PESC ANNOUNCES 13TH ANNUAL BEST PRACTICES COMPETITION
CEDS VERSION 2.0 RELEASED
SPRING 2012 DATA SUMMIT | REGISTRATION NOW OPEN
NSLDS ENROLLMENT REPORTING APPROVED THROUGH PESC AS DATA STANDARD
NEW PESC MEMBERS
2012-2013 APPLICATION PROCESSING SYSTEM SPECIFICATIONS FOR SOFTWARE DEVELOPERS
PROGRAM | SPRING 2012 DATA SUMMIT | MAY 2-4, 2012 | LAS VEGAS | WYNN
RECENT NCES REPORTS
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NCES Annual MIS Conference
Datatel + SGHE Summit
ARUCC 2012 Conference
February 14-17, 2012
March 26-29, 2012
June 24-28, 2012
San Diego
Las Vegas
Ottawa
PESC ANNOUNCES 13TH ANNUAL BEST PRACTICES COMPETITION

Entries for the PESC’s Best Practices Competition are now being accepted. Now in its 13th year, the Best Practices Competition is held to highlight and promote innovation and ingenuity in the application and implementation of interoperable data standards for business needs. First held in 1999, the Competition is open to institutions, associations, organizations, government agencies and departments, districts, consortia, non-profit and commercial service providers and other education stakeholders that have collaborated to design and/or adopt an electronic standardization initiative via a specific implementation, and/or other medium such as, but not limited to, published articles and white papers. Past winners include:

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<thead>
<tr>
<th>Year</th>
<th>Institution and Project</th>
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<tbody>
<tr>
<td>2010</td>
<td>SOUTH CAROLINA TRANSFER &amp; ARTICULATION CENTER (SC TRAC)</td>
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<td>2009</td>
<td>COLLEGE FOUNDATION OF NORTH CAROLINA ELECTRONIC HIGH SCHOOL TRANSCRIPT SYSTEM</td>
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<td>2008</td>
<td>CALIFORNIA COMMUNITY COLLEGE SYSTEM E-TRANSCRIPT CALIFORNIA AND UNIVERSITY SYSTEM OF GEORGIA BOARD OF REGENTS HIGH SCHOOL &amp; POSTSECONDARY XML TRANSCRIPT IMPLEMENTATION</td>
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<td>2007</td>
<td>SINCLAIR COMMUNITY COLLEGE &amp; WRIGHT STATE UNIVERSITY EXCHANGE OF ELECTRONIC TRANSCRIPTS VIA OHIO BOARD OF REGENTS ARTICULATION &amp; TRANSFER CLEARINGHOUSE</td>
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<td>2006</td>
<td>DATA QUALITY CAMPAIGN (DQC) USING DATA TO IMPROVE STUDENT ACHIEVEMENT</td>
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<td>2005</td>
<td>NCHelp ELECTRONIC STANDARDS COMMITTEE CRC BETA TEST</td>
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<td>2004</td>
<td>US DEPARTMENT OF EDUCATION, FSA XML REGISTRY &amp; REPOSITORY FOR THE EDUCATION COMMUNITY</td>
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<td>2003</td>
<td>SIF ASSOCIATION SIF SPECIFICATION</td>
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<td>ELM RESOURCES ELMNET AND NCHelp METEOR ADVISORY TEAM METEOR</td>
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<td>ONTARIO UNIVERSITIES’ APPLICATION CENTRE (OUAC) MODEL OF ELECTRONIC STANDARDIZATION INITIATIVE</td>
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The Best Practices Competition for 2011 is open for submissions until close of business Wednesday April 4, 2012. Documents detailing the scope of a project, participants, type of standards employed, relevant dates of project milestones, copies of articles (if an article submission), outline of mission/objectives and any related statistics (number of transactions transmitted, estimated cost savings, etc.) should be included in the submission. All entries should be submitted by April 4, 2012 to Michael.Sessa@PESC.org or at:

Michael Sessa, President & CEO
Postsecondary Electronic Standards Council
1250 Connecticut Avenue, NW Suite 200
Washington, D.C. 20036

All entries will be judged by the PESC Board of Directors. First place and those receiving special recognition will be notified immediately, an official public announcement will be made before the Spring 2012 Data Summit May 2-4, 2012 in Las Vegas at the Wynn, and the award presentation will be made during the general session of the Data Summit on May 2, 2012.
**CEDS VERSION 2.0 RELEASED**

The National Center for Education Statistics (NCES) is pleased to announce the Version 2 release of the Common Education Data Standards (CEDS)!

The CEDS project is a national, collaborative effort to develop voluntary data standards to streamline the exchange, comparison, and understanding of data within and across P-20 (early learning through postsecondary) institutions and sectors.

CEDS Version 2 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 of CEDS focuses on elements and modeling in the Early Learning, K12, and Postsecondary sectors and includes domains, entities, elements, options sets & related use cases.

Version 2 of CEDS can be found at the CEDS website: [http://ceds.ed.gov](http://ceds.ed.gov), which includes three ways to view and interact with CEDS:

1. **By Element** - Via the CEDS elements page, users can access a searchable catalog of the CEDS "vocabulary";

2. **By Relationship** - Through the CEDS Data Model, users can explore the relationships that exist among entities and elements;

3. **By Comparison** - The CEDS Data Alignment Tool allows users to load their organization's data dictionary and compare it, in detail, to CEDS and the data dictionaries of other users.

Educators and policymakers need accurate, timely, and consistent information about students and schools to inform decisionmaking—from planning effective learning experiences, to improving schools, reducing costs, and allocating resources—and states need to streamline federal data reporting. (continued on p. 6)

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**SPRING 2012 DATA SUMMIT**

**REGISTRATION NOW OPEN**

PESC is very pleased to announce that the US Department of Education's Chief Privacy Officer Kathleen Styles and the Privacy Technical Assistance Center (PTAC) will lead a half-day workshop at PESC's Spring 2012 Data Summit being held May 2-4, 2012 in Las Vegas at the Wynn.

This workshop, geared toward a postsecondary audience and open to all Summit registrants, will provide basics on FERPA (Family Educational Rights and Privacy Act) including the 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 the postsecondary context and introduce participants to a wide variety of tools and resources available including: a privacy toolkit containing best practice guides and related resources; data security policies, procedures, and architectures reviews; data security audit assistance; frequently asked questions (FAQs) and answers commonly requested by PTAC stakeholders; and help desk support on data privacy and security questions.

For more information including registration and hotel reservations, please visit [www.PESC.org](http://www.PESC.org).
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<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<td>Continental Breakfast</td>
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<td>Registration</td>
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<tr>
<td>8:30AM – 10:15AM</td>
<td>General Session</td>
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<td>Welcome &amp; Opening Remarks</td>
<td>Michael Sessa, President &amp; CEO, PESC</td>
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<td>Privacy, Security &amp; Confidentiality of Student Records</td>
<td>Kathleen Styles, Chief Privacy Officer, NCES, US Department of Education</td>
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<td>Common Education Data Standards (CEDS)</td>
<td>Speaker, NCES, US Department of Education (Invited)</td>
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<td>CEDS Consortium</td>
<td>Speaker, CEDS Consortium</td>
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<tr>
<td>10:30AM – NOON</td>
<td>General Session</td>
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<td>Shared Learning Infrastructure (SLI)</td>
<td>Bill &amp; Melinda Gates Foundation (Invited)</td>
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<td>Bill Mckee, Director of Operations, Ontario College Application Services (OCAS)</td>
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<td>Shane Aulenback, Vice President, Decision Academic</td>
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<td>3:30 PM – 5:00 PM</td>
<td><strong>GENERAL SESSION</strong>&lt;br&gt;<strong>ROOM</strong>&lt;br&gt;<strong>COMMON DATA SERVICES (CDS) TASK FORCE – UPDATE ON edEXCHANGE</strong>&lt;br&gt;Tim Calhoon, Center Director, California Community Colleges&lt;br&gt;<strong>RICK BLAISDELL</strong>, Chief Technology Officer, ConnectedU&lt;br&gt;<strong>ELECTRONIC AUTHENTICATION/AUTHORIZATION (EA2) TASK FORCE/INCOMMON UPDATE ON COMMIT</strong>&lt;br&gt;Charlie Leonhardt, Principal Technologist, Georgetown University&lt;br&gt;Arnie Miles, Georgetown University&lt;br&gt;Ann West, INCOMMON/Internet2&lt;br&gt;Nate Klingenstein, Internet2&lt;br&gt;Dave Moldoff, Founder &amp; CEO, AcademyOne</td>
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<td><strong>ANNUAL SPRING RECEPTION</strong>&lt;br&gt;<strong>ROOM</strong></td>
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WEDNESDAY MAY 2, 2012

