

Spring 2019



NC-SARA Data Reporting Handbook



National Council for
State Authorization Reciprocity Agreements

A voluntary, regional approach to state oversight of distance education

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Introduction

Institutions participating in the State Authorization Reciprocity Agreement (SARA) are required to report annually to the National Council for State Authorization Reciprocity Agreements (NC-SARA) the number of students engaged in distance education who are enrolled in the institution. The enrollment data are disaggregated by state, territory, or district where the activity takes place. Beginning in spring 2019, institutions participating in SARA shall also annually report to NC-SARA the number of their students engaged in certain out-of-state learning placements (OOSLP), such as 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. The abbreviation OOSLP (pronounced ooo-slip) is used for out-of-state learning placements.

These two sets of data are reported to NC-SARA in the spring following the due date for institutions to make their previous Fall Enrollment (EF) reports to the federal government's Integrated Postsecondary Education Data System (IPEDS). For distance education enrollment reporting, institutions should report the same distance education data they reported for EF reporting, but disaggregate the data by state/district/territory. Prior to such submission, NC-SARA provides a data reporting handbook and an updated data sharing agreement to each SARA institution.

In 2018, two separate reporting documents were provided to participating institutions, the *NC-SARA Enrollment Data Reporting Guide* and the *Placement Reporting Guide: How to Report Out-of-State Learning Placements to NC-SARA*. Beginning in 2019 this single document, the *2019 Data Reporting Handbook* (Handbook), contains all details regarding the reporting of enrollment and out-of-state learning placements.

Participating SARA institutions will receive an e-mail with one link. This web link will open an online reporting form with two tabs; one tab for online Enrollment reporting and a second tab for out-of-state learning placement reporting (OOSLP). The e-mail with this link will be sent on or around May 14, 2019.

What's new or notable for spring 2019 reporting?

- Institutions will report their exclusively distance education enrollments that take place *in their home state* in addition to the out-of-state enrollments that have been reported in prior years.
- Institutions will report out-of-state learning placements. This reporting was voluntary in 2018 and is required for 2019.
- The time frame to report distance education enrollments and out-of-state learning placements is May 14-June 4, 2019.
- The online reporting form for enrollment and out-of-state learning placements has been updated to include a field for each U.S. territory.
- This *2019 Data Reporting Handbook* provides additional instructions to help clarify the continued confusion about how to report military students.
- Within the online reporting forms is included a "Comments" field for you to briefly comment on any apparent anomalies in your data. Please do not ask questions here, as this box will not be actively monitored in that respect. Please e-mail data@nc-sara.org directly for any questions you may have.

Section I: Enrollment Reporting

This Handbook provides guidance to SARA-participating institutions about how to submit institutional enrollment data to NC-SARA. *Please read the entire Handbook before submitting your data or asking questions.*

While every effort has been made to provide clear instructions, the variety of institutional practices in determining student location, tabulating enrollment data, and delivering distance education make perfectly accurate and consistent reporting across institutions unattainable at present. Please use your best judgment and adopt and document an approach that ensures your institution's reporting is consistent from year-to-year and captures the requested information.

Please note that NC-SARA offers three general points of guidance:

- 1) Report enrollments as you do to IPEDS (the U. S. Department of Education's *Integrated Postsecondary Education Data System*, including associated definitions, etc.)¹;
- 2) Enlist the help of the person who does your institution's reporting to IPEDS (because they are intimately familiar with the world according to IPEDS'); and
- 3) If in doubt, use your best professional judgment, exercised within the spirit and intent of SARA.

We encourage you to also read the Spring 2019 *NC-SARA Data Sharing Agreement* [found here](#), which is incorporated by reference in each institution's enrollment data submission.

Who should report your institution's data?

Please determine who is going to coordinate the NC-SARA data reporting for your institution internally. All active institutional contacts will receive an e-mail notice prompting reporting and the *2019 Data Reporting Handbook*. The e-mail will contain a link to the online reporting form. The form has two tabs; one tab for online Enrollment reporting and a second tab for out-of-state learning placement reporting (OOSLP). For 2019, the link will be sent on or around May 14, 2019. Use these online forms to report your data to NC-SARA.

The required data reporting is based on the enrollment data your institution reports to IPEDS each year; NC-SARA asks you to disaggregate some of that data. The report that is to be disaggregated is the Fall Enrollment Report (EF) that your institution was to submit to IPEDS between December 12, 2018, and April 10, 2019. NC-SARA sets its reporting period to occur approximately one month after the IPEDS deadline for reporting each year's fall enrollments; that IPEDS deadline is usually in early April each year.

The NC-SARA reporting period for spring 2019 will be May 14 -June 4, 2019.

¹ U.S. Department of Education, NCES National Center for Education Statistics, *IPEDS Glossary for 2018-2019 Data Collection System* <https://surveys.nces.ed.gov/ipeds/Downloads/Forms/IPEDSGlossary.pdf>

What data are reported?

SARA institutions will report the number of students enrolled exclusively in distance education delivered *both in the home state of the institution and outside the home state of the institution*². While IPEDS requests *aggregated* data for your institution's out-of-state students within the United States, for this SARA report you are asked to *disaggregate those enrollments by the state, territory, or district in which the students are located*.³ Institutions should use the means they currently employ to determine their students' locations.

