University of Regina

2014

Class Scheduling – Course Registration Survey

Undergraduate Analysis

Class Scheduling/Course Registration Survey
Fall – 2014
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Executive Summary

The 2014 Class Schedule and Registration Survey was conducted with five broad purposes:

- to get the students' perspective on the current state of Class Scheduling and Course Registration at the U of R;
- to inform goals for improvement to these services;
- to gain a better understanding of student class scheduling and course registration needs;
- to gain a better understanding of student class schedule conflicts;
- to establish benchmarks that can be used to measure implemented improvements and/or changes to these services.

This report focuses on respondents at the Undergraduate level. Key highlights of the findings follow.

➢ 88% of respondents are aware that they can register in classes offered at the U of R if they are a Federated College student and at a Federated College if they are a U of R student

➢ 44% of respondents find the UR Self Service System easy to use and 21% of respondents find the system very easy to use.

➢ 39% of respondents find the class search feature in the UR Self Service system easy to use and 16% find it very easy to use.

➢ 38% of respondents find the registration feature in the UR Self Service system easy to use and 20% very easy to use.

➢ While the UR Self Service ease of use results appear to be positive, the satisfaction levels are low.

➢ The largest concern brought forward by respondents related to the UR Self Service system is with the level of difficulty and time spent in building a class schedule and registering for courses.

➢ The program completion goal for most undergraduate students is to finish their program within 4 years (61%) or 5 years (27%).

➢ 63% of undergraduate students feel that their program completion goals are being facilitated with their class schedule (agree or strongly agree) and 19% feel they are not (disagree or strongly disagree).

➢ 42% of respondents either agreed or strongly agreed that their schedule was free of conflict from other classes that they needed or wanted to take and 42% disagreed or strongly disagreed.

➢ Registering early in the registration period has some positive impact on a student's ability to minimize schedule conflicts but the impact is not significant.

➢ Faculty of Science students have the lowest level of agreement that their schedules are conflict free.

➢ The largest source of initial schedule conflict for students is related to class sections being full.

➢ The largest source of overall schedule conflicts for students is that the day and time of a class offering did not fit into their class schedule.

➢ Respondents prefer daytime classes (88%).

➢ Respondents prefer classes that start between 10 a.m. and 11:30 a.m. and between 1:00 p.m. and 2:30 p.m.

- ➢ The preferred days of week for classes is Tuesdays and Wednesday but fairly evenly distributed over Monday through Thursday. Saturday is the least preferred day followed by Friday.
- ➢ Tuesday and Thursday is the preferred two times per week meeting pattern (89%) but there is strong demand for Monday and Wednesday (62%).
- ➢ Monday, Wednesday, and Friday is the preferred three times per week meeting pattern (77%) but we can also see a demand for Monday, Tuesday and Thursday (50%).

These findings have contributed to the developed of nine recommendations:

- ➢ Develop a more robust and user friendly process/tool that students can use to build their class schedule and register in classes.
- ➢ Redesign the class search feature so that there is a more even distribution of results when students do a search for a class section and have the ability to find Federated College class sections with greater ease.
- ➢ Give strong focus to the course combinations feature in the Infosilem software system. Course combinations allow for specified courses to be scheduled conflict free.
- ➢ Conduct an analysis on the type and kind of constraints that are being entered into the Infosilem, Data Collection Utility at the faculty/department level that have impact on the system's ability to effectively build a timetable with minimal conflicts.
- ➢ Faculties should continue monitoring student demand for classes to determine if additional class sections are required and whether or not there is sufficient demand for class sections in a term a class is not normally offered.
- ➢ Review the weightings assigned to class meeting times and days in the Infosilem system to ensure they reflect student preferences. This will result in a timetable that utilizes space more effectively.
- ➢ Eliminate the Tuesday, Thursday, and Friday three times per week meeting pattern.
- ➢ Conduct this survey on an annual basis.
- ➢ Redesign some questions so that the needs of evening and Saturday students can be addressed.

The full report follows.

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1.0   Introduction

The University of Regina introduced a new software system for the timetabling and scheduling classes in the fall of 2014. One of the goals of the system, among others, is to improve a student's ability to select a class schedule and register in courses that assisted them with their overall program completion goals.

While some data exists related to student satisfaction with class scheduling and timetabling pre 2014, it was not collected in a way that serves as a meaningful benchmark to measure progress toward stated project goals.

The Class Scheduling/Course Registration Survey and data has five broad purposes:

- to get the students' perspective on the current state of Class Scheduling and Course Registration at the U of R;
- to inform goals for improvement to these services;
- to gain a better understanding of student class scheduling and course registration needs;
- to gain a better understanding of student class schedule conflicts;
- to establish benchmarks that can be used to measure implemented improvements and/or changes to these services.

This will be the first of an annual survey related to these service areas. This report will focus on responses at the undergraduate level. A report on the findings at the graduate level will be released separately from this report.

1.1   Methodology

The survey tool used to conduct the Class Scheduling/Course Registration Survey was Qualtrics. Qualtrics is an online survey tool which allows for the collection and analysis of data. The survey (Appendix 1) was designed by the Registrar with assistance from the Office of Resource Planning and was approved for distribution by the U of R's Survey Management Committee.

Survey questions focussed on student satisfaction with the class schedule, the UR Self Service course search and registration process, time preferences, day preferences, and meeting pattern preferences.

Questions were added so that different student perspectives could be summarized. This allowed filters to be applied to the collected data so that it could be summarized in meaningful ways.

The Registrar was responsible for managing the online survey. The survey was opened on November 1, 2014 and closed on December 22, 2014. A link to the survey with an email introduction was sent to all U of R and Federated College students with a University of Regina email account on November 1, 2014 with a reminder sent about 1 week prior to the survey closing date.

1.2 Response Rate

In total, 765 students completed the survey. Table 1 through 3 show the number of responses and percentage response rate for each constituent, faculty, and year of study. The response rate for year of study was not measured at the graduate level. The enrolment data used in compiling Table 1 was at the 4th week of classes in the 201430 term which is the same term that the survey was distributed.

The goal of this survey was to achieve a margin of error of 5% or less. In order to achieve this goal, the survey needed at least 400 respondents. This goal was met.

Table 1 – Response Rate by Constituent

University of Regina Proper	201430 Enrolment	# of Responses	%
Undergraduate	10408	552	5%
Graduate	1660	95	6%
Federated Colleges			
Campion College	647	41	6%
First Nations University of Canada	754	20	3%
Luther College	433	19	4%
Total Constituent	**13902**	**727**	**5%**

Table 2 – Response Rate by Self Declared Faculty

Faculty/College Undergraduate	Responses	% of total
Arts	95	15%
Business Administration	73	12%
Education	75	12%
Engineering and Applied Science	53	8%
Fine Arts	16	3%
Kinesiology and Health Studies	73	12%
Nursing	52	8%
Science	123	19%
Social Work	63	10%
Centre for Continuing Education	3	0%
Other	6	1%
Total Undergraduate	**632**	**100%**
Graduate	Responses	% of total
Arts	3	3%
Business Administration	11	12%
Education	24	25%
Engineering and Applied Science	11	12%

Faculty/College	Responses	% of total
Fine Arts	1	1%
Graduate Studies and Research	27	28%
Kinesiology and Health Studies	2	2%
Nursing	1	1%
Science	9	9%
Social Work	1	1%
Centre for Continuing Education	2	2%
Other	3	3%
Total	**95**	**100%**

Table 3 – Response Rate by Year of Study

Year of Study	Responses	% of total
Year 1 (completed 30 credits or less)	159	25%
Year 2 (completed between 30 and 60 credits)	135	21%
Year 3 (completed between 60 and 90 credits)	186	29%
Year 4 (completed more than 90 credits)	152	24%
Total	**632**	**100%**

1.3   Non-response

Non-responses have not been included in this analysis and overall results to a question exclude those who did not respond to the question.

2.0 Analysis

2.1 Federated College Awareness

There has been concern expressed that there are two potential contributing factors to declining enrolment in Federated College class sections.

