A. User Experience Requirements

1. **Decompose your proposed solution from Milestone 2 into related user stories. It is highly recommended that you organize your user stories into a hierarchy based on related activities and tasks.**
2. **Which user stories are most relevant to your proposed solution and why? It could be all of them or perhaps only a few. Whatever you pick, please provide a strong justification with supporting evidence.**

1. As a student user of Athena, I want full access to the course information before I register for a class so that I can recognize my ability to succeed in the class.
    a. As a student user of Athena, I want full access to the course syllabus of the class so I can properly prepare for the requirements of the class.
    b. As a student user of Athena, I want full access to the grade distributions of the courses so that I can fully understand the risks/rewards of taking this class.
2. As a student user of Athena, I want to be updated on the seat availability of courses so that I can register for the courses that I would like to take.
3. As a student user of Athena, I want information related to how taking a class will affect my graduation and career based on previous students' experiences taking the same class so that I will be more interested in the class I am taking and therefore will be more likely to succeed (J. L. Newton).
    a. As a student user of Athena, I would like to know how taking certain classes have propelled students in their respective career paths.
    b. As a student user of Athena, I would like to know how taking certain classes leads to greater knowledge in the several fields related to the classes.
4. As a faculty user of Athena, I want my prospective students to fully understand my course requirements so that they understand what they will be required to do and so that I will be reflected on well by my peers.
    a. As a faculty user of Athena, I want my prospective students to succeed in my course so that I will be eligible for better grants and research opportunities.

The first three user story hierarchies mentioned above are relevant to our proposed solution. All of them accurately reflect the needs and requirements of the student users (the people directly affected by the registration process) while registering for courses in Athena. As opposed to the last one that deals with people who are indirectly affected by the registration process on Athena.

Athena does not allow students to access the syllabus of a course during the registration even though it has a tab for that, meaning most students are unaware of how likely they are to

succeed in the course. Websites like Rate My Professor attempt to address this common issue faced by students around the world by allowing students to not only make the decision to take a class based off of its content alone, but also the quality of the class (Source). Furthermore, the student users should be made aware of the course requirements such as the grade distribution so that they have a valid grasp on how the course will affect their mental health and social life (Source).

When a student is allotted to register for classes, there is a small window to register for classes and in that time slot he/she has to look into seat availability and course curriculum without the prior information thereby selecting a course which is left out or joining the waitlist for a course they are interested in. While the waitlist feature is helpful, it is still as stressful as checking to see if anyone drops the course and a seat opens up. Students have to constantly check seat availability and set alarms in order to get the classes they want (Source). A greater ability for students to register for these classes would lead to an acceleration in the time needed for them to graduate and, as a result, a decrease in the amount of money they spend in college (Source).

Moreover, Athena does not contain the affordance to know how a class will affect a student user's future. By being made aware of previous students' experiences in these classes, students can gain information about how taking a particular class will affect their career. For example, a study by H. Lee et al. (2020) found that student reviews of courses on websites such as RateMyProfessors.com can impact enrollment decisions, as students tend to choose courses with positive reviews that align with their career goals. In addition, a study by J. L. Newton (2019) found that previous students' experiences can also influence the development of students' self-efficacy beliefs, which in turn can impact their academic and career success. Learning from the experiences of others, students can develop a better understanding of their own strengths and weaknesses, and can make more informed decisions about which courses to take to achieve their career goals.

B. Ideation and Preliminary Designs

1. **For each of the relevant user stories you identified and justified in (A), generate numerous ideas for alternative design solutions that could be used to tell that story, then pick and describe your top two or three ideas for that story.**
    - **Clarification: This step is instructing you to pick two or three top ideas from among the numerous ideas you generated for each relevant user story. That's two or three ideas per story.**
    - **Note: Although this step only asks for your top two or three ideas, you should include something in your deliverables to illustrate that you did generate numerous ideas, as instructed.**
    - **Suggestion: Take a screenshot of your group's idea notes (e.g., your sticky notes, Figma FigJam, Mural canvas, Google Jam board, etc.) after each group ideation session and include that screenshot in your deliverable report before identifying your top picks.**

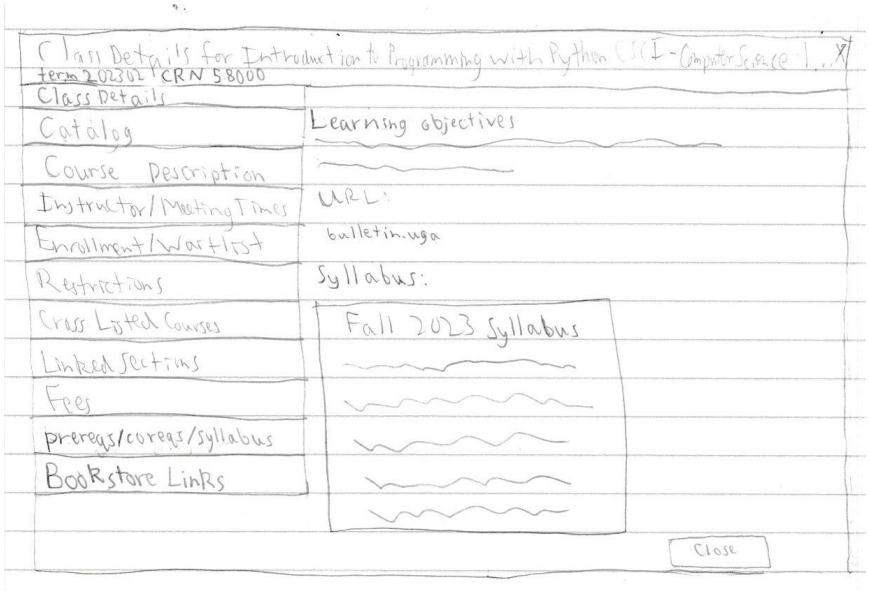
2. For each relevant user story, produce a low-fidelity wireframe for each top idea with enough artboards (i.e., frames, pages, screens, etc.) that a potential user might be able to provide useful feedback. Each wireframe should be presented in way that viewers can see all artboards at once (e.g., an image with all the artboards or an embedded canvas) and individually (e.g., links to images of the individual artboards). Each wireframe should also include some justification for why some design decisions were made.

- **Clarification: You should have two or three top ideas for each user story. This means that you need to produce a set of two or three wireframes for each user story and that each wireframe should correspond to a top idea for some user story.**
- **Suggestion: You may find it easier to think of this step as creating low-fidelity comic-like strips for each of your top ideas where each "panel" in the comic strip is an artboard that illustrates what the experience looks like for a particular part of the story. Consider the user story "as a user, I want to filter the list so that I can focus on a particular kind of item." Here is a small example that illustrates one idea for how the user might live out that story:**

Figma FigJam Link:
https://www.figma.com/file/ujhfl49hQ8YtNdlFe8bkTF/DCI-Brainstorm?node-id=0%3A1&t=9bXw2PLWmzEYS03q-1

1. **User Story 1a: Accessing Syllabus**

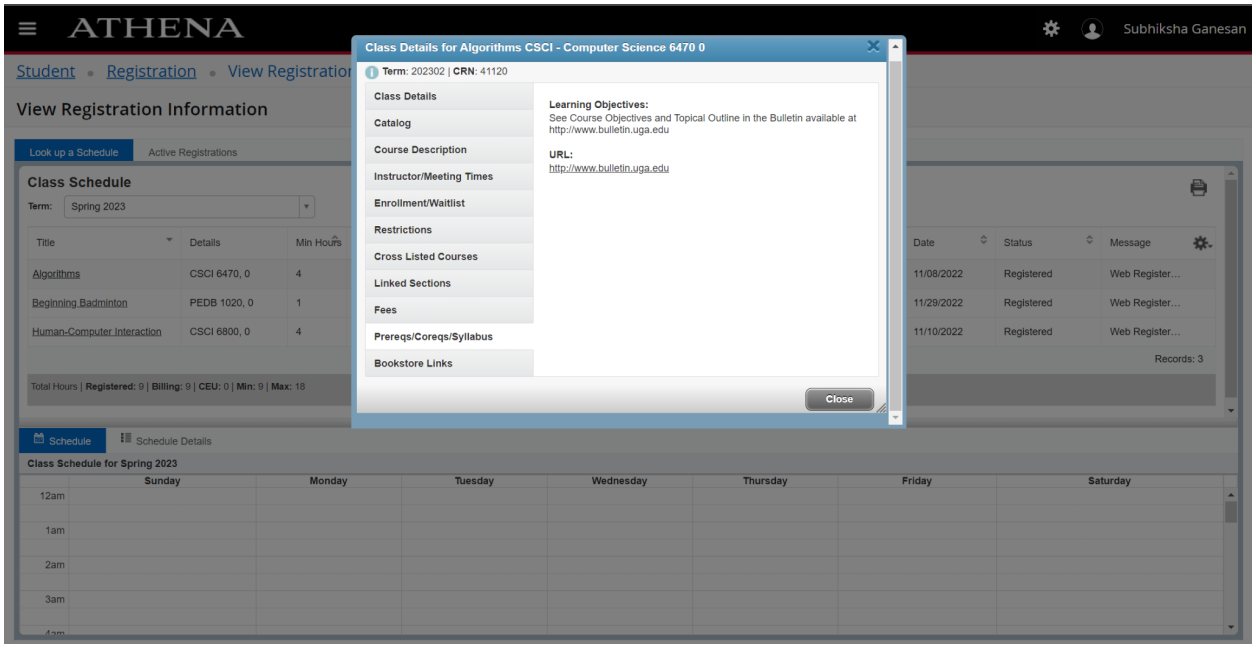
   Idea (1): When you click on a course in the registration page there should be a tab displaying the syllabus of that particular course.



