

Welcome to: Can we capture complex racial identities with IPEDS?

Please find a seat near someone
you don't already know!

November 14, 2022



Our goals for this session

Build a stronger understanding of:

- The constraints of data collection practices around reporting on race/ethnicity
- Ways to leverage extant data that better capture student identities

Leave this session with ideas for reporting on race/ethnicity on your own campus.

Background: IPEDS

Our Thought Process

Our Report

Discussion



UNIVERSITY OF
MARYLAND

**FEARLESSLY
FORWARD**



Guiding principles for our conversation

We are coming from a place of wanting to learn

“Rough draft ideas” -- these are complex topics

We are co-creating knowledge, not prescribing anything

You know your institution best



Race is a social construct

Racial identification relies on situational context(s)

- How an individual thinks of themselves
- An individual's understanding of how others would categorize them
- An individual's perception of the costs/benefits of affiliation with a particular racial group

Question wording and options influence responses

See: Ford et al., 2022; Jones & Jones, 2010; Renn, 2009; Roberts, 2011; Rockquemore et al., 2009



This is a study in working with limited data.



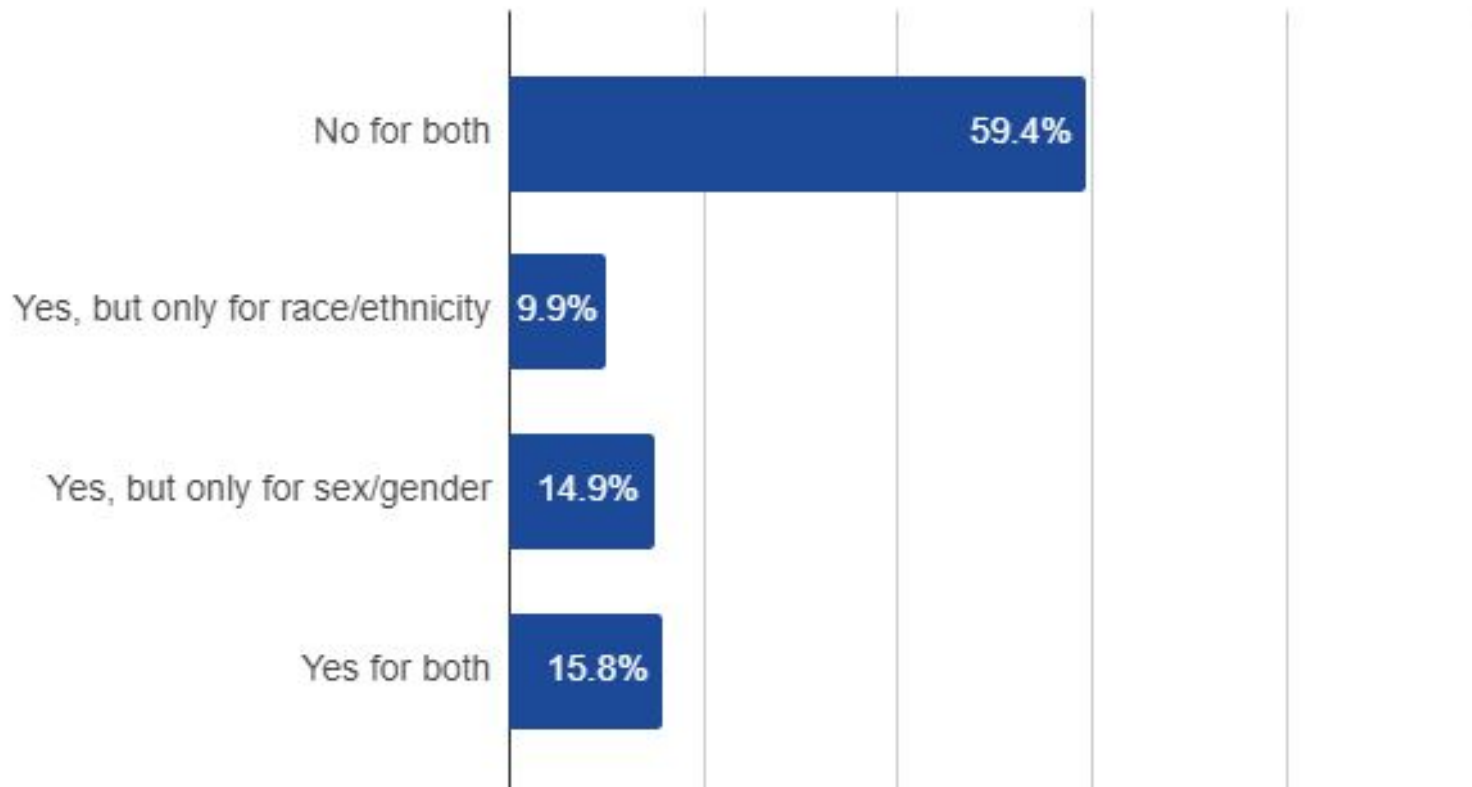
We're required to use specific language to collect & report on race/ethnicity.

