



# NC-SARA DATA REPORT:

Fall 2019 Distance Education Enrollment  
& 2019 Out-of-State Learning Placements

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State Authorization  
Reciprocity Agreements

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## EXECUTIVE SUMMARY

The NC-SARA Data Report summarizes institutional reporting to the National Council for State Authorization Reciprocity Agreements (NC-SARA) as outlined in the [NC-SARA Policy Manual](#)<sup>1</sup>. The report includes distance education enrollment and out-of-state learning placements (OOSLP). NC-SARA now has five years of reported distance education enrollment data and two years of OOSLP. Distance education data for 2019 were reported to NC-SARA in the spring of 2020.

Data in this report reflect fall 2019 data for distance education enrollment and calendar year 2019 for out-of-state learning placements.

THIS REPORT REFLECTS FALL 2019  
DISTANCE EDUCATION ENROLLMENT  
AND CALENDAR YEAR 2019 OUT-OF-  
STATE LEARNING PLACEMENTS.

In May 2020, NC-SARA sent email requests to the SARA institutional contacts at 2,100 institutions, with a link to report fall 2019 distance education enrollment and calendar year 2019 OOSLP. The online surveys were available between May 15 and June 30, 2020. NC-SARA received complete responses from 2,088 institutions, for a response rate of 99.4%, compared to 99.5% in 2019. Exemptions were extended to eight institutions that reported staffing hardships due to the COVID-19 pandemic. Additionally, there were three institutions that provided partial responses and one institution that did not report. These four institutions have provided assurances that they will report in-full and on-time next year. None of these institutions had failed to report in previous years.

For the purposes of this report, "state" is defined as a state, commonwealth, organized territory, or district (District of Columbia) of the United States. In addition, the term distance education is used synonymously with the Integrated Postsecondary Education Data System (IPEDS) term enrolled exclusively in distance education courses. No new states joined SARA during the reporting period. However, the process of institutions applying to participate under SARA is ongoing. Therefore, this annual reporting provides a snapshot of the distance education and OOSLP data.

### Impact of the COVID-19 Pandemic

Due to the COVID-19 pandemic, the data reporting window was extended two weeks to allow participating institution staff more time to gather and report the data during campus closures. Institutions showed remarkable commitment to their reporting obligations to NC-SARA during this challenging time. NC-SARA recognizes and appreciates these efforts.

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<sup>1</sup> State Authorization Reciprocity Agreements Manual 20.3 (effective 10/30/2020), retrieved from NC-SARA Website 11/20/20. <https://nc-sara.org/resources/guides>



## Key Findings: Distance Education Enrollment

Total distance education enrollment reported for 2019 is 3,016,944, an increase of 7.5% over 2018 (2,806,382).

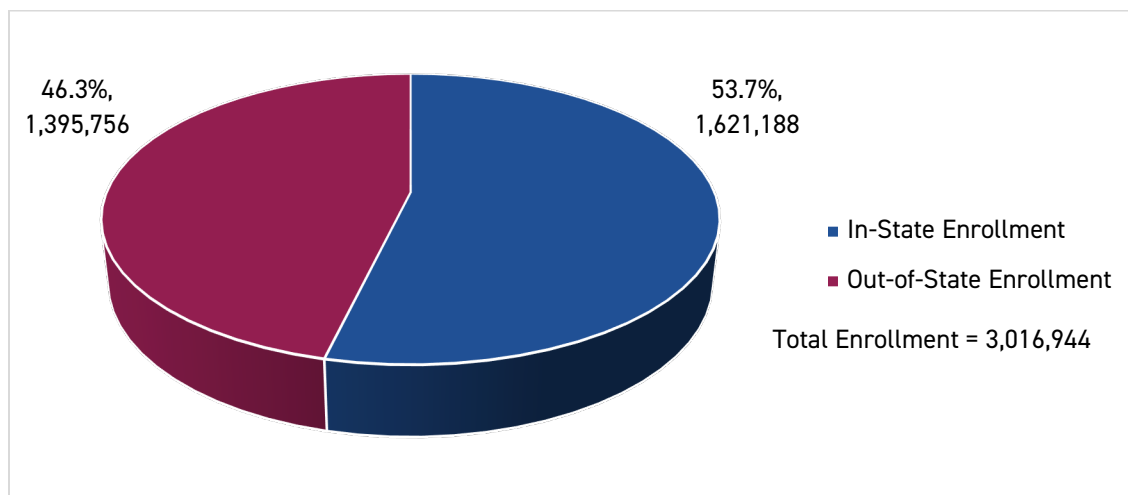
In-state distance education enrollment comprised 53.7% (1,621,188) of all reported distance education enrollment this year, while out-of-state reporting comprised 46.3% (1,395,756).

**TOTAL DISTANCE EDUCATION  
ENROLLMENT INCREASED 7.5%  
(3,016,944) IN 2019.**

This is the second year that in-state distance education enrollment was reported.

Figure 1 provides details of reported in-state and out-of-state distance education enrollment for fall 2019.

**Figure 1. Total Reported Distance Education Enrollment for 2019**





## Key Findings: Reporting Institutions and Distance Education Enrollment by Sector

Analysis of the fall 2019 distance education enrollment and institutional sector data reveal important differences between the sectors.

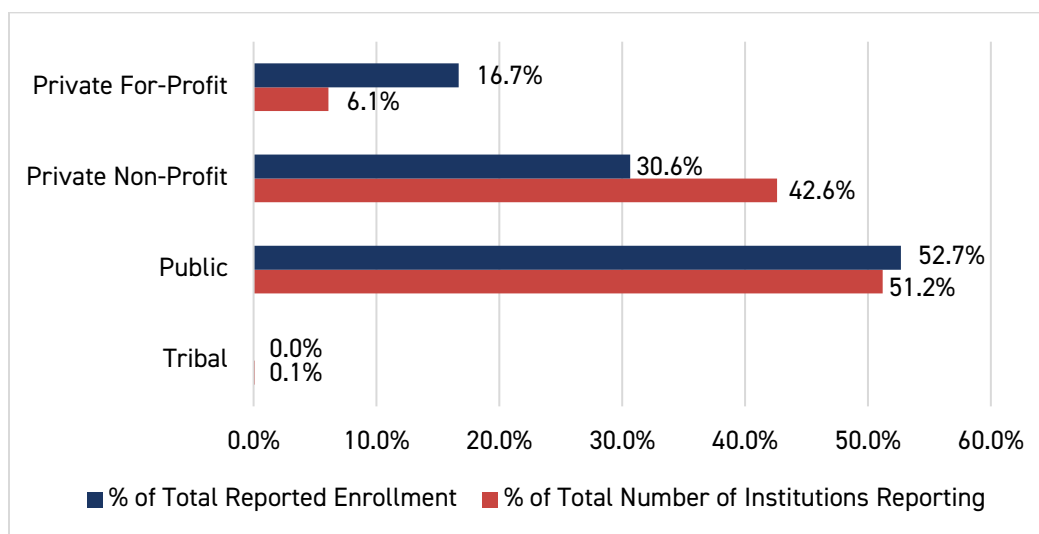
Private for-profit institutions account for 6.1% of reporting institutions and 16.7% of reported distance education enrollment.

Private non-profit institutions represent 42.6% of reporting institutions and 30.6% of reported distance education enrollment.

Public institutions account for 51.2% of all institutions reporting to NC-SARA for 2019 and 52.7% of total reported distance education enrollment. Two tribal institutions reported, representing 0.1% of the total institutions and 499 reported distance education enrollments. These data are provided in Figure 2.

**PUBLIC INSTITUTIONS ACCOUNT FOR  
51.2% OF ALL REPORTING  
INSTITUTIONS AND 52.7% OF TOTAL  
REPORTED DISTANCE EDUCATION**

**Figure 2. Reporting Institutions and Total Distance Education Enrollment by Sector for 2019  
(with in-state distance education enrollments)**



### ***Reported Distance Education Enrollment Varies Greatly by Sector***

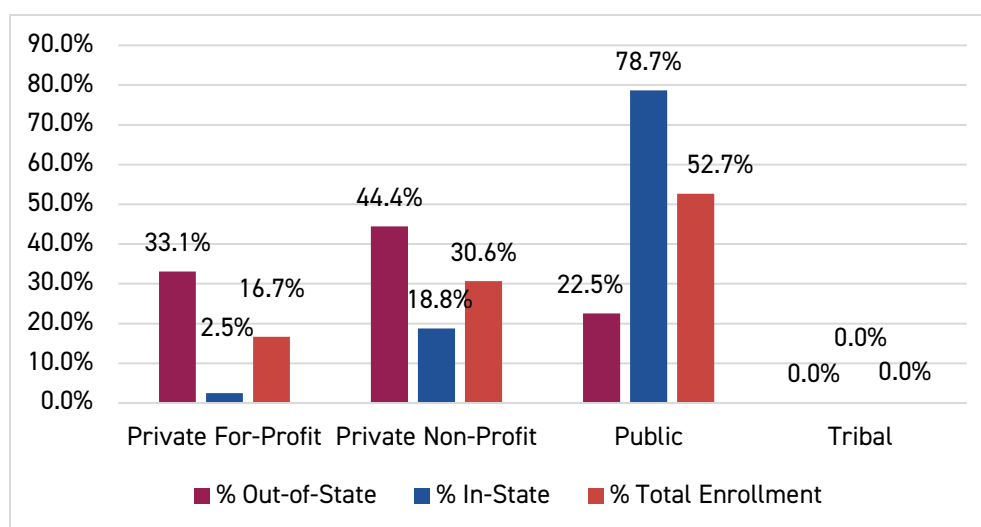
Analysis of the distance education enrollment data reveals considerable variation among the sectors when in-state and out-of-state distance education enrollment are examined. Public institutions represent 78.7% of reported in-state distance education enrollment, dwarfing the other two sectors.

Out-of-state distance education enrollment is dominated by the private non-profit sector with 44.4%, while private for-profits reported 33.1% of out-of-state distance education enrollment. The mission of institutions drives their distance education activity. These proportions are consistent with the 2018 findings: public 79.8% (in-state), private non-profit 44.2% (out-of-state), and private for-profit 33.9% (out-of-state).

Analysis of distance education enrollment by sector is important to glean the complete picture of distance education activity among participating SARA institutions.

Figure 3 summarizes in-state and out-of-state distance education enrollment by sector for 2019.

**Figure 3. Reported Fall 2019 Distance Education Enrollment by Sector**



## Key Findings: Changes in Distance Education Enrollment by Sector Over Time

Sector data are not available for 2015, the inaugural reporting year. Participation in SARA increased between the initial required data reporting in 2016 and 2019; reported out-of-state distance education enrollment increased 19.2% over the period as states became members and institutions applied and were approved to participate in SARA.

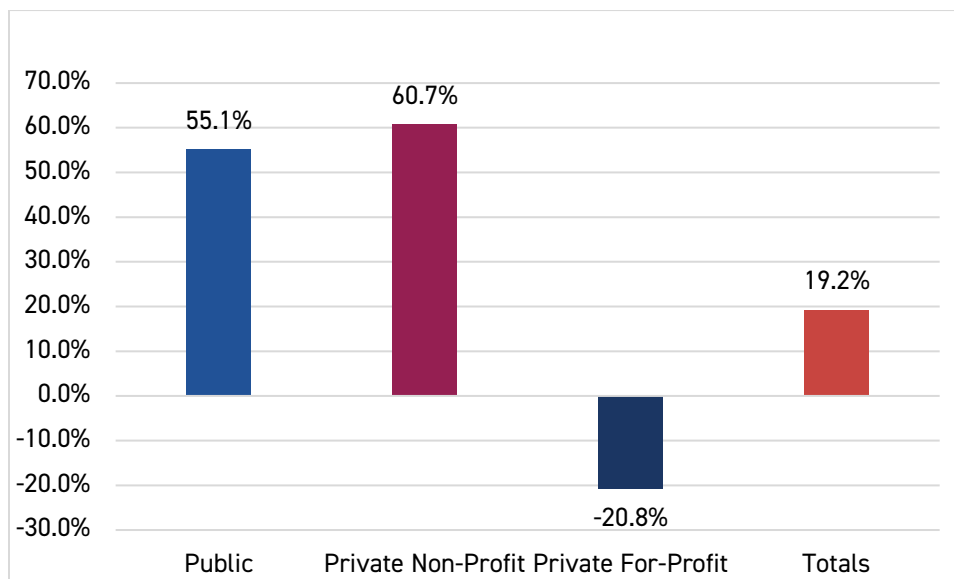
When these same data are examined by sector, some interesting trends become evident. Private non-profits reported the largest increase, 60.7%, in distance education enrollment over the period, followed by participating public institutions with a 55.1% increase in out-of-state distance education enrollment. Private for-profit institutions reported a decline of 20.8% in reported distance education enrollment over the period.

**PRIVATE FOR-PROFIT INSTITUTIONS  
REPORTED A DECLINE OF 20.8% IN  
REPORTED ENROLLMENT IN THE  
PERIOD BETWEEN 2016 AND 2019.**

Some of the differences in sectors over time may be attributable to institutions with large distance education enrollment that changed sectors through mergers and acquisitions over the period.

Figure 4 displays the reported out-of-state distance education enrollment changes over the period.

**Figure 4. Changes in Distance Education Enrollment by Sector 2016-2019 (out-of-state only)**



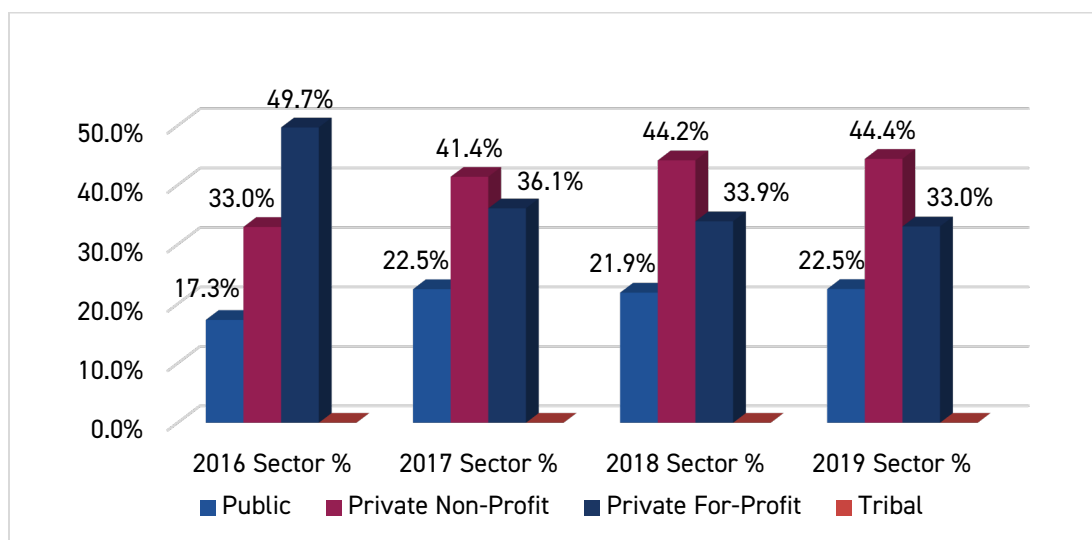
### Changes in Reported Distance Education Enrollment by Sector Over Time

Sector analysis reveals an increase in public institutions' proportion of reported distance education enrollment, increasing from 17.3% in 2016 to 22.5% in 2017, remaining steady at about 22% in 2018 and 2019.

- Private non-profits initially showed a large increase from 33% in 2016 to 41.4% in 2017, then leveled off to 44% in 2018 and 2019.
- For-profit institutions have declined over the period, from 49.7% in 2016 to 33% in 2019.
- Two tribal institutions currently participate in SARA and jointly reported 499 distance education enrollments, or 0.0% of the total.

Figure 5 shows the proportion of out-of-state distance education enrollment by sector over time.

**Figure 5. Reported Distance Education Enrollment by Sector 2016-2019 (out-of-state only)**



## Key Findings: Reported SARA and Non-SARA Distance Education Enrollment Over Time

To examine the change in the proportion of SARA and non-SARA distance education enrollment over time, only out-of-state distance education enrollment is included. Non-SARA distance education enrollments are defined as those that are in states and territories that are not currently SARA members.

The proportion of SARA distance education enrollment has increased over time, from 81.4% in 2015 to 90.7% in 2018. This increase is expected given that during the first three years of reporting, states continued to join SARA, allowing the institutions within them to apply for participation.

Between 2018 and 2019, the proportion of reported SARA distance education enrollment remained consistent at 90.7%, though the number of reported distance education enrollments continued to increase over the period.

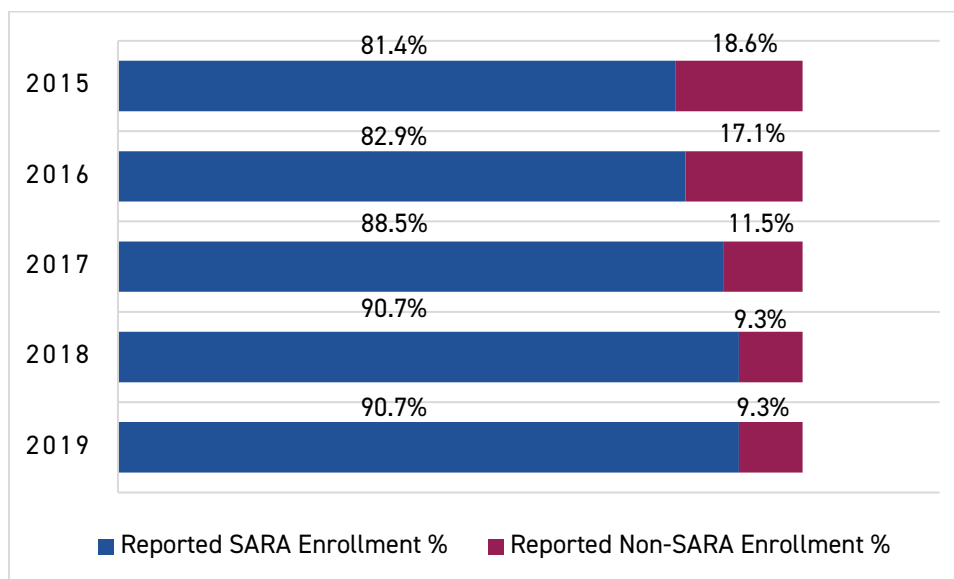
Reported out-of-state distance education enrollment increased 62.8%, from 857,303 in 2015 to 1,395,756 in 2019.

Figures 6 and 7 provide details regarding the growth in reported distance education enrollment and the proportion of that distance education enrollment in SARA and non-SARA states over the five-year period that institutions have been reporting to NC-SARA.

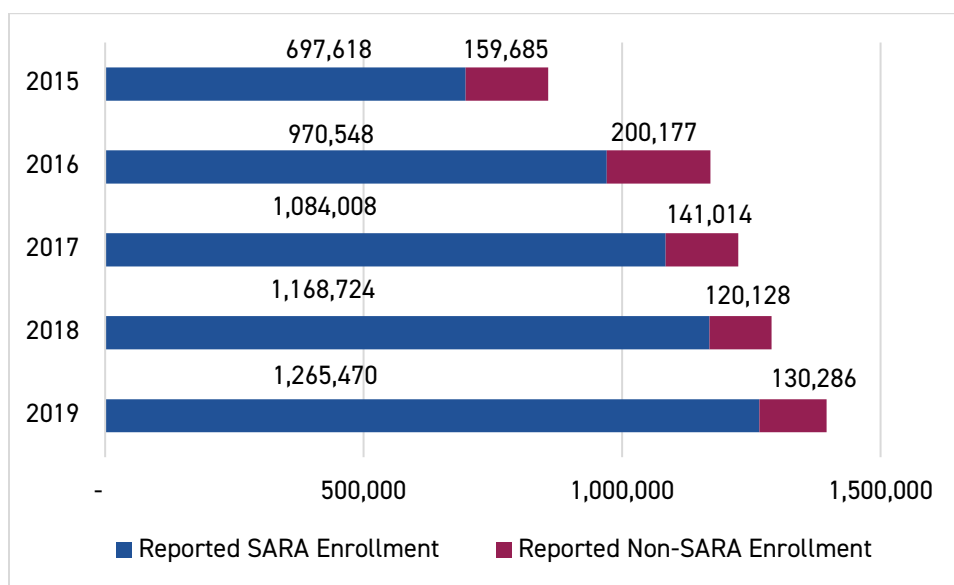
THE PROPORTION OF NON-SARA  
ENROLLMENT REPORTED BY PARTICIPATING  
INSTITUTIONS DROPPED BY HALF, FROM  
18.6% TO 9.3% OVER THE SAME FIVE YEARS  
THAT THE TOTAL NUMBER OF REPORTED  
ENROLLMENT INCREASED BY 62.8% FROM  
857,303 TO 1,395,756.



**Figure 6. Proportion of Reported SARA and Non-SARA Distance Education Enrollment 2015-2019 (out-of-state only)**



**Figure 7. Reported SARA and Non-SARA Distance Education Enrollment 2015-2019 (out-of-state only)**



### Key Findings: Out-of-State Learning Placements (OOSLP)

Out-of-state learning placements include on-the-ground, learning placements in a state outside the institution's home state, both for distance education and campus-based students. 349,930 OOSLP were reported for the calendar year 2019, a 45.8% increase over 2018 (239,955), the first year of mandatory reporting.

