

UNIVERSITY OF BELIZE
FORMFLOW

ADDITIONAL NEEDFINDING &
EXPERIENCE PROTOTYPES



CMPS3141-P02-25S1
PHASE 2

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DATE:
18 SEPTEMBER, 2025

Declaration of Use for Generative AI in Assessments

I hereby declare that in the planning, drafting, and/or revision of the work attached, I have made use of Generative AI tools in the following ways:

Acknowledgement of Generative AI Tools Used

- | | |
|---|--|
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| <input type="checkbox"/> To find sources. | <input type="checkbox"/> To generate translations included in the submitted work, whether or not manually revised. |
| <input type="checkbox"/> To plan the structure/outline of the work. | <input type="checkbox"/> To improve the language of my own phrases, sentences, and/or paragraphs. |
| <input type="checkbox"/> To generate programming code. | <input checked="" type="checkbox"/> To generate the text of (part of) the submitted work. |

Acknowledgement of Assessment Submission

I, **Andres Hung, Jennessa Sierra, and Tysha Daniels**, hereby confirm that on **September 16, 2025**:

1. I am the author of this submitted document.
2. I am responsible for any AI-generated errors or fabrications.
3. I understand the limitations and risks of using AI.
4. I used AI tools ethically, protecting all sensitive information.
5. I ensure any AI-assisted work remains originally my own.
6. I have appropriately acknowledged all use of generative AI.
7. Undeclared AI use constitutes academic dishonesty, which I acknowledge.
8. I am accountable for any resulting academic misconduct.

Add more rows to the table as needed to include ALL tools used in the creation of your assessment submission.

Generative AI Tool Used (Please List Each Separately)	Purpose of Use	Briefly Explain the Extent of Use
ChatGPT (Pro)	Idea and text generation	The How Might We statements and their solutions were generated given the project context to quickly evaluate ideas from the revised Points of View.
AssemblyAI (Free)	Transcribing interview audio	The interview transcript audio for the additional needfinding was transcribed with AI in order to quickly find suitable quotes in the empathy map.
Grammarly (School)	Grammar and typos	Quick fixes of grammar and spelling errors.

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Course Code: **CMPS3141**

Department: **MPIT**

Signature: 

Date: **September 18, 2025**

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	Course	CMPS3141 - Human-Computer Interface
	Semester	2025-1
	Preparation Due Date	Sep 21, 2025

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Problem Domain

Forms play a key role in the formal interactions between students and the University of Belize (UB). They are responsible for all aspects of campus life, from simple forms for exam deferral, program change, grade/financial information release, and transcripts, to more complex processes such as the initial application and graduation processes. These student forms involve a dialogue between the student and the Records Office/Accounts Receivable Office, which can occur in-person, online via email exchange, or both. There is a need to improve the current process from the student's perspective. We intend to design an interface that will be more efficient for the student and the university staff.

An alum's UB Student ID is a unique identifier that already exists in the university system, and it contains a wealth of information relevant to many fields in existing forms, such as student program code, student identity, and contact information. Many forms submitted by students may get lost, as students lose track of whether the form is still in progress or completed. These forms typically involve multiple parties' signatures, such as the lecturer's for withdrawal forms and the dean's for program change forms. Our objective, therefore, is to design an online interface that will act as a student's central hub for submitting forms with clear tracking of their progress, enhancing the overall communication between student and faculty.

Initial Points of View (POV)

In the initial needfinding phase conducted previously, we interviewed one student and two university staff members on campus. From analyzing the interviews and constructing an empathy map, the following initial points of view were derived:

Initial POV 1	A student failed to enter their correct program code, but a Records office staff member manually corrected it without asking the student to do so.
Initial POV 2	A student missed the application for graduation form deadline, as it must be completed a semester before graduation.
Initial POV 3	A student who submitted a withdrawal form at the beginning of the semester did not know it was not processed, as the lecturer forgot to complete the form.

