



**Banner and Web4  
Technology Survey, Fall 2005**

Institutional Advancement  
September 2006

## Acknowledgements

This report presents findings derived from a new section of the technology survey. This section was added at the initiation of William Beaver, faculty member and former chair of the shared governance Information Technology Policy Committee (ITPC). Questions were crafted by Pamela Mery in collaboration with the ITPC and Banner Managers Group. Online survey construction by Quyen Lu.

Data compiled by and results written by Pamela Mery under the direction of Robert Gabriner and with assistance from Susan Lopez.

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## Introduction and Table of Contents

**(1) HOW TO USE THIS REPORT.** This preliminary-report represents a new approach by the Office of Research (now within Institutional Advancement). The preliminary report does not attempt to address all findings but seeks instead to present major findings which are then widely circulated within the College for review and discussion. The accompanying tables and graphs support the major findings, but also include additional figures representing other findings which the College may find interesting and useful. Please review the major findings and the underlying data to determine if there are trends or areas of significant interest to the College which may be missing from the current presentation of results. A final report will be drawn not only from the pre-report but also from the College's reaction to and engagement with the findings in it.

At this time, there are four technology-related preliminary reports being circulated simultaneously. While the findings presented in these reports are all derived from the same survey, the focus of each report is unique:

- (i) General Use of InformationTechnology
- (ii) Instruction-related Use of InformationTechnology
- (iii) Counseling-related Use of InformationTechnology
- (iv) Banner and Web4

**(2) MAJOR FINDINGS.** The most important results of the survey, based upon strategic interest and/or quantitative significance. (Page 2)

**(3) SUPPORTING EVIDENCE FOR MAJOR FINDINGS.** A brief presentation of the primary evidence supporting each major finding. (Pages 3-7)

*Note: In some cases the version of the preliminary report circulated only includes the items above. Additional items listed below, such as the Qualitative and Quantitative Data are available online for your review. Go to [www.ccsf.edu/Offices/Research\\_Planning/reports\\_faculty.htm](http://www.ccsf.edu/Offices/Research_Planning/reports_faculty.htm)*

**(4) DATA.** Includes both Qualitative data (i.e. summary of comments) and Quantitative data (i.e. numerical data in table format). (Page 8-17)

**(5) METHODS.** A brief discussion of methods and representativeness. (Pages 18-20)

**(6) SURVEY INSTRUMENT.** A copy of the 2005-06 survey instrument. (Page 21)

## Major Findings

- 1. Use of and Familiarity with Banner and Web4 Varies by Employment Category.** Instructional faculty are more likely to use Web4, which provides access to a limited set of Banner data; other respondents are more likely to make direct use of Banner via INB (Internet Native Banner). Many of those who do not use INB are interested in learning “what is possible.” Daily retrieval of Banner data varies widely: only 2% of instructional faculty retrieve Banner data daily; in contrast, 58% of non-instructional faculty—many of whom are counselors—retrieve Banner data on a daily basis.  
*(See notes on next page for a brief description of Banner and Web4.)*
- 2. Gaps in Banner Knowledge Indicated.** Only 17% of respondents indicated that their Banner knowledge completely matches job needs (compared to 33% who indicated in the general section that their overall computer knowledge completely matches job needs). Few respondents indicated ever receiving formal training; many are self taught (42%).
- 3. Banner Training Desired.** A majority of respondents (67%) want additional or ongoing training. The need for training is likely to continue; only 21% indicate that Banner upgrades make work easier. Although most employees (71%) are able to get the support they need when they experience Banner problems, they often indicate relying on multiple, informal sources. A modest number (31%) of respondents indicate they use the help menus or other written documentation and most who have used these sources (72%) have found them to be helpful. Non-instructional employees particularly would like more written documentation (66%) and training (85%).
- 4. Banner Changes Require More Explanation.** Approximately 71% of respondents indicate that they are always or often aware of when Banner changes will occur, and only 5% of respondents indicated that the timing of the most recent upgrade was “very problematic.” However, more than 40% indicate they currently do not receive adequate information about the kinds of changes made during and between upgrades.
- 5. Banner Data Mostly Understood and Trusted.** As many as 74% always or often understand the data they retrieve from Banner. A similar number indicate that Banner data is always or often entered with care and accuracy, and 70% indicate the data entry is timely. However, only 28% rely on Banner information completely; most also keep their own records.
- 6. Web4 Viewed More Positively than Banner in General.** Comments generally indicated that Web4 is both easy to use and useful. In contrast, respondents' comments typically characterized Banner as unintuitive, not user friendly. Lack of adequate training, as indicated above, may exacerbate that frustration.

**Brief descriptions of Banner and Web4:**

- The Banner database houses nearly all of the College's data, including student grades, noncredit attendance, and other enrollment-related information; human resources records; purchasing, grants and other budget-related records; and financial aid records. Data can be entered into Banner directly via INB (Internet Native Banner) via "forms"; in some limited cases data can be entered via Web4, e.g., student grades. Data can be extracted directly from Banner via reports, or individual records can be viewed online via "screens."
- Banner is subject to frequent vendor-initiated changes and upgrades. In some cases such changes are made to increase compliance with federal requirements, such as reporting related to financial aid, international students, et cetera. Upgrades may also add functionality in specific areas. In Spring 2005, the College upgraded to Banner 6. Following this survey, the College again upgraded—to Banner 7—in Spring 2006. Major upgrades are often referred to as "conversions."
- Web4 provides limited access to Banner data via more user-friendly interfaces for a limited number of standard functions—particularly faculty-specific functions such as entering final grades or retrieving class lists, and also student-specific functions such as registering for classes or reviewing academic records. Web4 also provides interfaces for reviewing individual payment history, vacation balances, et cetera; and updating personal information such as one's emergency contact.