MAY 2-4, 2012

SPRING 2012 | LAS VEGAS | WYNN | PESC.ORG

DATA SUMMIT

COLLABORATE | COMMUNICATE | INNOVATE
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<th>Time</th>
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<tr>
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<td>CONTINENTAL BREAKFAST</td>
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<td>8:00AM – 5:00PM</td>
<td>REGISTRATION</td>
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<td><strong>CONCURRENT SESSIONS</strong></td>
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<td>WORKSHOP A PRIVACY TECHNICAL ASSISTANCE CENTER</td>
<td>WORKSHOP B NATIONAL INFORMATION EXCHANGE</td>
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<td>(PTAC)</td>
<td>MODEL (NIEM)</td>
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<td>CHANGE CONTROL BOARD (CCB)</td>
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<td>WORKSHOP B (<strong>cont’d</strong>) NATIONAL</td>
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<td>INFORMATION EXCHANGE MODEL (NIEM)</td>
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<td>ACADEMIC ePORTFOLIO WORKGROUP</td>
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<td>ANNUAL PESC MEMBERSHIP MEETING</td>
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<td><strong>EdEXCHANGE PILOT PROJECT</strong></td>
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PESC’s Development & Approval Process Ensures Consistency, Transparency

The Board of Directors of PESC is pleased to announce the release of an Enrollment Reporting XML data standard for the National Student Loan Data System (NSLDS) approved through PESC’s development, approval & maintenance process.

This new Enrollment Reporting XML data standard will be allowable for use in reporting enrollment information to NSLDS starting in Summer 2012 with a date to be published by Federal Student Aid (FSA). All supporting standards documentation will be made freely available within 30 days at http://www.PESC.org.

PESC’s development, approval & maintenance process is lead by a diverse constituency of technical and non-technical stakeholders and managed by PESC’s Standards Forum for Education, comprised of the Change Control Board (CCB), Technical Advisory Board (TAB), Steering Committee and development workgroups.


The Seal of Approval program, just recently released by PESC, allows implementers the opportunity to communicate to all education stakeholders that its implementation of a PESC Approved Standard was implemented and functions appropriately and according to the spirit and purpose to how the standard was developed and intended to be used.

For any organization looking to communicate their specific use and implementation of PESC Approved Standards, please contact Michael Sessa or Jennifer Kim directly at Michael.Sessa@PESC.org 202-261-6516 or Jennifer.Kim@PESC.org 202-261-6514 respectively.

NSLDS ENROLLMENT REPORTING APPROVED THROUGH PESC AS EDUCATION COMMUNITY DATA STANDARD

PESC members approving NSLDS Enrollment Reporting:
- AACRAO
- ACT
- College Board
- Common Application
- Datatel + SGHE
- Georgetown University
- Kuali Foundation
- National Student Clearinghouse
- SCRIP-SAFE
- International
- University of Denver
- University of Louisiana at Lafayette
- University of Oklahoma
- US Department of Education
- AcademyOne
- Central Connecticut State University
- ConnectEDU
- Florida International University
- NASLA
- Oracle
- Smart Catalog
- University of Illinois System
- University of Northern Iowa
- University of Oregon
- University of Virginia
- USA Funds
- XAP

EDUCAUSE INTERVIEW with ANEESH CHOPRA

Aneesh Chopra is the United States Chief Technology Officer (CTO). He spoke with EDUCAUSE President Diana Oblinger at the 2011 EDUCAUSE Annual Conference in Philadelphia. Music by Jane Aubourg.

http://www.youtube.com/watch?v=BFZN3z5GpiA
Kanter spoke at length about the importance the department places on the continued development of OER. She began by referencing the definition of OER advanced by the William and Flora Hewlett Foundation, implying that it may reflect the department’s operating definition of the concept: “…, and they [the Hewlett Foundation] defined OER as teaching, learning and research resources that reside in the public domain, or [that] have been released under an intellectual property license that permits their free use or repurposing by others,…” Kanter continued by identifying a wide range of resources that might fall under the rubric of OER, from open courseware (both modules and full courses) to open textbooks, multimedia files, and learning assessments. And she noted that the department and the Obama Administration’s commitment to OER began “at the top,” with President Obama highlighting his support for “the creation of a new online and open source clearinghouse of courses” to help higher education achieve the goal of making the United States first in the world in the proportion of students graduating from college by 2020.

As a tangible expression of this support, Kanter cited the requirement in the recently announced $500 million in grant awards (the first of $2 billion in awards expected over the next four years) under the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program “… that all the new intellectual property produced as a result of those grants, whether it’s a new open course or modules, or new kinds of learning materials,… would be released with a Creative Commons CC-BY license, which means they are open and available for repurposing [and] reuse by the public and the private sector.”

She also discussed her plans to introduce at an upcoming conference of the 34-nation Organization for Economic Cooperation and Development (OECD) a proposed joint policy.
In addition, Kanter spoke in this context about the importance of the joint MacArthur Foundation/Mozilla Foundation “Badges for Heroes” program in highlighting the potential of digital badges as an emerging competency-based quasi-credential.

She then quoted Secretary of Education Arne Duncan as stating in his remarks at the program launch event: “We’re excited that, this year, this competition will serve as a catalyst to advance the potential of digital badges. Badges can help engage students in learning and broaden the avenues for learners of all ages to acquire and demonstrate – as well as document and display – their skills.

Badges can help speed the shift from credentials that simply measure seat time to ones that more accurately measure competency. We must accelerate that transition. And badges can help account for formal and informal learning in a variety of settings.”

Later, in response to a question on the interplay between OER and competency-based assessment, Kanter noted that both the Department of Education and the White House are actively studying “what productive steps the Department of Education can take” to advance competency-based assessment in postsecondary education. She also referenced the Lumina Foundation’s Degree Qualifications Profile work as a key example of efforts to advance the development of learning outcomes-based assessment.

"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
STOP PASSING COSTS ON TO STUDENTS, PARENTS, INSTITUTIONS & TAXPAYERS.

How much could you be saving with PESC Approved Standards? In today’s world we all need to be smarter about how we get our business done. If you aren’t considering long-term, sustainable solutions that lower costs, improve service & interoperability and increase data quality, what are you waiting for? Solutions are available. Now is the time. PESC is the place.

JOIN THE COMMUNITY.
JOIN THE EFFORT.
JOIN PESC.
PESC is pleased to announce that Federal Student Aid (FSA) of the US Department of Education, a Founding Member of PESC, has submitted a Letter of Intent notifying PESC & the higher education community of the need to develop interoperable data standards to support National Student Loan Data System (NSLDS) Enrollment and Gainful Employment Reporting required by institutions.

“Because of the extremely short development schedule necessary for this project, FSA has already begun communicating with PESC’s Change Control Board (CCB),” states the Letter of Intent submitted by Michael J. Fillinich, Director of Enterprise Data Services at FSA.

Data [for GE] are to be reported annually by the end of each federal fiscal year and stored in the National Student Loan Data System (NSLDS)...which on a scheduled basis [NSLDS] will use these data, along with information supplied by other data providers to ED, to calculate various rates.”

