NC-SARA Annual Data Reporting Webinar

Fall 2021 Exclusively Distance Education Enrollment
&
2021 Out-of-State Learning Placements

Countdown to Start: 10:00

March 10, 2022
Webinar Guidance

- Please use the Question and Answer feature for questions.

- The Closed Caption option is available.

- The webinar will be recorded.

- This presentation and any other resources referenced will be posted on the NC-SARA website.
Welcome

Marianne Boeke, Ph.D.
Senior Director for Research and State Support
Presenters

Rachel Christeson, Ph.D.
Associate Director for Research and Data Analysis

Terri Taylor Straut, MBA
Educational Programs Architect and Research Analyst
Agenda

2020 Data Overview

Data Reporting Overview

Exclusively Distance Education Enrollment Data Reporting
  ► Q&A on Enrollment Reporting

OOSLP Reporting
  ► Q&A on OOSLP Reporting

What’s Next?

How Your Institution Can Use the Data: NC-SARA Data
Dashboards Demo

Coming Soon! Demo of Foundations of NC-SARA Annual Data Reporting Online Course
2020 Data Overview
NC-SARA’s 6th annual data report and dataset shed light on the ways higher education continues to evolve and change in the wake of the COVID-19 pandemic, resulting in more students enrolling in distance education courses during the Fall 2020. NC-SARA distance education enrollment reporting includes only students enrolled exclusively in distance education courses.

**FAST FACTS: ABOUT THE NC-SARA DATA REPORT**

- **2,201**
  - Data was collected from 2,201 SARA-participating institutions, a 5.4% increase over 2019

- **261,275**
  - Enrollment data is from Fall 2020, and reflects students who were enrolled exclusively in distance education courses

- **49 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands are members of SARA**

- The number of out-of-state learning placements (OOSLP) for calendar year 2020 was 261,275, a decrease of 3.9% from 271,784 reported in 2019
EXCLUSIVELY DISTANCE EDUCATION ENROLLMENT NEARLY DOUBLES

93% increase in distance education enrollments at SARA-participating institutions between Fall 2019 and Fall 2020.

MOST STUDENTS ENROLLED EXCLUSIVELY IN DISTANCE EDUCATION IN THEIR OWN STATE

Most students (3,937,656) enrolled exclusively in distance education courses attended institutions in their own state – more than double the number of in-state enrollments in 2019 (1,621,188).

GROWING NUMBER OF SARA-PARTICIPATING INSTITUTIONS REPORT ENROLLMENT DATA

The number of institutions participating in SARA has continued to increase, with 113 more institutions reporting in 2020 than in 2019.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>2,201</td>
</tr>
<tr>
<td>2019</td>
<td>2,088</td>
</tr>
<tr>
<td>2018</td>
<td>1,960</td>
</tr>
<tr>
<td>2017</td>
<td>1,791</td>
</tr>
<tr>
<td>2016</td>
<td>1,477</td>
</tr>
<tr>
<td>2015</td>
<td>846</td>
</tr>
</tbody>
</table>

32.4% Almost a third (1,888,067) of students enrolled exclusively in distance education courses attended institutions out-of-state in Fall 2020 up from 1,395,756 in Fall 2019.
Public institutions continue to comprise majority of exclusively distance education enrollments

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>2020 Enrollment</th>
<th>2019 Enrollment</th>
<th>Year Over Year Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>3,873,286</td>
<td>1,589,719</td>
<td>144%</td>
</tr>
<tr>
<td>Tribal</td>
<td>1,034</td>
<td>499</td>
<td>107%</td>
</tr>
<tr>
<td>Private Non-Profit</td>
<td>1,362,700</td>
<td>924,463</td>
<td>47%</td>
</tr>
<tr>
<td>Private For-Profit</td>
<td>588,703</td>
<td>502,263</td>
<td>17%</td>
</tr>
</tbody>
</table>

Healthcare programs remain most prevalent OOSLP

The largest out-of-state learning placements (OOSLP) were in healthcare-related programs (56.5%), followed by education (10.3%) and business (5.2%). The remaining 28% of OOSLPs were in a variety of fields, such as engineering and social sciences.
SARA Institutions’ Perspectives on the Pandemic

NC-SARA issued a voluntary survey in 2021 to gather additional insights into how the distance education offerings at SARA-participating institutions may have evolved or changed as a result of the pandemic. The survey was delivered to all 2,201 SARA-participating institutions and had a response rate of 32%.

