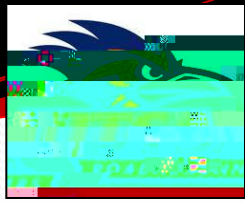


the Data/Information

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We will discuss...

Motivation for the Work and Presentation

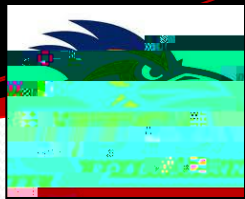
Words of wisdom items that are easily accessible and can be showcased in the off-site report.

Conclusion and Recommendations

Questions and Comments



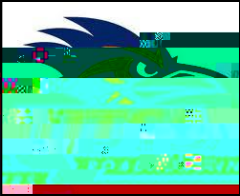




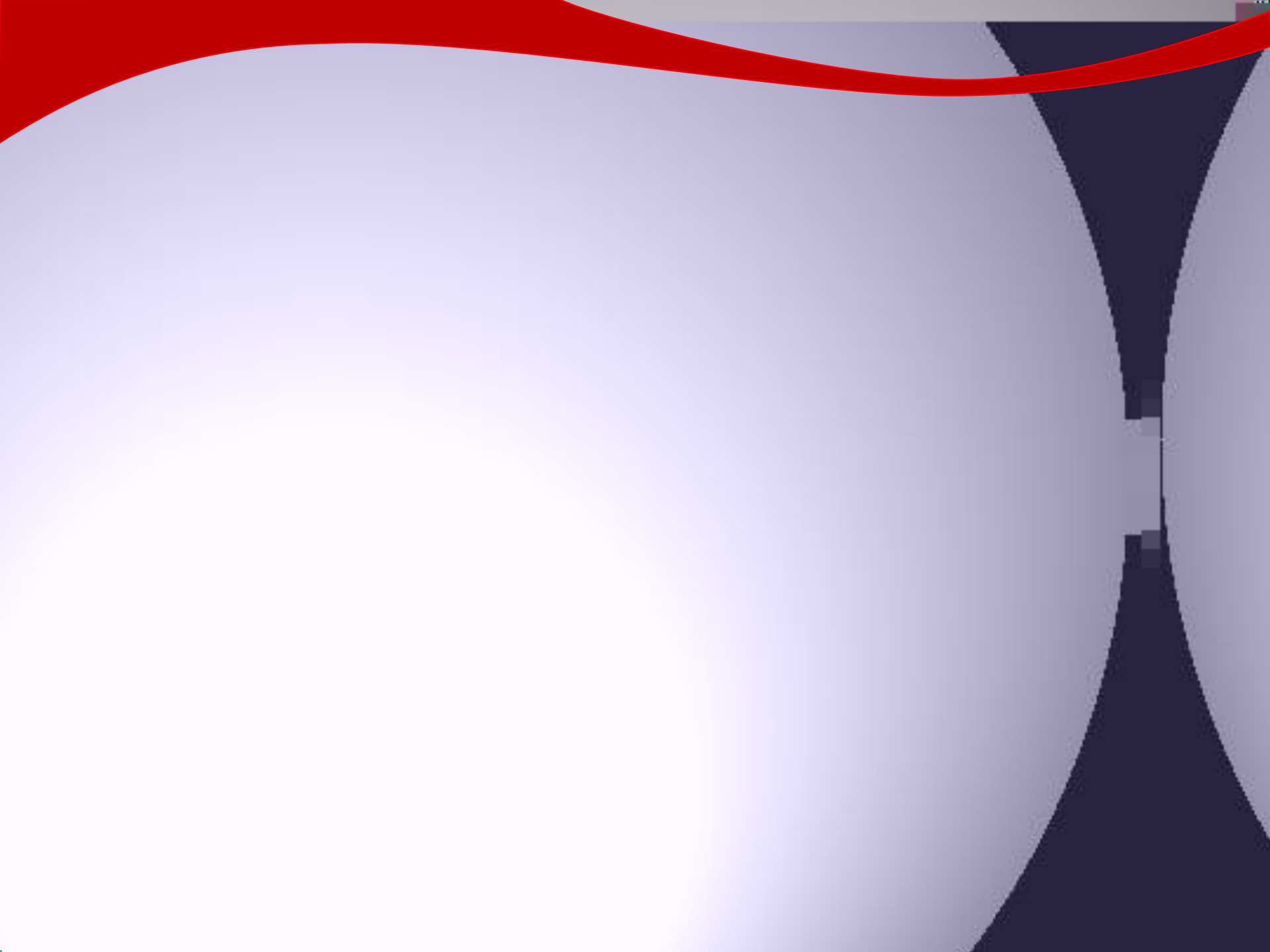
Motivation for the Work and Presentation

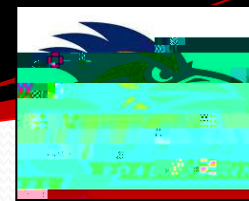
Timeliness of the topic
Successful SACS reaffirmation process
Sharing knowledge with peers concerning this important process











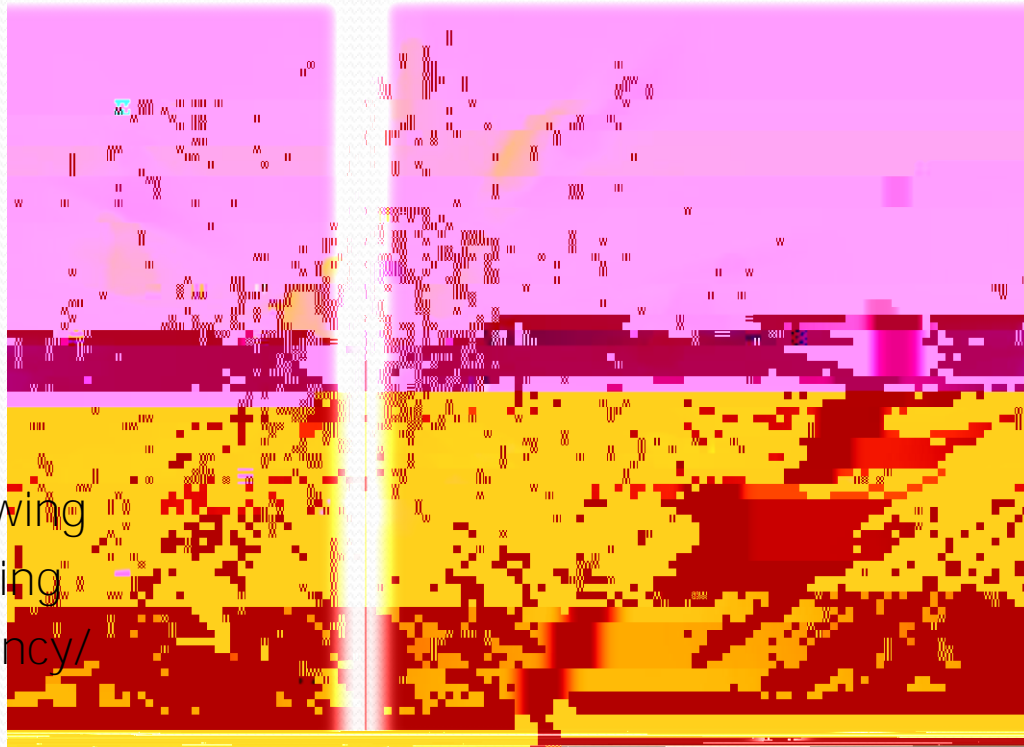
The key words for IR in this Core Requirement are “research-based” and “integrated”

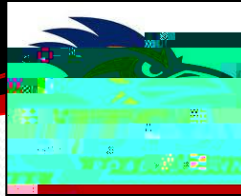
Research-Based: IR office documents are used to support the development and evaluation of planning on campus

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





Research Based:

How were the strategic plan and other planning documents developed? Were there surveys or other research strategies used?

