



**SB 473 Community College Workgroup Meeting #1**

**January 27, 2016**  
 1:00 P.M. – 4:00 P.M.  
 Oregon State Library  
 Room 102  
 250 Winter St. NE  
 Salem, OR 97301

To participate by phone, call: 712-775-7031, Access Code 217-312

**AGENDA**

<b>1:00</b>	<b>1.0</b>	<b>Welcome and Introductions</b>	
	1.1	Opening remarks, charge, agenda, and timeline review	Patrick Crane
	1.2	Introductions	All
<b>1:20</b>	<b>2.0</b>	<b>What should you ask?</b>	
	2.1	Considerations when collecting sexual orientation data	Laurie Roe, All
	2.2	Strategies for collecting sexual orientation data	Patrick Crane, All
<b>2:00</b>	<b>3.0</b>	<b>Data system limitations</b>	All
	3.1	How would this information be collected?	
	3.2	Required changes to forms and data systems?	
<b>2:45</b>	<b>4.0</b>	<b>Legal issues</b>	All
	4.1	Protecting sensitive data	
<b>3:30</b>	<b>5.0</b>	<b>Cost issues</b>	All
	5.1	Changing forms and data systems	
	5.2	Training and other staff cost?	
	5.3	Other costs?	
<b>3:50</b>	<b>6.0</b>	<b>Discussion of Next Steps</b>	Patrick Crane
<b>4:00</b>	<b>7.0</b>	<b>Adjourn</b>	

**Timeline:**

January 27, 2016 – First meeting of the SB 473 Community College Workgroup  
 February 10, 2016 – Present summary of first meeting to the HECC’s Funding and Achievement subcommittee.  
 TBD – Second meeting of SB 473 Community College Workgroup  
 April 14, 2016 – Present draft report to the HECC.  
 May 12, 2016 – Present final report to the HECC for approval.  
 May 31, 2016 – The HECC’s report on “most cost effective and least burdensome methods” of collecting data and implementing policies provide to the Legislative Assembly.



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**Senate Bill 473 Work Group – Community College Members**

<b>Organization</b>	<b>Name</b>	<b>Title</b>
Portland Community College	Laura Massey	Institutional Research
Rogue Community College	Curtis Sommerfield	Information Technology
Linn Benton Community Colleges	Jane Sandberg	Equity and Diversity
Oregon Community College Association	John Wykoff	Legislative Director
Lane Community College	Seth Joyce	Oregon Student Association
Linn Benton Community College	Bruce Clemetsen	Student Services
Clatsop Community College	Chris Ousley	Student Services
Clackamas Community College	Tara Sprehe	Student Services
Central Oregon Community College	Courtney Whetstine	Director of Admissions & Registrar

In person:

Laura Massey (PCC), Courtney Whetstone (COCC), Jane Sandberg (LBCC), Seth Joyce (OSA, Lane CC), Laurie Roe (HECC), Patrick Crane (HECC)

By phone:

John Wykoff (OCCA), Chris Ousley (Clatsop)

### **1. Welcome and Introductions**

Background and intention of the bill – An opportunity for people to tell the community colleges that LGBTQ are there. Also, to increase resources available (there are two gender inclusive restrooms at Lane, would love to see more). Would also like to be able to say we have xyz % of LGBTQ students/faculty/staff and use that information to plan facilities needs (to change bathrooms, etc.). This can tell the trans community that they are accommodated. Would also like to see additional resources for counseling and student groups (currently at Lane Gender and Sexuality alliance has a cubicle. Counselors don't have these resources). Focus is on collecting information for campuses and students, not necessarily about collecting data for the state.

### **2. What should you ask?**

Work group was agreed that in order to collect information on sexual orientation, questions about gender identity needed to be asked as well. This is the same conclusion reached by Washington State's Community and Technical Colleges when they sought to collect this information in 2013. The workgroup see this legislation as focused primarily on student success and creating inclusive communities on campus. Within that framework, discussions of gender and pronoun usage should be included as well.

Group agreed that we should bring additional voices to the table. One suggestion was to conduct a qualitative study of students, faculty, and staff to develop collection strategies. How data is collected will also impact data security needs.

During discussion, several suggestions were made on how to ask questions about sexual orientation in order to provide the best possible data (high response rate, accurate information).

Suggestion 1: Provide a prompt explaining why this data is being collected.

- Action item: Find out from Oregon's public universities what they are asking and think about a similar approach.
- Action 2: Look at what other colleges and universities around the country have done (specifically Duke, University of Vermont, and Washington's community colleges),
- Recognize: Each community college does not have to ask exactly the same questions.

Suggestion 2:

- Ask two questions: What was your gender designation at birth? Which gender do you identify as today?
- Alternatively, ask: "Do you identify outside of the gender you were assigned at birth?"

### **3. Data System Limitations**

Community colleges have four different data systems. Banner is the most prevalent, but that also comes in different “flavors” (out of the box and modified). In addition to modifying the student information system, COCC has realized that you would need to modify multiple software pieces (ID cards, housing, etc.). All communications and mail merge will need a customization as well. Each of these changes costs money. Costs include programmer time, fixing mistakes caused by trying to make changes cost to pay Banner to do it, downstream connections to Blackboard.

Suggestion 1: Survey colleges on costs.

