Navigating Campus: A User Experience Research Report

Group 1 - Wano

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CCT477: UX Design - Understanding Users

Group UX Research Report

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Executive Summary

With over 15000 students, the University of Toronto Mississauga campus has twelve buildings each with multiple floors and hundreds of classrooms. Learning to navigate these buildings and rooms is difficult for new incoming students and even returning students as they return from online classes during the COVID-19 pandemic. Our team explores this problem space in an effort to make this process easier, less confusing, and make students feel confident when searching for their new classes. Secondary research through webpages and scholarly articles and primary research through surveys and interviews were conducted to gain insight into this problem space. As-is & to-be diagrams, affinity maps, an empathy map, and personas were developed from the team's findings and proposals for future research and solutions were made.

Keywords: UTM, student life, student resources, navigating campus, indoor mapping

Project Background

Overview. University campuses are oftentimes large and complex; with numerous buildings and thousands of rooms to accommodate the student population, navigating a campus is a difficult task. In order to navigate a large campus, new students must learn building names and room locations which may not be straightforward due to the complex shapes and layouts of buildings. In this report, we explore the problem space of navigational difficulties on the University of Toronto Mississauga campus.

The team first conducted secondary research and analyzed existing trends, solutions, and gaps in this problem space through various articles and competing campus navigation applications. Afterwards, surveys and interviews with students were used as primary research methods to gain knowledge of the strengths and pain points current navigation systems offer. As-is & to-be diagrams, affinity maps, an empathy map, and personas were developed from primary findings to identify common themes and needs.

Target Users. The project's target users were identified to be University of Toronto Mississauga students typically aged 18-23 years old (first to fourth year).

Problem Statement. University of Toronto Mississauga (UTM) students need a way to quickly find unfamiliar buildings, classrooms, student facilities, or other locations on campus because it is currently difficult and leads to feelings of uncertainty or confusion, especially for first year students.

Secondary Research

Secondary research was conducted— through the analysis of competing applications, articles on campus navigation, blogs, and available university exploration tools— to analyze user pain points, user goals, prevalent trends, and gaps. Most existing solutions are found in the forms of mobile applications or web-based navigation systems. Said applications include FindMyClass, Humber College Compass, and interactive maps provided by Syracuse University and University of Waterloo. Based on our findings from each secondary source, we have concluded that each navigation map does not provide a user-friendly experience, whether it'd be through the incorrect display of where a user is located, not directing said user to their desired classroom, or by similar means. Additionally, published papers reiterate that current campus mapping applications have pain points, most being related to these maps not being able to navigate inside buildings. The majority of navigation systems are capable of navigating outside of buildings, but not inside, which is an issue our project aims to resolve. We made these observations based on our findings from the below articles and applications.

Lecturer's Room Navigation: UTHM Pagoh Research. This research paper, which details the mobile application development of Lecturer's Room Navigation for Jabatan Teknologi Maklumat and written by Kassim et. al, highlights the user pain points found in Waze and Google Maps. Waze and Google Maps are known navigation systems that are only capable of accurate outdoor navigation up to the entrance of a particular building (Kassim et. al, 2021, pg. 210). Furthermore, Kassim et. al mentioned that not all campus navigation applications offer images. Such a design decision makes navigating difficult for students to identify buildings, especially if they are unfamiliar with their campus' layout. Upon further analysis of Lecturer's Room Navigation, we noticed this application guides students towards their targeted classroom by first identifying a starting point or location. Then, said student is redirected to their classroom with images on where to turn or continue walking instead of displaying a real-time GPS. Presenting images instead of a real-time GPS could be more beneficial to the user as it shows a visual of where to go instead of relying on directions through text. Moreover, a navigation system made through images would not have to rely on the internet for the student to navigate, unlike a real-time GPS: it can be used offline and may benefit users who do not have a stable internet connection.

Syracuse University's Interactive Map. Said research paper examines the development of Syracuse University's navigation system. From this academic paper, we observed how it listed their application's user objectives, which is what we also wanted to have for our project. Syracuse University's Interactive Map, as detailed by Aaron Knight, focused on aiding the visually and physically impaired— such as those who rely on wheelchairs— with finding their desired "campus position" (Knight, 2007, pgs. 18-19). In Syracuse University's campus map development, written directions, options for wheelchair-accessible routes, and images of buildings were suggested to be implemented. These were things we considered when brainstorming for our project to help potential users that are differently-abled. Having these options would allow such students to navigate a campus without facing accessibility problems, such as a student in a wheelchair who may be suddenly directed to use a staircase.

Humber College Compass. Humber College offers a mobile campus navigation application for all three Humber College campuses. Upon testing said application, we noted how each of Humber College's building areas were summarized by name though no images were provided. We could zoom into the map to view a detailed layout of the campus outdoors, but not campus indoors until we searched for a specific classroom. A pain point we noticed is Humber College Compass' inability to show where a user currently is on the overall map. However, said application allowed us to search for the locations of payphones, washrooms, staircases, vending machines, and elevators throughout Humber College. The search icon to find these student services and to find classrooms, however, is not intuitive. It appears as an icon of stacked squares instead of the expected search button. Students will look at this icon and not understand it's what they should press to find a classroom or service, making the interface non-user friendly. Additionally, when users search for a desired classroom, the GPS works as expected with guided arrows but shows some inaccuracies when asking users to turn. From using Humber College Compass, we understood the importance of having an indoor navigation system that is intuitive while being easy to find and understand for a maximized user experience.

FindMyClass. This application provides users with driving directions to their desired university or college within the United States. Each campus that supports FindMyClass offers navigation to specific buildings, food locations within a particular campus, and campus-based

parking garages. Though FindMyClass is helpful for finding campus locations outdoors, we noticed the limitation of indoor navigation. Images are also not provided for buildings, making it problematic for users to understand if they are arriving at their desired building. Though, the application allows users to suggest modifications to building names and locations, which may be useful in providing accurate information. From FindMyClass, we discovered the importance of associating buildings with images and allowing user input to be part of how we lay out our map.

