# The S TANDARD

# CANADIAN
## PESC USER GROUP FORMS
### PLANNING FOR PESC AT
## ARUCC 2012 CONFERENCE



## PLUS

- **eTranscripts**: Initial Focus of ED*exchange* Project under New PESC Task Force
- **Single Sign-On** Goal of PESC EA2 Task Force and InCommon Project ED*admitme*
- **2012 – 2013 ISIR Guide**

# Inside The STANDARD

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**POSTSECONDARY**
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Simplifying
Access

Improving
Data Quality

Reducing
Cost



## CANADIAN PESC USER GROUP FORMS

PESC is very pleased to announce the formation of a *Canadian PESC User Group* that will ensure PESC's mission and all deliverables including development and release of PESC Approved Standards support and incorporate Canadian-based stakeholder interests.

As many software providers and systems vendors support both US and Canadian markets, the Canadian PESC User Group will encourage participation in PESC XML workgroups developing PESC Approved Standards, and; promote and educate Canadian stakeholders on the importance of data standards and interoperability thereby avoiding duplication of efforts and of data standards.

"With PESC Approved Standards [High School and College Transcripts, Admissions Application] being implemented throughout Alberta, British Columbia and Ontario, the time has come to formalize the relationship between Canadian interests and PESC," stated William McKee, Director of Operations at the Ontario College Application Service (OCAS) and Co-Chair of the Canadian PESC User Group.

"This partnership ensures collaboration for Canadian-based stakeholders and will ultimately benefit students in Canada and the United States of America," Mr. McKee added."

The first deliverable of the User Group is to introduce PESC at the ARUCC 2012 Conference June 25-28, 2012 in Ottawa.

## PESC FALL2011 DATA SUMMIT

PESC's Fall 2011 Data Summit held October 12-14, 2011 in San Francisco was a smashing success! Groups that met during the Fall 2011 Data Summit included: Academic ePortfolio Development Workgroup, the Education Record User Group (ERUG), the Canadian PESC User Group, Change Control Board (CCB), Technical Advisory Board (TAB), Seal of Approval Board (SAB), Steering Committee, Board of Directors, Common Education Data Standards (CEDS), XML Registry & Repository, the Common Data Services (CDS) Task Force and the EDexchange Project, the Electronic Authentication/Electronic Authorization (EA2) Task Force and the EDadmitme Project, as well as a primer on PESC XML. Minutes from the 2 Task Forces are attached to this edition of THE STANDARD.

*EA2 Task Force at PESC Fall 2011 Data Summit.*

What everyone's talking about.

**APPROVED PESC STANDARDS**

High School and College

# TRANSCRIPTS

Celebrating Our 15th Anniversary in 2012

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UNLOCKING THE POWER OF DATA

## PESC HIGH SCHOOL AND COLLEGE TRANSCRIPTS

➢ are specifications designed for use by secondary and postsecondary educational institutions, state agencies, and software vendors to communicate current and historical student academic records.

➢ contain personal history and identifying information about the student, current academic status, dates of attendance, courses completed with grades earned, diplomas and certificates awarded and selected test scores.

➢ are being implemented across the United States of America and Canada by secondary and postsecondary educational institutions & systems, state agencies & software vendors.

➢ are available free of charge from **PESC.org** and were developed, reviewed and approved through an open, transparent and community-based collaborative process governed by PESC.

PESC thanks **SILVER** Sponsors **National Student Clearinghouse**, **Oracle, Smart Catalog** and **USA Funds**, **BRONZE** Sponsors **eScholar**, **Parchment**, **Pearson** and **SunGard Higher Education**, and **STAKEHOLDER** Sponsor **SIFA** for their support in helping make PESC"s Summits possible.



## START-UP COMPANIES TELL WHITE HOUSE TECH CHIEF OF STRUGGLES WITH COLLEGES

By Josh Fischman

*Philadelphia*—Start-up technology companies have some gripes about higher education. One is that universities routinely make it hard for the public to access basic data, like course catalogs and book prices at the campus bookstore. Another is that when trying to sell services to a college, like a Web service that allows faculty members and students to organize and share their research and online readings, companies can't find the people who make the purchasing decisions.

Those complaints got a high-level airing Thursday at Educause, at a round-table discussion with Aneesh Chopra, the U.S. chief technology officer, who cautioned them that the gathering was not a pity party and "we are here to get things done."

Also listening was James H. Shelton III, the assistant deputy secretary for innovation and improvement at the Department of Education. University CIO's were also in the circle, as well as officials from giant software companies, such as SunGard Higher Education, that provide the technology backbones for most universities.

Everyone seemed to want to provide tools for student success, including putting more information from education records in students' own hands, and the participants pointed lots of fingers at institutions that were getting in the way.

Officials from SunGard spoke of an "educational positioning system," like a GPS, in which students would hold their own course records, sometimes from multiple colleges, and be able to tell what courses they needed to take to reach a particular goal. "Why isn't that happening?" Mr. Chopra asked. Institutions hold their own data and don't share, a SunGard official responded. College CIO's shot back that it was SunGard's own systems that made it hard to exchange data. The tone was not antagonistic, but it was clear that opinions differed.

Younger companies took shots at the larger higher-education ecosystem. Michael Staton, CEO of Inigral, whose Schools app—run through Facebook—lets colleges build a social network among newly-admitted students, said, "I spent two years crawling college Web sites to get basic course-catalog information, and the sites made it incredible difficult."

Mr. Staton is one of the driving forces behind Startup Alley, an area in the giant Educause exhibit hall where small and lightly-financed companies can try to attract attention. Many people working for those companies echoed his complaint about colleges. David Adewumi started OneSchool with the idea of offering a mobile app that would provide students with course information, professor contacts, and campus news. The

company also wanted to give students information about textbooks so they could shop for the best price. But that information proved incredibly difficult to extract.

