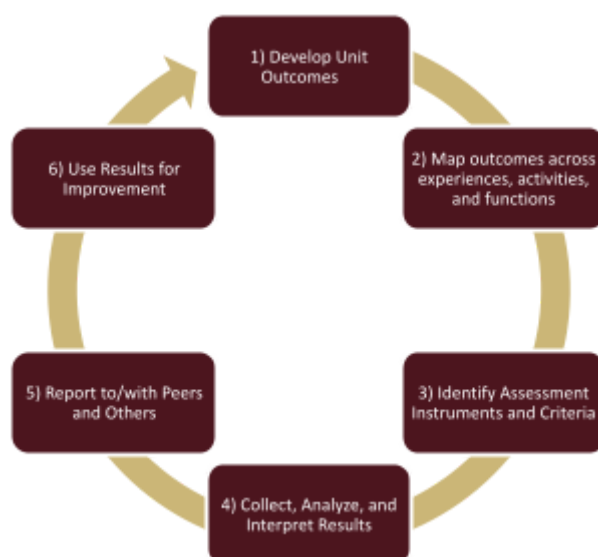


EKU Administrative Support Services Unit Strategic Planning and Assessment Report (STAR) Template

This document is the EKU Strategic Planning and Assessment Report (STAR) Template, a linear worksheet that is supported by the EKU Strategic Planning and Assessment (STAR) Rubric. The goals of the STAR Template are to:

- Document an Administrative Support Services unit's ongoing commitment to administrative effectiveness and operational efficiency.
- Provide guidance regarding the key pieces of information evaluated in the peer-review feedback process.
- Clarify the EKU assessment process.
- Streamline the report-writing process for Administrative Support Services leaders.

The STAR rubric represents the criteria on which all Strategic Planning and Assessment Reports are evaluated and was developed to align with EKU's assessment cycle:



Administrative Support Services leaders and others will notice that each step in the EKU assessment cycle is present in the STAR Template. Headers of the template sections make this connection explicit. Brief explanations beneath each template header provide details regarding the importance of the section and the types of information that might be beneficial for units to provide in the section.

When determining which information to include in each template section, Administrative Support Services leaders may also reference the STAR Rubric (provided below and adopted from colleagues at [JMU](#)). The descriptions provided in the STAR Rubric are the specific criteria on which Strategic Planning and Assessment Reports are peer-reviewed; thus, by using the STAR Rubric as a guide, Administrative Support Services leaders ensure that they are reporting the necessary information on the STAR Template. The tables included in each section of the template are provided as examples of how units might present information. The template may be used as is or revised as necessary to meet the needs of your unit.

EKU Administrative Support Services Assessment Report, 2026-2028

Administrative Support Services Unit:

Unit Leader:

VP Area:

Assessment Coordinator (if different from Administrative Support Services leader):

EKU Strategic Plan 2022-2030: Experience Excellence

Vision

Eastern Kentucky University will be excellent in all that we choose to do.

Mission

Eastern Kentucky University is the School of Opportunity where everyone belongs. World class faculty and staff create opportunities for personal growth through exceptional experiences, to ensure students realize their fullest potential and achieve excellence. ECU graduates shape the success and vitality of their professions and communities.

Experience Excellence Goals

1. Knowledge: Knowledge is at the center of ECU's commitment to serve as the School of Opportunity.
 2. Innovation: Innovative thinking and bold action will elevate and differentiate ECU.
 3. Transformation: ECU is dedicated to transforming lives and communities.
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SACSCOC Principle 7: Institutional Planning and Effectiveness

Effective institutions demonstrate a commitment to principles of continuous improvements, based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.

7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (Administrative effectiveness)

While these units rarely have "expected learning outcomes," "expected outcomes" for administrative units typically include outcomes such as efficiency and quality of service targets (e.g., energy usage, response times, error rates, "clean report" targets, satisfaction rates); monetary targets (e.g., fund-raising targets, research grant targets, auxiliary income targets). Many times, the goals are explicit parts of the budgeting process or components of the strategic plan. For this standard, institutions should interpret "expected outcome" in a manner consistent with that administrative unit's role in the institution.

