Success of a Registration Information System: The Case of the University of Belize

Karen Rodriguez
University of Belize
Faculty of Management and Social Sciences
20151119171@ubstudents.edu.bz

Lisa Jimenez
University of Belize
Faculty of Management and Social Sciences
2004212436@ubstudents.edu.bz

Ashley Brown
University of Belize
Faculty of Management and Social Sciences
2016114975@ubstudents.edu.bz

Abstract

Management Information System (MIS) is the study of people, technology, and organizations. Many researches have been focussed on data framework over the last few years however, minimal has been on the success of Xenegrade Information system at the University of Belize. This research will present a practical analysis of an adaptation of De Lone and McLean's IS success model in the framework of Xenegrade Information System. The model consists of seven dimensions: information quality, system quality, service quality, use, user satisfaction, and perceived net benefit. Xenegrade at the University of Belize is a web based system that is used by students to register, keep track of their grades, and monitor their progress of their overall course requirement. This research aims to determine the success level of the Xenegrade system at the University of Belize. Questionnaires will be given to 40 participants to determine the net benefit that Xenegrade provides to the students at the University of Belize. This research will establish results, which should be concentrated on in future research.

Keywords: Xenegrade, Innovations, Data, ICTs

Introduction

Society today has become fully information and knowledge based dependent on information system (IS) which has become a dynamic force in improving and upgrading these systems. The private and public organization uses information system as their main foundation to increase profits and enhance service. This research of internet-based applications such as information system applications have essentially impacted relationships among individuals personally and within the organizational environment. With improved internet interaction and access in the workplace, organizations benefit from improved business processes. Management Information Systems (MIS) does not only include software systems, but the entire set of business processes

and resources used to gather information from functional or tactical use. Data can then be obtained in an easy to use and appropriate manner so that mid and upper-level managers can utilize these data to make the right organizational decisions. These systems are designed to assist organization to meet its strategic goals. This study seeks to establish whether students at the University of Belize believe that their registration system xenegrade is useful and reliable. The use of information system in the working environment has become more and more significant in everyday business process. Since Information Systems has a measurable impact in the working environment performance, management policies have adjusted to keep up with the growth of these systems. The University of Belize has had also adjusted its policies to help increases student satisfaction, these policies are either not implemented or properly enforced. Depending on the capabilities of the software, users can modify information systems to their needs and want. There are several positive aspects to information systems, and it is useful to examine its impact on the efficiency of organization and its productivity. This research will seek to determine whether xenegrade system benefits the students at the University of Belize.

Literature Review

Information systems are used by different organizations to operate and carry out their functions and procedures, as technology evolves old information systems become out dated while new information systems are being introduced which improves the system factors. As shown by Raymond McNulty (2014 p. 2) the K-12 instructive framework was the best on the planet, paying little attention to other successes systems there was still a valuable lesson they could learn from the business administration's frustration. The failure of the K-12 system would have been helpful to enhance the capacity of k-12 feeble ranges. The k-12 framework suddenly was not performing to its desire level and the American understudy who was its primary clients fell behind. The usages of other programs were being used for other nations, for example, Korea, Finland and Hong Kong just to name a few. These nations were making the most of these Programs for International Student Assessment (PISA). This institutionalized examination was used to determine how understudies worldwide were embracing and understand who were scholastically to be on a parallel level. Evolution of information system educational framework lead to yet another program to benefit understudy and help them, this program is National Assessment of Educational Program (NSEP) this framework then observe that understudies were demonstrating the lease in knowledge unlike other nations (Raymond McNulty, 2014, p. 2). To guarantee everybody was on a similar scholastic level and guarantee development with innovation the instructive board attempted to institutionalize all instructive offices however, some organization felt that they were not being allowed to be creative at their foundation and their lecturers were being limited and not performing to their capabilities which would maximum and express their understudies along. The educational centers attempted their best to reach an agreement with these schools as to not limit the understudies and organizations but rather encourage understudy and instructors were exceeding expectations together and utilizing new innovations to aid this procedure (Raymond McNulty, 2014, p.3). With high standards held instructors needed to think outside the box to enhanced development for all gatherings included, being creative presenting new opinion and utilizing the new advancements to aid this procedure. As per Bober (2001) research the enthusiasm for MIS increased because of its long-run damages of frameworks which enhance locales and area administration. MIS likewise energizes staffs from each level and increments both school and

locale's obligations of understudy's records. MIS utilize data frameworks to build proficiency and efficient leadership since school directors have the right and ultra-modern data (Christopher, 2003) Therefore, educators may know how much understudies enrolled for their classes. These frameworks are available at anything. This is also useful for understudies so that they will know which courses are filled and can look for others in substitute for that period. As per Granville et al. (2005), found that despite decreasing the measure of work done and making it less challenging, ICT helps when taking participation. Xenegrade, like many of these data framework, holds a record of understudy's contribution, grades and so forth. Institutions can monitor all classes including the one you passed and failed keeping in mind the end goal to not get irritated. Additionally, as indicated by Zain, Atan, and Idrus (2004) they created an examination of how administrations are affected by ICT. These examinations found encouraging outcomes, for example, builds culture of ICT, accessibility of data, and efficient organization.