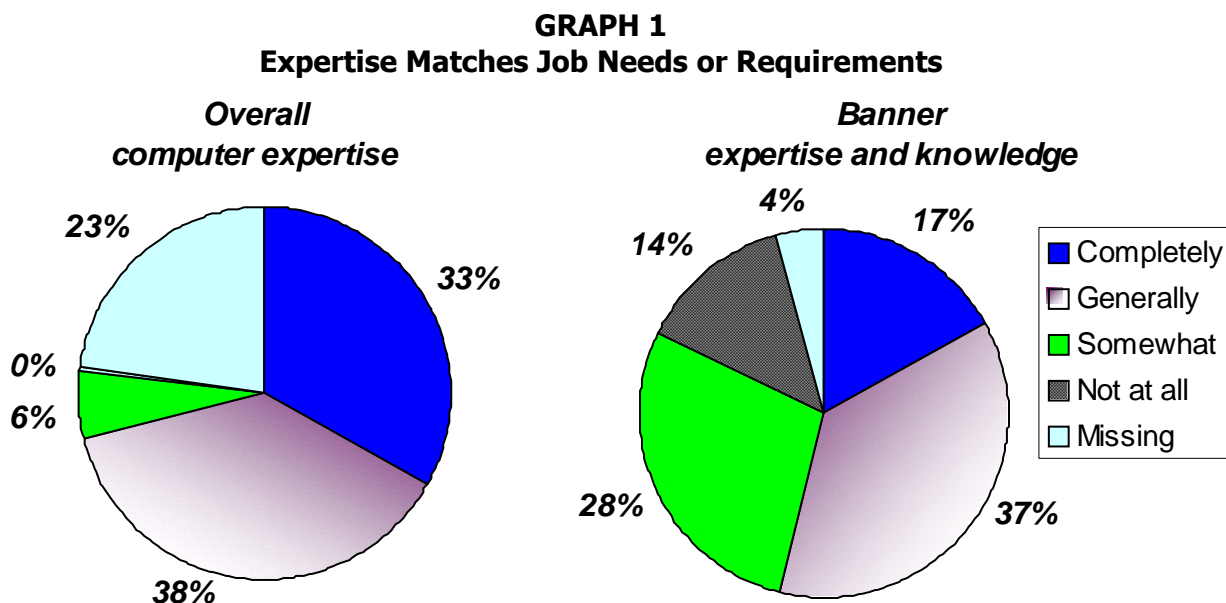
## SUPPORTING EVIDENCE FOR MAJOR FINDINGS

### 1. Use of and Familiarity with Banner and Web4 Varies by Employment Category. (Q1 to Q5, open-ended)

- Most instructional faculty use Web4, which provides the ability to enter student grades and retrieve class lists. Only 9% of instructional faculty use Banner INB, which provides access to a broader set of Banner data. Many of those who do not use INB are interested in learning “what is possible.”
- Administrators, department chairs, classified staff and other (non-instructional) faculty are more likely to use INB (76% to 79%), compared to 9% of instructional faculty as cited above.
- Employees who responded to the survey retrieve Banner data more frequently than they enter Banner data (excluding student grades): 32% of employees retrieve data daily compared to 9% who enter data daily. These rates vary widely between employee groups. Regarding data retrieval, non-instructional faculty (primarily counselors) indicate the highest rate at 58%. Classified staff indicate the highest daily entry rates at 24%.
- Employees indicate that they retrieve individual Banner records much more frequently than they run Banner reports. Per the written responses, the reports used vary widely.

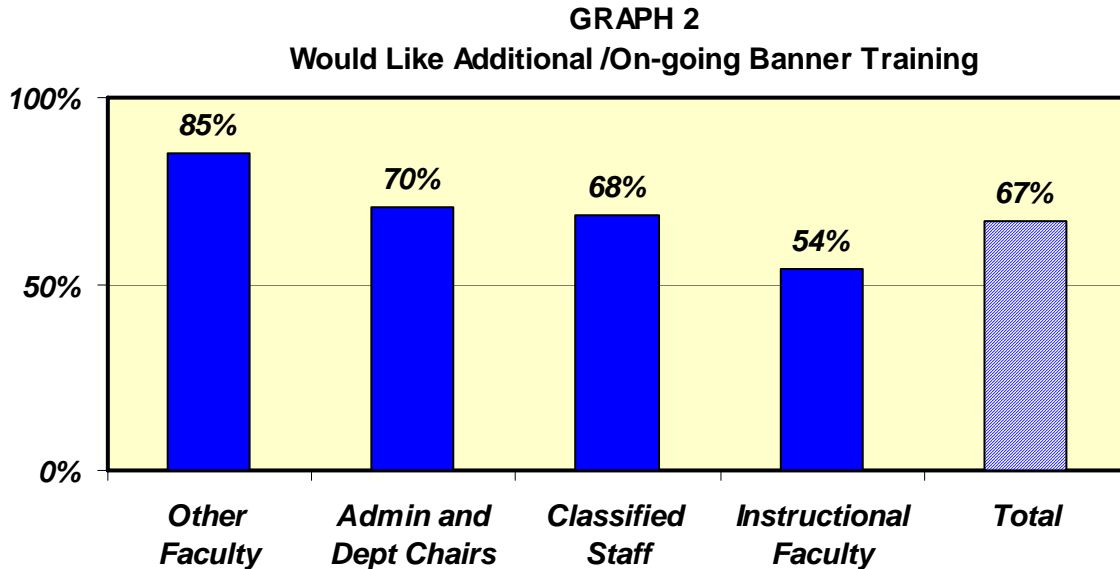
### 2. Gaps in Banner Knowledge Indicated. (Q6, Q7)

- Only 17% of respondents indicated that their Banner knowledge completely matches job needs--compared to 33% who indicated in the general section that their overall computer knowledge completely matches job needs.
- Few respondents indicated ever receiving formal training; many are self taught (42%).



