

User Analysis

Audience Identification

The primary audience for the user manual is freshman students in MSOE's COM 1001 class. The manual will aid them in creating a PDF with bookmarks and links for required assignments for the COM class. There is a possibility that students in the COM 1001 class aren't freshman, but the vast majority will be, thus that attribute is included in the primary audience declaration.

One component of the secondary audience is the primary's advisor, the professor of the COM 1001 class. The professor will be requiring the students to submit a PDF with its constraints and might refer to the user manual to indicate what they are looking for.

The tertiary audience, or evaluator is Dr. Shalamova, who is the program director for User Experience (UX) and a professor in Humanities, Social Studies, and Communications (HSC). Her position places her in a possible overlap in the secondary audience as an advisor, but as the program director she might look over the manual to see what the UX students are learning, or decide to include PDF submissions as a requirement in the future

The last part of the secondary audience is the gatekeeper and professor of this class, Professor Bender. As she instructs the class in what to include in a user manual, the students will be creating one that she will ultimately grade the students on their work. She is also a Subject Matter Expert in Acrobat DC and in creating user documentation, so will be able to accurately evaluate the user manual for its accuracy/fact check it and determine if the user manual is written efficiently and follows convention.

User Analysis Eight Questions

Primary Audience

The primary audience, the COM 1001 students, will use Acrobat DC to create a PDF with bookmarks and links from one or multiple Microsoft Word documents.

The informational need for the student is to have all of their word processing finished before creating a PDF. Additionally, these students have likely never used Acrobat DC before so will need information regarding basic to mid-level functionality of the product functions as well as any advanced functions that might be included in the user manual. However, seeing as the audience is MSOE students, it is likely that they are technically proficient and understand the basics in how to operate a computer program.

The work motivations of the primary audience are accuracy, efficiency, and speed. The student's goal is to complete their assignment according to the requirements given to them from their professor. The student also has other classwork or a job that might take up part of their time. Thus, the user manual needs to play into those motivations.

As stated previously, the primary audience is experienced with a computer. MSOE is a technology heavy school, and students who enroll at MSOE are more than likely to be experienced with various computer programs. The vast majority of fields of study at MSOE are strictly within the STEM field or STEM

adjacent, with not much attention being given to document creation from a piece of writing. The student is more skilled and focused on assignments pertaining directly to their major as opposed to PDF creation, so it can be assumed that the student has little knowledge about Acrobat DC.

The user community of the primary audience is other students. The small size class structure invites the opportunity for a student to ask the person sitting near them for help if they need it, because both of the people in this scenario are part of the primary audience.

For the students using Acrobat DC in COM 1001, the preferred learning preference is something more akin to a teaching manual. The process of creating a PDF with bookmarks and links is not being taught during class by the professor regardless but writing for a teaching manual preference will allow the user to work at their own pace individually. This also ties into the audience being experienced with computers, being able to jump over hurdles and only referring to the documentation when they encounter a problem.

Lastly, the usage pattern for the primary audience is intermittent. The student is required to create a PDF with bookmarks and links for only one assignment (although that is subject to change in the future), and the user manual is likely to never be read again by them. These users will likely make frequent mistakes and need to consult the documentation in order to progress with their task. This documentation should include easy to grasp background information and tips to make the one use of the product as efficient as possible.

Secondary Audience - Advisor

The primary audience's advisor, the professor of the COM 1001 will likely be using Acrobat DC to create PDFs with bookmarks and links from one or multiple Microsoft Word documents as well as possibly viewing PDF files. The professor's informational need is a dummy file or example Word document to understand how the tasks are performed in Acrobat DC.

The work motivations for the professor are something akin to speed of use and social needs. The professor has other things to work on and does not have the time to sit and figure out the program. Additionally, their students will include various things in their assignments and the possible inclusion of specific examples of real world scenarios would tie into the motivation of social needs.

The professor is likely to be somewhere in the experienced tier in computer competence but leaning more toward a novice. Professors tend to be older and willing to stick to programs they know best, being slow to learn more complex applications. They likely have basic knowledge about computers, so baby steps can be skipped, but the professor will need a bit more guidance than the student.

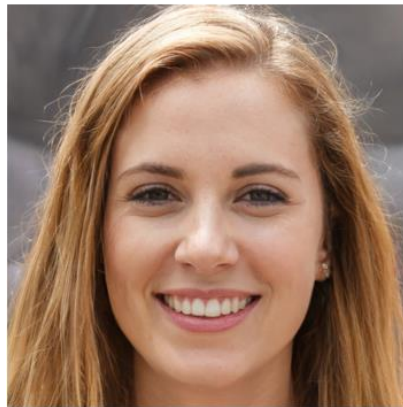
Like the student, the professor has most likely never used Acrobat DC before, but the possibility is greater than that for the student. The professor has experience with word processing programs and is likely to have knowledge about publishing documents from said programs, but it cannot be said for sure that the professor would know anything about Acrobat DC

The professor has a couple avenues to explore for a user community. There is an online help section for Acrobat DC, there are other professors in the HSC department to talk to, as well as MSOE's IT department. The preferred learning preference would be something including an instructor. This could

be online video instruction or having another person walk through the process of using Acrobat DC with them.

The COM 1001 class will be taught each year, so the professor will encounter the program at least once each year, or once each term. This places the usage pattern somewhere around intermittent or casual use. This extra experience using the program will cause the professor to make fewer mistakes than the students, but still might check the user manual for assistance.

User Persona



Bio

Kate Vincent

19 / Female / Single

Lives in Milwaukee, WI

From Rockford, IL

"I'm going to be an electrical engineer"

Family

- Separated Parents
- MSOE Alum Brother

Educational Goals

- Graduate MSOE with Electrical Engineering Degree
- Receive a B or higher on all assignments

Personal Goals

- Compete on Battle Bots
- Adopt a dog
- Inspire girls in STEM

Technology

- iPhone, texts friends often
- Twitter, TikTok and Instagram
- School issued laptop
- Great experience with computers

Frustrations

- Spending time outside class to learn new material rather than study
- Finding time for hobbies
- Working with unfocused peers

Home/Campus Environment

- Lives in MLH, visits mom and dad's houses in Rockford, IL during breaks and some weekends
- Never studies in bed

Likes

- Robotics
- Knitting
- Watching TikToks

Dislikes

- Living in the dorms
- Being late for class
- Creative writing