



# Advancing Equity With Better Data for State Policy

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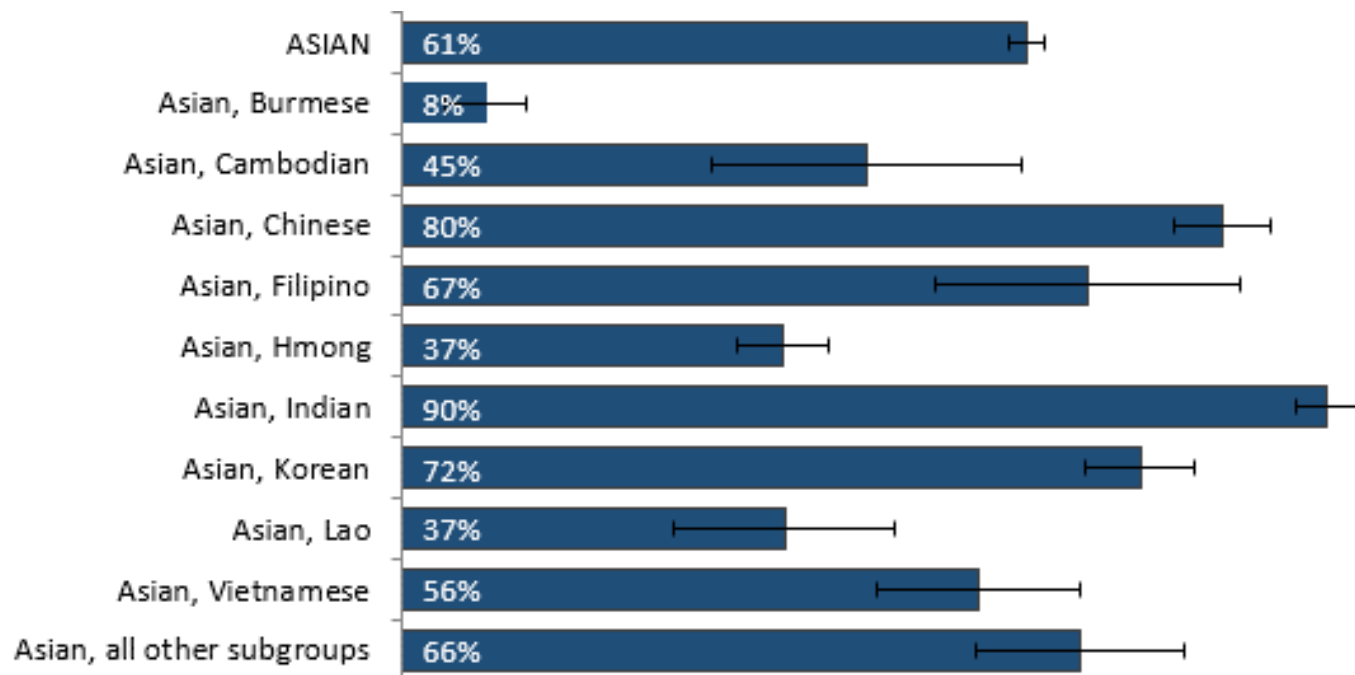
# Starting Reflections Informing Our Process

- Data matters: to be seen, to be heard, and to be empowered to advocate for change.
- The need to make equity gaps visible and act to address them is clear, and our work is not done.
- Too often a lack of data limits the ability of institutions to measure gaps in access and outcomes appropriately, and limits the ability of individuals in marginalized communities to self-advocate for change.
- We often hide behind the curtain of student privacy by assuming these students do not want more information known, but we often do it without asking those same students (e.g. students with disabilities, non-native English speakers).

# Differences in Attainment among Racial and Ethnic Communities in MN

- OHE's annual report on educational attainment (using Census data) shows significant differences among communities
- Differences exist within each federal category of racial and ethnic communities

Educational Attainment for Associate Degree or Higher Credential Disaggregated by Detailed Race and Ethnicity, 2021 Estimates - Asian Minnesotans



Source: Educating for the Future 2021 Update. ACS 2015-2019. Minnesota Office of Higher Education.