### 3. Banner Training Desired. (Q8 to Q12, Q20)

- A majority of respondents (67%) want additional or ongoing training. Non-instructional faculty particularly would like more training (85%), as well as more written documentation (66%). Administrators and department chairs (70%) and classified staff (68%) also indicated a strong desire for more training. A majority of the respondents in these two groups also want more written documentation (58% and 59% respectively).

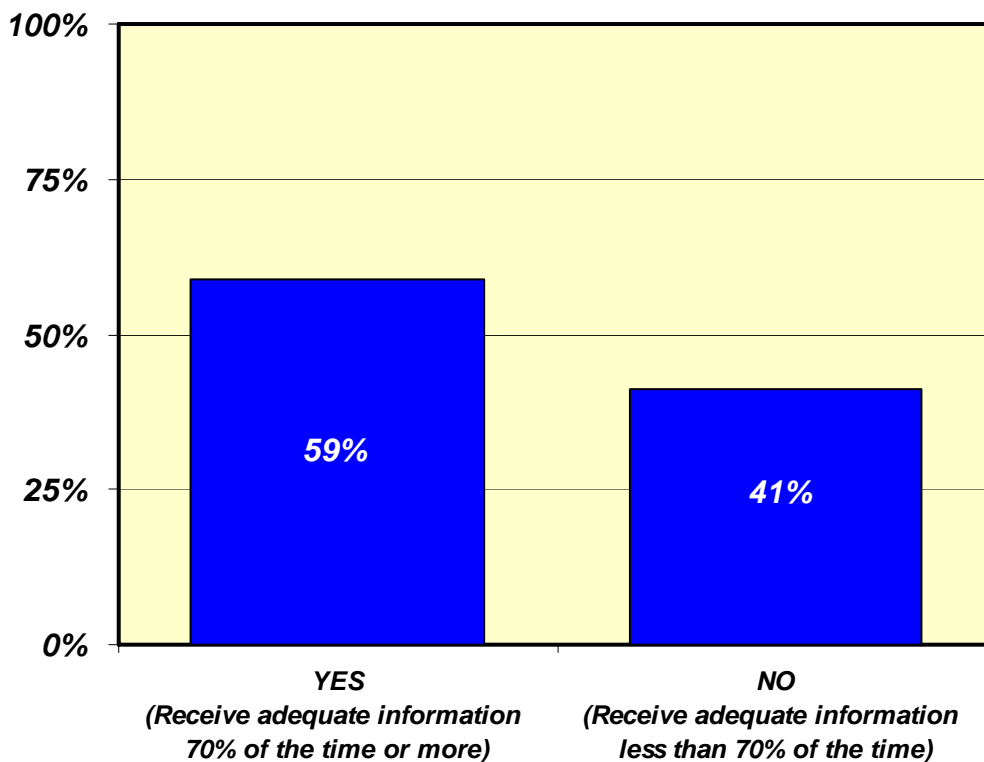


- Although most employees (71%) are able to get the support they need when they experience Banner problems, they often indicate relying on multiple, informal sources.
- Few employees use the help menus or other written documentation (31%), but most who have used these sources have found them to be helpful (72%).
- Upgrades appear unlikely to obviate these training and documentation needs since only 21% of respondents indicated that Banner upgrades make work easier. Many employees indicate that upgrades have little impact (positive or negative) on their work (45%).

**4. Banner Changes Require More Explanation. (Q17 to Q21)**

- Approximately 71% of respondents indicate that they are always or often aware of **when** Banner changes will occur.
- Only 5% of respondents indicated that the timing of the most recent upgrade was “very problematic.”
- However, only 59% indicate they always or often receive adequate information about **the kinds of changes** made during upgrade, and even fewer (55%) indicate they receive adequate information regarding local changes made between upgrades. Those indicating that they “always” receive such information is as low as 27% (indicated by counseling faculty, classified staff).

**GRAPH 3**  
**Receive Adequate Information About**  
**Kinds of Changes Made During Upgrades**



## 5. Banner Data Mostly Understood and Trusted. (Q13 to Q16 )

- Overall, 74% of respondents always or often understand the data they retrieve from Banner. This figure is higher for classified employees (80%) and lower for administrators and department chairs (60%). However, there remains considerable room for improvement; 42% of respondents indicated that they always understand the data they retrieve.
- Similarly, 74% indicate that Banner data is always or often entered with care and accuracy. This figure was much lower for other, non-instructional faculty of home only 58% indicated data entry is accurate.
- Slightly fewer respondents (70%) indicate that data entry is always or often timely. Non-instructional faculty express the least confidence with only 18% indicating that data entry is always timely.
- Only 28% rely completely on Banner to get the information they need; most also keep their own records. In particular, non-instructional faculty rely on Banner.

## 6. Web4 Viewed More Positively than Banner in General. (Q22, open-ended)

- Comments generally indicated that Web4 is both easy to use and useful. In contrast, respondents' comments typically characterized Banner as unintuitive, not user friendly. Lack of adequate training, as indicated above, may exacerbate that frustration.

*Additional items listed, such as the Qualitative and Quantitative Data, Methods, and Survey Instrument are available online for your review.*

Go to [www.ccsf.edu/Offices/Research\\_Planning/reports\\_faculty.htm](http://www.ccsf.edu/Offices/Research_Planning/reports_faculty.htm)

	Admin & Dept Chairs	Classified Staff	Faculty - Instruct'I	Other Faculty*	Total
<b>Respondents to Banner Section</b>	<b>44</b>	<b>140</b>	<b>171</b>	<b>76</b>	<b>431</b>
All Technology Survey Respondents	56	207	292	115	670
Percent Responding to Banner Section	79%	68%	59%	66%	64%
<b>1. Which Banner / Web4 modules do you use? (check all that apply)</b>					
Web4	55%	59%	79%	55%	<b>66%</b>
At least one of the four major Banner modules	89%	84%	41%	62%	<b>63%</b>
- Student module	64%	61%	27%	50%	<b>46%</b>
- Finance module	55%	35%	8%	8%	<b>21%</b>
- Human Resources module	11%	20%	22%	24%	<b>20%</b>
- Financial Aid module	7%	10%	1%	3%	<b>5%</b>
Other**	7%	4%	2%	5%	<b>4%</b>

\*\* 18 written responses regarding "Other" were as follows: Unsure (3), Student Payroll / Time entry (3), Class lists (2), Department Chair query (2); the following garnered one indication each: demonstrating record lookup for students, provide tech support, counseling, curriculum, general, library, requisition approval, WebCT.