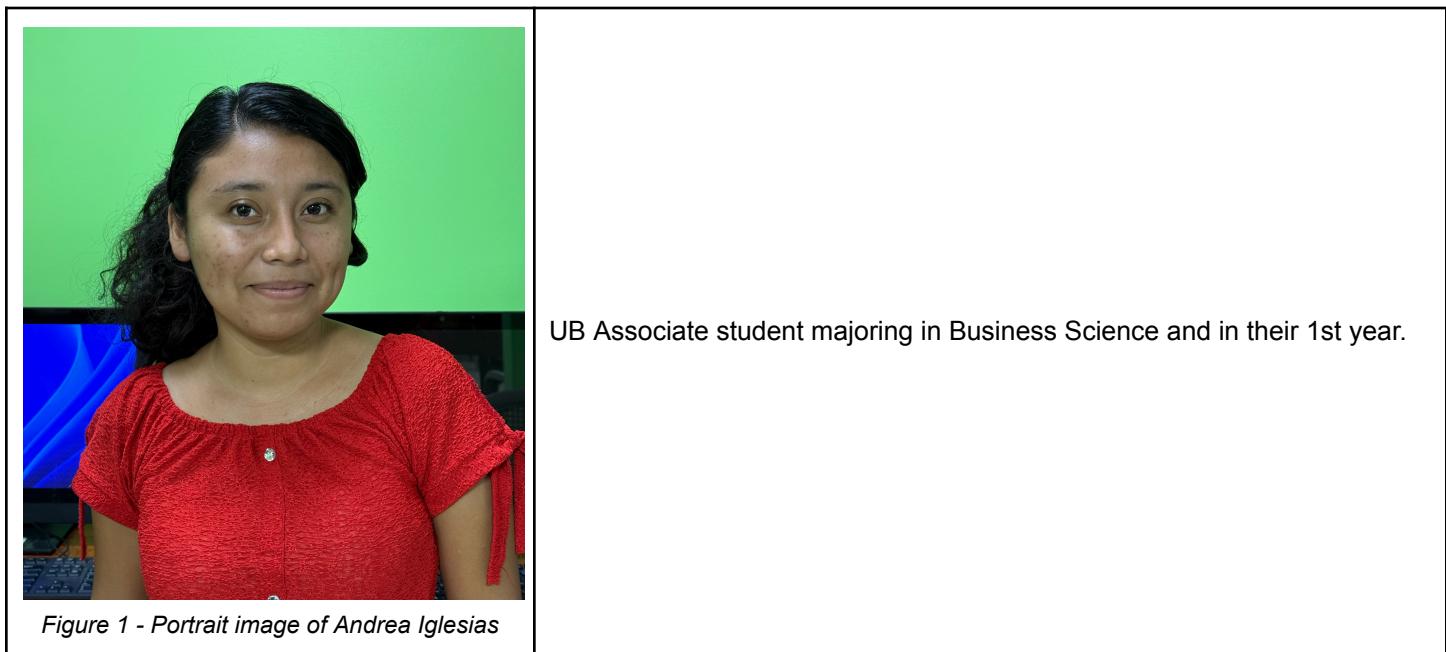
Table 1 - Initial POVs derived from previous needfinding.

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Additional Needfinding Results

Additional interviews were conducted on September 15th, 2025, to better understand the students' perspective. Interviewees were chosen based on how long they have been students. Associate-level students would have insight into navigating forms for the first time, while bachelor-level students would already have experience with the current form system... We describe two (2) Associate students and one (1) Bachelor student, and some of the questions asked below.

Interviewee 1 - Andrea Iglesias

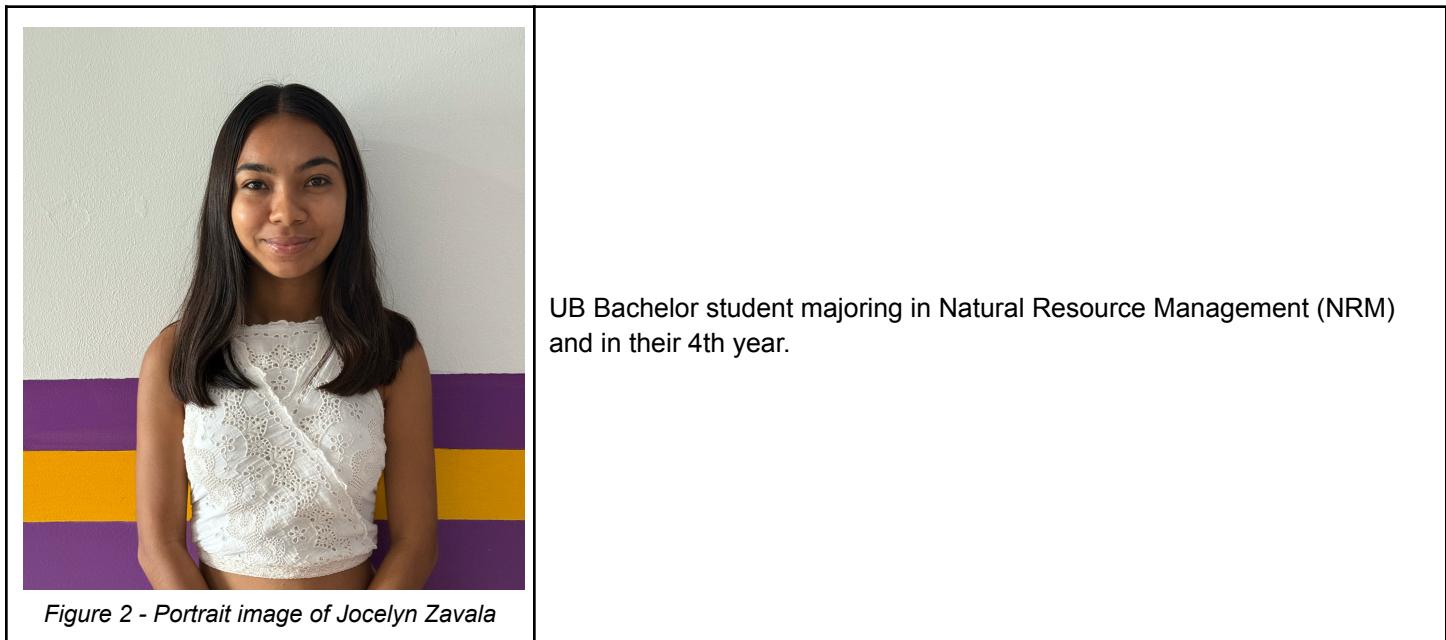


Questions

1. If a signature is required, which method would you use (print/scan, e-sign, photo)? Why that one?
2. After submitting, what specific confirmation/status would make you 100% confident it is being processed?
3. Have you ever learned that you used an outdated form/template? What would keep that from happening again?
4. How do you usually get help if you don't understand part of a form?
5. Do you prefer in-person interactions or email/online processes, and what makes one better for you?

