What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from nearly 6,700 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (http://collegenavigator.ed.gov), to aid in the college search process. For more information about IPEDS, see http://nces.ed.gov/ipeds.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2009-10 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. On the next page is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to “Comparison Group” in the Methodological Notes for more information.

Where Can I Do More with IPEDS Data?

The Executive Peer Tool (ExPT) is designed to provide campus executives easy access to institutional and comparison group data. Using the ExPT, you can produce reports using different comparison groups and access a wider range of IPEDS variables. The ExPT is available through the IPEDS Data Center (http://nces.ed.gov/ipeds/data center).
Comparison group data are included to provide a context for interpreting your institution’s statistics. For this report, you specified a custom comparison group.

The custom comparison group chosen by Prince George's Community College includes the following 15 institutions:

- Allegany College of Maryland (Cumberland, MD)
- Anne Arundel Community College (Arnold, MD)
- Baltimore City Community College (Baltimore, MD)
- Carroll Community College (Westminster, MD)
- Cecil College (North East, MD)
- Chesapeake College (Wye Mills, MD)
- College of Southern Maryland (La Plata, MD)
- Frederick Community College (Frederick, MD)
- Garrett College (McHenry, MD)
- Hagerstown Community College (Hagerstown, MD)
- Harford Community College (Bel Air, MD)
- Howard Community College (Columbia, MD)
- Montgomery College (Rockville, MD)
- The Community College of Baltimore County (Baltimore, MD)
- Wor-Wic Community College (Salisbury, MD)
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2009

NOTE: For this survey year, institutions could report race and ethnicity using both 1977 (old) and 1997 (new) Office of Management and Budget categories. Categories shown in this figure are derived by adding comparable categories from both old and new; however, the "Two or more races" category appears only in the 1997 version. For more information about disaggregation of data by race and ethnicity, please see the Methodological Notes at the end of this report. Median values for the comparison group will not add to 100 percent. See "Use of Median Values for Comparison Group" in the Methodological Notes at the end of this report for how median values are determined. N is the number of institutions in the comparison group.


Figure 2. Unduplicated 12-month headcount (2008-09), total FTE enrollment (2008-09), and full- and part-time fall enrollment (Fall 2009)

NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.


Figure 3. Full-time enrollment by degree/certificate-seeking status: Fall 2009

NOTE: N is the number of institutions in the comparison group.

Figure 4. Part-time enrollment by degree/certificate seeking status: Fall 2009

<table>
<thead>
<tr>
<th>Status of part-time student</th>
<th>Your institution</th>
<th>Comparison Group Median (N=15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nondegree/certificate-seeking undergraduate</td>
<td>881</td>
<td>673</td>
</tr>
<tr>
<td>Continuing, degree/certificate-seeking undergraduate</td>
<td>2,232</td>
<td>6,003</td>
</tr>
<tr>
<td>Transfer-in, degree/certificate-seeking undergraduate</td>
<td>991</td>
<td>213</td>
</tr>
<tr>
<td>First-time, degree/certificate-seeking undergraduate</td>
<td>1,405</td>
<td>470</td>
</tr>
</tbody>
</table>

Number of students

NOTE: N is the number of institutions in the comparison group.

Figure 5. Number of degrees and certificates awarded, by level: 2008-09

<table>
<thead>
<tr>
<th>Level of award</th>
<th>Your institution</th>
<th>Comparison Group Median (N=15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates of less than 1 year</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Certificates of at least 1 but less than 2 years</td>
<td>146</td>
<td>103</td>
</tr>
<tr>
<td>Certificates of at least 2 but less than 4 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate’s</td>
<td>535</td>
<td>657</td>
</tr>
</tbody>
</table>

Number of awards

NOTE: N is the number of institutions in the comparison group.

