



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

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You might be attending this session if you are...

- a SACS liaison, academic affairs officer, Quality Enhancement Plan coordinator, assessment officer, accreditation officer, or
- Participating in, coordinating, or providing a supporting role in the SACS reaffirmation process, including development of the QEP.



# 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



# What are the Learning Objectives for this Session?

- To learn some data/information elements that can be used in SACS reaffirmation which are typically available in many IR offices, but perhaps not obvious.
- To obtain a review of the three requirement areas of the off-site report, including descriptions of how an IR office supports assertions of compliance, and examples of the reports, tables, and other data.



# Motivation for the Work and Presentation

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

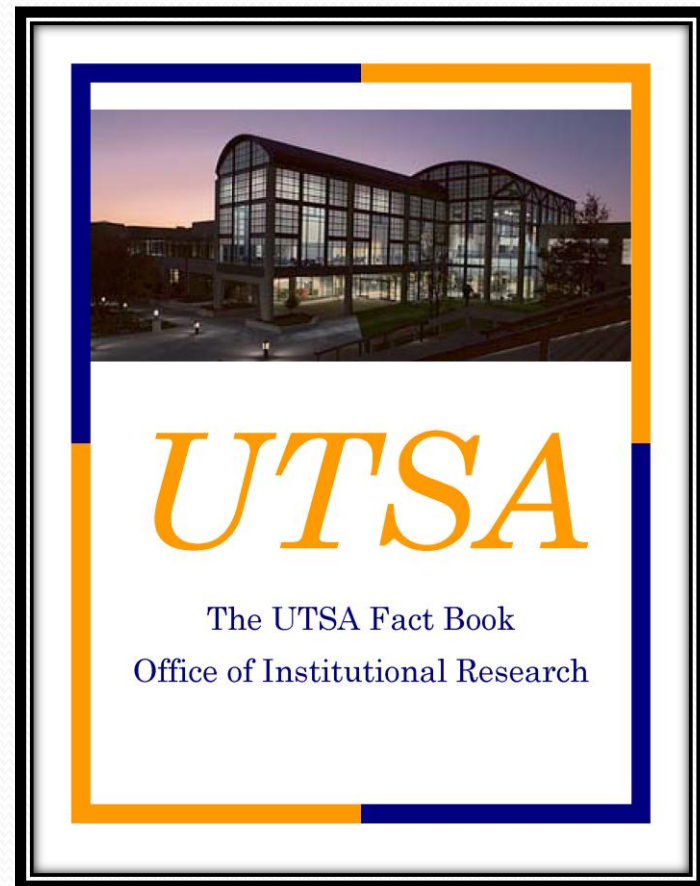




## 2.4: Institutional Mission

## 2.4: Institutional Mission

- UTSA:
  - Mission Statement published in Fact Book
  - Copy Fact Book page or provide link if Fact Book is electronic (PDF, HTML, etc.)





## 2.5: Institutional Effectiveness



# 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



# 2.5: Institutional Effectiveness

- 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



## 2.5: Institutional Effectiveness

- Integrated: How are planning efforts on campus related to one another?
  - How do operational planning results (at the unit/department level) “fuel” the strategic plan?
  - How are campus plans related to statewide or system-wide plans?
    - Data from state reporting and system reporting (accountability reports) provided or provide links to these data.
    - Budget documents showing allocation of funding to strategic initiatives/goals



