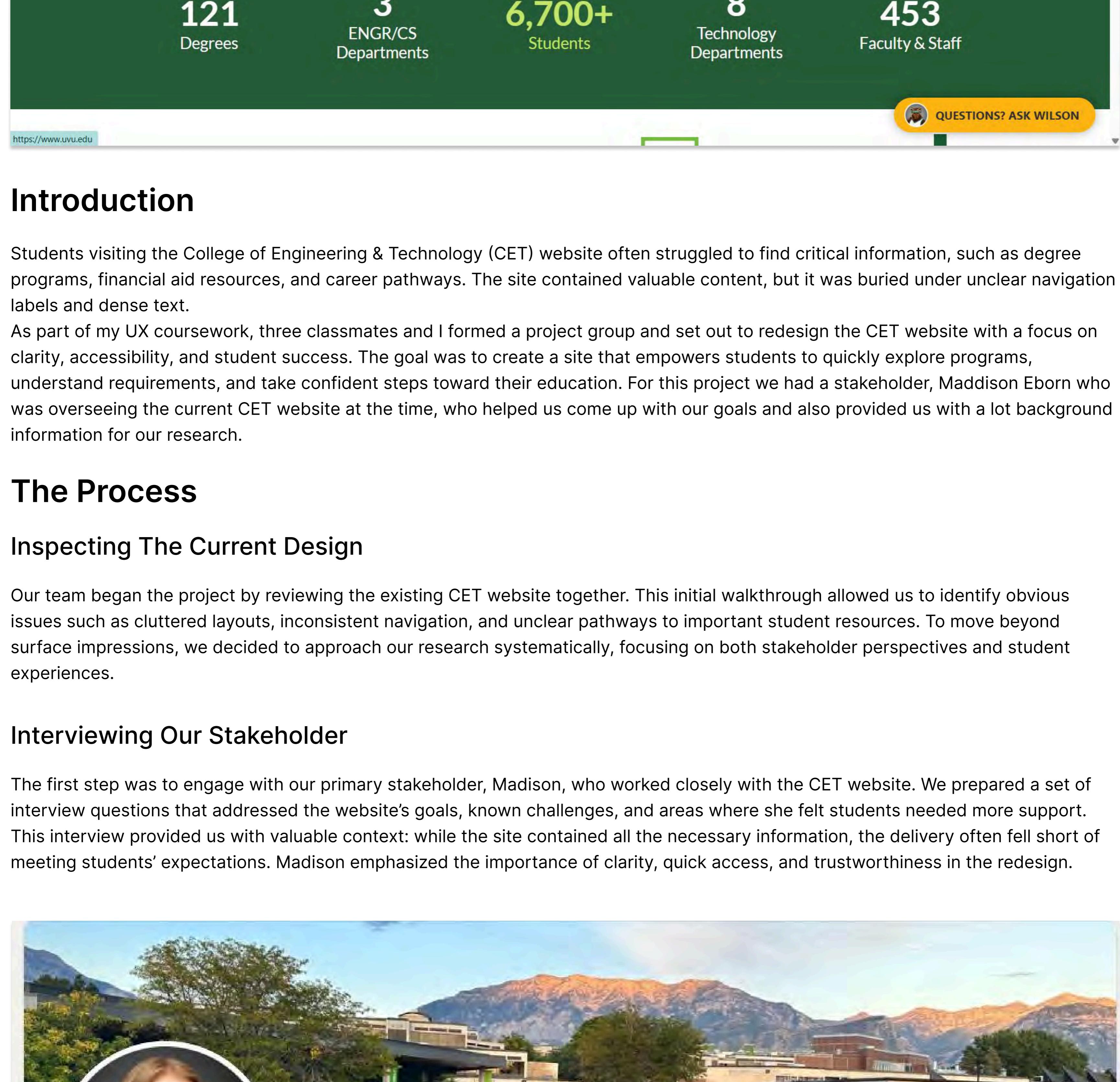


Designing a Smarter Path: Making UVU's CET Information Accessible

This redesign project reimagines the Smith College website with a focus on accessibility, organization, and contemporary visual identity.

