

CISE ADVISING

TEAM V:

PAVAN VISHNU SAI BESTHA, VARSHITH REDDY GANJI, SAHAS GUNDAPANENI

OUR TEAM



PAVAN VISHNU SAI BESTHA

Main designer,
responsible for
creating the tool's
overall look and feel.



SAHAS GUNDAPANENI

Note-taker and user
testing lead, ensuring
user insights drive the
tool's development.



VARSHITH REDDY GANJI

Team liaison and
designer, bridging
communication
between the client
and the team.

Client: Martha Pennock Schaub

Project Objective

To develop an intuitive and interactive tool that helps CISE students efficiently plan their academic schedules, track prerequisites, while reducing the workload on academic advisors by addressing repetitive queries.

Business Issues/Needs:

- Lack of a centralized, user-friendly tool for academic planning.
- Students struggle with understanding course dependencies and degree requirements.
- Advisors are burdened with repetitive queries that a well-designed tool could address.

PERSONAS



SARAH LEE

SECONDARY USER

SYSTEM USE : CASUAL

DEMOGRAPHICS

AGE	22
GENDER	Female
YEAR	Senior Transfer Student
LOCATION	Miami, FL

Goals

- Plan her remaining semesters to graduate on time.
- Transfer credits efficiently from her previous institution.

Pain Points

- Difficulty in transferring credits and prerequisites from previous university.
- Unclear course requirements between departments.

Values/Interests

- Focused on timely graduation.
- Works part-time and needs a flexible academic schedule.

Behavior Patterns

- Uses the tool less frequently, usually before meeting her academic advisor.

Accessibility

- Prefers help features like tooltips or FAQs to navigate course selection.

Knowledge/Proficiency

Intermediate (familiar with university systems but not tech-savvy).

Context of Usage

- Primarily uses the tool during advising sessions or course registration periods.
- Accesses it via mobile and laptop, often between work shifts.

Characteristics of Usage

- Needs clear information on course prerequisites and transfer credit statuses.
- Prefers quick navigation to plan courses across different departments.

Design Issues

- Needs integration with transfer credit assessment tools.
- Would benefit from a filter that displays only relevant courses based on transfer credits.



ALEX MARTINEZ

Primary User

DEMOGRAPHICS

AGE	19
GENDER	Male
YEAR	Freshman
LOCATION	Orlando, FL

GOALS

- Plan courses for the next 8 semesters.
- Ensure all prerequisites are met for timely graduation.

PAIN POINTS

- Overwhelmed by course selections.
- Confusion about transferring AP credits.

VALUES/INTERESTS

- Highly focused on efficiency and academic success.
- Enjoys participating in extracurriculars like the student debate club.

BEHAVIOR PATTERNS

- Checks the schedule planner frequently to update and map future semesters.
- Uses the system before advisor meetings for planning support.

KNOWLEDGE/PROFICIENCY

Moderate (comfortable with computers but needs a simple interface).

CHARACTERISTICS OF USAGE

- Prefers a visual, intuitive tool with color-coded course status (prerequisites, corequisites).
- Seeks pop-up alerts for any course conflicts or scheduling issues.

ACCESSIBILITY

Needs easy navigation and clear course filtering options.

SYSTEM USE

Frequent and requires detailed information.

User Needs:

Students:

- Plan schedules efficiently for 8 semesters.
- Track prerequisites.

Advisors:

- Reduce repetitive scheduling tasks.
- Focus on personalized student guidance.

PROGRESSION

Initial Wire frames:

Created basic layouts to outline key features like course selection, prerequisite tracking visualization.
Focused on usability and functionality.

