



Counseling Utilization of Information Technology Resources

Technology Survey, Fall 2005

Institutional Advancement
November 2006

Acknowledgements

This report presents findings derived from a new section of the technology survey. This section was added at the initiation of Patty Chong-Delon, a counselor in the Continuing Student Counseling Department and participant in CCSF's Teaching and Learning Technology Roundtable (TLTR). Lindy McKnight, Dean of Student Support Services, also assisted with question development. Online survey construction by Quyen Lu.

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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 3-5)

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

(4) DATA. Includes both qualitative data (i.e. summary of comments) and quantitative data (i.e. numerical data in table format). (Page 6-15)

(5) METHODS. A brief discussion of methods and representativeness. (Pages 16)

(6) SURVEY INSTRUMENT. A copy of the 2005-06 survey instrument. (Page 17)

Major Findings

- 1. GroupWise, Banner and Sars-Grid are the three most often used software / database tools.** These three tools¹ are used most often by counseling faculty. For example, 93% of full time counselors and 79% of part time counselors use GroupWise on a daily basis. Full time counselors use most of the 18 tools more frequently than part time counselors; 84% of full time counselors use Banner daily, compared to 59% of part time counselors indicating daily Banner use.
- 2. Of the websites listed, only ASSIST is used by a majority of counselors.** The ASSIST website is used daily by 66% of full time counselors. Most counseling-related websites address transfer issues. Five of the seven websites included in the survey deal with transfer and articulation issues. As such, these websites are not used as often as more general software and database tools such as GroupWise, Banner and Sars-Grid.
- 3. Full time counselors want more “update” training.** For each of the 18 tools, a majority of full time counselors in particular expressed interest in receiving training. Interest in training ranged from 55% (Exito training) to 82% (Banner training, Sars-Grid training). In general, full time counselors expressed stronger interest in training to update skills, and somewhat less interest in introductory training or training which emphasizes creative uses of technology tools by colleagues.
- 4. Part time counselors are also interested in training, but less so.** Interest in training for this group ranged from 14% (Monster Trak) to 72% (Banner training). Banner and Sars-Grid were the only two areas to garner a majority interest from part time counselors. For 12 of the 18 areas, part time interest ranged from 31% to 48%. Interest in the remaining four areas ranged from 14% to 28%.
- 5. A majority of comments focused on electronic educational planning.** Nearly half of the fifteen open-ended comments pertained to “ed plan” software. This is probably due in part to the fact that this tool was in the process of being implemented. Comments indicated that many counselors had not yet adjusted to the selected software and were frustrated in their attempts to use it.

