

## **Heuristics Evaluation for Wolverine Access Student Center**

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Chris Hanrath

Ray Matsil

Jason Stewart

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## Introduction

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This is a Heuristics Evaluation of the new planner feature in the University of Michigan's Wolverine Access. Our team evaluated the usability of the system, while describing potential problems for the user. Using Jakob Nielson's 10 usability heuristics, this document represents the findings from this evaluation. The objective of the analysis is to identify possible difficulties users may encounter during their interaction with the website; to find out if content and features are presented in a clear and consistent manner; and determine the site's overall ease of use.

## Product Description

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Wolverine Access is the personalized version of the Oracle Campus Solutions suite. It is the Student Administration tool of the University of Michigan that provides tools to manage academic and financial student data. It is implemented and maintained by MAIS. For this project we are focused on the Course Management feature, a tool with which students can register and plan classes as well as view degree audits. The new release, which will be rolled out for the UofM this fall, combines all these self-service features under one central location called "Student Center." In addition to this new subsection, the new release will include a redesigned interface for Wolverine Access. Our group is evaluating the "planning" part of this application where students will be able to plan their future semesters on a long term basis. The main feature is the ability to plan based on program requirements and track degree progress.

The class planning feature enables students to create semester-based collections of classes. The planning tool will be integrated with the enrollment function and enable students to add the selected courses during registration period. The planning tool supports management of course lists with functionality like "add", "move" and "drop" classes. At the same time the planning tool can access the program requirements and suggest classes to fulfill them. While monitoring academic progress the student will be able to select classes to satisfy specific specialization or program requirements.

## User Description

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The users of the systems we evaluate are students whom are familiar with the Internet and go online to perform self-service tasks on a regular basis using this application. They might have used other student self-service applications from previous colleges and their goal, in addition to other administrative tasks, is to plan courses for the current and following semesters.

## Executive Summary

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Using Nielsen's usability heuristics, an evaluation of the new Wolverine Access's "My Planner" tool revealed three repeating patterns of violations that are addressed in this report: presentation, orientation, and functionality. The presentation of information in Wolverine access lacked sufficient consistency, which led to confusion while navigating the system in terms of clickable and non-clickable elements. The evaluation also revealed that becoming "lost" in the system with the scarcity of orientation elements provided by Wolverine Access was not uncommon. The multiple menus do not correctly identify the current location of the user in the site structure. While some of the functionality deficiencies observed might be specific to the test environment, there were some functions whose purpose is not clear and thus distracting or confusing to the user. An example of this phenomenon is the ability to add courses to the planner multiple times. The absence of online help or documentation at the time of this evaluation raises another problem.

In terms of Nielsen's usability Heuristics, the area in which there is the most opportunity for improvement is in "Consistency and Standards." By implementing some of the suggestions from this evaluation, the new Wolverine Access development team could greatly improve the product's usability.

## Methodology

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We based our evaluation on these ten Heuristics Principals developed by Jakob Neilson. Each of these has been designated a number which will correspond to the specific violations in the tables of potential issues as well as the table containing positive elements the site contained. Our ratings were also based on a system of ratings that Neilson created.

Heuristic	Details	Number
<b>Visibility of system status</b>	The system should always keep users informed about what is going on, through appropriate feedback within reasonable time.	1
<b>Match between system and the real world</b>	The system should speak the users' language, with words, phrases, and concepts familiar to the user, rather than system-oriented terms. Follow real-world conventions, making information appear in a natural and logical order.	2
<b>User control and freedom</b>	Users often choose system functions by mistake and will need a clearly marked "emergency exit" to leave the unwanted state without having to go through an extended dialogue. Support undo and redo.	3
<b>Consistency and standards</b>	Users should not have to wonder whether different words, situations, or actions mean the same thing. Follow platform conventions.	4
<b>Error prevention</b>	Even better than good error messages is a careful design which prevents a problem from occurring in the first place.	5
<b>Recognition rather than recall</b>	Make objects, actions, and options visible. The user should not have to remember information from one part of the dialogue to another. Instructions for use of the system should be visible or easily retrievable whenever appropriate.	6
<b>Flexibility and efficiency of use</b>	Accelerators—unseen by the novice user—may often speed up the interaction for the expert user to such an extent that the system can cater to both inexperienced and experienced users. Allow users to tailor frequent actions.	7
<b>Aesthetic and minimalist design</b>	Dialogues should not contain information which is irrelevant or rarely needed. Every extra unit of information in a dialogue competes with the relevant units of information and diminishes their relative visibility.	8
<b>Help users recognize, diagnose, and recover from errors</b>	Error messages should be expressed in plain language (no codes), precisely indicate the problem, and constructively suggest a solution.	9
<b>Help and documentation</b>	Even though it is better if the system can be used without documentation, it may be necessary to provide help and documentation. Any such information should be easy to search, focused on the user's task, list concrete steps to be carried out, and not be too large.	10

