NC-SARA 2018 Out-of-State Learning Placements Report

AN OVERVIEW AND FINDINGS OF THE PILOT YEAR DATA

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National Council for State Authorization Reciprocity Agreements

A voluntary, regional approach to state oversight of distance education

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Foreword

This initial report on SARA institutions' out-of-state learning placements focuses on NC-SARA's first collection of institutional data about those placements. This 2018 reporting was voluntary for SARA institutions in spring 2018 but will be mandatory for spring 2019 and following years. The overall results of the pilot indicate, first of all, that institutions of all types and sizes can indeed collect and report such data. Institutions reported 32,931 placements, categorized by CIP code and state.

Foremost, our thanks

NC-SARA greatly appreciates the special efforts of many individuals at the 297 SARA institutions that voluntarily provided data for this initial reporting. (A list of those institutions, by state, is available in Appendix C of this document.) We understand the time, thought, care and substantial work necessary to gather and report the data. For many institutions, such data had never been collected at the institutional level. Gathering and reporting it required effort, collaboration, commitment, persuasion and tact.

Reporting on the first year's data

From discussions with many institutional staff, we understand the first-year challenges that have undoubtedly affected the accuracy of this year's voluntarily reported data. Consequently, rather than report each of the 297 reporting institutions' raw data, we have for this initial pilot year aggregated and summarized their data in hopefully useful ways. By listing the institutions that participated in this year's pilot collection, we hope that institutions of all types can identify institutions that participated in this year's collection and contact them for advice on collecting and reporting their own data for 2019 and future years. We plan a more comprehensive reporting on learning placements – similar to the current enrollment reporting – in future years.

Next steps

In fall, 2018 NC-SARA will assemble a group of individuals to review the 2018 data and the reporting process and recommend any needed modifications to future reporting. Any changes will be communicated to SARA institutions as soon thereafter as possible. Cordially,

Marshall A. Hill

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Introduction

Purpose

The National Council for State Authorization Reciprocity Agreements (NC-SARA) has completed the first collection of annual out-of-state learning placements data from the institutions that voluntarily provided data during the pilot year. Participating institutions reported enrollments in on-the-ground, out-of-state learning placements. The purpose of this report is to provide a summary of findings regarding the learning placements reported to NC-SARA in the spring of 2018.

Background

In 2013, NC-SARA was formed as a nationwide coordinating entity, in partnership with the country's four regional education compacts: New England Board of Higher Education (NEBHE), Midwestern Higher Education Compact (MHEC), Southern Regional Education Board (SREB), and Western Interstate Commission for Higher Education (WICHE). NC-SARA was created to establish uniform standards, policies and procedures for accepting and monitoring member states in each of their respective regions as their institutions deliver education to students residing in other states. States joining SARA through any one compact are recognized as reciprocal partners with states participating in SARA through any other regional compact. And institutions are assured that their participation in SARA through one region will carry full value in any other SARA state, from any other region.

In spring 2016, institutions operating under SARA first reported their out-of-state distance education enrollments to the NC-SARA, disaggregated by state. Similar reporting was done in spring 2017 and a report was written with the findings for both years. The *NC-SARA 2017 Enrollment Report* is available on the NC-SARA website[1]. For both reporting cycles, NC-SARA used the definitions and protocols of the U. S. Department of Education (ED), promulgated through the Integrated Postsecondary Education Data System (IPEDS) operated by the National Center for Education Statistics (NCES). Details of these definitions and protocols are available in Appendix A of the *NC-SARA 2017 Enrollment Report.* An analysis of enrollment data reported in spring 2018 is available on the NC-SARA website.

Enrollment previously captured and reported under the SARA distance education reporting provisions did not include on-the-ground, out-of-state learning placements (e.g., clinical rotations, student teaching, internships, etc.). Learning placement activities are an important part of many academic programs and the number and extent of such placements are of great interest and concern to educators, practitioners, licensing bodies and state regulators. Therefore, it was agreed during the formation of SARA that after successfully creating the process for reporting distance education enrollment, NC-SARA would create a similar process for collecting and reporting out-of-state learning placements.

Reporting out-of-state learning placements is beneficial in several ways. It meets the commitments made to the state regulator community during the development of SARA, it helps institutions better attend to and meet professional licensure obligations in the states where they enroll students, and it helps institutional staff comply with federal regulations affecting each the institution's ability to participate in federal Title IV student assistance programs. This is the first year of reporting learning

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[1] Straut, T. (2017), *NC-SARA 2017 Enrollment Report*, http://www.nc-sara.org/files/docs/NC-SARA_2017_Enrollment_Data_Report.pdf

placements, and the 2018 reporting was optional for institutions. Such reporting will be mandatory for spring 2019 and following years.

Learning Placements

As described in the *2018 Placement Reporting Guide*[2], 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.

