Advancing Equity With Better Data for State Policy

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OFFICE OF HIGHER EDUCATION

Agenda:

1. Why include detailed race/ethnicity and gender identity?
2. Growing momentum for these changes
3. Minnesota specifics
4. Thoughts and questions going forward
5. Discussion

Need for Detailed Race/Ethnicity and Gender Identity Data

"Organizational practices are the result of policies and carefully considered beliefs and values. They have the power to shape both personal experiences and developing understandings of race. And just as organizational level practices have the power to erase, reclassify, and marginalize, they also have the power to affirm, acknowledge, and celebrate."

Ford, Karly S., Ashley N. Patterson, and Marc P. Johnston-Guerrero. "Monoracial normativity in university websites: Systematic erasure and selective reclassification of multiracial students." *Journal of Diversity in Higher Education* 14.2 (2021): 252.

"These questions are a step towards making transgender and other gender minority people visible and countable in nationwide surveys. Being countable—including our gender identity and gender expression—is an important step for having the resources we need to live healthy, safe, financially stable lives."

GenIUSS Group. *Best practices for asking questions to identify transgender and other gender minority respondents on population-based surveys.* eScholarship, University of California, 2014.

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
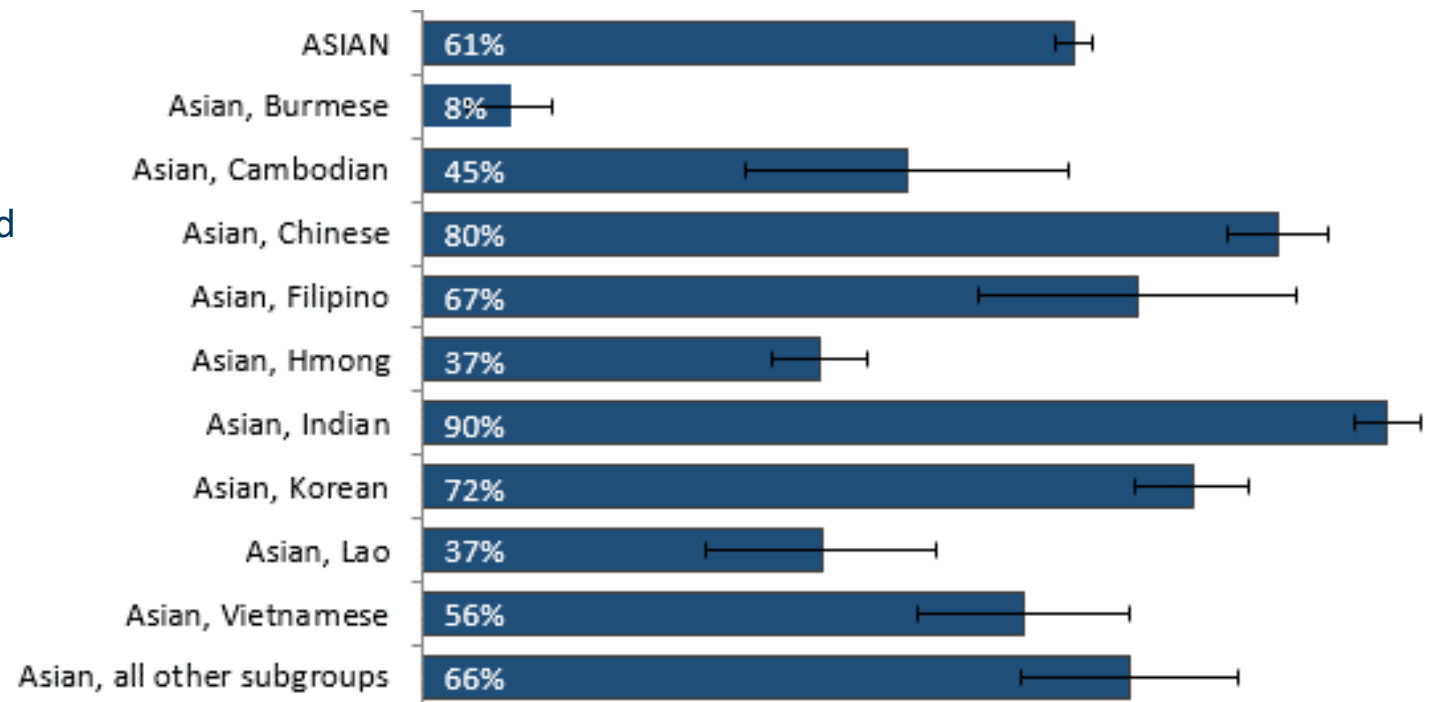
Source: Educating for the Future 2021 Update. ACS 2015-2019. Minnesota Office of Higher Education. http://www.ohe.state.mn.us/sPages/educ_attain_goal_2025.cfm