These data frameworks reduced the quantity of work middle managers need to do since it's reduce time spent on unnecessary work or projects in preparing information. Likewise, with the utilization of data framework, MIS improves the level of the work done by management. As staffs adjust to the framework and become more comfortable with the system it helps them to create ICT gifts, capacities, and confirmation in utilizing these developments. By utilizing this system managers lessen their workload and can be more efferent and effective with reports and decision making. (Condie et al., 2007; Cunningham et al., 2004) By utilizing these systems within the school environment heads of department can reduce their workload which allows them with more free time. As indicated by Avgerou (2003) the escalating consequence of ICTs in creating nations is reflected by the development in the data frameworks (IS). Heeks, R. (2002) in created nations, analysts have demonstrated broad reviews to set up educational hypotheses to best execute data frameworks. There had been some debate as to whether data frameworks and data correspondence innovations (ICTs) are essential to creating nations, yet this debate has been established that the appropriate response is yes. Mann, C.L. (2004) Information and correspondence advancements have high potential incentive over all section, in both open and private ventures, and at various levels, from programming organizations in urban regions. ICTs have not been fully successful to date, and, there are numerous cases of disappointment and dissatisfaction. Creating nations has tackle a great deal of difficulties concerning ICTs, which includes issues like "computerized partition" between individuals with access to the development and the ability to utilize them, and those without Madon, S. (2005). Issues with obligation to ICTs are escalating, here and there with regards to a nation. Madon (2000) analyse the operation of the web in parts, for example, wellbeing and instruction, and in areas, for example, monetary efficiency and manageable improvement. Her study determined that a few terminations for government intervention, including the essential part of go-between organizations to connect worldwide. Avgerou (2003) summarized the topic of advancement, and specifically scrutinized saying that ICTs are instruments for monetary and social increases. She concluded from her stand point and investigation that writing produced by advancement help associations and contended for the essential part of the institutional setting of ICT utilization. As per Sauer, C. in the 1990s access to electronic administrations information from any working environment or from home is misjudged in cutting edge economies. Significant part of the IS writing, for example, on IT-empowered plans of action, is based on assumption that all-inclusive access to the internet of PCs with an agreement of shared applications. Concern was raised that the colossal lion's share by the community in creating nations are not associated and disqualified advancing e-business open doors as well as from present day society's data channels for instruction and wellbeing. Created nations are primarily country areas that prohibit the

dispersion of ICT and media transmission network to degrees similarly to the cutting-edge economies.

Methodology

to ensure the content validity of scales, we use instruments to measure and analyse quantitative data. To collect the data from the subjects, we conducted a stratified sampling amongst the students attending the University of Belize. Whereby we gave out 40 questionnaires randomly within the student body of the university of Belize. This was conducted manually, we created the questionnaires through Microsoft word and printed it out at school. Students were given a good time period to fill out the questionnaires as accurately as possible. We collected the questionnaires the same day we distributed them.

Figure 1. Modified Research Model

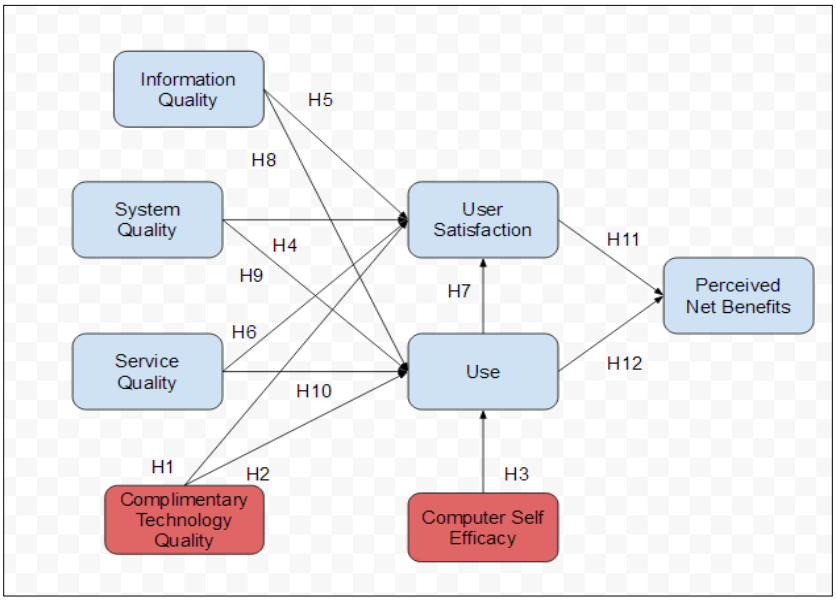


Figure 1. Illustrates the six constructs of the Delone and Mclean model inclusive of the additional constructs, Complementary Technology Quality and Self Efficacy used to validate this research study.

