

Planned and Prepared for IPEDS Racial Categorization Change: An Exploratory Analysis of Multiracial Students' Heritage and Identity

Presenters:

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Agenda

- Learning Outcomes
- IPEDS Category Changes
- Race/Ethnicity Data Collection in the History
- Growing Multiracial Population in US
- Identity Development Theories
- Qualitative and Quantitative Methods & Results
- Implications & Strategies

Learning Outcomes

Participants will:

- Learn how race and ethnicity data collection methods changed in U.S. and how race and ethnicity data matters in different levels.
- Gain a theoretical understanding of racial identity development theory.
- Learn how researchers found out in qualitative and quantitative studies.
- Start to think about how new IPEDS categories affect their students on campus, and hopefully initiate some conversations in their institute to get prepared for this major change.

Factors that Keep R/E Data Collection Methods Move Forward

- Human rights improvements
- Population composition change

History of Race/Ethnicity Data Collection in the US

- 18th century: black and white blood (skin tone)
- 1950's: White, Black, and Other
- 1960's: voting information was collected by race, color, and nation origin.
- 1970's: issued Directive 15, in which, White, Black, Asian or Pacific Islander, American Indian or Alaska Native. Spanish heritage (yes or no) was also to be determined for each individual either by a separate question or as a fifth 'race/ethnic' category

Recent Changes of R/E Data Collection in the US

- 1993: the Office of Management and Budget (OMB) started to review the categories.
- 1997: revised Directive 15 requires colleges and universities to change categories by 2003.
- 2003: deadline was not met, but NCES revised the guideline to comply with Directive 15.
- 2007: final rules were made: new categories would be implemented in 2008's IPEDS.

Department of Education

National Center for Educational Statistics

Racial Categorization (Reporting)

Current	New
<ul style="list-style-type: none"> 1) Non-Resident Alien 2) Race and Ethnicity unknown 3) Black, non-Hispanic 4) American Indian/Alaskan Native 5) Asian/Pacific Islander 6) Hispanic 7) White, non-Hispanic 	<ul style="list-style-type: none"> 1) Nonresident Alien 2) Race and Ethnicity unknown 3) Hispanics of any race For non-Hispanics only: 4) American Indian or Alaska Native 5) Asian 6) Black or African American 7) Native Hawaiian or Other Pacific Islander 8) White 9) Two or more races

Department of Education

National Center for Educational Statistics

Racial Categorization

- If a respondent selects more than one race it is reported in the “two or more races” category
- If respondent does not select anything, reported as “Unknown”
- Hispanic and Non-Hispanic section
- New reporting system available 2008-2009
- Must be in place for the 2010-2011 academic year

R/E Data Matters at Different Levels

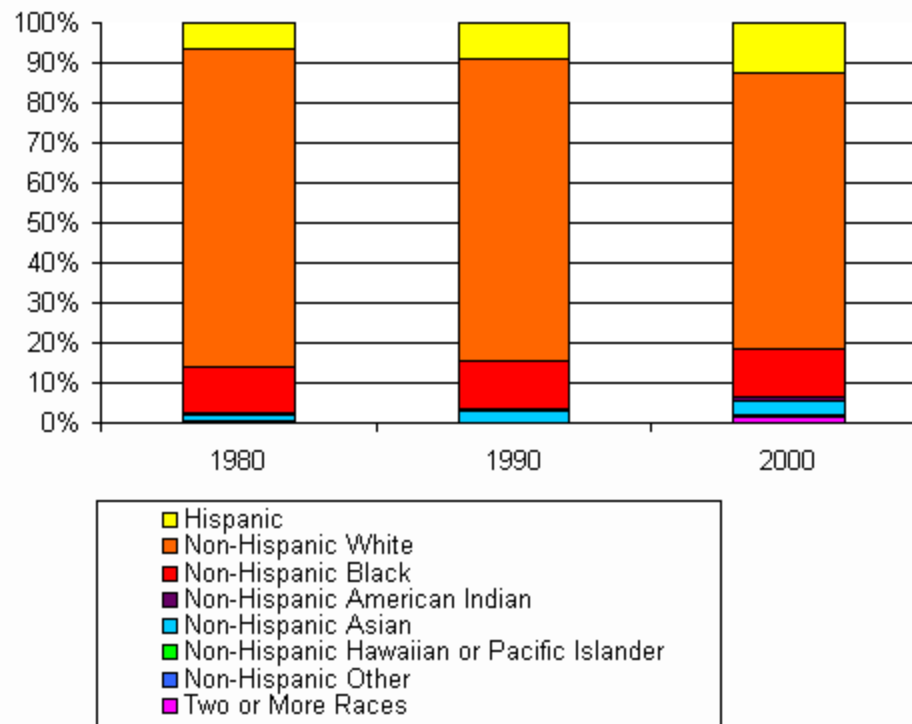
- Federal level
- State level
- Institutional level
- Individual level