BY ALAN MARTINEZ-DIAZ



Introduction

Students visiting the College of Engineering & Technology (CET) website often struggled to find critical information, such as degree programs, financial aid resources, and career pathways. The site contained valuable content, but it was buried under unclear navigation labels and dense text.

As part of my UX coursework, three classmates and I formed a project group and set out to redesign the CET website with a focus on clarity, accessibility, and student success. The goal was to create a site that empowers students to quickly explore programs, understand requirements, and take confident steps toward their education. For this project we had a stakeholder, Maddison Eborn who was overseeing the current CET website at the time, who helped us come up with our goals and also provided us with a lot background information for our research.

The Process

Inspecting The Current Design

Our team began the project by reviewing the existing CET website together. This initial walkthrough allowed us to identify obvious issues such as cluttered layouts, inconsistent navigation, and unclear pathways to important student resources. To move beyond surface impressions, we decided to approach our research systematically, focusing on both stakeholder perspectives and student experiences.

Interviewing Our Stakeholder

The first step was to engage with our primary stakeholder, Madison, who worked closely with the CET website. We prepared a set of interview questions that addressed the website's goals, known challenges, and areas where she felt students needed more support. This interview provided us with valuable context: while the site contained all the necessary information, the delivery often fell short of meeting students' expectations. Madison emphasized the importance of clarity, quick access, and trustworthiness in the redesign.

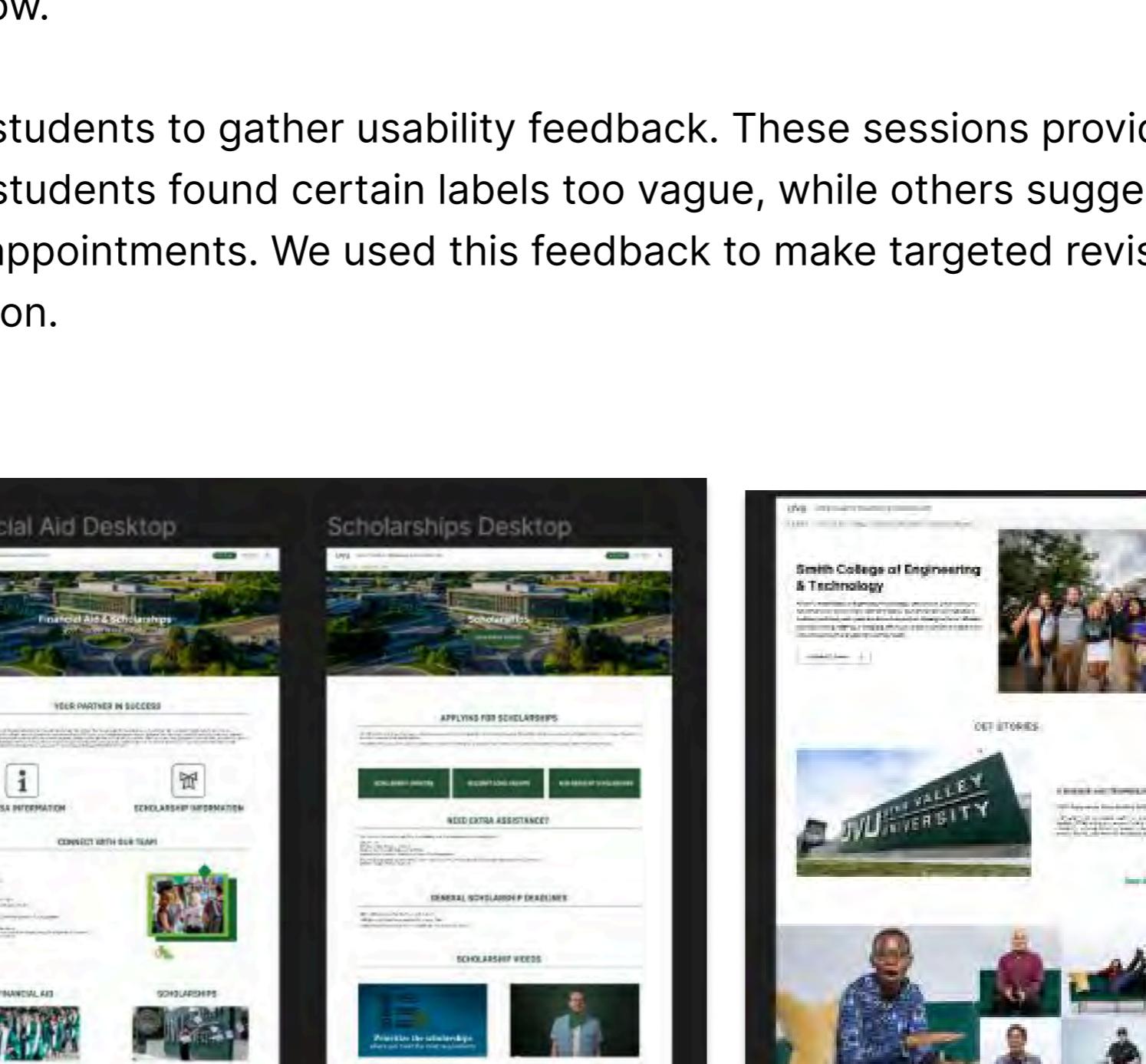
Maddison Eborn She/Her
Marketing & Communications Manager
Provo, Utah, United States · [Contact info](#)
500+ connections

