Cheryl Dowd:	Okay, welcome everybody. This is the SAN webcast about NC-SARA 2019 data reporting requirements. We'll be discussing the enrollments and the placements. I'd like to welcome you. I'm Cheryl Dowd. I'm the Director for the State Authorization Network with WCET. Along with me is Dan Silverman, the Assistant Director for State Authorization Network, with SAN, with WCET. We will just move right along and share with you that we are going to take questions towards the end. You have a Q&A box. I'd like you to make sure and find the Q&A box, so that you can ask questions that will be addressed at the end of the call.
Cheryl Dowd:	Also, this is being recorded. And the recording, and the transcript, along with ... Yeah. The recording, and the transcript, and the slide deck will be made a part of the SAN website. You will find that in just a few days after we get transcripts back, and we'll post it on the SAN website. You can find under past webinars, you will find the information about today's webcast.
Cheryl Dowd:	I'm going to turn this right away over to our presenters today. These are familiar people with us. We're really glad to have them back. They talked to us about data [inaudible 00:01:31]. We're really thrilled that [inaudible 00:01:32] Boeke, the Associate Director for Policy Research and State Support with NC-SARA, and Terri Taylor Straut, who is the CEO and Solution Architect with Ascension Consulting Group. She's a consultant with NC-SARA on this project. We're really glad to have the both of you with us today. Thank you so much, Marianne and Terri.
Cheryl Dowd:	I'm going to turn it over to you to drive this and tell us where you would like to go. I know that prior to the top of the call, I received some links. I put up one of them. I'm going to put the other one up in the chat. You will find it there, so the reporting handbook is there. You find that on the NC-SARA website. There's one other thing that I was asked to share, and I'm going to put that in the chat as well. I'm going to turn it over to our presenters, while I go ahead and put that in the chat. Marianne and Terri, take it away.
Marianne Boeke:	Hey. Thank you so much, Cheryl. Thank you for having us on here today. It's data time and that's the title of our presentation. It's that time of year, so we're gearing up for our fourth year, actually, of reporting data for NC-SARA. Terri and I are going to go over enrollment and out-of-state learning placements individually. And we'll start with enrollments. But, let's go to the next slide.
Marianne Boeke:	So, quick agenda. The current SARA landscape, data summary of 2018, what's new and notable. Then, we'll go straight into enrollment reporting, and then we'll pause to take some questions. Then, we'll go into out-of-state learning placement reporting. We've got some frequently asked questions that we'll dive into first, and then we'll open it up for questions and discussion. Really, even though it seems like we have quite a few slides, we really do run through these fairly quickly so that we do have ample time at the end for questions and discussion. Next.

Marianne Boeke: Just a quick overview of SARA. Okay, I've got to talk about SARA and NC-SARA for at least a few minutes just to remind folks of where we've been and where we're going. We do currently have 49 states onto SARA, all but California. [inaudible 00:03:51] have three districts and territories, so Washington DC, Puerto Rico, and U.S. Virgin Islands.

Marianne Boeke: The big question I get is where are we with California? And, actually, we are making some strides. We really are in conversations with California and there's a lot more interest, a lot more [inaudible 00:04:09] going on. For those of you who know California politics, it's a big state. There's a lot of players and just getting everyone on the same page is tough. But, we are making baby steps towards that end goal of, hopefully, getting them to be part of SARA.

Marianne Boeke: As of today, we have 1,960 institutions. The reason I have this slide up of number of SARA institutions that participate is truly just to show folks, remind folks how fast this has all happened. In [inaudible 00:04:42], we didn't have any institutions and now, today, almost 2,000. You can see that over a really short period of time, we've grown. And with that, our enrollment [inaudible 00:04:54] our data reporting has grown, too. We've gotten a lot of the bumps out of it, and we're still working on some. And that's why we like to do webcasts and go to conferences and meetings, so that we can get feedback from the people who do the work. Next slide.

Marianne Boeke: Before we jump in, let's talk a little bit about why we collect data and why we think that that's important. Well, there's really a couple reasons. The first is is that it really is part of SARA's [inaudible 00:05:29] and always has been. Back when they were thinking about putting this whole [inaudible 00:05:33] together in 2010, '11, '12, and '13, that was always part of the plan, was to collect some data for a few reasons. One, because we are trying to balance the needs of institutions, regulators, states, constituents, and data reporting was required through state authorization in many states prior to NC-SARA. The idea was that we still would collect some data and share that with the states.

Marianne Boeke: But we also want to collect data to understand the impact of SARA, to see how things are going. You know, which institutions are enrolling online students? Where are those students located? These are important questions. And by having this data reporting period, we can start to kind of see how that is and really start to understand some of the trends. Also, there's the whole idea of transparency. We do collect this data and put it up on our website. We have it in two ways. We have a report that kind of analyzes and looks at those trends and talks about what's happening with data. But we also just have the data files up there, in case you want to play around with the data for either your institution or your state or even your region. Next slide.

Marianne Boeke: A quick overview of what we did last year. This is the overview of the 2018 enrollment period. I know most of you have seen these several times before, so I'm not going to spend a lot of time on it other than to say the total enrollment

was just over 1.2 million. That is going up a little bit from the year before. It's exactly on target with what we thought would happen. The only other notable thing, I think, about this slide is that there's been a little bit of shift for the independent ... I'm sorry ... for the private, for-profit, independent for-profit. A little bit decline in terms of reported enrollment, and a little bit of a bump up for the public institutions.

