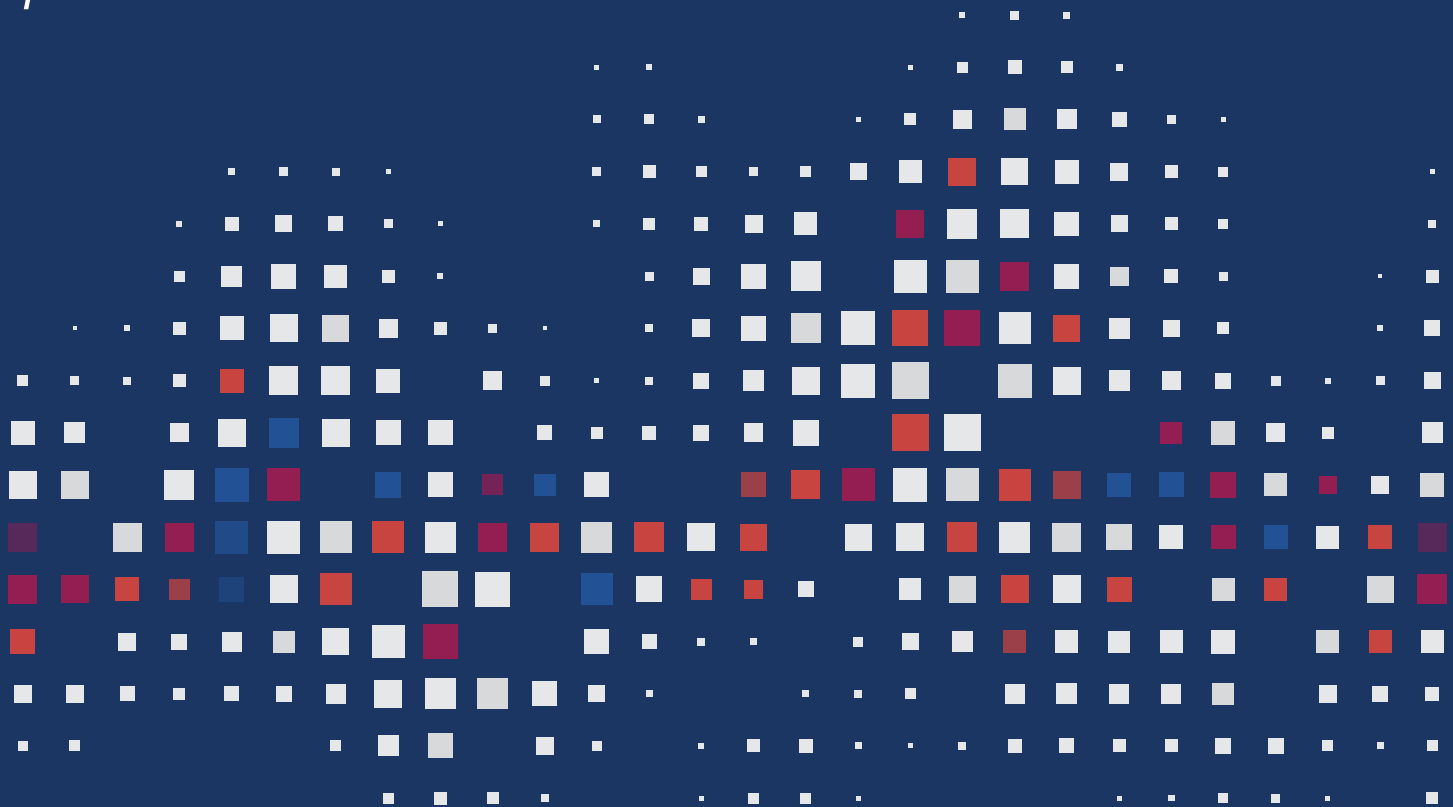


# NC-SARA DATA REPORTING HANDBOOK

*for Institutions*



## Fall 2022 Exclusively Distance Education Enrollment & 2022 Out-Of- State Learning Placements

Reporting Period: May 15 - June 15, 2023



National Council for  
State Authorization  
Reciprocity Agreements



## Table of Contents

Introduction .....	3
Data to be Reported .....	3
Reporting Time Frame .....	3
Guidance Regarding Institutional Data Reporting .....	4
What is New or Notable in 2023? .....	5
Section I: Exclusively Distance Education Enrollment Reporting .....	6
Exclusively Distance Education Enrollment Defined .....	6
What Happens to Reported Data .....	6
Who Should Report the Data? .....	7
What Data are Reported? .....	7
IPEDS Distance Education Reporting .....	8
Reporting Military Students .....	10
Instructions for Exclusively Distance Education Enrollment Data Reporting .....	11
Frequently Asked Questions: Exclusively Distance Education Enrollment Reporting .....	16
Technical Support & Help .....	19
Section II: Out-of-State Learning Placement Reporting (OOSLP) .....	20
Out-of-State Learning Placements Defined .....	20
Why Institutions are Required to Report Out-of-State Learning Placements .....	20
What Happens to Reported Data .....	20
What Data are Reported? .....	21
Branch Campus OOSLP Reporting .....	22
Use the Classification of Instructional Programs (CIP) .....	22
Characteristics Required for Inclusion of OOSLP .....	23
Criteria for Inclusion in OOSLP Reporting .....	24
Who Should Report my Institution's Data? .....	24
Scope and Limitations of SARA Regarding OOSLP .....	24
Where are these data housed at an institution? .....	25
Additional Resources for OOSLP Reporting .....	25
Instructions for Out-of-State Learning Placement Data Reporting .....	26
Frequently Asked Questions: Out-of-State Learning Placements Reporting .....	30
Technical Support & Help .....	33
Appendix A: IPEDS' Distance Education Definitions .....	34
Appendix B: Classification of Instructional Programs (CIP) .....	35

**This page is intentionally left blank.**

## Introduction

Institutions approved to participate in State Authorization Reciprocity Agreements (SARA) are required to report exclusively distance education enrollment (EDEE) and out-of-state learning placements (OOSLP) annually. The data are to be reported to NC-SARA via an online reporting portal between May 15 and June 15, 2023. Institutions that do not report to IPEDS still need to report this data.

This *NC-SARA Data Reporting Handbook* (handbook) provides detailed information about data reporting requirements, including step-by-step instructions to submit data through the online reporting portal. In addition to this handbook, please review the updated [Data Sharing Agreement](#) (DSA). The CEO or CAO of SARA-participating institutions affirms the institution's agreement with the DSA as part of the initial application process and annual renewal.

For the purposes of this handbook, "state" is defined as a state, commonwealth, organized territory, or district (District of Columbia) of the United States. In addition, the term "exclusively distance education enrollment" is used synonymously with the IPEDS' term "enrolled exclusively in distance education" courses.

### Data to be Reported

- 1) **Exclusively Distance Education Enrollment (EDEE):** SARA-participating institutions must annually report the number of students engaged exclusively in distance education who are enrolled at the institution. The EDEE data ***must be disaggregated by state, territory, or district*** where the learning takes place. These EDEE data need to include both degree and non-degree for-credit courses.
  - For EDEE reporting, institutions should report the same exclusively distance education data they reported for IPEDS' EF reporting but *disaggregate the data by state*. If the institution does not report to IPEDS, use the IPEDS' guidelines to report to NC-SARA.
- 2) **Out-of-State Learning Placements (OOSLP):** Institutions participating in SARA must also annually report to NC-SARA the number of their students engaged in certain OOSLP activities, such as clinical rotations, internships, student teaching, etc., disaggregated by state and two-digit Classification of Instructional Programs (CIP) codes as assigned by the U.S. Department of Education.

Detailed data reporting requirements are found in the sections dedicated to Exclusively Distance Education Enrollment Reporting and Out-of-State Learning Placement Reporting that follow in this handbook.

### Reporting Time Frame

The reporting timeframe for NC-SARA data reporting is May 15 through June 15, 2023.

Both the EDEE and the OOSLP data are reported to NC-SARA in the spring following the due date for institutions to report their previous year Fall Enrollment (EF) data to the federal government's Integrated Postsecondary Education Data System (IPEDS).