**2. How do you access Banner / Banner data? (check all that apply)**

Banner INB	77%	79%	9%	76%	<b>51%</b>
Online Records via Web4	52%	39%	78%	33%	<b>55%</b>
SQR/SQL/ODBC	5%	7%	1%	3%	<b>3%</b>

**3. How frequently do you retrieve Banner records (e.g., individual student, course, department data)?**

1-Daily	36%	54%	2%	58%	<b>32%</b>
2-Weekly	23%	21%	32%	18%	<b>25%</b>
3-Monthly	16%	4%	26%	5%	<b>14%</b>
4-Less Than Once a Month	14%	9%	19%	4%	<b>13%</b>
Never / Not Applicable / No Response	11%	11%	21%	14%	<b>16%</b>

**4. How frequently do you enter data (excluding student grades) into Banner?**

1-Daily	11%	24%	0%	3%	<b>9%</b>
2-Weekly	7%	14%	2%	4%	<b>7%</b>
3-Monthly	5%	4%	6%	1%	<b>4%</b>
4-Less Than Once a Month	9%	6%	27%	5%	<b>15%</b>
Never / Not Applicable / No Response	68%	53%	65%	87%	<b>65%</b>

**5. How frequently do you use Banner to run reports?**

1-Daily	9%	16%	0%	11%	<b>8%</b>
2-Weekly	16%	14%	4%	7%	<b>9%</b>
3-Monthly	20%	8%	5%	0%	<b>7%</b>
4-Less Than Once a Month	23%	8%	12%	12%	<b>12%</b>
Never / Not Applicable / No Response	32%	54%	80%	71%	<b>65%</b>

Per written responses, the most frequently run reports appear to be budget reports and class lists; 47 specific Banner reports were identified. The list of reports is included at the end of this document.

**6. Overall, how well does your Banner knowledge and expertise match your job needs or requirements?**

1-Completely	9%	31%	9%	14%	<b>17%</b>
2-Generally	41%	41%	30%	42%	<b>37%</b>
3-Somewhat	34%	20%	32%	33%	<b>28%</b>
4-Not At All	16%	7%	22%	7%	<b>14%</b>
No Response (default)	0%	1%	8%	4%	<b>4%</b>

\* Other faculty is comprised of 60 counselors and 16 other faculty including 3 librarians. All Banner respondents were included in questions 1-6 -- effecting a 100% response rate.

	Admin & Dept Chairs	Classified Staff	Faculty - Instruct'l	Other Faculty*	Total
<b>Questions 7-14, 17-21 had consistent response rates, with an overall average as follows:</b>	<b>95%</b>	<b>89%</b>	<b>73%</b>	<b>87%</b>	<b>83%</b>

**7. Who taught you to use Banner?**

Self taught	42%	39%	70%	17%	<b>47%</b>
Someone in my department	16%	30%	13%	52%	<b>26%</b>
Other	42%	31%	17%	30%	<b>27%</b>

Written responses corroborate that a majority of employees are "self taught": 109 respondents wrote comments; only 35 indicated they received formal training or attended a workshop--and some clarified this as "one banner training session," "workshop at 33 Gough long ago." A variety of people (35) wrote that after receiving Banner access they had no training, "cobbled together" information from a variety of sources, or sought information from specific departments outside their department--the department mentioned most often as a source of information about Banner was A&R (10). Six respondents mentioned ITS. Four mentioned "previous job" as the source of their training.

**8. When you run into problems using Banner, are you able to get the support you need?\***

Yes	67%	75%	71%	69%	<b>71%</b>
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171 respondents commented as to whom they turn for Banner help. Many named multiple sources. Colleagues and co-workers, or those in combination with tech support were named slightly more often than just tech support. Approximately 51 specific references were made to the TLC, Help Desk, "the support number," ITS, DBA, or other "tech support." More than 107 references were made to "colleagues," "coworkers," "another counselor," or as one person put it, "anybody"; six individuals received multiple mention, with Garret Wong of Admissions and Records most often named (eight mentions). Only 13 employees indicated they had not needed help from others to date.

**9. Have you used any help menus or other written documentation regarding the use of Banner?\***

Yes	45%	43%	18%	27%	<b>31%</b>
No, looked for but could not find	20%	12%	7%	13%	<b>11%</b>
No	34%	45%	74%	60%	<b>57%</b>

**10. Did the documentation answer your questions / meet your needs?**

Yes (Includes only those who responded Yes to Q9)	53%	77%	73%	72%	<b>72%</b>
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**11. Would you like more written documentation regarding Banner?\***

Yes	58%	59%	49%	66%	<b>56%</b>
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86 respondents wrote regarding documentation needs. The largest need (22%) was for "everything," general documentation. Another 8% indicated a desire for a general introduction (an answer to the question "What can Banner do for me?") The Finance area was also high on the list (13%). [Details available at the end of this document.](#)

**12. Would you like additional / ongoing Banner training?\***

Yes	70%	68%	54%	85%	<b>67%</b>
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105 respondents commented on training needs. Most often respondents requested on-going training to keep pace with upgrades and changes (19%). Others (21%) want an overview (e.g., what is possible), beginning training or refresher. Again, Finance was high on the list (12%). [Details available at the end of this document.](#)