Collecting Race and Ethnicity Data from Students and Staff Using the New Categories

- › Institutions **MUST** give students and staff the opportunity to self-report their race and ethnicity. Students and staff do **NOT** have to respond. Institutions **MUST** use a 2-part question to collect these data. The first part of the question collects ethnicity, and the second part of the question collects race. The questions must be presented in this order:
 1. Are you Hispanic or Latino?
 2. Select one or more of the following races:
 - › American Indian or Alaska Native
 - › Asian
 - › Black or African American
 - › Native Hawaiian or Other Pacific Islander
 - › White
- › Students and staff **MUST** always be shown both parts of the question, regardless of their answer to either part.
- › In the second part of the question, the wording **MUST** read "...one or more..." instead of alternatives such as "all that apply."
- › Institutions may **NOT** present the following choices (or any variations thereof) to students and staff:
 - › Unknown
 - › Refuse or decline to respond
 - › None of the above
 - › Other
 - › Nonresident alien
- › Institutions **MAY** collect subcategories of the 6 race and ethnicity categories presented in the example 2-part question above.
- › Institutions are **NOT** required to resurvey continuing students and existing staff, but this is encouraged.

According to an Oct. '21 poll of IR professionals, ~75% of respondents only collect info for IPEDS categories.

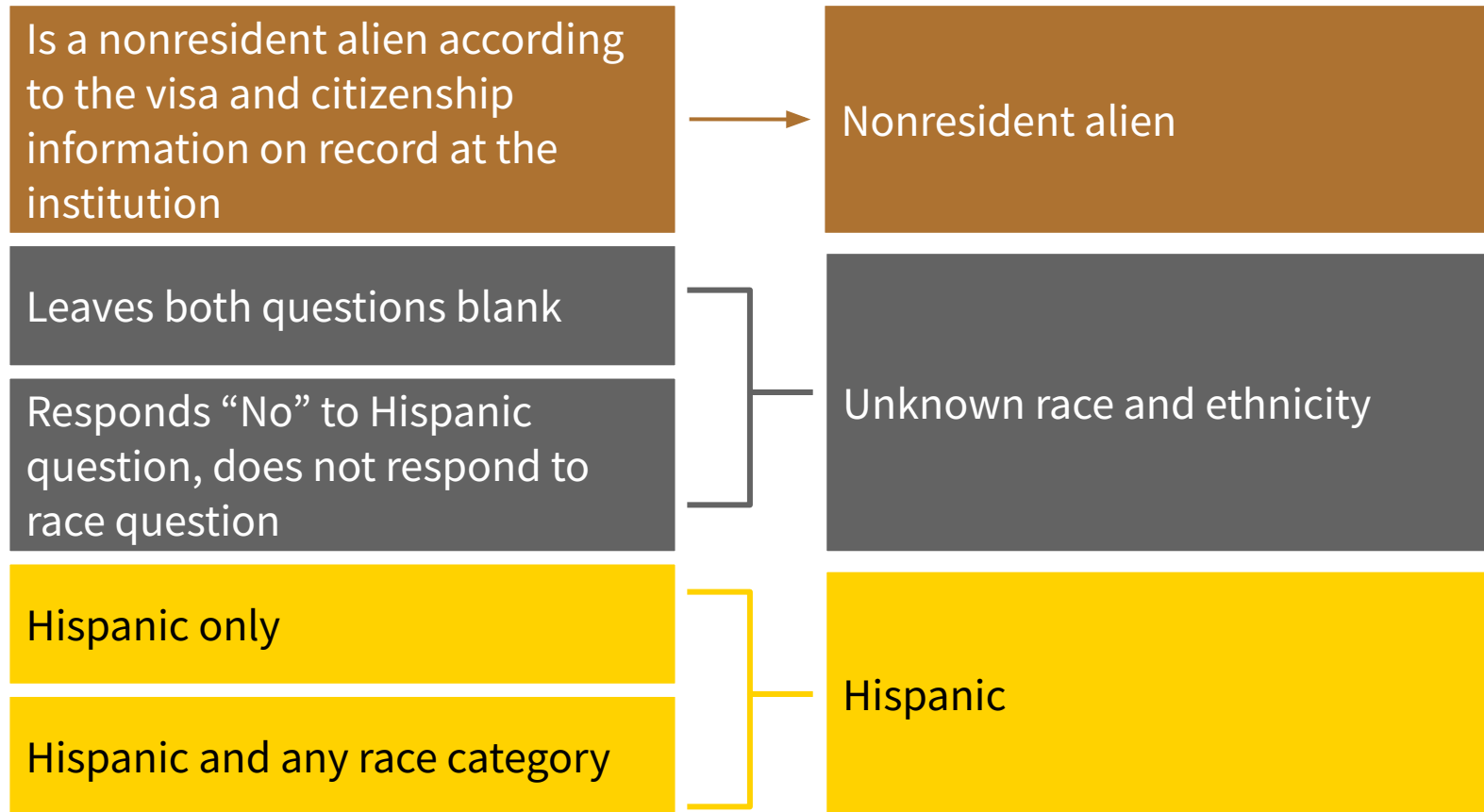
Does your institution/system collect more detailed student sex/gender & race/ethnicity information than the IPEDS reported categories? (101 responses).



