December 2020

IMPORTANT NOTE ABOUT THIS REPORT

Beginning with the Annual Data Report that was published in December 2020, NC-SARA changed the nomenclature used for reporting periods and thus the titles of its reports. All distance education enrollments that were reported to NC-SARA took place the fall term before the report-date year, and Out-of-State Learning Placements (OOSLP) took place in the previous calendar year.

The report that follows represents fall 2018 distance education enrollment data and calendar year 2018 Out-of-State Learning Placements data.

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a voluntary, interstate reciprocal approach to state oversight of postsecondary distance education. The initiative is administered by the country's four regional higher education compacts (MHEC, NEBHE, SREB and WICHE) and coordinated by NC-SARA. States and institutions that choose to participate agree to operate under common standards and procedures, providing a more uniform and less costly regulatory environment for institutions, more focused oversight responsibilities for states, and better resolution of student complaints. www.nc-sara.org

NC-SARA 2019 DATA REPORT:
ENROLLMENT &
OUT-OF-STATE LEARNING PLACEMENTS

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National Council for
State Authorization
Reciprocity Agreements

*A voluntary, regional approach
to state oversight of distance education*

February 2020

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Executive Summary

The 2019 NC-SARA Data Report summarizes institutional reporting to the National Council for State Authorization Reciprocity Agreements (NC-SARA) as outlined in the SARA Manual[1]. The report includes distance education enrollment and out-of-state learning placements (OOSLP). Distance education enrollment data are reported annually each fall by institutions in the Fall Enrollment (EF) component of their submissions to the federal Integrated Postsecondary Education Data System (IPEDS). IPEDS data collection is required by the federal government for all institutions that participate in federal student financial assistance programs. Distance education enrollment data for 2018 were reported to IPEDS in the fall of 2018; those same data, disaggregated by state, were submitted to NC-SARA in the spring of 2019. In addition, NC-SARA required institutions to report in-state distance education enrollments for the first time in 2019. NC-SARA now has four years of reported enrollment data. This is the first year that OOSLP reporting was required of participating SARA institutions.

NC-SARA received responses from 1,960 institutions during the annual reporting window in the spring of 2019, a response rate of 99.5%. The number of institutions participating under SARA increased 9.2% from 1,804 in 2018 to 1,969 in 2019. No new states/territories joined SARA during the reporting period.

This report summarizes the 2019 data and provides comparisons to prior data reported to NC-SARA. For the purposes of this report, "state" is defined as a state, commonwealth, organized territory or district (District of Columbia) of the United States. The process of states joining SARA and institutions within them applying to participate under SARA is ongoing. Therefore, the annual reporting provides a snapshot of the distance education and OOSLP data.

Key Findings: Enrollment
SARA enrollment data reporting focuses specifically on out-of-state distance education enrollments. In 2019 the total reported SARA out-of-state distance education enrollment was 1,288,852, an increase of 5.2% from the 1,225,022 reported in 2018. This was the first year that institutions were required to report in-state distance education enrollment to NC-SARA. In 2019, a total of 1,517,530 in-state distance education enrollments were reported, for a total distance education enrollment of 2,806,382.

While this focus aligns with the mission of SARA, it does not fully reflect the distance education enrollment patterns for U.S. institutions of higher education. For example, public institutions of higher education are primarily charged to serve students in their own state. Since in-state enrollment historically has not been reported to NC-SARA, the 2016-2018 NC-SARA data only reflected enrollment patterns across state lines; but not within a given state. The lack of in-state enrollment data reported provided a skewed picture of distance education activity. The magnitude of the impact of in-state data became clear with 2019 reporting. In-state enrollment represents over half of the reported enrollment; therefore, the addition of in-state enrollment is the major factor in the large increase in total enrollment (see Figure 1 and 2).

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[1] State Authorization Reciprocity Agreements Manual 19.2 (effective 06/01/2019), retrieved from NC-SARA Website 09/04/2019. https://nc-sara.org/resources/sara-manual-192-effective-06012019

Figure 1. Total Reported Enrollment for 2019

- Out-of-State Enrollment: 45.9%, 1,288,852
- In-State Enrollment: 54.1%, 1,517,530
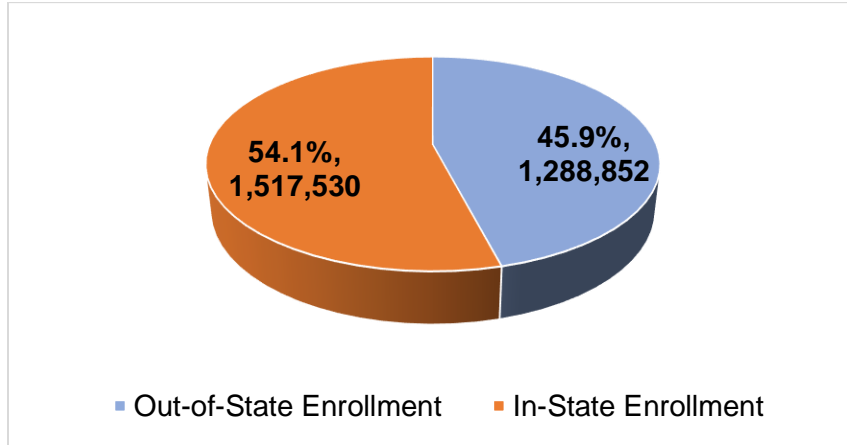
Figure 2. Total Reported Enrollment 2018-2019

- 2018: 1,225,002
- 2019: Out-of-State Enrollment 45.9%, 1,288,852; In-State Enrollment 54.1%, 1,517,530
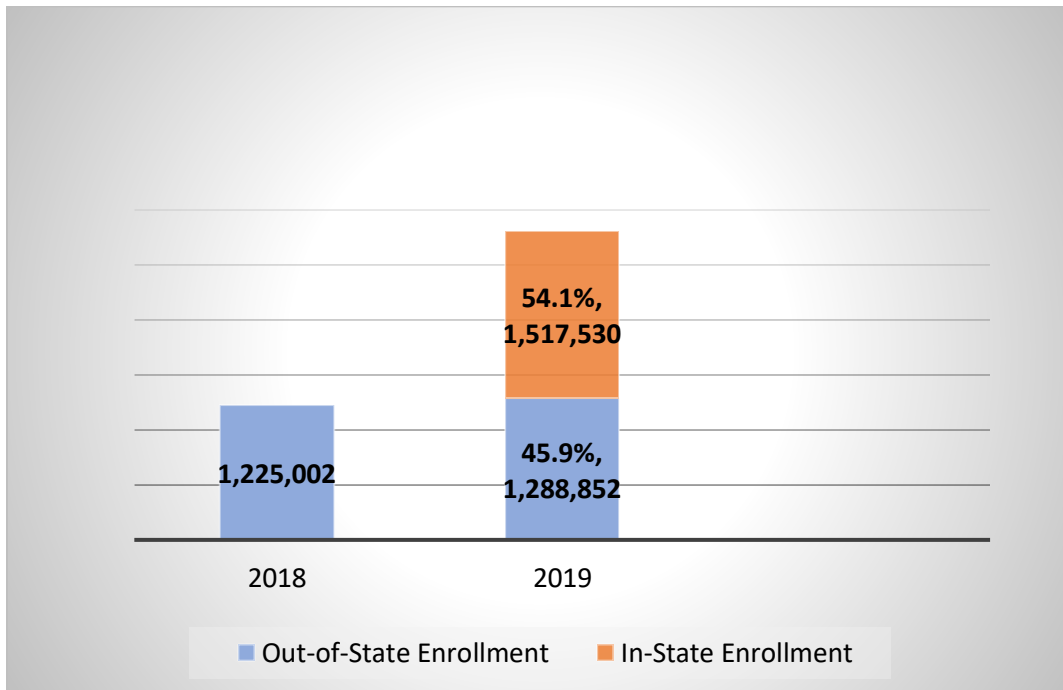
Reporting institutions and total enrollment by sector continues to be of interest. Public institutions made up 53.2% of total reported enrollment and just over half of all institutions reporting to NC-SARA in 2019. Private non-profit institutions represent 42.7% of all institutions and 29.8% of reported enrollment. Private for-profit institutions account for 5.7% of reporting institutions operating under SARA and 16.9% of reported enrollment. Two tribal institutions reported to NC-SARA in 2019, representing 0.1% of the total institutions and just 501 reported enrollments. These data are provided in Figure 3.

Figure 3. 2019 Reporting Institutions and Total Enrollment by Sector

(with in-state enrollments)
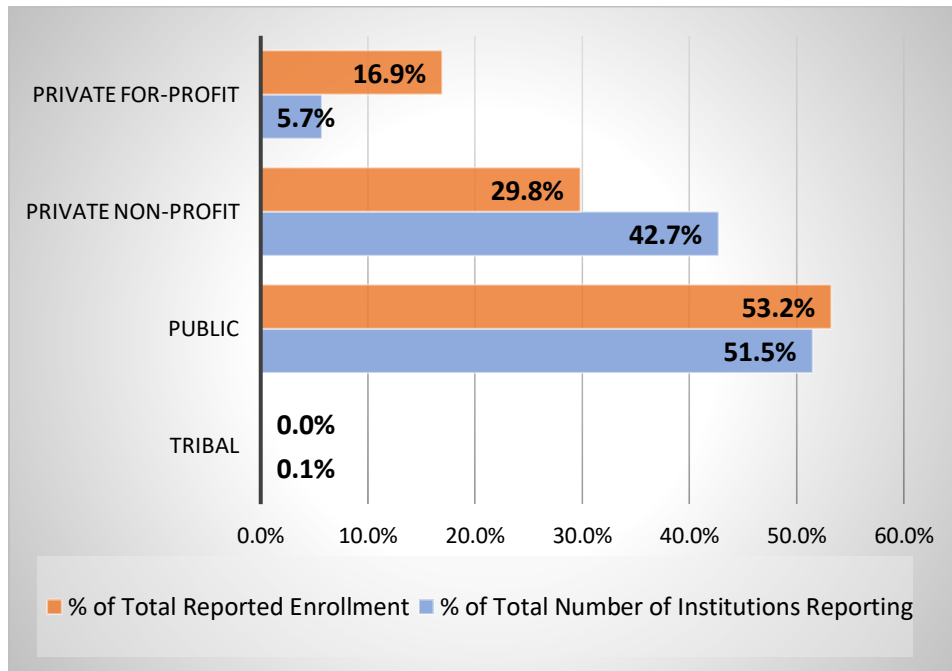
Further analysis of distance education enrollment data reveals considerable differences between in-state and out-of-state enrollment by sector. As expected, public institutions report the lion's share of in-state enrollment. When these data are combined to report total distance education enrollment, public institutions still report the majority of distance education enrollment.

These data support the assertion that sector level analysis as well as investigation of in-state and out-of-state reported enrollment is necessary to glean the complete picture of distance education activity among participating SARA institutions.

Figure 4. 2019 Reported Enrollment by Sector
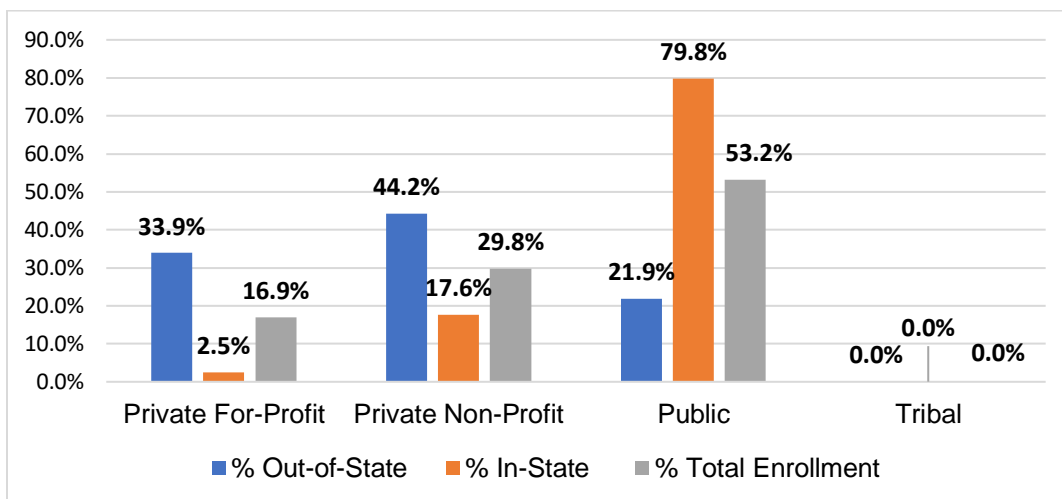
Key Findings: Out-of-State Learning Placements

Out-of-State Learning Placements (OOSLP) reporting includes on-the-ground, out-of-state learning placements, both for online and campus-based students. In 2019, the first year of mandatory reporting, a total of 239,955 OOSLP were reported.

NC-SARA requires institutions to report using the 47 two-digit CIP codes representing program areas. As anticipated, the program area with the largest number of such learning placements was Health Professions and Related Programs (CIP #51), with 145,225 placements. Education (CIP #13) had the second highest number of placements at 22,822 and Business (CIP #52) had 12,064. All other program area CIP codes combined accounted for 24.9% of reported learning placements.

Figure 5. 2019 Out-of-State Learning Placements Reported
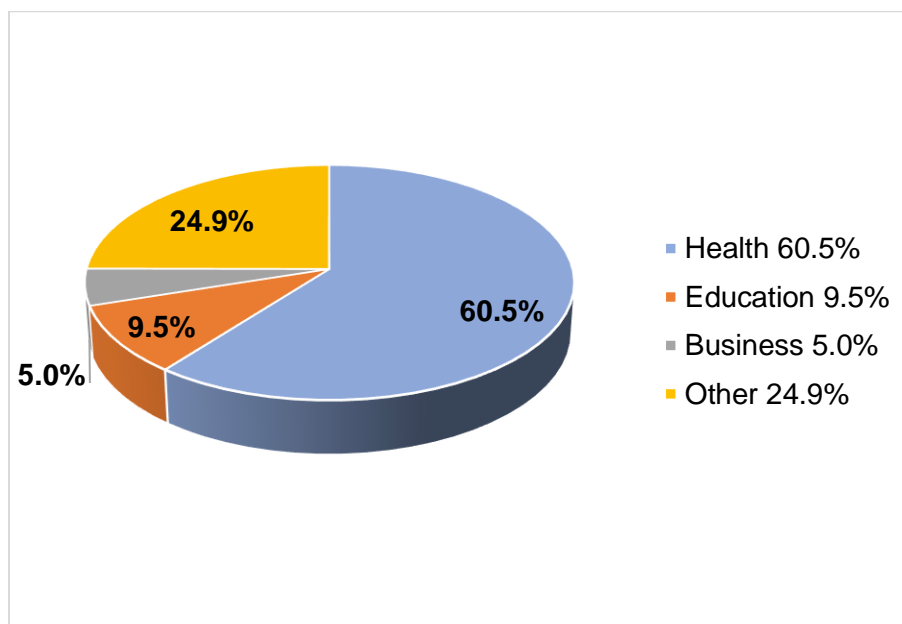
Summary

The enhanced functionality of the online surveys and improvements to the instructions for 2019 facilitated the participation of the growing number of institutions reporting to NC-SARA. In addition, NC-SARA hosted a Data Reporting webcast that was attended by approximately 500 institutional staff members and was recorded for reference on the NC-SARA website.

The addition of required OOSLP reporting proved challenging for institutions that did not have processes in place to collect these data. NC-SARA staff anticipates that the quality of the OOSLP data will improve over time, as has happened with enrollment reporting. NC-SARA's commitment to transparency in distance education data collection continues to set a collaborative tone that seeks to establish a new norm for institutions.