- Action Item: Share COCC’s list of forms that need to be changed to accommodate preferred first name and ask for additional input. Ask for information from each of the four community college student information systems. PCC has also looked into this. Some areas that will need to be changed include: Roster, Housing, Housing labels, Student ID cards

Suggestion 2: Propose that gender categories be expanded beyond male/female.

- Rationale: Send a message that multiple options are available, and fosters inclusion and safeness.
- Challenge: Federal reporting only allows for M/F and requires submission of one or the other (specific reference to IPEDS and Perkins)
- Challenge – Incorporating FAFSA data in a student information system may overwrite the gender category if that data is imported.
- Action item: Ask universities how they have adjusted Banner.

Suggestion 3: Recognize that each of these have different implications and need to be treated separately:

- Student
  - I. Preferred name
  - II. Gender identity
  - III. Sexual orientation
- Faculty/Staff
  - I. Preferred name
  - II. Gender identity
  - III. Sexual orientation

Suggestion 4: Ask campuses that have done this before for screenshots about what this actually looks like. Not just the questions they ask, but where and when. Additional questions include: What is your response rate like? Which forms did you change?

- Think about

Suggestion 5: If colleges are going to overhaul their data collection system, what else should be changed at the same time?

- 40% of students don’t report first generation status (PCC).
- Where we put it will influence how students/faculty/staff respond.

Suggestion 6: Consider different student populations and how they will be impacted differently by this data collection. Students with different types of needs might include: Adult learners, high school students taking college courses, international student, and noncredit students.

- Also consider implications for external surveys that community colleges conduct. If the legislation means “All areas where demographic data is collected” that can impact surveys that colleges pay for and may not be able to modify themselves.

#### 4. Legal and Ethical Considerations

Be clear up front about what the data is going to be used for, who has access to it, in what circumstances? Downstream use of data actually reflects how this is collected. The workgroup agreed that preferred first name should be in as many places as possible, but that sexual orientation should be very protected.

Questions and considerations:

- If we get a subpoena, the data needs to be made available. What is the liability if that data is shared?
- By providing this data it becomes a part of the education record. It can be shared down the line if someone asks for it.
- Would this appear on a transcript? Would this appear if someone is applying for a military position?
- Students have to sign off on full disclosure for employment.
- Some students will be excited to share this. Some will not feel comfortable yet, in sharing it.
- Can students/faculty/staff change this? What does that process look like?

Additional discussion around balancing privacy and information. Two potential strategies for collecting data emerged:

- Strategy 1: Sexual orientation information is collected in an anonymous survey that does not connect to the student record.
  - Pro: Likely higher response rate, protection of privacy, generates high quality aggregate data.
  - Con: Does not enable connecting data to students, and does not allow for analysis of student success or completion by sexual orientation or gender identity.
- Strategy 2: Sexual orientation information is collected and attached to the student record.
  - Pro: Enables unit level analysis of course completion, retention, grades, and completion; provides better understanding of students by sexual orientation.
  - Con: Potentially lower response rates; privacy.
- Strategy 3: Phased approach, starting with anonymous survey, transitioning to unit record.
- Strategy 4: Collect both an anonymous survey and unit record information.

Action Item: Consider survey question for students...would you want this to be anonymous or linked to your student record?

Action Item: Include use of preferred pronoun in this discussion as well. This also helps to support the goals of creating a safe, inclusive environment and fostering conversation. Investigate how do we tackle the idea of pronouns and identity useful resources.

## Resources:

LGBT Terms and Definitions: <https://internationalspectrum.umich.edu/life/definitions>

Collecting Sexual Orientation and Gender Identity Data in Electronic Health Records: Workshop Summary. Institute of Medicine (US) Board on the Health of Select Populations. Washington (DC): [National Academies Press \(US\)](http://www.ncbi.nlm.nih.gov/books/NBK154073/); 2013. <http://www.ncbi.nlm.nih.gov/books/NBK154073/>

Ingeno, L. "Ask, Do Tell". Inside Higher Ed. August 5, 2013.

<https://www.insidehighered.com/news/2013/08/05/washington-state-2-year-colleges-will-ask-students-about-sexual-orientation>

## Potential Questions:

Washington State's Community and Technical Colleges

1. "What is your sexual orientation?" (options: bisexual, gay, lesbian, queer, straight/heterosexual and prefer not to answer)
2. "What is your gender identity?" (options: feminine, masculine, androgynous, gender neutral, transgender, other and prefer not to answer).

National Center for Health Statistics Sexual Identity Questions

Do you think of yourself as...?

- Lesbian or gay
- Straight, that is, not gay
- Bisexual
- Something else
- Don't know

By Something Else, do you mean that...?

- You are not straight, but identify with another label such as queer, trisexual, omnisexual, or pan-sexual
- You are transgender or transsexual
- You have not or are in the process of figuring out your sexuality
- You do not think of yourself as having a sexuality
- You personally reject all labels of yourself
- You made a mistake and did not mean to pick this answer
- You mean something else
- What do you mean by something else? \_\_\_\_\_

By Don't Know, do you mean that...?

- You don't understand the words
- You understand the words, but you have not or are in the process of figuring out your sexuality
- You mean something else
- What do you mean by something else? \_\_\_\_\_