

THE STANDARD

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Postsecondary Electronic Standards Council

SPRING 2012



MAY 2-4, 2012 LAS VEGAS WYNN

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COMMON EDUCATION DATA STANDARDS

AWARDED WINNER

PESC'S 13TH ANNUAL BEST PRACTICES COMPETITION

PLUS



INTERNET2 PRESIDENT & CEO H. DAVID LAMBERT
TO KEYNOTE SPRING 2012 DATA SUMMIT



Inside The STANDARD

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Postsecondary Electronic Standards Council

THE STANDARD
the online newsletter published monthly by PESC covers news and events that impact technology, data standards and systems interoperability across PK20 education. For more information, see www.PESC.org.

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COMMON EDUCATION DATA STANDARDS (CEDDS) TAKES 1ST PLACE IN PESC'S 13TH ANNUAL BEST PRACTICES COMPETITION

The Board of Directors of PESC - the Postsecondary Electronic Standards Council is very pleased to announce "**Common Education Data Standards (CEDDS)**" as *Winner* of PESC's 13th Annual Best Practices Competition for 2011.



This initiative received high praise from the Board Review Committee for Best Practices as it focuses on and leads the community in development of longitudinal data resources and mechanisms while driving a new paradigm that values the success and achievement of students over an entire lifecycle from early learning through elementary, secondary, postsecondary and into labor and workforce.

Coined at PESC's Data Summit in Boston Spring

2011, Commissioner Jack Buckley, National Center for Education Statistics (NCES), Institute for Education Sciences (IES), US Department of Education, referred to this new perspective as "PK20w".

The Best Practices Competition is held each year by PESC to promote innovation and ingenuity in the application of standards for business needs. An Awards Ceremony to NCES will be held immediately prior to the keynote address of PESC's Spring 2012 Data Summit being held May 2-4, 2012 in Las Vegas at the Wynn Hotel. Prior Winners include:

- 2010 South Carolina | **Transfer & Articulation Center**
- 2009 College Foundation of North Carolina | **Electronic High School Transcript System**
- 2008 California Community College System | **E-Transcript California** | &
University System of Georgia Board of Regents | **High School & Postsecondary XML Transcript Implementation**
- 2007 Sinclair Community College & Wright State University | **Exchange of Electronic Transcripts via Ohio Board of Regents Articulation & Transfer Clearinghouse**
- 2006 Data Quality Campaign | **Using Data To Improve Student Achievement**

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MAY 2-4, 2012 LAS VEGAS WYNN

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INTERNET2 PRESIDENT & CEO H. DAVID LAMBERT TO KEYNOTE PESC SPRING 2012 DATA SUMMIT

PESC is pleased to announce the addition of **H. David Lambert**, President & CEO of Internet2, as Keynote Speaker for its upcoming Spring 2012 Data Summit being held May 2-4, 2012 in Las Vegas at the Wynn Hotel. Mr. Lambert's address, scheduled for Wednesday May 2, 2012 over lunch, will focus on *Community Driven Innovation Defining Our Future*. Registration for the Spring 2012 Data Summit is still available and all information is posted online at www.PESC.org.

H. David Lambert was named President and CEO of Internet2 in July 2010. Under his leadership, Internet2 is building on the organization's foundations to establish a unique set of unified capabilities that enable innovation for U.S. and global research and education institutions by leveraging the organization around the core principles of innovation, transformation, and community.

Lambert is leading Internet2 to focus on several key areas: advanced network services, national and regional collaboration, global reach and leadership, industry and research partnership engagement, NET+ Services "above the network," and the U.S. Unified Community Anchor Network (U.S. UCAN).

These areas have yielded extraordinary results in a very short period of time and include launching domestic and global end-to-end advanced networking capabilities, creating the first 100G transcontinental network with ESnet, forming partnerships with Indiana University and the China Research and Education Network to link U.S. and Chinese research and education networks, working with Educause and more than 50 universities to pilot a new model for digital course materials, and forming new strategic industry partnerships to provide new cloud and network services. (continued on p 5)

NCES AWARDED FOR CEDS AS BEST PRACTICE

(continued from p 2)

- 2005 NCHelp Electronic Standards Committee | **CRC Beta Test**
- 2004 FSA, US Department of Education | **XML Registry & Repository for the Education Community**
- 2003 SIF Association | **SIF Specification**
- 2002 ELM Resources | **ELMnet & NCHelp Meteor Advisory Team | Meteor**
- 2001 NCHelp Electronic Standards Committee | **Common Account Maintenance (CAM)**
- 2000 University of Northern Iowa | **EDI Bridge**
- 1999 Ontario Universities' Application Centre | **Model of Electronic Standardization Initiative**

STUDENT LOAN DATA REPORTING STANDARD PROPOSED BY USA FUNDS AND NASLA THROUGH LETTER OF INTENT

On April 12, 2012, USA Funds and NASLA presented PESC with an official *Letter of Intent* to develop a standard for Student Loan Data Reporting among lenders, servicers, guarantors, institutions and other interested parties.

The *Letter of Intent* highlights a number of use cases for such a PESC Approved Standard:

- To assist institutions with the management of various reporting requirements (e.g. cohort default rates (CDR), gainful employment, etc.)
- Default prevention
- Repayment management
- Default calculations & various other needs

The Letter of Intent is attached to this edition of THE STANDARD. Stay tuned for a forthcoming official announcement from PESC which will include the naming of workgroup co-chairs and the official launch of community workgroup development efforts.

Simplifying
AccessImproving
Data QualityReducing
Cost

Common Data Services

The mission of the PESC Common Data Services taskforce is to improve security, reliability, efficiency and speed in the transfer of all educational data types by developing an open web services network and associated standards to benefit the education of students, streamline processes for institutions, and facilitate the advancement of services offered for education.

The CDS Task Force is focusing on its first project **EDexchange**: the establishment of an open, data exchange network for the education community.

NIEM

David Webber, Oracle's Technical Team Lead for NIEM, will lead a half-day workshop on the **National Information Exchange Model (NIEM)**. This workshop, geared toward a technical audience will provide a broad & comprehensive introduction to the world of NIEM, defining what NIEM is, how it is used, what tools are available and the future plans for NIEM.

Attendees will learn how to design and develop NIEM exchanges and dictionaries & how NIEM compares to current methodologies (like PESC).

Also covered will be XML exchange test suites and deployment with partners. David Webber is a hands-on NIEM instructor as well as a longtime XML standards advocate. Whether organizations adopt NIEM or not, the tools and resources freely available through NIEM are very valuable to those learning and furthering their understanding of data exchange development.

PESC TO FEATURE
**5 HALF-DAY
WORKSHOPS**

at Spring 2012 Data Summit

www.PESC.org

Privacy & Security

US Department of Education's Chief Privacy Officer Kathleen Styles and the Privacy Technical Assistance Center (PTAC) will lead a half-day workshop on **Privacy, Security and Confidentiality of Student Records**. This workshop, geared toward a postsecondary audience, will provide basics on FERPA (Family Educational Rights and Privacy Act) including changes recently enacted, but will not specifically focus only on FERPA.

Rather this workshop will provide a high level overview of FERPA and how it applies in postsecondary context and introduce participants to a wide variety of tools and resources available: a privacy toolkit containing best practice guides and related resources; data security policies, procedures, & architectures reviews; data security audit assistance; FAQs and answers commonly requested by PTAC stakeholders; & help desk support on data privacy & security questions.

Academic ePortfolio

There are many definitions and uses for ePortfolios. At its basic core, ePortfolio software allows users to simply build an electronic collection of content elements - often including rich media - that are typically referred to as artifacts. ePortfolio software also allows its users to reflect on and share their artifacts with friends, colleagues, teachers and prospective employers, w/the administrative controls for sharing artifacts given to the creator of his or her Portfolio. This Workgroup is proposing an **Academic ePortfolio** as a PESC Approved Standard.

CommIT Collaborative

The Common Identity & Trust (**CommIT**) Collaborative, forged through a partnership between Internet2's InCommon Federation and PESC's EA2 Task Force includes the College Board, ACT, Common Application and a number of institutions and service providers on a pilot project to demonstrate the advantages of the InCommon Federation and a unique student identifier to streamline the admissions process.

The goal is to provide benefits to everyone involved in the admissions process; vendors, high schools, students, parents, and higher education admissions and registrations offices. Creating a single sign-on system with a unique student identifier will allow for the creation of a wide array of services that will benefit all partners.

Leaders will hold one ½ day workshop for a general business audience and one ½ day for technical issues & development.

P E S C

IN SUPPORT OF STUDENT ACHIEVEMENT.
FOR THE COMMUNITY. BY THE COMMUNITY.



CONNECTING KIDS TO COLLEGE AND CAREER

PESC is the voice for the efficient and secure real-time exchange of student data from initial access of the student from high school into the college environment through successful completion of the education experience.

Transparent collaboration is our cornerstone principle. The sharing of ideas and best practices reminds us that while we work in a competitive environment, as stakeholders we must also cooperate and work together for the greater common good. That greater common good is ensuring student achievement and progression along the PK20 education lifecycle and fostering a successful learning experience.

PESC is driving the collaborative development and alignment of data across disparate systems, across sectors & is eliminating barriers that inflate costs for institutions, students, states and taxpayers.

PESC envisions an interoperable environment that enables students to smoothly progress & transition throughout the entire education lifecycle. The goal of seamless interoperability is achievable. We have the ability, we've identified what needs to be done, and we know how to do it.



JOIN THE COMMUNITY.
JOIN THE EFFORT.
JOIN PESC.



BENEFITS OF PESC

The U.S. Department of Education, the State Higher Education Executive Officers (SHEEO), the Council of Chief State School Officers (CCSSO), the Data Quality Campaign (DQC) and the SIF Association support this mission and together with PESC, we are bringing interoperability to education on a scale never before seen.

ONLINE RESOURCES	INDUSTRY INITIATIVES	MEMBER ACTIVITIES	GOALS OF THE MISSION
PESC Approved Standards	CEDS	Collaborative Workgroups	Set & Maintain Data Standards
Implementation Guides	eAuthentication & Role Based Access	Data Summits	Link Public & Private Sectors
The STANDARD	Exchange Network for Education	User Groups	Accelerate Service & Performance
Comprehensive Website	EdUnify	Policies & Procedures	Lead Collaborative Development
Educational White Papers	Emerging Technologies	Governance	Promote Best Practices
XML Registry & Repository	Seal of Approval Program	International Outreach	Serve as Data Experts

The proprietary and disjointed approach education has historically taken toward entry and retrieval of student data is costly, unwieldy and ineffective. Now more than ever and combined with unprecedented funding and political will, data mechanisms that provide significant improvement in process, customer service, research, data integrity, cost containment & accountability are available.

Student data will always originate from various sources and disparate systems. PESC recommends approved standards in the latest technology – eXtensible Mark-Up Language (XML) as with standard methods of communicating and transporting data, all software and systems can be synchronized harmoniously.

PESC approved standards, provided free of charge to the education community, include data element names, definitions, code sets, technical instructions & implementation guides and can be adopted by individual data systems & for exchange between data systems.

Architects and IT directors can make sound technology decisions and rely on a proven return on investment. Administrators in admission offices, registrars, business & financial aid officers and states can depend on the quality of student data. Data and software providers can work efficiently to meet the needs of the community without having to worry about multiple methods & costly proprietary formats. Researchers can be more confident in the consistency of their results & ensure improved accuracy.

By eliminating barriers, simplifying access, improving data quality, reducing cost, & bridging data gaps along the PK20 education lifecycle, a new level of efficiency emerges.

With its founding in 1997 by leaders in higher education, the PESC community has taken on that governance responsibility and is dedicated to achieving its mission. PESC approved standards, with open and transparent development and approval processes, are a "best practices" model transforming the education landscape.

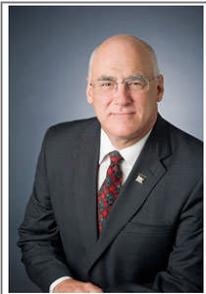
COLLABORATING FOR THE GREATER COMMON GOOD OF STUDENT ACHIEVEMENT

Established in 1997 at the National Center for Higher Education and located in Washington, D.C., PESC is a 501(c)(3) non-profit, community-based, umbrella association of colleges and universities; college and university systems; professional and commercial organizations; data, software and service providers; non-profit organizations and associations; and state and federal government agencies. For up-to-date information on current meetings, events, new development efforts, and how to join, visit www.PESC.org or call +1.202.261.6516. © 2012. PESC. All rights reserved.



INTERNET2 PRESIDENT & CEO H. DAVID LAMBERT TO KEYNOTE PESC SPRING 2012 DATA SUMMIT

(continued from p 3)



Internet2 is now positioned to take the lead in establishing the community's vision to enable innovation for U.S. research and education facilities by combining Internet2's Advanced Network Services Portfolio, NET+ service capabilities, and the InCommon

federated identity capabilities by integrating them through an intentional end-to-end architecture at the national, regional, and campus level. This Innovation Platform Initiative will result in the development of a layer 2 service, increase support for software defined networks, provide a robust environment for cloud services, and ensure Internet2's position at the forefront of advanced networks.

Prior to joining Internet2, Lambert was the first Vice President for Information Services and Chief Information Officer at Georgetown University. He was recruited to Georgetown from Cornell University, where he served as Vice President for Information Technology from 1994 through 1997 and as Director of Network Services from 1989 through 1993. Prior to joining Cornell in 1989, Lambert held several technical and leadership positions at Indiana University, Bloomington.

Mr. Lambert's academic background includes a B.A. in Political Science from West Virginia University (1971) and doctoral studies in Political Science at Indiana University, Bloomington (1972-1976). He also holds the Professional Manager Certificate from Indiana University's Graduate School of Business.

The Common Identity and Trust (CommIT) Collaborative, forged through a partnership between PESC's Electronic Authentication/Electronic Authorization (EA2) Task Force and Internet2's

InCommon Federation, will also hold extensive meetings at the Spring 2012 Data Summit, including the Higher Education Group, the Business Group & the Technical Group; and a general session presented by CommIT leadership. For more information including how to register for the Spring 2012 Data Summit, please visit www.PESC.org.

ABOUT INTERNET2

Internet2® is a member-owned advanced technology community founded by the nation's leading higher education institutions in 1996. Internet2 provides a collaborative environment for U.S. research and education organizations to solve common technology challenges, and to develop innovative solutions in support of their educational, research, and community service missions. For more information, visit <http://www.internet2.edu>.

"Of course, it's not enough for us to increase student aid. We can't just keep subsidizing skyrocketing tuition. We'll run out of money.

States also need to do their part, by making higher education a higher priority in their budgets.

And colleges and universities have to do their part by working to keep costs down."

- President of the United States
Barack Obama
State of the Union
January 24, 2012

NEW PESC MEMBERS**Pathbrite**

Christopher Gray, VP of Product Development
 Christopher@Pathbrite.com
www.Pathbrite.com

Musicass

Grace Choi, COO
 grace@musicca.com
www.Musiccas.com

1998 Amendments to the Higher Education Act of 1965

P.L. 105-244

Sec 101---Revision of Title I

PART D---ADMINISTRATIVE PROVISIONS FOR DELIVERY OF STUDENT FINANCIAL ASSISTANCE

SEC. 143. ADMINISTRATIVE SIMPLIFICATION OF STUDENT AID DELIVERY.

- (a) IN GENERAL- In order to improve the efficiency and effectiveness of the student aid delivery system, the Secretary and the Chief Operating Officer shall encourage and participate in the establishment of voluntary consensus standards and requirements for the electronic transmission of information necessary for the administration of programs under title IV.
- (b) PARTICIPATION IN STANDARD SETTING ORGANIZATIONS-
- (1) The Chief Operating Officer shall participate in the activities of standard setting organizations in carrying out the provisions of this section.
 - (2) The Chief Operating Officer shall encourage higher education groups seeking to develop common forms, standards, and procedures in support of the delivery of Federal student financial assistance to conduct these activities within a standard setting organization.
 - (3) The Chief Operating Officer may pay necessary dues and fees associated with participating in standard setting organizations pursuant to this subsection.

PESC FORMALIZES SUPPORT FOR CEDS

Being written in to PESC's Policies and Procedures is PESC's support for Common Education Data Standards (CEDS).

Development within PESC's Standards Forum for Education (in workgroups, Task Forces, etc.) must consider CEDS as a highest priority resource and commit to and require its methodology in the naming of data elements, definitions, codes sets and all other relevant resources. Variance from CEDS may be allowed on a case-by-case basis, and must be justified and approved by the Change Control Board (CCB) in coordination with the Technical Advisory Board (TAB) and the Steering Committee of the Standards Forum for Education.

Coordination of development, activities and events will be coordinated through PESC's permanent Common Education Data Standards (CEDS) User Group. Now joining the Education Record User Group (ERUG) co-chaired by Tuan An Do of San Francisco State University and Bob Hewett of Pearson; and the Canadian PESC User Group co-chaired by Bill McKee of OCAS and Shane Aulenback of Decision Academic, the CEDS User Group will convene at PESC's Summits serve to keep the PESC community updated on issues and relations association with CEDS and the US Department of Education. (Note that appointment of co-chairs is forthcoming.)

BLACKBOARD BUYS 2 LEADING SUPPORTERS OF OPEN-SOURCE COMPETITOR MOODLE

By [Jeffrey R. Young](#)

For years, colleges looking for course-management software considered a choice between Blackboard's dominant commercial product or an open-source alternative such as Moodle or Sakai.

Now Blackboard essentially owns the open-source alternatives as well.

On Monday, Blackboard officials announced that the company has purchased two leading supporters of Moodle, Moodlerooms and NetSpot. Both deals are complete, though officials would not disclose the sale prices. The company also hired one of the founders of the Sakai project to lead its efforts to support colleges using that open-source software. The moves are part of the company's newly announced Blackboard Education Open Source Services group.

In the past Blackboard has purchased competitors and then either disbanded them, [as it did with Prometheus](#), or merged the competing product with its own, [as it did with WebCT](#). This time Blackboard said it is leaving the companies alone, allowing them to run under their current brand names with their existing staffs. No layoffs are anticipated, said Ray Henderson, president of academic platforms at Blackboard.

In an unexpected move, Blackboard also announced that it will continue to sell and maintain the Angel course-management system, which [it bought three years ago](#), indefinitely. It had previously announced that Angel would be discontinued in 2014.

Blackboard has purchased so many commercial competitors over the years that college officials have long joked that it would next buy open source, too. The funny part was that such a move would be impossible, because open-source projects are built under a license that prevents any one entity from owning the code. Of course, Blackboard hasn't bought Moodle or Sakai, but it is doing the next best thing in purchasing leading companies that support those programs and bringing in people who helped build the alternatives.

That might not amuse college officials who chose Moodle or Sakai specifically to avoid Blackboard's

orbit, said Trace A. Urdan, an analyst at Signal Hill. "People looking to open source as an alternative to Blackboard are going to be put off by it," he said. "This is going to turn some of the Moodlerooms customers off."

Lou Pugliese, chief executive of Moodlerooms, said in an interview late Monday that he is not worried about defectors, and instead stressed that the move will help colleges that use other Blackboard products and want to link them to Moodle.

Bradley C. Wheeler, chief information officer at Indiana University at Bloomington who has been active in the development of Sakai, said it remains to be seen whether Blackboard's news is good or bad for the open-source software movement in academe. "Does it cause software to mature faster" because of Blackboard's deep pockets, he asked, "or at some point and time does a value conflict arise?"

Officials from Moodlerooms, NetSpot, and Blackboard recently traveled to Australia to tell the inventor of Moodle, Martin Dougiamas, of their plans, and in a way, to ask for his blessing. He is quoted in a press release by Blackboard as saying that he will continue to consider Moodlerooms and NetSpot official Moodle partners. "The decision of Moodlerooms and NetSpot to work under Blackboard may sound very strange at first to anyone in this industry," said Mr. Dougiamas in a statement issued by Blackboard. "But it's my understanding that these three companies have some good plans and synergies."

Mr. Henderson of Blackboard [wrote on his blog](#) that the meeting was "a bit surreal for all present." Leaders of Blackboard, Moodlerooms, and NetSpot issued a public "statement of principles" swearing commitment to supporting open-source software development.

In an interview, Mr. Henderson highlighted Blackboard's growing diversity of products and

services beyond just providing course-management software. “We are definitely keen to grow our services businesses,” he said.

It is unclear what Blackboard’s announcements today mean to new upstart providers of learning-management systems, some of which have [enjoyed support of venture capitalists excited about education-technology companies](#).

Josh Coates, chief executive of [Instructure](#), argued that colleges will now see the choice as between software that began development nearly a decade ago and platforms built more recently. “Moodle’s a crappy product, so people don’t want to use it,” he said in an interview Monday. “Moodle and Blackboard came from the same decade, which was a long time ago.”

Mr. Henderson, of Blackboard, said that colleges mainly look to mature products that have proven their durability and staying power. “We like our chances there,” he said.

SURVEY SUGGESTS DEMAND FOR DATA STRAINS RESIDENTIAL NETWORKS

By [Nick DeSantis](#)

As more students arrive at college with tablets and smartphones, residential computing networks are trying to keep up with the demands of the data-hungry devices. This trend can strain network resources, a survey suggests, forcing some institutions to upgrade their equipment.

The [findings](#) were published last week by the Association for Information Communications Technology Professionals in Higher Education, or Acuta. Of the survey’s 255 respondents, 68 percent said they allowed students unlimited access to their residential networks. Only 19 percent said they limited the bandwidth available to mobile and network devices. Such a hands-off approach can be costly: Half of the respondents said they paid to

supply bandwidth but didn’t recover their investment.

The technology administrators said their top concerns were the growing popularity of mobile devices, the increasing thirst for bandwidth, and the demand for better wireless coverage. Several respondents suggested that students’ activities on their devices—like watching streaming video—matter more than the specific devices they use, according to the report.

The study, which the association plans to conduct annually, comprised American colleges with on-campus residential housing and focused exclusively on issues affecting residential student networks. Forward Analytics, a market-research firm, conducted the survey for Acuta in February. Of the respondents, 52 percent represented private colleges and 48 percent represented public institutions.

COMPLETING THE FAFSA

In 2010, the Department piloted a Free Application for Federal Student Aid (FAFSA) Completion Project, to assist school districts and secondary school administrators in determining which of their students have completed a FAFSA for the upcoming school year. The pilot currently supplies principals, counselors, and college access professionals across 20 participating districts and high schools with actionable information to use in increasing FAFSA completion among their student population. Key studies have indicated that FAFSA completion correlates strongly with college enrollment, especially among low-income populations. Since the launch, the Department has received increasing requests to expand the project.

An invitation for multiple high school districts to participate in the expansion effort was announced in January

<http://www.ed.gov/blog/2012/01/fafsa->

[completion-project-expands/](#)) and closed this month.

Now, the Secretary is inviting additional single high school districts, including single high school rural districts, to participate in the project (<http://www.ed.gov/blog/2012/03/fafsa-completion-project-expands-targets-single-high-schools-leas-and-rural-districts/>). The Department will accept requests through May 1, 2012. Up to 12 districts will be chosen via random selection.

Also, school officials can now track FAFSA submission and completion statistics at individual schools on the Department's FAFSA Completion web site. In the past, the agency did not have the means to provide real time, high school-specific data. Consequently, school officials had to rely on self-reported rates of FAFSA submission and completion, which were often higher than actual rates.

Using the FAFSA Completion tool, which will be updated every two weeks, educators will have reliable data to track FAFSA submission and completion and gauge their progress in increasing FAFSA completion. School officials can determine their school-wide FAFSA completion rate by comparing the tool number with their number of high school seniors. For more information, see <http://federalstudentaid.ed.gov/datacenter/fafsa.html>. For more information, see <http://www.ed.gov/blog/2012/03/askfafsa-hours-with-ruraleds-john-white/>.

ACT AND COLLEGE BOARD TIGHTEN TEST SECURITY

By [Eric Hoover](#)

High-school students will soon have to upload photos of themselves when they register for ACT and SAT exams. The image will be printed on each test taker's admissions ticket, which will then be

checked against the photo IDs they present at testing centers.

The new policy is just one of several "test security" enhancements that ACT Inc. and the College Board announced on Tuesday. The changes arose from last year's cheating scandal in Nassau County, N.Y., where more than 50 students were found to have either impersonated someone else and taken the ACT or SAT for that person, or paid another student to take the test for them.

An investigation of the cheating led by Nassau County's district attorney, Kathleen M. Rice, led to the arrest of 20 teenagers.

"These reforms close a gaping hole in standardized-test security that allowed students to cheat and steal admissions offers and scholarship money from kids who played by the rules," Ms. Rice said in a written statement announcing the new policies on Tuesday.

Among other changes, students' uploaded photos will reside on a database available to college admissions officers and high-school officials. All students will also be required to identify their high school when they register, so as to ensure that high-school administrators receive students' scores along with their uploaded photos. Before taking the exams, test takers will be asked to "certify their identity" in writing, and they will be told that impersonating another student could result in criminal prosecution.

Robert A. Schaeffer, public-education director at FairTest, a testing watchdog group, believes the new procedures will make impersonating another student much more difficult, if not impossible. "Using a digitized photo closes the barn door," he said, "now that the horse has left the barn." Yet Mr. Schaeffer also noted that impersonation is but one form of cheating. And it's apparently not the most common way in which students cheat on standardized tests.

Last October, officials at the Educational Testing Service, which administers the SAT, testified at a state Senate hearing in New York that about 3,000 test scores—out of some two million exams taken—were canceled each year, either because of irregularities reported by test-center supervisors, or because of large score jumps from previous tests, according to [The New York Times](#). Yet impersonations accounted for only about 150 of those cases, according to an ETS official quoted in the article.

Most cheating, Mr. Schaeffer said, involves collaboration among test takers during the exam, or the age-old phenomenon of roaming eyeballs. In other words, it's surely a lot easier to standardize an exam and tighten test-registration procedures than it is to control what happens once students pick up their pencils.

"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

MORE STUDENTS ARE ENROLLED IN COLLEGE AND ON FINANCIAL AID, ANNUAL REPORT SHOWS

By Joanna Chau

The number of students enrolled in college and the proportion who receive financial aid are both increasing, as are graduation rates, slightly, according to a report of 2010 data published on Tuesday by the U.S. Department of Education.

The "First Look" [report](#), "Enrollment in Postsecondary Institutions, Fall 2010; Financial Statistics, Fiscal Year 2010; and Graduation Rates, Selected Cohorts, 2002-7," is based on information from 7,165 institutions that receive Title IV federal student aid.

In the fall of 2010, about 22 million undergraduate and graduate students were enrolled in such institutions, compared with 21 million the previous year. Of the 19 million undergraduates in 2010, 56 percent were enrolled at four-year colleges and 42 percent at two-year institutions.

The vast majority—82 percent—of all first-time, full-time undergraduates in the 2009-10 academic year, of which there were 3.3 million, received some kind of financial aid, and 53 percent of them borrowed, according to the new report. By comparison, the [previous year's report](#) showed that about 79 percent of all first-time, full-time undergraduates during the 2008-9 academic year received some kind of aid, and 51 percent took out loans.

On average, students at public four-year colleges paid \$16,900 before any grants and \$10,200 afterward. At four-year private nonprofit colleges, the average sticker price was \$32,700, and the net price was \$16,700. And at four-year private for-profit colleges, the average price was \$27,900 before grants and \$23,800 after.

In all three cases, the initial figures were higher than those in the last national report, but the net

amounts were lower, except at for-profit institutions, where the net price was up by about \$700.

Just over 58 percent of first-time, full-time degree-seeking students who enrolled at four-year institutions in 2004 had graduated within six years from when they started, whereas 57 percent of students had in last year's report.

Graduation rates varied by institutional type. They were highest in the new report at private nonprofit institutions (65 percent), compared with 56 percent at public colleges and 28 percent at private for-profit institutions.

The report also looked at the characteristics of enrolled students. Almost 63 percent were full-time students and nearly 38 percent were enrolled part-time. Almost three-quarters of first-time, full-time undergraduates stayed in college their first year, compared with 44 percent of part-timers. Institutional finances were also included in the report. At public four-year institutions, it noted, 19 percent of revenue came from tuition and fees in 2009-10. At private nonprofit colleges, that figure was 33 percent, and at private for-profit institutions, 91 percent.

The report also calculated what share of each type of institution's expenses went toward instruction and other missions. At public four-year institutions, the share for instruction was 30 percent, and at public two-year colleges, 42 percent. Private nonprofit four-year colleges devoted 33 percent of expenses to instruction, and private for-profit four-year institutions, 21 percent.

AACRAO NAMES A NEW EXECUTIVE DIRECTOR

The Board of Directors of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) is pleased to announce that Michael Reilly will join AACRAO as Executive Director on

June 1, 2012. Mr. Reilly was selected from a highly qualified pool of candidates after a national search. He will succeed Jerry Sullivan, who is retiring from AACRAO after a very successful fourteen-year tenure.

Currently serving as the Executive Director of the Council of Presidents in the state of Washington, Mr. Reilly brings to AACRAO extensive experience in public policy and higher education. The Council of Presidents is an association of the presidents of Washington State's six public baccalaureate degree-granting institutions. In his role as Executive Director, Mr. Reilly represents the presidents and the institutions in the state legislature and serves as their liaison with the Governor's office and with multiple state agencies. He facilitates the work of over thirty committees as well as numerous academic and professional staff from the member universities.

Prior to his work with the Council of Presidents, Mr. Reilly served as the Associate Vice President for Enrollment Management at Humboldt State University in California and at Central Washington University. His higher education experience includes work in both admissions and student affairs at Washington State University, Seattle University, and Iowa State University. Mr. Reilly's career in academic and enrollment services has been characterized by a commitment to access to higher education, collaboration among diverse constituencies, data-driven decision-making, and sustainable strategic initiatives.

Mr. Reilly earned a Bachelor of Arts from Iowa State University and completed graduate work in anthropology at Washington State University. His record of community service beyond higher education is extensive, including serving on the boards of the Chamber of Commerce (Arcata, California), United Way (Kittitas County, Washington), and Ellensburg Gallery One in Washington.

Mr. Reilly brings to AACRAO a deep appreciation of and commitment to the values of the association. The Board of Directors is grateful to the many members of the higher education community, including AACRAO members and staff, who contributed to the search process. We look forward to introducing Mr. Reilly at the association's 2012 annual meeting in Philadelphia in early April.

ANNUAL SPRING MEMBERSHIP MEETING MAY 3, 2012

Please be advised that the Annual Spring PESC Membership Meeting is scheduled for Thursday May 3, 2012 5pm PDT and will be held at the Wynn Hotel in Las Vegas during the Spring 2012 Data Summit. In addition to updates on all the major issues and topics, we'll be voting on the PESC Board of Directors.

Nominations to serve on the PESC Board of Directors will open on Monday March 19, 2012. As a reminder the roles and responsibilities of Board members is outlined in our Board Manual available at http://www.pesc.org/interior.php?page_id=93 and only Members in good standing may make nominations. Stay tuned for the email announcing nominations.

In the meantime, please take a moment and register for the Spring 2012 Data Summit at http://www.pesc.org/interior.php?page_id=218.

*PESC thanks Diamond Sponsor **ORACLE**; Silver Sponsors **NATIONAL STUDENT CLEARINGHOUSE**, **PARCHMENT**, **SMART CATALOG**, and **USA FUNDS**; and Bronze Sponsors **ellucian**, **eSCHOLAR** and **PARCHMENT** for helping make meetings and events possible.*

BOARD OF DIRECTORS ELECTIONS AND NOMINATION SCHEDULE

Please be advised that elections for PESC's Board of Directors will be held during the 14th Annual PESC Membership Meeting Thursday May 3, 2012 from 5:00pm - 6:00pm PDT at the Wynn Hotel in Las Vegas NV.

With nominations now closed, the slate of nominees is now presented on the attached PROXY BALLOT which allows Members, who may not be able to attend the election in-person, the ability to cast a vote. Please vote now, cast your ballot and return it to PESC immediately. (The PROXY BALLOT is also posted online at http://www.pesc.org/interior.php?page_id=93).

NOTE: If attending the 14th Annual Membership Meeting in person, PROXY BALLOTS can still be submitted now and can then either be replaced with an in-person vote on Thursday May 3, 2012 or remain as the official vote. We recommend that every member organization submit a PROXY BALLOT so that if any last minute emergencies occur (bad weather, flight or meeting delays, etc.), an official ballot is still on file for that member organization.

PROXY BALLOTS must be received in PESC's offices by 5:00pm PDT Wednesday April 25, 2012.

Fax: 202-261-6517 Email: Michael.Sessa@PESC.org
Mail: 1250 Connecticut Ave NW, Suite 200, Washington, D.C. 20036

*Membership meetings are open to all PESC Members & Affiliates & with prior notification, other interested parties.

As you know the PESC Board of Directors has done a tremendous job in leading PESC over the years and each Board member is heavily involved with PESC in one way or another (as Task Force Chair, Subject Matter Expert, etc.). For more information on the PESC Board of Directors and their roles and responsibilities, please refer to the Board manual available at http://www.pesc.org/interior.php?page_id=93.



COLLABORATION FOR THE GREATER COMMON GOOD OF STUDENT ACHIEVEMENT

Powered by the strength of volunteers from its membership base, PESCS maintains a trusting, open and transparent environment. With this unique community perspective, together we are breaking down costly, proprietary barriers, and we have mapped out a common, strategic path for the future.

This path includes continued development of common data standards, establishment and support of data networks and infrastructure, common authentication and web services protocols enterprise-wide, seamless connections bridging postsecondary education systems to secondary and labor and workforce systems, and an eye on emerging technologies like social networking.

