, badges, co-curricular transcripts)
     i. However, recognition only works if it has career value; resume boosters are the biggest motivators.
   b. Badges do not hold much value for students

6. Would this kind of system overlap with or enhance any programs your office already runs?
   a. CSI already offers recognition programs and event tracking
     i. A system like this could enhance career development if it helped students articulate involvement on resumes and in interviews.

7. What concerns would you have about moderation, inclusivity, or student safety?
   a. Strong concerns about student safety and verification
     i. Would need a process to protect the students' information
   b. CSI would be cautious about endorsing a platform, since it may seem like they are promoting certain students over others.
     i. Also, someone may say they are good at a skill they are advertising; however, they may not be.

8. How much involvement would you expect from your office if something like this were launched?
   a. CSI may not be the right home for this platform, and the DI Hub could be a better fit
   b. If CSI were to be involved, it would likely be as an extra unit

9. What outcomes would make this system valuable for student engagement and retention?
   a. Clear connections between student engagement and success
   b. Helping students build community and boost retention rates
   c. Making opportunities more visible so more students get connected

10. Is there anything you wish more students had access to that a platform like this could provide?
   a. Awareness of opportunities: many students simply do not know what is available to them
   b. Better visibility into the skills in demand on campus and the expertise of different groups

Key insights from the interview
Based on the interview, we can confirm that:

- Student involvement has declined since COVID. This highlights an opportunity to re-engage students through Talent-Link and connect them to meaningful campus activities.

- Awareness is the biggest hurdle to overcome; students often don't know what's available despite promotion efforts. Bridging that gap is important.

- Motivators for students are resume boosters and a sense of community. Talent-Link should emphasize these motivators.

- Peer connection is very important for student retention.

- Some of the skills that students are interested in include content creation/social media, or hobbies outside of their major. Highlighting both professional and creative skills will make the platform more appealing to a wider range of students.

- Safety and verification are important. Our platform needs clear moderation and verification processes to protect students.

- While CSI could help guide the creation of this platform, we may also want to explore involving the DI Hub to enhance feedback and support.

