



2020 Data Reporting Handbook

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Introduction

Participating institutions are required to report data annually to the National Council for State Authorization Reciprocity Agreements (NC-SARA). Institutions must report the number of students who are enrolled in the institution and engaged in distance education. The enrollment data are disaggregated by state, territory, or district where the activity takes place. Institutions participating in State Authorization Reciprocity Agreements (SARA) shall also annually report to NC-SARA the number of their students engaged in certain out-of-state learning placements (OOSLP), such as rotations, internships, student teaching, etc., disaggregated by state and two-digit Classification of Instructional Programs (CIP) codes as assigned by the U.S. Department of Education. For the purposes of SARA reporting, “state” is defined as a state, commonwealth, organized territory or district (District of Columbia) of the United States.

These two sets of data are reported to NC-SARA in the spring following the due date for institutions to make their previous year Fall Enrollment (EF) reports to the federal government’s Integrated Postsecondary Education Data System (IPEDS). For distance education enrollment reporting, institutions should report the same distance education data they reported for EF reporting, but disaggregate the data by state. This *2020 Data Reporting Handbook* (Handbook) contains all details regarding the reporting of enrollment and out-of-state learning placements.

Participating SARA institutions will receive an e-mail with a web link on May 15, 2020. This web link will open an online reporting form **with two tabs**; one tab is for distance education enrollment reporting and a second tab for OOSLP reporting. The data reporting process should be managed in the same way that other required reporting is managed for your institution. Please use your existing policies for records retention, etc., to ensure reliable data reporting from year to year.

Be sure to complete both online surveys, one for Enrollment and one for OOSLP. There are two tabs to access the two online survey forms.

What’s new or notable for spring 2020 reporting?

- The time frame to report distance education enrollments and out-of-state learning placements is May 15-June 15, 2020. **The NC-SARA reporting window will be May 15 - June 15 every year.**
- This *2020 Data Reporting Handbook* provides additional instructions to help clarify confusion about how to report military students. NC-SARA reporting requires participating institutions to *identify the location* of the student while in a distance education course. This is different from IPEDS reporting of military students.
- Within the online reporting forms is a **Comments** field for you to briefly comment on any apparent anomalies in your data. Please do not ask questions here, as this field will not be actively monitored in that respect. Please e-mail **data@nc-sara.org** directly for any questions you may have.

Section I: Enrollment Reporting

This Handbook provides guidance to SARA participating institutions about how to submit institutional enrollment data to NC-SARA. **Please read the entire Handbook before submitting your data or asking questions; there are FAQs at the end of each section of the Handbook.**

While every effort has been made to provide clear instructions, the variety of institutional practices in determining student location, tabulating enrollment data, and delivering distance education make perfectly accurate reporting across institutions nearly unattainable at present. Please use your best judgment and adopt and document an approach that ensures your institution's reporting is consistent from year-to-year and captures the requested information. Please note that NC-SARA offers three general points of guidance:

- 1) Report enrollments as you do to IPEDS (the U. S. Department of Education's *Integrated Postsecondary Education Data System*, including associated definitions, etc.)¹;
- 2) Enlist the help of the person who does your institution's reporting to IPEDS (because they are intimately familiar with the world according to IPEDS); and
- 3) If in doubt, use your best professional judgment, exercised within the spirit and intent of SARA.

We encourage you to also read the *Spring 2020 NC-SARA Data Sharing Agreement* [found here](#), which is incorporated by reference in each institution's enrollment data submission.

Who should report your institution's data?

Please determine who is going to coordinate the NC-SARA data reporting for your institution internally. All active institutional contacts will receive an e-mail notice prompting reporting. The e-mail will include a secure web link with two tabs, one to report distance education enrollment and one to report OOSLP. For this year, the web link will be sent on May 15, 2020. Use this web link to report your data to NC-SARA. Institutional contacts will also be sent automated confirmation notices when your institution's data have been submitted, one for each online survey.

*The NC-SARA data reporting period is
May 15 – June 15, 2020.*

The required data reporting is based on the Fall Enrollment Report (EF) that your institution provides to IPEDS each year; NC-SARA asks you to disaggregate some of that data. The IPEDS EF report includes distance education enrollment. Beginning in 2020, NC-SARA has set a consistent reporting window from May 15 – June 15 of each year. Please be sure to add the NC-SARA reporting window to your institution's existing reporting calendar.

¹ U.S. Department of Education, NCES National Center for Education Statistics, *IPEDS Glossary for 2019-2020 Data Collection System*, <https://surveys.nces.ed.gov/ipeds/Downloads/Forms/IPEDSGlossary.pdf>, Retrieved March 2, 2020.

What data are reported?

SARA institutions will report the number of students enrolled exclusively in distance education delivered *both in the home state of the institution and outside the home state of the institution*². While IPEDS requests *aggregated* data for your institution's out-of-state students within the United States, for this SARA report you are asked to *disaggregate those enrollments by the state, territory, or district where the students are located, including the Home state*.³ Institutions should use the means they currently employ to determine their students' locations.

The name/label/identifier for the relevant IPEDS field where your institution reported that aggregated data for fall 2019 is: Students enrolled exclusively in distance education courses and located in U.S. but not in same state/jurisdiction as institution (**EF2019A_DIST All students total**). The aggregated data you reported to IPEDS in that field for fall 2019 enrollment is the data you are to disaggregate by state, territory, or district where the students are located and submit to NC-SARA between May 15 – June 15. Full instructions for the 2018-19 IPEDS Fall Enrollment (EF) are [found here](#).