The name/label/identifier for the relevant IPEDS field where your institution reported that aggregated data for fall 2018 is: "Students enrolled exclusively in distance education courses and are located in U.S. but not in same state/jurisdiction as institution" (**EF2018A_DIST All students total**). *The aggregated data you reported to IPEDS in that field for fall 2018 enrollment is the data you are to disaggregate by state, territory, or district in which the students are located and submit to NC-SARA between May 14 – June 4, 2019.*

In addition, report to NC-SARA the enrollments your institution reports in EF2018A_DIST for in-state. Full instructions for the 2018-19 IPEDS Fall Enrollment (EF) are [found here](#).

Institutions should report the actual number of students enrolled in each state. If your institution reports all zeroes, please use the "Comments" field to indicate the reason why state-level data was not reported. Appendix A: *NC-SARA Guidance on Data Reporting* provides additional information.

Reporting Military Students

Report military students as you should all students: *report them according to their location while taking the particular course or courses during the time period covered* in the 2018 IPEDS EF report. Do not report a student's military mailing address (APO, FPO, DPO, AE, AP, AA, etc.). The location of the student is reported, not the mailing address of the student. This is contrary to the IPEDS instructions that say to use the student's permanent address instead of their physical location. The IPEDS instructions regarding 'Location of students enrolled exclusively in distance education courses' is available for more information.⁴

² At its May 2018 meeting the NC-SARA Board determined that beginning in spring 2019, participating institutions shall *report in-state enrollment* to NC-SARA in addition to the out-of-state enrollment. Institutions currently report those enrollments to IPEDS.

³ Authority – NC-SARA *Policy Manual*, Section 6. Data Submission Requirements for Institutions Participating in the State Authorization Reciprocity Agreements (SARA), p. 37 https://www.nc-sara.org/files/docs/NC-SARA_Manual.pdf and Application for Institutional Participation in SARA, item 7. See "Documents/Links" at www.nc-sara.org

⁴ IPEDS 2018-19 Fall Enrollment Full Instructions, Part A: Enrollment by Distance Education Status, retrieved 2/20/19, https://surveys.nces.ed.gov/ipeds/VisInstructions.aspx?survey=6&id=30051&show=all#chunk_1316

How does NC-SARA use the data?

NC-SARA reports institutional distance education enrollments by SARA institutions on its website, by institution name, answering two questions:

- Where Are My State’s Institutions Enrolling Students?
- Who’s Enrolling Students in My State?

Screenshot with examples of the enrollment data displayed are below. All prior years’ enrollment data is available on the “Reports” tab of the [NC-SARA website](#).

Enrollments

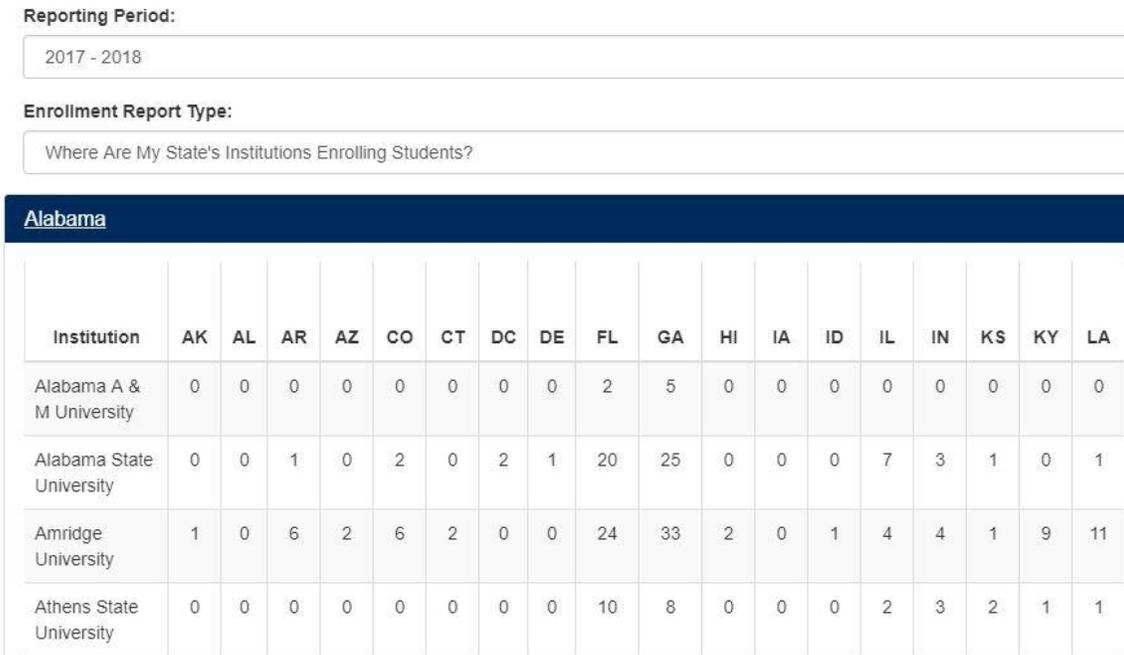


Figure 1. Sample display for Alabama showing where SARA Alabama institutions are enrolling students

Enrollments

2017 - 2018

Enrollment Report Type:
Who's Enrolling Students In My State?