# Document Analysis: Central State University (Knack Tutoring)

Why Document Analysis Was Useful
We found document analysis to be useful for this project because it allows us to study how other universities with a similar idea have designed a system to support peer connection and student engagement. This helps us identify features and design choices we may want to incorporate into our own system. In our case, we analyzed Knack tutoring, which is integrated with many universities and requires a student login, but we were able to access screenshots of the system through Central State University's student manual, which can be found through this link:
(https://www.centralstate.edu/sites/default/files/2022-09/CSU-Knack-Student-User-Manual.pdf).
Although Knack is focused on tutoring while our platform offers a broader range of skill-sharing, there are still many transferable features and lessons that can be applied from its UX/UI.
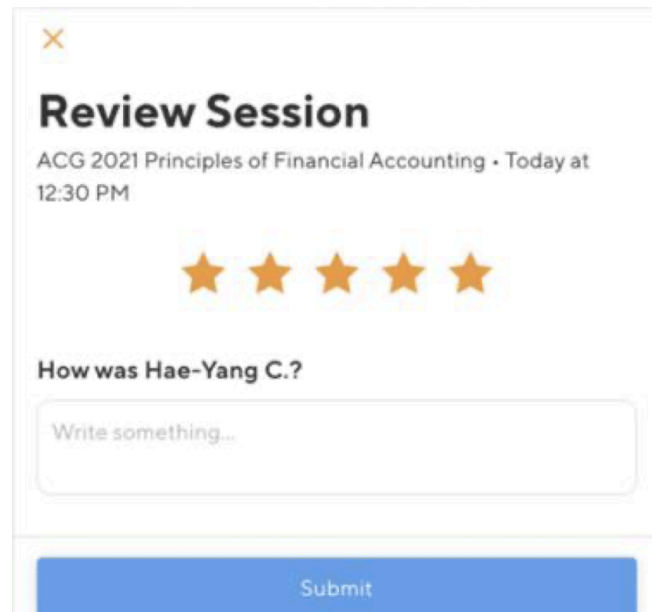
System Screenshots
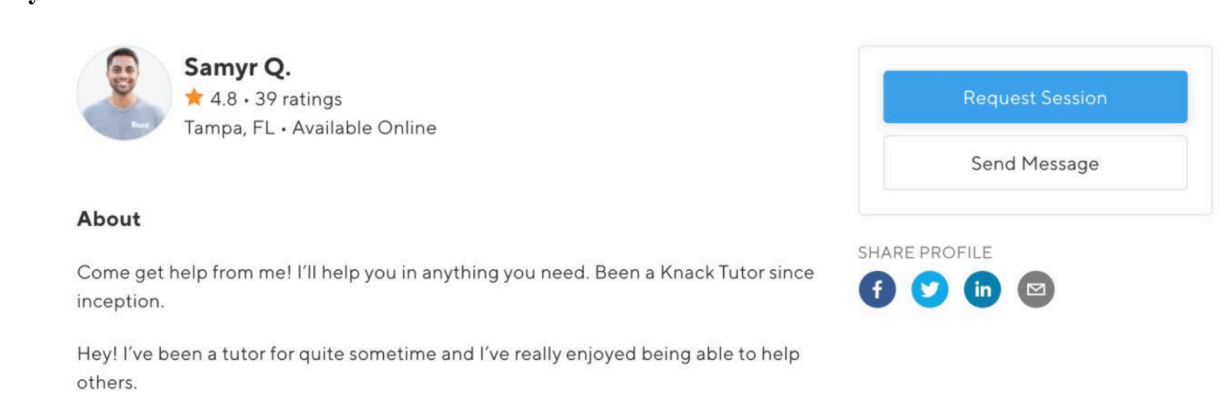
This screen shows what a tutor's profile looks like in Knack, including a rating, location, availability, and a short bio. The "Request Session" and "Send Message" makes it clear and intuitive how students can act on the profile. For Talent-Link, a similar structured profile layout can be used to help students quickly evaluate peers by presenting key details like expertise and peer feedback in one centralized view.
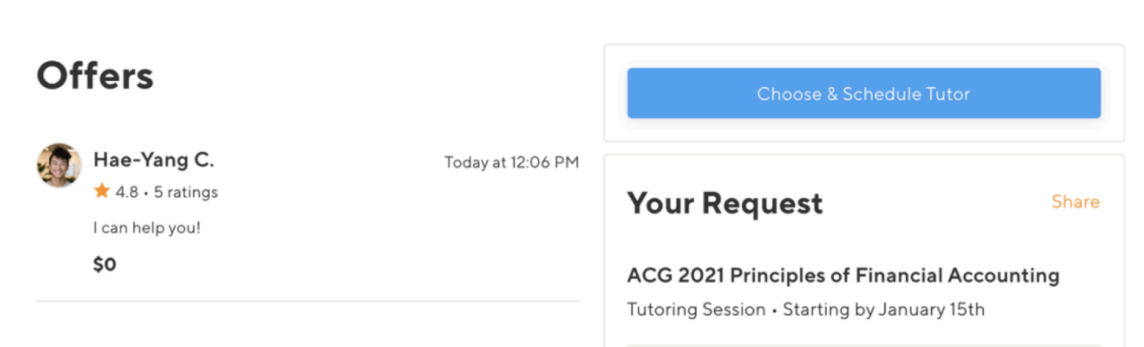
This request/offer screen highlights how students can send out session requests and receive offers from multiple tutors. This creates flexibility by letting students choose who they think is the best fit for their request. In our system, this could be extended with AI-matching that automatically ranks or recommends offers based on compatibility and ratings.
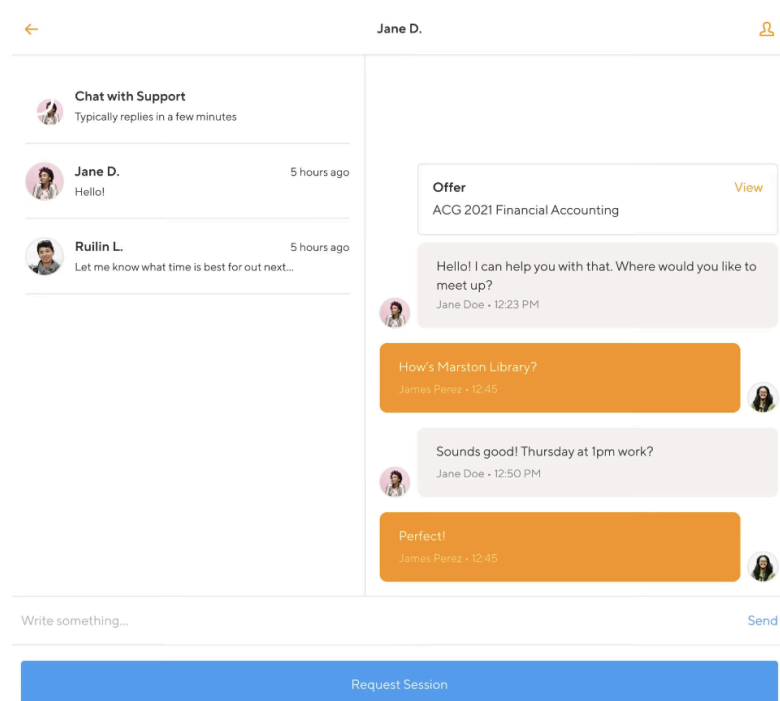
This screen asks for a rating through a simple five-star system and an optional written comment. This promotes trust and accountability on the platform. For Talent-Link, our review system could go a step further by highlighting students' specific strengths, like design skills or subject expertise, to make recommendations more tailored and useful for users.