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Introduction

The National Council for State Authorization Reciprocity Agreements (NC-SARA) has completed four years of distance education enrollment data collection and the first year of Out-of-State Learning Placement (OOSLP) data reporting. OOSLP reporting includes on-the-ground, out-of-state learning placements, both for online and campus-based students. The purpose of this report is to provide a summary and analysis of enrollment and OOSLP data collected. The report is organized in two sections, one to report enrollment data and one to report OOSLP. Comparisons to the enrollment data collected in prior years are included on key points of interest to SARA stakeholders. In addition, data reporting challenges and recommendations to improve spring 2020 reporting are included.

About NC-SARA

NC-SARA is a nationwide coordinating entity established to ensure that SARA provides a national solution to the challenges of state authorization of distance education. NC-SARA works with the country's four higher education regional compacts to establish and implement uniform standards and procedures for accepting and monitoring states participating in each of their respective regions: New England Board of Higher Education (NEBHE), Midwestern Higher Education Compact (MHEC), Southern Regional Education Board (SREB), and Western Interstate Commission for Higher Education (WICHE). States participating in SARA through any one compact are recognized as reciprocal partners with states participating in SARA through any other regional compact. Institutions are assured that their participation in one region's SARA initiative will carry full value in any SARA state, from any other region.

About SARA

The State Authorization Reciprocity Agreements (SARA) provides a voluntary, regional approach to state oversight of postsecondary distance education. When states join SARA, they agree to follow uniform processes for approving their eligible institutions' participation. They also agree to deal with other states' SARA institutions in a common way when those institutions carry out activities in SARA states other than their own. The intent is to make it easier for students to take distance education courses and learning placements offered by postsecondary institutions based in another state and provide those students certain assurances of quality and additional means to resolve problems that may occur.[2]

There were no new member states/territories accepted by SARA between the 2018 and 2019 reporting periods. As of October 2019, all U.S. states except California were SARA member states. In addition, the District of Columbia (DC) and the territories of Puerto Rico and the U.S. Virgin Islands are members of SARA. The following U.S. territories are currently not members of SARA: American Samoa (AS), Commonwealth of the Northern Mariana Islands (CNMI), Federated States of Micronesia (FM), Guam (GU), Marshall Islands (MH), and Palau (PW). The map in Figure 6 shows the SARA states and territories in green.

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[2] NC-SARA, About NC-SARA. (n.d) Retrieved from NC-SARA Website. https://nc-sara.org/about-nc-sara
 (Retrieved September 6, 2019).

Figure 6. Map of SARA States, Districts and Territories 2019
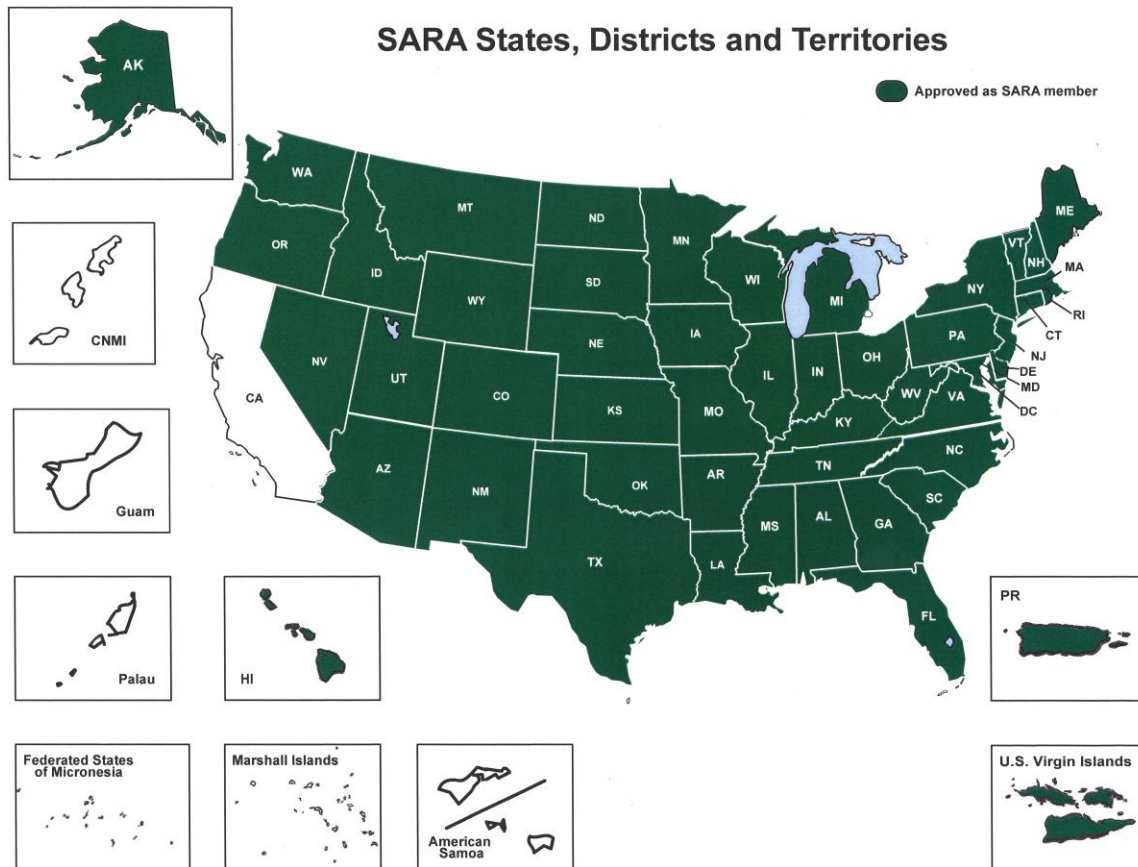
About Data Reporting
NC-SARA requires participating institutions to report distance education enrollment and Out-of-State Learning Placements annually. The data are reported to NC-SARA through two online surveys in the spring following the due date for institutions to make their fall enrollment reports to IPEDS. The SARA reporting window was between May 14 and June 4, 2019. Screenshots of the 2019 instructions and surveys are in Appendix A. For the purposes of this report, "state" is defined as a state, commonwealth, organized territory or district (District of Columbia) of the United States.

Distance Education Enrollment Reporting
Historically, institutions participating in SARA annually report the number of students enrolled in the institution via distance education delivered *outside* the home state of the institution. Beginning with the 2019 reporting, institutions were asked to include their *in-state enrollment* in their reporting. The data are disaggregated by the state, territory, or district where the learning takes place.

NC-SARA distance education enrollment reporting requirements are based on federal IPEDS data collection. Institutions report distance education enrollment in the Fall Enrollment (EF) component of their submission to the federal IPEDS data collection. The fall enrollment data is

collected in the fall and reported through April of the following year. Distance education data for 2018 were reported to IPEDS in the winter/spring of 2019 and to NC-SARA in the spring of 2019. The IPEDS reporting schedule is consistent each year, and NC-SARA's reporting window is in May through early June. Historically, the NC-SARA reporting window has been in this time frame, but the actual dates have changed slightly each year.

IPEDS defines a Distance Education Course as "a course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education."[3]

Out-of-State Learning Placements Reporting
This is the first year that reporting out-of-state learning placements is mandatory. Reporting was optional in 2018 and 297 institutions reported OOSLP last year.

Enrollment previously captured and reported under the SARA distance education reporting provisions did not include on-the-ground, out-of-state learning placements (e.g., clinical rotations, student teaching, internships, etc.). Learning placement 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. Therefore, it was agreed during the formation of SARA that after successfully creating the process for reporting distance education enrollments, NC-SARA would create a similar process for collecting and reporting out-of-state learning placements. Unlike enrollment reporting, there is no existing mechanism for gathering and reporting OOSLP.

Why Reporting Out-of-State Learning Placements is Important
Reporting out-of-state learning placements is beneficial in several ways.

- It meets the commitments made to the state regulator community during the development of SARA;
- It helps institutions better attend to and meet professional licensure obligations in the states where they enroll students;
- It helps institutional staff comply with federal regulations affecting the institution's ability to participate in federal Title IV student assistance programs.

Methodology

In May 2019, NC-SARA sent email requests to the SARA institutional contacts at 1,969 institutions, with a link to report fall 2018 enrollment and OOSLP. The online surveys were available between May 14 and June 4, 2019. NC-SARA received responses from 1,960 institutions, for a response rate of 99.5%, up from 99.3% in 2018. Annual reporting to NC-SARA is a mandatory part of participation, a fact contributing to the consistently high response rate. The nine non-reporting institutions have provided assurances that they will report in-full and on-time next year. None of these institutions had failed to report in previous years.

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

NC-SARA Uses IPEDS Definitions

NC-SARA relies on the existing definitions and reporting schedules required by the federal government's Integrated Postsecondary Education Data System (IPEDS). Using these existing structures and processes, that are familiar to institutional staff, is part of NC-SARA's commitment to not creating an undue additional reporting burden for participating institutions. IPEDS data collection is managed by the U.S. Department of Education through the National Center for Education Statistics (NCES) and reporting is required of all institutions of higher education that offer federal financial aid in the U.S. states and territories. NCES has been requiring institutions to report distance education data since the IPEDS Fall Enrollment (EF) reporting in 2012. These data are the basis of institutional enrollment reporting to NC-SARA. Additional information about prior IPEDS distance education analysis is available in Appendix B: Technical Notes.

Unique Features of NC-SARA Data Reporting

While NC-SARA reporting relies on the existing IPEDS reporting schedules and definitions, there are some unique features of NC-SARA reporting. These include:

- Historically, institutions have *not* reported distance education enrollments in their own state to NC-SARA. If an institution did report its in-state enrollments, NC-SARA removed those data from the totals reported. Beginning this year, in-state data *is* reported to more accurately reflect total distance education enrollment. The Impact of Reporting In-State Data section of the report provides detail on how including in-state data affects relevant data trends.
- Non-SARA state and territory enrollments are not published individually. Each institution's non-SARA state enrollments are combined by NC-SARA and reported in one field as non-SARA enrollment.
- Mandatory OOSLP reporting is a new requirement for 2019. Recording these data required many institutions to create processes for collecting the learning placement details from various departments on their campuses. Comments received from institutions reporting OOSLP for the first time will help NC-SARA staff refine the instructions about the OOSLP reporting process.
- The criteria for inclusion in OOSLP reporting was refined based on feedback from pilot reporting institutions in 2018. Additional refinements for 2020 reporting will further clarify NC-SARA's expectations for reporting. These data should continue to improve in quality each year, just as the enrollment data has over time.
- The guidelines for reporting military students to NC-SARA differ from the procedures defined by IPEDS. This difference continues to be a source of confusion for some reporting institutions.
- The NC-SARA website (https://nc-sara.org/) publishes detailed reporting of these data by institution name. The reports are also available for download from the Reporting section of the website.

Reporting Institutions

NC-SARA received responses from 1,960 institutions during the annual reporting window in the spring of 2019. The number of institutions operating under SARA increased 9.2% from 1,804 in 2018 to 1,969 in 2019.

No new states or territories joined SARA during the reporting period. However, 37 institutions in Massachusetts and 11 in Puerto Rico applied and were approved to participate in SARA this year. While Massachusetts and Puerto Rico joined SARA in May 2018, no institutions had the opportunity to apply before the reporting period opened in May 2018.

Figure 7. Reporting Institutions 2017-2019

Year	Number of Institutions Operating Under SARA	Number of Institutions Reporting to NC-SARA	Number of Institutions Reporting Distance Education Enrollments
2017	1,494	1,477	1,394
2018	1,804	1,791	1,778
2019	1,969	1,960	1,864

Of the 1,960 responses received, 96 institutions, 4.9%, reported no distance education enrollment. While some institutions may participate in SARA in anticipation of future distance education offerings, others have existing distance education offerings but remain challenged regarding identifying their students' locations, and still others join for the ability to offer out-of-state learning placements to their students.

Reporting Institutions by Sector
Public institutions made up just over half (1,010) of all institutions reporting enrollment to NC-SARA in 2019. Private non-profit institutions represent 42.7% (836) and private for-profit institutions account for 5.7% (112) of reporting institutions operating under SARA and reporting in 2019. In addition, two tribal institutions reported to NC-SARA in 2019, representing 0.1% of the total. The relative size of the sectors has remained consistent since the first data report in 2017.

Figure 8. 2019 Reporting Institutions by Sector
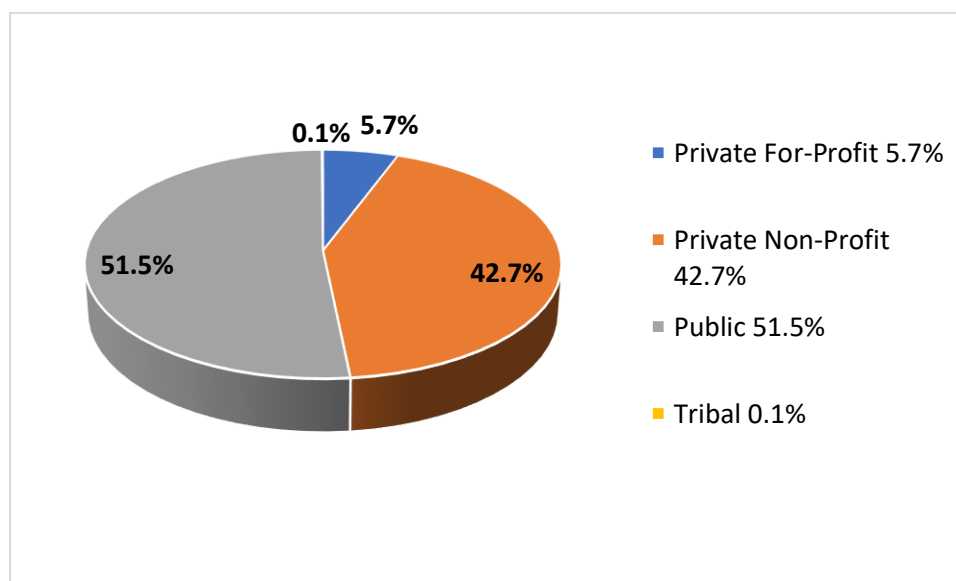
Distance Education Enrollment Findings

Distance education enrollment reporting has been a mandatory requirement for institutions operating under SARA since 2016. An annual enrollment report was published in 2017 and 2018. Beginning in 2019, the annual reporting includes out-of-state learning placements in addition to enrollment. This section of the report focuses on reported distance education enrollment.

Total Reported Distance Education Enrollment
Total reported distance education enrollment for 2019 is 2,806,382, an increase of 129.1% over 2018. Total enrollment includes reported in-state enrollment for the first time this year. In-state enrollment comprised 54.1% (1,517,530) of all reported enrollment this year, while out-of-state reporting comprised 45.9% (1,288,852).

For the purposes of this report, the total out-of-state enrollment of 1,288,852 will be used in reporting on topics related to SARA, since SARA is focused on distance education activity across state lines. A section of the report, Impact of Reporting In-State Enrollment Data, provides additional analysis of the total enrollment reported, including in-state data.

TOTAL REPORTED OUT-OF-STATE DISTANCE EDUCATION ENROLLMENT INCREASED 5.2% FROM 1,225,022 IN 2018 TO 1,288,852 IN 2019.