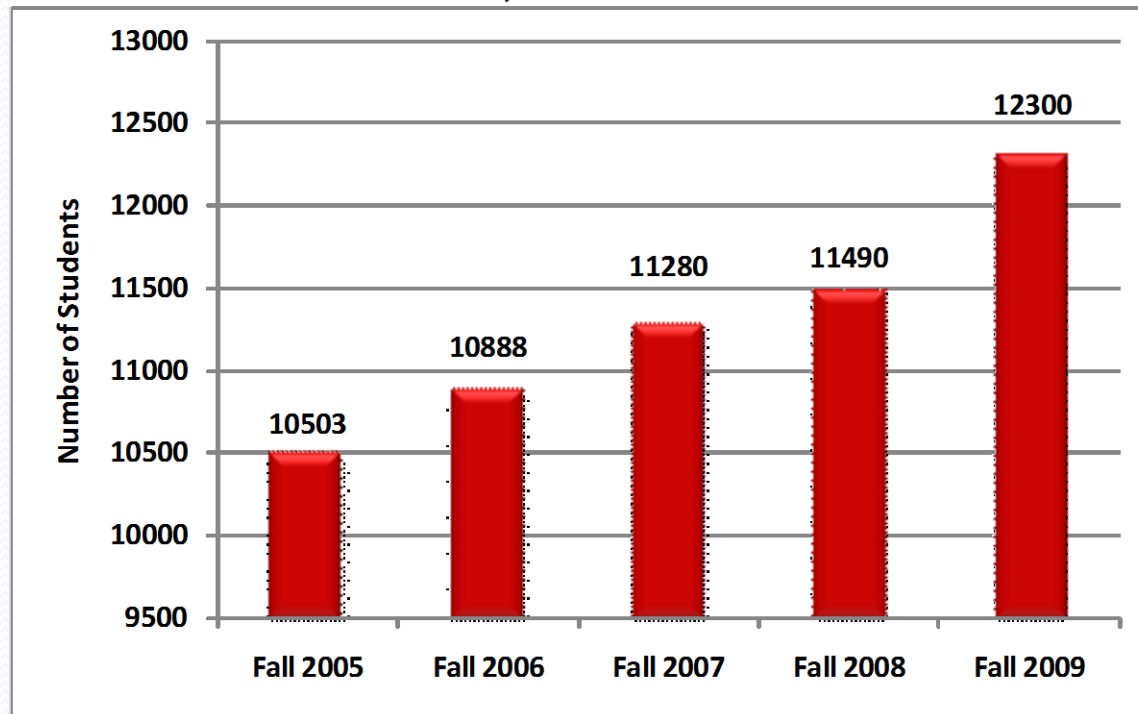


# 2.6: Continuous Operation

## 2.6: Continuous Operation

- Exhibit 2.6.a shows that VSU's enrollment has increased from 10,503 in Fall 2005 to an estimated 12,300 in Fall 2009.
- Data was retrieved from an enrollment portal.

Exhibit 2.6.a: Fall Enrollment, 2005-2009



Source: VSU Strategic Research and Analysis Portal, August 2009.

Note: Fall 2009 enrollment is an estimate.

# 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.

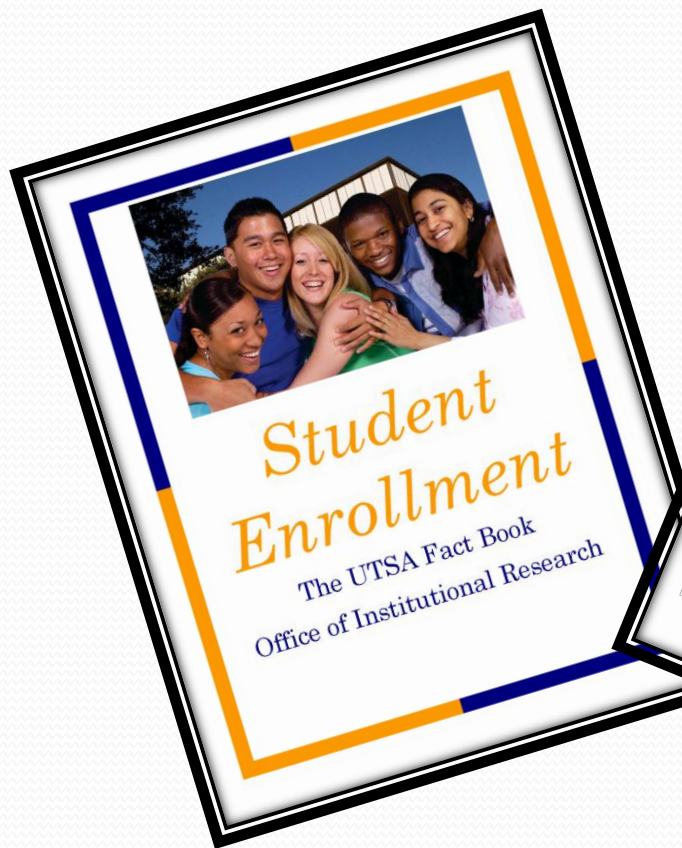
Exhibit 2.6.b: Majors by Department and Degree Type, Fall 2008

College	Department	Degree Code	Total
Arts and Sciences	Biology	BS	742
		MS	15
		Non-Degree	1
		Total	758
	Chemistry	BS	215
	College of Arts and Sciences	AACC	34
		BA	224
	English	MA	16
		Total	240
		General Studies	BGS
	History	BA	261
		MA	5
		Total	266
	Math and Computer Science	BA	64
		BS	166
		Total	230
	Modern and Classical Languages	BA	56
		Philosophy	BA
	Physics, Astronomy, and GeoSciences	BS	207
	Political Science	BA	244
		DPA	43
		MPA	97
		Non-Degree	1
Total		385	
Sociology, Anthropology, and Criminal Justice	BA	532	
	MS	58	
	Non-Degree	1	
	Total	591	
Undecided	Non-Declared	1199	
	Transient	38	
	Total	1237	
College Total			4380

# 2.6: Continuous Operation

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.



**Student Enrollment**  
 The student enrollment information comes from the Coordinating Board Enrollment Report (CHM00) and the students' major comes from the Banner System. The college information is for the current college semester, meaning that the organization of the College is based on the departments which were in each college in Fall 2009. For more information please contact the Office of Institutional Research at (210) 458-4700.

