

## Interview Reflections:

### **Preliminary Interview:**

To begin my interviewing process, I constructed six questions that I thought would generate some helpful answers which would help with this assignment. I was able to collect some useful pieces of information from the three people that I conducted my interviews with. However, it was rather obvious that more information was able to be collected from additional interviews with other students, with the use of more questions. From the initial interview that I did I was able to discover that all of the participants struggled with the enrolment process and there were already multiple issues being presented. Some of these included not enough information being provided for units and selecting electives was a difficult process to get through. For the next set of interview questions, I felt as though I needed to collect more information about the enrolment process, and information on help features and the issues that may have been present in terms of finding them and using them. I would also need to get some more general information in regards to the interviewees to help me when conducting my scenarios and persona charts.

### **FULL INTERVIEW DATA:**

For the full interviews, I utilised the same six questions from the preliminary interviews in addition to four more new questions that provide greater insight into students' struggle with the enrolment process and details on help features. I interviewed twelve people to make sure that I was getting as much data as I possibly could. These interviewees gave their own personal opinions and perspectives on the enrolment process. From these I was able to obtain a wide range of interesting information, and there seemed to be lots of different reoccurring issues that exist within the enrolment process. Based off the interviews it also seemed as though the issues that were brought up didn't reflect a specific area of the enrolment process but rather there are problems which exist throughout the whole process. As mentioned there were some connections and common problems. First of all, the interviewees mentioned that there was a cluster of information on the unit enrolments page, which seems to be daunting and confusing to students. Information also seemed to be an issue for another reason as well, in regards to the units and electives students thought that there was not enough information, resulting in them struggling to choose units as they did not know what they were about. Students also had lots of difficulties in relation to electives mentioning that they found it really hard to find electives due to there being no filter or search options available. Finally, students alluded to having difficulties with help features in terms of finding them and applying them. I also think it's interesting to mention that interviewing students from all year's levels provided the potential to increase the value of the data collected. This is due to being able to get issues that students are still finding difficult after completing the process multiple times.

## Research Plan:

### Introduction:

The focus area of this research is to discover if the enrolment process is a painful step for Curtin University students and if so the main reasons why. The research will need to explore the difficulties that come with the enrolment process from students from all year groups.

The findings should reveal the feelings of different students about the enrolment process as a whole.

### Objectives:

#### Questions I am trying to answer:

- Are there people at Curtin that struggle with the enrolment process?
- How long does it take for people to complete the process?
- What is the hardest part about the enrolment process?
- Do students seek certain pieces of information when completing the process
- Is there information that they would like to have when completing the process.

#### What do I need to know at this point?

- Is stress experienced when going through the process?
- Do people want extra help when completing the process?
- Where are the places students go to find help?

#### Knowledge gaps I need to fill?

- Do students feel they are spending too much time on the enrolment process?
- Length of time people are spending on the enrolment process
- Do students think that the enrolment process is explained well enough
- Do they think that all the information on the enrolment page is relevant to what they are doing.
- Do students seek more information outside of the enrolment process

### User Group:

My primary user group will be 1<sup>st</sup> year students as they will be able to remember more in-depth key issues that they had with the enrolment process. My secondary user group will be students in their 2<sup>nd</sup> and 3<sup>rd</sup> year to see if there are any differences that they are still having with the enrolment process and if there are any re-occurring issues that stand out in the enrolment process each time they have re-enrolled.

### Hypothesis:

#### What I believe I already Know

- There are people at Curtin that find the enrolment process confusing
- There is one area or another that would be hard for students to complete
- Students who are more experienced with the process will find it easier to complete

