

## **EKU Educational Program 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 Report (STAR) Rubric. The goals of the STAR Template are to:

- Document an educational program’s ongoing commitment to learning 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 Program Coordinators.

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



Academic Program Coordinators, Chairs, Deans, 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 programs to provide in the section.

When determining which information to include in each template section, Academic Program 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, Academic Program Coordinators 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 programs might present information. The template may be used as is or may be revised as necessary to meet the needs of your program.

## **EKU Educational Program Assessment Report, 2026-2028**

Academic Degree Program Name, Degree, and CIP:

Department Chair:

College:

Academic Program Coordinator:

Assessment Coordinator (if different from Academic Program Coordinator):

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### ***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 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.a: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of results for student learning outcomes for each of its educational programs.**

## Program-Level Learning Objectives

*Program-Level Learning Objectives (PLLO) are statements indicating what students should know, think, or do as a result of participating in an academic program. EKU uses “Program-Level Learning Objectives” to describe learning objectives for a program of study and “Student Learning Outcomes” to describe learning outcomes at the course or assignment level. Program-Level Learning Objectives should be student-centered and written clearly with precise, measurable verbs. Each academic program should have three Program-Level Learning Objectives for the two-year assessment cycle.*

*Each Academic Program PLLO is connected with the EKU Strategic Plan goal of Knowledge, Innovation, or Transformation.*

Resources for writing effective PLLOs:

- [A Brief Guide to Creating Learning Outcomes by Joe Levy](#)
- [Bloom’s Taxonomy of Measurable Verbs \(Utica College\)](#)
- [The Kentucky Graduate Profile - 10 Essential Skills](#)
- [Nine Principles of Good Practice for Assessing Student Learning \(American Association for Higher Education\)](#)
- [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 program’s PLLOs were developed. What factors, principles, or values influenced the selection of the program’s PLLOs? Are the PLLOs linked to national norms or accreditation standards? How do the PLLOs connect with the university’s, college’s, and/or department’s Strategic Plan?**

**Write a one-sentence statement for each PLLO beginning from the prompt provided below.**

*As a result of participating in the [academic program] program, students with a [degree or certificate type] in [academic program] will:*

PLLO #1

Tag(s):

PLLO #2

Tag(s):

PLLO #3

Tag(s):

**Map of PLLOs Across Program Courses**

*Faculty provide learning opportunities in courses to assist students in achieving the desired level of mastery of the Program-Level Learning Objectives. Program courses should be clearly linked to Program-Level Learning Objectives. This is often referred to as program theory or program logic.*

*A curriculum map of the amount or level of learning opportunities presented within each of the program’s courses allows a program to track a student’s learning toward the PLLOs, identify appropriate points for assessment of PLLOs, and target areas of potential improvement in the assessment process.*

Resources for curriculum mapping:

- [“Mapping Learning: A Toolkit” \(National Institute for Learning Outcomes Assessment\)](#)
- [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 PLLO statement in Row 1.**
2. **List each course of the academic program in the first column and indicate the amount or level of learning in that course that directly relates to each PLLO.**
  - a. **For example, a course may be rated from 0 (none) to 3 (highest). Or, levels can be presented via scales such as Introduce, Reinforce, Master (I, R, M), Learning, Practice, Application (L, P, A), or another progression relevant to the program.**

	<b>PLLO #1:</b>	<b>PLLO #2:</b>	<b>PLLO #3:</b>
<b>Course:</b>			

## Assessment Instruments

*To evaluate whether students are meeting the stated Program-Level Learning Objectives, assessment instruments must be selected to measure the desired knowledge, skills, or attitudes attained by students.*

- *Each Program-Level Learning Objective should be measured by at least one assessment instrument.*
- *Program-level assessment should occur in at least two courses.*
- *To obtain the strongest evidence of student learning, Program-Level Learning Objectives 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 PLLO statement.**
2. **Identify the assessment instruments that will be used to assess the PLLOs.**
3. **Identify the course or courses where each assessment instrument will be used.**
4. **Indicate why each assessment instrument is appropriate for the associated PLLO.**

	<b>Description of the Assessment Instrument</b>	<b>Course Where Assessment Instrument is Used</b>	<b>Why Instrument is Appropriate for Assessing the PLLO</b>
<b>PLLO #1:</b>			
<b>PLLO #2:</b>			
<b>PLLO #3:</b>			

