



Effective Registration

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INFO 200 | AG-5 | TA Esha Bantwal

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Introduction

The UW's registration process is tedious, convoluted, and has a negative impact on students every quarter. Access to registration codes, information about classes, and professors' preferences is either not accessible or too hard to find. Solving this problem will assist students in saving valuable time. It will aid in faster declaration of majors, enable the selection of appropriate classes, and consequently reduce the time and money spent on unnecessary courses. If this problem is not addressed, it could lead to an unnecessary financial burden, longer university stays, and even an increase in dropout rates.

The Team

Team Members

Andrey Kulchenko: My responsibilities include design, ensuring communication, and formatting the final project.

Enrico Soputra: My responsibilities will be analyzing and interpreting the data, and also helping the design team.

Irina Nelepcu: My responsibilities will be designing the wireframes, prototyping, and testing.

Momoko Shindo: My responsibilities will include researching and collecting data from students at the University of Washington regarding registration issues.

Neelum Jawanda: My responsibilities included product manager as well as 'canvas manager' which means I will turn in the documentation as well as make sure we have completed everything that is assigned.

User Research

Interviews

Stakeholder Interview

We interviewed Rapinder Jawanda, a parent of an in-state sophomore student at the University of Washington, aiming to gain insights into parental perspectives on the registration process and

their children's progress throughout the university. Interviewing was a suitable research method as it enabled us to delve into their opinions and thoughts in-depth. The key questions revolved around inquiring about the registration process for their child, the concerns parents might have regarding their child in university, and the courses their child chooses. These inquiries were crucial as parents often provide financial support, allowing us to uncover their apprehensions and worries if the registration system does not favor the students.

Key insights and learnings from the interview include:

- o Rapinder is aware and finds it peculiar that students have to wake up early to register for courses. Additionally, her daughter plans the courses in advance.
- o Rapinder's daughter experienced stress due to being unable to add a class and having to wait for registration period 2. However, she was unaware of the registration timeline.
- o Rapinder's daughter seeks advice from older friends who have previously taken similar courses.
- o She believes that a capacity-constrained major system puts immense pressure on students as they need to reapply to a college. This creates nervousness and stress for her daughter.
- o Rapinder wishes to ensure her daughter is on track to graduate on time and to gauge how much longer her daughter will remain in school as she is funding her education.
- o She also wants to confirm that her daughter is taking all the necessary and correct courses to graduate on time.

User Interview 1

We interviewed Christina Kawai, an out-of-state freshman not on financial aid, who aims to pursue a double degree in Architecture and Real Estate. The purpose was to gain insights into how University of Washington students navigate the registration system and enroll in classes. Interviewing proved to be a suitable and adaptable research method, allowing for flexible questions tailored to the interviewee's responses. Key inquiries included her registration process, timing, guidance, course add/drop procedures, and feelings toward the registration system. These focal points provided a foundational understanding of the issues and sentiments users experience with the registration system.

Key insights from the interview:

- o Christina registered for autumn quarter courses during A&O part 2, a requirement for incoming freshmen, with guidance from advisors.

- o Seeking advice, she consulted her advisor about enrolling in higher-level courses and dropping unnecessary classes.
- o Within the initial days of school, she dropped a few courses associated with First-year Interest Groups (FIG) as they didn't align with her major aspirations.
- o Encountered obstacles in course selection due to unawareness of certain courses offered only during specific quarters.
- o Faced challenges in registering for courses and attending A&O sessions due to time zone differences, being outside Washington at the time.
- o Expressed stress and regret over the competitiveness among students vying for limited spots in sought-after classes during the registration process.

User Interview 2

We interviewed Annabelle Fallstrom, an in-state transfer student receiving financial aid at the University of Washington, aiming to gain insights into the course registration process and perspectives. Interviewing proved an appropriate method for this research as it allows us to deeply understand and explore issues by listening to the user's experience. Similar to the first user interview, key points from the questions revolved around the registration process, schedule creation, adding and dropping classes, as well as the user's emotions and sentiments regarding the registration system.

Key insights and learnings include:

- o Accessing information for registration is challenging due to scattered data across multiple websites, making it cumbersome to gather details about required courses for the major.
- o Registered for courses at different times and made last-minute switches just before the quarter started to secure preferred courses.
- o Encountered issues with credit transfer, resulting in some prerequisites not being fulfilled.
- o Wished for more research before course registration, particularly consulting the catalog, as visualizing the schedule was challenging.

User Personas



Jamie P

General info

Age	20
Finance	Financial aid, in state tuition
Major	Pre-science (undecided)
Academic	Transfer

Bio

Jamie is exploring the pre-major landscape, trying to find his stands in the academia. He faced challenges with transferred credits and struggled to visualize his schedule. Adapting to the college life, he struggled with stress and anxiety. Luckily, Jamie manages to beat his obstacles and is not anxious anymore with the registration process.

Goals

1. Being able to finish lower division classes for pre-science
2. Being able to consult with an advisor for major/class information
3. Find his passion and decide a major

Frustrations

1. Issues with transfer credits and prereq fulfillment
2. Communicating with an advisor is hard
3. Trouble visualizing schedule

Motivations

His motivation comes from the desire to succeed despite hard obstacles and the excitement of finding new academic paths. He is determined to make the most out of his college experience, being knowledgeable, adapting to challenges, and persisting through the hardships of registration.

Michelle Liem



"Success requires hard work and burning ambitions"

Age: 18
Work: Student/freshmen
Location: Seattle
Finance: Out of state tuition, no financial aid

Personality

Ambitious	Passive
Thinking	Feeling
Stressed	Calm

Goals

- Aspiring to major in architecture
- Graduate with a satisfying GPA
- Be profound in her field (architecture)

Motivation

She finds motivation in overcoming registration problems and completing her degree requirements in the best possible way.

Frustrations

- Competitive registration process, since she's not yet in the major
- Difficulties in planning her classes
- Stressed with waiting for advisor's response in correlation to class availability

Bio

Michelle is an 18-year-old freshman at UW from out of state. She is determined to major in Architecture driven by her passion for designing buildings and learning about property management. Despite the stressful challenges in class registration, she remains ambitious and focused on her goals.

Solutions Considered

Solution 1

The proposed solution involves an app integrating ArcGIS to map class locations and distances on the registration schedule. Users input class details, and the app calculates proximity based on registration schedules. It includes a feature to add a student's residence, determining distances from the initial class. This app tackles the challenge of ensuring adequate time between classes, particularly for consecutive ones. For instance, a student might register for an 11:30-12:20 TA section in FISH and a 12:30-1:50 lecture in SAV 160, without realizing the distance between them. Our app would highlight this issue and suggest alternative buildings within a 10-minute walk. However, it might not benefit those without back-to-back classes. Although UW provides a campus map indicating class locations, our solution emphasizes displaying actual distances. Yet, users can also find distances by inputting building details into Google Maps for estimated travel times.

Solution 2

This solution centers on suggesting classes recommended by other students who have taken similar courses. The app would utilize students' course history and GPAs. A survey would be distributed, prompting students to rate their past classes on a scale of 1-10. They could also provide additional feedback and mention their intended majors. Analyzing this data would reveal trends and patterns, enabling the creation of a survey matching students with comparable classes and predicting their performance. The Course Outcome Index (COI), employed by Dawg Path, would aid in ensuring helpful recommendations. However, a limitation arises for students already in their majors, as they have limited options and have to take the required classes needed to graduate from their major. Hence, this app primarily benefits undecided students with non-linear academic paths.

Solution 3

Similar to the second solution, the peer placement app would match a first-year or undeclared student with an upperclassman on a similar academic path. What distinguishes this pairing is the completion of a short survey and questions by both students, leading to a mentor-mentee relationship. This addresses the issue of the mentee navigating UW's vast array of classes while the mentor, having taken numerous UW classes, offers invaluable insights. Engaging with

individuals about their coursework proves an effective way to discover previously unknown classes. The wisdom and advice shared by someone who has completed those classes are unparalleled and otherwise inaccessible. The mentor can help guide the mentee during registration to share insight about the class they are thinking of taking and the professor teaching the class. However, a drawback is pairing compatible individuals and finding mentors genuinely interested in assisting without personal gain. While the mentee gains substantially, the mentor might struggle to find motivation without direct benefits from the arrangement.

Solution 4

After extensive data collection, we've identified various UW registration features and introduced new ones through our research to enhance this process. Unfortunately, these tools are scattered across platforms, lacking essential components for an improved registration experience. Our solution, registration.uw.edu, consolidates these features into a unified website. It integrates existing tools like DawgPath grade distribution and MyPlans while adding features such as accessing past syllabuses categorized by quarter and professor, aiding students in understanding class formats. Each professor's name links to their contact information for add codes and questions. Additionally, linked to their names are reviews from previous students, detailing teaching styles and expectations. The degree audit system gets redesigned to display major and minor requirements simultaneously, listing classes meeting both criteria for optimized schedules and timely graduation. Though it seems like a redesign, the addition of innovative features transforms it into a new website with original ideas while upholding the core of the registration process. One disadvantage is that this solution helps centralize all these features but still, there are a lot of features that many people find overwhelming so this won't help this specific problem.

Selected Solution

For both direct and indirect stakeholders, the most appropriate and logical solution would be a website that unites all aspects of registration, as well as provides the students (and other stakeholders) with additional, crucial features that are a key part of the registration process. The current registration process involves a convoluted set of steps, requiring students to jump between multiple platforms to find, plan, and register for classes. Our solution unites all of those aspects into one, cohesive platform. This solution provides information like the quarters when a class may be offered, which usually requires students to scour other domains to locate this information. It also employs a new review system where students would provide personalized, anonymous, but public reviews about a professor, teaching style, and structure of a particular class.

When comparing our solutions, it was simple to select because this solution not only stands out in the features it offers, but also directly addresses two of the biggest issues our interviewees were facing: scattered information and the lack of a cohesive platform. All of the tools in this solution are in one place. Ultimately, this approach provides the simplest method for enrolling while ensuring consideration for others' time (such as the advisers') and the university's resources.

Description of Your Solution

Our website enables all relevant stakeholders to easily engage with essential registration data and enroll in classes through a single portal, eliminating the need to cycle through various tabs. The website would implement access to registration, schedule, reviews, inbox, advising, and financial information while adding features such as course and professor review pages, a page where students can download previous syllabi, and view their graduation progress for both majors and minors. All information will be readily accessible and simple to locate, with well-defined and orderly signifiers. These features aim to assist students in selecting classes aligned with their learning preferences and for them to graduate on time, thereby optimizing their educational journey and academic excellence.

Product Features

Primary Features

Feature 1: We're introducing a pivotal feature: a comprehensive review system for both courses and professors. This empowers students to share their experiences by leaving anonymous reviews. These reviews encompass diverse aspects such as the professor's teaching approach, class difficulty, grade distribution, attendance policies, and any other pertinent information valuable for future students. This feature will benefit the students as it will enable students to align their personal educational preferences with the corresponding teaching methods and gain an understanding of what to expect from the course, thereby mitigating any potential anxiety or regret that may arise from selecting a professor or a course that may not compliment their style of learning.

