

## Case Studies: Software Used by Other Institutions

Appendix 1

Non UW System Institutions	Student Records	Transfer Credit / Degree Audit
Cal State Univ - Northridge	PS	DARS – 6 million rules in DARS pre PS, so did not want to convert to PS
U Connecticut	PS	PS
Indiana U (8 institutions)	PS	PS
Kansas U (7 institutions)	PS	PS
U Mass (2 institutions)	PS	PS
U Mich	PS	PS
U Minn (4 institutions)	PS	DARS – more than a decade of coding in DARS, so chose to keep it; reviewed PS transfer credit and degree audit as a package – didn't do what they wanted it to
SUNY at Stony Brook	PS	PS

UW System Institutions	Student Records	Transfer Credit / Degree Audit
UW Colleges	PS	PS
Eau Claire	In House	In House
Green Bay	PS	PS
La Crosse	In House	In House / DARS for degree audit
Madison	PS	PS / DARS for degree audit
Milwaukee	PS	PS
Oshkosh	PS	PS / DARS for degree audit; will build interface w/ PS to enable student access to degree audits
Parkside	PS	PS / PS & DARwin for degree audit
Platteville	PS	PS
River Falls	PS	PS / DARS (considering switching to PS)
Stevens Point	In House	In House / DARS
Stout	Datatel	Datatel
Superior	PS	PS / PS & DARwin for degree audit
Whitewater	PS	PS

**A. Course Transfer Rules Setup**

- 1. Adding a new rule involves many 26 steps and 2 panel groups (if dept is already built) and 51 steps and 4 panel groups (if dept not yet built) – [15 pages of instructions]
- 2. No fields for special instructions, reviewer name, date of review
- 3. No summary list of external organization courses or means to search for specific rule (UW-Madison has created customized panels to view and select transfer rules)
- 4. Problematic interaction between effective dates in course catalog and course transfer rules. Transfer rules cannot retrieve newer UW-Madison courses without increasing transfer rule tables exponentially. Results in multiple data entry to update/add rules, longer fetch time, and increased user time to locate appropriate row.
- 5. No means for automatic updating of course numbers to accommodate course number changes
- 6. Does not accommodate elective credits. Must build a separate course for every possible elective credit combination (e.g. English elementary, intermediate, advance, Comm A, Comm B). Counselors must manually look up each elective combination in order to use
- 7. Allows for many-to-one and one-to-many transfer rules

**B. Processing Transfer Credit**

- 1. To process one transfer equivalency involves 4 panels and 23 steps for one course and an another 14 steps for each additional course at the same school – [11 pages of instructions]
- 2. No ability to update or create transfer rules from a student record entry
- 3. No ability to correct external courses on transfer credit model
- 4. No ability to override the total number of transfer credits prior to posting credits
- 5. Course titles and numbers are not displayed; must drill down on two different panels to proof each equivalency
- 6. Incoming courses are not sorted by term nor any other apparent order
- 7. Problems with inserting a new model for a student with multiple models
- 8. Incorrect tabbing order in transfer course detail page
- 9. Can't post transfer credits until student is term activated by Registrar's Office (one day after creating the credit evaluation)
- 10. Transfer credit is integrated with student records. All revisions of HS units, external organizations, and transfer credit can be done by Admissions (vs Registrar's) and are live and immediate. No need for multi-part paper revision forms to be sent to Registrar
- 11. Data entry of external courses can be done by support staff instead of transfer counselors.

**C. Printed Credit Evals**

- 1. Involves 8–12 steps and up to 5 panel groups (depending on student status and need to print credit eval immediately or overnight) – [2 pages of instructions]
- 2. No batch process to generate credit evals by date
- 3. No communications link in transfer credit model to create a new communication code
- 4. Printed credit eval does not include student’s address so cannot mail the eval
- 5. Can request a credit eval to print the same day

**D. Self Serve**

- 1. Cannot retrieve self-reported information in transfer credit module
- 2. Cannot select which equivalency tables can be released to public
- 3. Poor performance (times out) for the user
- 4. No access for guest users (i.e. non-applicant)
- 5. Courses do not show attributes
- 6. No delivered ability to perform “what if” degree audits with DARWIN
- 7. Can perform “what if” degree audits with PSoft delivered Advisement (degree audit) module
- 8. Web allows potential for universal access

