



Eastern Kentucky University University Assessment Plan



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INTRODUCTION

Eastern Kentucky University is a regional public institution of higher education offering general and liberal arts programs, pre-professional and professional training in education and various other fields at both the undergraduate and graduate levels. Eastern has a distinguished record of over a century of educational service to the Commonwealth.

History

Eastern Kentucky University was founded in 1906 as the Eastern Kentucky State Normal School with a faculty of seven. In 1922, Eastern became a four-year institution known as the Eastern Kentucky State Normal School and Teachers College. In 1928, the College was accredited by the Southern Association of Colleges and Secondary Schools. In 1930, the General Assembly renamed the school the Eastern Kentucky State Teachers College. In 1935, a graduate program was approved at Eastern, leading to the Master of Arts degree in Education. In 1948, the General Assembly removed the word "Teachers" from the name of the college and granted the college the right to award nonprofessional degrees. In 1966, Governor Edward T. Breathitt signed into law a bill renaming the institution Eastern Kentucky University and sanctioning the awarding of graduate degrees in academic fields other than education.

During this period of time, Eastern Kentucky University has increased rapidly in size and stature. The University today serves thousands of Kentuckians. The curriculum now leads to associate degrees, baccalaureate degrees, masters' degrees, and a new doctoral degree, the Doctor of Education (Ed.D.). Eastern Kentucky University also offers cooperative doctoral programs with cooperating institutions.

Over the last century, Eastern has grown to be a distinguished comprehensive university offering 168 degree programs and serving more than 16,000 students a year. Eastern takes great pride in retaining that small-college feel.

Eastern Kentucky University, along with Tulane University and The Ohio State University, were the only three top-tier institutions in America ranked by:

- **U.S. News & World Report** - "America's Best Colleges"
- **Forbes** - "America's Best Colleges"
- **GI Jobs** - Veteran Friendly Campus
- **Carnegie Foundation** - Curricular Engagement & Outreach and Partnership
- **Chronicle of Higher Education** - Great Colleges to Work For®

Eastern's strong commitment to continuous quality improvement has enabled it to become such an honored and distinguished institution.

Mission

Eastern Kentucky University is a student-centered, comprehensive public university dedicated to high-quality instruction, scholarship, and service.

Vision

Eastern Kentucky University will hold national distinction as a leading, comprehensive university focused on students and learning.

Purpose

Across the university great work is being accomplished towards the mission and vision of Eastern. We have a strong planning function which is continually refined. Faculty and staff carry out their work with a strong professional pride. The key to letting the world know what a distinguished institution we are is in gathering information on all the good work being done at Eastern. It is in the gathering of information that we are able to assess Eastern's effectiveness in meeting its mission and goals, and we are able to share this information with agencies to gain honor and recognition.

The importance of assessing progress toward Eastern's mission cannot be overemphasized. Core aspects of the mission and vision such as maintaining a student-centered focus; emphasizing high quality instruction, scholarship, and service; and maintaining a comprehensive focus on students and learning are each critical elements to Eastern's success. The purpose of this document is to provide a plan for such assessment.

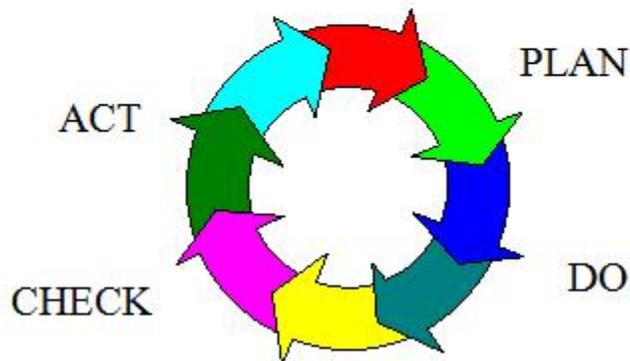
PHILOSOPHY OF INSTITUTIONAL EFFECTIVENESS

For the value of assessment to be properly understood, it must be viewed within the context of the overall Institutional Effectiveness process and within the context of the "Plan-Do-Check-Act" cycle of continuous quality improvement, where assessment is the "Check" function of the cycle.

Institutional effectiveness studies how effective the institution is at accomplishing its mission and goals. Institutional effectiveness is synonymous with the "Plan-Do-Check-Act" cycle of continuous quality improvement.

Plan-Do-Check-Act Model

Assessment is the "Check" part of the "Plan → Do → Check → Act" cycle/loop for continuous quality improvement



Set Goals

PLAN

University works toward those goals

DO

Assess how successful university has been in achieving goals

CHECK

Benefits: 1) continuous quality improvement (if something is not working as well as it should → chance to rework)
 2) highlights great work that is being done that we wouldn't otherwise even know about

Based on assessment, what actions will you take to better achieve your goals? **ACT**
(Formally closing the loop of the cycle)

Eastern Kentucky University is committed to engaging in ongoing integrated and institution-wide, research-based planning and evaluation processes that incorporate a systematic review of programs and services; that result in continuous improvement; and that demonstrate that EKU is effectively accomplishing its mission. EKU sets meaningful goals and objectives, develops and implements multiple direct and indirect measures to ensure that objectives are being accomplished, and uses the results of those measures to inform improvements in academic programs and educational support services.

PHILOSOPHY OF ASSESSMENT

Assessment is an ongoing process aimed at understanding and improving how effective an institution is in achieving its goals. An effective assessment program should lead to quality improvement and achieving institutional, programmatic, and course goals and objectives. Assessment serves as the "Check" step in the "Plan-Do-Check-Act" cycle of continuous quality improvement, and provides the evidence needed to close the loop and to use the results of assessment to inform program improvement. The improvements made to the program are themselves evaluated for effectiveness, as is the assessment program itself, in a continuous feedback loop. Sound assessment is a critical component of continuous quality improvement. This continuous quality improvement should result in greater stature for the institution, which in turn should enhance faculty/staff recruitment, student recruitment and retention, student success, and development and growth opportunities.

Assessment when conducted as an ongoing process is a critical component of continuous improvement in student learning. While assessment is required to meet certain external mandates, improving student learning is the most significant outcome of assessment (Angelo, 1999). Assessment ebbs and flows at institutions when only done for accreditation visits (Maki, 2002). Eastern's philosophy of assessment is to continuously improve student learning, and assessment at Eastern is therefore an ongoing process.

Documentation is a critical step of the assessment process that is often overlooked. As assessment expert James Nichols has repeatedly stated, "If it's not documented, it's not done." (Nichols, 1989) A user-friendly and flexible documentation and reporting process is necessary for assessment to be accepted and its results used for improvement. A way to accomplish this is to use the assessment process to identify and report "points of pride" for programs and departments. There are phenomenal activities occurring at Eastern, and when we gather and report that information, we are able to show what a distinguished institution we are, which provides the University with further benefits.

PLANNING FOR ASSESSMENT

Eastern Kentucky University has a fully-functioning, comprehensive, and integrated process for planning and evaluating academic programs and departments and for administrative and educational support units. This process incorporates the setting of meaningful goals and objectives; the development and implementation of multiple direct and indirect measures to ensure that objectives are being met; the use of the results of those measures to inform improvements in academic programs and educational support services; and the assurance that the University is effectively accomplishing its mission.

EKU's mission focuses on high quality instruction, scholarship, and service, all of which center around student learning and student success. The link between Institutional Effectiveness (IE) and ECU's mission is in the strategic directions of the University's Strategic Plan. Those strategic directions, at the university-level, operationalize the University's mission and drive the strategic directions of the units below. Every unit—whether an academic department or an educational support service—documents both the degree to which it is achieving educational and planning objectives and to which it is using those results to improve student learning and support services in a way that furthers the University's mission.

At ECU, the processes for systematic, ongoing, integrated, research-based reviews that result in continuous improvement are encompassed in a comprehensive, inclusive, integrated IE process. This process consists of the ongoing quest for quality and the demonstration of how well ECU is fulfilling its mission, realizing its vision, and implementing its strategic plan. IE is demonstrated through strategic and action plans, the annual IE Progress Report, and the Department Review and Showcase (DRS), the fundamental components of which are development, implementation, and evaluation of strategic plans; analysis of results; and review and feedback to inform strategic plans as well as future implementation and evaluation. Planning and assessment is conducted at the university level, the college/division level, and the department/unit level, with a strong interconnection among the three levels.

The current IE process is comprised of the following interrelated activities: strategic and action planning; assessment; and the department review and showcase. Each of these activities plays a critical role in ensuring that goals and objectives are established that link to the university mission, that measures are developed and implemented to determine if the objectives are being achieved, and that the results of this process are used to inform improvements in student learning and support services.

Documented History of Planning Evaluation Cycles

For more than a decade, Eastern has sought to evaluate the impact of its programs and services on student learning and success and, therefore, the degree to which it is accomplishing its mission. Over the years, the University has developed strategic plans as well as various assessment processes, though until recently there have been some lapses in consistency and continuity. However, in 2003, the integration of assessment and strategic planning was reaffirmed and strengthened, because the University has recognized that strategic planning informs the identification of student learning and planning objectives. To complete the cycle, assessment results were used as one of several measures to inform the progress toward accomplishing the goals and objectives of the Strategic Plan. Integrating strategic planning and IE processes emphasized the importance of IE to the university community and provided a more comprehensive and cohesive process for identifying and measuring outcomes, analyzing this information, providing evidence of improvement, and identifying areas in need of improvement. Furthermore, the strategic planning and assessment processes have now become more comprehensive, with greater broad-based, campus-wide, and multi-level participation.

One example of ongoing planning and evaluation at ECU is the General Education Program. In the past, the primary vehicles for assessment of General Education have been: direct measures, such as those provided by the University Writing Requirement (UWR) and the Collegiate Academic Assessment Program (CAAP); indirect measures, such as those provided by the National Survey of Student Engagement (NSSE) and other surveys of students and faculty; and course-based measures. These measures were brought together and summarized in a periodic review. Following the SACS self-study in 1996, the University set about to clarify the goals and objectives of general education and to develop a systematic evaluation of the program. This process which has been extensive and has included broad participation, has led to the reform of the General Education Program itself. Additionally, the currently-approved General Education Program has implemented a new and more fully-integrated assessment process to determine the efficacy of the program. General Education courses are now assessed each semester using the goals and learning objectives approved by the University General Education Committee, the Council on Academic Affairs, the Faculty Senate, and the Board of Regents.

