

# Implementing New IPEDS Race/Ethnicity Standards in Postsecondary Institutions

Welcome! You have joined an AIR Webinar on Implementing New Race/Ethnicity (R/E) Standards in IPEDS. Please put your phone on mute.





# Impact on Postsecondary Institutions



We know what the revised standards are but...

**How do we implement?**



# Webinar Topics

- Planning & Communication
- Transition & Leadership
- Data Collection
- Storage
- Reporting
- Timing
- FAQs
- Discussion

# Planning and Communication

Start Now!

# Planning & Communication

- Involve everyone: IR, IT (ERP), Admissions (all levels), Registrar (all levels), Financial Aid, Athletics, Alumni, HR, Affirmative Action, General Counsel, Public Relations, and others
- Review systems: Student and HR as well as business flows (including paper and electronic forms)

# Planning & Communication Issues

- Identify all internal sources of R/E data, including schools/departments, non-credit, HR
  - Applications/inquiries from new students & employees
  - Personal data updates from continuing students/employees (e.g., portal)
  - Paper & online

*Determine lead time for each (e.g., 1.5 years in advance for paper-based admissions)*

# Planning & Communication Issues

- Identify external organizations that impact timing
  - Sources of admissions data (changes need to be in place by spring of the year before transition [e.g., by spring 2009 for 2010 transition]):
    - Undergraduate admissions (e.g., Common App, Universal College Application, CollegeNET, ETS)
    - Graduate/professional admissions (e.g., CollegeNET, LSAC, AMCAS)
  - Inquiry for job applicants (e.g., Hodes iQ)

# Planning & Communication Issues

- Identify other organizations/processes that impact timing:
  - ERP (make sure version that supports new R/E installed in time)
  - Stand-alone systems (e.g., Financial Aid gets R/E from student system)
  - Reports/exports for federal & state governments (e.g., state may mandate that all in state transition at same time)
  - Reports/exports for other organizations (e.g., CDS, guidebooks & *U.S. News*, regional & professional accrediting associations, grad/professional organizations, Student Clearinghouse, recruiters)
  - Reports for internal use—LOTS

# Planning & Communication Issues

- Discuss whether to *map* from existing to new (not doing so means all continuing students and employees will be “Unknown” unless re-survey)
- Discuss whether to *re-survey* (not re-surveying means under-reporting of Hawaiian/Pacific Islander, & multiple races) but may increase costs
- Discuss logistics of re-surveying
  - As part of the registration process?
  - As part of an alumni survey?
  - As part of time-sheet/productivity reporting?
  - Special one-time survey?
  - Re-survey “stop-outs” in future?
- Discuss whether a flag is necessary to indicate a mapped R/E code or a re-survey response



# Planning & Communication Issues

- Understand distinction between collection, storage, & reporting
- Monitor resources for how to implement (NCES and AIR Web sites)
- Decide when to migrate (may be driven by timing of external organizations)



# Transition & Leadership

# Making a smooth transition...

- Solicit campus leadership support
- Identify a project leader and build cross-functional teams
- Itemize tasks
  - Technical revisions
  - Institutional business flows/processes for data collection
  - Mapping/Re-Surveying
- Build support into the budget (e.g., re-surveying and IT costs)
- Assess needs to fit institutional context



# Technical Considerations

- Vendor update coordination/ software upgrades
- Web interface update
- Data storage revisions
- Data retention issues



# Project Leader Tasks

- Coordinate/liaison with work teams
- Develop overall implementation calendar
- Develop training materials in consultation with teams
- Develop an educational campaign in conjunction with Public Relations



# Data Collection

# Institutional Business Flow/ Processes: Data Collection

- Identify all places where R/E information is entered
  - Admissions
  - Academic Departments
  - Registration (credit/non-credit; all levels)
  - Human Resources
  - File uploads from outside sources - identify all sources
  - *WHO ARE WE MISSING?*
- Identify all paper/electronic forms that need to be revised
- Develop workflows for the R/E data collection from current students/staff

# Institutional Business Flow/ Processes: Data Collection

- Target populations for capturing R/E information
    - New students
    - New faculty/staff
    - Continuing students
    - Current faculty/staff
    - Returning students
    - Part-time temporary faculty
    - Prior GRS entering cohorts
- Applications/New Hire Forms
- Mapping and/or Re-Surveying?