Figure 9. 2019 Total Reported Enrollment

54.1%, 1,517,530

45.9%, 1,288,852

Total Enrollment = 2,806,382

■ Out-of-State Enrollment   ■ In-State Enrollment
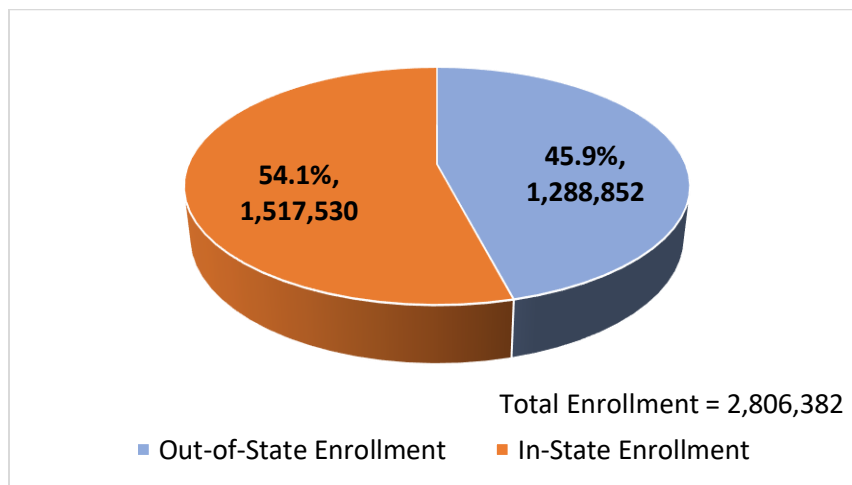
Total Distance Education Enrollment Reported by Sector
Analysis of the 2019 enrollment and institutional sector data reveal important differences between the sectors. Public institutions made up 53.2% of total reported enrollment and just over half (51.5%) of all institutions reporting to NC-SARA in 2019. Private non-profit institutions represent 42.7% of all institutions and 29.8% of reported enrollment. Private for-profit institutions account for 5.7% of reporting institutions operating under SARA and 16.9% of reported enrollment. Two tribal institutions reported to NC-SARA in 2019, representing 0.1% of the total institutions and just 501 reported enrollments. These data are provided in the figures below.

Figure 10. 2019 Reporting Institutions and Total Enrollment by Sector (with in-state enrollments)
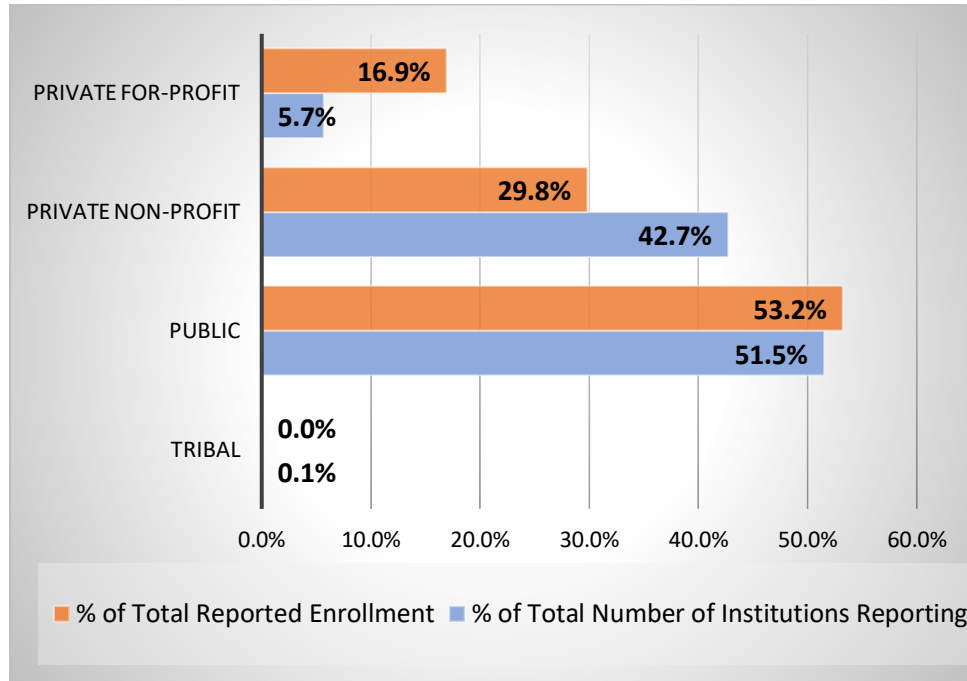
Figure 11. 2019 Reporting Institutions and Total Enrollment by Sector (with in-state enrollments) Data Table

Sector	Number of Institutions Reporting	% of Total Institutions Reporting	Total Reported Enrollment (with in-state enrollment)	% of Total Reported Enrollment (with in-state enrollment)
Private For-Profit	112	5.7%	475,505	16.9%
Private Non-Profit	836	42.7%	836,644	29.8%
Public	1,010	51.5%	1,493,732	53.2%
Tribal	2	0.1%	501	0.0%
Total	1,960	100.0%	2,806,382	100.0%

SARA and Non-SARA Enrollment

Institutions operating under SARA reported 1,288,852 out-of-state distance education enrollments, 90.7% in SARA states/territories and 9.3% in non-SARA states/territories. The graphic and table in Figure 12 and 13 below present the enrollment data for 2019.

Figure 12. 2019 Reported SARA and Non-SARA Enrollment (out-of-state enrollment only)
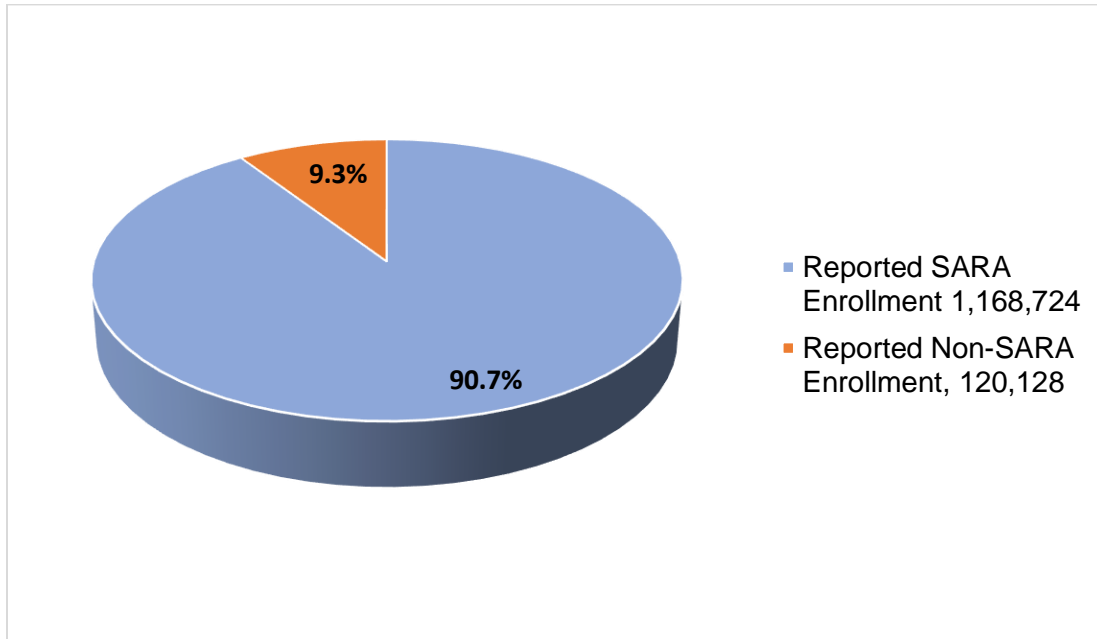
Figure 13. 2019 Reported SARA and Non-SARA Enrollment (out-of-state enrollment only) Data Table

	Reported Enrollment in SARA States	Reported Enrollment in Non-SARA States	Total Reported Enrollment
2019	1,168,724	120,128	1,288,852
Enrollment %	90.7%	9.3%	100.0%

Reported Out-of-State Enrollment by Sector

As has been the case in previous years, private non-profit institutions reported the largest out-of-state enrollment with 44.2% of the total; private for-profits reported 33.9% and public institutions reported 21.9% of the enrollment. The tribal institutions reported just 15 out-of-state enrollments, or 0.0%. Figures 14 and 15 below detail out-of-state enrollment by sector.

Figure 14. 2019 Reported Out-of-State Enrollment by Sector
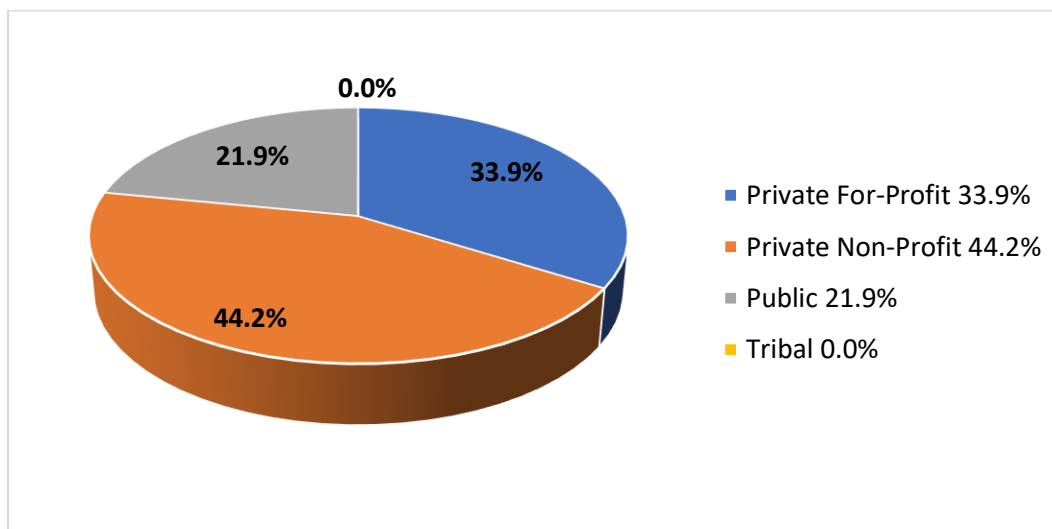
Figure 15. 2019 Reported Out-of-State Enrollment by Sector Data Table

Sector	Reported SARA State Enrollment	Reported Non-SARA State Enrollment	Total Reported Out-of-State Enrollment	% of Total Reported Enrollment
Private For-Profit	401,283	35,807	437,090	33.9%
Private Non-Profit	518,302	51,062	569,364	44.2%
Public	249,125	33,258	282,383	21.9%
Tribal	14	1	15	0.0%
Total	1,168,724	120,128	1,288,852	100.0%

Impact of Reporting In-State Enrollment Data

NC-SARA staff have long known that the reported out-of-state data does not fully represent the distance education activity in member states/territories because it does not include in-state enrollment. The magnitude of impact of in-state data became clear with 2019 reporting.

Total Reported Distance Education Enrollment
Total 2019 reported enrollment with in-state enrollments is 2,806,382. Reported in-state enrollment is 1,517,530 and out-of-state enrollment is 1,288,852.

Sector Analysis of Enrollment Data
Sector analysis of the enrollment data reveals considerable variation among the sectors when in-state and out-of-state enrollment are

IN-STATE ENROLLMENT REPRESENTS OVER HALF (54.1%) OF ALL DISTANCE EDUCATION ENROLLMENT REPORTED TO NC-SARA IN 2019.

examined. Public institutions represent 79.8% of reported in-state enrollment, dwarfing the other two sectors. Out-of-state enrollment is dominated by the private non-profit sector with 44.2%, while private for-profits reported 33.9% of out-of-state enrollment. The mission of institutions drives their distance education activity and where most of their students are located. NC-SARA staff have known this, now there are data to prove it. But looking only at the combined enrollment data, the nuances among the sectors are not as easy to discern.

The figures below summarize in-state and out-of-state enrollment by sector. Analysis of enrollment by sector over time is available in the Enrollment Data Trends section of this report.

Figure 16. 2019 Reported Enrollment by Sector
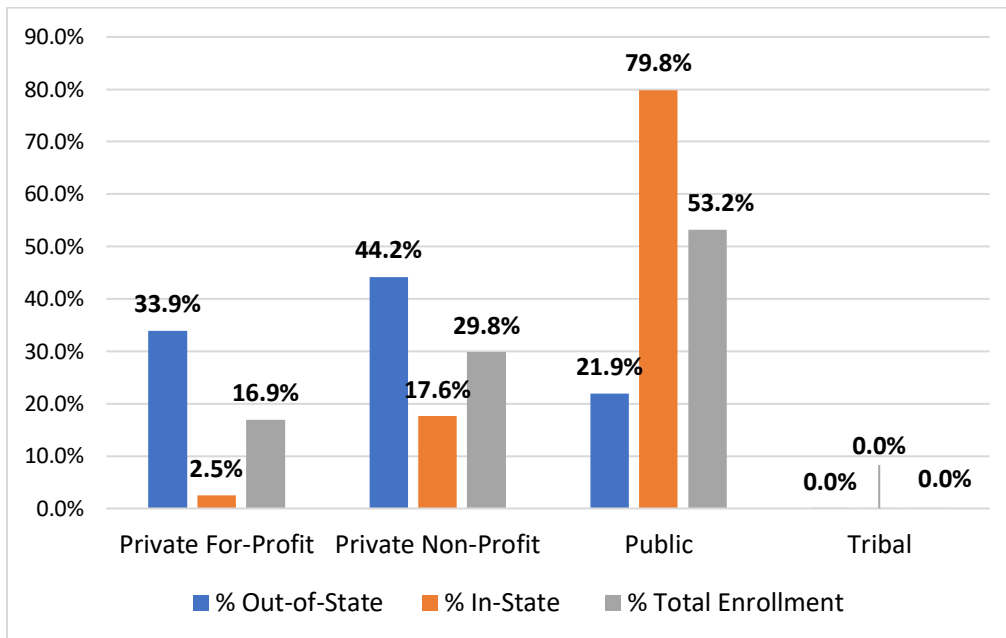
Figure 17. 2019 Reported Enrollment by Sector Data Table

Sector	Total Out-of-State Enrollment	Sector % of Out-of-State Enrollment	Total In-State Enrollment	Sector % of In-State Enrollment	Total Reported Enrollment*	Sector % of Total Reported Enrollment
Private For-Profit	437,090	33.9%	38,415	2.5%	475,505	16.9%
Private Non-Profit	569,364	44.2%	267,280	17.6%	836,644	29.8%
Public	282,383	21.9%	1,211,349	79.8%	1,493,732	53.2%
Tribal	15	0.0%	486	0.0%	501	0.0%
Totals	1,288,852		1,517,530		2,806,382	

Institution and Enrollment Data Vary Significantly by Sector
Another important comparison is to view total enrollment and the number of institutions participating in SARA by sector. Public institutions made up 53.2% of total reported enrollment and 51.5% of all institutions reporting to NC-SARA in 2019. Private non-profit institutions represent 42.7% of all institutions and 29.8% of reported enrollment. Private for-profit institutions account for 5.7% of reporting institutions operating under SARA and 16.9% of reported enrollment. Two tribal institutions reported to NC-SARA in 2019, representing 0.1% of the total institutions and 501 reported enrollments. These data are provided in the figures below.

