

Illinois

CAS Course Applicability System

An External Evaluation of the Illinois Course Applicability System

October 5th, 2007

Sherri Armstrong
Assistant Director Transfer Systems
Undergraduate Admissions
The University of Toledo
419.530.4864 (voice)
419.530.1202 (fax)
Sherri.Armstrong@utoledo.edu

&

Anne L. Fulkerson
Research Associate
Institutional Research
The University of Toledo
419.530.1245 (voice)
419.530.1249 (fax)
Anne.Fulkerson@utoledo.edu

Table of Contents

I. Executive Summary	5
II. Project Background and Overview	9
III. Evaluation Objectives	10
A. Other Web-Based Transfer Systems	11
1. CollegeTransfer.net - http://www.collegetransfer.net/ hosted by AcademyOne.	11
2. ARTSYS - http://artweb.usmd.edu/ (Maryland and New Jersey).	12
3. ASSIST - http://www.assist.org/web-assist/welcome.html (California).	13
4. FACTS - http://www.facts.org/ (Florida).	15
5. STARS - http://stars.troy.edu (Alabama).	16
6. TIS - http://www.uwsa.edu/tis/about/index.shtml (U of Wisconsin).	16
7. Summary	19
B. Usage Statistics	20
C. Log-Out Survey	23
1. Purpose	23
2. Survey Instrument	23
3. Method	23
4. Results	23
a. Respondents	23
b. CAS Usage	26
c. Effectiveness	33
d. Ease of Use	33
e. Comments and Suggestions	34

5. Summary and Conclusions	35
D. Institutional Survey	36
1. Purpose	36
2. Participants	36
3. Survey Instrument	37
4. Method	37
5. Results	37
a. Bradley University	37
b. Chicago State University	39
c. Eastern Illinois University	41
d. Governors State University	43
e. Northeastern Illinois University	45
f. Southern Illinois University – Carbondale	47
g. Southern Illinois University – Edwardsville	49
h. West Suburban College of Nursing	51
i. Western Illinois University	53
6. Summary and Recommendations	55
E. Training and Marketing	56
G. Cost Effectiveness	60
1. Minnesota	60
2. Ohio	60
3. Oregon	61
IV. Appendices	62

A. Evaluation Proposal	62
B. CAS Usage Statistics	65
C. Institutional Report	75
D. Log Out Survey Instrument	86
E. Suggestions and Comments from Log Out Survey.	95
F. Institutional Survey Instrument	97
G. Institutional Survey, First Email	101
H. Institutional Survey, Second Email	102
I. Institutional Survey, First Email	103
J. Budget Allocations	104

Executive Summary

In May of 2007, the Illinois CAS project team contracted with Sherri Armstrong and Anne Fulkerson from The University of Toledo to conduct an external evaluation of the Illinois CAS project. The objectives of the evaluation were to:

- Research other web-based transfer systems and compare their functionality to CAS, including advantages and disadvantages.
- Provide suggestions for modifications to usage statistics and future use of data.
- Modify existing log-out survey and analyze data collected from new instrument during the evaluation period.
- Survey Illinois institutions, determine their level of CAS participation, and identify issues and/or roadblocks that prevent institutions from fully participating in CAS.
- Review CAS training materials and marketing strategies. Determine their impact, if any, on the level of institutional participation.
- Research the cost effectiveness of the Illinois CAS project compared to other statewide CAS implementations.

A summary of findings for each component of the evaluation is included below. More detailed results are included in the pages that follow.

Other Web-Based Transfer Systems

Of the six systems researched, CollegeTransfer.net hosted by AcademyOne, is the only system other than CAS that is available for licensure. Therefore, it is the only system that can be, from all perspectives, compared to CAS. The other systems are limited by state boundaries.

The functionality within CollegeTransfer.net is very comparable to CAS. One notable advantage of CollegeTransfer.net is the mechanism for tracking changes to a course that is part of an existing course equivalency rule. However, the absence of a cross-reference audit in CollegeTransfer.net creates some serious limitations. In CollegeTransfer.net, a student can request a document that shows how his/her course history would apply to degree requirements for a particular school and program. It does not however, display the courses that CAN be taken at the sending institution that satisfy program requirements at the receiving institution. This information is available in CollegeTransfer.net via the Transfer Agreements but it appears to be maintained separately from the course equivalency data. Hence, there is potential for inconsistent data to exist between course equivalencies and the Transfer Agreements. The course equivalencies stored in CAS feed directly in to the Planning Guide when a cross-reference planning guide is requested. In a sense, the course equivalencies and the encoded program requirements are joined to form a “Transfer Agreement” between two or

more institutions. Hence, CAS cross-reference planning guides eliminate the need to “create” or separately maintain Transfer Agreements.

Overall, CAS was the most sophisticated system within those that were reviewed. All of the systems provided program information and some form of transfer guide. However, the integration of the course equivalencies into the planning guides is what sets CAS apart from the rest.

Usage Statistics

The CAS usage statistics available prior to the external evaluation process were limited to CAS User accounts by User role (Student, Advisor, Administrator). Based upon our preliminary recommendations, usage statistics were expanded to include:

- number of planning guides by school
- number of planning guides by degree program
- number of planning guides by user
- number of logons by student
- number of logons by school

Additional recommendations include:

- the *PG_by_User_UNIQ* report should exclude the ‘xxxx’ audits and be categorized by user role
- compile the *PG_By_School* report, the *Logons_by_School* report, and the *number of user accounts* in to one report
- develop a methodology for collecting the number of course equivalencies stored in CAS by participating CAS institutions
- establish course equivalencies for general education courses at their top five feeder schools
- establish equivalencies for schools within a 50 mile radius of their institution
- all degree granting undergraduate programs should be made available in CAS for each of the receiving institutions

Log Out Survey

In sum, Illinois CAS is a heavily used website by an ethnically-diverse group of individuals. The majority of these users are current undergraduates who learn about CAS either through the internet or from an advisor or another student. The typical user is from a 2-year Illinois public institution and is exploring 4-year Illinois public institutions. The school with the most usage is the College of DuPage, and the school most often explored is the University of Illinois Chicago.

Although a small proportion of individuals experience miscellaneous technical problems, the majority of CAS users find CAS to be helpful and easy to work with. The most common problem encountered is that information for a school or major of interest is not available. The feature used most often is the course equivalency guide, and again, most individuals find it to be both helpful and easy to use.

Institutional Survey

Overall, institutions that have purchased CAS licenses but have not yet completed their implementation have experienced a variety of barriers. Problems identified include insufficient staffing (particularly technical staffing), lack of funds, technical difficulties, a lack of clearly-defined articulation rules, system conversions, a lack of an automated degree audit system, difficulty in building an interface to their existing degree audit system, and a lack of clearly defined project roles. During the course of the evaluation, we learned Oregon CAS Project Team completed building a CAPP-CAS interface and is already using it in several schools. They have made it available free of charge to other Banner-licensed holders via the SETA consortium.

Consequently, there are at least four things that the Illinois CAS Project Team can do to facilitate implementation at institutions that have not yet fully implemented CAS.

- work through the SETA consortium to obtain the CAPP-CAS interface
- work with IMS to install the processes that transfer data between CAS and the Banner interface programs
- offer technical support in implementing the interface
- secure funding in order to hire staff to help institutions with their encoding process

Training and Marketing

Institutions with greater training and marketing activities generally yield a greater number of user accounts, planning guides, and logons.

- At least 25% of the institutions have either (a) conducted advisor training (b) provided CAS brochures or (c) linked CAS to their institution website. This percentage reflects well on the institutions' overall efforts to introduce CAS to prospective users, especially when compared to the institutions that are fully implemented (39%).
- Only 15% of schools report having CAS training opportunities for students. However, this is not necessarily problematic because results from our survey indicate that (a) the majority of users learn about CAS from the internet or another person and (b) advisor training, web links, and the distribution of brochures are the most effective methods for reaching prospective CAS users.

Overall, our analysis shows that the fully implemented schools are marketing CAS effectively. However, training and marketing efforts could be enhanced by:

- publishing the CAS brochure on each institution's website
- encouraging sending and receiving institutions that are not yet fully implemented to educate users about CAS

Cost Effectiveness

CAS budget allocations were received from the following statewide CAS projects:

- Minnesota
- Ohio
- Oregon

As the table below shows, Illinois CAS budget allocations compare similarly to the other states. However, it is important to note that states are in various stages of implementation. To collect comparative data would require an in-depth study encompassing several budget cycles and tying specific costs to specific variables.

State	# CAS licensed institutions	Personnel Costs	Non-Personnel Costs	Total
Illinois	18	165,900	264,700	430,600
Minnesota	41	n/a	194,000	n/a
Ohio	36	232,752	129,343	362,095
Oregon	7	60,000	302,750	362,750

Project Background and Overview

The Course Applicability System (or CAS) is a web-based tool that provides up-to-date information about how coursework from one institution of higher education could apply toward a degree at another institution. The tool is designed to improve students' transfer experience by quickly providing users (transfer students, native students with transfer coursework, academic advisors, high school students planning their higher education path, parents, and others) with course equivalency guides, academic program requirements, course descriptions, and planning guides on the web.

With support from IBHE, Illinois joined the CAS system in 2002. During the first phase of development, all Illinois public universities joined the CAS network. In the second phase, community colleges and non-public institutions with degree audit systems and/or that serve a large number of transfer students were targeted for participation. To date, all Illinois public community colleges and two non-public community colleges have committed to participate as Sending institutions. In addition, all twelve public Illinois universities, one public Illinois community college and five not-for-profit senior institutions have obtained licenses to participate as Receiving institutions. These institutions are at various stages of implementing CAS. The current phase of the project is focused on assisting institutions that are not fully implemented and on making CAS more accessible and functional for Illinois college- and college-bound- students.

One component of the current project phase is that an external evaluation be performed in order to assess outcomes of Illinois CAS and to identify areas for improvement. For this purpose, the Illinois CAS project team hired Sherri Armstrong and Anne Fulkerson from The University of Toledo, in Toledo Ohio. Sherri Armstrong has over 24 years experience in higher education and has been Assistant Director of Transfer Services at The University of Toledo for the past eight years. Sherri has been integrally involved with Ohio CAS since its inception and spearheaded Toledo's implementation plan. She continues to manage the CAS system for Toledo and is currently working to interface CAS with Toledo's new Banner information system. Anne Fulkerson has her Ph.D. in Psychology and has extensive training and experience in research methodology and statistics. She is currently a research associate in the Office of Institutional Research at The University of Toledo and joined the evaluation project in order to provide methodological and statistical support.

This evaluation was undertaken from May 2007 to October 2007 and reflects the Illinois CAS project as it existed during this time period. Sherri and Anne worked with The Illinois CAS project team to identify evaluation objectives, gather appropriate information, and refine methodology and instrumentation. This report includes a description of the evaluation objectives and process, results, conclusions, and recommendations. It was delivered to the Illinois CAS project team on October 5, 2007.

Evaluation Objectives

A complete copy of the evaluation plan can be found in Appendix A. As can be seen, there were six evaluation objectives:

- Research other web-based transfer systems and compare their functionality to CAS, including advantages and disadvantages.
- Provide suggestions for modifications to usage statistics and future use of data.
- Modify existing log-out survey and analyze data collected from new instrument during the evaluation period.
- Survey Illinois institutions, determine their level of CAS participation, and identify issues and/or roadblocks that prevent institutions from fully participating in CAS.
- Review CAS training materials and marketing strategies. Determine their impact, if any, on the level of institutional participation.
- Research the cost effectiveness of the Illinois CAS project compared to other statewide CAS implementations.

Other Web-Based Transfer Systems

Evaluation Objective #1: *Research other web-based transfer systems and compare their functionality to CAS, including advantages and disadvantages.*

The following web-based transfer systems were selected for comparison because of their similarities to CAS and because they are utilized as statewide transfer articulation systems.

CollegeTransfer.net - <http://www.collegetransfer.net/> hosted by AcademyOne

ARTSYS - <http://artweb.usmd.edu/> (Maryland and New Jersey)

ASSIST - <http://www.assist.org/web-assist/welcome.html> (California)

FACTS - <http://www.facts.org/> (Florida)

STARS - <http://stars.troy.edu> (Alabama)

TIS - <http://www.uwsa.edu/tis/about/index.shtml> (U of Wisconsin)

What follows is a description of each system, an overview of each system's features and capabilities, advantages and/or disadvantages over the Course Applicability System, a table that visually compares the functionality/features of CAS to the web-based transfer systems above, and finally, a summary of findings. All findings are based on the interpretation of the External Evaluators.

CollegeTransfer.net (hosted by AcademyOne)

AcademyOne is a company dedicated to promoting transfer opportunities for students. It was founded in 2005 and serves students, institutions, agencies, and state governments.

CollegeTransfer.net, hosted by AcademyOne, is a comprehensive portal designed to streamline the college transfer process. Through CollegeTransfer.net, institutions can promote their college and transfer course policies. Anyone wishing to investigate course and transfer opportunities can log on to CollegeTransfer.net and search for courses, schools, transfer agreements, and equivalencies. Students can enter their course history and run a transfer planning guide to see how their courses transfer and apply to a program at participating institutions. AcademyOne also offers a variety of project management, consulting, systems integration, and data management services.

AcademyOne was awarded a contract in January 2007 to work with the Pennsylvania Department of Education (PDE) to support PA House Bill 185. On July 2, 2007 AcademyOne announced that twenty-eight Pennsylvania public institutions met the legislative mandate imposed by the house bill through AcademyOne's web-hosted Course Atlas and Course Equivalency Management Center applications, which together provide institutions with a centralized repository of courses and course equivalencies.

This site provides access to (a) a course atlas (CourseAtlas.net) with over 3.5 million current courses across 4,000 institutions, (b) course equivalencies approved by institutions, (c) transfer agreements developed by institutions, (d) personalized transfer maps from one school to another and (e) secure access to import course histories from participating institutions.

CollegeTransfer.net also provides access to institutional degree audits, allowing prospective students to run 'what if' audits.

Advantages:

- Twelve transfer related Forums that promote transfer discussions.
- Blogs dedicated to helping college transfer students and advisors plan transitions from one institution to another.
- Institution characteristics such as accreditation information, public vs. private, highest degree offered, school size, and calendar system.
- Easy access to general transfer guide, referred to as “Equivalency Map” in CollegeTransfer. This data is available in CAS only if an institution chooses to encode a general transfer program.
- The Course Equivalency Management Center located on CollegeTransfer.net alerts users when changes are made to a course that is part of an existing course equivalency so that the change can be reviewed.

Disadvantages:

- Relatively new so fewer schools participating. There are 55 schools participating; 28 are Pennsylvania institutions compared to 208 CAS schools that are included within 20 various licenses (some individual institutions/some statewide).
- Absence of a cross-reference planning guide. The “Transfer Agreements” housed in CollegeTransfer.net would presumably be used in lieu of the cross-reference planning guides but there are very few of these currently available in CollegeTransfer.net. Given the increased mobility of students pursuing a college degree, it is imperative that a student who begins his/her studies at a community college with the intent of transferring to a 4-year institution take courses that are applicable to their desired program of study at their transfer institution. The cross-reference planning guide available in CAS, can ensure that the courses taken will satisfy degree requirements.
- Absence of a coursebank when entering course history. The import feature is available in CollegeTransfer.net; however, there are very few participating institutions. Hence, many students using CollegeTransfer.net would be forced to enter their courses manually, which is more labor intensive than selecting courses from the coursebank.
- CAS has an academic program search by major feature that is not available in CollegeTransfer.net. With CollegeTransfer.net, users can search for majors only if they enter institution names first.

ARTSYS

Maryland colleges and universities utilize a statewide transfer articulation system called “ARTSYS”. ARTSYS is a computerized data information system created to facilitate the transfer of students from the Maryland public community colleges to University System of Maryland schools and other participating institutions.

Through ARTSYS, students and advisors can determine course equivalencies, applicability of credit toward degree requirements, view course descriptions/syllabi, load courses already

completed or those they plan to take, etc. The baccalaureate-degree granting institutions (in agreement with the sending institutions) have outlined prescribed courses for the academic majors. Each **Recommended Transfer Program** includes specific course requirements, admission requirements (if any) for the major, and often, transfer options and career information.

The ARTSYS program permits students to enter (or import) their transcript to determine the transferability of courses, and allows for the analysis of courses taken against a Recommended Transfer Program. This may be done for a single program at a single receiving institution or for multiple programs at several institutions. The ARTSYS program computes a grade point average of all transferable courses, a grade point average for the academic major as well as an overall grade point average.

The ARTSYS program, in conjunction with the Electronic Transfer (ET) of transcripts among associate and baccalaureate degree granting institutions, allows receiving institutions to analyze student records through ARTSYS in order to provide timely articulation information to prospective students without delay.

The University System of Maryland Administration maintains the ARTSYS program and updates the database on a daily basis.

Advantages:

- The ARTSYS system is very robust. Although the formatting of ARTSYS is very different, the basic functionality compares well with that of CAS. There are no distinct advantages of this system when compared to CAS.

Disadvantages:

- The ARTSYS application is limited by state boundaries. Each implementation of ARTSYS (MD and NJ) is separate. Only data for in-state schools is permitted in the database.

ASSIST

ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities. The ASSIST acronym stands for **Articulation System Stimulating Interinstitutional Student Transfer**.

ASSIST was created in 1985 under the guidance and counsel of the three California postsecondary educational segments: the University of California, the California State Universities, and the California Community Colleges. The initial project included only a small number of participating colleges and universities. Since that time, ASSIST has grown to include information about all of the public postsecondary educational institutions in California.

ASSIST is funded by the California state legislature. The ASSIST Board of Directors, made up of representatives from each of the public postsecondary educational segments, oversees

development and establishes policy for ASSIST. The ASSIST Coordination Site manages the daily implementation and project operations. The Board of Directors and the ASSIST Coordination Site work together with participating campuses to ensure that ASSIST continues to meet the needs of students transferring among California's institutions of higher education.

ASSIST is funded by California tax dollars and is intended to facilitate transfer from a California community college to a University of California or California State University campus. There is no information regarding transfer to or transfer from out-of-state colleges or universities in ASSIST.

There are two main components of ASSIST: "Articulation Agreements" and "Explore Majors." Articulation agreements are formal agreements between two campuses. They define how courses taken at one college or university campus can be used to satisfy a subject matter requirement at another college or university campus.

Articulation agreements in ASSIST are developed and entered into the ASSIST database by the receiving campus (the university campus a student transfers to). Each university campus is responsible for the content and format of its own articulation. The analysis, evaluation, and data entry of all campus-to-campus articulation is done on the individual university campuses. Not all university campuses provide articulation with every college or for all of their majors or departments. Many university campuses concentrate on their primary feeder colleges and their most popular transfer majors.

Most articulation in ASSIST identifies community college courses that can be used in lieu of a university course to satisfy a specific lower-division requirement at the university campus. University-to-university articulation is not a priority in ASSIST, but there is a small amount in the database.

Advantages:

- There are no distinct advantages of this system when compared to CAS.

Disadvantages:

- Like CollegeTransfer.net, ASSIST utilizes articulation agreements to display the information obtained through the CAS cross-reference planning guide.
- No course description information.
- No storage facility for course history.
- There is no information regarding transfer to or transfer from out-of-state colleges or universities.
- Articulation in ASSIST is valid for the academic year(s) indicated at the beginning of the agreement. Each university campus updates and publishes its articulation on a schedule based on campus policies and priorities. Since each campus determines its own schedule, information about when new data will be published can not be determined.

FACTS

FACTS.org is Florida's official online student advising system. High school students, college students, parents, and counselors can use the services provided on this website to help plan and track educational progress in Florida. FACTS.org is provided free by the Florida Department of Education. Over 200 of Florida's public, private, career-technical and specialty institutions are represented in FACTS.org.

The state of Florida established a Statewide Articulation Agreement in 1971, which is referred to as the 2+2 system. The 2+2 system is designed to allow students to successfully complete a bachelor's degree by first attending a community college and then transferring to a 4-year institution. Admission to 4-year institutions is guaranteed to any student who completes an associate's degree. The state of Florida operates on a Statewide Course Numbering system.

The main features of FACTS.org are career planning, high school planning, college/voc-tech planning, financial aid, admissions, transfer services, college advising tools, and college transcripts and grades. The career guidance programs at FACTS.org help students assess their interests and skills and find a career that fits. The services include national and state-specific occupational information for salaries, industry trends, and employment data. The High School Academic Evaluations evaluates a student's transcript information and compares it to graduation, Bright Futures scholarship, and state university admission requirements.

FACTS.org provides students with an Institution Search to get such details on Florida's postsecondary institutions as cost, degrees offered, total enrollment, location, etc. The Degree/Program Search finds all the schools that offer a certain degree or certificate and all of the degrees and certificates offered by schools. You can also get an audit to see exactly what courses are required to complete programs.

FACTS.org provides information on transfer requirements, applications, and processes for appealing transfer decisions. Soon, transfer students will be able to run a special "2+2" audit to compare their personal transcripts with transfer requirements. There are five types of advising audits that compare actual college transcript to degree requirements available through FACTS.org. Unofficial college transcripts and grades can be obtained directly from Florida's public institutions through FACTS.org.

Advantages:

- There are no identifiable advantages of FACTS over CAS. Like CAS, FACTS provides a comprehensive student service area where links to financial aid, admissions, etc. can be found.

Disadvantages:

- Website is not user friendly. It is difficult to analyze some of the features, like degree audits that use transcript data to determine progress toward degree, because a student id and pin for a specified institution are required in order to access this functionality.
- As with ASSIST, there is no information regarding transfer to or transfer from out-of-state colleges or universities.

- There are no published course equivalencies. Although 2+2 information is available, it requires a student id and pin, making analysis of course equivalencies from agreements difficult to obtain.
- Although FACTS.org has a lot to offer, its purpose and functionality are very different than those of CAS.

STARS

STARS stands for **Statewide Transfer & Articulation Reporting System**. STARS is a web-accessible database system which provides guidance and direction for prospective transfer students in the State of Alabama.

The STARS System allows public community college students in Alabama to obtain a Transfer Guide/Agreement for the 4-year major of their choice. This guide/agreement helps students select coursework for their first two years at a community college so that it can be applied to a degree at a public 4-year institution. Although transfer guides/agreements can only be printed for 2-year to 4-year transfers, the STARS system also provides guidance and direction to transfer students who have a different transfer situation (e.g., 2-year to 2-year transfer, 4-year to 4-year transfer, etc.).

The Alabama Articulation and General Studies Committee (AGSC) is responsible for the oversight and monitoring of the STARS System. The information that students receive from the STARS System has been approved by the AGSC.

Currently no private or out-of-state institutions participate in the AGSC/STARS Program.

Advantages:

- STARS is unique in that it reports changes to the Transfer guides. The document is divided into three categories and is color-coded accordingly. Green represents a new guide. Red represents a correction/revision to an existing guide, and blue represents a guide to which new courses were added.

Disadvantages:

- The STARS system is basically a repository for transfer guides. It does not integrate student coursework with academic planning and, therefore, does not compare well to the Course Applicability System.

