CUNY Queensborough Community College
Institutional Transformation Assessment (ITA) Survey
October 2023

In October 2023, CUNY Queensborough Community College administered the Institutional Transformation Assessment (ITA) Survey. A total of 63 people responded to the survey, which is designed to help institutions reflect on existing student success efforts and the organizational structures that support them by learning about areas of strength and opportunities for improvement. The perceptions captured here are one part of a larger process that includes a sensemaking conversation that enables deep reflection with a diverse, cross-functional group of institutional leaders, faculty, and staff. This survey captures perceptions in ten (10) capacities, with respondents scoring each item from 1-4 (scale of 1 = emerging, 2 = developing, 3 = accomplished, and 4 = exemplary). For all domains, average scores near or below two represent areas for growth, while average scores near or above three indicate areas of strength that the institution should work to leverage for positive change. Full results are available at the end of this report. There were a total of 57 respondents from the leadership team, and 6 from the student success community.

Overall Capacity Scores

Scores for all ten capacities ranged between 2.21 and 2.77, indicating there are no areas perceived by the campus community as obvious areas of strength which can be leveraged in transformation work. Given the relatively lower scores for institutional research and strategic finance, these are two potential areas for growth moving forward, although all ten capacities are perceived as having opportunities for growth. It is also important to note that with the exception of institutional research, the student success community rated each of the capacities higher overall than the leadership team.

Capacity	Leadership	Student Success	Overall Score
Pathways	2.53	2.58	2.54
Digital Learning	2.69	2.61	2.67
Developmental Education	2.77	2.78	2.77
Advising	2.54	2.67	2.56
Emergency Aid	2.43	2.56	2.45
Leadership and Culture	2.73	2.72	2.73
Institutional Research	2.22	2.17	2.21
Strategic Finance	2.35	2.22	2.33
Information Technology	2.73	2.75	2.73
Institutional Policy	2.56	2.78	2.59

1. **Four-Year Pathways**
   Approximately three-fourths (76%) of respondents rated work on four-year pathways as "developing" or "accomplished" for both 1) aligning learning outcomes with skills and knowledge needed for further education and employment and 2) sharing information with students about employment and educational opportunities. Less than 10% of respondents rated these as "exemplary," indicating possible opportunities for growth in this area.

2. **Digital Learning**
   Perceptions on the institution's progress in developing, implementing, and supporting an institution-wide strategy for delivering high-quality digital teaching and learning are decidedly mixed.
   - To what extent does the institution use an academic master plan (aligned to the strategic plan) to set accountable goals and objectives for the implementation of digital learning tools as part of a broad effort to continuously improve teaching and learning and promote the closing of equity gaps in learner outcomes? - 45% rated as "emerging" or "developing," while 37% rated as "accomplished" or "exemplary."
   - Are processes and resources implemented to support access, readiness, and engagement for all learner populations across all learning environments (face-to-face, hybrid, and online) to promote equitable outcomes across all learner populations? - 35% rated as "emerging" or "developing," and 46% rated as "accomplished or "exemplary."

   Approximately half of respondents (47%) rated the institution as "accomplished" for having an academic master plan that establishes accountable goals and objectives for the implementation of digital learning tools as part of continuous improvement efforts in at least three foundational courses, making this an area of strength for the institution.

3. **Developmental Education**
   More than 4 in 10 respondents rated each of the three developmental education items as "accomplished," making this the highest rated of the ten capacities, with a capacity score of 2.77. As the institution looks to prioritize opportunities for improvement, this may be an area requiring less attention at the present time.

4. **Advising**
   As with several other capacities, a majority of respondents rated each of the three advising items as "developing" or "accomplished," with between two-thirds and three-fourths of respondents providing one of these scores for both questions. This places advising with a capacity score near the middle of the ten capacities, overall.

5. **Emergency Aid**
   The overall capacity score for emergency aid was 2.45, making it the third lowest. Approximately 60-64% of respondents rated each of the three items as "developing" or "accomplished," indicating the existence of at least some process for informing students of and helping them

apply for emergency aid resources, although clear, well-defined, and simple processes are not perceived to exist by a vast majority of respondents.