While the majority of such placements, for most institutions, are made through their academic programs and are likely located in the same state as the institution, placements do occur across state lines. In making such placements, institutions are obliged to comply with the relevant laws, rules and regulations of the state in which such placements are made. Rules and regulations on such matters may be those of a state education agency or may come from a professional licensure board located in the state where the placement is made. As recent studies indicate, there is enormous variety among how states oversee the estimated 1,300 or so professions that one state or another may license.[3]

SARA institutions, under specified conditions, may place a limited number of students in such learning placements in other SARA states without securing prior authorization for those placements. Importantly, though, if such placements are part of a degree program intended to prepare students for professional licensure in another state, prior approval by the other state's professional licensure board that oversees practice of the discipline may be required. SARA participation does not include such professional licensure approval. In some states, an even broader range of activities fall under the jurisdiction of licensing boards. SARA policies require institutions to inform students whether completion of the institution's program will enable a student to take licensure exams in the state in which the student is located. New rules from ED, originally set to take effect July 1, 2018, now postponed until July 1, 2020, are far more prescriptive about such disclosures and notifications[4].

As stated in the *2018 Placement Reporting Guide*[5], NC-SARA strongly believes that regulatory attention to matters such as clinical placements, adherence to the rules of states' professional licensing boards, and the intersection between postsecondary education and professional licensure will most certainly increase in the coming years. If an institution cannot document where its students are, and whether completion of these out-of-state learning placements will help enable students to sit for licensure exams in their desired location, the institution is vulnerable on several fronts. Not being compliant with these requirements may include possible violations of state or U.S. Department of Education regulations or exposure to costly lawsuits. Assembling this information is a necessary component of reducing such risks for institutions offering interstate learning placements and distance education.

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[2] NC-SARA, *2018 Placement Reporting Guide*, http://www.nc-sara.org/files/docs/2018_PlacementReporting_Final.pdf
[3] The Council of State Governments, http://knowledgecenter.csg.org/kc/content/us-licensing-system (9/12/2017).
[4] Federal Register, May 25, 2018, https://www.gpo.gov/fdsys/pkg/FR-2018-05-25/pdf/2018-11262.pdf.
[5] NC-SARA, *2018 Placement Reporting Guide*, http://www.nc-sara.org/files/docs/2018_PlacementReporting_Final.pdf

Classification of Instructional Programs

According to National Center for Education Statistics (NCES), the purpose of the Classification of Instructional Programs (CIP) is to provide a taxonomic scheme that supports the accurate tracking, assessment, and reporting of fields of study and program completion activity[6]. Developed by NCES in 1980, the CIP has been revised three times, most recently in 2000.

The highest order of the taxonomy has 47 two-digit CIP codes that represent program areas. Each program area code is further subdivided, using either two digits (xx), four digits (xx.xx), or six digits (xx.xxxx). Below is a screen shot that illustrates the initial portion of the CIP code for program area Education[7]. Appendix A provides additional detail about CIP codes and links to all 47 two-digit CIP codes that represent the program areas.

Table 1: CIP Code Example for Education (CIP #13)

Virtually every campus, state and accrediting body in the nation uses CIP codes in some fashion. One fundamental characteristic of SARA is its reliance on certain previously existing, workable mechanisms (such as accreditation, federal financial responsibility composite scores, etc.), rather than inventing similar mechanisms anew. Because it is used by almost all U.S. institutions of higher education, NC-SARA is using the CIP system to categorize and report out-of-state learning placements. Most institutions have

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[6] Classification of Instructional Programs (CIP 2000). (n.d.) Retrieved from NCES Website. https://nces.ed.gov/pubs2002/cip2000/ (Retrieved July 31, 2018).
[7] Classification of Instructional Programs (CIP 2000). (n.d.) Retrieved from NCES Website. https://nces.ed.gov/pubs2002/cip2000/ciplist.asp?CIP2=13 (Retrieved July 31, 2018).

already assigned CIP codes to their academic programs, and NC-SARA doesn't expect or desire institutions to revisit those decisions for the purpose of reporting to SARA.

Pilot Learning Placement Data Collection

In the spring of 2018 NC-SARA invited all institutions participating in SARA to report their learning placements in all states, territories and districts other than their own. This 2018 reporting to NC-SARA was voluntary. The NC-SARA Board has made such reporting mandatory for spring 2019 and following years. While the data reported for 2018 are not a representative sampling of SARA institutions, they do provide some preliminary information that may inform the data collection and reporting process for 2019 and future years. The institutions that voluntarily reported out-of-state learning placements to NC-SARA this year are listed in Appendix C.

Methodology

On or before May 21, 2018, the first day of the reporting period, the primary contact for each institution operating under SARA received an email with instructions and a link to enter the learning placement data in an online form. The instructions and screen shots of the survey are available in Appendix B. Of the 1,804 institutions contacted by NC-SARA to report learning placements, 297 institutions voluntarily reported data for this pilot year, a 16.5% response rate.

