

Assessment of Administrative Units in 2021-2022: A Full Report

Bucknell
UNIVERSITY | Institutional
Research &
Planning

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EXECUTIVE SUMMARY

Despite the challenges presented by the COVID-19 pandemic, we have observed an improvement in assessment in administrative offices under the Provost Office during the academic year 2021-2022. The key findings based on our review of the assessment activities conducted by administrative offices during the AY 2021-22 are summarized as follows.

- Generally speaking, there was an improvement in assessment during the AY 2021-22, which was shown in an increasing number of departments submitting assessment reports, using either direct or indirect measure in their assessment, and using assessment results for continuous improvement compared with the AY 2021-22.
- In total, 24 assessment reports were submitted to the Provost Office and shared with our office, showing an increase of four assessment reports compared with the AY 2020-21. Among these 24 reports, 15 administrative offices (63% of those submitted) included a mission statement and a description of the goals and/or outcomes, showing a big increase from the AY 2020-21.
- Nineteen departments (79% of those submitted) used at least one measure (direct or indirect, quantitative or qualitative) in their assessment, indicating a big increase over 11 departments (55%) in the AY 2020-21. These measures ranged from count of student attendance in an event, count of proposal submission, count of awarded dollars, to surveys for attendees' feedback.
- Nineteen reports (79% of those submitted) included assessment results in their reports, showing a big increase from 11 reports in the AY 2020-21. Additionally, eight reports documented using assessment results for continuous improvement, compared with six reports in the AY 2020-21.

Based on these findings, OIR&P will continue to offer workshops, one-on-one consultation, and other professional development opportunities related to assessment for the faculty and staff in administrative departments. We will continue to emphasize the importance of using assessment results to make continuous improvement in program operation and pedagogical practices.

GOALS OF A BUCKNELL EDUCATION

Bucknell is a unique national university where liberal arts and professional programs complement each other. Bucknell educates students for a lifetime of critical thinking and strong leadership characterized by continued intellectual exploration, creativity and imagination. A Bucknell education enables students to interact daily with faculty who exemplify a passion for learning and a dedication to teaching and scholarship. Bucknell fosters a residential, co-curricular environment in which students develop intellectual maturity, personal conviction and strength of character, informed by a deep understanding of different cultures and diverse perspectives. Bucknell seeks to educate our students to serve the common good and to promote justice in ways sensitive to the moral and ethical dimensions of life. Bucknell's educational goals are communicated as follows.

1. Learn, integrate, and apply knowledge and methodological approaches through in depth-study of an academic discipline. ***[Disciplinary knowledge in the major/s]***
2. Integrate and synthesize a range of knowledge, perspectives, and creative methods acquired through study and practice across multiple academic disciplines and diverse educational experiences. ***[Integrative thinking]***
3. Develop knowledge and skills for interpreting the commonalities and differences among human societies, including diverse cultural perspectives and traditions within the United States and internationally, to enable living and working effectively in a global context. ***[Cultural competence]***
4. Develop knowledge and skills to identify and respond creatively and effectively to local and global challenges to humans and the natural world. ***[Global connections]***
5. Understand the importance of, and develop the capacities for, self-assessment, ethical reasoning, and effective interaction with others so as to act responsibly and promote justice in professional and communal life. ***[Ethical reflection]***
6. Develop critical thinking skills to evaluate arguments and address complex issues using techniques including quantitative and qualitative analysis and scientific reasoning. ***[Critical thinking]***
7. Develop skills in oral and written communication to articulate ideas and arguments clearly and effectively. ***[Oral/written communication]***
8. Develop information literacy and technological competency across disciplines. ***[Information literacy]***
9. Develop the desire and intellectual skills for lifelong learning. ***[Skills for lifelong learning]***

In order to accomplish the aforementioned mission and educational goals, the Bucknell 2025 plan specifies four overarching commitments, including the following:

1. Cultivating academic excellence across the institution;
2. Building and sustaining a diverse community in which all students, faculty and staff experience a sense of belonging supported by a foundation of inclusion, equity, and access;
3. Providing an integrated and exemplary residential student experience;
4. Creating a sustainable future through the responsible stewardship of the University's financial, natural, human and other resources.

In line with Bucknell's mission, educational goals, and strategic commitments, all departments/units under the Provost Office are tasked with conducting systematic and discipline-appropriate assessment, and using the evidence to foster continuous improvement. In the current 13th edition of the *Standards for Accreditation and Requirements of Affiliation* published by Middle States in 2015, the expectations for assessment are stated in all standards, but more specifically in Standard 5: Educational Effectiveness Assessment and Standard 6: Planning, Resources, and Institutional Improvement. We include the summary of Standard 5 and 6 below, and the complete text in Appendix 2 for your reference.

Standard 5: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Standard 6: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Overview of Assessment in Administrative Departments

Starting from Fall 2020, all the administrative departments under the Provost Office were encouraged to include a section of assessment in their annual reports. The Office of Institutional Research & Planning (OIR&P) recommended that each department assess a small subset of goals/outcomes and link these goals/outcomes to the broader [educational goals](#) or the four strategic commitments in the [Plan for Bucknell 2025](#). An evaluation rubric was sent out to all administrative departments to convey the expected format and content of the reports, and was used to provide feedback on the assessment reports. At the request of the Provost Office, OIR&P provided detailed feedback to the assessment activities covered in the annual reports. The feedback was sent back to the department directors via email and was also uploaded to Anthology, which is the platform to store all assessment related documents at Bucknell.

Here we provide a summary of the assessment process in administrative departments for the AY2021-22, as well as a comparison with the previous academic year, in Figure 1 and Figure 2 below. Figure 1 presents cross-year comparison on the number of submitted reports, reports that included results, and reports that documented use of results from the AY2020-2021 to the AY2021-2022. Figure 2 presents the cross-year comparison of average scores on the six key components of the assessment process from the AY2020-2021 to the AY2021-2022.