Institutions should report the actual number of students enrolled in each state. If your institution reports all zeroes, please use the **Comments** field to indicate either that you had no enrollment to report or the reason why state-level data was not provided. Please see Appendix A: NC-SARA Guidance on Data Reporting for additional information regarding reporting small cell sizes.

Reporting Military Students

Report military students as you should all students: *report them according to their location while taking the particular course or courses during the time period covered in the 2019 IPEDS EF report*. Do not report a student's military mailing address (APO, FPO, DPO, AE, AP, AA, etc.). The location of the student is reported, not the mailing address of the student. This is contrary to the IPEDS instructions that say to use the student's permanent address instead of their physical location. The IPEDS instructions regarding 'Location of students enrolled exclusively in distance education courses' are available for more information.⁴

² At its May 2018 meeting the NC-SARA Board determined that beginning in spring 2019, participating institutions shall *report in-state enrollment* to NC-SARA in addition to the out-of-state enrollment. Institutions currently report those enrollments to IPEDS.

³ NC-SARA Policy Manual, Section 6.1 Data Submission by participating Institutions, p. 44 https://nc-sara.org/sites/default/files/files/2020-02/NC-SARA_Manual_20.1_Final_2.6.20.pdf and Application for Institutional Participation in SARA, item 7 https://nc-sara.org/sites/default/files/files/2019-07/InstitutionalApplication_053119.pdf, Retrieved March 2, 2020.

⁴ IPEDS 2019-20 Survey Materials, Full Instructions, Part A: Enrollment by Distance Education Status, https://surveys.nces.ed.gov/ipeds/VisInstructions.aspx?survey=6&id=30051&show=all#chunk_1316, Retrieved March 2, 2020.

*Note: NC-SARA requires institutions to report military students' **location** while taking a course. This differs from IPEDS' instructions.*

How does NC-SARA report the data?

NC-SARA reports institutional distance education enrollments by SARA institutions on its website, by institution name, answering two questions:

- Where Are My State's Institutions Enrolling Students?
- Who's Enrolling Students in My State?

Screenshots with examples of the enrollment data are displayed in Figure 1 and 2. All prior years' enrollment data is available on the "Reports" tab of the [NC-SARA website](#).

Figure 1. Where Are My State's Institutions Enrolling Students?

Enrollment Reports

Reporting Period:

2018 - 2019

Enrollment Report Type:

Where Are My State's Instit

[Download Report CSV](#)

Alabama

Institution	AL	AK	AR	AZ	CO	CT	DC	DE	FL	GA	HI	IA	ID	IL	IN	KS	KY	LA	MA	MD
Alabama A & M University	87	0	0	0	0	0	1	0	0	6	0	0	0	0	0	0	1	0	0	0
Alabama State University	244	0	1	1	2	0	1	1	13	34	0	0	0	10	2	0	0	1	1	2
Amridge University	415	0	9	4	0	1	0	1	26	47	2	1	0	3	5	2	10	15	3	4
Athens State University	1943	0	1	1	0	0	0	0	4	11	0	0	0	2	1	2	2	1	0	3

Figure 2. Who's Enrolling Students in My State?

Enrollment Reports

Reporting Period: 2018 - 2019
 Enrollment Report Type: Who's Enrolling Students In

[Download Report CSV](#)

Alabama

Click on the enrollment numbers to see state enrollments by institution.

AK	AR	AZ	CO	CT	DC	DE	FL	GA	HI	IA	ID	IL	IN	KS	KY	LA	MA	MD	ME	MI	MN	MO	MS
11	79	2869	1208	214	1779	9	1315	1423	6	156	92	648	684	420	228	256	44	130	36	62	650	262	548

Alaska

Alaska Pacific University	0
University of Alaska Anchorage	2
University of Alaska Fairbanks	6
University of Alaska Southeast	3

Instructions for NC-SARA Enrollment Data Reporting

You do not have to enter all of your institution's data at one time. There is a **Save and Return** button that allows you to save your work and come back to complete it later.

1. Gather the enrollment data your institution reported to IPEDS for its 2019 Fall Enrollment reporting. Beginning with the 2019 reporting, you will report two data points from the IPEDS reporting:

- Students enrolled exclusively in distance education courses and located *in same state/jurisdiction as institution* (IPEDS Label: **EF2019A_DIST All students total**)
- Students enrolled exclusively in distance education courses and *located in U.S. but not in same state/jurisdiction as institution* (IPEDS Label: **EF2019A_DIST All students total**)

Be sure to report students located in the same state/jurisdiction as the institution; these data are required by NC-SARA. Institutions report these enrollments to IPEDS. If your institution does not have distance education enrollment to report, please use the **Comments** field to explain why there are no enrollment data to report.

To begin reporting your distance education data, use the drop-down menu just below the title: Enrollment on the online survey screen to choose the current year 2019-2020. You can also view prior years' data reporting by choosing those years in the drop-down menu.

Figure 3. Enrollment Survey Drop-Down Menu to Choose Current Year 2019-2020

Enrollments Out-of-State Learning Placements (OOSLP)

Reporting Period ⓘ
2019 - 2020 ▼

NEBHE
NC-SARA
SREB
MHEC
WICHE

NC-SARA 2019-2020 Annual Enrollment Reporting

Previous

2. Enter the disaggregated distance education data for SARA member states/district/territories in the first section of the online reporting form. The form will sum and report total enrollment to help validate the data as you enter it. See the screenshot (Figure 4) listing **SARA States/District/Territories**.

