



# **IMPLEMENTATION OF NEW RACE/ETHNICITY CATEGORIES IN IPEDS**

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## Introduction

Over the last several years, institutions have implemented new requirements for collecting and reporting race and ethnicity data in IPEDS. The National Center for Education Statistics adopted new aggregate categories for reporting race/ethnicity data in IPEDS in order to abide by guidance issued by the U.S. Department of Education in 2007.<sup>1</sup> As shown in figure 1, institutions moved from reporting race/ethnicity to IPEDS in seven categories to nine categories. There is one new category—“Two or more races”—and the “Asian/Pacific Islander” category was split into two categories—“Asian” and “Native Hawaiian or Other Pacific Islander”.

To meet the new requirements, institutions were directed to collect race/ethnicity data from students and staff in a different manner, using a two-question format. First, individuals are asked whether they are Hispanic and then they are asked to select their race category.

Figure 1. Comparison of New and Old Reporting Categories

Old IPEDS Reporting Category	New IPEDS Reporting Category
<ul style="list-style-type: none"> <li>• Non-resident alien</li> <li>• Race and Ethnicity unknown</li> <li>• Black, non-Hispanic</li> <li>• American Indian/Alaskan Native</li> <li>• Asian/Pacific Islander</li>   <li>• Hispanic</li> <li>• White, non-Hispanic</li> </ul>	<ul style="list-style-type: none"> <li>• Non-Resident Alien</li> <li>• Race and Ethnicity unknown</li> <li>• Black or African American</li> <li>• American Indian or Alaska Native</li> <li>• Asian</li> <li>• Native Hawaiian or Other Pacific Islander</li> <li>• Hispanics of any race</li> <li>• White</li> <li>• Two or more races</li> </ul>

The changes in collecting race/ethnicity data impacted almost all IPEDS survey components. To aid institutions in meeting these new requirements NCES took several steps. NCES held meetings of the technical review panel to assist institutions in developing a systematic approach to implementing the changes. NCES staff made presentations focused on the impending changes at many conferences that IPEDS keyholders and other individuals responsible for reporting IPEDS data would attend. NCES also provided readily accessible resources on its website on how to collect and report data using the new categories.

The transition to reporting under the new race/ethnicity categories has occurred over several years. Beginning in the 2008-09 data collection year, institutions had the option of using the new categories on five IPEDS components. By 2010-11, institutions were required to use the new categories when reporting data on the Fall Enrollment and Human Resources components. In

<sup>1</sup> The new race/ethnicity categories were designed to meet the Office of Management and Budget’s 1997 Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity.

2011-12, institutions were required to use the new categories on the remaining IPEDS components: Completions, 12-Month Enrollment and Graduation Rates.

The transition to new race/ethnicity categories will impact how IPEDS data can be used for trend analysis and comparison purposes. To provide maximum flexibility to institutions during this transition, IPEDS phased-in the new categories over several years. Institutions were required to use the two question format to gather race/ethnicity information; however, they had flexibility in how they collected race/ethnicity information from students that were already enrolled in the institution. Generally, institutions could use two approaches, either separately or in combination. Under the first approach, called “mapping”, institutions converted students’ old race/ethnicity categories (the information they had already collected) to the new race/ethnicity categories using guidelines established by NCES, as shown below:

Old category		New Category
Hispanic	to	Hispanic
American Indian or Alaskan Native	to	American Indian or Alaska Native
Black, non-Hispanic	to	Black or African American
White, non-Hispanic	to	White
Asian or Pacific Islander	to	Asian
Unknown	to	Unknown

Using this approach allows for a fairly reasonable matching of old to new categories; however, institutions using this approach would not report students in the two or more races category and could be reporting students in the Asian category that should be reported in the Pacific Islander category. Under the second approach, called resurveying, institutions would ask all students and staff to complete a survey asking about their race/ethnicity using the two question format. Institutions also had the option of mapping and resurveying, where the institution would map the old race/ethnicity category to the new one and then present this information to students and staff, allowing them to update the information. If a student or staff member did not respond the survey, the institution could assume the information did not need to be updated.

The purpose of this study is to examine the impact of the transition to new race/ethnicity reporting categories on data collected through IPEDS. During the study, information was gathered on how institutions collected race/ethnicity information using the new categories as well as an examination of the changes in reported data on students and faculty and staff race/ethnicity before and after implementation of the new race/ethnicity categories. Specifically, the report will address the following research questions:

1. What were institutional practices and processes for implementing the race/ethnicity changes and how did that impact reporting?

2. Were there systematic changes in race/ethnicity data reported by IPEDS institutions on the Fall Enrollment and Human Resources surveys?
  - a. To what extent have institutions reported students and staff using the “Two or more” races category, and did this cause other categories to increase or decrease?
  - b. What are the characteristics of the institutions that are reporting higher numbers of students in the new race/ethnicity categories?
  - c. To what extent did institutions report students and staff in the “Native Hawaiian or Other Pacific Islander” category, and did this result in a decrease in the “Asian” category?
  - d. Were there significant changes in the “Hispanic” and “Race/Ethnicity Unknown” category?
  
3. Were there systematic differences in reporting by institutional sector?

To address the research questions, the consultants used a combination of quantitative and qualitative data analysis. To determine how institutions implemented the new race/ethnicity categories, the consultants identified six institutions, one community college system, and one public university system for an in-depth interview about their experiences. The institutions and systems that participated in the study represented different sectors and geographic locations. To assess changes in race/ethnicity distribution by sector and the percentage of students and staff reported under the new race/ethnicity categories, the consultants analyzed data reported in the IPEDS Fall Enrollment and Human Resources components in 2007 under the old categories and in 2010 and 2011 using the new categories. Appendix I provides more detailed information on the study methodology.

# Institutional Practices and Processes for Collecting Race/Ethnicity Information from Students and Staff

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Among the eight institutions and system offices interviewed, there were a number of approaches used to update race/ethnicity data from existing students and staff. Although there were differences in the approaches used across institutions, each institution used the same approach for collecting race/ethnicity information from students and faculty/staff. Among the institutions interviewed, one institution resurveyed students and staff, three institutions/systems converted existing student and staff race/ethnicity information from the old categories to the new ones (the “mapping” approach), and four institutions/systems combined a mapping approach with a resurvey. Institutions that used the mapping approach followed NCES guidelines to convert race/ethnicity information collected under the old categories to the new categories.