IPEDS has specific decision rules for defining race/ethnicity (part 1 of 2).

If the individual...

We report to IPEDS as...



IPEDS has specific decision rules for defining race/ethnicity (part 2 of 2).

If an individual self-identifies as...

We report to IPEDS as...

Not Hispanic; American Indian or Alaska Native only



American Indian or Alaska Native

Not Hispanic; Asian only



Asian

Not Hispanic; Black or African American only



Black or African American

Not Hispanic; Native Hawaiian or Other Pacific Islander only



Native Hawaiian or Other Pacific Islander

Not Hispanic; White only



White

Not Hispanic; more than one race category



Two or more races

Responds to the race question, but does not respond to the Hispanic question



Report race as if individual self-identified as non-Hispanic



These decision rules create mutually exclusive categories & mask identities.

If the individual...

- Is a nonresident alien according to the visa and citizenship information on record at the institution
- Leaves both questions blank
- Responds “No” to Hispanic question, does not respond to race question
- Hispanic only
- Hispanic and any race category

We report to IPEDS as...

- Nonresident alien
- Unknown race and ethnicity
- Hispanic

“Nonresident alien” is not a race/ethnicity.

Forces students who identify as Hispanic and another race to be categorized *only* as Hispanic.



These decision rules create mutually exclusive categories & mask identities.

If an individual self-identifies as...

We report to IPEDS as...

Not Hispanic; American Indian or Alaska Native only	→	American Indian or Alaska Native
Not Hispanic; Asian only	→	Asian
Not Hispanic; Black or African American only	→	Black or African American
Not Hispanic; Native Hawaiian or Other Pacific Islander only	→	Native Hawaiian or Other Pacific Islander
Not Hispanic; White only	→	White
Not Hispanic; more than one race category	→	Two or more races
Responds to the race question, but does not respond to the Hispanic question	→	Report race as if individual self-identified as non-Hispanic

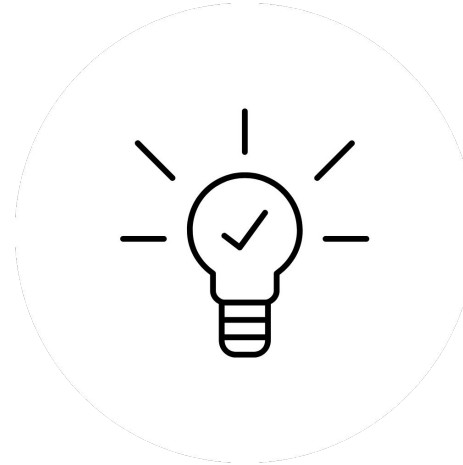
Forces all multiracial students into a single, monolithic group



Let's discuss!



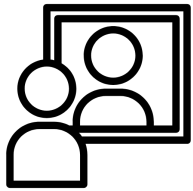
How do you report on race/ethnicity internally?



