# 2024 Assessment Showcase Results
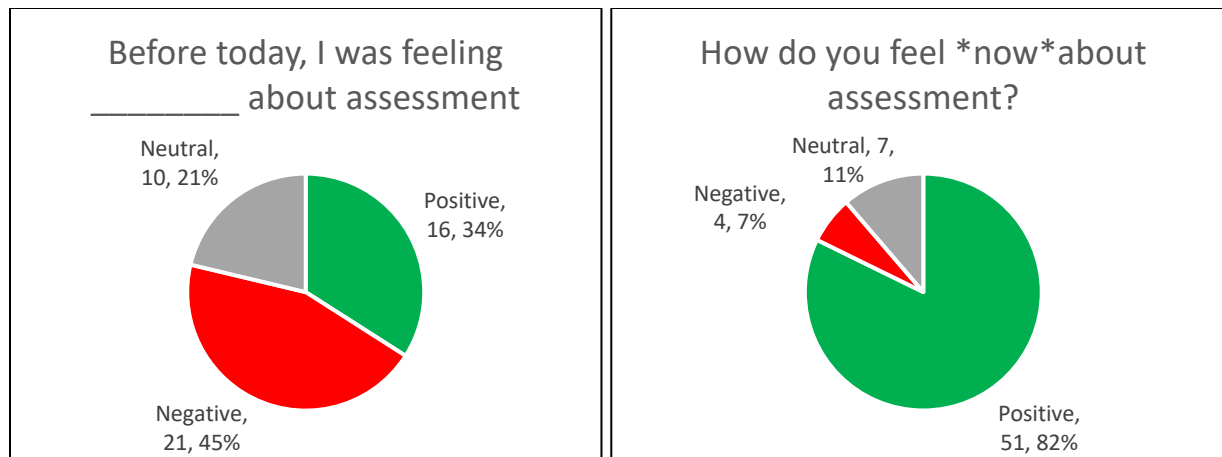## Summary of Learning

A. Introduction

The Office of Institutional Effectiveness and the Office of the Provost cohosted an inaugural Assessment Showcase event in December 2024. The showcase was open to all Queens College staff and faculty; over 70 campus community members attended. The goals of the day's activities were to share knowledge about assessment practices, foster collaboration, and highlight the importance of data-driven decision-making. After an introduction by President Wu and Provost Price, presentations on the Office of Institutional Effectiveness, the impact of tutoring in the Learning Commons, Writing Outcomes in English 110, the Alumni Outcomes Team, and assessing student learning outcomes in the Graduate School of Library and Information Studies, were interspersed with plenty of fun activities and giveaways. After a networking lunch session, attendees participated in a poster session where they learned the myriad ways that departments across the college engage in assessment, evaluation, and planning. The emphasis on practical examples, specific projects, and alumni outcomes made the showcase event particularly relevant and useful for attendees. The opportunity to network and connect with colleagues across departments also contributed significantly to the event's value.

B. Positive Outcomes

Assessment Showcase attendees exhibited strong affirmation (88%) with the statement *Today I learned different ways that assessment can be used to make evidence-based decisions in support of improvement efforts at Queens College*. Only 4 (out of 35) attendees did not Agree or Strongly Agree with the statement; they remained neutral in their response to this statement.
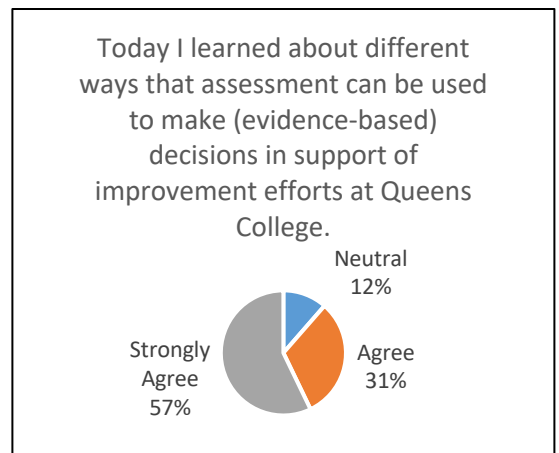
Forty-five percent of responses to the question *Before today, I was feeling _____ about assessment* revealed negative sentiments such as *uncertain, lack of confidence, discouraged, resigned,* and *uncomfortable.* Conversely, only 7% percent of attendees indicated feeling negatively about assessment at the end of the day's events, indicating improvement in comfort, familiarity, and overall positive sentiments about assessment. Some of these responses included *confident, eager, happy,* and *motivated.*

