

# **Maroon Drive**

BA 186 Final Paper

## **Group 4**

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BA 186 THR  
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## **Introduction**

The UP Computer Registration System (CRS) was developed by the Computer Science department of the College of Engineering in collaboration with the Office of the University Registrar back in the first semester of the academic year 2000 - 2001. Back then it was not a complete registration system as it still lacked greatly. Around July 2009 to March 2010, the CRS development team led by Ramon Achilles de Guzman had successfully deployed the following for CRS: redesign, core framework, pre-registration modules, pre-enlistment modules, registration modules, and dormitory modules. CRS has greatly helped UP Diliman students in their registration process and increased efficiency in enlisting. Today, UP CRS serves as the main system for enlistment, grade viewing, registration, evaluation, fees assessment, and a lot more other features. The computer registration system has successfully eliminated very long queues for enrollment that UP seems to be infamous for, however, it did not solve the lack of classes offered within the university as this is out of its scope.

On the other hand, the University Virtual Learning Environment (UVLE) is the online course management system for UP instructors that allow them to organize classes, organize weekly schedules, upload digital materials, link relevant material, post announcements, and create online forums/wikis for students to participate in. Unlike CRS, UVLE seems to be instructor-centric, as CRS caters to the students mostly. These two systems work together and are tied up by the DiLNet account.

As of this date, both systems are used in the university and are considered essential, although UVLE is not being utilized as much as CRS is. This is probably due to the fact that Google Classrooms seems to be more effective. The group suggests that CRS & UVLE may be upgraded and be integrated into one program that encompasses the whole UP system, under the assumption that the administration does not have this yet in their plans. The group is tasked to see the feasibility of this happening, or if the developers already have a plan in motion to do so. In the long-run, the group envisions that the upgraded CRS & UVLE may be similar to a google drive where students & instructors alike can access academic files and processes.

## **Planning**

### **A. Project Identification And Selection**

Maroon Drive was the brainchild of an ambitious development project drafted by the researcher's team leader, Jelo Hernandez. In the class of BA 186, the professor, Professor Canseco, had tasked each student to create a project that seemed to be able to bring a smile across anyone's face, or if not a smile, a project enough to satisfy one's curiosity. The class presented their projects one by one, and after a thorough analysis and ranking of projects, the professor, along with the class, had greenlit Maroon Drive (then known as integrated CRS & UVLEe). The team leader, along with its members – Kai Trinidad, Kim Sanchez, Adrey Lim, and Deanne Laya; had selected this project because it aligned to their curiosity.

### **B. Project Initiation and Planning**

After the initial project drafting and selection, it was time for the group to initiate its project through thorough planning. The project had started with its leader first laying out the mission and vision of the project. The mission and vision had consisted of finding a way to eliminate the time-consuming act of logging in to CRS & UVLE separately. The project wanted to highlight that logging into either of these websites posed the danger of procrastination as the student in question would be exposed to the internet wherein he or she may log in to Facebook or any social media account. It was made sure that every member had aligned with the team's mission and vision before they had proceeded to even establish an initiation plan. After the group had aligned, the project was set in motion by determining various task delegations and procedures. The group would then proceed to systems requirements determination which would be covered in the next chapter.

## Analysis

### A. Requirements Determination

- **Overview & Assumptions**

The project assumes the following variables:

1. Maroon Drive would be treated as a hypothetical application, designed for the purpose of integrating CRS & UVLe in one seamless program that would cater to U.P. Diliman students.
2. The project also assumes that the administration U.P. Diliman would have enough finances to create a server exclusive to its students, faculty, and staff. This way, no forced log-outs would occur and students do not have to repeatedly log-in (if so were the case, the purpose of eliminating redundancy would have been meaningless).
3. The project assumes that the current administrative team of CRS & UVLe has no plans for integrating their systems altogether.
4. Finally, the project assumes that the researchers will be able to implement and roll out the project in the near future.

- **Deliverables**

As part of the requirements determination, the group will be having a series of interviews with students and teachers from the different courses and campuses of the University of the Philippines or UP. To be more specific, the group plans to interview individuals from UP Diliman and UP Manila to find out their experience with their respective programs in streamlining the online process of sharing files between students and teachers. There will be an *interview guide* that will be followed and used throughout the entire process (Appendix A). The questions in the interview aim to determine the feedback of students and teachers with the current systems by utilizing *open-ended* and *closed-ended* questions. Afterwards, the records will be compiled, reviewed, and stored for comparability of the effectiveness of their respective systems.

Targeted teacher interviewees are the following: **Ramon Achilles de Guzman, Ma. Olivia Lorenzo-de Guzman, Dr. Lorna Paredes, Prof. Relente.**

Targeted student interviewees would be **students enrolled in UP Diliman**, and as much as possible, **outside of the College of Business Administration**.

The group will make use of *written documents* that the UP CRS & UVLE can disclose for *document analysis*. Written documents will be very beneficial for the group so that the group can align their expectations, assumptions, and deliverables based on the information that the administration discloses. Specifically, *mission and strategy statements* would be very helpful for the group so that the group would know what to expect and would be able to align the deliverables for the project. *System documentation* would also be very essential for the project, however, the group feels that UP CRS & UVLE would not be willing to disclose this.

- **Systems Determination**

Computerized systems will aid the group in further processing more information. The group would likely aim for *system prototype reports* and *existing reports from systems*. These reports would be essential information as the group can utilize them to determine the feasibility of

the group's suggestions. The following techniques were used in order to define the system requirements of the project:

- *Joint Application Design* (JAD) is a process involving system requirement determination which uses prototyping to design the actual software. Having been suitable for medium to large scale projects, it is essential in this process that the end-users, project owner, and project team engage in interaction to meet and unify the system needs coming from both ends. This enables having group dynamics in the early prototyping of system design and development. This will be vital in this project to ensure proper planning, analysis, and design process.
- Through a series of *interviews* with students and teachers, the group will be able to further set the assumptions provided by the responses which will be coming from the main users of UVLE and CRS. From there, more detailed and direct assumptions will be laid out for the project owner to consider when an interview is facilitated. As for the project owner's end, the interview will serve as a feedback to be used to incorporate it to changes needed to fit the specifications. Afterwards, prototyping specifications and system requirements of the redesigned systems of UVLE and CRS are positioned as the basis of changes.
- *Prototyping* could be essential to the project when it comes to properly and seamlessly integrate CRS and UVLE functionalities. As a student-teacher resource, the integrated system needs to be user-friendly, intuitive, and compact. The group could make use of prototyping to:
  1. Test initially determined system features to be added to, removed, or revised as necessary; and
  2. Create a sample interface of the system and test its intuitiveness and seamlessness of flow within.To execute this, the group will first create a *system interface* (to be laid out on paper/screen) with possible flows in mind and test these system flows to users. The group will ask potential users in a one-on-one discussion to "navigate" their way through the system (i.e. "from the home screen, navigate your way to calendar"), taking notes of their intuition and navigation patterns (i.e. choosing/preferring the menu bar vs. the drop-down button, etc.). The group will then revise the user interface and system functionality to streamline to only the necessary features and determine the most optimal interface for users.

- Through *disruptive technologies*, limitations from conventional rules set by older systems are radically changed in pursuit of improving business processes. This approach takes into account the convenience and efficiency of systems that can be further enhanced by introducing information sharing among users, communication through wireless data, complex interactive messaging, advancement in telecommunications, provision of decision-support tools for non-managers, automatic identification and tracking technologies, and real-time updating computations. Applying it to the integration of CRS and UVLe, the group could synthesize the best features of both systems such as those pertaining to enlistment and posting of learning materials into a single all-encompassing system that would allow for seamless access to its users. This can be initiated

through a *Business Process Reengineering* (BPR) by setting goals and reassessing key main processes that would be necessary for the reorganization of the whole system and the actual setup of the new technology.

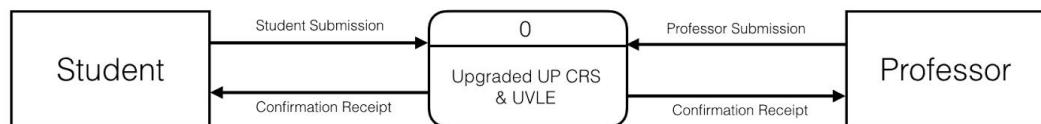
## B. Requirements Structuring (Process)

- **Process Modelling**

The structuring of requirements needed for the system begins with process modeling which graphically represents the processes involved in the utilization of information gathered from the previous stage within the system and its environment. The deliverables for this stage include a *context data flow diagram* (DFD), and *DFDs of the current and new system*. However, for the purpose of this study, the group has only considered the major models necessary for the execution of the project such as the context diagram, the DFD of the proposed logical system, and decomposition. In drawing the diagrams, the group has also made certain that guidelines pertaining to *completeness, consistency, timing, iterative development, and lowest logical level of decomposition* were used as measures for the accuracy of the model.