1) Student awareness that Federated College class sections are available to U of R students.
2) That Federated College class sections appear at the bottom of a class section list after a student does a search for available class sections in the U of R Self Service system. This particular issue becomes a larger concern for the Federated Colleges when an online class section is introduced. These sections are offered at multiple sites and appear before the Federated Colleges on the available class section list. An example of this has been included in Appendix 2 where a search of PSYC 101 in the fall 2015 yielded 53 courses sections and Campion, Luther, and First Nations University start to appear 47th on the list.

Table 4 shows that 88% of respondents are aware that they can register in classes offered at the U of R if they are a Federated College student and at a Federated College if they are a U of R student. This would indicate that students are aware of the option to register in Federated College class sections. However, some of the comments about UR Self Service would indicate that students do have difficulty finding Federated College class sections (see Appendix 3).

While it would be difficult to conclude that the UR Self Service system is a contributing factor in declining enrolment in Federated College class sections, the findings would suggest that searching for Federated College class sections is difficult and should be made easier for students.

Table 4 – Registration Option Awareness

Are you aware that you can register for courses offered at the U of R or any of the Federated Colleges regardless of whether you are a U of R, Campion College, Luther College, or First Nations University of Canada student?

Answer	Response	%
Yes	554	88%
No	78	12%
Total	**632**	**100%**

2.2 UR Self Service Usability and Course Registration

Comments made by students and by Faculty Advisors to the Registrar's Office would suggest that they have difficulty using the UR Self Service System. Several questions were designed to solicit feedback on the usability of the system and the course registration process.

Tables 5 though 7 show that 44% of respondents find the UR Self Service System easy to use and 21% of respondents find the system very easy to use. The class and section search feature shows that 39% of respondents find it easy to use and 16% find it very easy to use and 38% find the registration feature easy to use and 20% very easy to use.

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While these response rates may appear to be positive, the positive response rates are low. This would suggest that students are having difficulty using the system. Confirmation of this can be seen in the comments relating to the UR Self Service System (see Appendix 3).

By far, the most common comment made by students is that building a class schedule is time consuming and difficult. They describe a process that requires them to go back and forth between the class search feature and the class registration feature. This level of difficulty with use of the system has been confirmed through an informal analysis on the usability of the UR Self Service system.

These findings suggest that a more robust method of searching for classes, building a class schedule, and registering in classes is needed for students, Faculty Advisors, and others who assist students in building a class schedule and registering for classes.

Table 5 – UR Self Service Ease of Use

Overall I found Using the UR Self Service System:	Response	%
Very Difficult	9	1%
Difficult	53	9%
Neutral	148	25%
Easy	265	44%
Very Easy	126	21%
Total Responses	601	100%

Table 6 – UR Self Service – Class and Section Search

Overall I found using class and section search features:	Response	%
Very Difficult	15	2%
Difficult	85	14%
Neutral	170	28%
Easy	236	39%
Very Easy	95	16%
Total Responses	601	100%

Table 7 – UR Self Service – Class Registration

I found registering for classes:	Response	%
Very Difficult	21	3%
Difficult	81	13%
Neutral	155	26%
Easy	226	38%
Very Easy	118	20%
Total Responses	601	100%

2.3 Program Completion Goals

It was not widely known what the program completion goals are of students. Course taking behavior of Undergraduate students would suggest that most want to complete within five years.

Table 8 shows that the program completion goal for most undergraduate students is to finish their program within 4 years (61%) or 5 years (27%). This suggests that how courses are scheduled and planned is important to the success of students in achieving that goal.

Table 9 shows that 63% of undergraduate students feel that their program completion goals are being facilitated with their class schedule (agree or strongly agree) and 19% feel they are not (disagree or strongly disagree).   This is a fairly significant finding of this survey and emphasizes that producing a class schedule that is relatively free of conflict needs to be a key outcome in the production of the timetable to meet the program completion goals of students.

These points also emphasize the importance of conducting this survey on an annual basis. At the time that the 201430 timetable was produced, there was little knowledge of how the course combinations feature of the timetabling system could assist in scheduling "conflict free class taking paths" for students. Since that time, a lot of work and training has been done in this area. A key focus in producing further timetables must be to increase the level that students agree or strongly agree that the class schedule helps them to achieve their program completion goal.

Table 8 – Program Completion Goal

Answer	Response	%
Within 4 years	388	61%
Within 5 years	168	27%
Within 6 years	54	9%
More than 6 years	22	3%
Total	**632**	**100%**

Table 9 – Program Goal Success

Level of Agreement	Response	%
Strongly Disagree	35	7%
Disagree	60	12%
Neither Agree or Disagree	94	19%
Agree	243	48%
Strongly Agree	75	15%
Total	**507**	**100%**

2.4 Full Year Registration

A question was asked as to whether or not students would like the ability to register for both fall and winter terms at the same time. 67% of the respondents answered yes and 33% answered no. This suggests that there is a significant demand. Having said this, it will be important to anlayze the full impact of moving to having a full year's schedule produced and available for students as this will have Impact to faculties and administrative support units.

2.5 Class Schedule Conflicts

Prior to this survey, there was little information available on whether or not students are able to create a class schedule that is free of conflict from other classes, outside commitments, or if they are able to take all of the classes they want or need to take.

Table 10 shows that 42% of respondents either agreed or strongly agreed that their schedule was free of conflict from other classes that they needed or wanted to take and that 42% disagreed or strongly disagreed. From the data in Table 11 we can see that 46% of respondents either agreed or strongly agreed that their schedule was free of conflict from outside commitments and that 30% disagreed or strongly disagreed. Table 12 confirms the data in Tables 10 and 11 in that only 46% of respondents agree or strongly agree that the class schedule allowed them to take all of the classes they wanted or needed to take.

These findings suggest that many students have schedule conflicts with other classes they want or need to take. Having said this, it is important to understand the nature of schedule conflicts. More information on understanding these conflicts can be found in the next section of this report.

Table 10 – Conflict with Other Classes

Free of conflict from other classes that I needed or wanted to take		
Strongly Disagree	67	13%
Disagree	149	29%
Neither Agree nor Disagree	79	16%
Agree	168	33%
Strongly Agree	44	9%
Total Responses	**507**	**100%**

Table 11 – Conflict with Outside Commitments

Free of conflict from outside commitments		
Strongly Disagree	51	10%
Disagree	102	20%
Neither Agree nor Disagree	111	22%
Agree	190	37%
Strongly Agree	53	10%
Total Responses	**507**	**100%**

Table 12 – Schedule Allowed Students to Take Classes

That allowed me to take all of the classes I needed or wanted to take		
Strongly Disagree	73	14%
Disagree	134	26%
Neither Agree nor Disagree	65	13%
Agree	177	35%
Strongly Agree	58	11%
Total Responses	**507**	**100%**

2.6 Conflict Correlation

2.6.1 – Registration Period.

To determine whether or not registering earlier in the class registration period had an impact on lessening schedule conflicts, this analysis looked at the level of conflict students had during the registration period March 5 to April 30, 2014 in relation to the total number of respondents. 299 respondents registered during this period.

The data suggest that registering early in the registration period has some positive impact on a student's ability to minimize schedule conflicts but the impact is not significant.

Table 13 – Conflict and Registration Period

Registration Period March 5 to April 30, 2014					
Question	SD	D	N	A	SA
that was free of conflict from other classes I needed or wanted to take.	16%	30%	14%	32%	7%
that was free of conflict from my outside commitments (work, school groups, family, etc.)	11%	21%	23%	36%	9%
that facilitates my program completion goals	9%	13%	15%	50%	13%
that allowed me to take all of the classes that I needed or wanted to take	17%	27%	12%	33%	11%

2.6.2 - Conflict and Faculty

To determine whether or not students within certain faculties have more conflicts than others, this analysis looked at the percentage of students who either agreed or strongly agreed with the statements related to conflict.

Table 14 suggests there is still a lot of work to do to reduce scheduling conflicts for students across all faculties. While focus should be given to all faculties, an initial focus should be on the Faculty of Science where respondents have the lowest level of agreement that their schedules are conflict free.

