



FLORIDA
POLYTECHNIC
UNIVERSITY

Office of Institutional Research and Effectiveness

OPERATIONS MANUAL

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OFFICE OF INSTITUTIONAL RESEARCH & EFFECTIVENESS

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Florida Polytechnic University

Office of Institutional Research and Effectiveness

INTRODUCTION

The Office of Institutional Research and Effectiveness (OIRE), an integral part of the institutional planning and evaluation process, is established to determine the institutional effectiveness appropriate to Florida Polytechnic University. The University's mission serves as the foundation for institutional planning, long-range and short-range goal setting and evaluation. OIRE employs a variety of assessment methods, via data collection and analysis, to demonstrate the use of results of the planning and evaluation process for the improvement of both academic programs and academic and administrative support activities, as the educational quality of the University determines how effectively the institution has accomplished its goals.

Thus, the Office serves as the central coordinating office for activities relating to institutional effectiveness and accountability to incorporate institutional research, assessment and compliance reporting with federal and accrediting agencies.

STRUCTURE

The OIRE reports directly to the University Provost and Vice President of Academic Affairs. The Office is responsible for:

1. Retrieving and maintaining data on students, faculty, staff, curricula, library, finances and physical plant facilities
2. Supplying historic and comparative data to campus offices
3. Preparing reports for internal and external use
4. Submitting required mandatory and voluntary reports to federal, state and other agencies
5. Developing or acquiring instruments for faculty and student evaluation
6. Conducting institutional research requested by the University administration.

PURPOSE

The main purpose of the OIRE is to provide reliable, systematic, and timely information to academic and administrative units in support of the

University's policy and decision-making. The Office assists in developing, organizing, maintaining, analyzing and reporting institutional data collection and assessment processes. It is engaged in ongoing data collection, analysis and distribution resulting in official University statistics to satisfy both internal and external reporting needs; design and implementation of internal studies related to students, personnel, facilities, equipment, programs, services and fiscal resources; development of databases, via information technology support, suitable for longitudinal studies and statistical analysis. The Office also provides assistance in establishing outcome measures for accountability and other related activities in support of University planning, evaluation, resource allocation and decision-making.

The information generated by the OIRE can be applied in understanding, interpreting, managing and evaluating the institution, and in making informed decisions about current operations or future plans.

MISSION

The Mission of OIRE is to serve as the foremost and official source of institutional information for the University community and relevant decision-makers in their commitment for continuous review, evaluation and improvement in teaching, administrative and operational activities.

This mission is supported by facilitating a stimulating and nurturing institutional research and assessment environment that provides decision-makers at all levels of the institution, with meaningful data and information on analytical studies of important policies and issues facing the University, as well as data facts and comparative trends useful to enrich the quality of higher education.

VISION

The Vision of OIRE is to create a centralized repository of responsive data collection, analysis and dissemination for internal decision-making and external reporting by utilizing technological resources.

In order to support the campus constituents in achieving their stated goals and priorities of the University's *Strategic Plan*, OIRE is strongly committed to change and excellence through continuous improvement of its functions, programs and support services.

Therefore, the Office focuses on the following four areas:

1. Documenting and analyzing student enrollment, progression and graduation, and quality of student life.
2. Supporting research on continuous improvement of academic programs and scholarship.
3. Supporting fiscal planning and management efforts through efficiency studies of physical resources and facilities.
4. Assisting with efforts to increase financial support and enhance internal and external relations.

The OIRE assigns first priority to institutional research and reporting requirements at the institutional level, then to colleges, departments and committees, as time will allow. External regulatory requests that are mandatory for University compliance by law also are given first priority following other external requests, as Office resources allow.

MAJOR FUNCTIONS OF THE OIRE

1. Develop and maintain an electronic retrieval database of information pertaining to students, faculty, staff, academic programs, fiscal resources, library learning resources, physical plant and other areas as deemed necessary to assist administration in grants development initiatives, managing daily operations and making informed decisions.
2. Coordinate and assist in conducting surveys and research projects pertaining to institutional administration, policy issues and program development.
3. Collect, analyze and disseminate key institutional data reports to internal and external constituencies.
4. Complete and respond in a timely manner to all mandatory and voluntary reports and surveys, with accurate data, required from OIRE by federal, state, and regional agencies and accrediting bodies.
5. Serve as a central clearinghouse for all University-related surveys, questionnaires, and inquiries in order to maintain the accuracy and consistency of the data contained.
6. Maintain a historic repository of vital information on the University.

7. Conduct assessment and evaluation of the activities associated with the outcomes of institutional goals and objectives, reviews of academic, administrative and educational support programs and services.
8. Assist with the development of the University's comprehensive planning structure of master plan, strategic plan, and annual integrated operational and budget plans.
9. Support institutional and professional program accreditations and certifications.

OPERATIONAL OBJECTIVES AND STRATEGIES

The *objectives* of the OIRE are to support the following four activities:

1. Strategic and operational data planning and collection (data administration)
2. Institutional research and analytical studies (survey administration)
3. Regulatory compliance with external reports (mandatory and voluntary requirements)
4. Institutional policy/issue analysis

The *strategies* set for OIRE are as follows:

1. Remain aware of current issues in higher education and continuously upgrade skills and professional experience.
2. Provide excellent customer service to the campus community by anticipating and responding to external and internal demands for data and analysis, while maintaining the highest ethical standards.
3. Provide timely and appropriate information, connections and support to senior officers, faculty and staff so they may be allowed to make informed decisions and further their planning and resource allocation.
4. Provide leadership by facilitating decision-making at all levels of the University through comparative data and analytical support.
5. Stimulate, create and nurture an organizational culture of data-driven planning and assessment throughout the University.
6. Disseminate statistical tables and trend information to promote evaluation of departmental and program goals and increase awareness.

7. Define, analyze, and disseminate institutional data to enhance institutional effectiveness.
8. Serve as a link between the education, management, and information functions of the University.
9. Ensure efficiency and accuracy of information by working closely with internal and external sources to avoid duplication of effort.
10. Assemble and maintain accurate data in electronic databases that can be read electronically and analyzed by statistical and logical programs.
11. Continuously review, implement and evaluate data to internal and external sources to strengthen the link between teaching and learning.
12. Provide the campus constituents with a historical background and continuing trends.
13. Compile and report accurate data necessary for state and federal agency reporting requirements in a timely manner.
14. Conduct internal surveys to collect data for program planning and development.
15. Provide support to assessment of student learning and program review in Academic and Student Affairs.

Essential *activities* designed to meet OIRE strategies:

1. Fast Facts
2. Fact Book
3. Office Website/Webpage
4. Internal Reporting including evaluations and surveys
5. Federal, State and Regional External Compliance Reporting
6. External Voluntary/Ad Hoc Reporting (other than mandatory or required)
7. Common Data Set Development, including FERPA
8. Workshops/Seminars on Institutional Research and Assessment
9. Ongoing Department/Unit training and coaching
10. Activity on Committees, meetings, conferences
11. Enrollment Management Reports
12. Historic and Comparative Trend Data Reports and Presentations
13. Institutional Effectiveness Reports

This is the first year that this Office will report under the new Department of Institutional Research & Effectiveness. The above activities are preliminary

and the Office will expand on this list to include and support activities as they evolve, as a result of the further development of this Office. The Office will revisit its mission, goals, and objectives annually to allow for the changes as well as anticipated growth that will occur.

INFORMATION AND ANALYTICAL SUPPORT

Since collecting and reporting relevant information and providing analytical support are central to all levels of planning in the University, there is an important link between planning, assessment and institutional research. Too often data collection is an afterthought in the planning processes and is undertaken only as the planning process unfolds. Properly designed, a program of analytical support, including data collection and reporting, can provide key environmental intelligence, identify the issues confronting the institution, and move the process along by focusing attention on key issues and guiding decisions at critical junctures. This is typically a task of the planning-based institutional research function in an institution. Therefore, one of the key roles of the OIRE is to support both strategic and operational planning and to assist in the necessary linking of the two through a central depository of all data collected in the University and of all nationally reported data collected by external sources (e.g., IPEDS).

INSTITUTIONAL RESEARCH FUNCTION

“Responding to the information needs of colleges and universities, particularly with respect to policy and decision-making is fundamental to effective decision making in the university,” Wolkwein (1990).

Institutional research embraces many functions of educational research. To be more than just data collection, the institutional research must be planned carefully. First, there must be a reason or an objective to do the research. The objective must be in terms of some method of measurement. There are two types of measurement: 1) quantitative and 2) qualitative. Quantitative research is more useful in institutional research, since it leads to a result that can be justified by use of statistical measures. Most statistical measures used in institutional research are practical in nature, rather than theoretical, since the answers to questions posed by administrators, faculty and staff will be used to solve problems, rather than to pose further questions.

After the data has been collected and analyzed, a report is written that will include all of the above, as well as the results of the study. The researcher should tell the audience the limits of the research and how the results should be used. If necessary, a section on the need for further study should be included. Literature references should also be included in the report.