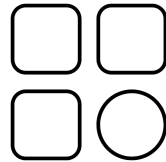
What do you wish you could do differently, if anything?



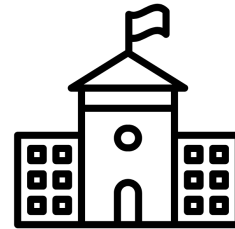
What were our goals?



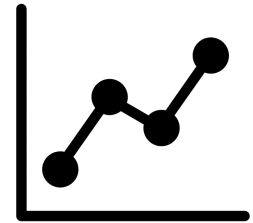
More accurately reflect student selections



Move beyond 1 category per student restriction



Eliminate aggregate categories assigned by institution



Continue using historic data

Background: IPEDS

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Caveats

- 1 We're working within a system that was set in place years ago
- 2 Work with what you have and get creative
- 3 Opportunities and constraints, not right/wrong
- 4 You know your institution best



We are moving away from mutually exclusive categories.

If an individual self-identifies as...

We report to IPEDS as...

Internally, we might report as...

Hispanic only

Hispanic



Hispanic and any race category



+



Not Hispanic; American Indian or Alaska Native only

American Indian or Alaska Native



Not Hispanic; Asian only

Asian



Not Hispanic; Black or African American only

Black or African American



Not Hispanic; Native Hawaiian or Other Pacific Islander only

Native Hawaiian or Other Pacific Islander



Not Hispanic; White only

White



Not Hispanic; more than one race category

Two or more races



+



Separate “multiracial” binary indicator derived from individual racial/ethnic identities



We are moving away from mutually exclusive categories.

If an individual self-identifies as...

Leaves both questions blank

Responds “No” to Hispanic question, does not respond to race question

Responds to the race question, but does not respond to the Hispanic question

Is a nonresident alien according to the visa and citizenship information on record at the institution

We report to IPEDS as...

Unknown race and ethnicity

Report race as if individual self-identified as non-Hispanic

Nonresident alien

Internally, we might report as...

?

?



Separate “international” binary indicator

Any combination of racial/ethnic identities +



Questions?



Report Goals

- Better understand retention and graduation based on intersectionality of student identities
 - Movement away from “achievement gap” mentality
- No explicit “baseline” group
- Users define groups for comparison
- Meet needs of those who want to answer a specific question as well as those who are just exploring the data

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Our data structure

Data table 1

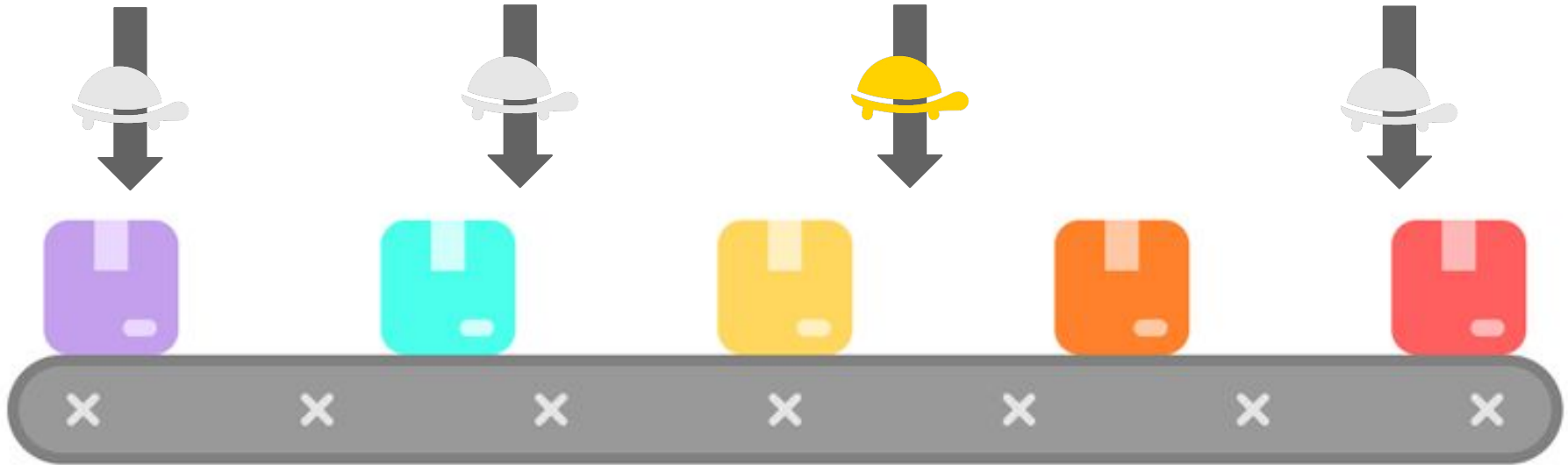
Indicator variables for each race (citizens only)