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Interviewee 2 - Jocelyn Zavala



Questions

1. Walk me through where your last form “sat” the longest. Who owned the next step? How did you know?
2. What would make you trust an online-only submission?
3. If there were a live tracker (Submitted -> With Faculty -> With Records -> Done), which 2-3 status updates matter most and why? What would it be if you could change one thing about the form process?
4. On a 1–10 scale, how satisfied are you with the current forms process? What would make that number a 10?

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Interviewee 3 - Ashli Segura



Questions

1. When you search for a form today, where do you look first?
2. What signals tell you a form is “official” or the latest?
3. How long does it usually take to complete the process from start to finish?
4. Do you prefer in-person interactions or email/online processes, and what makes one better for you?
5. After submitting, what specific confirmation/status would make you 100% confident it’s being processed?

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Interview Results

Below are the results of the interviews, collated using the empathy map methodology. The empathy map sections comprise what the interviewees say, do, think, and feel.

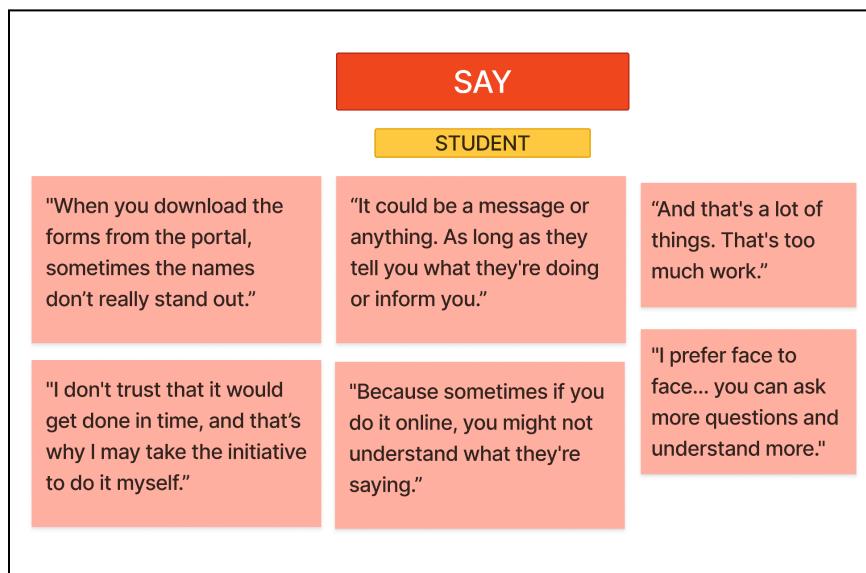


Figure 4 - Empathy map findings for what the interviewees SAY

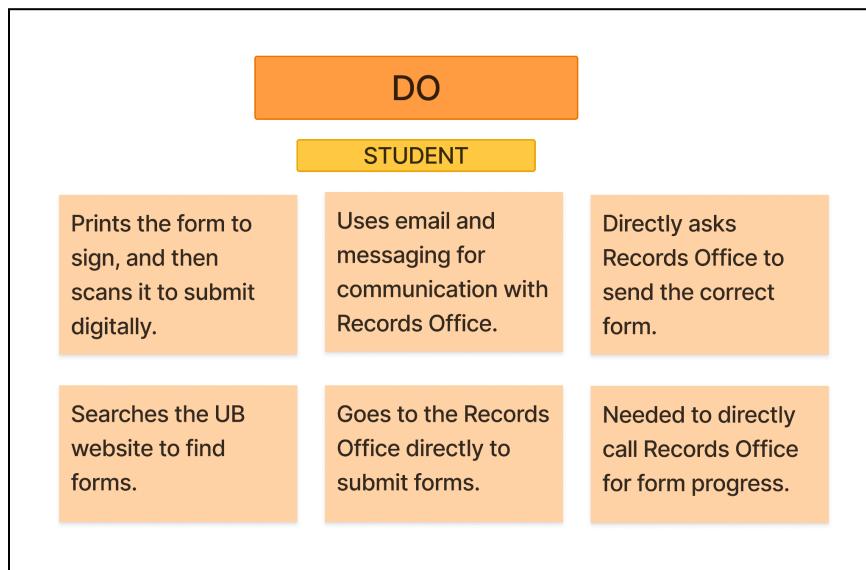


Figure 5 - Empathy map findings for what the interviewees DO

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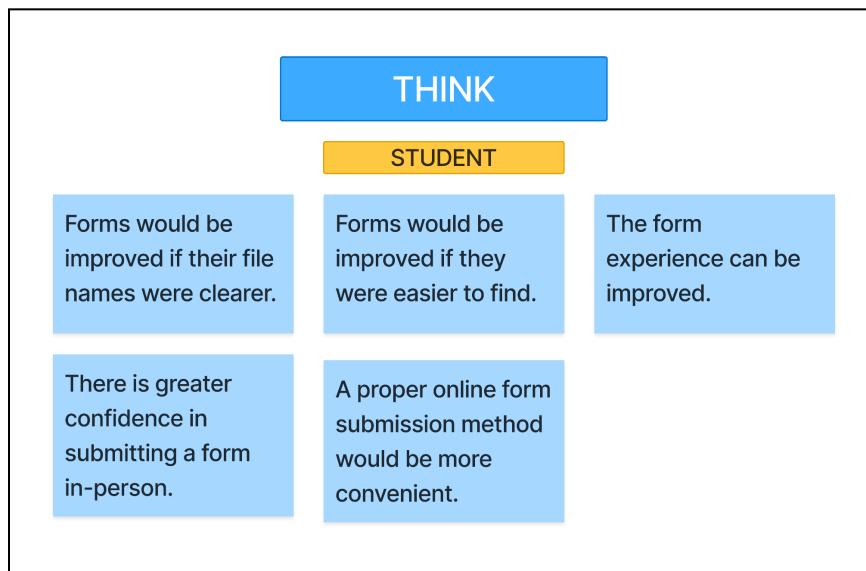