Victor Karkar, CEO of Scrible, an online reading and research-organizer service, said he found that university purchasing procedures for a service like his were so tangled and widely distributed that he had trouble finding those responsible for evaluating his product and saying "yes" or "no." At the round table, Mr. Chopra pointed out analogies to health care. Doctors and hospitals often maintain different records on the same patient and don't share them with each other or the patient. "But all of their different systems can at least produce a simple text file," he said. "That's inter-operable." In fact, the Veterans Administration created a blue button on its Web pages that let patients download those amalgamated records, he said.

"I promise you we can do a blue button in education," he said. "Which university will be part of a coalition of the willing to make this happen?" A technology official from Oakland University raised her hand, followed by officials from Georgetown University and Montgomery College. "Great!" said Mr. Chopra. "Can we get an e-mail listserv going in the next 30 days? Then let's launch in 90 days."

As for course catalogs and bookstore data, college officials said they were hindered by the formats of their enterprise software provided by companies like SunGard and Oracle. Mr. Shelton demurred.

"You all have a lot of collective buying power," he said. "Make it clear what standards you want." The meeting broke up, and the two federal official headed for Startup Alley to meet more education entrepreneurs. Later in the day, Mr. Chopra tweeted (@aneeshchopra on Twitter) that "Jim Shelton and I left Educause with 3 big ideas." One

was a blue button for student transcripts; the second was to have start-ups ask universities for proposals on ways to "liberate" student data; the third was for his office to release a memo to universities providing guidance on open-data requirements.

## FSA SOFTWARE DEVELOPER'S CONFERENCE

The Federal Student Aid (FSA) Technology Office cordially invites you to the Fall Software Developers Conference (SDC) on Monday, November 28, 2011. This event will be held the day prior to the FSA Fall Conference. The main objective of this event is to provide information regarding enhancements to the systems that enable Title IV financial aid delivery.

The Fall SDC will start promptly at 8:00a.m. PST and end at approximately 5:00p.m. PST.

A tentative agenda has been posted, with prospective sessions and session descriptions, at http://fsaconferences.ed.gov/softwaredevelopers.html.

To register for this event*, please click on the link below: http://www.fsaregistration.ed.gov/profile/form/index.cfm?PKformID=0x479314e33c

 *PLEASE NOTE: if you plan to attend the Fall Conference, Tuesday through Friday, you must register through the FSA Conference Registration Form if you have not already.

## INCOMMON RECEIVES ONLINE TRUST LEADERSHIP AWARD

The Online Trust Alliance has presented InCommon with its 2011 Online Trust Leadership Award in the "Excellence in Higher Education" category. The award recognizes InCommon for its leadership and

commitment to best practices, services and technologies that enhance online trust.

Steve Wolff, interim vice president & chief technology officer of Internet2, was on hand to accept the award on behalf of InCommon and Internet2.

The OTA (www.otalliance.org) is a non-profit organization that represents the broad internet ecosystem supporting user choice and control, protection of critical infrastructure, privacy and data governance, and promoting best practices.

The OTA press release has the details: https://otalliance.org/news/releases/2011TrustAwards.html

## 2012-2013 ISIR GUIDE

FSA is pleased to announce the posting of the 2012-2013 ISIR Guide at http://ifap.ed.gov/isirguide/1213ISIRGuide.html.

The ISIR Guide assists financial aid administrators (FAAs) in interpreting student information on the Institutional Student Information Record (ISIR).

ISIRs contain processed student information reported on the Free Application for Federal Student Aid (FAFSA), as well as key processing results and National Student Loan Data System (NSLDS) financial aid history information. ISIRs are sent electronically to institutions by the Central Processing System (CPS).

In addition to its current availability on the Information for Financial Aid Professionals (IFAP) Web site, the guide will also be available in the next several days from the Federal Student Aid Download (FSAdownload) Web site, located at https://www.fsadownload.ed.gov.

If you have questions, contact CPS/SAIG Technical Support at 800/330-5947 (TDD/TTY 800/511-5806) or by e-mail at CPSSAIG@ed.gov.

## PEARSON AND GOOGLE JUMP INTO LEARNING MANAGEMENT WITH A NEW, FREE SYSTEM

*By Josh Fischman*

One of the world's biggest education publishers has joined with one of the most dominant and iconic software companies on the planet to bring colleges a new—and free—learning-management system with the hopes of upending services that affect just about every instructor, student, and college in the country.

Today Pearson, the publishing and learning technology group, has teamed up with the software giant Google to launch OpenClass, a free LMS that combines standard course-management tools with advanced social networking and community-building, and an open architecture that allows instructors to import whatever material they want, from e-books to YouTube videos. The program will launch through Google Apps for Education, a very popular e-mail, calendar, and document-sharing service that has more than 1,000 higher-education customers, and it will be hosted by Pearson with the intent of freeing institutions from the burden of providing resources to run it. It enters a market that has been dominated by costly institution-anchored services like Blackboard, and open-source but labor-intensive systems like Moodle.

"Anytime Pearson and Google are used in the same sentence, it's going to get people's attention," says Don Smithmier, chief executive and founder of Sophia, another community-based learning system that is backed by Capella Education, the corporation behind the online educator Capella University. "I believe the world will be shifting away from a classic LMS approach defined by the institution. Openness and social education is a very powerful idea."

SPRING 2012 | LAS VEGAS | WYNN | PESC.ORG

# DATA SUMMIT

## COLLABORATE | COMMUNICATE | INNOVATE

MAY 2-4, 2012

# REGISTRATION FORM

*15th Year Anniversary*

Celebrating Our 15th Anniversary in 2012

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# SPRING 2012 | LAS VEGAS | WYNN | PESC.ORG

# DATA SUMMIT

## COLLABORATE | COMMUNICATE | INNOVATE

## MAY 2-4, 2012

Registration is now available for the
**PESC SPRING 2012 DATA SUMMIT!**

The PESC Spring 2012 Data Summit takes place Wednesday May 2–4, 2012 and includes PESC's Annual Spring Membership Meeting and Annual Spring Reception.

Use this form for registration or visit us online at www.PESC.org.

For hotel reservations, please contact the hotel directly:

**Wynn | Encore**
3131 Las Vegas Blvd South
Las Vegas NV 89109
877.321.WYNN (9966)

$199 per night single/double in "PESC" Group. Hotel cut-off date for group rate is April 2, 2012.