6. **Leadership and Culture**

   At 2.73, leadership and culture was the third highest-rated capacity. A majority of respondents (58%) believe senior leaders make student success an institutional priority, and a plurality (42%) believe student success terms are defined, documented in a strategic plan, and communicated regularly. The same number of respondents, 42%, believe a limited number of departments are explicitly organized to advance student success and equity priorities.

7. **Institutional Research**

   Institutional research was the lowest rated capacity, at 2.21, indicating this is a growth opportunity for the institution moving forward. Near or large majorities rated the institution as "emerging" or "developing" on each of the three items in this capacity.

8. **Strategic Finance**

   Strategic finance was the second lowest rated capacity, at 2.33, making this another possible growth opportunity for the institution. Positively, 45% of respondents rated the institution as "accomplished" or "exemplary" at prioritizing student success goals to influence resource allocation decisions. However, a plurality of respondents rated the institution at "emerging" or "developing" for the other two items:
   - Are effective financial incentives implemented to support the institution's vision and priority objectives, including improving student success and increasing equitable outcomes for students? (51%)
   - Are metrics and data of institutional financial health regularly shared with appropriate stakeholders across the institution and used to assess outcomes and support equity goals, as well as to inform decision making and future initiatives and strategies? (47%)

9. **Information Technology**

   A near majority of respondents rated as "accomplished" technology solutions are available and used to support student success initiatives (49%) and that IT involves and shares responsibility with stakeholders to support students success initiatives (47%). However, when asked the degree to which training it provided to enable effective use of student success technology solutions, 33% rated it as "developing" while 33% rated it as "accomplished."

10. **Institutional Policy**

    Institutional Policy was in the middle of all capacity scores, at 2.59. A plurality of respondents rated the institution as "accomplished" on each of the three items, indicating a common belief the institution uses data to develop and refine policies and procedures, there is a routine process to review policies and procedures, and the institution has identified achieving equitable student success among its top two or three priorities.

CUNY QCC ITA Lite (N=63) BY CAPACITIES - FALL 2023

The foundational framework of the ITA

An intentional, integrated approach to institutional transformation.
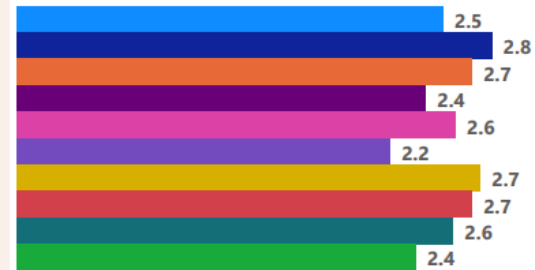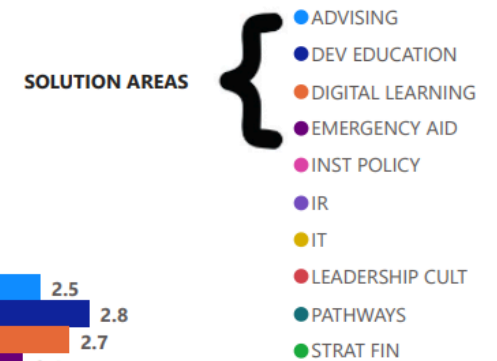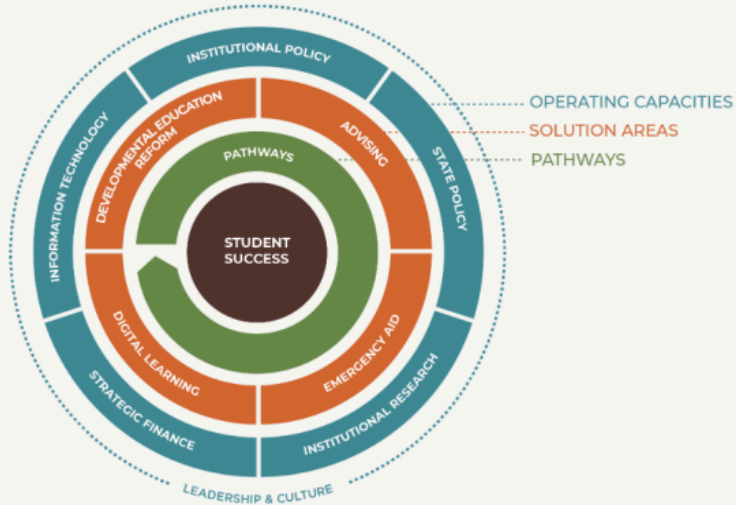
OPERATING CAPACITIES
SOLUTION AREAS
PATHWAYS