Marianne Boeke: I know you've all probably heard me talk about this before, but I think it's an important, so much so that I want to just state it again. That is that things are shifting in the higher education landscape. Some for-profits are making the shift over to private, non-profit institutions, so that is going to change some of our numbers. Also, I think public institutions, although they, of course, joined SARA at pretty brisk rates, they really didn't join as briskly as the for-profits did. So, we're still seeing public institutions, in a variety of states, come onboard, whereas most of the independent, for-profits did that immediately. That kind of explains the change in growth. Next slide.

Marianne Boeke: A quick review of the out-of-state learning placements. First of all, what are we talking about? Well, we're talking about clinicals, student teaching, internships. That's really what we mean by learning placements. This was, of course, voluntary in 2018, required for this year. For the voluntary folks who did it, it was really, really helpful because it gave us a sense of what was going on. Again, this is part of our mission. We really ... I had always thought we would collect this data. It's an important part of many academic programs, and there are a lot of interest about this data from various constituents around the country. Next slide.

Marianne Boeke: Quick summary of the voluntary reporting data that folks did for us on those out-of-state learning placements. We had 297 institutions report, which is fantastic. That represents 16% of the participating institutions. We had a total placements of just over 32,000, which is amazing. But most importantly, we got a lot of feedback. Not only did we get feedback on the web form itself in the comments section from the folks who actually did this, but we also had a working session at WCET Annual Meeting back in October, where we really just let our hair down and talked about what worked and what didn't and what things might need to have more clarity.

Marianne Boeke: We also had sessions with state portals and the regional directors throughout the year and kind of garnering their feedback that they had been told, and putting that all together so that we could really think about it at the data advisory committee meeting, which was held in December of 2018. From that meeting, we did have some changes to the way we report and some language changes. A big thank you, though, to the 297 institutions who did this. Without them, it would have been very difficult to get things ready for this year. Really can't say thank you enough, so I'll say it one more time, and then I'll move on. Thank you, thank you, thank you. Next slide.

Marianne Boeke:	What's new and notable for this year? The first thing is the 2019 Reporting Handbook. This replaces the guidebook that we had last year and, actually, in previous years. We had one for online enrollments and one for out-of-state learning placements. We decided that was a little confusing. It makes a lot more sense to have one data reporting handbook with different sections in it to explain how to go about collecting and reporting both online enrollment and out-of-state learning placements.
Marianne Boeke:	The other new and notable is that you will be reporting distance education enrollment from the home state. That is new. Although, quite a few of you have already done it. Terri and I just strip out that data that you sent in. But this year, we're going to keep it in there. We're asking everyone to do it, so that we really can see the scope of online learning both within and without the state. I think that's a real important piece. Do know that we're going to tread lightly there in terms of how we report that. We will always report the out-of-state enrollment numbers, just like we always do. We're not going to get rid of those. We will always have those, but we will add another area where we talk about home state enrollments.
Marianne Boeke:	This is the big year where you're going to report out-of-state learning placements. This is required for everybody. Everyone's going to do this. Just a quick reminder that you do not include the home state for your out-of-state learning placements. That won't change. Enrollment form includes all territories. Hey, we are really excited about this one. Terri and I really worked hard on this one, believe it or not. It was really, I think, a little bit confusing on the web form, for us to have a column where I think we said, "Just put everyone else here." I think we might have had a few listed, but then we didn't list them off. It was a little bit confusing.
Marianne Boeke:	This time, a lot [inaudible 00:12:27] actually have it listed by name. I think that's going to make a lot more sense with it. We still want you to use the comment fields to report any anomalies or concerns or to give me feedback about what's working, what's not, and why. [inaudible 00:12:43] important information for us to have. But a note of caution — this comment field is not where you put in an SOS, or you say, "Help me here," because we'll be reading those in July. If you need something immediately, you're going to do something a little bit different. Terri will talk about that. But do use those comment field to let me know how things are working and how ... if you have any constructive feedback, basically. I actually do read them all, so [inaudible 00:13:10].
Marianne Boeke:	Finally, the reporting window for this year is May 14 through June 4th. Three weeks, just like always. That's the time that you will actually get those emails with web forms and fill it all out. I think that does it for what's new and notable. Next slide.
Terri Straut:	That one goes to me. It's good to be [crosstalk 00:13:33] ...

