



# 2020 Data Advisory Committee Meeting 4: September 16<sup>th</sup> 2020

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# Today's Meeting

## Agenda:

1. Welcome and introductions
2. Review status of proposals
3. Review draft proposals
4. Additional discussion: detailed race/ethnicity
5. Additional discussion: fixing first generation field
6. Next steps and Q&A

## Logistics:

- Please mute yourself when you are not talking
- Put comments and questions into the chat box – Nicole Whelan 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 Nicole a private chat message to log comments privately

# Status of Proposals

The items in our proposal list are in different stages:



- Add gender identity detail

- Add race/ethnicity detail
- Fix first generation
- Simplified short-term-only institution reporting

- Add completed college-level math
- Add completed college-level English/reading/writing
- Add cumulative debt at graduation
- Switch to decimal values in instructional units
- Switch to two summer terms in Term Season

- Delete enrollment status field
- Make MARSS non-mandatory
- Add 2020 CIP year
- Merge “8888” “not an undergraduate” codes with “9999” “unavailable codes
- Modify race/ethnicity labels
- Add FERPA block
- Add GPA fields (high school, term, cumulative)

## 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

# 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>**: final changes
  - **Monday November 16<sup>th</sup>**: finalize recommendations

Feedback may also be submitted in writing/email/phone

# Discuss Draft Proposals

Drafts for review:

- Add Completed College-Level Math and English/Reading/Writing
- Add Cumulative Debt at Graduation
- Switch to decimal values in Instructional Units fields
- Switch to two summer term options in Term Season

# Draft Items for Review

## 1. 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

## 2. 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 English/Reading/Writing 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>

# Draft Items for Review

## 3. Add Cumulative Debt at Graduation

Database(s): Awards Conferred

Original Proposal: Total dollar amount of cumulative debt incurred by the student for that degree program at that institution. When multiple awards are being conferred, report this amount for the higher award

Rationale: Eliminate need for separate survey; more accurate median debt statistics across degree levels and institutions

Feedback: Would the data be used differently since it would be gathered at the student level?  
For example, would OHE report on this at the program level? Or by student demographics such as gender?  
Concern that reporting debt by major or by student demographics could prompt misleading conclusions  
Would the data go into SLEDS?

Notes: Until data is submitted and we can ensure data quality, we do not have plans to change our reporting within the [Cumulative Debt](#) report. Our analysis will be de-duplicated at the student level to avoid double-counting debt when multiple awards are reported. If we were to change our reporting, for example to include debt levels by major or demographics, we would go through our usual process of institutional engagement to gather feedback on changes.

All of our enrollment and awards conferred data goes to SLEDS, however we can flag this as a sensitive field requiring it to undergo additional institutional discussion before use for research. Just a reminder: SLEDS researchers are not allowed to disclose the name of an institution in reporting without institution consent.

DRAFT – New Field – Cumulative Debt at Graduation

Field Order	Title	Awards Conferred Data Definition	Field Length	Alpha or Numeric	Awards Conferred Data Code
	Cumulative Debt at Graduation	<p>Total dollar amount of cumulative debt incurred by the student for the degree program at the institution.</p> <p>Include loans from all sources known to the institution and made to the student while enrolled at your institution. Do not include loans made to the student’s parents, for example federal PLUS loans made to the parents of undergraduate students. Enter the amount in whole numbers without commas.</p> <p>When reporting multiple awards:</p> <ul style="list-style-type: none"> <li>• <b>More than one award in the same year, at different award levels:</b> report the amount only for the higher award. Report zero for the lower award(s).</li> <li>• <b>More than one award in the same year, at the same award level:</b> report the total amount in one of the award records only, or split the total between the award records.</li> <li>• <b>More than one award in different years:</b> report additional debt accumulated for the subsequent award(s) since the last amount was reported.</li> </ul>	6	numeric	<p>Actual dollar amount rounded to the nearest dollar.</p> <p>Regular rounding rules apply (round up if .50 or higher, round down if .49 or lower).</p>

# Draft Items for Review

## 4. Switch to Decimal Values for Instructional Units

Database(s):	Enrollment
Original Proposal:	Change from reporting instructional units in hundredths without a decimal place, to reporting in hundredths WITH a decimal
Rationale:	Less confusing
Notes:	This change would apply to the following fields:

REGULAR INSTRUCTIONAL UNITS ATTEMPTED  
REGULAR INSTRUCTIONAL UNITS COMPLETED  
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  
ACCUMULATED UNITS  
TRANSFER INSTRUCTIONAL UNITS

# Draft Items for Review

DRAFT – Modification – Switch to decimal values for Instructional Units (changes in red)

Note: for accumulated and transfer units, field length would be 9, formatted decimal (8,2)

