




## Off the Shelf: Using Existing Data/Information for the SACS COC Compliance Report

**Gerry Dizinno, Ph.D.**  
*Associate Vice Provost for Institutional Research*  
University of Texas – San Antonio  
gerry.dizinno@utsa.edu


**Kristina M. Cragg, Ph.D.**  
*Assistant to the President for Strategic Research & Analysis*  
Valdosta State University  
kmcragg@valdosta.edu

Southern Association for Institutional Research  
New Orleans, Louisiana  
September 26-28, 2010







We will discuss...

- Motivation for the Work and Presentation
- Words of wisdom items that are easily accessible and can be showcased in the off-site report.
- Conclusion and Recommendations
- Questions and Comments




3






## 2.5: Institutional Effectiveness

- The key words for IR in this Core Requirement are “research-based” and “integrated”
- Research-Based: IR office documents are used to support the development and evaluation of planning on campus
- Integrated:
  - Internal Integration: IR Office documents showing different levels/ types of planning are related to one another
  - External Integration: IR Office documents showing relationship/data supporting campus and external agency/ organization planning



9






## 2.6: Continuous Operation

- Exhibit 2.6.b shows degree program by enrollment in the College of Arts and Sciences in the Fall 2008.
- Information was retrieved from an enrollment portal.

College	Department	Degree Code	Total
Arts and Sciences	Biology	BS	727
		MS	15
	Chemistry	BS	218
		Non-Degree	1
	College of Arts and Sciences	AACCC	234
		BA	224
	English	MA	19
		Non-Degree	268
	General Studies	BGS	128
		MA	267
	History	BA	268
		MA	14
	Math and Computer Science	BS	169
		Non-Degree	288
	Modern and Classical Languages	BA	69
		MA	33
	Physics, Astronomy, and GeoSciences	BS	207
		MA	214
	Political Science	BA	43
		MA	37
Sociology, Anthropology, and Criminal Justice	BS	388	
	MA	63	
Undecided	MS	68	
	Non-Degree	169	
	Non-Degree	1150	
	Transfer	128	
	MS	128	
	Non-Degree	438	
College Total			14

14






## 2.8: Faculty

- Exhibit 2.8.a shows the number of instructional faculty by college and employment status for VSU from Fall 2006 to Fall 2008.
- In Fall 2007, 75.4% of VSU's faculty were full-time; this percentage decreased slightly to 74.8% in Fall 2008.
- Data was retrieved from University Activity Reports.

College	Fall 2006			Fall 2007			Fall 2008		
	Full-Time Faculty	Part-Time Faculty	Total Faculty	Full-Time Faculty	Part-Time Faculty	Total Faculty	Full-Time Faculty	Part-Time Faculty	Total Faculty
Arts and Sciences	59	9	68	65	14	79	68	14	82
Business Administration	176	48	224	195	68	263	201	60	261
Education	34	5	39	36	0	36	35	1	36
Nursing	112	10	122	110	48	158	114	57	171
Social Work	13	10	23	22	7	29	22	8	30
Library and Information Science	7	2	9	9	7	16	8	11	19
Total	5	0	5	4	0	4	5	2	7
Total	406	84	490	441	144	585	453	153	606


17

## 2.8: Faculty

Key Phrase: “full-time faculty adequate to support the mission of the institution”  
Key word: ADEQUATE (no operational definition)

- UTSA provided:
  - Description overall breakdown of FT to PT faculty (67%: 33%)
  - Trend information since prior reaffirmation: 2000 = 60/40; this shows improvement
  - FT/PT/TA by college and department showing relationship of those faculty to courses taught



24



### 2.8: Faculty

Full-time and Part-time Faculty by College and Department: Fall 2000 Compared to Fall 2008

College	Department	Fall 2000		Fall 2008	
		Part Time	Full Time	Part Time	Full Time
Architecture	Architecture & Interior Design (2000*)	0	0	n/a	17
	Total	8	16	17	32
Business	Accounting	0	0	n/a	5
	Accounting & Information Systems (2000*)	13	26	0	0
	College of Business	12	26	0	0
	Economics	0	0	n/a	9
	Economics & Finance (2000*)	12	27	0	0
	Finance	0	0	n/a	6
	Information Systems & Technology	0	0	n/a	18
	Management	0	0	n/a	5
	Management & Marketing (2000*)	15	37	0	0
	Management Science & Statistics	0	0	n/a	6
	Marketing	1	1	0	0
	Total	40	90	57	117