Rating	Definition
0	This is not a problem at all.
1	Cosmetic Problem only: Doesn't need to be fixed unless extra time is available.
2	Minor usability problem: fixing this should be given low priority.
3	Major usability problem: important to fix and should be given high priority.
4	Usability catastrophe: imperative to fix this before product is released

## Evaluation Data

Heuristic	Specifics	Reason	Severity
2, 4, 6	Are links easily identifiable as links?	Some links on the student center - "weekly schedule" or "view all" on requirements are not underlined.	4
2, 4, 5	Is the system tolerant of errors and recognize and prevent them ahead of time?	Classes can be added more than once to the planner.	4
1, 4, 6	Does the navigation represent the structure of the site and is it easy to navigate to other places?	Global navigation on left hand side does not represent correct site structure.	4
5, 10	Does the site provide online help?	No	4
4	Have industry and conventional standards been followed in all pages?	The colors and order of items in the left hand global navigation are not clear and useful.	3
1, 4, 5,	Do the symbols and icons used on the page identify the correct system status?	If classes are already added to the planner the assigned symbol does not show up on the "Browse course catalog" page.	3
2	Do groupings of options and content observe the magic number 7 guideline of chunking?	The "global navigation" and "student center" are too cluttered and offer more content than the user can process.	3
1, 2, 8	How clear are the meanings of graphical elements such as icons and are all icons visually and conceptually distinct?	The icons of "in progress, taken and planned" do not speak for themselves and would not be meaningful without a legend. Furthermore there are similar but different icons for "enrolled, dropped, wait-listed" and "open, closed, waitlist".	3
1, 5, 6	Are messages, prompts and instructional text placed at visible parts of page?	After deleting from long list, page scrolls down to last position on page but message stays at top and is not visible.	3
3, 5, 6	Is there an adequate undo function or are users prompted to confirm severe actions?	Deleting courses or moving courses can not be undone, for most operations the system does not display a message to confirm an action by the user.	3
3, 6	Does the site use appropriate colors for text, content and background with enough contrast?	Some text and background combinations like the blue table headings on blue background are hard to read.	3
3	Does the site offer adequate controls to perform tasks easily?	On the "Plan by requirement" page the user can not add one or more classes from this page with a single click. The user has to open the class details first.	3