ASIAN	61%
Asian, Burmese	8%
Asian, Cambodian	45%
Asian, Chinese	80%
Asian, Filipino	67%
Asian, Hmong	37%
Asian, Indian	90%
Asian, Korean	72%
Asian, Lao	37%
Asian, Vietnamese	56%
Asian, all other subgroups	66%

Federal Reporting Masks Student Diversity in Race/Ethnicity

- Hispanic students are reported as Hispanic regardless of race, and students selecting multiple races are reported as two or more

- Pew: America's multiracial population is growing three times as fast as the population as a whole.

- Census: 2010 Census showed that 44 percent of American Indian or Alaska Native respondents reported in combination with one or more other races. 39 percent increase from 2000 to 2010.

- Implementation of federal reporting changes in 2009-2010 had a significant impact on OHE enrollment data by race (see graph at right).

MN Fall Undergraduate Enrollment - 2008 to 2011

American Indian or Alaska Native

Hispanic or Latino

Two or more

3,876   4,065   3,065   2,971

12,000
10,000
8,000
6,000
4,000
2,000
-

2008   2009   2010   2011
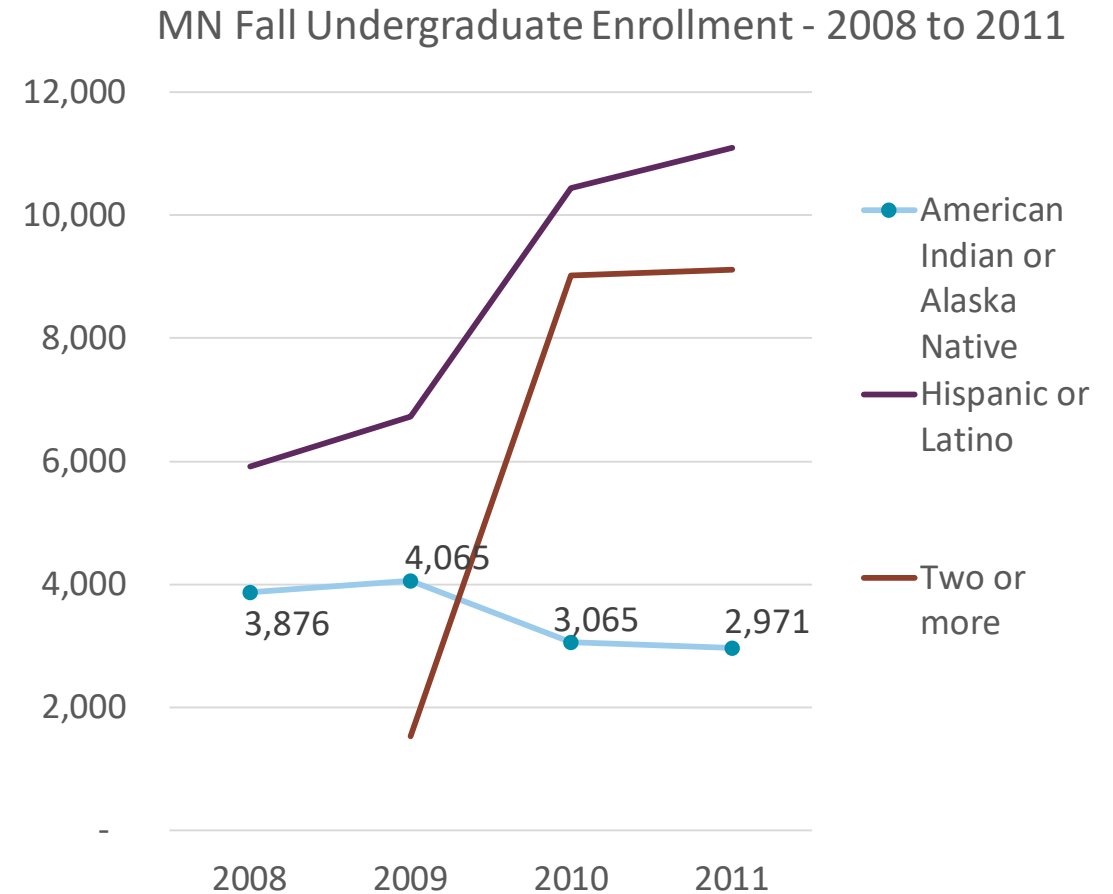
Source: Minnesota Office of Higher Education Enrollment Database