UTSA: Planning survey and survey results provided

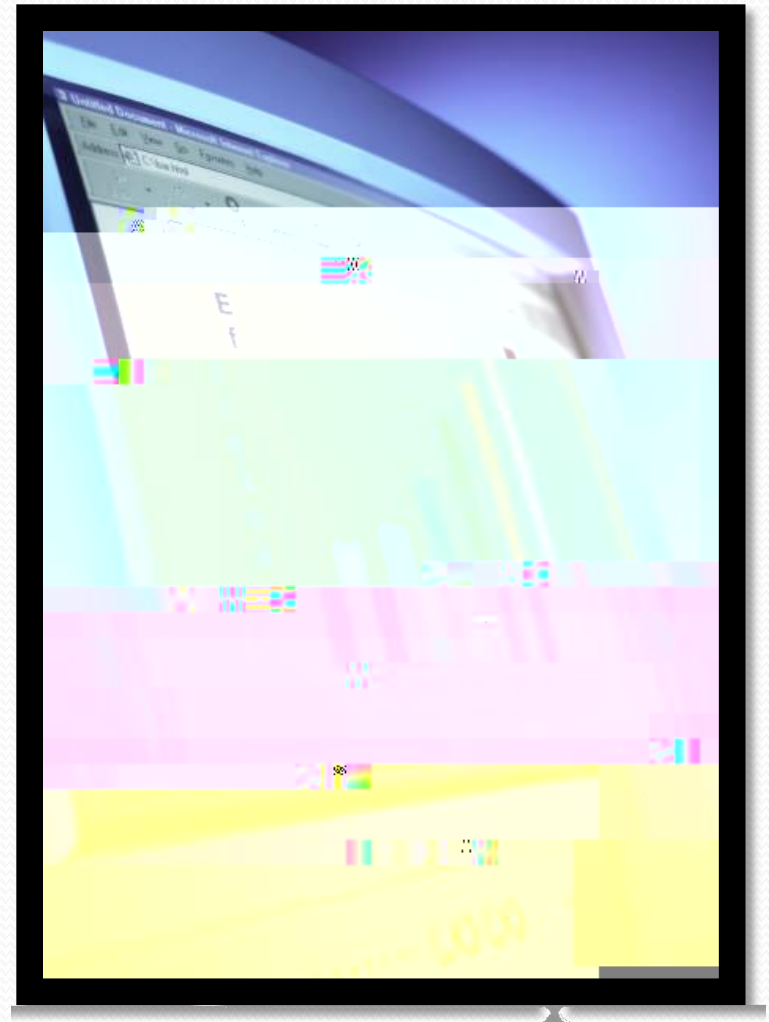
Were there strategic plan key objectives/targets?

How were these developed?
What research was used to establish these?

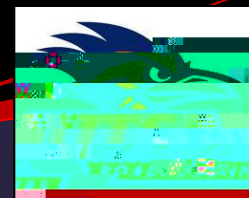
UTSA: peer comparisons,
longitudinal institutional data

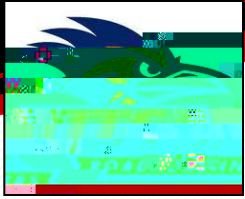
Did you have data showing achievement of these objectives?

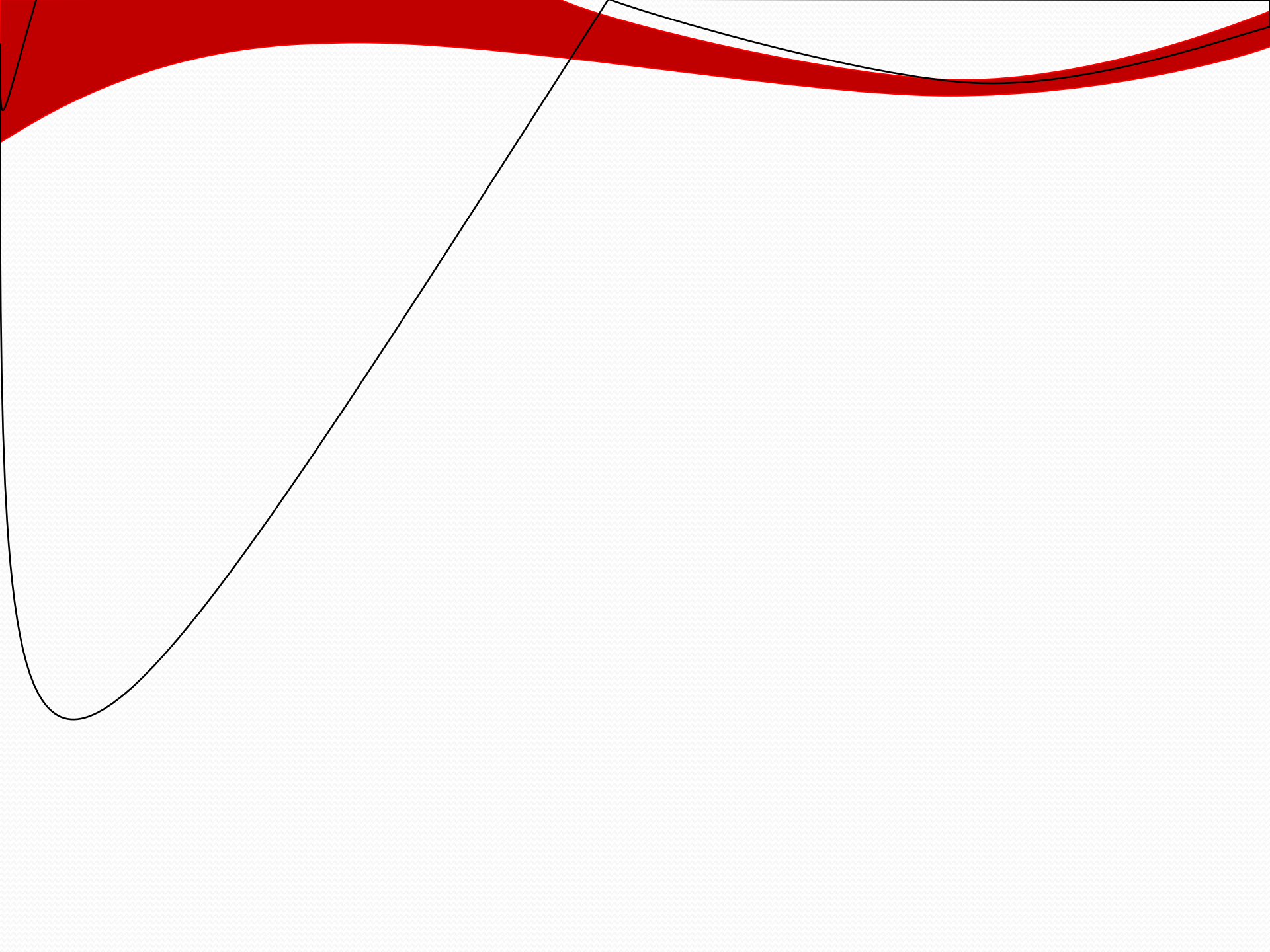
UTSA: initial data as well as peer data for each key indicator