Final drafts of the corresponding XML schemas for NSLDS Enrollment Reporting, Instance Documents and other supporting materials will be issued shortly by PESC for a 30-day public comment period. Corresponding materials and documentation for Gainful Employment Reporting will be issued at some time in the near future. At the same time, a number of student-based surveys for the Integrated Postsecondary Education Data System (IPEDS) have been updated to version 2.0.0. and are posted and available on the PESC website as well.

**About Enrollment Reporting**

Since the passage of the Higher Education Act of 1965, as amended, institutions have been required to confirm and report the enrollment status of attending students who receive Federal loans. This process is called Enrollment Reporting (formerly the Student Status Confirmation Report (SSCR)). Schools report the enrollment status of students receiving Title IV aid to the National Student Loan Data System (NSLDS) and this enrollment information is merged to the NSLDS database and reported to the guarantors, lenders, and servicers of student loans.

Because a student’s enrollment status determines deferment eligibility, grace periods, and repayment schedules, as well as the government’s payment of interest subsidies, Enrollment Reporting is critical for effective administration of Title IV loans. Enrollment Reporting is the primary means of verifying students’ loan privileges and the Federal government’s financial obligations.

In 1996, the U.S. Department of Education (ED) began using NSLDS to track the enrollment of all student loan borrowers. ED has incorporated Enrollment Reporting into NSLDS to centralize and fully automate the enrollment verification system. The Enrollment Reporting process benefits the entire student loan community: students, schools, Guaranty Agencies (GAs), the Direct Loan servicer, loan holders, and ED.

**About Gainful Employment Reporting**

Final regulations published in the Federal Register on October 29, 2010, require institutions to report certain information about students who enrolled in Title IV eligible educational programs that lead to gainful employment in a recognized occupation (GE programs). Those regulations also provide that institutions must disclose to prospective students certain information about the institution’s GE Programs.
Finally, the new regulations require institutions to notify the Department if they wish to add an additional GE Program to its list of Title IV eligible programs. All of these requirements are effective July 1, 2011. The Secretary published additional regulations related to the program eligibility metrics that will be calculated for gainful employment programs in the Federal Register on June 13, 2011.

The US Department of Education has posted Frequently Asked Questions (FAQ) located at [http://ifap.ed.gov/GainfulEmploymentInfo/2011GEFAQ.html](http://ifap.ed.gov/GainfulEmploymentInfo/2011GEFAQ.html) which provide information and operational guidance on the requirements of the new gainful employment regulations. Institutions must review the final regulations as published in the Federal Register on October 29, 2010, to ensure that they are in compliance with all of the Gainful Employment Program requirements. The listing of Frequently Asked Questions will be updated periodically and include the date of the update.

If you have questions or concerns that have not been addressed, please submit them to [GE-Questions@ED.gov](mailto:GE-Questions@ED.gov) and include the name of the institution. All information related to Gainful Employment is posted and available at [http://ifap.ed.gov/GainfulEmploymentInfo/index.html](http://ifap.ed.gov/GainfulEmploymentInfo/index.html).

### About IPEDS

Since its original development in the 1980s, the Integrated Postsecondary Education Data System (IPEDS) has collected institution-level data from all primary providers of postsecondary education to generate information on trends at the national, state, and institutional levels.

IPEDS is the major postsecondary education data collection program within the U.S. Department of Education, and encompasses all postsecondary institutions and educational organizations, both public and private, that provide education as their primary purpose.

Sponsored by the National Center for Education Statistics (NCES), IPEDS was implemented to help NCES meet its mandate to report full and complete statistics on the condition of postsecondary education in the United States. IPEDS provides NCES with the basic data needed to describe the size of the postsecondary system in terms of students enrolled, staff employed, dollars expended, and degrees earned.

As of the Fall of 2007, the IPEDS universe contained approximately 6,800 Title-IV participating institutions, and approximately 200 non-Title-IV institutions that participate voluntarily. More information about IPEDS can be found at [http://nces.ed.gov/ipeds](http://nces.ed.gov/ipeds).

### CEDS EDUCATION SOLUTION PROVIDER’S OPEN FORUM

The Common Education Data Standard (CEDS) initiative is proud to announce the inception of the CEDS Education Solution Provider’s Open Forum. The rapid acceleration in the expansion of CEDS has caused many engaged in the development, implementation, and support of education solutions to seek to become better informed and actively involved in this effort.

To that end, NCES is initiating an open forum geared towards this audience. Open forum sessions will be available to all solution providers and will involve direct updates from CEDS leadership, an opportunity to view CEDS products prior to official release, and an environment for open dialogue about the value and impact of CEDS in the education marketplace.

To get involved in the CEDS Education Solution Provider’s Open Forum, contact Jim Campbell at [jim.campbell@aemcorp.com](mailto:jim.campbell@aemcorp.com).
**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.

**NEW PESC MEMBERS**

ApplyAlberta
Susan Stein, Operations Director
www.applyalberta.ca

Credential Solutions
Thomas Mckechney, CEO
www.credentialssolutions.com

Michigan State University
Matt Basgall, Director of Technology
www.msu.edu

Ontario Universities’ Application Centre
Trudy Sykes, Director of Operations
www.ouac.on.ca

University of British Columbia
James Ridge, Associate VP & Registrar
www.ubc.ca

**NSLDS REFERENCE MATERIALS**

- November 21, 2011
  (NSLDS Record Layouts) Subject: NSLDS Loan Exit Counseling Extract Record Layouts for Lenders and Lender Servicers

- November 21, 2011
  (NSLDS Record Layouts) Subject: NSLDS School Portfolio Report Extract File Layout for Schools (SCHPR1)

- November 21, 2011
  (NSLDS Record Layouts) Subject: NSLDS Borrower Default Summary Report Extract Record Layouts for Schools (SCHDF1)

- November 21, 2011
  (NSLDS Record Layouts) Subject: NSLDS Delinquent Borrower Report Extract Record Layouts for Schools (DELQ01)

- November 21, 2011
  (NSLDS Record Layouts) Subject: NSLDS Loan Exit Counseling Extract Record Layouts for GAs
  [http://ifap.ed.gov/nsldsmaterials/NSLDSLoinExitCounselingExtractRecordLayoutsforGAs.html](http://ifap.ed.gov/nsldsmaterials/NSLDSLoinExitCounselingExtractRecordLayoutsforGAs.html)

- November 21, 2011
  (NSLDS Newsletters) Subject: Newsletter 35: New NSLDS Loan Exit Counseling Summary Report and Other Report Enhancements
- November 21, 2011
(NSSLDS Technical Updates for Lenders) Subject: LLS-2011-04: New Lender/Lender Servicer Loan Exit Counseling Summary Report
http://ifap.ed.gov/nsldsmaterials/LLS201104TechUpdate.html

- November 21, 2011

- November 21, 2011
(Transfer Student / Financial History Processes and Batch File Layouts) Subject: NSLDS Transfer Student Monitoring/Financial Aid History Processes and Batch File Layouts for 2012-2013

- November 21, 2011
(NSLDS Record Layouts) Subject: NSLDS Loan Exit Counseling Extract Record Layouts for Schools
http://ifap.ed.gov/nsldsmaterials/NSLDSLanExitCounselingExtractRecordLayoutsforSchools.html

NEW COURSE-MANAGEMENT SOFTWARE PROMISES FACEBOOK-LIKE EXPERIENCE

By Alexandra Rice

Three University of Pennsylvania students who recently dropped out to start an upstart course-management system today unveiled their software, called Coursekit, after having raised more than $1-million in venture capital.

The trio, frustrated with the systems offered by universities, such as Blackboard, decided to team up and design their own online course platform, which emphasizes social networking and an easy-to-use interface. By May, the founders, Joseph Cohen, Dan Getelman, and Jim Grandpre, had raised so much start-up cash, from sources including the Founder Collective and IA Ventures, that they decided to quit school to focus on developing Coursekit.

Thirty universities tested Coursekit this fall, including Stanford and the University of Pennsylvania.