Figure 1

A Comparison of Selected Aspects of Assessment Reports across Two Assessment Cycles

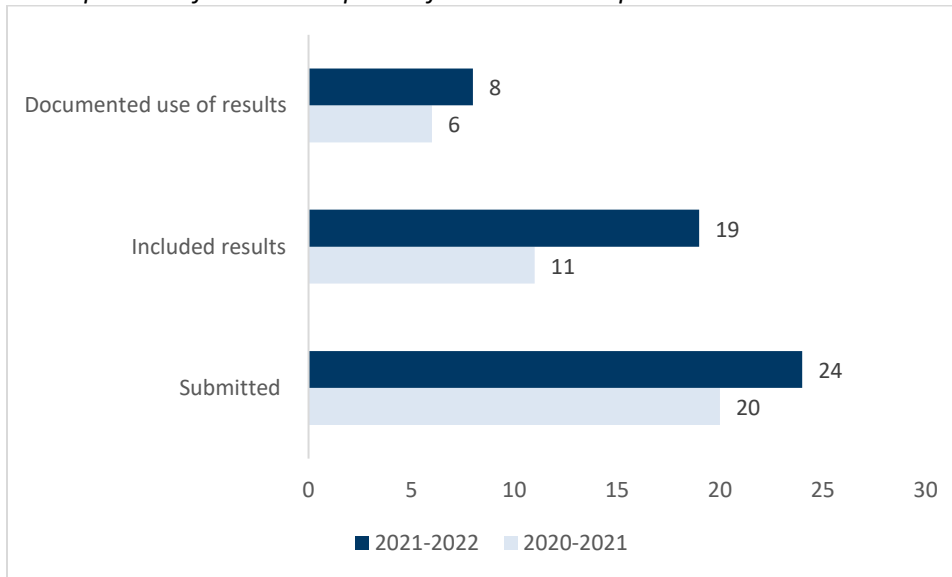
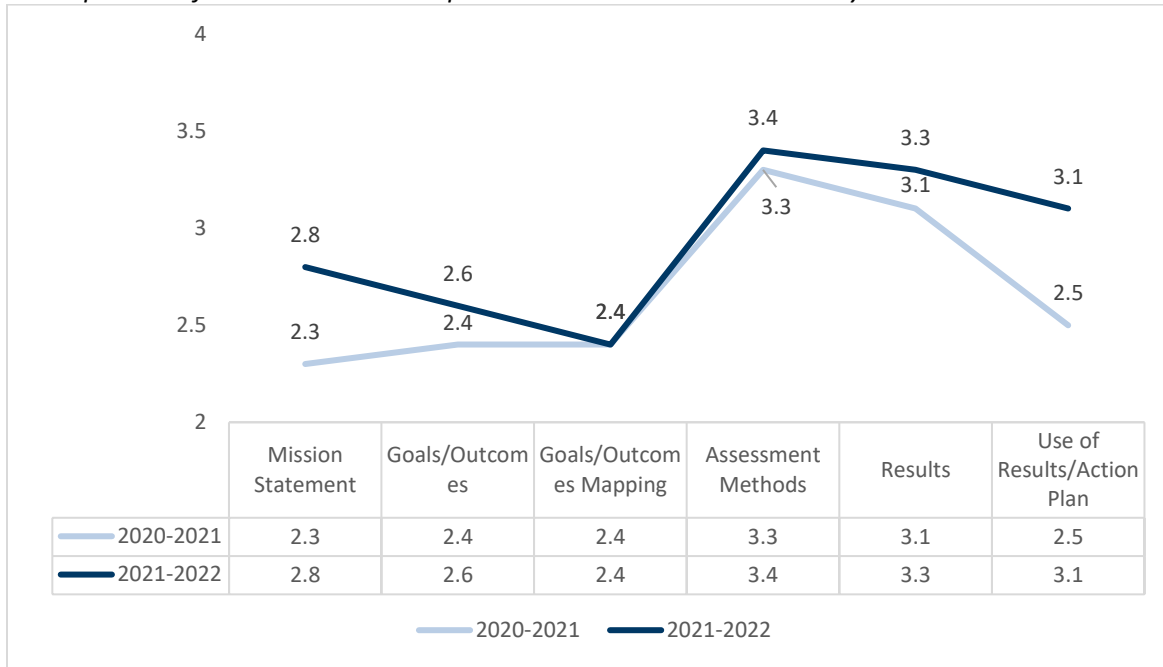


Figure 2

A Comparison of Six Assessment Components across Two Assessment Cycles



As shown in Figure 1, during the academic year 2021-22, 24 assessment reports were submitted to the Provost Office and shared with our office. A list of administrative departments that submitted the AY 2021-22 assessment reports is included in Appendix 1.

Among the 24 submitted reports, 15 departments (63% of those submitted) included a mission statement in their annual reports, showing an increase from six departments in the AY 2020-21. As shown in Figure 2, the average score for *Mission Statement* in AY 2021-22 (mean = 2.8) was higher than that in AY2020-21 (mean = 2.3). The departments that provided their mission statements in the annual reports are presented as follows: Accessibility Resources, Samek Art Museum, Bucknell University Press, Global and Off-campus Education, Griot Institute, Office of Institutional Research & Planning, Office of Sponsored Projects, Teaching & Learning Center, Undergraduate Fellowships and Research, Writing Center, Center for Social Science Research, Center for the Study of Race, Ethnicity, and Gender, China Institute, Stadler Center, and CAP Center.

In addition, 15 departments (63% of those submitted) included a description of the goals and/or outcomes assessed during the AY2021-22, showing an increase from 10 departments in the AY 2020-21. As shown in Figure 2, the average score for Goals/outcomes in the AY 2021-22 (mean = 2.6) was higher than that in the AY2020-21 (mean = 2.4). The departments that included a description of the goals and/or outcomes in AY2021-22 are the following: Accessibility Resources, Bucknell University Press, Global and Off-campus Education, Griot Institute, Institution Review Board, the Office of Institutional Research & Planning, Office of Sponsored Projects, Teaching & Learning Center, Writing Center, Center for the Study of Race, Ethnicity, and Gender, China Institute, Stadler Center, CAP Center, Office of Student Conduct and Conflict Resolution, and Outdoor Education Leadership.

Out of the 24 assessment reports, 19 departments (79% of those submitted) reported using at least one measure (direct or indirect, quantitative or qualitative) in their assessment of goals/outcomes, showing a big increase from 11 departments in the AY 2020-21. The measures used in assessment ranged from count of student attendance in an event, count of proposal submission, count of application for prestigious fellowships and grants, count of awards dollar, to faculty observation of events/activities and surveys for attendees' feedback.

Additionally, eight departments in the AY 2021-22 (33% of those submitted) used the assessment results in their program operation for continuous improvement, showing an increase from six departments in AY 2020-21. As shown in Figure 2, the average score for *Use of Results/Action Plan* (mean = 3.1) in the AY 2021-22 was higher than that in the AY2020-21 (mean = 2.5). The departments that reported using the assessment results to inform next steps were the following: Accessibility Resources, Bucknell Arts Council, CAP Center, Global and Off-campus Education, Institutional Review Board, Office of Sponsored Projects, Office of Student Conduct and Conflict Resolution, and the Writing Center.

Direct and Indirect Assessment Measures Used

Below, we provide a range of the assessment measures used in administrative departments in the AY 2021-22 assessment cycle. Direct assessment measures are listed in Table 1 and indirect assessment measures are listed in Table 2.