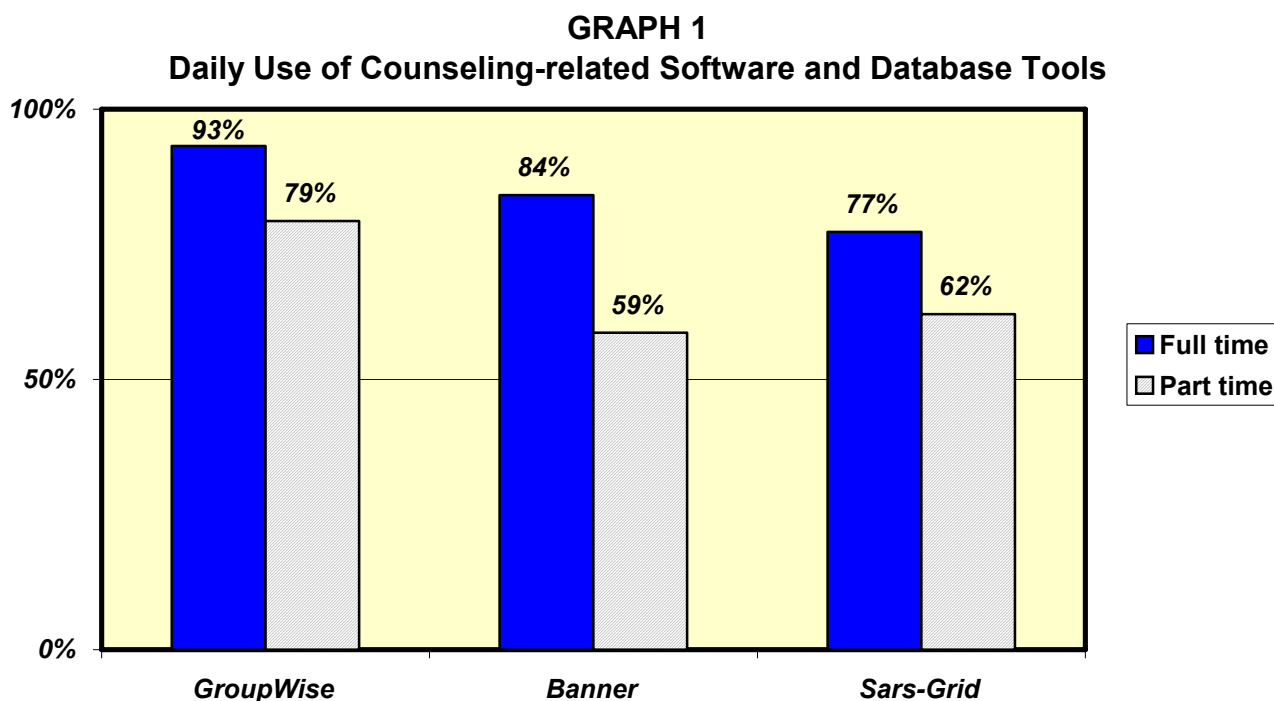
¹ Survey questions measured frequency of use and interest in training for 18 counseling-related technology tools and websites.

A **glossary** of, and rough inception dates for, the 18 tools and websites, as well as three specific Banner features, can be found on **pages 13-14**. On average, most of the tools and websites became available in 1998—when Banner came into use at CCSF; however, some have been in use since the early 1980’s and others just came into use in 2005 shortly before this survey was circulated.

SUPPORTING EVIDENCE FOR MAJOR FINDINGS

1. GroupWise, Banner and Sars-Grid are the three most often used software / database tools.

- The highest use is of these three tools²—88% of counseling faculty use GroupWise daily, 74% use Banner daily, and 71% use Sars-Grid daily.
- Full time counselors use most of the 18 tools more frequently than part time counselors; 84% of full time counselors use Banner daily, compared to 59% of part time counselors.
- Other tools such as department drives and EUREKA are used much less frequently. These tools may be emphasized within particular counseling areas (e.g., career or transfer counseling.)