Strategic Planning

Strategic planning is the process by which we answer the question: “What should we be doing and how will we do it?” The University’s 2003-2006 Strategic Plan was the culmination of many months of intense activity involving an appointed University Strategic Planning Council (SPC), numerous individuals from across the campus, and external constituents representing the broader community. The university-level plan contains the initial phase of strategic planning and builds on the foundation of previous strategic plans. This strategic plan delineates a vision, a revised mission statement, core values, six institutional goals, and sixteen strategic directions with performance indicators to empirically measure ECU’s performance and progress toward its goals.

The SPC developed the 2003-2006 Strategic Plan, titled “Moving Forward Together,” using an inclusive strategic planning process, because in a university setting, an effective planning process is highly contingent upon widespread acceptance and participation. As a result of scanning the contextual environment, the Strategic Plan represents the SPC’s and constituents’ perceptions of current and anticipated challenges to and opportunities for ECU, as well as ECU’s strengths and areas needing further attention. The University Strategic Plan is a living document. The SPC recognizes that planning must be continuous and flexible to ensure that the institution remains responsive to a changing environment. It is also critical that planning efforts at the University are closely linked to the budget process, and that those results of planning—in the form of actions taken and improvements made—inform the budgetary priorities and operations of the University.

The University’s Strategic Plan establishes the broad framework for planning at all levels of the institution. It is the deliberate, campus-wide effort to formulate a clear sense of institutional direction, initiate actions to move in that direction, and determine what resources are necessary to achieve those aspirations. ECU organizes for planning and assessment through the Strategic Planning Council (SPC), the Financial Planning Council (FPC), the University Assessment Committee (UAC), Planning Groups (representatives of colleges or divisions, such as deans or vice presidents, who report directly to the President and Provost), and Reporting Units (departments or units within each planning group).

The *University Planning Process* seeks to 1) Steward and drive the University’s annual and long range planning process – both financial and strategic; 2) Create effective linkages and relationships between our planning, priority setting and resource allocation processes; 3) Promote transparency and accountability in our priority setting and resource allocation decisions; and 4) Ensure meaningful participation by appropriate governance groups of our University community. The University planning

process is comprised of the Financial Planning Council (FPC) and the Strategic Planning Council (SPC), each with separate goals and objectives. The SPC works in conjunction with the FPC. The purpose of the FPC and SPC is to steward and drive the University's financial and strategic process and to ensure that strategic planning and budgeting are linked.

The *Financial Planning Council* (FPC) includes broad representation from senior management, directors, faculty, deans, chairs, students, and staff and has the following goals:

- From a tactical basis, drive the University's annual financial planning process
- Ensure that there are effective linkages and relationships between our planning, priority setting and resource allocation processes
- Promote transparency and accountability in our priority setting and resource allocation decisions
- Ensure meaningful participation by appropriate governance groups of our University community

The key responsibilities of the FPC are 1) To advise the President on matters related to the University's fiscal affairs and 2) To provide a consolidated and prioritized set of recommendations for additional funding that is consistent with the University's strategic direction.

The *Strategic Planning Council* (SPC) represents diverse areas of the University, including faculty, students, staff, and administrators and has the following goals:

- Drive the University's strategic planning process
- Ensure meaningful participation by appropriate governance groups of our University community

The key responsibilities of SPC are to 1) Work with the FPC to advise the President on matters related to the University's strategic plan; 2) Periodically review and update the ECU Strategic Plan; 3) Solicit input on the plan from the University community; 4) Oversee implementation of the plan through review of progress toward goals; and 5) Produce the annual strategic planning report.

The *University Assessment Committee* (UAC) includes representation from faculty, administration, and students. UAC's mission is to enhance Eastern's assessment practices by

- Assisting in the development, maintenance and ongoing enhancement of a University Assessment Plan;
- Identifying the processes by which assessment serves to promote student engagement, faculty engagement and professional development, and student success;
- Engaging the University community in an on-going dialogue regarding the achievement of institutional effectiveness through assessment-driven continuous improvement; and
- Assessing progress in meeting the goals of the University Strategic Plan and those related to general education.

Planning groups (colleges/divisions) have the following responsibilities:

1. synthesize and prioritize strategic budget requests from reporting units,
2. prepare and submit an annual IE Progress Report,
3. collect and analyze assessment data,
4. update TracDat (add assessment results and make modifications to plan),
5. provide feedback to reporting units on their progress and plans from prior semester,
6. prepare action plans for the next strategic planning cycle.

Reporting units (units/departments) have the following responsibilities:

1. submit strategic budget requests to the planning group,
2. prepare and submit an annual IE Progress Report,
3. collect and analyze assessment data for the academic year,
4. update TracDat (add assessment results/make modifications to plan),
5. prepare action plans for the next strategic planning cycle.

Each planning group and each reporting unit engages in a continuous planning process that involves faculty, staff, and students. Clear planning goals, strategic directions, objectives, and expected outcomes are developed for the planning group as well as for each of its instructional, research, and service programs. Before the beginning of each four-year planning cycle, all planning groups and reporting units develop a strategic and/or action plan, which supports the University Strategic Plan, containing the following required elements:

- The Vision Statement conveys a compelling, conceptual image of the future of the unit (planning groups only).
- Values guide the decisions and actions of the unit (planning groups only).
- The Mission Statement represents a current statement of what the unit is trying to do.
- Goals define the directions the unit intends to move toward during the planning period.
- Strategic Directions focus the planning group's work over the planning cycle, in order for the unit to reach its goals (planning groups only).
- Objectives state the specific activities or results to be achieved to meet a particular goal (reporting units only).
 - Planning Objectives focus on administrative outcomes within the department other than "student learning."
 - Educational Objectives focus on student learning. Each department, including non-academic support units, must assess its accomplishment of these objectives.
- Key Performance Indicators are statements of observable or measurable indications that an objective has or has not occurred.
- Results/Observations summarize the results of assessment and evaluation activities for the unit's objectives and strategic directions.
- The Use of Results/Observations describes how results of assessment and evaluation activities are used both to improve the quality and effectiveness of the unit and to refine unit goals and priorities.
- The Environmental Scan evaluates the unit's strengths and weaknesses, including external environmental trends influencing the unit at the present and in the future.
- The Implementation Plan identifies actions to be taken, the person or unit responsible, and a time frame for accomplishing goals.

ASSESSMENT PROCESS

The assessment process is a critical component of the current Institutional Effectiveness process. The process focuses on design and improvement of educational experiences and comprises the following interrelated activities: strategic and action planning to identify outcomes that link to the university mission; development and implementation of measures to determine if the objectives are being met; and department review and showcase to identify areas of potential improvement in student learning and in support services. Planning and assessment are conducted at the university level, the

college/division level, and the department/unit level, with a strong interconnection among the three levels.

The assessment process at ECU requires broad-based participation from all levels and all units of the University. Every unit clearly identifies outcomes that are measurable, assesses those outcomes for efficacy, and uses the results of those assessments to improve its programs and support services.

Framework for Good Assessment Practice

Dr. Keeley at a previous institution developed the *Framework for Good Assessment Practice* (Keeley, 2002). There are five core requirements that provide this framework.

- 1) Each academic program must have *end-of-program learning outcomes* that are linked to the statement of mission and purposes, developed by faculty, measurable, actionable, built on existing course-specific outcomes, and reflect general education program goals where appropriate.
- 2) Each program must employ *direct measures of student academic achievement* that possess a one-to-one relationship to each program learning outcome, were developed and used by faculty and other appropriate persons, relate to one or more of cognitive, behavioral and affective learning, and include multiple rater/evaluators where possible.
- 3) Each program must employ *multiple measures of student academic achievement* where both direct and indirect measures are used in concert to “triangulate” and corroborate the findings, each measure can be related back to program learning outcomes and be used to improve teaching and learning, multiple raters are used where possible, and new measures are introduced periodically to determine efficacy and to keep the assessment program relevant and up-to-date.
- 4) Each program must *analyze the results* of its assessment measures, and the analysis must be faculty-driven and faculty-owned, relate results back to specific program learning outcomes, be thoroughly and thoughtfully documented, be evaluative as well as descriptive, include criteria for success, and be able to result in corrective actions.
- 5) *Feedback from the assessment process* is used to improve the program and the teaching and learning processes within the program. This feedback should be developed by faculty and department leadership, relate back to specific program learning outcomes, relate both to “what we teach” (curriculum) and “how we teach” (pedagogy), map feedback on outcomes back to specific courses, and reflect actions taken based on feedback in program planning and budgeting processes. (Keeley, 2002).

Assessment of Student Learning in Academic Programs: A snapshot of the process

Assessment of student learning in the academic program is ultimately intended to assist faculty and staff in making decisions about the program of study: what and how to teach in the classroom, what courses to include in the curriculum, how to sequence the curriculum and what student experiences to include in and out of the classroom, etc.

Responsibility for the assessment of program-specific student learning objectives lies with the individual department. Some of a department’s objectives are expected to align with the QEP and general education strategic directions, while others will be unique to the department.

Assessing student learning begins with the articulation of what it is that students should know, think, feel or be able to do by the end of their time in the program of study. Stating these items in terms of

student learning objectives is the first step in the assessment process. Faculty then identify what program experiences (courses, seminars, research, etc.) help students achieve the desired objectives, identify the methods with which to assess the student learning objectives, the timeline for data collection, the parties responsible for the data collection, analysis, and reporting, and the anticipated use of the analysis.

Step 1: Student Learning Objectives. Program faculty and staff articulate intended, end-of-program student learning objectives. Student learning objectives are measurable, actionable, and focus on student behavior.

- *What are our program's student learning goals and objectives?*
- *For each of our stated goals, what are the specific student behaviors, skills, or abilities that would tell us this goal is being achieved?*
- *What will students be able to know, think, do or feel as a result of this program of study/ educational experience?*
- *Describe our ideal student in terms of strengths, skills, knowledge and values, and identify which of these characteristics are the result of the program experience.*

Step 2: Curriculum Map. Program faculty and staff create a Curriculum Map by mapping the student learning objectives to the program.

- *In which courses do students achieve learning of each student learning objective?*
- *From which learning experiences do students develop knowledge and skills stated in each student learning objective?*

Step 3: Assessment Methods. Program faculty agree upon the actual student performance that will be evaluated and on the assessment instruments and processes that will provide clear and useful information regarding student performance. Most assessment methods are embedded in academic programs and/or classes. Both direct and indirect methods are used. Departments can draw on assessment data collected through institutional sources (e.g., findings regarding general education, from institution-level surveys, from co-curricular, extra-curricular, student services, or residential programs) where relevant.

