



Center for Higher Education

Course Applicability System (CAS)
Survey of Advisors



OHIO
UNIVERSITY

College of Education

Course Applicability System (CAS) Survey of Advisors

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Survey Overview

Description

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. Toward this end, the committee has contracted with the Ohio University Center for Higher Education to conduct a survey of advising professionals throughout the state to gather input regarding the use and usefulness of the Course Applicability System (CAS) as a tool to facilitate the transfer advising process. CAS is a web based system designed to provide access to information about courses, course equivalencies, and program requirements for participating institutions in Ohio.

Center for Higher Education staff worked collaboratively with members of the evaluation committee to develop the survey instrument, which 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.

Pete Ross, Chair of the Evaluation Committee, provided the list of advisors and email addresses. The survey was conducted on-line using SurveyGold, a product of Golden Hills Software, Inc. An email asking for participation was sent to 744 potential respondents. Center staff verified and corrected 58 email addresses that were returned as undeliverable. As of February 25, 2005, 55.78% of delivered surveys had been returned (n=379).

Respondent Metrics

Respondents:	415, 16 filtered as non-advising responsibilities for n=399
First Response:	11/12/2004
Last Response:	2/25/2005

Email Distribution

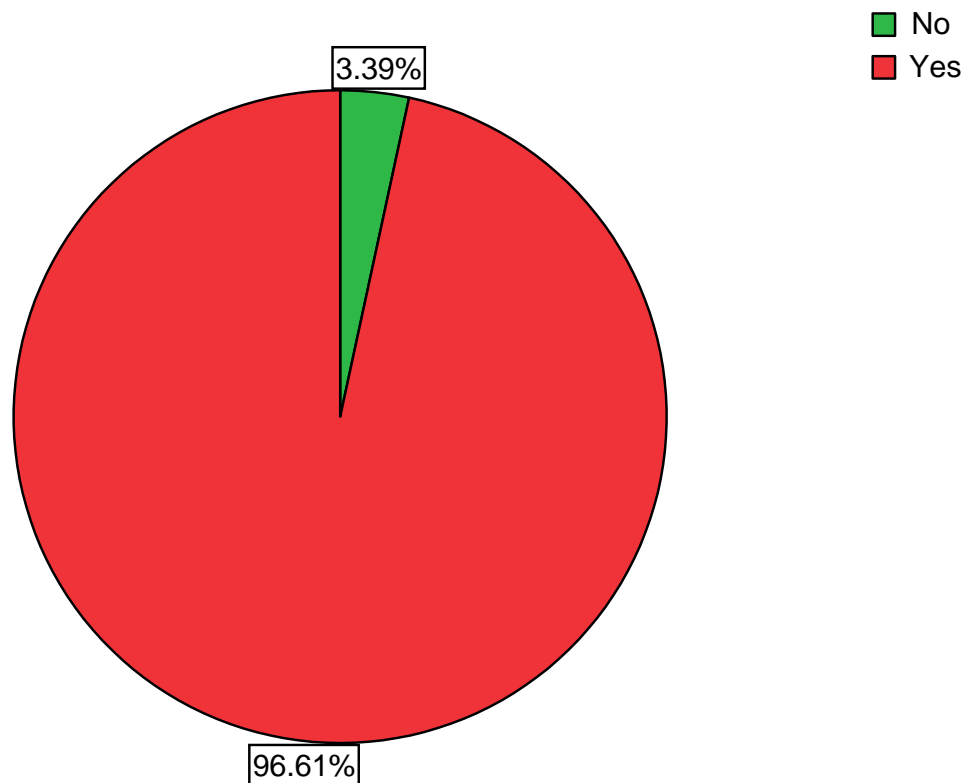
The survey was distributed electronically. There are several advantages to web based data collection, of which the most important is that it contributes to streamlined data processing. Web based data collection is much faster than the traditional paper-and-pencil method because it significantly reduces 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. A copy of the email requesting participation in the study is included as Appendix B. A nonresponse follow-up email was mailed on January 5, 2005. The text of the email appears in Appendix C. Finally, Pete Ross, Chair CAS Survey Committee, sent an email to Council members on February 2, 2005 in an effort to increase response rates to the survey (Appendix D).

Survey Results

Descriptive results for each of the questions on the survey follow. Additional comments provided by respondents, if any, are included.

Counselor and Advisor Characteristics

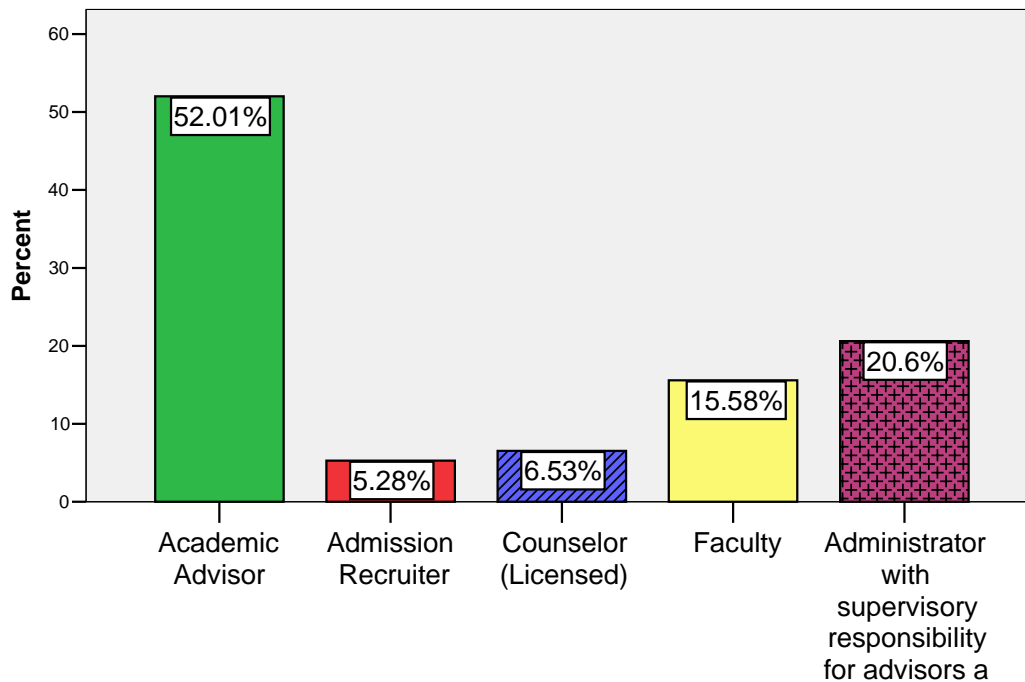
1. Do you have any responsibilities related to academic and/or transfer advising?



The first item on the survey was a screener question designed to identify those individuals with advising responsibilities. Only 4% of the respondents indicated that they had no advising responsibilities.

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

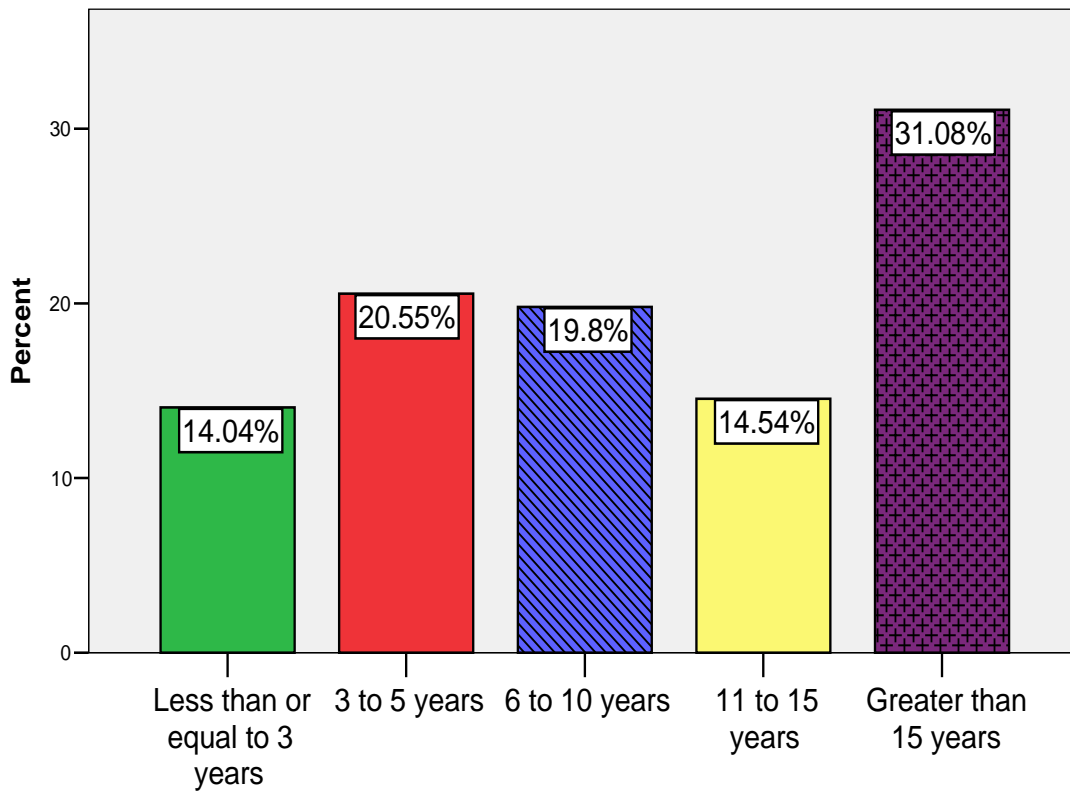
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic Advisor	207	51.9	52.0	52.0
	Admission Recruiter	21	5.3	5.3	57.3
	Counselor (Licensed)	26	6.5	6.5	63.8
	Faculty	62	15.5	15.6	79.4
	Administrator with supervisory responsibility for advisors a	82	20.6	20.6	100.0
	Total	398	99.7	100.0	
Missing	System	1	.3		
Total		399	100.0		



The majority of respondents described their principal activity as academic advising (52%). About 1/5 indicated they were administrators with supervisory responsibility for advising. Sixteen percent of the respondents were faculty.

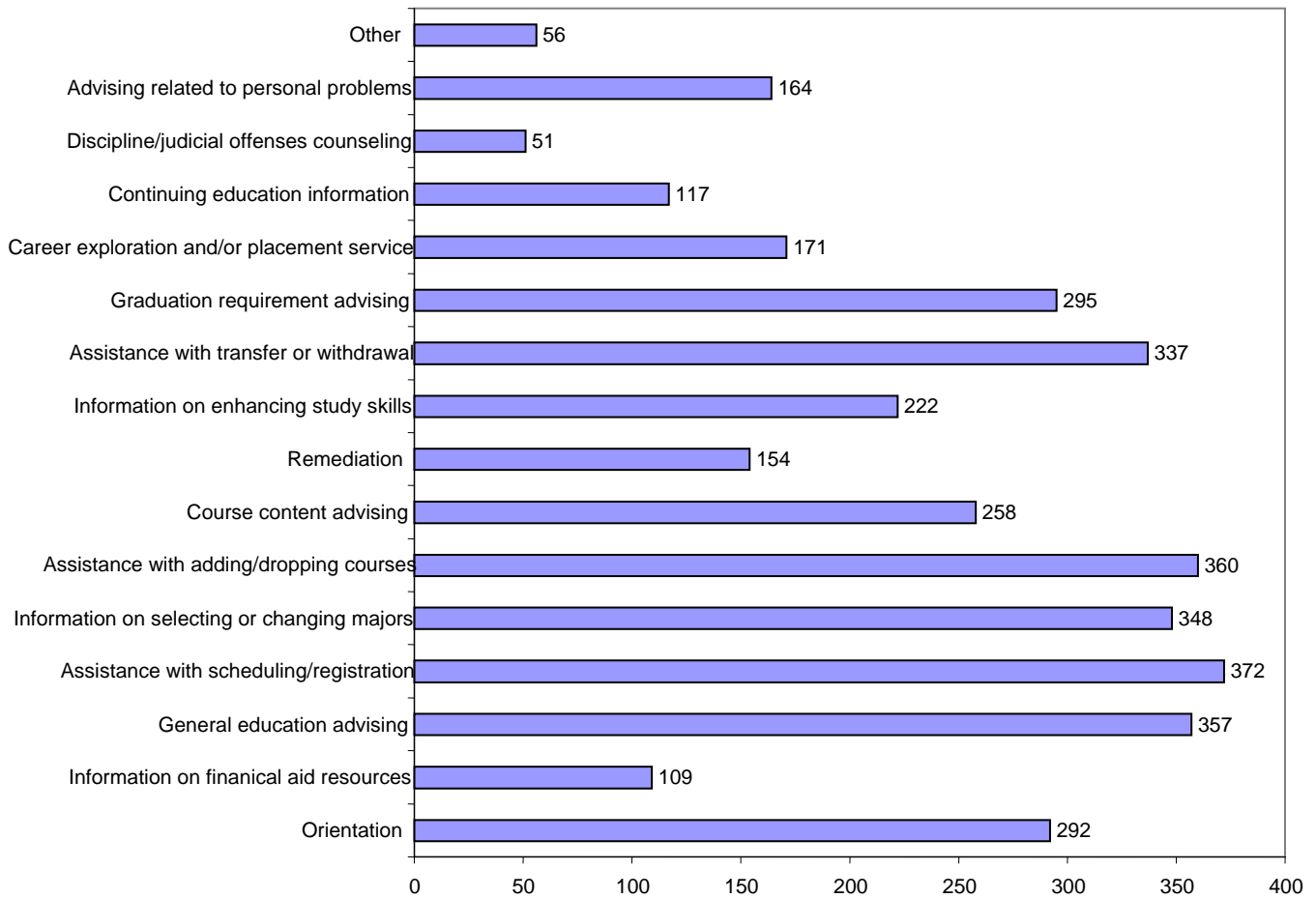
3. How many years of experience do you have in advising?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than or equal to 3 years	56	14.0	14.0	14.0
	3 to 5 years	82	20.6	20.6	34.6
	6 to 10 years	79	19.8	19.8	54.4
	11 to 15 years	58	14.5	14.5	68.9
	Greater than 15 years	124	31.1	31.1	100.0
	Total	399	100.0	100.0	



Almost one-third of the respondents indicated they had more than 15 years of experience advising. Nearly equal numbers had been advising for 3 to 5 years and 6 to 10 years, respectively. Those with 3 years or fewer came in at 14.04%.

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



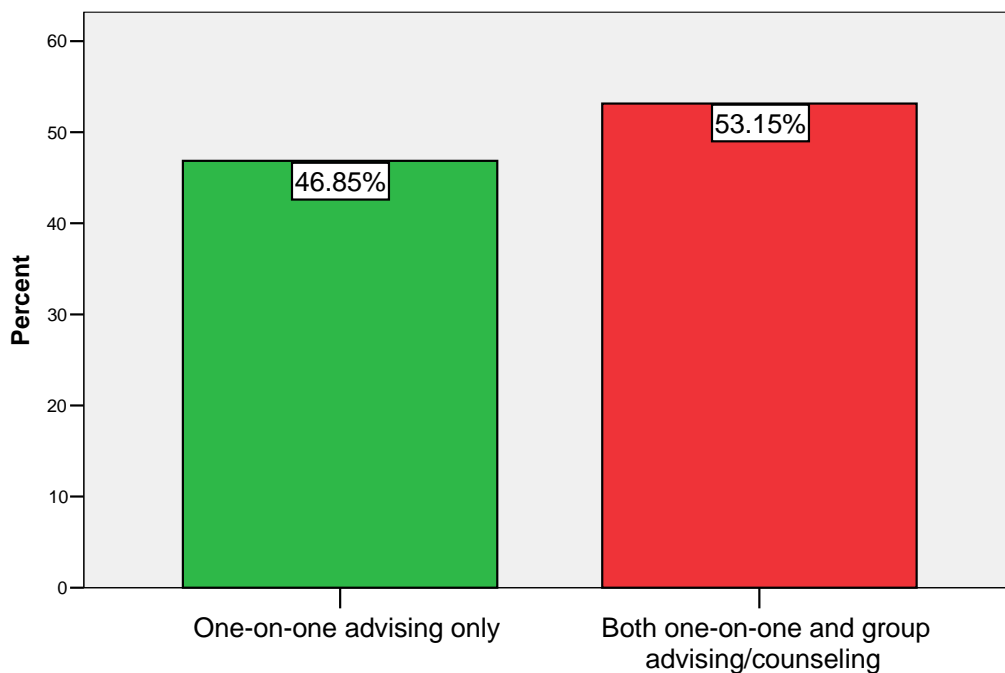
Advisors are offering a variety of advising services. All 16 response options were selected by at least 51 advisors. In addition, the “Other” category captured services being provided that were not included as part of the mark all that apply. Examples of responses to the “Other” category included advising for Co-op work experiences, Ohio teacher licensure, placement testing, advising student organizations, designing individual degree plans, targeted minority advising, and advising undecided students.