Alabama

Click on the enrollment numbers to see state enrollments by institution.

AK	AR	AZ	CO	CT	DC	DE	FL	GA	HI	IA	ID	IL	IN	KS	KY	LA	MD	ME	MI	MN
2	84	3450	1219	187	1447	4	1099	2122	3	136	157	525	820	477	164	210	140	24	77	658

Alaska

Alaska Pacific University	0
University of Alaska Anchorage	0
University of Alaska Fairbanks	1
University of Alaska Southeast	1

Figure 2. Sample display for Alabama showing enrollments in Alabama from Alaska institutions

Instructions for NC-SARA Enrollment Data Reporting

1. Gather the enrollment data your institution reported to IPEDS for its 2018 Fall Enrollment reporting. Beginning with the 2018 reporting, you will report two data points from the IPEDS reporting:

- Students enrolled exclusively in distance education courses and located *in same state/jurisdiction as institution* (IPEDS Label: **EF2018A_DIST All students total**)
- Students enrolled exclusively in distance education courses and *located in U.S. but not in same state/jurisdiction as institution* (IPEDS Label: **EF2018A_DIST All students total**)

This is the first year that reporting students located in the same state/jurisdiction as the institution is required by NC-SARA. (Institutions have been and continue to report those enrollments to IPEDS).

2. Enter the disaggregated distance education data for SARA member states/district/territories on the first screen of the online reporting form. The form will report total enrollment to help validate the data as you enter it. See the screenshot below listing SARA participating “States/District/Territories”.

Note that the following district and territories participate in SARA and are listed on this page:

- District of Columbia (DC)
- Commonwealth of Puerto Rico (PR)

- U.S. Virgin Islands (VI)

The screenshot shows the 'Enrollments' tab of the NC-SARA 2019 Annual Enrollment Reporting Test University form. The reporting period is set to 2018-2019. Below the title, it states 'SARA States Total Enrollments: 0'. A grid of input fields is provided for various states and territories, including Alaska (AK), Arizona (AZ), Arkansas (AR), California (CA), Colorado (CO), Connecticut (CT), Delaware (DE), 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), Missouri (MO), Montana (MT), Nebraska (NE), Nevada (NV), New Hampshire (NH), New Jersey (NJ), New Mexico (NM), New York (NY), North Carolina (NC), North Dakota (ND), Ohio (OH), Oklahoma (OK), Oregon (OR), Pennsylvania (PA), Rhode Island (RI), South Carolina (SC), South Dakota (SD), Tennessee (TN), Texas (TX), Utah (UT), Vermont (VT), Virginia (VA), Washington (WA), West Virginia (WV), Wisconsin (WI), Wyoming (WY), and the District of Columbia (DC). Each field is currently empty.

Figure 3. NC-SARA Online Reporting Form for Member States

3. Enter the disaggregated 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 forms have been updated to provide fields for data entry for all U.S. territories that are not members of SARA:

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

See the screenshot below listing non-member states/territories. NC-SARA will report this enrollment as an aggregate total for “NON-SARA States/Territories”. The form will report total enrollment to help validate the data as you enter it. Please report actual enrollment, with no cell size limitation. See Appendix A: *NC-SARA Guidance on Data Reporting* for additional details regarding cell size.

NON-SARA States and Territories Total Enrollments: 0

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

Total Online Enrollments Reported 0

Figure 4. NC-SARA Online Reporting Form for NON-Member Jurisdictions (Territories and California)

- Use the “Comments” field to provide an explanation for reporting that may raise questions. You can also use this field to provide clarifying context for the data you report. Please do not ask questions here, as this box will not be actively monitored in that respect. Please do not use the comment box to update your institution’s SARA contact information; contact your SARA state portal entity to update that information. The list of state portal entities is available on the [NC-SARA website](#). See the screenshot of the “Comments” field below.

Comments

Figure 5. NC-SARA Online Reporting Form Comments Field

- Complete the “Confirmation and Authorization” section of the online reporting form. You will be required to provide your name, title, e-mail address, and the IPEDS number for your institution (if you report to IPEDS). Also confirm the Sector of your organization from the drop-down list and indicate whether the reporting includes enrollment from branch campuses.

Note that 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, Submit and Lock Data” button is used to submit your data to NC-SARA.

Finally, review and check the box stating your institution’s confirmation and authorization of the *NC-SARA Data Sharing Agreement*. The full text of the *NC-SARA Data Sharing Agreement* document can be found [HERE](#).

See the screenshot below of the “Confirmation and Authorization” section of the online reporting form.

Confirmation and Authorization

* Name

* Title

* Email

OPEID

IPEDS Institution Number

* Sector
--None--

* If this report included branch campus activity select Yes below 
Yes

I Agree By checking this box, your institution agrees to 1) the terms noted in the published [NC-SARA Data Sharing Agreement, found here](#) and 2) I understand that by leaving a field blank I acknowledge that the value will be read as zero.