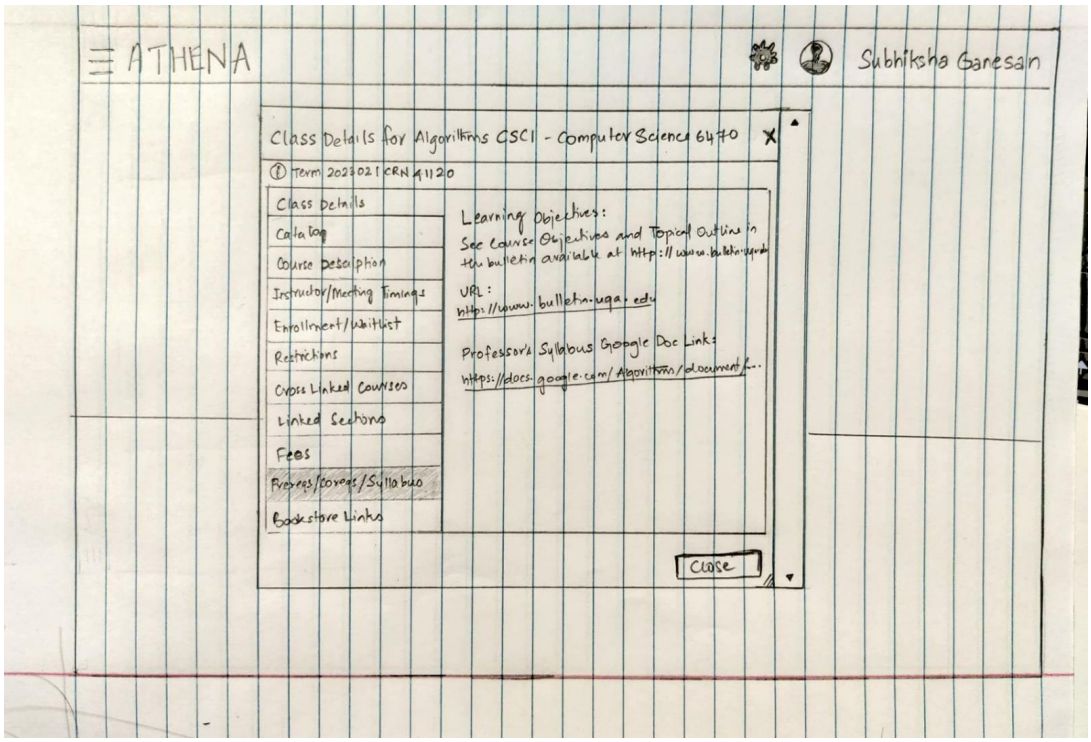
   This wireframe has a syllabus in the prereqs/coreqs/syllabus section. When that tab is clicked, the tab's color will change from gray to white, indicating that it has been clicked. And it will display the current syllabus for the course.

   Syllabus page needs the current syllabus for each class. When students view the most current syllabus, they are able to correctly ascertain the requirements for the class that they will be taking in the future semester. The syllabus on the class details page is the best location for the syllabus to exist since it is where the student will click when in search of the syllabus. Studies show that having a pdf of media embedded onto a page makes it more likely for a user to view the media as opposed to having a link to the media. By embedding PDFs in HTML, Athena can keep its documents within its secure application environment where it has full control over how they're managed, shared, and viewed (Source).

   Idea (2): Athena contains a google doc link to the Professors syllabus so that they can access the most recent version of the document while also viewing the previous versions of it.



The above screenshot shows the current Athena without the google doc syllabus link.



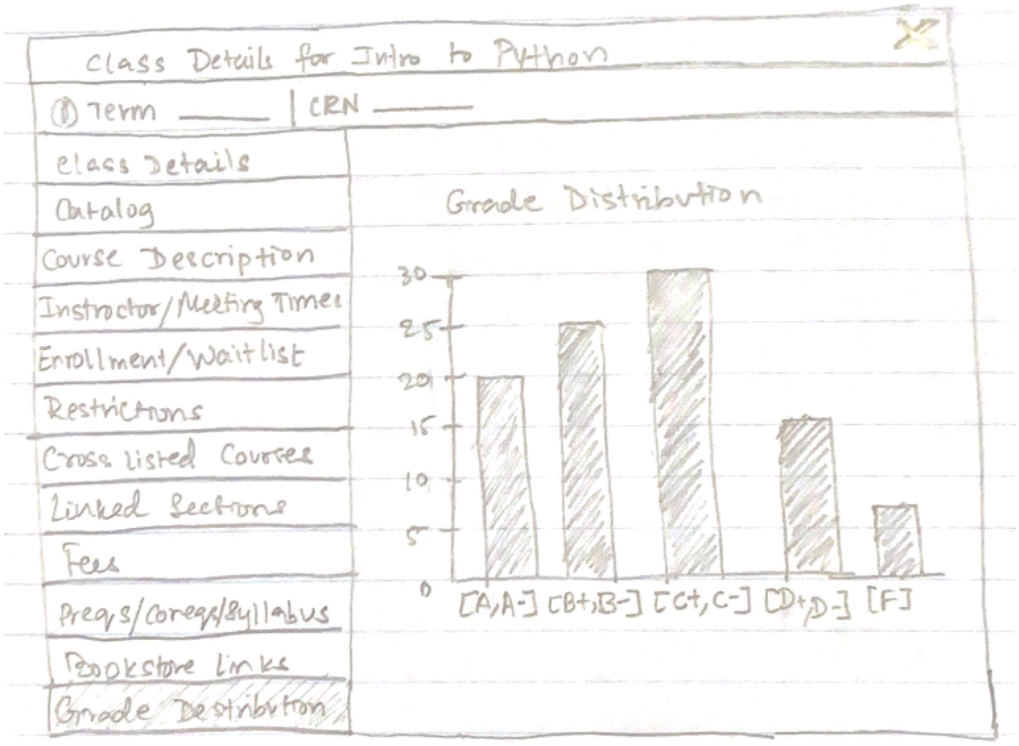
The above low-fidelity wireframe shows the professor's google doc link incorporating the idea.