Figure 6 - Empathy map findings for what the interviewees THINK

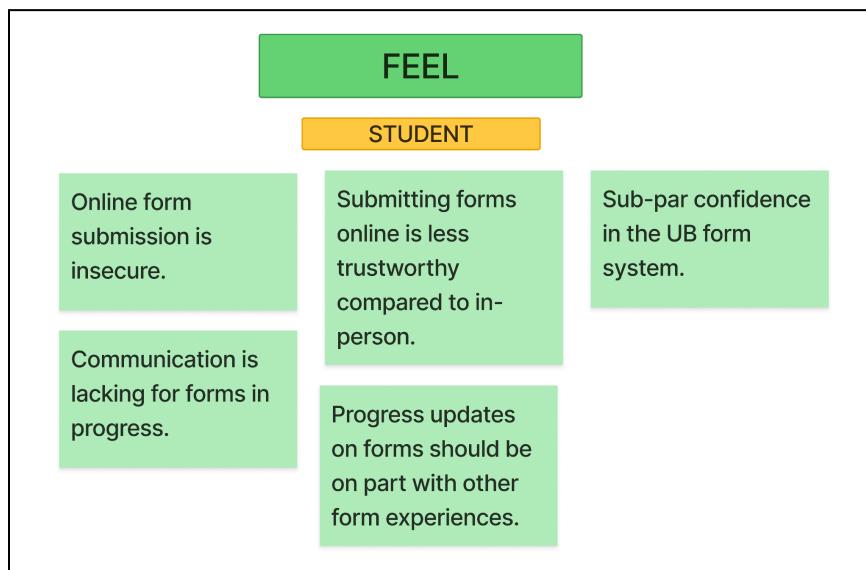


Figure 7 - Empathy map findings for what the interviewees FEEL

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From these results, we derived the following needs and insights. Compared to the previous findings in the initial needfinding phase, we see that earlier themes of trust gaps, inefficiency, and lack of transparency remain central. Specifically, students emphasized clearer file naming, reliable confirmation messages, and live tracking as essential to building trust in digital submissions. Students also point to the hassle of printing, signing, and scanning forms or figuring out how to sign them digitally, highlighting the need for simpler alternatives. Together, these insights show that the initial focus on issues of friction and trust has evolved into concrete design opportunities around clarity, streamlined signing, and reliable communication.

Quote	Need	Insight
"When you download the forms from the portal, sometimes the names don't really stand out."	A single, trustworthy source for the latest forms.	Providing the "right form" through a clear medium can greatly reduce errors and rework.
"I don't trust that it would get done in time, and that's why I may take the initiative to do it myself."	Clear and reliable status/confirmation messages when submitting online.	Students fill process gaps with extra effort. A digital tracker with alerts would put the responsibility back on the system.
"Because sometimes if you do it online, you might not understand what they're saying."	Clear guidance and clarification when filling out online forms.	Trust and clarity beat convenience. If digital feels vague, students will default to in-person.
"And that's a lot of things. That's too much work."	A simpler, digital signature method that avoids printing and scanning.	Reducing the signature friction can flip preference to digital.

Table 2 - Needs and insights derived from additional needfinding interviews.

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Revised POVs & How Might We (HMW) Statements

From the additional needfinding interviews done, we revise our initial Points of View (POV). These revised POVs match closely with the original problem domain. Table 2 below summarizes the revised POVs and assessments based on the new interviewees. Afterwards, How Might We (HMW) statements for each revised POV are listed. These statements describe possible scopes for each POV.

Who We Met	What We Were Amazed to Realize	It Would Be Game-changing to	Point of View (POV)
Andrea Iglesias	She was not aware of where to find the official forms.	To have a central location for relevant forms.	POV: A student misses a form deadline for a variety of reasons, due to their own fault or outside of their own fault.
Jocelyn Zavala	In her application form, she was not informed by the Records Office that the form was incomplete until she manually reached out.	To have regular and meaningful updates during the processing of the forms.	POV: A student does not know the progress a multi-step form is in, causing missed deadlines or confusion.
Ashli Segura	She could not identify official or up-to-date forms.	To have an interface that inspires confidence and trust.	POV: A student and lecturer are both concerned about the security of forms submitted and signed online.

Table 3 - Revised POVs from each interviewee

Revised POV 1

POV: A student misses a form deadline for a variety of reasons, due to their own fault or outside of their own fault.

HMW Statements

1. How might we make deadlines more visible and accessible to students across different platforms?
2. How might we design reminders that adapt to each student's preferred communication style?
3. How might we reduce confusion by centralizing all forms and deadlines in one location?
4. How might we ensure students are informed of deadlines well in advance, with progressive reminders?
5. How might we help students keep track of incomplete or pending forms without relying solely on memory?