**Number of Students Enrolled by Classification**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Freshmen	5,764 24.0%	7,428 26.2%	7,567 25.5%	7,347 25.2%	7,114 24.8%
Sophomore	4,324 16.8%	4,567 15.2%	4,590 15.0%	4,525 15.0%	4,647 15.0%
Junior	5,049 19.5%	5,088 17.0%	5,080 16.8%	5,108 16.9%	4,947 16.5%
Senior	7,235 28.5%	7,315 24.8%	7,362 23.9%	5,108 16.9%	4,947 16.5%
Post-Bac	476 1.7%	340 1.2%	340 1.2%	2,888 9.7%	5,104 17.6%
Masters	3,042 11.3%	3,217 11.3%	330 1.2%	2,888 9.7%	5,104 17.6%
Doctoral	369 1.3%	424 1.5%	300 1.0%	280 1.0%	271 0.9%
Total	27,291 100.0%	28,370 100.0%	29,533 100.0%	28,413 100.0%	28,856 100.0%

**Semester Credit Hours of Students Enrolled by Classification**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Freshmen	87,244 29.0%	88,230 30.2%	86,726 30.4%	86,849 29.5%	83,838 28.5%
Sophomere	51,743 17.2%	55,280 17.5%	55,491 17.4%	55,958 17.2%	58,030 17.6%
Junior	59,022 19.6%	58,907 19.7%	55,491 17.4%	55,958 17.2%	58,030 17.6%
Senior	77,433 26.6%	79,897 25.3%	80,756 25.3%	80,221 26.3%	81,638 18.6%
Post-Bac	3,071 1.0%	2,139 2.7%	1,891 0.8%	1,792 0.5%	59,483 27.1%
Masters	19,258 6.4%	20,810 6.5%	19,694 6.2%	19,888 6.1%	20,904 6.3%
Doctoral	2,614 0.8%	3,172 1.0%	3,269 1.0%	3,412 1.1%	4,023 1.2%
Total	300,471 100.0%	315,025 100.0%	318,705 100.0%	323,785 100.0%	330,785 100.0%



# 2.8: Faculty



# 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.

**Exhibit 2.8.a: Number of Instructional Faculty by College and Employment Status, Fall 2006-Fall 2008**

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	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
<b>Total</b>	406	84	490	441	144	585	453	153	606

Source: VSU Strategic Research and Analysis, April 2009.

# 2.8: Faculty

- Exhibit 2.8.b shows the total student credit hours generated by instructional faculty and the credit hours generated per FTE from Fall 2006 to Fall 2008.
- The total number of student credit hours generated per faculty FTE in Fall 2008 increased slightly.
- Data was retrieved from an enrollment portal and PeopleSoft.

**Exhibit 2.8.b: Total Student Credit Hours Generated by Instructional Faculty, Fall 2006-Fall 2008**

Student Level	Student Credit Hours					
	Fall 2006 Total	Fall 2006 Per Faculty FTE	Fall 2007 Total	Fall 2007 Per Faculty FTE	Fall 2008 Total	Fall 2008 Per Faculty FTE
<b>Undergraduate</b>	122,955	284.15	127,879	291.31	127,289	300.57
<b>Graduate</b>	8,773	68.36	10,180	75.91	11,096	80.59
<b>Total</b>	<b>131,728</b>	<b>352.51</b>	<b>138,059</b>	<b>367.22</b>	<b>138,385</b>	<b>381.16</b>

Source: VSU Strategic Research and Analysis, April 2009.

# 2.8: Faculty

- 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
<b>Total</b>	<b>406</b>	<b>441</b>	<b>453</b>

Source: VSU Strategic Research and Analysis, April 2009.

# 2.8: Faculty

- 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
<b>Arts</b>			
Art	16	15	93.8%
Communication Arts	30	24	80.0%
Music	22	15	68.2%
<b>Arts and Sciences</b>			
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.

# 2.8: Faculty

- 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.e: Full-time and Part-time Faculty as a Percentage of All Faculty, by Peer Institution, Fall 2007**

College (Fall 2007)	Full-Time		Part-Time		Total
<b>VSU</b>	441	75.38%	144	24.62%	585
<b>Arizona State University</b>	262	89.12%	32	10.88%	294
<b>Bridgewater State College</b>	299	50.94%	288	49.06%	587
<b>Fitchburg State College</b>	176	66.17%	90	33.83%	266
<b>Framingham State College</b>	167	66.01%	86	33.99%	253
<b>Indiana University-South Bend</b>	259	48.59%	274	51.41%	533
<b>Salem State College</b>	321	43.55%	416	56.45%	737
<b>Southern Oregon University</b>	198	70.21%	84	29.79%	282
<b>University of Central Oklahoma</b>	429	51.87%	398	48.13%	827
<b>University of North Alabama</b>	231	63.29%	134	36.71%	365
<b>Western Connecticut State University</b>	212	40.15%	316	59.85%	528

Source: Analysis of IPEDS Peer Analysis Tool, Fall 2007 by VSU Strategic Research and Analysis, April 2009.

