

Survey of Graduate Students and Postdoctorates in Science and Engineering: Fall 2014

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Technical Notes

Survey Overview

Purpose. The Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS)—conducted by the National Science Foundation’s National Center for Science and Engineering Statistics—is an annual survey of all academic institutions in the United States granting research-based master’s degrees or doctorates in science, engineering, or selected health (SEH) fields.¹ The GSS provides data on the number and characteristics of graduate students, postdoctoral researchers (postdocs), and doctorate-holding nonfaculty researchers (NFRs) in SEH fields. NSF uses the results of this survey to assess shifts in graduate enrollment and postdoc appointments and trends in financial support.

Data collection authority. The National Science Foundation Act of 1950, as amended, and collected under Office of Management and Budget control number 3145-0062, expiration date 30 November 2017.

Survey contractor. RTI International.

Survey sponsor(s). National Science Foundation (NSF) and the National Institutes of Health (NIH).

Key Survey Information

Frequency. Annual.

Initial survey year. 1966.

Reference period. Fall 2014.

Response unit. Organizational unit (e.g., academic departments, degree-granting programs, university-affiliated research centers, and health care facilities) in academic institutions.

Sample or census. Census.

Population size. 14,845 units at 706 academic institutions.

Sample size. Not applicable.

Survey Design

Target population. The GSS target population is all academic institutions in the United States and its territories (Guam and Puerto Rico) that grant master’s degrees or doctorates, appoint postdocs, or employ NFRs in SEH fields. This population includes data for branch campuses, affiliated research centers and health facilities, and separately organized components, such as medical or dental schools, schools of nursing, and schools of public health. For graduate students, *field* refers to the field of the reporting unit in which the student is enrolled. For postdocs and NFRs, *field* refers to the field of the unit that reports

postdocs to the GSS. The survey was revised in the 2010 cycle to collect postdoc data and graduate student data at comparable levels of detail.

In 2014, the survey universe was expanded to include 151 new institutions and to exclude two for-profit institutions. These changes were made due to a comprehensive frame evaluation study conducted from 2010 to 2013 and the annual frame evaluation conducted in the 2013–14 cycle. In all, the 2014 GSS included 706 institutions with 821 schools and 14,845 units.² There were 521 schools and 13,140 units within 406 doctorate-granting institutions and 300 schools and 1,705 units within 300 master’s-granting institutions. Data were collected at the organizational unit level and included demographic and funding information for graduate students and postdocs. Detailed information on the changes to the survey universe and final number of institutions, schools, and units is provided in tables A-2 through A-5.

Sample frame. Eligible academic institutions are identified primarily through the Integrated Postsecondary Education Data Systems (IPEDS).

Sample design. Not applicable; all eligible units are surveyed.

Data Collection and Processing Methods

Data collection. Data are collected through coordinators at eligible schools. Coordinators are individuals assigned by their institutions because they are knowledgeable about their institution’s postdocs and/or graduate students. They are responsible for identifying all GSS eligible units, collecting GSS data, and submitting the data to the survey contractor. Some schools assigned a separate graduate student coordinator and postdoc coordinator, whereas other schools assigned one coordinator to report all data.

Data are collected at the organizational unit level (e.g., departments, degree-granting programs, research centers, health facilities) and included demographic and funding information for graduate students and for postdocs.

Data collection for the GSS is done in two parts. Part 1 requires the review and identification of organizational units (“units”) within the school. Part 2 collects counts and selected characteristics of graduate students, postdocs, and NFRs for the units.

The survey cycle launched in November 2014 and concluded in May 2015. The deadline for Part 1, the update of the unit list, was 15 December 2014. Schools that missed the Part 1 deadline received special attention from the survey contractor early in the survey cycle. The deadline for submitting data for Part 2 was 28 February 2015.

Mode. In 2014, the Web survey was the primary mode of data submission. A paper worksheet was provided for informational purposes and to assist in preparing figures to be entered in Part 2 of the Web survey. The content and format of the paper worksheet were identical to Part 2 of the Web survey. A small number of coordinators chose not to use the Web survey but submitted their Part 2 data in an Excel file. The survey contractor loaded this Excel data in the Web survey. The responses were provided as follows:

- *Web.* Of 699 responding institutions, 634 institutions (90.7%) reported GSS data using the Web survey.
- *Upload tool.* Sixty institutions (8.6%) uploaded some portion of the data via the data upload feature available in the Web survey.

