

Goal 1: Support quality undergraduate academic programs through regular assessment and review.

Goal 2: Enable high levels of student engagement in learning.

Goal 3: Promote high academic achievement levels by students.

Institutional Indicators	Annual Measurement & Trends					2010 Goal	Action Plan / Use of Results
	04-05	05-06	06-07	07-08	08-09		
1 NSSE Level of Academic Challenge (1= very little, 2 = some, 3 = quite a bit, 4 = very much)							<ol style="list-style-type: none"> 1. Annual review by academic administration while we seek to establish an appropriate goal. Goal currently is the mean score of selected peer institutions. This action step will also apply to all following sections which report NSSE results. 2. Printout of survey items and results will be provided to each dean and chair. 3. Colloquium Faculty in-service will be presented by Jillian Kinzie, Assoc Director, NSSE Institute. 4. NSSE items and results (<i>available in August</i>) will be discussed at Colloquium Faculty In-service 5. Obtain NSSE data disaggregated by school/department and track scores over time 6. Encourage NSSE results analysis during school/department faculty meetings 7. Online Learning & Faculty Development workshops to encourage higher levels of cognition 8. Best Practices in Teaching @ Southern workshops on alternating years 9. Encourage and support critical thinking in curricular and co-curricular venues: <ul style="list-style-type: none"> o Protect faculty who teach, model, and require critical thinking o Protect student expression o Remind faculty of STAMATs data o Base policies on developmental research
Memorizing facts, ideas, or methods (NSSE 2a)	2.82 --- ---	2.73 --- ---	2.83 --- ---	2.95 .01 +18	2.97 .01 +20	2.78	
Analyzing the basic elements of an idea, experience, or theory (NSSE 2b)	3.07 .01 -22	3.18 --- ---	3.25 --- ---	3.07 .001 -34	3.14 .001 -26	3.17	
Synthesizing and organizing ideas, information, or experiences (NSSE 2c)	2.87 .01 -23	3.05 --- ---	3.07 --- ---	2.86 .001 -34	2.97 .001 -24	3.13	
Making judgments about the value of information, arguments, or methods (NSSE 2d)	2.77 .001 -30	2.84 --- ---	3.06 --- ---	2.85 .001 -29	2.91 .01 -24	3.12	
Applying theories or concepts (NSSE 2e)	2.83 .001 -48	3.15 --- ---	3.24 --- ---	2.90 .001 -48	3.00 .001 -41	3.31	

	Developing a deepened sense of spirituality (NSSE 11p)	3.03 .001 .67	3.13 .001 .79	3.22 .001 .74	3.00 .001 .36	3.05 .001 .32	2.70	<ol style="list-style-type: none"> 1. Continue to highlight our mission of helping our students become leaders in their local churches and communities. 2. Encourage schools/departments and professors to teach from an SDA worldview. 3. Continue to emphasize the SDA tradition of continually seeking “present truth” with an open mind. 4. Support professors who stimulate their students to examine and clarify their spiritual & religious beliefs and to apply them to community issues and needs.
2	NSSE Student Interactions with faculty Members (NSSE 8b) (1 = unfriendly, unsupportive, sense of alienation ; 7 = friendly, supportive, sense of belonging)	5.51 .001 -.27	5.80 --- ---	5.76 --- ---	5.46 .001 -.28	5.67 ---	5.82	<ol style="list-style-type: none"> 1. NSSE survey items and results will be discussed at Faculty In-service 2. Encourage NSSE results analysis during school/dept faculty meetings 3. Encourage and model supportive and friendly student interactions 4. Ensure that new and revised policies are “student friendly” 5. Advisement Committee meets at least monthly to seek ways to educate and motivate faculty members
3	NSSE Supportive Campus Environment							<ol style="list-style-type: none"> 1. NSSE items and results will be discussed at faculty in-service during Colloquium 2. Office of Records & Advisement to offer individual and group instruction to faculty members regarding effective advising. 3. IS to provide support for computer-enhanced advising. 4. Assoc VPAA to lead in FYE enhancements. 5. Maintain timely notification of students whose academic performance is declining. 6. Institute Conditional Enrollment plan for at risk students. 7. Advising Committee should meet at least monthly to develop policies/procedures to educate, motivate, evaluate, & reward faculty members. Minutes of meetings to Office of Academic Administration. 8. Investigate/validate/correct students’ expectations for support.
	Quality of academic advising (NSSE 12) (1 = poor, 2 = fair, 3 = good, 4 = excellent)	2.93 .05 -.17	3.03 --- ---	3.08 --- ---	2.95 .01 -.21	3.01 ---	3.13	
	Provides support that is needed to succeed academically (NSSE 10b) (1 = very little, 2 = some, 3 = quite a bit, 4 = much)	2.71 .001 -.43	2.95	3.14 .05 .06	3.00 .01 -.20	3.04 .01 -.18	3.18	