NC-SARA asked for reporting by two-digit CIP code only. For example, a SARA institution would report, for each state other than its own, the number of students placed during calendar year 2017, disaggregated by two-digit CIP code and the state in which the placement was made. These two-digit CIP codes are referred to as program areas.

There is infinite variety in the characteristics of learning placements, including what they are called (internships, rotations, student teaching, etc.), how long they last, whether they are required or not, whether they are arranged by the student or the institution, whether they are supervised or unsupervised, etc. For this reason and to increase consistency across institution data, NC-SARA defined a specific list of characteristics that were to be met for this collection process. Short courses, field trips, etc. are not included in the placement numbers.

According to the *2018 Placement Reporting Guide*[8], institutions were asked to report out-of-state placements that meet *all* of the following criteria:

- The placement is outside the "home state" of the SARA institution;
- The placement involves the physical presence of the student at the out-of-state location(s);
- The placement is an activity required for degree completion (a requirement of the student's major, rather than a general institutional requirement) or professional licensure;
- The placement is carried out under the provisions of a formal agreement between the institution and the placement location; and
- The placement started between January 1, 2017 and December 31, 2017.

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[8] NC-SARA, *2018 Placement Reporting Guide*,
http://www.nc-sara.org/files/docs/2018_PlacementReporting_Final.pdf

Placements that meet the above criteria were to be reported as follows:
- Report unduplicated headcounts;
- Disaggregated by two-digit CIP code; and
- Disaggregated by the state in which the placement was made.

Email instructions and copies of the data entry screens used to report out-of-state learning placements are in Appendix B.

Learning Placement Findings

Reporting Institutions by Sector

Of the 297 reporting institutions 148 are public, representing 49.8% of the total. Private non-profit institutions represent 43.8% and for-profits account for 6.4%. No Tribal institutions reported out-of-state learning placements. The relative size of the sectors reporting out-of-state learning placements closely mirrors the results in the *2018 Enrollment Data Report*. This is the case even though all the institutions reporting learning placements did so voluntarily. All 1,804 institutions participating in SARA were invited to report their learning placements.

In the *2018 Enrollment Report*, public institutions made up just over half (53.0%) of all institutions reporting enrollment to NC-SARA in 2018. Private non-profit institutions represent 41.0% and independent for-profit institutions account for 5.9% of reporting institutions operating under SARA and reporting in 2018. In addition, two Tribal institutions reported enrollment to NC-SARA in 2018, representing .1% of the total.

2018 Reporting Institutions by Sector

Sector	Percentage of Reporting Institutions in 2018 Enrollment Report	Percent of Institutions Reporting Out-of-State Placements
TRIBAL	0.1%	0.0%
PUBLIC	53.0%	49.8%
PRIVATE NON-PROFIT	41.0%	43.8%
INDEPENDENT/FOR-PROFIT	5.9%	6.4%
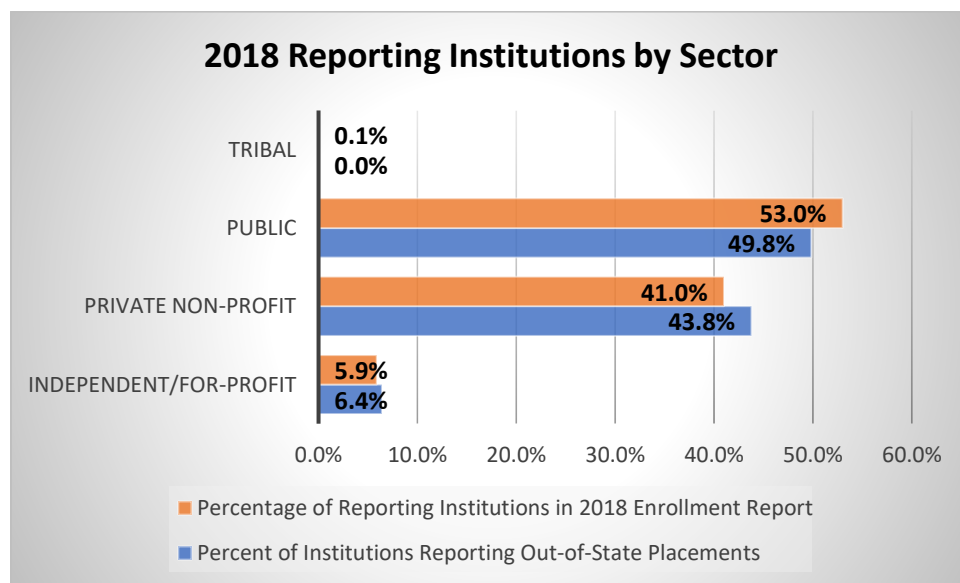
Chart 1: 2018 Reporting Institutions by Sector