Table 14 – Conflict and Faculty

Faculty	Total # of responses	Free of Conflict from Other Classes		Free of Conflict from Outside Commitments		Facilitates my Program Completion Goal		Allowed me to take the classes I wanted or needed to take	
		A	SA	A	SA	A	SA	A	SA
Arts	80	38%	8%	36%	13%	48%	13%	35%	9%
Business Administration	60	31%	15%	35%	12%	47%	20%	30%	20%
Centre for Continuing Education	3	67%	0%	33%	0%	67%	0%	67%	0%
Education	62	39%	6%	39%	8%	60%	18%	42%	16%
Engineering & Applied Science	36	31%	11%	44%	15%	61%	11%	36%	6%
Fine Arts	14	43%	14%	57%	29%	54%	23%	36%	14%
Kinesiology & Health Studies	68	46%	8%	38%	4%	54%	12%	50%	21%
Nursing	29	21%	21%	10%	24%	31%	31%	31%	21%
Science	97	22%	4%	39%	8%	49%	8%	29%	4%
Social Work	53	28%	6%	42%	8%	36%	17%	23%	13%
Other	5	40%	20%	40%	20%	40%	20%	40%	20%

2.6.3 – Source of Conflict

It is important to understand the source of conflicts for respondents. The largest source of initial conflict for respondent's is related to the class section being full (26% at 1 time) but as can be seen in Table 15, the largest source of overall conflict for students is that the day and time of a class(es) did not fit the respondents schedule. The second largest source of overall conflict is that the class was not offered in the 201430 term.

Respondents were also asked if there were any specific classes they wanted to take but could not. Of the 401 responses to this question, there was no discerning pattern of response. The responses were widely dispersed across a wide range of courses within each Faculty. This question should be eliminated from future surveys as it didn't add value.

These findings suggest that the source of conflicts are not only related to the timetable, but are impacted by other factors as well.

Table 15 – Source of Conflict

Question	0 X	1 X	2 X	3 X	3 or more X	Total	# of responses
all sections of the class were full	46%	26%	16%	6%	7%	100%	507
my preferred Professor's section was full	62%	21%	10%	3%	4%	100%	507
the class was not offered on a day and time that fit my schedule	27%	16%	22%	15%	20%	100%	507
the class was not offered this term	36%	22%	20%	7%	14%	100%	507

Question	0 X	1 X	2 X	3 X	3 or more X	Total	# of responses
the class had a start time that overlapped with the end time of another class in my schedule	43%	18%	17%	10%	13%	100%	507

2.7 Class Taking Preferences

Of the 488 respondents to the question of preference for daytime, evening, or Saturday classes, Table 16 shows a clear preference for daytime classes with 88% of the respondents choosing highly or moderately preferred. While this is an important finding, the time and meeting pattern preferences of respondents choosing evening and Saturday preferences should not be over looked.

Unfortunately, the design of this question did not allow for filtering of results to determine the pattern and/or time preferences of respondents within each group. For this reason, it is recommended that future surveys be structured so that the time preferences of students taking classes in the evening and on Saturday can be considered.

Table 16 - Preferences

Preference	Highly Preferred	Moderately Preferred	Neutral	Not Preferred	Least Preferred	# of Responses
Daytime classes	78%	10%	6%	2%	3%	488
Evening classes	10%	14%	23%	30%	24%	488
Saturday classes	3%	5%	10%	13%	70%	488

2.7.1 – Time Preferences

Respondents have the highest level of preference for daytime classes that start between 10 a.m. and 11:30 a.m. (81%) and between 1 p.m. and 2:30 p.m. (74%). The least level of preference is for classes that start at 7:30 a.m. (79%).

While there are clear preferences for class start times, and we should make maximum use of our space during these times, there is a demand for other start times that should not be overlooked and space constraints that need to be considered. This would include lunch hour classes, classes that start between 3 p.m. and 5 p.m., and classes that start at 8:30 a.m.

It would appear that the highest preference for evening class start times would be 5:30 p.m. and the least preferred start time for evening classes is 7 p.m. but because this is ranked by respondents who prefer daytime classes, any conclusion here would be unreliable.

Table 17 – Time Preference

Time Preference	Highly Preferred	Moderately Preferred	Neutral	Not Preferred	Least Preferred	Total Responses
7:30 a.m.	4%	5%	12%	26%	53%	100%
8:30 a.m.	15%	15%	20%	24%	27%	100%
9:00 a.m.	27%	23%	22%	14%	14%	100%
9:30 a.m.	39%	23%	20%	7%	11%	100%
between 10:00 a.m. and 11:30 a.m.	57%	24%	12%	2%	5%	100%
lunch hour classes	28%	23%	26%	14%	10%	100%
between 1:00 p.m. and 2:30 p.m.	45%	29%	15%	5%	6%	100%
between 3:00 p.m. and 5:00 p.m.	19%	24%	25%	20%	12%	100%
5:30 p.m.	6%	15%	17%	30%	31%	100%
6:00 p.m.	8%	9%	15%	29%	39%	100%
6:30 p.m.	8%	7%	15%	27%	43%	100%
7:00 p.m.	8%	7%	14%	27%	45%	100%

2.7.2 – Day of Week Preference

Classes offered on Tuesday and on Wednesday had the highest ranking (61%) in the highly and moderately preferred categories. Saturday is the least preferred day (70%) followed by Friday (58%).

Table 18 – Day of Week Preference

Day	Highly Preferred	Moderately Preferred	Neutral	Not Preferred	Least Preferred		# of responses
Monday	26%	22%	31%	10%	11%	100%	488
Tuesday	31%	30%	30%	6%	4%	100%	488
Wednesday	31%	30%	31%	4%	4%	100%	488
Thursday	25%	25%	32%	10%	7%	100%	488
Friday	10%	8%	24%	20%	38%	100%	488
Saturday	4%	3%	12%	16%	64%	100%	488

2.7.3 – Two Times per Week Meeting Preferences

There is clear preference for the Tuesday and Thursday, two times per week meeting pattern with 89% of respondents choosing highly and moderately preferred. This is followed by Monday and Wednesday at 62%. There is a very low level of preference for Wednesday and Friday classes.

We can see a strong preference for the Monday, Wednesday and Friday, three times per week meeting pattern at 77%. We can also see a fairly strong demand for the Monday, Tuesday, and Thursday meeting pattern with 50% of the respondents rating this pattern in the highly and moderately preferred category.

In looking at the three times per week meeting pattern, a five year snapshot of registration numbers for those class sections that were scheduled in the new patterns of Monday, Tuesday, & Thursday and Tuesday, Thursday, & Friday was conducted (see Appendix 4). This analysis was done to address concerns that these new patterns were having a negative impact on enrolment numbers in the courses scheduled on these days.

The data shows that in some cases the enrolments dropped in these patterns but in other cases, the enrolments increased. For example, BIOC 220 offered on Monday, Tuesday, and Thursday dropped by 50 enrolments over the previous fall term, and MATH 217 offered on Tuesday, Thursday, and Friday increased by 43 enrolments.

The data also shows that other factors need to be considered when looking at enrolment decreases and increases. For example, ENGL 252 (Campion section C02) dropped by 2 enrollments in 2014 over 2013 but also dropped by 4 in the fall term of 2013 over 2012. The drop could be attributed to the classing moving from a three times per week offering from a two times per week offering. Other courses, like BIOC 340 see frequent rises and drops in enrolment year over year so it would be difficult to determine what the exact cause of that is.

Having said this, it will be important to continue monitoring these patterns to ensure that they are not negatively impacting enrolments. For some courses, like BIOC 220 and GEOG 100, there is clear indication that the new patterns have impacted section enrolments.