Data Summits focus on open community development, integration & implementation, maintenance and exchange of data and data standards. Access, data quality, overall connectivity, and political factors that drive information systems and interoperability are also discussed.

All Concurrent and General Summit Sessions and events are open to all registered attendees and dress code is business casual. Transparent collaboration, engaging discussions, awareness of technical resources and best practices, identification of emerging technologies, new business contacts, & tips from experts of leading community organizations can be expected.

In continuing its mission of transparent, community-based collaboration, the Spring 2012 Data Summit is held in partnership with the AACRAO SPEEDE Committee, the Common Education Data Standards (CEDS) Initiative & Consortium, InCommon & the US Department of Education.

# SPRING 2012 | LAS VEGAS | WYNN | PESC.ORG

# DATA SUMMIT

## COLLABORATE | COMMUNICATE | INNOVATE

## ≫ Registration Form

# MAY 2-4, 2012

Sessions at the **Spring 2012 Data Summit** will be held on the following efforts and topics. Please check the PESC website at www.PESC.org for the program and agenda.

### *Development Efforts*

- Academic ePortfolio
- Common Data Services Task Force and EDexchange
- Common Education Data Standards (CEDS)
- EA2 Task Force, InCommon and EDadmitme

### *Board, Committees & User Groups*

- Change Control Board
- Seal of Approval Board
- Technical Advisory Board
- Education Record User Group
- Canadian PESC User Group

### *General Session Topics*

- To Be Announced

Online registration is available at www.PESC.org. Please contact Jennifer Kim, PESC's Director of Membership Services, for more information, sponsorship opportunities, & special arrangements: 202.261.6514, Jennifer.Kim@PESC.org.

*Please register for the PESC Spring 2012 Data Summit!*

**YES**, please register me:

| PESC MEMBER $345 | NON MEMBER $595 |
|---|---|
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To register, please complete this form and send it along with a check payable to:

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PESC's tax ID# is 52-2179499

Though nobody expects Pearson to take over the marketplace—Blackboard, Moodle and a few others had over 80 percent of it last year, according to the Campus Computing Survey, and Blackboard officials argue that OpenClass can't integrate with university systems the way their product can—the few colleges that have been piloting it seem intrigued while noting that it could exist alongside other systems. "We run both Blackboard and Moodle currently," says David Kim, CIO of Central Piedmont Community College. His institution has been using OpenClass in two history courses since the summer. "Are we crazy for considering a third LMS? Well, consumers are demanding choice and change in education, and the ease of use of OpenClass makes it simple for instructors and students to customize it. Plus, Pearson doing the hosting takes much of the headache away from me."

But the crucial thing, he says, "is that OpenClass can open doors for community college students. We have high school grads and senior citizens. They have different needs, and different fears about learning and about technology." OpenClass has a Facebook-like news stream that captures activity and comments for each class, and a page that highlights different people taking a course, along with the questions, troubles, and solutions that they post online. "So it's easy for you to find someone like you and interact with them, kind of like sitting with your friends in class," Mr. Kim says. "It provides a comfort zone."

It also provides opportunities for traditional college students, says Kay Reeves, the executive director of information technology at Abilene Christian University, which has been trying out OpenClass in a psychology course, an art course, and an English course. "Not only do students share resources, but faculty have the ability to collaborate across institutions, sharing pedagogy tips. Someone at my college could contact someone in the network at,

say, Harvard, and say 'Hey, how are you handling this topic in your course?'"

Connecting to the system through Google—it will be available through the Google Apps Marketplace—adds to the ease of use and comfort factor, officials say. People will sign on to their Google Mail accounts and see OpenClass as one of their available products at the top of their Web browser. They will also be able to use Gmail and Google Docs from within the program.

There have been a few bumps in the road during the pilot phase. Adrian Sannier, senior vice president of learning technologies at Pearson, says that people with multiple Google accounts could log into one that's not linked to OpenClass through their institution, which can be confusing. "But Google has been very good about working with us to smooth those problems out," he says. And none of the college officials reported this to be a significant problem.

There are others, though, who contend that OpenClass is really a bump in the road if a college wants a true LMS. Matthew Small, Blackboard's chief business officer, points out that this cloud-based service can't be deeply integrated into a university the way his products can. "Most faculty want an LMS that connects to the student-information system, the calendar, and conform to college-specific privacy and legal policies," he says, and he doesn't think OpenClass can do this. "It's really something that's being offered to the faculty, not as something that's connected to the enterprise," he says. Blackboard itself has a cloud-based offering, CourseSites, that was launched this year and is also free, he adds, but it doesn't compare with its main learning management product, Blackboard Learn.

Mr. Small also says Blackboard uses an industry standard that allows instructors to import outside material from publishers like McGraw-Hill, and has

even worked with Pearson itself on some of its offerings.

Comparing Pearson's new system to existing products, Kevin Roberts, CIO at Abilene Christian, pointed to two things, and neither was deep integration into university systems. First, he says, "it's free. Being free is certainly an attention getter for any CIO." That contrasts with Blackboard Learn, which institutions have to buy a license for. And like Mr. Kim, he says that Moodle—which doesn't charge—still has back-end costs as the technology department has to support it and fix bugs that crop up themselves.

Still, Mr. Roberts is proceeding cautiously. "We don't know yet how our wider college community is going to react to it. So next semester we'll try it in several more classes. And maybe in the middle of next semester we'll make a decision whether to replace Blackboard—we're primarily a Blackboard campus—with this, or perhaps we'll run them simultaneously and let instructors decide."

> ## "Systems must be designed to meet the standards & guidelines of NCES...including the schemas of PESC."
>
> - Grant RFA for Statewide Longitudinal Data Systems, American Recovery & Reinvestment Act of 2009

## CANADIAN PESC USER GROUP FORMS

PESC staff will support a booth in the exhibit hall while several sessions are being submitted for consideration on the conference program including: *Introducing PESC!*, *XML and Web Services 101*, *PESC Success Stories*, *Vendor Perspectives*, *Research Perspective: STATS Canada & Canadian Institutional Research & Planning Association (CIRPA)* and a *Roundtable Discussion*.