This messaging screen allows students and tutors to communicate directly on the platform, eliminating the need for third-party tools like email or GroupMe. For our design, having direct messaging is essential to allow students to discuss tasks and offers.

Key Insights from Knack

Based on the document analysis, we can confirm that:

- Profiles and ratings make it easier for students to evaluate credibility and trustworthiness.

- Built-in messaging is important to keep all interactions inside the platform and reduce the number of steps that a user has to take.

- Review systems drive accountability and promote trustworthiness on the platform.

- The request/offer workflow gives students flexibility, which we can enhance with our AI-powered matching feature.

- Many of Knack's features are transferable to Talent-Link, but we can expand them beyond tutoring to include a wider range of skills and make the platform a better fit for Kent State University's needs.

- Analyzing Knack's platform sparked the idea of formatting Talent-Link with a layout more similar to a social media application, such as LinkedIn. While the main focus remains peer-to-peer skill sharing, incorporating features such as network connections could strengthen engagement and highlight our platform's emphasis on community building.

System Profile

STRATEGIC SITUATION:

The Center for Student Involvement aims to get students involved through different types of organizations and events, such as Fraternities/Sororities, student organizations and government, and volunteer work. The Career Exploration and Development office works closely with CSI, but focuses on career readiness through help with resumes, skill development, and finding the right place to look for jobs. Both offices serve Kent State students and aim to help them in their personal and professional growth. There have been challenges recently with awareness of resources, decline in student organizations, and figuring out how to get students to use the tools available to them instead of just social media. Their competitors include other local schools such as the University of Akron, Ohio University, and other public schools that offer similar programs. Through the offering of additional resources, the aim is to increase student retention and increase enrollment.

BUSINESS NEED & VALUE:

Kent State students possess a wide range of skills, but there is no centralized way to offer or request peer-to-peer support, which leads them to pay for services off-campus or miss out on informal learning opportunities. The university lacks a system that connects students based on shared interests, talents, or personal development goals. Kent State is missing an opportunity to promote student entrepreneurship, leadership, and community engagement through skill-sharing. Students tend to default to social media, even when they are involved in student organizations, rather than platforms specific to their organizations. We expect that this new system, Talent-Link, will encourage students to develop skills with their peers, give campus offices valuable insights into students' skills and interests, and multiply student involvement; once students are involved in one area, they tend to get more involved and encourage peers to do the same. For example, if even 10% of the 33,000 students at Kent State actively use Talent-Link, that would be 3,300 students engaged in skill-sharing and peer learning, potentially increasing student participation in other areas on campus. The system will allow students to create profiles, like social media networks they're already familiar with, list skills they're hoping to learn or share, and post about how they are getting involved with their peers. They can feel secure knowing that only other Kent State students will be able to access the system, eliminating some worries around security faced in typical social media sites.