- **Context Diagram** (Appendix B)

This model illustrates the simplest and most straightforward summary of the data flows, structure, and functional requirements of the whole system. The *sources/sink* assumed in this model is the student and the professor who primarily are the users of the system and the direct recipient of the services from Maroon Drive. Additionally, the *data flows* involved in this model depicted a more integrative and interactive approach on file submission for both entities. To make these data coherent, the key *process* identified was the upgraded UP CRS & UVLE which encompasses all services assumed in the new integrated system.



- **Level-0 Diagram**

To further describe the system, Level-0 serves as a representation of the system's major *data flows, processes, and data stores* in great detail. As observed in both student and professor initiatives, the processes expanded and provided more information as to how the data progressed. By the principle of *balancing*, it's also noticeable that the entities "student" and "professor" were retained, keeping the number of input/output consistent with the context diagram. Lastly, data stores were now relevant as they were used for information safekeeping and system updating.

- ❖ **Student Initiative** (Appendix C)

- The submission of any file by the student would have an initial response from the system in the form of a confirmation receipt to acknowledge the activity that has transpired

- Upon identification of the data contained by the file in the first process, there are two general process classifications where data inputted by the “student” would flow, namely output file and inquiry file
  - Whichever process is taken, there is a need to use and update the data store intended for that particular process; Then, a report is produced for the perusal of the “professor”
  - After the assessment of the “professor”, the data she/he was able to deduce on the fourth process as a response to the request is linked back to the “student”
- ❖ Professor Initiative (Appendix D)
- The submission of any file by the professor would have an initial response from the system in the form of a confirmation receipt to acknowledge the activity that has transpired
  - Upon identification of the data contained by the file in the first process, there are two general process classifications where data inputted by the “professor” would flow, namely submission file and announcement file
  - Whichever process is taken, there is a need to use and update the data store intended for that particular process; Then, a report is produced for the perusal of the “student”
  - After the assessment of the “student”, the data she/he was able to deduce on the fourth process as a response to the request is linked back to the “professor”
- **Level-1 Diagram**
- To provide greater detail on how the fourth process produced a specified data report, *decomposition* from Level-0 can be applied. The following diagrams aim to show *sub-processes* that have transpired to come up with a collated output.
- ❖ Student Initiative (Appendix E)
- From 4.0 process, the group was able to deduce it to three sub-processes starting with the processing of the requests, collating output and clarification data, and lastly, producing final report data. The final report data serves as the actual data the recipient will obtain from the request of “student”.
- ❖ Professor Initiative (Appendix F)
- From 4.0 process, the group was able to deduce it to three sub-processes starting with the processing of the requests, collating submission and announcement data, and lastly, producing final report data. The final report data serves as the actual data the recipient will obtain from the request of the “professor”.
- **Decision Table**
- A better way to represent the logic of the decision is through a decision table. This model lists down possible conditions relevant for the decision, also known as *Condition Stubs*, and their corresponding results called *Action Stubs*. *Rules* are also considered to set specific actions to follow for a given condition.
- ❖ Decision Table for Student-to-Professor (Appendix G)
- Based on Level-1 Diagram, the types of requests for the Student-to-Professor are practically composed of output submission and inquiry. From here, there could

already be a classification based on the punctuality of submission wherein an equivalent scoring is applied. However, it's important to note that there is a difference between the non-submission of output from submission for inquiry; inquiry can be regarded as irrelevant in the promptness of submission as it does not entail a standard scoring from the "professor".

- ❖ Decision Table for Professor-to-Student (Appendix H)

Using Level-0 (Appendix B) as a reference to this table, the types of data that the Professor-to-Student would encounter are announcement files and submission files.

Similar to the Student-to-Professor, the basis for the action stub is the promptness of file submission, whereas the announcement file pays no value as it has no bearing on the output submitted by the "student".

### C. Requirements Structuring (Data)

For this project, a "*bottom-up approach*" type of perspective will be used. Through reviewing *specifications* and *business documents*, the group will be making a data model that will combine UP CRS and UVLe. Throughout the project, the *E-R Model* will serve as a basis for the relationship and attributes of data entities in the business environment. The E-R Diagram (Appendix I) shown was made under the idea that in an integrated UVLe & CRS program, it combines the UVLe function of automatically assigning students into a specific course & CRS's course enlistment function into a seamless group chat portal where students can converse with one another. This completely eliminates the tedious process of creating a group chat on facebook or making a google classroom, only for it to be ignored a year later. This also helps both student and teacher alike, to avoid procrastination.



Based on the E-R diagram above, entities will have attributes and candidate keys corresponding to their profession, ID number, and name. By doing so, it will be easier to identify which type of member in the UP community is making a request in the program. Students will only have a cardinality of "*One Optional, One Mandatory*" Cardinality when it comes to their course. This is mainly because students are assigned to many subjects within his/her course. On the other hand, professors will only have a cardinality of "*Mandatory*" Cardinality when it comes to their classes. This is because teachers can only deliver one course or class for a specific student. Furthermore, this E-R Diagram can be used to evaluate the effectiveness of the system in the future since it clearly states how the system operates.

## Design

### A. Designing Databases

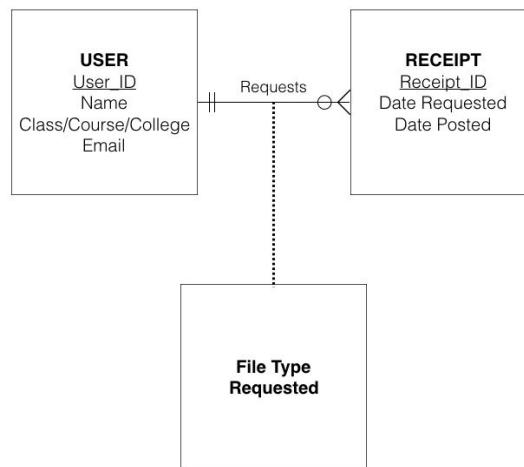
With the construction of the E-R diagram, the next step is to develop the *relational database model* into a *logical database model* describing data using notations that correspond to a data organization used by the database management system. As for the prescribed technical specifications, a physical database design will be used to provide the specifications for storing the computer files and databases. It must be noted that the logical and physical database designs are in parallel with other system design steps.

- **The Database Design Process**

After having the *Conceptual data model* (*E-R with only entities for a specific project*) in the Planning phase, *conceptual data models* (*E-R with attributes*) were produced in the Analysis phase. The deliverables for the Design phase include a *logical data model (relational)* and a *physical file and database design file (organizations)*. To begin with, logical database modeling and design started with developing a logical data model for each known user interface using *normalization* principles. The logical data model created at this step is illustrated by the Level 1 Diagram (Appendix J). The *data requirements* from the Student Initiative (Appendix E) and Professor Initiative (Appendix F) were combined to consolidate into one logical database model representing the data flows between the USER entity and the RECEIPT entity.

In the process, the conceptual E-R data model from the planning phase was then translated into the *normalized data requirements*. This is illustrated in the *conceptual data model* and transformed the relations diagram below. It is an *E-R diagram with a Binary M:N relationship* which represents the model of adding the primary key attributes of the entity USER as a foreign key in the many sides of the relation of the RECEIPT. With this being in higher-degree, the model shows another relation which includes the primary keys of all relations as a primary key of a new relation. The illustrations for the primary key of the new relation are provided in the *Well-Structured Relation tables* below.

#### Relationship Representation



### Well-Structured Relation Tables

#### **USER**

User_ID	Description (Prof., Student, Admin, etc)	E-mail
P12345 (P for professor)	Professor (Class)	Prof@up.edu.ph
S12345 (S for student)	Student (Course)	student@up.edu.ph
A12345 (A for admin)	Admin (College/Department)	BA_Admin@up.edu.ph

#### **REQUEST LINE**

User_ID	Receipt_ID	File Type Requested
P12345 (P for professor)	G12345	Grades
S12345 (S for student)	AN12345	Announcement
A12345 (A for admin)	H12345	Homework

#### **RECEIPT VIEWING**

Receipt_ID	Date and Time Requested	Date and Time Posted
G12345	MM/DD/YYYY - h/mm	MM/DD/YYYY - h/mm
AN12345	MM/DD/YYYY - h/mm	MM/DD/YYYY - h/mm
H12345	MM/DD/YYYY - h/mm	MM/DD/YYYY - h/mm

The relationship representation diagram explains that a USER has a unique constraint and can have many requests for RECEIPTS. Moreover, the transaction between a USER and RECEIPT is represented by the File Type Requested. The tables provided above is a Well-Structured Relation table that aims to minimize the amount of redundancy. It explains that the USER entity requires a primary key User\_ID, nonprimary key Description, and normal field E-mail. The nonprimary key Description and E-mail field is functionally dependent on the primary key User\_ID. As for the RECEIPT viewing entity, it requires the primary key Receipt\_ID, nonprimary key Date and Time Requested, and nonprimary key Date and Time Posted. The Date and Time Requested field and Date and Time Posted field are functionally dependent on Receipt\_ID. Finally, the REQUEST LINE entity requires the foreign key User\_ID, foreign key Receipt\_ID, and nonprimary key File Type Requested. The foreign key Receipt\_ID is functionally dependent on the foreign key User\_ID while the File Type Requested is functionally dependent only on the Receipt\_ID.