Before today, I was feeling _____ about assessment

Neutral, 10, 21%
Positive, 16, 34%
Negative, 21, 45%

How do you feel *now* about assessment?

Neutral, 7, 11%
Negative, 4, 7%
Positive, 51, 82%

C. Most Useful Aspect

When asked what the most useful aspect of the Showcase was, responses showed several key themes:

1. Value of Shared Knowledge and Practices:

- **Assessment Strategies:** Many respondents highlighted the benefit of learning about different assessment methods, tools, and approaches used by other departments. This cross-departmental sharing of knowledge was highly valued. Phrases like "seeing all the different ways we are all assessing," "learning about assessment from different departments," and "hearing how other departments are using data" are prevalent.
- **Data Utilization:** Understanding how other departments collect, analyze, and use data was another major takeaway. Respondents appreciated learning about different data-driven initiatives and interventions, and how data can be used to inform decision-making, drive change, and streamline student success. The focus on "seeing the different ways data can be used" and "learning different methods on how to track and analyze data" underscores this point.
- **Resources and Tools:** Several people mentioned the usefulness of learning about available resources and tools to support their own assessment efforts.

2. Networking and Collaboration:

- **Connecting with Colleagues:** The event provided a valuable opportunity to network with colleagues, share ideas, and learn from each other. "Meeting others and getting ideas," "networking with colleagues," and "getting together and learning from each other" were frequently mentioned.
- **Sense of Community:** The event fostered a sense of community and interconnectedness, reminding participants that they are all working towards the same goal of supporting students. The comment about "building the ark to support our students" captures this sentiment well.

3. Specific Content Highlights:

- **Alumni Outcomes:** The presentation on alumni career outcomes, particularly the data about English majors' earnings, resonated strongly with several attendees. They saw the potential value of this information for student advising and career counseling.
- **Specific Projects:** The project from the Learning Commons (LC) regarding Math 115 was also highlighted as particularly informative and potentially impactful.
- **Poster Sessions:** The poster sessions on career readiness and assessment plans were mentioned positively.

- **Presentations in General:** Many respondents simply stated that the presentations, in general, were useful and provided a valuable overview of assessment practices at the college.