- *What does it look like when a student can ____?*
- *How do we know when students are 'getting it'?*
- *What assessment methods will we use to collect data about what our students have learned?*
- *What are our criteria for success?*
- *How will we know the objectives have been met?*
- *What level of performance meets each objective?*
- *How will we interpret and evaluate the data?*

Step 4: Data Collection and Analysis. Program faculty collect and analyze data. Additional outside data may be used for supplemental analysis. Data and analyses are presented to faculty and staff for evaluation and consideration of implications. Departments use findings for internal decision-making.

- *How will the results of assessment be used?*
- *Who needs to know the results?*
- *How can we improve our program and assessment process?*
- *What do these data tell us?*

- *What is working well and should be continued or expanded?*
- *Where are our students' performance below expectations?*

Step 5: Closing the Loop. Decisions made based upon data analysis put into action. Changes to the program are implemented and assessed for effectiveness.

Step 6: Processes and Procedures. Articulate the process, procedures, responsibilities and schedules for the entire assessment plan. Departments develop their own timetables for data collection, analysis, and use. Each department's chair is responsible for overseeing the development of that unit's plan for assessing student learning. In many cases, assessment committees are selected to carry out that work.

- *When will we collect the data?*
- *How often?*
- *Who will be responsible for collecting, interpreting, and reporting the results?*
- *When are activities occurring?*

Identifying Expected Outcomes

As part of the assessment process at ECU, academic programs and administrative or educational support units must clearly define expected outcomes that can be evaluated to determine efficacy and areas in need of improvement. In order to assist programs and units in writing outcomes that are clear and measurable, the Office of Institutional Effectiveness (IE) offers periodic workshops. The processes for defining outcomes are outlined below.

Academic Programs

ECU offers 168 degree programs and options at the associates, bachelors, masters, specialist and certificate levels through five academic colleges and the Graduate School. Each academic program must identify three to five educational objectives that are measurable and actionable, and that specify the knowledge, abilities, and attitudes students are expected to achieve, as well as the faculty's experience in and knowledge of the discipline. Ideally the program faculty would articulate all of the student learning outcomes expected of students completing the program. These educational outcomes are reviewed annually by the faculty of each academic program. Additionally, each academic program identifies, assesses, and modifies its planning objectives annually.

General Education

General education is an important component of all of ECU's undergraduate programs. The goal of the General Education Program at ECU is to promote intellectual curiosity and independence, as well as good citizenship in a diverse, democratic society, and global community. As such, general education is a high priority at ECU, and the goals of the General Education Program link directly to University goals three (to promote learning through high quality programs and services) and four (to provide intellectual and cultural opportunities which will develop and enhance scholarship and intellectual curiosity), as well as goal one (to promote and support a climate that respects and celebrates diversity).

To achieve the goals of general education, all degree-seeking students are required to complete 48 hours of approved general education courses. In the past, the primary vehicles for assessment of general education have been direct measures, such as those provided by the University Writing Requirement (UWR) and the Collegiate Academic Assessment Program (CAAP); indirect measures, such as those provided by the National Survey of Student Engagement (NSSE) and other surveys of students

and faculty; and course-based measures. These measures were brought together and summarized in a periodic review. The currently-approved General Education Program has implemented a more fully-integrated assessment process to determine the efficacy of the program. General education courses are now assessed each semester using the goals and learning objectives approved by the University General Education Committee, the Council on Academic Affairs, the Faculty Senate, and the Board of Regents.

Administrative and Educational Support Services

EKU's administrative and educational support services are offered by the divisions: Academic Affairs; Facilities Services; Financial Affairs; Government Relations; Intercollegiate Athletics; Internal Audit; Policy, Compliance and Governance; Student Affairs; University Advancement; and University Counsel. The assignment of a unit to either a planning group or reporting unit is determined based on EKU's organizational structure. Each dean or vice president is responsible for the planning among those areas that are direct reports (Planning Group). The persons heading those areas (associate vice presidents, chairs, and directors) are in turn responsible for the planning process in the units that report to them (Reporting Unit). Each administrative and educational support unit identifies and assesses at least three planning objectives and from one to three educational objectives, depending on the student focus of its mission.

Assessment of Outcomes

Academic Programs

Academic programs are assessed through Department Review and Showcase and annual program assessment. In addition to the more comprehensive Department Review and Showcase, faculty committees annually review EKU's degree programs. The tools for these annual assessments range from highly structured assessment instruments to more qualitative collaborative discussions. Each department is responsible for selecting appropriate assessment tools that address the nuances of what they are teaching. Departments employ direct assessment measures, such as testing or portfolios, as well as indirect measures, such as surveys and focus groups. Moreover, departments develop strategic plans that employ these assessment measures. The results of these assessments are reported via the Annual Institutional Effectiveness Progress Report, and they are used to make improvements in academic programs.

General Education Assessment

General education courses are offered by different departments across the University, which requires assessment to be a more intricate process for the University General Education Committee. Therefore, in summer 2005 faculty members from departments offering general education courses attended a five-day workshop to develop common scoring rubrics for communications, writing, mathematics, wellness, arts and humanities, natural sciences, and social and behavioral sciences. The rubrics were developed using the goals for each content area in the General Education Program. Since critical thinking is common to all blocks of the program, EKU assesses critical thinking in all general education courses as well. The critical thinking rubric was developed by all faculty workshop participants. Both the critical thinking rubric and the subject-area rubrics were applied to the same student work. After pilot-testing the rubrics in 2005-2006, faculty members revised some of the language in the rubrics, and combined the relevant criteria from the critical-thinking rubric with the GE Block-specific rubrics. Thus, only one rubric is needed to assess each course. In the summer 2008, three rubrics were further revised based on faculty feedback. Because these rubrics were being revised anyway, the group decided to also include in the rubrics the language of the Paul & Elder Model of Critical Thinking (adopted by the

University for the QEP). The Paul & Elder language will be incorporated into all of the rubrics as it becomes necessary to revise them in the future.

All courses, as well as the General Education Program as a whole, are assessed using direct measures via course-embedded assessment. The faculty members teaching different sections of the same general education course develop a common assessment assignment that is administered to students in all sections of the course. This includes all sections, no matter how (including delivery modality), where, or by whom they are taught. Any assignment/exercise may be used to assess student learning in a course, as long as it is produced near the end of the term, and provides direct measures of student learning. Departments decide how the scoring is conducted, but for subjective scoring, e.g., essay exams, papers, reliability is assured with multiple scorers. Departments designate a faculty member as course coordinator, who organizes the scoring and prepare reports for the General Education Committee, for the course as a whole. Departments then use the course-level data to make course improvements. Finally, the University Assessment Committee, with the assistance of the Office of Institutional Effectiveness, aggregates the data—so that it can be assessed at the program level—and reports it to the General Education Committee.

Programmatic assessment of the General Education Program is also done with the Critical Thinking Assessment Test (CAT) and senior capstone projects. The CAT test is administered to freshman- and senior-level students, and will provide information about the extent to which students are meeting the goals of general education before they graduate. The capstone projects are discipline-specific and will inform individual departments about the extent to which their senior-level students are meeting departmental goals. These data will also be used to determine the extent to which students are meeting critical thinking and communication goals of the University (GE and QEP).

Administrative and Educational Support Units

Each administrative or educational support unit must assess at least three planning objectives and from one to three educational objectives, depending on the student focus of the unit. The Annual Institutional Effectiveness Progress Report provides the structure for the documentation of: an annual review of progress in accomplishing goals and objectives for the past year, including major accomplishments; the modifications in action plans for the current year; and the priorities for next year that require new funding, with the submission of strategic budget requests. Each reporting unit completes a progress report, and their reports are synthesized by their respective planning groups (i.e., divisions), led by the President's direct reports, which also complete Annual Institutional Effectiveness Progress Reports. Each division's or college's Annual Institutional Effectiveness Progress Report includes a review of the planning group in its entirety as well as a summary and synthesis of each reporting unit within the division.

Evidence of Improvement from Analysis of Results: Closing the Loop

EKU is committed to providing ongoing evidence of improvement in educational programs and educational support services. Program faculty and departmental staff use information gathered from the planning and assessment process to identify the specific strengths and weaknesses of their programs and to make necessary adjustments to the curriculum, to faculty development, to resource commitments, and to other factors that can strengthen their academic programs. Educational support service providers use the information to improve both student learning and student services. Evidence of ongoing improvement based on the analysis of these results is integral to this effort. The University also studies areas where improvements have not occurred, despite targeted efforts, so that adjustments

can be made to work toward improvement. Specific examples of ways the University has used assessment to improve programs can be found in Assessment Impact Reports.

ASSESSMENT ACTIVITIES

Through ongoing annual systematic collection and analysis of information, the University determines the answer to the question: “How well are we doing what we are supposed to be doing?” Assessment encompasses both description (what has occurred) and evaluation (why it occurred and what it means).

Every planning group and reporting unit conducts assessment for planning objectives and educational objectives (i.e., student learning outcomes). *One of the key characteristics of the ECU planning process is that every unit, whether academic/teaching or non-academic/support, is expected to assess its progress in meeting educational objectives.* Depending on the nature of the unit, administrative/support units must assess a minimum of either one or three educational objectives (e.g., mail services might assess one or more, while student counseling might assess three or more). This signals to non-teaching units that they need to consider how they affect student learning, and that facilitating and supporting student learning is the central business of the University, regardless of department or function.

Measures are then identified for each objective (outcome) to allow for the analysis of results. At the department level, results are analyzed by the faculty and staff in each department. At the university level, the University Assessment Committee analyzes the results.

Documentation

Each unit enters its objectives, measures, criteria for success, results, and use of results for improvement into ECU’s TracDat system, from which the data is easily retrievable via a battery of standard and custom reports that articulate into ECU report formats. Units must also link each of their objectives to their college’s or division’s relevant strategic directions, as well as to the University’s strategic directions. For each objective, there is a section in the TracDat system that asks how the results were used to make improvements, and the resulting ECU assessment impact reports summarize the use of results for each objective.