Figure 6. Confirmation and Authorization section of the Online Reporting Form

6. Finally, click **Submit** to complete Enrollment reporting. The institution’s SARA contacts will receive an e-mail from NC-SARA confirming receipt of the data submission. Please e-mail data@nc-sara.org directly for any data enrollment questions you may have.

Frequently Asked Questions: Enrollment Report

1. Do all SARA institutions need to report their data, even if they just recently joined?

Yes, regardless of when they join, institutions agree to report their data in their application to participate in SARA. SARA staff at the regional and state levels will follow-up with institutions that fail to report.

2. My institution doesn't participate in federal financial aid programs, so we don't report our enrollment to IPEDS. What should we do about reporting to NC-SARA?

Report to NC-SARA with the same end goal: report the number of students your institution enrolled in fall 2018 via distance education, disaggregated by state, territory, or district. If possible, apply IPEDS definitions throughout that process. IPEDS provides reporting guides, a searchable and downloadable glossary, and other helpful material, online at:

<https://nces.ed.gov/ipeds/Home/ReportYourData>

3. Where can I find my institution's enrollment data?

Where you would find enrollment data varies from institution to institution. Most institutions have someone who does institutional research (IR). Large institutions will have an IR department; small institutions may locate IR staff within various larger departments: academic affairs, business office, etc. *You want to find the person who handles your institution's IPEDS reports; she/he is designated the IPEDS Keyholder.* If you don't know where to look, first ask your department head.

4. How is "distance education" defined?

The U.S. Department of Education (ED) provides the following definition⁵:

Distance education means "education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either 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 in paragraphs (1) through (3)."

⁵ IPEDS Glossary, <https://surveys.nces.ed.gov/ipeds/VisGlossaryPopup.aspx?idlink=713>

Because this is the definition used by IPEDS, it is the definition that NC-SARA will use for spring 2019 SARA enrollment reporting.

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

Reporting directions from IPEDS also specify that they collect as distance education enrollments only those enrollments in “A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.” (This is often referred to as the “100 percent rule”.) Because that provision should be applied to the distance education enrollments your institution reported to IPEDS on the 2018 fall enrollment report, it should be applied to the disaggregated data that you report to NC-SARA in the same way.

6. So that means we don’t report enrollment in “hybrid” courses, right?

Right, because you don’t report those enrollments to IPEDS.

7. My institution has some uncommon operating policies or distance education activities. (Examples: branch campuses in other states, online courses offered by a branch campus located in another state, flexible course-start calendar, flexible “blended” courses, consortial arrangements with institutions in other states, etc.) How should we deal with those matters?

Our general answer to all such questions is to deal with the issue in the same way it was handled in your institution’s IPEDS fall enrollment report. If your institution doesn’t 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.

8. Do I have to report enrollments that take place from a branch campus?

You have the choice to report these enrollments. Please note that you will be asked on the “Confirmation and Authorization” section of the online reporting form to indicate if your enrollment totals include the branch campus enrollments.

9. How do we determine the location of a student?

Institutions should use the same data regarding the location of their distance education students that they used for enrollment reporting to IPEDS. NOTE: “Location” is the state where the student is located *while receiving the instruction* and does not refer to the student’s official state of residence.

Remember, if you don’t know where your students are located, you can’t accurately report to IPEDS (and NC-SARA) and *you can’t know whether your institution is in compliance with the laws, rules, and regulations that cover those locations.*

10. 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. Enrollment data that SARA institutions reported in spring 2018 to both IPEDS and NC-SARA indicates that most SARA institutions appear to be doing a good job tracking and reporting the locations of their distance education students.

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

No, you do not report non-credit activities because you don’t report such activities to IPEDS.

12. Do we report international students?

No, because SARA, as an agreement between member U.S. states, territories, and districts, doesn’t involve other countries or affect international enrollments.

13. Any special points relating to reporting military students?

No, report military students as you should all students: *report them according to their location while taking the particular course or courses during the time period covered* in the 2018 IPEDS Fall Enrollment report. Do not report a student’s military mailing address (APO, FPO, DPO, AE, AP, AA, etc.). The location of the student is reported, not the mailing address of the student. This is contrary to the IPEDS instructions that say to use the military student’s permanent address instead of the physical location. The IPEDS instructions regarding ‘Location of students enrolled exclusively in distance education courses’ is available for more information.⁶

14. When is the data due to NC-SARA?

NC-SARA requires *annual* reporting of distance education data. The deadline for reporting is approximately one month after the IPEDS deadline for reporting enrollment for the previous fall. Communication from NC-SARA will provide the exact deadline date each year. *The NC-SARA reporting period for spring 2019 will be May 14- June 4, 2019.*

15. Will NC-SARA audit our enrollment reporting?

No, we’re depending on institutions to submit information that is as accurate as possible.