Table 1

Direct Assessment Measures Used in Administrative Departments, with Selected Examples

Direct Assessment Measures	Examples of Use
<p>Tracking the number of events/participants</p>	<ul style="list-style-type: none"> • Samek Art Museum tracked the number of students who visited the downtown gallery and campus gallery as a direct measure to evaluate how they served the local community at Bucknell. • Griot Institute tracked the number of events they organized in Spring 2022 and the number of participants at these events as direct measures to evaluate how these initiatives helped Bucknell campus community learn about issues of race, racism, and discrimination. • Weis Center tracked the number of Youtube views and Instagram views of the performance videos as a direct measure to evaluate the impact of community engagement. • Teaching and Learning Center tracked the number of participants in Anti-Racism Pedagogy as a direct measure to evaluate the impact of this initiative on faculty’s interest in and adoption of inclusive pedagogy.
<p>Tracking the number of applications/awards and the diversity of fellowships/grant</p>	<ul style="list-style-type: none"> • Office of Sponsored Projects used the count of new awards to evaluate the effectiveness of their support to faculty research administration services. • Undergraduate Fellowships and Research used the number of awarded prestigious fellowships and the array of awarded fellowships to evaluate the effectiveness of their support to student research and application of fellowships.
<p>Tracking the total awarded dollars</p>	<ul style="list-style-type: none"> • Office of Sponsored Projects compared the total awarded dollars between FY 21 and FY 22 to assess whether they have achieved the outcome of increasing the total awarded dollar by 10%.

Tracking completion status of tasks	<ul style="list-style-type: none"> • Office of Institutional Research & Planning used the measure of 100% completion rate as the criteria of assessing the effectiveness of assigned tasks/projects during the AY 2021-22.
Conference presentation/peer-reviewed publication	<ul style="list-style-type: none"> • Teaching and Learning Center used conference presentation and/or peer-reviewed publication as a direct measure to assess TLC'S external presence/recognition in the field.
Tracking the number of submitted IRB proposals	<ul style="list-style-type: none"> • Institutional Review Board used the number of research proposals submitted for review as a direct measure for evaluating success.

Table 2

Indirect Assessment Measures Used in the Administrative Departments, with Selected Examples

Indirect Assessment Measures	Examples of Use
Student reflection	<ul style="list-style-type: none"> • Center for the Study of Race, Ethnicity, and Gender used student reflection on guest speakers' classroom visit as a way to evaluate how the guest speaker's interaction with students influenced student perspectives on the role of technology in our society.
Survey	<ul style="list-style-type: none"> • Office of Student Conduct and Conflict Resolution used survey questions to give students opportunities to self-evaluate their conflict resolution competency. • Office of Campus Activities and Programs (CAP Center) used the 2022 NASPA Consortium Benchmarking Assessment to assess student satisfaction with and benefits of involvement in campus activities at Bucknell. • Institutional Review Board sent out a survey to 464 faculty/staff/students who had used the services offered by the IRB office to assess the quality of services provided by IRB. • Writing Center sent out the annual client survey to 526 clients who at least had one writing consultation with the Writing Center to get their feedback to the services offered by the Writing Center.

Interpretation and Use of Assessment Results for Continued Improvement

We firmly believe that assessment should be first and foremost useful and meaningful to the program or department conducting assessment. An ongoing discussion of both the assessment processes and the assessment results in departmental meetings is a key step here, and we are pleased to see evidence of such discussions reflected in many of the assessment reports. Below, we highlight examples of conclusions drawn from assessment results, together with changes planned in response to assessment results, as provided in the departmental assessment reports.

Institutional Review Board. “Next Steps: The IRB will be reviewing the results of the survey in detail over the coming academic year in order to determine what improvements to our materials and practices might be made; a report on these conclusions will be submitted as part of my FY2023 report (though I am also happy to discuss preliminary conclusions sooner than this). We will continue to explore ways of offering workshops and informational sessions to different constituencies across campus over the calendar year.”

Office of Sponsored Projects. “Next steps: If enough faculty indicate interest in a peer writing component in addition to the 1:1 matched reviewer service, then we will coordinate a schedule of recurring peer writing meetings among the participants. This needs to be balanced with available alternatives, such as offerings like the Faculty Success Program Bootcamp, offered by the National Center for Faculty Development and Diversity, which Bucknell faculty have benefited from, and which OSP and Provost’s Office may wish to further leverage or explore in terms of cross-promotion. We will also plan for more targeted outreach at the start of the academic year to Chairs and Associate Deans, which may help increase the numbers of volunteer PRIME reviewers at the outset... We will continue to look for ways to meet in the middle with these institutional partners, through shared google sheets, zoom meetings, and phone calls, which can allow OSP to gather the information needed to satisfy our compliance requirements while not overwhelming our subrecipient institutions with additional work within their own systems.”

Office of Campus Activities and Programs (CAP Center). “Two questions ask whether their future participation as an alum would be impacted based on their participation in campus activities. There was a statistically significant decrease in the likeliness of donating to the university as a result of participating in campus activities. There is also a decrease in participating in alumni events after graduation. Sixty-nine percent (69%) (75% in 2017 and 79% in 2012) reported that they would attend Bucknell if they could start over. More concerning is that only 25% said they would definitely attend, compared to 38% in 2017 and 48% in 2012.

RESPONSE:

- Share results with the Center for Advancement and Family Engagement (CAFE)
- Encourage CAFE to engage students in their work, specifically large events (i.e. Reunion Weekend, Homecoming, Family Weekend)
- Encourage CAFE collaborations with student organizations
- Consider asking students why they would or would not attend Bucknell if they could start over again.”

Office of Student Conduct and Conflict Resolution. “Overall, students who completed Conflict 101 demonstrate knowledge acquisition and application in areas that connect to goals of the Office of Student Conduct and Conflict Resolution and to the University’s strategic plan. This suggests that continuing the program and perhaps including additional students may positively influence students’ leadership development. The data also suggests that even after the program, some students are unclear about the Medical Amnesty program and separating one’s positions versus interests in a conflict. To that end, OSCCR will identify further opportunities to educate students about Medical Amnesty, including on the website and in print media, and will continue position-interest education in the “Conflict 201” program.”

Writing Center. “We sent a survey asking open-ended questions about peer writing consulting experiences to the 23 peer writing consultants who worked in the spring semester; 18 completed the survey...When asked if they had suggestions that might improve peer consultant education and support, most said they liked things as they are. Suggestions for change included creating a mentor/mentee system among peer consultants; increasing the number of mock sessions in UNIV 239; offering an occasional refresher about tutoring fundamentals; and offering more training about what to do in a consulting session that feels unsafe. We will certainly address safety early in the fall semester, and will

periodically ask the peer consultants what topics and practices they would like to review. We also will consider the feasibility of a mentoring system among the peer consultants. Next steps: We will pair experienced and novice peer writing consultants in an informal mentoring program at the start of the fall semester. We will devote time in peer consultant meetings to safety and to discussing strategies consultants should use if a threatening situation arises while they are working.”