**13. Do you rely on Banner to get the information you need?\***

Yes, I rely on it completely	30%	36%	8%	52%	<b>28%</b>
Yes, but I keep my own records, too	64%	50%	69%	38%	<b>56%</b>
No, I only use my own records	5%	9%	19%	6%	<b>12%</b>
I don't need Banner data	2%	5%	4%	4%	<b>4%</b>

	Admin & Dept Chairs	Classified Staff	Faculty - Instruct'I	Other Faculty*	Total
<b>Questions 7-14, 17-21 had consistent response rates, with an overall average follows:</b>					
	<b>95%</b>	<b>89%</b>	<b>73%</b>	<b>87%</b>	<b>83%</b>
<b>14. I understand data I retrieve from Banner, i.e. what reports mean, what each data element means.*</b>					
1-Always (more than 85% of the time)	37%	50%	40%	33%	<b>42%</b>
2-Often (85%-70%)	23%	30%	31%	43%	<b>32%</b>
3-Sometimes (69%-31%)	26%	13%	14%	14%	<b>15%</b>
4-Rarely (30%-15%)	5%	2%	4%	1%	<b>3%</b>
5-Never / Nearly Never (Less than 15% of the time)	9%	5%	11%	7%	<b>8%</b>
<b>15. Data is entered into Banner with care and accuracy.</b>					
1-Always (more than 85% of the time)	44%	42%	45%	25%	<b>40%</b>
2-Often (85%-70%)	32%	32%	37%	33%	<b>34%</b>
3-Sometimes (69%-31%)	15%	16%	7%	34%	<b>16%</b>
4-Rarely (30%-15%)	3%	1%	2%	3%	<b>2%</b>
5-Never / Nearly Never (Less than 15% of the time)	6%	9%	8%	5%	<b>8%</b>
<b>Response rate lower for this question than typical:</b>	<b>77%</b>	<b>81%</b>	<b>63%</b>	<b>80%</b>	<b>74%</b>
<b>16. Data is entered into Banner in a timely way.</b>					
1-Always (more than 85% of the time)	31%	33%	44%	18%	<b>34%</b>
2-Often (85%-70%)	36%	35%	33%	46%	<b>36%</b>
3-Sometimes (69%-31%)	25%	20%	11%	30%	<b>19%</b>
4-Rarely (30%-15%)	3%	3%	3%	2%	<b>3%</b>
5-Never / Nearly Never (Less than 15% of the time)	6%	9%	8%	5%	<b>8%</b>
<b>Response rate lower for this question than typical:</b>	<b>82%</b>	<b>82%</b>	<b>62%</b>	<b>75%</b>	<b>73%</b>
<b>17. I am aware of when Banner will be changed or upgraded.</b>					
1-Always (more than 85% of the time)	63%	51%	40%	36%	<b>46%</b>
2-Often (85%-70%)	13%	25%	27%	31%	<b>25%</b>
3-Sometimes (69%-31%)	13%	12%	13%	25%	<b>15%</b>
4-Rarely (30%-15%)	10%	5%	10%	5%	<b>7%</b>
5-Never / Nearly Never (Less than 15% of the time)	3%	8%	11%	3%	<b>7%</b>
<b>18. I receive adequate information regarding what kinds of changes are being made to Banner during upgrades (SCT changes). (Note, SCT is the company which manufactures Banner.)</b>					
1-Always (more than 85% of the time)	39%	32%	40%	27%	<b>35%</b>
2-Often (85%-70%)	18%	25%	22%	32%	<b>24%</b>
3-Sometimes (69%-31%)	21%	21%	17%	27%	<b>21%</b>
4-Rarely (30%-15%)	13%	12%	11%	6%	<b>11%</b>
5-Never / Nearly Never (Less than 15% of the time)	8%	10%	10%	8%	<b>9%</b>
<b>19. I receive adequate information regarding what kinds of changes are being made to Banner between upgrades (local changes).</b>					
1-Always (more than 85% of the time)	31%	27%	38%	27%	<b>31%</b>
2-Often (85%-70%)	21%	28%	23%	22%	<b>24%</b>
3-Sometimes (69%-31%)	21%	19%	12%	30%	<b>19%</b>
4-Rarely (30%-15%)	21%	13%	15%	10%	<b>14%</b>
5-Never / Nearly Never (Less than 15% of the time)	8%	13%	13%	11%	<b>12%</b>

A small number of respondents wrote comments for questions 14 through 19. The most common comments were that communications need to be clearer / more detailed, there needs to be more training, and there are concerns about the accuracy of student data in particular. [Details at the end of this document.](#)

	Admin & Dept Chairs	Classified Staff	Faculty - Instruct'l	Other Faculty*	Total
<b>20. Do Banner upgrades affect your work? (check all that apply)</b>					
Not much of an effect	59%	44%	53%	22%	<b>45%</b>
Makes some or all work easier (i.e. good changes)	18%	27%	17%	22%	<b>21%</b>
Initially makes some or all work harder (i.e. learning curve)	11%	15%	3%	28%	<b>12%</b>
Makes some or all work harder (i.e. bad changes)	7%	9%	1%	17%	<b>7%</b>

23 respondents wrote regarding the initial "learning curve." Aside from the comments stating that it simply "takes time," the most frequent comments referenced new interface and navigation. 15 respondents wrote regarding "bad changes." The most frequent complaint was that Banner 6 is slow. [Details at the end of this document.](#)

**21. The timing of the most recent Banner upgrade in terms of its effect on your work was:**

1-Good	48%	39%	41%	37%	<b>40%</b>
2-OK but not great	30%	30%	16%	39%	<b>27%</b>
3-Very problematic	0%	9%	0%	8%	<b>5%</b>
4-Not Applicable	23%	22%	43%	16%	<b>28%</b>