#### My Assumptions:

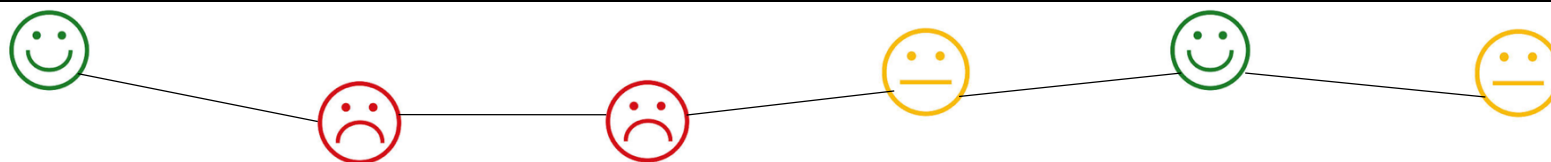
- There will be a variation in what students find difficult depending on the year group that they are in.
- Some students may find it hard to find help features
- Some student will be surprised by how long it takes for them to complete the process
- Some students will take more time to complete the process to make sure they understand what they have to do
- Students will go slower through the process to make sure they do everything correct.
- Some students will know what they are supposed to do but not too sure on how they are supposed to do it

### Methods:

Face to Face interviews with students from a variety of year groups. This will be the best way of going about the process because students will hopefully provide more in-depth details about the experiences. Also if I need to I can ask additional questions to get more information about particular points students talk about.

I will do this by going around to students on campus first asking basic questions like their name what year they are in, and the course they are doing to make sure I am getting a variety of data. I will obviously be getting verbal consent from each of my interviewees before the interview starts, letting them know what the interview is for and what it is going to be used for.

**User Experience Map:**  
**Enrolment Process:**

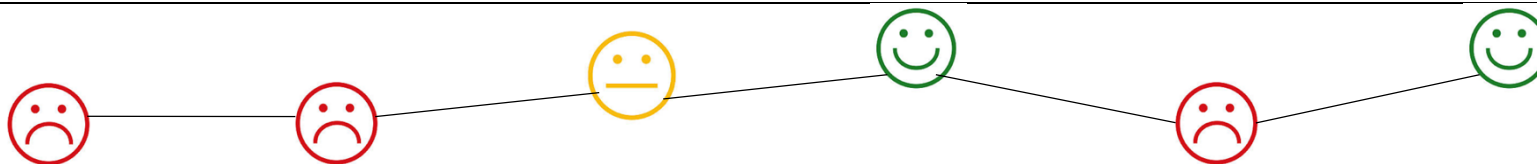


**TIMELINE:**

<b><u>STEPS:</u></b>	<b><u>OPENING ENROLMENT PAGE</u></b>	<b><u>UNDERSTANDING CONTENT</u></b>	<b><u>SELECTING UNITS AND ELECTIVES</u></b>	<b><u>CHOOSING TIMES FOR UNITS</u></b>	<b><u>PROCEEDING TO NEXT STAGE OF ENROL</u></b>	<b><u>FINISHING THE ENROLMENT PROCESS</u></b>
<b><u>CUSTOMER TOUCH-POINTS:</u></b>	The enrol button	Core, optional and elective units.	Units, semesters and selection box	Time and class selection box for each unit.	Next button at the bottom of enrolment process.	Next Button at the bottom of the enrolment process
<b><u>DOING:</u></b>	Laura goes to the My Studies page and clicks on the enrol button which is located under the step by step process timeline.	Laura looks through the arrival page which includes all the core and optional units that they need to select over the course of their university career.	Laura has to click on the drop down box to select what semester to do the core or optional unit in. For electives a massive list of every unit is available and Laura has to cycle through them with no filter or search option and choose a unit based of its name.	Laura has to click on the unit, which provides her with the available time slots of the classes for that unit. She then has to select a class for each of her units.	At the end of each of the enrolment process steps Laura clicks the 'Next' button which takes her to the next part of the process.	On the final step of the process the same 'Next' button is visible at the bottom of the screen which takes Laura back to the step by step process timeline on the My Studies page.
<b><u>CUSTOMER PAIN-POINTS:</u></b>	None	Laura still thinks there is too much information on one page.  Laura finds it weird that units that she has already completed are still shown on the unit selection page	Laura finds it hard to know which units and electives she can and can't select  Laura discovers some units and electives cannot be selected but there is no explanation as to why.	Some units have times which can't be changed as and others have multiple classes making it hard for her.  If she wants to change a unit time with another unit, she has to do a back and forth process.	If that section of the enrolment process has not been fully completed or has been completed incorrectly she must go back and re do that section of the process.	There is no official confirmation that she has completed the whole enrolment process.
<b><u>IMPROVEMENTS:</u></b>	None	Laura wants content organised into obvious sections, making the information easier to digest and remove units that have been completed making the page more concise.	Laura thinks course guides would help give the best indication of what units to do, and Laura also wants unit descriptions to help with elective and optional unit choices.	Laura thinks there should be an automatic switch button to switch the time slot between different classes and a guide for the best timetable they can make, based off her preferences.	None	Laura wants there to be a conformation notification once she has finished all the steps in the process.