### New SARA-participating institutions report as follows:

- Institutions that began participating in SARA on or before December 31, 2022 are required to report 2022 data to NC-SARA in 2023.

- Institutions whose participation began after December 31, 2022 are required to report 2023 data in 2024. These institutions do not need to report any 2022 data during the 2023 reporting period.

### Guidance Regarding Institutional Data Reporting

This handbook provides guidance to SARA-participating institutions about how to submit institutional EDEE and OOSLP data to NC-SARA. While NC-SARA makes every effort to provide clear instructions, the variety of institutional practices in determining student location, tabulating EDEE and OOSLP data, and delivering distance education make perfectly accurate reporting across institutions unattainable at present. Please use your best judgment and adopt and document an approach that ensures your institution's reporting is consistent from year-to-year and captures the requested information.

- 1) Enlist the help of the person or office that does your institution's reporting to IPEDS (because they are intimately familiar with the world according to IPEDS);
- 2) Report EDEE as you do to IPEDS in the EF report<sup>1</sup>;
- 3) Report OOSLP for the calendar year by collecting learning placement data from the academic departments that make such placements across state lines;
- 4) If in doubt, use your best professional judgment, exercised within the spirit and intent of SARA; and
- 5) ***Please read the entire handbook before submitting your data or asking questions; there are FAQs at the end of each section of the handbook.***

### Online Data Reporting Portal

SARA-participating institutions who were approved on or before December 31, 2022, will receive an email from NC-SARA with a link to the online reporting portal on May 15, 2023. This link will provide access to the online reporting portal, which has **two tabs**, one tab for EDEE reporting and the second tab for OOSLP reporting. The data reporting process should be managed in the same way that other required reporting is for your institution. Please use your existing policies for data collection and records retention to ensure reliable data reporting from year to year.

---

*Be sure to complete both online reporting forms: one for EDEE and one for OOSLP.*

*There are two tabs to access the **two reporting forms** in the online reporting portal.*

---

---

<sup>1</sup> U.S. Department of Education, NCES National Center for Education Statistics, *IPEDS Glossary for 2022-2023 Data Collection System*, <https://surveys.nces.ed.gov/ipeds/download-status>, Retrieved November 14, 2022.

### What is New or Notable in 2023?

The following items are new or notable for the current reporting period:

- **Special guidance for institutions new to SARA-participation.** Institutions that began participating in SARA on or before December 31, 2022 are required to report 2022 data to NC-SARA in 2023. Institutions whose participation began after December 31, 2022 are required to report 2023 data in 2024. These institutions do not need to report any 2022 data during the 2023 reporting period.
- **Branch Campus Reporting is Mandatory.** Beginning with reporting of 2022 data in the spring of 2023, branch campus reporting is mandatory. Branch campus reporting is required for both EDEE and OOSLP.
- Beginning in 2023, the individual who provides their contact information in the **Confirmation and Authorization** section of the reporting forms will receive a confirmation email, in addition to all active SARA contacts for the institution.
- The SARA and non-SARA state listings for EDEE are alphabetized in the online portal according to the **name of the state/district/territory** rather than the state abbreviation.
- The SARA and non-SARA state listings for OOSLP reporting are consistently alphabetized in the portal by the **name of the state/district/territory** rather than separated by SARA membership status.
- **Do not report virtual learning placements.** As has been the case, do not report 100% virtual learning placements.

---

*Institutions that began participating in SARA on or before December 31, 2022 are required to report their 2022 data to NC-SARA in 2023.*

*Institutions whose participation began after December 31, 2022 are required to report 2023 data in 2024.*

---

## Section I: Exclusively Distance Education Enrollment Reporting

SARA policy has required SARA-participating institutions to report exclusively distance education enrollment (EDEE) since 2015. This section of the handbook provides details about what data are reported and why.

### Exclusively Distance Education Enrollment Defined

Institutions must report the number of students engaged exclusively in distance education who are enrolled at the institution. The EDEE data must be disaggregated by state, territory, or district where the activity takes place. These EDEE data include both degree and non-degree for-credit courses. EDEE data help us understand which institutions are enrolling students exclusively at a distance and where those students are located.

For EDEE reporting, institutions should report the same distance education data they reported for IPEDS' EF reporting but **disaggregate the data by state**. If the institution does not report to IPEDS, use the [IPEDS' guidelines](#)<sup>2</sup> to report to NC-SARA.

---

*Institutions that do not report to IPEDS still need to report their exclusively distance education enrollment to NC-SARA.*

---

### What Happens to Reported Data

NC-SARA publishes EDEE data through the [NC-SARA Data Dashboards](#), which include all data reported to NC-SARA since data reporting was required for 2015 data in the spring of 2016. The dashboards consist of several separate tabs with different information that may be useful to a variety of SARA stakeholder groups. You may sort and view the data in the NC-SARA Data Dashboards by year, SARA student status, regional compact, state, and institution. The following EDEE data are available in the dashboards:

1. **Total Exclusively Distance Education Enrollment** - this tab includes overall EDEE counts by state based on institution location. It also includes trends and a list of the top institutions.
2. **Incoming Exclusively Distance Education Enrollment** - this tab focuses on students coming **TO** a state - that is, those students enrolling in an institution within the state but living elsewhere. It includes which states are sending the most students and what types of institutions students are attending.
3. **Outgoing Exclusively Distance Education Enrollment** - this tab focuses on students **FROM** a state - that is, those students that live in a state but attend an institution elsewhere. It includes which states are receiving the most students and what types of institutions students are attending.

