# NC-SARA Annual Data Reporting Webinar

May 15 – June 15, 2024:

Fall 2023 Exclusively Distance Education Enrollment
&

2023 Out-of-State Learning Placements

March 13, 2024

NC SARA

National Council for
State Authorization
Reciprocity Agreements

MHEC • NEBHE • SREB • WICHE

# WELCOME!



**Marianne Boeke, Ph.D.**
President

# Webbinar Guidance

- Please use the Question & Answer feature for questions.

- The Closed Caption option is available.

- The webinar will be recorded.

- This presentation and other resources referenced will be posted on the NC-SARA website: *Institution Directions for Data Reporting page*.

# TODAY'S PRESENTERS

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

**Terri Taylor-Straut, MBA**
Senior Director,
Educational Programs

# TODAY'S AGENDA

**About SARA**

**2022 Data Highlights**

**Data Reporting Overview**

**Exclusively Distance Education Enrollment (EDEE) Reporting**
  ➢ Q&A on EDEE Reporting

**Out-of-State Learning Placement (OOSLP) Reporting**
  ➢ Q&A on OOSLP Reporting

**Annual Data Reporting Resources**

**Data Dates for 2024**

# About SARA

## What is SARA?

State Authorization Reciprocity Agreements (SARA) is an **agreement** amongst member states, districts, and territories that establishes comparable national standards and streamlines regulations, fees, and approvals for institutions offering interstate distance education programs. More than 2,400 institutions in 49 member states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands all voluntarily participate in SARA.

## What is NC-SARA?

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a private nonprofit **organization** [501(c)(3)] that in partnership with the four regional compacts coordinates the implementation of SARA nationally. NC-SARA supports, facilitates, and serves the regional compacts, the regional steering committees, the State Portal Entities, and SARA participating institutions. The administration of the annual data reporting process is a function of NC-SARA.