## Current PSoft / ISIS Transfer Credit Software Status

### Customizations

- 1) view/search transfer rules (summary list w/ effective dates)
- 2) equivalency tables (add new Madison courses w/out doubling rule tables every year)
- 3) credit eval (print student's name/address in mailing format)
- 4) transcript level default ("official" so TRF cr prints on transcript)
- 5) transcript text (notes/actions on credit eval & transcript)
- 6) external organization search panels (easier / consistent search fields)
- 7) Madison course ID search (add dept & course #)
- 8) inactive academic programs (allow posting crs for grads previously in these programs)
- 9) UW-Education (easier input of external courses)
- 10) evaluator ID in "other" transfer credit
- 11) TIS footnote input from equivalency table

### New With Version 8.0 and Subsequent Bundles

- 1) equivalency table size reduced (by subject, quicker search)
- 2) expert entry added (quicker data entry)
- 3) online view of credit eval (campus-wide access)
- 4) print credit eval from desktop (campus-wide access)
- 5) transfer credit inquiry (course by course list w/ campus-wide access)
- 6) tabbing order corrected (quicker processing in transfer eval panels)
- 7) credits out of range corrected (equivalencies now get pulled)
- 8) posting credits reduced to single step (vs. save then post)
- 9) unposting not required when adding a new term
- 10) ability to delete courses w/in transfer eval panels

### Remaining Issues

- 1) order of incoming courses
  - submitted to PSoft 9/03; customization ~ "small" job (4-6 wks) \*
- 2) fields in tables to add review name, date
  - submitted to PSoft 9/03; customization ~ "small" job (6-8 wks) \*
- 3) automated process to update course number changes
  - submitted to PSoft 9/03; customization ~ "medium" job (2-3 mos) \*
- 4) display of course numbers/titles/credits
  - submitted to PSoft 9/03; customization ~ "small" job (4-6 wks) \*
- 5) add/update equivalency rules via student record
  - submitted to PSoft 9/03; customization ~ "large" job (18-24 wks) \*
- 6) correct external courses in transfer eval panels
  - submitted to PSoft 9/03; customization ~ "medium" job (8-10 wks) \*
- 7) override # of calculated transfer credits
  - submitted to PSoft 9/03; customization ~ "small" job \* (2-3 weeks)
- 8) self-serve: designated table release and capture student input
  - submitted to PSoft 9/03; customization ~ "small-medium" job \* (4 weeks-3 mos)
- 9) multiple models: keep cursor on new row
  - submitted to PSoft 9/03; may be corrected in Version 8.9

\* Estimated size of job is a high-level estimate for technical work. It's not a timeline for project implementation which would require a more detailed technical analysis as well as functional staff involvement.

### Transfer Credit Background

The university has been utilizing the transfer credit module for over 4 years. During this time, the Undergrad Admissions office has had difficulty meeting the demands of applicants and campus. The number of transfer equivalency entries into the system exceeded 49,000 during the 2001-02 academic year. Within the undergraduate population, 4 out of 5 graduated with at least some credits other than those taken for credit on campus while only 1 out of every 5 degree recipients started as a transfer student.

Within the current production environment, there are 2,462 external organizations defined with transfer credit rules and there are a total of 13,256 transfer credit rules. These rules are incomplete and the numbers continue to grow.

### **Current Transfer Credit Data Entry Processing Issues**

Due to the large volume of transfer credit, it is extremely difficult to define and maintain current information about transfer credit components. Undefined components are identified when end users add transfer credit data on the student record. The transfer credit processor has to manually create the component for the student and then has to re-enter the same information under the setup tables. This creates dual entry into the system.

If a component is already defined but it requires updating, the processor then corrects the information for the student and then goes into the setup tables to correct the data. This creates dual entry.

When attempting to locate a specific component, the end user may be required to scroll through multiple pages in order to locate a specific component. This creates delays in processing as it is difficult to find components based on a generic number.

### Recommendations

1. Create the ability to update or create new transfer credit components when a change or addition is identified during the input on the student's record.
2. Modify the search record for locating components within the setup tables

### **Self Service for Applicants or Prospective Students Issues**

Applicants and prospective students utilize the self service product to view what credits will transfer to the Madison campus. This information is stored in the system however the data does not migrate to the transfer credit module. When school information is submitted to the Madison campus, it requires the processor to re-enter the information a second time; this time into the transfer credit tables.