Table 19 – Two Times per Week Preferences

	Highly Preferred	Moderately Preferred	Neutral	Not Preferred		# of responses
Monday & Wednesday	32%	30%	27%	11%	100%	443
Tuesday & Thursday	65%	24%	10%	1%	100%	482
Wednesday & Friday	9%	19%	34%	38%	100%	338

Table 20 – Three Times per Week Preferences

	Highly Preferred	Moderately Preferred	Neutral	Not Preferred		# of responses
Monday, Wednesday, & Friday	56%	21%	16%	8%	100%	456
Tuesday, Thursday, & Friday	6%	15%	43%	35%	100%	359
Monday, Tuesday, & Thursday	30%	20%	34%	17%	100%	413

2.7.4 – Improving the Scheduling System and Final Thoughts

The survey asked how class scheduling could be improved and for final thoughts. There were 306 responses to the question on how scheduling could be improved and 266 responses to the question on final thoughts. Similar responses were provided to both and were quite broad rain range. Some comments related to more or less of specific time slots, days, times, etc. and others repeated the theme that was seen in the question on UR Self Service.

The common theme throughout though suggest that students would like more choices, a schedule with less conflicts, and an easier way of picking and then registering for classes. Responses to these questions would also suggest that it would be impossible to make all respondents 100% happy with their class schedule but that we do have the potential to move satisfaction rates in a more positive direction.

Appendices 5 and 6 contain a complete list of these responses.

3.0 Summary and Recommendations

In summary, the data collected through this survey will provide useful benchmarks to measure success in the achievement of outcomes toward improving the timetable at the University of Regina. The results of this survey provide us with a general picture of our current state and have led to the development of nine recommendations.

3.1 – UR Self Service and Class Registration

Satisfaction with the UR the Self Service class search and registration features is low. More specifically, students find the process of searching for class sections, building a class schedule, and registering for classes difficult. This analysis also shows that students have difficulty finding Federated College class sections in the UR Self Service course search feature.

Recommendation #1: Develop a more robust and user friendly process/tool that students can use to build their class schedule and register in classes.

Recommendation #2: Redesign the class search feature so that there is a more even distribution of results when students do a search for a class section and have the ability to find Federated College class sections with greater ease.

3.2 – Class Schedule & Conflict

There is a high level of class schedule conflicts which are contributing to U of R students' ability to complete their program within their anticipated program completion goals.

Recommendation #3: Give strong focus to the course combinations feature in the Infosilem software system. Course combinations allow for specified courses to be scheduled conflict free.

Recommendation #4: Conduct an analysis on the type and kind of constraints that are being entered into the Infosilem - Data Collection Utility that have impact on the system's ability to effectively build a timetable with minimal conflicts.

Recommendation #5: Faculties should continue monitoring student demand for classes to determine if additional class sections are required and whether or not there is sufficient demand for class sections in a term a class is not normally offered.

3.3 – Class Day, Time, and Meeting Preferences

There are clear student preferences in class meeting times, days of the week, and in meeting patterns and there is some evidence that the new meeting patterns may be negatively impacting class section enrolment.

Recommendation #6: Review the weightings assigned to class meeting times and days in the Infosilem system to ensure they reflect student preferences. This will result in a timetable that utilizes space more effectively.

Recommendation #7: Continuously review weightings to ensure we are taking student and faculty preferences into consideration when building the timetable.

Recommendation #8: Eliminate the Tuesday, Thursday, and Friday three times per week meeting pattern.

3.4 – Future Surveys

The information in this survey will serve as useful benchmarks. Getting the student perspective on class scheduling as well as other services is critical to the development of goals for improvement and monitoring progress.

Recommendation #8: Conduct this survey on an annual basis.

Recommendation #9: Redesign some questions so that the needs of evening and Saturday students can be addressed.

Block 5

University of Regina

Welcome to the University of Regina's class scheduling survey. The survey will take approximately 10 to 20 minutes to complete. All responses to this survey are anonymous. This survey is being conducted using Qualtrics, a could based software storing data on secure servers in Ireland.

Note: This survey has been approved in accordance with the University of Regina's Surveys policy. More information on the policy can be found at http://www.uregina.ca/policy/browse-policy/policy-GOV-070-025.html.

Default Question Block

When did you start your program?

- ◌ In the Fall 2014 term
- ◌ Prior to the Fall 2014 term

Are you an undergraduate or a graduate student?

- ◎ Undergraduate
- ◎ Graduate

What year of study are you currently in?

- ◎ Year 1 (completed 30 credits or less)
- ◎ Year 2 (completed between 30 and 60 credits)
- ◎ Year 3 (completed between 60 and 90 credits)
- ◎ Year 4 (completed more than 90 credits)

What level of study are you currently in?

- ◎ Graduate Diploma or Certificate
- ◎ Masters Degree
- ◎ Ph.D.

Which of the following best describes the length of time you anticipate it will take to complete your program?

- ◎ Within 4 years
- ◎ Within 5 years
- ◎ Within 6 years
- ◎ More than 6 years

I identify myself as:

- ◎ Campion College student
- ◎ First Nations University of Canada student
- ◎ Luther College student
- ◎ University of Regina student

Are you aware that you can register for courses offered at the U of R or any of the Federated Colleges regardless of whether you are a U of R, Campion College, Luther College, or First Nations University of Canada student?

- ◎ Yes
- ◎ No

My home faculty is:

- ◎ Arts
- ◎ Business Administration
- ◎ Education
- ◎ Engineering and Applied Science
- ◎ Fine Arts
- ◎ Graduate Studies and Research
- ◎ Kinesiology and Health Studies
- ◎ Nursing
- ◎ Science
- ◎ Social Work
- ◎ Centre for Continuing Education
- ◎ Other

Class Schedule

When did you register for classes for the Fall 2014 term? You may choose more than one if you registered for classes during different periods.

- ☐ between March 5 and April 30, 2014
- ☐ between May 1 and June 30, 2014
- ☐ between July 1 and August 15, 2014
- ☐ between August 16 and September 2, 2014
- ☐ on or after September 3, 2014

Please describe your level of ease or difficulty in using the following:

	Very Difficult	Difficult	Neutral	Easy	Very Easy
Overall I found using the UR Self Service System:	⊙	⊙	⊙	⊙	⊙
I found using class and section search features:	⊙	⊙	⊙	⊙	⊙
I found registering for classes:	⊙	⊙	⊙	⊙	⊙

Please describe specifically what you found difficult using the UR Self Service System?

Please rate your level of agreement with the following statement and the choices below as they pertain to your ability to build a class schedule. I was able to build a class schedule:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
that was free of conflict from other classes I needed or wanted to take.	⊙	⊙	⊙	⊙	⊙
that was free of conflict from my outside commitments (work, school groups, family, etc.)	⊙	⊙	⊙	⊙	⊙
that facilitates my program completion goals	⊙	⊙	⊙	⊙	⊙
that allowed me to take all of the classes that I needed or wanted to take	⊙	⊙	⊙	⊙	⊙

In thinking about your experience in building your class schedule how often were you unable to take the class(es) you wanted because:

	Never	Once	Twice	Three times	More than three time
all sections of the class were full	○	○	○	○	○
my preferred Professor's section was full	○	○	○	○	○
the class was not offered on a day and time that fit my schedule	○	○	○	○	○
the class was not offered this term	○	○	○	○	○
the class had a start time that overlapped with the end time of another class in my schedule	○	○	○	○	○

The class(es) I really wanted to take but couldn't because of a class schedule conflict are:

Class Days and Times

Describe your level of preference for the following as they pertain to when you like to take classes

	Highly Preferred	Moderately Preferred	Neutral	Not Preferred	Least Preferred
Daytime classes	○	○	○	○	○
Evening classes	○	○	○	○	○
Saturday classes	○	○	○	○	○

Describe your level of preference for the following class start times:

	Highly Preferred	Moderately Preferred	Neutral	Not Preferred	Least Preferred
7:30 a.m.	○	○	○	○	○
8:30 a.m.	○	○	○	○	○
9:00 a.m	○	○	○	○	○
9:30 a.m.	○	○	○	○	○
between 10:00 a.m. and 11:30 a.m.	○	○	○	○	○
lunch hour classes	○	○	○	○	○
between 1:00 p.m. and 2:30 p.m.	○	○	○	○	○
between 3:00 p.m. and 5:00 p.m.	○	○	○	○	○
5:30 p.m.	○	○	○	○	○
6:00 p.m.	○	○	○	○	○
6:30 p.m.	○	○	○	○	○
7:00 p.m.	○	○	○	○	○

For classes that meet one time per week, describe your level of preference for the following:

	Highly Preferred	Moderated Preferred	Neutral	Not Preferred	Least Preferred
Monday	○	○	○	○	○
Tuesday	○	○	○	○	○
Wednesday	○	○	○	○	○
Thursday	○	○	○	○	○
Friday	○	○	○	○	○
Saturday	○	○	○	○	○

For classes that meet two times per week, describe your level of preference for the following:

	Highly Preferred	Moderately Preferred	Neutral	Not Preferred	Least Preferred
Monday & Wednesday	○	○	○	○	○
Tuesday & Thursday	○	○	○	○	○
Wednesday & Friday	○	○	○	○	○

For classes that meet three times per week, describe your level of preference for the following:

	Highly Preferred	Moderately Preferred	Neutral	Not Preferred	Least Preferred
Monday, Wednesday, & Friday	○	○	○	○	○
Tuesday, Thursday, & Friday	○	○	○	○	○
Monday, Tuesday, & Thursday	○	○	○	○	○

Are there any other class meeting patterns and/or class start times you would like to see offered?