Feature 2: Another crucial component is the streamlined registration/courses page. This interface will present course options in a structured manner, preventing students from feeling overwhelmed by the array of choices. Direct access to the registration interface from the main screen will be provided, presenting students with their designated registration timing and

pertinent details about registration periods. Moreover, the process of adding or dropping classes has been simplified, consolidating these actions on a single page for easy access. Should students require an add or drop code, they can swiftly retrieve information about the professor by simply clicking on their name within the course display. This user-friendly design eliminates the necessity for students to scour departmental sites for professor contacts, enhancing overall convenience and efficiency in course management.

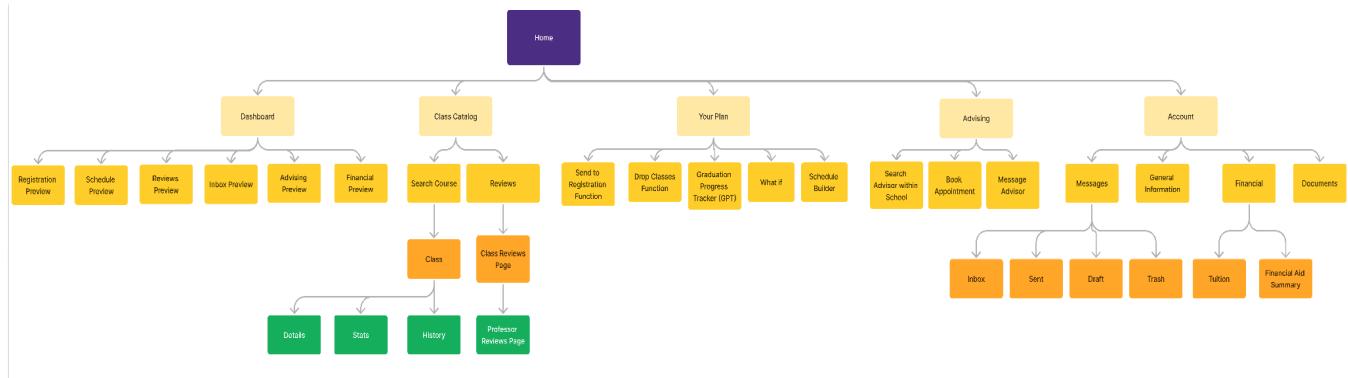
Secondary Features

History: Students would be able to have access to past syllabi for each course, organized and categorized by professors and quarters. The syllabus is also downloadable by students. This feature would help students by giving them a preview of the course structure, including aspects like grading criteria, assignments (notably those involving teamwork), and quizzes or exams.

Advisors: With the goal of creating a centralized website, creating an "advisors page" where students could schedule appointments or contact their advisors when they require assistance or have questions about registration would be helpful. This feature would assist students because occasionally, the information they seek may not be accessible on the internet, yet advisors could provide answers. If the information about advisors is available on the same websites, more students would realize that they could get help from advisors.

Graduation Progress Trackers: Students can view their academic progress based on their major and minors. The tracker also lists the courses required to be completed to obtain the degree or concentration. This feature will help students keep on track with their academic progress so they can graduate on time.

Sitemap



[View Sitemap Full Size](#)

Low- Fidelity Wireframes

Dashboard

The dashboard allows the users to get an overview of their academic information. From the main page, they can quickly send classes to registration, see their current schedule, see any new emails, upcoming advising meetings, and review their financial situation. The first user journey follows Jamies as he browses for a CSE class that he adds to his schedule for the next quarter. View full size user flow wireframe sequence [here](#).

The external link icon guides students to the corresponding page within this website, providing quick access to a more detailed view.

This Edit button allows students to change their registration plan directly from the dashboard.

The students can easily register for classes right from the dashboard. Once the registration date becomes current, the Register button unlocks and the planned classes are sent to registration.

The schedule for the current quarter is always visible on the home page. The color-coded classes make it easy for students to identify which quiz section belongs to each class.

Course Catalog - Search Course Screen

Under the Course Catalog tab the student has two options: Search Course and Reviews. In the Search Course tab the student can search for courses to register for the next quarter.

Students have their campus preselected, but if they want they can choose to see what classes they can find at other campuses too. To search for a class students can choose between using the search bar, with or without the filter, or by looking at classes that are offered strictly under a certain College, School or Program.

The screenshot shows the 'Search Course' interface. At the top, there's a navigation bar with 'Dashboard', 'Search Course' (which is highlighted), 'Your Plan', 'Advising', and 'Jamie'. Below the navigation is a 'Select Campus' dropdown set to 'Seattle'. A red arrow points from the text 'The Search bar allows students to search for classes.' to the search bar itself. The search bar contains the placeholder text 'Search course by code, name, general education requirement, instructor's name'. Below the search bar is a 'Search' button. To the right of the search bar is a 'Filter' button, which is expanded to show various filtering options: 'Meeting Days' (checkboxes for Mon, Tue, Wed, Thu, Fri, Sat, all checked), 'Meeting Times' (dropdowns for start time '8am' and end time '4pm'), 'Requirements Category' (checkboxes for C, NSC, DIV, RSN, SSC, A&H, all checked), 'Credits' (dropdown for 'any'), and 'Undergraduate Academic Affairs' (dropdown). A red arrow points from the text 'This filter is designed to assist students in finding classes that align with their preferences.' to the 'Filter' button. Another red arrow points from the text 'Students can also Search for classes based on the University's Programs.' to the list of college and school dropdowns below the search bar. This list includes: College of Arts and Sciences, College of Education, College of Engineering, College of Environment, College of Built Environments, Foster School of Business, Honors (UAA), The Information School, Interdisciplinary Graduate Programs, and Interschool or Intercollege Programs.

The Search bar allows students to search for classes.

This filter is designed to assist students in finding classes that align with their preferences.

Students can also Search for classes based on the University's Programs.

Course Catalog - Search Results Screen

The search results screen is designed so that the students won't feel overwhelmed by the amount of choices they have. Its design allows students to seamlessly view both their upcoming quarter's schedule and search results simultaneously, aiding them in visualizing their plans effectively. The results are conveniently organized across multiple pages, enabling students to navigate through them in search of their desired class. Furthermore, students have the flexibility to switch between different viewing formats – from a comprehensive list view to an alternate display – using the toggle button, catering to individual preferences.

The screenshot shows a user interface for a course catalog. At the top, there are navigation links: Dashboard, Search Course (which is selected), Your Plan, Advising, and Jamie. Below the navigation is a "Select Campus" dropdown set to Seattle. A search bar contains the text "CSE". To the right of the search bar are filter options: "Filter" with a funnel icon, and buttons to clear filters for "Mon", "Tue", "Wed", "Thu", "8am to 4pm", and "NSc". A red arrow points from the text "Students can quickly delete filters if the search results are not comprehensive enough." to the "NSc X" button.

Course Results: Page 1

Course Code	Title	Quarter	Credits	Gen ED Req	Prerequisite
CSE 121	Introduction to Computer Programming I	Winter 2024	4	NSc and RSN	
CSE 122	Introduction to Computer Programming II	Winter 2024	4	NSc and RSN	
CSE 123	Introduction to Computer Programming III	Winter 2024	4	NSc and RSN	
CSE 160	Data Programming	Winter 2024	4	NSc and RSN	
CSE 121	Intermediate Data Programming	Winter 2024	4	NSc and RSN	CSE 122, CSE 123, CSE 142, CSE 143, or CSE 160

Below the table are navigation arrows for "Page 1 of 3". To the right of the table are buttons for "List & Schedule" and "List". A red arrow points from the text "Students can toggle between seeing the search results as a list, or as a list and the schedule." to the "List & Schedule" button.

Schedule: Winter 2024

	Mon	Tue	Wed	Thu	Fri	Sat
8:00am						
9:00am						
10:00am						
11:00am						
12:00pm						
1:00pm						
2:00pm						
3:00pm						
4:00pm						

A red arrow points from the text "While in the Course Catalog/ Search Course page the student will see the schedule for the next quarter. Placing the schedule directly under the class search results helps students visualize their plans as they browse for classes." to the schedule grid.

While in the Course Catalog/ Search Course page the student will see the schedule for the next quarter. Placing the schedule directly under the class search results helps students visualize their plans as they browse for classes.

Students can toggle between seeing the search results as a list, or as a list and the schedule.

Course Catalog - Course Screen

The Course Screen houses comprehensive details regarding a specific course. Students can access a course description, prerequisites, available sections, and other valuable insights crucial for making informed decisions about enrolling in a particular class. Moreover, students seeking an access code can seamlessly contact the instructor directly from this screen by clicking on the instructor's name. Tapping into the "See more" feature unveils additional insightful information pertinent to any course a student might be considering.

Student can directly email a professor to ask for an add code from this screen. By clicking on their name they also have the option to see reviews from other students.

The screenshot displays the course details for CSE 122 — Introduction To Computer Programming II. At the top, there is a navigation bar with links for Dashboard, Search Course, Your Plan, Advising, and Jamie. Below the title, the course description and prerequisites are listed. The 'Sections' table lists various lecture and quiz sections with their respective SLN numbers, meeting times, locations, instructors, availability, and a 'see more' link. The 'Schedule' section shows a weekly grid for Winter 2024. Red arrows highlight several features: one arrow points to the 'see more' link for Maya Kaye Natsuhashira; another arrow points to the 'see more' link for the second section of the B series; a third arrow points to the 'see more' link for the final exam date in the schedule; and a fourth arrow points to the 'see more' link for the first section of the B series.

CSE 122 — Introduction To Computer Programming II

Description: Computer programming for students with some previous programming experience. Emphasizes program design, style and decomposition. Uses data structures (e.g. lists, dictionaries, sets) to solve computational problems motivated by modern societal and scientific needs. Introduces data abstraction and interface versus implementation. Cannot be taken for credit if credit received for CSE 143.