With the current setups, one of the problems is the student can view all schools instead of those that are up-to-date with transfer credit data.

### Recommendations

1. Allow the student provided transfer credit data to be stored as self-reported so that when the final transcript is received, the processor only has to validate the information provided and update where needed.
2. Only allow applicants and prospective students to select from a list of schools that the institution designates as being approved.

### **Transfer Credit Equivalency Setup**

Transfer courses do not always have a one-to-one relationship. Using the delivered setup rules will work provided the courses are taken in sequence, there are no interrupted terms or the transfer credits are processed at the same time.

For example, a student takes Math 101 from another institution. The student transfers to UW Madison and attends courses. The following summer, the student takes Math 103 from another institution and has

Transfer Credit Position Paper  
Presented by the University of Wisconsin-Madison

the credits transferred. We need the ability to track comments to state that Math 103 cannot be transferred in if Math 101 has already been transferred.

In order to better assess how current transfer credit rules are we need the ability to see when a transfer credit rule was last reviewed.

Recommendations

1. Modify current process for setup rules to check across different models/terms or create a comments section which would allow for the tracking of transfer warnings or other special notes.
2. Create Last Reviewed By and Last Reviewed Date for transfer credit equivalency rules. This will make it easier to identify those rules which may be out-of-date and in need of re-assessment.

**Processing Transfer Credit**

When generating a transfer credit model we find that there are times where the transcript has different course information than what was originally submitted. In order to include the most recent information, we have to exit out of the transfer credit model, update the education data and then return to the transfer credit model to unlock the existing equivalents and resubmit.

Because the system does not provide a batch credit evaluation process based on date, we use the Communications functionality to generate the report. This creates additional steps to be performed since the 3Cs are not linked to this page.

Recommendation

1. For correcting the transfer credit model, allow the ability to update the incoming course, submit the model and have a process update the data on the Education pages.
2. For the batch credit evaluation process, create a delivered batch process for credit evaluations, create a link to the 3Cs on the Transfer Credit model page or deliver both options.

**Transfer Credit Maximum**

There is a maximum number of credits which are allowed to be transferred. If the total number of credits exceeds the maximum, we have to look for ways to decrease the total. This can require reducing the number of credits over several courses. We manually look for courses which are least likely to go towards a degree and decrease either all or some of the credits.

We have attempted to use the transfer credit adjustments on the STDNT\_CAR\_TERM table however there are problems with doing so. First, it requires the student be term activated. This is not always the case when transfer credit models are being posted.

Second, if we need to re-evaluate the credits after they have been posted and the transfer credit adjustment is made on STDNT\_CAR\_TERM, then you must remember to remove the transfer credit adjustment prior to unposting. If you do not, then unposting may create a negative number on STDNT\_CAR\_TERM, or may not remove all the credits, resulting in doubled credits when the model is reposted.

Third, the adjusted transfer totals do not appear on the transfer credit summary, which is the only report that applicants receive before arriving on campus, so they will not know they have lost credits.

If we revise the transfer credits and repost, then we have to go back and re-adjust those credits which were originally removed due to the maximum transfer credit allowed. This requires knowing which courses were originally adjusted and it increases the manual effort required to research what was originally done during the initial posting.

Recommendation

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Would like the ability to override the total number of transfer credits after the calculation is complete and prior to the posting of the credits.

**Transfer Course Details**

Proofreading the transfer credit details is time consuming and cumbersome because the incoming course is not verified until selecting the detail.

The sort order for the transfer course detail by term makes it extremely difficult to find and match courses based on what was submitted on the transcript. It is difficult to advise students when the sorting is not done by term. The credit evaluation is also difficult to use since there does not appear to be any logical sorting for the transfer courses except by articulation term.

**Recommendations**

1. Display the incoming course title and credits on the Transfer Course Details. By displaying the title on the transfer course detail, it is easier to make a decision to allow the transfer.
2. The page should be adjusted by decreasing the size of the Transfer Status field and creating a subheading within each articulation term for the different external terms.