TIS

The Transfer Information System (TIS), maintained by the University of Wisconsin System, offers UW and Wisconsin Technical College System (WTCS) students the ability to see how their credits will transfer to any UW or WTCS campus. TIS offers the ability, much in the same way as CAS, to search course equivalencies by school or by course.

Advantages:

- Use of Wizard tutorials that interpret transfer results.

Disadvantages:

- As with the STARS system, TIS is basically a repository for transfer guides. It does not integrate student coursework with academic planning and therefore, does not compare well to the Course Applicability System.

Table 1. Features Available in CAS vs. Other Web-Based Transfer Systems.

	Course Applicability System (CAS)					
	Course Descriptions	Academic Programs	Course Equivalencies	Course History	Course Planning guides	Student Services
AcademyOne (CollegeTransfer.net)	Yes	Search by program available only if Institution name is entered.	Yes	Yes, either manually or through course import. No Coursebank available.	Yes, but no cross-reference planning guide available, although transfer agreements can be posted by institutions.	Indirectly, through institution link.
ARTSYS	Yes	Yes	Yes	Yes	Yes	Yes, through transfer portal link.
Assist	No	Yes	No course-by-course equivalencies but information can be inferred from articulation agreements	No	Yes, through published articulation agreements but cannot enter course history so cannot view progress toward degree completion.	Yes
FACTS	Yes, through institution catalog link.	Yes	No	No	Information unavailable. FACT.org configuration does not allow full analysis of this feature. Prior enrollment in one of Florida's postsecondary institutions required prior to generating a degree audit.	Yes
STARS	Yes	Yes	No	No	Yes, through Transfer Guides but cannot enter course history so cannot view progress toward degree completion.	Through institution links only
TIS	Yes, through institution catalog link.	Through link to on-line institution catalog	Yes	No	No but future plans include Degree Audits that inform students how courses taken, or planned, apply toward specific program requirements.	Through institution links only.

Summary

Of the six systems researched, CollegeTransfer.net hosted by AcademyOne, is the only system other than CAS that is available for licensure. Therefore, it is the only system that can be, from all perspectives, compared to CAS. The other systems are limited by state boundaries.

The functionality within CollegeTransfer.net is very comparable to CAS. However, the absence of a cross-reference audit in CollegeTransfer.net creates some serious limitations. In CollegeTransfer.net, a student can request a document that shows how his/her course history would apply to degree requirements for a particular school and program. It does not however, display the courses that CAN be taken at the sending institution that satisfy program requirements at the receiving institution. This information is available in CollegeTransfer.net via the Transfer Agreements but it appears to be maintained separately from the course equivalency data. Hence, there is potential for inconsistent data to exist between course equivalencies and the Transfer Agreements. The course equivalencies stored in CAS feed directly into the Planning Guide when a cross-reference planning guide is requested. In a sense, the course equivalencies and the encoded program requirements are joined to form a “Transfer Agreement” between two or more institutions. Hence, CAS cross-reference planning guides eliminate the need to “create”, or separately maintain, Transfer Agreements.

One notable advantage of CollegeTransfer.net is the mechanism for tracking changes to a course that is part of an existing course equivalency rule.

Overall, CAS was the most sophisticated system within those that were reviewed. All of the systems provided program information and some form of transfer guide. However, the integration of the course equivalencies into the planning guides is what sets CAS apart from the rest.

Usage Statistics

Evaluation Objective #2: *Provide suggestions for modifications to usage statistics and future use of data.*

Current Usage Statistics

The CAS usage statistics available prior to the external evaluation process were limited to CAS User accounts by User role (Student, Advisor, Administrator). Based upon our preliminary recommendations, usage statistics were expanded to include:

- number of planning guides by school
- number of planning guides by degree program
- number of planning guides by user
- number of logons by student
- number of logons by school

See Appendix B for a sample of usage statistics collected from 8/1/2005 to 8/3/2007.

The advantages of these additional usage statistics are described below:

Number of planning guides by school, number of logons and number of accounts

Monitoring the number of planning guides generated for an institution and comparing those to the number of accounts and logons can help assess the effectiveness of training and marketing strategies deployed by individual institutions and, in a sense, can assess whether the student and/or advisor is using CAS to its fullest potential. CAS was designed to provide information about the “applicability” of coursework. One can infer if students are obtaining this information through the number of planning guides generated in relation to the number of accounts and number of logons for an institution. For example, the data provided for DePaul University, as seen in Appendix B, shows 478 planning guides (this figure excludes what are referred to in CAS as ‘xxxx’ audits which are not produced by users) generated for their institution with 2,073 logons and 489 student accounts. According to the *Institutional Report* compiled January 31, 2007 (see Appendix C), DePaul hosts a number of CAS workshops for community college students and staff, has added course articulations for more than 20 feeder schools, and includes CAS information with the transfer packet sent to community college contacts. Of the institutions for which statistics were gathered, DePaul had one of the higher percentages of planning guides generated for their institution when compared to the number of logons and student accounts (see Table 2 below). This suggests that training and marketing strategies adopted by this institution were successful.

Conversely, if the number of accounts and logons far exceed the number of planning guides generated for an institution, this could suggest that:

- there is a lack of training and marketing of CAS by the institution
- the user is searching for information other than applicability of credits

- the user is erroneously accessing the course equivalency guides to determine applicability of coursework. For example, the data provided for Eastern Illinois University shows only 55 planning guides generated for their institution with 723 logons and 143 student accounts. Eastern Illinois University had one of the lower percentages of planning guides generated for their institution relative to the number of logons and student accounts. This is likely due to the fact that EIU is still in the process of implementing CAS and they have not yet conducted CAS training.

Table 2. Planning Guides Generated Relative to Number of Logons and Student Accounts.

	#PG's by school (less 'xxxx' audits)	#Logons by school	%PG's generated relative to #logons	#Accts by school	Avg # PG's relative to #Accts created. Includes accounts from which no planning guides were generated.
DePaul U	478	2,073	23%	489	.97
College of DuPage	675	4,221	16%	574	1.17
Eastern Illinois U	55	723	8%	143	.38
Northern Illinois U	610	4,391	14%	780	.78
U of Illinois-Chicago	3,013	14,390	21%	3,888	.77

Note: "by school" refers to the student's institution, not necessarily the institution for which the PG was run. The user may not understand the difference between the course equivalency guides and the planning guides (acceptability vs. applicability). If training and marketing techniques are developed to help guide the student through these differences, then comparing the number of planning guides to number of accounts and logons will help assess the effectiveness of that training and help determine if students are using the correct feature in CAS to obtain the information they seek.

Number planning guides by degree program

Collecting the number of planning guides by degree program allows institutions to identify the most sought after programs. Institutions can use this information to promote these particular academic programs. In addition, for schools that are still in the process of implementing CAS, this information provides a list of academic programs from which to begin their encoding process. This can be especially helpful for schools who have adopted a phased approach to CAS implementation.

Number planning guides by user

Collecting the number of planning guides by user is a very useful method for determining the effectiveness of a training workshop. Knowing who your users are at the time of training and comparing their activity in CAS afterwards can gauge the level of interest by those who received CAS training.

Additional Recommendations

It is recommended that the *PG_by_User_UNIQ* report exclude the 'xxxx' audits and that it be categorized by user role so that student and advisor activity is more easily identified within the report. This will enable institutions to assess the effectiveness of their marketing and training techniques. Categorizing by user role also offers the opportunity for one to gauge the true utilization of CAS. For example, if a user with an Administrator role has requested a high volume of planning guides this might suggest that these planning guides were not generated for student advisement but rather for testing purposes. This is an important factor in analyzing statistics since CAS does not have a "test" system.

Although the number of course equivalencies can not be collected by the Illinois CAS Project staff due to the lack of access to individual institutions' degree audit systems, it is nevertheless important to monitor the number of course equivalencies stored in CAS. Course equivalencies are the essence of CAS functionality. Without them, students can not track progress toward degree completion nor can they pre-plan their course registrations at their 'transfer from' institution. Monitoring the volume of course equivalencies and making sure the course equivalencies in CAS are up-to-date ensures that a student can generate a meaningful planning guide, both regular and cross-reference.

It is also recommended that the Illinois CAS Project develop a methodology for collecting the number of course equivalencies stored in CAS by participating CAS institutions. In addition to tracking the number of course equivalencies in CAS, we recommend that course equivalencies be monitored to determine how often the institutions update them. We recommend that, minimally, all participating CAS institutions establish course equivalencies for general education courses at their top five feeder schools and establish equivalencies for schools within a 50 mile radius of their institution.

It is equally important to compare the number of undergraduate degree programs offered in CAS to the number of undergraduate programs offered by the institution. It is suggested that all degree granting undergraduate programs be made available in CAS for each of the receiving institutions.

Finally, we recommend that the Illinois CAS Project compile the *PG_By_School* report, the *Logons_by_School* report, and the *number of user accounts* in to one report so that they can more easily be analyzed against the Illinois CAS Institutional Reports to determine the effectiveness of the schools reported training and marketing efforts.

Log Out Survey

Purpose

The purpose of the Illinois CAS Log Out Survey is to gather input from Illinois CAS users on the utility and functionality of the Illinois CAS system. The major objectives of the survey are to:

- Identify who is using the system and who is not
- Determine how the system is being used
- Learn how users found CAS
- Assess the helpfulness of CAS
- Assess how easy it is to use CAS
- Identify ways to improve CAS

Survey Instrument

The survey, included in Appendix D, consists of 34 multiple-choice, scaled, and open-ended questions.

Method

The survey was administered as a web-survey using SurveyGizmo software. Links to the survey were placed throughout the CAS web site for all Sending and Receiving Illinois institutions on the Academic Program page, the Planning Guide page, the Your Courses page, and the Log Out page. In addition, a brief message was included on the Create Account page inviting users to take the survey after finishing their CAS session. As such, the survey was made available to all CAS users. Although data collection is still ongoing, results in this report reflect responses that were collected between July 13, 2007 and September 15, 2007.

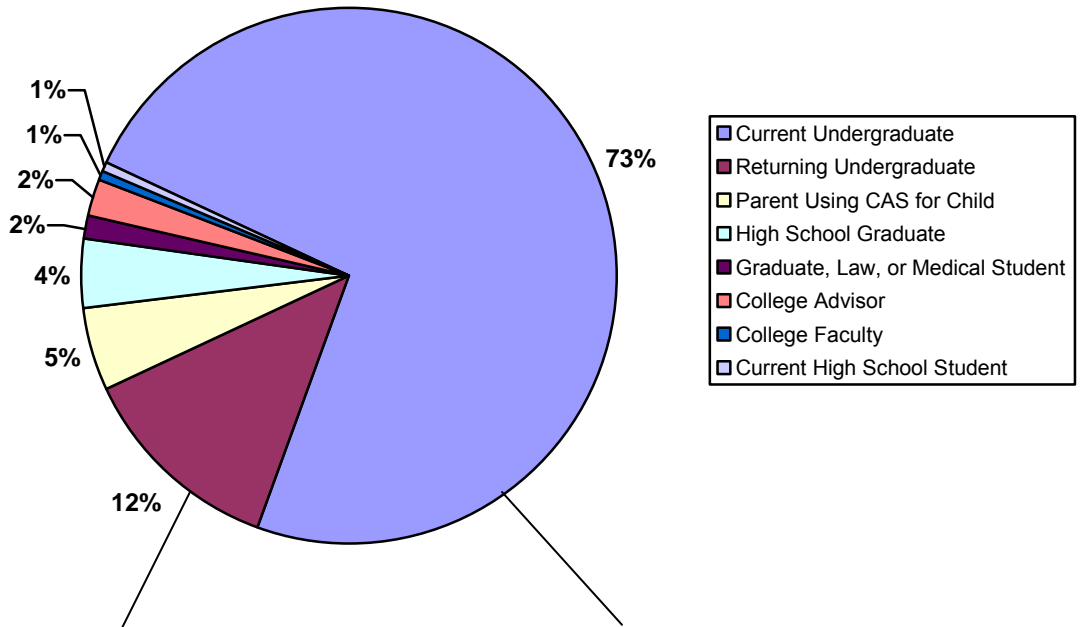
Results

Respondents

A total of 396 CAS users responded to part or all of the survey. Another 1,943 users browsed the survey link, but chose not to complete the survey. This represents a response rate of 20.4%. Demographic characteristics are displayed in Figures 1-4. The majority of respondents were current undergraduate students (73.6%). Although all class levels were represented in the survey, the greatest proportion of respondents was sophomores (53.5% of all current undergraduate students and 35.7% of all returning undergraduate students). More females participated in the survey (60.5%) than males (39.5%). And while the majority of respondents were white (64.2%), 13.9% were Asian, 13.9% were Hispanic, 13.3% were Black or African American, 1.9% American Indian or Alaskan Native, and 1.3% Native Hawaiian or Other Pacific Islander.¹ Respondents' average age was 24.1 years (*standard deviation* = 8.2 years).

¹ Percentages do not total to 100% because some respondents identified more than one race/ethnicity.

Figure 1. Proportion of User Types.



Returning Undergraduates:

35.7% Sophomore
 19.1% Junior
 16.7% Senior
 16.7% Freshman
 11.9% Other

Current Undergraduates:

53.5% Sophomore
 19.9% Junior
 18.7% Freshman
 4.6% Senior
 3.3% Other

Figure 2. Proportion of Respondents by Gender.

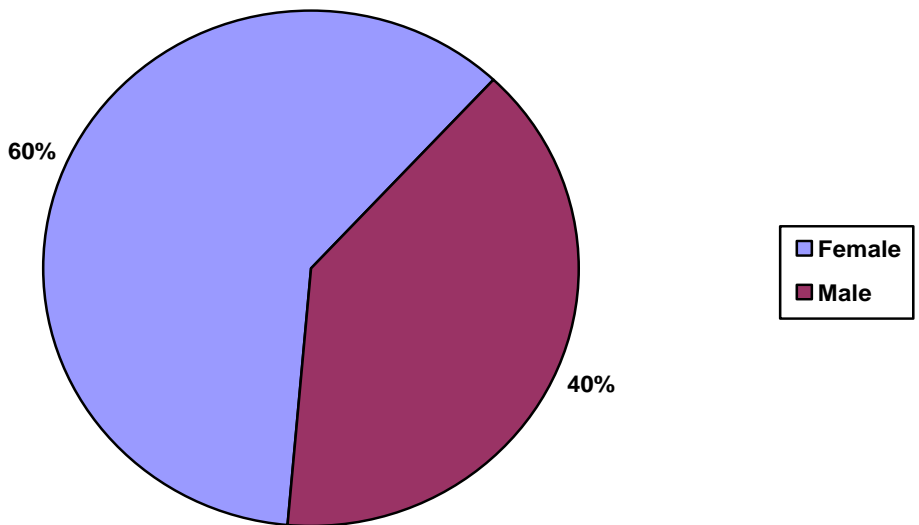


Figure 3. Proportion of Respondents by Ethnicity.

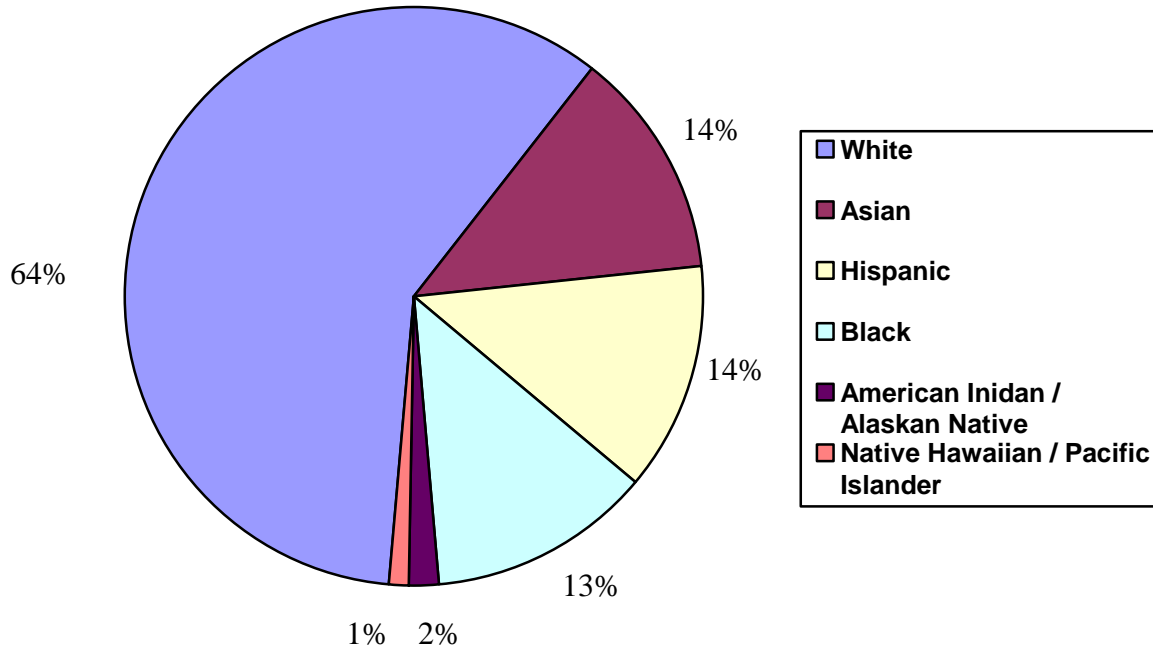
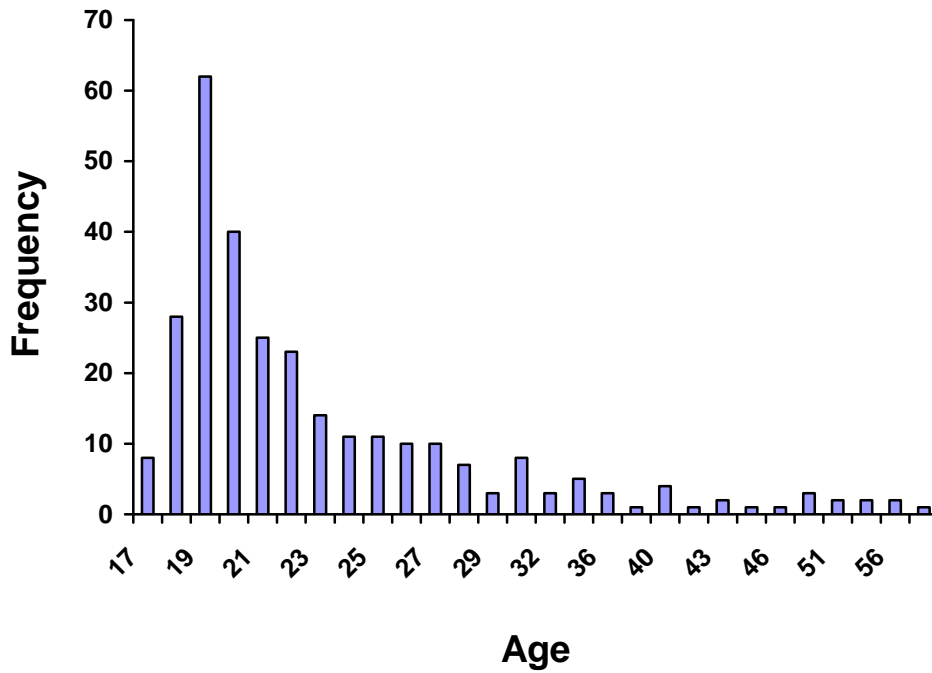


Figure 4. Distribution of Respondents' Age.



These data provide a profile of who is using Illinois CAS. However, demographic information should be interpreted somewhat cautiously because users who self-selected to participate in the survey may not be representative of the broader population of CAS users. For example, 60.5% of survey respondents were female compared with only 39.5% male. However, this does not necessarily mean that females are more likely to use CAS than males. It could be that males and females are equally likely to use CAS but that females were more likely to respond to the survey—a phenomenon that is quite common in survey research.

Data for each of the remaining questions are reported in aggregate for all survey respondents. A breakdown for students and faculty/advisors is not included due to the extremely small number of faculty/advisor respondents (12 respondents or 3.6%).

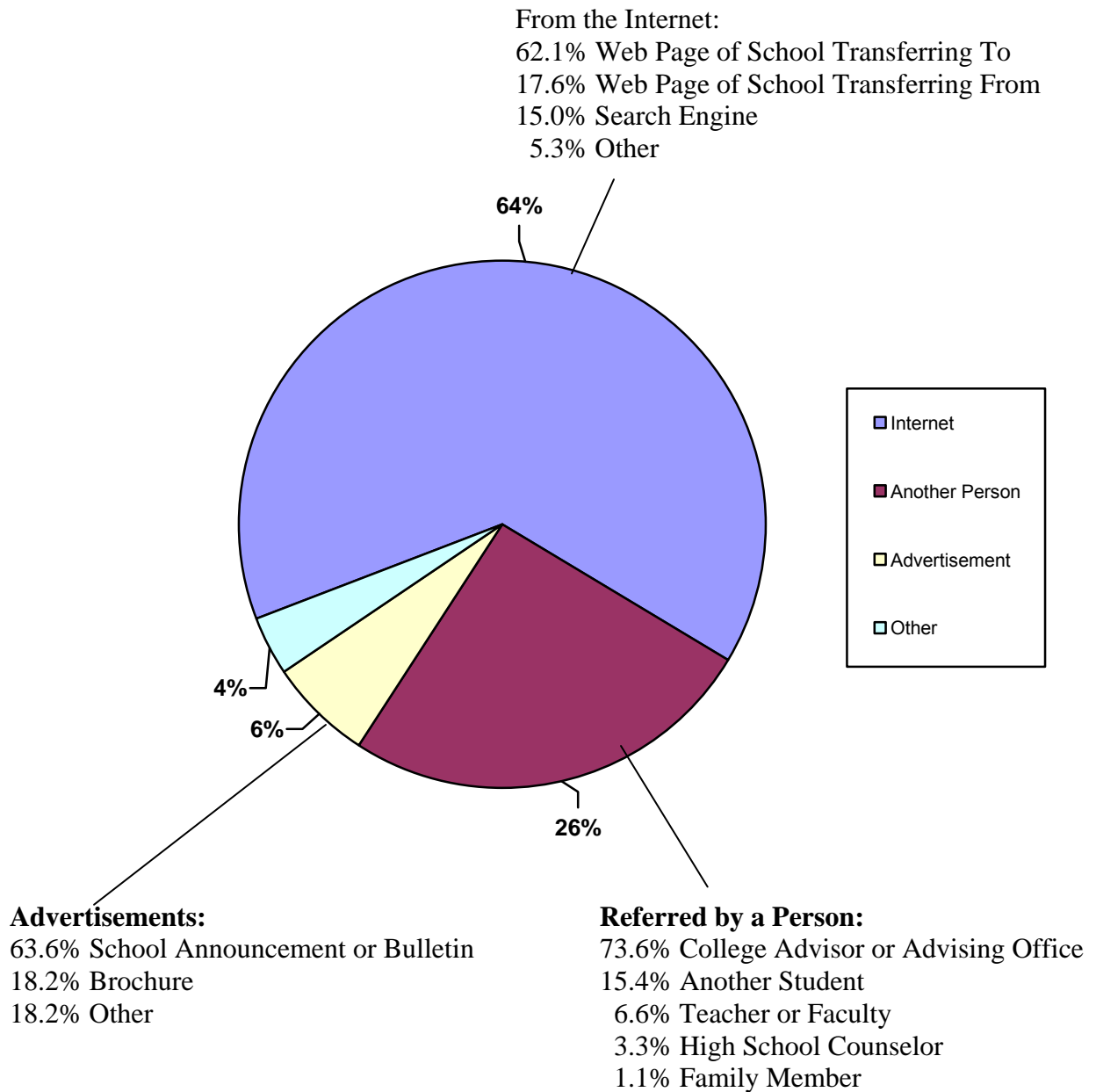
CAS Usage

How do users learn about CAS?