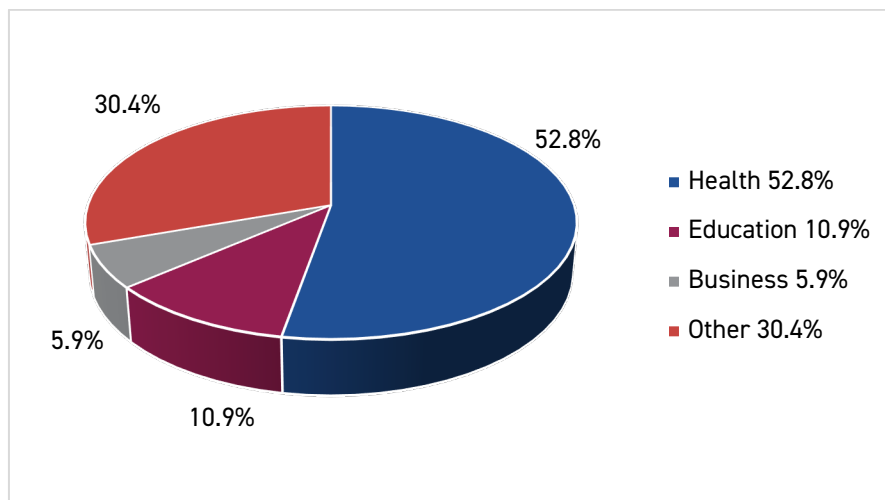


A significant increase was expected, given that many institutions reported that they were not able to provide complete and accurate data on learning placements for the calendar year 2018. A small number of institutions report that they are continuing to refine the internal systems necessary to accurately report their OOSLP data annually.

NC-SARA requires institutions to report using the 47 two-digit Classification of Instructional Programs (CIP) codes representing program areas. The program area with the largest number of such placements was in Health Professions and Related Programs (CIP #51), with 184,870 placements, representing 52.8% of all placements reported. Education (CIP #13) had the second highest number of placements with 38,195 (10.9%) and Business (CIP #52) accounted for 20,776 of reported placements, representing 5.9% of all placements. All other program area CIP codes combined accounted for 30.4% of reported learning placements.

With two years of required OOSLP data, comparisons can be made regarding the reported program areas in 2018 and 2019. In both years, the rank of the top three program areas remained the same: Health, Education, and Business. Figure 8 displays program area results for calendar year 2019.

**Figure 8. 2019 Calendar Year Out-of-State Learning Placements Reported**



### A Strong Baseline

NC-SARA staff have committed to continuous improvement of the data reporting process and communications about the process with key stakeholder groups. The significant effort and dedication to improvement in the data reporting process is paying off. The consistency in the process between 2018 and 2019 reporting suggests that providing distance education enrollment and OOSLP to NC-SARA annually each spring is becoming part of the reporting routine for participating institutions. This is evidenced by the reduction in concerns raised in the comments fields of the online surveys and by fewer calls to NC-SARA with questions.

The data reported for 2019 is remarkably consistent with what was reported for 2018. The exceptions are expected growth in OOSLP as institutions improved their internal processes and the stable



growth reported in distance education enrollment as more institutions applied for and were accepted to participate in SARA.

The stability of the data reported over the past two years serves to build confidence in what they convey about distance education adoption and use in the United States. This strong baseline will be a benefit to NC-SARA and participating institutions when the 2020 data are reported in 2021. If NC-SARA reporting remains consistently reliable next year, the data will be an important source of information to help SARA stakeholders measure the impact of the COVID-19 pandemic on interstate higher education activity across the nation.





## INTRODUCTION

The National Council for State Authorization Reciprocity Agreements (NC-SARA) has completed five years of distance education enrollment data collection and two years of out-of-state learning placement (OOSLP) data reporting. The purpose of this report is to provide a summary and analysis of distance education enrollment and OOSLP data collected. The report is organized in two sections: one to report distance education enrollment data and one to report OOSLP. Comparisons to the distance education enrollment data collected in prior years are included on key points of interest to SARA stakeholders.

THIS REPORT REFLECTS FALL 2019  
DISTANCE EDUCATION ENROLLMENT  
AND CALENDAR YEAR 2019 OUT-OF-  
STATE LEARNING PLACEMENTS.

### About NC-SARA

NC-SARA, in collaboration with the four regional education compacts, was established to develop and implement an effective and efficient reciprocal state-level authorization process for postsecondary distance education. Its mission is to provide broad access to postsecondary education opportunities to students across the country, to increase the quality and value of higher learning credentials earned via distance education, and to assure students are well served in a rapidly changing education landscape.

### About SARA

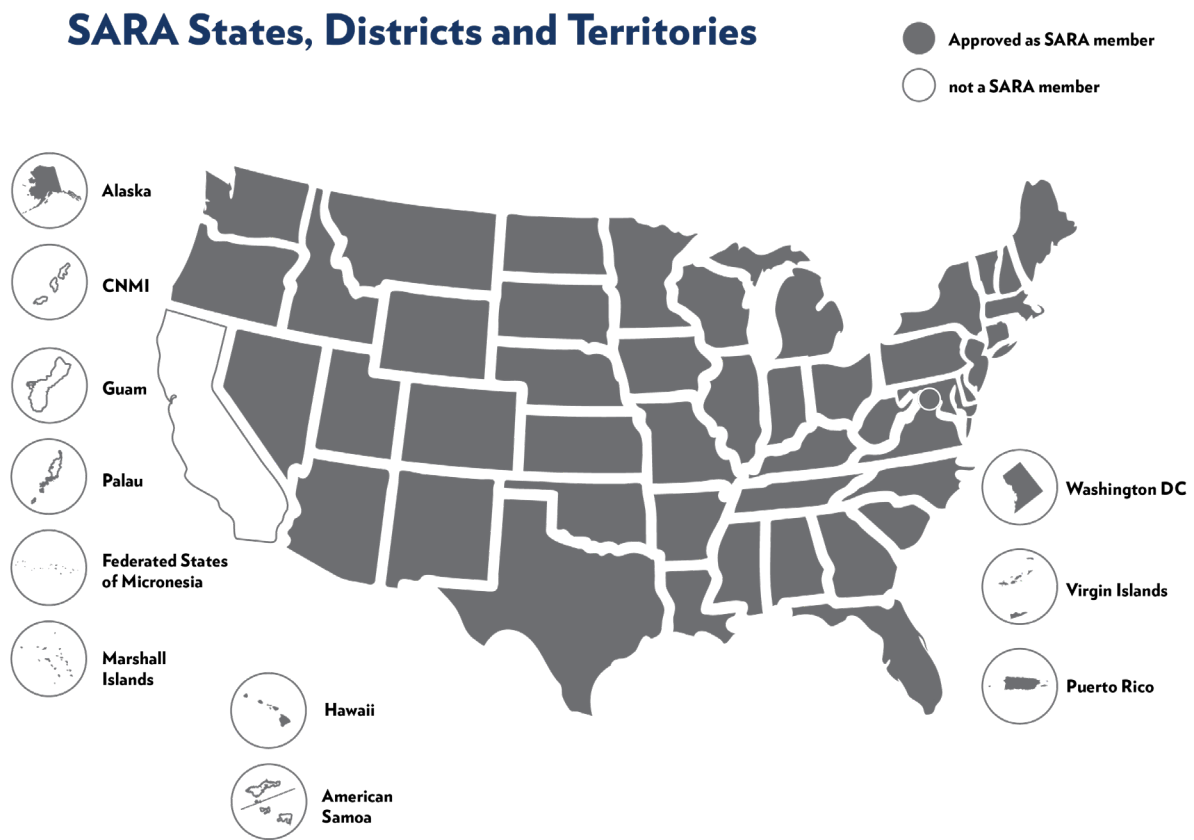
The State Authorization Reciprocity Agreements (SARA) provides a voluntary, regional approach to state oversight of postsecondary distance education. When states join SARA, they agree to follow uniform processes for approving their eligible institutions' participation. They also agree to work with other states' SARA institutions in a common way when those institutions carry out activities in SARA states other than their own. This reciprocity agreement among states makes it easier for students to take distance education courses and participate in learning placements offered by postsecondary institutions based in another state and provides those students certain assurances of quality and additional means to resolve problems that may occur.

There were no new member states accepted by SARA between the reporting window for 2018 and 2019 data reporting. As of December 2020, all U.S. states except California are SARA member states. In addition, the District of Columbia (DC) and the territories of Puerto Rico (PR) and the U.S. Virgin Islands (VI) are members of SARA.

The following U.S. territories are currently not members of SARA: American Samoa (AS), Commonwealth of the Northern Mariana Islands (CNMI), Federated States of Micronesia (FM), Guam (GU), Marshall Islands (MH), and Palau (PW). The map in Figure 9 shows the SARA states and territories in gray.



Figure 9. Map of SARA States, Districts, and Territories



## About Data Reporting

NC-SARA requires participating institutions to report distance education enrollment and OOSLP annually. The data are reported to NC-SARA through two online surveys in the spring following the due date for institutions to make their Fall Enrollment (EF) reports to IPEDS. Institutions reported their 2019 data to NC-SARA in the spring of 2020. The SARA reporting window for 2019 data was between May 15 and June 30, 2020; this timeframe includes a two-week extension due to the impact of the COVID-19 pandemic on staff at participating institutions. Screenshots of the reporting instructions and online surveys are in Appendix A. For the purposes of this report, "state" is defined as a state, commonwealth, organized territory, or district (District of Columbia) of the United States. In addition, the term distance education is used synonymously with the IPEDS term enrolled exclusively in distance education courses.

### *Commitment to Transparency in Data Reporting*

Since its inception, NC-SARA has maintained a strong commitment to transparency in data reporting. While based on IPEDS EF reporting, the distance education enrollment data that institutions report to NC-SARA may not match IPEDS exactly because of the different approaches to identifying the location of military students used by SARA and the impact of branch campus reporting. Institutions self-report



to NC-SARA and there is no process to validate individual campus reporting back to their IPEDS data submissions. In addition, there are institutions that report to NC-SARA and not to IPEDS.

### ***Distance Education Enrollment Reporting***

Historically, institutions participating in SARA annually report the number of students enrolled exclusively in distance education courses at the institution *outside* the home state of the institution. Beginning with the 2018 reporting, NC-SARA requested that institutions include reported *in-state exclusively distance education course enrollment* in their annual reporting. Members of the Data Committee recommended this requirement after many institutions reported that out-of-state distance education reporting alone did not accurately represent the magnitude of their distance education enrollments since many institutions are focused on serving students in their own states. The data are disaggregated by the state, territory, or district where the learning takes place.

NC-SARA distance education enrollment reporting requirements are based on federal IPEDS data collection. Institutions report distance education enrollment in the EF component of their submission to the federal IPEDS data collection. The EF data are reported through April of the following year. Distance education data for 2019 were reported to IPEDS in the winter/spring of 2020 and to NC-SARA in the spring of 2020. Data in this report reflect fall 2019 data for distance education enrollment and calendar year 2019 for out-of-state learning placements. The IPEDS reporting schedule is consistent each year, and NC-SARA's reporting window is also consistently May 15 through June 15, though it was extended to June 30 this year due to the impacts of the COVID-19 pandemic on staff at participating institutions.

### ***IPEDS Distance Education Reporting***

IPEDS defines a distance education course as "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."<sup>2</sup> The definition also includes detail regarding delivery modality; the full definition is in Appendix B Technical Notes. NC-SARA uses the IPEDS definition of distance education. Using the IPEDS definition and data is meant to lessen the reporting burden for participating institutions, since most are already reporting to IPEDS.

Importantly, IPEDS distance education reporting requires providing enrollment data in four categories. These categories are listed below:

- All students enrolled
- Students enrolled exclusively in distance education courses
- Students enrolled in some but not all distance education courses
- Student not enrolled in any distance education courses

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<sup>2</sup> U.S. Department of Education, National Center for Education Statistics, *IPEDS Glossary for 2020-21 Data Collection System* <https://surveys.nces.ed.gov/ipeds/Downloads/Forms/IPEDSGlossary.pdf>



In addition to these fields, the data provided for students enrolled exclusively in distance education courses is disaggregated by where the students are located. These five IPEDS categories include:

- Students enrolled exclusively in distance education courses and are located in the same state/jurisdiction as institution
- Students enrolled exclusively in distance education courses and are located in U.S. not in the same state/jurisdiction as institution
- Students enrolled exclusively in distance education courses and are located in U.S. state/jurisdiction unknown
- Students enrolled exclusively in distance education courses and are located outside U.S.
- Students enrolled exclusively in distance education courses and location of student unknown/not reported

**IPEDS TOTAL REPORTED EXCLUSIVELY  
DISTANCE EDUCATION ENROLLMENT IN 2018  
WAS 3,257,987. BY COMPARISON, THERE  
WERE 3,016,944 EXCLUSIVELY DISTANCE  
EDUCATION ENROLLMENTS REPORTED TO  
NC-SARA FOR FALL 2019.**

NC-SARA distance education enrollment reporting includes only students enrolled exclusively in distance education (EDE) courses. NC-SARA requests institutions disaggregate the EDE data reported to IPEDS by state for purposes of NC-SARA annual distance education enrollment reporting. For the purposes of this report, the term

distance education is used synonymously with the IPEDS EDE. It is important to note that nationally, based on 2018 EF IPEDS data, the EDE enrollment reported represents 16.6% (3,257,987) of total reported enrollment (19,645,918)<sup>3</sup>. 2018 IPEDS data is the latest data available at the writing of this report.

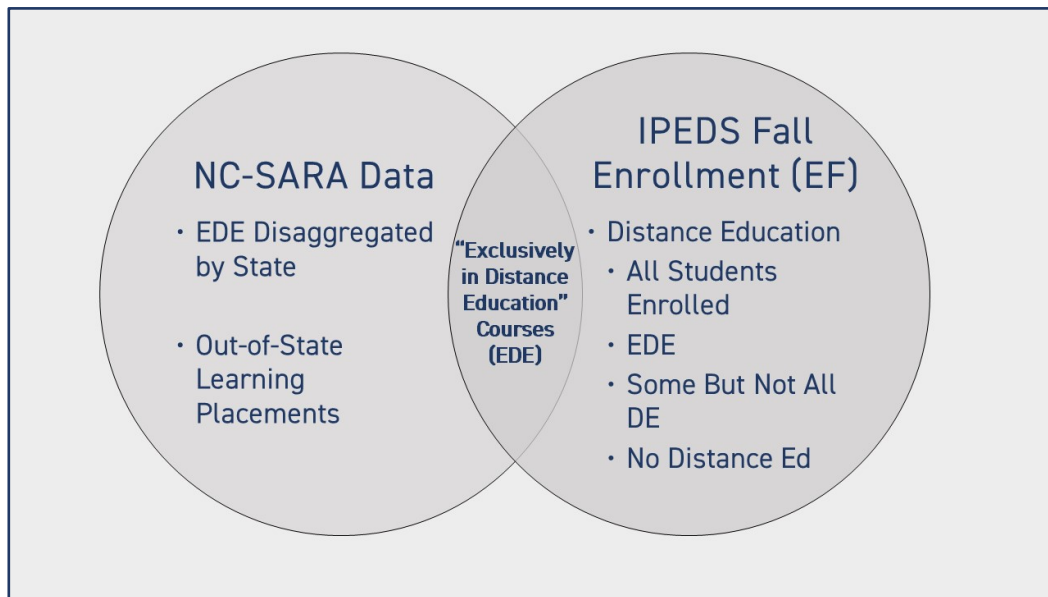
Figure 10 shows the distance education enrollment data reported to IPEDS and to NC-SARA.

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<sup>3</sup> NCES Fast Facts, Distance Learning (n.d.), <https://nces.ed.gov/fastfacts/display.asp?id=80>, retrieved 9/23/2020.



Figure 10. Reporting Requirements of NC-SARA and IPEDS EF



### ***Out-of-State Learning Placements Reporting***

Prior to 2018, required annual data reporting 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.). These learning placements are of interest because they help describe interstate activity. Learning placements 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 enrollments, NC-SARA would create a similar process for collecting and reporting out-of-state learning placements. Unlike distance education enrollment reporting, there is no existing mechanism for gathering and reporting OOSLP.

This is the second year that reporting OOSLP is mandatory. It is important to note that ***all*** on-the-ground, out-of-state learning placements are reported, not just those associated with distance education offerings. Reporting out-of-state learning placements is important because it meets the commitment made to the state regulator community during the development of SARA.

**ALL ON-GROUND, OUT-OF-STATE LEARNING PLACEMENTS SHOULD BE REPORTED ANNUALLY TO NC-SARA, NOT JUST THOSE ASSOCIATED WITH DISTANCE EDUCATION OFFERINGS.**

In addition, reporting out-of-state learning placements is beneficial to states and institutions in several ways.



- It helps institutions better attend to and meet professional licensure obligations in the states where they enroll students.
- It helps institutional staff comply with federal regulations affecting the institution's ability to participate in federal Title IV student assistance programs.
- It helps states better understand the placement activity of students across state lines by collecting data not gathered elsewhere.
- It adds to the body of data that helps interpret the distance education industry by reporting interstate activity previously not available.



## METHODOLOGY

In May 2020, NC-SARA sent email requests to the SARA institutional contacts at 2,100 institutions, with a link to report fall 2019 distance education enrollment and calendar year 2019 OOSLP. The online surveys were available between May 15 and June 30, 2020. NC-SARA received complete responses from 2,088 institutions, for a response rate of 99.4%, compared to 99.5% in 2019. Due to the COVID-19 pandemic, NC-SARA extended exemptions to eight institutions that reported staffing hardships. Additionally, there were three institutions that provided partial responses and one institution that did not report at all. All four institutions have provided assurances that they will report in-full and on-time next year. None of these institutions had failed to report in previous years. Annual reporting to NC-SARA is a mandatory part of participation, a fact contributing to the consistently high response rate.

### Unique Features of NC-SARA Data Reporting

While NC-SARA reporting relies on the existing IPEDS reporting schedules and definitions, there are some unique features of NC-SARA reporting. These include:

- Beginning with 2018 reporting, in-state data is reported to reflect total distance education enrollment more accurately. The Impact of Reporting In-State Distance Education Data section of the report provides detail on how including in-state data affects relevant data trends.
- Participating institutions report distance education enrollment data for SARA and non-SARA states. Each institution's non-SARA state distance education enrollments are combined by NC-SARA and reported in one field as non-SARA distance education enrollment.
- Beginning with 2018 reporting, OOSLP reporting was made mandatory. Recording these data required many institutions to create processes for collecting the learning placement details from various departments on their campuses. OOSLP data completeness and accuracy should continue to improve in quality each year, just as the distance education enrollment data has.
- The guidelines for reporting military students to NC-SARA differ from the procedures defined by IPEDS.
- The [NC-SARA website](https://nc-sara.org/) (<https://nc-sara.org/>) publishes detailed reporting of these data by institution name. The published data reports are also available for download from the website.





## REPORTING INSTITUTIONS

No new states or territories joined SARA during the reporting period. However, there was an increase of 131 institutions participating in SARA during that time frame. Of the 2,088 complete responses received, 106 institutions, or 5.1%, reported no distance education enrollment. Some institutions report participating in SARA for the ability to offer out-of-state learning placements to their students.

**THE COMMITMENT TO COMPLETING DATA REPORTING, EVEN WHILE THE COVID-19 PANDEMIC HAD SHUT DOWN MANY CAMPUSES, IS A TESTAMENT TO THE COMMITMENT OF THE STAFF AND LEADERSHIP OF PARTICIPATING INSTITUTIONS. NC-SARA IS AWARE OF AND THANKFUL FOR THIS LEVEL OF COMMITMENT.**

NC-SARA received complete responses from 2,088 institutions during the 2019 reporting window in the spring of 2020. The number of institutions operating under SARA increased 6.7% from 1,969 in 2018 to 2,100 in 2019. The commitment to completing data reporting, even while the COVID-19 pandemic had shut down many campuses, is a testament to the commitment of the staff and leadership of participating institutions. NC-SARA staff are aware of and thankful for this level of commitment.

The response rates for distance education enrollment and OOSLP differ slightly. A total of three responses received were partial, completing either distance education enrollment or OOSLP, but not both, and one institution failed to report. These partial responses result in slightly different numbers of respondents for each data set.

Details of reporting are found in Figure 11.

**Figure 11. Number of Reporting Institutions 2015-2019**

Year	Number of Institutions Operating Under SARA	Number of Institutions Reporting to NC-SARA in Full
2015	867	846
2016	1,494	1,477
2017	1,804	1,791
2018	1,969	1,960
2019	2,100	2,088





## Reporting Institutions by State

The number of institutions participating in SARA varies greatly by state. Texas currently has the most participating institutions with 125, while the U.S. Virgin Islands currently has just one participating institution.

Figures 12 and 13 illustrate institutional participation in SARA by state at the time of 2019 data reporting in the spring of 2020.