Comments/Notes:

Admission Counseling	International, Distance Learning
Admissions	Advising
Advising for Co-op work experiences	Mental Disorders
Advising related to specific programs	Mental health and Special Needs
Advising students to plan their lives around their careers, instead of their lives around their education and career	Ohio Teacher Licensure
Advisor for one of the student organizations; I'm also a Personal Counselor	Personal counseling
All of our academic advisors are familiar with aspects of all of the above but also serve as resources for referrals.	Placement testing
Also am faculty member (12 years)	Placement testing/advising
Assistance to students taking transient coursework	Policy exceptions
Athletic NCAA rules	Praxis III
Chemical dependency	Pre-professional programs
Counseling	Probation & dismissal, transfer evaluations
Designing individual degree plan	Probation, dismissal, reinstatement
First Year Experience-teaching	Program policy advising
For the unmarked boxes, above, I provide referrals to other campus facilities, so in one sense I am also "advising" about those topics, too....	PSEOP
Helping select appropriate transfer institutions for personal needs	PSEOP
Information on Campus Activities	Scholarship Competition for College
International students	Special needs
	Study abroad
	Targeted minority advising, advising undecided students
	Teacher Licensure advising
	Teaching
	Teaching career development course
	Transcript evaluation
	Transfer course evaluation
	Transfer credit evaluation
	Transfer credit evaluation
	Transient and transfer issues
	VA & Work Related Experiences

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

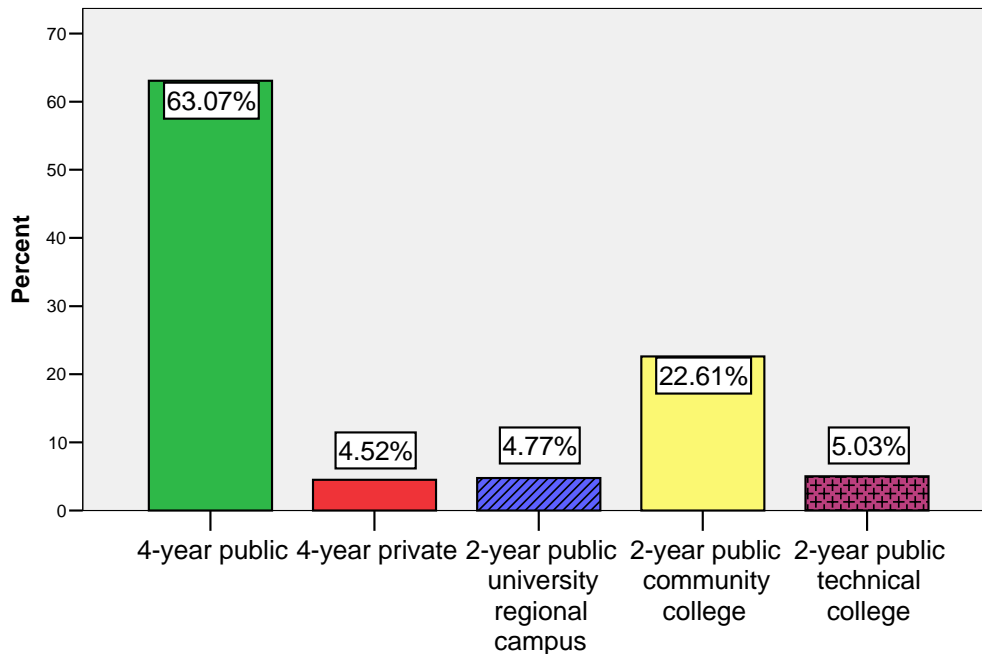
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One-on-one advising only	186	46.6	46.9	46.9
	Both one-on-one and group advising/counseling	211	52.9	53.1	100.0
	Total	397	99.5	100.0	
Missing	System	2	.5		
Total		399	100.0		



Advisors provide either one-on-one advising only (47%) or both one-on-one and group advising (53%).

6. In what type of institution are you employed?

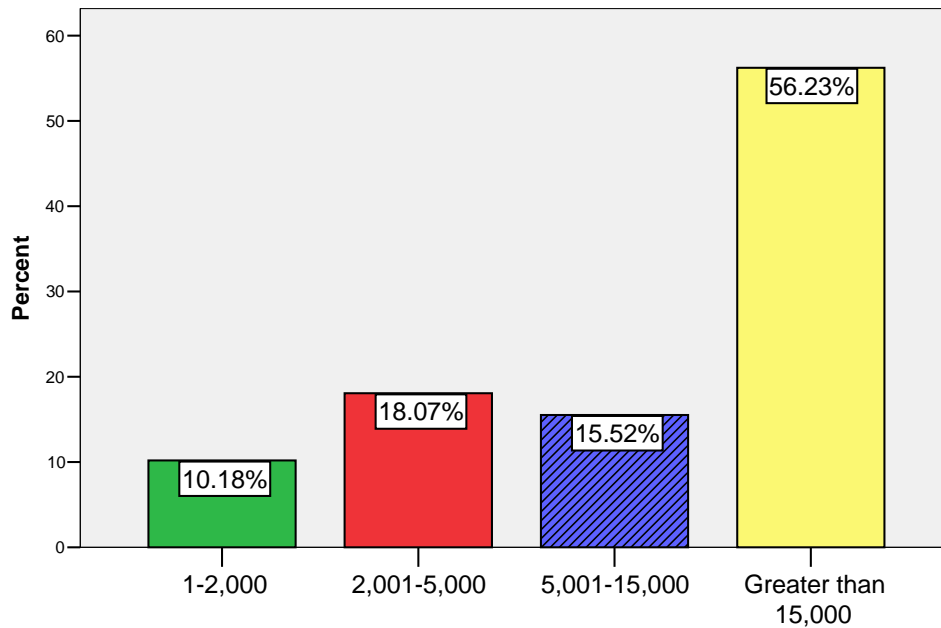
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4-year public	251	62.9	63.1	63.1
	4-year private	18	4.5	4.5	67.6
	2-year public university regional campus	19	4.8	4.8	72.4
	2-year public community college	90	22.6	22.6	95.0
	2-year public technical college	20	5.0	5.0	100.0
	Total	398	99.7	100.0	
Missing	System	1	.3		
Total		399	100.0		



The majority of the respondents (63.07%) were employed in 4-year public institutions. However, a substantial percentage was employed in the 2-year sector (32.41%) and five percent were employed in 4-year private institutions.

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

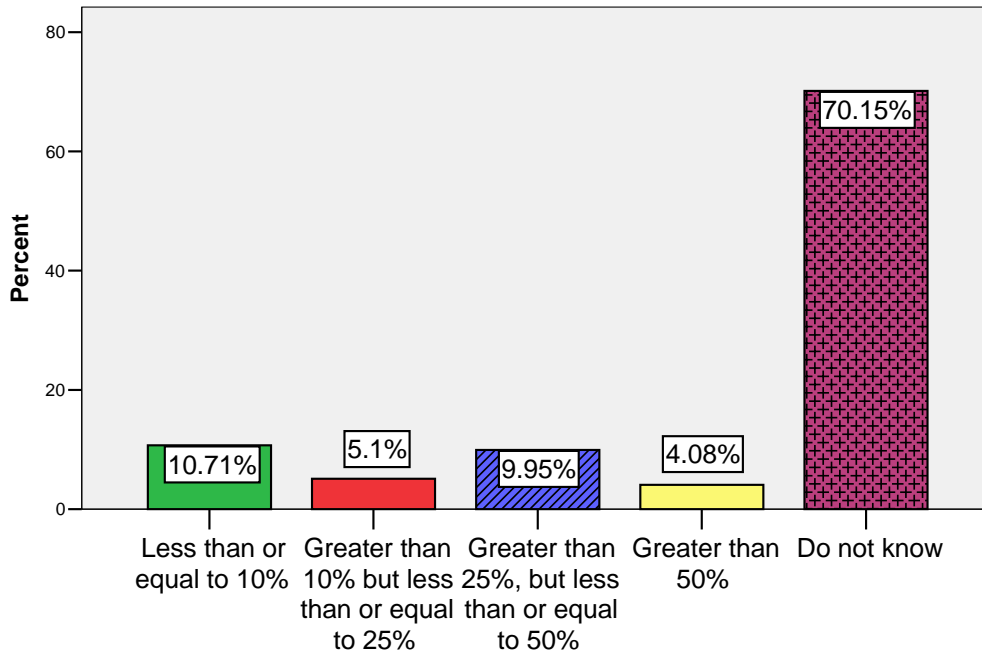
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2,000	40	10.0	10.2	10.2
	2,001-5,000	71	17.8	18.1	28.2
	5,001-15,000	61	15.3	15.5	43.8
	Greater than 15,000	221	55.4	56.2	100.0
	Total	393	98.5	100.0	
Missing	System	6	1.5		
Total		399	100.0		



More than ½ of respondents were from large institutions. Fifty-six percent of the advisors reported working in institutions with enrollments of greater than 15,000 students. It is likely that larger institutions may employ more advisors than smaller institutions. Because the sample was not proportional to the size of the number advisors employed at institutions across the state, the number of respondents from smaller institutions suggests a broad representation of awareness and usage.

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?

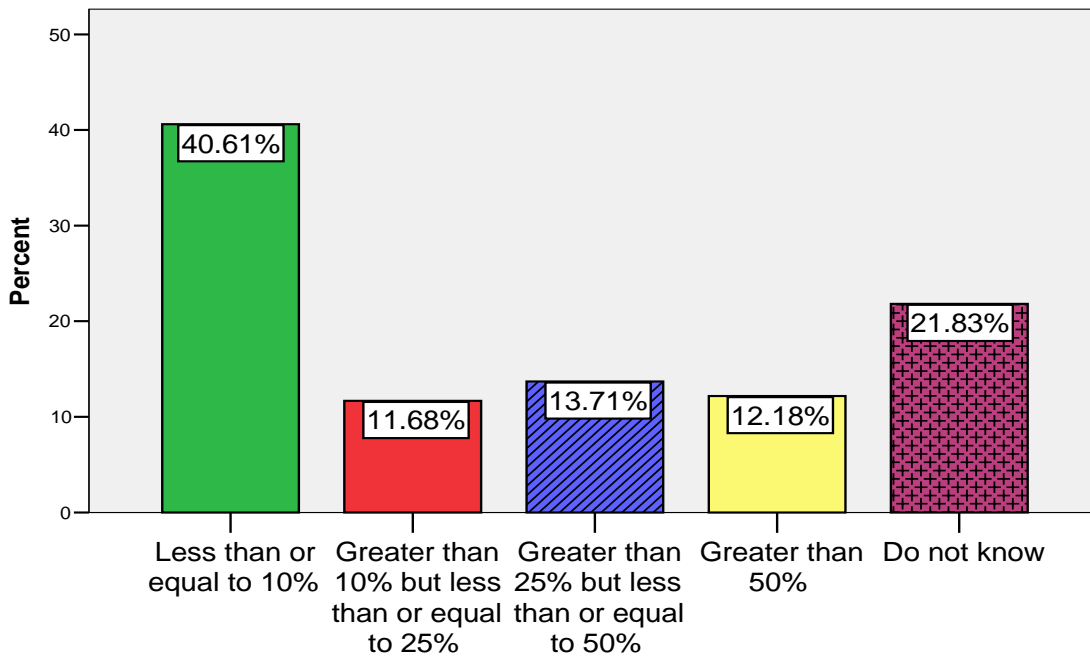
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than or equal to 10%	42	10.5	10.7	10.7
	Greater than 10% but less than or equal to 25%	20	5.0	5.1	15.8
	Greater than 25%, but less than or equal to 50%	39	9.8	9.9	25.8
	Greater than 50%	16	4.0	4.1	29.8
	Do not know	275	68.9	70.2	100.0
	Total	392	98.2	100.0	
Missing	System	7	1.8		
Total		399	100.0		



Most advisors are unaware of whether or not students have formally indicated interest in transferring to another institution (70%).

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than or equal to 10%	160	40.1	40.6	40.6
	Greater than 10% but less than or equal to 25%	46	11.5	11.7	52.3
	Greater than 25% but less than or equal to 50%	54	13.5	13.7	66.0
	Greater than 50%	48	12.0	12.2	78.2
	Do not know	86	21.6	21.8	100.0
Total		394	98.7	100.0	
Missing	System	5	1.3		
Total		399	100.0		

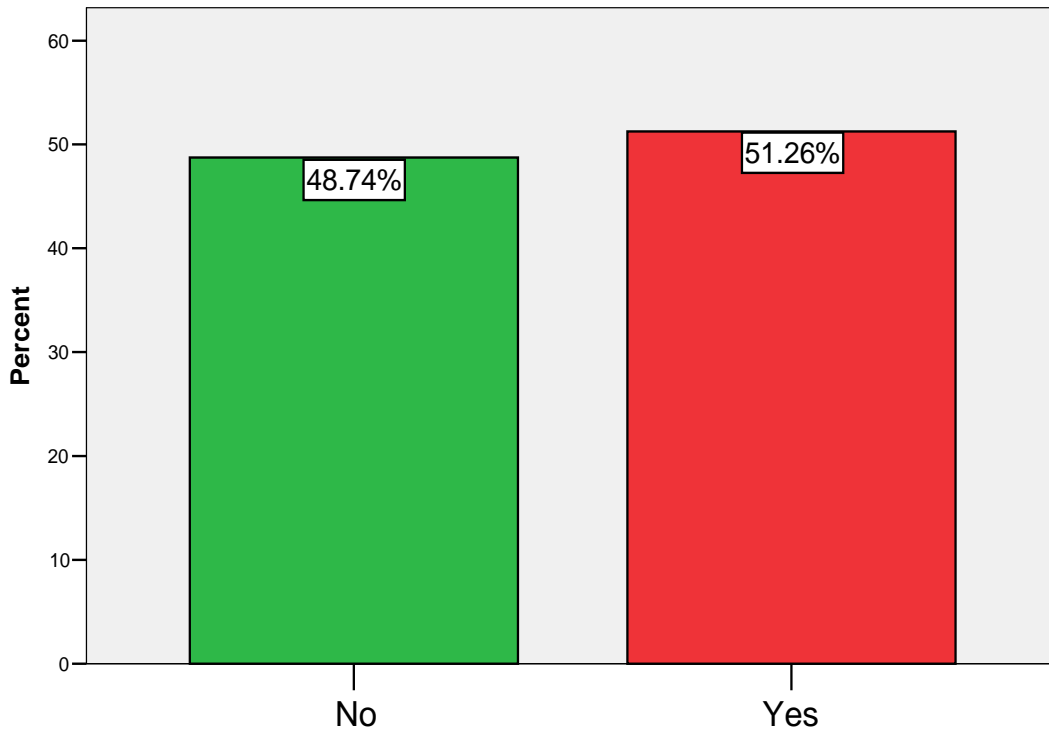


More than 1/3 of advisors reported that greater than 10% of their advisees had either formally or informally expressed an interest in transferring to another institution. Twelve percent of advisors reported that greater than 50% of their advisees had expressed such an interest.

Awareness

10. Have you established a member account with CAS?

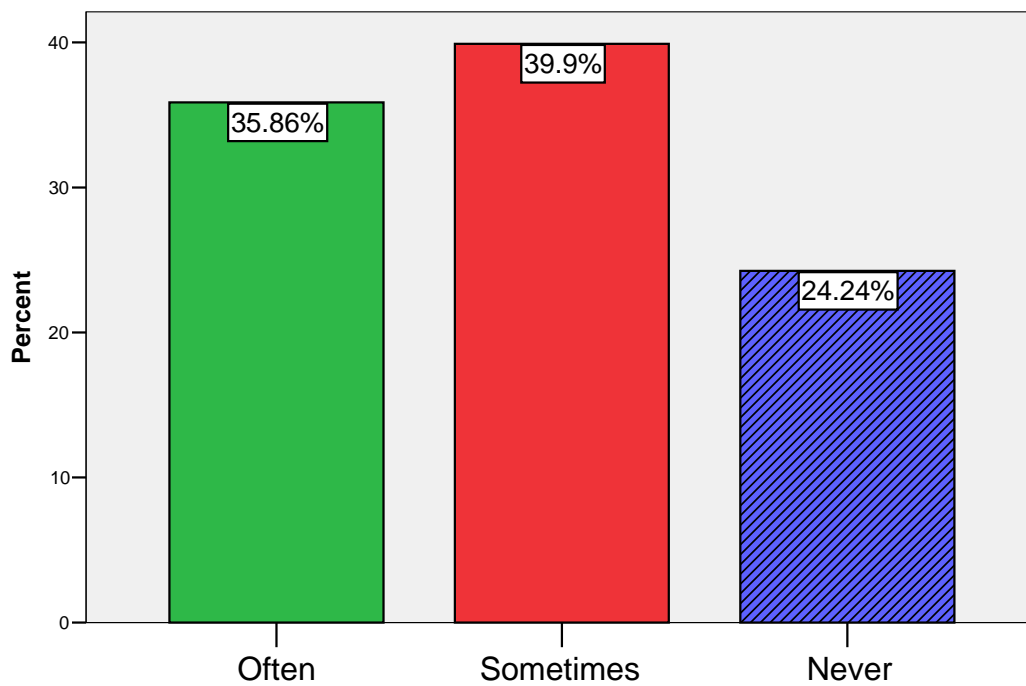
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	193	48.4	48.7	48.7
	Yes	203	50.9	51.3	100.0
	Total	396	99.2	100.0	
Missing	System	3	.8		
Total		399	100.0		



Respondents were evenly split regarding whether or not they had established a member account with CAS.