1	Does every page have a title or header that describes the purpose of the page and or its contents?	The page title is not clear to identify (ira leibowitz, my planner, course detail) because there are too many elements that are hard to distinguish and they change position or disappear.	3
1	Does every page provide a link to the "home page"?	Considering the "Student center" to be the home page. The only link is very hard to find in the left hand navigation.	3
1, 4, 10	Are breadcrumbs used to show location of where the user is and where he came from?	There is no breadcrumb to indicate where in the system the user is and where he came from, the tab navigation is not enough to visualize location and traveled path.	3
1, 3, 6	Can the user identify responses by the system and does the user get the expected feedback?	Click on "view all" on requirements page does not go back to that part of page	2
4	Does the site load quickly under typical conditions of use and is each page smaller than 60k.	The average page load takes too long and the page size exceeds the industry average by far. This is due to 1k cookies, 330k of html data, 72 http requests, 40k css, and js in external files.	2
4	Have industry and conventional standards been followed in all pages?	The style and handling of the secondary tab navigation is hard to use and does not reflect known internet standards.	2
3, 4, 6,	Are important navigational controls or content below the fold?	On "student center", personal information is below the fold and can be overlooked.	2
3, 4	Does the site require an inordinate amount of vertical scrolling?	The content of the requirements page is too long and confusing to the user.	2
2, 4, 10	Does the site use visual indicators and are they easy to understand?	The symbol of a "triangle" in error messages does not represent the reason of the message and is not known as a symbol in this regard.	2
2	Does the site account for use by users whose native language is not English?	There is no alternative language version available and the wording is sometimes not clear enough.	2
6, 7, 8	Is text and content concise and chunked appropriately to maximize legibility and readability?	On requirements, logical blocks can be grouped more prominent.	2
3, 4	Does the browser back button work?	After certain operations such as delete, the system shows "this page is not longer available".	2
1, 3	Is the site structure balanced?	The sub pages for the different self-service categories are not well balanced.	2
1, 3	Does the site provide alternate navigation mechanisms?	The dropdown navigation does not match other navigation alternatives. There are no breadcrumbs that would help navigate through the page, whereas the navigation in the footer just adds additional clutter.	2
3	Can the user perform tasks easily with the right functions available where expected?	The course details page is not linked with the course name just with the details.	2

4, 5	Are interactions on the page logical and work properly?	The symbol in the error message is clickable but this has no effect.	1
5, 10	Does the site "gray out" or indicate inactive links and controls on a page?	Move button for example could be "greyed out" if no classes or term are selected for move.	1
2	Do graphics mirror real world conventions?	Some of the visual cues do not follow real world conventions, and some do. The waitlist sign resembles a yield sign, but the class is closed sign is a blue box, which has no correlation to convention or the real world.	1
2, 6	Do referenced course elements correspond to their respective objects outside of the system?	No. UM uses "credits" but system uses "units."	1
2	Do groupings of options and content observe the magic number 7 guideline of chunking?	The content on the "requirements" page is too cluttered and can not be processed as a whole.	1
3	Does the site offer adequate controls to navigate pages with an abundance of content?	There is no "back to top" link on long pages like on the requirements page.	1
3	Are controls and functions on the page duplicated or are there different ways to perform a task?	The "my planner" link takes the user to the same page as the "plan" tab.	1
1	Are conventional colors used to distinguish visited from unvisited links?	No. Links are always blue, visited or not, they turn a magenta when you hover over them, which is confusing.	0
2	Are appropriate symbols used to represent actions?	Yes, trashcan is used to signify deletion	0
1, 6, 10	When error messages are displayed does the site clearly show what information is in error?	Error messages are clear and detailed.	0
3	Does the site ever automatically open new browser windows that you did not expressly initiate?	This site does not ever open unexpected windows or browser tabs.	0
3	Does the site use colored table cells?	The site does make nice use of coloring their tables to increase legibility. Color coding of the tables is done well throughout the site	0
3	Are there useful navigational elements?	Return to _____ links on the footer or header of each page.	0
1	Is the site likely to be usable for a monitor with a resolution of 800 x 600?	Yes, It doesn't all fit into the screen but it is not overwhelmingly large.	0
1	Is there an appropriate response to user actions?	Yes, when you add or remove a class the site gives you a message notifying you of your previous action	0
1	Is it clear when the system is processing a request?	Yes, it shows a processing indicator at the top	0

1	Is there a consistent design scheme and stylistic treatment across the site?	The design is very consistent across all of the pages, the navigation stays static, and they stick with the same type of tables throughout.	0
2	Do real world objects used perform expectedly?	The tabular navigation is used metaphorically to indicate different sections of the "self-service" section.	0

## Findings and Conclusions

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Examination of the evaluation data revealed that opportunities for improvement could be divided into three areas: functionality, presentation, and orientation.

### Functionality

The system violates heuristics 2, 4, and 5 because it allows you to add a course unlimited number of times to the planner. If a class is already added to the planner you should not have the option of adding it again, or if you try to the system should tell you that it is already added. *See Appendix Figure 1.*

The site does not provide any sort of online help. This obviously violates heuristics 5 and 10 because there isn't even one. This is a big problem; some sort of help system should be implemented.