# SARA Partners

## Institutions
Approximately 2,400 institutions **participate** in SARA

## States
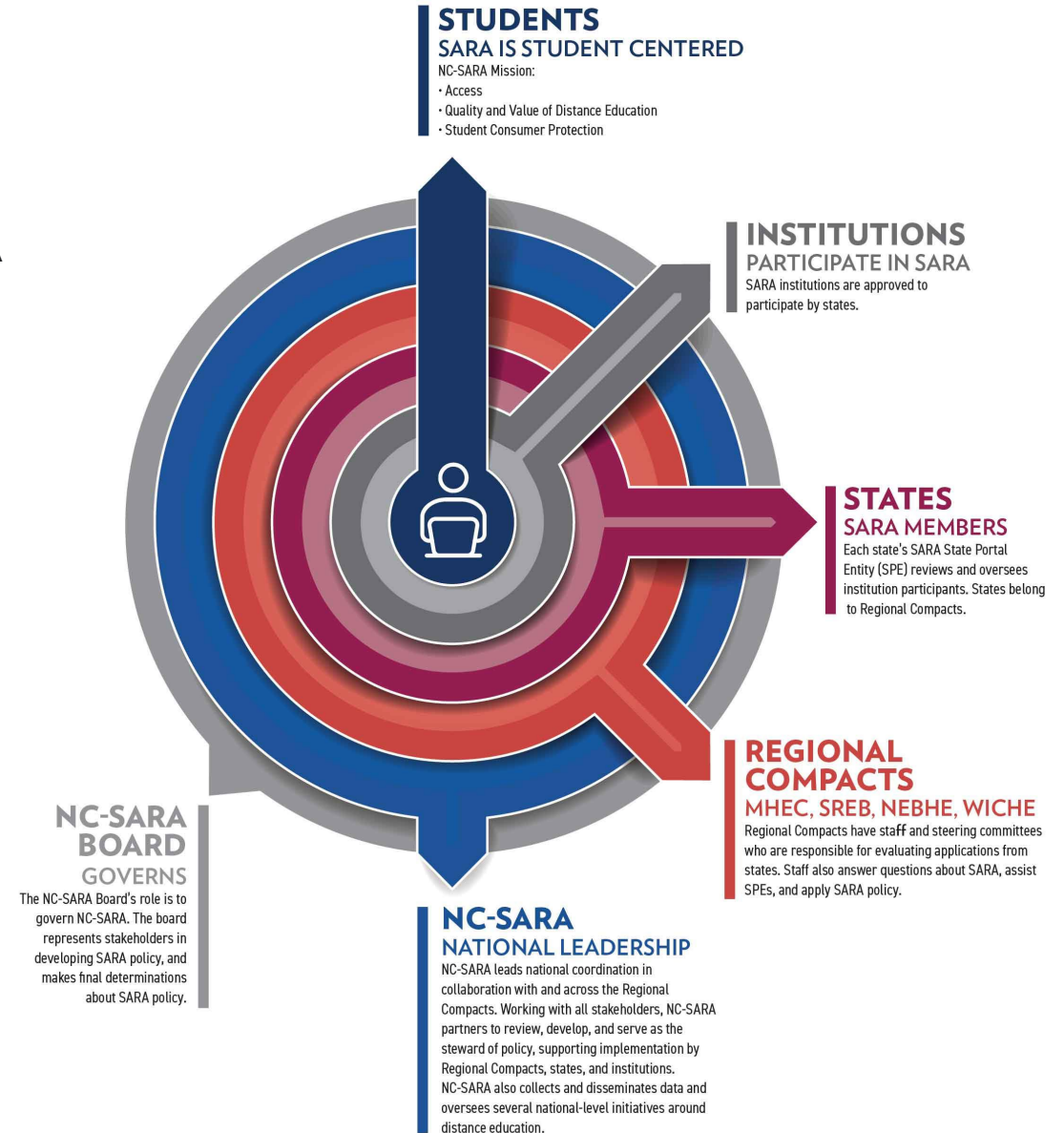52 States are **members** of SARA

## State Portal Entities (SPE)
One SPE for each SARA member state

## Regional Compacts
MHEC
NEBHE
SREB
WICHE

## Regional Steering Committees (RSC)
One RSC for each Regional Compact

# Why NC-SARA Requires Annual Data Reporting

Collecting, reporting, and analyzing data about interstate delivery of distance education are important parts of the NC-SARA mission.

1. Many states required institutions operating in their state to report data prior to SARA.
2. Data reporting was an important element agreed upon during the creation of SARA.
3. NC-SARA has maintained a strong commitment to transparency in data reporting since its inception.
4. Data collection and reporting help measure the impact of SARA nationally and track changes in SARA-participating institutions and in SARA member states over time.

# What Data are Reported?

**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.

# What Data are Reported?

**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.

# 2022 Data Highlights: Reported to NC-SARA in Spring 2023

# Gratitude to Institution Staff

# NC SARA

# DATA REPORT

**Fall 2022 Exclusively Distance Education Enrollment Report & 2022 Out-of-State Learning Placements**

NC-SARA's 8th annual data report and dataset provide insights into the ways that postsecondary education continues to evolve and change. NC-SARA data reporting captures students enrolled exclusively in distance education courses and out-of-state learning placements from SARA-participating institutions.

## FAST FACTS

Washington DC
Virgin Islands
Puerto Rico

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

**2,364**

Data was collected from 2,364 SARA-participating institutions, a 2% increase over 2021

**1,500,912**

Number of students attending out-of-state institutions exclusively via distance education through SARA in Fall 2022
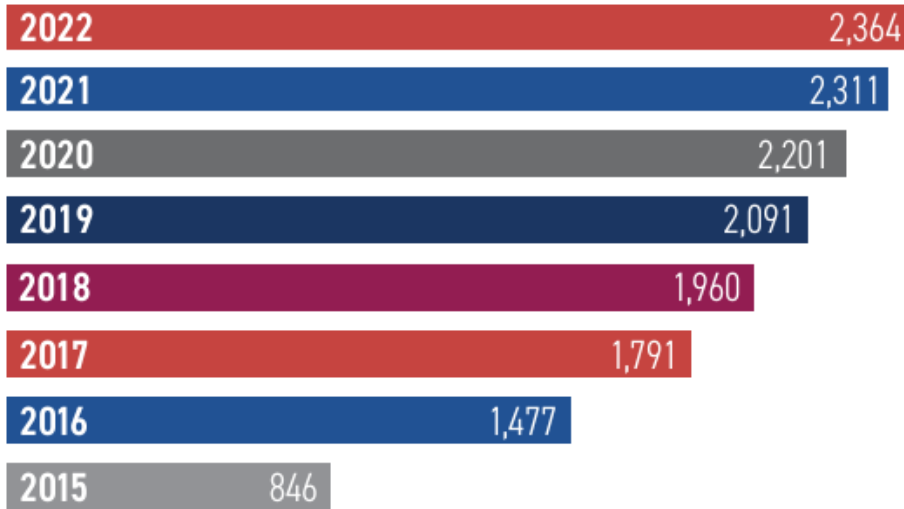
**372,042**