Marianne Boeke:	[crosstalk 00:13:33] I'm going to put myself on mute, because I think it might be loud in my office. Terri, it's all yours.
Terri Straut:	Thanks, Marianne. It's good to be with you all today. Again, just some general guidelines about the enrollment reporting. You're going to report as you do to IPEDS and using the IPEDS definitions, which are all ... There are links to all of that in the handbook. The first link that Cheryl put in the chat is actually a direct link to that handbook for this year. Everybody should have received that via email, as well. And so, this is ... You know, I know SAN has been talking to membership for a very long time about get out of your office and go meet the people that do other work on the campus. This is the year where that work will bear fruit, because in reporting the out-of-state learning placements, it'll be very helpful to have colleagues in each of those departments that make those placements as well as the institutional research person who does the IPEDS reporting.
Terri Straut:	Basically, the enrollment reporting is just as it has been for the past years. We just are asking people to use their best judgment. If you don't report to IPEDS, read up on what the IPEDS reporting is and try to model that. Most important, be consistent within your own institution from year to year, so that your data is consistent as time goes on. Next slide, please.
Terri Straut:	The way this will work this year is everyone who is on the NC-Sara contact list will receive an email. At that point, when you click the link in that email, it's going to open two tabs. Next slide, please, and we actually can show you a picture of it. When you click that link, it's going to look like this. You'll see, there's a tab for enrollment and then there's a tab for out-of-state placement. It'll be very easy for you to coordinate internally who's going to fill out each of those forms. You can ... Everything is saved as you're going along and doing your work, so people can have at it on either one of those tabs. Make sure you coordinate so that you're not overriding each other. But I think that this data entry will be a little bit easier than it has been in past years. Okay, next slide.
Terri Straut:	When you come into each of those tabs, there's a bit of verbiage there that, again, explains what you're required to report. Do read that. That's additional instructions. At this point, it's all consistent with what's in the handbook, but I just wanted people to be able to kind of see ahead of time what they're going to see when they get that data link. Next slide, please.
Terri Straut:	Okay, so some improvements to the actual forms. The enrollment reporting form is one long form as it has been. But for purposes of creating slides, we've broken it into sections. People asked over the last three years that I've been involved in this reporting to have enrollment totals. Because my sense is, in reading the comments, people are really trying hard to make sure that they're reporting accurately and they're trying to match that back to their IPEDS reporting. As you complete this form, as you enter data into each of the states, it's actually going to give you a total there at the top of the form. That's very

good. Then, you'll also note the asterisks will be next to the home state of the institution. Again, remember, you are reporting that home state enrollment data for distance education enrollment this time. Okay, next slide.

Terri Straut: Then, this is the improvement that Marianne talked about. Non-SARA states and territories are listed. Each of the territories is actually listed. There's no longer an other territories category. Again, as in the SARA states and territories, the enrollment is summed as you enter the data in those fields. There was one question that came up a couple of weeks ago when we did this presentation. That is people were confused about what they're reporting. So, we just want to be very clear. The enrollment is the fall IPEDS enrollment reporting. We know it's not a full year, but IPEDS reporting only counts distance education in the fall reporting. That's the reason for that. Okay, next slide, please.

Terri Straut: The comments field looks just like it did before. You can click the little button there on the bottom right to make it bigger. Again, don't put in information where you need a response back right away. For that, you're going to want to email the data@ email address. Also, please don't update your contact information here. You want to do that through your compact. Okay, next slide.

Terri Straut: Finally, there's some improvements to the confirmation and authorization section. The name and email address are required, as is the section. And then, you also need to answer the question about ... There's a new question about whether your reporting includes branch campus activity. You would say yes or no. Then, you need to click the little box next to I agree, and there's a link there to the new 2019 data sharing agreement. This is pretty much the same. The one addition here is that we've actually asked you to enter your IPEDS ID number. This is just so that we do have clarity about whether institutions that are part of systems, whether they're reporting for a campus or for the system, so just to make sure that we know what data we're looking at. That's an improvement there. Okay, the next slide, please, Cheryl.

Terri Straut: At this point, I'd like to see if there are any questions that are specific to enrollment before we move on to out-of-state learning placement. I think people are pretty comfortable with this.

Cheryl Dowd: There are just a couple of questions, if you don't mind.

Terri Straut: Sure.

Cheryl Dowd: The first one is, "Do they need to report international students?"

Terri Straut: Well, they do not need to report international students, because NC-Sara is a national organization. There is confusion about that. I think because people aren't ... You know, the territories are U.S., but international students are not. International students who are physically in the U.S. studying, they would report that. Correct, Marianne?

Marianne Boeke:	Sorry. I had to unmute myself. You are correct.
Cheryl Dowd:	This is a follow-up to that. If you all could put the questions ... Some people are putting it in chat. Can you see the Q&A? That was where our questions need to go, please. But a follow-up to the international is from somebody who put it in the chat box. They indicated about the AE and APO. Would they write those numbers in the comment section?
Terri Straut:	This is a very good question. They're talking about the military ...
Cheryl Dowd:	Yes.
Terri Straut:	... addresses? This is where NC-Sara is different than IPEDS. We are asking you to report military students where they are actually taking the activity or where their learning is taking place. That is different than IPEDS. We have a section in the handbook that kind of goes down into the weeds about that this year. I think that's helpful for folks to look at that. But the answer to that is we really want you, if you can, let us know where military students are actually taking the activity.
Cheryl Dowd:	Okay. We have a handful more. Will we ever be able to upload this data as opposed to manually typing it in?
Marianne Boeke:	Well, I don't know, because I think the problem is that currently you need to just aggregate it by state. That's not how you report it to IPEDS, so it's not like it's a file that you could just upload from IPEDS. But if you're asking more about [inaudible 00:22:24] road, could we maybe have some sort of upload function? That's obviously a possibility. We're always trying to make this a little bit better each year. Again, that might be a nice thing to put in the comment box for us, so that, you know, if we see a whole bunch of people saying that would be a good idea, then we can kind of put our thinking caps on and try and figure out how to make that work on our end. With technology, I wouldn't be at all surprised if that's something we could do in the next few years. I, too, like the upload function when I'm doing different things, so I can understand that that might be something we'd want to look at. Good comment.
Cheryl Dowd:	You used the term sector. People are wondering if you could define that, please.
Marianne Boeke:	Yes. Sorry, sorry, sorry. I was going to do that. When I'm talking about sectors, or when Terri's talking about sectors, we're really just trying to get a handle on higher education sectors. We're talking about are you a private, for-profit? A private, not-for-profit? A public institution? Those are the sectors we're talking about.
Cheryl Dowd:	Great. Somebody asked, just for clarification purposes, both the enrollment and the placement report is due at the same time?