- **Physical Database Design**

The key physical database design decisions were made by choosing the storage format, grouping attributes, arrangement of related records, and selecting media and structures for storing data. For this project, normalized relations, including volume estimates are in the *Second Normal Form (2NF) level*. Each relation consists of only one attribute per primary key while

nonprimary key attributes do not exist. Every nonprimary key attribute in this normal form is functionally dependent on the full set of primary key attributes. The description of each field is provided in Appendix N.

### Second Normal Form (2NF)

User_ID	Description (Prof.,Student, Admin, etc)	Receipt_ID	File Type Requested	Date and Time Requested	Date and Time Posted	E-mail
P12345 (P for professor)	Professor (Class)	G12345	Grades	MM/DD/YYYY Y - h/mm	MM/DD/YYYY Y - h/mm	Prof@up.edu. ph
S12345 (S for student)	Student (Course)	AN12345	Announce ment	MM/DD/YYYY Y - h/mm	MM/DD/YYYY Y - h/mm	student@up.e du.ph
A12345 (A for admin)	Admin (College/ Department)	H12345	Homework	MM/DD/YYYY Y - h/mm	MM/DD/YYYY Y - h/mm	BA_Admin@u p.edu.ph

Designing the fields for the physical database includes the field, data type, and controlling data integrity (Appendix M). The field will recognize attributes from relations, the smallest unit of named application data. The coding scheme for the data type will vary from using CHAR(7) for the User\_ID and Receipt\_ID; DATE for the Date and Time Requested and Date and Time Posted; BLOB for the File Type Requested; and LONG for the Description and E-mail. Its data integrity will have a blank default value unless an explicit value is entered. The range control will be from numeric and alphanumeric data while referential integrity will be based on functional dependencies. Finally, the null value will present 'No File' to indicate that the field is unknown.

- **File Organizations**

As seen on the Well-Structured Relation and Second Normal Form (2NF) tables, the storage space used is *sequential* where there is no wasted space. Sequential retrieval on the primary key is very fast while random retrieval on the primary key is impractical. Multiple key retrievals can be added, but it would require scanning the whole file. Deleting, adding, and updating rows will require reorganizing and rewriting the file and so it is not recommended.

- **Designing Controls for Files**

To protect the physical table design from failure, data loss, and unauthorized use, controls are implemented on each file. At the same time, this should also address file backup and security. File restoration will include storing a copy of each change to a file in a transaction log/audit trail. The data security controls will require data file users to identify themselves with the use of usernames and password.

## B. Designing Forms, Reports, Interfaces, and Dialogues

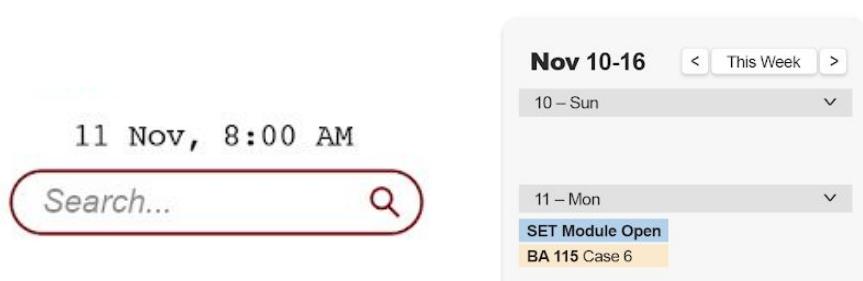
Below are some of the design forms, reports, interfaces, and dialogues to be included in Maroon Drive:

- Menu Interaction
  - System Modules Menu (Appendix P)



Main menu for MaroonDrive is organized and categorized into (1) Home: general options and features; (2) Profile: student profile and student records; (3) Classroom: resources and services for subjects enlisted; (4) Enlistment: includes pre-enlistment, LOA, dropping, and tuition loan application; and (5) SET Answering. Familiar names from CRS and UVLE are retained as necessary, while clear and concise names are set for new or consolidated services. Different highlighting tactics are employed as an aid in navigation.

- Object-based interaction (Appendix Q)



The utilization of symbol is minimal and as necessary. An example is a magnifying glass as a search icon and arrows to indicate collapsible function and next/previous commands for a calendar.

- Designing Forms (Appendix R)

 A screenshot of the "Student Profile" form. The top navigation bar includes links for HOME, PROFILE (which is highlighted), CLASSROOM, ENLISTMENT, and other tabs like Student Profile, Deficiencies, Grades Viewing, and Payment History. The main content area is titled "Student Profile" and contains two sections: "Academic Information" and "Personal Data". The "Academic Information" section shows a Student Number (2017-00000) and a Degree Program (BS Business Administration). The "Personal Data" section includes fields for Name (DELA CRUZ, JUAN Q.), Sex Assigned at Birth (Male), Birthday (January 01, 1999), Birthplace (QUEZON CITY), Country of Citizenship (Philippines), Civil Status (Single), Religion (ROMAN CATHOLIC), and two questions about being the first person in the family to attend UP and College/University, both answered "No". There is also a question about disabilities with an unchecked "Yes" checkbox.

Forms would take on the necessary and familiar aspects of forms from CRS and UVLE. They would contain some predefined data (i.e. Academic Information) and may include some areas where additional data are to be filled in (i.e. Personal Data and Contact Information). Each

form like Student Profile would be based on and recorded for one database record (information of all students).

- Designing Tables & Lists (Appendix S)

The screenshot shows a web-based application interface titled "Maroon Drive". At the top, there is a navigation bar with links for HOME, ADVISING, CLASSROOM (which is highlighted in red), and SET RESULTS. Below the navigation bar, there are four menu items: My Schedule, Class Roster, Announcements, and Class Requirements. On the left side, there is a sidebar with a welcome message for "SANTOS, MARIA P." from the "Virata School of Business Teaching Assistant". Below the sidebar, there is a search bar with the placeholder "Search..." and a magnifying glass icon. A date "11 Nov, 8:00 AM" is also displayed. Under "TEACHING CLASSES", there is a list of classes: BA 115 WFW, BA 115 WFX, BA 115 WFX, and BA 170 THU. The main content area displays a table titled "2nd Semester 2019-2020" with the following data:

Class	Class Title	Enrolled	Days and Time	Room
BA 115 WFW	Management Accounting	20	WF 1-2:30 PM	BA 307
BA 115 WFX	Management Accounting	15	WF 4-5:30 PM	BA 307
BA 170 THU	Marketing Management	17	TTh 10-11:30 AM	BA 304

Clear and concise labels for tables are retained from CRS and UVLE. Highlighting techniques like colored rows and column lines are employed for easy viewing.

- Highlighting Information (Appendix T)

The screenshot shows a contact information form with an error message. At the top left of the form, there is a red circle with a white cross icon. To its right, the text "Contact Information Error" is displayed in bold. Below that, the message "Landline Number is blank." is shown. The form itself has a light green background and contains fields for "Mobile Number (primary)" (containing "09123456789"), "Landline Number" (empty), and "Email Address (primary)" (containing "delacruzjuan@gmail.com").

Information error will still be adapted, and users will be notified of errors in data entry and processing. Error messages will be highlighted using separate box dialogue and color-coding (red and cross icon as universal symbols for error).

- Displaying Text (Appendix U)

**ANNOUNCEMENTS**

**SET ANSWERING FOR THE FIRST SEMESTER AY 2019-2020**  
Posted on: October 31, 2019 01:00 am

Please note that the Student Evaluation of Teaching (SET) Answering Module of the Computerized Registration System (CRS) will open starting 10 November 2019 until 3 December 2019 only. This applies to all units except the MBA and MS Finance programs of the College of Business Administration, the MM Program of UPDEPP and UPDEPO, and ASP.

Students may accomplish the SET by logging into their CRS accounts and clicking on the "SET Answering Module."

We request all units to inform their faculty members regarding the online SET, and the faculty members, in turn, to actively encourage their students (both undergraduate and graduate) to accomplish the SET carefully and regularly. Aside from providing valuable feedback for the improvement of instruction and courses, SET results are also used in the renewal of appointments, recommendations for tenure, promotions, and awards.

Note that the evaluation of the teaching performance of teaching fellows and teaching assistants (TFs/TAs) should be conducted during the same period as that for SET answering.

**IMPORTANT:**

Students in the REGULAR calendar who fail to answer the SET will be tagged as "low priority" in the next term's pre-enlistment.

**ADVISORY: LEAVE OF ABSENCE (LOA) FILING DEADLINE**  
Posted on: November 08, 2019 11:00 am

Please be advised that the deadline for LOA application for this semester is on 18 November 2019 (Monday).