Institutions and systems chose their approach for different reasons, often based on the recommendations of an institutional or system-wide working group consisting of representatives from offices such as Information Technology, Institutional Research, Admissions, Public Relations, and Registrar. In some cases, the decision to map from old to new categories rather than map and resurvey was based on the capabilities of the institution’s computer systems or the institution’s student population. For example, a representative from a public two-year college stated that the college considered resurveying students but determined that based on the size of the student population adding a new module to their Datatel system would slow down the system overall. At one private, non-profit 4-year institution the decision to use a mapping strategy rather than a resurvey was made because the Human Resources office felt that collecting the new data from current staff and faculty was invasive and since the systems for students and staff are interrelated the institution decided to take one approach (mapping) for both students and staff. A few institutions also cited concerns about whether enough students would respond to a survey, and thus they chose a mapping approach. For new students and new hires, all the institutions interviewed updated employment and admissions applications to collect race/ethnicity under the new categories. None of the institutions interviewed will resurvey students that are no longer enrolled at the institution and may be reported as part of the graduation rate cohort—institutions will map these students’ race/ethnicity from the old to new categories.

Generally, among the nine institutions, representatives reported that updating race/ethnicity information with the new categories was an extensive process that required a lot of coordination and planning. However, the actual implementation went fairly smoothly. One official felt that this was a great example of how the institutional research community came together with other units in the institution/system to implement a major change that will ultimately result in better quality data. A few officials reported that students were more likely to update their race/ethnicity than faculty and staff. One public 2-year community college system estimated that about 75 percent of faculty and staff and 93 percent of students updated their race/ethnicity information

when prompted to do so. A few institutions also analyzed the movement of students from the old to new race categories and found slight shifts. According to one representative, 83 percent of existing students updated race/ethnicity by responding to a survey, and of those students about 94 percent remained in the same category. Two institutions stated that some students checked all race categories, which did not align with their previously reported race information. According to the officials, the students were categorized as two or more races because that was how the students identified themselves. Overall the number of students reporting race/ethnicity in this manner was small so the institutions were not concerned about the responses skewing its data.

## **Institutions' Modified Data Systems to Collect New Race/Ethnicity Information from Students and Staff**

All the institutions interviewed modified their data systems and online portals where students and staff can update demographic information, register for classes, or enter class information in order to gather race/ethnicity information from students and staff, including adding pop-up screens when users logged into the system, modifying screens that captured demographic information, and updating admissions and employment applications to collect race/ethnicity with the new categories. Three institutions that resurveyed existing students modified their course registration process to update race/ethnicity information; while another institution added a screen to its Fall semester address verification process. One 4-year private non-profit and a public community college system added a pop-up screen during the registration process that required students to view the new two-question format for collecting race/ethnicity data. Students did not have to answer the question, but officials said that it made students more likely to answer the question when presented in that format. Institutions that added a pop-up screen to their system generally had better response rates than institutions that modified online forms that students and staff had to click on to update race/ethnicity information.

At all the institutions interviewed, even those that did not resurvey, the student portals were modified to include a form where race/ethnicity could be reported using the new categories. In those instances, students would need to click on the form to complete it, rather than having the form presented to them at a system login. Several institutions stated that students could go and change their race/ethnicity classification at any time. According to one official, students may leave race/ethnicity blank on their application for admission fearing that the information could be used negatively during the admissions process. Thus, by having the option of reporting race/ethnicity at a later point the institution hoped that students who had left it blank would report it later.

Institutions that resurveyed existing staff and faculty made similar changes to online systems as was done to resurvey students—pop-up screens or form modifications. One community college system added a prompt to the employee system where faculty enter grades and staff enter payroll

information. In this system, once a staff or faculty member logged into the system they saw a screen asking them to report race/ethnicity information using the new categories. Another institution also added a prompt to its payroll system asking staff to update race/ethnicity information. Other institutions, including those that did not resurvey, modified forms to the employee portal that would allow an employee to update their race/ethnicity information if they clicked on the link.

Representatives from three institutions interviewed stated that the software vendors they used, Banner, PeopleSoft, and CampusView, provided assistance in modifying the systems to incorporate new pop-up screens or forms. Another institution stated that Banner was not able to resolve a problem with the system to add a pop-up screen for its resurvey of students and staff. As a result, the institution had to modify a demographic data form that students and staff had to click on to update race/ethnicity information. According to a representative from the institution, the response rates from students and staff were much lower (about 23 percent) than they would have been if the pop-up screen had been implemented. Another institution reported that their system could not handle adding a survey to its login process because it would slow down the system, but it was not clear if this was a fault of the vendor or the institution. One system office reported that its IT staff was capable of making the modifications to the system and they did not need the vendor to make the adaptations.

### **Additional Detail on Country Origin Collected by A Few Institutions**

Five institutions collected additional detail on student's racial background, such as country of origin or tribal affiliation. According to representatives of these institutions and systems, there was the ability to add modules to the computer systems to collect student's country of origin, however there was not interest on campus to collect such detailed information. .

The three institutions that did collect more detail on a student’s country of origin did so for students that identified as Hispanic, Asian, American Indian, and Native Hawaiian or Other Pacific Islander. At one 4-year private non-profit institution, students who identify as Hispanic are asked another question about whether their background is: Central America, Mexico, Cuba, Puerto Rico, South America, Spain, or Other Spanish/Hispanic/Latino. This level of detail is not collected from faculty or staff.

A public 4-year university system reported that it has always collected more detailed race descriptions for Asian and Native Hawaiian or Other Pacific Islander categories to meet internal needs to understand indigenous populations. For students that select only one race description, the institution aggregates its detailed backgrounds into two IPEDS categories, as shown in figure 2. If the student selects more than one race description then the student would be reported in the Two or More Races category. Another public 4-year institution collects additional detail on students’ tribal affiliation for reports to the state higher education agency.

<sup>2</sup> IPEDS Category	Asian	Native Hawaiian or Other Pacific Islander
<b>Race Description Options Provided to Students</b>	Japanese Chinese Filipino Korean Thai Vietnamese Laotian Asian Indian Other Asian Mixed Asian	Native Hawaiian or Part-Hawn Guamanian or Chamorro Micronesian Samoan Tongan

### Almost All Institutions Maintain Detailed Race/Ethnicity Information Reported by Students

All but one of the institutions/systems interviewed maintain the original responses reported by students. At these institutions every race/ethnicity selected by a student is stored in the institution or system’s database in order for the institution to produce different types of analyses that could not be done using the IPEDS reporting categories. For example, the University of Hawaii system conducts internal analyses focused on indigenous Hawaiian people and thus needs the detailed data since Native Hawaiians are often reported to IPEDS in the Two or More races category. Other institutions reported needing to respond to requests from institutional program offices that need specific data on students in the Two or More Races category, particularly for students that report Black and another race. Additionally, some graduate school accreditors and National Science Foundation grant programs ask institutions to report more detailed race/ethnicity information on students who are categorized as Two or More Races. The private for-profit institution interviewed does not keep original responses, but instead stores the IPEDS race/ethnicity category for each student.

