# UAS Student Scheduling Survey
Fall 2013
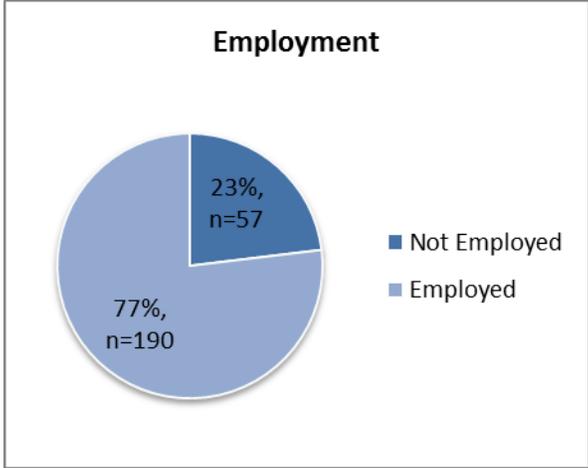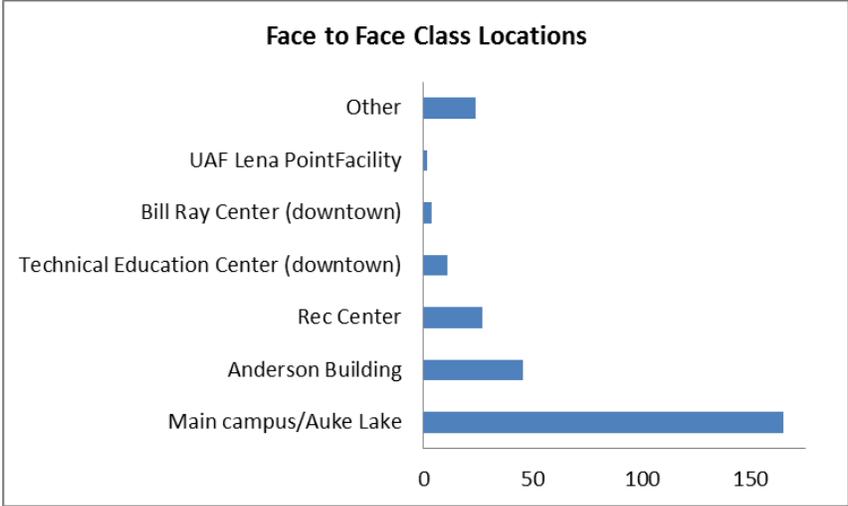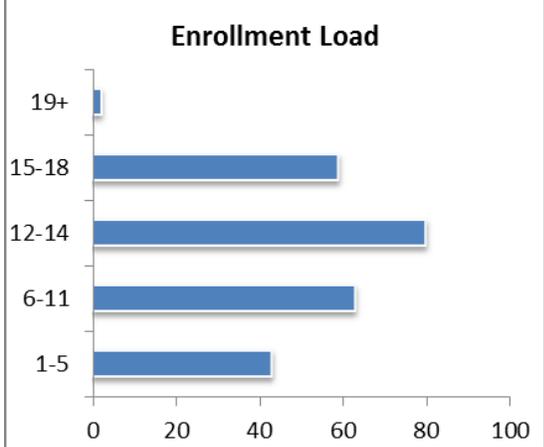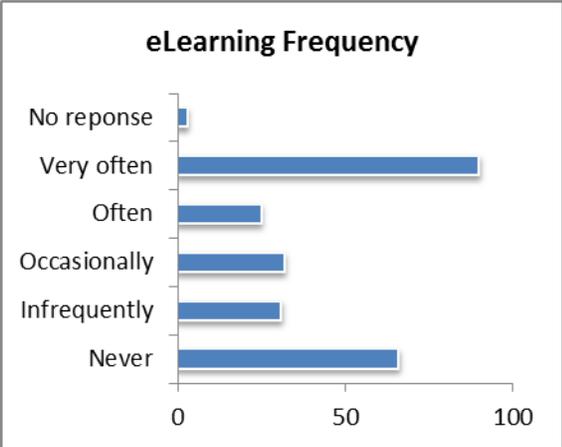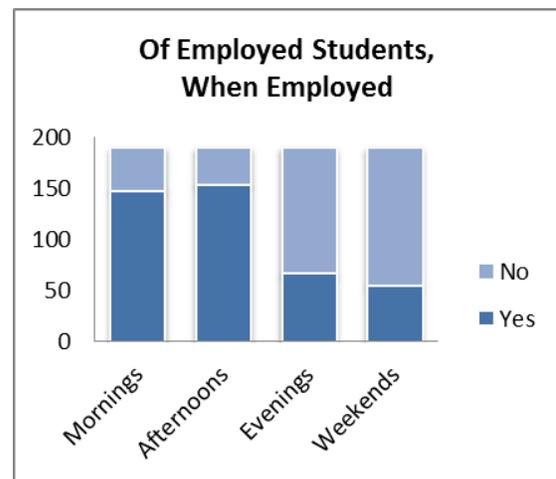
Methodology