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Transgender Experiences in Education

2015 U.S. Transgender survey

- 77% of those who were out or perceived as transgender in K-12 experienced some form of mistreatment.

- 24% of those who were out of perceived as transgender in college or vocational school were verbally, physically, or sexually harassed.

- Similar results in Minnesota-specific report

Federal Reporting Masks Student Diversity in Gender

- In IPEDS reports, student counts are grouped in binary categories "men" and "women".

- No guidance clarifying what data is requested, and whether this data would best be characterized as "sex" or "gender". Institutional data collection and reporting procedures vary.

- Stakeholders advocate changing federal reporting procedures, at minimum to add a nonbinary gender identity category to all tables, and preferably to add more categories.

Collecting Detailed Race/Ethnicity and Gender Identity

- Growing use of expanded options for race/ethnicity and gender identity in state systems

- In Minnesota, both public systems have implemented detailed race/ethnicity and gender identity data collections. Some private colleges as well.

- Common App:

  - Detailed race/ethnicity options for each federal race/ethnicity group

  - Gender options now include female, male, nonbinary and an open-ended response (text box entry)

Please go to menti.com and enter code 9028 8185

1. Does your system/college/state office collect detailed race/ethnicity data?

2. Does your system/college/state office collect gender identity data (including transgender and non-binary options)?

Discussion: why are you collecting these data? Why aren't you?

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

Black or African American **100**
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

American Indian or Alaska Native **200**

Asian **300**
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

Hispanic or Latino **400**
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

White **500**
European 510
Middle Eastern 560
Other White 598

Native Hawaiian or Other Pacific Islander . **600**
Fijian 601
Guamanian or Chamorro 602
Hawaiian 603
Marshallese 604
Samoan 605
Tongan 606
Other Native Hawaiian / Pacific Islander 698

Middle Eastern or North African **700**
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

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	Student's self-reported gender identity as gathered by the institution. 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." For students reporting multiple gender identity selections, additional selections should be reported in fields 16, 17, and 18.	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

- 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).

- Why don't we have common option sets?

- How are we including students descending from indigenous communities in Mexico, Central America, and South America?

- Do we need to collect data on both sex (or legal sex) and gender identity?

- How have we shaped reporting practices for multiracial students?

    - Practice 1 – collect data based on how you will use it and report it

    - Practice 2 – do not erase multiracial students by excluding them from charts/tables/graphs

    - Practice 3 – do not assign multi-racial students to a mono-normative race category