IE Progress Report

The performance of each unit is reviewed annually in the Annual IE Progress Report. In 2008, the Annual IE Progress Report was improved as part of Academic Program Review’s evolution into the Department Review and Showcase. The annual Institutional Effectiveness progress-reporting process was strengthened for academic departments by requiring development and implementation of an objective and measure(s) for each of (1) teaching effectiveness and (2) advising effectiveness. Given the college dean’s approval, these new objectives may count as two departmental planning objectives. The University will continue to identify and provide additional professional development opportunities to enhance and support excellence in teaching and advising. The components of the report are an executive summary, summary of outcomes, explanation of outcomes, adjustments made to the unit’s strategic/action plan, and priorities for next year, including annual strategic budget requests. In addition to analyzing progress on each objective, the Annual IE Progress Report also seeks each unit’s or department’s response to the following targeted questions:

1. How were faculty and/or staff members involved in assessing educational objectives, including developing objectives, analyzing results, and making improvements based on those results?

2. What were the most significant improvements made to your academic program(s) or department because of assessing your educational objectives?
3. How will you determine whether the improvements you made will enhance student learning in future iterations of your assessment? In other words, how will you know specifically whether the changes you made worked?
4. How will the actions taken based on assessing educational objectives be reflected in department planning and budgeting processes? In other words, how will what you found affect your department plan and budget?

In the Annual IE Progress Reports, each unit must summarize how it used results to make improvements.

Feedback

To ensure continuous improvement, feedback occurs at various levels and stages of the planning and assessment process. The SPC provides feedback to planning groups upon receipt of their Annual IE Progress Reports. The UAC also provides feedback to each department on its response to the four targeted questions listed above. Additionally, the UAC assesses achievement of university-level strategic directions and provides a report to the SPC, which uses that report to inform its own progress report. The SPC Progress Report provides feedback to the university community. In each case, formal written feedback is provided, suggesting improvements and steps to be taken to implement those improvements.

Department Review and Showcase

To complement the change in Eastern's Strategic Planning process to integrate it with Eastern's Financial Planning process, Eastern's Academic Program Review process was revised in 2008 to keep the best parts of Academic Program Review while instilling fiscal responsibility and resource analysis into the process. EKU's Department Review and Showcase answers the questions: "Is quality and continuous improvement an integral component of all EKU academic programs?"; "Is each program properly resourced?"; and "Is each program a responsible use of Commonwealth funding?".

The Department Review and Showcase combines our efforts for continuous quality improvement of academic programs with the increasingly compelling need to be a good steward of the Commonwealth's limited resources and at the same time provide each academic program with the needed fiscal, infrastructure, library, and faculty resources for the program to achieve continuous quality improvement.

The Department Review and Showcase is an ongoing process for monitoring the status, effectiveness, and progress of academic programs and for refining EKU's programmatic directions and priorities, which then shape resource allocations and other academic and administrative decisions. The DRS is conducted by a department at the discretion of the Provost and Deans, and may be prompted by conditions such as a new program, a special or noteworthy achievement, enrollment/degree production concerns, accreditation issues, or concerns regarding quality of the student experience, to name a few. It asks an academic department to respond to key questions related to program quality and viability via a presentation to a group representing stakeholders in Academic Affairs. The review covers a large number of indicators of program quality, including the program's mission's congruence with the University mission; student learning assessment; effectiveness of teaching, advising, service, and scholarly/creative work; and faculty credentials. The review also covers program viability; whether the

program has sufficient resources to maintain a high level of quality, and whether the program is a prudent use of resources.

Key Questions for Department Review and Showcase:

1. Is the program aligned with the university's mission?
2. Does the program contribute significant value to the institution's missions of teaching, scholarship, and/or service?
3. Is the program viable?
4. Does the program provide a high-value experience at the appropriate level of rigor?
5. Is the program properly resourced?
6. Is the overall value proposition for the program compelling?

QEP Assessment

The purpose of the QEP Assessment Plan is to ascertain the effectiveness of EKU's efforts to develop informed, critical and creative thinkers who communicate effectively on multiple levels.

To capture comprehensive evidence of student learning, summative and formative assessment process are being implemented, using direct and indirect assessment methods. Formative Assessment is conducted during a program or course and provides immediate information for improving student learning. Summative assessment is used to check the level of student learning at the end of the program. Direct methods ask students to demonstrate their learning through tools such as objective tests, essays and evaluations of cooperative supervisor/employers. Indirect methods ask them to reflect on their learning through tools such as surveys and interviews.

Formative Assessment

Formative assessment will take place in each QEP funded project, as well as for each degree program within the University. Each of the QEP funded projects has articulated learning outcomes that are being assessed, evaluated, and programmatic changes are being made depending upon the results. Each of the 40 academic departments is in the process of identifying student learning outcomes (SLOs) and assessment measures that are related to the EKU QEP. As of January 2010, 87.5% of all academic departments have at least one SLO articulated in the TracDat data management system.

Summative Assessment

Summative assessment began in Spring 2007 with the collection of data on Freshmen, Transfer Students, and Senior's. Achievement of student learning outcomes will be gathered using direct and indirect measures.

Direct measures include:

- CAT (Critical Assessment Test) developed by Tennessee Tech University.
 - The test targets the following skills; cognitive, evaluation, synthesis, analysis, application, and comprehension.
 - Freshmen and Senior CAT results will be compared.
 - The University-developed Critical and Creative Thinking Rubric will be applied to the CAT responses.

Indirect measures include:

- Student responses to ten questions related to the QEP theme on the National Survey of Student Engagement (NSSE).

- The EKU Graduates in the Workplace Survey will be distributed to employers who have hired EKU graduates to assess the critical and creative thinking and communication skills.

University-Wide Student-Learning Outcomes

- Students will explore and identify main issues/concepts/problems, and retrieve and organize relevant data/evidence.
- Students will evaluate information to establish a position or interpretation, and identify and discuss the implications/consequences.
- Students will synthesize, and expand on, relevant information to apply it to different situations and in different contexts.
- Students will express and articulate a point of view with recognition of other possible perspectives while demonstrating appropriate rhetorical knowledge.

QEP Assessment Tools

CAT (Critical Assessment Test)

NSSE (National Survey of Student Engagement)

University's Critical and Creative Thinking Rubric

University's Written Communication Rubric

Assessment Plans for each individual QEP funded projects

Regional Stewardship Assessment

Goal five in the University's 2006-10 strategic plan states the University will "increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky." This goal relates well to the University's mission and core value statements. Academic and administrative units within Eastern Kentucky University assess community perceptions of engagement activities. These activities are documented in EKU's strategic plan and updated annually. This data is easily generated for official stakeholder reports, including the Kentucky Council on Postsecondary Education.

The University and its colleges and departments track their engagement with the community through a variety of mechanisms, including the annual institutional effectiveness (IE) progress reporting process, in which units record their progress toward University-level and unit-level goals and objectives via the TracDat reporting system. EKU's strategic plan, goals, objectives, and strategic directions for engagement activities are reported and documented in TracDat. This mechanism allows for aggregating unit-level data to come up with a University-wide assessment of community engagement activity, as well as providing data at the college and department levels. The data is collected for all program activities, and generated in report form. The Annual Institutional Effectiveness Progress Report provides data sets for engagement, stewardship, and all other activities of the University. Such data is routinely provided to university stakeholders, funding agencies, and the Kentucky Council on Postsecondary Education.

The assessment of community perceptions in academic and administrative areas make strong use of advisory boards and committees. Members provide feedback for assessments in many areas including work performance, relevance of curricula, and perception of the department's value to the community.

Surveys are utilized in multiple departments to gather opinion data and perceptions of partner organizations. Survey data can be accessed by advisory boards where members may recommend

programmatic decisions. Academic departments ask faculty who serve on community boards to complete surveys. Surveys also track student participation.

Data that is collected from many sources is used to determine effectiveness of programs and projects, and impact the means to enhance/broaden the constituency base. Assessment data is used to determine if new activities should be introduced or other programming implemented. As an example, in student life programs, initiatives ranging from breast cancer awareness to Wilderness First Responder activities, will require that surveys are sent to every participant to determine if those or other events are successful and how they can be improved in succeeding years. This same approach has been used within the regional ECU campus and outreach programs in the ECU service region. Assessment data from these campus and center programs can best inform projects suited uniquely to these areas.

Some data within academic departments, collected by chairs and faculty, are more informal in nature. Feedback from faculty members who serve on advisory committees is a valuable resource for assessment, improvements, and changes to policy, curricula, and clinical assignments, for example. Surveys can be used to assess progress toward strategic planning implementation, planning for outreach for next year. Finally, each faculty member can be evaluated with respect to participation in community activities, using that data for faculty pay, promotion and tenure.

Faculty also record their professional activities (e.g., publications, presentations, community service, memberships) in the Digital Measures reporting system, which enables academic leaders to determine how much and what kinds of professional activity is brought to bear on issues related to community engagement. Having this information is key to understanding how and how often our faculty engage with their respective communities.

The University administers a large number of surveys that relate directly to community engagement, including those developed "in-house" and others such as NSSE and CIRP that are administered nationally across a broad range of institutions, providing valuable comparative information. In-house surveys of community engagement are administered by the Office of Institutional Research to current and former students, community members, alumni, faculty/staff, and other key stakeholders, and results are aggregated and shared on campus in order to facilitate improvement in community engagement practice.

Service learning courses, as well as those courses administered by units that are focused directly on community engagement such as the Center for Appalachian Studies, undergo detailed review via the IDEA student evaluation of faculty teaching effectiveness.

Program faculty and departmental staff use information gathered from the planning and assessment process to identify the specific strengths and weaknesses of their programs and to make necessary adjustments to the curriculum, to faculty development, to resource commitments, and to other factors that can strengthen the community engagement components of their academic programs. Educational support service providers use the information gathered via the above mechanisms to improve both student learning and student services to support community engagement. Evidence of ongoing improvement based on the analysis of these results is integral to this effort. The University also studies areas where improvements have not occurred, despite targeted efforts, so that adjustments can be made to work toward improvement.

An important characteristic of this process vis-a-vis community engagement is the use of multiple measures in order to "triangulate" findings, and to make sure that the multiple indicators are in consonance with one another and pointing to a clear direction for improvement. For example, a department might use both a count of the number of interactions it has with members of a community-based organization (input) and the results of a satisfaction survey of the organization's members (output) to inform improvements in its work with that organization. Wherever possible, multiple measures are required in order to document the need for improvement in community engagement by a unit or department.