THE ROLE OF THE OFFICE OF INSTITUTIONAL RESEARCH & PLANNING

Support for Assessment Activities

As in the past years, the Office of Institutional Research & Planning (OIR&P) will continue to support and coordinate all assessment-related activities in administrative departments at Bucknell. We will also closely collaborate with the Office of the Provost, the Dean and Associate Deans, as well as the individual faculty and staff engaged in assessment of program operation and educational effectiveness at Bucknell.

In order to promote and empower a campus-wide culture of assessment, the OIR&P plans to provide the following services in the coming academic year 2022-23:

- Continue working with the Provost Office to coordinate the annual assessment reports, to provide feedback on these reports, and to compile, analyze, and present the results to the appropriate stakeholders.
- Continue to offer consultation and assistance to programs and departments on any aspect of assessing student learning, at any stage of the assessment cycle, including help locating funds for invited experts or fee-based assessment instruments.
- Continue to offer workshops and other professional development opportunities related to assessment to the faculty and staff in administrative departments/unit. We will continue to emphasize the importance of using assessment results to make continuous improvement in program operation and pedagogical practices.
- Host a series of assessment-related discussion sessions, open to any faculty and staff interested in assessment, and devoted to informal discussion of assessment practices and results, possibly focused on a specific discipline or cluster of disciplines using similar assessment methods and facing similar challenges, e.g., Assessment in the Arts (in collaboration with the Provost's Office).
- Continue to build an online presence for assessment practices on Bucknell web pages, including a showcase of good practices and accomplishments in assessment of student learning, as well as the use of assessment results in planning and decision making.
- Explore opportunities to engage students in planning and implementation of assessment practices at Bucknell, either in the form of an internship in an administrative office (including our office), or through research or scholarly work with a faculty member.

- Stay informed about new ideas, practices, and scholarly work on assessment and educational effectiveness, in order to continually improve the services we provide.

Support for Faculty and Staff Involved in Assessment Activities

An equally important part of our mission is to support the faculty and staff who are interested and involved in assessment of student learning in their departments.

The Office of the Provost is fully committed to supporting faculty and staff interested in, and involved in, assessment. The Assessment Grant Program is one initiative stemming from this commitment¹.

ASSESSMENT GRANT PROGRAM

The Provost's Office has allocated funds to support faculty and staff professional development related to assessing and improving student learning. Funding is available for two categories of activities: 1) Performing Assessment, and 2) Learning about Assessment. Proposals that emphasize performing assessment will be given funding priority. *Note that the primary intent of the grant is to support new or innovative assessment projects, or substantial revisions or updates to the existing assessment processes, procedures, or measures, at Bucknell.*

Examples of activities in the first category, Performing Assessment, include: designing or conducting new or innovative assessment of student-learning outcomes in the applicant's academic department; adapting and testing existing rubrics and other assessment methods for the use in their department or discipline; assessment of High-Impact Practices (undergraduate research, service learning, study abroad); or transforming an assessment project into publishable research.

Examples of activities in Learning about Assessment category include: designing or conducting new or innovative assessment of operational or student-learning outcomes in the applicant's area; attending an online or off-campus assessment conference or workshop; or hiring a disciplinary assessment expert to work with the department. Collaborative proposals co-authored by faculty and staff members are also welcome.

¹ The assessment grant was cancelled during the AY 2021-22 due to the impact of pandemic.

The grant recipient will become an Assessment Fellow for a 12-month period, with the expectation that they will share their work and expertise in assessment by delivering an on-campus presentation in the following year. The Assessment Grant Proposal Form is provided in Appendix 4. Descriptions of assessment grant proposals funded to date are given in Appendix 5.

Thank you to all the programs and departments participating in assessment efforts at Bucknell. For questions or comments about this report, or to request a consultation, please contact Wei You, Assessment Coordinator, at wy005@bucknell.edu.

APPENDICES

Appendix 1: Administrative Departments that Submitted the AY2021-22 Assessment Reports

	Departments/Offices
Provost Office (n =12)	Accessibility Resources
	Bucknell Farm
	Bucknell University Press
	Global and Off-campus Education
	Institutional Review Board
	Office of Institutional Research & Planning
	Office of Sponsored Projects
	Samek Art Museum
	Teaching and Learning Center
	Undergraduate Fellowships and Research
	Weis Center
	Writing Center
Centers/Institutes (n = 7)	Bucknell Arts Council
	Center for the Study of Race, Ethnicity, and Gender
	Center for Social Science Research
	China Institute
	Civic Engagement
	Griot Institute for the Study of Black lives and Cultures
	Stadler Center
Student Affairs (n = 5)	CAP Center
	Interpersonal Violence Prevention
	Office of Student Conduct and Conflict Resolution
	Counseling & Student Development Center
	Outdoor Education & Leadership

Appendix 2: Educational Effectiveness Assessment Standards

Excerpt from the 13th edition of the *Standards for Accreditation and Requirements for Affiliation* published by The Middle States Commission on Higher Education in 2015 (pp.10-11).

Standard 5: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Criteria

An accredited institution possesses and demonstrates the following attributes and activities:

1. Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;
2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
 - a. Define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
 - b. Articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
 - c. Support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;
3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:
 - a. Assisting students in improving their learning;
 - b. Improving pedagogy and curriculum;
 - c. Reviewing and revising academic programs and support services;
 - d. Planning, conducting, and supporting a range of professional development activities;
 - e. Planning and budgeting for the provision of academic programs and services;
 - f. Informing appropriate constituents about the institution and its programs;
 - g. Improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
 - h. Implementing other processes and procedures designed to improve educational programs and services;
4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and
5. Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

Standard 6 - Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;
3. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;
5. well-defined decision-making processes and clear assignment of responsibility and accountability;
6. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;
7. an annual independent audit confirming financial viability with evidence of followup on any concerns cited in the audit's accompanying management letter;
8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and
9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Appendix 3: Assessment Report Evaluation Rubric

The following evaluation rubric was used to convey the expectations for the format and content of the departmental assessment reports, and to provide feedback on the assessment reports to the departments.