- *Excel spreadsheet.* Five institutions (0.7%) reported via Excel spreadsheets.

Response rates. Response rates are calculated based on responses to the survey's various data-collection grids. These grids include graduate student and postdoc counts, by ethnicity and race; full-time graduate student and postdoc counts, by primary source or mechanism of support; counts of postdocs, by type of doctoral degree and primary mechanism of support; counts of postdocs, by type of doctoral degree and citizenship; counts of postdocs, by origin of doctoral degree; and counts of NFRs, by type of doctoral degree and sex.

The method for calculating response rates for units has changed over time. From 2007 to the present, complete row and column totals for all grids and all details summing to the totals were complete responses; some data reported (e.g., only grand totals but data incomplete for any of the grids) were partial responses; no data reported in any grid was a nonresponse. For information about the methods used before 2007, please see the Technical Notes section of Graduate Students and Postdoctorates in Science and Engineering: Fall 2007 at <http://www.nsf.gov/statistics/nsf10307/>. Response-rate calculations for 2007 and beyond adhere to the American Association for Public Opinion Research standards for computing response rates.³

- *Unit response.* In 2014, the GSS received complete responses from 12,832 (86.4%) of the 14,845 eligible units. An additional 1,966 units (13.2%) were partial respondents. The remaining 47 units (0.3%) were nonrespondents.
- *School responses.* Of the 821 eligible schools, 812 schools (98.9%) were complete respondents (i.e., 90% or more of the school's units provided complete or partial data), 2 schools (0.2%) were partial respondents (i.e., at least 50% but less than 90% of the school's units provided complete or partial data), and 7 schools (0.9%) were nonrespondents (less than 50% of the schools units provided data).
- *Institutional response.* Institutional response rates were calculated using the same criteria for schools. Of the 706 eligible institutions, 697 institutions (98.7%) were complete respondents, 2 institutions (0.3%) were partial respondents, and 7 institutions (1.0%) were nonrespondents.

Data editing. Data quality is ensured by interactive edit checks built in the Web survey and by a comprehensive review after the coordinator submits the data. Data collection grids in the Web survey were prefilled with zeros. Respondents were asked to mark a checkbox if the unit does not have eligible data to report. Grids with a marked checkbox contributed to a complete response for the unit. Grids with unchanged prefilled zeros and an unmarked checkbox disqualified the unit from complete response status.

The edit checks built in the Web survey verify that the data entered are internally consistent and are within an expected range, often based on the previous year's data. During follow-up, unit respondents are asked to explain the discrepancy whenever counts differ substantially from those of the previous year. The survey contractor reviews all data submitted by the academic institutions to ensure that all data fields are complete and are internally consistent. These quality checks are conducted when counts remained identical to the previous year and also when the school's unit list, total counts, and distribution of counts had notable changes as follows:

- Changes to the unit list included unit additions and deletions and also changes to the highest-degree-granted status, GSS code, and unit name.

- All units that had total counts or a distribution of counts within a given data item that were substantially different from the previous survey cycle were reviewed.
- Any units with cell counts more than 20% above or 20% below its corresponding prior-year data were flagged for edit verification.

Data fluctuations that were not sufficiently explained by the comments provided by the respondents during data collection were flagged for follow-up by e-mail or telephone call to the coordinator. Revisions were made directly in the Web survey by the coordinator, unit respondents, or GSS contractor staff at the direction of the coordinator. See “Survey Quality Measures” below for a discussion of the types of measurement error detected in the 2013 data review and follow-up process.

Imputation. In the GSS, all missing data are subject to imputation. Different imputation techniques were used for units with and without comparable historical data. For units missing a key total (total part-time students, total postdocs, or total NFRs) with at least 1 year of qualified historical data, a carry-forward imputation method was used. Inflation factors were calculated for the key totals to account for year-to-year change. The previous year’s key totals were then multiplied by these inflation factors to calculate the imputed values for the current year’s key totals. Finally, all other variables were imputed by distributing the imputed key totals according to the previous year’s proportions.