SOLUTION AREAS

- ADVISING — 2.5
- DEV EDUCATION — 2.8
- DIGITAL LEARNING — 2.7
- EMERGENCY AID — 2.4
- INST POLICY — 2.6
- IR — 2.2
- IT — 2.7
- LEADERSHIP CULT — 2.7
- PATHWAYS — 2.6
- STRAT FIN — 2.4

1= EMERGING, 2= DEVELOPING, 3= ACCOMPLISHED, 4= EXEMPLARY

CUNY QCC ITA Lite (N=63) BY RESPONDENT DEMOGRAPHICS

WHAT IS YOUR GENDER IDENTITY?
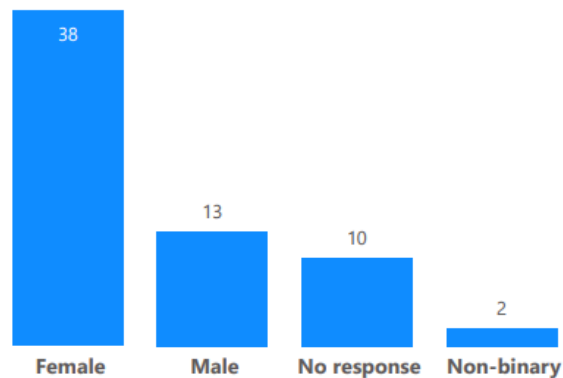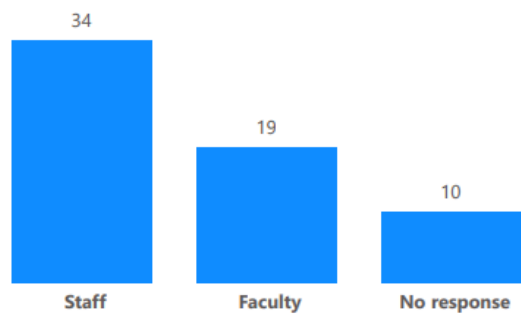
Female	Male	No response	Non-binary
38	13	10	2

WHAT IS YOUR EMPLOYMENT STATUS AT YOUR INSTITUTION?

Staff	Faculty	No response
34	19	10

DO YOU CONSIDER YOURSELF A MEMBER OF A TRADITIONALLY UNDERREPRESENTED GROUP ON YOUR CAMPUS?

Yes - TUG	No - TUG	No response
30	22	11
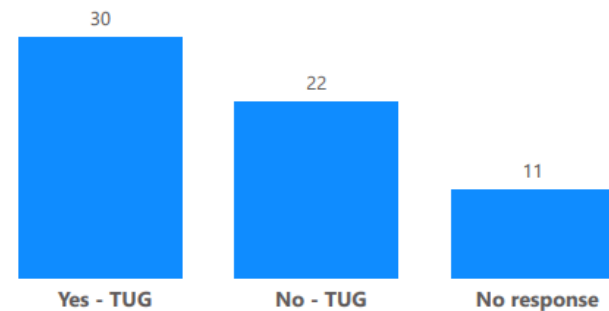
TUG= traditionally underrepresented group
Yes= considered as member of traditionally underrepresented group on campus (e.g., African American/Black, Latinx, Native American, Native Hawaiians, first-generation, gender groups, low-income backgrounds).
No= not considered a member of a traditionally underrepresented group on campus.

CUNY QCC ITA Lite (N=63) BY RESPONDENT DEMOGRAPHICS

APPROXIMATELY HOW LONG HAVE YOU BEEN AFFILIATED AND/OR EMPLOYED BY THIS INSTITUTION? (YEARS)
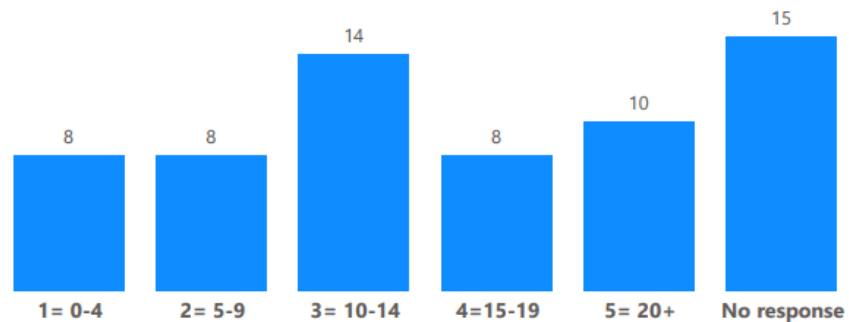
1= 0-4	2= 5-9	3= 10-14	4=15-19	5= 20+	No response
8	8	14	8	10	15