As can be seen in Figure 5, the majority of users learn about CAS from the internet (63.7%) or from another person (25.8%).² Those who find CAS through the internet, most frequently discover it on the web page of a school they are considering transferring to (62.1%), followed by the web page of the school they are considering transferring from (17.6%), and an internet search engine (15.0%). Those who learn about CAS from another person, typically do so through a college advisor (73.6%) or another student (15.4%). Of the small percentage of those who learn about CAS from an advertisement (6.2%), most do so through a school announcement or bulletin (63.6%).

² Responses of “Other” were included in appropriate categories where possible.

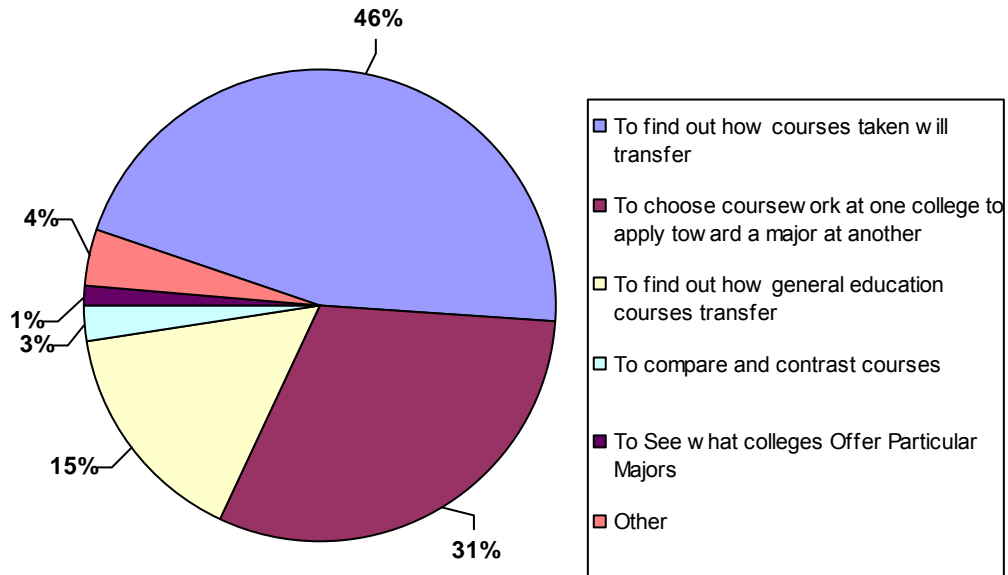
Figure 5. Proportion of Users who Learn about CAS from Various Sources.



Why do users use CAS?

As Figure 6 shows, the majority of individuals who use CAS do so to find out how courses that they have already taken will transfer (45.9% of users). A large proportion of individuals also use CAS to choose coursework at one college to apply toward a major at another (31.0%). Additional uses of CAS include: to find out how general education courses transfer (15.5%), to compare and contrast courses (2.6%), to find out what colleges offer particular majors (1.2%), and other miscellaneous reasons (3.8%).

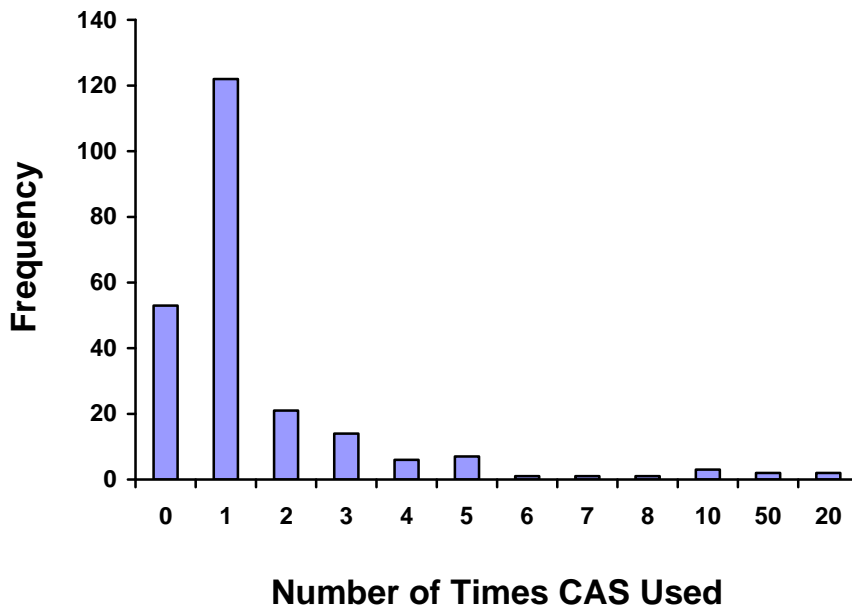
Figure 6. Why Users Use CAS.



How many times have users used CAS?

Most CAS users who responded to the survey are fairly new to the system. As Figure 7 depicts, most have either never used CAS before (22.8%) or used it one (52.4%), two (9.0%) or three times (6.0%). Only 3.0% report having used CAS ten times or more.

Figure 7. Number of Times Users Report Having Used CAS.



What schools are users from and what schools are they exploring?

Table 3 shows the percentage of users currently from each type of institution as well as the percentage of users exploring each institution type. As can be seen, the majority of users are from in-state 2-year public colleges and are exploring in-state public 4-year universities. However, it is also noteworthy that 22.1% of users are from 4-year public institutions and that 25.5% of schools being explored are 4-year privates.

Table 3. Percentage of Users *Currently from* and Percentage of Users *Exploring* Different Institution Types.

Institution Type	% of Users Current Institution	% of Users Exploring Institution
2-year public	54.3%	9.6%
2-year private	0.9%	1.0%
4-year public	22.1%	55.3%
4-year private	9.7%	25.5%
Professional Schools & Seminaries	1.8%	2.1%
Out-of-state college	3.8%	3.8%
International college	1.2%	0.9%
High School	3.5%	0.7%
Not applicable	2.7%	0.5%

NOTE: Due to rounding, percentages may not total to 100%.

Table 4 provides a breakdown by individual institutions. Schools with the most users include College of DuPage (8.5% of users), University of Illinois Chicago (7.1%), and University of Illinois Urbana-Champaign (5.7%). And the schools most often explored are University of Illinois Chicago (18.5% of all schools explored), University of Illinois Urbana-Champaign (13.4%) and Illinois State University (7.3%).

Table 4. Percentage of Users *Currently from* and Percentage of Users *Exploring* each Institution.

	Current	Exploring
Illinois high school	2.5%	0.7%
Out-of-state high school	0.8%	0.5%
Out-of-state college	3.7%	3.8%
International college	1.1%	0.9%
Adler School of Professional Psychology	0.6%	0.3%
American Academy of Art	0.6%	0.3%
American College of Education	0.6%	0.3%
Argosy University	0.3%	0.3%
Augustana College	0.3%	0.9%
Aurora University	0.6%	0.5%
Benedictine University	0.6%	1.0%
Black Hawk College	0.6%	0.2%
Blackburn College	0.0%	0.3%
Blessing-Rieman College of Nursing	0.0%	0.2%
Bradley University	0.6%	0.5%
Brisk Rabbinical College	0.0%	0.2%

	Current	Exploring
Cardean University	0.0%	0.2%
Carl Sandburg College	0.3%	0.2%
Catholic Theological Union	0.0%	0.2%
CCC – Harold Washington College	5.1%	0.7%
CCC – Harry S Truman College	3.7%	0.5%
CCC – Kennedy-King College	0.3%	0.7%
CCC – Malcolm X College	0.8%	0.5%
CCC – Olive-Harvey College	0.6%	0.7%
CCC – Richard J. Daley College	1.1%	0.7%
CCC - Wilbur Wright College	2.3%	0.2%
Center for Psychoanalytic Study	0.0%	0.0%
Chicago Baptist Institute	0.0%	0.0%
Chicago School of Professional Psychology	0.0%	0.0%
Chicago State University	0.8%	0.5%
Chicago Theological Seminary	0.0%	0.0%
Christian Life College	0.0%	0.2%
College of DuPage	8.5%	1.0%
College of Lake County	2.5%	0.2%
The College of Office Technology	0.0%	0.0%
Columbia College Chicago	0.0%	0.5%
Computer Systems Institute	0.0%	0.0%
Concordia University	0.0%	0.3%
Cooking & Hospitality Institute	0.0%	0.0%
Coyne American Institute	0.0%	0.0%
Danville Area Community College	0.0%	0.0%
DePaul University	1.1%	5.1%
DeVry University-Illinois	0.6%	0.0%
Dominican University	0.0%	0.9%
Eastern Illinois University	0.8%	2.3%
East-West University	0.3%	0.0%
Elgin Community College	2.3%	0.2%
Elmhurst College	0.3%	0.7%
Erikson Institute	0.0%	0.0%
Eureka College	0.0%	0.0%
Fox College	0.0%	0.0%
Garrett – Evangelical Theological Seminary	0.0%	0.0%
Governors State University	0.3%	0.7%
Greenville College	0.0%	0.2%
Harrington College of Design	0.0%	0.0%
Heartland Community College	1.1%	0.0%
Hebrew Theological College	0.0%	0.0%
Highland Community College	0.0%	0.0%
Illinois Baptist College	0.0%	0.0%
Illinois Central College	1.7%	0.2%
Illinois College	0.3%	0.0%
Illinois College of Optometry	0.0%	0.2%
Illinois Eastern – Frontier	0.0%	0.0%
Illinois Eastern – Lincoln Trail	0.0%	0.0%
Illinois Eastern – Olney Central	0.0%	0.0%
Illinois Eastern – Wabash Valley	0.0%	0.0%
The Illinois Institute of Art	0.0%	0.2%
Illinois Mathematics and Science Academy	0.0%	0.2%
Illinois State University	2.0%	7.3%
Illinois Valley Community College	0.6%	0.0%
Illinois Wesleyan University	0.0%	0.2%

	Current	Exploring
Institute for Clinical Social Work	0.3%	0.2%
Institute for Psychoanalysis	0.0%	0.0%
International Academy of Design & Tech.	0.0%	0.0%
ITT Tech. Institute	0.0%	0.2%
Jewish University of America	0.0%	0.0%
John A. Logan College	0.3%	0.0%
John Marshall Law School	0.0%	0.0%
John Wood Community College	0.0%	0.2%
Joliet Junior College	1.1%	0.2%
Judson College	0.3%	0.0%
Kankakee Community College	0.0%	0.2%
Kaskaskia College	0.6%	0.0%
Kendall College	0.0%	0.0%
Kishwaukee College	0.3%	0.0%
Knowledge Systems Institute	0.0%	0.0%
Knox College	0.0%	0.0%
Lake Forest College	0.3%	0.3%
Lake Forest Graduate School of Management	0.0%	0.0%
Lake Land College	0.3%	0.0%
Lakeview College of Nursing	0.0%	0.0%
Lewis & Clark Community College	0.3%	0.0%
Lewis University	0.0%	0.5%
Lexington College	0.0%	0.0%
Lincoln Christian College	0.0%	0.0%
Lincoln College	0.0%	0.0%
Lincoln College of Technology	0.0%	0.0%
Lincoln Land Community College	0.6%	0.0%
Loyola University of Chicago	0.3%	2.1%
Lutheran School of Theology	0.0%	0.0%
MacCormac College	0.0%	0.0%
MacMurray College	0.0%	0.0%
McCormick Theological Seminary	0.0%	0.0%
McHenry County College	0.8%	0.2%
McKendree College	0.0%	0.0%
Meadville – Lombard Theo. School	0.0%	0.0%
Midstate College	0.0%	0.0%
Midwestern University	0.0%	0.3%
Millikiin University	0.0%	0.7%
Monmouth College	0.0%	0.2%
Moody Bible Institute	0.0%	0.0%
Moraine Valley Community College	1.7%	0.2%
Morrison Institute of Technology	0.3%	0.0%
Morton College	1.1%	0.0%
National College of Naprapathic Medicine	0.0%	0.2%
National University of Health Sciences	0.3%	0.3%
National-Louis University	0.0%	0.3%
North Central College	0.0%	0.2%
North Park University	0.6%	0.7%
Northeastern Illinois University	1.4%	1.7%
Northern Baptist Theo. Seminary	0.0%	0.0%
Northern Illinois University	0.6%	6.3%
Northwestern Business College	0.0%	0.2%
Northwestern University	0.3%	2.1%
Oakton Community College	3.4%	0.0%
Olivet Nazarene University	0.3%	0.0%

	Current	Exploring
Parkland College	2.0%	0.5%
Prairie State College	0.8%	0.2%
Principia College	0.0%	0.0%
Quad-Cities Graduate Study Center	0.0%	0.0%
Quincy University	0.0%	0.0%
Rend Lake College	0.6%	0.0%
Richland Community College	0.8%	0.0%
Robert Morris College	0.0%	0.2%
Rock Valley College	0.8%	0.3%
Rockford Business College	0.0%	0.2%
Rockford College	0.3%	0.2%
Roosevelt University	0.0%	1.6%
Rosalind Franklin University of Medicine & Science	0.0%	0.2%
Rush University	0.3%	0.7%
Southern Illinois University - Carbondale	1.1%	1.4%
Southern Illinois University – Edwardsville	0.3%	1.7%
Sauk Valley Community College	0.0%	0.0%
School of the Art Institute Chicago	0.0%	0.0%
Seabury – Western Theo. Seminary	0.0%	0.0%
Shawnee Community College	0.0%	0.0%
Shimer College	0.0%	0.0%
South Suburban College of Cook County	0.6%	0.2%
Southeastern Illinois College	0.3%	0.0%
Southwestern Illinois College	1.1%	0.5%
Spertus College of Judaica	0.0%	0.0%
Spoon River College	0.0%	0.0%
Springfield College in Illinois	0.0%	0.0%
St. Anthony College of Nursing	0.0%	0.0%
St. Augustine College	0.0%	0.0%
St. Francis Medical Center College of Nursing	0.0%	0.2%
St. Johns College	0.0%	0.0%
St. Sava Serb. Orthodox School of Theology	0.0%	0.0%
St. Xavier University	0.6%	0.5%
Taylor Business Institute	0.0%	0.2%
Telshe Yeshiva	0.0%	0.0%
Toyota Technological Institute at Chicago	0.0%	0.0%
Trinity Christian College	0.3%	0.0%
Trinity College of Nursing & Health Sciences	0.3%	0.2%
Trinity International University	0.0%	0.0%
Triton College	2.5%	0.2%
University Center of Lake County	0.3%	0.0%
University of Chicago	0.0%	1.4%
University of Illinois at Chicago	7.1%	18.5%
University of Illinois at Springfield	1.1%	0.5%
University of Illinois at Urbana-Champaign	5.7%	13.4%
University of St. Mary of the Lake	0.0%	0.0%
University of Phoenix (AZ)	0.0%	0.3%
University of St. Francis	0.6%	0.2%
VanderCook College of Music	0.0%	0.0%
Vatterott College	0.0%	0.0%
Waubonsee Community College	0.6%	0.2%
West Suburban College of Nursing	0.3%	0.2%
Western Illinois University	0.0%	0.9%
Westwood College	0.0%	0.0%
Wheaton College	0.0%	0.2%

	Current	Exploring
William Rainey Harper College	3.7%	0.3%
Worsham College of Mortuary Science	0.0%	0.2%
Not applicable	2.5%	0.5%

NOTE: Percentages reflect percentage of total responses.

Effectiveness

A majority of CAS users find CAS to be a useful tool, with 67.4% agreeing or strongly agreeing that CAS is useful and only 6.0% disagreeing or strongly disagreeing. CAS is most influential in helping with course selections (48.6%). In addition, many users find CAS influential in their college selection (34.2%) and choice of major (31.1%). Table 5 shows that the majority of users also find each of the different CAS features helpful, with the most helpful features being the Course Equivalency Guides and Your Courses.

Table 5. Percentage of Users who Find each CAS Feature Helpful or not Helpful.

CAS Feature / Activity	% Helpful or Very Helpful	% Not Very Helpful or Not Helpful at All
Course Equivalency Guides	62.3%	5.7%
Your Courses	60.7%	4.8%
Course Descriptions	55.2%	3.8%
Academic Programs	51.5%	2.9%
Regular Planning Guides	51.0%	4.2%
Cross-Reference Planning Guides	49.1%	4.1%
Student Services	43.9%	3.6%
Request Import	43.4%	2.2%
Help	42.9%	4.2%

Note: Percentages are based only on those who used the feature.

Ease of Use

Overall, users find CAS very easy to use, with 62.8% of users agreeing or strongly agreeing that CAS is easy to use and only 9.0% of users disagreeing or strongly disagreeing. As Table 6 shows below, users also find the various features of CAS easy to use.

Table 6. Percentage of Users who Find each CAS Feature Easy or Difficult to Use.

CAS Feature / Activity	% Somewhat or Very Easy	% Somewhat or Very Difficult
Create a CAS account	85.6%	0.3%
Log in to CAS account	82.5%	1.9%
View course descriptions	60.3%	2.6%
View course equivalency guides	60.0%	6.5%
Add completed or planned courses	62.1%	4.3%
Create a regular planning guide	48.8%	5.0%
Create a cross-reference planning guide	48.1%	4.6%
Interpret planning guide results	47.3%	5.0%
View academic programs	52.0%	3.3%
Locate an institution with a specific major	51.5%	3.0%
Access student services	46.0%	2.7%
Use the help feature	45.1%	2.6%

Note: Percentages are based only on those who used the feature.

Comments and Suggestions

In order to generate ideas for improving CAS, respondents were given an open-ended question in which they were asked to “Please provide comments on how we can improve CAS, including any technical difficulties you had with the program, suggestions for improvement, or what other features you would like to see CAS offer”. A total of 74 survey respondents answered this question. The complete text of these responses is included in Appendix E.

A content-analysis was performed on the 74 survey responses using SPSS TextSmart software. This software identifies categories of responses based on the frequency with which similar words are used. A category was created if at least 2 respondents identified the same theme. The analysis resulted in 11 categories. These categories along with the number of responses that fell into each are provided in Table 7. Please note that because some users listed more than one topic, the number of responses across the various categories do not sum to 74.

As can be seen, the overall feedback was very good: 24 users expressed that the site was very helpful, 9 mentioned how easy it was to use, and 7 responded that they did not have any trouble with the site or suggestions for improvement. Moreover, the fact that only 18.7% of survey takers even responded to this question suggests that the majority of users had a good experience with CAS.

As also can be seen from Table 7, however, a number of users indicated some sort of difficulty with CAS: 25 users expressed that they experienced a technical difficulty or confusion about how to use the site. Specifically, 9 users indicated that the schools they were looking for were not included, 4 could not find their major, 2 had difficulty generating a course equivalency guide, 2 had trouble with the cross-reference planning guide, 2 wanted more information on out-of-state schools, and 2 did not like the visual layout of the site and/or the planning guides.

Table 7. Number of Responses for each Category of Suggestions and Comments.

Response Category	Number of Responses Identifying Theme
Technical difficulty or confusion about site	25
CAS is helpful/useful	24
CAS is easy to use	9
More schools are needed	9
No comments	7
Major not found	4
Difficulty with course-equivalency guides	4
Complaint about being surveyed	4
Difficulty with cross-reference planning guide	2
Don't like visual layout of site or output	2
More information on out-of-state schools needed	2

Summary and Conclusions

In sum, Illinois CAS is a heavily used website by an ethnically-diverse group of individuals. The majority of these users are current undergraduates who learn about CAS either through the internet or from an advisor or another student. The typical user is from a 2-year Illinois public institution and is exploring 4-year Illinois public institutions. The school with the most usage is the College of DuPage, and the school most often explored is the University of Illinois Chicago.

Although a small proportion of individuals experience miscellaneous technical problems, the majority of CAS users find CAS to be helpful and easy to work with. The most common problem encountered is that information for a school or major of interest is not available. The feature used most often is the course equivalency guide, and again, most individuals find it to be both helpful and easy to use.

Institutional Survey

Purpose

Eighteen Illinois institutions have purchased licenses to participate as CAS Receiving Institutions. Among these eighteen, seven have fully implemented the system. That is, they generate both course equivalency guides and planning guides. The remaining eleven institutions are at various stages in the implementation process. The purpose of the Illinois CAS Institutional Survey was to identify issues that have prevented or delayed these institutions from fully implementing CAS.

Participants

A total of eighteen CAS administrators were recruited to participate in the survey. These individuals have technical and functional responsibilities for CAS that put them in a position to answer questions about their institution's implementation of CAS. This list was provided by the Illinois CAS project team. In addition, administrators were invited to forward the survey on to others at their institution who they felt could respond to the survey. These administrators are from each of the eleven Illinois institutions that have not yet fully implemented the CAS system, including:

- Bradley University
- Chicago State University
- Eastern Illinois University
- Governors State University
- Loyola University Chicago
- National-Louis University
- Northeastern Illinois University
- Southern Illinois University Carbondale
- Southern Illinois University Edwardsville
- Western Suburban College of Nursing
- Western Illinois University

A total of nine participants were surveyed from the following nine institutions, representing an institutional response rate of 81.8%:

- Bradley University
- Chicago State University
- Eastern Illinois University
- Governors State University
- Northeastern Illinois University
- Southern Illinois University Carbondale
- Southern Illinois University Edwardsville
- Western Suburban College of Nursing
- Western Illinois University

Survey Instrument

As can be seen in Appendix F, the survey consisted of sixteen open-ended, scaled, and multiple choice questions. All institutions were asked this core set of questions. In addition, eight respondents who were contacted by telephone were asked to provide examples, to elaborate, and to clarify their answers.

Method

The survey was initially administered as a web-survey using Survey Monkey software. Administrators were sent an email message containing a web link to the survey (see Appendix G for the email text) on August 30, 2007. A second email message was sent seven days later on September 6, 2007 to all non-respondents (see Appendix H for the email text). A third and final email invitation was sent five days later on September 11, 2007 (Appendix I includes the text of this last email message). A total of four responses were received from the web survey and three of those respondents agreed to be contacted further by telephone. The remaining 14 administrators were called between September 14 and September 28, 2007 at various times of day throughout the workweek. If the administrator could not be reached after a minimum of five attempts, a message was left with a return phone number. This method of contact resulted in an additional five survey responses. Two institutions could not be contacted: Loyola University and National-Lewis University.