Types of research used in institutional research are listed below:

1. Data collection. Included in this area are database searches; written, telephonic or electronic surveys and literature searches. Data usually is analyzed by raw numbers, percentages or percentiles and presented in tables, charts and graphs.
2. Comparisons. Data is collected on two or more sources and analyzed using such parametric measures as the difference between means and analysis of variance or co-variance. Non-parametric measures include Chi-square and log-linear analysis.
3. Trend analysis. Data is collected over a series of time periods and analyzed by regression methods to determine if a curve can be fitted for projection purposes.
4. Cost analysis. Data is collected on faculty, students and cost centers. By means of matrix analysis, costs are distributed from departmental expenditures to student majors and student levels.
5. Salary analysis. Salaries are correlated with such variables as rank, employment time, sex, race and age. Discriminant analysis or regression analysis will identify outliers that do not fit the general curve.
6. Student persistence. Data on retention, dropout, progression and graduation rates are collected, and student-flow models are created. Using Markov chains or other statistical methods, projections of enrollment can be made.
7. Program review. Data on student outcomes is collected and analyzed and compared to previous studies. Validity and reliability audits are conducted.
8. Enrollment management. In concert with Admissions, enrollment projections are planned and then managed through close monitoring and analysis.
9. Environmental scanning. Data is collected from news sources, periodicals, formal presentations and speeches. The researcher looks

for projections, forecasts, new products and methods. An abstract is written, and suggestions are made on how this may affect the institution.

Role in Survey Design and Administration

All internal and external surveys must be coordinated and cleared through OIRE for validity and reliability of the instrumentation and design. The Office provides a consultative role in eliminating redundancy, duplication and over-burdening of the data collection method. The Office also assists in analyzing and reporting of the survey results, even if they are not designed or administered by the Office.

Assessment of Institutional Research Function

The assessment of institutional research should be made on the basis of how the information, which is collected and analyzed, is used to make decisions. Timeliness of reports, accuracy of reporting and usefulness and viability of the results should also be assessed. Because institutional research provides timely reports to internal and external constituents, indirect effectiveness of this unit can be measured through the University's growth in enrollment and revenues generated.

INSTITUTIONAL ASSESSMENT FUNCTION

Assessment – *the "measurement of the educational impact of an institution on its students" (Terenzini, 1989)* – calls for evaluating the outcomes of the educational process and providing accountability. The University faculty and administration gauge the impact of academic programs on students, in order to prepare them for the external world. In order to understand the importance of assessment as a tool for continuous improvement of our educational programs, this unit engages in building a generally accepted set of indicators to measure the effectiveness of all academic programs/departments and academic and administrative support units.

Levels of Assessment

There are four levels of assessment: The institutional, programmatic, course and individual levels.

At the institutional level, the unit seeks to develop university-wide performance indicators to assess overall effectiveness. These performance indicators are grouped into the following six categories (Burke, 1978):

1. Educational Quality and Effectiveness
2. Access-Diversity-Equity
3. Efficiency and Productivity
4. Financial Stability
5. Contributions to Community and Society
6. Competitiveness and Benchmarking

A specific set of indicators relevant to the University will be developed for each of these categories, and be consistent with the indicators included in the SACSCOC standards for reporting Institutional Effectiveness.

In order to achieve program/service quality improvement, critical data for benchmarking and projection will be collected, so that the University can respond to questions such as, *"To whom do we compare ourselves?"* and *"Whom do we aspire to become like?"* Thus the University, from a competitive point, can compare itself to similar institutions. Such information also provides insight into how the University compares to its immediate competition.

Also, the practice of benchmarking will help the University to aim its efforts towards the "best in class," i.e., best in its particular category of institutions of higher education. This effort can be specific, having each program or department/unit measure itself against the best in its field, or general, a comparison of Florida Polytechnic University to similar but superior academic institutions (i.e., those that the University would like to emulate).

In summary, among many of its assessment efforts the OIRE will continue to develop empirical data collection, analysis and comparative studies to support, enhance and coordinate Florida Polytechnic University's assessment methods and effectiveness.

Achieving Institutional Effectiveness

The function of institutional effectiveness is to engage in critical self-analysis in the context of planning, evaluation, and budgeting. It encompasses all academic and administrative processes that ultimately impact student learning and success.

Examples of institutional effectiveness data include, but are not limited to, the following:

- Data in support of enrollment management decision making,
- Faculty workload analysis,
- Student evaluation of instruction,

- Tracking matriculation; persistence, retention, graduation rates, and job placement,
- Other indirect measures – NSSE, alumni, employer and organizational climate and satisfaction surveys.

OIRE promulgates good assessment practices across all programs and units at the University and aligns these activities with other quality improvement initiatives to include the Strategic Plan, program review, annual reporting, institutional research, and all requirements of the Board of Governors (BOG) and external accrediting agencies.

Operational Roles and Responsibilities of Institutional Effectiveness:

- Maintains a glossary of assessment terms and definitions.
- Guides the development of an institutional strategic plan and assessment plan that becomes a handbook and template for unit and programmatic assessment.
- Facilitates the academic, administrative and academic support units in developing their strategic plans and assessment plans. This includes any University centers or institutes.
- Guides all units to ensure outcomes of assessment are specific, measureable, aggressive but attainable, results-oriented and time-bound.
- Maintains a schedule of assessment for units to identify outcomes, gather evidence (collect data), analyze and interpret data, plan and implement change.
- Maintains an inventory of University programs, in compliance with the BOG. Provides analysis in the justification of new degree programs.
- Repository of all academic, administrative and academic support unit assessment plans and assessment activities (including centers and institutes). Audits every unit's completed assessment plan for reliability and validity.
- Assists units in developing annual assessment reports and actions for improvement.
- Assists the Accreditation Liaison with accreditation matters.
- Develops a cycle of program review of all academic degree programs that will assist in informing the strategic planning, program development and budgeting decision at the University level.
- Assists with specialized accreditation, in coordination with regional accreditation, with emphasis on quality improvement, resource management and program review.
- Administrates the accreditation document system, Xitracs.

A table of Assessment Schedule and Responsible Party is included in Appendix F.

UNIVERSITY-WIDE COLLABORATION AND COORDINATION

In order to become an effective functional unit of Florida Polytechnic University, the OIRE will operate in a direction of significant development and change by committing to develop a first-class information and analysis unit of Florida Polytechnic University, in its specified areas of responsibility.

The Office will better serve by coordinating its centralized and multifaceted institutional research and Effectiveness processes through collective efforts of university committees and taskforces. Clearly, given the small size of the staff at the OIRE, it cannot take on sole responsibility for all of these efforts. It can, however, be a significant resource to senior administrators and to the University and provide coordination to these efforts.

Therefore, the OIRE should be viewed as a catalyst and bridge to the many activities involved with institutional research and assessment throughout the University. Collaboration and coordination are the key operative concepts in this endeavor.

The OIRE supports academic programs and administrative services in managing the following:

- Degree inventory and program review
- Routine and ad hoc state and federal reporting
- Periodic and recurring survey inquiries
- Outcome assessment audit review and validation
- Survey design, analysis and reporting
- Strategic plan benchmarking and accountability measurement
- Enrollment planning and management
- Student assessment of instruction administration and reporting
- Repository of institutional information and data steward of the data warehouse.

UNIVERSITY COMPLIANCE AND PROFESSIONAL CODE OF ETHICS

Designated by the University President, the OIRE serves as the official Institutional Data Administrator (BOG regulation 3.0076) and complies with all elements of BOG regulation 3.007 and all Federal reporting requirements (IPEDS).

OIRE complies with the *Code of Ethics* established by the Association for Institutional Research (AIR) and adopted by its membership in 1992 and last updated in 2013. (See Appendix G)

APPENDIX A

OIRE REPORTING REQUIREMENTS

The University is required to inform prospective students about the percentage of students who continue from year to year, graduate get job or continue further education.

Accrediting agencies list the following measures that frequently are used to assess institutional effectiveness:

- Percentages of entering students who return for their sophomore, junior and senior years and who complete degrees
- Students' achievement in general education and their majors
- Surveys of students' perceptions of, and satisfaction with, their academic programs
- Job placement rates of graduates
- Number of students admitted to graduate and professional schools and their performance in these schools
- Percentage of students who transfer, and how they perform after transferring
- Recognition by outside sources of student and graduate achievements.

Accreditation and program review also call for the following information:

- Faculty qualifications
- Number of student credit hours produced
- Enrollment trends
- The number of degrees awarded
- Ratios of student faculty members
- Faculty members' research and public service activities
- The adequacy of classrooms
- Library and learning resources
- Student support services

Clear, concise, matter-of-fact reporting answers to the following questions:

- How many and what percentage of high school graduates enroll in college?
- How prepared are they for college-level work?
- What percentage of students who begin college complete the program and earn degrees?
- How long does it take to complete a degree?

- What kind of jobs do college graduates get, and how much do they earn?
- What percentage of college graduates go on to professional schools and graduate schools?