PROPOSED SYSTEM:

We are proposing to build a totally new system that will offer services similar to some systems that are already in place, but focused solely on peer-to-peer help through social media style connections.

- The system will allow students to create profiles listing skills they offer and skills they want to learn.
- It will allow students to post on a feed to help foster engagement, sharing activities that they have/are participating in.
- AI-powered matching engines will connect students based on interests, availability, and location.
- Smart scheduling tools will allow users to coordinate meetups or virtual sessions.
- Built-in messaging system for secure communication between users.
- Admin dashboard for moderators to oversee activity and flag issues.
- Integration with student ID system for verification and safety.
- Feedback forms to improve platform usability and offerings.

- Analytics dashboard to track popular skills, engagement, and growth trends.
- Badges will allow users to be distinguished as 'experts' in certain skill areas

BUSINESS CONSTRAINTS:

Technical constraints:

- Verification and Security: Strict rules are already in place to verify students and protect information. Any new platform must meet the FERPA and university IT compliance requirements
  - To mitigate this, we will research the requirements and follow any university guidelines for data encryption, access control, and secure communication.
- Integration with current systems: Kent State already uses KSU Engage. A new system could be perceived as an overlap with their system.
  - To mitigate this, we could explore the KSU Engage app to avoid data duplication and ensure that our platform complements existing systems.

Economic constraints:

- Adoption vs. Cost: The effectiveness of Talent-Link depends on student adoption. If the students do not adopt/use the system, the investment may not justify the expense.
  - To mitigate this, surveys and focus groups were conducted to assess student interest. The system will be designed to resemble familiar social media platforms to emphasize engagement and usability in order to maximize adoption. Development and maintenance costs will also be evaluated against projected adoption rates to ensure economic feasibility.

Organizational constraints:

- Cultural Resistance: Students already rely on Slack, Discord, and other social media to communicate. Introducing a new platform requires overcoming adoption barriers.
  - We are positioning the system as not only a career/resume booster, but also a platform to connect with students. It won't be just an informational tool. Features like AI-powered matching and peer skill sharing will likely drive engagement and encourage repeated use.
- Policy Alignment: The Center for Student Involvement requires that any endorsed platform remain neutral and not appear to favor certain students.
  - Clear policies will be established to ensure equitable access and visibility, emphasizing opportunity rather than favoritism.

Feasibility risks:

- Technical: Low if it is built onto KSU Engage, and medium if it is built new.
- Economic: Medium, depending on student adoption and engagement levels.
- Organizational: Medium, because student awareness is the biggest hurdle to the project.

TECHNOLOGY NEEDS:

Kent State currently supports student involvement through KSU Engage, which allows student organizations to register, post events, and manage funding. While the system itself is not outdated, it is underutilized. Only 15% of organizations actively post content, with most groups preferring to use Slack, Discord, or other social media to communicate. To support a new

peer-to-peer engagement and skill-sharing system, the university would need to expand the technology infrastructure. However, if the system is hosted through Kent's university-managed services, there should not need to be major changes. The system would require integration with university technologies such as Single Sign-On, Career Exploration Services to connect involvement with resumes, and KSU Engage's APIs for organizational data. A mobile-first approach is critical to the success of this project, as most users would access it on their phones. Networking and security must align with the university's IT policies, as well as FERPA. Overall, the key technology needs center on secure system integration, software development, and mobile accessibility.

