UCLA

Academic & Professional
Degree Audit and Advising System

Proposal

July, 1998
EXECUTIVE SUMMARY

The UCLA Degree Audit System (DAUD) Needs Analysis Committee was established to assess the current DAUD system’s functionality, use and future campus-wide applicability. After lengthy discussions, the committee has agreed that the DAUD system must be upgraded significantly if it is to meet the University’s long-term needs.

The proposed UCLA Academic and Professional Degree Audit and Advising System (APDAAS):

- Responds to the mandate for decentralizing administration and moving toward local decision-making, as reflected in a number of campus initiatives in recent years, by providing needed information on degree requirements and degree progress to students, faculty and staff in schools, departments and programs throughout the campus.

- Responds to the overall needs of the student population through the inclusion of graduate and professional students in an automated degree audit and advising process that meets campus-wide goals.

- Responds to the reduction in staff and faculty resulting from VERIP and the consolidation of academic units by providing easy access to current degree audit and degree progress information to students, and to faculty and staff who advise students.

- Responds to the academic needs of campus by providing a mechanism for establishing and monitoring increasingly complex types of credentialing and degree programs, including double majors, specializations, minors and interdisciplinary, concurrent and articulated degree programs.

While there are a number of commercially available degree audit applications, none is adequate to the task at hand. Consequently, a rewrite of the current system by AIS programmers is recommended.

Failure to upgrade the current system will have a devastating impact on the University’s undergraduate population and on the many support offices which rely on the automated system. By comparison, APDAAS will radically improve student advisement at UCLA.
INTRODUCTION

Since its inception in 1989, UCLA’s Degree Audit System (DAUD) has become a critical component of the institution’s educational mission. However, ongoing changes in the University’s academic and technological infrastructure are threatening the future viability of the system:

- the pending conversion of major Administrative Systems file structures from VSAM (which currently underlies DAUD) to DB2
- the proposed implementation of a campus-wide distributed General Education program
- the advent and growing popularity of minors as an additional degree option
- the large number of students declaring second majors and participating in auxiliary programs (e.g., Honors) which cannot be tracked by the present system
- the growth of interdisciplinary, concurrent, and articulated degree programs
- the need to integrate DAUD with other campus systems and developments (e.g., EDI—Electronic Data Input, TCA—Transfer Course Articulation, WWW applications)
- the reduction in staff and faculty who advise students due to VERIP and the consolidation of academic units into larger administrative structures
- the desire of various campus schools, departments, and divisions to replace largely manual and cumbersome degree-tracking processes with automated systems

With these factors in mind, the degree audit system needs analysis committee was established and commenced work in March 1997. Comprised of representatives from the College of Letters & Science (including the Honors Division), the Registrar's Office, Undergraduate Admissions & Relations with Schools, the School of Theater, Film, and Television, the School of the Arts and Architecture, the School of Engineering and Applied Science, the School of Law, Graduate Division, and Administrative Information Systems, the committee met biweekly to assess the current DAUD system’s functionality, use and future campus-wide applicability.

The committee agreed that a major upgrade of the DAUD system is needed if it is to continue to function effectively beyond the next 24 months. This proposal documents the reasoning behind that conclusion. Specifically, a status report and needs analysis for the current system are presented. Then alternative approaches to the proposed upgrade (i.e., a systems rewrite versus the purchase of a commercial application) are discussed as are the associated resource requirements.
BACKGROUND

The UCLA Degree Audit system (DAUD) is an on-line mainframe system that provides automated degree checks and credit evaluations for undergraduate students. DAUD consists of input screens to set-up the educational requirements for completing an undergraduate degree and output screens to identify course and requirement completion status for a particular student.

Educational requirements consist of four primary components:

1. University requirements
2. Major requirements, as determined by the term the major is declared
3. General Education requirements, as determined by the UCLA admission term and declared major.
4. College requirements, as determined by the UCLA admission term.

Additional undergraduate degree components may include a second major, minor, specialization, concentration and/or special programs (e.g., Honors).

Admission Term and Major Term control students’ degree requirements because requirements are dynamic. Thus, an individual student’s degree is based on the University/GE requirements in effect for the term a student was admitted to UCLA and the major/specialization requirements in effect for the term in which a student declares a major. Students in the School of Engineering and Applied Science (SEAS) are held for the SEAS GE requirements, as well as the major requirements, in effect for the academic year the student is admitted to the SEAS major.