<sup>2</sup> Figure 2 Example of Detailed Race Information Captured for Asian & Native Hawaiian or Other Pacific Islander at One Public 4-year System

# Slight Changes in Students' Race/Ethnicity Distribution

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Changes in the distribution of students by race/ethnicity after implementation of the new race/ethnicity categories has followed an expected pattern, with more significant changes in enrollment distribution seen among first-time, degree-seeking students than all enrolled students. This is likely due to the fact that new students had their race/ethnicity information collected using the new format and institutions updated race/ethnicity information for students enrolled prior to 2010-11 by mapping from the old to new race/ethnicity categories rather than resurvey. Although the number of institutions and systems reviewed were small, it is likely that this practice was implemented by most institutions in the IPEDS universe based on the amount of time and resources needed to resurvey students. Our review of institutions found consistency in changing admissions applications to collect race/ethnicity data using the new categories for all new students. As a result, first-time students in 2010-11 likely reported race/ethnicity under the new categories. Over time the differences in race/ethnicity distribution between all students and first-time students should decrease. An examination of institutions that reported student enrollment data in Fall 2007 and Fall 2010 found the following:

- There was a slightly higher percentage of first-time, degree-seeking students than all students reported under the new categories.
  - As shown in Table 1, 2.5 percent of first-time, degree-seeking students were reported under Two or More Races compared with 1.6 percent of all students (undergraduate and graduate students)
  - There was no difference between the percentage of first-time, degree seeking students and all students reported as Native Hawaiian or Other Pacific Islander (about 0.4 percent reported in this category).
- There was a slightly higher percentage of first-time, degree seeking students reported as Hispanic—17 percent—than among all students—15 percent. The percentage of Hispanic students also increased among first-time students and all students between 2007 and 2010.
- Among all students and first-time, degree-seeking students, the percentage of White and Asian students decreased between 2007 and 2010; the percentage point decrease from 2007 to 2010 for both of these races was smaller for all students compared to first-time, degree-seeking students.
- The percentage of students reported as Black increased among all students and first-time, degree-seeking students.

Table 1. Number and percent of all enrolled students and first-time, degree-seeking students at Title IV institutions in Fall 2007 and Fall 2010, by race/ethnicity

	All students 2007 Number	All students 2007 Percent	All students 2010 Number	All students 2010 Percent	Percentage point change	2007 First-time students Number	2007 First- time students Percent	2010 First-time students Number	2010 First- time students Percent	Percentage point change
<b>Total</b>	<b>18,872,684</b>		<b>21,569,640</b>			<b>3,004,319</b>		<b>3,380,785</b>		
Nonresident alien	625,618	3.7%	706,560	3.7%	<b>0.0%</b>	55,841	2.0%	64,620	2.1%	<b>0.1%</b>
Race/ethnicity unknown	1,432,097	8.5%	1,677,973	8.7%	<b>0.2%</b>	192,785	7.0%	208,958	6.7%	<b>-0.3%</b>
American Indian or Alaska Native	179,574	1.1%	186,733	1.0%	<b>-0.1%</b>	31,066	1.1%	31,261	1.0%	<b>-0.1%</b>
Asian	1,132,167	6.7%	1,130,302	5.9%	<b>-0.8%</b>	166,275	6.0%	160,074	5.2%	<b>-0.9%</b>
Black	2,278,285	13.5%	2,818,180	14.7%	<b>1.1%</b>	422,668	15.3%	490,159	15.8%	<b>0.4%</b>
Hispanic	2,230,975	13.3%	2,846,540	14.8%	<b>1.6%</b>	403,618	14.6%	540,963	17.4%	<b>2.8%</b>
White	10,993,968	65.4%	11,825,292	61.6%	<b>-3.7%</b>	1,732,066	62.9%	1,795,353	57.8%	<b>-5.1%</b>
Native Hawaiian or Other Pacific Islander			69,977	0.4%	0.4%			12,415	0.4%	0.4%
Two or more races			308,083	1.6%	1.6%			76,982	2.5%	2.5%

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2007 and Fall 2010, Fall Enrollment component.

# Students' Race/Ethnicity Distribution by Sector

## Distribution of Students Reported in Two New Race Categories

The percentage of students reported as Two or More Races in Fall 2010 ranged from 0.2 percent in the private, non-profit, less-than-2-year sector to 2.8 percent in the public 4-year sectors, as shown in table 3. Across all but one sector, the percentage of students that were Two or More races was higher among first-time, degree-seeking students than all students. First-time students are more

<sup>34</sup> Sector	Two or More Races All students	Two or More Races First-time	Native Hawaiian or Other Pacific Islander All students	Native Hawaiian or Other Pacific Islander First-time
<b>Public</b>				
4-year	1.6%	2.8%	0.3%	0.3%
2-year	1.6%	2.4%	0.5%	0.5%
Less than 2-year	0.9%	1.0%	0.5%	0.5%
<b>Private non-profit</b>				
4-year	1.6%	2.6%	0.3%	0.2%
2-year	0.7%	0.8%	0.4%	0.5%
Less than 2-year	0.2%	0.1%	0.5%	0.7%
<b>Private for-profit</b>				
4-year	1.7%	2.5%	0.6%	0.4%
2-year	1.7%	2.0%	0.4%	0.6%
Less than 2-year	1.1%	1.2%	0.3%	0.3%

likely to be reporting race/ethnicity under the new categories because institutions have modified admissions applications and thus selecting more than one race. The practice of mapping from old to new categories would lower the percentage of already enrolled students being reported in the Two or More Races category, since these students would not have had the opportunity to select more than one race category. Across all sectors, less than 1 percent of all students and less than 1 percent of first-time, degree seeking students were reported in the Native Hawaiian or Other Pacific Islander category. In most sectors there was little difference between the percentage first-time students and all students that were reported as Native Hawaiian or Other Pacific Islander. One institution with a large Pacific Islander population stated that many of these students are reported as Two or More Races.

