



Center for Higher Education

Course Applicability System (CAS)
Survey of Advisors



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**Course Applicability System (CAS)
Survey of Advisors' Awareness and Usage
Analysis Report**

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Introduction

For many students, the path to a baccalaureate degree begins in a community college. There are a myriad of reasons why students choose this path. Given the complexities associated with determining course equivalencies among institutions and progress towards degree completion, transfer from two-year to four-year institutions has become an important policy concern. In 2002, nearly one-half of the total U.S. postsecondary student population attended community colleges. About 6.5 million students attended community colleges full time and an additional 4 million attended part time (American Association of Community Colleges, 2004). Large numbers of these students (25-42%) anticipate attaining a bachelor's degree (Coley, 2000; Berkner, He, & Cataldi, 2002; Hoachlander, Sikora, & Horn, 2003). The increasing cost of higher education and dependence on a highly educated workforce points to the need for an increased understanding of student transfer intentions and patterns of postsecondary institution attendance. These national trends are also evident in the state of Ohio. Governor Taft noted in his charge to the Commission on Higher Education and the Economy:

Higher education is more important to our economic future than ever before, yet our resources are limited. It is therefore imperative for the state to establish policies that secure a maximum return on our public investment in higher education (Governor's Commission on Higher Education and the Economy, 2004, p.2).

The Commission recognized that increasing Ohioans' participation and success in postsecondary education will improve the state's overall economic vitality and competitiveness. In order to accomplish this goal, the Commission identified transfer as an important element of the state's objectives. Specifically, the members of the Commission recommended a more strategic use of the state's two-year institutions, which include community and technical colleges and university branch campuses. They also suggested several sample metrics related to reducing barriers to articulation and transfer:

- ◆ The percent of college courses that transfer among institutions,
- ◆ The percent of students who begin in two-year institutions who transfer to four-year institutions,
- ◆ The percent of students who begin in two-year institutions who complete baccalaureate degrees.

Yet, a focus on transfer policy in Ohio is not new. More than a decade ago, State of Ohio government and education officials expressed concerns about the difficulty of articulation and transfer of credits among Ohio's public institutions. So much so, that in 1989, the General Assembly of the State of Ohio passed Senate Bill 268 and Amended Substitute House Bill 111 directing the Ohio Board of Regents to develop and implement a statewide Articulation Transfer Policy. In November 1989, a 21-member Commission on Articulation and Transfer developed a policy framework for a statewide articulation and transfer process. The Policy was established in 1990 to address the lack of access to baccalaureate degree-granting institutions and the need for greater degree completion. The core focus was on students, encouraging them to move as far through the education system as possible. This rationale was based on three important concepts.

1. Transfer students and native students should be assured equitable consideration and treatment by each college and university.
2. Those students who begin their collegiate studies at a community college or university regional campus should be encouraged to complete an Associate of Arts (A.A.) or Associate of Science (A.S.) degree before transferring to a baccalaureate institution.
3. Institutional autonomy and integrity of the General Education program of each college and university will be assured (Ohio Board of Regents, n.d.a).

The goals of the Policy are to enhance the ease of transfer credits among institutions and to increase the number of students completing a baccalaureate degree in a timely manner. To accomplish these goals, the Policy included the establishment of the Transfer Module, creation of Faculty Subcommittees to review courses for inclusion in the Transfer Module, the development of an electronic Course Applicability System (CAS), and the provision of a means for monitoring the success of the implementation of the policy (Policy Review Committee, 2003). The Commission recommended the Ohio Board of Regents appoint an Articulation and Transfer Advisory Council, a representative body of higher education institutions in the state, to provide a continuing forum for the implementation and maintenance of the policy.

The Ohio General Assembly passed additional legislation requiring state institutions of higher education in cooperation with the Ohio Board of Regents to “establish policies and procedures...that ensure that students can begin higher education at any state institution of higher education and transfer coursework and degrees to any other state institution of higher education without unnecessary duplication or institutional barriers” (Am. Sub. H. B. No. 95). In response, the Ohio Board of Regents sponsored the development and implementation of the Course Applicability System (CAS) and off-set some of the hardware and software costs for public institutions to reach full implementation. CAS is a web-based information access portal designed to provide advisors and students with specific information about the applicability and transferability of courses taken at one institution toward the fulfillment of a particular degree program at another institution.¹ CAS is one tool students and their advisors may use to facilitate the transfer process among institutions in the state. But, are advisors and students aware of CAS? Are they using it? And if so how?

¹ CAS was developed by Miami University of Ohio. For more information about CAS, visit the *About CAS* website: <http://www.transfer.org/cas/index.html>.

Method

The Ohio Board of Regents and the Articulation and Transfer Advisory Council asked the Ohio University Center for Higher Education to conduct a survey of advisors across the state to answer these questions. The survey was developed in consultation with members of the CAS subcommittee. It included items designed to elicit information about the characteristics of advisors, their awareness of CAS, their perceptions about student use of the system, their own use, input about the need for training, opinions about the system, and their perceptions regarding barriers to using CAS. The survey was designed to be completed by anyone with responsibilities in the area of academic and transfer advising in 2- and 4-year higher education institutions of all types and sizes in Ohio. There were 38 items on the survey. A copy of the survey instrument is included as Appendix A.