Prerequisite: CSE 122, CSE 123, CSE 142, CSE 143, or CSE 160

Next Quarter Offered: Winter 2024

Gen ED Requirements: Natural Science (NSc), Reasoning (RSN)

Credits: 4

Sections

Add	SLN	Section	Meeting Time	Location	Instructor	Availability	Additional Details
<input type="checkbox"/>	12780	A (Lecture)	Mon, Wed 11:30am - 12:20pm	KNE 130	Maya Kaye Natsuhashira <input type="button" value="Message"/> <input type="button" value="See Reviews"/>	370 avail of 376	see more >
<input type="checkbox"/> Hide quizzes							
<input type="checkbox"/>	12781	AA (Quiz)	Tue, Thu 8:30am - 9:20am	MGH 271		18 avail of 21	
<input type="checkbox"/>	12782	AB (Quiz)	Tue, Thu 9:30am - 10:20am	THO 335		20 avail of 21	
<input type="checkbox"/>	12783	AC (Quiz)	Tue, Thu 10:30am - 11:20am	THO 235		19 avail of 21	
<input type="checkbox"/>	12784	AD (Quiz)	Tue, Thu 11:30am - 12:20pm	LOW 101		21 avail of 21	
<input type="checkbox"/>	12785	AE (Quiz)	Tue, Thu 12:30pm - 1:20pm	THO 331		21 avail of 21	
<input type="checkbox"/> Hide quizzes							
<input type="checkbox"/>	12777	B (Lecture)	Tue, Thu 1:30pm - 3:30pm	KNE 120	Maya Kaye Natsuhashira <input type="button" value="Message"/> <input type="button" value="See Reviews"/>	375 avail of 376	see more >
<input type="checkbox"/> Hide quizzes							
<input type="checkbox"/>	12778	BA (Quiz)	Tue, Thu 8:30am - 9:20am	MGH 271		20 avail of 21	
<input type="checkbox"/>	12779	BB (Quiz)	Tue, Thu 9:30am - 10:20am	THO 335		21 avail of 21	
<input type="checkbox"/>	12780	BC (Quiz)	Tue, Thu 10:30am - 11:20am	THO 235		21 avail of 21	
<input type="checkbox"/>	12781	BD (Quiz)	Tue, Thu 11:30am - 12:20pm	LOW 101		21 avail of 21	
<input type="checkbox"/>	12782	BE (Quiz)	Tue, Thu 12:30pm - 1:20pm	THO 331		21 avail of 21	
<input type="checkbox"/>	12783	BF (Quiz)	Mon, Wed 1:30pm - 2:20pm	MGH 271		20 avail of 21	
<input type="checkbox"/>	12784	BG (Quiz)	Mon, Wed 2:30pm - 3:20pm	THO 335		21 avail of 21	
<input type="checkbox"/>	12785	BH (Quiz)	Mon, Wed 3:30pm - 4:20pm	THO 235		21 avail of 21	

[Add to Schedule](#)

Schedule: Winter 2024

Mon	Tue	Wed	Thu	Fri	Sat
8:00am					
9:00am					
10:00am					
11:00am					
12:00pm					
1:00pm					
2:00pm					
3:00pm					
4:00pm					

When students want to learn more about a class before adding it to their plan they can access valuable information by clicking on "see more".

Students can choose to hide the quizzes sections so they don't get overwhelmed by the content.

When the "information" icon is clicked, more additional information about the class is revealed, like the date of the final exam.

Course Catalog - “see more” - Reviews Screen

The "see more" button directs users to a corresponding page where they can delve into reviews left for the course instructor, access class statistics, and review the class's historical data. This dedicated review section is designed to empower students with valuable knowledge, aiding them in assessing whether the instructor's teaching style aligns with their learning preferences. In cases where a particular professor doesn't resonate with a student's preferences, they have the option to explore alternative instructors teaching the same class during the quarter. By reading reviews, students can make an informed choice about the most suitable professor who aligns best with their individual learning needs.

Students can access the reviews tab to learn more about the professor that teaches a certain course. From this screen, they can also see reviews of other professors that teach the same class.

The screenshot shows the 'Reviews' tab selected on a course details page for 'CSE 122 — Introduction To Computer Programming II'. The page includes sections for Description, Prerequisites, Next Quarter Offered, Gen ED Requirements, Credits, and Sections. The 'Sections' tab is active, showing a list of professors with their names, overall ratings, and a snippet of their reviews. A red arrow points from the text above to the 'Reviews' tab. Another red arrow points from the text below to the first review snippet.

CSE 122 — Introduction To Computer Programming II

Description: Computer programming for students with some previous programming experience. Emphasizes program design, style and documentation. Uses data structures (e.g. lists, dictionaries, trees) to solve computational problems motivated by modern societal and technological needs. Includes data abstraction and source code reuse implementation. Cannot be taken for credit if credit received for CSE 142.

Prerequisite: CSE 121, CSE 123, CSE 142, CSE 143, or SE 160

Next Quarter Offered: Winter 2024

Gen ED Requirements: Natural Science (NSc), Reasoning (RSN)

Credits: 4

Sections

[Back](#) [Reviews](#) [Statistics](#) [History](#)

CSE 122 — Introduction To Computer Programming II

Maya Kaye Natsuhara

Hi all, I'm Mayal I graduated with a BS in Computer Science and BA in Mathematics from UW and TAed for CSE 142 during much of that time. I am also a software engineer at Microsoft. I have been working there since starting in 2019. I love teaching and Microsoft. I spend lots of time with my fluffy tricolor corgi Gumball and enjoy knitting.

Overall Rating: 4.5

★★★★★

Student Reviews

Grade: 3.4 While I have some complaints about the course, none of them have to do with Maya, she was great! Explained concepts well and kept lectures as engaging as possible for CS. Definitely take classes with her!

Grade: 4.0 Natsuhara is a great lecturer and clearly cares about students' understanding. All of the lectures are recorded and tend to include helpful practice programming and conceptual problems. Would definitely recommend a class by Natsuhara!

Grade: 3.7 Maya is one of the best lecturers I've ever had. She explains everything very clearly and gives examples of everything she talks about. Her class is very well organized and she's always prepared. Instructions for weekly assignments are clear and even give hints. There are tons of opportunities to ask questions and get extra help with TA's

Grade: 3.2 While I have some complaints about the course, none of them have to do with Maya, she was great! Explained concepts well and kept lectures as engaging as possible for CS. Definitely take classes with her!

Grade: 3.4 Maya is really nice and cares about her students. Not by any fault of Maya's, the class is naturally a harder class. The only thing I didn't like was she regularly had trouble ending class on time, which is annoying. The class just needs to be five credits. Also, overall grading criteria is not super clear. Other than that, very nice teacher.

Change Professor - CSE 122

Maya Kaye Natsuhara ▾

Most Common Tags

Cares about Students Great Lectures Tough Grader Responsive

The reviews are anonymous, and can be posted only after the final grade had been released. These reviews are left within 30 days of course completion to ensure that the reviews reflect the reality of the experience and are not distorted by the passage of time.

Course Catalog - “see more” - Statistics Screen

The Statistics tab aims to assist students in gauging the potential difficulty level of a course. Additionally, this screen displays frequently paired classes, intending to guide students in discovering other courses that complement each other effectively. Clicking on any of the concurrent classes redirects students to their respective course for further exploration.

Statistics provides information about the grade distribution of the course from the past 5 years.

CSE 122 — Introduction To Computer Programming II

Description: Computer programming for students with some previous programming experience. Emphasizes program design, style, and decomposition. Uses data structures (e.g. lists, dictionaries) to solve problems that arise in modern societal and scientific needs. Introduces data abstraction and interface versus implementation. Cannot be taken for credit if credit received for CSE 143.

Prerequisite: CSE 122, CSE 123, CSE 142, CSE 143 W CSE 140

Next Quarter Offered: Winter 2024

Gen ED Requirements: Natural Science (NSc), Reasoning (Rdn)

Credits: 4

Sections

< Back Reviews **Statistics** History

Concurrent Courses

Students who took CSE 142 in the past two years also took the following courses.

9%	MATH 125	Calculus with Analytic Geometry II
8%	MATH 124	Calculus with Analytic Geometry I
8%	GEN ST 199	The University Community
7%	MATH 126	Calculus with Analytics Geometry III

Course Catalog - “see more” - History Screen

The History screen provides access for students to download syllabus documents from past courses. This screen is also meant to offer some information that would normally not be accessible to students. This screen presents details that are meant to help students gain insight into when a certain class will be offered or not.

The screenshot shows the 'History' tab selected for the course 'CSE 122 — Introduction To Computer Programming II'. At the top, there is a navigation bar with links for Dashboard, Search Course, Your Plan, Advising, and Jamie. Below the navigation bar, the course title 'CSE 122 — Introduction To Computer Programming II' is displayed. Underneath the title, there is a 'Description' section with a detailed text about the course's purpose and prerequisites. The 'Prerequisite' section lists 'CSE 122, CSE 123, CSE 142, CSE 143, or CSE 160'. The 'Next Quarter Offered' section indicates 'Winter 2024'. The 'Gen ED Requirements' section lists 'Natural Science (NSc), Reasoning (RSN)'. The 'Credits' section shows '4'. Below this information, the 'Sections' heading is present, followed by tabs for 'Back', 'Reviews', 'Statistics', and 'History'. The 'History' tab is active. A dropdown menu labeled '2022' is open, showing options for 'Winter', 'Spring', 'Summer', and 'Autumn'. Under each quarter, it indicates if the course was 'Offered' or 'Not Offered' and provides a 'Download Syllabus' link. Red arrows point from the explanatory text below to the dropdown menu and the download links.

Quarter	Status	Action
Winter	Offered	Download Syllabus
Spring	Offered	Download Syllabus
Summer	Not Offered	
Autumn	Offered	Download Syllabus

Students can use the drop down to select the year that they want to see displayed.

Students can download the syllabus of a past course to see how it looked during a past quarter. If there are multiple documents from a single quarter, everything will be compiled into a single file.

Course Catalog - Course Screen

By clicking on “< Back” the student is taken to the Course Screen. From here the classes can be added by clicking on the check mark box and then clicking on “Add to Schedule”. The classes are added to the visual schedule, but the student is still required to send them to the registration when their registration period opens. However, now the added classes will appear on the Dashboard under the Registration Plan section.

The screenshot shows the course details for CSE 122 — Introduction To Computer Programming II. The course description, prerequisites (CSE 122, CSE 123, CSE 141, CSE 143, or CSE 160), next quarter offered (Winter 2024), gen ed requirements (Natural Science (NSc), Reasoning (RSN)), and credits (4) are displayed. Below this, a table lists sections with columns for Add, SLN, Section, Meeting Time, Location, Instructor, Availability, and Details. Several sections are listed, including BA (Quiz), BB (Quiz), BC (Quiz), BD (Quiz), BE (Quiz), BF (Quiz), BG (Quiz), and BH (Quiz). A red arrow points from the 'Add' button in the table to the 'Add to Schedule' button below it. Another red arrow points from the 'Edit' link in the schedule grid to the text explaining its function.

CSE 122 — Introduction To Computer Programming II

Description: Computer programming for students with some previous programming experience. Emphasizes program design, style and decomposition. Uses data structures (e.g. lists, dictionaries) to solve computational problems motivated by modern societal and scientific needs. Introduces data abstraction and interface versus implementation. Cannot be taken for credit if credit received for CSE 143.