SECURITY CONCERNS:

Since the system will handle student information, privacy and trust are critical. Talent-Link must comply with university IT policies and use encryption for all stored and transmitted data. Single sign-on integration with Kent State's existing identity system can provide verification for students, while multi-factor authentication can be used for administrators. Additionally, role-based permissions will restrict access to sensitive data to ensure that only authorized users can manage reports or moderate the platform. In addition, reviews and file uploads must be moderated to prevent abuse. Weak points we must watch out for include integration with third-party services, as well as messaging, as they could be exploited without proper safeguards. Firewalls and virus scanning must be used to protect against malicious content. Implementing these security features will be crucial to protect users and build trust in Talent-Link.

Kent State - Center for Student Involvement
Prepared by: Talent-Link

<u>**Student user stories:**</u>

Profile Creation:
As a student, I want to create a profile listing skills I offer and skills I want to learn so that I can connect with peers for mutual learning.

Acceptance Criteria:
- Profile of student includes name, major, bio and year
- Students can list offered and desired skills with tags
- Skills are categorized (academic, creative, etc)
- Profile is editable and secured
- Verification status is displayed as soon as ID is confirmed

AI Matching:
As a student, I want to be matched with peers based on availability, location, and interests so that I can find the best fit for collaboration.

Acceptance Criteria:
- Students can filter matches by category or rating
- Matching engine suggests top 5 compatible peers
- Matches consider time and proximity
- Students can filter matches by category or rating
- Students can save or block matches

Smart Scheduling Tool:
As a student, I want to schedule meetups or virtual sessions with matched peers so that we can collaborate successfully.

Acceptance Criteria:
- Students can propose multiple time slots
- System checks mutual availability and confirms session
- Calendar sync option with FlashLine or other external calendars
- Location options include campus rooms or virtual links
- Confirmation and reminders sent via email or app notification

Secure Messaging System
As a student, I want to securely message my matches so that we can coordinate and communicate effectively.

Acceptance Criteria:
- Messaging available only between matched users

- Messages are encrypted and stored securely
- Notifications for new messages
- Option to block or report users
- Admins can moderate flagged conversations

Ratings and Reviews

As a student, I want to leave ratings and reviews after a session so that others can benefit from my experience.

Acceptance Criteria:
- Rating scale from 1-5 stars
- Optional written review (minimum 20 characters)
- Reviews are averaged and displayed on profiles
- Students can edit or delete their reviews
- Reviews are moderated for inappropriate content

Badges and Incentives

As a student, I want to earn badges and incentives for active participation so that I feel recognized and motivated.

Acceptance Criteria:
- Badges awarded for milestones (ex: 5 sessions, 10 reviews)
- Incentives include campus perks (ex: bookstore discounts)
- Badge progress visible on profile
- Notifications sent when earning a badge
- Admins can configure badge criteria

Feedback Submission

As a student, I want to submit feedback about the platform so that it can be improved over time.

Acceptance Criteria:
- Feedback form accessible from dashboard
- Students can rate usability and suggest features
- Feedback stored on admin dashboard
- Option to submit anonymously or with contact info
- Confirmation message shown after submission

Platform Administrator Stories

Admin Dashboard

As an admin, I want to oversee platform activity and flag issues so that I can ensure safety and quality.

Acceptance Criteria:
- View flagged messages and reviews

- Suspend or warn users
- Access user activity logs
- Approve or reject badge requests
- Receive alerts for high risk behavior

Analytics Dashboard

As an admin, I want to track popular skills, engagement, and growth trends so I can report on platform impact.

Acceptance Criteria

- Dashboard shows top 10 skills by category
- Engagement metrics: active users, sessions, reviews
- Growth trends shown weekly and monthly
- Data export in CSV or PDF format
- Filter data by department or year

Student Verification System

As an admin, I want to verify users using student ID so I can ensure safety and restrict access to Kent State students.

Acceptance Criteria

- Students log in using FlashLine credentials
- Student ID validated against university database
- Verified status shown on profile
- Manual verification or revocation available
- Failed verifications logged and flagged

University Stakeholder Stories

As a university stakeholder, I want to receive reports on platform usage and student impact so I can tailor programming and support services.

Acceptance Criteria

- Monthly reports include engagement metrics, skill trends, and feedback summaries
- Highlight top contributors and active departments
- Include recommendations based on data insights
- Auto-generated and emailed to stakeholders
- Option to request custom reports via admin portal

Career Services Integration

As a career advisor, I want to access platform data and language trends so I can improve resume guidance and career programming.

