POLARIS Student Registration System Usability Survey
Results for Spring 2004

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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:


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

<table>
<thead>
<tr>
<th>University</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17,674</td>
</tr>
<tr>
<td>Female</td>
<td>22,337</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classification</th>
<th>University</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>5,289</td>
<td>298</td>
</tr>
<tr>
<td>Sophomore</td>
<td>5,385</td>
<td>256</td>
</tr>
<tr>
<td>Junior</td>
<td>9,053</td>
<td>510</td>
</tr>
<tr>
<td>Senior</td>
<td>12,859</td>
<td>474</td>
</tr>
<tr>
<td>Post Baccalaureate</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>6193</td>
<td>370</td>
</tr>
<tr>
<td>Other (non-degree)</td>
<td>1232</td>
<td>35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College</th>
<th>University</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>11,889</td>
<td>634</td>
</tr>
<tr>
<td>College of Business Administration</td>
<td>7,996</td>
<td>342</td>
</tr>
<tr>
<td>College of Education</td>
<td>4,602</td>
<td>283</td>
</tr>
<tr>
<td>College of Engineering &amp; Computer Science</td>
<td>5,309</td>
<td>263</td>
</tr>
<tr>
<td>College of Health &amp; Public Affairs</td>
<td>6,627</td>
<td>328</td>
</tr>
<tr>
<td>Rosen School of Hospitality Management</td>
<td>992</td>
<td>41</td>
</tr>
<tr>
<td>School of Optics</td>
<td>111</td>
<td>9</td>
</tr>
<tr>
<td>Undeclared</td>
<td>2,399</td>
<td>72</td>
</tr>
</tbody>
</table>
### Summary Tables

#### Spring 2004 POLARIS Usability Survey

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

#### Spring 2004 POLARIS Usability Survey

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

#### Spring 2004 POLARIS Usability Survey

<table>
<thead>
<tr>
<th>Q3. The terminology, acronyms and codes are easy to recognize and understand.</th>
<th>Col %</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't Know</td>
<td>.1%</td>
<td>2</td>
</tr>
<tr>
<td>Never</td>
<td>.8%</td>
<td>15</td>
</tr>
<tr>
<td>Some of the time</td>
<td>11.6%</td>
<td>230</td>
</tr>
<tr>
<td>Most of the time</td>
<td>54.2%</td>
<td>1075</td>
</tr>
<tr>
<td>Always</td>
<td>33.4%</td>
<td>662</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>1984</td>
</tr>
</tbody>
</table>
### Spring 2004 POLARIS Usability Survey

#### Q4. I can access all the information I need to register for classes or do a related function.

<table>
<thead>
<tr>
<th>Response</th>
<th>Col %</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't Know</td>
<td>1.0%</td>
<td>20</td>
</tr>
<tr>
<td>Never</td>
<td>1.7%</td>
<td>34</td>
</tr>
<tr>
<td>Some of the time</td>
<td>15.9%</td>
<td>315</td>
</tr>
<tr>
<td>Most of the time</td>
<td>46.8%</td>
<td>925</td>
</tr>
<tr>
<td>Always</td>
<td>34.6%</td>
<td>684</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>1978</td>
</tr>
</tbody>
</table>

#### Q5. What advance schedule and class planning did you do before you logged into POLARIS at (or after) your assigned appointment time?

<table>
<thead>
<tr>
<th>Response</th>
<th>Col Response</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>2.8%</td>
<td>55</td>
</tr>
<tr>
<td>Checked for a registration hold on Welcome screen</td>
<td>38.9%</td>
<td>771</td>
</tr>
<tr>
<td>Made a written list of classes and sections</td>
<td>71.0%</td>
<td>1408</td>
</tr>
<tr>
<td>Met with other faculty</td>
<td>13.9%</td>
<td>276</td>
</tr>
<tr>
<td>Met with my Academic Advisor</td>
<td>45.1%</td>
<td>895</td>
</tr>
<tr>
<td>Read the SCHEDULE WEB GUIDE</td>
<td>17.4%</td>
<td>345</td>
</tr>
<tr>
<td>Signed on to POLARIS before my appointment time to check schedule</td>
<td>83.8%</td>
<td>1662</td>
</tr>
<tr>
<td>Other</td>
<td>7.2%</td>
<td>142</td>
</tr>
<tr>
<td>Total</td>
<td>279.9%</td>
<td>5554</td>
</tr>
</tbody>
</table>

