

# Academic Excellence

AY 2017-2018	AY 2018-2019	Academic Excellence Metrics	AY 2020-2021 Targets
61/64 (95%)	84/93 (90%)	Number of assessed academic degree and certificate programs with student learning outcomes to help drive effective and innovative instruction	120 Degree and Certificate Programs
34 (Sample)	50 (Sample)	Courses focusing on implementing current technologies or best practice principles in teaching	35-50 (Sample)
4.3/5.0 41% (response rate)	4.3/5.0 (C) 4.4/5.0 (I) 43% (response rate)	Mean student evaluation of instruction for each course (overall course quality) and course instructor (instructor's effectiveness)	4.5/5.0 (90%) 45% (response rate)
28	26	Average class size in University core courses	28
4.3/5.0 39% (response rate)	4.25/5.0(C) 4.3/5.0 (I) 41% (response rate)	Mean student evaluation of instruction in University core courses	4.5/5.0 (90%) 42% (response rate)
14	10/11 (New criteria for stewardship)	Number of University core classes with a designated course steward	100% of multi-section courses
379 52 Prof. Conf. Presentations	342 93 Prof. Conf. Presentations	Number of graduate students engaging in research/scholarly activities and mentored by faculty	400 80 Prof. Conf. Presenters
128 52-G; 76-UG Prof. Conf. Presentations	90 13-G; 77 UG Prof. Conf. Presentations ----- 170 NSU Research Day	Number of undergraduate and graduate students mentored by faculty who publish, present, or perform scholarly endeavors in a professional setting	154 (20% increase)

## Academic Excellence:

**Objective 1.** Provide effective, innovative instruction in the classroom and online.

**Objective 2.** Demonstrate a comprehensive commitment to core competencies.

**Objective 3.** Offer exemplary graduate and professional school preparation.

**Objective 4.** Foster quality student-faculty interactions.

**Objective 5.** Support faculty in teaching, research, and service.

 Progress

 Decline

 No Progress - Not Measured

 Change Made

AY 2017-2018	AY 2018-2019	Academic Excellence Metrics	AY 2020-2021 Targets
GRE Verbal: M = 147 (34%) GRE Quan: M = 145 (17%); LSAT: M = 143 (21%); MCAT: M = 493 (29%)	GRE Verbal: M = 148 (42%) GRE Quan: M = 145 (24%); LSAT: M = 142 (18%); MCAT: M = 494 (28%)	Undergraduate student performance on graduate/professional school admission exams (e.g., GRE, LSAT, MCAT)	90% to score 280 GRE; Increase the # of students scoring above nat'l median for LSAT & MCAT by one/year
4.6/5.0 4.6/5.0 4.7/5.0	4.6/5.0 4.6/5.0 4.7/5.0	Mean scores from student evaluation of instruction that represent quality student-faculty interactions (e.g., <i>encouraged interactions between faculty and students; gave prompt feedback; and displayed an appropriate demeanor</i> )	Improve scores in courses below 4.5/5.0
152 (Sample)	159 (Sample)	Number of department or college events, such as social functions or academic ceremonies, that bring faculty, students, and families together	180
42 Faculty Grants 55 EPs/Chairs	23 (Faculty Grants) 67 (EPs/Chairs) 14 (QEP Grants) 86 (ULS Conf) 13 SP&B Grants	Number of faculty participating and receiving internal funding opportunities, including grants, EPs, operating, strategic planning and budgeting.	45 Faculty Grants 70 EPs/Chairs
4% (N=32)	8% (N=30)	Percent of faculty/staff receiving external grants	10% (45 PI/Co-PI)
284 (Wording of metric changed)	893	Number of faculty attending department or college-sponsored workshops focusing on innovative instruction in content or pedagogy	900
1434	990	Number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn	1,600
17	38	Number of departments or sites acquiring new classroom or laboratory technologies	42
21	199	Number of events or activities to recognize faculty for their contributions in teaching, research, or service	200

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