There is not an adequate undo function in the system. When you delete a course there is no way to undo it, you must find it again and re-add it. This violates the user heuristics 3, 5, and 6, you always want to leave the user with a way to undo what they previously did. A way to fix this could be to have the system save your last five or ten actions and give you the ability to undo or redo some of these.

### Presentation

Not all links on this site are identifiable as such. Standardization in hyperlink convention is important to establish navigation within a website. Wolverine Access is inconsistent in its' hyperlink styling scheme in that it sometimes uses underlined styling for hyperlinks and other times it does not. This site violates heuristics 2, 4, and 6. One possible resolution is to se standard hyperlink conventions to make it easy for the user to know what is clickable and what is not. In this situation, Wolverine Access predominately uses underlined hyperlinks so this convention should be applied to the "weekly schedule," "view all," and "enrollment shopping cart" links. *See Appendix Figure 5.*

The symbols on the page don't always identify the correct system status. This violates heuristics 1, 4, and 5. In the "Plan by requirements" view, there is a legend describing three

symbols for “Taken,” “In Progress,” and “Planned.” The symbols appear next to courses and describe their status; this presentation is very useful since the only way a student would know whether or not they had planned, taken, or are currently taken a course is either from memory or from information not displayed on this page. However, this legend and accompanying information is not displayed in the “Browse Course Catalogue” view.

To improve the “Browse Course Catalogue” view, another column could be added the course listing tables that would correctly identify the status of the course as it pertains to the student. *See Appendix Figure 6.*

The grouping of content does not observe the “magic number 7” rule. This violates heuristic 2. The global navigation toolbox and tab bar are cluttered and contain more information than a user can process at one time. While the tabbed and collapsible approaches to the top and left navigation respectively are valiant attempts to solve this problem, the layout and content of these two elements still violate the “Magic Number 7” guideline of chunking (Miller, 1956). In order to reduce the clutter, further effort could be made to combine elements in the left global navigation. For example, “Academic Planning,” “Course Search,” and “Enrollment” are closely related; perhaps they could be integrated into one menu item entitled “Academics.” *See Appendix Figure 7.*

Not all of the graphical elements on the page have clear meaning; this violates heuristics 1, 2, and 8. The icons representing “in progress,” “taken,” and “planned” do not intuitively represent their actions and thus would not be meaningful without a legend. Furthermore, there are similar but different icons for “enrolled,” “dropped,” “wait-listed,” and “open,” “closed,” and “waitlist.”

In order to reduce confusion and increase consistency across the system, it would be beneficial to use icons that more accurately represent their intended representation and use distinct visual representations.

Messages and prompts are not always on the visible part of the page; this violates heuristics 1, 5, and 6. While in the “My Planner” view the user has the option to move or delete items from a list. When the list is very long and the user performs either of these actions, they are taken to the bottom of the list after items have been moved or deleted but the notification of their action is at the top and thus not visible.

It is important for confirmation message to be seen by the user. It would therefore be more effective if the user were sent to the top of the page after items were either deleted or moved when in the “My Planner” view.

The site does not always use appropriate colors for text and buttons. This violates heuristics 3 and 6. There are a few instances where light and dark same-color combinations are utilized. Aesthetically, this may be a good choice however can be difficult for the user to read, especially if the letters are small.

An alternative to this light and dark same-color combination approach, a color scheme that utilizes colors opposite each other on the color wheel could be implemented to increase readability. *See Appendix Figure 8.*

## **Orientation**

The global permanent navigation on the left side does not provide a good and accurate representation of the site structure and the user's current location. This violates the heuristics of "visibility of status", "recognition better than recall" and "consistency and standards" because the user can not identify the correct options available to him and develop an understanding of the structure of the site and its sub categories. The navigation should clearly identify the current level and location of the currently active web page and at the same time offer respective links to all other parts in this sub category. *See Appendix Figure 2.*

