Enrollment Reporting Webinar
Follow Up Questions

General Questions
1. Where do we find the FAQ document? Please clarify where we can find these FAQs.
    a. The FAQs are listed within each of the two Reporting Guides found on the NC-SARA website, lower left corner.

2. We are confused that we are reporting enrollment data for only distance education students, but we are reporting all placement data even without corresponding enrollment data?
    a. Report 100 percent online students using the Enrollment Reporting link (see *Enrollment Reporting Guide* for specifics). Report students participating in Learning Placement opportunities using the Learning Placement link (see *Learning Placement Guide* for specifics).

3. So, I'm still a little confused from something you said a few slides ago. Are we encouraged to track and report ground/campus programs (not online) placing students over state lines for experiential learning? I believe that matches SARA's definition of distance learning (unless that's changed).
    a. Report 100 percent online students using the Enrollment Reporting link (see *Enrollment Reporting Guide* for specifics). Report students participating in Learning Placement opportunities using the Learning Placement link (see *Learning Placement Guide* for specifics).

4. Which IPEDS survey are you referring to?
    a. The name/label/identifier for the relevant IPEDS field in which your institution reported that aggregated data for fall 2017 is: Students enrolled exclusively in distance education courses and are located in U.S. but not in same state/jurisdiction as institution (EF2015A_DIST All students total). see *Enrollment Reporting Guide* for specifics)

5. Did I hear it said the portal to submit is open between 5/21 and 6/11 yet if a school does not enter by 6/11 they will be reported.
    a. The reporting period this year is May 21-June 11. All SARA institutions are required to report. Regardless of when they join, institutions agree to report in their application to participate in SARA. SARA staff at the regional and state levels will follow-up with institutions that fail to report. Institutions report based on fall enrollment information as reported to IPEDS.

6. Please review where to update the campus contact information.
    a. Notify your state portal staff of changes in all institution contact updates. You can find this information at http://www.nc-sara.org/content/state-portal-entity-contacts.

7. Can we get a copy of this presentation?
    a. It can be found here http://www.nc-sara.org/content/nc-sara-data-college-reporting-webinar-040418 on the NC-SARA website.

8. So, we would not report our international students who are in another country?
    a. SARA is an agreement between states and therefore students located outside the U.S. are not reported.

9. Is this for undergrad only, or does it include grad students, too?
    a. Reporting includes all students.

10. For my Spring Reporting period, would I use the June 30, 2017, to July 1, 2018, data or the June 30, 2016, to July 1, 2017, date? We were accepted for SARA in December 2017. Do we report on Fall 2017? Confused about the mandatory versus the voluntary reporting.
    a. Enrollment Reporting (Mandatory): Report to NC-SARA with the same end goal: report the number of students your institution enrolled in fall 2017 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. The name/label/identifier for the relevant IPEDS field in which your institution reported that aggregated data for fall 2017 is: Students enrolled exclusively in distance education courses and are located in U.S. but not in same state/jurisdiction as institution (EF2015A_DIST All students total). The aggregated data you reported to IPEDS in that field for fall 2017 enrollments is the data you are to disaggregate by state, territory or district and submit to NC-SARA between May 21 and June 11, 2018.
    b. Learning Placement Reporting (Voluntary for 2018): The placement started between Jan. 1, 2017, and Dec. 31, 2017.

11. If we don't know if the student is on vacation in another state but still working on their online course do you still use their state that is in college system? Do you use the state that they are in the majority of the time during the course?
    a. Knowing where your students are located for the course activity is critical. Without this knowledge the institution will be unaware of which state authorization laws are being violated, or which professional licensure notifications are inaccurate. The key is to ask each student, each term where the course activity is taking place.

12. You may address this question at some point, but a discussion we have had is how to build our selection query for students who are "out of state." Historically, we have selected only those students who did not have a local (in State) address on file -- since we don't know where exactly student may or may not be when they are enrolled in a course. Is this acceptable?
    a. Knowing where your students are located for the course activity is critical. Without this knowledge the institution will be unaware of which state authorization laws are being violated, or which professional licensure notifications are inaccurate. The key is to ask each student each term where the course activity is taking place.

13. If someone is fully online, you do not report them as living in their own state? Do your report them in the state of the institution or their home state.
    a. Report your out-of-state enrollments in the state where the student's learning activity is taking place.