11. Do you use CAS?

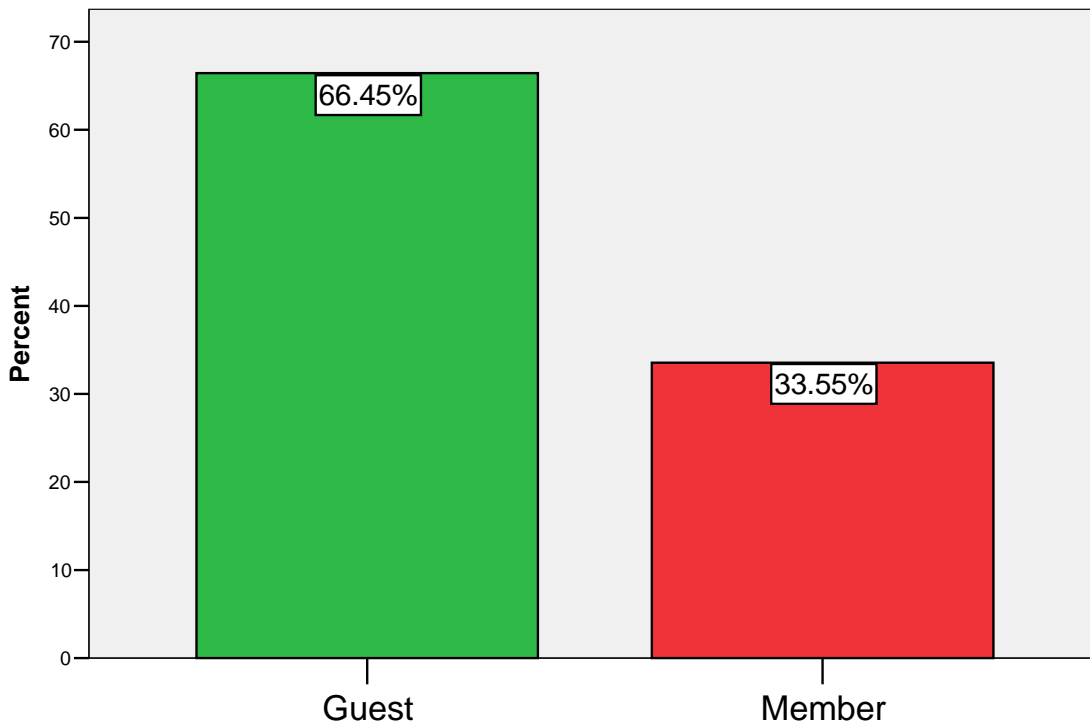
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	142	35.6	35.9	35.9
	Sometimes	158	39.6	39.9	75.8
	Never	96	24.1	24.2	100.0
	Total	396	99.2	100.0	
Missing	System	3	.8		
Total		399	100.0		



Three-quarters of advisors responding to the survey indicated that they often or sometimes used CAS. Twenty-four percent said they never used it and three respondents did not answer the question.

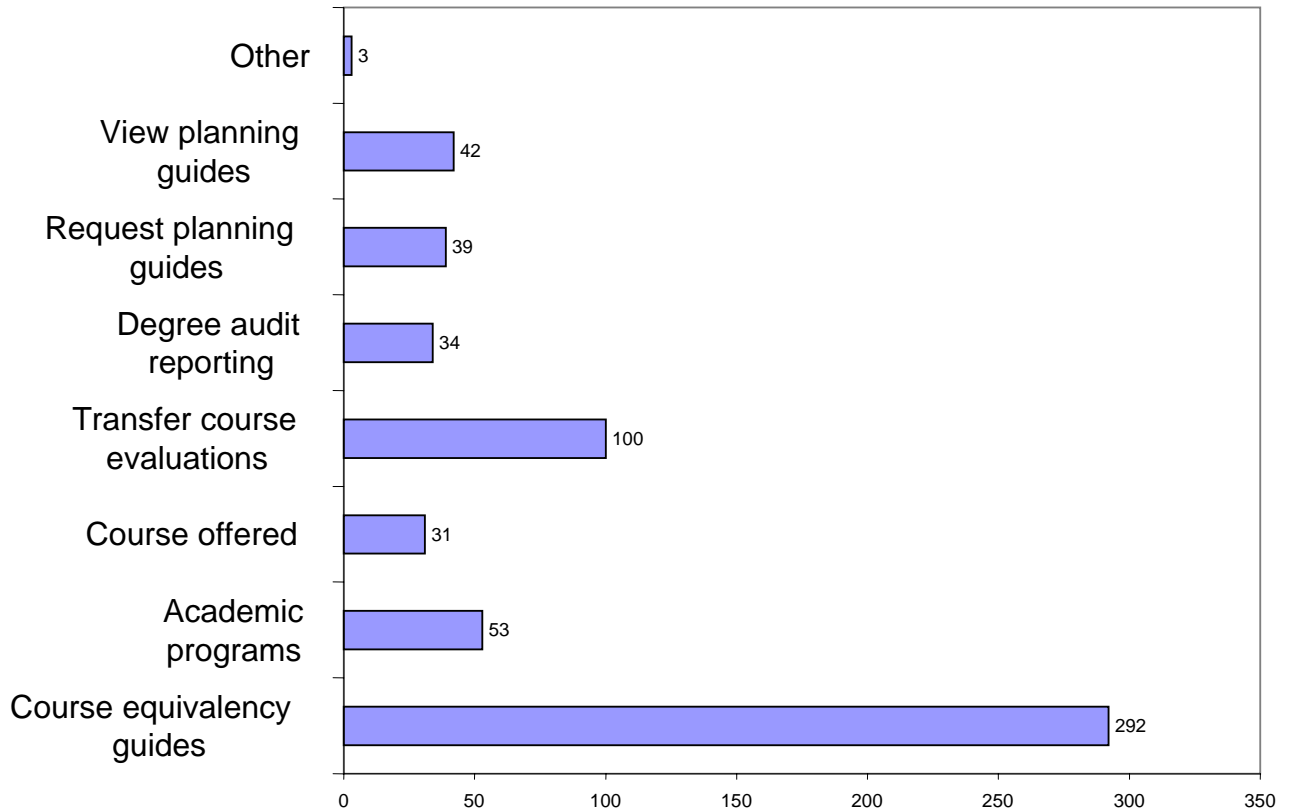
12. CAS uses two modes of entry into the system, guest and member. When using CAS, how do you logon?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Guest	202	50.6	66.4	66.4
	Member	102	25.6	33.6	100.0
	Total	304	76.2	100.0	
Missing	System	95	23.8		
Total		399	100.0		



A majority of advisors (66.45%) indicate that they logon to CAS as a guest.

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



Advisors find course equivalency guides the most useful feature of CAS. Advisors also find transfer course evaluations useful. However, one respondent, in particular, noted that course equivalency guides are available through other websites.

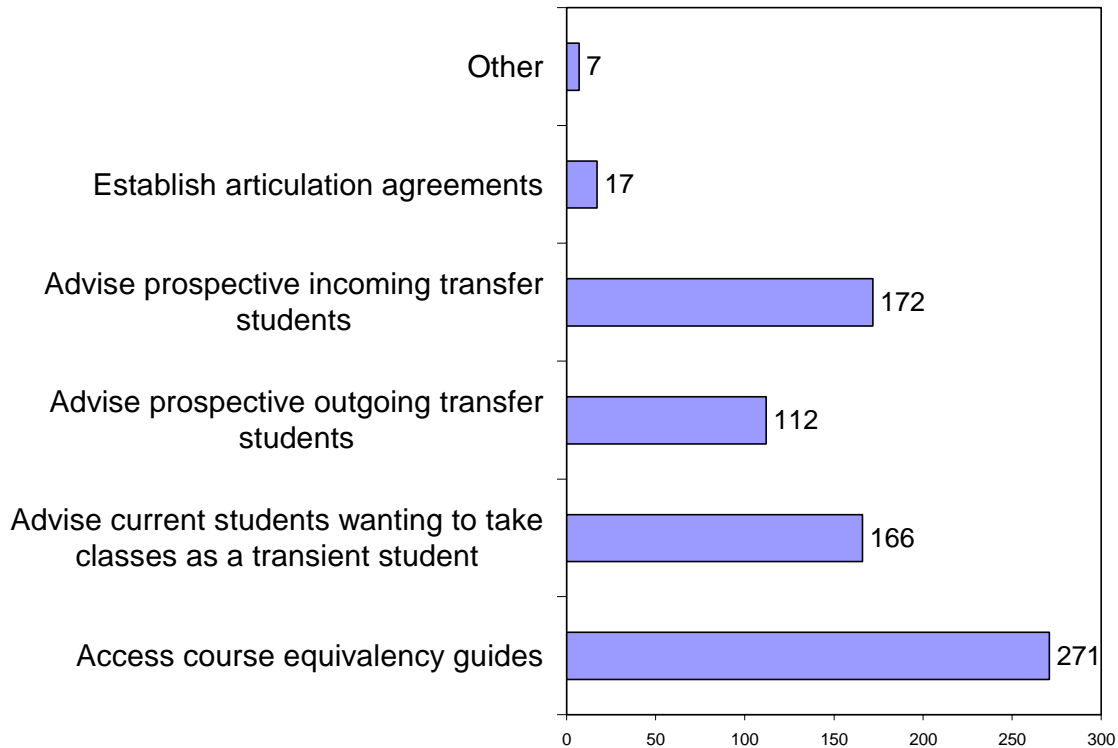
Comments/Notes:

Course descriptions

I really don't like CAS and use course equivalency guides through another website.

Referral source for students

14. What is your primary purpose for using CAS?



Advisors reported using CAS primarily to access course equivalency guides, advise prospective incoming transfer students, and advise current student who want to take classes as a transient student. Additionally, a number of advisors reported using CAS to advising prospective outgoing transfer students.

Comments/Notes:

Advise summer classes that will transfer back

Again, I avoid it as much as possible. It's far too cumbersome to be practical on a daily basis.

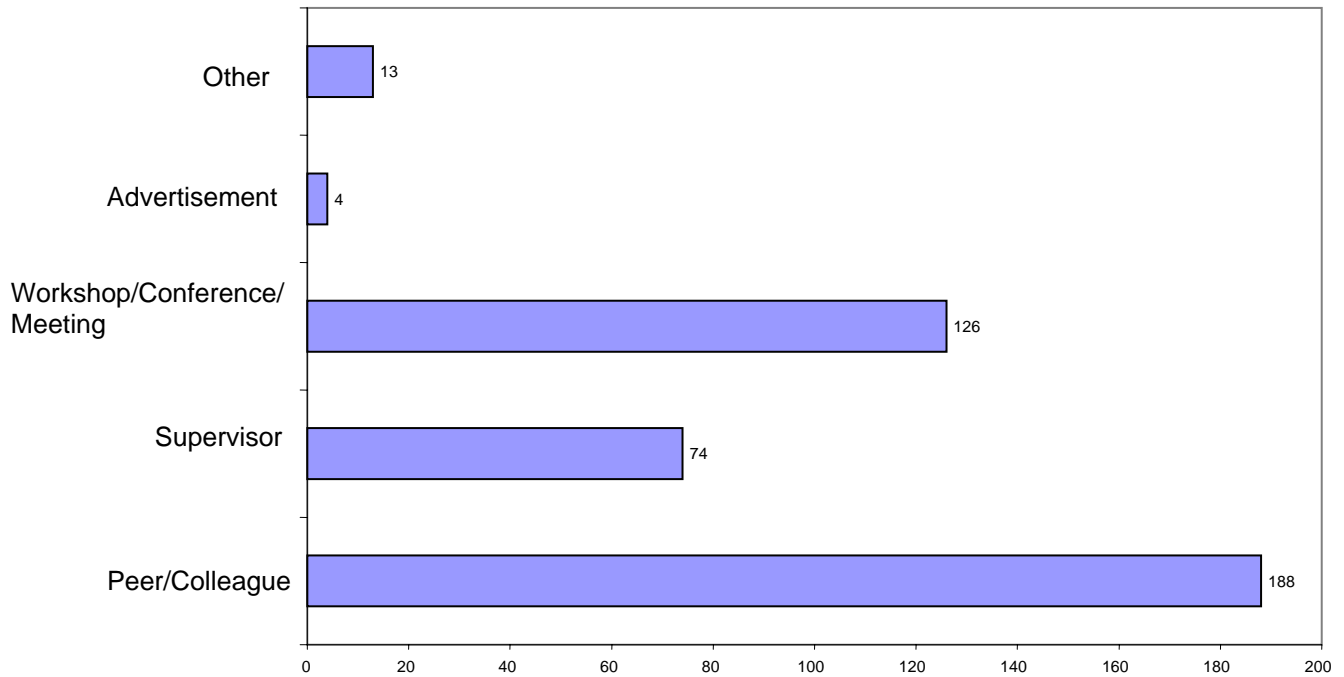
Demonstrate to PSO students

Monitor & enter course equivalencies

Planning guides

Summer courses at home

15. How did you learn about CAS?



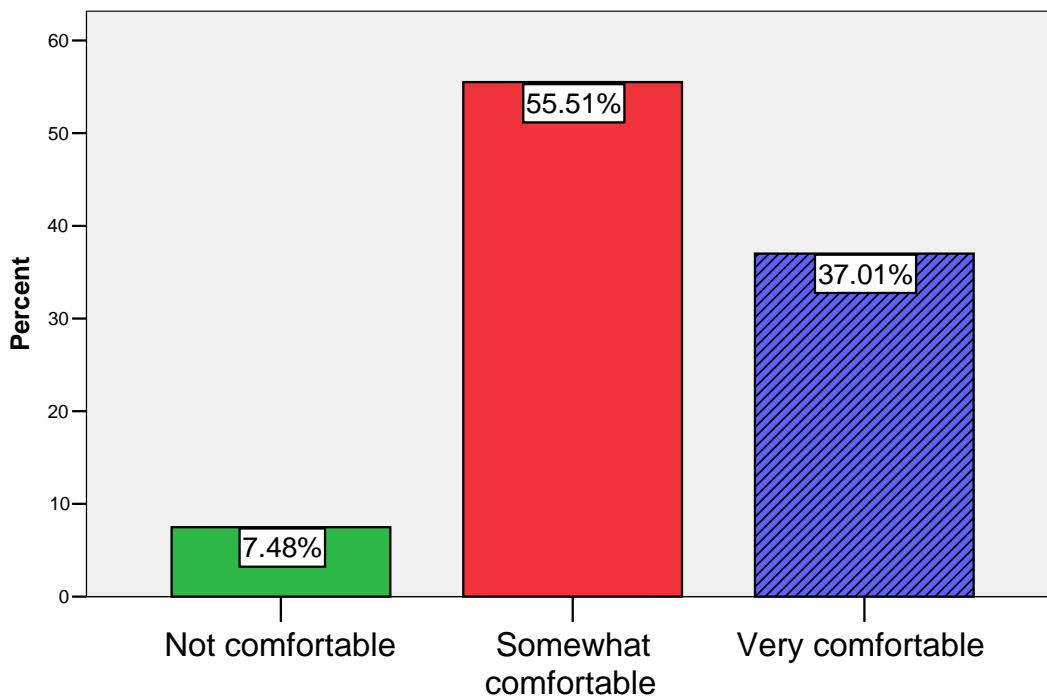
Advisors reported learning about CAS through various sources such as peer/colleague, workshop/conference/meeting, and supervisors. Only two respondents said they learned about CAS through an advertisement. Of those selecting the “Other” category, examples included Ohio Board of Regents, Ohio Transfer Council, and use by their own children.