Generally, institutions that were above the 90<sup>th</sup> percentile for the percentage of students reported in the two new categories—Two or More Races and Native Hawaiian or Other Pacific Islander—

<sup>3</sup> Table 3. Percentage of all students and first-time, degree seeking students reported as Two or More Races in Fall 2010, by sector

<sup>4</sup> Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2010, Fall Enrollment component.

were in the for-profit sector or private non-profit 4-year institutions, had a smaller student enrollment, and were located in California or Washington state.

## Changes of Students Reported in Existing Categories

Changes in the race/ethnicity distribution of all students and first-time, degree seeking students were fairly similar across most institutional sectors. As shown in table 2, all but one sector had a decrease in White students and an increase in Black and Hispanic students between Fall 2007 and Fall 2010 and all but two sectors had a decrease in Asian students. Four-year institutions had similar changes in race/ethnicity distribution for all students and first-time students, while the pattern was not as uniform among less-than-2-year institutions. It is possible that 4-year institutions were more likely to have a systematic approach to collecting race/ethnicity data for all students than less-than-2-year institutions. For more detail on the changes in race/ethnicity by sector see Appendix II.

Table 2. Change in the race/ethnicity distribution of students between Fall 2007 and Fall 2010, by institutional sector

Sector	AI or AN (All Students)	Asian (All Students)	Black (All Students)	Hispanic (All Students)	White (All Students)	AN or AI (First-time Students)	Asian (First- time Students)	Black (First- time Students)	Hispanic (First- time Students)	White (First- time Students)
Public										
4-year	D	D	I	I	D	D	D	D	I	D
2-year	D	D	I	I	D	D	D	I	I	D
Less-than 2-year	I	I	D	I	D	I	D	D	I	I
Private non-profit										
4-year	D	D	I	I	D	D	D	I	I	D
2-year	D	D	I	I	D	I	D	I	D	D
Less-than 2-year	D	I	I	D	D	D	I	I	D	D
Private for-profit										
4-year	D	D	I	I	D	D	D	I	I	D
2-year	D	D	I	I	D	D	D	D	I	D
Less-than 2-year	D	D	I	I	D	I	D	I	D	D

Note: An “I” indicates an increase in the percent of students in the race/ethnicity category and a “D” indicates a decrease. AI or AN stands for American Indian or Alaska Native

## Over Time Utilization of New Categories May Lower Percentage of Students with Unknown Race/Ethnicity

The percentage of students with an unknown race/ethnicity varied significantly across institutional sectors. For-profit institutions had the highest percentages of students with unknown race/ethnicity both before and after implementation of the new race/ethnicity categories. As shown in table 4, at 4-year private for-profit institutions in Fall 2010, 33 percent of all students and 28 percent of first-time, degree seeking students had an Unknown race/ethnicity, relatively unchanged from Fall 2007.

Table 4. Percentage of all students and first-time, degree seeking students with unknown race/ethnicity in Fall 2007 and Fall 2010, by sector

Sector	2007 (All students)	2010 (All students)	% point change (All students)	2007 (First- Time)	2010 (First- Time)	% point change (First-Time)
<b>Public</b>						
4-year	5.9%	5.6%	-0.4%	4.4%	3.7%	-0.7%
2-year	6.8%	6.8%	0.0%	5.9%	6.8%	0.9%
Less than 2-year	3.4%	5.4%	2.0%	3.2%	4.6%	1.4%
<b>Private non-profit</b>						
4-year	11.7%	11.4%	-0.4%	8.9%	7.4%	-1.5%
2-year	6.3%	3.0%	-3.3%	7.0%	3.4%	-3.6%
Less than 2-year	7.1%	2.5%	-4.6%	7.4%	1.9%	-5.6%
<b>Private for-profit</b>						
4-year	33.0%	33.2%	0.2%	28.1%	28.5%	0.4%
2-year	9.0%	13.8%	4.8%	8.7%	11.3%	2.7%
Less than 2-year	8.3%	6.4%	-1.9%	8.4%	5.4%	-3.0%
All institutions	8.5%	8.7%	0.2%	7.0%	6.7%	-0.3%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2007 and Fall 2010, Fall Enrollment component.

Other sectors experienced a decrease in the percentage of students with unknown race/ethnicity. Between Fall 2007 and 2010, the percentage of students with unknown race/ethnicity decreased in the public 4-year, private for-profit less-than-2-year, and all private non-profit sectors. It's likely that the percentage of students with unknown race/ethnicity will continue to decrease due to more systematic approaches to collecting race/ethnicity information. According to a representative of 4-year for-profit institution, the implementation of the new race/ethnicity categories resulted in their company creating a systematic process for collecting such information from new students. In the past there was not a consistent manner to collect race/ethnicity from students across all campus locations. As a result, students did not report

information or skipped the questions resulting in a lot of missing data on students' race/ethnicity. Another factor that may decrease the number of students with Unknown race/ethnicity is that the new categories allow students to select more than one racial category. An official from one institution stated that under the old methods students who identified with multiple races would have skipped the question but now are more likely to answer because they can select more than one race. Across sectors, there was a slightly larger decrease in the percentage of Unknown race/ethnicity among first-time, degree-seeking students than all students.

# Race/Ethnicity Distribution of Faculty and Staff Across Sectors

At Title IV institutions, there was a small percentage of staff reported under the new categories and there were smaller changes in the race/ethnicity distribution of faculty and staff than among students under the existing race/ethnicity categories. In particular, less than 1 percent of staff at all Title IV institutions were reported in the Two or More Races and Native Hawaiian or Other Pacific Islander categories. It is not surprising that few staff were reported in the new race/ethnicity categories because it is likely that many institutions mapped from old to new race categories. Moreover, at institutions that resurveyed staff and faculty, institutional representatives reported lower response rates among faculty and staff than for students, which may have occurred at other institutions that resurveyed.<sup>5</sup> Faculty and staff reported under existing race/ethnicity categories shifted slightly between 2007 and 2011. As shown in table 5, the percentage of Hispanic faculty and staff increased by 0.5 percentage point, while the percentage of White staff and faculty decreased by 1.3 percentage points.