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6. How might we build a system that accounts for unexpected delays outside a student's control?
7. How might we provide clear step-by-step guidance for form completion so errors don't cause delays?
8. How might we create an accountability system that encourages both students and staff to follow up?
9. How might we incorporate buffer periods or grace options for unavoidable missed deadlines?
10. How might we design a notification system that distinguishes between urgent and non-urgent deadlines?

Revised POV 2

POV: A student does not know the progress a multi-step form is in, causing missed deadlines or confusion.

HMW Statements

1. How might we give students real-time visibility into the status of their form submissions?
2. How might we simplify multi-step forms by clearly showing what has been completed and what remains?
3. How might we use progress bars or trackers to reduce uncertainty about form processing?
4. How might we notify students when a form is stalled due to missing information or pending approvals?
5. How might we design a dashboard where students can see all of their forms' statuses in one place?
6. How might we integrate email, SMS, or app notifications that update as forms move through each stage?
7. How might we reduce dependency on manual follow-up by making the process transparent?
8. How might we ensure updates are both timely and understandable to non-technical users?
9. How might we allow students to ask questions or resolve issues directly from within the tracking system?
10. How might we give staff a simple way to update students on form progress without adding workload?

Revised POV 3

POV: A student and lecturer are both concerned about the security of forms submitted and signed online.

HMW Statements

1. How might we ensure online forms meet high standards of digital security and privacy?
2. How might we give students and lecturers visible proof that their data is protected?
3. How might we implement secure digital signatures that are easy to use and widely trusted?

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4. How might we provide transparency about who has accessed or modified a submitted form?
5. How might we reassure users that sensitive personal information will not be misused or leaked?
6. How might we balance security with usability, so the system feels safe without being overly complex?
7. How might we protect against errors or tampering by keeping a verifiable audit trail?
8. How might we allow offline verification of digital signatures to strengthen trust in the system?
9. How might we educate students and lecturers about the security measures in place?
10. How might we design the system so users feel confident their forms are both valid and secure?

Best HMW Statements & Solutions

From the selection of How Might We (HMW) statements brainstormed, the following are the three (3) best statements. For each statement, we list several possible solutions. The last subsection describes the three (3) best solutions chosen for each HMW statement and the reasoning for such choices.

Best HMW Statement 1

POV: A student misses a form deadline for a variety of reasons, due to their own fault or outside of their own fault.

HMW: How might we reduce confusion by centralizing all forms and deadlines in one location?

Solutions

1. **Centralized Homepage:** Create a single homepage that lists all available forms in one place, reducing the need to search across multiple sites.
2. **Deadline Table:** Implement a clear table view of all upcoming deadlines with corresponding form links, making due dates easy to scan.
3. **Categorized Forms Section:** Group forms into categories such as graduation, registration, or finance, so users can quickly find what they need.
4. **Search Bar Functionality:** Add a search bar that allows students to type keywords and instantly locate the right form.
5. **Featured Forms Section:** Highlight urgent or soon-to-expire forms at the top of the app to grab user attention.
6. **Downloadable Calendar:** Provide a downloadable calendar file (e.g., .ics) with all form deadlines that students can import into their own devices.
7. **Recently Updated Notices:** Show a “recently updated” tag on forms that have had changes, ensuring students always use the latest version.

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8. **Filter Options:** Allow users to filter forms by department or deadline month to quickly narrow down results.
9. **Pinned Deadline Banner:** Display a banner at the top of the app for the most urgent or critical upcoming deadlines.
10. **Printable Deadlines List:** Offer a printable PDF summary of all deadlines for offline reference or posting on notice boards.

Best HMW Statement 2

POV: A student does not know the progress a multi-step form is in, causing missed deadlines or confusion.

HMW: How might we use progress bars or trackers to reduce uncertainty about form processing?

Solutions

1. **Progress Bar Display:** Add a horizontal progress bar that fills as each form stage is completed, giving students a visual sense of advancement.
2. **Checklist View:** Present a checklist where users can see all steps and ticked items once they are completed.
3. **Timeline Tracker:** Design a timeline view showing each stage in order from submission to approval, with completed stages highlighted.
4. **Step Indicator:** Use a “Step X of Y” counter so students know exactly how far along they are in the process.
5. **Status Badges:** Attach badges such as “Submitted,” “Under Review,” or “Approved” to make current progress explicit.
6. **Stage Descriptions:** Add a dropdown or tooltip explaining what each stage means in plain language.
7. **Last Updated Stamp:** Display a timestamp indicating the last update to the form’s progress.
8. **Next Action Prompt:** Provide a short prompt telling the student their next required action, such as “Awaiting lecturer approval.”
9. **Color-Coded Status:** Use green, yellow, and red indicators to show completed, pending, and overdue steps.
10. **Submission Proof Page:** Generate a confirmation page that students can save or screenshot as evidence of their current stage.

Best HMW Statement 3

POV: A student and lecturer are both concerned about the security of forms submitted and signed online.

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HMW: How might we balance security with usability, so the system feels safe without being overly complex?

Solutions

1. **University Login Access:** Requires users to log in using their official UB credentials to ensure authorized access only.
2. **Submission Receipt PDF:** Generate a downloadable PDF receipt after submission, confirming the form was received.
3. **Password-Protected Submissions:** Store submitted forms in a password-protected section of the app.
4. **Two-Step Verification:** Implement a simple two-step check requiring login and student ID confirmation before final submission.
5. **Automatic Timestamps:** Stamp each submission with the date and time to prevent disputes about late or missing forms.
6. **Confirmation Message:** Display a confirmation screen and store it in the student's account for reference.
7. **Version Control:** Add version numbers to all forms so users always know they are filling out the latest approved copy.
8. **View-Only Restrictions:** Make submitted forms view-only for staff, ensuring no edits can be made after submission.
9. **Verified Seal Display:** Attach a visual "verified submission" seal once the form is successfully locked in the system.
10. **Transparency Notice:** Provide an on-screen notice explaining how form data is stored and who has access, reassuring users about security.