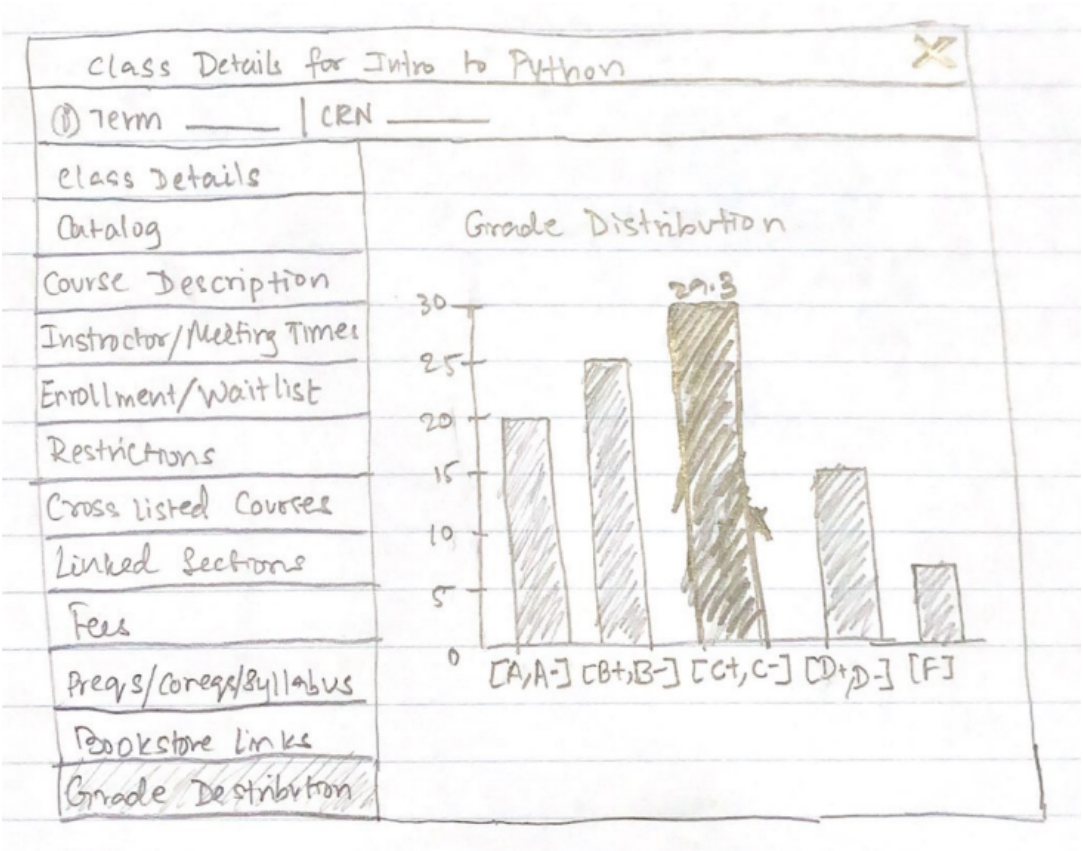
After clicking on the existing "syllabus" tab on Athena, the color of the tab changes to white to emphasize that it has been selected. In addition to the information that Athena already displays on the screen to the right, it will also show a link to a google document that will be underlined and colored in blue since "shades of blue provide the strongest signal for links"

(Source). Clicking on the link will direct you to the google document which contains the professor's updated syllabus with viewing access.

2. **User Story 1b: Accessing Grade Distribution**

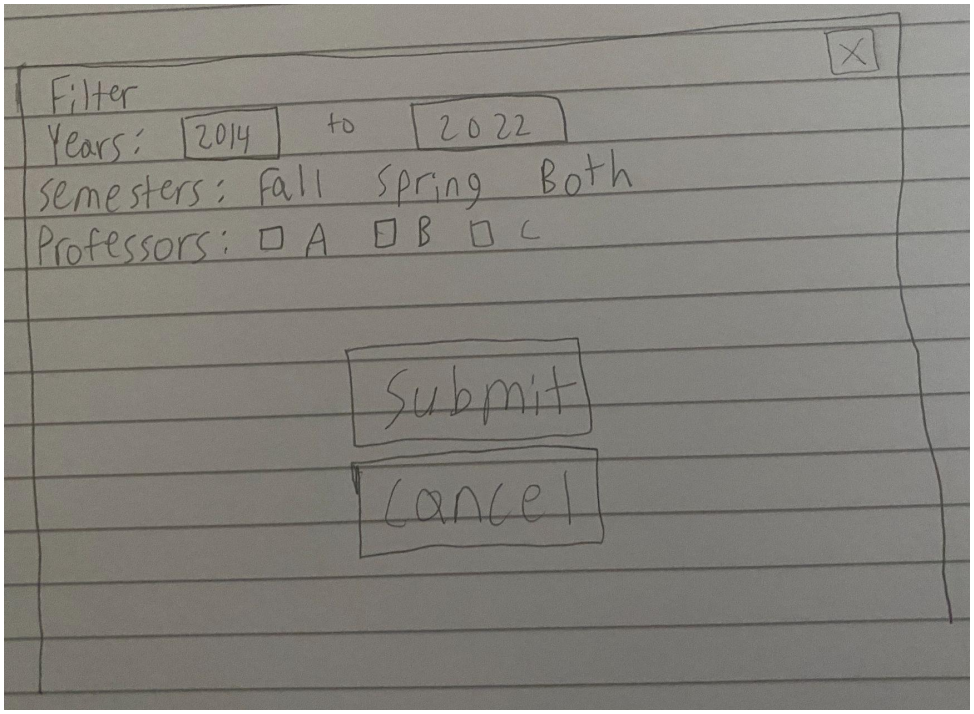
   Idea (1): There is a grade distribution tab on athena that displays the previous classes grade distribution as a bar graph with information like year, professor,etc on an interactive page.



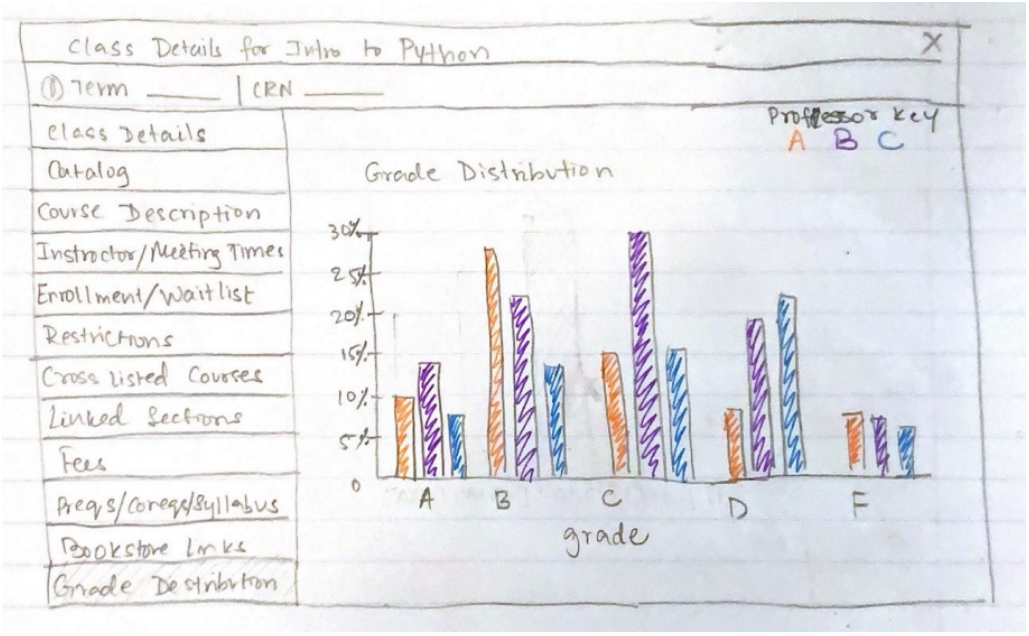


After clicking on the newly added “grade distribution” tab on Athena, the color of the tab changes to white to emphasize that it has been selected. We thought this was an appropriate place to put the tab, since students would like to see the grade distribution for that particular class when looking at that particular class’s details. To the right, the modal will display a bar with the percent of students along the y-axis and bins for grades along the x-axis. The default data that will be considered is 3 years if the professor has taught the same course for many years. A bar graph is perfect for this kind of information since bar graphs are typically used when you want to show a distribution of data points or perform a comparison of metric values across different subgroups of your data (Source). We plan to make this section of the graph interactive so when the user hovers over a bar, it will be highlighted and the bar’s value will be shown as a tooltip (Source).

Idea(2): Users can filter the data to see how the semester teacher, year prerequisites taken,major etc affects grade distribution for courses.