**Table 5. Number and percent of faculty and staff at all Title IV institutions in 2007 and 2011, by race/ethnicity**

Race/Ethnicity	2007 Number	2007 Percent	2011 Number	2011 Percent	Percentage point change
Total	3,621,286		3,886,283		
Nonresident alien	160,257	4.8%	168,159	4.7%	-0.1
Race/ethnicity unknown	135,658	4.1%	144,206	4.0%	--
Black	357,911	10.8%	376,445	10.5%	-0.2
American Indian or Alaska Native	21,294	0.6%	21,063	0.6%	-0.1
Asian	195,732	5.9%	212,435	5.9%	0.1
Hispanic	240,548	7.2%	275,285	7.7%	0.5
White	2,509,886	75.5%	2,650,099	74.2%	-1.3
Native Hawaiian or Other Pacific Islander			9,563	0.3%	--
Two or more races			29,028	0.8%	--

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2007 and Winter 2012, Human Resources component.

<sup>5</sup> Race/ethnicity data for faculty and staff are required to be reported on a biannual basis. Therefore, analysis of faculty and staff race/ethnicity data is based on early release data reported in the Winter 2012 Human Resources component covering the 2011-12 school year. These data are preliminary estimates.

Across institutional sectors, the percentage of faculty and staff reported in the Two or More Races category ranged from 0.2 to 2.6 percent, with for-profit institutions reporting the highest percentage of staff in this category. In the other new category—Native Hawaiian or Other Pacific Islander—there was little difference across sectors in the percentage of staff reported in this category. The percentage of Hispanic faculty and staff increased and White faculty and staff decreased in all sectors but the public and private non-profit less-than-2-year sectors. Changes in other race/ethnicity groups were more varied across the sectors, as shown in table 6. For more detailed information the number and percentage of faculty and staff by race/ethnicity in each sector see Appendix III.

**Table 6. Change in the race/ethnicity distribution of faculty and staff between Fall 2007 and Fall 2010, by institutional sector**

Sector	American Indian or Alaska Native	Asian	Black	Hispanic	White	Race/ethnicity unknown
Public						
4-year	D	I	D	I	D	I
2-year	D	D	I	I	D	D
Less-than 2-year	D	D	D	D	I	D
Private non-profit						
4-year	I	I	D	I	D	D
2-year	D	D	I	I	D	D
Less-than 2-year	I	I	D	D	I	D
Private for-profit						
4-year	D	D	I	I	D	I
2-year	I	D	I	I	D	I
Less-than 2-year	I	I	I	I	D	D

Note: An “I” indicates an increase in the percent of students in the race/ethnicity category and a “D” indicates a decrease. AI or AN stands for American Indian or Alaska Native

# Appendix I: Methodology

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To analyze the change in the racial distribution of students, the consultants analyzed and compared IPEDS Fall Enrollment component data from 2007-08 (the year before the transition to the new reporting categories) to 2010-11 (the first year that all institutions were required to report Fall Enrollment survey data using the new race categories). To analyze the change in the racial distribution of staff, data reported in the Human Resources component from 2007-08 were compared to 2011-12 (the first year that all institutions were required to report Human Resources component data using the new race categories). The analysis was limited to the First Look universe and institutions that reported data in both 2007-08 and for the student analysis, 2010-11, and for the staff analysis, 2011-12. Because race/ethnicity data are reported for staff in odd number years only, the analysis used early release data for 2011-12.

The consultants analyzed changes in each racial reporting category both in total number and the percent share of the total population. For the student analysis, this was completed for four student groups: all students, undergraduates only, graduates only, and first-time undergraduates who are degree/certificate-seeking. A comparison was also made within each institutional sector.

The consultants examined the distribution across institutions of the percent of students in the two new race categories in 2010-11. Specifically, we calculated the minimum and maximum across institutions and a variety of percentiles. For the institutions in the top 10% of the percent of students in the new categories, we examined the institutional sector, state and enrollment size compared to institutions overall; this helps us understand whether the institutions reporting higher percentages of students in the new categories are different from those reporting lower percentages of students in the new race categories.

To examine institutional practices and the process for transitioning to the new reporting categories, the consultants identified nine institutions or systems to interview. The following institutions agreed to participate in the study:

<b>Institution/System</b>	<b>Sector</b>
University of Miami	Private non-profit 4-year
George Washington University	Private non-profit 4-year
Kaplan High Education	For-profit 4-year
Kentucky Community & Technical College	Public 2-year
University System of MD/Bowie State	Public 4-year
University of New Mexico	Public 4-year
Austin Community College	Public 2-year
University of Hawaii	Public 4-year

The consultants attempted to interview representatives from less-than-two institutions but were unable to find representatives willing to participate. During the interviews, the consultants gathered information on the strategies used to collect race/ethnicity data from existing students, staff, and faculty and new students, staff, and faculty; experiences working with vendors; and methods for storing student level data.

## Appendix II: Students by Race/Ethnicity in Each Sector

**Table 7. Number and percent of students at public 4-year institutions in Fall 2007 and Fall 2010, by race/ethnicity**

	2007 All Students	2007 All Students	2010 All Students	2010 All Students	2007 First-Time Students	2007 First-Time Students	2010 First-Time Students	2010 First-Time Students
Total	7,397,786		7,984,110		1,070,957		1,120,500	
Nonresident alien	312,947	4.7%	357,761	5.0%	19,423	1.9%	24,805	2.3%
Race/ethnicity unknown	396,312	5.9%	401,808	5.6%	44,771	4.4%	39,385	3.7%
Black	793,054	11.9%	870,847	12.1%	127,075	12.6%	133,123	12.6%
American Indian or Alaska Native	72,087	1.1%	66,405	0.9%	11,297	1.1%	9,140	0.9%
Asian	470,359	7.0%	476,536	6.6%	73,461	7.3%	66,723	6.3%
Hispanic	715,226	10.7%	873,598	12.1%	117,316	11.7%	144,176	13.6%
White	4,637,801	69.3%	4,800,223	66.4%	677,614	67.3%	670,269	63.5%
Native Hawaiian or Other Pacific Islander	-	-	19,962	0.3%	-	-	3,145	0.3%
Two or more races	-	-	116,970	1.6%	-	-	29,734	2.8%

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2007 and 2010, Fall Enrollment component.

