NC-SARA Data Reporting: Out-of-State Learning Placements

Webinar Date:
December 1, 2022
NC-SARA Webinar Logistics

✓ Please use the Question and Answer for questions.

✓ The Closed Caption option is available.

✓ The webinar will be recorded.

✓ The slides, webinar recording, and any other resources referenced will be available on the NC-SARA website.
WELCOME
Data Reporting: Out-of-State Learning Placement

WEBINAR AGENDA

• Welcome
• What Data does NC-SARA Collect?
• About OOSLP Reporting
• Q & A
• Institutional Panel
  • Hamline University
  • Blue Ridge Community & Technical College
  • University of Nevada, Las Vegas
• Q & A
• Resources & Important Dates
Data Reporting: Out-of-State Learning Placements

TODAY’S PRESENTERS

Institution Panelists:
Sally Gerlach, Assistant Director, Accreditation, Hamline University
Brett Gallagher, Director of Distance Education, Blue Ridge Community & Technical College
Leeann Fields, Executive Director, Office of Educational Compliance, University of Nevada, Las Vegas (UNLV)

NC-SARA Staff:
Rachel Christeson, Director for Research and Data Analysis
Emily Jacobson, Director for Student and Institution Support
Terri Taylor Straut, Educational Programs Architect and Research Analyst
THE SARA LANDSCAPE

52 MEMBER STATES AND TERRITORIES
2,331 Participating Institutions

Institutions by Sector 2022

- Public, 1,139 (49.3%)
- Private Non-Profit, 1,012 (43.8%)
- Private For-Profit, 157 (6.8%)
- Tribal, 3 (0.1%)
What Data Does NC-SARA Collect?
Why Does SARA Collect Data?

Collecting, reporting, and analyzing data about the interstate delivery of distance education are important parts of NC-SARA’s mission. Data collection and reporting help measure the impact of SARA.

• **The Promise of Data Collection to States**
  • Standard across country
  • Public and shared

• **History of SARA Data Reports:**
  • 7 years of reporting exclusively distance education enrollments
  • 4 years of reporting out-of-state learning placement data
What is the SARA Data?

Exclusively Distance Education Enrollment (EDEE)
- Institutions report their exclusively distance education enrollments
- Report enrollments as you do to IPEDS (Fall EF report) – but disaggregated by state
- Based on Fall

Out-of-State Learning Placements (OOSLP):
- Report on-ground and online student OOSLP
- OOSLP Does NOT include In-State
- Based on calendar year
About OOSLP Reporting
Out-of-State Learning Placements (OOSLP)

What are OOSLP?

• Learning placements are on-ground, out-of-state experiential learning activities

• OOSLP include clinical rotations, student teaching, internships, and other similar activities

• OOSLP are often a required part of obtaining a degree and/or license to practice a particular profession

• Note that reporting includes on-ground students as well as distance education students

• Virtual learning placements are not reported
Criteria for Inclusion in OOSLP Reporting

Institutions should report OOSLP that meet the following criteria:

1. The placement started between January 1 and December 31 of the given year you are collecting and reporting data for.
2. The placement is outside the home state of the SARA institution.
3. The placement involves the physical presence of the student at the out-of-state location(s).
4. One or more of the following is true:
   a) The placement is an activity required for degree completion.
   b) The placement is an activity required for professional licensure.
   c) The placement is offered for credit.
   d) The placement is offered for a fee.

Placements that meet the above criteria should be reported as follows:
- Disaggregate by two-digit CIP code;
- Disaggregate by the state in which the placement was made.
Classification of Instructional Programs Codes

13) EDUCATION.

13.01) Education, General.

13.02) Bilingual, Multilingual, and Multicultural Education.
   13.0201) Bilingual and Multilingual Education.
   13.0202) Multicultural Education.
   13.0203) Indian/Native American Education.
   13.0209) Bilingual, Multilingual, and Multicultural Education, Other.

13.03) Curriculum and Instruction.
   13.0301) Curriculum and Instruction.

13.04) Educational Administration and Supervision.
   13.0401) Educational Leadership and Administration, General.
   13.0402) Administration of Special Education.
   13.0403) Adult and Continuing Education Administration.
   13.0404) Educational, Instructional, and Curriculum Supervision.
   13.0407) Community College Administration.
   13.0408) Elementary and Middle School Administration/Principalship.
   13.0409) Secondary School Administration/Principalship.
OOSLP Reporting Guidance

Count each student learning placement. If a student has multiple placements in the same state and same program area, count each placement once. If a student has multiple placements in more than one state, count each placement, attributing them to the relevant states. If a student has multiple placements in more than one program area but the same state, count each placement, attributing them to the relevant program areas. See the examples below.