2. Of the websites listed, only ASSIST is used by a majority of counselors.

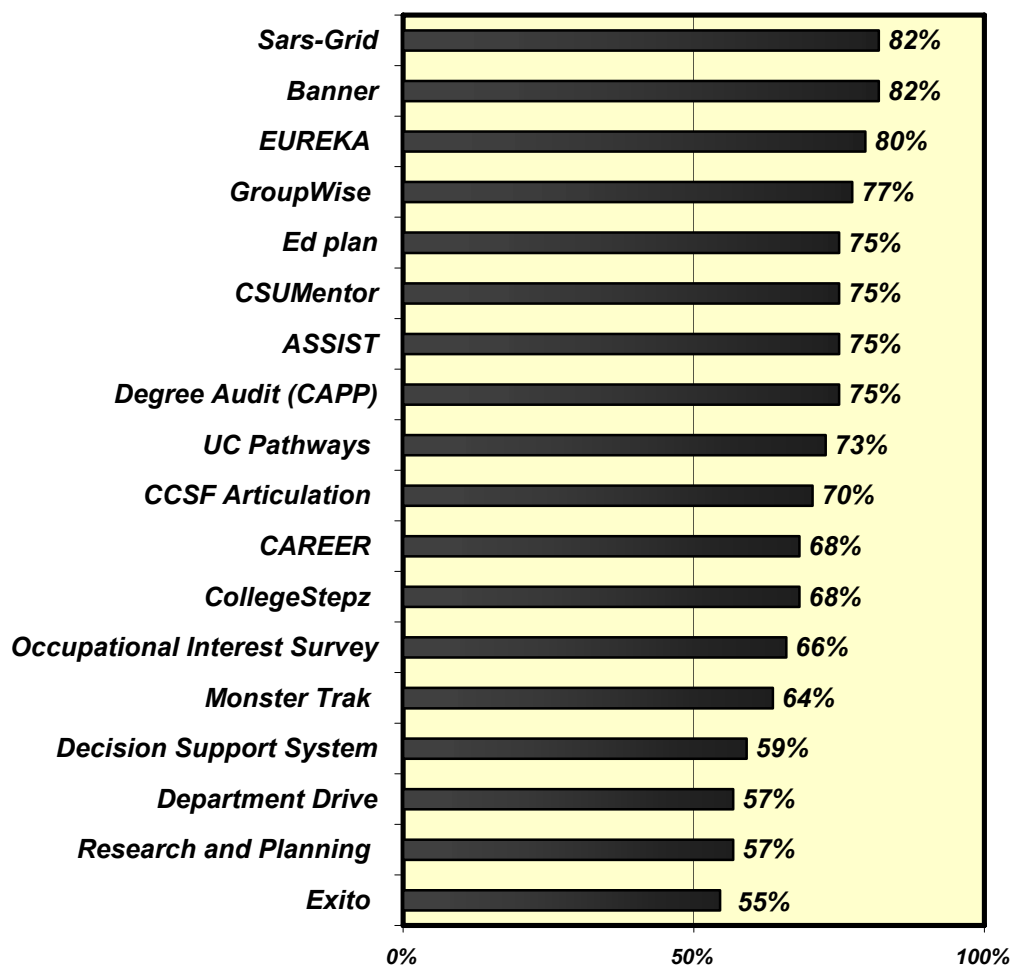
- The ASSIST website is used daily by 66% of full time counselors.
- Five of the seven websites included in the survey deal with transfer and articulation.

² See glossary with descriptions of each technology tool or website on page 13.

3. Full time counselors want more “update” training.

- For each of the 18 tools, a majority of full time counselors in particular expressed interest in receiving training. Interest in training ranged from 55% (Exito training) to 82% (Banner training, Sars-Grid training).
- In general, full time counselors expressed stronger interest in training to update skills, and somewhat less interest in introductory training or training which emphasizes creative uses of technology tools by colleagues.

GRAPH 2
Full Time Counselors' Interest in Trainings for Various Technology Tools and Websites



4. Part time counselors also interested in training, but less so.

- Interest in training for this group ranged from 14% (Monster Trak) to 72% (Banner training). Banner and Sars-Grid were the only two areas to garner a majority interest from part time counselors. For 12 of the 18 areas, part time interest ranged from 31% to 48%. Interest in the remaining four areas ranged from 14% to 28%.

5. A majority of comments focused on electronic educational planning.

- Reported use of Ed plan and Degree Audit tools was low because these tools were just beginning to be used at the time the survey was distributed in Fall 2005.
- Nearly half of the fifteen open-ended comments pertained to "ed plan" software. This is probably due to the fact that this tool was in the process of being implemented. Comments indicated that many counselors had not yet adjusted to the selected software and were frustrated in their attempts to use it.