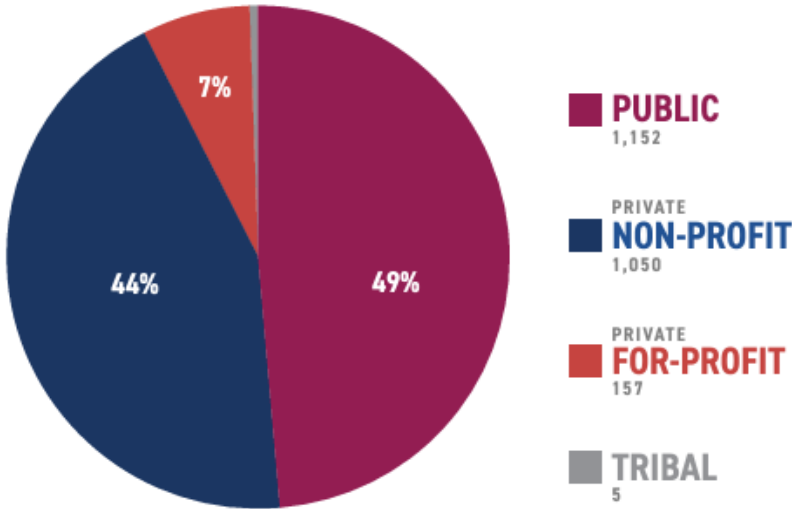Number of out-of-state learning placements (OOSLP) for calendar year 2022

# SARA-PARTICIPATING INSTITUTIONS

## SARA PARTICIPATION CONTINUES TO INCREASE

The number of institutions participating in SARA has continued to increase, with 54 more institutions reporting data from 2022 than from 2021.

| Year | Institutions |
| --- | --- |
| 2022 | 2,364 |
| 2021 | 2,311 |
| 2020 | 2,201 |
| 2019 | 2,091 |
| 2018 | 1,960 |
| 2017 | 1,791 |
| 2016 | 1,477 |
| 2015 | 846 |

## PUBLIC INSTITUTIONS CONTINUE TO MAKE UP LARGEST SECTOR IN SARA

49% **PUBLIC** 1,152

44% PRIVATE **NON-PROFIT** 1,050

7% PRIVATE **FOR-PROFIT** 157

**TRIBAL** 5

# EXCLUSIVELY DISTANCE EDUCATION ENROLLMENTS
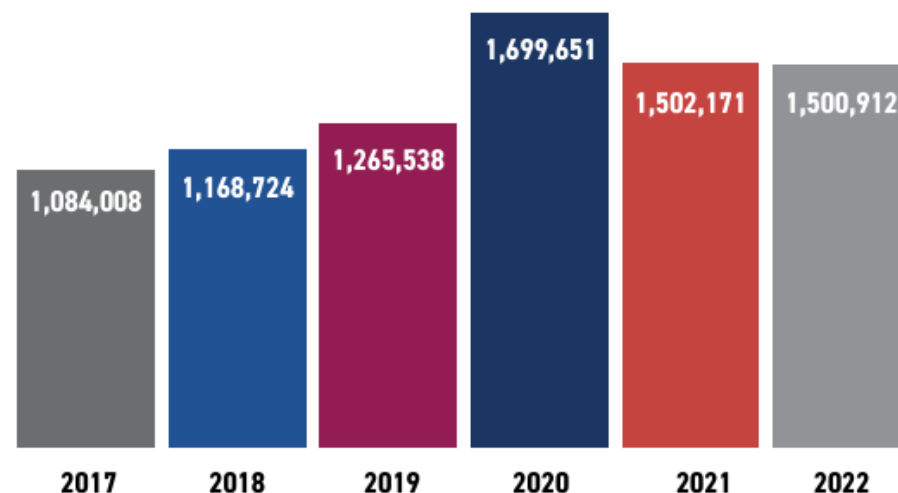
## TOTAL EXCLUSIVELY DISTANCE EDUCATION ENROLLMENTS THROUGH SARA