Coursekit offers a platform for hosting discussions, posting grades and syllabi, sharing calendars and links, and creating student profiles. The company has hired 80 student ambassadors to introduce the new course-management system to students at colleges across the country.

The software is one of several new challengers to Blackboard, which is used by a majority of U.S. colleges. In October, Pearson announced OpenClass, a free course-management system, and last year a Utah company called Instructure unveiled Canvas, which is available under an open-source license.

2012-2013 APPLICATION PROCESSING SYSTEM SPECIFICATIONS FOR SOFTWARE DEVELOPERS (FINAL)

January 24, 2012

FSA is pleased to announce the posting of the final 2012-2013 Application Processing System Specifications for Software Developers. Other than removing designations of this version as a “draft,” no changes have been made to the specifications since the last posting (see the specifications posted on December 27, 2011) and no further updates are planned for this document.

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

Attachments/Enclosures:
2012-2013 Application Processing System Specifications for Software Developers (Final) in PDF Format, 791KB, 96 Pages
High School and College

PESC HIGH SCHOOL AND COLLEGE TRANSCRIPTS

- Are data specifications, available free of charge from PESC.org, designed and approved through PESC for implementation in various technologies used by secondary and postsecondary educational institutions, state agencies, and software vendors who use & exchange current and historical student academic records and/or transcripts.

- As various sectors in education modernize their data systems, use of PESC Approved Standards emerges as the long-term, sustainable solution for interoperability due to their benefits: improved data quality & research, simplification of data access and significant cost-reduction.

- As a result PESC Approved Standards are being implemented across the United States of America and throughout Canada by secondary & postsecondary educational institutions & systems, state agencies & software vendors.

NOTE 1: Data inside transcripts when exchanged contain personal history and identifying information about the student, current academic status, dates of attendance, courses completed with grades earned, diplomas & certificates awarded & selected test scores.

NOTE 2: PESC Approved Standards are developed, reviewed & approved through open, transparent, community-based collaborative processes governed by PESC.
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.
What’s Inside Your System?

Make sure PESC is inside your systems.
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.
PESC LEADERSHIP TEAM

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

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At Large Jeffrey Alderson, ConnectEDU, Inc.

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Tim Calhoon, California Community College System
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November 8, 2011

Kathy Gosa
Chair, National Forum for Education Statistics
Director of Information Technology
Kansas State Department of Education
120 SE 10th Avenue
Topeka KS 66612

Dear Ms. Gosa:

Please consider this letter an official request from PESC — the Postsecondary Electronic Standards Council to join the National Forum for Education Statistics as an Associate Member.

As you may know, PESC is a long-standing stakeholder within education and over the years has built up core competencies in data systems, data standards, data exchange and overall interoperability. We have been working with a number of states for many years and are pleased that several of our initiatives, like the PESC Approved XML High School Transcript, have proven valuable as they are being implemented across the United States of America and throughout Canada as well.

Our cornerstone principle is transparent collaboration. We believe a more formal relationship with the Forum will better serve all Members of the Forum and of course result in improved student achievement, our mutual goal.

Please let me know if this letter is sufficient or if there are additional requirements for Associate Membership. If you have questions or concerns or need more information, please feel free to contact me directly at michael.sessa@pesc.org or 202.261.6516.

I thank you for your continued support of PESC and look forward to working with you and the National Forum for Education Statistics in the future.

Best regards

Michael D. Sessa
President & CEO

cc: Ghedam Bairu
PESC Board of Directors
PESC Members

Unlocking the Power of Data!
NCES to Host Delta Cost Data, The First in New Series of IPEDS-Based Panel Datasets

A series of panel datasets will be developed and released by the National Center for Education Statistics, making it easier for analysts to study trends in postsecondary institutions and education. IPEDS is a large data collection with many years of data, and changes in variables and the universe of institutions make trend analysis difficult. The creation of a panel data will make the data substantially more user-friendly. The first in a series of IPEDS Analytics Databases will be the Delta Cost Project's database, which used IPEDS data to build the original database as part of an effort to bring greater attention to college spending through better data, cost metrics, and communication. NCES has agreed to host and update the database on its website. Both the raw variables, and the derived variables developed currently in the database, will be updated and maintained by NCES. The transition of the database from the Delta Cost Project to NCES is planned for early 2012. The publications and online tool of the Delta Cost Project will be transitioned to the American Institutes for Research. For more information, see http://www.deltacostproject.org.

...CONNECTING RESEARCH, POLICY AND PRACTICE

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Michael Sessa

From: IES Newsflash Subscription Service [IESWebmaster@ed.gov] Sent: Tue 11/29/2011 10:28
To: Michael Sessa
Cc:
Subject: NCES Releases Report on Distance Education Courses in Public School Districts: 2009-10
Attachments:

NCES Releases Report on Distance Education Courses in Public School Districts: 2009-10

According to a new NCES report, during the 2009-10 school year, 55 percent of school districts reported having students enrolled in distance education courses. Distance Education Courses for Public Elementary and Secondary School Students: 2009–10, a First Look from the Fast Response Survey System (FRSS), provides national data about enrollment in distance education courses, how districts monitor these courses, the motivations for providing distance education, and the technologies used for delivering distance education. Other findings include:

- Of the 55 percent of school districts reported having students enrolled in distance education courses, 96 percent of districts reported having students enrolled in distance education courses at the high school level, 19 percent at the middle or junior high school level, 6 percent at the elementary school level, and 4 percent in combined or ungraded schools.

- Districts reported an estimated 1.8 million enrollments in distance education courses for 2009–10. Seventy-four percent of the distance education enrollments were in high schools, 9 percent were in middle or junior high schools, and 4 percent were in elementary schools.

- Twenty-two percent of districts with students enrolled in distance education courses reported that students enrolled in regular high school programs could take a full course load in an academic term using only distance education courses, while 12 percent reported that students could fulfill all high school graduation requirements using only distance education courses.

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.

To view the full report please visit http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012008

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NCES Releases New Data on Postsecondary Employees and Salaries

While adjusted 9-month average salaries for professors at degree-granting public 4-year institutions have increased from 2004-05 to 2010-11 (adjusted for inflation) for both men and women, the adjusted 9-month average salaries (adjusted for inflation) for their counterparts at degree-granting 2-year public institutions have decreased for both men and women from 2004-05 to 2010-11 according to new data released by the National Center for Education Statistics. *Employees in Postsecondary Institutions, Fall 2010,* and *Salaries of Full-Time Instructional Staff, 2010-11* presents data from the Winter 2010-11 Integrated Postsecondary Education Data System, including data on the number of staff employed in Title IV postsecondary institutions in fall 2010 by occupation, length of contract/teaching period, employment status, salary class, faculty and tenure status, academic rank, and gender.

Other findings include:

- Institutions reported employing approximately 3.9 million individuals in fall 2010. Of the 3.9 million individuals, about 2.5 million were reported to be employed full time and about 1.4 million were reported to be employed part time.

- Of the nearly 594,000 reported instructional staff, 154,000 were professors, 129,000 were associate professors, 132,000 were assistant professors, 98,400 were instructors, and 29,600 were lecturers. The remaining 50,900 instructional staff had no academic rank.

- Compared with fall 2004, the number of instructional staff reported to be employed at degree-granting institutions (excluding administrative offices and medical schools) in fall 2010 increased from approximately 1.1 million to about 1.3 million. During this same time period, the proportion of these instructional staff classified as full-time decreased from 49 percent to 45 percent.

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.

To view the full report please visit
Change your options or unsubscribe from this service.

By visiting Newsflash you may also sign up to receive information from IES and its four Centers NCES, NCER, NCEE, & NCSE to stay abreast of all activities within the Institute of Education Sciences (IES).