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Maddison our stakeholder for this project.

Researching Our Audience - Students of UVU

Next, we turned our attention to the students themselves. To understand how our peers were actually interacting with the site, we combined observational and survey methods. We observed behaviors around campus, noting how students typically searched for resources or navigated UVU's broader site. From these insights, we developed survey questions aimed at uncovering frustrations, preferences, and patterns in how students approached digital information. We distributed these surveys to our intended audience, gathering feedback that reinforced what we had seen in our observations: students were often confused, overwhelmed, and unsure where to look for the information they needed.



Results of one out survey questions.

Testing with Eyetracking

To gather more precise data, we conducted eye-tracking tests on the current CET website with students from our school. This allowed us to see exactly where attention was being drawn and, more importantly, where it was not. These tests revealed that students often overlooked important links due to poor visual hierarchy and tended to get stuck in circular navigation loops.

Finding Our Problem - Creating a Problem Statement

Once all data was collected, our team synthesized the findings into key insights. We noticed a consistent pattern: both prospective and current students struggled to locate applicable information efficiently. From these insights, we crafted a problem statement:

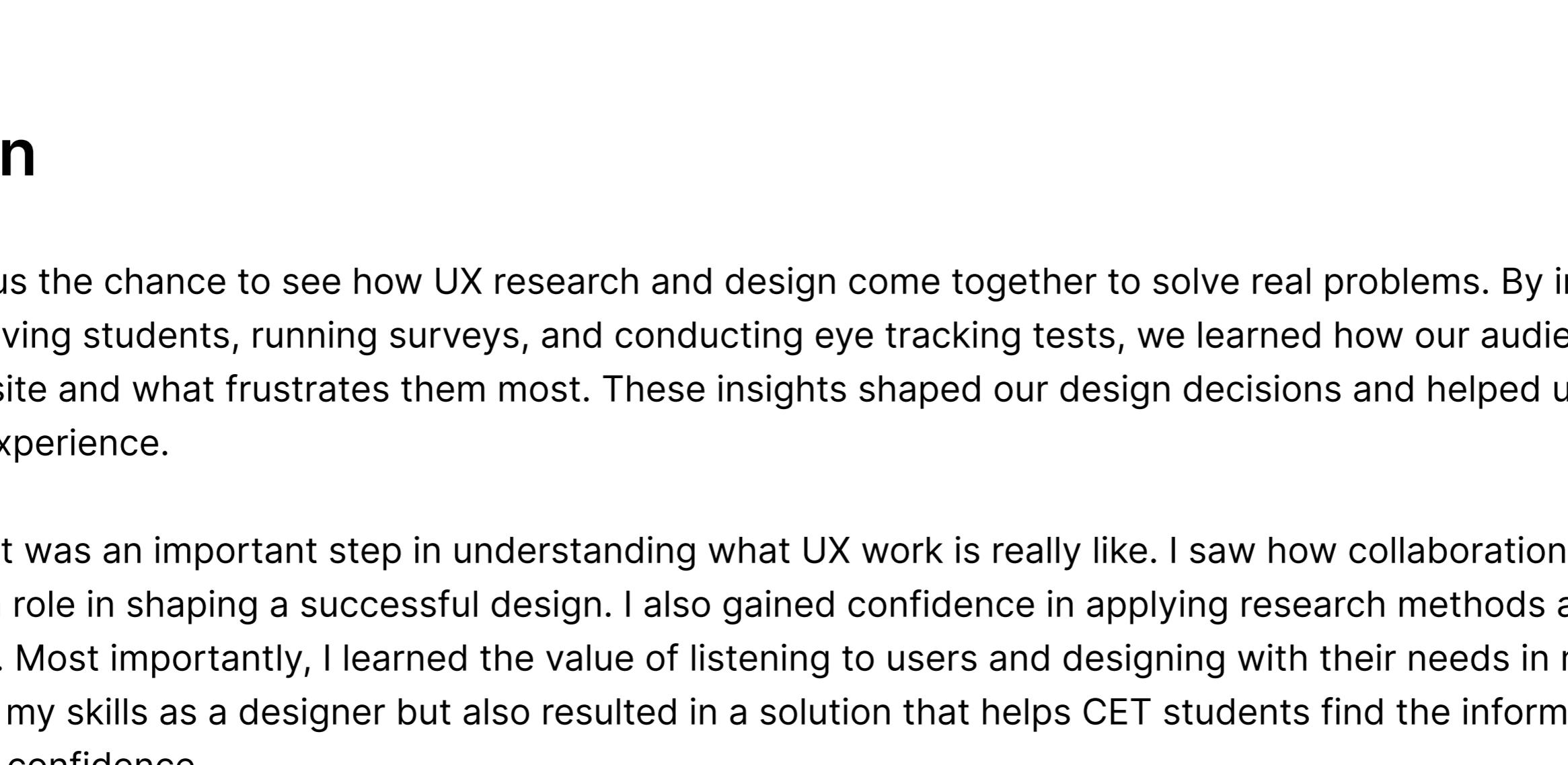
"Prospective and regular students are having trouble finding applicable information on the CET website."

To guide our ideation phase, we also developed a set of How Might We questions. These helped us reframe the problem as opportunities for design, such as: How might best represent accurately what each CET department offers? How might we create a layout that is simple to understand? How might we create a better system for student feedback? These guiding questions set the stage for our next phase of initial design.

Our top voted how might we questions as a group that helped us come up with our problem statement.

Sketching and Wireframing

After completing our initial research and synthesizing our findings, our team moved into the design phase. We began by sketching out possible page layouts together, exploring different ways information could be organized and presented more clearly. These collaborative sketches gave us a shared vision of how the CET website might function if it were streamlined for students. Once we had a foundation, we divided the work among group members. Each person was assigned specific webpages to translate into wireframes using Figma. This allowed us to maintain consistency in style while still making progress in parallel.



Our initial wireframe sketches we made as a group.

Finalizing Our Design - Surface Comps

With the wireframes established, we progressed into surface comps, adding visual design elements such as typography, color, and iconography that matched UVU's brand identity. These comps gave the project a more polished feel and allowed us to see how the redesigned pages would look in practice. From there, we built an interactive prototype in Figma that linked together the different pages and created a seamless, testable flow.