○ Yes

○ No

What specific class meeting patterns and/or class times would you like to see offered?

Currently students can register in their Fall classes in March through September and their Winter classes in November/December. Would you like to be able to register for both Fall and Winter classes in the March through September window?

○ Yes

○ No

Class scheduling could be improved by:

Final Thoughts

Do you have any other comments related to registration and class scheduling you would like to

share?

Appendix 2 – Course List Search Sample

Select	CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location
NR	32163	PSYC	101	1	1	3	Introductory Psychology A	TR	11:30 am-12:45 pm	380	0	380	0	0	0	Kristi Deanne Wright (P)	09/09-12/07	EA 106
								T	02:00 pm-05:00 pm							Kristi Deanne Wright (P)	12/22-12/22	TBA
NR	32720	PSYC	101	0A1	1	3	Introductory Psychology A	W	04:00 pm-06:45 pm	34	0	34	10	0	10	TBA	09/09-12/02	ED 186
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA
NR	32745	PSYC	101	0A2	2	3	Introductory Psychology A	W	04:00 pm-06:45 pm	15	0	15	10	0	10	TBA	09/09-12/02	OFFCMP ESTEVAN
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA
NR	32746	PSYC	101	0A3	2	3	Introductory Psychology A	W	04:00 pm-06:45 pm	15	0	15	10	0	10	TBA	09/09-12/07	OFFCMP LA RONGE
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA
NR	32747	PSYC	101	0A4	2	3	Introductory Psychology A	W	04:00 pm-06:45 pm	15	0	15	10	0	10	TBA	09/09-12/02	OFFCMP SIAST PALL

Select	CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location
								W	02:00 pm- 05:00 pm							TBA	12/16- 12/16	TBA
NR	32748	PSYC	101	0A5	2	3	Introductory Psychology A	W	04:00 pm- 06:45 pm	15	0	15	10	0	10	TBA	09/09- 12/02	OFFCMP SWIFT CURR
								W	02:00 pm- 05:00 pm							TBA	12/16- 12/16	TBA
NR	32749	PSYC	101	0A7	2	3	Introductory Psychology A	W	04:00 pm- 06:45 pm	15	0	15	10	0	10	TBA	09/09- 12/02	OFFCMP WEYBURN
								W	02:00 pm- 05:00 pm							TBA	12/16- 12/16	TBA
NR	32750	PSYC	101	0A8	2	3	Introductory Psychology A	W	04:00 pm- 06:45 pm	15	0	15	10	0	10	TBA	09/09- 12/02	OFFCMP YORKTON
								W	02:00 pm- 05:00 pm							TBA	12/16- 12/16	TBA
NR	32751	PSYC	101	0B6	2	3	Introductory Psychology A	W	04:00 pm- 06:45 pm	15	0	15	10	0	10	TBA	09/09- 12/02	OFFCMP MELFORT
								W	02:00 pm- 05:00 pm							TBA	12/16- 12/16	TBA
NR	32752	PSYC	101	0B8	2	3	Introductory Psychology A	W	04:00 pm- 06:45 pm	15	0	15	10	0	10	TBA	09/09- 12/02	OFFCMP NORTH BTFD
								W	02:00 pm-							TBA	12/16- 12/16	TBA

Select	CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location
									05:00 pm									
NR	32753	PSYC	101	0B9	2	3	Introductory Psychology A	W	04:00 pm-06:45 pm	15	0	15	10	0	10	TBA	09/09-12/02	OFFCMP SIAST KELS
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA
NR	32754	PSYC	101	0C2	2	3	Introductory Psychology A	W	04:00 pm-06:45 pm	15	0	15	10	0	10	TBA	09/09-12/02	OFFCMP TISDALE
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA
NR	32755	PSYC	101	0C5	2	3	Introductory Psychology A	W	04:00 pm-06:45 pm	15	0	15	10	0	10	TBA	09/09-12/02	OFFCMP WARMAN
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA
NR	32756	PSYC	101	0	2	3	Introductory Psychology A	W	04:00 pm-06:45 pm	15	0	15	10	0	10	TBA	09/09-12/02	OFFCMP BUFF NARRW
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA
NR	32757	PSYC	101	0F7	2	3	Introductory Psychology A	W	04:00 pm-06:45 pm	15	0	15	10	0	10	TBA	09/09-12/02	OFFCMP CREIGHTON
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA

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Select	CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location
NR	32759	PSYC	101	0G8	2	3	Introductory Psychology A	W	04:00 pm-06:45 pm	15	0	15	10	0	10	TBA	09/09-12/02	OFFCMP HUMBOLDT
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA
NR	32760	PSYC	101	0G9	2	3	Introductory Psychology A	W	04:00 pm-06:45 pm	15	0	15	10	0	10	TBA	09/09-12/02	OFFCMP ILEALACROS
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA
NR	32761	PSYC	101	0J6	2	3	Introductory Psychology A	W	04:00 pm-06:45 pm	15	0	15	10	0	10	TBA	09/09-12/02	OFFCMP MEADOW LK
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA
NR	32762	PSYC	101	0J8	2	3	Introductory Psychology A	W	04:00 pm-06:45 pm	15	0	15	10	0	10	TBA	09/09-12/02	OFFCMP BROADVIEW
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA
NR	32763	PSYC	101	0K5	2	3	Introductory Psychology A	W	04:00 pm-06:45 pm	15	0	15	10	0	10	TBA	09/09-12/02	OFFCMP NIPAWIN
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA
NR	32764	PSYC	101	0N9	2	3	Introductory Psychology	W	04:00 pm-	15	0	15	10	0	10	TBA	09/09-12/02	OFFCMP KAHKEWISTA

Select	CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location
							A		06:45 pm									
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA
NR	32765	PSYC	101	0R2	2	3	Introductory Psychology A	W	04:00 pm-06:45 pm	15	0	15	10	0	10	TBA	09/09-12/02	OFFCMP ARCOLA
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA
NR	32766	PSYC	101	0R7	2	3	Introductory Psychology A	W	04:00 pm-06:45 pm	25	0	25	10	0	10	TBA	09/09-12/02	OFFCMP YOURHOME
								W	02:00 pm-05:00 pm							TBA	12/16-12/16	TBA
NR	32164	PSYC	101	C01	1	3	Introductory Psychology A	MWF	09:30 am-10:20 am	125	0	125	0	0	0	TBA	09/09-12/07	CM AUD
NR	32165	PSYC	101	L01	1	3	Introductory Psychology A	TR	01:00 pm-02:15 pm	70	0	70	10	0	10	Phillip Robert Sevigny (P)	09/09-12/07	LC 100
								R	02:00 pm-05:00 pm							Phillip Robert Sevigny (P)	12/17-12/17	TBA
NR	32166	PSYC	101	L02	1	3	Introductory Psychology A	TR	01:00 pm-02:15 pm	10	0	10	10	0	10	Phillip Robert Sevigny (P)	09/09-12/07	TBA
								R	02:00 pm-05:00 pm							Phillip Robert Sevigny (P)	12/17-12/17	TBA

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Select	CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location
NR	32167	PSYC	101	S10	2	3	Introductory Psychology A	T	02:30 pm-05:15 pm	30	0	30	0	0	0	Colleen Marie Murphy (P)	09/09-12/07	TBA
								T	02:00 pm-05:00 pm							Colleen Marie Murphy (P)	12/15-12/15	TBA

Appendix 3 – UR Self Service Comments

When searching for classes I had to sign back in every time I searched for a new class. This happens to me every semester. For the amount of money we pay in tuition you shouldn't have to scramble to get the class you need for your program. You should be able to take classes that are your first choice and relevant to your program. If not we should be allowed to substitute if possible.