For units that reported totals but no details, details were imputed according to the prior distribution if qualified historical details were available. Otherwise, a nearest neighbor imputation method was used. In this method, a donor unit that was “nearest” to the unit whose data were being imputed (imputee) was identified among all responding units having similar characteristics as the imputee (such as having the same GSS code for program fields and offering a doctoral degree). When graduate student details were imputed, the nearest neighbor selected had full-time and part-time graduate enrollments that were most similar to the imputee’s enrollments. The imputed values were calculated by adjusting the donor’s values to account for the difference in full-time and part-time enrollment totals between the two units.

Similarly, when postdoc or doctorate-holding NFR details were imputed, the total number of postdocs or NFRs, respectively, was used to choose the nearest neighbor. If the postdoc or NFR total was missing, the graduate student totals were used to select the nearest neighbor to impute the postdoc or NFR variables. If either the postdoc or NFR key total (or both) was missing, other available key totals were used to select the nearest neighbor to impute the data. The same donor was then used to impute the details corresponding to the imputed key totals.

In rare circumstances when no graduate student data were available from a new unit, IPEDS completions and enrollment data were used to estimate graduate student totals. Based on the imputed totals, the details were then imputed by the nearest neighbor method described above. Because IPEDS does not collect data on postdocs and doctorate-holding NFRs, a nearest neighbor was selected from the 2013 GSS data to estimate these counts, if necessary, using the graduate student totals to select a donor. For units in institutions that had not been in the GSS before, postdoc and NFR values were imputed as zero rather than using IPEDS-based imputation.

Detailed information on the institutions, schools, units, fields, response rates, imputation rates, and a crosswalk between the 2010 CIP codes and the GSS codes are provided in 16 technical tables for the 2014 GSS.

Weighting. Not applicable.

Variance estimation. Not applicable.

Survey Quality Measures

Sampling error. Not applicable.

Coverage error. Due to the availability of comprehensive lists of the master's and doctorate granting institutions and their high levels of participation in the survey, coverage error of institutions is minimal. The universe of higher education institutions is regularly reviewed to identify new, potentially eligible institutions to minimize coverage error.

Nonresponse error. Data review and follow-up indicated that zeros reported by respondents sometimes represent nonresponse rather than actual zero counts. Not distinguishing the two could result in low estimates because data for a given variable are not imputed when item nonresponse is misinterpreted as a zero response. Prior to 2007, prefilled zeros were considered legitimate responses if the grid was left with all zeros in place. Beginning with 2007, true zeros reported by the respondents were distinguished from those remaining from nonresponse by a checkbox indicator, added to the survey to explicitly confirm zeros for the grid prior to submission. In 2010, the first-time, full-time graduate student cells were the only cells with the potential for ambiguous zero counts; all other cells either had checkboxes to confirm a zero entry or were not prefilled with zeros. In 2011, a checkbox was added for first-time, full-time graduate students to eliminate ambiguous zero counts.

Measurement error. The GSS is also subject to measurement error that arises when variables of interest cannot be precisely measured. Review of the data, cognitive interviews, usability tests, pilot tests, site visits and other methodological activities with the institutions have pointed to a number of possible sources of measurement error, listed below.

- *Double counting.* Anecdotal evidence indicates some misreporting may occur when an institution has more than one coordinator or offers joint programs. To reduce double counting, facilitate communication, and allow sharing of reported data, a screen in the Web survey provides names and contact information for all school coordinators at the institution.
- *Inclusion of practitioner degrees.* Graduate students working toward practitioner degrees, particularly in health fields with explicit exclusions may sometimes be overreported. Starting with the 2007 survey cycle, survey materials indicated that students pursuing master's, DDS, MD, and certain other degrees in specified fields should be excluded from the counts. During the imputation process, new units that were suspected of having reported graduate students in excluded degree-field programs based on the GSS code were set to zero graduate students to be conservative, in the absence of other information. In the 2011 survey cycle, checks were built into the Web survey to remind respondents to exclude students pursuing practitioner-based degrees.
- *Difficulty in reporting source and mechanism of support.* Feedback from respondents and methodological research indicates that financial support data are often difficult for respondents to report. The information may not be stored in one centralized database; financial support may not always be channeled through the institution (e.g., self-support); and foreign sources of support may not always be known. Respondents may also have difficulty categorizing financial information by field, such as when a student is enrolled in one unit but receives support from another. Therefore, these data may be more prone to measurement error than other survey data items. Finally, institutions define mechanisms of support differently (e.g., fellowships vs. traineeships) and may report individuals according to the institution's definition rather than that provided by the GSS. Beginning with the 2010 survey, the grids include "unknown" categories.

