GenEd would like to develop a digital replacement for their course booklet, this will save the department $10,000 annually. It will also reduce paper usage (each booklet is 60 pages), making the department more eco friendly.

We would like to explore how the course search can be integrated with existing systems and what processes can be developed around the course search tool to enrich GenEd's business processes (managing courses offered through different departments across the university).

Problems:

1. Determining how to integrate the course search tool into existing systems.
2. It has been noted that students have difficulty finding courses that match their interests using Banner.
3. The course search process offered via Computer Services only provides GenEd transactional data (how many students have enrolled).
4. Departments don't get insights that average businesses do via web analytics.

Research/Discovering a solution:

1. How can GenEd ensure that students and advisors are aware of the course search tool?
   1. How do students prefer to access university information?
      1. would a TU Portal channel (square box) be more effective than a page on GenEd's website?
      2. Should it also be a tab on the TU Mobile app?
   2. Can sufficient analytics insights be provided to GenEd by the existing, automated report or does it need to be supplemented by a new reporting process?
      1. If GenEd would like to share the data they collect, how can that be accomplished?
   3. How can GenEd receive course syllabi from instructors, and ensure data is accurate and up to date?
2. Can the Course Search tool make the course search process better in some way, thereby improving "customer satisfaction" and "customer engagement" with their products (courses)?
   1. How do they feel TU Portal can improve? Can search features just be integrated into portal?
   2. Do a wide range of students want any improvement? Would they use it?
   3. What is important to them in finding a GenEd course?
      1. Do they feel GenEd areas are sufficiently descriptive, would more descriptive categories help?
3. How can analytics collected from the course search tool be used to provide insights to GenEd?
   1. GenEd needs to approve new courses and review existing ones. Data on what courses / topics students are most interested in can be useful.
      1. ex: Certain courses are offered on a semiannual basis, but they would never know if there is much greater interest compared to a course offered every semester.
4. How can GenEd deliver data to the departments?
   1. Are department heads interested in receiving data?
   2. Departments have a shared interest in this data as funding is based on enrollment. Getting quantitative data on how their GenEd offerings perform can help departments improve their course listings or offerings.
   3. The biggest challenge here is presenting data in a useful way with relevant information, given GenEd and other departments don't have staff to perform analysis. They can't all share a Google Analytics account, either.