Two hundred forty-seven students responded to a survey through UAS Online. The survey consisted of 16 questions and solicited comments for several questions. With a sample size of 247, the maximum margin of error for the total sample is +/- 12.4% percent. A comparison was made to the student population by enrollment load to ensure that self-selection bias was minimized.[1]

Profile of Respondents

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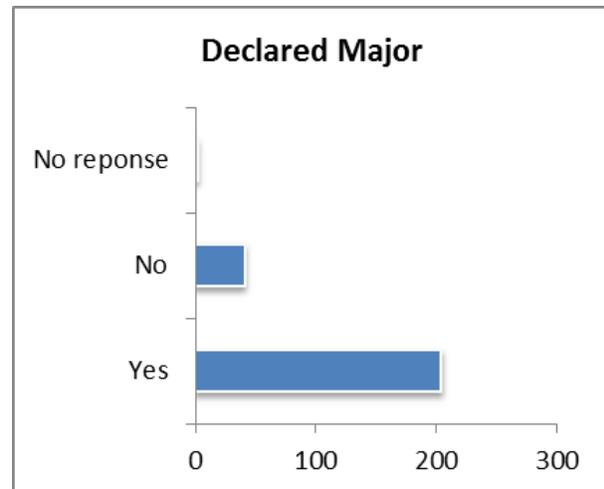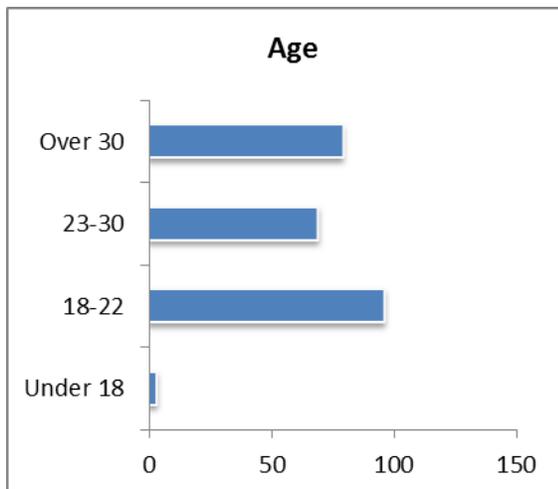
[1] There were proportionately more students responding to the survey taking 11 credits or less (42.9%) than is represented in the Fall 2013 student population (33.8%), but within the margin of error. The age categories presented in the survey do not correspond directly to standard IPEDS categories, but the sample appears to be representative of the Fall 2013 student body. 44.4% of all students are 30 or over. Survey respondents 31 years or over represent 32.0% of the survey sample.

eLearning Frequency

Category	Value
No reponse	~2
Very often	~90
Often	~25
Occasionally	~32
Infrequently	~30
Never	~65