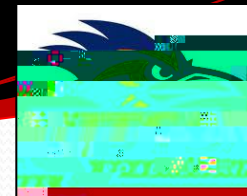






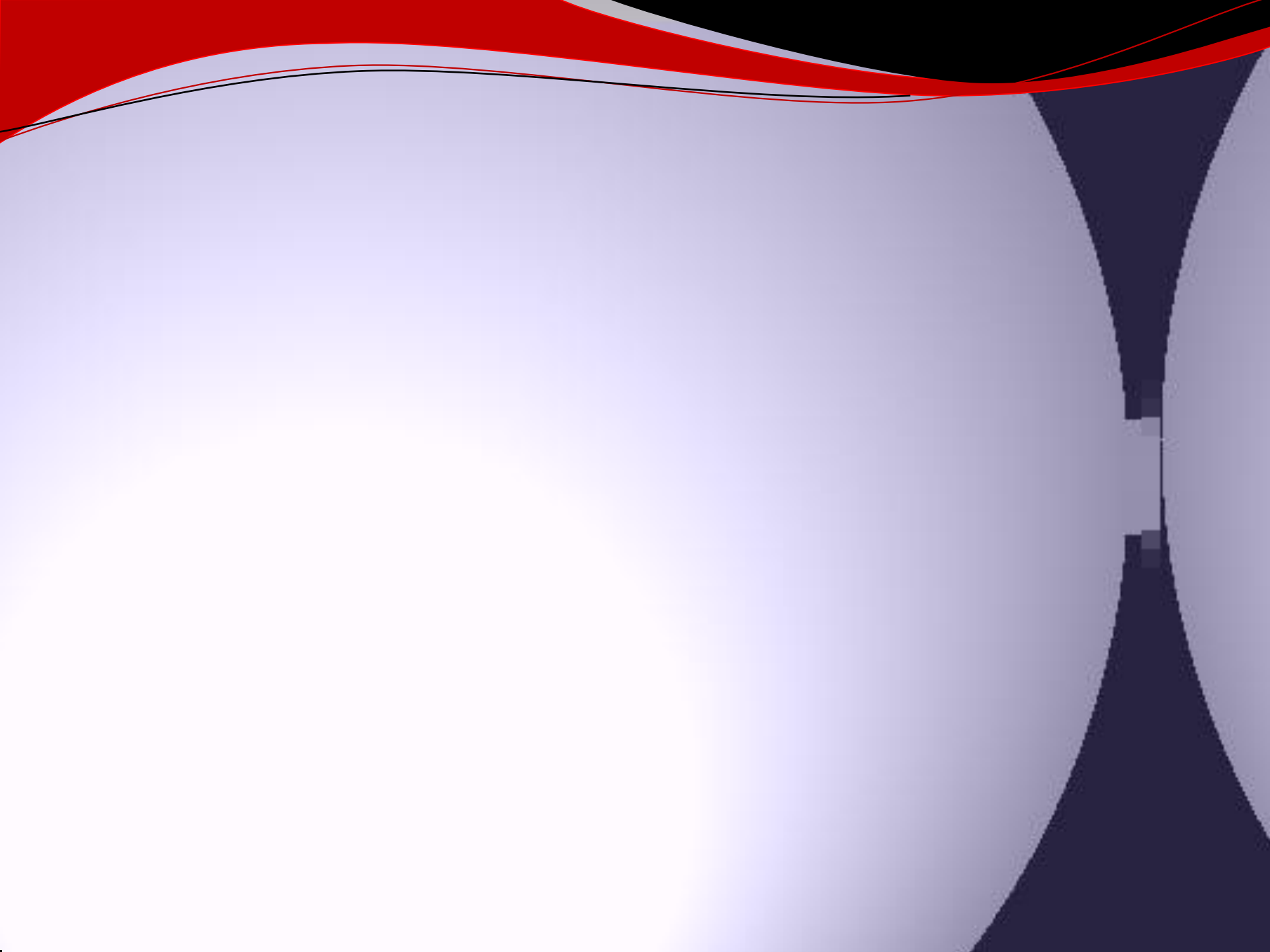






Need to show that students are enrolled and have been enrolled:
UTSA: Link to Enrollment section of UTSA Factbook provides 5-yr enrollment trends, overall, by level, gender, ethnicity, etc.





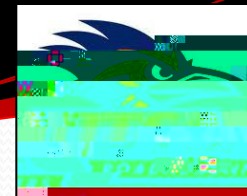


Exhibit 2.8.a shows the number of instructional faculty by college and employment status for VSU from Fall 2006 to Fall 2008.

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.

Ex796 Tx796 Tation

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

Source: VSU Strategic Research and Analysis, April 2009.

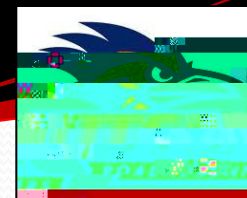


Exhibit 2.8.c shows VSU full-time faculty by rank. The majority of full-time instructional staff are tenured or tenure-track and are distributed somewhat evenly between the ranks of professor, associate professor, and assistant professor. Information was retrieved from PeopleSoft.

Exhibit 2.8.c: Full-time Faculty by Rank, Fall 2006-Fall 2008

Rank	Fall 2006	Fall 2007	Fall 2008
Professor	140	118	118
Associate Professor	107	106	104
Assistant Professor	131	129	132
Lecturer	27	85	75
Instructor	1	3	24
Total	406	441	453

Source: VSU Strategic Research and Analysis, April 2009.

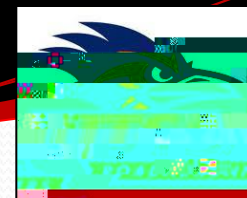


Exhibit 2.8.d shows the total number of VSU full-time faculty by department and terminal degree attainment as of Fall 2008.