# 2.8: Faculty

- 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**

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

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

# 2.8: Faculty

- 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
<b>Total</b>	<b>\$75,202,128</b>	<b>\$80,065,791</b>	<b>\$81,355,709</b>

Source: VSU Strategic Research and Analysis, April 2009.

# 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







# 2.8: Faculty

**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
	<b>Total</b>	<b>8</b>	<b>33.33%</b>	<b>16</b>	<b>66.67%</b>	<b>17</b>	<b>33.33%</b>	<b>32</b>	<b>65.31%</b>
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%
<b>Total</b>		<b>40</b>	<b>30.77%</b>	<b>90</b>	<b>69.23%</b>	<b>57</b>	<b>23.27%</b>	<b>117</b>	<b>67.24%</b>



# 3.3.1 Institutional Effectiveness



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

**Codes for Changes in Instructional Programs**

- |                      |                      |                    |
|----------------------|----------------------|--------------------|
| 1. Curricular Change | 4. Process Revision  | 7. Dvlpmt/Training |
| 2. Course Revision   | 5. Assmt Methodology |                    |
| 3. Pedagogy          | 6. Assmt Criteria    |                    |

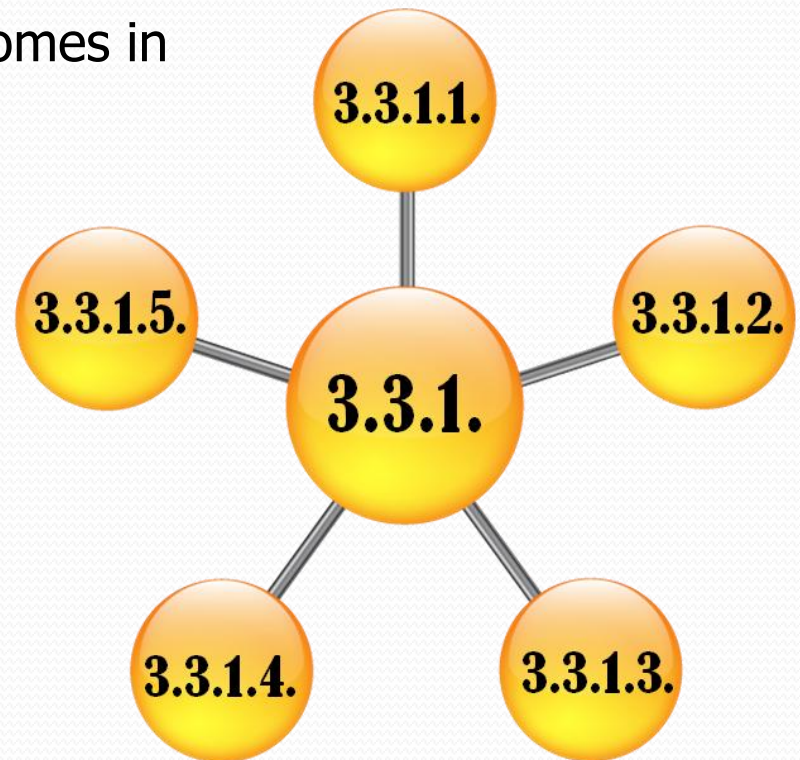
**Codes for Changes in Non-Instructional Programs**

- |                    |                    |                          |          |
|--------------------|--------------------|--------------------------|----------|
| A. Revised Service | D. New Process     | G. Assmt Criteria        | J. Other |
| B. Revised Process | E. Dvlpmt/Training | H. Consultant/Contractor |          |
| C. New Policy      | F. Assmt Method    | I. Instruction Change    |          |

# 3.3.1: Institutional Effectiveness

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





# 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 biochemistry, cellular biology, developmental biology, ecology, genetics, microbiology, neurobiology, physiology, and plant sciences. The multidisciplinary nature of the program also allows students the opportunity to broaden their educational background at the graduate level.

Student Learning Outcomes	Assessment Methods & Criteria / Tasks	Results	Action & Follow-Up
Prog - BIOL/Biology (MS) - Convey Understanding - Students should be able to convey a detailed understanding of core areas of biology. <b>Outcome Types:</b> Learning - Skills <b>Start Date:</b> 09/01/2007 <b>Outcome Status:</b> Active	<b>Assessment Method:</b> Comprehensive Exam <b>Assessment Method Category:</b> Local/Comprehensive exam <b>Criterion:</b> 50% of student evaluations are above "average" (>3.0)	08/15/2009 - 100% of students met or exceeded expectations <b>Result Type:</b> Criterion Met <b>Result Status:</b> No Action Plan Needed	02/04/2010 - Even though the criterion was met, the learning outcomes were performance altered slightly and expectations raised. New expectations were that 50% of students would meet or exceed average (>3.0). Although we exceeded expectations students were still lacking in oral presentation. Continued requirement of colloquium is expected to improve performance as this requirement has only been in place for one year. A significant number of new courses were added to the graduate catalog that encourage students to learn about new areas within science. Students lacked ability to present oral arguments. We implemented a requirement for students to take 3 hours of colloquium, involving oral presentations of current science literature. Another measure of success for our program is the number of students that use organized coursework as a basis for doing research. We will therefore measure the number of students engaged in Directed Research/Independent Study and the number of students who enroll and complete a Masters Thesis.