Hypothesis

The hypothesized relationship between Xenegrade system success variables are based on the theoretical and empirical work reported by DeLone and McLean (2003). As they suggest, the success model needs further development and validation before it could serve as a basis for the selection of appropriate IS measures. Accordingly, the study hypothesized the following ten hypotheses tested:

H1. Complementary technology quality will positively impact system quality.

H2. System quality will positively impact user satisfaction.

H3. Information quality will positively impact user satisfaction.

H4. Service quality will positively impact user satisfaction.

H5. Use will positively impact user satisfaction.

H6. Information quality will positively impact use.

H7. System quality will positively impact use.

H8. Service quality will positively impact use.

H9. User satisfaction will positively impact perceived net benefit.

H10.Use will positively impact perceived net benefit

Description of Participants

The University of Belize has approximately over four thousand (4,000) students and over one hundred (100) teachers. The study was carried out with participants who are students from the Faculty of Management and Social Science (FMSS) thatis in Belize City.

Sample Size and data collection

To conduct this research, we decided to issue surveys to students with is an appropriate sample sizeto get a proper overview of the population, so we issue 40 questionnaires to students from all faculties and was successful at retrieving all 40, thus giving us a 100% response rate. The questionnaires were distributed through random sampling.

Construct measurement

To ensure research validity and reliability, the researcher used the measurement scales for the quantitative data collection of the eight (8) constructs from Bailey and Person (1983), which was modified to the context of Xenegrade. All the items were measured using a 7-point Likert Scale with anchors ranging from strongly agree (7) to strongly disagree (1). As seen in appendix A. All survey questions in the instruments have been validated in previous studies.

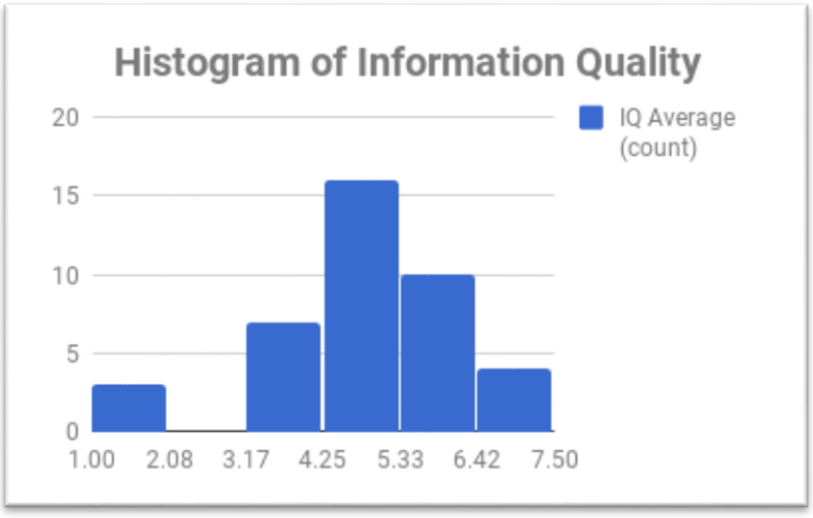
Table 1. Characteristics of Participants (Students).

Characteristics	**Amount**	**Percentage**
Gender		
Male	12	30%

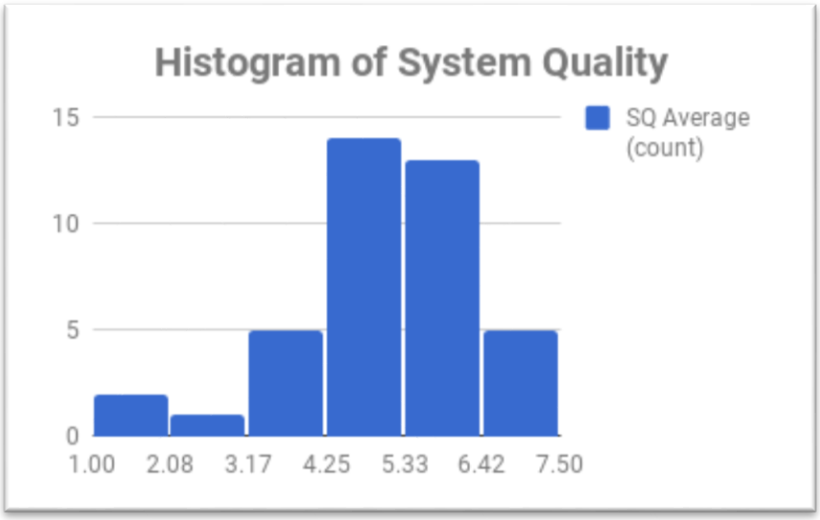
Female	28	70%
Age		
Less Than 18	0	0%
From 18 to 20	16	40%
From 21 to 25	14	35%
From 26 to 36	10	25%
Older than 36	0	0%
Education		
Associates	8	20%
Bachelors	32	80%
Other	0	0%
Computer experience		
Less than 5 years	7	17.5%
5-10 years	16	40%
10-15 years	11	27.5%
More than 15 years	6	15%