4	NSSE Active and Collaborative Learning (1 = never, 2 = sometimes, 3 = often, 4 = very often)						<ol style="list-style-type: none"> 1. Printout of survey items will be provided to faculty members 2. NSSE items and results will be discussed at Faculty In-service at Colloquium 3. Encourage NSSE results analysis during school/department faculty meetings 4. Focus attention on student learning instead of professor's teaching. 5. Model/use remote control student response system during meetings. 6. Support Office of Online Learning & Faculty Development in offering teaching technology to support innovative teaching practices 7. Best Practices in Teaching @ Southern workshops on alternating years 8. Obtain NSSE data disaggregated by school/department and track scores over time 	
	Asked questions in class or contributed to class discussions (NSSE 1a)	2.91 .001 -.51	3.16	3.11 .01 -.23	2.95 .001 -.41	3.06 .001 -.32		3.32
	Worked with classmates outside of class to prepare class assignments (NSSE 1h)	2.49 .001 -.27	2.61	2.70 .05 -.11	2.67 .01 -.20	2.70 --- ---		2.77
	Participated in a community-based project as part of a regular course (NSSE 2k)	1.97 --- ---	2.09 .01 .36	2.28 .001 .41	2.11 .05 .15	2.12 --- ---		2.04
5	NSSE Enriching Educational Experiences (0 = have not decided, do not plan to do, plan to do, 1 = have done this)						<ol style="list-style-type: none"> 1. Printout of survey items will be provided to faculty members 2. NSSE items and results will be discussed at Faculty In-service at Colloquium 3. Encourage NSSE results analysis during school/department faculty meetings 4. In documents and speeches, keep focus on <i>preparation for leadership</i> as outlined in our Academic Master Plan. 5. Continue to work with General Education Committee to ensure that each student has a service learning component in his/her education. 6. Support ACA program, overseas study tours & performances. 7. Ensure that all BA students take two years of a second language 	
	Community service (NSSE 7b)	.78 .01 .23	.77 .01 .29	.82 .001 .31	.80 --- ---	.81 .001 .22		.71
	Study abroad (NSSE 7f)	.21 --- ---	.23 .05 .36	.24 --- ---	.22 --- ---	.19 --- ---		.24
	Foreign language coursework (NSSE 7e)	.53 .001 .33	.53 .01 .38	.48 --- ---	.49 --- ---	.47 --- ---		.48

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6	Faculty course evaluations – Institutional mean for Item #2: The instructor is <i>effective in teaching</i> the subject matter.	4.28	4.36	4.37	4.39	4.40	4.5	<ol style="list-style-type: none"> 1. Significant element of Faculty Portfolios considered for advancement and 5-year review. 2. Reviewed by chairs, deans, VPAA, AVPAA, Graduate Dean, and consultation with individual professors as needed. 3. In-service opportunities through Online Learning & Faculty Development. 4. Help profs utilize WebCT more effectively. 5. Continued emphasis in Colloquium and Deans' & Chairs' Advisory 6. Best Practices in Teaching @ Southern workshops every other year. 7. Reinforcement through notes and e-mails from Academic Admin. 8. Model/use remote control student response system during meetings.
7	Faculty course evaluations – Institutional mean for Item #6: The instructor <i>stimulates intellectual curiosity</i> .	4.25	4.32	4.33	4.34	4.37	4.5	<ol style="list-style-type: none"> 1. Significant element of Faculty Portfolios considered for advancement and 5-year review. 2. Strategic hiring of new professors and appointment of deans/chairs 3. Reviewed by chairs, deans, VPAA, AVPAA, Graduate Dean, and consultation with individual professors as needed. 4. Help profs utilize supplemental resources of WebCT. 5. In-service opportunities through Online Learning & Faculty Development. 6. Continued emphasis in Colloquium and Deans' & Chairs' Advisory 7. Best Practices in Teaching @ Southern workshops every other year. 8. Reinforcement through notes and e-mails from Academic Admin. 9. Model/use remote control student response system during meetings.

