November 14, 2018

The webcast will begin shortly.

There is no audio being broadcast at this time.

An archive of this webcast will be available on the SAN website next week.

YouTube URL: https://youtu.be/Vyatc8Z3MwA
NC-SARA REPORTING
2018 FINDINGS
ENROLLMENT/OUT OF STATE LEARNING PLACEMENTS

November 14, 2018
WELCOME!

Use the question box for questions and information exchange.

Archive, PowerPoint, and Resources will be available next week on the SAN website.

PowerPoint can be downloaded in the handouts pane.

Follow the Twitter feed: #WCETWebcast.

Cheryl Dowd
Director, State Authorization Network (SAN)
WCET
cdowd@wiche.edu
QUESTIONS FROM THE AUDIENCE

If you have a question during the presentation, please add your questions to the question box.

We will monitor the question box and have time for Q&A at the end of the presentation.
Name: Cheryl Dowd
Title: Director, State Authorization Network (SAN)
Org: WCET

Name: Dan Silverman
Title: Assistant Director, State Authorization Network (SAN)
Org: WCET
Marianne Boeke, Associate Director for Policy Research and State Support NC-SARA

Terri Taylor Straut, CEO & Solution Architect Ascension Consulting Group
Agenda

- SARA Requirements
- History & Methodology
- Enrollment Report Finding
- Out-of-State Learning Placement Report Findings
- Reporting Requirements for 2019
- Questions from Audience

The reports are available at [http://nc-sara.org/content/Data_Info](http://nc-sara.org/content/Data_Info)
SARA Requirements

SARA a negotiated compromise

• Institutions’ goals.
• Regulators’ concerns.
• Others:
  ‒ Accreditors.
  ‒ Regional compacts.
  ‒ National commission.
SARA Requirements
The Current SARA Landscape
Enrollment Report
History & Methodology

- 2016 Enrollment (Did not report cells smaller than 10)
- 2017 Enrollment
- 2018 Enrollment & Out-of-State Learning Placements

Timeline of Reporting Enrollment to IPEDS and NC-SARA:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Enrollment</th>
<th>Spring Enrollment</th>
<th>Report to IPEDS</th>
<th>Report to NC-SARA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2016</td>
<td></td>
<td></td>
<td>Report to IPEDS</td>
<td>Report to NC-SARA</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Student Enrollment</td>
<td>Report to IPEDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2017</td>
<td></td>
<td>Report to IPEDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2017</td>
<td>Student Enrollment</td>
<td>Report to IPEDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2018</td>
<td></td>
<td>Report to IPEDS</td>
<td></td>
<td>Report to NC-SARA</td>
</tr>
</tbody>
</table>
## Enrollment Report

### Institutions Reporting

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Institutions Operating Under SARA</th>
<th>Number of Institutions Reporting to NC-SARA</th>
<th>Number of Institutions Reporting Distance Education Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>1,494</td>
<td>1,477</td>
<td>1,394</td>
</tr>
<tr>
<td>2018</td>
<td>1,804</td>
<td>1,791</td>
<td>1,778</td>
</tr>
<tr>
<td>Increase</td>
<td>310</td>
<td>314</td>
<td>384</td>
</tr>
</tbody>
</table>
Enrollment Report
Institutions by Sector

2018 Reporting Institutions by Sector

- Public 53.0%
- Private Non-Profit 41.0%
- Independent/For-Profit 5.9%
- Tribal 0.1%
Enrollment Report
Reported SARA Enrollment

Reported SARA Enrollment

- Reported SARA Total 88.5%
- Reported Non-SARA Total 11.5%
Enrollment Report
Reported Enrollment by Sector

- Independent/For-Profit: 36.1%
- Private Non-Profit: 41.4%
- Public: 22.5%
- Tribal: 0.0%
Enrollment Report
2016 IPEDS Reporting

2016 IPEDS Public Institutions' Exclusively Distance Education Enrollment

- IPEDS Reported Enrollment Same State 83.9%
- IPEDS Reported Enrollment Other States 16.1%
Enrollment Report
Data Trends: Spring 2016-Spring 2018

Number of SARA Member States/Territories During Reporting Period

- 2016: 36
- 2017: 47
- 2018: 51
Enrollment Report
Data Trends: Spring 2016-Spring 2018

Reported Proportion of SARA Enrollments 2016-2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Reported SARA Enrollment</th>
<th>Reported Non-SARA Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>81.4%</td>
<td>18.6%</td>
</tr>
<tr>
<td>2017</td>
<td>82.9%</td>
<td>17.1%</td>
</tr>
<tr>
<td>2018</td>
<td>88.5%</td>
<td>11.5%</td>
</tr>
</tbody>
</table>
IPEDS Related Challenges:

- Conflict between IPEDS and institutional definitions of distance education course.
- Confusion about instructions to report in-state (home state) enrollment.
- Confusion about how to report military students (APO, etc.).
- Confusion about how to report enrollment in the U.S. territories.
- Inconsistent use of the “Other Location” field in the current NC-SARA survey.
Other Reporting Challenges:

- Difficulty completing the NC-SARA survey accurately due to inconsistency in how data is displayed. (Alpha by name)
- Variation in institutions’ enrollment patterns.
- Inability to capture summer enrollments.
- Some institutions deviate from the requested reporting strategy. (Cell size)
What are Learning Placements?