APPENDIX B

CALENDAR OF ANNUAL COMPLIANCE REPORTS REQUIRED BY FEDERAL, STATE, REGIONAL AGENCIES

I. U.S. Department of Education Surveys

Integrated Postsecondary Education Data Systems (IPEDS) Surveys – Web Collection*		
1	Custom Comparison Group	Jul
2	Registration; Report Mapping; Institution ID; IC-Header	Fall - Aug
3	Institutional Characteristics	Fall (Sep–Oct)
4	Completions	
5	12-month Enrollment	
6	Student Financial Aid	Winter (Dec–Feb)
7	Graduation Rates	
8	200% Graduation Rates	
9	Admissions	Spring (Dec–Apr)
10	Fall Enrollment	
11	Finance	
12	Human Resources	
13	Academic Libraries	
Other U.S. Department of Education Surveys – Web Collection		
13	Campus Crime and Security Survey	Oct
U.S. Department of Commerce Surveys (U.S. Census Bureau)		
14	Annual Capital Expenditures Survey – ACE-1 (S)	May
15	Information & Communication Technology Survey – ICT-1 (S)	May

II. State of Florida Reports

1	State University System of Florida – Board of Governors Surveys requested by BOG with regard to, but not limited to, budgeting, financial aid, academic reviews, university status update, and more	Jan-Dec
2	State University System of Florida – State University Database System (SUDS) – BOG Information Resource Management request of data files	Jan-Dec

Appendix B – Calendar of Annual Compliance Reports

III. Southern Association of Colleges & Schools Commission on Colleges (SACSCOC) Institutional Profile

1	General Information & Enrollment Data	Nov
2	Financial Information (including IPEDS Finance Survey)	July

IV. COLLEGE GUIDES REPORTING

1	ACT Institutional Data	Jan
2	Barron's Profile of American Colleges	
3	College Board Annual Survey	Upon Accreditation
4	Hobsons/Key Facts/CollegeView	Jun
5	Higher Education Directory (HEP)	Upon Subscription
6	Newsweek/Kaplan College Guide	Feb
7	American Association of University Professors – Faculty Compensation Survey	Oct
8	Wintergreen Orchard House	Mar
9	Peterson's Guide <ul style="list-style-type: none"> • Undergraduate Enrollment • Graduate and Professional Institutions 	Upon Candidacy for Accreditation
10	Princeton Review <ul style="list-style-type: none"> • Common Data Set • Review Data Set 	Upon Accreditation
11	US News & World Report <ul style="list-style-type: none"> • Main Statistical Survey • Financial Aid Statistical Survey • US News IPEDS Statistical Survey 	Upon Accreditation

***Integrated Postsecondary Education Data System (IPEDS) Compliance Notice:**

All IPEDS surveys completions are mandatory reporting requirements for institutions with Program Participation Agreements. Section 490 of the Higher Education Amendments of 1992 (P.L. 102-325) requires that all institutions complete surveys conducted as part of the (IPEDS)...in a timely and accurate manner and to the satisfaction of the Secretary". Thus, reporting to IPEDS is mandatory for institutions that participate in or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965, as amended (20 USC 1094, Section 487(a)(17)). Institutions have been fined for failing to submit complete surveys on time.

APPENDIX C

PROCEDURES FOR OBTAINING DATA AND INFORMATION FROM OIRE

Complete and submit electronic data request form available on OIRE webpage

<https://floridapolyoire.freshdesk.com/support/login>

- Requests must be made via the office official electronic request form listed above. The University policy prohibits OIRE from submitting institutional data to any non-University e-mail accounts (i.e. Gmail, Yahoo, AOL, etc.).
- Requester must at all times provide a purpose and detailed description of the data/research request when creating a request, as well as all requester's contact information.
- If the data needed is readily available from the Office of Institutional Research & Effectiveness files, requests are usually answered immediately, or information is given as to when and how data may be available.
- A copy of the entire original data/information request instrument(s) from external agencies must be provided to OIRE. Electronic or telephone requests from support staff will be accepted only with a copy of the original document from the requesting agency.
- 3–5 business days must be allowed for requests. Advance notice for anticipated data/information will be appreciated.
- A copy of completed response submitted to requesting agency must be forwarded for OIRE files.
- Certain classified information is not available for general distribution. OIRE will use discretion in distributing data of a certain nature, which the University considers confidential.
- All requests received by OIRE are logged and completed on a priority basis.

APPENDIX D

POLICY ON DATA REPORT COMPLETION AND VERIFICATION

In an attempt to improve and maintain the quality of institutional data reporting by OIRE, every effort will be made to improve data collection by adhering to standards of data accuracy and integrity, as established by the Association of Institutional Research (AIR). The *Code of Ethics*, as established by the AIR for the collection of secondary data, states that, ***“the institutional researcher shall exercise reasonable care to ensure the accuracy of data gathered by other individuals, groups, office, or agencies on which he/she relies, and shall document the sources and quality of such data¹.”*** (See Appendix G)

To operationalize this standard as expressed in the *Code of Ethics* by the AIR, it is proposed that OIRE set the following methodology for data report completion and data verification that would allow accurate and timely submission of reports vital to the University.

- OIRE will maintain and use an electronic data retrieval repository (data warehouse) from the University’s administrative mainframe system supported by the Office of Information Technology
- OIRE will use static (frozen) file data as established by the Fall and Spring census dates to complete all outgoing reports

(Note: Real-time data, used for internal decision-making and day-to-day operations may not be maintained by OIRE, and therefore should not be used for trend analysis or external reporting)

- Departments/Units when in disagreement with data provided by OIRE must work with the Office for further clarification or correction
- Reasonable lead time (3–5 business days) must be given to OIRE to meet report deadline
- Final copy of the report submitted to agencies must be provided for OIRE files.

¹ Association of Institutional Research (1992, Revised 2013), Section II – Practice, II (e) Quality of Secondary Data

APPENDIX E

OIRE RECORDS RETENTION

Record Title	Type of Record	Department	Duration (Years)	How and Where Stored?	Category Type of Data *
Institutional Datasets	Electronic	OIRE	Indefinite	Hard Drive	II & III
University Fact Book	Paper/ Electronic	OIRE	Indefinite	Files; Hard Drive; Online	I & II
Annual Reports • External Mandatory Compliance Surveys/Reports to Federal/State/Regional Agencies • Internal Special/Ad Hoc Projects, Surveys and Analytical Reports	Paper/ Electronic	OIRE	Indefinite	Files; Hard Drive	I, II & III
Faculty Evaluation • Student Rating of Instruction	Paper/ Electronic	OIRE	10	Files; Hard Drive	II
Annual Institutional Assessment Plans	Paper/ Electronic	OIRE	10	Files; Hard Drive	II
Periodic Assessment/ Self-study Reports: • Instructional Programs and Academic and Administrative Support Program Reviews • Accreditation Reviews	Paper/ Electronic	OIRE	Indefinite	Files; Hard Drive	I & II
Department Annual Plans and Budgets	Paper/ Electronic	OIRE	10	Files; Hard Drive	II

APPENDIX E – ORIE RECORDS RETENTION

***Category Classification** – Type of data is classified as follows:

I – Public Use: Information targeted for general public use. Examples include Internet website contents for general viewing and press releases.

II – Internal Use: Information not generally available to parties outside the University community, such as directory listings, minutes from non-confidential meetings and internal (Intranet) websites. Public disclosure of this information would cause minimal trouble or embarrassment to the University. This category is the default data classification category.

III – Sensitive/Restricted: Information considered private and that must be guarded from disclosure; unauthorized exposure of this information could contribute to ID theft, financial fraud and/or violate State and/or Federal laws. This information is considered private and must be guarded from disclosure; unauthorized exposure of this information could contribute to ID theft, financial fraud and/or violate State and/or Federal laws. Data that by its very nature or regulation is private or confidential and must not to be disclosed, except to a previously defined set of authorized users.

Examples include data defined as confidential by the Family Educational Rights and Privacy Act (FERPA), employee performance evaluations, confidential donor information, some research data, minutes from confidential meetings, accusations of misconduct, or any other information that has been identified by the University, its contractors or funding agencies, or Federal or State regulations, as private or confidential and not to be disclosed.

IV – Highly Sensitive/Restricted: Data that must be protected with the highest levels of security, as prescribed in contractual and/or legal specifications. Data that (1) by their personal nature can lead to identity theft or exposure of personal health information, or (2) a researcher, funding agency or other research partner has identified as highly sensitive or otherwise requiring a high level of security protection. Some examples are: (i) data classified as secret by the Federal government, (ii) data that is often involved in identity theft (e.g. SSNs), (iii) data described in the Health Insurance Portability and Accountability Act (HIPAA) as needing to be secured, and (iv) data that could lead to financial theft (e.g. credit card information).

APPENDIX F

ASSESSMENT SCHEDULE AND RESPONSIBLE PARTY

Because program and unit assessments are on-going and generally follow budget and academic programming, the following timeline represents a typical annual process for academic and unit assessments.

March:

- Budgeting process starts

April:

- Strategic Plan objectives are aligned with strategies (action steps) with metrics. Strategic plan goals/objectives are measured and reported (future).

May:

- Initial assessment plans are completed. Program plans are integrated with syllabus development.
- Data is collected (future)
 - Spring term (programs)
 - Annual collection (administrative)
- Budgeting process ends
- Annual program or unit reports submitted

June:

- BOT approves budget
- BOG Annual Report submitted

August:

- Proficiency (Gen. Ed.) tests are administered

November:

- Student assessment of instruction surveys administered

December:

- Fall assessment data collected

January:

- NSSE survey (student engagement) administered.

APPENDIX G

AIR CODE OF ETHICS AND PROFESSIONAL PRACTICE (CODE)

The Code of Ethics and Professional Practice (Code) of the Association for Institutional Research was developed to provide members of the Association with some broad ethical statements with which to guide their professional lives and to identify relevant considerations when ethical uncertainties arise. It also provides a means for individuals new to the profession to learn about the ethical principles and standards that should guide the work of institutional researchers.