Comments/Notes:

- I work at Miami U
- Institutional training
- Member of Articulation & Transfer Council
- My daughter has used it
- My previous institution
- OBOR Meeting
- OBR
- Office of Transfer Admissions
- Ohio Transfer Council
- Registrar's Office
- Son who was a transient student
- The email that brought me to this page
- UA was one of the original institutions to pilot CAS

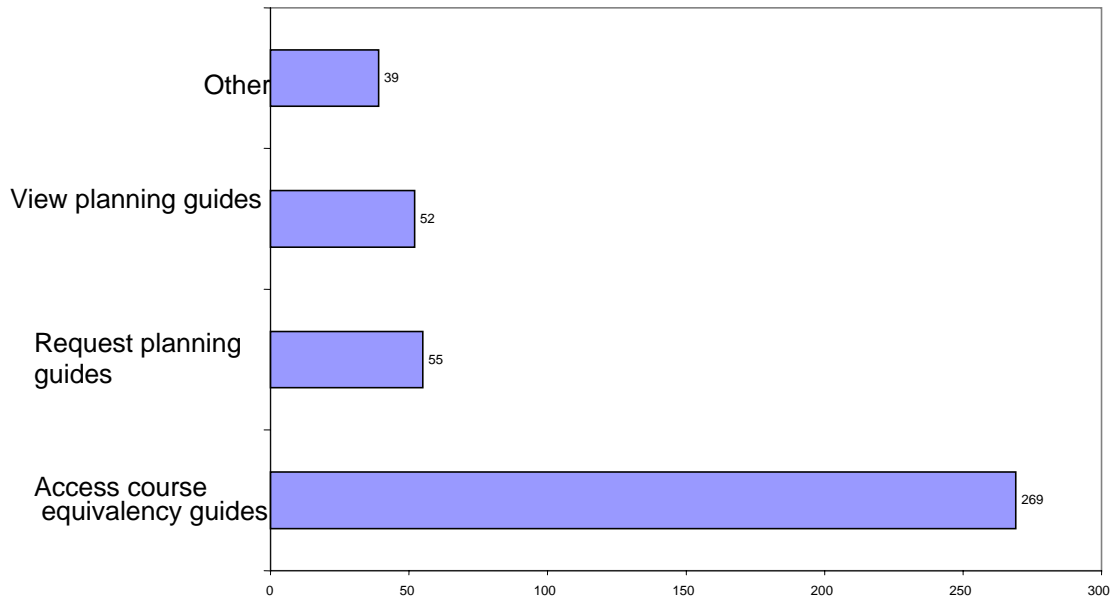
16. How comfortable are you with using CAS in working with transfer students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not comfortable	19	4.8	7.5	7.5
	Somewhat comfortable	141	35.3	55.5	63.0
	Very comfortable	94	23.6	37.0	100.0
	Total	254	63.7	100.0	
Missing	System	145	36.3		
Total		399	100.0		



More than 1/3 of respondents left this item missing (36%). Of those who responded, more than 1/2 indicated they were somewhat comfortable using CAS working with transfer students and 37% said they were very comfortable doing so.

17. How are your students using CAS?



Advisors indicated that their students are using CAS primarily to access course equivalency guides. About the same number of advisors reported that their students use CAS to request or view planning guides.

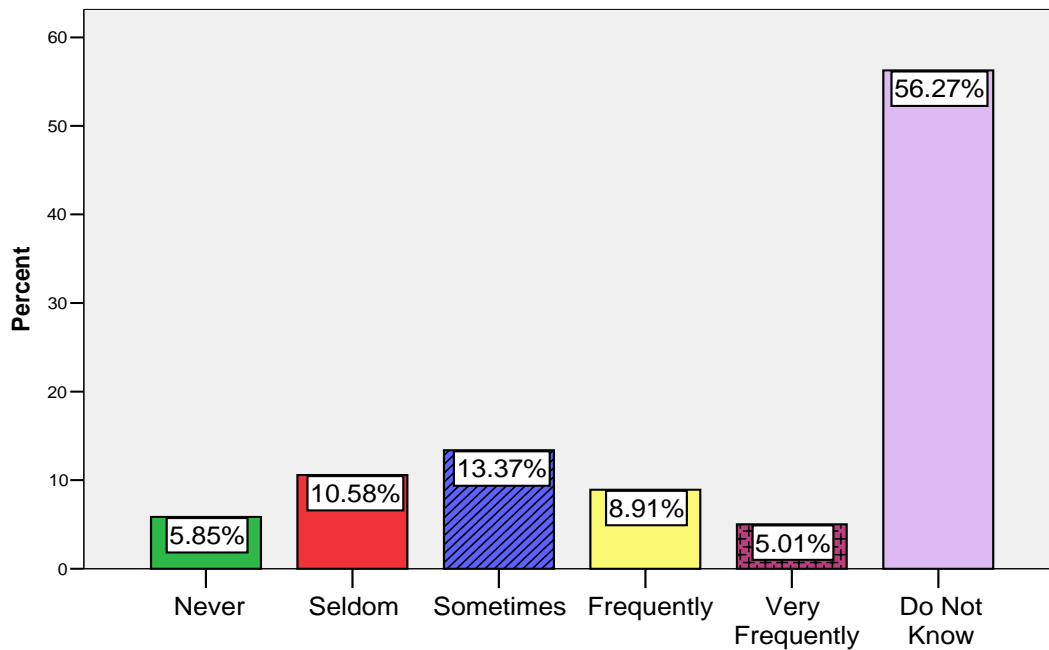
Comments/Notes:

- Degree audits
- Don't Know
- Don't know if they are using it
- Don't know that they ARE using it
- I have only come across one student who used CAS
- Just through my use
- Most are not aware of CAS
- Not aware that any of my students have used it to date
- Not sure
- Not sure how but show many of them
- Not using CAS yet
- Not using it
- Ours is not operational yet
- Saving their programs for us to use as they plan to transfer in
- Signed up as members
- They aren't. We do credit transfers by hand.
- They don't use it.
- Unknown
- View academic programs

Student Use

18. To transfer to another institution

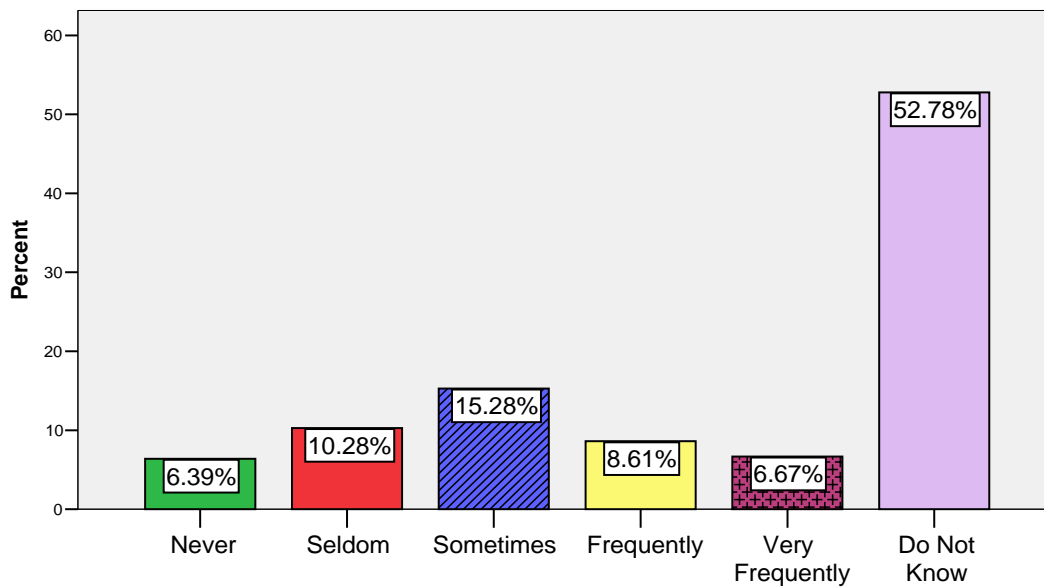
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	21	5.3	5.8	5.8
	Seldom	38	9.5	10.6	16.4
	Sometimes	48	12.0	13.4	29.8
	Frequently	32	8.0	8.9	38.7
	Very Frequently	18	4.5	5.0	43.7
	Do Not Know	202	50.6	56.3	100.0
	Total	359	90.0	100.0	
Missing	System	40	10.0		
Total		399	100.0		



The majority of advisors do not know if students are using CAS to help them in the transfer process to another institution (56.27%). However, more than one-quarter of respondents indicated that their students were using CAS sometimes, frequently, or very frequently to transfer to another institution.

19. To transfer to this institution

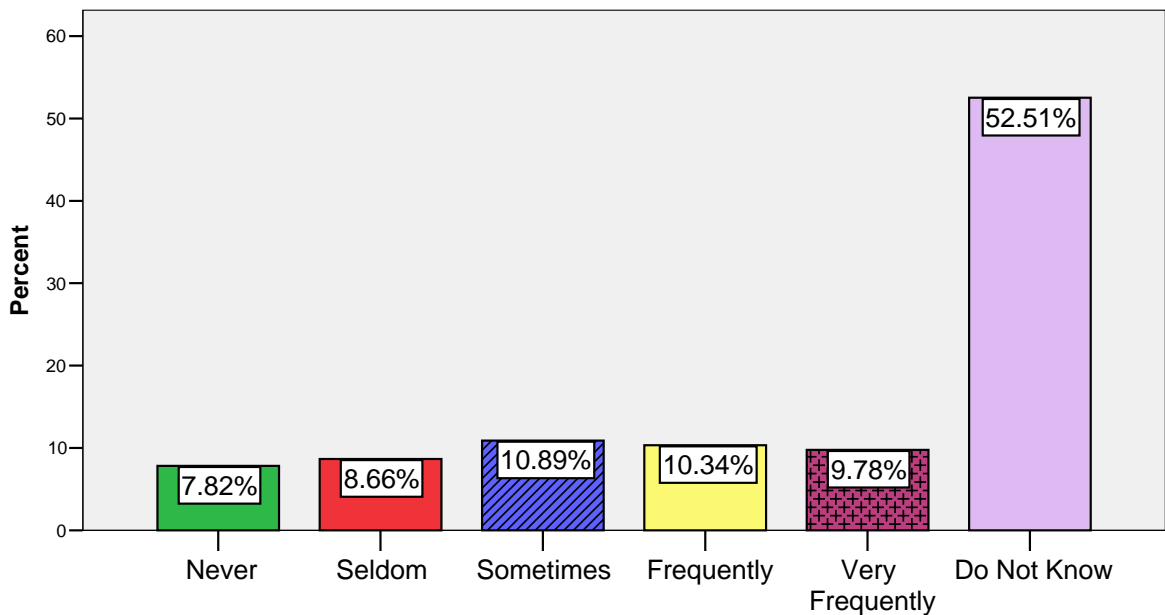
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	23	5.8	6.4	6.4
	Seldom	37	9.3	10.3	16.7
	Sometimes	55	13.8	15.3	31.9
	Frequently	31	7.8	8.6	40.6
	Very Frequently	24	6.0	6.7	47.2
	Do Not Know	190	47.6	52.8	100.0
Total		360	90.2	100.0	
Missing	System	39	9.8		
Total		399	100.0		



Similarly, the majority of advisors do not know if students are using CAS to help them in the transfer process to their institution (53%). Thirty-one percent of respondents indicated that their students were using CAS sometimes, frequently, or very frequently to transfer to their institution.

20. To identify summer course(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	28	7.0	7.8	7.8
	Seldom	31	7.8	8.7	16.5
	Sometimes	39	9.8	10.9	27.4
	Frequently	37	9.3	10.3	37.7
	Very Frequently	35	8.8	9.8	47.5
	Do Not Know	188	47.1	52.5	100.0
Total		358	89.7	100.0	
Missing	System	41	10.3		
Total		399	100.0		

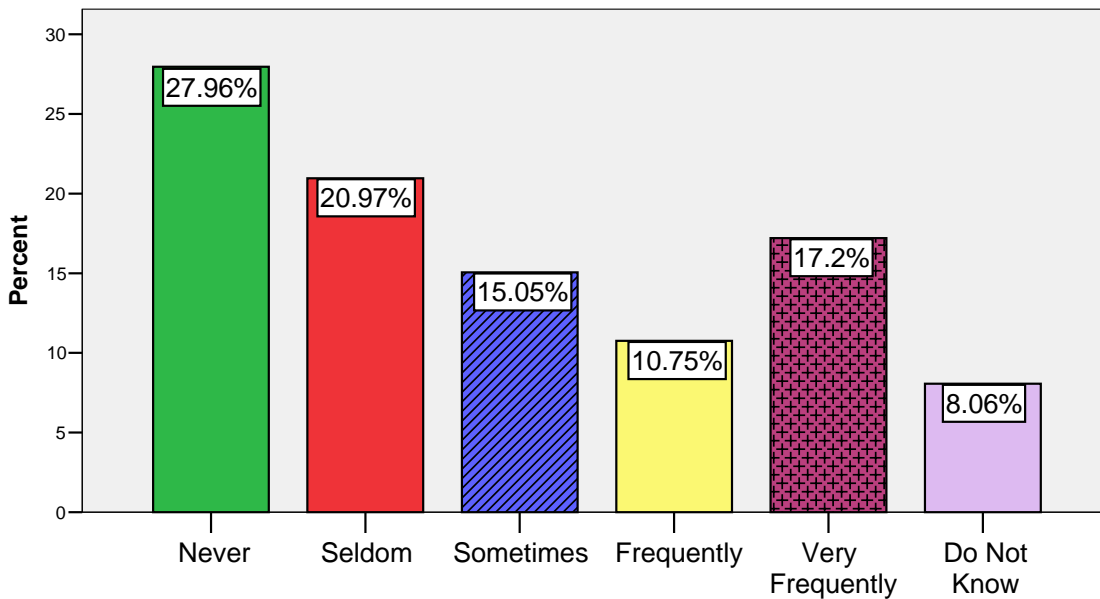


Neither do the majority of advisors know if students are using CAS to help them identify summer courses (53%). Thirty-one percent of respondents indicated that their students were using CAS sometimes, frequently, or very frequently to identify summer courses.

Your Use

21. To transfer to another institution

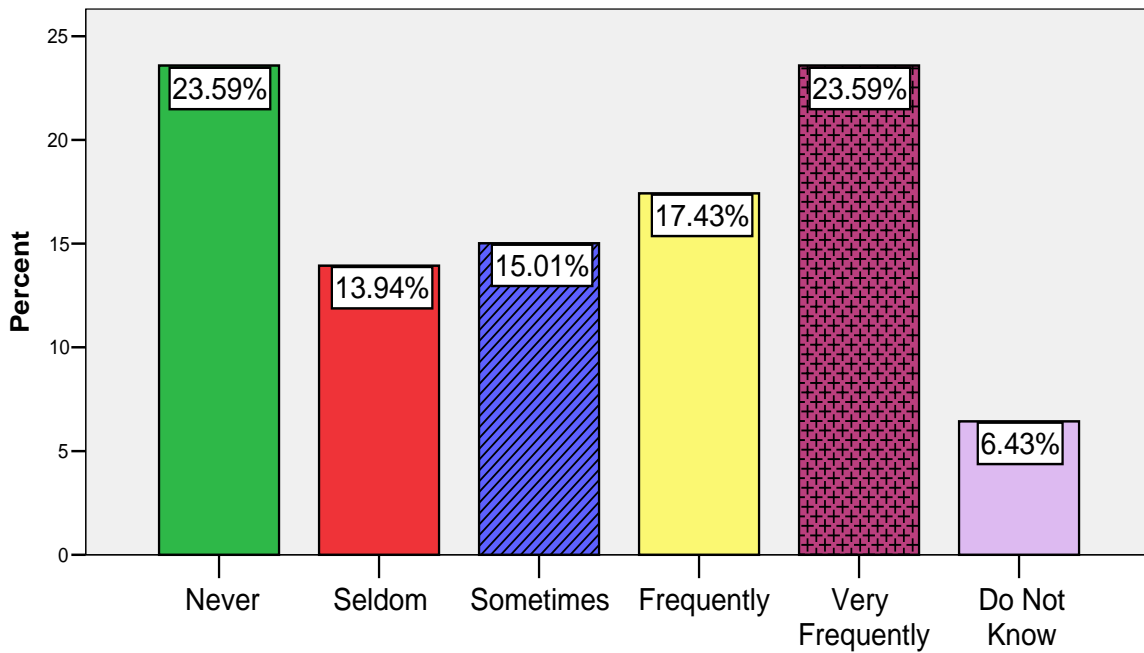
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	104	26.1	28.0	28.0
	Seldom	78	19.5	21.0	48.9
	Sometimes	56	14.0	15.1	64.0
	Frequently	40	10.0	10.8	74.7
	Very Frequently	64	16.0	17.2	91.9
	Do Not Know	30	7.5	8.1	100.0
	Total	372	93.2	100.0	
Missing	System	27	6.8		
Total		399	100.0		



About as many respondents said that they never use CAS as a planning tool to help their students decide which courses to take that will transfer to another institution as said that they frequently or very frequently use CAS for this purpose. Twenty-eight percent of responding advisors indicated that they never use CAS as a planning tool to help their students decide which courses to take that will transfer to another institution. Twenty-eight percent of responding advisors indicated that they frequently or very frequently use CAS for this purpose.