Census 2000

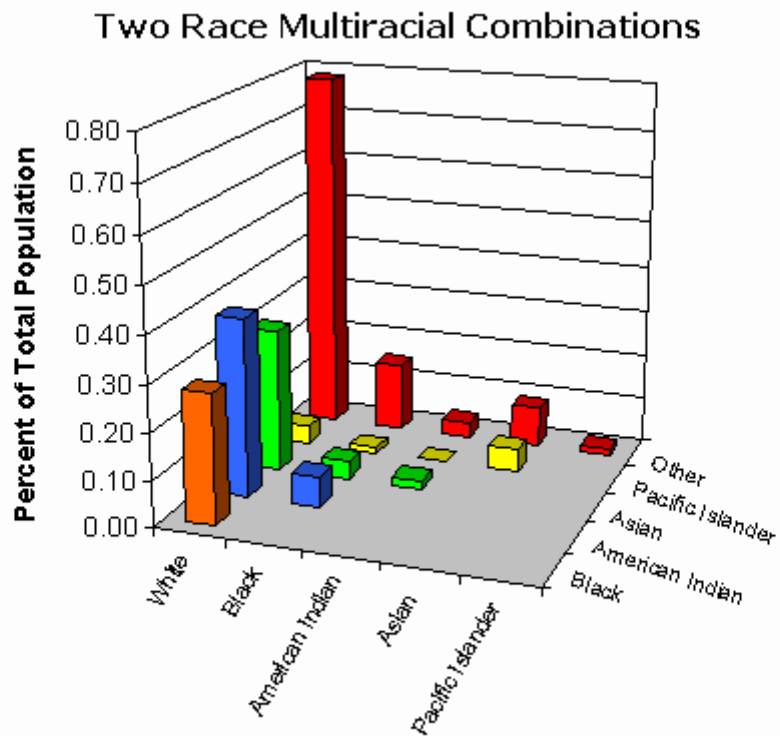
- 1st time in history
- Respondents were allowed to mark one or more races.
- Prior to 2000, options were to choose single racial category or respond as “some other race”
- Over 6.8 million Americans (2.4%), marked an identification with two or more races
 - 42% under 18 (2.9 million)