**Inserting Multiple Models**

When inserting a new model for a student, the insert process will insert a blank row and then return the processor to the first model for the student. This means the processor is then required to scroll down to the blank row which is at the bottom of the page. The unpost process also returns the processor to the first model instead of remaining on the unposted model.

**Recommendation**

When inserting a new row, keep the cursor on the new row. Likewise, when unposting, keep the cursor on the same row.

**Tabbing Order in Model**

On the Transfer Course Detail page, the tabbing order goes from the Model Number to the Add Comments to the Target Information and then to the transcript type. This order does not match the fields as they are listed on the page.

**Recommendation**

Re-order tabbing order to match the page.

**Printed Copy of Transfer Credit Evaluations**

The printed copy of the transfer credit evaluation does not provide the ability to print the student's address. This means labels need to be generated in order to mail out the evaluation.

**Recommendation**

Include the ability to print addresses based on the address usage table. This ability could be configurable (have a checkbox to indicate whether the address should be printed on the evaluation.)

### **Transfer Setup**

1. Create the ability to update or create new transfer credit equivalencies (“subject area elements”) from the student’s record (model). EXAMPLE: Create a new panel which can be opened from the model. The panel would include fields necessary to establish an equivalency (after the external organization and the subject are built). When the user identifies an equivalency that needs to be changed or an external course that has yet to be evaluated, the user makes the change/addition in the model, then opens the new panel. The fields in the new panel are populated with information from the model. The user completes any remaining fields (such as effective dates) necessary to complete the transfer credit equivalency. Upon saving the panel, the changes/additions are fed into the transfer setup tables as “subject area elements”. This would be possible only if the external organization and subject table are already built
2. Add the ability to search for a transfer equivalency (“subject area element”) based on course # and/or sequence #. This will eliminate the need to scroll through a hundred or more equivalencies to locate a particular equivalency.
3. Either double the size of the “description” field on the equivalency (“subject area elements”) panel or change it to a “comments” field to allow for adequate special instructions on transferring a particular course(s).
4. Add “Last Reviewed By” and “Last Reviewed Date” fields on the equivalency (“subject area elements”) panel to more easily identify those rules which may be out-of-date and in need of re-assessment.

### **Transfer Equivalency Self Service for Applicants or Prospective Students**

1. Allow the student-provided transfer credit data to be stored as “self-reported” in the Education panels so that when the transcript is received, the processor only has to validate the information provided and update where needed.
2. Allow the ability to release the transfer equivalency tables on a school-by-school basis to the self-service application so that tables that have very few equivalencies or are in need of updating/correcting can be held from public viewing.

### **Processing Transfer Credit**

1. Allow the ability to update the incoming course from the Education panel directly in the transfer credit model (rather than having to go back to the Education panel). Create a process which would update the data on the Education panels (e.g. reverse fetch) when the model is submitted. This will facilitate correcting course changes discovered after a student is admitted and submits a final transcript. Rather than the processor having to exit out of the transfer credit model, update the Education panel, and then return to the transfer credit model to unlock the incorrect equivalencies, he/she could do all the necessary work directly in the transfer credit model.
2. Add a “print credit evaluation” checkbox with a date field to the transfer credit model. The processor can check the box to request that the credit evaluation be printed in the batch printing process (“Transfer Evaluation Batch”). A date field would need to be added as one of the parameters in the delivered “Transfer Evaluation Batch” panel.
3. Allow the ability to override the total number of calculated transfer credits in the transfer credit model prior to the posting of the credits (to reflect differences in transferable course credits and applicable degree credits).

### **Transfer Course Details Panel**

1. Display course titles and credits on Transfer Course Details panel (rather than behind the “edit equivalent course” icon), allowing for faster validation. To accommodate the additional information, the width of some of the columns could be reduced (e.g. Group, Transfer Status, External Term, Lock) and/or the height of each row could be enlarged to print the course title and credits below the course number.
2. Display the incoming courses on the Transfer Course Details panel in the same order as they were entered on the Education panel. Currently, when courses are fetched forward from the Education panel, the order on the Transfer Course Details panel appears to be random and bears no association with the order on the Education panel.

### **Inserting Multiple Models/Unposting in one of Multiple Models**

1. When inserting a new row in the transfer credit model, keep the cursor on the new row. Likewise, when unposting credits in one of the models, keep the cursor on the same row. Currently, when inserting a new model or unposting credits in one of the models for a single student, the cursor bounces back to the first model, often resulting in errors.