University of Waterloo Campus Map. Like Humber College Compass, University of Waterloo's campus map supports indoor and outdoor navigation. Said map's exclusive feature of displaying floor plans per campus building stood out to us: this allows students to understand the entire layout of their desired building, in case they do not need to find a specific classroom and want to examine what a building offers. Moreover, clicking on a particular classroom from the campus map's dropdown menu highlights said classroom on the floor plan, acting as a visual navigation cue for the user. However, real-time directions are only provided for buildings and not indoors or to exact classrooms. University of Waterloo Campus Map's floor plan display is something we noted as user-friendly, since it gives a convenient overview of what to expect from a particular building.

Overall benefits of interactive campus maps. As noted from our secondary research, we noted how the interactiveness of campus maps made applications user-friendly. Some of these benefits include the following:
1. Searching for specific student services, such as washrooms and food locations.
2. Guiding users to their desired building or classroom, whether it'd be through images or a live GPS with arrows and a display of where the user is currently located.
3. Accommodating users who are differently-abled so they can navigate a campus or building in the most accessible-friendly way possible.

Primary Research

Goals and objectives. Our goals for our primary research is to delve into the struggles of navigating buildings on campus for new students and visitors. More specifically, we want to know what is causing difficulties in finding classrooms and what resources they have used in helping them get to their destination. We also wanted to learn how helpful these resources were in finding said classrooms. By the end of our primary research, we hope to have a better idea of the specific challenges that students face navigating inside buildings and the different resources used along with their effectiveness, as well as any opportunities to improve upon them.

Methods. Surveys and interviews were conducted synchronously to gather student experiences about navigating campus. Our target users were identified to be University of Toronto Mississauga students of all years and were recruited through personal connections and word of mouth. We conducted our primary research in the following manner:

1. **Interviews**. Our group chose interviews to speak personally with a variety of students and gain in-depth insight on specific discussion topics. Participants were informed of interview protocols such as information use, privacy, and the option to not answer or leave at any time. Afterwards they were asked for verbal consent or to sign a consent form (see Appendix B) prior to starting the interview. If a participant did not consent to an audio or video recording, observational notes were taken instead (see Appendix C). It is worth noting that participants were also made aware that there would be no compensation.

2. **Surveys**. We chose surveys as our second method to encourage participants who were less comfortable with being interviewed to answer without fear of judgment. A survey was created on Google forms and a link to the survey was distributed through word of mouth between UTM students. A table of the responses with participants' names and emails redacted can be found in Appendix C.

Recruitment and Participants. Based on our prompt of navigating campus, we agreed that new students— like first-years, second-years and international students— would be the ideal participants for our interviews. This was based on the idea that they have had more recent occurrences in finding rooms in buildings. Surveys were targeted to the general UTM student

audience and considered upper-year students as they still had relevant experiences in navigating campus that would be useful for observational purposes. Our screening questions were solely based on the question of their current year. Based on the participants' current year we asked different questions accordingly. In terms of recruiting, our participants were gathered through personal connections and continued by word-of-mouth.

Data Collection Process. During our primary research, we collected our data through two means. The first was through interviews where we do either recordings or active note taking depending on the participant's preference. The second method was through surveys where we asked them short answer, likert scale, multiple choice, and single answer questions. During the interviews, we started with general questions about how they felt about navigating campus. In the middle of these interviews, the questions became more specific to what our goals were. For example: we would ask why they found particular campus navigation resources on campus helpful or not. Similarly, the survey questions were structured from general to specific questions.

For surveys, a Google Form was created and included the following questions:
1. (Screening question) What year are you in?
2. Have you been on campus before this school year?
3. How would you rate your experience finding your classrooms this year? (1 - Very difficult, 5 - Very easy)
4. What is the reason for your previous rating?
5. How would you describe your experience finding student facilities (ex. UTM Bookstore, Health & Counselling Center, RAWC, etc.) this year? (1 - Very difficult, 5 - Very easy)
6. What is the reason for your previous rating?
7. Do you think your experience finding your classrooms has become easier since first year? (1 - Strongly disagree, 5 - Strongly agree)
8. What is the reason for your previous rating?
9. Do you think your experience finding student facilities has become easier since first year?
10. What is the reason for your previous rating?

11. Which of the following do you use when looking for a classroom or location on campus that you've never been to?

12. Have you encountered any challenges navigating campus (ex. difficulty interpreting signs)? If yes, please provide details.

Alternative sets of these questions were provided (ex. The removal of questions 7-10) if participants answered "1st year" or "I do not study at University of Toronto Mississauga" in the screening question. However, none of the survey participants were recorded to be in these categories (see Appendix C for raw survey data). Through both of these methods, our team was able to discover the following findings.

Findings. A majority of the participants for the interview sessions were 1st or 2nd year students, whereas the participants for the surveys were in 3rd or 4th year, as well as a few who were alumni graduates.

A common pattern found among the interview participants was the use of indoor signs to navigate the interior of campus buildings. Four of the participants made use of the indoor signs in order to find lecture halls, classrooms and other locations. However, these signs are not always effective. Three participants mentioned that the signs were sometimes confusing and unclear. For instance, one participant commented, "Some of the signs don't really make sense to me, like the ones with the arrows pointing to the corner. I couldn't tell if they're telling me to go up or to go straight and then turn.". If the students could not find the rooms with the signs a majority would resort to asking other students for help in directions.

The interview also revealed a lack of knowledge among first and second year students regarding the student facilities available on campus. Four participants admitted they knew the location of only a few student resources such as the Registrar and RAWC gym. For details and information on these facilities and the services offered, they relied on the individual websites for each location as there was no centralized hub or platform where such information could be made available. A majority of students did say they would use the UTM website to find more

information on student facilities but even some showed a lack of confidence as the UTM website itself was hard to navigate.

