Readiness, Willingness, and Ability Institutional Assessment (RWA) LITE
CUNY Queensborough Community College

The Readiness, Willingness, and Ability Assessment LITE (RWA) survey instrument helps the campus community reflect on the institutional leaders' readiness, the student success community's willingness, and the institution's overall ability to distribute resources that will support transformational efforts in an effort to eliminate race, ethnicity, and family income as predictors of student success. Survey participants were asked to rate their level of agreement on each item on a 5-point scale from strongly disagree (1) to strongly agree (5), along with an "uncertain" option. For all domains, average scores near or below three represent areas for growth, while average scores near or above four indicate areas of strength that the institution should work to leverage for intentional positive change. In total, there were 42 respondents for the leadership group and 30 for the student success community.

Overall Strengths
- All leadership readiness scores were above 3.8, and all student success community willingness scores were at 3.5 or higher. This positions the institution from a place of strength as it begins this work.
- There appears to be a clear commitment to DEI work at all levels of the institution.

Overall Opportunities
- Outcomes expectancy scores on the Ability sub-domain where the lowest value overall for both groups between any of the scales. This indicates a level of concern that there will be resources available to support change, and that the student success community may not have the resources needed to support institutional change successfully.
- There is a concern among some that while DEI activities have been focused on race/ethnicities, there are other groups that would benefit from a focus as well.
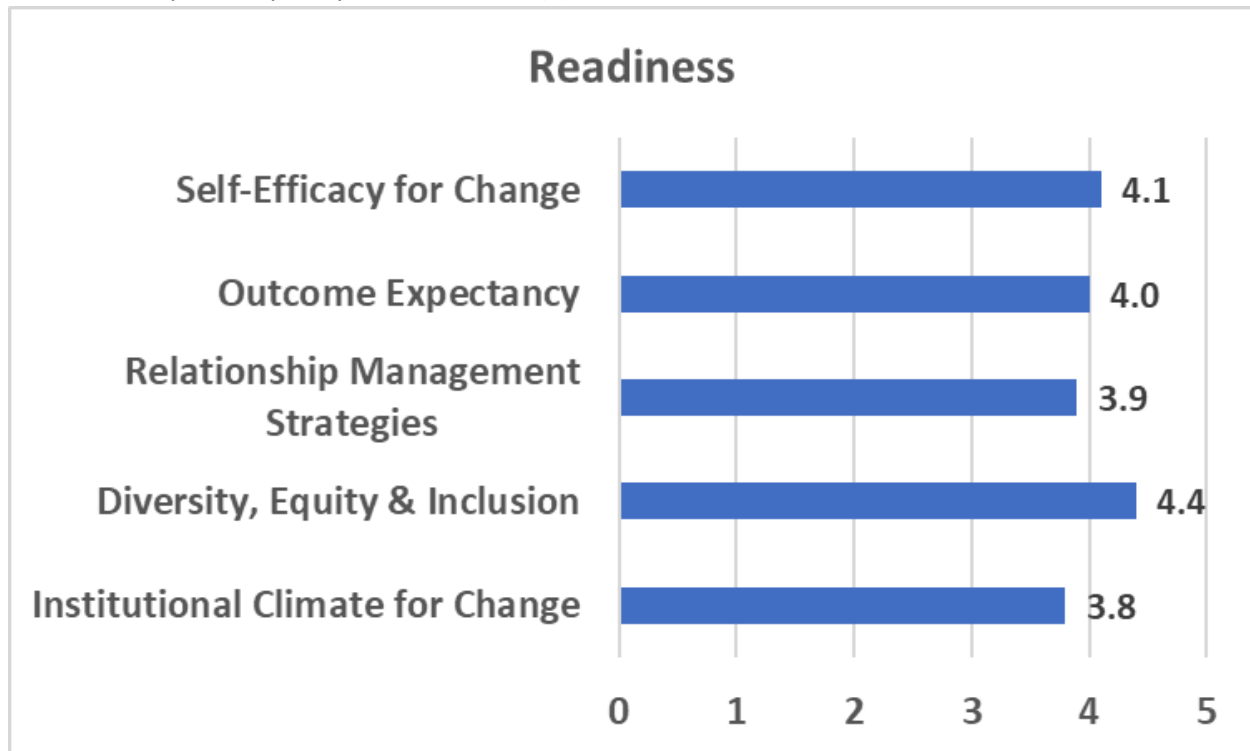
Readiness
The readiness scale, completed by the leadership team, evaluates their capacity to identify and address the need for change and to position the institution for effective change. Each of the subdomains represents a quality that contributes to an institution's aptitude to change. Specifically, it asks for perceptions in five areas: diversity, equity, and inclusion (DEI); relationship management strategies; stakeholder; stakeholder outcome expectancy, and institutional resources to support change. One of the keys to understanding these results is considering the voices represented in the respondents - what is their role at the institution and how does that influence their perceptions and experiences? Consideration of the student success community members' perceptions in the willingness domain and the direct comparison of items across participant groups will help bring additional clarity and understanding to these results.
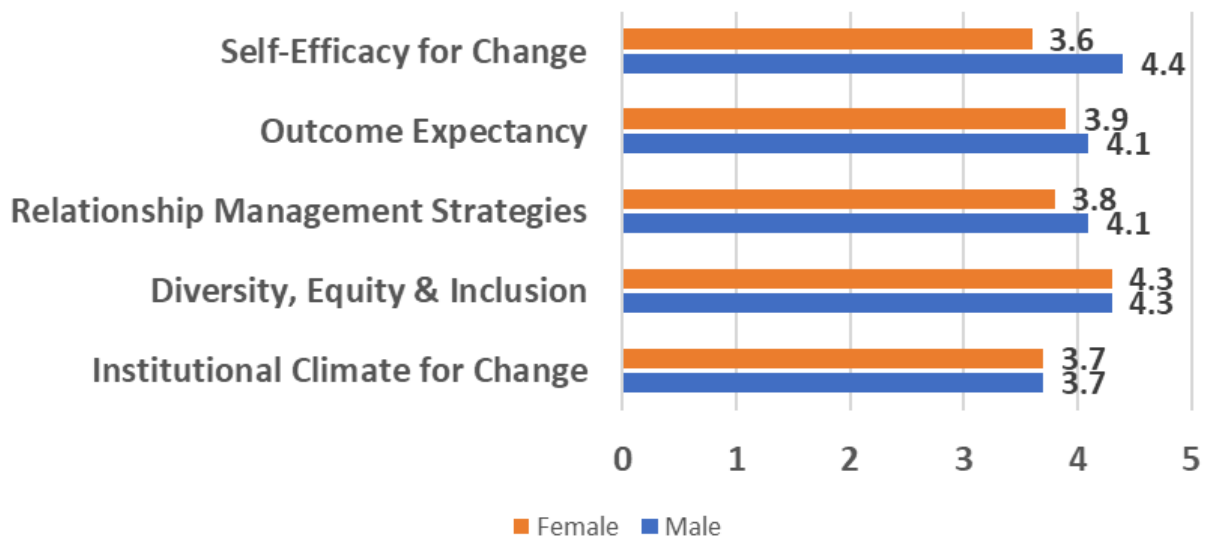
Important findings from the readiness scale include:
- Scores for all five (5) readiness sub-domains are 3.8 or higher, which indicate each is an area of strength the institution can leverage for intentional change. In particular, the leadership has particularly positive perceptions of their readiness to lead within DEI (4.4), and agree their work will lead to the expected institutional change outcome (4.0). Additionally, they also perceive they can effectively access and distribute resources for change efforts (4.1).