Figure 18. 2019 Reporting Institutions and Total Enrollment by Sector

(with in-state enrollment)
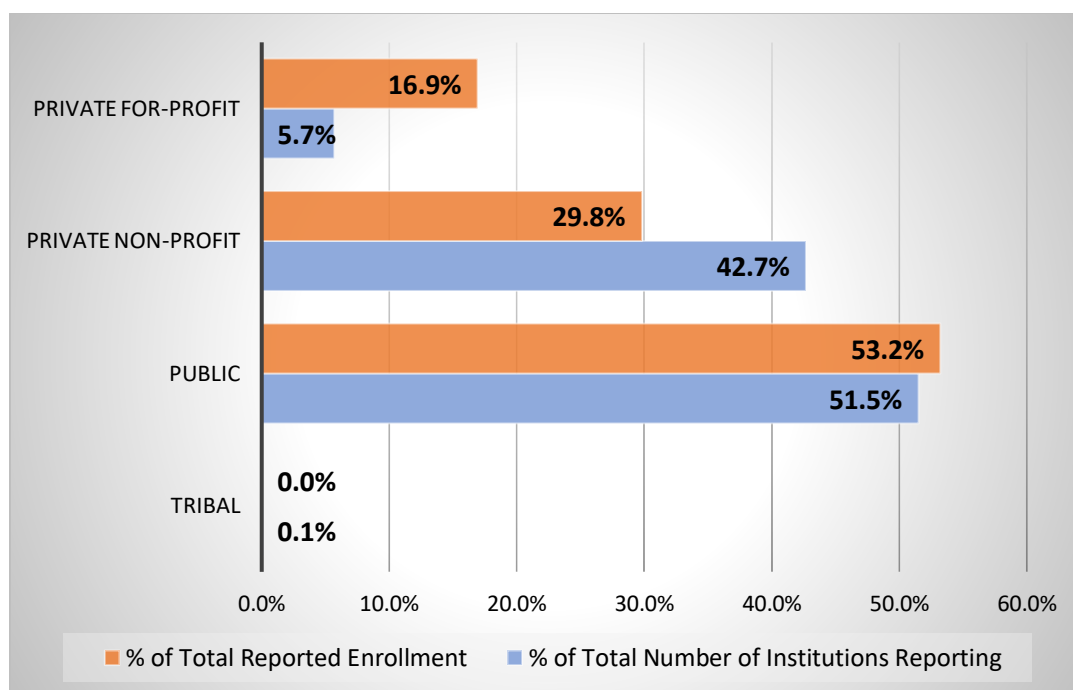
Figure 19. 2019 Reporting Institutions and Total Enrollment by Sector

(with in-state enrollment) Data Table

Sector	Number of Institutions Reporting	% of Total Institutions Reporting	Total Reported Enrollment (with In-State Enrollment)	% of Total Reported Enrollment (with In-State Enrollment)
Private For-Profit	112	5.7%	475,505	16.9%
Private Non-Profit	836	42.7%	836,644	29.8%
Public	1010	51.5%	1,493,732	53.2%
Tribal	2	0.1%	501	0.0%
Total	1,960	100.0%	2,806,382	100.0%

State Summary Enrollment Data

Institutions operating under SARA report their distance education enrollments by state. The enrollment data reported by institutions operating under SARA are available on the NC-SARA website.

State-Level Enrollment Reporting

Figure 20 compiles SARA and non-SARA state enrollment for institutions in each SARA State reporting in 2019. These data do not include in-state enrollment; although total distance education enrollment data are important in general the focus of SARA is distance education activity across state/territory lines. To interpret these data, as an example, Alabama's institutions participating in SARA reported enrolling 30,258 students in SARA states (not including Alabama) and 2,049 students in non-SARA states, for a total enrollment of 32,307 reported. This answers the question, "Where are my state's institutions enrolling students?" In addition, 19,874 student enrollments were reported in Alabama by SARA institutions located in other SARA states or territories. This answers the question, "Who is enrolling students located in my state?" Essentially, these are two different ways of looking at the reported data.

Since in-state enrollment data is available for 2019, the state-level enrollment reporting has also been prepared reporting total distance education data for each state that includes in-state enrollment. Since the total enrollment data are likely of interest to some readers, the Total State-Level Enrollment Reporting is available in Appendix C.

Figure 20. 2019 Reported State Level Enrollment (out-of-state only)

State/ Territory	Total Reported Enrollment in SARA States	Total Reported Enrollment in Non-SARA States	Total Enrollment Reported	Enrollment in State Reported by SARA Institutions from Other SARA States
Alabama	30,258	2,049	32,307	19,874
Alaska	463	74	537	6,308
Arizona	181,797	36,021	217,818	20,047
Arkansas	4,414	149	4,563	11,980
Colorado	53,905	5,772	59,677	23,742
Connecticut	9,250	514	9,764	14,975
Delaware	5,605	143	5,748	4,608
District of Columbia	50,505	1,167	51,672	3,880
Florida	37,968	3,347	41,315	79,368
Georgia	43,885	4,217	48,102	67,439
Hawaii	359	494	853	8,731
Idaho	13,655	2,650	16,305	9,286
Illinois	41,662	3,050	44,712	42,551
Indiana	48,101	2,918	51,019	22,122
Iowa	9,240	527	9,767	10,124
Kansas	17,108	983	18,091	10,724
Kentucky	16,822	1,756	18,578	16,030
Louisiana	6,169	498	6,667	20,434
Maine	5,226	341	5,567	4,717

Figure 20. 2019 Reported State Level Enrollment (out-of-state only)--Continued

State/Territory	Total Reported Enrollment in SARA States	Total Reported Enrollment in Non-SARA States	Total Enrollment Reported	Enrollment in State Reported by SARA Institutions from Other SARA States
Maryland	14,459	1,581	16,040	34,863
Massachusetts	10,122	926	11,048	21,904
Michigan	8,203	619	8,822	29,671
Minnesota	44,631	3,214	47,845	16,303
Mississippi	3,895	150	4,045	14,619
Missouri	23,229	1,864	25,093	22,901
Montana	575	70	645	5,425
Nebraska	9,745	658	10,403	5,224
Nevada	591	526	1,117	17,264
New Hampshire	84,964	6,102	91,066	4,435
New Jersey	7,626	737	8,363	35,849
New Mexico	4,242	476	4,718	9,868
New York	34,164	2,532	36,696	47,934
North Carolina	5,113	342	5,455	58,989
North Dakota	5,614	366	5,980	3,927
Ohio	27,843	3,123	30,966	43,613
Oklahoma	3,280	231	3,511	14,043
Oregon	8,821	2,261	11,082	13,475
Pennsylvania	28,754	2,522	31,276	47,041
Puerto Rico	2,008	22	2,030	1,071

Figure 20. 2019 Reported State Level Enrollment (out-of-state only)--Continued

State/Territory	Total Reported Enrollment in SARA States	Total Reported Enrollment in Non-SARA States	Total Enrollment Reported	Enrollment in State Reported by SARA Institutions from Other SARA States
Rhode Island	1,783	67	1,850	4,109
South Carolina	2,645	94	2,739	31,835
South Dakota	6,424	257	6,681	3,504
Tennessee	5,856	243	6,099	31,861
Texas	14,585	2,561	17,146	109,498
U.S. Virgin Islands	4	-	4	639
Utah	116,614	13,342	129,956	11,904
Vermont	3,537	319	3,856	2,755
Virginia	58,845	3,236	62,081	54,924
Washington	3,308	830	4,138	42,567
West Virginia	43,864	3,738	47,602	7,289
Wisconsin	6,552	423	6,975	17,828
Wyoming	436	26	462	4,652
Totals	**1,168,724**	**120,128**	**1,288,852**	**1,168,724**

Top Ten Institutions by Size of Reported Enrollment

The institutions that reported the largest enrollment are Western Governors University, University of Phoenix, and Southern New Hampshire University. The reported enrollment data include in-state, since the total distance education activity is of interest.

THE TOP TEN INSTITUTIONS REPRESENT 23.5% (658,278) OF ALL DISTANCE EDUCATION ENROLLMENTS REPORTED TO NC-SARA.

The ten institutions with the largest reported enrollment combined represent 23.5% (658,278) of all distance education enrollments reported to NC-SARA. In 2018, the top ten institutions represented 46.0% (563,323) (out-of-state enrollment only). In 2019, Western Governors University reported the largest total enrollment for the first time since NC-SARA started collecting data, unseating the University of Phoenix in the top spot.

The inclusion of in-state enrollment results in larger enrollment reported for all institutions. It allows large institutions that primarily serve in-state students to be included for the first time. Historically, no public institutions have been in the top ten list; this year University of Maryland Global Campus is on the list. These ten institutions are reported in the figure below.

Figure 21. 2019 Top Ten Institutions by Size of Reported Enrollment

Institution Name	State	Sector	Reported SARA State Enrollment	Reported Non-SARA State Enrollment	Total Reported Enrollment
Western Governors University	UT	Private non-profit	109,386	11,490	120,876
University of Phoenix	AZ	Private for-profit	81,957	13,981	95,938
Southern New Hampshire University	NH	Private non-profit	89,851	5,981	95,832
Grand Canyon University	AZ	Private non-profit	60,223	9,729	69,952
Liberty University	VA	Private non-profit	60,013	2,548	62,561
University of Maryland Global Campus	MD	Public	46,919	618	47,537
Strayer University	DC	Private for-profit	43,236	529	43,765
American Public University System	WV	Private for-profit	40,249	3,324	43,573
Ashworth College	GA	Private for-profit	38,197	3,132	41,329
Capella University	MN	Private for-profit	34,364	2,551	36,915

Top Ten Private For-Profit Institutions

Private for-profit institutions represent five of the top ten institutions that reported enrollment to NC-SARA in 2019. The table below provides details for the ten private for-profit institutions that reported the largest distance education enrollment in 2019, including in-state enrollment.

Figure 22. 2019 Top Ten Private For-Profit Institutions

Institution Name	State	Reported SARA State Enrollment	Reported Non-SARA State Enrollment	Total Reported Enrollment
University of Phoenix	AZ	81,957	13,981	95,938
Strayer University	DC	43,236	529	43,765
American Public University System	WV	40,249	3,324	43,573
Ashworth College	GA	38,197	3,132	41,329
Capella University	MN	34,364	2,551	36,915
Penn Foster College	AZ	29,812	2,419	32,231
Chamberlain University	IL	23,807	1,270	25,077
Colorado Technical University	CO	23,598	1,316	24,914
Columbia Southern University	AL	18,672	1,485	20,157
Full Sail University	FL	13,564	909	14,473

Top Ten Private Non

-Profit Institutions

Private non-profit institutions represent four of the top ten institutions that reported out-of-state distance education enrollments to NC-SARA in 2019. The table below provides details for the ten private non-profit institutions that reported the largest enrollment in 2019, including in-state enrollment.

Figure 23. 2019 Top Ten Private Non-Profit Institutions

Institution Name	State	Reported SARA State Enrollment	Reported Non-SARA State Enrollment	Total Reported Enrollment
Western Governors University	UT	109,386	11,490	120,876
Southern New Hampshire University	NH	89,851	5,981	95,832
Grand Canyon University	AZ	60,223	9,729	69,952
Liberty University	VA	60,013	2,548	62,561

Figure 23. 2019 Top Ten Private Non-Profit Institutions--Continued

Excelsior College	NY	27,736	1,424	29,160
Brigham Young University - Idaho	ID	12,701	2,027	14,728
Embry-Riddle Aeronautical University	FL	10,354	1,270	11,624
University of the Cumberlands	KY	8,869	1,345	10,214
Stevens-Henager College-Ogden	UT	9,395	532	9,927
American College	PA	8,776	731	9,507

Top Ten Public Institutions

With the addition of in-state enrollment reporting, several public institutions appear on the top ten list for the first time in 2019. The public institutions ranked by the highest reported enrollment are found in the table that follows.

Figure 24. 2019 Top Ten Public Institutions

Institution Name	State	Reported SARA State Enrollment	Reported Non-SARA State Enrollment	Total Reported Enrollment
University of Maryland Global Campus	MD	46,919	618	47,537
Arizona State University	AZ	28,649	8,136	36,785
Purdue University Global, Inc.	IN	28,494	1,567	30,061
Bellevue College	WA	19,672	66	19,738
Palm Beach State College	FL	19,247	-	19,247
Kent State University	OH	18,711	60	18,771
The University of Texas at Arlington	TX	17,116	1,185	18,301
The University of Texas Rio Grande Valley	TX	15,656	9	15,665
Eastern Gateway Community College	OH	13,792	1,593	15,385
Pennsylvania State University	PA	12,878	1,061	13,939

IPEDS and NC-SARA Comparisons

Since NC-SARA historically did not collect and report in-state enrollment, available IPEDS data has been used to illuminate the size of home state enrollment. Analysis of the available IPEDS data for institutions operating under SARA has been part of the reporting since 2017. The NC-SARA total reported enrollment of 2.8 million in 2019 is approaching the 3.1 million of the "Exclusively Distance Education" enrollment reported through IPEDS in 2017. This is despite the fact that NC-SARA represents 1,969 institutions, while IPEDS reporting includes 4,313 institutions. The institutions choosing to operate under SARA are most likely to be involved in distance education and OOSLP.

ANALYSIS OF 2017 IPEDS DATA REVEALS THAT THE IPEDS DISTANCE EDUCATION DATA ALIGNS WITH 2019 REPORTED NC-SARA DATA WITH REGARD TO SECTORS.

Sector analysis reveals public institutions represent about 53% of enrollment for both IPEDS and NC-SARA. NC-SARA has a slightly higher proportion of private non-profits (29.8% compared to 25.4% for IPEDS); NC-SARA has fewer reported enrollments by private for-profits (17.0% compared to 21.2% reported to IPEDS). Tribal institutions are categorized in IPEDS as having a special mission, not as a sector. Therefore, tribal institutions are not reported in this IPEDS comparison.

Figure 25. 2017 IPEDS Reported Exclusively Distance Education Enrollment
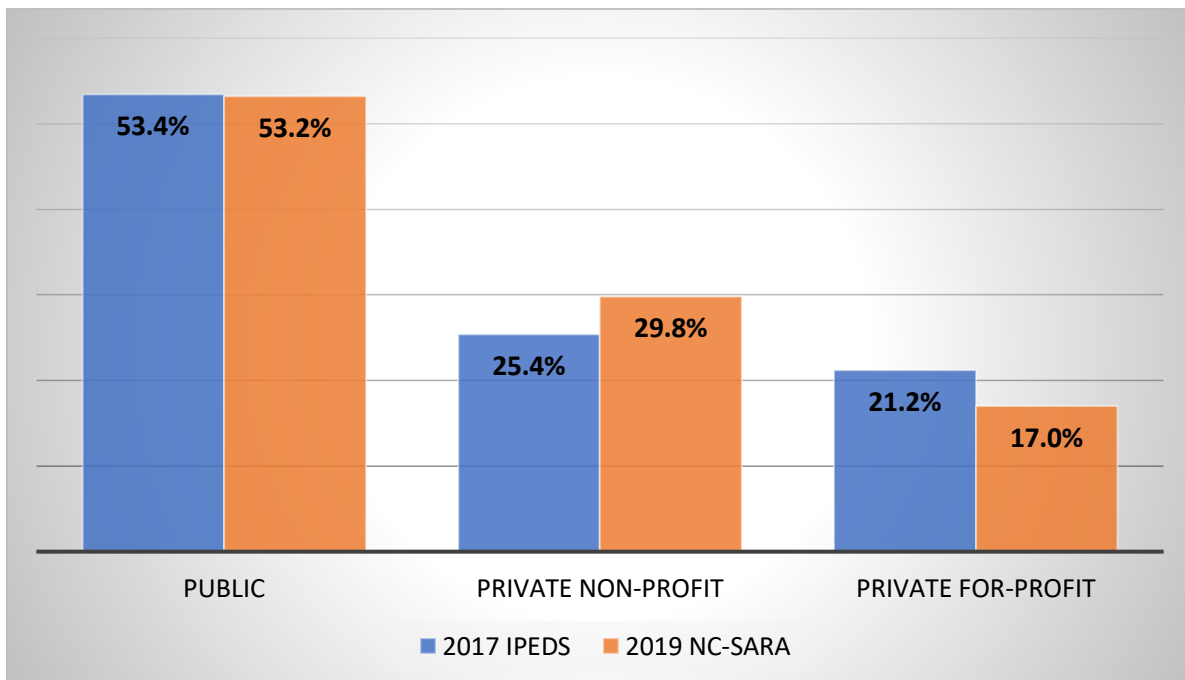
Compared to 2019 NC-SARA Reported Enrollment

Legend: ■ 2017 IPEDS ■ 2019 NC-SARA

	PUBLIC	PRIVATE NON-PROFIT	PRIVATE FOR-PROFIT
2017 IPEDS	53.4%	25.4%	21.2%
2019 NC-SARA	53.2%	29.8%	17.0%

Figure 26. 2019 IPEDS and NC-SARA Reported Distance Education Enrollment

	2017 IPEDS Exclusively Distance Education Enrollment	2017 IPEDS Sector Enrollment as % of Total	2019 NC-SARA Reported Enrollment	NC-SARA Sector Enrollment as % of Total
Public	1,657,185	53.4%	1,493,732	53.2%
Private Non-Profit	788,407	25.4%	836,644	29.8%
Private For-Profit	657,908	21.2%	475,505	17.0%
Total	**3,103,500**		**2,805,881**	

Enrollment Data Trends: 2016 through 2019

NC-SARA has been collecting and reporting distance education enrollment data since 2016. This section reports enrollment trends over the four years of data collection. The data reflect enrollment growth as institutions apply to participate under SARA. These trends reflect the fact that states and territories must first take action to join SARA through an application to a regional compact. Once the state (territory or district) is approved to operate under SARA, institutions in that state may apply to participate in SARA.