Some Students Able to Participate in Virtual Learning Placements

53% of survey respondents from SARA-participating institutions reported students were able to participate in virtual learning placements (e.g., internships, experiential learning programs, clinical placements) in 2020.

Institutions Report Distance Education Likely to Continue Post-Pandemic

85% of survey respondents indicated they moved courses to emergency remote learning in Fall 2020 because of the pandemic.

59% indicated they plan to continue some or all of their emergency remote learning offerings via distance education after the pandemic.

Only 15% Stayed In-Person

Just 15% of respondents did not move any classes online, the majority of which were small private non-profit institutions or whose offerings were already all online.

Interested in diving deeper into the data? Check out our interactive dashboards at www.nc-sara.org/data-dashboards.
Gratitude for Reporting During Pandemic
Data Reporting Overview
Poll Question:

Are you the person who reports NC-SARA data for your institution?
NC-SARA’s Annual Data Reporting Resources: Your One Stop Shop

How-To Guide: Reporting Handbook

How-To Event: Webinar Recording

Overview & Use of Data: Online Foundations Course COMING SOON!

Tools & Resources: Sample Matrix Quick Start Guide
Annual Data Reporting Resources: Your One Stop Shop
Institution Directions for Data Reporting

Data Reporting
The 2022 timeframe to report Fall 2021 distance education enrollments and calendar year 2021 out-of-state learning placements is May 15, 2022 through June 15, 2022.

Resources:
- NC-SARA Data Reporting Handbook for Institutions (2022)
- Sample Placement Reporting Matrix
- 2022 Data Sharing Agreement
- Trainings and webinars
- SARA Quick Start Guide: Annual Data Reporting
Participating institutions report 2021 data to NC-SARA in Spring 2022.

NOTE: Beginning with Report published in December 2020, NC-SARA changed the nomenclature used for reporting periods so that the title of the reports and references to dates are reflective of the data.
Communication About Data Reporting

**All** active SARA contacts will receive emails:

- Notification on May 15 that the survey is open.
- Reminders during the reporting window.
- Confirmations when the surveys are submitted.

**PRO TIPS:**

Determine **who** will internally coordinate your institution’s reporting.

Double-check your own data from last year for consistency.
What’s New and Notable for 2021 Reporting?

   ▶ Report to NC-SARA as you do for IPEDS.

2. Report All OOSLP Activities.
   ▶ If the learning placements were started, but not completed, please report them.

3. Do not report virtual learning placements, as has been the case.

4. Special guidance for institutions new to SARA
   ▶ Institutions that began participating in SARA on or before December 31, 2021 are required to report their 2021 data in 2022.
   ▶ Institutions whose participation began after December 31, 2021 are required to report their 2022 data in 2023.
Exclusively Distance Education (EDE) Enrollment Data Reporting
Poll Question: Did your institution return to Emergency Remote Learning in 2021?
Reporting Requirements of NC-SARA & IPEDS EF

NC-SARA Enrollment
- EDE Enrollment Disaggregated by State
- Out-of-State Learning Placements

"Exclusively in Distance Education" Courses (EDE)

IPEDS Fall Enrollment (EF)
Distance Education
- All Students Enrolled
- EDE Enrollment
- Some But Not All DE Enrollment
- No Distance Ed Enrollment
EDE Enrollment Reporting

Four general points of guidance:

1. Report EDE enrollment delivered *both in the home state of the institution and outside the home state of the institution*.
2. Disaggregate those enrollments by the state, territory, or district where the students are located, including the home state.
3. Use the means you currently employ to determine students’ locations.
4. Report the actual number of students enrolled in each state.
# EDE Enrollment Reporting

## Two Online Survey Tabs

<table>
<thead>
<tr>
<th>Exclusively Distance Education Enrollment</th>
<th>Out-of-State Learning Placements (OOSLP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Period 2021</td>
<td></td>
</tr>
</tbody>
</table>

NC-SARA 2021 Annual Exclusively Distance Education Enrollment Reporting

Test - College

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There are 2 Options to Save the Data

✔ Save and Return
✔ Save and Submit
### EDE Enrollment Reporting

- **SARA States Total Exclusively Distance Education Enrollment - 0**

<table>
<thead>
<tr>
<th>State</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama (AL)</td>
<td>0</td>
</tr>
<tr>
<td>Arizona (AZ)</td>
<td>0</td>
</tr>
<tr>
<td>District of Columbia (DC)</td>
<td>0</td>
</tr>
<tr>
<td>Georgia (GA)</td>
<td>0</td>
</tr>
<tr>
<td>Idaho (ID)</td>
<td>0</td>
</tr>
<tr>
<td>Kansas (KS)</td>
<td>0</td>
</tr>
<tr>
<td>Alaska (AK)</td>
<td>0</td>
</tr>
<tr>
<td>Colorado (CO)</td>
<td>0</td>
</tr>
<tr>
<td>Delaware (DE)</td>
<td>0</td>
</tr>
<tr>
<td>Hawaii (HI)</td>
<td>0</td>
</tr>
<tr>
<td>Illinois (IL)</td>
<td>0</td>
</tr>
<tr>
<td>Kentucky (KY)</td>
<td>0</td>
</tr>
<tr>
<td>Louisiana (LA)</td>
<td>0</td>
</tr>
<tr>
<td>Arkansas (AR)</td>
<td>0</td>
</tr>
<tr>
<td>Connecticut (CT)</td>
<td>0</td>
</tr>
<tr>
<td>Florida (FL)</td>
<td>0</td>
</tr>
<tr>
<td>Iowa (IA)</td>
<td>0</td>
</tr>
<tr>
<td>Indiana (IN)</td>
<td>0</td>
</tr>
</tbody>
</table>

**NOTE:** There is an option to quickly report zero Distance Education Enrollments.
# EDE Enrollment Reporting

## Non-SARA State Enrollment

<table>
<thead>
<tr>
<th>Non-SARA States and Territories</th>
<th>Total Exclusively Distance Education Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Samoa (AS)</td>
<td>0</td>
</tr>
<tr>
<td>Marshall Islands (MH)</td>
<td>0</td>
</tr>
<tr>
<td>Palau (PW)</td>
<td>0</td>
</tr>
<tr>
<td>California (CA)</td>
<td>0</td>
</tr>
<tr>
<td>Federated States of Micronesia (FM)</td>
<td>0</td>
</tr>
<tr>
<td>Guam (GU)</td>
<td>0</td>
</tr>
<tr>
<td>Northern Mariana Islands (CNMI)</td>
<td>0</td>
</tr>
</tbody>
</table>

The survey form automatically tallies your reported enrollment.
EDE Enrollment Reporting

Comments Field

NOTE:
Please do not use this field to ask questions or update your institution’s contact information.

Instead: Please use this field to explain anomalies in your data or provide context for your reported distance education enrollment data.
**Confirmation and Authorization**

- **OPEID**: 123907
- **Name**: Test
- **Email**: test@gmail.com-xxc

**NOTE:**
If you need to make a change once you’ve submitted data, email data@NC-SARA.org
Frequently Asked Questions

What if my institution doesn’t report to IPEDS?
► Report as if you do.

How do we report Military Students?
► Report where they are taking the course.