Marianne Boeke:	It is, and that's a good question, too. Yeah. That's why we decided to just have one handbook, one reporting window, and even one email, to kind of drive that point home. But it's a really good question, because they are reporting on different timeframes, so that does get a little bit confusing. But, yes, you'll report on both of those data points [inaudible 00:24:12] window.
Cheryl Dowd:	Then, we have, "Could you please define branch campus?" This institution has five campuses. She wants to know ... Or he wants to know ... if those are branch campuses.
Marianne Boeke:	You know what? Branch campus is tricky, so that person might want to just send me an email. Because some are branch campuses, some are not. It really depends on how it's defined [inaudible 00:24:38] Title IV, with your IPEDS number, and even through us. So if you're having issues with that, just send me an email and we could talk offline.
Cheryl Dowd:	Okay. The confirmation authorization is by the person filling out the form?
Marianne Boeke:	It is.
Cheryl Dowd:	Signing? Okay. The next question. What about international students who are living here, but taking distance education?
Marianne Boeke:	Right. Good question.
Cheryl Dowd:	They're located in the states.
Marianne Boeke:	Right. Good question. I think Terri touched on that a little bit. If you have international students here in the states, taking either [inaudible 00:25:18] state learning placements or doing online learning, we want you to report on that.
Cheryl Dowd:	Okay. There is a placement question. I'm going to hold onto that after the placements. Does each form enable you to save and go back into it before the confirmation page?
Marianne Boeke:	Terri, you want to take that one?
Terri Straut:	I will. Yes. I've just been testing them, and it absolutely does save. You can't see all of the next buttons and the previous buttons, because the screen's so wide that the screenshot wouldn't have been legible. But the navigation is very straightforward in this year's forms.
Cheryl Dowd:	This one. Do you know if we need to disaggregate students in non-SARA U.S. territories? This person has received a report from her reporting group that just lists U.S. dependencies (islands) and need to know if they need to request more detail to separate, perhaps the, like, Pacific islands.

Marianne Boeke: I would like that, yes.

Cheryl Dowd: Okay.

Marianne Boeke: Yes, I would like it to be by the territories.

Cheryl Dowd: Okay.

Marianne Boeke: If you can't do it, if you can't [inaudible 00:26:36] it this year, work hard on making that happen for next year and put that in the comment field for me.

Cheryl Dowd: Then, the last question before we move into placements. If you submit enrollment first ... She understands you can submit either survey separately of one another. How does this process work to see the out-of-state learning placement? Will one tab be darkened out?

Terri Straut: I don't know that there's a visual reference, but you'll be able to see that you can't resubmit the data. There's kind of a lock and submit. And that's in the screenshot that we'll be showing very shortly.

Cheryl Dowd: Super.

Terri Straut: It's a matter of coordination, Cheryl, I think, more than it has been, just because you're doing two really different things. And so, I do feel that each of those tabs will function very independently. It's just a matter of having a game plan, which is why it's really good to have these conversations ahead of time so that you have time to plan your game plan.

Cheryl Dowd: Great. Okay, one little question popped in here that maybe we should go ahead and address right now. Is data by location of the activity or reported residency?

Terri Straut: Location of the activity.

Cheryl Dowd: All right. Let's move on to out-of-state learning placements.

Terri Straut: Great. That's still me. Again, Marianne has discussed this. I know we've been talking about it for a few years now. But out-of-state learning placements, examples are clinical rotations, student teaching and internships. They're most often in health-related disciplines and education. We have a slide coming up that's the specific criterion. There's also a very clear section in the handbook that addresses this. I think that it's a pretty straightforward ... And Marianne can get into any of the examples that are a little tricky. We've got that laid out for you in the next slide.

Terri Straut: We're using CIP codes, because CIP codes are the scheme that most institutions are using to report. We're using the 2010 CIP codes, but just the 47 two-digit,

the highest level, for each of the program areas. Again, if you go to the next slide, which shows a list of those ... In the handbook, in the appendix, is the full list of all 47 that's linkable. Basically, the idea here is to not have to figure out what these are. Each of your programs should already be associated with a CIP code. They're very broad categories, so it's not a trick question. It really is just using the information that we already have. Okay, let's go to the next slide, if we would.

Terri Straut: Then, where are these numbers kept? This is back to the point about, you know, making sure that you have friends in institutional research. They certainly are doing all the IPEDS reporting. Then, to the extent that you haven't had to report this kind of data in the past, you're going to need to actually go into the academic departments that have these learning placements and ask them to collect that data and report it and set up a system so that you can do that on a consistent way each year. If you go to the next slide ...

Terri Straut: Okay, I'm going to toss this one back to Marianne to really talk through the criteria.