Results

Bradley University

Staff who work with transfer students at Bradley know the value of CAS and are interested in its implementation. However, implementation has been hampered by three problems. First, although Bradley has a firm set of articulation rules at the junior level, they do not have clear and consistent rules at the 4-year level. They are working diligently on establishing these rules, but it has been a slow process. Second, Bradley is having difficulty with the technical aspects of implementation. Project leaders have strong backgrounds in information technology. However, they are having trouble finding their way through the implementation process due to a lack of technical documentation. They could really benefit from “recipe-style” instructions (without the use of unfamiliar acronyms and jargon) on how to carry out all of the necessary steps. Third, although they see some value in CAS, neither their senior administrators nor the staff involved with CAS see its implementation as a high institutional priority. Bradley is a small private institution with limited staff and resources who *volunteered* to participate in the CAS project. Very few individuals at the institution are involved in the implementation project, and those individuals have many other responsibilities for carrying out the day to day functions of the university. Staff at Bradley say that, at this point, there is nothing that the Illinois CAS project team can do to facilitate implementation at their institution. However, once their transfer articulation rules at the senior level are more firmly established, they could be helped by additional technical assistance.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution are aware of CAS as a transfer articulation tool				X	
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution think that CAS is a valuable transfer articulation tool			X		
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution view the implementation of CAS as a priority		X			
My institution has allocated sufficient funds to the implementation of CAS			X		
My institution has allocated sufficient staff to the implementation of CAS			X		
My institution has clearly defined CAS project roles (e.g., project leader, technical leader, etc.)				X	
My institution has developed a clear implementation plan for CAS		X			
Sufficient technical training opportunities exist through Illinois CAS	X				
My institution does not have a need for CAS because it already publicizes transfer articulation information	X				

Please identify barriers that your institution has encountered in implementing CAS (check all that apply):

- X Lack of staff to implement CAS
- Lack of budget for implementing CAS
- X Lack of technical support
- Lack of support from senior administration (e.g., President, Provost, Registrar, Director or Enrollment, etc.)
- Lack of leadership on CAS project
- Lack of project plan
- Lack of Illinois CAS technical training
- Difficulty building interface
- Disagreement among staff
- Our institution is currently implementing a new student information system
- Confusion about where to begin
- X Other **Consistency of transfer articulation within this institution especially at the 4-year level**

Please describe how interested your institution is in using CAS.

For those who know and understand it, very interested. To the rest of the University, they barely know what C-A-S stands for.

Please describe your institution's experience implementing CAS thus far.

Two major problems: technical assistance and inconsistent/nonexistent rules on transfer articulation within this University. The first problem has been helped immensely with the appointment of Warren Osborne.

Please provide any suggestions you have for simplifying the implementation process.

Have clear concise directions: a real 'Tab A in Slot B' approach. Not every institution has the manpower to spend the time finding Tab A and Slot B. Volumes of words spent on the Administrative approach to CAS and very little well hidden technical information.

What would it take in order for your institution to fully implement CAS?

The Administration coming to some resolve on the consistency of transfer articulation.

Can we contact you further to discuss your experience with CAS?

Yes (Contacted by phone for follow up)

No

Chicago State University

Chicago State University is very interested in implementing CAS and is frustrated with the slow pace of the implementation process. Their biggest challenge has been building the CAPP-CAS interface. They received some grant money from the state and contracted with a company to help with the interface project, but the company couldn't deliver without a template. The company turned to a school in Oregon to get some code, but has not been heard from since. Another challenge that they have faced is that CSU staff working on the CAS project have many other roles on campus and are involved in numerous other high priority projects. With no progress being made on the interface, it is easy for the CAS project to get set aside. Staff at Chicago State University feel that they could get the project moving again if they could perhaps get some support with the interface either through a consortium of Banner institutions within the state or from SCT SunGuard.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution are aware of CAS as a transfer articulation tool					X
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution think that CAS is a valuable transfer articulation tool					X
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution view the implementation of CAS as a priority					X
My institution has allocated sufficient funds to the implementation of CAS		X			
My institution has allocated sufficient staff to the implementation of CAS		X			
My institution has clearly defined CAS project roles (e.g., project leader, technical leader, etc.)				X	
My institution has developed a clear implementation plan for CAS			X		
Sufficient technical training opportunities exist through Illinois CAS				X	
My institution does not have a need for CAS because it already publicizes transfer articulation information					X

Please identify barriers that your institution has encountered in implementing CAS (check all that apply):

- Lack of staff to implement CAS
- Lack of budget for implementing CAS
- Lack of technical support
- Lack of support from senior administration (e.g., President, Provost, Registrar, Director or Enrollment, etc.)
- Lack of leadership on CAS project
- Lack of project plan
- Lack of Illinois CAS technical training
- Difficulty building interface
- Disagreement among staff
- Our institution is currently implementing a new student information system
- Confusion about where to begin
- Other _____

Please describe how interested your institution is in using CAS.

Chicago State University is very interested in CAS and has been working very hard to get it implemented.

Please describe your institution's experience implementing CAS thus far.

Frustrating. They have program codes and courses out there, but they cannot fully take advantage of all that CAS has to offer until their CAPP-CAS interface is complete. They were working with a company that was contracted through the state to help with the interface project, but the company had difficulty and turned to a school in Oregon to get some of the code. Since that time, they have not heard back from the company and their interface project has been in limbo.

Please provide any suggestions you have for simplifying the implementation process.

Illinois CAS could help to create a special interest group with other Banner schools in the state to help with the technical aspects of implementing CAS.

What would it take in order for your institution to fully implement CAS?

Support from other schools, support from SunGuard, an interface with CAPP, and a model to follow from a successful school.

Can we contact you further to discuss your experience with CAS?

Yes

No

Phone Interview-Not Applicable

Eastern Illinois University

Administrators at Eastern Illinois are aware of CAS and recognize its value. However, other projects have taken priority and sufficient staff have not been devoted to the project. They currently have just one staff member dedicated to CAS and this person is also fulfilling multiple other roles at the institution. They have not encountered any technical difficulties and their IT staff are ready to go with the project. They simply need the time and the staff to complete the encoding process. At present, they estimate that they are approximately a year behind on the project and cannot give an estimate as to when implementation might be complete.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution are aware of CAS as a transfer articulation tool					X
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution think that CAS is a valuable transfer articulation tool					X
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution view the implementation of CAS as a priority		X			
My institution has allocated sufficient funds to the implementation of CAS		X			
My institution has allocated sufficient staff to the implementation of CAS		X			
My institution has clearly defined CAS project roles (e.g., project leader, technical leader, etc.)				X	
My institution has developed a clear implementation plan for CAS				X	
Sufficient technical training opportunities exist through Illinois CAS					X
My institution does not have a need for CAS because it already publicizes transfer articulation information	X				

Please identify barriers that your institution has encountered in implementing CAS (check all that apply):

- Lack of staff to implement CAS
- Lack of budget for implementing CAS
- Lack of technical support
- Lack of support from senior administration (e.g., President, Provost, Registrar, Director or Enrollment, etc.)
- Lack of leadership on CAS project
- Lack of project plan
- Lack of Illinois CAS technical training
- Difficulty building interface
- Disagreement among staff
- Our institution is currently implementing a new student information system
- Confusion about where to begin
- Other _____

Please describe how interested your institution is in using CAS.

Very. They know the value of CAS and are under increasing pressure from area community colleges to get CAS up and running. However, other projects have taken priority.

Please describe your institution's experience implementing CAS thus far.

They have links and coursebanks up and are going through online DARS training. However, they are behind on the encoding process.

Please provide any suggestions you have for simplifying the implementation process.

Hire people to go around and do the encoding work at each institution.

What would it take in order for your institution to fully implement CAS?

More staff to do encoding.

Can we contact you further to discuss your experience with CAS?

Yes

No

Phone Interview-Not Applicable

Governors State University

Governors State University does not have an automated degree audit system, and until they develop one, the CAS project is completely on hold. The President knows the importance of having an automated degree audit system and has assigned a task force; however, the work of the task force has been suspended due to budget constraints. In fact, the position of the key CAS administrator was recently eliminated in a re-organization and no one has yet been assigned to assume the CAS project duties. At this time, they do not have a timetable for implementing an automated degree audit system or for implementing CAS.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution are aware of CAS as a transfer articulation tool			X		
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution think that CAS is a valuable transfer articulation tool			X		
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution view the implementation of CAS as a priority			X		
My institution has allocated sufficient funds to the implementation of CAS			X		
My institution has allocated sufficient staff to the implementation of CAS		X			
My institution has clearly defined CAS project roles (e.g., project leader, technical leader, etc.)			X		
My institution has developed a clear implementation plan for CAS			X		
Sufficient technical training opportunities exist through Illinois CAS				X	
My institution does not have a need for CAS because it already publicizes transfer articulation information			X		

Please identify barriers that your institution has encountered in implementing CAS (check all that apply):

- Lack of staff to implement CAS
- Lack of budget for implementing CAS
- Lack of technical support
- Lack of support from senior administration (e.g., President, Provost, Registrar, Director or Enrollment, etc.)
- Lack of leadership on CAS project
- Lack of project plan
- Lack of Illinois CAS technical training
- Difficulty building interface
- Disagreement among staff
- Our institution is currently implementing a new student information system
- Confusion about where to begin
- Other _____

Please describe how interested your institution is in using CAS.

We are only using CAS with information out there referring students back to our website.

Please describe your institution's experience implementing CAS thus far.

I was the CAS contact person but since we do not have working degree audit system implementing CAS has been very difficult for us. I have moved on to a new position within the university and will play a smaller role in CAS in the future.

Please provide any suggestions you have for simplifying the implementation process.

Support for the colleges and universities that do not have an automated degree audit system.

What would it take in order for your institution to fully implement CAS?

Working degree audit system and appropriate staffing to implement it.

Can we contact you further to discuss your experience with CAS?

Yes (Contacted by phone for follow up)

No

Northeastern Illinois University

Northeastern is interested in fully participating in CAS. However, at least four things need to happen before they will be able to do so. First, they need to establish course-to-course articulations with 4 year schools in the state. They have articulations established for community colleges, but not for 4-year institutions. This task is a priority on their agenda, but they cannot say when it might be accomplished. Second, they need to create an automated degree audit system for their majors. As with the 4-year articulation rules, this is on their agenda, but they cannot speculate as to when it might be finished. Third, they need to complete the implementation of their new information system. At this time, all of their staff and resources are devoted to their ERP project, and they do not have personnel to dedicate toward establishing articulations with 4-year schools or toward automating their degree audit system. On a positive note, their ERP should be fully implemented by July 2008.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution are aware of CAS as a transfer articulation tool			X		
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution think that CAS is a valuable transfer articulation tool			X		
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution view the implementation of CAS as a priority			X		
My institution has allocated sufficient funds to the implementation of CAS		X			
My institution has allocated sufficient staff to the implementation of CAS		X			
My institution has clearly defined CAS project roles (e.g., project leader, technical leader, etc.)		X			
My institution has developed a clear implementation plan for CAS		X			
Sufficient technical training opportunities exist through Illinois CAS			X		
My institution does not have a need for CAS because it already publicizes transfer articulation information		X			

Please identify barriers that your institution has encountered in implementing CAS (check all that apply):

- Lack of staff to implement CAS
- Lack of budget for implementing CAS
- Lack of technical support
- Lack of support from senior administration (e.g., President, Provost, Registrar, Director or Enrollment, etc.)
- Lack of leadership on CAS project
- Lack of project plan
- Lack of Illinois CAS technical training
- Difficulty building interface
- Disagreement among staff
- Our institution is currently implementing a new student information system
- Confusion about where to begin
- Other _____

Please describe how interested your institution is in using CAS.

We are interested in fully implementing once we have our new system implemented and are able to dedicate staff to this project.

Please describe your institution's experience implementing CAS thus far.

We are only minimally participating by having our institution's link on the CAS website. We have not developed any coursebanks.

Please provide any suggestions you have for simplifying the implementation process.

Can't comment since we have not attempted to implement.

What would it take in order for your institution to fully implement CAS?

Staff and time. Both technical and admissions/records staff to coordinate the articulation process with 4 year institutions.

Can we contact you further to discuss your experience with CAS?

Yes (Contacted by phone for follow up)

No

Southern Illinois University-Carbondale

Southern Illinois-Carbondale is very interested in fully implementing CAS. Senior administrators are aware of CAS and consider its implementation to be important. However, the conversion of their information system to Banner is currently the biggest priority. At the same time, they are struggling to write a CAPP-CAS interface. The Southern Illinois-Carbondale staff member contacted was not aware of when either the Banner conversion or the CAPP-CAS interface projects might be completed, but did say that both projects would in fact have to be completed in order for the institution to fully participate in CAS. This staff member also suggested that while the Illinois CAS project team cannot assist with the Banner conversion, it might be able to help facilitate the interface project by acting as a coordinator among Illinois schools who decided to go with CAPP.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution are aware of CAS as a transfer articulation tool					X
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution think that CAS is a valuable transfer articulation tool					X
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution view the implementation of CAS as a priority				X	
My institution has allocated sufficient funds to the implementation of CAS		X			
My institution has allocated sufficient staff to the implementation of CAS		X			
My institution has clearly defined CAS project roles (e.g., project leader, technical leader, etc.)				X	
My institution has developed a clear implementation plan for CAS				X	
Sufficient technical training opportunities exist through Illinois CAS					X
My institution does not have a need for CAS because it already publicizes transfer articulation information		X			

Please identify barriers that your institution has encountered in implementing CAS (check all that apply):

- Lack of staff to implement CAS
- Lack of budget for implementing CAS
- Lack of technical support
- Lack of support from senior administration (e.g., President, Provost, Registrar, Director or Enrollment, etc.)
- Lack of leadership on CAS project
- Lack of project plan
- Lack of Illinois CAS technical training
- Difficulty building interface
- Disagreement among staff
- Our institution is currently implementing a new student information system
- Confusion about where to begin
- Other _____

Please describe how interested your institution is in using CAS.

Interested. They do not currently have a centralized transfer articulation system in place and they are very interested in the features that CAS has to offer.

Please describe your institution's experience implementing CAS thus far.

They have loaded coursebanks and have some links set up, but are at a standstill until they complete their Banner system conversion and build a CAPP-CAS interface.

Please provide any suggestions you have for simplifying the implementation process.

Since many Illinois schools have decided to go with CAPP and are also faced with building a CAPP-CAS interface, the Illinois CAS project team could help to coordinate the interface project among the schools.

What would it take in order for your institution to fully implement CAS?

System conversion needs to be completed and CAPP-CAS interface needs to be built.

Can we contact you further to discuss your experience with CAS?

Yes

No

Phone Interview-Not applicable

Southern Illinois University-Edwardsville

Frontline staff and senior administrators at Southern Illinois Edwardsville understand the value of CAS and consider its implementation a priority. In fact, they are currently in the process of hiring someone to help with the implementation and maintenance of CAS. However, until this point, their efforts have been slowed by three major projects, each of which they are currently making progress on: a Banner conversion, the development of an automated degree audit system, and the creation of a CAPP-CAS interface. Their Banner system recently went live, and they expect their new degree audit system to be in place by spring 2008. They are in the process of building the CAPP-CAS interface themselves, but do not know when it will be complete.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution are aware of CAS as a transfer articulation tool					x
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution think that CAS is a valuable transfer articulation tool					x
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution view the implementation of CAS as a priority					x
My institution has allocated sufficient funds to the implementation of CAS				x	
My institution has allocated sufficient staff to the implementation of CAS				x	
My institution has clearly defined CAS project roles (e.g., project leader, technical leader, etc.)			x		
My institution has developed a clear implementation plan for CAS				x	
Sufficient technical training opportunities exist through Illinois CAS				x	
My institution does not have a need for CAS because it already publicizes transfer articulation information					x

Please identify barriers that your institution has encountered in implementing CAS (check all that apply):

- Lack of staff to implement CAS**
- Lack of budget for implementing CAS**
- Lack of technical support**
- Lack of support from senior administration (e.g., President, Provost, Registrar, Director or Enrollment, etc.)**
- Lack of leadership on CAS project**
- Lack of project plan**
- Lack of Illinois CAS technical training**
- Difficulty building interface**
- Disagreement among staff**
- Our institution is currently implementing a new student information system**
- Confusion about where to begin**
- Other _____**

Please describe how interested your institution is in using CAS.

Very interested.

Please describe your institution's experience implementing CAS thus far.

They just completed a successful transition to Banner and are in the process of developing an automated degree audit system. They hope for the degree audit system to go live in the spring at which time they will proceed with building a CAPP-CAS interface.

Please provide any suggestions you have for simplifying the implementation process.

None at this time. However, they may need technical assistance once the interface is available.

What would it take in order for your institution to fully implement CAS?

An automated degree audit system and a CAPP-CAS interface.

Can we contact you further to discuss your experience with CAS?

Yes (Contacted by phone for follow up)

No

X Phone Interview-Not applicable

West Suburban College of Nursing

Although they are a small school, they take a lot of transfer students, and are therefore, very interested in becoming a full participant in CAS. Their biggest challenges to full implementation have been technical. Because they are owned by a healthcare system and have a unique information system, they had to build their own interface with very little outside technical support. In addition, their system has very tight security, and they have had some difficulty in getting around firewalls and allowing access from the outside. Their interface is now complete and they are almost ready to go live, but can't say when. At this point, it is a team effort between the Registrar and the IT department.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution are aware of CAS as a transfer articulation tool					X
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution think that CAS is a valuable transfer articulation tool					X
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution view the implementation of CAS as a priority				X	
My institution has allocated sufficient funds to the implementation of CAS				X	
My institution has allocated sufficient staff to the implementation of CAS			X		
My institution has clearly defined CAS project roles (e.g., project leader, technical leader, etc.)	X				
My institution has developed a clear implementation plan for CAS	X				
Sufficient technical training opportunities exist through Illinois CAS				X	
My institution does not have a need for CAS because it already publicizes transfer articulation information		X			

Please identify barriers that your institution has encountered in implementing CAS (check all that apply):

- Lack of staff to implement CAS**
- Lack of budget for implementing CAS**
- Lack of technical support**
- Lack of support from senior administration (e.g., President, Provost, Registrar, Director or Enrollment, etc.)**
- Lack of leadership on CAS project**
- Lack of project plan**
- Lack of Illinois CAS technical training**
- Difficulty building interface**
- Disagreement among staff**
- Our institution is currently implementing a new student information system**
- Confusion about where to begin**
- Other _____**

Please describe how interested your institution is in using CAS.

They are very interested in CAS but technical difficulties have held up the project.

Please describe your institution's experience implementing CAS thus far.

Unique. They are owned by a healthcare system and as such face unique security issues that have made the technical aspects of implementation difficult.

Please provide any suggestions you have for simplifying the implementation process.

None.

What would it take in order for your institution to fully implement CAS?

Better communication between IT and Registrar.

Can we contact you further to discuss your experience with CAS?

Yes

No

Phone interview-Not applicable

Western Illinois

Overall, senior administrators at Western Illinois want to implement CAS and view it as a fairly important priority; however, that implementation has been held up by technical difficulties in building an interface, a lack of sufficient funds, and a lack of clearly defined project roles.

Responses to each survey question are as follows:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution are aware of CAS as a transfer articulation tool				X	
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution think that CAS is a valuable transfer articulation tool				X	
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution view the implementation of CAS as a priority				X	
My institution has allocated sufficient funds to the implementation of CAS		X			
My institution has allocated sufficient staff to the implementation of CAS				X	
My institution has clearly defined CAS project roles (e.g., project leader, technical leader, etc.)		X			
My institution has developed a clear implementation plan for CAS			X		
Sufficient technical training opportunities exist through Illinois CAS				X	
My institution does not have a need for CAS because it already publicizes transfer articulation information	X				

Please identify barriers that your institution has encountered in implementing CAS (check all that apply):

- Lack of staff to implement CAS**
- Lack of budget for implementing CAS**
- Lack of technical support**
- Lack of support from senior administration (e.g., President, Provost, Registrar, Director or Enrollment, etc.)**
- Lack of leadership on CAS project**
- Lack of project plan**
- Lack of Illinois CAS technical training**
- X Difficulty building interface**
- Disagreement among staff**
- Our institution is currently implementing a new student information system**
- Confusion about where to begin**
- Other _____**

Please describe how interested your institution is in using CAS.

NA

Please describe your institution's experience implementing CAS thus far.

NA

Please provide any suggestions you have for simplifying the implementation process.

NA

What would it take in order for your institution to fully implement CAS?

NA

Can we contact you further to discuss your experience with CAS?

Yes

X No

Summary and Recommendations

Overall, institutions that have purchased CAS licenses but have not yet completed their implementation have experienced a variety of barriers. Problems identified include insufficient staffing (particularly technical staffing), lack of funds, technical difficulties, a lack of clearly-defined articulation rules, system conversions, a lack of an automated degree audit system, difficulty in building an interface to their existing degree audit system, and a lack of clearly defined project roles. During the course of the evaluation, we learned Oregon CAS Project Team completed building a CAPP-CAS interface and is already using it in several schools. They have made it available free of charge to other Banner-licensed holders via the SETA consortium. Consequently, there are at least four things that the Illinois CAS Project Team can do to facilitate implementation at institutions that have not yet fully implemented CAS. First, they can work through the SETA consortium to obtain the CAPP-CAS interface. Second, Illinois CAS can work with IMS to install the processes that transfer data between CAS and the Banner interface programs. Third, they can offer technical support in implementing the interface. Fourth, they can secure funding in order to hire staff to help institutions with their encoding process.

Training and Marketing

Objective #5: *Review CAS training materials and marketing strategies. Determine their impact, if any, on the level of institutional participation.*

Table 8 summarizes the CAS training and marketing activities reported by institutions in the *INSTITUTIONAL REPORTS* document dated January 31, 2007 (see Appendix C). All CAS Sending and Receiving institutions are listed; however, not all schools submitted a report and others have deferred CAS implementation due to competing institutional priorities. As a result, not all institutions' training and marketing activities are reflected in this report. The percentages below include institutions that reported full implementation even though details regarding their training and marketing activities were not provided.

The summary information below demonstrates that at least 25% of the institutions have either (a) conducted advisor training (b) provided CAS brochures or (c) linked CAS to their institution website. This percentage reflects well on the institutions' overall efforts to introduce CAS to prospective users, especially when compared to the institutions that are fully implemented (39%).

Only 15% of schools report having CAS training opportunities for students. However, this is not necessarily problematic as results from the Log Out Survey demonstrate (see pages 26-27) that the majority of users learn about CAS from the internet (63.7%), another person (25.8%), or a school announcement or bulletin (6.2%). Results from the Log Out survey suggest that advisor training, web links, and the distribution of brochures are the most effective methods for reaching prospective CAS users, and that student training is less crucial and less effective in getting the word out.

Usage statistics (Appendix B) demonstrate that institutions with greater training and marketing activities generally yield a greater number of user accounts, planning guides, and logons.