The Canadian PESC User Group participants include representatives from ApplyAlberta, Association of Registrars of Colleges and Universities of Canada (ARUCC), BCcampus, Decision Academic Inc., Ontario Ministry of Training for Colleges and Universities (MTCU), Ontario College Application Service (OCAS), Ontario Colleges, Ontario Universities' Application Centre, Statistics Canada, SunGard Higher Education, and University of Lethbridge. The User Group is also conducting outreach to their respective membership organizations and other stakeholders such as The Canadian University Council of Chief Information Officers (CUCCIO). The User Group meets monthly by Web Ex and conference call and meets in person during PESC's Spring and Fall Data Summits.

## GOOGLE SAYS PEARSON'S NEW LEARNING SYSTEM IS 'NOT A SHARED PRODUCT'

*By Jeffrey R. Young*

*Philadelphia*—When Pearson officials talk about their new learning-management system, OpenClass, they like to mention Google. They note that the software is distributed through Google's App marketplace, and say that it was inspired by Google's popular e-mail and Web services platform. Pearson drops the company's name so much that many college officials assume that Google is jointly building the new system, something that officials have long speculated that the search company might one day do.

But other than routine help it gives to any app in its marketplace, Google is not directly involved with the new learning-management system, and Google officials say they have no plan to jump into developing learning software.

"There were some misleading headlines with the Pearson's announcement," said Tim Drinan, a Google spokesman, when asked to clarify the nature of the relationship at the company's booth at the annual Educause technology conference.

"What it's not is it's not a joint release, and it's not a shared product," he added. "They built it with really nice integration with our systems. We worked with them as we do with a lot of vendors."

He characterized the help as "very common." In an interview, Adrian Sannier, the senior vice president of product at Pearson Learning Technologies, characterized the arrangement this way when pressed by *The Chronicle*: "Here's what that relationship is. We approached Google with the idea of a free LMS. Google responded positively by saying, Hey, we would like an LMS that was very tightly integrated with Google apps. And so our engineering team and their engineering team got together, and they worked together over a period of about six months to expand the set of API's to make the best leverage of the set of connections— to understand the ways in which the thing can be used the best. And then we executed that in the marketplace in a way that's well adapted to the Google model."

As far as future cooperation: "Going forward we want to continue to work with those guys to make it more useful, broader, and deeper connections." Pearson's system is not the only learning-management system offered in the Google Apps Marketplace, and it is not the first. Others listed in the directory include CourseDirector LMS, Engrade Gradebook & LMS, and Haiku LMS.

Mr. Sannier says that Pearson and Google did agree to help promote each other's products. As a result, Pearson officials have given presentations about OpenClass at Google's booth here at Educause, and a Google official appeared briefly at a Pearson briefing about the LMS.

At that session the Google official, Obadiah Greenberg, noted that college officials have long asked whether the company would build a learning system of its own. "One of the No. 1 questions we get is, When are we going to build an LMS?" he said. He added that Google is a platform company and has no plans to get into the LMS market.

## PESC LEADERSHIP TEAM

PESC's cornerstone principle, transparent and direct community participation, is never more apparent when the entire list of PESC's leadership team is viewed.  We thank all representatives and organizations that help lead the PESC Community:

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# INTEROPERABILITY from Wikipedia

**Interoperability** is a property referring to the ability of diverse products, systems and/or organizations to work together (inter-operate). The term is often used in a technical systems engineering sense, or alternatively in a broad sense, taking into account social, political, and organizational factors that impact system to system performance.

For systems interoperability specifically organizations communicate through interfaces which are completely understood…each can work with the other's products or systems without any restricted access or implementation.

**Michael Sessa**

| | | | |
|---|---|---|---|
| **From:** | IES Newsflash Subscription Service [IESWebmaster@ed.gov] | **Sent:** | Wed 10/12/2011 12:03 |
| **To:** | Michael Sessa | | |
| **Cc:** | | | |
| **Subject:** | NCES Announces the 2012 National Forum on Education Statistics and the 25th Annual NCES Management Information Systems (MIS) Conference | | |
| **Attachments:** | | | |

**:ies** INSTITUTE OF EDUCATION SCIENCES          **NEWSFLASH**

## NCES Announces the 2012 National Forum on Education Statistics and the 25th Annual NCES Management Information Systems (MIS) Conference

The National Center for Education Statistics (NCES) will be sponsoring a 2-day meeting of the membership of the National Forum on Education Statistics February 13-14, 2012 in San Diego, CA. This meeting will immediately be followed by the 25th Annual Management Information Systems (MIS) Conference, co-sponsored this year by the California Department of Education and NCES, February 15-17, 2012. The theme for this year's conference is "Server's Up, Dude."

The 2012 MIS Conference is a concentrated 3-day program of information about best practices, innovative ideas, current issues, and practical how-to advice about data systems for K-12 education. It brings together the people who work with information collection, management, transmittal, and reporting in school districts and state education agencies.

This year, the MIS Conference will offer more than 100 presentations, demonstrations, and workshops conducted by practitioners from K-12 information systems.

You are invited to attend the 25th Annual MIS Conference in San Diego and to submit a proposal to present a session that will add to the conference's interest and usefulness. Topics are invited from all sources, but the major focus will be on data use, data standards, statewide data systems, and data quality. For more information about the conference, including registration and proposal submission instructions, please visit http://ies.ed.gov/whatsnew/conferences/?id=905

The deadline for the submission of proposals is November 4, 2011.

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# Higher Education Associations to Convene Commission on Attainment

**Washington, DC (Oct. 17, 2011)—**Six presidential higher education associations today announced the creation and first convening of a national Commission on Higher Education Attainment.

The commission members were nominated by each of the presidential associations. E. Gordon Gee, president of The Ohio State University, will serve as chair. There are also three vice-chairs: Andrew K. Benton, president of Pepperdine University (CA); Gail O. Mellow, president of LaGuardia Community College (NY); and George A. Pruitt, president of Thomas Edison State College (NJ). The commission's goal is to chart a course for greatly improving college retention and attainment and, in turn, restore the nation's higher education preeminence.