**User Experience Map:**  
**Help Features**

**TIMELINE:**



<b><u>STEPS</u></b>	<b><u>FINDING HELP FEATURES</u></b>	<b><u>OPENING HELP FEATURES</u></b>	<b><u>LOADING THE HELP FEATURES</u></b>	<b><u>FOLLOWING THE HELP FEATURES</u></b>	<b><u>APPLYING THE HELP FEATURES</u></b>	<b><u>CLOSING THE HELP FEATURES</u></b>
<b><u>CUSTOMER TOUCH-POINTS:</u></b>	How to enroll, Unit enrolment help and streamlined demonstration Buttons Hyperlinks	Click on the How to enroll, Unit enrolment help and streamlined demonstration Buttons Hyperlinks	None.	How to enroll, Unit enrolment help page and streamlined demonstration video	How to enroll, Unit enrolment help and streamlined demonstration video and the enrolment page	How to enroll, Unit enrolment help page and streamlined demonstration video
<b><u>DOING:</u></b>	James look for hyperlinks or headings that indicate additional information is available.	James click on the links that send him to the help features.	None.	James read through and watches the video to get a better understanding of the content and how to complete the enrolment process.	James navigates back and forth between watching or reading information that is noteworthy to him and completing the enrolment process.	James closes the tab that the help features are located on.
<b><u>CUSTOMER PAIN-POINTS:</u></b>	James found it very hard to find the help features hyperlinks, as links are not obvious and are mixed in with other content material.	James found that there are multiple links that go to the exact same page, which is confusing, and opening multiple tabs makes it hard to keep track of the information.	None.	James found some of the information quite hard to understand especially for a first year student, as some of the wording used was not explained.  James also found it hard to find the exact information that he was looking for on the page.	When using the help features whilst going through the enrolment process James had to go back and forth between the enrolment process and the help features that he was using in order to complete each step of the process.	None
<b><u>IMPROVEMENTS:</u></b>	James wants the hyperlinks to be more obvious, or thinks providing a more information button next to the brief description at the top of the page will help find additional content faster.	James thinks pop-up information should be provided so that going to a new page is a last resort. He also wants each link to take him to a specific section of the help page that he is struggling with.	None.	James wants all help content to be explained in a general and simplistic tone. James also needs help pages to provide sub-headings so he can navigate easily to aspects he finds difficult.	James wants to have the video in the corner of the enrolment screen so he can follow it as he goes through the process.	None.

## **Quick Findings Report:**

### **1. Too Much Content On Electives Page**

#### **Quotes:**

"On the electives page, you are bombarded with units, in which some of them you can't even select" (U 1)

"Some things however that have never got easier for me include selecting my electives and that's the one that that I have come to hate the most about the enrolment process" (U 4)

"I found that the page had an overload of content, that could have been more concise, and organized in a more understandable manner" (U 9)

"There is just too much information to comprehend, and the majority of the units are either irrelevant to the course that I am doing or I simply can't do at all due to them having pre-requisites" (U 11)

#### **Implications:**

- Filter the electives so that the number of electives that are shown to the user is reduced, making the screen less daunting for the student.
- Remove units that are not relevant to the student, for example units that the student has not completed the pre-requisite for.

#### **Design Ideas**

- Create a sort by option
- Give users recommended electives to pick so they don't have to spend a lot of time looking for units that could work for their course
- Create a search bar, so students can look up units or key words that they are interested in.