Best Solutions

For revised POV 1 and its best HMW, the best solution chosen is a combination of a centralized homepage, along with a deadline table and a pinned deadline banner. The deadlines would be highly visible.

Best Solution: Centralized Homepage: Create a single homepage that lists all available forms in one place, reducing the need to search across multiple sites. Enhanced on this homepage is a table of deadlines and a pinned deadline banner.

For revised POV 2 and its best HMW, the best solution chosen is a progress bar that updates at each form stage. This would be a simple and intuitive way to let users instantly understand their progress at a glance.

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Best Solution: Progress Bar Display: Add a horizontal progress bar that fills as each form stage is completed, giving students a visual sense of advancement for each of their pending forms.

For revised POV 3 and its best HMW, the best solution chosen is a combination of requiring an official UB email to log in, as well as providing a downloadable PDF receipt with timestamps once a form is submitted. This would add a strong basic layer of security while building user trust by giving tangible proof of submission.

Best Solution: University Login Access: Requires users to log in using their official UB credentials to ensure authorized access only. Generate a downloadable PDF receipt after submission, confirming the form was received, with the date and time to prevent disputes about late or missing forms.

POV HMW Solution Summary

Table 3 below summarizes the revised Points of View (POV), best How Might We (HMW) statements for each POV, and the best solutions for each HMW statement.

Revised Point of View (POV)	Best How Might We (HMW) Statement	Best Solution
POV 1: A student misses a form deadline for a variety of reasons, due to their own fault or outside of their own fault.	HMW: How might we reduce confusion by centralizing all forms and deadlines in one location?	Centralized Homepage: Create a single homepage that lists all available forms in one place, reducing the need to search across multiple sites. Enhanced on this homepage is a table of deadlines and a pinned deadline banner.
POV 2: A student does not know the progress a multi-step form is in, causing missed deadlines or confusion.	HMW: How might we use progress bars or trackers to reduce uncertainty about form processing?	Progress Bar Display: Add a horizontal progress bar that fills as each form stage is completed, giving students a visual sense of advancement for each of their pending forms.
POV 3: A student and lecturer are both concerned about the security of forms submitted and signed online.	HMW: How might we balance security with usability, so the system feels safe without being overly complex?	University Login Access: Requires users to log in using their official UB credentials to ensure authorized access only. Generate a downloadable PDF receipt after submission, confirming the form was received, with the date and time to prevent disputes about late or missing forms.

Table 4 - Summary of revised POVs, best HMW statements, and best solutions.

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Experience Prototypes

We designed the following experience prototypes based on the best solutions derived from the revised POV and best HMW statement. We tested these prototypes amongst the team as well as with some interviewees. We describe and assess our assumptions and findings below.

Prototype 1

Prototype 1 is based on the solution:

Centralized Homepage: Create a single homepage that lists all available forms in one place, reducing the need to search across multiple sites. Enhanced on this homepage is a table of deadlines and a pinned deadline banner.

For this design, seen in Figure 8, all forms are present on a single page, where thumbnails of the forms are links to direct downloads of the respective form. The most common forms are listed at the top, making it easy for students to quickly find the forms they are most likely to encounter. All forms are listed in the rest of the page, with a filter by category, making it simpler to find forms relevant to a student based on their situation. Besides the common forms, a section with upcoming deadlines listed allows students to quickly glance at forms they might need to engage with. Very pertinent deadlines are denoted with a small dismissible banner at the top of the page. At the top left, a login functionality allows students to submit their forms online.

Assumptions

The critical assumption for this prototype is that students can recognize the deadline sections and their importance to forms they might need to complete soon. Through this recognition, they will realize where they can quickly be reminded of forms and their deadlines.

Testing

The student, in search of a particular form, is presented with the interface after accessing it through a school computer or a personal computer. Two scenarios are that the student finds the particular form in the common forms list or through the all forms list. In this process, they notice the deadlines, which will be pertinent to their form, or inform them of another form they might realize they should do. The artifact in this testing can include the downloaded form.

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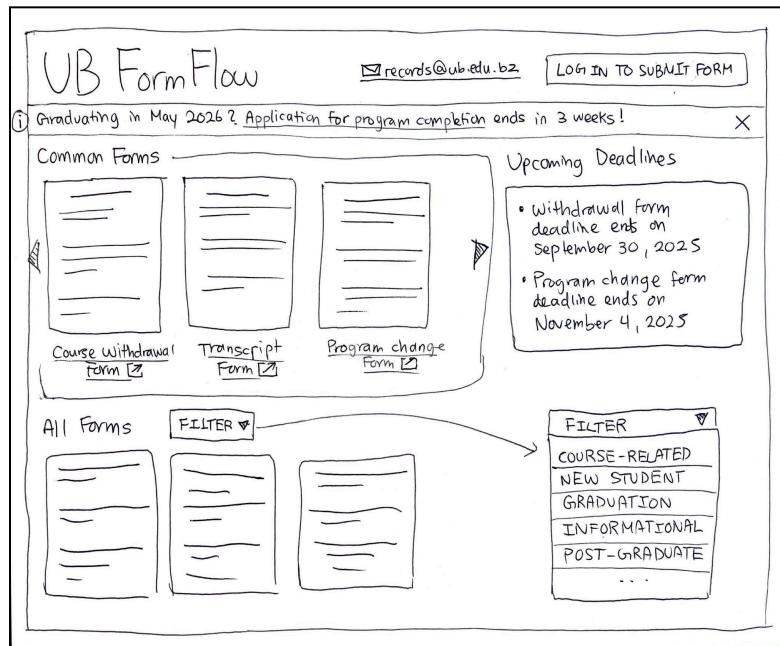