- *Difficulty in reporting postdocs and NFRs.* Many respondents indicate in the Web survey that they are unable to provide data on their unit's postdocs or NFRs because they do not know all of the units that employ postdocs and NFRs. Starting with the 2010 survey cycle, schools were given the option of appointing a separate postdoc coordinator who may be more knowledgeable about the postdocs or NFRs at his or her school to provide these data.

Data Comparability (Changes)

Changes in survey coverage and population.

- *Fields of study.*

2011: GSS-eligible, degree-granting programs were updated from the 2000 Classification of Instructional Programs (CIP) taxonomy to the 2010 CIP taxonomy. A total of 58 new 2010 CIP fields were mapped to GSS codes, 14 CIP fields were moved between GSS codes, and 24 CIP fields were removed as ineligible. The impact on field-level counts was typically small and did not change the overall trend from 2010 to 2011. A crosswalk between the 2010 CIP codes and the GSS codes are provided in table A-16. For more details, see Technical Notes at <http://www.nsf.gov/statistics/nsf13331/>.

2007: GSS-eligible, degree-granting programs were updated from the 1990 to the 2000 CIP taxonomy. Degree-granting programs were specified by a six-digit CIP code rather than a four-digit CIP code. Three newly eligible fields were added, some degree-granting programs became ineligible, and others were reclassified. Practitioner-based fields were deemed ineligible. For more details, see Technical Notes at <http://www.nsf.gov/statistics/nsf10307/>.

- *Institutions and Units.*

In 2014, the survey frame was updated following a comprehensive frame evaluation study.⁴ The study identified potentially eligible but not previously surveyed academic institutions in the United States with master's- or doctorate-granting programs in SEH. Eligible units at 151 newly eligible institutions were added, and two private for-profit institutions offering mostly practitioner-based graduate degrees were determined to be ineligible. Four additional institutions were determined to be ineligible during the data collection in 2014 because they no longer grant graduate degrees in SEH fields; two others merged with previously eligible institutions; and one institution began reporting data under another institution. As a result, the total number of institutions included in the GSS increased from 564 in 2013 to 706 in 2014. The total net increase in the number of GSS-eligible units was 826, rising to 14,845 in 2014 from 14,019 in 2013 (see table A-1).

- *Eligibility and degree-granting status.* Institutions are classified as doctorate granting if at least one GSS-eligible unit confers doctoral degrees. In 2014, six institutions changed GSS degree-granting status. The status of six institutions changed from eligible to ineligible based on criteria for inclusion in the GSS (see table A-2).

Changes in survey content.

- *Sex.*

2010: Began collecting citizenship, ethnicity, and race data on postdocs by sex and type of doctoral degree data on NFRs by sex.

2008: Began collecting the number of first-time, full-time male graduate students by ethnicity and race; full-time male graduate students by source of support; male postdocs by source of support; and male doctorate-holding NFRs. Previously, the number of men was inferred by subtracting the number of women from the total.

- *Ethnicity and race.*

2010: Began collecting ethnicity and race data for postdocs who are U.S. citizens and permanent residents using the same categories as used for graduate students.

2008: Revised ethnicity and race categories to correspond to IPEDS by combining “Hispanic/Latino, One race only” and “Hispanic/Latino, More than one race” categories into “Hispanic/Latino (one or more races).”

- *Citizenship.*

2010: Began collecting citizenship data on postdocs using the same categories as used for graduate students. In previous years, only counts of postdocs who are foreign nationals holding temporary visas were collected.

2008: Clarification made for “non-U.S. citizens” to exclude non-U.S. citizens residing outside of the United States who are enrolled in an online degree program at a U.S. institution.

- *Financial support.*

2010: Began collecting data on the largest source of financial support and on the largest mechanism of support separately for postdocs. For mechanism of support, “nonfederal sources” was replaced with “other support.”