### 3.3.1: Institutional Effectiveness

EXHIBIT 3.3.1.a: EVALUATION MATRIX OF INSTITUTIONAL EFFECTIVENESS REPORTS/PLANS

Unit Name	Division	2008-2009		2009-2010 Plan	Comments
		Date/Evidence	Use of Results Based on Data/Evidence		
<b>Educational Programs</b>					
<b>College of Arts &amp; Sciences</b>					
History	Academic Affairs	Yes	5, 6	Yes	
MA History	Academic Affairs	Yes	5, 6	Yes	
Honors Program	Academic Affairs	Yes	2, 5, 6, 8	Yes	
Honors Program Certification	Academic Affairs	Yes	2, 5, 6, 8	Yes	
Mathematics & Computer Science	Academic Affairs	Yes	1, 8	Yes	
BS Computer Information Systems	Academic Affairs	Yes	2	Yes	
BS Computer Science	Academic Affairs	Yes	6	Yes	
BS Applied Mathematics	Academic Affairs	Yes	1	Yes	
BS Mathematics	Academic Affairs	Yes	5	Yes	
Modern & Classical Languages	Academic Affairs	Yes	5	Yes	
BA French/Spanish	Academic Affairs	Yes	6	Yes	Program began in 2007/2008.

### 3.3.1: Institutional Effectiveness

Assessment Report 2009-2010  
 The University of Texas at San Antonio  
 Prog - BIOL/Biology (MS)

MISSION: The graduate program offers opportunities for advanced study and research leading to the Master of Science degree in Biology. Graduate faculty research interests include biodiversity, cellular biology, developmental biology, ecology, genetics, neurobiology, parasitology, physiology, and plant systems. The interdisciplinary nature of the program also allows students the opportunity to broaden their educational background at the graduate level.

Assessment Method	Assessment Method Category	Assessment Method	Assessment Method
Student Learning Outcomes	Assessment Method	Assessment Method	Assessment Method
Program Review	Assessment Method	Assessment Method	Assessment Method
Student Learning Outcomes	Assessment Method	Assessment Method	Assessment Method

### 3.5.1: College-Level Competencies

EXHIBIT 3.5.1.a: GENERAL EDUCATION EMBEDDED ASSESSMENT - OUTCOME, COURSE, EMBEDDED ASSESSMENT TYPE, RESULTS, AND CONCLUSIONS FOR SPRING 2009, FALL 2009, AND SPRING 2010

Student Learning Outcome	Course	Embedded Assessment	# of Sections	# of Students	Exceeds Expectations	Meets Expectations	Below Expectations	Evaluation of Student Learning Outcome
Students will demonstrate cross-cultural perspectives and knowledge of other societies.	Spanish 1002: Beginning Spanish language and literature	Three in-class writing Assignments	3	142	Composition 1: 55.6% Composition 2: 53.5% Composition 3: 85.2%	Composition 1: 38.7% Composition 2: 25.4% Composition 3: 12.0%	Composition 1: 5.6% Composition 2: 21.1% Composition 3: 2.8%	Administered in multiple sections of two courses, with four embedded assessments, resulting in an average of 87.5% of students meeting or exceeding expectations for the assignments. This evidence demonstrates VSU students have attained Student Learning Outcome #2.
	Art 1100: Introduction to the Visual Arts	Exam Questions	4	160	30.6%	49.1%	20.1%	


### 3.5.4: Terminal Degrees of Faculty

Exhibit 3.5.4.a: Fall 2008 and Spring 2009 Percentage of Discipline Course Hours Taught by Faculty with a Terminal Degree

Semester	Credit Hours	Total Terminal degree x credit hour	Percent with Terminal Degree
<b>Accounting</b>			
Fall 2008	84	72	85.71%
Spring 2009	90	78	86.67%
<b>Adult and Career Education</b>			
Fall 2008	141	81	57.45%
Spring 2009	141	89	62.84%
<b>Anthropology</b>			
Fall 2008	38	33	86.84%
Spring 2009	24	21	87.50%
<b>Art Education</b>			
Fall 2008	24	24	100.00%
Spring 2009	21	21	100.00%
<b>Art/Art History</b>			
Fall 2008	151	148	98.01%
Spring 2009	171	168	98.25%
<b>American Sign Language, Special Education/Early Childhood Special Education, Interpreting, Dual Education</b>			
Fall 2008	84	80	95.24%
Spring 2009	63	38	60.32%
<b>Astronomy</b>			
Fall 2008	24	24	100.00%
Spring 2009	15	15	100.00%