**Table 8. Number and percent of students at public 2-year institutions in Fall 2007 and Fall 2010, by race/ethnicity**

	<b>2007 All Students</b>	<b>2007 All Students</b>	<b>2010 All Students</b>	<b>2010 All Students</b>	<b>2007 First-Time Students</b>	<b>2007 First-Time Students</b>	<b>2010 First-Time Students</b>	<b>2010 First-Time Students</b>
Total	6,175,615		7,287,081		1,005,123		1,263,849	
Nonresident alien	88,885	1.6%	96,253	1.4%	16,623	1.8%	17,555	1.5%
Race/ethnicity unknown	386,440	6.8%	458,075	6.8%	55,062	5.9%	79,048	6.8%
Black	798,223	14.0%	1,025,539	15.2%	156,158	16.7%	201,835	17.3%
American Indian or Alaska Native	71,288	1.3%	78,389	1.2%	12,614	1.4%	14,471	1.2%
Asian	411,184	7.2%	394,880	5.9%	52,282	5.6%	54,988	4.7%
Hispanic	935,352	16.4%	1,215,734	18.1%	145,690	15.6%	223,755	19.2%
White	3,484,243	61.1%	3,876,740	57.6%	566,694	60.7%	638,216	54.7%
Native Hawaiian or Other Pacific Islander	-	-	32,204	0.5%	-	-	6,344	0.5%
Two or more races	-	-	109,267	1.6%	-	-	27,637	2.4%

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2007 and 2010, Fall Enrollment component.

**Table 9. Number and percent of students at public less-than-2-year institutions in Fall 2007 and Fall 2010, by race/ethnicity**

	<b>2007 All Students</b>	<b>2007 All Students</b>	<b>2010 All Students</b>	<b>2010 All Students</b>	<b>2007 First-Time Students</b>	<b>2007 First-Time Students</b>	<b>2010 First-Time Students</b>	<b>2010 First-Time Students</b>
Total	48,528		53,420		23,600		24,249	
Nonresident alien	222	0.5%	347	0.7%	60	0.3%	101	0.4%
Race/ethnicity unknown	1,596	3.4%	2,719	5.4%	738	3.2%	1,064	4.6%
Black	5,250	11.2%	5,322	10.6%	2,891	12.7%	2,624	11.4%
American Indian or Alaska Native	1,884	4.0%	2,198	4.4%	547	2.4%	773	3.3%
Asian	1,515	3.2%	1,880	3.7%	827	3.6%	548	2.4%
Hispanic	6,241	13.4%	7,300	14.5%	2,867	12.6%	2,926	12.7%
White	31,820	68.1%	32,974	65.5%	15,670	68.7%	15,871	68.8%
Native Hawaiian or Other Pacific Islander	-	-	245	0.5%	-	-	115	0.5%
Two or more races	-	-	435	0.9%	-	-	227	1.0%

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2007 and 2010, Fall Enrollment component.

**Table 10. Number and percent of students at private non-profit 4-year institutions in Fall 2007 and Fall 2010, by race/ethnicity**

	<b>2007 All Students</b>	<b>2007 All Students</b>	<b>2010 All Students</b>	<b>2010 All Students</b>	<b>2007 First-Time Students</b>	<b>2007 First-Time Students</b>	<b>2010 First-Time Students</b>	<b>2010 First-Time Students</b>
Total	3,677,309		3,946,496		508,730		534,031	
Nonresident alien	191,531	6.1%	224,976	6.7%	16,088	3.6%	19,384	4.0%
Race/ethnicity unknown	366,288	11.7%	379,644	11.4%	40,243	8.9%	35,307	7.4%
Black	364,788	11.7%	414,362	12.4%	51,807	11.5%	58,636	12.2%
American Indian or Alaska Native	20,425	0.7%	21,178	0.6%	2,998	0.7%	3,050	0.6%
Asian	197,188	6.3%	204,234	6.1%	27,609	6.1%	27,032	5.6%
Hispanic	329,905	10.6%	385,701	11.5%	50,094	11.1%	61,162	12.8%
White	2,207,184	70.8%	2,255,093	67.5%	319,891	70.7%	316,145	66.0%
Native Hawaiian or Other Pacific Islander	-	-	8,531	0.3%	-	-	1,018	0.2%
Two or more races	-	-	52,777	1.6%	-	-	12,297	2.6%

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2007 and 2010, Fall Enrollment component.

**Table 11. Number and percent of students at private non-profit 2-year institutions in Fall 2007 and Fall 2010, by race/ethnicity**

	<b>2007 All Students</b>	<b>2007 All Students</b>	<b>2010 All Students</b>	<b>2010 All Students</b>	<b>2007 First-Time Students</b>	<b>2007 First-Time Students</b>	<b>2010 First-Time Students</b>	<b>2010 First-Time Students</b>
Total	41,736		47,438		11,416		12,696	
Nonresident alien	1,355	3.6%	1,330	3.0%	313	3.0%	436	3.7%
Race/ethnicity unknown	2,383	6.3%	1,330	3.0%	725	7.0%	405	3.4%
Black	6,516	17.1%	8,693	19.4%	2,170	20.9%	3,140	26.5%
American Indian or Alaska Native	1,783	4.7%	1,907	4.3%	412	4.0%	473	4.0%
Asian	1,835	4.8%	1,838	4.1%	648	6.2%	600	5.1%
Hispanic	5,621	14.8%	7,417	16.6%	2,148	20.7%	2,188	18.5%
White	22,243	58.5%	24,431	54.6%	5,000	48.2%	5,295	44.7%
Native Hawaiian or Other Pacific Islander	-	-	187	0.4%	-	-	59	0.5%
Two or more races	-	-	305	0.7%	-	-	100	0.8%

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2007 and 2010, Fall Enrollment component.

**Table 12. Number and percent of students at private non-profit less-than-2-year institutions in Fall 2007 and Fall 2010, by race/ethnicity**

	<b>2007 All Students</b>	<b>2007 All Students</b>	<b>2010 All Students</b>	<b>2010 All Students</b>	<b>2007 First-Time Students</b>	<b>2007 First-Time Students</b>	<b>2010 First-Time Students</b>	<b>2010 First-Time Students</b>
Total	16,234		18,578		7,114		7,659	
Nonresident alien	483	3.3%	324	1.8%	201	3.1%	146	2.0%
Race/ethnicity unknown	1,041	7.1%	445	2.5%	478	7.4%	138	1.9%
Black	2,278	15.5%	3,138	17.6%	930	14.5%	1,086	14.7%
American Indian or Alaska Native	75	0.5%	90	0.5%	55	0.9%	33	0.4%
Asian	552	3.8%	1,083	6.1%	274	4.3%	412	5.6%
Hispanic	8,011	54.5%	9,063	50.9%	3,239	50.3%	3,657	49.6%
White	3,794	25.8%	4,302	24.2%	1,937	30.1%	2,125	28.8%
Native Hawaiian or Other Pacific Islander	-	-	95	0.5%	-	-	53	0.7%
Two or more races	-	-	38	0.2%	-	-	9	0.1%

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.  
 Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2007 and 2010, Fall Enrollment component.