Figure 12. Map of Reporting Institutions by State

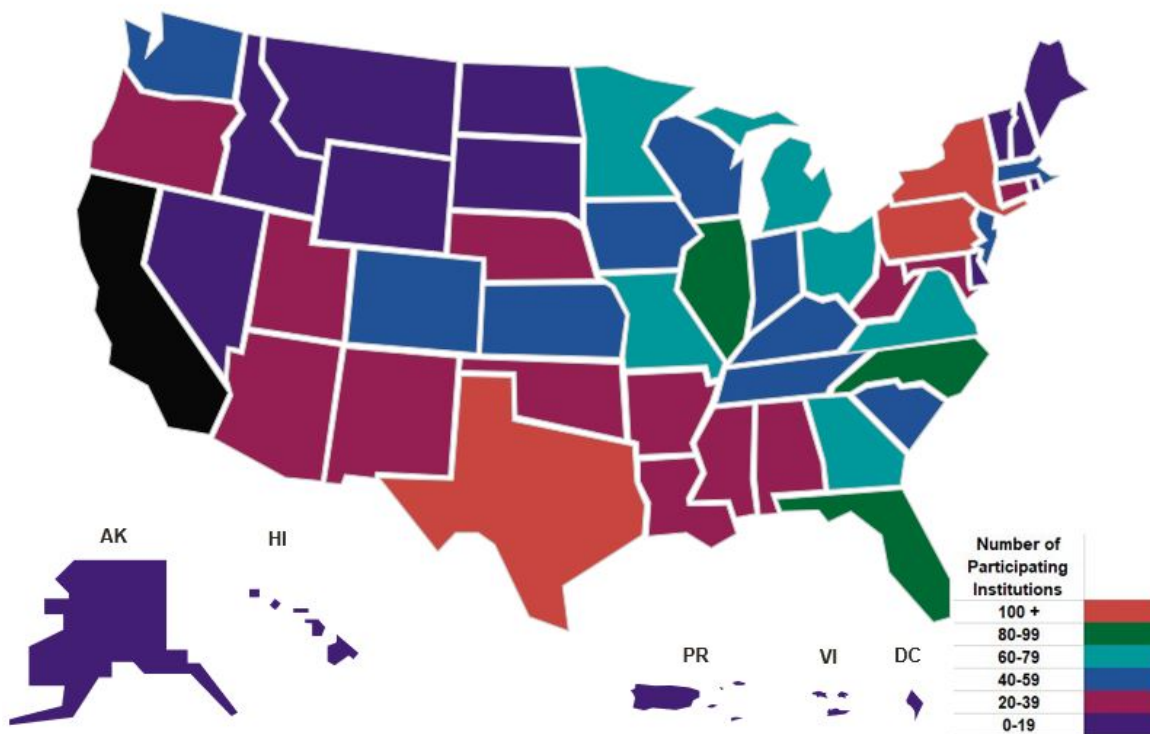


Figure 13. Reporting Institutions by State

State/ Territory (A-M)	Total Reporting Institutions	State/ Territory (N-Z)	Total Reporting Institutions
Alabama	39	Nebraska	25
Alaska	4	Nevada	9
Arizona	31	New Hampshire	15
Arkansas	33	New Jersey	44
Colorado	43	New Mexico	21
Connecticut	29	New York	115
Delaware	4	North Carolina	82
District of Columbia	12	North Dakota	14
Florida	86	Ohio	78
Georgia	78	Oklahoma	38
Hawaii	8	Oregon	32
Idaho	11	Pennsylvania	107
Illinois	95	Puerto Rico	18
Indiana	54	Rhode Island	8
Iowa	46	South Carolina	40
Kansas	44	South Dakota	17
Kentucky	41	Tennessee	58
Louisiana	26	Texas	125
Maine	19	US Virgin Islands	1
Maryland	33	Utah	22
Massachusetts	48	Vermont	12
Michigan	61	Virginia	68
Massachusetts	48	Washington	40
Mississippi	30	West Virginia	28
Missouri	71	Wisconsin	47
Montana	11	Wyoming	8

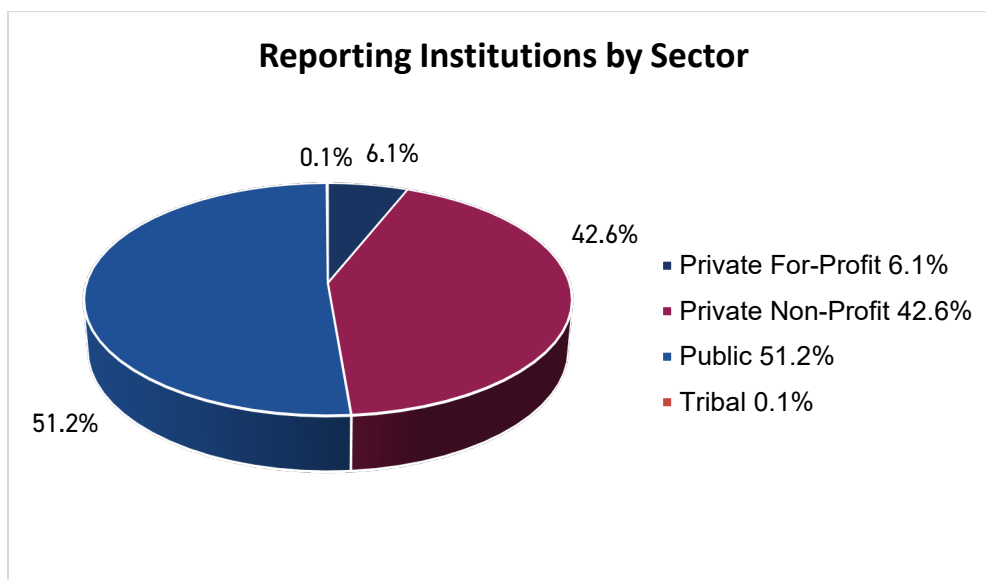


## Reporting Institutions by Sector

Public institutions made up 51.2% (1,072) of all institutions reporting distance education enrollment to NC-SARA for 2019. Private non-profit institutions represent 42.6% (890) and private for-profit institutions account for 6.1% (127) of reporting institutions operating under SARA and reporting for 2019. In addition, two tribal institutions reported to NC-SARA for 2019, representing 0.1% of the total. The total of 2,091 reporting institutions includes those institutions that reported data in at least one survey.

Figures 14 and 15 display sector data for the reporting institutions.

**Figure 14. Reporting Institutions by Sector for 2019**



**Figure 15. Reporting Institutions by Sector for 2019 – Data Table**

Sector	Number of Reporting Institutions	Sector % of Reporting Institutions
Private For-Profit	127	6.1%
Private Non-Profit	890	42.6%
Public	1,072	51.2%
Tribal	2	0.1%
Totals	2,091	



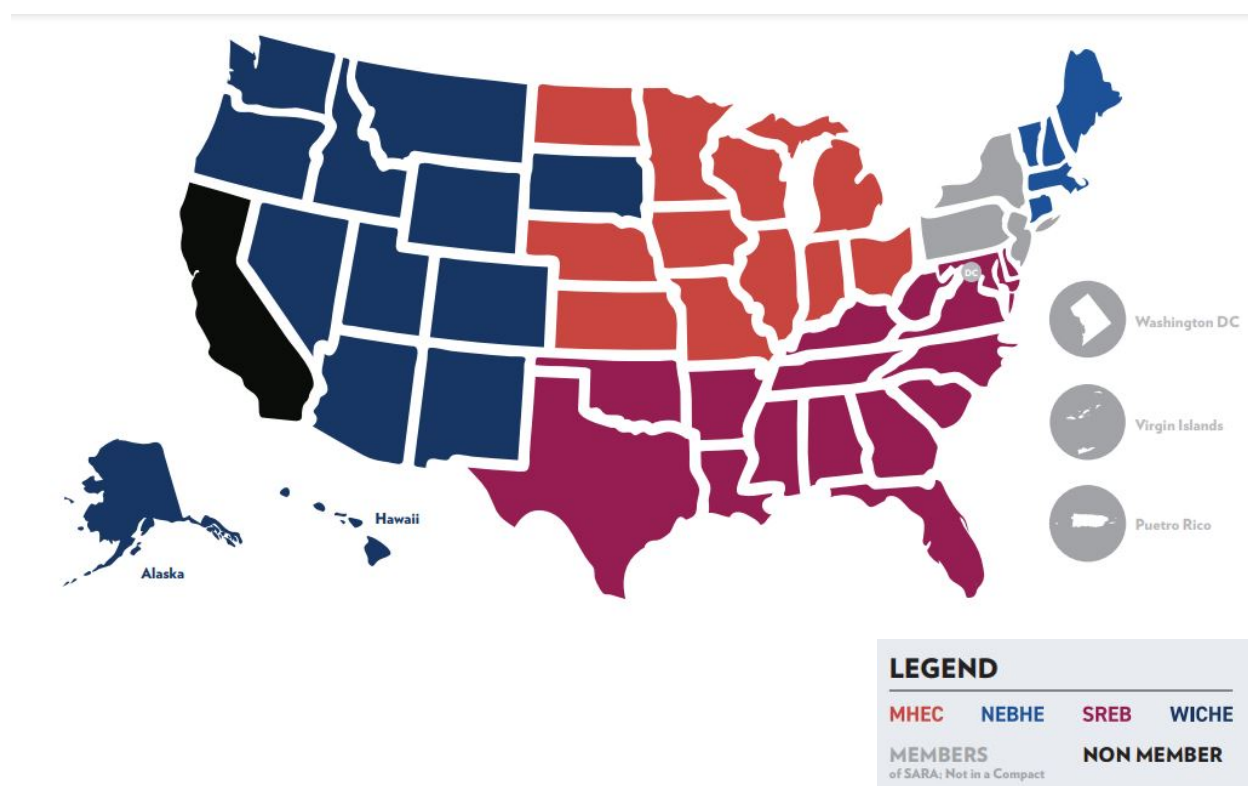
## Regional Education Compacts Participation in SARA

The regional education compacts play an important role in the implementation of SARA. NC-SARA works with the country's four regional education compacts to implement uniform standards and procedures for accepting and monitoring states membership in each of their respective regions: 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).

This data report is the first time that reported data has been summarized by regional education compact in the context of annual data reporting.

The map in Figure 16 and table in Figure 17 provide details regarding state and territory membership and affiliation with regional education compacts for the purposes of SARA.

Figure 16. Map of Regional Education Compacts



**Figure 17. Participating States and Territories in Regional Education Compacts**

Regional Education Compact	Participating States/Territories
MHEC	IL, IN, IA, KS, MN, MI, MO, NE, ND, OH, WI (11)
NEBHE	CT, ME, MA, NH, NJ*, NY*, RI, VT (8)
SREB	AL, AR, DC*, DE, FL, GA, KY, LA, MD, MS, NC, OK, PA*, PR*, SC, TN, TX, VI*, VA, WV (20)
WICHE	AK, AZ, CO, HI, ID, MT, NV, NM, OR, SD, UT, WA, WY (13)

\*SARA Affiliate, not full compact member

The level of participation among institutions of higher education in the regional education compacts is of interest, as is the reported distance education enrollment reported by those institutions. For purposes of this analysis, the total number of institutions reporting is 2,091. This number includes three institutions that reported data in at least one of the online survey forms for 2019.

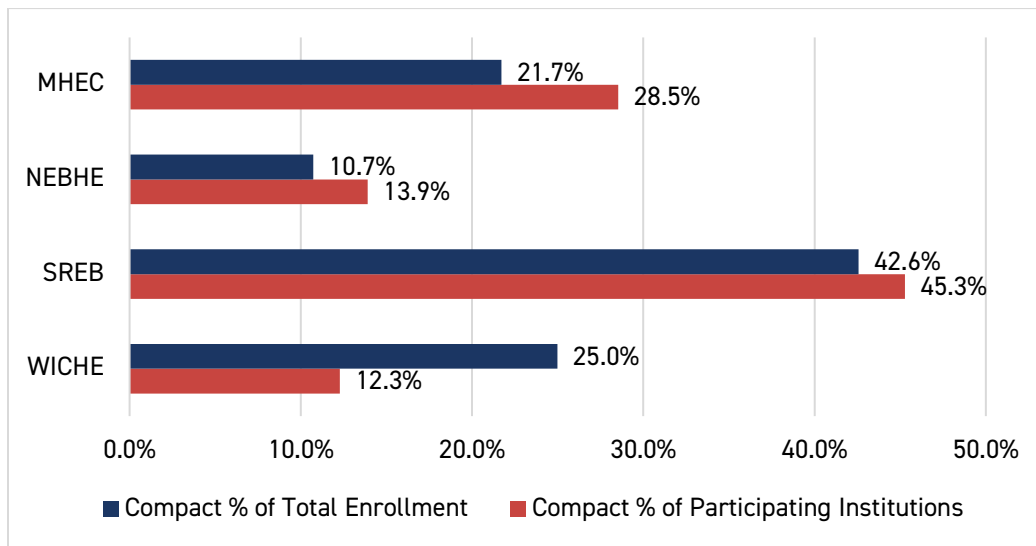
- SREB is the compact with the most SARA participating institutions (947) as well as the greatest proportion of reported distance education enrollment at 42.6% (1,284,285).
- WICHE has 257 SARA participating institutions and reported 25% of total reported distance education enrollment (753,567).
- MHEC has 597 participating SARA institutions and accounted for 21.7% of reported distance education enrollment (655,340).
- NEBHE is the smallest compact in terms of SARA participation with 290 institutions and 10.7% of reported distance education enrollment (323,752).

**WICHE MEMBER INSTITUTIONS  
REPORTED 25% OF TOTAL  
ENROLLMENT, BUT JUST 12.3% OF  
PARTICIPATING INSTITUTIONS. THIS  
MAKES SENSE GIVEN THAT THERE  
ARE SEVERAL LARGE INSTITUTIONS  
THAT ARE FOCUSED ON DISTANCE  
EDUCATION IN THE WICHE STATES.**

Figures 18 and 19 summarize these data for 2019 for each of the regional education compacts.



**Figure 18. 2019 Regional Education Compacts Participation in SARA**



**Figure 19. 2019 Regional Education Compacts Participation in SARA – Data Table**

Regional Education Compact	Number of Reporting Institutions in Compact	Compact % of Participating Institutions	Total Reported Distance Education Enrollment (with in-state enrollment)	Compact % of Reported Distance Education Enrollment
MHEC	597	28.5%	655,340	21.7%
NEBHE	290	13.9%	323,752	10.7%
SREB	947	45.3%	1,284,285	42.6%
WICHE	257	12.3%	753,567	25.0%
Totals	2,091	100.0%	3,016,944	100.0%

Analysis of institutional participation by regional education compacts is informed by an understanding of the history of when each state joined SARA. In many cases, legislation needed to be passed to pave the way for SARA membership. No new state or territories joined SARA in 2019.

In 2016, MHEC had the greatest institutional participation with 344 institutions representing 40.7% of the total. SREB was a close second with 301 institutions or 35.6% of the reporting institutions in the inaugural year of reporting. By the 2019 reporting window, SREB institutions accounted for 45.3% of



the total. SREB is the largest compact with 20 states that are either members or affiliated for purposes of SARA.

There were just 30 NEBHE institutions participating in SARA in 2016, but that number has grown to 290 or 13.9%. WICHE has the lowest participation rate in 2019 with 257 institutions or 12.3%. Figure 20 documents the year that member states and territories joined SARA as well as the total reporting institutions per regional compact in 2016 and 2019. There were no new states or territories joining SARA in 2019.

**Figure 20. Regional Education Compacts Participation 2016 and 2019**

Regional Education Compact	2016 Participating States	States that Joined SARA in 2017	States that Joined SARA in 2018	2016 Number of Reporting Institutions in Compact	2016 Compact % of Participating Institutions	2019 Number of Reporting Institutions in Compact	2019 Compact % of Participating Institutions
MHEC	IL, IN, IA, KS, MN, MI, MO, NE, ND, OH, WI			344	40.7%	597	28.5%
NEBHE	CT, ME, NH, NJ*, NY*, RI, VT		MA	30	3.5%	290	13.9%
SREB	AL, AR, DC*, DE, FL, GA, KY, LA, MD, MS, NC, OK, PA*, SC, TN, TX, VA, WV	FL VI*	PR*	301	35.6%	947	45.3%
WICHE	AK, AZ, CO, HI, ID, MT, NV, NM, OR, SD, UT, WA, WY			171	20.2%	257	12.3%
Totals				846	100.0%	2,091	100.0%

\*SARA Affiliate, not full compact member



## DISTANCE EDUCATION ENROLLMENT FINDINGS

Distance education enrollment reporting has been a mandatory requirement for institutions operating under SARA since 2015. The inaugural distance education enrollment reporting window was in May, 2016, and was considered a pilot; the data were not reported beyond a note to the community from the NC-SARA Executive Director.<sup>4</sup> This section of the report focuses on reported distance education enrollment. The reporting is based on the institutions' EF reported to IPEDS. Specifically, institutions report student enrollment exclusively in distance education courses (EDE) disaggregated by state. IPEDS has been requiring institutions to report fall distance education enrollment since 2012. It is worth noting that fall distance education enrollment is less than half of all distance education enrollment for most institutions, representing just the fall term. Therefore, the reported distance education enrollment is not representative of annual distance education activity, though it is the industry standard.

### Total Distance Education Enrollment Reported

Total fall 2019 distance education enrollment reported is 3,016,944, an increase of 7.5% over the enrollment reported for 2018 (2,806,382). In-state distance education enrollment comprised 53.7%

**TOTAL DISTANCE EDUCATION  
ENROLLMENT REPORTED TO NC-SARA  
INCREASED 7.5% FROM 2,806,382 FOR  
2018 TO 3,016,944 FOR 2019.**

(1,621,188) of all reported distance education enrollment this year, while out-of-state reporting comprised 46.3% (1,395,756). These data are displayed in Figure 21.

Since SARA is focused on distance education across state lines, the total out-of-state distance education enrollment of 1,395,756 will be used in reporting on topics related to SARA. Out-of-state distance education enrollment has been reported since 2015.

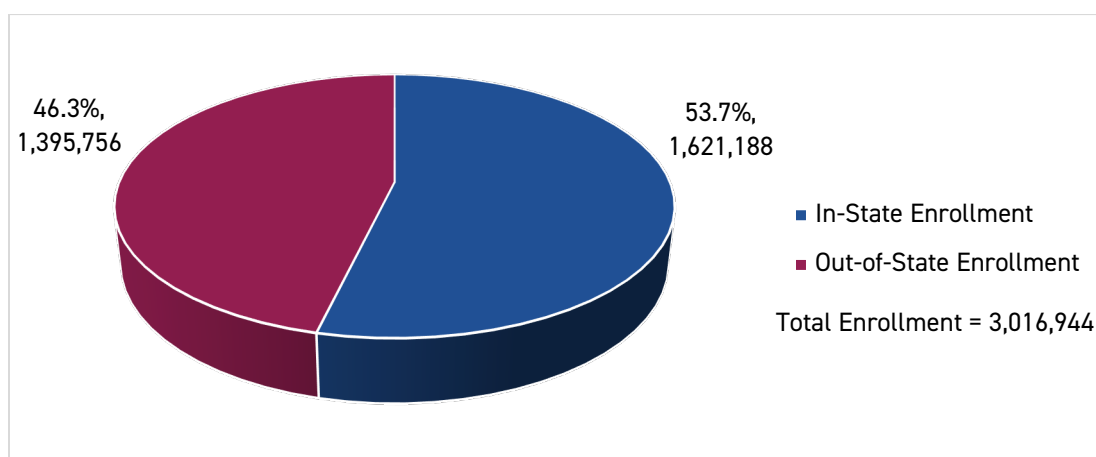
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<sup>4</sup>Hill, M. (2016) *2016 Inaugural Enrollments Reporting*, (9/22/2016), NC-SARA Website (retrieved 10/12/20), <https://nc-sara.org/resources/2016-inaugural-enrollments-reporting>





**Figure 21. Total Distance Education Enrollment Reported for 2019**



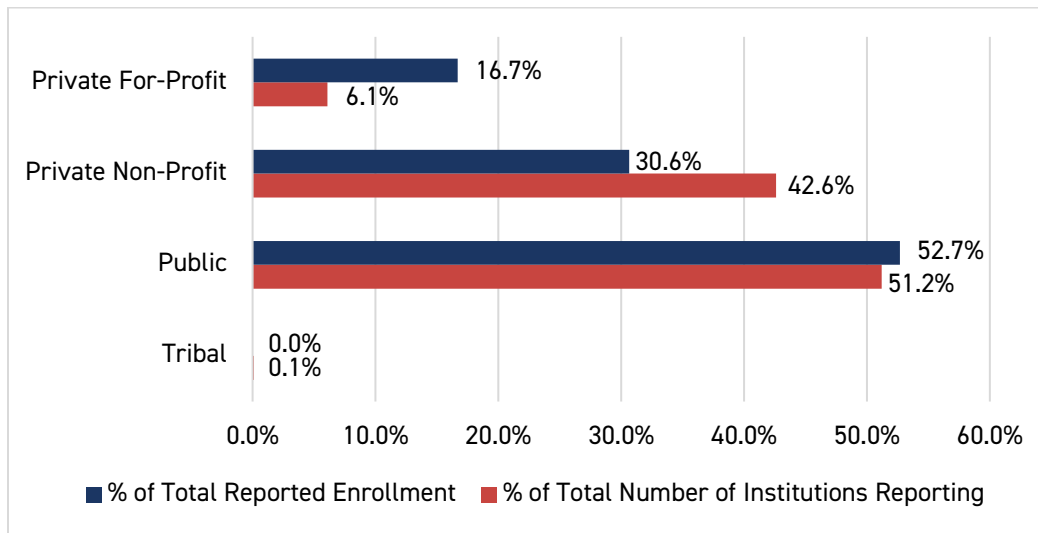
***Total Distance Education Enrollment Reported by Sector***

Analysis of distance education enrollment and institutional sector data reported for 2019 reveal important differences between the sectors. Private for-profit institutions account for 6.1% of reporting institutions operating under SARA and 16.7% of reported distance education enrollment. These institutions are likely to have interstate program delivery as a key part of their mission and a marketing budget to support those efforts. Private non-profit institutions represent 42.6% of all institutions and 30.6% of reported distance education enrollment. Public institutions comprised 51.2% of all institutions reporting to NC-SARA and 52.7% of total reported distance education enrollment. A public institution's mission is generally to serve the students in its state. Two tribal institutions reported to NC-SARA for 2019, representing 0.1% of the total institutions and 499 reported distance education enrollments.