Currently, many institutions' priorities are focused on CAS implementation rather than training and marketing. For some, implementation has been hindered by technical difficulties, lack of institutional support, the challenge of building an interface to their existing degree audit system, insufficient staffing levels devoted to the CAS project, and lack of clearly defined project roles (see pages 37-55). Although these schools are still in the process of implementing and may not feel that they are ready to begin advertising CAS, the Illinois CAS Project provides a wide variety of publications, training opportunities, user guides, and other materials that could still be useful. We recommend these be utilized by institutions even if they have not yet fully implemented CAS. Minimally, the CAS brochure designed by the Illinois CAS Project should be published on each institution's website as a way of educating potential users about the benefits of CAS.

Overall, our analysis shows that the fully implemented schools are marketing CAS effectively. However, more needs to be done by the sending and receiving institutions that are not yet fully implemented to educate users about CAS. As more students become aware of CAS, more

pressure will be placed on schools to provide the information students seek. Pressure by users can help motivate institutions to become fully implemented and can foster support from administration in making CAS a higher institutional priority.

Table 8. CAS Training and Marketing Materials by Institution.

Institution Name	TRAINING					MARKETING		
	Students	Advisors	Staff	HS Guidance Counselors	Orientation Classes	Brochures	Web Links	Email
Bradley U								
Chicago State U								
DePaul U	✓		✓			✓	✓	
College of DuPage		✓		✓		✓	✓	
Eastern Illinois U								
Governors State U								
Illinois State U		✓	✓					
Loyola U Chicago								
National-Louis U			✓					
Northeastern Illinois U								
Northern Illinois U	Fully functioning in CAS since 2002. Specific details not provided.							
Southern Illinois U at Carbondale								
Southern Illinois U at Edwardsville						✓	✓	
U of Illinois at Chicago	Fully functioning in CAS since 2002. Specific details not provided.							
U of Illinois at Springfield			✓		✓	✓	✓	
U of Illinois at Urbana-Champaign	No details regarding training or marketing activities were provided in report although recorded by CAS Project as being fully implemented.							
Western Illinois U								
Black Hawk		✓					✓	✓
City Colleges of Chicago								
City Colleges of Chicago-Richard Daley								
City Colleges of Chicago-Kennedy-King								
City Colleges of Chicago-Malcolm X								
City Colleges of Chicago-Olive-Harvey								
City Colleges of Chicago-Harry Truman								
City Colleges of Chicago-Harold								

Washington								
	TRAINING					MARKETING		
Institution Name	Students	Advisors	Staff	HS Guidance Counselors	Orientation Classes	Brochures	Web Links	Email
City Colleges of Chicago-Wilbur Wright	✓	✓				✓		
Danville Area CC				✓			✓	
Elgin CC		✓			✓		✓	
W.R. Harper College	✓	✓	✓		✓		✓	
Heartland CC		✓				✓		
Highland CC								
Illinois Central College		✓					✓	
Illinois Eastern CC's								
Illinois Valley CC								
Joliet Jr College	✓							
Kankakee CC								
Kaskaskia College								
Kishwaukee College			✓					
College of Lake Country						✓	✓	
Lake Land College		✓					✓	
Lewis & Clark CC								
Lincoln Land CC								
John A. Logan College	✓					✓	✓	
MacCormac College								
McHenry CC	✓	✓	✓	✓	✓	✓	✓	
Moraine Valley CC								
Morton College						✓		
Oakton CC		✓						
Parkland College								
Prairie State College								
Rend Lake College		✓	✓				✓	
Richland CC								
Rock Valley College								
Saint Augustine College								
Carl Sandburg College								
Sauk Valley CC	✓		✓		✓	✓		
Shawnee CC								
South Suburban College								

Institution Name	TRAINING				MARKETING			
	Students	Advisors	Staff	HS Guidance Counselors	Orientation Classes	Brochures	Web Links	Email
Southeastern Illinois College								
Southwestern Illinois College								
Spoon River College								
Triton College					✓	✓		
Waubonsee CC		✓					✓	
West Suburban College of Nursing								
John Wood CC		✓	✓				✓	

Sending Institutions
Receiving Institutions Fully Implemented
Receiving Institutions Not Yet Implemented

Cost Effectiveness

Evaluation Objective #6: *Research the cost effectiveness of the Illinois CAS project compared to other statewide CAS implementations.*

CAS budget allocations were requested from the following statewide CAS projects:

- Arizona
- Indiana
- Kentucky
- Minnesota
- Ohio
- Oregon

Responses were received from Kentucky, Minnesota, Ohio, and Oregon. Kentucky requested that their information not be published; therefore it is excluded from this report.

Minnesota

Minnesota began exploring CAS in 1999 and had all licensed institutions participating by December 2004. Minnesota currently licenses 37 Minnesota State Colleges and Universities (MnSCU) and 4 campuses of the University of Minnesota (U of M). The Boards and legislative funding for MnSCU and U of M are separate, although they have a specific funding source through the Learning Innovations Council, an organization created to provide funding for projects undertaken jointly by the MnSCU and U of M. Non-personnel cost for the MnCAS project are covered by this organization. The Minnesota CAS (MnCAS) staff consists of 3.5 FTE who manage statewide implementations of both DARS and CAS, server support, on-site training, and help desk support for campus and CAS administrators.

Ohio

Ohio had a phased approach to its statewide implementation which began in 1999. Public institutions located in the northeast and central regions of the state were the first to go live with CAS followed by the northwest region and then finally, the southern portion of the state. In all, there are 36 state-assisted institutions and 2 private institutions licensed for CAS. House Bill 95 (ORC 3333.16) passed in 2005 prompted several enhancements to Ohio's current transfer initiatives. One of those was a mandate for Ohio state-assisted institutions to become fully implemented in CAS. Full implementation required institutions to provide (1) definitions of all degree programs and certificates through CAS in the form of a degree audit (2) course equivalencies for any Ohio public, postsecondary institution from which twenty-five or more transfer students are enrolled each year (3) maintenance on all CAS links/urls, course bank entries, and (4) a CAS training program administered by their institution. The number of FTE's supporting the Ohio CAS project was not specified in the report that they provided.

Oregon

Oregon began its statewide CAS project, officially referred to as ATLAS, in 2005. To date, 7 public universities are licensed for CAS and 17 community colleges participate as sending institutions with the exception of Mount Hood Community College, who acted outside the ATLAS project in licensing and developing CAS. The number of FTE's supporting ATLAS was not specified in the report that they provided.

The itemized CAS budget allocations for FY 2007 are listed in Appendix J and are used for this comparative analysis. Because the itemized statements of each state differed significantly, costs were organized into personnel and non-personnel expenditures as noted in Table 9.

Table 9. FY 2007 CAS Budget Allocations by State.

State	# CAS licensed institutions	Personnel Costs	Non-Personnel Costs	Total
Illinois	18	165,900	264,700	430,600
Minnesota	41	n/a	194,000	n/a
Ohio	36	232,752	129,343	362,095
Oregon	7	60,000	302,750	362,750

The initial intent of this objective was to gather the CAS expenditures for each statewide project and compare those to the Illinois CAS project. Once the data were received and analyzed, it became apparent that “like” data could not be formulated for an adequate analysis. States are in various stages of implementation and therefore have different needs that dictate different business processes and budgets. To collect comparative data would require an in-depth study that ties costs to variables. For example, CAS licensing fees are set based on institution’s headcount and total enrollment. To examine budget allocations associated with licensing would require the use of a formula that standardizes the cost of the variable (headcount and enrollment) within and among states. The chosen method for implementing and interfacing degree audit with CAS is another example. Various options exist for deploying this functionality. Some states/schools contract with vendors that provide integration services while others perform this task themselves. The budget allocations will vary significantly for each method.

A study encompassing several budget cycles may be necessary in order to capture similar expenditures made throughout the cycle of the project. For example, first year implementations may involve costs such as servers and additional hardware whereas second and third year implementations may replace these itemized totals with training and communication costs.

The data collected within this evaluation period is a general summation of the costs involved in the state CAS projects and does not guarantee that expenditures fully compare among the states included in this report. Although no specific conclusions can be drawn regarding cost effectiveness, the data suggests that overall, the Illinois CAS budget allocations compares similarly to the other states.

Appendix A: Evaluation Proposal

Illinois CAS Evaluation Proposal

Evaluators: Sherri Armstrong and Anne Fulkerson

Evaluation Objectives	Relevant Project Goals, Objectives, Activities	Primary Evaluator	Illinois CAS Supplied
1. Research other web-based transfer systems; compare functionality to CAS. List advantages and disadvantages.	Goal 4 – Objective #2 – Activity #1 Bullet #4	Sherri	None
2. Provide suggestions for modifications to usage statistics and future use of data.	Goal 1- Objective #1 -Activity #8 Goal 3 – Objective #2 – Activity #1 Goal 4 – Objective #2 – Activity #1 Bullet #2 Bullet #3	Sherri with assistance from Anne where needed	<ul style="list-style-type: none"> • Current data • Collaboration between Evaluators, Warren Osborne, and Dan Cullen
3. Modify log-out survey and analyze data collected during evaluation period.	Goal 3 – Objective #2 – Activity #2 & #3 Goal 4 – Objective #2 – Activity #1 Bullet #2 Bullet #3	Anne	
4. Survey Illinois institutions. Determine level of CAS participation. Identify issues and/or roadblocks that prevent institution from fully participating in CAS.	Goal 1 – Objective #1 - Activity #8, Activity #9, Activity #10, Activity #14 Goal 1 – Objective #2 – Activity #6 Goal 4 – Objective #1 – Activity #1 Goal 4 – Objective #2 – Activity #1 and #2 Bullet #1	Sherri and Anne	List of CAS Administrators from participating CAS institutions.
5. Review CAS training materials and marketing strategies. Determine their impact, if any, on the level of CAS participation as determined in deliverable 4.	Goal 1 – Objective #1 – Activity #13 Goal 1 – Objective #2 – Activity #1, 3, 5, 6, and 7 Goal 4 – Objective #1 – Activity #1 Goal 4 – Objective #2 – Activity #1	Sherri	Training/marketing materials and initiatives. Information regarding statewide meetings and workshops.
6. Research cost effectiveness of Illinois project when compared to other STATEWIDE implementations.	Bullet #5	Sherri	Illinois project costs/budget

DELIVERABLE – A single written report provided to the University of Illinois addressing each of the six evaluation objectives in the table above. The report will be delivered on or before October 15, 2007.

EVALUATION PLAN AND DISSEMINATION OF OUTCOMES – Goals, Objectives, & Activities to be addressed in Evaluation Plan per conference phone with Dan Cullen and Marilyn Marshall.

GOAL 1: Increase the number and diversity of students transferring and completing a degree, while improving productivity and cost-effectiveness of advising.

OBJECTIVE # 1: Implement CAS as a statewide electronic advising system.

ACTIVITY 8: Institutions will add transfer course articulations and institutional reference tables from the institutions' course rubrics and/or initiate degree audit system.

ACTIVITY 9: Institutions develop course banks for remaining institutions and develop academic program pull down menus for receiving inst.

ACTIVITY 10: Institutions test access and transfer course articulations.

ACTIVITY 13: Maintain CAS functionality on secure development and production servers.

ACTIVITY 14: Assist both CAS Sending and CAS Receiving schools in implementation and maintenance of CAS functionality.

OBJECTIVE # 2: Provide timely and accurate information to students through the Course Applicability System.

ACTIVITY 1: Train advisors at institutions implementing CAS, four regional meetings.

ACTIVITY 3: Market use of CAS through student-centered activities such as Transfer Night, High School visits, or Orientation Programs.

ACTIVITY 5: Annually update course banks, transfer articulation tables and degree audit requirements.

ACTIVITY 6: Expand implementation of the XML interface for automated transmission of transcript information into CAS.

ACTIVITY 7: Visit CAS Receiving institutions that require assistance in implementing CAS.

GOAL 2: Ensure that CAS system is implemented consistently across the state.

OBJECTIVE # 2: Preferably face-to-face meetings, communicate decisions toward statewide CAS implementation from Objective 1. Hold Statewide Users Conference.

ACTIVITY 1: Inquire about intent versus results: In what ways did plans not match the outcomes? Why?

ACTIVITY 2: Determine what unforeseen obstacles they encountered. Determine if anything happened to smooth implementation unexpectedly.

ACTIVITY 3: Each institution will provide final summary of progress.

GOAL 3: Assess usability, access, and functionality of CAS.

OBJECTIVE # 2: Ensure students have access to system.

ACTIVITY 1: Monitor use of CAS through advisor records and number of CAS student records created.

ACTIVITY 2: Place CAS student survey on system.

ACTIVITY 3: Track demographic and characteristic data on students who use CAS (e.g., academic classification, race/ethnicity, enrolled institution, etc.)

GOAL 4: Evaluation.

OBJECTIVE # 1: Determine outcomes for institutions participating in statewide CAS implementation.

ACTIVITY 1: Participating institutions submit report to project directors.

ACTIVITY 2: Ongoing monitoring to determine if goals have been achieved.

ACTIVITY 3: Work with external consultant to determine if goals have been achieved.

OBJECTIVE # 2: Provide written evaluation to IBHE.

ACTIVITY 1: Provide written evaluation to IBHE.

ACTIVITY 2: Conduct institutional audit.

Additional deliverables as noted in the Illinois Evaluation plan and draft contract:

- Who is currently participating in the system, who is not, and why? How can participation be increased? These questions will be addressed on the student level and the institution level.
- Are CAS usage statistics and other data collection functions being used most effectively?
- Does CAS provide useful information for Illinois students? How might that information be improved?
- How does the Project compare to similar systems?
- Are the costs of CAS coordination in Illinois similar to other implementations?

Appendix B: CAS Usage Statistics

Number User Accounts by Institution by User Role

Institution	City	UNIQ	Server	Student	Advisor	Admin
Black Hawk College	Moline	BLK-ILCC	niu	54	4	4
Bradley University	Peoria	BRADU	uic	74	1	2
Carl Sandburg College	Galesburg	CSC-ILCC	uic	17		1
Chicago State University	Chicago	CHISU	uic	41		2
City College of Chicago-City Wide	Chicago	CCW-ILCC	uic	10		1
City College of Chicago-Harold Washington	Chicago	CHW-ILCC	uic	120		1
City College of Chicago-Kennedy King	Chicago	CKK-ILCC	uic	11		1
City College of Chicago-Malcolm X College	Chicago	CMX-ILCC	uic	18		1
City College of Chicago-Olive Harvey	Chicago	COH-ILCC	uic	17		1
City College of Chicago-Richard Daley	Chicago	CRD-ILCC	uic	32		1
City College of Chicago-Truman College	Chicago	CHT-ILCC	uic	63		1
City College of Chicago-Wright College	Chicago	CWW-ILCC	uic	94	5	2
College of DuPage	Glen Ellyn	COD	niu	574	8	4
College of Lake County	Grayslake	CLC-ILCC	niu	200	3	2
Danville Area Community College	Danville	DAC-ILCC	uic	40	2	1
DePaul University	Chicago	DEPAUL	uic	489	10	5
Eastern Illinois University	Charleston	EIU	uic	143		2
Elgin Community College	Elgin	ECC-ILCC	niu	85		2
IECC-Frontier Community College	Fairfield University	FCC-ILCC	uic	4		1
Governors State University	Park	GSU	uic	32		1
Heartland Community College	Normal	HRT-ILCC	niu	62	1	1
Highland Community College	Freeport	HGH-ILCC	niu	13	12	3
Illinois Central College	East Peoria	ICC-ILCC	niu	195	18	4
Illinois State University	Normal	ILSTU	uic	566		2
Illinois Valley Community College	Oglesby	IVC-ILCC	niu	43	1	1
John A Logan College	Carterville	JLC-ILCC	niu	33		1
John Wood Community College	Quincy	WCC-ILCC	uic	35	4	1
Joliet Junior College	Joliet	JJC-ILCC	niu	155	2	
Kankakee Community College	Kankakee	KNK-ILCC	niu	30	2	1

Institution	City	UNIQ	Server	Student	Advisor	Admin
Kaskaskia College	Centralia	KAS-ILCC	uic	16		1
Kishwaukee College	Malta	KSH-ILCC	niu	37		1
Lake Land College	Mattoon	LLC-ILCC	uic	92		1
Lewis & Clark Community College	Godfrey	LCC-ILCC	uic	44		1
Lincoln Land Community College	Springfield	LNC-ILCC	niu	66		2
IECC-Lincoln Trail College	Robinson	LTC-ILCC	uic	24		1
Loyola University Chicago	Chicago	LUC	uic	89		1
MacCormac College	Chicago	MACC	uic	1		1
McHenry County College	Crystal Lake	MCH-ILCC	niu	147	3	2
Moraine Valley Community College	Palos Hills	MVC-ILCC	niu	233	13	2
Morton College	Cicero	MRT-ILCC	niu	22	1	2
National-Louis University	Evanston	NL	uic	18		1
Northeastern Illinois University	Chicago	NEIU	uic	102		1
Northern Illinois University	DeKalb	NIU	niu	780	2	3
Oakton Community College	DesPlaines	OAK-ILCC	niu	233	4	1
IECC-Olney Central College	Olney	OCC-ILCC	uic	12		2
Parkland College	Champaign	PRK-ILCC	niu	266	1	1
Prairie State College	Chicago Hts	PST-ILCC	niu	80		1
Rend Lake College	Ina	RLC-ILCC	uic	21		2
Richland Community College	Decatur	RCC-ILCC	uic	47	4	2
Rock Valley College	Rockford	RVC-ILCC	niu	137		1
Saint Augustine College	Chicago	SAC	uic	8		2
Sauk Valley Community College	Dixon	SVC-ILCC	niu	50	5	3
Shawnee Community College	Ullin	SCC-ILCC	uic	15	1	1
South Suburban College	So. Holland	SSC-ILCC	niu	62		
Southeastern Illinois College	Harrisburg	SEI-ILCC	uic	8		1
Southern Illinois University-Carbondale	Carbondale	SIU-C	niu	195		2
Southern Illinois University-Edwardsville	Edwardsville	SIUE	uic	121	1	2
Southwestern Illinois College	Belleville	SWI-ILCC	uic	60		1
Spoon River College	Canton	SRC-ILCC	uic	13		1
Triton College	River Grove	TRT-ILCC	niu	95		1
University of Illinois at Chicago	Chicago	UIC	uic	3,888	12	3

Institution	City	UNIQ	Server	Student	Advisor	Admin
University of Illinois at Springfield	Springfield	UIS	uic	85	8	4
University of Illinois at Urbana-Champaign	Urbana	UIUC	uic	7,391	18	1
IECC-Wabash Valley College	Mt. Carmel	WVC- ILCC	uic	13		1
Waubonsee Community College	Sugar Grove	WAU- ILCC	niu	152		1
West Suburban College of Nursing	Oak Park	WSCN	uic	9		4
Western Illinois University	Macomb	WIU	uic	138		2
William Rainey Harper College	Palatine	WRH- ILCC	niu	275	8	2
Totals:				18,295	154	112

Notes: These are the numbers of accounts that exist at Illinois institutions as of January 19, 2007. Accounts may have been created any time since the inception of the Illinois CAS Project, as early as fiscal year 2002, but only active accounts are counted. Accounts included have been accessed since January 1, 2006.

Planning Guides by School

Uniq	Institution Name	PG's
BLK-ILCC	Black Hawk College	81
BRADU	Bradley University	104
CCW-ILCC	City College of Chicago-City Wide	5
CHISU	Chicago State University	26
CHT-ILCC	City College of Chicago-Truman College	41
CHW-ILCC	City College of Chicago-Harold Washington	139
CKK-ILCC	City College of Chicago-Kennedy King	16
CLC-ILCC	College of Lake County	172
CMX-ILCC	City College of Chicago-Malcolm X College	48
COD	College of DuPage	820
COH-ILCC	City College of Chicago-Olive Harvey	30
CRD-ILCC	City College of Chicago-Richard Daley	40
CSC-ILCC	Carl Sandburg College	14
CWW-ILCC	City College of Chicago-Wright College	132
DAC-ILCC	Danville Area Community College	11
DEPAUL	DePaul University	755
ECC-ILCC	Elgin Community College	70
EIU	Eastern Illinois University	55
FCC-ILCC	Frontier Community College	1
GSU	Governors State University	4
HGH-ILCC	Highland Community College	23
HRT-ILCC	Heartland Community College	63
ICC-ILCC	Illinois Central College	92
ILSTU	Illinois State University	238
IVC-ILCC	Illinois Valley Community College	33
JJC-ILCC	Joliet Junior College	117
JLC-ILCC	John A Logan College	9
KAS-ILCC	Kaskaskia College	8
KNK-ILCC	Kankakee Community College	53
KSH-ILCC	Kishwaukee College	26
LCC-ILCC	Lewis & Clark Community College	20
LLC-ILCC	Lake Land College	40
LNC-ILCC	Lincoln Land Community College	44
LTC-ILCC	Lincoln Trail College	8
LUC	Loyola University Chicago	19
MCH-ILCC	McHenry County College	129
MRT-ILCC	Morton College	73
MVC-ILCC	Moraine Valley Community College	206
NEIU	Northeastern Illinois University	51
NIU	Northern Illinois University	758
NL	National-Louis University	4
OAK-ILCC	Oakton Community College	184
OCC-ILCC	Olney Central College	17
PRK-ILCC	Parkland College	181
PST-ILCC	Prairie State College	50
RCC-ILCC	Richland Community College	39
RLC-ILCC	Rend Lake College	4

Uniq	Institution Name	PG's
RVC-ILCC	Rock Valley College	122
SAC	Saint Augustine College	14
SCC-ILCC	Shawnee Community College	16
SEI-ILCC	Southeastern Illinois College	1
SIU-C	Southern Illinois University-Carbondale	52
SIUE	Southern Illinois University-Edwardsville	36
SRC-ILCC	Spoon River College	3
SSC-ILCC	South Suburban College	22
SVC-ILCC	Sauk Valley Community College	54
SWI-ILCC	Southwestern Illinois College	42
TRT-ILCC	Triton College	84
UIC	University of Illinois at Chicago	3108
UIS	University of Illinois at Springfield	230
UIUC	University of Illinois at Urbana-Champaign	1938
WAU-ILCC	Waubonsee Community College	106
WCC-ILCC	John Wood Community College	20
WIU	Western Illinois University	24
WRH-ILCC	William Rainey Harper College	209
WSCN	West Suburban College of Nursing	5
WVC-ILCC	Wabash Valley College	9