Data Analysis and results

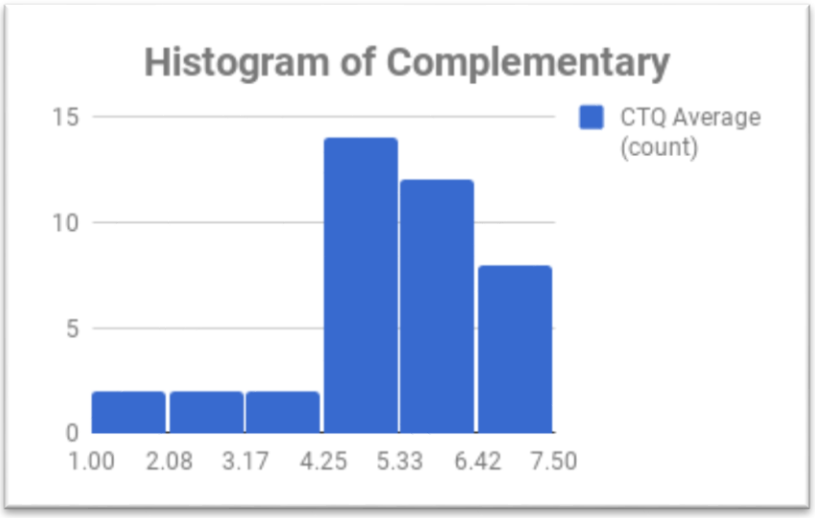
The data was gathered from 40 students of the University of Belize, from the Belize City campus. We did not assess the Model, nor did we test the hypothesis. Therefore, we are using the applied research methodology. We will present 8 histograms and an average of the histograms. The responses vary from 1 which is strongly disagree to 7 which is strongly agree.



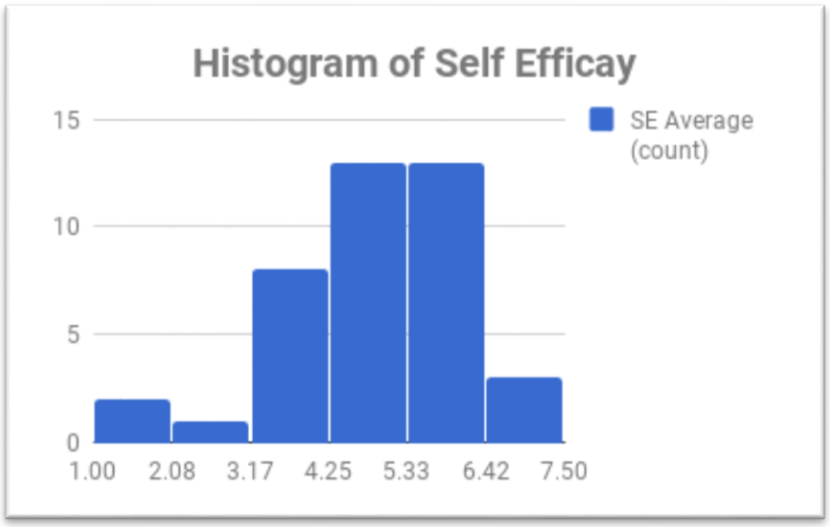
The histogram above is a graphical representation of the student's responses about Xenegrade's information Quality. The results show that most students are neutral or agree about Xenegrade's information quality. There were very few students who strongly agree or strongly disagree.



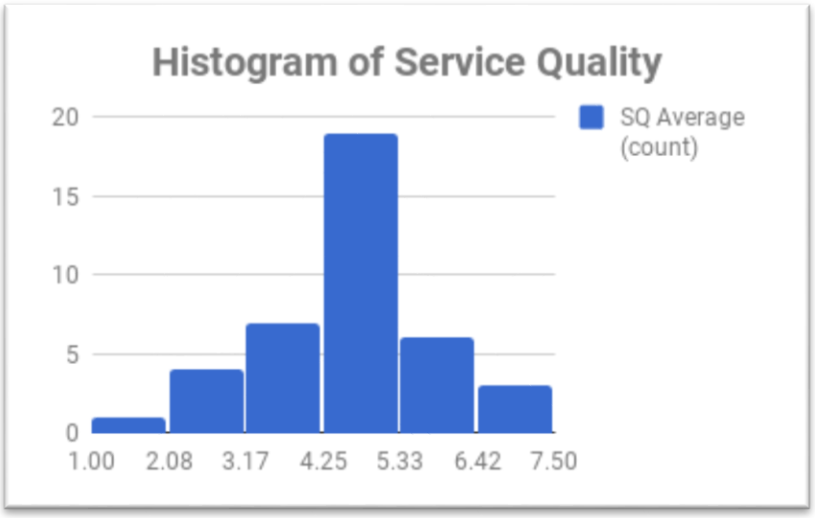
The histogramabove is a graphical representation of the student's responses about Xenegrade's system Quality. The results show that most students are neutral and agree regarding Xenegrade's system quality. A very few strongly disagree or disagree.