Learning placements (e.g., clinical rotations, student teaching, internships, etc.) are important parts of many instructional programs. Though learning placements occur in a variety of disciplines, they are particularly common in certain fields, such as health-related disciplines and education. In addition, learning placements are often a required part of obtaining a degree and/or license to practice a profession.
Out-of-State Learning Placement Report
Background

**Commitments made to State Regulators**

- NC-SARA promised to create a process for collecting and reporting OOSLP similar to enrollment during the formation of SARA.
- Assists institutions to better attend to and meet professional licensure obligations.
- Helps institutional staff comply with federal regulations affecting participation in Title IV aid.
EDUCATION. Instructional programs that focus on the theory and practice of learning and teaching, and related research, administrative and support services.

13.  EDUCATION. Instructional programs that focus on the theory and practice of learning and teaching, and related research, administrative and support services.

-----  PSYCHOLOGY. (Report under 42. Series)

-----  SOCIAL SCIENCES. (Report under 45. Series)

13.01  Education, General. Instructional content is defined in code 13.0101.

13.0101  Education, General. A program that focuses on the general theory and practice of learning and teaching; the basic principles of educational psychology; the art of teaching; the planning and administration of educational activities; school safety and health issues; and the social foundations of education. (Occupational Crosswalk)

13.02  Bilingual, Multilingual, and Multicultural Education. Instructional content for this group of programs is defined in codes 13.0201-13.0299.

13.0201  Bilingual and Multilingual Education. A program that focuses on the design and provision of teaching and other educational services to bilingual/bicultural children or adults, and/or the design and implementation of educational programs having the goal of producing bilingual/bicultural individuals. Includes preparation to serve as teachers and administrators in bilingual/bicultural education programs. (Occupational Crosswalk)
Out of State Learning Placement Report
Pilot Year Findings

Summary:

• 297 institutions reported student placements:
  • 16% of SARA participating institutions reported.
  • 25% of those who reported – were SAN members.
• 32,931 total placements reported.
• We got a lot of feedback.
  • Comments have been incorporated into recommendations for next year.
• Transparency in reporting OOSLP has long been a goal.
• It was a successful Pilot.
Out-of-State Learning Placement Report
Pilot Year Findings
# Out-of-State Learning Placement Report

## OOSLP & Enrollment Pilot Year Findings

<table>
<thead>
<tr>
<th>Sector</th>
<th>Number of Institutions Reporting OOSLP</th>
<th>% of Total Institutions Reporting OOSLP</th>
<th>Number of Institutions Reporting Enrollment</th>
<th>% of Total Institutions Reporting Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribal</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>.1%</td>
</tr>
<tr>
<td>Public</td>
<td>148</td>
<td>49.8%</td>
<td>950</td>
<td>53.0%</td>
</tr>
<tr>
<td>Private Non-Profit</td>
<td>130</td>
<td>43.8%</td>
<td>735</td>
<td>41.0%</td>
</tr>
<tr>
<td>Independent For-Profit</td>
<td>19</td>
<td>6.4%</td>
<td>104</td>
<td>5.9%</td>
</tr>
<tr>
<td>Total</td>
<td>297</td>
<td>100.0%</td>
<td>1,791</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Out-of-State Learning Placement Report
Pilot Year Findings

Out-of-State Learning Placements Reported

- Health: 62.5%
- Education: 13.5%
- Liberal Arts: 6.3%
- Other: 17.7%

11/14/2018 Webcast
Out-of-State Learning Placement Report
Recommendations

- Evaluate the format and usability of the online survey form.
- Change the language of the form to match the NCES language used. (CIP Program Area)
- Communicate how to ‘save’ more prominently in the instructions and/or on the form itself.
- Keep the Comments field.
- Review the communications provided to participating institutions for consistency, clarity and usability.
Reporting Requirements for 2019

• Out-of-State Learning Placement reporting will be required.
• In-State Enrollment will be required.
• Timing of Reporting Window may shift.
QUESTIONS FROM THE AUDIENCE
CONTACT INFORMATION

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Webcast: SANsational Award Winners
Part 1- Licensure Programs
November 28, 2018

Time: 2:00PM ET, 1:00PM CT, 12:00PM MT, 11:00AM PT, 10:00AM AT

Award winners from Mount Saint Mary’s University and the University of Phoenix will share their exceptional processes to manage Licensure Programs!

Register Here!

WCET/SAN Basics Workshop
March 6-7, 2019
Arlington, VA
(Washington DC Metro Area)
Workshop: UVA Darden Sands Center
Hotel: Key Bridge Marriott

Register Here!
ADDITIONAL INFORMATION AND RESOURCES

Access to the resources discussed during this webcast, including the archive, will be available next week on the SAN Website.

Resources: Past Webinars
THANK YOU SUPPORTING MEMBERS FOR YOUR COMMITMENT TO WCET AND E-LEARNING

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