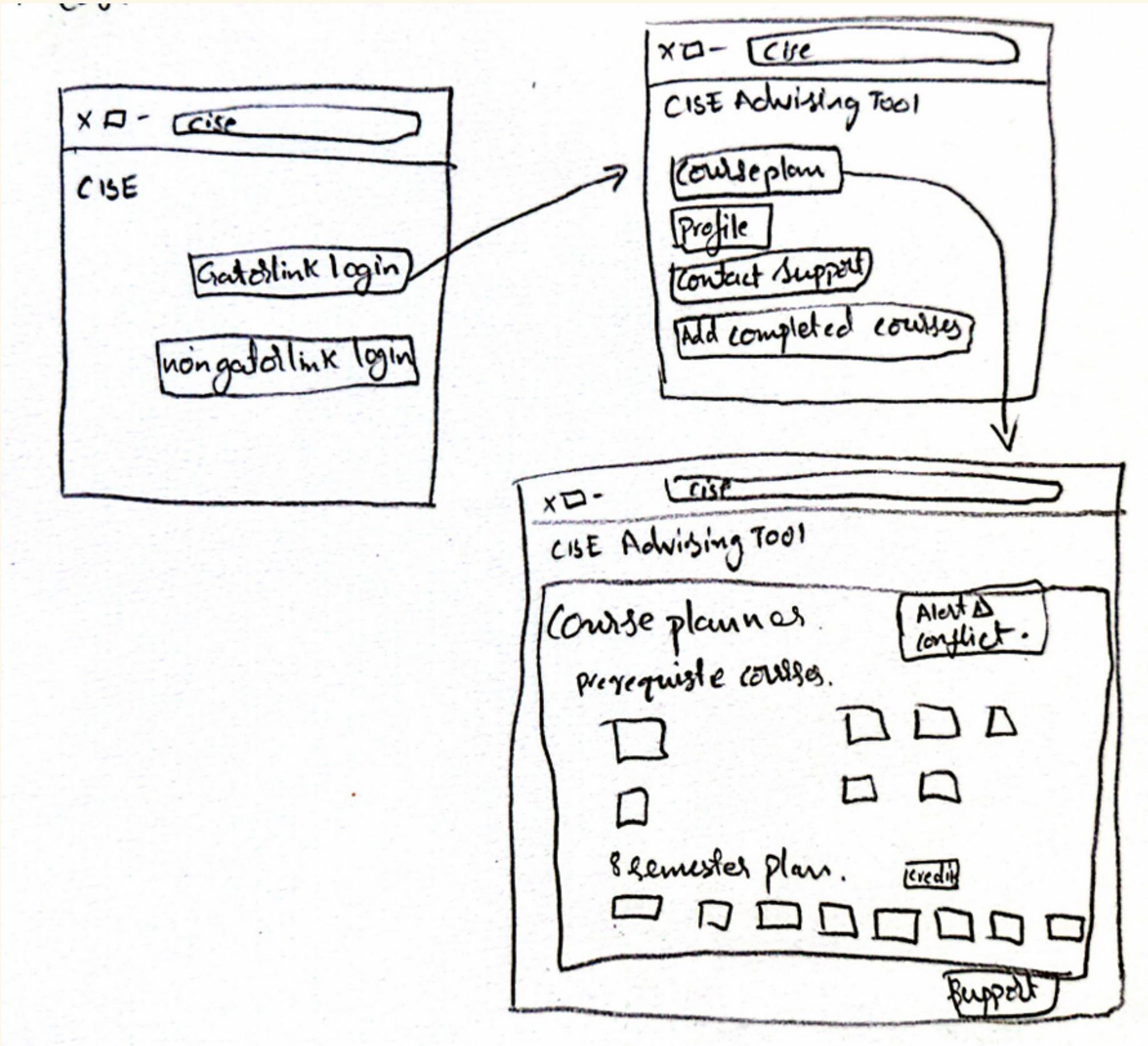
Low-Fidelity Prototype:

Added navigation flows and improved structure.
Feedback from early reviews emphasized clarity in navigation.