Use of Data for Continuous Improvement

The data gathered during the 2003-2006 strategic planning and assessment cycle has led to improvements in programs and services, often decided on and implemented at the department or unit level. This data also informed the development of the 2006-2010 Strategic Plan. As with the 2003-2006 plan, an inclusive planning process, involving internal and external constituencies and with input from various focus groups, has been followed. While maintaining continuity with the 2003-2006 plan, the current plan has been refined based on assessment results and a review of the University's mission, vision, and values. One important improvement is the reworking of key performance indicators (KPIs) at the University level. For example, a KPI that spoke of "enhancing external funding" has been updated as "increase external funding by 5% annually."

Other Assessment Activities

The University Assessment Committee conducts periodic reviews of retention rates, graduation rates, and employer/alumni satisfaction. Results are coupled with the experience of the faculty and staff in each department to inform necessary improvements in academic programs and support services. For example, when EKU students finish a Cooperative Education experience, employers complete a survey. This survey information is used to assist programs to make improvements. In this way, the Apparel Design and Merchandising program used an analysis of employer feedback to make specific course and curriculum changes.

Another internal assessment measure is the use of course-specific evaluations, including the use of the Individual Development & Educational Assessment (IDEA). Most departments require that faculty use the IDEA in at least one class per semester, including classes taught via distance learning modalities. The results of IDEA evaluations are used to assess individual faculty, as well as program strengths and weaknesses.

In addition to internally-mandated planning and assessment processes, EKU also assesses targeted objectives prescribed by the Kentucky Council on Postsecondary Education (CPE). These targeted objectives in turn help to inform the University's strategic directions. EKU's institution-specific CPE goals are assessed annually in areas such as enrollment; diversity; recruitment, retention, and graduation rates; funding for research and public service; and student engagement. For each area, EKU must detail its plans for improvement in the next year. Like EKU's strategic planning process, the CPE accountability review also follows a plan-do-assess-act cycle, and many of the dimensions of the CPE review are incorporated into EKU's internal planning process as well.

ASSESSMENT TOOLS

A wide variety of assessment tools are utilized at Eastern Kentucky University to measure performance.

Aggregate of Qualifying Exams (GRE, GMAT, LSAT, MCAT, PRAXIS, Licensing Exams, etc.)

- **Measure** – Direct
- **Summary** – This area covers a wide variety of summative measures that are used for entry into professions, graduate school, and the like at the end of a baccalaureate program. These tend to be highly reliable and valid standardized instruments taken by students across many different kinds of institutions and for a variety of purposes. These measures serve as important indicators of quality of the various programs, especially in the certification/licensure areas for programs in education, health care, and the like.

General Education

- **Measure** – Direct and indirect
- **Summary** - Assessment of General Education is proceeding on two levels:
 - I. Departments assess each of their general education courses with faculty-generated assessment items related to the appropriate general education goals. Each course is assessed at least twice in a four-year cycle. The first four-year cycle began fall 2006 and reapproval of courses will be done spring 2010. The next four-year cycle will begin fall 2010.
 - What do departments do with their assessment data? Data are to be entered into TracDat. The GE website contains TracDat guidelines for every GE block. These guidelines include suggested student learning objectives that are specific to GE courses, and instructions for entering GE assessment data.
www.gened.eku.edu
 - Who will see the data? (a) When departments apply for reapproval of their GE courses (every four years) the assessment data should be printed from TracDat and attached to the application. The GE Committee will review the assessment instruments, procedures, data, and use of data; all of this information should be in TracDat. (b) Additionally, The GE Assessment Coordinator encourages departments to send her GE assessment data directly to her for, and she provides written feedback. This allows departments to correct potential problems, before they apply for reapproval of their GE courses.
 - II. Programmatic level assessment of the GE program is being conducted with two projects: The CAT test and Senior Capstone Projects.

The CAT Test: The Critical Thinking Assessment Test (described under the QEP section) will be used to assess the critical thinking goals of General Education.

Senior Capstone Projects. The GE Assessment Coordinator, in collaboration with the Assistant Director of Institutional Effectiveness, is working with faculty in individual departments to develop procedures to assess their students' capstone projects using the University Critical/Creative Thinking Rubric and the University Written Communication Rubric. Data collected from these projects will inform the individual departments' strategic plan, and will also be used to assess some of the goals of General Education, as well as the QEP.

QEP Assessments

- **Measure** - Direct and indirect
- **Summary** - The purpose of the QEP University-Wide Assessment Plan is to ascertain the effectiveness of EKU's efforts to develop informed critical and creative thinkers who communicate effectively. The QEP Assessment Plan will also provide on-going feedback to the Center for Quality Enhancement for dissemination to programs and the University community, in order to better meet student learning needs.

In order to capture comprehensive evidence of student learning, summative and formative assessment processes will be implemented, using direct and indirect assessment methods. Formative assessment is conducted during a program or course and provides immediate information for improving student learning at the course and individual level. Summative assessment is used to check the level of student learning at the end of the program. Direct methods ask students to demonstrate their learning through tools such as objective tests, essays, presentations, classroom assignments, and cooperative supervisor/employer evaluations. Indirect methods ask them to reflect on their learning through tools such as surveys and interviews.

QEP Employer Survey – Graduates in the Workplace

- **Measure** - Direct
- **Summary** - Employers will be asked to evaluate the critical thinking, creative thinking, and communication skills of EKU graduates in their employ. To ensure compatibility with other data collected, the QEP Research Analyst will devise and implement an appropriate assessment process based upon the University Critical and Creative Thinking Rubric and the University Written Communication Rubric. Employers will be trained to apply the rubric consistently.

QEP CAT – Critical Thinking Assessment Test

- **Measure** - Direct
- **Summary** – First-year students and seniors are asked to complete the CAT to ascertain their ability to evaluate information, problem solve, think creatively and communicate. Scores on the CAT will be compared over the years and serve as quasi-pre-post measurement for the QEP activities focused on enhancing our students' critical and creative thinking skills.

Cooperative Education Assessments

- **Measure** - Direct by employers, indirect by students
- **Summary** – Every student who completes a Cooperative Education or Applied Learning experiential education experience at Eastern is required to complete a “Performance Skills Assessment” at the end of their experience. Each employer supervising the student also completes an “Employer Assessment” that mirrors the student evaluation. The evaluations are subjective and are based on the student’s performance on the job during their semester-long experience. The assessment tools have recently been revised (Employer in Fall 2006 and Student in Spring 2007) to more closely reflect the potential QEP-defined skills of informed, critical and creative thinkers who can communicate effectively. The questions are standard for all majors, with the opportunity for each department to add major-specific questions for both students and employers.

CIRP

- **Measure** - Indirect
- **Summary** - Freshman are asked to complete the CIRP Survey. The survey assesses basic demographic characteristics, expectations of the college experience, secondary school experiences, degree goals and career plans, college finances, attitudes, values, life goals, and reasons for attending college. The Division of Student Affairs at ECU has been administering the CIRP Survey each Fall semester since 2003.

NSSE

- **Measure** - Indirect
- **Summary** - The National Survey of Student Engagement or NSSE was designed to assess the extent to which students are engaged in empirically derived good educational practices and what they gain from their college experiences. In this it differs from many other surveys that are more oriented to student satisfaction than to specific educational outcomes. The NSSE is administered to a sample of second semester freshman and exiting seniors. NSSE was administered at ECU each spring semester from 2000 to 2003, since 2003 it has been administered every other spring semester to a sample of second semester freshman and exiting seniors.

Results are used as key performance indicators of the university strategic plan. Results are also analyzed longitudinally to reveal changes/significance in student engagement over time.

Survey of Undergraduate Degree Candidates

- **Measure** - Indirect

- **Summary** - As part of the application process for graduation each semester, the GSS is completed by all eligible undergraduate students. This survey seeks feedback regarding undergraduate student experiences at EKU.

Results are reported at the university level as well as cascaded to the department level, providing student feedback to both university and program satisfaction. This survey is part of the graduation application process (administered online); thus, the response rate is very high.

Survey of Graduate Degree Candidates

- **Measure** - Indirect
- **Summary** - As part of the application process for graduation each semester, the GDC is completed by all eligible graduate students. This survey seeks feedback regarding graduate student experiences at EKU. Results will be reported at the university level as well as cascaded to the department level, providing student feedback to both university and program satisfaction.

Alumni Survey, Bachelor Degree

- **Measure** - Indirect
- **Summary** - The Bachelor's Degree Alumni Survey is distributed every other year to those who completed a bachelor's degree either two or five years prior to the survey year, in order to collect longitudinal data on academic and career preparation. Results are reported at the university level only.

Graduate Destination Survey

- **Measure** – Indirect
- **Summary** – The department of Career Services conducts a Graduate Destination Survey to determine the employment status of all students graduating from EKU. The survey is available 2 months prior to graduation at Grad Fest, and is sent to students approximately one month and six months following graduation. Information on employer, job title, location, relevance to major, salary and graduate/professional school plans are gathered.

CAAP – Collegiate Assessment of Academic Proficiency

- **Measure** – Direct
- **Summary** – CAAP is a standardized assessment program from ACT that covers skills and knowledge in mathematics, science, reading, writing and critical thinking to assess, evaluate, and enhance the outcomes of university-level general education programs. As a national standardized test, CAAP offers extensive national user norms that allow comparison of results to appropriate reference groups. Most importantly, CAAP provides information at the cohort and

individual student level that faculty and administrators can use to evaluate their general education programs and identify opportunities to enhance student learning.

The CAAP Math module was administered to students in 200 level courses in Spring 09 while the CAAP Critical Thinking module was administered to first-year students in Fall 09 and seniors in Spring 10. The CAAP Science and Writing modules will be administered in future years on an alternating schedule. ECU administers the CAAP modules as part of participation in the Kentucky Council on Postsecondary Education Measuring Up project and the CAAP Critical Thinking and Writing testing will provide data for Eastern's participation in the Voluntary System of Accountability (VSA).

A comprehensive inventory of all Eastern's University Assessment Tools is provided in Appendix A.

ORGANIZATIONAL AND BUDGETARY SUPPORT FOR ASSESSMENT PROGRAMS

Office of Institutional Effectiveness

The Office of Institutional Effectiveness (OIE) was established in August 2003 to coordinate the operations of institutional effectiveness and institutional research for the University, including strategic planning, outcomes assessment, academic program review (now Department Review and Showcase), SACS accreditation, organizational development, and institutional data collection, processing, and analysis. The OIE operates at the university level and is concerned with supporting all teaching, service, and scholarship initiatives.