**22. Additional comments regarding Banner or Web4**

Nearly 100 respondents wrote general comments regarding Banner or Web4, either as a response to Question 22 or at the end of the entire Technology Survey. Comments related to Banner were more numerous than those relating to Web4. The 82 comments related to Banner were overwhelmingly negative (three positive comments) with a variety of specific complaints, as well as some generally shared concerns indicating that users feel Banner is "unintuitive," "cumbersome," and difficult to learn or remember. Concerns about the availability of training and documentation reinforced responses to questions such as 11 and 12. Respondents who indicated they are not clear about what Banner is most likely exclusively use Web4. Many respondents did specifically indicate that they only use Web4 (often for grades). Web4 comments were often positive. [See details at the end of this document.](#)

The followup to Question 5 regarding frequency of use of Banner reports asked respondents to, "Please list one or two most frequently used report(s)."  
 (Total number of respondents writing in = 64)

<b>Report types / Reports</b>	<b>Number</b>
<b>budget / financial</b>	<b>10</b>
<b>class lists</b>	<b>10</b>
<b>academic history</b>	<b>5</b>
<b>addresses / emails</b>	<b>3</b>
<b>grades only</b>	<b>2</b>
<b>Plus 14 specific reports / screens mentioned by more than one respondent:</b>	
SWRMC22	5
VFMDASD	4
FRIGITD	3
SWAASGN	3
ZGRSFB1	3
FGIBDST	2
FWBOPAL	2
SFASLST	2
SWRCM12	2
SWRST26	2
VDDPOSN	2
VFOASFO	2
VFODFFR	2
VFODFOC	2
<b>Plus 32 specific reports / screens, each mentioned by one respondent :</b>	
FABCHKR, FGIBDSR, FGIENCD, FGITRND, PHADSUM, RWRAPPL, RWRSTGR, SHACRSE, SHATERM, SOAIDEN, SWAS, SWMRT07, SWRCM10, SWRCN05, SWRHIST, SWRHS03, SWRHT01, SWRMC21, SWRNC05, SWRNC06, SWRTS20, TPAS, VBALSHT, VFOASF8, VFOASFR, VFODFFO, VFOFNCE, VJVDBCR, YHRCHAIR, YHRDBO20, YHRPREF, YHRVTID	32
<b>Miscellany:</b>	
Batch disbursement Register	1
EOPS	1
graduation/transfer data	1
I don't actually run reports but I assist end-users	1
I don't know what such reports would even be!	1
I'm not sure what this means, but it could be useful	1
payroll	1
student records	1

**Question 11 documentation follow-up-- respondents requested information and documentation in the following areas when asked to "specify area needing documentation" (Total number of comments = 86)**

<b>CATEGORY</b>	<b>SAMPLE COMMENTS</b>	<b>NUMBER</b>
GENERAL INFORMATION (STEP-BY-STEP OR CHEAT SHEET FORMATS)	Is there a user guide?; A "how to" Guide as it is difficult to get to the information; how about a "BANNER for Dummies" kind of booklet?; A user friendly quick reference would be great...; Concise cheat sheet for most functions; Everything-it's not user friendly at all; All; The whole system is a mystery guarded by a special priesthood; Perhaps some nested menu cards like they gave out with the phone; The step by step look up and details.	19
FINANCE / BUDGETS	Departmental budget reports - balances; Finance; Accts. Payable; Document history search in Finance; PO and TPA	11
EXPLANATION OF FUNCTIONALITY	What can Banner do for me other than Grade posting and class list; What the heck is Web4; Other than Web4 how is it a tool?	7
SCREENS	Definition of available screens and what information they display	7
REPORTS	To run different reports; Codes for accessing the financial reports I need; How to create and request various reports using banner data base; How to use and get information from banner for department report	5
CHAIRS OR COORDINATORS	Basic information retrieval for a Chair; Department chair support; how to access Banner as Department Campus Coordinator	4
MODIFICATIONS	When new versions are deployed training regarding the enhancement; Documentation on any modification to the departmental forms	4
SHORTCUTS	Any shortcut to save time would be appreciated; Keyboard shortcuts	3
COUNSELING	Anything to do with counseling; Counselor screens; Printing options	3
CODES	Codes; Cheat sheet with specific codes for regular use	3
NAVIGATION	Navigating screens	2
HELP MENUS	How to use the help menus; Online help would be nice	2
PRINTING	Printing	2
DOWNLOADS	How to transfer Banner info to a Spreadsheet e.g.; class lists	2
MISCELLANEOUS DOCUMENTATION REQUESTS	How to find records; Student information; I would like to be able print a student's entire academic history; Information on designing screens to access program specific data; Procedures re data entry; Trouble shooting--e.g. have to suppress pop up blocker; Getting Student Lab-aids paid	7
OTHER COMMENTS	Need a live person to walk me through; I find it daunting to know how / where to begin; [Need] better explanations up front	3

**Question 12 training follow-up-- respondents requested training in the following areas  
(Total number of comments = 105)**

<b>CATEGORY</b>	<b>SAMPLE COMMENTS</b>	<b>NUMBER</b>
CONTINUOUS	Updates; Continuous training; An hour long workshop on specifics would be great every 2 months	20
FINANCE / BUDGET - SPECIFIC	Banner Finance; purchasing; Reports available for monitoring budgets; Grants budgets; Tracking 4000/5000 expenditures	13
OVERVIEW / ORIENTATION	Would like to know what all is available; Would like to have an overview of screens not used regularly; Would like to know more about what Banner can do; A hands on orientation	11
BEGINNING / REFRESHER	Any and all; I would like to start all over again; From scratch; I never got a formal session; General functions and useful forms; General use; Overall capabilities for faculty; How about twice a year day long Workshops for new or inexperience; Don't use it often and forget process; Review the basics	11
SELF-PACED, AS NEEDED	Written documentation; I'd like a manual for reference & to self-teach myself; Individual tutorial would be best; Preferably offered on-line and self paced; Banner TA and specialized Banner Help Desk as needed; How to use the help menus	9
STUDENT - SPECIFIC	Student Info	8
ADVANCED	We need to attend Banner Summit; Need high level training provided by SCT; more advanced training...; Staff development has been non-existent. Support for BANNER conference	6
CHAIR OR COORDINATOR FUNCTIONS	Dept chair screens...; Accessing my budget; Class lists; Extracting information	5
COUNSELING / STUDENT SERVICES	Counseling menu functions; Counselor screens; Student services	4
TIPS & TRICKS	Learn to use Banner features that will streamline processes; Tips and Tricks	3
<b>MISCELLANY:</b> TRAINING IN SPECIFIC, MISCELLANEOUS AREAS	Navigating screens; Codes; Reports; How to set up queries in Banner; Some of the screens are confusing--SGASTDN for example; Some other reports related to swrmc22; GJAPCTL/SEADETL/RWRCWED and tracking the process; Printing of student timesheet; On line requisitions; Record keeping for open enrollment	10
OTHER COMMENTS	The graphic interface should be able to do everything; Let's dump Banner and get something that really works.	5