ARE YOU DIRECTLY INVOLVED WITH THE PLANNING OR IMPLEMENTATION OF DEI EFFORTS AT YOUR INSTITUTION?

Yes - job	No	No response	Yes - other
25	20	10	8
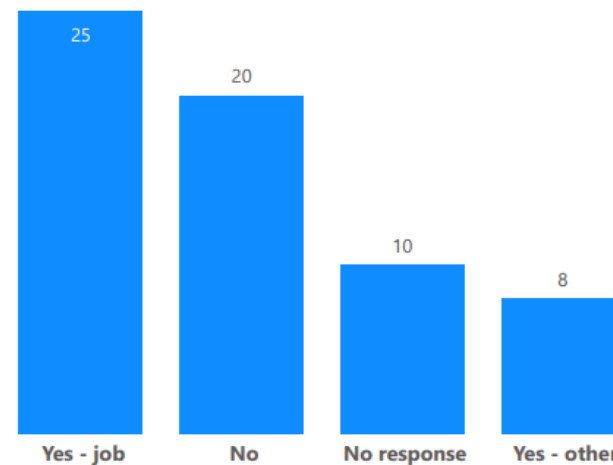
Yes-other= Yes, I serve outside my employment responsibilities
Yes-job= Yes, my involvement is associated with my employment on campus
No= not involved with DEI planning or implementation efforts at your institution
DEI= Diversity, Equity, and Inclusion

CUNY QCC ITA Lite (N=63) BY GENDER

WHAT IS YOUR GENDER IDENTITY?

Female
- ADVISING: 2.6
- DEV EDUCATION: 3.0
- DIGITAL LEARNING: 2.7
- EMERGENCY AID: 2.4
- INST POLICY: 2.7
- IR: 2.3
- IT: 2.9
- LEADERSHIP CULT: 2.8
- PATHWAYS: 2.6
- STRAT FIN: 2.5

Non-binary
- ADVISING: 2.5
- DEV EDUCATION: 2.0
- DIGITAL LEARNING: 1.5
- EMERGENCY AID: 2.0
- INST POLICY: 1.5
- IR: 1.5
- IT: 1.5
- LEADERSHIP CULT: 2.0
- PATHWAYS: 2.0
- STRAT FIN: 1.5

Male
- ADVISING: 2.3
- DEV EDUCATION: 2.4
- DIGITAL LEARNING: 2.8
- EMERGENCY AID: 2.6
- INST POLICY: 2.4
- IR: 2.2
- IT: 2.5
- LEADERSHIP CULT: 2.4
- PATHWAYS: 2.5
- STRAT FIN: 2.2

Legend:
- ADVISING
- DEV EDUCATION
- DIGITAL LEARNING
- EMERGENCY AID
- INST POLICY
- IR
- IT
- LEADERSHIP CULT
- PATHWAYS
- STRAT FIN

1= EMERGING, 2= DEVELOPING, 3= ACCOMPLISHED, 4= EXEMPLARY

CUNY QCC ITA Lite (N=63) BY UNDERREPRESENTED

DO YOU CONSIDER YOURSELF A MEMBER OF A TRADITIONALLY UNDERREPRESENTED GROUP ON YOUR CAMPUS?