22. To transfer to this institution

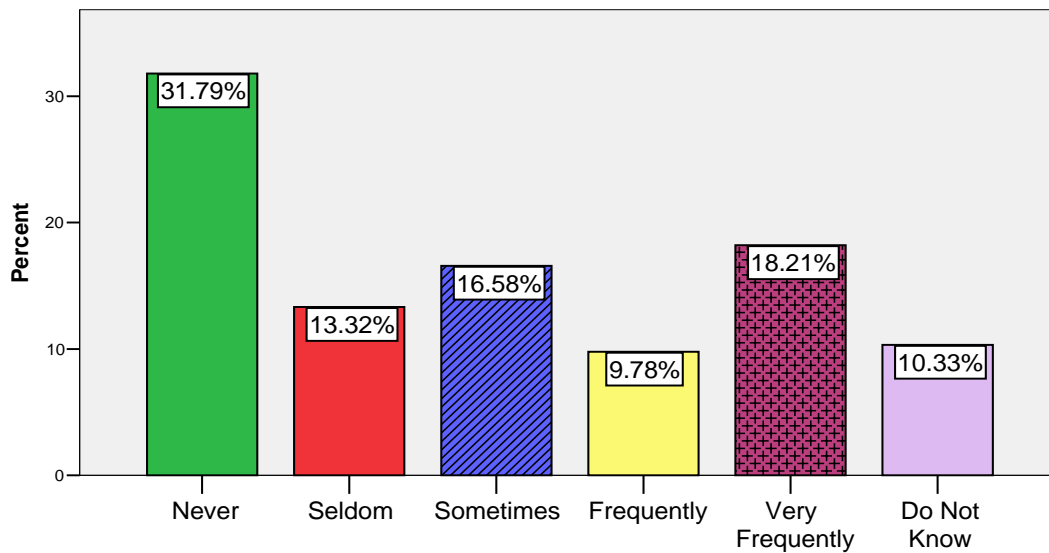
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	88	22.1	23.6	23.6
	Seldom	52	13.0	13.9	37.5
	Sometimes	56	14.0	15.0	52.5
	Frequently	65	16.3	17.4	70.0
	Very Frequently	88	22.1	23.6	93.6
	Do Not Know	24	6.0	6.4	100.0
	Total	373	93.5	100.0	
Missing	System	26	6.5		
Total		399	100.0		



More advisors reported using CAS as a planning tool to help their students decide which courses will transfer into their institution than to transfer to another institution. For example, 24% of advisors said they use CAS very frequently to help student transfer into their institution while 17% of advisors reported using it very frequently to help students transfer out.

23. To identify summer course(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	117	29.3	31.8	31.8
	Seldom	49	12.3	13.3	45.1
	Sometimes	61	15.3	16.6	61.7
	Frequently	36	9.0	9.8	71.5
	Very Frequently	67	16.8	18.2	89.7
	Do Not Know	38	9.5	10.3	100.0
	Total	368	92.2	100.0	
Missing	System	31	7.8		
Total		399	100.0		

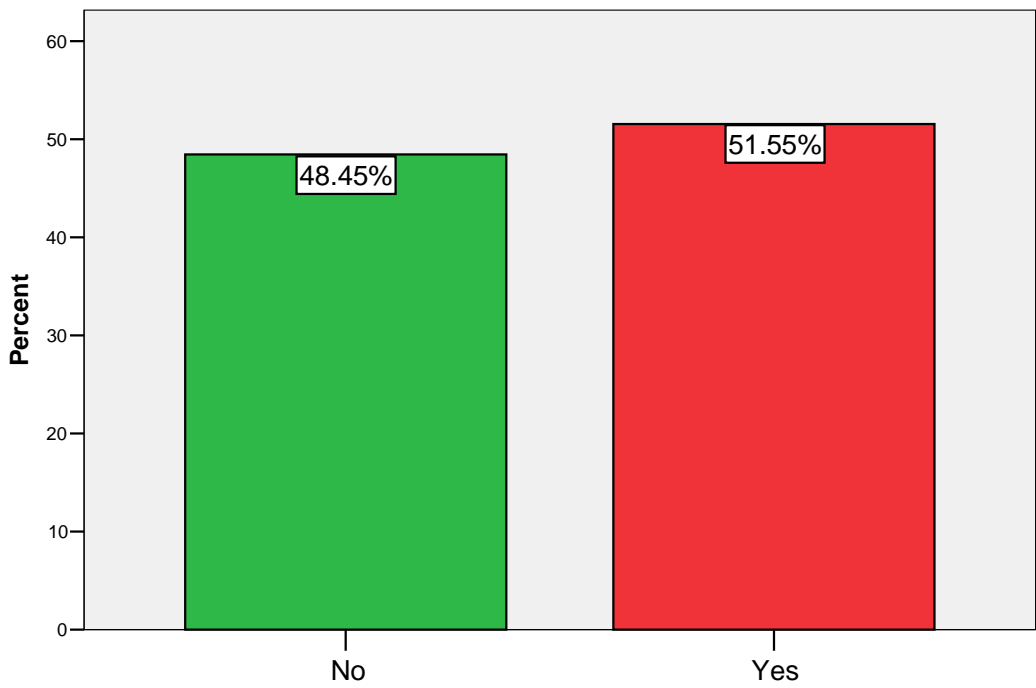


Eighteen percent of responding advisors indicated that they use CAS very frequently as a planning tool to help their students identify summer courses that will transfer back to their institution. An additional 10% and 17% said they used CAS for this purpose frequently and sometimes, respectively.

Training

24. Have you participated in CAS training?

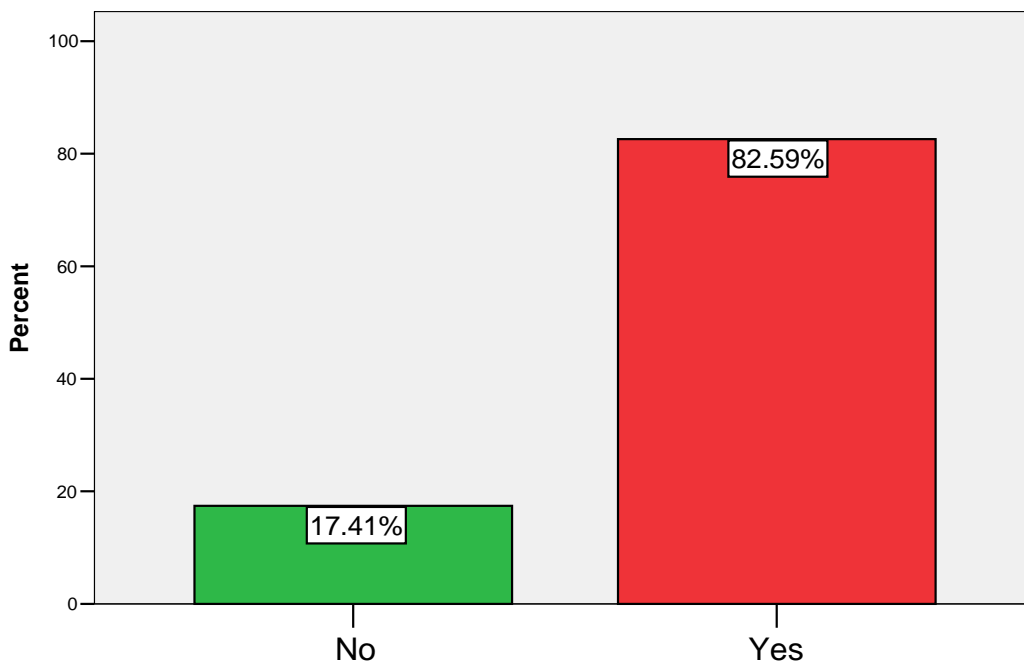
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	188	47.1	48.5	48.5
	Yes	200	50.1	51.5	100.0
	Total	388	97.2	100.0	
Missing	System	11	2.8		
Total		399	100.0		



About one-half of responding advisors reported that they had participated in CAS training (52%).

25. Was it adequate for your needs?

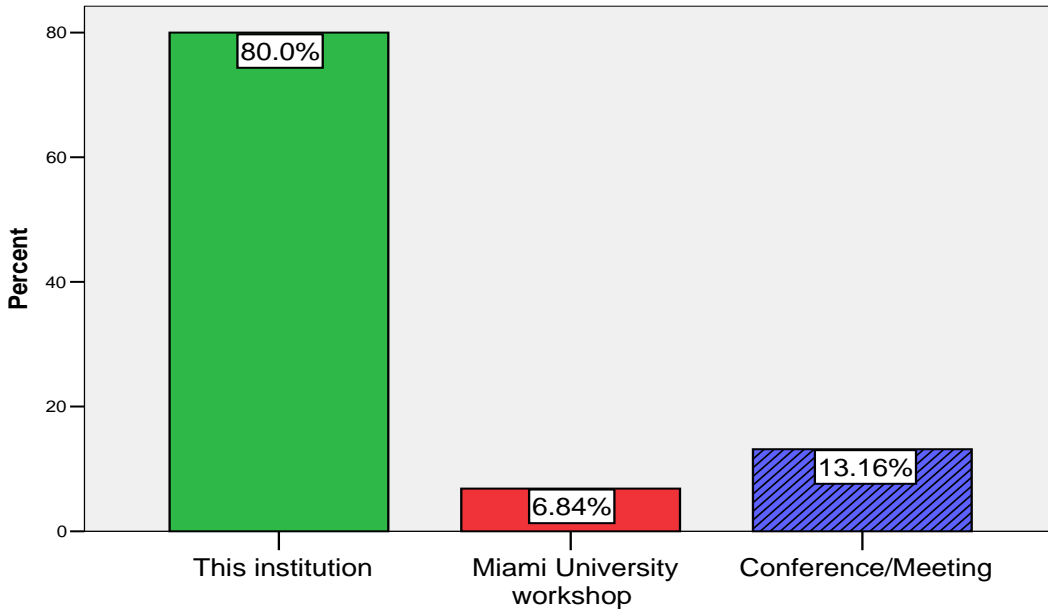
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	35	8.8	17.4	17.4
	Yes	166	41.6	82.6	100.0
	Total	201	50.4	100.0	
Missing	System	198	49.6		
Total		399	100.0		



The majority (83%) of those who had participated in CAS training reported that it was adequate for their needs.

26. Where did you receive training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	This institution	152	38.1	80.0	80.0
	Miami University workshop	13	3.3	6.8	86.8
	Conference/Meeting	25	6.3	13.2	100.0
	Total	190	47.6	100.0	
Missing	System	209	52.4		
Total		399	100.0		



Most advisors who reported that they had participated in CAS training received the training at their institution. Thirteen percent indicated they received training at a conference or meeting, while 7% received their training as part of a Miami University workshop.

Comments/Notes for "Other":

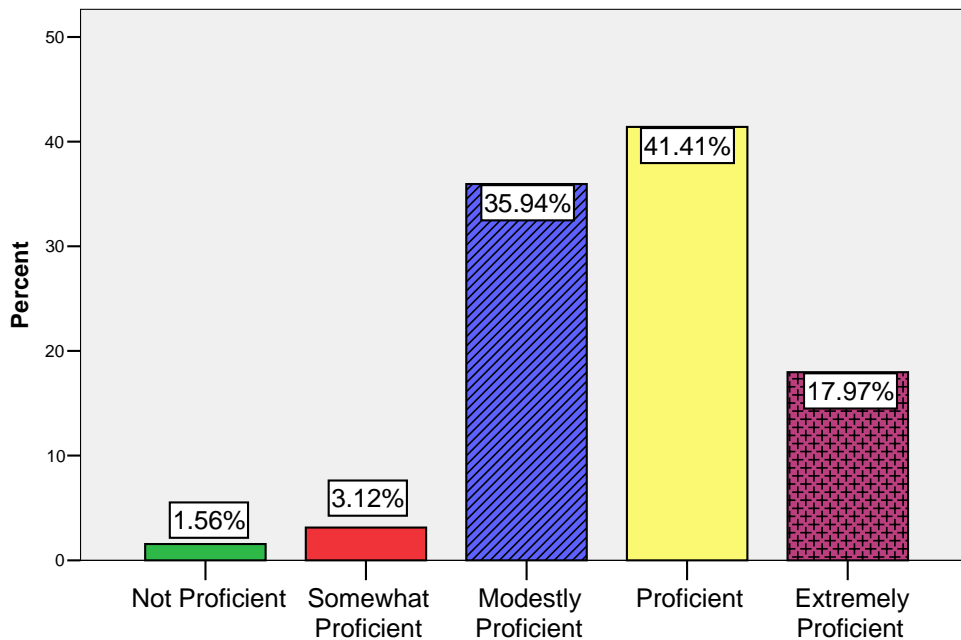
All of the above
 Conference, this inst., and regional training
 Edison Community College
 Kent State
 KSU

I received training at Miami first; I've attended meetings where CAS has been presented; and we have hosted training on our campus.
 OACAC Articulation workshop
 Owens Community College
 The University of Akron

Technical Skills

27. Generally.

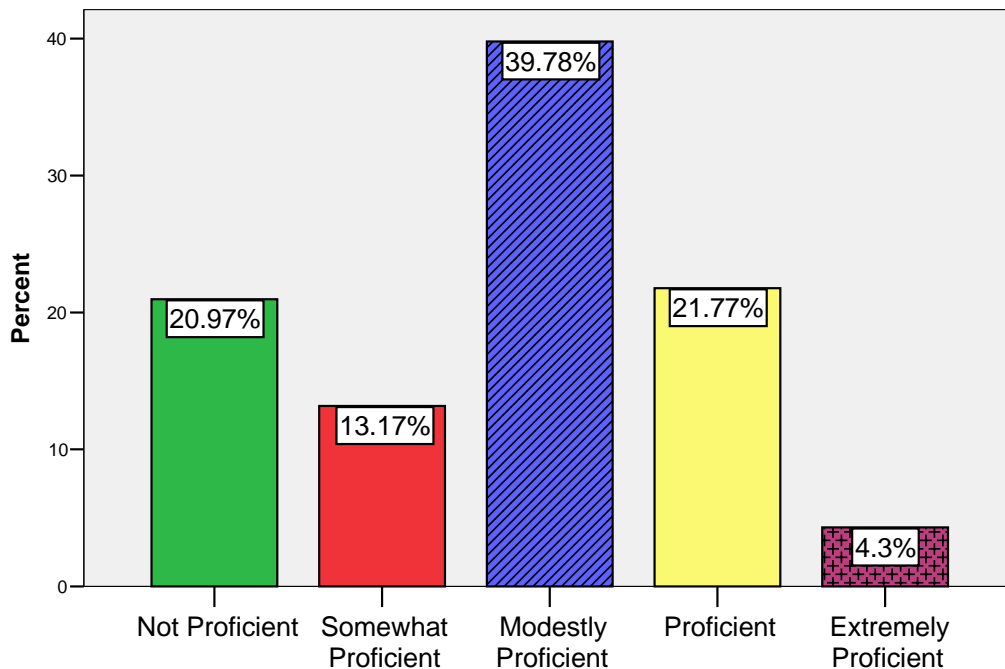
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Proficient	6	1.5	1.6	1.6
	Somewhat Proficient	12	3.0	3.1	4.7
	Modestly Proficient	138	34.6	35.9	40.6
	Proficient	159	39.8	41.4	82.0
	Extremely Proficient	69	17.3	18.0	100.0
	Total	384	96.2	100.0	
Missing	System	15	3.8		
Total		399	100.0		



Clearly, the majority of advisors rate themselves at least modestly proficient with technology in general. Only 2% and 3% rate themselves as not proficient or somewhat proficient, respectively. Forty-one percent said they were proficient with technology generally and 18% said they were extremely proficient.

28. With CAS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Proficient	78	19.5	21.0	21.0
	Somewhat Proficient	49	12.3	13.2	34.1
	Modestly Proficient	148	37.1	39.8	73.9
	Proficient	81	20.3	21.8	95.7
	Extremely Proficient	16	4.0	4.3	100.0
Total		372	93.2	100.0	
Missing	System	27	6.8		
Total		399	100.0		

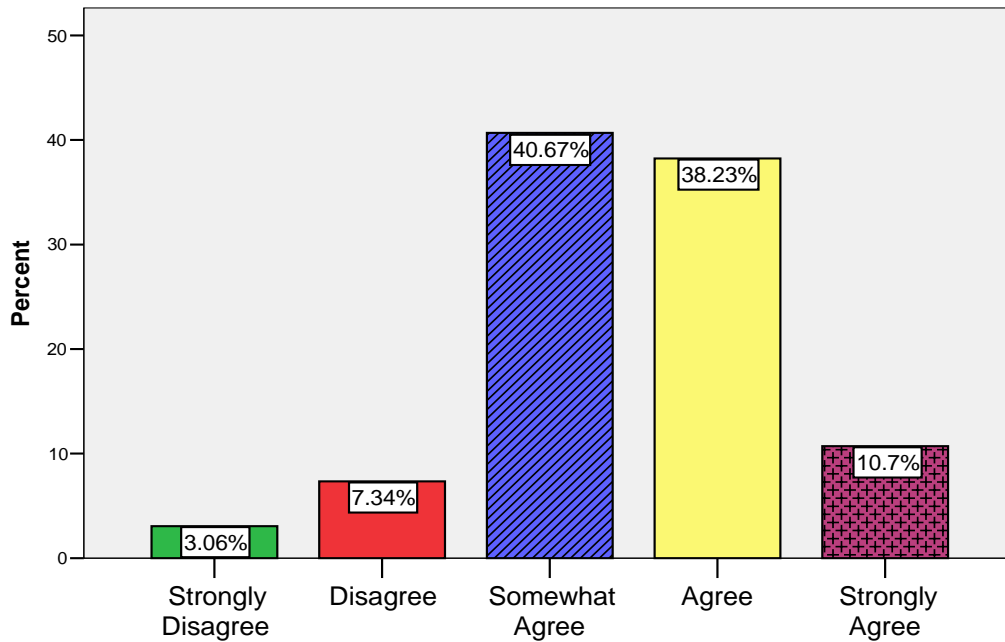


Twenty-one percent of advisors said they were not proficient with CAS. An additional 13% said they were only somewhat proficient. The most frequent response was modestly proficient (40%). About one-quarter of advisors rated themselves as proficient or extremely proficient with CAS.