4. Logistics and Format:
- **Format and Structure:** One person specifically praised the format of the event, noting that it was "perfect and broke things up."
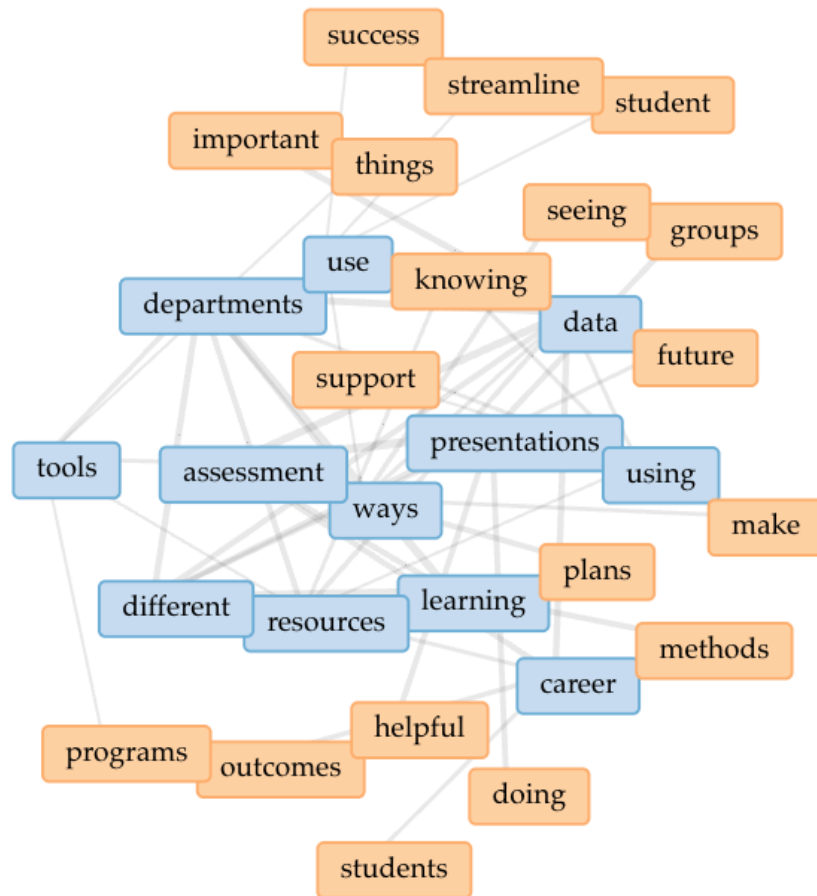
D. Opportunities for Further Learning

The responses to the "What would you like to learn more about?" question reveal a strong desire for practical guidance, resources, and support in various aspects of assessment:

1. Data Collection and Analysis:
- **Tools and Techniques:** Many respondents expressed a need for training and demonstrations on using tools for data gathering, generation, and analysis. This includes both quantitative and qualitative data. Specific requests include webinars, workshops, and information on available digital platforms.
- **Data Standardization and Sharing:** Several people are interested in learning about standardized assessment question templates, unified data collection methods, and what data is being collected by other departments to avoid duplication of effort and promote data sharing.

- **Data Interpretation and Use:** Respondents want to learn how to best use the data they generate, how to interpret and analyze it (including sophisticated analysis methods), and how to quantify it effectively. They also seek guidance on how to present data clearly, potentially using graphic tools.
- **Identifying Relevant Data:** There's a desire to learn about the best types of data to gather to assess program objectives and how to identify meaningful, answerable assessment questions. This includes understanding the difference between assessment questions and research questions.

2. Assessment Planning and Implementation:
- **Starting and Managing Assessment Projects:** Several respondents are looking for guidance on how to initiate and manage assessment projects, including how to plan for long-term assessment and center projects around meaningful questions.
- **Setting Goals and Benchmarks:** A key concern is learning how to set assessable goals and benchmarks, with some specifically requesting instruction on available tools for this purpose.
- **Connecting Assessment to Strategic Plans:** Respondents want to understand how to link assessments to division and college strategic plans.
- **Closing the Loop:** A crucial area of interest is learning how to use assessment data to drive action and improvement, including closing the loop and implementing changes based on findings. This includes understanding the process of bringing assessment into play in changing programs and the factors that contribute to successful or unsuccessful changes.
- **Assessing Different Stakeholders:** Respondents are interested in learning how to assess multiple stakeholders (students, alumni, faculty, staff) and integrate multiple data points into comprehensive reports.

3. Resources and Support:
- **Available Instruments and Resources:** Many are looking for information on readily available, cost-effective assessment instruments, especially those supported by the college. A request was made for a PDF of poster presentations from the event.
- **Financial Resources and Buy-in:** A recurring concern is the need for buy-in from leadership and adequate financial resources to support the implementation of assessment recommendations. This includes support for faculty engaging in time-intensive assessment work.
- **Faculty Engagement:** Respondents are interested in strategies for involving faculty who did not attend the event in assessment efforts.
- **Templates and Examples:** Requests were made for templates on data goals and assessment results, including analysis and interpretation, as well as examples of assessment questions.