Articulation of Mission in Your Unit	Noncommittal	Developing	Functional	Experienced
	1	2	3	4
	Mission is not included.	Mission is included, but is stated vaguely. It does not describe the purpose of the program/unit, or the students/faculty/staff it serves, or what it intends to accomplish.	Mission is included and describes the purpose of the program/unit. It defines the students/faculty/staff it serves and what it intends to accomplish. Mission is not linked to Bucknell’s mission.	Mission is included and describes the purpose of the program/unit. It defines the students/faculty/staff it serves and what it intends to accomplish. Mission is linked to Bucknell’s mission.

Articulation of Goals and Outcomes to be Evaluated	Noncommittal	Developing	Functional	Experienced
	1	2	3	4
	Neither goals nor outcomes are included.	Goals are included, but specific outcomes under each goal are not.	Both goals and outcomes under each goal are included. However, some outcomes are not specific or measurable.	Both goals and outcomes under each goal are included. Each outcome is specific and measurable.

Goals/outcomes Linkage to Bucknell Educational Goals or the Plan for Bucknell 2025	Noncommittal	Developing	Functional	Experienced
	1	2	3	4
	Neither unit goals nor outcomes are linked to Bucknell Educational Goals	Some unit outcomes/goals are linked to Bucknell Educational Goals	All unit outcomes/goals are linked to Bucknell Educational Goals	All unit outcomes/goals are linked to Bucknell Educational Goals or

	or the Plan for Bucknell 2025 commitments.	or the Plan for Bucknell 2025 commitments, but others are not.	or the Plan for Bucknell 2025 commitments.	the Plan for Bucknell 2025 commitments. Rationale is provided for the linking.
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Assessment Procedures and Measures	Noncommittal	Developing	Functional	Experienced
	1	2	3	4
	There is no description of data collection procedure or the measures used to evaluate whether the goals/outcomes are accomplished or not.	Description of data collection procedure or measures is vague, incomplete or unclear. For example, the measures might be included, but data collection procedure must be inferred.	Description of the assessment procedure includes the data collected and measures used. A single (direct and indirect, or quantitative and qualitative) measure is used for a given outcome.	Description of assessment procedure includes the data collected, measures used. Multiple measures (direct and indirect, or quantitative and qualitative) are used for a given outcome.

Results	Noncommittal	Developing	Functional	Experienced
	1	2	3	4
	Findings are absent or vague.	Findings are included; however, there is no discussion of the results.	Findings are included; a discussion of results does not address the attainment of the unit's goals and outcomes.	Findings are included; a discussion of results addresses the attainment of the unit's goals and outcomes.

Use of Results/Action plans	Noncommittal	Developing	Functional	Experienced
	1	2	3	4
	Changes appear warranted but are not identified, or no plans for future assessment are included.	Areas for improvement are identified, but the proposed changes are vague or not linked to findings.	Proposed changes linked to results are clearly identified, but no action plan is included.	Specific changes that are clearly linked to findings are articulated in an action plan.
				OR
				It is very clear that no improvement is warranted.

Staff Involvement	Noncommittal	Developing	Functional	Experienced
	1	2	3	4
	The report contains no evidence of multiple staff involvement in the assessment process or in the discussion of the results.	The report contains evidence of multiple staff involvement in the collection of the data but not in the discussion of the use of the results.	A few staff members participate both in the collection of the data and the discussion of the use of the results.	The majority of staff members participate both in the collection of the data and/or the discussion of the use of the results.

Appendix 4: Assessment Grant Proposal Form (rev. October 2022)

BUCKNELL UNIVERSITY

ASSESSMENT GRANT PROPOSAL FORM

The Provost’s Office and the Office of Institutional Research & Planning recognize the value to our campus that derives from encouraging and supporting assessment of student learning outcomes and institutional/unit effectiveness. Therefore, the Office of the Provost has allocated financial resources to foster the culture of assessment at Bucknell.

Funding is available for two categories of activity: 1) *Performing Assessment* (open to faculty and staff, but staff may be ineligible to use funds for stipend, depending on their contract), and 2) *Learning about Assessment* (open to both). Proposals that emphasize performing assessment will be given funding priority. All faculty and staff under the Provost’s Office are eligible to apply.

Please fill out the information below and email a complete application to Wei You, Assessment Coordinator, at wy005@bucknell.edu. Applications are accepted on a rolling basis.

Name:	
Department/ Program:	
Role: () Full Professor () Associate Professor () Assistant Professor () Visiting/ Adjunct () Staff (who teach) () Staff (administration) () Other	
If Other, please explain:	
Grant Category (select one): () Performing Assessment () Learning about Assessment	
Expected Start Date:	Expected End Date:
Project was discussed with, and approved by the Department Chair, Program Director, Unit Supervisor, or (if assessing Core Curriculum) the Dean of Arts & Sciences.	
() Yes Name:	
Signature:	Date:

Your funding proposal should address the following points. Please attach additional pages as necessary.

1. Briefly comment on past experience and current involvement in assessment, if any.
2. Describe the assessment-related activities that this funding will support. Please be specific. Include a timeline and a budget (with an explanation of how the funds will be used, when, and in what amount); as well as the learning goals or strategic/operational outcome/s that the project will assess. *Note that the primary intent of the grant is to support **new or innovative** assessment projects, or substantial **revisions or updates** to the existing assessment processes, procedures, or measures, at Bucknell.*
3. What tangible benefits to you, your students and/or to your department or program do you anticipate from these activities? Consider both short- and long-term benefits. *Please note that the Assessment Grant should not duplicate funding already in place (e.g., summer funding with expectations of assessment work).*
4. How will you evaluate the effectiveness of the proposed activities? How do you define success?
5. As an Assessment Grant Recipient, how will you share the products, results, or knowledge obtained in the course of the proposed activities with other faculty and staff on Bucknell campus? Outline a plan. *Note that this commitment can be fulfilled by giving one or more presentations, organizing a workshop, or providing action-based assistance to other faculty/departments, with the goal of advancing the assessment culture.*

GUIDELINES FOR ASSESSMENT GRANT PROPOSALS

Examples of assessment-related activities in the Performing Assessment grant category:

- Development and pilot testing of new assessment methods (interactive simulations or apps, portfolios of student work, rubrics, pre- and post-test such as concept inventories, focus groups, surveys, etc.) to assess departmental student learning outcomes or operational outcomes
- Adapting of existing assessment methods, such as the AAC&U VALUE rubrics for assessing general education learning outcomes (www.aacu.org/value), to your department's needs
- Assessing the effects of High-Impact Practices (undergraduate research, service learning, study abroad, residential colleges, student ePortfolio, etc.) on student learning outcomes
- Effective use of assessment data to drive changes in the curriculum ("closing the loop"), in order to better align them with the departmental student learning outcomes or Bucknell's educational goals
- Transforming an assessment project or assessment work into publishable research

Examples of assessment-related activities in the Learning about Assessment grant category:

- Attending an off-campus assessment workshop/conference (such as those hosted by AAC&U)
- Hiring a disciplinary-specific consultant to provide training or guidance to the department

- Hosting a faculty/ staff discussion within your discipline/ department that focuses on assessment
- Participating in on-line learning module on assessment

Expectations of Assessment Grant Recipients:

- All Assessment Grant Recipients are expected to provide a brief progress report (max. 500 words), detailing the results and benefits of the completed grant project. The report will be due at the beginning of the semester following the time period during which the proposed activity will take place (typically August for work taking place during the spring or summer, and January for work taking place during the fall semester).
- All Assessment Grant Recipients are expected to publicly share the products, results, and/or knowledge obtained in the course of the grant project via a presentation, workshop, or another suitable venue, scheduled for the following year.