These data are provided in Figures 22 and 23.



**Figure 22. 2019 Reporting Institutions and Total Distance Education Enrollment by Sector (with in-state enrollment)**



**Figure 23. 2019 Reported Institutions and Total Distance Education Enrollment by Sector (with in-state enrollment) – Data Table**

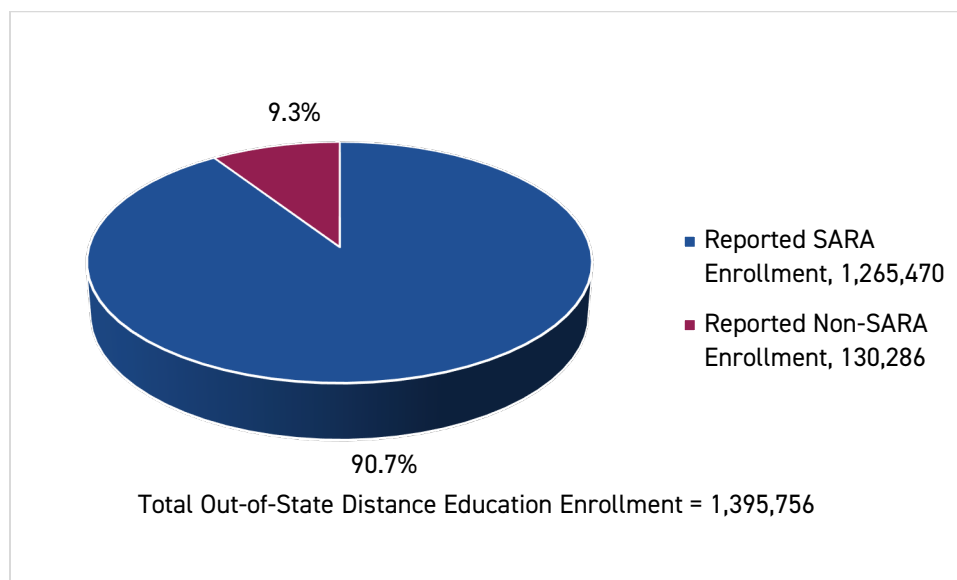
Sector	Total Reported Distance Education Enrollment	% of Total Reported Distance Education Enrollment	Number of Institutions Reporting	% of Total Institutions Reporting
Private For-Profit	502,263	16.7%	127	6.1%
Private Non-Profit	924,463	30.6%	890	42.6%
Public	1,589,719	52.7%	1,071	51.2%
Tribal	499	0.0%	2	0.1%
Total	3,016,944	100.0%	2,090	100.0%

### SARA and Non-SARA Distance Education Enrollment

Institutions operating under SARA reported 1,395,756 out-of-state distance education enrollments, 90.7% in SARA states and 9.3% in non-SARA states. The graphic and table in Figures 24 and 25 present the distance education enrollment data for 2019 for SARA and non-SARA out-of-state distance education enrollment. The proportion of distance education enrollment from SARA states remained consistent from 2018 to 2019 at 90.7%.



**Figure 24. 2019 Reported SARA and Non-SARA Distance Education Enrollment (out-of-state distance education enrollment only)**



**Figure 25. 2019 Reported SARA and Non-SARA Distance Education Enrollment (out-of-state distance education enrollment only) – Data Table**

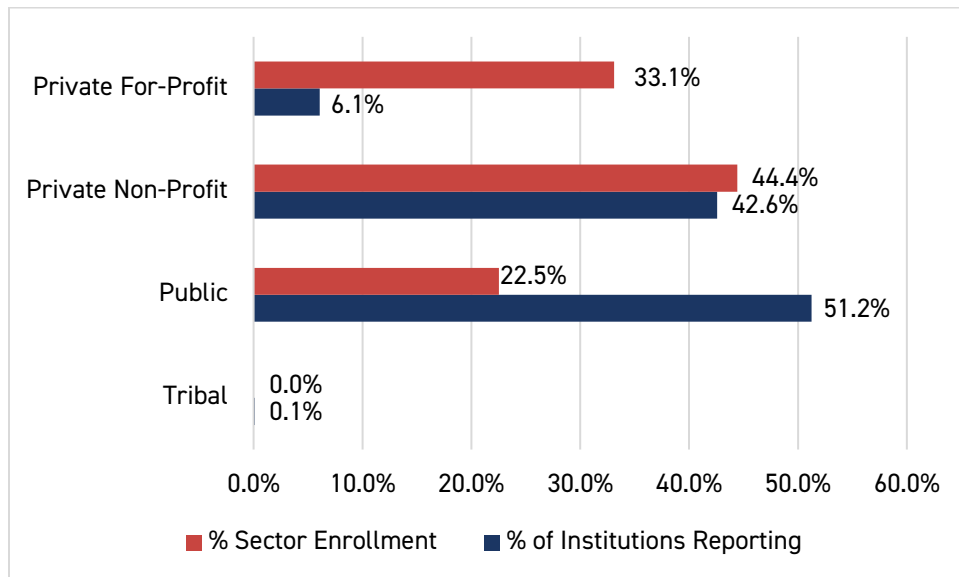
	Reported Distance Education Enrollment in SARA States	Reported Distance Education Enrollment in Non-SARA States	Total Reported Distance Education Enrollment
Reported Distance Education Enrollment	1,265,470	130,286	1,395,756
Distance Education Enrollment %	90.7%	9.3%	100.0%

### Out-of-State Distance Education Enrollment by Sector

Out-of-state distance education enrollment is the measure of distance education activity that NC-SARA has been collecting since 2015. As has been the case in previous years, private non-profit institutions reported the largest out-of-state distance education enrollment with 44.4% of the total; private for-profit institutions reported 33.1% and public institutions reported 22.5% of the out-of-state distance education enrollment. The tribal institutions reported 43 out-of-state distance education enrollments, or 0%. The number of reporting institutions per sector are also reported to provide context. These data are in Figures 26 and 27.



**Figure 26. 2019 Reporting Institutions and Out-of-State Distance Education Enrollment by Sector**



**Figure 27. 2019 Reporting Institutions and Out-of-State Distance Education Enrollment by Sector – Data Table**

Sector	Reported Out-of-State Distance Education Enrollment	% of Reported Out-Of-State Distance Education Enrollment	Number of Institutions Reporting Distance Education Enrollment	% of Institutions Reporting Distance Education Enrollment
Private For-Profit	461,252	33.1%	127	6.1%
Private Non-Profit	620,123	44.4%	890	42.6%
Public	314,338	22.5%	1,071	51.2%
Tribal	43	0.0%	2	0.1%
Total	1,395,756	100.0%	2,090	100.0%

### Impact of Reporting In-State Distance Education Enrollment Data

In-state distance education enrollment represents 53.7% of all reported distance education enrollment reported for 2019. Reporting in-state distance education enrollment began in 2018 to provide a more complete picture of the distance education activity in institutions participating in SARA.



### ***Sector Analysis of Distance Education Enrollment Data***

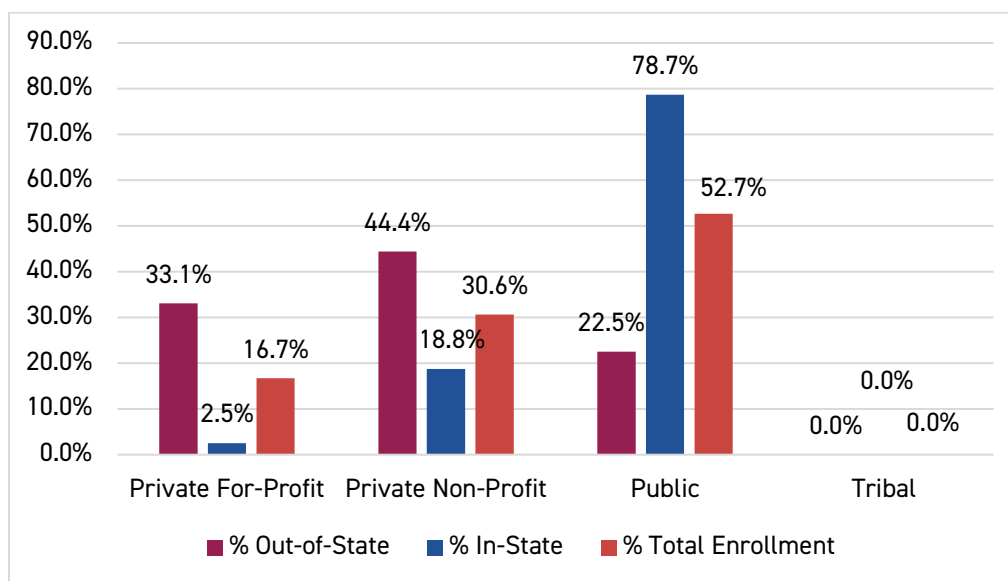
Analysis of the distance education enrollment data reveals considerable variation among the sectors when in-state and out-of-state distance education enrollment are examined. Public institutions represent 78.7% of reported in-state distance education enrollment, dwarfing the other two sectors.

Out-of-state distance education enrollment is dominated by the private non-profit sector with 44.4%, while private for-profits reported 33.1% of out-of-state distance education enrollment. The mission of institutions drives their distance education activity. Analysis of distance education enrollment by sector is important to glean the complete picture of distance education activity among participating SARA institutions.

Figures 28 and 29 summarize in-state and out-of-state distance education enrollment by sector. Analysis of distance education enrollment by sector over time is available in the Distance Education Enrollment Data Trends section of this report.

**PUBLIC INSTITUTIONS REPRESENT JUST 22.5% OF OUT-OF-STATE DISTANCE EDUCATION ENROLLMENT BUT DWARF THE OTHER TWO SECTORS WITH 78.7% OF REPORTED IN-STATE DISTANCE EDUCATION ENROLLMENT.**

**Figure 28. 2019 Reported Distance Education Enrollment by Sector**



**Figure 29. 2019 Reported Distance Education Enrollment by Sector – Data Table**

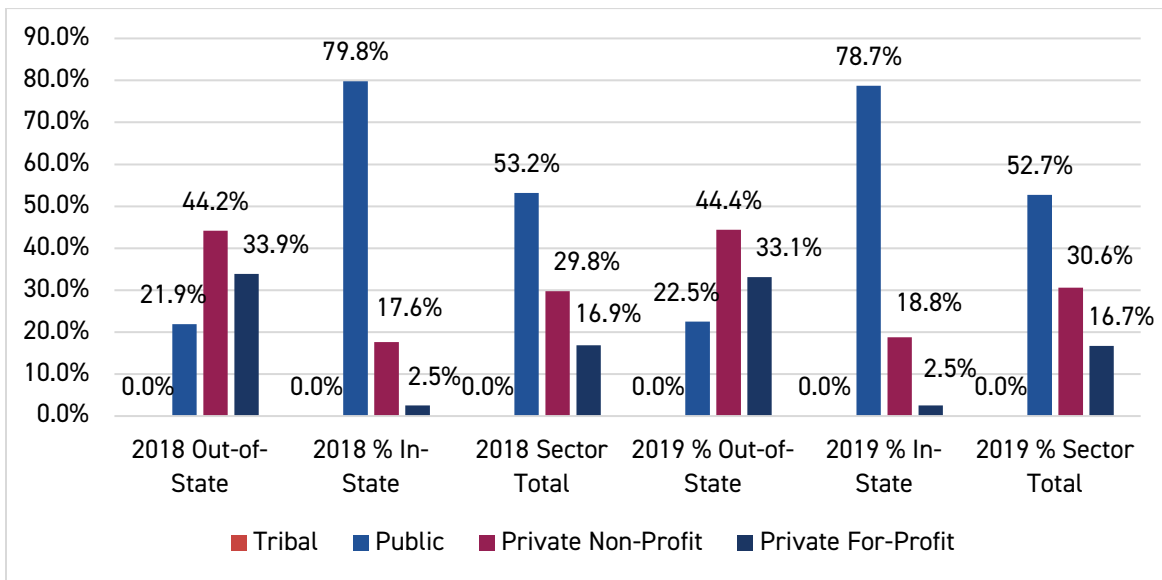
Sector	Reported Out-of-State Distance Education Enrollment	Sector % of Out-of-State Distance Education Enrollment	Reported In-State Distance Education Enrollment	Sector % of In-State Distance Education Enrollment	Total Reported Distance Education Enrollment	Sector % of Total Reported Distance Education Enrollment
Private For-Profit	461,252	33.1%	41,011	2.5%	502,263	16.7%
Private Non-Profit	620,123	44.4%	304,340	18.8%	924,463	30.6%
Public	314,338	22.5%	1,275,381	78.7%	1,589,719	52.7%
Tribal	43	0.0%	456	0.0%	499	0.0%
Totals	1,395,756	100.0%	1,621,188	100.0%	3,016,944	100.0%

Comparison of reported distance education enrollment data for 2018 and 2019 illuminates the remarkable consistency among the sectors year over year. The 2018 findings include: public 79.8% (in-state), private non-profit 44.2% (out-of-state), and private for-profit 33.9% (out-of-state). The stability in the sectors over time supports the assertion that SARA participation among institutions has become part of the way they do business. There is steady growth as institutions continue to apply to participate under SARA, even as no new states or territories have joined. It is also evident that most of the large, distance education focused, institutions are already participating under SARA and continue to renew each year.

Figure 30 displays distance education enrollment data by sector reported for 2018 and 2019; the data table in Figure 31 provides details of 2018 distance education enrollment sector analysis.



**Figure 30. 2018 - 2019 Reported Distance Education Enrollment by Sector**



**Figure 31. 2018 Reported Distance Education Enrollment by Sector – Data Table**

Sector	Reported Out-of-State Distance Education Enrollment	Sector % of Out-of-State Distance Education Enrollment	Reported In-State Distance Education Enrollment	Sector % of In-State Distance Education Enrollment	Total Reported Distance Education Enrollment	Sector % of Total Reported Distance Education Enrollment
Private For-Profit	437,090	33.9%	38,415	2.5%	475,505	16.9%
Private Non-Profit	569,364	44.2%	267,280	17.6%	836,644	29.8%
Public	282,383	21.9%	1,211,349	79.8%	1,493,732	53.2%
Tribal	15	0.0%	486	0.0%	501	0.0%
Totals	1,288,852	100.0%	1,517,530	100.0%	2,806,382	100.0%



## STATE SUMMARY DISTANCE EDUCATION ENROLLMENT DATA

Institutions operating under SARA report their distance education enrollments by state. The distance education enrollment data reported by institutions operating under SARA are available on the NC-SARA website.

### State-Level Distance Education Enrollment Reporting

Figure 34 compiles SARA and non-SARA state distance education enrollment for institutions in each SARA state reporting for 2019. These data do not include in-state distance education enrollment. Although total distance education enrollment data are important in general, the focus of SARA is distance education activity **across** state lines.

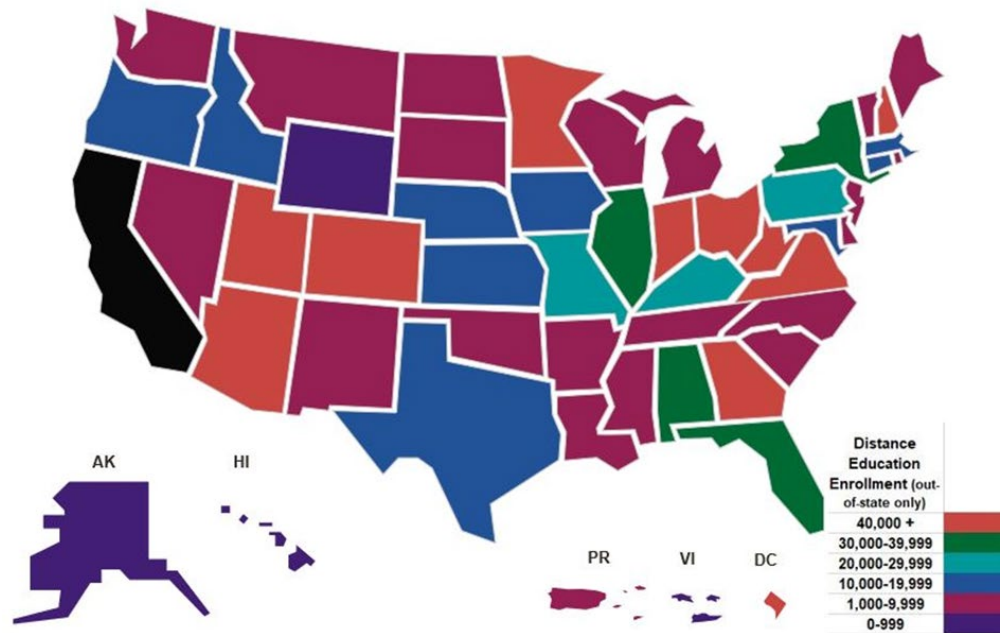
To interpret these data, as an example, Alabama's institutions participating in SARA reported enrolling 31,169 students in SARA states (not including Alabama) and 2,124 students in non-SARA states, for a total distance education enrollment of 33,293 out-of-state students reported. The states and territories that are not currently participating in SARA are listed on page 15 of this report. This answers the question, *"Where are my state's institutions enrolling students?"* In addition, 22,208 student distance education enrollments from Alabama were reported by SARA institutions located in other SARA states or territories. This answers the question, *"Who is enrolling students located in my state?"* Essentially, these are two different ways of looking at the reported data. The maps in Figures 32 and 33 and data table in Figure 34 provide details of distance education enrollment for member states.

State-level distance education enrollment reporting has also been prepared reporting total distance education data for each state that includes in-state distance education enrollment. Total State-Level Distance Education Enrollment Reporting is available in Appendix C.