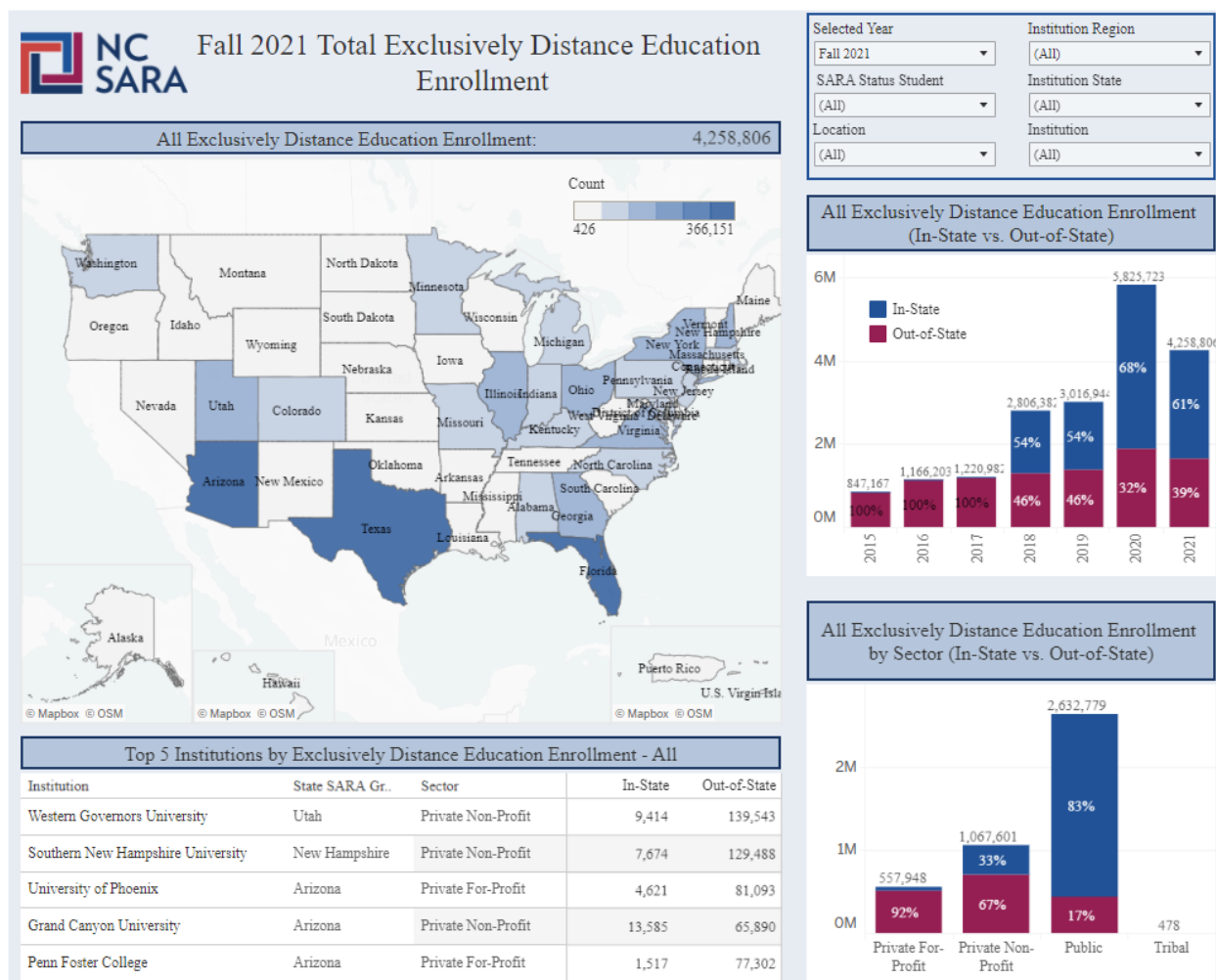
---

<sup>2</sup> U.S. Department of Education, NCES National Center for Education Statistics, *IPEDS Data Collection System 2022-22 Survey Materials, FAQ*, <https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=3>, Retrieved November 14, 2022.



A screenshot with an example of the total exclusively distance education enrollment data dashboard is in Figure 1.

**Figure 1. Example of Total EDEE Data Dashboard**



### Who Should Report the Data?

All active institutional SARA contacts will receive an email notice prompting reporting. Please determine who is going to coordinate the NC-SARA data reporting for your institution internally.

### How Do We Access the Reporting Portal?

The email you receive from NC-SARA will contain a link to the online reporting portal. The portal has **two tabs**: one tab for EDEE reporting and a second tab for OOSLP reporting. For 2022 reporting in the spring of 2023, the link will be sent on May 15, 2023. Use these tabs to access the two online reporting forms to report your institution's data to NC-SARA.

### When is the Reporting Period?

NC-SARA's reporting window is always May 15 through June 15. Please be sure to add the NC-SARA reporting window to your institution's existing data reporting calendar.

### What Data are Reported?

NC-SARA exclusively distance education enrollment reporting requirements are based on federal IPEDS data collection. Institutions report their EDEE in the EF component of their

submission to the federal IPEDS data collection. The EF data are reported through April of the following year. Exclusively distance education enrollment data for 2022 are reported to IPEDS in the winter/spring of 2023 and to NC-SARA in the spring of 2023 during the annual reporting window.

### IPEDS Distance Education Reporting

NC-SARA uses the IPEDS' definition of distance education to lessen the reporting burden for participating institutions, since most are already reporting to IPEDS.

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>3</sup> The definition also includes detail regarding delivery modality; the full definition is in Appendix A IPEDS' Distance Education Definitions of this handbook.

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

1. All students enrolled
2. Students enrolled exclusively in distance education courses
3. Students enrolled in some but not all distance education courses
4. Student not enrolled in any distance education courses

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:

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

Full instructions for the 2022-23 IPEDS EF reporting are available on the IPEDS' website.<sup>4</sup>

**Important Note:** Institutions that do not report to IPEDS need to report their data to NC-SARA following IPEDS' reporting guidelines.

NC-SARA EDEE reporting includes **only students enrolled exclusively in distance education courses**. NC-SARA requests that institutions disaggregate their EDEE data reported to IPEDS by

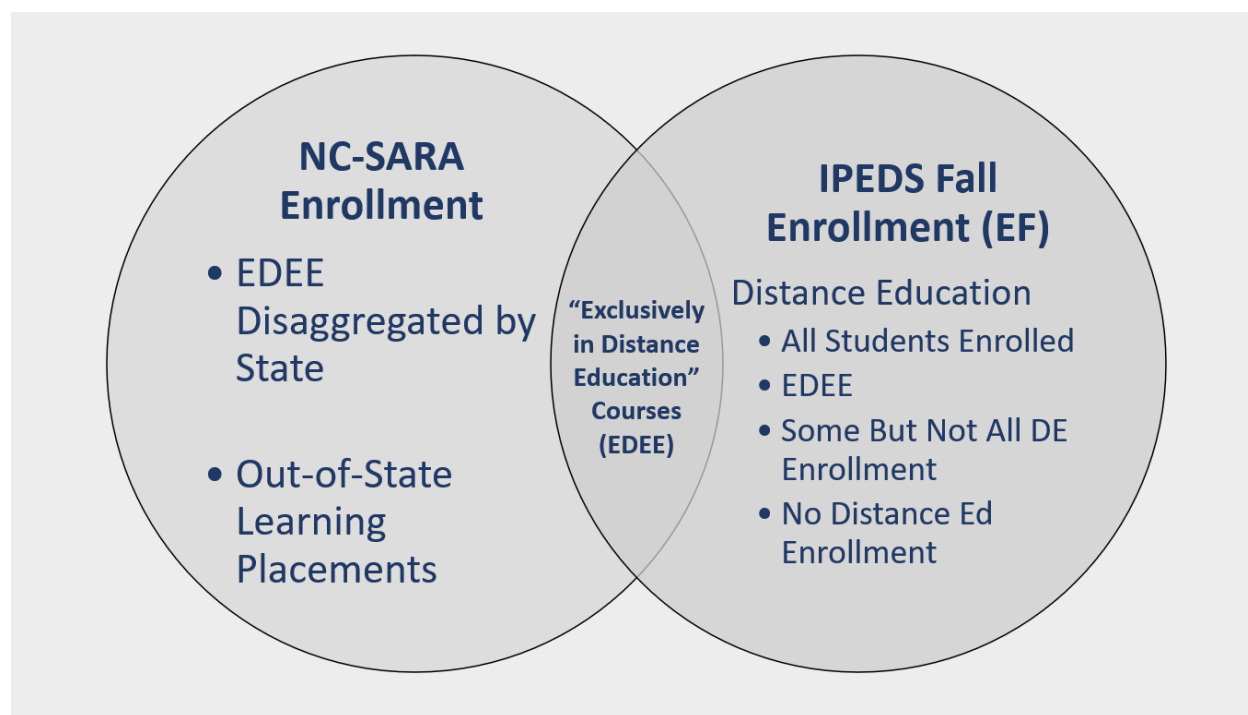
---

<sup>3</sup> U.S. Department of Education, National Center for Education Statistics, *IPEDS Glossary for 2022-23 Data Collection System*, <https://surveys.nces.ed.gov/ipeds/public/glossary>, Retrieved November 14, 2022.

<sup>4</sup> U.S. Department of Education, National Center for Education Statistics, *IPEDS Data Collection System, 2022-23 Survey Materials FAQ*, <https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=3>, Retrieved November 14, 2022.

state. For the purposes of this handbook, the term exclusively distance education enrollment is used synonymously with the IPEDS language: only students enrolled exclusively in distance education courses. Figure 2 details the reporting requirements of NC-SARA and IPEDS EF for distance education enrollment.

**Figure 2. Reporting Requirements of NC-SARA and IPEDS EF**



#### **For NC-SARA Reporting:**

- Report EDEE delivered *both in the home state of the institution and outside the home state of the institution*<sup>5</sup>.
- While IPEDS EF requests *aggregated* data for your institution's out-of-state students within the United States, for this SARA report, *disaggregate those enrollments by the state, territory, or district where the students are located, including the home state*.<sup>6</sup>
- Use the means you currently employ to determine students' locations.
- Report the actual number of students enrolled in each state. If your institution reports all zeroes, please use the Comments field to indicate either that you had no EDEE to report or the reason why state-level data was not provided.
- Institutions that began participating in SARA on or before December 31, 2022 are required to report their 2022 data to NC-SARA in 2023. Institutions whose participation

<sup>5</sup> At its May 2018 meeting the NC-SARA Board determined that beginning in spring 2019, SARA-participating institutions shall *report in-state enrollment* to NC-SARA in addition to the out-of-state enrollment. Institutions currently report those enrollments to IPEDS.