"President Obama's call for the United States to have the highest level of postsecondary educational attainment in the world by 2020 highlights the importance of higher education to our nation's future," said American Council on Education President Molly Corbett Broad. "We believe achieving this important objective will not be possible without clear and decisive leadership by colleges and universities, which is why we are launching this effort."

While the precise work of the commission will be defined by the participants, the topics to be explored will include:

The changing nature of students seeking a degree or credential;
The ability of higher education to attract, retain and graduate the increasing number of adults seeking a degree or credential;
The current capacity of higher education to accommodate the large number of students who will need to enroll if we are to increase the number of graduates; and
The opportunities to increase efficiency and enhance productivity in meaningful ways.

"We believe the time has come for a diverse group of college and university leaders to document candidly and thoroughly the actions that must be taken to significantly boost retention and attainment, particularly at a time when resources are tight," said Broad. "Such an effort must recognize the wide range of institutions that make up American higher education—there are not likely to be single solutions that will work equally well for all types of schools."

The first commission meeting will take place Oct. 31 at ACE's Washington, DC, offices. The commission is expected to complete its work by fall 2012.

Click here to view the complete list of commission members.

*Founded in 1918, ACE is the major coordinating body for all the nation's higher education institutions, representing more than 1,600 college and university presidents, and more than 200 related associations, nationwide. It provides leadership on key higher education issues and influences public policy through advocacy.*

**Michael Sessa**

| | | | |
|---|---|---|---|
| **From:** | info@hr-xml.org [info@hr-xml.org] | **Sent:** | Fri 9/30/2011 16:34 |
| **To:** | Michael Sessa | | |
| **Cc:** | | | |
| **Subject:** | HR-XML 3.2 Standards Now Available | | |
| **Attachments:** | | | |
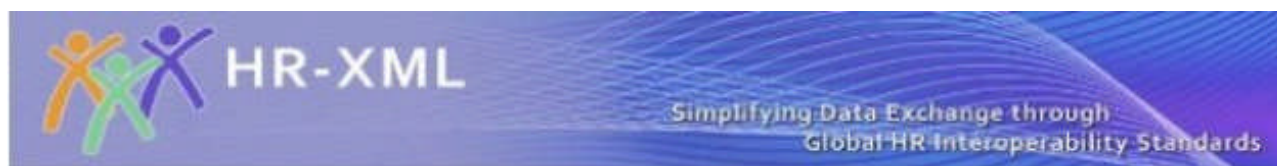


3.2 Download

HR-XML would like to offer its thanks to all participants in the 3.2 workgroups, whose input made this new version possible.

**HR-XML 3.2 Standards**

HR-XML 3.2, the latest version of the HR-XML standards, is now available! You are invited to view and download the standards, and share them with your colleagues.

This newest version of HR-XML standards features significant improvements and added specifications over the 3.1 release, including:

Screening Vendor:

- New specification allows communications between CRA's and Providers/Researchers.

Worker On-boarding:

- New specification provides standards for on boarding from an ATS, contingent staffing company, or internal processing.

Employment Eligibility (I-9):

- Added auditing functionality and enhanced use case scenarios.

HR-XML welcomes any feedback regarding the new standards, and invites you to participate in the upcoming development projects. Visit www.hr-xml.org or contact Kim Bartkus for more details.

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**Michael Sessa**

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| **From:** | IES Newsflash Subscription Service [IESWebmaster@ed.gov] | **Sent:** | Thu 10/6/2011 14:44 |
| **To:** | Michael Sessa | | |
| **Cc:** | | | |
| **Subject:** | Undergraduate Stafford Loan Maximum Borrowing Focus of New NCES Report | | |
| **Attachments:** | | | |

# Undergraduate Stafford Loan Maximum Borrowing Focus of New NCES Report

*Borrowing at the Maximum: Undergraduate Stafford Loan Borrowers in 2007–08*, a Statistics in Brief, examines the extent to which undergraduate students borrow the maximum possible in Stafford loans. Results are based on nationally representative data collected through the 1989–90, 1992–93, 1995–96, 1999–2000, 2003–04, and 2007–08 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:93, NPSAS:96, NPSAS:2000, NPSAS:04, and NPSAS:08).

Findings include:
• Among undergraduates who took out a subsidized Stafford loan between 1989–90 and 2007–08, the percentage of those borrowing the program maximum immediately decreased each time Stafford loan limits were raised, but as time went by it grew again.
• In 2007–08, about two-thirds (66 percent) of subsidized Stafford loan borrowers took out their individual maximum in subsidized Stafford loans, as limited by the lesser of their financial need and the program maximum. About 6-in-10 (59 percent) of those who took out any Stafford loans (subsidized and unsubsidized combined) borrowed the most they could, as limited by the lesser of their total price of attendance and the program maximum.
• Differences in the use of other types of loans (such as private loans and Parent PLUS loans) were greater between those who took out a Stafford loan and those who did not, than between borrowers who took out the maximum allowed and those who took out less. About 30 to 31 percent of those who took out a Stafford loan also took out a private loan, compared with 6 percent of those who did not take out any Stafford loans. Among dependent students, about 16 to 18 percent of Stafford loan borrowers had parents who took out a Parent PLUS loan, compared with 0.8 percent of dependent undergraduates who did not take out any Stafford loans.
• In terms of work intensity, the percentage of students who worked full time while enrolled was lowest among Stafford loan borrowers who took out the maximum amount (26 percent), compared with those who took out less than the maximum (33 percent) and those who did not borrow (37 percent).

This Statistics in Brief is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

To view the full report please visit http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012161

## ...CONNECTING RESEARCH, POLICY AND PRACTICE

**Michael Sessa**

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| **From:** | IES Newsflash Subscription Service [IESWebmaster@ed.gov] **Sent:** Tue 10/11/2011 10:40 |
| **To:** | Michael Sessa |
| **Cc:** | |
| **Subject:** | NCES Report Analyzes Use of Private Loans in Postsecondary Education |
| **Attachments:** | |

**ies** INSTITUTE OF EDUCATION SCIENCES          **NEWSFLASH**

# NCES Report Analyzes Use of Private Loans in Postsecondary Education

A new report on postsecondary private loan borrows found that the percentage of undergraduates who took out private loans rose from 5 percent to 14 percent from 2003–04 to 2007–08.

