

# POLARIS Student Registration System Usability Survey Results for Spring 2004

Dr. Patrice M. Lancey  
Ms. Irin Portnaya  
Mr. Daniel Suleski

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Operational Excellence and Assessment Support  
University of Central Florida  
12424 Research Parkway, Suite 225  
Orlando, FL 32826-3207  
(407) 882-0275  
FAX (407) 882-0288

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## ***Background, Methodology, and Organization of Report***

The POLARIS Student Registration Usability Survey was administered in Summer 2002, Fall 2002, Spring 2003 and Spring 2004. This online survey is designed to measure the usability of the system from the student's perspective. Results of the survey are used by the UCF Registrar to customize the system, prepare resource material to enhance user experience and inform system upgrades.

The survey instrument was designed by OEAS in cooperation with the Office of the Registrar. It can be found at the following link:

[http://oeas.ucf.edu/survey\\_polaris\\_spring2004.html](http://oeas.ucf.edu/survey_polaris_spring2004.html)

An email invitation was sent to 40,057 students who registered for classes for Spring 2004. The email from the UCF Registrar explained the purpose and benefits of the survey, asked for cooperation, assured the confidentiality of results, and contained a link to the online survey. The survey was administered after the drop and add period from January 14, 2004 to January 29, 2004. Completed surveys were received from 1,984 students representing a response rate of 5% of the population.

A comparison of the survey sample characteristics to the population of Spring 2004 enrolled students is given. Frequency tables are shown for each question. An Analysis of Variance was run to investigate differences by group membership and responses to survey questions. Post-hoc tests were performed to determine the nature of these differences. Tables and a written summary of these results are given. Finally, the results of Spring 2003 are compared to Spring 2004.

## Results

### Comparison of Spring 2004 Enrolled Students (Population) to Survey Sample

A comparison of the characteristics of the respondents of the Spring 2004 POLARIS Usability Survey and the UCF population of Spring 2004 enrolled students is given in Table 1. The sample is fairly representative of the population with respect to gender, classification and college.

Table 1: Comparison of Spring 2004 Enrolled Students to 2004 POLARIS Survey Sample

	University		Sample	
Male	17,674	44.17%	618	32.37%
Female	22,337	55.83%	1,291	67.63%

	University		Sample	
Freshman	5,289	13.22%	298	15.14%
Sophomore	5,385	12.46%	256	13.01%
Junior	9,053	22.62%	510	25.91%
Senior	12,859	32.14%	474	24.09%
Post Baccalaureate			25	1.27%
Graduate	6,193	15.48%	370	18.80%
Other (non-degree)	1,232	3.08%	35	1.78%

	University		Sample	
College of Arts & Sciences	11,889	29.71%	634	32.15%
College of Business Administration	7,996	19.98%	342	17.34%
College of Education	4,602	11.50%	283	14.35%
College of Engineering & Computer Science	5,309	13.27%	263	13.34%
College of Health & Public Affairs	6,627	16.56%	328	16.63%
Rosen School of Hospitality Management	992	2.48%	41	2.08%
School of Optics	111	0.28%	9	0.46%
Undeclared	2,399	6.00%	72	3.70%

## Summary Tables

### Spring 2004 POLARIS Usability Survey

		Col %	Count
Q1. In general, how would you rate the overall quality of the service you received from the online registration system?	Poor	2.6%	50
	Fair	7.9%	151
	Good	21.3%	407
	Very Good	41.8%	799
	Excellent	26.4%	505
	Total	100.0%	1912

### Spring 2004 POLARIS Usability Survey

		Col %	Count
Q2. The 'Class Schedule Search' is easy to use.	Don't Know	.4%	8
	Never	2.3%	45
	Some of the time	11.5%	229
	Most of the time	49.1%	975
	Always	36.7%	728
	Total	100.0%	1985

### Spring 2004 POLARIS Usability Survey

		Col %	Count
Q3. The terminology, acronyms and codes are easy to recognize and understand.	Don't Know	.1%	2
	Never	.8%	15
	Some of the time	11.6%	230
	Most of the time	54.2%	1075
	Always	33.4%	662
	Total	100.0%	1984

### Spring 2004 POLARIS Usability Survey

		Col %	Count
Q4. I can access all the information I need to register for classes or do a related function.	Don't Know	1.0%	20
	Never	1.7%	34
	Some of the time	15.9%	315
	Most of the time	46.8%	925
	Always	34.6%	684
	<b>Total</b>	<b>100.0%</b>	<b>1978</b>

### Spring 2004 POLARIS Usability Survey

		Col Response %	Responses
Q5. What advance schedule and class planning did you do before you logged into POLARIS at (or after) your assigned appointment time?	None	2.8%	55
	Checked for a registration hold on Welcome screen	38.9%	771
	Made a written list of classes and sections	71.0%	1408
	Met with other faculty	13.9%	276
	Met with my Academic Advisor	45.1%	895
	Read the SCHEDULE WEB GUIDE	17.4%	345
	Signed on to POLARIS before my appointment time to check schedule	83.8%	1662
	Other	7.2%	142
	<b>Total</b>	<b>279.9%</b>	<b>5554</b>

### Spring 2004 POLARIS Usability Survey

		Col Response %	Responses
Q6. Were you able to complete registration online without going to a UCF office or did you have to go to your College's student support office or another office to resolve an issue?	Completed registration without going to a UCF office	71.4%	1395
	Went to my College's student support office for a prerequisite/ corequisite/ Permission Number	21.0%	411
	Went to another UCF office	6.0%	118
	Other	8.5%	166
	<b>Total</b>	<b>107.0%</b>	<b>2090</b>

**Spring 2004 POLARIS Usability Survey**

		Col %	Count
<b>Q7. What type of internet dial-up did you use to register with POLARIS?</b>	<b>Don't Know</b>	<b>1.4%</b>	<b>28</b>
	<b>Home with telephone modem</b>	<b>15.4%</b>	<b>304</b>
	<b>Home with DSL/cable</b>	<b>60.8%</b>	<b>1201</b>
	<b>UCF Wireless Network</b>	<b>3.2%</b>	<b>63</b>
	<b>UCF Kiosk</b>	<b>.5%</b>	<b>10</b>
	<b>UCF Computer Lab</b>	<b>8.7%</b>	<b>172</b>
	<b>Other</b>	<b>10.0%</b>	<b>197</b>
	<b>Total</b>	<b>100.0%</b>	<b>1975</b>