In Fall 2022, more than **1.5 million students** attended out-of-state institutions exclusively via distance education through SARA. This is consistent with 1.5 million students in Fall 2021, but down from **1.7 million students in Fall 2020** (-12%).

| Year | Enrollments |
|------|-------------|
| 2017 | 1,084,008 |
| 2018 | 1,168,724 |
| 2019 | 1,265,538 |
| 2020 | 1,699,651 |
| 2021 | 1,502,171 |
| 2022 | 1,500,912 |

# OUT-OF-STATE LEARNING PLACEMENTS

**372,042 students from reporting institutions participated in an out-of-state learning placement in 2022, up from 315,512 in 2021.**

The largest out-of-state learning placements (OOSLP) were in **healthcare-related programs (60.4%)**, followed by **education (7.3%)** and **business (5.1%)**. The remaining **27.2% of OOSLPs were in a variety of fields**, such as engineering and social sciences.

In addition to exclusively distance education enrollments, SARA allows reciprocity for certain **on-ground** out-of-state experiential learning activities called "out-of-state learning placements" (OOSLP). Out-of-state learning placements are on-site learning placements that occur in a state other than the home state of the institution. They include clinical rotations, student teaching, internships, and other similar activities, many of which are related to workforce development needs. They are also often required as part of obtaining a degree and/or license to practice in a particular profession.

## 60.4%
Health Professions

## 7.3%
Education

## 5.1%
Business

## 27.2%
Variety of Fields

**ABOUT    STUDENTS    STATES    INSTITUTIONS    POLICY    RESEARCH & DATA    RESOURCES    NEWS & EVENTS**

# Data Dashboards

NC-SARA is pleased to share new interactive data dashboards, below. These dashboards include all the data NC-SARA has been sharing publicly all along (and includes the most recent data collected from Fall 2022), but in an easier format for your access and use. Begin with the Instructions & Definitions tab, below, to learn how to use the dashboards and what the terminology means, and then feel free to move through the dashboards by using the tabs at the top. If you are seeking the previously shared downloadable data files, or if you need additional assistance with these dashboards or NC-SARA data in general, please contact: data@nc-sara.org.

| Instructions & Definitions | Reporting Institutions | Total Exclusively Distance Education Enrollment | Incoming Exclusively Distance Education Enrollment | Outgoing Exclusively Distance Education Enrollment | Additional Reports | Inc Le |
|---|---|---|---|---|---|---|

## NC-SARA Data Dashboards
## Instructions & Definitions

**How to use the dashboards:**
The purpose of these dashboards are to provide the annual exclusively distance education enrollment and out-of-state learning placement data collected by NC-SARA. The dashboards allow you to quickly view individual region or state data, as well as examine trends over time.

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# Data Reporting Overview

# Poll Question:

## Is this the first year that you have been involved in SARA Data Reporting?

# Communication About Data Reporting

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

➢ Notification on May 15 that the reporting portal is open.

➢ Reminders during the reporting window.

➢ Confirmations when the reporting forms are submitted.

➢ **Individuals who submit data will also receive confirmation emails.**

**PRO TIPS:**

• Determine **who** will internally coordinate your institution's reporting.