Together we are not only helping students across the country and all over the world, but with transparent collaboration as our cornerstone principle, we are supplying state administrators and government officials, researchers, CIOs, admissions officers, registrars, financial aid officers and architects the tools they need to do their jobs better.

The political will and demand for improvement have never been greater and continue to increase with time as budgets tighten and common solutions like standardization are being viewed as wise, cost-saving investments.

With membership from all leading stakeholders in higher education, PESCS serves as the umbrella organization to coordinate and advocate for student-centric data standardization and interoperability across higher education. We boldly accept that mission and work diligently to continue our proven record of success and achievement. We now elevate the mission to the next level.

JOIN THE COMMUNITY. JOIN THE EFFORT. JOIN PESCS.



UNLOCKING THE POWER OF EDUCATION DATA

Vision Statement

PESC envisions national and international *interoperability*, that is a trustworthy, inter-connected environment built by and between communities of interest in which data flows seamlessly from one system to another and throughout the entire eco-system when and where needed without compatibility barriers but in a safe, secure, reliable, and efficient manner.

Mission Statement

Through open and transparent community participation, PESC enables cost-effective connectivity between data systems to accelerate performance and service, to simplify data access and research, and to improve data quality along the higher education lifecycle.

Goals of the Vision & Mission

Accelerate Performance & Service

PESC develops and identifies tools for operational efficiencies and performance improvement in student data exchange from postsecondary preparedness and initial access of the student from high school into the college environment through successful completion of the education experience and into the workforce.

Reduce Cost

PESC promotes cost effectiveness of data alignment across disparate systems and across sectors that help mitigate costs for state and local governments and institutions struggling to keep up with the demands of technology and real-time data exchange while maintaining competitive tuition rates.

Lead Collaborative Development

PESC leads the establishment and facilitates the adoption and implementation of data exchange standards through direct community participation. Workgroups are continuously formed and follow specific policies and procedures, governed by the Steering Committee of the Standards Forum.

Set & Maintain Common Data Standards

PESC serves as a standards-setting and maintenance body with open, balanced policies & procedures. The Change Control Board (CCB) is the standing committee that reviews and approves standards.

Promote Best Practices

PESC highlights and supports successful business models for data standardization, access, and exchange. A competition is held each year and awards are provided each spring.

Link Public & Private Sectors

PESC maintains collaborative relationships with public, private, governmental, and international stakeholders in a balanced, neutral, and trusting environment.

Serve as Data Experts

PESC continuously improves its expertise and core competency in XML architecture and data modeling. The Technical Advisory Board (TAB) is the standing committee that provides technical expertise.

"Systems must be designed to meet the standards and guidelines of NCES...including the schemas of PESC."

– Grant RFA for Statewide Longitudinal Data Systems
American Recovery and Reinvestment Act (ARRA) of 2009

"In California's Community College System, we're implementing the PESC XML Postsecondary Transcript. It will save us time and most importantly resources and money. We are looking for one way to process transcripts and this will be it."

– Catherine McKenzie, Project Coordinator for the Chancellor's Office
California Community College System

"Embrace common standards and data systems so we can know where we stand and how to move forward."

– Bill Gates
Chair, Bill & Melinda Gates Foundation

Examples of Community Collaboration

Many other industries collaborate on their respective common data standards through community-based, standards bodies.



INTER-STATE TOLL BOOTHS

E-ZPass Interagency Group, a community-based association of states and agencies.



MORTGAGES

MISMO - Mortgage Industry Standards Maintenance Organization, a not-for-profit, community-based membership association and subsidiary of the Mortgage Bankers Association.



ATM MACHINES

Interbank networks such as PLUS, Cirrus, STAR, and LINK use international banking standards.



CREDIT CARDS

Networks like MasterCard and VISA work with the PCI Data Security Standards Council, a not-for-profit community-based membership association.

ACTIVATING INTEROPERABILITY ACROSS THE EDUCATION LIFECYCLE

Established in 1997 at the National Center for Higher Education & located in Washington, D.C., PESC is a 501(c)(3) non-profit, community-based, umbrella association of colleges and universities; college and university systems; professional & commercial organizations; data, software & service providers; non-profit organizations & associations; and state and federal government agencies. For current information on meetings, events, new development efforts, and how to join, visit www.PESC.org or call +1.202.261.6516. Copyright © PESC 2012. All rights reserved.



'U.S. NEWS' TO COLLECT NEW INFORMATION FROM COLLEGES

By [Beckie Supiano](#)

Later this month, when U.S. News & World Report starts to gather information from colleges for the next iteration of its rankings, it will be asking for several new data points. The changes were [announced](#) Thursday on "Morse Code," the blog of Robert J. Morse, the magazine's director of data research.

According to the blog post, the magazine will "collect and hope to publish information in three new areas: differential graduation rates based on income and race; data about the affordability of colleges; and information about each college's connectivity."

The new graduation-rate measures will not be used as part of the rankings methodology this year, the blog says, but might be in the future.

NEW COMMITTEE WILL ADVISE HOMELAND-SECURITY CHIEF ON STUDENT ISSUES

By Karin Fischer

The U.S. Department of Homeland Security announced Thursday the formation of a [new council](#) to advise Secretary Janet Napolitano on student-visa issues and other security-related topics that affect academe.

The high-level commission, comprising 19 university presidents and academic leaders, is one of the most prominent signs of greater responsiveness to higher-education concerns by the department since it came in for criticism for regulatory loopholes and enforcement lapses that allowed little-known and unaccredited institutions to enroll thousands of international students in [questionable degree programs](#).

In addition, Ms. Napolitano has created an Office of Academic Engagement to coordinate

departmentwide efforts on issues related to higher education, including international students, professional training, and university-based homeland-security research.

The new office and advisory council are among the department's priorities under Ms. Napolitano, said Lauren Kielsmeier, the office's executive director. We wanted to better "connect the dots across the department in all the ways in which we have a nexus to academe."

The new commission, which will hold its first public meeting March 20, is charged with providing advice and recommendations to the secretary and to senior department officials. Among its members are Rufus Glasper, chancellor of Maricopa Community Colleges, John E. Sexton, president of New York University, and Holden Thorp, chancellor of the University of North Carolina at Chapel Hill. The heads of the American Association of Community Colleges, the Hispanic Association of Colleges and Universities, and Nafsa: the Association of International Educators will also serve on the panel.

"I think the commission is valuable for higher education and for the department to hear our concerns," said Wallace D. Loh, president of the University of Maryland at College Park, who will be chairman of the group. He said he hoped the commission could make recommendations to Homeland Security to help it "get that right balance" between welcoming foreign students and scholars and protecting national security. As the president of a campus that is home to a major national center for the study of terrorism, he said he also would be interested in discussing homeland-security-related research and curriculum.

One issue panelists are certain to weigh in on is the department's oversight of the student-visa system, in the wake of [raids](#) on institutions in California and Virginia that admitted large numbers of Indian

students on the promise they could work in the United States. (The owner and operator of one of the institutions, Tri-Valley University, has since been [charged with](#) visa fraud.)

More Resources

Many agree that the key agency that oversees the system has historically been hampered by limits on its resources and authority. The agency, the Student and Exchange Visitor Program, or SEVP, must monitor some 10,300 schools and colleges authorized to admit foreign students, a system financed by fees on institutions and students.

While Homeland Security officials said they could not comment on continuing investigations or law-enforcement activities, Louis M. Farrell, SEVP's director. said in an interview that he has restructured his agency to more nimbly respond to criminal and law-enforcement cases.

For one, he has reassigned more than 20 employees to a special analysis and operations center. Mr. Farrell said the new unit is able to focus in a dedicated and coordinated way on problem cases, bringing together, for example, employees who monitor institutions to ensure they are complying with immigration rules and those who analyze visa data to spot troubling trends. While Mr. Farrell has thus far reallocated staff to the operations center, he said he may ask for additional resources.

Meanwhile, Mr. Farrell hopes to triple the number of investigative agents in the field, to 234, by the end of the fiscal year. He also plans to triple the number of staff members who certify and recertify colleges and schools and double the number of government contractors hired to analyze cases. "With more resources, we can be more aggressive," he said.

Mr. Farrell's agency is also increasing its outreach to colleges through a team of 60 new regionally based liaisons. By better educating students and

college officials about visa rules and more quickly responding to administrative glitches, SEVP will "be able to spend its resources on real but rare bad apples," he said.

The new personnel are made possible by an increase in the fees levied by the agency. But Mr. Farrell argued that his agency is benefiting not just from money but from the new attention to education-related security and immigration matters. "Having a department focus on this," he said at an international-education conference in January, "is ungodly good for all of us."

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.

FY 2009 3-YEAR DRAFT COHORT DEFAULT RATES DISTRIBUTED ON MARCH 5, 2012

Katrina Turner, Director, Operations Performance Division,
Federal Student Aid

On the morning of Monday, March 5, 2012 we distributed the FY 2009 Draft 3-Year Cohort Default Rate notification packages to all eligible domestic and foreign schools. In this announcement, we provide information about our distribution of the draft rates and the begin dates for challenging the draft rates.

Distribution of FY 2009 Draft 3-Year Cohort Default Rates

For both eligible domestic and foreign schools enrolled in the Electronic Cohort Default Rate (eCDR) process, we sent FY 2009 Draft 3-Year Cohort Default Rate and accompanying documentation via the Student Aid Internet Gateway (SAIG). This information was sent to the SAIG mailbox for the destination point designated by the school. Each eCDR package contained:

- * Cover Letter (message class SHDRLROP)
- * Reader-Friendly Loan Record Detail Report (message class SHCDRROP)
- * Extract-Type Loan Record Detail Report (message class SHCDREOP)

We did not send eCDR notification packages to any school not enrolled in eCDR. These schools may download their cohort default rates and accompanying Loan Record Detail Reports from the National Student Loan Data System (NSLDS) via the NSLDS Professional Access Web site.

We also sent a Network Message (message class MESSAGTB) to each school's SAIG mailbox that provides instructions for downloading, viewing, and printing the eCDR files. If a technical problem caused by the Department of Education (the Department) results in an inability to access the data, schools have five business days from the receipt of the eCDR notification package to notify

Operations Performance Division at the e-mail address given below.

Any school that did not have a borrower in repayment, during the current or any of the past cohort default rate periods, will not receive a FY 2009 3-Year draft cohort default rate notification package. These schools are considered to have no cohort default rate data and no cohort default rate.

Begin Dates for Challenging FY 2009 Draft 3-Year Cohort Default Rates

Although not subject to loss of eligibility due to the FY 2009 3-Year cohort default rates, schools can challenge their rates via the eCDR Appeals Web site. The time period for challenging a school's FY 2009 Draft 3-Year Cohort Default Rate under 34 C.F.R Part 668, Subpart M begins on Tuesday, March 13, 2012 for all schools.

In order to complete an adjustment or appeal, you may need a data manager's contact information. Click on a link entitled, "Numerical Data Managers" from the home page of the Cohort Default Rate Guide at <http://www.ifap.ed.gov/DefaultManagement/finalcdrg.html> where you will find a list of the data managers identified by a three-digit code found on a school's loan record detail report. When you click on the code or state (if no code exists), you will be directed to the data manager list that contains the name, address, telephone numbers, e-mail & Web site information for a particular data manager.

For additional information regarding the school cohort default rate calculation or the adjustment/appeal processes, please refer to the Cohort Default Rate Guide at <http://www.ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

You may also contact us by e-mailing fsa.schools.default.management@ed.gov or by calling the Operations Performance Division Hotline at 202/377-4259.

FALL 2012



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DATA SUMMIT

OCTOBER 17-19, 2012

PROMISING AND PRACTICAL STRATEGIES TO INCREASE POSTSECONDARY SUCCESS

ACTION: Request for Information (RFI); Promising and Practical Strategies to Increase Postsecondary Success.

SUMMARY: The Secretary of Education (Secretary) invites institutions of higher education (IHEs), non-profit organizations, States, systems of higher education, adult education providers, researchers, and institutional faculty and staff, or consortia of such entities, to provide the Department of Education (Department) with information about promising and practical strategies, practices, programs, and activities (promising and practical strategies) that have improved rates of postsecondary success, transfer, and graduation. The Department believes this information will be of interest to others in situations similar to those described in the submissions, and useful during future deliberations, possibly including discussions concerning improvements to the Higher Education Act of 1965, as amended (HEA), and other legislative proposals to the Congress. We are most interested in obtaining information about strategies that emphasize the quality of what students learn and timely or accelerated attainment of postsecondary degrees or certificates, including industry-recognized credentials that lead to improved learning and employment outcomes.

Information provided in response to this RFI will be posted on the Department's postsecondary completion Web site (Postsecondary Completion Web site) in a form that will allow information about promising and practical strategies to be shared, commented on, and discussed by interested parties, including employees of IHEs, State officials, students, and members of the general public.

DATES: Responses to this RFI may be submitted at any time after the publication of this notice, but in order for a response to be considered in the first round of reviews, it should be submitted by April 30, 2012. We will review and post responses received after April 30, 2012 on a regular basis.

ADDRESSES: Provide any submission related to this RFI to the following email address: collegecompletion@ed.gov. Alternatively, mail or deliver submissions to David Soo, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street NW., Washington, DC 20006.

FOR FURTHER INFORMATION CONTACT: David Soo, (202) 502-7742, david.soo@ed.gov.

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1-(800) 877-8339. Individuals with disabilities can obtain this document in an accessible format (e.g. braille, large print, audiotape, or compact disc) by contacting Warren Farr at (202) 377-4380 or warren.farr@ed.gov.

SUPPLEMENTARY INFORMATION:

Background

In February 2009, President Obama established a goal for the United States to regain, by 2020, its position as the nation with the highest percentage of its population holding postsecondary degrees and credentials. The Secretary is interested in collecting and making available to the public information on promising and practical strategies that can help educational institutions, States, non-profit organizations, and other entities contribute to achieving this goal.

The Secretary is particularly interested in information about promising and practical strategies that IHEs, States, non-profit organizations, or other entities have carried out and that could be replicated and/or scaled with the

goal of helping IHEs and States more effectively contribute to meeting the degree attainment goal set by the President and to improving student success generally. In addition to descriptions of these strategies, we are interested in receiving information about the factors perceived as most important to a strategy's successful implementation, the evidence that led the respondent to determine the importance of such factors, and the issues that the respondent believes would need to be addressed in order to encourage successful replication elsewhere.

The Secretary will establish the Postsecondary Completion Web site to serve as an online resource that makes publicly available the information submitted in response to this RFI. While the Department intends to review submissions made pursuant to this RFI prior to posting them on the Postsecondary Completion Web site, it will not be responsible for and will not certify the accuracy of any of the information or claims contained in these submissions. The Department will post a disclaimer to this effect on the Postsecondary Completion Web site. The individual or entity responsible for providing the Department with a submission will remain responsible for the accuracy of the information in the submission.

Once the Department establishes the Postsecondary Completion Web site and posts the information it receives in response to this RFI, the Secretary intends to publish a second notice in the Federal Register to announce the availability of this information and to invite feedback about the extent to which the strategies and ideas presented might be applicable to different institutions in different contexts, and what difficulties might arise in trying to implement them. The notice will again state that the Department will not be responsible for and will not certify the accuracy of any of the information or claims contained

in the submissions. Finally, the Secretary will establish an internal process for the continuous improvement, updating, and augmentation of the information made available on the Postsecondary Completion Web site.

This RFI is issued under the authority of the Department of Education Organization Act (DEOA), 20 U.S.C. 3402(4), by which the Secretary is authorized to promote improvements in the quality and usefulness of education through federally supported research, evaluation, and sharing of information.

Guidance for Submitting Documents: Respondents to this RFI should provide submissions attached to an electronic mail message sent to the email address provided in the ADDRESSES section of this notice. To help ensure accessibility to all interested parties, we request that all submissions comply with the requirements of section 508 of the Rehabilitation Act of 1973, or be submitted in an electronic format that can be made accessible, such as Microsoft Word. We will accept submissions in any electronic or written form provided, but submissions in forms that are not Section 508 compliant and not accessible will not be posted online. Instead, we will index these submissions and make them available in an accessible format upon request. We ask that each respondent include the name and address of his or her institution, consortium, or affiliation, if any, and the name, title, mailing and email addresses, and telephone number of a contact person for his or her institution or consortium or affiliation, if any. We also ask that each submission begin with a brief one-paragraph abstract that provides an overview of the information discussed therein.

The submission should include contact information (name, title, phone number, and email address) for an officer of the institution or an official of the submitting entity who is authorized to approve the

submission. The Department will contact the officer to confirm authorization for the submission.

If the submission is from a consortium of institutions, we ask that the respondent identify all members of the consortium but provide only the name of one contact person for the consortium. We also ask that the submission include contact information for the consortium's executive director so that we can confirm authorization for the submission.

Request for Information

Through this RFI, we seek to collect information on promising and practical strategies that IHEs, States, or other entities have used with the goal of helping improve rates of postsecondary success, transfer, and graduation.

At this time, we seek the assistance of IHEs, non-profit organizations, States, systems of higher education, adult education providers, researchers, and institutional faculty and staff who can offer information about promising and practical strategies that they have implemented, with or without Federal support, and that they believe have made measurable contributions to accelerated attainment of postsecondary degrees or certificates, including industry-recognized-credentials that lead to improved learning and employment outcomes.

When submitting information about a promising and practical strategy in response to this RFI, we request that respondents demonstrate how the promising and practical strategy is supported by data on outcomes. If a strategy described in a submission does not have extensive outcome data, the respondent should submit evidence that the proposed strategy, or one similar to it, has been attempted previously, even if on a limited scale or in a limited setting, and yielded promising results. We are particularly interested in strategies,

practices, programs, or activities supported by outcome data or for which evaluations have been conducted that can support any conclusions the respondent makes about the strategies described. We are also interested in receiving information about the costs of implementing the promising and practical strategies, both overall and on a per-participant basis.

We note that previous efforts to improve outcomes from postsecondary institutions have included improved student support services, early college and middle college programs, successful remediation programs, open educational resources (that is, resources that are made freely available to students as a substitute for commercial, proprietary learning materials), distance and tele-presence courses, pay-for-performance scholarships and financial assistance, nontraditional course schedules and sequences, and peer support.

We invite respondents to this RFI to provide current information on the implementation of these strategies and any other promising and practical strategy that they believe has helped to improve postsecondary success, transfer, and graduation. Specifically, we are interested in receiving documents and reports that include the following information:

A detailed description of the promising and practical strategy:

- Clear descriptions of the college completion obstacle addressed, including the dimensions of the problems or obstacles targeted by the intervention.
- The theory of action that provides the basis for the promising and practical strategy.
- A history of how the promising and practical strategy was developed.
- A description of the way submitters or others measured the outcomes of the promising and

practical strategy, and of any evaluations of the strategy, where available, including references to published or related studies and links to the relevant data or evaluation. In addition, respondents should discuss any factor or factors that made measuring success difficult and how they addressed those factors.

A discussion of any difficulties or challenges that arose during the implementation of the promising and practical strategy and of any adjustments that the institution or organization made in response to those challenges.

A description of the factor or factors the respondent believes were most important to the success of the promising and practical strategy. This could include the participation of a particular individual in the implementation of the strategy or some other reason that goes beyond the design of the activity undertaken.

A description of the elements of the promising and practical strategy that the respondent believes did not work, including a discussion of why the respondent believes an element did not work and what the respondent would do to change the activity in question in the future.

Suggestions about how other institutions might best replicate the promising and practical strategy and what potential concerns could make replication difficult. Detailed discussion of any Federal regulatory or statutory requirements or other laws, rules, or regulations that made successfully implementing the promising and practical strategy easier or more difficult.

This list of items we invite for submission is illustrative only; respondents may also address other issues that they believe are appropriate to the promising and practical strategies they describe.

Rights to Materials Submitted

By submitting material (e.g., descriptions of promising and practical strategies or data supporting strategies) in response to this RFI, the respondent is agreeing to grant the Department a worldwide, royalty-free, perpetual, irrevocable, non-exclusive license to use the material and post it on the Postsecondary Completion Web site. Further, the respondent agrees that it owns, has a valid license, or is otherwise authorized to provide the material to the Department for inclusion on the Postsecondary Completion Web site. The Department will not provide any compensation for material submitted in response to this RFI.

Request for Meta Data Tags

The Secretary anticipates a significant number of responses to this RFI. To maximize the utility of the information we can make available on the Postsecondary Completion Web site, and to make it easier for interested parties to search this information, the Department will include specific words or phrases--also known as "keywords" or meta data "tags"--in the database used to support the Web site. Therefore, the Secretary strongly encourages respondents to this RFI to use keywords or tags to identify components of the strategies described in their responses. The keywords or tags identified should be linked to, and accurately reflect substantial components of, the strategies, practices, programs, or other activities described in the submission. To simplify searches of the database created by the responses to this RFI, the Secretary provides in Appendix A of this RFI a list of standard keywords and tags that would be useful for the Postsecondary Completion Web site. The Secretary strongly encourages that respondents select--to the greatest extent possible--from among these standard keywords and tags when identifying tags for their submission. In the event that none of the words or phrases in

Appendix A is sufficiently precise for the promising and practical strategy that is the subject of the response, respondents may substitute other keywords or tags of their own choosing. The Secretary strongly encourages respondents to provide no more than eight keywords or tags for each strategy and limit each tag to no more than three words per tag and 28 characters per word. By limiting keywords and tags in this manner, the Secretary can most efficiently index the database and enable effective searches of all information obtained through this RFI.

Accessible Format: Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotape, or compact disc) on request to the program contact person listed under FOR FURTHER INFORMATION CONTACT.

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Authority: 20 U.S.C. 3204(4).

Dated: January 25, 2012.

Martha Kanter, Under Secretary of Education

LEADING EDUCATION AND TECHNOLOGY ADVOCATES ANNOUNCE THE “LEADING EDUCATION BY ADVANCING DIGITAL” (LEAD) COMMISSION, ORGANIZED TO ADVANCE THE NATION’S TRANSITION TO DIGITAL LEARNING

Columbia University President Lee C. Bollinger; Co-Founder of TPG Capital James Coulter; Former Secretary of Education Margaret Spellings and Common Sense Media Founder and CEO James Steyer Named LEAD Commission Co-Chairs
FCC Chairman Julius Genachowski and Department of Education Secretary Arne Duncan Support and Will Provide Input on Effort to Advance Digital Learning

Answering a challenge from the Federal Communications Commission and the U.S. Department of Education, experts on education and technology announced the Leading Education by Advancing Digital (LEAD) Commission. The Commission will develop a blueprint detailing the opportunity for using technology as a catalyst to transform and improve American education. The LEAD Commission will be Co-Chaired by Columbia University President Lee Bollinger; Co-Founder of TPG Capital James Coulter; former Secretary of Education Margaret Spellings; and Common Sense Media Founder and CEO James Steyer, with the support of the FCC and the Department of Education. The LEAD Commission will incorporate input from a cross-section of teachers, parents, local government officials, school officials, students and education technology industry leaders and expects to release its findings and a blueprint for action in late 2012.

FCC Chairman Julius Genachowski and U.S. Department of Education Secretary Arne Duncan announced their support for the organization and will provide input to the LEAD Commission’s efforts.

FCC Chairman Genachowski said, “I’m pleased these leaders are rising to the challenge Secretary Duncan and I set out to harness technology to help our students reach their full potential. I’m confident the LEAD Commission’s blueprint will chart a course to ensure that education technology will help prepare students to compete in the 21st century global economy.”

Education Secretary Duncan said recently, “It’s no exaggeration to say that technology is the new platform for learning. Technology isn’t an option that schools may or may not choose for their kids. Technological competency is a requirement for entry into the global economy – and the faster we embrace it – the more we maintain and secure our economic leadership in the 21st century.”

Building on the National Education Technology Plan released by the US Department of Education in November 2010 and the National Broadband Plan released by the FCC in March 2010, the Commission has several primary goals. For one, it will develop a fact base of current efforts, key trends, cost implications and obstacles to adoption of existing technologies. It will also examine how technology has been a catalyst for improvement in other sectors and what that implies for how technology and digital content could positively impact teaching and learning over time. Finally, the Commission will recommend the types of policies and funding vehicles that may be needed to ensure that school systems can successfully incorporate technology.

Columbia President Lee C. Bollinger said, “America’s colleges and universities have a very significant interest in ensuring that young people graduate from high school with the rigorous skills that prepare them to thrive in higher education and beyond. While the human interaction of student and teacher, critical thinking and classic texts remain essential parts of what we mean by an

‘education,’ we also know that new communications technologies can greatly enhance teaching, learning and research. We hope that our growing body of experience in the use of these transformational tools in higher education can provide useful insights for our nation’s schools.” James Coulter, Co-Founder of TPG Capital said, “Extraordinary technological innovation in education is already happening at the grass roots level. Just as technology has influenced other knowledge and content industries, technology can affect how well we educate our children. Our goal with this commission is to help policy makers to more swiftly and effectively integrate digital learning into our national curriculum.”

Former Secretary of Education Margaret Spellings said, “Technology has transformed so much of our lives, but our schools are not yet leveraging technology to the fullest extent. In order to truly close the achievement gap and impact teaching and learning, we must better use technology to customize instruction, improve the use of student data and deliver content in new and interesting ways.”

James Steyer, Founder and CEO of Common Sense Media said, “It is no secret that our education system desperately needs fundamental reform. The great news is that technology provides us with an opportunity to leapfrog decades of simply maintaining the status quo and to truly revolutionize education in this country quickly, which is exactly what’s needed to remain economically competitive in today’s global economy. By bringing together stakeholders who want to get this right, we have an enormous opportunity to reshape education for the 21st century in America.”

For more information on the LEAD Commission, visit www.leadcommission.org.



A CONSUMER INTERNET PRIVACY BILL *of* RIGHTS

The Obama Administration believes America must apply our timeless privacy values to the new technologies and circumstances of our times. Citizens are entitled to have their personal data handled according to these principles.



Individual Control

Consumers have a right to exercise control over what personal data companies collect from them and how they use it.



Access and Accuracy

Consumers have a right to access and correct personal data in usable formats, in a manner that is appropriate to the sensitivity and risk associated with the data.



Transparency

Consumers have a right to easily understandable and accessible information about privacy and security practices.



Focused Collection

Consumers have a right to reasonable limits on the personal data that companies collect and retain.



Respect for Context

Consumers have a right to expect that companies will collect, use, and disclose personal data in ways that are consistent.



Accountability

Companies should be accountable to enforcement authorities and consumers for adhering to these principles.



Security

Consumers have a right to secure and responsible handling of personal data.

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WEDNESDAY MAY 2, 2012

7:30AM – 8:30AM	CONTINENTAL BREAKFAST	ALSACE 1
8:00AM – 5:00PM	REGISTRATION	ALSACE 1
8:30AM – 10:15AM	<p>GENERAL SESSION</p> <p>ALSACE 2</p> <p>WELCOME & OPENING REMARKS</p> <ul style="list-style-type: none"> ▪ MICHAEL SESSA, PRESIDENT & CEO, PESC <p>PRIVACY, SECURITY & CONFIDENTIALITY OF STUDENT RECORDS</p> <ul style="list-style-type: none"> ▪ KATHLEEN STYLES, CHIEF PRIVACY OFFICER, US DEPARTMENT OF EDUCATION <p>COMMON EDUCATION DATA STANDARDS (CEDS)</p> <ul style="list-style-type: none"> ▪ JACK BUCKLEY, COMMISSIONER, NCES, US DEPARTMENT OF EDUCATION (INVITED) <p>CEDS CONSORTIUM</p> <ul style="list-style-type: none"> ▪ JOHN BLEGEN, CEDS PROJECT MANAGER, SHEEO 	
10:15AM – 10:30AM	BREAK	ALSACE 1
10:30AM – NOON	<p>GENERAL SESSION</p> <p>ALSACE 2</p> <p>SHARED LEARNING INFRASTRUCTURE (SLI)</p> <ul style="list-style-type: none"> ▪ BRANDT REDD, SENIOR TECHNOLOGY OFFICER, BILL & MELINDA GATES FOUNDATION <p>MyDATA BUTTON INITIATIVE</p> <ul style="list-style-type: none"> ▪ RICHARD CULATTA, DEPUTY DIRECTOR, OFFICE OF EDUCATIONAL TECHNOLOGY, US DEPARTMENT OF EDUCATION 	
NOON – 1:30PM	<p>LUNCH KEYNOTE</p> <p>GENERAL SESSION</p> <p>ALSACE 1</p> <p>COMMUNITY DRIVEN INNOVATION DEFINING THE FUTURE</p> <ul style="list-style-type: none"> ▪ DAVID LAMBERT, PRESIDENT & CEO, INTERNET2 	ALSACE 1

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WEDNESDAY MAY 2, 2012

<p>1:30PM – 3:15PM</p> <p>GENERAL SESSION</p> <p>ALSACE 2</p>	<p>PESC</p> <ul style="list-style-type: none"> ▪ MICHAEL SESSA, PRESIDENT & CEO, PESC <p>FEDERAL STUDENT AID (FSA)</p> <ul style="list-style-type: none"> ▪ MIKE FILLINICH, SENIOR TECHNICAL MANAGER, ENTERPRISE DATA SERVICES, TECHNOLOGY OFFICE, FSA, US DEPARTMENT OF EDUCATION <p>NATIONAL INFORMATION EXCHANGE MODEL (NIEM)</p> <ul style="list-style-type: none"> ▪ DAVID WEBBER, NIEM TECHNICAL LEAD, ORACLE; TECHNICAL ARCHITECTURE COMMITTEE ▪ MICHELLE VIDANES, BUSINESS ARCHITECTURE, NIEM <p>CANADIAN PESC USER GROUP</p> <ul style="list-style-type: none"> ▪ BILL MCKEE, DIRECTOR OF OPERATIONS, OCAS ▪ SHANE AULENBACK, VICE PRESIDENT, DECISION ACADEMIC
<p>3:15AM – 3:30PM</p>	<p>BREAK</p> <p style="text-align: right;">ALSACE 1</p>
<p>3:30PM – 5:00PM</p> <p>GENERAL SESSION</p> <p>ALSACE 2</p>	<p>ACADEMIC EPORTFOLIO WORKGROUP UPDATE</p> <ul style="list-style-type: none"> ▪ JOHN ITTELSON, PROFESSOR EMERITUS, CSU MONTEREY BAY ▪ DON PHILLIPS, DIRECTOR, XAP CORPORATION <p>COMMON IDENTITY & TRUST COLLABORATIVE (COMMIT) – EA2/INCOMMON</p> <ul style="list-style-type: none"> ▪ CHARLIE LEONHARDT, PRINCIPAL TECHNOLOGIST, GEORGETOWN UNIVERSITY ▪ ARNIE MILES, MIDDLEWARE ARCHITECT, GEORGETOWN UNIVERSITY ▪ ANN WEST, INCOMMON/INTERNET2 ▪ NATE KLINGENSTEIN, INTERNET2 ▪ DAVE MOLDOFF, FOUNDER & CEO, ACADEMYONE <p>EDEXCHANGE UPDATE – COMMON DATA SERVICES (CDS) TASK FORCE</p> <ul style="list-style-type: none"> ▪ JOSEPH GIROUX, CALIFORNIA COMMUNITY COLLEGES ▪ RICK BLAISDELL, CHIEF TECHNOLOGY OFFICER, CONNECTEDU
<p>5:00PM</p>	<p>ADJOURN FOR DAY</p>
<p>5:30PM – 6:30PM</p>	<p>ANNUAL SPRING RECEPTION</p> <p style="text-align: right;">ALSACE 1</p>

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THURSDAY MAY 3, 2012

7:30AM – 8:30AM	CONTINENTAL BREAKFAST		ALSACE 1
8:00AM – 5:00PM	REGISTRATION		ALSACE FOYER
8:00AM – 8:30AM	1 ST TIME SUMMIT ATTENDEE ORIENTATION (OPTIONAL)		ALSACE 1
8:00AM – 8:30AM	INTRODUCTION & ORIENTATION ON COMMIT (OPTIONAL)		ALSACE 2
8:30AM – 10:15AM CONCURRENT SESSIONS	CHAMBERTIN 1	CHAMBERTIN 2	ALSACE 2
	WORKSHOP A PRIVACY TECHNICAL ASSISTANCE CENTER (PTAC)	WORKSHOP B NATIONAL INFORMATION EXCHANGE MODEL (NIEM)	EDUCATION RECORD USER GROUP (ERUG)
10:15AM – 10:30AM	BREAK		ALSACE 1
10:30AM – 12:15PM CONCURRENT SESSIONS	CHAMBERTIN 1	CHAMBERTIN 2	ALSACE 2
	WORKSHOP A (CONT'D) PRIVACY TECHNICAL ASSISTANCE CENTER (PTAC)	WORKSHOP B (CONT'D) NATIONAL INFORMATION EXCHANGE MODEL (NIEM)	CANADIAN PESCS USER GROUP
12:15PM – 1:30PM	LUNCH ON YOUR OWN		

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THURSDAY MAY 3, 2012

1:30PM – 3:15PM	CHAMBERTIN 1	CHAMBERTIN 2	ALSACE 1	ALSACE 2
CONCURRENT SESSIONS	COMMON IP	WORKSHOP C EA2/INCOMMON COMMIT TECHNICAL GROUP	AACRAO SPEEDE COMMITTEE (INVITATION ONLY)	WORKSHOP D ACADEMIC EPORTFOLIO WORKGROUP
3:15PM – 3:30PM	BREAK			ROOM NAME
3:30PM – 5:00PM	CHAMBERTIN 1	CHAMBERTIN 2	ALSACE 1	ALSACE 2
CONCURRENT SESSIONS	CEDS USER GROUP	WORKSHOP C (CONT'D) EA2/INCOMMON COMMIT TECHNICAL GROUP	AACRAO SPEEDE COMMITTEE (INVITATION ONLY) (CONT'D)	WORKSHOP D (CONT'D) ACADEMIC EPORTFOLIO WORKGROUP
5:00PM	ADJOURN FOR DAY			
5:00PM – 6:00PM	ANNUAL PESc MEMBERSHIP MEETING			ALSACE 1

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FRIDAY MAY 4, 2012

7:30AM – 8:30AM	CONTINENTAL BREAKFAST				ALSACE 1
8:00AM – NOON	REGISTRATION				ALSACE FOYER
8:30AM – 10:15AM	ALSACE 1	ALSACE 2	CHAMBERTIN 1	CHAMBERTIN 2	
CONCURRENT SESSIONS	<u>EA2/INCOMMON</u> COMMIT GENERAL SESSION	<u>WORKSHOP E</u> <u>CDS TASK FORCE</u> EDEXCHANGE PILOT PROJECT	SEAL OF APPROVAL BOARD (SAB)	STEERING COMMITTEE	
10:15AM – 10:30AM	BREAK				ALSACE 1
10:30AM – NOON	ALSACE 1	ALSACE 2	CHAMBERTIN 1	CHAMBERTIN 2	
CONCURRENT SESSIONS	<u>EA2/INCOMMON</u> COMMIT GENERAL SESSION	<u>WORKSHOP E</u> (CONT'D) <u>CDS TASK FORCE</u> EDEXCHANGE PILOT PROJECT	TECHNICAL ADVISORY BOARD (TAB)	CHANGE CONTROL BOARD (CCB)	
NOON	ADJOURN				

Summary of Activities, Meetings and Conference Calls of the AACRAO SPEEDE Committee Months of January and February 2012

This is an update for interested members of the AACRAO membership about the ongoing activities of the Standardization of Postsecondary Education Electronic Data Exchange (SPEEDE) Committee of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The AACRAO SPEEDE Committee actively meets and works year round with a focus on the creation, maintenance, and promotion of standards for the electronic exchange of student transcripts and other student education records. The AACRAO SPEEDE committee reports to the AACRAO Vice President for Information Technology (Group VI), Jim Bouse.

