

IPEDS 2022-23 Data Collection System

IPEDS HELP DESK (877) 225-2568 | ipedshelp@rti.org
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User ID: P1055251

Outcome Measures 2022-23

Institution: Pima Community College (105525)

User ID: P1055251

Overview

Outcome Measures Overview

Welcome to the IPEDS Outcome Measures (OM) survey component. The OM component collects award and enrollment data from degree-granting institutions on four undergraduate cohorts and eight undergraduate subcohorts at three status points: four-years, six-years, and eight-years after entry.

The four cohorts of degree/certificate-seeking undergraduates are:

- First-time, full-time entering (FTFT)
- First-time, part-time entering (FTPT)
- Non-first-time, full-time entering (NFTFT)
- Non-first-time, part-time entering (NFTPT)

For each cohort, two subcohort groups have been added to the OM component - Pell Grant recipients and Non-Pell Grant recipients - resulting in eight undergraduate subcohorts.

Data Reporting Reminders:

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting.
- All institutions must report on a **FULL-YEAR** cohort. The OM cohort year is 2014-15. The full-year cohort coverage period is July 1, 2014 - June 30, 2015.
- Institutions will establish their OM cohorts based on their subcohorts of entering Pell Grant recipients and Non-Pell Grant recipients. Institutions should first identify their entering degree/certificate-seeking undergraduates during the cohort coverage period of July 1, 2014 - June 30, 2015, and place each student in the appropriate subcohort. Each student should be reported only once.
- All institutions are required to report transfer-out student data.
- For each status point, institutions will report the highest type of award conferred to a student for each subcohort. The three award categories are certificates, Associate's degree, and Bachelor's degree.
- Institutions should report exclusions for the entire eight year period only on the "Establishing Cohorts" screen. Additional exclusions cannot be reported on the status point screens (i.e., four-years, six-years, or eight-years after entry).
- IPEDS will ask for an estimated time it took to complete the OM component. Include in that estimate the time to review instructions, research data sources (i.e., coordinate with IT and Student Aid offices), complete and review the component, and submit the data.

Changes to reporting

The following changes were implemented for the 2022-23 data collection period:

- References to summer term were changed to summer session.
- A note was added to clarify the timeline for tracking students' subsequent enrollment statuses.
- FAQ #15 on consistent reporting of EF, E12, and OM has been updated for clarification.

Important Dates to Remember: All reporting institutions will report on degree/certificate-seeking undergraduates who entered the 2014-15 cohort year: (**July 1, 2014-June 30, 2015**).

- Four-year status point was as of **August 31, 2018**
- Six-year status point was as of **August 31, 2020**
- Eight-year status point was as of **August 31, 2022**

Reporting Tips

Carefully read each [OM FAQ](#) before reporting your institution's data.

Resources:

- To download the survey materials for this component: [Survey Materials](#)
- To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the IPEDS Help Desk at (877) 225-2568.

Institution: Pima Community College (105525)

Establishing Cohorts

2014-15 Entering Undergraduate Cohort

July 1, 2014-June 30, 2015: Full Year

- Begin by identifying your entering degree/certificate-seeking undergraduates for the full year of July 1, 2014 - June 30, 2015.
- Then report each student under one of the eight subcohorts (Pell or Non-Pell Grant recipients FTFT, FTPT, NFTFT, NFTPT).
- Each entering student should be reported only once.
- The four cohorts and total entering students will be calculated based on your subcohort reporting.

NOTE: Once a student is in the cohort, the student remains in the cohort, even if the student's attendance status changes (i.e., full-time to part-time, or vice versa) or if the student drops out, transfers out, or transfers back into the institution during the eight-year period. However, institutions can make adjustments to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government. Exclusions are for the ENTIRE eight years for the entering 2014-15 cohort.

Degree/Certificate-Seeking Undergraduate Students	2014-15 cohort	Exclusions to 2014-15 cohort	Adjusted 2014-15 cohort	Prior year Adjusted cohort
First-time entering				
Full-time	<input checked="" type="checkbox"/> 2,433	2	2,431	3,049
Pell Grant recipients	<input checked="" type="checkbox"/> 1,237	2	1,235	1,649
Non-Pell Grant recipients	1,196	0	1,196	1,400
Part-time	3,245	0	3,245	3,548
Pell Grant recipients	1,121	0	1,121	1,095
Non-Pell Grant recipients	2,124	0	2,124	2,453
Non-First-time entering				
Full-time	1,497	0	1,497	1,366
Pell Grant recipients	623	0	623	636
Non-Pell Grant recipients	874	0	874	730
Part-time	4,120	0	4,120	4,253
Pell Grant recipients	521	0	521	413
Non-Pell Grant recipients	3,599	0	3,599	3,840
Total Entering	11,295	2	11,293	12,216
Pell Grant recipients	3,502	2	3,500	3,793
Non-Pell Grant recipients	7,793	0	7,793	8,423