- Males were more likely to agree that they can effectively access and distribute resources for change efforts (0.8).
- Respondents from underrepresented groups were more likely to agree that their work will lead to the expected institutional change outcome (0.3) and that they can effectively access and distribute resources for change efforts (0.8).
- Individuals involved with DEI work, and respondents who identify as staff members, reported more positive perceptions on all five (5) sub-domains.

Readiness

Sub-domain	Value
Self-Efficacy for Change	4.1
Outcome Expectancy	4.0
Relationship Management Strategies	3.9
Diversity, Equity & Inclusion	4.4
Institutional Climate for Change	3.8

Readiness by Gender

Dimension	Female	Male
Self-Efficacy for Change	3.6	4.4
Outcome Expectancy	3.9	4.1
Relationship Management Strategies	3.8	4.1
Diversity, Equity & Inclusion	4.3	4.3
Institutional Climate for Change	3.7	3.7

Readiness by Underrepresented Group Membership

Dimension	Not Member of Underrepresented Group	Member of Underrepresented Group
Self-Efficacy for Change	3.6	4.4
Outcome Expectancy	3.9	4.2
Relationship Management...	3.9	4.1
Diversity, Equity & Inclusion	4.5	4.4
Institutional Climate for Change	3.9	3.7

Readiness by Employment Status

	Faculty	Staff
Self-Efficacy for Change	3.8	4.3
Outcome Expectancy	4.0	4.1
Relationship Management Strategies	3.7	4.1
Diversity, Equity & Inclusion	4.4	4.5
Institutional Climate for Change	3.7	3.8

■ Faculty ■ Staff

Readiness by DEI Involvement

	not involved with DEI efforts	yes, I serve outside my employment responsibilities	yes, involvement with DEI efforts
Self-Efficacy for Change	3.7	4.3	4.3
Outcome Expectancy	3.9	3.8	4.2
Relationship Management Strategies	3.8	4.0	4.1
Diversity, Equity & Inclusion	4.4	4.3	4.5
Institutional Climate for Change	3.7	4.0	3.8

■ not involved with DEI efforts

■ yes, I serve outside my employment responsibilities

■ yes, involvement with DEI efforts

Readiness by Employment Years

Employment Years	Institutional Climate for Change	Diversity, Equity & Inclusion	Relationship Management Strategies	Outcome Expectancy	Self-Efficacy for Change
0-4	3.6	4.6	4.3	4.5	4.4
5-9	4.0	4.8	4.3	4.0	4.3
10-14	4.0	4.6	4.1	3.7	4.0
15-19	3.8	4.2	3.8	4.0	3.6
20 or greater	3.8	4.1	3.4	4.0	3.9

Willingness
The willingness scale was completed by members of the student success community, who work to implement the institutional goals. Willingness looks at this group's motivation to actively contribute to the change process, and their perceptions of viability, support, risk management, and the benefit of change for themselves, fellow stakeholders, and the institution. As with the readiness scores, it is important to consider these scores against the readiness values from the leadership team, as this can provide areas where both teams are ready for change, or can highlight a lack of alignment where additional work to create buy-in may be needed before substantial change may occur.