Field Order	Title	Enrollment Data Definition	Field Length	Alpha or Numeric	Enrollment Data Code
	<i>(multiple, see above)</i>	<i>(various)</i>	7	numeric decimal (6,2)	Actual numerical value of instructional units expressed in hundredths <b>with a decimal</b> .  Examples: 15 credits = <del>1500</del> <b>15.00</b> 900 clock hours = <b>900.00</b>  No regular units attempted..... <del>0000</del> <b>0.00</b>

# Draft Items for Review

## 5. Switch to Two Summer Term Options in Term Season

Database(s): Enrollment

Original Proposal: Modify Term Season options to include two summer options: one for summer terms that begin the academic year, and one for summer terms that end the academic year

Rationale: Distinguish summer terms that begin the academic year from summer terms that occur at the end of the academic year

DRAFT – Modification – Switch to two summer term options in Term Season (changes in red)

Field Order	Title	Enrollment Data Definition	Field Length	Alpha or Numeric	Enrollment Data Code
03	Term Season	<p>Academic term during the fiscal year for which the student has registered for instruction as of this reporting period.</p> <p><b>Enrollment data reporting period will be end of term.</b></p> <p>Institutions using a semester based calendar system will normally report fall, spring and summer only.</p> <p>Institutions using a quarter based calendar system will normally report fall, winter, spring and summer only.</p> <p><b>Interim terms</b> - include short terms such as “J Term”, “May Term” that are distinct from the usual fall or spring terms.</p> <p><b>Summer session</b> data should be consolidated into one term report. The Fiscal Year for the summer term will be the fiscal year the session began. <b>For example, if your institution has two 4-week summer sessions occurring at the end of the academic year, they should be reported as one term (Summer II).</b></p> <p><b>Institutions without distinct academic terms</b> (normally clock hour based) will be reporting enrollment data for a six-month period, either July 1 through December 31, as a proxy for fall term (use code “3”); and January 1 through June 30, as a proxy for spring term (use code “5”).</p>	1	numeric	<p><b>Summer .....1</b></p> <p>Fall .....3</p> <p>Winter (quarter based institutions) .....4</p> <p>Spring .....5</p> <p>Other (includes Interim Terms or Competency Courses).....6</p> <p><b>Summer I (beginning of academic year).....7</b></p> <p><b>Summer II (end of academic year) .....8</b></p>

# Race/Ethnicity Detail

- For this discussion:
  - Review where we left off in our July meeting
  - In July we saw the challenge of building option sets off of only common elements in institutional option sets
  - Possible framework: hierarchical option sets that combine regional options with country- and cultural-group-specific options
  - How to structure detail data collection for American Indian or Alaska Native students
  - Putting this all together

# Race/Ethnicity Detail

- In our July meeting we looked at the detailed race/ethnicity data collections in place at Minnesota State and the University of Minnesota
- We discussed the following framework: keep our existing basic race/ethnicity field (which aligns to IPEDS) and use additional fields to gather detailed race/ethnicity data
- For the additional detailed race/ethnicity field(s), we looked at potential option sets based on mapping common elements between the two systems

# Race/Ethnicity Detail

- The challenge: mix of regional and country- or cultural-group-specific options creates few common elements.
- Example: Black or African American options had very little in common

Black or African American	MinnState	UMN	Common
		U.S. / African American	
African American	x		African American
Ethiopian	x		Other
Haitian	x		Other
Jamaican	x		Other
Liberian	x		Other
Nigerian	x		Other
Somali	x		Other
Other	x	x	Other
Caribbean		x	Other
Central African		x	Other
East African		x	Other
North African		x	Other
South African		x	Other
West African		x	Other

# Race/Ethnicity Detail

- Potential solution: create hierarchical option sets, with country- and cultural-group-specific options nested within regional options
- For clarity on regional definitions, we are using the United Nations M49 Standard classifications of geographic regions:  
<https://unstats.un.org/unsd/methodology/m49/>
- Create coding schema to allow for expansion as institutional data collections evolve
- We would add countries or cultural groups at the request of institutions
- Example: hierarchical option set within the Black or African American category

	Draft OHE Code
Black or African American	
African American	100
Central African	101
East African	111
Ethiopian	112
Somali	113
North African	134
South African	142
West African	148
Liberian	149
Nigerian	150
Caribbean	166
Haitian	167
Jamaican	168
Other Black or African American	198

# Race/Ethnicity Detail

For American Indian or Alaska Native Detail:

- In this case, both Minnesota State and the UMN Twin Cities freshman application have text box fields for entering the name of a federally-recognized tribe
- Minnesota State has two text boxes: one for entering the name of the federally-recognized tribe in which the student is enrolled, and one for entering the name of a federally-recognized tribe if the student is a descendant but not enrolled
- UMN has one text box for entering the name of the federally-recognized tribe, with a checkbox for indicating enrollment