**Spring 2004 POLARIS Usability Survey**

		Col %	Count
<b>Q8. What is the college or school in which you are enrolled?</b>	<b>I have not declared a major</b>	<b>3.7%</b>	<b>72</b>
	<b>College of Arts &amp; Sciences</b>	<b>32.2%</b>	<b>634</b>
	<b>College of Business Administration</b>	<b>17.3%</b>	<b>342</b>
	<b>College of Engineering &amp; Computer Science</b>	<b>13.3%</b>	<b>263</b>
	<b>College of Education</b>	<b>14.4%</b>	<b>283</b>
	<b>College of Health &amp; Public Affairs</b>	<b>16.6%</b>	<b>328</b>
	<b>Rosen School of Hospitality Management</b>	<b>2.1%</b>	<b>41</b>
	<b>School of Optics</b>	<b>.5%</b>	<b>9</b>
	<b>Total</b>	<b>100.0%</b>	<b>1972</b>

**Spring 2004 POLARIS Usability Survey**

		Col %	Count
<b>Q9. What is your student classification?</b>	<b>Freshman</b>	<b>15.1%</b>	<b>298</b>
	<b>Sophomore</b>	<b>13.0%</b>	<b>256</b>
	<b>Junior</b>	<b>25.9%</b>	<b>510</b>
	<b>Senior</b>	<b>24.1%</b>	<b>474</b>
	<b>Post Baccalaureate</b>	<b>1.3%</b>	<b>25</b>
	<b>Graduate Student (Masters Degree)</b>	<b>14.4%</b>	<b>283</b>
	<b>Graduate Student (Doctoral Degree)</b>	<b>4.4%</b>	<b>87</b>
	<b>Other</b>	<b>1.8%</b>	<b>35</b>
	<b>Total</b>	<b>100.0%</b>	<b>1968</b>

**Spring 2004 POLARIS Usability Survey**

		Col %	Count
<b>Q10. For Spring 2004, were you:</b>	<b>a new student at UCF</b>	<b>9.9%</b>	<b>195</b>
	<b>continuing from Fall 2003</b>	<b>84.9%</b>	<b>1679</b>
	<b>readmitted from previous term</b>	<b>3.2%</b>	<b>64</b>
	<b>Other</b>	<b>2.0%</b>	<b>39</b>
	<b>Total</b>	<b>100.0%</b>	<b>1977</b>

**Spring 2004 POLARIS Usability Survey**

		Col %	Count
<b>Q11.What is your gender?</b>	<b>Male</b>	<b>32.4%</b>	<b>618</b>
	<b>Female</b>	<b>67.6%</b>	<b>1291</b>
	<b>Total</b>	<b>100.0%</b>	<b>1909</b>

**Spring 2004 POLARIS Usability Survey**

		Col %	Count
<b>Q13. Are there any parts of the POLARIS registration system that you found confusing or difficult to fully understand?</b>	<b>No</b>	<b>75.0%</b>	<b>1333</b>
	<b>Yes</b>	<b>25.0%</b>	<b>445</b>
	<b>Total</b>	<b>100.0%</b>	<b>1778</b>



## Means

### Spring 2004 POLARIS Usability Survey

	N	Minimum	Maximum	Mean	Std. Deviation
<b>Q1. In general, how would you rate the overall quality of the service you received from the online registration system?</b>	1912	1.00	5.00	3.8149	.99724
<b>Valid N (listwise)</b>	1912				

5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, 1 = Poor

### Spring 2004 POLARIS Usability Survey

	N	Minimum	Maximum	Mean	Std. Deviation
<b>Q2. The 'Class Schedule Search' is easy to use.</b>	1985	.00	4.00	3.1940	.75613
<b>Q3. The terminology, acronyms and codes are easy to recognize and understand.</b>	1984	.00	4.00	3.1996	.67030
<b>Q4. I can access all the information I need to register for classes or do a related function.</b>	1978	.00	4.00	3.1218	.80641
<b>Valid N (listwise)</b>	1973				

4 = Always, 3 = Most of the time, 2 = Some of the time, 1 = Never, 0 = Don't Know

## Analysis of Variance

An analysis of variance was run to test for differences between respondent group membership and responses to POLARIS usability questions. The analysis of variance showed significant differences between student groups for the type of Internet connection (Q7), college (Q8), student classification (Q9), admission status (Q10) and gender (Q11). The Tukey Post Hoc Test and a more conservative test, Schaffe Post Hoc Test, were used to determine the origin of these group differences. The results are summarized as follows.

## Internet Connection

There was a significant association between students' Internet connection and the advance class planning behavior (Q5).

### *Advance planning (Q5)*

#### **ANOVA (differences due to internet connection)**

		Sum of Squares	df	Mean Square	F	Sig.
<b>None</b>	<b>Between Groups</b>	.330	6	.055	2.037	.058
	<b>Within Groups</b>	53.138	1968	.027		
	<b>Total</b>	53.468	1974			
<b>Checked for a registration hold on Welcome screen</b>	<b>Between Groups</b>	1.125	6	.188	.789	.579
	<b>Within Groups</b>	468.007	1968	.238		
	<b>Total</b>	469.132	1974			
<b>Made a written list of classes and sections</b>	<b>Between Groups</b>	4.069	6	.678	3.304	.003
	<b>Within Groups</b>	403.943	1968	.205		
	<b>Total</b>	408.012	1974			
<b>Met with other faculty</b>	<b>Between Groups</b>	3.153	6	.526	4.414	.000
	<b>Within Groups</b>	234.277	1968	.119		
	<b>Total</b>	237.430	1974			
<b>Met with my Academic Advisor</b>	<b>Between Groups</b>	11.377	6	1.896	7.811	.000
	<b>Within Groups</b>	477.755	1968	.243		
	<b>Total</b>	489.132	1974			
<b>Read the SCHEDULE WEB GUIDE</b>	<b>Between Groups</b>	.496	6	.083	.579	.747
	<b>Within Groups</b>	280.972	1968	.143		
	<b>Total</b>	281.468	1974			
<b>Signed on to POLARIS before my appointment time to check schedule</b>	<b>Between Groups</b>	7.558	6	1.260	9.440	.000
	<b>Within Groups</b>	262.617	1968	.133		
	<b>Total</b>	270.175	1974			
<b>Other</b>	<b>Between Groups</b>	.295	6	.049	.757	.604
	<b>Within Groups</b>	128.062	1968	.065		
	<b>Total</b>	128.357	1974			