### **2. Lack Of Unit Information and Assistance**

#### **Quotes:**

"I also would like to see more information about units and electives as a whole" (U 5)

"I want some information about the electives and optional units, because those are the ones you actually get to choose" (U8)

"I want to see more about the units instead of having to go to another section of the Curtin website to find it" (U 9)

"I would like to see some information about what the electives revolve around to see if I would enjoy it or not" (U 11)

"I'd like a small amount of content about the units, like a description of the unit, and if there is a pre-requisite" (U 1)

#### **Implications:**

- Provide more useful information on units that students are thinking of enrolling into or are going to enrol into.
- Make sure that the information is easy to find

#### **Design Ideas:**

- Provide a pop up screen or a drop down screen that gives user a basic summary of the unit

### **3. Current Help Services Are Hard To Find**

#### **Quotes:**

"I had to go to the previous unit outlines which was quite difficult for me to find" (U 4)

"The main problem in regards to help features for me was actually trying to find where they were located" (U 6)

"There was a little help link which I did have a hard time finding at first" (U 9)

"If I stayed on the oasis site to look for them I don't think I would have found them as easy" (U 3)

#### **Implications:**

- Make sure that the links to help services are more obvious and visible
- Put as much of the information as possible on the enrolment screen so users don't have to search for help

#### **Design Ideas:**

- For information that is located on a different page create a unified page for information about issues and how to solve them
- Include sub headings so users can access certain aspects that they are finding difficult
- Provide a search bar so that users can search through all the information in a quick and efficient manner.

### **4. No Conformations Or Warnings**

#### **Quotes:**

"what confused me about it was that there was no official confirmation that I had actually finished the enrollment process" (U 1)

"It didn't give me reasons as to why I could not select the unit, it just simply wouldn't let me" (U 2)

"It was rather unclear in terms of not knowing how many units I could enrol into each semester" (U 12)

"Why I was not warned about that (Unit clashes) before continuing on to the timetable process is still really weird to me" (U 11)

"I had a bit of trouble with units in terms how many I was actually allowed to do" (U 5)

#### **Implications:**

- Provided users with a warning if they select to many units for one semester
- Give users a warning to let them know that a particular elective has a pre-requisite which they may not have completed yet
- Give users a conformation that they have successfully completed the enrolment process

#### **Design Ideas:**

- Create a pop up message to let users know about particular conformations or warnings

## 5. Additional Information is Scattered

### Quotes:

"I found most of the help features took you outside the enrolment webpage. In my opinion this became a little bit confusing as I had to try to keep track of all the different tabs open" (U 5)

"The help link and the video were both located on different tabs. I do wish they were located on the enrolments page though, so I didn't have to go back and forth between the two." (U 6)

"the video that I mentioned was on another page, which was really stupid in my opinion because I had to continuously pause the video to go and do the step they showed, then go back watch the next step and so on." (U 8)

"I did click on that help link which took me to another page, and also the video was on a separate page which I found weird as I wasn't able to follow the video along" (U 9)

### Implications:

- Allow the users to use help features on the page that the help correlates to.

### Design Ideas:

- Use a pop up feature which provides subtle descriptions about particular parts and elements of the process.
- Have small videos embedded into the enrolments page, that don't take up too much room but can be followed along as the user goes

## 6. Timetables are Difficult to Construct

### Quotes:

"The timetable procedure took a lot of time as well because I wanted to make sure I could be there long days, but not many days" (U 1)

"No indication of the best timetable I could make in terms of least amount of days being at University" (U 5)

"I had no idea what the best outcome in terms of amounts of days being there, and longest times I could get" (U 6)

"I also had a really hard time making the best possible timetable that I could" (U 10)

"I could not figure out the best timetable to make, and ended up having to go back and forth multiple times to figure out the best result" (U 12)

### Implications:

- Make sure it's easier for students to see all of their available options
- Give users necessary features to construct their timetable in a timely manner
- Ensure that users can swap unit classes without having to go back and forth between units

### Design Ideas:

- Provide users with an automatically generated timetable, which provides them with the best time slots for each of their classes.
- Provide users with a switch option