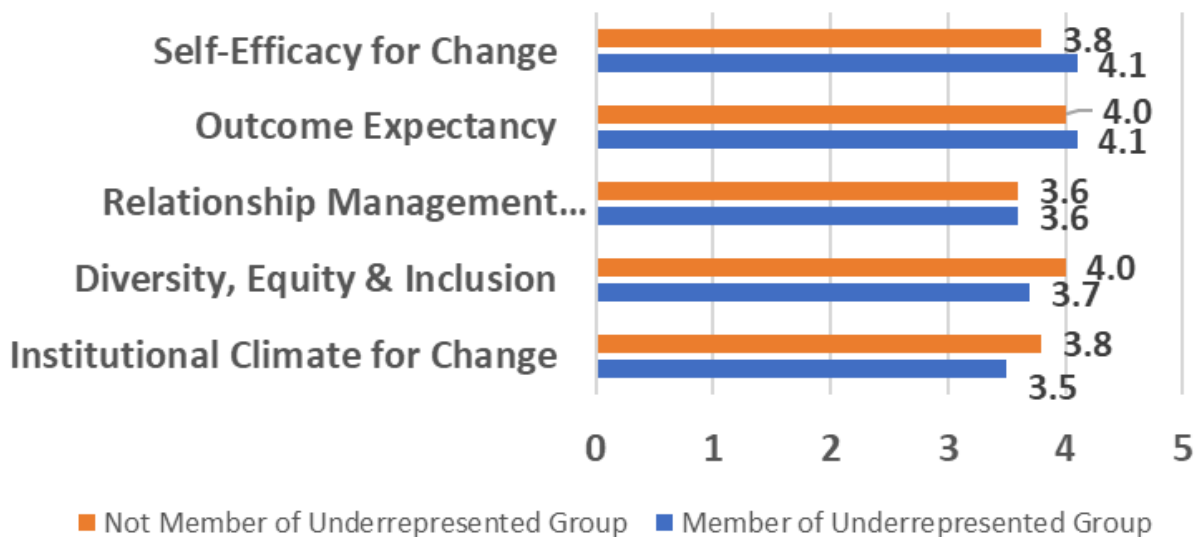Important findings from the willingness scale include:
- Values on all five (5) sub-domains were 3.5 or higher. In particular, members of the student success community had positive perceptions that their work would contribute to and bring about meaningful institutional change (4.0), and that they will be effective in their role for institutional change (3.9).
- Males were more likely to agree that the leadership and student success community