Legend:
- ● ADVISING
- ● DEV EDUCATION
- ● DIGITAL LEARNING
- ● EMERGENCY AID
- ● INST POLICY
- ● IR
- ● IT
- ● LEADERSHIP CULT
- ● PATHWAYS
- ● STRAT FIN

Yes - TUG
- ADVISING: 2.6
- DEV EDUCATION: 2.7
- DIGITAL LEARNING: 2.6
- EMERGENCY AID: 2.5
- INST POLICY: 2.5
- IR: 2.1
- IT: 2.6
- LEADERSHIP CULT: 2.7
- PATHWAYS: 2.6
- STRAT FIN: 2.5

No - TUG
- ADVISING: 2.4
- DEV EDUCATION: 2.8
- DIGITAL LEARNING: 2.8
- EMERGENCY AID: 2.3
- INST POLICY: 2.7
- IR: 2.4
- IT: 2.9
- LEADERSHIP CULT: 2.7
- PATHWAYS: 2.5
- STRAT FIN: 2.3

No response
- ADVISING: 2.0
- DEV EDUCATION: 4.0
- DIGITAL LEARNING: 3.0
- EMERGENCY AID: 2.0
- INST POLICY: 3.0
- IT: 3.0
- LEADERSHIP CULT: 3.0
- PATHWAYS: 3.0
- STRAT FIN: 1.0

1= EMERGING, 2= DEVELOPING, 3= ACCOMPLISHED, 4= EXEMPLARY

CUNY QCC ITA Lite (N=63) BY EMPLOYMENT STATUS

WHAT IS YOUR EMPLOYMENT STATUS AT YOUR INSTITUTION?

Legend:
- ● ADVISING
- ● DEV EDUCATION
- ● DIGITAL LEARNING
- ● EMERGENCY AID
- ● INST POLICY
- ● IR
- ● IT
- ● LEADERSHIP CULT
- ● PATHWAYS
- ● STRAT FIN

Staff
- ADVISING: 2.5
- DEV EDUCATION: 2.7
- DIGITAL LEARNING: 2.7
- EMERGENCY AID: 2.4
- INST POLICY: 2.6
- IR: 2.3
- IT: 2.7
- LEADERSHIP CULT: 2.6
- PATHWAYS: 2.5
- STRAT FIN: 2.2

Faculty
- ADVISING: 2.5
- DEV EDUCATION: 2.9
- DIGITAL LEARNING: 2.7
- EMERGENCY AID: 2.5
- INST POLICY: 2.6
- IR: 2.1
- IT: 2.8
- LEADERSHIP CULT: 2.8
- PATHWAYS: 2.7
- STRAT FIN: 2.7
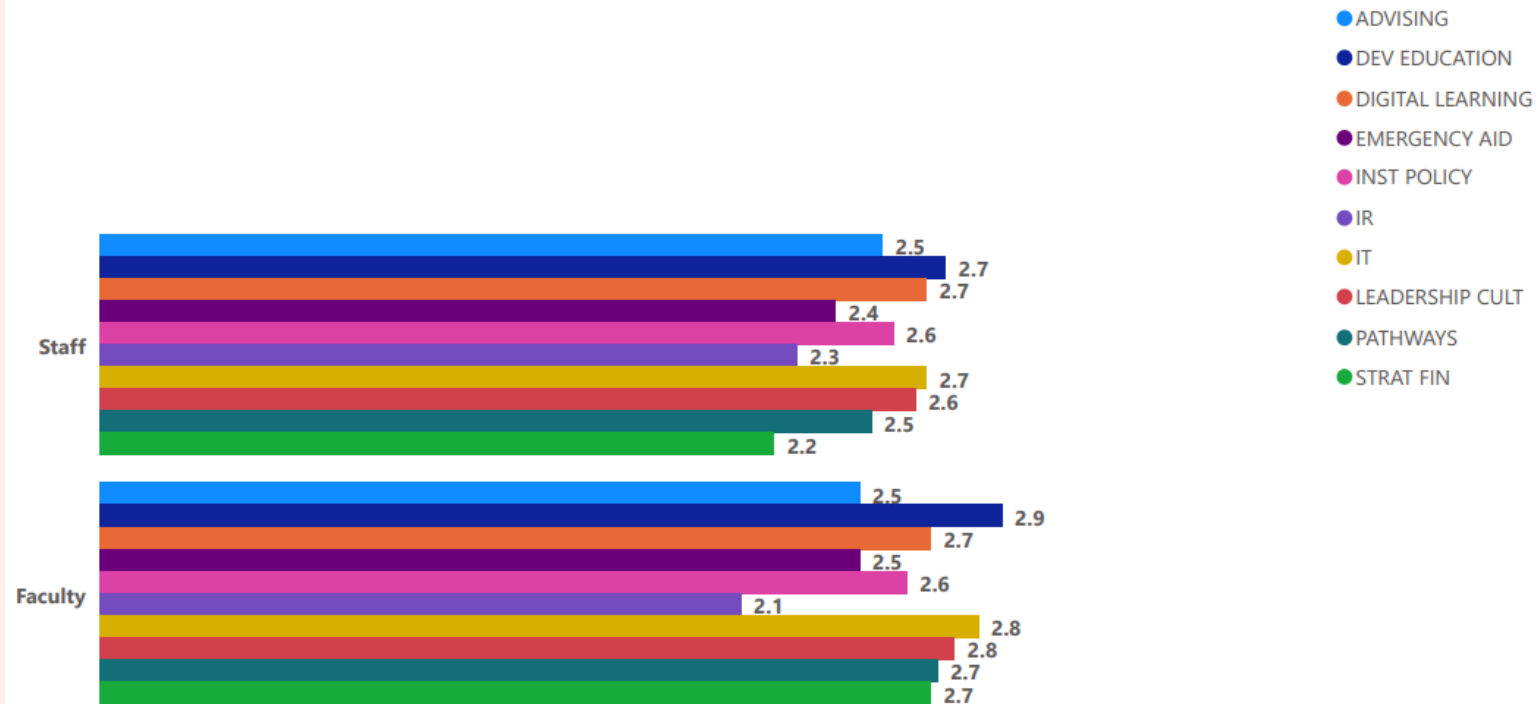
1= EMERGING, 2= DEVELOPING, 3= ACCOMPLISHED, 4= EXEMPLARY