**Table 13. Number and percent of students at private for-profit 4-year institutions in Fall 2007 and Fall 2010, by race/ethnicity**

	<b>2007 All Students</b>	<b>2007 All Students</b>	<b>2010 All Students</b>	<b>2010 All Students</b>	<b>2007 First-Time Students</b>	<b>2007 First-Time Students</b>	<b>2010 First-Time Students</b>	<b>2010 First-Time Students</b>
Total	973,563		1,449,575		154,023		141,234	
Nonresident alien	28,166	4.0%	22,647	2.1%	2,368	2.0%	1,197	1.1%
Race/ethnicity unknown	234,564	33.0%	355,995	33.2%	33,243	28.1%	31,032	28.5%
Black	189,859	26.7%	311,665	29.1%	33,225	28.1%	32,558	29.9%
American Indian or Alaska Native	7,768	1.1%	11,422	1.1%	1,529	1.3%	1,337	1.2%
Asian	29,660	4.2%	29,768	2.8%	3,545	3.0%	2,321	2.1%
Hispanic	95,913	13.5%	146,845	13.7%	19,520	16.5%	20,512	18.8%
White	387,633	54.5%	547,239	51.1%	60,593	51.2%	49,047	45.0%
Native Hawaiian or Other Pacific Islander	-	-	6,021	0.6%	-	-	487	0.4%
Two or more races	-	-	17,973	1.7%	-	-	2,743	2.5%

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.  
 Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2007 and 2010, Fall Enrollment component.

**Table 14. Number and percent of students at private for-profit 2-year institutions in Fall 2007 and Fall 2010, by race/ethnicity**

	<b>2007 All Students</b>	<b>2007 All Students</b>	<b>2010 All Students</b>	<b>2010 All Students</b>	<b>2007 First-Time Students</b>	<b>2007 First-Time Students</b>	<b>2010 First-Time Students</b>	<b>2010 First-Time Students</b>
Total	348,705		507,466		133,562		168,762	
Nonresident alien	1,307	0.4%	1,529	0.3%	432	0.4%	452	0.3%
Race/ethnicity unknown	28,747	9.0%	61,528	13.8%	10,608	8.7%	17,127	11.3%
Black	74,458	23.4%	105,530	23.7%	28,604	23.3%	30,074	19.9%
American Indian or Alaska Native	3,143	1.0%	3,643	0.8%	1,087	0.9%	1,298	0.9%
Asian	12,632	4.0%	12,121	2.7%	4,360	3.6%	4,194	2.8%
Hispanic	82,133	25.8%	122,631	27.6%	35,572	29.0%	49,181	32.5%
White	146,285	45.9%	191,038	43.0%	52,899	43.2%	62,528	41.4%
Native Hawaiian or Other Pacific Islander	-	-	1,897	0.4%	-	-	862	0.6%
Two or more races	-	-	7,549	1.7%	-	-	3,046	2.0%

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2007 and 2010, Fall Enrollment component.

Table 15. Number and percent of students at private for-profit less-than-2-year institutions in Fall 2007 and Fall 2010, by race/ethnicity

	<b>2007 All Students</b>	<b>2007 All Students</b>	<b>2010 All Students</b>	<b>2010 All Students</b>	<b>2007 First-Time Students</b>	<b>2007 First-Time Students</b>	<b>2010 First-Time Students</b>	<b>2010 First-Time Students</b>
Total	193,208		275,476		89,794		107,805	
Nonresident alien	722	0.4%	1,393	0.5%	333	0.4%	544	0.5%
Race/ethnicity unknown	14,726	8.3%	16,429	6.4%	6,917	8.4%	5,452	5.4%
Black	43,859	24.7%	73,084	28.4%	19,808	24.0%	27,083	26.6%
American Indian or Alaska Native	1,121	0.6%	1,501	0.6%	527	0.6%	686	0.7%
Asian	7,242	4.1%	7,962	3.1%	3,269	4.0%	3,256	3.2%
Hispanic	52,573	29.6%	78,251	30.4%	27,172	32.9%	33,406	32.8%
White	72,965	41.0%	93,252	36.2%	31,768	38.5%	35,857	35.2%
Native Hawaiian or Other Pacific Islander	-	-	835	0.3%	-	-	332	0.3%
Two or more races	-	-	2,769	1.1%	-	-	1,189	1.2%

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2007 and 2010, Fall Enrollment component.

## Appendix III: Number and Percentage of Faculty and Staff by Race/Ethnicity in Each Sector

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**Table 16. Number and percent of students at public 4-year institutions in Fall 2007 and Fall 2010, by race/ethnicity**

	<b>2007 Number</b>	<b>2007 Percent</b>	<b>2011 Number</b>	<b>2011 Percent</b>	<b>Percentage point change</b>
Total	1,755,300		1,836,179		
Nonresident alien	113,626	7.1%	119,509	7.2%	0.1%
Race/ethnicity unknown	46,266	2.9%	60,161	3.6%	--
Black	166,758	10.5%	167,038	10.1%	-0.4%
American Indian or Alaska Native	11,424	0.7%	10,475	0.6%	-0.1%
Asian	112,538	7.1%	119,716	7.2%	0.2%
Hispanic	113,776	7.1%	123,339	7.4%	0.3%
White	1,190,912	74.6%	1,218,876	73.6%	-1.1%
Native Hawaiian or Other Pacific Islander			3,421	0.2%	--
Two or more races			13,644	0.8%	--

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2007 and Winter 2012, Human Resources component.

**Table 17. Number and percent of students at public 2-year institutions in Fall 2007 and Fall 2010, by race/ethnicity**

	2007 Number	2007 Percent	2011 Number	2011 Percent	Percentage point change
Total	602,531		653,127		
Nonresident alien	4,166	0.7%	3,542	0.6%	-0.2%
Race/ethnicity unknown	25,977	4.5%	25,722	4.1%	--
Black	61,022	10.7%	68,607	11.0%	0.3%
American Indian or Alaska Native	5,067	0.9%	5,281	0.8%	0.0%
Asian	21,594	3.8%	20,860	3.3%	-0.4%
Hispanic	40,972	7.2%	46,983	7.5%	0.4%
White	443,733	77.5%	475,210	76.2%	-1.4%
Native Hawaiian or Other Pacific Islander			2,988	0.5%	--
Two or more races			3,934	0.6%	--

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2007 and Winter 2012, Human Resources component.