American Indian or Alaska Native	MinnState	UMN	Common
Enrolled in a federally-recognized tribe	x	x	Federally-recognized tribe (see federal list)
Descendent but not enrolled in a federally recognized tribe	x		Descendent or affiliated with federally-recognized tribe, but not enrolled
Indicated affiliation with federally-recognized tribe, but not enrolled		x	Descendent or affiliated with federally-recognized tribe, but not enrolled

# Race/Ethnicity Detail

Potential Framework for OHE data collection on American Indian or Alaska Native Detail:

- Create two fields, both coding the name of the tribe: one for the name of the tribe in which the student is enrolled, the other for the name of the tribe the student is descended from or otherwise affiliated with but not enrolled
- Build a numerically-coded option set for both fields with a list of tribes. We have thought of a few options for this and we are interested in feedback on what would make the most sense:
  1. A list of tribes in Minnesota and the region, for example using tribes in the Midwest and Great Plains regions of the Bureau of Indian Affairs
  2. A list of tribes in Minnesota and other states based on states with high numbers of students applying for the Minnesota Indian Scholarship program
  3. Compiling a full list of the 573 federally-recognized tribes (as published in the [Federal Register](#)). We could also include non-federally-recognized tribes, for example Canadian first nations, and we would need to find the sources for those lists.

# Race/Ethnicity Detail

Putting this together:

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. Question here: what is the best approach for students reporting more than one racial or ethnic identity? Options:
  1. Create multiple identical fields for race/ethnicity detail, each with the same option set that includes subgroup detail for each of the basic race/ethnicity categories other than American Indian or Alaska Native (Black or African American, Asian, Hispanic or Latino, White, and Native Hawaiian or Other Pacific Islander)
  2. Create one field for detail in each of the basic race/ethnicity categories

## Example Student Response Matrix:

					Option 1: multiple race/ethnicity detail fields, each with the same option set			Option 2: one field for each of the other basic race/ethnicity categories				
	Student Self-Report:	Basic Race/Ethnicity Field	Enrolled in American Indian Tribe	Descendant or Affiliated With Indian Tribe, But Not Enrolled	Race/Ethnicity Detail 1	Race/Ethnicity Detail 2	Race/Ethnicity Detail 3	Black or African American Detail	Asian Detail	Hispanic or Latino Detail	White Detail	Native Hawaiian or Other Pacific Islander Detail
1	Black or African American: Ethiopian, Nigerian	1			Ethiopian	Nigerian		Two or More				
2	Black or African American: Ethiopian, Nigerian; Asian: Thai	7			Ethiopian	Nigerian	Thai	Two or More	Thai			
3	American Indian or Alaska Native: Enrolled in Fond du Lac Band of Lake Superior Chippewa	2	Fond du Lac Band of Lake Superior Chippewa									
5	Asian: Hmong, Lao	3			Hmong	Lao			Two or More			
6	Asian: Other Southeast Asian	3			Southeast Asian				Southeast Asian			

# 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

## Prior Discussion:

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)

## Example Student Response Matrix – Options Using Common Definition:

Student Response Profiles	Data Source	Question Asked	student response	Coding under Option 1 - common definition: ATTENDED COLLEGE	Coding under Option 1 - common definition: RECEIVED ANY AWARD	Coding under Option 1 - common definition: RECEIVED BA+
1	CEDS	Highest level of attained by either parent	LT HS	NO	NO	NO
2			HSD, equiv	NO	NO	NO
3			SC, no award	YES	NO	NO
4			Cert, no degree	YES	YES	NO
5			AA	YES	YES	NO
6			BA	YES	YES	YES
7			MA	YES	YES	YES
8			Doct/prof	YES	YES	YES
9			Unknown	UNKNOWN	UNKNOWN	UNKNOWN
10	MINNSTATE ADMISSIONS APPL	Highest level of education for Parent 1 / Parent 2	NO HSD	NO	NO	NO
11			HSD, equiv	NO	NO	NO
12			SC	YES	UNKNOWN	NO
13			2-YEAR COLLEGE DEGREE/DIPLOMA	YES	YES	NO
14			BA+	YES	YES	YES
15			NOT SURE	UNKNOWN	UNKNOWN	UNKNOWN
16	UMN ADMISSIONS APPL	WILL YOU BE A FIRST GEN STUDENT (FG = NEITHER PARENT COMPLETED 4-YEAR DEGREE)	YES	YES	YES	YES
17			NO	UNKNOWN	UNKNOWN	NO
18			UNKNOWN	UNKNOWN	UNKNOWN	UNKNOWN
19	FAFSA	Highest school completed by Parent 1 / 2	middle school/ JR high	UNKNOWN	NO	NO
20			HSD, equiv	UNKNOWN	NO	NO
21			college	YES	YES	UNKNOWN
22			other/unknown	UNKNOWN	UNKNOWN	UNKNOWN
23	COMMON APPL	What college (if any) did your parent attend?	text field	coding by college	coding by college	coding by college
24		what degree did your parent receive and year?	text field	coding by college	coding by college	coding by college