⁶ IPEDS 2018-19 Fall Enrollment Full Instructions, Part A: Enrollment by Distance Education Status, retrieved 2/20/19, https://surveys.nces.ed.gov/ipeds/VisInstructions.aspx?survey=6&id=30051&show=all#chunk_1316

Technical Support

The online reporting forms are designed as data entry pages. Detailed instructions for data entry are provided in this *Handbook*. One link will be sent, with two tabs. The first tab is to report distance education enrollment and the other tab is to report the out-of-state learning placements (OOSLP). If you encounter any technical issues, please contact NC-SARA for support at: data@nc-sara.org

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

NC-SARA requires institutions participating in SARA to report certain learning placements in every state, territory, and district other than their own. The learning placements are referred to as out-of-state learning placements (OOSLP). This reporting is required beginning in the spring of 2019; it was voluntary last year, and almost 300 institutions reported. Learning placements should be disaggregated by state and by two-digit CIP code (Classification of Instructional Programs).

Transparency in reporting has long been a goal for NC-SARA and its stakeholders. During the development of SARA, parties agreed to work toward having SARA participating institutions provide information on these out-of-state learning placements. The pilot collection of learning placement data conducted in spring 2018 was an important step towards that goal. The 297 SARA participating institutions that voluntarily reported data in spring 2018 provided useful suggestions and recommendations for future reporting.

Who should report your institution's data?

Please determine who is going to coordinate the NC-SARA data reporting for your institution internally. All active institutional contacts will receive an e-mail notice prompting reporting and the *2019 Data Reporting Handbook*. The e-mail will include a secure link with two tabs, one to report distance education enrollment and one to report OOSLP. For 2019, the link will be sent on or around May 14, 2019. Use this link to report your data to NC-SARA.

What data are reported?

Out-of-state learning placements include on-the-ground, out-of-state learning placements (clinical rotations, student teaching, internships, etc.). These activities are an important part of many academic programs and the number and extent of such placements are of great interest and concern to educators, practitioners, licensing bodies, and state regulators.

Learning Placements Defined

Learning placements (clinical rotations, student teaching, internships, etc.) are an important part of many instructional programs. 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.

While the majority of such placements, for most institutions, are made through their academic programs and are likely located in the same state as the institution, placements do occur across state lines. In making such placements, institutions are obliged to comply with the relevant laws, rules, and regulations of the state where these placements are made. Rules and regulations on such matters may be those of a state education agency or may come from a professional licensure board located in the

state where the placement is made. As recent studies indicate, there is enormous variety among states as to how they oversee the estimated 1,300 or so professions that any state may license.⁷

Coverage and Limitations of SARA

SARA institutions, under specified conditions, may place a limited number of students in such learning placements in other SARA states without securing prior authorization for those placements. Importantly though, if such placements are part of a degree program intended to prepare students for professional licensure in another state, prior approval by the other state's professional licensure board that oversees practice of the discipline may be required. *SARA participation does not include such professional licensure approval.* In some states, an even broader range of activities fall under the jurisdiction of licensing boards. SARA policies require institutions to inform students if completion of the institution's program will enable a student to take licensure exams in the state where the student is located. New rules from ED, originally set to take effect July 1, 2018, and now postponed until July 1, 2020, are far more prescriptive about such disclosures and notifications⁸.

NC-SARA strongly believes that regulatory attention to matters such as clinical placements, adherence to the rules of states' professional licensing boards, and the intersection between postsecondary education and professional licensure will most certainly increase in the coming years. If an institution cannot document where its students are and if completion of these out-of-state learning placements will help enable students to sit for licensure exams in their desired location, the institution is vulnerable on several fronts. Not being compliant with these requirements may lead to possible violations of state or U.S. Department of Education regulations or exposure to costly lawsuits. Assembling this information is a necessary component of reducing such risks for institutions offering interstate learning placements and distance education.

Classification of Instructional Programs (CIP)

According to National Center for Education Statistics (NCES), the purpose of the Classification of Instructional Programs (CIP) is to provide a taxonomic scheme that supports the accurate tracking, assessment, and reporting of fields of study and program completion activity⁹. Developed by NCES in

⁷ U.S. Licensing System, The Council of State Governments, <http://knowledgecenter.csg.org/kc/content/us-licensing-system>, retrieved 2/8/2019.

⁸ Federal Register, May 25, 2018, <https://www.gpo.gov/fdsys/pkg/FR-2018-05-25/pdf/2018-11262.pdf>.

⁹ Classification of Instructional Programs (CIP 2010). (n.d.) Retrieved from NCES Website. <https://nces.ed.gov/pubs2002/cip2000/> (Retrieved July 31, 2018).

1980, the CIP has been revised four times, most recently in 2010. ED has communicated its intention to update the CIP again in 2020¹⁰.

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). Below is a screenshot that illustrates the initial portion of the CIP code for program area Education¹¹. Appendix B provides additional detail about CIP codes and links to all 47 two-digit CIP codes that represent the program areas.

IES NCES National Center for Education Statistics MENU Search

CIP 2000: List By Program Area (2-Digit CIP)
Select a Program Area

13) Education. GO Clear Page

EDUCATION. Instructional programs that focus on the theory and practice of learning and teaching, and related research, administrative and support services.

13. EDUCATION. Instructional programs that focus on the theory and practice of learning and teaching, and related research, administrative and support services.