**Example:** Three University of Texas at El Paso (UTEP) nursing students each do a single clinical rotation at each of two hospitals in Las Cruces, New Mexico, and one rotation at a hospital in Phoenix, Arizona. UTEP would report three placements in New Mexico and three placements in Arizona, all under CIP code 51, Health Professions and Related Programs.

**Example:** A student at University of Colorado at Denver participated in an OOSLP in spring under CIP code 13 in Arkansas; this same student then participated in another OOSLP in fall under CIP code 46 in Washington. UCD would report two placements, one in each state. If both learning placements were in the same state, both placements would be reported, one under each CIP Code.
OOSLP Reporting Guidance

If your institution has branch campuses, count each student learning placement that takes place outside the state of the primary campus location. See the examples below.

SARA participating institution located in West Virginia
Branch campus located in Pennsylvania

1. If a branch campus student, living in Pennsylvania, attends exclusively online classes delivered through the West Virginia campus and participates in a learning placement in Pennsylvania – these learning placements ARE reportable to NC-SARA.

2. If a branch campus student, living in Pennsylvania, attends exclusively online classes delivered through the West Virginia campus and participates in a learning placement in West Virginia – these learning placements ARE NOT reportable to NC-SARA.

3. If a branch campus student, living in Pennsylvania, only takes courses residentially within the state of Pennsylvania and only participates in a learning placement within the state of Pennsylvania - these learning placements ARE reportable to NC-SARA.
QUESTIONS ABOUT OOSLP Reporting?
Please use the Q&A!
Sally Gerlach
Assistant Director, Accreditation, Hamline University
Data Reporting: Out-of-State Learning Placements
NC-SARA

Sally Gerlach
Assistant Director for Accreditation
Office of Institutional Effectiveness
Hamline University
Who we are?

• Hamline University
  • Founded 1854 in Minnesota
  • Private, Not-For-Profit
  • Programs Offered (traditional, online, and hybrid):
    • Bachelor Degrees
    • Master Degrees
    • Education Specialist
    • Doctorates (PhD, EDD)
    • Certificates (Undergraduate, Post-Baccalaureate, Post-Masters)
• Fall 2022 Enrollment:
  • Undergrad: 1782
  • Graduate: 873
Number of Out-of-State Learning Placements 2019–2022

- 2019: 9 OOSLPs
- 2020: 4 OOSLPs (COVID Year)
- 2021: 4 OOSLPs (COVID Year)
- 2022: 23 OOSLPs

Number of OOSLPs

COVID Years
OOSLPs Collection – BEFORE Collection Opens

• Review NC-SARA Data Reporting Handbook for Institutions

• Communicate with those that know the programs, and those who will help with the data collection
  • Find out what programs have internships, capstones, practicums, etc. that could lead to out-of-state learning placements
  • Determine if there have been any changes from the prior year
  • Explain what NC-SARA is, what will be asked, and when the collection begins

• Communicate with the academic leadership

• Prep collection tools
OOSLPs Collection – DURING Collection Period

• Send request email right when collection opens (May 15th)
  • Include a Need by Date, NOT the collection close date (June 15th)
• Email template includes:
  • What is NC-SARA
  • NC-SARA’s OOSLP definition and criteria
  • What is needed:
    • Student name and ID
    • State where the learning placement occurred
    • Term or date the placement started
    • Degree and/or major the placement was for
  • Include the “Frequently Asked Questions: Out-of-State Learning Placements Reporting” section of the Data Reporting Handbook
• Plan your reminder email
OOSLPs Collection – DURING Collection Period

• Tracking in Microsoft Excel:
  • New tab for each year
  • Track any changes in directions that could explain any year-over-year differences
  • Can use pivot tables in the current data tab to get the actual reporting format for NC-SARA

The data collected in Excel:

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Degree</th>
<th>Major/Program</th>
<th>CIP Type</th>
<th>CIP 2-digit</th>
<th>Internship Site</th>
<th>Term</th>
<th>Term Year</th>
<th>Placement Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>10001</td>
<td>MSBA</td>
<td>MSBA</td>
<td>52.0201</td>
<td>52</td>
<td>Alaska</td>
<td>Jterm</td>
<td>2021</td>
<td>1/4/2021</td>
</tr>
<tr>
<td>10002</td>
<td>MSBA</td>
<td>MSBA</td>
<td>52.0201</td>
<td>52</td>
<td>Florida</td>
<td>Jterm</td>
<td>2021</td>
<td>1/15/2021</td>
</tr>
<tr>
<td>10003</td>
<td>Bachelors</td>
<td>Accounting</td>
<td>52.0301</td>
<td>52</td>
<td>Illinois</td>
<td>Spring</td>
<td>2021</td>
<td>1/25/2021</td>
</tr>
<tr>
<td>10004</td>
<td>Bachelors</td>
<td>Business Administration - Finance</td>
<td>52.0801</td>
<td>52</td>
<td>Iowa</td>
<td>Spring</td>
<td>2021</td>
<td>2/1/2021</td>
</tr>
<tr>
<td>10005</td>
<td>Bachelors</td>
<td>Business Administration - Marketing</td>
<td>52.1401</td>
<td>52</td>
<td>Maryland</td>
<td>Spring</td>
<td>2021</td>
<td>2/1/2021</td>
</tr>
<tr>
<td>10006</td>
<td>Bachelors</td>
<td>Chemistry</td>
<td>40.0501</td>
<td>40</td>
<td>New York</td>
<td>Spring</td>
<td>2021</td>
<td>2/1/2021</td>
</tr>
<tr>
<td>10007</td>
<td>MAT</td>
<td>Chemistry (9-12)</td>
<td>13.1206</td>
<td>13</td>
<td>North Carolina</td>
<td>Spring</td>
<td>2021</td>
<td>2/1/2021</td>
</tr>
</tbody>
</table>

The pivot table to reflect the reporting format:

<table>
<thead>
<tr>
<th>CIP 2-digit</th>
<th>Internship Site</th>
<th>Count of Student ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>North Carolina</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>Virginia</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>Wisconsin</td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td>Washington</td>
<td>2</td>
</tr>
<tr>
<td>40</td>
<td>New York</td>
<td>1</td>
</tr>
<tr>
<td>42</td>
<td>Wisconsin</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Virginia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wisconsin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New York</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wisconsin</td>
<td></td>
</tr>
</tbody>
</table>
Things to consider

• People change –
  • Can’t assume that the prior point of contact left any notes
  • BUT can use these opportunities to review and update any processes and/or interpretations
  • Making sure new leadership is on the same page as old leadership

• Build Relationships
  • Working relationships with those that have the information helps when you need to collect the information
  • If someone is new, try to get to know them beforehand (this is where reaching out prior to data collection can be helpful)
Things Changing for this Year

• Reviewing what we have been doing
  • Most of the years have been during COVID, so not many OOSLPs
  • Will probably see more OOSLPs going forward
  • Are we all on the same page regarding the OOSLPs?

• Creating a form to send with the request email
  • Basic, but standardized
  • Two potential options:
    • Google Spreadsheet:
      • Allows for data validation (drop downs for degrees/majors)
      • If multiple students, can enter them all into one spreadsheet
      • Some people hate spreadsheets
    • Google forms
      • Responses will populate a spreadsheet that I can use
      • If multiple students, will need to fill out multiple forms
      • Should be less problematic for people that hate spreadsheets
Contact

Sally Gerlach
Hamline University
Assistant Director for Accreditation
Office of Institutional Effectiveness
sgerlach01@hamline.edu
Brett Gallagher, Director of Distance Education
Blue Ridge Community & Technical College
ABOUT US

• Public 2-year, community and technical college
• Eastern Panhandle of WV, Washington DC metro area
• 30+ associate's degree programs: Occupational, technical, transfer
• 4,200 students; 1,500 degree-seeking
• Student placements: Field experience, student teaching, internships, clinicals
**MAY 1**
Email worksheet and detailed instructions to program coordinators

**JUNE 1**
Transfer data to spreadsheet and submit data to NC-SARA

- **Excel Workbook**
  - Contact list
  - Placement counts

- **Word Doc**
  - Mail Merge
  - Fillable Table
WHO COORDINATES PLACEMENTS?

Partnership with Human Resources

Excel Workbook: Sheet 1
Program Contact, Program(s), Email Address
WHERE WERE STUDENTS PLACED?

Outreach to Program Contacts

Mail Merge:
Fillable Table and Instructions to Program Contacts
Mail Merge:
Fillable Table and Instructions to Program Contacts

Could you fill in the following table for me based on student placements for your program(s)?