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

Quantitative Data	All Counseling	Full time	Part time*
Total Respondents	73	44	29
1. How often do you use the following technology? DAILY USE			
GroupWise	88%	93%	79%
Banner	74%	84%	59%
Sars-Grid	71%	77%	62%
EUREKA	12%	16%	7%
Department Drive	10%	11%	7%
Ed plan	5%	7%	3%
Degree Audit (CAPP)	1%	2%	0%
1. How often do you use the following technology? DETAIL			
Banner			
1-Daily	74%	84%	59%
2-A Few Times a Week	12%	7%	21%
3-Once a Week or Less	7%	5%	10%
4-Never (default)	7%	5%	10%
Sars-Grid			
1-Daily	71%	77%	62%
2-A Few Times a Week	5%	2%	10%
3-Once a Week or Less	8%	5%	14%
4-Never (default)	15%	16%	14%
Degree Audit (CAPP)			
1-Daily	1%	2%	0%
2-A Few Times a Week	8%	9%	7%
3-Once a Week or Less	15%	20%	7%
4-Never (default)	75%	68%	86%
Ed plan			
1-Daily	5%	7%	3%
2-A Few Times a Week	5%	5%	7%
3-Once a Week or Less	29%	36%	17%
4-Never (default)	60%	52%	72%
GroupWise			
1-Daily	88%	93%	79%
2-A Few Times a Week	5%	2%	10%
3-Once a Week or Less	1%	2%	0%
4-Never (default)	5%	2%	10%
Department Drive (i.e. Z: Drive in CSCD)			
1-Daily	10%	11%	7%
2-A Few Times a Week	5%	7%	3%
3-Once a Week or Less	16%	16%	17%
4-Never (default)	68%	66%	72%
EUREKA			
1-Daily	12%	16%	7%
2-A Few Times a Week	21%	25%	14%
3-Once a Week or Less	41%	34%	52%
4-Never (default)	26%	25%	28%

* Includes five respondents who did not identify as full time or part time

Quantitative Data	All Counseling	Full time	Part time*
Total Respondents	73	44	29
2. How often do you use the following websites? DAILY USE			
ASSIST	58%	61%	52%
CCSF Articulation	34%	45%	17%
CSUMentor	15%	18%	10%
UC Pathways	11%	16%	3%
<i>Other websites including CollegeStepz -- less than 3% of counselors (total) use daily</i>			
2. How often do you use the following websites? DETAIL			
ASSIST			
1-Daily	58%	61%	52%
2-A Few Times a Week	14%	14%	14%
3-Once a Week or Less	12%	16%	7%
4-Never (default)	16%	9%	28%
CCSF Articulation			
1-Daily	34%	45%	17%
2-A Few Times a Week	26%	23%	31%
3-Once a Week or Less	19%	20%	17%
4-Never (default)	21%	11%	34%
CSUMentor			
1-Daily	15%	18%	10%
2-A Few Times a Week	16%	18%	14%
3-Once a Week or Less	45%	48%	41%
4-Never (default)	23%	16%	34%
UC Pathways			
1-Daily	11%	16%	3%
2-A Few Times a Week	14%	11%	17%
3-Once a Week or Less	41%	43%	38%
4-Never (default)	34%	30%	41%
CollegeStepz			
1-Daily	0%	0%	0%
2-A Few Times a Week	1%	2%	0%
3-Once a Week or Less	25%	30%	17%
4-Never (default)	74%	68%	83%
Research and Planning			
1-Daily	1%	0%	3%
2-A Few Times a Week	3%	2%	3%
3-Once a Week or Less	26%	32%	17%
4-Never (default)	70%	66%	76%
Decision Support System (DSS)			
1-Daily	0%	0%	0%
2-A Few Times a Week	0%	0%	0%
3-Once a Week or Less	10%	9%	10%
4-Never (default)	90%	91%	90%
Other (see attached per "Please provide web address and purpose for use")			
1-Daily	3%	0%	7%
2-A Few Times a Week	7%	9%	3%
3-Once a Week or Less	3%	5%	0%
4-Never (default)	88%	86%	90%

Quantitative Data	All Counseling	Full time	Part time*
Total Respondents	73	44	29

3. What kind of training would you like on the following technologies and websites? ANY INTEREST

Banner	78%	82%	72%
Sars-Grid	73%	82%	59%
EUREKA	67%	80%	48%
GroupWise	66%	77%	48%
Degree Audit (CAPP)	62%	75%	41%
ASSIST	62%	75%	41%
CSUMentor	62%	75%	41%
UC Pathways	60%	73%	41%
Ed plan	59%	75%	34%
CCSF Articulation	56%	70%	34%
CollegeStepz	55%	68%	34%
CAREER	53%	68%	31%
Decision Support System (DSS)	51%	59%	38%
Occupational Interest Survey (OIS)	49%	66%	24%
Research and Planning	47%	57%	31%
Department Drive (i.e. Z: Drive in CSCD)	45%	57%	28%
Monster Trak	44%	64%	14%
Exito	42%	55%	24%