Grant Amount, Budget, and Work Plan:

- Grants range from \$500 to \$2500, but larger requests will be considered if appropriately justified.
- All requests should include a brief budget indicating the total requested, the duration of the proposed activity, the number of people that will be involved, and how the funds will be allocated. It is anticipated that these funds will be distributed as a stipend, but some or all of the funding can be disbursed through an accountable plan to cover expenses incurred.
- All requests should include a work plan for assessment-related activities during the proposed timeframe. Please include a description of all other professional commitments during the proposed timeframe, and an explanation of how time will be allocated to this development project.
- Grant proposals will be reviewed, and funding decisions made, by the Office of Institutional Research & Planning.

Appendix 5: Funded Assessment Grant Proposals

Descriptions of assessment grant proposals funded from 2016-2017 to 2019-2020 are given below, starting with the most recent academic year.

ACADEMIC YEAR 2019-2020

Proposal Topic: Development of Assessment Tools for the redesigned GOG201 Course

Grant Recipient: David Del Testa, Associate Professor of History

Category: Performing Assessment

Description: This application seeks stipend support in order to develop over the course of Spring Semester 2020 a self-administrated version of the assessment program that we have proposed in our recent NSF grant application. The timing may seem too anticipatory, but it is not:

- During Spring Semester 2020, if I undertake to develop our own assessment program now, I can build the course around some of the assessment exercises. I have the time during Spring Semester 2020 to engage in these activities.
- During Summer, Adrian, Janine and I will most likely travel with some summer research students to some of the locations that serve as backdrops for the new course in order to gather primary source material and some initial map readings, so won't have the time to commit ourselves to building assessment activities.
- During Fall Semester, both Adrian and I return to serving as Chair in our respective departments, so we will have less time to focus on activities beyond completing core course development.

In essence, Spring Semester 2020 provides the ideal window for me to undertake this activity. If we do receive grant funding at the end of the day, I will at least have a much better understanding of the assessment process. If we don't, I will be fully prepared to conduct the proposed assessment.

Impact: "In the short term, I look forward to learning more about the norms and forms of assessment and assessment practices, and to implementing them or, in case we do receive NSF funding, a better, more informed relationship with the grant evaluator and GIS specialist. Our course design will improve as I bring a critical lens to the design process we will undertake over the next year. In the long term, I think that naturally the assessment will help us improve subsequent iterations of the course, but more substantially, allow us to follow a cohort of students to see how, or how not, our revised course has influenced their learning and educational choices at Bucknell."

Plans to Share: "We definitely present the results of our findings on campus, and intend to share both our course design as well as the result of the surveys given during the first iteration of the course at the national GIS educators and users conference, the annual ESRI GIS Conference in San Diego, California,² during Fall 2021. We can present on and perhaps even publish on the results after the first cohort graduates in Spring 2024, assuming that we can follow them through their careers at Bucknell. It may have a positive influence on seeing assessment as a long-term activity with potentially long-term consequences."

² ESRI, or Environmental Services Research Incorporated, is the world's largest provider of desktop GIS and online GIS products.

ACADEMIC YEAR 2018-2019

Proposal Topic: Comprehensive Revision of Assessment of Student learning in Physics Labs

Grant Recipient: Marie Calapa, Lab Coordinator

Category: Performing Assessment

Description: This grant will enable me to work over the summer to prepare and test materials for the lab practica pilot for Fall 2019 and Spring 2020. I am starting essentially from scratch; prompts, rubrics, the grading schema and model, scheduling, lab reorganization and rewrites, training materials for instructors and TAs for administration all need to be developed and finalized before the semester starts. During the school year, there is simply not enough time to perform my duties as lab coordinator and work on such a major overhaul of the assessment of labs. As such, I need this summer to tackle this undertaking. However, I am on a 10-month contract, with the summer being unpaid. To prepare effectively for this new assessment approach will require the equivalent of several full-time work weeks during the summer.

Impact: "Overall, the lab practica assessment model is an attempt to better assess student development of lab techniques and skills. This has both short-term (e.g. encourages good lab techniques throughout the semester) and long-term (e.g. instilling ownership and confidence in scientific inquiry) benefits."

Plans to Share: "I am very eager to share the effects of this new assessment model and will start as soon as we begin implementation by presenting to the department of physics and astronomy the progress and response of students throughout the semester. If the new assessment model is particularly successful, I am open to sharing what I have discovered and developed with other departments at Bucknell and plan to document my developments and materials should it be valuable to others in the form of some sort of guide or published paper(s) for the use of Bucknell faculty. At the end of the 2019-2020 academic year, I certainly plan to summarize and present how the assessment model I developed was received and what effects it had on student performance and understanding and to the program as a whole to at least the entire physics and astronomy department, if not to any interested faculty as an open talk scheduled after finals finish in Spring 2020."

ACADEMIC YEAR 2017-2018

Proposal Topic: Juried Assessment of Student Writing in W1 and W2 Courses

Grant Recipient: Abe Feuerstein, Professor of Education, Director of the Writing Center, Chair of the Writing Across the Curriculum Council

Category: Performing Assessment

Description: The juried assessment of student writing will focus on a random selection of both W1 and W2 courses. Instructors in those courses will assist their students in uploading one paper completed toward the end of the course (all students in the course should submit the same assignment) to an online database, while the instructors will be asked to upload a copy of the writing assignment used to generate the papers. Faculty participating in the assessment will first be trained on using a shared, previously developed rubric, and then be responsible for independently reading and assessing 20 student papers. Each paper will be evaluated by two different jurors. The jurors will then convene to discuss and calibrate the scores.

Impact: “This process will help us to identify the strengths and weaknesses in our students’ writing and will inform the professional development provided by the Writing Center for teachers participating in the Writing Program. For example, if we find that students need more practice with particular aspects of writing such as awareness of audience, we will have a data-informed rationale for making changes to the program.”