Opinions

29. CAS is easy to use.

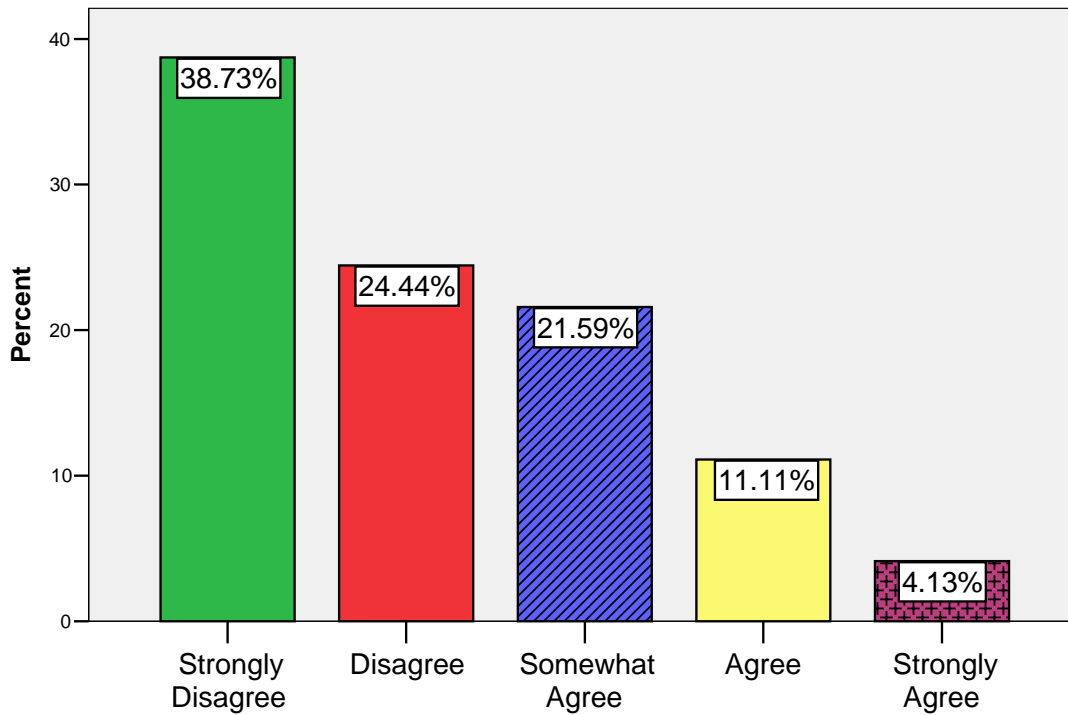
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	2.5	3.1	3.1
	Disagree	24	6.0	7.3	10.4
	Somewhat Agree	133	33.3	40.7	51.1
	Agree	125	31.3	38.2	89.3
	Strongly Agree	35	8.8	10.7	100.0
	Total	327	82.0	100.0	
Missing	System	72	18.0		
Total		399	100.0		



About one-half of advisors reported that they felt CAS was easy to use. Thirty-eight percent of advisors agreed and 11% strongly agreed with the statement: CAS is easy to use.

30. I am a CAS power user.

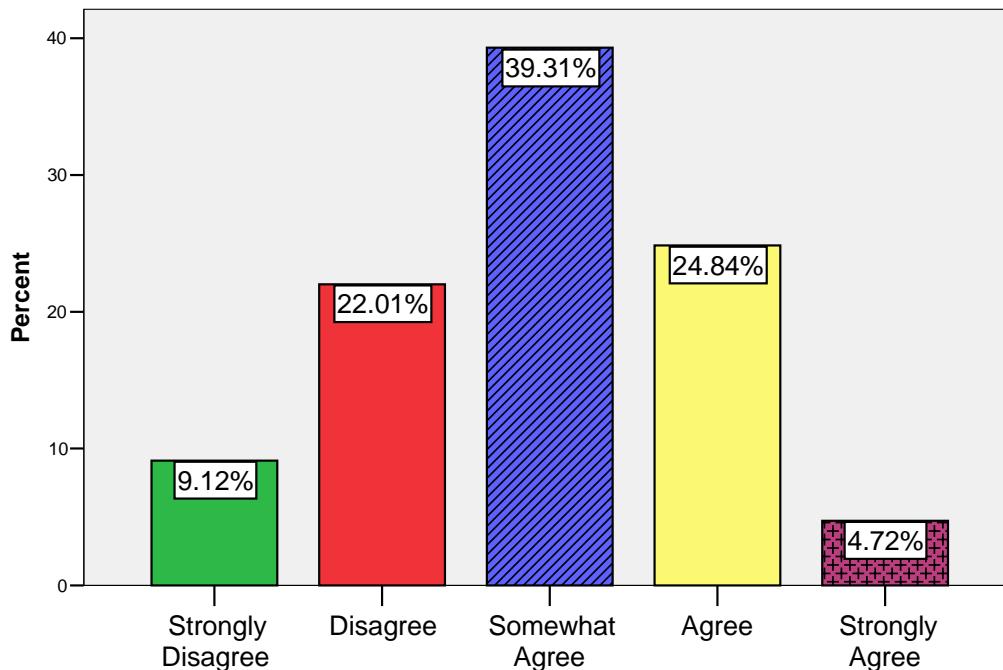
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	122	30.6	38.7	38.7
	Disagree	77	19.3	24.4	63.2
	Somewhat Agree	68	17.0	21.6	84.8
	Agree	35	8.8	11.1	95.9
	Strongly Agree	13	3.3	4.1	100.0
	Total	315	78.9	100.0	
Missing	System	84	21.1		
Total		399	100.0		



Less than 20% of respondents agreed or strongly agreed with the statement: I am a CAS power user. Eleven percent of advisors agreed and 4% strongly agreed with the statement. Thirty-nine percent of respondents strongly disagreed with the statement.

31. The information in CAS is complete.

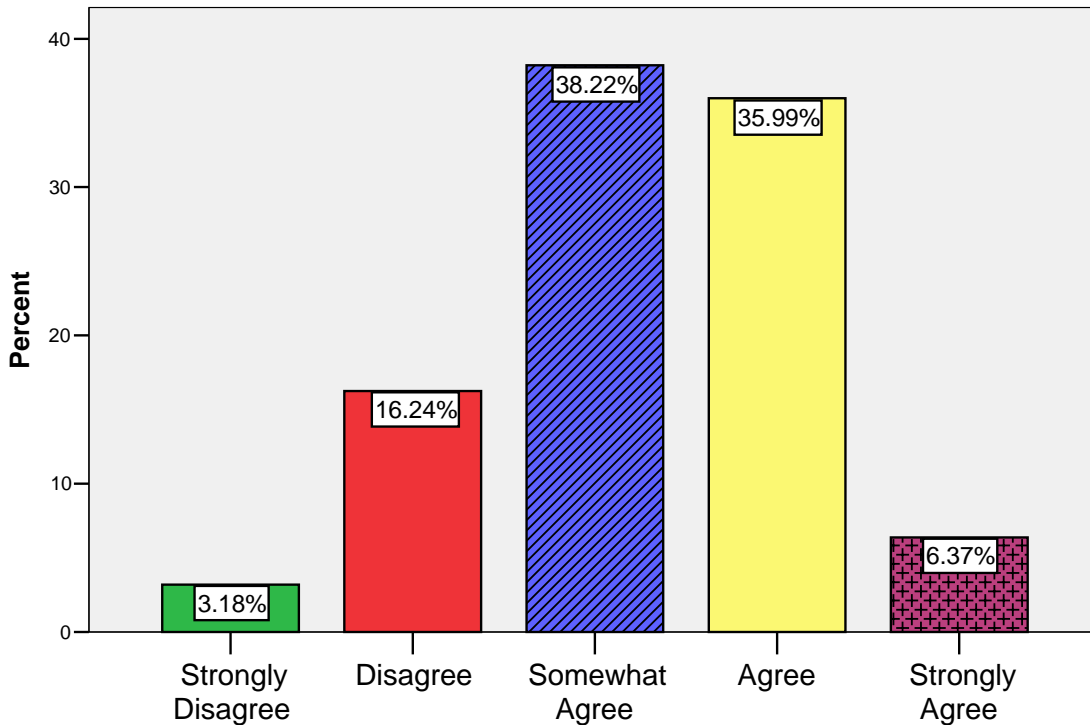
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	7.3	9.1	9.1
	Disagree	70	17.5	22.0	31.1
	Somewhat Agree	125	31.3	39.3	70.4
	Agree	79	19.8	24.8	95.3
	Strongly Agree	15	3.8	4.7	100.0
	Total	318	79.7	100.0	
Missing	System	81	20.3		
Total		399	100.0		



Although the most frequent response was neutral, similar percentages of respondents indicated that they disagreed or strongly disagreed as did those who agreed or strongly agreed with the statement: The information in CAS is complete. Thirty-one percent either or disagreed or strongly disagreed with the statement. Thirty percent either agreed or strongly agreed with the statement.

32. The information in CAS is current.

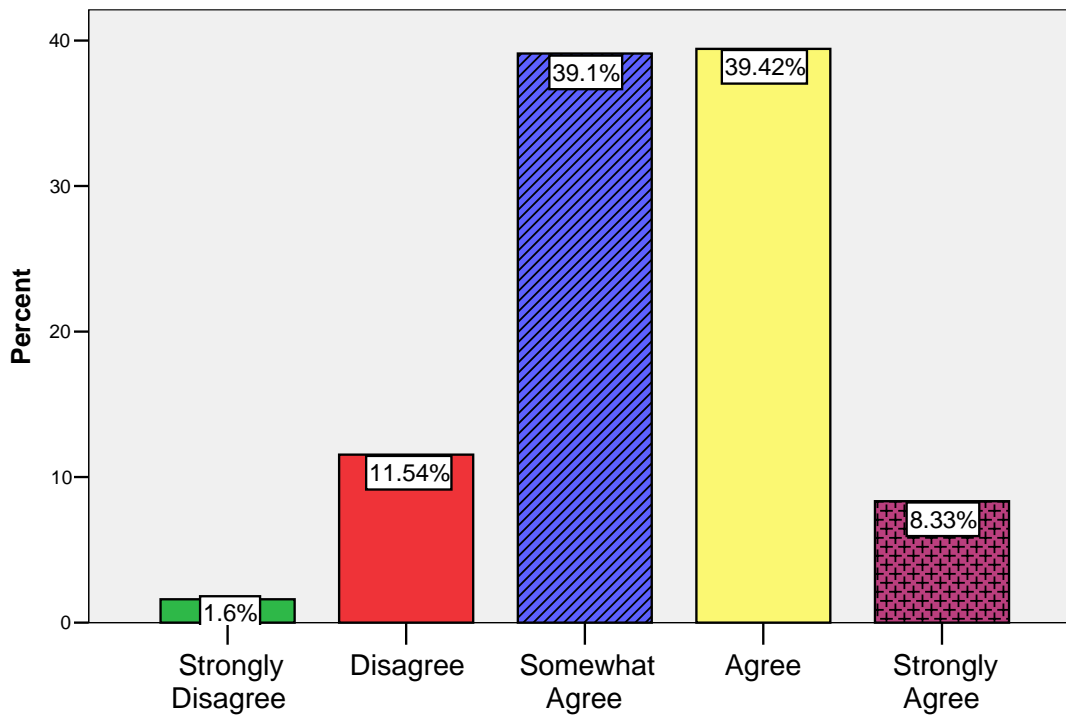
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	2.5	3.2	3.2
	Disagree	51	12.8	16.2	19.4
	Somewhat Agree	120	30.1	38.2	57.6
	Agree	113	28.3	36.0	93.6
	Strongly Agree	20	5.0	6.4	100.0
	Total	314	78.7	100.0	
Missing	System	85	21.3		
Total		399	100.0		



Yet, there was general agreement that the information in CAS was current. Thirty-six percent of respondents agreed and 6% strongly agreed with the statement: The information in CAS is current. Sixteen percent of respondent disagreed and 3% strongly disagreed with the statement.

33. The information in CAS is accurate.

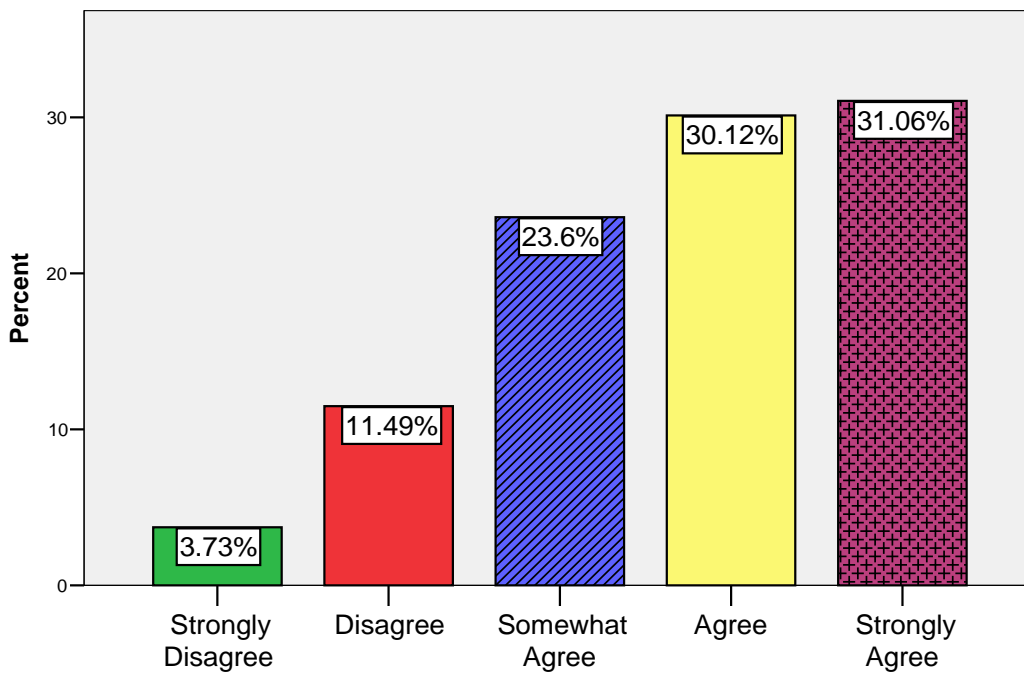
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.3	1.6	1.6
	Disagree	36	9.0	11.5	13.1
	Somewhat Agree	122	30.6	39.1	52.2
	Agree	123	30.8	39.4	91.7
	Strongly Agree	26	6.5	8.3	100.0
	Total	312	78.2	100.0	
Missing	System	87	21.8		
Total		399	100.0		



Almost one-half of respondents agreed or strongly agreed with the statement: The information is CAS is accurate. Thirty-nine percent of responding advisors agreed that the information in CAS is accurate and an additional 8% strongly agreed.

34. There needs to be more CAS training.

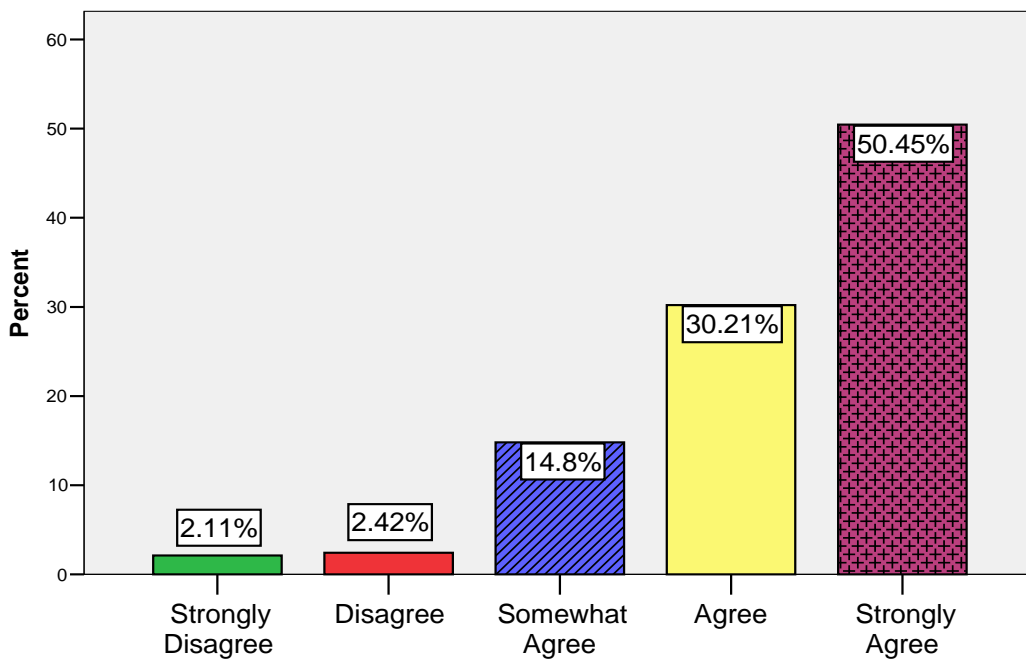
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	3.0	3.7	3.7
	Disagree	37	9.3	11.5	15.2
	Somewhat Agree	76	19.0	23.6	38.8
	Agree	97	24.3	30.1	68.9
	Strongly Agree	100	25.1	31.1	100.0
Total		322	80.7	100.0	
Missing	System	77	19.3		
Total		399	100.0		



There is little disagreement among responding advisors that there needs to be more CAS training. Thirty-one percent of respondents strong agreed with the statement: There needs to be more CAS training. An additional 30% agreed. Only 4% of respondents strongly disagreed with the statement.