14. We don't understand the Q & A about military students. If students are living outside of our home state and completing a distance course, would we not report them?
    a. Yes. As best you can, report military students as you should all students: report students according to their location while taking the particular course or courses during the time period covered in the 2017 IPEDS Fall Enrollment report. Regarding APO (Army Post Office), FPO (Fleet Post Office), DPO (Diplomatic Post Office) or other U.S. military addresses (AE, AP, AA, etc.) Do not report enrollments with APO, FPO or DPO or other military addresses. The location of the student is reported, not the mailing address of the student.

15. What does CNMI stand for?
    a. The Commonwealth of the Northern Mariana Islands

16. Is there still a requirement for additional permissions if more than 10 students will be doing a learning activity at one site?
    a. YES, additional permissions are required any time SARA institutions have activity outside the parameters of SARA — especially more than 10 students from one program at one site.

Enrollment Reporting
What's new or notable for spring 2018 reporting?

- Different dates for submitting your data. For spring 2018, report between May 21-June 11, 2018. Each institution's SARA contacts will be sent a URL link on or around May 21.
- As was the case in 2017, there is no longer a cell size limit on reporting enrollments; report *actual enrollments* in each state. *Report actual enrollment numbers for each state, regardless of number.* (See footnote 2 on the following page for a related legal opinion.)
- Within the online form on which you will report your enrollments, we've added a space 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 email data@nc-sara.org directly for any questions not resolved by your state's SARA portal entity.

17. What does IPEDS stand for?
    a. The Integrated Postsecondary Education Data System (IPEDS) see https://nces.ed.gov/ipeds/ for more information.

18. Is SARA reporting required for an institution that has only part-time enrollments? So, it wouldn't be uncommon to have 0 if your online programs are hybrid?
    a. Yes. You would enter all zeros and note the institution has only part-time enrollments.

19. What happens when/if IPEDs totals do not balance to institutional detail submissions?
    a. 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 the so-called "100 percent rule.") Because that provision applied to the distance education enrollments your institution reported to IPEDS on the *2017 Fall Enrollment* report, it should be applied to the data disaggregated by state from that report that you report to NC-SARA. If you know of a discrepancy in advance, simply note this in the "other" box.

20. If we only report 100 percent online, then what about face-to-face students that are doing an activity in another state? That seems to contradict.
    a. Students with on-ground activity in another state are considered in the Learning Placement reporting. Hybrid students, without an experiential learning experience are not included in either count at this time.

21. What if you have a student who travels and may be located in several states within one term?
     a. Use the data from the IPEDS submission. Report to NC-SARA with the same end goal: report the number of students your institution enrolled in fall 2017 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. The name/label/identifier for the relevant IPEDS field in which your institution reported that aggregated data for fall 2017 is: Students enrolled exclusively in distance education courses and are located in U.S. but not in same state/jurisdiction as institution (EF2015A_DIST All students total). The aggregated data you reported to IPEDS in that field for fall 2017 enrollments is the data you are to disaggregate by state, territory or district and submit to NC-SARA between May 21 and June 11, 2018.

22. If not reporting to IPEDS, do you take a snapshot of who is enrolled on a certain date or specific fall term? Are we reporting data from fall 2017? Ok, so we report our IPEDS numbers regarding what we reported for online only?
     a. Report to NC-SARA with the same end goal: report the number of students your institution enrolled in fall 2017 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.

23. If we became members in 2018, do we report 2017 data? The IPEDS data are older.
     a. Report the number of students your institution enrolled in fall 2017 via distance education, disaggregated by state, territory or district.

24. Some institutions made the decision last year to not report headcounts per state of less than 5. We were using this guideline to prevent identification of our students. We had several states, for example, that only had 1 student enrolled. Is this still ok? The guidelines last year were somewhat vague. If the school is low-residency, will we fill out zero for all states since the student did not participate 100 percent from that particular state?
     a. No, report actual numbers of students enrolled per state. If all zeros are entered, the comment box must be completed to explain why all zeros were used. Using the comment box demonstrates to NC-SARA staff and the state portal entity staff the institution submitted enrollment reporting.

25. We only enter data for students outside our state.
     a. Correct.

26. Will you be covering hybrid data enrollment issue?
     a. You don't report hybrid courses as they are not reported to IPEDS.