Figure 8 - Image of Prototype 1

Findings

What Worked	<ul style="list-style-type: none"> The deadline sections' positions are sufficiently visible to the student, Visibility of common forms was appreciated. Design exhibits centrality for form finding.
What Didn't Work	<ul style="list-style-type: none"> Form thumbnails may be too large. Filter categories may be unclear. The deadline section on the side should also have direct links to forms.
What Was Learned	Link redundancy can enhance the user experience by allowing students to find a relevant form in multiple locations. The current placement of deadline banners is not intrusive.
Surprises	Students may prefer redundancy even at the risk of making the interface potentially more confusing.
Assumption Validity	The prototype successfully validates the critical assumption of properly recognizing deadlines. This is due to the day the deadline sections are positioned, such that it is one of the first things noticed by students seeing the design. No new assumptions were derived.

Table 5 - Findings for Prototype 1

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Prototype 2

Prototype 2 is based on the solution:

Progress Bar Display: Add a horizontal progress bar that fills as each form stage is completed, giving students a visual sense of advancement for each of their pending forms.

This design, seen in Figure 9, represents two parts. One part shows the list of forms submitted through the online interface. Its name, submission date, current office holder, and overall status are displayed to see the overall progress of all forms. The second part represents a view of one particular form, showing the list of stages in a particular form. These stages vary depending on the form. Having the stages clearly delineated should show feedback for form progress. The relevant office can be contacted in case of additional queries post-form-submission.

Assumptions

The critical assumption for this prototype is that the design will inspire confidence that their form is not lost in progress. The stages listed should give a good idea of where the form currently is and how much progress is left. These stages should also be clearly delineated.

Testing

The student, having already submitted a form through the online interface, checks its status in the overall form list, as well as individually for a particular form. By seeing the stages listed, where the current stage is clearly highlighted, the student should not feel that their form is lost. The testing is done on the school computer or a personal computer. No artifacts are generated for this testing.

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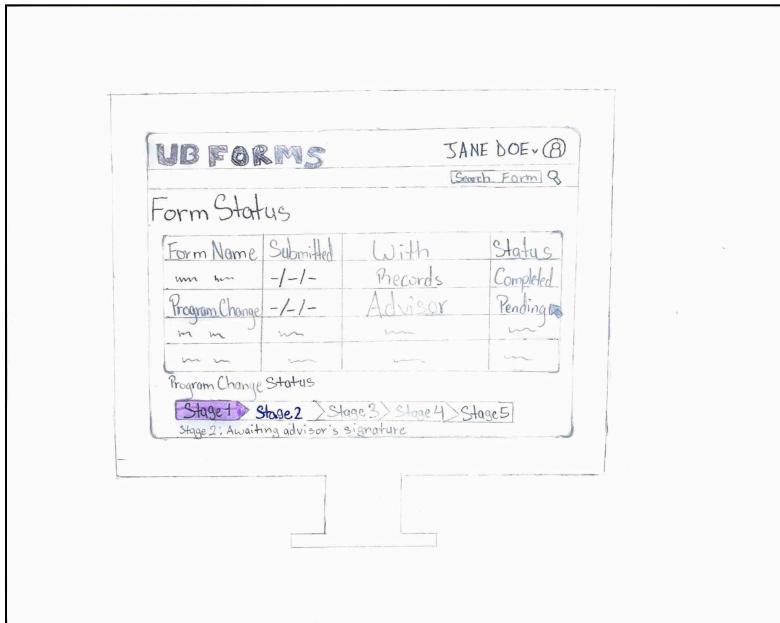


Figure 9 - Image of Prototype 2

Findings

What Worked	<ul style="list-style-type: none"> The progress clearly shows the current stage of the form. Column fields are useful to the student.
What Didn't Work	<ul style="list-style-type: none"> The stage components lack a description of what the stage entails. Status indicators lack color. Dates should be added in another column.
What Was Learned	Additional color highlighting in the prototype can play a crucial role in helping students more efficiently understand the statuses of their forms.
Surprises	Students can quickly grasp the prototype's information density, and they request more relevant form information that would be helpful for them.
Assumption Validity	The prototype successfully validated the critical assumption of the individual form stages being clear. From testing, another assumption arises in the color design for different design elements in the progress bar and column headings. Descriptions can also be incorporated without being overwhelming.

Table 6 - Findings for Prototype 2

CODECRAFT SOLUTIONS	Assignment Number	CMP3141-P02-25S1
	Course	CMP3141 - Human-Computer Interface
	Semester	2025-1
	Preparation Due Date	Sep 21, 2025

Prototype 3

Prototype 3 is based on the solution:

University Login Access: Requires users to log in using their official UB credentials to ensure authorized access only. Generate a downloadable PDF receipt after submission, confirming the form was received, with the date and time to prevent disputes about late or missing forms.