## 7. Students Want a Unit Guide

### Quotes:

"I wasn't confident with my choices and continuously changed my mind in terms of what units I should do and what order would be the best to do them in." (U 1)

"I would have liked to have a course overview before enrolling in a unit, or for there to be a template of what order I should ideally take my units and electives in" (U 3)

"I do remember having a lot of difficulty when it came to selecting my units because there is no real indication of what the units are and what the best order is to do them in" (U 7)

"I was expecting there to be some sort of guide into which units I should be selecting, but there wasn't anything" (U 11)

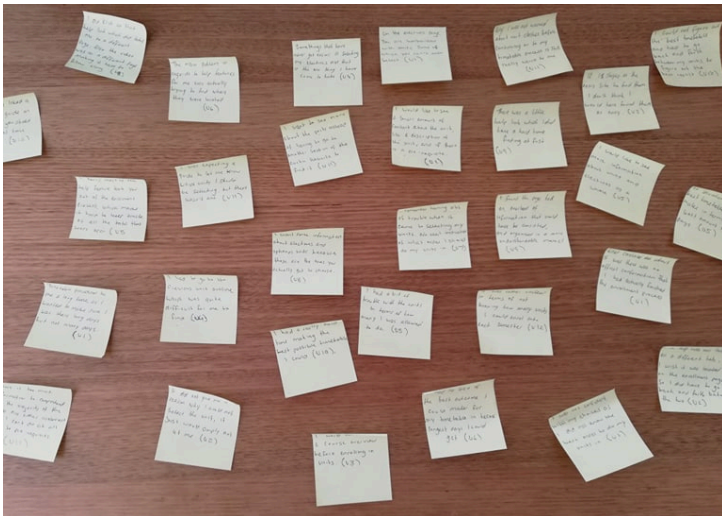
"I would have liked a suggestions guide on what units you should do at what time" (U 12)

### Implications:

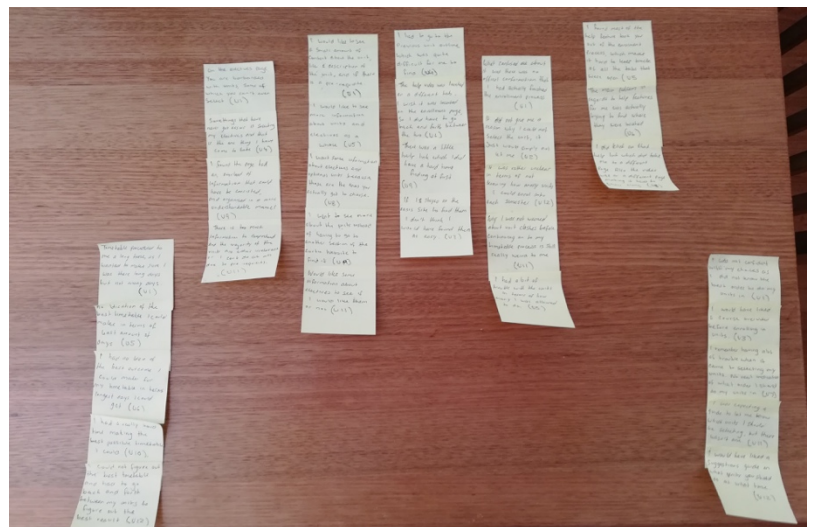
- Provide users with a suggestion on how to go about selecting units.
- Give users an idea of what units should be done in what order

### Design Ideas:

- Give users a suggestion Guide on what units they should be doing in each semester of their Course
- Provide an order user should do all of their units in



(Figure 1: Scatter graph of my Findings and observations)



(Figure 2: Organised layout of my findings and observations into categories for my quick findings report)



## **USER GOALS:**

### **#1 – Finding Helpful and Insightful Information:**

Students found that it was difficult to find any sort of information on units, in particular electives as students are provided with a very large scope of units to select from. With students being given such a variety of units to choose from picking which ones they believe is the best choice for not only themselves in terms of enjoying the unit but also the best for their course and being beneficial for their future career is seen to be difficult. So students want to make sure the units that they are enrolling into is worth their time and effort to complete. Different users wanted different bits of information to be present, but the majority simply wanted a description of what the unit entails. Students also want information about the enrolment process to all be in one place, and as much of that information on the enrolment page so they don't have to follow procedures that are on a different page, as that slows down their completion time.