<sup>6</sup> SARA Policy Manual, Section 6.1 Data Submission by participating Institutions, <https://nc-sara.org/sara-policy-manual> and Application for Institution Participation in SARA, <https://nc-sara.org/sara-resources-states-institutions>, Retrieved November 14, 2022.

began after December 31, 2022 are required to report 2023 data in 2024. These institutions do not need to report any 2022 data during the 2023 reporting period.

## Reporting Military Students

Report military students as you would all students: *according to their location while taking the particular courses during the time period covered in the 2022 IPEDS EF report.*

- Do not report a student's military mailing address (APO, FPO, DPO, AE, AP, AA, etc.). The location of the student is reported, not the mailing address of the student.

This is contrary to the IPEDS' instructions that say to use the student's permanent address for students enlisted in the military on active duty. The IPEDS' instructions regarding the location of students enrolled in distance education are available in the Distance Education section of the [FAQ for EF reporting](#).<sup>7</sup>

---

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

---

---

<sup>7</sup> U.S. Department of Education, National Center for Education Statistics, IPEDS *Data Collection System 2022-23 Survey Materials, FAQ*, <https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=3>, Retrieved November 14, 2022.

## Instructions for Exclusively Distance Education Enrollment Data Reporting

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

1. **Gather your data.** You need the exclusively distance education enrollment (EDEE) data that your institution reported to IPEDS for its 2022 EF reporting. You will report two data points from the EF IPEDS reporting:

- 1) Students enrolled exclusively in distance education courses and located *in same state/jurisdiction as institution*
- 2) Students enrolled exclusively in distance education courses and *located in U.S. but not in same state/jurisdiction as institution*

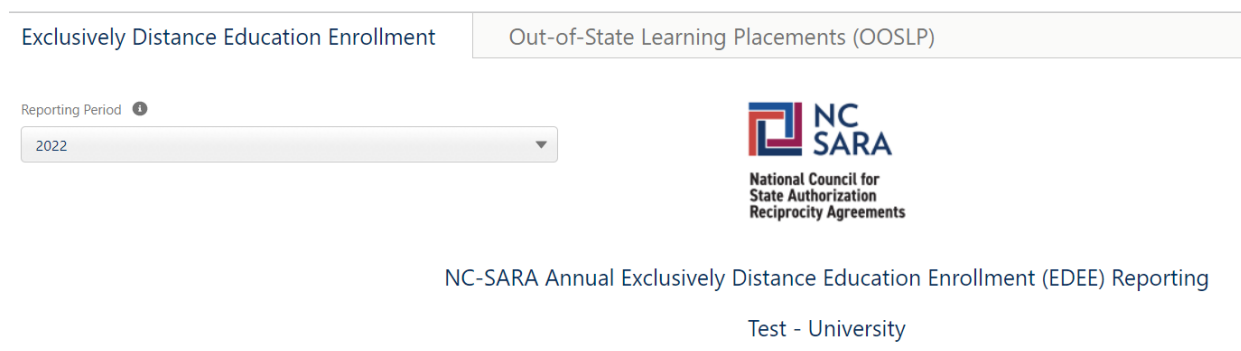
Be sure to report students located in the same state/jurisdiction as the institution; these data are required by NC-SARA. Institutions report these enrollments to IPEDS. If your institution does not report to IPEDS, use the IPEDS guidance to report these data to NC-SARA.



**Save the Data:** There are two options to save your data. **Save and Return** button allows you to save your work and come back to it later. **Save and Submit** button is used to submit your institution's data to NC-SARA.

2. **Log into the Data Reporting Portal and Choose the Exclusively Distance Education Enrollment tab.** To begin reporting your EDEE data, use the Reporting Period drop-down menu just below the **Exclusively Distance Education Enrollment** tab on the data reporting portal to choose the current year 2022. You can also view prior years' data reporting by choosing those years in the drop-down menu. Figure 3 is a screenshot of the Exclusively Distance Education Enrollment tab in the online data reporting system.

**Figure 3. Reporting Portal Drop Down Menu to Choose Current Year 2022**



Exclusively Distance Education Enrollment      Out-of-State Learning Placements (OOSLP)

Reporting Period ⓘ  
2022 ▼

**NC SARA**  
National Council for  
State Authorization  
Reciprocity Agreements

NC-SARA Annual Exclusively Distance Education Enrollment (EDEE) Reporting

Test - University

3. **Enter your institution's data for SARA states.** Enter the disaggregated EDEE data for SARA member states/district/territories in the first section of the online reporting form. The list is alphabetized by the name of the states. The form will sum and report total EDEE to help

validate the data as you enter it. See the screenshot in Figure 4 that shows the **SARA States** section of the reporting form.

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

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

**Figure 4. Annual EDEE Reporting Form for SARA Member States and Territories**

☐ This institution has zero Exclusively Distance Education Enrollment to report

SARA States Total Exclusively Distance Education Enrollment - 0

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

***No Exclusively Distance Education Enrollment to Report?***

If your institution does not have EDEE to report, please check the box at the top of the form that says, “This institution has zero Exclusively Distance Education Enrollment to report” and use the **Comments** field to explain why there are no EDEE data to report, then continue to the **Confirmation and Authorization** section of the form to complete your data submission to NC-SARA.

4. **Enter your institution’s data for non-SARA states.** Enter the disaggregated EDEE data for each non-participating U.S. territory and the state of California in the next section of the online reporting form, **Non-SARA States and Territories**. The online reporting form provides fields for data entry for the state of California and the territories that are not members of SARA:

1. California (CA)
2. American Samoa (AS)

3. Commonwealth of the Northern Mariana Islands (CNMI)
4. Guam (GU)
5. Republic of the Marshall Islands (MH)
6. Federated States of Micronesia (FM)
7. Republic of Palau (PW)

The screenshot in Figure 5 lists non-member states and territories in alphabetical order. The form will sum and report total EDEE to help validate the data as you enter it. NC-SARA will report these EDEE data as an aggregate total for **Non-SARA States and Territories Total Exclusively Distance Education Enrollment**.

**Figure 5. Annual EDEE Online Reporting Form for Non-SARA State and Territories**

Non-SARA States and Territories Total Exclusively Distance Education Enrollment - 0

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

Total (SARA + non-SARA) Exclusively Distance  
Education Enrollment Reporting 0

**5. Provide explanations in the Comments field.** Use the **Comments** field to explain anomalies in your reporting, such as significant increases or decreases in EDEE, etc. You can also use this field to provide clarifying context for the data you report.

- Please do not ask questions in this field that need a response during the reporting window, as this field will not be actively monitored. Please email [data@nc-sara.org](mailto:data@nc-sara.org) directly for any data questions you may have.
- Please do not use the **Comments** section to update your institution's SARA contact information; contact your SARA State Portal Entity (SPE) to update that information. The list of [SPE Contacts](#) is available on the NC-SARA website.

See the screenshot of the **Comments** field in Figure 6.

**Figure 6. EDEE Reporting Form Comments Field**

Comments

**6. Complete the Confirmation and Authorization section of the EDEE Reporting Form.**

- Provide the name, title, and email address for the person at your institution who could answer questions about the data if they arise.
- Indicate whether the reporting includes enrollment from branch campuses in the last field of the form.

See the screenshot in Figure 7 of the **Confirmation and Authorization** section of the EDEE reporting form.

**Figure 7. EDEE Confirmation and Authorization Section**

Confirmation and Authorization

\* Name

test

Title

\* Email

test@gmail.com

\* Does this report include branch campus activity?

Yes, it includes our branch campuses

- 7. Submit your institution's data.** Finally, click **Save and Submit** to submit your enrollment reporting. All the institution's active SARA contacts, as well as the person submitting the reporting form, will receive an email from NC-SARA confirming receipt of the EDEE data submission.



**Document Your Approach.** It is best practice to document the decisions made regarding reporting EDEE so that the same process can be followed in subsequent years and your institutional data reported to NC-SARA is consistent.



**For Help or Technical Support:**

- Data Reporting Office Hours will be scheduling during the reporting period and posted on the [Institution Directions for Data Reporting](#) page of the NC-SARA website and announced in regular NC-SARA communications to institutions. These office hours are an opportunity for you to meet with a member of the data team to ask any specific questions you have about your institution's unique data reporting challenges.
- Please email [data@nc-sara.org](mailto:data@nc-sara.org) directly for any data questions you may have.
- If you find an error in your institution's reporting after you submit it, please email [data@nc-sara.org](mailto:data@nc-sara.org) to request NC-SARA staff to unlock your online reporting form so that you can make the changes you need to make. This option is only available until the deadline, June 15. After that time, all data are locked, and changes can no longer be made.