Given this requirement structure, DAUD accesses the Student Records System (SRS) to obtain course work completed and student profile data. It then processes this information in terms of individual students’ major and college requirements. The primary output is the Degree Progress Report (DPR)—available online in SRS, in printed form, or via the Web (i.e., URSA OnLine). This document identifies completed and in-progress course work and outstanding requirements. The School of Engineering and Applied Science relies mainly on the information provided by the School’s internal systems (e.g., the automated SEAS Academic Program Planner (APP) and SEAS Degree Check).

The information provided by the DPR is utilized (1) to facilitate academic counseling for incoming and continuing students and (2) to guide final degree auditing for students approaching graduation. The current performance status of each of these functions will be considered in turn.
CURRENT STATUS OF DAUD: COUNSELING

Over 99% of all UCLA undergraduates (i.e., 22,989 students, Winter 1998) are counseled by the DAUD system. Eighty-nine percent have both their GE and major requirements tracked (Letters & Science and School of Arts and Architecture students). For the remaining 11% (School of Engineering and Applied Science, School of Theater, Film and Television), the system is used as a modified transcript device reporting transfer work, Advanced Placement courses, UCLA transcript data, etc. These are impressive numbers. More importantly, however, counseling staff and students are directly benefiting from the information provided:

- All entering students (Freshman and Transfer) receive a DPR upon admission to UCLA. This is instrumental in planning their course enrollment. All SEAS entering students (Freshman and Transfer) are required to meet with a SEAS Academic Counselor before they can enroll in courses. During these advising appointments the DPR is not utilized.

- All transfer credit recorded in SRS is reflected in the DAUD system. This facilitates the entry of additional course work and can allow credit to be used from non-UCLA institutions across colleges and schools.

- The DPR is relatively easy to understand and readily available via departments, school/college counseling offices, and the Web. Consequently, students and counselors can share information dynamically and gain a better understanding of degree requirements and degree progress.

- Modeling functions enable students and counselors to determine the impact of changing major, school/college, and specialization on progress toward a degree.

- Substitution/exemption functions allow authorized staff to exempt a student from specific requirements and/or substitute courses (UCLA courses or courses transferred from another institution) to meet specific course requirements.

- The checking of degree progress is automated. This eliminates repetition of staff effort, saves time/resources, and maximizes both the consistency and accuracy of output.

Unfortunately, these benefits accrue primarily to the College of Letters & Science. That is, while DAUD’s applicability has been extended (albeit in a limited way) to the School of Arts & Architecture, it is currently not being used by the School of Theater, Film and Television, the School of Engineering & Applied Science, the School of Law, or the Graduate Division (except for grade reports and the listing of transfer credit). This means that their counseling staff are still monitoring degree progress by hand (except for SEAS which has an internal computerized degree check system), a practice that Letters & Science discontinued in 1988.

In addition, DAUD’s applicability is largely limited to simple degree programs. System limitations prevent its use for tracking progress in second majors, minors, some Letters & Science specializations, and Honors programs. As a result, a significant portion of the student body is not being effectively served at present.
CURRENT STATUS OF DAUD: FINAL AUDITING

There are nearly 100 majors in the College of Letters and Science (L&S) and six majors in the School of the Arts and Architecture that have been coded for use in DAUD. Thirteen of these majors (all in the College of Letters & Science) are certified for final auditing purposes. More specifically, when the Degree Audit System indicates that a student in a certified major has satisfied all requirements, no further verification by the College, department or the Registrar’s Office is necessary in order to award the degree.

In order to be certified, the major requirements contained in the DAUD system must be re-coded for each academic year (based on the UCLA General Catalog). The results are then verified for accuracy by the department, College, Undergraduate Admissions, and the Office of the Registrar. The certification process calls for a re-evaluation of department course requirements, course articulations, and substitution/exemption training at the department and Registrar’s level.


The remaining Letters & Science majors are non-certified. As a result, their DPRs can only be used in a limited fashion to assist in the degree granting process. That is, DPRs are printed for each degree candidate, forwarded to the appropriate department(s) for manual degree certification, and then returned to the Registrar’s Office for final processing.

For the Winter 1998 quarter, certified majors represent 7172 Letters & Science students (36% of the 19,871 L&S students covered by the DAUD system). For the Spring 1997 and Fall 1997 quarters, 51% of the candidates granted a Letters & Science degree were in certified majors (i.e., the DPR was used for final auditing purposes). The number of FTE in the Registrar’s Office devoted to final auditing has diminished by approximately 30% as a result of the certified majors process.