Face to Face Meetings Held: None.

AACRAO SPEEDE Committee conference calls held (with number of participants): 1/5/12 (7), 1/12/12 (6), 1/19/12 (5), 1/26/12 (5), 2/2/12 (5), 2/16/12 (6) and 2/23/12 (7). Average call participation for the seven calls was six of the nine members of the committee.

Opening on the AACRAO SPEEDE Committee: There is currently an opening on the committee. Anyone who is a member of AACRAO is eligible to apply. Use the following link for additional info about the SPEEDE Committee: <http://www.aacrao.org/About-AACRAO/committees/speede.aspx>.

Activities Related to PESC: AACRAO is a founding member of, and an active supporter and participant in the Postsecondary Electronic Standards Council. PESC is the standards setting organization for the electronic exchange of student records in higher education in North America.

- Rick Skeel represents AACRAO on the PESC Board of Directors. Rick was also appointed to the Technical Work Group (TWG), a part of the Common Education Data Standards Task Force organized by the US Department of Education's National Center for Education Statistics (NCES).
- Tuan Anh Do and Tom Stewart serve on the Change Control Board (CCB).
- Tuan Anh Do also serves on the Technical Advisory Board (TAB).

January and February 2012 Report from AACRAO SPEEDE Committee

Approved PESC XML Standards of Interest to AACRAO Members Include:		
Schema	Version	Date Approved
College Transcript	1.0	May 2004
	1.1	October 2007
	1.2	January 2010
	1.3	June 2011
High School Transcript	1.0	June 2006
	1.1	January 2010
	1.2	June 2011
Transcript Acknowledgment	1.0	July 2007
	1.1	June 2011
Batch Submission	1.0	July 2007
	2.0	February 2008
Request for Student Transcript	1.0	October 2007
	1.1	June 2011
Response to a Request for Student Transcript	1.0	October 2007
	1.1	June 2011
Application for Admission	1.0	August 2009
	1.1	June 2011
Education Test Score	1.0	August 2009
IPEDS Graduation	1.0	March 2010
IPEDS Fall Enrollment	1.0	August 2009
IPEDS 12 Month	1.0	January 2011
PDF Attachments	1.0	January 2011
Functional Acknowledgment	1.0	December 2010

January and February 2012 Report from AACRAO SPEEDE Committee

It is recommended that all users update to the latest version of each schema. All users who have updated to the latest version can accept all documents created with all earlier versions as long as the first digit of the Version Number is the same. All users of an earlier version can also receive documents created in later versions as long as the first digit of the Version is the same, **provided that no data were included that use the new data elements, or new values of old data elements.**

PESC Workgroups and User Groups of Interest to AACRAO Members include:

Academic Progress (formerly Degree Audit): This workgroup became inactive and is now in the process of becoming active again. New participants, whose school or company are members of PESC, are welcome.

Recruitment and Enrollment: This group is creating an XML schema for use in transmitting recruiting info to interested and participating schools. After a period of inactivity, it plans to resume its conference calls and it also welcomes new participants whose school or company are members of PESC.

EdUnifySM: This web services group was launched to automate electronic lookup, reporting and exchange, PK12 and workforce linkages, and transfer of credit.

Academic e-Portfolio: This workgroup holds regular conference calls and welcomes participation from anyone whose school or company holds membership in PESC.

Education Record User Group (ERUG) for Approved PESC XML and EDI Standards: PESC formed this user group that deals with maintenance of all of the approved XML schemas in the admissions and student records area, as well as all of the ANSI ASC X12 EDI Standards for the admissions and student records area.

Tuan Anh Do of the AACRAO SPEEDE Committee currently co-chairs the User Group, with Bob Hewett from Pearson (formerly the National Transcript Center).

ERUG currently holds hourly conference calls on Tuesdays at noon Eastern Time whenever there are agenda items to discuss. Anyone whose school or company is a member of PESC is welcome and encouraged to join ERUG and participate in discussion of proposed changes to existing schemas.

ERUG is currently reviewing a draft of the crosswalk rules for the conversion of the PESC XML College Transcript version 1.3 to the EDI TS130 version 4010.

So far in 2012, ERUG has approved the following changes to XML Transcript schemas:

- Adding a User Defined Extension to the “AcademicAwardProgram” data element;
- Adding enumerated values of “Grade13” and “Ungraded” to several simple data elements in the two transcript schemas;

January and February 2012 Report from AACRAO SPEEDE Committee

- Adding a new simple optional data element “CohortGraduationYear” to the “AcademicRecord” complex data element.
- Creating a new version 1.4 to the XML College Transcript Schema and a new version 1.3 to the XML High School Transcript Schema.

These requests will now be submitted to the PESC Change Control Board for approval and implementation.

AdmitMe: This newly created workgroup will build upon earlier work done by other PESC groups to allow a person to log on to the Internet once and create a log-on ID that can be used for future log-ons to multiple web sites (such as admission test sites or college admissions web sites).

Canadian User Group: There is extensive volume production use of PESC XML schemas in the province of Alberta and a great deal of interest in the same in Ontario and British Columbia. There is also extensive use of the EDI TS130 Transcript Standard in Ontario and BC. This new group will explore issues of special interest to Canadian users (and potential users) of PESC XML schemas and EDI transaction sets.

This new group has been approved to present several program sessions at the 2012 Meeting of the Association of Registrars of the Universities and Colleges of Canada (ARUCC) to be held in Ottawa, on the use of PESC EDI and XML standards to exchange student records electronically.

January and February 2012 Report from AACRAO SPEEDE Committee

Other Activities of the AACRAO SPEEDE Committee:

Crosswalks for EDI Transaction Sets to PESC XML Schemas, and vice-versa: Most schools that are just beginning to implement the electronic data exchange of postsecondary student transcripts are expected to implement the PESC XML format. However, almost all of the current exchanges via the University of Texas SPEEDE Server are using the ANSI ASC X12 EDI format. To allow new users access to the established EDI exchanges, and to allow established EDI users to exchange with the new XML users, crosswalk rules are being developed from one format to the other.

These rules were developed by the AACRAO SPEEDE Committee and approved by the PESC ERUG and are now posted on the PESC.org web site at http://www.pesc.org/interior.php?page_id=219 . Those approved to date are

Document	From Version	To Version	Date Approved
College Transcript	PESC XML Version 1.0	EDI TS130 V 4010	March 2007
	EDI TS130 Version 4010	PESC XML V 1.0	March 2007
	PESC XML Version 1.1	EDI TS130 V 4010	November 2010
	PESC XML Version 1.2	EDI TS130 V 4010	November 2010
High School Transcript	PESC XML Version 1.0	EDI TS130 V 4010	July 2010
	PESC XML Version 1.1	EDI TS130 V 4010	September 2010
Transcript Acknowledgment	PESC XML Version 1.0	EDI TS 131 V 4010	July 2010
	EDI TS131 Version 4010	PESC XML V 1.0	July 2010
Transcript Request	EDI TS146 Version 4010	PESC XML V 1.0	November 2009
	PESC XML Version 1.0	EDI TS146 V 4010	November 2009
Response to Request for Transcript	PESC XML Version 1.0	EDI TS147 V 4010	May 2011

Work is in progress for these sets of crosswalk rules:

High School Transcript - EDI TS 130 Version 4010 to PESC XML Version 1.0;

College Transcript - PESC XML Version 1.3 to EDI TS 130 Version 4010.

January and February 2012 Report from AACRAO SPEEDE Committee

State and Province Electronic Transmission Initiatives and Mandates: The AACRAO SPEEDE Committee now updates, every two or three months, a spreadsheet of the activities, mandates and initiatives of which we are aware in each US State and Canadian Province. We encourage you to review the spreadsheet to insure it is up to date for your state or province.

We know there is a great deal of activity among AACRAO members in the secure exchange of PDF Student Transcripts. Since a large portion of these PDF documents do not go to postsecondary schools, we need you to report this PDF activity so it can be included in this document on the AACRAO web site. Please send any updates and corrections to stewartj@aol.com. It is now posted on the SPEEDE page on the AACRAO web site at <http://www.aacrao.org/About-AACRAO/committees/speede/statestat.aspx>.

State EDI, XML, and PDF Contacts: The AACRAO SPEEDE Committee also recently updated the contacts list. It is now posted on the AACRAO web site at <http://www.aacrao.org/About-AACRAO/committees/speede/statecont.aspx>. Please send updates and corrections to wbemis@usc.edu.

Sample Paper vs. Electronic Standard Documents: The AACRAO SPEEDE Committee has begun a project to take a sample paper postsecondary transcript and post it on a website (PESC or AACRAO) that would also show the sample EDI and XML instance documents used for an electronic exchange. In EDI, this would include the ISA/IEA and GS/GE wrappers and the TS130. In XML, it would include the XML Batch Submittal, and the XML College Transcript.

AACRAO SPEEDE Meeting at AACRAO 2012: The AACRAO SPEEDE committee plans to meet at the AACRAO Annual Meeting in Philadelphia on Wednesday, April 4, from 1 to 6 pm and again on Thursday, April 5, from 8 am to noon in Room 301 at the Marriott Hotel. The committee would welcome anyone interested to join us for all or part of the committee meeting.

January and February 2012 Report from AACRAO SPEEDE Committee

AACRAO 2012 Annual Meeting in Philadelphia: The AACRAO SPEEDE Committee has been approved to present or facilitate the following programs at the Philadelphia meeting:

- ❶ Panel Discussion on the Electronic Exchange of Student Transcripts (Paper vs XML vs EDI vs PDF)
- ❷ Panel Discussion on the Latest in the Secure Electronic Exchange of PDF Student Transcripts
- ❸ \$how Me the Money - Cost Benefits of Electronic Exchange of Student Transcripts
- ❹ Grow Your Electronic Transcript Trading Partner Relationships
- ❺ Electronic Transcript Exchanges That Really Work
- ❻ Overcoming the Roadblocks to Transcript Electronic Exchanges
- ❼ Birds of a Feather Fireside for Schools Sending and/or Receiving Electronic Transcripts or Who Are Interested in Doing So
- ❽ Business Process Re-Engineering Pre-Conference Workshop
- ❾ How Do Standards Play a Role with Open Source
- ❿ The UT SPEEDE Server - The Past, Present and Future for Sending Electronic Student Data

Common Education Data Standards: The AACRAO SPEEDE Committee, primarily through PESC, is involved in defining the data elements now being included in this national project. Version 2.0 of this standard is now available at <http://ceds.ed.gov> .

Work on Version 3.0 has just begun and we hope that it will include even more data elements that are used in high school and college student transcripts.

January and February 2012 Report from AACRAO SPEEDE Committee

University of Texas at Austin SPEEDE Internet Server: Shelby Stanfield, University Registrar at UT Austin has provided us with the following information about the use of the Free Server. Cumulative 12 month stats are as of the end of February 2012:

Description	Last Year	This Year	Percent Change
Number of TS130 Transcripts for January	112,954	132,481	17%
Number of TS130 Transcripts for past 12 months	1,089,493	1,049,702	-4%
Number of TS131 Transcript Acknowledgments for January	111,261	159,594	43%
Number of TS131 Transcript Acknowledgments for past 12 months	1,017,014	1,128,142	11%
Number of TS189 Applications for Admission for January	161,754	169,683	5%
Number of TS189 Applications for Admission for past 12 months	1,329,779	1,458,537	10%
Number of Total Transactions for January **	452,249	528,563	12%
Number of Total Transactions for past 12 months **	4,183,952	4,429,926	6%
Number of TS130 Sending Schools in January***	154	173	12%
Average Number of TS130 Sending Schools per month for past 12 months ***	161	166	3%
Number of TS130 Receiving Schools in January ***	282	302	7%
Average Number of TS130 Receiving Schools per month for past 12 months ***	278	281	1%

** Total Transactions include TS130 Transcripts, TS131 Acknowledgments, TS997 Functional Acknowledgments, TS 189 Applications for Admission, and TS138 Test Scores.

*** In addition to this number of schools, there are other entities that distribute transcripts through the Server on behalf of multiple schools, such as Parchment (Docufide), Florida K-12, Florida Postsecondary, Pearson, Texas Education Agency, Triand, and Xap Corporation.

XML Transcripts: In January and February 2012, five schools exchanged 3,481 PESC XML Transcripts via the UT Austin SPEEDE Internet Server.

January and February 2012 Report from AACRAO SPEEDE Committee

Other Electronic Transmission Activity Not Using the Texas Server: North Carolina sends electronic high school transcripts within the statewide college access web portal, CFNC.org. Within this NC network, there are 491 high schools sending electronic transcripts to 110 participating colleges and universities. For the months of January and February 2012, a total of 31,265 electronic high school transcripts were securely delivered. The breakdown is as follows: TS130 - 23,683 and XML - 7,582.

Other states and provinces that exchange XML or EDI transcripts without the use of the Texas SPEEDE Server include Florida, Maryland, Ohio, New Jersey, Alberta, British Columbia and Ontario.

For example, as of September 2011 in Alberta Province, since ApplyAlberta (Alberta Postsecondary Application System) began in October 2009, a total of 196,126 PESC XML Admission Applications have been submitted by applicants. In addition, 260,693 PESC XML Transcripts have been processed through the system.

And in British Columbia, BCcampus reports that in October 2011, 612 PESC XML transcripts were exchanged between one BC college and two universities that are piloting this new service. It is estimated that over 4,000 PESC XML College Transcripts were exchanged between these institutions to date during calendar year 2011. Plans are in place to extend this service to all other BC public postsecondary institutions, and others.

And several vendors exchange many electronic high school and/or college transcripts using their own networks. These include Pearson (National Transcript Center), Parchment (formerly Docufide), ConnectEDU and the several vendors who distribute PDF transcripts.

Translation Software: Once the Texas Internet SPEEDE Server has thoroughly tested the translation software to convert PESC XML Version 1.0 College Transcripts to EDI TS130 transcripts, the next translation product they are considering offering is the conversion of the EDI TS131 Transcript Acknowledgment to the PESC XML Transcript Acknowledgment Version 1.0.

January and February 2012 Report from AACRAO SPEEDE Committee

Future Meetings: The following are future events at which the AACRAO SPEEDE Committee is planning to participate:

AACRAO Annual Meeting April 1 - 4, 2012 (Sunday through Wednesday) at the Pennsylvania Convention Center in Philadelphia.

PESC Spring Data Summit May 2 - 4, 2012 (Wednesday through Friday) at the Wynn | Encore Hotel in Las Vegas.

AACRAO Technology Conference July 1 - 3, 2012 (Sunday through Tuesday) at the Palmer House Hilton in Chicago.

PESC Fall Data Summit October 17 - 19, 2012 (Wednesday through Friday) at the Four Seasons Hotel in Vancouver, British Columbia

January and February 2012 Report from AACRAO SPEEDE Committee

AACRAO SPEEDE Committee Members for 2011-2012:

W. Matt Bemis	Associate Registrar, <i>University of Southern California</i>	wbemis@usc.edu
Jerry Bracken	Software Engineer Core Services, <i>Brigham Young University (UT)</i>	jeroldbracken@gmail.com
Tuan Anh Do, Chair	Assistant Director, Systems Support Group, Undergraduate Admissions, <i>San Francisco State University (CA)</i>	doey@sfsu.edu
Robin S. Greene, Vice-Chair and Chair-Elect	Senior Associate Director of Technology and Internet Services, College Foundation of North Carolina, <i>University of North Carolina General Administration</i>	greeners@northcarolina.edu
Doug Holmes, Scribe	Programmer Analyst III, Ontario Universities' Application Centre, and Representative to the AACRAO SPEEDE Committee from the Association of Registrars of the Universities and Colleges of Canada (ARUCC)	doug@ouac.on.ca
Monterey E. Sims, Conferences Program Coordinator and Vice-Chair Elect	Director of Operations/University Services Document Processing <i>University of Phoenix (AZ)</i>	monterey.sims@phoenix.edu
Rick Skeel	Director of Academic Records, <i>University of Oklahoma</i>	rskeel@ou.edu
John T. "Tom" Stewart	Retired College Registrar, <i>Miami Dade College (FL)</i>	stewartj@aol.com
Tim Tashjian	Associate Director, Student Information Systems, Office of the Registrar, <i>University of Texas at Austin</i>	tim.tashjian@austin.utexas.edu

And that's the update for the past two months from the AACRAO SPEEDE Committee.

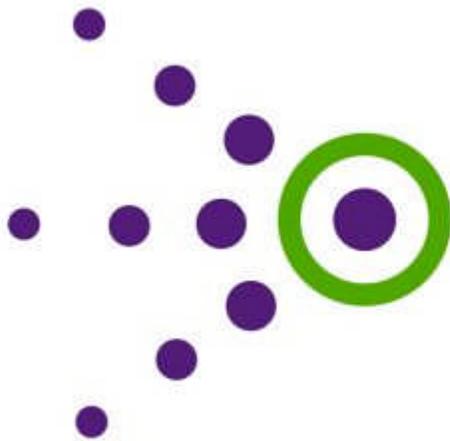
Michael Sessa

From: CEDS Consortium on behalf of CEDS Consortium
To: Michael Sessa
Cc:
Subject: March CEDS Consortium Newsletter
Attachments:

Sent: Fri 3/16/2012 08:57

In this bi-monthly newsletter you will find upcoming events, news, updates, and other articles and information about the CEDS Initiative.

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Common Education Data Standards

Common Education Data Standards Consortium Newsletter

Issue 5 • March 2012

www.commoneddatastandards.org

www.ceds.ed.gov

Dear Colleagues,

Welcome and thank you for your interest in the Common Education Data Standards (CEDS) Initiative. In this issue you will find upcoming events, news, updates, and other articles and information about the CEDS Initiative or related data efforts. As always, please do not hesitate to reach out with questions, ideas for future newsletters, and success stories from your agencies by contacting Kimberly Gondwe, kimberlyr@ccsso.org.

Thank you,
CEDS Consortium

Features:

- Upcoming Events
- CEDS Version 2 Released Jan. 31st!
- Get Involved in the CEDS Implementation Process!
- CEDS Publications & Presentations
- NGA Issue Brief: Using Data to Guide State Education Policy and Practice
- SIF 3.0 to Support the Common Education Data Standards
- 11 States can Link Data Systems!
- CEDS Webinar Series 2 Recording Available!

Upcoming Events

- CEDS Webinar Series 3 | Online Meeting
 - April 12, 2012, 1:00 pm EST
- Higher Education Data Warehousing (HEDS) Annual Conference | Austin, TX
 - April 14-17, 2012
- IPEDS Workshop and State Data Conference | Washington, D.C.
 - April 29-May 2, 2012
- Postsecondary Electronic Standards Council (PESC) National Conference | Las Vegas, NV
 - May 2-4, 2012
- EIMAC Spring Meeting | Denver, CO
 - May 14-17, 2012

CEDS Version 2 Released

CEDS Version 2 is released! On January 31st, NCES released Version 2 of CEDS, which includes updated elements as well as a logical data model and the CEDS Alignment Tool. Adoption and use of the CEDS will increase the ability to share and compare data consistently and broadly across and within states and educational entities at all levels and to improve decision making and ultimately student outcomes. CEDS 2.0 includes a broad scope of elements spanning much of the P-20 spectrum and provides greater context for understanding the standards' interrelationships and practical utility. Specifically, Version 2 includes:

- a finalized list of elements, definitions, and option sets;
- a CEDS Logical Data Model to describe the relationships among CEDS elements;

- and
- a Data Alignment Tool to allow users to easily map and compare their own data dictionaries to CEDS and standards used by other organizations

Click [here](#) to view CEDS Version 2 now!

Get Involved in the CEDS Implementation Process!

- **Voices of Support.** The CEDS Consortium is collecting statements of support from education stakeholders. For more information or to submit a statement of support please see [Voices of Support](#).
- **Inform your colleagues about CEDS.** CEDS is important to all sectors and levels of education – policymakers, practitioners and those charged with collecting and reporting data. Please forward this email widely and encourage engagement in the process. NCES needs your input.
- **Keep up with CEDS' progress.** Stay informed about all of the work of the CEDS Initiative by frequently visiting our [website](#).

CEDS Publications & Presentations

A collection of papers and PPTs on CEDS is now available. Geared toward a variety of audiences across the P-20 community, these products provide both introductory and in-depth information on the standard, covering topics such as the benefits of common standards for education data, component parts of the standard, tools for utilizing CEDS, and privacy issues.

- To go directly to the collection of publications & presentations, click [here](#) or visit <http://ceds.ed.gov/publications.aspx>

NGA Issue Brief: Using Data to Guide State Education Policy and Practice

States and local school districts are building and improving data systems that track students, staffing, and expenditures. Significant amounts of data are now available to parents, educators, researchers, and policymakers; however, the full promise of gathering and analyzing data to guide education policy and practice has yet to be realized. Although

the technical aspects of the systems are largely in place, data analytics continue to be used sparingly, mainly because they have limited utility for educators and policymakers. Even when data are analyzed to inform policy and practice, it is difficult for educators and policymakers to act on the results. The data largely sit in distinct silos, requiring individuals to jump through multiple hoops to access the information they need.

It is up to governors to ensure that continued investments in data systems are directed in ways that promote the greater use of the data. Governors, chief state school officers, board members, legislators, and educators can realize the promise of data to guide policy and practice if states:

- Collect more actionable data designed to meet identified stakeholder questions, such as information on students' mastery of standards, the impacts of academic interventions, and a clearer link between school and district expenditures and student performance;
- Link multiple data systems through the adoption and use of common, open data standards; and
- Provide new tools for aggregating and analyzing data that ease educators' ability to offer individualized instruction and support and policymakers' ability to monitor performance.

To read the full report, visit

<http://www.nga.org/files/live/sites/NGA/files/pdf/1202EDUDATABRIEF.PDF>

SIF 3.0 to Support the Common Education Data Standards

The SIF Association leadership has agreed to an aggressive technical shift to support CEDS release 2.0 by recasting SIF 3.0 Specification release to incorporate all of CEDS 2.0 while also renewing emphasis on the use of commercial web standards to exchange data.

The SIF Implementation Specification (US) 3.0 will enable and allow for "CEDS on the Wire" across the country. This functionality will reflect the complete adoption of all CEDS 2.0 elements to improve tracking lifelong learning from Early Childhood to K12 to Higher Education to the workforce, as well as to enable various other data initiatives such as Race to the Top, the SLDS Program, and SLI. Through standardization, the SIF Implementation Specification (US) 3.0 will effectively bring the thousands of successful SIF adoptions across hundreds of school districts in all 50 states under the CEDS umbrella and showcase true standard adoption.

11 States can Link Data Systems!

According to the DQC annual Survey 11 States— Alaska, Arkansas, Delaware, Florida, Maryland, Missouri, North Carolina, Rhode Island, Texas, Utah, and Washington—can currently link their state K–12 data systems with early learning, postsecondary education, workforce, social services, and other critical agencies. By linking data systems across the P-20/workforce spectrum, states are able to evaluate whether students, schools and districts are meeting many states' college and career readiness expectations.

CEDS Webinar Series 2 Recording Available!

The 2nd CEDS Webinar Series took place Thursday, March 8th at 1:00pm EST and served as a feedback gathering session on the upcoming CEDS Use Case Generator Tool. Allowing for the CEDS team to gather feedback and requirements from users as the tool is being developed. The CEDS Use Case Generator Tool builds on the CEDS Alignment Tool and allows stakeholders to generate specific and relevant maps to a growing pool of CEDS aligned use cases.

To access the recording from this webinar, click on the link below:

- <https://ccsso.webex.com/ccsso/lsr.php?AT=pb&SP=EC&rID=53297762&rKey=5fa75bf977fa7fef>

SAVE THE DATE

- CEDS Webinar Series 3: **April 12, 2012 at 1:00 EST**

[forward to a friend](#)

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Thank you for your Get Involved Submission on the Common Education Data Standards (CEDS) Initiative website. Your email address was added to this list to receive emails that will provide updates and other information about the CEDS Initiative.

Our mailing address is:

CCSSO
One Massachusetts Avenue, NW

Suite 700
Washington, DC 20001

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Ellucian(TM): New Company Name Announced for Datatel and SunGard Higher Education Combination

FAIRFAX, Va. March 26, 2012 – The recent combination of two education technology leaders, Datatel and SunGard Higher Education, has a new name: Ellucian™.

“Ellucian is much more than two companies coming together; it embodies our focus on helping education institutions thrive in an increasingly dynamic world,” said John F. Speer, President and CEO, Ellucian. “The Ellucian brand represents innovative solutions developed in collaboration with a global education community. It stands for providing solutions and sound, strategic guidance to help institutions navigate change, achieve greater transparency and drive efficiencies. And it reflects our unique ability and responsibility to work with our client community to discover new ideas and insights that will help move education forward.”

Ellucian helps institutions by:

- **Investing in the primary solutions** that clients have come to rely on, including Advance, Banner, Colleague, and PowerCAMPUS administrative systems.
- **Providing a broader solution portfolio** to give clients more choices and capabilities to address their evolving needs.
- **Cultivating the collective intelligence of a global client community** to benefit all its members, including 2,300 colleges, universities, foundations and state systems in 40 countries.
- **Accelerating innovation** with an expanded pool of research and development resources and community contributions to deliver the solutions clients need now and in the future, faster and more efficiently.

Speer announced the new Ellucian name to an energetic audience of 6,200 clients at Summit 2012, an annual user conference. The company will celebrate the new Ellucian name again April 1-4 with 2,000 additional clients at the DUG user conference.

“Ellucian evokes the clarity and light that learning brings to life, aspects that we aspire to share in our relationships with institutions of higher, further and vocational education around the world,” said Michelle Reed, Chief Marketing Officer, Ellucian. “We are a passionate team, motivated by the possibilities of technology and education. The Ellucian brand amplifies who we are and what we want to be for our clients.”

Visit Ellucian at www.ellucian.com, follow Ellucian on Twitter ([@EllucianInc](https://twitter.com/EllucianInc)), and like Ellucian on Facebook ([/EllucianInc](https://www.facebook.com/EllucianInc)).

About Ellucian

Ellucian helps education institutions thrive in a dynamic world. We deliver a broad portfolio of technology solutions, developed in collaboration with a global education community, and provide strategic guidance to help education institutions of all kinds navigate change, achieve greater transparency, and drive efficiencies. More than 2,300 institutions in 40 countries around the world look to Ellucian for the ideas and insights that will move education forward, helping people everywhere discover their futures through learning. Visit us at ellucian.com.

Trademark information: SunGard is a registered trademark of SunGard Data Systems Inc. Ellucian and the Ellucian logo, Datatel and the Datatel logo, Advance, Banner, Colleague and PowerCAMPUS are trademarks or registered trademarks of Ellucian, Inc. or its affiliates in the U.S. and other countries. Other trade names and trademarks used herein are owned by their respective

holders.

Michael Sessa

From: IES Newsflash Subscription Service [IESWebmaster@ed.gov] **Sent:** Fri 3/30/2012 09:59
To: Michael Sessa
Cc:
Subject: IES Announces New Series of Funding Opportunities Webinars
Attachments:



The banner features the IES logo on the left, which consists of three green dots of varying sizes followed by the letters 'ies' in a bold, lowercase font. To the right of the logo, the text 'INSTITUTE OF EDUCATION SCIENCES' is written in a smaller, uppercase font. On the far right of the banner, the word 'NEWSFLASH' is written in a large, bold, green, uppercase font. The background of the banner is a light green color with a pattern of small, darker green dots that create a sense of depth and movement.

IES Announces New Series of Funding Opportunities Webinars

The Institute of Education Sciences will host a series of funding opportunities webinars in April – August, 2012. These webinars will focus on a wide range of topics for applicants to the FY 2013 grant programs, including the application process, grant writing, and overviews of specific funding opportunities. Full descriptions of the webinars are available and registration is now open. For further information and to register, [click here](#).

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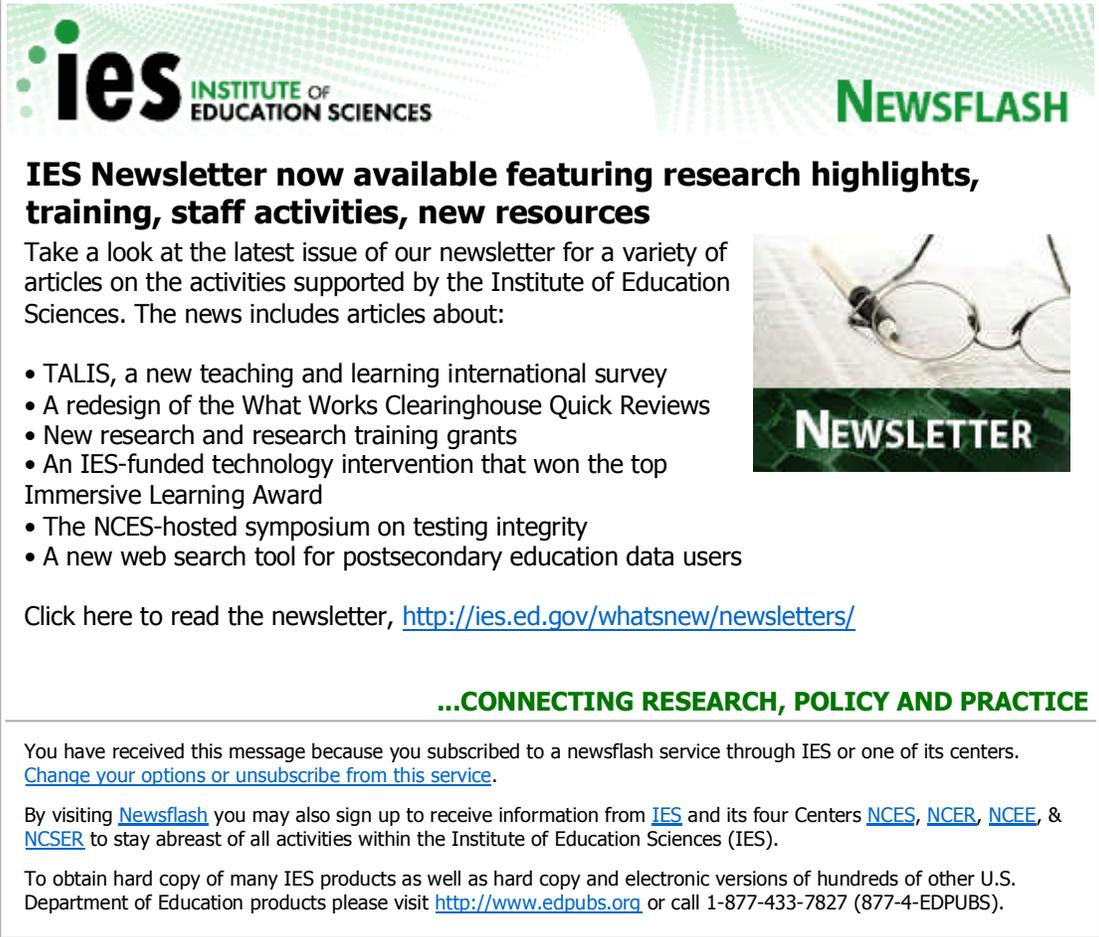
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Michael Sessa

From: IES Newsflash Subscription Service [IESWebmaster@ed.gov] **Sent:** Thu 3/29/2012 11:54
To: Michael Sessa
Cc:
Subject: IES Newsletter now available featuring research highlights, training, staff activities, new resources
Attachments:



ies INSTITUTE OF EDUCATION SCIENCES **NEWSFLASH**

IES Newsletter now available featuring research highlights, training, staff activities, new resources

Take a look at the latest issue of our newsletter for a variety of articles on the activities supported by the Institute of Education Sciences. The news includes articles about:

- TALIS, a new teaching and learning international survey
- A redesign of the What Works Clearinghouse Quick Reviews
- New research and research training grants
- An IES-funded technology intervention that won the top Immersive Learning Award
- The NCES-hosted symposium on testing integrity
- A new web search tool for postsecondary education data users



Click here to read the newsletter, <http://ies.ed.gov/whatsnew/newsletters/>

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Michael Sessa

From: IES Newsflash Subscription Service [IESWebmaster@ed.gov] **Sent:** Thu 3/22/2012 10:03
To: Michael Sessa
Cc:
Subject: NCES Announces the 2012 Summer Forum and the 25th Annual STATS-DC 2012 Data Conference
Attachments:



NCES Announces the 2012 Summer Forum and the 25th Annual STATS-DC 2012 Data Conference

The National Center for Education Statistics (NCES) is sponsoring a two and a half-day meeting of the membership of the National Forum on Education Statistics at the Mayflower Renaissance Hotel in Washington, DC, July 9-11, 2012.