PSYCHOLOGY. (Report under 42. Series)

SOCIAL SCIENCES. (Report under 45. Series)

13.01 Education, General. Instructional content is defined in code 13.0101.

13.0101 Education, General. A program that focuses on the general theory and practice of learning and teaching; the basic principles of educational psychology; the art of teaching; the planning and administration of educational activities; school safety and health issues; and the social foundations of education. ([Occupational Crosswalk](#))

13.02 Bilingual, Multilingual, and Multicultural Education. Instructional content for this group of programs is defined in codes 13.0201- 13.0299.

13.0201 Bilingual and Multilingual Education. A program that focuses on the design and provision of teaching and other educational services to bilingual/bicultural children or adults, and/or the design and implementation of educational programs having the goal of producing bilingual/bicultural individuals. Includes preparation to serve as teachers and administrators in bilingual/bicultural education programs. ([Occupational Crosswalk](#))

Figure 7. CIP Code Example for Education (CIP #13)

Virtually every campus, state, and accrediting body in the nation uses CIP codes in some fashion. One fundamental characteristic of SARA is its reliance on certain previously existing, workable mechanisms (such as accreditation, federal financial responsibility composite scores, etc.), rather than inventing

¹⁰ Proposed 2020 Update of CIP and Request for Comment, Federal Register, <https://www.federalregister.gov/documents/2018/12/27/2018-27933/proposed-2020-update-to-the-classification-of-instructional-programs-cip-and-request-for-comment> (12/27/18), retrieved 2/8/2019

¹¹ Classification of Instructional Programs (CIP 2000). (n.d.) Retrieved from NCES Website. <https://nces.ed.gov/pubs2002/cip2000/ciplist.asp?CIP2=13> (Retrieved July 31, 2018).

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

Institutions have already assigned CIP codes to their academic programs, and NC-SARA doesn't 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.

How does NC-SARA use the data?

NC-SARA will report institutional OOSLP by SARA institutions on its website, by institution name. The data may also be aggregated by program area (two-digit CIP code) and by state/territory/district.

Where are these numbers kept on campus?

The required OOSLP data may not be kept in a central location since these data are not reported to IPEDS. This information may be located in the departments of each college that manage such learning placements for students.

Some institutions already collect this information from their various academic departments; many haven't consolidated it in a centralized location, such as a compliance office. To obtain the data, start with the person/people carrying out the Institutional Research function on campus. Inevitably, a certain amount of institutional canvassing will be needed. Because 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 level (for smaller institutions) can provide a good starting point.

Characteristics Required for Inclusion of OOSLP

NC-SARA requires reporting by two-digit CIP code only. For example, a SARA institution would report, for each state/district/territory other than its own, the number of students placed during calendar year 2018, disaggregated by two-digit CIP code and the state/district/territory where the placement was made. These two-digit CIP codes are referred to as program areas.

There is infinite variety in the characteristics of learning placements, including what they are called (internships, rotations, student teaching, etc.), how long they last, whether they are required or not, whether they are arranged by the student or the institution, whether they are supervised or unsupervised, etc. For this reason and to increase consistency across institution data, NC-SARA defined a specific list of characteristics that are to be met for this collection process. Short courses, field trips, etc., are not to be included in the placement numbers.

Criteria for Inclusion in OOSLP Reporting

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

1. The placement is outside the "home state" of the SARA institution;
2. The placement involves the physical presence of the student at the out-of-state location(s);
3. The placement is an activity required for degree completion or professional licensure;
4. The placement is offered for credit and/or offered for a fee; and
5. The placement started between January 1, 2018, and December 31, 2018.

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

- Report unduplicated headcounts;
- Disaggregate by two-digit CIP code; and
- Disaggregate by the state in which the placement was made.

Example: Three University of Texas at El Paso (UTEP) nursing students each do a single clinical rotation at each of two hospitals in Las Cruces, New Mexico, and one rotation at a hospital in Phoenix, Arizona. UTEP would report three placements in New Mexico and three placements in Arizona, all under CIP code 51, Health Professions and Related Programs.

Example: A student at University of Colorado at Denver participated in an OOSLP in spring 2018 under CIP code 13 in Arkansas; this same student then participated in another OOSLP in fall 2018 under CIP code 46 in Washington. UCD would report two placements, one in each state. If both learning placements were in the same state, both placements would be reported, one under each CIP Code.

Unless your institution has a different schema, all majors related to Liberal Arts should be reported as Liberal Arts and Sciences, General Studies and Humanities (24).

Instructions for NC-SARA OOSLP Data Reporting

1. Gather the OOSLP data of your institution using the criteria provided by NC-SARA. You will be required to report the data by CIP Program Area (two-digit code) and state/territory/district. Prepare the data accordingly.
2. Enter the disaggregated data for each state and program area (2-digit CIP code). See the screenshot below. Note that you can add another CIP code with the blue link at the bottom of the screen. Once you've chosen a state, continue to add CIP codes and enter the placements for each CIP code for the state. The data is saved, but not submitted, when you move to the next page.

NC-SARA Annual Out-of-State Learning Placements Reporting (DEV)

Page 2

Institution

CIP Code By State

CIP Type: State:

Enrollment Number:

[Add another CIP/State Enrollment](#)

[Need assistance with this form?](#)

Figure 8. Initial OOSLP Screenshot for NC-SARA Online Reporting Form

3. You can use the link “Add another CIP/State Enrollment” to continue to input your institution’s data by CIP code and state until you are done. You can navigate through the online form by using the “Previous Page” and “Next Page” buttons, your work will be saved. The “Next Page” button will save your work and take you to the final page of the online reporting form.