While other majors are functioning well enough to be certified, none have been added in the past three years. This is a result of Letters and Science resource limitations in conducting the certification process.
CURRENT SUPPORT/MAINTENANCE

As the foregoing status report demonstrates, the DAUD system has become an inextricable part of the University’s academic counseling and final degree auditing processes. This has occurred despite varying levels of commitment to support and maintenance of the system. For the purposes of this document, three crucial forms of support/maintenance can be identified: end-user (technical), end-user (non-technical), and programming.

End-User Support (Technical)
At present, the Letters & Science Information Services Office provides the following technical support to end-users of the DAUD system:

- degree requirement coding for L&S and other undergraduate schools
- data and system maintenance
- liaison responsibilities with AIS

This support has ranged from .4 FTE (i.e., sixteen hours per week) to 1 FTE, primarily due to fluctuating job responsibilities being assigned to the DAUD staff-support employee. Not surprisingly, this variability has often delayed required coding changes affecting GE, major and specialization requirements, which in turn has resulted in system degradation, loss of DPR accuracy, and the limited growth in certified majors noted earlier.

The only supplemental technical support to end-users is provided by the School of the Arts and Architecture, which utilizes .25 FTE to code and maintain their degree requirements.

End-User Support (Non-Technical)
Letters & Science currently devotes .25 FTE to various non-technical forms of end-user support:

- substitution/exemption processing for GE and specialization requirements
- counselor training and support
- cross-school/college training and support

Since 1994, the Office of the Registrar has devoted 1 FTE (at the Student Affairs Officer I level) to the coding of substitutions and exemptions into the DAUD system. Furthermore, the School of the Arts and Architecture (.5 FTE) and several departments within the College of Letters & Science (e.g., Biology, English, Microbiology & Molecular Genetics, Psychology, Near Eastern Studies, Physiological Science) are coding their own major substitutions and exemptions online.

Finally, Undergraduate Admissions & Relations with Schools must devote resources to code transfer credit for application on DAUD, handle UCLA equivalent courses, and evaluate/apply degree-relevant test scores (e.g., SAT, AP Tests, etc.).
Programming Support

Historically, AIS, at times, has allocated one full-time programmer for the development and maintenance of DAUD. However, this support has often been sporadic, due to competing systems development, staff turnover, and the lengthy learning curve for DAUD. As a result, system maintenance and enhancement implementation for the past three years have suffered substantially.

NEEDS ANALYSIS

The committee considered the current state of the DAUD system in relation to the academic/technological change factors noted in the Introduction. Significant needs were identified in four categories: systems, documentation, training, and administration. Each will need to be addressed in future development plans for DAUD.

Systems

1. **Enhancements/Fixes.** As evidenced by the current backlog of User Service Requests, many necessary system enhancements and fixes have not occurred. Any that will increase system integrity should be implemented.

2. **Technical Base.** The technical base for the DAUD system must be upgraded.
   a) In order to integrate all student information systems, AIS will be converting the VSAM file structures, which underlie the DAUD system, to DB2. Any commercial or rewritten DAUD system must effectively utilize DB2 file structures.
   b) The DAUD interface for degree coding and maintenance must be made more user-friendly. System functionality must be more straightforward in order for staff to make efficient use of the final product.
   c) For technical staff to support and maintain the DAUD system, the program must be simplified and brought in line with current AIS standards. Any commercial product must be consistent with these same standards.
   d) The DAUD system must accommodate delivery system changes from mainframe to client-server based architecture (e.g., URSA OnLine, MyUCLA, etc.).
   e) The DAUD system should allow for student interaction. For example, Degree Progress Reports might incorporate URL links to course descriptions, course syllabi, and the like.
3. **Academic Programs.** The dynamic requirements of the University cannot be met by the current application. Any commercial or rewritten DAUD system must be flexible enough to handle course selection criteria for application to varied requirement sets. The system should facilitate academic advisement and exception handling.

   a) DAUD must handle the requirement sets for all iterations of undergraduate majors, minors, specializations, and second majors. This would include majors in the College of Letters & Science, the School of the Arts and Architecture, and the School of Theater, Film, and Television. The School of Engineering and Applied Science has declined to participate as it has put forth an enormous effort and cost in developing its own degree audit system which is internally maintained and meets the School’s unique degree audit needs.

   b) DAUD must handle the requirement sets for the Graduate Division (Master’s degree programs) and the School of Law, including both joint and articulated degree programs.

   c) DAUD must handle the requirement sets of the College Honors Program.