27. What is reported to IPEDS is only for fall enrolled students. This reporting seems to include students enrolled in spring and summer terms as well. So, we need to report what was reported to IPEDS IN ADDITION to reporting spring and summer students.
     a. Use the data from the IPEDS submission. Report to NC-SARA with the same end goal: report the number of students your institution enrolled in fall 2017 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. The name/label/identifier for the relevant IPEDS field in which your institution reported that aggregated data for fall 2017 is: Students enrolled exclusively in distance education courses and are located in U.S. but not in same state/jurisdiction as institution (EF2015A_DIST All students total). The aggregated data you reported to IPEDS in that field for fall 2017 enrollments is the data you are to disaggregate by state, territory or district and submit to NC-SARA between May 21 and June 11, 2018.

28. I see that the reporting dates for the learning placements reporting are January 2017 through December 2017. Can you confirm the reporting dates for the Enrollment (IPEDS) reporting?
   a. The name/label/identifier for the relevant IPEDS field in which your institution reported that aggregated data for fall 2017 is: Students enrolled exclusively in distance education courses and are located in U.S. but not in same state/jurisdiction as institution (EF2015A_DIST All students total). The aggregated data you reported to IPEDS in that field for fall 2017 enrollments is the data you are to disaggregate by state, territory or district and submit to NC-SARA between May 21 – June 11, 2018.

29. 100 percent online means not taking any other method of instruction, correct?
   a. Correct. 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 the so-called "100 percent rule.") Because that provision applied to the distance education enrollments your institution reported to IPEDS on the *2017 Fall Enrollment* report, it should be applied to the data disaggregated by state from that report that you report to NC-SARA.

30. Quite a few of the definitions are related to course vs program definitions. How do we determine the definition of fully online? Is that definition dependent upon course or program?
   a. Use the data from the IPEDS submission. Report to NC-SARA with the same end goal: report the number of students your institution enrolled in fall 2017 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. The name/label/identifier for the relevant IPEDS field in which your institution reported that aggregated data for fall 2017 is: Students enrolled exclusively in distance education courses and are located in U.S. but not in same state/jurisdiction as institution (EF2015A_DIST All students total). The aggregated data you reported to IPEDS in that field for fall 2017 enrollments is the data you are to disaggregate by state, territory or district and submit to NC-SARA between May 21 and June 11, 2018.

31. So, we should be putting "0" in our home state, correct?
   a. You may use zero or the actual number if that is known. The number from the home state is not a required field.

32. Reporting only applies to students learning exclusively through distance education, correct? Not students who drive across a state line to on-ground classes in another state.
    a. 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 the so-called "100 percent rule.") Because that provision applied to the distance education enrollments your institution reported to IPEDS on the *2017 Fall Enrollment* report, it should be applied to the data disaggregated by state from that report that you report to NC-SARA.

33. How is a move between states handled? If a student starts the program in one state, but moves to another state and continues the program during the reporting period? Is the student counted once - or as an instance in each state?
    a. Use the location of the student at the time of IPEDS reporting.

34. If a student takes two courses do you report that as 2 or 1 since the it is the same student taking the two courses.
    a. Count the student once as you did for IPEDS.

35. You keep using the term "online" to talk about the delivery mode...but are you collecting enrollments for any student studying via distance education, regardless of delivery mode...such as telecourse, two-way video, satellite or other non-online distance method??
    a. 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 the so-called "100 percent rule.") Because that provision applied to the distance education enrollments your institution reported to IPEDS on the *2017 Fall Enrollment* report, it should be applied to the data disaggregated by state from that report that you report to NC-SARA.

36. This may be a question that is reiterating a previous answer, but do you report students who may take a part or full time online schedule, but also takes an on-ground course. However, the student has indicated that they are completing the learning for online courses across state lines.
    a. Do not report hybrid numbers.

37. If a student takes only one course for professional development and receives graduate credit for that course, are the students then part of the SARA enrollment count?
    a. If you reported the student as part of your IPEDS data, include the student.

38. To clarify, we have a computer science program where some students are 100 percent online and others are hybrid. We should only count the 100 percent online students, correct?
    a. Do not report hybrid numbers.