[http://www.ohe.state.mn.us/sPages/educ\\_attain\\_goal\\_2025.cfm](http://www.ohe.state.mn.us/sPages/educ_attain_goal_2025.cfm)

## Data Advisory Committee

- Every 5 years OHE reviews the student level data collected on enrolled students and graduating students. Last changes made in 2015-2016.
- Before making changes, Minnesota Statute requires that OHE consult with a data advisory task force (Minn.Stat. 136A.121, Subd. 18)
- The process allows us to consider how the data OHE collects aligns with important policy and research questions, and how colleges collect data
- Committee includes our data contacts at institutions (largely institutional researchers and registrar staff), legislative staff, staff from organizations and state agencies with an interest in data collection, and other stakeholders.
- Recommended changes are based on group consensus and identified policy and research needs

## Detailed Racial/Ethnic Origin Codes

<b>Black or African American</b> .....	<b>100</b>
African American .....	101
Central African.....	102
East African.....	112
Ethiopian.....	113
Somali .....	114
North African.....	135
Southern African.....	143
West African .....	149
Liberian .....	150
Nigerian .....	151
Caribbean .....	167
Haitian .....	168
Jamaican .....	169
Other Black or African American .....	198
<b>American Indian or Alaska Native</b> .....	<b>200</b>
<b>Asian</b> .....	<b>300</b>
Central Asian.....	301
East Asian .....	310
Chinese.....	311
Japanese.....	312
Korean.....	313
Southeast Asian .....	320
Cambodian .....	321
Filipino.....	322
Hmong.....	323

*(Asian continued):*

Karen.....	324
Lao.....	325
Thai.....	326
Vietnamese .....	327
South Asian .....	340
Indian.....	341
Iranian.....	342
Nepalese .....	343
Pakistani.....	344
Other Asian.....	398
<b>Hispanic or Latino</b> .....	<b>400</b>
Mexican or Mexican American.....	401
Spanish.....	402
Caribbean.....	410
Cuban .....	411
Dominican .....	412
Puerto Rican .....	413
Central American .....	440
Guatemalan .....	441
Honduran.....	442
Nicaraguan.....	443
Salvadoran .....	444
South American.....	450
Argentinian .....	451
Colombian.....	452
Other Hispanic or Latino.....	498

<b>White</b> .....	<b>500</b>
European .....	510
Middle Eastern.....	560
Other White.....	598
<b>Native Hawaiian or Other Pacific Islander</b> .	<b>600</b>
Fijian.....	601
Guamanian or Chamorro.....	602
Hawaiian.....	603
Marshallese .....	604
Samoa.....	605
Tongan.....	606
Other Native Hawaiian / Pacific Islander ....	698
<b>Middle Eastern or North African</b> .....	<b>700</b>
Middle Eastern.....	710
Iraqi .....	711
Israeli .....	712
Lebanese.....	713
Palestinian .....	714
Syrian.....	715
North African.....	740
Algerian.....	741
Egyptian .....	742
Moroccan.....	743
Other Middle Eastern or North African.....	798

Four fields to report multiple race/ethnicity selections.

OHE student databases manual available here: [https://www.ohe.state.mn.us/pdf/enrollment/basicdata/Specifications for Reporting Student Data DegreeGranting.pdf](https://www.ohe.state.mn.us/pdf/enrollment/basicdata/Specifications%20for%20Reporting%20Student%20Data%20DegreeGranting.pdf)

# Tribal Affiliation of American Indian and Alaska Native Students

- Fields to report the Tribal affiliation of American Indian and Alaska Native students, including fields for the student's Tribe(s) of enrollment, and Tribe(s) from which the student is descended but not enrolled
- Coded list of Tribes includes Federally-recognized Tribes, state-recognized Tribes and Canadian First Nations
- List of OHE codes available on our reporting resources webpage:  
<https://www.ohe.state.mn.us/mPg.cfm?pageID=473>

Field Order	Title	Enrollment Data Definition	Field Length	Alpha or Numeric	Enrollment Data Code
15	Gender Identity A	<p>Student’s self-reported gender identity as gathered by the institution.</p> <p>Each institution may have their own, often similar definition of Gender Identity. Here is the definition used by Minnesota State Colleges and Universities as an example: “Gender identity is a person’s innermost concept of self as feminine, masculine, neither, or a combination – how individuals perceive themselves. One’s gender identity may or may not be influenced by their sex assigned at birth.”</p> <p>For students reporting multiple gender identity selections, additional selections should be reported in fields 16, 17, and 18.</p>	2	numeric	Agender .....01 Androgyne .....02 Androgynous .....03 Bigender .....04 Cis / cisgender .....05 Demigender .....06 Genderqueer or gender fluid .....07 Genderqueer .....08 Gender fluid .....09 Man .....10 Multigender .....11 Non-binary or gender non-conforming..12 Non-binary .....13 Gender non-conforming .....14 Questioning or Unsure .....15 Trans / transgender .....16 Two Spirit .....17 Woman .....18  Another gender identity not listed .....90 Prefer not to disclose .....97 Not reported by student .....98 Not reported by institution .....99