- Students with a home DSL/Cable connection met with other faculty significantly less than students using the UCF Computer Lab.
- Similarly, students with home DSL/Cable connection met with their academic advisor significantly less than students using a UCF Computer Lab or UCF Wireless network.
- Students with a home telephone modem signed on to POLARIS before their appointment time to check the schedule significantly less than students with home DSL/Cable connection and students using the UCF Wireless Network.
- Likewise, students using the UCF Computer Lab signed on to POLARIS before their appointment time to check their schedule significantly less than students with a home DSL/Cable connection, UCF Wireless Network or other connection.

### College

Significant differences were observed between college membership and what kind of advance class planning students did (Q5) and their ability to register without UCF Office help (Q6).

Advance planning (Q5)

ANOVA (differences due to college)

		Sum of Squares	df	Mean Square	F	Sig.
None	Between Groups	.195	7	.028	1.025	.411
	Within Groups	53.271	1964	.027		
	Total	53.466	1971			
Checked for a registration hold on Welcome screen	Between Groups	7.644	7	1.092	4.652	.000
	Within Groups	461.035	1964	.235		
	Total	468.679	1971			
Made a written list of classes and sections	Between Groups	8.996	7	1.285	6.363	.000
	Within Groups	396.669	1964	.202		
	Total	405.665	1971			
Met with other faculty	Between Groups	2.543	7	.363	3.048	.003
	Within Groups	234.107	1964	.119		
	Total	236.651	1971			
Met with my Academic Advisor	Between Groups	3.071	7	.439	1.776	.088
	Within Groups	485.256	1964	.247		
	Total	488.327	1971			
Read the SCHEDULE WEB GUIDE	Between Groups	.973	7	.139	.974	.449
	Within Groups	280.406	1964	.143		
	Total	281.379	1971			
Signed on to POLARIS before my appointment time to check schedule	Between Groups	2.302	7	.329	2.424	.018
	Within Groups	266.446	1964	.136		
	Total	268.748	1971			
Other	Between Groups	1.123	7	.160	2.476	.016
	Within Groups	127.220	1964	.065		
	Total	128.343	1971			

- College of Engineering & Computer Science students checked for a registration hold on the POLARIS Welcome screen significantly more than College of Business Administration students and College of Education students.
- College of Arts & Sciences students made written lists of classes significantly more than the students of College of Engineering & Computer Science and College of Education.
- Students of College of Arts & Sciences met with other faculty significantly more than College of Business Administration students.

*Ability to register without UCF Office help (Q6)*

**ANOVA (differences due to college)**

		Sum of Squares	df	Mean Square	F	Sig.
<b>Completed registration without going to a UCF office</b>	<b>Between Groups</b>	<b>8.538</b>	<b>7</b>	<b>1.220</b>	<b>5.957</b>	<b>.000</b>
	<b>Within Groups</b>	<b>402.105</b>	<b>1964</b>	<b>.205</b>		
	<b>Total</b>	<b>410.642</b>	<b>1971</b>			
<b>Went to my College's student support office for a prerequisite/corequisite/Permission Number</b>	<b>Between Groups</b>	<b>9.337</b>	<b>7</b>	<b>1.334</b>	<b>8.321</b>	<b>.000</b>
	<b>Within Groups</b>	<b>314.835</b>	<b>1964</b>	<b>.160</b>		
	<b>Total</b>	<b>324.172</b>	<b>1971</b>			
<b>Went to another UCF office</b>	<b>Between Groups</b>	<b>.907</b>	<b>7</b>	<b>.130</b>	<b>2.331</b>	<b>.023</b>
	<b>Within Groups</b>	<b>109.151</b>	<b>1964</b>	<b>.056</b>		
	<b>Total</b>	<b>110.058</b>	<b>1971</b>			
<b>Other</b>	<b>Between Groups</b>	<b>.134</b>	<b>7</b>	<b>.019</b>	<b>.252</b>	<b>.972</b>
	<b>Within Groups</b>	<b>149.393</b>	<b>1964</b>	<b>.076</b>		
	<b>Total</b>	<b>149.527</b>	<b>1971</b>			

- College of Education and College of Health & Public Affairs students completed registration, without going to a UCF office, significantly more than College of Business Administration students.
- In addition, College of Education students completed registration without going to a UCF office significantly more than College of Engineering & Computer Science students.
- College of Business Administration students went to College's student support office for a prerequisite, co requisite, and permission number significantly more than undeclared majors and students of College of Arts & Sciences, College of Education, College of Health & Public Affairs.
- Also, College of Education students went to College's student support office for a prerequisite, co requisite, a permission number significantly less than College of Engineering & Computer Science students.

Classification Level

Significant differences were observed between classification level and what kind of advance class planning students did (Q5), ability to register without UCF Office help (Q6) and finding parts of POLARIS confusing (Q13).

Class Search (Q2)

**ANOVA (differences due to classification)**

*Q2. The 'Class Schedule Search' is easy to use.*

	Sum of Squares	df	Mean Square	F	Sig.
<b>Between Groups</b>	<b>19.776</b>	<b>7</b>	<b>2.825</b>	<b>5.035</b>	<b>.000</b>
<b>Within Groups</b>	<b>1097.963</b>	<b>1957</b>	<b>.561</b>		
<b>Total</b>	<b>1117.738</b>	<b>1964</b>			

- Freshman found 'Class Search' more difficult to use than graduate students.