embody the perspectives, plans, and implementation of positive relationship management practices (0.4) and that their work would contribute to and bring about meaningful institutional change (0.4).
- Respondents who are involved with DEI efforts as part of their job had more positive perceptions that heir work would contribute to and bring about meaningful institutional change (0.4).
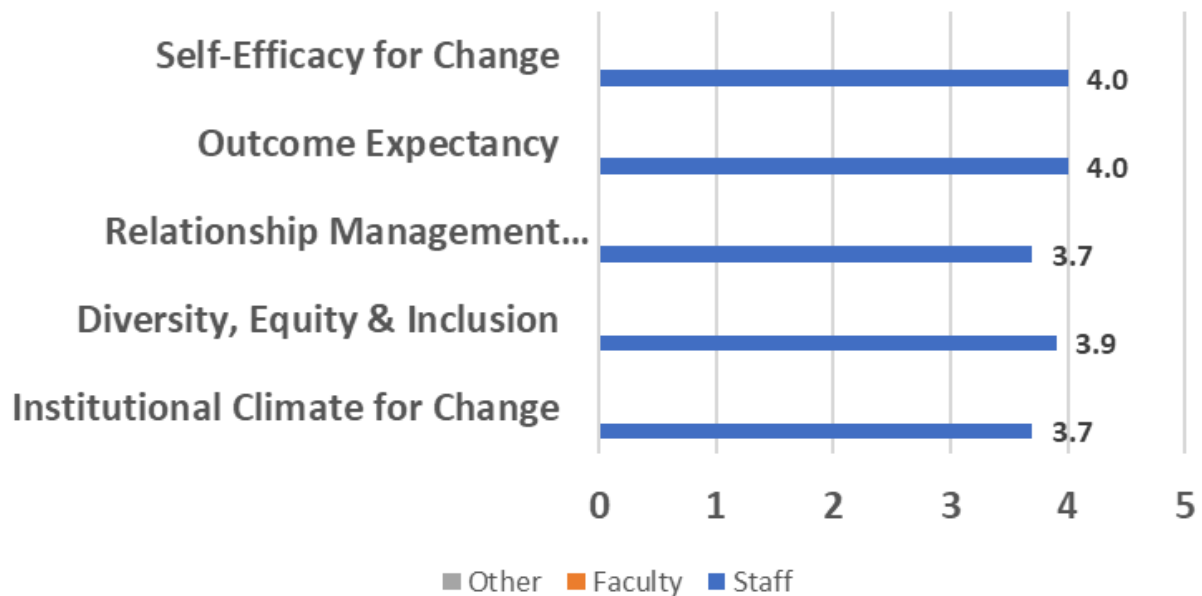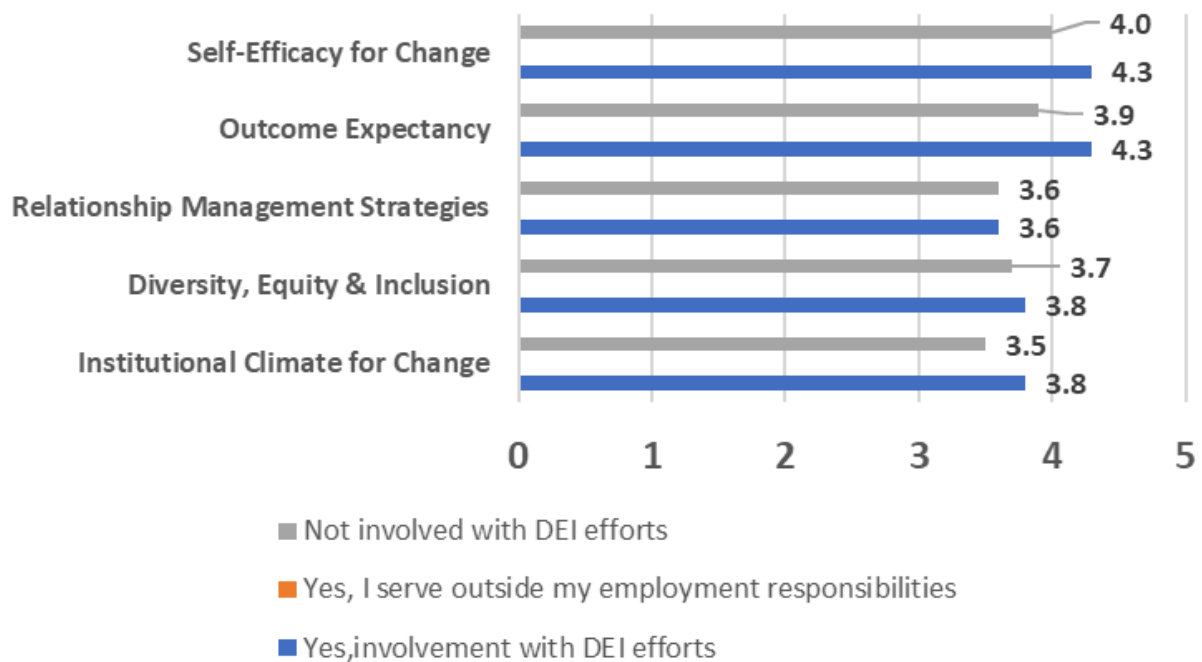
Willingness