Four fields to report multiple gender identity selections.

OHE student databases manual available here:  
[https://www.ohe.state.mn.us/pdf/enrollment/basicdata/Specifications for Reporting Student Data Degree Granting.pdf](https://www.ohe.state.mn.us/pdf/enrollment/basicdata/Specifications%20for%20Reporting%20Student%20Data%20Degree%20Granting.pdf)

# Fall 2021 Award-Seeking Undergraduates, All Minnesota Colleges

Source: Minnesota Office of Higher Education, Draft 09/26/2022

# Results

Figure 1. Count of Students by IPEDS Race and Ethnicity Categories

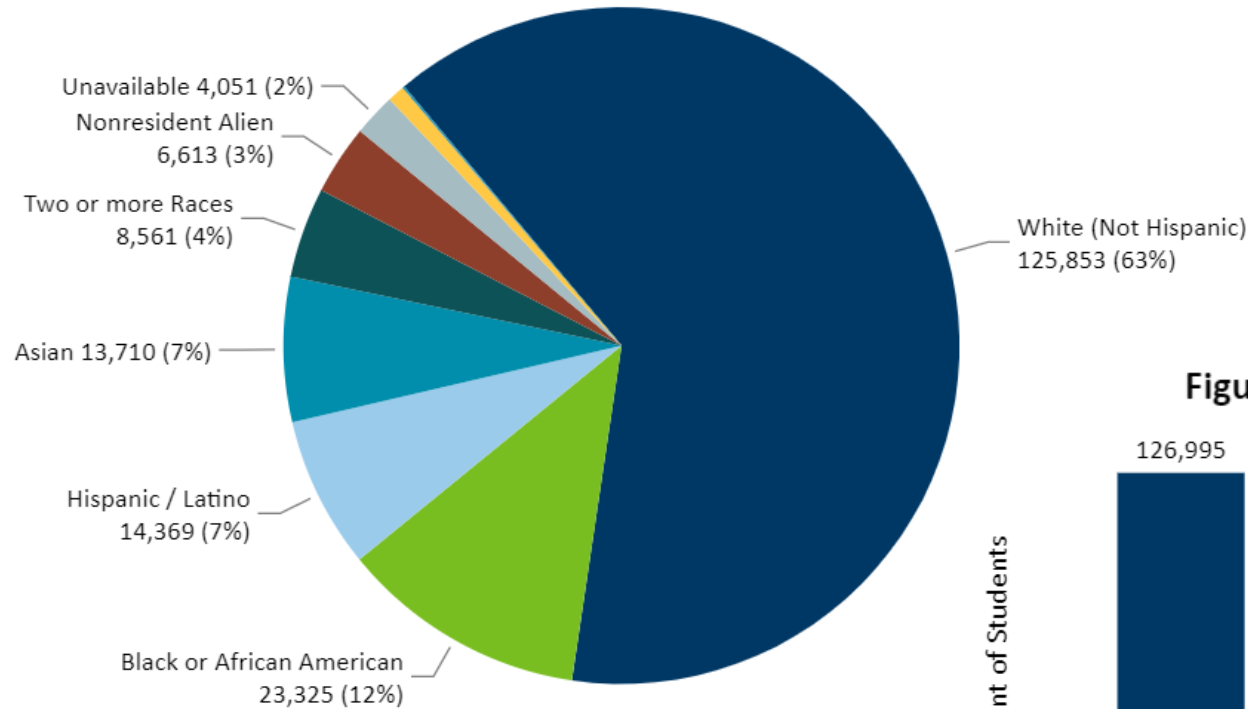
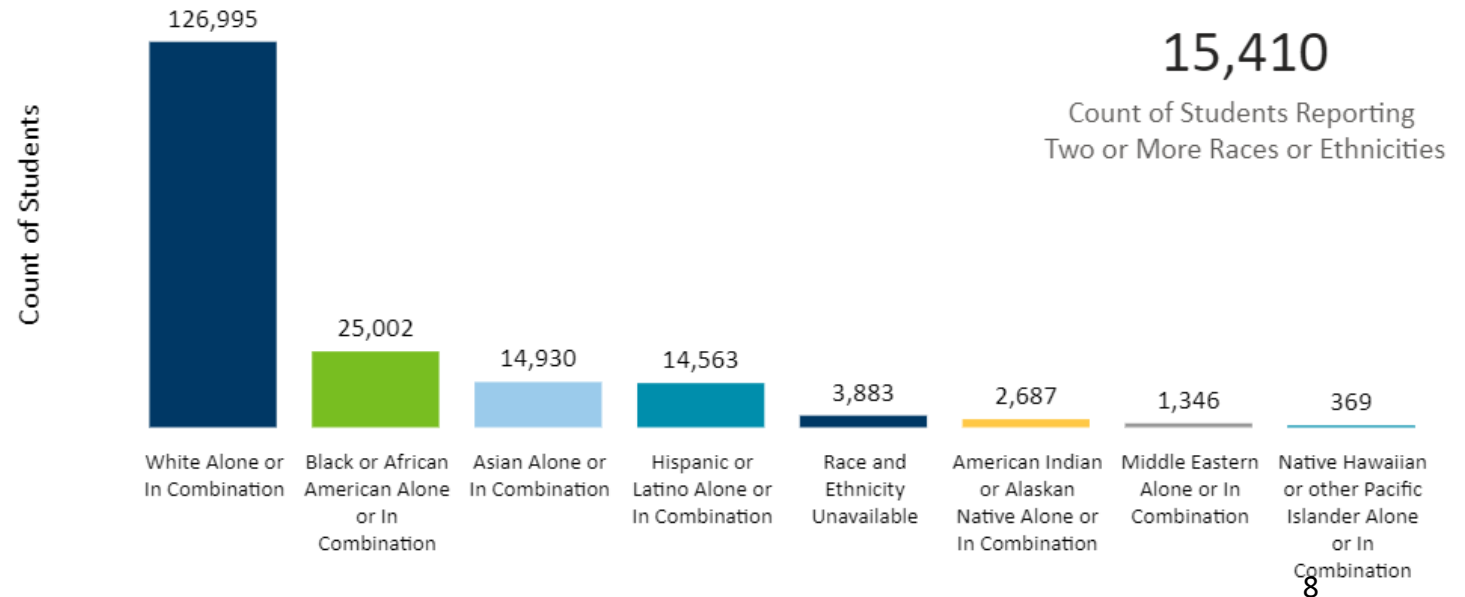