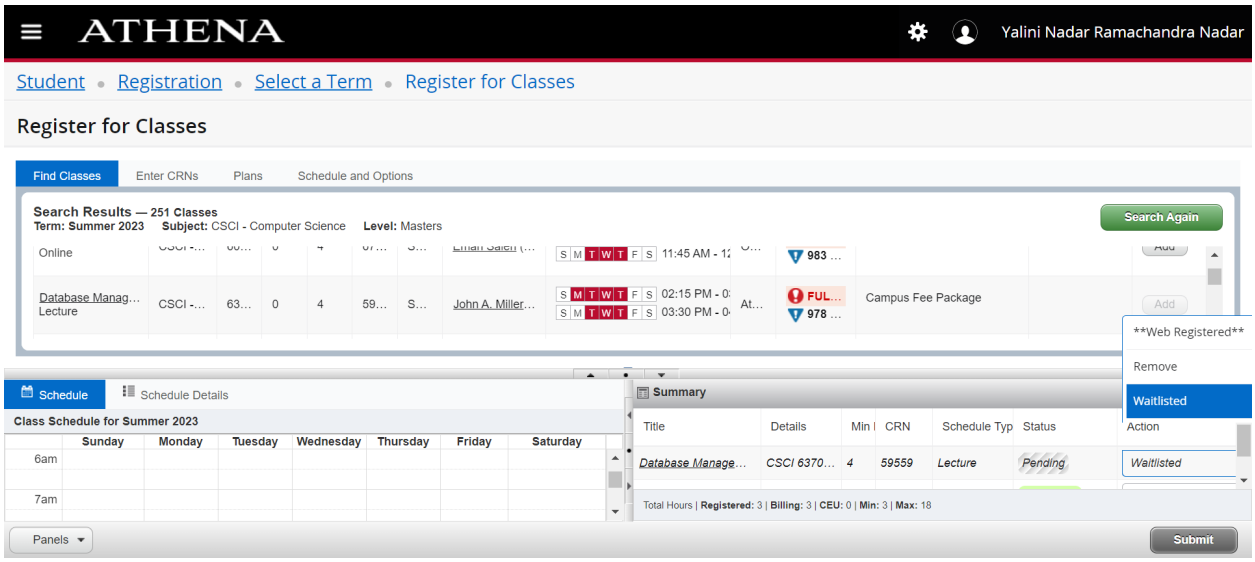


Incorporating a filter option to the previous graph modal can allow users to specify information like year range, semester, and professors. While the default will be the professor who is teaching the particular class, this screen will list the other professors who are currently teaching the same course with check boxes. If a user chooses to view the data visualization for multiple professors by clicking submit, the bar graph will change to a grouped bar graph that differentiates by professor. The graph will then be updated as shown below. A grouped bar chart is appropriate in this case since one is interested in looking at how the second category variable changes within each level of the first, or when you want to look at how the first category variable changes across levels of the second (Source).

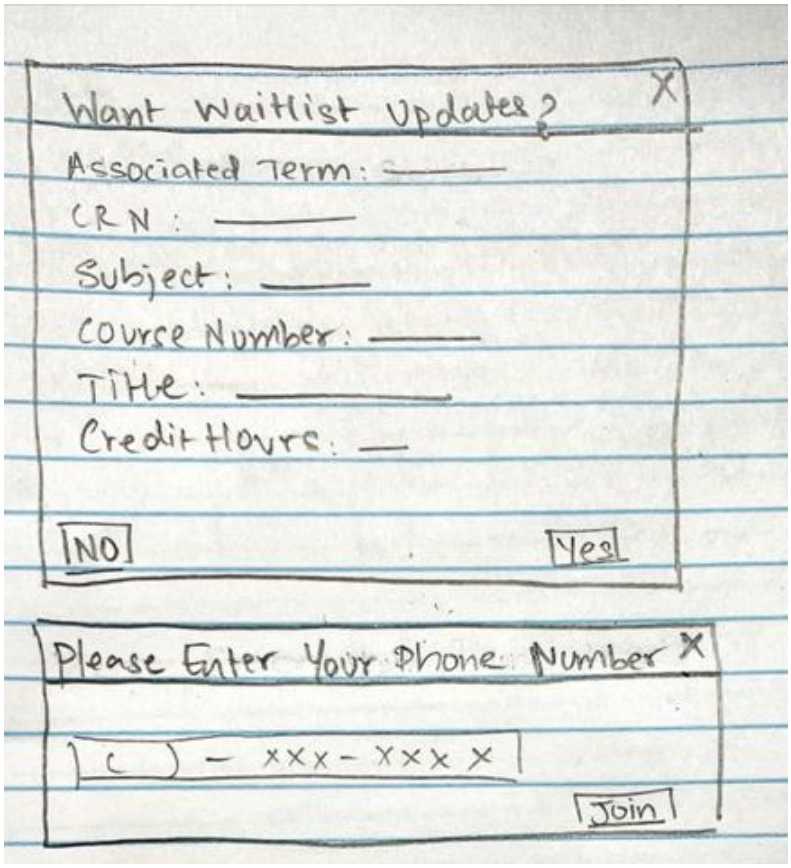


3. User Story 2: Tracking Seats

Idea (1): Athena sends you text updates of your waitlist position for classes you have waitlisted for and when a seat becomes available for a course you are tracking.



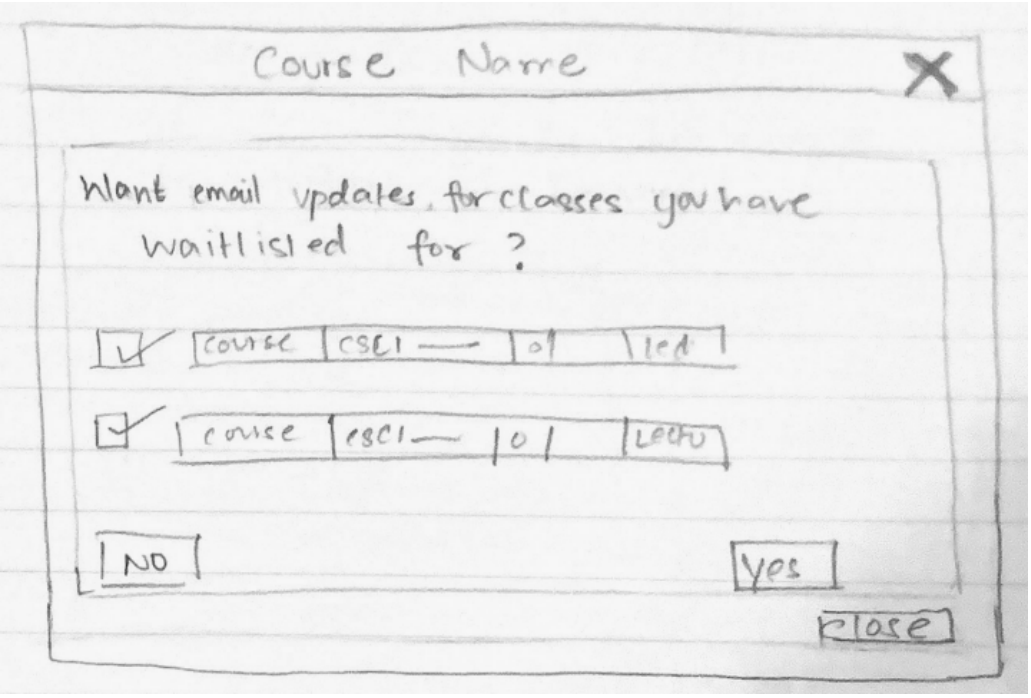
Clicking on the submit button after selecting the Waitlisted option from the drop down will open up a modals shown below in the same order:



The first pop up will include information about the class with yes and no buttons. ‘Yes’ button will be green in color while the no button will be red in color. According to an article titled *The Meaning of Red and Green in User Interfaces for the Color Deficient*, red usually symbolizes importance, danger, warning, or an error state while green symbolizes growth, safety, a success state, and generally a positive outcome (Source). The placing of these buttons were also done intentionally since “OK" is the choice that moves the user forward, whereas Cancel moves the user back. Thus, OK should be in the same location as Next: on the right” (Source).

Then the system will prompt you to enter your phone number with a text box that includes placeholders for easier processing for the users (Source). And finally a join button the right lower corner to complete the action.

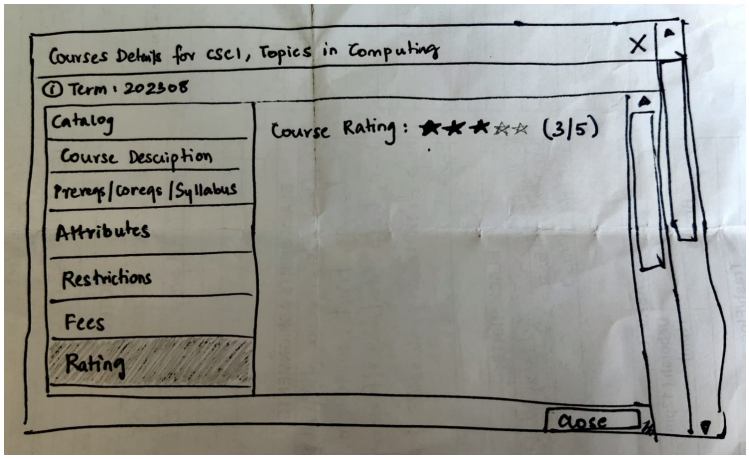
Idea (2): Athena sends you email updates of your waitlist position for classes you have waitlisted for and when a seat becomes available for a course you are tracking.