The placement should be counted if it meets all the following criteria:

- The placement involves the physical presence of the student at the location(s);
- The placement is an activity required for degree completion or professional licensure; and
- The placement is offered for credit and/or offered for a fee.

Also note that we should count placements not students; therefore, if one student completed a placement in West Virginia and a second placement in Maryland, each placement will count individually (one for West Virginia and one for Maryland in the corresponding semester).

If you need to add other states, please do.

Program(s):

<table>
<thead>
<tr>
<th></th>
<th>WV</th>
<th>MD</th>
<th>VA</th>
<th>PA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2020</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer 2020</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2020</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WHERE WERE STUDENTS PLACED BY CIP CODE?

Data Collected from Program Contacts

Excel Workbook: Sheet 2
CIP Code, Program(s), Placements by State
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CIP</td>
<td>Subject</td>
<td>BRCTC Program</td>
<td>MD</td>
<td>NY</td>
<td>PA</td>
<td>WV</td>
<td>VA</td>
</tr>
<tr>
<td>2</td>
<td>1 AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES.</td>
<td>Agribusiness</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>11 COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.</td>
<td>Computer Network Engineering Technologies Information Technology Cyber Security Database Management Digital Media Specialist Software Development Engineering</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>12 PERSONAL AND CULINARY SERVICES.</td>
<td>Baking and Pastry Food Service Retail Management Culinary Arts</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>13 EDUCATION.</td>
<td>Education</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>37</td>
<td>8</td>
<td>51</td>
</tr>
</tbody>
</table>
Leeann Fields
Executive Director, Office of Educational Compliance
UNLV
University of Nevada
Las Vegas

1. Public, not-for-profit, state institution under the Nevada System of Higher Education (NSHE)
2. Minority Serving Institution (MSI), Title III-Asian American and Native American, Pacific Islander-Serving Institution, and Title V - Hispanic Serving Institution (HSI)
3. Holds the prestigious Carnegie “R1” or “Very High Research” classification since December 2018.
4. Undergraduate Students: 25,500 / Graduate Students 5,000
5. Underlying infrastructure for admissions/registration: PeopleSoft
UNLV’s Early Stages of OOSLP

1. Worked through the Associate/Assistant Deans for Academic Programs in 16 colleges/schools to educate them on the definition of “learning placement” activities
2. Each college/school verified all courses that contained OOSLP activities
3. UNLV’s Office of Decision Support (facilitates institutional decisions based on data, analysis, research) provides each college/school with spreadsheets, annually every May to identify state location of students in OOSLP activities.
4. Data due to Office of Educational Compliance by the end of May
### UNLV’s OOSLP Activity
#### Simple Solution

<table>
<thead>
<tr>
<th>Placement_State</th>
<th>Spring_Enrolled</th>
<th>Summer_Enrolled</th>
<th>Fall_Enrolled</th>
<th>Annual_Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>42</td>
<td>0</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>Unknown Placement</td>
<td>47</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Alaska</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arizona</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arkansas</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>California</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Colorado</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Connecticut</td>
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<td>Delaware</td>
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<td>Georgia</td>
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<tr>
<td>Hawaii</td>
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<td>Idaho</td>
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<tr>
<td>Illinois</td>
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<td>0</td>
</tr>
</tbody>
</table>
UNLV’s New OOSLP Direction

1. Who really knows where students are in OOSLP activities? At UNLV, it is the instructors of the course.
2. What system are all instructors familiar with at UNLV? The Learning Management System (LMS - Canvas).
3. Planning is currently underway to develop a column in the gradebook where instructors will identify the placement state for the OOSLP.
4. The data in the column will be exported into a database housed in the Office of Decision Support.
5. Annually, when OOSLP reports are due to NC-SARA, the Office of Educational Compliance puts in a request for the data.
QUESTIONS FOR THE INSTITUTION PANELISTS

Please use the Q&A!
Resources & Important Dates
NC-SARA’s RESOURCES FOR DATA REPORTING

Institution Directions for Data Reporting

SARA Learning Station

Powered by NC-SARA
Important Annual Data Reporting Dates

- OOSLP Data Collection Webinar
  - Slides and recording available on NC-SARA’s website next week

- 2022 Annual Data Handbook Available: January 2023

- 2022 Annual Data Collection Webinar: February / March 2023

- 2022 Annual Data Collection Window: May 15 – June 15, 2023
ANY ADDITIONAL QUESTIONS?

data@nc-sara.org
Thank You!

@NCSARA_News

https://www.linkedin.com/company/nc-sara

NC-SARA Website:
www.nc-sara.org