Marianne Boeke: Thanks, Terri. This criteria has been modified a little bit from last year, based on all those comments and discussions that we had around the country with folks who actually deal with the data. You'll notice a few changes from last year when this was voluntary. Number one does not change, though. The placement is outside the home state of the SARA institution. Number two, the placement involves the physical presence of the student at the out-of-state location.

Marianne Boeke: Number three is a little bit different than last year. This is the placement is an activity required for degree completion or professional licensure. What you'll notice, for those folks that did this last year, is that we got rid of the term formal agreement. Honestly, we thought having formal agreement in there made it clearer and cleaner and better all the way around. Boy, were we wrong. We got lots of comments and feedback that that actually made it really complicated for folks at the institution level.

Marianne Boeke: After we heard back from a whole bunch of folks and talked to our data committee, we agreed with everyone and we just took that piece out. I actually think number three still needs some work. I'm going to be honest. When we were working on this in December and January, we thought we had it. But I have to tell you, I think number three needs a little bit more tweaking. And so, I'm waiting to see how the feedback comes back this year.

Marianne Boeke: But number four, this is a little bit of a tweak as well. The placement is offered for credit and/or offered for a fee. Finally, the placement started between January 1 and December 31st of 2018. Little bit of change, a little bit of clarity. I do want input, though. As you guys go through this, feel free to send me a comment about how these work for you and tell me why and give me some suggestions. I really do take those to heart. I really do read them all. As you can

see, it really does work. Because last year, we got so much feedback about formal agreement, we took that piece out. All right. Next slide.

Marianne Boeke: I'm going to run through just a couple examples. The first here is three University of Texas at El Paso nursing students each do a single clinical rotation at each of two hospitals in New Mexico and one rotation at a hospital in Phoenix, Arizona. So UTEP would report three placements in New Mexico and three placements in Arizona, all under CIP code 51. The reason for this is because if it's in the same state, you don't report it. That's how example one goes through. There will probably be questions about this at the end, and we'll flip back to these if we need to now. For now, let's move to example number two.

Marianne Boeke: This is a student at University of Colorado Denver, UCD, and they have participated in an out-of-state learning placement in spring of 2018 under CIP code 13 in Arkansas. The same student then participated in another OOSLP in fall 2018 under CIP code 46. Does UCD report two placements, one in each state? Yes. If both learning placements were in the same state, both placements would be reported, one under each CIP code. The reason for that is because it's a different CIP code. That's the difference there. Also, this is kind of an interesting example, because the student did one in spring and one in fall in the same year. You would be reporting that student twice in that case.

Marianne Boeke: Again, we might have some questions about this. Don't worry. We can always flip back to this at the end and take questions on it if that's not clear. But for now, we'll go to the next slide.

Marianne Boeke: All right. We're back to you, Terri.

Terri Straut: That's me. Now, just to frame where we are, we're back to a screenshot of when you first open up that link. You click now into out-of-state learning placements, the out-of-state placement tab. This is ... I know it's not legible, but I did want to prove that there are previous and next buttons on every single screen. You can just see they're really, you know, kind of far out to the edge. Next slide.

Terri Straut: Okay. The CIP code or the learning placement reporting really hasn't changed very much in terms of the data entry form. It really is sort of an expanding form. When you first come into this form, you will see just one of these. Then, you'll use the pull-downs to write in the CIP code, what CIP code it is, what state it is, and enter the enrollment. This is why you really need to have this prepared ahead of time. I believe that Cheryl put in the chat at the top of the hour a link into the data reporting page for NC-Sara. There's actually a link under 2019 directly to download an Excel spreadsheet that's been updated that includes all those territories. It has all of the SARA states, district and territories in one section, and then a break, and then it has all the non-SARA in another.

Terri Straut:	And so, you'll really want to have that spreadsheet populated, so that you can just sit down and start filling out the form. Some of them will be quite long. In order to add another one, you just use the add another CIP state enrollment at the bottom. You'll also see there's a very prominent save button. You can save as much as you want as you go along. It's not going anywhere, because it's being saved until you are ready to submit. Go to the next slide, if you would, please.
Terri Straut:	Again, the comments field looks just the same. It's an expandable box. Use it to explain any difficulties that you're having. I will say when I do the data analysis each summer, I really do go into those comment fields. So, if you're struggling with trying to make ... Well, in this case, it wouldn't match to IPEDS. Any challenges that you're having, do report those, because we really do read them and we categorize them and take those challenges back to the data committee to develop a plan to improve the web forms for the following year and to improve the policies for the next year. People are really listening to those comments. Do make them. Okay? The next one.
Terri Straut:	Again, the confirmation and authorization looks very much like the prior one. But it is a separate form, so you can submit one and then work on the other one. Not a problem. Again, we are asking you to report your IPEDS institution number. If you do not have one because you do not report to IPEDS, that's not a problem at all. You'll see that those are not required fields, so you can just leave it blank and your form will submit just fine.
Terri Straut:	You'll see the navigation at the bottom here is save and return. Even if you thought you were ready, you can save it, go back and look at the whole thing. Then, when you push save, submit, and lock data, that's really when you're submitting. If, perchance, you realize that you've made a mistake after you've done that, you need to reach out to NC-Sara with the data@ email, because that would need to be locked on the back end. Don't trigger save, submit, and lock until you're really ready to submit, because that really is the last step in the process. Okay, next slide, please.
Terri Straut:	I just want to cover some of these FAQs, so that we can really focus on the detailed questions that people might have. Again, what if you don't submit to IPEDS for enrollment? Report as if you do and do attempt to use their definitions. If that's troublesome, please report that it is troublesome. I do count the proportion of comments that have to do with IPEDS confusion each year. How do you report military students? We talked about this in the context of enrollment before. You're going to report them where they're taking the course, so physical location of the activity.
Terri Straut:	Then, the hopeful question. Would Department of ED delays change or affect the annual data collection? Categorically, no. This is really happening in May and June. That's why we're trying to make sure everybody has good information to prepare for that. The last one, you're going to use the IPEDS definition for distance education, which, again, is highlighted in the handbook. With those