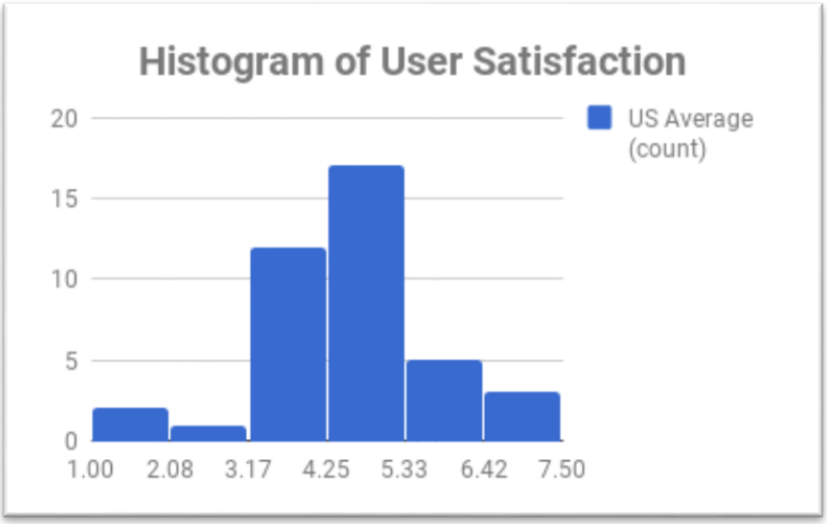
The histogramabove is a visual representation of the student's responses about Xenegrade's complementary technology quality. The results show that most students are satisfied with the technology quality since most voted between neutral and strongly agree. A very few voted between strongly disagree and neutral.



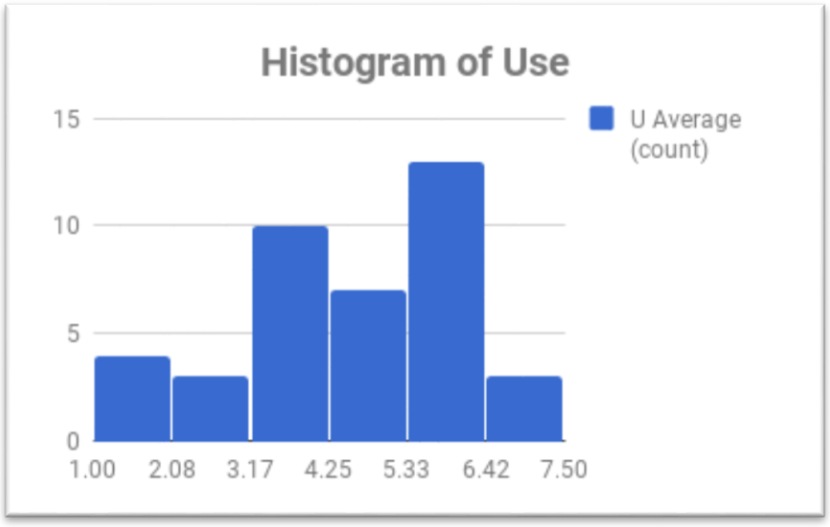
The histogram above is a graphical representation of the student's responses about Xenegrade's self-efficacy, which means how easy would it be to complete the registration process with or without Xenegrade. The results show that most students voted neutral and agree while a very few disagreed and strongly agreed.



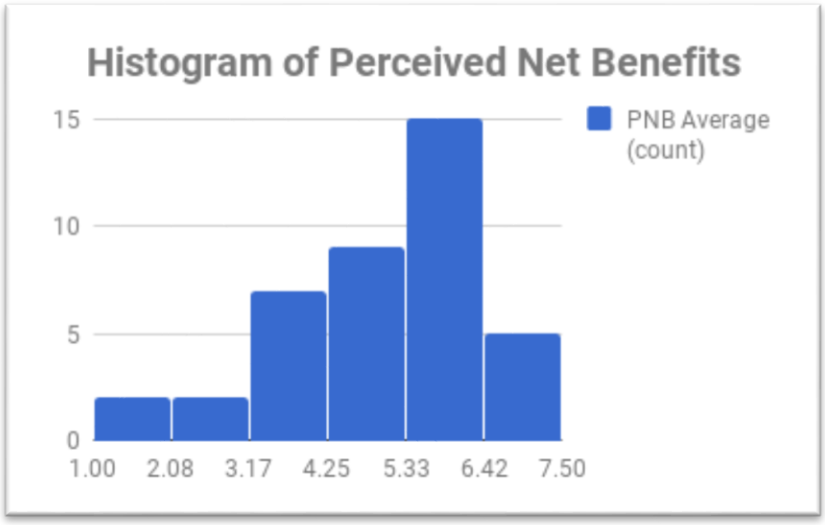
The histogram above is a graphical representation of the student's responses about Xenegrade's service quality. The results show that most students are neutral regarding Xenegrade's service quality while a very few agree and disagree.