# 3.5.1 College-Level Competencies

# 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	Results			Evaluation of Student Learning Outcome
						Exceeds Expectations	Meets Expectations	Below Expectations	
2	Students will demonstrate cross-cultural perspectives and knowledge of other societies.	Spanish 1002: Beginning Spanish Language and Introduction	Three In-class Writing Assignments	3	142	Composition 1: 55.6%	Composition 1: 38.7%	Composition 1: 5.6%	Administered in multiple sections of two courses, with four embedded assessments, resulted 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



# 3.5.4: Terminal Degrees of 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).

**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	69	48.94%
<b>Anthropology</b>			
Fall 2008	36	33	91.67%
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, Deaf Education</b>			
Fall 2008	94	60	63.83%
Spring 2009	63	36	57.14%
<b>Astronomy</b>			
Fall 2008	24	24	100.00%
Spring 2009	15	15	100.00%

Source: VSU Strategic Research and Analysis, April 2009.

## 3.5.4: Terminal Degrees of Faculty

- 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”?



# 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.**

$$7 \times 3 = 21$$

$$3 \times 4 = 12$$

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**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.**

$$5 \times 3 = 15$$

$$2 \times 4 = 8$$

---

**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.”

# Terminal Degrees in Discipline

- 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.





# 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	76.7%
	Construction Science and Management	55.2%
	Interior Design	58.1%
	<b>Total</b>	<b>66.9%</b>
Business	Accounting	53.1%
	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>83.2%</b>
Education and Human Development	Health	44.4%
	Infancy and Childhood Studies	45.5%
	Interdisciplinary Studies	43.0%
	Kinesiology	33.6%
	Mexican-American Studies	71.4%
	<b>Total</b>	<b>42.1%</b>



# 3.7.3 Faculty Development



## 3.7.3: Faculty Development

- 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.

### 3.7.3.a: VSU Travel Expenditures, FY 2006-2009

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

Source: PeopleSoft Financials, General Ledger, 2006-2009

# 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.

**Exhibit 3.7.3.b: Number and Amount of VSU Grants Distributed, 2006-2007 through 2008-2009**

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>	281	\$146,049.01	343	\$228,660.81	204	\$142,002.48

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



## 3.7.3: Faculty Development

- Exhibit 3.7.3.c shows the number of training sessions offered and the number of attendees each year.
- Information was provided by a database within the Office of Employee and Organizational Development.

**Exhibit 3.7.3.c: Number of Training Sessions and Attendees, FY 2006-2009**

	<b>FY2006</b>	<b>FY2007</b>	<b>FY2008</b>	<b>FY2009</b>
<b>Number of Sessions</b>	51	59	113	96
<b>Total Number of Attendees</b>	1219	1927	3883	3501

Source: Office of Employee and Organizational Development, July 2009.



# 3.10.1 Financial Stability

# 3.10.1: Financial Stability

- 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**

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

Source: VSU Office of Financial Services, 2009.



# 4.1 Student Achievement



# 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.b shows VSU retention rates for the past five fall cohorts and compares the percentage to the overall USG system-wide retention rate.
- The VSU first-year retention rate has declined from 75.7% for the Fall 2003 cohort to 71.2% for the Fall 2007 cohort. Original data was retrieved from system office reports.

**Exhibit 4.1.b: VSU One-Year Retention Rates, 2003-2007**

<b>Years</b>	<b>Number of Entering Freshmen at VSU</b>	<b>Number of Returning Students at VSU</b>	<b>VSU Retention Rates</b>	<b>USG System-wide Retention Rates</b>
Fall 2003 Cohort	1,756	1,329	75.70%	84.20%
Fall 2004 Cohort	1,690	1,288	76.20%	84.40%
Fall 2005 Cohort	1,775	1,307	73.60%	82.60%
Fall 2006 Cohort	2,015	1,441	71.50%	83.60%
Fall 2007 Cohort	2,029	1,445	71.20%	82.60%

Source: VSU 2008-09 Factbook, p. 29



# 4.1: Student Achievement

- 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.

# 4.1: Student Achievement

- 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.



# 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**

<b>PRAXIS II</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>3-year average</b>
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>

# 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 is 95%.
- Data was retrieved by VSU College of Education.

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

<b>Professional Standards Commission Content Exam</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
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

- 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.

**Exhibit 4.1.g: VSU Annual NCLEX Pass Rates**

NCLEX-RN	2004	2005	2006	2007	4-year average
Total NCLEX-RN pass rate for program completers	68%	91%	86%	76%	80.25%

Source: VSU College of Nursing *Comprehensive Review*, 2008, p. 18, available at <http://www.valdosta.edu/nursing/documents/CPR2007.pdf>

# 4.1: Student Achievement

- Exhibit 4.1.h shows that 82.7% of 2007 VSU graduates responding to the VSU Alumni Survey were employed during their first year after graduation.
- Information was gathered from VSU Alumni Survey and reported in "Alumni Perceptions of their Experiences at VSU."

