

Annual Report Data Definitions

Other Core Resources	
Revenues per FTE Student	<p>Definition: E&G appropriations and tuition revenues reported are divided by total student FTE. Only state-fundable credit hours are used. To allow for national comparisons, FTE for this metric uses the standard IPEDS definition of FTE, equal to 32 credit hours for undergraduates and 24 for graduates.</p> <p>Sources: Operating Budget, SUS Student Instruction File (formerly Student Data Course File)</p>
Total Faculty Tenure/Tenure-Track Instruction/Research/Public Service	<p>Definition: Combination of all tenured faculty (primarily instruction/ research/ public service) and all tenure-track faculty (primarily instruction/ research/ public service).</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
Total Faculty Not on Tenure Track Instruction/Research/Public Service	<p>Definition: All non-tenure-track faculty (primarily instruction/ research/ public service).</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
Total Executive/Administrative All	<p>Definition: Total executive/administrative and managerial positions regardless of faculty status</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
Total Other Professional All	<p>Definition: Total other professional positions (support/service) regardless of faculty status</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
Total Non-Professional All	<p>Definition: Total non-professional positions</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
Total Graduate Assistants All	<p>Definition: Total graduate assistants</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
Instructional Space Utilization Rate	<p>Definition: Florida Statutes, s. 1013.03 (2), establishes the utilization standard for "postsecondary education classrooms, a minimum room utilization rate of 40 hours per week and a minimum station utilization rate of 60 percent." In other words, 100% utilization means the classroom is 60% full for 40 hours a week. This metric applies that statutory definition to classroom space only.</p>

	Source: Space File.
Enrollment and Funding	
FTE Enrollment by Residency, Actual and Funded	<p>Definition: Only state fundable credit hours are used. FTE in this instance uses the Florida definition of FTE, equal to 40 credit hours for undergraduates and 32 for graduates. Funded enrollment is reported in the General Appropriations Act and set by the legislature.</p> <p>Source: Student Data Course File, GAA</p>
Estimated FTE	<p>Definition: This is taken from the enrollment plans submitted by each university.</p> <p>Source: University enrollment plans</p>
Undergraduate Education Data	
First Year Persistence	<p>Definition: The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort, entering in fall term or summer continuing to fall, continue to enroll in the second year.</p> <p>Source: SUS Retention File</p>
4 and 6 -Year Progress and Success Rate* (FTICs)	<p>Definition: First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term or summer continuing to fall with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that had either graduated from or was still enrolled in the fourth or sixth academic year. Both full-time and part-time students are used in the calculation.</p> <p>Source: SUS Retention File</p>
2 and 4 -Year Progress and Success Rate* (AA Transfers)	<p>Definition: AA Transfer cohort is defined as undergraduates entering in fall term or summer continuing to fall and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that had either graduated from or was still enrolled in the second or fourth academic year. Both full-time and part-time students are used in the calculation.</p> <p>Source: SUS Retention File</p>
5-Year Graduation Rate for Other Undergraduate Students	<p>Definition: Other Transfer cohort is defined as undergraduates entering in fall term or summer continuing to fall who are not FTICs or AA transfers. The rate is the percentage of this initial cohort that had graduated from or was still enrolled in this institution in the fifth academic year. Both full-time and part-time students are used in the calculation.</p> <p>Source: SUS Retention File</p>
Baccalaureate Degrees	<p>Definition: These are degrees granted as reported for data element 01081 in the Student Instruction File.</p> <p>Source: SUS Student Instruction File (formerly Student Data Course File)</p>
Baccalaureate Degrees Awarded in Areas of Strategic Emphasis	<p>Definition: Each university will work with BOG staff to review the program inventory to determine which six-digit CIP codes are in each of the areas of strategic emphasis, as defined by the Board of Governors. Majors will be assigned, for the purposes of this</p>