3. What kind of training would you like on the following technologies and websites? DETAIL

Banner - Any	78%	82%	72%
Banner - Introduction	12%	5%	24%
Banner - Updates	63%	66%	59%
Banner - Creative Uses By Colleagues	45%	45%	45%
Sars-Grid - Any	73%	82%	59%
Sars-Grid - Introduction	12%	7%	21%
Sars-Grid - Updates	51%	61%	34%
Sars-Grid - Creative Uses By Colleagues	38%	41%	34%
Degree Audit (CAPP) - Any	62%	75%	41%
Degree Audit - Introduction	41%	43%	38%
Degree Audit - Updates	18%	30%	0%
Degree Audit - Creative Uses By Colleagues	11%	16%	3%
Ed plan - Any	59%	75%	34%
Ed plan - Introduction	16%	18%	14%
Ed plan - Updates	38%	50%	21%
Ed plan - Creative Uses By Colleagues	21%	27%	10%
GroupWise - Any	66%	77%	48%
GroupWise - Introduction	8%	7%	10%
GroupWise - Updates	51%	57%	41%
GroupWise - Creative Uses By Colleagues	26%	32%	17%
Department Drive (i.e. Z: Drive in CSCD) - Any	45%	57%	28%
Department Drive - Introduction	26%	34%	14%
Department Drive - Updates	8%	9%	7%
Department Drive - Creative Uses By Colleagues	14%	16%	10%
EUREKA - Any	67%	80%	48%
EUREKA - Introduction	18%	20%	14%
EUREKA - Updates	38%	39%	38%
EUREKA - Creative Uses By Colleagues	32%	41%	17%

Quantitative Data	All Counseling	Full time	Part time*
Total Respondents	73	44	29
ASSIST - Any	62%	75%	41%
ASSIST - Introduction	7%	7%	7%
ASSIST - Updates	48%	55%	38%
ASSIST - Creative Uses By Colleagues	22%	30%	10%
CCSF Articulation - Any	56%	70%	34%
CCSF Articulation - Introduction	11%	11%	10%
CCSF Articulation - Updates	41%	50%	28%
CCSF Articulation - Creative Uses By Colleagues	18%	25%	7%
CSUMentor - Any	62%	75%	41%
CSUMentor - Introduction	12%	16%	7%
CSUMentor - Updates	42%	52%	28%
CSUMentor - Creative Uses By Colleagues	19%	20%	17%
UC Pathways - Any	60%	73%	41%
UC Pathways - Introduction	16%	20%	10%
UC Pathways - Updates	40%	48%	28%
UC Pathways - Creative Uses By Colleagues	15%	16%	14%
CollegeStepz - Any	55%	68%	34%
CollegeStepz - Introduction	30%	34%	24%
CollegeStepz - Updates	25%	32%	14%
CollegeStepz - Creative Uses By Colleagues	8%	11%	3%
Research & Planning - Any	47%	57%	31%
Research & Planning - Introduction	30%	32%	28%
Research & Planning - Updates	18%	25%	7%
Research & Planning - Creative Uses By Colleagues	10%	14%	3%
Decision Support System (DSS) - Any	51%	59%	38%
Decision Support System - Introduction	42%	48%	34%
Decision Support System - Updates	14%	18%	7%
Decision Support System - Creative Uses By Colleagues	4%	5%	3%
Exito - Any	42%	55%	24%
Exito - Introduction	32%	39%	21%
Exito - Updates	11%	18%	0%
Exito - Creative Uses By Colleagues	4%	5%	3%
Monster Trak - Any	44%	64%	14%
Monster Trak - Introduction	32%	45%	10%
Monster Trak - Updates	16%	25%	3%
Monster Trak - Creative Uses By Colleagues	3%	5%	0%
Occupational Interest Survey (OIS) - Any	49%	66%	24%
Occupational Interest Survey - Introduction	29%	36%	17%
Occupational Interest Survey - Updates	26%	36%	10%
Occupational Interest Survey - Creative Uses By Colleagues	10%	11%	7%
CAREER - Any	53%	68%	31%
Career Connection - Introduction	29%	34%	21%
Career Connection - Updates	27%	36%	14%
Career Connection - Creative Uses By Colleagues	7%	7%	7%
OTHER	7%	9%	3%
Other - Introduction	5%	7%	3%
Other - Updates	1%	2%	0%
Other - Creative Uses By Colleagues	0%	0%	0%
Other (see attached per "Please provide web address and purpose for use")			