Note that the following district and territories participate in SARA and are listed alphabetically with the other SARA states on this page:

- District of Columbia (DC)
- Commonwealth of Puerto Rico (PR)
- U.S. Virgin Islands (VI)

Figure 4. NC-SARA Online Reporting Form for Member States

Previous

SARA States Total Enrollments - 0

Alabama (AL)	Alaska (AK)	Arkansas (AR)
<input type="text"/>	<input type="text"/>	<input type="text"/>
Arizona (AZ)	Colorado (CO)	Connecticut (CT)
<input type="text"/>	<input type="text"/>	<input type="text"/>
District of Columbia (DC)	Delaware (DE)	Florida (FL)
<input type="text"/>	<input type="text"/>	<input type="text"/>
Georgia (GA)	Hawaii (HI)	Iowa (IA)
<input type="text"/>	<input type="text"/>	<input type="text"/>
Idaho (ID)	Illinois (IL)	Indiana (IN)
<input type="text"/>	<input type="text"/>	<input type="text"/>
Kansas (KS)	Kentucky (KY)	Louisiana (LA)
<input type="text"/>	<input type="text"/>	<input type="text"/>

3. Enter the disaggregated data for each non-participating U.S. territory and the state of California in the next section of the online reporting form, **NON-SARA States and Territories**. The online reporting forms have fields for data entry for all U.S. territories that are not members of SARA:
1. American Samoa (AS)
 2. Commonwealth of the Northern Mariana Islands (CNMI)
 3. Guam (GU)
 4. Republic of the Marshall Islands (MH)
 5. Federated States of Micronesia (FM)
 6. Republic of Palau (PW)

See the screenshot (Figure 5) listing non-member states/territories. NC-SARA will report this enrollment as an aggregate total for **NON-SARA States/Territories**. The form will sum and report total enrollment to help validate the data as you enter it. Please report actual enrollment, with no cell size limitation. See Appendix A: NC-SARA Guidance on Data Reporting for additional details regarding cell size.

Figure 5. NC-SARA Online Reporting Form for NON-Member Jurisdictions

NON-SARA States and Territories Total Enrollments - 0

American Samoa (AS)	California (CA)	Guam (GU)
<input type="text"/>	<input type="text"/>	<input type="text"/>
Marshall Islands (MH)	Federated States of Micronesia (FM)	Northern Mariana Islands (CNMI)
<input type="text"/>	<input type="text"/>	<input type="text"/>
Palau (PW)		
<input type="text"/>		

Use the **Comments** section to provide an explanation for reporting that may raise questions. You can also use this field to provide clarifying context for the data you report. Please do not ask questions here that need a response during the reporting window; while comments will be considered when data are reviewed, timely responses to questions will be provided using data@nc-sara.org and not using this Comments field. Please do not use the **Comments** section to update your institution's SARA contact information; contact your SARA state portal entity to update that information. The list of state portal entities is available on the [NC-SARA website](#).

See the screenshot (Figure 6) of the **Comments** section below.

Figure 6. NC-SARA Online Reporting Form Comments Field

Comments

4. Complete the **Confirmation and Authorization** section of the online reporting form. You will be required to provide the name, title, and e-mail address for the person at your institution who could answer questions about your data if they arise. In addition, please verify the IPEDS number for your institution (if you report to IPEDS). Also confirm the sector (public, private non-profit, or private for-profit) of your organization from the drop-down list and indicate whether the reporting includes enrollment from branch campuses.

Note that there are two options to save your data. The **Save and Return** button allows you to save your work and come back to it later. The **Save and Submit** button is used to submit your institution's data to NC-SARA.

'Save and Return' allows you to save your work and finish it later.

'Save and Submit' allows you to submit your data to NC-SARA.

Review and check the box stating your institution's confirmation and authorization of the [NC-SARA Data Sharing Agreement](#). The full text of the *NC-SARA Data Sharing Agreement* document can be found on the NC-SARA website⁵. See the screenshot (Figure 7) of the **Confirmation and Authorization** section of the online enrollment reporting form.

⁵ DATA SHARING AGREEMENT (Agreement) between NC-SARA and Institutions Participating in SARA (Revised spring, 2020), retrieved 3/1/2020, https://nc-sara.org/sites/default/files/files/2020-02/NC-SARA_Spring_2020_DSA_FINAL.pdf

Figure 7. Confirmation and Authorization Section of the Online Reporting Form

Confirmation and Authorization

OPEID	00135000
* Name	<input type="text"/>
Title	<input type="text"/>
* Email	<input type="text"/>
IPEDS Institution Number (Unit ID)	<input type="text"/>
Sector	Public ▼
* If this report included branch campus activity select Yes below	
Not applicable, we have no branch campuses ▼	
* I Agree	By checking this box, your institution agrees to 1) the terms noted in the published NC-SARA Data Sharing Agreement , found here and 2) I understand that by leaving a field blank I acknowledge that the value will be read as zero.
<input type="checkbox"/>	

5. Finally, click **Save and Submit** to complete enrollment reporting. The institution's active SARA contacts will receive an automated e-mail from NC-SARA confirming receipt of the enrollment data submission. Please e-mail data@nc-sara.org directly for any data enrollment questions you may have.

If you find an error in your institution's reporting after you submit it, please email data@nc-sara.org by June 15 to request NC-SARA staff to unlock your online survey so that you can make the necessary changes.

Frequently Asked Questions: Enrollment Report

1. Do all SARA institutions need to report their data, even if they just recently joined?

Yes, regardless of when they join, institutions agree to report their data in their application to participate in SARA. SARA staff at the regional and state levels will follow-up with institutions that fail to report.