Prerequisite: CSE 122, CSE 123, CSE 141, CSE 143, or CSE 160

Next Quarter Offered: Winter 2024

Gen ED Requirements: Natural Science (NSc), Reasoning (RSN)

Credits: 4

Sections

Add	SLN	Section	Meeting Time	Location	Instructor	Availability	Details
<input type="checkbox"/>	12760	A (Lecture)	Mon, Wed 11:30am - 12:20pm	KNE 130	Maya Kaye Natsuvara	370 avail of 376	See more >
<input checked="" type="checkbox"/>	12777	B (Lecture)	Tue, Thu 1:30pm - 3:30pm	KNE 120	Maya Kaye Natsuvara	375 avail of 376	See more >
<input type="checkbox"/>	12778	BA (Quiz)	Tue, Thu 8:30am - 9:20am	MGH 271		20 avail of 21	
<input type="checkbox"/>	12779	BB (Quiz)	Tue, Thu 9:30am - 10:20am	THD 335		21 avail of 21	
<input type="checkbox"/>	12780	BC (Quiz)	Tue, Thu 10:30am - 11:20am	THD 235		21 avail of 21	
<input type="checkbox"/>	12781	BD (Quiz)	Tue, Thu 11:30am - 12:20pm	LOW 101		21 avail of 21	
<input type="checkbox"/>	12782	BE (Quiz)	Tue, Thu 12:30pm - 1:20pm	THD 331		21 avail of 21	
<input checked="" type="checkbox"/>	12783	BF (Quiz)	Mon, Wed 1:30pm - 2:20pm	MGH 271		20 avail of 21	
<input type="checkbox"/>	12784	BG (Quiz)	Mon, Wed 2:30pm - 3:20pm	THD 335		21 avail of 21	
<input type="checkbox"/>	12785	BH (Quiz)	Mon, Wed 3:30pm - 4:20pm	THD 235		21 avail of 21	

Add to Schedule

Schedule: Winter 2024

Mon	Tue	Wed	Thu	Fri	Sat
8:00am					
9:00am					
10:00am					
11:00am					
12:00pm					
1:00pm	Quiz CSE 122 MSH271	CSE 122 KNE120	Quiz CSE 122 MSH271	CSE 122 KNE120	
2:00pm					
3:00pm					
4:00pm					

Edit

Once added the classes appear on the schedule. When browsing for classes students can click on "Edit" to quickly delete anything on the schedule.

To add to the schedule students have to select the class and quiz section they want and then click on Add to Schedule .

Course Catalog - Dashboard

The Dashboard updates as the student progresses during the quarter. Once the student has received their final grade he is prompted to leave a review for the professor. The Registration Plan has been removed from the dashboard, but will appear once the reviews are completed or right after the student becomes ineligible to leave a review. The Registration Plan can always be accessed from My Plan.

In the following User Journey we will follow Jamies as he leaves a Review for one of his professors.

View full size user flow wireframe sequence [here](#).

The dashboard wireframe displays the following sections:

- Current Schedule: Winter 2024**: A grid showing availability from 8:00am to 5:00pm on Monday through Saturday. A red arrow points from this section to a explanatory text below.
- Inbox**: An empty inbox with a message: "You don't have any new messages."
- Upcoming Advising Meetings**: An empty list with a message: "You don't have any advising meetings."
- Reviews**: A table listing three courses with their instructors and a "Leave Review" link:

Course Code	Instructor	Action
MATH 120	Christopher Skov	Leave Review >
CSE 121	Elba Garza	Leave Review >
ART 190	Ruby Henrickson	Leave Review >

A red arrow points from this section to an explanatory text below.
- Financial**: Current amounts table:

Current Amounts	
Tuition Due:	\$ 4,325.00
Holds:	\$ 0.00
Husky Card Balance: \$ 358.60	

Because there is no registration coming up the registration plan has been replaced with the current schedule. After 30 days the Reviews tab will be replaced with the Registration Plan.

Once the final grades have been posted students are prompted to leave a review right on the dashboard.

Dashboard - Review Model Window

Once the student chooses to leave a review, a model window opens and students are invited to rate the overall experience that they had with the professor. The review is presented to be linked with the class that was taken by the student.

Students are asked to reflect on their experience with the written review, but they are also prompted to answer questions to reveal if they would be inclined to retake a class with this professor, or if the class was mandatory or not.

The screenshot shows a modal window titled "Ruby Henrickson" from a dashboard. The window contains the professor's profile picture, name, and a brief bio. It includes sections for rating the professor's overall experience, responsiveness, and likelihood of retaking the class. A "Write a Review" section at the bottom provides guidelines for writing a review. A red arrow points to the "X" button in the top right corner, and another red arrow points to the "Post Review" button at the bottom.

The modal window can be closed to return to the dashboard.

When the students are leaving a review they only see the professor's description. This ensures that their feedback is not influenced by what others have said, and allows them to reflect on their experience..

Review guidelines to help the student remember that they are supposed to be kind and constructive. Based on all the reviews, AI would generate the tags that describe best each professor.

Course Catalog - Reviews

Reviews can be read also by going to Course Catalog -> Reviews. From here the students can search for a certain professor and read their reviews. On this screen they can also see what professors need to be reviewed on based on their previous classes. Additionally, they can see an overview history of the reviews they have left under Past Reviews.

The screenshot shows the 'Professor Reviews' section of the course catalog. At the top, there's a navigation bar with links for Dashboard, Reviews (which is highlighted), Your Plan, Advising, and Jamie. Below the navigation is a search bar labeled 'Search for professor's name'. The main content area is divided into three sections: 'Review Your Past Classes', 'Past Reviews', and a large empty space for future reviews.

- Review Your Past Classes:** This section lists past classes taken by the student. It includes columns for Course Code, Instructor, and two 'Leave Review' buttons.
 - MATH 120, Christopher Skov, Leave Review >
 - CSE 121, Elba Garza, Leave Review >
- Past Reviews:** This section lists reviews written by the student. It includes columns for Course Code, Instructor, Quarter, and a 'See Review' button.
 - ART 190, Ruby Henrickson, Autumn 2023, See Review >

Students can find professor's reviews by using the search bar.

This section is another way of accessing the Write a Review modal window.

The information icon is meant to remind students why they should leave a review and how they should approach this. The box appears only when hovering over.

Your Plan Screen

Your Plan holds information about the current classes that the student is enrolled in, and shows the Registration Plan that the student has made for the next quarter. Additionally they can access the Graduation Progress Tracker report to see what classes they have to take based on the major/minor they choose.

This screen allows the student to easily drop a class and from the same screen they can add a class to their schedule assuming they know the class SLN.

The screenshot shows the 'Your Plan' section of a student portal. At the top, there are navigation links: Dashboard, Course Catalog, Your Plan (which is highlighted), Advising, and Jamie. Below this, the 'Your Current Classes: Winter 2024' section displays a table of three classes:

Drop	Class Code	SLN	Section	Meeting Time	Location	Instructor	Status
	CSE 122	12780	A (Lecture)	Mon, Wed 11:30am - 12:20pm	KNE 130	Maya Kaye Natsuhara	Enrolled
		12761	AA (Quiz)	Tue, Thu 8:30am - 9:20am	MGH 271		Enrolled
		12463	B (Lecture)	Tue, Thu 9:30am - 10:20am	THO 335		

Below the table are two buttons: 'Drop Classes' and 'Add +'. Red arrows point from these buttons to the 'Drop' column in the table. To the right of the table is a 'Registration Plan: Spring 2024' section which is currently empty. Below that is a note about the registration date starting February 14. Further down are sections for 'Graduation Progress Tracker' (with 'What if' and 'Schedule Builder' sub-links) and a summary of academic progress.

Annotations:

- Drop Classes:** Students can easily drop classes from their schedule by selecting them and using the Drop Classes button.
- Add +:** If they want they can add classes directly on this screen by using the SLN.
- Graduation Progress Tracker:** Students can use the Graduation Progress Tracker to track their progress towards graduation.
- What if:** Students can explore how potential changes in their academic plan or course selections could impact their progress towards graduation.
- Schedule Builder:** The schedule builder helps student in building their quarter schedules up to graduation.

Your Plan - Graduation Progress Tracker Screen

The students can now audit their degree by using the graduation progress report. This report allows students to select multiple majors and minors. The report will generate the requirements that students need to meet in order to graduate with that specific major/minor. Under the stacked view, students can see overlapping courses, university requirements, general education requirements, departmental requirements and minor requirements. The layout was especially created this way so it won't overwhelm the student. If they choose to see the full detailed report they either choose to expand all the categories or download the PDF.

The screenshot shows a web-based application interface for a 'Graduation Progress Tracker'. At the top, there is a navigation bar with links for 'Dashboard', 'Course Catalog', 'Your Plan' (which is highlighted in blue), 'Advising', and 'Jamie'. Below the navigation, the title 'Graduation Progress Tracker' is displayed. Two dropdown menus are visible: 'Major' set to 'Informatics: Data Science' and 'Minor' set to 'Art History'. A red arrow points from the 'Major' dropdown to the 'Informatics: Data Science' field. Another red arrow points from the 'Add +' button below the dropdowns to the 'Track Progress' button. The main content area is titled 'Graduation Progress Tracker Report'. It lists 'Major — Informatics: Data Science' and 'Minor — Art History'. Below this, a large rectangular box contains several expandable sections: 'Overlapping courses' (with '(# Credits)'), 'University Requirements' (with '(# Credits needed)'), 'General Education Requirements' (with '(# Credits needed)'), 'Areas of Inquiry' (with '(# Credits needed)'), 'Departmental Requirement' (with '(# Credits needed)'), and 'Minor Requirements' (with '(# Credits needed)'). A red arrow points from the bottom-left corner of this box to the 'Download PDF' button at the bottom right of the box. To the right of the report area, a text box states: 'Students can view their GPT report based on multiple majors and minors. They have the option to audit their report with multiple majors and minors simultaneously.'

To view the requirements, they can click on the different categories, or they can choose to download a PDF.

Advising Screen

The students can easily search and book advising appointments within the website with advisors from different schools/ departments. They can bookmark their preferred advisor for quick access, and they can cancel/reschedule their appointments.

The last tab, “Jamie” , holds four different pages. The messages which integrate the student’s email into the platform, the financial page where students can see important academic financial information, the personal information page where the student can update their address and emergency contact, and the last page holds documents that the university might require the student to sign. Because our focus was to create a new registration process we decided to design in detail the process by which the student will register for classes, and to omit expanding on the profile tab, so when we designed the wireframes we choose to represent the Dashboard, Course Catalog, Your Plan and the Advising Tabs.

The wireframe shows the Advising screen with the following sections:

- Upcomming Appointments:** A table showing an appointment with Dowell Eugenio on Oct 20, 1:30pm. It includes columns for Advisor, Program, Date & Time, and Location (Zoom Link). An "Edit" button is next to the location.
- Preferred advisor:** Shows Dowell Eugenio from The Information School with "Schedule Appointment" and "Message" buttons.
- Search for advisor:** A search bar with placeholder "Search for advisor with school, college, program name or advisor's name".
- Search for Advisor by Colleges, Schools and Programs:** A dropdown menu listing various academic units:
 - College of Arts and Sciences
 - College of Education
 - College of Engineering
 - College of Environment
 - College of Built Environments
 - Foster School of Business
 - Honors (UAA)
 - The Information School
 - Interdisciplinary Graduate Programs
 - Interschool or Intercollege Programs

Annotations on the wireframe:

- A red arrow points from the "Edit" button in the Upcomming Appointments section to the text: "Students can cancel or change the appointment time by clicking on Edit."
- A red arrow points from the "Schedule Appointment" button in the Preferred advisor section to the text: "Once they find an advisor that they like students can save them for quick access. From this page they can also email them directly."
- A red arrow points from the search bar in the Search for advisor section to the text: "Students can search for an advisor by using the search bar or by choosing to use the drop down school categories."