Our survey received responses from seven participants. These respondents were composed entirely of third and fourth year students along with alumni graduates. The findings show that respondents generally did not have issues navigating campus. We feel this is likely due to them having a great deal of experience with the area after years of on campus study. When asked about what resources they use, all respondents listed the indoor signs as their primary method of navigating campus. However, some respondents mentioned issues with these signs. One respondent expressed frustration with the inconsistencies of some signs, "I don't remember exactly, but in first year I had a class in Davis where the classroom number was like 2046D. I thought it was pretty weird that there were classrooms named 2046A, 2046B, 2046C, etc instead of just giving them separate numbers." Another respondent talked about how signage was incomplete in certain buildings such as the Earth Sciences Building.

These findings show us that the main issues students have with navigating campus are problematic signage inside buildings and a lack of a centralized platform for information regarding campus facilities and resources. UTM students need clear navigational tools to provide them directions to indoor classrooms because they face problematic signage or a complete lack of signage in specific buildings which cause feelings of confusion.

UTM students need a convenient, accessible, and centralized method of accessing information about student facilities because currently, each facility has different websites which can be difficult to find or difficult to interpret due to lack of consistency.
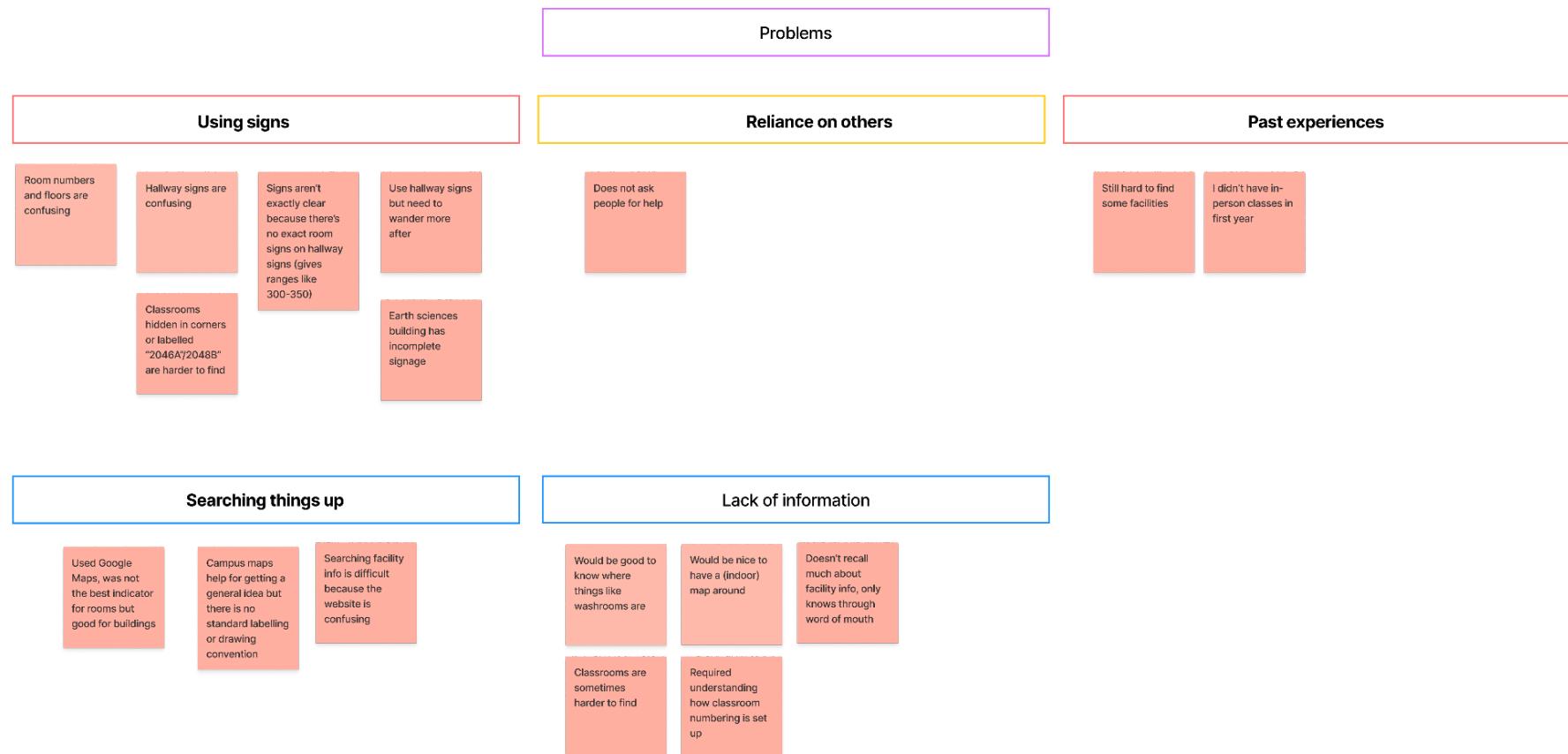
As-Is
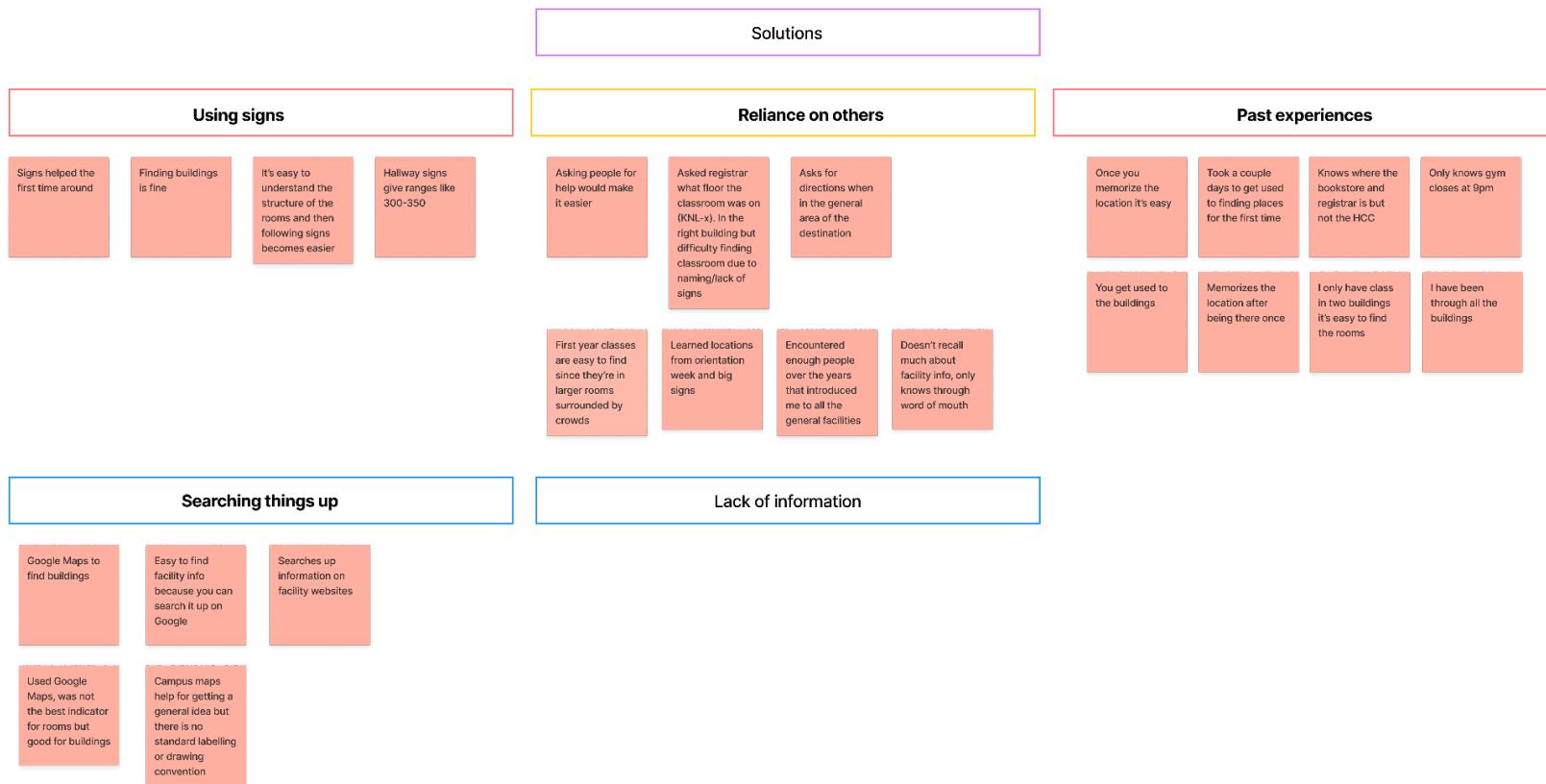
Phases				
Checking schedule	Finds building of class	Looks for room of their class	Can't find room so looks for help	Finds room
Knows what building to be in	Checks what room to go to	Looks for room in building	Tries to follow signs / Is lost and gets help	Eventually finds the room