Figure 2. Count of Students by Race and Ethnicity Alone or In Combination





# Fall 2021 Award-Seeking Undergraduates, All Minnesota Colleges

Source: Minnesota Office of Higher Education, Draft 09/26/2022

## Results – Top 14 groups

**Table 1. Detailed Race and Ethnicity Drill Through Report**

Detailed Race and Ethnicity Label	Count of Students
White	125,254
Black	13,365
Asian	10,120
Hispanic or Latino	9,222
White-Two or More Races	7,844
International student	6,538
Race and Ethnicity Unavailable	3,883
Mexican or Mexican American	2,649
Black or African American	2,606
Somali	2,553
African American	2,541
Hmong	1,674
American Indian or Alaska Native	1,639
Hispanic or Latino-White	1,098

# American Indian and Alaska Native Students

Fall 2021 Award-Seeking Undergraduates, All Minnesota Colleges

Source: Minnesota Office of Higher Education, Draft 09/26/2022

# Results

Figure 3. Count of Students by IPEDS Race and Ethnicity Categories

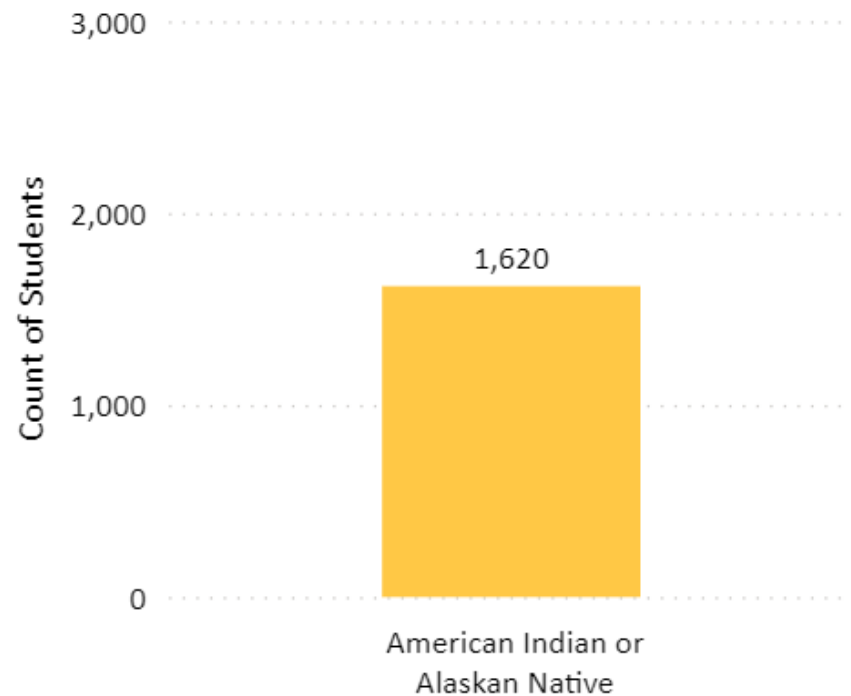
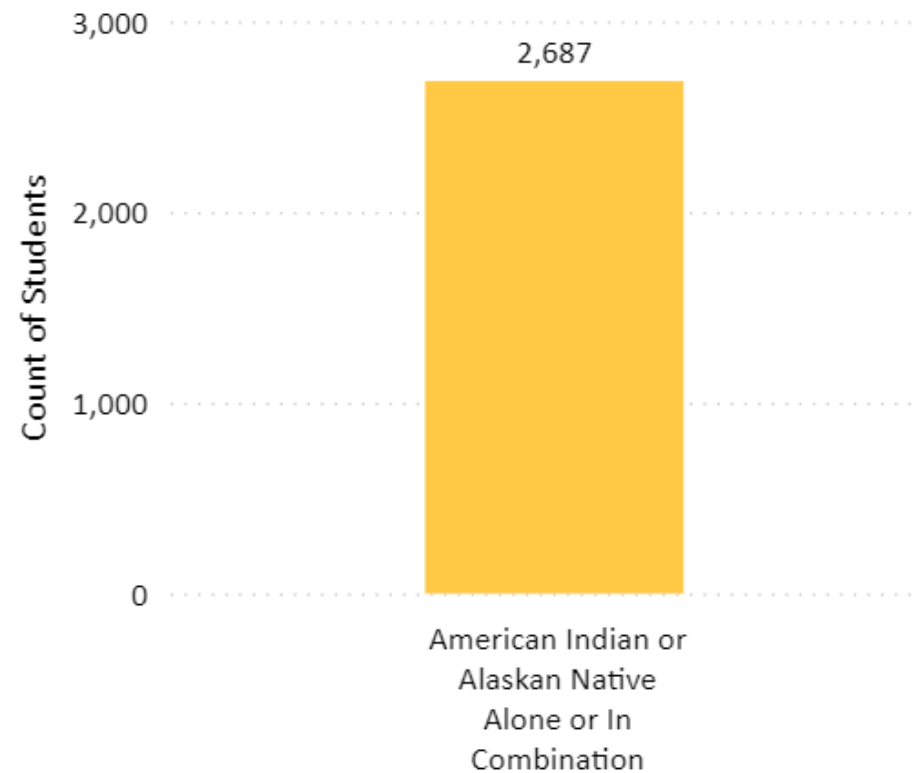