*The Expansion of Private Loans in Postsecondary Education*, a Statistics in Brief, examines trends in borrowing from commercial lenders for postsecondary education, the characteristics of undergraduate and graduate private loan borrowers, and combining private and federal loans. Results are based on nationally representative data collected through the 2003–04 and 2007–08 National Postsecondary Student Aid Studies (NPSAS:04 and NPSAS:08). Other findings include:

• Among full-time dependent undergraduates, higher percentages of students from lower middle-income (21 percent) and upper middle-income (20 percent) families than students from low-income (15 percent) or high-income (16 percent) families borrowed private loans in 2007–08.

• The largest proportion of borrowers who took out private loans either exclusively or in combination with public loans (42 percent) was found among those enrolled at for-profit institutions in 2007–08.

• Among dependent private loan borrowers, 53 percent had also borrowed the maximum federal Stafford loan amount.

This Statistics in Brief is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

To view the full report please visit
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012184

### ...CONNECTING RESEARCH, POLICY AND PRACTICE

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| **To:** | Michael Sessa | | |
| **Cc:** | | | |
| **Subject:** | High School Graduates and Dropouts Focus of New NCES Report | | |
| **Attachments:** | | | |

## ies INSTITUTE OF EDUCATION SCIENCES — NEWSFLASH

## High School Graduates and Dropouts Focus of New NCES Report

According to a new NCES report, approximately 3 million 16-through 24-year-olds were not enrolled in high school and had not earned a high school diploma or alternative credential as of October 2008. These dropouts represented 8 percent of the 38 million noninstitutionalized, civilian individuals in this age group living in the United States, according to *Trends in High School Dropout and Completion Rates in the United States: 1972–2009*.

The report updates a series of NCES reports on high school dropout and completion rates that began in 1988. The report includes national and regional population estimates for the percentage of students who dropped out of high school between 2008 and 2009, the percentage of young people who were dropouts in 2009, and the percentage of young people who were not in high school and had some form of high school credential in 2009. Data are presented by a number of characteristics including race/ethnicity, sex, and age. Annual data for these population estimates are provided for the 1972-2009 period. Information about the high school class of 2009 is also presented in the form of on-time graduation rates from public high schools. Other findings include:

• The percentage of 16- through 24-year olds who were not enrolled in high school and who lacked a high school credential varied by race and ethnicity in 2009. The rate for Hispanics (17.6 percent) was the highest followed by the rate for Blacks (9.3 percent). Rates for Whites (5.2 percent) and Asian/Pacific Islanders (3.4 percent) were the lowest among racial/ethnic groups.

• Considering 18- through 24-year-olds in the civilian-noninstitutionalized population who are no longer in high school, approximately 89.8 percent held some form of high school credential in October 2009. Credentials include regular diplomas and alternative credentials such as the General Education Development (GED) certificate.

• Of first-time freshmen in public schools four years earlier, 75.5 percent had graduated with a regular diploma by the end of the 2008-09 school year. The lowest state-level rate was 56.3 percent and the highest was 90.7 percent.

This compendium is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

To view the full report please visit
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012006

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## Michael Sessa

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| **To:** | Michael Sessa | | |
| **Cc:** | | | |
| **Subject:** | New NCES Report Examines Undergraduates' Participation in Distance Education | | |
| **Attachments:** | | | |

**NEWSFLASH**
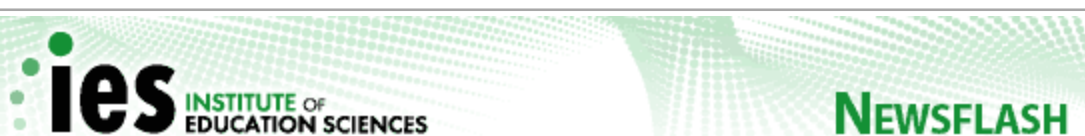
# New NCES Report Examines Undergraduates' Participation in Distance Education

Additional comments including potential sensitive issues: Between 2000 and 2008, the percentage of undergraduates enrolled in at least one distance education class increased from 8 percent to 20 percent. This Statistics in Brief explores undergraduates' enrollment in distance education courses and degree programs both over time and by student characteristics. The results in this report are based on nationally representative student-reported data collected through the three most recent administrations of the National Postsecondary Student Aid Study (NPSAS:2000, NPSAS:04, and NPSAS:08).

Other findings include:
• Participation in a distance education course was most common among undergraduates attending public 2-year colleges; 22 percent were so enrolled. Participation in a distance education degree program was most common among undergraduates attending for-profit institutions; 12 percent were so enrolled.
• Compared with all students, students studying computer science and those studying business enrolled at higher rates in both distance education classes and distance education degree programs.
• Older undergraduates and those with a dependent, a spouse, or full-time employment participated in both distance education classes and degree programs relatively more often than their counterparts.

This Statistics in Brief is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

To view the full report please visit
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012154

### ...CONNECTING RESEARCH, POLICY AND PRACTICE

# EA2 Discussion at Fall 2011 Data Summit
## DRAFT PESC/InCommon "AdmitMe" Pilot Project
### Notes by: Doug Falk, Susan Hallenbeck, Susan McCrackin, and Arnie Miles

Where names are included, comments are always paraphrased!  AdmitMe is a placeholder name and will be changed.

After a round of introductions of everyone in attendance, locally and on the phone, there was a overview of the "AdmitMe" Project.

**Background and Summary:**

**Anne:** Want several goals to come out of this.

A unique identifier for folks who are participating; also to higher ed organizations who are managing accounts, we want to know what you are doing now. There is a huge gap for higher ed to manage prospect identities, so this is a huge win for them. Doing this right will help with matching.

Single sign-on for students.

Third, increased LOA will be a big win for vendor partners. Will be a bit win for everyone to have higher matching.