Advance planning (Q5)

**ANOVA (differences due to classification)**

		Sum of Squares	df	Mean Square	F	Sig.
None	Between Groups	.760	7	.109	4.111	.000
	Within Groups	51.758	1960	.026		
	Total	52.518	1967			
Checked for a registration hold on Welcome screen	Between Groups	9.545	7	1.364	5.835	.000
	Within Groups	458.084	1960	.234		
	Total	467.630	1967			
Made a written list of classes and sections	Between Groups	46.478	7	6.640	36.181	.000
	Within Groups	359.688	1960	.184		
	Total	406.166	1967			
Met with other faculty	Between Groups	2.074	7	.296	2.515	.014
	Within Groups	230.883	1960	.118		
	Total	232.957	1967			
Met with my Academic Advisor	Between Groups	17.761	7	2.537	10.598	.000
	Within Groups	469.259	1960	.239		
	Total	487.020	1967			
Read the SCHEDULE WEB GUIDE	Between Groups	1.947	7	.278	1.961	.057
	Within Groups	278.002	1960	.142		
	Total	279.949	1967			
Signed on to POLARIS before my appointment time to check schedule	Between Groups	17.363	7	2.480	19.296	.000
	Within Groups	251.952	1960	.129		
	Total	269.315	1967			
Other	Between Groups	1.832	7	.262	4.084	.000
	Within Groups	125.630	1960	.064		
	Total	127.463	1967			

- Freshmen, significantly more than post baccalaureate and graduate students, did no planning.
- Freshmen, sophomores and juniors checked for a registration hold on the POLARIS Welcome screen more than graduate students (Master).
- The higher the classification level, the fewer students indicated making written lists of classes and sections.
- Similarly, the lower the classification level the more students indicated meeting with their academic advisor.
- As the classification level lowered, students' responses reflected more signing on to POLARIS before their appointment to check the schedule.

- Graduate students (PhD) used alternative methods of preparation significantly more than any other level.

*Ability to register without UCF Office help (Q6)*

**ANOVA (differences due to classification)**

		Sum of Squares	df	Mean Square	F	Sig.
Completed registration without going to a UCF office	Between Groups	8.850	7	1.264	6.179	.000
	Within Groups	401.034	1960	.205		
	Total	409.884	1967			
Went to my College's student support office for a prerequisite/corequisite/Permission Number	Between Groups	6.420	7	.917	5.671	.000
	Within Groups	316.995	1960	.162		
	Total	323.415	1967			
Went to another UCF office	Between Groups	.317	7	.045	.816	.574
	Within Groups	108.845	1960	.056		
	Total	109.163	1967			
Other	Between Groups	1.923	7	.275	3.648	.001
	Within Groups	147.577	1960	.075		
	Total	149.499	1967			

- Freshmen completed registration without going to the UCF Office significantly more than juniors, seniors, post baccalaureate and graduate students.
- Freshmen went to a support office for a prerequisite, co requisite, and permission number significantly less than juniors, seniors, post baccalaureate, and graduate students.

*Finding parts of POLARIS confusing (Q13)*

**ANOVA (differences due to classification)**

*Q13. Are there any parts of the POLARIS registration system that you found confusing or difficult to fully understand?*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.343	7	.620	3.339	.002
Within Groups	327.219	1761	.186		
Total	331.562	1768			



- Freshmen found parts of the POLARIS registration system confusing or difficult to fully understand significantly more than any other classification.

### Admission Status

Significant differences were observed between admission status and what kind of advance class planning students did (Q5), ability to register without UCF Office help (Q6) and finding parts of POLARIS confusing (Q13).

#### *Advance planning (Q5)*

#### **ANOVA (differences due to admission status)**

		Sum of Squares	df	Mean Square	F	Sig.
None	Between Groups	.146	3	.049	1.795	.146
	Within Groups	53.324	1973	.027		
	Total	53.470	1976			
Checked for a registration hold on Welcome screen	Between Groups	1.792	3	.597	2.519	.056
	Within Groups	467.865	1973	.237		
	Total	469.657	1976			
Made a written list of classes and sections	Between Groups	12.219	3	4.073	20.337	.000
	Within Groups	395.127	1973	.200		
	Total	407.345	1976			
Met with other faculty	Between Groups	.969	3	.323	2.694	.045
	Within Groups	236.500	1973	.120		
	Total	237.469	1976			
Met with my Academic Advisor	Between Groups	5.462	3	1.821	7.423	.000
	Within Groups	483.979	1973	.245		
	Total	489.442	1976			
Read the SCHEDULE WEB GUIDE	Between Groups	6.530	3	2.177	15.542	.000
	Within Groups	276.308	1973	.140		
	Total	282.838	1976			
Signed on to POLARIS before my appointment time to check schedule	Between Groups	17.988	3	5.996	47.026	.000
	Within Groups	251.567	1973	.128		
	Total	269.555	1976			
Other	Between Groups	1.659	3	.553	8.672	.000
	Within Groups	125.847	1973	.064		
	Total	127.506	1976			

- New students made written lists of classes and sections significantly less than students continuing from Fall 2003.
- New students and students continuing from Fall 2003 met with their academic advisor significantly more than the students of 'other' status.
- Students continuing from Fall 2003 read the SCHEDULE WEB GUIDE significantly less than new students and students readmitted from a previous term.
- New students signed on to POLARIS before their appointment time to check schedule significantly less than any other students.
- Students of 'other' status used alternative planning methods significantly more than new students and students continuing from Fall 2003.