Immediately following the Forum, on July 11-13, is the 25th Annual STATS-DC 2012 [Data Conference](#) (July 11-13, 2012). Highlights from the conference include:

- Discussions on technical and policy issues related to the collection, maintenance, and use of education data for education researchers, policymakers, and data system managers from all levels of government who want to share innovations in the design and implementation of education data collections and information systems;
- Information sessions by NCES postsecondary education experts on various data systems such as the Integrated Postsecondary Education Data System (IPEDS), as well as sessions; on the CCD, Common Education Data Standards (data collection, data management, data privacy, data dissemination, data linking beyond K-12, data standards, data quality, data usage, growth models, education research, school finance, Statewide Longitudinal Data Systems), changes in how the U.S. Department of Education collects and uses data; and
- Updates on federal and state activities affecting data collection and reporting, with a focus on information about the best new approaches in collecting, reporting, and using education statistics.

You are invited to attend the Summer Data Conference in Washington, DC and to submit a proposal to present a session. For more information about the Summer Data Conference, please visit <http://ies.ed.gov/whatsnew/conferences/Default.aspx?id=969>

To register and optionally submit a concurrent session or demonstration proposal, please visit <http://ies.ed.gov/whatsnew/conferences/Register.aspx?id=969>

***** The deadline to submit a proposal is Friday, April 13, 2012. *****

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Michael Sessa

From: IES Newsflash Subscription Service [IESWebmaster@ed.gov] **Sent:** Wed 3/21/2012 11:17
To: Michael Sessa
Cc:
Subject: NCES Releases New Search Tool for Postsecondary Education Data Users
Attachments:



NCES Releases New Search Tool for Postsecondary Education Data Users

To improve postsecondary education data users' access to data, NCES has released the [College and Career Tables Library](#) as part of [DataLab](#) – NCES's postsecondary education data tool suite, which includes PowerStats and QuickStats.

The Tables Library lets you

- Browse 5,000+ tables from NCES's postsecondary publications
- Search for tables by keywords; narrow search results by data source and publication year; and browse for tables by topic using explore topics

The tables also include link back to the original publications and you can download the files used to create the tables within PowerStats (for those based on datasets that are within PowerStats).

To access the Tables Library, please visit <http://nces.ed.gov/datalab>. If you have questions about the Tables Library, please send them to powerstats@ed.gov.

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

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Michael Sessa

From: IES Newsflash Subscription Service [IESWebmaster@ed.gov] **Sent:** Tue 3/27/2012 09:38
To: Michael Sessa
Cc:
Subject: NCES Releases New Data on Postsecondary Enrollment, Graduation Rates, and Student Financial Aid
Attachments:




NCES Releases New Data on Postsecondary Enrollment, Graduation Rates, and Student Financial Aid

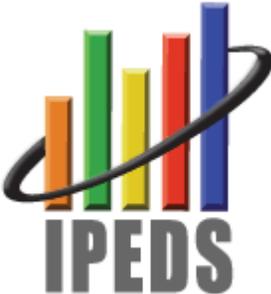
For those attending public 4-year institutions, average price before aid was approximately \$16,900 and net price was about \$10,200; for those attending nonprofit 4-year institutions, average price before aid was roughly \$32,700 and net price was about \$16,700; and for those attending for-profit 4-year institutions, average price before aid was approximately \$27,900 and net price was about \$23,800, according to new data released by the National Center for Education Statistics. *Enrollment in Postsecondary Institutions, Fall 2010; Financial Statistics, Fiscal Year 2010; and Graduation Rates, Selected Cohorts, 2002-2007* presents findings from the spring 2011 data collection of the Integrated Postsecondary Education Data System (IPEDS) from the National Center for Education Statistics within the Institute of Education Sciences.

Other findings include:

- In fall 2010, Title IV institutions enrolled 19 million undergraduate and 3 million graduate students. Of the 19 million undergraduates, 56 percent were enrolled in 4-year institutions, 42 percent in 2-year institutions, and 2 percent in less-than-2-year institutions.
- Approximately 58 percent of full-time, first-time students attending 4-year institutions in 2004 who were seeking a bachelor's or equivalent degree completed a bachelor's or equivalent degree within 6 years at the institution where they began their studies.
- Overall, first-time undergraduate student 1-year retention rates were higher for full-time students (72 percent) than for part-time students (44 percent).

To view the full report please visit
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012280>

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



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U.S. Department of Education Action Plan for Improving Measures of Postsecondary Student Success

Background

The U.S. Department of Education (Department) has developed an action plan for improving measures of postsecondary student success in support of President Obama's college completion agenda and based on the recommendations of the Department's Committee on Measures of Student Success. In its final report to the Secretary, the Committee noted that the "current federal graduation rate measure is incomplete and does not adequately convey the wide range of student outcomes at two-year institutions." In addition, the Committee observed that "data are not collected on other important outcomes achieved by students at two-year institutions."

The Committee has recommended that the Department:

- Broaden the coverage of student graduation data to reflect the diverse student populations at two-year institutions
- Improve the collection of student progression and completion data
- Improve technical guidance to institutions in meeting statutory disclosure requirements
- Encourage institutions to disclose comparable data on employment outcomes and provide incentives for sharing promising practices on measuring student learning

Although its work focused on two-year institutions, the Committee suggested that its recommendations be considered and implemented by four-year institutions as well. The Committee's final report is available at the following link: <http://www2.ed.gov/about/bdscomm/list/cmss-committee-report-final.pdf>.

The Department's action plan is designed to improve the quality and availability of student success data at the federal level for consumers, institutions, policymakers, and researchers. This plan also includes activities to help institutions, systems, and states increase their capacity for collecting and disseminating data on student success. Various offices within the Department are responsible for implementing the activities within the plan.

Activities

The Department will revise, where feasible under its current authority, existing data collection vehicles to include more comprehensive measures of student success for a broader group of students.

- The Department will calculate an institutional completion rate, as defined by the *Student Right to Know and Campus Security Act* of 1990.
- The Department will take steps to enhance graduation rate and transfer rate reporting in the Integrated Postsecondary Education Data System (IPEDS). The Department has begun to examine the feasibility of broadening the graduation rate cohort to include part-time, degree/certificate-seeking students, and it will examine the feasibility of adding non-first-time, degree/certificate-seeking students.
- To improve the comparability of data reported by institutions in IPEDS, the Department will examine and implement clarifications to IPEDS definitions of terms such as "degree-seeking" and "substantial preparation for transfer."

- The Department will enhance the National Student Loan Data System to include more consistent data on certificate or degree completion by Title IV aid recipients.
- The Department will examine calculating alternative measures of institutional and student success using data it currently collects.

The Department will provide increased technical assistance to help institutions meet statutory disclosure requirements.

- In October 2011, the National Center for Education Statistics (NCES) released a technical brief to help two-year degree-granting institutions meet the disclosure requirement in the *Higher Education Opportunity Act* of 2008 (HEOA) to calculate and disclose graduation rates while minimizing the risk of revealing the graduation status of individual students. This brief may also be helpful to four-year institutions in meeting the disclosure requirement.
- The Department will develop templates that institutions could adopt voluntarily to help them meet HEOA disclosure requirements.

The Department will provide incentive funding to strengthen states' data infrastructures through its State Longitudinal Data System grant program.

- In September 2011, NCES announced a fifth round of Statewide Longitudinal Data System (SLDS) grants as part of the *Educational Technical Assistance Act* of 2002 to design, develop, and implement statewide, longitudinal data systems to efficiently and accurately manage, analyze, disaggregate, and use individual student data. For the fiscal year 2012 competition, developing and linking postsecondary and/or workforce data with the State's K–12 data system was included as a priority. The Department anticipates that grant recipients will be announced in spring 2012.

The Department will take steps to help improve state and institutional capacity for collecting, disclosing, and reporting measures of student success such as student learning and employment.

- The Department will make improving state and institutional capacity for collecting, disclosing, and reporting information on student learning and employment outcomes a focus in its postsecondary education initiatives and grant programs.
- The Department will work to develop a process for the public release of data reported by institutions under gainful employment regulations.

The Department will convene representatives of the higher education community in a Student Success Summit to highlight promising practices in the collection and dissemination of data related to student success.

- Institutions, states, and other organizations have developed a number of voluntary models for collecting and disseminating data on student success. The Department will convene a Student Success Summit to help stakeholders share ideas on measuring and disseminating data related to student success—particularly around measures such as student learning and employment.

For more information about the Department's action plan, visit <http://www.ed.gov/edblogs/ous/initiatives> or email studentsuccess@ed.gov.



Brian Allison
USA Funds
9998 Crosspoint Blvd, Suite 400
Indianapolis, IN 46256

Kristi Blabaum
Great Lakes Higher Education Corporation
2401 International Lane
Madison, WI 53704

April 12, 2012

Re: Letter of Intent

Dear Michael Sessa,

We are pleased to submit this letter to notify PESC that the USA Funds and Great Lakes Higher Education Corporation intends to work collaboratively with the higher education community to develop a standard to address the provision of loan information between student loan lenders and servicers and schools.

A high-level description of the proposed standard is as follows:

In order to assist schools with the management of the cohort default rate (CDR) and gainful employment obligations, lenders, guarantors and federal loan servicers provide schools with data files/reports of their borrower's loan data. Schools utilize this information for a variety of purposes, including default prevention, default calculations, repayment management, collection of gainful employment data, etc. Today the various servicers provide this information data in their own proprietary formats. This means that schools must deal with multiple, disparate file formats /reports. In addition, the providers of the information are often asked to modify existing files or create one off reports/files. The need and number of these types of requests continues to increase. The ability for servicers to accommodate these requests is challenging based on their slim operating margins. For the schools this puts an undue burden on their staff and IT resources to support multiple file/report layouts.

It is proposed that a single, standard report format (in an Excel, CSV, or comma delimited format) be pursued for the provision of this data. While it is envisioned that an XML standard will eventually be pursued, the current state among the schools and data providers lends itself to pursue a standard in the proposed manner.

Please see the attached Business Case which includes information but is not limited to: historical overview, justification, description of the planned collaboration, etc.

Finally, we have the following comments: As the student loan industry continues to progress since the legislative changes enacted on July 1, 2010, it is highly anticipated that the need for other student loan community based standards will evolve.

Respectfully Submitted,

Brian Allison
USA Funds

Kristi Blabaum
Great Lakes Higher Education

Business Case for the Borrower Loan Data Reporting Standard

Letter of Intent to PESC

Introduction

With the increased awareness of growing student loan default rates, increased Student Loan indebtedness, the advent of gainful employment regulations and the migration to a three year cohort default rate calculation, colleges and universities are placing a greater emphasis on managing cohort default rates and encouraging their former student borrowers to address loan delinquencies. With the changes to the student loan environment as a result of the passage of SAFRA (Student Aid and Fiscal Responsibility Act), signed into law by President Obama on March 30, 2010, much of the default prevention activity that was conducted by the FFELP community diminished. This placed a greater burden on colleges and universities to perform his activity.

Problem Definition

To address the needs of schools to receive information on its borrowers, multiple entities (lenders, servicers, including the federal loan servicers, etc.) provide schools this information in proprietary, multi-formatted files. An example of this diversity includes:

- Great Lakes Higher Education provides a file known as the School Servicing Portfolio report.
- Nelnet provides a Delinquency Reporting Tool that school's use to request data elements.
- Sallie Mae provides two different files (EFLW029901, UFLW029901) based on the kind of loans.
- Fedloan Servicing (AES/PHEAA) provides the School Portfolio Report.
- Department of Education Student Loan Servicing Center (ACS) and the Direct Loan Servicing Center (ACS) provide still different formatted files.
- This is just a small sampling of the various reports each of the above provide and does capture the additional reports they have created over time to address the schools changing needs.

With the advent of the legislation authorizing the addition of the non-profit servicers (up to 15) (<http://ifap.ed.gov/eannouncements/092311LSINFPNewServicersJoin.html>), the possibility exists for additional files to be added to this mix.

In a recent communication by NASFAA it indicated that is has been collecting a list of issues and questions regarding recent changes to the student aid programs (http://www.nasfaa.org/advocacy/News/NASFAA_Seeks_Resolution_on_Outstanding_Student_Aid_Issues.aspx)-. One area dealt with loan servicing issues/questions. One specific issue was a

concern about the lack of standardization among loan servicers. While the communication did not pinpoint an issue with loan data files or reports the general concern of a lack of standardization is very relative to this instance.

NOTE: In addition to these files the, schools use also several files from (National Student Loan Data System (NSLDS), DELQ001 (Delinquent Borrower Report) and SCHPR01 (School Portfolio Report).

As a result of all of these different formatted files/reports, schools and the multiple school service providers that schools employ are required to deal with these multiple files in the services and products that use to manage borrower's loan information. This often requires creating numerous, integration or mapping processes to use the data in any kind of normalized manner. Furthermore, not every file/report contains the same data. This results in the need to build processes to accommodate differing or lacking data.

Because the files/reports are different it is not uncommon for schools to often ask for changes (generally additions) to these data files/reports. This creates additional work and increased costs to the data providers. Not accommodating such request can negatively impact the servicers rating by appearing to be non-responsive to their customers.

Resolution

The current environment lends itself to the creation and implementation of a single file/report format that provides this information to the schools. It is proposed that under the direction of PESC that a workgroup be formed to develop a single file/report format that can be used by all data providers to provide this information. Initially it is proposed that a flat file standard (in an Excel, CSV for comma delimited format) be developed for this purpose. While it is envisioned that the community would eventually pursue an XML standard, the current state of the community (the way many schools use the data, the products available in the marketplace, etc.) lends itself to first pursuing a flat file format. IT is presumed that adoption on both the creation and recipient side will be much greater by taking this approach.

Benefits

While there would be an initial effort/cost for the data providers to accommodate such a new format, the overall benefits to both schools and the data providers will outweigh the initial outlay to make the changes to implement.

- Single format for all entities to use.
- Requests for change managed collectively and collaboratively through PESC and not handled singularly by each school and data provider.
- Improves the quality/quantity of data provided to schools and school servicers by the various servicers.
- Allows schools to reallocate staff to focus on products and services to assist the borrower portfolio rather than managing multiple file layouts.

- Creates a process to address regulatory changes in a controlled manner.
- School and their servicers will no longer have to react to frequent and multiple file changes from various sources,
- Create a release process that allows servicers to proactively indicate when file changes will occur and allow schools/school servicers to prepare.
- Allows interested stakeholders to have input into the standard setting process

Committee on Measures of Student Success

A Report to Secretary of Education Arne Duncan

December 2011

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Acknowledgements

The Committee on Measures of Student Success is grateful for the hard work and support of those at the U.S. Department of Education and in the higher education community without whom this work could not have been completed.

The Committee wishes to express its appreciation and gratitude to Dr. Archie Cubarrubia, Designated Federal Official; Ms. Andrea Sykes, Consultant; and Ms. Kristan Cilente-Skendall and Mr. John Fink, Program Support Assistants.

The Committee appreciates the insights offered by Dr. Thomas Weko, Ms. Elise Miller, and Mr. David Bergeron. Additionally, important support was provided by Dr. John Easton, Dr. Jack Buckley, and many others at the U.S. Department of Education.

The Committee also wishes to thank the groups and individuals who presented information and provided comments that were instrumental to its discussions.

Summary

Each year, postsecondary education institutions report graduation rates for cohorts of students enrolled at their institution based on methods outlined in federal laws and regulations. However, the current federal graduation rate measure is incomplete and does not adequately convey the wide range of student outcomes at two-year institutions. For example, the student cohort used in calculating federal graduation rates excludes many students who typically enroll at two-year institutions, and the time period for tracking student outcomes is not long enough to capture the success of many students who take longer to graduate. Further, federal graduation rates do not take into account students' college readiness and enrollment in remedial coursework, which may delay their progress toward a degree. Finally, data are not collected on other important outcomes achieved by students at two-year institutions. Although federal graduation rates provide important comparable data across institutional sectors, limitations in the data understate the success of students enrolled at two-year institutions and can be misleading to the public.

The U.S. Department of Education's Committee on Measures of Student Success was authorized by the *Higher Education Opportunity Act of 2008* (HEOA) to advise the Secretary of Education in assisting two-year degree-granting institutions of higher education in meeting graduation rate disclosure requirements in the Act. The Committee can also recommend additional or alternative measures of student success that take into account the mission and role of two-year degree-granting institutions.

After more than a year of deliberations, the Committee has developed a series of recommendations for actions that the Department and the higher education community should implement both in the short and long term. We believe that these changes are necessary to ensure that institutions have access to and are able to report data that more accurately describe student success at two-year institutions. Specifically, the Committee recommends that the Department improve the comprehensiveness of graduation rate data by adding other cohorts of students for which data are collected and exploring how these data can be disaggregated by race/ethnicity and gender. The Committee also recommends that the Department broaden the federal graduation rate measure by collecting data that could be used to calculate more complete graduation and transfer rates and increase the availability of data on students' transitions in postsecondary education nationally. The Committee also recommends that the Department take steps to improve access to and availability of alternative measures of success, such as making available data on student employment outcomes as gathered in federal gainful employment regulations, providing incentives to improve the availability of state-level earnings data to two-year institutions, and encouraging institutions to develop assessments of student learning and share promising practices.

Introduction

Increasing the number of college graduates in the United States is critical to our nation's economic growth and global competitiveness. Two-year institutions must play a pivotal role in increasing the proportion of American adults with a postsecondary credential. Over the past decade alone, undergraduate student enrollment at two-year institutions has increased by 26 percent, from 5.9 million to 7.5 million.¹ Recognizing the importance of two-year institutions in meeting national goals to increase degree attainment among adults in the United States, President Obama called for five million more community college graduates by the year 2020.² To achieve these ambitious goals, students and families, policymakers, and researchers need more—and better—information about student progression and completion at two-year degree-granting institutions, including community colleges and for-profit colleges.

For more than two decades, policymakers and consumers have relied on institutional graduation rates reported annually by colleges and universities to the federal government. These rates are calculated based on methods outlined in federal laws and regulations. Under the *Student Right to Know and Campus Security Act of 1990* (SRK), institutions must disclose, or make available, to current and prospective students the rate at which full-time, first-time degree- or certificate-seeking students complete their academic programs. To help institutions comply with this disclosure requirement, the National Center for Education Statistics (NCES) at the U.S. Department of Education created the Graduation Rate (GR) component within the Integrated Postsecondary Education Data System (IPEDS). In IPEDS, institutions report on cohorts of full-time, first-time degree- or certificate-seeking students and the numbers of students in the cohort who complete within 100, 150, and 200 percent of the normal time required.³ Further, those institutions whose mission includes substantial preparation of students for transfer report the number of students from the cohort who transfer to other institutions; institutions without a transfer mission may voluntarily report transfer-out data.

¹ U.S. Department of Education, National Center for Education Statistics, *Condition of Education 2011*, Table A-8-2. Retrieved from <http://nces.ed.gov/programs/coe/tables/table-hep-2.asp>.

² Remarks by President Obama at the White House Summit on Community Colleges held October 5, 2010. Retrieved from http://www.whitehouse.gov/sites/default/files/uploads/community_college_summit_report.pdf.

³ The IPEDS GR component collects data on students who complete within 100 and 150 percent of the normal time required. The IPEDS Graduation Rates 200 (GR 200) component collects data on students who complete within 200 percent of the normal time required.

Using the current measure, approximately 57 percent of full-time, first-time students at four-year institutions completed a bachelor's degree within six years of beginning their studies.⁴ The graduation rate at two-year institutions is much lower; about 37 percent of full-time, first-time students received a degree or certificate within four years of beginning their studies.⁵ These figures often are cited by policymakers to assess the performance of two-year institutions and to determine funding levels for these institutions or allocate resources within state or local budgets. However, the current federal graduation rate measure is incomplete and does not adequately convey the wide range of student outcomes at two-year institutions.

- **The student cohort used in calculating federal graduation rates excludes many students who typically enroll at two-year institutions.** Limiting the graduation rate cohort to students who begin on a full-time basis excludes the many beginning students at two-year institutions who attend part-time. At public two-year institutions, for example, almost 30 percent of students who enrolled for the first time in 2003-04 attended college mostly part-time over the next six years.⁶
- **The period of time for tracking student outcomes fails to account for many students who may take longer to complete their programs.** According to federal graduation rate calculations, a period of four years is used to determine if a student has successfully completed a two-year associate's degree. This time period is not an accurate reflection of the length of time it typically takes students at two-year institutions to complete their academic programs, particularly for students balancing work, family, and other commitments.
- **There is no information on the academic preparedness of students in the graduation rate cohort.** Many two-year institutions have open admission policies allowing students of varying levels of academic preparation to enroll. As a result, many students are not fully prepared for college-level coursework and subsequently need to enroll in developmental or remedial courses in reading, math, and/or writing. Graduation rates for students who need remedial education are lower than those of students who do not.⁷ Information on the proportion of students in the graduation rate cohort who are not college ready and require remedial coursework would provide important context for interpreting federal graduation rates.

⁴ Knapp, L. G., Kelly-Reid, J. E., and Ginder, S.A. (2010). *Enrollment in Postsecondary Institutions, Fall 2008; Graduation Rates, 2002 & 2005 Cohorts; and Financial Statistics, Fiscal Year 2008* (NCES 2010-152). Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs2010/2010152rev.pdf>.

⁵ Knapp, Kelly-Reid, and Ginder (2010).

⁶ U.S. Department of Education, National Center for Education Statistics, *Beginning Postsecondary Students* (BPS:2009).

⁷ Bailey, T. (2009). Challenge and Opportunity: Rethinking the Role and Function of Developmental Education in Community College. *New Directions for Community Colleges*, vol. 145, pp. 11-30.

- **There is no information on students who have not graduated, but who may still be on the path to a degree.** Students in the graduation rate cohort who may still be enrolled at the institution or who may have transferred to another two-year institution at the conclusion of the tracking period are counted as non-completers, even though they may still be working towards completing a degree or certificate program.
- **Data are not collected on other important outcomes achieved by students at two-year institutions.** For many students who enroll in two-year institutions, success can mean many things. Because two-year institutions have multiple missions—providing access to college for all students and a pathway to a four-year degree, while also meeting the workforce needs of employers and providing training to those already employed or looking for employment—multiple measures are required to capture the successes of students in this sector.

To address limitations in federal graduation rate measures, state policymakers and institutions have launched voluntary efforts to collect and disclose more student success data across two-year institutions. The American Association of Community College’s Voluntary Framework of Accountability (VFA) is a collaborative effort among community colleges to design alternative success measures for two-year institutions for use by policymakers and other organizations. By 2012, the effort aims to have institutions measure outcomes related to (1) student progress and persistence; (2) workforce, economic, and community development; and (3) student learning. Some of the proposed measures include student progress in reaching a defined threshold of earned credits, the percentage of graduates who passed licensure examinations, or the wage growth of graduates.⁸

In addition, the Complete College America initiative has developed completion, efficiency, and effectiveness indicators to be used by states to measure student success at all postsecondary institutions. Some of the proposed measures include reporting the progress of students in completing remedial coursework and subsequently completing a college level course in the same subject and the average length of time it takes students to complete a degree.⁹ Similarly, the National Governors Association’s Complete to Compete initiative has made recommendations on common college completion metrics that states should collect and report publicly.¹⁰ Finally, accrediting agencies have also taken steps to increase the focus on student outcomes, especially learning outcomes, for institutional accountability.

⁸ Information about the VFA is available at <http://aacc.nche.edu/Resources/aaccprograms/vfa/Pages/default.aspx>.

⁹ Information about Complete College America is available at <http://www.completecollege.org>.

¹⁰ Information about Complete to Compete is available at <http://www.subnet.nga.org/ci/1011>.

Although federal graduation rates provide important and comparable data across institutional sectors, limitations in the data can be misleading to the general public and deleterious to the two-year sector, where most of the students enrolled are not full-time, first-time students. Institutions' voluntary initiatives notwithstanding, federal measures of student success need to be improved to reflect more accurately the populations served by two-year institutions.

The U.S. Department of Education's Committee on Measures of Student Success was authorized by the *Higher Education Opportunity Act of 2008* (HEOA) to advise the Secretary of Education in assisting two-year degree-granting institutions in meeting new federal requirements to disclose graduation and completion rates and to explore alternative measures for capturing student success at two-year institutions. Specifically the Committee was charged to:

- Develop recommendations for the Secretary of Education regarding the accurate calculation and reporting of completion or graduation rates of entering certificate- or degree-seeking, full-time, undergraduate students by two-year degree-granting institutions of higher education
- Consider and recommend additional or alternative measures of student success that are comparable alternatives to the completion or graduation rates of entering degree-seeking full-time undergraduate students, taking into account the mission and role of two-year degree-granting higher education institutions

Guiding Principles for Making Recommendations

The Committee recognizes that reframing the conversation about measuring student progress and success at two-year institutions presents challenges. Any recommendation needs to reflect a balance between competing priorities and needs. As a result, the Committee developed guiding principles in considering possible recommendations.

Two-year institutions serve a diverse set of students—students seeking new skills but not pursuing a degree; students working toward an occupationally focused certificate; students seeking to earn an associate’s degree; and students who want to earn credits and transfer to a four-year institution. Community colleges also enroll large numbers of students taking non-credit coursework that lead to specific workforce or industry credentials or that are offered as contract training for specific employers. Varying student characteristics and motivations for attending two-year institutions require federal measures of student success that take into account the different outcomes characteristic of this sector of higher education. Since two-year institutions have multiple missions, the Committee acknowledges the need for multiple outcome measures of an institution’s success. In addition to more refined measures of progression and completion, the Committee considered outcomes related to student learning and employment after leaving the institution.

Guiding Principles

- **Multiple missions:** Two-year institutions have multiple, broad missions that serve diverse student populations.
- **Multiple outcomes:** Given two-year institutions’ broad missions, multiple outcome measures should be used to document student success.
- **Transparency:** Students, families, policymakers, and researchers need more and better information about postsecondary student success.
- **Comparability:** Although the strength of America’s higher education institutions is its diversity, certain data about student success should be disclosed or reported in ways that allow consumers to compare institutions, sectors, and student groups.
- **Costs and benefits:** Increased transparency and consumer information should be weighed against the costs institutions would incur to disclose or report the data.
- **Federal role:** Recommendations should include actions that take advantage of the unique role that the federal government can play.
- **Feasibility:** Recommendations should include actions that can be implemented readily under the Department’s current statutory or regulatory authority.
- **Inclusion:** Student success measures should include more information about traditionally underrepresented populations.
- **Forward thinking:** Recommendations should include actions that, while challenging to implement, would inform national conversations about student learning and success in both the short- and long-term.

Building and improving upon graduation rate data already reported by institutions, as well as developing new and alternative methods for measuring student success, requires finding a balance among the information needs of students and families, policymakers, and researchers. A student trying to decide which institution to attend evaluates information differently from a policymaker who is making funding or policy decisions. Although each group's needs may differ, there are areas where they converge. For example, measures such as graduation or transfer rates are important for students to be able to judge their likelihood of graduation or transfer at an institution, just as they are important to policymakers in assessing whether colleges adequately prepare students to complete their programs. For all audiences, having comparable data about student success is important, and there are many ways to compare measures—nationally or regionally, at institutional or program levels, or based on student characteristics.

Measures of student success need to reflect more accurately the comprehensive mission of two-year institutions and the diverse student population they serve. For example, current graduation rates do not adequately reflect these institutions' multiple missions and diverse populations, so new data could be collected and disseminated to address these deficiencies. The Committee also recognizes the importance of building on current voluntary efforts to collect or disclose data from two-year colleges on alternative measures of student success, such as student learning or employment outcomes. Because many of these initiatives collect data using different metrics and for different student groups, the federal government can play a role in improving the transparency, quality, and comparability of the data.

Although additional or alternative measures may be important in creating a more comprehensive picture of student success at two-year institutions, the need for more information must be balanced with the potential administrative and financial burdens institutions may face in collecting such data. Alternative measures of success should benefit institutions by helping them better convey their students' achievements.

Finally, the Committee challenges the Department to implement change where it can under its current statutory and regulatory authority, but also to influence actions and efforts underway and provide direction for future work to advance the national conversation about student success.

Moving Towards a More Complete Picture of Student Success

Recognizing the value of graduation rates currently reported by institutions to the federal government and noting that these are the primary source of such data for all American postsecondary institutions, the Committee recommends that the Department take actions to improve the comprehensiveness of the graduation rate data collected through IPEDS. Specifically, the Committee recommends that the Department:

- Enhance graduation rate reporting in IPEDS to include information on distinct student cohorts—part-time beginning students; students who are not college ready; and federal financial aid recipients. For each of these student groups, the Department should also explore how these data can be disaggregated by race/ethnicity and gender.
- Broaden student progression and completion measures collected in IPEDS by collecting data that could be used to calculate more complete graduation and transfer rates.
- Take actions to increase the availability of data on students' postsecondary enrollment across states and work with states to develop common standards for measuring student transfer.
- Provide increased technical assistance to institutions, including clarifying definitions of terms such as “degree-seeking” and “substantial preparation for transfer” to help them meet disclosure and reporting requirements.

Building on efforts to provide more information about student learning in college and employment success after college, the Committee recommends that the Department take steps to improve access to and availability of alternative measures of success. Specifically, the Committee recommends that the Department:

- Make available data on student employment outcomes as gathered in federal gainful employment regulations.
- Provide incentives to states and institutions to improve the availability of state-level earnings data to two-year institutions.
- Provide incentives to institutions to encourage the development of assessments of student learning and take actions to encourage sharing of promising practices for measuring student learning.

The Department can implement some of these recommendations now under its current statutory and regulatory authority to improve student success data for two-year institutions. The Committee also recognizes that some recommendations would require statutory or regulatory changes or greater investment in cross-state and cross-agency efforts. We believe that such changes are necessary to ensure that institutions have access to and are able to report data that

more accurately reflect student success at two-year institutions in the long-term. In addition, while the recommendations were crafted to address concerns about how student success is measured at two-year institutions, the Committee hopes that the recommendations will be considered and implemented by four-year institutions as well.

We believe that our recommendations represent improvements to federal measures of student success that are long overdue. If implemented by the Department, these recommendations will help us achieve important advances in improving data about student success for students and families, institutions, researchers, and policymakers.

Findings and Recommendations

Broaden the Coverage of Student Graduation Data to Reflect the Diverse Student Populations at Two-Year Institutions

Findings

Institutions currently disclose and report through the Graduation Rate (GR) component in IPEDS a graduation rate defined by the *Student Right to Know and Campus Security Act of 1990* (SRK). This graduation rate applies only to full-time, first-time degree- or certificate-seeking students who enrolled in the fall and measures student completion of a degree or program over several time periods. The graduation rate measure as currently implemented in IPEDS was developed almost 20 years ago and represented a consensus among institutions, higher education associations, and U.S. Department of Education officials about the importance of having comparable graduation rates across all sectors. As a result, institutions report data in the same manner, providing a consistent, reliable, and valid measure. These graduation rates were also developed to be clear and simple enough for consumers to understand.

Limitations of the current graduation rate defined by SRK are well documented.¹¹ The graduation rate measures the outcomes only of a minority of students enrolled at most two-year institutions—those who are full-time, first-time degree- or certificate-seeking students. At two-year institutions, more than half of all students typically attend part-time.¹² Moreover, basing the cohort on students who begin in the fall excludes beginning students who enroll at some other point in the year—a particular problem at institutions that enroll students on a continuous basis.

Most two-year institutions have open admission policies allowing students with varying levels of academic preparation to enroll. As a result, many students are not fully prepared for college-level coursework, and they need developmental or remedial courses in math, reading, and/or writing. In 2007–08, about 42 percent of first-year undergraduates at public two-year colleges reported ever taking a remedial course.¹³ Due to variations in state policies on identifying college-ready students and requirements for enrollment in remedial education, the actual percentage of students needing remediation may be higher. Students taking remedial courses are often enrolled in a sequence that results in the student needing to pass one, two, or even three remedial courses before taking a college-level course. Graduation rates for students enrolled in

¹¹ Cook, B., and Pullaro, N. (2010). *College Graduation Rates: Behind the Numbers*. Washington, DC: American Council on Education.

¹² U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2010, Enrollment component.

¹³ Aud, S., Hussar, W., Kena, G., Bianco, K., Frohlich, L., Kemp, J., and Tahan, K. (2011). *The Condition of Education 2011* (NCES 2011-033). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

remedial coursework are much lower than rates for students who are not. Research analyzing data from the National Education Longitudinal Study found that less than 25 percent of community college students who took a remedial course completed a degree or certificate within eight years of enrolling.¹⁴ In comparison, about 40 percent of community college students who did not take remedial courses graduated within eight years. Current graduation rates collected in IPEDS do not include information on the number of students who are not college ready, providing little contextual information on the preparedness of students and how that impacts graduation rates.