Students can search for an advisor by using the search bar or by choosing to use the drop down school categories.

Students can cancel or change the appointment time by clicking on Edit.

Low-Fidelity Wireframing Stage

The primary adjustment made to our wireframes following the received feedback was the removal of the "what if" report from the "my plan" section. This modification was prompted by user confusion and the perceived redundancy of having users click the box for placement on the registration page when the student's registration date occurred. We ensured consistency across the wireframes by rectifying labeling errors present in the initial low-fidelity wireframe designs. For instance, we changed "your plan" to "my plan." Additionally, in responding to feedback, we incorporated color into the high-fidelity wireframes, details of which are outlined in the following section. During further discussions, we received feedback concerning the placement of the calendar for the current quarter after registering for the next quarter. To address this, we updated the wireframes to display both calendars concurrently. Now, when adding a class to the next quarter, the calendar for the current quarter remains visible without disappearing. Our biggest learning from this feedback was to place ourselves in the user's perspective and think about what could be confusing. When doing so we eliminated confusion to the user which resulted in our wireframes making more sense.

Design Language / Style Guide

Font

For our website, we primarily used Roboto, with font sizes varying from 12-40, utilizing regular, bold, semibold, medium, and italic styles depending on the need. We decided to use this font as Roboto has a clean appearance, making it easier for the stakeholders to read and comprehend the texts displayed. As Roboto is a sans-serif font, Roboto also ensures accessibility for a diverse range of users including users with dyslexia and visual impairment as it uses simplified characters that stand apart from each other ("Typography," n.d.). The texts on the tab bar are in bold Montserrat, size 24 to differentiate and make it stand out from the rest of the website. As the tab bar remains on display during website navigation, selecting a typeface like Montserrat, where the texts are clear and well-defined was crucial for legibility for all users.

More details:

- Tab bar: Montserrat, Bold, 24
- Heading's page: Roboto, Semibold, 24
- Table heading/Character date heading: Roboto, Semibold, 16

- Drop down category: Roboto, Medium, 20
- Field: Roboto, Italic, 15
- Button: Roboto, Regular, 18
- Text Paragraph: Roboto, Regular, 15

Roboto Regular **Roboto Bold**

Abcd**e** **A**bcd**e**

Roboto Medium *Roboto Italic*

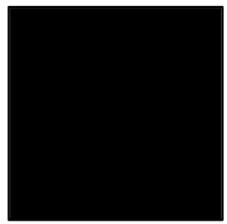
Abcd**e** *A*bcd*e*

Roboto Semibold **Montserrat Bold**

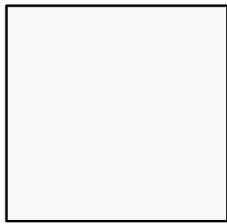
Abcd**e** **A**bcd**e**

Colors

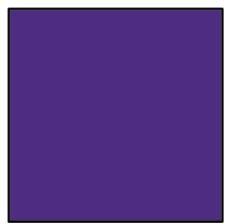
Our website primarily consists of 4 colors: black (#1B1B1B), white (#0E0818), purple (#532A86), and light purple (#EBE8F0). We used black for the main text of the website as the background is a light color with either white or light purple. Research has shown that “dark text on a light background is easier to read than light text on a dark background” (UX Pickle, 2022). Therefore, it will help our website to be more accessible and legible to all users. We used purple as this website is designed for University of Washington students, and purple “evokes passionate pride” as it “stands out as most quintessentially to our University and is … the dominant color in our communications” (University of Washington, n.d.). Light purple is used on our website for zebra striping for lists such as courses and reviews to make it easier to navigate and read for the users. Rather than using white or bold colors for checkboxes and selected filters, using light purple for these components is more visually appealing while helping with user guidance.



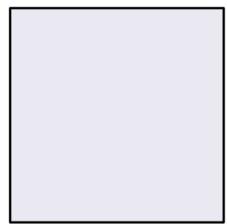
#1B1B1B



#0E0818



#532A86



#EBE8F0

High-Fidelity Wireframes

The wireframe illustrates a student dashboard with the following components:

- Registration Plan:** A section titled "Hello Jamie!" with a "Register" button. It displays a message: "Your registration priority date is Nov 7th." Below this is a table with columns: Add, SLN, Course Code, Meeting Times, and Availability.
- Current Schedule: Autumn 2023:** A grid-based calendar showing classes from Monday to Saturday. Classes are color-coded by subject: MATH (purple), CSE (yellow), and ART (red). Specific class details like "Quiz MATH 120" or "ART 190" are visible in the grid cells.
- Inbox:** A section showing "You don't have any new messages."
- Upcoming Advising Meetings:** A table listing meetings with Dowell Eugenio at The Information School on Oct 20, 1:30pm via Zoom Link.
- Financial:** A section showing current amounts: Tuition Due: \$ 0.00, Held: \$ 0.00, and Husky Card Balance: \$ 658.60.
- Reviews:** A section showing reviews for courses MATH 120, CSE 121, and ART 190, each with a "Leave Review" link.

Annotations provide additional context:

- An arrow points to the "Register" button in the Registration Plan section with the text: "Easy and simple registration, straight from the dashboard".
- An arrow points to the "Nov 7th" priority date in the Registration Plan section with the text: "Registration priority date is clearly displayed on the dashboard".
- An arrow points to the "Leave Review" links in the Reviews section with the text: "Reviews are not open yet so they are locked, but are still visible".
- A large arrow points from the bottom left towards the "Leave Review" links with the text: "External link feature allows for an expanded and more detailed view for each component".

Hello Jamie!

Future Schedule: Winter 2024

	Mon	Tue	Wed	Thu	Fri	Sat
8:00am		CSE 122 Math 122		CSE 122 Math 122		
9:00am	MATH 124 KNE 111				MATH 120 KNE 220	
10:00am						
11:00am		ART 120 ART 110		ART 120 ART 110		
12:00pm						
1:00pm	Quiz CSE 122 Math 122		Quiz CSE 122 Math 122			
2:00pm		Quiz MATH 124 KNE 11		Quiz MATH 124 KNE 11		
3:00pm						
4:00pm						
5:00pm						
6:00pm						
7:00pm						

Inbox
You don't have any new messages.

Upcoming Advising Meetings
You don't have any upcoming advising meetings.

Financial
Current Amounts
Tuition Due: \$ 0.00
Holds: \$ 0.00
Husky Card Balance: \$ 658.60

Reviews

Course Code	Instructor	Action
MATH 120	Christopher Skow	Leave Review >
CSE 121	Elba Garza	Leave Review >
ART 190	Ruby Henrickson	Leave Review >

Ruby Henrickson

Ruby Henrickson (MFA '09) is an artist from Brooklyn living and working in Seattle, WA. She received her MFA in painting and drawing in 2009 at the University of Washington in Seattle, WA. She has exhibited in numerous solo and group shows across the United States and abroad. Most recently, she received a 2020 Guggenheim Art Fellowship at Powerhouse Coop, Institute for Experimental Studies and Best in a Discipline award in painting while showing at SVA.

Overall Professor Rating

As a student, I would give **★★★★★** (Great Excellence)

How Responsive was the professor?

No Responsiveness **★★★★★** (Great Responsiveness)

Would you take this professor again?

Yes **No**

Was Attendance mandatory?

Yes **No**

Write a Review

Your name will remain anonymous, but your final grade will be passed with your review. Keep in mind that this is a self-reflective exercise. You can share with others what you liked or disliked about the class, but please do not write negative reviews about other students or professors. Please be kind and honest. This review will not affect your grade, but the professor advanced you from my class.

Post Review

There is no “current schedule” because the quarter has ended, so a future schedule shows up at the top of the page.

Only critical information is presented to the user without providing an overwhelming amount of options and information.

The student received the final grades and now is able to post anonymous reviews for the classes that they completed, in an accessible manner.

The screenshot shows the Husky Student Dashboard with the following sections:

- Registration Plan**: A table showing course offerings for Winter 2024. Courses include CSE 122, BF (Quiz), MATH 124, BF (Quiz), and ART 140. Availability ranges from 20 to 375 seats available.
- Inbox**: An empty inbox.
- Upcoming Advising Meetings**: An empty list of upcoming meetings.
- Financial**: Current amounts showing Tuition Due: \$0.00, Holds: \$0.00, and Husky Card Balance: \$ 656.60.
- Reviews**: A table of courses and instructors with "Leave Review" links.

A message at the bottom left says "You can now register for Winter 2024." and a "Register" button is visible.

The screenshot shows the Husky Student Dashboard with the following sections:

- Registration Plan**: A table showing course offerings for Winter 2024. Courses include CSE 122, BF (Quiz), MATH 124, BF (Quiz), and ART 140. Availability ranges from 20 to 375 seats available.
- Current Schedule: Autumn 2023**: A grid showing classes for Mon-Fri. Classes include Quiz MATH 120, Quiz CSE 121, CSE 121, ART 190, ART 190, and CSE 121.
- Inbox**: An empty inbox.
- Upcoming Advising Meetings**: An empty list of upcoming meetings.
- Financial**: Current amounts showing Tuition Due: \$0.00, Holds: \$0.00, and Husky Card Balance: \$ 656.60.
- Reviews**: A table of courses and instructors with "Leave Review" links.

A user sends the registration plan to registration. He uses the check mark boxes to select the classes from the plan, clicks "register". Right after the dashboard updates and he can still see his current schedule but also the schedule for the following quarter. The registrations section in the UI is presented on top because is the most critical. Once the schedule is updated, the user sees the current schedule at the top of the page and the planned one on the bottom.

Upcomming Appointments

Advisor	Program	Date & Time	Location
Dowell Eugenio	The Information School	Oct 20, 1:30pm	Zoom Link

Preferred advisor

Dowell Eugenio
The Information School

Schedule Appointment
Message

Search for Advisor by Colleges, Schools and Programs:

- College of Arts and Sciences ▾
- College of Education ▾
- College of Engineering ▾
- College of Environment ▾
- College of Built Environments ▾
- Foster School of Business ▾
- Honors (UAA) ▾
- The Information School ▾
- Interdisciplinary Graduate Programs ▾
- Interschool or Intercollege Programs ▾
- School of Dentistry ▾
- School of Law ▾
- School of Medicine ▾
- School of Nursing ▾
- School of Pharmacy ▾
- School of Public Health ▾
- Evans School of Public Policy and Governance ▾
- School of Social Work ▾
- Undergraduate Academic Affairs ▾

All upcoming appointments are readily available, including the time and access to Zoom links, removing the need to scour a cluttered inbox searching for meeting links

Quick and easy access to Advisors sorted by their designated schools, as well as a comprehensive search feature.

This system allows for discovery of and communication with advisors that aren't assigned to a student (like in the existing system). Once a user finds an advisor that they like, they can save them for quick access. From this page they can also email the advisor directly.