### Discipline Course Hours

- UTSA Defined As:
  - For "intra-disciplinary majors" (required courses are only in the same discipline as the major):
    - All undergraduate course sections (excluding developmental courses and internships) counted
  - For "inter-disciplinary majors" (required courses come from two or more disciplines as well as those where courses come ONLY from outside the discipline)
    - Only required undergraduate course sections counted




### Example of Counting Discipline Course Hours

- Assume 10 course sections are offered for a Psychology Major during a particular semester.
- Of these, 7 sections are 3-credit courses, 3 sections are 4-credit courses. The **total discipline course hours are thus equal to 33.**

$$\begin{array}{r} 7 \times 3 = 21 \\ 3 \times 4 = 12 \\ \hline 33 \end{array}$$

**33** Total number of credit hours taught

### Example of Counting Discipline Course Hours

- For each section, identify whether the faculty member teaching the section has a terminal degree in the discipline.
- Calculate percentage of course credit hours taught by faculty with terminal degree in discipline.
- Thus, if 5 of the 7 3-hour courses were taught by terminally-degreed faculty and 2 of the 3 4-credit courses were taught by terminally-degreed faculty, the **NUMBER of course credit hours taught by terminally-degreed faculty would be 23.**

$$\begin{array}{r} 5 \times 3 = 15 \\ 2 \times 4 = 8 \\ \hline 23 \end{array}$$

**23** Credit hours taught by terminally degreed faculty

### Example of Counting Discipline Course Hours

$$22/33 \times 100 = 69.7\%$$

Credit hours taught by terminally degreed faculty in Psychology

To do this accurately, you need to know what faculty degrees will be counted as "in the discipline."

### Listing of Terminal Degrees of Faculty in Discipline (Example)

- College of Architecture
  - Bachelor of Science Degree in Architecture (ARC)
    - Doctor of Environmental Design and Architecture
    - Ph.D. Architectural History
    - Ph.D. Architecture
    - Ph.D. Architecture and Planning
    - Ph.D. History of Art and Architecture
    - Master of Architecture and Urban Design
    - Master of Science in Architectural Studies, History and Theory
    - Masters of Architecture
  - Bachelor of Science Degree in Construction Science and Management (CSM: Interdisciplinary)
    - Ph.D. History of Art and Architecture
    - Master of Architecture
  - Bachelor of Science Degree in Interior Design (IDE: Interdisciplinary)
    - Ph.D. Architectural History
    - Ph.D. Architecture
    - Ph.D. History of Art and Architecture
    - Master of Architecture
    - Master of Architecture in Architecture Design

### Discipline Course Hours Taught by Faculty Terminally-Degreed in the Discipline (Fall 2008)

College	Major	% Terminally Qualified
Architecture	Architecture	70.7%
	Construction Science and Management	55.2%
	Interior Design	58.1%
	<b>Total</b>	<b>66.9%</b>
Business	Accounting	53.3%
	Actuarial Science	71.4%
	Economics	43.8%
	Finance	73.7%
	General Business Administration	50.0%
	Human Resource Management	53.3%
	Information Systems	58.2%
	Infrastructure Assurance	39.5%
	Management Science	46.2%
	Marketing	50.0%
Real Estate Finance and Development	28.6%	
Statistics	50.0%	
<b>Total</b>	<b>55.6%</b>	
Engineering	Civil Engineering	75.7%
	Electrical Engineering	77.7%
	Mechanical Engineering	96.7%
	<b>Total</b>	<b>82.2%</b>
Education and Human Development	Health	44.4%
	Infancy and Childhood Studies	45.5%
	Interdisciplinary Studies	43.0%
	Kinesiology	33.6%
<b>Total</b>	<b>42.1%</b>	

### 3.7.3: Faculty Development

- Exhibit 3.7.3.b shows the amounts distributed for faculty development during the past three years.
- Data was retrieved from VSU's Office of Grants and Contracts, Graduate School, and Academic Affairs databases.