Plans to Share: “In addition to summarizing our methodology and findings in the Writing Program’s annual report, we will also be able to share our developing knowledge of jury-based assessment practices with other groups or divisions considering such a proposal.”

Proposal Topic: Student-Led Focus Groups to Assess Civic Engagement

Grant Recipient: Coralynn Davis, Professor of Women’s and Gender Studies and of Anthropology, Faculty Director for Academic Civic Engagement

Category: Performing Assessment

Description: The project involves student-led focus groups to collect qualitative data on student perceptions, beliefs, and experiences with regard to service-learning (SL) and community-based learning (CBL) courses, in order to improve civic education and engagement on Bucknell campus. These assessment results will also inform the work of the Civic Engagement Work Force charged with creating a Civic Action Plan for Bucknell.

Impact: In the short term, the focus group data will provide useful insights regarding the learning outcomes and impacts of SL/CBL courses on Bucknell students. In the long run, this information may help to create high impact experiences for our students while partnering with broader community constituencies to serve community needs; as well as to improve professional development opportunities for faculty who are engaging or wish to engage in SL/CBL pedagogies. Overall, this assessment research will enhance Bucknell's capacity to meet its mission to "...educate our students to serve the common good and to promote justice in ways sensitive to the moral and ethical dimensions of life," and to "foster...an environment in which students develop intellectual maturity, personal conviction and strength of character, informed by a deep understanding of different cultures and diverse perspectives."

Plans to Share: Following the completion of qualitative data analyses, the results from the focus groups will be summarized in a report and shared with faculty, staff, and administrators in both written and presentation form. “Furthermore, the faculty, staff and students involved in facilitating and/or analyzing the data from the focus groups will also be able to provide advice and support to others who would like to adopt similar strategies.”

Proposal Topic: Attending the AACSB Seminar and Revising College-Wide Assessment Plan

Grant Recipient: Skip McGoun, Professor of Management, Chair of the College of Management Assessment Committee

Category: Learning about Assessment/ Performing Assessment

Description: The grant will support the attendance of two faculty members (and members of the College's Assessment Committee) at the AACSB Assurance of Learning seminar in Baltimore, MD, in preparation for an accreditation visit and in part motivated by the need to revise the current assessment processes in the College from group-based assessment to individual-student-based assessment. While at the seminar, the two faculty members will draft a revised comprehensive assessment plan, which will then be reviewed, elaborated and finalized in collaboration with the rest of the Assessment Committee and other faculty in the College. The implementation of the assessment will start immediately, to ensure

that the required student learning data is on hand for the accreditation visit.

Impact: “Our goal is to acquire accurate and useful information about student learning and students’ progress towards specific meaningful learning goals; therefore, the Committee’s efforts will be successful if the assessment process actually yields valuable data used by the faculty in pedagogical and curricular decisions at all levels of the College to improve student learning in the College and help students be better prepared for their professional, civic, and personal lives in today’s world.”

Plans to Share: “We will necessarily be sharing the results with faculty across the College of Management to help them improve their courses and the educational experiences of their students. Beyond that, we would be pleased to present our approach in campus-wide events focused on teaching and pedagogy (such as the Friday Learning Series) or on assessment of student learning (such as an Assessment Lunch).”

Proposal: Attending NASPA Persistence and Assessment Conference

Grant Recipient: Darren Jones, Associate Dean of Students for Living, Learning, and Leadership, Student Affairs

Category: Learning about Assessment

Description: The funding will allow one staff member to attend the NASPA Persistence and Assessment conference in Baltimore, MD, including a pre-conference workshop on implementing an assessment framework to support division planning. This conference is designed to promote student learning and success by strengthening assessment, improving educational quality, and developing intentional persistence programming. Specifically, the conference will help the staff member to enhance his expertise in: institutional assessment of student learning and persistence practices, in the context of Student Affairs; building a culture of assessment in Student Affairs departments; and gaining a deeper understanding of best practices in assessment of student experience.

Impact: “The benefit of attending the conference is to be better equipped to lead assessment efforts in the department. Guiding assessment for pillar will impact individual offices and programs to evaluate current operations and programs. The short-term benefit is launching an assessment strategy. There has not been a comprehensive assessment approach in the areas under Living, Learning, & Leadership. This will allow the areas to think strategically about priorities, resource allocation, and areas for improvement. The long-term benefit is establishing a culture of assessment that promotes continuous improvement and data-driven decision making.”

Plans to Share: “I will create a draft assessment plan and present to the Student Affairs Leadership team. After feedback, I will consult with the Dean of Students to establish a timeline of implementation and develop a pilot training for my direct reports after office initiatives are created from strategic planning. I will guide offices to conduct a self-evaluation of assessment standards and create plans for improvement. I will also conduct ongoing trainings with the areas under my office connected with the performance plans.”

Proposal Topic: ACTFL Assessment of Oral Language Proficiency in Spanish Majors

Grant Recipient: Elisabeth Guerrero, Professor of Spanish, Chair of Spanish Department

Category: Performing Assessment

Description: The grant will support administration of ACTFL oral proficiency test (a paid interview) to 21 graduating Spanish majors, as part of the department's assessment of their majors' oral proficiency.

Impact: “We can use this information to see where there may be gaps and to reshape our language classes and study abroad programs in order to further improve our students’ oral proficiency.”

“It will be useful in ascertaining how well we are achieving the goal of advanced oral proficiency. The students will also benefit from determining what areas of proficiency they can improve. Furthermore, they continue to be able to use this official assessment after graduation, whenever they apply for jobs that require bilingual skills.”

Plans to Share: “We can share our experience working with ACTFL and our results with other departments, particularly the three other departments that teach language: East Asian Studies, Modern Languages, and Classics.”

Proposal Topic: Assessment of Learning Outcomes in Education

Grant Recipient: Sue Ellen Henry, Professor of Education, former Director of the Teaching & Learning Center

Category: Performing Assessment

Description: Two faculty members will assess key learning outcomes in both BSED and BA programs, including assessment of course content that fulfills the outcomes (syllabi and assignments) as well as assessment of student artifacts that demonstrate these outcomes (student eportfolios). In addition, the fit between the program experiences (coursework, fieldwork, and assignments) and program competencies will also be assessed. This comprehensive assessment is in part motivated by the upcoming accreditation review by the PA Department of Education.

Impact: “It is a high priority for our department that our programs meet expected outcome competencies associated with these experiences. Our teacher education candidates are preparing to step into challenging assignments as classroom teachers; our BA candidates are preparing for graduate work and careers influencing educational policy and practice both here and abroad. This summer work will prepare our faculty to revise assignments to more strongly support the important professional and intellectual expectations of thinkers of education. Additionally, our summary report will make recommendations about adjustment to the scope and sequence of program courses and experiences to better capitalize on their potential. In the most long-term view, remaining a viable department and program offering for professional and intellectual service to education remains a key outcome for our department. We have been offering professional certification for teachers for 102 years at Bucknell. We wish to remain a strong contributor to teachers in the state and to thinkers of education throughout the nation.”