*Ability to register without UCF Office help (Q6)*

**ANOVA (differences due to admission status)**

		Sum of Squares	df	Mean Square	F	Sig.
<b>Completed registration without going to a UCF office</b>	<b>Between Groups</b>	<b>4.678</b>	<b>3</b>	<b>1.559</b>	<b>7.554</b>	<b>.000</b>
	<b>Within Groups</b>	<b>407.219</b>	<b>1973</b>	<b>.206</b>		
	<b>Total</b>	<b>411.897</b>	<b>1976</b>			
<b>Went to my College's student support office for a prerequisite/corequisite/Permission Number</b>	<b>Between Groups</b>	<b>1.541</b>	<b>3</b>	<b>.514</b>	<b>3.133</b>	<b>.025</b>
	<b>Within Groups</b>	<b>323.431</b>	<b>1973</b>	<b>.164</b>		
	<b>Total</b>	<b>324.972</b>	<b>1976</b>			
<b>Went to another UCF office</b>	<b>Between Groups</b>	<b>.368</b>	<b>3</b>	<b>.123</b>	<b>2.186</b>	<b>.088</b>
	<b>Within Groups</b>	<b>110.589</b>	<b>1973</b>	<b>.056</b>		
	<b>Total</b>	<b>110.957</b>	<b>1976</b>			
<b>Other</b>	<b>Between Groups</b>	<b>1.036</b>	<b>3</b>	<b>.345</b>	<b>4.561</b>	<b>.003</b>
	<b>Within Groups</b>	<b>149.360</b>	<b>1973</b>	<b>.076</b>		
	<b>Total</b>	<b>150.396</b>	<b>1976</b>			

- Students continuing from Fall 2003 completed registration without going to a UCF Office significantly more than new students.
- Similarly, students continuing from Fall 2003 went to a support office for a prerequisite, co requisite, permission number significantly less than new students.

*Finding parts of POLARIS confusing (Q13)*

**ANOVA (differences due to admission status)**

*Q13. Are there any parts of the POLARIS registration system that you found confusing or difficult to fully understand?*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.678	3	.893	4.779	.003
Within Groups	330.759	1771	.187		
Total	333.437	1774			

- New students found parts of the POLARIS registration system confusing or difficult to fully understand significantly more than students continuing from Fall 2003.

Gender

Significant differences were observed due to gender in overall quality (Q1), class schedule (Q2), terminology (Q3), what kind of advance class planning students did (Q5), ability to register without UCF Office help (Q6) and finding parts of POLARIS confusing (Q13).

*Overall Quality (Q1)*

**ANOVA (differences due to gender)**

*Q1. In general, how would you rate the overall quality of the service you received from the online registration system?*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.937	1	10.937	11.094	.001
Within Groups	1810.940	1837	.986		
Total	1821.877	1838			

- Females rated quality higher than males.

Class Search (Q2)

**ANOVA (differences due to gender)**

*Q2. The 'Class Schedule Search' is easy to use.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.954	1	3.954	7.094	.008
Within Groups	1061.723	1905	.557		
Total	1065.677	1906			

- Females felt 'Class Search' was easy to use more than males.

Terminology (Q3)

**ANOVA (differences due to gender)**

*Q3. The terminology, acronyms and codes are easy to recognize and understand.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.634	1	4.634	10.427	.001
Within Groups	846.206	1904	.444		
Total	850.840	1905			

- Terminology, acronyms and codes was perceived as easy to recognize and understand more by females than males.

Advance planning (Q5)

ANOVA (differences due to gender)

		Sum of Squares	df	Mean Square	F	Sig.
None	Between Groups	.134	1	.134	5.171	.023
	Within Groups	49.503	1907	.026		
	Total	49.638	1908			
Checked for a registration hold on Welcome screen	Between Groups	.246	1	.246	1.035	.309
	Within Groups	453.792	1907	.238		
	Total	454.039	1908			
Made a written list of classes and sections	Between Groups	2.496	1	2.496	12.211	.000
	Within Groups	389.889	1907	.204		
	Total	392.386	1908			
Met with other faculty	Between Groups	.552	1	.552	4.665	.031
	Within Groups	225.490	1907	.118		
	Total	226.042	1908			
Met with my Academic Advisor	Between Groups	.120	1	.120	.485	.486
	Within Groups	472.352	1907	.248		
	Total	472.472	1908			
Read the SCHEDULE WEB GUIDE	Between Groups	.527	1	.527	3.682	.055
	Within Groups	273.081	1907	.143		
	Total	273.608	1908			
Signed on to POLARIS before my appointment time to check schedule	Between Groups	.104	1	.104	.775	.379
	Within Groups	255.486	1907	.134		
	Total	255.589	1908			
Other	Between Groups	.004	1	.004	.060	.807
	Within Groups	122.869	1907	.064		
	Total	122.873	1908			

- Males indicated doing no preparation more than females.
- Females made written lists of classes and sections more than males.
- Males met with other faculty more than females.

Ability to register without UCF Office help (Q6)

ANOVA (differences due to gender)

		Sum of Squares	df	Mean Square	F	Sig.
Completed registration without going to a UCF office	Between Groups	1.273	1	1.273	6.141	.013
	Within Groups	395.277	1907	.207		
	Total	396.550	1908			
Went to my College's student support office for a prerequisite/corequisite/Permission Number	Between Groups	.571	1	.571	3.490	.062
	Within Groups	312.111	1907	.164		
	Total	312.682	1908			
Went to another UCF office	Between Groups	.170	1	.170	3.047	.081
	Within Groups	106.142	1907	.056		
	Total	106.311	1908			
Other	Between Groups	.123	1	.123	1.631	.202
	Within Groups	143.965	1907	.075		
	Total	144.088	1908			

- Females were able to complete registration without going to a UCF Office more than males.

Finding parts of POLARIS confusing (Q13)

ANOVA (differences due to gender)

*Q13. Are there any parts of the POLARIS registration system that you found confusing or difficult to fully understand?*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.872	1	1.872	10.063	.002
Within Groups	320.376	1722	.186		
Total	322.248	1723			

- Males found parts of POLARIS registration system confusing or difficult to understand more than females.