# Collection Issues

- Chance to re-engineer (e.g., online, new process to update continuing, mouseover/link to NCES definitions)
- Level of detail (sub-categories or just binary)
- Whether to collect R/E from international
- Collection point (application &/or enrollment) and method (online &/or paper)
- How/when to modify online forms (e.g., applications, bio updates)

# Collection Issues

- Whether to pre-populate by mapping from old to new categories
- Whether to re-survey continuing students &/or employees
- Whether to map AND re-survey
- If external organizations that provide data (e.g., admissions) migrate before or after your institution does, you will need to map values from their system to your system



# Storage

# Storage Issues

- If use ERP, determine how & when new R/E will be supported and how that version can be installed in time; determine back-up plan in case it's not ready
- Add new R/E fields in database to handle at least 64 R/E combinations (suggest 6 fields) plus NRA
- Decide if store as binary vs. detailed codes, format logical vs. alpha
- Keep current field with old data (Dept. of Ed. requires keeping 3+ years; also keep old R/E for GRS cohorts until entering cohort has new R/E)



# Storage Issues

- Ensure consistency of values & timing across systems, especially if different vendors
- Determine mapping strategy if used to populate new codes on database

# Cross-walk to Map Current to New (Reduces “Unknown”)

Current	New
“Hispanic”	“Hispanic”
“American Indian or Alaskan Native”	“American Indian or Alaska Native”
“Black, non-Hispanic”	“Black or African American”
“White, non-Hispanic”	“White”
“Asian or Pacific Islander”*	“Asian*”
“Unknown”	“Unknown”

\*“Native Hawaiian or Other Pacific Islander” incorrectly assumed to be “Asian”



# Reporting

# Reporting

- Reporting is different than collection - institutions need to **collect** and **maintain** the R/E detail
- IPEDS Reporting categories
  - Hispanic
  - Non-Hispanic/single race
  - Non-Hispanic 2 or more races
  - Unknown
  - Nonresident Alien

# Reporting Issues

- Update computer programs for reports
- GRS: Use cross-walk to map old R/E codes for prior-year cohorts; do *not* overwrite mapped R/E codes with re-surveyed data (or grad. rates for new R/E categories will be inflated because early drop-outs & graduates are not in these categories)
- IPEDS: EF & HR first year; C, E12 & GRS following year

# Reporting Issues

- Problems with Trends
  - Hawaiian/Other Pacific Islander is new category
  - Two or More Races is new category
  - Hispanic will probably go up
  - American Indian/Alaska Native, Black, Asian, & White (single race) will probably go down (some will move into "2 or more" or "Hispanic")
- Non-comparable peer data during transition (due to different methods of re-surveying, mapping, different timing, creative interpretation of regulations)

# Reporting Issues

- For *non-IPEDS* reporting, consider trumping rules and/or using “maximum” approach for some lists/reports (e.g., mailings to “black students,” data for recruiters); maximum approach: count # selecting each category regardless of other categories selected (causes duplicated counts)
- Good practice: analyze data for students &/or employees for whom you have both old and new R/E codes to identify student/employee movement from one reporting category to another at your institution



# Timing

# Possible Timeline for Transition in 2010

- 2008
  - Meetings, planning, & initial IT work
- 2009
  - Paper applications for 2010 printed (1.5 years in advance; alternatively use old form & re-survey new students)
  - Modify online application & bio update systems & forms
  - Modify programs that read data from outside sources (may also need temporary mappings)
  - Modify database (in time to store new R/E from applications)
  - Begin modifying report programs

# Possible Timeline for Transition in 2010

- 2010
  - Continue any programs that generate reports and exports that aren't done
  - Map from old to new codes for all students and employees
  - Re-survey continuing students graduating after July 1, either during pre-registration or in the term enrolled (7/1 is start date for Completions Survey for 2010-11 graduates)
  - Start reporting EF & HR with new R/E codes; can still use old codes for other IPEDS surveys

# Possible Timeline for Transition in 2010

- 2011-2012
  - Map R/E for students in the GRS cohort (do *not* overwrite with new data from re-surveying) & report GRS with new codes
  - Start reporting C & E12 with new codes (prior FY students)




FAQs

Testing Our Knowledge



Is a 2–question format required for collecting the data?

Yes, first ask ethnicity question; then ask the race question.