Acceptance Criteria

- Access to anonymized data on skills offered and sought
- Reports include trending industry language
- Option to embed platform in Career Academy Canvas course
- Career Peers can use platform for resume feedback
- Students can book career advising appointments through the tool

Promotion and Adoption Support

As a university stakeholder, I want to collaborate with student organizations to promote the platform so adoption increases.

Acceptance Criteria

- Access to promotional materials (flyers, social media kits)
- Track referral metrics from student orgs
- Host onboarding events via platform
- Receive feedback from student org leaders
- Assign ambassadors with special badges

Appendix of Team Member Contribution

Team Member	Percentage of Overall Work	Contributions
Grace Karpinski	20%	- Researched Universities with similar programs - Researched key features to make our program work - Came up with user stories and acceptance criteria that go along with each - Went over each section for deliverable 2
Yusur Alrawi	20%	- Proposed survey software (Fillout), created template for survey, and assisted in administering it - Analyzed and documented survey results and insights - Participated in interview with Katherine Syvanych and took notes - Conducted document analysis and documented its insights - Helped revise some parts of the System Profile
Lucy Hennessy	20%	- Participated in interview with Katherine Syvanych and took notes - Helped develop/create the survey - Distributed the survey to Kent students - Helped analyze and write the results from the second interview - Helped fill out the System Profile feasibilities
Akaiya Abdullah	20%	- Assisted with email template to reach out to faculty for interviewing - Helped develop survey questions - Contacted staff members from both the CSI and Career Exploration and Development programs - Reviewed deliverable before submission
Jordan Jenkins	20%	- Set up the document for deliverable 2, highlighting all key tasks. - Arranged and conducted interviews with Justin Edwards and Katherine Syvanych. - Analyzed and wrote the results from the first interview. - Drafted engagement letter - Worked on the first few parts of the System Profile

(1) What collaborative approaches worked particularly well for researching your client & documenting its system requirements that your team would want to continue doing in the future, and why?

An approach that worked well was having more than one person document the requirement-gathering results. For example, when conducting the second interview, it was particularly useful to have several members of the group attend so that the person leading the interview could focus solely on questions, while the other members took notes. This allowed us to save time and ensured alignment, so it's a method we would likely continue using in the future.

(2) What didn't work so well, and what adjustments would you make if you had to carry out a similar task in the future (e.g., in the CIS capstone class or in industry)?

One adjustment we would likely make is better communication on how the work is split up. For example, there was some confusion about who would be attending the first interview. In the future, we need to have tasks for each member written down in a document so that we are all on the same page. This helps guarantee that all team members contribute effectively in case they cannot participate in a specific task.

(3) How did your team ensure that ALL team members had an opportunity to get hands-on experience gathering system requirements in different ways, and were held collectively accountable for the results?

Although only some people were able to make it to the meetings, we were all able to analyze the notes that were taken, as well as develop and view results from the survey. We also discussed the meetings with each other to catch everyone up on what they may have missed. This made it so that all team members were informed on what we learned from the Kent State staff and students.

(4) Were there any extenuating circumstances that led to an uneven distribution of the workload? If so, how do you plan to compensate for this in the future?

Some of us have tricky schedules that make it hard to meet with faculty who are only available during the workday (work, kids, etc). From now on, we need to make sure this is known in the beginning and assign tasks that don't require specified times (like document analysis and sending out surveys) to members who are unable to attend daytime meetings. The faculty we were meeting with had very limited schedules, which made fitting interviews harder. We also initially didn't get responses in a timely manner from the offices we were hoping to interview and had to rework how to get in touch with them.

(5) Did you use any AI tools or external resources to generate or proofread any part of your final draft? If so, explain here (e.g., tell me what software or resources you used, & precisely how they were used).

ChatGPT was used to help brainstorm interview question ideas, which were tweaked as deemed necessary. It was also used to brainstorm survey questions, and we tweaked those as well.