The screenshot shows a form titled "CIP Code By State" with the following fields and data:

CIP Type	State	Enrollment Number	Action
Agriculture, Agriculture Operations, and Related Sciences	Alabama	10	Remove
Education	Alabama	5	Remove
Engineering	Alaska	25	Add another CIP/State Enrollment

Navigation buttons: Previous Page, Next Page

Figure 9. OOSLP Data Entry Screenshot with Data Entered in the Online Reporting Form

4. Use the “Comments” field to provide an explanation for reporting that may raise questions. You can also use this field to provide clarifying context for the data you report. Please do not ask questions here, as this box will not be actively monitored in that respect. Please do not use the comment box to update your institution’s SARA contact information; contact your SARA state portal entity to update that information. The list of state portal entities is available on the NC-SARA website. See the screenshot of the “Comments” field below.

The screenshot shows a large, empty text area labeled "Comments" with a dotted border and a small cursor icon at the bottom right corner.

Figure 10. NC-SARA Online Reporting Form Comments Field

5. Complete the “Confirmation and Authorization” section of the online reporting form. You will be required to provide your name, title, e-mail address, and the IPEDS number for your institution (if you report to IPEDS). Also confirm the Sector of your organization from the drop-down list and indicate whether the reporting includes enrollment from branch campuses.

Note that 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, Submit and Lock Data” button is used to submit your data to NC-SARA.

Finally, review and check the box stating your institution’s confirmation and authorization of the *NC-SARA Data Sharing Agreement*. The full text of the *NC-SARA Data Sharing Agreement* document can be found [HERE](#).

See the screenshot below of the “Confirmation and Authorization” section of the online reporting form.

The screenshot shows a form titled "Confirmation and Authorization" with the following elements:

- Text input fields for "Name", "Title", "Email", "OPEID", and "IPEDS Institution Number".
- A dropdown menu for "Sector" with "--None--" selected.
- A dropdown menu for "If this report included branch campus activity select Yes below" with "Yes" selected.
- A checkbox labeled "I Agree" with a note: "By checking this box, your institution agrees to 1) the terms noted in the published [NC-SARA Data Sharing Agreement, found here](#) and 2) I understand that by leaving a field blank I acknowledge that the value will be read as zero."
- Two buttons at the bottom: "Save and Return" and "Save, Submit and Lock Data".

Figure 6. Confirmation and Authorization section of the Online Reporting Form

6. Finally, click **Submit** to complete Enrollment reporting. The institution’s SARA contacts will receive an e-mail from NC-SARA confirming receipt of the data submission. Please e-mail data@nc-sara.org directly for any data enrollment questions you may have.

Frequently Asked Questions: Out-of-State Learning Placements

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

Yes, NC-SARA provides a basic spreadsheet that you may use to collect this information. Download a spreadsheet that you can adapt [here](#).

- 2. Do we report undergraduate students, graduate students, or both?**

Both undergraduate and graduate students are reported, combined into a single number.

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

Assuming other required criteria are met, both learning placements required for professional licensure and those required for degree completion should be reported.

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

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

- 5. Should institutions report virtual internships?**

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

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

Count each student learning placement. If a student has multiple placements in the same state, but with different CIP codes, count each placement. If a student has multiple placements in more than one state, count each placement, attributing them to the relevant states. See the examples below.

Example: Three University of Texas at El Paso (UTEP) nursing students each do a single clinical rotation at each of two hospitals in Las Cruces, New Mexico, and one rotation at a hospital in Phoenix, Arizona. UTEP would report three placements in New Mexico and three placements in Arizona, all under CIP code 51, Health Professions and Related Programs.

Example: A student at University of Colorado at Denver participated in an OOSLP in spring 2018 under CIP code 13 in Arkansas; this same student then participated in another OOSLP in fall 2018 under CIP code 46 in Washington. UCD would report two placements, one in each state. If

both learning placements were in the same state, both placements would be reported, one under each CIP Code.

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

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

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

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

9. How will the data be used by NC-SARA?

The data will appear on the NC-SARA website; the format will be similar to the way institutional enrollment data now appears.

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

Use this document to establish a system to collect and report the information. Document your steps so that your institution can provide accurate placement data each year. This reporting is a requirement of participation in SARA.

11. What if the U.S. Department of Education delays or changes the rules on state authorization and related matters that are to come into effect in July, 2020? Will that affect this collection?

No, actions at the federal level do not affect this data collection. Placement of students in other states is considered distance learning by SARA. Many placements align with and are covered by SARA policies and others require additional permissions to be acquired. Tracking the number of learning placements is an institutional responsibility for participation in SARA. SARA has committed to provide this information to its member states/district/territories. The states' interest in learning placements is not going away, and, regardless of federal action or inaction, many states are interested in having SARA fulfill its earlier commitment to help gather this information.

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

Yes, NC-SARA will offer a webcast to answer questions prior to the 2019 data collection period. The webcast will be recorded and will be available on the NC-SARA website.