Another important cohort of students for which graduation rates are not reported separately to IPEDS is students who received federal student financial aid under Title IV of the HEA. In 2009–10, the federal government awarded about \$29 billion in Pell grants and \$101 billion in loans to students enrolled in postsecondary education.¹⁵ Federal grants and loans are a key policy tool for increasing access to college for students from low-income households. Under HEOA, institutions must make available graduation rates for students who received a Pell grant, received a federal loan but no Pell grant, and those who did not receive either a Pell grant or federal loan; however, institutions are not required to report these data to IPEDS. As a result, there is no comprehensive, national source of graduation rates for federal financial aid recipients at an institutional level. Having graduation data for this cohort of students is necessary to answer policy questions about how federal financial aid recipients are progressing through college. Reporting data for these students, however, may be challenging for some institutions. The Department itself may be a more logical source of such information, through internal data systems used to administer federal student financial aid programs. These data systems thus far have not been tapped for these important purposes.

Over the last two years, NCES has undertaken efforts to improve collection and reporting of graduation rate data. In 2010, for example, a working group of the National Postsecondary Education Cooperative (NPEC) issued several recommendations designed to reduce confusion surrounding reporting graduation rate data.¹⁶ Specifically, the group recommended that NCES clarify instructions and definitions associated with the IPEDS GR component and use IPEDS training to share best practices for creating cohorts; identifying and counting students to exclude from the cohort; and identifying completers. Although these are positive developments, they have not addressed limitations of the current graduation rates for two-year colleges, specifically the exclusion of important student groups. The Committee has identified ways that the

¹⁴ Bailey, T. (2009). Challenge and Opportunity: Rethinking the Role and Function of Developmental Education in Community College. *New Directions for Community Colleges*, vol. 145, pp. 11-30.

¹⁵ U.S. Department of Education, Federal Student Aid. (2010). *Federal Student Aid: Annual Report*. Retrieved from <http://www2.ed.gov/about/reports/annual/2010report/fsa-report.pdf>.

¹⁶ The National Postsecondary Education Cooperative was established by NCES to promote the quality, comparability, and utility of postsecondary data and information that support policy development at the federal, state, and institution levels. The report on suggested improvements to graduation rates is available at <http://nces.ed.gov/pubs2010/2010832.pdf>.

Department could address these limitations within its statutory and regulatory authority by augmenting existing IPEDS components.

Recommendations

The Committee recommends that the Department enhance graduation rate reporting in IPEDS to include information about three specific cohorts—part-time students, students who are not college ready, and federal financial aid recipients. For each of these student groups, the Department should explore how data can be disaggregated by race/ethnicity and gender.

1. The Department should add a part-time, degree-seeking cohort in IPEDS.

Two-year institutions should report graduation rates for beginning, part-time degree-seeking students in IPEDS—a group of students currently excluded from federal graduation rates. As a result, the percentage of students included in federal graduation rates would increase significantly. For all institutions, adding part-time, first-time, degree-seeking students to the graduation rate cohort would increase the percentage of degree- or certificate-seeking students included in IPEDS GR rates from 48 percent to 62 percent. For public two-year institutions, coverage would increase from the current 34 percent to 56 percent.¹⁷

Although it is important to include this group of students in measures of graduation and transfer, institutions will need additional guidance on how best to identify part-time students who are degree-seeking, and alternative timeframes for measuring graduation or transfer need to be considered. The Department should direct NCES to convene a panel of technical experts to consider the best methods for adding a part-time cohort to IPEDS. The panel should consider the minimum number of credits a student must earn to be included in this cohort. The panel should also consider whether there should be a minimum threshold of part-time student enrollment at which institutions should report graduation data for this cohort to reduce the reporting burden for institutions with few part-time students.

To ensure that institutions are tracking comparable cohorts of part-time students who intend to complete a degree or certificate program, the panel should also develop a clear definition of “degree-seeking.” Since the issue of clarifying the definition of degree-seeking is also relevant to the full-time, first-time cohort, the Committee makes a separate recommendation on that issue later in this section.

The panel of technical experts should also consider the appropriate time period for tracking graduation outcomes for part-time students. For example, would the 150 percent tracking period defined by SRK be adequate, or would the 200 percent tracking period required in

¹⁷ Calculations based on U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2010, Enrollment component.

HEOA be more appropriate for part-time students? NCES should use its sample survey data to help experts determine a time-to-degree period that would capture graduates at appropriate timeframes without imposing too great a burden on institutions in tracking several cohorts over many different timeframes.

2. The Department should have institutions identify students who were not college ready in their graduation rate cohorts.

Students who are not prepared for college-level coursework are not identified separately in the graduation rate cohorts reported in IPEDS. While it is important to know which students were not prepared for college, it is difficult to gather and compare such information because institutions do not have common ways to define and address college readiness, and assessments of readiness are still being developed and refined. Moreover, it may difficult for institutions to collect detailed information on students who need remediation and their progress over time. Despite these challenges, data on these students' progression and completion would provide insights into how institutions support students of varying levels of academic preparedness, ultimately better informing K–12 and postsecondary policy conversations at the local, state, and national levels.

The Department should develop a way for institutions to distinguish, in the graduation rate cohorts reported in IPEDS, between students who needed remedial or developmental courses and those who did not. There currently exists some guidance in IPEDS defining remedial coursework. However, given the vast differences across institutions in how students are identified as college ready and the methods for addressing the academic needs of students who are not college ready, additional guidance is necessary to ensure that institutions are reporting comparable data on students not ready for college coursework. The Department should direct NCES to convene a panel of technical experts to address such challenges.

3. The Department should have institutions report graduation rates for students who received federal financial aid.

There are no institution-level data collected on graduation and completion among federal student financial aid recipients across all sectors. The Committee recognizes the challenges institutions may face in reporting such data and encourages the Department to explore using the National Student Loan Data System (NSLDS) to calculate graduation rates for federal financial aid recipients. NSLDS collects information about enrollment and completion for student loan recipients, but it does not include information about Pell grant recipients. The Department should explore whether NSLDS could be modified to collect enrollment and completion data on all Title IV aid recipients—including Pell grant recipients. This approach would minimize the amount of new data institutions would need to report in IPEDS. If NSLDS cannot accommodate this data collection, then the Department should collect,

through IPEDS, graduation rates for federal financial aid recipients. The Department should direct NCES to convene a panel of technical experts to determine how best to collect such data.

4. The Department should clarify the definition of a degree-seeking student.

The fluid pattern of student enrollment, students' own uncertainty about their educational goals, and innovations in program requirements for degrees and certificates can make identifying a degree-seeking student challenging for institutions. The Department should provide additional guidance on identifying students who intend to complete a degree and therefore should be included in the graduation rate cohort. The Department should direct NCES to convene a panel of technical experts to consider the best methods for identifying a degree-seeking student that can be used by all institutions when reporting graduation rates in IPEDS. Clarifying the definition of a degree-seeking student will be especially important in correctly identifying a part-time cohort.

The panel of technical experts should consider the following:

- What is a degree-seeking student?
- Which of the following, if any, could better define degree-seeking status than what is currently used in IPEDS?
 - For example, intent could be established based on students' collective course-taking patterns over the entire history of their enrollment. Students could be considered degree-seeking if they ever, during their entire academic history at the reporting institution:
 - Received any type of federal financial aid, regardless of what courses they took at any time; or any state or locally-based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program; or
 - Ever attempted, at any point in their entire academic history, any degree-applicable, transferrable, or remedial math, reading, or writing course (not including ESL); or
 - Ever attempted any course identified as being part of an advanced vocational, occupational, or apprenticeship sequence that leads directly to a degree or certificate; or
 - Were identified by the institution as clearly being enrolled in a program or sequence that leads to a degree, certificate, or transfer to a four-year institution (such as being officially enrolled in or having declared to be in a particular program or major after having received matriculation or advisement services).

The panel should consider how students' in-college behavior may be influenced by an institution's policies and practices if such course-taking patterns are used as an indicator of student goals. In addition, the panel should consider other factors in developing its guidance, since defining what constitutes a degree-seeking student for the purposes of IPEDS may have an impact on students' eligibility for Title IV federal student financial aid.

Improve the Collection of Student Progression and Completion Data

Findings

Statute requires that “a student shall be counted as a completion or graduation if, within 150 percent of the normal time for completion of or graduation from the program, the student has completed or graduated from the program, or enrolled in any program of an eligible institution for which the prior program provides substantial preparation.”¹⁸ For many two-year institutions, preparing students for transfer to a four-year institution is as positive an outcome as awarding a degree or certificate. Under current regulations, institutions report graduation rates and transfer-out rates separately.¹⁹ In IPEDS, graduation rates reflect the percentage of the student cohort who completed their programs during the tracking period; transfer-out rates reflect the percentage of the cohort who transferred to another institution without completing their programs.

Given the multiple missions of many two-year institutions to confer degrees and certificates and to prepare students for transfer to four-year institutions, the current graduation and transfer-out rates reported in IPEDS do not provide a complete picture of student success at these institutions. The current method for reporting graduation rates excludes students who transfer out without having attained a certificate or degree but who were substantially prepared by the institution for transfer to another institution. Similarly, students who transfer to another institution after being awarded a degree or certificate are currently not counted in the transfer-out rate. In addition, students who transfer from a two-year institution to another two-year institution currently may be counted in the transfer-out rate, even though such a lateral transfer may not be considered as high level an outcome as a transfer to a four-year institution.

Furthermore, not all institutions are required to report on students who transfer out. In IPEDS, institutions whose mission includes substantial preparation of students for transfer are required to report a transfer-out rate that measures the percentage of students who transfer separately from the graduation rate. Institutions that do not have substantial preparation for transfer as part of

¹⁸ 20 USC 1092(a)(3)

¹⁹ 34 CFR Part 668.45

their mission have the option to report such students. No clear definition exists of what constitutes “substantial preparation for transfer,” leaving institutions to decide for themselves whether or not this is part of their mission.

Transfer-out rates have been significantly underreported in part because institutions have limited access to the necessary data. To be able to determine if a student has transferred, institutions need data on student enrollment at other institutions. Institutions typically use four data sources to help them report on transfers out: (1) state student unit record databases; (2) system student unit record databases; (3) the National Student Clearinghouse; and (4) institutional surveys, exit interviews, and administrative records. State postsecondary data systems are uneven at best, and institutional capacity to access or use these and other data sources varies greatly, thus leading to underreporting of transfers-out.²⁰ Given this inconsistency, the Department should take actions to increase the availability of data on postsecondary student enrollment and success across states.

It is important for two-year institutions to have a broad outcome measure for graduation and transfer because this combined measure more accurately reflects their mission to confer degrees and certificates and prepare students for transfer. To calculate such a measure, the Department needs to improve the way data on students who complete their programs or who transfer out are reported in IPEDS. The Department should also capture information on other progression outcomes achieved by students at two-year institutions. Given two-year institutions’ broad missions and students’ varied motivations for enrolling, it is also important for two-year institutions to account for students in the graduation rate cohort who were either still enrolled or who transferred to another two-year institution at the end of the tracking period and who may still be on the path to completing their program.

²⁰ Medwick, J. A. (2009). *Transfer-Out Reporting on the IPEDS Graduation Rate Survey: A First Look at Trends and Methods*. Tallahassee, FL: Association for Institutional Research and U.S. Department of Education, National Center for Education Statistics.

Recommendations:

The Committee recommends that the Department broaden student progression and completion measures in IPEDS by collecting data that could be used to calculate a graduation rate that includes an unduplicated count of students who completed their program, transferred, or were substantially prepared for transfer; transfer-out rates that include students who transfer after earning an award; and measures that take into account other transfer outcomes. The Committee also recommends that the Department take actions to increase the availability of data on students' postsecondary enrollment and success across states.

- 1. The Department should have institutions report in IPEDS an unduplicated count of students in the degree- or certificate-seeking cohort who achieved the following outcomes within 100, 150, and 200 percent of normal time to completion:**
 - a. Earned an award; transferred to a four-year institution without an award; or were substantially prepared for transfer**
 - b. Earned an award and did not transfer to a four-year institution**
 - c. Earned an award and transferred to a four-year institution**
 - d. Did not earn an award and transferred to a four-year institution**
 - e. Were substantially prepared for transfer**
 - f. Are still enrolled at the institution in the first term immediately following the tracking period or transferred to another two-year institution within the tracking period**

The Department should calculate an institutional graduation rate that includes both students who graduate and those who subsequently enroll in another institution for which the prior institution provides substantial preparation, in accordance with SRK.²¹ For two-year institutions, earning an award and transferring to a four-year institution are both desired outcomes. A combined, unduplicated “graduation and transfer rate” would present a more complete picture of successful outcomes for two-year institutions.

The Department should also calculate a transfer-out rate that includes students who transferred to a four-year institution or were substantially prepared for transfer during the tracking period, regardless of whether or not they earned an award. The Department should direct NCES to convene a panel of technical experts to clarify how an institution identifies students who were substantially prepared for transfer. A standard definition of “substantial preparation for transfer” should be developed—including a unit threshold—so that data on

²¹ 20 USC 1092(a)(3)

this group of students are valid and comparable across institutions and sectors of higher education.

2. The Department should work with Congress to address the statutory prohibition against a federal student unit record system.

An ideal solution to address the incompleteness of data on student progression, transfer, and completion is a coordinated, public, and privacy-protected student unit record system that includes all institutions that participate in Title IV federal student financial aid programs (such as private institutions) and that covers student enrollment in all states. Such a system, which has been called for and is supported by key stakeholders in the higher education community, would provide students and families, researchers, and policymakers with more accurate and comprehensive data on student progression, transfer, and success than can be obtained through a system of institutional data collection.²² While this may present an additional burden for institutions initially, over time such a system may reduce the burden associated with IPEDS reporting by decreasing the amount of time spent by institutional staff in tracking cohorts of students over many years.

The creation of a student unit record system by the federal government is currently prohibited by the HEOA. While efforts are underway to link state data systems, these efforts are uneven, and progress has been slow. The Department should work with Congress in the next reauthorization of the *Higher Education Act* to address this statutory prohibition.

3. The Department should provide financial incentives to states to create data systems that link student postsecondary data nationally and to develop common standards for measuring transfer.

Until the statutory prohibition against a federal unit record system is addressed, the Department should use current grant programs, such as the State Longitudinal Data Systems Grant Program, to provide funds to states developing data systems linking student enrollment across sectors and states. Although many states have systems that can link student data across institutions, students may transfer to schools in other states. Particularly in metropolitan areas covering multiple states, the ability to create such links would greatly improve institutions' ability to determine whether a student transferred or not. The data in these systems should be readily available and accessible to institutions needing to ascertain student enrollment.

²² Cunningham, A. F., and Milam, J. (2005). *Feasibility of a Student Unit Record System Within the Integrated Postsecondary Education Data System* (NCES 2005-160). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

The Department should also work with states and institutions to develop common standards for measuring student transfer from two-year to four-year institutions to ensure comparability of transfer data across state systems.

Improve Technical Guidance to Institutions in Meeting Statutory Disclosure Requirements

Findings

Disclosure of graduation rates of full-time, first-time degree- or certificate-seeking undergraduate students by two-year degree-granting institutions is only one of several disclosures required by HEOA. Disclosure requirements, which often differ from reporting requirements, are information that institutions are required to make available to students, parents, or other groups.²³ There are about 40 disclosures that postsecondary institutions must comply with under federal law, ranging from reporting on campus crime to ensuring that students understand their borrowing rights. In addition, some disclosures must be provided to students, while others must be made available upon request. Navigating the many layers of requirements can be challenging for institutions. The Department plays a critical role in helping institutions meet statutory disclosure requirements by providing technical assistance on how they can calculate and disseminate the required data.

The Department has already developed vehicles for providing such technical assistance. For example, the Department recently released technical guidance to two-year institutions on how to disclose graduation rates while protecting personally identifiable student information. In addition, the Department's Privacy and Technical Assistance Center was established as a "one-stop" resource for education stakeholders to learn about data privacy, confidentiality, and security practices related to student-level longitudinal data systems. The Department has also released a template for institutions to use voluntarily to meet a specific disclosure requirement. The Department's net price calculator template, released in 2009, is a template that institutions can use voluntarily to help them comply with the HEOA disclosure requirement to have a net price calculator on their websites for full-time, first-time undergraduate students. Promoting the voluntary use of disclosure templates developed by the Department could improve the quality of the data and decrease institutional burden associated with disclosures.

²³ A summary of disclosure requirements in the HEA (as amended by the HEOA) is available in *Information Required to Be Disclosed Under the Higher Education Act of 1965: Suggestions for Dissemination (Updated)*. (NPEC 2010-831v2). (2009). Washington, DC: National Postsecondary Education Cooperative.

Recommendations:

The Committee recommends that the Department provide increased technical assistance to institutions to help them meet statutory disclosure requirements.

1. The Department should provide additional technical guidance to institutions regarding disclosures and student privacy.

Under the HEOA, institutions must disclose completion or graduation rates disaggregated by the following:

- Gender;
- Race/ethnicity;
- Students who received a Pell grant;
- Students who received a FFEL loan (except for unsubsidized Stafford loans), but did not receive a Pell grant; and
- Students who did not receive a Pell grant or a FFEL loan.

As previously mentioned, the Department has already released technical guidance to two-year institutions on how to disclose such data while protecting student privacy.²⁴ The Department should distribute that guidance widely and develop other materials through its Privacy and Technical Assistance Center as necessary.

2. With input from technical experts and institutional representatives, the Department should continue to develop templates that institutions could adopt voluntarily to decrease burden associated with meeting federal disclosure requirements.

A working group of the National Postsecondary Education Cooperative (NPEC) has issued a report with guidance to institutions on how to comply with federal higher education disclosure requirements and how to make the required information more accessible to consumers.²⁵ As part of a full complement of technical assistance to institutions, the Department should also consider releasing additional templates that institutions could adopt voluntarily to meet disclosure requirements.

²⁴ Chen, X., Bersudskaya, V., and Cubarrubia, A. (2011). *Statistical Methods for Protecting Personally Identifiable Information in the Disclosure of Graduation Rates of First-Time, Full-Time Degree- or Certificate-Seeking Undergraduate Students by 2-Year Degree-Granting Institutions of Higher Education* (NCES 2012-151). Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs2012/2012151.pdf>.

²⁵ National Postsecondary Education Cooperative. (2009). *Information Required to Be Disclosed Under the Higher Education Act of 1965: Suggestions for Dissemination* (NPEC 2010-831v2). Retrieved from <http://nces.ed.gov/pubs2010/2010831rev.pdf>.

Encourage Institutions to Disclose Comparable Data on Employment Outcomes and Provide Incentives for Sharing Promising Practices on Measuring Student Learning

Findings

Given the multiple missions of two-year colleges, federal graduation rates do not provide a comprehensive picture of the many positive outcomes achieved by students at two-year colleges. While there are external efforts underway focused on alternative means for measuring success, there is no consistency in the way data are gathered and reported by each entity. The current graduation rates and the recommendations in this report also focus almost exclusively on students who are seeking degrees or certificates, but many students enroll in two-year institutions to gain specific vocational skills. For example, students enroll in credit and non-credit courses to acquire skills or earn career and technical certificates that result in increased earnings or new career opportunities. These students often enroll in a specific program and may be most interested in knowing the success of students in that program.

Gathering information on the outcomes of these students is another important aspect of the conversation about the impact of two-year colleges on student success. To measure student employment outcomes effectively, two-year institutions would need information on students' employment and wages—data that are not readily accessible or available to institutions. At the state level, earnings data are part of state-specific unemployment insurance (UI) databases that cover employment in one state, and there are privacy concerns about sharing these data. Despite these challenges, there are models of interstate wage and earnings data systems and a federal role in facilitating the sharing of wage data across states. For example, the Department of Labor's Wage Record Interchange System facilitates the sharing of wage data across states to measure the success of participants in state and local workforce training programs.

Recently released federal regulations also provide a framework for measuring the employment outcomes of students who complete postsecondary programs designed to prepare them for gainful employment in a recognized occupation.²⁶ Programs subject to these new gainful employment regulations are (a) certificate programs at any Title IV institution and (b) all programs at for-profit institutions, except bachelor's degree programs in liberal arts. The measures will be calculated for 55,405 programs at all types of institutions, with the vast majority of programs at public two-year institutions. About 5,600 institutions have one or more programs subject to these regulations.

²⁶ 34 CFR 600, 34 CFR 602, 34 CFR 603, 34 CFR 668, 34 CFR 682, 34 CFR 685, 34 CFR 686, 34 CFR 690, 34 CFR 691.

The regulations released in June 2011 include two employment measures using Social Security earnings information in concert with student loan debt data from the Department of Education: (1) debt-to-earnings ratio and (2) repayment rates. The wage and debt information gathered through implementation of the gainful employment regulations would provide useful insights into the employment outcomes of program completers at two-year institutions.

While there is a foundation of data related to student employment outcomes, measures of student learning are not as well developed, and data are not as readily available. The challenges are due in part to the complexities and variations in methods for measuring student learning, and colleges are still identifying and developing assessments to measure student learning. The Department can take steps, however, to help institutions share promising practices in measuring and disclosing information about student learning.

Recommendations

The Committee recommends that the Department make available data on student employment outcomes gathered in federal gainful employment regulations and provide incentives to improve the availability of wage and earnings data to two-year institutions. The Committee also recommends that the Department provide incentives to institutions for developing assessments of student learning and encourage sharing of promising practices for measuring student learning.

1. The Department should make available to the public data disclosed by institutions resulting from the gainful employment disclosure requirements.

The Department should make debt and earnings data associated with programs intended to prepare students for gainful employment readily available through a centralized, easily accessible website, to provide better information to students and families, policymakers, and others on student employment outcomes. Since the regulations require institutions to disclose employment rates for certificate programs, the Department should also examine ways to use data collected under the gainful employment regulations to provide guidance on how institutions could disclose employment rates for associate's degree programs.

2. The Department should take actions that would enable two-year institutions to access data needed to assess employment outcomes more readily.

To report on students' employment after college requires data that institutions may not collect or have the ability to obtain from current sources. The Committee recognizes the challenges that institutions face in gathering data on student employment and earnings from multiple state and federal agencies, particularly the limitations on data sharing between

agencies and concerns about protecting student privacy. To address these challenges, the Department should:

- a. Provide incentives for states and institutions to develop more robust data systems that allow for collection and dissemination of a wider range of outcome measures for two-year institutions, especially given their workforce development missions;
 - b. Provide increased guidance on student record and wage data matching, while addressing requirements of the *Family Educational Rights and Privacy Act* (FERPA), to help institutions disclose employment rates for associate's degree and certificate programs; and
 - c. Provide incentives through its State Longitudinal Data System grant program to fund systems that make employment data easier to access and use and that increase the capacity for interstate sharing of employment or unemployment insurance wage data.
- 3. The Department should provide financial incentives to institutions to collect, disclose, and report results of student learning assessments, including but not limited to those already being reported to accrediting agencies, state higher education agencies, or voluntary accountability initiatives.**

Institutions have begun to collect data and measure student learning for a variety of entities—states, accreditation agencies, and others, but there is much work still to be done.

Assessments of student learning are often program-specific, and there are no agreed-upon measures that are comparable across programs or across institutions. As the measurement of student learning evolves, the Department should provide incentives to institutions to develop comparable measures of student learning and assistance in implementing such assessments. Additionally, the Department should use its grant programs to encourage more research on assessment of student learning outcomes.

- 4. The Department should convene representatives of two-year institutions to share promising practices on measuring and disclosing information about alternative measures of student success, such as student learning and employment.**

Many efforts are underway in institutions, systems, and other organizations to develop alternative measures of student success. Providing an opportunity for these groups to meet and learn how best to measure such outcomes would illuminate innovative activities in this sector. The Department should convene representatives of the higher education community to highlight promising practices in the collection and dissemination of data related to student learning and employment outcomes at two-year institutions.

Conclusion

Two-year institutions play a unique role in America's higher education landscape. Many do much more than prepare students to earn a postsecondary credential. For many students enrolled at two-year institutions, success may be transferring to a four-year institution or completing a few courses for retraining or career advancement. For the majority of these students, however, full-time enrollment may not be a viable option. And for some, the need for remedial coursework may delay their progress toward a degree.

With broad missions and a wide range of stakeholders, two-year institutions have not been served well by current federal measures of student success. For many years, policymakers and others have relied on federal graduation rate measures designed for traditional four-year institutions—measures that include only full-time, first-time degree- or certificate-seeking students—to make unfair judgments about the quality of two-year institutions. More importantly, these graduation rates may be misleading to consumers—students and families, researchers, and policymakers who are making critical decisions about investments in higher education based on incomplete data.

The Committee has deliberated for more than a year and identified actionable steps that can be taken to provide better data that will more accurately reflect the progress and outcomes of students at two-year institutions. One immediate action is to refine and update current methods for calculating federal graduation rates by measuring progress more broadly and adding student subgroups to reflect the student populations served by two-year institutions. But improving current methods for calculating graduation rates will not fix the problem entirely. The postsecondary education data infrastructure at the institutional, state, and national levels must be improved so that the incompleteness of data on student progression, transfer, and completion can be effectively addressed.

In addition to addressing the limitations of data infrastructures with respect to student progression and graduation, information will be needed on other student outcomes at two-year institutions. There are some outcomes, such as employment and earnings, that have a strong base to support data collection and, with improvements, can be used to make comparisons across institutions. Other outcomes, such as those related to student learning, are not as well developed and need more funding and attention to develop comparable and valid measures.

Implementing the recommendations of the Committee will require sustained focus and attention from policymakers at all levels of government, institutions, and others. Taking the actions outlined by the Committee will vastly improve the quality of postsecondary data and ultimately provide a more complete and accurate picture of student success at two-year institutions.

Appendix A

Charter

AUTHORITY

The Committee on Measures of Student Success (Committee) is authorized by Section 485(a)(7)(B) of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act (HEOA) (20 U.S.C. 1092(a)(7)(B)). The Committee is governed by the provisions of the Federal Advisory Committee Act (FACA) (P.L. 92-463; as amended, 5 U.S.C.A. Appendix 2), which sets forth the standards for the formation and use of advisory committees.

OBJECTIVE AND SCOPE OF ACTIVITIES

The Committee is established in order to advise the Secretary of Education in assisting two-year degree-granting institutions of higher education in meeting the completion or graduation rate disclosure requirements outlined in section 485 of the Higher Education Act of 2008.

DESCRIPTION OF DUTIES

The Committee on Measures of Student Success will develop recommendations for the Secretary of Education regarding the accurate calculation and reporting of completion or graduation rates of entering certificate- or degree-seeking, full-time, undergraduate students by two-year degree-granting institutions of higher education. The Committee may also recommend additional or alternative measures of student success that are comparable alternatives to the completion or graduation rates of entering degree-seeking full-time undergraduate students, taking into account the mission and role of two-year degree-granting higher education institutions. These recommendations shall be provided to the Secretary no later than 18 months after the first meeting of the Committee.

The Department may establish up to two working groups to assist the Committee in carrying out its duties. The working groups shall be composed of five members, a majority of whom shall be voting members of the Committee, whose expertise is needed for the functioning of the working groups. In addition, membership of the working groups may include outside experts or Federal employees. These working groups shall operate under the Federal Advisory Committee Act of 1972, as amended, and shall provide their recommendations to the Committee for full deliberation and discussion.

OFFICIAL TO WHOM THE COMMITTEE REPORTS

The Committee shall report to the Secretary of Education no later than 18 months from the date of the first meeting of the Committee.

SUPPORT

The Institute for Education Sciences (IES), through the National Center for Education Statistics, shall provide the financial and administrative support for the performance of the Committee's functions.

ESTIMATED ANNUAL COST

It is estimated that the annual operating costs to include travel costs and contract support for this Committee will be \$125,000. The annual personnel cost to the Department of Education will be .5 staff years.

DESIGNATED FEDERAL OFFICIAL (DFO)

A Designated Federal Official (DFO) shall be appointed by the Director of IES. The Committee shall meet at the call of the DFO in consultation with the Chairperson. The DFO will prepare and approve all committee meeting agendas, attend all committee meetings, chair meetings in the absence of the Chairperson, adjourn a meeting if he or she deems it necessary in the interest of the public, and prepare and post committee meeting minutes for public inspection.

MEETINGS

The estimated number of meetings is 4 over the duration of the Committee. As required by FACA, meetings of the Committee shall be open to the public unless determined otherwise by the U.S. Department of Education's Office of the General Counsel.

DURATION/TERMINATION

The duration of the Committee, within the meaning of Section 14(a) of FACA, is authorized through the date that the Committee issues its recommendations to the Secretary.

MEMBERSHIP AND DESIGNATION

The Committee shall consist of 15 members, including individuals from diverse higher education institutions, experts in the field of higher education policy, state higher education officials,

students, and other stakeholders from the higher education community. The members shall be appointed by the Secretary of Education in consultation with the Commissioner for Education Statistics. The Committee Chairperson shall be appointed by the Secretary of Education. The members shall serve as special government employees (SGEs). As SGEs, the members are chosen for their individual expertise, qualifications, and experience. The members will provide advice and make recommendations based on their own independent judgment and will not be speaking for or representing the views of any nongovernmental organization or recognizable group of persons. Notwithstanding their status as SGEs, the members will not be paid for their services other than the payment of travel expenses and a per diem allowance.

SUBCOMMITTEES

The Committee will not have subcommittees.

RECORDKEEPING

The records of the Committee will be handled in accordance with the General Records Schedule 26, Item 2. The records shall be made available for public inspection and copying, subject to the Freedom of Information Act, 5 U.S.C. § 552.

FILING DATE

The Committee is hereby chartered in accordance with Section 14(b) of FACA. This charter expires two years from the date of filing.

/s/ Arne Duncan
Secretary

August 21, 2009
Date

Establishment Date:
August 21, 2009

Filing Date:
August 31, 2009

Appendix B

Committee and Staff Roster and Biographies

Members

Dr. Thomas R. Bailey, Chair

George and Abby O'Neill Professor of Economics and Education
Director, Community College Research Center
Teachers College, Columbia University

Dr. Thomas R. Bailey is the George and Abby O'Neill Professor of Economics and Education in the Department of International and Transcultural Studies at Teachers College, Columbia University. Dr. Bailey is an economist, with specialties in education, labor economics, and econometrics. In 1996, with support from the Alfred P. Sloan Foundation, Dr. Bailey established the Community College Research Center (CCRC) at Teachers College, which conducts a large portfolio of qualitative and quantitative research based on fieldwork at community colleges and analysis of national- and state-level datasets. The research focuses on access and student success at community college, with a particular focus on the experiences low income and minority students. Dr. Bailey is also Director of two National Centers, one being the National Center for Postsecondary Research (NCPR), established in 2006, and the second being the Center for Analysis of Postsecondary Education and Employment (CAPSEE), established in 2011. Both centers are funded by grants from the Institute of Education Sciences of the U.S. Department of Education. Since 1992, Dr. Bailey has also been the Director of the Institute on Education and the Economy (IEE) at Teachers College. His articles have appeared in a wide variety of education, policy-oriented and academic journals, and he authored or co-authored several books on the employment and training of immigrants and the extent and effects of on-the-job training. His most recent book, co-edited with Vanessa Morest, is *Defending the Community College Equity Agenda* (Johns Hopkins University Press, 2006). Other books include *Working Knowledge: Work-Based Learning and Education Reform* (Routledge, 2004), co-authored with Katherine Hughes and David Moore; *Manufacturing Advantage* (Cornell University Press, 2000), written with Eileen Appelbaum, Peter Berg, and Arne Kalleberg; and *The Double Helix of Education and the Economy* (IEE, 1992), co-authored with Sue Berryman. Dr. Bailey holds a Ph.D. in labor economics from MIT.

Dr. Margarita Benítez

Senior Associate, Excelencia in Education

Dr. Margarita Benítez is an independent consultant and a Senior Associate with Excelencia in Education. She brings with her substantial experience and a particular focus on minority-serving institutions, gained from her years as a college president (1985-94), as a member of the Commission on Higher Education of the Middle States Association of Colleges and Schools (1990-1996), as a senior official in the Office of Postsecondary Education in the U.S. Department of Education (1998-2003), as an advisor to the President of the University of Puerto Rico system (2003-2009), and a senior associate at the Institute for Higher Education Policy (2004-2007). She was director of higher education for The Education Trust (2007-2010) and coordinator of the Access to Success Initiative, a partnership of 23 state university systems designed

to improve student success and to close by at least half the gaps in both college-going and college completion that separate low income and underrepresented minority students from other students.

Dr. Wayne M. Burton

President, North Shore Community College

Dr. Wayne M. Burton is president of North Shore Community College with campuses in Danvers, Lynn, and Beverly, Massachusetts. Dr. Burton served in several capacities at the University of New Hampshire, his last fourteen as Assistant Dean and Director of Accreditation for the Whittemore School of Business and Economics. From 1993 to 2000 he served as Dean of the School of Business at Salem State College. Dr. Burton was appointed president of North Shore Community College in 2000. He served on Massachusetts Governor Deval Patrick's Transition Committee in November 2006 and continues to advise the Governor through his membership on the Governor's Small Business Roundtable. He was recently appointed to the Massachusetts Commission on the Study of In-State Tuition, and is one of fifteen appointees to the U.S. Department of Education Committee on Measures of Student Success. Dr. Burton is a founding member and co-chair of the Community College Consortium on Autism and Intellectual Disabilities. He serves on many community affiliations, i.e. N.S. Chamber of Commerce (past chair) and founder of the North Shore Alliance for Economic Development. Dr. Burton is a New Hampshire resident and served two terms in the New Hampshire House of Representatives. He currently serves as a member of the Strafford Regional Planning Commission in Southern New Hampshire. Born and raised in Belmont, MA, he earned his A.B. from Bowdoin College and after serving as a Captain in the U.S Army in Germany and Vietnam, an M.B.A. from the University of New Hampshire and an Ed.D. in Higher Education Leadership from Vanderbilt University.