## Frequently Asked Questions: Exclusively Distance Education Enrollment Reporting

### 1. Do all SARA institutions need to report their data, even if they just recently started participating in SARA?

Institutions that began participating in SARA on or before December 31, 2022 are required to report their 2022 data to NC-SARA in 2023. Institutions whose participation began after December 31, 2022 are required to report 2023 data in 2024. These institutions do not need to report any 2022 data during the 2023 reporting period.

### 2. My institution does not participate in federal financial aid programs, so we do not report our enrollment to IPEDS. What should we do about reporting to NC-SARA?

Report to NC-SARA with the same end goal: report the number of students your institution enrolled in Fall 2022 exclusively via distance education, disaggregated by state, territory, or district. Apply IPEDS' definitions throughout that process. IPEDS provides reporting guides, a searchable and downloadable glossary, and other helpful material [online](#).

### 3. Where can I find my institution's exclusively distance education enrollment data?

Where you would find enrollment data varies from institution to institution. Most institutions have a department or individual that does institutional research (IR). Large institutions will have an IR department; small institutions may locate IR staff within various departments: academic affairs, registrar, business office, etc. *You want to find the person who manages your institution's IPEDS' reports; they are designated the IPEDS Keyholder.* If you do not know where to look, first ask your department head.

### 4. How should we report emergency remote learning that was implemented in response to the COVID-19 pandemic?

Report emergency remote learning enrollment to NC-SARA as you did to IPEDS given the instructions and guidance provided regarding emergency remote learning on the [Distance Education in IPEDS](#) website. If you have questions about what to report, you can reach the IPEDS Help Desk at 866-558-0658 or [ipedstools@rti.org](mailto:ipedstools@rti.org).

### 5. Do we report "hybrid" courses?

No. You do not report these courses because you only report the enrollment "exclusively in distance education" courses.

### 6. How is "distance education" defined?

The U.S. Department of Education (ED) provides the following definition<sup>8</sup>:

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

---

<sup>8</sup> U.S. Department of Education, National Center for Education Statistics, *IPEDS 2022-23 Data Collection System Glossary*, <https://surveys.nces.ed.gov/ipeds/public/glossary>, Retrieved December 5, 2022.

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

Because this is the definition used by IPEDS, it is the definition that NC-SARA uses for exclusively distance education enrollment reporting.

## **7. What about IPEDS' "exclusively distance education" provision?**

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

## **8. My institution has some uncommon operating policies or distance education activities. (Examples: flexible course-start calendar, flexible "blended" courses, consortial arrangements with institutions in other states, etc.) How should we deal with those matters?**

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

## **9. Do I have to report exclusively distance education enrollments that take place from a branch campus?**

Beginning with reporting for enrollments that occurred in fall 2022, during the reporting period in the spring of 2023, branch campus reporting is mandatory. If your institution has branch campuses, count each EDEE that takes place.

**Basic Branch Campus Example** A SARA-participating institution is located in West Virginia with a branch campus location in Pennsylvania.

If a branch campus student, living in Pennsylvania, attends exclusively distance education classes delivered through the West Virginia campus, these exclusive distance education enrollments ARE reportable to NC-SARA as Pennsylvania students.

## **10. How do we determine the location of a student?**

Institutions should use the same data regarding the location of their exclusively distance education students that they used for distance education enrollment reporting to IPEDS.

**NOTE:** “Location” is the state, territory, or district where the student is located *while receiving the instruction* and does not refer to the student’s official state of residence.

Remember, if you do not know where your students are located, you cannot accurately report to IPEDS (and NC-SARA) and *you cannot know whether your institution is in compliance with the laws, rules, and regulations for those locations.*

**11. IPEDS reporting allows institutions to report certain student enrollments as “location unknown.” Does NC-SARA?**

No, NC-SARA does not allow institutions to report “location unknown” for the reasons mentioned above.

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

No, you do not report non-credit EDEE because you do not report such activities to IPEDS.

**13. Do we report international students?**

It depends on the circumstances. If an international student is physically located in the U.S. (or territories) and that student is taking exclusively distance education courses, then you would report the EDEE in the state where the student is physically located.

In any other circumstances, you would not report international students. SARA, as an agreement between member U.S. states, territories, and districts, does not involve other countries.

**14. Any special points relating to reporting military students?**

Report military students as you should all students: *report them according to their location while taking the particular exclusively distance education courses during the time period covered in the IPEDS EF report.* Do not report a student’s military mailing address (APO, FPO, DPO, AE, AP, AA, etc.). The location of the student is reported, not the mailing address of the student. This is based on SARA policy and is contrary to the IPEDS’ instructions that say to use the student’s permanent address for students enlisted in the military on active duty.

**15. When is the data due to NC-SARA?**

NC-SARA requires *annual* reporting of exclusively distance education data. *The NC-SARA reporting period is May 15 - June 15 each year.* Please make sure that institutional research staff add this annual reporting window to their regular reporting calendars.

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

- Yes, NC-SARA will offer a webinar to answer questions prior to the 2022 data collection period in the spring of 2023. The webinar will be recorded and will be available on the [Institution Directions for Data Reporting](#) page of the NC-SARA website.
- Data Reporting Office Hours will be scheduling during the reporting period and posted on the [Institution Directions for Data Reporting](#) page of the NC-SARA website. These office hours are an opportunity for you to meet with a member of the data

team to ask any specific questions you have about your institution's unique data reporting challenges.

#### **17. Will NC-SARA audit our enrollment reporting?**

No, currently NC-SARA is relying on institutions to submit information that is accurate. We encourage you to document your approach for consistency in your institution's reporting from year to year. However, NC-SARA may corroborate data reporting or ask for clarification if the institution's data is outside of its historic norm.

#### **Technical Support & Help**

If you encounter any technical issues or questions about data reporting, please contact NC-SARA for support at: [data@nc-sara.org](mailto:data@nc-sara.org).

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

SARA-participating institutions have been required to report out-of-state learning placements (OOSLP) since 2018. This section of the handbook provides details about what data are reported to NC-SARA and why.

### Out-of-State Learning Placements Defined

Learning placements are a critical component of many instructional programs. They include activities such as clinical rotations, student teaching, internships, and other similar activities. Though learning placements occur in a variety of disciplines, they are particularly common in certain fields, such as health-related disciplines and education. They are often a required part of obtaining a degree and/or license to practice a particular profession. ***Out-of-state learning placements are simply learning placements that occur in a state other than the home state of the institution.*** OOSLP reporting includes learning placements related to on-ground and distance learning programs. Virtual learning placements are not included in data reporting.

---

*OOSLP reporting includes learning placements related to on-ground and distance learning programs.*

---

### Why Institutions are Required to Report Out-of-State Learning Placements

During the development of SARA, parties agreed to work toward having SARA-participating institutions provide information about out-of-state learning placements. These learning placements are of interest because they help us know how many students are participating in learning placements covered by SARA in other states, what programs of study are represented by learning placements, and in which states those placements occur. State regulators and other stakeholders are interested in how resources in states are used to support learning placements.