Data was retrieved from PeopleSoft.

Exhibit 2.8.d: Total Full-time Faculty and Full-time Faculty with a Terminal Degree by Department, Fall 2008

Academic Department or Unit (Fall 2008)	Total FT Faculty	FT Faculty with Terminal Degree	Percentage
Arts			
Art	16	15	93.8%
Communication Arts	30	24	80.0%
Music	22	15	68.2%
Arts and Sciences			
Biology	25	23	92.0%
Chemistry	12	12	100.0%
English	37	17	45.9%
History	14	12	85.7%
Mathematics and Computer Science	28	15	53.6%
Modern and Classical Languages	18	10	55.6%
OASIS Center for Advising and First Year Programs	4	2	50.0%
Philosophy and Religious Studies	7	6	85.7%
Physics, Astronomy, and Geosciences	16	14	87.5%
Political Science	15	11	73.3%
Sociology, Anthropology, and Criminal Justice	25	22	88.0%

Source: VSU Strategic Research and Analysis, April 2009.

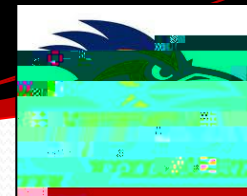
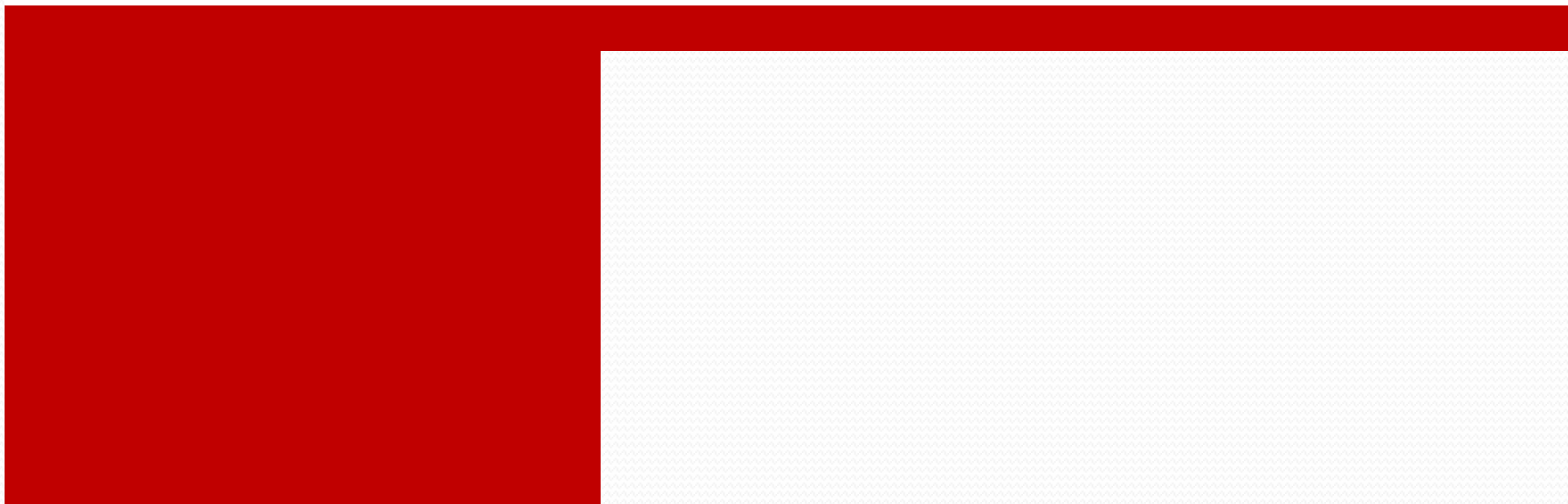


Exhibit 2.8.e shows the number of full- and part-time instructional faculty at VSU and at its 10 peer institutions for Fall 2007.

Arizona State University is the only institution in the peer group that ranked higher than VSU in the number of full-time faculty as a percentage of all faculty.

Information was retrieved from IPEDS Peer Analysis Tool database.



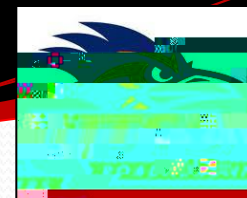


Exhibit 2.8.f shows the student-faculty ratio of VSU and its 10 peer institutions for Fall 2007. VSU is exactly at the midpoint of its peers for student-faculty ratio. As of Fall 2008, VSU's student-faculty ratio was 21:1. Data was retrieved from Peterson's database.

Exhibit 2.8.f: Student to Faculty Ratio, by Peer Institution, Fall 2008

College (Fall 2008)	Student:Faculty
VSU	21:01
Arizona State University	22:01
Bridgewater State College	20:01
Fitchburg State College	16:01
Framingham State College	16:01
Indiana University-South Bend	14:01
Salem State College	15:01
Southern Oregon University	22:01
University of Central Oklahoma	22:01
University of North Alabama	21:01
Western Connecticut State University	16:01

Source: Analysis of Peterson's by Strategic Research and Analysis, April 2009.

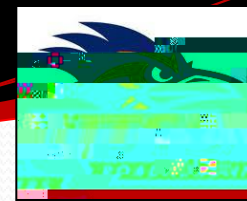


Exhibit 2.8.g shows that Instruction and Public Services receives the largest portion of the University's budget, thereby ensuring the largest amount of resources is devoted to supporting the institution's mission and academic programs.

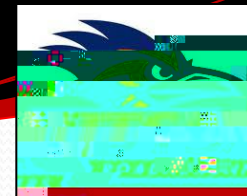
Instruction and Public Services received 54.5% of the overall Education and General budget, increasing slightly to 55.2% in fiscal year 2008.

Data was provided by VSU's Office of Financial Services.

Exhibit 2.8.g: Educational and General Budget Expenditures by Function, Fiscal Year 2006-Fiscal Year 2008

Function	FY 2006	FY 2007	FY 2008
Instruction and Public Services	\$41,032,989	\$43,523,025	\$44,965,646
Academic Support	\$7,120,011	\$7,608,398	\$9,838,407
Student Services	\$4,113,102	\$4,328,984	\$4,273,958
Institutional Support	\$15,598,514	\$16,755,284	\$14,620,183
Operation and Maintenance of Plant	\$7,337,513	\$7,850,100	\$7,657,515
Total	\$75,202,128	\$80,065,791	\$81,355,709

Source: VSU Strategic Research and Analysis, April 2009.



