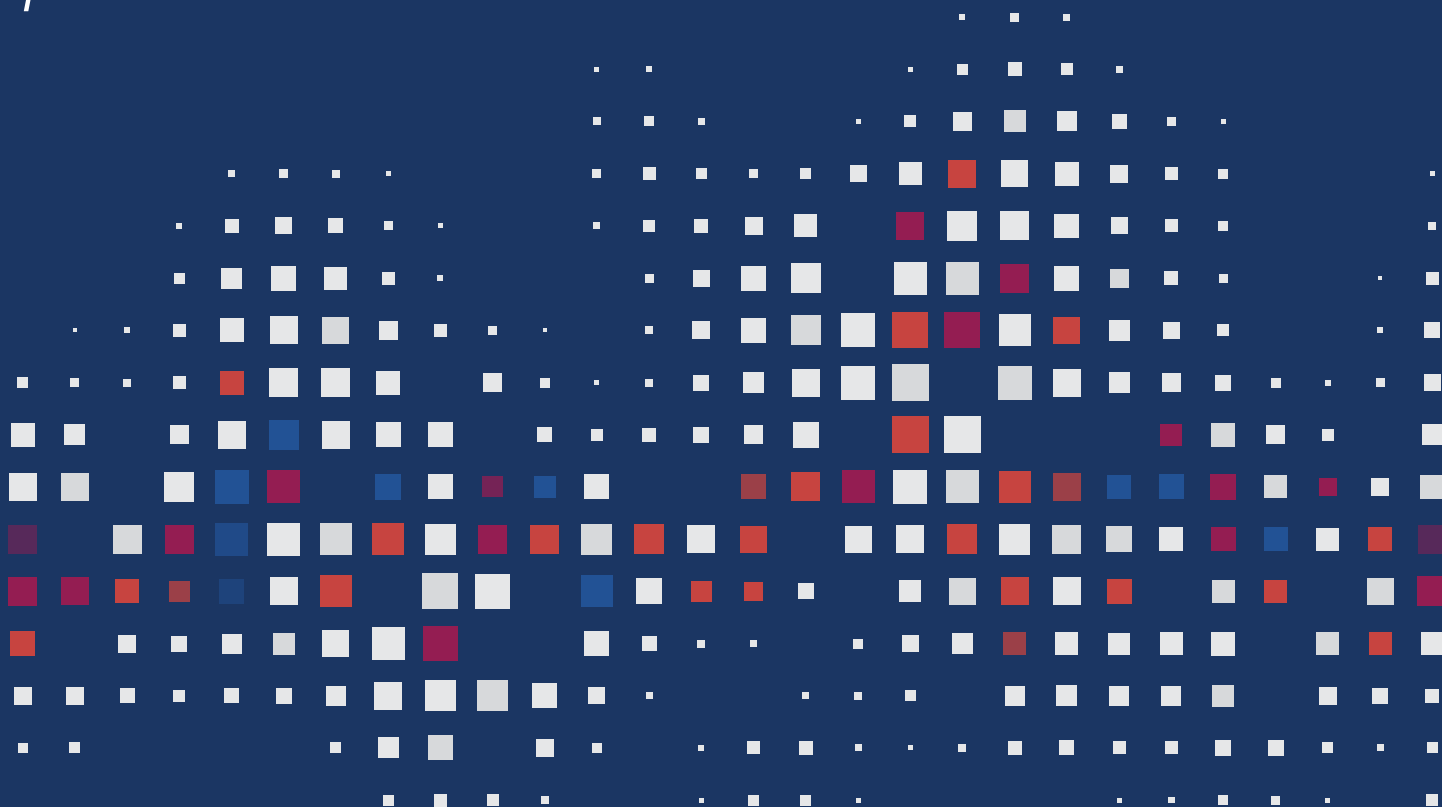


NC-SARA DATA REPORTING HANDBOOK

for Institutions



Fall 2023 Exclusively Distance Education Enrollment & 2023 Out- Of-State Learning Placements

Reporting Period: May 15 - June 15, 2024



National Council for
State Authorization
Reciprocity Agreements

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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 the SARA Portal between May 15 and June 15, 2024. Institutions that do not report to the Integrated Postsecondary Education Data System (IPEDS) must still report this data to NC-SARA.

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 institution 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

Institutions participating in SARA shall annually report two data sets.

- 1) **Exclusively Distance Education Enrollment (EDEE):** SARA-participating institutions must annually report the number of students enrolled at the institution who are engaged exclusively in distance education. The EDEE data *must be disaggregated by state, territory, or district* where the learning takes place (i.e., where the student is located). These EDEE data must include both degree and non-degree for-credit courses (both undergraduate and graduate). In-state EDEE (i.e. the student is located in the institution's home state) is reported to NC-SARA.
 - For EDEE reporting, institutions should report the same exclusively distance education data they reported for IPEDS' Fall Enrollment (EF) reporting but *disaggregate the data by state*. If the institution does not report to IPEDS, they should still use the IPEDS' guidelines to report to NC-SARA.
- 2) **Out-of-State Learning Placements (OOSLP):** Institutions participating in SARA must 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*.
 - OOSLP reporting is based on the calendar year. 2023 OOSLP data are reported to NC-SARA during the 2024 data reporting window.

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 timeframe for NC-SARA data reporting is May 15 through June 15, 2024.

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

Plan Your Institution's Approach to NC-SARA Data Reporting

As a SARA-participating institution, there are steps that leaders and staff can take in preparation for NC-SARA's annual data reporting.