**Spring 2003 Results Compared to Spring 2004 Results**

<b>POLARIS Student Registration System Usability Survey</b>	<b>*2003 count</b>	<b>2003 percent</b>	<b>**2004 count</b>	<b>2004 percent</b>	<b>Count diff</b>	<b>Percent diff</b>
<b>1. In general, how would you rate the overall quality of the service you received from the online registration system?</b>						
<b>Excellent</b>	<b>378</b>	<b>20.50%</b>	<b>505</b>	<b>26.40%</b>	<b>127</b>	<b>5.90%</b>
<b>Very Good</b>	<b>655</b>	<b>35.60%</b>	<b>799</b>	<b>41.80%</b>	<b>144</b>	<b>6.20%</b>
<b>Good</b>	<b>479</b>	<b>26.00%</b>	<b>407</b>	<b>21.30%</b>	<b>-72</b>	<b>-4.70%</b>
<b>Fair</b>	<b>226</b>	<b>12.30%</b>	<b>151</b>	<b>7.90%</b>	<b>-75</b>	<b>-4.40%</b>
<b>Poor</b>	<b>103</b>	<b>5.60%</b>	<b>50</b>	<b>2.60%</b>	<b>-53</b>	<b>-3.00%</b>
<b>2. The 'Class Schedule Search' is easy to use.</b>						
<b>Always</b>	<b>634</b>	<b>32.10%</b>	<b>728</b>	<b>36.70%</b>	<b>94</b>	<b>4.60%</b>
<b>Most of the time</b>	<b>741</b>	<b>37.50%</b>	<b>975</b>	<b>49.10%</b>	<b>234</b>	<b>11.60%</b>
<b>Some of the time</b>	<b>451</b>	<b>22.80%</b>	<b>229</b>	<b>11.50%</b>	<b>-222</b>	<b>-11.30%</b>
<b>Never</b>	<b>135</b>	<b>6.80%</b>	<b>45</b>	<b>2.30%</b>	<b>-90</b>	<b>-4.50%</b>
<b>Don't Know</b>	<b>16</b>	<b>0.80%</b>	<b>8</b>	<b>0.40%</b>	<b>-8</b>	<b>-0.40%</b>
<b>3. The terminology, acronyms and codes are easy to recognize and understand.</b>						
<b>Always</b>	<b>641</b>	<b>32.50%</b>	<b>662</b>	<b>33.40%</b>	<b>21</b>	<b>0.90%</b>
<b>Most of the time</b>	<b>889</b>	<b>45.00%</b>	<b>1075</b>	<b>54.20%</b>	<b>186</b>	<b>9.20%</b>
<b>Some of the time</b>	<b>370</b>	<b>18.70%</b>	<b>230</b>	<b>11.60%</b>	<b>-140</b>	<b>-7.10%</b>
<b>Never</b>	<b>66</b>	<b>3.30%</b>	<b>15</b>	<b>0.80%</b>	<b>-51</b>	<b>-2.50%</b>
<b>Don't Know</b>	<b>8</b>	<b>0.40%</b>	<b>2</b>	<b>0.10%</b>	<b>-6</b>	<b>-0.30%</b>

<b>POLARIS Student Registration System Usability Survey</b>	<b>*2003 count</b>	<b>2003 percent</b>	<b>**2004 count</b>	<b>2004 percent</b>	<b>Count diff</b>	<b>Percent diff</b>
<b>4. I can access all the information I need to register for classes or do a related function.</b>						
<b>Always</b>	<b>604</b>	<b>30.60%</b>	<b>684</b>	<b>34.60%</b>	<b>80</b>	<b>4.00%</b>
<b>Most of the time</b>	<b>876</b>	<b>44.40%</b>	<b>925</b>	<b>46.80%</b>	<b>49</b>	<b>2.40%</b>
<b>Some of the time</b>	<b>473</b>	<b>21.50%</b>	<b>315</b>	<b>15.90%</b>	<b>-158</b>	<b>-5.60%</b>
<b>Never</b>	<b>58</b>	<b>2.90%</b>	<b>34</b>	<b>1.70%</b>	<b>-24</b>	<b>-1.20%</b>
<b>Don't Know</b>	<b>10</b>	<b>0.50%</b>	<b>20</b>	<b>1.00%</b>	<b>10</b>	<b>0.50%</b>
<b>5. What advance schedule and class planning did you do before you logged into POLARIS at (or after) your assigned appointment time</b>						
<b>Signed on to POLARIS before my appointment time to check schedule</b>	<b>58</b>	<b>2.90%</b>	<b>1662</b>	<b>83.80%</b>	<b>1604</b>	<b>80.90%</b>
<b>Read the SCHEDULE WEB GUIDE</b>	<b>258</b>	<b>12.90%</b>	<b>345</b>	<b>17.40%</b>	<b>87</b>	<b>4.50%</b>
<b>Met with my Academic Advisor</b>	<b>128</b>	<b>6.40%</b>	<b>895</b>	<b>45.10%</b>	<b>767</b>	<b>38.70%</b>
<b>Met with other faculty</b>	<b>422</b>	<b>21.20%</b>	<b>276</b>	<b>13.90%</b>	<b>-146</b>	<b>-7.30%</b>
<b>*Made a written list of preferred and alternate classes and sections</b>	<b>793</b>	<b>39.80%</b>	<b>1408</b>	<b>71.00%</b>		
<b>*Completed worksheet in UCF SCHEDULE WEB GUIDE</b>	<b>904</b>	<b>45.30%</b>	<b>category not included</b>			
<b>Checked for a registration hold on the POLARIS Welcome screen</b>	<b>1337</b>	<b>67.10%</b>	<b>771</b>	<b>38.90%</b>	<b>-566</b>	<b>-28.20%</b>
<b>Other</b>	<b>140</b>	<b>7.00%</b>	<b>142</b>	<b>7.20%</b>	<b>2</b>	<b>0.20%</b>
<b>* Response categories changed from 2003 to 2004</b>						