Expected Outcomes

Outcomes are statements identifying a goal. Outcomes should be mission-centered and written clearly with precise, measurable verbs. Each Administrative Support Services unit should have two Outcomes for the two-year assessment cycle. Outcomes should be aligned with the Strategic Plan goals of “Transformation,” “Innovation,” or “Knowledge.”

Resources for writing effective Outcomes:

- [Nine Principles of Good Practice for Assessing Student Learning \(American Association for Higher Education\)](#)
- [Professional Competency Areas for Student Affairs Educators \(ACPA and NASPA\)](#)
- [Council for the Advancement of Standards in Higher Education](#)
- [Bloom’s Taxonomy of Measurable Verbs \(Utica College\)](#)
- [The Kentucky Graduate Profile - 10 Essential Skills](#)
- [Higher Education Matters: A Statewide Agenda for Kentucky Postsecondary Education](#)
- [Assessment 101 in Higher Education \(Keston Fulcher - JMU Center for Assessment and Research Studies\)](#)
- [Writing Student Learning Outcomes \(Keston Fulcher - JMU Center for Assessment and Research Studies\)](#)

Describe how the Administrative Support Services unit Outcomes were developed. What factors, principles, or values influenced the selection of the unit’s Outcomes? Are the Outcomes linked to national norms or standards? How do the Outcomes connect with the university’s, college’s, and/or statewide Strategic Plan?

Write a one-sentence statement for each Outcome.

[Intended audience or the department] will be able to [action verb to describe what it will do, achieve or accomplish]

-or-

[Intended audience] who [action verb 1] [Administrative Services program or service] will be able to [action verb 2] [intended outcome].

Outcome #1:

Tag: [select Knowledge, Innovation, or Transformation]

Outcome #2:

Tag: [select Knowledge, Innovation, or Transformation]

Map of Outcomes Across Experiences, Activities, and Functions

Administrative Support Services professionals provide experiences, activities, and functions to achieve the desired Outcomes. Experiences, activities, and functions should be clearly linked to Outcomes. This is often referred to as program theory or program logic.

A map of which experiences, activities, and functions of the unit contribute to each Outcome allows a unit to track an Outcome, identify appropriate points for assessment of the Outcome, and target areas of potential improvement in the assessment process.

Resources for outcomes mapping:

- [Program Creation and Mapping \(James Madison University\)](#)
- [Curriculum Mapping \(National Institute for Learning Outcomes Assessment\)](#)
- [Curriculum Mapping \(Keston Fulcher - JMU Center for Assessment and Research Studies\)](#)

In the table below:

1. Copy and paste each Outcome statement in Row 1.
2. List the unit's experiences, activities, and functions in the first column and indicate whether each experience, activity, or function contributes to Outcome #1, Outcome #2, or both.

	Outcome #1:	Outcome #2:
Experience, activity, service, or function:		
Experience, activity, service, or function:		
Experience, activity, service, or function:		
Experience, activity, service, or function:		
Experience, activity, service, or function:		
Experience, activity, service, or function:		
Experience, activity, service, or function:		
Experience, activity, service, or function:		
Experience, activity, service, or function:		

Assessment Instruments

To evaluate whether a unit is meeting the stated Outcomes, assessment instruments must be selected to measure the desired achievement. Each Outcome should be measured by at least one assessment instrument.

Resources for identifying and refining assessment instruments:

- [Assignment Design: Questions for Reflection and Conversation \(Degree Qualifications Profile\)](#)
- [Instrument Selection and Design \(James Madison University\)](#)

In the table below,

1. Copy and paste each Outcome statement.
2. Identify the assessment instruments that will be used to assess the Outcome.
3. Identify the experience, activity, or function where each assessment instrument will be used.
4. Indicate why each assessment instrument is appropriate for the associated Outcome.