The OIE is involved with the development and implementation of a broad-based system of integrated IE activities. These activities include:

- tracking the development and progress of ECU's Strategic Plan and coordinating the ongoing strategic planning process, including the establishment of priorities and implementation of action plans;
- enhancing collaboration throughout the ECU community in order to share best practices for enhancing student learning and educational support services;
- generating data, information, and reports for institutional research purposes to improve planning and decision making;
- supporting TracDat and providing training to OIE's constituencies.
- responding to external requests for the documentation of the quality of programs and services;
- coordinating university-wide assessments and department review and showcases in ways that will continuously improve the quality of services and educational experiences, ensuring ECU's standing as a distinguished institution;
- coordinating the SACS reaffirmation process; and
- providing information for and responding to requests by the Kentucky Council on Postsecondary Education (CPE).

All these activities are undertaken to guarantee continuous program improvement, accountability, and quality assurance and to ensure institutional effectiveness.

Training and Assistance

The Office of Institutional Effectiveness offers extensive training and support.

- Workshops and forums are offered Strategic Planning for chairs and deans at the beginning of the process and throughout each annual cycle. Focused workshops are presented on IE-related matters, in order to seek input from and to provide guidance to chairs and deans.
- Through orientations and trainings, OIE offers assistance and guidance in areas related to strategic planning, department review and showcase, and assessment.
- Training workshops are offered in areas such as writing planning and educational objectives, selecting measures, using results for program improvement, writing strategic planning overviews, analyzing SWOT, teaching basic and advanced TracDat, etc.
- OIE provides laminated sheets called Assessment Essentials. These present guidelines for good practice in assessment for academic and educational support units.
- OIE maintains a website with a myriad of resources related to strategic planning, department review and showcase, and assessment. OIR also maintains a website with resources related to data, reporting, surveys, and benchmark institutions.
- Support departments and colleges preparing for the assessment component of programmatic accreditation reviews.
- Daily announcements, titled *EKU Today*, are provided by the ECU Public Relations office and include IE-activities, such as training opportunities.
- IE offers both one-on-one and small group consultations.
- Training and support manuals have been developed for strategic planning, department review and showcase, and TracDat.

Each year, OIE publishes a calendar of IE-related information, such as deadlines, support contracts, training workshops, and forums.

Office of Institutional Research

The Office of Institutional Research (OIR) seeks to build collaboration throughout the ECU community to increase its knowledge base. While there is a wealth of data employed in responding to requests from members of the university community, importance is placed on information which, when infused with experience or expertise, creates knowledge. Therefore, the OIR maintains data and information on every academic unit. It provides reporting units with assistance in identifying measurable and actionable outcomes and selecting appropriate measures for those outcomes. The OIR provides assistance in survey development and execution; the OIR also provides departments and reporting units with most of the key performance indicator results that measure the achievement of strategic directions in the University's Strategic Plan, as well as data (such as degrees, enrollment data, and credit hour data) that inform the results. Assessment of faculty teaching effectiveness is administered and coordinated through the OIR as well.

Budgetary Support for Assessment

University-wide funding has been provided for the creation and ongoing work of the OIE. Assessment activities are funded mostly by ECU's colleges and departments (including the General Education Program), which provide resources for assessment as appropriate to their activities and needs. Funding for improvements identified during the assessment process also comes from each unit. As units identify areas for improvement that require additional funding, they use funds from their current budgets and make accommodations in succeeding years' budgets. Assessment is also funded by the University via a proposal process where faculty and staff may suggest assessment projects and receive funding. ECU also provides budgetary support to assessment by reallocating time and resources (e.g., faculty reassigned time) for assessment and IE activities. As part of the strategic planning process, colleges and

departments may make strategic budget requests, which are evaluated according to how well they address the University's mission and strategic directions.

EXTERNAL PLANNING AND ASSESSMENT ACTIVITIES

SACS Regional Accreditation

Eastern Kentucky University is regionally accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate, baccalaureate, masters, and doctorate degrees. To remain in full compliance with SACS requirements, Eastern meets and exceeds SACS Core Requirement 2.5 and Comprehensive Standard 3.3.1 below.

SACS Core Requirement 2.5: The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission.

Eastern Kentucky University has implemented a fully-functioning, comprehensive, and integrated process for planning and evaluating academic programs and departments and for administrative and educational support units. This process incorporates the setting of meaningful goals and objectives; the development and implementation of multiple direct and indirect measures to ensure that objectives are being met; the use of the results of those measures to inform improvements in academic programs and educational support services; and the assurance that the University is effectively accomplishing its mission.

EKU's mission focuses on high quality instruction, scholarship, and service, all of which center around student learning and student success. The link between Institutional Effectiveness (IE) and ECU's mission is in the strategic directions of the University's Strategic Plan. Those strategic directions, at the university-level, operationalize the University's mission and drive the strategic directions of the units below. Every unit—whether an academic department or an educational support service—documents both the degree to which it is achieving educational and planning objectives and to which it is using those results to improve student learning and support services in a way that furthers the University's mission.

Comprehensive Standard 3.3.1: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 educational support services

3.3.1.4 research within its educational mission, if appropriate

3.3.1.5 community/public service within its educational mission, if appropriate

In order to systematically improve academic programs and administrative and educational support services in accordance with its mission, Eastern Kentucky University identifies expected outcomes (objectives) for its academic programs and administrative or educational support services. All academic and administrative support units identify and assess educational and planning objectives using multiple direct and indirect measures. The results of these assessments are analyzed by program faculty and

department staff, and necessary improvements are identified based on the results. In successive planning cycles, evidence of improvement, based on assessment results, is sought.

Council on Postsecondary Education (CPE)

In addition to EKU's internal processes for planning, review, and assessment, the CPE requires all higher education institutions in Kentucky to conduct program productivity reviews according to CPE's process and report. This review is conducted biennially and focuses on programmatic outputs, i.e., degrees and credit hours. The CPE reviews programs based on pre-determined criteria. EKU's OIE then informs the affected colleges. Programs not meeting productivity standards are marked for further review, and programs may be suspended or combined with other programs as a result of a negative review.

The CPE also requires institutions to undergo an annual accountability review to assess progress toward institution-specific CPE goals in areas such as enrollment; diversity; recruitment, retention, and graduation rates; funding for research and public service; and student engagement. For each area, EKU must describe its plans for improvement in the next year. Like EKU's strategic planning process, the CPE accountability review also follows a plan-do-assess-act cycle, and many of the dimensions of the CPE review are incorporated into EKU's internal planning process.

Programmatic Accreditations

Many departments and programs also undergo discipline-specific accreditation by external agencies which expect accredited programs to demonstrate a high level of student achievement and continuous quality improvement within their specific accreditation frameworks and guidelines. For example, the National Council for Accreditation of Teacher Education (NCATE) accredits EKU's teacher education programs. The business programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB).

The following is a list of programmatic accreditors who currently accredit programs at Eastern Kentucky University:

AACSB International - The Association to Advance Collegiate Schools of Business

Accreditation Council for Occupational Therapy Education (ACOTE)

Accredited Schools and Programs of Public Health

American Nurses Credentialing Center (ANCC)

Commission on Accreditation for Dietetics Education of the American Dietetics Association

Commission on Accreditation for Health Informatics and Information

Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Joint

Review Committee on Education Programs for the EMT Paramedic

(Emergency Medical Technician/Paramedic)

(Associate Degree and Certificate Curricula)

Commission on Accreditation of Allied Health Education Programs on the recommendation of the

Committee on Accreditation for Medical Assistant Education

(Medical Assisting Technology)

(Associate Degree Program)

Commission on Accreditation of Allied Health Education Programs Joint Review Committee on

Educational Programs in Athletic Training

Commission on Collegiate Nursing Education

(Baccalaureate and Masters Degree Programs)

Commission on Health Informatics and Information Management Education (CAHIIM)

Council for Accreditation of Counseling and Related Educational Programs

Council on Education for Public Health (CEPH)
Council on Education of the Deaf
(Baccalaureate Degree Program)
National Accrediting Agency for Clinical Laboratory Sciences
(Associate and Baccalaureate Degree Programs)
Accreditation Council for Occupational Therapy Education
(Baccalaureate Degree and Masters Degree)
American Speech -Language -Hearing Association , Council on Academic Accreditation
(Graduate Degree Program)
Computing Accreditation Commission of ABET
(Baccalaureate Degree Program)
Council on Social Work Education
(Baccalaureate Degree Program)
International Council for Exceptional Children
International Society of Fire Services Instructors Emergency
Kentucky Vocational Agriculture Teachers Association
Management Accreditation and Certification System
(Professional Qualifications Council for Industry)
(Baccalaureate Degree Program)
National Association of College Teachers of Agriculture
National Association for the Education of Young Children
National Association of Industrial Technology
National Association of Schools of Music
National Association of School Psychologists
National Association of Schools of Public Affairs and Administration
(Master of Public Administration Degree Program)
National Environmental Health Science and Protection Accreditation Council
(Baccalaureate Degree Program)
National Council for Accreditation of Teacher Education
American Association for Health Education
National Association for Sport and Physical Education
National League for Nursing Accrediting Commission
(Associate Degree Program)
National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation
(Baccalaureate Degree Program)
American Council for Construction Education
American Nurses Credentialing Center
American Academy of Forensic Science (B.S. in Forensic Science)
Masters in Psychology Accreditation Council
(Clinical Psychology M.S. Program)

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APPENDIX A

INVENTORY OF UNIVERSITY ASSESSMENT TOOLS EMPLOYED AT EASTERN

Inventory of University Assessment Tools

Title	Summary	Key Elements - Primary Output	Schedule/Timing/Frequency
	<i>Brief summary of assessment</i>	<i>What the assessment measures</i>	<i>How often, time of year</i>
Academic Progress Rate	Term-by-term evaluation of student-athlete academic performance	Eligibility and retention	Annually, Fall
ACT/SAT	ACT (National and Residual) and SAT are used for admissions, placement and program purposes	Placement or proficiency in developmental courses, admission to university, or program admission	ACT National Tests are administered five times annually. SAT National Tests are administered three times annually. ACT Residual Tests are administered bi-monthly.
Activities Survey	Types of Activities in which students engage. I regularly include a special topics survey within this survey. These have been questions regarding use of the Honors Program List serve, questions regarding use of the Honors Program Lounge, etc	Detailed list of Honors Activities and student indicates in which they participated during the academic year. Also include special topics surveys.	1x a year
ADA Registered Dietitian (RD) Examination Report	Standardized national testing for dietitian certification and registration for professional practice	Pass rate for program. For individual, passing is mandatory for professional practice.	Following Graduation
Adapted Information Literacy Rubric for Nova Study	Guide to scoring research papers for information literacy	Examines demonstrated application of information literacy skills	Once in 2006
ADM, CDF Practicum Employer Evaluation	Student performance	Student performance, achievement of educational program objectives and prof behavior	End of Semester / Semester / Annual report