Number of States Participating in SARA
States began joining SARA in 2014. By the first data reporting in 2016, there were 48 member states. The chart below shows the number of states that joined SARA each year and the total number of states that are members of SARA.

Figure 27. Number of SARA States/Territories 2016-2019
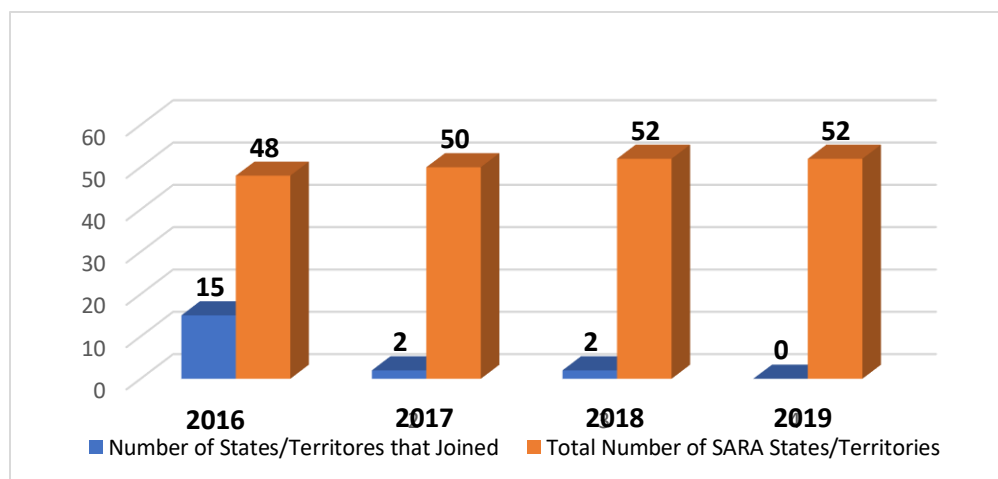
Number of Institutions Reporting

As expected, growth in the number of institutions operating under SARA slowed between the 2018 and 2019 reporting periods. The number of reporting institutions grew 9.4%, from 1,791 in 2018 to 1,960 in 2019. There were no new states or territories joining SARA in the timeframe.

Figure 28. Number of Institutions Reporting 2016-2019
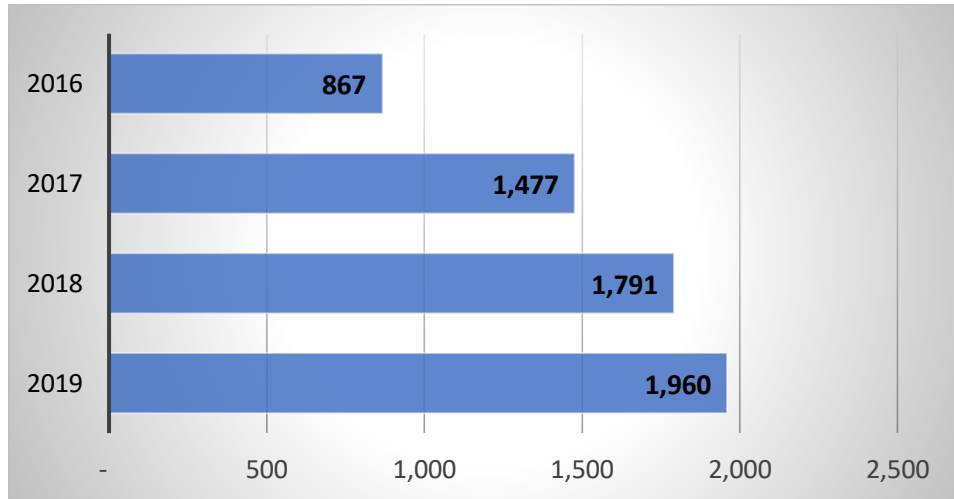
Figure 29. Number of Institutions Reporting 2016-2019 Data Table

	Number of Member States	Number of Institutions Reporting	% Increase Institutions from Prior Year
2016	48	867	
2017	50	1,477	70.4%
2018	52	1,791	21.3%
2019	52	1,960	9.4%

Reported SARA and Non-SARA Enrollment

Over the four years of reported data, enrollment has steadily increased. Beginning in 2019, in-state enrollment was reported, resulting in a 129.1% increase in total reported enrollment (including reported in-state enrollment). As the number of SARA states has increased, the proportion of enrollment in SARA states has also grown. The bar graph and data table in Figure 30 and 31 below reveal the proportion of SARA state enrollment continuing to increase as a proportion of the total each year. This is true, even as the total enrollment has also increased significantly each year.

Figure 30. Reported SARA and Non-SARA Enrollment 2016-2019
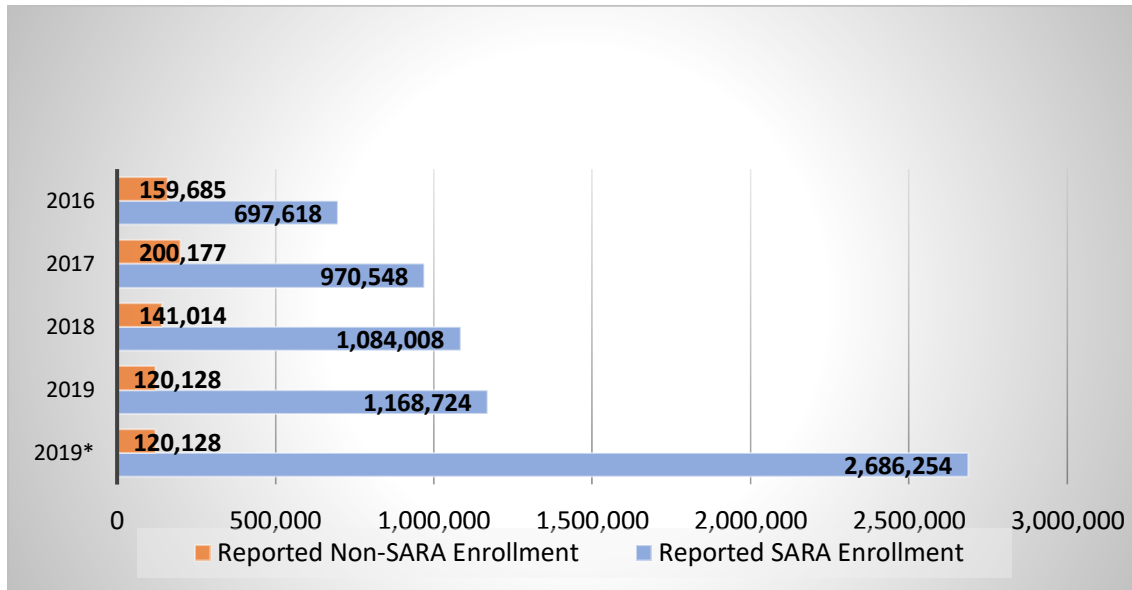
*2019 Enrollment with reported in-state enrollment

Figure 31. Reported SARA and Non-SARA Enrollment 2016-2019 Data Table

	Reported SARA Enrollment	Reported Non-SARA Enrollment	Reported Total Enrollment	% Change from Prior Year Total Enrollment
2016	697,618	159,685	857,303	
2017	970,548	200,177	1,170,725	36.6%
2018	1,084,008	141,014	1,225,022	4.6%
2019	1,168,724	120,128	1,288,852	5.2%
2019*	2,686,254	120,128	2,806,382	129.1%

*2019 Enrollment with reported in-state enrollment

As the number of states and institutions operating under SARA increases each year, so does the proportion of reported distance education enrollments that are in SARA states. Those proportions are reported below. As with other data for 2019, the inclusion of in-state enrollment results in a significant increase in the proportion of SARA state/territory enrollment reported.

Figure 32. Reported Proportion of SARA Enrollments 2016-2019
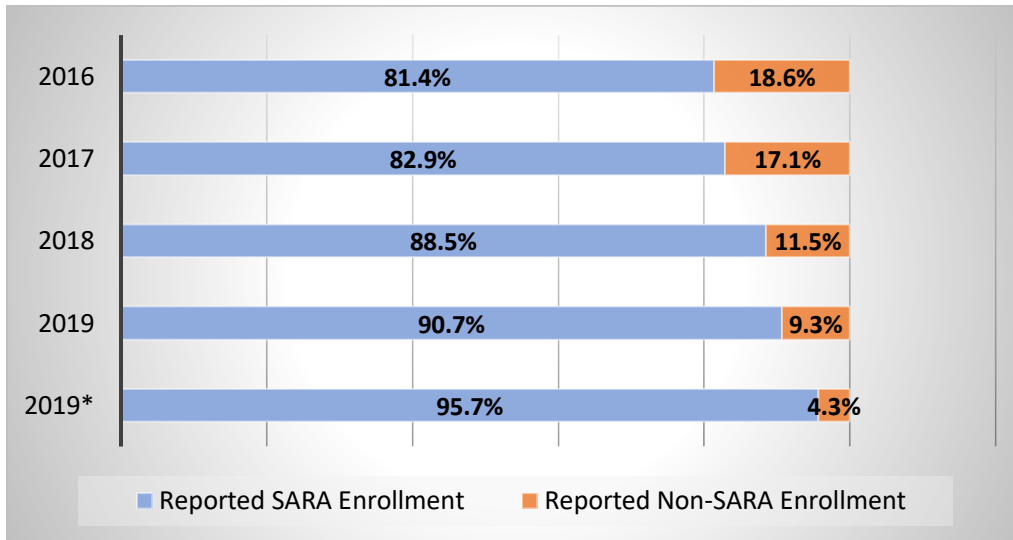
*2019 Enrollment includes reported in-state enrollment

Figure 33. Reported Proportion of SARA Enrollments 2016-2019 Data Table

	Reported SARA Enrollment	% Reported SARA Enrollment	Reported Non-SARA Enrollment	% Reported Non-SARA Enrollment	Reported Total Enrollment
2016	697,618	81.4%	159,685	18.6%	857,303
2017	970,548	82.9%	200,177	17.1%	1,170,725
2018	1,084,008	88.5%	141,014	11.5%	1,225,022
2019	1,168,724	90.7%	120,128	9.3%	1,288,852
2019*	2,686,254	95.7%	120,128	4.3%	2,806,382

*2019 Enrollment includes reported in-state enrollment

Changes in Enrollment by Sector

Reported public sector distance education enrollments (see Figure 35) increased by 442.2%; private non-profit sector enrollments increased by 64.9%, and reported private for-profit enrollments increased by 7.5% between 2018 and 2019 when in-state enrollment is included. Tribal institutions represent a new reporting category for NC-SARA in 2018, with two institutions reported. Together, they represented 501 enrollments, up from 6 in 2018.

TOTAL REPORTED ENROLLMENT (INCLUDING IN-STATE ENROLLMENT) IS 2,806,382.

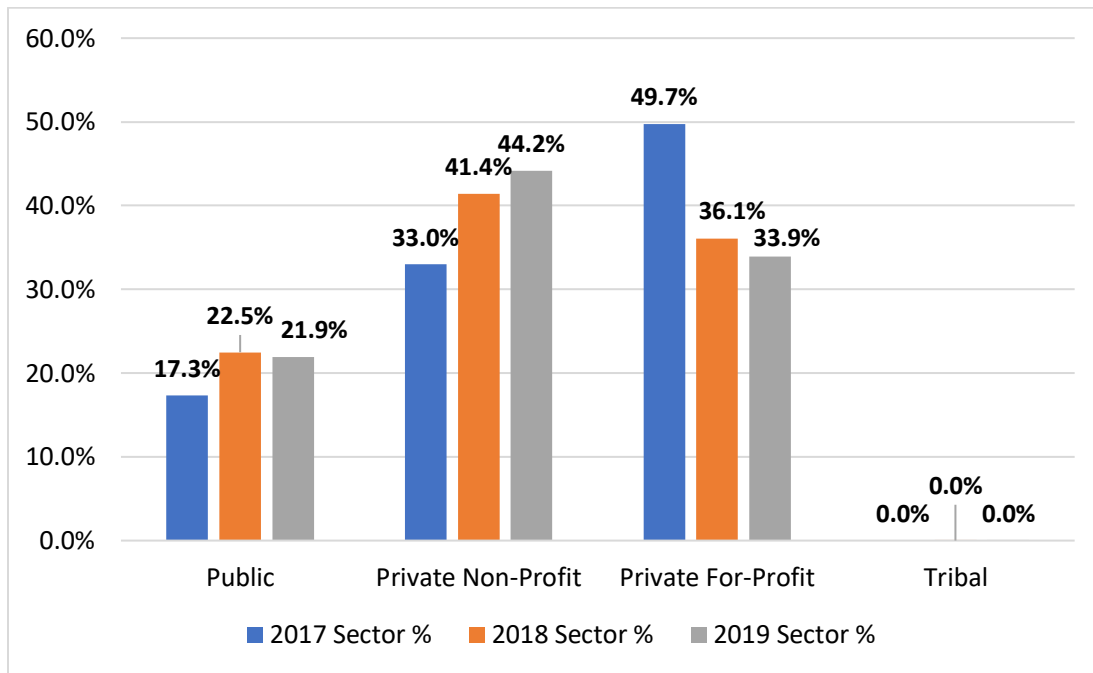**Figure 34. Reported Enrollment by Sector 2017-2019 Change**

Figure 35. Reported Enrollment by Sector: 2017-2018 Data Table with In-State Enrollment

Sector	2017 Reported Enrollment	2017 Sector %	2018 Total Reported Enroll-ment	2018 Sector %	2019* Total Reported Enroll-ment	2019 Sector %	Change in Enrollment 2018-2019	% Change in Enrollment 2018-2019
Public	202,707	17.3%	275,518	22.5%	1,493,732	53.2%	1,218,214	442.2%
Private Non-Profit	385,978	33.0%	507,309	41.4%	836,644	29.8%	329,335	64.9%
Private For-Profit	582,040	49.7%	442,189	36.1%	475,505	16.9%	33,316	7.5%
Tribal	0	0.0%	6	0.0%	501	0.0%	495	8250%
Totals	**1,170,725**		**1,225,022**		**2,806,382**		**1,581,360**	**129.1%**

The 2019 enrollment data will become a new baseline for some reporting topics, as in-state enrollment is now part of the reporting protocol for NC-SARA. NC-SARA staff postulate that institutions are getting better at tracking student location. Improved processes for tracking and reporting student location should result in more accurate data with each year of reporting.