8	Faculty course evaluations - Institutional mean for total score	4.28	4.35	4.37	4.39	4.41	4.5	<ol style="list-style-type: none"> 1. Significant element of Faculty Portfolios considered for advancement and 5-year review. 2. Reviewed by chairs, deans, VPAA, AVPAA, Graduate Dean, and consultation with individual professors as needed. 3. In-service opportunities through Online Learning & Faculty Development. 4. Continued emphasis in Colloquium and Deans' & Chairs' Advisory 5. Consistent reminders of need to tell students that we are preparing them for leadership and how coursework accomplishes that goal. 6. Best Practices in Teaching @ Southern workshops every other year. 7. Reinforcement through notes and e-mails from Academic Admin.
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It is important to consider these three items together in order to obtain a more clear picture of how professors are supporting student success.

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		04-05	05-06	06-07	07-08	08-09		
9	Faculty course evaluations – Institutional mean for Item #12: The instructor grades fairly and impartially.	4.47	4.5	4.51	4.47	4.49	4.5	<ol style="list-style-type: none"> 1. Ensure that expectations are clear in syllabi 2. Ensure that exams are reasonable in length and measure course objectives 3. Provide instruction during faculty in-service at Colloquium 4. Reviewed by chairs, deans, VPAA, AVPAA and consultation with individual professors as needed. 5. Best Practices in Teaching @ Southern workshops every other year.
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10	Average undergraduate GPA (Records: Grade Distribution Report)	3.01	2.98	3.01	3.04	3.02	3.00	<ol style="list-style-type: none"> 1. Ongoing discussion in faculty forums regarding grade inflation. 2. Periodic in-service regarding testing to objectives 3. Periodic in-service regarding fair and equitable grading 4.
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11	Students' Course Completion Percentage Rate (Records: Grade Distribution Report)	97%	93%	93%	93%	93%	97%	<ol style="list-style-type: none"> 1. Identify faculty/courses with aberrant withdrawal rates 2. Work with these faculty to identify strategies for student success

Goal 4: Maintain and support an effective university faculty								
Institutional Indicators		Annual Measurement and Trends					2010 Goal	Action Plan / Use of Results
		04-05	05-06	06-07	07-08	08-09		
12	Faculty publications & presentations – percentage of faculty involved (Information taken from http://oldlibrary.southern.edu/faculty/achieve/?titlesize=4 database.)	28/129 = 22% 110 citations	18/131 = 14% 67 citations	38/134 = 28% 101 citations	39/134 = 29% 117 Citations	TBD	TBD	<ol style="list-style-type: none"> 1. Continue to utilize <i>Achieve</i> database. 2. Continue to provide honoraria through Faculty Affairs Committee to faculty who publish and make professional presentations. 3. Continue to publicly acknowledge faculty members who publish in venues such as <i>Factor</i>. 4. Annual report to Board of Trustees. 5. Highlight three faculty research projects annually through Dean's Luncheons.
13	Percentage of faculty with terminal degrees	65.9% 83/126	66.4% 87/131	67.9% 91/134	68.7% 92/134	66.2% 92/139	75%	<ol style="list-style-type: none"> 1. Doctoral Study Stipend for newly hired professors with recently earned doctorates 2. Encourage selected professors to pursue doctoral studies through Faculty Promotions Committee 3. Supported doctoral study for selected faculty members 4. Priority during professor search and hiring process
14	Student: Professor Ratio	15.0	15.5	15.5	15.6	15.4	16	<ol style="list-style-type: none"> 1. Strict application of faculty load guidelines 2. Review of class sizes on day 5 of each semester 3. Ensure that Budget Committee & Strategic Planning Committee authorize adequate faculty positions to maintain this goal.

