

EKU Academic and Student 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 Academic and Student Services unit's ongoing commitment to student success improvement.
- 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 Academic and Student 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:



Academic and Student 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, Academic and Student 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, Academic and Student 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 may be revised as necessary to meet the needs of your unit.

EKU Academic and Student Services Assessment Report, 2026-2028

Academic and Student Services unit:

Unit Leader:

VP Area:

Assessment Coordinator (if different from Academic and Student 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.

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.c: 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 academic and student services that support student success.

"It would be common to find that some of these units have expected student outcomes very similar to those of educational programs. Examples might be a library unit tasked with providing information literacy instruction to students, or wellness programming aimed at influencing student behaviors... In other cases, expected outcomes might not be related to a directly measurable student learning outcome but instead related to quality of service. An example might be a maximum percentage "downtime" target for levels of academic computing network availability." (From the SACSCOC Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement – Section 8.2.c)

Expected Outcomes

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

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 Academic and Student 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 accreditation 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 beginning from the prompt provided below.

[Intended audience] who [action verb 1] [Academic and Student Services program or service] will be able to [action verb 2] [intended outcome]. (student learning outcomes)

[Academic and Student Services program or service] will be able to [action verb 2] [intended outcome]. (quality of service)

Outcome #1

Tag: [Knowledge, Transformation, Innovation]

Outcome #2

Tag: [Knowledge, Transformation, Innovation]

Map of Outcomes Across Experiences, Activities, and Functions

Academic and Student 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.

An outcomes map of the amount or level of achievement presented within each of the unit's experiences, activities, and functions 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 experience, activity, or function in the first column and indicate which Outcome it is aligned with.

	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, Academic and Student 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 student 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:			

Assessment 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 student success 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:				

Validity

Validity measures create a stronger case for analyzing assessment results and determining whether assessment instruments are truly measuring the Outcomes deemed important by unit leaders. Validity measures include, but are not limited to, reliability measures (e.g. interrater reliability), correlations with other variables (e.g., professional certifications, professional standards), and expert evaluation of assessment content.

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 efforts to establish validity measures of assessment data, the validity of the assessment instrument, and/or the validity of the assessment process.**

	Assessment Instrument and experience, activity, service, or function	Efforts to Establish Validity
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.

For each Outcome 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 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.

Student Success Improvements Based on the Analysis of Results

Improving the student success environment based on the analysis of results is the most important piece of the EKU assessment cycle. Academic and Student Services professionals must use assessment results to make unit-level student success improvements to better meet the Outcomes. A unit should specify clear, detailed student success improvements and specify how those student success improvements derive from an analysis of the unit's assessment results.

In the table below,

1. Copy and paste each Outcome statement.
2. Summarize assessment results for the Outcome.
3. Describe the student success improvements developed by Academic and Student Services professionals for each Outcome.
4. Describe how each student success improvement is directly related to the analysis of the assessment results for the Outcome.

	Assessment Results	Student Success Improvement	How Improvement is Based on Analysis of Assessment Results
Outcome #1:			
Outcome #2:			

Evidence of Student Success Improvement Based on the Analysis of Results

Improving the student success environment based on the analysis of results is the most important piece of the EKU assessment cycle. Academic and Student Services professionals must use assessment results to make unit-level student success improvements to better meet the Outcomes. Units must describe and explain the implementation of the student success improvements within the assessment cycle.

In the table below,

- 1. Copy and paste each Outcome statement.**
- 2. Summarize the student success improvements from the previous table for the Outcome.**
- 3. Provide information for the date of implementation for the student success improvements for the Outcome.**
- 4. List the evidence that the unit will submit to demonstrate the student success improvements for the Outcome.**
- 5. Present any notes or reflections on the implementation of student success improvements for the Outcome.**

	Student Success Improvement	Date of Student Success Improvement Implementation	Evidence of Implemented Student Success Improvement	Notes/Reflections from Implementation
Outcome #1:				
Outcome #2:				

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

- 1. Before and after programming content showing a change to an activity*
- 2. A rubric developed to evaluate student success*
- 3. Function instructions that are new or before-and-after changes*