Figure 4. Count of Students by Race and Ethnicity Alone or In Combination



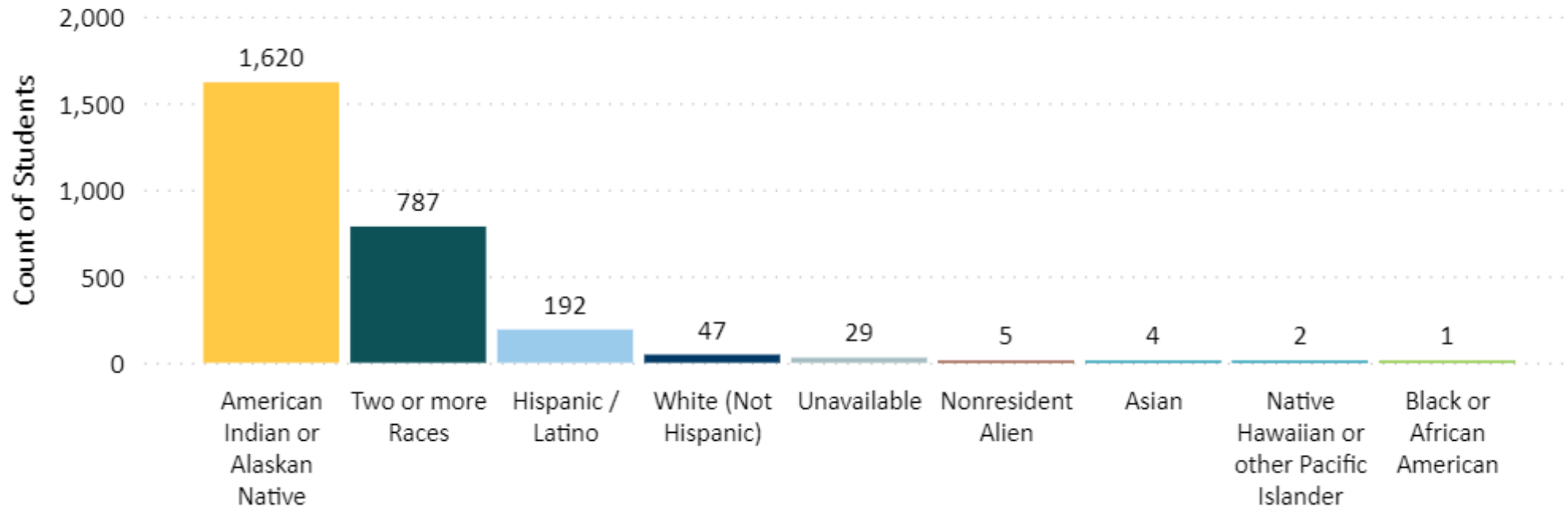
# American Indian and Alaska Native Students

Fall 2021 Award-Seeking Undergraduates, All Minnesota Colleges

Source: Minnesota Office of Higher Education, Draft 09/26/2022

# Results

Figure 5. Count of Native American or Alaska Native Students by IPEDS Race and Ethnicity



# American Indian and Alaska Native Students

Fall 2021 Award-Seeking Undergraduates, All Minnesota Colleges

Source: Minnesota Office of Higher Education, Draft 09/26/2022

# Tribal Enrollment & Affiliation

**Table 2. Tribal Enrollment**

Tribal Enrollment	Count of Students
Unavailable or Not Enrolled	1,866
Red Lake Band of Chippewa Indians, Minnesota	221
Another option not listed	106
Minnesota Chippewa Tribe - White Earth Band	52
Minnesota Chippewa Tribe - Leech Lake Band	50
Minnesota Chippewa Tribe - Bois Forte Band (Nett Lake)	34
Turtle Mountain Band of Chippewa Indians of North Dakota	32
Minnesota Chippewa Tribe - Mille Lacs Band	31
Minnesota Chippewa Tribe - Fond du Lac Band	26
Sisseton-Wahpeton Oyate of the Lake Traverse Reservation, South Dakota	21
Bad River Band of the Lake Superior Tribe of Chippewa Indians of the Bad River Reservation, Wisconsin	16
Red Cliff Band of Lake Superior Chippewa Indians of Wisconsin	16
Cherokee Nation	14

**Table 3. Tribal Affiliation**

Tribal Affiliation	Count of Students
Enrolled or Unavailable	2,114
Another option not listed	207
Minnesota Chippewa Tribe - White Earth Band	82
Cherokee Nation	44
Minnesota Chippewa Tribe - Fond du Lac Band	36
Minnesota Chippewa Tribe - Leech Lake Band	26
Turtle Mountain Band of Chippewa Indians of North Dakota	21
Red Lake Band of Chippewa Indians, Minnesota	16
Minnesota Chippewa Tribe - Mille Lacs Band	14
Blackfeet Tribe of the Blackfeet Indian Reservation of Montana	10
Sisseton-Wahpeton Oyate of the Lake Traverse Reservation, South Dakota	9
Rosebud Sioux Tribe of the Rosebud Indian Reservation, South Dakota	6
Shakopee Mdewakanton Sioux Community of Minnesota	6
Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin	5