**Exhibit 4.1.h: VSU Alumni Survey: Since graduating from VSU, employment has been in the following category**

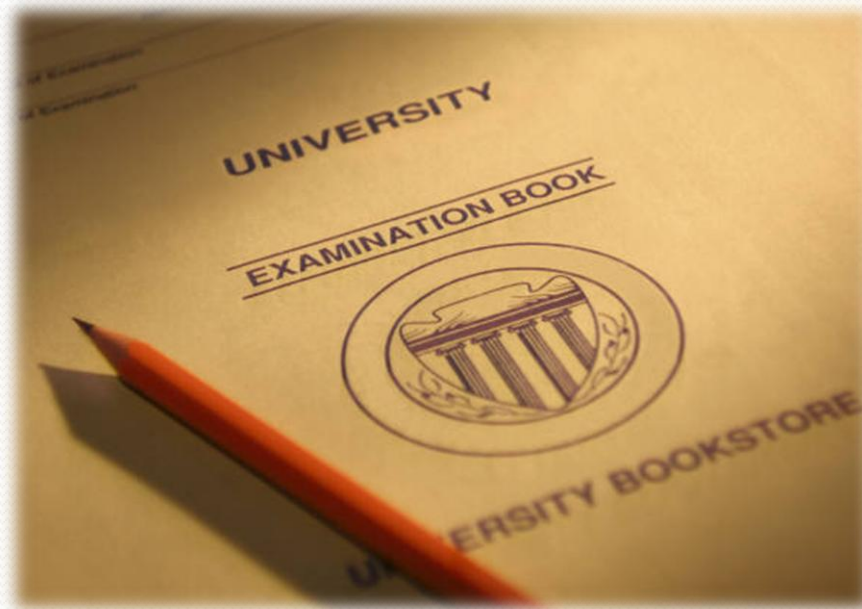
Status	1 year out (2005 academic year graduates)	1 year out (2007 academic year graduates)	5 years out (2001 academic year graduates)	5 years out (2003 academic year graduates)
Employed full-time	73.8%	60.5%	89.0%	58.3%
Employed part-time	9.7%	22.2%	7.7%	30.0%
Unemployed, seeking work	6.8%	11.1%	3.3%	6.7%
Unemployed, not seeking work	5.8%	6.2%	0.0%	5.0%
Never employed	3.9%	n/a	0.0%	n/a

Source: Alumni Perceptions of their Experiences at Valdosta State University: Graduates of 2001 and 2005, p. 10 (July 2006); and Alumni Perceptions of their Experiences at Valdosta State University: Graduates of 2003 and 2007, p. 8, (May 2009).



# 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%					



# Texas Legislative Budget Board Reports

Actual Performance for Outcome Measures  
 80th Regular Session, Performance Reporting  
 Automated Budget and Evaluation System of Texas (ABEST)

DATE: 4/8/2009  
 TIME: 3:48:36PM  
 PAGE: 2 OF 3

Agency code: 743

Agency name: UT SAN ANTONIO

Type/Objective/Measure	2008 Target	2008 YTD	Percent of Annual Target
15 PERSISTENCE- OTHER FRESHMEN	45.35 %	59.10 %	
16 % SEMESTER CREDIT HRS COMPLETED	96.82 %	91.97 %	
K 17 CERT RATE TEACHER ED GRADS	96.82 %	89.10 %	92.03 % *
<u>Explanation of Variance:</u> This is believed to be a temporary dip from the normal certification rate of 95%+. Will continue to monitor as part of our enrollment management			
18 PERSISTENCE-UNDERPREPARED STUDENTS	66.57 %	70.14 %	
K 19 % 1ST GEN COLLEGE GRADS	60.50 %	49.72 %	82.18 % *
<u>Explanation of Variance:</u> Although there is a slight decrease from previous years, a lower target for this measure is expected in the future.			
20 % TRANSFERS GRAD 4 YRS	42.20 %	66.86 %	
21 %TRANSFERS GRAD 2 YRS	30.03 %	25.50 %	
K 22 % COURSES TAUGHT - TENURE	44.46 %	26.40 %	59.38 % *
<u>Explanation of Variance:</u> UTSA continues to move to increase hiring of tenure track faculty members, but these efforts have not increased at a rate needed to keep up with enrollment.			
K 24 PASS RATE OF ENGR'G GRADS	84.58 %	63.10 %	74.60 % *
<u>Explanation of Variance:</u> Rates continue to fluctuate. We are continuing to focus on our students' preparedness in this area.			
K 28 VALUE OF EXTERNAL/SPONSORED FUNDS	29.50	27.10	91.86 % *
<u>Explanation of Variance:</u> The goals reflect a 10% annual increase in research expenditures. The rate of growth will increase as additional research capacity is developed.			
30 EXTERNAL RSCH \$ AS % APPROP	32.90 %	787.71 %	
46 VALUE LOST/STOLEN PROPERTY	16,937.00	10,116.00	
47 % INVENTORY LOST/STOLEN	0.04 %	0.02 %	

\* Varies by 5% or more from target.