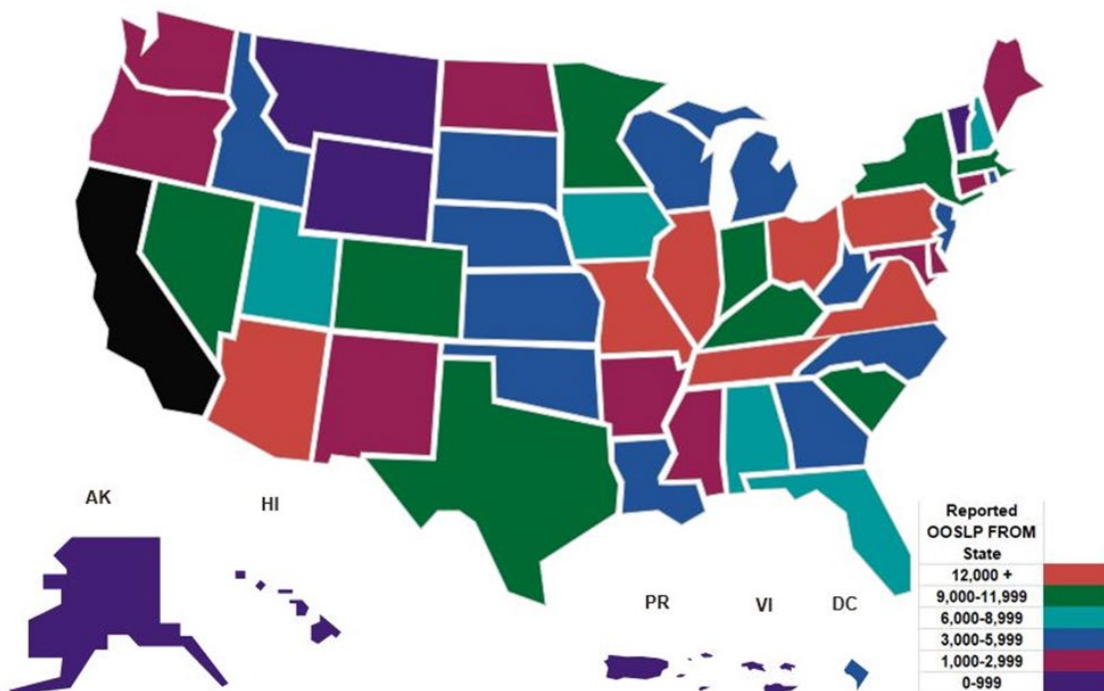




**Figure 32. 2019 Map of Reported Out-of-State Distance Education Enrollment**  
*Answers the Question, "Which states are enrolling the most out-of-state students?"*



**Figure 33. 2019 Map of Reported Distance Education Enrollment in State from Other SARA Institutions**  
*Answers the question, "Which states are sending the most students to other states?"*



**Figure 34. 2019 Reported State Level Distance Education Enrollment (out-of-state only)**

<b>State/ District/ Territory</b>	<b>Total Reported Distance Education Enrollment in SARA States/ Territory</b>	<b>Total Reported Distance Education Enrollment in Non-SARA States/ Territory</b>	<b>Total Reported Distance Education Enrollment</b>	<b>Distance Education Enrollment in State Reported by Other SARA Institutions</b>
Alabama	31,169	2,124	33,293	22,208
Alaska	505	69	574	6,348
Arizona	203,774	38,866	242,640	21,958
Arkansas	4,331	156	4,487	13,701
Colorado	57,414	6,321	63,735	25,076
Connecticut	10,245	588	10,833	16,360
Delaware	5,780	464	6,244	4,940
District of Columbia	58,272	1,344	59,616	4,135
Florida	43,363	3,842	47,205	86,119
Georgia	43,762	4,147	47,909	73,264
Hawaii	299	328	627	8,971
Idaho	14,392	2,546	16,938	9,243
Illinois	35,280	3,014	38,294	48,027
Indiana	54,911	3,339	58,250	24,200
Iowa	9,985	630	10,615	11,715
Kansas	16,523	1,042	17,565	11,239
Kentucky	21,530	1,873	23,403	18,375



State/ District/ Territory	Total Reported Distance Education Enrollment in SARA States/ Territory	Total Reported Distance Education Enrollment in Non-SARA States/ Territory	Total Reported Distance Education Enrollment	Distance Education Enrollment in State Reported by Other SARA Institutions
Louisiana	8,073	499	8,572	20,857
Maine	4,328	285	4,613	5,551
Maryland	15,588	1,822	17,410	36,817
Massachusetts	13,766	1,425	15,191	23,778
Michigan	6,542	474	7,016	32,987
Minnesota	46,011	3,406	49,417	17,053
Mississippi	4,138	158	4,296	15,814
Missouri	22,085	1,664	23,749	25,139
Montana	1,064	198	1,262	5,361
Nebraska	12,679	1,197	13,876	5,839
Nevada	797	594	1,391	18,256
New Hampshire	95,736	6,883	102,619	5,105
New Jersey	7,668	846	8,514	38,143
New Mexico	4,524	549	5,073	10,086
New York	32,312	2,468	34,780	53,316
North Carolina	5,409	399	5,808	63,082
North Dakota	4,714	323	5,037	3,975
Ohio	35,786	4,506	40,292	47,287



State/ District/ Territory	Total Reported Distance Education Enrollment in SARA States/ Territory	Total Reported Distance Education Enrollment in Non-SARA States/ Territory	Total Reported Distance Education Enrollment	Distance Education Enrollment in State Reported by Other SARA Institutions
Oklahoma	6,245	252	6,497	15,182
Oregon	9,733	2,427	12,160	14,885
Pennsylvania	27,484	2,458	29,942	51,564
Puerto Rico	2,418	42	2,460	1,324
Rhode Island	2,038	66	2,104	4,800
South Carolina	2,877	112	2,989	34,137
South Dakota	3,070	173	3,243	3,728
Tennessee	8,585	294	8,879	35,314
Texas	15,402	3,040	18,442	118,661
U.S. Virgin Islands	18	3	21	612
Utah	128,787	14,228	143,015	13,251
Vermont	3,695	292	3,987	2,815
Virginia	67,326	3,558	70,884	55,982
Washington	3,435	890	4,325	46,253
West Virginia	44,035	3,616	47,651	8,752
Wisconsin	7,105	417	7,522	19,299
Wyoming	462	29	491	4,586
<b>Totals</b>	<b>1,265,470</b>	<b>130,286</b>	<b>1,395,756</b>	<b>1,265,470</b>



## Top Ten Institutions by Size of Reported Distance Education Enrollment

The institutions that reported the largest distance education enrollment for 2019 are Western Governors University, Southern New Hampshire University, and University of Phoenix. The reported distance education enrollment data include in-state distance education enrollment since the total distance education activity is of interest.

The ten institutions with the largest reported distance education enrollment combined represent 23.3% (702,447) of total distance education enrollments reported to NC-SARA.

The inclusion of in-state distance education enrollment results in larger distance education enrollment reported for all institutions. It allows large institutions that primarily serve in-state students to be included. This year, two public institutions are in the top ten institutions by size of reported distance education enrollment. These ten institutions are reported in Figure 35.

**Figure 35. Top Ten Institutions by Size of 2019 Reported Distance Education Enrollment**

Institution Name	State	Sector	Reported SARA State Distance Education Enrollment	Reported Non-SARA State Distance Education Enrollment	Total Reported Distance Education Enrollment
Western Governors University	UT	Private Non-Profit	122,992	12,451	135,443
Southern New Hampshire University	NH	Private Non-Profit	98,533	6,666	105,199
University of Phoenix	AZ	Private For-Profit	80,240	13,631	93,871
Grand Canyon University	AZ	Private Non-Profit	64,135	10,768	74,903
Liberty University	VA	Private Non-Profit	66,731	2,865	69,596
Strayer University	DC	Private For-Profit	50,543	664	51,207
University of Maryland Global Campus	MD	Public	45,343	632	45,975
Arizona State University	AZ	Public	33,813	9,483	43,296
American Public University System	WV	Private For-Profit	39,476	3,265	42,741
Ashworth College	GA	Private For-Profit	37,195	3,021	40,216



### ***Top Three Private Non-Profit Institutions***

Private non-profit institutions represent four of the top ten institutions that reported distance education enrollments to NC-SARA for 2019. The table in Figure 36 provides details for the three private non-profit institutions that reported the largest distance education enrollment for 2019, including in-state distance education enrollment.

**Figure 36. Top Three Private Non-Profit Institutions – 2019 Reported Distance Education Enrollment**

Institution Name	State	Reported SARA State Distance Education Enrollment	Reported Non-SARA State Distance Education Enrollment	Total Reported Distance Education Enrollment
Western Governors University	UT	122,992	12,451	135,443
Southern New Hampshire University	NH	98,533	6,666	105,199
Grand Canyon University	AZ	64,135	10,768	74,903

### ***Top Three Private For-Profit Institutions***

Private for-profit institutions represent four of the top ten institutions that reported distance education enrollment to NC-SARA for 2019. Figure 37 provides details for the three private for-profit institutions that reported the largest distance education enrollment for 2019, including in-state distance education enrollment.

**Figure 37. Top Three Private For-Profit Institutions – 2019 Reported Distance Education Enrollment**

Institution Name	State	Reported SARA State Distance Education Enrollment	Reported Non-SARA State Distance Education Enrollment	Total Reported Distance Education Enrollment
University of Phoenix	AZ.	80,240	13,631	93,871
Strayer University	DC	50,543	664	51,207
American Public University System	WV	39,476	3,265	42,741



### ***Top Three Public Institutions***

The addition of in-state distance education enrollment reporting provides a clearer picture of the distance education activity in public institutions since they generally serve in-state students. The public institutions ranked by the highest reported distance education enrollment are found in Figure 38.

**Figure 38. Top Three Public Institutions – 2019 Reported Distance Education Enrollment**

Institution Name	State	Reported SARA State Distance Education Enrollment	Reported Non-SARA State Distance Education Enrollment	Total Reported Distance Education Enrollment
University of Maryland Global Campus	MD	45,343	632	45,975
Arizona State University	AZ	33,813	9,483	43,296
Purdue University Global, Inc.	IN	35,611	1,746	37,357



## IPEDS AND NC-SARA COMPARISONS

Analysis of the available IPEDS data for institutions operating under SARA has been part of the data reporting since 2017; fall 2018 is the most recent IPEDS fall distance education enrollment data available. The NC-SARA total reported distance education enrollment of 3,016,445 (excluding 499 distance education enrollments reported by tribal institutions) for fall 2019 is 91.9% of the 3,281,661 students enrolled exclusively in distance education courses reported through IPEDS EF in 2018.<sup>5</sup> This is despite the fact that NC-SARA represents just 2,100 institutions, 44.3% of the total number of institutions reporting to IPEDS in the fall of 2018 (4,734). The institutions choosing to operate under SARA are likely to be involved in distance education and OOSLP. There are a small number of institutions that report to NC-SARA and not to IPEDS. The IPEDS data are from the fall of 2018 (most current year available) so this is not an exact comparison.

Sector analysis reveals public institutions represent 55.4% of institutions reporting distance education enrollment to IPEDS and 52.7% for NC-SARA. NC-SARA continues to have a higher

**REPORTED FALL 2019 NC-SARA  
DISTANCE EDUCATION DATA ALIGNS  
WITH FALL 2018 IPEDS DATA IN  
TERMS OF SECTORS AND  
REPRESENTS APPROXIMATELY 92%  
OF EXCLUSIVELY DISTANCE  
EDUCATION ENROLLMENT REPORTED  
TO IPEDS.**

proportion of private non-profits (30.6% compared to 25.7% for IPEDS); NC-SARA has fewer reported distance education enrollments by private for-profits (16.7% compared to 18.9% reported to IPEDS). Tribal institutions are categorized in IPEDS as having a special mission, not as a sector. Therefore, tribal institutions are not included in this IPEDS comparison. Figures 39 and 40 compare IPEDS and NC-SARA distance education enrollment by sector.

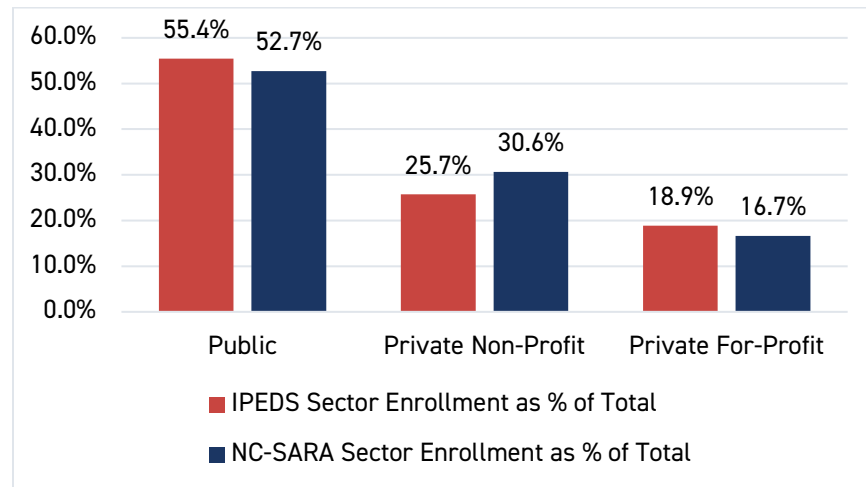
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<sup>5</sup> NCES Fast Facts Distance Learning, n.d. <https://nces.ed.gov/fastfacts/display.asp?id=80>, retrieved 9/24/2020.





**Figure 39. 2018 Fall IPEDS Reported Exclusively Distance Education Enrollment Compared to 2019 Fall NC-SARA Reported Distance Education Enrollment**



**Figure 40. 2018 Fall IPEDS Reported Exclusively Distance Education Enrollment Compared to 2019 Fall NC-SARA Reported Distance Education Enrollment – Data Table**

Sector	2018 Fall IPEDS Exclusively Distance Education Enrollment	2018 Fall IPEDS Sector Distance Education Enrollment as % of Total	2019 Fall NC-SARA Distance Education Enrollment	NC-SARA Sector Distance Education Enrollment as % of Total
Public	1,806,382	55.4%	1,589,719	52.7%
Private Non-Profit	837,479	25.7%	924,463	30.6%
Private For-Profit	614,126	18.9%	502,263	16.7%
Totals	3,257,987	100.0%	3,016,445*	100.0%

\*NC-SARA reported distance education enrollment total reduced by 499, the total distance education enrollment reported by tribal institutions. IPEDS does not recognize tribal as a sector.



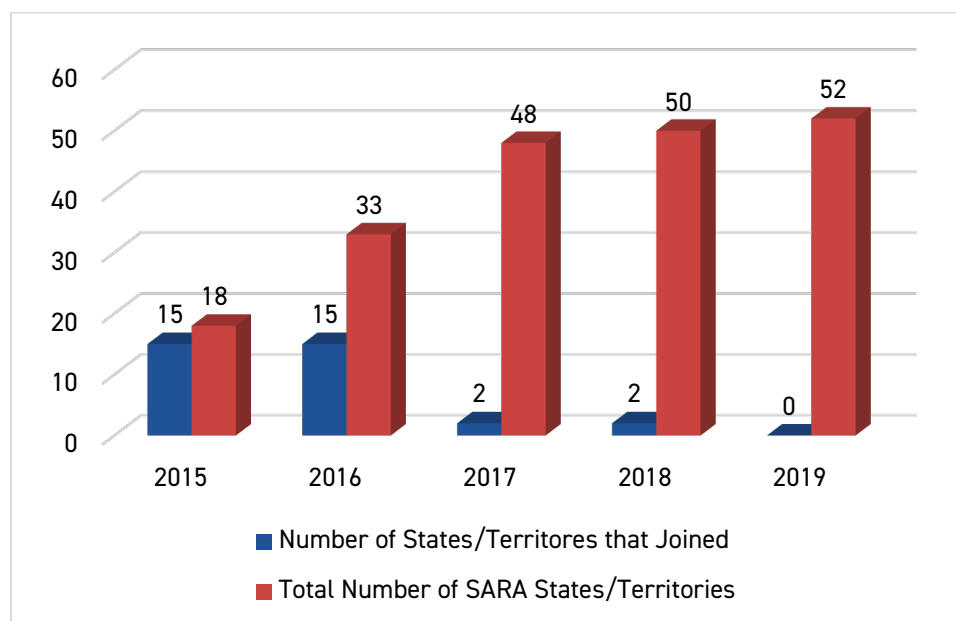
## DISTANCE EDUCATION ENROLLMENT DATA TRENDS: 2015 through 2019

NC-SARA has been collecting distance education enrollment data since 2016, when reporting was piloted for 2015 data. This section reports distance education enrollment trends over the five years of data collection. The data reflect distance education enrollment growth as institutions apply to participate under SARA. These trends reflect the fact that states must first act to join SARA through an application to a regional compact. Once the state is approved to operate under SARA, institutions in that state may apply to participate in SARA.

### Number of States Participating in SARA

States began joining SARA in 2014. Figure 41 shows the number of states that joined SARA each year and the total number of states that are members of SARA; the annual membership data are also in the data table in Figure 43.

**Figure 41. Number of SARA States 2015-2019**

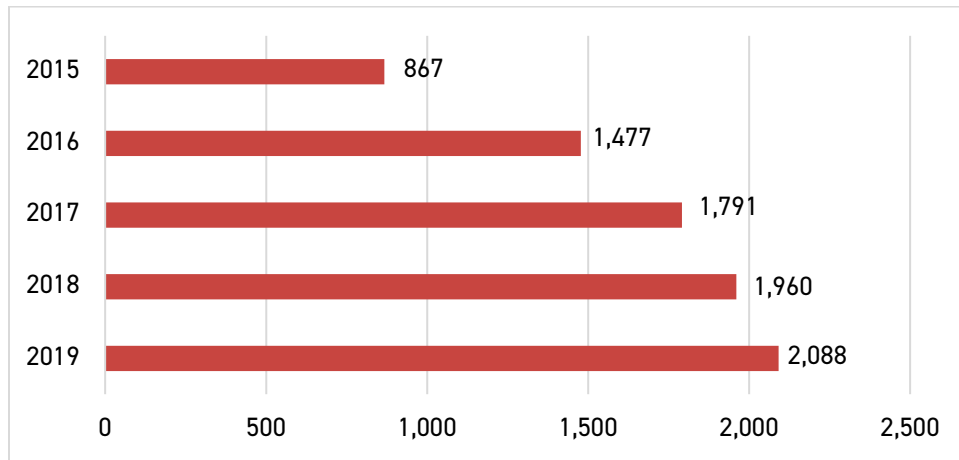


### Number of Institutions Reporting

The number of reporting institutions grew 6.5%, from 1,960 in 2018 to 2,088 in 2019. This relative plateau in the growth of reporting institutions is expected, since no new states have joined SARA in the past year. The impact of the COVID-19 pandemic may be discernable in the number of institutions that will report 2020 data in 2021 to NC-SARA. Figures 42 and 43 provide details regarding institutional participation in SARA over the period.



**Figure 42. Number of Institutions Reporting Distance Education Enrollment to NC-SARA 2015-2019**



**Figure 43. Number of States and Institutions Reporting Distance Education Enrollment to NC-SARA 2015-2019**

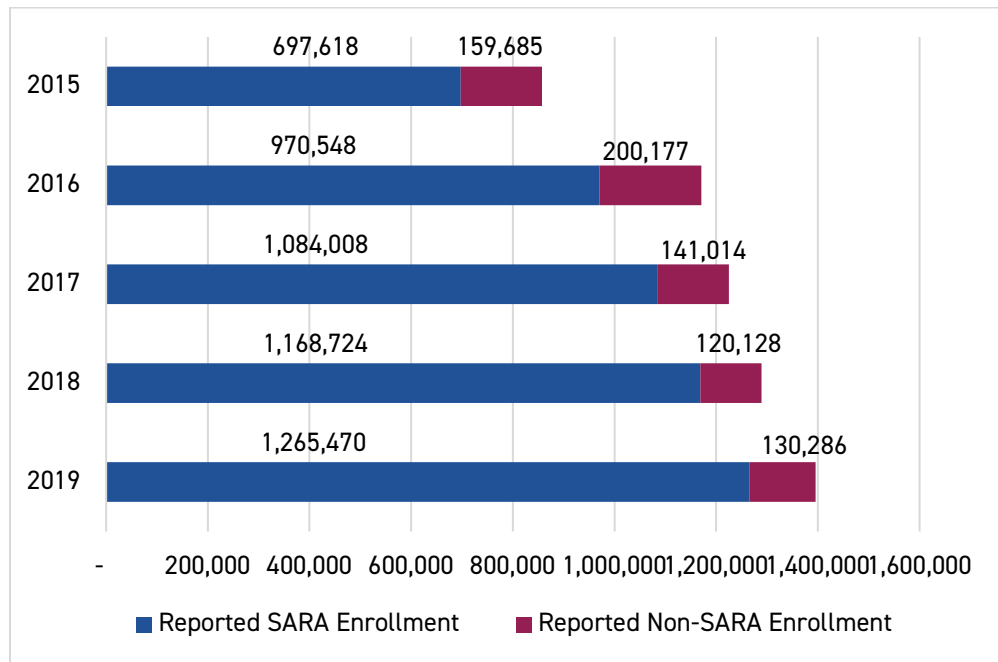
	Number of Member States	Number of Institutions Reporting to NC-SARA	% Increase Institutions from Prior Year
2015	18	867	
2016	33	1,477	70.4%
2017	48	1,791	21.3%
2018	50	1,960	9.4%
2019	52	2,088	6.5%

### Reported SARA and Non-SARA Distance Education Enrollment

To examine the change in the proportion of SARA and non-SARA distance education enrollment over time, only out-of-state distance education enrollment is included. The proportion of SARA distance education enrollment has increased over time, until 2018. This increase is expected given that during the first three years of reporting, states continued to join SARA, allowing the institutions within them to apply for participation. Between 2018 and 2019, the proportion of reported SARA distance education enrollment remained consistent at 90.7%, though the number of reported distance education enrollments continued to increase over the period. Figures 44 through 46 provide details of SARA and non-SARA distance education enrollment over time.