Key Phrase: "full-time faculty adequate to support the mission of the institution"

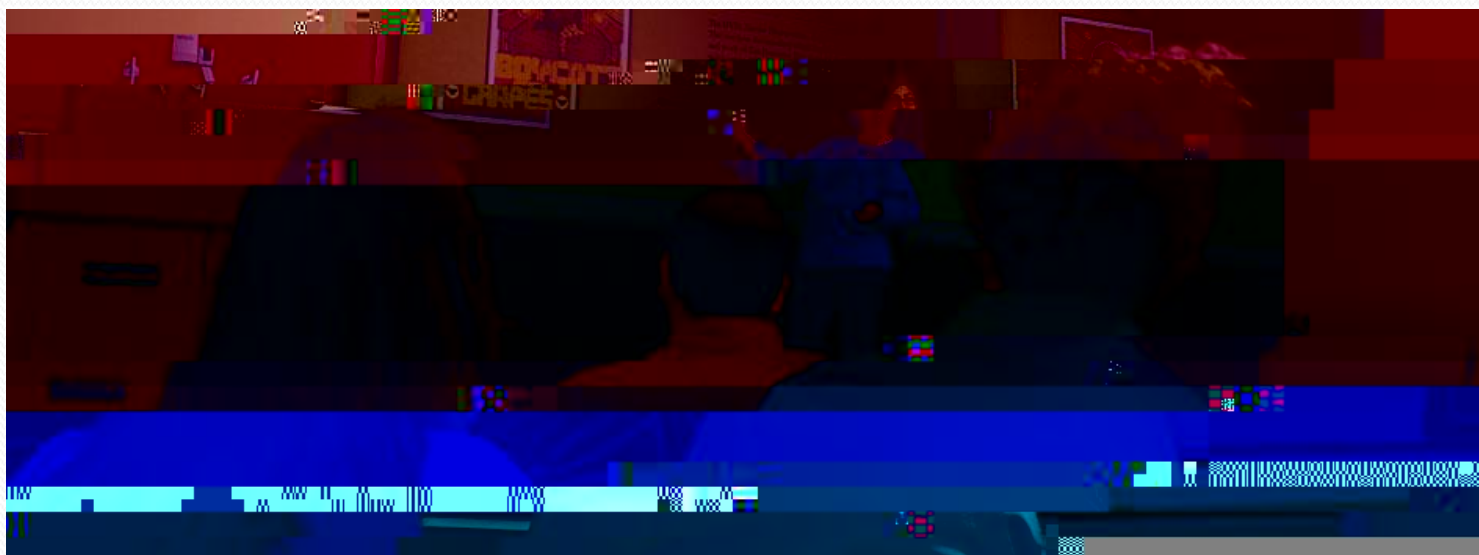
Key word: ADEQUATE (no operational definition)

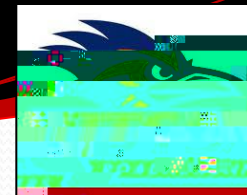
UTSA provided:

Description overall breakdown of FT to PT faculty (67%: 33%)

Trend information since prior reaffirmation: 2000 = 60/40; this shows improvement

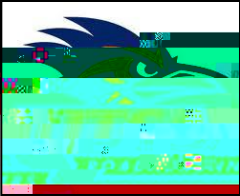
FT/PT/TA by college and department showing relationship of those faculty to courses taught



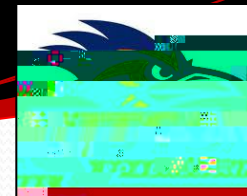


Full-Time and Part-Time Faculty by College and Department: Fall 2000 Compared to Fall 2008

		Fall 2000				Fall 2008			
		Part Time		Full Time		Part Time		Full Time	
College	Department	#	%	#	%	#	%	#	%
Architecture	Architecture	0	0.00%	0	n/a	17	33.33%	32	65.31%
	Architecture & Interior Design (2000*)	8	33.33%	16	66.67%	0	0.00%	0	n/a
	Total	8	33.33%	16	66.67%	17	33.33%	32	65.31%
Business	Accounting	0	0.00%	0	n/a	5	13.89%	18	78.26%
	Accounting & Information Systems (2000*)	13	33.33%	26	66.67%	0	0.00%	0	n/a
	College of Business	0	0.00%	0	n/a	0	0.00%	0	n/a
	Economics	0	0.00%	0	n/a	9	30.00%	16	64.00%
	Economics & Finance (2000*)	12	30.77%	27	69.23%	0	0.00%	0	n/a
	Finance	0	0.00%	0	n/a	6	17.65%	15	71.43%
	Information Systems & Technology								
	Management	0	0.00%	0	n/a	6	19.35%	17	73.91%
	Management	0	0.00%	0	n/a	18	34.62%	21	53.85%
	Management & Marketing (2000*)	15	28.85%	37	71.15%	0	0.00%	0	n/a
	Management Science & Statistics	0	0.00%	0	n/a	6	18.75%	16	72.73%
Marketing	0	0.00%	0	n/a	7	24.14%	14	66.67%	
Total		40	30.77%	90	69.23%	57	23.27%	117	67.24%

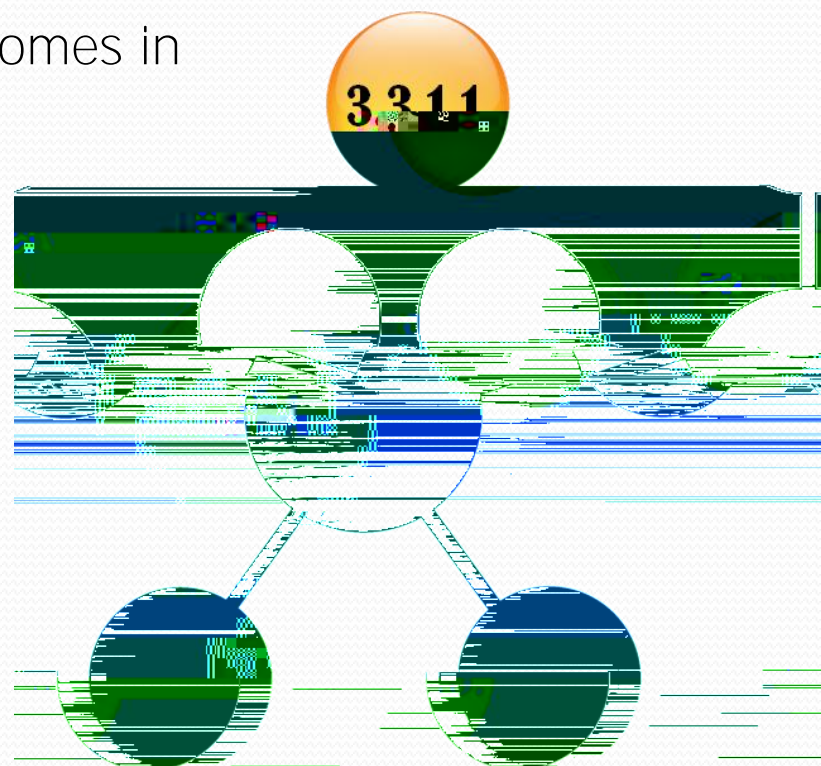


Codes for Changes in Instructional Programs

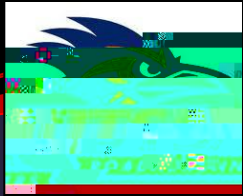


Provided matrix showing expected outcomes in each of the following areas.