Doing				
Going on ACORN to look at the class & room / Wondering what the room codes mean	Walking around campus looking for building sign	Searching room to room	Reading signs / Asking for help	Settling down in class
Checks their schedule	Using Google Maps to search for buildings	Walks around looking for any guidance / Looking for a map / Follows the trail of signs	Spends half an hour looking for the room / Gives up and asks someone for help / People asked don't know where the room is too	Makes it to class / Arrives at class late and sits down

Thinking			
I know where my class is / What does this room code mean / Which building corresponds with this abbreviation	How do I interpret the room numbers / I'm going to be late / How else can I find the room		Yay I made it to class
I don't know where this class is / Where is that room I need to be in?	I can't do this myself, I gotta ask for help		Finally made it to class. I'll remember for next time / I am grateful to the person who gave me directions
I have to get somewhere on time / I should follow the signs	How are these rooms ordered? / Why is this room here / Is there someone who can help me		Why did they make the rooms this way / That was so stressful

Feeling			
Worried / Confident (if they're familiar) / Anxious / afraid	Lost / Stressed	Shy to talk to other people / Social anxiety of talking to other people	Relieved to find their room / Confident they'll know for next time
Worried about finding their class / Nervous	Worried Worried / frustrated	Hopeful that someone can help / Nervous to talk to someone	Relieved
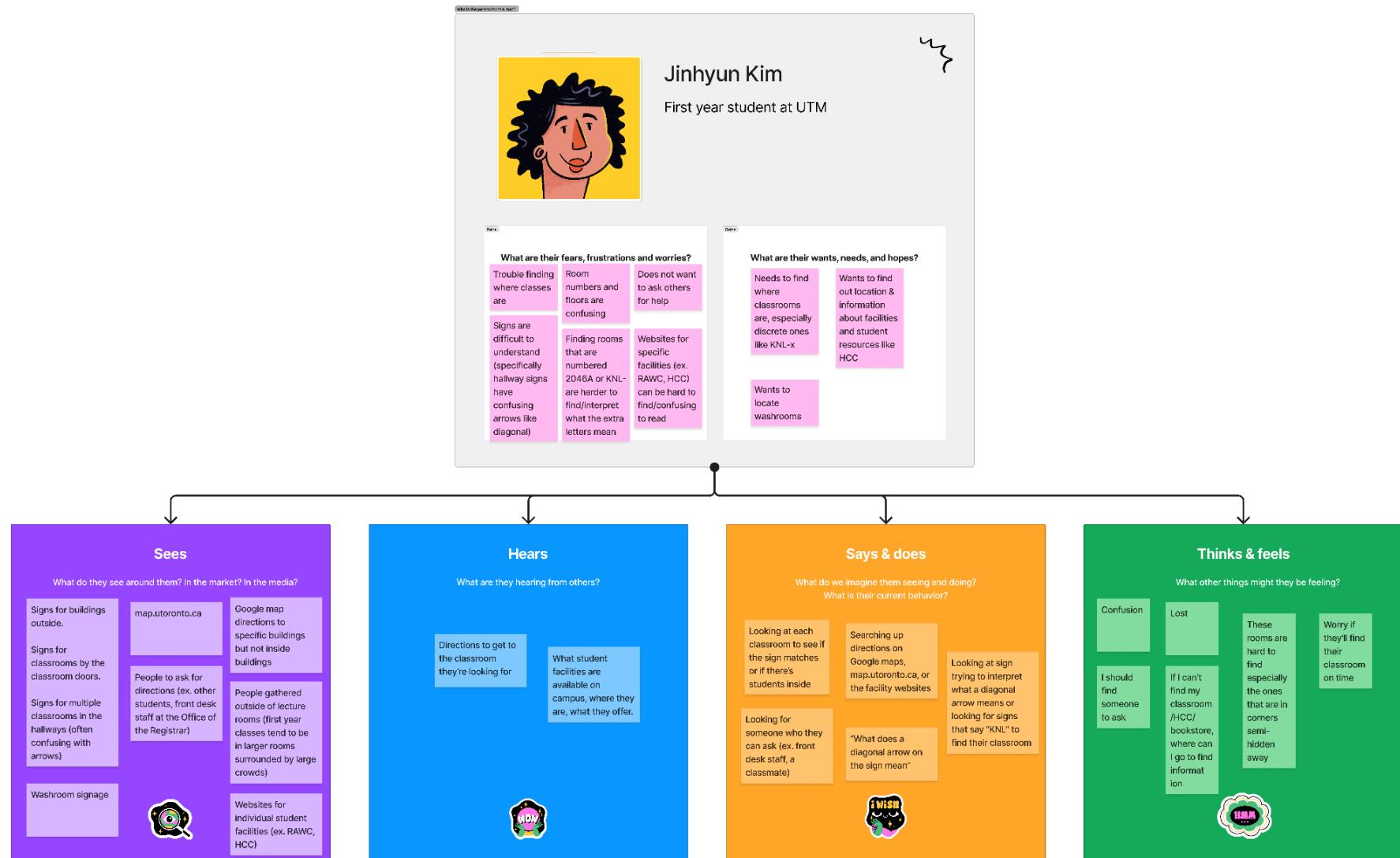
To-Be