What definition of “distance education” should we use?
► Use IPEDS’ definitions.

How do we handle “remote learning” as a result of the COVID-19 pandemic?
► Use the IPEDS guidance and report to NC-SARA as you did in your EF IPEDS reporting.

Q&A Regarding EDE Enrollment Reporting
Out-Of-State Learning Placement (OOSLP) Data Reporting
There was a decline in reported out-of-state learning placements in 2020.

Poll Question: Did your institution’s learning placements return to 2019 levels in 2021?
OOSLP Reporting

Learning Placement Examples:

- Clinical Rotations
- Student Teaching
- Internships

Report on-ground and online student OOSLP.

OOSLP does NOT include in-state placements.
OOSLP Reporting: About CIP Codes

Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking, assessment, and reporting of fields of study and program completion activity.

▶ Use the new 2020 CIP Codes for reporting.


▶ NC-SARA uses the 47 two-digit CIP codes that represent program areas.
### OOSLP Reporting: CIP Code

#### 13) EDUCATION.

- **13.01) Education, General.**
  - 13.0101) Education, General

- **13.02) Bilingual, Multilingual, and Multicultural Education.**
  - 13.0201) Bilingual and Multilingual Education,
  - 13.0202) Multicultural Education,
  - 13.0203) Indian/Native American Education,
  - 13.0209) Bilingual, Multilingual, and Multicultural Education, Other.

- **13.03) Curriculum and Instruction.**

- **13.04) Educational Administration and Supervision.**
  - 13.0401) Educational Leadership and Administration, General,
  - 13.0402) Administration of Special Education,
  - 13.0403) Adult and Continuing Education Administration,
  - 13.0404) Educational, Instructional, and Curriculum Supervision,
  - 13.0405) Higher Education / Higher Education Administration,
  - 13.0407) Community College Administration,
  - 13.0408) Elementary and Middle School Administration / Principalship,
  - 13.0409) Secondary School Administration / Principalship,
  - 13.0410) Urban Education and Leadership,
  - 13.0411) Superintendency and Educational System Administration,
OOSLP Reporting

Where are these numbers kept on campus?

► In the academic departments that have learning placements.

► Start with Institutional Research.

Document your approach to ensure consistency each year.
Criteria for Inclusion in OOSLP Reporting

There are no changes to the Criteria for Inclusion in OOSLP Reporting.

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.
NOTE:
If there are no OOSLP to report, use the check box at the top of the form to report zero.
OOSLP Reporting: OOSLP Data Entry

Use ‘Add another CIP/State’ to expand the online form to enter all OOSLP data.
OOSLP Reporting

Comments Field

NOTE:
Please do **not** use this field to ask questions or update your institution’s contact information.

Instead: Please use this field to explain anomalies in your data or provide context for your reported OOSLP data.
**OOSLP Reporting**

**Confirmation and Authorization**

**NOTE:**
If you need to make a change once you’ve submitted data, email data@NC-SARA.org
Frequently Asked Questions

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

► Yes, the Sample Learning Placement Reporting Matrix is available on the website.

Should institutions report virtual internships?

► No, if the internship is fully online and the student is not physically present in another state, do not report the internship.

What if my institution has none of this information?

► Use the handbook and Sample Learning Placement Reporting Matrix to establish a system to collect and report these data.
Q&A Regarding OOSLP Reporting
What’s Next?
What’s Next?

Data reporting window is May 15 – June 15, 2022

1. Institution Data Survey in July

2. OOSLP Data to be published by institution in 2022

3. Branch Campus reporting will be mandatory for 2022 in 2023
How Your Institution Can Use the Data: NC-SARA Data Dashboards
Coming Soon: Foundations of NC-SARA Annual Data Reporting Online Course
Final Questions?
Thank You!

CONTACT US!
For questions about data reporting, please email: data@nc-sara.org

NC-SARA Website: www.nc-sara.org

https://www.linkedin.com/company/nc-sara

@NCSARA_News