   d) Dynamic degree structures (e.g., campus-wide distributed GE systems) must be implemented in tandem with already-existent structures (e.g., GE prior to 1998).

   e) At present, a number of University and College/school-specific requirements and regulations (e.g., senior residence, course repeats, duplications of credit, academic actions, enrollment requirements, etc.) are manually audited. DAUD should automate these processes.

   f) Substitution and exemption processing is cumbersome and difficult to learn in the current system. A more user-friendly interface is needed.

   g) Petition processing at the departmental and school/college levels is labor-intensive. An automated approach to petitions should be incorporated into DAUD.

   h) DAUD should allow for individual messaging to students from schools, colleges, programs, and the University. The capability to publish deadlines, notices, and the like on the DPR might also enhance communication with students.

4. **Student Service Offices.** Any new degree audit system must incorporate the needs of Admissions and the Registrar’s Office.

   a) Admissions is currently developing new software applications, including Electronic Data Input (EDI) and Transfer Credit Articulation (TCA). The DAUD system must be able to effectively utilize the output of these applications.

   b) The Registrar’s Office seeks to automate degree granting and certification. The DAUD system should facilitate this process.
5. **Reporting.** Any new degree audit system should include cross-student summary reporting capabilities to track overall student progress. This will aid in course planning across the campus.

**Documentation**

1. **Technical Documentation.** Currently, no technical documentation exists for the DAUD system. Such documentation must be created/supplied if programming staff are to properly maintain the system.

2. **User Documentation.** The current user documentation for the DAUD system is an unfinished draft from 1989. It has not been updated to reflect new operators, logic processing, data elements, function additions, changes in course listing operations, and other system enhancements. Such documentation must be created/supplied in order to guide staff responsible for coding requirements and other front-end maintenance.

3. **On-Line Documentation.** DAUD should be supported by on-line documentation. This is particularly necessary for the degree coding/maintenance screens and the substitution/exemption screens.

**Training**

1. **AIS.** Currently, only one AIS programmer is conversant with the DAUD system. Given the mission-critical nature of the system, provision must be made for back-up programming resources.

2. **Degree Audit System Specialists.** Currently, only one person in the College of Letters & Science is fully trained and knowledgeable about the DAUD system. In order to ensure the ongoing viability of the system, additional staff must be trained to update/code degree requirements.

3. **Other Staff.** The process of coding substitutions/exemptions and, in the case of the School of the Arts and Architecture, degree requirements has been decentralized. If this division of workload is maintained (i.e., if automated methodologies are not readily implemented), provision must be made for the ongoing training of school/college counselors, departmental counselors, Registrar’s degree auditors, and other relevant staff. This will crucially depend on the availability of effective documentation.
Administration

At present, the administrative responsibility for the DAUD system lies with the College of Letters & Science. Given our proposal to expand DAUD’s applicability to several new schools as well as the Graduate Division, this may no longer be appropriate. The situation is exacerbated by the implementation of campus delivery systems which blur the distinctions between schools/colleges, departments, and other academic programs. For example, MyUCLA compiles enrollment information from the Registrar’s Office, course information from departments, petition information from Letters & Science, etc. We cannot say what the best administrative structure for DAUD will be, only that it must respond to a much broader constituency than is currently the case.

SYSTEM REWRITE VERSUS COMMERCIAL APPLICATION

In order to address DAUD’s shortcomings, the current system must either be rewritten by AIS programming staff or replaced by a commercial degree audit application. Obviously, a complete rewrite (if sufficient resources were allocated) would allow the University to address all the systems needs outlined above. The primary question, then, is whether or not there is a commercially available product which can satisfy the University’s requirements at a reasonable price.

Commercial Applications

There are only three commercial applications appropriate to the UCLA computing environment: Degree Navigator (DN), On Course, and DARS. In order to adequately evaluate these systems, the following steps were taken:

- Four committee members met with DN and DARS representatives at the 1997 CUMREC Conference.
- A questionnaire addressing DAUD-related issues was directed to all UC campuses.
- Four committee members conducted on-site visits to UC Riverside (an On Course user) and UC Berkeley (a DARS user).
- Two committee members traveled to Miami University to obtain in-depth training in DARS.

Based on the collected information, each commercial option will be discussed below in terms of cost, usage, functionality, and vendor support.
Degree Navigator

Cost. As of 1997, the initial cost for DN was $110,000. This figure may be higher as of the date of this report.