(x-axis: 0, 50, 100)

Enrollment Load

Category	Value
19+	~3
15-18	~58
12-14	~79
6-11	~62
1-5	~42

(x-axis: 0, 20, 40, 60, 80, 100)

Face to Face Class Locations

Category	Value
Other	~23
UAF Lena PointFacility	~1
Bill Ray Center (downtown)	~4
Technical Education Center (downtown)	~10
Rec Center	~25
Anderson Building	~46
Main campus/Auke Lake	~163

(x-axis: 0, 50, 100, 150)

Employment

- 23%, n=57 — Not Employed
- 77%, n=190 — Employed

Of Employed Students, Hours Employed

Of Employed Students, When Employed

Satisfaction Levels

Most students expressed satisfaction with their ability to schedule the classes they need each semester: 45.3% (n=112) were satisfied, compared to 22.7% (n=56) who were dissatisfied and 32.0% (n=79) who were indifferent (X^2 (2, n=247) = 19.2, $p < 0.0001$)[2].


Satisfaction with Ability to Schedule Classes
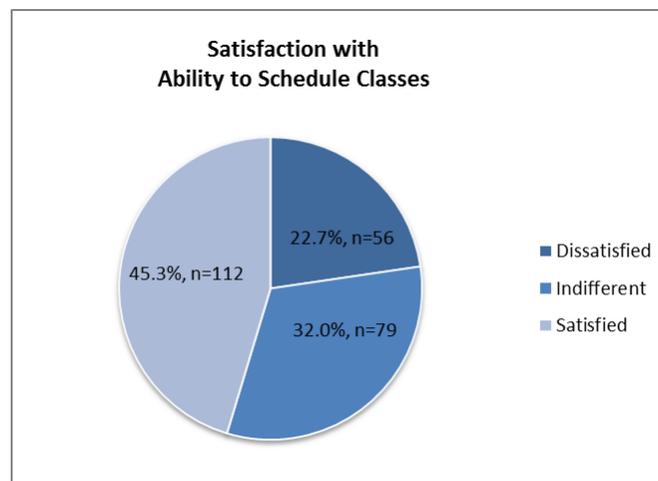
Satisfaction levels are not related to enrollment load (X^2 (6, n=241) = 4.6, $p=0.60$[3]), employment (X^2 (10, n=243) = 13.7, $p = 0.19$), whether a major was declared (X^2 (4, n=241) = 2.8, $p=0.59$), undergraduate degree levels (X^2 (6, n=175) = 0.42, $p=0.81$), or age group (X^2 (4, n=244) = 2.01, $p=0.73$)[4].

However, student satisfaction levels are related to the frequency with which they take eLearning courses. In particular, students are more likely to be satisfied with their schedule when they take eLearning courses very often (X^2 (8, n = 240) = 16.2, $p < 0.05$).

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[2] The five-point Likert scale, from 1(Very dissatisfied) .. 5 (Very satisfied) was regrouped on a three-point scale (dissatisfied, indifferent, satisfied) to avoid missing cells in statistical test designs involving two or more factors. Students not responding to the question regarding satisfaction (n=4) were coded as indifferent.
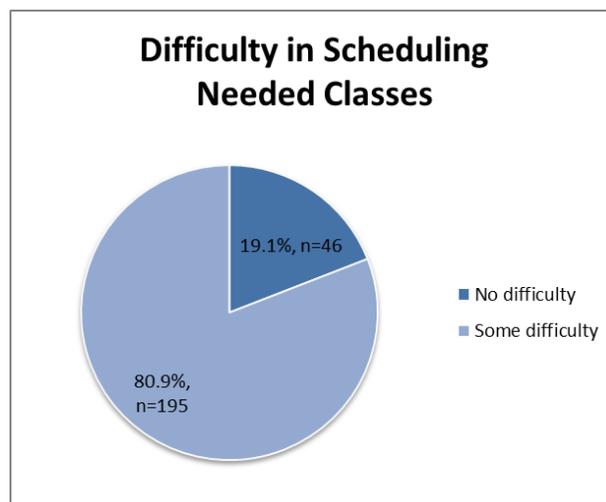[3] Design balanced by excluding students in 19 or more credits, n=2.
[4] Design balanced by excluding students under 18, n=6.