**Figure 44. Reported SARA and Non-SARA Distance Education Enrollment 2015-2019 (out-of-state only)**



**Figure 45. Proportion of Reported SARA Distance Education Enrollment 2015-2019 (out-of-state only)**

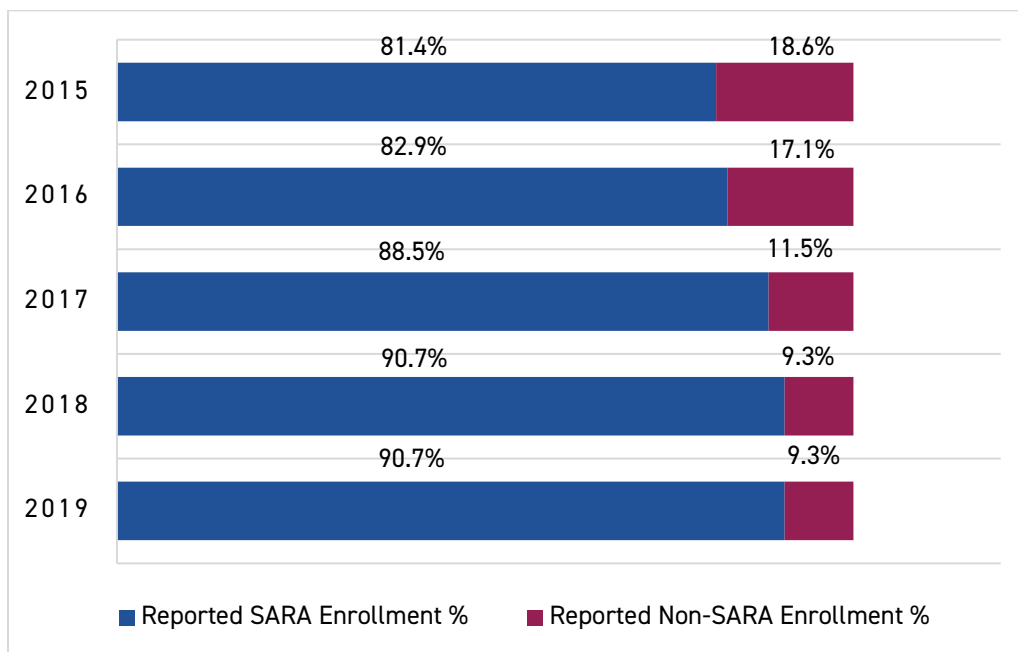


Figure 46. Reported SARA and Non-SARA Distance Education Enrollment 2015-2019

Year	Reported SARA Distance Education Enrollment	% Reported SARA Distance Education Enrollment	Reported Non-SARA Distance Education Enrollment	% Reported Non-SARA Distance Education Enrollment	Total Reported Out-of-State Distance Education Enrollment	% Change from Prior Year Total Distance Education Enrollment
2015	697,618	81.4%	159,685	18.6%	857,303	
2016	970,548	82.9%	200,177	17.1%	1,170,725	36.6%
2017	1,084,008	88.5%	141,014	11.5%	1,225,022	4.6%
2018	1,168,724	90.7%	120,128	9.3%	1,288,852	5.2%
2019	1,265,470	90.7%	130,286	9.3%	1,395,756	8.3%

### Changes in Reported Distance Education Enrollment by Sector

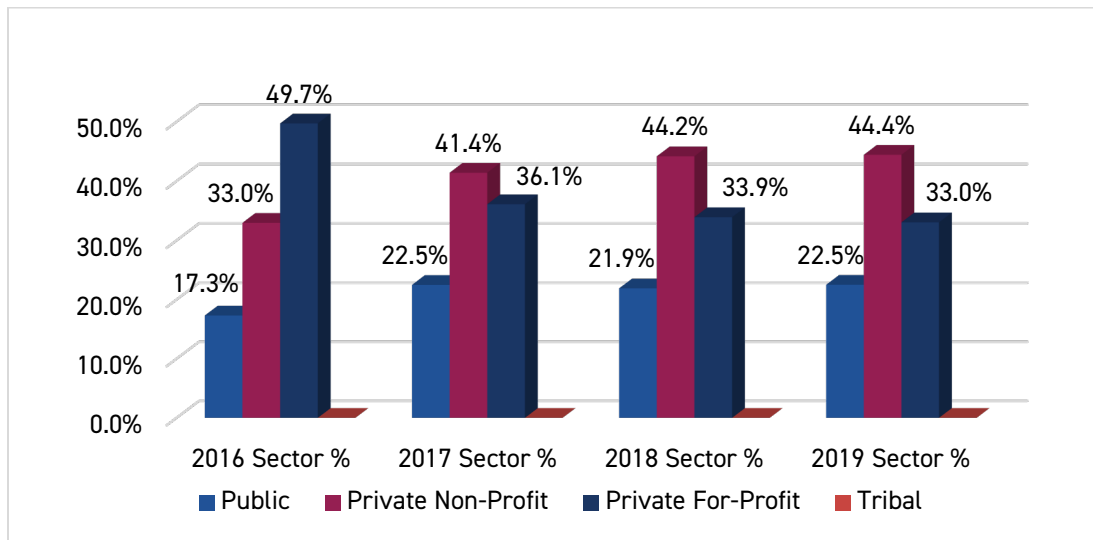
To accurately compare sectors over time, only out-of-state distance education enrollment is included. Sector data are not available for the 2015 pilot reporting period; therefore, this analysis begins with 2016. Sector analysis reveals:

- Public institutions' proportion of reported distance education enrollment, increasing from 17.3% in 2016 to 22.5% in 2017, remaining steady at about 22% from 2018 to 2019.
- Private non-profits initially showed a large increase from 33% in 2016 to 41.4% in 2017, then leveling off to 44% in 2018 and 2019.
- For-profit institutions have declined over the period from 49.7% in 2016 to 33% in 2019.
- Two tribal institutions currently participate in SARA and jointly reported 499 distance education enrollments, or 0.0% of the total.

Figure 47 shows the proportion of out-of-state distance education enrollment by sector over time.

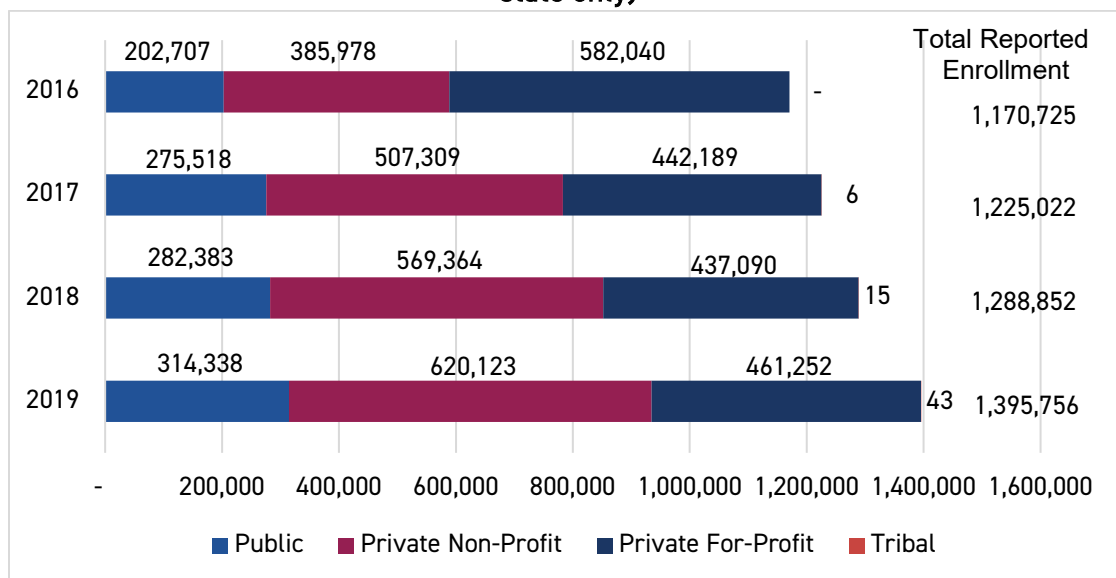


**Figure 47. Reported Distance Education Enrollment by Sector 2016-2019 – by Percentage (out-of-state only)**



In addition to differences in the proportional representation of the sectors, reported out-of-state distance education enrollment also grew consistently between 2016 and 2019. Figures 48 and 49 present relative distance education enrollments by sector as well as the growth in total reported out-of-state distance education enrollment for the period 2016-2019. No new states joined SARA in 2019, but institutions continued to apply and be accepted to participate.

**Figure 48. Reported Distance Education Enrollment by Sector: 2016-2019 – by Totals (out-of-state only)**



**Figure 49. Reported Distance Education Enrollment by Sector: 2016-2019 – Data Table (with In-State Distance Education Enrollment)**

Sector	2016 Reported Distance Education Enrollment	2016 Sector%	2017 Reported Distance Education Enrollment	2017 Sector %	2018 Reported Distance Education Enrollment	2018 Sector %	2019 Reported Distance Education Enrollment	2019 Sector %
Public	202,707	17.3%	275,518	22.5%	282,383	21.9%	314,338	22.5%
Private Non- Profit	385,978	33.0%	507,309	41.4%	569,364	44.2%	620,123	44.4%
Private For- Profit	582,040	49.7%	442,189	36.1%	437,090	33.9%	461,252	33.1%
Tribal	0	0.0%	6	0.0%	15	0.0%	43	0.0%
Totals	1,170,725	100.0%	1,225,022	100.0%	1,288,852	100.0%	1,395,756	100.0%

### Changes in Distance Education Enrollment by Sector Over Time

Institutional participation in SARA increased between the initial required data reporting in 2016 and 2019. Reported out-of-state distance education enrollment increased 19.2% over the period as states became members and institutions applied and were approved to participate in SARA.

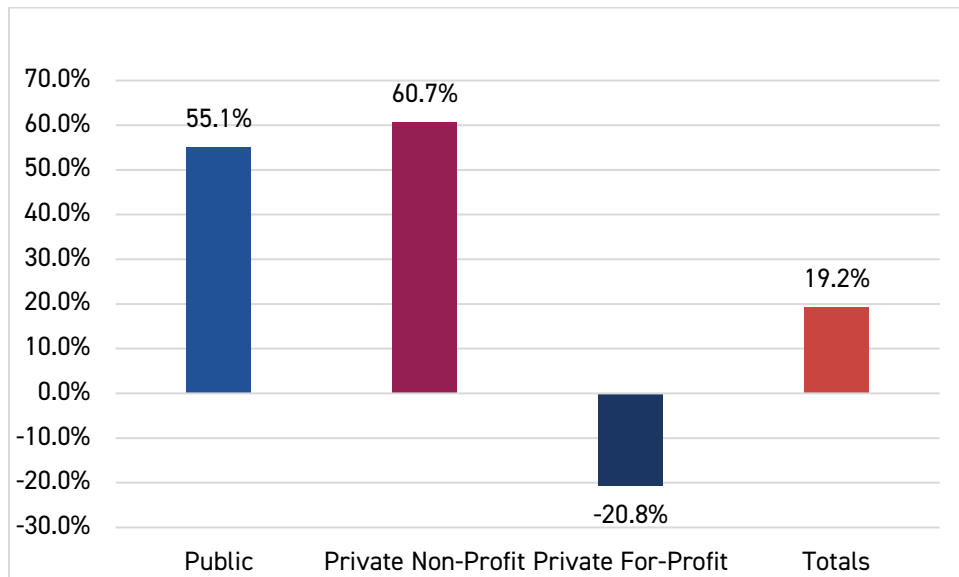
When these same data are examined by sector, some interesting trends become evident for out-of-state data. Private non-profits reported the largest increase, 60.7%, in reported distance education enrollment over the period, followed by public institutions with a 55.1% increase. Private for-profit institutions reported a decline of 20.8% in reported distance education enrollment over the period.

**THE REPORTED DECLINE IN FOR-PROFIT  
DISTANCE EDUCATION ENROLLMENT  
ALIGNS WITH OTHER INDUSTRY  
REPORTING ON THIS TREND. IT IS OFFSET  
BY STEADY INCREASES IN THE PUBLIC AND  
NON-PROFIT SECTORS OVER TIME.**

Some of the differences in sectors over time may be attributable to institutions with large distance education enrollment that changed sectors through mergers and acquisitions over the period. Figures 50 and 51 provide details regarding the reported out-of-state distance education enrollment changes over the period.



**Figure 50. Changes in Reported Out-of-State Distance Education Enrollment by Sector 2016-2019**



**Figure 51. Changes in Reported Out-of-State Distance Education Enrollment by Sector 2016-2019 – Data Table**

Sector	2016 Reported Distance Education Enrollment	2019 Reported Distance Education Enrollment	Change in Distance Education Enrollment 2016-2019	% Change in Distance Education Enrollment 2016-2019
Public	202,707	314,338	111,631	55.1%
Private Non-Profit	385,978	620,123	234,145	60.7%
Private For-Profit	582,040	461,252	(120,788)	-20.8%
Tribal	0	43	43	n/a
Totals	1,170,725	1,395,756	225,031	19.2%





## Insights from Distance Education Enrollment Reporting

Institutional data reporting is an important responsibility of institutions of higher education. The institutional research professionals responsible for gathering and reporting these data must keep up with ever-changing requirements. NC-SARA sought to reduce the burden of distance education enrollment reporting by basing it on existing required EF IPEDS Distance Education reporting. NC-SARA has also made the reporting window consistent each year to assist institutional staff in planning their SARA data reporting in conjunction with their other reporting requirements.

While the consistency of SARA reporting with IPEDS is a benefit, NC-SARA reporting is also affected by persistent confusion about IPEDS distance education definitions. Over time, institutional staff have learned what is expected in NC-SARA reporting. This is evidenced by a reduction in comments reporting confusion about reporting requirements related to IPEDS definitions. The proportion of reported comments in the distance education enrollment survey addressing IPEDS has declined from 51.7% for 2016 to 29.5% for 2019. Many institutions use the comments field to provide information on any discrepancy between distance education enrollment reported to IPEDS and the data reported to NC-SARA. This attention to detail is indicative of how seriously many institutions take their reporting responsibility.

The hard work of NC-SARA staff, regional education compact staff, and State Portal Entities to improve the process, the online survey forms, and communication about annual reporting are contributing to this improvement.



# OUT-OF-STATE LEARNING PLACEMENTS

## Background

Beginning in 2018, the NC-SARA annual reporting included mandatory reporting of out-of-state learning placements (OOSLP) in addition to distance education enrollment. This section of the report focuses on reported OOSLP.

## Learning Placements Defined

As defined in the *2020 Data Reporting Handbook*<sup>6</sup>, learning placements (clinical rotations, student teaching, internships, etc.) are a critical component of many instructional programs. Although 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. It is important to note that *reporting includes on-ground students as well as distance education students' OOSLP*.

OUT-OF-STATE LEARNING PLACEMENT  
REPORTING INCLUDES ON-GROUND  
STUDENTS AS WELL AS DISTANCE  
EDUCATION STUDENTS.

While many of such learning 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.

## Classification of Instructional Programs

According to the 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 activity<sup>7</sup>. Developed by NCES in 1980, the CIP has been revised five times, most recently in 2019 for use in 2020. The updated 2020 CIP Codes had non-substantive changes to three titles: #12, #15, and #31. In all three cases, an additional word was added to the category title. Beginning with the 2020 NC-SARA data reporting, the 2020 CIP Codes will be used for data collection. The 2010 CIP Codes were used for reporting 2019 OOSLP. It is also important to note that OOSLP are reported for the calendar year; 2019 OOSLP were reported to NC-SARA during the reporting window in the spring of 2020.

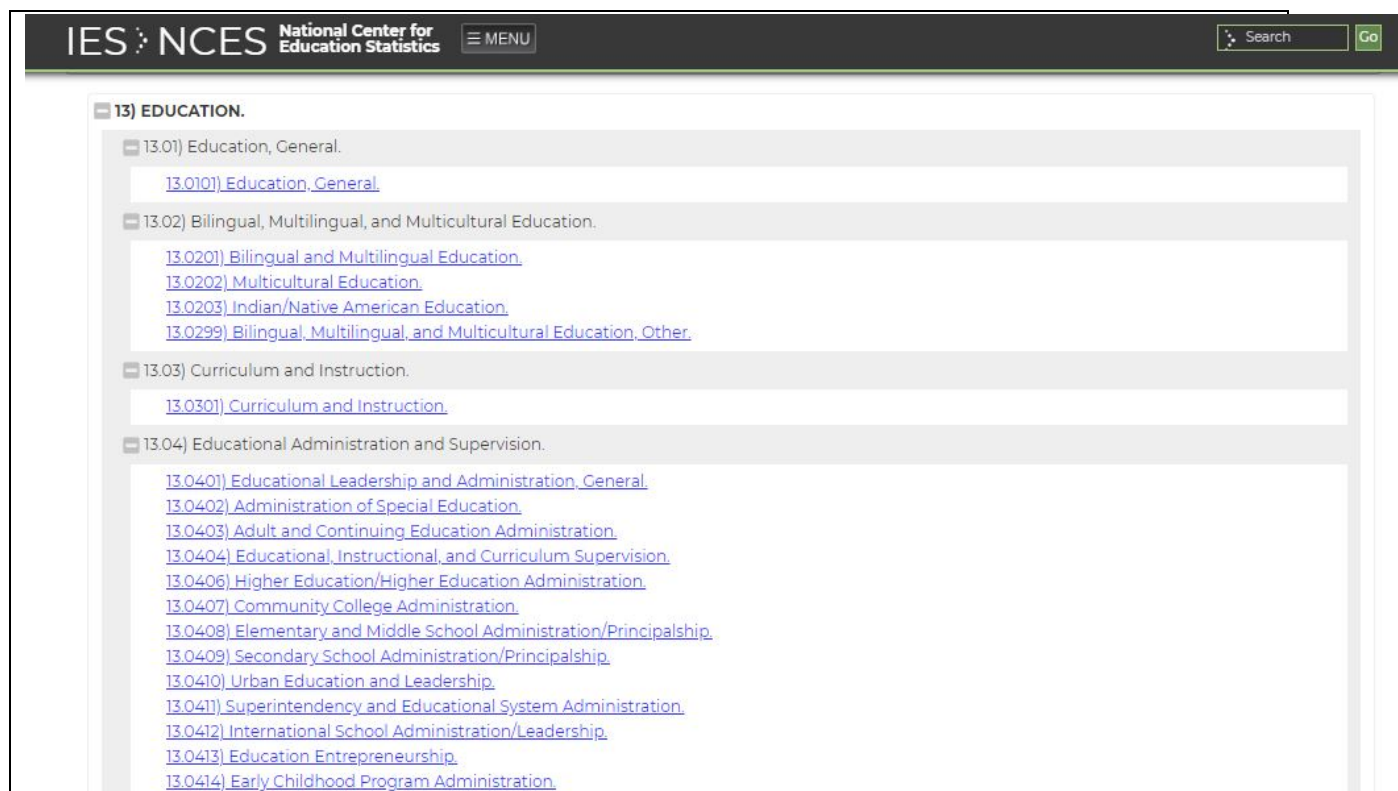
<sup>6</sup> NC-SARA Data Reporting Handbook 2020, p. 16-17.

<sup>7</sup> Classification of Instructional Programs (CIP 2020). (n.d.) Retrieved from NCES Website. <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56>, retrieved 9/21/2020.



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). Figure 52 is a screen shot that illustrates the initial portion of the CIP code for program area Education<sup>8</sup>. Appendix D provides additional detail about CIP codes and links to all 47 two-digit CIP codes that represent the program areas.

**Figure 52. 2020 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 anew. Because CIP is used by almost all United States institutions of higher education, NC-SARA is using the CIP system to categorize and report OOSLP. NC-SARA does not expect or desire institutions to revisit those decisions for the purposes of SARA reporting. Rather, SARA institutions report learning placements categorized by the codes already assigned to the related programs.

### Characteristics Required for Inclusion of Out-of-State Learning Placement

NC-SARA requires 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 participating in learning placements during

<sup>8</sup> 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 9/21/2020.



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. The criteria for inclusion in OOSLP reporting was refined by the NC-SARA Data Committee and included in the *2020 Data Reporting Handbook* and repeated here below. Short courses, field trips, etc., are not to be included in the learning placement numbers.

#### *Criteria for Inclusion in Out-of-State Learning Placement 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:

- Disaggregate by two-digit CIP code;
- Disaggregate by the state in which the placement was made.<sup>9</sup>

Online survey instructions and copies of the survey forms used to report OOSLP are in Appendix A.

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<sup>9</sup> NC-SARA Data Reporting Handbook 2020, p. 20.



## OUT-OF-STATE LEARNING PLACEMENT FINDINGS

### Total Out-of-State Learning Placements Reported

As previously described, 2,089 institutions reported OOSLP during the reporting period. There were 349,930 OOSLP reported for 2019, a 45.8% increase from 2018 (239,955), the first year of mandatory reporting. A significant increase was expected, given that many institutions reported that they were not able to provide complete and accurate data on learning placements last year.

The current OOSLP data is an important baseline, as it is anticipated that much of the learning placement activity planned for calendar year 2020 has been postponed or cancelled due to the COVID-19 pandemic.

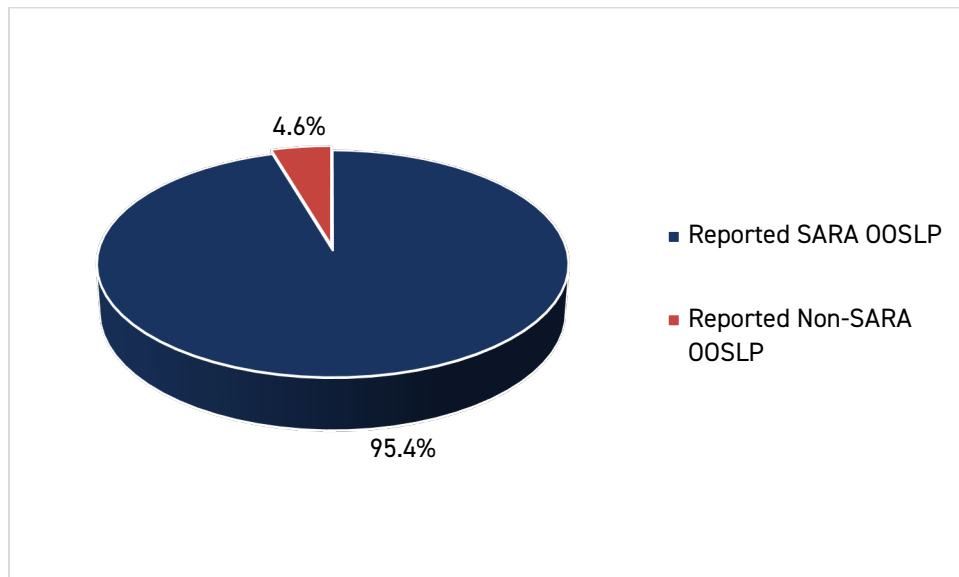
**349,930 OOSLP WERE REPORTED FOR 2019**  
**- A 45.8% INCREASE OVER LAST YEAR**  
**(239,955).**

The learning placements for calendar year 2020 will be reported during the reporting window in the spring of 2021.