The survey was distributed electronically using SurveyGold, a product of Golden Hills Software, Inc. There are several advantages to web based data collection, of which the most important is that it contributes to streamlined data processing. Web based data collection is much faster than the traditional paper-and-pencil method because it significantly reduces the need for data cleaning and editing. Perhaps the most important advantage of web based data collection is that it eliminates the need for data entry and database preparation that would be required for a self-administered paper questionnaire. Ultimately, web based data collection results in speedier returns of higher quality data at lower costs.

An email asking for participation was sent to 744 potential respondents. The first response was received November 12, 2004. Center staff verified and corrected email addresses that were returned as undeliverable, although 58 erroneous email addresses remained unresolved. Nonresponse follow-up reminders were distributed electronically on January 5 and February 2, 2005. The last response was received February 25, 2005. A total of 415 surveys out of a possible 686 were returned (60%). Sixteen respondents indicated having no academic advising

responsibilities and were excluded from the analyses. Descriptive information for each item on the survey along with more detail regarding data collection and processing is available in [Course Applicability System \(CAS\) Survey of Advisors Final Descriptive Results](#).

Results

More than one-half (52%) of respondents reported that their principal activity was academic advising, while 5% indicated they were an admissions recruiter, 6% were licensed counselors, 16% were faculty, and 21% were administrators with supervisory responsibilities. The distributions of principal activity among four-year and two-year institutions were similar, with the exception of licensed counselors. No respondents in four-year institutions indicated their principal activity was licensed counselor. In both two-year and four-year institutions, respondents were more likely to report academic advising as their principal activity than any other activity. However, a smaller percentage of respondents in two-year institutions (37%) than in four-year institutions (59%) said they were academic advisors. When licensed counselors are combined with academic advisors the percentage is comparable across four-year and two-year institutions (see table 1).

Table 1

Percent Respondents' Principal Activity

	Academic Advisor	Admissions Recruiter	Licensed Counselor	Faculty	Administrator (Supervisor)
Total	52	5	6	16	21
Four-year institutions	59	6	0	14	20
Two-year institutions	37	3	20	17	23

Note. Percent may not total 100 due to rounding

The majority of respondents reported using CAS. Three-quarters of respondents (76%) said they use CAS often or sometimes. Thirty-six percent reported they use CAS often and 40% reported they use it sometimes. One-quarter of respondents (24%) said they never use CAS. Respondents from two-year institutions tend to use CAS more than their four-year counterparts; however the distributions of use were similar overall. A higher percentage of respondents in four-year institutions (26%) than in two-year institutions (20%) said they never use CAS. Eighty percent of respondents in two-year institutions and 73% of those in four-year institutions reported using CAS often or sometimes (see table 2).

Table 2

Percent Respondents Who Use CAS

	Often	Sometimes	Never
Total	36	40	24
Four-year institutions	34	39	26
Two-year institutions	39	41	20

Note. Percent may not total 100 due to rounding.

Users may login to CAS as a member or a guest. Overall, advisors were nearly evenly split in their responses to whether or not they had established a member account with CAS—51% yes and 49% no. A slightly higher percentage of respondents from two-year institutions (55%) than from four-year institutions (51%) had established member accounts (see table 3).

When asked about their primary purpose for using CAS, the most frequently selected response was to access course equivalency guides (n=271). Advisors also were using CAS as a tool to aid in the transfer process. For example, many respondents said a primary purpose for using CAS was to advise prospective incoming transfer students (n=172), advise current students

