

EKU General Education Course Strategic Planning and Assessment Report (STAR) Template

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

- Document an ongoing commitment to learning improvement in a General Education course.
- Provide guidance regarding the key pieces of information evaluated in the peer-review feedback process.
- Clarify the ECU assessment process.
- Streamline the report-writing process for General Education course assessment coordinators.

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



General Education course assessment coordinators will notice that each step in the ECU 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 General Education course assessment coordinators to provide in the section.

When determining which information to include in each template section, General Education course assessment coordinators 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, General Education course assessment coordinators ensure that they are reporting the necessary information on the STAR Template.

General Education Course Assessment Report, 2026-2028

General Education Course:

General Education Element:

General Education Course assessment coordinator (Person completing this report):

Department Chair:

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.

SACSCOC Principle 8: Student Achievement

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

8.2.b: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate level general education competencies of its undergraduate degree programs. (Student outcomes: general education)

General Education Competencies

General Education Competencies are associated with each of ECU's General Education Elements. These competencies were integrated into General Education with the 2017 ECU Quality Enhancement Plan, "Critical Reading."

Assessment Instruments

To evaluate whether students are meeting the stated General Education Competencies, assessment instruments must be selected to measure the desired knowledge, skills, or attitudes attained by students.

- *Each General Education Competency should be measured by at least one assessment instrument.*
- *Each competency should be aligned with unique assessment data.*
- *To obtain the strongest evidence of student learning, General Education Competencies should be assessed by direct measures of student learning and focus on assessing specific knowledge, skills, or attitudes (rather than assignment grades).*

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 General Education Competency.**
2. **Identify the assessment instruments that will be used to assess each Competency.**
3. **Indicate why each assessment instrument is appropriate for the associated Competency.**

	Description of the Assessment Instrument	Why Instrument is Appropriate for Assessing the Competency
Competency:		
Competency:		
Skills Competency:		

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

Instrument Criteria

To aid in the interpretation of assessment results, ECU faculty determined that the criterion is set at +5% of the average from the 2020-22, 2022-24, and 2024-26 assessment cycles.

Resources for identifying instrument criteria:

- [EKU General Education Rubric](#)

In the table below,

1. Copy and paste each General Education Competency.
2. List the assessment instrument for the given Competency.
3. Set a criterion for student achievement on each assessment instrument.
4. Provide a justification for selecting the criterion.

	Assessment Instrument	Criterion	Justification for Criterion
Competency:			EKU faculty determined that the criterion is set at +5% of the average from the 2020-22, 2022-24, and 2024-26 assessment cycles.
Competency:			EKU faculty determined that the criterion is set at +5% of the average from the 2020-22, 2022-24, and 2024-26 assessment cycles.
Skills Competency:			

Assessment Data Collection

Sound assessment data collection procedures are integral for obtaining high-quality assessment results. Assessment data collection considerations include which students were included or sampled, how many students were included or sampled, whether the students were representative of the students 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 the assessment instrument. For example, if a performance assessment of a student learning activity is administered, it may also be useful to include multiple raters and rater training prior to scoring the student learning activity.

In the table below,

- 1. Copy and paste each General Education Competency.**
- 2. List each assessment instrument with its Competency.**
- 3. Describe which students were 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	Students Included/Sampled	Sample Size	Date(s) of Assessment Data Collection
Competency:				
Competency:				
Skills Competency:				

Assessment Results

Assessment results are used to convey to stakeholders how well students met the General Education Competencies. Thus, assessment results should be clearly presented in relation to their Competencies. 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 General Education Competency.
2. List each assessment instrument with its Competency.
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 Course	Criterion	Assessment Results*
Competency:			
Competency:			
Skills Competency:			

* Assessment Results are the Element-selected combined results, e.g. "Accomplished + Competent."

General Education Course Data Table

	Accomplished	Competent	Developing	Beginning
Competency:				
Competency:				
Skills Competency:				

Analysis of Results

In addition to presenting assessment results, it is important to interpret what the assessment results mean in the context of a given General Education Competency.

For each General Education Competency, provide an analysis of the significant assessment results. Consider the following:

- **What patterns exist in the assessment results?**
- **What learning 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 course's progress toward meeting the General Education Competency?**

Competency and Assessment Instrument

[Assessment Results]

[Criterion/Desired result]

[Analysis]

Competency and Assessment Instrument

[Assessment Results]

[Criterion/Desired result]

[Analysis]

Skills Competency and Assessment Instrument

[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 faculty, department chairs, students, and others.

Describe the plan for the dissemination of the assessment results and analysis.

Learning Improvements Sought Based on the Analysis of Results

Improving the student learning environment based on the analysis of results is the most important piece of the ECU assessment cycle. Faculty must use assessment results to make course-level curricular and/or pedagogical learning improvements to assist students in better meeting the General Education Competencies. A coordinator should specify clear, detailed learning improvements made to the curriculum for each competency and specify how those learning improvements derive from an analysis of the program's assessment results.

In the table below,

1. Copy and paste each General Education Competency.
2. Summarize assessment results for the Competency.
3. Describe the student learning improvements developed by faculty for each Competency.
4. Describe how each student learning improvement is directly related to the analysis of the assessment results for the Competency.

	Assessment Results	Learning Improvement	How Improvement is Based on Analysis of Assessment Results
Competency:			
Competency:			
Skills Competency:			

Evidence of Learning Improvements Sought Based on the Analysis of Results

Improving the student learning environment based on the analysis of results is the most important piece of the ECU assessment cycle. Faculty must use assessment results to make course-level curricular and/or pedagogical learning improvements to assist students in better meeting the General Education Competencies. Programs must describe and explain the implementation of the learning improvements within the assessment cycle.

In the table below,

- 1. Copy and paste each General Education Competency.**
- 2. Summarize the learning improvements from the previous table for the Competency.**
- 3. Provide information for the date of implementation for the learning improvements for the Competency.**
- 4. List the evidence that the General Education course assessment coordinator will submit to demonstrate the learning improvements for the Competency.**
- 5. Present any notes or reflections on the implementation of learning improvements for the Competency.**

	Learning Improvement Made to Course	Date of Learning Improvement Implementation	Evidence of Implemented Learning Improvement	Notes/Reflections from Implementation
Competency:				
Competency:				
Skills Competency:				

Evidence of implemented learning improvements based on the analysis of assessment results may include:

- 1. Before and after syllabi showing a change to an assignment*
- 2. A rubric developed to evaluate student learning*
- 3. Assignment instructions that are new or before-and-after changes*