4. Specific Assessment Challenges:
- **Self-Selection Bias:** Respondents are interested in learning about methods to avoid or reduce concerns related to self-selection in programs.
- **Assessing Student Engagement:** There's a specific question about how to assess learning in student engagement programming.
- **Assessing Curriculum Effectiveness:** Respondents are interested in how to evolve the curriculum to prepare students for the real world and how to assess this effectively.
- **Quantifying Data:** Several people mentioned the challenge of quantifying data, particularly in the context of self-selected programs.

- **Measuring Student Success:** Respondents are interested in variations of basic models for measuring student success, particularly for students who are at risk of slipping academically ("murky middle").

5. Other:
- **Overview of Assessment Possibilities:** One respondent requested an overview of the full range of assessment methods to broaden their understanding.
- **Survey Strategies:** Someone asked about surveying strategies.
- **Institutionalized Categories:** A question was raised about standardized categories used across the college for surveys and sign-ups (e.g., race, ethnicity, gender).

E. Next Steps

The responses to questions above highlight a strong need for practical, hands-on training and resources related to all aspects of assessment, from planning and data collection to analysis, interpretation, and implementation. Respondents are particularly interested in learning about tools and techniques, data standardization, and how to use assessment data to drive meaningful improvements. They also emphasize the importance of leadership buy-in and adequate resources to support assessment efforts.

This report will be shared with the Academic Assessment Council and a schedule of workshops and trainings for Spring, Summer, and Fall 2025 will be developed based on the Council's recommendations; in addition, the Office of Institutional Effectiveness (OIE) will develop "bite-size" videos addressing these topics, allowing staff and faculty to access relevant resources in lieu of attending scheduled trainings or workshops.
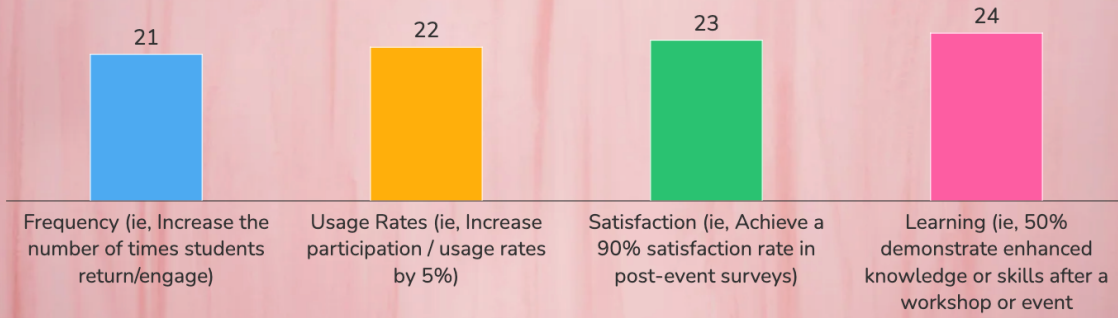
F. Conclusion