2. My institution doesn't participate in federal financial aid programs, so we don't report our enrollment to IPEDS. What should we do about reporting to NC-SARA?

Report to NC-SARA with the same end goal: report the number of students your institution enrolled in fall 2019 via distance education; disaggregated by state, territory, or district. If possible, apply IPEDS definitions throughout that process. IPEDS provides reporting guides, a searchable and downloadable glossary, and other helpful material [online](#).

3. Where can I find my institution's enrollment data?

Where you would find enrollment data varies from institution to institution. Most institutions have someone who does institutional research (IR). Large institutions will have an IR department; small institutions may locate IR staff within various larger departments: academic affairs, business office, etc. *You want to find the person who handles your institution's IPEDS reports; she/he is designated the IPEDS Keyholder.* If you don't know where to look, first ask your department head.

4. How is "distance education" defined?

The U.S. Department of Education (ED) provides the following definition⁶:

Distance education means "education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. The technologies may include--

- (1) Internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audioconferencing; and
- (4) Video cassette, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed above."

Because this is the definition used by IPEDS, it is the definition that NC-SARA will use for SARA enrollment reporting.

⁶ IPEDS 2019-20 Data Collection System Glossary, <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>, Retrieved March 2, 2020.

5. What about IPEDS' "exclusively distance education" provision?

Reporting directions from IPEDS also specify that they collect as distance education enrollments only those enrollments in "A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education." (This is often referred to as the "100 percent rule".) Because that provision should be applied to the distance education enrollments your institution reported to IPEDS on the 2019 fall enrollment report, it should be applied to the disaggregated data that you report to NC-SARA in the same way.

6. So that means we don't report enrollment in "hybrid" courses, right?

Right, because you don't report those enrollments to IPEDS.

7. My institution has some uncommon operating policies or distance education activities. (Examples: branch campuses in other states, online courses offered by a branch campus located in another state, flexible course-start calendar, flexible "blended" courses, consortial arrangements with institutions in other states, etc.) How should we deal with those matters?

Our general answer to such questions is to deal with the issue in the same way it was handled in your institution's IPEDS fall enrollment report. If your institution doesn't report to IPEDS, use your best professional judgment to report *as if you had reported* to IPEDS under their provisions. Please document your approach to ensure consistency in your reporting from year to year.

8. Do I have to report enrollments that take place from a branch campus?

You have the choice to report these enrollments. Please note that you will be asked on the **Confirmation and Authorization** section of the online reporting form to indicate if your enrollment totals include the branch campus enrollments.

9. How do we determine the location of a student?

Institutions should use the same data regarding the location of their distance education students that they used for enrollment reporting to IPEDS. NOTE: "Location" is the state, territory, or district where the student is located *while receiving the instruction* and does not refer to the student's official state of residence.

Remember, if you don't know where your students are located, you can't accurately report to IPEDS (and NC-SARA) and *you can't know whether your institution is in compliance with the laws, rules, and regulations that cover those locations.*

10. IPEDS reporting allows institutions to report certain student enrollments as "location unknown". Does NC-SARA?

No, NC-SARA does not allow institutions to report "location unknown."

11. Do we report non-credit activities in other states?

No, you do not report non-credit activities because you don't report such activities to IPEDS.

12. Do we report international students?

Yes, international students should be reported if they are physically in the U.S. studying exclusively distance education courses. For example, if an international student is studying "exclusively" in distance education courses in the U.S., please report that student in the state where they are physically located. However, because SARA is an agreement between member U.S. states, territories, and districts and doesn't involve other countries – you would not report your out of country (international) enrollments.

13. Any special points relating to reporting military students?

Report military students as you should all students: *report them according to their location while taking the particular course or courses during the time period covered* in the IPEDS Fall Enrollment report. Do not report a student's military mailing address (APO, FPO, DPO, AE, AP, AA, etc.). The location of the student is reported, not the mailing address of the student. This is contrary to the IPEDS instructions that say to use the military student's permanent address instead of the physical location. The IPEDS instructions regarding 'Location of students enrolled exclusively in distance education courses' is available for more information.⁷

14. When is the data due to NC-SARA?

NC-SARA requires *annual* reporting of distance education data. The NC-SARA reporting period is May 15- June 15. NC-SARA has made the reporting window May 15 – June 15 of each year so that institutional staff can build it into their calendars.

15. Will NC-SARA audit our enrollment reporting?

No, we're depending on institutions to submit information that is as accurate as possible.

Technical Support

The online reporting forms are designed as data entry pages. Detailed instructions for data entry are provided in this *Handbook*. One web link will be sent by NC-SARA to the designated SARA representative at your institution, with two tabs. The first tab is to report distance education enrollment and the other tab is to report the out-of-state learning placements (OOSLP). If you encounter any technical issues, please contact NC-SARA for support at: **data@nc-sara.org**.

⁷ IPEDS 2019-20 Fall Enrollment Full Instructions, Part A: Enrollment by Distance Education Status, https://surveys.nces.ed.gov/ipeds/VisInstructions.aspx?survey=6&id=30051&show=all#chunk_1316 (Retrieved 2/09/20).

Section II: Out-of-State Learning Placement Reporting (OOSLP)

NC-SARA requires institutions participating in SARA to report certain learning placements in every state, territory, and district *other than their own*. The learning placements are referred to as out-of-state learning placements (OOSLP). *Reporting includes on-ground students as well as distance education students' OOSLP*. This reporting is required for institutions participating in SARA. Learning placements should be disaggregated by state/district/territory and by two-digit Classification of Instructional Programs code (CIP).