### **#2- Have More Warnings And Conformations:**

Many students said they were forced to re-select units and electives because there was a lack of understanding in regards to completing the enrolment. Users complained about being given no warnings while doing their enrolment, but instead after completing a step in the process being told that there was an error due to something such as an incorrect number of units being selected. Students were then being sent back to that part of the process and were forced to complete it again. Other 1<sup>st</sup> year students in particular also mentioned that there was no conformation at the end of the enrollment process so they had no idea if they had officially finished the process or not. Most of the student that highlighted these concerns expressed that it caused more stress for them when doing the enrolment process and other students including 2<sup>nd</sup> and 3<sup>rd</sup> year students said they spent additional time double checking what they had done to insure they had everything right.

### **#3- Easily Construct A Good Timetable:**

The timetable was also an issue for students as they had difficulty arranging their classes to days that would suit them, and could never fully comprehend the best possible arrangement that they could create. When students wanted to swap a class time with another unit this was addressed by multiple students as over complicated for no apparent reasons and a lot of users were displeased about the amount of time it took them to complete their timetable as a result. Students would have to unregister from that class time for one unit, then go to the next units' time schedule and select that same time, instead of simply being able to swap it. Students recognised that the timetable is an important element of the enrollment process but wished that there was a fast and more efficient way of completing it with the best possible result.

### **#4: Complete the Process Fast and Efficiently:**

A lot of students, not only those that were in their first year but also students who had enrolled and completed the process multiple times were surprised and overall disappointed by the amount of time that it took them to get through the enrolment process. Most first year students said that even though it was their first time doing the process they still thought they were spending way too much time having to get used to the process. They said that the process needed to be more straightforward so less time was taken actual having to know what to do. However, second and third year students said they were also still not confident completing the process and as a result were not able to get through it as fast and efficient as possible. Most students understand that the enrolment process is something that has to be done each semester, and is an important process to do and get right, but still don't want to be spending hours out of their day or even multiple days to get through the process. Students simply want the process to be designed in a way that lowers the time that to complete the process.

## PERSONA CHART:

### James Robertson

Laura Smith

Ethan Brown

Kate Wilkinson

**AGE:** 21

**OCCUPATION:** Student

**Year:** First Year

**RELATIONSHIP:** Single

**LOCATION:** Curtin University



(NACAC 2018)

#### GOALS:

- Try and complete the enrolment process as quickly and as efficiently as possible.
- To select the correct amount of units each semester.
- Select the appropriate units for each semester.

#### FRUSTRATIONS:

- There is a lot of content on the unit enrolment page, making it difficult to understand, and complete in a timely fashion.
- Not all units can be selected in each semester making it very confusing to complete the process.
- Cannot decided in which semester certain units should be selected in.

#### BIO:

James is a new student at Curtin University and is in the process of enrolling into units for his first semester which he is quite nervous about. He is currently working full time, and has been putting off doing his enrolment for quite a while due to his poor management skills. James is very conscious when it comes to selecting his unit as he wants to do all his core units first to get them out of the way. However, he has no idea about the amount of units he has to complete each semester.

## Laura Smith

James Robertson

Ethan Brown

Kate Wilkinson

**AGE:** 21

**OCCUPATION:** Student

**Year:** Second Year

**RELATIONSHIP:** Single

**LOCATION:** Curtin University



(Freepik 2018)

### GOALS:

- To re-enrol into her units for her second year at University.
- To get through the electives selection process for the first time with little to no problems
- Select electives that she believes will open up and be beneficial to her future career pathway

### FRUSTRATIONS:

- Cannot see any information on good electives to choose for this semester.
- There are too many electives to choose from, with the majority of them not relating at all the course she is completing.
- Cannot find a way to filter or search for particular units which could be of use.