# THECB Teacher Certification Report

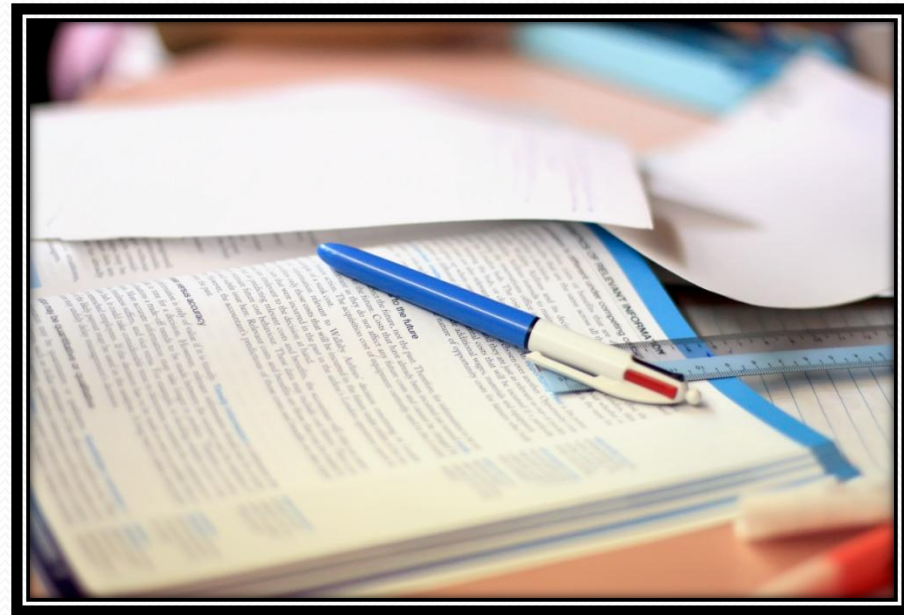
Teacher Production and Certification: Students taking and passing the certification exams for teacher education			
Fiscal Year	2005	2006	2007
Number Taking Exam	750	790	757
<b>Race/Ethnicity</b>			
White	335	337	311
African American	30	25	31
Hispanic	327	397	388
Other	58	31	27
<b>Gender</b>			
Male	152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

Note: The data for teacher production and certification was provided by SBEC. In some cases, the sum of the categories does not add up to the total. Numbers less than 10 in a category are suppressed.

UTSA has a 27% increase in students taking teacher education certification tests since 2004, with a 38% increase in African-American and Hispanic test takers. Our pass rate has remained high and stable over these years.

# 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)





Texas Higher Education Coordinating Board  
Automated Student and Adult Learner Follow-Up System  
2006-2007 Exit Cohort Reports

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Summary by Linkage			
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 - Graduate Completers	725	5.35%	6.58%
Working Only - Leavers	3,987	29.41%	36.19%
Working and Enrolled	2,419	17.84%	21.96%
Working and Enrolled - Undergraduate Completers	307	2.26%	2.79%
Working and Enrolled - Graduate Completers	49	0.36%	0.44%
Working and Enrolled - Leavers	2,063	15.22%	18.73%
All Working	9,609	70.87%	87.23%
All Working - Undergraduate Completers	2,785	20.54%	25.28%
All Working - Graduate Completers	774	5.71%	7.03%
All Working - Leavers	6,050	44.62%	54.92%
Enrolled Only	1,407	10.38%	12.77%
Enrolled Only - Undergraduate Completers	123	0.91%	1.12%
Enrolled Only - Graduate Completers	16	0.12%	0.15%
Enrolled Only - Leavers	1,268	9.35%	11.51%
All Enrolled	3,826	28.22%	34.73%
All Enrolled - Undergraduate Completers	430	3.17%	3.90%
All Enrolled - Graduate Completers	65	0.48%	0.59%
All Enrolled - Leavers	3,331	24.57%	30.24%
Located	11,016	81.25%	100.00%
Located - Undergraduate Completers	2,908	21.45%	26.40%
Located - Graduate Completers	790	5.83%	7.17%
Located - Leavers	7,318	53.98%	66.43%
Not Located	2,542	18.75%	
Not Located - Undergraduate Completers	610	4.50%	
Not Located - Graduate Completers	160	1.18%	
Not Located - Leavers	1,772	13.07%	
Total Completers (a)	4,468	32.95%	
Total Undergraduate Completers	3,518	25.95%	
Total Graduate Completers	950	7.01%	
Total Leavers (b)	9,090	67.05%	
Total (a+b)	13,558	100.00%	