Quantitative Data	All Counseling	Full time	Part time*
Total Respondents	73	44	29
4. How often do you use the following features in Banner?			
SCOUN (Counselor Menu)			
1-Daily	63%	77%	41%
2-A Few Times a Week	16%	16%	17%
3-Once a Week or Less	5%	0%	14%
4-Never (default)	15%	7%	28%
Print SWRHIST (Student academic history by alpha order)			
1-Daily	41%	57%	17%
2-A Few Times a Week	11%	9%	14%
3-Once a Week or Less	19%	18%	21%
4-Never (default)	29%	16%	48%
Print SWRHT01 (Student academic history by term)			
1-Daily	36%	48%	17%
2-A Few Times a Week	19%	23%	14%
3-Once a Week or Less	22%	20%	24%
4-Never (default)	23%	9%	45%
Other Banner screens not on *SCOUN			
1-Daily	22%	23%	21%
2-A Few Times a Week	5%	9%	0%
3-Once a Week or Less	14%	11%	17%
4-Never (default)	59%	57%	62%
Please indicate the screen(s) (see attached)			

5. What technologies would you like to see implemented at CCSF?
See attached comments

OPEN-ENDED and WRITE IN COMMENTS

2. How often do you use the following websites?

Other ("Please provide web address and purpose for use")

assist students with goal setting
california colleges.edu
calstate.edu
campus sites
common app
Craig's List
ess.calpoly.edu
FAFSA
Google
HR/Career Connection
merritt.edu/~StudentServices/indexsp.html College Counselor Website
nursing sites
Online Admissions
ucop.edu
url to CSU impacted majors
US Dept of Labor website on occupations
www.caljobs.ca.gov

3. What kind of training would you like on the following technologies and websites?

Other ("Please provide web address and purpose for use")

Banner Financial and Student
FAFSA
other helpful career sites
web page design

4. How often do you use the following features in Banner?

Other Banner screens not on *SCOUN ("Please indicate the screen(s)")

address and phone
address, phone
assessment and placement
assetment and current schedule
finance
Financial Aid, EOPS
Non-Credit Transcript, SOATEST, Current Course Schedule, Address
shadgmq, soaiden, shadeqr, soapcol, shasubj
shaterm, sfaregq
SHATRNS, SPACMNT
SOATEST
Student's personal information such as phone no.
SWACRSE, SHATERM, SWPPTK, SGASTDN, SOATEST, SFAREGQ, SOAHOLD, SWR
swacrse, soatest,soahold,goasevs,spacmnt,shaterm,soaiden,sfaregq
swassum
swhis3

OPEN-ENDED and WRITE IN COMMENTS *continued*

5. What technologies would you like to see implemented at CCSF?

A drag and drop, user-friendly electronic ed plan which is what the Tech Committee originally recommended instead of the one foisted upon us.

A user-friendly electronic ed plan. The one we are mandated to use is very cumbersome, and it takes a great deal of dead time waiting for the information to appear on the screen. During my practice, I have been disconnected a few times and it is a hassle having to re-start all over again. When I printed a student academic transcript, it didn't list the student's name or ID. I plan to write my ed plans as I normally do and transfer the information to the computerized version when time permits.

