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

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

2.6: 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.

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 2005, 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.

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 2009 Compared to Fall 2008

<table>
<thead>
<tr>
<th>College/Department</th>
<th>Full-Time Fall 2009</th>
<th>Full-Time Fall 2008</th>
<th>Part-Time Fall 2009</th>
<th>Part-Time Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>35</td>
<td>35</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Business</td>
<td>25</td>
<td>25</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Engineering</td>
<td>50</td>
<td>50</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Science</td>
<td>18</td>
<td>18</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>124</td>
<td>58</td>
<td>58</td>
</tr>
</tbody>
</table>

3.3.1: Institutional Effectiveness

- Exhibit 3.1.1: Evaluation Matrix of Institutional Effectiveness Report/Plan

3.5.1: College-Level Competencies

- Exhibit 3.5.1: General Education Embedded Assessment - Outcome, Course, Embedded Assessment Type, Results, and Conclusions for Spring 2009, Fall 2009, and Spring 2010

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).

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.

\[
7 \times 3 = 21 \\
3 \times 4 = 12 \\
33 \text{ Total number of credit hours taught}
\]

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

\[
5 \times 3 = 15 \\
2 \times 4 = 8 \\
23 \text{ Credit hours taught by terminally-degreed faculty}
\]

Example of Counting Discipline Course Hours

22/33 x 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)
    - M.S. Architecture
    - M.S. Architecture and Planning
    - Ph.D. Architecture
    - Master of Architecture
  - Bachelor of Science Degree in Construction Science and Management (CSM: Interdisciplinary)
    - M.S. History of Art and Architecture
    - M.S. History of Art and Architecture
    - M.S. Architecture and Planning
    - Master of Architecture and Urban Design
    - Master of Science in Architectural Studies, History, and Theory
    - Master of Architecture
  - Bachelor of Science Degree in Interior Design (IDE: Interdisciplinary)
    - B.S. Architectural History
    - M.S. Architecture
    - M.S. History of Art and Architecture
    - Master of Architecture
    - Master of Architecture in Architecture Design

3.7.3: Faculty Development

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

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Number</th>
<th>Amount</th>
<th>Number</th>
<th>Amount</th>
<th>Number</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Research</td>
<td>31</td>
<td>$46,540.00</td>
<td>23</td>
<td>$73,322.00</td>
<td>17</td>
<td>$34,818.00</td>
</tr>
<tr>
<td>Faculty Internationalation</td>
<td>24</td>
<td>$12,403.00</td>
<td>39</td>
<td>$25,243.81</td>
<td>19</td>
<td>$12,349.44</td>
</tr>
<tr>
<td>Graduate Faculty Professional Development</td>
<td>20</td>
<td>$4,946.00</td>
<td>18</td>
<td>$5,645.00</td>
<td>19</td>
<td>$5,000.00</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>281</strong></td>
<td><strong>$194,064.00</strong></td>
<td><strong>263</strong></td>
<td><strong>$209,022.81</strong></td>
<td><strong>204</strong></td>
<td><strong>$171,570.44</strong></td>
</tr>
</tbody>
</table>

4.1: Student Achievement

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

<table>
<thead>
<tr>
<th>Cohort</th>
<th># in Cohort</th>
<th>First Time Full-Time Freshmen</th>
<th>4-Year Graduation Rates</th>
<th>5-Year System-wide Graduation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>1,424</td>
<td>18.3%</td>
<td>41.5%</td>
<td>51.0%</td>
</tr>
<tr>
<td>2000</td>
<td>1,396</td>
<td>18.3%</td>
<td>49.7%</td>
<td>57.6%</td>
</tr>
<tr>
<td>2001</td>
<td>1,426</td>
<td>19.0%</td>
<td>49.7%</td>
<td>61.0%</td>
</tr>
<tr>
<td>2002</td>
<td>1,467</td>
<td>19.8%</td>
<td>49.7%</td>
<td>65.0%</td>
</tr>
</tbody>
</table>

Source: VSU 2008-09 Factbook, p. 30

### Exhibit 4.1b: GPSC Content Test Pass Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>First Time Freshmen</th>
<th>3-Year Graduation Rates</th>
<th>5-Year System-wide Graduation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>785</td>
<td>18.00%</td>
<td>19.20% 42.20% 52.10%</td>
</tr>
<tr>
<td>2001</td>
<td>1,168</td>
<td>18.20%</td>
<td>20.20% 41.00% 51.10%</td>
</tr>
<tr>
<td>2002</td>
<td>1,572</td>
<td>12.40%</td>
<td>14.70% 38.60% 48.30%</td>
</tr>
</tbody>
</table>


4.1: Other Reports/Links Provided

- 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)