Transparency in reporting has long been a goal for NC-SARA and its stakeholders. During the development of SARA, parties agreed to work toward having SARA participating institutions provide information on these out-of-state learning placements. The pilot collection of learning placement data conducted in spring 2018 was an important step towards that goal, as was the first year of required reporting in 2019. NC-SARA staff are committed to improving the OOSLP reporting process based on feedback received from institutional staff reporting these data.

Who should report your institution's data?

Please determine who is going to coordinate the NC-SARA data reporting for your institution internally. All active institutional contacts will receive an e-mail notice prompting reporting. The e-mail will include a secure web link with **two tabs**, one to report distance education enrollment and one to report OOSLP. For 2020, the link will be sent on May 15, 2020. Use this link to report your data to NC-SARA. Institutional contacts will also be sent automated confirmation notices when your institution's data have been submitted, one for each online survey.

What data are reported?

Out-of-state learning placements include on-the-ground, out-of-state learning placements. *This includes ALL such learning placements, not just those associated with distance education courses*. These 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.

*Institutions do not report their in-state learning placements to NC-SARA. **Only out-of-state learning placements are reported.** Be sure to report on-ground and distance education students engaged in OOSLP.*

Learning Placements Defined

Learning placements (clinical rotations, student teaching, internships, etc.) are a critical component 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. They are often a required part of obtaining a degree and/or license to practice a particular 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 obligated to comply with the relevant laws, rules, and regulations of the state where these 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. There is enormous variety among states as to how they oversee the licensure of professions; the rates of licensure range from 12 percent to 33 percent.⁸

Coverage and Limitations of SARA

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.

Classification of Instructional Programs (CIP)

According to National Center for Education Statistics (NCES), the Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completion activity⁹. Developed by NCES in 1980, the CIP has been revised five times, most recently in 2019 for use in 2020.

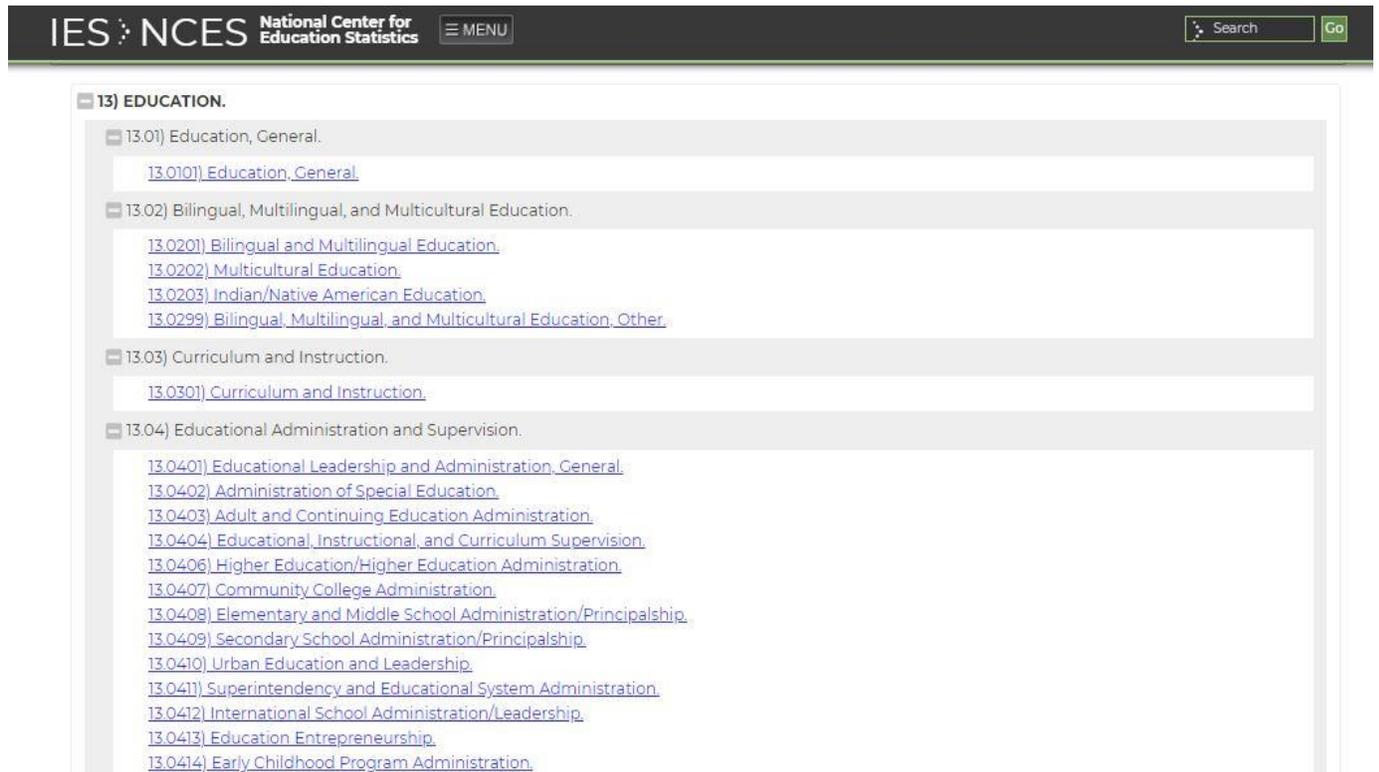
The highest order of the taxonomy has 47 two-digit CIP codes that represent program areas. Each program area code may be further subdivided, resulting in either two digits (xx), four digits (xx.xx), or six digits (xx.xxxx). Figure 8 is a screenshot that illustrates the initial portion of the CIP code for program area Education¹⁰. Appendix B provides additional detail about CIP codes and links to all 47 two-digit CIP codes that represent the program areas.