Before we move on to the next version Banner, it would be nice if some improvements can be done with the current version. With the current version of Banner, the Banner we highlighted will jump to different area when we try to double click to open it. How can it be improved?

Electronic ed plan for student - training workshop, easier application and usage.

Electronic ed plan selected by Counselors (end users); not IT or administration.

Electronic ed planning. I know we're working on it.

Electronic ed plan with degree audit; accessible completed ed plans available on the web for students.

EUREKA, BANNER, Ed plan, degree audit.

I'd have to think about it.

Intranet for Counselors.

Scanning of: transcripts from other colleges, evaluations for graduation from CCSF.

Since non-credit has different demands we probably need to wait a little bit longer for appropriate training.

Smart card picture IDs.

Wire the Campuses for internet. More training before and during flex.

Would like you to implement Banner screen "Swassum" on the counseling menu and would like to have access to students transcripts from other institutions. Both of these technologies are available to counselors at other community colleges and streamlines working with students.

ELECTRONIC TOOLS and WEBSITES USED BY COUNSELORS

ASSIST - an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. In use since late 1980's. (www.assist.org)

Banner - the College's data transaction and data storage system. Includes access to record-level data (e.g., individual student data), as well as some limited aggregate reporting capability. In use since Spring 1998.

CAREER - Career Connection: offers listing of jobs and internships for CCSF students and alumni; free to employers. In use for more than 10 years.

CCSF Articulation - a webpage which contains an extensive array of information, links, transfer and articulation resources to UC, CSU, private colleges and other universities worldwide. Available Spring 2003. (www.ccsf.edu/Services/Articulation)

CollegeStepz - a software application for students developed by the National Articulation Transfer Network (NATN) to support transfer across institutions. Piloted Fall 2003.

CSUMentor - a website with information about colleges in the CSU system. It features campus exploration, online application, college planning, financial aid, etc. In use since 1999. (www.csumentor.edu)

Decision Support System (DSS) - the online query system developed by CCSF Research, Planning & Grants (now Institutional Advancement) for the purposes of making historical College data (and some limited current data) more readily available to decision makers. Available to CCSF employees since June 2000.

Degree Audit (CAPP) - a Banner report that analyzes CCSF coursework and test scores in regards to CCSF graduation requirements. Use began in Fall 2005.

Department Drive - shared access on a CCSF server that only department members can access. Used to store schedules and common reference documents. CSD implemented in Fall 2002.

Ed plan - semester-based student academic plan in Banner. Initial training Spring 2005, implementation Fall 2005.

EUREKA - Career Information System Software that includes career assessment, career exploration, program of study and job search. In use for over 20 years.

Exito - a bilingual (Spanish/English) career tool that matches interest with occupations with both written and audio/visual career exploration that connects to certificate programs at CCSF. In use since 2004.

GroupWise - the College's preferred tool for email communications, in use since Spring 2003.

Monster Trak - a job and internship resource online for CCSF students, password protected (contact CDPC); fee-based for employers. In use since 1996.

Occupational Interest Survey (OIS) - a career tool that assists students in choosing an CCSF occupational program. In use for over 10 years.

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Research and Planning - a CCSF website with data, reports and information about the College--in particular aggregated data about student success, and student and employee satisfaction. Initiated approximately 1994. (www.ccsf.edu/Offices/Research_Planning)

Sars-Grid - an electronic scheduling and appointment system that tracks student drop-ins, student appointments, and reasons for accessing counseling services. Also tracks different activities and schedules of counseling faculty. Implemented in Fall 1998 in the General Counseling Department; currently used in all counseling offices on all campuses.

SCOUN (Counselor Menu) - a Counseling Menu on the Banner home screen that once clicked offers a list of the most commonly used Banner Screens utilized by counseling faculty. In use since 1998.

SWRHIST - a Banner report containing student history in alpha order.

SWRHT01 - a Banner report containing student history by term.