A number of us were thinking this would be single sign-on, but we understand different players will come in at different time with different needs, so we understand this will have to be flexible and we will have to figure out how to do linking. We're trying to make this community driven, project driven, membership driven, but we want it to serve your needs.

## Single Sign-On
SSO is a big issue – students may have 15-16 different websites and accounts they need to manage in the admission process. Need to enable SSO so students can sign on once to access all info. However, some institutions may want local credentials as well.

## Record Matching
Need for record matching – create unique identified to match student to all records (test scores, transcripts, etc.) This will be a huge win for higher education.

## Levels of Assurance
Level of assurance: increased level of assurance (InCommon Silver or NIST LOA2, for example) would potentially increase the value of the credentials to all participants.

## Will have a tech group, business group & policy group on this issue
Would K12 be a separate group or should it be part of one of the other groups?
If vendors run an IDP first, what is the payoff for them?
- Concerns for vendors about accepting identity management from other vendors (i.e., having ACT accept identity provided by College Board without requiring additional sign-in)
- Will the second site attempt to monetize or appropriate account info from the first vendor?
- Vendors – want to know how they will make money on this?

**Business Group:**
Business Group Discussion
**David Moldoff** has agreed to organize and hold regular teleconferences for a sub-group that will discuss the business needs and expectations of this project.

# InCommon Partnership
- Authentication is huge issue, esp. for large schools
- Having records come in that are cross-correlated
- Want to enable students to request things from vendors in the admissions process (able to request a transcript in the admission portal, etc.)
- This group is very campus-focused – pairing Registrars and IT staff

OpenID

# There was some opposition to creating a centralized database. This will need to be further discussed.

Dave M.: That might experience some political resistance. When people realize they are tracked, people will resist that.

Nate: In Shibboleth, it is possible to use identifies as attributes.

Arnie: Dave, what bothers you more – a name and a password is kept in a separate database or that a unique identifier is kept?

Dave M: Both.

Arnie: How do we get around the problem of a unique identifier? We are dealing with vendors who are competitors and who are trusting each other right now.

Jeff: If all I'm doing is taking an idea and solving this piece of identification or I'm doing a validation of an identify, if we limit how much data can be passed in a transaction, then we can hedge against those security issues. We would be creating an identity that states aren't using. We're creating an id that is only created when the student signs up for a service. We need to be careful not to mandate that every student must sign up for an AdmitMe account. This could be a difficult issue with public opinion.

# Education/Policy Group:

**Ann West** has agreed to organize and hold regular teleconferences for a sub-group that will discuss the needs of the education community. This group will also take on the roles of establishing policy requirements. This group will start with the InCommon Student group that is already created, with invitations to others to join in the discussion.

Need institutional buy-in, but need to focus on how to help the students get their business processes done – how are we helping students with the process? How are we making it easier for students to navigate admissions application/aid processes? Easier to apply as a transfer student?

# Proof of Concept Goals:

## Phase 1 – technical demonstration

Assumptions:
à Will not be using live candidate data (not production data or live transactions)
à Used as a tool to discuss architecture, workflow and business models
- Whatever is developed is shared with business and policy groups for input and refinement
- Admissions workgroup may have definitions and use cases that might be useful here
- Prospect-driven relationship/functionality
- Service Providers manage the account set up with AdmitMe behind the scenes based on the opt-in by the student

- Prospect ease of use
    - Prospect SSO – can it be done? How easily?
    - IdP of choice for student (student should be able to choose their identity provider)
    - Accommodate flexible plugging into the 'identity' network for service providers
    - Simulate LoA 1 registration authority
    - Authentication done by AdmitMe or Service Organization being accessed

## Use Cases:

**New User at a [Service Provider] Registration Authority:** Prospect accesses Service Organization 1 and gives them identity information to receive that service. SO1, an approved registration authority for the AdmitMe Network, asks prospect to create account. Prospect provides userid/password and clicks on Create AdmitMe Authentication Account. Service Provider/RA communicates with AdmitMe in the background and does matching to ensure no duplications. SO1/RA returns success re: new credentials.

**Registered AdmitMe user Authentication (same service provider):** prospect can authenticate with AdmitMe to get into an AdmitMe Service Organization service.

**Existing AdmitMe User Attribute Aggregation:** Prospect authenticates with AdmitMe credentials at SO2 and requests a new service. SO2 queries RA/SP1 for users identity information to populate their online form and user then supplies the remaining information required by SP2 to access the service.

## Phase 2 – Technical Demonstration LoA 2

- Need for a crosswalk or way to correlate identities across services providers to offer integrated services/matching
- NIST LoA 2 Id Proofing