Planning Guides by Degree Program - Sampling of data

Degree Program	PG's
Art Foundation - Undeclared Art and Design major	17
B.A. Elementary Education	117
LAS Guide Fall 2007	47
LAS Transfer Guide Fall 2007	8
LAS Transfer Guide with GE requirements prior to Fall 2007	2
Pre-Art Education	5
Your courses and their Equivalencies	1
3-D Studio - Unknown Alternative(BFA)	3
A Transfer Report	3
A) BA in German	1
A) BA in Psychology	1
AB IN COMMUNICATION STUDIES	1
AB IN ENGLISH TEACHING	6
AB IN LANGUAGES, LITERATURES, AND LINGUISTICS--SPANISH	1
AB IN TECHNOLOGY EDUCATION	1
Accountancy	202
Accountancy B.S.	2
Accountancy (BS)	419
Accountancy (BS/MPA)	1
Accountancy (BS/MPA) - Accountancy & Information Systems	15
Accountancy (BS/MPA) - Professional Accountancy	11
Accountancy B.S., Tempe	1
Accountancy BS/MS Program	92
ACCOUNTING	55
Accounting (BBA)	3
Accounting - Accounting Information Systems	5
Accounting - BS/MS Five-Year program	1
Accounting - Business Information Systems	5
Accounting - Career Specialty	3
Accounting - Financial Accounting	22
Accounting (B.S)	1
Accounting (B.S.)	62
Accounting (BAB)	7
Accounting Control Systems	1
Accounting Major - (BA)	1
ACE - Agribusiness Markets & Management	8
ACE - Agricultural Accounting	2
ACE - Agricultural Finance	3
ACE - Consumer Economics & Finance	6
ACE - Environmental Econ & Policy	1
ACE - Farm Management	2
ACE - Individually Planned Curric	2
ACE - Policy, Intl Trade & Development	3
ACE - Public Policy & Law	2
Actuarial Sciences-MAT-BA	1
Actuarial Sciences-MAT-BS	1
ADDICTIONS COUNSELING	13

Planning Guides by User by Institution - Sampling of data

Uniq	Institution Name	User Name	PG's
BLK-ILCC	Black Hawk College	1234567	2
BLK-ILCC	Black Hawk College	alexb	2
BLK-ILCC	Black Hawk College	alexbock	2
BLK-ILCC	Black Hawk College	allerss1	1
BLK-ILCC	Black Hawk College	aschwarz	1
BLK-ILCC	Black Hawk College	avarn5	3
BLK-ILCC	Black Hawk College	bockw	6
BLK-ILCC	Black Hawk College	bopp23	1
BLK-ILCC	Black Hawk College	dcullen	2
BLK-ILCC	Black Hawk College	dockeryjacks	7
BLK-ILCC	Black Hawk College	duhmm	1
BLK-ILCC	Black Hawk College	dvalland	1
BLK-ILCC	Black Hawk College	gordonl	4
BLK-ILCC	Black Hawk College	harlachern	2
BLK-ILCC	Black Hawk College	holdingalex	3
BLK-ILCC	Black Hawk College	janedoe	2
BLK-ILCC	Black Hawk College	jesse31783	1
BLK-ILCC	Black Hawk College	kel32ley	1
BLK-ILCC	Black Hawk College	klindaman	2
BLK-ILCC	Black Hawk College	maxandmurphy	2
BLK-ILCC	Black Hawk College	mmoyes	2
BLK-ILCC	Black Hawk College	msa	1
BLK-ILCC	Black Hawk College	nnonnenm	1
BLK-ILCC	Black Hawk College	paloma	5
BLK-ILCC	Black Hawk College	palomakial	2
BLK-ILCC	Black Hawk College	palomakim	12
BLK-ILCC	Black Hawk College	pzstudent	1
BLK-ILCC	Black Hawk College	ralph	2
BLK-ILCC	Black Hawk College	reddyn	1
BLK-ILCC	Black Hawk College	s.leinicke	1
BLK-ILCC	Black Hawk College	sarah40460	5
BLK-ILCC	Black Hawk College	taylork	1
BLK-ILCC	Black Hawk College	zertuchej	1
BRADU	Bradley University	aklaege	1
BRADU	Bradley University	akreider	1
BRADU	Bradley University	byungchul	1
BRADU	Bradley University	dcullen	79
BRADU	Bradley University	ehavansek	1
BRADU	Bradley University	epfiester	1
BRADU	Bradley University	gerdeez	1
BRADU	Bradley University	hrogers	4
BRADU	Bradley University	kathiebeaty	1
BRADU	Bradley University	mkeane	1
BRADU	Bradley University	mkubera	2
BRADU	Bradley University	mpirie	3
BRADU	Bradley University	mvese0732	1
BRADU	Bradley University	Psalamone	2

Logons by School

Uniq	Institution Name	Logons
BLK-ILCC	Black Hawk College	287
BRADU	Bradley University	395
CSC-ILCC	Carl Sandburg College	67
CHISU	Chicago State University	184
CCW-ILCC	City College of Chicago-City Wide	46
CHW-ILCC	City College of Chicago-Harold Washington	490
CKK-ILCC	City College of Chicago-Kennedy King	61
CMX-ILCC	City College of Chicago-Malcolm X College	96
COH-ILCC	City College of Chicago-Olive Harvey	69
CRD-ILCC	City College of Chicago-Richard Daley	119
CHT-ILCC	City College of Chicago-Truman College	261
CWW-ILCC	City College of Chicago-Wright College	514
COD	College of DuPage	4221
CLC-ILCC	College of Lake County	948
DAC-ILCC	Danville Area Community College	119
DEPAUL	DePaul University	2073
EIU	Eastern Illinois University	723
ECC-ILCC	Elgin Community College	323
FCC-ILCC	Frontier Community College	24
GSU	Governors State University	120
HRT-ILCC	Heartland Community College	267
HGH-ILCC	Highland Community College	45
ICC-ILCC	Illinois Central College	520
ILSTU	Illinois State University	2868
IVC-ILCC	Illinois Valley Community College	164
JLC-ILCC	John A Logan College	116
WCC-ILCC	John Wood Community College	80
JJC-ILCC	Joliet Junior College	604
KNK-ILCC	Kankakee Community College	122
KAS-ILCC	Kaskaskia College	99
KSH-ILCC	Kishwaukee College	118
LLC-ILCC	Lake Land College	307
LCC-ILCC	Lewis & Clark Community College	112
LNC-ILCC	Lincoln Land Community College	222
LTC-ILCC	Lincoln Trail College	54
LUC	Loyola University Chicago	297
MACC	MacCormac College	2
MCH-ILCC	McHenry County College	473
MVC-ILCC	Moraine Valley Community College	927
MRT-ILCC	Morton College	149
NL	National-Louis University	42
NEIU	Northeastern Illinois University	414
NIU	Northern Illinois University	4391
OAK-ILCC	Oakton Community College	912
OCC-ILCC	Olney Central College	47
PRK-ILCC	Parkland College	1310
PST-ILCC	Prairie State College	262

Uniq	Institution Name	Logons
RLC-ILCC	Rend Lake College	84
RCC-ILCC	Richland Community College	153
RVC-ILCC	Rock Valley College	477
SAC	Saint Augustine College	20
SVC-ILCC	Sauk Valley Community College	184
SCC-ILCC	Shawnee Community College	61
SSC-ILCC	South Suburban College	161
SEI-ILCC	Southeastern Illinois College	20
SIU-C	Southern Illinois University-Carbondale	668
SIUE	Southern Illinois University-Edwardsville	472
SWI-ILCC	Southwestern Illinois College	249
SRC-ILCC	Spoon River College	62
TRT-ILCC	Triton College	426
UIC	University of Illinois at Chicago	14390
UIS	University of Illinois at Springfield	326
UIUC	University of Illinois at Urbana-Champaign	43625
WVC-ILCC	Wabash Valley College	30
WAU-ILCC	Waubonsee Community College	590
WSCN	West Suburban College of Nursing	35
WIU	Western Illinois University	485
WRH-ILCC	William Rainey Harper College	1143
Total:		89,725

Logons by Student - Sampling of data

Uniq	Institution Name	User Name	Logons
PRK-ILCC	Parkland College		1
COD	College of DuPage	dwight pancottine	1
COD	College of DuPage	Elizabeth Kuhrt	2
OAK-ILCC	Oakton Community College	Emanuel	1
MRT-ILCC	Morton College	gabriela	1
ICC-ILCC	Illinois Central College	Hannah Shelby	1
OAK-ILCC	Oakton Community College	joanna	1
WRH-ILCC	William Rainey Harper College	Joanne Meyerhoff	1
CLC-ILCC	College of Lake County	a	5
ICC-ILCC	Illinois Central College	a miller	1
RVC-ILCC	Rock Valley College	a.hallock	1
NIU	Northern Illinois University	A.J. Trillet	37
NIU	Northern Illinois University	Aamed Soto	1
KSH-ILCC	Kishwaukee College	Aaric Mullins	3
OAK-ILCC	Oakton Community College	Aarif	1
COD	College of DuPage	Aaron	4
PRK-ILCC	Parkland College	Aaron Ammons	1
BLK-ILCC	Black Hawk College	Aaron Bopp	4
KNK-ILCC	Kankakee Community College	Aaron Bretveld	2
PST-ILCC	Prairie State College	Aaron Brown	1
COD	College of DuPage	Aaron Colon	2
NIU	Northern Illinois University	Aaron D	1
IVC-ILCC	Illinois Valley Community College	Aaron Dowding	1
NIU	Northern Illinois University	Aaron E	3
HGH-ILCC	Highland Community College	Aaron Fogel	2
COD	College of DuPage	Aaron Francis	1
WRH-ILCC	William Rainey Harper College	Aaron Haftl	1
NIU	Northern Illinois University	Aaron Hodges	1
KSH-ILCC	Kishwaukee College	aaron R	1
ICC-ILCC	Illinois Central College	Aaron Sharpsteen	2
RVC-ILCC	Rock Valley College	Aaron Vaiden	1
CLC-ILCC	College of Lake County	Abbey	2
JJC-ILCC	Joliet Junior College	ABBHEY SAVU	1
OAK-ILCC	Oakton Community College	Abbie Cross	2
NIU	Northern Illinois University	Abbie Lewis	1
NIU	Northern Illinois University	Abby	1
NIU	Northern Illinois University	Abby Lundgren	3
WRH-ILCC	William Rainey Harper College	AbdelRahman	
NIU	Northern Illinois University	Murphy	22
NIU	Northern Illinois University	Abdullah Samad	2
COD	College of DuPage	abe	1
NIU	Northern Illinois University	Abegail Pipkorn	1
NIU	Northern Illinois University	Abigail	3
SIU-C	Carbondale	Abigail Holcomb	1
ICC-ILCC	Illinois Central College	Abigail Mahrt	1

Appendix C: Institutional Report

INSTITUTIONAL REPORTS

Status or News

Included: all reports received by January 31, 2007

Black Hawk College

Completed/Current/CAS Activities

- Sent two staff members to regional training
- Provided hands-on training for selected advisors
- Provided information on accessing CAS and specific "receiving institution" resources to all advisors via e-mail
- Placed informational links on Black Hawk's Transfer Advisement web site:
 - Transfer Advisement splash page
 - Course Equivalency Tables
 - Selected Transfer College and University Directory Pages
- Distribute CAS brochures at various campus locations

Upcoming Activities

- Incorporate orientation for CAS in Web-enhanced Advisor Training
- Expand training to faculty advisors
- Create a variety of public announcements on Black Hawk College's web portal
- Schedule one-on-one sessions where advisors introduce CAS to transfer students prior to summer and fall 2007 registration

Bradley University

Our CAS project has been on hold until we get the newer version of DARS up and running. We are nearing the end of that project.

Chicago State University

We have gone through a major Banner system upgrade successfully. Scott Brady of IMS is still working on an interface for CAPP to CAS, but when we had to take a break to do the Banner upgrade, their efforts were focused to a university in Portland. According to Scott they are getting close, but we do not currently have an exact timeline.

City Colleges of Chicago

Implementing Request Import functionality.

City Colleges of Chicago -- Richard J. Daley College

Did not submit report.

City Colleges of Chicago -- Kennedy-King College

Did not submit report.

City Colleges of Chicago -- Malcolm X College

Did not submit report.

City Colleges of Chicago -- Olive-Harvey College

Did not submit report.

City Colleges of Chicago -- Harry S. Truman College

Did not submit report.

City Colleges of Chicago -- Harold Washington College

Did not submit report.

City Colleges of Chicago -- Wilbur Wright College

- Our seven full-time advisors and two part-time advisors were trained on the use of CAS in February 2006. Dan Cullen provided the in-house training session.
- College advisors assist students by demonstrating the use of CAS during individual advising sessions.
- College advisors are beginning to utilize CAS in conjunction with iTransfer.org and the paper transfer guides. It is particularly useful for students transferring to UIC, DePaul and UIUC.
- In fall 2006, Dan Cullen demonstrated the use of CAS to our Future Teachers Organization. Students planning to transfer to study education at DePaul and UIC were able to see firsthand how CAS can be used as a tool to ensure their smooth transfer.
- CAS brochures are displayed in our Transfer Center, on the counters in the Student Academic Success Center and in the advisors' cubicles.
- The Request Import Function has been implemented at CCC. Students can now use this function to load all of their courses into their course portfolio in CAS at one time, along with the grades and credit hours, instead of entering them one by one.

Danville Area Community College

DACC sent two participants to the CAS state-wide training held at Richland last winter.

We presented the information brochure and discussed CAS to the Vermilion County High School Counselors and Student Services team last spring, and hope to plan a training either this spring or next fall.

We have added a direct link to CAS on our counselor' Web page. Since we are currently in the middle of major student management system conversion, we have not been able to train our own staff on CAS at this time. Once all training and conversion of the new student management system is complete, we will plan trainings of our extended staff.

DePaul University

- Created DePaul-CAS workshops to host for community college students and staff; offered a workshop at Harold Washington in December.
- Initiated the development of usage reports for interested DePaul committees.
- Our CAS Data Administrator (Patricia Zvirbulis) joined DePaul May 22, 2006
- Added course articulations for more than 20 feeder schools to our PeopleSoft database, so they could be accessed by CAS Course Equivalency Guides and Degree Planning Guides.
- Built custom report programs to generate Course Equivalency Guides and Degree Planning Guides requested through CAS website.

- Published Degree Planning Guides in October 2006. All CAS functions are now available for DePaul.
 - Published Course Equivalency Guides in CAS July 17, 2006.
 - Published Degree Planning Guides in CAS October 31, 2006.
- Currently (January 25, 2007), over 446 @DePaul logins have been created in CAS.
- Added links to CAS in the DePaul web site (http://www.depaul.edu/prospective_students/transfer/tr_articulation.asp).
- Created DePaul-CAS workshops to host for Community College students and staff. Offered a CAS workshop at Harold Washington College in December 2006.
- Created stickers to affix to the CAS brochures that say: “DePaul University now in CAS”
- Included CAS information with transfer packet sent to Community College contacts in January, 2007.
- Actively participate in CAS listserv and meetings.

College of DuPage

Most notably, all CAS Receiving functions are running except the cross-reference planning guides and COD has implemented the Request Import function. Additionally:

- We have sent one person, Judy Pelletier, Coordinator of Advising Services, to a regional CAS train-the-trainer session.
- Onsite training has been provided to our business advising faculty, general advisors and counselors. Continuous updates are given to our general advisors.
- Links to CAS have been placed on all the Counseling and Advising website pages.
- Have mentioned the availability of CAS to high school guidance counselors and high school students (not too much detail though).
- We do have flyers on CAS that we make available to students and keep in the Advising offices as resources for students.

Eastern Illinois University

Eastern Illinois University is still working on a timeline that will enable us to be both a sending and a receiving institution by Fall 2007. We purchased DARS in 2006, and we have encoded a majority of our degree programs and transfer articulation rules (all in compliance with CAS requirements). STUINST and the Transfer Bridge are scheduled for completion in mid-March 2007, and we hope to begin testing CAS early this summer.

Elgin Community College

- We have twice held training on our campus for counselors who will guide students in their use of CAS. We have not trained administrators; however, they are aware of CAS as a tool for transfer students.
- We have links to CAS on our counseling website under the heading of The Transfer Process.
- CAS is a desktop icon on our student computers.
- An explanation of CAS is a part of new student orientation. It is included in our COL 101, College Success, course.

Governors State University

Governors State University is nearing a decision on a degree audit system. Meanwhile, they are up and trying to load the course bank. There are problems because their course codes are 120 characters long. They are also starting a new audit system.

William Rainey Harper College

- All Counselors/Advisors receive training on CAS. Recently 3 new staff members have received CAS training as part of orientation and training for advising and counseling.
- Harper provides a link to the CAS web site from our Transfer Information web page.
- During the Fall semester CAS information was given to students attending a Transfer Workshop. The web site was also demonstrated. 11 students were in attendance.
- Harper has a small message group on campus that receives all CAS related communication. The information is then filtered on to the Counselors.
- Admissions, Registration, Records and Academic Affairs staff also receive updates.

Heartland Community College

1. We have provided onsite training through an on-line course created by our in house staff for HCC's academic advisors.
2. We have sent 3 staff members to regional CAS train-the-trainer sessions.
3. Implemented a Request Import program for HCC's internal transcript.
4. We will be including a link on our web page through a portal, which should be available in Fall 2007 to allow students to obtain their student record, transfer resources, student/staff correspondence, etc.

CAS brochures have been posted though out the campus to make students aware of the service. Other media of advertisement has been discussed such as, mailings, tutorial in the portal, monitors, etc.

Highland Community College

Did not submit report.

Illinois Central College

Courses were submitted with no problem for the second time and have had a formal CAS Training in Feb. 2006 for approximately 22 users. However, we use CAS minimally for advisement, yet at this time.

ICC also has links to the CAS website on our homepage's Current Students, On-line Students, Transfer Center, QUEST (student program) and Advisor Transfer Resources sites. It will also be included in our new Transfer Center brochure.

Illinois Eastern Community Colleges

Did not submit report.

Illinois State University

- We have implemented the CAS Planning Guide.
- We have done two onsite training sessions for our Admissions staff, one for processing and one for our counselors.
- We have scheduled two onsite training sessions for Advisors in late January.

Illinois Valley Community College

Did not submit report.

Joliet Junior College

A staff member has participated in several workshops as CAS was being built and tested. I also help students/staff navigate transfer institutions that use CAS.

Kankakee Community College

Did not submit report.

Kaskaskia College

Did not submit report.

Kishwaukee College

Kishwaukee College has conducted its own in-house CAS training of staff as it continues to be a sending institutional participant. The College is in the process of migrating to Datatel and projects that it will have an automated degree-audit running in Fall 2008. With a degree-audit, the college plans to work with CAS to become a receiving institution.

College of Lake County

Our former Transfer Information Specialist, Nancy DeMuro, attended the Train the Trainer workshop; however, we didn't pursue any further training at CLC for a variety of reasons (some unrelated to CAS). We currently have the CAS link on our transfer page and have developed a brochure/booklet on CAS for student use. Currently, all three of the individuals (Stephanie DeCicco, Christine Postelnick and Marilyn Vancrey Schambardi) are new to the institution and/or transfer, so we are committed to learning more about CAS and making it a more active part of our transfer process.

Lake Land College

We have sent three members of our staff to regional CAS train-the-trainer sessions.

We provide new faculty professional development throughout the year and include CAS in a session on advisement.

We have a link to the CAS system within Lake Land College's web pages.

The director of counseling discusses CAS with all counselors at the start of each semester.

LLC's Information Systems and Services provides course bank information each year.

Lewis & Clark Community College

Did not submit report.

Lincoln Land Community College

One LLCC employee went to the training sessions. We are in the process of implementing the Request Import function. Interface Management has never implemented a CASRI system with a network like ours. We are using Microsoft Active Director, which is a bit different from these other platforms. We are well past the half-way point on implementation. We are redoing our new student orientation process and have talked about orienting students to CAS at that time.

John A. Logan College

- CAS brochures are being displayed and distributed.

- Transfer Center staff provides assistance to students needing assistance pertaining to CAS.
- Individuals can access Illinois CAS through the link we post on the Illinois Articulation Initiative www.iTransfer.org. In addition, the following additional references are noted beginning with the home page.
 - under Departments link to Academic Advisement - - CAS is noted in the right hand column with link to www.ibhe.org/cas/
 - under Departments link to College Articulation Guides - - Illinois CAS is noted with link to www.ibhe.org/cas/
 - under Current Students and Departments links to Transfer Center Welcome – where reference is made to the www.itransfer.org you will also find reference to Illinois CAS www.ibhe.org/cas/
 - under Online Resources Links to Other Sites --- –The first entry makes reference to CAS (Student transfer information for Illinois including CAS)

Our primary receiving institutions (SIUC/SIUE) are not yet fully on board with CAS due to implementation of Banner.

Loyola University Chicago

Did not submit report.

MacCormac College

MacCormac College is a private, NCA Accredited, 2 year college located in Downtown Chicago for the past 102 years. Historically it was thought of as a career building institution. For the past 10 – 12 years it has shifted emphasis and is now a ‘bridge’ school to the four year institutions. We are represented in IAI and now CAS by Jerry Pinotti, Professor and Transfer Coordinator who has led the effort to change the mission of the institution. As we have just received our 10 year renewal from the Higher Learning Commission in 2005-06 things have only now returned to some state of normalcy. This is allowing the College to fully grasp and become an active part of the CAS initiative. To date we have only given reminders to students about CAS. We are now ready to fully take part and so MacCormac College comes to this meeting as an ‘open slate’ ready to learn and become active in this wonderful opportunity.

McHenry County College

McHenry County College sent one employee to a train-the-trainer session who in turn provides ongoing onsite training to the following MCC employees:

- Advisors
- Counselors
- Transcript evaluators
- Degree auditor
- Academic department chairs
- Academic executive deans

MCC designates two employees as institutional contacts: articulation and transfer coordinator and IT programmer. The articulation and transfer coordinator provides CAS meeting summaries and updates to MCC faculty, staff, and administrators.

MCC’s web site includes a CAS link on the Advising and Transfer Center web page.

Recruiters introduce high school counselors and prospective students to state transfer initiatives, including CAS.

Advisors introduce students to CAS during new-student orientation. During one-on-one advising sessions, advisors work with and promote the use of CAS.

MCC created a customized brochure that provides information about what CAS is and instructions on how to use it. The brochure is used as an MCC personnel training resource and is distributed to students by advisors and recruiters. Also, the statewide brochure is distributed through the Advising and Transfer Center and by recruiters.

MCC Night is a special event held each fall to introduce prospective students, parents, community, etc. to academic opportunities offered through MCC. Attendees are introduced to CAS through advisor presentations, recruiter information, and department chairs.

MCC's goal is to implement the Request Import function.

Moraine Valley Community College

Did not submit report.

Morton College

Has placed a CAS promotion on campus LCD screens.

National-Louis University

- Developed new form for acquiring transfer equivalencies from faculty for anticipation of CAS
- Re-working our transfer credit articulation tables to make it CAS friendly
- CAPP (Banner degree audit system) was implemented in a beginning phase in anticipation of utilizing CAS
- Continuing to build additional programs in CAPP for later utilization by CAS
- CAS administrator course was attended
- Hired full-time CAPP/CAS Associate Director
- Investigating placement of CAS links in various locations on NLU website
- Begun planning data extract of loading of CAS course bank

Northeastern Illinois University

Northeastern Illinois University is deeply involved in the implementation of our Enterprise Resource Planning System, therefore we do not have the resources at this time to expand our participation in CAS. It is our commitment to becoming more involved with CAS as resources become available and we successfully implement our new system.

Currently students may select Northeastern on the Course Equivalency Guide link. They are then linked to the list of schools that we have an articulation agreement with. Students may then click on a school and see how specific courses will be accepted in transfer at Northeastern. This includes information regarding general education, major, elective, and IAI status.

Students may also link to Northeastern from the Student Services link. They may access admission information, the on-line admission application, financial aid information, and information for transfer students.