Census 2000 Data

Race and Ethnicity Selections, 1980-2000



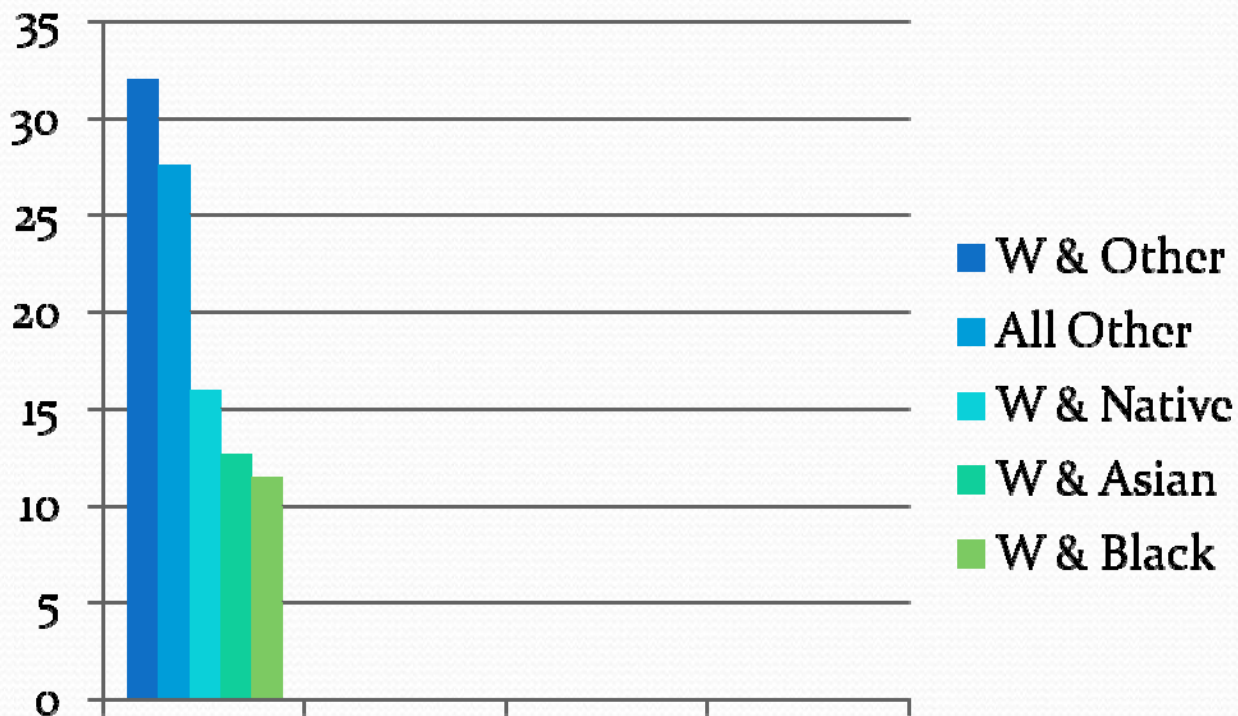
Census 2000 Data



http://www.censusscope.org/us/chart_multi.html

Census 2000 Data

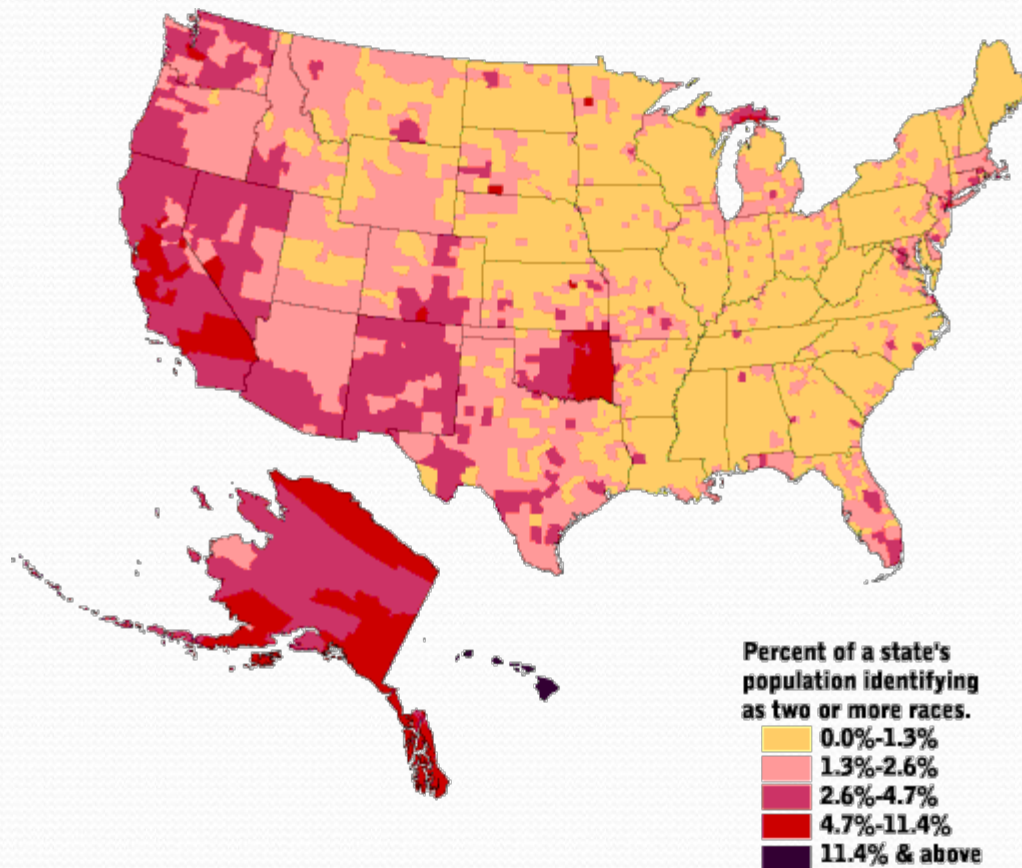
Multiracial Combinations by frequency



US Census Bureau, Census 2000

Root, M.P.P. & Kelly, M. (Eds.) (2003). *Multiracial child resource book*. Seattle, WA: Mavin Foundation.

Census 2000 Data



http://www.censusscope.org/us/map_multiracial.html

Census 2000 Data

- Multiracial people are young
 - 42% under 18
 - 67% under 35

Age	Monoracial	Multiracial
Birth to 3	5.4%	11.3%
4-7	5.7%	10.1%
8-11	6%	9.1%
12-14	4.3%	5.9%
15-17	4.3%	5.5%
18-20	4.3%	5.4%

Identity Development

- Dr. W.S. Carlos Poston (1990)
- Dr. Maria P. P. Root (1990)
- Dr. George Kitahara Kich (1992)
- Dr. Christine Kerwin & Dr. Joseph G. Ponterotto (1995)
- Dr. Charmaine L. Wijeyesinghe (1992)
- Dr. Kristen A. Renn (2004)

Poston (1990)

- Model of Biracial Identity Development
 - Personal Identity
 - Choice of Group categorization
 - Enmeshment/Denial
 - Appreciation
 - Integration

Renn (2004)

- 5 Identity Patterns
 - 1) Monoracial Identity
 - 2) Multiple Monoracial Identities
 - 3) Multiracial Identity
 - 4) Extraracial Identity
 - 5) Situational Identity

Study the IPEDS Impacts from a Multiracial Perspective

- Qualitative Method (Video)
- Quantitative Method (Surveys)

Qualitative Method and Result

- Demographics
 - Interviewed 6 students via video
 - 5 college students
 - 1 high school junior
 - 2 small private colleges, 1 public high school
 - 3 males
 - 3 females

Student Racial Heritages

- Freddie: Jamacian + White