One race code for each student (includes international)

Hispanic Y/N/Unknown (includes international)

Data table 2

One row for each race a student selected (includes international)



Other data considerations

Available Sources:

- Student entered on application
- Updated by student after enrollment

Decision Rules:

- Use earliest record
- If race is recorded in any of the fields, it counts

Dataset Structure:

- Wide but duplicated (to create focus/comparison groups)

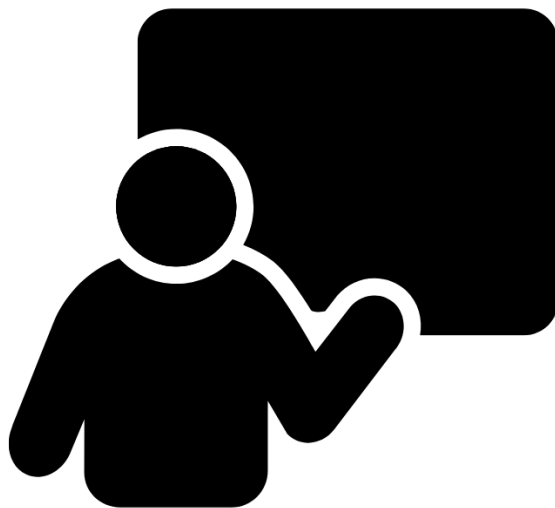
Stakeholder Engagement:

- Office of Diversity and Inclusion: support for expanded race/ethnicity
- Offices and individuals who used earlier iterations: demo and feedback



Demo!

Note that the report is using a modified dataset that does not reflect the actual graduation and retention rates at the University of Maryland. The report is not publicly available.



Preview of Discussion Questions

1. What's one thing you think this does well?
What's one thing that's missing?
2. What would work (or wouldn't work) for your place of employment?
3. What's 1 action you can take after this conference?



Report Overview

Report contents:

This report looks at graduation and retention rates by student demographics, including self-reported racial/ethnic identities. Rather than using federal reporting racial/ethnic categories, which use a set of "decision rules" to categorize students, this report constructs race and ethnicity categories based on all of the races and ethnicities a student selects and allows for more intersectional identities. See the Report Description more information. We use the term "multiracial" to refer to students who self-identify with more than one race or ethnicity. For users who are interested in exploring differences in retention and graduation but do not have a clear idea of where to start, this report also offers a more general table to help identify trends of interest.

Tips for using this report:

1. To look at retention/graduation rates overall, start with the Student Success Overall tab. Rates for federal reporting racial/ethnic groups are only included in this tab.
2. To look at a specific population, start with the Focus Group Heatmap tab.
3. Selections for group characteristics create intersectional identities (e.g., selecting "Hispanic" and "First Generation" will yield students who are both Hispanic and first-generation).
4. Selecting mutually exclusive characteristics for the same group (e.g., "First Generation" and "Not First Generation") will result in null data.

Limitations:

1. The underlying data is based on federal reporting categories. These categories have a limited ability to capture students' racial/ethnic identities, so this report's race and ethnicity categories may not capture identities with complete accuracy.
2. This report uses three-year rolling averages to increase the number of students in each subgroup. There are still some cohorts with under 20 students. These metrics are more likely to be impacted by small numbers of individuals.

New first-time students by **federal reporting racial/ethnic groups (rows)** and **self-identified groups (columns)**, Fall 2010 - Fall 2020 cohorts

	Asian Collapsed	Black Collapsed	Hispanic Collapsed	Native Collapsed	Pacific Islander Collapsed	White Collapsed
American Indian or Alaska Native:U.S.	0	0	0	36	0	0
Asian:U.S.	7,241	0	0	0	0	0
Black or African American:U.S.	0	4,562	0	0	0	0
Foreign	911	77	98	3	0	176
Hispanic:U.S.	150	276	3,336	143	21	1,863
Native Hawaiian or Other Pacific Islander:U.S.	0	0	0	0	19	0
Two or More:U.S.	1,210	560	0	186	91	1,523
Unknown:U.S.	0	0	0	0	0	0
White:U.S.	0	0	0	0	0	20,780
Grand Total	9,512	5,475	3,434	368	131	24,342

Note: ### students' racial/ethnic identities were unknown and are only included in non-race/ethnicity categories.