<b>POLARIS Student Registration System Usability Survey</b>	<b>*2003 count</b>	<b>2003 percent</b>	<b>**2004 count</b>	<b>2004 percent</b>	<b>Count diff</b>	<b>Percent diff</b>
<b>6. Were you able to complete registration online without going to a UCF office or did you have to go to your College's student support office or another office to resolve an issue?</b>						
<b>Completed registration without going to a UCF office</b>	<b>1235</b>	<b>61.90%</b>	<b>1395</b>	<b>71.40%</b>	<b>160</b>	<b>9.50%</b>
<b>Went to my College's student support office for a prerequisite, co requisite or Permission Number</b>	<b>489</b>	<b>24.50%</b>	<b>411</b>	<b>21.00%</b>	<b>-78</b>	<b>-3.50%</b>
<b>Went to another UCF office</b>	<b>213</b>	<b>10.70%</b>	<b>118</b>	<b>6.00%</b>	<b>-95</b>	<b>-4.70%</b>
<b>Other</b>	<b>152</b>	<b>7.60%</b>	<b>166</b>	<b>8.50%</b>	<b>14</b>	<b>0.90%</b>
<b>*7. What type of internet dial-up did you use to register with POLARIS?</b>						
<b>UCF Computer Lab</b>	<b>286</b>	<b>14.60%</b>	<b>172</b>	<b>8.70%</b>	<b>N/A</b>	<b>N/A</b>
<b>UCF Kiosk</b>			<b>10</b>	<b>0.50%</b>	<b>N/A</b>	<b>N/A</b>
<b>UCF Wireless Network</b>			<b>63</b>	<b>3.20%</b>	<b>N/A</b>	<b>N/A</b>
<b>Home with DSL/cable</b>	<b>703</b>	<b>35.90%</b>	<b>1201</b>	<b>60.80%</b>	<b>N/A</b>	<b>N/A</b>
<b>Home with telephone modem</b>	<b>421</b>	<b>21.50%</b>	<b>304</b>	<b>15.40%</b>	<b>N/A</b>	<b>N/A</b>
<b>Other</b>	<b>64</b>	<b>3.30%</b>	<b>197</b>	<b>10.00%</b>	<b>N/A</b>	<b>N/A</b>
<b>Don't Know</b>	<b>57</b>	<b>2.90%</b>	<b>28</b>	<b>1.40%</b>	<b>N/A</b>	<b>N/A</b>
<b>* Response categories changed from 2003 to 2004</b>						

<b>POLARIS Student Registration System Usability Survey</b>	<b>*2003 count</b>	<b>2003 percent</b>	<b>**2004 count</b>	<b>2004 percent</b>	<b>Count diff</b>	<b>Percent diff</b>
<b>8. What is the college or school in which you are enrolled?</b>						
<b>I have not declared a major</b>	93	4.70%	328	16.60%	235	11.90%
<b>College of Education</b>	245	12.40%	283	14.40%	38	2.00%
<b>College of Arts &amp; Sciences</b>	625	31.70%	634	32.20%	9	0.50%
<b>College of Health &amp; Public Affairs</b>	286	14.50%	72	3.70%	-214	-10.80%
<b>College of Business Administration</b>	384	19.50%	342	17.30%	-42	-2.20%
<b>Rosen School of Hospitality Management</b>	36	1.80%	41	2.10%	5	0.30%
<b>College of Engineering &amp; Computer Science</b>	300	15.20%	263	13.30%	-37	-1.90%
<b>School of Optics</b>	4	0.20%	9	0.50%	5	0.30%
<b>9. What is your student classification?</b>						
<b>Freshman</b>	1136	57.50%	298	15.10%	-838	-42.40%
<b>Sophomore</b>	566	28.60%	256	13.00%	-310	-15.60%
<b>Junior</b>	77	3.90%	510	25.90%	433	22.00%
<b>Senior</b>	117	5.90%	474	24.10%	357	18.20%
<b>Post Baccalaureate</b>	3	0.20%	25	1.30%	22	1.10%
<b>Graduate Student (Masters Degree)</b>	53	2.70%	283	14.40%	230	11.70%
<b>Graduate Student (Doctoral Degree)</b>	19	1.00%	87	4.40%	68	3.40%
<b>Other</b>	6	0.30%	35	1.80%	29	1.50%
<b>10. For Spring 2004, were you:</b>						
<b>a new student at UCF</b>			195	9.90%	N/A	N/A
<b>continuing from Fall 2003</b>			1679	84.90%	N/A	N/A
<b>readmitted from previous term</b>			64	3.20%	N/A	N/A
<b>Other</b>			39	2.00%	N/A	N/A

<b>POLARIS Student Registration System Usability Survey</b>	<b>*2003 count</b>	<b>2003 percent</b>	<b>**2004 count</b>	<b>2004 percent</b>	<b>Count diff</b>	<b>Percent diff</b>
<b>11.What is your gender?</b>						
<b>Male</b>	<b>645</b>	<b>33.10%</b>	<b>618</b>	<b>32.40%</b>	<b>-27</b>	<b>-0.70%</b>
<b>Female</b>	<b>1306</b>	<b>66.90%</b>	<b>1291</b>	<b>67.60%</b>	<b>-15</b>	<b>0.70%</b>
<b>13. Are there any parts of the POLARIS registration system that you found confusing or difficult to fully understand?</b>						
<b>Yes</b>	<b>574</b>	<b>29.03%</b>	<b>445</b>	<b>25.00%</b>	<b>-129</b>	<b>-4.03%</b>
<b>No</b>	<b>1403</b>	<b>70.97%</b>	<b>1333</b>	<b>75.00%</b>		

\* n= 1984

\*\* n=1994

### ***Open-End Question Results for Spring 2004***

Descriptions of Categories

#### **Q12. What are the best aspects of the POLARIS registration system?**

##### Accessibility/Convenience

People who are most satisfied because of the ability of POLARIS to let them register or access their records at the time and location of their choosing.

##### Ease of Use/Layout/Navigation

People who were primarily impressed with how easy it was to use the system in general or people who commented specifically on how the design of the site made the process easy for them.

##### Features

People who were most satisfied with POLARIS because it allowed them access to different features such as grades, fee payment, & financial aid information.

##### Speed/No Lines

People who commented that they were most satisfied with Polaris because it was quicker than traditional registration or who commented that the current system is superior to waiting in lines to register.

#### Scheduling/Registration Specific

People who were most satisfied with POLARIS because it provided them an enhanced registration experience be it by helping them schedule their classes more efficiently or by providing information such as class availability, number of enrolled students, and instant confirmation of successful enrollment.