#### 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?

<table>
<thead>
<tr>
<th>Response</th>
<th>Col Response</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed registration without going to a UCF office</td>
<td>71.4%</td>
<td>1395</td>
</tr>
<tr>
<td>Went to my College's student support office for a prerequisite/ corequisite/ Permission Number</td>
<td>21.0%</td>
<td>411</td>
</tr>
<tr>
<td>Went to another UCF office</td>
<td>6.0%</td>
<td>118</td>
</tr>
<tr>
<td>Other</td>
<td>8.5%</td>
<td>166</td>
</tr>
<tr>
<td>Total</td>
<td>107.0%</td>
<td>2090</td>
</tr>
</tbody>
</table>
### Q7. What type of internet dial-up did you use to register with POLARIS?

<table>
<thead>
<tr>
<th>Type</th>
<th>Col %</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't Know</td>
<td>1.4%</td>
<td>28</td>
</tr>
<tr>
<td>Home with telephone modem</td>
<td>15.4%</td>
<td>304</td>
</tr>
<tr>
<td>Home with DSL/cable</td>
<td>60.8%</td>
<td>1201</td>
</tr>
<tr>
<td>UCF Wireless Network</td>
<td>3.2%</td>
<td>63</td>
</tr>
<tr>
<td>UCF Kiosk</td>
<td>.5%</td>
<td>10</td>
</tr>
<tr>
<td>UCF Computer Lab</td>
<td>8.7%</td>
<td>172</td>
</tr>
<tr>
<td>Other</td>
<td>10.0%</td>
<td>197</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>1975</td>
</tr>
</tbody>
</table>

### Q8. What is the college or school in which you are enrolled?

<table>
<thead>
<tr>
<th>College or School</th>
<th>Col %</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have not declared a major</td>
<td>3.7%</td>
<td>72</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>32.2%</td>
<td>634</td>
</tr>
<tr>
<td>College of Business Administration</td>
<td>17.3%</td>
<td>342</td>
</tr>
<tr>
<td>College of Engineering &amp; Computer Science</td>
<td>13.3%</td>
<td>263</td>
</tr>
<tr>
<td>College of Education</td>
<td>14.4%</td>
<td>283</td>
</tr>
<tr>
<td>College of Health &amp; Public Affairs</td>
<td>16.6%</td>
<td>328</td>
</tr>
<tr>
<td>Rosen School of Hospitality Management</td>
<td>2.1%</td>
<td>41</td>
</tr>
<tr>
<td>School of Optics</td>
<td>.5%</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>1972</td>
</tr>
</tbody>
</table>

### Q9. What is your student classification?

<table>
<thead>
<tr>
<th>Classification</th>
<th>Col %</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>15.1%</td>
<td>298</td>
</tr>
<tr>
<td>Sophomore</td>
<td>13.0%</td>
<td>256</td>
</tr>
<tr>
<td>Junior</td>
<td>25.9%</td>
<td>510</td>
</tr>
<tr>
<td>Senior</td>
<td>24.1%</td>
<td>474</td>
</tr>
<tr>
<td>Post Baccalaureate</td>
<td>1.3%</td>
<td>25</td>
</tr>
<tr>
<td>Graduate Student (Masters Degree)</td>
<td>14.4%</td>
<td>283</td>
</tr>
<tr>
<td>Graduate Student (Doctoral Degree)</td>
<td>4.4%</td>
<td>87</td>
</tr>
<tr>
<td>Other</td>
<td>1.8%</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>1968</td>
</tr>
</tbody>
</table>
### Q10. For Spring 2004, were you:

<table>
<thead>
<tr>
<th>Description</th>
<th>Col %</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a new student at UCF</td>
<td>9.9%</td>
<td>195</td>
</tr>
<tr>
<td>continuing from Fall 2003</td>
<td>84.9%</td>
<td>1679</td>
</tr>
<tr>
<td>readmitted from previous term</td>
<td>3.2%</td>
<td>64</td>
</tr>
<tr>
<td>Other</td>
<td>2.0%</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>1977</td>
</tr>
</tbody>
</table>

### Q11. What is your gender?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Col %</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>32.4%</td>
<td>618</td>
</tr>
<tr>
<td>Female</td>
<td>67.6%</td>
<td>1291</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>1909</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Col %</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>75.0%</td>
<td>1333</td>
</tr>
<tr>
<td>Yes</td>
<td>25.0%</td>
<td>445</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>1778</td>
</tr>
</tbody>
</table>
Means