Although the Association also serves those institutions that employ our members, our primary service to those institutions is achieved through our individual members. Hence this Code is directed to individuals and not institutions although basic tenets contained within the Code are also applicable to our colleges and universities and should be compatible with institutional codes and values.

The persons who practice institutional research (IR) are a diverse group from many different academic backgrounds and from many different professional experiences. Add to this diversity among IR practitioners the tremendous variation in the practice of IR as defined at individual colleges and universities, and IR professionals would seem to have little common ground. It is precisely for these reasons that this Code of Ethics and Professional Practice is important.

Many of the professions from which IR practitioners come have their own standards or codes for acceptable and even expected performance. This Code adds to those existing documents in recognition of the special and different demands inherent in the practice of institutional research. In many institutions the institutional researcher is viewed as the “guardian of truth” or the “conscience” of the institution. This is an extra burden for institutional researchers, and this Code provides some guidance to practitioners who bear that burden. Along with the other professional standards, this Code defines a normative expectation for institutional researchers in their work. At the same time, the Code provides the foundation for institutional research as a profession.

Although it provides standards, the Code does not provide a set of rules. Reasonable differences of opinion can and do exist with respect to interpretation, and specific application must take into account the context of a given behavior. Adoption of a code of ethics cannot guarantee ethical behavior or resolution of all disputes. Rather, it sets forth standards to which professionals aspire and against which their actions can be judged (both by themselves and others). Ethical behavior should result from a personal commitment to engage in ethical practice and an attempt to act always in a

manner that assures integrity. All members of AIR should pledge to maintain their own competence by continually evaluating their research for scientific accuracy, by conducting themselves in accord with the ethical standards expressed in this Code, and by remembering that their ultimate goal is to contribute positively to the field of postsecondary education.

Finally, this Code is a living document that must change and be shaped as the practice of institutional research continues to evolve and develop.

SECTION I – COMPETENCE

- a. **Claims of Competence.** The institutional researcher shall not, in job application, resume, or the ordinary conduct of affairs, claim or imply a degree of competency he/she does not possess.
- b. **Acceptance of Assignments.** The institutional researcher shall not accept assignments requiring competencies he/she does not have and for which he/she cannot effectively rely upon the assistance of colleagues, unless the supervisor has been adequately apprised or unless he/she would acquire the necessary competence prior to doing the research. The institutional researcher should use methodologies or techniques that are new to him/her only after appropriate study, training, consultation, and supervision from people who are competent in those methodologies or techniques.
- c. **Training of Subordinates.** The institutional researcher shall provide subordinates with opportunities for professional growth and development.
- d. **Professional Continuing Education.** The institutional researcher has the responsibility to develop his/her own professional skills, knowledge, and performance and to keep abreast of changes in the field.

SECTION II - PRACTICE

- a. **Objectivity.**
 - i. **Unbiased Attitude.** The institutional researcher shall approach all assignments with acknowledgement of personal biases and make all attempts to minimize the effect of such biases in the conduct of the work.
 - ii. **Conflicts of Interest.** The institutional researcher should disclose situations in which financial or other personal considerations may compromise, or have the appearance of compromising, decisions or the performance of services. Disclosure and proper management of such situations assures that unavoidable conflicts do not interfere with the integrity of performance of duties.
- b. **Use of Accepted Technical Standards.** The institutional researcher shall conduct all tasks in accordance with accepted technical standards.

- c. **Initial Discussions.** Before an assignment is begun, the institutional researcher shall clarify with the sponsor and/or major users the purposes, expectations, strategies, and limitations of the research.
 - i. Special care shall be taken to recommend research techniques and designs that are appropriate to the purposes of the project.
 - ii. Special care shall be taken to advise the sponsor and/or major users, both at the design phase and, should the occasion arise, at any time during the execution of the project, if there is reason to believe that the strategy under consideration is likely to fail or to yield substantially unreliable results.
- d. **Identification of Responsibility.** The institutional researcher shall accept responsibility for the competent execution of all assignments that he/she, or a subordinate undertakes, and shall display individual and/or office authorship, as appropriate, on all such reports.
- e. **Quality of Secondary Data.** The institutional researcher shall exercise reasonable care to ensure the accuracy of data gathered by other individuals, groups, offices, or agencies on which he/she relies, and shall document the sources and quality of such data.
- f. **Reports.** The institutional researcher shall ensure that all reports of projects are complete; are clearly written in language understandable to decision-makers; fully distinguish among assumptions, speculations, findings, and judgments; employ appropriate statistics and graphics; adequately describe the limitations of the project, of the analytical method, and of the findings; and follow scholarly norms in the attribution of ideas, methods, and expression and in the sources of data.
- g. **Documentation.** The institutional researcher shall document the sources of information and the process of analysis in each task in sufficient detail to enable a technically qualified colleague to understand what was done and to verify that the work meets all appropriate standards and expectations.

SECTION III - CONFIDENTIALITY

- a. **Atmosphere of Confidentiality.** The institutional researcher shall establish clear guidelines about confidentiality issues within the institutional research office.
- b. **Storage and Security.** The institutional researcher shall organize, store, maintain, analyze, transfer and/or dispose of data under his/her control in such a manner as to reasonably prevent loss, unauthorized access, or divulgence of confidential information.
- c. **Release of Confidential Information.** The institutional researcher shall permit no release of information about individual persons that has been guaranteed as confidential, to any person inside or outside the institution except in those circumstances in which not to do so would result in clear danger to the subject of the confidential material

or to others; or unless directed by competent authority in conformity with a decree of a court of law.

d. **Special Standards for Data Collection.**

- i. **Balancing Privacy Risks Against Benefits.** The institutional researcher shall, at the design stage of any project, thoroughly explore the degree of invasion of privacy and the risks of breach of confidentiality that are involved in the project, weigh them against potential benefits, and make therefrom a recommendation as to whether the project should be executed, and under what conditions.
- ii. **Developing Specific Guidelines.** Where appropriate, the institutional researcher shall adopt a written description of any specific steps beyond the regular guidelines within the institutional research office that are necessary during a specific assignment to ensure the protection of aspects of privacy and confidentiality that may be at specific risk.
- iii. **Disclosure of Rights.** The institutional researcher shall ensure that all subjects are informed of their right of refusal and of the degree of confidentiality with which the material that they provide will be handled, including where appropriate, the implications of any freedom of information statute. Any limits to confidentiality should be made clear.
- iv. **Appraisal of Implications.** The institutional researcher shall apprise institutional authorities of the implications and potentially binding obligations of any promise to respondents regarding confidentiality and shall obtain consent from such authorities where necessary.

SECTION IV - RELATIONSHIPS TO THE COMMUNITY

- a. **Equal Treatment.** The institutional researcher shall promote equal access and opportunity regarding employment, services, and other activities of his/her office, without regard to race, creed, gender, national origin, disability or other accidental quality; and in analysis, demeanor, and expression shall be alert to the sensitivities of groups and individuals.
- b. **Development of Local Codes of Ethics.** The institutional researcher should develop and promulgate a code of ethics specific to the mission and tasks of the institutional research office and should strive to cooperate with fellow practitioners in the institution in developing an institution-wide code of ethics governing activities in common. The institutional researcher should take reasonable steps to ensure that his/her employers are aware of ethical obligations as set forth in the AIR Code of Ethics and Professional Practice and of the implications of those obligations for work practice.
- c. **Custody and Archiving.** The institutional researcher shall apply all reasonable means to prevent irrevocable loss of data and

- documentation during its immediately useful life; and, being aware of the role of data as institutional historic resource, shall act as an advocate for its documentation and systematic permanent archiving.
- d. **Assessment of Institutional Research.** The institutional researcher shall develop and implement regular assessment tools for the evaluation of institutional research services.
 - e. **Institutional Confidentiality.** The institutional researcher shall maintain in strict confidence and security all information in his/her possession about the institution or any of its constituent parts which by institutional policy is considered to be confidential, and shall pursue from Section III of this Code all processes for that purpose as are appropriate.
 - f. **Integrity of Reports.** The institutional researcher shall make efforts to anticipate and prevent misunderstandings and misuse of reports within the institution by careful presentation and documentation in original reports, and by diligent follow-up contact with institutional users of those reports. If an institutional research report has been altered, intentionally or inadvertently, to the degree that its meaning has been substantially distorted, the institutional researcher shall make reasonable attempts to correct such distortions and/or to insist that institutional research authorship be removed from the product.
 - g. **External Reporting.** The institutional researcher has an obligation to the broader community to submit and/or disseminate accurate information and engage in responsible reporting when requested by legitimate authority, including federal, state, and other governmental agencies and accrediting bodies. With respect to private inquiries, such as those from guidebook editors, journalists, or individuals, the institutional researcher, should he/she respond, is bound by the same standards of accuracy, confidentiality, and professionally responsible interpretation.

Professionally responsible interpretation includes consideration of how the requesting individuals or organizations will employ the information. A sound understanding of how information will be used is fundamental to decisions regarding what type of information and supporting materials is appropriate and whether to participate with the request, if such reporting is not mandatory.

SECTION V - RELATIONSHIPS TO THE CRAFT

- a. **Research Responsibilities.**
 - i. The institutional researcher shall seek opportunities to contribute to and participate in research on issues directly related to the craft and in other professional activities, and shall encourage and support other colleagues in such endeavors.
 - ii. The institutional researcher should take responsibility and credit, including authorship credit, only for work actually performed and to which he/she has contributed. The institutional researcher

should honestly acknowledge the work of and the contributions made by others.