It may be that private for-profit institutions were able to gain the internal approvals and set up the necessary systems to seek approval to operate under SARA faster than institutions in the other sectors. The data trends support this hypothesis. The number of private for-profit enrollments as well as the proportion of total reported enrollment have declined over the period.

At the same time private non-profits have grown as a proportion of total reported enrollment and more than doubled reported enrollment. As previously reported, public institution enrollment grew significantly with the addition of reported in-state enrollment. The two tribal institutions have only been reporting enrollment since 2017 and their reported enrollment remains small. When viewing these sector data over time, it is important to note that there have been a number of consolidations of institutions that resulted in change in sector that may influence the sector totals as well. For example, Grand Canyon University was in the for-profit sector for 2017 reporting and the private non-profit sector in 2018. Similarly, Kaplan University reported in the private for-profit sector until a merger with Purdue University and now reports as Purdue University, Global Inc., a public entity.[4] When an institution with large enrollment changes sector, it can affect the sector totals significantly.

There were several comments in the 2019 survey that suggest that institutions continue to apply to participate in SARA in preparation for new online programs and offerings. In some cases, these institutions are explaining why they are reporting no distance education enrollment. In other cases, they share their plans for new programs in addition to the enrollment they are reporting. Finally, some institutions report that they do not offer online courses or programs but have opted to participate in SARA based on their OOSLP. This information is anecdotal, therefore, not quantifiable.

Enrollment Reporting Challenges

Institutional data reporting is an important responsibility of institutions of higher education. The institutional research professionals responsible for gathering and reporting these data must keep up with ever-changing requirements. NC-SARA enrollment reporting is based on existing required IPEDS reporting in an attempt to add little additional burden to participating institutions. However, the comments submitted again this year suggest that some institutions are still not clear about what enrollment should be reported to NC-SARA. Most of the reported challenges are related to IPEDS definitions and protocols.

Challenges Related to IPEDS Definitions and Protocols
Understanding the IPEDS definitions required for enrollment reporting and confusion about how to report military students continue to be the most mentioned concerns. This year 30.1% (128) of the 425 institutions that submitted comments in the enrollment survey mentioned these topics. This is an improvement from last year when 55.4% of commenters mentioned IPEDS challenges. Most other institutions used the Comments field to explain variations from the IPEDS enrollment reporting. Reported challenges related to IPEDS protocols and definitions continue to be reported by institutional staff completing the online enrollment survey. These include:

- *Conflict between IPEDS and institutional definitions of distance education course.* The IPEDS' definition of a "Distance Education Course" as one delivered exclusively via distance education is a source of confusion as reported by many providing the enrollment data for their institutions. Some institutions have their own definitions, usually less narrow, that they use to generate distance education reports. It is a burden to the institutions to have to maintain data using different definitions.

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[4] Purdue Officially Launches Purdue University Global, WLFI.com, http://www.wlfi.com/content/news/Purdue-officially-launches-Purdue-Global-478542633.html

- *Confusion about how to report military students (APO, etc.).* Despite editing the instructions in the Data Handbook for 2019 and this topic being covered in-depth during the NC-SARA Data Reporting webcast in April, confusion persists. This is largely related to the fact that NC-SARA requires that institutions report the physical *location* where military students are engaged in the course. This is a deviation from IPEDS instructions. Some institutions even reported that the location of some of their military students is not known for security reasons.
- *Confusion about whether to report international students.* Since IPEDS has a field for international students, institutions often report the international locations of their students in the Comments field even though SARA is a national initiative.
- *Confusion about the Location of Student Unknown field in IPEDS.* Some institutions seem to have come to rely on using the Unknown field for IPEDS and comment that there is not one for NC-SARA.
- *Necessity of refining the instructions that explain that the data reported to IPEDS and NC-SARA will not necessarily match.* SARA requires institutions to report enrollment in member territories; IPEDS does not. IPEDS has fields that are not relevant to SARA data collection; those include: "Student in U.S., Location Unknown", "Student Located Outside the U.S.", and "Student Location Unknown". NC-SARA does not require international enrollment reporting and doesn't use the Unknown field; the result is often that the comments submitted to NC-SARA are used to explain those differences.
- *Attention to NC-SARA reporting resulting in finding errors in the IPEDS data reported that it is based upon.* Several comments revealed that the closer attention paid through the disaggregation of data for SARA reporting has illuminated errors in the data reported to IPEDS. This dynamic may result in improvements in the data and underlying systems used to collect and report it at participating institutions.
- *Confusion about instructions to report in-state (home state) enrollment.* Reporting of in-state enrollment was mandatory for the first time this year. These data provide a more complete picture of distance education enrollment in institutions operating under SARA, but it will take a while for institutions to get used to the change in protocol.

Unique Institutional Challenges
Challenges and concerns related to SARA requirements and unique institutional challenges were also reported. These include:

- *Variation in institutions' enrollment patterns.* A small number of institutions reported that they have continuous enrollment throughout the year, so the IPEDS "Fall Enrollment" date has little meaning for them. Some institutions report the full year of enrollment; others use the IPEDS date as a cut off, knowing the result is under-reporting enrollment.
- *Inability to capture summer enrollments.* A small number of institutions reported that the only time they offer online courses is in the summer; therefore, their only online enrollments are not counted since the Fall Enrollment report is the basis for reporting. This also results in an under-reporting of enrollment.

Challenges Related to Data Reporting Systems and Processes
- *Ensure that the online reporting forms only accept positive, whole number values.* Initial data analysis revealed that negative enrollment was reported by 18 institutions. Follow up with the institutional contacts determined that the negative numbers reported were

supposed to be positive. This is a new problem in 2019; no negative enrollment data was submitted in previous reporting periods.

The Recommendations for Continuous Improvement in Reporting section of this report provides proposed solutions to the challenges reported for topics that NC-SARA can address. The Data Committee and NC-SARA staff continue to evaluate the reporting challenges and implement improvements in the process, online surveys, and communication with participating institutions related to enrollment reporting.

Out-of-State Learning Placements

Background

In the spring of 2018, NC-SARA invited all institutions participating in SARA to report their learning placements in all states, territories, and districts other than their own. This 2018 reporting to NC-SARA was voluntary; 297 institutions reported a total of 32,931 learning placements. Beginning in 2019, the NC-SARA annual reporting includes mandatory reporting of out-of-state learning placements (OOSLP) in addition to enrollment. This section of the report focuses on reported OOSLP.

Learning Placements Defined

As defined in the *2019 Data Reporting Handbook[5],* 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 learning 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 in which such 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 in how states oversee the estimated 1,300 professions that one state or another may license.[6]

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 directly if completion of the institution's program will enable a student to take licensure exams in the state where the student is located. The 2016 federal state authorization rules that are currently in effect, as well as the 2019 rules that are effective July 1, 2020, require both general and direct disclosures.

As stated in the *NC-SARA Data Reporting Handbook[7]*, NC-SARA strongly believes that regulatory attention to matters such as clinical placements, adherence to the rules of states'

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[5] NC-SARA Data Reporting Handbook 2019, p. 14 https://nc-sara.org/sites/default/files/files/2019-05/2019_DataReportingHandbook_FINAL.pdf
[6] U.S. Licensing System, The Council of State Governments (2017), http://knowledgecenter.csg.org/kc/content/us-licensing-system, retrieved 8/1/2019.
[7] NC-SARA Data Reporting Handbook 2019, p. 15 https://nc-sara.org/sites/default/files/files/2019-05/2019_DataReportingHandbook_FINAL.pdf

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 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

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 activity[8]. Developed by NCES in 1980, the CIP has been revised four times, most recently in 2019 for 2020. The updated 2020 CIP Codes had non-substantive changes to three titles, #12, #15 and #31. In all three cases, an additional word was added to the category title. Beginning with the 2020 NC-SARA data reporting, the 2020 CIP Codes will be used for data collection. The 2010 version was used for 2019 data collection.

The highest order of the taxonomy has 47 two-digit CIP codes that represent program areas. Each program area code is further subdivided, using either two digits (xx), four digits (xx.xx), or six digits (xx.xxxx). Figure 36 below is a screen shot that illustrates the initial portion of the CIP code for program area Education[9]. Appendix D provides additional detail about CIP codes and links to all 47 two-digit CIP codes that represent the program areas.

Figure 36. 2010 CIP Code Example for Education (CIP #13)

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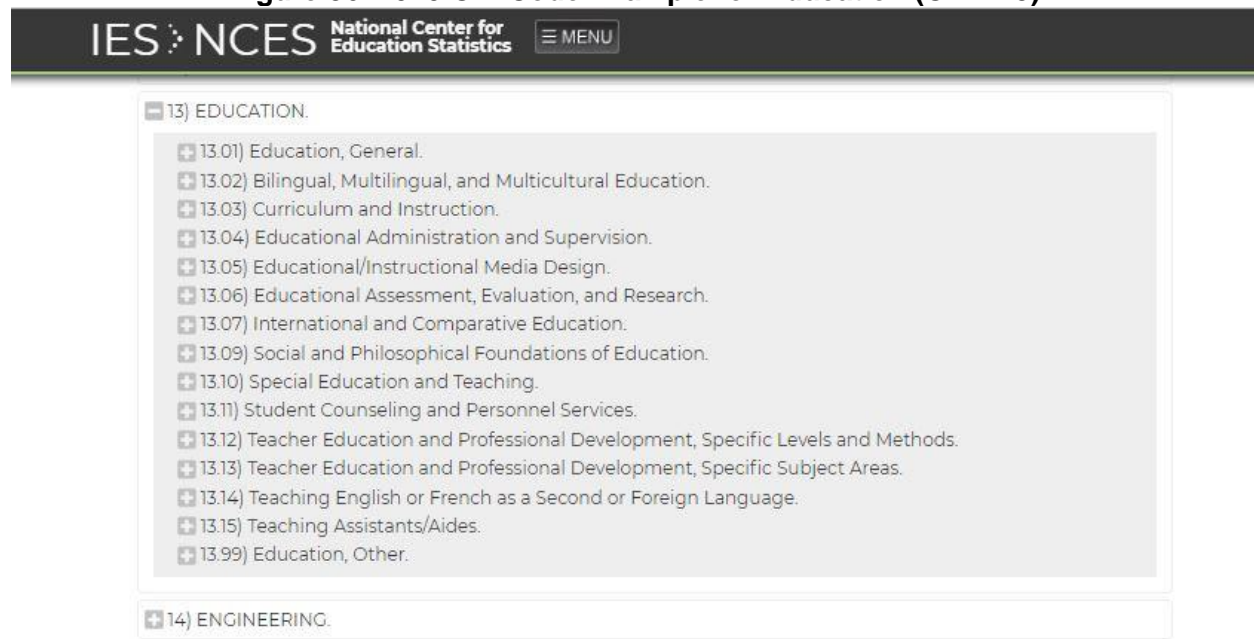
[8] Classification of Instructional Programs (CIP 2010). (n.d.) Retrieved from NCES Website. https://nces.ed.gov/pubs2002/cip2000/ (Retrieved July 31, 2018).
[9] Classification of Instructional Programs (CIP 2000). (n.d.) Retrieved from NCES Website. https://nces.ed.gov/pubs2002/cip2000/ciplist.asp?CIP2=13 (Retrieved July 31, 2018).

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 anew. Because CIP is used by almost all U.S. institutions of higher education, NC-SARA is using the CIP system to categorize and report out-of-state learning placements. Most 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 reporting to SARA.

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 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 learning placement numbers.

Criteria for Inclusion in OOSLP Reporting 2019

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.

Email instructions and copies of the online survey used to report out-of-state learning placements are in Appendix A.

Out-of-State Learning Placement Findings

Total Out-of-State Learning Placements Reported
There were 239,955 OOSLP reported in 2019, the first year of mandatory reporting. Of the 1,960 institutions reporting, 719 (36.7%) reported no OOSLP. In the 2018 pilot year, 297 institutions voluntarily reported 32,931 learning placements. Since there are no other sources for placement data, the 2019 NC-SARA reporting will serve as the baseline for comparisons in the future.

SARA and Non-SARA Out-of-State Learning Placements
In the first year of OOSLP reporting, 225,891 (94.1%) of placements were in SARA states and 14,064 (5.9%) were in non-SARA states. These data are similar to the reported enrollment data, 90.7% SARA and 9.3% in non-SARA states.

Figure 37. 2019 Reported SARA and Non-SARA Out-of-State Learning Placements
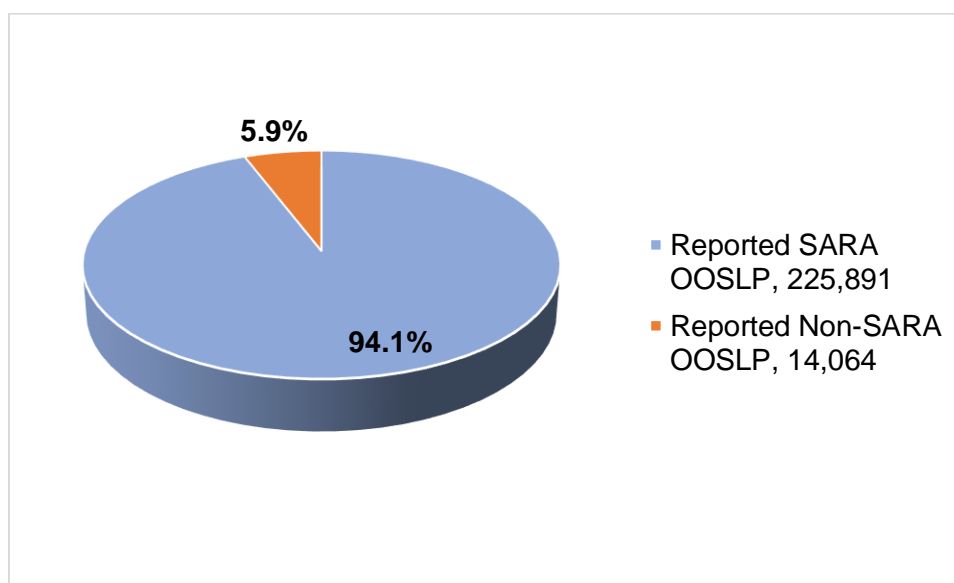

Figure 38. 2019 Reported SARA and Non-SARA Out-of-State Learning Placements

Data Table

	Reported OOSLP in SARA States	Reported OOSLP in Non-SARA States	Total Reported OOSLP
2019 Reported OOSLP	225,891	14,064	239,955
OOSLP %	94.1%	5.9%	100.0%

State Summary of Out-of-State Learning Placement Data

Institutions operating under SARA report their OOSLP by state, just as they do for enrollment reporting. Non-SARA state/territory data reported are combined to report the non-SARA total for OOSLP. These state-level data are reported in the table below. To interpret these data as an example, participating institutions in Alabama reported sending 4,311 learning placements from Alabama (OOSLP FROM). In addition, institutions in other SARA states reported making 2,574 learning placements in Alabama (OOSLP TO). In 2019, only state level OOSLP data is reported on the NC-SARA website, in future years institutional data may be reported. Since this was the first year of mandatory reporting, analysis and reporting of these data are limited. Additional analysis will be conducted in future years. The OOSLP data are available on the NC-SARA website. The following table compiles SARA and non-SARA state OOSLP for institutions in each SARA state and territory reporting in 2019. Note that OOSLP does not include in-state learning placements.