Spring 2004 POLARIS Usability Survey

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

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

Spring 2004 POLARIS Usability Survey

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

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)

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>.330</td>
<td>6</td>
<td>.055</td>
<td>2.037</td>
<td>.058</td>
</tr>
<tr>
<td>Within Groups</td>
<td>531.138</td>
<td>1968</td>
<td>.027</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>53.468</td>
<td>1974</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checked for a registration hold on Welcome screen</td>
<td>1.125</td>
<td>6</td>
<td>.188</td>
<td>.789</td>
<td>.579</td>
</tr>
<tr>
<td>Between Groups</td>
<td>468.007</td>
<td>1968</td>
<td>.238</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>469.132</td>
<td>1974</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made a written list of classes and sections</td>
<td>4.069</td>
<td>6</td>
<td>.678</td>
<td>3.304</td>
<td>.003</td>
</tr>
<tr>
<td>Between Groups</td>
<td>403.943</td>
<td>1968</td>
<td>.205</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>408.012</td>
<td>1974</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met with other faculty</td>
<td>3.153</td>
<td>6</td>
<td>.526</td>
<td>4.414</td>
<td>.000</td>
</tr>
<tr>
<td>Between Groups</td>
<td>234.277</td>
<td>1968</td>
<td>.119</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>237.430</td>
<td>1974</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met with my Academic Advisor</td>
<td>11.377</td>
<td>6</td>
<td>1.896</td>
<td>7.811</td>
<td>.000</td>
</tr>
<tr>
<td>Between Groups</td>
<td>477.755</td>
<td>1968</td>
<td>.243</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>489.132</td>
<td>1974</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read the SCHEDULE WEB GUIDE</td>
<td>.496</td>
<td>6</td>
<td>.083</td>
<td>.579</td>
<td>.747</td>
</tr>
<tr>
<td>Between Groups</td>
<td>280.972</td>
<td>1968</td>
<td>.143</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>281.468</td>
<td>1974</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signed on to POLARIS before my appointment time to check schedule</td>
<td>7.558</td>
<td>6</td>
<td>1.260</td>
<td>9.440</td>
<td>.000</td>
</tr>
<tr>
<td>Between Groups</td>
<td>262.617</td>
<td>1968</td>
<td>.133</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
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<tr>
<td>Total</td>
<td>128.357</td>
<td>1974</td>
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</table>
• 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)**

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<th>Sig.</th>
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<td>.027</td>
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<tr>
<td>Total</td>
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<td>7</td>
<td>.363</td>
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<td>1964</td>
<td>.119</td>
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<tr>
<td>Total</td>
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<td>1971</td>
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<td><strong>Met with my Academic Advisor</strong></td>
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<td></td>
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<td></td>
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<tr>
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<td>.143</td>
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<td>1971</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Between Groups</td>
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<td>7</td>
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<td>1964</td>
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<td>7</td>
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<td>2.476</td>
<td>.016</td>
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<td>Within Groups</td>
<td>127.220</td>
<td>1964</td>
<td>.065</td>
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</tr>
<tr>
<td>Total</td>
<td>128.343</td>
<td>1971</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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)

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed registration without going to a UCF office</td>
<td>Between Groups</td>
<td>8.538</td>
<td>7</td>
<td>1.220</td>
<td>5.957</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>402.105</td>
<td>1964</td>
<td>.205</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>410.642</td>
<td>1971</td>
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</tr>
<tr>
<td>Went to my College's student support office for a prerequisite/corequisite/Permission Number</td>
<td>Between Groups</td>
<td>9.337</td>
<td>7</td>
<td>1.334</td>
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</tr>
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<td>Within Groups</td>
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<td>1964</td>
<td>.160</td>
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</tr>
<tr>
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<td>Total</td>
<td>324.172</td>
<td>1971</td>
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<td>7</td>
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<td>Within Groups</td>
<td>109.151</td>
<td>1964</td>
<td>.056</td>
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<td></td>
<td>Total</td>
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<td>7</td>
<td>.019</td>
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<td></td>
<td>Within Groups</td>
<td>149.393</td>
<td>1964</td>
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<tr>
<td></td>
<td>Total</td>
<td>149.527</td>
<td>1971</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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 required, 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 required, 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.