CUNY QCC ITA Lite (N=63) BY EMPLOYMENT YEARS

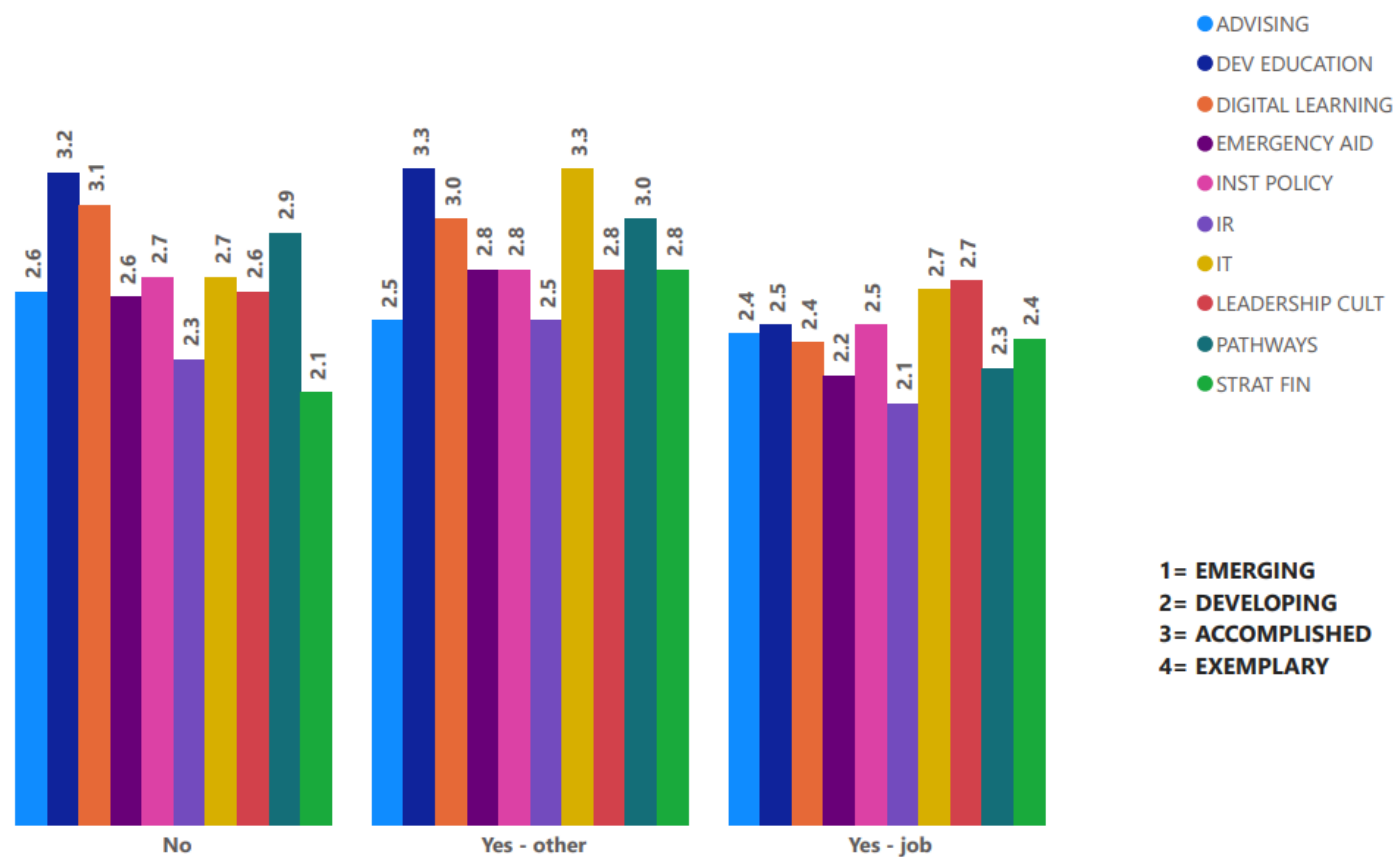## APPROXIMATELY HOW LONG HAVE YOU BEEN AFFILIATED AND/OR EMPLOYED BY THIS INSTITUTION? IN YEARS