	<p>table, to the <i>primary</i> area of strategic emphasis (as identified by the university) in cases where the major is included in more than one strategic area. Counts are of majors rather than individuals receiving degrees, so there may be duplicated counts for individuals with more than one major. (A note may be added to the bottom of this table indicating the number of these that are duplicated counts.)</p> <p>Source: SUS Student Instruction File (formerly Student Data Course File)</p>
# Baccalaureate Degrees (Non-Hispanic Blacks)	<p>Definition: The number of baccalaureate degrees granted to non-Hispanic black students.</p> <p>Source: SUS Student Instruction File (formerly Student Data Course File)</p>
% Baccalaureate Degrees (Non-Hispanic Blacks)	<p>Definition: The number of baccalaureate degrees awarded to non-Hispanic black students divided by the total number of degrees awarded, excluding those awarded to non-resident aliens and unreported.</p> <p>Source: SUS Student Instruction File (formerly Student Data Course File)</p>
# Baccalaureate Degrees (Hispanics)	<p>Definition: The number of baccalaureate degrees granted to Hispanic students.</p> <p>Source: SUS Student Instruction File (formerly Student Data Course File)</p>
% Baccalaureate Degrees (Hispanics)	<p>Definition: The number of baccalaureate degrees awarded to Hispanic students divided by the total number of degrees awarded, excluding those awarded to non-resident aliens and unreported.</p> <p>Source: SUS Student Instruction File (formerly Student Data Course File)</p>
# Baccalaureate Degrees (Pell Recipients)	<p>Definition: The number of baccalaureate degrees granted to Pell recipients, financial aid award code "001". A Pell recipient is defined as a student who received Pell within six years of graduation.</p> <p>Source: SUS Student Instruction File (formerly Student Data Course File) and Student Financial Aid File</p>
% Baccalaureate Degrees (Pell Recipients)	<p>Definition: The number of baccalaureate degrees awarded to Pell recipients as listed above is divided by the total number of degrees awarded excluding those awarded to non-resident aliens and unreported.</p> <p>Source: SUS Student Instruction File (formerly Student Data Course File) and Student Financial Aid File</p>
% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree	<p>Definition: For data reported through 2008-09, this metric will be aligned with the calculation used in past legislative accountability reports and performance funding calculations. Excluding students with dual majors, it computes total academic credit as a percentage of catalog hours required for the student's major (excluding remedial coursework). For the purposes of calculating excess hours, remedial credit hours includes up to 10</p>

	<p>foreign language credit hours that are excluded for transfer students in Florida.</p> <p>Source: SUS Hours to Degree File</p>
Number of Undergraduate Course Sections	<p>Definition: The Common Data Set (CDS) definition will be used. According to CDS, “(a) class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.” Certain portions of the CDS were summed to create groupings of less than 30 students, between 31 and 50 students, between 51 and 100 students, and more than 100 students.</p> <p>Source: Common Data Set</p>
% of Undergraduate Class Time Taught by Faculty, Adjunct Faculty, Graduate Students, and Others	<p>Definition: The total number of undergraduate credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as: faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the total student credit hours for that course will be divided equally among the multiple instructors.</p> <p>Source: Instruction and Research Data File, element #01515 (“Instructor Portion of Total SCHs for the Course Section”), element #01196 (“Common Course Number”), and element #01037 (“Pay Plan Number”)</p>
Average Salary and Benefits of Faculty Teaching Undergraduate Courses	<p>Definition: Average salary and benefits for all instructors of undergraduate courses who are on pay plans 01, 02, and 22. This is based on fall term data only, and to make it more meaningful to the reader it “annualizes” (to a fall + spring amount) the fall-term salary and benefits paid to faculty teaching at least on undergraduate course in the fall term.</p> <p>Source: Instruction and Research Data File, element #01515 (“Instructor Portion of Total SCHs for the Course Section”), element #01196 (“Common Course Number”), element #01037 (“Pay Plan Number”), and element #01034 (“Salary Dollars”)</p>
Student-Faculty Ratio	<p>Definition: The ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. This metric does not count</p>

	<p>undergraduate or graduate student teaching assistants as faculty.</p> <p>Source: Common Data Set/IPEDS</p>
<p>Nursing: Number and Pass Rate of NCLEX First-Time Test Takers - Baccalaureate Only</p>	<p>Definition: Pass rates on the NCLEX for each university are published by the Florida Department of Health at the following address:</p> <p>Source: http://www.doh.state.fl.us/mqa/nursing/nur_edu_info.html</p> <p>Notes: Indicators for pass rates on other licensure exams will be added as data become available. Currently, teaching certification examination pass rates are reported for program completers only, resulting in a 100% pass rate (because State-approved programs require passage of teacher certification exams for completion). Engineering, accounting, architecture, and other professional licensure data, gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation, are not currently formatted or containing sufficient information to match to SUS data. Such a match is necessary to develop metrics reflecting pass rates for graduates in those fields.</p>