Key activities include:

1. Ensure that your institution's contacts are updated in the SARA Portal so that everyone who needs to receive data reporting emails is an active contact in the portal. Update your contacts by contacting your [State Portal Entity](#) and providing information about any changes in staff.
2. Determine who will coordinate the data reporting for your institution internally. All active institutional contacts in the SARA Portal will receive an email notice prompting reporting.
 - a. The email will include a secure web link that is unique to your institution to access the online reporting portal. The portal has **two tabs**, one to report EDEE data and one to report OOSLP data.
 - b. For 2023 data reporting in the spring of 2024, the link will be sent on May 15, 2024. Use the unique link for your institution to report your data to NC-SARA.
 - c. All active institutional contacts, as well as the person completing the reporting form, will also be sent automated confirmation notices when your institution's data have been submitted.
3. Provide an overview of NC-SARA data reporting to new members of your team (or to refresh the knowledge of all involved) using the *Foundations of NC-SARA Data Reporting* course, this handbook, and the NC-SARA Data Reporting webinar that takes place each spring.
4. Ensure that your Institutional Research staff are aware of the NC-SARA reporting requirements and reporting window (May 15 – June 15 annually).
5. Use your best professional judgment when reporting your institution's data, exercised within the spirit and intent of SARA.
6. Review the [Data Sharing Agreement](#) (DSA), which is revised each year. It's important to note that the CEO or CAO of each participating institution agrees to the DSA at the time of the initial institution application and each year thereafter as part of an institution's SARA renewal application process.
7. ***Please read the entire handbook before submitting your data or contacting NC-SARA with questions; there are FAQs at the end of each section of the handbook that answer many of the most common questions.***

Online Data Reporting Portal

Staff at institutions that were approved to participate in SARA on or before December 31, 2023, will receive an email from NC-SARA with a link to the online reporting portal on May 15, 2024. The link, which is unique to the institution, will provide access to the online reporting portal, which has **two tabs**, one tab for EDEE reporting and the second for OOSLP reporting. The NC-SARA data reporting process should be managed in the same way that other required reporting is handled for your institution. Please use your existing policies for data collection and records retention to ensure reliable data reporting from year to year.

What is New or Notable in 2024?

The following items are new or notable for the 2024 reporting period:

- **Branch Campus Reporting is Mandatory.** Branch campus reporting is mandatory and required for both EDEE and OOSLP data.
- **Report each OOSLP.** In previous years, the data handbook was not clear about whether students doing multiple learning placements in the same state and program area should be reported more than once. Moving forward, we request you report each learning placement rather than the individual student. If your data system is not set up to report this way this year, please report as you have previously and indicate this in the comments when you submit. Reporting each learning placement rather than the individual student will be required beginning for 2024 OOSLP reporting in 2025.
- **Do not report virtual learning placements.** As has been the case, do not report 100% virtual learning placements as part of your OOSLP data.

Section I: Exclusively Distance Education Enrollment (EDEE) 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 to NC-SARA 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 (i.e., where the student is located). These EDEE data include both degree and non-degree for-credit courses (both undergraduate and graduate). 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' Fall Enrollment (EF) reporting but *disaggregate the data by state*. If the institution does not report to IPEDS, they must still use the [IPEDS' guidelines](#)¹ 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

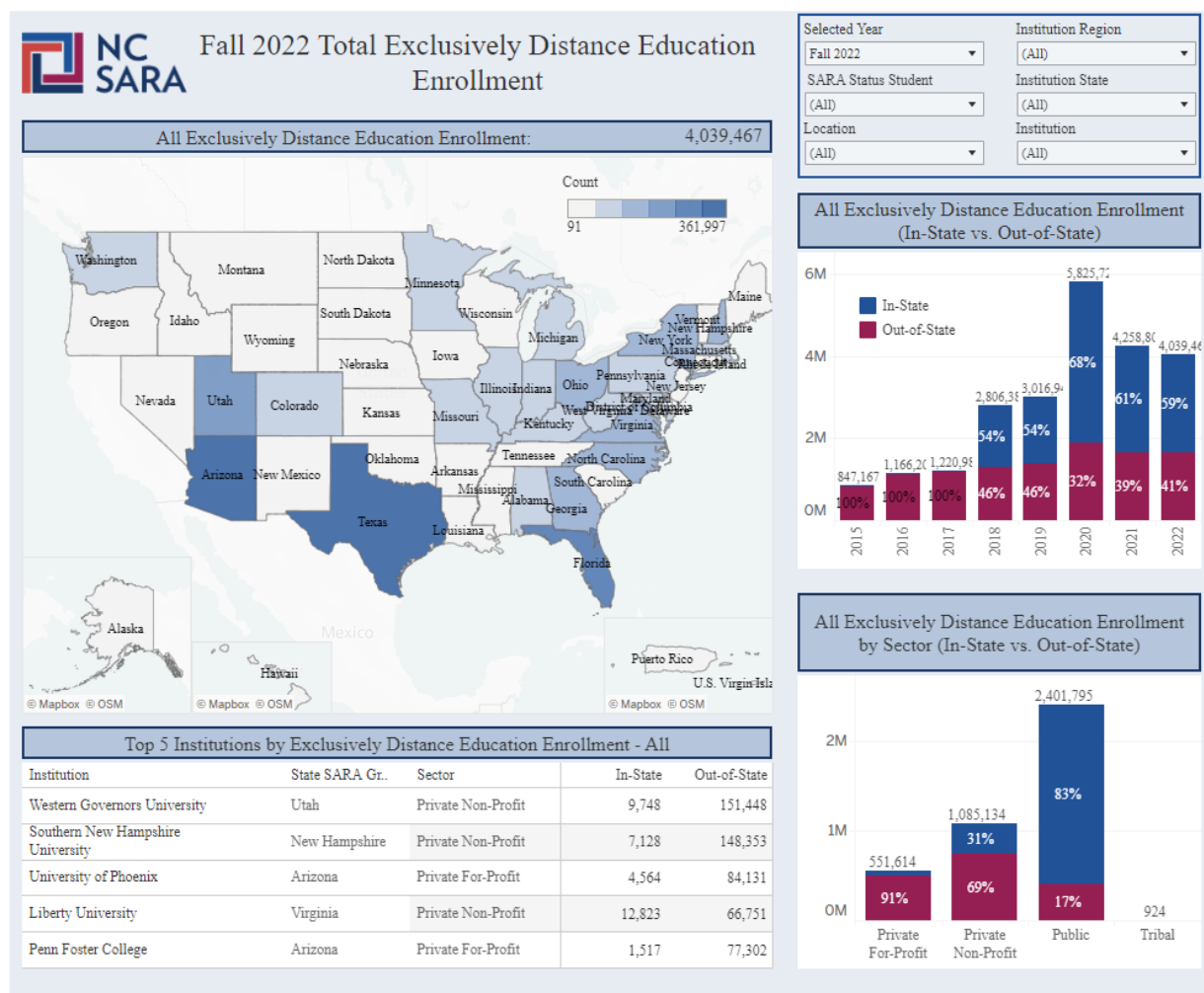
NC-SARA publishes EDEE data through the [NC-SARA Data Dashboards](#), which include all data reported to NC-SARA since data reporting became a requirement (2015 data in the spring of 2016). The dashboards consist of several tabs, each with specific information that may be useful to a variety of SARA stakeholder groups. Within each tab you may sort and view the data using several filters: 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 (in-state and out-of-state) by state, based on institution location. It also includes trends and a list of the five institutions with the highest combined in-state and out-of-state counts.
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.