Once the courses to be registered/waitlisted are selected on the first screenshot in idea 1, a pop up like this will be displayed on the screen, asking the users if they want email updates for classes they have waitlisted for. The classes will be listed with some important information like course name, CSCI number, lecture type, etc. Beside each course there will be a checkbox that users can use to select the course they want to track. By default, all the courses will be selected and users can unselect classes they do not want to track. Checkboxes are perfect for this situation as they are familiar components in user interfaces and make it easy to compare available options (Source). Then in the bottom of the modal, there will be a red 'no' button on the left side and a green 'yes' button on the right side for the same reasons mentioned above.

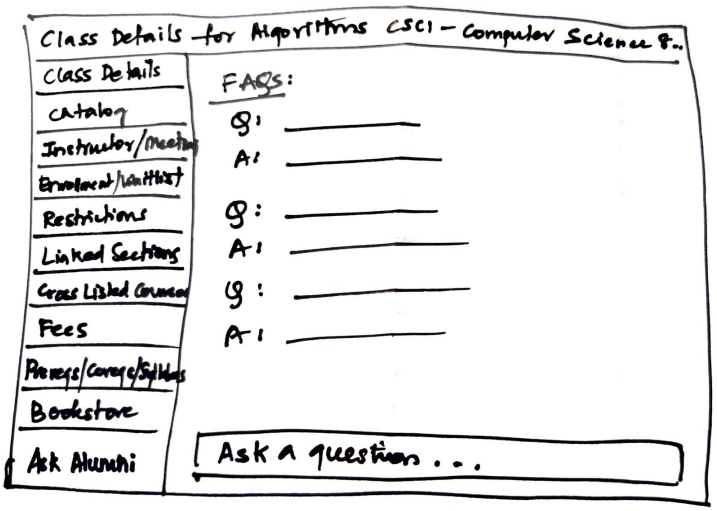
4. **User Story 3: Career Prospective/Class Reviews**

   Idea (1): Courses on Athena will display a rating out of five stars based on the feedback from previous students who have taken a certain course using polls.



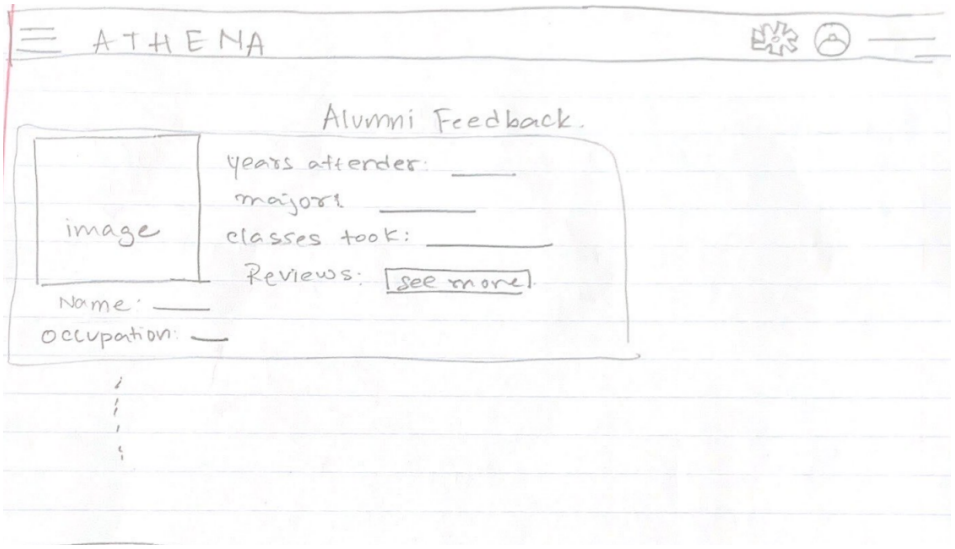
On the left panel in the above pop-up another tab is added to show the rating of that particular course. So when clicking on this “Rating” tab on Athena, the color of the tab changes to white to emphasize that it has been selected. Once the “Rating” tab has been selected the course rating is displayed on the right side of the pop-up. The 5-star rating system has been used to display this where the number of stars colored out of the 5 stars indicates the rating number that particular course has. The following (Source) says that “The main advantage of a 5-star survey is its intuitiveness. Instinctively, we know that “1 star” is very bad, and “5 stars” is very good, and in most cases, respondents don’t need additional explanations. Irrespective of the customer’s language, the 5-star rating is very easy to interpret.”

Idea (2): Athena will allow students to connect with alumni to understand more about courses, ask questions, and talk about how the course helped them.

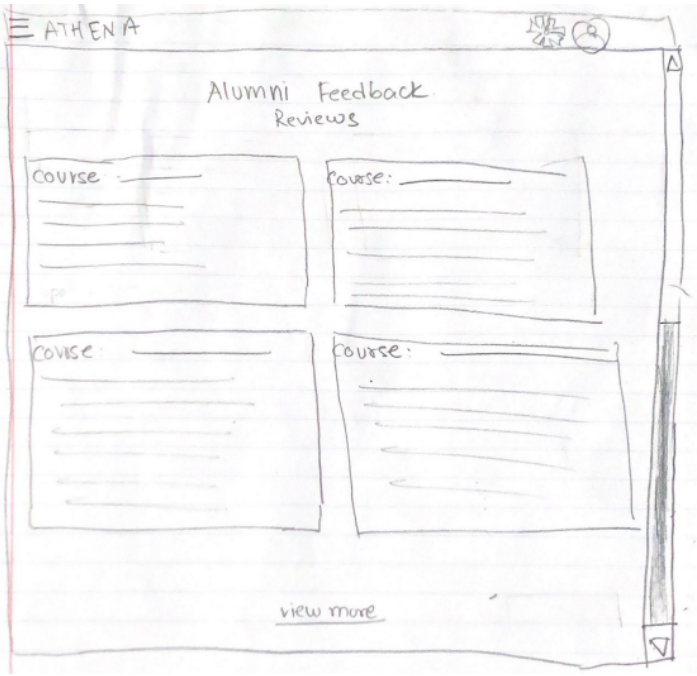


Clicking on the newly added Ask Alumni tab on Athena changes its color from gray to white to emphasize that it has been selected. To the right, shows the recent FAQs to the alumni and if any more clarification is needed students can ask more questions regarding the course in the input box given below in the pop-up. Laying the question and answers in the form of a list helps displaying a large amount of information in a compact way.(Source). The input box below with the placeholder which prompts the user to “Ask a question” provides a hint to the users which makes it more approachable for the users to ask more questions (Source).

Idea (3): Athena will take you to an alumni feedback page which lists profiles of students and the classes they took and how it helped them in their career, allowing you to filter by major, year, etc.



Athena will include an Alumni Feedback page that will consist of multiple cards in vertical list layout because this type of layout is useful for displaying a large amount of information in a compact way (Source). Each card will contain an image of the alumni to the left and also display important information as shown above. In order to see the reviews, the user will click on the ‘see more’ button. We chose to do this rather than listing all the reviews on the same page so that it does not clutter the page. Adding a ‘see more’ button will not be visually intrusive (Source).

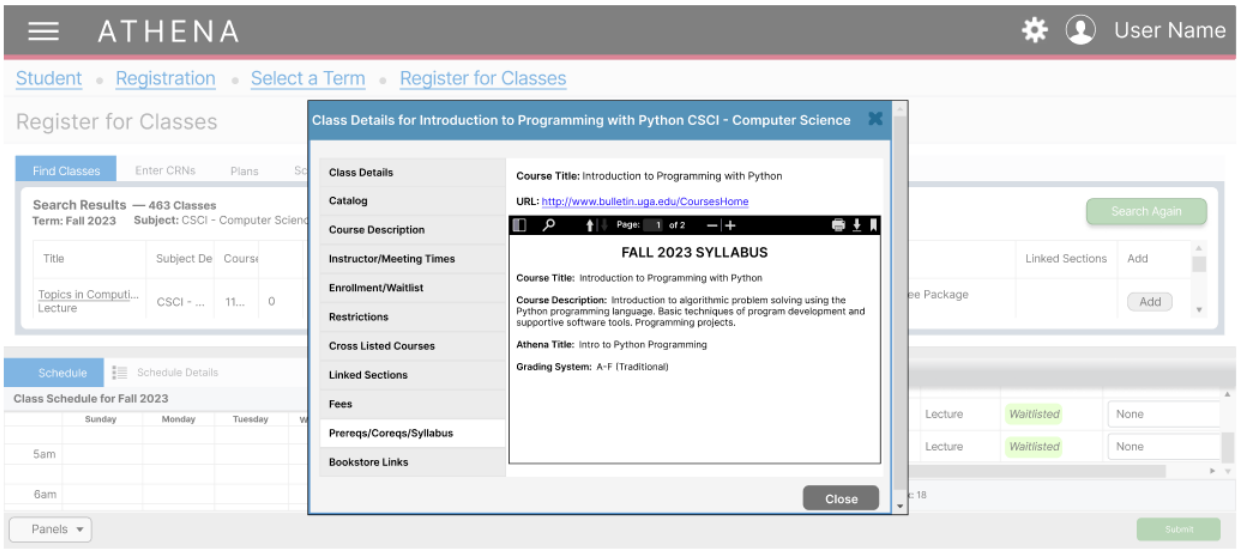


Clicking on the see more button will display the screen shown above with the reviews for each of the classes the student has written reviews for in a two column grid layout (Source). If a student has many reviews that do not fit in a single page, we choose to use another 'view more' link at the end of the page rather than using pagination. When the user gets to the end of the list, the link will be the next thing they see and for users who are only interested in the first few results will probably never see that link. Ideally the users will see functionality they want at the moment they want it (Source).