### **Printed Copy of Transfer Credit Evaluations**

1. Include the ability to print name and address on the transfer credit evaluation to allow for mailing the evaluation to the student in a window envelope.

Functionality		Available in PSoft as delivered?	Available in DARwin as delivered?	PSoft Fix / Customization Required? (shading indicates add'l work required)	DARwin Customization / Add'l Conversion Required? (shading indicates add'l work required)
Transfer Rules (Equivalency Tables) Setup	<b>separate dept / course # fields</b>	yes	no, one field for both pieces of information	no	yes: conversion issue for current equivalencies using 2 fields
	<b>specialized fields</b> (instructions, reviewer, date)	no	yes	yes: submitted to PSoft 9/03; customization would be a "small" job (6-8 weeks)*	no
	<b>integration with course catalog</b>	yes	no	no	yes: conversion issue to identify course attributes in each equivalency
	<b>many-to-one / one-to-many rules</b>	yes	yes	no	no
	<b>auto updates</b> (to accommodate course number changes)	no	no	yes: submitted to PSoft 9/03; customization would be a "medium" job (8-12 weeks)*	yes: would need to customize; Madison course changes in DARS DA are currently handled manually
	<b>view / search</b> (by effective date)	no	no	no: customization already in place	yes: would need to customize to provide capability to search for equivalency with the appropriate effective date
	<b>large volume capacity</b>	yes	yes	no	no

\* High-level estimate for required technical work; not a timeline for project implementation (which would require a more detailed technical analysis and functional staff involvement)

Appendix 6

Functionality		Available in PSoft as delivered?	Available in DARwin as delivered?	PSoft Fix / Customization Required? (shading indicates add'l work required)	DARwin Customization / Add'l Conversion Required? (shading indicates add'l work required)
Transfer Credit Processing	<b>course numbers/credits displayed</b> (to verify accuracy of data entry and equivalency)	no	no	yes: submitted to PSoft 9/03; customization would be "small" job (4-6 weeks)*	yes: would need to customize to display Madison course title
	<b>create transfer cr eval "on the fly" w/o equivalency set up</b> (necessary to keep up with constantly changing courses and to evaluate international courses)	yes	no	no	yes (would this be possible given DARS logic?)
	<b>correct external courses where equate courses</b>	no	yes	yes: submitted to PSoft 9/03; customization would be "medium" job (8-10 weeks)*	no
	<b>ability to add/update transfer rules via student record</b> (necessary to maintain up-to-date equivalency tables)	no	no	yes: submitted to PSoft 9/03; customization would be "large" job (18-24 weeks)*	yes (would this be possible given DARS logic?)
	<b>override # of transfer course credits to reflect accurate # of degree credits</b> (necessary when # of course credits do not equal # of degree credits, e.g. 72 degree credit maximum for transfer credit from 2-year institutions, certain credit conversions)	no	yes (able to limit # crs associated with an institution, but not associated with credit conversions)	yes: submitted to PSoft 9/03; customization would be "small" job (2-3 weeks)*	yes: would need to add a tag to each course equivalency from each 2-year institution (would this allow for full course credit? what about correcting total degree credits in certain credit conversions?)

\* High-level estimate for required technical work; not a timeline for project implementation (which would require a more detailed technical analysis and functional staff involvement)

Functionality	Available in PSoft as delivered?	Available in DARwin as delivered?	PSoft Fix / Customization Required? (shading indicates add'l work required)	DARwin Customization / Add'l Conversion Required? (shading indicates add'l work required)
<b>Web-based Transfer Equivalency Self Serve</b>	yes, but needs customization	no, would need to purchase CAS	yes: submitted to PSoft 9/03; customization would be "small-medium" job (4 weeks to 3 mos)*	no additional customization would be required, but purchase of CAS software and maintenance would be required
<b>Real-Time</b>	yes	no	no	yes: would need to build process to upload transfer credit from DARwin to ISIS; may be a nightly process rather than a real-time process
<b>Campus-wide Access</b>	yes	no (limited to users with DARwin client)	no	yes: would need to build a Web-based interface with our current version of DARwin to provide campus-wide access or upgrade to the next version of DARwin