Sub-domain	Score
Self-Efficacy for Change	3.9
Outcome Expectancy	4.0
Relationship Management Strategies	3.6
Diversity, Equity & Inclusion	3.7
Institutional Climate for Change	3.5

Willingness by Gender

Dimension	Female	Male
Self-Efficacy for Change	3.9	4.1
Outcome Expectancy	3.9	4.3
Relationship Management...	3.5	3.9
Diversity, Equity & Inclusion	3.7	4.0
Institutional Climate for Change	3.6	3.5

■ Female ■ Male

Willingness by Underrepresented Group Membership

Dimension	Not Member of Underrepresented Group	Member of Underrepresented Group
Self-Efficacy for Change	3.8	4.1
Outcome Expectancy	4.0	4.1
Relationship Management...	3.6	3.6
Diversity, Equity & Inclusion	4.0	3.7
Institutional Climate for Change	3.8	3.5

■ Not Member of Underrepresented Group ■ Member of Underrepresented Group

Willingness by Employment Status

Category	Staff
Self-Efficacy for Change	4.0
Outcome Expectancy	4.0
Relationship Management…	3.7
Diversity, Equity & Inclusion	3.9
Institutional Climate for Change	3.7

Legend: ■ Other ■ Faculty ■ Staff

Willingness by DEI Involvement

Category	Not involved with DEI efforts	Yes, involvement with DEI efforts
Self-Efficacy for Change	4.0	4.3
Outcome Expectancy	3.9	4.3
Relationship Management Strategies	3.6	3.6
Diversity, Equity & Inclusion	3.7	3.8
Institutional Climate for Change	3.5	3.8

Legend:
■ Not involved with DEI efforts
■ Yes, I serve outside my employment responsibilities
■ Yes, involvement with DEI efforts