Phases			
Checking schedule	Check room #	Gets directions to room	Getting directions
	Figuring out where to go		Learns the route
			Arrives at room / Arrive at room / Arrives

Doing			
Going on ACORN to look at the class & room	Check Schedule / Looks up room code	Looking up directions to room	Look at directions / Follow Directions
		Finally arrives	Followed directions to room / Arrives on time

Thinking			
I know where my class is	I gotta find my lecture hall	I'll just follow these directions	Oh, I just need to follow these directions
I don't know where this class is	Where is this class?	I know exactly where I need to go	
		I arrived at my class on time!	That was so easy / Yay I found my room

Feeling			
Confident (if they're familiar)	Optimistic and nervous	Hopeful	Reassured
Worried about finding their class		Confident / Assured	Relieved / Confident
		Satisfied	Happy / Relieved

Affinity Maps

Problems

Using signs

Room numbers and floors are confusing	Hallway signs are confusing	Signs aren't exactly clear because there's no exact room signs on hallway signs (gives ranges like 300-350)	Use hallway signs but need to wander more after
	Classrooms hidden in corners or labelled "2046A/2048B" are harder to find		Earth sciences building has incomplete signage

Reliance on others

Does not ask people for help

Past experiences

Still hard to find some facilities	I didn't have in-person classes in first year

Searching things up

Used Google Maps, was not the best indicator for rooms but good for buildings	Campus maps help for getting a general idea but there is no standard labelling or drawing convention	Searching facility info is difficult because the website is confusing

Lack of information

Would be good to know where things like washrooms are	Would be nice to have a (indoor) map around	Doesn't recall much about facility info, only knows through word of mouth
Classrooms are sometimes harder to find	Required understanding how classroom numbering is set up	

Solutions

Using signs

Signs helped the first time around	Finding buildings is fine	It's easy to understand the structure of the rooms and then following signs becomes easier	Hallway signs give ranges like 300-350

Reliance on others

Asking people for help would make it easier	Asked registrar what floor the classroom was on (KNL-x). In the right building but difficulty finding classroom due to naming/lack of signs	Asks for directions when in the general area of the destination

First year classes are easy to find since they're in larger rooms surrounded by crowds	Learned locations from orientation week and big signs	Encountered enough people over the years that introduced me to all the general facilities	Doesn't recall much about facility info, only knows through word of mouth

Past experiences

Once you memorize the location it's easy	Took a couple days to get used to finding places for the first time	Knows where the bookstore and registrar is but not the HCC	Only knows gym closes at 9pm
You get used to the buildings	Memorizes the location after being there once	I only have class in two buildings it's easy to find the rooms	I have been through all the buildings

Searching things up

Google Maps to find buildings	Easy to find facility info because you can search it up on Google	Searches up information on facility websites
Used Google Maps, was not the best indicator for rooms but good for buildings	Campus maps help for getting a general idea but there is no standard labelling or drawing convention	

Lack of information

Empathy Map

Jinhyun Kim
First year student at UTM

What are their fears, frustrations and worries?

Trouble finding where classes are	Room numbers and floors are confusing	Does not want to ask others for help
Signs are difficult to understand (specifically hallway signs have confusing arrows like diagonal)	Finding rooms that are numbered 2046A or KNL-x are harder to find/interpret what the extra letters mean	Websites for specific facilities (ex. RAWC, HCC) can be hard to find/confusing to read

What are their wants, needs, and hopes?

Needs to find where classrooms are, especially discrete ones like KNL-x	Wants to find out location & information about facilities and student resources like HCC
Wants to locate washrooms	

Sees
What do they see around them? In the market? In the media?

- Signs for buildings outside.
- Signs for classrooms by the classroom doors.
- Signs for multiple classrooms in the hallways (often confusing with arrows)
- Washroom signage
- map.utoronto.ca
- People to ask for directions (ex. other students, front desk staff at the Office of the Registrar)
- Google map directions to specific buildings but not inside buildings
- People gathered outside of lecture rooms (first year classes tend to be in larger rooms surrounded by large crowds)
- Websites for individual student facilities (ex. RAWC, HCC)

Hears
What are they hearing from others?

- Directions to get to the classroom they're looking for
- What student facilities are available on campus, where they are, what they offer.

Says & does
What do we imagine them seeing and doing?
What is their current behavior?