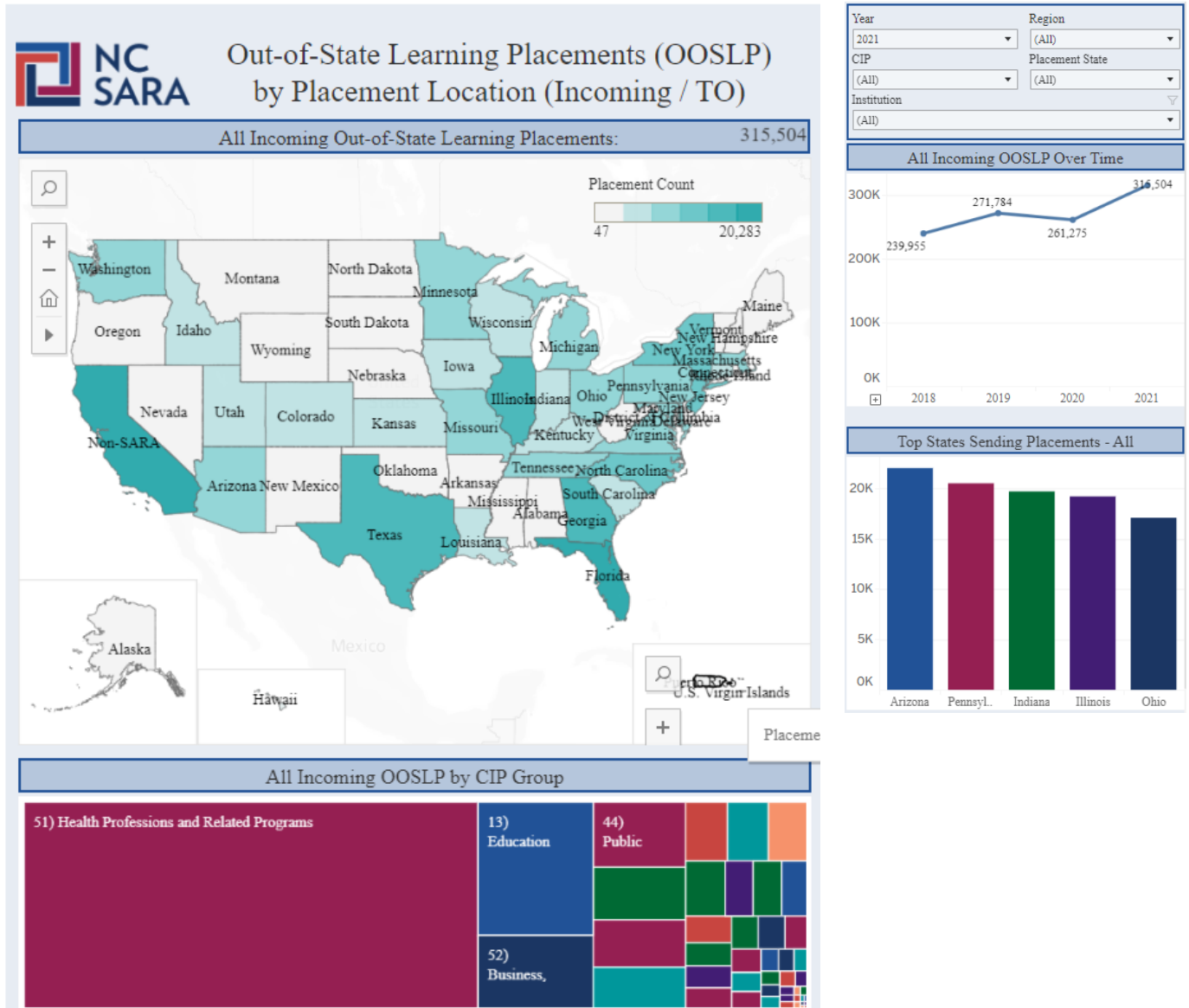
### What Happens to Reported Data

NC-SARA currently publishes OOSLP data aggregated by state and CIP program area in the [NC-SARA Data Dashboards](#). The OOSLP data reported include:

- Out-of-State Learning Placements by Placement Location (Incoming/TO)
- Out-of-State Learning Placements by Institution Location (Outgoing/FROM)

A screenshot with examples of Incoming OOSLP data displayed are in Figure 8. All prior years' data for Incoming and Outgoing OOSLP are available in the Data Dashboards as well. Beginning with 2021 OOSLP reporting, data are reported by institution, as well as by state.

**Figure 8. Example of Reported OOSLP by Placement Location (Incoming/TO)**



### What Data are Reported?

OOSLP reporting *includes on-ground students* as well as distance education students' learning placements. Virtual learning placements are NOT reported.

Count each student learning placement.

- If a student has multiple placements in the same state and same program area, count each placement once.
- If a student has multiple placements in more than one state, count each placement, attributing them to the relevant states.
- If a student has multiple placements in more than one program area but the same state, count each placement, attributing them to the relevant program areas.

Learning placements should be disaggregated by state/district/territory and by two-digit Classification of Instructional Programs code (CIP). **Report the CIP associated with the learning placement, not the student's major.**

Please note two important characteristics of OOSLP reporting:

1. SARA OOSLP reporting comprises on-ground learning placements in another state, not just those associated with students in distance education programs.
2. At this time, virtual learning placements across state lines are not reported to NC-SARA.

### Branch Campus OOSLP Reporting

Beginning with reporting for 2022, during the reporting period in the spring of 2023, branch campus reporting of OOSLPs is mandatory. If your institution has branch campuses, count each student learning placement that takes place outside the state of the primary campus location.

**Basic Branch Campus Example:** A SARA-participating institution is located in West Virginia with a branch campus location in Pennsylvania.

1. If a branch campus student, living in Pennsylvania, attends exclusively online classes delivered through the West Virginia campus and participates in a learning placement in Pennsylvania – these learning placements ARE reportable to NC-SARA.
2. If a branch campus student, living in Pennsylvania, attends exclusively online classes delivered through the West Virginia campus and participates in a learning placement in West Virginia – these learning placements ARE NOT reportable to NC-SARA.
3. If a branch campus student, living in Pennsylvania, only takes courses residually within the state of Pennsylvania and only participates in a learning placement within the state of Pennsylvania - these learning placements ARE reportable to NC-SARA.

### Use the Classification of Instructional Programs (CIP)

Because it is used by almost all U.S. institutions of higher education, NC-SARA is using the CIP system to categorize and report OOSLP.

According to National Center for Education Statistics (NCES), the Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completion activity<sup>9</sup>. The 2020 CIP Codes are used for reporting to NC-SARA.

The highest order of the taxonomy has 47 two-digit CIP codes that represent program areas. Each program area code may be further subdivided, resulting in either two digits (xx), four digits (xx.xx), or six digits (xx.xxxx). Figure 9 is a screenshot that illustrates the initial portion of the

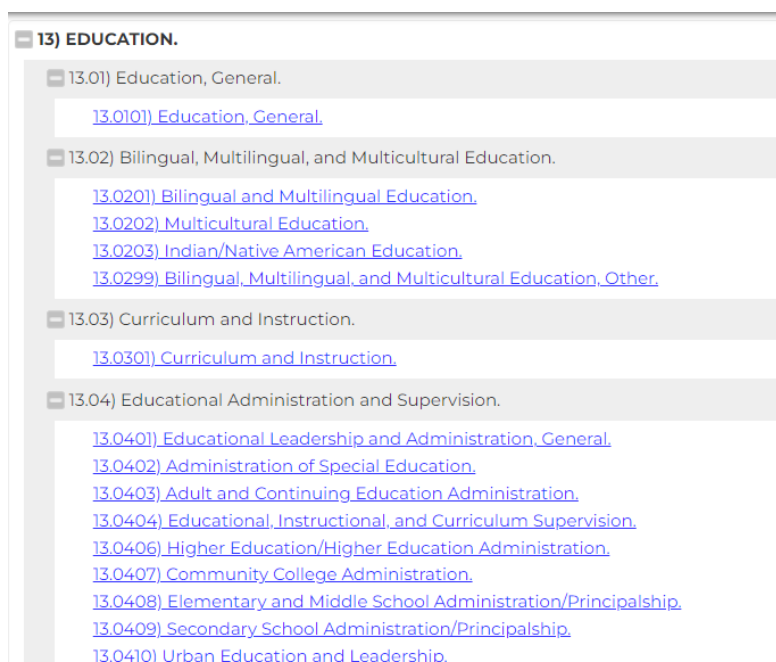
---

<sup>9</sup> U.S. Department of Education, National Center for Education Statistics, Classification of Instructional Programs (CIP 2020). (n.d.) Retrieved from NCES website.  
<https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56>, Retrieved December 5, 2022.



CIP code for program area Education<sup>10</sup>. Appendix B of this handbook provides additional detail about CIP codes and links to all 47 two-digit CIP codes that represent the program areas.

**Figure 9. CIP Code Example for Education (CIP #13.0)**



Institutions have already assigned CIP codes to their academic programs and are therefore not expected to revisit those decisions for the purpose of NC-SARA data reporting. Rather, SARA-participating institutions are to report learning placements categorized by the codes already assigned to the related programs.