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

**Instrument Criteria**

*To aid in the interpretation of assessment results, faculty determine a criterion that programs hope students will meet on a given assessment instrument. Programs should have a criterion for each assessment instrument and should justify the criterion based on external research, faculty consensus, previous cycles' results, etc. Note that criteria should reflect a continuum of learning towards mastery, and not all criteria have to be established at mastery of an objective.*

Resource for identifying instrument criteria:

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

**In the table below,**

- 1. Copy and paste each PLLO statement.**
- 2. List each assessment instrument and course for the PLLO.**
- 3. Set a criterion for student achievement on each assessment instrument.**
- 4. Provide a justification for selecting the criterion.**

	<b>Assessment Instrument and Course</b>	<b>Criterion</b>	<b>Justification for Criterion</b>
<b>PLLO #1:</b>			
<b>PLLO #2:</b>			
<b>PLLO #3:</b>			

**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. Each PLLO should be aligned with unique assessment data.*

**In the table below,**

- 1. Copy and paste each PLLO statement.**
- 2. List each assessment instrument and course for the PLLO.**
- 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.**

	<b>Assessment Instrument and Course</b>	<b>Students Included/Sampled</b>	<b>Sample Size</b>	<b>Date(s) of Assessment Data Collection</b>
<b>PLLO #1:</b>				
<b>PLLO #2:</b>				
<b>PLLO #3:</b>				

**Validity**

*Validity measures create a stronger case for analyzing assessment results and determining whether assessment instruments are truly measuring the knowledge, skills, and abilities programs have deemed important for students. Validity measures include, but are not limited to, reliability measures (e.g. interrater reliability), correlations with other variables (e.g., professional certification exam results or course grades), and faculty/expert evaluation of assessment content.*

**In the table below,**

- 1. Copy and paste each PLLO statement.**
- 2. List each assessment instrument and course for the PLLO.**
- 3. Describe efforts to establish validity measures of assessment data, the validity of the assessment instrument, and/or the validity of the assessment process.**

	<b>Assessment Instrument and Course</b>	<b>Efforts to Establish Validity</b>
<b>PLLO #1:</b>		
<b>PLLO #2:</b>		
<b>PLLO #3:</b>		

**Assessment Results**

*Assessment results are used to convey to stakeholders how well students met the PLLOs. Thus, assessment results should be clearly presented in relation to the PLLOs. 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 PLLO statement.**
- 2. List each assessment instrument and course for the PLLO**
- 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.**

	<b>Assessment Instrument and Course</b>	<b>Criterion</b>	<b>Assessment Results</b>
<b>PLLO #1:</b>			
<b>PLLO #2:</b>			
<b>PLLO #3:</b>			

## Analysis of Results

*In addition to presenting assessment results, it is important to interpret what the assessment results mean in the context of the PLLOs.*

**For each PLLO 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 program's progress toward meeting the PLLO?**

PLLO #1, Assessment Instrument, and Course:

[Assessment Results]  
[Criterion/Desired result]  
[Analysis]

PLLO #2, Assessment Instrument, and Course:

[Assessment Results]  
[Criterion/Desired result]  
[Analysis]

PLLO #3, Assessment Instrument, and Course:

[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 program's plan for the dissemination of the assessment results and analysis.**

**Learning Improvements Based on the Analysis of Results**

*Improving the student learning environment based on the analysis of results is the most important piece of the EKU assessment cycle. Faculty must use assessment results to make program-level curricular and/or pedagogical learning improvements to assist students in better meeting the PLLOs. A program should specify a clear, detailed learning improvements made to the curriculum for each PLLO 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 PLLO statement.**
- 2. Summarize assessment results for the PLLO.**
- 3. Describe the student learning improvements developed by faculty for each PLLO.**
- 4. Describe how each student learning improvement is directly related to the analysis of the assessment results for the PLLO.**

	<b>Assessment Results</b>	<b>Learning Improvement</b>	<b>How Improvement is Based on Analysis of Assessment Results</b>
<b>PLLO #1:</b>			
<b>PLLO #2:</b>			
<b>PLLO #3:</b>			

**Evidence of Learning Improvements 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 program-level curricular and/or pedagogical learning improvements to assist students in better meeting the PLLOs. Programs must describe and explain the implementation of the learning improvements within the assessment cycle.*

**In the table below,**

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

	<b>Learning Improvement Made to Curriculum</b>	<b>Date of Learning Improvement Implementation</b>	<b>Evidence of Implemented Learning Improvement</b>	<b>Notes/Reflections from Implementation</b>
<b>PLLO #1:</b>				
<b>PLLO #2:</b>				
<b>PLLO #3:</b>				

*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*