**Satisfaction Levels by Frequency of eLearning**
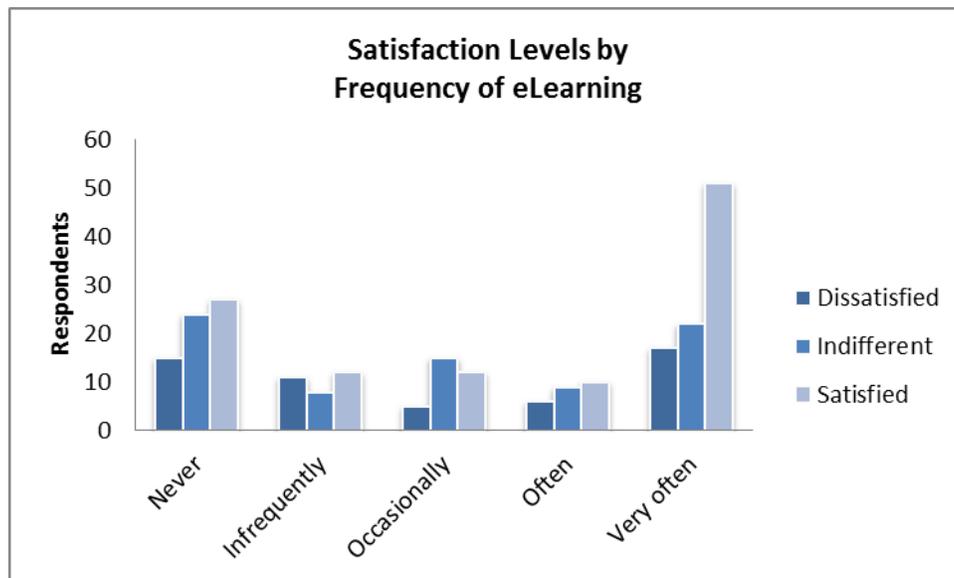
Primary Difficulties

Students were more likely to encounter some difficulties in scheduling the classes they need than not (X^2 (1, n = 241) = 92.1, $p < 0.0001$).

Difficulty in Scheduling Needed Classes

As might be expected, satisfaction levels are related to whether students have encountered difficulties in scheduling the classes they need (X^2 (12, n = 235) = 53.7, $p < 0.0001$[5]). Most satisfied students (35.5%, n=38) didn't encounter any difficulties at all.

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[5] Design balanced by excluding "Time conflicts with other UAS activities", n=3.