Displaying text especially heavy content as in announcements exhibit proper cases (mixed upper and lower case, conventional punctuation), sufficient spacing between paragraphs, readable justification (left justify text, ragged right margins), no hyphenation or broken text, and employment of abbreviations only when widely understood and significantly shorter than full text (i.e. SET, LOA, CRS) and after initial introduction (i.e. "Leave of Absence (LOA)").

- Formatting Forms (Appendix V)

**Maroon Drive**

HOME PROFILE CLASSROOM ENLISTMENT **SET**

Welcome  
DELA CRUZ, JUAN Q.  
SN: 2017-00000  
BS Business Administration  
Student

11 Nov, 8:00 AM

Search...

**ENLISTED CLASSES**

- Philo 1**
- BA 101**
- BA 186**
- BA 141**
- BA 151**
- BA 182**
- BA 115**

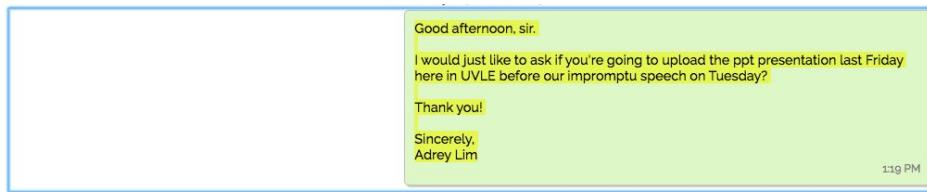
**Class List**

Class Code	Class	Instructor/s	Status
00001	Philo 1*	Last Name, First Name	Requirement Satisfied
00002	BA 101*	Last Name, First Name	<a href="#">Evaluate</a>
00003	BA 186*	Last Name, First Name	<a href="#">Evaluate</a>
00004	BA 141*	Last Name, First Name	<a href="#">Evaluate</a>
00005	BA 151*	Last Name, First Name	<a href="#">Evaluate</a>
00006	BA 182*	Last Name, First Name	<a href="#">Evaluate</a>
00007	BA 115*	Last Name, First Name	<a href="#">Evaluate</a>

\* Requirement: SET All Instructors

Meaningful titles and information are utilized for forms: straightforward and familiar labels, appropriate data for the current school year, and concise wording. Layout is balanced and white space is utilized in spacing and margins. Overview is provided for comprehensive forms such as the SET.

- Command Language Interaction (Appendix W)



Function keys/keyboard commands such as Copy (CRTL + C) are applicable.

- Menu-Driven Navigation (Appendix X)

SECTION 1      SECTION 2      SECTION 3

[Back to previous part](#) | [Proceed to next part](#)

Cookie crumb technique allowing users to navigate within a webpage, track previous pages opened (i.e. color changes) and open another tab without losing previously visited site or section.

- Providing Feedback (Appendix Y)



#### Cannot apply for Clearance

You are currently enrolled. You can only apply for clearance after classes have officially ended.

If you are applying for clearance for the purpose of acquiring your Official Transcript of Records, you may proceed directly to the Transcript Section of the OUR to begin your transcript application.

Feedback is given as necessary for user actions. Status information will be available such as Module Availability (i.e. Student Profile, SET, as well as Application Modules for LOA, Dropping, Financial Assistance, and Clearance), File Upload and Submission, Grade Viewing, Class Slots, Pre-enlistment, and Waiting List Updates. Prompting cues such as in marking required inputs (i.e. use of an asterisk and footnote), Submission and Logout buttons in a striking color. As in Highlighting Information (Figure 4), Error or Warning Messages are also present on invalid inputs, unanswered required fields, file upload errors, message delivery errors, and final and irrevocable submissions (i.e. SET Answering).

- Providing Help (Appendix Z)

Quick Links: [Regular Classes](#) [Course Catalog](#) [Curriculum Checklist](#) [Regular Calendar](#) [CRS FAQ](#) [The CRS Team](#) [Privacy Notice](#) [More ▾](#)

Quick Links such as the CRS FAQ will be adapted as well as the visible search bar function in Appendix Q.

- Graphic Interface Design (Appendix AA)

	Coated	Uncoated
Maroon (UP Maroon)	PANTONE 1955C C- 29.12 % M- 100 % Y- 70.3 % K- 26.69 %	PANTONE 1955U C 34.12 % M 75.46 % Y 49.49 % K 13.6 %
Forest Green	PANTONE 7484C C- 91.12 % M- 39.92 % Y- 79.14 % K- 37.38 %	PANTONE 7484U C 74.47 % M 39.78 % Y 61.68 % K 20.83 %
Yellow (to approximate gold)	PANTONE 1235C C 0 % M 32.06 % Y 94.9 % K 0 %	PANTONE 116U C 0 % M 34.17 % Y 95.99 % K 0 %
Black	Spot Black	Spot Black

The general interface would take on a minimalist look: clean, uncluttered, with the use of basic shapes and lines. Color schemes would depend on the University of the Philippines Visual Identity Guide (2017) with the following schemes and hex codes: UP Maroon (#8E1739), Forest Green (#08563F), Yellow (#FDB736), Black (#000000).

- Color vs. No Color (Appendix AB)

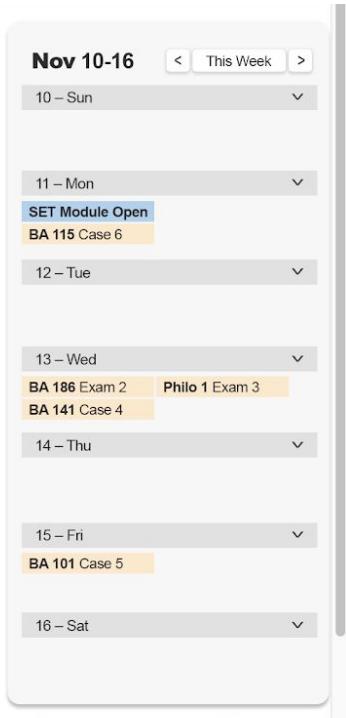
The screenshot displays a clean, minimalist web interface. At the top, there is a dark red header bar with white text and icons. The header includes a 'HOME' button, 'PROFILE', 'CLASSROOM', 'ENLISTMENT', 'SET', and 'LOGOUT'. Below the header, there are navigation links for 'Messages', 'UP Announcements', 'Private Files', and 'Conversion Tools'. The main content area features a 'Notifications' section with four items:

- UP CRS: SET for First Semester SY 2019-2020 is now open until Dec. 3, 2019. [Read More] (1 hr ago)
- BA 115: Case 6 due tonight at 11:59 PM. (2 hrs ago)
- Philo 1: Hi everyone, no class tomorrow. Classes will resume next week. [Read More] (9:16 AM)
- UP CSC: UJF Day 1 today at The Bahay ng Alumni. (8:30 AM)

To the right of the notifications is a vertical calendar for November 10-16, 2019. The days are labeled from Sunday to Saturday. The days from Monday to Friday are grayed out, while Saturday is highlighted in orange. The text 'SET Module Open' is visible above the date range, and 'BA 115 Case 6' is highlighted in the calendar.

The interface would make use of supporting colors that are light on the eyes for multiple contents and striking for those that need highlight (Logout command). For instance, light blue and gray would be used to distinguish new and old notifications, as well as blue and yellow for university-wide and classroom-based events respectively. Colors would be utilized to accent the minimalist, monochromatic general look, facilitate subtle discriminations over a complex layout, emphasize logical organization of information, and draw attention to links and important commands.

- Lightweight Graphics (Appendix AC)



Graphics would also be used to highlight and separate certain features such as the calendar function, that are still lightweight for its effective distinguishing characteristics i.e. simple slates with outer shadow, beveled buttons, and colored shapes.

- Pop-up Menu (Appendix AD)



Pop-up menus are utilized to aid in organization, grouping, and condensation of features. Refer to Appendix for the set of sample menu.

## Conclusion

### A. Planning

#### a. Project Identification and Selection & Project Initiation and Planning

The group has learned as early as a project's selection, initiation, and planning stage, it must already be done thoroughly. The realization that these steps are what serves as the entire project's foundation and backbone. The proper execution of planning and initiation would greatly benefit any project in the foreseeable future as it reduces workload and possibly sets parameters for the group to achieve. The group has not suffered any late submissions thus far, so it would seem that the researchers were able to put into good use the lessons learned from chapters four and five of the subject being taught. Altogether, utilizing and taking advantage of the planning & initiation phase would do the project well in the long-run. It should not be seen as a mere filler or minor submission for project deliverables, it may as well be seen as one of the most important parts because its failure may cascade to other parts of the project.

### B. Analysis

#### a. Requirements Determination

With the completion of the group's requirements determination part, the researchers have seen what specific goals they must achieve in order to determine the project's success. In line with this, the group have developed various techniques to determine the project's requirements & has learned how these techniques may be applied in different situations in order to gather data. The data & knowledge acquired from this chapter will prove to be useful in the succeeding chapters.