- b. **Integrity of the Profession.** The institutional researcher should work toward the maintenance and promotion of high standards of practice.
 - i. The institutional researcher should uphold and advance the values, ethics, knowledge, and mission of the profession. He/she should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
 - ii. The institutional researcher should contribute to the knowledge base and share with colleague's knowledge related to practice, research, and ethics. He/she should seek to contribute to the profession's literature and to share knowledge at professional meetings and conferences.
- c. **False Accusations.** The institutional researcher shall take care not to falsely demean the reputation or unjustly or unfairly criticize the work of other institutional researchers.
- d. **Incompetence of Colleagues.** The institutional researcher who has direct knowledge of a colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action. If efforts to change a colleague's incompetent behavior or practice are unsuccessful, the institutional researcher has an ethical and professional obligation to use the institutional or agency guidelines for reporting such conduct.
- e. **Unethical Conduct of Colleagues.**
 - i. The institutional researcher shall take appropriate measures to discourage, prevent, identify, and correct unethical conduct of colleagues when their behavior is unwittingly or deliberately in violation of this code or of good general practice in institutional research.
 - ii. The institutional researcher who believes that a colleague has acted unethically should seek resolution by discussing the concerns with the colleague when feasible and when such a discussion is likely to be productive.
 - iii. If efforts to change a colleague's unethical behavior or practice are unsuccessful, the institutional researcher has an ethical and professional obligation to use the institutional or agency guidelines for reporting such conduct.

Adopted by AIR membership 12/18/92

Updates Approved by the AIR Board 12/14/01

Updates Approved by the AIR Board 5/2/13

APPENDIX H

OIRE STAFF POSITIONS DESCRIPTION

Title: ***Director of Institutional Research and Assessment*** – The position reports to the Provost and Vice President of Academic Affairs.

Function:

1. To develop and maintain an electronic retrieval database of information that will assist in policy and decision making pertaining to students, faculty, staff, academic affairs, fiscal resources, library, physical plant and other areas as deemed necessary.
2. To provide accurate and timely data for mandatory reports, surveys, etc., required from the OIRE by federal, state, local, regional accrediting and other agencies.
3. To serve as a clearinghouse for all college-related questionnaires, surveys and inquiries in order to maintain the accuracy and consistency of the most updated data contained.
4. To assist in research projects pertaining to institutional administration and programs and services development.
5. To coordinate and/or conduct studies that will analyze and assess faculty, staff and administrators, as well as the programs for which they are responsible.

Duties:

1. Supervising and coordinating the applied/educational research efforts of the college.
2. Monitoring the flow of integrated institutional data reporting to internal offices and external agencies.
3. Coordinating the development and maintenance of all unit input data. The function of assimilation, preparation and processing of such data needs and requirements is performed in congruence with the Center for Information Technology.

Responsibilities:

Administrative

1. Organize the office for most efficient and effective operation of the research and assessment unit.
2. Advise and inform key administrators on all matters related to institutional data.
3. Work with unit heads in determining area needs and requirements for the IR database.
4. Collaborate with director of Information Technology (IT) in determining feasibility of specific data processing, programming, and maintenance needs and standards.
5. Recommend ways and means of upgrading/improving data information generated by the IT for IR use.
6. Resolve problems related to program intent, input and output requirements, data accuracy and the use of internal checks and controls.
7. Maintain a clearinghouse for completions of all, internal and external, reports, surveys, questionnaires and inquiries via hard copy or electronic media.
8. Respond to high profile external surveys, such as, IPEDS, U.S. News and World Report, Common Data Sets, SACSCOC Annual Profile, NSSE, HERI/CIRP, NSF, ICUF and several college guidebook submissions.
9. Initiate and coordinate studies that will assess institutional needs.
10. Assist in survey design for assessment of programs and services.
11. Instruct and interpret data analysis to all faculty and staff.
12. Interpret data collection standards, definition and required instructions.
13. Adhere to and maintain federal, state, local and institutional standards and policies compliance in data collection, management and reporting.
14. Update and distribute the organizational chart of the college to all institutional units. Also prepare or update charts of each institutional unit when necessary.
15. Conduct Student Rating of Instruction faculty evaluation.
16. Conduct Student Satisfaction surveys.
17. Produce and distribute the annual institutional Fact-Book.
18. Assist in grant writing by providing baseline and/or evaluative tracking data to grant writers.

19. Serve on various institutional committees and on institutional accreditation teams.
20. Represent the institution at research conferences and workshops.
21. Maintain appropriate hardware, software and peripherals adaptable for the IR office use.
22. Perform all other duties assigned by the immediate supervisor.

Clerical from time-to-time:

1. Distribute, type, duplicate, and file office work (surveys, questionnaires, inquiries, reports, memos, etc.) as and when needed
2. Process and/or handle all incoming and outgoing communications (mail, phone, work and purchase orders, supplies, travel)

Required Knowledge, Skill and Abilities:

- The director must have the ability to relate positively to the University administration, faculty, staff, students and the community.
- Possess a background in educational research methods and statistical analysis as well as demonstrate a proficiency in oral and written communication.
- Ability to work independently and cooperatively in a team environment.
- Experience working with data sets in generating and completing accurate and timely high profile reports.
- Excellent follow-up skills and be able to work on multiple projects and meet deadlines.
- Able to read and understand data in institutional financial reports.
- Able to make presentations and provide ongoing training and development
- Familiar with various office telecommunications and information technologies and software.

Minimum Training and Experience:

- The director of OIRE should have at least a Master's degree in a field related to educational research and pedagogy
- Minimum five years of experience in higher education research and information administration.
- Capabilities in data warehousing, computerized text management systems, spreadsheets, and statistical/graphics presentation
- Hands-on operating experience with multimedia information system

infrastructure.

Title: **Data Analyst** – The position reports to the Director of Institutional Research and Effectiveness.

Function:

1. Provides support in the use and administration of Student Information System (SIS) and Customer Relationship Management (CRM)
2. Responsible for defining, implementing, protecting and maintaining complex relational and other databases
3. Interfacing and supporting several units within academic affairs, institutional research, and enrollment services to meet data reporting needs.

Duties:

1. Maintains University data standards document, including common data definitions; interacts with data stewards to ensure standards conformance and improve data integrity across all systems.
2. Interpret data, analyze results using statistical techniques and provide ongoing reports
3. Develop and implement data collection systems and other strategies that optimize statistical efficiency and data quality
4. Acquire data from primary or secondary data sources and maintain databases/data systems
5. Identify, analyze, and interpret trends or patterns in complex data sets
6. Filter and “clean” data, and review computer reports, printouts, and performance indicators to locate and correct code problems
7. Support management to prioritize business and information needs
8. Maintains common data definitions for database users in order to eliminate data redundancy and to improve data integrity; researches and develops techniques, procedures and tools for more efficient use of resources in the database environment.
9. Works with the IT to assure the provision of appropriate levels of security of applications, which contain confidential and/or sensitive information.
10. Provides data management, data integrity and data triangulation for institutional reporting.
11. Performs special projects and other duties as assigned

Responsibilities:

Administrative

1. Maintains, monitors, and administrates for electronic request and support system
2. Prepares and delivers reports as required and/or necessary to regional, state, and federal entities
3. Assist with review of surveys before distribution and provides analysis of survey results
4. Maintains reports and projects inventory submitted and/or performed by OIRE

Clerical from time-to-time:

1. Distribute, type, and duplicate office work, as and when needed
2. Files in some manner, either in a cabinet, drawer or electronically, all and any report, document and presented containing Universities data, as well as any research conducted

Required Knowledge, Skill and Abilities:

- Knowledge of the principles, practices, and techniques used in administering complex databases
- Experience with the implementation and management of relational databases in a clustered environment and with site failover preferred
- Extensive knowledge of application support, development and systems analysis
- Commitment to service
- Collaborative and cooperative approach to team work
- Analytical and problem solving skills
- Effective communication skills
- Attentiveness to detail
- Ability to exercise sound judgment

Minimum Training and Experience:

- BS in Mathematics, Economics, Computer Science, Information Management or Statistics
- Technical expertise regarding data analysis, database design development, data mining techniques
- Experience in reporting packages and databases programming
- Knowledge of statistics and experience using statistical packages for analyzing large datasets such as: Excel, SPSS, SAS, and others
- Attention to detail and accuracy
- Adept at queries, report writing and information gathering

APPENDIX I

GLOSSARY OF TERMS

12-Month Enrollment – IPED survey component collected during Fall collection period in October. Collects unduplicated student enrollment and instructional activity data for all students enrolled in courses toward a diploma or formal award for the entire 12-month academic year (July 1st to June 30th). Unduplicated head count for the total number of students is reported by gender, race/ethnicity and level (undergraduate, graduate, first professional) enrolled. Institutional activity is reported for both undergraduate and graduate programs. It is reported in units of contact hours (also referred as clock hours) or credit hours.

200% Graduation Rates – IPED survey component collected during Winter collection period in February. It looks at students on the cohort from eight (8) years ago for 4-year institutions and four (4) year ago for less than 4-year institutions. Only Bachelor's degree seeking cohort is reported by 4-year institutions. Institutions will report data on any additional cohort exclusions, as well as, any completers between 151% and 200% of normal time.