Figure 39. 2019 Reported Out-of-State Learning Placements by State

State/Territory	Reported OOSLP Sent From State (OOSLP FROM)	Reported OOSLP Sent To State from Other SARA States (OOSLP TO)
Alabama	4,311	2,574
Alaska	86	991
Arizona	12,295	11,334
Arkansas	2,309	1,640
Colorado	8,896	4,735
Connecticut	999	3,687
Delaware	843	2,681
District of Columbia	5,178	4,071
Florida	5,372	13,471
Georgia	3,404	8,242
Hawaii	125	899
Idaho	1,626	2,095
Illinois	26,436	9,367
Indiana	8,181	4,526
Iowa	5,889	2,861
Kansas	3,623	2,943
Kentucky	13,013	5,954
Louisiana	456	2,357
Maine	2,268	862
Maryland	1,902	7,549
Massachusetts	7,758	4,539
Michigan	3,510	5,569
Minnesota	5,254	5,710
Mississippi	1,386	2,276
Missouri	14,042	7,251

Figure 39. 2019 Reported Out-of-State Learning Placements by State--Continued

State/Territory	Reported OOSLP Sent From State (OOSLP FROM)	Reported OOSLP Sent To State from Other SARA States (OOSLP TO)
Montana	177	1,276
Nebraska	3,615	1,884
Nevada	234	2,010
New Hampshire	1,388	1,828
New Jersey	1,297	9,501
New Mexico	1,038	1,586
New York	10,306	9,680
North Carolina	3,160	7,811
North Dakota	2,374	1,077
Ohio	13,699	9,119
Oklahoma	641	2,707
Oregon	2,087	2,212
Pennsylvania	14,355	6,765
Puerto Rico	62	107
Rhode Island	2,826	1,151
South Carolina	3,100	4,669
South Dakota	2,348	1,334
Tennessee	6,310	5,636
Texas	4,236	12,859
U.S. Virgin Islands	0	47
Utah	5,907	2,532
Vermont	576	718
Virginia	11,309	8,105
Washington	2,148	5,950
West Virginia	3,371	2,304
Wisconsin	4,001	3,693
Wyoming	228	1,146
Total SARA States	**239,955**	**225,891**
Total Non-SARA States		14,064
Total OOSLP Reported	**239,955**	**239,955**

Reported CIP Code Program Areas

Using the 47 two-digit CIP codes representing program areas, 1,960 institutions reported a total of 239,955 OOSLP to NC-SARA. As anticipated, the program area with the largest number of such placements by far was in Health Professions and Related Programs (CIP #51), with 145,225 placements, representing 60.5% of all placements reported. Education (CIP #13) had the second highest number of placements with 22,822 (9.5%) and Business (CIP #52) accounted for 5.0% of reported placements (12,064). All other program area CIP codes combined accounted for 24.9% of reported learning placements. The table in Figure 43 below provides enrollment for the top nine program area CIP codes reported.

Figure 42. 2019 Out-of-State Learning Placements Reported by CIP Code Program Area
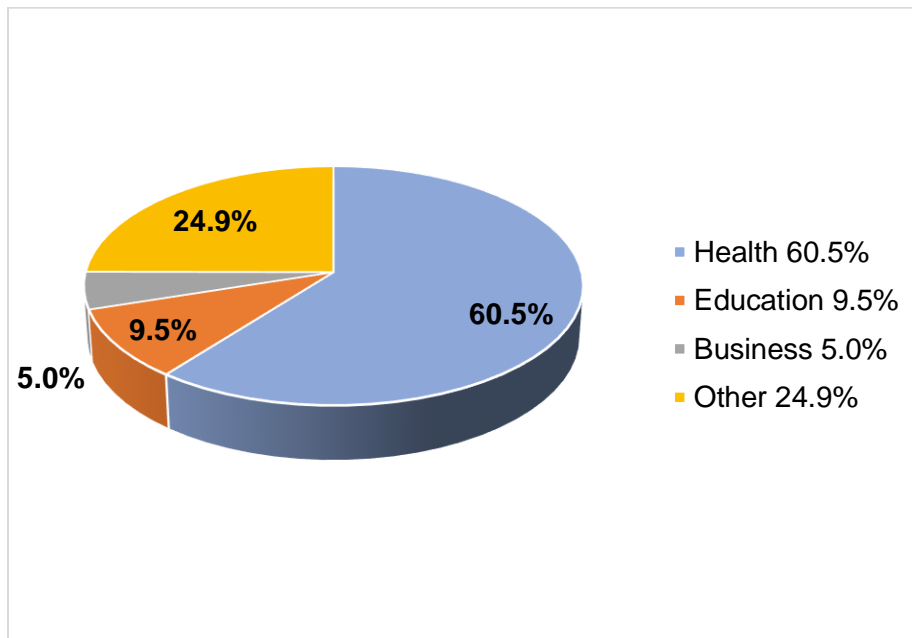
Figure 43. 2019 Out-of-State Learning Placements Reported by CIP Code Program Area Data Table

Program Area (Two-Digit CIP Code)	Total Reported OOSLP	% Total of Reported OOSLP
Health Professions and Related Programs (#51)	145,225	60.5%
Education (#13)	22,822	9.5%
Business, Management, Marketing, Related Support Services (#52)	12,064	5.0%
Computer and Information Sciences (#11)	7,739	3.2%
Public Administration and Social Service Professions (#44)	7,247	3.0%
Psychology (#42)	6,883	2.9%
Engineering (#14)	5,885	2.5%
Parks, Recreation, Leisure, and Fitness Studies (#31)	3,670	1.5%
Theology and Religious Vocations (#39)	3,618	1.5%
All Other Enrollments reported by CIP Codes	24,802	10.4%
Total Placements Reported	**239,955**	**100.0%**

The number of learning placements reported in program areas by state ranged from 3 in Basic Skills and Developmental/Remedial Education (#32) to 145,225 in Health Professions and Related Programs (#51). The fact that Health Professions was the program area with the largest reported enrollment is not surprising since most health professions require learning placements. All health professions are categorized within this single two-digit CIP code. For the first year of mandatory reporting, NC-SARA is reporting the data at the level of state totals by program area. Individual institution's OOSLP data are not reported. The state level data are on the NC-SARA website. In future years, NC-SARA may report these data by institution and CIP program area code, in the same way that enrollment is reported.

Out-of-State Learning Placement Reporting Challenges

As anticipated, many institutions used the comments field to report that they had challenges in reporting OOSLP in this first year of mandatory reporting. Since OOSLP reporting is not based on other required reporting, many institutions did not have reliable systems to track and report OOSLP for their institution. In addition, OOSLP data are generally decentralized, in the colleges that place students, making data gathering challenging. The magnitude of effort required to ensure that all OOSLP are accounted for in a complex university system is significant and is acknowledged by NC-SARA. Many institutions provided assurances that they are working toward the goal of providing more accurate OOSLP data in 2020. OOSLP reporting challenges by institutions include:

- *Confusion about which learning placements to count.* NC-SARA's Data Committee reviewed the criteria for inclusion of OOSLP at the 2018 meeting in December. The criteria were edited to remove the need for formal agreements and to provide examples of placements that should be counted. Despite these clarifications, some institutional representatives continue to provide use-cases that challenge the criteria. This iterative refinement of the criteria is to be expected. NC-SARA anticipates continued refinement of the criteria for inclusion in 2020 with the goal of clarifying which learning placements to count.
- *Misconception that only OOSLP for distance education students should be reported.* Several comments (and calls to NC-SARA requesting guidance during the reporting window) suggest that some institutional staff did not understand that OOSLP for on-ground students were supposed to be reported. They seem to associate SARA with only distance education and didn't understand that the OOSLP requirement was for *all* learning placements that meet the criteria.
- *Lack of existing process and systems to accurately collect and report OOSLP data at participating institutions.* As anticipated, this work was significant for institutions that have never reported OOSLP at the institutional level before. Many institutions provided assurances that they are improving their data collection systems for OOSLP reporting.
- *Burden of changing the criteria for inclusion of OOSLP.* Several institutions reported that changing the criteria (even if trying to improve it) makes their job more difficult. NC-SARA needs to be mindful that institutions plan far in advance. They are already planning next year's reporting.
- *Inefficiency of the user interface for the OOSLP data entry.* The expanding form is a significant burden for larger institutions. Some institutions said it took them longer to enter the data than to collect it. The two tabs in the reporting system were confusing to a significant number of institutions with the addition of the OOSLP survey. Some

completed just one survey, not understanding that there were two different online surveys.

- *Confusion about how to report majors related to Liberal Arts.* The 2019 Data Reporting Handbook provided guidance, "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)."[10] Despite these instructions, some institutions were not clear about how to report Liberal Arts majors.
- *Hardship in identifying whether learning placements were required for degree completion or professional licensure.* This challenge is likely due to the historically distributed nature of these data at institutions. As institutions develop their systems to collect their own data, this is likely to become a less prevalent problem.
- *Desire to report OOSLP in more detail than the 2-digit program area.* Since the data they collected were more finely reported, institutions wanted to be able to share that level of detail about their placements with NC-SARA.

Summary

The 2019 data reporting was the fourth year that institutions operating under SARA were required to share their distance education enrollment data and the first year that out-of-state learning placement reporting was mandatory. With each year NC-SARA's operational management of the process improves. The small staff is dedicated to answering the questions institutions pose and to listening to the unique challenges of individual institutions while streamlining the reporting process for all. In addition, the state portal contacts also field questions, facilitating the reporting of institutions in their states. The result is continued improvement in the online surveys and communication to institutions.

NC-SARA staff read the comments provided about the reporting process by institutions and have instituted improvements based upon them. Several improvements in the online surveys were implemented for 2019 reporting and appear to have worked well. While the focus of reporting is often on continuous improvement, it is also important to acknowledge the significant progress made this year such as:

- The abbreviations for the states/district/territories were added to the enrollment reporting survey in addition to the names. This addition improved the ease of use for institutions whose standard reports are often presented using abbreviations. It also likely improved the accuracy of the data reported by helping institutions report enrollment in the correct state.
- All eight U.S. territories were listed as fields this year. This improvement reduced the confusion about where to report enrollment and OOSLP in territories.
- The "Other Location" field was deleted since all territories were listed by name and abbreviation, also reducing confusion.
- Office of Postsecondary Education Identification (OPEID) and IPEDS institution number (Unit ID) were added. Having institutions verify their OPEID and IPEDS institution number (Unit ID) assists NC-SARA staff in knowing whether all institutions operating

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[10] NC-SARA, 2019 Data Reporting Handbook, p. 18 https://nc-sara.org/sites/default/files/files/2019-05/2019_DataReportingHandbook_FINAL.pdf

under SARA have reported data, particularly when they are part of a system with multiple campuses.

- Branch campus activity field was added. A statement was added to the confirmation page, "If this report includes branch activity, select Yes below". Having institutions answer the question about whether they are reporting for branch campuses further clarifies what data institutions are reporting.
- A sector confirmation question was added. A multiple-choice question was added that requires the reporting institution to identify the sector of the organization. This question allows NC-SARA staff to discern if an institution's sector has changed over the reporting period and to ensure that sector reporting is accurate. It also reduces reliance on published prior year IPEDS reporting to determine an institution's sector.
- A Total field was added that calculates and displays the total enrollment reported as the data is entered. This functionality assists those filling out the form to ensure that their reporting matches their IPEDS enrollment reported as appropriate.
- A field which indicated "No OOSLP Data" was added to the OOSLP survey, so institutions can quickly indicate that they have no OOSLP data to report.

Recommendations for Continuous Improvement in Reporting

Reporting distance education enrollments has become less difficult for institutions in this fourth year of reporting. The largest impediment to accurate reporting remains confusion about IPEDS definitions and areas where NC-SARA reporting differs from IPEDS. There were no major, systemic issues related to the process of reporting out-of-state learning placements during the first year of required reporting. However, the introduction of a second online survey did introduce confusion for some institutional staff. Based on a review of the comments provided by those reporting distance education and OOSLP data to NC-SARA in the spring of 2019 and interviews with NC-SARA staff, the following recommendations should be considered as NC-SARA continues to refine the data reporting process:

- Consider making the NC-SARA reporting window consistent from year to year. This would give institutions a reliable time frame for reporting during a busy time of year. This way NC-SARA may become part of the master institutional calendar.
- Improve the Confirmation and Submission process. Clarify in the instructions and Data Handbook that there are two tabs with two separate online surveys; each form must be submitted.
- Refine communication regarding OOSLP criteria to specifically emphasize the fact that reporting includes learning placements for on-ground students as well as distance education students.
- Incorporate the 2020 CIP Program Area title changes into the online reporting form for 2020. This will require modifying the titles in the OOSLP online survey for 2020.

Continued Progress Towards Transparency

The reporting process and mechanisms to receive the data worked relatively well for the fourth NC-SARA reporting period. The addition of the second online form for OOSLP reporting resulted in some confusion regarding how to submit the two forms. NC-SARA staff assisted institutions in the submission of their data when necessary. NC-SARA staff are committed to continual improvement in the processes, communications, and online surveys to streamline reporting for participating institutions and to improve the quality of the data reported.

The enhanced functionality of the online surveys and improvements to the instructions for 2019 facilitated the participation of the growing number of institutions reporting to NC-SARA. In addition, NC-SARA hosted a Data Reporting webcast that was attended by approximately 500 institutional staff members and recorded for reference on the [NC-SARA website](#).

The addition of required OOSLP reporting proved challenging for institutions that did not have processes in place to collect these data. NC-SARA staff anticipates that the quality of the OOSLP data will improve over time, as has happened with enrollment reporting.

NC-SARA's commitment to transparency in distance education data collection seeks to establish a new norm for institutions by setting a collaborative tone. Continued improvement in the systems and communication related to the annual NC-SARA data collection will enhance the process and give all who use these data a renewed confidence in what they convey about distance education adoption and use in the United States.

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Appendix A: Instructions and Online Surveys

Enrollment Instructions

Below are screenshots of the instructions and the survey screens that institutions completed for the 2019 NC-SARA Enrollment and Out-of-State Learning Placement data collection. Beginning in 2019, there are two tabs on the data entry screen, one for each survey.

Instructions for Enrollment Reporting

Enrollments	Out-of-State Placements

Reporting Period

2018 - 2019

NC-SARA 2019 Annual Enrollment Reporting

Reporting Institution

Next

NC-SARA Annual Enrollment Reporting

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.

This required data submission is based on the enrollment data your institution reported to the Integrated Postsecondary Education Data System (IPEDS) last fall. For SARA, that data is to be disaggregated by the state, territory, or district in which the students reside. 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.

What's different 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.
- 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.
- The time frame to report distance education enrollments and out-of-state learning placements is May 14-June 4, 2019.

For institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4), fall enrollment should be reported as of the institution's official fall reporting date. For institutions operating on an "other academic calendar," a calendar that differs by program, or enrolls students on a continuous basis (referred to as program reporters), fall enrollment is reported for students enrolled any time during the period August 1 and October 31.

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 many have.

Institutional enrollment data will be reported on the NC-SARA website as portrayed in the *2019 NC-SARA Data Reporting Handbook*. 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.