Figure 6. Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall 2009); graduation rate and transfer-out rate (2006 cohort); and retention rates (Fall 2009)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Your institution</th>
<th>Comparison Group Median (N=15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate cohort as a percent of undergraduates</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Graduation rate cohort as a percent of total entering students</td>
<td>28</td>
<td>42</td>
</tr>
<tr>
<td>Graduation rate, overall</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Transfer-out rate</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Full-time retention rate</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Part-time retention rate</td>
<td>38</td>
<td>45</td>
</tr>
</tbody>
</table>

Percent

NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with a mission to prepare students to transfer are required to report transfers out. Retention rates are measured from the fall of first enrollment to the following fall. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.
Figure 7. Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2006 cohort

NOTE: For this survey year, institutions could report race and ethnicity using both 1977 (old) and 1997 (new) Office of Management and Budget categories. Categories shown in this figure are derived by adding comparable categories from both old and new; however, the "Two or more races" category appears only in the 1997 version. For more information about disaggregation of data by race and ethnicity, see the Methodological Notes at the end of this report. The graduation rates are the Student Right-to-Know (SRK) rates. For more information see the Methodological Notes. Median values for the comparison group will not add to 100 percent. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.


Figure 8. Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2005 cohort

NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.

METHODOLOGICAL NOTES

This report is based on data supplied by institutions to IPEDS during the 2009-10 survey year. Response rates exceeded 99 percent for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with less than three values. Where percentage distributions are presented, median values may not add to 100 percent. Through the ExPT, users have access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. As such, not all notes listed below may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Between survey years 2008-09 and 2010-11, the categories used for the collection and reporting of race/ethnicity data in IPEDS are transitioning to those developed in 1997 by the Office of Management and Budget, and institutions may report using either those categories, the older (1977) categories, or a mixture of both. Therefore, during the transition, only derived categories that present comparable data will be displayed. Detailed information about these changes can be found at http://nces.ed.gov/ipeds/reic/resource.asp.

Postbaccalaureate Degree Categories

In 2008-09 IPEDS, new postbaccalaureate degree categories were introduced as optional. The new categories are Doctor’s degree-Research/scholarship, Doctor’s degree-Professional practice, and Doctor’s degree-Other. In addition, the First-professional degree and certificate categories and the single Doctor’s degree category are being phased out. During the transition period, all First-professional students are reflected as graduate students, all First-professional degrees are awarded as Doctor’s degrees, and all Doctor’s degrees reported under the new categories are aggregated under a single Doctor’s degree category, so that data reported by all institutions are comparable.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. Institutions report test scores only if they are required for admission.

Average Net Price of Attendance

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who received grant or scholarship aid from the federal government, state/local government, and the institution anytime during the full aid year. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average room and board and other expenses.

Core Expenses

Core expenses for public institutions using the Governmental Accounting Standards Board (GASB) standards include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, interest, scholarships and fellowships, other expenses, and nonoperating expenses. Core expenses for private, not-for-profit and for-profit, and a small number of public institutions reporting under the Financial Accounting Standards Board (FASB) standards include expenses for instruction, research, public service, academic support, student services, institutional support, net grant aid to students, and other expenses. For all institutions, core expenses exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Expenses for operation and maintenance of plant, depreciation, and interest for GASB institutions are included in other core expenses, but are allocated to each of the other functions for FASB institutions.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and nonoperating sources; and other revenues and additions. Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private grants and contracts; net investment income; sales and services of educational activities; and other sources. In general, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.
Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equated Instructional Staff Salaries

Total salary outlays for full-time instructional staff on 11/12-month contracts were equated to 9-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by 0.8182. The equated outlays were then added to the outlays for 9/10-month instructional staff to determine an average salary for each rank. Salaries are not included for medical school staff or staff on less-than-9-month contracts.

FTE for Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution’s FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component) plus the estimated FTE of first-professional students, if applicable. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). All doctor’s degree students are reported as graduate students. First-professional FTE is estimated by calculating the ratio of full-time to part-time first-professional students from the fall enrollment counts and applying this ratio to the 12-month unduplicated headcount of first-professional students. The estimated number of full-time first-professional students is added to one-third of the estimated number of part-time students. See “Calculation of FTE Students (using instructional activity)” in the IPEDS Glossary at http://nces.ed.gov/ipeds/glossary/.

FTE for Staff

The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) section of the Human Resources component and adding one-third of the total number of part-time staff.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts and are defined as the total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time (for the degree or certificate) before the ending status date of August 31, 2009, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve with a foreign aid service regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Student-to-Faculty Ratio

The guidance provided to institutions for calculating their student-to-faculty ratio is as follows: the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in “stand-alone” graduate or professional programs (such as medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned again in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and nondegree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services; required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time, degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

IPEDS data are not collected under a pledge of confidentiality. Additional methodological information on the IPEDS components can be found in the publications available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at http://nces.ed.gov/ipeds/glossary.