- Isabel: African American + Chilean
- Lauren: African American + Basian
- Sean: Filipino + Guamanian + White
- Shontia: German + Irish + Cherokee + Black
- Zeavon: African American + White

Multiracial Student Video

- Videographers: Beth John & David Womack
- Video Editor: Terry Paape

Themes from students

- Noticed being multiracial at a very young age
- 5 patterns (Renn 2003)
 - Monoracial – Freddie, Shontia, Zeavon, Lauren, Sean
 - Multiple Monoracial – Lauren, Sean
 - Multiracial Identity - Sean
 - Extraracial Identity – Isabel, Freddie
 - Situational Identity - Lauren
- All have faced challenges (e.g., language, physical appearance)
- All the students that have one parent of color and one Caucasian parent, identify more with their parent of color

My Pie Chart

By Shontia Fi
Sophomore

My grandfather calls me his "little white girl," affectionately of course. My uncles refer to me as their "mutt," again this is with affection (try calling me that in front of them and see if they don't have a problem with it). My mother and sister are darker than me. Whenever someone meets them I am always asked the same question, "So...where is the white in your family?" In the past I have always been offended and normally told the person what I thought of them, which was never good. Recently however I have decided to embrace the questions, as it is not as if they will stop coming so I have decided to perfect my answer. When I am asked about my coloring, my facial fea-

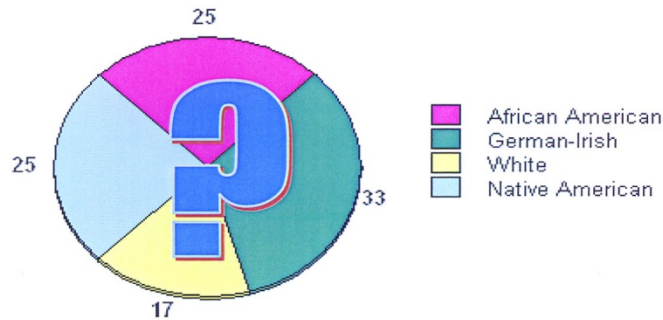
tures, or my eyes I laugh and respond, "Do you have a minute? It takes that long to break down my pie chart."