- 3.3.1.1 - Educational Programs
- 3.3.1.2 - Administrative Support
- 3.3.1.3 - Educational Support
- 3.3.1.4 - Research within Educational Mission
- 3.3.1.5 - Community/Public Service within Educational Mission







Faculty

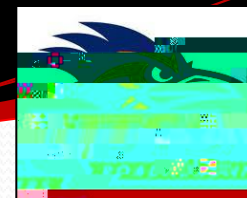
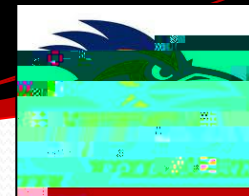


Exhibit 3.5.4.a shows the percentage of discipline course hours in each baccalaureate major taught by faculty with a terminal degree.

Information was retrieved from PeopleSoft and student registration system (BANNER).

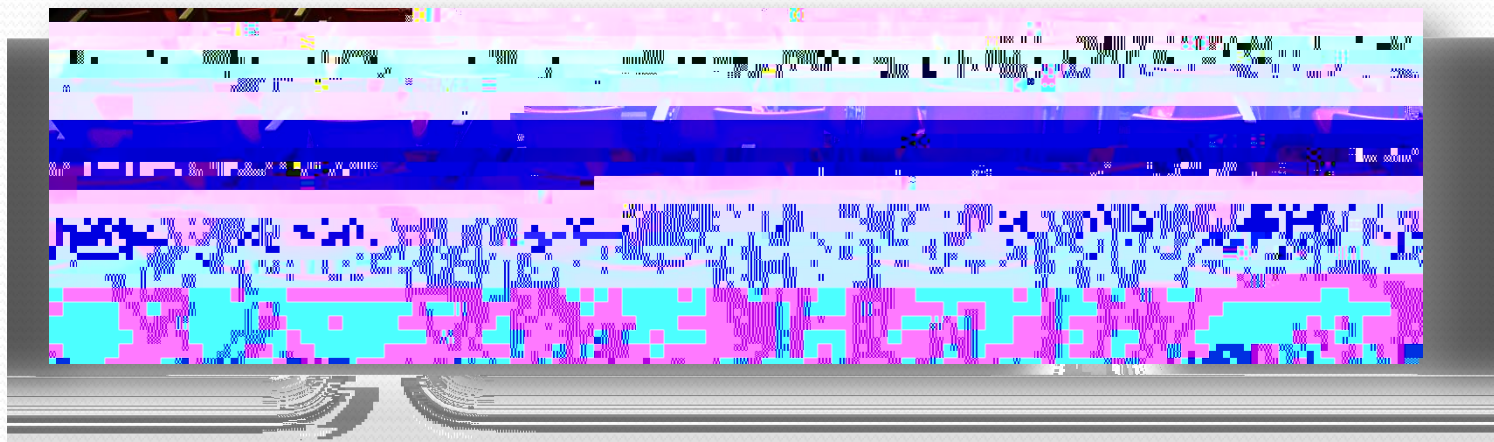
Semester	Credit Hours	Total Terminal degree x credit hour	Percent with Terminal Degree
Fall 2008	84	72	85.71%
Spring 2009	90	78	86.67%
Fall 2008	141	81	57.45%
Spring 2009	141	69	48.94%
Fall 2008	36	33	91.67%
Spring 2009	24	21	87.50%
Fall 2008	24	24	100.00%
Spring 2009	21	21	100.00%
Fall 2008	151	148	98.01%
Spring 2009	171	168	98.25%
Fall 2008	94	60	63.83%
Spring 2009	63	36	

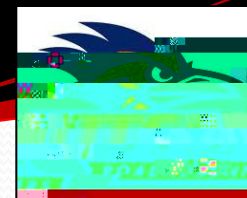


Over 25% of “discipline course hours” in each major at baccalaureate level taught by faculty with terminal degree “in discipline” or equivalent

What are “discipline course hours”?

What is meant by degrees “in discipline”?





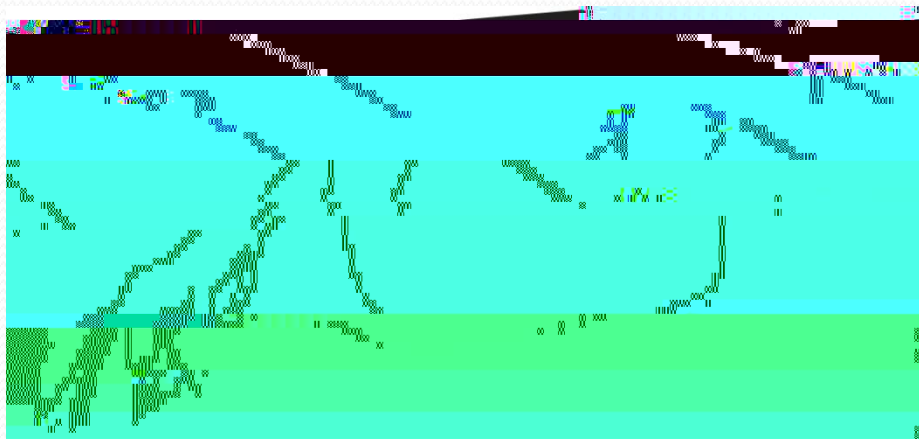
UTSA Defined As:

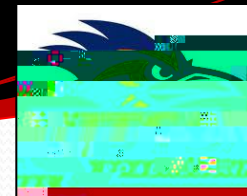
For “intra-disciplinary majors” (required courses are only in the same discipline as the major):

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





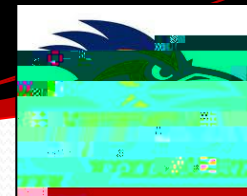
Assume 10 course sections are offered for a Psychology Major during a particular semester.

Of these, 7 sections are 3-credit courses, 3 sections are 4-credit courses. The total discipline course hours are thus equal to 33.

$$7 \times 3 = 21$$

$$3 \times 4 = 12$$

$$33$$

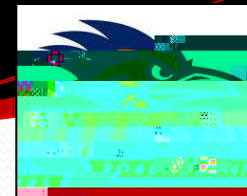


For each section, identify whether the faculty member teaching the section has a terminal degree in the discipline.

Calculate percentage of course credit hours taught by faculty with terminal degree in discipline.

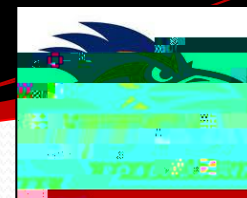
Thus, if 5 of the 7 3-hour courses were taught by terminally-degreed faculty and 2 of the 3 4-credit courses were taught by terminally-degreed faculty, the NUMBER of course credit hours taught by terminally-degreed faculty would be 23.