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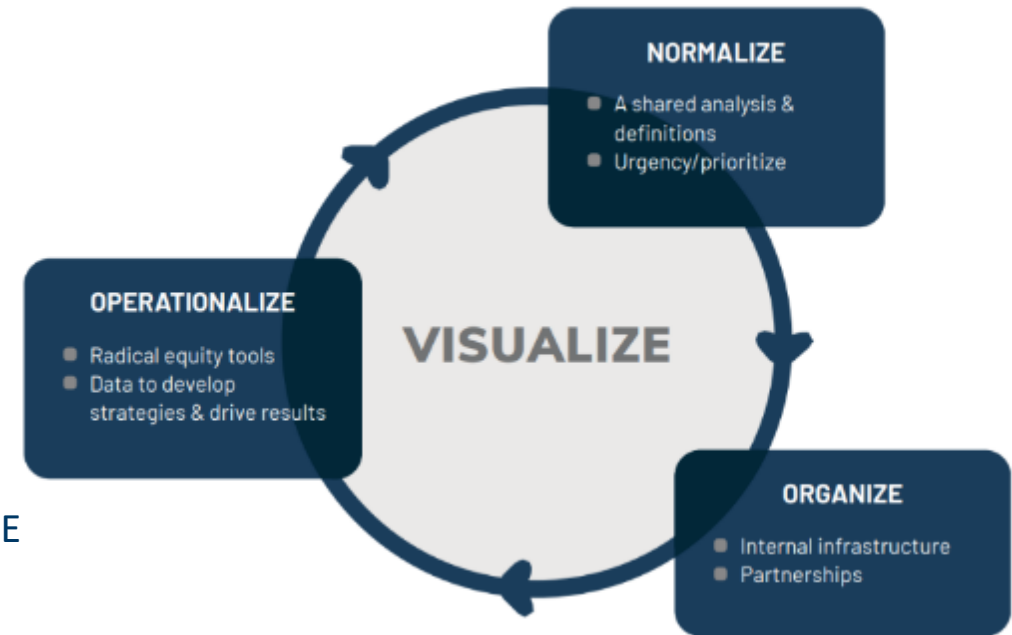
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**Thank you!**  
**Let us know your thoughts!**

# Resources

- A Toolkit for Centering Racial Equity Throughout Data Integration: [https://www.aisp.upenn.edu/wp-content/uploads/2020/08/AISP-Toolkit\\_5.27.20.pdf](https://www.aisp.upenn.edu/wp-content/uploads/2020/08/AISP-Toolkit_5.27.20.pdf)
- Be Part of the Solution: Antiracism in Institutional Research, AIR <https://www.airweb.org/article/2021/04/20/be-part-of-the-solution-antiracism-in-institutional-research>
- Monoracial Normativity in University Websites: Systematic Erasure and Selective Reclassification of Multiracial Students <https://eric.ed.gov/?id=EJ1296802>
- Better Data for Supporting American Indian/Alaska Native Students, WICHE <https://files.eric.ed.gov/fulltext/ED614425.pdf>
- AIR: Emerging Practices for Collecting Information on Gender Identity and Sexual Orientation <https://www.airweb.org/article/2021/02/17/emerging-trends-and-best-practices-for-collecting-information-on-gender-identity-and-sexual-orientation>
- Consortium of Higher Education LGBT Resource Professionals: [Suggested Best Practices for Asking Sexual Orientation and Gender on College Applications](#)



Source: A Toolkit for Centering Racial Equity Throughout Data Integration

# Minnesota - New Reporting Specifications

Enrollment Reporting Resources webpage

<https://www.ohe.state.mn.us/mPg.cfm?pageID=473>

- Full report on process and changes
- New data includes detailed race/ethnicity, Tribal affiliation of American Indian and Alaska Native students, and gender identity
- Updated data manuals and templates for both degree-granting and non-degree-granting institutions
- Changes in effect for 2021-2022 data