Northern Illinois University

Northern Illinois University has been fully functioning since 2002. They are preparing to interface between CAS and PeopleSoft Academic Advisement module they are scheduled to adopt.

Oakton Community College

At Oakton Community College, we are still in the beginning stages of CAS and our use of the resources available.

We have provided on-site user training provided by Illinois CAS and OCC Director of Registration and Records is doing internal promotion of the CAS system through our Advising office.

Our plan is to expand the marketing and promotion of CAS during the spring new student orientation programs.

Parkland College

Did not submit report.

Prairie State College

Did not submit report.

Rend Lake College

- Sent one number of staff members to regional CAS train-the-trainer session
- Provided onsite informational sessions for student services, assisting advisors with functions
- Requesting link on web page
- Added a blurb about CAS to course catalog.

Richland Community College

Did not submit report.

Rock Valley College

Did not submit report.

St. Augustine College

Did not submit report.

Carl Sandburg College

- Sent one number of staff members to regional CAS train-the-trainer session
- Plan to present to high school staff at an upcoming meeting in February, 2007

Sauk Valley Community College

- Sent three staff members to regional CAS train-the-trainer session
- held a train the trainer at SVCC for student services division
- Working on adding a link

- Implemented Request Import function. It is up and running with Banner.
- Added information about CAS to new-student orientation. Brochures highlighting the website and how to use it.
- Plan to present in spring to high school staff.
- We held two student workshops
- Work with students individually on the Website.

Shawnee Community College

Did not submit report.

Southeastern Illinois College

Did not submit report.

Southern Illinois University – Carbondale

Southern Illinois University at Carbondale is in the process of implementing Banner and so CAS implementation is not currently feasible. They would like help and advice with interface building.

Southern Illinois University-Edwardsville

Currently, SIUE is undergoing the implementation of a new student information system, BANNER. This application has begun, with processing of all application information for students beginning Fall 2007. CAPP, degree audit for BANNER, was placed on hold until this conversion was completed. Implementation of CAPP has now begun, with a completion date anticipated in fall 2007.

- Four staff members attended CAS Train-the-Trainer session.
- Some individual training sessions conducted by these were implemented.
- CAS information was distributed to several offices and student services locations.
- Links to CAS have been established on several SIUE web sites.
- Course bank and links to academic programs, course equivalency guides, on-line admission application, admission information, financial aid information, and SIUE home page have been established.

South Suburban College

Did not submit report.

Southwestern Illinois College

Did not submit report.

Spoon River College

We have a new CX system which has degree audit on it. Several modules are not working at this time. We have not been tracking Transfers. We are a member of the CAS, and we update the information once a year. We are wanting to put this information on our new website to make it convenient and easy for students to see. It is part of our Strategic Plan. Most of our students transfer to WIUI, and IS. We get a few reports from Northern IL, and Carbondale Southern; only a few of our students attend other institutions. We are looking at joining Data Warehouse to be able to ascertain that information.

Triton College

- A description of CAS is in our course catalog along with the URL.
- CAS brochures are available in our counseling and enrollment services office.
- CAS is explained in our new student orientation.

University of Illinois at Chicago

University of Illinois at Chicago has been fully functioning since 2003. UIC plans to use the cross-reference Planning Guide as a replacement for the transfer guides. Their CEGs are currently down while Miami fixes a bug introduced in a recent update. They are now working on updating their new general education requirements. This will require changing each and every articulation table.

University of Illinois at Springfield

- University of Illinois at Springfield sent 4 staff members to the regional CAS train-the-trainer session.
- University of Illinois at Springfield has provided onsite training to Admissions Counselors, Admissions Evaluators and to the staff of the Office of Records and Registration.
- A web link to CAS has been placed on the Registration web page at the University of Illinois at Springfield.
- During new student orientation when students are being shown DARS, we also mention CAS and add that they can use it if they want to take a course over the summer. In this way students can make sure that the course will transfer back to UIS.
- Distribute CAS brochures to students in the Admissions and Records lobby area at the University of Illinois at Springfield.
- Two staff members from the Office of Records and Registration completed Miami University's CAS web course for Administrators.

University of Illinois at Urbana-Champaign

University of Illinois at Urbana-Champaign says CEGs are temporarily not working Miami fixes a bug introduced in a recent update. As soon as that is straightened up, everything will be okay. Planning Guides are still up.

Waubonsee Community College

- Sent 3 staff members to regional CAS train-the-trainer session
- Provided onsite training and individual training to counselors and advisors
- Placed web link to CAS on Transfer Information page on WCC website

West Suburban College of Nursing

CASPG system is in a testing stage. Due to the uniqueness of the CampusVue Software, WSCN is working with Campus Management and IMS to complete Data Source Connection, Setup the Audit Module for SIS database, and the Outbound Que. As soon as these steps are completed, the system will be fully functional, and then WSCN will start using the CAS system.

Western Illinois University

Here at Western Illinois University we have not yet become a fully participating school. Last fall we were able to get the basic DARwin package installed on our mainframe but have not yet

converted the data. Other concerns arose preventing continued work on CAS. This spring, however, we are planning to finish our DARwin and thus CAS installs and become a fully participating institution with Planning Guides and Course Equivalency Guides available.

I know it is not as far as we had hoped but we were very excited about getting DARwin running even with just the sample data.

John Wood Community College

The College hosted a “train-the trainer” workshop April 7, 2006 for our advising staff and we also invited other institutions in the area to send staff to the workshop. One staff member from Carl Sandburg Community College attended. Approximately nine staff members attended all or part of the workshop.

CAS information is currently introduced to new students at advising sessions and information about CAS is available on the Web. We are in the process of producing a new catalog (2007-09). Information about CAS will be included in this new document.

All of our courses on the CAS homepage are kept up-to-date as changes/deletions/new courses are approved by the ICCB.

Appendix D: Log Out Survey Instrument

After using CAS, please tell us about your experience.

Your input is very helpful as we work to improve CAS! We estimate the survey to take only a few minutes to complete.

This survey is sponsored by the Illinois Board of Higher Education through a grant to the University of Illinois at Urbana-Champaign. Your participation is strictly voluntary and you may refuse to participate or withdraw your participation at any time without penalty.

All information will be kept strictly confidential, and will be summarized in the aggregate only. Analysis will be shared with personnel at Illinois colleges and universities, the Illinois Board of Higher Education, and others interested in Illinois CAS.

Your responses will not be associated with your name, and your participation in the survey will not affect your current or future relationship with the Illinois Board of Higher Education or any institution of higher education.

The researchers will keep the information you provide confidential. However, the service hosting the survey may have access to the data you submit and your computer's IP number. We cannot guarantee that this service will keep information you submit confidential.

If you have any questions about the survey, please feel free to contact us at 419.530.1245. You may also contact the University of Illinois at Urbana-Champaign Institutional Review Board office if you have any questions about research participants' rights (217.333.2670 or irb@uiuc.edu).

Thank you for answering the following questions; your responses help in our efforts to serve you better!

I have read and understand the consent document and voluntarily agree to participate in this study (please click on the button below to provide consent and to proceed to the survey).

Click to Next Page

How did you learn about CAS? (Please select the MOST relevant answer)

- From the internet
If you answered "From the internet", did you learn about CAS from. . .
 - An internet search engine (e.g., Google or Yahoo)
 - From the web page of a school I am transferring FROM
 - From the web page of a school I am transferring TO
 - Other _____

- Referred to CAS by another person
If you answered "Referred to CAS by another person", was that person. . .
 - A teacher or faculty member
 - A college advisor or advising office
 - A high school counselor or guidance office
 - Another student
 - A family member
 - Other _____

- From an Advertisement
If you answered "From an advertisement", did you find out about CAS from. . .
 - A school announcement or bulletin
 - A brochure about CAS
 - A poster about CAS seen at school
 - Other _____

- Other
If you answered "Other", did you find out about CAS from. . .
 - A school announcement or bulletin
 - A brochure about CAS
 - A poster about CAS seen at school
 - An internet search engine (e.g., Google or Yahoo)
 - From the web page of a school I am transferring FROM
 - From the web page of a school I am transferring TO
 - A teacher or faculty member
 - A college advisor or advising office
 - A high school counselor or guidance office
 - Another student
 - A family member
 - Other _____

Why did you use CAS? (Please indicate the MOST important reason)

- To choose coursework at one college to apply toward a major at another
- To find out how general education courses transfer
- To find out how courses I have already taken will transfer
- To find out what colleges offer a particular major
- To explore courses and majors at different colleges
- Other _____

Approximately how many times have you used CAS? (Please enter a number, e.g., 0, 1, 2, 3, . . .)

Please indicate how strongly you agree with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
Overall CAS was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAS influenced by course selection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAS influenced my choice of major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAS influenced my college choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall CAS was easy to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how helpful you found each of the following:

	Very Helpful	Somewhat Helpful	Neutral	Not Very Helpful	Not Helpful at All	Did not use
Course Descriptions <i>[What is this?]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Programs <i>[What is this?]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Equivalency Guides <i>[What is this?]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular Planning Guides <i>[What is this?]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross-Reference Planning Guides <i>[What is this?]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Services <i>[What is this?]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Request Import <i>[What is this?]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how easy it was to do each of the following:

	Very Easy	Somewhat Easy	Neutral	Somewhat Difficult	Very Difficult	Not Applicable
Create a CAS account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Log in to CAS account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
View course descriptions <i>[What is this?]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
View course equivalency guides <i>[What is this?]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add completed or planned courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a regular planning guide <i>[What is this?]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a cross-reference planning guide <i>[What is this?]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret planning guide results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
View academic programs <i>[What is this?]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locate an institution with a specific major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access student services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the help feature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following best describes you?

- Current high school student
- High school graduate
- Current undergraduate student
 - If you are a current undergraduate student, are you a . . . ?**
 - Freshman
 - Sophomore
 - Junior
 - Senior
 - Other
- Returning undergraduate student
 - If you are a returning undergraduate student, are you a . . . ?**
 - Freshman
 - Sophomore
 - Junior
 - Senior
 - Other
- Graduate, law, or medical student
- High school guidance counselor / teacher
- College advisor
- College faculty
- Parent using CAS on behalf of child

Please select your current school(s) and the school(s) you are exploring:

	Current	Exploring
Illinois high school	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-state high school	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-state college	<input type="checkbox"/>	<input type="checkbox"/>
International college	<input type="checkbox"/>	<input type="checkbox"/>
Adler School of Professional Psychology	<input type="checkbox"/>	<input type="checkbox"/>
American Academy of Art	<input type="checkbox"/>	<input type="checkbox"/>
American College of Education	<input type="checkbox"/>	<input type="checkbox"/>
Argosy University	<input type="checkbox"/>	<input type="checkbox"/>
Augustana College	<input type="checkbox"/>	<input type="checkbox"/>
Aurora University	<input type="checkbox"/>	<input type="checkbox"/>
Benedictine University	<input type="checkbox"/>	<input type="checkbox"/>
Black Hawk College	<input type="checkbox"/>	<input type="checkbox"/>
Blackburn College	<input type="checkbox"/>	<input type="checkbox"/>
Blessing-Rieman College of Nursing	<input type="checkbox"/>	<input type="checkbox"/>
Bradley University	<input type="checkbox"/>	<input type="checkbox"/>
Brisk Rabbinical College	<input type="checkbox"/>	<input type="checkbox"/>
Cardean University	<input type="checkbox"/>	<input type="checkbox"/>
Carl Sandburg College	<input type="checkbox"/>	<input type="checkbox"/>
Catholic Theological Union	<input type="checkbox"/>	<input type="checkbox"/>
CCC – Harold Washington College	<input type="checkbox"/>	<input type="checkbox"/>
CCC – Harry S Truman College	<input type="checkbox"/>	<input type="checkbox"/>
CCC – Kennedy-King College	<input type="checkbox"/>	<input type="checkbox"/>
CCC – Malcolm X College	<input type="checkbox"/>	<input type="checkbox"/>
CCC – Olive-Harvey College	<input type="checkbox"/>	<input type="checkbox"/>
CCC – Richard J. Daley College	<input type="checkbox"/>	<input type="checkbox"/>
CCC - Wilbur Wright College	<input type="checkbox"/>	<input type="checkbox"/>
Center for Psychoanalytic Study	<input type="checkbox"/>	<input type="checkbox"/>
Chicago Baptist Institute	<input type="checkbox"/>	<input type="checkbox"/>

	Current	Exploring
Chicago School of Professional Psychology	<input type="checkbox"/>	<input type="checkbox"/>
Chicago State University	<input type="checkbox"/>	<input type="checkbox"/>
Chicago Theological Seminary	<input type="checkbox"/>	<input type="checkbox"/>
Christian Life College	<input type="checkbox"/>	<input type="checkbox"/>
College of DuPage	<input type="checkbox"/>	<input type="checkbox"/>
College of Lake County	<input type="checkbox"/>	<input type="checkbox"/>
The College of Office Technology	<input type="checkbox"/>	<input type="checkbox"/>
Columbia College Chicago	<input type="checkbox"/>	<input type="checkbox"/>
Computer Systems Institute	<input type="checkbox"/>	<input type="checkbox"/>
Concordia University	<input type="checkbox"/>	<input type="checkbox"/>
Cooking & Hospitality Institute	<input type="checkbox"/>	<input type="checkbox"/>
Coyne American Institute	<input type="checkbox"/>	<input type="checkbox"/>
Danville Area Community College	<input type="checkbox"/>	<input type="checkbox"/>
DePaul University	<input type="checkbox"/>	<input type="checkbox"/>
DeVry University-Illinois	<input type="checkbox"/>	<input type="checkbox"/>
Dominican University	<input type="checkbox"/>	<input type="checkbox"/>
Eastern Illinois University	<input type="checkbox"/>	<input type="checkbox"/>
East-West University	<input type="checkbox"/>	<input type="checkbox"/>
Elgin Community College	<input type="checkbox"/>	<input type="checkbox"/>
Elmhurst College	<input type="checkbox"/>	<input type="checkbox"/>
Erikson Institute	<input type="checkbox"/>	<input type="checkbox"/>
Eureka College	<input type="checkbox"/>	<input type="checkbox"/>
Fox College	<input type="checkbox"/>	<input type="checkbox"/>
Garrett – Evangelical Theological Seminary	<input type="checkbox"/>	<input type="checkbox"/>
Governors State University	<input type="checkbox"/>	<input type="checkbox"/>
Greenville College	<input type="checkbox"/>	<input type="checkbox"/>
Harrington College of Design	<input type="checkbox"/>	<input type="checkbox"/>
Heartland Community College	<input type="checkbox"/>	<input type="checkbox"/>
Hebrew Theological College	<input type="checkbox"/>	<input type="checkbox"/>
Highland Community College	<input type="checkbox"/>	<input type="checkbox"/>
Illinois Baptist College	<input type="checkbox"/>	<input type="checkbox"/>
Illinois Central College	<input type="checkbox"/>	<input type="checkbox"/>
Illinois College	<input type="checkbox"/>	<input type="checkbox"/>
Illinois College of Optometry	<input type="checkbox"/>	<input type="checkbox"/>
Illinois Eastern – Frontier	<input type="checkbox"/>	<input type="checkbox"/>
Illinois Eastern – Lincoln Trail	<input type="checkbox"/>	<input type="checkbox"/>
Illinois Eastern – Olney Central	<input type="checkbox"/>	<input type="checkbox"/>
Illinois Eastern – Wabash Valley	<input type="checkbox"/>	<input type="checkbox"/>
The Illinois Institute of Art	<input type="checkbox"/>	<input type="checkbox"/>
Illinois Mathematics and Science Academy	<input type="checkbox"/>	<input type="checkbox"/>
Illinois State University	<input type="checkbox"/>	<input type="checkbox"/>
Illinois Valley Community College	<input type="checkbox"/>	<input type="checkbox"/>
Illinois Wesleyan University	<input type="checkbox"/>	<input type="checkbox"/>
Institute for Clinical Social Work	<input type="checkbox"/>	<input type="checkbox"/>
Institute for Psychoanalysis	<input type="checkbox"/>	<input type="checkbox"/>
International Academy of Design & Tech.	<input type="checkbox"/>	<input type="checkbox"/>
ITT Tech. Institute	<input type="checkbox"/>	<input type="checkbox"/>
Jewish University of America	<input type="checkbox"/>	<input type="checkbox"/>
John A. Logan College	<input type="checkbox"/>	<input type="checkbox"/>
John Marshall Law School	<input type="checkbox"/>	<input type="checkbox"/>
John Wood Community College	<input type="checkbox"/>	<input type="checkbox"/>
Joliet Junior College	<input type="checkbox"/>	<input type="checkbox"/>
Judson College	<input type="checkbox"/>	<input type="checkbox"/>
Kankakee Community College	<input type="checkbox"/>	<input type="checkbox"/>
Kaskaskia College	<input type="checkbox"/>	<input type="checkbox"/>

	Current	Exploring
Kendall College	<input type="checkbox"/>	<input type="checkbox"/>
Kishwaukee College	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge Systems Institute	<input type="checkbox"/>	<input type="checkbox"/>
Knox College	<input type="checkbox"/>	<input type="checkbox"/>
Lake Forest College	<input type="checkbox"/>	<input type="checkbox"/>
Lake Forest Graduate School of Management	<input type="checkbox"/>	<input type="checkbox"/>
Lake Land College	<input type="checkbox"/>	<input type="checkbox"/>
Lakeview College of Nursing	<input type="checkbox"/>	<input type="checkbox"/>
Lewis & Clark Community College	<input type="checkbox"/>	<input type="checkbox"/>
Lewis University	<input type="checkbox"/>	<input type="checkbox"/>
Lexington College	<input type="checkbox"/>	<input type="checkbox"/>
Lincoln Christian College	<input type="checkbox"/>	<input type="checkbox"/>
Lincoln College	<input type="checkbox"/>	<input type="checkbox"/>
Lincoln College of Technology	<input type="checkbox"/>	<input type="checkbox"/>
Lincoln Land Community College	<input type="checkbox"/>	<input type="checkbox"/>
Loyola University of Chicago	<input type="checkbox"/>	<input type="checkbox"/>
Lutheran School of Theology	<input type="checkbox"/>	<input type="checkbox"/>
MacCormac College	<input type="checkbox"/>	<input type="checkbox"/>
MacMurray College	<input type="checkbox"/>	<input type="checkbox"/>
McCormick Theological Seminary	<input type="checkbox"/>	<input type="checkbox"/>
McHenry County College	<input type="checkbox"/>	<input type="checkbox"/>
McKendree College	<input type="checkbox"/>	<input type="checkbox"/>
Meadville – Lombard Theo. School	<input type="checkbox"/>	<input type="checkbox"/>
Midstate College	<input type="checkbox"/>	<input type="checkbox"/>
Midwestern University	<input type="checkbox"/>	<input type="checkbox"/>
Millikiin University	<input type="checkbox"/>	<input type="checkbox"/>
Monmouth College	<input type="checkbox"/>	<input type="checkbox"/>
Moody Bible Institute	<input type="checkbox"/>	<input type="checkbox"/>
Moraine Valley Community College	<input type="checkbox"/>	<input type="checkbox"/>
Morrison Institute of Technology	<input type="checkbox"/>	<input type="checkbox"/>
Morton College	<input type="checkbox"/>	<input type="checkbox"/>
National College of Naprapathic Medicine	<input type="checkbox"/>	<input type="checkbox"/>
National University of Health Sciences	<input type="checkbox"/>	<input type="checkbox"/>
National-Louis University	<input type="checkbox"/>	<input type="checkbox"/>
North Central College	<input type="checkbox"/>	<input type="checkbox"/>
North Park University	<input type="checkbox"/>	<input type="checkbox"/>
Northeastern Illinois University	<input type="checkbox"/>	<input type="checkbox"/>
Northern Baptist Theo. Seminary	<input type="checkbox"/>	<input type="checkbox"/>
Northern Illinois University	<input type="checkbox"/>	<input type="checkbox"/>
Northwestern Business College	<input type="checkbox"/>	<input type="checkbox"/>
Northwestern University	<input type="checkbox"/>	<input type="checkbox"/>
Oakton Community College	<input type="checkbox"/>	<input type="checkbox"/>
Olivet Nazarene University	<input type="checkbox"/>	<input type="checkbox"/>
Parkland College	<input type="checkbox"/>	<input type="checkbox"/>
Prairie State College	<input type="checkbox"/>	<input type="checkbox"/>
Principia College	<input type="checkbox"/>	<input type="checkbox"/>
Quad-Cities Graduate Study Center	<input type="checkbox"/>	<input type="checkbox"/>
Quincy University	<input type="checkbox"/>	<input type="checkbox"/>
Rend Lake College	<input type="checkbox"/>	<input type="checkbox"/>
Richland Community College	<input type="checkbox"/>	<input type="checkbox"/>
Robert Morris College	<input type="checkbox"/>	<input type="checkbox"/>
Rock Valley College	<input type="checkbox"/>	<input type="checkbox"/>
Rockford Business College	<input type="checkbox"/>	<input type="checkbox"/>
Rockford College	<input type="checkbox"/>	<input type="checkbox"/>
Roosevelt University	<input type="checkbox"/>	<input type="checkbox"/>

	Current	Exploring
Rosalind Franklin University of Medicine & Science	<input type="checkbox"/>	<input type="checkbox"/>
Rush University	<input type="checkbox"/>	<input type="checkbox"/>
Southern Illinois University - Carbondale	<input type="checkbox"/>	<input type="checkbox"/>
Southern Illinois University – Edwardsville	<input type="checkbox"/>	<input type="checkbox"/>
Sauk Valley Community College	<input type="checkbox"/>	<input type="checkbox"/>
School of the Art Institute Chicago	<input type="checkbox"/>	<input type="checkbox"/>
Seabury – Western Theo. Seminary	<input type="checkbox"/>	<input type="checkbox"/>
Shawnee Community College	<input type="checkbox"/>	<input type="checkbox"/>
Shimer College	<input type="checkbox"/>	<input type="checkbox"/>
South Suburban College of Cook County	<input type="checkbox"/>	<input type="checkbox"/>
Southeastern Illinois College	<input type="checkbox"/>	<input type="checkbox"/>
Southwestern Illinois College	<input type="checkbox"/>	<input type="checkbox"/>
Spertus College of Judaica	<input type="checkbox"/>	<input type="checkbox"/>
Spoon River College	<input type="checkbox"/>	<input type="checkbox"/>
Springfield College in Illinois	<input type="checkbox"/>	<input type="checkbox"/>
St. Anthony College of Nursing	<input type="checkbox"/>	<input type="checkbox"/>
St. Augustine College	<input type="checkbox"/>	<input type="checkbox"/>
St. Francis Medical Center College of Nursing	<input type="checkbox"/>	<input type="checkbox"/>
St. Johns College	<input type="checkbox"/>	<input type="checkbox"/>
St. Sava Serb. Orthodox School of Theology	<input type="checkbox"/>	<input type="checkbox"/>
St. Xavier University	<input type="checkbox"/>	<input type="checkbox"/>
Taylor Business Institute	<input type="checkbox"/>	<input type="checkbox"/>
Telshe Yeshiva	<input type="checkbox"/>	<input type="checkbox"/>
Toyota Technological Institute at Chicago	<input type="checkbox"/>	<input type="checkbox"/>
Trinity Christian College	<input type="checkbox"/>	<input type="checkbox"/>
Trinity College of Nursing & Health Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Trinity International University	<input type="checkbox"/>	<input type="checkbox"/>
Triton College	<input type="checkbox"/>	<input type="checkbox"/>
University Center of Lake County	<input type="checkbox"/>	<input type="checkbox"/>
University of Chicago	<input type="checkbox"/>	<input type="checkbox"/>
University of Illinois at Chicago	<input type="checkbox"/>	<input type="checkbox"/>
University of Illinois at Springfield	<input type="checkbox"/>	<input type="checkbox"/>
University of Illinois at Urbana-Champaign	<input type="checkbox"/>	<input type="checkbox"/>
University of St. Mary of the Lake	<input type="checkbox"/>	<input type="checkbox"/>
University of Phoenix (AZ)	<input type="checkbox"/>	<input type="checkbox"/>
University of St. Francis	<input type="checkbox"/>	<input type="checkbox"/>
VanderCook College of Music	<input type="checkbox"/>	<input type="checkbox"/>
Vatterott College	<input type="checkbox"/>	<input type="checkbox"/>
Waubonsee Community College	<input type="checkbox"/>	<input type="checkbox"/>
West Suburban College of Nursing	<input type="checkbox"/>	<input type="checkbox"/>
Western Illinois University	<input type="checkbox"/>	<input type="checkbox"/>
Westwood College	<input type="checkbox"/>	<input type="checkbox"/>
William Rainey Harper College	<input type="checkbox"/>	<input type="checkbox"/>
Worsham College of Mortuary Science	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable	<input type="checkbox"/>	<input type="checkbox"/>

Your answers to these optional background questions will help us determine whether CAS serving all types of students.