\* High-level estimate for required technical work; not a timeline for project implementation (which would require a more detailed technical analysis and functional staff involvement)

<b>Interface between transfer credit software and:</b>	<b>Necessary to create interface for PSoft?</b> (shading indicates add'l work required)	<b>Necessary to create interface for DARwin?</b> (shading indicates add'l work required)
<b>TIS transfer equivalencies</b>	no, already built	yes: (UWS TIS administration stated 2/11/04 that they will not provide funds for the creation of a DARS/TIS transfer equivalency interface)
<b>TIS degree audit via CAS (TIS Phase IV)</b>	yes, but the onus would be on UWS, not UW-Madison. UWS TIS administration stated 2/11/04 that their intention is to support/fund the creation of an interface between PSoft transfer credit and CAS to be used by all UWS PSoft institutions for TIS Phase IV.	no, if the interface listed above between DARS transfer equivalencies and TIS is built
<b>Course catalog</b>	no, transfer credit and course catalog are integrated within the PSoft software	yes: would need to create an interface between the course catalog in PSoft and DARS transfer articulation in DARwin
<b>ISIS – student records</b>	no, transfer credit and student records are integrated within the PSoft software	yes: would need to create an interface between DARS transfer articulation / transfer credit in DARwin and student records in PSoft
<b>Web-based transfer credit equivalency self serve</b>	no, transfer credit rules and self serve component are integrated within the PSoft software	no, if we upgrade to the next version of DARS or purchase CAS or wait until UWS implementation of TIS Phase IV
<b>Web-based “what-if “ degree audit for prospective students</b>	no, interface between PSoft transfer articulations and DARS degree audit already built	no, if we purchase CAS or wait until UWS implementation of TIS Phase IV
<b>Info Access</b>	no, already built	yes: would need to build an interface between DARS TA and Info Access in order to obtain / analyze data on transfer credit

\* High-level estimate for required technical work; not a timeline for project implementation (which would require a more detailed technical analysis and functional staff involvement)