Prototype 3's design, seen in Figure 10, shows a screen after a form has successfully been submitted through the online interface. A receipt can be downloaded as documented proof that a form was submitted. Navigation on the left side is present for the student to see the forms they have submitted, as well as other forms they can submit. Updates to a form's progress are seen as a notification dot in their profile icon in the top right corner.

Assumptions

The critical assumption for this prototype is that the receipt will act as a reasonably secure method for form submission. From the perspective of the student, they should not be able to see the in-progress forms, such as in the case where it is being signed by the lecturer. Should there be a need for dispute, the receipt should act as appropriate documentation.

Testing

At a school computer or a personal computer, the student downloads the receipt after having completed submitting a form through the online interface. Another actor acting as a lecturer can process the form. The student shouldn't see the direct progress made on the form, but should see the progress in general stages. The receipt acts as an artifact that the student obtains.

CODECRAFT SOLUTIONS	Assignment Number	CMPS3141-P02-25S1
	Course	CMPS3141 - Human-Computer Interface
	Semester	2025-1
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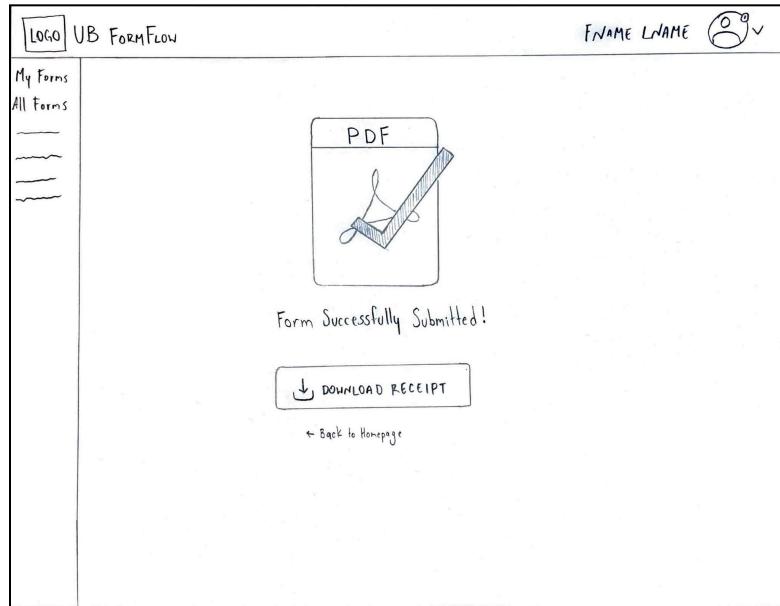


Figure 10 - Image of Prototype 3

Findings

What Worked	<ul style="list-style-type: none"> The prototype design successfully sends the message that the form is processed by the system. The receipt download was found to be useful. In-progress forms are not shown to the student.
What Didn't Work	<ul style="list-style-type: none"> Having to download the receipt was more steps than it could be shown directly or in another link.
What Was Learned	Direct downloads can be more inconvenient to the student, especially on mobile devices. Downloads should be one option, where others may prefer a direct link that can be screenshotted.
Surprises	There should be considerations for the storage space of students' devices. Downloaded documents and receipts can get lost in the filesystem, or students' storage may be near capacity.
Assumption Validity	The critical assumption was validated in this prototype, as the student only sees the necessary information relevant to their perspective in the form process. Students are not able to see the forms submitted and in progress.

Table 7 - Findings for Prototype 3

CODECRAFT SOLUTIONS	Assignment Number	CMPS3141-P02-25S1
	Course	CMPS3141 - Human-Computer Interface
	Semester	2025-1
	Preparation Due Date	Sep 21, 2025

Prototype Conclusions

Of the three prototypes designed and tested with students, all showed aspects of what worked and what didn't work. The critical assumptions for each were validated with only some minor adjustments and suggestions. Students found the prototype designs to be quick to recognize and grasp, and only a few clarifications were needed.

Prototype 1 showed strengths in having relevant information shown to the student without being confusing. Deadlines were properly highlighted, along with common forms being listed. Students were able to quickly glance at time-sensitive notices. Some parts of Prototype 1 can be adjusted, such as in the filter categories and overall space used.

Prototype 2 was clear in its presentation of various stages, although descriptions could be added. Students found that color highlighting was necessary, and this is another assumption that an additional prototype can tackle. Overall, students were able to feel more confident in the status of their forms.

Prototype 3 was effective in showing that a form was successfully submitted to the interface. While the receipt download's usefulness was clear to the students, it could be presented in another way other than a direct download. Such an adjustment would place less burden on the student in terms of storage resources.

Overall, students found all of the prototypes to be part of the same overall experience. The general design was well received, and the particular improvements that can be made will be noted in the development of the application. Given this, an amalgamation of all of the prototypes will be the best solution moving forward. Relevant changes will be made based on the students' feedback in order to establish the most effective design.

CODECRAFT SOLUTIONS	Assignment Number	CMPS3141-P02-25S1
	Course	CMPS3141 - Human-Computer Interface
	Semester	2025-1
	Preparation Due Date	Sep 21, 2025

Appendix

Public presentation link:

https://www.canva.com/design/DAGzMz_d5Hg/5JFdD2N6o-0_-V9L5m1jnQ/view?utm_content=DAGzMz_d5Hg&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utllid=hf6417980a7