Table 18. Number and percent of students at public less-than-2-year institutions in Fall 2007 and Fall 2010, by race/ethnicity

	2007 Number	2007 Percent	2011 Number	2011 Percent	Percentage point change
Total	11,547		10,375		
Nonresident alien	19	0.2%	3	0.0%	-0.1%
Race/ethnicity unknown	95	0.8%	24	0.2%	
Black	531	4.6%	432	4.2%	-0.5%
American Indian or Alaska Native	159	1.4%	127	1.2%	-0.2%
Asian	239	2.1%	70	0.7%	-1.4%
Hispanic	873	7.6%	679	6.6%	-1.1%
White	9,631	84.2%	9,002	87.0%	2.8%
Native Hawaiian or Other Pacific Islander			19	0.2%	
Two or more races			19	0.2%	

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2007 and Winter 2012, Human Resources component.

Table 19. Number and percent of students at private non-profit 4-year institutions in Fall 2007 and Fall 2010, by race/ethnicity

	2007 Number	2007 Percent	2011 Number	2011 Percent	Percentage point change
Total	1,026,984		1,120,193		
Nonresident alien	40,986	4.4%	44,394	4.3%	-0.1%
Race/ethnicity unknown	50,539	5.4%	43,331	4.2%	--
Black	97,445	10.4%	101,041	9.8%	-0.6%
American Indian or Alaska Native	3,224	0.3%	3,594	0.3%	0.0%
Asian	52,499	5.6%	62,166	6.0%	0.4%
Hispanic	61,635	6.6%	72,865	7.1%	0.5%
White	720,656	77.0%	783,252	75.9%	-1.2%
Native Hawaiian or Other Pacific Islander			2,029	0.2%	--
Two or more races			7,521	0.7%	--

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2007 and Winter 2012, Human Resources component.

Table 20. Number and percent of students at private non-profit 2-year institutions in Fall 2007 and Fall 2010, by race/ethnicity

	2007 Number	2007 Percent	2011 Number	2011 Percent	Percentage point change
Total	7,667		8,935		
Nonresident alien	16	0.2%	4	0.0%	-0.2%
Race/ethnicity unknown	303	4.1%	173	2.0%	--
Black	651	8.9%	855	9.8%	0.9%
American Indian or Alaska Native	388	5.3%	425	4.9%	-0.4%
Asian	188	2.6%	221	2.5%	0.0%
Hispanic	520	7.1%	750	8.6%	1.5%
White	5,601	76.2%	6,457	73.7%	-2.5%
Native Hawaiian or Other Pacific Islander			24	0.3%	--
Two or more races			26	0.3%	--

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2007 and Winter 2012, Human Resources component.

Table 21. Number and percent of students at private non-profit less-than-2-year institutions in Fall 2007 and Fall 2010, by race/ethnicity

	2007 Number	2007 Percent	2011 Number	2011 Percent	Percentage point change
Total	2,078		2,320		
Nonresident alien	8	0.4%	6	0.3%	-0.1%
Race/ethnicity unknown	42	2.1%	2	0.1%	--
Black	241	11.9%	241	10.4%	-1.5%
American Indian or Alaska Native	4	0.2%	27	1.2%	1.0%
Asian	106	5.2%	130	5.6%	0.4%
Hispanic	973	48.0%	1,082	46.8%	-1.2%
White	704	34.7%	809	35.0%	0.3%
Native Hawaiian or Other Pacific Islander			18	0.8%	--
Two or more races			5	0.2%	--

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2007 and Winter 2012, Human Resources component.

**Table 22. Number and percent of students at private for-profit 4-year institutions in Fall 2007 and Fall 2010, by race/ethnicity**

	2007 Number	2007 Percent	2011 Number	2011 Percent	Percentage point change
Total	146,342		164,009		
Nonresident alien	1,355	1.0%	645	0.4%	-0.6%
Race/ethnicity unknown	10,044	7.4%	11,666	7.7%	--
Black	21,099	15.6%	24,294	16.0%	0.4%
American Indian or Alaska Native	795	0.6%	782	0.5%	-0.1%
Asian	6,306	4.7%	6,337	4.2%	-0.5%
Hispanic	10,178	7.5%	12,311	8.1%	0.6%
White	96,565	71.6%	105,014	69.2%	-2.3%
Native Hawaiian or Other Pacific Islander			593	0.4%	--
Two or more races			2,367	1.6%	--

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2007 and Winter 2012, Human Resources component.

Table 23. Number and percent of students at private for-profit 2-year institutions in Fall 2007 and Fall 2010, by race/ethnicity

	2007 Number	2007 Percent	2011 Number	2011 Percent	Percentage point change
Total	44,459		59,122		
Nonresident alien	62	0.1%	32	0.1%	-0.1%
Race/ethnicity unknown	1,264	2.9%	2,481	4.4%	--
Black	6,117	14.2%	8,421	14.9%	0.7%
American Indian or Alaska Native	151	0.4%	241	0.4%	0.1%
Asian	1,487	3.4%	1,883	3.3%	-0.1%
Hispanic	7,046	16.3%	10,660	18.8%	2.5%
White	28,332	65.7%	33,885	59.9%	-5.8%
Native Hawaiian or Other Pacific Islander			331	0.6%	--
Two or more races			1,188	2.1%	--

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2007 and Winter 2012, Human Resources component.

Table 24. Number and percent of students at private for-profit less-than-2-year institutions in Fall 2007 and Fall 2010, by race/ethnicity

	2007 Number	2007 Percent	2011 Number	2011 Percent	Percentage point change
Total	24,378		32,023		
Nonresident alien	19	0.1%	24	0.1%	0.0%
Race/ethnicity unknown	1,128	4.9%	646	2.1%	--
Black	4,047	17.4%	5,516	17.6%	0.2%
American Indian or Alaska Native	82	0.4%	111	0.4%	0.0%
Asian	775	3.3%	1,052	3.4%	0.0%
Hispanic	4,575	19.7%	6,616	21.1%	1.4%
White	13,752	59.2%	17,594	56.1%	-3.1%
Native Hawaiian or Other Pacific Islander			140	0.4%	--
Two or more races			324	1.0%	--

Note: Percentages for race categories were calculated by excluding nonresident alien and unknown from the total, therefore percentages do not add to 100.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2007 and Winter 2012, Human Resources component.