Satisfaction Levels by Primary Difficulty
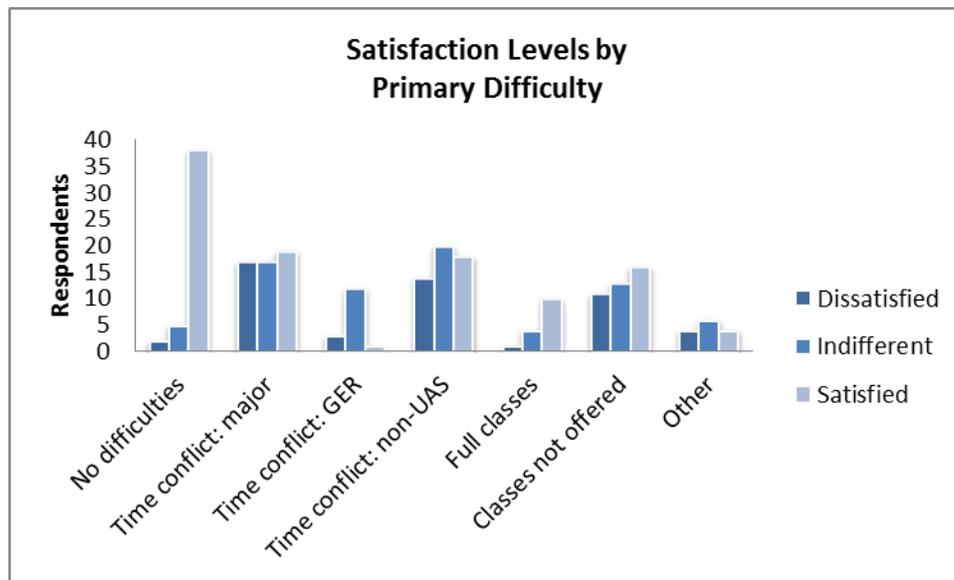
There were significant differences in the reasons cited as presenting difficulties in scheduling the classes needed (X^2 (6, n = 195) = 89.9, $p < 0.0001$). For those students experiencing some difficulty, the most likely reasons were time conflicts with major courses (27.2% of all difficulties cited, n=53), time conflicts for non-UAS obligations (27.2%, n=53), and difficulties with needed classes not being offered (20.5%, n=40).

Students experiencing time conflicts with major courses were analyzed in terms of the school in which they had declared a major. Most of the students surveyed are seeking majors through the School of Arts & Sciences (52.8%, n=85) or the School of Management (39.1%, n=63). Predictably, most students who experienced difficulties in scheduling major courses are also in the School of Arts & Sciences (58.5%, n=31), but students in the School of Management experienced comparatively fewer difficulties with their major classes (9.4%, n=5). This pattern is likely related to the frequency with which these students take eLearning courses. There were not enough respondents experiencing difficulties in scheduling major courses to conduct a reliable test for differences between the two schools and levels of eLearning frequency. Regardless of the difficulty encountered, however, the majority (76%, n = 47) of students in School of Management programs take courses via eLearning often or very often, whereas the majority (60%, n=51) of Arts and Sciences students never take eLearning courses, or do so infrequently. (X^2 (4, n=147) = 39.3, $p < 0.0001$[6]).

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[6] Controlled for school = Arts and Sciences or School of Management.

Difficulty with Major Classes, by School
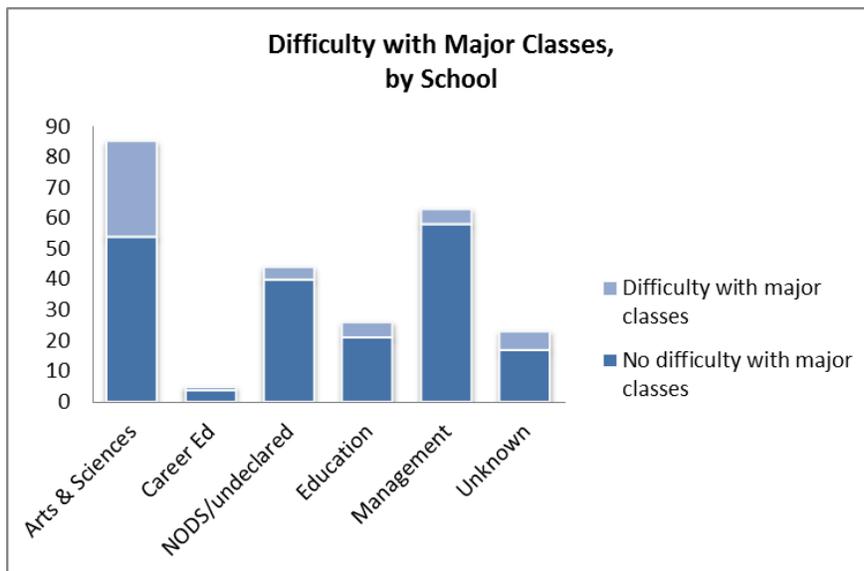
Another primary difficulty students cited in scheduling their courses was that needed classes weren't being offered. Again, most students encountering this difficulty were seeking majors in the School of Arts & Sciences (30%, n=12) and the School of Management (42.5%, n=17), with disproportionately more in the School of Management than are represented across the survey sample (X^2 (4, n = 40) = 19.3, $p < 0.001$[7]).