The following reference table is based on institutional data reported in the specified data collections. Data reported on this screen (Establishing Cohorts for OM) have been compared with the data below. To review your prior reported data, go to the Tools menu in the IPEDS Data Collection System --> Go to Collection Level Data Center --> Look up an Institution --> Select your institution --> Select "Reported Data"

	2014 Fall Enrollment, 2014-15 Spring Collection	2014 Pell Grant data from Student Financial Aid, 2015-16 Winter Collection	
First-time, Full-time	2,452	1,276	
First-time, Part-time	2,740	N/A	
Non-First-time, Full-time	490	N/A	
Non-First-time, Part-time	954	N/A	
Total Undergraduates	N/A	8,753	

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Award Status at Four Years

Award Status at Four Years After Entry 2014-15 Entering Undergraduate Cohort

(July 1, 2014-June 30, 2015: Full Year)

Directions: From the adjusted 2014-15 cohort, report the number of students who earned an award at four years after entry for each subcohort. Report the highest award earned for each degree/certificate-seeking student for the four-year status point (August 31, 2018) even if a student earns multiple awards.

<u>Undergraduate Students</u>	Adjusted 2014-15 cohort	Number of students conferred an award by your institution (Highest Award by August 31, 2018)			Total number of adjusted cohort that received an award from your institution	Percent of adjusted cohort that received an award from your institution
		<u>Certificates</u>	<u>Associate's</u>	<u>Bachelor's</u>		
<u>First-time entering</u>						
Full-time	2,431	259	337	0	596	25
Pell Grant recipients	1,235	85	162	0	247	20
Non-Pell Grant recipients	1,196	174	175	0	349	29
Part-time	3,245	208	132	0	340	10
Pell Grant recipients	1,121	52	50	0	102	9
Non-Pell Grant recipients	2,124	156	82	0	238	11
<u>Non-First-time entering</u>						
Full-time	1,497	169	211	0	380	25
Pell Grant recipients	623	47	100	0	147	24
Non-Pell Grant recipients	874	122	111	0	233	27
Part-time	4,120	120	131	0	251	6
Pell Grant recipients	521	21	49	0	70	13
Non-Pell Grant recipients	3,599	99	82	0	181	5
<u>Total Entering</u>						
	11,293	756	811	0	1,567	14
Pell Grant recipients	3,500	205	361	0	566	16
Non-Pell Grant recipients	7,793	551	450	0	1,001	13

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Award Status at Six Years

Award Status at Six Years After Entry 2014-15 Entering Undergraduate Cohort

(July 1, 2014-June 30, 2015: Full Year)

Directions: From the adjusted 2014-15 cohort, report the number of students who earned an award at six years after entry for each subcohort. Report the highest award earned for each degree/certificate-seeking student for the six-year status point (August 31, 2020) even if a student earns multiple awards.

<u>Undergraduate Students</u>	Adjusted 2014-15 cohort	Number of students conferred an award by your institution (Highest Award through August 31, 2020)			Total number of adjusted cohort that received an award from your institution	Percent of adjusted cohort that received an award from your institution
		<u>Certificates</u>	<u>Associate's</u>	<u>Bachelor's</u>		
<u>First-time entering</u>						
Full-time	2,431	278	439	0	717	29
Pell Grant recipients	1,235	96	204	0	300	24
Non-Pell Grant recipients	1,196	182	235	0	417	35
Part-time	3,245	239	255	0	494	15
Pell Grant recipients	1,121	63	93	0	156	14
Non-Pell Grant recipients	2,124	176	162	0	338	16
<u>Non-First-time entering</u>						
Full-time	1,497	172	250	0	422	28
Pell Grant recipients	623	48	126	0	174	28
Non-Pell Grant recipients	874	124	124	0	248	28
Part-time	4,120	144	181	0	325	8
Pell Grant recipients	521	24	63	0	87	17
Non-Pell Grant recipients	3,599	120	118	0	238	7
Total Entering						
	11,293	833	1,125	0	1,958	17
Pell Grant recipients	3,500	231	486	0	717	20
Non-Pell Grant recipients	7,793	602	639	0	1,241	16