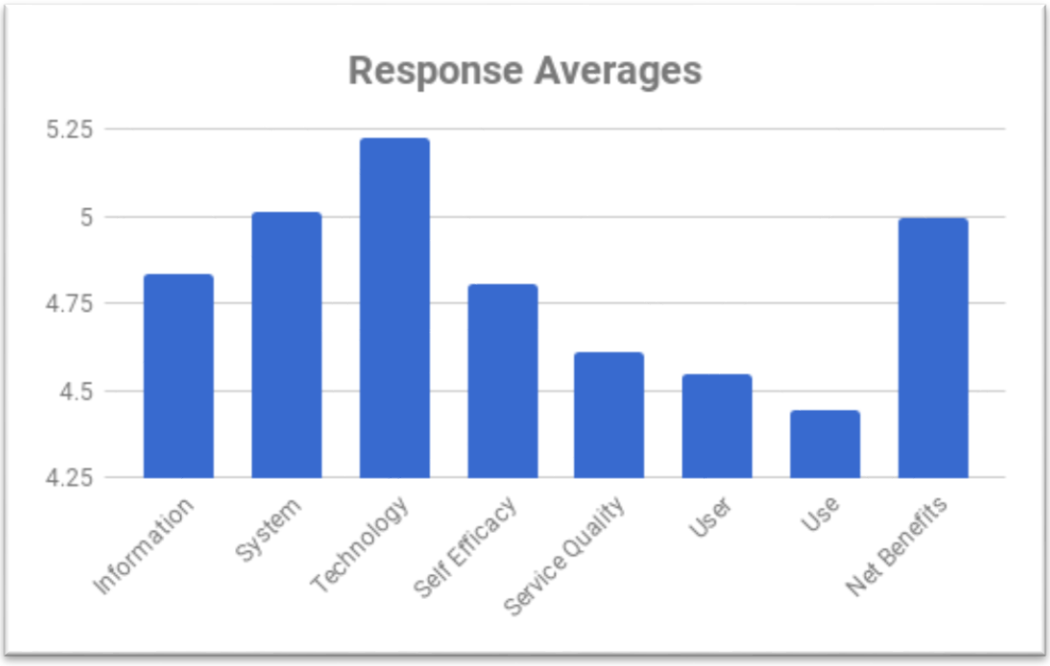
The histogram above is a graphical representation of the student's responses about Xenegrade's user satisfaction, which means how satisfied they are using Xenegrade. The results show that most students are neutral about Xenegrade's satisfaction. A very chose that they agree or disagree.



The histogramabove is a graphical representation of the student's responses about Xenegrade's use, which means how frequently Xenegrade is used, dependence on Xenegrade, is Xenegrade useful. The results show that most that student's responses vary between neutral and agree. A very few students disagreed.



The histogramabove is a graphical representation of the student's responses about Xenegrade's perceived net benefits. The results show that most students chose between neutral and strongly agree, while a very few chose to disagree and strongly disagree.



The histogram above is a graphical representation of student's responses, based on the average responses for different areas, testing the effectiveness of the Xenegrade system. These areas include information quality, system quality, complementary technology, service quality, user satisfaction, use, and perceived net benefit. Based on this histogram, we can note that the average responses are all on neutral, or little below neutral. There were no average responses on any criteria makes a powerful statement regarding the positive effectiveness Xenegrade. Moreover, some of these areas being evaluated are interdependent, for example for system quality and complementary technology quality, most students chose between neutral and strongly disagree.

Conclusion/Implications/Discussions

Our research and data that we have collected show 3 – 5 score on the scale from the questions in the questionnaire. This we believe is so because many of the students were not familiar with the information system Xenegrade. We came to this conclusion, because as we were conduction the research and handing out the survey, students were hesitant to complete the survey as they were not sure what we meant by Xenegrade. After explaining to then that Xenegrade and the "Student portal" as many of them call it where the same thing and that they do use it to register and check grades and so on then they were more open to fill out the survey.

After compiling all the data received from the questionnaires the responses were low to moderate in the information quality. We believe this is so because many students are not satisfied or well informed about the information system. System quality over all was neutral with a score of 4 on the scale. In the complementary technology quality section, most participants selected between neutral and strongly agree. This we believe is because many students have means of accessing the system but not a good internet connection or speed to effectively use the information system Xenegrade. Xenegrade self-efficacy had a score of between 4-5 this is because the data collected

shows that many students was unsure or neutral about using the information system Xenegrade or a similar system for the first time. We must say that on the University of Belize website before you log into Xenetrage, there is a link that take you to a power point demonstration that shows you how to use and access the information on Xenegrade; however many students overlook the link and just log on into the system which has led to a poor outcome on the information quality, system quality, and self-efficacy section of this research. Service quality shows a neutral to satisfactory towards the quality coming from the support IT team at the University of Belize. We believe this is so because the students feel that the staffs are doing a good job in keeping Xenegrade updated and responds quickly to problems whenever the system crashes or minor issues may arise. Many students selected 4 to neutral in the user satisfaction which we believe is because they are not well educated about the system which leads to unsatisfactory in the system.

The use and perceived benefits data has been closely linked as the data that was collected indicates that students believe that this system do benefits them. This is so because many students utilize Xenegrade to register for classes and if this system was not in place many use would have allocate more time and resources to register and receive grades.