Difficulty with Classes Not Offered, by School
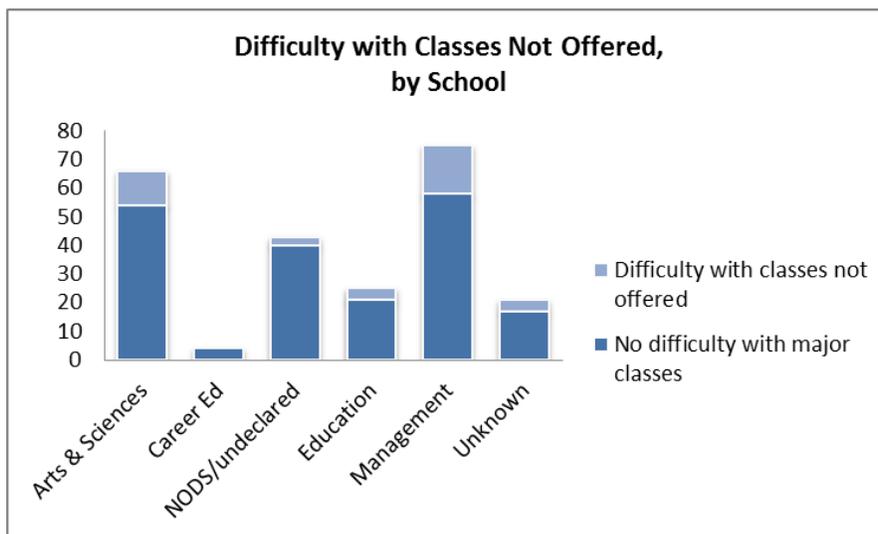
Time conflicts for non-UAS obligations was the most-cited difficulty of employed students (25.8%, n=48), but this reason was less likely to be cited by unemployed students (9.1%, n=5). This dichotomy is also apparent in which class times won't work in the future for the two different groups of students. While both groups clearly don't want the earliest or latest time slots, time slots during the day are worse for employed students and evening time slots are worse for unemployed students. As expected, time slots during the day correspond to when employed students are working (see *Profile of Respondents* section).

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[7] Controlled for primary difficulty = 7, "The classes I need are not offered."

Bad Class Times, by Employment
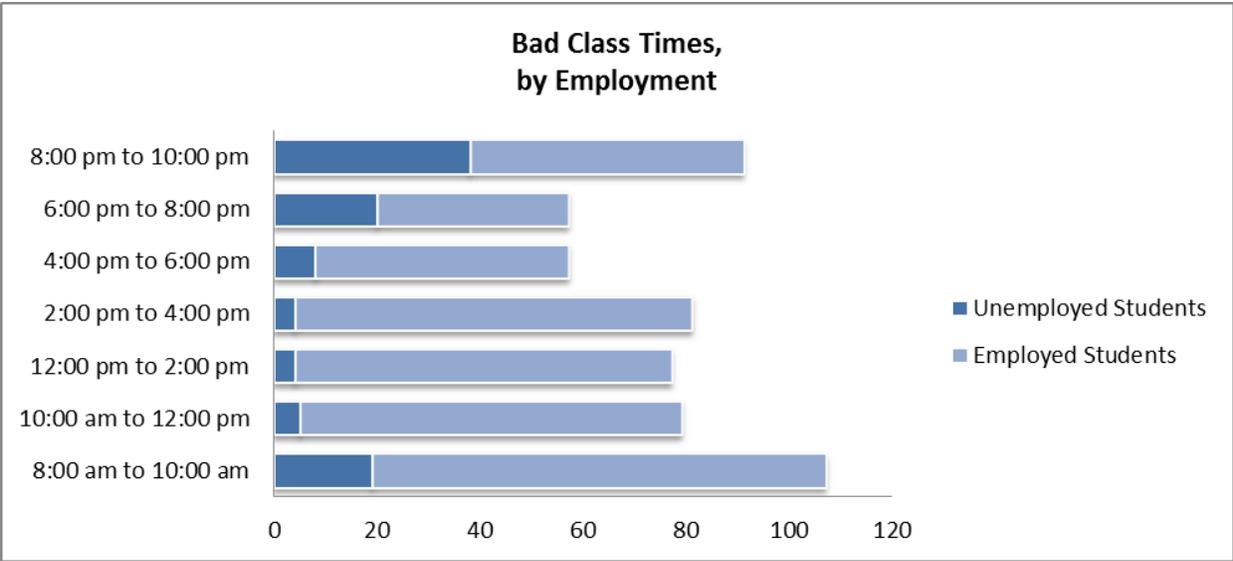
Special Interests

