



# 2020 Data Advisory Committee Meeting 3: August 19<sup>th</sup> 2020

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# Today's Meeting

## Agenda:

1. Welcome and introductions
2. Review status of proposals
3. Finish initial discussion of gender identity detail
4. Discuss fixes to first generation field
5. Review draft proposals
6. Next steps and Q&A

## 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

# Recap of July Meeting

What we covered in our July meeting:

- Reviewed first set of final proposals
- Looked at existing option sets for race/ethnicity detail and discussed
- Began look at existing data collections for gender identity detail

# Meeting Schedule

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

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

Feedback may also be submitted in writing/email/phone

# Status of Proposals

The items in our proposal list are in different stages:



- Adding elements on basic needs insecurity
- Gathering names in a way that improves matching across cultural naming conventions

- Add gender identity detail
- Voluntary collection of teacher prep program data
- Fix first generation

- Add cumulative debt at graduation
- Add race/ethnicity detail
- Simplified short-term-only institution reporting

- Modify race/ethnicity labels
- Add FERPA block
- Add high school GPA
- Add term GPA
- Add cumulative GPA
- Add completed college-level math
- Add completed college-level English/reading/writing

- Delete enrollment status field
- Make MARSS non-mandatory
- Add 2020 CIP codes
- Merge “8888” “not an undergraduate” codes with “9999” “unavailable codes”

**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)

# Gender Identity Detail

We will:

1. Share the feedback we have heard so far
2. Look at existing data collections on these items at institutions
3. Discuss implications for OHE's proposal

# Gender Identity Detail

## Feedback:

- Glad to see this – students are asking for this
- How to allow for ease of reporting of IPEDS categories
- Privacy concerns
- Do we need both Sex and Gender Identity?
- Can we ask in a manner that indicates the student self-identifies in one of the proposed categories?

## Resources:

- [Best practices](#) from the Consortium of Higher Education LGBT Resource Professionals
- Glossary of terms from UC Davis: <https://lgbtqia.ucdavis.edu/educated/glossary>

## Selected Guiding Principles from the Consortium of Higher Education LGBT Resource Professionals

- Colleges should ask questions related to gender identity and sexual orientation on their admissions application
- These questions should be optional.
- Do not combine sexual orientation and gender identity into one question
- Because a growing number of students are identifying outside of gender and sexual binaries, the questions on gender identity and sexual orientation should include non- binary identity choices.
  - Specifically, a gender identity question should include “genderqueer” and “agender” among the choices, and a sexual orientation question should include “asexual,” “queer,” and “pansexual” among the choices [see suggested language above].

<https://www.lgbtampus.org/assets/docs/suggested%20best%20practices%20for%20asking%20sexual%20orientation%20and%20gender%20on%20college%20applications.pdf>

# Gender Identity Detail – MinnState Categories

Source: <https://www.stcloudstate.edu/scsu4u/files/documents/scsu-application.pdf>

## Demographic Information

*Providing the following confidential demographic information is voluntary. It will not be used as a basis for admission. Minnesota State Colleges and Universities will use this data to help strengthen our student retention, success, and completion practices.*

### **Sex shown on your official documents**

*Sex shown on your official documents is the sex listed on your birth certificate, driver's license, passport, or other official document.*

- Female     Male     Other

### **What is your gender identity? (Please select all that apply)**

*Gender identity is a person's innermost concept of self as feminine, masculine, neither, or a combination - how individuals perceive themselves.*

*One's gender identity may or may not be influenced by their sex assigned at birth.*

- agender     genderqueer or gender fluid     man     non-binary or non-conforming     trans  
 two spirit     woman     additional gender identity: \_\_\_\_\_     prefer not to disclose

# Gender Identity Detail – UMN Categories

Gender Identity definition (from <https://policy.umn.edu/operations/genderequity>): An individual's own understanding of themselves in terms of gendered categories that may include female, male, transgender, genderqueer, genderfluid, gender nonconforming, Two Spirit, intersex, non-binary, agender, genderless, and many others. Gender identity cannot be reliably determined by looking at an individual. An individual's gender identity may be consistent over their lifetime or may shift over time. Gender identity differs from sexual orientation, which refers to an individual's patterns of romantic and/or sexual attraction.