	sort of big questions answered, let's see what other questions participants have, please.
Cheryl Dowd:	Great. Thank you so much, Terri and Marianne. We do have a number of questions that people have put in the Q&A section. We'll start with ... The first question is about a law school program. Evidently, at this institution, they have internships that are not required to graduate. But students who will be practicing in another state sometimes do out-of-state externships because they need the experience before taking the Bar in that state. They're wondering if this qualifies under this as well. This is the only program where it seems borderline mandatory or not. It's not a mandatory necessarily for the externships to occur, but they are occurring and are beneficial. So, does this apply to the out-of-state learning placement?
Marianne Boeke:	This is a good question, very good question, because I think this is where my number three criteria was just a little bit of a sticky wicket. If I'm hearing this right, it is not required. They don't have to do it, but it's beneficial if they do. The next question I would ask is if they have to pay any fees for it or if they get any credit for it. If they don't, if they're not getting any credit for it and they're not paying for it, this is just something that they're doing to help their career, then you would not count it.
Marianne Boeke:	We have this question actually down already as something we should probably discuss at our data advisory committee meeting. These kind of questions are actually very helpful. I actually wrote that down to kind of add to my box of questions to take back. My advice for this year is that if it's not getting credit, you're not paying a fee, and it's not required, don't count it.
Cheryl Dowd:	Okay. The next question has to do with what you all plan to do looking forward. This question is, "Will the criteria for inclusion be the same next year as this year?" The reason this is being asked is because when they're working with the departments at their institution, they start contacting departments in January to start the process of gathering learning placement information, because it takes them a while to respond. I think this person is trying to be proactive and trying to get the right information for the institution [inaudible 00:42:09].
Marianne Boeke:	Oh, absolutely. Absolutely. This is such a good question. I wish I had a better answer. As you all know, we took out formal agreements in February. That's when you guys knew that we weren't going to use formal agreements. I had several institutions call me and say, "Oh my goodness. It's too late. That's the criteria that we put in place for this year. We've already got it done. I've got my numbers. I'm ready to rock and roll." My answer then is to say, "That's okay. You report what you have in good faith and write me a note in the comment section that says that's what you did. And make a note to yourself that that's what you did."

Marianne Boeke:	We understand that this is hard. We also understand that changing some of it around in February, and you're going to report in May on something that happened last year, is tough. We totally get that. But we're learning, too, and we're new at this. We're all trying to do this together and do a good job. I guess what I'm going to say is hang on, be patient. As you can see, we had less changes this year than the year before. Next year, I anticipate even less. Eventually, just like the enrollment data, we get to a place where it's pretty much set. It's in a good place. We're going to get there with these out-of-state learning placements.
Marianne Boeke:	But no one collects this. Publicly, anyway. I know that you had to report some of this for your state authorization requirements to certain states. But that was a little bit different, because you just send it to the state and they hold onto it. This is the only place, really, in the country that we're asking to do this. And so, we're learning together. Again, I would say put a note in that comment section about what you did and why. We understand that it's hard and that we're just moving forward in good faith together. [inaudible 00:44:02]
Cheryl Dowd:	Great. This one is, "Are you looking for the CIP code of the course or the CIP code the student is majoring in?"
Marianne Boeke:	That's a very good question. I don't know why I'm blanking, but I am. So I'm going to have to check that and get back to you.
Terri Straut:	I believe it's the CIP code of the course, Marianne.
Marianne Boeke:	Thank you, Terri. I think it is, too, but all of a sudden, I blanked completely.
Cheryl Dowd:	That would make sense. Okay.
Marianne Boeke:	Yeah. Thank you, Cheryl. Thank you, Terri.
Cheryl Dowd:	Okay.
Marianne Boeke:	[inaudible 00:44:39] stump the presenter. Good job.
Cheryl Dowd:	Well, this is the first year of the required placement, so it makes sense that there's some kinks getting kicked out there. All right, so moving into the next question. We've been talking about this a little bit in terms of which internships. You were talking about your number three there, Marianne. This question is if they have a distance ed student not in the institution's home state completing an in-person internship and receiving credit, would they need to report them as out-of-state learning placement?
Marianne Boeke:	Yes. If I'm understanding the question correctly, you would. I know it's kind of tough with some of the different types of out-of-state learning placements.