Surveyed students expressed a strong interest in taking summer classes (X^2 (2, n = 247) = 172.6, $p < 0.0001$), especially for courses in their majors classes (X^2 (2, n = 175) = 89.7, $p < 0.0001$[8]). However, most students have not formed an opinion about a free block of time during the week.

Interest in Summer Classes

Type of Summer Classes

Interest in Free Block of Time

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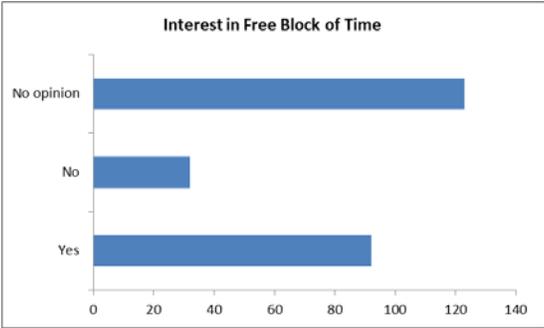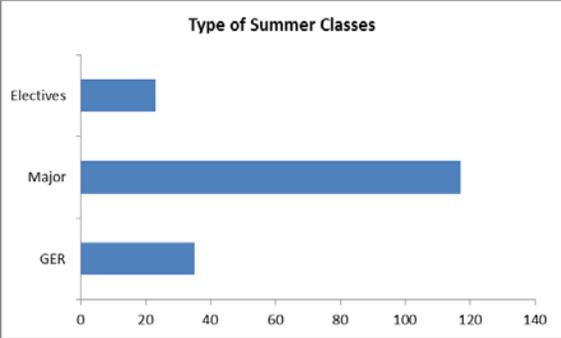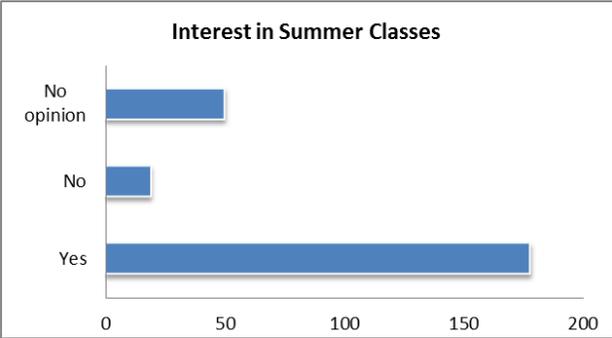
[8] Controlled for summer interest = "Yes".

Summary

Most of the students surveyed are satisfied with their ability to schedule the classes they need, especially those taking eLearning courses. Nonetheless, most students have encountered some difficulty in scheduling the classes they need. The difficulties cited more frequently are time conflicts with major courses, time conflicts for non-UAS obligations, and difficulties with needed classes not being offered. Employed students may find a greater selection of courses in the evenings helpful. Those encountering time conflicts with major courses may benefit from summer offerings in their majors.