AAUP (American Association of University Professors) – National organization of professors and academic professionals founded in 1915 with over 500 local chapters. Its mission is to advance in academic freedom and shared governance, define professional values and standard for higher education, and ensure higher education's contribution to the common good.

Academic Libraries – It is a component of IPEDS Winter collection period in February. The current Academic Libraries Survey is collected from degree-granting postsecondary institutions every other year in even-numbered years; the current burden estimate is 8.1 hours. When implemented in IPEDS, the Academic Libraries component will be comprised of fewer items, collected annually.

Academic Rank – A state-wide categorization of faculty positions. Categories include, but are not limited to: Professor, Associate Professor, Assistant Professor, and Instructor/ Lecturer.

Academic Reporters – Institutions that calendar year is by semester, quarter, or trimester.

Academic Year – Consecutive Summer, Fall, and Spring semesters, typically mid-August to early-August.

Acceptance Rate – The percentage of applicants to a program or institution who are offered admission; also called the admit rate.

Accreditation – A process of recognizing educational institutions for meeting formal standards of academic excellence, curriculum, facilities, support services, integrity, quality, and other requirements. In the United States, regional accreditation is managed by private institutional or professional associations.

Admitted Student – Applicant who is offered admission to a degree-granting program at an institution.

Admissions Survey – Small component in the Winter collection from items formerly in IC component. Items will be collected only from institutions that do not have an open admission policy.

AIR (Association of Institutional Research) – Largest organization that provides educational resources, professional development, and best practices for institutional researchers. It supports members in the process of collecting, analyzing, and converting data into information to support decision-making in higher education institutions.

Assessment – Systematic information gathering, research, evaluation, and programmatic change for purposes of improving teaching, learning, and service in educational settings.

Attrition – Measure to describe those students who leave without graduating and do not return during the length of the retention study.

Auxiliary Enterprises – Operations that exist to furnish a service to students, faculty, or staff, and that charge a fee that is directly related to the cost of the service. These budgetary entities are primarily self-supported ventures in support of the university community (students, faculty, staff and university departments). Examples are residence halls, food services, student health services, intercollegiate athletics, college unions, and college bookstores.

Blended Learning – Blended or Hybrid learning is the replacement of a portion of in-class face-to-face-instruction (25-49%) with learning beyond the classroom, often, but not always, through the application of technology to enhance student learning outcomes.

BOG (Board of Governors) – Comprised group of members appointed by the Florida Governor and confirmed by the Florida Senate who oversee and support the State University System of Florida. Their mission is “to

mobilize resources and diverse constituencies to govern and advance the State University System of Florida.

BOG Portal – Database established by the BOG with the purpose to collect documentation and/or reports as requested by BOG members and policies.

BOT (Board of Trustees) – Public corporate body whose members' individuals are appointed by the Governor, Board of Governors, chair of faculty senate, and president of the student government. BOT *“serves as a governing body of the University. It shall select the President of the University for ratification by the Board of Governors and shall hold the University President responsible for the University's operation and management, performance, fiscal accountability, and compliance with federal and state laws and rules and the Board of Governor's regulations.”* (Florida Polytechnic University Board of Trustees Bylaws adopted May 7, 2013 Article II Section 2.3 Page 4)

CAMS – Comprehensive academic management system. It is a student information systems that contains all student information with regards to registration, schedules, financial aid, etc.

CANVAS – Learning management system utilized by the university.

Carnegie Classification – A non-hierarchical framework for classifying higher education institutions based on characteristics in six categories (Basic Classification, Undergraduate and Graduate Instructional Program, Enrollment Profile and Undergraduate Profile, and Size & Setting). The Carnegie Foundation recognizes six distinct types of institutions - Associate of Arts Colleges, Baccalaureate Colleges, Master's (Comprehensive) Colleges and Universities, Research Universities, Doctoral Universities, and Specialized Institutions. See the Carnegie Classification Methodology for further details.

Catalog Year – Begins Fall semester and includes Spring and Summer semester.

Census Date – The official cut-off date for reporting institutional data. For traditional academic year calendar, enrollment is at end of the third week of the classes and employee data reporting is on November 1. The census provides a point-in-time statistical portrait of the University's enrollment, population, faculty, etc. Collected census data are used to conduct analyses such as retention and graduation rates, and are reported to a variety of internal and external authorities.

CIP (Classification of Instructional Programs) Codes – A nationally used taxonomic scheme of numerical classification and standard terminology

for tracking and reporting postsecondary fields of study and program completions activity. CIP codes are used by universities nationally to report various instructional program data to the U. S. Department of Education and other government and higher education organizations.

CIRP (Cooperative Institutional Research Program) – The CIRP Surveys provide demographic and attitudinal information on students that helps the University with enrollment planning, retention efforts and a baseline for longitudinal follow-up for understanding and measuring institutional effectiveness. Florida Polytechnic University will administer the CIRP Freshmen Survey every three years.

Class – A classification of students, first by level, then by class. Class is determined by the amount of credits earned or progress toward a degree. At the undergraduate level, students are classified as freshman, sophomore, junior, or senior. Graduate level students are typically categorized by year, e.g. first year, second year.

Cohort – Traditional new first-time, first-year students, enrolled in the fall term as collected in the University's annual census. The cohort's enrollment and registration are tracked over time for the purposes of calculating retention and graduation rates.

College Navigator – Free customer information tool, available through the National Center for Education Statistics, design to help students, parents, high school counselors, and other members in the community obtain information about over 7000 colleges and universities nationwide.

Common Data Set (CDS) – a collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Thomson Peterson's, and U.S. News & World Report. The combined goal of this collaboration is to improve the quality and accuracy of information provided to all involved in a student's transition into higher education, as well as to reduce the reporting burden on data providers.

Completions – Annual component of IPED Fall collection where institutions report number of degrees and other formal awards conferred from July 1 to June 30 of the academic year. Data is to be reported by level, as well as length of the program. It is reported by race/ethnicity and gender of recipient and the field of study using CIP code.

Completers – Students who receive a degree or formal award. In order to be consider as a completer, the degree/award must be conferred.

Credit – Recognition of attendance or performance in an instructional activity (course or program) that can be applied upon satisfactory

completion by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

Credit Course – A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

Credit Hour – A course's unit of measure, representing the number of hours a student spends in-class for the course per week, which is counted toward completion of an academic program.

CSS (College Senior Survey) – A CIRP national survey of seniors used to collect information on students' educational and social experiences during college and their post-college plans. It can be used longitudinally with the CIRP Freshman Survey to assess how students have changed since entering college. Florida Polytechnic University will administer the CSS every three years.

Custom Comparison Group – group of colleges/universities selected by means of statistics and judgment to be used as a peers comparison and aspirational comparison. It is reported and utilized by IPEDS to compare university data on the Data Feedback Report published in Spring each year.

Degree Seeking – Students who are recognized as enrolled in for-credit courses in an academic program and seeking a corresponding formal award or degree upon satisfactory program completion.

Dual Enrollment – A program through which high school students may enroll in University courses while still enrolled in high school.

Dual Degree – Student pursuing the two not identical degree titles (e.g. BA in Philosophy & BS in Mathematics). The student earns two separate diplomas for each major. When second degree is added, all requirements for each degree need to be fulfilled, including some differences in general education and foundations, and other requirements.

Dual Major – Student pursuing a single degree adds second major to the first major in which the degree title is identical for both (e.g. BA in Philosophy & BA in Mathematics). When the second major is added, the general education and foundations requirements do not change, nor does the number of units required for the degree. The student earns one diploma that lists both majors.

E&G (Educational and General) – Budget entities which provide instructional programs leading to formal degrees; research for solving problems; and for public service programs.

Enrollment – Registration and matriculation for coursework and payment of fees constitutes official enrollment.

Ethnic/Racial Classification – A racial or ethnic category that is self-reported by the student. International students are not classified by racial/ethnic classification, but are instead non-resident aliens, and are counted in the total number of students when calculating percent minority. Race is typically defined as the grouping of humans by similar physical characteristics, such as skin color or eye form. Ethnicity typically classifies humans on the basis of physical, regional, and cultural characteristics. The current Federal definitions for ethnic categories are as follows:

- **American Indian or Alaskan Native** – A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
- **Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American** – A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino** – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Two or More Races** – A person who indicates having two or more races.
- **White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

eXplorance Blue – Software utilized by Florida Polytechnic University Office of Institutional Research and Effectiveness to conduct student assessment of instruction every semester.

Fall Enrollment – Annual component of IPEDS Spring collection of data on the number of students enrolled in the fall at the institution. Data is reported for students enrolled in courses creditable towards a degree or other formal award. Full-time and part-time students are reported by gender, race/ethnicity, and level. 4-year institutions are required to provide enrollment data by gender, race/ethnicity, and level on even-numbered years. On odd-numbered years, 4-year institutions provide enrollment data by age category, student level, and gender.

Faculty – Persons who are employed by the University for the purpose of conducting instruction, research, or public service as a principal activity (or activities) and are identified by the institution as such. Faculty may hold academic rank titles, and may be tenured, on tenure track, or not on or ineligible for tenure track. Faculty may include the chancellor/president, provost, vice provosts, deans, directors or the equivalent, as well as associate deans, assistant deans, and executive officers of academic departments if their principal activity is instruction combined with research and/or public service. Non-instructional staff such as librarians may also be considered faculty.

Faculty Rank – A statewide categorization of positions defined as faculty. Categories include Professor, Associate Professor, Assistant Professor, Instructor, and Lecturer.