⁸ Parfitt, Adam, *U.S. Licensing System*, The Council of State Governments, 2017, <https://knowledgecenter.csg.org/kc/system/files/Parfitt2017.pdf>, Retrieved March 3, 2020.

⁹ Classification of Instructional Programs (CIP 2020). (n.d.) Retrieved from NCES Website. <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56>, Retrieved February 9, 2020.

¹⁰ Classification of Instructional Programs (CIP 2020). (n.d.) Retrieved from NCES Website. <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=56&cip=13>, Retrieved February 9, 2020.

Figure 8. CIP Code Example for Education (CIP #13.0.)



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 OOSLP.

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.

Note that CIP 2020 is now available and will be used for 2020 reporting. There are no substantive changes in the two-digit program areas used by NC-SARA.

How does NC-SARA use the data?

NC-SARA may report OOSLP data aggregated by program area (two-digit CIP code) by reporting institutions on its website. The reported data may also be reported by state/territory/district and program area. The reported data answer two questions:

- What States and CIP Codes are SARA Institutions Sending OOSLP To (TO)?
- What States are SARA Institutions (by CIP Code) sending OOSLP From (FROM)?

Please see screenshot (Figure 9) of how the OOSLP data are displayed. All prior years' data is available in the Reporting section of the [NC-SARA website](#).

Figure 9. Sample OOSLP Reporting

Reporting Period: 2018 - 2019 Enrollment Report Type: What States and CIP Codes are SARA Institutions sen

	Total	01) Agriculture, Agriculture Operations, and Related Sciences	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
SARA States										
AL - Alabama	2,574	7	4	2	0	12	2	41	21	271
AK - Alaska	991	2	18	0	0	4	1	3	4	89
AZ - Arizona	11,334	12	12	3	0	22	0	122	20	285
AR - Arkansas	1,640	8	5	0	0	7	1	58	4	147
CO - Colorado	4,735	29	11	3	1	43	3	92	171	533

Where are these numbers kept on campus?

The required OOSLP data may not be kept in a central location since these data are not reported to IPEDS. This information may be in the departments of each college that manage such learning placements for students.

Some institutions already collect this information from their various academic departments; many haven't consolidated it in a centralized location, such as a compliance office. To obtain the data, start with the person/people carrying out the Institutional Research function on campus. Inevitably, a certain amount of institutional canvassing will be needed. Since related programs (and their CIP codes) tend to be housed in the same department or college, collecting the information at the college level (for large universities) or department level (for smaller institutions) can provide a good starting point. *Be sure to document your approach to collecting and reporting OOSLP data to ensure consistency in your institutions' reporting from year to year.*

Characteristics Required for Inclusion of OOSLP

NC-SARA requires reporting by two-digit CIP code only. For example, a SARA institution would report, for each state/district/territory other than its own, the number of students placed during calendar year 2019, disaggregated by two-digit CIP code and the state/district/territory where 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 are to be met for this collection process. Short courses, field trips, etc., are not to be included in the placement numbers. For 2020, the NC-SARA Data Committee has further refined the criteria for inclusion in OOSLP reporting in an effort to make it easier to understand. It is not meant to change what is reported.

Criteria for Inclusion in OOSLP Reporting

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

1. The placement started between January 1, 2019, and December 31, 2019;
2. The placement is outside the home state of the SARA institution;
3. The placement involves the physical presence of the student at the out-of-state location(s);
4. One or more of the following is true:
 - a. The placement is an activity required for degree completion;
 - b. The placement is an activity required for professional licensure;
 - c. The placement is offered for credit;
 - d. The placement is offered for a fee.

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

- Report unduplicated headcounts:
 - o Disaggregate by two-digit CIP code;
 - o Disaggregate by the state in which the placement was made.

Unless your institution has a different schema, all majors related to Liberal Arts should be reported as Liberal Arts and Sciences, General Studies and Humanities (24). If your institution does report Liberal Arts courses using a different method, use it and document your process for consistency in reporting from year to year.

When in doubt, report the OOSLP. The intention of NC-SARA is that institutions report relevant learning activity that occurs across state lines.

Instructions for NC-SARA OOSLP Data Reporting

You do not have to enter all of your institution's data at one time. There is a Save and Return button that allows you to save your work and come back to complete it later.

1. Gather the OOSLP data of your institution using the criteria provided by NC-SARA. You will be required to report the data by CIP Program Area (two-digit code) and state/territory/district. Prepare the data accordingly. A **Sample Learning Placement Reporting Matrix** is available on the NC-SARA website to help organize the data. Note: to access the OOSLP reporting survey, you need to choose the second tab, Out-of-State Learning Placements.

If your institution does not have OOSLP to report, check the box at the top of the page that says, "No OOSLP to Report", then continue to the confirmation page.

To begin reporting your distance education data, use the drop-down menu just below the title: Out-of-State Learning Placements (OOSLP) on the online survey screen to choose the current year 2019-2020. You can also view the prior year's data reporting by choosing those years in the pull-down menu.

2. Enter the disaggregated data for each state and program area (2-digit CIP code). See the screenshot below. Note that you can add another CIP code with the blue link **Add Another** at the bottom of the screen. Once you've chosen a state, continue to add CIP codes and enter the placements for each CIP code for the state. Use the **Save** button to save your work frequently.