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<th>Sig.</th>
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<td>2.825</td>
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<td>Total</td>
<td>1117.738</td>
<td>1964</td>
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</table>

- Freshman found 'Class Search' more difficult to use than graduate students.
### Advance planning (Q5)

**ANOVA (differences due to classification)**

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<th>Sig.</th>
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<tr>
<td>Between Groups</td>
<td>.760</td>
<td>7</td>
<td>.109</td>
<td>4.111</td>
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<tr>
<td>Within Groups</td>
<td>51.758</td>
<td>1960</td>
<td>.026</td>
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<tr>
<td>Total</td>
<td>52.518</td>
<td>1967</td>
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<td>7</td>
<td>1.364</td>
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<td>Within Groups</td>
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<td>1960</td>
<td>.234</td>
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<td>Total</td>
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<td>1967</td>
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<td>7</td>
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<td>Within Groups</td>
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<td>1960</td>
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<td>Total</td>
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<td>1967</td>
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<td></td>
</tr>
<tr>
<td><strong>Met with other faculty</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>2.074</td>
<td>7</td>
<td>.296</td>
<td>2.515</td>
<td>.014</td>
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<td>.118</td>
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</tr>
<tr>
<td>Total</td>
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<td>1967</td>
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<td></td>
<td></td>
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<tr>
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<td>Between Groups</td>
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<td>Total</td>
<td>127.463</td>
<td>1967</td>
<td></td>
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</tbody>
</table>

- 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)

<table>
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<th>Completed registration without going to a UCF office</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>8.850</td>
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<td>1.264</td>
<td>6.179</td>
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<td>Within Groups</td>
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<td>1960</td>
<td>.205</td>
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<tr>
<td>Total</td>
<td>409.884</td>
<td>1967</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Went to my College's student support office for a prerequisite/corequisite/Permission Number</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
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</thead>
<tbody>
<tr>
<td>Between Groups-score</td>
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<td>.917</td>
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<tr>
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<td>.162</td>
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<td></td>
</tr>
<tr>
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<td>323.415</td>
<td>1967</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Went to another UCF office</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
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<td>.574</td>
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<tr>
<td>Total-score</td>
<td>109.163</td>
<td>1967</td>
<td></td>
<td></td>
<td></td>
</tr>
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<table>
<thead>
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<th>Other</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
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<td></td>
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<tr>
<td>Total-score</td>
<td>149.499</td>
<td>1967</td>
<td></td>
<td></td>
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</tbody>
</table>

• 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)

<table>
<thead>
<tr>
<th>Q13. Are there any parts of the POLARIS registration system that you found confusing or difficult to fully understand?</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
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<td>7</td>
<td>.620</td>
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<td>.002</td>
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<td>Within Groups-score</td>
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<tr>
<td>Total-score</td>
<td>331.562</td>
<td>1768</td>
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</tr>
</tbody>
</table>

Operational Excellence and Assessment Support 16 3/4/04
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)

<table>
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<th>F</th>
<th>Sig.</th>
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<tr>
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<td>3</td>
<td>.049</td>
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<tr>
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<td>1973</td>
<td>.027</td>
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</tr>
<tr>
<td>Total</td>
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<td>1976</td>
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<tr>
<td>Checked for a registration hold on Welcome screen</td>
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<td></td>
<td></td>
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<tr>
<td>Between Groups</td>
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<td>Total</td>
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<td>.200</td>
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<tr>
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<td>1976</td>
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<td>.323</td>
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<td>.120</td>
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<td>Total</td>
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<td>1976</td>
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<tr>
<td>Met with my Academic Advisor</td>
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<td></td>
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<td>7.423</td>
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<td>1973</td>
<td>.245</td>
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<td>Total</td>
<td>489.442</td>
<td>1976</td>
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<tr>
<td>Read the SCHEDULE WEB GUIDE</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>3</td>
<td>2.177</td>
<td>15.542</td>
<td>.000</td>
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<tr>
<td>Within Groups</td>
<td>276.308</td>
<td>1973</td>
<td>.140</td>
<td></td>
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<td>Total</td>
<td>282.838</td>
<td>1976</td>
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<tr>
<td>Signed on to POLARIS before my appointment time to check schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>3</td>
<td>5.996</td>
<td>47.026</td>
<td>.000</td>
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<tr>
<td>Within Groups</td>
<td>251.567</td>
<td>1973</td>
<td>.128</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>269.555</td>
<td>1976</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>1.659</td>
<td>3</td>
<td>.553</td>
<td>8.672</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>125.847</td>
<td>1973</td>
<td>.064</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>127.506</td>
<td>1976</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• 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)**