#### b. Requirements Structuring (Process)

In the accomplishment of this part of the project, the group gained sufficient knowledge on how data flows within a system through essential processes. With the appropriate set of information from the prior stage, this also allowed for the group to easily identify how the system is going to be structured through logical data flow diagrams and decision tables. Overall, this activity prepared the group for possible integrations and innovations that they may encounter in the forthcoming which would require graphical representations for a simpler overview of how the restructuring will occur.

#### c. Requirements Structuring (Data)

Through this activity, the group realized the importance of data modeling terms in structuring data requirements. By identifying these important terms, the group was able to relate it to process and logic modeling as different views of describing an information system. This will help the members of the team in future endeavours when it comes to projects related to system analysis and design. Having this knowledge will equip them in the future to have the basic know-how of how data requirements structuring works in the field of IT and business.

### C. Design

#### a. Designing Database

In this activity, the group learned how to develop logical database models using notations and tables, which are essential in designing a database. Although it requires technical concepts to describe and construct the output, the group learned the importance of understanding it piece by piece. The group also learned how to highlight the relationships and functions between entities and classes to minimize the costs and inconveniences a system may encounter. Having a background in this process helped them identify how databases are arranged and presented while avoiding complications from structure

failure, data loss, and unauthorized use by establishing control features for restoration and security.

b. Designing Forms, Reports, Interfaces, and Dialogues

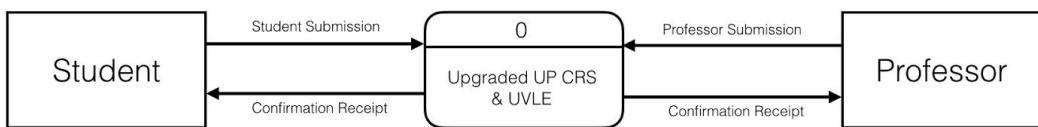
This activity enabled the group to learn how to ensure that the system is user-friendly. This is done through relying on previous interface iterations as well as supplementary test runs and interviews with experts. By having this knowledge and undergoing the improvement process, the group was able to equip themselves with skills which challenged their logical thinking, develop the skill to prioritize user experience, value user input, rely on but improve from intuitive design, and properly translate all these relevant information into the appropriate program features and design.

## Appendix

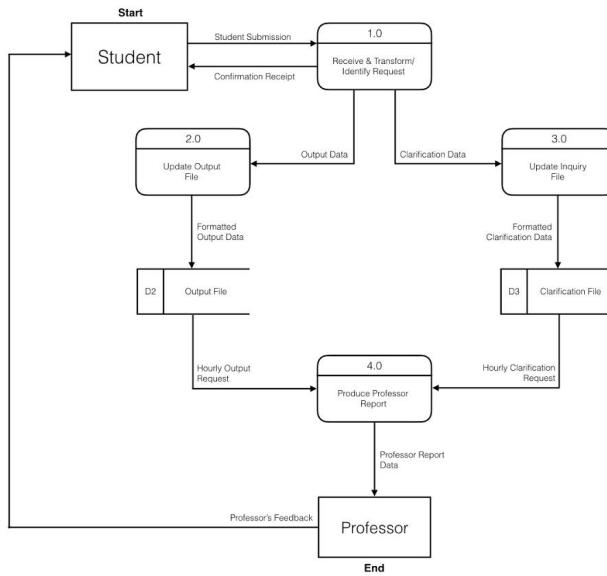
### Appendix A: Interview Guide

Interview Outline	
Interviewee: <i>Name of person being interviewed Student/Teacher UP Diliman/UP Manila</i>	Interviewer: <i>Name of person leading interview</i>
Location/Medium: <i>Office, conference room, google form or phone number</i>	Appointment Date: Start Time: End Time:
Objectives <i>What data to collect On what to gain agreement What areas to explore</i>	Reminders <i>Background/experience of interviewee Known opinions of interviewee</i>
Agenda Introduction Background on Project Overview of Interview Topics To Be Covered Permission to Record Questions Summary of Major Points Questions from Interviewee Closing	Approximate Time 1 minute 2 minutes 1 minute  10 minutes 2 minutes 5 minutes 1 minute
Questions	Answer
1. Do you use UVLE, CRS, or both for class?	[ ] UVLE [ ] CRS [ ] Both
2. What is your experience with [answer to Question 1]	[ ] UVLE [ ] CRS [ ] Both
	Answer:
	Observation:
3. What improvements would you like to see with [answer to Question 1]	[ ] UVLE [ ] CRS [ ] Both
	Answer:
	Observation:
General Observations of Interviewee:	

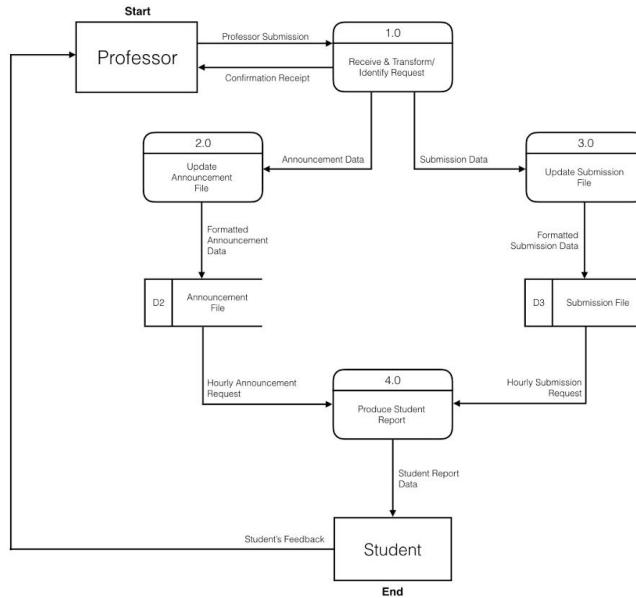
### Appendix B: Context Diagram



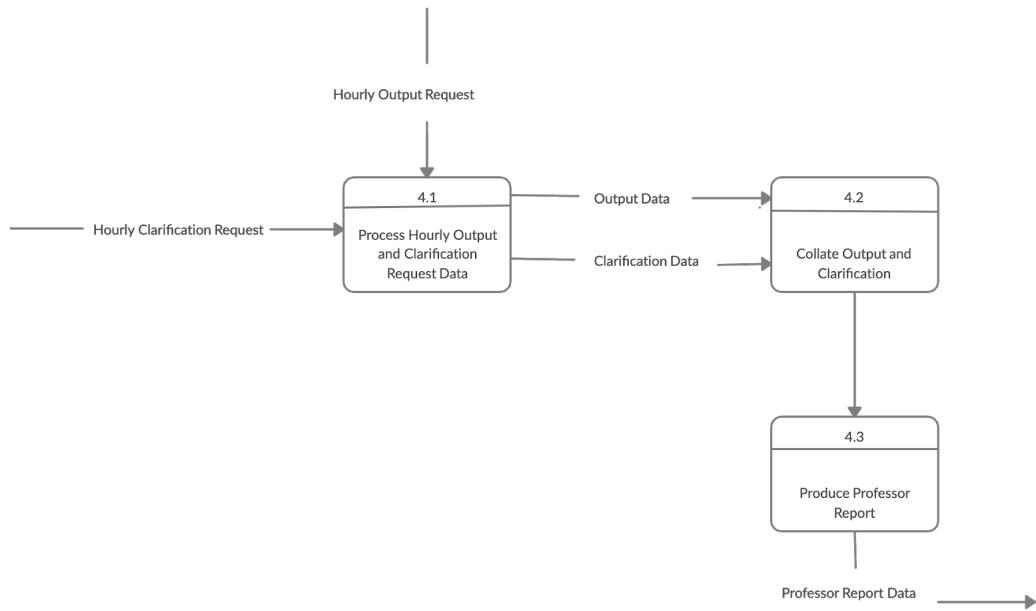
### Appendix C: Level-0 Student Initiative Diagram



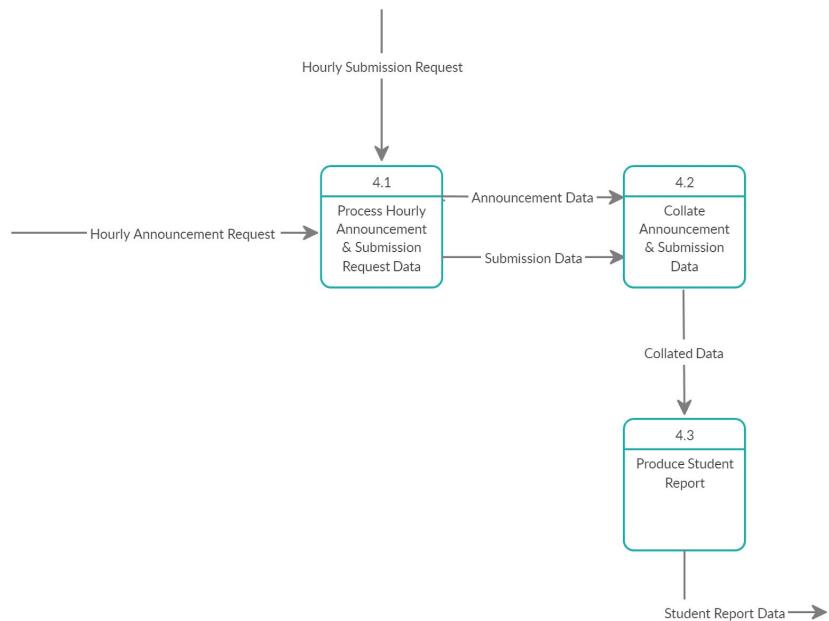
### Appendix D: Level-0 Professor Initiative Diagram