### BIO:

Laura has just finished off her first year of University at Curtin and is now preparing to re-enrol into units for her next semester. She is a lot more confident this semester as she is aware of the enrolment process, but still struggles sometimes on how to get through it. Laura has also never selected an elective before and is quite anxious about choosing which ones to do. Laura is a very organised person and has already scheduled when she is going to do her enrolments so she has plenty of time to complete it if she runs into any complications.

## Ethan Brown

James Robertson

Laura Smith

Kate Wilkinson

**AGE:** 21

**OCCUPATION:** Student

**Year:** First Year

**RELATIONSHIP:** Single

**LOCATION:** Curtin University



(Qalipu 2016)

### GOALS:

- Successfully enrol into his first year units
- Create a timetable that works well with his other commitments.
- Learn about the units he is going to be doing that semester so he is prepared for each of his classes.
- Stay up to date with his units

### FRUSTRATIONS:

- Cannot find any useful information about his units, including what they are about and how many assignments each class has.
- Some of the units he is enrolling into only has one class option, so he might have to re arrange some of his commitments around his University schedule.

### BIO:

Ethan is starting his first year at Curtin after taking a well-deserved gap year, where he spent most of his time working and spending time with friends. Ethan is not that nervous to complete his enrolment as he has friends from school who did not take a gap year he can ask for help. Ethan discovers that some of his units only have one-time selection, so he now has to take more time than he thought to create a timetable in order to keep his ongoing work schedule.

## Kate Wilkinson

James Robertson

Laura Smith

Ethan Brown

**AGE:** 21

**OCCUPATION:** Student

**Year:** First Year

**RELATIONSHIP:** Single

**LOCATION:** Curtin University



(VicHealth 2018)

### GOALS:

- Complete her unit enrolments
- Get used to the enrolment process, so that she knows what to do next semester.
- Learn about new University concepts

### FRUSTRATIONS:

- Some of the terminology is confusing, and there is no explanation to what they mean.
- The whole concept was really hard to understand, and finding some help features was no easy task.
- The help video was hard to follow as she had to keep pausing it to keep up with the demonstration.

### BIO:

Kate has just come out of High School and was happy to find out she had been accepted into Curtin University. She is at the stage of enrolling into her units but finds the whole situation very confusing from choosing her units to understanding some of the terminology used. She struggles to find any meaningful information, except for a video which she thinks would be great for her, but finds it hard to follow as she has to go back and forth between the video and her unit enrolment.

## **Scenarios:**

### **James:**

James has just come home from a busy day at work and is getting ready to start on his unit enrollments for his first year at Curtin. After getting on his desktop and arriving on My Studies page he immediately sees the enrol button. Once he arrived on the enrolments page, he notices that there is an overwhelming amount of content on the screen and starts to worry about how long this is actually going to take as he knows there isn't much time left to complete the process due to leaving it late. Before he starts the process he reads through the instructions at the top of the screen but still finds himself struggling to understand key concepts, and how many units he is allowed to enrol into for the semester. After reading through the instructions a few more times and still not being able to get his head around the process he goes off to find additional information to help him. After spending more time than he expected to located help features as they were rather small and not obvious links he finally finds a demonstration video, which takes him to a new page. The video proved to be useful in showing him what to do but causes frustration as he now has to navigate back and forth between the video and the enrolments page. James was able to complete his enrolment with the help of the video, but it took a lot more time than he would have liked and at first wasn't sure if he was completely done as there was not official confirmation. It's now it's too late for James to do any leisure activities he usually enjoys doing after work and has decided that from here on out he will start doing the enrolment process a lot earlier on.

### **Ethan:**

Ethan is a just about to start his first year at Curtin University, and is prepared to start his unit enrolment. He waits till his friend who started the courses he is doing last year tells him that the enrolments are up on the My Studies page. Ethan immediately goes to start the process but finds this it quite confusing as there is so many units to choose from. He uses the help of his friend as a guide to explain the best units to select for his first semester and also how to go through the process of selecting those units. Due to the helpfulness of his friend Ethan is able to get through the unit selection process relatively quickly and feels a lot more confident about the process overall. Ethan than moves onto creating his timetable but finds this process to be rather difficult as he doesn't know the best times to select, and the shortest amount of days that he could be there due to other commitments outside of University. After going back and forth between his units and changing the times of his classes multiple times he finally thought that he had made the best possible timetable that he could. He leaves his timetable for a while to see if any new classes were introduced into any of his units, but nothing had come up, so he decides to finalise his timetable and overall feels quite happy about the decision he made.