Credit hours taught

(« ̈́« °α¥ šœæ ©°; μ μ« ±^a ; ̈́°« Š^a «³ 3 αš° šœæ °μ̈́; £®; -³ ¥'''> ; œ±^a °; ̈́š⁻ ¥^a ·
°α; ̈́¥œ¥⁻ ¥ ;



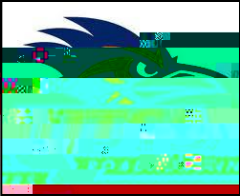
Data from faculty roster, university database provided information about degree level and discipline

“In the discipline” defined as one-to-one correspondence of degree discipline to discipline of major OR other degrees as determined by department chair.

Example: Ph.D. in Biology is clearly a terminal degree for Biology major course sections. But, other degrees also acceptable: Ph.D.s in Microbiology, Biochemistry, Physiology, Immunology, Zoology, etc.

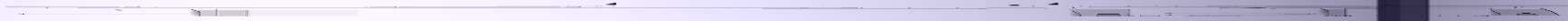
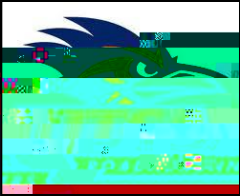






Disciple961.tl

College	Major	% Terminally Qualified
	Total	66.9%
	Total	55.6%
	Total	83.2%
Education and Human Development		
	Total	42.1%



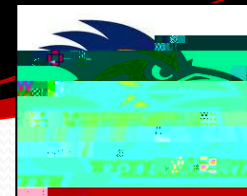


Exhibit 3.7.3.a shows VSU's travel expenditures for faculty and staff development. During the past four fiscal years, VSU has expended an average of \$1.0 million annually for employee travel, approximately 85% of which funded faculty travel. Information was retrieved from PeopleSoft, General Ledger.

	FY2006	FY2007	FY2008	FY2009
Total Travel Expended	\$ 970,140.00	\$1,001,815.00	\$1,081,238.00	\$ 987,080.00

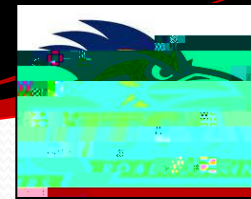
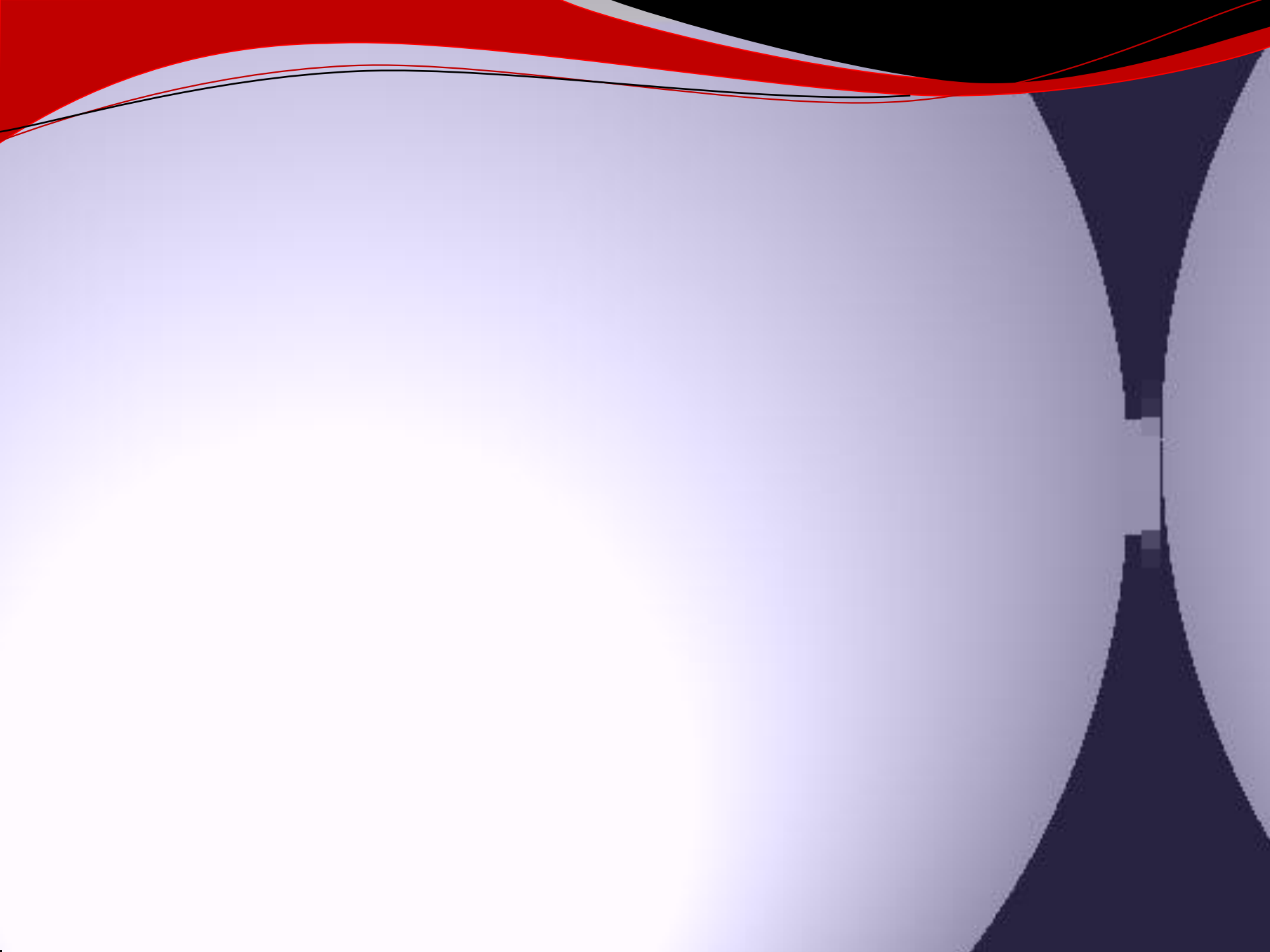


Exhibit 3.7.3.b shows the amounts distributed for faculty development during the past three years. Data was retrT o m w ! wa! >



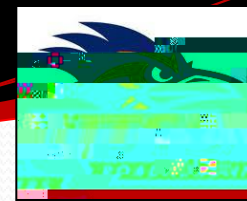
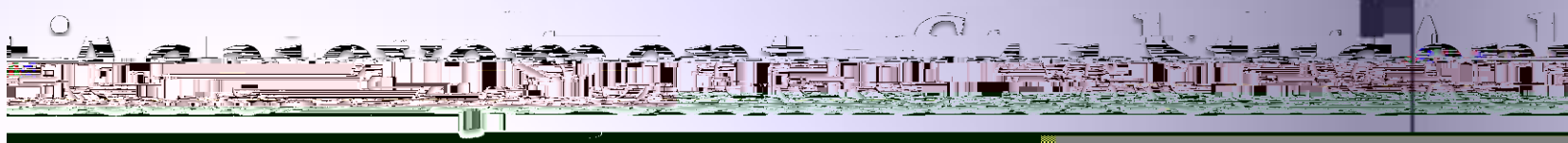
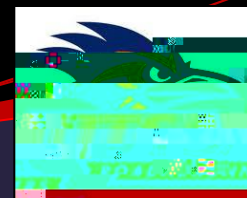


Exhibit 3.10.1.a shows VSU's past three fiscal years unrestricted fund balance from the annual audit of revenues and expenditures.
Data was provided by VSU's Office of Financial Services.

