



Institutional Effectiveness

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Sources: SACSCOC Core Requirement 2.5 and University System of Georgia <i>Board of Regents Policy Manual</i> <i>Sections 2.9 and 3.6.3</i>	Updated:
Responsible Party: The Office of Institutional Effectiveness	Page(s): Page 1 of 3

I. Purpose

Institutional Effectiveness' primary purpose is to ensure maximum effectiveness and continued improvement by engaging the entire institution in systematic and ongoing self-reflection.

A policy for Institutional Effectiveness is intended to assure that Georgia Southern University's planning and decision-making are grounded in the University's Mission and strategic planning and implementation processes and are comprehensive, ongoing, evidence-based, and reviewed periodically.

II. Policy Statement

Georgia Southern University uses a broad-based strategic planning and review process to ensure progress towards achieving institutional priorities and, ultimately, the institutional mission. The Strategic Plan is the culmination of a systematic and inclusive planning process that relates institutional priorities, targeted efforts, and budgetary allocations to the University's Mission. Administrative and academic assessment; college, department, and administrative annual reporting; professional accreditations; and Comprehensive Program Review combine to achieve strategic planning goals and the institutional mission. Collectively, these processes ensure that Georgia Southern University uniformly applies evidence-based decision-making to maintain direct alignment with institutional priorities and continually improves.

Georgia Southern University's Institutional Effectiveness efforts are congruent with the expectations stipulated by the University System of Georgia's *Board of Regents Policy Manual, Section 2.9 Institutional Effectiveness: Planning and Assessment*, and the SACSCOC Core Requirement 2.5.

III. Procedures

Georgia Southern University implements three inter-related organizational practices to ensure maximum effectiveness and ongoing progress towards achievement of the mission. Strategic planning provides the overarching structure for long term planning, while assessment and annual reporting procedures address area-specific progress toward institutional priorities. The procedures needed to carry out these three organizational practices are described in detail below as strategic planning; administrative and academic assessment; and college, department, and administrative annual reporting. The University electronically stores these documents in a centralized online location. Access to this documentation is managed by the Center for Academic Technology Support and the Office of Institutional Effectiveness.

The Comprehensive Program Review procedures are described in the *Board of Regents Policy Manual, Section 3.6.3*, and the professional accreditations are externally directed based on the requirements of each accrediting body. The Office of the Provost and Vice President of Academic Affairs collects the results of the Comprehensive Program Review and the professional accreditations.

1. Strategic Planning

a. Strategic Planning Process

- i. A representative group of institutional stakeholders, including faculty, staff, administrators, students, and other appropriate internal and external constituents, is identified to steer the institution towards strategic achievement of its mission (typically every ten years, or more frequently depending on need).
 1. Each stakeholder operates within specified parameters as appropriate to their representative bodies.
 2. Overall activities of the group of stakeholders include:
 - a. Using the following strategies i, ii, and iii to establish Georgia Southern's institutional priorities and standards:
 - i. Reviewing the prior strategic planning successes and challenges to serve as a foundation for informing the development of a new Strategic Plan.
 - ii. Considering the University System of Georgia's Board of Regents guidelines.
 - iii. Conducting a Strengths, Weaknesses, Opportunities, and Threats analysis and environmental scan.
 - b. Formulating a plan to achieve Georgia Southern's institutional priorities, which will include developing goals, objectives, implementation strategies, estimates for budgetary allocations, and timelines for ensuring progress and achievement of expectations.
 - c. Receiving approval from the University System of Georgia's Board of Regents.
 - d. Developing strategies to publicize the new Strategic Plan across the appropriate stakeholders including, but not limited to, faculty, staff, and students.

b. Ongoing Review Process

- i. The representative group forms and/or recommends a team of institutional representatives to annually:
 1. Review and report on progress towards Georgia Southern's institutional priorities.
 2. Align and review budgetary planning and requests with Georgia Southern's institutional priorities.
 3. Review the documentation from Section 3 (Colleges, Department, and Administrative Annual Reporting) below.
 - 4.