C. Detailed Designs

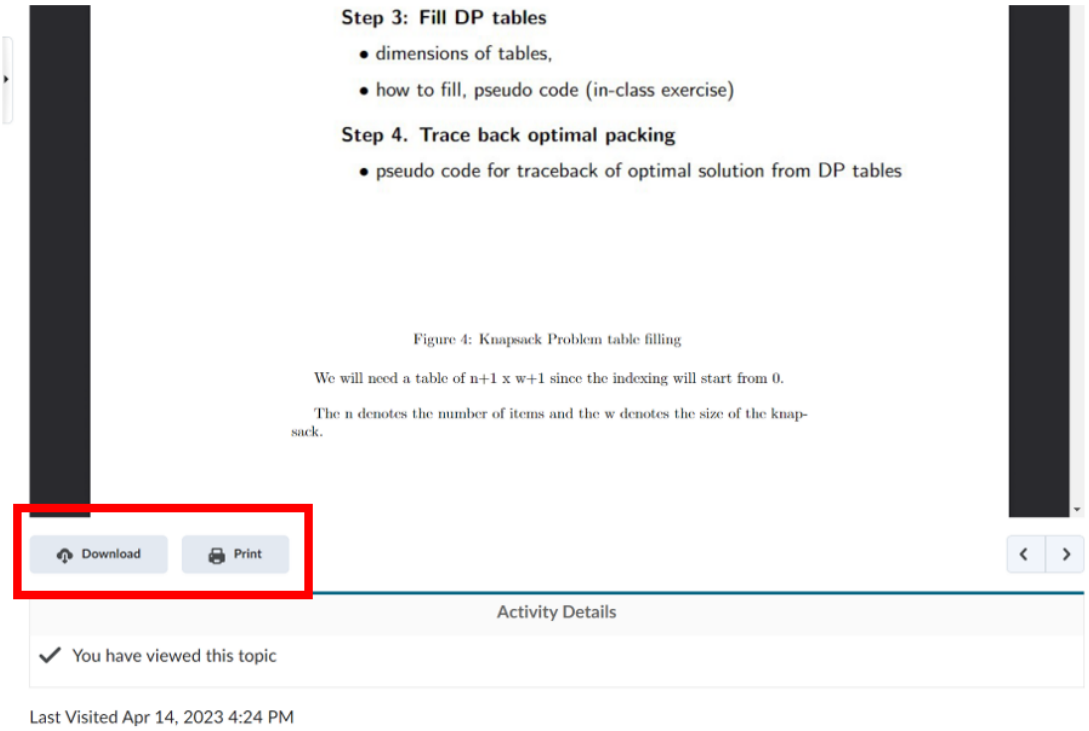
1. **For each of the relevant user stories you identified and justified in (A), pick what you think is the best design alternative you wireframed in (B), then produce a higher fidelity mockup of the wireframe. Each mockup should:**
    - **be presented in a manner consistent with your wireframes in (B);**
    - **include a justification for why you think it's the best design; and**
    - **include a justification for why design decisions were made.**
2. **You are expected to use a software tool (e.g., Figma) to create your mockups. For each mockup, you must provide a download link for the source file in addition to one or more exported PNG files.**

User Story 1a:
Source File:
https://www.figma.com/file/kwLnaOc4fqq6um7seAh6rd/Milestone3_Mockups?node-id=68-492&t=BkPzeeMCZfWKuhuT-0



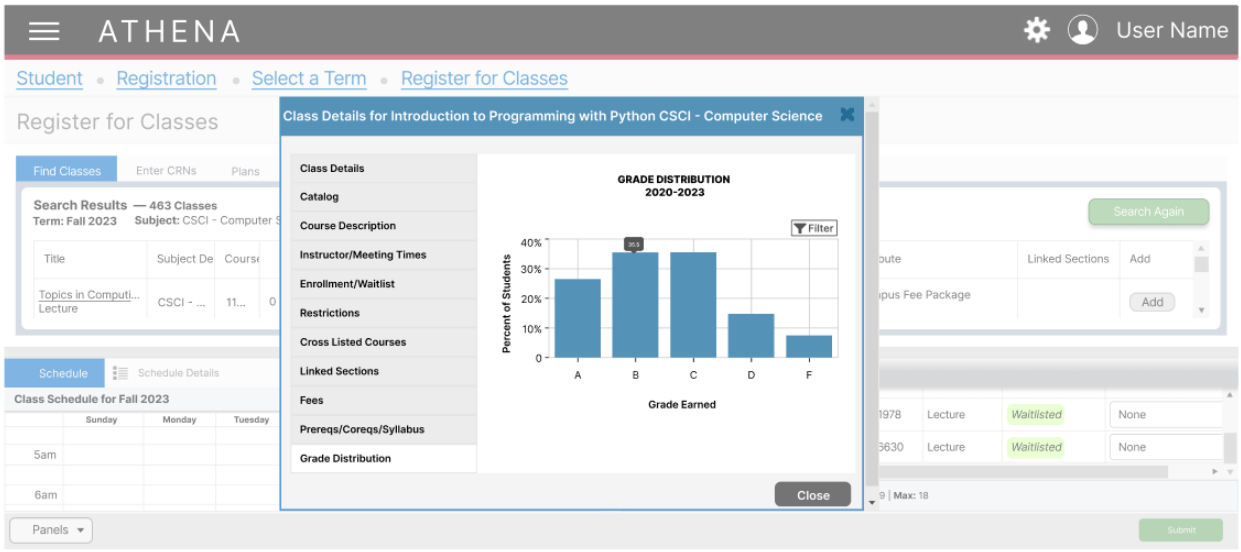
Clicking on the syllabus tab on Athena helps you view the syllabus. Here you can find the uga bulletin link to the syllabus as well as an embedded pdf of the current 2023 syllabus. Embedded pdfs are very much consistent, secure and attain the same layout and are found in most of the UGA applications. One such evidence would be the contents in eLC where you can view, download or print the embedded pdfs as shown in the below image.

These embedded pdfs provide options to download and print the syllabus which makes it more convenient for students to access the syllabus at any time. Pdfs are preferred as they are easy to download and the file size is relatively small and pdfs are also editable. (Source).

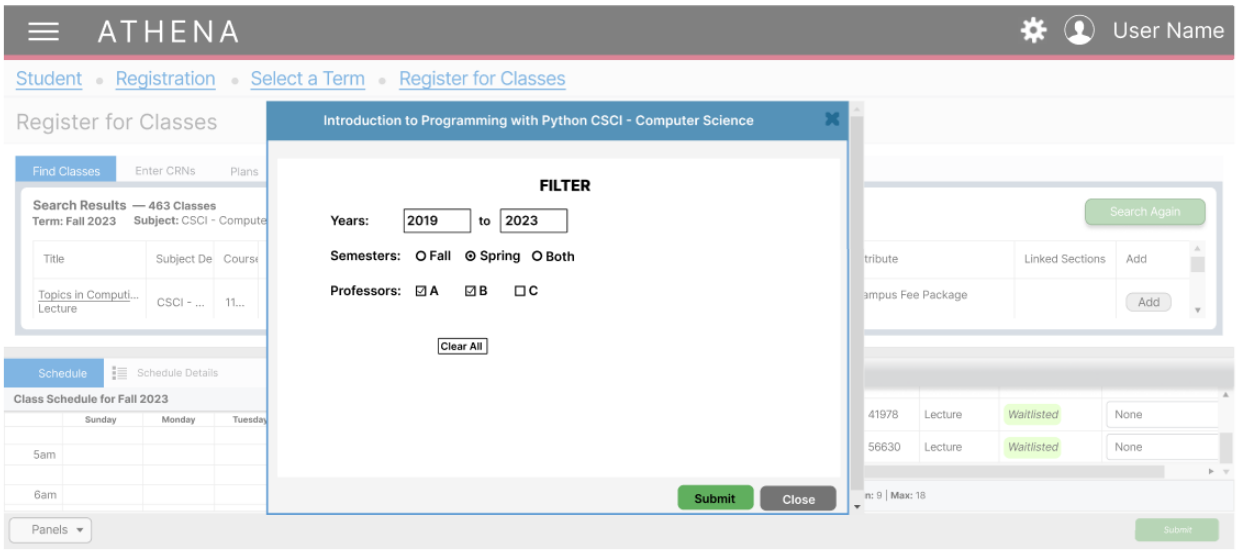


We believe this was the best idea because it gives the students access to view the syllabus without any outside security risks at play since it is on the university login protected website which, since a great deal of information is already provided to students through Athena, we can say is properly protected for students who want to access Athena (Source). Giving the students the option to view the syllabus on google docs would be helpful but security problems could occur, compromising the university (Source).