	Cheryl, if I may, maybe I'll just talk for a minute about that. That might be preemptive with some questions that are probably going to come down the pike. There was, last year, some confusion about what to do about third-party internship placement. This was tough last year, and we told people not to report them, because the question kind of came up late in the game.
Marianne Boeke:	But after we did our due diligence and did some research and talked to a whole bunch of states, and actually even talked to some of the third-party placement companies, it became clear that we do need folks to report those. These are things that happen, particularly in psychology, believe it or not, but Psy.D, doctorate of psychology programs are very, very popular. What happens is they use a service to do the placement. That happens very quickly. The students fill out all the information, and then the turnaround time is only three or four weeks and they need to be in Wisconsin or Maryland or wherever.
Marianne Boeke:	This year, we are asking people to report those. The reason for that is at the end of the day, the institution is still responsible for the internship and for the learning and for the final degree that takes place. That falls under that. Most of the folks that I've talked to at the big institutions that have a lot of this are very comfortable with reporting those. It's not a problem, but I wanted to point that out because that is a change from last year. Third-party placement services do need to be reported.
Cheryl Dowd:	Okay. The next question. Is there an option to print the report after completing and it's locked?
Terri Straut:	Well, there's not a pull-down that says print, but, you know, you can screenshot if you like. I also believe that in enrollment, if you have prior year data, you can see that when you log in with your unique information. I've been looking at a sandbox. I don't have prior year data. But you certainly can. I can see wanting to do that with the CIP code one. You know, you might be able to ...
Marianne Boeke:	Yup. You can, Terri. You're right.
Terri Straut:	... right-click and print. I haven't really played around with it too much, but there's got to be a creative solution to that.
Marianne Boeke:	But, Terri's absolutely right, that if you have old data you can actually look at it for the enrollment piece. That's not true in the out-of-state learning placements for those 297 who volunteered [inaudible 00:48:12] going forward. You're right. The print option, that's interesting. I just wrote that down as a note to myself to see if we could think about that for next year. But Terri's right. There's some workarounds for it for this year. Great question.
Terri Straut:	Cheryl, I would also, just while we're talking about the people who piloted this last year, the institutions. You know, if you're really still sort of saying, "I'm not sure how I'm going to put my head around this," I would encourage people to

go back to the out-of-state learning placement report that was published last September. At the back of that report, we actually list all 297 institutions that did do this voluntarily last year. Part of that was to say thank you and highlight them, but part of it was also so that all the institutions could look at that and maybe find, you know, "Oh, I know somebody at that institution," or, "That's an institution that has similar challenges to mine," so that they can reach out and talk to people who have gone before them. I would encourage people to do that.

Cheryl Dowd: Good. Okay. I'm going to ask a few more questions. But I just want to advise everybody. We've got a pretty good number of questions left and do not be concerned, because these questions are banked. We'll talk with Terri and Marianne about getting your questions answered after if we run out of time. But I'll just move right along to the next one.

Cheryl Dowd: Just want to verify one more time that they will report the out-of-state learning placement only once if the combination of student + CIP + state is unique within the year timeframe. Its example was if it's the same in two terms, is it reported only once? The student is same student, same CIP code, same state, but in two different terms. It's reported only once?

Marianne Boeke: That's true.

Cheryl Dowd: Then, the other example was the same student, same CIP code, same state, and same term, but two different sites, but in the same state. It is also only reported once.

Marianne Boeke: It is. It is. I would love some feedback from folks on this, this year around in that comment section, because, really, our data advisory committee was split down the middle about whether or not we should count the person twice if they did an internship in the same state, two different places, same CIP. It really was ... We were just right down the middle about whether we should or should not. So, some feedback on that would be helpful, because I've heard from a few institutions that have told me it's actually really hard to pull those out. I've heard from other institutions who've told me that makes it easier for them. I have a feeling this is going to be split down the middle for institutions as well. But your feedback would be welcome on that, so we can either stay the course that we're doing now and saying, "Hey, you just report them once," or if we're going to make a change for next year.

Cheryl Dowd: Great. This is a question that's ... Actually, Marianne, this next question has to do with interactions with California. I think it's a good question, and I don't want to dismiss it. It's just that it will get us off of talking about enrollment. I thank Katie very much for submitting the question, but I want to address this at a different time with Marianne and Terri and get that response back to Katie about that.

Cheryl Dowd:	The next question. If for some reason they are unable to get all of the data submitted by the June 4th deadline, what should they do?
Marianne Boeke:	Do the best you can. Submit something. Just do the best you can and write me a note in that comment box about what went wrong or what isn't in there or what's happening. We understand that this is the first year we're asking for this. [inaudible 00:52:16] my data's going to be all over the place. It's, as I like to say, squishy, and that's okay for the first year. That's to be expected. We're all learning together how this is working. Again, move forward in good faith and do the best you can.
Cheryl Dowd:	This question follows right along with that, Terri. I mean, Marianne. It's from our friend Terry, who asks that she understands and accepts the need for the learning placement request. Her concern is how you will use the data. The reason she says this is the only way to gather this information at many institutions is go department by department, college by college, and request the information. With this kind of reporting, she's expecting to see a big margin for error.
Marianne Boeke:	Yeah, she'd be right.
Cheryl Dowd:	I think what this is starting is a process and a culture at an institution to be able to gather this information. I think, if I understand you correctly, Marianne, you're indicating that, yes, it is a margin for error initially. But this will become part of commonplace management of placements for the future.
Marianne Boeke:	Exactly, exactly. Cheryl, you and I talk about this a lot when we're on the road and presenting, that ... You know, we know the institutions are moving toward this, moving towards having a better handle on where their students are and where learning is taking place and where out-of-state learning placements are happening. Most institutions are in that process. Each year, it gets a little bit better, and we understand that. Cheryl's absolutely right. We really are doing this because we made a commitment as part of our mission to really look at this data, and that's what we're doing. We figured we just have to just start. I know there was some discussion, I guess I'll say, from institutions that said, "Gosh, could we just have another year of it being voluntary? Or could we, you know, maybe report, but don't put all the numbers in or something?"
Marianne Boeke:	We really thought about that, actually. We really did, because we know this is tough and this is hard. As the other comment that came over earlier was that, you know, we did change the requirements a little bit from year to year. But in the end of the day, we thought, "You know what? We have to just start somewhere." This is where we're starting. We know the data's going to be squishy. We get that. But every year, I think, it's going to get better just like the enrollment data did. The first year we did that was kind of tricky and touch-and-go as well. But now, I think we've got some really robust data in there that makes super good sense and that we can really hang our hat on. I know we're