Confirmation of the institution's completed reporting submission will be sent from NC-SARA's system to all active institution contacts on file.

We thank you for your participation.

Appendix A: Instructions and Online Surveys -- Continued

Enrollment Survey: SARA States & Territory Reporting Survey

Enrollments   Out-of-State Placements

Reporting Period ⓘ

2018 - 2019 ▼

NC-SARA 2019 Annual Enrollment Reporting

Reporting Institution

Previous

SARA States Total Enrollments - 46

State	Value	State	Value	State	Value
Alabama (AL)	6	Alaska (AK)	0	Arkansas (AR)	6
Arizona (AZ)	34	Colorado (CO)		Connecticut (CT)	0
District of Columbia (DC)	0	Delaware (DE)	0	Florida (FL)	0
Georgia (GA)	0	Hawaii (HI)	0	Iowa (IA)	0
Idaho (ID)	0	Illinois (IL)	0	Indiana (IN)	0
Kansas (KS)	0	Kentucky (KY)	0	Louisiana (LA)	0
Massachusetts (MA)	0	Maryland (MD)	0	Maine (ME)	0
Michigan (MI)	0	Minnesota (MN)	0	Missouri (MO)	0
Mississippi (MS)	0	Montana (MT)	0	North Carolina (NC)	0
North Dakota (ND)	0	Nebraska (NE)	0	New Hampshire (NH)	0
New Jersey (NJ)	0	New Mexico (NM)	0	Nevada (NV)	0
New York (NY)	0	Ohio (OH)	0	Oklahoma (OK)	0
Oregon (OR)	0	Pennsylvania (PA)	0	Puerto Rico (PR)	0
Rhode Island (RI)	0	South Carolina (SC)	0	South Dakota (SD)	0
Tennessee (TN)	0	Texas (TX)	0	Utah (UT)	0
Virginia (VA)	0	Virgin Islands (VI)	0	Vermont (VT)	0
Washington (WA)	0	Wisconsin (WI)	0	West Virginia (WV)	0

Appendix A: Instructions and Online Surveys -- Continued

Enrollment Survey: Non-SARA State & Territory Reporting Survey & Confirmation Screen

NON-SARA States and Territories Total Enrollments - 0

American Samoa (AS)	0	California (CA)	0	Guam (GU)	0
Marshall Islands (MH)	0	Federated States of Micronesia (FM)	0	Northern Mariana Islands (CNMI)	0
Palau (PW)	0		

Total Online Enrollments Reported   46

Comments

Comments

Confirmation and Authorization

OPEID   89898989

*Name

Title

*Email

IPEDS Institution Number (Unit ID)

Sector   Tribal

If this report included branch campus activity select Yes below

*   Not applicable, we have no branch campuses

*I ☐   By checking this box, your Institution agrees to 1) the terms noted in the published NC-SARA
A   Data Sharing Agreement, found here and 2) I understand that by leaving a field blank I
g   acknowledge that the value will be read as zero.
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Previous

Appendix A: Instructions and Online Surveys -- Continued

Out-of-State Learning Placement Reporting Instructions

Enrollments	Out-of-State Placements

Reporting Period ⓘ

2018 - 2019 ▾

NC-SARA Annual Out-of-State Learning Placements Reporting

Reporting Institution

Next

NC-SARA Annual Out-of-State Learning Placements Reporting

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.

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.

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.

On the dedicated form, please select the CIP code from the dropdown box, along with the appropriate state and the enrollment number. Select "Add another CIP/State Enrollment" for each entry as needed.

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 many have.

Out-of-State Learning Placement data will be reported on the NC-SARA website as portrayed in the *2019 NC-SARA Data Reporting Handbook*. 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.

Confirmation of the institution's completed reporting submission will be sent from NC-SARA's system to all active institution contacts on file.

We thank you for your participation.

Appendix A: Instructions and Online Surveys -- Continued

Out-of-State Learning Placement Reporting Survey & Confirmation

Enrollments	Out-of-State Placements	

Reporting Period ⓘ

2018 - 2019 ▾

NC-SARA Annual Out-of-State Learning Placements Reporting

Reporting Institution

Previous

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

CIP Type	State/District/Territory	Enrollment Count
13) Education	AL - Alabama	5
14) Engineering	FL - Florida	5
26) Biological and Biomedical Sciences	AL - Alabama	7

Total OOSLP Rows   3

Comments

Comments ⓘ

Confirmation and Authorization

OPEID   89898989

* Name

Title

* Email

IPEDS Institution Number (Unit ID)

Sector   Tribal

If this report included branch campus activity select Yes below

*   Not applicable, we have no branch campuses

*I ☐   By checking this box, your institution agrees to the terms noted in the published NC-SARA Data
A   Sharing Agreement, found here.
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Appendix B: Technical Notes

Definitions

The following definitions are provided by The Department of Education, National Center for Educational Statistics (NCES)[11].

Distance Education - Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

Distance Education Course - A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.

Distance Education Program – A program for which all the required coursework for program completion is able to be completed via distance education courses.

The historic use of definitions:

The IPEDS Fall Enrollment report asks institutions to separate students into three categories:

- Enrolled Exclusively in Distance Education Courses
- Enrolled in Some (But Not All) Distance Education Courses
- Not Enrolled in Any Distance Education Courses

To approximate the historic distance education surveys conducted by the Babson Survey Research Group (BSRG) that used a definition of approximately 80% of the course online, the WICHE Cooperative for Educational Technologies (WCET) and others have combined the IPEDS reporting for "Exclusively in Distance Education Courses" and "Some But Not All Distance Education Courses". This combination of reporting has been referred to as "Enrolled in At Least One" distance education course. Reporting of IPEDS distance education data often utilizes this category.

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

Appendix B: Technical Notes -- Continued

Acknowledgment of Prior IPEDS Distance Education Analysis

Prior to the 2012 IPEDS reporting, the Babson Survey Research Group (BSRG) collected data on online enrollments annually, beginning in the fall 2002 period.[12] BSRG used the distance education definition of 80% of the content delivered online. The BSRG survey is a sampling, not a reporting, of the entire population of institutions of higher education. Analysis by the WICHE Cooperative for Educational Technology (WCET) provides greater detail about methodology of historic distance education reports and the differences in the data and definitions used.[13] NC-SARA thanks the professionals who developed and shared the methodology used to create the IPEDS comparisons in this report.

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[12] Allen, I.E. and Seaman J., (2003). *Sizing the Opportunity: The Quality and Extent of Online Education in the United States*, Babson Survey Research Group.

[13] Poulin, R. and Straut, T. (2016). *WCET Distance Education Enrollment Report 2016*. http://wcet.wiche.edu/initiatives/research/WCET-Distance-Education-Enrollment-Report-2016

Appendix C: 2019 Total State-Level Enrollment Reporting
Totals Reported Include Reported In-State Enrollment

State	Total Reported Enrollment in SARA States	Total Reported Enrollment in Non-SARA States	Total Enrollment Reported	Enrollment in State Reported by SARA Institutions
Alabama	59,531	2,049	61,580	49,147
Alaska	6,481	74	6,555	12,326
Arizona	228,116	36,021	264,137	66,366
Arkansas	24,637	149	24,786	32,203
Colorado	86,967	5,772	92,739	56,804
Connecticut	16,849	514	17,363	22,574
Delaware	12,331	143	12,474	11,334
District of Columbia	51,346	1,167	52,513	4,721
Florida	154,818	3,347	158,165	196,218
Georgia	98,013	4,217	102,230	121,567
Hawaii	3,648	494	4,142	12,020
Idaho	31,774	2,650	34,424	27,405
Illinois	93,730	3,050	96,780	94,619
Indiana	83,529	2,918	86,447	57,550
Iowa	31,724	527	32,251	32,608
Kansas	42,353	983	43,336	35,969
Kentucky	51,394	1,756	53,150	50,602
Louisiana	23,214	498	23,712	37,479

Appendix C: 2019 Total State-Level Enrollment Reporting -- Continued

Totals Reported Include Reported In-State Enrollment

State/ District Territory	Total Reported Enrollment in SARA States/ Territory	Total Reported Enrollment in Non-SARA States/ Territory	Total Enrollment Reported	Enrollment in State Reported by SARA Institutions
Maine	12,460	341	12,801	11,951
Maryland	70,356	1,581	71,937	90,760
Massachusetts	24,479	926	25,405	36,261
Michigan	47,654	619	48,273	69,122
Minnesota	74,273	3,214	77,487	45,945
Mississippi	29,072	150	29,222	39,796
Missouri	56,429	1,864	58,293	56,101
Montana	3,963	70	4,033	8,813
Nebraska	27,082	658	27,740	22,561
Nevada	21,060	526	21,586	37,733
New Hampshire	94,815	6,102	100,917	14,286
New Jersey	30,449	737	31,186	58,672
New Mexico	21,962	476	22,438	27,588
New York	77,852	2,532	80,384	91,622
North Carolina	74,231	342	74,573	128,107
North Dakota	11,970	366	12,336	10,283
Ohio	102,885	3,123	106,008	118,655
Oklahoma	21,975	231	22,206	32,738

Appendix C: 2019 Total State-Level Enrollment Reporting -- Continued

Totals Reported Include Reported In-State Enrollment

State/ District Territory	Total Reported Enrollment in SARA States/ Territory	Total Reported Enrollment in Non- SARA States/ Territory	Total Enrollment Reported	Enrollment in State Reported by SARA Institutions
Oregon	25,969	2,261	28,230	30,623
Pennsylvania	81,381	2,522	83,903	99,668
Puerto Rico	7,346	22	7,368	6,409
Rhode Island	2,791	67	2,858	5,117
South Carolina	20,085	94	20,179	49,275
South Dakota	13,454	257	13,711	10,534
Tennessee	32,976	243	33,219	58,981
Texas	194,663	2,561	197,224	289,576
U.S. Virgin Islands	4	-	4	639
Utah	152,963	13,342	166,305	48,253
Vermont	6,547	319	6,866	5,765
Virginia	106,698	3,236	109,934	102,777
Washington	47,118	830	47,948	86,377
West Virginia	57,118	3,738	60,856	20,543
Wisconsin	29,156	423	29,579	40,432
Wyoming	4,563	26	4,589	8,779
Totals	**2,686,254**	**120,128**	**2,806,382**	**2,686,254**

Appendix D: Classification of Instructional Programs (CIP)
—Information provided to SARA participating institutions by NC-SARA

Classification of Instructional Programs (CIP) codes were developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions in 1985, 1990, 2000, 2010, and 2020. Virtually every campus, state, and accrediting body in the nation uses them in some fashion. They are used to maintain and categorize academic program inventories and report completions, and, in some states, they affect funding for public institutions. In health-related fields, they can affect the pricing of delivered services, insurance reimbursement to providers, and limits of coverage and practice.

The codes provide a taxonomy (a hierarchical organizational scheme) of fields of study, with greater or lesser subdivision within broad subject areas. For example, CIP Code 51 (Health Professions and Related Programs, with more than 200 sub-categories) contains far more narrowly specified programs than does CIP Code 54 (History, with nine specified sub areas).

The highest order of the taxonomy has 47 two-digit CIP codes and subdivides each of them according to the scheme, using either two digits (xx), four digits (xx.xx), or six digits (xx.xxxx). The online appendix allows the user to click on a two-digit field, be taken to an online definition of that code, and then further click on any of the indicated sub-fields. Definitions are provided for each sub-field. The table is directly available at:
https://nces.ed.gov/ipeds/cipcode/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.

The 2010 version of CIP Codes was used for 2019 data collection. Beginning with 2020 data collection, the 2020 CIP Codes will be used. The new 2020 CIP codes can be found at https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56.

Appendix D: Classification of Instructional Programs (CIP) -- Continued

Two-digit CIP Codes, CIP 2010 -- https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55
(Accessed 8/1/2019)[14]

- 01) AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES.
- 03) NATURAL RESOURCES AND CONSERVATION.
- 04) ARCHITECTURE AND RELATED SERVICES.
- 05) AREA, ETHNIC, CULTURAL, AND GENDER STUDIES.
- 09) COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.
- 10) COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES.
- 11) COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.
- 12) PERSONAL AND CULINARY SERVICES.
- 13) EDUCATION.
- 14) ENGINEERING.
- 15) ENGINEERING TECHNOLOGIES/TECHNICIANS.
- 16) FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS.
- 19) FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES.
- 22) LEGAL PROFESSIONS AND STUDIES.
- 23) ENGLISH LANGUAGE AND LITERATURE/LETTERS.
- 24) LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES.
- 25) LIBRARY SCIENCE.
- 26) BIOLOGICAL AND BIOMEDICAL SCIENCES.
- 27) MATHEMATICS AND STATISTICS.
- 28) RESERVE OFFICER TRAINING CORPS (JROTC, ROTC).
- 29) MILITARY TECHNOLOGIES.
- 30) MULTI/INTERDISCIPLINARY STUDIES.
- 31) PARKS, RECREATION, LEISURE, AND FITNESS STUDIES.
- 32) BASIC SKILLS.
- 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.

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[14] National Center for Education Statistics, IPEDS, Classification of Instructional Programs (CIP), Browse CIP Codes, https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55, Retrieved 8/1/2019.

Appendix D: Classification of Instructional Programs (CIP) -- Continued

- 41) SCIENCE TECHNOLOGIES/TECHNICIANS.
- 42) PSYCHOLOGY.
- 43) SECURITY AND PROTECTIVE SERVICES.
- 44) PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS.
- 45) SOCIAL SCIENCES.
- 46) CONSTRUCTION TRADES.
- 47) MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS.
- 48) PRECISION PRODUCTION.
- 49) TRANSPORTATION AND MATERIALS MOVING.
- 50) VISUAL AND PERFORMING ARTS.
- 51) HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES.
- 52) BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.
- 53) HIGH SCHOOL/SECONDARY DIPLOMAS AND CERTIFICATES.
- 54) HISTORY
- 60) RESIDENCY PROGRAMS.

Appendix E: About the Authors

Terri Taylor Straut, CEO and Solution Architect at Ascension Consulting Group. Terri is an independent consultant and an experienced researcher, project manager, and higher education administrator. As the founding director of CU Online (for the University of Colorado) and a member of the founding management team of the Western Governors University (WGU), Terri has been part of the distance learning industry since its infancy in the mid-1990s. Terri has significant experience implementing distance education projects in corporations as well as in non-profit organizations. She is familiar with IPEDS distance education reporting through her work on the annual distance education IPEDS reporting for the WICHE Cooperative for Education Technologies' (WCET) Policy and Analysis unit. Terri earned her Master of Business Administration from Northeastern University and her Bachelor of Arts from the University of Delaware. (Terri@AscensionConsultingGroup.com)

Marianne Boeke, Ph.D., Director for Policy Research and State Support. Marianne joined NC-SARA in 2018; she oversees all aspects of data reporting, curates the State Authorization Surveys (The Guide), provides state and regional compact support, and, with senior leadership, works on policy related issues. Prior to joining NC-SARA, Marianne served as Senior Associate at the National Center for Higher Education Management Systems (NCHEMS) where she worked on a variety of long and short-term projects. Marianne has also held administrative positions at The American University, the University of Denver, and, during its inaugural years, the Western Governors University (WGU). Marianne's work in state authorization began in 2011 when she co-created the State Higher Education Executive Officers (SHEEO) survey on state authorization. Marianne holds a Ph.D. in higher education from the University of Denver, a master's degree from The American University, and a bachelor's degree from San Jose State University. (mboeke@nc-sara.org)

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