¹ U.S. Department of Education, NCES National Center for Education Statistics, IPEDS *Data Collection System 2023-24 Survey Materials, FAQ*, <https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=3>, Retrieved November 15, 2023.

An example of the Total Exclusively Distance Education Enrollment data dashboard is shown in Figure 1.

Figure 1. Example of Total EDEE Data Dashboard



Who Should Report the Data?

All institutional SARA contacts who are active in the SARA Portal will receive an email notice prompting reporting. Please determine who will 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. For 2023 data reporting in the spring of 2024, the link, which is unique to your institution, will be sent on May 15, 2024. The portal has **two tabs**: one tab for EDEE reporting and a second for OOSLP reporting. 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's exclusively distance education enrollment (EDEE) reporting requirements are based on federal IPEDS data collection. Institutions report their EDEE in the Fall Enrollment (EF) component of their submission to the federal IPEDS data collection system. The EF data are reported annually by the end of April of the following year. Exclusively distance education enrollment data for 2023 will be reported to IPEDS during the winter/spring of 2024 and to NC-SARA during the annual reporting window in the spring of 2024.

IPEDS Distance Education Reporting

NC-SARA uses the IPEDS' definition of distance education to reduce 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."² 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 those categories, the data institutions provide for students enrolled exclusively in distance education courses are 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 2023-24 IPEDS EF reporting are available on the IPEDS' website.³

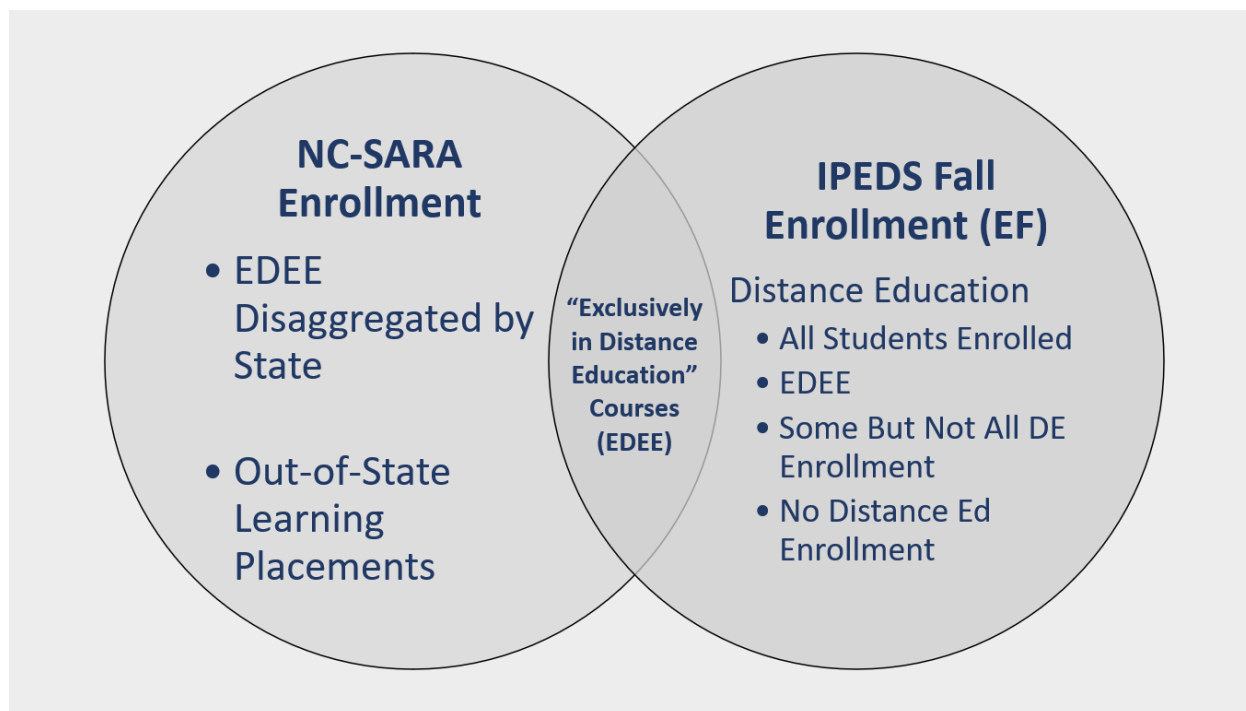
Important Note: Institutions that do not report to IPEDS must still report their data to NC-SARA following IPEDS' reporting guidelines.