Usage. Five colleges and universities (most in Canada) are currently using DN, some in only a limited fashion (e.g., as a front-end graphical component at USC). Within the UC system, Davis has purchased DN and hopes to have it operational as of Fall 1999 for undergraduates.

Functionality. DN’s coding and counseling interface is user-friendly, but doesn’t appear to be capable of handling the large number of UCLA’s course offerings. Double majors, minors and the like are not adequately addressed and the transfer student component is still in development. It is doubtful that DN can be effectively integrated with current UCLA software applications.

Vendor Support. DN is the newest of the systems evaluated and, as such, falls short in terms of development. Responsiveness to user needs/problems is also difficult to gauge at present. The company promises to code the first year’s requirements at no cost to the University, but their ability to deliver with respect to requirements as complex as UCLA’s has yet to be truly tested.

On Course

Cost. As of 1991 (the year Riverside purchased the system), the initial cost for On Course was $120,000 with $21,000 per year in maintenance costs. This figure is almost certainly higher as of the date of this report.

Usage. On Course is largely limited to schools utilizing SCT student information systems. Within the UC system, Riverside is the only On Course user. No other UC campuses have expressed an interest in On Course as a means of meeting their DAUD needs.

Functionality. Currently, On Course is not capable of processing minors, double majors, sequence restrictions, etc., which are critical to the UCLA community. Additionally, the end-user readability of its reports is inadequate, requiring students to meet personally with advisors in order to properly interpret the output. This would be particularly problematic for UCLA, given the decreases in counseling staff that have occurred in recent years. Finally, it should be noted that it took Riverside four years to implement On Course from the time it purchased the software.

Vendor Support. Riverside reports that software development and support from the vendor has been poor. They have received only one minor upgrade to the software in the past four years, despite regular requests for increased support and feature enhancements. Additionally, a number of software glitches have yet to be resolved. In short, both the future development and the long-term viability of On Course are questionable. This is an unacceptable state of affairs, given the current shortcomings of the system with respect to UCLA’s needs.
DARS

Cost. The initial cost for DARS is $100,000 plus an 11% annual maintenance fee.

Usage. DARS is the most widely used commercial DAUD application. Within the UC system, three campuses (Berkeley, Santa Barbara, San Diego) have purchased DARS. They have been in various stages of development for the past four years and anticipate implementation with the next 12-24 months. A fourth campus (Irvine) purchased DARS several years ago but has not moved forward with implementation and/or development of the system.

Functionality. The major processing component of DARS is largely the same as UCLA’s and hence doesn’t offer an advantage in that regard. While DARS captures a number of UCLA’s outstanding needs (e.g., minors and second majors), it fails to address others (e.g., course selection at the section level, major concentrations, etc.). Moreover, the system is extremely complex. Significant costs would have to be incurred in order integrate DARS into our current computing environment. Several components of DARS would need to be modified in order to accommodate UCLA’s large body of course offerings and to expand its use beyond Letters and Science. In addition, DARS is not very user friendly. Requirements are difficult to code and the reports are hard to read. The former, in particular, has forced schools to devote considerable resources to coding and maintaining requirements. For example, Berkeley is currently employing three FTE to code their requirements in addition to one FTE programmer to handle the interface between DARS and their student records system. Finally, the time to implementation is lengthy (i.e., three years according to the vendor but a full five years in the case of Berkeley).

Vendor Support. Of the commercial vendors, DARS has the best record for user support. However, even here there are problems. For example, USC reports that it has complained about the readability of DARS reports for several years with no noticeable effect thus far. At the same time, DARS does offer ongoing training sessions and has established a listserve allowing users to learn from one another.

Final Evaluation

Based on the information presented above, we must conclude that there is no commercial DAUD application that can satisfy more than a subset of UCLA’s needs. We would either have to wait for future development (which may not be forthcoming) or customize the product to such an extent that the long-term benefits of using an outside vendor would be lost (e.g., eligibility to receive future upgrades). In addition, the timelines from purchase to implementation are long and require extensive programming resources for both requirement coding and software integration. Even the best of the systems we have reviewed (i.e., DARS) requires a relatively large, centralized support structure, a fact which runs counter to UCLA’s philosophy of decentralizing DAUD functions wherever possible (e.g., petition processing).
Given the lack of a viable commercial application, a rewrite of the current DAUD system is mandated. This will allow us to create a unified DAUD system that utilizes centralized student information systems already in production. Pending hardware, software and programmatic changes can be incorporated into the rewrite. These same changes, required to make the new system fully functional for the College of Letters & Science, will also enhance its applicability to other schools and programs. In short, an integrated DAUD system, while allowing for individual programmatic needs, will insure consistent, unified, and reliable delivery systems for the campus at large. Significant development costs will be incurred, but future resource needs will also be substantially reduced, particularly as outdated manual processes are automated and staff productivity is improved.