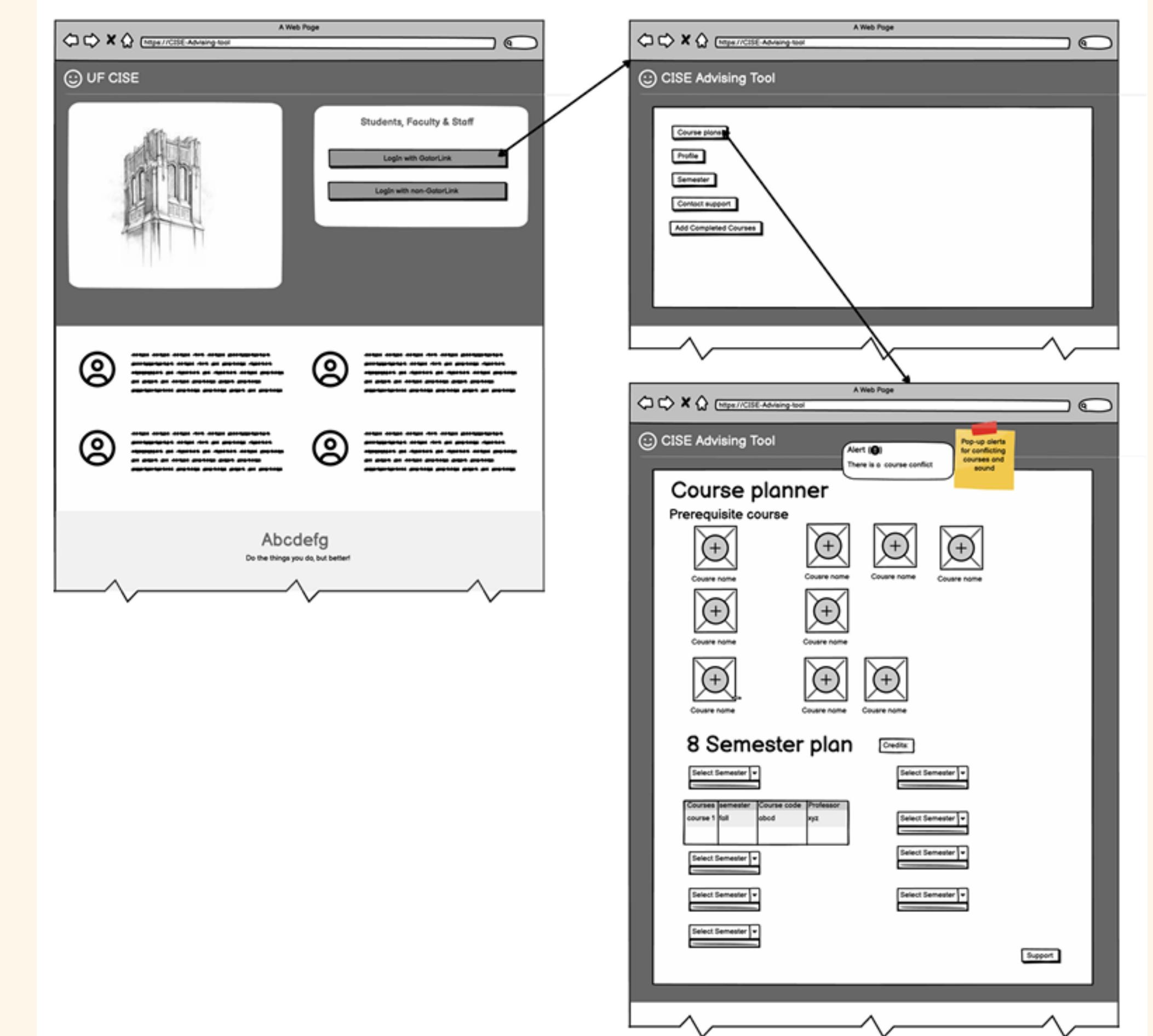
High-Fidelity Prototype:

Integrated polished UI elements and colors.
Finalized features like course availability indicators and schedule optimization.
Removed unnecessary functionalities based on the feedback.

INITIAL WIRE FRAME



LOW FIDELITY PROTOTYPE



HIGH FIDELITY PROTOTYPE

CISE Course Planner

Search LogIn

Students, Faculty & Staff
Login With GatorLink

Login With Non-GatorLink

Admissions Applicants
Check Application Status

CISE Events

CAREER Showcase
January 29 | 1pm - 6pm
Stephen C. O'Connell Center

Join us for the Spring Career Showcase January 29th at 1pm in the Stephen C. O'Connell Center.