Grant Type	2006-2007		2007-2008		2008-2009	
	Number	Amount	Number	Amount	Number	Amount
Faculty Development	206	\$100,100.00	263	\$175,100	139	\$100,000.00
Faculty Research	31	\$25,550.00	23	\$22,622.00	27	\$24,653.00
Faculty Internationalization Funds	24	\$15,409.01	39	\$25,243.81	19	\$12,349.48
Graduate Faculty Professional Development Funds	20	\$4,990.00	18	\$5,695.00	19	\$5,000.00
<b>TOTALS</b>	<b>281</b>	<b>\$146,049.01</b>	<b>343</b>	<b>\$228,660.81</b>	<b>204</b>	<b>\$142,002.48</b>

Source: VSU Offices of Grants and Contracts, Graduate School, and Academic Affairs, 2009.



### 4.1: Student Achievement

- Exhibit 4.1.a shows an improvement in the VSU 4-year graduation rate, from 12.4% for the 1998 cohort to 15.3% for the 2002 cohort.
- VSU students are 2.3% below the USG system-wide 4-year graduation rate; however, there is greater disparity between the VSU and USG system-wide 6-year graduation rates.
- Data was retrieved in-house from the VSU 2008-09 Fact Book. Original data was retrieved from system office reports.

**Exhibit 4.1.a: Four-Year and Six-Year Graduation Rates**

Cohort	First Time Full-Time Freshmen	4 – Year VSU Graduation Rates	4 – Year System-wide Graduation Rates	6 – Year VSU Graduation Rates	6- Year USG System-wide Graduation Rates
1998	1,289	12.40%	14.70%	38.60%	48.30%
1999	1,168	18.20%	20.20%	41.00%	51.10%
2000	785	18.00%	19.20%	42.20%	52.10%
2001	1,517	17.50%	19.60%	41.10%	50.90%
2002	1,572	15.30%	17.60%	39.60%	51.20%

Source: VSU 2008-09 Factbook, p. 30

### 4.1: Student Achievement

- Exhibit 4.1.e shows for the past three years, graduates of VSU's Communication Sciences and Disorders program have had an average pass rate of 96% on their first PRAXIS II attempt (passing score = 600).
- Information was provided by VSU's College of Education Communication Disorders Program.

**Exhibit 4.1.e: VSU PRAXIS II Pass Rate**

PRAXIS II	2006	2007	2008	3-year average
Total Praxis II students taking the exam	69	46	32	49
First attempt Praxis II pass rate	96%	98%	94%	96%

Source: VSU College of Education Communication Disorders Program, 2008, <http://www.valdosta.edu/coe/cecmd/masters.shtml>

### 4.1: Student Achievement

- Exhibit 4.1.f shows the average pass rate for teacher education program completers on the Georgia Professional Standards Commission (GPSC) test for the past six years 95%.
- Data was retrieved by VSU College of Education.


**Exhibit 4.1.f: GPSC Content Test Pass Rates**

Professional Standards Commission Content Exam	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Teacher education program completers	94% (446/476)	93% (395/427)	98% (511/522)	97% (656/676)	94% (267/283)	96% (319/333)

Source: VSU College of Education, May 2009.  
Note: Numbers decreased significantly in 2006-2007. Results are now reported in terms of those candidates passing the assessment, not those passing each test. Almost all assessments consist of two tests (the exception are tests in Middle Grades Education). Also note that at the same time, we have results from both GACE and Praxis II – our Title II data include both measures.

### 4.1: Student Achievement

- Institution "evaluates success" . . . "including, as appropriate, course completion, state licensing examinations, and job placement rates."



### Retention and Graduation in UTSA Degree Seeking Cohort (UTSA Fact Book)

Cohort Year	# in Cohort	One Year	Two Years	Three Years	Four Years	Five Years	Six Years
1999	1,655	58.0%	47.2%	42.6%	6.3%	22.1%	30.0%
2000	1,724	62.9%	47.5%	42.0%	7.0%	20.9%	28.1%
2001	1,678	63.7%	48.3%	44.4%	7.6%	22.9%	31.3%
2002	2,488	63.9%	49.6%	42.9%	8.7%	22.3%	30.7%
2003	2,971	61.9%	48.7%	43.6%	8.7%	22.2%	
2004	3,437	64.7%	48.6%	40.8%	7.9%		
2005	3,454	65.3%	46.8%	40.4%			
2006	3,597	66.1%	46.5%				
2007	3,838	65.2%					

### 4.1: Other Reports/Links Provided

- Fundamentals of Engineering (Licensure) Exam Results
- UTSA "Destination Survey" Results (Career/Job Placement from Career Services)
- THECB Automated Student and Adult Learner Follow-Up System Report Results (33 page report linking UTSA graduates to enrollment in other institutions and jobs in Texas by major)