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed registration without going to a UCF office</td>
<td>Between Groups</td>
<td>4.678</td>
<td>3</td>
<td>1.559</td>
<td>7.554</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>407.219</td>
<td>1973</td>
<td>.206</td>
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</tr>
<tr>
<td></td>
<td>Total</td>
<td>411.897</td>
<td>1976</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Went to my College’s student support office for a prerequisite/corequisite/Permission Number</td>
<td>Between Groups</td>
<td>1.541</td>
<td>3</td>
<td>.514</td>
<td>3.133</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>323.431</td>
<td>1973</td>
<td>.164</td>
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</tr>
<tr>
<td></td>
<td>Total</td>
<td>324.972</td>
<td>1976</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Went to another UCF office</td>
<td>Between Groups</td>
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<td>.123</td>
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<td></td>
<td>Within Groups</td>
<td>110.589</td>
<td>1973</td>
<td>.056</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>110.957</td>
<td>1976</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Between Groups</td>
<td>1.036</td>
<td>3</td>
<td>.345</td>
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<td>Within Groups</td>
<td>149.360</td>
<td>1973</td>
<td>.076</td>
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</tr>
<tr>
<td></td>
<td>Total</td>
<td>150.396</td>
<td>1976</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• 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, corequisite, 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?

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2.678</td>
<td>3</td>
<td>.893</td>
<td>4.779</td>
</tr>
<tr>
<td>Within Groups</td>
<td>330.759</td>
<td>1771</td>
<td>.187</td>
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<tr>
<td>Total</td>
<td>333.437</td>
<td>1774</td>
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</tr>
</tbody>
</table>

- 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?

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>10.937</td>
<td>1</td>
<td>10.937</td>
<td>11.094</td>
</tr>
<tr>
<td>Within Groups</td>
<td>1810.940</td>
<td>1837</td>
<td>.986</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1821.877</td>
<td>1838</td>
<td></td>
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</tr>
</tbody>
</table>

- Females rated quality higher than males.
Class Search (Q2)

ANOVA (differences due to gender)

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

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<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
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<tr>
<td>Between Groups</td>
<td>3.954</td>
<td>1</td>
<td>3.954</td>
<td>7.094</td>
<td>.008</td>
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<tr>
<td>Within Groups</td>
<td>1061.723</td>
<td>1905</td>
<td>.557</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1065.677</td>
<td>1906</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
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<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>4.634</td>
<td>1</td>
<td>4.634</td>
<td>10.427</td>
<td>.001</td>
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<tr>
<td>Within Groups</td>
<td>846.206</td>
<td>1904</td>
<td>.444</td>
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<tr>
<td>Total</td>
<td>850.840</td>
<td>1905</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

- 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)

<table>
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<tr>
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<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Between Groups</td>
<td>.134</td>
<td>1</td>
<td>5.171</td>
<td>.023</td>
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<tr>
<td></td>
<td>Within Groups</td>
<td>49.503</td>
<td>1907</td>
<td>.026</td>
<td></td>
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<tr>
<td></td>
<td>Total</td>
<td>49.638</td>
<td>1908</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checked for a registration hold on Welcome screen</td>
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<td>.246</td>
<td>1</td>
<td>1.035</td>
<td>.309</td>
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<tr>
<td></td>
<td>Within Groups</td>
<td>453.792</td>
<td>1907</td>
<td>.238</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>454.039</td>
<td>1908</td>
<td></td>
<td></td>
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<tr>
<td>Made a written list of classes and sections</td>
<td>Between Groups</td>
<td>2.496</td>
<td>1</td>
<td>12.211</td>
<td>.000</td>
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<td></td>
<td>Within Groups</td>
<td>389.889</td>
<td>1907</td>
<td>.204</td>
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<td></td>
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<td>1908</td>
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<tr>
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<td>Between Groups</td>
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<td>1</td>
<td>4.665</td>
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<td></td>
<td>Within Groups</td>
<td>225.490</td>
<td>1907</td>
<td>.118</td>
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<td></td>
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<td>1908</td>
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<tr>
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<td>Between Groups</td>
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<td>1</td>
<td>.485</td>
<td>.486</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>472.352</td>
<td>1907</td>
<td>.248</td>
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</tr>
<tr>
<td></td>
<td>Total</td>
<td>472.472</td>
<td>1908</td>
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<td></td>
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<tr>
<td>Read the SCHEDULE WEB GUIDE</td>
<td>Between Groups</td>
<td>.527</td>
<td>1</td>
<td>3.682</td>
<td>.055</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>273.081</td>
<td>1907</td>
<td>.143</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>273.608</td>
<td>1908</td>
<td></td>
<td></td>
</tr>
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<td>.104</td>
<td>1</td>
<td>.775</td>
<td>.379</td>
</tr>
<tr>
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<td>Within Groups</td>
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<td>1907</td>
<td>.134</td>
<td></td>
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<td></td>
<td>Total</td>
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<td>1908</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Between Groups</td>
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<td>1</td>
<td>.060</td>
<td>.807</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>122.869</td>
<td>1907</td>
<td>.064</td>
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<tr>
<td></td>
<td>Total</td>
<td>122.873</td>
<td>1908</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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)