Table 3

Percent Respondents Who Established a Member Account

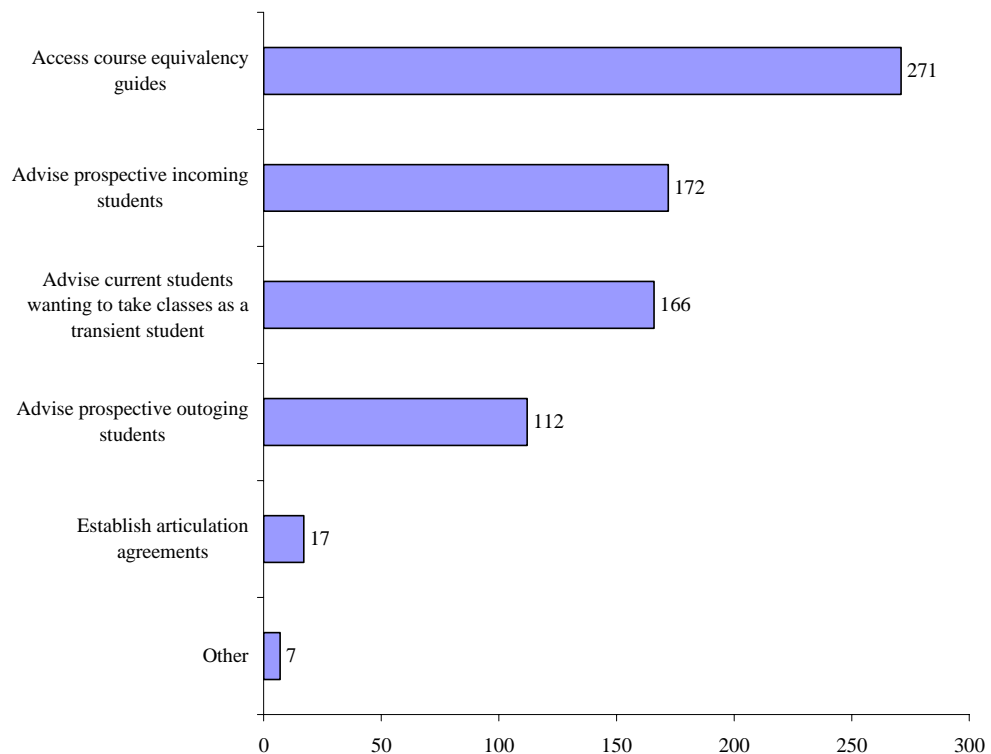
	Yes	No
Total	51	49
Four-year institution	51	49
Two-year institution	55	45

Note. Rows may not add to 100.0 percent due to rounding

who want to take classes as a transient student (n=166), and advise prospective outgoing students (n=112). Seventeen respondents indicated a primary purpose for using CAS was to establish articulation agreements and 7 reported other (see figure 1).

Figure 1

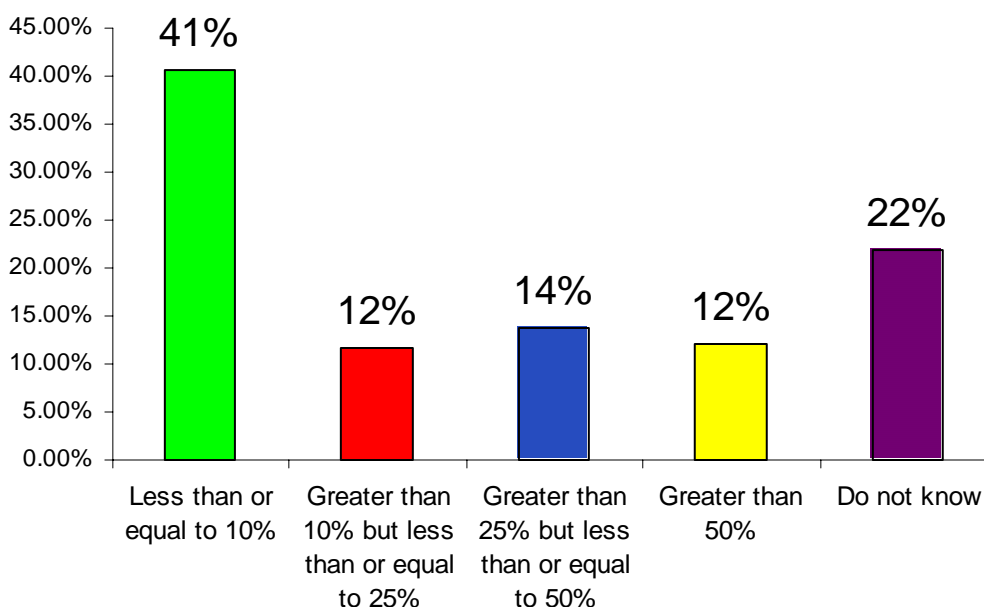
Number of Respondents by Primary Purpose for Using CAS



A key finding was the large percentages of advisors who did not know their advisees' transfer intentions (nor were many of them aware of how their advisees were using CAS). Almost one-quarter of advisors (22%) indicated they did not know the percentage of advisees who had expressed an interest in transferring to another institution, either formally or informally (See figure 2).

Figure 2

Percent Advisees Expressing an Interest in Transferring



An even larger percentage (70%) did not know *approximately* how many undergraduate students at their institution had formally expressed an interest in transferring by selecting, Code 04—transfer to a four-year college or Code 06—Associate degree for transfer, intentions on the their admissions application. More than one-half of advisors said they did not know the extent to which their students were using CAS to transfer to another institution (56%) or to transfer to their institution (53%) ([Course Applicability System \(CAS\) Survey of Advisors Final Descriptive Results](#)). Yet, more than a quarter of respondents (27%) said their students were sometimes,

frequently, or very frequently using CAS to help them transfer to another institution and nearly one-third said their students were using CAS at least sometimes to help them transfer into the advisors' institutions. When asked about their own use, 43% of respondents indicated they use CAS at least sometimes to help students transfer out (to another institution) and 56% said they use it to help students transfer into the institution.