UG RET/GRAD DEMOGRAPHIC COMPARISON - NEW FIRST-TIME STUDENTS

SELECT ORGANIZATION:
All

SELECT COHORTS:
2014 to 2020

SELECT COLUMNS:

COL 1: Black or African Ame..

COL 2: Gender

COL 3: -

SELECT RATE:
1-Year Retention Rate

NOTES:
Select 'All Federal Reporting Racial/Ethnic Groups' to view data according to federal reporting definitions. Individual group selections will display all students who self-identify with that group, even if it differs from federal reporting.

			1-Year Retention Rate													
			College: All													
			Fall 2012-2014		Fall 2013-2015		Fall 2014-2016		Fall 2015-2017		Fall 2016-2018		Fall 2017-2019		Fall 2018-2020	
Column 1	Column 2	Column 3	Total St u dents	Avg Rate	Total St u dents	Avg Rate	Total St u dents	Avg Rate	Total St u dents	Avg Rate	Total St u dents	Avg Rate	Total St u dents	Avg Rate	Total St u dents	Avg Rate
Black or African Am..	Female		884	95.1%	833	95.1%	899	95.4%	908	95.4%	913	95.6%	852	95.9%	866	96.2%
	Male		621	93.5%	596	94.5%	609	94.0%	589	92.8%	589	93.2%	589	93.8%	648	93.2%
Other races/ ethnicities	Female		3,605	96.3%	3,584	96.4%	3,771	96.4%	4,246	95.9%	5,139	96.1%	5,595	95.8%	5,640	95.8%
	Male		4,497	94.8%	4,625	95.1%	4,809	95.0%	5,181	95.3%	5,987	94.8%	6,193	94.8%	6,094	95.0%

Note: these data do not reflect the actual graduation and retention rates or student counts at UMD

UG RET/GRAD DEMOGRAPHIC COMPARISON - NEW FIRST-TIME STUDENTS

SELECT ORGANIZATION:

All

SELECT FOCUS POP.:



Focus Selection 1
First Generation

Focus Selection 2
Hispanic

SELECT COMPARISON:



Comparison Selection 1
Not First Generation

Comparison Selection 2
Hispanic

SELECT STUDENTS:

Multiracial Students
Show Multiracial Students

International Students
Show International Students

SELECT TABLE VIEW:

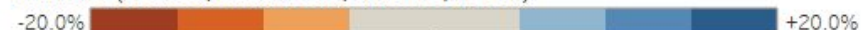
Focus Population

Focus Population: Three-Year Rolling Averages

Focus Population: Students who are Both First Generation and Hispanic
Comparison Population: Students who are Both Not First Generation and Hispanic
College: All
Student Selections: Show Multiracial Students and Show International Students

Note: Color in the table below indicates whether the metric for the focus population was **higher (shades of blue)**, the same (grey), or **lower (shades of orange)** than for the comparison population.

Difference (Focus Population - Comparison Population)



	Total Students	Retained/Graduated After 1 Year	Retained/Graduated After 2 Years	Retained/Graduated After 3 Years	Graduated After 4 Years	Graduated After 5 Years
Fall 2010-2012	267	93.2%	87.8%	86.3%	49.7%	75.3%
Fall 2011-2013	301	93.0%	86.0%	83.7%	49.5%	72.4%
Fall 2012-2014	310	94.2%	87.7%	84.2%	51.2%	74.3%
Fall 2013-2015	315	95.9%	90.2%	85.1%	54.6%	78.1%
Fall 2014-2016	312	95.2%	90.1%	85.9%	58.7%	80.2%
Fall 2015-2017	308	92.3%	88.0%	85.4%	59.8%	
Fall 2016-2018	312	91.4%	86.5%	84.3%		
Fall 2017-2019	321	91.2%	86.6%			
Fall 2018-2020	351	91.8%				



UG RET/GRAD DEMOGRAPHIC COMPARISON - NEW FIRST-TIME STUDENTS

SELECT ORGANIZATION:
All

SELECT FOCUS POP.:

Focus 1 Black or African A..