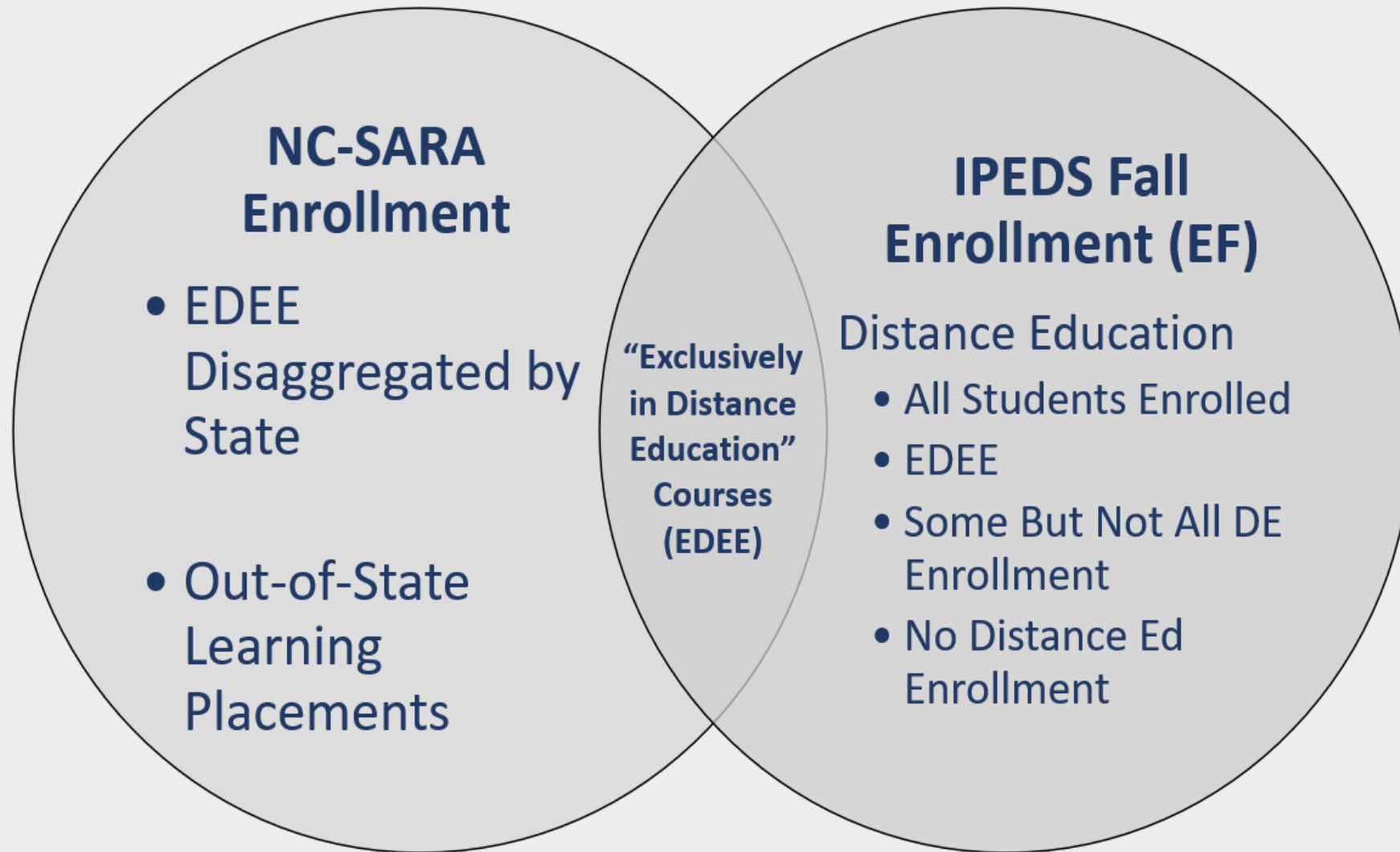• Double-check your institution's data from last year for consistency.

# New & Notable for 2024 Reporting

- **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.
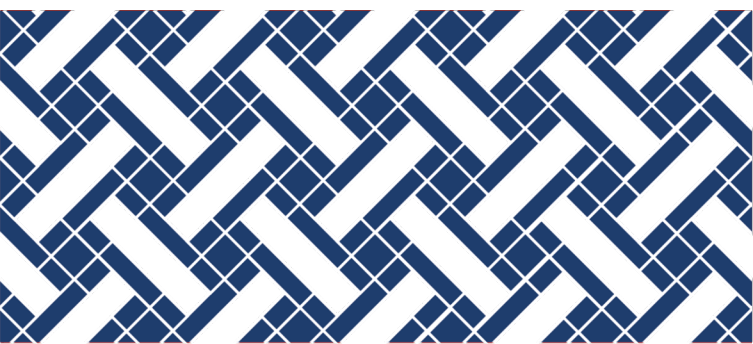
# Exclusively Distance Education Enrollment (EDEE) Data Reporting

# Reporting Requirements of NC-SARA & IPEDS EF



**NC-SARA Enrollment**

- EDEE Disaggregated by State

- Out-of-State Learning Placements

**"Exclusively in Distance Education" Courses (EDEE)**

**IPEDS Fall Enrollment (EF)**

Distance Education
- All Students Enrolled
- EDEE
- Some But Not All DE Enrollment
- No Distance Ed Enrollment

# EDEE Reporting

1. Report EDEE delivered **both in the home state of the institution and outside the home state of the institution**.
2. Disaggregate those enrollments by the state, territory, or district where the students are located, *including the home state*.
3. Use the means you currently employ to determine students' locations.
4. Report the actual number of students enrolled exclusively at a distance in each state.
5. Report Branch Campus EDEE if reported to IPEDS.