Award and Enrollment Status at Eight Years


Award and Enrollment Status at Eight Years After Entry: 2014-15 Entering Undergraduate Cohort

(July 1, 2014-June 30, 2015: Full Year)

- From the adjusted 2014-15 cohort, report the number of students who earned an award at eight years after entry for each subcohort.
- Report the highest award earned for each degree/certificate-seeking student for the eight-year status point (August 31, 2022) even if a student earns multiple awards.
- For students who did not receive an award from your institution, first report the number of students who are still enrolled at your institution, and then report the number of students who had enrolled at another institution over the eight-year period.

Note: Subsequent enrollment should be tracked for the entire period of eight years after entry.

Undergraduate Students	Adjusted 2014-15 cohort	Award Status at Eight Years After Entry					Enrollment Status at Eight Years After Entry						
		Number of students conferred an award by your institution (From Entry through August 31, 2022)			Total number of adjusted cohort that received an award from your institution	Percent of adjusted cohort that received an award from your institution	Prior Year Total number of adjusted cohort that received an award from your institution	Number of students who did not receive an award from your institution (From entry through August 31, 2022)				Percent of adjusted cohort that did not receive an award, but are still enrolled at your institution or enrolled at another institution after leaving your institution	
		Certificates	Associate's	Bachelor's				Number still enrolled at your institution	Number who enrolled at another institution after leaving your institution	Number of students whose subsequent enrollment status is unknown	Total number who did not receive an award from your institution		
First-time entering													
Full-time	2,431	283	480	0	763	31	907	63	<input checked="" type="checkbox"/> 509	1,096	1,668	24	
Pell Grant recipients	1,235	<input type="text" value="99"/>	<input type="text" value="224"/>	<input type="text" value="0"/>	323	26	426	<input type="text" value="32"/>	<input type="text" value="235"/>	645	912	22	
Non-Pell Grant recipients	1,196	<input type="text" value="184"/>	<input type="text" value="256"/>	<input type="text" value="0"/>	440	37	481	<input type="text" value="31"/>	<input type="text" value="274"/>	451	756	26	
Part-time	3,245	247	309	0	556	17	610	83	626	1,980	2,689	22	
Pell Grant recipients	1,121	<input type="text" value="68"/>	<input type="text" value="108"/>	<input type="text" value="0"/>	176	16	167	<input type="text" value="30"/>	<input type="text" value="179"/>	736	945	19	
Non-Pell Grant recipients	2,124	<input type="text" value="179"/>	<input type="text" value="201"/>	<input type="text" value="0"/>	380	18	443	<input type="text" value="53"/>	<input type="text" value="447"/>	1,244	1,744	24	
Non-First-time entering													
Full-time	1,497	169	262	0	431	29	322	23	573	470	1,066	40	
Pell Grant recipients	623	<input type="text" value="45"/>	<input type="text" value="132"/>	<input type="text" value="0"/>	177	28	151	<input type="text" value="13"/>	<input type="text" value="204"/>	229	446	35	
Non-Pell Grant recipients	874	<input type="text" value="124"/>	<input type="text" value="130"/>	<input type="text" value="0"/>	254	29	171	<input type="text" value="10"/>	<input type="text" value="369"/>	241	620	43	
Part-time	4,120	147	207	0	354	9	285	56	2,589	1,121	3,766	64	
Pell Grant recipients	521	<input type="text" value="24"/>	<input type="text" value="71"/>	<input type="text" value="0"/>	95	18	71	<input type="text" value="16"/>	<input type="text" value="160"/>	250	426	34	
Non-Pell Grant recipients	3,599	<input type="text" value="123"/>	<input type="text" value="136"/>	<input type="text" value="0"/>	259	7	214	<input type="text" value="40"/>	<input type="text" value="2,429"/>	871	3,340	69	
Total Entering	11,293	846	1,258	0	2,104	19	2,124	225	4,297	4,667	9,189	40	
Pell Grant recipients	3,500	236	535	0	771	22	815	91	778	1,860	2,729	25	
Non-Pell Grant recipients	7,793	610	723	0	1,333	17	1,309	134	3,519	2,807	6,460	47	

 You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Prepared by

Prepared by

Reporting Reminders:

- The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data.
- The Keyholder will be copied on all email correspondence to other preparers.
- The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS.
- Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.
- Thank you for your assistance.