**Question 14 comments re understanding of retrieved data and reports (Total number of comments = 12)**

Need training to understand the information on some screens, Banner reports not as clear as could be	5
In terms of my basic needs, yes; What I see I understand; Now. But it took a long time	3
Finance reports hard to read	1
Only student transcripts, credits transferred in should be indicated on transcripts	1
My staff deals with Banner	1
Other	1

**Question 15 comments re data accuracy (Total number of comments = 10)**

Many typos on student data; I continue to find errors in Academic History; There do seem to be GPA errors often; Mistakes on student academic history are common, can't rely on data, constantly double checking, it has more to do with the way information is processed than entered	5
Accuracy issues are due to timeliness of data entry, not careless data entry.	1
Often find errors	1
Rollovers are exceptionally good	1
As far as I have been aware...; I hope so	2

**Question 16 comments re data timeliness (Total number of comments = 8)**

A lot of student & staff contact at Office impacts all personnel	1
As staffing resources are available	1
Except for delayed grades / short term courses	1
It all depends--some things take forever	1
Very slow to enter names and delete ss	1
Finance	1
Seems so to me...	1
Rollovers are exceptionally good	1

**Question 17 comments re awareness of Banner changes (Total number of comments = 6)**

I have been very aware; Because I am on the Banner User Group	2
Never	2
Usually after the fact	1
Other	1

**Question 18 comments re awareness of changes made *during* upgrades (SCT changes) (Total number of comments = 14)**

Need written documentation, not "go test"; If the information is received it may not be understood easily by the average layperson; Only informed of when upgrades being made, not what the upgrades are; Updates are not described; I don't understand the announcement, just know that a change is being made	8
Yes; Only because of my role in DCC; I test all upgrades	3
Never; Not really	2
I attended the last one and realized it probably benefits administrators the most.	1

**Question 19 comments re awareness of changes made *between* upgrades (local changes) (Total number of comments = 6)**

But they don't mean too much to me; They often don't apply to me so I am not reading them carefully	2
I do not believe in modification of the base line. Tailoring the programs and reports can be done thru SQR	1
[Forced] to seek out information	1
Only because of my role in DCC	1
Other	1

*Note: Comments such as "Not Applicable" were excluded.*

**Question 20 followup,  
Initially makes some or all work harder (i.e. learning curve), please specify  
(Total number of comments = 23)**

CATEGORY	SAMPLE COMMENTS	NUMBER
TAKES TIME	Changes always create a learning curve and thus creates a bit more work initially; Getting used to the sequence; Adjust to new set up and features; Ah, the learning curve; Difficult to catch on at times; The screens change and takes time to comprehend	6
NAVIGATION / INTERFACE	New interface; The interface never seems to get user-friendlier; Have trouble navigating; New ways of getting around to the different screens.	6
NEED TRAINING / INFORMATION	Because we are not informed of the changes; Adapting to changes takes a little time, theres not always training or e-mail to explain what must be done differently with new version. It would be nice to just have a simple e-mail which describes what you must be doing differently.; I never learn any of it well, then when there's something new, I don't learn that well either. I really rely on my assistant; Never was properly trained in the first place	4
PROBLEMS OCCUR	As a support individual problems often occur whenever a new upgrade of Banner is released; Changes in retrieval of info may be slightly different and cause problems when students are in the office; Changes/problems always arise	3
UPGRADES ARE BUGGY	Learning curve is not steep because upgrades are not major for users. but when it affects tables and forms, malfunctions can occur in new versions; Initial bugs are just crazy. once those are fixed, the permanent bugs - some never gets fixed. =(	2
MISCELLANY	Some changes seem unnecessary for our implementation; Up-Grades are always difficult; however, we realize that they are necessary and there is a learning curve. The most affected areas are the modification that have been done to BANNER base line.	2

**Makes some or all work harder (i.e. bad changes), please specify  
(Total number of comments = 15)**

CATEGORY	SAMPLE COMMENTS	NUMBER
SLOW	Much slower and unwieldy; Forms do work properly, slowness on speed; Slow Response	5
ADA DIFFICULTY	Banner 6 is much, much harder than Banner 5. Banner 5 is more ADA compliant, but not Banner 6; Look of the system is different; ...less reliable, harder to figure out, etc.	3
STILL NO TRAINING	Because we are not informed of the changes; No training expected to get info	2
MISCELLANY	Academic history is unreliable; needed information is in various places (i.e. AP credit)	1
	Has caused some prereq-check processes to operated differently	1
	I have to accommodate inaccuracies or other difficulties until they are corrected.	1
	Now you have to hit enter when something is highlighted rather than being able to click on it.	1
	The last Banner upgrade caused the computers to crash. We lost information at times.	1

**Additional comments regarding Banner or Web4  
From Question 22 and also Final Comments section**

**Comments not specific to Banner or indication that respondent is not a "Banner user"**

- 14 Use Web4 for grades; Love grades; Web4 easy to use; Web4 useful
- 12 Not enough experience to comment; Unfamiliar with Banner
- 5 Use classlists / use to drop students
- 2 More should be online (classified timesheets, student account management by default)
- 1 Classlist inaccurate