### SARA and Non-SARA Out-of-State Learning Placements

For 2019, 333,794 (95.4%) of reported learning placements were in SARA states and 16,136 (4.6%) were in non-SARA states. These data are consistent with the reported OOSLP in the first year of required reporting with 94.1% in SARA states (225,891) and 5.9% in non-SARA states (14,064). Please see Figures 53 and 54 for additional detail.

**Figure 53. 2019 Reported SARA and Non-SARA Out-of-State Learning Placements**



**Figure 54. 2018-2019 Reported SARA and Non-SARA Out-of-State Learning Placements – Data Table**

Reporting Year	Reported OOSLP in SARA States	% of OOSLP in SARA States	Reported OOSLP in Non-SARA States	% of OOSLP in Non-SARA States	Total Reported OOSLP
2018	225,891	94.1%	14,064	5.9%	239,955
2019	333,794	95.4%	16,136	4.6%	349,930

### State Summary of Out-of-State Learning Placement Data

Institutions operating under SARA report their OOSLP by state, just as they do for distance education enrollment reporting. Non-SARA state data reported are combined to report the non-SARA total for OOSLP. To interpret these data as an example, participating institutions in Alabama reported sending 6,657 learning placements from Alabama (OOSLP FROM). This answers the question, “*How many students from my state are being placed elsewhere?*” In addition, participating institutions in other SARA states reported making 3,090 learning placements in Alabama (OOSLP TO). This answers the question, “*How many students from other participating SARA institutions are being placed in my state?*”

Only state level OOSLP data are reported on the NC-SARA website for 2018 and 2019, and in future years institutional data may be reported. The maps in Figures 55 and 56 and data table in Figure 57 compile SARA and non-SARA state OOSLP for institutions in each SARA state reporting for 2019. Note that OOSLP does not include in-state learning placements, as NC-SARA is interested in interstate activity only.

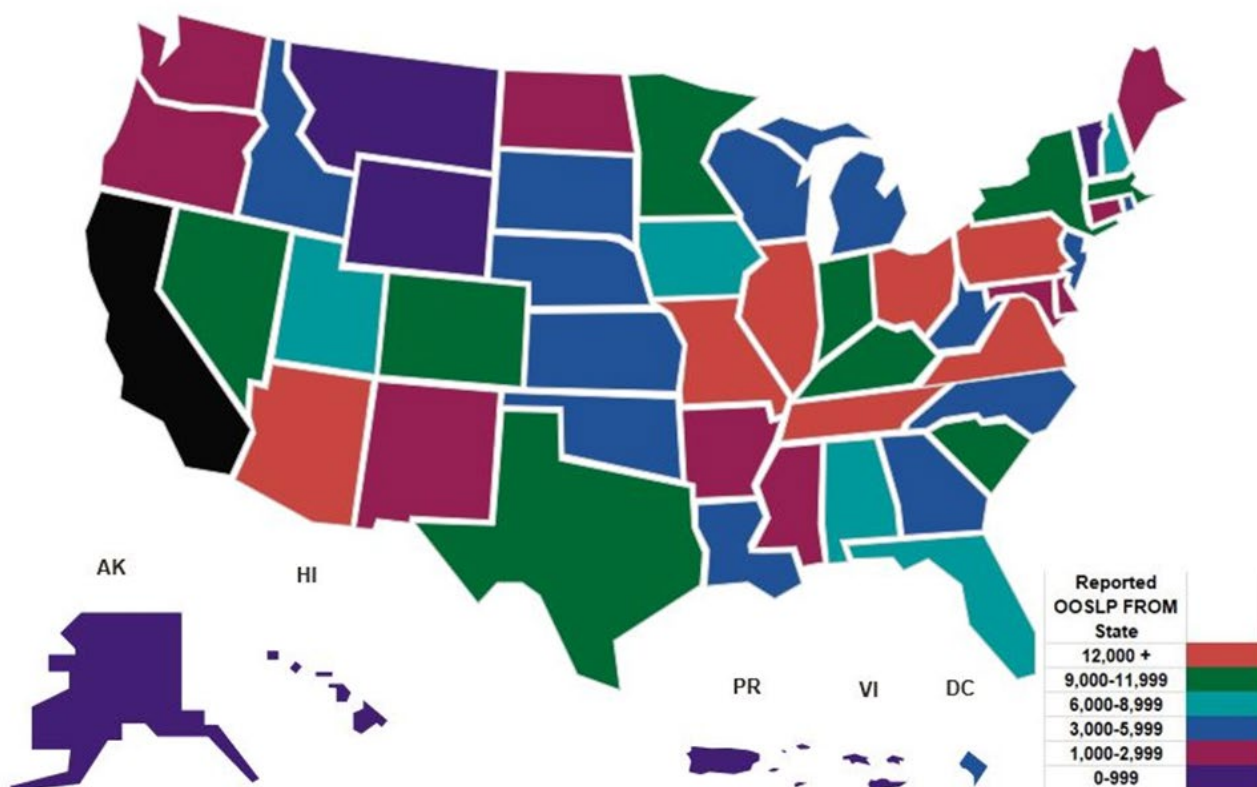


### *Map of Out-of-State Learning Placements Sent From Institutions in SARA States (FROM)*

Figure 55 displays the OOSLP sent from institutions in each SARA member state to assist readers in visualizing the flow of learning placements from participating SARA states. The related data table is in Figure 57.

**Figure 55. 2019 Map of Reported OOSLP Sent From Institutions in SARA States (OOSLP FROM)**

*Answers the question, "How many students from my state are being placed elsewhere?"*



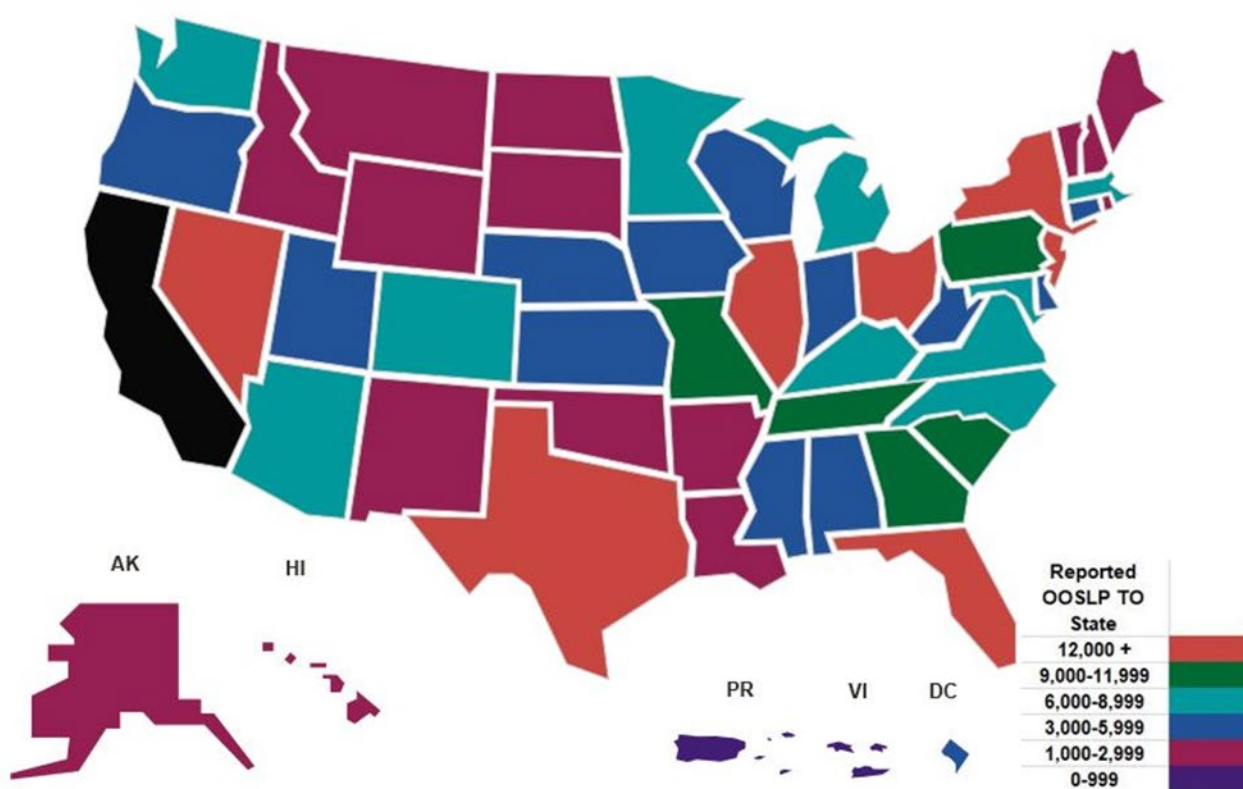


*Map of Out-of-State Learning Placement Sent To State by Institutions in Other SARA States (TO)*

Figure 56 provides the OOSLP sent to each SARA state by institutions in other SARA states to assist readers in visualizing the flow of learning placements into each state. The related data table is in Figure 57.

**Figure 56. 2019 Map of Reported OOSLP Sent To State from Institutions in Other SARA States (OOSLP TO)**

*Answers the question, "How many students from other participating SARA institutions are being placed in my state?"*





**Figure 57. 2019 Reported Out-of-State Learning Placements by State**

<b>State/Territory</b>	<b>Reported OOSLP Sent FROM Institutions in State (OOSLP FROM)</b>	<b>Reported OOSLP Sent TO State from Institutions in Other SARA States (OOSLP TO)</b>
Alabama	6,657	3,090
Alaska	48	1,093
Arizona	13,635	8,678
Arkansas	2,533	2,264
Colorado	11,234	7,950
Connecticut	1,211	4,046
Delaware	1,633	3,471
District of Columbia	3,902	5,666
Florida	7,337	15,673
Georgia	5,717	11,445
Hawaii	890	1,227
Idaho	4,013	2,149
Illinois	27,185	18,060
Indiana	11,062	5,416
Iowa	6,857	4,714
Kansas	4,556	3,822
Kentucky	9,003	6,630
Louisiana	3,223	2,551
Maine	2,264	1,145
Maryland	2,873	8,437
Massachusetts	9,195	6,523
Michigan	5,582	7,950
Minnesota	9,986	8,154
Mississippi	1,645	3,075
Missouri	14,616	10,426
Montana	357	1,263
Nebraska	5,726	3,456
Nevada	10,860	12,845
New Hampshire	7,403	2,268
New Jersey	5,984	14,903
New Mexico	1,193	1,991
New York	11,855	12,048
North Carolina	3,936	8,709
North Dakota	2,312	1,593
Ohio	30,767	24,070
Oklahoma	3,938	2,857
Oregon	2,734	3,593
Pennsylvania	21,047	11,546



State/Territory	Reported OOSLP Sent FROM Institutions in State (OOSLP FROM)	Reported OOSLP Sent TO State from Institutions in Other SARA States (OOSLP TO)
Puerto Rico	272	895
Rhode Island	3,378	1,457
South Carolina	10,820	11,784
South Dakota	3,181	2,959
Tennessee	13,139	11,880
Texas	9,669	19,775
U.S. Virgin Islands	0	94
Utah	7,740	3,465
Vermont	761	1,039
Virginia	13,994	8,333
Washington	2,319	7,076
West Virginia	3,590	3,299
Wisconsin	5,634	5,609
Wyoming	464	1,332
<b>Total SARA States</b>	<b>349,930</b>	<b>333,794</b>
<b>Total Non-SARA States</b>		16,136
<b>Total OOSLP Reported</b>	<b>349,930</b>	<b>349,930</b>

## Reported CIP Code Program Areas

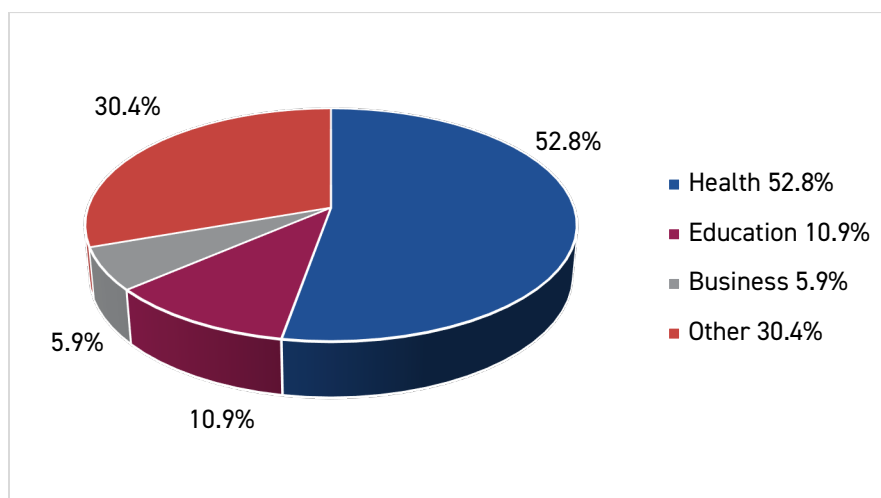
The program area with the largest number of OOSLP was Health Professions and Related Programs (CIP #51), with 184,870 placements, representing 52.8% of all placements reported. Education (CIP #13) had the second highest number of placements again in 2019 with 38,195 placements, representing 10.9% of the total placements reported followed by Business (CIP #52) with 20,776 placements which accounted for 5.9% of reported placements.

**THE TOP THREE RANKED CIP PROGRAM AREAS REMAINED THE SAME FROM 2018 TO 2019: HEALTH, EDUCATION, AND BUSINESS.**

All other program area CIP codes combined accounted for 30.4% of reported learning placements. Figures 58 and 59 provide details regarding the top nine program area CIP codes reported.



**Figure 58. 2019 Out-of-State Learning Placements Reported by CIP Code Program Area**



**Figure 59. 2019 Out-of-State Learning Placements Reported by CIP Code Program Area – Data Table**

Program Area (Two-Digit CIP Code)	Total Reported OOSLP	% Total of Reported OOSLP
Health Professions and Related Programs (#51)	184,870	52.8%
Education (#13)	38,195	10.9%
Business, Management, Marketing, Related Support Services (#52)	20,776	5.9%
Public Administration and Social Service Professions (#44)	11,064	3.2%
Psychology (#42)	9,407	2.7%
Engineering (#14)	8,559	2.4%
Computer and Information Sciences and Support Services (#11)	7,251	2.1%
Residency Programs (#60)	6,922	2.0%
Parks, Recreation, Leisure, and Fitness Studies (#31)	6,535	1.9%
All Other Learning Placements reported by CIP Codes	56,351	16.1%
Total Learning Placements Reported	349,930	100.0%

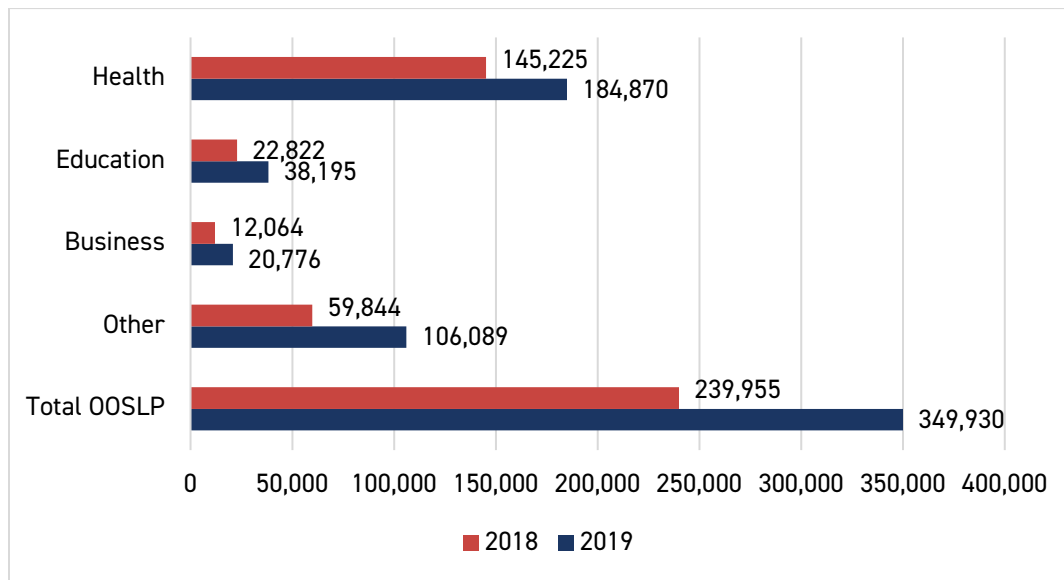
### Comparing Reported CIP Code Program Areas 2018-2019

With two years of required OOSLP data, comparisons can be made regarding the reported program areas in 2018 and 2019. In both years, the rank of the top three program areas remained the same: Health, Education, and Business. There was some variation among the other high-ranking program areas.

Figures 60 and 61 represent the OOSLP data by CIP Code program reported in 2018 and 2019.



**Figure 60. Out-of-State Learning Placements Reported by CIP Code Program Area 2018-2019**



**Figure 61. Out-of-State Learning Placements Reported by CIP Code Program Area 2018-2019 – Data Table**

	Health	%	Education	%	Business	%	Other	%	Total Reported OOSLP
2018	145,225	60.5%	22,822	9.5%	12,064	5.0%	59,844	24.9%	239,955
2019	184,870	52.8%	38,195	10.9%	20,776	5.9%	106,089	30.4%	349,930

### Insights from Out-of-State Learning Placement Reporting

Institutions continued to implement OOSLP tracking and reporting to NC-SARA for 2019, resulting in an expected large increase (45.8%) of reporting learning placements.

A small number of institutions reported that they are still refining their systems for gathering OOSLP information from the departments and colleges on their campuses. A few mentioned that there were

**THE 2019 OUT-OF-STATE LEARNING PLACEMENT DATA REPORTED TO NC-SARA ARE AN IMPORTANT BASELINE SINCE MANY INSTITUTIONS CANCELLED LEARNING PLACEMENTS IN 2020 DUE TO THE COVID 19 PANDEMIC.**

hardships due to the COVID-19 pandemic limiting access to the data on campus prior to and during the 2019 reporting window. Based on these comments, reported OOSLP is likely still an undercount, but accuracy and completeness has improved dramatically between the first and second year of mandatory reporting.



The refinements made in the criteria for reporting OOSLP for 2019 reporting seem to have alleviated much of the initial confusion about which OOSLP to count. As with the distance education enrollment reporting, many institutional staff used the comments field in the OOSLP online survey to explain learning placements that were international, therefore not reported to NC-SARA. They also used the field to explain their own processes and plans for improvement.

Usability issues with the expanding OOSLP online survey form is a burden for institutions that have significant OOSLP to report across multiple CIP codes and states. This issue is known by NC-SARA staff and alternative formats for future data collection are being considered.

The magnitude of effort required to ensure that all OOSLP are accounted for in a complex university system is significant and is acknowledged by NC-SARA. It is also anticipated that reported OOSLP will likely decline with the 2020 data reported in the spring of 2021 because many institutions cancelled learning placements due to stay at home orders and campus closures related to the COVID-19 pandemic.



## CONCLUSION

### Summary

The 2019 data reporting was the fifth year that institutions operating under SARA were required to share their distance education enrollment data and the second year that out-of-state learning placement reporting was mandatory. With each year, NC-SARA's operational management of the process improves. The NC-SARA staff, regional compact staff, and State Portal Entities are dedicated to answering the questions institutions pose and to listening to the unique challenges of individual institutions while streamlining the data reporting process for all. The result of these collaborative efforts is a more manageable process for the reporting institution staff. NC-SARA, the regional education compacts, and the State Portal Entities remain committed to continuous improvement in the online surveys and communication to institutions.

Reporting distance education enrollment has become relatively routine for most participating institutions, as evidenced by a reduction in the number of comments expressing frustration or inability to report accurately. For 2019, 23.0% (482) institutions provided comments in the distance education survey. Institutional staff continue to use the comments field largely to explain any differences from their IPEDS EF reporting. The largest impediment to accurate reporting remains confusion about IPEDS definitions and areas where NC-SARA reporting differs from IPEDS.

The comments field in the OOSLP reporting form was primarily used to report internal challenges while gathering the data to explain learning placements that were reported internally, but do not fit the NC-SARA criteria for reporting OOSLP. There were significantly fewer comments that indicated confusion about which learning placements to report than there were last year. The changes to the *Data Reporting Handbook*, online surveys, and communications regarding reporting resulted in improvement in the reporting process for all involved. In addition, the implementation of a consistent reporting window from May 15 – June 15 each year was welcomed by institutional staff. The deadline was extended until June 30 to give institutions more time to report, due to the COVID-19 pandemic.

The reported data tell the story of a program that is working as designed. Reported distance education enrollment continues to grow, increasing 7.5% between 2018 and 2019, despite no new states or territories joining SARA. The proportion of reported non-SARA distance education enrollment dropped by half, from 18.6% to 9.3% in the same five years that the total number of reported distance education enrollment increased by 62.8% from 857,303 to 1,395,756.

Trend analysis reflecting the period 2016 to 2019 reveal important changes by sector. Total reported out-of-state distance education enrollment increased 19.2% over the period as states became members and institutions applied and were approved to participate in SARA.