Legend:
- ADVISING
- DEV EDUCATION
- DIGITAL LEARNING
- EMERGENCY AID
- INST POLICY
- IR
- IT
- LEADERSHIP CULT
- PATHWAYS
- STRAT FIN

1= EMERGING
2= DEVELOPING
3= ACCOMPLISHED
4= EXEMPLARY

Categories (x-axis): 1= 0-4, 2= 5-9, 3= 10-14, 4=15-19, 5= 20+, No response

Values by group:

1= 0-4: 2.3, 2.5, 2.5, 2.3, 2.3, 2.2, 2.5, 2.3, 2.3, 2.0

2= 5-9: 2.7, 2.7, 3.2, 2.8, 2.8, 2.5, 2.7, 3.0, 2.8, 2.7

3= 10-14: 2.4, 2.7, 2.5, 2.0, 2.5, 1.8, 2.7, 2.7, 2.3, 2.4

4=15-19: 2.3, 3.1, 2.7, 2.7, 2.7, 2.3, 3.0, 2.6, 2.6, 2.4

5= 20+: 2.8, 3.0, 2.8, 2.1, 2.6, 2.4, 2.8, 2.8, 2.6, 2.1

No response: 2.8, 2.8, 2.5, 2.8, 2.5, 2.3, 2.8, 2.8, 3.3, 2.5

CUNY QCC ITA Lite (N=63) BY DEI INVOLVEMENT

ARE YOU DIRECTLY INVOLVED WITH THE PLANNING OR IMPLEMENTATION OF DEI EFFORTS AT YOUR INSTITUTION?

Legend:
- ● ADVISING
- ● DEV EDUCATION
- ● DIGITAL LEARNING
- ● EMERGENCY AID
- ● INST POLICY
- ● IR
- ● IT
- ● LEADERSHIP CULT
- ● PATHWAYS
- ● STRAT FIN

No (values left to right): 2.6, 3.2, 3.1, 2.6, 2.7, 2.3, 2.7, 2.6, 2.9, 2.1

Yes - other (values left to right): 2.5, 3.3, 3.0, 2.8, 2.8, 2.5, 3.3, 2.8, 3.0, 2.8

Yes - job (values left to right): 2.4, 2.5, 2.4, 2.2, 2.5, 2.1, 2.7, 2.7, 2.3, 2.4

1= EMERGING
2= DEVELOPING
3= ACCOMPLISHED
4= EXEMPLARY

Yes-other= Yes, I serve outside my employment responsibilities
Yes-job= Yes, my involvement is associated with my employment on campus
No= not involved with DEI planning or implementation efforts at your institution
DEI= Diversity, Equity, and Inclusion

CUNY QCC ITA Lite (N=63) BY GROUPS