² U.S. Department of Education, National Center for Education Statistics, *IPEDS Glossary for 2023-24 Data Collection System*, <https://surveys.nces.ed.gov/ipeds/public/glossary>, Retrieved November 15, 2023.

³ U.S. Department of Education, National Center for Education Statistics, *IPEDS Data Collection System, 2023-24 Survey Materials FAQ*, <https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=3>, Retrieved November 15, 2023.

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 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 for 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*⁴.
- While IPEDS EF requests *aggregated* data for your institution's out-of-state students within the United States, for SARA reporting purposes, *disaggregate those enrollments by the state, territory, or district where the students are located, including the home state*.⁵
- Use the methods 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 were not provided.

⁴ At its May 2018 meeting the NC-SARA Board determined that beginning in spring 2019, SARA-participating institutions shall *report in-state EDEE enrollment* to NC-SARA in addition to the out-of-state EDEE enrollment. Institutions currently report those enrollments to IPEDS as well.

⁵ *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 15, 2023.

- Institutions that began participating in SARA on or before December 31, 2023, are required to report their 2023 data to NC-SARA in 2024. Institutions whose participation began after December 31, 2023, are required to report 2024 data in 2025, and those institutions do not need to report any 2023 data during the 2024 reporting period.

Reporting Military Students

Report military students as you would all EDEE students: *according to their location while taking the particular courses during the time period covered in the 2023 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.

Note that NC-SARA's data reporting for military students differs from IPEDS' instructions 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](#).⁶

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

⁶ U.S. Department of Education, National Center for Education Statistics, IPEDS *Data Collection System 2023-24 Survey Materials*, FAQ, <https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=3>, Retrieved November 15, 2023.

Instructions for Reporting Exclusively Distance Education Enrollment (EDEE) Data

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

1. **Gather your data.** Locate the exclusively distance education enrollment (EDEE) data that your institution reported to IPEDS for its 2023 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*

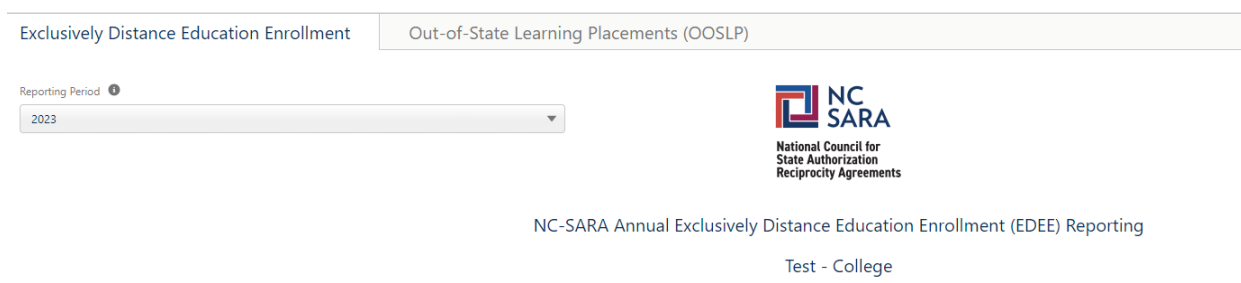
Be sure to report students located in the same state/jurisdiction as the institution (item 1 above) as these data are required by NC-SARA and most institutions report these enrollments to IPEDS. If your institution does not report to IPEDS, you must still use the IPEDS guidance to report these data to NC-SARA.



Save the Data: There are two options to save your data:
The **Save and Return** button allows you to save your work and come back to it later.
The **Save and Submit** button is used when you are ready 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 to choose the period for which you are reporting data (2023). You may 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 Reporting Period (2023)



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

Reporting Period ⓘ
2023 ▼

NC SARA
National Council for
State Authorization
Reciprocity Agreements

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

Test - College

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, including exclusively distance education enrollments in your home state. 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 (see Figure 4) 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 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 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, why you have no EDEE data to report, etc. You can also use this field to provide clarifying context for the data you report.
- Please do not submit 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 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

i

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 we should contact to answer questions about the data if they arise.
- Indicate whether the reporting includes EDEE 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?

— Select an option —

Save and Return

Save and Submit

- 7. Submit your institution's EDEE data.** Finally, click **Save and Submit** to submit your EDEE reporting. All of your institution's active contacts in the SARA Portal, 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 are consistent.

For Help or Technical Support When Reporting EDEE Data:

- Please email 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 your data, please email data@nc-sara.org to request that NC-SARA staff unlock your online reporting form so that you can make needed changes. NC-SARA staff are only able to unlock the online reporting form 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 (EDEE) Reporting

1. Are all SARA institutions required to report their data, even if they just recently started participating in SARA?

Institutions that began participating in SARA on or before December 31, 2023, are required to report their 2023 data to NC-SARA in 2024. Institutions whose participation began after December 31, 2023, are required to report 2024 data in 2025, and those institutions do not need to report any data during the 2024 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?