The times classes are available. Not being able to select classes to make a tentative schedule before actually scheduling classes which would've made it easier to see class/exam time conflicts

Searching for classes is time consuming, and it often requires you to restart your search every time you click onto any class to see more information.

I was unable to actually register for any classes and had to go to an advisor, who registered me into all the wrong courses.

I find it frustrating having to constantly go back to the main menu to switch what class I am looking at.

The system is not set up well, it is hard to find what i am looking for

could not find the things i was searching for

Seeing all the class start and end time at the same time. Going back and forth poses challenges

process was hard i wouldnt have known how to do it if i didt have someone helping me

It took me about a year to figure out how to use some of the features properly. For example, I found it difficult to edit specific class details without starting an entirely new search. Only if I refreshed the page after editing specific details would it actually submit them. Just little things like that made it frustrating when I was a first year student. Sometimes adding labs to lectures was also a challenge. Some of them could be added separately, while others had to be added at the same time.

The schedules were less than helpful

Problems with pages loading correctly (not loading fully) and links not working. Some courses would not add to my "Add Classes" list properly. Some course information was duplicated, causing scheduling conflicts that didn't exist. There were also a few course capacity count glitches where the student count would randomly change (from a number greater 10 to 0 and the reverse, instantly) without any students registering for the class.

Having to 1) pick a semester, 2) pick faculty/discipline, 3) pick class, 4) pick lab separately. In general, the process could be streamlined. Additionally, Having two different places (UR Courses/UR Self Service) could be in one place.

The navigation is not intuitive, and should use fewer pages.

1) System does not allow users to go back to a previous page and enter new information without refreshing the page each time. 2) Cannot enter information successfully from a cellular device.

It is so weak. They need to completely redo this website and make it into the U of S website look. Myself and hundreds of other u of r students were talking and saying how confusing this website is and how it needs to be redone and improved. Just horrible. A student shoudln't have to waste their time trying to find a certain website or page for ex. their classe, or email instead of reading a textbook.

The u of r websites layout is confusing about where to access information and it was confusing knowing where to attain and apply information

That you have to go back to the main screen to look an a new class and can't just look at all the classes

and profs for one subject all at the same time, each time you want to look at a new class you have to reselect the semester and the subject and it takes forever!!!! I have no idea why it is like this!

Very complicated and confusing in terms of holds and barriers to registering for classes

it was difficult to schedule my classes. they were put at stupid times especially for higher education classes. like a 11:30 am to 2:15 pm class? really? that messed up taking 5 classes.

Difficult to utilize and decipher where to go

I hate having to go back to the first step every time I want to search.

it was just confusing figuring out where to look for something such as which category it may be under

add classes is a long process because you have to select the year your registering for classes in eahc and every time

You have to log out and log back in if you want to check out classes from different dept from different terms (i.e., will they offer this in fall only or in winter like they did last year.)

Everything is split up on separate pages, and not all the necessary information is on the same page. Navigation is clunky and non-intuitive.

The whole system isn't organized very well. I attended the University of Saskatchewan for a year and there system is much more user friendly. Everything is accessed from one web page, there is no separate website for the university email, ur courses, or self service. It is all one, flawless website.

Not user friendly at all. lots of the links, arrows, buttons, etc that you can click on do nothing at all. There are many different functions and it can be hard to follow. Simplicy is key to a functioning website.

Confusing trying to figure out how to wait-list.

It is not userfriendly and hard to navigate-not straightforward.

Sometimes, it just overwhelmed me during the first few times of using it

Finding everything, like email, I find there is so much clicking back and forth. I can't get to my email from my course page without going back to the UR homepage.

searching for classes is not user friendly

Unoptimised searching and cataloging, had to constantly restart the query when checking different courses.

I am an arts student trying to get into business taking a class through FNU. no one knew how to get me into that class and i had to run all over the school

confusing, not enough knowledge about which electives will or will not work within my degree

It is difficult when it constantly says that my changes have been submitted and I have to go through the whole processes of selecting class options over again.

Having to manually schedule all of the classes times, with no visual representation to aid me.

Lack of classes to choose from in the Social Work society, very unprofessional at this level.

It is a pain to use. You need to write down on paper all of the CRNs then input them into the system. No easy 'search and enrol'

I have to choose electives and because we are nursing students we are not really taught how to register ourselfs as we are automatically enrolled by faculty which is nice but when we get to choose our electives it makes it difficult.

Just wasn't organized great

It is difficult find courses that fit with my schedule, it is also hard to visualize a potential schedule

It is confusing and require so many passwords. I came from using paws website with uofs and there program is very simple and straight forward.

The currently situation of classes were not showed very clearly.

making the scehual fit

I had to apply for electives through the arts program as I was waiting to hear about the nursing program

and that made for difficult transitions. When I would call the offices I was just passed around from person to person and no one was able to help me. There were holds against my account and no one knew why so I had to wait for those to be lifted as they should not have been there in the first place. No communication between staff and departments.

Going "back" from a registered class to class search is dificult and annoying. There should be a back button not having to go through the whole process again for another class selection.

It was annoying to have to search and add classes one at a time, not being able to tell if the classes selected conflict.

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Appendix 4 – Five Year Registration Analysis – New 3 x per Week Meeting Patterns

Days	SUBJ_CODE	CRSE_NUMB	SEQ_NUMB	201430	201330	201230	201130	201030	14 vs 13	5 yr Avg	Var fr avg	Comment
MTR	BIOC	220	1	55	105	114	107	118	(50)	100	(45)	
MTR	BIOC	340	1	2	16	1	■	8	(14)	7	(5)	Course not offered 201130
MTR	BIOL	305	1	22	11	29	22	23	11	21	1	
MTR	CHEM	241	1	23	26	35	20	19	(3)	25	(2)	
MTR	CHEM	360	1	16	23	9	13	15	(7)	15	1	
MTR	CS	110	1	227	202	201	173	169	25	194	33	
MTR	ENGL	100	C07	17	20	15	19	22	(3)	19	(2)	
MTR	ENGL	100	C08	12	17	16	18	15	(5)	16	(4)	
MTR	ENGL	252	C01	14	16	20	24	14	(2)	18	(4)	Section changed to 3 x per week 201330, section did better when offered 2 x week
MTR	ENGL	100	L01	35	34	31	35	35	1	34	1	
MTR	ENGL	100	L07	30	30	29	31	37	0	31	(1)	Section changed to 3 x per week 201130
MTR	ENGL	100	5	37	38	37	36	0	(1)	30	7	
MTR	FR	201	1	9	23	21	30	22	(14)	21	(12)	
MTR	GEOG	100	1	22	51	71	69	77	(29)	58	(36)	
MTR	KIN	115	1	19	15	25	21	21	4	20	(1)	
MTR	KIN	115	2	129	138	137	93	94	(9)	118	11	
MTR	MATH	122	2	127	152	147	104	19	(25)	110	17	Section changed to 3 x week 201130
MTR	MU	100	L01	49	86	92	53	■	(37)	70	(21)	New section 201130
MTR	THST	200	C01	9	32	46	■	■	(23)	29	(20)	New course 201230
TRF	CHEM	104	2	254	245	260	242	245	9	249	5	
TRF	CHEM	104	3	35	34	26	35	35	1	33	2	
TRF	ENEV	321	1	48	25	41	51	48	23	43	5	
TRF	ENEV	408	1	11	15	15	10	■	(4)	13	(2)	
TRF	ENGG	240	2	136	72	■	■	■	64	104	32	New Section 201430
TRF	ENGL	100	L04	27	31	31	22	34	(4)	29	(2)	Section changed to 3 x per week 201130
TRF	ENPE	410	1	69	44	37	34	29	25	43	26	
TRF	ENPE	460	1	72	45	40	34	24	27	43	29	
TRF	ENSE	352	1	36	12	38	■	■	24	29	7	