35. There needs to be more marketing of CAS to increase public visibility and use.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	1.8	2.1	2.1
	Disagree	8	2.0	2.4	4.5
	Somewhat Agree	49	12.3	14.8	19.3
	Agree	100	25.1	30.2	49.5
	Strongly Agree	167	41.9	50.5	100.0
	Total	331	83.0	100.0	
Missing	System	68	17.0		
Total		399	100.0		

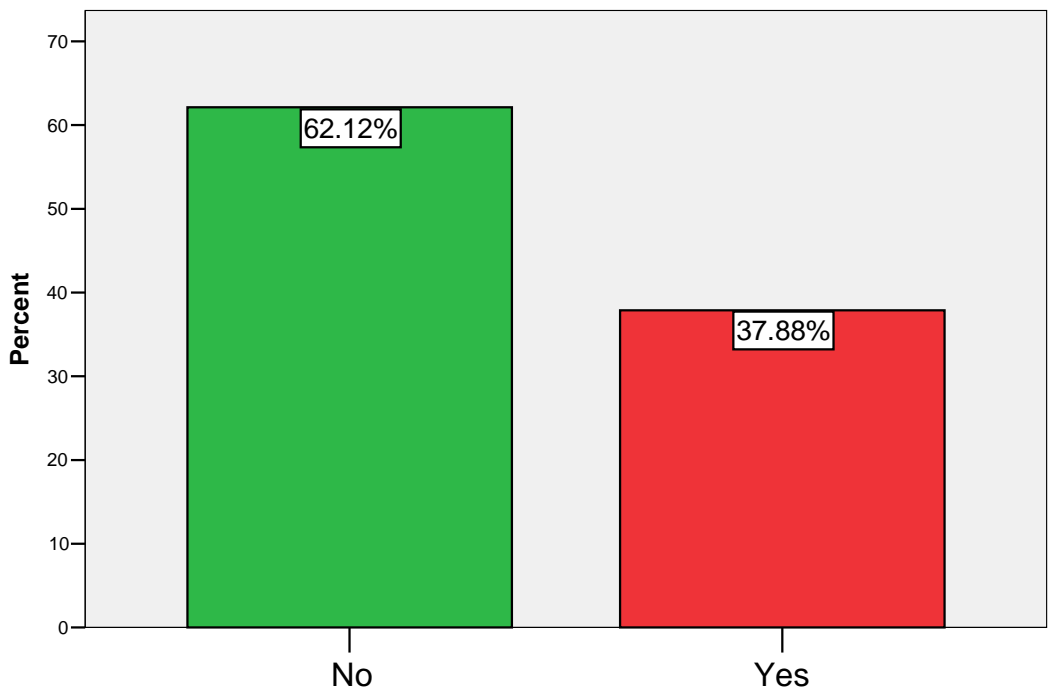


Similarly, the results clearly indicate that responding advisor agree that there needs to be more marketing of CAS to increase public visibility and use. Fifty percent of respondents indicated they strongly agreed with the statement. An additional 30% agreed. Only 5% of the advisors indicated that they disagreed or strongly disagreed with the statement: There needs to be more marketing of CAS to increase public visibility and use.

Barriers

36. Are there barriers to using CAS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	205	51.4	62.1	62.1
	Yes	125	31.3	37.9	100.0
	Total	330	82.7	100.0	
Missing	System	69	17.3		
Total		399	100.0		



While 62% of responding advisors reported no barriers, 38% indicated that there were barriers to using CAS.

37. What are the barriers to using CAS?

Access to internet for rural communities

Accuracy of information

Adviser training updates, if CAS is not used frequently, the information is lost in space.

All institutions need to keep their course bank and programs current on CAS.

AT TIMES, CAS CAN BE INACCURATE IN IDENTIFYING COURSES THAT TRANSFER; BUT OVERALL, IT HAS BEEN A GOOD RESOURCE. ADDITIONALLY, SOME MAJORS AT CERTAIN COLLEGES DO NOT FOLLOW THE CAS COURSE EQUIVALENCIES. FOR EXAMPLE, STUDENTS HAVE TOLD US THAT OUR HUMAN ANATOMY AND PHYSIOLOGY COURSE DOES NOT TRANSFER TO A LOCAL TECHNICAL COLLEGE ALLIED HEALTH PROGRAM BECAUSE WE DO NOT USE A HUMAN CADAVER IN OUR COURSE -- DESPITE THE FACT THAT CAS IS SHOWING OUR ATAP COURSE AS BEING EQUIVALENT TO THE TECHNICAL COLLEGE ATAP COURSE.

CAS information is not always complete or up to date CAS does not cover private colleges in Ohio (most). General lack of awareness. Lack of resources at colleges to keep information current.

CAS is hard to use without training. Although I have a member account, I don't use it since my primary interest is in the course equivalency guides. It's quicker to enter as a guest. It's been years since my training so I'm not sure what is "new".

CAS is only as complete and accurate as the participating institutions make it. Actually, as complete/accurate as they have the time and resources to make it.

Comprehensive training

Could not display using internet explorer.

Faculty advisors are not real familiar, but we have offered training sessions. It is difficult to get them to come to a training session.

Fear

February 3, 2005 To date, Hocking College is approximately one month from "full implementation. I'm on track to complete the requisite information to have training on March 4, 2005.

For me, I was trained ages ago to use it for course equivalency evaluations for students wanting to take courses elsewhere as transients and to be able to talk a bit with potential

transfers to our institution. Apparently there are many more aspects of CAS now, and I would need more training to see if I could use them.

Frankly, I am totally unfamiliar with CAS as a formal system. We do not use CAS at this institution and I (as well as my colleagues in academic advising) have not heard of this before.

Has not been made available at my institution.

Highlighting of sequenced and groups of courses for equivalencies are not always clear to student users

I always have problems with my password because I am an infrequent user. The new password feature worked for me this week. I think the cross-referenced planning guide instructions could be more informative.

I am part time and I cannot access CAS training except evenings when it does not occur!

I believe that many of the courses offered at community colleges do not teach at the same level as at regional branch campuses or at university campuses, so I am very skeptical of the entire system. I also believe that it may be possible for an institution to "inflate" its course description in order to match higher level courses at other institutions so that student think that are getting more than they are upon transfer.

I do not enter as a member because it will do a degree audit for me not the students

I don't feel it is easy enough for students to want to take the time to use.

I have never heard of CAS.

I have never heard of it.

I have not had any problems using CAS. I have had students who have expressed difficulty using CAS--logging on, getting the information they need. I do have informational pamphlets in my office that I give to students, and I will show them on my computer what to do. I have had no feedback on whether the pamphlet or my demonstration has helped them access the information they need.

I have potential students who do not understand what it is and how to use it.

I haven't been able to really take the time to explore all that CAS has to offer. Our office is starting this month, work shops for just this purpose! I will continue to use it and show students how to access it too!

I know that CAS is being improved so that students will not have to enter their courses one at a time. Electronic transcripts will greatly improve the process. I also know that

CAS is updated every 3-4 months but it can not keep up with changes. Universities make so many changes; it is very hard for CAS to be current. Also, individual colleges within universities may make exceptions for students that CAS could not possibly allow for. For example, a student may not have one particular course that is equivalent to course X but a combination of courses from college A and college B may give them the equivalent to course X. So, a student should be strongly encouraged to meet with an advisor at their intended school in addition to using CAS. CAS should strongly emphasize that using it is only a beginning step in the transfer process.

I never heard of it before and have never been trained in its use or even told why I might want to use it.

I receive frequent "updates" on the CAS system; unfortunately, I don't understand most of them and have no one who can explain them to me. For example, I wasn't even aware that advisers had access to 80% of the information you list above. All I've ever used the system for is to check on equivalencies.

I think students have trouble accessing the information because they generally don't understand transfer.

I wish all Ohio colleges and universities were a part of it.

If all programs are not available at a particular institution, the 099 feature in CAS is about all a student has to rely on and they're back where they started.

In my capacity as an advisor I have never been informed about CAS.

In my setting, I frequently meet with students who have already completed quite a few courses. Given the limited time for our appointments, it's often difficult to discuss all their concerns PLUS walk the student through the process of creating a CAS account, entering the courses they've taken, then running a cross-referenced planning guide. I also meet many students who only have a few minutes between classes and "just want to pick up a transfer guide to University X." It's faster to grab a pre-printed guide off the shelf than to request and print out a cross-referenced planning guide - but that doesn't foster use of CAS, especially by the students. These are not complaints about CAS, just some barriers I see to wider use. On my campus, we haven't yet figured out how to adjust our processes so that we make greater use of CAS and encourage/facilitate more students learning to use it.

In terms of transfer courses there are such a limited number of states participating that information is incomplete.

Incomplete Course Equivalency guide information

Incomplete information- It takes too much time to do during advising session-must reschedule student

Information is not always up to date in regards to course equivalencies.

Information sometimes does not display adequately. Sometimes the information is out of date, incomplete, or inaccurate. It's difficult to find equivalents for courses that may be found under various names, e.g., anatomy courses listed under biology.

Insufficient school participation currently.

It is cumbersome with so many steps to follow to get a course equivalency. I would use it more if we didn't have a campus system that gave me the same information and is much easier to follow. I do send students to the website all the time because they can't access our system.

It is not complete for my school and many others.

It is not up-to-date; also as a member I have my own account but I need an account that does not remember what I have in the system so that I can show students how they can use the system without creating their account (this would be for students who are very undecided).

It is not user friendly for the 'casual' user.

It is not user friendly to students, some students assume because a course transfers it automatically counts towards their quality hours and this is just not the case. Many students are confused by this and there should be a disclaimer--check with the program to which you are seeking admission!

It runs slowly on some computers networks (i.e., wireless). It relies on all institutions buying in. Using CAS can give the appearance that we're encouraging students to transfer away. Even public colleges/universities don't want to encourage their students to transfer away.

It seems that not all course equivalencies are listed as needed from some colleges/universities; so I find myself going to the college/university websites to view their course descriptions on-line.

It's not easily accessible to everyone.

Lack of awareness that CAS exists and accuracy of the information in CAS

Lack of confidence in being able to use it

Lack of hands-on training. The "training" I received was a demo. I need the kind of training I would receive as if I were at a computer class. Lack of time to learn it and use. There are too many students to see, too many other projects and responsibilities. My

belief that students should be proactive and do more for themselves. I work with many students who want to sit back and let somebody else do everything for them.

Lack of knowledge

Lack of knowledge about what it can do for a student. Concern (among students) that being a "member" would cost something.

Lack of training and awareness

Learning to navigate with ease. It is not always user-friendly.

Mainly technological...students without web access or restricted (i.e., dialup) access.

Many adult learners lack the computer literacy to use CAS and find it frustrating. The information on acceptable course equivalents is often inaccurate. Students relying on CAS without adviser contact can take incorrect courses and delay degree completion. CAS is too time-consuming for daily use as an adviser.

Many private institutions are not there some information seems outdated some information appears incomplete or is just not there sometimes it's "down"

Many schools have not included all their degree programs, so the extent to which my students can use the cross-referenced planning guides is quite limited. Some students find the page formats confusing - particularly for Equivalency and Planning Guides. Many students are unaware of CAS before I meet with them.

More public awareness needed. Students can do some of the searching for themselves.

Need more or periodic training. I don't use it even a few times a semester and I forget how to use it.

No information on transfer equates for Universities outside Ohio.

Not all information is in CAS yet - it is incomplete. The technical set-up for the schools has been a challenge.

Not all institutions have complete information.

Not all institutions participate. I'm not sure it's up to date.

Not all schools are on CAS yet or keep them updated.

Not all schools keep things updated.

Not all universities participate. Especially difficult for out of state students.

Not always complete or current information...it is not updated enough

Not been made aware of it's operation. I know about it and that WSCC paid someone last summer to enter all our data, but I didn't know it was available for use already.

Not every public college has current, up to date course equivalencies, even for courses that are in the state transfer module at their institution.

Not every school keeps current

Not finding certain institutions on the list of schools.

Not for me, but for students there needs to be greater awareness.

Not knowing enough about it.

Often times unreliable and frustrating

One needs to have some technical literacy and access to the internet.

Our institution does not have enough information there, so it is more practical to use INAX and ICOR on the SIS system.

Our institution has not made the decision to become part of the CAS network.

Our link is not easily found on the university website and most students probably don't think to bookmark it under favorites like I do.

Our school is very close to KY and IN and therefore we have students coming and going to those other states. It would be very helpful to include those other states in the program.

Out of state institutions are not represented in enough numbers

Participating institutions are not that up to date.

Reliability of information, accuracy of information, completeness of information

Screens are cumbersome, must scroll down site is slow

Since it was "revamped" it seems to be slower and less user friendly.

Slow course/data entry

Some schools are still not listed in CAS for course equivalency w/ Cleveland State - but that continues to change.

Sometimes the server is down. Some institutions are not up to date. We have seen come to a situation where course were shown as meeting specific course requirements at our institution and we did not do the equivalencies.

Sometimes the web sight is down when I am trying to use it with a student. The Planning Guides are ambiguous.

Student awareness; lack of instructor/advisor awareness

Students are not aware of CAS. Students need training on how to use CAS.

Students seem to have trouble figuring it out, I always have to do this for them.

Teaching students to use it regularly and to the fullest extent possible; time is a barrier when I try to teach students during advising appointments sometimes it's difficult to find courses as they may be called, for example, anatomy and physiology at one school but biology at another, etc.

The barriers involve having the time to take this tool off the shelf. At CCC we see so many students in a day--one every 45 minutes--that we have to really rush through the sessions in order to complete the presenting task. CAS becomes a luxury that only rarely can we fully utilize.

The college I am employed by does not have current CAS information.

The individual needs to have access to a computer. Some of the students--particularly the adult students--would rather not use a computer unless they have to!

The information in CAS is still not complete or up to date so it is hard to encourage students, or advisors, to use this system.

The way the system is set is not user friendly for students or users. The terminology used is hard for student to understand what to select and when regarding transferring from... and transferring to.... Students have indicated that this is confusing. The transfer guides don't always seem to be totally up to date. Old courses are not reflected in the system for students that have attended institutions before CAS was in place.

There are some schools not set up with Cleveland State for course equivalency as of yet...

These are not so much barriers as limitations. There is a high cost to accurately and completely maintaining transfer equivalencies and degree audit programming. Degree Audits were designed to report progress toward degree for native students in a whole institution context. Making them appropriate to all users at all institutions is difficult. In

addition, institutions must have the freedom to change their programs. Students may be following an "outdated" planning guide. The students at an institution whose advisers refuse to use CAS or interpret CAS for them are disadvantaged. We know that advisers often pass off these students to the target institution for advising; that is particularly difficult when the student has attended multiple institutions, their work has not been sent and evaluated at the target institution, the students are in another location, all contacts are long distance, etc. An electronic system cannot completely take the place of one-on-one contact. Whatever system is used has programming limitations. A very important example is this: the current DAR system does not have a way to show that a course at a community college at the 200 level with the topics of a 300 level course (but not the rigor or the writing component or something else that makes the 300 level course suitably upper-division) is not really an upper division course. State transfer and articulation policy says that the course must be considered to be at the level of the institution where it was taken for the purposes of tallying upper division credit. Merging a transfer equivalency system (TCA) with Degree Audit results in this kind of problem.

Time, need training to really understand the potential and how it can help students that often take summer courses to transfer to our institution

Too many abbreviations

Training/Lack of information/Darwin is usually up to date and I find it to be better

Uncertainty, access, training and university mandate of usage

All course and degree information is not loaded or kept current by the participating institutions. All OHIO public institutions do not participate.

When using the course equivalency guides information, it gets a little confusing as far as the formatting is concerned. People do not know where to look for the information after it pops up on the screen.

38. Please make suggestions about CAS.

Add a calculator that transfers credits from quarters to semesters

Add more Ohio schools, especially private colleges and add the ability to view course equivalencies and generate planning guides with out of state colleges also. CAS is invaluable!!!!