Limitations and Future research

There were many important limitations that we as a group encounter during and after our research. The first limitation that we came across as a group was time constrain. This is so because our group had other obligations that also needed our time and commitment which includes other classes, family and work. The other limitation we as a group came across was the familiarization with the IT system Xenegrade as many of us students only use this system about 4 to 5 times max per year. This is so because the system is used for registration of classes and also results at the end of each the semester. This we believe was a limitation as students were not able to answer the questionnaire truthfully for the lock of familiarization and simply selected any score on the scale which affected our end result. This is why we believe that our results are between 3-5 ranges which is neutral. It was difficult to compile the results because of the wide range in scores. We would recommend for a larger sample size by extending this research to all campuses of the University of Belize country wide we would get a more reliable and validity result.

References

Al-Shibly, H. (2011). Human resources information systems success assessment: An integrative model. Australian Journal of Basic and Applied Sciences, 5(5), 157-169.

Alshibli, K. A., &Sture, S. (2000). Shear band formation in plane strain experiments of sand. *Journal of Geotechnical and Geoenvironmental Engineering*, *126*(6), 495-503.

Atkinson, M. P., Bailey, P. J., Chisholm, K. J., Cockshott, P. W., & Morrison, R. (1983). An approach to persistent programming. The computer journal, 26(4), 360-365.

Avgerou (2003) Factors affecting teachers' use of information and communications technology: A review of the literature. Journal of Information Technology for Teacher Education, 9 (3), 319–341.

Avgerou, C. (2008) Information systems in developing countries: a critical research review

DeLone, W. H., & McLean, E. R. (2003). The DeLone and McLean Model of Information Systems Success: A Ten-Year Update. Journal of Management Information Systems, 19(4), 9-30.

Heeks, R. (2002) Perspectives for school information systems. Australian Journal of Educational Technology, 8 (2), 161–171.

Madon, S. (2000-2005) New equities of information in an electronic age. BMJ 1995; 310:1480-1

Mann, C.L. (2004) The web-wide world. Nature 2006, 439, 776–778.

(Ngwenyama et al., 2006; Mbarika et al., 2007) Lost science in the third world. Scientific American 1995; August:92-9.

Petter, S., DeLone, W., & McLean, E. R. (2013). Information Systems Success: The Quest for the Independent Variables. Journal of Management Information Systems, 29(4), 7-62. doi:10.2753/MIS0742-1222290401

Sauer, C. World development report 1998: knowledge for development. Washington, DC: World Bank, q199o.

Seddon, P., & Yip, S. K. (1992). An empirical evaluation of user information satisfaction (UIS) measures for use with general ledger accounting software.Journal of Information Systems, 6(1), 75-92.

Teece, D. J. (1988). Capturing value from technological innovation: Integration, strategic partnering, and licensing decisions. Interfaces, 18(3), 46-61.

(Walsham, 2005; Sahay, 2006) Research on Information Systems in Developing Countries: Current Landscape and Future Prospects

(Warschauer, 2003; Wade, 2004) Organisation for Economic Cooperation and Development. The knowledge-based economy.

Appendix

Table 1. A Sample Table		
Construct	Survey questions	Source
Information quality	IQ1: Xenegrade provides information that is exactly what you need. IQ2: Xenegrade provides information you need at the right time. IQ3: Xenegrade provides sufficient information. IQ4: Xenegrade provides information that is relevant to your studies. IQ5: Xenegrade provides information that is easy to understand. IQ6: Xenegrade provides up-to-date information	Bailey and Person (1983).
Complementary technology quality	CTQ1: The device hardware (desktop computer, laptop, mobile device) used to access Xenegrade is adequate. CTQ2: The device software (desktop computer, laptop, mobile device) used to access Xenegrade is adequate. CTQ3: The device (desktop computer, laptop, mobile device) used to access Xenegrade has an adequate internet connection regarding speed and reliability.	*Teece, D. J. (1988).*
Computer Self-Efficacy Measure	I COULD COMPLETE THE JOB USING XENEGRADE… CSE1: if there was no one around to tell me what to do as I go. CSE2: if I had never used an information system like it before. CSE3: if I had only the information system manuals for reference. CSE4: if I had seen someone else using the information system before trying it myself. CSE5: if I could call someone for help if I got stuck. CSE6: if someone else had helped me get started. CSE7: if l had a lot of time to complete the job for which the information system was provided. CSE8: if I had just the built-in help facility for assistance. CSE9: if someone showed me how to do it first. CSE10: if I had used similar information systems before this one to do the process.	Compeau, D. R., & Higgins, C. A. (1995).