The Showcase event appears to have been successful in its goal of sharing knowledge about assessment practices, fostering collaboration, and highlighting the importance of data-driven decision-making. The emphasis on practical examples, specific projects, and alumni outcomes made the event particularly relevant and useful for attendees. The opportunity to network and connect with colleagues across departments also contributed significantly to the event's value; as a result, the Assessment Showcase will become an annual event, hosted in December by the Office of the Provost and the Office of Institutional Effectiveness.
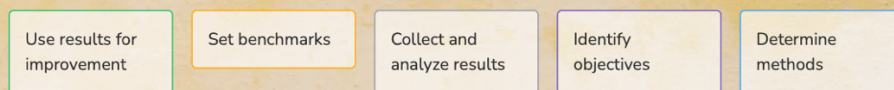
Result Slides from the Assessment Showcase presentation
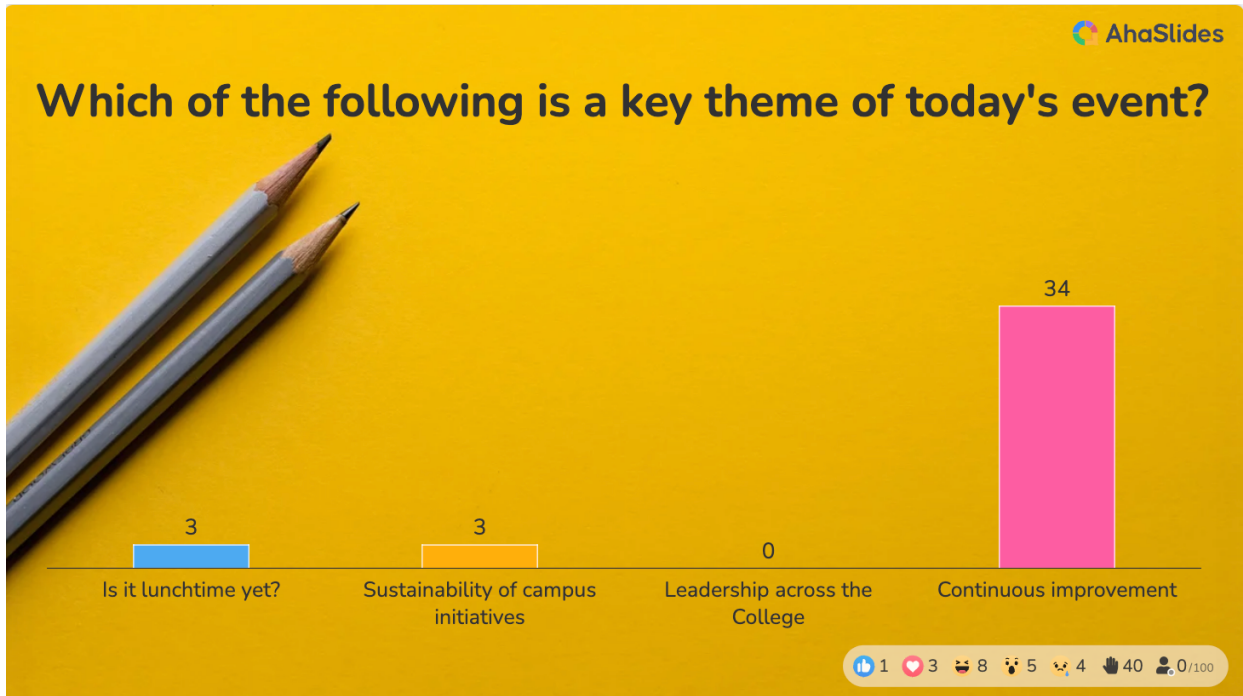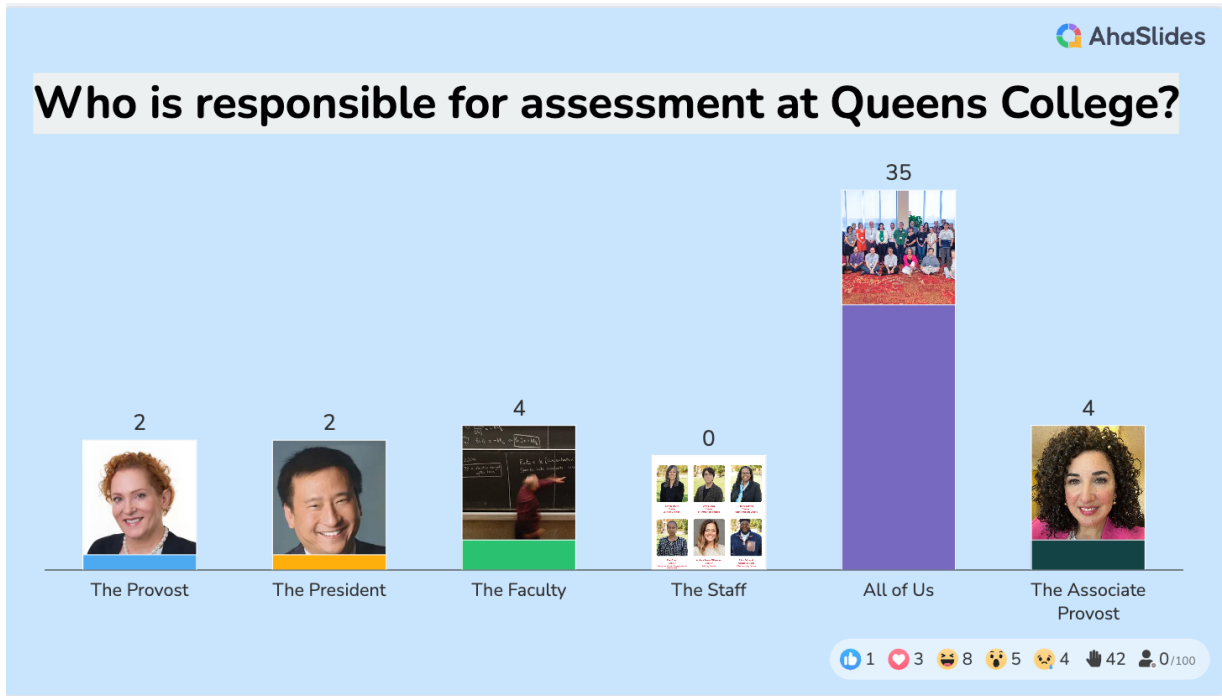
Which of the following forms of assessment might be used by a student-facing administrative department?