39. Do you have to explain all zero's reporting?
    a. Yes. Use the comment box for the explanation.

40. Some institutions made the decision last year to not report headcounts per state of less than 5. We were using this guideline to prevent identification of our students. We had several states, for example, that only had 1 student enrolled. Is this still ok? The guidelines last year were somewhat vague.
    a. Report the actual number of students this year as they were included in the IPEDS submission.

Learning Placement Reporting

41. What constitutes an agreement between the placement site and the institution?
    a. The majority of agreements will be in writing, a contract, MOU, MOA, etc. However, some institutions may have verbal agreements. If your institution considers only written documents to be formal agreements, then only they would be your formal documents. I would suggest checking with your attorney or contract administrator for specifics.

42. Voluntary for Spring 2018. Does it refer to May 21-June 11 data collection period?
    a. Yes, the Learning Placement reporting is voluntary this year. The Enrollment reporting remains mandatory. The reporting period for spring 2018, is May 21-June 11, 2018.

43. Am I correct that the information on experiential learning is not required this year? The Learning Placement is voluntary for 2018 but can we assume it will be mandatory for 2019?
    a. Institutions are to report their learning placements in all states, territories and districts other than their own. This 2018 pilot reporting to NC-SARA is voluntary for SARA institutions in spring 2018. The NC-SARA Board at its May 3, 2018, meeting will consider making such reporting mandatory for spring 2019.

44. If a student changed their major, should we report their learning placement with the major they were in when they did the placement, or the major they changed to?
    a. Report the major that required the activity.

45. Are "Learning Placements" the same as "Supervised Field Experiences" as defined by NC-SARA?
    a. Learning placements are a subset of Supervised Field Experience. There is infinite variety in these "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," and so forth. NC-SARA does not intend to have institutions identify and capture all such possible activities.

46. Will you elaborate on what constitutes a formal agreement -- I can see programs that do not have formal agreements but involve jurisdiction by a licensure agency. Please clarify.
    a. The majority of agreements will be in writing, a contract, MOU, MOA, etc. However, some institutions may have verbal agreements. If your institution considers only written documents to be formal agreements, then only they would be your formal documents. I would suggest checking with your attorney or contract administrator for specifics.

47. Say an Anthropology student (institution is in NJ) has to do a formal ethnography for their degree - say final capstone. They choose to do something with a program in the state of New York The student has an agreement in writing with that program. Would that fall in the requirements for reporting?
    a. Institutions should report out-of-state placements that meet *all* of 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 (a requirement of the student's major, rather than a general institutional requirement) or professional licensure;
        4. The placement is carried out under the provisions of a formal agreement between the institution and the placement location; and
        5. The placement started between Jan. 1, 2017, and Dec. 31, 2017.

48. Why do we report program placements for programs that are not distance education programs? We have placed architecture students in preceptorships for years. Now we must report that just because we joined SARA.
    a. Please see Learning Placements section of the *Learning Placement Guide*. To meet commitments made to the state regulator community during the development of SARA, to help institutions better attend to and meet professional licensure obligations in the states in which they enroll students, and to prepare for compliance with coming federal regulations affecting institutions' ability to participate in federal Title IV student assistance programs, this spring NC-SARA is asking SARA institutions to report their learning placements in all states, territories and districts other than their own. *This 2018 pilot reporting to NC-SARA is voluntary for SARA institutions in spring 2018.* The NC-SARA Board at its May 3, 2018, meeting will consider making such reporting mandatory for spring 2019.

49. Would you mind elaborating on "unduplicated headcounts"? Thank you
    a. Report each student once for each state they have a placement activity.

50. Are we reporting on 2-digit or 6-digit CIP codes?
    a. NC-SARA asks for reporting by two-digit CIP code. For example, a SARA institution would report, for each state other than its own, the number of students placed during calendar year 2017, disaggregated by two-digit CIP code and the state in which the placement was made.

51. Our main campus and branch campuses are mostly all located in GA but we have one campus in Jacksonville, Florida. Would any experiential activities in that state by students attending our FL campus be considered out of state learning placements? Or if our FL students do any experiential activities in GA do those need to be reported?
    a. The main campus will be completing the reporting information. Therefore, activity outside the state of the main campus will be reported for 2018.

52. Can we use the actual CIP codes rather than CIP Type as we know all our codes?
    a. NC-SARA asks for reporting by two-digit CIP code. The code and the name will be listed in the drop down.