User Story 1b:
Source File:
https://www.figma.com/file/kwLnaOc4fqq6um7seAh6rd/Milestone3_Mockups?node-id=69%3A525&t=BkPzeeMCZfWKuhuT-1



After clicking on the grade distribution tab, the grade distribution for the course taught by the same professor for the last three years will be displayed by default. The x-axis and y-axis are well titled unlike the low fidelity wireframes so that users will be able to easily understand what this visualization is about (Source). We also decided to combine the bar labels from idea 2 so that we just have the grade and not the grade range, making the labels shorter and the graph cleaner. Finally, we included a filter button with a filter icon to the top right corner of the graph. This position is in-line with the graph component and is a prominent place to display filter buttons as other softwares like Microsoft Excel also place it there (Source). We decided to color the bars the same color as the banner of the modal to keep it consistent as that was one of the primary color in the Athena portal. Lasty, we added an example of what it would look like if the user hovered over the bar for B. A tooltip would the bar's value so that users can easily read its value. Using tooltips with graphs is a great way to "provide a high level detail at first glance while letting people dive deep end when they like" (Source).



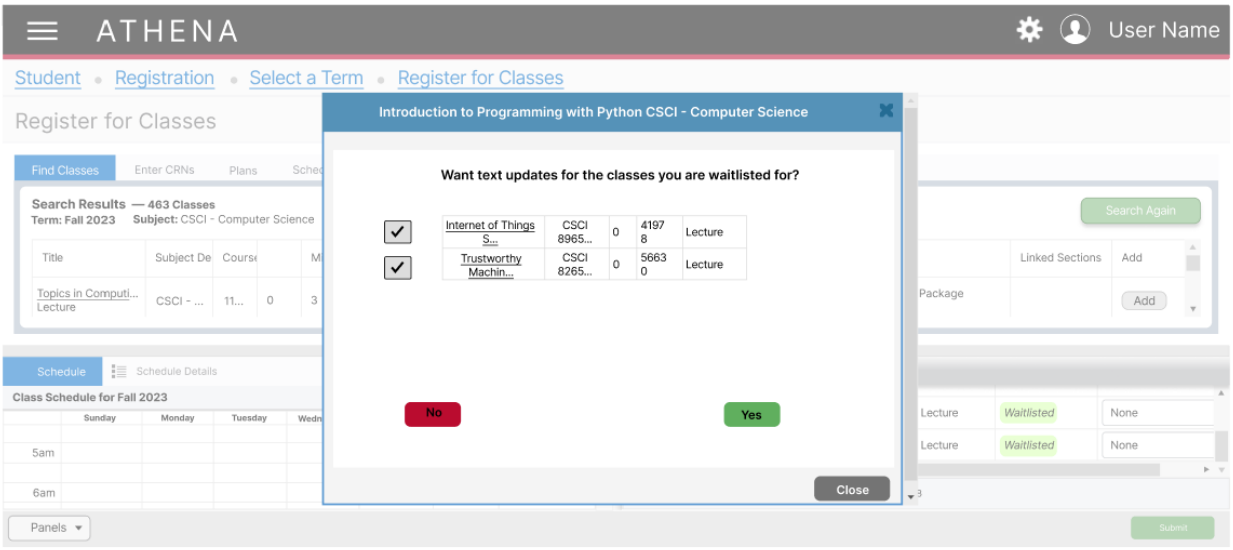
The second image shows what happens when the user clicks on the filter button. A filter modal will be displayed with filters like year, semesters, and professors. A different component we added to this part was the clear all button. This button provides an easy way for the users to reset all filter selections at once (Source). Then we decided to move the submit and cancel buttons down and place them beside each other in the bottom right side to keep it consistent with the existing style of Athena. As for the order of these buttons, we followed the *OK/Cancel* order as it supports the natural reading order in English (Source).

The third image is an example of what the visualization would look like if the user chooses certain filters and applies them using the submit button. In this example, the user has chosen to compare the grade distributions for two professors: A and B. So the screen includes a legend that lets the user know which color is associated with which professor. In addition to this, we chose those colors to differentiate the bars for each professor since these colors are analogous colors that are not too close to each other, creating a comfortable palette (Source).

For this user story we decided to combine the two ideas we had to make the best possible user story by using both of the ideas' features. Therefore, there is no "best" idea for this user story.

User Story 2:
Source File:
https://www.figma.com/file/kwLnaOc4fqq6um7seAh6rd/Milestone3_Mockups?node-id=69%3A1942&t=BkPzeeMCZfWKuhuT-1

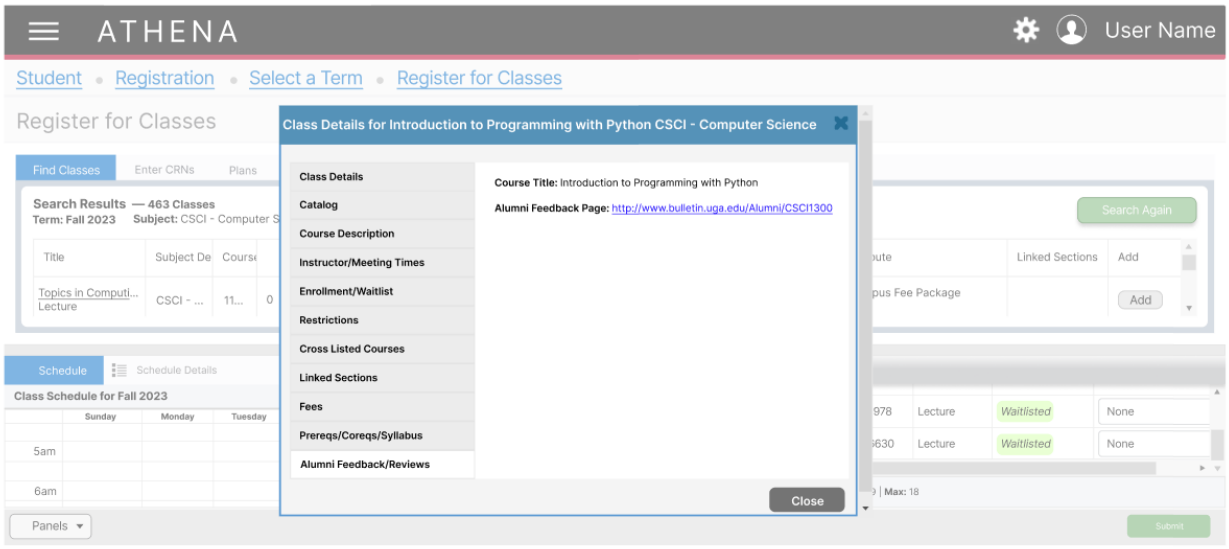
After signing up for a waitlist of a class, Athena adds you to a list of people who can be sent a text reminder when space in the class becomes available or when any other updates to the class are made.