### **Characteristics Required for Inclusion of OOSLP**

**There are no changes to the Criteria for Inclusion in OOSLP Reporting for 2022 in 2023.**

NC-SARA requires reporting by two-digit CIP code only.

- For example, a SARA-participating institution would report, for each state/district/territory other than its own, the number of students placed during the calendar year of 2022, 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.

<sup>10</sup> U.S. Department of Education, National Center for Education Statistics, 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 December 5, 2022.

### Criteria for Inclusion in OOSLP Reporting

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

1. The placement started between January 1, 2022, and December 31, 2022.
2. The placement occurs outside the home state of the SARA-participating institution.
3. The placement involves the physical presence of the student at the out-of-state location(s). (Virtual placements are not reported.)
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.

---

*When in doubt, report the OOSLP. The intention of reporting OOSLP is that institutions report relevant learning activity that occurs in states other than the home state of an institution.*

---

### Who Should Report my Institution's Data?

Please determine who is going to coordinate the OOSLP data reporting for your institution internally. All active institutional contacts will receive an email notice prompting reporting. The email will include a secure web link to access the online reporting portal. The portal has **two tabs**, one to report EDEE and one to report OOSLP. For 2022 data reporting in the spring of 2023, the link will be sent on May 15, 2023. Use this link to report your data to NC-SARA. Institutional contacts, as well as the person completing the reporting form, will also be sent automated confirmation notices when your institution's data has been submitted.

### Scope and Limitations of SARA Regarding OOSLP

An understanding of SARA policy related to learning placements is important for those implementing distance education (including OOSLP) at their institutions.

SARA-participating institutions, under specified conditions, may place a limited number of students in such learning placements in other SARA member states without securing prior authorization for those placements. Importantly though, if such placements are part of a degree program intended to prepare students for professional licensure in another state, prior approval by the other state's professional licensure board that oversees practice of the discipline may be required. *SARA participation does not include such professional licensure approval.* In some states, an even broader range of activities fall under the jurisdiction of licensing boards.

In making learning placements in another state, institutions are obliged to comply with the relevant laws, rules, and regulations of the state where these placements are made. Rules and regulations on such matters may be those of a state education agency or may come from a professional licensure board located in the state where the placement is made. There is enormous variety among states as to how they oversee the licensure of professions. Detailed information is available in the [Professional Licensure Directory](#) on the NC-SARA website.

### Where are these data housed at an institution?

The required OOSLP data may not be housed in a central location since these data are not reported to IPEDS.

- This information may be housed in the departments or programs that manage learning placements for students.
- Some institutions collect this information from their various academic departments and house it in a centralized location, such as a compliance office, the registrar, or institutional research (IR) office.

To obtain the data, start with the person/people carrying out the institutional research function. Since related programs (and their CIP codes) tend to be housed in the same department or college, collecting the information at the college level (for large universities) or department or program level (for smaller institutions) may be a good starting point.

### Additional Resources for OOSLP Reporting

#### Webinar:

NC-SARA presented a webinar, Data Reporting: Out-of-State Learning Placements, in December 2022 focused on OOSLP reporting and featuring institutional staff who shared their approach to capturing and reporting the data. A recording of the webinar and the presentation slides are available on the [Institution Directions for Data Reporting](#) page of the NC-SARA website.

#### Matrix:

A **Sample Learning Placement Reporting Matrix** is available on the [Institution Directions for Data Reporting](#) tab of the NC-SARA website to help organize the data.

---

*Institutions do not report their in-state learning placements to NC-SARA. **Only out-of-state learning placements are reported to NC-SARA.***

---

## Instructions for Out-of-State Learning Placement Data Reporting

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

1. **Gather your data.** Using the criteria provided above, prepare your data to report by CIP program area (two-digit code) and state/territory/district. A **Sample Learning Placement Reporting Matrix** is available on the [Institution Directions for Data Reporting](#) tab of the NC-SARA website to help organize the data.

2. **Log into the Data Reporting Portal and Choose the OOSLP tab.** To begin reporting your OOSLP data, access the second tab, **Out-of-State Learning Placements (OOSLP)** to open the online reporting form. Then use the drop-down menu on the far left of the screen to choose the current year 2022.

**Save The Data:** The **Save** button allows you to save your work and come back to it later.

3. **Enter your institution's OOSLP data.** Report the OOSLP data for each state and program area (2-digit CIP code). See the screenshot in Figure 10.

- Note that you can add another CIP code with the blue link **Add another CIP/State** at the bottom of the screen. Once you have chosen a state, continue to add CIP codes and enter the learning placements for each CIP code for the state. Use the **Save** button to save your work frequently.
- Please note that states are organized alphabetically.

Figure 10. Initial OOSLP Data Reporting Page

Reporting Period ⓘ  
2022

**NC SARA**  
National Council for  
State Authorization  
Reciprocity Agreements

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

Test - University

Previous Next

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

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

Total OOSLP Reported 0

Save + Add another CIP/State



### Navigating Between Data Reporting Screens.

Use the **Previous** button to save your work and return to the prior page.

Use the **Next** button to save your work and advance to the next page.

### No OOSLP to Report?

If your institution does not have OOSLP to report, please check the box at the top of the form that says, “This institution has zero out-of-state learning placements to report” and use the **Comments** field to explain why there are no OOSLP data to report, then continue to the **Confirmation and Authorization** page to complete your submission to NC-SARA.

4. **Continue adding OOSLP data.** Use the **Add another CIP/State** link to input your institution’s data by CIP code and state until you are done. The screenshot in Figure 11 shows the OOSLP data entry form with data entered.

Continue to expand the form to enter all your institution’s OOSLP data. The form will sum and report total OOSLP to help validate the data as you enter it. Use the **Next** button to advance to the **Comments** field once you have entered all your OOSLP data.

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

Reporting Period 2022

NC SARA  
National Council for  
State Authorization  
Reciprocity Agreements

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

Test - University

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

CIP Type	State/District/Territory	OOSLP Count	Remove
01) Agriculture, Agriculture Operations, and Related Sciences	Arizona (AZ)	12	X
04) Architecture and Related Services	Colorado (CO)	10	X

Total OOSLP Reported 22

Save + Add another CIP/State

5. **Provide explanations in the Comments field.** Use the **Comments** field to explain anomalies in your reporting, such as significant increases or decreases in OOSLP, etc. You can also use this field to provide clarifying context for the data you report.
  - Please do not use the Comments section to ask questions here that need a response during the reporting window, as this field will not be actively monitored. Please email [data@nc-sara.org](mailto:data@nc-sara.org) directly for any data questions you may have.

- Please do not use the **Comments** section to update your institution's SARA contact information; contact your SARA State Portal Entity (SPE) to update that information. The list of [SPE Contacts](#) is available on the NC-SARA website. See the screenshot of the **Comments** field in Figure 12.

**Figure 12. OOSLP Reporting Form Comments Field**

Comments



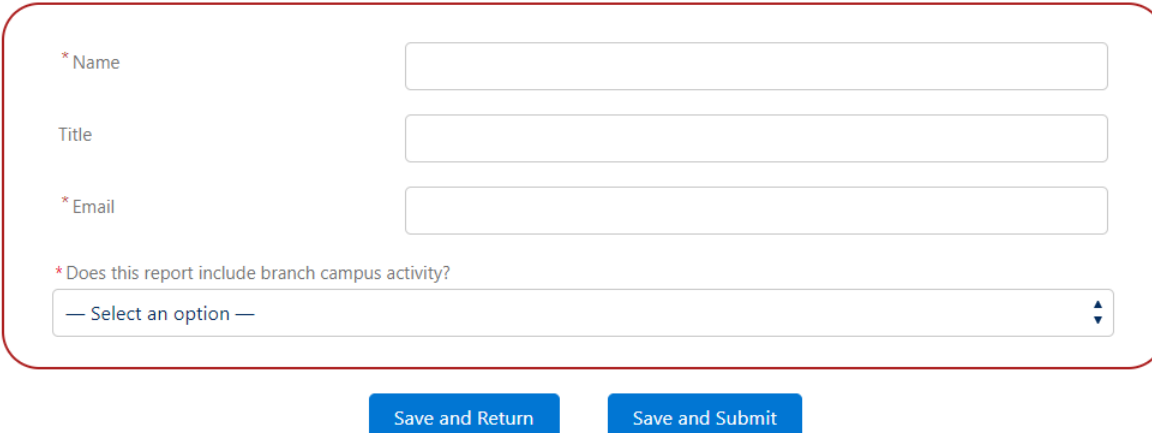
#### 6. Complete the Confirmation and Authorization Section.