	Description of the Assessment Instrument	Experience, Activity, Service, or Function where Assessment Instrument is Used	Why Instrument is Appropriate for Assessing Outcome
Outcome #1:			
Outcome #2:			

Note: If an outcome is to be measured by more than one assessment instrument, add rows to the table and restate the appropriate Outcome.

Instrument Criteria

To aid in the interpretation of assessment results, Administrative Support Services professionals determine a criterion that units hope to meet on a given assessment instrument. Units should have a criterion for each assessment instrument and should justify the criterion based on external research, staff consensus, previous cycles' results, etc. Note that criteria should reflect a continuum towards full achievement, and not all criteria have to be established at full achievement of an Outcome.

Resource for identifying instrument criteria:

- [VALUE Rubrics \(Association of American Colleges and Universities\)](#)

In the table below,

1. Copy and paste each Outcome statement.
2. List each assessment instrument and experience, activity, or function for the Outcome.
3. Set a criterion for administrative achievement on each assessment instrument.
4. Provide a justification for selecting the criterion.

	Assessment Instrument and experience, activity, service, or function	Criterion	Justification for Criterion
Outcome #1:			
Outcome #2:			

Data Collection

Sound assessment data collection procedures are integral for obtaining high-quality assessment results. Assessment data collection considerations include which population was included or sampled, the sample size, whether the population was representative of the whole to which inferences will be made, and whether assessment data were collected at a single time point or multiple time points. Assessment data collection procedures may differ based on whether selected-response or performance assessments are administered. For example, if a performance assessment is administered, it may also be useful to include multiple raters and rater training prior to scoring the activity.

In the table below,

1. Copy and paste each Outcome statement.
2. List each assessment instrument and experience, activity, or function for the Outcome.
3. Describe the population sampled for each assessment instrument.
4. State the size of the sample for each assessment instrument.
5. Indicate when assessment data was collected for each assessment instrument.

	Assessment Instrument and Experience, Activity, Service, or Function	Population Included/Sampled	Sample Size	Date(s) of Assessment Data Collection
Outcome #1:				
Outcome #2:				

Assessment Results

Assessment results are used to convey to stakeholders how well Outcomes are met. Thus, assessment results should be clearly presented in relation to the Outcome. Often, historical results provide context for the current cycle's results and provide insight about student learning trends.

In the table below,

1. Copy and paste each Outcome statement.
2. List each assessment instrument and experience, activity, or function for the Outcome
3. Present the criterion from this cycle of assessment for each assessment instrument.
4. Present the assessment results from this cycle of assessment for each assessment instrument.

	Assessment Instrument and Experience, Activity, Service, or Function	Criterion	Assessment Results
Outcome #1:			
Outcome #2:			

Analysis of Results

In addition to presenting assessment results, it is important to interpret what the assessment results mean in the context of the Outcomes and the extent to which the Outcomes are achieved.

For each Outcome provide an analysis of the significant assessment results. Consider the following:

- **What patterns exist in the assessment results?**
- **What strengths and weaknesses did the results reveal?**
- **Were the assessment results consistent with your expectations or predictions?**
- **What do the assessment results indicate about the unit's progress toward meeting the Outcome?**

Outcome #1, Assessment Instrument, and experience, activity, or function:

[Assessment Results]

[Criterion/Desired result]

[Analysis]

Outcome #2, Assessment Instrument, and experience, activity, or function:

[Assessment Results]

[Criterion/Desired result]

[Analysis]

Results Dissemination

An immense amount of time, energy, and resources are dedicated to conducting high-quality assessment. Far too many resources are dedicated to assessment for results to go unused. A key step for using assessment results is to share those results with key peers and stakeholders, such as staff, faculty, administrators, students, and others.

Describe the unit's plan for the dissemination of the assessment results and analysis.