2008: Graduate student data no longer collected for NIH teaching assistantships because NIH does not offer financial support for students through this mechanism.

2008: Began collecting number of full-time graduate students whose largest source of support came from a non-U.S. source via teaching assistantship.

- *Doctoral degree.*

2010: Began collecting more detailed information on postdocs’ and NFRs’ doctoral degree type. Categories were added for those holding a doctoral degree (e.g., PhD, ScD, DEng), a professional degree (e.g., MD, DVM, DO, DDS), and dual degrees (MD-PhD, DVM-PhD), as well as for those for whom type of degree was unknown. In the previous years, the degree-type question simply asked the respondents to report the postdocs with MD, DO, DDS, DVM from the total postdoc count.

2010: Began collecting postdocs’ doctoral degree type by citizenship and by country of origin (United States, foreign, unknown) of doctoral degrees. Also began collecting NFRs’ doctoral degree type by sex.

Changes in Web survey instrument. Modifications were made to two sections of the 2013 GSS Web survey instrument as follows:

- *Unit respondent update.* In prior rounds, coordinators occasionally chose the option to edit the unit respondent's name when they actually intended to replace the unit respondent with a different contact person; sometimes this resulted in confusion about an individual's role and login information. Therefore, in the 2013 GSS, a dialog box was added that reminded coordinators to use the "Change Respondent" feature if their goal was to assign a different contact. The "Change Respondent" feature allowed coordinators to select from a pool of existing contacts or add a new contact person.
- *File upload feature.* Prior to 2013, all rows for a question needed to be included in the upload file for a given unit, regardless of whether the row contained all zero data. Starting in 2013, users no longer needed to provide zero filled rows, as long as the detail information added up to the total line. Also, coordinators who chose to use the upload feature could download a simple unit listing that contained the GSS unit identification, unit name, GSS code, and highest degree granted and use that to build their crosswalk to their own systems. Finally, the upload instructions were revised so that the terminology and language were easier to follow for respondents.

Changes in survey procedures.

- 2013: Three different versions of the launch e-mail were used. One version was sent to coordinators who used the data file upload feature in 2012, informing them of updates. An alternate version was sent to coordinators who might benefit from using the upload feature (i.e., coordinators with a large number of units and who were not currently using the upload feature). The third version was the standard launch e-mail, with no mention of the upload. In addition, the data review and retrieval efforts began in January, earlier than in prior years.
- 2010: Significant effort was made to ensure that appropriate personnel were providing postdoc and NFR data. As a result, it is unclear how much of the increase reported in 2010 represented actual growth in postdocs and how much resulted from improved data collection. More information on the improved data collection and changes in postdoc data is available at <http://www.nsf.gov/statistics/gradpostdoc/>.

Historical changes. Changes have been made over the years to the coverage and content of the GSS to keep it relevant to the needs of data users. Such changes impact analysis of trend data. For more information on the past-year changes, see Technical Notes at <http://www.nsf.gov/statistics/nsf10307/>.

Definitions

Enrollment status.

- *Full-time and part-time*—Coordinators were instructed to use their institution's definitions.
- *First-time, full-time*—Students enrolled for credit in a graduate degree program in an organizational unit for the first time in fall 2014. This may include graduate students previously enrolled in another graduate degree program at the institution or at another institution and students who already hold another graduate or professional degree.

Ethnicity and race—The GSS uses definitions of ethnicity and race that are based on the OMB's "Standards for the Classification of Federal Data on Race and Ethnicity."

- *Hispanic or Latino ethnicity (one or more races)*⁵—All individuals of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. This category includes individuals who are Hispanic or Latino and any other race(s).
- *Not Hispanic or Latino*—Individuals who are not of Hispanic or Latino descent, regardless of race.

American Indian or Alaska Native—A person of only one race having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

Asian—A person of only one race having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent—for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American—A person of only one race having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander—A person of only one race having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific islands.

White—A person of only one race having origins in any of the original peoples of Europe, the Middle East, or North Africa.

More than one race—A person of two or more of the race categories listed above.

- *Unknown ethnicity or race*—A person whose ethnicity or race is unknown or not stated.

Graduate student mechanisms of financial support.