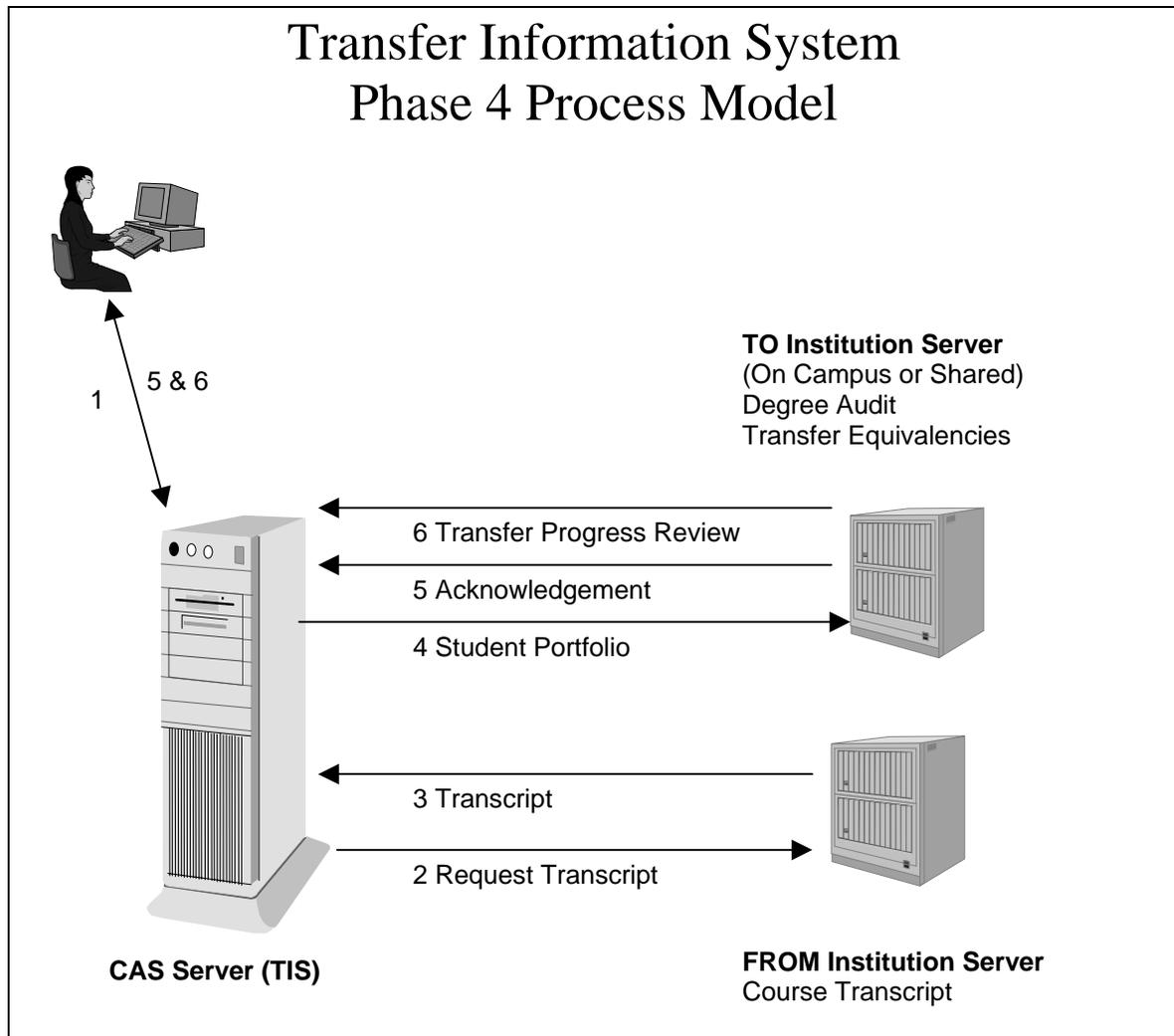


Figure 1

In the TIS-4 process model in Figure 1, the following steps would result in a potential transfer student receiving a Transfer Progress Review (aka degree audit).

- (1) The student uses a web browser to connect to the CAS server and selects the transfer progress review option. He/she selects one or more FROM Institutions (from which coursework will be transferred) and specifies a degree program at a TO Institution. The student may input coursework manually (selecting courses from the coursebank), including coursework planned for future terms.
- (2) The student may request that an electronic transcript of completed coursework be sent from the FROM Institution(s).
- (3) The FROM Institution Server(s) receives the request and sends the electronic transcript to the CAS server. The electronic transcript would include enrollments (courses and grades) and test scores.
- (4) The CAS server bundles the student information (collected in Steps 1 and 3) and sends the "Student Portfolio" to the specified TO Institution. The TO institutions process using their transfer articulation and degree audit applications. See diagram below.

- (5) The TO Institution receives the Student Portfolio and notifies the student of the receipt (the "Acknowledgement") through the CAS server.
- (6) The coursework is run through the institution's transfer equivalency and degree audit processes to produce the Transfer Progress Review. The Progress Review is returned to the student in electronic form - as a web document on the CAS server. The Progress Review is sent back to the CAS server for authentication and distribution.

Note: The completion of the above process may not be instantaneous. The FROM and TO Institutions may need to batch the requests and process them during "off hours".

The Potential Institution Configuration chart below represents the known institution configurations for the TO/FROM institutions. The arrows represent steps 4, 5, and 6 of the process model.