After experimenting with the system, I do think it could be designed to be more user friendly.

Although the intention is good, it has students wondering what transferred for way too long leaving them wondering what classes they need to take. Many wind up taking classes they do not need. This frustrates students as they spend hard earned money on classes they cannot use, and spend much time and energy on something they cannot use toward their education.

As Advisors at our College, we need formally trained. It needs marketed internally at our institution.

Be patient. I think we'll get there but, at least at our institution, the people working with CAS have other jobs that must come first if the college is to stay in business.

CAS is a great service if colleges have the resources to keep it current. Some state college transfer processes are so complicated that it is not appropriate to use CAS or the institution ignores Transfer Module Courses accepted as "general electives" are not fully explained by using the CAS system.

CAS is a great system that only needs to be marketed extensively.

CAS IS A VALUABLE RESOURCE AS LONG AS THE STUDENT'S COLLEGE IS AVAILABLE IN THE COLLEGE LISTING. IT IS ALSO IMPORTANT TO NOTE THAT ALL TRANSCRIPT EVALUATIONS ARE UNOFFICIAL UNTIL THE STUDENT GOES THROUGH AN OFFICIAL TRANSCRIPT EVALUATION.

CAS is a wonderful tool. I need to take the time to explore its many other features besides the course equivalency guides. Unfortunately, when asked if they had ever heard of CAS, none of my students indicated that they have.

CAS is the best thing since sliced bread!!

CAS is very helpful. Just try to continue adding as many institutions as possible.

Colleges and universities should have it has a link for their transfer guide.

Colleges need to make CAS a priority; all users should be able to access all colleges.

Community College personnel need to be aware of how to use CAS. In the past few days, I have received seven phone calls from community college advisers that want to know courses a student should take. I had made CAS accounts for all of the students. If advisers don't know how to log onto the system, then how can they expect their students to do what they're telling them to do? CAS is a great resource and needs to be utilized more by the community college personnel out there.

Continue to implement in the full spectrum of educational planning, i.e. middle and high school students, counselors and parents should be made more aware of this opportunity.

Continue to update and expand coverage and this would be a great tool.

Coordinate CAS training at institutions each quarter--maybe at orientation sessions.

Course titles might be helpful.

Expand beyond Ohio to include the states neighboring Ohio.

Find ways to communicate better to both advisers and students the array of features and how they can assist students in various ways.

I do think that there can be an easier way of accessing CAS. Why does someone need to sign in as guest or member? Why not just have it so students can log on to home school and then call up school to transfer to. It is ok, but I think that as the changes are made, there is a need to keep things as simple and easy to use by all parties.

I have requested an account and training. That training is supposed to occur later this week. Perhaps then I can answer this survey more appropriately. As it is, I have no experience with the system. I only know about it through conversation at College administrator meetings.

I have VERY limited experience using CAS - have just browsed the web site - so my answers to this survey should, for the most part, be considered worthless.

I like the idea of training, especially for faculty advisors who often do not receive much training at all. I would most like to be able to recommend to my students transient summer credit near where their family lives. I would also like to be able to help students make a reasonable guess as to which classes taken elsewhere would count.

I like using the guest logon for my access purposes as an advisor. At this point in time, I would prefer to not be forced to create a member account. It would be nice to have more higher level course equivalencies, but I realize that task is daunting and content is subject to change.

I look forward to becoming more familiar with CAS.

I personally would benefit from more training on using all of the resource modules available in CAS; not just the course equivalency portion. It would be helpful if we could get some instructions and or self help for students to make use of CAS. I would like to be able to use CAS more efficiently as a counselor.

I really like CAS, and my University relies on it for accuracy in transferring. However, I think the site could use a little re-design, for ease of use for students.

I recently heard that advisors can have access to more CAS screens than a general user. If this is true, this would have been good to know. I don't know what additional information is available, but I would like to find out.

I think it is already a little more user-friendly than it used to be. I would like to know the benefits of being a member user, as opposed to just logging in as a guest all the time.

I understand that CAS is intended to cover all transfer issues, but with constant program changes and selective admissions CAS cannot be all things to all students. Removing the log-in steps would help speed use. Frankly, it takes too many steps to select institutions and courses when I can use a different website to immediately access the information. I recommend making CAS more student friendly. As an adviser, I rely on other methods and very rarely use CAS.

I use a Mac computer with an OS X operating system. When I print out the course equivalencies, the shading doesn't transfer to the paper. Is there a way to make the shading universal to all computers? Is there a way that advisors making the equivalencies have direct access to making changes to the equivalencies for there institution? The process of updating changes is long and tedious at the moment. Something that is incorrect and needs changing immediately, so as to not jeopardize a student's academics would be greatly enhanced with the hands on capability to make changes.

I would like a demo or workshop on using all parts of CAS.

I'm sorry but I am having a difficult time answering this survey. We do not use CAS at our university with our own students. We were interested in becoming part of the CAS project believing that students at the community colleges would use CAS when considering transferring to JCU. Even though I ask if students have used CAS when considering JCU or when choosing classes, I have never had a student answer in the affirmative. We print our own transfer equivalency guides and also have them on our website. Students often tell me they use those, or request a printed copy.

If CAS is the essential transfer and articulation tool, then institutions should not be expected to develop particular program-to-program articulation agreements. CAS is

already showing the students how their courses articulate. Agreements put on paper for distribution are outdated almost immediately--or simply contain errors.

Improve graphics, speed

In Course Equiv, line up the transfer school with the target school

Increase marketing.

Information needs to be updated on a regular basis.

It is a bit confusing to students when things transfer as general credit to a college. A better explanation of what this means would help. I use the guest feature quite often with PSEO students and so far it has been very helpful!

It is a great system. I wish every college participated. It does make my job easier and is a great resource for the students who use it.

It might help if more university admissions offices would emphasize CAS to students who are enquiring or applying to transfer in. CAS could be highlighted on their transfer Web page, their transfer viewbook, their transfer application form and procedures, and by their admissions counselors - that would reinforce the efforts we do make in the community college to get students to use it. Some universities have a separate CAS brochure but haven't integrated it in ALL their materials for prospective transfer students.

It needs to be a little more user friendly. A lot of students don't realize that when they are looking at the course equivalency section that once they select their institution they simply need to scroll down to see the equivalencies. A lot of times students will say to me that they tried it and nothing came up, not knowing that they needed to scroll down. Also they don't understand what a planning guide is, why can't we call it their DARS? We are trying to increase student awareness of DARS, why not use the same terminology? Other than that- keep up the good work :-)

It will be great when all of the institutions are on CAS. Also I think that the directions can be a bit confusing (this is a frequent comment from students). I'm glad we have this resource because at least now students can do some of the research between schools on their own.

It will be great when the private schools are all on board.

It's a great tool for course equivalencies. I wish incoming transfer students would make more use of it - they would be much better informed than they are currently.

It's a tremendous tool and can be extremely productive the more institutions and students use it.

It's unclear to me how to best access the Course Applicability database.

Just concerned about keeping it current and at least all of the big Ten schools should be on CAS at least.

Keep adding schools and updating the course equivalency guide.

Make CAS work on two levels: One should be a community college to community college system of transferability. The other should be a university to university system. Do not intertwine the two. In addition, universities should still have the power to make decisions about which institution's credit is equivalent. Creating a "one size is as good as all" system misses such things as an instructor's publication history, highest degree completed, reputation among professional peers, years of experience, degree of course difficulty, and so forth. Otherwise, the result may be a "lowest common denominator" system instead of one that encourages excellence by recognizing differences of quality between institutions.

Make it more user-friendly for students. I teach them how to use it, but they are reluctant to try it on their own.

Make it up to date. My WISH is that elective courses could be made more equivalent as students do not understand why a course such as Journalism 2__ may not have a direct equivalent at the 4 year college. This involves accreditation issues for particular majors. However, these problematic issues are of concern for students who want CAS to identify everything. Whenever CAS says XXX then further clarification by CAS should be included for students to pursue directly with the institutions of interest.

Make it very easy to up date the system. Create an advisor account that can create many planning guides (maybe this is possible and I just don't know that it is possible?)

Make the training longer and more involved so that users can become power-users.

Mandate participation; dedicate personnel to its development.

More on course descriptions. Clarify if a course currently is an equivalent. This would help us to make an analysis of a course and if it is really an equivalent or a portion of our course.

More schools, more courses, more diligence in ensuring currency of info

More training

More Training is needed, Greater Public knowledge of the system, more use at the secondary level as a planning tool.

More training on campus

My program does not advise students regarding transfer credits. We are, however, concerned about the quality of undergraduate writing courses and their effectiveness in dealing with the needs of international and domestic ESL students.

My wish was granted when CAS provided the capability to search by course and see equivalencies at multiple institutions. This is very helpful to advisers and students investigating transient opportunities. XML will be an important enhancement. It is laborious to enter courses.

Need to make the public aware of this valuable tool through advertisement, meetings, etc. High school counselors may be aware of CAS, but they are not relaying information to high school students and parents. College students are not using CAS enough either.

Needs to be more student friendly and kept up to date

Never heard of it before

No suggestions at this time.

None

Not all colleges are included. It would be helpful if we had at least ALL of the State Schools in Ohio. The private schools would be a bonus!

Not at this time. Still just learning

Overall a good tool Keep up the good work.

Perhaps there could be CAS Advocates within CAS administration and at each university who could assist students when they feel that more of their courses should directly apply to their program at their transfer university. More universities should have transfer advisors and administrators who can work with transfer students and understand transfer issues. Admissions officers are too busy with their regular duties to take on this role. I recommend that there be more CAS training.

Perhaps use letter and numbers or lines to delineate groups of courses to take together for course equivalencies.

Please consider the dissemination of information regarding CAS on a broad scale. When we work with transfer students, it is currently for us a very complicated and arduous process as we must draw from catalogs (online and paper copies) and a tool like the CAS sounds as if our work would be vastly diminished had we access to it or knew more about it.

Rachel Schaeffer and Sue Lau have done many training sessions. They are very good. The system is good.

Recruit all private and public institutions to participate. Find a way to fund the updating that must be kept current so that people are sure it's accurate and up to date. Small private institutions may not have the man power and money to keep their part of the system current.

Since it appears there is more to CAS than course equivalencies, I need training in the other aspects to see if I would use the system more. It has also never seemed useful when trying to do out-of-state comparisons so I quit trying that a long time ago....if that aspect has now improved I'd like more information about that. I'd like to see more information in CAS about private schools' course equivalencies, in Ohio or elsewhere.

Since many of our Post-Secondary Enrollment Options students don't necessarily plan to stay with us after they graduate from high school, I have been demonstrating CAS to them. They might be a population to market to. Also, we are on the Michigan border area and one of the things that make CAS less attractive is that we have to go to another website to check on Michigan transferability. I'm not sure how easy it is to have border state links, but it would be helpful.

Some of the course equivalencies are outdated/need to keep updates current

Some training would be very useful. We've had NONE.

Someone, perhaps OLN or OHAAA, might include a CAS column in a monthly/quarterly newsletter. Column might include answers to FAQs, a CAS success story (student or institutional goals met as a result of using CAS effectively), or a user tip.

Sometimes I need to print a screen of the Course Equivalency Guide but the text to the right is usually cutoff (even if I close my IE Favorites window which I like to keep open). I print most documents in "portrait." It's hard to remember to set to "landscape" just for CAS (and takes up more paper). When printing CAS equivalency guides, the highlights do not print so it's very difficult to interpret when there are "two-fers" or "three-fers". I prefer to scroll through all the courses (it's quicker than accessing the pull down menu to guess the appropriate dept. abbreviation when hunting for an equivalency to transfer back to our institution). I would prefer that the course equivalency guide opens to "all" instead of an individual department. It would be wonderful if we could access across states--we had a student recently at my Ohio institution who wanted to take a course at a school in Arizona (it was on CAS for Arizona but we couldn't link between the two states--or if it's possible, we couldn't figure out how to do it).

Students sometimes misunderstand the information available on CAS. Can be dangerous if they do not consult with an advisor.

Tell me about it.

The information in CAS needs to match the information in our university database.

The more states covered the better.

There needs to be more "administrator" training classes besides classes on the web or using the manual.

Training and a quick reference guide to use CAS would be helpful.

Training, marketing, etc need more attention. Many schools seem not to have the staff/resources to get and keep CAS at the level that it is a useful too.

Training, training, training!

Try to avoid displays that require excessive scrolling down. Sometimes when I try reversing the results (e.g., going from XYZ U. to Ohio State, then going on the same search from Ohio State to XYZ U) I get different results when I would expect more exact equivalents. That doesn't give me much confidence in the results. It's difficult to find exact matches for some of the sciences that may be listed in different ways at different institutions (see example about anatomy above.) Maybe the persons responsible for providing updates could be queried more often about changes or at least be made aware of how important it is to communicate updates. On the whole, I've seen lots of improvements over the time I've worked with CAS. It's a great tool and I appreciate having it available.

We are in the process of getting ours up and running and will know more after we have used it for awhile.

We need to know who you are and what you can do for us.

Would be helpful if general education (transfer module) requirements for all institutions were readily available

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. To transfer to this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. To identify summer course(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

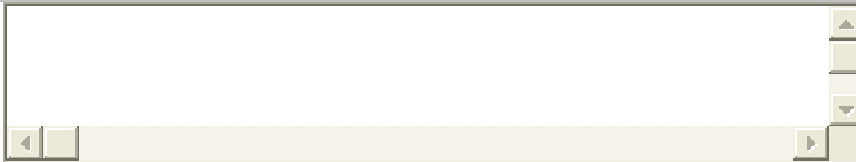
public visibility and use.					
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Barriers

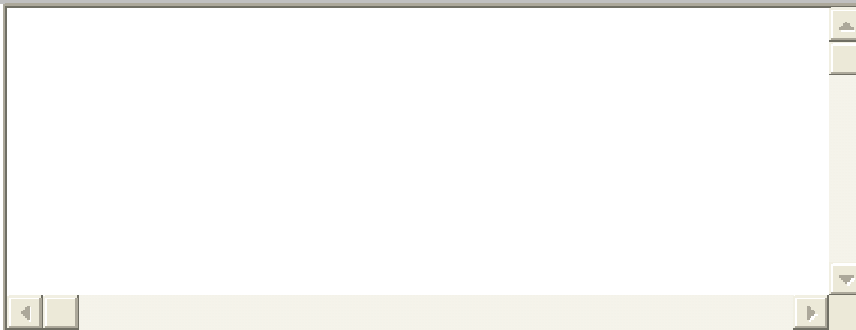
36. Are there barriers to using CAS?

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

37. What are the barriers to using CAS?



38. Please make suggestions about CAS.



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

Appendix B

You have been identified as a professional with responsibility in the area of academic and transfer advising in a two- or four-year college or university setting in Ohio. The Course Applicability System (CAS) is a comprehensive system that provides access to information about course transfer, acceptability, and applicability to degree completion at colleges and universities throughout Ohio. We have been asked by the Ohio Board of Regents to seek your input to help make CAS a comprehensive system that will meet the needs of the educational community and the students we collectively serve. We appreciate your willingness to complete this short survey which will automatically be returned to us via the Web. To respond to the survey, click on the link below. All responses are confidential.

[http://oak.cats.ohiou.edu/~pw165003/\(CAS\)AdvisorsSurvey.HTM](http://oak.cats.ohiou.edu/~pw165003/(CAS)AdvisorsSurvey.HTM)

Robert B. Young, Ph.D.
Professor, Counseling and Higher Education
Director, Center for Higher Education

Valerie Martin Conley, Ph.D.
Assistant Professor, Counseling and Higher Education
Associate Director, Center for Higher Education

Appendix C

If you have already completed the CAS Survey for Advisors, thank you. We appreciate your response.

If you have not received the link for the survey or have not responded, please see the text of the message below and click on the link to complete the short survey. Thank you for your time and participation.

You have been identified as a professional with responsibility in the area of academic and transfer advising in a two- or four-year college or university setting in Ohio. The Course Applicability System (CAS) is a comprehensive system that provides access to information about course transfer, acceptability, and applicability to degree completion at colleges and universities throughout Ohio. We have been asked by the Ohio Board of Regents to seek your input to help make CAS a comprehensive system that will meet the needs of the educational community and the students we collectively serve.

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Appendix D

The Ohio CAS Survey had a good response rate following the first e-mailing of the survey instrument in December. We have received, to date, close to a 30% return. In an effort further increase our sample size and encourage participation the Center for Higher Education will send a second e-mail request for completion of the survey. The target group is those individuals on your campus involved in the *counseling and advising process*. If possible, please contact those individuals who fall into this category and encourage them to complete the survey if they have not already done so. The e-mail message they will be receiving from the Center for Higher Education is highlighted below. Thank You.

Peter Ross --Chair CAS Survey Committee

From: Robert B. Young, Ph.D.
Professor, Counseling and Higher Education
Director, Center for Higher Education

Valerie Martin Conley, Ph.D.
Assistant Professor, Counseling and Higher Education
Associate Director, Center for Higher Education

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**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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