- Looking at each classroom to see if the sign matches or if there's students inside
- Looking for someone who they can ask (ex. front desk staff, a classmate)
- Searching up directions on Google maps, map.utoronto.ca, or the facility websites
- "What does a diagonal arrow on the sign mean"
- Looking at sign trying to interpret what a diagonal arrow means or looking for signs that say "KNL" to find their classroom

Thinks & feels
What other things might they be feeling?

- Confusion
- Lost
- These rooms are hard to find especially the ones that are in corners semi-hidden away
- Worry if they'll find their classroom on time
- I should find someone to ask
- If I can't find my classroom /HCC/ bookstore, where can I go to find information

Personas

Xia "Stacy" Chen

1st year International UTM Student

" I spent so long looking for where the rooms for my classes are but I don't understand the signs..."

CONTEXT

- All of her classes are in-person.
- She hasn't made many friends yet.
- Her classes are all in different buildings and different rooms.
- She rarely leaves her home unless it's to attend class.

GOALS

- She wants to spend less time navigating campus to find her classes and lecture halls.
- She wants to feel comfortable in Canada and on campus.
- She wants to familiarize herself with all of the student facilities on campus.

Image from unsplash.com

DEMOGRAPHICS

Age: 18 years old (1st year student)
Gender: Female
Program: Forensic sciences, international student

SUMMARY

Stacy is an international student from China, and she's a first year student, coming to University of Toronto Mississauga for the forensics program. Because she's new to Canada and is an international student, she is not fluent in English and struggles to communicate in it. She rents a basement near campus and commutes to campus five days a week for her classes.

PAIN POINTS

- She is shy about asking for help because of her English skills.
- She struggles to interpret the signs on campus.
- She feels anxious when she's in unfamiliar parts of campus.
- She does not feel comfortable exploring all the facilities and buildings by herself because she might get lost.

Robert Gillespie

3rd year UTM Student

Image from unsplash.com

DEMOGRAPHICS

Age: 21 years old (3rd year student)
Gender: Male
Program: Computer science & philosophy

SUMMARY

Robert is a third year student that has only taken online courses at UTM due to the pandemic. This year is his first year on campus and while he's learned where his classrooms are, he has only heard about student facilities like the Career Centre and RGASC from his friends. He has never been and is curious about finding where they are.

" I never knew there were so many student facilities on campus."

CONTEXT

- This is his first year on campus.
- He knows where his classes are because they are all in Deerfield Hall.
- He's heard about resources like RGASC from professors and friends but never knew where to find them.

GOALS

- He wants to find the Career Centre and the RGASC to help him with his internship search and his time management skills.
- He wants to find out when they are open and their contact information so he can book appointments.

PAIN POINTS

- He does not know where these locations are.
- He has to search up the websites for these locations and they are confusing (lots of links and outdated information like summer hours).
- When he searches up the websites, he does not know where the room is (DV3094 or MN3251).
- He needs to search up the websites to see what the hours of operation are.

Next Steps

Future research should survey a more diverse set of students. Specifically, there should be a focus on surveying first year students or new visitors to the campus. Additionally, different findings may be obtained depending on the time of year of which research is conducted. Our team would encourage future research to be conducted around the start of a school year (ex. September) rather than in the middle of a semester. Students will be more likely to be experiencing navigational difficulties and recount their pain points more easily due to more current experiences of searching for their new classes of the year in comparison to our research conducted eight weeks into the school year.

With our findings, we suggest that there needs to be a solution to help students identify and locate their classrooms or student facilities with more detailed directions than hallway signs. Additionally, it would be beneficial to contain directions, washroom locations, and open hours of facilities in a centralized location that does not require navigating multiple web pages. This would be more convenient for first years and other individuals not accustomed to campus who would be able to not only locate where they need to go but also be presented with relevant information about their destination. Centralizing such details on a single platform or website is much more efficient and allows for students to access important information with minimal effort.

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Appendix A: Recruitment Screener

Surveys

1. What year are you in?
   a. 1st year
   b. 2nd year
   c. 3rd year
   d. 4th year+
   e. Alumni/I do not currently study at University of Toronto Mississauga
   f. I do not study at University of Toronto Mississauga

Interviews

1. Are you a student at UTM?
2. If yes, what year of study are you?
3. If no, is this your first time visiting campus or have you been on this campus before?

Appendix B: Consent Form (Blank)

What This Study is About

This interview is part of a series of interviews being conducted by Wano, a group of students for the course CCT477: UX Design - Understanding Users, to learn about your experiences navigating the University of Toronto Mississauga (UTM) campus. Your participation in this interview will help us provide guidance to help students navigate or find locations on campus.

Your Involvement in the Study

In each 15-minute interview, we will ask you questions about your experiences navigating the UTM campus. With your permission, we will take notes to document your comments.

Your Participation is Voluntary

You may request a break or request to end the interview at any time without needing to provide a reason. You may also withdraw from the study after the session by contacting the researcher.

How We Will Use Interview Data

Other Wano researchers may join your interview to observe your responses. They may also view session recordings or notes in the future.

We may use your anonymous comments and experiences shared in a research report that will only be shared with the professor and teaching assistant of the course. If information from the interview is used for any reason, we will not include any details that would allow any third party to identify you, nor will we use this information in any way that can be damaging to you.

Storage of Personal Information and Session Data

We will store and process your personal information and session data until we deem the content no longer necessary for the research purposes outlined above. This data can include your name and University of Toronto email address.

If you wish to withdraw your consent in the future, please contact the primary researcher below, who will destroy any of your data collected as part of this research.