Your Current Classes: Winter 2024

Add	Class Code	SLN	Section	Meeting Time	Location	Instructor	Status
<input type="checkbox"/>	CSP 122	12760	A (Online)	Tue, Wed 11:30am - 12:20pm	KNE 130	Maya Koye Naruhara	Enrolled
<input type="checkbox"/>	CSP 123	12761	AA (Online)	Tue, Thu 8:30am - 9:20am	MHE 271		Enrolled
<input type="checkbox"/>	MATH 124	12068	B (Lecture)	Tue, Thu 10:30am - 11:20pm	KNE 220	TBD	Enrolled
<input type="checkbox"/>	MATH 124	12763	BF (Lab)	Tue, Thu 2:30pm - 3:50pm 2:30pm - 3:20pm	KNE 11		Enrolled
<input type="checkbox"/>	ATT 140	10455	Studio	Tue, Thu 11:30am - 2:20pm	KNE 110	Rebecca Cummins	Enrolled

Drop Classes **Add +** If needed, a user can add a class by SLN

Registration Plan: Spring 2024

Add	Class Code	SLN	Section	Meeting Time	Location	Instructor	Status
-----	------------	-----	---------	--------------	----------	------------	--------

Your registration date starts February 14.
See all periods [\(1\)](#)

Register

Graduation Progress Tracker

Schedule Builder

Uncluttered and significantly more visually pleasing registration and drop class page than what is currently available, allowing for easy access to the Graduation Progress Tracker and the schedule builder.

Graduation Progress Tracker

Major: Informatics: Data Science

Minor: Computer Science

Add + Can select multiple majors/minors simultaneously

Graduation Progress Tracker Report

Major — Informatics: Data Science
Minor — Computer science

Overlapping Courses (0 Credits)

University Requirements (160 Credits)

General Education Requirements (20 Credits)

Areas of Inquiry (0 Credits)

Departmental Requirement (73 Credits)

Minor Requirements (26 missing of 21 Credits)

OR

Download PDF

Dropdown arrows allow to concisely see the categories of information before expanding them and seeing the entire section

A new Graduation Progress Tracker shows a more cohesive set of information than is currently available, including the ability to select a Major as well as a Minor and track the progress for that, a commonly requested feature.

The screenshot shows a user interface for searching courses. At the top, there's a navigation bar with 'Dashboard', 'Search Course' (which is active), 'My Plan', 'Advising', and 'Jamie'. Below this, a 'Select Campus:' dropdown is set to 'Seattle'. A search bar contains the text 'Q CSE'. To the right of the search bar are several filters: 'Filter' (with a dropdown menu showing 'Mon X', 'Tue X', 'Wed X', 'Thu X', '8am to 4pm X', and 'NSc X'), followed by 'List & Schedule' and 'List' buttons.

Course Results: Page 1

Course Code	Title	Quarter	Credits	Gen ED Req	Prerequisite
CSE 121	Introduction to Computer Programming I	Winter 2024	4	NSc and RSN	
CSE 122	Introduction to Computer Programming II	Winter 2024	4	NSc and RSN	
CSE 123	Introduction to Computer Programming III	Winter 2024	4	NSc and RSN	
CSE 160	Data Programming	Winter 2024	4	NSc and RSN	
CSE 171	Intermediate Data Programming	Winter 2024	4	NSc and RSN	CSE 122, CSE 123, CSE 142, CSE 143, or CSE 160

Below the table is a page navigation indicator 'Page 1 of 3'. To the left, a sidebar shows a 'Schedule: Winter 2024' grid from 8:00am to 4:00pm, with days Mon through Sat.

Class filters are displayed and allow for quick and easy selection and modification

Course prerequisites are readily available

A user's schedule is also visible

A user selects a specific course after searching for one and the corresponding lectures and quiz sections are displayed.

This screenshot shows a detailed view of a course page for 'CSE 122 – Introduction To Computer Programming II'.

Sections

Add	SLN	Section	Meeting Time	Location	Instructor	Availability	Additional Details
<input type="checkbox"/>	12760	A (Lecture)	Mon, Wed 11:30am-12:20pm	KNC 130	Miss.Kate.Natashira	370 avail of 376	
<input checked="" type="checkbox"/>	12777	B (Lecture)	Tue, Thu 1:30pm-2:20pm	KNC 120	Miss.Kate.Natashira	375 avail of 376	
<input type="checkbox"/>	12778	BA (Quiz)	Tue, Thu 8:30am-9:20am	MGH 271		20 avail of 21	
<input type="checkbox"/>	12779	BB (Quiz)	Tue, Thu 9:30am-10:20am	THO 335		21 avail of 21	
<input type="checkbox"/>	12780	BC (Quiz)	Tue, Thu 10:30am-11:20am	THO 235		21 avail of 21	
<input type="checkbox"/>	12781	BD (Quiz)	Tue, Thu 11:30am-12:20pm	IOW 101		21 avail of 21	
<input type="checkbox"/>	12782	BE (Quiz)	Tue, Thu 12:30pm-1:20pm	THO 331		21 avail of 21	
<input type="checkbox"/>	12783	BF (Quiz)	Mon, Wed 1:30pm-2:20pm	MGH 271		20 avail of 21	
<input type="checkbox"/>	12784	BG (Quiz)	Mon, Wed 2:30pm-3:20pm	THO 335		21 avail of 21	
<input type="checkbox"/>	12785	BH (Quiz)	Mon, Wed 3:30pm-4:20pm	THO 235		21 avail of 21	

Schedule: Winter 2024

Below the sections table is a schedule grid for Winter 2024, identical to the one shown in the first screenshot.

When the "information" icon is clicked, more additional information about the class is revealed, like the date of the final exam.

CSE 122 – Introduction To Computer Programming II

Description: Computer programming for students with no prior programming experience. Computer programs focus on style and decomposition. Uses data structures (e.g. lists, dictionaries, sets) to solve computational problems motivated by modern societal and scientific needs. Introduces data abstraction and interface versus implementation. Cannot be taken for credit if credit received for CSE 143.

Prerequisite: CSE 122, CSE 123, CSE 142, CSE 143, or CSE 160

Next Quarter Offered: Winter 2024

Gen ED Requirements: Natural Science (NSci), Reasoning (RSN)

Credits: 4

Sections

Reviews Statistics History

Overall Rating: 4.5

Change Professor - CSE 122

Miya Kaye Natsuura

Most Common Tags

Cares about Students Great Lectures Tough Grader Responsive

Student Reviews

Grade: 3.4
Quarter: Spring 2023
Attendance: Not Mandatory

Grade: 4.0
Quarter: Spring 2023
Attendance: Not Mandatory

Grade: 3.7
Quarter: Spring 2023
Attendance: Not Mandatory

Grade: 3.2
Quarter: Spring 2023
Attendance: Not Mandatory

Grade: 3.4
Quarter: Spring 2023
Attendance: Not Mandatory

Course description and other general information

Average user reported rating of a particular professor

User-tagged information pertaining to this specific professor provides critical information about the professor's characteristics, such as teaching style and course structure

When researching a specific section, very detailed information about the course and the professor is available. The screen above shows a brand new capability that displays honest anonymous user reviews and accurate grades associated with the reviewer, as they are pulled straight from the user's grade in the same system.

Reviews are only able to be posted after final grades have been published to remove any conflicts of interests and discourage reviews without full information. Reviews must also be posted within 30 days of course completion to prevent the altering of perception of a course after its completion due to the passage of time.



[Dashboard](#) [Search Course](#) [My Plan](#) [Advising](#) [Jamie](#)

CSE 122 – Introduction To Computer Programming II

Description: Computer programming for students with some previous programming experience. Emphasizes program design, style and decomposition. Uses data structures (e.g. lists, dictionaries, sets) to solve computational problems motivated by modern societal and scientific needs. Introduces data abstraction and interface versus implementation. Cannot be taken for credit if credit received for CSE 143.

Prerequisite: CSE 122, CSE 123, CSE 142, CSE 143, or CSE 160

Next Quarter Offered: Winter 2024

Gen ED Requirements: Natural Science (NSc), Reasoning (RSN)

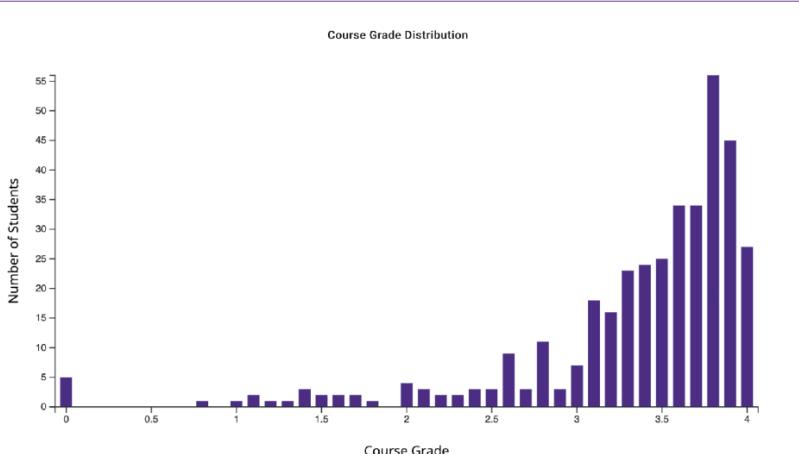
Credits: 4

Sections

[Back](#) [Reviews](#) [Statistics](#) [History](#)

CSE 122 – Introduction To Computer Programming II

Course Grade Distribution



Grade Range	Number of Students
0.0 - 0.25	5
0.25 - 0.50	1
0.50 - 0.75	1
0.75 - 1.00	2
1.00 - 1.25	1
1.25 - 1.50	2
1.50 - 1.75	1
1.75 - 2.00	2
2.00 - 2.25	4
2.25 - 2.50	3
2.50 - 2.75	5
2.75 - 3.00	10
3.00 - 3.25	15
3.25 - 3.50	18
3.50 - 3.75	22
3.75 - 4.00	35
4.00 - 4.25	33
4.25 - 4.50	45
4.50 - 4.75	27

This graph shows the distribution of grades for every student who completed CSE 122 over the past 5 years.
Number of grades in this sample: 373.

Concurrent Courses

- Students who took CSE 142 in the past two years also took the following courses.

9%	MATH 125	Calculus with Analytic Geometry II
8%	MATH 124	Calculus with Analytic Geometry I
8%	GEN ST 199	The University Community
7%	MATH 126	Calculus with Analytics Geometry III

Past course grade distribution is easily accessible, removing the need to click a link to another website or a 3rd party product.

Concurrent courses are also available so students can determine what other classes they could take, based on what other students did in the past.

CSE 122 – Introduction To Computer Programming II

Description: Computer programming for students with some previous programming experience. Emphasizes program design, style and decomposition. Uses data structures (e.g. lists, dictionaries, sets) to solve computational problems motivated by modern societal and scientific needs. Introduces data abstraction and interface versus implementation. Cannot be taken for credit if credit received for CSE 143.