<table>
<thead>
<tr>
<th>Completed registration without going to a UCF office</th>
<th>Between Groups</th>
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<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.273</td>
<td>1</td>
<td>1.273</td>
<td>6.141</td>
<td>.013</td>
</tr>
<tr>
<td></td>
<td>395.277</td>
<td>1907</td>
<td>.207</td>
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<td></td>
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<tr>
<td>Total</td>
<td>396.550</td>
<td>1908</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Went to my College's student support office for a prerequisite/corequisite/Permission Number</th>
<th>Between Groups</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.571</td>
<td>1</td>
<td>.571</td>
<td>3.490</td>
<td>.062</td>
</tr>
<tr>
<td></td>
<td>312.111</td>
<td>1907</td>
<td>.164</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>312.682</td>
<td>1908</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Went to another UCF office</th>
<th>Between Groups</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.170</td>
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<td>.170</td>
<td>3.047</td>
<td>.081</td>
</tr>
<tr>
<td></td>
<td>106.142</td>
<td>1907</td>
<td>.056</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>106.311</td>
<td>1908</td>
<td></td>
<td></td>
<td></td>
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</table>

<table>
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<th>Between Groups</th>
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<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
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<tbody>
<tr>
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<td>.123</td>
<td>1.631</td>
<td>.202</td>
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<td></td>
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<td>1907</td>
<td>.075</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>144.088</td>
<td>1908</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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?

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1.872</td>
<td>1</td>
<td>1.872</td>
<td>10.063</td>
<td>.002</td>
</tr>
<tr>
<td>Within Groups</td>
<td>320.376</td>
<td>1722</td>
<td>.186</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>322.248</td>
<td>1723</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Males found parts of POLARIS registration system confusing or difficult to understand more than females.
### Spring 2003 Results Compared to Spring 2004 Results

