

Kingsborough Community College

Culture of Assessment Survey

Spring 2022

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Introduction

Kingsborough Community College reaffirmed its commitment to assessment and continuous improvement as a priority at Spring Convocation in March 2022. In order to develop assessment practices and build a culture of assessment across the whole campus, KCC administered a survey to assess faculty and staff experiences and comfort with assessment, as well as perceptions of assessment at the institution.

The survey was distributed to all full-time and part-time faculty and staff on March 16, 2023 and a total of 245 surveys were completed. For the purposes of this analysis, only valid percentages will be reported.

The highlights and big-picture findings are provided here. An additional breakdown of the results can be found [in this Tableau dashboard](#).

Demographics

Among the 245 respondents, the majority were faculty members (61%), full-time employees (76%), and had between 10 and 20 years of service at KCC (44%). Table 1 illustrates responses by their role at KCC.

TABLE 1: Responses by Role at College

	N	Percent
Faculty	149	61%
Administrative Staff	64	26%
Classified Staff	29	12%
Executive	3	1%
Total	245	100%

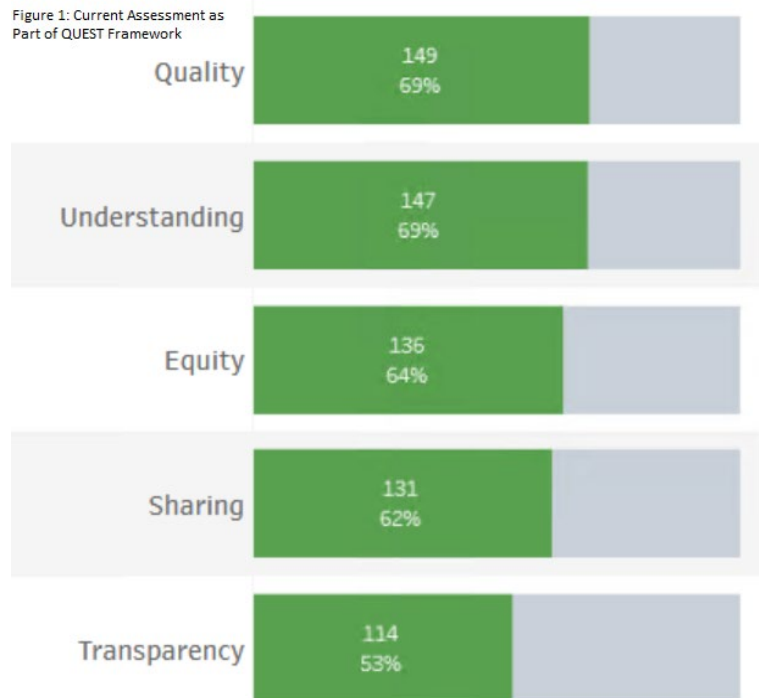
Analysis

Current Attitudes toward Assessment and QUEST

To gauge how the KCC community currently views the purpose of assessment at KCC, respondents were asked to select one main reason from a list of six possibilities: Improving Student Learning, Accreditation, Accountability, Compliance with Government Mandates, Access to Financial Resources, and Tradition. Forty Six percent of respondents felt that the main purpose of assessment was to improve student learning, but 23% affirm that assessment is mainly conducted for accreditation purposes and 20% claiming that accountability is the main purpose of assessment.

Respondents were also asked to rate how well KCC’s assessment efforts meet each of the components of the newly-introduced QUEST framework using a 4-point Likert scale that ranged from “Very Well” to “Not at all”. Figure 1 indicates the percent of respondents that felt that KCC’s assessment efforts met the QUEST criteria either “Moderately” or “Very Well”.

Figure 1: Current Assessment as Part of QUEST Framework



As Figure 1 illustrates, most respondents felt that assessment efforts currently meet the criteria for the five components of QUEST, with the exception of transparency. These results only varied slightly when

examined by respondent role at the college. While the results are largely positive, the room for improvement supports the push to build a stronger culture of assessment at KCC.

Tools of Assessment and Comfort with Assessment Practices

To understand how the KCC community currently conducts assessment, respondents were asked to share which tools and practices are used in their departments or units to conduct assessment. Overall, assessing student work is the most common tool used for assessment, followed by conducting surveys, and using institutional data.

Next, respondents were asked about their comfort with different assessment techniques to support the focus of future professional development efforts. Figure 2 indicates the percent of respondents who were “Moderately” comfortable or “Very Comfortable” with each respective task.

Figure 2: Comfortability with Assessment



These results suggest that, regardless of position, respondents are least comfortable with creating multi-year assessment plans; only 42% of respondents reported being “Moderately” comfortable or “Very Comfortable” with this task.

Additionally, while 73% of faculty reported being comfortable with writing missions, goals, or learning outcomes, only 50% of staff reported the same. This may be due to faculty needing to write learning outcomes for their courses.

Opportunities for Professional Development

Finally, respondents were asked how interested they would be in various opportunities for professional development and learning more about assessment across KCC. Hearing from their peers about their assessment work is of greatest interest to the most respondents. Staff reported much higher levels of interest in professional development around assessment in general, particularly in attending workshops to learn more about assessment and in working with assessment experts to develop assessment projects.