Goal 4: Maintain and support an effective university faculty (this page updated 9-07)								
Institutional Indicators		Annual Measurement And Trends					2010 Goal	Action Plan / Use of Results
		04-05	05-06	06-07	07-08	08-09		
15	SAU faculty salaries (first row) compared to national average for BA-granting, church-related, institutions (second row). Full professor rank, top of wage scale, is used. (Salaries for MA granting institutions are in italics.) NOTE: SAU contracts = 12 months and national = 9 months. Info taken from http://www.aaup.org/AAUP/comm/rep/Z/default.htm	\$47,175	\$48,718	\$50,560	52,725\$	\$54,151	\$75,611	<ol style="list-style-type: none"> 1. Inform the Board of Trustees, each year, of the discrepancy in salaries and encourage them to consider the implications 2. Encourage financial administration to seek ways to adjust the university budget so that we can incrementally move toward our goal 3. Prepare faculty members and deans/chairs for probable implications resulting from more competitive remuneration 4. Work with budget officers to explore moving to a 9 month salary for faculty members and some chairs with adjunct contracts for summer teaching.
		\$63,849	\$66,547	\$68,908	\$72,445	\$75,112	\$75,611	
		\$77,552	\$78,379	\$82,802	\$86,158	\$88,036		
16	African American Teaching Faculty Ntl = 4.9%) (SAU students = 11.8%)	3.9 %	4.6%	5.2%	5.2%	5.8%	10%	<ol style="list-style-type: none"> 1. Utilize APN to locate promising candidates 2. Take affirmative steps during professor and administrator search processes 3. Support & encourage faculty members from minority groups 4. Request Diversity Committee to create a <i>Minority Faculty Interview & Resource Group</i>. 5. Request diversity seminars (presentations and online) from Diversity Committee and the Office of Human Resources.
		5/129	6/131	7/134	7/134	8/139		
17	Minority, non-African American, Faculty Ntl 8.5 % = Hispanic – 2.6%; Asian Amer – 5.5%; Amer Indian – 0.4% (SAU students = 19.3%)	7.0%	7.6%	8.2%	7.5%	7.9%	10%	<ol style="list-style-type: none"> 1. Utilize APN to locate promising candidates 2. Take affirmative steps during professor and administrator search processes 3. Support & encourage faculty members from minority groups 4. Request Diversity Committee to create a <i>Minority Faculty Interview & Resource Group</i>. 5. Request diversity seminars (presentations and online) from Diversity Committee and the Office of Human Resources.
		9/129	10/131	11/134	10/134	11/129		

Goal 5: Increase 6-year graduation rate for students								
Institutional Indicators		Annual Measurement and Trends					2010 Goal	Action Plan / Use of Results
		04-05	05-06	06-07	07-08	08-09		
18	Six-Year Graduation Rates (www.act.org - grad rates for private colleges = 55.1%) (http://www.cic.edu/makingthecase/index.asp = 64%) *Clearinghouse data unavailable in this year.	59%	55%	45.3%*	60.0%	58.1%	65%	1. Participate in proven effective First Year Experience initiatives. 2. Analyze Scannell & Kurz information and take appropriate steps. 3. Support schools & departments in their retention efforts. 4. Recognize that 6-year graduation rates will never exceed 1 st year retention rates. 5. Develop and implement a retention plan for campus

Goal 6: Enable 85% of our students to obtain discipline-related employment or acceptance into graduate school within 6 months of graduation								
Institutional Indicators		Annual Measurement and Trends					2010 Goal	Action Plan / Use of Results
		04-05	05-06	06-07	07-08	08-09		
19	Percentage of majors obtaining discipline-related employment or acceptance into graduate school within 6 months of graduation. *Excludes unknowns, post-graduate student missionaries, and post-graduate taskforce workers.		Bac *87% 49% AA *100% 80%	Bac *87% 56% AA 98% 83%			*85%	1. Departments & schools will track majors to determine acceptance into graduate school or of employment in a discipline-related field. 2. Departments & schools will report, to Institutional Research, the numbers of students graduating during each academic year, the number of students accepted into graduate school, and the number of students engaging in discipline-related employment. 3. Academic administration will collect this information and take steps as seem appropriate once the information is available.

For mid-range and long-range initiatives and estimated budget impacts, see the Academic Master Plan.

The Academic Master Plan is available online at:

<https://www.southern.edu/sites/academics/Documents/Academic%20Master%20Plan%202006%20-%202012%20v%20050908.pdf>