To obtain hard copy of many IES products as well as hard copy and electronic versions of hundreds of other U.S. Department of Education products please visit http://www.edpubs.org or call 1-877-433-7827 (877-4-EDPUBS).
NCES Releases New Report on Who Receives Education Tax Benefits and the Effect These Benefits Have on the Price of College Attendance

Nearly one-half (47 percent) of all 2007–08 undergraduates received an education tax benefit (Hope tax credit, lifetime learning tax credit, or the tuition and fees deduction). These benefits reduced recipients’ average college expenses for the academic year by about $700.

In addition to providing estimates on education tax benefits for all 2007–08 undergraduates, this Statistics in Brief investigates the ways in which receipt of these benefits, and these benefits’ effect on the price of college attendance, varies by family income. Since student-level data on tax benefits are not available from other sources, Internal Revenue Service rules for 2007 education tax benefits were applied to a nationally representative sample of 2007–08 undergraduate and graduate students to determine the potential distributions and amounts of the tax benefits.

Key findings include:

• At 29 percent, low income dependent undergraduates received education tax benefits at a lower rate than their low-middle, high-middle, and high income counterparts. The most common reason these low income students did not receive a tax benefit was that they had no net tuition after subtracting the grant aid and veterans benefits they received.

• Among dependent undergraduates who received education tax benefits, low income students received a smaller amount in tax benefits ($600) than did low-middle, high-middle, and high income students ($900, $1,000, and $700, respectively). Unlike other income groups, low income tax benefit recipients received more in federal grant aid and veterans benefits than they did in tax benefits.

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

To view the full report please visit http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012212
By visiting Newsflash you may also sign up to receive information from IES and its four Centers NCES, NCER, NCEE, & NCSER to stay abreast of all activities within the Institute of Education Sciences (IES).

To obtain hard copy of many IES products as well as hard copy and electronic versions of hundreds of other U.S. Department of Education products please visit http://www.edpubs.org or call 1-877-433-7827 (877-4-EDPUBS).
The 30-day public comment period for the proposed Enrollment Reporting for the National Student Loan Data System (NSLDS) standard expired on January 3, 2012. A total of eight (8) public comments were received and routed to the NSLDS Development Workgroup and the PESC Change Control Board (CCB). All responses were reviewed, analyzed and considered for inclusion in the proposed standard being produced (see below). With any and all changes now included, the proposed standard is now confirmed as final. The CCB now recommends to the Standards Forum’s Steering Committee and the PESC Board of Directors that the NSLDS Enrollment Reporting standard be submitted to a vote by the Members of PESC.

In accordance with version 1.0.0 of PESC’s Manual of Policies and Procedures for Standards Development, Approval & Maintenance, the PESC office will issue electronic ballots to the official contacts of PESC member organizations. Completed ballots, including the reason(s) for any rejection, must be returned to the PESC office via e-mail, fax, overnight delivery, or U.S. Postal Service within ten (10) business days. PESC staff is responsible for the tabulation of the ballots; acceptance of a specification as a standard requires an affirmative vote of at least 80% of all votes cast. Once the members accept and approve the proposed standards, the PESC Board of Directors will within seven (7) calendar days ratify the vote or refer it back to the CCB with specific instructions for further work.

**COMMENT #1**

1. Middle Name: As submitted, the standard requires that if the student’s middle name is not known by the sending party that a value of “NMN” is submitted. This value could be misleading and/or inaccurate, therefore we recommend that the Middle Name field be optional rather than required so that the “NMN” value is not necessary.

*NSLDS Response:* The Middle Name tag will be made optional rather than required.

**COMMENT #2**

2. IndexType: The Index Type complex component includes only the SSN, BirthDate and LastName. Is it the intention to solely rely on these three data elements for matching purposes? What about instances where the school wishes to utilize the school issued ID as an identifier or
for any other combinations of elements? It seems restrictive to limit the identification of the person to these three elements.

**NSLDS Response:** The NSLDS matching algorithm is SSN, First Name and Date of Birth. When this match does not fully distinguish a person the Last Name is used in the match. We do not use the school issued ID as an identifier but provide it in our data exchanged for school use. The IndexType component is not intended to be a sole key for matching records. It is a logical grouping of typical index related XML tags that is consistent with the usage in other FSA XML standards, e.g. COD. The individual tag values are still available to be used for matching purposes as needed or desired as described above.

**COMMENT #3**

3. Updated Location ID: As described, this field has a max length of 2 and should be used to indicate a new location code. For schools with more than 100 locations, there is a process of wrapping part of the three digit branch code to substitute as the first number of the OPEID element. As described, the OPEID and UpdatedLocationID do not appear to support this situation.

**NSLDS Response:** The 99 location limitation is an existing issue for NSLDS. Any location greater than 100 must be reported to NSLDS by a location less than 100 until such time as NSLDS is appropriately enhanced. At that time, the XML standard will be modified to accommodate the new reporting process.

**COMMENT #4**

4. State/Province Code: it is our recommendation that if the State/Province Code is not being used because the address is in a foreign country that a value of “FO” be supplied in this element. This allows the field to continue to be used as a trigger for special processing related to foreign addresses. Using the country code as a trigger is not reliable as it is often filled with the US value.

**NSLDS Response:** “FO” will not work for NSLDS as it is not an approved state code in the tables used by NSLDS and our data providers. It is our preference that these fields remain blank if a foreign address is used. This keeps the state/province code reporting process for NSLDS Enrollment in line with what is currently done in the COD XML processes and keeps the processing in line with established and accepted PESC community standards for the treatment of addresses.

**COMMENT #5**

5. Grad Date is described as a required element for students that are less than half time which is not current practice as less than half-time students are unlikely to have a grad date
determined by the institution. The current NSLDS Enrollment Reporting Guide indicates the use of a ‘plug’ date in the Grad Date field for the “L” status equal to “00010101”. This ‘plug’ date is also used for statuses “X”, “Z”, and “W”. A ‘plug’ date of 9999-12-31 is described in the current process for the status ‘D’. Is it the intent of this process to continue the current practice of the ‘plug’ dates or is the intent to require institutions to attempt to determine a Grad Date for less than half-time students? Our recommendation is to eliminate the use of ‘plug’ dates and make the Grad Date not required for “X”, “Z”, “W”, “L”, and “G”. Please note that in the case of “G”, the current practice is to have the Grad Date field equal the Status Effective Date Field, which makes the Grad Date field redundant for the “G” status.

**NSLDS Response:** In our new reporting standards, effective July 2012, NSLDS will require schools to report an Anticipated Completion Date (ACD) [GraduationDate tag in the XML schema] for students that are less than half time. Guidance for the new reporting standards will be issued in the near future. We will continue to use the appropriate established plug dates for the ACD if the enrolment status is X, Z, W, or D. When the student graduates the ACD and Status Effective Date [EffectiveDate tag in the XML schema] will be equal and they are 2 separate fields NSLDS will expect to be completed. Any additional questions related to current ACD reporting requirements should be addressed to the FSA Business Operations Unit at NSLDS@ed.gov for further review and consideration.

**COMMENT #6**

6. Academic Program Degree Level Code: The allowable values in the enumeration list for this element appear to be inconsistent with the enumeration list in the XML Registry and Repository.

**NSLDS Enrollment:**
- AssociateDegree
- BaccalaureateDegree
- Certificate
- Doctorate
- GraduateDegree
- HighSchool
- MastersDegree
- NonDegree
- PostBaccalaureateCertificate
- PostSecondaryDiploma
- ProfessionalDegree
- UndergraduateCertificate

**Core Main:**
- AssociateDegree
- Bachelors
- Certificate
Doctorate
Graduate
HighSchool
Masters
NonDegree
PostsecondaryDiploma
Professional

NSLDS Response: Core Main version 1.11.0 has updated its values to include the NSLDS Enrollment values as a subset of the complete enumeration list. PostSecondaryDiploma has been changed to PostsecondaryDiploma.