Sector	Number of Institutions Reporting Out-of-State Learning Placements	Percent of Total Institutions Reporting Out-of-State Learning Placements	Number of Institutions Reporting Enrollment	Percent of Total Institutions Reporting Enrollment
Tribal	0	0.0%	2	.1%
Public	148	49.8%	950	53.0%
Private Non-Profit	130	43.8%	735	41.0%
Independent/For-Profit	19	6.4%	104	5.9%
Total	297	100.0%	1,791	100.0%

Table 2: Reporting Institutions by Sector

Reported CIP Code Program Areas

Using the 47 two-digit CIP codes representing program areas, 297 institutions reported a total of 32,931 out-of-state learning placements to NC-SARA. As anticipated, the program area with the largest number of such placements by far was in Health Professions and Related Programs (CIP #51), with 20,578 placements, representing 62.5% of all placements reported. Education (CIP #13) had the second highest number of placements with 4,432 (13.5%) and Liberal Arts accounted for 6.3% of reported placements (2,079). All other program area CIP codes combined accounted for 17.7% of reported learning placements. The table below provides enrollment for the top ten program area CIP Codes reported. Appendix C provides details about the 297 institutions that reported learning placements to NC-SARA in 2018.

Out-of-State Learning Placements Reported

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

Chart 2: Out-of-State Learning Placements Reported

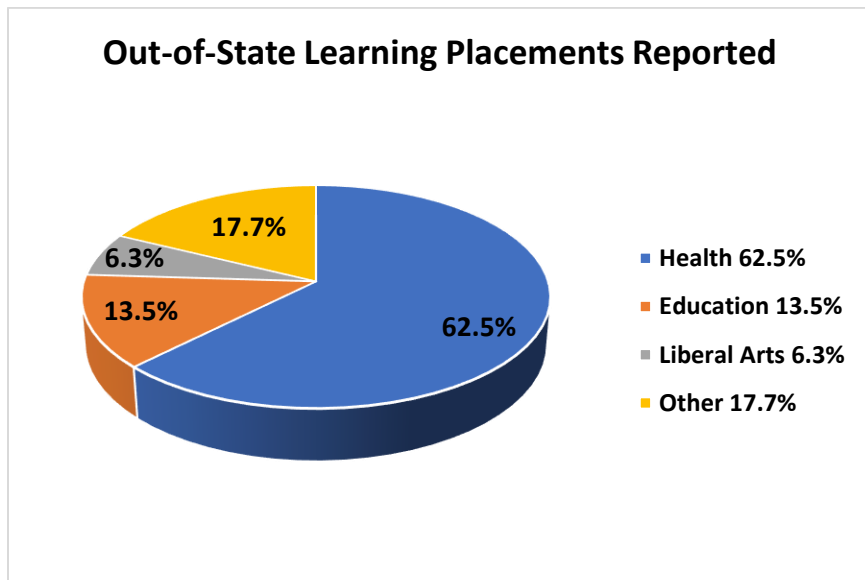| Program Area (Two-Digit CIP Code)	Total Reported Learning Placements	% Total of Reported Learning Placements
Health Professions and Related Programs (#51)	20,578	62.5%
Education (#13)	4,432	13.5%
Liberal Arts and Sciences, General Studies and Humanities (#24)	2,079	6.3%
Business, Management, Marketing, and Related Support Services (#52)	1,380	4.2%
Public Administration and Social Service Professions (#44)	643	2.0%
Parks, Recreation, Leisure, and Fitness Studies (#31)	472	1.4%
Psychology (#42)	410	1.2%
Residency Programs (#60)	313	1.0%
Health-related Knowledge and Skills (#34)	281	0.9%
Homeland Security, law Enforcement, Firefighting and Related Protective Services (#43)	214	0.6%
All Other Enrollments reported by CIP Codes	2,129	6.5%
Total Placements Reported	32,931	100.0%

Table 3: Out-of-State Learning Placements Reported

As previously mentioned, the pilot data reported in 2018 for learning placements does not represent all institutions operating under SARA. The number of learning placements reported in program areas by state ranged from 0 to 3,566. The fact that Health Professions was the program area with the largest reported enrollment is not surprising since most health professions require learning placements. In fact, in the pilot every state that had learning placement data reported had at least one Health Professions placement. All health professions are categorized within this single two-digit CIP code. In future years, NC-SARA may disaggregate all such reporting by state and CIP program area code.

Pilot Year Participation

The 297 institutions reporting learning placements represent 47 states and territories out of the 51 that were members of SARA at the time of data collection. Massachusetts and Puerto Rico were approved to participate in SARA after the beginning of the data collection period in May 2018, so learning placement data was not reported in those states. As of September 2018, California is the only state that is not a member of SARA.