#### POLARIS Student Registration System Usability Survey

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In general, how would you rate the overall quality of the service you received from the online registration system?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>378</td>
<td>20.50%</td>
<td>505</td>
<td>26.40%</td>
<td>127</td>
<td>5.90%</td>
</tr>
<tr>
<td>Very Good</td>
<td>655</td>
<td>35.60%</td>
<td>799</td>
<td>41.80%</td>
<td>144</td>
<td>6.20%</td>
</tr>
<tr>
<td>Good</td>
<td>479</td>
<td>26.00%</td>
<td>407</td>
<td>21.30%</td>
<td>-72</td>
<td>-4.70%</td>
</tr>
<tr>
<td>Fair</td>
<td>226</td>
<td>12.30%</td>
<td>151</td>
<td>7.90%</td>
<td>-75</td>
<td>-4.40%</td>
</tr>
<tr>
<td>Poor</td>
<td>103</td>
<td>5.60%</td>
<td>50</td>
<td>2.60%</td>
<td>-53</td>
<td>-3.00%</td>
</tr>
<tr>
<td>2. The 'Class Schedule Search' is easy to use.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>634</td>
<td>32.10%</td>
<td>728</td>
<td>36.70%</td>
<td>94</td>
<td>4.60%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>741</td>
<td>37.50%</td>
<td>975</td>
<td>49.10%</td>
<td>234</td>
<td>11.60%</td>
</tr>
<tr>
<td>Some of the time</td>
<td>451</td>
<td>22.80%</td>
<td>229</td>
<td>11.50%</td>
<td>-222</td>
<td>-11.30%</td>
</tr>
<tr>
<td>Never</td>
<td>135</td>
<td>6.80%</td>
<td>45</td>
<td>2.30%</td>
<td>-90</td>
<td>-4.50%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>16</td>
<td>0.80%</td>
<td>8</td>
<td>0.40%</td>
<td>-8</td>
<td>-0.40%</td>
</tr>
<tr>
<td>3. The terminology, acronyms and codes are easy to recognize and understand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>641</td>
<td>32.50%</td>
<td>662</td>
<td>33.40%</td>
<td>21</td>
<td>0.90%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>889</td>
<td>45.00%</td>
<td>1075</td>
<td>54.20%</td>
<td>186</td>
<td>9.20%</td>
</tr>
<tr>
<td>Some of the time</td>
<td>370</td>
<td>18.70%</td>
<td>230</td>
<td>11.60%</td>
<td>-140</td>
<td>-7.10%</td>
</tr>
<tr>
<td>Never</td>
<td>66</td>
<td>3.30%</td>
<td>15</td>
<td>0.80%</td>
<td>-51</td>
<td>-2.50%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>8</td>
<td>0.40%</td>
<td>2</td>
<td>0.10%</td>
<td>-6</td>
<td>-0.30%</td>
</tr>
<tr>
<td>POLARIS Student Registration System Usability Survey</td>
<td>*2003 count</td>
<td>2003 percent</td>
<td>**2004 count</td>
<td>2004 percent</td>
<td>Count diff</td>
<td>Percent diff</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td>4. I can access all the information I need to register for classes or do a related function.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>604</td>
<td>30.60%</td>
<td>684</td>
<td>34.60%</td>
<td>80</td>
<td>4.00%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>876</td>
<td>44.40%</td>
<td>925</td>
<td>46.80%</td>
<td>49</td>
<td>2.40%</td>
</tr>
<tr>
<td>Some of the time</td>
<td>473</td>
<td>21.50%</td>
<td>315</td>
<td>15.90%</td>
<td>-158</td>
<td>-5.60%</td>
</tr>
<tr>
<td>Never</td>
<td>58</td>
<td>2.90%</td>
<td>34</td>
<td>1.70%</td>
<td>-24</td>
<td>-1.20%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>10</td>
<td>0.50%</td>
<td>20</td>
<td>1.00%</td>
<td>10</td>
<td>0.50%</td>
</tr>
<tr>
<td>5. What advance schedule and class planning did you do before you logged into POLARIS at (or after) your assigned appointment time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signed on to POLARIS before my appointment time to check schedule</td>
<td>58</td>
<td>2.90%</td>
<td>1662</td>
<td>83.80%</td>
<td>1604</td>
<td>80.90%</td>
</tr>
<tr>
<td>Read the SCHEDULE WEB GUIDE</td>
<td>258</td>
<td>12.90%</td>
<td>345</td>
<td>17.40%</td>
<td>87</td>
<td>4.50%</td>
</tr>
<tr>
<td>Met with my Academic Advisor</td>
<td>128</td>
<td>6.40%</td>
<td>895</td>
<td>45.10%</td>
<td>767</td>
<td>38.70%</td>
</tr>
<tr>
<td>Met with other faculty</td>
<td>422</td>
<td>21.20%</td>
<td>276</td>
<td>13.90%</td>
<td>-146</td>
<td>-7.30%</td>
</tr>
<tr>
<td>*Made a written list of preferred and alternate classes and sections</td>
<td>793</td>
<td>39.80%</td>
<td>1408</td>
<td>71.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Completed worksheet in UCF SCHEDULE WEB GUIDE</td>
<td>904</td>
<td>45.30%</td>
<td>category not included</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checked for a registration hold on the POLARIS Welcome screen</td>
<td>1337</td>
<td>67.10%</td>
<td>771</td>
<td>38.90%</td>
<td>-566</td>
<td>-28.20%</td>
</tr>
<tr>
<td>Other</td>
<td>140</td>
<td>7.00%</td>
<td>142</td>
<td>7.20%</td>
<td>2</td>
<td>0.20%</td>
</tr>
<tr>
<td>* Response categories changed from 2003 to 2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLARIS Student Registration System Usability Survey</td>
<td>*2003 count</td>
<td>2003 percent</td>
<td>**2004 count</td>
<td>2004 percent</td>
<td>Count diff</td>
<td>Percent diff</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed registration without going to a UCF office</td>
<td>1235</td>
<td>61.90%</td>
<td>1395</td>
<td>71.40%</td>
<td>160</td>
<td>9.50%</td>
</tr>
<tr>
<td>Went to my College's student support office for a prerequisite, corequisite or Permission Number</td>
<td>489</td>
<td>24.50%</td>
<td>411</td>
<td>21.00%</td>
<td>-78</td>
<td>-3.50%</td>
</tr>
<tr>
<td>Went to another UCF office</td>
<td>213</td>
<td>10.70%</td>
<td>118</td>
<td>6.00%</td>
<td>-95</td>
<td>-4.70%</td>
</tr>
<tr>
<td>Other</td>
<td>152</td>
<td>7.60%</td>
<td>166</td>
<td>8.50%</td>
<td>14</td>
<td>0.90%</td>
</tr>
<tr>
<td>*7. What type of internet dial-up did you use to register with POLARIS?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UCF Computer Lab</td>
<td>286</td>
<td>14.60%</td>
<td>172</td>
<td>8.70%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>UCF Kiosk</td>
<td>10</td>
<td>0.50%</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UCF Wireless Network</td>
<td>63</td>
<td>3.20%</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home with DSL/cable</td>
<td>703</td>
<td>35.90%</td>
<td>1201</td>
<td>60.80%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Home with telephone modem</td>
<td>421</td>
<td>21.50%</td>
<td>304</td>
<td>15.40%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>64</td>
<td>3.30%</td>
<td>197</td>
<td>10.00%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>57</td>
<td>2.90%</td>
<td>28</td>
<td>1.40%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>645</td>
<td>33.10%</td>
<td>618</td>
<td>32.40%</td>
<td>-27</td>
<td>-0.70%</td>
</tr>
<tr>
<td>Female</td>
<td>1306</td>
<td>66.90%</td>
<td>1291</td>
<td>67.60%</td>
<td>-15</td>
<td>0.70%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. Are there any parts of the POLARIS registration system that you found confusing or difficult to fully understand?</th>
<th>*2003 count</th>
<th>2003 percent</th>
<th>**2004 count</th>
<th>2004 percent</th>
<th>Count diff</th>
<th>Percent diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>574</td>
<td>29.03%</td>
<td>445</td>
<td>25.00%</td>
<td>-129</td>
<td>-4.03%</td>
</tr>
<tr>
<td>No</td>
<td>1403</td>
<td>70.97%</td>
<td>1333</td>
<td>75.00%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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 perquisite 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.
### Spring 2004 POLARIS Usability Survey Comments