#### Other

All other responses were characterized as Other

### **Q13. Are there any parts of the POLARIS registration system that you found confusing or difficult to fully understand?**

#### Finding Information/Navigation

People who primarily had problems navigating around the site or finding information on the site.

#### Codes/Abbreviations

People who primarily had difficulty understanding codes or abbreviations or who had difficulty finding or using coded or abbreviated information to complete tasks.

#### Registering for Labs/Components

People who primarily had difficulty registering for labs or other component courses together with lecture courses.

#### Errors & Error Messages

People whose primary complaint was that they encountered errors on the site or who make specific comments about error messages they encountered.

#### Access times & Timeouts

People who primarily commented on difficulty connecting to the site or who had difficulty staying connected to the site.

#### Class Search

People who encountered problems either using the class search to find information or who encountered problems using the class search to perform a particular function such as add-drop.

#### Other

All other responses were characterized as Other

#### **Q14. What changes would you make in the POLARIS registration system to make it better from the user's point of view?**

(Please note some categories do not pertain to the capabilities of the software but were included here as the topics resonated throughout the comments)

##### Faster System

Students asked for a faster system which could accommodate more users at once. Users suggested preventing the system from timing out in the middle of the registration process.

##### No online pay fee

Students wanted the \$10 fee for online payment eliminated.

##### More search parameters

Students called for a better way to search for classes. Some asked for broader categories, such as any classes required for a specific major or any classes taught by specific professor. Others wanted more ways to narrow down their search, such as days, times of classes. Users felt the system should not reset parameters after each search. They also desired some feature that would allow them to set default parameters unique to their account to use in future searches. Students wanted an ability to monitor classes and have waiting lists.

##### Direct Link to registration

Student expressed a need for a direct connection from the class search to the class registration. They also felt that multiple windows should be utilized so the user doesn't need to write down the information.

##### Online overrides

Students called for a feature that would allow them to resolve override problems online. These would include prerequisites currently being taken.

##### Improved usability / Tutorials

Students asked for better organized, more aesthetically appealing and user friendly interface, especially the menu bar. Users felt that tutorials and demonstrations of how to use the system would be helpful.

##### Early / More complete and valid information

Students wanted to be able to see class offerings information for several semesters ahead. For the current semester, students insisted on the importance of having all of the class information available during registration, especially professors' names. Also, the information must be accurate and up to date.

##### Clarification of class components

Students wanted a clearer specification of the components associated with classes, their days and times.

#### Explanation of errors and codes

Students asked explanation of errors, when registration is denied and also explanation of key codes, prefixes etc.

#### More detailed class information

Students wanted more detailed description of classes, the ability to see the catalog description, major requirements and prerequisite information while searching.

#### More classes being offered

Students asked for more classes to choose from

.

#### Better registration time assignments

Students felt the method of assigning registration times needs to be changed so that everyone gets a chance to get their desired class.

#### Online help

Students noted a need for online help, such as live tech assistance via e-mail or chat rooms or phone.

#### Other

This category included comments that did not match any of the above categories. Among these were users noted that the error that warns of software incompatibility with browsers other than Explorer is unnecessary, as they experienced no problems. Also, some students wanted to be able to obtain a list of books along with class information.

## Open-end Comment Tables

### Spring 2004 POLARIS usability survey comments

		Col %	Count
<b>Q12: Comments</b>	<b>Accessibility/Convenience</b>	<b>35.9%</b>	<b>519</b>
	<b>Ease of Use/Layout/Navigation</b>	<b>20.8%</b>	<b>301</b>
	<b>Features</b>	<b>12.7%</b>	<b>183</b>
	<b>Speed/No Lines</b>	<b>16.4%</b>	<b>237</b>
	<b>Scheduling/Registration Specific</b>	<b>8.6%</b>	<b>124</b>
	<b>Other</b>	<b>5.6%</b>	<b>81</b>
	<b>Total</b>	<b>100.0%</b>	<b>1445</b>

### Spring 2004 POLARIS usability survey comments

		Col %	Count
<b>Q13: Comments</b>	<b>Finding Information/Navigation</b>	<b>28.2%</b>	<b>129</b>
	<b>Codes/Abbreviations</b>	<b>9.4%</b>	<b>43</b>
	<b>Registering for Labs/Components</b>	<b>12.9%</b>	<b>59</b>
	<b>Errors &amp; Error Messages</b>	<b>18.3%</b>	<b>84</b>
	<b>Access times &amp; Timeouts</b>	<b>2.0%</b>	<b>9</b>
	<b>Class Search</b>	<b>12.9%</b>	<b>59</b>
	<b>Other</b>	<b>16.4%</b>	<b>75</b>
	<b>Total</b>	<b>100.0%</b>	<b>458</b>

**Spring 2004 POLARIS usability survey comments**

		<b>Col %</b>	<b>Count</b>
<b>Q14: Comments</b>	<b>Faster system</b>	<b>4.3%</b>	<b>38</b>
	<b>No online pay fee</b>	<b>2.0%</b>	<b>18</b>
	<b>More search parameters</b>	<b>18.7%</b>	<b>166</b>
	<b>Direct link to registration</b>	<b>3.2%</b>	<b>28</b>
	<b>Online overrides</b>	<b>5.1%</b>	<b>45</b>
	<b>Improved usability / Tutorials</b>	<b>9.1%</b>	<b>81</b>
	<b>Early / More complete and valid information</b>	<b>4.5%</b>	<b>40</b>
	<b>Clarification of class components</b>	<b>3.3%</b>	<b>29</b>
	<b>Explanation of errors and codes</b>	<b>4.6%</b>	<b>41</b>
	<b>More detailed class information</b>	<b>4.1%</b>	<b>36</b>
	<b>More classes being offered</b>	<b>6.8%</b>	<b>60</b>
	<b>Better registration time assignments</b>	<b>5.5%</b>	<b>49</b>
	<b>Online help</b>	<b>1.7%</b>	<b>15</b>
	<b>Other</b>	<b>27.1%</b>	<b>240</b>
	<b>Total</b>	<b>100.0%</b>	<b>886</b>