Exhibit 3.10.1a: Summary Schedule of Change in Unrestricted Fund Balance

Year Ended June 30	Operating Revenues	Operating Expenses	Non-Operating Revenues / (Expenses)	Net Assets Increase/ (Decrease)	Fund Balance
2006	\$63,241,403	\$110,721,584	\$819,060	\$1,778,895	\$112,754,549
2007	\$71,924,349	\$121,417,516	\$198,534	\$2,213,008	\$114,967,557
2008	\$80,086,547	\$131,539,697	\$1,928,870	\$3,582,696	\$118,550,253

Source: VSU Office of Financial Services, 2009.





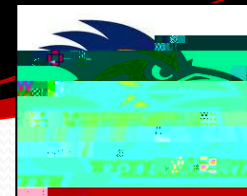


Exhibit 4.1.c shows that first-time pass rates for the essay portion of the Regents' test declined by 5% from the 2007 to 2008 school year.

Regents' Test pass rates of VSU students are comparable to those of students in the USG as a whole.

Information was provided by the system office.

Exhibit 4.1.c: Regents' Test Pass Rates for First-Time Examinees: Essay Portion

Academic Year	VSU	University System of Georgia
2002-2003	83%	84%
2003-2004	86%	86%
2004-2005	86%	85%
2005-2006	85%	86%
2006-2007	87%	n/a
2007-2008	82%	n/a

Source: VSU Office of Strategic Research and Analysis, Sept. 2008.

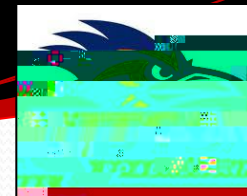


Exhibit 4.1.d shows the first-time pass rates for the reading portion of the Regents' test declined by 4% from the 2007 to 2008 school year.

Regents' Test pass rates of VSU students are comparable to those of students in the USG as a whole.

Information was provided by the system office.

Exhibit 4.1.d: Regents' Test Pass Rates for First-Time Examinees: Reading Portion

Academic Year	VSU	University System of Georgia
2002-2003	83%	84%
2003-2004	77%	76%
2004-2005	78%	76%
2005-2006	71%	74%
2006-2007	78%	n/a
2007-2008	73%	n/a

Source: VSU Strategic Research and Analysis, Sept. 2008.

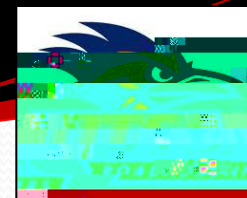


Exhibit 4.1.e shows for the past three years, graduates of VSU's Communication Sciences and Disorders program have had an average pass rate of 96% on their first PRAXIS II attempt (passing score = 600). Information was provided by VSU's College of Education Communication Disorders Program.

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/comd/masters.shtml>

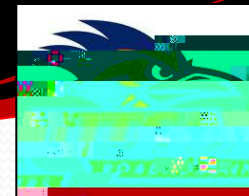


Exhibit 4.1.f shows the average pass rate for teacher education program completers on the Georgia Professional Standards Commission (GPSC) test for the past six years is

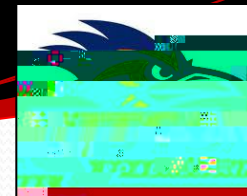
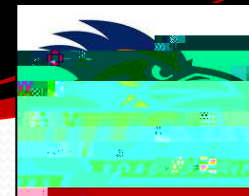


Exhibit 4.1.g shows the 4-year NCLEX-RN average pass rate for VSU College of Nursing students was 80.25% in 2007.

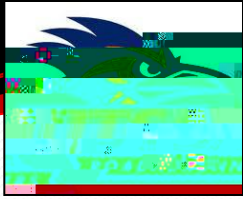
Data was retrieved from VSU College of Nursing *Comprehensive Review* report.

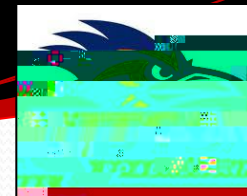
NCLEX-RN	2004	2005	2006	2007	4-year average
Total NCLEX-RN pass rate for program completers					



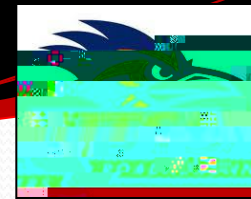
Institution "evaluates success" . . . "including, as appropriate, course completion, state licensing examinations, and job placement rates."







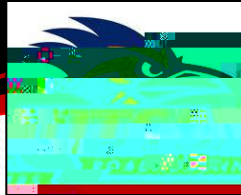
Teacher Production and Certification: Students taking and passing the certification exams for teacher education			
Fiscal Year	2005	2006	2007
Number Taking Exam	750	790	757
Race/Ethnicity			
White	335	337	311
African American	30	25	31
Hispanic	327	397	388
Other	58	31	27
Gender			
Male	152	127	141
Female	587	663	616
Total Taking Exam	750	790	757
Percent Passing Exam			
Race/Ethnicity			
White	97.90%	97.20%	98.80%
African American	88.00%	93.30%	93.80%
Hispanic	96.00%	92.20%	94.10%
Other	93.50%	91.90%	90.00%
Gender			
Male	95.60%	91.80%	94.00%
Female	96.50%	94.70%	96.30%
Total Passing Percent	96.30%	94.20%	95.80%



Fundamentals of Engineering (PE) Exam Results
(Licensure) Exam Results

UTSA "Destination Survey" Results

(Career/Job Placement from 2010-2014) (40% - 3(Placement) - 3(t) 7(f) 5(S 4855



Texas Higher Education Coordinating Board

2017-2018
 2017-2018
 2017-2018

Summary by Linkage

	Count	Percent of Cohort	Percent of Located
Working Only	7,190	53.03%	65.27%
Working Only - Undergraduate Completers	2,478	18.28%	22.49%
Working Only - Undergraduate Non-Completers	4,712	34.75%	42.78%
Completed	1,234	9.18%	11.18%
Completed - Undergraduate Completers	1,234	9.18%	11.18%
Completed - Undergraduate Non-Completers	0	0.00%	0.00%
Non-Completed	1,234	9.18%	11.18%
Non-Completed - Undergraduate Completers	1,234	9.18%	11.18%
Non-Completed - Undergraduate Non-Completers	0	0.00%	0.00%
Unlocated	1,234	9.18%	11.18%
Unlocated - Undergraduate Completers	1,234	9.18%	11.18%
Unlocated - Undergraduate Non-Completers	0	0.00%	0.00%

Summary

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