# EDEE Reporting

## Welcome Page with Instructions

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

Reporting Period ⓘ

2023 ▼



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

Test - College

Next

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

Every year, SARA-participating institutions are asked to report the number of students enrolled exclusively in distance education courses delivered both in the home state of the institution and outside the home state of the institution. This required data submission is based on the enrollment data your institution reported to the Integrated Postsecondary Education Data System (IPEDS). For SARA, that data is to be disaggregated by the state, territory, or district where the activity takes place.

Data Reporting Window is May 15 – June 15, 2024

# EDEE Reporting

## SARA State Enrollment

☐ This institution has zero Exclusively Distance Education Enrollment to report

SARA States Total Exclusively Distance Education Enrollment - 0

| Alabama (AL) | Alaska (AK) | Arizona (AZ) |
| Arkansas (AR) | Colorado (CO) | Connecticut (CT) |
| Delaware (DE) | District of Columbia (DC) | Florida (FL) |
| Georgia (GA) | Hawaii (HI) | Idaho (ID) |
| Illinois (IL) | Indiana (IN) | Iowa (IA) |
| Kansas (KS) | Kentucky (KY) | Louisiana (LA) |
| Maine (ME) | Maryland (MD) | Massachusetts (MA) |
| Michigan (MI) | Minnesota (MN) | Mississippi (MS) |

**PRO TIPS:**

- There is an option to quickly report zero EDEE.

- Double-check your own data from last year for consistency.

- Save frequently using the **Save & Return** button at the bottom of the page.

# EDEE Reporting

## Non-SARA State Enrollment Reporting

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

| American Samoa (AS) | California (CA) | Federated States of Micronesia (FM) |
| --- | --- | --- |
| | | |

| Guam (GU) | Marshall Islands (MH) | Northern Mariana Islands (CNMI) |
| --- | --- | --- |
| | | |

Palau (PW)

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

**The reporting form automatically tallies your reported EDEE.**

# EDEE Reporting

## Comments Field



**NOTE:**

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

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

# EDEE Reporting

## Confirmation and Authorization

**PRO TIP:**

If you need to make a change once you've submitted data, email:

data@NC-SARA.org

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

# Frequently Asked Questions: EDEE

What if my institution doesn't report to IPEDS?

➢ Report as if you do.

How do we report Military Students?

➢ Report **where** they are taking the course.

What definition of "distance education" should we use?

➢ Use IPEDS' definitions. Details are in the *NC-SARA Data Reporting Handbook for Institutions,* page 8 & Appendix A.

Should I include my institution's in-state students?

➢ Yes, NC-SARA has collected these data since 2018, as it provides important context when looking at exclusively distance education enrollments.

# Q&A Regarding EDEE Reporting

# Out-Of-State Learning Placement (OOSLP) Data Reporting

# Poll Question:

**Does your institution have a documented approach to collecting and reporting calendar year OOSLP?**

# OOSLP Reporting

**Learning Placement Examples:**

➢ Clinical Rotations

➢ Student Teaching

➢ Internships

Report **on-ground and online** student OOSLP.

OOSLP does **NOT** include in-state placements.

Report every **placement**, not every student.

Do **NOT** report virtual learning placements.

# Criteria for Inclusion in OOSLP Reporting

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

1. The placement started between January 1, 2023, and December 31, 2023.
2. The placement is outside the home state of the SARA institution.
3. The placement involves the physical presence of the student at the out-of-state location(s).
4. One or more of the following is true:

   a. The placement is an activity required for degree completion.

   b. The placement is an activity required for professional licensure.

   c. The placement is offered for credit.

   d. The placement is offered for a fee.

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

  ➢ Disaggregate by two-digit CIP code;
  ➢ Disaggregate by the state in which the placement was made.

# OOSLP Reporting: About CIP Codes

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

➢ Use the new 2020 CIP Codes for reporting.

   https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56

➢ NC-SARA uses the 47 two-digit CIP codes that represent program areas.