Recommendations to Improve Reporting

The 2018 data collection was a pilot approved by the NC-SARA Board to keep the commitment made during the formation of SARA to create a process for collecting and reporting out-of-state learning placements. As was true with the first year of reporting distance learning enrollments, there is a learning curve associated with reporting out-of-state learning placements, both for the NC-SARA staff and for participating institutions. Therefore, NC-SARA made the reporting voluntary.

There were no major, systemic issues related to the process of reporting learning placements by the institutions that provided data for the pilot year, but they did provide good feedback to improve the data collection process in the future. Based on a review of the comments provided by reporting institutions and interviews with NC-SARA staff, the following recommendations should be considered as NC-SARA continues to refine the learning placement data reporting process:

- *Evaluate the format and usability of the online survey form*. Some respondents reported that the form was difficult to use. Specifically, the fact that the user must click through each state for each CIP program area is time-consuming. A format with columns that would allow respondents to enter data for all the CIP program areas per state in columns (like the enrollment reporting) should be considered.
- *Change the language of the form to match the NCES language used*. For example, 'CIP Type' on the form should be changed to 'CIP Program Area' for consistency.
- *Communicate how to 'save' more prominently in the instructions and/or on the form itself*.
- *Consider adding a Contact field*. This would capture who completed the form and how to reach them with additional questions.
- *Keep the Comments field*. Respondents used this field to explain where they had placements in non-SARA states/territories, explain unique characteristics of their placements, and to convey feedback on the online form and process.
- *Review the communications provided to participating institutions for consistency, clarity and usability*. Materials that should be reviewed include: email instructions, *Placement Reporting Guide* and the instructions on the online survey forms.
- *Incorporate a review of all communications by non-NC-SARA staff*. A reviewer less familiar with the process and language used would provide additional quality control.

In addition to considerations for process improvement in reporting, NC-SARA acknowledges that on-campus collection of such data was clearly a new exercise on many campuses, causing numerous questions. NC-SARA intends to continue to provide support to SARA institutions that will help them gather the learning placement data across their campuses and assist them in educating their colleagues about the importance of this reporting.

Summary

NC-SARA thanks those institutions that participated in data collection for the pilot year and recognizes that this reporting may require significant, new efforts across campuses to compile accurate out-of-state learning placement data. NC-SARA will use the experiences reported by the institutions that participated in the 2018 pilot to improve future instructions and surveys. The fact that learning placement data reporting will be mandatory in 2019 serves as impetus to institutions to coordinate across their campuses to collect and report this data in a timely fashion next year. Finally, NC-SARA would like to reiterate its profound appreciation to institutions that participated in data collection for the pilot year and provided feedback to improve the reporting process. Without their efforts, this report and the resulting improvements to the required out-of-state learning placement reporting process would not be possible.

Transparency in reporting out-of-state learning placements has long been a goal for NC-SARA and its stakeholders. The pilot data collection conducted in spring 2018 is an important step towards that goal.

As with any new reporting process, refinements in expectations and communications are to be expected. NC-SARA looks forward to the full implementation of institutions operating under SARA reporting learning placements beginning next year.

Appendix A: Classification of Instructional Programs (CIP) —Information provided to SARA institutions by NC-SARA

Classification of Instructional Programs (CIP) codes were developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions in 1985, 1990, and 2000. Virtually every campus, state and accrediting body in the nation uses them in some fashion. They are used to maintain and categorize academic program inventories, report completions, and, in some states, they affect funding for public institutions. In health-related fields, they can affect the pricing of delivered services, insurance reimbursement to providers, and limits of coverage and practice.

The codes provide a taxonomy (a hierarchical organizational scheme) of fields of study, with greater or lesser subdivision within broad subject areas. For example, CIP Code 51 (Health Professions and Related Programs, with more than 200 sub-categories – 26 within nursing, alone) contains far more narrowly specified programs than does CIP Code 54 (History, with nine specified sub areas).

The highest order of the taxonomy has 47 two-digit CIP codes and subdivides each of them according to the scheme, using either two digits (xx), four digits (xx.xx), or six digits (xx.xxxx). In the Appendix, if reading online, you can click on a two-digit field, be taken to an online definition of that code, and then further click on any of the indicated sub-fields. Definitions are provided for each sub-field. The table is directly available at: https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55.

Institutions have already assigned CIP codes to their academic programs, and *NC-SARA doesn't expect or desire institutions to revisit those decisions for the purpose of SARA reporting*. Rather, SARA institutions are to report learning placements categorized by the codes already assigned to the related programs.

National Center for Education Statistics
The Integrated Postsecondary Education Data System Help Documentation Version 1.1, July 2009 CIP Website, CIP Wizard, and CIP Selector CIP 2010
(https://nces.ed.gov/ipeds/cipcode/Help/CIP2010Help.pdf)

CIP 2010 Resources -- https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55
1. What is the CIP? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.

2. Who creates the CIP? CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000.

Two-digit CIP Codes, CIP 2010 -- https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55 (Accessed 12/18/2017)[9]

- (01)AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES.