# Where are students likely to be interacting with service providers first?

- In some states, students in 7th/8th grade are taking PSAT or PLAN, so test companies may be first POC for these students in the college process
- ConnectEDU and Naviance might also have information/interactions with students at a young age (6th/7th/8th grades)
- Can we create a way to validate the students using a variety of touch points? (i.e., Naviance student has been interacting with FC since 7th grade, takes PSAT in 8th grade – how to match and validate it's the same student?)
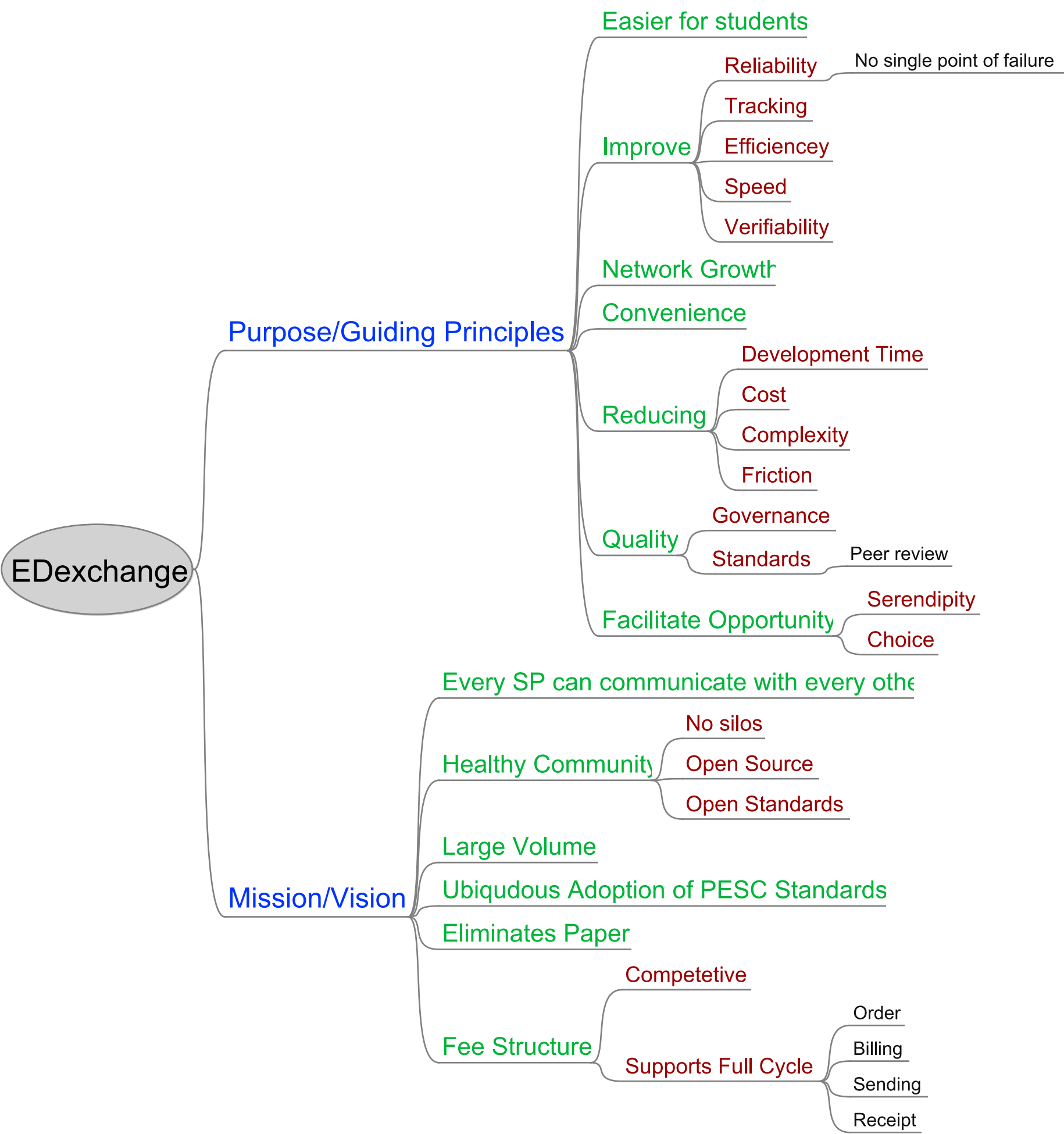- Need to make sure students don't end up with multiple accounts

At Level 0, any service provider could be a registration authority for AdmitMe.

The comment was made that someone needs to do pre-validation of the student. Where the student first touches the system does not have to be decided as part of the creation of the prototype or production systems, because the system must be flexible enough to allow a large variety of registration authorities. May need 2-factor authentication (esp. for financial aid) – need to be able to support this. SAML can support this, because SAML merely acts as the interface to query an Identity Store, the requirements for submitting credentials is handled prior to SAML.

Infrastructure for maintenance and support needs to be addressed – in a federated system, who is accountable to the student if there is a sign-in issue? How do we share the load on this?

All members would need to agree to the same encryption standards, time-outs, etc.

Per ConnectEDU, if this system existed right now, 'they would adopt it in a heartbeat' because they are tired of having to create identity management processes. ConnectEDU is not alone; other participants have expressed an interest in getting out of the identity management issue.

# EDexchange

## Purpose/Guiding Principles

- Easier for students
- Improve
  - Reliability — No single point of failure
  - Tracking
  - Efficiencey
  - Speed
  - Verifiability
- Network Growth
- Convenience
- Reducing
  - Development Time
  - Cost
  - Complexity
  - Friction
- Quality
  - Governance
  - Standards — Peer review
- Facilitate Opportunity
  - Serendipity
  - Choice

## Mission/Vision

- Every SP can communicate with every other
- Healthy Community
  - No silos
  - Open Source
  - Open Standards
- Large Volume
- Ubiqudous Adoption of PESC Standards
- Eliminates Paper
- Fee Structure
  - Competetive
  - Supports Full Cycle
    - Order
    - Billing
    - Sending
    - Receipt

## Funding Breakout Group

What do we need to fund?

Models

        Open Source – licensing (charging for derivative works)

        SIF Model – spec + vendors separate development

Funding core transport layer

        Skin in the game

        Private stakeholders

                Public funding

                        State DOE ->SLDS inclusion

                        Federal DOE -> They do research grants - NCES

                Private funding

                        Gates

                        Lumina

                        Dell

                        Hewlett

                        Bechtel

Funding Commercial Layer -> Vendors?

## Business Breakout Group

Pain Points

1. As a receiver there are multiple formats with varying standards
2. Different Fee Structures
3. Adoption of electronic transcripts
4. Authorization ≠ Consent
5. Security and Privacy

## Technical Breakout Group

Web Services built on SOAP built on HTTP/HTTPS

- Use a federated SAML-based system  (DTS,SAML & Trust)
- EdUnify – issue: do we need support for private registrations?
     Need ability to revoke certificate (SAML can do this)
- Need to include management aspects of the network
- Need reporting and management services

DTS Header types can include "Reports", "Stats", etc.

Model: DNS 'SERVE' record

Many questions for EdUnify

PESC to certify the endpoints

How do institutions manage their won address records?

Certification = conformance test

Vetted through InCommon

- We should identify what each institution requires for implementation and develop a implementation 'package'.  E.g.
    1. Webservice – core install and configurations + adaptors to standard SIS (open source or vendor specific)
    2. Service Fee/Transaction Cost Service
    3. Management & Reporting Service

Provide hooks to trigger activity upon receipt/send

- How to identify an institution?  What ID(s) to use?
- Must be easy to deploy and use

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