- Provide the name, title, and email address for the person at your institution who could answer questions about your data if they arise.
- Indicate whether the reporting includes OOSLP from branch campuses in the last field of the form.

See the screenshot in Figure 13 of the **Confirmation and Authorization** section of the online OOSLP reporting form.

**Figure 13. OOSLP Reporting Form Confirmation and Authorization Section**

Confirmation and Authorization



\* Name

Title

\* Email

\* Does this report include branch campus activity?

— Select an option —

Save and Return

Save and Submit

8. **Submit your OOSLP data.** Finally, click **Save and Submit** to submit your OOSLP data. All the institution's active SARA contacts as well as the person submitting the reporting form will receive an email from NC-SARA confirming receipt of the OOSLP data submission.

#### For Help or Technical Support:

- Data Reporting Office Hours will be scheduling during the reporting period and posted on the [Institution Directions for Data Reporting](#) page of the NC-SARA website and announced in regular NC-SARA communications to institutions. These office

hours are an opportunity for you to meet with a member of the data team to ask any specific questions you have about your institution's unique data reporting challenges.

- NC-SARA presented a webinar, Data Reporting: Out-of-State Learning Placements, in December 2022 focused on OOSLP reporting and featuring institutional staff who shared their approach to capturing and reporting the data. A recording of the webinar and the presentation slides are available on the [News and Events](#) page of the NC-SARA website.
- Please email [data@nc-sara.org](mailto:data@nc-sara.org) directly with any questions you may have.
- If you find an error in your institution's reporting after you submit it, please email [data@nc-sara.org](mailto:data@nc-sara.org) to request NC-SARA staff unlock your online reporting form so that you can make the changes you need to make. This option is only available until the deadline, June 15. After that time, all data are locked, and changes can no longer be made.

## Frequently Asked Questions: Out-of-State Learning Placements Reporting

### 1. Do all SARA-participating institutions need to report their data, even if they just recently started participating in SARA?

Institutions that began participating in SARA on or before December 31, 2022 are required to report their 2022 data to NC-SARA in 2023. Institutions whose participation began after December 31, 2022 are required to report 2023 data in 2024. These institutions do not need to report any 2022 data during the 2023 reporting period.

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

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

### 3. Do we report undergraduate students, graduate students, or both?

Both undergraduate and graduate students are reported, combined into a single number. **Do we report placements that are required for professional licensure, degree completion, or both?**

Assuming other required reporting criteria are met, learning placements required for professional licensure as well as those required for degree completion should be reported.

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

None of these learning placements are reported to NC-SARA.

### 5. Should institutions report virtual internships or other placements?

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

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

Count each student learning placement. If a student has multiple placements in the same state and same program area, count each placement once. If a student has multiple placements in more than one state, count each placement, attributing them to the relevant states. If a student has multiple placements in more than one program area but the same state, count each placement, attributing them to the relevant program areas. See the examples below.

1. Three University of Texas at El Paso (UTEP) nursing students each do a single clinical rotation at each of two hospitals in Las Cruces, New Mexico, and one



rotation at a hospital in Phoenix, Arizona. UTEP would report three placements in New Mexico and three placements in Arizona, all under CIP code 51, Health Professions and Related Programs.

2. A student at University of Colorado at Denver participated in an OOSLP in spring 2022 under CIP code 13 in Arkansas; this same student then participated in another OOSLP in fall 2022 under CIP code 46 in Washington. UCD would report two placements, one in each state. If both learning placements were in the same state, both placements would be reported, one under each CIP Code.

**7. Do I have to report out-of-state learning placements that take place from a branch campus?**

Beginning with reporting for 2022, during the reporting period in the spring of 2023, branch campus reporting is mandatory. If your institution has branch campuses, count each student learning placement that takes place outside the state of the primary campus location.

**Branch Campus Examples:** A SARA-participating institution is located in West Virginia with a branch campus location in Pennsylvania. See the examples below.

1. If a branch campus student, living in Pennsylvania, attends exclusively online classes delivered through the West Virginia campus and participates in a learning placement in Pennsylvania – these learning placements ARE reportable to NC-SARA.
2. If a branch campus student, living in Pennsylvania, attends exclusively online classes delivered through the West Virginia campus and participates in a learning placement in West Virginia – these learning placements ARE NOT reportable to NC-SARA.
3. If a branch campus student, living in Pennsylvania, only takes courses residually within the state of Pennsylvania and only participates in a learning placement within the state of Pennsylvania these learning placements ARE reportable to NC-SARA.

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

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

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

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

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

Use this handbook and the **Sample Learning Placement Reporting Matrix** available to download on the [Institution Directions for Data Reporting](#) page of the NC-SARA website to establish a system to collect and report the information. Document the steps so that your institution can provide accurate learning placement data each year. This reporting is a requirement of participation in SARA.

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

Report all learning placements disaggregated by states/district/territories. NC-SARA will aggregate and report those placements under the designation **Placements in Non-SARA States/Territories**,

#### 12. Do we report international students?

It depends on the circumstances. If an international student is physically located in the U.S. (or territories) and that student is participating in a learning placement in a U.S. state, territory, or district other than the home state of the institution, you would report the OOSLP in the state where the student is physically located.

In any other circumstances, you would not report international students. SARA, as an agreement between member U.S. states, territories, and districts, does not involve other countries **If a student is student-teaching in another state, and they are going to be a mathematics teacher, do we report the placement under CIP code 27 (Mathematics and Statistics) or CIP code 13 (Education)?**

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

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

- Yes, NC-SARA will offer a webinar to answer questions prior to the 2022 data collection period in the spring of 2023. The webinar will be recorded and will be available on the [Institution Directions for Data Reporting](#) page of the NC-SARA website.
- Data Reporting Office Hours will be scheduling during the reporting period and posted on the [Institution Directions for Data Reporting](#) page of the NC-SARA website. These office hours are an opportunity for you to meet with a member of the data team to ask any specific questions you have about your institution's unique data reporting challenges.
- NC-SARA presented a webinar, Data Reporting: Out-of-State Learning Placements, in December 2022 focused on OOSLP reporting and featuring institutional staff who shared their approach to capturing and reporting the data. A recording of the webinar and the presentation slides are available on the [Institution Directions for Data Reporting](#) page of the NC-SARA website.

**Technical Support & Help**

If you encounter any technical issues or questions about data reporting, please contact NC-SARA for support at: [data@nc-sara.org](mailto:data@nc-sara.org).

## Appendix A: IPEDS' Distance Education Definitions

The following definitions are provided by The Department of Education, National Center for Educational Statistics (NCES)<sup>11</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.

---

<sup>11</sup> U.S. Department of Education, National Center for Education Statistics, *IPEDS Glossary for 2022-2023 Data Collection System*, <https://surveys.nces.ed.gov/ipeds/public/glossary>, Retrieved December 7, 2022.

## Appendix B: Classification of Instructional Programs (CIP)

*Classification of Instructional Programs* (CIP) codes were developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions in 1985, 1990, 2000, 2010, and 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><sup>12</sup>.

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

---

<sup>12</sup> U.S. Department of Education, National Center for Education Statistics, Classification of Instructional Programs (CIP 2020). (n.d.) Retrieved from NCES website.  
<https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56>, Retrieved December 7, 2022.

## Appendix B: CIP - 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> U.S. Department of Education, National Center for Education Statistics, Classification of Instructional Programs (CIP 2020). (n.d.) Retrieved from NCES website.  
<https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56>, Retrieved December 7, 2022.

## Appendix B: CIP – 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.



**National Council for  
State Authorization  
Reciprocity Agreements**

3005 Center Green Drive, Suite 130  
Boulder, Colorado 80301

[nc-sara.org](http://nc-sara.org)