## Appendix E: Level-1 Student Initiative Diagram



## Appendix F: Level-1 Professor Initiative Diagram



Appendix G: Decision Table for Student-to-Professor

Conditions/ Courses of Action	Rules				
	1	2	3	4	5
Type of data	Output Submission	Output Submission	Output Submission	Output Submission	Inquiry
Submission	On-time	Late	Excused	None	None
Standard scoring	X	X	X	X	
No grade component				X	X
Incur deduction		X			
Receive bonus	X				

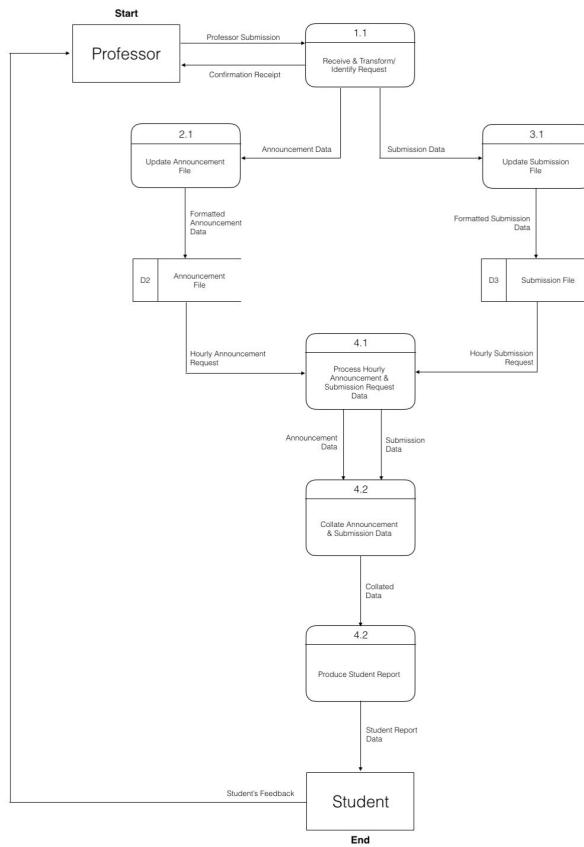
Appendix H: Decision Table for Professor-to-Student

Conditions/ Courses of Action	Rules			
	1	2	3	4
Type of data	Announcement File	Submission File	Submission File	Submission File
Submission	-	On time	Late	Incomplete
No penalty	X	X		
Pay Deduction			X	X
Require Report				X

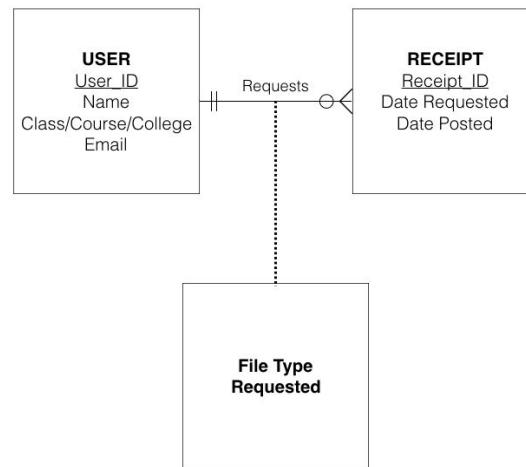
Appendix I: E-R Diagram



## Appendix J: Level 1 Diagram



## Appendix K. Relationship Representation



## Appendix L. Well-Structured Relation Tables

### USER

User_ID	Description (Prof., Student, Admin, etc)	E-mail
---------	--	--------

P12345 (P for professor)	Professor (Class)	Prof@up.edu.ph
S12345 (S for student)	Student (Course)	student@up.edu.ph
A12345 (A for admin)	Admin (College/Department)	BA_Admin@up.edu.ph

#### REQUEST LINE

User_ID	Receipt_ID	File Type Requested
P12345 (P for professor)	G12345	Grades
S12345 (S for student)	AN12345	Announcement
A12345 (A for admin)	H12345	Homework

#### RECEIPT VIEWING

Receipt_ID	Date and Time Requested	Date and Time Posted
G12345	MM/DD/YYYY - h/mm	MM/DD/YYYY - h/mm
AN12345	MM/DD/YYYY - h/mm	MM/DD/YYYY - h/mm
H12345	MM/DD/YYYY - h/mm	MM/DD/YYYY - h/mm

### Appendix M. Designing Fields and Data Integrity

Field	attributes from relations are represented as fields
Data Type	CHAR(7): User_ID, Receipt_ID DATE: Date and Time Requested, Date and Time Posted BLOB: File Type Requested LONG: Description, Email
Default Value	Blank
Range Control	Numeric and Alphanumeric Data
Referential Integrity	Functional Dependencies
Null Value	No File

### Appendix N. Description of Fields

User_ID	Can be classified into Pxxxxx, Sxxxxxx, and Axxxxx
---------	--

Description	Pxxxxx for Professors, Sxxxxx for Students and Axxxxx for Admins
E-mail	uses the @up.edu.ph domain
File Type Requested	Gxxxxx for Grades, Axxxxx for Announcements, and Hxxxxx for Homework
Receipt_ID	Can be classified into Gxxxxx, Axxxxx, and Hxxxxx
Date and Time Requested	Shows when the request was entered
Date and Time Posted	Shows when the request was posted

#### Appendix N: Legends for Designing Database

Legend													
Data Types	CHAR(7): User_ID, Receipt_ID DATE: Date and Time Requested, Date and Time Posted BLOB: File Type Requested LONG: Description, Email												
Foreign Keys	(1) Receipt_ID in Request Line Table (points to the primary key of Receipt Viewing Table): <ul style="list-style-type: none"> <li>Receipt_ID: Receipt Viewing Table → Request Line Table</li> </ul> (2) User_ID in User Table (points to the primary key of Request Line Table): <ul style="list-style-type: none"> <li>User_ID: Request Line Table → User Table</li> </ul>												
Normalization	Functional Dependencies: User_ID → Description User_ID → E-mail User_ID → Receipt_ID Receipt_ID → File Type Requested Receipt_ID → Date and Time Requested Receipt_ID → Date and Time Posted												
Clear Sample	<table border="1"> <tr> <th>User_ID</th> <th>Description</th> </tr> <tr> <td>P12345 (P for professor)</td> <td>Professor (Class)</td> </tr> <tr> <td>S12345 (S for student)</td> <td>Student (Course)</td> </tr> <tr> <td>A12345 (A for admin)</td> <td>Admin (College/Department)</td> </tr> </table> <table border="1"> <tr> <th>Receipt_ID</th> <th>File Type Requested</th> </tr> <tr> <td>G12345</td> <td>Grades</td> </tr> </table>	User_ID	Description	P12345 (P for professor)	Professor (Class)	S12345 (S for student)	Student (Course)	A12345 (A for admin)	Admin (College/Department)	Receipt_ID	File Type Requested	G12345	Grades
User_ID	Description												
P12345 (P for professor)	Professor (Class)												
S12345 (S for student)	Student (Course)												
A12345 (A for admin)	Admin (College/Department)												
Receipt_ID	File Type Requested												
G12345	Grades												

AN12345	Announcement
H12345	Homework

Appendix P: Sample main menu and drop-down choices with Home option selected

The screenshot shows the Maroon Drive main menu. At the top, there is a red header bar with the "Maroon Drive" logo on the left and a "LOGOUT" button on the right. Below the header, there is a dark grey navigation bar with several tabs: "HOME" (which is highlighted in white), "PROFILE", "CLASSROOM", "ENLISTMENT", and "SET". Underneath these tabs, there are smaller links: "Messages", "UP Announcements", "Private Files", and "Conversion Tools".

Appendix Q: Use of symbols to represent commands and functions for the Search bar and Calendar function

The screenshot shows a calendar interface. At the top, it displays "Nov 10-16" with navigation arrows for "This Week". Below the date, it says "10 – Sun". On the left, it shows the date "11 Nov, 8:00 AM". Below the date, there is a search bar with the placeholder "Search..." and a magnifying glass icon. To the right of the search bar, there is a dropdown menu showing "11 – Mon" and a list of events: "SET Module Open" (highlighted in blue) and "BA 115 Case 6".

Appendix R: Sample Student Profile update

The screenshot shows the "Student Profile" update page. At the top, there is a navigation bar with tabs: "HOME", "PROFILE" (which is highlighted in white), "CLASSROOM", and "ENLISTMENT". Below the navigation bar, there are four sub-tabs: "Student Profile", "Deficiencies", "Grades Viewing", and "Payment History".