We then tested the prototype with students to gather usability feedback. These sessions provided us with critical insights into areas that still needed refinement. Some students found certain labels too vague, while others suggested clearer calls to action for key resources like FAFSA and advising appointments. We used this feedback to make targeted revisions, simplifying navigation paths and improving the hierarchy of information.

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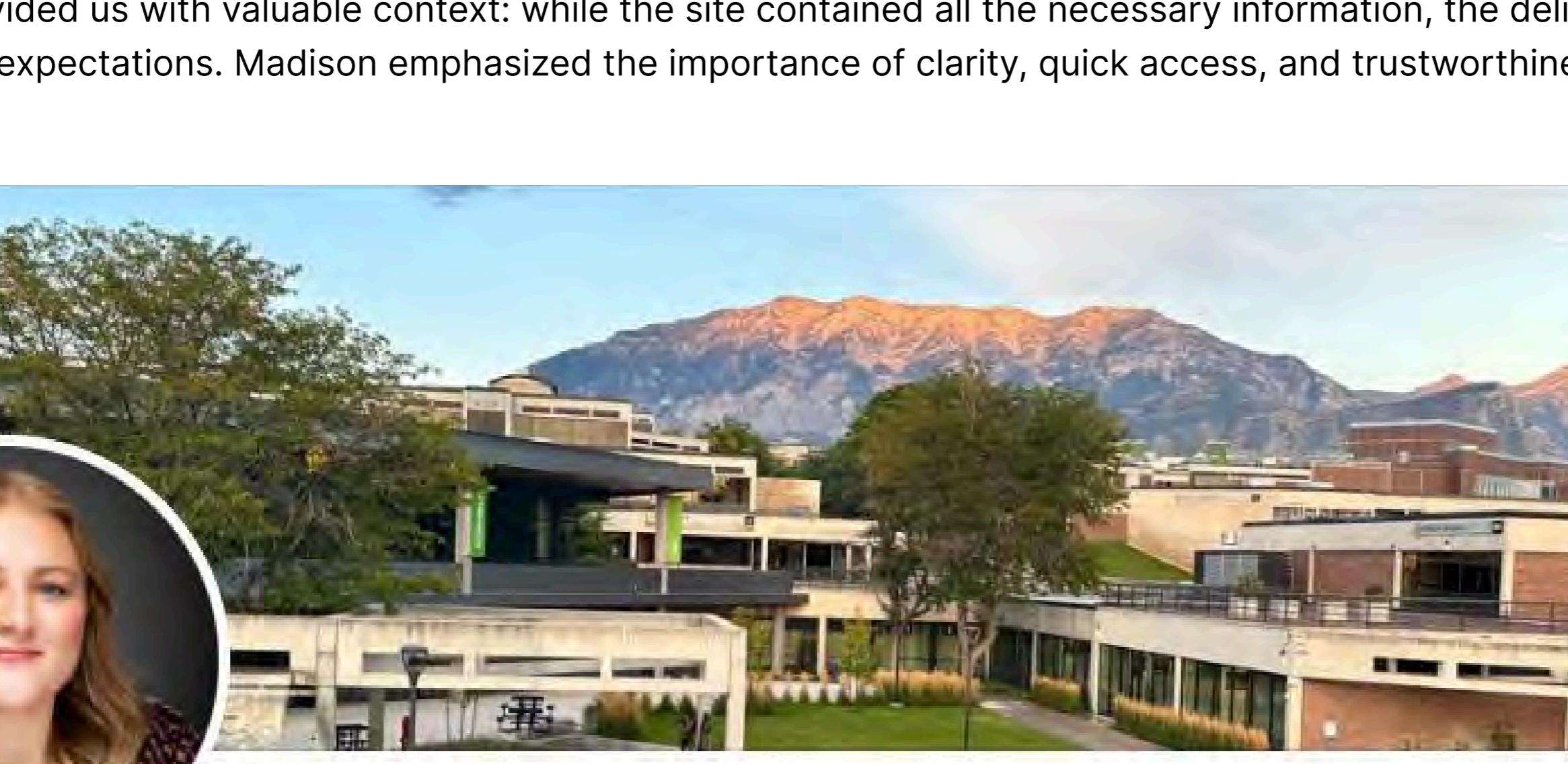
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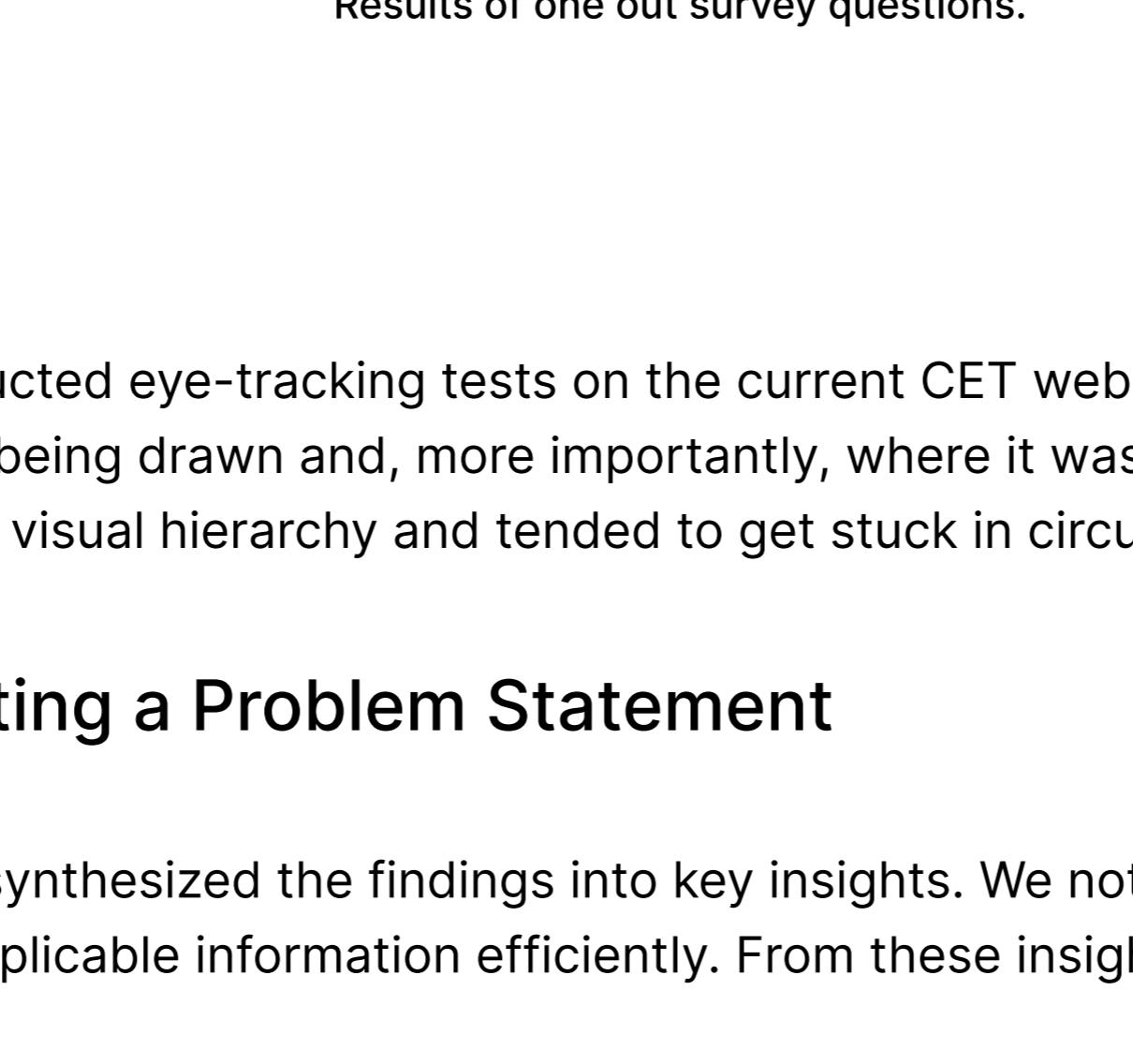