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[9] Placement Reporting Guide: How to Report Out-of-State Learning Placements to NC-SARA, Spring 2018
http://www.nc-sara.org/files/docs/2018_PlacementReporting_Final.pdf

- 03) NATURAL RESOURCES AND CONSERVATION.
- 04) ARCHITECTURE AND RELATED SERVICES.
- 05) AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES.
- 09) COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.
- 10) COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES.
- 11) COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.
- 12) PERSONAL AND CULINARY SERVICES.
- 13) EDUCATION.
- 14) ENGINEERING.
- 15) ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS.
- 16) FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS.
- 19) FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES.
- 22) LEGAL PROFESSIONS AND STUDIES.
- 23) ENGLISH LANGUAGE AND LITERATURE/LETTERS.
- 24) LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES.
- 25) LIBRARY SCIENCE.
- 26) BIOLOGICAL AND BIOMEDICAL SCIENCES.
- 27) MATHEMATICS AND STATISTICS.
- 28) MILITARY SCIENCE, LEADERSHIP AND OPERATIONAL ART.
- 29) MILITARY TECHNOLOGIES AND APPLIED SCIENCES.
- 30) MULTI/INTERDISCIPLINARY STUDIES.
- 31) PARKS, RECREATION, LEISURE, AND FITNESS STUDIES.
- 32) BASIC SKILLS AND DEVELOPMENTAL/REMEDIAL EDUCATION.
- 33) CITIZENSHIP ACTIVITIES.
- 34) HEALTH-RELATED KNOWLEDGE AND SKILLS.
- 35) INTERPERSONAL AND SOCIAL SKILLS.
- 36) LEISURE AND RECREATIONAL ACTIVITIES.
- 37) PERSONAL AWARENESS AND SELF-IMPROVEMENT.
- 38) PHILOSOPHY AND RELIGIOUS STUDIES.
- 39) THEOLOGY AND RELIGIOUS VOCATIONS.
- 40) PHYSICAL SCIENCES.
- 41) SCIENCE TECHNOLOGIES/TECHNICIANS.
- 42) PSYCHOLOGY.
- 43) HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES.
- 44) PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS.
- 45) SOCIAL SCIENCES.
- 46) CONSTRUCTION TRADES.
- 47) MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS.
- 48) PRECISION PRODUCTION.
- 49) TRANSPORTATION AND MATERIALS MOVING.
- 50) VISUAL AND PERFORMING ARTS.
- 51) HEALTH PROFESSIONS AND RELATED PROGRAMS.
- 52) BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.
- 53) HIGH SCHOOL/SECONDARY DIPLOMAS AND CERTIFICATES.
- 54) HISTORY.
- 60) RESIDENCY PROGRAMS.

Appendix B: Survey Instructions and Screen Shots of Online Survey — Information provided to SARA institutions by NC-SARA

For 2018, NC-SARA is asking institutions to report their Out-of-State Learning Placements. This reporting is voluntarily in 2018, but will be required in 2019. For this report, a SARA institution would report, for each state other than its own, the number of students placed during calendar year 2017, disaggregated by two-digit Classification of Institutional Programs (CIP) code and the state in which the placements were made. Please see http://nc-sara.org/content/Data_Info for explanatory guides and documents.

There is infinite variety in these "placements," including what they are called (internships, rotations, student teaching, etc.); how long they last; whether they are required or not; whether they are arranged by the student or the institution; whether they are "supervised or unsupervised"; and so forth. *NC-SARA does not intend to have institutions identify and capture all such possible activities.* (Nor is this reporting designed to capture short courses, field trips, etc.)

Institutions should report out-of-state placements that meet _all_ of the following criteria:

- The placement is outside the "home state" of the SARA institution;
- The placement involved the physical presence of the student at the out-of-state location(s);
- The placement is an activity required for degree completion (a requirement of the student's major, rather than a general institutional requirement) or professional licensure;
- The placement is carried out under the provisions of a formal agreement between the institution and the placement location; and
- The placement started between January 1, 2017 and December 31, 2017.

Placements that meet the above criteria should be reported as follows:

- Report unduplicated headcounts per state;
- Disaggregated by two-digit CIP code; and
- Disaggregated by the state in which the placement was made.

Example: Three University of Texas at El Paso 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 51. Institutional enrollment data will be reported on the NC-SARA website as portrayed in the *2018 Placement Reporting Guide*.

On the dedicated form, please select the 2-digit CIP code from the dropdown box, along with the appropriate state and the enrollment number. Select "Add another CIP/State Enrollment" for each entry as needed.

Please note the important Data Sharing Agreement, which is incorporated by *reference*.

Confirmation of the submission of the report will be sent from NC-SARA's system to all active institution contacts on file.

We thank you for your participation.