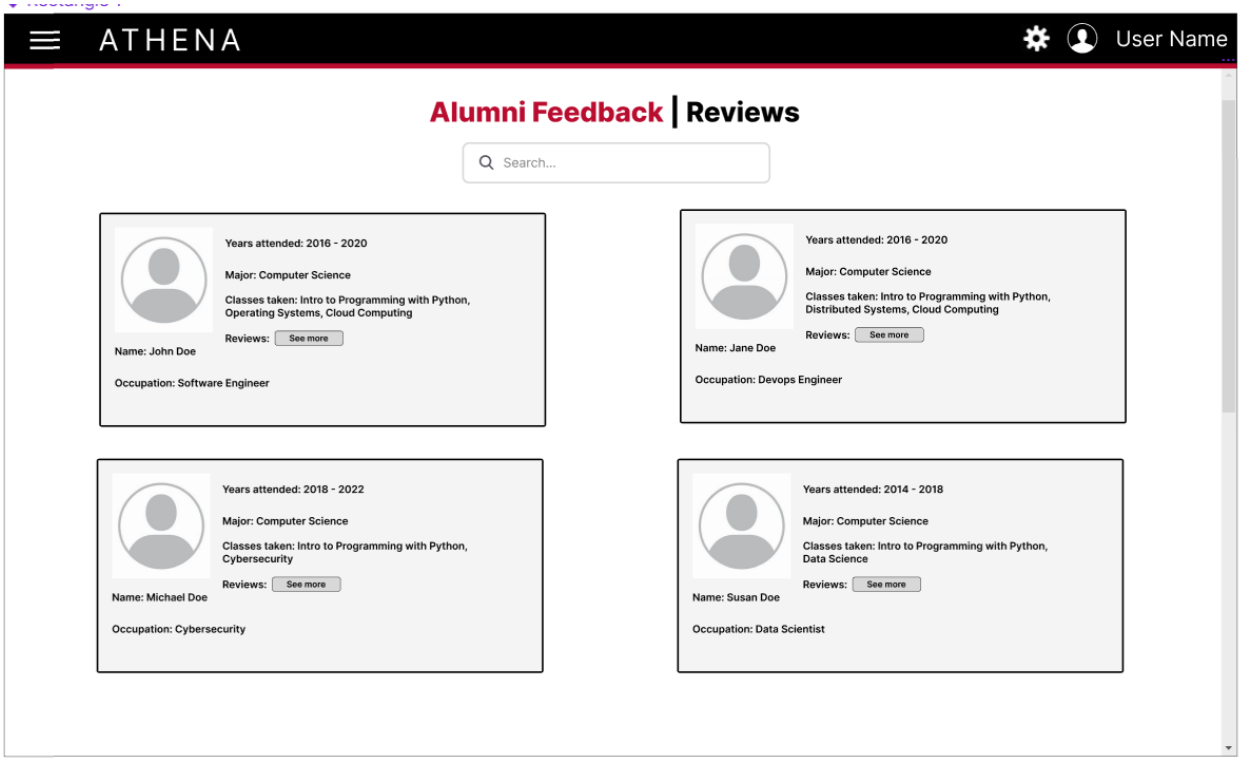
We combined the design ideas for idea 1 and 2 to create this mockup. We realized that idea 1 would be inefficient if the user decides to waitlist for multiple classes at a single time so it would not make sense to show a confirmation pop up for each class they student waitlisted for. In addition to this, we decided that asking for the phone number is unnecessary if we can assume that all students who use Athena have a duo account linked to their phone number (Source), meaning the students phone number is already stored in the database which we can access to complete the user story.

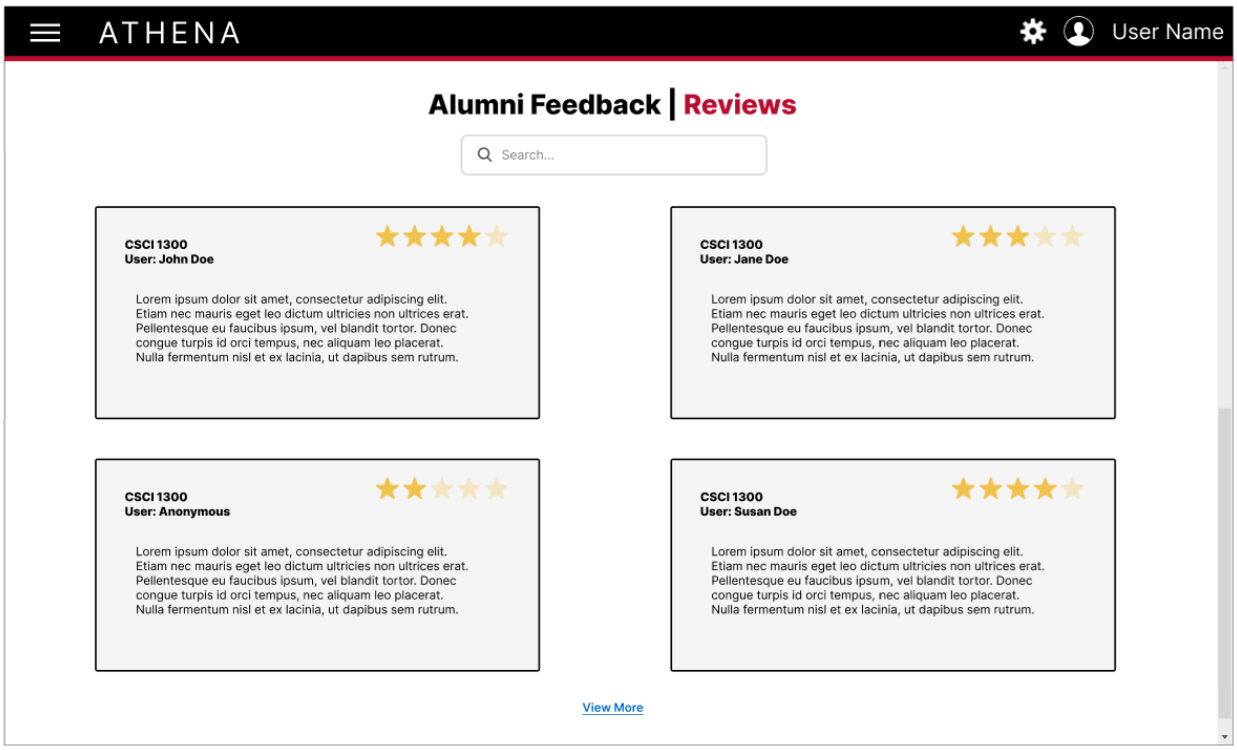
Since we used concepts from both ideas in this user story there was no “best” idea for this user story.

User Story 3:
Source File:
https://www.figma.com/file/kwLnaOc4fqq6um7seAh6rd/Milestone3_Mockups?node-id=69%3A1943&t=BkPzeeMCZfWKuhuT-1



For the higher fidelity mockup, we started from the familiar course details modal that students look at while registering for a class. When the user clicks on the newly added ‘Alumni Feedback’ tab, a link will be displayed to the right that will take the user to a new web page titled Alumni Feedback. The page lists the profiles of Alumni who have taken this course and includes a brief summary about them. We decided to do this in a two column layout. We also added a nav bar that includes links to the Alumni Feedback page and the Review page so users can easily navigate between both these pages (Source). For the page that is currently selected, we decided to color the text Bulldog Red to reflect the cohesive Georgia brand (Source). In addition to this, we added a search bar in the center to make it easy for prospective students to find reviews relating to their own majors and classes (Source). Placing the search bar in the center is consistent with many other sites like Amazon, Ebay, Google, etc, who believe that this position is the most efficient way to navigate around their products (Source).





As for the Reviews page, we again used the classic two column grid layout. But we decided to add the 5 star ratings for each card in the top right corner to incorporate elements from idea 1.

We believe that this was the best idea because it gives users the ability to see direct feedback rather than making them contact alumni and having to wait to see feedback since it might take time for the alumni to respond and they may not even respond at all (Source). Further a system of only ratings doesn't inform students as well as actual feedback can (Source). Therefore, we decided to include the ratings along with actual feedback.

D. Summary Video

1. **Create a 5-10 minute video that summarizes the information in parts (A), (B), and (C). The creation of this video should involve all team members, and the video itself should contain credits at the end describing who did what.**

You should provide the link to the video in your milestone deliverable report; if your report is an HTML page, then you may embed the video into the page in addition to providing the link.

https://youtu.be/Z4Jsyg95Xt8

Credits

A: User Stories: Yalini Nadar, Subhiksha Ganesan, Neel Roygaga, Yash Roygaga, Himanshu Jain

B1: Brainstorming: Yalini Nadar, Subhiksha Ganesan, Neel Roygaga, Yash Roygaga, Himanshu Jain

B2: Low fidelity Wireframes: Yalini Nadar, Subhiksha Ganesan, Neel Roygaga, Yash Roygaga

- **Justifications:** Yalini Nadar, Subhiksha Ganesan

C: Higher fidelity mockups: Yalini Nadar, Subhiksha Ganesan, Yash Roygaga

- **Justifications:** Yalini Nadar, Subhiksha Ganesan, Neel Royagaga

D: Video Upload: Neel Roygaga

[E]: Attaching milestone 3 to website

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