Prerequisite: CSE 122, CSE 123, CSE 142, CSE 143, or CSE 160

Next Quarter Offered: Winter 2024

Gen ED Requirements: Natural Science (NSc), Reasoning (RSN)

Credits: 4

Sections

2022 ▾	Winter	Spring	Summer	Autumn
Offered	Offered	Not Offered	Offered	
Download Syllabus ↴	Download Syllabus ↴	Not Offered	Download Syllabus ↴	

User can select use this dropdown to select a desired year

Quarters of class availability are unambiguously displayed, removing the need to go scour UW websites to find quarters when a class is offered.

A user can download the syllabus of a past course to see how it looked during a previous quarter. If there are multiple documents from a single quarter, everything will be compiled into a single file.

Usage Scenario 1 - Class information and registration

The screenshot shows the 'My Plan' section of a student's dashboard. At the top, there are tabs for Dashboard, Course Catalog, My Plan (which is selected), Advising, and Jamie. Below the tabs, it says 'Your Current Classes: Winter 2024'. A table lists five classes with columns for Add, Class Code, SLN, Section, Meeting Time, Location, Instructor, and Status. Below the table are buttons for 'Drop Classes' and 'Add +'. Underneath is the 'Registration Plan: Spring 2024' section, which is currently empty. It includes a note about the registration start date (February 14) and a 'See all periods' link. A 'Register' button is also present. At the bottom, there are links for 'Graduation Progress Tracker' and 'Schedule Builder'.

- My Plan page contains information about current classes and important details such as class location and meeting times
- We provide a drop and add classes feature so users can quickly drop certain classes or add new classes
- It also shows next quarter's registration period with users' starting date

The screenshot shows the 'Graduation Progress Tracker' page. At the top, there are tabs for Dashboard, Course Catalog, My Plan (selected), Advising, and Jamie. Below the tabs, it says 'Graduation Progress Tracker'. There are dropdown menus for Major (Informatics: Data Science) and Minor (Computer Science). An 'Add +' button and a 'Track Progress' button are also visible. The main area is titled 'Graduation Progress Tracker Report' and includes sections for Overlapping Courses, University Requirements, General Education Requirements, Areas of Inquiry, Departmental Requirement, and Minor Requirements. Each section has a note about credits (e.g., 0 Credits for Overlapping Courses, 180 Credits for University Requirements). At the bottom, there is an 'OR' link and a 'Download PDF' button.

- Within My Plan, users can access graduation progress
- The page shows a report containing how many credits they need to take after selecting the major and minor (optional) by seeing the university requirements. Users can also download the report as a pdf
- The credits requirement have different sections of requirements such as departmental and general education requirements, which are all cumulative towards the university requirements

Usage Scenario 2 - Reviewing Classes

The screenshot displays the 'My Plan' dashboard. At the top, there's a purple header bar with a logo and navigation links: Dashboard, Course Catalog, My Plan, Advising, Jamie, and a user icon. Below the header, a message says 'Hello Jamie!' followed by 'Registration Plan'. It includes fields for 'Add', 'SLN', 'Course Code', 'Meeting Times', and 'Availability', with a note: 'There is nothing on your registration plan yet.' A 'Register' button is present. To the right, there are several sections: 'Inbox' (empty), 'Upcoming Advising Meetings' (listing Dowell Eugenio, Advisor, School, Date&Time, Location), 'Financial' (listing Current Amounts: Tuition Due: \$ 0.00, Holds: \$ 0.00, Husky Card Balance: \$ 658.60), and 'Reviews' (listing courses with instructors and review links). The main area shows a 'Current Schedule: Autumn 2023' grid from 8:00am to 7:00pm, Monday through Saturday, with various classes and quizzes scheduled.

- The course catalog will show a pop-up menu that has 'Search Course' and 'Reviews'

Professor Reviews

Search for professor's name

Search

Review Your Past Classes

Course Code	Instructor	Action
MATH 120	Christopher Skov	Leave Review >
CSE 121	Elba Garza	Leave Review >

Past Reviews

Course Code	Instructor	Quarter	Action
ART 190	Ruby Henrickson	Autumn 2023	See Review >

You have 30 days left to leave this review.

- These reviews are meant to be constructive and informative for both professors and students. Students are interested in learning about the teaching style of the professor, and what worked or did not work for you while you took one of their classes.

- In the Reviews section, users can see past reviews that have information about the classes, instructors, and the quarter that you took the classes
- Users can leave a review for classes you recently concluded, taking into account the timeframe within which this evaluation is being undertaken.

Ruby Henrickson

Ruby Henrickson (b. 1998) is an artist from Michigan living and working in Seattle, WA. She graduated with her Bachelor's degree in 2021 at the University of Washington in Seattle, WA, and her BFA in painting in 2021 at Grand Valley State University in Allendale, MI. Ruby has received the 2020 Sundt Art Fellowship at Pierce College's Institute for Environmental Studies and had a 1-day exhibition event in springtime while attending GVSU.

Class
ART 190

Write a Review

Select Overall Professor Rating

Useful Experience ★ ★ ★ ★ ★ Great Experience

How Responsive was the professor?

No Responsiveness ★ ★ ★ ★ ★ Great Responsiveness

Would you retake this professor?

Yes No

Was Attendance mandatory?

Yes No

Write a Review

Your name will remain anonymous, but your final grade will be passed letter to your review. Please note that this should be a polite constructive review. You can share with other students what worked for your experience with this professor and what did not. Take short, descriptive notes about what you liked about the class and how effective the class was, but how the professor enhanced your learning experience.

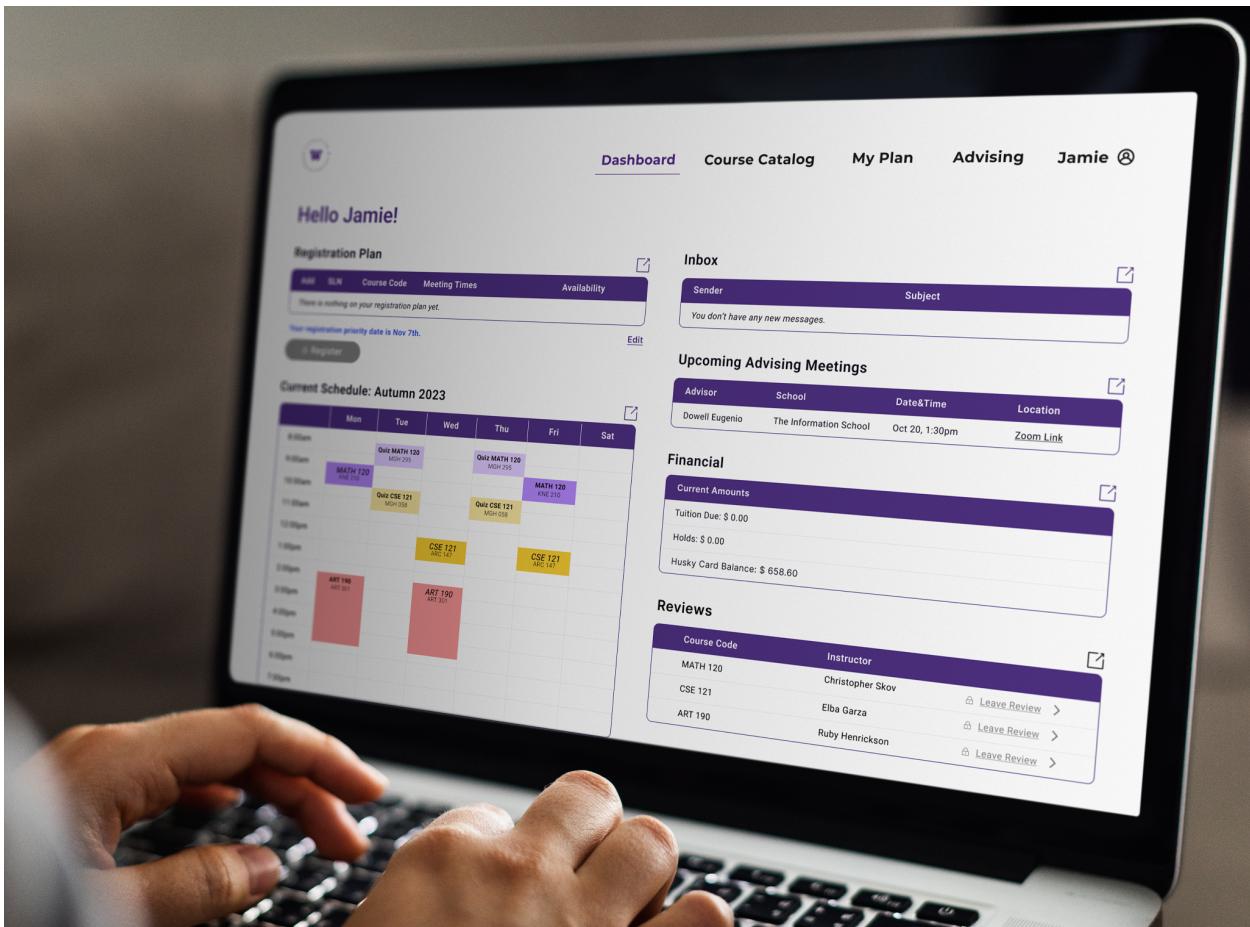
Professor Ruby is a wonderful painter, she is very kind and patient. I am in her class because of circumstances I was dealing with, and super caring. If you're having a rough quarter, just talk to her, she is always there for you. Her class is very interesting, the material was very interesting overall, and required about 8 hours per week for homework.

Post Review

Review Posted

- By clicking the ‘leave review’ section, users will be directed to a page containing the professor’s short biodata
- After each section has been completed, users can post their review
- Users will get a ‘Review Posted’ pop-up notification, suggesting that they have completed this action

Interactive Prototype



[Try out the Prototype](#)
[See prototype for second user flow](#)

References

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<https://resources.mygov.scot/design-standards/design-essentials/typography/>

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<https://uxpickle.com/ux-best-practice-dark-text-on-a-white-background-or-the-reverse/>

Appendix

Reference Images:

The screenshot shows the MyUW website interface. At the top, there's a purple header bar with the "W" logo on the right. Below it, the main content area has a dark grey header with "MyUW" on the left and "Autumn 2023 Week 10 of 11" in the center. A note at the top right says "Most updates become available after 15 minutes." On the left, a sidebar lists navigation links: Home, Academics, Husky Experience, Accounts, Notices, Profile, Calendar, and UW Resources. Under UW Resources, there are links to "See MyUW at a glance" and "Learn more about MyUW". The main content area features several sections: "Notices" with links to registration changes, grading options, quarterly drops, and withdraws; "Husky Experience Toolkit" with a sub-section titled "Fight Decision Fatigue" featuring a photo of a person working on a laptop; and "Autumn 2023 Schedule" showing the timeline from SEP 27 - SEP 29 to OCT 02 - DEC 08, with "FINALs" highlighted. On the right side, there's a "Quick Links" sidebar with links to Canvas LMS, MyPlan, Grade Report, Register using SLN codes, Financial Aid Status, Time Schedule - Seattle, Husky Health & Well-Being, Scout, Google Apps, Office 365 Apps, Zoom, Manage UW NetID Account, Start textbook shopping, MyPlan, Course Catalog, and another MyPlan link. Below that is a "Recently Visited" section with links to Grade Report, Register using SLN codes, Schedule Finder, and MGH 076, each preceded by a plus sign.