The page title is not clearly identifiable (Ira Leibowitz, my planner, course detail) because there are too many elements that are hard to distinguish and they change position or disappear. If the page offers multiple elements at the top of each page like "Ira Leibowitz", "my planner", "course detail" it is hard for the user to distinguish and easily identify what the actual page title is. This violates heuristics 1,4 and 9. Having one distinct element that separates from the rest of the page content through size and prominent position will reduce confusion for the user. At the same time eliminating information that is less important can be done, like the student name, which should be clear to the user. *See Appendix Figure 3.*

(Considering the "Student center" to be the home page) The only link is very hard to find in the left hand navigation. Because the student center is the main page for the user from where he or she will start any tasks, not being able to return to this page easily, violates heuristics 1 and 3. There should be an easy way for the user to return to his starting point with multiple alternative options. Right now the only option is to click on the one link in the global left hand navigation. Adding a link in the primary tab navigation would be one possible solution. *See Appendix Figure 4.*

There are no breadcrumbs to indicate where in the system the user is and where he came from, the tab navigation is not enough to visualize location and traveled path. Similar to the preceding arguments, this problem illustrates a violation to the heuristics 1,3 and 4 in which the user cannot clearly identify where he came from and where he currently is.

Adding breadcrumbs would be a solution to the problem. *See Appendix Figure 3.*

## Conclusion

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The results of this heuristic evaluation revealed that there is the greatest opportunity for improvement in the area of “Consistency and Standards.” Figure 9 shows the number of violations for each of Nielsen’s heuristics, however judging opportunity for improvement solely by the number of violations in that area does not fully represent problem areas. In order to accurately represent areas in which the most severe violations exist, a weighted analysis, which takes into account violation severity, is needed. Figure 10 takes into account the severity of violations of each heuristic in relation to others. “Consistency and Standards” is still the area of greatest opportunity for improvement with “Visibility and System Status” not far behind.

In terms of Nielsen's usability Heuristics, the area in which there is the most opportunity for improvement is in "Consistency and Standards." By implementing some of the suggestions from this evaluation, the new Wolverine Access development team could greatly improve the product's usability.

## References

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Nielsen, J. (1994). *Usability Inspection Methods*. John Wiley & Sons, New York, NY.

Miller, George A. (1954). *The Magical Number Seven, Plus or Minus Two: Some Limits on our Capacity for Processing Information*. *Psychological Review*.

Newman, M. (2008). *Usability Inspection Methods* Unpublished classroom slide presentation.

# Appendix

Figure 1

Select	Course	Description	Prereq	Units	Typically Offered	Delete
<input type="checkbox"/>	ACCT 100	<a href="#">General Accounting</a>	<a href="#">yes</a>	1.00	Fall, Spring	
<input type="checkbox"/>	ACCT 100	<a href="#">General Accounting</a>	<a href="#">yes</a>	1.00	Fall, Spring	
<input type="checkbox"/>	ACCT 100	<a href="#">General Accounting</a>	<a href="#">yes</a>	1.00	Fall, Spring	
<input type="checkbox"/>	ACCT 630	<a href="#">Auditing</a>	<a href="#">yes</a>	3.00	Fall	

Move selected courses to Term

Figure 2

UNIVERSITY of MICHIGAN

M-Pathways - HEMICH9 - Home | Worklist | A

Ira Leibowitz

Search  
my planner

Plan  
shopping cart

Enroll  
course history

My Academics

**My Planner**

Add courses to Planner using:

Delete all courses in Planner:

Select	Course	Description	Prereq	Units	Typically Offered	Req	Delete
<input type="checkbox"/>	ANTHRO 101	<a href="#">Introduction to Anthropology</a>		3.00	Fall, Spring		
<input type="checkbox"/>	ANTHRO 211	<a href="#">Nature and Culture</a>	<a href="#">yes</a>	3.00	Summer		
<input type="checkbox"/>	ANTHRO 215	<a href="#">Anthropology &amp; Religion</a>		3.00	Fall, Spring		
<input type="checkbox"/>	ANTHRO 302	<a href="#">Studying Cultures</a>			Fall		
<input type="checkbox"/>	ANTHRO 304	<a href="#">Introduction to Archaeology</a>			Spring		
<input type="checkbox"/>	ART 121	<a href="#">Introductory Painting</a>		3.00	Fall, Spring, Summer		
<input type="checkbox"/>	CLAS 120	<a href="#">Ancient Cities</a>		3.00	Fall		
<input type="checkbox"/>	ENGLIT 120	<a href="#">Anglo-Saxon Lit</a>	<a href="#">yes</a>	3.00	Spring		