## **Sex/Gender Identity** (Optional)

Note: Providing your sex, gender identity, and personal pronoun preferences is voluntary. The responses you provide will not be used in a discriminatory manner.

Sex  Male  Female

If you would like the opportunity, we invite you to share more about your gender identity.

Gender Identity: (drop-down menu with the following options):

Agender	Non-binary
Gender non-conforming	Prefer not to state
Genderqueer	Two Spirit
Man	Woman
Enter Your Own	

# Gender Identity Detail – Possible OHE Framework

1. Keep the current gender field and options (but change title to Sex) to allow for ease of reporting on IPEDS categories
2. Add a field for gender identity, using option sets compiled from institutions based on common items

# Gender Identity Detail – Possible OHE Framework

Mapping MinnState and UMN option sets to a common set:

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	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

# Fixing First Generation Field

Current First Generation Field in Manual:

Field Order	Title	Enrollment Data Definition	Field Length	Alpha or Numeric	Enrollment Data Code
16	First Generation	Undergraduate is the first in their family to attend a postsecondary institution. <div style="border: 1px solid red; border-radius: 50%; padding: 5px; display: inline-block;">                     Use first generation status based on the definition used at your institution.                 </div>	1	numeric	Neither parent received a bachelor's degree..... 1 Neither parent completed any postsecondary credential ..... 2 Neither parent attended college ..... 3 Not first generation by any definition .... 4  Not an undergraduate student..... 8 Unavailable ..... 9

Current coding scheme does not allow for accurate reporting across colleges using different definitions:

- For a college that uses “enrolled” as the definition, but a student’s parents enrolled but did not complete, code = 4.
- For a college that uses “completed bachelor’s” as the definition, and the student’s parents completed a bachelor’s degree, code = 4

# Fixing First Generation Field

## Options:

1. Collect using a lowest level common definition
  - Neither parent enrolled in postsecondary education
2. Split into two fields: one asking how the institution defines first generation, the second asking if the student meets the definition
3. Add a field for highest level of parent/guardian education (attended but did not complete, completed 2-year, completed bachelor's or higher)

Options 1 and 3 would require standardization across data sources and institutional definitions. In option 2, reporting would be cleaner but still not standard across institutions.

# Discuss Draft Proposals

Drafts for review:

- Modifications to labels in Racial/Ethnic Origin
- FERPA Block
- GPA Fields (High School, Term, Cumulative)
- College-Level Math and English/Reading/Writing

# Draft Items for Review

## 1. Modifications to labels in Racial/Ethnic Origin

Database(s): Enrollment and Awards Conferred

Original proposal: Change label “Black” to “Black or African American”, “Hispanic” to “Hispanic or Latinx”, “Non-Resident Alien” to “International Student”

Rationale: Clearer and more inclusive labeling

Feedback: What was the process for vetting the term “Latinx”?

Notes: Following up on this question, we reached out to the Council on Latino Affairs.

Based on their input we recommend changing the label to “Hispanic or Latino”, which is consistent with Census terminology.

In addition to the label change from “non-resident alien” to “international student”, we propose a modification to the definition of that option, in order to match to the term “international student”

DRAFT – Label Modifications in Racial/Ethnic Origin Field (Changes in red)