Mr. Kevin Carey

Policy Director, Education Sector

Mr. Kevin Carey is the policy director of Education Sector, an independent think tank. He manages the organization's policy team and oversees policy development in K–12 and higher education. Mr. Carey has published articles in magazines including *Washington Monthly*, *The New Republic*, *The American Prospect*, *Democracy*, and *Newsweek*. He writes a monthly column for the *Chronicle of Higher Education* and serves as guest editor of *Washington Monthly's* annual college issue. His writing was anthologized in Best American Legal Writing 2009. Mr. Carey's research at Education Sector includes higher education reform, improving college graduation rates, college rankings, community colleges, and NCLB. He regularly contributes to The Quick and the ED and Brainstorm blogs and provides expert commentary for media outlets including CNN, C-SPAN, PBS Frontline, and National Public Radio. He also teaches education policy at Johns Hopkins University. Previously, Mr. Carey was director of policy research for The Education Trust and a policy analyst at the Center on Budget and Policy Priorities. From 1999 to 2001, Mr. Carey served as Indiana's Assistant State Budget Director for education, where he advised the governor on finance and policy issues in K–12 and higher education. He also served as a senior analyst for the Indiana Senate Finance Committee. Mr. Carey holds a bachelor's degree in political science from Binghamton University and a master of public administration from the Ohio State University. He lives with his wife and daughter in Washington, D.C.

Ms. Alisa F. Cunningham

Vice President of Research and Programs, Institute for Higher Education Policy

Ms. Alisa Federico Cunningham is vice president of research at the Institute for Higher Education Policy (IHEP), a nonpartisan, nonprofit organization located in Washington, D.C. that focuses on access to and success in postsecondary education. She oversees the organization's research studies and project evaluations. In addition, Ms. Cunningham conducts her own research related to disadvantaged populations around the world. Since joining IHEP in 1997, Ms. Cunningham's work has addressed a broad array of topics, including higher education financing, student financial aid, minority-serving institutions, student persistence and attainment, and opportunities for student access and success. Her experience in policy research and analysis includes both domestic and international fields, and during her tenure at the organization, she has been involved in several cutting-edge national studies on college costs and prices as well as measurements of student persistence. In addition to research presentations at numerous conferences and articles published in various journals and magazines, Ms. Cunningham is the author or co-author of many of IHEP's publications. Most recently, she co-authored a chapter in "Recognizing and serving low income students in postsecondary education" and a report on student loan delinquencies. She also was awarded the 2010 Robert P. Huff Golden Quill Award for her contributions to literature on student financial aid.

Mr. Jacob Fraire

Assistant Vice President for Student and Institutional Success, Texas Guaranteed Student Loan Corporation

Mr. Jacob Fraire worked as an education lobbyist in Washington, DC, representing institutions, non-profit organizations, and corporations in the secondary and higher education sectors. He provided federal relations representation to the Hispanic Association of Colleges and Universities (HACU), National Association of Student Employment Administrators, National Association for Migrant Education, Teachers of English to Speakers of Other Languages, and guaranty agencies participating in the federal student loan programs. He served as director of legislation and policy analysis for HACU and later as senior legislative coordinator for the law firm of Jorden, Burt, Berenson, & Johnson, LLP, where he represented research universities and institutes. His areas of expertise extend to elementary and secondary education and higher education authorization statutes and the budget and appropriations processes. Since 1998, Mr. Fraire has served as assistant vice president at the non-profit Texas Guaranteed Student Loan Corporation (TG), leading the company's philanthropic and community service department. He oversees TG's national and state efforts in pre-collegiate outreach, financial literacy, community college policy and practice, enrollment management services, philanthropy, and an academic journal. He designed and leads TG's Public Benefit Program, which provides grant funding to advance college access and success, need-based grant aid, and education research. Since 2005, TG's Public Benefit program has awarded a combined \$37 million in competitive grants to non-profit organizations and direct grant aid to college students. The son of migrant farm-workers, Mr. Fraire was raised in El Paso, Texas. He earned a bachelor's degree from St. Edward's University in Austin and a master's degree in public affairs from the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin. Jacob is married to Dr. Virginia Murillo Fraire; they have five children.

Ms. Isabel Friedman

Student, University of Pennsylvania

Born and raised in Philadelphia, Pennsylvania, and Woods Hole, Massachusetts, Ms. Isabel Friedman has made her mark as a youth leader, champion for girls and women, and political activist. She co-developed and conducted in-school Basic Breast Health Assembly programs, reaching over 5,000 middle and high school girls and their mothers. Following, she co-authored the book, *Taking Care of Your 'Girls: A Breast Health Guide for Girls, Teens, and In-Betweens*, published by Random House in September of 2008. During her gap year before starting college at University of Pennsylvania, she worked as a Field Organizer on Barack Obama's Presidential Campaign in Philadelphia and studied Hindi, textile design and volunteered in India for a semester. She served as an intern in the U.S. Department of Commerce in the Office of Faith Based and Neighborhood Partnerships. At Penn, Ms. Friedman served on the board of Penn Democrats as President, plays an active role at the Penn Women's Center, and was selected to be a mentor for Big Brothers Big Sisters in West Philadelphia. In 2011 she returned to India to work in a maternal health center with Karuna Trust, an Indian NGO that partners with the government to deliver health care to underserved rural communities. In her Junior year at Penn, she was elected Chair of Penn Political Coalition, an umbrella organization for student clubs with political missions, which she also helped co-found. She is majoring in Health and Societies with a concentration in International Health and a minor in French.

Dr. Mildred Garcia

President, California State University, Dominguez Hills

Dr. Mildred García is president of California State University (CSU), Dominguez Hills, a comprehensive university in Los Angeles County. She arrived in 2007, after serving as President of Berkeley College in New York and New Jersey. Dr. García began her career as faculty and is a tenured professor in Graduate Education at CSU Dominguez Hills. She has taught at numerous community colleges, comprehensive institutions and research universities, and is a scholar of higher education. Her research concentrates on equity in higher education and its impact on policy and practice, and has written and published more than thirty books, articles, book reviews and commissioned reports. Dr. García serves on President Obama's Commission on Educational Excellence for Hispanics, was selected by U.S. Secretary of Education Arne Duncan to the U.S. Committee on Measures of Student Success, charged with developing recommendations to improve student success at two-year degree-granting institutions and serves as a member of the Board of Visitors for Air University at the request of the Secretary of Defense. She also serves on the Boards of Directors for the American Association of Hispanics in Higher Education and the Association of American Colleges and Universities. She serves on the Advisory Board of *Higher Education Abstracts*; the Editorial Advisory Board of *Peer Review*, Association of American Colleges and Universities; the Advisory Board for *Hispanic Outlook in Higher Education*; the National Advisory Panel of the National Institute for Learning Outcomes Assessment; and is a founding board member of the National Council for Community and Education Partnerships. She is also a member of the 2060 Blue Ribbon Committee, charged by the Metropolitan Water District of Southern California to identify long-range strategies to foster water reliability and environmental stewardship in the region.

Dr. García received an Ed.D. and M.A. in higher education administration from Teachers College, Columbia University; M.A. in business education/higher education from New York University; B.S. in business education from Bernard Baruch College, CUNY; and an A.A.S. in legal secretarial sciences in business from New York City Community College, CUNY.

Dr. Sharon Kristovich

Higher Education Consultant

Dr. Sharon Kristovich has had more than 20 years experience in research and statistical support. The last twelve of these years were in community college institutional research; most of the time in leadership positions. She is presently self-employed as a higher educational consultant, specializing in program and institutional evaluation, federal and state accountability, retention/persistence, student success, student engagement, enrollment trends, assessment methods, program evaluation, data warehousing and management, statistical analyses, and human subjects review (you name it, she can do it!). Dr. Kristovich has authored or co-authored five papers and over 30 presentations (some of them award-winning) in community college institutional research. Dr. Kristovich's educational background includes a B.A. in Psychology from Cook College, Rutgers University in 1985. She has a master's degree (1988) and a Ph.D. (1995) in Cognitive/Academic Psychology from the University of Illinois at Chicago.

Mr. Harold Levy

Managing Director, Palm Ventures, LLC

Harold Levy is Managing Director at Palm Ventures LLC, where he leads the education practice and also focuses on regulated industries and allied fields. Mr. Levy was formerly the New York City Schools Chancellor, Executive Vice President of Kaplan, Inc., Director of Global Compliance of Citigroup, Inc., Head of Litigation of Salomon Brothers Inc., and Managing Director of Plainfield Asset Management LLC. He holds a B.S. and J.D. from Cornell and a M.A. (PPE) from Oxford. Mr. Levy is a member of numerous boards, including the National Dropout Prevention Center, the Roosevelt Institute, Pace University and a member of the Presidential Advisory Committee of Teachers College, Columbia University.

Hon. Geri D. Palast

Managing Director, Israel Action Network

Prior to her current role at the Israel Action Network, the Honorable Geri D. Palast was the Executive Director of the Campaign for Fiscal Equity (CFE). During her tenure, CFE successfully completed litigation and legislation that established the right to a sound basic education in the New York State Constitution and reformed the state school finance and accountability laws. CFE now oversees the implementation of the settlement, and co-leads the statewide education advocacy coalition that addresses ongoing funding, policy, and public education efforts to ensure a quality education for every public school student. Previously, Palast was the founder and executive director of the Justice at Stake Campaign, the national organization working to ensure fair and impartial courts, Assistant Secretary of Labor for Congressional and Intergovernmental Affairs under President Clinton, and national Political and Legislative Director of Service Employees International Union. She is an attorney, a Root-Tilden

Public Service Law Scholar from NYU School of Law, and an honors graduate of Stanford University. She is admitted to practice in the District of Columbia and California.

Mr. Patrick Perry

Vice Chancellor of Technology, Research, and Information Systems, California Community Colleges Chancellor's Office

As the appointed Vice Chancellor of Technology, Research, and Information Systems for the California Community Colleges Chancellor's Office, Mr. Patrick Perry oversees both the collection of all unitary student records for California's 112-campus system and the Institutional Research function responsible for all system accountability reporting. In this capacity, he has negotiated data matching agreements and leveraged the systems' educational data warehouse to fully capture student progress, transfer movement, institutional peer grouping, and wage outcomes to create a comprehensive reporting and accountability framework for two-year institutions and their student populations. He has worked for over a decade on capturing the complexities of measuring student intent in a community college environment and translating this to appropriate success rate and output volume measurements. Mr. Perry is a regular contributor at IPEDS Technical Review Panels, is a former member of the National Postsecondary Education Cooperative (NPEC), and currently serves as an advisor to the American Association of Community Colleges (AACCC) in the development of their Voluntary Framework of Accountability (VFA).

Dr. Lashawn Richburg-Hayes

Senior Research Associate and Deputy Director for Young Adults and Postsecondary Education, MDRC

Dr. Lashawn Richburg-Hayes is a Senior Research Associate and the Deputy Director of the Young Adults Postsecondary Education policy area within MDRC. Dr. Richburg-Hayes' current research focuses on measuring various effects of new forms of financial aid, enhanced student services, and curricular and instructional innovations on community college retention and credit accumulation, as well as nonexperimental methods of data analysis. Dr. Richburg-Hayes was a lead investigator of MDRC's Opening Doors Project, a demonstration that is designed to help nontraditional students—at-risk youth, low-wage working parents, and unemployed individuals—earn college credentials on the pathway to better jobs with higher pay. She is a lead investigator of Achieving the Dream, a comprehensive initiative being led by the Lumina Foundation that targets students of color and low-income students, aiming to boost academic achievement and “close the gap” between these and other community college enrollees. Dr. Richburg-Hayes earned a bachelor's degree from the Industrial and Labor Relations School of Cornell University. She received her master's degree and Ph.D. in Economics from Princeton University.

Dr. Linda M. Thor

Chancellor, Foothill-De Anza Community College District

Dr. Linda M. Thor is chancellor of the Foothill-De Anza Community College District in California's Silicon Valley. A nationally recognized innovator in education, she joined Foothill-De Anza in 2010 after serving for nearly 20 years as president of Rio Salado College in Tempe, Arizona, a college known for educating working adults through online education and worksite training. Prior to becoming Rio Salado's president in 1990, Dr. Thor was president of West Los Angeles College (WLAC) in Culver City,

California. That appointment followed a successful tenure as senior director of occupational and technical education and director of communications for the Los Angeles Community College District.

Active at the national level, Dr. Thor serves on the board of the League for Innovation in the Community College; the executive council of the WICHE Cooperative for Educational Technologies (WCET); and the board of the Community College Baccalaureate Association. She is a member of the advisory board of StudentMentor.org; the editorial board of the SOURCE on Community College Issues, Trends and Strategies; and the Capella University Community College Advisory Council. Dr. Thor holds a bachelor's degree in journalism from Pepperdine University, a master of public administration degree from California State University–Los Angeles, and a doctor of education degree in community college administration from Pepperdine University.

Dr. Belle S. Wheelan

President, Southern Association of Colleges and Schools Commission on Colleges

Dr. Belle S. Wheelan currently serves as President of the Southern Association of Colleges and Schools Commission on Colleges and is the first African American and the first woman to serve in this capacity. Her career spans over 30 years and includes the roles of faculty member, chief student services officer, campus provost, college president, and Secretary of Education. In several of those roles she was the first African American and/or woman to serve in those capacities. Dr. Wheelan received her bachelor's degree from Trinity University in Texas (1972) with a double major in Psychology and Sociology; her master's degree from Louisiana State University (1974) in Developmental Educational Psychology; and her doctorate from the University of Texas at Austin (1984) in Educational Administration with a special concentration in community college leadership.

Staff

Dr. Archie P. Cubarrubia

Designated Federal Official

Dr. Archie P. Cubarrubia is an Education Statistician at the National Center for Education Statistics (NCES) in the Institute of Education Sciences at the U.S. Department of Education. He serves as the Designated Federal Official for the Department's Committee on Measures of Student Success and as the Survey Director for the Student Financial Aid component of the Integrated Postsecondary Education Data System (IPEDS). Before joining NCES, he served as special assistant to the Deputy Assistant Secretary for Higher Education Programs in the Office of Postsecondary Education and coordinated program oversight and monitoring activities for the Department's postsecondary grant programs. He has previously served as senior analyst for the Office of the Under Secretary and was part of the team responsible for implementing the Department's higher education transformation agenda to increase the accessibility, affordability, and accountability of America's colleges and universities. Specifically, he was responsible for the Department's activities around promoting higher education accountability and transparency in student learning outcomes, transfer of credit, and accreditation. In addition, Dr. Cubarrubia served as senior analyst for former Secretary of Education Margaret Spellings' Commission on the Future of Higher Education. Prior to joining the U.S. Department of Education, he coordinated

first-year student success programs at the University of Rhode Island, Northern Arizona University, and Boston University. Dr. Cubarrubia earned his bachelor's degree in health studies and his master's degree in higher education administration from Boston University. He received his doctorate in higher education administration from The George Washington University.

Ms. Andrea Sykes

Consultant

Ms. Andrea Sykes is president of Laurium Evaluation Group, a research and evaluation company based in Washington, DC. The company is committed to helping its clients understand how to better use data to develop program interventions and policies to improve K–12 student achievement, postsecondary access and retention and labor market outcomes after college. Ms. Sykes leads a multi-year study evaluating the effectiveness of federally-funded afterschool programs in a Maryland public school district. She also conducts research and provides technical assistance on ways to enhance the collection of data in three NCES surveys of students during and after college. Ms. Sykes has also provided research and guidance to a number of IPEDS technical review panels on how best to collect data on net price, student completions, faculty staffing and salaries, and students' labor market outcomes. Prior to founding Laurium Evaluation Group, Ms. Sykes worked as an assistant director with the U.S. Government Accountability Office where she directed studies examining the effectiveness of federal education, workforce, and human services programs. Ms. Sykes earned a master's degree in public policy from the University of Maryland at College Park and a bachelor's degree in political science from McDaniel College.

Ms. Kristan Cilente-Skendall

Program Support Assistant

Ms. Kristan Cilente-Skendall is a doctoral candidate at the University of Maryland, College Park. Ms. Cilente-Skendall is studying the relationship between alternative spring break participation and student leadership capacities. Ms. Cilente-Skendall works as the Assistant Director for Career Services and Strategic Partnerships at ACPA-College Student Educators International, an association for student affairs educators around the globe. Previously, she worked at the University of Maryland, Georgetown University, and the University of Arizona, where she also completed her master's degree in higher education administration.

Mr. John E. Fink

Program Support Assistant

Mr. John E. Fink is pursuing his master's degree in college student personnel at the University of Maryland, College Park. Mr. Fink is interested in teaching and learning in higher education, social justice education, and the college student experience across a variety of institutional types, including community colleges. Originally from Wisconsin, Mr. Fink graduated from the University of Wisconsin-Madison with a B.A. in Psychology, Sociology, and Integrated Liberal Studies.

Appendix C

Committee Meetings

October 20, 2010

Washington, DC

Presenters:

- Dr. Thomas Bailey, Chair, Committee on Measures of Student Success
- Dr. Eduardo Ochoa, Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education
- Dr. Thomas Weko, Associate Commissioner, National Center for Education Statistics, U.S. Department of Education

Defining the Issues

- Ms. Andrea Sykes, Consultant, Committee on Measures of Student Success

Surveying the Landscape

- Mr. Kent Phillippe, Associate Vice President, Research & Student Success, American Association of Community Colleges
- Mr. Dane Linn, Director, Center for Best Practices, National Governors Association

February 9–10, 2011

Washington, DC

Presenters:

- Dr. Thomas Bailey, Chair, Committee on Measures of Student Success
- Dr. Jack Buckley, Commissioner, National Center for Education Statistics, U.S. Department of Education

Alternative Measures Working Group Report and Discussion

- Dr. Sharon Kristovich, Working Group Lead

Challenges and Implications of Implementing Alternative Measures of Student Success

- Dr. T. Dary Erwin, Professor of Leadership Studies and Psychology, James Madison University
- Dr. Jeff Strohl, Director of Research, Center on Education and the Workforce, Georgetown University

Progression and Completion Measures Working Group Report and Discussion

- Mr. Patrick Perry, Working Group Lead

Context and Challenges of Implementing Progression and Completion Measures

- Dr. Carol Fuller, Higher Education Consultant
- Mr. Tod Massa, Policy Research and Data Warehousing Director, State Council of Higher Education for Virginia

June 2–3, 2011

Washington, DC

Presenters:

- Dr. Thomas Bailey, Chair, Committee on Measures of Student Success

Alternative Measures Working Group Report and Discussion

- Mr. Kevin Carey, Working Group Lead

Progression and Completion Measures Working Group Report and Discussion

- Mr. Patrick Perry, Working Group Lead

September 7, 2011

Washington, DC

Presenter:

- Dr. Thomas Bailey, Chair, Committee on Measures of Student Success

November 29, 2011

Washington, DC

Presenters:

- Dr. Thomas Bailey, Chair, Committee on Measures of Student Success
- Dr. Archie Cubarrubia, Designated Federal Official, Committee on Measures of Student Success

National Student Loan Data System
Enrollment Reporting File (XML Schema)

April 6, 2012

1. NSLDS Enrollment Reporting File Using XML

The NSLDS Enrollment Reporting process requires schools to certify the enrollment status of students receiving federal student aid. The batch file process allows a school to designate the file format that will be used for the enrollment data exchange via the Student Aid Internet Gateway (SAIG). Schools will be able to trade batch enrollment data with NSLDS using an enhanced fixed-width flat file, a comma separated value (CSV) file, or XML. Schools will designate their choice on the [NSLDS Professional Access Web site](#).

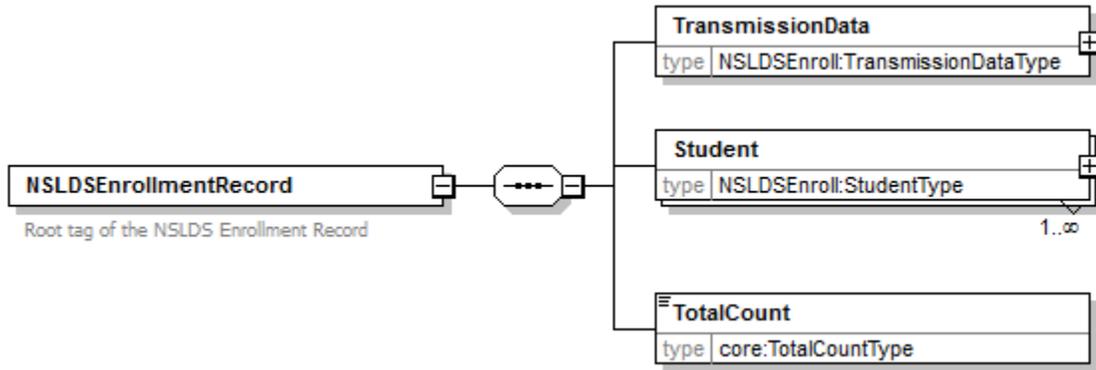
NSLDS will initiate the enrollment reporting roster in the file layout selected and expect the roster submittal file to be returned in the same format. NSLDS will respond with the error/acknowledgement file and expect the error correction submittal file also using that same format. The Enrollment Roster and error/acknowledgement files will be sent from NSLDS with the SAIG message class EFRXMLOP. Return the Enrollment Submittal and error correction files to NSLDS using SAIG message class EFSXMLIN.

This document provides the XML schema developed by Federal Student Aid in partnership with the Postsecondary Electronic Standards Council (PESC), to be used for the enrollment reporting process beginning in July 2012. Additional information on this XML standard can be found at www.pesc.org.

NSLDS will provide more information regarding the NSLDS Enrollment Reporting Process in a future version of the NSLDS Enrollment Reporting User Guide.

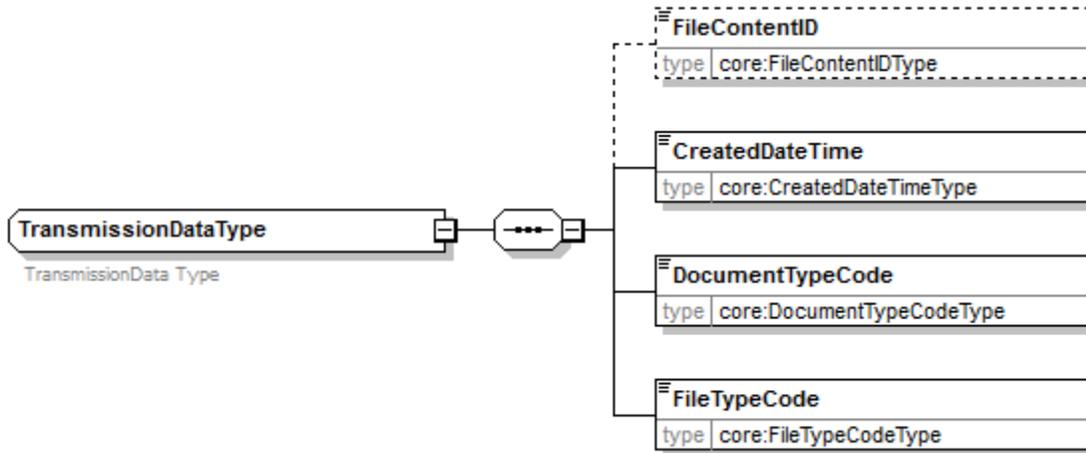
2. XML Tag Definitions

NSLDSEnrollmentRecord



Tag name	Usage	Description	Format
NSLDSEnrollmentRecord	Required	Root element of XML document for NSLDSEnrollmentRecord_v1.0.0.xsd.	Aggregate minOcc 1 maxOcc 1
TransmissionData	Required	A group of elements containing routing and header information. Uses NSLDSEnroll:TransmissionDataType	Aggregate minOcc 1 maxOcc 1
Student	Required	A group of elements which provides details about the student for which enrollment is being reported. Uses NSLDSEnroll:StudentType	Aggregate minOcc 1 maxOcc ∞ repeatable as needed
TotalCount	Required	Count of total student records, i.e. student tags, contained in the file. Uses TotalCountType .	Integer minOcc 1 maxOcc 1

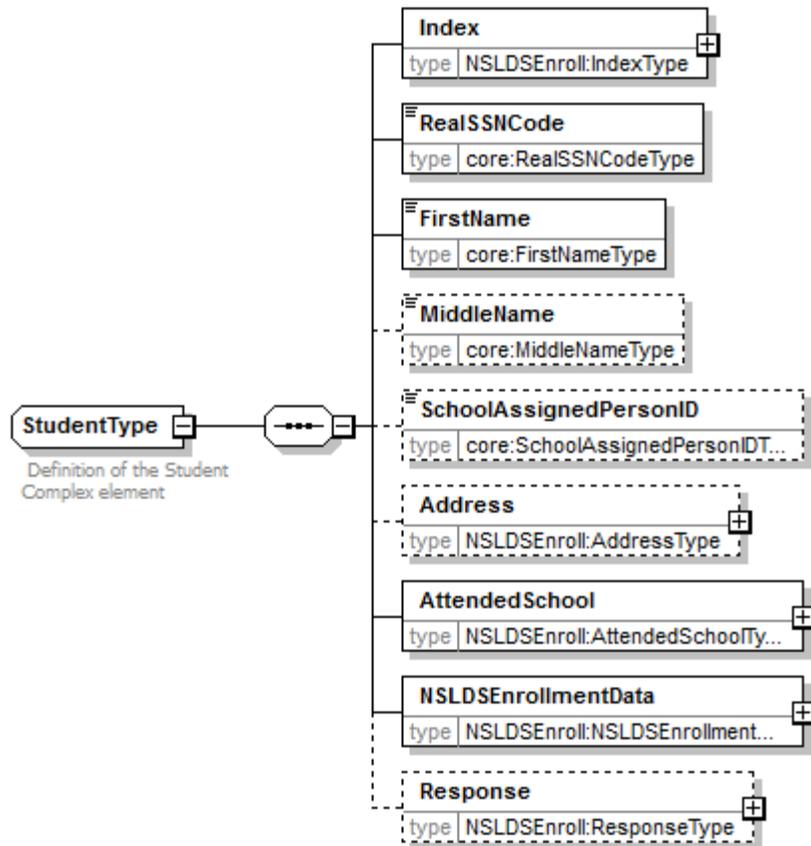
NSLDSEnroll:TransmissionDataType



Tag name	Usage	Description	Format
FileContentID	Optional	Submitter defined indicator describing content of the file being exchanged.	Xs:string minOcc 0 maxOcc 1 maxLength 8
CreatedDateTime	Required	Date and time stamp with the document was created.	Xs:datetime ccyy-mm-dd hh:min:ss minOcc 1 maxOcc 1
DocumentTypeCode	Required	This basic component specifies a short description of the data in the document.	Enumeration: NSLDSEnrollmentSubmittal NSLDSErrorSubmittal minOcc 1 maxOcc 1
FileTypeCode	Required	Code indicating the type of file being transmitted.	Enumeration: Roster (flat file value = R) Error (flat file value = E) AdHoc (flat file value = A) SpecialProcessing (flat file value = Z) minOcc 1 maxOcc 1

NSLDSEnroll:StudentType

This diagram shows the overall structure of the student data that are expected to be submitted in the NSLDSEnrollmentRecord XML file. The table below explains each element.



Tag name	Usage	Description	Format
Index	Required	Provides a logical grouping of components related to index information. Uses NSLDSEnroll:IndexType .	Aggregate minOcc 1 maxOcc 1
RealSSNCode	Required	Indicates whether the Social Security Number is a real Social Security Number or a pseudo number.	Enumeration: Real (flat file value = R) Pseudo (flat file value = P) minOcc 1 maxOcc 1
FirstName	Required	This basic component specifies the first	Xs: string

Tag name	Usage	Description	Format
		name by which a person is legally known. "NFN" for students with no first name.	minOcc 1 maxOcc 1 minLength 1 maxLength 35
Middlename	Optional	This basic component specifies the middle name by which a person is legally known.	Xs: string minOcc 0 maxOcc 1 minLength 1 maxLength 35
SchoolAssignedPersonID	Optional	Optional field used by schools to identify students within their own systems.	Xs: string minOcc 0 maxOcc 1 minLength 0 maxLength 20
Address	Optional	Provides a logical grouping of components related to a student address. Uses NSLDSEnroll:AddressType .	Aggregate minOcc 0 maxOcc 1
AttendedSchool	Required	Provides a logical grouping of components related to the school reporting enrollment information for the student. Uses NSLDSEnroll:AttendedSchoolType .	Aggregate minOcc 1 maxOcc 1
NSLDSEnrollmentData	Required	Provides a logical grouping of components related to NSLDS enrollment information being reported. Uses NSLDSEnroll:NSLDSEnrollmentDataTy pe	Aggregate minOcc 1 maxOcc 1
Response	Optional	Provides a logical grouping of components related to record response such as record-level error codes. Uses NSLDSEnroll:ResponseType .	Aggregate minOcc 0 maxOcc 1

TotalCountType

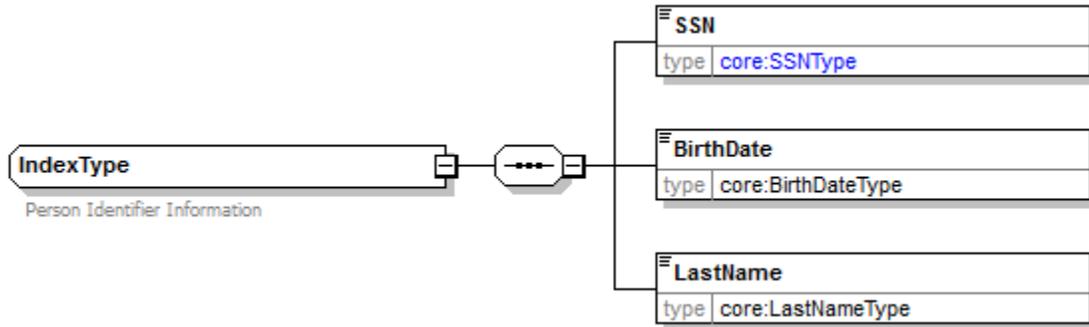
Used by elements:

- TotalCount

TotalCountType is an integer with values from 0 to 999999999 and is used to indicate a count of students in the NSLDS Enrollment Reporting record.