**RESOURCE REQUIREMENTS**

Adequate resources must be allocated in order to ensure that the new DAUD system is developed and implemented within an acceptable time-frame. Further resources must be committed to maintain the system after implementation and to facilitate future development. In general terms, these needs can be defined as follows:

1. **Letters & Science.** The College must commit resources to the development and implementation phases of this project. Staff will be needed to maintain current support standards while the new system is under development. The associated duties will include system review, design, development, testing, implementation, training and degree coding. Once the new system has been implemented, staff will be needed to maintain the system, increase system utilization (e.g., certifying majors, minors, specializations), write documentation, and provide ongoing departmental training.

2. **AIS.** Programming resources must be committed to the development and implementation of the new system. Additional programming resources will be required to ensure system stability and to aid in adapting the system to future technical changes. Administrative support staff will also be needed to write documentation for the new system.

3. **Other Academic/Professional Partners.** The other potential partners in the expanded DAUD system (i.e., the School of the Arts and Architecture, the School of Theater, Film, and Television, the School of Law, and the Graduate Division) must commit staff and/or funding resources to the project. This will ensure that the partners’ needs are adequately addressed during the development and implementation of the new system. Subsequently, resources will be needed to code their individual degree requirements, maintain degree structures, train support personnel in DAUD, and write end-user documentation.

4. **Registrar’s Office.** The Office of the Registrar must maintain current staffing levels in order to support DAUD and the associated degree-granting procedures. Additional resources may be needed to maintain the course- and student-related information on which the new system will rely. However, new reporting features and automated degree-granting instruments may provide opportunities for resource savings.
5. **UARS.** Admissions must dedicate staff resources for the development and implementation of TCA and EDI. Current resources utilized for evaluating and recording transfer work will need to be maintained initially. In the long run, new course and credit evaluation mechanisms may offer opportunities for resource savings.

**SUMMARY**

UCLA’s degree audit system (DAUD) must be replaced/modified within the next 24-36 months in order to respond to already-implemented and upcoming changes in the UCLA academic environment (e.g., minors, revised General Education requirements, etc.). Failure to do so would have a devastating impact on the undergraduate population and on the operations of the many support offices which have come to depend on the automated system. Furthermore, this upgrade must be made in concert with the SIS Integration Project, currently under development, if DAUD is to function properly in a DB2 environment.

The proposed UCLA Academic and Professional Degree Audit and Advising System (APDAAS):

- Responds to the mandate for decentralizing administration and moving toward local decision-making, as reflected in a number of campus initiatives in recent years, by providing needed information on degree requirements and degree progress to students, faculty and staff in schools, departments and programs throughout the campus.

- Responds to the overall needs of the student population through the inclusion of graduate and professional students in an automated degree audit and advising process that meets campus-wide goals.

- Responds to the reduction in staff and faculty resulting from VERIP and the consolidation of academic units by providing easy access to current degree audit and degree progress information to students, and to faculty and staff who advise students.

- Responds to the academic needs of campus by providing a mechanism for establishing and monitoring increasingly complex types of credentialing and degree programs, including double majors, specializations, minors and interdisciplinary, concurrent and articulated degree programs.

While there are a number of commercially available degree audit applications, none is adequate to the task at hand. Consequently, a rewrite of the current system by AIS programmers is mandated. This will allow for effective integration of the new system with the existing Student Information System. Moreover, designing the system for client-server architecture and the Internet will ensure its usefulness for the next 5-10 years.

APDAAS will require specific support commitments, both in resource dollars and staff hours, if it is to be successfully implemented and properly maintained. This will entail the development of a long-term support strategy, particularly insofar as the current partnership involves small schools with limited personnel and funding. In addition, a new administrative structure may be needed in order to ensure that degree audit functions, currently centralized
in the College of Letters & Science, are handled in a manner that facilitates maintenance, training, and support across an expanded user base.

The committee recommends that this proposal be approved in concept so that funding sources can be established. Given sufficient funding, a firm timetable for development and implementation can be established, allowing the project to move ahead with all due speed. APDAAS will radically improve student advisement at UCLA and, in its campus-wide applicability, give the University one of the premier degree audit systems in the nation.

Respectfully submitted,

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