- 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

- 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
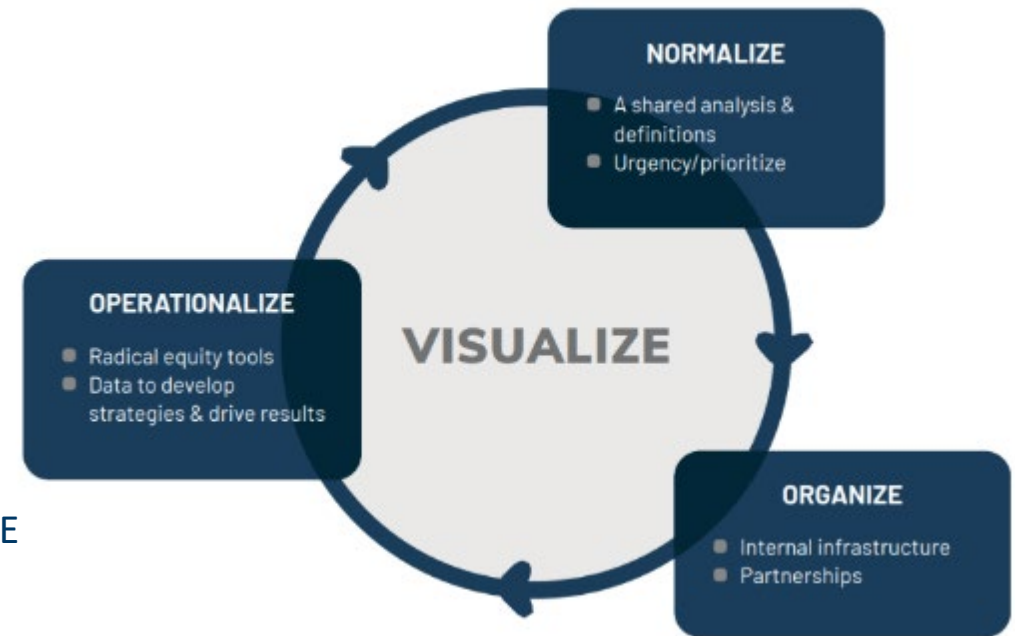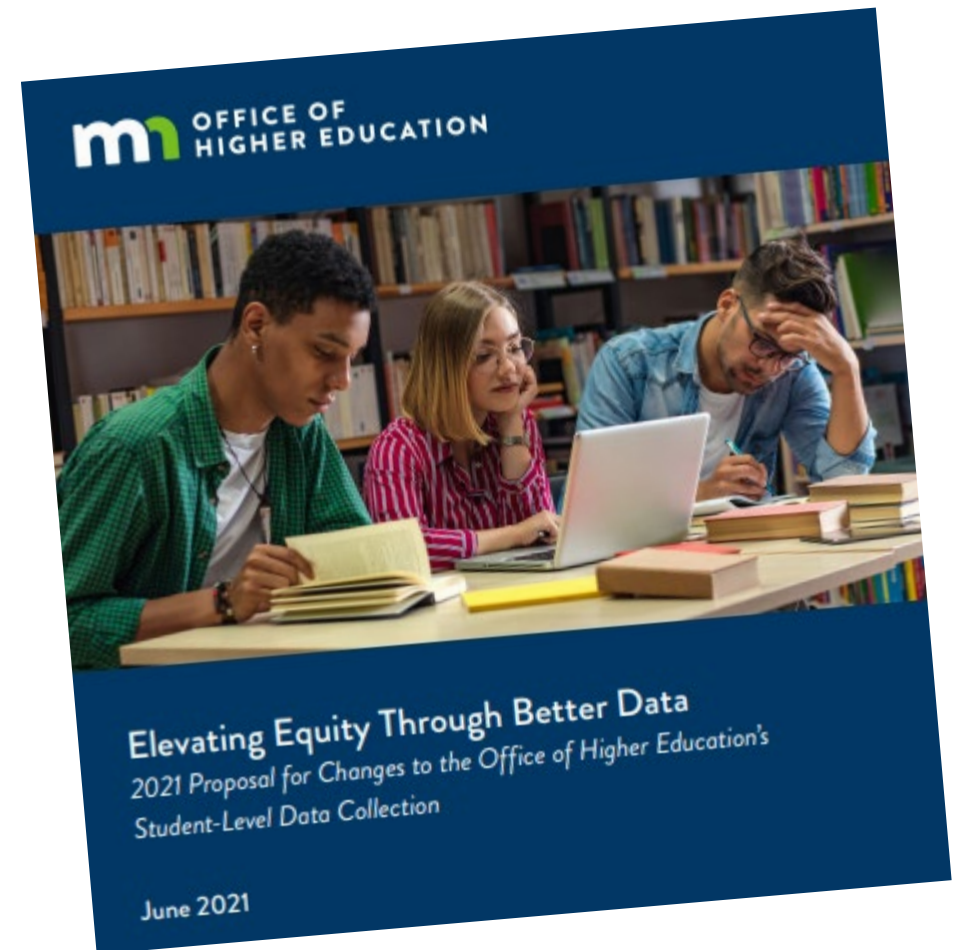

Source: A Toolkit for Centering Racial Equity Throughout Data Integration

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

OFFICE OF HIGHER EDUCATION

Elevating Equity Through Better Data
2021 Proposal for Changes to the Office of Higher Education's Student-Level Data Collection

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