53. What if the only out of state participants are only internships? Do we report them in enrollment reporting and the voluntary report?
    a. Report them if they meet the five requirements. Institutions should report out-of-state placements that meet *all* of the following criteria:
        - The placement is outside the "home state" of the SARA institution;
        - The placement involves the physical presence of the student at the out-of-state location(s);
        - The placement is an activity required for degree completion (a requirement of the student's major, rather than a general institutional requirement) or professional licensure;
        - The placement is carried out under the provisions of a formal agreement between the institution and the placement location; and
        - The placement started between Jan. 1, 2017, and Dec. 31, 2017.

54. Does VSAS participation meet the requirement of a formal agreement between the institution and placement location. VSAS is the placement mechanism used by a large number of medical schools.
    a. If your institution considers this a formal agreement, then yes.

55. How would we know our students with student records indicating they live in California but are on vacation in Florida? Do we have to interrogate every online student and affirm/second guess their physical locations?
    a. Ask the student where the learning activity is taking place.

56. Does the learning placement reporting include curriculum and continuing education placements both? We offer certificate programs. Do we include this in the reporting?
    a. Report them if the meet the five requirements. Institutions should report out-of-state placements that meet *all* of the following criteria as noted on Page 4 of the *Placement Reporting Guide*:
        - The placement is outside the "home state" of the SARA institution;
        - The placement involves the physical presence of the student at the out-of-state location(s);
        - The placement is an activity required for degree completion (a requirement of the student's major, rather than a general institutional requirement) or professional licensure;
        - The placement is carried out under the provisions of a formal agreement between the institution and the placement location; and
        - The placement started between Jan. 1, 2017, and Dec. 31, 2017.

57. The Learning Placement is voluntary for 2018 but can we assume it will be mandatory for 2019?
    a. Institutions are to report their learning placements in all states, territories and districts other than their own. This 2018 pilot reporting to NC-SARA is voluntary for SARA institutions in spring 2018. The NC-SARA Board at its May 3, 2018, meeting will consider making such reporting mandatory for spring 2019.

58. If some states (prior to SARA) required authorization for institutions to allow students to do ANY internships (even non-credit experiences), including those that do not require a formal agreement, why then do we not need to report these in our SARA report?
    • For 2018 reporting, report only those situations meeting the five requirements. Institutions should report out-of-state placements that meet *all* of the following criteria:
        • The placement is outside the "home state" of the SARA institution;
        • The placement involves the physical presence of the student at the out-of-state location(s);
        • The placement is an activity required for degree completion (a requirement of the student's major, rather than a general institutional requirement) or professional licensure;
        • The placement is carried out under the provisions of a formal agreement between the institution and the placement location; and
        • The placement started between Jan. 1, 2017, and Dec. 31, 2017.

59. When reporting students who are studying from outside of the U.S., where are they reported, or are they?
    a. Do not report international students or students located outside the U.S. SARA, as an agreement between member U.S. states, territories and districts, doesn't involve other countries or affect international enrollments.

60. What about students who are not fully online students but are completing for-credit internships (and taking an online internship supervisory course) in SARA various states - should they be counted in this data reporting?
    a. Report all student engaged in learning placement activities that meet the five requirements, not just those online.

61. Do we have to report enrollments in Optional Study Abroad programs?
    a. No, the students are outside the U.S.

62. For Spring 2019 learning placements reporting, what terms will we be reporting data from: will it be Summer 2018, Fall 18 and Spring 19?
    a. It is anticipated to be for the 2018 calendar year.

63. Is it acceptable to determine the location of education one time per year (fall) given this parallels IPEDS reporting?
    a. No, you need to know where the student is each term.

64. How should we collect location information from students who are online, since we cannot use home address? What happens when they don't respond to our inquiries (and many of them won't)?
    a. Some institutions require this information as part of the course registration.

65. Where do we find this CIP designation?
    a. 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.

66. Do out of state learning placements include co-op placements with companies?
    a. They would be reported only if they meet the requirements. See Page 4 of the *Placement Reporting Guide*.

67. Why is the learning placement reporting by calendar year?
    a. Because the data committee thought those were the best dates, given that institutional calendars differ markedly, some placements span semesters/quarters, some are done between terms, etc. Since there's no "perfect" set of dates, the committee thought this would be most clear.