Appendix B: Survey Instructions and Screen Shots of Online Survey—Information provided to SARA institutions by NC-SARA

NC-SARA Annual Out-of-State Learning Placements Reporting

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Institution

Following the criteria on the previous page and located in the 2018 Placement Reporting Guide on nc-sara.org, 1) please select the CIP code from the dropdown box, 2) along with the appropriate state and 3) the enrollment number. Select "Add another CIP/State Enrollment" for each entry as needed; if not needed, please select "remove" button before proceeding to next page.

Do you have Out-of-State Learning Placements to report? * [Please select... ▼]

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Appendix B: Survey Instructions and Screen Shots of Online Survey-- Information provided to SARA institutions by NC-SARA

Appendix B: Survey Instructions and Screen Shots of Online Survey--Information provided to SARA institutions by NC-SARA

NC-SARA Annual Out-of-State Learning Placements Reporting

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Institution [   ]

Comments
[   ]

Confirmation and Authorization

Name * [   ]

Title * [   ]

Email Address * [   ]

IPEDS Number [   ]

By checking this box, your institution agrees to the terms noted in the published   ☐ I agree.
NC-SARA Data Sharing Agreement, found here. *

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Appendix C: Institutions Reporting Out-of-State Learning Placements

States/Territory	Institutions Reporting Out-of-State Learning Placement
Alabama	Alabama State University
	The University of Alabama
	Auburn University-Montgomery
	George C Wallace Community College - Dothan
	Wallace State Community College - Hanceville
	Heritage Christian University
	Jefferson State Community College
	Bevill State Community College
Arizona	Harrison Middleton University
	Northern Arizona University
	Prescott College
	Southwest Institute of Healing Arts
	Arizona Christian University
Arkansas	University of Arkansas, Fayetteville
	University of Central Arkansas
	East Arkansas Community College
	National Park College
	University of Arkansas Community College-Batesville
	Harding University
	South Arkansas Community College
Colorado	Rocky Vista University
	Colorado Christian University
	Iliff School of Theology
	Pueblo Community College
	Red Rocks Community College
	Colorado State University - Pueblo
Connecticut	Albertus Magnus College
	Charter Oak State College
	University of New Haven
	Post University
	University of Saint Joseph
	Western Connecticut State University
Delaware	University of Delaware
District of Columbia	Gallaudet University
Florida	The University of West Florida
	Academy for Nursing and Health Occupations
	Ave Maria University
	Barry University
	Daytona State College
	Embry-Riddle Aeronautical University - Daytona Beach
	Florida Institute of Technology-Melbourne

	Florida Southern College
	Florida State University
	Miami Dade College
	Northwest Florida State College
	Pasco-Hernando State College
Georgia	Columbia Theological Seminary
	Columbus State University
	East Georgia State College
	Gordon State College
	Mercer University
	Middle Georgia State University
	Morehouse School of Medicine
	Thomas University
	Toccoa Falls College
	Truett McConnell University
	Coastal Pines Technical College
	John Marshall Law School - Atlanta
Hawaii	Hawaii Pacific University
Idaho	North Idaho College
Illinois	Bradley University
	Midwestern University
	Chicago State University
	Concordia University Chicago
	Danville Area Community College
	Elmhurst College
	Midstate College
	National University of Health Sciences
	St John's College
	Sauk Valley Community College
	Harper College
Indiana	American College of Education
	University of Evansville
	University of Indianapolis
	Indiana State University
	Oakland City University
	Purdue University Northwest.
	Trine University
Iowa	Allen College
	Cornell College
	Drake University
	Morningside College
	Northwestern College
	Simpson College
Kansas	Baker University
	Fort Hays State University
	Independence Community College

	Kansas City Kansas Community College
	University of Saint Mary
Kentucky	Asbury Theological Seminary
	Brescia University
	Lexington Theological Seminary
	University of Louisville
	Southeast Kentucky Community and Technical College
	Western Kentucky University
Louisiana	Louisiana Tech University
	Loyola University New Orleans
	McNeese State University
	University of New Orleans
	Franciscan Missionaries of Our Lady University
	Southeastern Louisiana University
	Southern University at Shreveport
	Nations University
	Louisiana State University Health Sciences Center at Shreveport
	Delgado Community College
Maine	Saint Joseph's College of Maine
	University of Southern Maine
Maryland	Salisbury University
	Cecil College
	Stevenson University
	SANS Technology Institute
Michigan	Central Michigan University
	Cleary University
	Davenport University
	Michigan State University College of Law
	Grand Valley State University
	Jackson College
	Kellogg Community College
	Madonna University
	Northern Michigan University
	Olivet College
	Saginaw Valley State University
Minnesota	Northwestern Health Sciences University
	St. Catherine University
	Hazelden Betty Ford Graduate School of Addiction Studies
Mississippi	Blue Mountain College
	Copiah-Lincoln Community College
	University of Mississippi Main Campus
	Mississippi Valley State University
Missouri	University of Missouri - Kansas City
	Central Christian College of the Bible
	University of Missouri - St Louis
	Truman State University