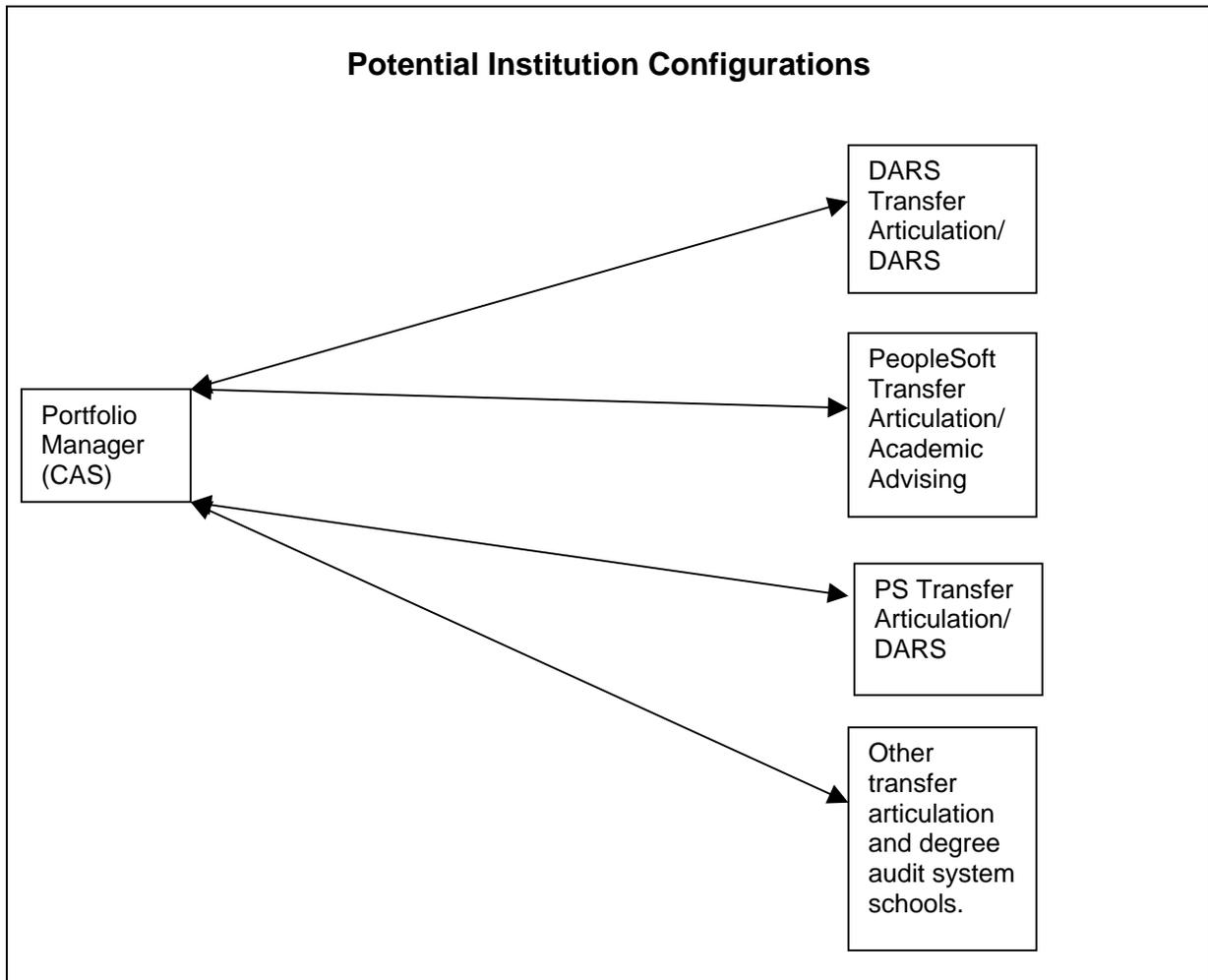


Figure 2

#### TIS Phase 4 Vision:

TIS Phase 4 would connect CAS to the Transfer Equivalency (articulation) and Degree Audit programs in place at each UW institution. A student would use CAS to create a portfolio of transfer courses. The student would then request a Transfer Guide (aka Transfer Progress Review) to see how those courses fit into a specified Degree Program at the “Transfer To” institution. A Transfer Guide would be returned to the student. In most cases, the Transfer Guide would be a web document accessed via the CAS server. (Electronic transcript input – steps 2 and 3 in the Process Model in Figure 1 – would be a separate piece of the process that could be excluded from the initial CAS implementation.)

#### Primary Institution Responsibilities:

- Develop programs to interface with CAS: (1) to receive the student portfolio and feed into transfer equivalency evaluation and (2) to send an acknowledgement and a degree audit back to the CAS server. (Note: For PeopleSoft campuses, the interface programs would likely be built by MILER or purchased from a vendor.)
- Develop programs/procedures to process the transfer degree audit request based on the student portfolio (i.e. pass the information from the transfer equivalency process to the degree audit). (Note: For campuses that use DARS for both transfer articulation and degree audit, this piece would already be incorporated into the system.)
- Customize CAS with institution-specific data (logo, links to web site, etc.)
- Test CAS, using the above programs/processes.

#### Primary Responsibilities of UWSA:

- Provide and configure a Central CAS server
- Load course bank and academic programs
- Coordinate implementation and communication with CAS staff, UW institutions and others
- Provide support in resolving policy and technical issues related to development and implementation