About two-fifths (41%) of advisors indicated less than or equal to 10% of their advisees had expressed transfer intentions (See figure 2). However, 38% of advisors said somewhere between greater than ten percent and greater than fifty percent of their advisees had expressed such an interest. Twelve percent of advisors reported more than half of the students they advise had expressed an interest in transferring to another institution. Fifty-six percent of respondents reported being employed in institutions with greater than 15,000 undergraduate students enrolled in courses for credit ([*Course Applicability System \(CAS\) Survey of Advisors Final Descriptive Results*](#)). These findings suggest a substantial number of students may be interested in transferring.

Another key finding is the consensus among respondents that there needs to be more marketing of CAS (81% either agreed or strongly agreed) and more CAS training (85% at least somewhat agreed). Several responses to open-ended questions about barriers to using CAS and suggestions for improvement also referenced the need for “comprehensive,” “periodic,” and “hands-on” training. A suggestion was made to hold training in the evenings, especially for those employed part time.

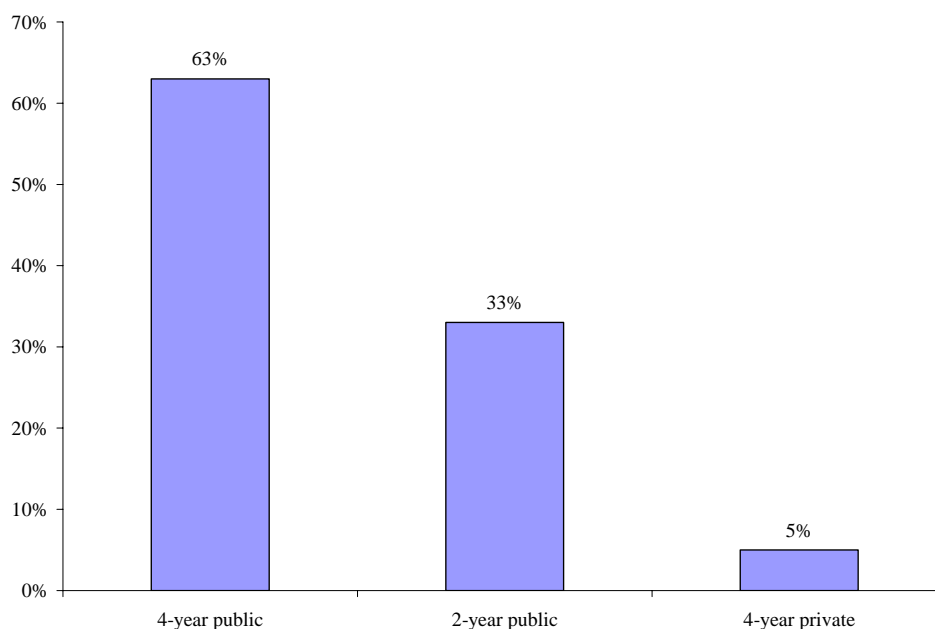
Type of Institution

Institutional context provides an important basis for understanding the transfer process. Nearly two-thirds of the respondents were employed in public four-year institutions (63%), while one-third (33%) were employed in public two-year institutions. Public two-year institutions in Ohio include community colleges, technical colleges, and regional branch campuses. Twenty-

three percent of respondents were employed in public community colleges and five percent were employed in both public technical colleges and university regional branch campuses. Five percent of the respondents reported that they were employed in private four-year institutions² (see figure 3).

Figure 3

Percent Respondents' Type of Institution



In general, higher percentages of respondents from two-year institutions than four-year institutions indicated that they, as well as their students, used CAS to facilitate the transfer process to another institution. For example, 79% of respondents from two-year institutions indicated greater than 10% of their advisees had expressed an interest in transferring to another institution, compared with 17% of respondents from four-year institutions (see table 4). But, a larger percentage of advisors in four-year institutions (26%) than in two-year institutions (13%) indicated they did not know how many of their advisees had expressed an interest in transferring to another institution. Similarly, a larger percentage of advisors in four-year institutions (35%)

² The small number of respondents from private institutions precluded further analyses comparing public and private responses.

Table 4

Percent Respondents Whose Advisees Expressed an Interest in Transfer

	Less than 10%	Greater than 10%	Do Not Know
Total	41	38	22
Four-year institutions	56	17	26
Two-year institutions	8	79	13

Note. Percent may not total 100 due to rounding.

than in two-year institutions (15%) indicated that they were never using CAS to help their students transfer to another institution. More than one-third of respondents (35%) in two-year institutions said they used CAS very frequently to help students transfer to another institution (See table 5). Thirty-seven percent of advisors in two-year institutions indicated their students were using CAS at least sometimes to help them transfer to another institution. Similarly, 34% of advisors in four-year institutions said their students were using CAS at least sometimes to help them transfer into the advisor’s institution. The majority of advisors in two-year institutions (69%) said at least a quarter of their advisees had expressed an interest in transferring to another institution and that they frequently or very frequently use CAS to help students transfer (53%) (Data not shown in tables). Clearly, when looking at distributions of transfer activity, the direction of the transfer—in or out of the institution— and the type or level of institution matters (see tables 5 and 6).