- *Fellowship*—A competitive award (often from a national competition) given to a graduate student that requires no work of the recipient.
- *Traineeship*—A financial award given to a graduate student selected by the institution.
- *Research assistantship*—A financial award given to a graduate student where most of the student's responsibilities are devoted primarily to research.
- *Teaching assistantship*—A financial award given to a graduate student where most of the student's responsibilities are devoted primarily to teaching assistant activities.
- *Other support*—All other mechanisms of support for graduate students.

Graduate student sources of financial support.

- *Federal sources*—Financial support provided by the federal agencies. Excludes federally guaranteed student loans.
- *Nonfederal sources*—Financial support from state and local governments; support from the institution, such as tuition waivers and stipends; support from foreign sources, such as foreign

governments, foreign firms, and agencies of the United Nations; and other U.S. sources, such as support from nonprofit institutions, private industry, and all other nonfederal U.S. sources.

- *Self-support*—Loans (including federal loans) or personal or family financial contributions.

Historically black colleges and universities (HBCUs)—Institutions of higher education that were established prior to 1964, whose principal mission was, and is, the education of black Americans. The list of HBCUs is maintained by the White House Initiative on HBCUs.

Nonfaculty researchers—All doctorate-holding researchers who (1) are not considered either postdocs or members of the faculty, and (2) are involved principally in SEH research activities. Also referred to as Other Doctorate-Holding Nonfaculty Researchers.

Postdoctoral researchers (postdocs)—The definition of a postdoc varies by institution. Respondents were instructed to use their institution's definition of a postdoc. NSF defines a postdoc as meeting both of the following qualifications: (1) holds a recent doctoral degree, generally awarded within the last 5–7 years, such as PhD or equivalent (e.g., ScD, DEng); or first-professional degree in a medical or related field (e.g., MD, DDS, DO, DVM); or foreign degree equivalent to a U.S. doctoral degree and (2) has a limited-term appointment, generally no more than 5–7 years, primarily for training in research or scholarship, and working under the supervision of a senior scholar in a unit affiliated with the institution.

Postdocs mechanisms of financial support.

- *Traineeship*—A financial award given to a postdoc selected by the institution.
- *Research grant*—A financial assistance award given to an organization or an individual postdoc that supports specific research goals.
- *Other support*—All other mechanisms of support for postdocs.

Postdocs sources of financial support.

- *Federal sources*—Financial support provided by U.S. federal agencies.
- *Nonfederal sources*—Financial support from state and local governments; support from the institution; support from foreign sources, such as foreign governments, foreign firms, and agencies of the United Nations; and other U.S. sources, such as support from nonprofit institutions, private industry, and all other nonfederal U.S. sources.
- *Personal resources*—Personal and family financial resources, including federal and other loans.
- *Unknown or not stated*—Sources of financial support for the postdoc are unknown or cannot be determined.

¹ The research doctorate is a doctoral degree that (1) requires an original contribution of knowledge to a field (typically, but not always, in the form of a written dissertation) and (2) is not primarily intended for the practice of a profession. For additional survey information and available data related to graduate student enrollment and postdocs in science and engineering, see <http://www.nsf.gov/statistics/srvygradpostdoc/>.

² In this report, the term school refers to a graduate school, medical school, dental school, nursing school, or school of public health; an affiliated research center; a branch campus; or any other organizational component within an academic institution that grants an SEH degree.

³ See response rate 3 calculation in American Association for Political Opinion Research (AAPOR). 2011. *Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys*. 7th ed. Page 45. Deerfield, IL: AAPOR.

⁴ See report examining the impact of frame changes on GSS trend data at <http://www.nsf.gov/statistics/gradpostdoc/> for more information.

⁵ The OMB standards designate Hispanics as an ethnic group rather than a racial group. Following these standards, Hispanic is not counted as a race in GSS. Cognitive interviews with respondents have shown that this is a source of considerable confusion. For example, black Hispanics and white Hispanics may be counted as “Hispanic, More than one race” rather than “Only one race, Hispanic.” The ethnicity and race categories were aligned to IPEDS by combining the “Hispanic/Latino, More than one race” and “Hispanic/Latino, One race only” categories. In 2008 these two Hispanic categories were collapsed into one: “Hispanic/Latino ethnicity (one or more races).”