**Menu**

Search:

- ▷ My Favorites
- ▽ Self Service
  - ▷ Class Search / Browse Catalog
  - ▽ Academic Planning
    - My Planner
    - Enrollment Shopping Cart
    - My Course History
  - ▷ Enrollment
  - ▷ Campus Finances
  - ▷ Campus Personal Information
  - ▷ Academic Records
  - ▷ Degree Progress/Graduation
  - ▷ Transfer Credit
  - ▷ Student Admission
  - Student Center
- ▷ Worklist
- ▷ Tree Manager
- ▷ Reporting Tools
- ▷ PeopleTools
- HE Test Collection
- NavCollDemo
- My Personalizations
- My Dictionary

Figure 3

The screenshot shows the University of Michigan My Planner interface for user Ira Leibowitz. The page is titled "Ira Leibowitz" and features a navigation menu on the left and a main content area. The main content area is divided into sections: "My Planner" with buttons for "my planner", "shopping cart", and "course history"; "Course Detail" for "ANTHRO 101 - Introduction to Anthropology" with a "Return to My Planner" link; and a detailed view of the course with buttons for "view class sections" and "add to planner".

**Menu**

- Search: [input] [go]
- My Favorites
- Self Service
  - Class Search / Browse Catalog
- Academic Planning
  - My Planner**
  - Enrollment Shopping Cart
  - My Course History
- Enrollment
- Campus Finances
- Campus Personal Information
- Academic Records
- Degree Progress/Graduation
- Transfer Credit
- Student Admission
  - Student Center
- Worklist
- Tree Manager
- Reporting Tools
- PeopleTools
- HE Test Collection
- NavCollDemo
- My Personalizations
- My Dictionary

**Ira Leibowitz** [go to ...]

**Search** | **Plan** | **Enroll** | **My Academics**

my planner | shopping cart | course history

**My Planner**

**Course Detail**

[Return to My Planner](#)

**ANTHRO 101 - Introduction to Anthropology**

**Course Detail**

Career	Undergraduate	<a href="#">view class sections</a>
Units	3.00	<a href="#">add to planner</a>
Grading Basis	Graded	This course is in your planner under Term(s) Unassigned.
Course Components	Lecture Required	

**Enrollment Information**

Typically Offered	Fall, Spring
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Figure 4

**UNIVERSITY of MICHIGAN**

M\_Pathways - HEMICH9 - Home | Worklist | A

**Menu**

Search: [ ] [go]

- My Favorites
- Self Service
  - Class Search / Browse Catalog
  - Academic Planning
    - My Planner**
    - Enrollment Shopping Cart
    - My Course History
  - Enrollment
  - Campus Finances
  - Campus Personal Information
  - Academic Records
  - Degree Progress/Graduation
  - Transfer Credit
  - Student Admission
  - Student Center**
  - Worklist
  - Tree Manager
  - Reporting Tools
  - PeopleTools
  - HE Test Collection
  - NavCollDemo
  - My Personalizations
  - My Dictionary

**Ira Leibowitz** [go to ...]

Search | Plan | Enroll | My Academics

my planner | shopping cart | course history

**My Planner**

Add courses to Planner using: **BROWSE COURSE CATALOG** | **PLAN BY MY REQUIREMENTS**