# OOSLP Reporting: CIP Code Examples



IES › NCES  National Center for Education Statistics  ≡ MENU  Search  Go

**13) EDUCATION.**

**13.01) Education, General.**

13.0101) Education, General.

**13.02) Bilingual, Multilingual, and Multicultural Education.**

13.0201) Bilingual and Multilingual Education.
13.0202) Multicultural Education.
13.0203) Indian/Native American Education.
13.0299) Bilingual, Multilingual, and Multicultural Education, Other.

**13.03) Curriculum and Instruction.**

13.0301) Curriculum and Instruction.

**13.04) Educational Administration and Supervision.**

13.0401) Educational Leadership and Administration, General.
13.0402) Administration of Special Education.
13.0403) Adult and Continuing Education Administration.
13.0404) Educational, Instructional, and Curriculum Supervision.
13.0406) Higher Education/Higher Education Administration.
13.0407) Community College Administration.
13.0408) Elementary and Middle School Administration/Principalship.
13.0409) Secondary School Administration/Principalship.
13.0410) Urban Education and Leadership.
13.0411) Superintendency and Educational System Administration.
13.0412) International School Administration/Leadership.

# OOSLP Reporting

**Where are these numbers kept on campus?**

➢ In the academic departments that have learning placements.

➢ Start with your SARA liaison or Institutional Research.

<span style="color:#8B1A3A">**PRO TIPS:**</span>

- Document your approach to ensure consistency in reporting each year.

- Double-check your own data from last year for consistency.

# OOSLP: Initial Reporting Screen

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

Reporting Period ⓘ

2023 ▼



## 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) ▼ | | ✕ |

Total OOSLP Reported    0

[Save]    + Add another CIP/State

# OOSLP Reporting: OOSLP Data Entry

☐ 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) ▼ | 10 | ✕ |
| 03) Natural Resources and Conservation ▼ | District of Columbia (DC) ▼ | 12 | ✕ |

Total OOSLP Reported    22

Save    + Add another CIP/State

**PRO TIPS:**
- If there are no OOSLP to report, use the check box at the top of the form to report zero.

- **Save frequently!**

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

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# OOSLP Reporting

## Comments Field

Comments

NOTE:

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

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

# OOSLP Reporting

## Confirmation and Authorization

**PRO TIP:**

If you need to make a change once you've submitted data, email:

data@NC-SARA.org

Confirmation and Authorization

* Name

Title

* Email

* Does this report include branch campus activity?

— Select an option —

Save and Return    Save and Submit

# Branch Campus OOSLP Reporting

**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 residentially 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.

# Frequently Asked Questions: OOSLP

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

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

Should institutions report virtual internships?

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

What if my institution has none of this information?

➢ Use the handbook and Sample Learning Placement Reporting Matrix to establish a system to collect and report these data.

# Frequently Asked Questions: OOSLP

Since some students will have multiple placements, do we count the number of individual placements on 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. Examples:

- 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.

- 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.