Graduate Education Data	
Graduate Degrees Awarded	<p>Definition: These are degrees granted as reported for data element 01081. Due to changes in IPEDS, the doctoral and first professional degree categories no longer exist. Now they are classified as doctoral research and doctoral professional with the doctoral professional including additional categories that had not previously been included in the first professional category. The universities reviewed their programs and made the classifications of their programs. The professional doctoral category will include all degrees in this category. Medicine, Law, and Pharmacy degrees will be reported as a sub-category of professional doctoral degrees.</p> <p>Source: SUS Student Data Course File, element #01081 ("Degree-Level Granted")</p>
Graduate and Professional Degrees Awarded in Areas of Strategic Emphasis	<p>Definition: Graduate degrees as reported above by six-digit Classification of Instruction Program. The areas of strategic emphasis were selected by the Board of Governors staff with consultation with business and industry groups. Working with BOG staff, each university will review their program inventory to determine which CIP codes match the areas of strategic emphasis.</p>
Research and Economic Development	
Federally Financed Academic Research and Development Expenditures (Actual Dollars)	<p>Definition: Each year the National Science Foundation conducts a survey of colleges and universities regarding research and development expenditures. Item 2A, Line 1400, science and engineering, is summed with Line 1500, non-science and engineering expenditures of column (2) Federal. Dollars are in thousands.</p> <p>Source: http://webcaspar.nsf.gov/</p>
Total Academic Research and Development Expenditures (Actual Dollars)	<p>Definition: Each year the National Science Foundation conducts a survey of colleges and universities regarding research and development expenditures. Item 2A, Line 1400, science and engineering, is summed with Line 1500, non-science and engineering expenditures of column (1) Total. Dollars are in thousands.</p> <p>Source: http://webcaspar.nsf.gov/</p>
Total Academic Research and Development Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	<p>Definition: Total R&D is divided by full-time tenured/tenure-track faculty as defined above. Since faculty data is fall term only and R&D data are fiscal year, the fall faculty year used will be the same as the beginning fiscal year. For example, 2007 FY R&D would be divided by fall 2006 faculty.</p>
Invention Disclosures Received	<p>Definition: The number of disclosures, no matter how comprehensive, that are made in the fiscal year.</p> <p>Source: AUTM Licensing Survey</p>
Total U.S. Patents Issued	<p>Definition: The number of U.S. patents issued or reissued in the fiscal year.</p> <p>Source: AUTM Licensing Survey</p>
Patents Issued Per 1,000 Full-Time, Tenure and Tenure	<p>Sources: AUTM Licensing Survey (patents) and IPEDS (full-time faculty)</p>

Earning Faculty	
Total Number of Licenses/Options Executed	<p>Definition: Count of the number of licenses/options executed in the fiscal year for all technologies. Each agreement is counted separately.</p> <p>Source: AUTM Licensing Survey</p>
Total Licensing Income Received	<p>Definition: License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia.</p> <p>Source: AUTM Licensing Survey</p>
Jobs Created by Start-Ups in Florida	TBD
Voluntary Support for Higher Education	
Endowment Market Value	<p>Definition: Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (or using the NACUBO definitions for those SUS institutions that do not participate in that survey).</p> <p>Source: NACUBO Endowment Study</p>
Annual Gifts Received	<p>Definition: As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary" (or using the VSE definitions for those SUS institutions that do not participate in that survey), this is the present value of all gifts (including deferred gifts) received for any purpose and from all sources during the fiscal year.</p> <p>Source: Voluntary Support of Education survey</p>
Percentage of Alumni Who Are Donors	<p>Definition: As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details" (or using the VSE definitions for those SUS institutions that do not participate in that survey), this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree.</p> <p>Source: Voluntary Support of Education survey</p>