Institutions that do not report enrollment to IPEDS must still report to NC-SARA with the same end goal: report the number of students your institution enrolled in Fall 2023 exclusively via distance education, *disaggregated by state, territory, or district*. Apply IPEDS' definitions throughout the 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 (EDEE) data?

Where enrollment data is housed varies from institution to institution. Most institutions have a department or individual that coordinates 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. *Identify the person who manages your institution's IPEDS' reports; they are designated the IPEDS Keyholder*. If you do not know where to look, or if your institution does not report to IPEDS, first ask your department head.

4. Where can I find my institution's previously reported exclusively distance education enrollment (EDEE) data?

Each institution is sent a unique reporting link each May. Use that link to access previously reported EDEE data, clicking on the drop-down menu at the top of the EDEE reporting form to choose prior years.

5. Should we report "hybrid" courses with our EDEE data?

No. Do not report hybrid courses. Institutions should only report data for enrollment "exclusively in distance education" courses. See questions 6 and 7 below for the definitions of "distance education" and "exclusively distance education" used for both IPEDS and NC-SARA EDEE reporting.

6. How is "distance education" defined?

NC-SARA uses the definition provided by the U.S. Department of Education (ED) for IPEDS reporting⁷:

⁷ U.S. Department of Education, National Center for Education Statistics, *IPEDS 2023-24 Data Collection System Glossary*, <https://surveys.nces.ed.gov/ipeds/public/glossary>, Retrieved November 16, 2023.

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

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

7. What about IPEDS’ “exclusively distance education” provision?

IPEDS reporting instructions specify that institutions report as distance education enrollments only those enrollments in “A course in which the instructional content is delivered exclusively via distance education.” This is often referred to as the “100 percent rule.” Because that provision should be applied to your institution’s distance education enrollment on the IPEDS fall enrollment report, it should also be applied to the EDEE data you report to NC-SARA. Note: IPEDS reporting specifies that “Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.”

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?

NC-SARA’s general recommendation is to report data from these unique situations in the same way data were 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 (EDEE) that take place from a branch campus?

Branch campus reporting is now mandatory, effective as of the spring 2023 reporting period (fall 2022 EDEE data). If your institution has branch campuses, include data for each EDEE that takes place from those campuses.

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

If a student enrolled at the branch campus, 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 methods to determine the location of their exclusively distance education students that they use 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 legal 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, institutions should not report non-credit EDEE to NC-SARA because non-credit EDEE is not reported to IPEDS.

13. Do we report undergraduate students, graduate students, or both?

Report both undergraduate and graduate students, combined into a single number.

14. Do we report international students?

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

In any other circumstances (i.e., the student is not physically located in the U.S. or in a U.S. territory), do not report international students. SARA, as an agreement between member U.S. states, territories, and districts, does not apply to students in other countries.

15. Are there any special instructions related to reporting EDEE for military students?

Report military students in the same way other students are reported: *according to their location while taking the particular exclusively distance education courses during the time period covered in the IPEDS EF report.* Do not classify a student according to their military mailing address (APO, FPO, DPO, AE, AP, AA, etc.). The physical location of the student is reported, not the mailing address. Note that NC-SARA’s data reporting for military students follows SARA policy and differs from IPEDS’ instructions that say to use the student’s permanent address for students enlisted in the military on active duty.

16. 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 annually.* Please make sure that institutional research staff add this annual reporting window to their regular reporting calendars.

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

- Yes, NC-SARA will offer a webinar to provide an overview of the process and answer questions prior to the 2023 data collection period in the spring of 2024. The webinar will be recorded and will be available on the [Institution Directions for Data Reporting](#) page of the NC-SARA website.

- Additional resources on this webpage include How-To Technical Assistance Videos, access to online courses, and the current Data Sharing Agreement.

18. Will NC-SARA audit our enrollment reporting?

No, currently NC-SARA is relying on institutions to submit accurate information. 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 are 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.

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

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 on-ground learning placements that occur in a state other than the home state of the institution.*** OOSLP reporting includes on-ground learning placements related to on-ground and distance learning programs. Virtual learning placements (i.e., students enrolled in on-ground or distance learning programs who participate in virtual learning placements that don't require any in-person physical presence) 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 state resources are used to support learning placements.