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

Report all learning placements disaggregated by states/territories. NC-SARA will aggregate and report those placements under the designation “Placements in NON-SARA States/Territories”, as was done with enrollment reporting as states gradually joined SARA.

14. Do we report international students?

No, because SARA, as an agreement between member U.S. states, territories, and districts, doesn’t involve other countries or affect international enrollments of learning placements.

15. If a student is student teaching in another state, and he/she is 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, that’s 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.

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

You have the choice to report these out-of-state learning placements. Please note that you will be asked on the “Confirmation and Authorization” section of the online reporting form to indicate if your enrollment totals include the branch campus out-of-state learning placements.

17. When is the data due to NC-SARA?

NC-SARA requires *annual* reporting of distance education data. The deadline for reporting is approximately one month after the IPEDS deadline for reporting enrollment for the previous fall. Communication from NC-SARA will provide the exact deadline date each year. *The NC-SARA reporting period for spring 2019 will be May 14- June 4, 2019.*

Technical Support

The online reporting forms are designed as data entry pages. Detailed instructions for data entry are provided in this *Handbook*. One link will be sent, with two tabs. The first tab is to report distance education enrollment and the other tab is to report the out-of-state learning placements (OOSLP). If you encounter any technical issues, please contact NC-SARA for support at: data@nc-sara.org

Appendix A: NC-SARA Guidance on Data Reporting

Based on the advice of legal counsel¹², NC-SARA believes that the requested data, even in small cell sizes, generally would not be personally identifiable information and, therefore, would not trigger concerns in regard to the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (FERPA), which addresses the privacy of student records maintained by or for schools (including institutions of postsecondary education) and school districts that are funded by programs of the U.S. Department of Education (USED). NC-SARA will not collect individually identifiable student data and complies with the Family Educational Rights and Privacy Act (FERPA).

However, a postsecondary institution should apply its established policies for masking or suppressing small size data in reporting data to NC-SARA when *BOTH* of the following circumstances apply:

- 1) If the postsecondary institution believes that the disclosure of this small cell size information, when linked to other information available in the school community, will enable reasonable persons in the school community who do not have knowledge of the specific circumstances to identify the student; and
- 2) If disclosure of the information is not covered by the institution's directory information policy, or, if it is covered, students have opted out of that policy.

If your institution reports all zeroes, please use the “Comments” field to indicate the reason why state-level data was not reported.

¹² In 2014, NC-SARA obtained a formal legal opinion on SARA’s data collection policies. That opinion is available at <http://nc-sara.org/files/docs/NC-SARA%20Chicago%20board%20booklet.pdf> pages 49-56. A subsequent opinion on removing cell size limit is available at http://www.nc-sara.org/files/docs/NC-SARA-Memo-EdCouncil_2017.pdf.

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, and 2010. 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/program areas. For example, CIP Code 51 (Health Professions and Related Programs, with more than 200 sub-categories – 26 within nursing alone) 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 many of them, using either two digits (xx), four digits (xx.xx), or six digits (xx.xxxx). In this Appendix, if reading online, you can 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/browse.aspx?y=55>.

Institutions have already assigned CIP codes to their academic programs, and *NC-SARA doesn't 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.

National Center for Education Statistics The Integrated Postsecondary Education Data System

CIP 2010 Resources¹³ --

1. What is the CIP? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.
2. Who creates the CIP? CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, 2000, and 2010.

Please see the list of two-digit CIP codes on the following page to link to detailed information about each one.

¹³ IPEDS CIP 2010, <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>, (Accessed 2/8/19).

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

- 01) [AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES.](#)
- 03) [NATURAL RESOURCES AND CONSERVATION.](#)
- 04) [ARCHITECTURE AND RELATED SERVICES.](#)
- 05) [AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES.](#)
- 09) [COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.](#)
- 10) [COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES.](#)
- 11) [COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.](#)
- 12) [PERSONAL AND CULINARY SERVICES.](#)
- 13) [EDUCATION.](#)
- 14) [ENGINEERING.](#)
- 15) [ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS.](#)
- 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) [MILITARY SCIENCE, LEADERSHIP AND OPERATIONAL ART.](#)
- 29) [MILITARY TECHNOLOGIES AND APPLIED SCIENCES.](#)
- 30) [MULTI/INTERDISCIPLINARY STUDIES.](#)
- 31) [PARKS, RECREATION, LEISURE, AND FITNESS STUDIES.](#)
- 32) [BASIC SKILLS AND DEVELOPMENTAL/REMEDIAL EDUCATION.](#)
- 33) [CITIZENSHIP ACTIVITIES.](#)
- 34) [HEALTH-RELATED KNOWLEDGE AND SKILLS.](#)
- 35) [INTERPERSONAL AND SOCIAL SKILLS.](#)
- 36) [LEISURE AND RECREATIONAL ACTIVITIES.](#)
- 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) [HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED 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 PROGRAMS.](#)
- 52) [BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.](#)
- 53) [HIGH SCHOOL/SECONDARY DIPLOMAS AND CERTIFICATES.](#)
- 54) [HISTORY.](#)
- 60) [RESIDENCY PROGRAMS.](#)