The main content area is titled "Student Profile" and contains two sections: "Academic Information" and "Personal Data".

**Academic Information**

Student Number	2017-00000
Degree Program	BS Business Administration

**Personal Data**

Name	DELA CRUZ, JUAN Q.
Sex Assigned at Birth	Male
Birthday	January 01, 1999
Birthplace	QUEZON CITY
Country of Citizenship	Philippines
Civil Status	Single
Religion	ROMAN CATHOLIC <input checked="" type="checkbox"/>
Are you the first person in your immediate family that attended UP?	No <input checked="" type="checkbox"/>
Are you the first person in your immediate family that attended College/University?	No <input checked="" type="checkbox"/>
Do you have a disability?	<input type="checkbox"/> Yes.

## Appendix S: Sample utilization of table for Teaching Schedule

Welcome,  
SANTOS, MARIA P.  
Virata School of Business  
Teaching Assistant

11 Nov, 8:00 AM  Search...

**TEACHING CLASSES**

- [BA 115 WFW](#)
- [BA 115 WFX](#)
- [BA 170 THU](#)

**2nd Semester 2019-2020**

Class	Class Title	Enrolled	Days and Time	Room
BA 115 WFW	Management Accounting	20	WF 1-2:30 PM	BA 307
BA 115 WFX	Management Accounting	15	WF 4-5:30 PM	BA 307
BA 170 THU	Marketing Management	17	TTh 10-11:30 AM	BA 304

## Appendix T: Sample error for required information left blank.



### Contact Information

Mobile Number (primary)	<input type="text" value="09123456789"/>
Landline Number	<input type="text"/>
Email Address (primary)	<input type="text" value="delacruzjuan@gmail.com"/>

## Appendix U: Announcement Section

**ANNOUNCEMENTS** **EVENTS**

**SET ANSWERING FOR THE FIRST SEMESTER AY 2019-2020**  
Posted on: October 31, 2019 01:00 am

Please note that the Student Evaluation of Teaching (SET) Answering Module of the Computerized Registration System (CRS) will open starting 10 November 2019 until 3 December 2019 only. This applies to all units except the MBA and MS Finance programs of the College of Business Administration, the MM Program of UPDEPP and UPDEPO, and ASP.

Students may accomplish the SET by logging into their CRS accounts and clicking on the "SET Answering Module."

We request all units to inform their faculty members regarding the online SET, and the faculty members, in turn, to actively encourage their students (both undergraduate and graduate) to accomplish the SET carefully and regularly. Aside from providing valuable feedback for the improvement of instruction and courses, SET results are also used in the renewal of appointments, recommendations for tenure, promotions, and awards.

Note that the evaluation of the teaching performance of teaching fellows and teaching assistants (TFs/TAs) should be conducted during the same period as that for SET answering.

**IMPORTANT:**

Students in the REGULAR calendar who fail to answer the SET will be tagged as "low priority" in the next term's pre-enlistment.

**ADVISORY: LEAVE OF ABSENCE (LOA) FILING DEADLINE**  
Posted on: November 08, 2019 11:00 am

Please be advised that the deadline for LOA application for this semester is on 18 November 2019 (Monday).

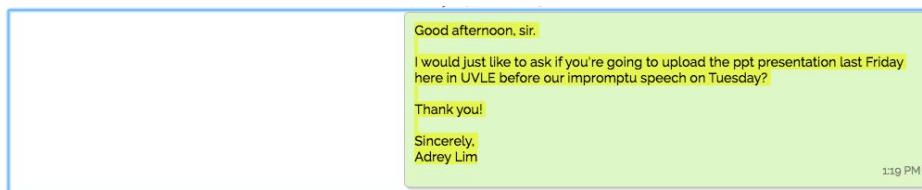
## Appendix V: Sample table for SET Answering Class List.

The screenshot shows the Maroon Drive website with a dark red header. The header includes the Maroon Drive logo, the word "Maroon" in white, and "Drive" in yellow. Below the logo, there are navigation links: HOME, PROFILE, CLASSROOM, ENLISTMENT, and a highlighted button labeled "SET". The main content area has a white background. On the left, there's a sidebar with a "Welcome" message for DELA CRUZ, JUAN Q., SN: 2017-00000, BS Business Administration Student, and a date/time stamp of 11 Nov, 8:00 AM. It also lists "ENLISTED CLASSES" with options like Philo 1, BA 101, BA 186, BA 141, BA 151, BA 182, and BA 115. A search bar is present. The main content area is titled "Class List" and contains a table with columns: Class Code, Class, Instructor/s, and Status. The table lists seven classes from 00001 to 00007, all marked as "Requirement Satisfied". Each row has an "Evaluate" link. A note at the bottom states: "\* Requirement: SET All Instructors".

Class Code	Class	Instructor/s	Status
00001	Philo 1*	Last Name, First Name	Requirement Satisfied
00002	BA 101*	Last Name, First Name	<a href="#">Evaluate</a>
00003	BA 186*	Last Name, First Name	<a href="#">Evaluate</a>
00004	BA 141*	Last Name, First Name	<a href="#">Evaluate</a>
00005	BA 151*	Last Name, First Name	<a href="#">Evaluate</a>
00006	BA 182*	Last Name, First Name	<a href="#">Evaluate</a>
00007	BA 115*	Last Name, First Name	<a href="#">Evaluate</a>

\* Requirement: SET All Instructors

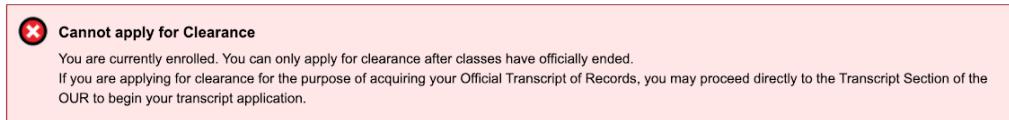
## Appendix W: Sample Command Language Interaction (Copy function)



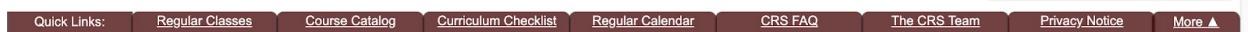
## Appendix X: In-page Navigation buttons for SET Answering Menu Driven Navigation



## Appendix Y: Sample status information on University Clearance Application



## Appendix Z: Quicklinks



## Appendix AA: University colors from the UP Brand Book (2017)

	Coated	Uncoated
Maroon (UP Maroon)	PANTONE 1955C C: 29.12 % M: 100 % Y: 0 % K: 26.69 %	PANTONE 1955U C: 34.12 % M: 75.46 % Y: 49.97 % K: 13.6 %
Forest Green	PANTONE 7484C C: 91.12 % M: 39.92 % Y: 79.14 % K: 37.38 %	PANTONE 7484U C: 74.47 % M: 39.78 % Y: 61.68 % K: 20.83 %
Yellow (to approximate gold)	PANTONE 1235C C: 0 % M: 32.06 % Y: 94.9 % K: 0 %	PANTONE 116U C: 0 % M: 34.17 % Y: 95.99 % K: 0 %
Black	Spot Black	Spot Black

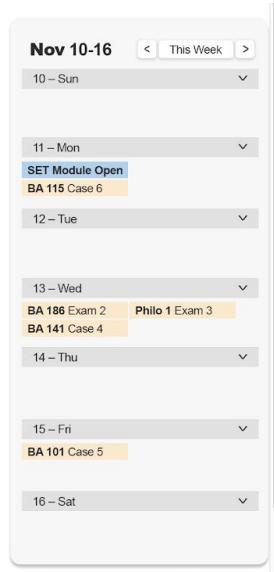
## Appendix AB: Sample homepage featuring main and supporting colors

The screenshot shows a user interface for a platform. At the top is a dark red header bar with white text. The header includes a 'HOME' button, 'PROFILE', 'CLASSROOM', 'ENLISTMENT', 'SET', and 'LOGOUT'. Below the header is a sub-navigation menu with links for 'Messages', 'UP Announcements', 'Private Files', and 'Conversion Tools'. The main content area features a 'Notifications' section with four items:

- UP CRS: SET for First Semester SY 2019-2020 is now open until Dec. 3, 2019. 1 hr
- BA 115: Case 6 due tonight at 11:59 PM. 2 hrs
- Philo 1: Hi everyone, no class tomorrow. Classes will resume next week. 9:16 AM
- UP CSC: UJJ Day 1 today at The Bahay ng Alumni. 8:30 AM

To the right of the notifications is a calendar view for November 10-16, 2019. The calendar shows days 10 through 16, with specific events highlighted in colored boxes (blue, orange, yellow) for each day.

