



2020 Data Advisory Committee Meeting 5: October 21st 2020

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Today's Meeting

Agenda:

1. Welcome and introductions
2. Review status of proposals
3. Changes to previous drafts
4. New draft proposals
5. Detailed race/ethnicity: updates and next steps
6. Inclusive gender identity: updates and next steps
7. Questions for the group

Logistics:

- Please mute yourself when you are not talking
- Put comments and questions into the chat box – Jia Mikuls is monitoring the chat box
- You can send chats to everyone if you want us to bring them into this meeting, or you can send Jia a private chat message to log comments privately

Status of Proposals

The items in our proposal list are in different stages:



No changes to data collection – voluntary work:

- Adding elements on basic needs insecurity
- Teacher prep program data

Not able to move forward at this time:

- Adding transfer credits accepted by source
- Gathering data on changes to developmental education (e.g. co-requisite remediation)
- Gathering names in a way that improves matching across cultural naming conventions

- Add race/ethnicity detail
- Add inclusive gender identity
- Add cumulative debt at graduation

- Fix first generation
- Simplified short-term-only institution reporting

- Delete enrollment status
- MARSS non-mandatory
- Add 2020 CIP year
- Merge unavailable and “not undergraduate” codes
- Modify race/ethnicity labels
- Add FERPA block
- Add GPA fields
- Add completed college-level math and English
- Switch to decimal values in instructional units
- Switch to two summer terms in Term Season³

Meeting Schedule

Meeting Schedule (all 1pm-2:30pm)

- ✓ **Wednesday June 17th**: Background, review of current data collection and overview of OHE proposal
- ✓ **Wednesday July 15th**: Discussion of changes
- ✓ **Wednesday August 19th**: Discussion of changes
- ✓ **Wednesday September 16th**: Discussion of changes
- ➔ **Wednesday October 21st**: Discussion of changes
 - **Monday November 16th**: finalize recommendations

Feedback may also be submitted in writing/email/phone

Updates to Previous Drafts

- High School Grade Point Average (GPA)
 - Changed unavailable value from “0.00” to “-1.00”
 - Clarified that the field only applies to registration types 1, 2, 3, and 4 (if known)
- Term Grade Point Average (GPA)
 - Changed unavailable value from “0.00” to “-1.00”
- Cumulative Grade Point Average (GPA)
 - Changed unavailable value from “0.00” to “-1.00”
 - Clarified that cumulative means at the institution and at the degree level, and excludes the transfer GPA.
- Completed College-Level Math and Completed College-Level English/Reading/Writing
 - Added “at your institution” to clarify that these fields only apply to completion of these courses at the institution
 - Added “D” as a grade that counts as receiving credit for the class
- Switch to two summer term codes in Term Season
 - Changed “Summer I” and “Summer II” to “Summer – beginning of academic year” and “Summer – end of academic year”

Feedback Received - Cumulative Debt Proposal

- Three additions needed to our cumulative debt proposal:
 - Add description regarding legal authority of colleges to share this data with OHE
 - Add more about the value in providing this data (particularly what the data could mean for analyzing equity questions)
 - Add recommended limits to sharing this data beyond OHE
- We will send a draft to the Financial Aid Advisory Committee

Draft Items for Review

1. Fix First Generation

Database(s): Enrollment

Original proposal: Clean up definition and option sets, either by 1) splitting into two elements, one that asks "how does your institution define first generation?" and another with a binary flag for "does this student meet your definition", or 2) change existing option set to correspond to the lowest-level definition, "neither parent attended postsecondary"

Feedback: After considering many options, the vote at our September meeting was to simplify to the federal definition: neither parent completed a bachelor's degree

(draft on next slide)

Draft Items for Review

DRAFT – Modification – Fix First Generation Field (Changes in Red)

Field Order	Title	Enrollment Data Definition	Field Length	Alpha or Numeric	Enrollment Data Code
16	First Generation	<p>Undergraduate is the first in their family to attend a postsecondary institution.</p> <p>Use first generation status based on the definition used at your institution.</p> <p>The student is First Generation, defined as a student neither of whose parent(s) or legal guardian(s) completed a bachelor’s degree, as specified in the Higher Education Opportunity Act of 2008.</p>	1	numeric	<p>Neither parent received a bachelor’s degree-Neither of the student’s parents or legal guardians received a bachelor’s degree1</p> <p>Neither parent completed any postsecondary credential2</p> <p>Neither parent attended college3</p> <p>Not first generation by any definition4</p> <p>One or more of the student’s parents or legal guardians received a bachelor’s degree5</p> <p>Unavailable or not an undergraduate9</p>

Draft Items for Review

2. Simplified Reporting for Institutions Offering Exclusively Short-Term Programs

Database(s): Enrollment and Awards Conferred

Original proposal: Truncated reporting requirements for institutions that exclusively offer short-term programs

Details:

1) No longer require the following fields:

Institution Student Number

Disabling Condition

First Generation

Secondary School Experience

Year of High School Graduation

ACT Composite Score

Enrollment Status

Tuition Type

Major 2

Award Level 2

Quarter Hour Equivalence

Total Remedial Units Attempted

Total Remedial Units Completed

Remedial Units Attempted – Math

Remedial Units Completed – Math

Remedial Units Attempted – Reading

Remedial Units Completed – Reading

Remedial Units Attempted – Writing

Remedial Units Completed – Writing

Remedial Units Attempted – Other

Remedial Units Completed – Other

MARSS Number

Joint Award (Awards-conferred database)