From Core Main v1.11.0:

```xml
<x:simpleType name="AcademicProgramDegreeLevelCodeType">
  <xs:annotation>
    <xs:documentation> A code to indicate the specific ranking of academic award for person</xs:documentation>
  </xs:annotation>
  <xs:restriction base="xs:string">
    <xs:enumeration value="AssociateDegree"/>
    <xs:enumeration value="BaccalaureateDegree"/>
    <xs:enumeration value="Certificate"/>
    <xs:enumeration value="Doctorate"/>
    <xs:enumeration value="GraduateDegree"/>
    <xs:enumeration value="HighSchool"/>
    <xs:enumeration value="MastersDegree"/>
    <xs:enumeration value="NonDegree"/>
    <xs:enumeration value="PostBaccalaureateCertificate"/>
    <xs:enumeration value="PostsecondaryDiploma"/>
    <xs:enumeration value="ProfessionalDegree"/>
    <xs:enumeration value="UndergraduateCertificate"/>
  </xs:restriction>
</xs:simpleType>
```

COMMENT #7

7. Our organization has reviewed the proposed XML format and enhanced reporting being offered to institutions for enrollment and gainful employment reporting purposes. While these changes will not affect our organization directly, we feel that offering schools multiple options for reporting this information can only improve the accuracy and timeliness of NSLDS, which in turn will help organizations such as ours to more effectively assist borrowers in managing their...
education debt. We appreciate the opportunity to review the draft changes and offers our full support to this as well as future enhancements..

NSLDS Response: NSLDS appreciates your organization’s review of the proposed standards and your organization’s support of PESC and FSA’s improvements to current standards.

COMMENT #8

8. The NSLDS standard upon initial analysis is too specific and restrictive for international use. The issue with the NSLDS Standard is it is too focused on only 2 types of loans supporting a specific US Federal Report. The XML message is too specific to NSLDS for our use and would need to be made more generic. We would like to get involved in more detailed discussions to expand the XML message to support something more generic that covers generic student loan capabilities. At that time we would like to have a more specific discussion regarding the elements and terminology we would like to see being used within the message.

NSLDS Response: Currently the XML standard for NSLDS Enrollment Reporting has been specifically designed to facilitate enrollment reporting from U.S. postsecondary institutions and data providers to the US Department of Education’s National Student Loan Data System and is not currently designed to be used by any other entities for enrollment reporting. If in the future the Ministry of Advanced Education and Technology would like to use the Enrollment Reporting as a starting point to expand the standard to include the needed requirements you are strongly encouraged to work with PESC to do so.
Summary of Activities, Meetings and Conference Calls of the AACRAO SPEEDE Committee
Months of September and October 2011

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:** At the PESC Fall Data Summit in San Francisco, California. Six of nine members participated.

**AACRAO SPEEDE Committee conference calls held (with number of participants):** 9/1/11 (7), 9/8/11 (7), 9/22/11 (6), and 10/6/11 (5). Average call participation for the four calls was six of the nine members of the committee.

**Opening Slot on 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](http://www.aacrao.org/About-AACRAO/committees/speede.aspx).

**Activities Related to PESC:** AACRAO is a founding member of, an active supporter of, 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 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).

**New Versions of PESC XML Schemas and Implementation Guides Approved:** In June 2011, PESC approved six new versions of XML Schemas and their Implementation Guides. The updated versions are for the College Transcript, High School Transcript, Admissions Application, Transcript Acknowledgment, Request for Transcript, and (Negative) Response to a Request for a Transcript. They are now posted on the PESC.org website.
<table>
<thead>
<tr>
<th>Schema</th>
<th>Version</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Transcript</td>
<td>1.0</td>
<td>May 2004</td>
</tr>
<tr>
<td></td>
<td>1.1</td>
<td>October 2007</td>
</tr>
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<td>2.0</td>
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<td>1.0</td>
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<td>October 2007</td>
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<tr>
<td></td>
<td>1.1</td>
<td>June 2011</td>
</tr>
<tr>
<td>Application for Admission</td>
<td>1.0</td>
<td>August 2009</td>
</tr>
<tr>
<td></td>
<td>1.1</td>
<td>June 2011</td>
</tr>
<tr>
<td>Education Test Score</td>
<td>1.0</td>
<td>August 2009</td>
</tr>
<tr>
<td>IPEDS Graduation</td>
<td>1.0</td>
<td>March 2010</td>
</tr>
<tr>
<td>IPEDS Fall Enrollment</td>
<td>1.0</td>
<td>August 2009</td>
</tr>
<tr>
<td>IPEDS 12 Month</td>
<td>1.0</td>
<td>January 2011</td>
</tr>
<tr>
<td>PDF Attachments</td>
<td>1.0</td>
<td>January 2011</td>
</tr>
<tr>
<td>Functional Acknowledgment</td>
<td>1.0</td>
<td>December 2010</td>
</tr>
</tbody>
</table>
September and October 2011 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.

EdUnify™: 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.

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. This new group will explore issues of special interest to Canadian users (and potential users) of PESC schemas.
September and October 2011 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

<table>
<thead>
<tr>
<th>Document</th>
<th>From Version</th>
<th>To Version</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Transcript</td>
<td>PESC XML Version 1.0</td>
<td>EDI TS130 V 4010</td>
<td>March 2007</td>
</tr>
<tr>
<td></td>
<td>EDI TS130 Version 4010</td>
<td>PESC XML V 1.0</td>
<td>March 2007</td>
</tr>
<tr>
<td></td>
<td>PESC XML Version 1.1</td>
<td>EDI TS130 V 4010</td>
<td>November 2010</td>
</tr>
<tr>
<td></td>
<td>PESC XML Version 1.2</td>
<td>EDI TS130 V 4010</td>
<td>November 2010</td>
</tr>
<tr>
<td>High School Transcript</td>
<td>PESC XML Version 1.0</td>
<td>EDI TS130 V 4010</td>
<td>July 2010</td>
</tr>
<tr>
<td></td>
<td>PESC XML Version 1.1</td>
<td>EDI TS130 V 4010</td>
<td>September 2010</td>
</tr>
<tr>
<td>Transcript Acknowledgment</td>
<td>PESC XML Version 1.0</td>
<td>EDI TS131 V 4010</td>
<td>July 2010</td>
</tr>
<tr>
<td></td>
<td>EDI TS131 Version 4010</td>
<td>PESC XML V 1.0</td>
<td>July 2010</td>
</tr>
<tr>
<td>Transcript Request</td>
<td>EDI TS146 Version 4010</td>
<td>PESC XML V 1.0</td>
<td>November 2009</td>
</tr>
<tr>
<td></td>
<td>PESC XML Version 1.0</td>
<td>EDI TS146 V 4010</td>
<td>November 2009</td>
</tr>
</tbody>
</table>

Work is in progress for these sets of crosswalk rules:

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

(Negative) Response to a Request for a Student Transcript - XML Version 1.0 to EDI TS 147 (and vice versa);

College Transcript - XML Version 1.3.0 to EDI TS 130 Version 4010.

The translation program from the XML College Transcript Version 1.0 to the TS 130 EDI Transcript has been completed for the University of Texas Internet SPEEDE Server and is now being tested with a group of pilot schools. This will allow schools using the Texas Server to receive EDI College Transcripts from schools who are sending XML College Transcripts Version 1.0.
September and October 2011 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 2012 Annual Meeting in Philadelphia: The AACRAO SPEEDE Committee has been approved to present or facilitate the following programs at the Philadelphia meeting:

1. Panel Discussion on the Electronic Exchange of Student Transcripts (Paper vs XML vs EDI vs PDF)
2. Panel Discussion on the Latest in the Secure Electronic Exchange of PDF Student Transcripts
3. $how Me the Money - Cost Benefits of Electronic Exchange of Student Transcripts
4. Grow Your Electronic Transcript Trading Partner Relationships
5. Electronic Transcript Exchanges That Really Work
6. Overcoming the Roadblocks to Transcript Electronic Exchanges
7. Birds of a Feather Fireside for Schools Sending and/or Receiving Electronic Transcripts or Who Are Interested in Doing So
8. Business Process Re-Engineering Pre-Conference Workshop
Webinars: The AACRAO SPEEDE Committee is now planning several webinars to be made available to the AACRAO membership in the next few months. The first presentation is for a discussion of the options now available (EDI, XML and PDF) for exchanging electronic student transcripts and the advantages of each method. It is scheduled for November 17.