- Professor – Senior faculty rank, usually accompanied by the award of tenure. Some appointments to the rank of professor are non-tenure-track (i.e., do not lead to consideration for tenure).
- Associate Professor – Mid-level rank usually obtained after receiving tenure. Some appointments at this rank are non-tenure-track.
- Assistant Professor – Entry-level rank, usually requiring a doctorate or other terminal degree. Appointments at this rank may or may not be tenure track.
- Instructor/Lecturer – A junior-level faculty appointment that is not in the tenure track.

FAIR (Florida Association of Institutional Research) – Association which primary purpose is to serve professionals in higher education organizations and agencies in the advance research leading to improved understanding, planning, and operation of their institutions.

FASB (Financial Accounting Standards Board) – Designated organization in the private sector for the establishment of financial and accounting standards in nongovernmental organizations.

FERPA (Family Educational Rights and Privacy Act) – Also known as the Buckley Amendment. Federal law that protect the privacy of student education records. This law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Finance Survey – Annual component of IPEDS Spring collection that describes the financial condition of the institution. Data is used to monitor changes in the institution's finance and promote research involving financial resources and expenditures. Depending on the type of institution FASB or GASB accounting standards are utilized.

FIPRI (Florida industrial and Phosphate Research Institute) – Institute staffed with biologists, engineers and chemist that conduct phosphate-related studies and other studies related to energy and the mining and processing of other minerals to improve the environment, protect public health and increase mining and processing efficiency.

First-Time Student – A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

First-Time, First-Year (freshman) Student – A student attending a higher education institution for the first time at the undergraduate level. This includes students who are enrolled in the fall term who attended college for the first time in the fall or prior summer term. This classification also includes students who entered with advanced standing (college credits earned before graduation from high school).

First-Year Student – A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.

FISAP (Fiscal Operation Report and Application to Participate) – Used by schools to apply for next year's Campus-Based Programs funding and to report previous year's Campus-Based Programs expenditures to the U.S. Department of Education.

Fiscal Year (FY) – A twelve-month period running from July 1st through the following June 30th used for tracking financials and producing annual financial audits. FY is designated by the year end and not in which it begins.

Fiscal Year of the State – It is the period of time beginning July 1 and ending on the following June 30, both dates inclusive.

Former Student Returning – Any degree-seeking undergraduate student who has not earned his/her degree, who has not been enrolled at the University in any of the last previous terms, and who wishes to re-enroll.

FSA (Federal Student Aid) – Division of U.S. Department of Education that provides scholarships, grants, and other forms of aid to students seeking to attend college or those already enrolled.

FSSE (Faculty Survey of Student Engagement) – It complements NSSE and focuses on faculty perceptions of student engagement in different educational activities and practices related to teaching, learning and the quality of educational experience. This survey is designed to measure faculty

expectations and interactions for engaging undergraduates in various areas that are empirically linked with high levels of learning and development.

FTIC (First-Time-In-College) – An entering freshman or a first year student entering with less than 12 hours of college credit.

Full-Time Student – A full-time student is a student who takes at least 12 credit hours (undergraduate) or 9 credit hours (graduate) in a specific semester.

Full-Time Equivalent (FTE) Employee – Numerical designator for an appointment based on 100% for full time (40 hours). An FTE employee is 1.00. A part time employee FTE is calculated based on the proportion of number of weekly hours worked to 40.

Full-Time Equivalent (FTE) Enrollment – A workload measure based on credit hours generated for each term divided by the appropriate undergraduate or graduate divisor. The FTE assists with planning enrollment, resources, budget, and the like. FTE may be used for students, faculty, or staff, and may be calculated differently for different purposes. Standard calculations that take full-time and part-time figures and convert them to a meaningful full-time equivalency. For example, for Fall or Spring terms an FTE at UG level = # of FT UG headcount + TTL PT UG Credit Hours converted to FT (divide TTL PT hours by 12). At Grad level FTE = # of FT GD headcount + TTL PT GD Credit Hours converted to FT (divide TTL PT hours by 9). Summer FTE = # of FT UG Headcount + TTL PT UG Credit Hours converted to FT (divide TTL PT hours by 9); at Grad level = # of FT GD headcount + TTL PT GD Credit Hours converted to FT (divide TTL PT hours by 6).

Full-Time Equivalent (FTE) Faculty – Used to calculate faculty to student ratios. FTE Faculty = # of FT headcount + TTL PT Hours converted to FT (divide TTL PT hours by typical full-time teaching load).

Full-Time Graduate Student – A student enrolled for 9 or more semester credits or 9 or more quarter credits or students involved in thesis or dissertation preparation who are considered full-time by the institution.

GASB (Governmental Accounting Standards Board) – Independent organization designated for the establishment and improvement of accounting and financial standards, as well as reporting for U.S. state and local government.

Graduate Student – A student who holds a bachelor's or first-professional degree, or equivalent, is taking courses at the post baccalaureate level, and is admitted to a graduate or first-professional program.

Graduation Rate – A calculation based on the number of students from a given cohort that have persisted and graduated from the institution. Most often, the graduation rate is calculated based on the students' degree completion within 150 percent (six years) or normal time to degree completion.

Grants and Aids – Are contributions to units of governments or nonprofit organizations to be used for one or more specified purposes, activities, or facilities. Funds appropriated under this category may be advanced.

Grants and Contract – Budget entities which deal primarily with sponsored research activities and federally funded educational grants.

Gross Square Footage (GSF) – The sum of all areas on all floors of a building included within the outside face of its exterior walls.

HEA (The Higher Education Act) – law signed in 1965 which intent was “to strengthen the educational resources of our colleges and universities and to provide financial assistant for students in postsecondary or higher education.”

HEOA (The Higher Education Opportunity Act) – It reauthorizes HEA of 1965. This law contains new provisions for financial aid and funding programs that improve access to postsecondary education for students with intellectual disabilities.

Headcount – Number of individual people, whether full-time or part-time, at a given point-in-time.

Headcount (unduplicated) – In a given period of time, the total count of students enrolled in for-credit courses with each student being counted only once regardless of when the student enrolled.

HERI (Higher Education Research Institute) – HERI Faculty Survey helps the University with planning and policy analysis, enhance faculty development programming, and improve the student learning experience.

High School Class Rank – The relative numerical position of a student in his/her high school graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.

Human Resources Survey – Annual component in IPED Spring collection were staff data is collected from institutions. Institution with 15 full time staff members must report the number of staff by employment status, occupational category, faculty status, tenure status, contract length, and

academic rank. A snapshot of payroll data is reported as of November 1st of the reporting year. In odd-numbered years data by gender and race/ethnicity is required, otherwise it is optional.

In-State Student – A student who is a legal resident of the state in which he/she attends school.

Institutional Characteristics – Annual component of IPEDS Fall collection where institutions report admissions requirements, institutional price/cost data for full-time, first-time undergraduate degree seeking students, tuition and required fees by level or program, and room and board charges.

Institutional Characteristics (IC) Header– Core annual component of IPEDS Registration collection required for all institutions operation under Title IV in the United States and other areas. It collects basic institutional data like name, address, telephone number, control/affiliation, calendar system, level of degrees and awards offered, types of programs, student services, accreditation, etc.

Institution Identification (UnitID) – Unique identification number assigned to institutions surveyed through the IPEDS. Also referred as IPEDS ID.

IPEDS (Integrated Postsecondary Education Data System) – A comprehensive system of a series of interrelated surveys, administered by the National Center for Educational Statistics (NCES), used to collect information from all postsecondary educational institutions for the U.S. Department of Education. Institution-level data includes information about enrollments, program completions, faculty, staff, and finances.

IPED Data Feedback Report – Provides institutions a perspective for examining data that has been submitted to IPEDS. It also serves as a tool for comparison with peer institutions previously selected (see custom comparison groups) and useful to help improve the quality and comparability of IPEDS data.

Level of Student – At undergraduate level, freshmen and sophomores are categorized as lower level and juniors and seniors are upper level. Students seeking graduate degrees are categorized as graduate level.

LMS (Learning Management System) – Software that provides students the ability access courses related documentation and activities posted by their professors, complete courses assessments, and more.

Lower Division Student – A student who has earned less than sixty semester credit hours.

Lower Level – A course level classification based on the University’s Course Numbering System (normally 100 and 200 level).

Major – A subject of academic study chosen as a primary field of specialization in which a student focuses on most during undergraduate work. A major helps define student's career path after graduation and help prepare for entry into graduate school or a profession.

Minor – A secondary field of study or concentration/specialization student may elect to pursue in order to develop more marketable skillset for a career and employability or supplement a major in which he/she intends to attain degree and apply for grad school.

Mid 50% Range – The lowest score in the second quartile to the highest score in the third quartile. (25th - 75th percentile) It is an indicator of the most common values.

National Student Clearinghouse – National source for education verification and student educational outcomes research. The Clearinghouse offer access to a nationwide coverage of enrollment and degree records through verification and reporting services.

NCES (National Center for Educational Statistics) – It is the primary federal entity that collects and analyzes education related data from U.S. postsecondary institutions.

Net Assignable Square Feet (NASF) – The sum of all areas on all floors of a building that can serve an occupant or specific use.