I am made up of African American, White, Native American, and German-Irish. I doubt very much that there are a small percentage of people that are mixed with this kind of racial ethnicity, yet in my family the combined characteristics appear to be dominant. I am proud of my pie chart and though sometime I do wish to be a little darker I would not change what I look like for anyone. Although there have been many times when I have been approached and interrogated I have always responded the same. I am black. The next time

someone ask you "What you mix with?" Take a moment to describe your pie chart to them.

When I am asked about my coloring, my facial features, or my eyes I laugh and respond, "Do you have a minute? It takes that long to break down my pie chart."

My Pie Chart



Quantitative Method

- Newly designed Heritage and Identity Survey (HIS).
- Two sets of questions can gather detailed heritage and identity information.
- 206 out of 298 new freshmen provided valid answers when surveyed during orientation in a private mid-west college.
- Students were surveyed twice using IPEDS categories and HIS survey.
- Researchers want to know how IPEDS new categories will affect the understanding of student body at this college; how multiracial students want to identify themselves if given options.

Heritage & Identity Survey (HIS)

1A. What is your racial/ethnicity heritage (check one):

- Non U.S. Resident
- Hispanic
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Multiracial
- Other _____

Heritage & Identity Survey (HIS)

1B. If you are multiracial, please mark your racial/ethnicity heritages (check all that apply):

- Hispanic
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Other _____

Heritage & Identity Survey (HIS)

2A. What race/ethnicity do you want to identify with?
(check one):

- Hispanic
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Multiracial
- Other _____

Heritage & Identity Survey (HIS)

2B. If you identify yourself as multiracial, what ethnicities do you want to identify with? (check all that apply):

- Hispanic
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Other_____

Survey Results

- Eight multiracial students among surveyed students.
- Seven out of Eight multiracial students chose to identify themselves with ALL heritage race and ethnicities.
- Survey results agree with qualitative search findings that multiracial students want to be given options to identify themselves.

Implications for Higher Education

- Rapid growth of multiracial student population
- Department of Education Racial Categorization
- Assessment (e.g., racial heritage & identity, retention, graduation rates, student satisfaction, college wide and national data)
- Programs & Services

Strategies for Institutional Researchers

- Strategically plan the adoption of new IPEDS categories
 - ✓ Campus leadership support and build into budget requests.
 - ✓ Get everyone on board: IR, IT, Admissions, Registrar, Financial Aid, HR.....
 - ✓ Revise online and paper surveys
 - ✓ Work on the implementation timeframe
 - ✓ Develop bridging strategies for old and new data
- Should you adopt the IPEDS categories or create R/E reporting categories with more options?(Depending on the college's size, racial composition, location, and mission).

Strategies for Student Affairs

- Train Admissions Officers to carefully identify all prospective incoming multiracial students.
- Tracking your multiracial students (e.g., racial heritage & racial identity)
- Conduct a needs assessment with freshmen multiracial students concerning campus life.
- Offer programs, workshops and courses that have a multiracial emphasis.
- Encourage students to start a multiracial student organization.
- Encourage and support open communication with family members.
- Counseling Centers are prepared to work with multiracial students.
- Provide a physical space that can be used to talk about the multiracial student experience.
- Show multiracial students in marketing publications.
- Utilize resources and organizations such as MAViN Foundation, MAViN Magazine, etc.
- *Chasing Daybreak by the MAViN Foundation* is a documentary about multiracial student experiences.

Questions, Comments, Etc.

- Thank you for coming!
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Our families

Dave, Liz, Tyler, Mason, Landon



Beth, Aidan, Ben