21	22	23	24
Frequency (ie, Increase the number of times students return/engage)	Usage Rates (ie, Increase participation / usage rates by 5%)	Satisfaction (ie, Achieve a 90% satisfaction rate in post-event surveys)	Learning (ie, 50% demonstrate enhanced knowledge or skills after a workshop or event

👍 1   ❤️ 3   😆 8   😮 5   😢 4   ✋ 34   👤 0/100

What's the correct order for the continuous improvement cycle?

Use results for improvement	Set benchmarks	Collect and analyze results	Identify objectives	Determine methods

✅ 15 👤   ❌ 29 👤

👍 1   ❤️ 3   😆 8   😮 5   😢 4   ✋ 39   👤 0/100

What was the most useful aspect of today's Assessment Showcase?

Presentations. Each helpful in their own way	Seeing/hearing what is being done	Many of the talks were really helpful
I think the four presentations were very useful!	Learning about assessment from the different departments.	Setting aside time to think about assessment. Hearing what others are doing.
Knowing how other departments are using internal resources to support their data!	Presentations	Seeing the different ways data can be used to assess and make future decision-making
Presentations from different groups doing	Meeting others and getting ideas - and getting inspired	Learning about the tools and resources
	Career data. INCREASE RESOURCES TO	

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👍 32 ❤️ 15 😆 11 😲 3 😵 5 ✋ 50 👤 0/100

What would you like to learn more about related to assessment practice?

Process of obtaining existing data	Methods and support for assessing goals	How to really do an assessment that's realistic on doable outcomes.
How to quantify the data we collect.	How to plan for long term assessment	What other tools and digital platforms are there to help asses or analyze data
Feedback on our analysis methods or how to run more sophisticated analysis	Workshops on how to analyze data	Learn more about assessment tools and how to use them effectively.
How to close the loops after we receive the data? Putting a CAP in place.	Setting assessable goals Related Data collecting	Collecting unified data / assessment question templates to use across units for cleaner data collection
More about setting benchmarks- but especially more specific instruction on	Accessing data to help inform and improve assessment practices within departments	

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👍 32 ❤️ 15 😆 11 😲 3 😵 5 ✋ 51 👤 0/100