Net Price – Defined by HEOA as “the average yearly price actually charged to first-time, full-time undergraduate students receiving student aid at an institution of higher education after deduction such aid”. IPEDS Net Price is generated by subtracting the average amount of federal, state/local government, or institutional grant and scholarship aid from the total cost of attendance.

Noel Levitz – Privately owned firm that provides consulting, assessments, and other enrollment and student success tools for higher education institutions in US and Canada.

Non-Degree Seeking – A student enrolled in credit or non-credit bearing courses who is not recognized by the University as seeking a degree or formal award.

Non-Resident Alien – A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Not on Tenure Track – Faculty whose position does not provide for the possibility of attaining tenure. Faculty members in this status are typically categorized as lecturer or instructor, or are employed as an adjunct or visiting faculty member.

NSSE (National Survey of Student Engagement) – Provides undergraduate survey reports information on student participation in programs and activities that measure student learning and personal development with comparison institutions. The results include topical research and trends in student engagement and provide an estimate of how undergraduates spend their time and what they gain from attending the University.

Out-Of-State Student – A student who is not a legal resident of the state in which he/she attends school.

Occupational Categories – The U.S. Department of Education through IPEDS collects data on staff employees (excluding faculty) using the following occupational categories:

1. *Executive/administrative/managerial*: Positions directly related to management policies or general business operations of the institution that customarily and regularly require the incumbent to exercise discretion and independent judgment.
2. *Other professionals (support/service)*: Positions involving academic support, student service, and institutional support, and requiring either a baccalaureate degree or higher or experience of such kind and amount as to provide a comparable background.
3. *Technical and paraprofessional*: Positions requiring specialized knowledge or skills which may be acquired through experience, apprenticeship, on-the-job training, or academic work in occupationally specific programs that result in a two-year degree or other certificate or diploma.
4. *Clerical and secretarial*: Clerical activities or positions specifically of a secretarial nature, including personnel responsible for internal and external communications, recording and retrieval of data (other than computer programmers), and/or information and other paperwork required in an office.

5. *Skilled crafts*: Positions typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job-training and experience or through apprenticeship or other formal training programs.
6. *Service/maintenance*: Positions require limited degrees of previously acquired skills and knowledge and in which workers perform duties that result in or contribute to the comfort, convenience and hygiene of personnel and the student body or that contribute to the upkeep of the institutional property.

Operating Budget – An expenditure plan developed for each fiscal year. The plan must conform to the annual allocation/appropriation and list estimated expenditures by budget category for the year.

Other Personnel Services (OPS) – Individuals performing temporary work of some nature. There is no continuing obligation on the part of the University towards OPS appointments.

Part-Time Graduate Student – A student enrolled for fewer than 9 semester credits.

Part-Time Student – An undergraduate student enrolled in less than 12 credits per semester, or a graduate student enrolled in less than 9 credits per semester.

Peer Institution – An institution that is considered to have similar characteristics to the University, such as institution type, mission, demographics, etc. that is used to compare data relating to enrollments, finances, etc.

Persistence – A student's continued enrollment at the University beyond any particular term.

Personally Identifiable Information – Personal information that can be used to identify, contact, or locate an individual.

Post-baccalaureate Student – A student holding a bachelor's degree who is enrolled in graduate or first-professional courses.

PPA (Program Participation Agreement) – Written agreement between the institution and the Secretary of Education that allows the institution to participate in any of the Title IV student assistance programs other than the State Student Initiative Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs.

Qualtrics – Software utilized by OIRE for academic and non-academic surveys with the purpose of assessing a department and/or program, as well as for general surveys purposes within the university.

Race/Ethnicity – Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group. The groups used to categorize U.S. citizens, resident aliens, and other eligible noncitizens are: American Indian or Alaskan Native; Asian; Black or African American; Hispanic or Latino; Native Hawaiian or Other Pacific Islander; White; and Two or More Races.

Ranked Faculty – Faculty who hold the rank of Assistant Professor or above including those holding the equivalent ranks of curator, scholar, scientist and engineer.

Registration – Annual IPEDS component that collects IC Header and Institutional identification information.

Report Mapping – IPEDS component part of Registration. It describes how the data from various campuses that are listed in the PPA are accounted for the institution's IPEDS reporting.

Resident Alien (and other eligible noncitizens) – A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form 1-551 or 1-151), a Temporary Resident Card (Form 1-688), or an Arrival-Departure Records (Form 1-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

Retention – Refers to a student's persistence at the University from one term to another. For official reporting, retention is calculated by identifying the number of students from each cohort that return the fall after their entering term.

Retention Rate – Percentage of first-time bachelor degree-seeking undergraduate from the previous fall who are again enrolled in the current fall.

SACSCOC (Southern Association of College and Schools Commission on College) – Regional body for accreditation of degree-granting institutions in the southern U.S. Its mission "is to assure the educational quality and improve the effectiveness of its member institutions."

SAIR (Southern Association for Institutional Research) – Professional organization that provides advancement of research to improve understanding, planning, and operation of higher education institutions.

Salesforce – Customer relationship management system used by the University for Admissions' data entry and reporting.

SAT Composite Score – the SAT composite score is the sum of the test-taker's scores on the three sections of the SAT Reasoning Test: the writing section, the critical reading (formerly verbal) section, and the mathematics section. The maximum score is 2400.

Service Area – Each university is responsible for serving a designated geographic area of the State of Florida. Florida Polytechnic University officially serves all counties in the State of Florida.

SOC (Standard Occupational Classification System) – system utilized by Federal agencies to classify workers into occupational categories to collect, calculate, and disseminate data. There are 840 detailed occupations according to their occupational definition. Detailed occupations are combined to form 461 broad occupations, 97 minor groups, and 23 major groups.

Special Student – A student who is non-degree seeking or not formally admitted in a degree program.

State of Residence – A person's permanent address as determined by such evidence as a driver's license or voter registration. For entering freshmen, residence may be the legal resident of a parent or guardian.

Student Credit Hours (SCH) – Total student credit hours are calculated by totaling the course credit hours for students enrolled in credit courses at all levels of the University, regardless of fundability status as defined by the Legislature.

Student Data Course File (SDCF) – Board of Governors file containing enrollment data for every student registered during a term.

Student/Faculty Ratio – The ratio of FTE students to FTE instructional faculty. Ratio calculations typically exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, or dentistry, in which faculty teach virtually only graduate level students. In addition, undergraduate or graduate student teaching assistants are typically not counted as faculty when calculating an undergraduate student/faculty ratio.

Student Financial Aid – Appropriations by the Legislature for student financial aid are used to support need and merit based student grants, scholarships, and loans to provide access and attract high achieving and talented students.

Student Financial Aid Survey – IPEDS component of Winter collection period. It collects both institution price and student financial aid data.

SUDS (State University Database System) – Data repository system for Florida State Universities where file are submitted through the BOG Portal with the purpose of reporting specific university data files requested by BOG.

SUDS Beta – Testing database for submission of SUDS files/reports

SUDS Production – database where formal SUDS files/reports are submitted

SUG (Southern University Group) – Group formed by universities in the southern region of the United States. It is a data exchange and information network for major universities in the region.

Survey – Term utilized in the OIRE that can describe a type of report (i.e. IPEDS) or qualitative/quantitative data collection method utilized for student, faculty, and/or university's staff assessments.

SUS (State University System) – A government structure of 12 public universities in the State of Florida.

TEAMS (Technical, Executive, Administrative, and Managerial Support) – A system of classifying employees.

Tenure – Condition attained by a faculty member through highly competent scholarly activities which assures the faculty member security of employment and immunity from reprisals or threats due to an intellectual position or belief which may be unpopular and which guarantees annual reappointment for the faculty member until voluntary resignation, retirement, or removal for adequate cause.

Tenured – Faculty who earn tenure are afforded with the right to regular annual reappointment subject to the conditions of employment and assignments in effect each year. Tenure also affords faculty with the right to not have his/her position terminated without just cause.

Tenure Track – A status for tenure possibility and allows faculty to work toward the University's tenure requirements. Typical faculty members in this category are assistant professors and sometimes associate professors.

Term – Each semester is considered a Term within the academic year. Semesters begin in August and January with summer sessions beginning May and June.

Terminal Degree – Highest earned degree in the discipline or field.

Title IV Grants – Federal funding provided to enrolled students commonly accessed by applying with the FAFSA application. Most common grants are the Pell grant, FSEOG, SMART grant, Work Study, and federal Student loans like Stafford, Perkins, and Parent PLUS loans.

Total Cost of Attendance – It is the sum of tuition and required fees, books and supplies, and as weighted average of room and board and other expenses.

Transfer Student – An undergraduate student who previously attended and earned credit at a postsecondary degree program, and subsequently enrolled in an undergraduate program at the University.

Undecided or Unclassified Student – A formally admitted degree seeking student who has not declared a major area/field of study.

Unduplicated Headcount - A student is counted as one regardless of hours enrolled.

University Support Personnel System (USPS) – A Board of Governors pay plan and personnel system for support personnel (excluding TEAMS and Faculty) within the State University System of Florida.

Upper Division Student – An undergraduate student who has earned 60 or more semester credit hours or has an Associate of Arts degree or is working toward an additional Baccalaureate degree.

Upper Level – A course level classification based on the University's Course Numbering System (normally 300 and 400 level).

Xitracs – Document repository used to document and file all necessary forms, policies, and standard to submit with an accreditation application.

Yield Rate – The percentage of admitted students who enroll (matriculate).