2. Administrative and Academic Assessment

a. All administrative units and academic programs engage in an annual assessment process (See Policy No. 325, "Academic Assessment Policy") in which they:

- i. Identify measurable outcomes, student learning and/or administrative, which are aligned with Georgia Southern's institutional priorities and the University's mission.
- ii. Establish desired outcome achievement levels.
- iii. Select applicable tools for measuring levels of achievement.
- iv. Collect data generated from the measurement tools.
- v. Analyze data in relation to the desired outcome achievement levels.
- vi. Develop strategies to maximize outcome achievement and address weaknesses discovered through the data analysis process.
- vii. Re-implement the measurement tool to determine the effect of developed strategies (in vi.) on outcome achievement.

b. Documentation and Review

- i. Units and programs document engagement in the process using a standardized reporting template submitted on a specified date every fall term.
- ii. Teams of representatives from administrative units or academic programs, as applicable, review these reports.
- iii. Teams provide feedback, as needed, to ensure appropriate and continued application of and engagement in the assessment process.

3. Colleges, Departments and Administrative Annual Reporting

- a. The Office of the Provost and Vice President for Academic Affairs requests the submission of annual reports from colleges and departments along a specified timeline within the academic year.
 - i. College Annual Reports include discussions of the following:
 1. The extent to which the college has contributed to achievement of its mission.
 2. How major objectives were accomplished and relate to Georgia Southern's institutional priorities and the college's budget requests.
 3. Accomplishments and productivity
 - a. Teaching accomplishments and reporting of enrollment and degrees awarded.
 - b. Research and creative activity accomplishments (journals, books, chapters, creative-works, conference papers, and sponsored funding).
 - c. Service accomplishments.
 4. Annual progress in assessing effectiveness
 - a. Major findings and action plans as described in annual academic program assessment reports (Administrative and Academic Assessment above) and professional accreditation reports.
 - b. Major improvements resulting from Comprehensive Program Review.
 5. New major goals and objectives for the subsequent academic year that are aligned with Georgia Southern's institutional priorities.
 - a. Align new major goals and objectives to budgetary requests and indicate, if possible, the extent to which the budgetary requests were fulfilled.
 - ii. Department Annual Reports include descriptions of the following:
 1. The extent to which the department has contributed to achievement of its mission.
 2. How major objectives were accomplished and relate to Georgia Southern's institutional priorities, the college's major objectives, and the department's budget requests.
 3. Accomplishments and productivity
 - a. Teaching accomplishments and reporting of enrollment and degrees awarded.
 - b. Research and creative activity accomplishments (journals, books, chapters, creative-works, conference papers, and sponsored funding).
 - c. Service accomplishments
 4. Annual progress in assessing effectiveness
 - a. Major findings and action plans as described in annual academic program assessment reports (Administrative and Academic Assessment above) and professional accreditation reports.
 - b. Major improvements resulting from Comprehensive Program Review
 5. New major goals and objectives for the following academic year that are aligned with the college's major objectives and Georgia Southern's institutional priorities.
 - a. Align new major goals and objectives to budgetary requests and indicate, if possible, the extent to which the budgetary requests were fulfilled.
- b. The Office of the President requests the submission of annual executive reports from Vice Presidents along a specified timeline within the fiscal year. The reports address the following areas:
 - i. Review of the past fiscal year
 1. Progress made and challenges encountered across the division towards the accomplishment of division-specific goals and Georgia Southern's institutional priorities.
 - ii. Plans for the next fiscal year
 1. Potential solutions to challenges identified from the prior fiscal year.
 2. Prioritized division-specific goals to promote Georgia Southern's institutional priorities.
 - a. Strategies identified to accomplish the goals.
 - b. Budget requests aligned with the goals.