System quality	SQ1: Xenegrade system is easy to use. SQ2: Xenegrade system is user-friendly. SQ3: Xenegrade system provides high-speed information access. SQ4: Xenegrade provide interactive features between users and system	Alshibly,(2011).
Service quality	SV1: The support staff keep the Xenegrade software up to date. SV2: When users have a problem, the Xenegrade support staff show a sincere interest in solving it. SV3: Xenegrade support staff respond promptly when users have a problem. SV4: Xenegrade support staff tell users exactly when services will be performed.	Chang et al., (2009).
User satisfaction	US1: Most of the users bring a positive attitude or evaluation towards Xenegrade. US2: You think that the perceived utility about Xenegrade is high US3: Xenegrade has met your expectations. US4: You are satisfied with Xenegrade.	Seddon and Yip (1992).
Use	U1: The frequency of use with Xenegrade is high. U2: You depend upon Xenegrade. U3 I was able to complete a task using Xenegrade even if there was no one around to tell me what to do as I go. U4: I have the knowledge necessary to use Xenegrade.	Balaban et al., al., (2013) Rai et al., (2002).
Perceived net benefits	NB1: Xenegrade helps you improve your registration process. NB2 Xenegrade helps the students save cost (transportation, time, money) NB3: Xenegrade helps you register for the courses you need when you need them. NB4: Xenegrade improves my ability to take courses in sequence. NB5: Using Xenegrade increases my chances of graduating on time. NB6: Overall, using Xenegrade enhance the registration process and accessing student records(grades, course sequence)	Alshibly,(2011); Tansley et al, (2001).

Table 1. Measurement items for questionnaire

Survey- End User

Questionnaire I – Xengrade at the University of Belize

Purpose

This survey is to gather information from students who use Xenegrade for the registration process at the University of Belize. Your individual responses to the survey will be kept confidential.

Instructions

This is a survey; there are no rights or wrong answers. Please tick the boxes to mark your answers in the spaces provided below.

Background Information	Answers:
Please enter your age:	<18☐ 18-20 ☐ 21-25☐ 26-36☐>36☐
Please indicate your gender:	Male ☐ Female ☐
Please enter amount of computer experience you have in years:	<5☐ 5-10☐ 10-15☐>15☐
Please indicate if you are a bachelors or associates student:	Bachelors ☐ Associates☐ Other☐

Indicate your agreement with each statement by rating it from (1) strongly disagree to (7) strongly agree.

1. Xenegrade Information Quality	Disagree ----------Agree
Xenegrade provides information that is exactly what I need.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Xenegrade provides information I need at the right time.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Xenegrade provides adequate information.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Xenegrade provides information that is related to my studies.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Xenegrade provides information that is easy for me to understand.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Xenegrade provides up-to-date information.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
2. Xenegrade System Quality	**Disagree ----------Agree**
Xenegrade system is straightforward to use.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Xenegrade system is user-friendly.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Xenegrade system provides high-speed information access.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Xenegrade provide interactive features between users and system.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
3. Xenegrade Complementary Technology Quality	**Disagree ----------Agree**
The device hardware (desktop computer, laptop, mobile device) used to access Xenegrade is sufficient.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
The device software (desktop computer, laptop, mobile device) used to access Xenegrade is sufficient.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
The device (desktop computer, laptop, mobile device) used to access Xenegrade has sufficient internet connection in regards to speed and reliability.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
4. Xenegrade Self Efficacy	**Disagree ---------- Agree**
I COULD COMPLETE THE REGISTRATION PROCESS USING XENEGRADE…	
if there was no one around to assist me.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
if I had never used an information system like it before.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
if I had only the information system manuals to guide me.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
if I had seen someone else using the information system.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
if I could ask someone for help if I was having difficulties.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

if someone else had helped me get started.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
if I had a lot of time to complete the job for which the information system was provided.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
if I had just the built-in help ability for assistance.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
if someone showed me how to do it first.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
if I had used similar information systems before this one to do the process.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

Indicate your agreements with each statement by rating it from (1) strongly disagree to (7) strongly agree.

5. Xenegrade Service Quality	**Disagree ---------- Agree**
The support team keeps the Xenegrade software up to date.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
When students have problems,the Xenegrade support team show a sincere interest in solving it.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Xenegrade support Team respond promptly when students have a problem.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Xenegrade support team tell users exactly when services will be performed.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
6. Xenegrade User Satisfaction	**Disagree ---------- Agree**
Most students have a positive attitude or evaluation towards Xenegrade.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
I think that the perceived utility about Xenegrade is high.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Xenegrade has met my expectations.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
I am pleased with Xenegrade.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

7. Xenegrade Use	**Disagree ---------- Agree**
I use Xenegrade frequently.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
I depend upon Xenegrade.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
I was able to complete a task using Xenegrade even if there was no one around to guide me.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
I have the adequate information needed to use Xenegrade.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

8. Perceived Net Benefits	**Disagree ---------- Agree**
Xenegrade helps students with the registration process.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Xenegrade helps the students save cost (transportation, time, money)	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Xenegrade helps me register for the courses I need when I need them.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Xenegrade improves my ability to take courses in sequence.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Using Xenegrade enhance my chances of graduating on time.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Overall, using Xenegrade improve the registration process and accessing student records(grades, course sequence)	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

Please return this survey to the person who gave you the form.
Thank you for your participation.