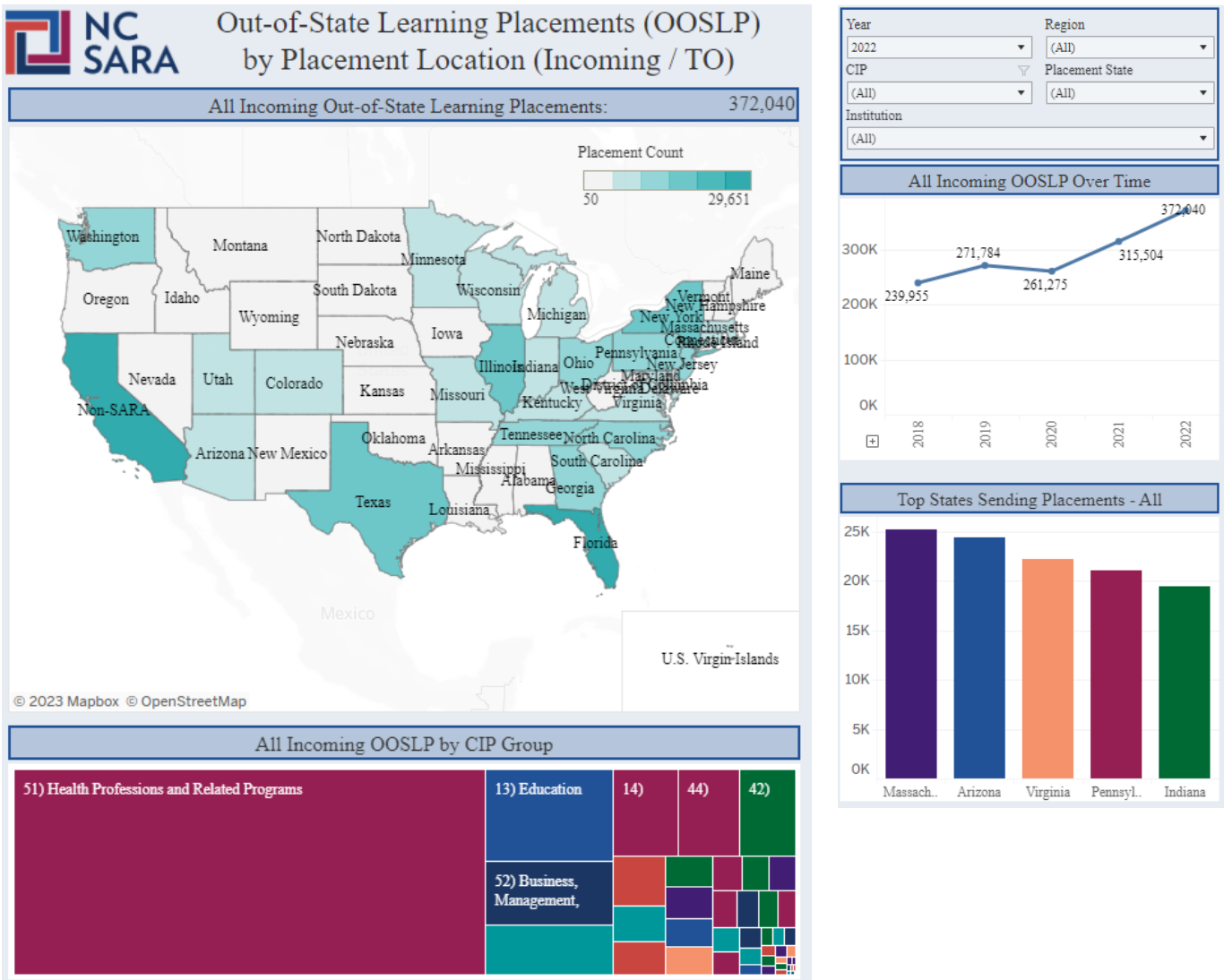
What Happens to Reported Data

NC-SARA 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)

An example of Incoming OOSLP data displayed in the Dashboard is shown 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 learning placements in the same state and same program area, count *each* placement.
- If a student has multiple learning placements in more than one state, count each placement, attributing them to the relevant states.
- If a student has multiple learning placements in more than one program area but the same state, count each placement, attributing them to the relevant program areas.

In previous years, the data handbook was not clear about whether students doing multiple placements in the same state and program area should be reported more than once. Moving forward, we request you report each placement rather than the individual student. If your data system is not set up to report this way this year, please report as you have previously and indicate this in the comments when you submit. Reporting each placement rather than the individual student will be required beginning for 2024 OOSLP reporting in 2025.

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.**

Report all student learning placements. If a student has more than one learning placement in the same state and CIP code, report each learning placement.

Please note two important characteristics of OOSLP reporting:

1. SARA OOSLP reporting comprises on-ground learning placements in another state, regardless of whether the student is enrolled in a distance education program or on-ground program.
2. Virtual learning placements (i.e., students enrolled in on-ground or distance learning programs who participate in virtual learning placements that don't require any in-person physical presence) across state lines are not reported to NC-SARA.

Branch Campus OOSLP Reporting

Branch campus reporting of OOSLPs is mandatory. If your institution has branch campuses, count each on-ground 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.

1. If a branch campus student, living in Pennsylvania, attends exclusively online classes delivered through the West Virginia campus and participates in an on-ground learning placement in Pennsylvania, this learning placement IS 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 an on-ground learning placement in West Virginia, this learning placement IS NOT reportable to NC-SARA.
3. If a branch campus student, living in Pennsylvania, only takes courses online or on-ground within the state of Pennsylvania (through the branch campus) and only participates in a learning placement within the state of Pennsylvania, this learning placement IS reportable to NC-SARA.

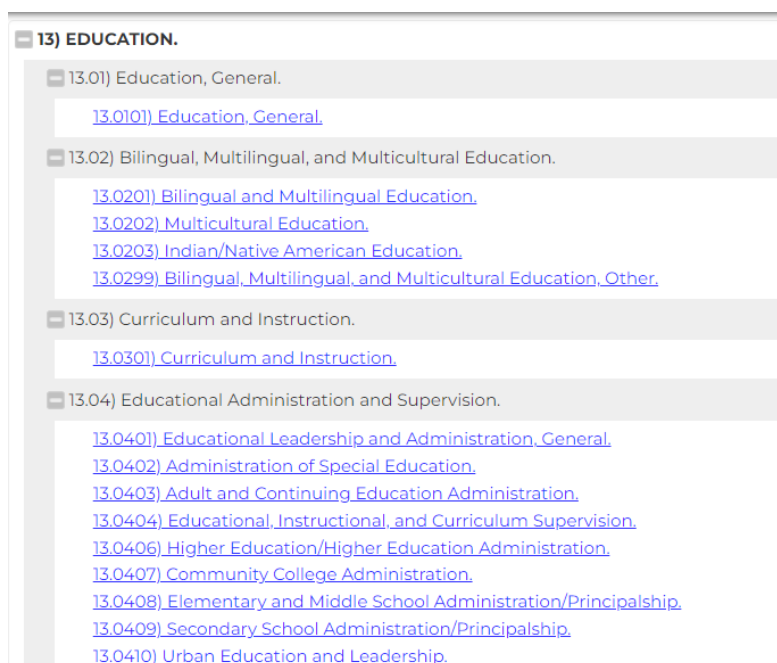
Use the Classification of Instructional Programs (CIP)

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

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 activity⁸. 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 CIP code for program area Education⁹. Appendix B in the data 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 should report learning placements categorized by the codes already assigned at their institutions to the related programs.