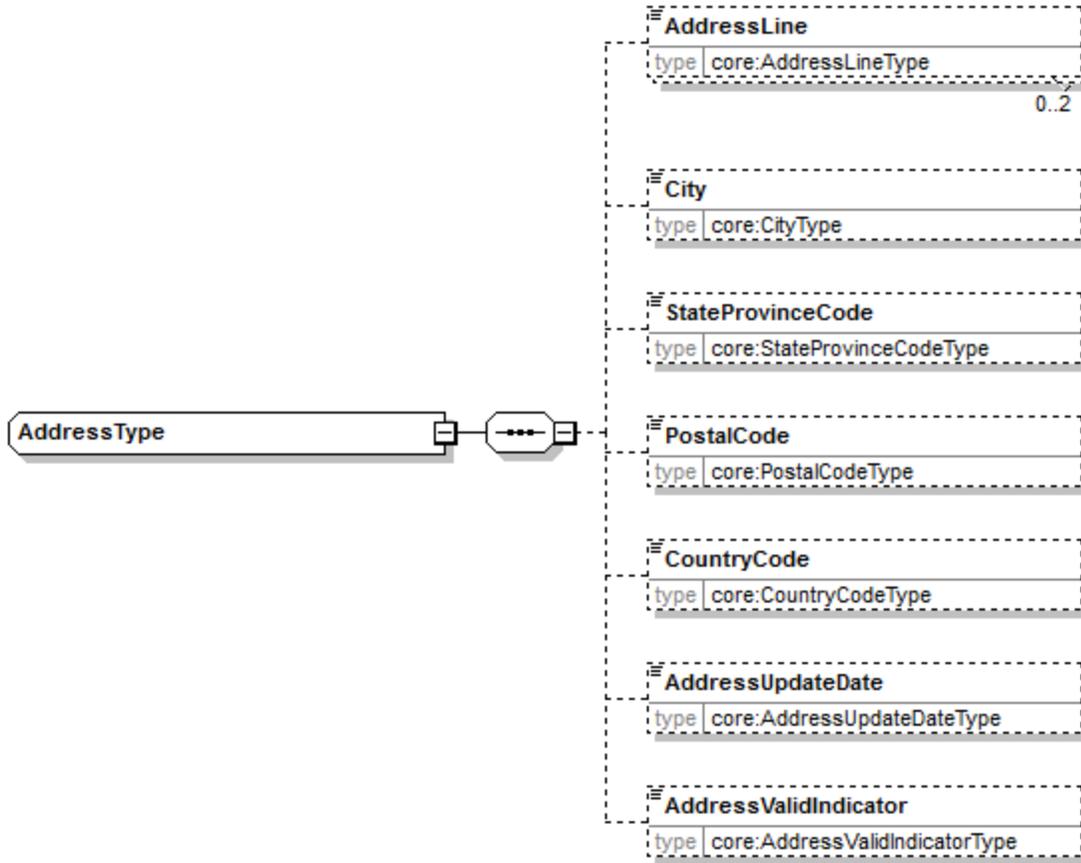
TotalCount	
type	core:TotalCountType

NSLDSEnroll:IndexType



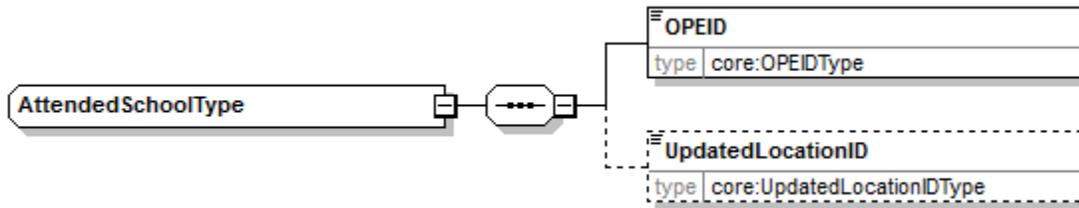
Tag name	Usage	Description	Format
SSN	Required	The current SSN for the student being reported.	Xs: string Pattern: /d{9} minOcc 1 maxOcc 1 maxLength 9
BirthDate	Required	The student's date of birth.	Xs: date ccyy-mm-dd minOcc 1 maxOcc 1
LastName	Required	The last name or surname by which the student is legally known. 'NLN' for students with no last name.	Xs: string minOcc 1 maxOcc 1 minLength 1 maxlength 35

NSLDSEnroll:AddressType



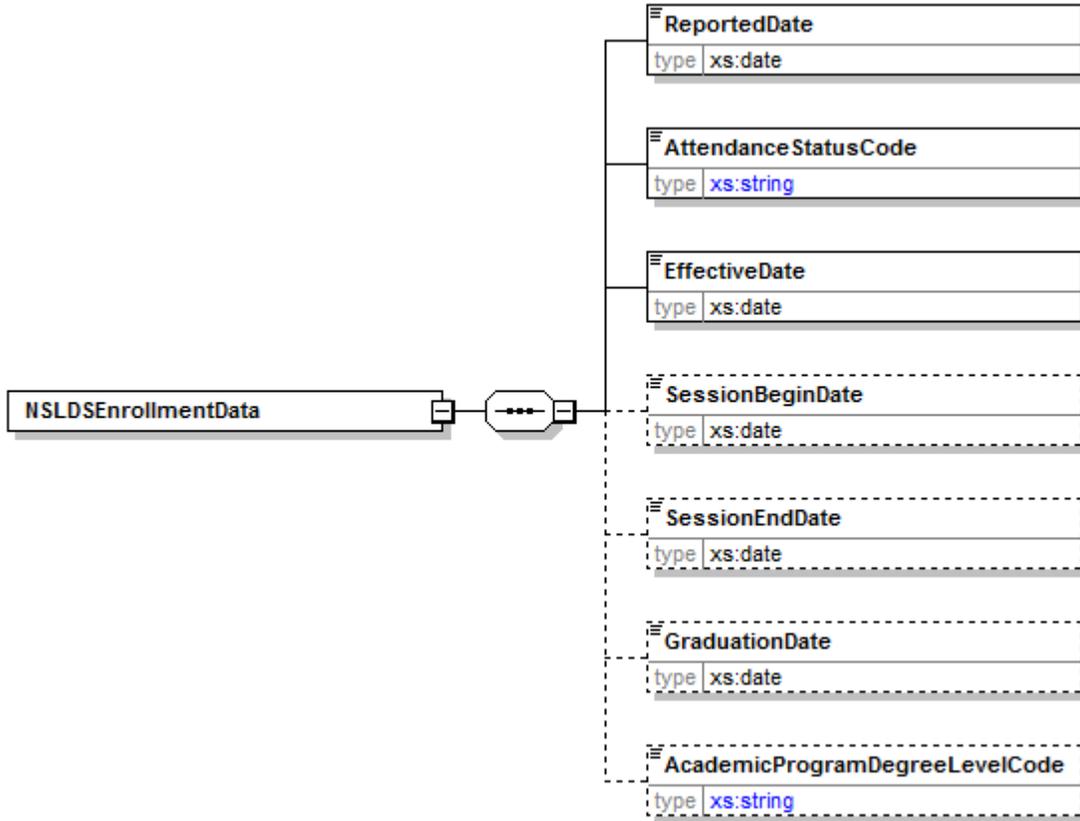
Tag name	Usage	Description	Format
AddressLine	Optional	Sequenced lines of student's street address	Xs: string minOcc 0 maxOcc 2 maxLength 40
City	Optional	City where student lives	Xs: string minOcc 0 maxOcc 1
StateProvinceCode	Optional	State or province where student lives	Enumeration: <i>see Appendix A for values</i> minOcc 0 maxOcc 1
PostalCode	Optional	Postal code where student lives	Xs: string minOcc 0 maxOcc 1 maxLength 17
CountryCode	Optional	Country where student lives	Enumeration: <i>see Appendix B for values</i> minOcc 0 maxOcc 1
AddressUpdateDate	Optional	Date the student's address became effective	Xs: date ccyy-mm-dd minOcc 0 maxOcc 1
AddressValidIndicator	Optional	Flag to indicate that the student's address is valid	Xs: boolean minOcc 0 maxOcc 1

NSLDSEnroll:AttendedSchoolType



Tag name	Usage	Description	Format
OPEID	Required	The unique identifier assigned by the Office of Postsecondary Education for each data exchange partner	Xs: string minOcc 1 maxOcc 1 minLength 8 maxLength 8
UpdatedLocationID	Optional	School location identification code where the student enrollment should be certified. <i>Action associated with this code will be a withdrawal from the original location code specified as part of the OPEID and an add/update to the new location code using the reported detail.</i>	minOcc 0 maxOcc 1 minLength 2 maxLength 2

NSLDSEnroll:NSLDSEnrollmentDataType



Tag name	Usage	Description	Format
ReportedDate	Required	The date the student's current enrollment status was certified by school	Xs: date ccyy-mm-dd minOcc 1 maxOcc 1
AttendanceStatusCode	Required	Student's enrollment status at the school	Enumeration: - <i>ApprovedLeaveOfAbsence</i> (flat file value = A) - <i>Deceased</i> (flat file value = D) - <i>FullTime</i> (flat file value = F) - <i>Graduated</i> (flat file value = G) - <i>HalfTime</i> (flat file value = H) - <i>LessThanHalfTime</i> (flat file value = L) - <i>Withdrawn</i> (flat file value = W) - <i>NeverAttended</i> (flat file value = X) - <i>NoRecordFound</i> (flat file value = Z) <i>see Appendix C for more information about enumerated values</i> minOcc 1 maxOcc 1
EffectiveDate	Required	The date the student's current enrollment status took effect	Xs: date ccyy-mm-dd minOcc 1 maxOcc 1
SessionBeginDate	Optional	The date on which the current term/session began	Xs: date ccyy-mm-dd minOcc 0 maxOcc 1
SessionEndDate	Optional	The date on which the current term/session ended	Xs: date ccyy-mm-dd minOcc 0 maxOcc 1
GraduationDate	Optional/ Conditional	The student's anticipated date of graduation or termination. Required when AttendanceStatusCode is equal to ApprovedLeaveOfAbsence, FullTime, HalfTime, or LessThanHalfTime	Xs: date ccyy-mm-dd minOcc 0 maxOcc 1

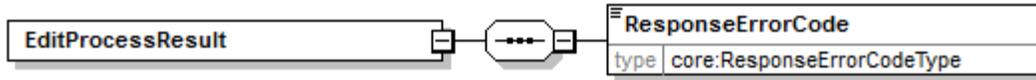
Tag name	Usage	Description	Format
AcademicProgramDegreeLevelCode	Optional/ Conditional	The student's academic credential level at the time of graduation – should be provided for AttendanceStatusCode value of Graduated	Enumeration - <i>UndergraduateCertificate</i> - <i>PostBaccalaureateCertificate</i> - <i>AssociateDegree</i> - <i>BaccalaureateDegree</i> - <i>Certificate</i> - <i>Doctorate</i> - <i>GraduateDegree</i> - <i>HighSchool</i> - <i>MastersDegree</i> - <i>NonDegree</i> - <i>PostsecondaryDiploma</i> - <i>ProfessionalDegree</i> minOcc 0 maxOcc 1

NSLDSEnroll:ResponseType



Tag name	Usage	Description	Format
EditProcessResult	Optional	A logical grouping of components used to respond application/business level edits to an inbound request. See EditProcessResult .	Aggregate minOcc 0 maxOcc 1

EditProcessResult



Tag name	Usage	Description	Format
ResponseErrorCode	Optional	The basic component that specifies the edit result from processing. In this case, the error code(s) that are determined to exist during file processing. Values shorter than length of 3 should be prefixed by leading zeroes.	Enumerated: <i>see Appendix D for values</i> minOcc 0 maxOcc 5 minLength 3 maxLength 3

3. XML Schema

```
<?xml version="1.0" encoding="UTF-8"?>
```

```
<xs:schema xmlns:NSLDSEnroll="us:gov:ed:fsa:nslds:enrollment:v1.0.0" xmlns:xs="http://www.w3.org/2001/XMLSchema"
xmlns:core="urn:org:psc:core:CoreMain:v1.11.0" targetNamespace="us:gov:ed:fsa:nslds:enrollment:v1.0.0"
elementFormDefault="unqualified" attributeFormDefault="unqualified">
```

```
  <xs:import namespace="urn:org:psc:core:CoreMain:v1.11.0" schemaLocation="CoreMain_v1.11.0.xsd"/>
```

```
  <!--=====-->
```

```
  <!--=====-->
```

```
  <!--Name:   NSLDSEnrollmentRecord.xsd-->
```

```
  <!--Version: 1.0.0-->
```

```
  <!--Date:   06-January-2012-->
```

```
  <!------>
```

```
  <!--ChangeCode Log:-->
```

```
  <!--v1.0.0 06-January-2012 Jeffrey Funck - -->
```

```
  <!--Creation of NSLDS Enrollment Reporting Schema - Initial schema. -->
```

```
  <!-- Change # KB20111114091400-->
```

```
  <!--=====-->
```

```
  <!--=====-->
```

```
  <xs:element name="NSLDSEnrollmentRecord">
```

```
    <xs:annotation>
```

```

        <xs:documentation> Root tag of the NSLDS Enrollment Record</xs:documentation>
    </xs:annotation>
    <xs:complexType>
        <xs:sequence>
            <xs:element name="TransmissionData" type="NSLDSEnroll:TransmissionDataType"/>
            <xs:element name="Student" type="NSLDSEnroll:StudentType" maxOccurs="unbounded"/>
            <xs:element name="TotalCount" type="core:TotalCountType"/>
        </xs:sequence>
    </xs:complexType>
</xs:element>
<!--=====-->
<!--TransmissionData Types-->
<!--=====-->
<xs:complexType name="TransmissionDataType">
    <xs:annotation>
        <xs:documentation> TransmissionData Type</xs:documentation>
    </xs:annotation>
    <xs:sequence>
        <xs:element name="FileContentID" type="core:FileContentIDType" minOccurs="0"/>
        <xs:element name="CreatedDateTime" type="core:CreatedDateTimeType"/>

```

```

        <xs:element name="DocumentTypeCode" type="core:DocumentTypeCodeType"/>
        <xs:element name="FileTypeCode" type="core:FileTypeCodeType"/>
    </xs:sequence>
</xs:complexType>
<!--=====-->
<!--PersonID Types-->
<!--=====-->
<xs:complexType name="IndexType">
    <xs:annotation>
        <xs:documentation> Person Identifier Information</xs:documentation>
    </xs:annotation>
    <xs:sequence>
        <xs:element name="SSN">
            <xs:simpleType>
                <xs:restriction base="core:SSNType">
                    <xs:maxLength value="9"/>
                </xs:restriction>
            </xs:simpleType>
        </xs:element>
        <xs:element name="BirthDate" type="core:BirthDateType"/>
    </xs:sequence>
</xs:complexType>

```

```

        <xs:element name="LastName" type="core:LastNameType"/>
    </xs:sequence>
</xs:complexType>
<xs:complexType name="StudentType">
    <xs:annotation>
        <xs:documentation> Definition of the Student Complex element</xs:documentation>
    </xs:annotation>
    <xs:sequence>
        <xs:element name="Index" type="NSLDSEnroll:IndexType"/>
        <xs:element name="RealSSNCode" type="core:RealSSNCodeType"/>
        <xs:element name="FirstName" type="core:FirstNameType"/>
        <xs:element name="MiddleName" type="core:MiddleNameType" minOccurs="0"/>
        <xs:element name="SchoolAssignedPersonID" type="core:SchoolAssignedPersonIDType" minOccurs="0"/>
        <xs:element name="Address" type="NSLDSEnroll:AddressType" minOccurs="0"/>
        <xs:element name="AttendedSchool" type="NSLDSEnroll:AttendedSchoolType"/>
        <xs:element name="NSLDSEnrollmentData" type="NSLDSEnroll:NSLDSEnrollmentDataType"/>
        <xs:element name="Response" type="NSLDSEnroll:ResponseType" minOccurs="0"/>
    </xs:sequence>
</xs:complexType>
<xs:complexType name="AddressType">

```

```

<xs:sequence>
  <xs:element name="AddressLine" type="core:AddressLineType" minOccurs="0" maxOccurs="2"/>
  <xs:element name="City" type="core:CityType" minOccurs="0"/>
  <xs:element name="StateProvinceCode" type="core:StateProvinceCodeType" minOccurs="0"/>
  <xs:element name="PostalCode" type="core:PostalCodeType" minOccurs="0"/>
  <xs:element name="CountryCode" type="core:CountryCodeType" minOccurs="0"/>
  <xs:element name="AddressUpdateDate" type="core:AddressUpdateDateType" minOccurs="0"/>
  <xs:element name="AddressValidIndicator" type="core:AddressValidIndicatorType" minOccurs="0"/>
</xs:sequence>
</xs:complexType>
<!--=====-->
<!--AttendedSchool Types-->
<!--=====-->
<xs:complexType name="AttendedSchoolType">
  <xs:sequence>
    <xs:element name="OPEID" type="core:OPEIDType"/>
    <xs:element name="UpdatedLocationID" type="core:UpdatedLocationIDType" minOccurs="0"/>
  </xs:sequence>
</xs:complexType>

```

```

<!--=====-->
<!--NSLDS Reporting Types-->
<!--=====-->
<xs:complexType name="NSLDSEnrollmentDataType">
    <xs:annotation>
        <xs:documentation> Definition of the Enrollment Data Complex element</xs:documentation>
    </xs:annotation>
    <xs:sequence>
        <xs:element name="ReportedDate" type="core:ReportedDateType"/>
        <xs:element name="AttendanceStatusCode" type="core:AttendanceStatusCodeType"/>
        <xs:element name="EffectiveDate" type="core:EffectiveDateType"/>
        <xs:element name="SessionBeginDate" type="core:SessionBeginDateType" minOccurs="0"/>
        <xs:element name="SessionEndDate" type="core:SessionEndDateType" minOccurs="0"/>
        <xs:element name="GraduationDate" type="core:GraduationDateType" minOccurs="0"/>
        <xs:element name="AcademicProgramDegreeLevelCode" type="core:AcademicProgramDegreeLevelCodeType" minOccurs="0"/>
    </xs:sequence>
</xs:complexType>
<xs:complexType name="ResponseType">
    <xs:sequence>
        <xs:element name="EditProcessResult">

```

```
<xs:complexType>
  <xs:sequence>
    <xs:element name="ResponseErrorCode" type="core:ResponseErrorCodeType"/>
  </xs:sequence>
</xs:complexType>
</xs:element>
</xs:sequence>
</xs:complexType>
<!--=====-->
</xs:schema>
```

Appendix A - <StateProvinceCode> Tag Enumeration Values

StateProvinceCode	Description
AL	Alabama
AK	Alaska
AZ	Arizona
AR	Arkansas
CA	California
CO	Colorado
CT	Connecticut
DE	Delaware
DC	District of Columbia*
FL	Florida
GA	Georgia
HI	Hawaii
ID	Idaho
IL	Illinois
IN	Indiana
IA	Iowa
KS	Kansas
KY	Kentucky
LA	Louisiana
ME	Maine
MD	Maryland
MA	Massachusetts
MI	Michigan
MN	Minnesota
MS	Mississippi
MO	Missouri
MT	Montana
NE	Nebraska
NV	Nevada
NH	New Hampshire
NJ	New Jersey
NM	New Mexico
NY	New York
NC	North Carolina

StateProvinceCode	Description
ND	North Dakota
OH	Ohio
OK	Oklahoma
OR	Oregon
PA	Pennsylvania
RI	Rhode Island
SC	South Carolina
SD	South Dakota
TN	Tennessee
TX	Texas
UT	Utah
VT	Vermont
VA	Virginia
WA	Washington
WV	West Virginia
WI	Wisconsin
WY	Wyoming
AB	Alberta
BC	British Columbia
MB	Manitoba
NB	New Brunswick
NL	Newfoundland and Labrador
NT	Northwest Territories
NS	Nova Scotia
NU	Nunavut
ON	Ontario
PE	Prince Edward Island
QC	Quebec
SK	Saskatchewan
YT	Yukon

Appendix B - <CountryCode> Tag Enumeration Values

Country Code	Description
AF	Afghanistan
AL	Albania
DZ	Algeria
AO	Angola
AG	Antigua and Barbuda
AR	Argentina
AM	Armenia
AU	Australia
NF	Norfolk Island
AT	Austria
AZ	Azerbaijan
BS	Bahamas
BH	Bahrain
BD	Bangladesh
BB	Barbados
BY	Belarus
BE	Belgium
BZ	Belize
BJ	Benin
BT	Bhutan
BO	Bolivia
BA	Bosnia and Herzegovina
BW	Botswana
BR	Brazil
BN	Brunei Darussalam
BG	Bulgaria (Republic)
BF	Burkina Faso
BI	Burundi
KH	Cambodia
CM	Cameroon
CA	Canada
CV	Cape Verde
CF	Central African Republic
TD	Chad
CL	Chile
CN	China (People's Republic)
HK	Hong Kong, China (People's Republic)
MO	Macao, China (People's Republic)
CO	Colombia

Country Code	Description
KM	Comoros
CG	Congo (Republic)
CR	Costa Rica
CI	Cote d'Ivoire (Republic)
HR	Croatia
CU	Cuba
CY	Cyprus
CZ	Czech Republic
KP	Democratic People's Republic of Korea
CD	Democratic Republic of the Congo
DK	Denmark
FO	Faroe Islands
GL	Greenland
DJ	Djibouti
DM	Dominica
DO	Dominican Republic
EC	Ecuador
EG	Egypt
SV	El Salvador
GQ	Equatorial Guinea
ER	Eritrea
EE	Estonia
ET	Ethiopia
FJ	Fiji
FI	Finland (including the ?land Islands)
FR	France
GF	French Guiana
GP	Guadeloupe (incl. St Barthelemy)
MQ	Martinique
RE	Reunion
YT	Territorial Community of Mayotte
PM	Territorial Community of St Pierre
PF	French Polynesia (including Clipperton)
TF	French Southern and Antarctic Territories
NC	New Caledonia
RE	Scattered Islands
WF	Wallis and Futuna Islands
GA	Gabon
GM	Gambia
GE	Georgia
DE	Germany
GH	Ghana
GB	Great Britain

Country Code	Description
AI	Anguilla
SH	Ascension
BM	Bermuda
IO	British Indian Ocean Territory
VG	British Virgin Islands
KY	Cayman Islands
FK	Falkland Islands (Malvinas)
GI	Gibraltar
MS	Montserrat
PN	Pitcairn, Henderson, Ducie and Oeno
GS	South Georgia and the South
SH	St Helena
SH	Tristan da Cunha
TC	Turks and Caicos Islands
GR	Greece
GD	Grenada
GT	Guatemala
GN	Guinea
GW	Guinea-Bissau
GY	Guyana
HT	Haiti
HN	Honduras (Republic)
HU	Hungary (Republic)
IS	Iceland
IN	India
ID	Indonesia
IR	Iran (Islamic Republic)
IQ	Iraq
IE	Ireland
IL	Israel
IT	Italy
JM	Jamaica
JP	Japan
JO	Jordan
KZ	Kazakhstan
KE	Kenya
KI	Kiribati
KR	Korea (Republic)
KW	Kuwait
KG	Kyrgyzstan
LA	Lao People's Democratic Republic
LV	Latvia
LB	Lebanon

Country Code	Description
LS	Lesotho
LR	Liberia
LY	Libyan Jamahiriya
LI	Liechtenstein
LT	Lithuania
LU	Luxembourg
MG	Madagascar
MW	Malawi
MY	Malaysia
MV	Maldives
ML	Mali
MT	Malta
MR	Mauritania
MU	Mauritius
MX	Mexico
MD	Moldova
MC	Monaco
MN	Mongolia
MA	Morocco
MZ	Mozambique
MM	Myanmar
NA	Namibia
NR	Nauru
NP	Nepal
NL	Netherlands
AW	Aruba
AN	Netherlands Antilles
NZ	New Zealand (including the Ross Dependency)
CK	Cook Island
NU	Niue
TK	Tokelau
NI	Nicaragua
NE	Niger
NG	Nigeria
NO	Norway
OM	Oman
PK	Pakistan
PA	Panama (Republic)
PG	Papua New Guinea
PY	Paraguay
PE	Peru
PH	Philippines
PL	Poland

Country Code	Description
PT	Portugal
QA	Qatar
RO	Romania
RU	Russian Federation
RW	Rwanda
KN	Saint Christopher (St Kitts) and Nevis
LC	Saint Lucia
VC	Saint Vincent and the Grenadines
WS	Samoa
SM	San Marino
ST	Sao Tome and Principe
SA	Saudi Arabia
SN	Senegal
YU	Serbia and Montenegro
SC	Seychelles
SL	Sierra Leone
SG	Singapore
SK	Slovakia
SI	Slovenia
SB	Solomon Islands
SO	Somalia
ZA	South Africa
ES	Spain
LK	Sri Lanka
SD	Sudan
SR	Suriname
SZ	Swaziland
SE	Sweden
CH	Switzerland
SY	Syrian Arab Republic
TJ	Tajikistan
TZ	Tanzania (United Republic)
TH	Thailand
MK	The former Yugoslav Rep of Macedonia
TG	Togo
TO	Tonga (including Niuafu'ou)
TT	Trinidad and Tobago
TN	Tunisia
TR	Turkey
TM	Turkmenistan
TV	Tuvalu
UG	Uganda
UA	Ukraine

Country Code	Description
AE	United Arab Emirates
US	United States of America
GU	Guam
PR	Puerto Rico
AS	Samoa
VI	Virgin Islands of the USA
MP	Trust territory of the Pacific Islands
UY	Uruguay
UZ	Uzbekistan
VU	Vanuatu
VA	Vatican
VE	Venezuela
VN	Viet Nam
YE	Yemen
ZM	Zambia
ZW	Zimbabwe
AD	Andorra
MH	Marshall Islands
FM	Micronesia (Federated States of)
PW	Palau
TP	East Timor
UM	United States Minor Outlying Islands

Appendix C - <AttendanceStatusCode> Tag Enumeration Values

AttendanceStatusCode Value	Flat File Code	Definition	Date Used as EffectiveDate
ApprovedLeaveOfAbsence	A	Student is currently enrolled at this institution, but has a leave of absence approved in accordance with [34 CFR 668.22(d)(2)].	Date the student began an approved leave of absence.
Deceased	D	Student is deceased.	Date of death, if known; otherwise, the date the institution was notified of the death by a reliable source.
FullTime	F	Student is enrolled full-time, according to the institution's definition, in accordance with [34 CFR 668.2] or [34 CFR 682.200].	Date on which the student most recently began uninterrupted ¹ enrollment on a full-time basis.
Graduated	G	Student has completed the course of study and is not currently admitted to, nor enrolled in, a different course of study at this institution.	Date the student completed the course requirements (not presentation date of the diploma or certificate).
HalfTime	H	Student is enrolled at least half-time, but less than full-time, according to this institution's definition, in accordance with [34 CFR 682.200].	Date student dropped below full-time, or if half time is the original status, the date on which the student most recently began uninterrupted ¹ enrollment on a half time or more, but less than full-time basis.
LessThanHalfTime	L	Student is enrolled less than half-time, according to this institution's definition, in accordance with [34 CFR 682.200].	Date student dropped below half time, or if less than half time is the original status, the date on which the student most recently began uninterrupted ¹ enrollment on a less than half-time basis.
Withdrawn	W	Student has officially withdrawn from all courses at this institution, stopped attending all classes at this institution but did not officially withdraw, or for any reason did not re-enroll at this institution for the next regular (non-summer) term without completing the course of study.	Date student officially withdraws or, in the absence of a formal withdrawal, the last recorded date of attendance. In the case of the student who completes a term and does not return for the next, leaving the course of study uncompleted, the final day of the term in which the student was last enrolled.

AttendanceStatusCode Value	Flat File Code	Definition	Date Used as EffectiveDate
NeverAttended	X	Individual on whose behalf a loan was certified or awarded, who was admitted, may have enrolled (registered), but never attended classes at this institution. (Institution <i>does</i> have a record of the individual.)	Report ReportedDate
NoRecordFound	Z	Individual for whom a thorough search of the institution's records reveals no information. (Institution <i>does not</i> have a record of the individual.)	Report ReportedDate

Appendix D - <ResponseErrorCode> Tag Enumeration Values

ResponseErrorCode	Tag Name	Error Message
011	SSN	The student identifiers (SSN, FirstName, and BirthDate) submitted by a school do not match those for any student in the database.
	FirstName	
	BirthDate	
013	BirthDate	Invalid BirthDate. Must be a valid date in CCYYMMDD format.
015	GraduationDate	Invalid GraduationDate. Must be a valid date in CCYYMMDD format when AttendanceStatusCode is equal to ApprovedLeaveOfAbsence, FullTime, HalfTime or LessThanHalfTime
016	GraduationDate	GraduationDate cannot be greater than 10 years after the ReportedDate
019	AttendanceStatusCode	Missing AttendanceStatusCode.
020	AttendanceStatusCode	Invalid AttendanceStatusCode. Valid values are ApprovedLeaveOfAbsence, Deceased, FullTime, Graduated, HalfTime, LessThanHalfTime, NeverAttended, NoRecordFound, and Withdrawn.
021	EffectiveDate	Invalid enrollment EffectiveDate. Must be a valid date in CCYYMMDD format. It must be less than 45 years in the past, based on ReportedDate (formerly based on Roster Generation), and greater than the BirthDate plus 12 years. This edit is not applied to AttendanceStatusCode values of Deceased (with default), NeverAttended or NoRecordFound
022	AttendanceStatusCode	A school cannot report an AttendanceStatusCode of NeverAttended or NoRecordFound if an enrollment history (AttendanceStatusCode of FullTime, HalfTime, LessThanHalfTime or ApprovedLeaveOfAbsence) already exists for student at that school.
023	EffectiveDate	Missing enrollment status EffectiveDate. Must be a valid date in CCYYMMDD format. This edit is not applied to AttendanceStatusCode value of Deceased, NeverAttended, or NoRecordFound
026	GraduationDate	GraduationDate must be greater than ReportedDate when school reports AttendanceStatusCode of ApprovedLeaveOfAbsence, FullTime, HalfTime or LessThanHalfTime. NSLDS will substitute the ACD on its database when no GraduationDate is returned on the submittal file, but that ACD will still be subject to this edit.
030	EffectiveDate	Enrollment status EffectiveDate must be less than ReportedDate.

ResponseErrorCode	Tag Name	Error Message
032	EffectiveDate	Student status could not be applied as current. This is due to a school reporting an AttendanceStatusCode, EffectiveDate or GraduationDate that does not match the current value stored in the database with a new ReportedDate prior to the current ReportedDate. As of October 19, 2008, this will also apply when the enrollment code shows a difference between active attendance and inactive attendance with the same effective date, and more than one previous certification occurred at least one year prior.
033	GraduationDate	GraduationDate must be greater than or equal to enrollment status EffectiveDate when AttendanceStatusCode is equal to ApprovedLeaveOfAbsence, FullTime, HalfTime or LessThanHalfTime
	EffectiveDate	
034	ReportedDate	AttendanceStatusCode is equal to ApprovedLeaveOfAbsence, FullTime, HalfTime or LessThanHalfTime and has not changed since the last submission; enrollment status Effective Date cannot equal ReportedDate.
	EffectiveDate	
035	AttendanceStatusCode	ReportedDate cannot be more than 180 days after enrollment status EffectiveDate for AttendanceStatusCode equal to ApprovedLeaveOfAbsence
036	EffectiveDate	If a school has 10 or more students on its previous Enrollment Reporting roster file and more than 10 percent of the records on a submittal file have an AttendanceStatusCode of Deceased, Roster Receipt will reject all the detail records that contain that status.
037	ReportedDate	Invalid ReportedDate. Must be a valid date in CCYYMMDD format.
038	ReportedDate	The ReportedDate has preceded the earliest allowable date for certification of data. This date is controlled by a validation parameter and is calculated by subtracting the number of parameter days from the current date.
039	ReportedDate	The ReportedDate is in the future. Future certification of data is not allowed.



SHEEO

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STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

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EMBARGOED UNTIL: March 16, 2012

Date: March 15, 2012

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SHEEO RELEASES STATE HIGHER EDUCATION FINANCE FY 2011

The full report is available at:

http://www.sheeo.org/finance/shef/SHEF_FY2011-EARLY_RELEASE.pdf

Twenty-five years of enrollment and funding trends for each state may be viewed at:

<http://www.sheeo.org/finance/shef/fy2011%20tables/All%20States%20Wavechart%202011.pdf>

Boulder, Colorado – The association of State Higher Education Executive Officers (SHEEO) has released its annual State Higher Education Finance (SHEF) report, which provides a comprehensive review of state and local funding and enrollment trends for public higher education.

This is the third annual report since the 2007-2008 academic year when state and local support for higher education was \$88.8 billion, enrollments in public institutions reached 10.5 million full-time-equivalent students, and the national economy entered a recession. In 2011 state and local support (even with the help of federal stimulus funds) was \$1.3 billion lower and enrollments had grown by 12.5% to 11.7 million students.

Due to both enrollment growth and higher tuition rates, net institutional revenues from tuition and fees grew from \$42.2 billion in 2008 to \$56.3 billion in 2011. The enrollment growth reflects continuing student demand and real progress toward the goal of restoring U.S. postsecondary attainment to a position of world leadership. But growing student tuition and fees as well as shrinking per student resources, especially where enrollments are expanding most rapidly, are cause for concern.

Adjusted for inflation, total educational revenues (net tuition plus state and local funding) per student dropped by 5.7% from \$11,733 in 2008 to \$11,064 in 2011. State and local support per student fell to \$6,290 in 2011 dollars, the lowest level in the twenty-five years of this study. Net tuition revenues per student reached \$4,774 in 2011, an all-time high. Over the past 25 years, the percentage of educational revenues supported by tuition has climbed steadily from 23.2% in 1986 to 43.3% in 2011.

While enrollments continued to grow in most states, some states show signs that higher tuition and fees and enrollment caps, both imposed due to state funding reductions, have negatively affected access to higher education. Among public colleges and universities in California, for example, 50,000 fewer students enrolled in 2011 than in 2010.

Enrollment data for 2012, the current academic year, are unavailable, but state support is known. According to the *Grapevine* report released in January, state appropriations (including federal stimulus funding) are down by 7.5% or \$5.8 billion. The imbalance between public support and widespread enrollment demand will be a continuing concern.

In this ninth annual report, the SHEEO study of state higher education finance analyzes state and local funding, net tuition, and enrollment trends to provide a comprehensive view of state higher education finance. It complements the long-standing *Grapevine* survey of higher education appropriations released by Illinois State University. The data and analysis of this and future SHEF reports are intended to help higher education leaders and state policymakers focus on how discrete, year-to-year decisions fit into broader patterns of change over time, and to help them make decisions in the coming years that will meet the longer-term needs of the American people.

Commentary

Paul Lingenfelter, president of SHEEO, commented, "For the past few years SHEEO's annual studies of state higher education finance have told the same story: rapid and sustained enrollment growth, state funding unable to keep pace with enrollment demand, and the growth of tuition and fees. Many institutions have stretched to accommodate enrollment demand, but we are beginning to see evidence that students who have the desire and ability to benefit from higher education are not enrolling due to tuition costs, inadequate financial aid, or enrollment caps. While evidence of eroding educational quality is subtle and will be harder to find, such evidence will likely appear in the institutions where enrollment demand is high and resources are most scarce. When either or both occur, the erosion of access or quality signifies losses for students, for the employers in their communities, and for all of us who depend on a competitive American economy."

"Public higher education in the United States enrolls more than 70% of all postsecondary students. The accessibility and quality of public higher education will largely determine the competitiveness of the U.S. workforce for the next half century and the ability of our people to meet the challenges of citizenship in an increasingly complex world," observed George Pernsteiner, chair of SHEEO's Executive Committee and chancellor of the Oregon University System. "Other countries are rapidly improving the postsecondary education of their citizens; if the United States falls behind in either quality or the number of students who enroll and graduate it will not be easy to catch up."

The trends documented by these studies raise important questions about the future of public higher education in the United States. During the past half century per student state funding for higher education in the United States has regularly recovered from recessions, which tend to depress state support and stimulate enrollment growth. But reports by the National Association of State Budget Officers indicate such a recovery may be much more difficult than in previous years. Growing health care costs and retirement obligations are taking a disproportionate share of state and federal revenues as well as a constantly growing share of the budgets of colleges and universities. So institutions are simultaneously facing rising costs, rapidly growing enrollment demand, and declining revenues. In this context, Ray Scheppach, former executive director of the National Governor's Association has suggested we now face a "new normal" for state budgets in the U.S., in which previous budget commitments and expectations are no longer feasible.