UF Resources

- UF News
- UF Calendar
- myUFL
- One.UF
- Directory

Campus

- Weather
- Campus Map
- Student Tours
- Academic Calendar
- Events

Website

- UF Website Listing
- Accessibility
- Text-Only Version
- Privacy Policy
- Regulations

UF UNIVERSITY of FLORIDA

Department of Computer & Information Science & Engineering
10th Floor, 200 University Avenue
P.O. Box 116110
Gainesville, FL 32611-8540
Administrative Services: 302-1161
Administrative Offices: 302-1161

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CISE Advising

Search

BACHELOR OF SCIENCE IN COMPUTER SCIENCE (CSE)
COLLEGE OF ENGINEERING

Main Menu

- Dashboard
- Schedule Planner
- GPA Calculator
- CISE Policies
- One.UF
- ISSS Portal
- Map
- About

Fall Courses

Course 1	Course 2	Course 3
Course 4	Course 5	Course 6
Course 7	Course 8	

Spring Courses

Course 9	Course 10	Course 5
Course 11	Course 12	Course 13
Course 1	Course 14	

Summer Courses

Course 15	Course 16	Course 17
Course 14		

Schedule

Credits left: 104

Fall 2025

Spring 2026

Summer 2026

Fall 2026

Spring 2027

Summer 2027

Fall 2027

Spring 2028

Others

- Logout
- Support
- Settings

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Focus of Design:

- User-Centric: Prioritized ease of use for students and advisors by creating an intuitive flow for schedule planning and degree tracking.
- Clarity: Designed interfaces to provide clear visual hierarchies and reduce cognitive load, ensuring users can quickly understand their options.
- Efficiency: Included features like add to planner and prerequisite alerts to streamline common tasks.

“

UI/UX Principles:

- Consistency: Ensured consistent layouts, fonts, and color schemes across the tool to build familiarity and trust.
- Feedback: Integrated real-time feedback (e.g., prerequisite warnings) to enhance user engagement and confidence.

“

Gestalt Principles:

- Proximity: Grouped related elements like course details, prerequisites, and schedules together to help users quickly associate them.
- Alignment: Maintained uniform alignment of buttons, fields, and text to improve readability and navigation.
- Similarity: Used consistent color schemes and icons for related features.
- Hierarchy: Applied size and color variations to emphasize critical information, such as warnings or incomplete degree requirements.

Feedback

Feedback from Professor and Advisor:

- Issue: Time conflict warnings were unnecessary as class schedules for the next eight semesters are not decided.

Feedback from Students:

- Issue: The "add student type" option was confusing and required navigating through multiple pages.

User Testing

Participants: Conducted tests with both students and our client to gather diverse perspectives.

Methods: Usability testing sessions focusing on core functionalities, such as schedule planning and prerequisite tracking.

Metrics: Asked prompting and focused questions to know the user satisfaction.

Changes Made

- Removed the time conflict warning feature to avoid displaying irrelevant alerts.
- Removed the "add student type" option entirely.
- Consolidated all courses into a single page and allowed course addition directly on the same page to simplify navigation and improve usability.

CRITICAL DESIGN DECISIONS, TENSIONS, PIVOTS, AND SOLUTIONS

Decision: Simplification of Navigation

- Tension: Initial design required users to navigate through multiple pages to add courses, which confused students and increased task complexity.
- Pivot: Removed the "add student type" option and combined course selection and planning into a single page.
- Solution: Streamlined the user flow to reduce navigation steps, making the tool more intuitive and user-friendly.

Decision: Simplified Course Assignment

- Tension: In the low-fidelity prototype, dropdown menus were used to assign courses to semesters, but users found this approach confusing and unintuitive.
- Pivot: Introduced a drag-and-drop interface for course assignment to provide a more visual and straightforward interaction.
- Solution: Simplified the process by allowing users to directly drag courses to relevant semesters, improving clarity and ease of use.

Decision: Removal of Time Conflict Warnings

- Tension: Including time conflict warnings based on tentative schedules could mislead users and complicate planning since class times for future semesters are undecided.
- Pivot: Based on feedback from the professor and advisor, this feature was removed entirely.
- Solution: Focused on core features like prerequisite tracking and degree progress, ensuring only relevant functionalities were retained.

“

The final tool is streamlined, user-friendly, and effectively addresses the needs of both students and advisors, ensuring efficient academic planning.

— RESULT OF THESE DECISIONS

Thank you