Administrator Evaluation	Job performance evaluation	Demographics, core values, administrative duties	Annually, Summer
Advisory Committee Review	Program review based on market forces and social needs	Workforce needs, practice trends and curriculum	Biannual
Advisory Committee Survey	Work Force Needs, Priority nursing competencies, program offerings, satisfaction, agencies needs and suggestions for improvement	Workforce needs, practice trends	q 2 years
Alumni Survey	Survey of recent graduates and how they rate the College and Department in teaching the knowledge they need for their job, and how the Department could improve in assisting them.	Employment Statistics, Overall happiness with the education received, Competencies of current skills learned	Every Semester
Alumni Survey	Survey of alumni, where employed, graduate degrees, family information, impact of Honors in career and personal life	See previous	1x a year
Alumni Surveys	Survey of employer perceptions' of graduates	Employer perception of graduates' preparation; suggestions for improvement.	May /Annually / Two yrs after graduation
Annual Persistence Evaluation	Survey of Bridge class, where going to school, if full or part time- work or military	Percentage enrolled in post secondary education full or part time- work or military	Year round- on going
Army Core Values		Assessment of observation, mentoring, and problem solving strategies	Annually
Assistant Evaluation	Job performance evaluation	Demographics, core values, support staff duties	Annually, Summer

Athletics Department Services Evaluation	Coach evaluation of the support services the department provides	Operations, public relations, marketing and promotions, compliance, business, tickets, student-athlete academic support, sports medicine, strength and conditioning, sport administrator, spirit groups	Annually, Summer
ATR #421- Senior Seminar	Students integrate and apply athletic training clinical skills & knowledge.	Students are evaluated in a "real world" setting with regard to their professional behavior & responsibilities.	Offered during the Fall Term for two credit hours.
Attendance at student events	Through the use of a ID card reader, we are able to collect demographic data about audiences.	Types of students attending, repeat attendees	Only at major events
Bachelor's Degree Alumni Survey	Survey for Alumni who have received a bachelor's degree from ECU. The instrument assesses student satisfaction of academic programs and the university. Also, provides information on what students have done since graduating with their bachelor's degree.	Alumni (bachelor's degree) perspectives on their ECU college experiences. Assessment of individual programs, academic level, success, satisfaction, and continued education and employment status after graduating from ECU	Every other year to Bachelor's Degree Alumni two and five years after graduation.
CAAP-Collegiate Assessment of Academic Proficiency	Timed exam with modules covering skills and knowledge in Writing, Mathematics, Reading, Critical Thinking, Science	Student scores in the testing areas with comparisons to national and statewide groups	Spring and Fall semesters in alternating years
Career Counseling Seminar Decision-Making Grid	The culminating self-assessment grid found in the publication Career Decision-Making: A Systematic Process	Helps identify appropriate career paths for the individual student to consider	Every student enrolled in GCS 199 completes the Career Decision Making Grid once but is encouraged to complete the grid in the future as needed.

Career Counseling Seminar Evaluation	The evaluation form is based on student learning objectives. Students identify the learning objectives met as a result of taking the class.	Measures the degree to which learning objectives are met in GCS 199	Upon completion of the Career Counseling Seminar
CAT-Critical Thinking Assessment Test	Short answer essay exam assessing critical thinking and real world problem solving skills used by QEP	First-year and senior student ability to evaluate information, think creatively, problem solve and communicate	Spring and Fall
CIRP Freshman Survey	Characteristics of first year students	Demographics, expectations of the college experience, degree goals, attitudes, values and life goals; reasons for attending college	Annually, Fall semester
Class Size Survey	Comparison of honors class size to class size in non-honors course. And, ask to give impact of class size on Honors courses.	See previous	Once
Coach Evaluation	Job performance evaluation	Demographics, core values, coaching duties	Annually, Summer
Community Education Survey	Survey student satisfaction of CE classes	Student satisfaction in order to determine continuation of class including any instructor concerns	Spring, Summer and Fall
Comp/Thesis Instructor Evaluation	Multiple instructors rate the Comp. or Thesis of a graduate student.	Writing, Theory and research and Methods	Any time a graduate student does Comps or a Thesis
Conferencing & Events Survey	Assess facility issues including food service.	Client satisfaction with facilities	Weekly and monthly events year-round
Co-op Employer Evaluation	Student performance	Student performance and professional behaviors	End of Semester / Semester / Annual report
Co-Op Surveys	Both Student and Employer Evaluations of professional activities and behaviors	For Employer: Professional practices and attitudes. For Students: Understanding of job techniques and skills and experiences	Every Semester

Cooperative Education Employer and Student Survey	Survey of employers, students, and coordinators participating in cooperative education program	Student learning objectives, employer satisfaction with students	Spring and Fall
CORE Alcohol and Drug Survey	Summary of student alcohol and drug use patterns	Assessment of the level and impact of alcohol and other drug use on campus	Once a year in the Spring
Counselor preparation Comprehensive Exam	A national standardized test of knowledge in the 8 core content areas specified by CACREP	Assesses knowledge in core areas of counselor competence	Periodically
CRJ Assessment	program level assessment	Content, theory and research methods	Spring
Employers Survey	Employer perception of alumni achievement of program outcomes in practice; agency Supervisor evaluation of program alumni; type institution; supervision education, supervisor perception of evolving practice priorities.	Employer perception of alumni achievement of program nursing outcomes as demonstrated by alumni; also provides practice environmental survey from typical employers	q 5 years
Employers Survey	Survey of alumni perceptions' regarding their degree program	Alumni perception of and satisfaction with program; suggestions for improvement.	May /Annually / Two yrs after graduation
End of Program Evaluation Survey	Student perception if their preparation to achieve professional and advanced practice outcomes; Student satisfaction with curriculum, program, learning resources, faculty; Student report of job commitment and plan for future or additional graduate study.	Student perceived professional and advanced practice preparation; student satisfaction, job attainment	q graduation

End of Program Evaluation Survey	Survey of graduating students' perception of preparation for employment.	Student perception of their preparation for employment in professional field; Student report of job search, attainment and/or plan for graduate study.	Each semester for graduating students
End-of-Course Portfolio and OE Exit Exam	Development of course study, class schedule and instructional materials.	Quality of assessment in written communication through End-of-Course portfolio and exit exam.	Annually
Equity in Athletics Disclosure Act Survey	reporting of data related to gender equity in athletics	Revenues, expenses, coaching staff, scholarships, participation	Annually, Fall
Exit Exam	Departmental exit exam will be administered during senior capstone course.	Assessment will demonstrate proficiency is subject matter and practice effective group and interpersonal communication skills in oral, written and multi-media.	Annually
Exiting Graduate Survey	All graduates take a Department/Program specific survey.	Student satisfaction with education in the discipline and advising, demographics	All graduating students during graduate check-out
Extended Campus Comprehensive Survey	Survey of community to determine academic and workforce education needs at all extended campuses and in Lancaster.	Need for various courses and degree programs including other training needs that could be delivered by ECU	One time conducted in Fall 2005
External Reviewers	Use of External Executive Reviewers for students' in-class oral presentations and written reports.	(a) External reviewers evaluate business students' oral presentations. (b) External reviewers evaluate one CCT 300 class' written reports biennially to evaluate writing. An evaluation of students as having "acceptable communication skills.	(a) All business students in CCT 300 every semester (b) Benchmark performances biennially

Faculty IT survey	Survey of technology related topics		Annually, March - May
Faculty Vitas	Faculty Vitas	Publications, Presentations, Committees	Every Semester
Family and Guest Orientation Evaluation	Evaluation asking about guests' experience with the summer or spring orientation program	Guest satisfaction	Once a year at the conclusion of their orientation session
FCS and CDF-IECE Teacher Certification Exams	External Assessment measure of student achievement	Student's subject content area and pedagogical knowledge	Semester
FCS Ed and CDF-IECE Student Teacher Evaluations	Student performance as evaluated by supervising teacher and ECU faculty supervisor	Student performance, achievement of educational program objectives and professional behaviors	End of Semester / Semester / Annual report
First Step to College Success	Evaluation of summer retention based program	Evaluation and revision of summer retention program, First Step to College Success	Yearly at end of program
First Year Experiences Focus Group	Focus group asking about students' experience with summer orientation, New Student Days and introductory orientation classes	Student satisfaction and potential program problems	Every other year during Spring semester
Follow-Up Surveys	Report of student accomplishments, employment, perceptions of programs strengths and suggestions for improvement.	Alumni satisfaction with professional and advanced preparation, alumni perception of program strengths and suggestions for improvement.	Post-graduation every one and three years
General Education Assessment	Assessment of courses in general education	Goals and objectives of the blocks the respective general education courses are located in	Spring and Fall
General Equivalency Diploma	General Equivalency Diploma	High school equivalency	Monthly
Graduation Success Rate	Reporting of scholarship student-athlete graduation within 6 years accounting for transfers	Graduation, transfer status, eligibility	Annually, Summer