Table 5

Percent Using CAS to Help Students Transfer to Another Institution

	Never	Seldom	Sometimes	Frequently	Very Frequently	Do Not Know
Total	28	21	15	11	17	8
Four-year institution	35	26	14	7	8	9
Two-year institution	15	11	15	18	35	7

Note. Rows may not add to 100.0 percent due to rounding

Table 6

Percent Using CAS to Help Students Transfer to this Institution

	Never	Seldom	Sometimes	Frequently	Very Frequently	Do Not Know
Total	24	14	15	17	24	6
Four-year institution	24	13	13	17	27	6
Two-year institution	23	16	19	19	17	8

Note. Rows may not add to 100.0 percent due to rounding

The majority of respondents agreed to some extent that there needs to be more marketing of CAS, 15% somewhat agreed, 30% agreed, and 50% strongly agreed. This was consistent when looking at respondents by institution type (See table 7).

Table 7

Percent Respondents Believe there Needs to be More Marketing of CAS

	Strongly Disagree		Somewhat Agree		Strongly Agree
	Disagree	Disagree	Agree	Agree	Agree
Total	2	2	15	30	50
Four-year institutions	3	3	17	31	46
Two-year institutions	1	2	10	29	58

Note: Percent may not total 100 due to rounding

Most respondents agreed there needs to be more CAS training—24% somewhat agree, 30% agree, and 31% strongly agree, but respondents from two-year institutions tended to agree more than their four-year counterparts (See table 8).

Table 8

Percent Respondents Believe there Needs to be More CAS Training

	Strongly Disagree		Somewhat Agree		Strongly Agree
	Disagree	Disagree	Agree	Agree	Agree
Total	4	11	24	30	31
Four-year institutions	8	13	26	28	28
Two-year institutions	0	9	18	36	37

Note: Percent may not total 100 due to rounding

Multivariate Analyses

Because of the complexities inherent in the process and the importance of institutional context in understanding transfer, a series of logistic regression analyses were conducted to explore advisors' use of CAS. Four separate logistic regression analyses were conducted. The dependent variable in the models was a dichotomous variable indicating advisors' response to the question, "Do you use CAS?" Advisors who indicated that they "often" or "sometimes" used CAS were coded yes and those who said "never" were coded no. Pearson Correlation Coefficients for the variables included in the multivariate analyses are shown in Table 9.

Model 1 was used to determine if the independent variables (institution type, principal activity, and years of experience) were predictors of whether or not respondents used CAS. The overall model was significant (-2 Log Likelihood=408.699; $\chi^2(3)=28.843$). The model correctly classified 75.6% of the cases. Regression coefficients are presented in Table 10. Wald statistics indicated that two of these variables significantly predicted CAS usage. The coefficient for institution type was -0.692. Interpreting this coefficient and its corresponding inverse odds-ratio indicated that respondents from four-year institutions were 2 times less likely to use CAS as respondents from two-year institutions (Exp(B)=.501; Inverse Odds Ratio=1.99; p=.013). Respondents whose principal activity was academic advising (i.e., professional academic advisors) were 3 times (Exp(B)=3.181, p=.000) more likely to use CAS (often or sometimes) than those with other principal activities.

Model 2 included the same variables as Model 1, as well as several additional independent variables (principal activity, years of experience, institution type, number of undergrads, advisors use to help transfer to another institution, advisors use to help transfer to this institution, and advisors use to help students take summer courses/transient student). The

Table 9

Pearson Correlation Coefficients

		Use	PrincAct	How many years of experience do you have in advising?	In what type of institution are you employed?	Approximately how many undergraduate students are enrolled in courses for credit at this campus?	To transfer to another institution	To transfer to this institution	To identify summer course(s)
Use	Pearson Correlation	1	.228**	.111*	-.071	-.113*	.520**	.608**	.512**
	Sig. (2-tailed)	.	.000	.027	.158	.026	.000	.000	.000
	N	396	395	396	395	390	340	347	328
PrincAct	Pearson Correlation	.228**	1	.209**	.204**	-.252**	.039	.142**	.218**
	Sig. (2-tailed)	.000	.	.000	.000	.000	.470	.008	.000
	N	395	398	398	397	392	342	349	330
How many years of experience do you have in advising?	Pearson Correlation	.111*	.209**	1	.111*	-.074	.023	.123*	.121*
	Sig. (2-tailed)	.027	.000	.	.026	.141	.668	.021	.027
	N	396	398	399	398	393	342	349	330
In what type of institution are you employed?	Pearson Correlation	-.071	.204**	.111*	1	-.518**	-.414**	.062	.196**
	Sig. (2-tailed)	.158	.000	.026	.	.000	.000	.248	.000
	N	395	397	398	398	392	341	348	329
Approximately how many undergraduate students are enrolled in courses for credit at this campus?	Pearson Correlation	-.113*	-.252**	-.074	-.518**	1	.117*	-.162**	-.330**
	Sig. (2-tailed)	.026	.000	.141	.000	.	.032	.003	.000
	N	390	392	393	392	393	336	344	324
To transfer to another institution	Pearson Correlation	.520**	.039	.023	-.414**	.117*	1	.402**	.397**
	Sig. (2-tailed)	.000	.470	.668	.000	.032	.	.000	.000
	N	340	342	342	341	336	342	334	319
To transfer to this institution	Pearson Correlation	.608**	.142**	.123*	.062	-.162**	.402**	1	.557**
	Sig. (2-tailed)	.000	.008	.021	.248	.003	.000	.	.000
	N	347	349	349	348	344	334	349	326
To identify summer course(s)	Pearson Correlation	.512**	.218**	.121*	.196**	-.330**	.397**	.557**	1
	Sig. (2-tailed)	.000	.000	.027	.000	.000	.000	.000	.
	N	328	330	330	329	324	319	326	330