Delete all courses in Planner: **DELETE ALL**

Unassigned Courses							
Select	Course	Description	Prereq	Units	Typically Offered	Req	Delete
<input type="checkbox"/>	ANTHRO 101	<a href="#">Introduction to Anthropology</a>		3.00	Fall, Spring		
<input type="checkbox"/>	ANTHRO 211	<a href="#">Nature and Culture</a>	yes	3.00	Summer		
<input type="checkbox"/>	ANTHRO 215	<a href="#">Anthropology &amp; Religion</a>		3.00	Fall, Spring		
<input type="checkbox"/>	ANTHRO 302	<a href="#">Studying Cultures</a>			Fall		
<input type="checkbox"/>	ANTHRO 304	<a href="#">Introduction to Archaeology</a>			Spring		
<input type="checkbox"/>	ART 121	<a href="#">Introductory Painting</a>		3.00	Fall, Spring, Summer		
<input type="checkbox"/>	CLAS 120	<a href="#">Ancient Cities</a>		3.00	Fall		
<input type="checkbox"/>	ENGLIT 120	<a href="#">Anglo-Saxon Lit</a>	yes	3.00	Spring		

Figure 5

## Ira's Student Center

### Academics

[Search](#)  
[Plan](#)  
[Enroll](#)  
[My Academics](#)

other academic...

 [Deadlines](#)  [URL](#)

#### This Week's Schedule

	Class	Schedule
	PHILO 150-2 LEC (1950)	TuTh 9:00AM - 10:20AM Angel 310

[weekly schedule ▶](#)

[enrollment shopping cart ▶](#)

### Finances

**My Account**  
[Account Inquiry](#)

**Financial Aid**  
[View Financial Aid](#)  
[Accept/Decline Awards](#)  
[Report Other Financial Aid](#)



We are unable to display your account at this time. To access this information, contact the Bursar's office to complete your account profile.

Figure 6

## My Planner

### Browse Course Catalog

PeopleSoft University | Undergraduate

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
0 1 2 3 4 5 6 7 8 9

Taken    In Progress    Planned   [Add To Planner](#)

ACCT - Accounting			
Select	Course Nbr	Course Title	Typically Offered
<input type="checkbox"/>	<a href="#">100</a>	<a href="#">General Accounting</a>	Fall, Spring
<input type="checkbox"/>	<a href="#">556</a>	<a href="#">Management Accounting</a>	Spring
<input type="checkbox"/>	<a href="#">621</a>	<a href="#">Corporate Income Taxation</a>	Spring
<input type="checkbox"/>	<a href="#">630</a>	<a href="#">Auditing</a>	Fall

ANATOMY - Anatomy			
Select	Course Nbr	Course Title	Typically Offered
	<a href="#">510</a>	<a href="#">Human Anatomy</a>	Fall

Figure 7

The screenshot displays the University of Michigan's My Planner interface. On the left is a navigation menu with categories like Academic Planning, Enrollment, and Worklist. The main content area shows the user's name, 'Ira Leibowitz', and a search bar. Below this are buttons for 'Search', 'Plan', 'Enroll', and 'My Academics', each with a corresponding sub-button ('my planner', 'shopping cart', 'course history'). The 'My Planner' section includes options to 'Add courses to Planner using' (Browse Course Catalog or Plan by My Requirements) and a 'Delete all courses in Planner' button. A table titled 'Unassigned Courses' lists various courses with columns for Select, Course, Description, Prereq, Units, Typically Offered, Req, and Delete.

Select	Course	Description	Prereq	Units	Typically Offered	Req	Delete
<input type="checkbox"/>	ACCT 100	<a href="#">General Accounting</a>	yes	1.00	Fall, Spring		
<input type="checkbox"/>	ANTHRO 101	<a href="#">Introduction to Anthropology</a>		3.00	Fall, Spring		
<input type="checkbox"/>	ANTHRO 211	<a href="#">Nature and Culture</a>	yes	3.00	Summer		
<input type="checkbox"/>	ANTHRO 215	<a href="#">Anthropology &amp; Religion</a>		3.00	Fall, Spring		
<input type="checkbox"/>	ANTHRO 302	<a href="#">Studying Cultures</a>			Fall		
<input type="checkbox"/>	ANTHRO 304	<a href="#">Introduction to Archaeology</a>			Spring		
<input type="checkbox"/>	ART 121	<a href="#">Introductory Painting</a>		3.00	Fall, Spring, Summer		
<input type="checkbox"/>	CLAS 120	<a href="#">Anc Cities</a>		3.00	Fall		

Figure 8

Ira Leibowitz go to ...