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.
September and October 2011 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 October 2011:

<table>
<thead>
<tr>
<th>Description</th>
<th>Last Year</th>
<th>This Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of TS130 Transcripts for October</td>
<td>76,946</td>
<td>105,432</td>
<td>22%</td>
</tr>
<tr>
<td>Number of TS130 Transcripts for past 12 months</td>
<td>1,100,973</td>
<td>1,082,095</td>
<td>-2%</td>
</tr>
<tr>
<td>Number of TS131 Transcript Acknowledgments for October</td>
<td>85,490</td>
<td>87,698</td>
<td>3%</td>
</tr>
<tr>
<td>Number of TS131 Transcript Acknowledgments for past 12 months</td>
<td>1,013,927</td>
<td>1,036,251</td>
<td>2%</td>
</tr>
<tr>
<td>Number of TS189 Applications for Admission for October</td>
<td>142,107</td>
<td>172,628</td>
<td>21%</td>
</tr>
<tr>
<td>Number of TS189 Applications for Admission for past 12 months</td>
<td>1,244,551</td>
<td>1,418,558</td>
<td>14%</td>
</tr>
<tr>
<td>Number of Total Transactions for October **</td>
<td>374,339</td>
<td>435,921</td>
<td>16%</td>
</tr>
<tr>
<td>Number of Total Transactions for past 12 months **</td>
<td>4,514,640</td>
<td>4,197,650</td>
<td>-7%</td>
</tr>
<tr>
<td>Number of TS130 Sending Schools in October***</td>
<td>155</td>
<td>163</td>
<td>5%</td>
</tr>
<tr>
<td>Average Number of TS130 Sending Schools per month for past 12 months ***</td>
<td>167</td>
<td>163</td>
<td>-2%</td>
</tr>
<tr>
<td>Number of TS130 Receiving Schools in October ***</td>
<td>272</td>
<td>271</td>
<td>0%</td>
</tr>
<tr>
<td>Average Number of TS130 Receiving Schools per month for past 12 months ***</td>
<td>285</td>
<td>279</td>
<td>-2%</td>
</tr>
</tbody>
</table>

** 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.
September and October 2011 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 485 high schools and 110 colleges and universities. For the months of September and October, a total of 33,144 electronic high school transcripts were securely delivered. The breakdown is as follows: TS130 – 17,313 and XML – 15,831.

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

For example, as of September 2011 in Alberta Province, since ApplyAlberta (Alberta Post-Secondary 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, in October 2011, 3 schools sent 157 TS130 transcripts via the Texas Server to 8 other schools in BC and ON. They were Langara College (93), Kwantlen Polytech (39) and Douglas College (25). In addition, 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.
September and October 2011 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.
September and October 2011 Report from AACRAO SPEEDE Committee

AACRAO SPEEDE Committee Members for 2011-2012:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Matt Bemis</td>
<td>Associate Registrar, University of Southern California</td>
<td><a href="mailto:wbemis@usc.edu">wbemis@usc.edu</a></td>
</tr>
<tr>
<td>Jerry Bracken</td>
<td>Software Engineer Core Services, Brigham Young University (UT)</td>
<td><a href="mailto:jeraldbracken@gmail.com">jeraldbracken@gmail.com</a></td>
</tr>
<tr>
<td>Tuan Anh Do, Chair</td>
<td>Assistant Director, Systems Support Group, Undergraduate Admissions, San Francisco State University (CA)</td>
<td><a href="mailto:doey@sfsu.edu">doey@sfsu.edu</a></td>
</tr>
<tr>
<td>Robin S. Greene, Vice-Chair and Chair-Elect</td>
<td>Senior Associate Director of Technology and Internet Services, College Foundation of North Carolina, University of North Carolina General Administration</td>
<td><a href="mailto:greeners@northcarolina.edu">greeners@northcarolina.edu</a></td>
</tr>
<tr>
<td>Doug Holmes, Scribe</td>
<td>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)</td>
<td><a href="mailto:doug@ouac.on.ca">doug@ouac.on.ca</a></td>
</tr>
<tr>
<td>Monterey E. Sims, Conferences Program Coordinator</td>
<td>Director of Operations/University Services Document Processing University of Phoenix (AZ)</td>
<td><a href="mailto:monterey.sims@phoenix.edu">monterey.sims@phoenix.edu</a></td>
</tr>
<tr>
<td>Rick Skeel</td>
<td>Director of Academic Records, University of Oklahoma</td>
<td><a href="mailto:rskeel@ou.edu">rskeel@ou.edu</a></td>
</tr>
<tr>
<td>John T. “Tom” Stewart</td>
<td>Retired College Registrar, Miami Dade College (FL)</td>
<td><a href="mailto:stewartj@aol.com">stewartj@aol.com</a></td>
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<tr>
<td>Tim Tashjian</td>
<td>Associate Director, Student Information Systems, Office of the Registrar, University of Texas at Austin</td>
<td><a href="mailto:tim.tashjian@austin.utexas.edu">tim.tashjian@austin.utexas.edu</a></td>
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And that's the update for the past two months from the AACRAO SPEEDE Committee.
Summary of Activities, Meetings and Conference Calls of the AACRAO SPEEDE Committee
Months of November and December 2011

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.

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<td>Request for Student Transcript</td>
<td>1.0</td>
<td>October 2007</td>
</tr>
<tr>
<td></td>
<td>1.1</td>
<td>June 2011</td>
</tr>
<tr>
<td>Response to a Request for Student Transcript</td>
<td>1.0</td>
<td>October 2007</td>
</tr>
<tr>
<td></td>
<td>1.1</td>
<td>June 2011</td>
</tr>
<tr>
<td>Application for Admission</td>
<td>1.0</td>
<td>August 2009</td>
</tr>
<tr>
<td></td>
<td>1.1</td>
<td>June 2011</td>
</tr>
<tr>
<td>Education Test Score</td>
<td>1.0</td>
<td>August 2009</td>
</tr>
<tr>
<td>IPEDS Graduation</td>
<td>1.0</td>
<td>March 2010</td>
</tr>
<tr>
<td>IPEDS Fall Enrollment</td>
<td>1.0</td>
<td>August 2009</td>
</tr>
<tr>
<td>IPEDS 12 Month</td>
<td>1.0</td>
<td>January 2011</td>
</tr>
<tr>
<td>PDF Attachments</td>
<td>1.0</td>
<td>January 2011</td>
</tr>
<tr>
<td>Functional Acknowledgment</td>
<td>1.0</td>
<td>December 2010</td>
</tr>
</tbody>
</table>
November and December 2011 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.

**EdUnify™:** 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.

**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 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.
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 website at http://www.pesc.org/interior.php?page_id=219. Those approved to date are

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

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 1.3.0 to EDI TS 130 Version 4010.
November and December 2011 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 2012 Annual Meeting in Philadelphia: The AACRAO SPEEDE Committee has been approved to present or facilitate the following programs at the Philadelphia meeting:

1. Panel Discussion on the Electronic Exchange of Student Transcripts (Paper vs XML vs EDI vs PDF)
2. Panel Discussion on the Latest in the Secure Electronic Exchange of PDF Student Transcripts
3. Show Me the Money - Cost Benefits of Electronic Exchange of Student Transcripts
4. Grow Your Electronic Transcript Trading Partner Relationships
5. Electronic Transcript Exchanges That Really Work
6. Overcoming the Roadblocks to Transcript Electronic Exchanges
7. Birds of a Feather Fireside for Schools Sending and/or Receiving Electronic Transcripts or Who Are Interested in Doing So
8. Business Process Re-Engineering Pre-Conference Workshop

Webinars: The AACRAO SPEEDE Committee presented an AACRAO webinar on November 17, 2011 of the options now available (EDI, XML and PDF) for the electronic exchange of student transcripts and the advantages of each method.