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 10

Regression Coefficients Model 1

	B	SE	Wald	df	P	Odds Ratio	Inverse Odds Ratio
Institution type	-.692	.279	6.135	1	.013	.501	1.996
Principal activity	1.157	.260	19.872	1	.000	3.181	
Years experience	.385	.249	2.392	1	.122	1.469	
Constant	.896	.250	12.846	1	.000	2.451	

Table 11

Regression Coefficients Model 2

	B	SE	Wald	df	p	Odds Ratio
Principal activity	1.275	.795	2.573	1	.109	3.577
Years experience	1.021	.772	1.750	1	.186	2.776
Institution type	-.279	.959	.085	1	.771	.756
Number of undergraduates	.163	.883	.034	1	.854	1.177
Use to help transfer out	1.998	.635	9.894	1	.002	7.371
Use to help transfer in	2.264	.650	12.114	1	.001	9.621
Use for summer courses/transient	2.374	.900	6.954	1	.008	10.739
Constant	-10.154	2.218	20.960	1	.000	.000

overall model was significant (-2 Log Likelihood=57.034; $\chi^2(7)=257.753$). The model correctly classified 79.2% of the cases. Regression coefficients are presented in Table 11. Wald statistics showed that three variables significantly predicted CAS usage. The coefficient for the variable indicating that advisors use CAS to help students transfer to another institution was 1.998. As the percentage of students transferring to another institution increases, so does the likelihood that advisors use CAS (Exp(B)=7.371, p=.002).

Models were specified separately for four-year and two-year institutions. Specifically, Model 3 examines the relationship between principal activity, years of experience, number of undergrads, advisors use to help transfer to another institution, advisors use to help transfer to this institution, and advisors use to help students take summer courses/transient student and advisors' use of CAS for advisors in four-year institutions. The overall model was significant (-2 Log Likelihood=43.282; $\chi^2(7)=184.031$). The model correctly classified 77.5% of the cases. Regression coefficients are presented in Table 12. Wald statistics indicated that two variables significantly predicted CAS usage.

The coefficient for advisors use to help students transfer to this institution was 2.286. As the percentage of students transferring to the four-year institution increases, so does the likelihood that four-year advisors use CAS (Exp(B)=9.839, p=.002). The coefficient for advisors use CAS to help students take summer courses/as a transient student was 2.965. As the percentage of students taking courses during the summer/as a transient student increases so does the likelihood that four-year advisors use CAS (Exp(B)=19.404, p=.005).

Finally, Model 4 examines the relationship between the same independent variables and advisors' use of CAS for respondents in two-year institutions. None of the independent variables were significant when the model was run separately for two-year institutions. A maximum likelihood solution could not be determined for this model. There are several possible

explanations for these results (e.g., the small number of cases (n=130) as well as potential interaction and confounding effects). Noniterative weighted least squares and discriminant function analysis could be used to estimate the coefficients. However, because of the exploratory nature of these analyses we did not pursue these options.

Table 12

Regression Coefficients 4-Year Institutions

	B	SE	Wald	Df	p	Odds Ratio
Principal activity	1.383	.848	2.662	1	.103	3.986
Years experience	1.773	1.006	3.104	1	.078	5.886
Number of undergraduates	.068	.898	.006	1	.940	1.070
Use to help transfer out	.127	.808	.025	1	.875	1.136
Use to help transfer in	2.286	.735	9.686	1	.002	9.839
Use for summer courses/transient	2.965	1.050	7.981	1	.005	19.404
Constant	-9.347	2.058	20.631	1	.000	.000

Conclusions

The convergence of legislation such as H.B. 95 and the recommendations of the Governor's Commission on Higher Education and the Economy have heightened the importance of transfer policy in the state of Ohio. As a result, the Board of Regents has taken a number of steps to help facilitate the transfer process for students in Ohio, one of which was the investment in the Course Applicability System (CAS). In order for CAS to become an effective tool, the Board of Regents needs information on advisors' and students' awareness, usage, and perceptions of the system. The results of the CAS Survey of Advisors' Awareness and Usage provide baseline information for future improvement and assessment. Key findings from the survey are:

- ◆ Many advisors use CAS to access course equivalency guides and to help facilitate the transfer process. Advisor use mirrors transfer direction based on students' needs. Advisors in two-year institutions use CAS to help students transfer to other institutions, while advisors in four-year institutions use CAS to help students transfer into their institutions. Advisors also use CAS to help students identify courses they may take in the summer.
- ◆ There was substantial consensus among respondents that there needs to be more marketing of CAS (81% either agreed or strongly agreed) and more CAS training (85% at least somewhat agreed). Given advisors' use of CAS, targeted training and marketing to advisors in different types of institutions may enhance their ability to serve students' needs.
- ◆ A large percentage of advisors did not know their advisees' transfer intentions (nor were many of them aware of how their advisees were using CAS). Many students may be using CAS to self-advise. Further research is needed to understand student use.

This study was designed to gather information on advisors' awareness, use and perceptions of CAS— a tool designed to help students and their advisors navigate the transfer process among institutions in the state. But, as one respondent put it “CAS is only as complete and accurate as the participating institutions make it...actually as complete as they have the time and resources to make it.” This statement points to the need for continued investment in the infrastructure required for institutions to fully participate, so that they may better serve Ohio's students.

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Appendix A

Course Applicability System (CAS) Survey of Advisors

Instructions

You have been identified as a professional with responsibility in the area of academic and transfer advising in a college or university setting in Ohio. We need your input to help make the Course Applicability System (CAS) a comprehensive system that will meet the needs of the educational community and the students we collectively serve.

CAS is a web based system designed to provide access to information about courses, course equivalencies, and program requirements for participating institutions in Ohio. We would like your opinions about its use and the usefulness of CAS as a tool to facilitate the transfer advising process.

Toward this end, the Ohio Board of Regents (OBOR) Articulation and Transfer Advisory Council has formed an evaluation committee charged with gathering information relative to awareness, perceptions and utilization patterns of various stakeholder groups involved in the transfer process throughout the state of Ohio. The committee has contracted with the Ohio University Center for Higher Education to conduct the survey.

This questionnaire was designed to be completed by anyone with responsibilities in the area of academic and transfer advising in 2- and 4-year higher education institutions of all types and sizes in Ohio, regardless of whether or not they have used CAS. CAS provides access to information about course transfer, acceptability, and applicability to degree completion at colleges and universities throughout Ohio.

We appreciate your willingness to complete this short survey which will automatically be returned to us via the web. All responses are confidential.

Counselor and Advisor Characteristics

First, we'd like to ask you a few questions about your position and your responsibilities related to academic and transfer advising.

1. **Do you have any responsibilities related to academic and/or transfer advising?**

- Yes
- No ([Skip to Q. 38](#))

2. Which of the following best describes your principal activity at this institution? (If you have equal responsibilities, please select only one).

- Academic Advisor
- Admission Recruiter
- Counselor (Licensed)
- Faculty
- Administrator with supervisory responsibility for advisors and/or counselors

3. How many years of experience do you have in advising?

- Less than 3 years
- 3 to 5 years
- 6 to 10 years
- 11 to 15 years
- Greater than 15 years

4. What types of advising services are you providing in your current role at this institution?

(Select all that apply.)

- Orientation
- Information on financial aid resources
- General education advising
- Assistance with scheduling/registration
- Information on selecting or changing majors
- Assistance with adding/dropping courses
- Course content advising
- Remediation
- Information on enhancing study skills
- Assistance with transfer or withdrawal
- Graduation requirement advising
- Career exploration and/or placement service
- Continuing education information
- Discipline/judicial offenses counseling
- Advising related to personal problems
- Other:

5. What type of advising/counseling do you provide?

- One-on-one advising only
- Group advising/counseling only
- Both one-on-one and group advising/counseling

6. In what type of institution are you employed?

- 4-year public
- 4-year private
- 2-year public university regional campus
- 2-year public community college
- 2-year public technical college

7. Approximately how many undergraduate students are enrolled in courses for credit at this campus?

- 1-2,000
- 2,001-5,000
- 5,001-15,000
- Greater than 15,000

8. Approximately how many undergraduate students at your institution have formally (e.g., selected on the application for admission Intention Code of 04 "transfer to a 4-year college" or 06 "associate degree for transfer") expressed an interest in transferring to another institution?

- Less than or equal to 10%
- Greater than 10% but less than or equal to 25%
- Greater than 25%, but less than or equal to 50%
- Greater than 50%
- Do not know

9. Approximately how many of your advisees have expressed an interest in transferring to another institution (either formally or informally)?