UC Pathways - the University of California's online undergraduate admission information and application network. In use since 1998. (www.ucop.edu/pathways)

Respondent Demographics	Full time	Part time	Un-known	Total	Percent
Number of Counselors Who Responded	42	23	5	70	96%
Number of Department Chairs Who Responded (Counseling Departments only)	2	1	0	3	4%
Continuing Student Counseling (CSCD)	15	7	1	23	32%
New Student Counseling (NSCD)	15	4	0	19	26%
Other Counseling	14	13	4	31	42%
<i>Detail for Other Counseling:</i>					
CDPC (Career Development & Placement Center)	5	1	0	6	8%
DSPS (Disabled Students Programs & Services)	2	3	0	5	7%
EOPS (Extended Opportunity Programs & Services)	2	3	0	5	7%
TC (Transfer Center Counseling)	3	0	1	4	5%
FAO (Financial Aid Counseling)	1	1	0	2	3%
ISCD (International Student Counseling)	0	1	1	2	3%
SHS (Mental Health Counseling)	0	1	1	2	3%
Department not identified	1	3	1	5	7%
Credit Only	26	10	0	36	49%
Both Credit and Noncredit	17	8	0	25	34%
Not Applicable / Not Specified	1	6	5	12	16%
Full Time	44			44	60%
Part Time		24		24	33%
Not Specified			5	5	7%
3 years or less	4	13	0	17	23%
4 to 8 years	9	6	0	15	21%
9 to 14 years	5	2	0	7	10%
15 or more years	26	3	0	29	40%
Not Specified	0	0	5	5	7%
Ocean Campus	36	17	1	54	74%
John Adams	2	2	0	4	5%
Chinatown	2	1	0	3	4%
Mission	2	1	0	3	4%
Downtown	1	1	0	2	3%
Evans	0	1	0	1	1%
Gough	0	1	0	1	1%
Other	1	0	0	1	1%
None	0	0	4	4	5%

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 Counseling Resources section of the survey only.

Of the 670 respondents to the overall survey, 73 responded to the Counseling Resources section specifically. Only those who self-identified as counselors or counseling department chairs were included in the analysis.

Of the 73 respondents, 60% are full time counselors or counseling department chairs. Respondents represent more than nine different counseling departments, some of which employ as few as three counselors. For this reason, department-specific information will not be shared with a general audience.

Just under half of the counselors responding identified as credit only, and an additional 16% indicated "not applicable." In other words, at least 34% of counselors responding indicated they are both credit and noncredit counselors; as many as 26% are not primarily associated with Ocean Campus.

Note that response rates from individual counseling departments ranged from 45% to 100%. These excellent response rates foster additional confidence in the findings.

CCSF Information Technology Survey of Faculty and Staff COUNSELING RESOURCES

1. How often do you use the following technology?	Daily	A few times each week	Once a week or less	Never
Banner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sars-Grid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree Audit (CAPP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ed plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GroupWise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department Drive (i.e. Z: Drive in CSCD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EUREKA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How often do you use the following websites?	Daily	A few times each week	Once a week or less	Never
ASSIST	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CCSF Articulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CSUMentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UC Pathways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CollegeStepz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision Support System (DSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: Please provide web address and purpose for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What kind of training would you like on the following technologies and websites? (check all that apply)	Introduction	Updates	Creative Uses By Colleagues
Banner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sars-Grid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Degree Audit (CAPP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ed plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GroupWise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department Drive (i.e. Z: Drive in CSCD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EUREKA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASSIST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CCSF Articulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CSUMentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UC Pathways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CollegeStepz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research and Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision Support System (DSS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monster Trak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Interest Survey (OIS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Please provide web address and purpose for use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How often do you use the following features in Banner?	Daily	A few times each week	Once a week or less	Never
*SCOUN (Counselor Menu)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print SWRHIST (Student history by alpha order)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print SWRHT01 (Student history by term)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Banner screens not on *SCOUN Please indicate the screen(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What technologies would you like to see implemented at CCSF? **Banner Users, specific Banner questions follow in a later section.**

Please comment

End of Counseling Resources Section.