2) Registration type: simplify to “new” or “continuing” (codes 1 and 7)

3) Award Level 1: add the ability to code other workforce training credentials (still determining the technical specifications)

4) Unit of Instructional Measure: add option for “contact hour”

Race/Ethnicity Detail

Framework as discussed in September meeting:

1. Keep our basic race/ethnicity field
2. Create two fields for American Indian or Alaska Native Detail, both for coding tribe name, one for students indicating enrollment in a tribe and another for students indicating descent but not enrollment
3. Create additional fields for detail in other race/ethnicity categories, using hierarchical option sets in instances where both regional and country-specific options are in use.
 - A. Question: how many of these fields do we need?

Race/Ethnicity Detail

Questions we are working through: Detail for American Indian or Alaska Native students:

1. How to create the best option set for tribal affiliation: start with the full list of federally-recognized tribes in the Federal Register. Then, what about Canadian first nations? Non-federally-recognized tribes in the US?
2. When reporting to OHE, are colleges reporting students who identify as American Indian and another race as multi-racial? When a student reports both Hispanic and American Indian are these students being reported as Hispanic?
3. We should allow for multiple tribal affiliations of the student. How many?
4. Given that both MinnState and the UMN collect tribal affiliation as a text-box entry, is it feasible to align text-box entries to a list of tribes?

Next step: consultation with Tribal Nations Education Committee (TNEC), likely at the November meeting

- Based on requests to Minnesota K-12, we anticipate a request from TNEC for OHE to report using a category for indigenous peoples of North American and Canada (American Indian plus Native Hawaiian and possibly Other Pacific Islander)

Race/Ethnicity Detail

Review draft option set for Race/Ethnicity Detail fields (Excel)

Inclusive Gender Identity

For this section:

1. Review our discussion from the August meeting
2. Our discussions since have focused on two areas:
 1. Addressing privacy concerns
 2. Creating an option set for a new “Gender Identity” field that both aligns to existing data collections and best represents the diversity of gender identity for Minnesota postsecondary students

Next step: meeting with campus LGBTQ+ advocates scheduled for November 5th.

Inclusive Gender Identity

Recap of August discussion:

1. Reviewed current gender identity data collections at MinnState and the UMN
2. Discussed a possible OHE framework: Keep our current Gender field but change the name to Sex, and add a field for Gender Identity with options created by mapping common elements (see table)
3. Feedback:
 - A. problem if students who select “trans” are reported as “other”
 - B. A recommended list from OHE could help institutions that are interested in adding this
 - C. Questions about privacy

Gender Identity	MinnState	UMN	Common
agender	x	x	Agender
genderqueer or gender fluid	x	genderqueer	Genderqueer or gender fluid
man	x	x	Man
non-binary or non-conforming	x	Separate options: non-binary and gender non-conforming	Non-binary or gender non-conforming
trans	x		Other
two spirit	x	x	Two Spirit
woman	x	x	Woman
additional gender identity	x	enter your own	Other
prefer not to disclose	x	x	Unavailable

Inclusive Gender Identity

Privacy Protocols:

- **Institutional decision to collect and report gender identity data:**
 - The Office of Higher Education (OHE) does not require institutions to report this information if:
 1. The institution does not collect this information, or
 2. For institutions that choose to collect this information, the institution has a policy of not reporting it to any external organization or entity
 - Based on discussions with institutional representatives, OHE recommends that institutions undertake a student engagement process in determining whether or not to collect this information.
- **General OHE data privacy and security protocols:**
 - OHE adheres to current federal and state data privacy laws – the Family Educational Rights and Privacy Act (FERPA) and Minnesota Government Data Practices Act (MGDPA) – to protect the privacy of individual students (see the [Enrollment Data Sharing Agreement](#) for more details)
 - OHE suppresses aggregate student counts of less than 10 for demographic information (as well as other information that, alone or in combination, could allow a reasonable person to identify the individual)
 - OHE staff undergo background checks and data privacy training. Only staff with a legitimate work purpose may access student-level data.

(Continued on next slide)

Inclusive Gender Identity

Privacy Protocols (continued):

- **OHE analysis and reporting:**
 - Prior to releasing any reports using Gender Identity, OHE will undergo a stakeholder review process in advance of publication.
- **SLEDS:**
 - OHE reports Enrollment and Awards Conferred data to the Statewide Longitudinal Education Data System (SLEDS) which is then de-identified prior to research use and reporting. We will classify Gender Identity as a sensitive field in SLEDS, requiring it to undergo additional review prior to approval for use in research or reporting.

Inclusive Gender Identity

Feedback to-date on creating our Gender Identity option set:

- We should include transgender in our option set
- We should allow for reporting of multiple gender identity selections
- In cases where institutions combine terms into a single option, we should include individual selections for each term as well as the combined options in use at institutions
- We should include an option for cisgender (by not including this option, we would be adopting a cisnormative framework)

Questions for the group (if time):

- Can high school students be degree seeking?
- How to code repeat coursework in Accumulated Units?

Next meeting: Monday, November 16th, 1pm-2:30pm

Adjourn

Thank You