Jeremy Nguyen

jeremym.nguyen@mail.utoronto.ca

Your Consent

I give my consent for (please check all that apply):

☐ People to observe me during the research

☐ People to document my experiences during the research

☐ Wano researchers to view session recordings and documentation containing my information for research and analysis purposes

☐ Wano to use interview data in a research report (I understand that I will not be identified in the reporting of this research)

Your Agreement to Participate

I hereby consent to participate in this study and for Wano to collect and use data as agreed upon by me and outlined above. I agree with the related storage of personal data, including my name and email address by Wano researchers. I am aware that I may withdraw my consent at any time

_____

Name (Printed)

_____

Date

_____

Signature

Template referenced from Obtaining Consent for User Research

Appendix C: Anonymized Raw Data

Interviews

Student #1

Date: November 7, 2022

Year: 1st year (International)

Q1)

- Has not been on campus before enrolling

Q2)

- Most of the time it's easy
- First year classes are easy to find since they're in larger rooms surrounded by crowds

Q3)

- Has troubles finding where classes are
- Has to look at the signs
- Finds its confusing because of the layout of the building

Q4)

- Doesn't know where the rooms are initially
- Finding buildings is easy
- Room numbers and floor are confusing

- Signs are confusing (example sign)

Q5)

- Usually follows the signs for rooms
- Had to ask registrar what floor a room was on as it was named with an obscure room number (KNL-)

Q6)

- Mostly relies on signs for indoor rooms and rarely asks people for help
- For buildings uses a map cross-referenced with google maps

Q7)

- Not familiar with most facilities and student resources

Q8)

- Not familiar, only knows about the gym closing at 9pm

- Searching for them is difficult because the website is confusing

Q9)

- Knows here the Bookstore and Registrar is but not the HCC

Q10)

- Says it's easy

Student #2

Date: November 7th, 2022

Year: 1st Year (International)

Q1)

- Did not visit before enrollment

Q2)

- Fairly easy to navigate

Q3)

- No trouble, pretty clear

Q4)

- No issues
- Finds it easy to understand the structure of the rooms and then following signs becomes easier

Q5)

- For buildings she uses the app
- Indoor rooms she follows the signs

Q6)

- Uses app for outdoors
- Signs and memorization for indoors

Q7)

- Not familiar with additional services on campus

Q8)

- Only knows that there's academic resources and well-being resources not anything specific besides the Registrar

Q9)

- Knows, bookstore, gym, and registrar

Q10)

- Thinks it's easy to find them because you can search it up on google

Student #3

Dates: November 8th, 2022

Year: 2nd Year

Q1)

- Yes

Q2)

- Finds navigating campus easy

Q3)

- No trouble finding classes

Q4)

- No problems navigating campus

Q5)

- Same experience as 1st year navigating campus

Q6)

- Just walks around and memories layouts of the buildings when eventually finding the room
- Asks for directions when in the general area or the of the destination

Q7)

- Only used the UTM map at the beginning for buildings and hallways signs for rooms

Q8)

- Knows the HCC, Print Shop, Sports therapy area, Registrar and RAWC

Q9)

- Relies on going on their website to know more about student resources

Q10)

- Yes

Q11)

- Yes

Student #4

Dates: November 10th, 2022

Year: 1st Year

Q1)

- Has not been to campus before enrolling

Q2)

- Campus isn't too big so buildings are easy to find
- Still takes time to get used to everything

Q3)

- Been okay finding buildings is fine. Classrooms sometimes are harder to find

Q4)

- It's okay. Would be good to know where things like washrooms are. Would be nice to have a (indoor) map around

Q5)

- Memorizes the location after being there once

Q6)

- Google maps for buildings
- Used the signs but ended up wondering the more after
- Signs aren't exactly clear, no exact room signs on hallway signs (ranges like 300-350)

Q7)

- Only knows the gym, and the shuttle to to S.t George

Q8)

- Never been to the gym but knows it does open later on weekdays

Q9)

- Doesn't know HCC, bookstore he knows, and registrar was a maybe

Q10)

- Thinks it would be easy using online maps and asking other people for help

Student #5

Dates: November 10th, 2022

Year: 1st Year

Q1)

- Has not been to campus before enrolling

Q2)

- Finds it easy now. Took a couple days to get used to finding places for the first time

Q3)

- Same as the last question. Finds it easy now and but the signs helped the first time around

Q4)

- Difficulty getting to class was not navigation based but instead wildlife interfering with the commute (Ex. Skunks and the walk ways)

Q5)

- Figured out the layout for buildings/rooms

Q6)

- Follows the signs and finds them helpful

Q7)

- Knows FSG, LLC
- Generally knows counseling, and sport drop-ins

Q8)

- Hasn't recalled much about facility info, only knows through word of mouth

Q9)

- Knows where the bookstore, HCC, and Gym is, but not the registrar

Q10)

- Knows the location from orientation, and big signs
- Asks if she didn't know
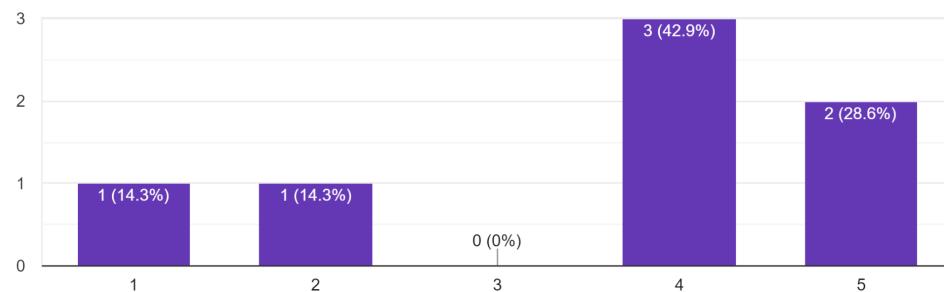
Surveys