**Q&A Regarding OOSLP Reporting**

# Poll Question:

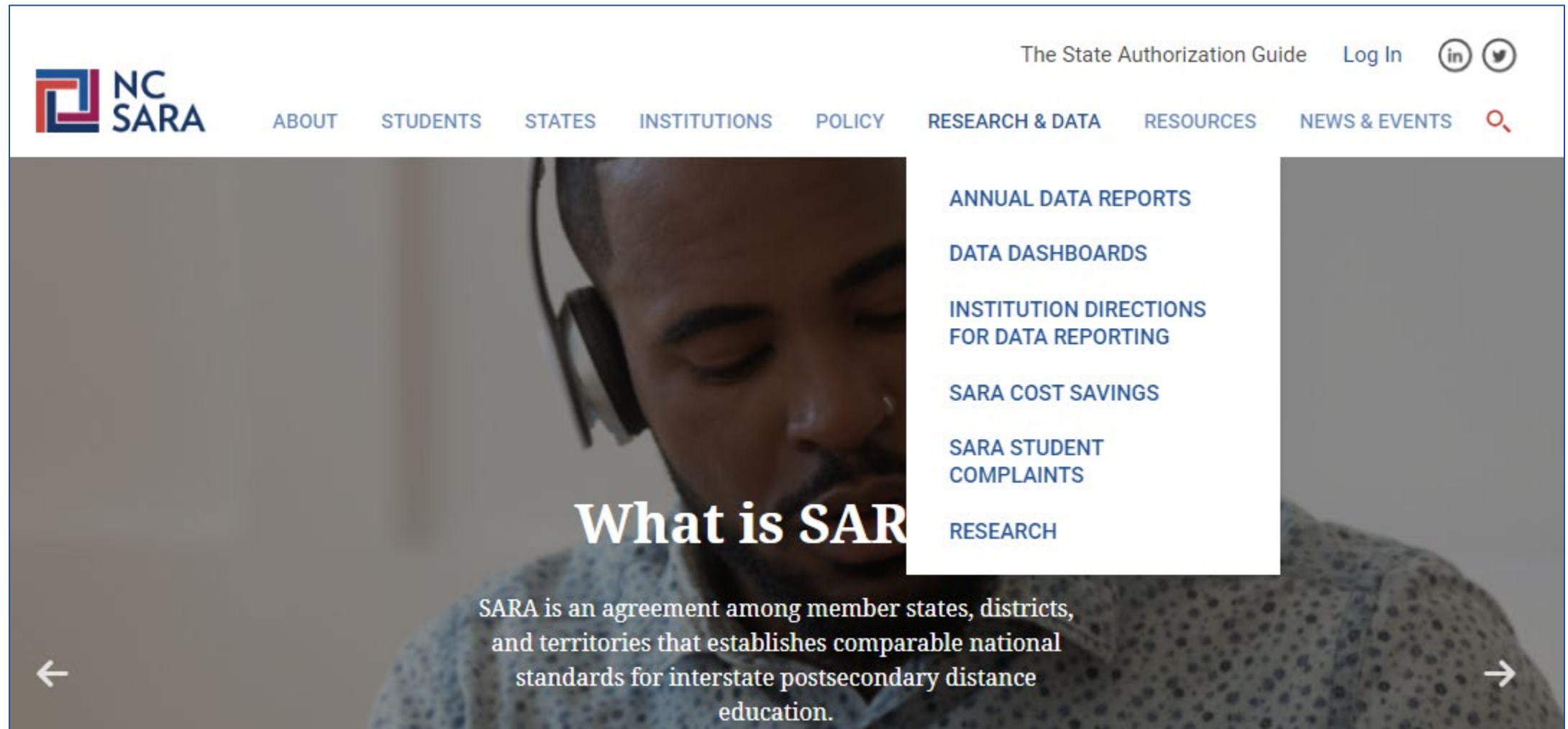**Do you have your institution team in place and ready to help with this work?**

# Where to Find Data Reporting Resources

# Institution Directions for Data Reporting: Your One-Stop Shop

**How-To Guide:**

Reporting Handbook

**How-To Resources:**

Webinar Recordings

Instruction Videos

**Tools:**

Sample Matrix

Quick Start Guide

Data Reporting Fact Sheet

**Overview & Use of Data:**

Online Foundations Course

# Institution Directions for Data Reporting:
## Your One-Stop Shop

# SARA Learning Station: Resources for Institutional Staff

NC SARA

ABOUT    STUDENTS    STATES    INSTITUTIONS    POLICY    RESEARCH & DATA    RESOURCES    NEWS & EVENTS

## SARA Learning Station

### SARA Learning Station

Powered by NC-SARA

The SARA Learning Station is your one-stop shop to access NC-SARA's resources for learning about SARA. Learning resources for institutions have been developed in collaboration with our Regional Compact partners and SARA State Portal Entities. Institutions should always check with their *SARA State Portal Entity* for any state-specific requirements.

### SARA Quick Start Guides

When institutions participate in SARA, they agree to a set of compliance requirements as detailed in the *SARA Policy Manual*. SARA Quick Start Guides are intended to help institutions easily understand SARA requirements to help them maintain compliance, communicate with colleagues regarding SARA, and explain SARA to students and other stakeholders.

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# Data Dates for 2024

**Data reporting window is May 15 – June 15, 2024**



- **Oct. 2024:** Annual Data Report & NC-SARA Dashboards will be published on website

**Final Questions?**

# Thank You!

**NC SARA**

**National Council for State Authorization Reciprocity Agreements**

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

Please complete the evaluation in your email; your feedback will help us shape the next data collection webinar!