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. A draft of Version 2.0 of this standard is now available at http://nces.ed.gov/programs/ceds/about.asp.
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 November 2011:

<table>
<thead>
<tr>
<th>Description</th>
<th>Last Year</th>
<th>This Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of TS130 Transcripts for November</td>
<td>88,554</td>
<td>107,322</td>
<td>21%</td>
</tr>
<tr>
<td>Number of TS130 Transcripts for past 12 months</td>
<td>1,074,193</td>
<td>1,100,863</td>
<td>2%</td>
</tr>
<tr>
<td>Number of TS131 Transcript Acknowledgments for November</td>
<td>94,516</td>
<td>118,121</td>
<td>25%</td>
</tr>
<tr>
<td>Number of TS131 Transcript Acknowledgments for past 12 months</td>
<td>1,014,174</td>
<td>1,059,856</td>
<td>5%</td>
</tr>
<tr>
<td>Number of TS189 Applications for Admission for November</td>
<td>221,663</td>
<td>246,504</td>
<td>11%</td>
</tr>
<tr>
<td>Number of TS189 Applications for Admission for past 12 months</td>
<td>1,291,347</td>
<td>1,443,399</td>
<td>12%</td>
</tr>
<tr>
<td>Number of Total Transactions for November **</td>
<td>491,169</td>
<td>576,981</td>
<td>17%</td>
</tr>
<tr>
<td>Number of Total Transactions for past 12 months **</td>
<td>4,305,478</td>
<td>4,283,462</td>
<td>-1%</td>
</tr>
<tr>
<td>Number of TS130 Sending Schools in November***</td>
<td>159</td>
<td>166</td>
<td>4%</td>
</tr>
<tr>
<td>Average Number of TS130 Sending Schools per month for past 12 months ***</td>
<td>165</td>
<td>164</td>
<td>-1%</td>
</tr>
<tr>
<td>Number of TS130 Receiving Schools in November ***</td>
<td>291</td>
<td>282</td>
<td>-3%</td>
</tr>
<tr>
<td>Average Number of TS130 Receiving Schools per month for past 12 months ***</td>
<td>283</td>
<td>278</td>
<td>-2%</td>
</tr>
</tbody>
</table>

** 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 November and December 2011, five schools exchanged 1,622 PESC XML Transcripts via the UT Austin SPEEDE Internet Server.
November and December 2011 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 489 high schools and 110 colleges and universities. For the months of November and December, a total of 72,757 electronic high school transcripts were securely delivered. The breakdown is as follows: TS130 – 61,971 and XML – 10,786.

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.

**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.
November and December 2011 Report from AACRAO SPEEDE Committee

**AACRAO SPEEDE Committee Members for 2011-2012:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Matt Bemis</td>
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<td>Software Engineer Core Services, <em>Brigham Young University (UT)</em></td>
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</tr>
<tr>
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<td>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)</td>
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</tr>
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<td><a href="mailto:monterey.sims@phoenix.edu">monterey.sims@phoenix.edu</a></td>
</tr>
<tr>
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<td>Retired College Registrar, <em>Miami Dade College (FL)</em></td>
<td><a href="mailto:stewartj@aol.com">stewartj@aol.com</a></td>
</tr>
<tr>
<td>Tim Tashjian</td>
<td>Associate Director, Student Information Systems, Office of the Registrar, <em>University of Texas at Austin</em></td>
<td><a href="mailto:tim.tashjian@austin.utexas.edu">tim.tashjian@austin.utexas.edu</a></td>
</tr>
</tbody>
</table>

And that's the update for the past two months from the AACRAO SPEEDE Committee.
Datatel and SunGard Higher Education Close Transactions to Combine their Businesses

SAN FRANCISCO, FAIRFAX, Va., and WAYNE, Pa. – January 23, 2012 – Hellman & Friedman, Datatel+SGHE, and SunGard Data Systems today announced that the transactions to combine the businesses of Datatel and SunGard Higher Education have closed. As a result, more than 3,000 employees will be dedicated exclusively to delivering solutions to education institutions in 40 countries.

The newly formed company will have a new name, which will be launched in the first half of 2012. Until that time, it will be referred to as Datatel+SGHE.

“Education is entering a new digital era that presents both challenges and opportunity to educational institutions around the world,” said John Speer, president and chief executive officer, Datatel+SGHE. “Our clients rely on us to help them navigate in this shifting environment, and their success remains our priority. The combined company will continue our histories of providing reliable software and services to our clients as we make available new options to help them shape the future of education.”

Many factors are forcing significant change in education. Datatel+SGHE will help institutions succeed through:

- **Continued investments in current solutions:** The combined companies plan to support the software solutions of both companies, including Advance, Banner, Colleague, and PowerCAMPUS administrative systems.
- **A broader portfolio of solutions:** The combined portfolio of products and services will open new choices and capabilities for clients.
- **Accelerated innovation:** An expanded pool of resources and talent will accelerate research and development with targeted investments focused on major challenges in the education community.
- **An expanded knowledge-sharing community:** Collaboration, creativity and knowledge-sharing will grow across the expanded global client community of 2,300 colleges, universities, foundations and state systems.

“As a customer who has worked with both Datatel and SunGard Higher Education as independent companies, I see great opportunity for synergy in the combined business to deliver even more value and consistency,” said Dr. Debra Derr, president, North Iowa Area Community College. “They understand education and can provide the functional, technical and strategic expertise institutions need to thrive in today’s changing education environment.”

As previously announced, John Speer, former president and chief executive officer of Datatel, will serve as the new company’s president and chief executive officer. Ron Lang, former chief executive officer of SunGard Higher Education, will serve as vice chairman of the board of directors. Drawing talent from both companies, a management team with decades of higher education experience will lead the company.

As described in the initial announcement of the proposed combination, affiliates of private equity...
firm Hellman & Friedman LLC have acquired the SunGard Higher Education businesses from SunGard Data Systems Inc. and are combining the acquired businesses with Datatel, an existing Hellman & Friedman portfolio company, under a new holding company.

“The combined company has the vision and resources to lead the way through the issues facing higher education around the world,” said Anupam Mishra, managing director at Hellman & Friedman. “We believe in the power and possibilities of education and are honored to be supporting the company in this mission.”

###

**About Datatel+SGHE**
Datatel+SGHE is a global leader in services, technologies and expertise to help educational organizations succeed in a dynamic environment. Client collaboration and community-driven innovation help shape the company’s broad portfolio. 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. To learn more, please visit [www.datatel.com](http://www.datatel.com) or [www.sungardhe.com](http://www.sungardhe.com).

**About Hellman & Friedman LLC**
Hellman & Friedman LLC is a leading private equity investment firm with offices in San Francisco, New York and London. Since its founding in 1984, Hellman & Friedman has raised and, through its affiliated funds, managed over $25 billion of committed capital. The Firm focuses on investing in superior business franchises and serving as a value-added partner to management in select industries including internet & digital media, software, business & marketing services, financial services, insurance, media, healthcare and energy & industrials. Representative prior investments in the software sector include Activant Solutions, Inc., Datatel Inc., Intergraph Corporation, Iris Software Group Limited, Kronos Incorporated, OpenLink Financial LLC, SSP Holdings plc and Vertafore Corporation. For more information on Hellman & Friedman, visit [www.hf.com](http://www.hf.com).

**About SunGard**
SunGard is one of the world’s leading software and technology services companies. SunGard has more than 17,000 employees and serves approximately 25,000 customers in more than 70 countries. SunGard provides software and processing solutions for financial services, education and the public sector. SunGard also provides disaster recovery services, managed IT services, information availability consulting services and business continuity management software. With annual revenue of about $4.5 billion, SunGard is the largest privately held software and services company and was ranked 434 on the Fortune 500 in 2011. Look for us wherever the mission is critical. For more information, please visit [www.sungard.com](http://www.sungard.com).

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