- Less than or equal to 10%
- Greater than 10% but less than or equal to 25%
- Greater than 25% but less than or equal to 50%
- Greater than 50%
- Do not know

Awareness

10. Have you established a member account with CAS?

- Yes
- No

11. Do you use CAS?

- Often
- Sometimes
- Never ([Skip to Q. 17](#))

12. CAS uses two modes of entry into the system, guest and member. When using CAS, how do you logon?

- Guest
- Member

13. What CAS features do you find most useful when working with students?

(Select all that apply.)

- Course equivalency guides
- Academic programs
- Courses offered
- Transfer course evaluations
- Degree audit reporting
- Request planning guides
- View planning guides
- Other:

14. What is your primary purpose for using CAS?

(Select all that apply.)

- Access course equivalency guides
- Advise current students who want to take classes as a transient student
- Advise prospective outgoing transfer students
- Advise prospective incoming transfer students
- Establish articulation agreements
- Other:

15. How did you learn about CAS?

(Select all that apply.)

- Peer/Colleague
- Supervisor
- Workshop/Conference/Meeting
- Advertisement
- Other:

16. How comfortable are you with using CAS in working with transfer students?

- Not comfortable
- Somewhat comfortable
- Very comfortable

17. How are your students using CAS?

(Select all that apply.)

- Access course equivalency guides
- Request planning guides
- View planning guides
- Other:

Student Use

Are your students using CAS? Please indicate the extent to which your students are using CAS. On a scale of 1 to 5 with 1 being Never and 5 being Very Frequently, and 9 being Do Not Know.

	Never				Very Frequently	Do Not Know
	1	2	3	4	5	9
18. To transfer to another institution	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
19. To transfer to this institution	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
20. To identify summer course(s)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Your Use

Are you using CAS as a planning tool to help your students to decide which courses to take that will 1) transfer to another institution 2) transfer to this institution or 3) to identify course(s) to take during the summer. Please indicate the extent to which you are using CAS. On a scale of 1 to 5 with 1 being Never and 5 being Very Frequently, and 9 being Do Not Know.

	Never				Very Frequently	Do Not Know
	1	2	3	4	5	9
21. To transfer to another institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. To transfer to this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. To identify summer course(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Training

24. Have you participated in CAS training?

- Yes
 No ([Skip to Q. 27](#))

25. Was it adequate for your needs?

- Yes
 No

26. Where did you receive training?

- This institution
 Miami University workshop
 Conference/Meeting
 Other:

Technical Skills

On a scale of 1 to 5 with 1 being not at all proficient and 5 being extremely proficient, please indicate your level of technical skills. How technically proficient are you?

	Not At All Proficient				Extremely Proficient
	1	2	3	4	5
27. Generally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. With CAS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate the extent to which you agree or disagree with each of the following statements. On a scale of 1 to 5 with 1 being Strongly Disagree and 5 being Strongly Agree.

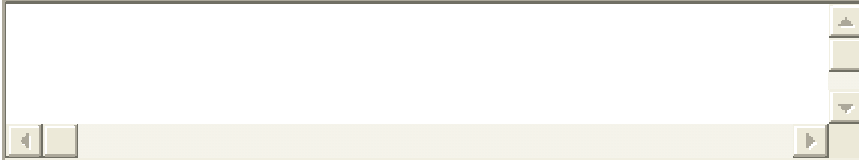
	Strongly Disagree				Strongly Agree
	1	2	3	4	5
29. CAS is easy to use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I am a CAS power user.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. The information in CAS is complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The information in CAS is current.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. The information in CAS is accurate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. There needs to be more CAS training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. There needs to be more marketing of CAS to increase public visibility and use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barriers

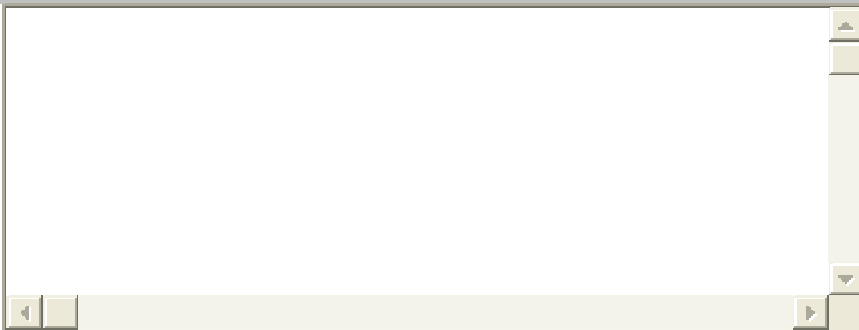
36. Are there barriers to using CAS?

- No ([Skip to Q. 38](#))
 Yes

37. What are the barriers to using CAS?

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38. Please make suggestions about CAS.

A large, empty text input field with a light beige background and a thin border. It includes standard scrollbars on the right and bottom edges.

Thank you for taking the time to fill out this survey.

**Center for Higher Education
Ohio University**

The Ohio University Board of Trustees created the Center for Higher Education in 1981 to “enhance higher education in Southeastern Ohio and portions of Appalachia by assisting two year and four-year institutions in this region through instructional, research, and service programs.”

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