Find Courses

SEATTLE CAMPUS [Change Campus](#)Search in: Time Schedule Course Catalog**Course search by:**

e.g. Math 124, ENGL 1xx, COM, 2 credits, A&H, fiction

Try: course code; course level (1xx); curriculum code; number of credits; instructor's last name; Gen Ed code; or keyword.

Meeting days and times: Mon Tue Wed Thu Fri Sat

6:30 am — 10:30 pm

**Exclude options:** Has prerequisites Closed sections Unscheduled (TBA) sections Faculty/Add codes required

PCE Program Students:

 Find PCE sections only**General Education:**Some general education requirements have changed names. [View Changes](#)[C](#) | [DIV](#) | [SSC](#) | [NSc](#) | [RSN](#) | [A&H](#) | [W](#)**Colleges, Schools and Programs:****College of Arts and Sciences**

- [Aerospace Studies \(Air force ROTC\) \(A S\)](#)
- [American Ethnic Studies](#)
 - [African-American Studies \(AFRAM\)](#)
 - [American Ethnic Studies \(AES\)](#)
 - [Asian American Studies \(AAS\)](#)
 - [Chicano Studies \(CHSTU\)](#)
 - [Swahili \(SWA\)](#)
 - [Tagalog \(TAGLG\)](#)

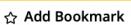
College of Education

- [College of Education](#)
 - [Curriculum & Instruction \(EDC&I\)](#)
 - [Early Care and Education \(ECE\)](#)
 - [Early Childhood and Family Studies \(ECFS\)](#)
 - [Education \(EDUC\)](#)
 - [Education \(Teacher Education Program\) \(EDTEP\)](#)
 - [Educational Leadership & Policy Studies \(EDLPS\)](#)
 - [Educational Psychology \(EDPSY\)](#)

 MyPlan

Registration WI 24

INFO 200 Intellectual Foundations Of Informatics (5)

 Add to Plan  Add Bookmark

Course Overview

Course Description Introduces the intellectual foundations of information, including what it is; how people create, categorize, find, interpret, manipulate and use information; how human values shape the design of information, information technology, and information systems; and how these systems shape people, organizations, and society. Includes analytic, design, empirical, and technical skill development.

[View additional insights for this course on DawgPath.](#)

Course Prerequisite None

Quarters Scheduled for: **WI 24**
Check with the department or your adviser for more information about this course.

Gen Edu Req (SSc) Social Science

Curriculum INFORMATICS, Seattle Campus

INFO 200 Course Sections

Seattle

WINTER 2024							
>	Section	Type (Credit)	Meeting Time & Location	Instructor	SLN	Est ENRL Status	
▼	A 	Lecture (5)	In-person MW 10:30 AM - 12:20 PM	Wes Eli King KNE 110	15806	Open  40 avail of 200	  
Additional Details General Edu Req: (SSc) Social Science REQUIRED FOR INFORMATICS MAJOR MUST ENROLL IN A LAB SECTION NO WAITLIST OR OVERLOADS EMAIL INFORMATICS@UW.EDU FOR QUESTIONS AND OTHER REGISTRATION INFO DO NOT CONTACT INSTRUCTOR View more details							
▶	AA	Laboratory	In-person T 8:30 AM - 9:20 AM	MGH 228	15807	Closed  0 avail of 20	  
▶	AB	Laboratory	In-person T 9:30 AM - 10:20 AM	MGH 284	15808	Closed  0 avail of 20	  
▶	AC	Laboratory	In-person T 10:30 AM - 11:20 AM	JHN 026	15809	Closed  0 avail of 20	  
▶	AD	Laboratory	In-person		15810	Closed  0 avail of 20	  

User Research Notes:

Name: Michel

Age: 17

Year at UW: Junior

Transfer: pre-major

In their major/ what is their major: architecture/not yet

In-state/Out-of-state: out of state

Financial aid: none

Students interview questions

Can you describe your process of registering for classes? (1)
Tell me about the last time that you registered for classes.
Why do you usually go to talk to advisors?
Tell me about the last time you talked with an advisor.(2)
When was the last time that you dropped a class and why did you drop it? (4)
What do you wish you knew before registering? (8)
What difficulties do you have when registering for classes?(3)
Were you able to register for all of the classes that you wanted? (5)
What time do you register for classes? (when is the usual time of the day) (6)
What are your emotions regarding registering?
What is your overall sentiment towards registration? How so? (7)

Ans:

1. She talked to an advisor from orientation and she went to myplan and search for the degree audit to see what classes she needs to take for a major in architecture
2. The first registration process. She said her advisor helps her a lot
3. Add code for specific class and time schedule that clashes with other classes
4. She dropped 1 class to get into another class due to time constraint and it was an elective class (less important)
5. Yes
6. Probably noon (around 2-3)
7. At first it was a bit confusing because of add code, but when she asked her advisor about it, she found out that she needed to email the teacher and she solved her issue.
8. She wish she knew some classes are locked and needed add code, so she can prepare next time

Name: Rapinder Jawanda
Students level: Sophomore
In-state

How would you describe the registration process for your child?

- I know that she has to wake up really early which I find strange and she picks out her classes before. She told me about this year when she was registering because she already took a class that she is trying to retake that she logged in but was unable to add the class which caused her stress and that she needed to wait for registration period 2 but she doesn't know when that is. I think she has enjoyed most of her classes but I know she asks advice from a lot of her older friends that have taken the class

As a parent what is your biggest worry about your child in university?

- I think it's a lot of pressure on the student for the capacity constrained majors because it's like they have to apply to college again which makes her very nervous and stressed. I also want to see if she is on track to graduate like she tells me she is but I want to see if there is something that shows me how much longer she will be in school because I am the one who is funding this.

How do you feel when your child chooses her classes?

- I just want to make sure that they are necessary and that she is doing it correct so she can graduate on time.

Name: Christina

Age: 18

Year at UW: Freshman

Transfer: No

In their major/ what is their major: No, Architecture and Real Estate

In-state/Out-of-state: Out-of-state

Financial aid: No

- Registered during A&O Pt.2
- Talked to an advisor about registering for a higher level class and dropping a class because she didn't know how to
- Dropped a class second or third day of school because it was a FIG and it didn't match what she wanted to do with her major
- Before registration, she wished that she knew she didn't want to take certain classes (in her case, band) because of the time conflicts/the class being really late in the day
- She wished that she planned more ahead of time (planned the whole year schedule) because now she doesn't know what to take next quarter
- Difficulties: competitive because a lot of students are trying to register for the same classes but there are not enough spaces available
- Was not able to register for all of the classes she wanted (ARCH 350 and 200) because it is only offered during the autumn quarter but was not aware of that
- Registered for classes while working around the time zone
- Emotions: stress and sadness

Link to the interview:

https://drive.google.com/file/d/1hE_M4W2I532QpCMGnbbJ6_NEkaNXW_7h/view?usp=sharing

Name: Hemkesh

Age: 18

Year at UW: Freshman

Transfer: No

In their major/ what is their major: Yes, Computer Engineering

In-state/Out-of-state: In-state

Financial aid: No

- Registered for classes during A&O Pt2
- Never talked to his advisor about registration, but did about deciding on major, classes, and what they were looking for as an applicant

- Dropped one class because of RMP reviews, and it was recruiting season for internships so needed more flexible and manageable schedule
- Wasn't aware that he needed to complete the A&O session
- Looking for courses can be more accessible
- Wished that he knew about registration time
- Many of his friends thought you needed your advisors to register for classes

Name: Audrey

Age: 20

Year at UW: 2nd

Transfer: no

In their major/ what is their major: CMS

In-state/Out-of-state: Out-of-state

Financial aid: none

Notes:

Can you describe your process for registering for classes?

“I'm one of those people you waits a little longer”

“Standard sophomore date that is random, i'm always a little late to the problem”

“So for me I try to do a balance of things going towards my major (more interest based) and then balance with credits that I need. I make an effort to add natural science or reasonings. This quarter I needed a W credit and I'm folding in a CMS major. Last year took classes that need to apply to major”

I have only talked to my undergraduate once, at the end of last year it wasnt that helpful

Declared her major ad got advice on where to take the rest of the year, he answered all my questions

She does have some follow up questions

Have you been able to register for all the classes you wanted?

I think there were only a couple of times I didn't get the classes I wanted. Because I am later on in registration I have to move around my classes because they get filled up quickly. I'd check the week leading up to my date and they would fill up.

When she got bumped she had bookmarked classes for a backup

Natural science is capacity constrained for the ones I want so ill go into the search bar , type nsc and put 5 credits and to make it fit my schedule I will put the dates and the times that work best for me. I will filter the 100, 200 level so they are the ones I want.

What apps do you use that UW provides for registration?

Myplan def a lot of searching but before that I use the degree audit thing and then I see the UW general credits and then I look at English minor requirements as well. I definitely use the audit to see what I need and the advisor was really helpful because he pulled that up.

I have never had a lot of stress, but I think a lot of people have other problems there. But I do have stress for the natural science classes that I know I will be passionate enough to take.

Never dropped a class

Name: Molly

Age: 20

Year at UW: 2nd

Transfer: no

In their major/ what is their major: Applied to LSJ

In-state/Out-of-state: Out-of-state

Financial aid: none

Currently waiting for acceptance to LSJ.

What is your process for registering for classes?

" I usually start worrying about this a month out. I usually go in and check my data, it's changing a little bit this year because I just got DRS this fall. Leading up I would have to check my classes and make sure they weren't filling up ""I would have to rearrange my schedule but like i usually do the dars assessment to see if i have all the classes i need also my gen eds as well. Then I usually pick a schedule that is pretty light, then get up at 6am"

Last time I registered was in the spring of 23 and I hadn't gotten my early date so I was probably near the end. I had a bunches classes lines up, they filled up pretty quick but with the notification system I ended up getting 1 of the global health classes that i'm in right now, but then because i'm pre-lsj I have to take an lsj class every quarter, I needed to sign up for this one class that I needed for the core requirements which was 367 and it took until end of july for them to find a professor so i essentially sat around all summer waiting for them to assign a professor, they didn't turn on notification so I wouldn't know if they actually would get a professor. That was kinda a mess, I was pretty frustrated because I did everything I could on my end, like I reached out to advisors who weren't very helpful because they were on sabbatical over the summer but I needed them over the summer. When it came out in July I signed up and got it and I love the class now but the process to get there was very annoying.

What do you wish you knew before registering for classes?

“ I wish I was able to look at the syllabus before classes and that the dawg path grade distribution is helpful but it doesn’t tell me how well those students did in other lsj classes so that isn’t super helpful, or how does this class compare to when other professors taught it. Or when it is offered in other quarters for the year.