When these same data are examined by sector, some interesting trends become evident. Private non-profits reported the largest increase, 60.7%, in distance education enrollment over the period, followed by participating public institutions with a 55.1% increase in out-of-state distance education enrollment. Private for-profit institutions reported a decline of 20.8% in reported distance education enrollment over the period.



## A Strong Baseline

NC-SARA staff have committed to continuous improvement of the data reporting process and communications about the process with key stakeholder groups. The significant effort and dedication to improvement in the data reporting process is succeeding. The consistency in the process between 2018 and 2019 reporting suggests that providing distance education enrollment and OOSLP to NC-SARA annually each spring is becoming part of the reporting routine for participating institutions. This is evidenced by the reduction in concerns raised in the comments fields of the online surveys and by fewer calls to NC-SARA with questions.

The data reported for 2019 is remarkably consistent with what was reported for 2018. The exceptions are expected growth in OOSLP as institutions improved their internal process and stable growth in reported distance education enrollment as more institutions applied for and were accepted to participate in SARA.

The stability of the data reported over the past two years serves to build confidence in what they convey about distance education adoption and use in the United States. This strong baseline will be a benefit to NC-SARA and participating institutions when the 2020 data are reported in 2021. If NC-SARA reporting remains consistently reliable next year, the data will be an important source of information to help SARA stakeholders measure the impact of campus closures and other COVID-19 pandemic limitations on interstate higher education activity across the nation.



# APPENDICES

## Appendix A: Instructions and Online Surveys


### *Distance Education Enrollment Instructions*

Below are screenshots of the instructions and the survey screens that institutions completed for the 2019 NC-SARA Distance Education Enrollment and Out-of-State Learning Placement data collection. Beginning with 2018 reporting, there are two tabs on the data entry screen, one for each survey.

Enrollments

Out-of-State Learning Placements (OOSLP)

Reporting Period ⓘ  
2019 - 2020



NC-SARA 2019-2020 Annual Enrollment Reporting  
Reporting Institution

Next

NC-SARA Annual Enrollment Reporting

Every year, SARA institutions are asked to 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. This required data submission is based on the enrollment data your institution reported to the Integrated Postsecondary Education Data System (IPEDS) last fall. For SARA, that data is to be disaggregated by the state, territory, or district where the activity takes place.

Data Reporting Window is May 15 - June 30 2020

While every effort has been made to provide clear instructions through the NC-SARA Data Reporting Handbook, the variety of institutional practices in determining student location, tabulating enrollment data, and delivering distance education make some institutional reporting decisions difficult to answer. 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.

**Instructions**  
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. Enter the disaggregated distance education data for SARA member states/district/territories in the first section of the online reporting form. Scroll down to the next section of the online reporting form so that you can then enter the disaggregated data for each non-SARA participating U.S. territory and the state of California. The form will automatically sum and report total enrollment to help validate the data as you enter it.

Use the Comments field to briefly comment on any apparent anomalies in your data. Please do not ask questions here, as this box will not be monitored. The 2020 NC-SARA Data Reporting Handbook contains details about reporting requirements and instructions for submitting your institution's data. Please review the Data Reporting Handbook; if you have additional questions, contact NC-SARA at [data@nc-sara.org](mailto:data@nc-sara.org).

Institutional Enrollment data will be reported on the NC-SARA website as portrayed in the 2020 NC-SARA Data Reporting Handbook. We encourage you to read the 2020 NC-SARA Data Sharing Agreement found [here](#), which is incorporated by reference in each institution's enrollment data submission.

Please be sure to complete both reporting forms, one for Enrollment and one for Out-of-State Learning Placements (OOSLP). **There are two tabs at the top of the reporting screen and two Confirmation and Authorization screens to complete.**

An automated confirmation email will be sent by NC-SARA to all active institutional contacts upon each of the Enrollment and OOSLP data submission.  
Thank you!

Next





## Appendix A: Continued

### *Distance Education Enrollment Survey: SARA States & Territory Online Survey*

[Previous](#)

SARA States Total Enrollments - 0

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

### *Distance Education Enrollment Survey: Non-SARA State Online Survey*

NON-SARA States and Territories Total Enrollments - 0

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




# Appendix A: Continued

## Out-of-State Learning Placement Reporting Instructions

Enrollments

Out-of-State Learning Placements (OOSLP)

Reporting Period ⓘ  
2019 - 2020



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

Reporting Institution

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

SARA Institutions are required to report each year certain learning placements in every state, territory, and district other than their own. Learning placements (clinical rotations, student teaching, internships, etc.) are a critical component of many instructional programs. Out-of-state learning placements include on-the-ground, out-of-state learning placements, both for on-campus/face-to-face courses as well as those associated with distance education courses. The learning placements are referred to as out-of-state learning placements (OOSLP).

Data Reporting Window is May 15 - June 30 2020

While every effort has been made to provide clear instructions through the NC-SARA Data Reporting Handbook, the variety of institutional practices in determining student location and tabulating placement data make some institutional reporting decisions difficult to answer. 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.

**Instructions**

Use the reporting form on the next screen to report OOSLP for your institution. Select the first CIP code from the drop-down menu, along with the state/district/territory where learning placements were reported. Use the **Add another CIP Code** tab to expand the data reporting screen to accommodate each of the CIP codes and states/district/territories you need to report OOSLP for. You can use the **Save** button to save your work and complete it later.

Use the Comments field to briefly comment on any apparent anomalies in your data. Please do not ask questions here, as this box will not be monitored. The 2020 NC-SARA Data Reporting Handbook contains details about reporting requirements and instructions for submitting your institution's data. Please review the Data Reporting Handbook; if you have additional questions, contact NC-SARA at [data@nc-sara.org](mailto:data@nc-sara.org).

Institutional OOSLP data will be reported on the NC-SARA website as portrayed in the 2020 NC-SARA Data Reporting Handbook. We encourage you to read the 2020 NC-SARA Data Sharing Agreement found here, which is incorporated by reference in each institution's OOSLP data submission.

Please be sure to complete both reporting forms, one for Enrollment and one for Out-of-State Learning Placements (OOSLP). **There are two tabs at the top of the reporting screen and two Confirmation and Authorization screens to complete.** Remember, if you have no OOSLP to report - you still must click the button that reads "No OOSLP to Report" then continue to the confirmation page to complete the submission process.

An automated confirmation email will be sent by NC-SARA to all active institutional contacts upon each of the Enrollment and OOSLP data submission.  
Thank you!


Report

## Out-of-State Learning Placement Data Entry Screen with Data Entered in the Form, Comments Field and Confirmation

Enrollments

Out-of-State Learning Placements (OOSLP)

Reporting Period ⓘ  
2019 - 2020



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

Reporting Institution

Previous

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

CIP Type	State / District/Territory	OOSLP Count
101 Communications Technologies/Technicians and Support Services	CA - California	1
111 Computer and Information Sciences and Support Services	TX - Texas	1
501 Visual and Performing Arts	AR - Arkansas	1

Total OOSLP Enrollments 3

Comments

Confirmation and Authorization

☐ If this report included branch campus activity select Yes below  
By checking this box, your Institution agrees to the terms noted in the published NC-SARA Data Sharing Agreement, found here.

Previous



## Appendix B: Technical Notes

### IPEDS Distance Education Definitions

The following definitions are provided by The Department of Education, National Center for Educational Statistics (NCES)<sup>10</sup>.

**Distance Education** - 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. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

**Distance Education Course** - 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.

**Distance Education Program** - A program for which all the required coursework for program completion is able to be completed via distance education courses.

### NC-SARA Uses IPEDS Definitions

NC-SARA relies on the existing definitions and reporting schedules required by the federal government's [Integrated Postsecondary Education Data System](#) (IPEDS). Using these existing structures and processes, that are familiar to institutional staff, is part of NC-SARA's commitment to not creating an undue additional reporting burden for participating institutions. IPEDS data collection is managed by the U.S. Department of Education through the [National Center for Education Statistics](#) (NCES) and reporting is required of all institutions of higher education that offer federal financial aid in the U.S. states and territories. NCES has been requiring institutions to report distance education data since the IPEDS Fall Enrollment (EF) reporting in 2012. These data are the basis of institutional distance education enrollment reporting to NC-SARA.

#### *Historic use of Distance Education Definitions*

The IPEDS Fall Enrollment report asks institutions to separate students into three categories:

- Enrolled Exclusively in Distance Education Courses
- Enrolled in Some (But Not All) Distance Education Courses
- Not Enrolled in Any Distance Education Courses

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<sup>10</sup> U.S. Department of Education, National Center for Education Statistics, *IPEDS Glossary for 2020-2021 Data Collection System* <https://surveys.nces.ed.gov/ipeds/Downloads/Forms/IPEDSGlossary.pdf>



## Appendix B: Continued

To approximate the historic distance education surveys conducted by the Babson Survey Research Group (BSRG) that used a definition of approximately 80% of the course online, the WICHE Cooperative for Educational Technologies (WCET) and others have combined the IPEDS reporting for “Exclusively in Distance Education Courses” and “Some But Not All Distance Education Courses”. This combination of reporting has been referred to as “Enrolled in At Least One” distance education course.

### NC-SARA Requires Out-of-State Learning Placement Reporting

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 enrollments NC-SARA would create a similar process for collecting and reporting out-of-state learning placements. Unlike distance education enrollment reporting, there is no existing mechanism for gathering and reporting OOSLP.

### Acknowledgment of Prior IPEDS Distance Education Analysis

Prior to the 2012 IPEDS reporting, the [Babson Survey Research Group](#) (BSRG) collected data on online enrollments annually, beginning in the fall 2002 period.<sup>11</sup> BSRG used the distance education definition of 80% of the content delivered online. The BSRG survey is a sampling, not a reporting, of the entire population of institutions of higher education. Analysis by the [WICHE Cooperative for Educational Technology](#) (WCET) provides greater detail about methodology of historic distance education reports and the differences in the data and definitions used.<sup>12</sup>

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<sup>11</sup> Allen, I.E. and Seaman J., (2003). *Sizing the Opportunity: The Quality and Extent of Online Education in the United States*, Babson Survey Research Group.

<sup>12</sup> Poulin, R. and Straut, T. (2016). *WCET Distance Education Enrollment Report 2016*.

<http://wcet.wiche.edu/initiatives/research/WCET-Distance-Education-Enrollment-Report-2016>



## Appendix C: 2019 Total State-Level Distance Education Enrollment Reporting with In-State Distance Education Enrollment

State/ District Territory	Total Reported Distance Education Enrollment in SARA States/ Territory	Total Reported Distance Education Enrollment in Non-SARA States/ Territory	Total Reported Distance Education Enrollment	Distance Education Enrollment in State Reported by Other SARA Institutions
Alabama	59,531	2,049	61,580	49,147
Alaska	6,481	74	6,555	12,326
Arizona	228,116	36,021	264,137	66,366
Arkansas	24,637	149	24,786	32,203
Colorado	86,967	5,772	92,739	56,804
Connecticut	16,849	514	17,363	22,574
Delaware	12,331	143	12,474	11,334
District of Columbia	51,346	1,167	52,513	4,721
Florida	154,818	3,347	158,165	196,218
Georgia	98,013	4,217	102,230	121,567
Hawaii	3,648	494	4,142	12,020
Idaho	31,774	2,650	34,424	27,405
Illinois	93,730	3,050	96,780	94,619
Indiana	83,529	2,918	86,447	57,550
Iowa	31,724	527	32,251	32,608
Kansas	42,353	983	43,336	35,969
Kentucky	51,394	1,756	53,150	50,602
Louisiana	23,214	498	23,712	37,479



## Appendix C: Continued

State/ District Territory	Total Reported Distance Education Enrollment in SARA States/ Territory	Total Reported Distance Education Enrollment in Non-SARA States/ Territory	Total Reported Distance Education Enrollment	Distance Education Enrollment in State Reported by Other SARA Institutions
Maine	12,747	285	13,032	13,970
Maryland	69,916	1,822	71,738	91,145
Massachusetts	39,941	1,425	41,366	49,953
Michigan	50,947	474	51,421	77,392
Minnesota	88,768	3,406	92,174	107,323
Mississippi	23,062	158	23,220	34,738
Missouri	55,767	1,664	57,431	58,821
Montana	4,033	198	4,231	8,330
Nebraska	29,883	1,197	31,080	23,043
Nevada	22,430	594	23,024	39,889
New Hampshire	107,240	6,883	114,123	16,609
New Jersey	31,130	846	31,976	61,605
New Mexico	23,407	549	23,956	28,969
New York	87,515	2,468	89,983	108,519
North Carolina	69,977	399	70,376	127,650
North Dakota	9,313	323	9,636	8,574
Ohio	109,387	4,506	113,893	120,888
Oklahoma	26,927	252	27,179	35,864



## Appendix C: Continued

State/ District Territory	Total Reported Distance Education Enrollment in SARA States/ Territory	Total Reported Distance Education Enrollment in Non-SARA States/ Territory	Total Reported Distance Education Enrollment	Distance Education Enrollment in State Reported by Other SARA Institutions
Oregon	25,694	2,427	28,121	30,846
Pennsylvania	80,940	2,458	83,398	105,020
Puerto Rico	10,490	42	10,532	9,396
Rhode Island	3,599	66	3,665	6,361
South Carolina	25,469	112	25,581	56,729
South Dakota	10,378	173	10,551	11,036
Tennessee	53,217	294	53,511	79,946
Texas	189,504	3,040	192,544	292,763
U.S. Virgin Islands	86	3	89	49,015
Utah	164,551	14,228	178,779	7,393
Vermont	8,273	292	8,565	104,438
Virginia	115,782	3,558	119,340	680
Washington	54,248	890	55,138	97,066
West Virginia	54,112	3,616	57,728	18,829
Wisconsin	31,318	417	31,735	43,512
Wyoming	4,705	29	4,734	8,829
<b>Totals</b>	<b>Totals</b>	<b>2,886,658</b>	<b>130,286</b>	<b>3,016,944</b>



## Appendix D: 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 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 areas. For example, CIP Code 51 (Health Professions and Related Programs, with more than 200 sub-categories) 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). The online appendix allows the user to 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/default.aspx?y=56>.

Institutions have already assigned CIP codes to their academic programs, and *NC-SARA does not 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.

Beginning with 2020 data collection, the 2020 CIP Codes will be used. The new 2020 CIP codes can be found at <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56>.





## Appendix D: Continued

Two-digit CIP Codes, CIP 2020 -- <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56><sup>13</sup>

- ☐ 01) AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES.
- ☐ 03) NATURAL RESOURCES AND CONSERVATION.
- ☐ 04) ARCHITECTURE AND RELATED SERVICES.
- ☐ 05) AREA, ETHNIC, CULTURAL, AND GENDER 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.
- ☐ 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) RESERVE OFFICER TRAINING CORPS (JROTC, ROTC).
- ☐ 29) MILITARY TECHNOLOGIES.
- ☐ 30) MULTI/INTERDISCIPLINARY STUDIES.
- ☐ 31) PARKS, RECREATION, LEISURE, FITNESS, AND KINESIOLOGY.
- ☐ 32) BASIC SKILLS.
- ☐ 33) CITIZENSHIP ACTIVITIES.
- ☐ 34) HEALTH-RELATED KNOWLEDGE AND SKILLS.
- ☐ 35) INTERPERSONAL AND SOCIAL SKILLS.
- ☐ 36) LEISURE AND RECREATIONAL ACTIVITIES.

<sup>13</sup> National Center for Education Statistics, IPEDS, Classification of Instructional Programs (CIP), Browse CIP Codes, <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56>, retrieved 9/21/2020.



## Appendix D:– Continued

✚ 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) SECURITY AND 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 CLINICAL SCIENCES.

✚ 52) BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.

✚ 53) HIGH SCHOOL/SECONDARY DIPLOMAS AND CERTIFICATES.

✚ 54) HISTORY

✚ 60) RESIDENCY PROGRAMS.



## Appendix E: About the Authors

**Terri Taylor Straut**, CEO and Solution Architect at Ascension Consulting Group. Terri is an independent consultant and an experienced researcher, project manager, and higher education administrator. As the founding director of CU Online (for the University of Colorado) and a member of the founding management team of the Western Governors University (WGU), Terri has been part of the distance learning industry since its infancy in the mid-1990s. Terri has significant experience implementing distance education projects in corporations and non-profit organizations well as in higher education. Her consulting practice includes higher education research and project management for training and educational technology implementations. This is the fourth year that Terri has authored the NC-SARA Data Report. Terri earned her Master of Business Administration from Northeastern University and her Bachelor of Arts from the University of Delaware. ([Terri@AscensionConsultingGroup.com](mailto:Terri@AscensionConsultingGroup.com))

**Marianne Boeke, Ph.D.**, Senior Director for Research and State Support at NC-SARA. Marianne joined NC-SARA in 2018; she oversees all aspects of data reporting, curates the State Authorization Surveys (The Guide), provides state and regional compact support, and, with senior leadership, works on policy related issues. Prior to joining NC-SARA, Marianne served as Senior Associate at the National Center for Higher Education Management Systems (NCHEMS) where she worked on a variety of long and short-term projects. Marianne has also held administrative positions at The American University, the University of Denver, and, during its inaugural years, the Western Governors University (WGU). Marianne's work in state authorization began in 2011 when she co-created the State Higher Education Executive Officers (SHEEO) survey on state authorization. Marianne holds a Ph.D. in higher education from the University of Denver, a master's degree from The American University, and a bachelor's degree from San Jose State University. ([mboeke@nc-sara.org](mailto:mboeke@nc-sara.org))

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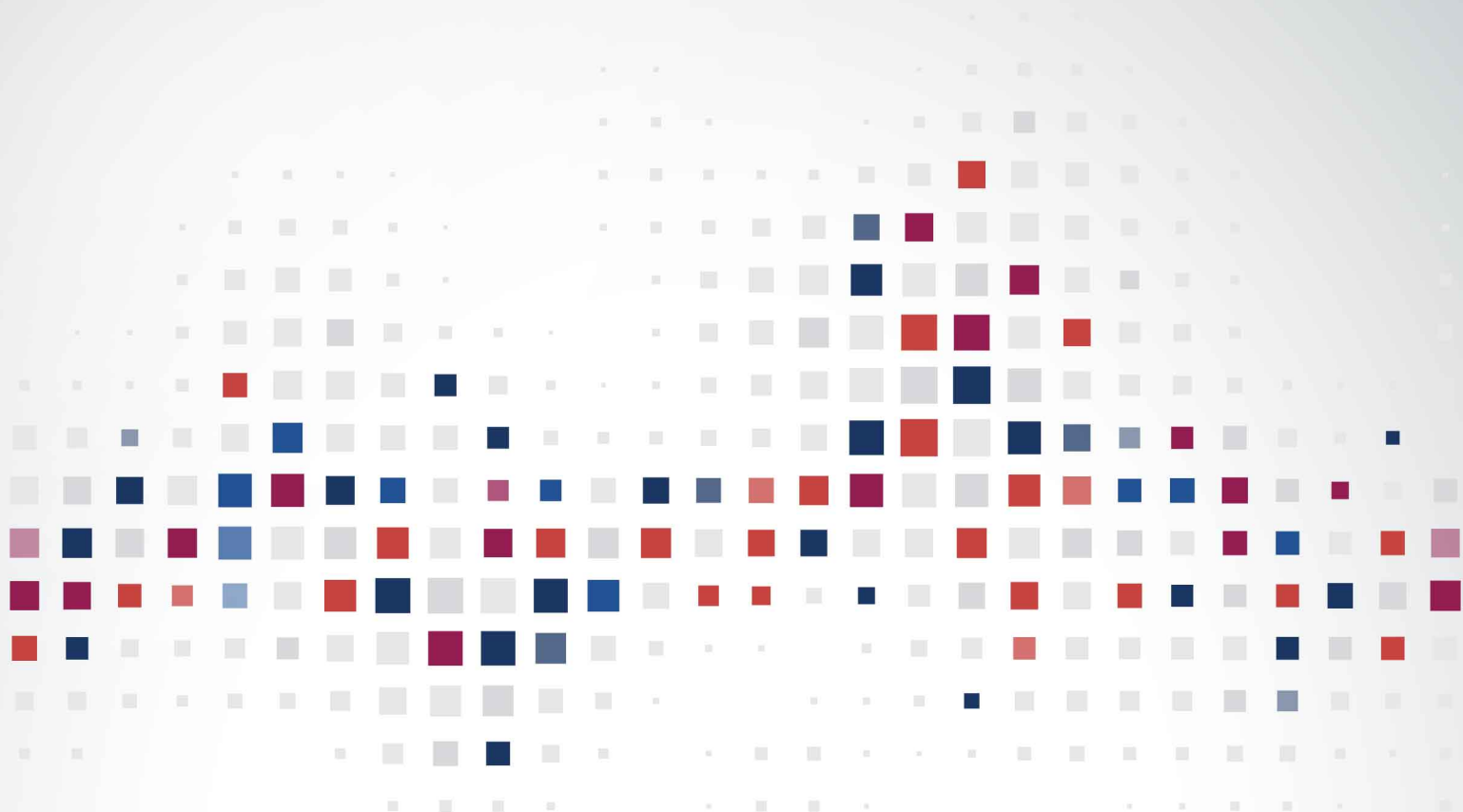
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