Can wording be “Choose all that apply” for the race categories?


No - Wording must be “Select one or more...”

More guidance forthcoming



When will additional example question formats be available?

Being prepared by Department of Education and will be sent out as soon as possible...




Are “Unknown,” “Two or more races,” and  
“Nonresident alien” valid options for  
collecting race/ethnic data?

No, these are valid reporting categories  
but should not be used for collection.



Can sub-categories of ethnicity and race  
be collected?

Yes- As long as they can be aggregated to  
the IPEDS reporting categories.



Can you change the order of race in the second collection question to reflect student body?

Yes- Categories of race can be re-ordered (but there are advantages to alphabetical order)




Should R/E be collected for international students (nonresident aliens [NRAs])?

This is not required, but if you collect R/E data for NRAs you'll have these data if the student or employee changes residency status &/or if you want to use them for internal reporting. Also, collecting R/E data for all students the same way simplifies the collection process.



How do you determine Non–Resident  
Alien?

Through a person's VISA type...



How would students/staff from Brazil or Portugal respond to these questions?

Provide the definitions (be sure to use language from NCES online glossary, found in a menu at the top of IPEDS-related web pages) and allow for self-selection



What is the level of effort needed to collect new information?

Presenting the data collection form to students/employees is sufficient to ensure that individuals have had an opportunity to respond. Postsecondary institutions do not need to use third-party observation to supply race/ethnicity when the respondent doesn't reply (instead report as "Unknown").



## Is re-surveying required?

No - Re-surveying is encouraged, but not required. If you do not re-survey continuing students and employees, you will be missing data on Pacific Islanders and "2 or more races." The counts for those categories will be artificially low while the counts of Asians will be inflated.



Do we have to survey students who have left the institution?

No - surveying is NOT REQUIRED for any cohort. Although it is possible to survey dropouts and students who graduated before the R/E transition, reporting mapped data is sufficient for those who've left the institution, particularly since many of their addresses may be missing.



How do you report to IPEDS if the ethnicity question is blank?

If ethnicity information is blank (missing), report racial information, if supplied.



## When do the changes become effective?

- AY 2010-11 Reporting
  - Winter 2010-11 - HR
  - Spring 2011 - Fall Enrollment
- Optional before 2010-11



RECAP



# Impact on Institutional Workflow

- Must revise student and HR systems and business flows
- Must revise all collection forms (both paper and electronic)
- Should map and re-survey ALL current students and staff and map GRS cohorts
- Must revise reports for IPEDS/ institutional/State/Other reflecting new reporting requirements
- Must allow time for testing and checking data
- And more...

# AIR Resources

- Web site (<http://www.airweb.org/raceethnicity.html>) developed by AIR Research Fellow, Peggye Cohen to include:
  - Webinars
    - Changes to Race/Ethnicity Reporting in IPEDS, by Jan Plotczyk
    - Implementing New IPEDS Race/Ethnicity Standards in Postsecondary Institutions, by members of AIR R/E task force
  - Presentations, Papers, and More
  - Links to relevant sites
  - Race/Ethnicity FAQ
  - Race/Ethnicity BLOG

# Other Resources

- AIR IPEDS Training Web site
- IPEDS Race/Ethnicity Info Center  
(<http://nces.ed.gov/IPEDS/reic/resource.asp>)
- SHEEO website (under development)
- IPEDS Help Desk
- Just to name a few...



## It's Your Turn!

- Engage in conversation and discussion on the new Race/Ethnicity regulations and how they may impact our institutions
- Collect questions needing resolution and ideas for training so AIR can assist members with implementation

# Reminder of Resources

- AIR Race/Ethnicity web site  
(<http://www.airweb.org/raceethnicity.html>)
- IPEDES webinar by Jan Plotczyk  
([http://www.airweb.org/webrecordings/ipeds/datacollectionrepository//Race\\_and\\_Ethnicity.wmv](http://www.airweb.org/webrecordings/ipeds/datacollectionrepository//Race_and_Ethnicity.wmv))
- This webinar by members of AIR Race/Ethnicity Task Force  
(<http://www.airweb.org/webrecordings/ipeds/raceethnicity/RaceEthnicityWebinar.ppt>)
- IPEDES Race/Ethnicity Info Center  
(<http://nces.ed.gov/IPEDS/reic/resource.asp>)

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