⁸ 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 November 16, 2023.

⁹ 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 November 16, 2023.

Characteristics Required for Inclusion of OOSLP

There are no changes to the Criteria for Inclusion in OOSLP Reporting for 2023 in 2024.

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 student placements during the 2023 calendar year, 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.

Criteria for Inclusion in OOSLP Reporting

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

1. The placement started between January 1, 2023, and December 31, 2023.
2. The placement occurred outside the home state of the SARA-participating institution.
3. The placement involved 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 was an activity required for degree completion.
 - b. The placement was an activity required for professional licensure.
 - c. The placement was offered for credit.
 - d. The placement was offered for a fee.

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

- By two-digit CIP code;
- By the state in which the placement took place.

When in doubt, report the OOSLP. The intention of reporting OOSLP is that institutions share relevant on-ground learning activity that occurs in states other than an institution's home state.

Scope and Limitations of SARA Regarding OOSLP

It is important to understand SARA policy related to on-ground learning placements for those implementing distance education (including OOSLP) at their institutions.

SARA-participating institutions, under specified conditions, may place a limited number of students in on-ground learning placements in other SARA member states without securing prior authorization for those placements. Importantly though, if such on-ground 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 substitute for such professional licensure approval.* In some states, an even broader range of activities fall under the jurisdiction of licensing boards.

When arranging learning placements in another state, institutions must comply with the relevant laws, rules, and regulations of the state where the placements are held. This includes rules and regulations promulgated by the state education agency or a professional licensure board located in the state where the placement is held. 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 on-ground learning placements for students.
- Some institutions collect this information from each academic department and house it in a centralized location, such as a compliance office, the registrar, or institutional research (IR) office.

To locate the data, start with the person/people carrying out the institutional research function at your institution. 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 locating and reporting the data. A recording of the webinar and the presentation slides are available on the [webinar page](#) of the NC-SARA website.

Matrix:

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

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

Instructions for Reporting Out-of-State Learning Placement (OOSLP) Data

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

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 year for which you are reporting data (2023).

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 that state. Use the **Save** button to save your work frequently.
 - Please note that states are listed alphabetically.
 - Do not report learning placements for your institution's home state, as only out-of-state learning placements are reported.

Figure 10. Initial OOSLP Data Reporting Page

Reporting Period 2023

NC SARA
National Council for
State Authorization
Reciprocity Agreements

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

Test - College

Previous Next

☐ 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	Alabama (AL)	0	X

Total OOSLP Reported 0

Save + Add another CIP/State

Previous Next

No OOSLP data to Report?

If your institution does not have OOSLP data to report, please check the box at the top of the form (see Figure 11) 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.



Navigating Between Data Reporting Screens:

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


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

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 have entered all OOSLP data for your institution. Remember, you do not report learning placements in your institution's home state, as only out-of-state learning placements are reported. 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

Out-of-State Learning Placements (OOSLP)



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

Test - College

☐ 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	Alaska (AK)	5	×
03) Natural Resources and Conservation	Alabama (AL)	12	×

Total OOSLP Reported 17

[+ 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, why you have no OOSLP data to report, etc. You can also use this field to provide clarifying context for the data you report.
- Please do not use the **Comments** section to submit questions that need a response during the reporting window, as this field will not be actively monitored. Please email 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

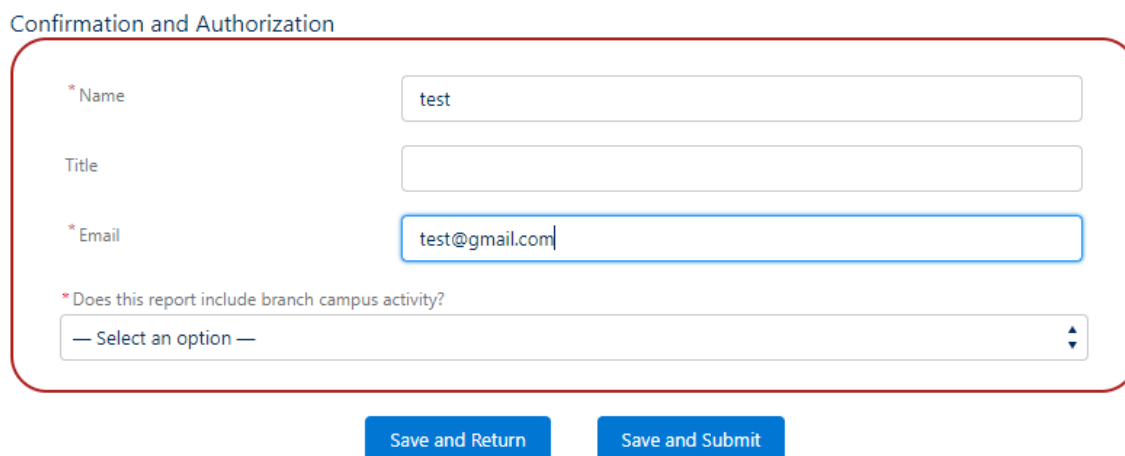


A screenshot of the 'Comments' field in the OOSLP Reporting Form. The field is a large, rounded rectangular text area with a thin border. Above the text area, the word 'Comments' is written in a small, light blue font. The text area itself is empty, with a small cursor icon visible at the bottom right corner.