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Days	SUBJ_CODE	CRSE_NUMB	SEQ_NUMB	201430	201330	201230	201130	201030	14 vs 13	5 yr Avg	Var fr avg	Comment
TRF	ENSE	374	1	6								
TRF	MATH	103	1	117	90	100	134	91	27	106	11	
TRF	MATH	110	3	144	194	155	138	118	(50)	150	(6)	
TRF	MATH	217	1	154	111	89	46	21	43	84	70	
TRF	MATH	110	4	43	52				(9)	48	(5)	New section 201330
TRF	PHYS	201	1	27	31	45	71	45	(4)	44	(17)	
TRF	STAT	160	2	100	98	33	50		2	70	30	New section 201130

Appendix 5 – Class scheduling could be improved by:

more detail explained in how to pick classes

keeping the courses constantly ie. class time or course offered

Offer more Bio classes in a semester, Only MWF and TR classes!! Especially for science

Having classes that meet three times a week only on Monday, Wednesday, and Friday, while classes that meet two times a week only on Tuesdays and Thursdays. Having them on other days only causes scheduling issues and does not benefit students

Nothing really.

dfs

Opening up classes that are popular

making it easier to see a faculty advisor

No night classes. Should ALWAYS be an option to do class during the day

No comments

It is always such a stressful situation, especially if you are trying to get into a class that may be full. This statement is even truer if you are already working. As well, some classes aren't offered in certain semesters so you have to make sure that you take what you can get during that time.

listing time tables sooner, displaying selected courses alongside search results

Earlier registration

More counseling times and more approachable staff to help students

Being conscious of people who work and take classes

More options than night classes for education students

considering the survey results!

Being able to register for both terms at the same time, maybe students are dual students at the U of S and it is really difficult to organize our schedules for the full term at one school and not the other.

Allowing more people in classes.

For science students being able to accommodate tuesday thursday morning labs into scheduling

Being able to register for fall and winter classes at the same time, or just being able to see what will be offered in the winter during fall registration

Allowing students to register for the whole year at once

Not having so many BUS3XX classes offered on Tues/Thur evenings.

More transparency

i would like to be able to view winter classes when i register for fall classes and it would be nice to be able to register earlier for winter classes. registering for spring, fall and winterat the same time would be too stressful.

Having a variety of times for classes that have lots of students such as physics and chemisty.

Offering more sections

Allowing distant ed students first pick of the online classes

Putting the schedule back to the way it was prior to 2014. It was perfectly fine the way it was in the previous years and the new scheduling system is outrageous! It doesn't work with anyone schedule and offering science classes during afternoon lab time doesn't work at all!! Put the schedule back to the way it used to be please :)

I would prefer a more convenient way to sign up for classes, for example I do not like having to go back and forth between getting the class crn, then needed to go to the page where you sign up with the crn, then have to go all the way back to where you look for more classes to sign up for.

offering more classes

As a third year student a have little need for certain classes. As a justice student these classes

are hard to take as they are offered once a year

No Friday business classes!

higher class cap

Reducing time conflicts, opening more available seats for some courses, reducing lab requirements for some courses

more opi

Having better class times

On self service, it glitches when you are searching for a class and you have to go all the way back to the home page and start over because it will not let you search otherwise

A dynamic schedule, so that you could perhaps pick multiple classes (without specifying a specific teacher or room), and it shows where any conflicts are. Students could then have a visual sense of where the classes fit and choose the best schedule from there.

Class scheduling works excellently how it is.

Although some classes would have prerequisite restrictions, it would definitely be nice to choose classes ahead of time. I wish I could register earlier for some of the Winter semester classes that I already qualify for.

Making the class scheduling available for all students at the same time

Not using the program they currently are. Science classes are severely complicated with this software, start times don't match up, classes are on weird days, and too many classes overlap. It's extremely frustrating

Not having 2 classes required for a chem degree offered once per year at the same time; Having only MWF and TR classes, or at least not having new class schedules like MTR that conflict with BOTH MWF and TR schedules.

allowing students schedule class times

Easier way to search classes so you don't have to go back to the beginning everytime you search a new class

I like knowing which room and building the class would be in advance and I would also like a general idea of who will be teaching it in advance as well

Nothong

having the class times in order before posting them

Other universities allow students to register well in advance (have a look at University of Manitoba), would like to see that to save some stress trying to find classes just two months before the semester starts. It's a huge issue for those of us who are parents.

giving more information as to what semester particular courses are offered in

Listing what is offered for the entire school year

Allowing enough time between clinical research and clinical days

Posting classes earlier in the year, or registering for both fall and winter in the summer months

More offered classes per term, due to transfer credits I am going to have to take one 2 semester class and one 3 semester classes, or just a bunch of 4 semester classes. I would have preferred to be able to take 5 classes or more the entire time

Offering more seats in sections that will most likely have a higher amount of interest or need

Displaying prerequisites right on registration page instead of just catalog entry, have degree requirements show up on same page while registering so you can track degree completion progress (ex: see what classes you need)

Getting scholarships handed out earlier so we don't have a remaining balance on our account into Nov, when its time to sign up for classes. It can also be improved by letting us plan a whole year in advance, and would allow for 2 semester classes for possible future program development.

Understanding people need to work in the evenings/ have children

Offering popular classes at more than one time per semester

Increasing the number of 3rd and 4th year classes offered, particulary in the History Department just for social work specifically since not many electivw are offered...to at least know what will be offered in winter to help plan for the year would be helpful

For Ed students, we don't pick our schedule. Our class schedule is ridiculous. Most of us have children and work multiple jobs and our schedule for middle years(3rd year) is awful

Allow us to visualize on a calendar what and when our classes land before/during registration. For example, while I am registering, allow me to place my classes and labs on a calendar, and if it doesn't work, allow me to pick a different class/lab section/etc...

Knowing two semesters at a time

Na

registering for all classes in june every year

Don't have many education classes run before 9:30am or after 3:00pm as many students help out with before and after programs either at daycares, with the schools or privately

Offering more in class electives in Saskatoon

I'm not sure

Releasing schedule earlier

This survey.

Actually offering classes that are relevant and interesting to my degree.

Hate that you need to reload everytime you want to search for a class. Or searching multiple classes at once would save time.

Considering individual student situations to allow students to attend the classes they need to instead of forcing them to unreasonably put off their education because of ridiculous requirements

I do not like all of these random start times, it is distracting during class to have other classes emptying in to the halls. Go back to the old ways.

Reducing the number of classes with over lapping times

Informing students when tentative schedule of classes change, especially when the class is only offered every 2 years. Also by having the tentative schedule available to students for the whole year not one semester at a time, this way we know which combination of classes to take.

Being able to register these all at once. Once a year, just like the u of s. So much easier.

Making sure classes within the same area of study don't overlap. The start time of one of my classes had to be moved to 8 am in order to accommodate those who had to take another class (within the same discipline) that overlapped with this class. Also, the old scheduling was way better... I never had any problems with it.

offering more professor options

Making sure that the courses are at least offered once a year and that students are told ahead of time which classes will only be available in one semester. French 102 has not been offered this semester, and is not offered next semester, and I need it to graduate. if I would have known it wouldn't be offered all year, I would have either chosen another language or taken it earlier.

letting you make a tentative timetable, or save classes in a working timetable for planning purposes

More information on what exact electives are needed. E.g., I don't know which goeolgy class to take for an elective.

going back to the old system

Reduce conflicting time-scheduled

departments should work together:)

Earlier start time to register for winter

My schedule was built for me

(I just wanted to say this would be much more helpful in planning the school year as sometimes classes are offered in the fall and not the winter, but sometimes they're offered in both and so it's hard to plan for this)

its fine

Having both terms available to register for at the start of the year

Offering more evening classes. Winter 2014 there are no hr courses offered at night and if it weren't for fnuc I wouldn't be graduating. As it is I had to change my major.