**Comments specific to Banner**

- 13 Need Banner training for upgrades, grants, other; Need better written materials
- 9 Banner is unintuitive; Not user friendly
- 7 Unable to understand how to use Banner
- 7 Unable to distinguish between Web4 / Banner so I don't know when I am using them
- 6 Banner too slow / cumbersome
- 5 Banner has too many codes / codebook needed
- 5 Banner upgrade was no benefit or worse (less ADA compliant), too frequent
- 4 Banner upgrades ill-timed
- 3 Banner remote access useful / want remote Banner access
- 2 Banner upgrade necessary / not inconvenient

**The following comments, primarily regarding Banner, could not be discretely categorized as each type of comment represents the response of only one or two respondents.**

**Other negative comments**

- 21 Unsatisfactory overall; Experienced glitches, inaccuracies; Banner reports / screens require translation; Banner forms need to be standardized; Banner problems interfere with job; Banner printing question; Have to cut / paste for what I need; Banner lacks search; Should make Banner service selections easier; Move out of the Oracle interface and make everything accessible in the Web interface; Not good for tracking individuals; Need easier login; Password not secure; Poor technology leadership; Permission to view Banner screens difficult to obtain

**Other positive comments**

- 3 Other positive comments: Data is more user friendly now; Found helpful employee to assist with Banner questions; Thanks for support

*Nearly 100 respondents made general comments, some of which are in more than one category.*

*Note regarding a minor distinction. Those who indicate they are "unable to understand how to use Banner" are interpreted to mean that they can't use it effectively but aren't necessarily blaming the product; they may feel they need more training, etc. In contrast, some of the people who say it's unintuitive may feel they have learned to use it in spite of that fact and thus may be able to work effectively.*

## METHODS

***For a discussion of overall survey methods, please see the General Use report. This methods section will focus on the respondent groups for the Banner section of the survey only.***

Of the 670 respondents to the overall survey, 431 responded to the Banner section specifically.

The 431 respondents represent more than 100 academic, administrative and student support departments and programs at City College. The largest single respondent group is ESL (n=26 or 6% of respondents). Clearly no single department dominates the percentages.

Respondents are generally not new employees. Only 15% have worked at the College three years or less. The largest group—37%--have worked at the College for 15 or more years.

Respondents represent all categories of employment: 40% instructional faculty, 32% classified staff, 14% counselors, 5% department chairs, 5% administrators and the remaining 4% were other non-instructional faculty.

Most—71%--are full time College employees. Just over half of respondents (52%) identify as credit-only and 8% identify as noncredit-only—the rest identify as both or indicate “not applicable”; 76% are located primarily at Ocean campus, 6% at John Adams and 5% at Gough Street.

<b>PRIMARY CAMPUS AFFILIATION</b>	<b>Frequency</b>	<b>Percent</b>
Ocean	326	76%
John Adams	27	6%
Gough	20	5%
Mission	12	3%
Downtown	11	3%
Evans	9	2%
Chinatown	8	2%
Alemany / Fort Mason	4	1%
Other	3	1%
Castro Valencia	2	0%
Southeast	1	0%
No Campus Indicated	8	2%

## CCSF Information Technology Survey of Faculty and Staff BANNER AND WEB4

1. Which Banner / Web4 modules do you use? (check all that apply)     Student     Finance     Financial Aid     Human Resources     Web4  
 Other

2. How do you access Banner / Banner data? (check all that apply)     Banner INB     Online Records via Web4     SQL/SQL/ODBC

3. How frequently do you retrieve Banner records (e.g., individual student, individual course, department data)?   

4. How frequently do you enter data (excluding student grades) into Banner?   

5. How frequently do you use Banner to run reports?      
Please list one or two most frequently used report(s)

6. Overall, how well does your Banner knowledge and expertise match your job needs or requirements?   

7. Who taught you to use Banner?      
If other,

8. When you run into problems using Banner, are you able to get the support you need?     No     Yes

9. Have you used any help menus or other written documentation regarding the use of Banner?     Yes     No     Looked for but could not find

10. Did the documentation answer your questions / meet your needs?     Yes     No

11. Would you like more written documentation regarding Banner?     No     Yes

12. Would you like additional / ongoing Banner training?     No     Yes

13. Do you rely on Banner to get the information you need?     Yes, but I keep my own records, too     Yes, I rely on it completely  
 No, I only use my own records     Not applicable, I don't need Banner data

Rate the following:	Always / Almost Always (more than 85% of the time)	Often (35%-70%)	Sometimes (69%-31%)	Rarely (30%-15%)	Never / Nearly Never (Less than 15% of the time)	Comments
14. I understand the data I retrieve from Banner, i.e. what the reports mean, what each data element I need means.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
15. Data is entered into Banner with care and accuracy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
16. Data is entered into Banner in a timely way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
17. I am aware of when Banner will be changed or upgraded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
18. I receive adequate information regarding what kinds of changes are being made to Banner <i>during upgrades</i> (SCT changes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
19. I receive adequate information regarding what kinds of changes are being made to Banner <i>between upgrades</i> (local changes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
20. Do Banner upgrades affect your work? (check all that apply) <input type="checkbox"/> Not much of an affect <input type="checkbox"/> Makes some or all work easier (i.e. good changes) <input type="checkbox"/> Initially makes some or all work harder (i.e. learning curve) <input type="text" value="Please specify"/> <input type="checkbox"/> Makes some or all work harder (i.e. bad changes) <input type="text" value="Please specify"/>						
21. The timing of the most recent Banner upgrade in terms of its effect on your work was:	<input type="radio"/> Good		<input type="radio"/> OK but not great			
	<input type="radio"/> Very problematic		<input type="radio"/> Not applicable			
22. Additional comments regarding Banner or Web4:	<input type="text"/>					