Search Plan Enroll My Academics

my planner || shopping cart || course history

### My Planner

Add courses to Planner using: BROWSE COURSE CATALOG PLAN BY MY REQUIREMENTS

Delete all courses in Planner: DELETE ALL

Unassigned Courses

Select	Course	Description	Prereq	Units	Typically Offered	Req	Delete
<input type="checkbox"/>	ACCT 100	<a href="#">General Accounting</a>	yes	1.00	Fall, Spring		
<input type="checkbox"/>	ANTHRO 101	<a href="#">Introduction to Anthropology</a>		3.00	Fall, Spring		
<input type="checkbox"/>	ANTHRO 211	<a href="#">Nature and Culture</a>	yes	3.00	Summer		
<input type="checkbox"/>	ANTHRO 215	<a href="#">Anthropology &amp; Religion</a>		3.00	Fall, Spring		
<input type="checkbox"/>	ANTHRO 302	<a href="#">Studying Cultures</a>			Fall		
<input type="checkbox"/>	ANTHRO 304	<a href="#">Introduction to Archaeology</a>			Spring		
<input type="checkbox"/>	ART 121	<a href="#">Introductory Painting</a>		3.00	Fall, Spring, Summer		
<input type="checkbox"/>	CLAS 120	<a href="#">Ancient Cities</a>		3.00	Fall		

Figure 9

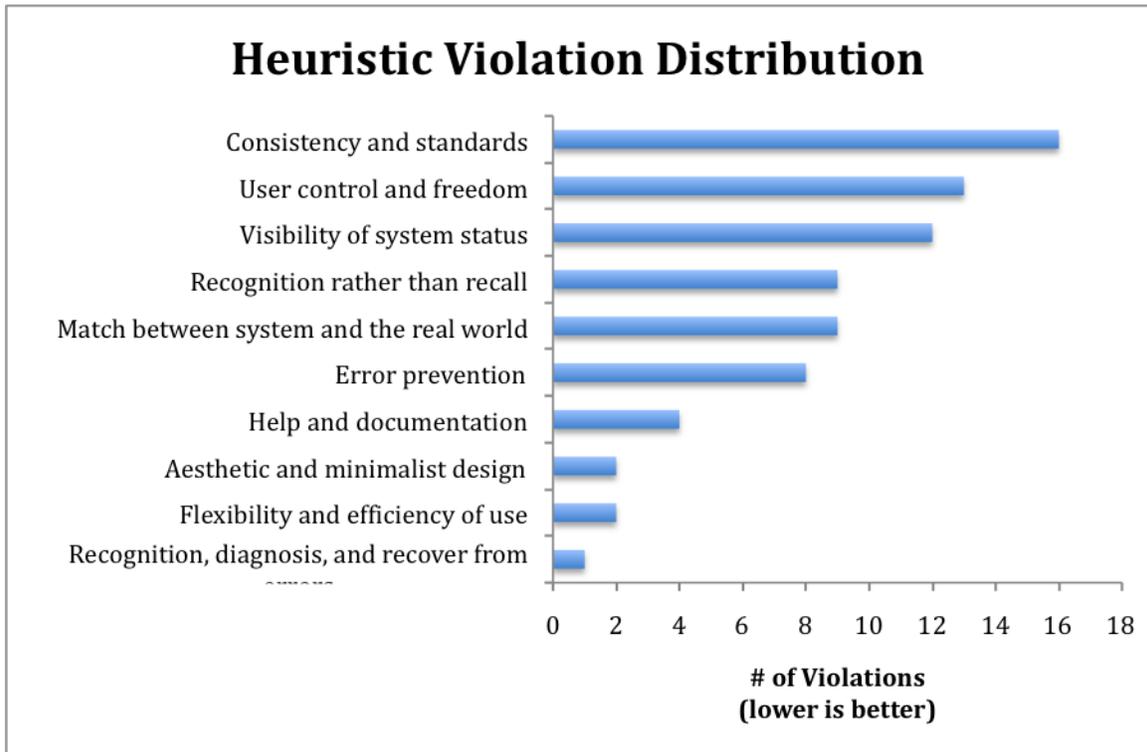


Figure 10