68. Can you provide some background regarding the distinction between placements required for degree completion and placements that are a general institutional requirement?
    a. To complete a degree in nursing, nursing students are required to do several clinical placements; for a baccalaureate in education, students are required to do student teaching; for a degree in engineering, students are required to work over the summer in an engineering capacity; etc. To graduate from a small, church-related college, all students must engage in some volunteer activities -- some do Habitat for Humanity, some go to Appalachia and work in a food pantry, some go to Chicago and work with the homeless. Before graduating from college, ROTC students are required to do summer training in another state; etc.

69. Is it damaging to our SARA membership if we don't complete the learning placement report? I need to justify it to our departments.
    a. It is voluntary for 2018. The NC-SARA Board at its May 3, 2018, meeting will consider making such reporting mandatory for spring 2019.

70. I thought I heard that you record the students for Phoenix and for New Mexico which would be a duplicate count? Did we hear that correctly?
    a. It would not be a duplicate headcount as the student is in different states.

71. Could you give an example of "programs leading to licensure"?
    a. Nursing, Education, Social Work. The programs requiring licensure vary by state.

72. Did you indicate field trips are not included in the reporting?
    a. They would be reported only if they meet the requirements. See Page 4 of the *Placement Reporting Guide*.

73. If a student doesn't report that they are out of state for the part of the term, would we be held accountable?
    a. Knowing where your students are located for the course activity is critical. Without this knowledge the institution will be unaware of which state authorization laws are being violated, or which professional licensure notifications are inaccurate. The key is to ask each student, each term where the course activity is taking place.

74. Military students living in other countries are reported based on the location of the learning activity. What does the location of the learning activity mean?
    a. As best you can, report military students as you should all students: report them according to their location while taking the particular activity. Regarding APO (Army Post Office), FPO (Fleet Post Office), DPO (Diplomatic Post Office) or other U.S. military addresses (AE, AP, AA, etc.) Do not report enrollments with APO, FPO or DPO or other military addresses. The location of the student is reported, not the mailing address of the student.

75. How do we keep track of where student is located while taking his/her course?
    a. One way is to ask the student each term where the learning activity is taking place.

76. If a student is print based and not degree seeking do we count them?
    a. No. They would be reported only if they meet the requirements. See Page 4 of the *Placement Reporting Guide*.

77. Can you please clarify again the 5 requirements for Learning Placements?
    a. See Page 4 of the *Placement Reporting Guide.* For 2018 reporting, report only those situations meeting the five requirements.
- The placement is outside the "home state" of the SARA institution;
- The placement involves the physical presence of the student at the out-of-state location(s);
- The placement is an activity required for degree completion (a requirement of the student's major, rather than a general institutional requirement) or professional licensure;
- The placement is carried out under the provisions of a formal agreement between the institution and the placement location; and
- The placement started between Jan. 1, 2017, and Dec. 31, 2017.

78. Do we report part-time students?
    a. Yes, if they have a learning placement that meets the requirements.

79. If there is no formal agreement, institutions don't need to record and report?
    a. Report only those that meet the requirements.

80. If a student fails their learning placement, do we still report it?
    a. Yes.

81. What was the email address that you can email if you haven't gotten the link?
    a. If you have not received the link by May 22, send an email to data@nc-sara.org.

82. Perhaps I misunderstood a statement -- I thought that if a student took a mandatory placement in multiple states during the reporting period, we were to report that student in each state. When I look at the FAQ's in the Placement Reporting Guide, I see the following question.3. 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? Answer: Count the number of students - unduplicated headcount.
    a. You would count the student once per state per CIP code.

83. Will we be able to see the actual CIP codes? We have them listed by actual numbers in our degree Program inventory.
    a. Yes, they are included in the drop down.

84. For example, if two students did a placement at the same out-of-state hospital, but they are in different programs (nursing and social work), do we report two separate CIP codes (as related to their programs)?
    a. Yes. You would count the student once per state, per CIP code.

85. Online student reporting is limited to Fall term IPEDS status. If learning placement reporting becomes mandatory next year, we must be capturing placement data right now for Jan. – Dec. 2018, correct?
    a. Yes.

86. How do you report someone taking a distance learning course while working as an airline flight attendant or similar profession that requires being physically located in many different states?
    a. Use the data used for IPEDS and by asking the student the location of the course activity. Perhaps, the city of the airport the student is based.