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.
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.

Source: Quantum Workplace
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 8 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.

Source: The Node for IR: IR/IE News And Updates Weekly, October 2021
IPEDS has specific decision rules for defining race/ethnicity (part 1 of 2).

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

<table>
<thead>
<tr>
<th>If an individual self-identifies as...</th>
<th>We report to IPEDS as...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Hispanic; American Indian or Alaska Native only</td>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Not Hispanic; Asian only</td>
<td>Asian</td>
</tr>
<tr>
<td>Not Hispanic; Black or African American only</td>
<td>Black or African American</td>
</tr>
<tr>
<td>Not Hispanic; Native Hawaiian or Other Pacific Islander only</td>
<td>Native Hawaiian or Other Pacific Islander</td>
</tr>
<tr>
<td>Not Hispanic; White only</td>
<td>White</td>
</tr>
<tr>
<td>Not Hispanic; more than one race category</td>
<td>Two or more races</td>
</tr>
<tr>
<td>Responds to the race question, but does not respond to the Hispanic question</td>
<td>Report race as if individual self-identified as non-Hispanic</td>
</tr>
</tbody>
</table>
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
  - “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.

<table>
<thead>
<tr>
<th>If an individual self-identifies as…</th>
<th>We report to IPEDS as…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Hispanic; American Indian or Alaska Native only</td>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Not Hispanic; Asian only</td>
<td>Asian</td>
</tr>
<tr>
<td>Not Hispanic; Black or African American only</td>
<td>Black or African American</td>
</tr>
<tr>
<td>Not Hispanic; Native Hawaiian or Other Pacific Islander only</td>
<td>Native Hawaiian or Other Pacific Islander</td>
</tr>
<tr>
<td>Not Hispanic; White only</td>
<td>White</td>
</tr>
<tr>
<td>Not Hispanic; more than one race category</td>
<td>Two or more races</td>
</tr>
</tbody>
</table>

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

- Forces all multiracial students into a single, monolithic group
- Report race as if individual self-identified as non-Hispanic
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

Our Thought Process

Our Report

Discussion
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...

- Hispanic only
- Hispanic and any race category
- Not Hispanic; American Indian or Alaska Native only
- Not Hispanic; Asian only
- Not Hispanic; Black or African American only
- Not Hispanic; Native Hawaiian or Other Pacific Islander only
- Not Hispanic; White only
- Not Hispanic; more than one race category

We report to IPEDS as...

- Hispanic
- American Indian or Alaska Native
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

Internally, we might report as...

- Separate "multiracial" binary indicator derived from individual racial/ethnic identities

We are moving away from mutually exclusive categories.
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
Our data structure

Indicator variables for each race (citizens only)

One race code for each student (includes international)

Hispanic Y/N/Unknown (includes international)

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

GIF source: Gillian on dribble.com
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?
**UG RET/GRAD DEMOGRAPHIC COMPARISON - NEW FIRST-TIME STUDENTS**

**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

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

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

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Note: these data do not reflect the actual student demographics at UMD
**UG RET/GRAD DEMOGRAPHIC COMPARISON - NEW FIRST-TIME STUDENTS**

**SELECT ORGANIZATION:**
All

**SELECT COHORTS:**
2014 to 2020

**SELECT COLUMNS:**
Black or African Am.
Gender

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African Am.</td>
<td>Female</td>
<td></td>
<td>884 95.1%</td>
<td>833 95.1%</td>
<td>899 95.4%</td>
<td>908 95.4%</td>
<td>913 95.6%</td>
<td>852 95.9%</td>
<td>866 96.2%</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
<td>621 93.5%</td>
<td>596 94.5%</td>
<td>609 94.0%</td>
<td>589 92.8%</td>
<td>589 93.2%</td>
<td>589 93.8%</td>
<td>648 93.2%</td>
</tr>
<tr>
<td>Other races/ethnicities</td>
<td>Female</td>
<td></td>
<td>3,605 96.3%</td>
<td>3,584 96.4%</td>
<td>3,771 96.4%</td>
<td>4,246 95.9%</td>
<td>5,139 96.1%</td>
<td>5,595 95.8%</td>
<td>5,640 95.8%</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
<td>4,497 94.8%</td>
<td>4,625 95.1%</td>
<td>4,809 95.0%</td>
<td>5,181 95.3%</td>
<td>5,987 94.8%</td>
<td>6,193 94.8%</td>
<td>6,094 95.0%</td>
</tr>
</tbody>
</table>

**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.

Office of Institutional Research, Planning & Assessment - For assistance call 301-405-5590 or email irpa@umd.edu

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Questions?
Discussion

1. What’s one thing you think this does well? What’s one thing that’s missing?

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3. What’s 1 action you can take after this conference?
Thank you!

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