Graduate Destination Survey	Survey of where recent graduates are employed, going to grad schools, salary data	Employment statistics, Employers, % going to Graduate School, Salary Data, Career Services usage, potential mentors	6 months and 1 year from graduation
Graduation Rate	Reporting of scholarship student-athlete graduation within 6 years	Graduation	Annually, Summer
HESI Exit, Bacc Achievement, DRT	External Assessment measure of student achievement (nursing knowledge)	Students ability to apply nursing knowledge in practice based tests	q semester
Honors Learning Community Survey	Asks students to indicate if they believe that the Honors Program is a learning community (definition given) and requests suggestions for improving the honors learning community	See previous	Once
Housing Survey	Survey of impact of housing choice (Honors Dorm-Sullivan, Non-Honors Dorm, Off Campus) on college experience	Ability to study, form study groups, make friends, be a part of the Honors Program, be a part of other groups, etc	Once
HR Customer Service Satisfaction Focus Groups	Focus groups to follow up on results of the HR Customer Service Satisfaction Survey	Feedback related to targeted areas of interest from the survey results	As needed
HR Customer Service Satisfaction Survey	Survey to assess ECU employee satisfaction with customer service of Human Resources	Satisfaction statistics, strengths, areas in need of improvement	2 years
Information Literacy Pre- / Posttest	Tests improvement in basic information literacy	Tests improvement in basic information literacy	Twice per semester
Interests and abilities survey	Survey of undergraduate students to determine if ECU is accommodating the athletics interests and abilities of students	Previous experience, current participation, desire for future participation, ability	Biennial, Spring

KY Early childhood	A performance analysis of student knowledge of Early Childhood certification requirements and finance	Content knowledge for IECE certification candidates	4 Times / year
KY Principals exam	A performance analysis of student knowledge of school law and finance	Content knowledge for principal certification candidates	4 Times /year
LEARNING & STUDY SKILLS STRATEGIES INVENTORY (LASSI)	Assessment of students' awareness of and use of study strategies related to will, skill and self regulation components of strategic learning.	Provides students with their study skills strengths and weaknesses	Pre & Post / First Semester
Library Instruction Survey for English 102 Faculty	Examines faculty satisfaction with library instruction	Examines faculty satisfaction with library instruction	Once per year
Mental Health Needs Survey	College student mental health issues are listed (70) and students identify the degree to which the issue is a problem for them and the degree to which the issue affects their performance in school	Mental Health needs of ECU students	Every 2-4 yrs; Spring semester
MSN Comp exams and Summary	Grad Committee Grading of Comp performance and summary of student performance	Student articulation and demonstration of achievement of advanced practice outcomes	q semester
Myers Briggs Type Indicator (MBTI)	Assessment to help make the theory of psychological types described by C.G. Jung understandable and useful in people's lives.	Used to help meet self-awareness goals.	Administered and interpreted in the Fall. Used for instructional purposes in both the Fall and Spring Semesters.
Myers Briggs Type Indicator (MBTI)	Assessment to help make the theory of psychological types described by C.G. Jung understandable and useful in people's lives.	Used to aid peer leaders in understanding the personalities of their learners.	Administered and interpreted in the Fall. Used for instructional purposes in both the Fall and Spring Semesters.

National Level Test, Critical Thinking Problem Solving	To monitor the effectiveness of students' oral and written communication skills.	Quality assessment of students through their ability to communicate effectively both orally and in writing. Also their ability to think critically and solve complex accounting and business problems.	Annually
NCLEX, Certification Exam Reports	Standardized national testing for professional and advanced practice competence	NCLEX mandatory for professional practice. Certification specialty exams demonstrates specialized practice knowledge. Usually mandatory for advanced Practice Registration	Following Graduation
New Faculty Orientation Survey	Survey of new faculty who participate in orientation to gage feedback for the program	The effectiveness of the program (what was learned, what else is desired)	Annually
New Student Days Evaluation	Evaluation asking about students' experience with the New Student Days Program	Student satisfaction/Learning Outcomes	Once a year approximately one week following program
NOVA ENG 102 Assessment	Examines students library attitudes, knowledge, and skills	Examines students library attitudes, knowledge, and skills	Once per year
NSSE	Survey administered to a sample of Freshmen and Seniors to assess their engagement in academics and assess what they have gained through their college experience.	Assesses students': satisfaction, use of technology, collaboration with others, faculty & staff interactions, integration/synthesis, academic preparedness & effort, civic engagement, cultural involvement, and use of time.	Spring Semester of 2000 through 2005
Outcome Questionnaire-45 (OQ-45)	Use of Outcome Questionnaire-45 (OQ-45) with clients to establish baseline level of functioning of students at intake.	Measures baseline functioning and upon repeated administrations progress in therapy.	At initial intake and subsequently every two weeks.

PHE #433 Organization & Administration of Fitness Programs	Students work with adult clients and assess their fitness levels prior to beginning a fitness program.	Students are supervised by the course instructor as they do "pre and post" testing of the adult clients. Students then prescribe a personal fitness program for the respective clients and monitor it throughout the semester two days per week. Students are evaluated by their ability to work with healthy individuals and those with controlled diseases.	Offered during the Fall Term for three credit hours.
PHE #470 Internship	Students are placed at a professional work site and must complete 300 hours of work related to their area of study.	Students, supervised by a professional in the field of study submit weekly reports to sport management faculty. Final evaluations on the work experience are done by work site supervisor and sport management faculty.	Offered each semester for a course credit of six hours.
Portfolio	Portfolio of student work	Portfolio of student's projects work demonstrating achievement of program educational objectives and course specific learning objectives	End of Semester / Semester / Annual review of program
Post Test- CAT	Test CAT- taken at conclusion of Bridge summer test-	Gain in knowledge- from Pre test given 3 summer previously	Late Summer each year- end of July
Praxis II scores	Nationally Normed Content Evaluation	Content knowledge for teacher candidates	7 times a year
Quality Performance Index	Summary indicator of Quality performance--a numerical combination of Praxis pass rate. KTIP Pass rate, and New Teacher Survey	Increase in Teacher quality	Once/year

Race and Gender Demographics Report	Reporting of athletics department personnel race and gender demographics	Race and gender	Biennial, Fall
Self-Directed Search	The survey consists of assessment booklet identifying student interests, strengths, occupations of interest, personality types. Codes are derived which link the results of the assessment to occupations in the Occupations finder which includes 95% of the workforce	This assessment tool is an interest inventory which aid in effective career decision making. Students learn which occupations and occupational clusters fit their personality and interests. Students are exposed to 95% of the workforce.	Every student enrolled in GCS 199 completes inventory one time.
Senior Portfolio	Checklist to assess quality of work presented in portfolio's, internship and Capstone projects.	Assessment will exhibit analysis, problem-solving and decision making skills through written and oral communication	Annually
Senior Thesis Paper, Objective Entrance and Exit tests.	The National Communication Association's (NCA) Criteria for Assessment of Oral Communication, including Criteria for Assessing Student Achievement in Communication Competence.	Measures advanced knowledge of communication principles, theories, and practices related to Speech Communication, Group Communication, Communication Codes and Oral Message Evaluation.	Annually
Service Learning Activities	Survey of service learning/civic engagement activities on campus	Identifies the courses and activities which can be recognized as service learning and/or civic engagement	Annually
SLLA	To certify administrators.	Source of funding	4 time /year
Sports sponsorship	Reporting of sports sponsored, number of participants and their race and gender	Student-athlete gender, race and sport	Annually, Summer

Strong Interest Inventory	Interest inventory connects interests of student to occupations and world of work.	An interest inventory which aids in effective career decision making. Students learn which occupations and aspects of the world of work fit their interests.	Every student enrolled in GCS 199 completes inventory one time.
Student IT survey	Survey of technology related topics		Annually, Nov - Jan
Student Orientation Evaluation	Evaluation asking about students' experience with the summer or spring orientation program	Student satisfaction/Learning Outcomes	Once a year at the conclusion of their orientation session
Student Strategies for Success Survey (SSSS)	Evaluation asking students about their academic and social skills	Improvements in academic strategies	Twice a semester at the beginning and end of the semester
Student Teacher Survey	Survey of the overall program, their specific program, their university supervisors, and their cooperating teachers	Degree of satisfaction with these areas and areas of concern in the College of Education programs	At the end of each semester
Student-Athlete Exit Survey	Survey of experiences as a student-athlete at EKU	Demographics, facilities/equipment, weight training, sports medicine, academic support services, dining services, faculty support, coaches, rules education, comparison to OVC schools, missed class time, diversity, gender equity, impact of participation	End Fall and Spring terms
Student-Athlete Opportunity Fund and Student-Athlete Special Assistance Fund Audit	Audit of SAOF and SAF uses	Use of money by category, student-athlete sport, dollar amount per expense	Annually, Summer
Student-Athlete Tutoring Services Survey	Assessment of student-athlete tutoring services		Every 15 times a student-athlete logs in to the SAAS Center
Survey of cooperating teachers	Survey given to cooperating teachers working with	Areas of concern regarding EKU student teachers	Periodically

Survey of Graduate Degree Candidates	Survey of graduate students who apply to graduate. Surveys students on the quality of education they received and satisfaction of their program of study. Also contains some college specific questions.	Graduate Student's rating of the quality of education, academic programs, university community, student satisfaction related to education, community, and the university as a whole. Plans for after graduation: further study, employment, location, etc.	Year-Round depending on the term and year of graduation. Students complete the survey the term before the term of their graduation.
Survey of Undergraduate Degree Candidates	Survey of undergraduate students who apply to graduate. Surveys students on the quality of education they received and satisfaction of their program of study. Also contains some college specific questions.	Undergraduate students' rating of the quality of education, academic programs, university community, student satisfaction. Plans after graduation.	Year-Round depending on the term and year of graduation. Students complete the survey the term before the term of their graduation.
Teacher Certification for P-12 Physical Education	The PRAXIS Exam certifies Teacher Education Majors in their Specialty Area.	Content knowledge in P-12 Physical Education and Learning & Teaching Strategies	Periodically throughout the academic year. (approx. 5x)
Team Presentation and Written Reports	To monitor the effectiveness of students' oral and written communication skills.	Management students will communicate effectively both orally and in writing.	Annually
Team Teaching Survey-Faculty	Frequency and impact of team teaching on both class quality and professional development of faculty member.	See previous	Once
Team Teaching Survey-Students	Perception of impact of team teachers in Honors courses.	See previous	once
Title II pass rate information	Overall performance indicator, Eastern pass rate, Subset of programs--Cert by area--	Praxis pass rates by certification area.	Once / year

<p>University Placement Tests for Mathematics, English, and Reading</p>	<p>These placement tests are used to determine the need for developmental education coursework for students with ACT subscores for English, Mathematics, and Reading of less than 18</p>	<p>Placement or proficiency in developmental courses</p>	<p>Orientations, NSD and semi-monthly.</p>
<p>Workforce Education Survey</p>	<p>Survey student satisfaction of WE classes</p>	<p>Specific learning objectives of the courses and student satisfaction</p>	<p>Spring, Summer and Fall</p>