going to get there for the out-of-state learning placement data reporting as well. I know it. It is going to take a few years, and that's okay.

Cheryl Dowd: Thank you. We are going back a little bit to the enrollments. This institution has 624 students who took all their degree requirements online in fall 2018. However, only 64 declared as distance learning. Do they report on the 624 or the 64?

Marianne Boeke: Terri, do you want to talk a little bit about IPEDS and how to do that?

Terri Straut: Yeah. I'm not sure I quite understand that ... I don't think it matters if they're declared as distance learners. That sounds like it's their definition. The question is if the students meet the IPEDS definition for distance education courses, which is exclusively online, but then they define it and it takes a paragraph to explain it, then you count them. I would be inclined to count the bigger number, not just the small one, because the smaller, that is not an IPEDS definition.

Cheryl Dowd: Okay. The next question. Is there a maximum character limit in the comment section?

Marianne Boeke: Not that I'm aware of. I kind of randomly typed and it kept scrolling. I've seen pretty long comments. That comments field has been in the form since I've been working on it, so this is the third year. If you really ... If it's pages and pages, maybe send an email, just because it kind of messes up the spreadsheet. Or briefly say what it is, and then maybe send more detail. But I've read comment fields that take up a half sheet of paper in an Excel cell on the spreadsheet.

Cheryl Dowd: Great. Okay, we're going to take just a couple more. Then, we're going to have to have just final comments from Marianne and Terri. Let me ask this question. The institution offers a Master of Arts in teaching programs that are also alternative certification programs. We require the student to be employed by a school district in a teaching or teaching resident position as a condition of enrollment. But they do not provide academic credit for the employment. Would this be considered an out-of-state learning placement?

Marianne Boeke: You know what? I might need a little bit more detail on that. I can do that one offline.

Cheryl Dowd: Okay. She asks another question in that regard. Does SARA want institutions to report on out-of-state learning placements that are part of on-ground programs that are authorized by the state, operating outside of SARA?

Marianne Boeke: We do, yes. Good question. I should have said that earlier. We do, actually.

Cheryl Dowd: I have time for one more quick question. And then I promise that the other questions, we will handle offline. Weren't the out-of-state learning placements data in the 2018 pilot reported by the total number of placements? Because

now you're talking about ... In the state, they've already been counted, so you count them only once. I guess they're referring back to that. Is there a contrast there?

Marianne Boeke: Maybe I'm hearing this wrong, but I think that might be a question about our final report and how we did that. Because I know there's a little bit of anxiety about how we're going to report this. Down the road, it will look a lot like the enrollment reporting, with an institution listed, and then states across the side, and numbers in the columns. But we can't ... I'm hesitant to do that this year, because the data is squishy. I'm not looking to do that this year. Down the road, we might do that.

Marianne Boeke: The other problem with that is just technology. If you can imagine 2,000 institutions with all of those data points, I mean, millions of data points. That's going to be hard to get our head around about how to make that useful for people. I don't want to just do a data dump. That doesn't make any good sense. For the reporting this year, we will report aggregate numbers in terms of the different CIP codes, because I think that does make sense and that is something that's useful to look at. Of course, we'll look at the big number as well.

Marianne Boeke: If you're worried about it, I can ease your anxiety and tell you that look at last year's report. It's going to look a lot like that.

Cheryl Dowd: Okay. Well, we are at the top of the hour. We could go on probably for another hour, I'm sure, with the questions. Please know that the slide deck will be posted. On that, you will see Marianne and Terri's contact information. You can also find that on the NC-Sara website. I just want to run through, just very briefly. There is a SAN Advanced Topics workshop coming up in October. The registration is open. The annual meeting for WCET will be in early November in Denver. Well, the webinar, and as I said, will be found in past webinars. We want to thank our supporting members for their commitment to WCET and e-learning, and of course our annual sponsors for WCET.

Cheryl Dowd: We thank them and we're very grateful to Marianne and Terri for coming back again and speaking directly to our SAN members. We really appreciate that a lot of. You've been very gracious to spend time with us in this way. I will communicate with both of you all about the questions that remain. Thank you all for being on today. Thank you for letting me go a minute over. Hope you all have a wonderful day. Thanks again. Bye-bye.

Marianne Boeke: Thanks, Cheryl.

Terri Straut: Bye-bye, everyone.