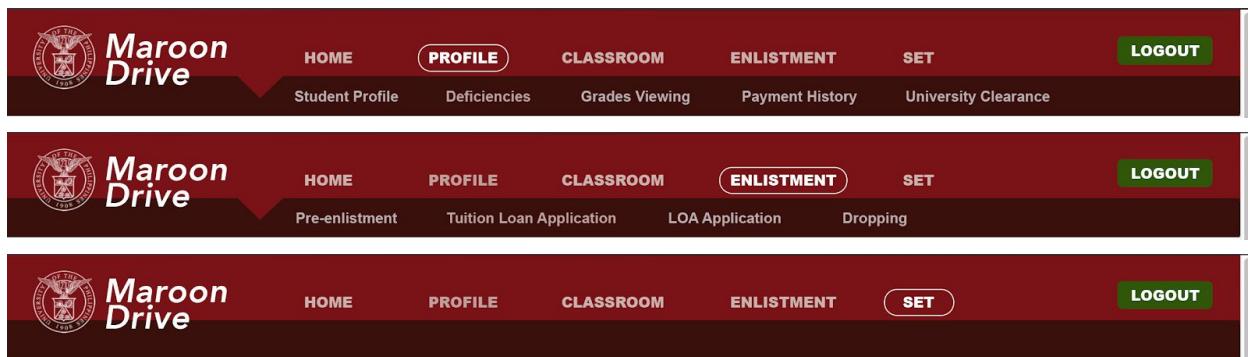
## Appendix AC: Sample Calendar Graphics



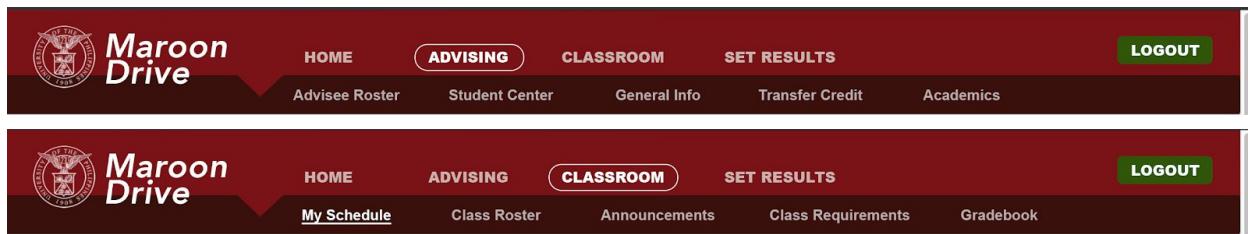
Appendix AD: Simple and clean pop-up menu integrated into the header design



Appendix AC: Breakdown of menu organization of Profile, Enlistment, SET for Students



Appendix AD: Breakdown of menu organization of Advising and Classroom for Professors



## Appendix AE: Sample Classroom Stream (Student)

The screenshot shows the Maroon Drive Classroom Stream interface. At the top, there is a navigation bar with links for HOME, PROFILE, CLASSROOM (which is highlighted), ENLISTMENT, SET, and LOGOUT. Below the navigation bar, there are tabs for Stream, Files, Classwork, and Grades.

In the center, there is a section titled "BA 115 — Stream" which displays three notifications:

- Case 6: Balanced Scorecard due tonight at 11:59 PM. (2 hrs ago)
- New file uploaded: "Lesson 6: Balanced Scorecard" (Yesterday)
- Grades update: Long Exam 2 (Saturday)

Below these notifications, there is a link to "Load More...".

To the right of the stream, there is a large calendar view for November 10-16, 2017. The calendar shows various events and assignments for different courses. Some events are highlighted in blue or orange. The days of the week are listed vertically on the left side of the calendar.

At the bottom of the page, there is a footer with links for Quick Links, Regular Classes, Course Catalog, Curriculum Checklist, Regular Calendar, CRS FAQ, The CRS Team, Privacy Notice, and More.

Date	Event / Assignment
Nov 10-16	Case 6: Balanced Scorecard due tonight at 11:59 PM (2 hrs ago)
10 – Sun	New file uploaded: "Lesson 6: Balanced Scorecard" (Yesterday)
11 – Mon	SET Module Open (highlighted in blue)
11 – Mon	BA 115 Case 6 (highlighted in orange)
12 – Tue	
13 – Wed	BA 186 Exam 2 (highlighted in orange)   Philo 1 Exam 3 (highlighted in orange)
13 – Wed	BA 141 Case 4 (highlighted in orange)
14 – Thu	
15 – Fri	BA 101 Case 5 (highlighted in orange)
16 – Sat	

## Appendix AF: Sample SET Answering Class List (Student)

Welcome,  
DELA CRUZ, JUAN Q.  
SN: 2017-00000  
BS Business Administration  
Student

11 Nov, 8:00 AM

[Search...](#)

**ENLISTED CLASSES**

- [Philo 1](#)
- [BA 101](#)
- [BA 186](#)
- [BA 141](#)
- [BA 151](#)
- [BA 182](#)
- [BA 115](#)

**Class List**

Class Code	Class	Instructor/s	Status
00001	Philo 1*	Last Name, First Name	Requirement Satisfied
00002	BA 101*	Last Name, First Name	<a href="#">Evaluate</a>
00003	BA 186*	Last Name, First Name	<a href="#">Evaluate</a>
00004	BA 141*	Last Name, First Name	<a href="#">Evaluate</a>
00005	BA 151*	Last Name, First Name	<a href="#">Evaluate</a>
00006	BA 182*	Last Name, First Name	<a href="#">Evaluate</a>
00007	BA 115*	Last Name, First Name	<a href="#">Evaluate</a>

\* Requirement: SET All Instructors

**Nov 10-16**

10 – Sun

11 – Mon

12 – Tue

13 – Wed

14 – Thu

15 – Fri

16 – Sat

[This Week](#)

[Logout](#)

Quick Links: [Regular Classes](#) [Course Catalog](#) [Curriculum Checklist](#) [Regular Calendar](#) [CRS FAQ](#) [The CRS Team](#) [Privacy Notice](#) [More ▲](#)

## Appendix AG: Sample Teaching Schedule (Professor)

Welcome,  
SANTOS, MARIA P.  
Virata School of Business  
Teaching Assistant

11 Nov, 8:00 AM

[Search...](#)

**TEACHING CLASSES**

- [BA 115 WFW](#)
- [BA 115 WFX](#)
- [BA 170 THU](#)

**2nd Semester 2019-2020**

Class	Class Title	Enrolled	Days and Time	Room
BA 115 WFW	Management Accounting	20	WF 1-2:30 PM	BA 307
BA 115 WFX	Management Accounting	15	WF 4-5:30 PM	BA 307
BA 170 THU	Marketing Management	17	TTh 10-11:30 AM	BA 304

**Nov 10-16**

10 – Sun

11 – Mon

12 – Tue

13 – Wed

14 – Thu

15 – Fri

16 – Sat

[This Week](#)

[Logout](#)

Quick Links: [Regular Classes](#) [Course Catalog](#) [Curriculum Checklist](#) [Regular Calendar](#) [CRS FAQ](#) [The CRS Team](#) [Privacy Notice](#) [More ▲](#)

## Appendix AH: Sample Log-in Page

The screenshot shows the University of the Philippines MaroonDrive website. At the top, there is a maroon header bar with the university's logo and the text "University of the Philippines MaroonDrive". Below the header, there are two tabs: "ANNOUNCEMENTS" (which is active) and "EVENTS".

**SET ANSWERING FOR THE FIRST SEMESTER AY 2019-2020**  
Posted on: October 31, 2019 01:00 am

Please note that the Student Evaluation of Teaching (SET) Answering Module of the Computerized Registration System (CRS) will open starting 10 November 2019 until 3 December 2019 only. This applies to all units except the MBA and MIS Finance programs of the College of Business Administration, the MM Program of UPDEPP and UPDDEPO, and ASP.

Students may accomplish the SET by logging into their CRS accounts and clicking on the "SET Answering Module."

We request all units to inform their faculty members regarding the online SET, and the faculty members, in turn, to actively encourage their students (both undergraduate and graduate) to accomplish the SET carefully and regularly. Aside from providing valuable feedback for the improvement of instruction and courses, SET results are also used in the renewal of appointments, recommendations for tenure, promotions, and awards.

Note that the evaluation of the teaching performance of teaching fellows and teaching assistants (TFs/TAs) should be conducted during the same period as that for SET answering.

**IMPORTANT:**  
Students in the REGULAR calendar who fail to answer the SET will be tagged as "low priority" in the next term's pre-enlistment.

**ADVISORY: LEAVE OF ABSENCE (LOA) FILING DEADLINE**  
Posted on: November 08, 2019 11:00 am

Please be advised that the deadline for LOA application for this semester is on 18 November 2019 (Monday).

The right side of the page features a login form with fields for "Username" and "Password", a "LOGIN" button, and a "Forgot Password?" link. Below the login form, a message states: "For the site to work properly, your browser must have JavaScript and cookies enabled." At the bottom, there is a footer navigation bar with links for "Quick Links", "Regular Classes", "Course Catalog", "Curriculum Checklist", "Regular Calendar", "CRS FAQ", "The CRS Team", "Privacy Notice", and "More ▲".

## **References**

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