As suggested in the conclusion to the FY 2011 State Higher Education Finance study, the financial realities outlined in this report and the larger economic challenges facing the American people cannot be responsibly ignored. Somehow the nation and its educators must come to grips with these realities and create effective responses to them. Colleges and universities must find ways to reduce student attrition, the cost of instruction, and time to a degree, while improving instruction and increasing the numbers of students who graduate ready to be productive citizens. Parents, students, institutions, and states must make tough decisions about priorities—what investments are essential for a better future, and where can we and should we reduce spending on nonessentials in order to secure what is essential?

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But avoiding bad judgments can be difficult when facing tough choices. Institutions may cut too many quality corners or compete with each other to raise revenues from “new” sources (such as out-of-state or international students) rather than make difficult decisions about priorities or the extra effort to implement innovative practices. Policymakers may overestimate how many students can be well-educated within existing resources or underestimate the long-term negative effects of budget cuts or tuition increases on access to higher education and the quality of our workforce. Or the better-off among us may be lulled into thinking that the American economy can get by with limited opportunity and 20th century standards for educational attainment, so long as their own families are well-educated.

Educational and policy leaders will need extra measures of courage, commitment, and creativity to address these dilemmas. Sound judgments about priorities and creative strategies for improving educational quality are needed in order to regain educational and economic momentum.

###

The State Higher Education Executive Officers is the national association of the chief executives of statewide governing boards and coordinating boards of postsecondary education.

Table 1

**Major Sources and Uses of State and Local Government Support,
Fiscal 2006-2011 (Current Dollars in Millions)**

	2006	2007	2008	2009	2010	2011
State Support						
ARRA Funds	-	-	-	2,268	4,497	2,847
Tax Appropriations	67,265	72,157	77,404	74,535	70,659	72,589
All Non-Tax Support	2,205	2,223	2,260	2,711	2,780	2,855
Non-Appropriated Support	128	100	81	90	89	87
State Funded Endowment Earnings	303	318	347	398	400	387
Other (1)	155	617	684	186	209	439
Funds Not Available for Use (2)	43	38	81	636	394	812
State Total	70,012	75,378	80,695	79,554	78,239	78,391
Local Tax Appropriations	6,970	7,300	8,084	8,451	8,948	9,153
Total	\$ 76,981	\$ 82,678	\$ 88,779	\$ 88,004	\$ 87,187	\$ 87,543
Uses						
Research-Agric-Medical	9,611	10,276	11,160	10,946	10,547	10,439
Public Student Aid (3)	4,294	4,665	5,070	5,488	5,908	6,212
Independent Student Aid (4)	2,290	2,404	2,440	2,496	2,373	2,345
Out-of-State Student Aid	35	37	33	35	38	34
Independent Institutions	263	287	295	255	214	183
Non-Credit and Continuing Education	279	339	327	322	342	360
General Public Operations	60,209	64,671	69,455	68,462	67,765	67,970
Total	\$ 76,981	\$ 82,678	\$ 88,779	\$ 88,004	\$ 87,187	\$ 87,543
(Percentages)						
Source	2006	2007	2008	2009	2010	2011
State Support						
ARRA Funds	0.0%	0.0%	0.0%	2.6%	5.2%	3.3%
Tax Appropriations	87.4%	87.3%	87.2%	84.7%	81.0%	82.9%
All Non-Tax Support	2.9%	2.7%	2.5%	3.1%	3.2%	3.3%
Non-Appropriated Support	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%
State Funded Endowment Earnings	0.4%	0.4%	0.4%	0.5%	0.5%	0.4%
Other (1)	0.2%	0.7%	0.8%	0.2%	0.2%	0.5%
Funds Not Available for Use (2)	0.1%	0.0%	0.1%	0.7%	0.5%	0.9%
State Total	91.1%	91.3%	91.1%	91.8%	90.6%	91.4%
Local Tax Appropriations	9.1%	8.8%	9.1%	9.6%	10.3%	10.5%
Total	100.1%	100.1%	100.2%	101.4%	100.9%	101.9%
Uses						
Research-Agric-Medical	12.5%	12.4%	12.6%	12.4%	12.1%	11.9%
Public Student Aid (3)	5.6%	5.6%	5.7%	6.2%	6.8%	7.1%
Independent Student Aid (4)	3.0%	2.9%	2.7%	2.8%	2.7%	2.7%
Out-of-State Student Aid	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Independent Institutions	0.3%	0.3%	0.3%	0.3%	0.2%	0.2%
Non-Credit and Continuing Education	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
General Public Operations	78.2%	78.2%	78.2%	77.8%	77.7%	77.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

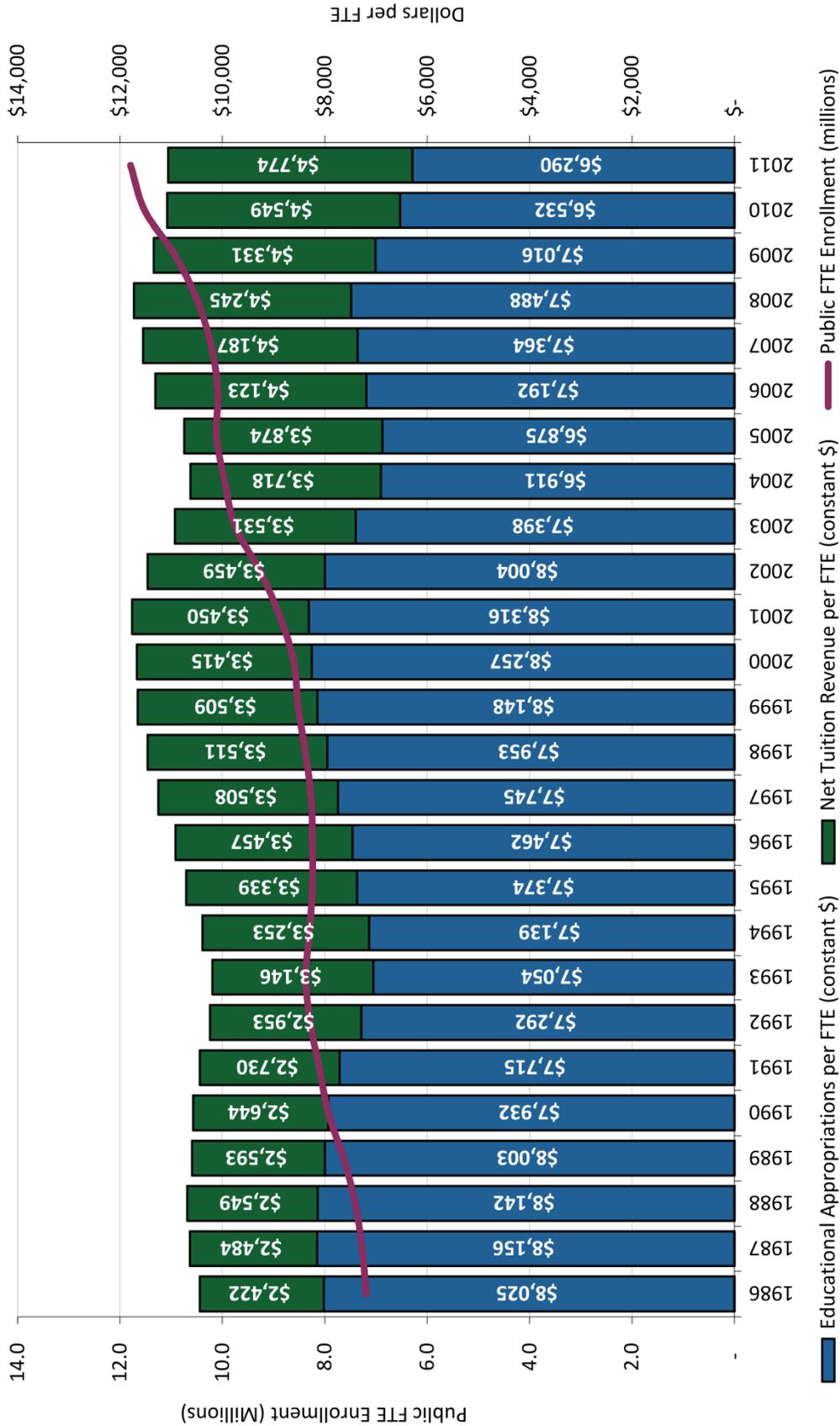
Percentages may not equal 100 due to rounding.

Notes:

- 1) "Other" includes multi-year appropriations from previous years and funds not classified into one of the other source categories.
- 2) "Funds Not Available for Use" includes appropriations that were returned to the state, and portions of multi-year appropriations to be spread over other years.
- 3) "Public Student Aid" is state appropriated student financial aid for public institution tuition and fees. Includes aid appropriated outside the recognized state student aid program(s). Some respondents could not separate tuition aid from aid for living expenses.
- 4) "Independent Student Aid" is state appropriated student financial aid for students attending independent institutions in the state.

Source: State Higher Education Executive Officers

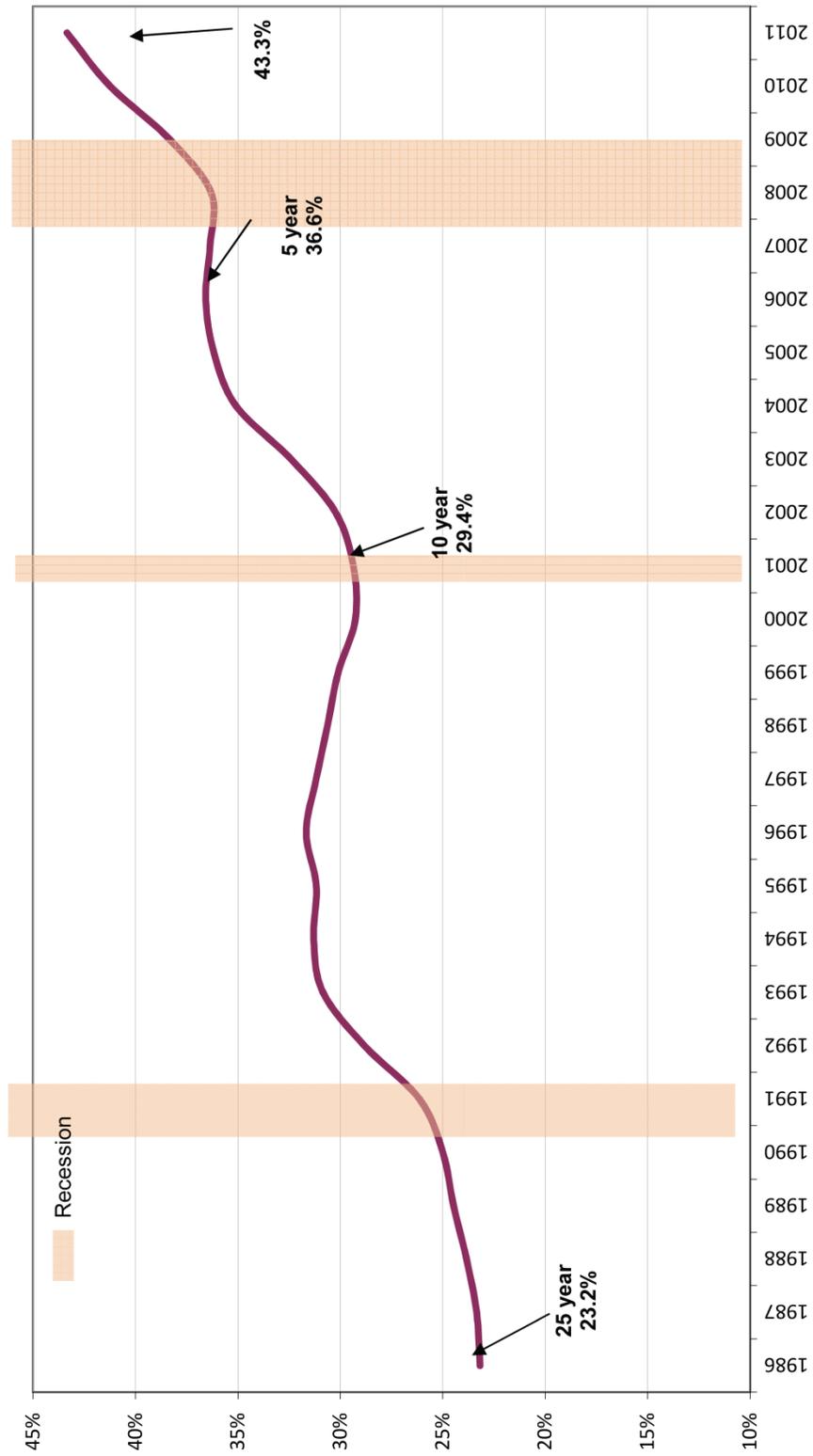
Figure 3
Public FTE Enrollment and Educational Appropriations per FTE, U.S., Fiscal 1986-2011



Note: Net tuition revenue used for capital debt service are included in the above figures.
Constant 2011 dollars adjusted by SHEEO Higher Education Cost Adjustment (HECA).

Source: State Higher Education Executive Officers

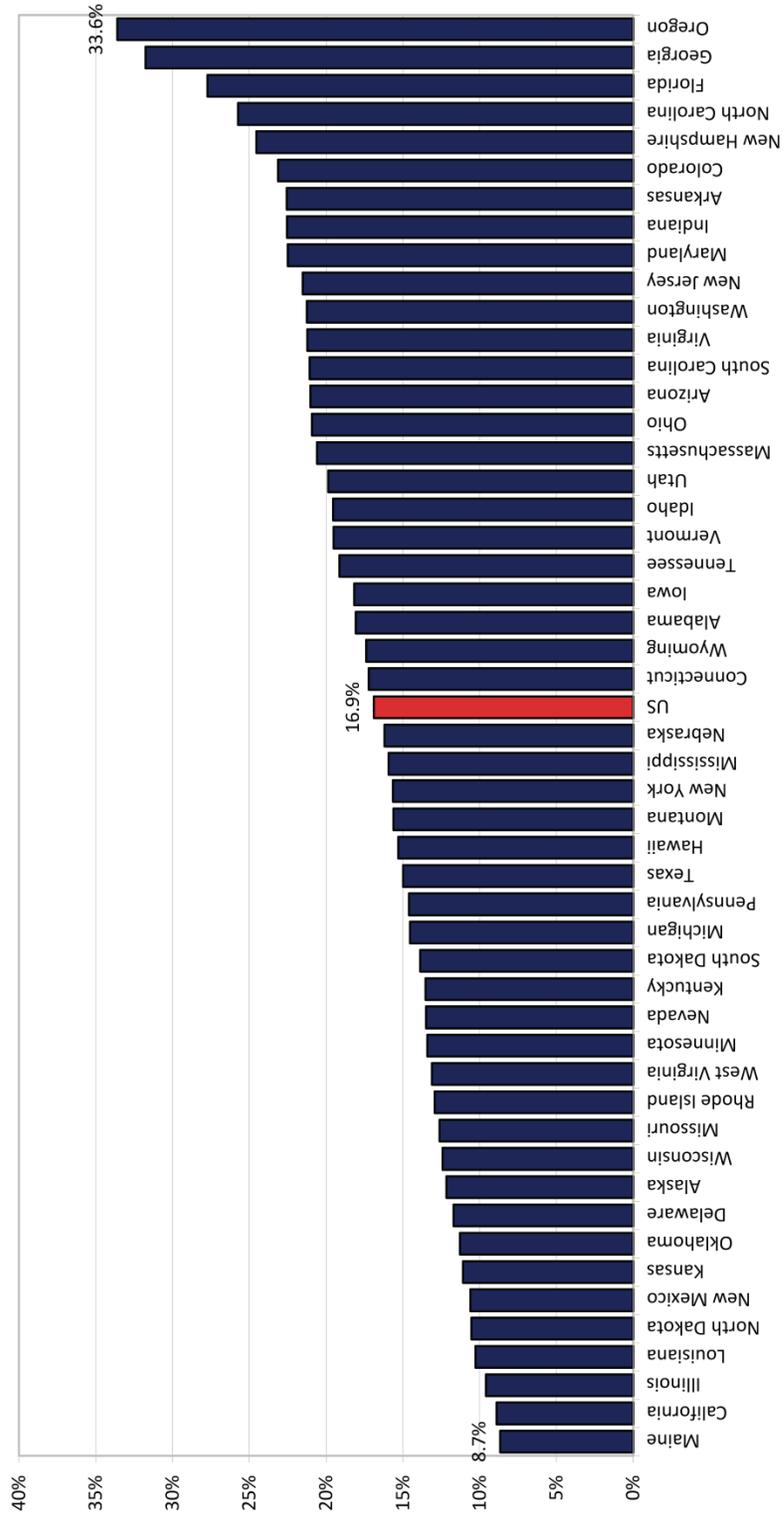
Figure 4
Net Tuition as a Percent of Public Higher Education Total Educational Revenue,
U.S., Fiscal 1986-2011



Note: Net tuition revenue used for capital debt service is included in net tuition revenue, but excluded from total educational revenue in calculating the above figures.

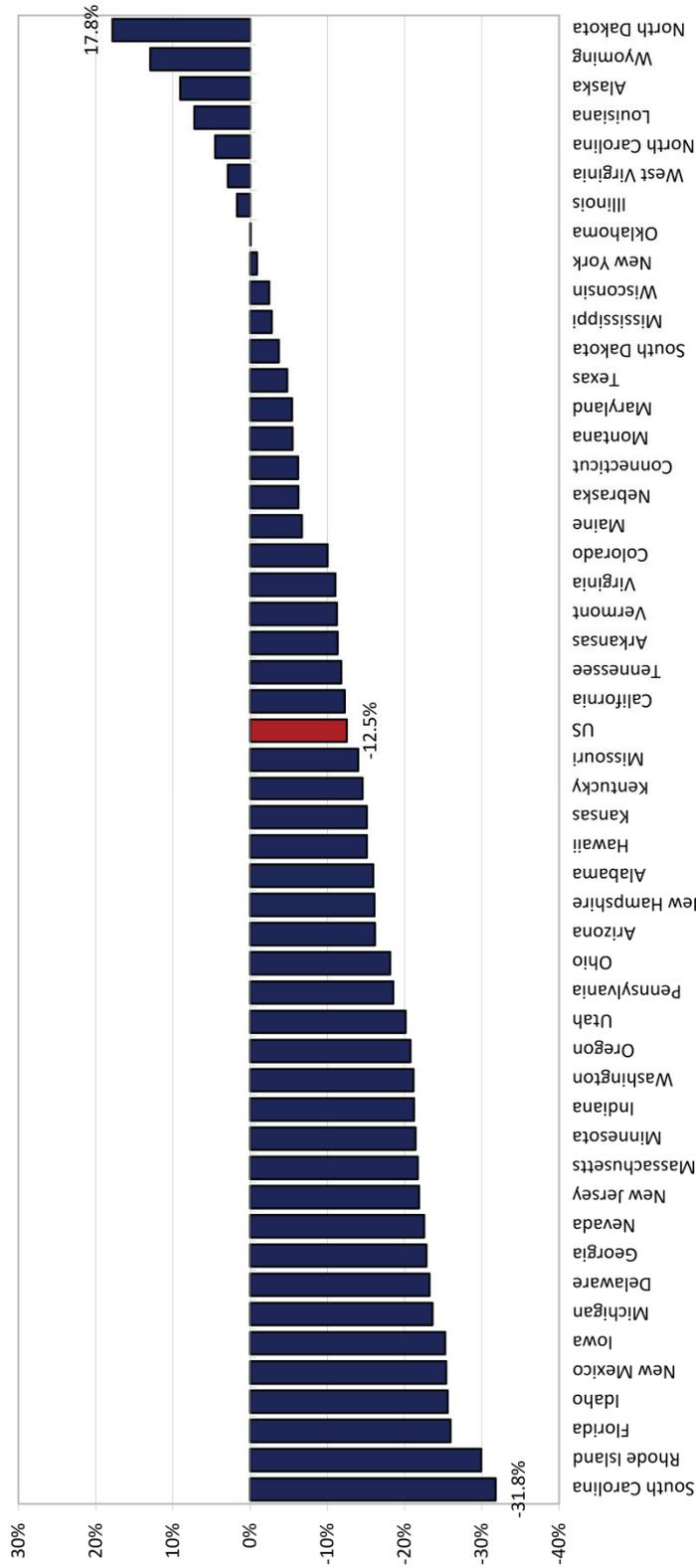
Source: State Higher Education Executive Officers

Figure 5
Full-Time-Equivalent (FTE) Enrollment in Public Higher Education
Percent Change by State, Fiscal 2006-2011



Source: State Higher Education Executive Officers

Figure 6
Educational Appropriations per FTE
Percent Change by State, Fiscal 2006-2011



Note: Dollars adjusted by 2011 HECA, Cost of Living Adjustment, and Enrollment Mix Index.

Source: State Higher Education Executive Officers

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Datatel+SGHE and Blackboard Partner to Integrate Colleague and the Blackboard Learn Platform through the Intelligent Learning Platform

WASHINGTON and FAIRFAX, Va. – March 1, 2012 – Datatel+SGHE and Blackboard Inc. today announced a strategic partnership to integrate Colleague with *Blackboard Learn*™ 9.1 through Datatel+SGHE's Intelligent Learning Platform (ILP). The planned integration will make it easier for institutions to manage information from their administrative and academic systems to improve the overall learning experience.

The partnership extends Datatel+SGHE's vision for the Open Digital Campus to give clients more power to choose the technologies, delivery models, and solutions that fit their unique needs, and Blackboard's work to establish a more open, interoperable platform that includes full support for the IMS Learning Information services (LIS) standard. The companies also currently offer a standards-based integration for the Blackboard Learn platform and the Banner administrative system.

The planned integration would help to create significant time and cost savings and greater ease of use for clients. Bringing together information from administrative and academic systems makes it easier for them to access data, manage information across campus systems and connect with constituents to improve the overall education experience.

"We are happy that two key partners are working together to bring the benefits of an integrated solution to our students, faculty, and staff and anticipate that adoption and depth of usage for Blackboard will reach new heights as a result," said Janice Wachtarz, Associate Vice President for Information Services, at Quinnipiac University.

"This partnership is an example of the good that can come when companies put clients first and work together on integrations rooted in open standards," said Ray Henderson, Chief Technology Officer at Blackboard and President of Blackboard Learn. "We're highly committed to supporting greater interoperability between systems and advancing those efforts through partnerships like this one and support for industry standards that help to make it happen."

"As our customers work to realize the full potential of academic technology, they have asked us to provide them with greater flexibility to achieve their goals," said Mark Jones, chief product officer, Datatel+SGHE. "Expanding our relationship with Blackboard provides our Colleague clients with more options to grow and evolve their digital campus to better serve constituents."

The planned integration leverages the ILP to unify essential teaching and learning functions such as grades, collaboration, and course management. Datatel+SGHE surveys show that institutions that have leveraged ILP to integrate Colleague with their learning management system (LMS) have experienced increases in LMS adoption among their users by up to 48 percent, while eliminating time spent on administrative tasks by up to 33 percent and saving faculty hundreds of hours on grading and administration.

About Blackboard Inc.

Blackboard Inc. is a global leader in enterprise technology and innovative solutions that improve the experience of millions of students and learners around the world every day. Blackboard's solutions allow thousands of higher education, K-12, professional, corporate, and government organizations to extend teaching and learning online, facilitate campus commerce and security, and communicate more effectively with their communities. Founded in 1997, Blackboard is headquartered in

Washington, D.C., with offices in North America, Europe, Asia and Australia.

About Datatel+SGHE

Datatel+SGHE is a global leader in services, technologies and expertise to help educational organizations succeed in a dynamic environment. Collaboration with our clients and the broader education community helps drive innovation across the student lifecycle. Around the world 2,300 colleges, universities and foundations in 40 countries use Datatel+SGHE solutions to strengthen the education experience for new generations of learners, improve efficiency and accountability, and forge lifelong relationships with the people and communities they serve. Visit us at www.datatel.com and www.sungardhe.com.

Any statements in this press release about future expectations, plans and prospects for Blackboard represent the Company's views as of the date of this press release. Actual results may differ materially as a result of various important factors. The Company anticipates that subsequent events and developments will cause the Company's views to change. However, while the Company may elect to update these statements at some point in the future, the Company specifically disclaims any obligation to do so.

Trademark Information: Datatel, Open Digital Campus, and Colleague are trademarks or registered trademarks of Datatel+SGHE or their affiliates in the U.S. and other countries. Other trade names and trademarks used herein are owned by their respective holders.

Confidential Position Specification



Leader, Information Strategy and Data Management

2012



**THE ART
SCIENCE
OF TALENT** 

CONFIDENTIAL POSITION SPECIFICATION

Position	Leader, Information Strategy and Data Management
Company	The College Board
Location	New York City or Reston, Virginia
Reporting Relationship	VP, Corporate Strategy
Website	www.collegeboard.com

COMPANY BACKGROUND/CULTURE

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the College Board is composed of more than 5,700 schools, colleges, universities and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college readiness, college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT® and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns.

MISSION: EDUCATIONAL EXCELLENCE FOR ALL STUDENTS

The central purpose of all the College Board's activities is to connect students to college success. At the heart of all these activities are The Board's equally strong commitments to excellence and equity. Its values and guiding principles include:

- Passion for their mission;
- Teamwork to maximize effectiveness; and
- Excellence and integrity in all they do.

In all of its activities, The Board promotes equity through universal access to high standards of teaching and learning and sufficient financial resources so that every student has the opportunity to succeed in college and work.

The College Board champions educational excellence for all students—by means of superior research; curriculum development; assessment; guidance, placement, and admission information; professional development; forums; policy analysis; and public outreach.

POSITION OVERVIEW

The appetite for data and information continues to increase across the education industry. Agencies and institutions, as well as parents and students, are seeking data-driven, actionable insights to improve performance and effective decision-making. The College Board has a uniquely rich insight into this space through its SAT, AP, PSAT, and other programs. To address this opportunity, and leverage the College Board's unique data assets, this new position is being created with the charge to create fundamentally new business and service lines for the organization and thus maximize the value of its strategic data assets.

The College Board's principal assessments and programs generate key information about a large number of America's college-bound students:

- 1.6 million 2011 high school graduates participated in the SAT, including the SAT 1: Reasoning Test and the SAT: Subject Test, offered in 20 academic areas.
- An almost equal number of high school sophomores and juniors took the PSAT/NMSQT, which has become an important instrument of inspiring students towards the college opportunity and a useful means of evaluating college readiness.
- In 2011, more than 1.9 million students, from grades 9 through 12, participated in Advanced Placement (AP) examinations in 33 college-level subject areas.
- Other College Board programs engage other populations across a wide range of experiences—from formative assessments within the curricular structure of SpringBoard to college-level placement and credit programs like ACCUPLACER and CLEP.
- The College Board's website and Student Service both interact with millions of students on additional dimensions of college preparation and college aspiration.

These independent program services are distributed across overlapping (but not identical) student populations and provide diverse perspectives on student preparation and academic achievement. Each of these programs relies on free-standing application systems, hosted either by College Board or one of its business partners, while a recently implemented enterprise data warehouse supports cohort and cross-program services and analytic capabilities.

The College Board's immediate challenges are to continue and accelerate the rationalization and integration of these data repositories with a goal of improving the utility of its information assets as a service to both students and institutions (schools, districts, states, universities). At the same time, the College Board seeks now to leverage further value from additional implicit and/or behavioral information that students provide using our website and in social media contests, and to generate yet newer and more informative insights by mashing up our own programmatic, aspirations, and behavioral data with data from our K-12 and higher education partners.

In this context, the organization now seeks an innovative and experienced Information Strategy and Data Management Executive to drive its information strategy and operational data management agenda.

This person will lead a new organizational unit of approximately 12 team members covering:

- Strategy and Innovation;
- Planning and Program Management;
- Business Intelligence and Analytics;
- Enterprise Data Stewardship, and
- Data Interaction Architecture.

This team is charged with driving continuous growth in the business value that the organization obtains through enterprise data management capabilities.

As leader of this new unit, the Information Strategy and Data Management Executive will foster collaboration with and across the organization's various business units to improve data acumen and identify opportunities to further leverage data in support of existing products and services. At the same time, this executive leader will also partner closely with the organization's Business Technology and Research units to effectively prioritize, rationalize and process internal and external data requests, as well as to establish the enterprise data roadmap and manage delivery of investments against the roadmap.

The Information Strategy and Data Management unit will assume both strategic and operational responsibilities. Accordingly, the group's leader must possess both a strong track record of partnering with business units to build and/or enhance data-related capabilities and a proven ability to partner effectively with IT to implement or enhance data assets.

The Information Strategy and Data Management Executive will report to the Vice President of Corporate Strategy, who reports to the organization's Chief Operating Officer.

INITIAL GOALS

During this executive's first year, he/she should:

- Develop and gain organizational agreement to a clear direction for The College Board's data strategy – in essence, becoming the "North Star", which will provide a consistent direction for the organization.
- Launch selected strategic pilot initiatives to demonstrate the potential value of businesses and services leveraging data.
- Achieve significant operational improvements in the processes by which data projects are handled.

KEY RESPONSIBILITIES

Strategic

- Shape the direction and establish clear roles and responsibilities for the new Information Strategy and Data Management unit based on the charter set by the College Board executive leadership.
- Champion data as a strategic business asset and revenue driver with innovative approaches to product development and data management.
- Lead the creation of a Data Governance Council and develop governance mechanisms, including consistent standards, procedures, and accountability policies.
- Enable efficient and cost effective use of enterprise data assets with prioritized investments and automation.
- Define types of reporting to be performed by the new Information Strategy and Data Management unit.
- Drive the growth and maturing of the Information Strategy and Data Management unit by identifying and nurturing data management and analysis skills required to support the business.

Operational

- Implement and manage enterprise data governance mechanisms with delivery of consistent information standards, methodologies, guidelines and techniques.
- Develop and manage the enterprise roadmap to rationalize data management tools, systems and reports.
- Re-engineer the data operations with focus on data collection and management for efficient product development and delivery.
- Manage the data request demand, prioritization processes and resolve conflicts on behalf of the COO.
- Reduce reporting complexity through reduction in manual data gathering activities and increased automation.
- Mentor, train and develop staff and project/business personnel on the organization's data vision.

PROFESSIONAL EXPERIENCE / QUALIFICATIONS

Experience and Skills

- The ideal candidate for this role will bring an effective balance of experience working with data to develop actionable insights, comfort with information technology, strong business acumen, and outstanding interpersonal skills to smoothly navigate the technical and organizational hurdles related to the management and use of valuable corporate data.
 - **Business Acumen**
 - Experience in identifying and pursuing new business opportunities.
 - Specific expertise in partnering with business leadership to utilize data to enhance current businesses or develop new business lines.
 - **Data Expertise**
 - Demonstrated skill and comfort in working with large quantities of data in a complex environment to develop insights and new business opportunities. Examples of relevant experiences include work with data warehousing, advanced analytics, business intelligence, Big Data initiatives, etc.
 - Past leadership of data governance programs, data quality processes, and overall information strategy.
 - Understanding of best practices in reporting and analytics.
 - **Information Technology**
 - Comfort in working with information technology and a proven ability to effectively partner with IT to drive business initiatives.
 - **Leadership Experience**
 - Executive-level experience at driving business and technology transformations.
- A consulting background, while not required, can be a valuable asset for this position. Experience with not-for-profit and/or educational industry is strongly preferred

Personal Profile

- Excellent relationship and negotiation skills to develop partnerships and collaborate with business and services units, and with the organization's senior leaders.
- Entrepreneurial / creative mindset with a true enterprise view of data.
- Passionate about strategic role of data and advocate for its value to business growth.
- Aspire for organizational excellence and efficient delivery rather than building large organizations.
- Open to both bringing in and embracing new ideas and viewpoints.

Education

The ideal candidate would possess a business or engineering-related Bachelor's degree, and an MBA or other graduate degree is highly desirable.

LEADERSHIP CHARACTERISTICS

Understanding the Business

- Knows the business and the mission-critical technical and functional skills needed to do the job; understands various types of business propositions and understands how businesses operate in general; learns new methods and technologies easily.

Creating the New and Different

- Is able to come up with the next great breakthrough thing to do; is creative, a visionary, and can manage innovation; is an effective strategist full of ideas and possibilities; sees multiple futures; has broad interests and knowledge; can both create and bring exciting ideas to market; comfortable speculating about alternative futures without all of the data.

Getting Work Done Through Others

- Manages people well; gets the most and best out of the people he/she has; sets and communicates guiding goals; measures accomplishments, holds people accountable, and gives useful feedback; delegates and develops; keeps people informed; provides coaching for today and for the future.

Dealing with Trouble

- Fearlessly takes on all issues, challenges, and people; comfortably confronts and works through conflict; delivers negative feedback and messages without hesitation; deals promptly and fairly with problem performers; lets everyone know where they stand; thrives in crises and is energized by tough challenges; not afraid to make negative decisions and take tough action; challenges the status quo.

Being Organizationally Savvy

- Maneuvers well to get things done; maze bright; knows where to go to get what he/she needs; politically aware and agile; knows what the right thing to do is; presents views and arguments well.

Communicating Effectively

- Writes and presents effectively; adjusts to fit the audience and the message; strongly gets a message across.

Managing Diverse Relationships

- Relates well to a wide variety of diverse styles, types, and classes; open to differences; effective up, down, sideways, inside, and outside; builds diverse networks; quick to find common ground; treats differences fairly and equitably; treats everyone as a preferred customer.



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