Plans to Share: “Because we are a unique department with both professional and liberal arts preparation, we would be happy to work with other departments in Engineering and Management to discuss the particular challenges of meeting both internal expectations and external accreditation outcomes. Our e-portfolio assignment is well positioned to make this sort of assessment in other departments easier. We would be happy to be part of a panel discussion or offer lunches with department chairs exploring the organization and execution of such an internal examination that prepares a department for external review and internal monitoring.”

Proposal Topic: Advance Training in Data Dashboard Creation Using Tableau

Grant Recipient: Rita Liu, Assistant Director of Institutional Research, Office of Institutional Research & Planning (OIR&P)

Category: Learning about Assessment

Description: The funding will allow one staff member to participate in 2-day advanced training in Tableau, a platform used for creating and sharing interactive data dashboards. The training is delivered via an online class, and covers a range of practical topics and skills of relevance to Bucknell community and their data needs.

Impact: “Continued professional development with respect to developing effective data dashboards to satisfy the needs and interests of different stakeholders is one of my annual work goals. After attending the online class, I should be well prepared to visualize our survey results when we do survey assessment and fulfil this goal. At the OIR&P office level, this will add important new expertise, enhancing our team’s ability to assist and guide our faculty and staff colleagues in using assessment data in their decision making. At the institutional level, I will be able to share this expertise by providing consultations to any faculty or staff who are interested in employing Tableau as a tool in visualizing data in their assessment work.

The OIR&P plays a crucial role with respect to supporting, coordinating, and empowering assessment of student learning and educational effectiveness across all the academic and non-academic units. We are collecting rich assessment data, but we are facing the challenge of how to effectively share these assessment results with various stakeholders across campus, and how to encourage the use of assessment data for improvement. Tableau data visualizations are a very powerful approach to data sharing, and it should lead to more Bucknell faculty, staff, and other stakeholders using assessment data on a more regular basis.”

Plans to Share: “The learning materials that I receive from the online class will be shared with our OIR&P colleagues. I am also planning to offer consultations to OIR&P colleagues, faculty, and staff who have survey data visualization questions. Finally, depending on colleagues’ needs and interests, I plan to offer short presentations on data visualization in Tableau at assessment-related events such as the Assessment Lunch in 2018-2019, to further share my knowledge of this powerful tool with Bucknell faculty and staff.”

ACADEMIC YEAR 2016-2017

Proposal Topic: Development and Pilot Testing of New Assessment Rubric in Literary Studies

Grant Recipient: Jean Peterson, Associate Professor, English Department, Chair of Assessment Committee in Literary Studies

Category: Performing Assessment

Description: The funding will support the development and pilot testing of a new mode of direct assessment of student learning in Literary Studies, following the structural reorganization of the English Department into three programs (Literary Studies, Creative Writing, and Film & Media Studies). The program faculty will generate a new rubric, which will then be used by independent reviewers (adjunct faculty hired for that purpose) to assess a sample of student essays in lights of specific learning outcomes. The results will be discussed and the rubric normed for future use in assessing student writing artifacts in the program.

Impact: “The rubric will allow us to gather knowledge about our majors' progress as scholars and writers, from a specifically literary studies viewpoint. This pilot will give the committee a baseline to gauge future student progress in the 199 survey; it will also ground the development of future direct assessments at the program level. We will use the results to plan and execute appropriate changes to our courses to improve student learning outcomes. This ensures the sustainability of this assessment, since it facilitates the overarching goals of the program to train its majors in the critical aptitude and thoughtful written communication that are crucial to our humanistic mission.”

Plans to Share: “The program committee will present the results of our assessment to the department as a whole; we will also invite other units on campus to our presentation via the Message Board. We will gladly share the materials, process, and results with other programs and departments interested in developing similar direct assessments of student writing.”

Proposal Topic: Student-Led Focus Groups to Assess Student Writing Development

Grant Recipient: Abe Feuerstein, Professor of Education, Director of the Writing Center, Chair of the Writing Across the Curriculum Council

Category: Performing Assessment

Description: “One element of our assessment plan that we have not yet been able to implement is the collection of qualitative data aimed at helping the WAC Council to better understand students’ subjective assessment of their writing instruction at Bucknell and their development as writers. To develop a better understanding of students’ experiences with respect to writing instruction and their development as writers, we are proposing a focus group based assessment with students in the class of 2017. A more nuanced understanding of students’ experiences will help the Writing Program adjust expectations for WI courses and may also inform efforts to provide professional development to faculty involved in teaching WI courses. While a limitation of focus groups is their small size, we believe that the detailed insights made possible through conversation with students cannot be collected in other ways.”

Impact: “This assessment process will be successful if we are able to better understand students’ on-the-ground experience of learning to write at Bucknell, which will help us to understand the strengths and weaknesses of our writing program. For example, if we find that students need more support or additional direct instruction from their WI instructors, we will have a data-informed rationale for making changes to the program.”

Plans to Share: “In addition to summarizing our methodology and findings in the Writing Program’s annual report, the faculty and students involved in both training focus group leaders and carrying out the focus groups will be able to provide advice and support to others who would like to adopt similar strategies. We anticipate that the students trained in running focus groups for the Writing Program might also be able to facilitate focus groups in other areas.”

Proposal Topic: Qualitative Research Training for Assessment

Grant Recipient: Agnes Jasinska, Assessment Coordinator, Office of Institutional Research & Planning

Category: Learning about Assessment

Description: The funding will allow one staff member to attend the 14th Annual Qualitative Research Summer Intensive, a 5-day training workshop on qualitative research, including focus group methodology, qualitative data coding and analysis, and using qualitative research for institutional improvement.

Impact: Qualitative research can provide uniquely rich information about topics that we care about in assessment, and as such, it could enhance the quality of assessment efforts at Bucknell.

Plans to Share: “After attending the workshop, I should be well prepared to assist faculty and staff interested in employing qualitative research methodology in their assessment work. In this way, I will add another area of expertise to our collective expertise at the Office of Institutional Research & Planning. And this new expertise will in turn benefit everyone at Bucknell when I use it to help faculty and staff conduct better assessment and use the results for continued improvement. (...) In addition, I will put together a workshop to train others (including faculty, staff, and students) in how to conduct such research, focusing on practical consideration and on the use of the results for program improvement (as opposed to academic research aimed at peer-reviewed publication).”