Figure 10. Initial OOSLP Screenshot for NC-SARA Online Reporting Form

Enrollments | Out-of-State Learning Placements (OOSLP)

Reporting Period [?]
2019 - 2020

NC-SARA 2019-2020 Annual Out-of-State Learning Placement (OOSLP) Reporting

Previous | Next

This institution has zero out-of-state placements to report

CIP Type	State/District/Territory	OOSLP Count	Remove
Select CIP Type	Select State		×

Total OOSLP Enrollments 0

Save | + Add another CIP/State

Previous | Next

- Continue to use the **Add Another** link to input your institution’s data by CIP code and state until you are done. The screenshot (Figure 11) shows the **CIP Code by State Screen** with some data entered in it. The **Next** button will save your work and take you to the **Comments** and **Confirmation** pages.

Figure 11. OOSLP Data Entry Screenshot with Data Entered in the Form

Previous
Next

This institution has zero out-of-state placements to report

CIP Type	State/District/Territory	OOSLP Count	Remove
01) Agriculture, Agriculture Operator	AK - Alaska	10	×
03) Natural Resources and Conservati	CO - Colorado	12	×

Total OOSLP Enrollments 22

Save
+ Add another CIP/State

Previous
Next

- Use the **Comments** field to provide an explanation for reporting that may raise questions. You can also use this field to provide clarifying context for the data you report. Please do not ask questions here that require a response from NC-SARA staff during data collection - this field will not be actively monitored in that respect. Please do not use the comment box to update your institution’s SARA contact information; contact your SARA state portal entity to update that information. The list of [state portal entities](#) is available on the NC-SARA website. See screenshot (Figure 12) of the **Comments** field below.

Figure 12. NC-SARA Online Reporting Form Comments Field

Comments

i

- Complete the **Confirmation and Authorization** section of the online reporting form. You will be required to provide your name, title, e-mail address, and the IPEDS number for your institution (if you report to IPEDS). Also confirm the Sector of your organization from the drop-down list and indicate whether the reporting includes enrollment from branch campuses.

Note that there are two options to save your data. The **Save and Return** button allows you to save your work and come back to it later. The **Save and Submit** button is used to submit your data to NC-SARA.

Finally, review and check the box stating your institution’s confirmation and authorization of the *NC-SARA Data Sharing Agreement*. The full text of the [NC-SARA Data Sharing Agreement](#) document can be found on the NC-SARA website. See screenshot (Figure 13) of the **Confirmation and Authorization** section of the online reporting form.

Figure 13. Confirmation and Authorization section of the Online Reporting Form

Confirmation and Authorization

OPEID	00135000
* Name	<input type="text"/>
Title	<input type="text"/>
* Email	<input type="text"/>
IPEDS Institution Number (Unit ID)	<input type="text"/>
Sector	Public <input type="button" value="v"/>
* If this report included branch campus activity select Yes below	<input type="text" value="Not applicable, we have no branch campuses"/>
* I Agree	<input type="checkbox"/> By checking this box, your institution agrees to 1) the terms noted in the published NC-SARA Data Sharing Agreement , found here and 2) I understand that by leaving a field blank I acknowledge that the value will be read as zero.

6. Finally, click **Save and Submit** to complete OOSLP reporting. The institution’s active SARA contacts will receive an automated e-mail from NC-SARA confirming receipt of the OOSLP data submission. Please e-mail data@nc-sara.org directly for any data enrollment questions you may have.

If you find an error in your institution’s reporting after you submit it, please email data@nc-sara.org by June 15 to request NC-SARA staff to unlock your online survey so that you can make the changes you need to make.

Frequently Asked Questions: Out-of-State Learning Placements

- 1. Does NC-SARA have a basic form that my institution could adapt to survey our academic departments or colleges for this information?**

Yes, NC-SARA provides a basic OOSLP spreadsheet template that you may use to collect this information. Download the 2020 Sample Learning Placement Reporting Matrix, a spreadsheet that you can adapt for your reporting from the **Data** section of the [NC-SARA website](#).

- 2. Do we report undergraduate students, graduate students, or both?**

Both undergraduate and graduate students are reported, combined into a single number. All OOSLP that meet the criteria should be reported for on-campus and distance education students.

- 3. Do we report placements that are required for professional licensure, degree completion, or both?**

Assuming other required criteria are met, both learning placements required for professional licensure and those required for degree completion should be reported.

- 4. What about out-of-state learning placements that are field trips, service learning, short courses, or volunteer hours?**

If the learning placements do not meet the OOSLP criteria listed on page 21 of this Handbook – you would not report those learning placements to NC-SARA.

- 5. Should institutions report virtual internships?**

No, if the internship is fully online and the student is not physically present in another state, the institution does not report a virtual learning placement.

- 6. Since some students will have multiple placements, do we count the number of individual placements in the various states or the number of students who were placed?**

Count each student learning placement. If a student has multiple placements in the same state, but different CIP codes, count each placement. If a student has multiple placements in more than one state, count each placement, attributing them to the relevant states. If a student has multiple placements in the same state and in the same CIP code, count the student only once. See the examples below.

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

Example: A student at University of Colorado at Denver participated in an OOSLP in spring 2019 under CIP code 13 in Arkansas; this same student then participated in another OOSLP in fall 2019 under CIP code 46 in Washington. UCD would report two placements, one in each state. If both learning placements were in the same state, both placements would be reported, one under each CIP Code.