Please indicate your race / ethnicity (check all that apply):

- Hispanic or Latino
- American Indian / Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Please indicate your gender:

- Male
- Female

Please indicate your age:

Finally, your comments and suggestions:

Please provide comments on how we can improve CAS, including any technical difficulties you had with the program, suggestions for improvement, or what other features you would like to see CAS offer.

**Need a response to a CAS question or problem?
Contact us at Illinois.cas@gmail.com**

**Question about research participant rights?
Contact the UIUC IRB at 217.333.2670 or irb@uiuc.edu**

Appendix E: Suggestions and Comments from Log Out Survey

Amazing, you're website has made transferring a very easy thing.
Asked me to complete the survey before I had a chance to use the website.
purpose of CAS is not to replace advisors, thankfully, but to more so assist us hopeful scholars in the application process. After that being said...to the criticism!! Personally, the Help feature fell short of par. Perhaps I underused the feature, but when I sought Help I was directed to an email address. Email allows for human response-which is great, but it takes a while and seems unnecessary for my generic questions. Perhaps an extensive Help database, or even FAQ's would assist in answering the less colorful questions. The only other complaint is that one of the schools I've attended is not listed for credit transfers. I've noticed the school is
CAS has too many layers to be user friendly. I do not like the visual layout of the initial log in page.
Clearly explain the majors and classes needed.
confusing
Could not find biology
COULDN'T GET THE PAGE TO SHOW HOW MY CURRENT COURSES WOULD TRANSFER TO ISU TO
does not work well on a mac
Don't request survey responses of users who are visiting the site as guests for the first time.
good
Great site!!
Hard to go back after entering info to find the home page
I am an international student
I didn't really know where to start off.
I do not have a comments.
I forgot my password, and when I requested it to be e-mailed to me...it was not. I Had to create another account
I had a problem with entering my college courses. I had to log out to continue. The problem could have been
I had technical diffuculty when I was trying to use the tool to see if my credits would transfer to another school.
i have nothing to say... its great!
i have only use CAS for couple of minutes. I dont have any comment right now.
I haven't gone really deep in CAS Service ... But, to me it looks okay for a while .. Perhaps it should implement more time on adding more services for the students .. Such as scholarship programs ... etc ..
i like it alot it save me a ass load of work when it comes to my transfer course
I think CAS is really helpful
i think it is fine the way it is now
a spreadsheet and have to use filters to remove classes that don't transfer. It would be nice to have a clean print copy that would just print straight from the site. Also to remove the NO CREDIT classes took a few filters since some classes had NO CREDIT and others had **NO CREDIT**, etc.
I was unable to access the course equivalancy guide. It is unclear why. My sole purpose in visiting this site was
I was unable to get the Search By Course feature within the Course Equivalency Guide to work.
I would like to know which colleges,if any had courses in medical science. I love forensics and all that and i want to major in forensic science/ mortuary sciences so i may become a medical examiner or coroner..
I would like to see if I can transfer some of my couses taken at Harper college, but you don't have in your
In the middle of entering my courses the site clicked off. Had to start over.
increase student advisors online, so students get help very fast and easiley.
Information regarding the Jame Adams Social Work program was absent among the programs listed. This site
It is a very useful site.
it was very easy to follow your program and was very helpful
It was a very easy system to use. I am still trying to master it so I can succsusfully transfer from CLC to UIC.
It was easy!!
It would be good if you could create an Excel spread sheet that could be downloaded that would cross reference
It would be helpful if it were easier to cross referece the schools.
It would be nice if the search engines were easier to read, and not so samsked together becuase that makes it
More colleges are needed in the planning guide lists. Transferable credits should be listed individually, as totals
More info to community college counselors

More schools, there are not enough choices.
My planning guides state that they are valid for students enrolled in the UIC College of Business Administration, when I had specifically selected College of Engineering. Beyond that, the planning guides are excessively
n/a
na
No suggestions.
none
None as of now
over all i thought its easy and have good directions
OVERALL I FEEL THAT THIS OPTION REALLY TAKES ORGINAZATION TO A NEW LEVEL WHEN
overall the CAS program was helpful
perfect
put in the option to download or cut and paste ypur trascripe from the other school.
so far it is a very easy system to use. i knew what i was looking for, so it was easy for me to look up my classes.
i like using this system instead of dealing with conuselors over the phone that sometimes do not understand
Some way of cross-referencing out-of-state universities would be nice. That's about the only inconvenience I
Thanks for such a great tool for transferring!!!
Thanks!
The equivalency page for courses would not work.
The site was good to go through. At first, I was impatient with it, but when i went through it again, it's simple to
the transfer section did not work a all when i tried to use it.
This survey is a waste of my god damn time
This survey is a waste of my god damn time
very difficult to pick planned courses and see how they would transfer. The website assumes the courses have
already been taken. On one menu though I was able to see which planned courses have equivalencies at the
very easy and helpful.
Very good
very hard to find, and not sure how to find out what classes i need to take for my pre-vet degree based on the
Very helpful with making my final descion which school I want to continue my undergrad degree.
Very helpful. Should be advertised on internet. Many people would find very useful.
Very nice.
Was unable to access the section to find out what courses were accepted at ISU from COD, Tried several
times. Will try again. Grandson is trying to register but can't until he finds out what courses are accepted at ISU
Wasn't helpful because all the schools we're considering transferring our dual high school/community college
credits to are private, out-of-state schools. Have you tried adding them to your system and they're just not
why my current college the University of Findlay, OH is not in the list?
You don't have my school, you naughty webmasters.

Appendix F: Institutional Survey Instrument

This survey is sponsored by the Illinois Board of Higher Education through a grant to the University of Illinois at Urbana-Champaign. Your participation is strictly voluntary and you may refuse to participate or withdraw your participation at any time without penalty. Your participation in the survey will not affect your current or future relationship with the Illinois Board of Higher Education or any institution of higher education.

Analysis will be shared with personnel at Illinois colleges and universities, the Illinois Board of Higher Education, and others interested in Illinois CAS.

All information will be kept strictly confidential. Your responses will not be associated with your name but will be reported by institution. Although it is unlikely, it is possible that responses could be traced to individuals.

The researchers will keep the information you provide confidential. However, the service hosting the survey may have access to the data you submit and your computer's IP number. We cannot guarantee that this service will keep information you submit confidential.

If you have any questions about the survey, please feel free to contact us at 419.530.1245. You may also contact the University of Illinois at Urbana-Champaign Institutional Review Board office if you have any questions about research participants' rights (217.333.2670 or irb@uiuc.edu).

Thank you for answering the following questions; your responses help in our efforts to serve you better!

I have read and understand the consent document and voluntarily agree to participate in this study (please click on the button below to provide consent and to proceed to the survey).

Next

Please indicate how strongly you agree with each of the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution are aware of CAS as a transfer articulation tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution think that CAS is a valuable transfer articulation tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators (e.g., President, Provost, Registrar, Director of Enrollment, etc.) at my institution view the implementation of CAS as a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution has allocated sufficient funds to the implementation of CAS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution has allocated sufficient staff to the implementation of CAS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution has clearly defined CAS project roles (e.g., project leader, technical leader, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution has developed a clear implementation plan for CAS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient technical training opportunities exist through Illinois CAS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution does not have a need for CAS because it already publicizes transfer articulation information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please identify barriers that your institution has encountered in implementing CAS (check all that apply):

- Lack of staff to implement CAS
- Lack of budget for implementing CAS
- Lack of technical support
- Lack of support from senior administration (e.g., President, Provost, Registrar, Director or Enrollment, etc.)
- Lack of leadership on CAS project
- Lack of project plan
- Lack of Illinois CAS technical training
- Difficulty building interface
- Disagreement among staff
- Our institution is currently implementing a new student information system
- Confusion about where to begin
- Other _____

Please describe how interested your institution is in using CAS.

Please describe your institution's experience implementing CAS thus far.

Please provide any suggestions you have for simplifying the implementation process.

What would it take in order for your institution to fully implement CAS?

Your institution:

- Bradley University
- Chicago State University
- Eastern Illinois University
- Governors State University
- Loyola University Chicago
- National-Louis University
- Northeastern Illinois University
- Southern Illinois University Carbondale
- Southern Illinois University Edwardsville
- Western Suburban College of Nursing
- Western Illinois University
- Other _____

Can we contact you further to discuss your experience with CAS?

- Yes
- No

If we can contact you, please provide your name, phone number, and email address below (none of your responses will be associated with your name).

Name:

Phone Number:

Email:

THANK YOU FOR YOUR INPUT!

Question about research participant rights? Contact the UIUC IRB at 217.333.2670 or irb@uiuc.edu.

Appendix G: Institutional Survey, First Email

Hello,

As part of a grant from the Illinois Board of Higher Education to The University of Illinois Urbana-Champaign, we have been asked to research the effectiveness of the Illinois Course Applicability System (CAS), a web-based system implemented in 2002 to help Illinois college students determine how the credits they earn at one institution will transfer to a program at another institution.

Please take the opportunity to tell us about your experience with CAS by completing this 10-minute survey at the following link:

http://www.surveymonkey.com/s.aspx?sm=2ozdTWCWVpNokjEa0FG24A_3d_3d.

Your participation is strictly voluntary and you may refuse to participate or withdraw your participation at any time without penalty. Your participation in the survey will not affect your current or future relationship with the Illinois Board of Higher Education or any institution of higher education.

Analysis will be shared with personnel at Illinois colleges and universities, the Illinois Board of Higher Education, and others interested in Illinois CAS.

All information will be kept strictly confidential. Your responses will not be associated with your name but will be reported by institution. Although it is unlikely, it is possible that responses could be traced to individuals.

The researchers will keep the information you provide confidential. However, the service hosting the survey may have access to the data you submit and your computer's IP number. We cannot guarantee that this service will keep information you submit confidential.

If you have any questions about the survey, please feel free to contact us at 419.530.1245. You may also contact the University of Illinois at Urbana-Champaign Institutional Review Board office if you have any questions about research participants' rights (217.333.2670 or irb@uiuc.edu).

If there is someone else at your institution who you think could also respond to this survey, please feel free to forward this email.

Thank you in advance for your input!

Sincerely,

Anne Fulkerson
University of Toledo
419.530.1245
Anne.Fulkerson@utoledo.edu

&

Sherri Armstrong
University of Toledo
419.530.4864
Sherri.Armstrong@utoledo.edu

Appendix H: Institutional Survey, Second Email

Dear _____,

If you haven't already done so, please take an opportunity to tell us what you like, what you don't like, and what you want regarding the Illinois Course Applicability System (CAS) by completing the survey at the following link:

http://www.surveymonkey.com/s.aspx?sm=2ozdTWCWVpNokjEa0FG24A_3d_3d.

The survey should take no more than 10 minutes to complete and will provide important information to the Illinois Board of Higher Education to improve the CAS system and help Illinois college students with their college planning.

Although we really want to hear from you, please remember that your participation is strictly voluntary and you may refuse to participate or withdraw your participation at any time without penalty. Your participation in the survey will not affect your current or future relationship with the Illinois Board of Higher Education or any institution of higher education.

Analysis will be shared with personnel at Illinois colleges and universities, the Illinois Board of Higher Education, and others interested in Illinois CAS.

All information will be kept strictly confidential. Your responses will not be associated with your name but will be reported by institution. Although it is unlikely, it is possible that responses could be traced to individuals.

The researchers will keep the information you provide confidential. However, the service hosting the survey may have access to the data you submit and your computer's IP number. We cannot guarantee that this service will keep information you submit confidential.

If you would prefer that we not contact you further, please let us know by replying to this email.

Thank you in advance for your input!

Anne Fulkerson
University of Toledo
419.530.1245
Anne.Fulkerson@utoledo.edu

&

Sherri Armstrong
University of Toledo
419.530.4864
Sherri.Armstrong@utoledo.edu

Appendix I: Institutional Survey, Final Email

Dear _____,

If you haven't already done so, please take an opportunity to tell us what you like, what you don't like, and what you want regarding the Illinois Course Applicability System (CAS) by completing the survey at the following link:

http://www.surveymonkey.com/s.aspx?sm=2ozdTWCWVpNokjEa0FG24A_3d_3d.

The survey should take no more than 10 minutes to complete and will provide important information to the Illinois Board of Higher Education to improve the CAS system and help Illinois college students with their college planning.

Although we really want to hear from you, please remember that your participation is strictly voluntary and you may refuse to participate or withdraw your participation at any time without penalty. Your participation in the survey will not affect your current or future relationship with the Illinois Board of Higher Education or any institution of higher education.

Analysis will be shared with personnel at Illinois colleges and universities, the Illinois Board of Higher Education, and others interested in Illinois CAS.

All information will be kept strictly confidential. Your responses will not be associated with your name but will be reported by institution. Although it is unlikely, it is possible that responses could be traced to individuals.

The researchers will keep the information you provide confidential. However, the service hosting the survey may have access to the data you submit and your computer's IP number. We cannot guarantee that this service will keep information you submit confidential.

If you would prefer that we contact you by telephone, we will be calling all individuals at institutions from which we have not yet heard September 13-21.

Thank you in advance for your input!

Anne Fulkerson &
University of Toledo
419.530.1245
Anne.Fulkerson@utoledo.edu

Sherri Armstrong
University of Toledo
419.530.4864
Sherri.Armstrong@utoledo.edu

Appendix J: Budget Allocations

Oregon CAS Budget Allocations for FY 2005-2007

HISTORY

Public higher education in Oregon includes 7 universities¹ and 17 community colleges². Most use Banner (7 do not). PSU, UO and MHCC use DARS.

Three or four years ago PSU licensed CAS "Receive". PSU was Oregon's first CAS campus. Their experience helped raise the level of understanding of CAS in the state. PSU acted alone in licensing and developing this capability. I have no financial details.

In January 2005, the Chancellor approved \$725,500 primarily to extend CAS "Receive" to his remaining 6 public universities³. This officially started ATLAS⁴, Oregon's state-wide CAS project.

This initial ATLAS funding provided:

- Further automation of articulation and degree audit processes:
 - \$ 50,000 to each regional campus (EOU, OIT, WOU and WOU)
 - \$ 5,000 to each of the 3 larger campuses (they were farther along)
 - \$215,000
- CAS related costs:
 - \$106,400 CAS and IMS licensing
 - \$ 64,500 Training and Initial CAS Administration
 - \$183,600 Interface development so Banner/CAPP schools can use CAS⁵
 - \$ 28,800 Implement CAS and interfaces at universities
 - \$ 7,200 Implement Request Import (RI) interface at community colleges
 - \$120,000 Project management & Promotion
 - \$510,500

Note: Mount Hood Community College (MHCC) recently licensed CAS "Receive". MHCC acted outside the ATLAS project in licensing and developing this capability⁶. I have no financial details.

Additional non-ATLAS, Chancellor's Office funds are being provided to an unusually challenged regional campus that is behind in automating articulation and degree audits. I have no financial details.

In June, 2007, \$20,000 (out of the \$510,500⁷) was provided to each of the 7 campuses to help cover costs incurred automating articulation and degree audits.

In July 2007, ATLAS project funding was extended for another 2 year budget cycle. The \$1.4 million, 2-year budget for the ATLAS and IDTS⁸ projects has not been broken down to reveal how much will go to the ATLAS project.

¹ Eastern Oregon University (EOU), Oregon Institute of Technology (OIT), Oregon State University (OSU), Portland State University (PSU), Southern Oregon University (SOU), University of Oregon (UO), Western Oregon University (WOU)

² Blue Mountain CC, Central Oregon CC, Chemeketa CC, Clackamas CC, Clatsop CC, Columbia Gorge CC, Klamath CC, Lane CC, Linn-Benton CC, Mt. Hood CC, Oregon Coast CC, Portland CC, Rogue CC, Southwestern Oregon CC, Tillamook Bay CC, Treasure Valley CC, Umpqua CC

³ In Oregon the Chancellor's Office has 7 public universities with no direct responsibility for other higher ed. institutions.

⁴ For more about ATLAS see: <http://atlas.ous.edu/index.html>.

⁵ Our code works in conjunction with IMS RPG and is being made available to Banner-using schools via SETA

⁶ Although Oregon community colleges receive state funding, they are primarily funded by their communities.

⁷ June ends Oregon's budget cycle. A significant balance remained since we were only 1.5 years into a 2-year budget. At that time excess funds were available because we hadn't completed the Planning Guide interface development work for Banner/CAPP campuses and half a year's worth of project management hadn't been spent yet.

⁸ Some of the more expensive parts of the IDTS project are:

- Provide electronic transcript capability to additional Oregon high schools (several hundred thousand dollars)
- Develop a P-20 prototype data warehouse (perhaps \$200,000)
- Conduct a formal evaluation of the IDTS project (perhaps as much as \$100,000).

PLANS

Over the next 2 years, CAS expenses are expected to include:

- \$12,500 for each campus to come up on CAS and implement interfaces
 - Further automating of articulation and degree audit at the 7 universities (Unofficial est.: \$140,000 - \$280,000)
 - Finish adapting the Planning Guide interface to each of the 5 Banner/CAPP universities
 - Finish implementing RI interfaces at universities and community colleges
 - CAS related project management costs (staffing, meetings, etc.)
 - CAS promotion at: universities, community colleges, high schools and across the state
- Note: ATLAS scope does not include making degree audits consistent across campuses

All but one public university appears to be on track to make the following features available in CAS in the fall of 2007:

- Articulation of the courses offered by several of their feeder schools
- Degree audits for several key academic programs
- Automated load of student transcripts into CAS (IMS RI interface)

A subsequent phase of the ATLAS project has been discussed. It would bring CAS "receive" to community colleges. Current plans are to request it be funded by the legislature in the 2009/2011 budget cycle.

Minnesota CAS Budget Allocations for FY2007

MnCAS

Request to MnVU:

1. MnVU:		
• Server Sun Ultra 10E Solaris 2.5 running JWS (JavaWebServer-Sun)		0
• Database - Oracle 8.0.5		
2. License		
• Year 1 MnSCU/UM=200,000	118,500 + 8,888 + 17,775	145,000
• Year 2 ... 19,020		
• Additional colleges at \$.50/student		
3. Installation		
• RSmart (\$1,000/day + expenses)		10,000
Can install CAS and Bluestone development tool		
• Web Development .25 FTE		30,000
Can monitor Rsmart; do maintenance; install new releases		
4. Miami Assistance (\$1,000/day + expenses) Est. \$4,000		4,000
• Jason Elwood is CAS Coordinator at Miami U-helps Ohio, Arizona		
5. Training - state coordinators to Miami for extensive training		5,000
6. Statewide Help function - listserv and contacts		0
	Estimated Total	\$ 194,000

Collateral support:

1. Minnesota State College & Universities		Provided
• CAS Project Director		
• Campus Implementation - Metro Alliance first		
• Team: Administrator, Advisor, Transfer evaluator, Degree program		
• Campus allocation - MnSCU budget		
2. University of Minnesota:		Provided
• CAS Project Director		
• Campus Implementation		
• Team: Administrator, Advisor, Transfer evaluator, Degree program		
3. University of St. Thomas	(\$.50 per student cost for initial license)	-

Ohio CAS Budget Allocations for FY2007

Description	<u>Budget</u>
General Statewide Support	
Coordinator Salary & Benefits	77,584
Asst Coord Salary & Benefits	77,584
Asst Coord Salary & Benefits	77,584
CAS Software Maintenance	87,500
Travel & Living	28,943
SSL Security Certificates for CAS servers (3 X \$995)	2,900
Dev & Training Software Maint	10,000
TOTAL	362,094

Illinois CAS Budget Allocations

**FY2007 HIGHER EDUCATION COOPERATION ACT
BUDGET TRANSFER REQUEST
RENEWAL PROJECTS**

Date Transfer Requested: 14-Sep-07

Institution Name: University of Illinois

Project Title: Illinois Course Applicability System: Ensuring Transfer Students' Success

Project Director: Marilyn Marshall

Person Requesting Transfer: Marilyn Marshall

Fax Number: 217-244-5763

Provide an itemized breakdown of the line item expenditure accounts listed on the budget summary. Identify all line item amounts. Amounts shown on this budget will supersede all previously approved budgets. Provide detailed rationale for the amended amounts.

Line Item	Current Approved Amount	Requested Change + or (-)	New Budget Amount
Personal Services	<u>109,700</u>	<u>15,000</u>	<u>124,700</u>
Benefits	<u>41,200</u>	<u></u>	<u>41,200</u>
Awards & Grants	<u>0</u>	<u></u>	<u>-</u>
Contractual Services	<u>233,700</u>	<u></u>	<u>233,700</u>
Commodities	<u>4,500</u>	<u>(2,700)</u>	<u>1,800</u>
Travel	<u>19,500</u>	<u>(11,500)</u>	<u>8,000</u>
Printing	<u>4,100</u>	<u></u>	<u>4,100</u>
Equipment	<u>4,500</u>	<u></u>	<u>4,500</u>
Telecommunications	<u>2,000</u>	<u>(800)</u>	<u>1,200</u>
Audit	<u>11,400</u>	<u></u>	<u>11,400</u>
Total	<u><u>\$ 430,600</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 430,600</u></u>

Reason for amendment: re-categorizing travel to place in correct line item, synchronizing
FY07 and FY08 salary expenses

For BHE Use Only

Approved by: _____ Date: _____