Field Order	Title	Enrollment Data Definition	Field Length	Alpha or Numeric	Enrollment Data Code
14	Racial/Ethnic Origin	<p>The racial/ethnic group as reported by the student. This is the group with which the student identifies.</p> <p><b>Black or African American</b>—a student having origins in any of the black racial groups of Africa.</p> <p><b>American Indian or Alaska Native</b>— a student having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.</p> <p><b>Asian</b>—a student having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.</p> <p><b>Hispanic or Latino</b> — a student of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.</p> <p><b>White</b>— a student having origins in any of the original peoples of Europe, the Middle East, or North Africa.</p> <p><b>Native Hawaiian or Other Pacific Islander</b>— a student having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.</p> <p><b>Nonresident alien International Student</b>— a student who is not a citizen or national of the United States and who is in this country on a visa or temporary basis <b>for educational purposes and does not have the right to remain indefinitely.</b></p>	1	numeric	<p>Black <b>or African American</b> ..... 1</p> <p>American Indian or Alaska Native ..... 2</p> <p>Asian ..... 3</p> <p>Hispanic <b>or Latino</b> ..... 4</p> <p>White ..... 5</p> <p>Native Hawaiian or Other Pacific Islander ..... 6</p> <p>Two or more races..... 7</p> <p><b>Nonresident alien</b></p> <p><b>International Student</b> ..... 8</p> <p>Unavailable ..... 9</p>

# Draft Items for Review

## 2. FERPA Block

Database(s): Enrollment and Awards Conferred

Original proposal: Add element flagging FERPA blocks, including level of suppression

Rationale: Compliance with FERPA

Feedback: How detailed to get in terms of the level of suppression?

Notes: In considering the question of suppression detail, we propose including an option indicating a partial block

Questions: For institutions that have a policy of not disclosing any directory information, do you consider that a FERPA block?

Should the definition read “as of the end of the term” (as it does currently) or “as of the end of the reporting period”?

# Draft Items for Review

DRAFT – New Field – FERPA Block

Field Order	Title	Enrollment Data Definition	Field Length	Alpha or Numeric	Enrollment Data Code
	FERPA Block	<p>Student has a FERPA block as of the end of the term.</p> <p><b>Block on personal contact information</b> indicates that the student has a partial block on information, including but not limited to phone number, address, email, etc.</p> <p>The default for a student is “no block” since FERPA requires a student to request the institution to not disclose their directory information.</p>	1	numeric	No block.....1 Block on personal contact information.....2 Full block.....3

# Draft Items for Review

## 3. High School Grade Point Average (GPA)

Database(s):	Enrollment
Original proposal:	The student's Grade Point Average as appears on high school transcript
Rationale:	Gap in state research
Feedback:	If/how to standardize when high schools use different scales Would this only be for undergraduates? New incoming first-time students? May not be collected at all institutions
Notes:	We propose not standardizing this value, rather simply reporting it as appears on the high school transcript. This would be reported for any undergraduate students where the high school GPA is known

# Draft Items for Review

## DRAFT – New Field – High School Grade Point Average (GPA)

Field Order	Title	Enrollment Data Definition	Field Length	Alpha or Numeric	Enrollment Data Code
	High School Grade Point Average (GPA)	The student's Grade Point Average as appears on high school transcript (if known), expressed in hundredths without a decimal (for example, a "3.8" would be "3.80"). Apply appropriate rounding, e.g. "3.644" should be reported as "3.64".	4	numeric (decimal: 3 digits, 2 after decimal point)	GPA expressed in hundredths with a decimal. Unavailable or not an undergraduate .....0.00

# Draft Items for Review

## 4. Term Grade Point Average (GPA)

Database(s): Enrollment

Original proposal: The term Grade Point Average (GPA) value, based on a 4-point system, that will be recorded for the student for the term as of the end of the reporting period.

Rationale: Gap in state research

Feedback:

Notes:

# Draft Items for Review

DRAFT – New Field – Term Grade Point Average (GPA)

Field Order	Title	Enrollment Data Definition	Field Length	Alpha or Numeric	Enrollment Data Code
	Term Grade Point Average (GPA)	The term Grade Point Average (GPA) value, based on a 4-point system, that will be recorded for the student for the term as of the end of the reporting period, expressed in hundredths with a decimal (for example, a “3.8” would be “3.80”). Apply appropriate rounding, e.g. “3.644” should be reported as “3.64”.	4	numeric (decimal: 3 digits, 2 after decimal point)	GPA expressed in hundredths with a decimal. Unavailable .....0.00

# Draft Items for Review

## 5. Cumulative Grade Point Average (GPA)

Database(s): Enrollment

Original proposal: The cumulative Grade Point Average (GPA) value, based on a 4-point system, earned by the student as of the end of the reporting period.