7. What if the OOSLP is through a third-party medical/dental/psychology placement database – do institutions report these (under what circumstances)?

Yes, the institution would need to report any physical placements in another state regardless of the source of the placement.

8. If a SARA institution has state authorization in more than one state, does the institution report OOSLP in another state where they have authorization?

Yes, NC-SARA is interested in collecting all activities and is asking for institutions to report all their OOSLP in states outside of the state where the institution that is granting the degree or preparation for professional licensure is located (home state).

9. How will the data be used by NC-SARA?

The data will appear on the NC-SARA website; the OOSLP display format is shown in the **How Does NC-SARA Use the Data** section of this handbook. At this time, OOSLP is reported by CIP code and state. NC-SARA may report OOSLP by institution at some time in the future.

10. What if my institution has none of this information?

Use this document to establish a system to collect and report the information. Document your steps so that your institution can provide accurate learning placement data each year. This reporting is a requirement of participation in SARA.

11. Will NC-SARA be providing any additional help about this for institutions that need it?

Yes, NC-SARA will offer a webcast to answer questions prior to the 2020 data collection period. The webcast will be recorded and will be available on the NC-SARA website.

12. What about reporting placements in non-SARA states/territories?

Report all learning placements disaggregated by states/district/territories. NC-SARA will aggregate and report those placements under the designation **Placements in NON-SARA States/Territories**, as was done with enrollment reporting as states gradually joined SARA.

13. Do we report international students?

Yes, an international student's OOSLP would be counted is if the student was physically participating in a learning placement in a U.S. state, territory or district other than the home state of the institution. OOSLP in other countries are not reported.

14. If a student is student teaching in another state, and he/she is going to be a Mathematics teacher, do we report the placement under CIP code 27 (Mathematics and Statistics) or CIP code 13 (Education)?

Report under the CIP code for the discipline within which the activity is managed by the institution. In this case, that's most likely to be CIP code 13 Education, but institutions differ in their assignment of these codes. Use the CIP codes assigned by your institution and document your approach for consistent reporting in the future.

16. Do I have to report out-of-state learning placements that take place from our branch campus?

You have the choice to report these out-of-state learning placements. Please note that you will be asked on the **Confirmation and Authorization** section of the online reporting form to indicate if your enrollment totals include the branch campus out-of-state learning placements.

17. When is the data due to NC-SARA?

NC-SARA requires annual reporting of distance education data. The NC-SARA reporting period is May 15 - June 15, 2020. NC-SARA has made the reporting window May 15 – June 15 of each year so that institutional staff can build it into their calendars.

Technical Support

The online reporting forms are designed as data entry pages. Detailed instructions for data entry are provided in this *Handbook*. One web link will be sent by NC-SARA to the designated SARA representative at your institution, with two tabs. The first tab is to report distance education enrollment and the other tab is to report the out-of-state learning placements (OOSLP). If you encounter any technical issues, please contact NC-SARA for support at: data@nc-sara.org.

Appendix A: NC-SARA Guidance on Data Reporting

Based on the advice of legal counsel, NC-SARA believes that the requested data, even in small cell sizes, generally would not be personally identifiable information and, therefore, would not trigger concerns in regard to the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (FERPA), which addresses the privacy of student records maintained by or for schools (including institutions of postsecondary education) and school districts that are funded by programs of the U.S. Department of Education (USED). NC-SARA will not collect individually identifiable student data and complies with the Family Educational Rights and Privacy Act (FERPA).

However, a postsecondary institution should apply its established policies for masking or suppressing small size data in reporting data to NC-SARA when *BOTH* of the following circumstances apply:

- 1) If the postsecondary institution believes that the disclosure of this small cell size information, when linked to other information available in the school community, will enable reasonable persons in the school community who do not have knowledge of the specific circumstances to identify the student; and
- 2) If disclosure of the information is not covered by the institution's directory information policy, or, if it is covered, students have opted out of that policy.

If your institution reports all zeroes, please use the **Comments** field to indicate the reason why state-level data was not reported.

Appendix B: Classification of Instructional Programs (CIP)

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, 2000, 2010, and 2019 for 2020. 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 and 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/program 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 many of them, using either two digits (xx), four digits (xx.xx), or six digits (xx.xxxx). In this 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. All 2020 CIP Codes are available online directly at <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56>

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.

Appendix B: *Classification of Instructional Program¹¹s (CIP)* (Continued)

Full list of CIP Codes updated for 2020.

- [+ 01\) AGRICULTURAL/ANIMAL/PLANT/VETERINARY SCIENCE AND RELATED FIELDS.](#)
- [+ 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\) CULINARY, ENTERTAINMENT, AND PERSONAL SERVICES.](#)
- [+ 13\) EDUCATION.](#)
- [+ 14\) ENGINEERING.](#)
- [+ 15\) ENGINEERING/ENGINEERING-RELATED TECHNOLOGIES/TECHNICIANS.](#)
- [+ 16\) FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS.](#)
- [+ 19\) FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES.](#)
- [+ 21\) RESERVED.](#)
- [+ 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, FITNESS, AND KINESIOLOGY.](#)
- [+ 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.](#)

¹¹ NCES 2020 CIP Codes, Browse CIP Codes, <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56>, Retrieved February 9, 2020).

- [+ 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.](#)
- [+ 55\) RESERVED.](#)
- [+ 60\) HEALTH PROFESSIONS RESIDENCY/FELLOWSHIP PROGRAMS.](#)
- [+ 61\) MEDICAL RESIDENCY/FELLOWSHIP PROGRAMS.](#)