Question	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7
What year are you in?	Alumni/I do not currently study at University of Toronto Mississauga	4th year+	Alumni/I do not currently study at University of Toronto Mississauga	4th year+	4th year+	4th year+	3rd year
Have you been on campus before this school year?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
How would you rate your experience finding your classrooms this year?	4	5	2	4	5	1	4
What is the reason for your previous rating?	Was familiar enough with campus to understanding the classroom numbering system.	Been here since 2018 already know where what is 😅	Some rooms in CCT building are hard to find especially the ones that are in the corners semi-hidden away	Generally easy to find, except within a floor.	I've been here for like 5 years, so I've explored most of campus by now. Also the campus isn't very big.	I've been through all the buildings.	I only have class in two buildings it's easy to find the rooms
How would you describe your experience finding student facilities (ex. UTM Bookstore, Health & Counselling Center, RAWC, etc.) this year?	5	5	4	5	3	5	2
What is the reason for your previous rating?	Familiar with campus	Same reason	They are clearly and largely labelled with a large space allotted	No issue with finding these resources.	I believe the Bookstore and Health & Counselling Center is in an area where not a lot of people go, so it might not be the easiest to find.	Did not move.	I still don't know where some of the facilities are
Do you think your experience finding your classrooms has become easier since first year?	5	5	4	5	5	5	5
What is the reason for your previous rating?	Required understanding how classroom numbering is setup.	Same reason z😅	With time and experience you get a better understanding and intuition for where unfamiliar rooms are	You get used to the buildings.	I'm familiar with most of the classrooms now, so yes it is easier.	Object permanence	I didn't have in person classes first year
Do you think your experience finding student facilities has become easier since first year?	5	5	3	5	4	5	2

| What is the reason for your previous rating?	Encountered enough people over the years that introduced me to all the general facilities.		I feel it was about the same throughout the years I was at UTM	You get used to the buildings.	Yep, again just from being at UTM for so long, its become easier.	Object permanence	Still hard to find some of the facilities
Which of the following do you use when looking for a classroom or location on campus that you've never been to?	Signs (ex. classroom signs or hallways signs), Google Maps, The classroom system would go by building then followed by a number where the first digit specified the floor from there it was a sign hunt for where the class i am looking for is.	Signs (ex. classroom signs or hallways signs)	Signs (ex. classroom signs or hallways signs), Ask someone	Signs (ex. classroom signs or hallways signs), Following listed directions from a website, map.utoronto.ca	Signs (ex. classroom signs or hallways signs)	Signs (ex. classroom signs or hallways signs), Google Maps	Signs (ex. classroom signs or hallways signs), Google Maps
Have you encountered any challenges navigating campus (ex. difficulty interpreting signs)? If yes, please provide details.	Initially yes, but i dont recall what they were anymore. back then i just used google maps which was not the best indicator for rooms, but good for buildings.	Not really	Campus maps usually only help for getting a general idea, and since there is no standard labeling or drawing convention every map is different.	N/A	I don't remember exactly, but in first year I had a class in davis where the classroom number was like 2046D. I thought it was pretty weird that there were classrooms named 2046A, 2046B, 2046C, etc instead of just giving them separate numbers. (That isn't the exact classroom name, but it was something similar)	Earth sciences building has incomplete signage.	No
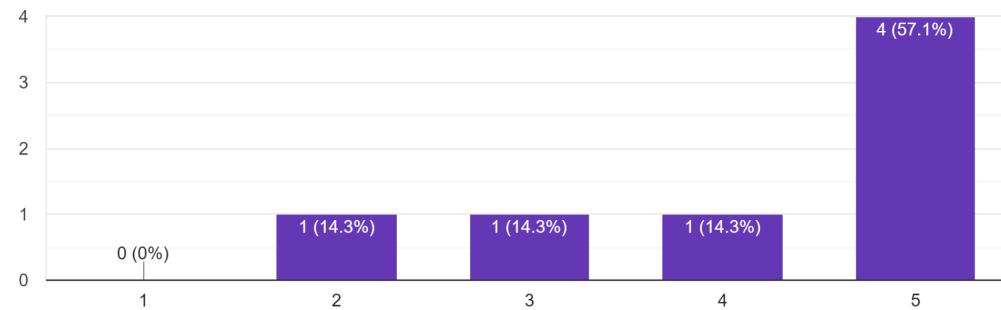
How would you rate your experience finding your classrooms this year?

7 responses
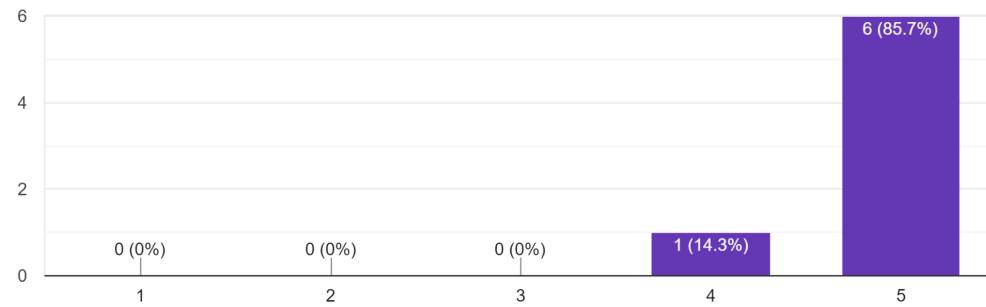
How would you describe your experience finding student facilities (ex. UTM Bookstore, Health & Counselling Center, RAWC, etc.) this year?

7 responses
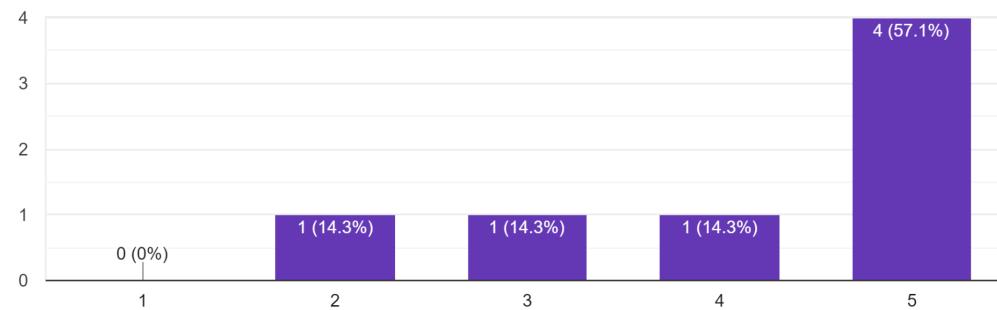
Do you think your experience finding your classrooms has become easier since first year?

7 responses

Do you think your experience finding student facilities has become easier since first year?
7 responses

Which of the following do you use when looking for a classroom or location on campus that you've never been to?
7 responses