## Example Student Response Matrix:

Student Response Profiles	Data Source	Question Asked	student response	Option 4 - 3 question combo (parent attended college - parent received any credential - parent received BA)	Option 4 description
1	CEDS	Highest level of attained by either parent	LT HS	NO-NO-NO	parent did not attend college, did not receive any award
2			HSD, equiv	NO-NO-NO	parent did not attend college, did not receive any award
3			SC, no award	YES-NO-NO	parent attended college, did not receive any award
4			Cert, no degree	YES-YES-NO	parent attended, received cert or AA, did not receive BA
5			AA	YES-YES-NO	parent attended, received cert or AA, did not receive BA
6			BA	YES-YES-YES	parent attended, received BA or higher
7			MA	YES-YES-YES	parent attended, received BA or higher
8			Doct/prof	YES-YES-YES	parent attended, received BA or higher
9			Unknown	UNKNOWN-UNKNOWN-UNKNOWN	unknown
10	MINNSTATE ADMISSIONS APPL	Highest level of education for Parent 1 / Parent 2	NO HSD	NO-NO-NO	parent did not attend college, did not receive any award
11			HSD, equiv	NO-NO-NO	parent did not attend college, did not receive any award
12			SC	YES-UNKNOWN-NO	parent attended, unknown if received cert or AA, did not receive BA
13			2-YEAR DEG/DIPL	YES-YES-NO	parent attended, received cert or AA, did not receive BA
14			BA+	YES-YES-YES	parent attended, received BA or higher
15			NOT SURE	UNKNOWN-UNKNOWN-UNKNOWN	unknown
16	UMN ADMISSIONS APPL	WILL YOU BE A FIRST GEN STUDENT	YES	YES-YES-YES	parent attended, received BA or higher
17			NO	UNKNOWN-UNKNOWN-NO	unknown if parent attended, unknown if parent received cert or AA, did not receive BA
18			UNKNOWN	UNKNOWN-UNKNOWN-UNKNOWN	unknown
19	FAFSA	Highest school completed by Parent 1 / 2	middle school/ JRH	UNKNOWN-NO-NO	unknown if parent attended, did not receive any award
20			HSD, equiv	UNKNOWN-NO-NO	unknown if parent attended, did not receive any award
21			college	YES-YES-UNKNOWN	parent attended, received award but level unknown
22			other/unknown	UNKNOWN-UNKNOWN-UNKNOWN	unknown
23	COMMON APPL	What college	text field	coding by college-coding by college-coding by college	coding by college
24		what degree	text field	coding by college-coding by college-coding by college	coding by college

# Fixing First Generation Field

Options:

Go to [www.menti.com](http://www.menti.com) and use the code 30 26 09 8

A. Collect using a lowest level common definition

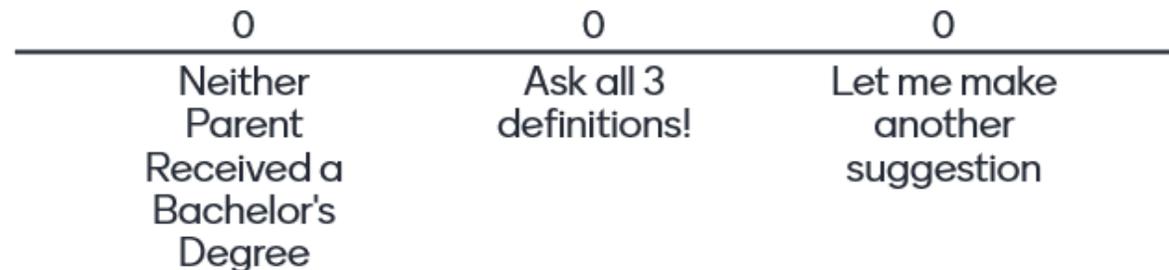
- Neither parent received a BA

B. Collect all three definitions to create the cleanest categorizations possible

## Which first generation option do you prefer?

VOTE LIVE NOW:

<https://www.menti.com/7iy8fd1ntf>



Questions for the group (if time):

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

Next meeting: Wednesday, October 21st, 1pm-2:30pm

Adjourn

Thank You