6. **Complete the Confirmation and Authorization Section.**
- Provide the name, title, and email address for the person at your institution we should contact to 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 OOSLP reporting form.

Figure 13. OOSLP Confirmation and Authorization Section



A screenshot of the 'Confirmation and Authorization' section of the OOSLP reporting form. The section is titled 'Confirmation and Authorization' in a small, light blue font. Below the title is a large, rounded rectangular form area with a red border. Inside this area, there are four input fields: 'Name' (with the text 'test'), 'Title' (empty), 'Email' (with the text 'test@gmail.com'), and a dropdown menu labeled '* Does this report include branch campus activity?' with the option '— Select an option —'. Below the form area are two blue buttons: 'Save and Return' and 'Save and Submit'.

7. **Submit your institution's OOSLP data.** Finally, click **Save and Submit** to submit your OOSLP data. All of your institution's active contacts in the SARA Portal, 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 When Reporting OOSLP Data:

- 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 locating and reporting the data. A recording of the webinar and the presentation slides are available on the [webinar page](#) of the NC-SARA website.
- Please email data@nc-sara.org directly with any questions you may have.
- If you find an error in your institution's reporting after you submit your data, please email data@nc-sara.org to request NC-SARA staff unlock your online reporting form so that you can make the needed changes. NC-SARA staff are only able to unlock the online reporting form 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 (OOSLP) Reporting

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

Institutions that began participating in SARA on or before December 31, 2023, are required to report their 2023 data to NC-SARA in 2024. Institutions whose participation began after December 31, 2023, are required to report 2024 data in 2025, and those institutions do not need to report any data during the 2024 reporting period.

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

Yes, NC-SARA provides an OOSLP spreadsheet template that you may use to collect your institution's 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?

Report both undergraduate and graduate students, combined into a single number.

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

Assuming other required reporting criteria are met (See **Characteristics Required for Inclusion of OOSLP** section above), learning placements required for professional licensure as well as those required for degree completion should be reported.

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

None of these types of learning placements should be reported to NC-SARA.

6. Should institutions report virtual internships or other virtual placements?

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

7. Since some students will have multiple placements, do we count the number of individual placements or the number of students who were placed?

Count each student learning placement. If a student has multiple learning placements in the same state and same program area, count each placement. If a student has multiple learning placements in more than one state, count each placement, attributing them to the relevant states. If a student has multiple learning 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 six 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 (UCD) participated in an OOSLP in spring 2023 under CIP code 13 in Arkansas; this same student then participated in another OOSLP in fall 2023 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 for that state, one under each CIP Code.
3. A student at University of Wyoming participated in three OOSLP in Colorado during 2023, but at three different organizations. The University of Wyoming would report three learning placements in Colorado.
4. A student at Northeastern University completed an engineering co-op in Rhode Island over the summer as well as a second engineering co-op in New York in the fall. Northeastern should report both placements under the appropriate CIP code, one for both Rhode Island and one for New York.

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

Branch campus OOSLP 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 or on-ground classes delivered through the West Virginia campus and participates in an on-ground learning placement in Pennsylvania, this learning placement IS 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 an on-ground learning placement in West Virginia, this learning placement IS NOT reportable to NC-SARA.
3. If a branch campus student, living in Pennsylvania, only takes courses online or on-ground within the state of Pennsylvania (through the branch campus) and only participates in a learning placement within the state of Pennsylvania, this learning placement IS reportable to NC-SARA.

9. If the OOSLP is coordinated through a third-party medical/dental/psychology placement database, do institutions report these (under what circumstances)?

Yes, the institution must report any on-ground learning placements in other states regardless of the source of the placement.

10. If a SARA institution has state authorization in more than one state, does the institution report OOSLP in the other state(s) where they have authorization?

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

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

OOSLP reporting is a requirement of participation in SARA. 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 OOSLP information. Document the steps you take so that your institution can provide consistent learning placement data each year.

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

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

13. Do we report international students?

It depends on the circumstances. If an international student is physically located in the U.S. (or in a U.S. territory) 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, report that OOSLP in the state where the student is physically located.

In any other circumstances (i.e., the student is not physically located in the U.S. or in a U.S. territory), do not report international students. SARA, as an agreement between member U.S. states, territories, and districts, does not apply to students in other countries.

14. 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.

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

- Yes, NC-SARA will offer a webinar to provide an overview of the process and answer questions prior to the 2023 data collection period in the spring of 2024. The webinar will be recorded and will be available on the [Institution Directions for Data Reporting](#) page of the NC-SARA website.
- 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 locating and reporting the data. A recording of the webinar and the presentation slides are available on the [webinar 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.

Appendix A: IPEDS' Distance Education Definitions

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

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, which 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.

¹⁰ U.S. Department of Education, National Center for Education Statistics, *IPEDS Glossary for 2023-2024 Data Collection System*, <https://surveys.nces.ed.gov/ipeds/public/glossary>, Retrieved November 16, 2023.

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>¹¹.

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>.

¹¹ 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 November 16, 2023.

Appendix B: CIP - Continued

Two-digit CIP Codes, CIP 2020 -- <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56>¹²

- ✚ [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.](#)

¹² 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 November 16, 2023.

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.



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