Rationale: Gap in state research

Feedback:

Notes:

# Draft Items for Review

## DRAFT – New Field – Cumulative Grade Point Average (GPA)

Field Order	Title	Enrollment Data Definition	Field Length	Alpha or Numeric	Enrollment Data Code
	Cumulative Grade Point Average (GPA)	The cumulative Grade Point Average (GPA) value, based on a 4-point system, that will be recorded for the student as of the end of the reporting period, reflecting all terms at this institution, expressed in hundredths with a decimal (for example, a “3.8” would be “3.80”). Apply appropriate rounding, e.g. “3.644” should be reported as “3.64”.	4	numeric (decimal: 3 digits, 2 after decimal point)	GPA expressed in hundredths with a decimal. Unavailable .....0.00

# Draft Items for Review

## 6. Completed College-Level Math

Database(s):	Enrollment
Original Proposal:	Credits attempted/completed in year-one college-level math
Rationale:	Understand relationship to persistence and completion patterns
Feedback:	Definitional issues: what classes count? Best if it can be up to institutions to determine which of their courses count as college-level What if a student takes college-level math in the second year? Easier to report it for all students and OHE uses student level/registration type to identify first/second year
Notes:	We simplified this to a flag for completed 1+ credits, rather than gathering number of credits attempted/completed Institutions would define which courses count as college-level We propose completing this field for all undergraduate students in order to simplify reporting

# Draft Items for Review

## DRAFT – New Field – Completed College-Level Math

Field Order	Title	Enrollment Data Definition	Field Length	Alpha or Numeric	Enrollment Data Code
	Completed College-Level Math	<p>The student earned one or more credits during the reported term in a college-level math course, earning an A, B, C, or S (or otherwise passed the course and earned credit).</p> <p>If using CIP codes to identify math courses, CIP codes could include 27, 30.08, 30.30, and others.</p>	1	numeric	Completed college-level math.....1 Did not complete college-level math .....2 Unavailable or not an undergraduate .....9

# Draft Items for Review

## 6. Completed College-Level English/Reading/Writing

Database(s):	Enrollment
Original Proposal:	Credits attempted/completed in year-one college-level English/Reading/Writing
Rationale:	Understand relationship to persistence and completion patterns
Feedback:	Definitional issues: what classes count? Best if it can be up to institutions to determine which of their courses count as college-level What if a student takes college-level math in the second year? Easier to report it for all students and OHE uses student level/registration type to identify first/second year
Notes:	We simplified this to a flag for completed 1+ credits, rather than gathering number of credits attempted/completed Institutions would define which courses count as college-level We propose completing this field for all undergraduate students in order to simplify reporting

# Draft Items for Review

## DRAFT – New Field – Completed College-Level English/Reading/Writing

Field Order	Title	Enrollment Data Definition	Field Length	Alpha or Numeric	Enrollment Data Code
	Completed College-Level English/Reading/Writing	<p>The student earned one or more credits during the reported term in a college-level English, reading, or writing course, earning an A, B, C, or S (or otherwise passed the course and earned credit).</p> <p>If using CIP codes to identify English/reading/writing courses, CIP codes could include 23 and others.</p>	1	numeric	<p>Completed college-level English/reading/writing .....1</p> <p>Did not complete college-level English/reading/writing .....2</p> <p>Unavailable or not an undergraduate .....9</p>

Next meeting: Wednesday, September 16th, 1pm-2:30pm

Questions or Comments?

Adjourn

Thank You