Texas Higher Education Coordinating Board  
 Automated Student and Adult Learner Follow-Up System  
 2006-2007 Exit Cohort Reports

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Summary by Cohort Type, Level of Award

Cohort Type	Cohort Group Subtotal	Working Only				Working and Enrolled				All Working				Enrolled Only		All Enrolled	
		Count	Percent	Mean Quarterly Earnings	Median Quarterly Earnings	Count	Percent	Mean Quarterly Earnings	Median Quarterly Earnings	Count	Percent	Mean Quarterly Earnings	Median Quarterly Earnings	Count	Percent	Count	Percent
Undergraduate Completers	3,518	2,478	70.44	8,181	8,049	307	8.73	6,052	5,433	2,785	79.16	7,954	7,806	123	3.50	430	12.22
Graduate Completers	950	725	76.32	12,764	12,209	49	5.16	9,485	10,260	774	81.47	12,568	12,137	16	1.68	65	6.84
Leavers	9,090	3,987	43.86	7,446	6,256	2,063	22.70	4,023	2,915	6,050	66.56	6,340	4,811	1,268	13.95	3,331	36.64
Total	13,558	7,190	53.03	8,254	7,630	2,419	17.84	4,414	3,192	9,609	70.87	7,346	6,418	1,407	10.38	3,826	28.22
<b>Level of Award</b>																	
Leaver	9,090	3,987	43.86	7,446	6,256	2,063	22.70	4,023	2,915	6,050	66.56	6,340	4,811	1,268	13.95	3,331	36.64
Bachelor (BA/BS)	3,518	2,478	70.44	8,181	8,049	307	8.73	6,052	5,433	2,785	79.16	7,954	7,806	123	3.50	430	12.22
Master	902	692	76.72	12,648	12,172	49	5.43	9,485	10,260	741	82.15	12,450	12,084	16	1.77	65	7.21
Doctoral	48	33	68.75	15,181	15,825	0	0.00	0	0	33	68.75	15,181	15,825	0	0.00	0	0.00
Total	13,558	7,190	53.03	8,041	7,387	2,419	17.84	3,949	2,776	9,609	70.87	7,011	6,004	1,407	10.38	3,826	28.22



Texas Higher Education Coordinating Board  
Automated Student and Adult Learner Follow-Up System  
2006-2007 Exit Cohort Reports

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Top 10 Industries for Employment - All Exiters

Working Only	4-Digit NAICS	Industry Sector	Count	Percent of Group	Percent of Cohort
	1 6111	Elementary and Secondary Schools	506	7.09%	3.73%
	2 5613	Employment Services	385	5.39%	2.84%
	3 7222	Limited-Service Eating Places	286	4.01%	2.11%
	4 7221	Full-Service Restaurants	226	3.16%	1.67%
	5 6221	General Medical and Surgical Hospitals	191	2.67%	1.41%
	6 9211	Executive, Legislative, and Other General Government Support	189	2.65%	1.39%
	7 4451	Grocery Stores	152	2.13%	1.12%
	8 4529	Other General Merchandise Stores	136	1.90%	1.00%
	9 6113	Colleges, Universities, and Professional Schools	129	1.81%	0.95%
	10 5221	Depository Credit Intermediation	118	1.65%	0.87%
<b>Working and Enrolled</b>					
	1 7222	Limited-Service Eating Places	162	6.74%	1.19%
	2 5613	Employment Services	140	5.82%	1.03%
	3 7221	Full-Service Restaurants	125	5.20%	0.92%
	4 6111	Elementary and Secondary Schools	109	4.53%	0.80%
	5 4451	Grocery Stores	70	2.91%	0.52%
	6 4529	Other General Merchandise Stores	53	2.20%	0.39%
	7 6221	General Medical and Surgical Hospitals	53	2.20%	0.39%
	8 6113	Colleges, Universities, and Professional Schools	47	1.96%	0.35%
	9 9211	Executive, Legislative, and Other General Government Support	47	1.96%	0.35%
	10 6216	Home Health Care Services	46	1.91%	0.34%
<b>All Working</b>					
	1 6111	Elementary and Secondary Schools	615	6.44%	4.54%
	2 5613	Employment Services	525	5.50%	3.87%
	3 7222	Limited-Service Eating Places	448	4.69%	3.30%
	4 7221	Full-Service Restaurants	351	3.68%	2.59%
	5 6221	General Medical and Surgical Hospitals	244	2.56%	1.80%
	6 9211	Executive, Legislative, and Other General Government Support	236	2.47%	1.74%
	7 4451	Grocery Stores	222	2.33%	1.64%
	8 4529	Other General Merchandise Stores	189	1.98%	1.39%
	9 6113	Colleges, Universities, and Professional Schools	176	1.84%	1.30%
	10 5221	Depository Credit Intermediation	156	1.63%	1.15%





*Thank You*

Questions and Comments



This PowerPoint presentation can be downloaded at  
<http://www.valdosta.edu/sra/presentations.shtml>



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

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