A site that has a functioning reset option, as opposed to refreshing browser windows, giving time ticket preference to fourth-year students

Not Overlapping classes required for the same degree. Not scheduling science classes from 230 to 530 as they overlap with all lab sections. Make students more aware of when classes are offered so they can plan accordingly.

More selection of classes offered

When classes are all not just scheduled for m, w, f and t, r it ruins my schedule.

STOP LETTING A COMPUTER MAKE THE SCHEDULE! Consult the faculty first before making schedules because the Profs. have a better IDEA of what the student WANT or NEED when compared to a computer.

more web based courses

no

evening classes begin at 5 p.m. do not really work for those who work during the day. I wish at least courses offered under CCE start no earlier than 6:30.

I strongly dislike this new scheduling system.

Ensure that class times suit students in different faculties. When all possible electives conflict with the mandatory classes I need to take is extremely inconvenient

dsf

class should be NO earlier than 830 and NO later than 530. anything else is ridiculous to schedule and extremely frustrating

No

None.

having worksheets readily available so you can plab your semester prior to registration date would be helpful

The old system of scheduling classes made everything much easier, more organized and labs were not a hassle to schedule around. Please revert back to old system of Tues, Thurs and Mon, Wed, Fri.

add override requests to the online system

Night classes conflict with my work schedule terribly

No!

More class options in the summer would be great, specifically for required courses in the Social Work department, not just electives. Thanks.

No

When ever you search a class ur self serve does not let you search another one without refreshing the page which can be annoying

I like that we can see our final schedule right when we register. I hope that this will continue

3rd year ed do not sign up for their own- outside commitments are not acknowledged and a lot of the time makes employment impossible

No

site does not work with firefox well; advanced searching is flawed; self-registration as transfer student is almost pointless.

Listen to the professors about the times that best work to teach their class. It's their class, they know what it needs better than an office administrator.

Class that are only offered in the evenings are really frustrating.

I don't like the new search process. I find the advanced far more preferable

Each semester it seems less classes i want are being offered and never at the times i prefer.

Labs should be on mondays, tuesdays, wednesdays and thursdays

No

More opportunities for distant ed, such as more online classes and televised classes to complete our degrees

Yes, I just want you to put the schedule back to the way it used to be! It's just ridiculous now and messes everyone's schedule up!!!

no

you should make the registered nursing program never have school on fridays

getting rid of evening classes especially enginerring classes is a best recomendation for me...

no

For the last two years scheduling has been somewhat frustrating. In my discipline if you miss a course, you set your degree back by a year. More options need to be open to ensure that doesn't happen.

no

I like the advanced options. They really save a lot of time when picking classes. I especially like the feature where you can choose the days from Monday to Friday that you want the class to be on.

Spring/Summer Term scheduling via UR Self Service needs to be reprogrammed in such a way where, for example, I can take class A (during May and June from 9:00AM - 10:15AM) and I can take class B (during July and August from 9:00AM - 10:15AM) without their times conflicting within the system.

Winter 2015 schedule for BUS is not nice schedule for people who work full-time

no

Fix the schedule pls

More online classes!

The self service program is not user friendly. Every time you search for a new class, you have to start at the beginning.

I would get annoyed when we would have an over crowded class room where students would try to get over rides from the teacher just so they could be in the class. I don't feel productive in crowded conditions and would hope that either larger rooms would be scheduled, or be more strict on over riding stragglers to be allowed to join the class.

Nope

no

I find it easy to do online. It would be nice to have all the courses that are listed in the undergrad calendar offered, but I know that is impossible.

Course offerings are quite poor. I have to attend another University to complete my degree.

nope

No

No

Classes offered more for more terms rather than say failing a class and having to retake it a full year later and then missed out of a bunch of pre requisites or co requisites

If you could use Th instead of R for thursdays, I think it might avoid first year confusion.

Scholarship applications should be due before the semester starts. It's frustrating to have to fill out our applications on a frankly... crappy system. The SAMS sucks and is hard to manage, and it's unfair for students to wait until November--- nearly the end of the semester, to know if they will have they rest of their tuition covered.

having classes earlier in the day and ending at 3 for those who need to work or those who have children.

It is often found that classes will be offered at multiple times during one semester, but will only be offered at one time the following semester, therefore causing scheduling conflicts.

The History Department is high under staffed and the classes offered are limited and mainly military based, variety would be preferable

no

Just that our schedule for winter is very difficult to fit other priorities in.

Again, merge UR Courses and UR Self Service

Give us the option to do it either online or through an advisory meeting

No

sometimes the classroom locations seem random.

no

Being able to register for fall and winter classes during the March to September window is amazing as you can know for sure your classes are offered second term that you need to take. The University of Victoria runs theirs like that and it was much easier and way less stressful. As well there should be a back button after you search for a class but before you click on a class. As it stands there isn't one and it becomes very tiresome to have to click on a class section to

return to the search page

no

No.

professors need to be listed, instead of all tbas

Class scheduling has rarely been a seriouse problem for me considering that I participate in the study of an (underfunded) department, in which there are few (if any) upper level courses offered each semester. This does not usually elicit class scheduling conflicts as there are no classes for me to take. :)

Reading week in the fall!!

The Faculty of Business should be ashamed of themselves because it seems they work harder to prevent students from getting an education then helping them get one

I have to take a biology class next term that has a night lab until 9:45pm! That is asinine! Not only that but it makes it too difficult to work enough hours at work to actually afford school and your ever increasing tuition.

It would be helpful to have the course list out earlier each semester

no

Keep students more informed about changes made to the scheduling of classes. If you are changing when a class is offered inform the students it applies to so they don't miss out on a required class that isn't offered every year.

Everyone should get academic advising prior to Registering and sttudents should be directed to where the list of CRN for any course is

This U of R website needs to be redone completely. It is just a horrible website, that is absolutely frustrating. Over 100 university students, and even tech u of R guys I have spoken to at the u of R feel it should be fixed and redone! Look at the U of S for a good example of how to do this site properly.

Don't assume students are taking classes for their degree in the "recommended" order. Lots of them aren't and this caused scheduling conflicts for fellow students. Also I'm already experiencing a scheduling conflict for the winter semester in classes that are both 400 level chem classes - so it's normal that these would be taken at the same time, and now they overlap.

no

no

The new scheduling system is all over the place. Classes I need are no longer offered this year when you switched over (French 102), and class times overlap, are at odd times, and are very difficult to put together now, especially since I'm in my 4th year. I think as a first year this would be a good change, but now since there is only a select few classes I need left, this new system is making it very difficult for me to graduate.

I would like to see more online options for classes that are in a large lecture format

No

Strongly prefered the old schedueling system

URself-service should be improved. There are bugs

Most of these questions didnt apply to me for my classes are pre picked

stop canceling classes a week before school starts, it is very frustrating when you're looking forward to a class then at the last minute you have to pick something else.

I have had several rooms that are not at all well suited for the classes I am taking. Perhaps professors could be consulted more about what rooms work best for their class,

I am also a student at the u of s and they have a phenomenal system, look into what they do

Faculty of business should embrace online learning and alternative to classroom options. Not everyone is available during the day

n/a

In URSelf Service, whenever I look for classes, and going back in to the previous page, it

always says it's not permitted.

Inadequate number of faculty professors and unbelievable lack of social work electives

CONSULT with Profs. before making schedules that way they can talk to US students and find out what we need to take rather then playing a guessing game that will result with changes later.

not at this time

earlier acceptance

Registration seems rushed for winter sign-up, whereas there is much time to sign up for fall courses. Perhaps times could start earlier in december/ november?

Human Justice needs more classes during the day

Certain classes for some programs are never offered, it makes getting your degree (especially in 4 years) challenging

I wish more core and major-specific classes were offered both semesters.

Nope