This survey component was prepared by:

<input checked="" type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact	<input type="radio"/>	HR Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact	<input type="radio"/>	Other

Name:

Email:

How many staff from your institution only were involved in the data collection and reporting process of this survey component?

Number of Staff (including yourself)

How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component?
Exclude the hours spent collecting data for state and other reporting purposes.

Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	<input type="text" value="1.00"/> hours	<input type="text" value="5.00"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="5.00"/> hours
Other offices	<input type="text" value="0.00"/> hours	<input type="text" value="0.00"/> hours	<input type="text" value="0.00"/> hours	<input type="text" value="2.00"/> hours

Summary

Outcome Measures Component Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2023.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Cohort	4-year Award Rate	6-year Award Rate	8-year Award Rate	Still enrolled at your institution after 8 years	Did not receive an award and subsequently enrolled at another institution
First-time entering					
Full-time	25%	29%	31%	3%	21%
Pell Grant recipients	20%	24%	26%	3%	19%
Non-Pell Grant recipients	29%	35%	37%	3%	23%
Part-time	10%	15%	17%	3%	19%
Pell Grant recipients	9%	14%	16%	3%	16%
Non-Pell Grant recipients	11%	16%	18%	2%	21%
Non-First-time entering					
Full-time	25%	28%	29%	2%	38%
Pell Grant recipients	24%	28%	28%	2%	33%
Non-Pell Grant recipients	27%	28%	29%	1%	42%
Part-time	6%	8%	9%	1%	63%
Pell Grant recipients	13%	17%	18%	3%	31%
Non-Pell Grant recipients	5%	7%	7%	1%	67%
Total Entering					
Pell Grant recipients	16%	20%	22%	3%	22%
Non-Pell Grant recipients	13%	16%	17%	2%	45%

Edit Report

Outcome Measures

Source	Description	Severity	Resolved	Options
Screen: Establishing Cohorts				
Screen Entry	In the 2015-16 SFA component, you reported 1,276 full-time first-time undergraduate students that were awarded a Pell grant in fall 2014, but in OM you reported 1,237 full-time first-time undergraduate students receiving a Pell grant for the full year period that includes fall 2014. We expect the OM value to be greater than or equal to the SFA value. Please correct your data or explain. (Error #13403)	Explanation	Yes	
Reason	The financial aid adjustments were made.			
Screen Entry	In the 2015-16 SFA component, you reported 2,452 full-time first-time undergraduate students for fall 2014, but in OM you reported 2,433 full-time first-time undergraduate students for the full year period that includes fall 2014. We expect the OM value to be greater than or equal to the SFA value. Please correct your data or explain. (Error #13401)	Explanation	Yes	
Reason	We later received the information that some of students who were considered new to higher education in the 2015-16 SFA component, had previous academic records, so they are not included in the first time group in this survey.			
Screen Entry	In the 2014-15 EF component you reported 2,452 full-time first-time undergraduate students in fall 2014, but in OM you reported 2,433 full-time first-time undergraduate students for the full year period that includes fall 2014. We expect the OM value to be greater than or equal to the EF value. Please correct your data or explain. (Error #13413)	Explanation	Yes	
Reason	Previously, some students were considered as first time. Later, it was discovered that they had previous academic records, so they are not counted as first time in this survey.			
Screen Entry	You reported 2,433 full-time first-time undergraduates via the OM component, but 2,450 full-time first-time undergraduate students in the 2018-19 GR200 component, which also covers 2014-15. We would expect the number of students in OM to be greater than the number of students in GR200. Please review your data and make any necessary corrections or explain the discrepancy. (Error #13418)	Explanation	Yes	
Reason	We later received the information that some of the students considered as new to higher education had previous academic records.			
Screen: Award and Enrollment Status at Eight Years				
Screen Entry	You reported 509 full-time first-time students subsequently enrolled at another institution after leaving your institution within 8 years via the OM component, but also reported 539 full-time first-time student transfers within 150% via the 2017-18 GR component. These components report on overlapping portions of the 2014-15 full-time first-time undergraduate student cohort, and we would expect the OM subsequent enrollment count to be greater than or equal to the GR component transfer count. Please review your data and make any necessary corrections or explain the discrepancy. (Error #13433)	Explanation	Yes	
Reason	Some students were considered first time students in the earlier surveys, but later they were found having previous academic records. In this survey they are not considered first time students.			