	Northwest Missouri State University
	Southwest Baptist University
	Three Rivers College
	Washington University in St Louis
	William Woods University
	Concordia Seminary
Montana	Montana Tech of the University of Montana
Nebraska	Creighton University
New Hampshire	Franklin Pierce University
	University of New Hampshire
New Jersey	Brookdale Community College
	Rowan College at Burlington County
	The College of New Jersey
New Mexico	Clovis Community College
	San Juan College
	Southwestern College
	National College of Midwifery
	Burrell College of Osteopathic Medicine
New York	Cayuga County Community College
	Clarkson University
	Columbia University in the City of New York
	Daemen College
	Ithaca College
	Mercy College - Dobbs Ferry
	The Sage Colleges
	SUNY College of Technology at Canton
	SUNY College at Buffalo
	SUNY College at New Paltz
	SUNY College at Oswego
	SUNY College at Plattsburgh
	School of Visual Arts
North Carolina	Chowan University
	Cleveland Community College
	Coastal Carolina Community College
	Davidson County Community College
	East Carolina University
	Elon University
	Fayetteville Technical Community College
	North Carolina Wesleyan College
	Richmond Community College
	Vance-Granville Community College
	Wake Forest University
	Wingate University
	Lenoir Community College
North Dakota	Bismarck State College
	Minot State University

Ohio	Ashland University
	Cincinnati State Technical and Community College
	The University of Findlay
	Franklin University
	Lake Erie College
	Rhodes State College
	Northwest State Community College
	Ohio Dominican University
	Ohio State University
	University of Rio Grande
	Shawnee State University
	University of Toledo
	Union Institute & University
	Christ College of Nursing and Health Sciences
Oklahoma	Southern Nazarene University
	Connors State College
	Redlands Community College
	Southeastern Oklahoma State University
	Tulsa Community College
Oregon	Blue Mountain Community College
	Chemeketa Community College
	Eastern Oregon University
	Pacific University
	Columbia Gorge Community College
Pennsylvania	Central Penn College
	Clarion University of Pennsylvania
	Delaware County Community College
	Elizabethtown College
	Millersville University of Pennsylvania
	Moravian College
	Pennsylvania State University
	Philadelphia College of Osteopathic Medicine
	University of the Sciences
	Saint Francis University
	Temple University
	Wilkes University
	Lehigh Carbon Community College
Rhode Island	New England Institute of Technology
South Carolina	Anderson University
	Claflin University
	Coker College
	Columbia College
	Francis Marion University
	Presbyterian College
	Bob Jones University
	Lander University

South Dakota	Augustana University
	Black Hills State University
	Dakota State University
	Mitchell Technical Institute
	Northern State University
	South Dakota School of Mines and Technology
	University of Sioux Falls
Tennessee	Belmont University
	Bethel University, Tennessee
	Christian Brothers University
	Pentecostal Theological Seminary
	Cleveland State Community College
	Freed-Hardeman University
	The University of Tennessee - Martin
	Trevecca Nazarene University
Texas	The University of Texas MD Anderson Cancer Center
	B.H. Carroll Theological Institute
	Alvin Community College
	Baylor College of Medicine
	Dallas Institute of Funeral Service
	University of Houston-Downtown
	Texas A & M International University
	LeTourneau University
	Texas A&M University-Central Texas
	North Lake College
	St. Edward's University
	The University of Texas at Arlington
	The University of Texas at El Paso
	The University of Texas at San Antonio
	Texas Woman's University
	Trinity University
	Wayland Baptist University
	West Texas A & M University
	The King's University
Utah	Rocky Mountain University of Health Professions
	Broadview University - West Jordan
	Utah State University
	Utah Valley University
	Salt Lake Community College
	Western Governors University
	Nightingale College
Virginia	George Mason University
	J Sargeant Reynolds Community College
	James Madison University
	Longwood University
	Marymount University

	Shenandoah University
	Wytheville Community College
	Stratford University
	University of Management and Technology
	Saint Michael College of Allied Health
Washington	Heritage University
	Pacific Lutheran University
	Spokane Falls Community College
	The Seattle School of Theology and Psychology
	DigiPen Institute of Technology
	Pacific Northwest University of Health Sciences
	Charter College
	Walla Walla Community College
	Seattle Film Institute
West Virginia	University of Charleston
	Huntington Junior College
	Southern West Virginia Community and Technical College
	West Virginia School of Osteopathic Medicine
Wisconsin	Madison Area Technical College
	Bellin College
	Concordia University Wisconsin
	Edgewood College
	Blackhawk Technical College
	Madison Media Institute
Wyoming	Casper College
	Northern Wyoming Community College District - Sheridan College