**Laura:**

Laura is on her family computer and decides that she wants to get her enrolment process out of the way for her second year so she goes straight to the enrolment page on the My Studies page. She knows that she has to select electives for the first time and wants to make sure they are going to be beneficial for her in the future. When Laura opens up the enrolment page, she is surprised that some units she has already completed are still on the unit selection page, but ignores this for now and moves straight to the electives page. She is suppressed by how many units there are to select from and has no idea how to navigate through them all. She decides to go to the help features she has previously found before. Once she finds the help features she runs into a problem when discovering there was no solid information on how to navigate the electives page. So Laura decides to go through the strenuous task of looking through electives until she finds one that she think might be useful. She clicks on the unit expecting to see some information about the unit but finds nothing. Laura begins to worry about the choices she is making and if they are going to be beneficial units for her course. After much deliberation Laura selects the rest of her electives all in which were based of the title of the unit, and even though she was disappointed and nervous about her decision decides to carry on and complete the rest of the enrolment process. Laura even though a second year student still has a few hiccups along the way such as doing her unit timetable, and making sure the whole process is completed when she is finished.



**Conclusion:**

Overall, the enrolment process is a clear issue for many students. Enrolment is a vital part of university life, but is viewed as an area which needs to be improved on. Through the interviews conducted from students ranging from different year groups it's clear that their goals when completing the enrolment process are not being met, and they are finding it to be more overwhelming and confusing than they believe it should be.

I believe by conducting interviews on students from a variety of year groups and courses allowed me to get a comprehensive overview of the problems revolving around the enrolment process. That being said I think that I could have improved my findings by doing more interviews with 3<sup>rd</sup> year students as they could have provided me with some further alternative perspectives and issues that they might have been dealing with. I also think I could have asked more questions about the process of finding and using help features, as it could have sparked more answers about that process.

From my quick findings report the main issues that needed to be dealt with were an overload of information, difficulties finding help features, overload of electives shown, lack of assistance and timetable construction. I plan to make an app that is focused more around the person at need rather than a generalized app for all students. Meaning important information and content such as unit descriptions, times, elective choices and help need to have a clear hierarchy, and be prioritized. The amount of information on the unit enrolment page needs to be balanced, with a clear structure and an appropriate information layout. Electives need to have a clear filter and search bar, and lastly confirmations and warning are a must have feature.

The main aspects that I want my app to include are:

**Personalisation:**

- Units will be generated for each student based on the best units for them to do according to the year and semester that they are currently in.
- This also goes for timetables where a generated timetable will be created for each student based around personal preferences in terms of what time they want their classes, how spread out over the week they want them and if they want gaps in-between classes.

**Help Features:**

- Pop-up menus will be available on every screen during the process.
- Students can select to see more information which will provide them with a drop down menu which will include the most common queries related to that section of the process.
- Students can also choose to search their own queries which will provide related content based of terminologies used in the search without having to leave the enrolment page.
- An additional page with all help features will be available when students are not currently working through the enrolments page.

**Unit and Timeline interactivity:**

- When students click on a unit or elective they are interested in enrolling a pop-up menu will appear providing them with details about the unit which will help with their decision on selecting that unit.
- On a student's timetable they can click on their classes whether that is a tutorial or a lecture and it will provide a map overview of where that class is located, and contact details of the tutor for that class so they have that information available to them as soon as they have enrolled in the class.

I hope the combination of these aspects and the additional smaller features such as information on the unit enrolment page needs a clear structure and an appropriate information layout, electives need to have a clear filter and search bar, and confirmations and warning need to be present will make the app useful to students in all year levels at Curtin. As a result, making the enrolment process a faster task to complete and overall a more comprehensive process to understand.

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