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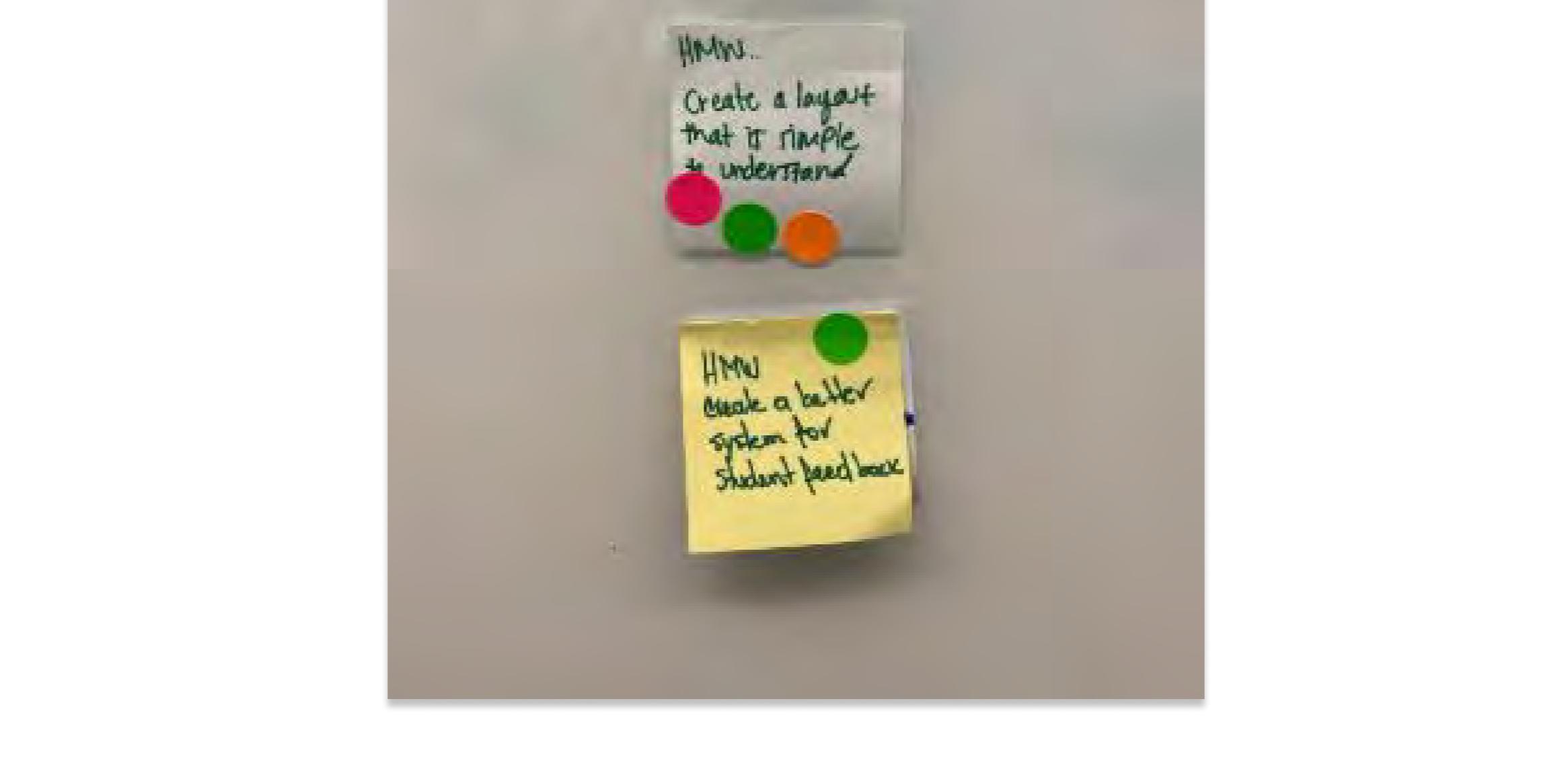
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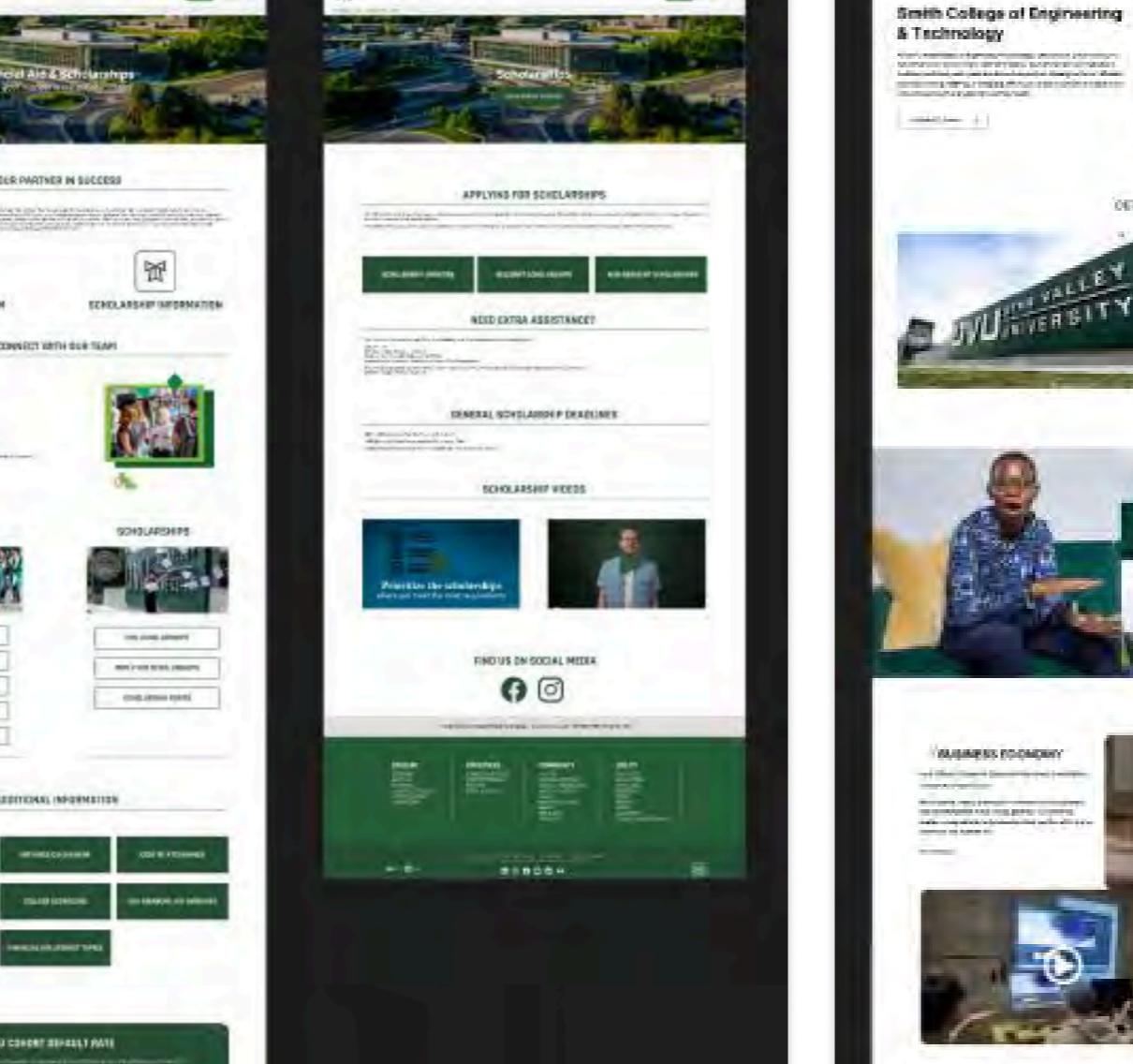
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