<table>
<thead>
<tr>
<th>Q12: Comments</th>
<th>Col %</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility/Convenience</td>
<td>35.9%</td>
<td>519</td>
</tr>
<tr>
<td>Ease of Use/Layout/Navigation</td>
<td>20.8%</td>
<td>301</td>
</tr>
<tr>
<td>Features</td>
<td>12.7%</td>
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</tr>
<tr>
<td>Speed/No Lines</td>
<td>16.4%</td>
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</tr>
<tr>
<td>Scheduling/Registration Specific</td>
<td>8.6%</td>
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</tr>
<tr>
<td>Other</td>
<td>5.6%</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>1445</strong></td>
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### Spring 2004 POLARIS Usability Survey Comments

<table>
<thead>
<tr>
<th>Q13: Comments</th>
<th>Col %</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding Information/Navigation</td>
<td>28.2%</td>
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</tr>
<tr>
<td>Codes/Abbreviations</td>
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</tr>
<tr>
<td>Registering for Labs/Components</td>
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<tr>
<td>Errors &amp; Error Messages</td>
<td>18.3%</td>
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<tr>
<td>Access times &amp; Timeouts</td>
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<tr>
<td>Class Search</td>
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<td>Other</td>
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<td><strong>100.0%</strong></td>
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### Spring 2004 POLARIS usability survey comments

<table>
<thead>
<tr>
<th>Q14: Comments</th>
<th>Col %</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Faster system</td>
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<tr>
<td>No online pay fee</td>
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<td>More search parameters</td>
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<tr>
<td>Direct link to registration</td>
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<tr>
<td>Online overrides</td>
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<tr>
<td>Improved usability / Tutorials</td>
<td>9.1%</td>
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<tr>
<td>Early / More complete and valid information</td>
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<tr>
<td>Clarification of class components</td>
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<td>Explanation of errors and codes</td>
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<td>More detailed class information</td>
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<td>More classes being offered</td>
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<td>Better registration time assignments</td>
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<td>Online help</td>
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<tr>
<td>Other</td>
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<tr>
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