Focus 2 Hispanic

SELECT COMPARISON:

Comp. 1 All

Comp. 2 All

SELECT COHORTS:

2010 to 2020

SELECT METRIC:
4-Year Graduation Rate

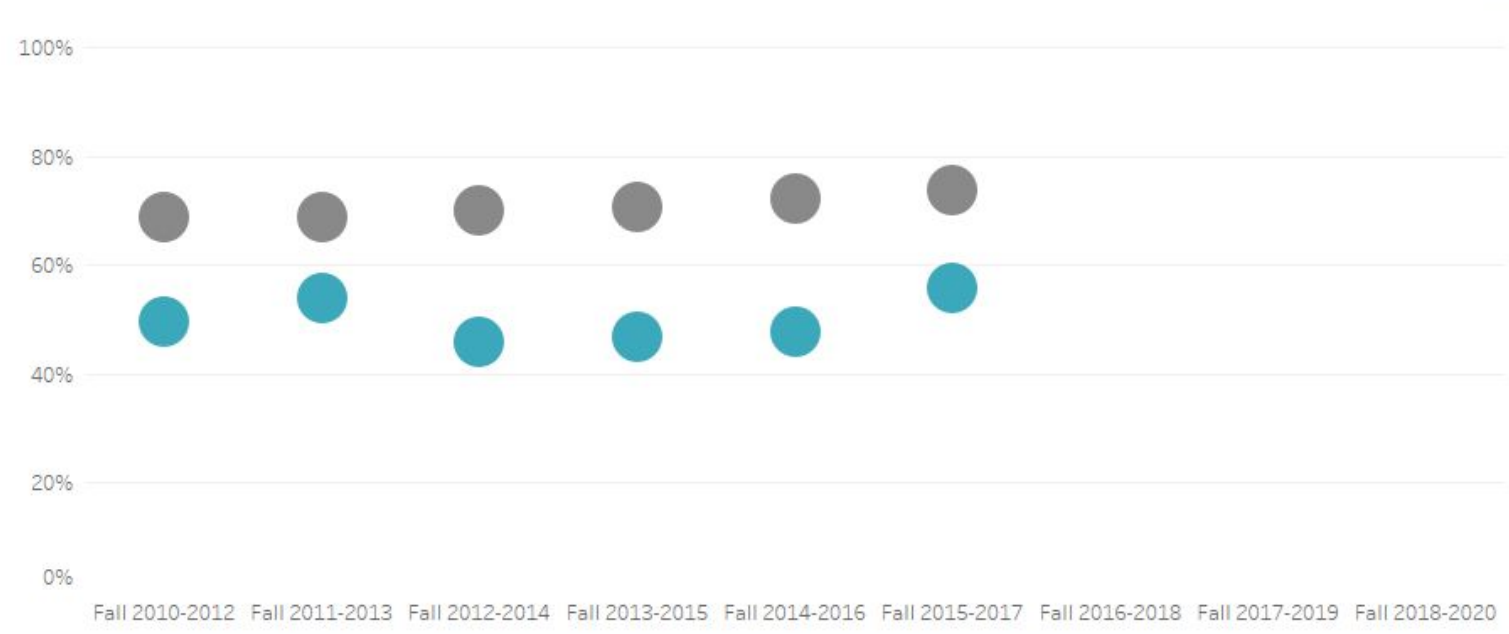
SELECT STUDENTS:

Multiracial Students
Show Multiracial Students

International Students
Show International Students

Average 4-Year Graduation Rate for Focus Population and Comparison Population

I'm interested in: the 4-Year Graduation Rate for **Students who are Both Black or African American and Hispanic (Focus Population)** and All Students (Comparison Population) in All college(s), including multiracial students and including international students.



		Average 4-Year Graduation Rate									
		Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall
		2010-2012	2011-2013	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019	2018-2020	
Subgroup		49.5%	54.0%	46.0%	46.8%	47.8%	55.8%				
Comparison Group		68.7%	68.9%	69.9%	70.6%	72.1%	73.8%				

Note: these data do not reflect the actual graduation and retention rates or student counts at UMD



Questions?



Discussion

1

What's one thing you think this does well? What's one thing that's missing?

2

What would work (or wouldn't work) for your place of employment?

3

What's 1 action you can take after this conference?

Background: IPEDS

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Thank you!

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