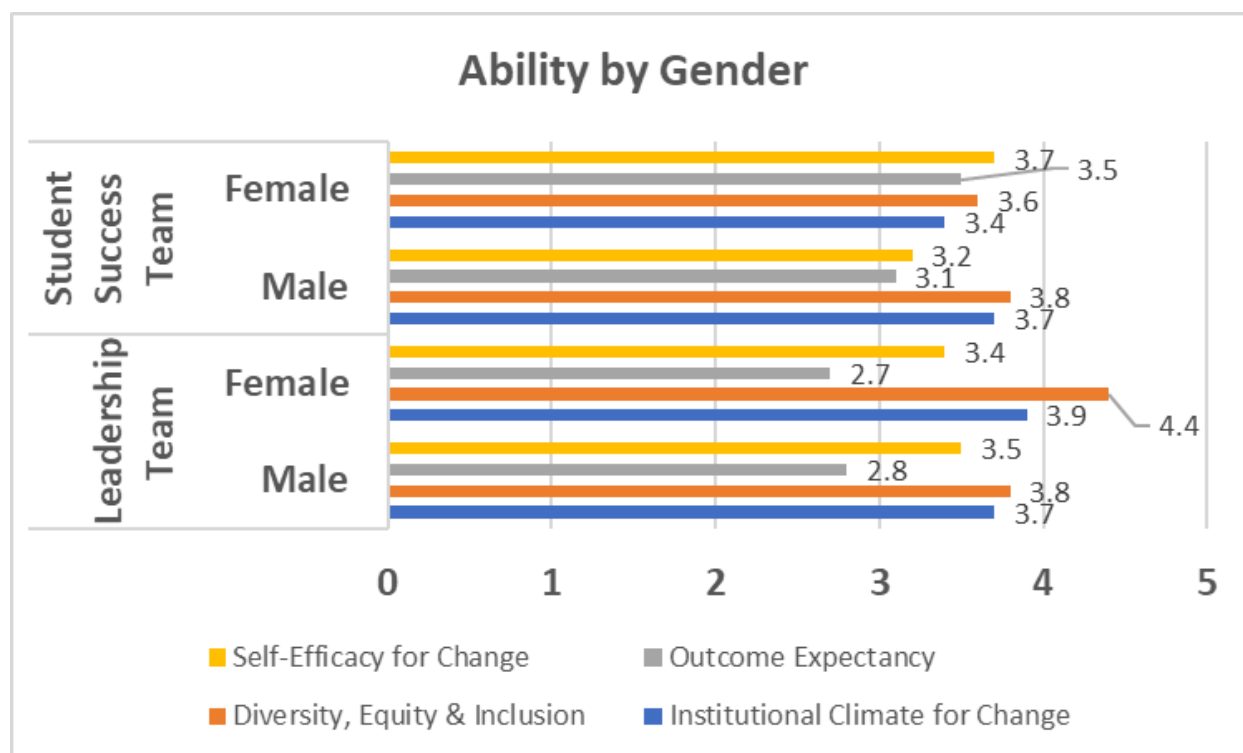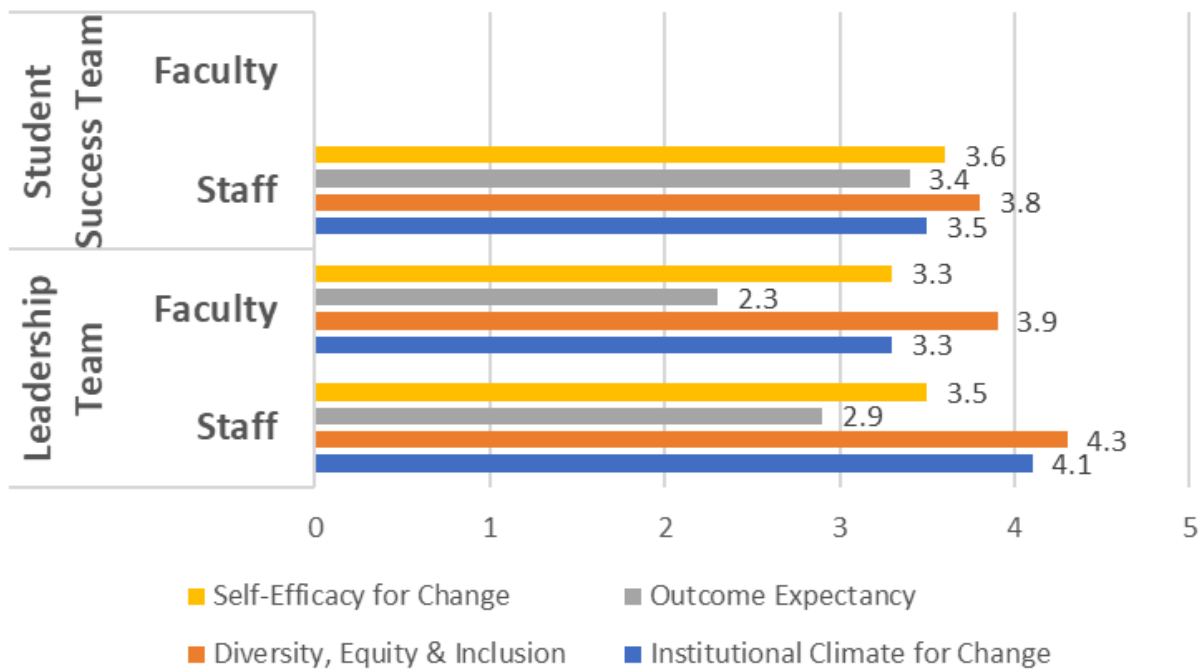Willingness by Employment Years
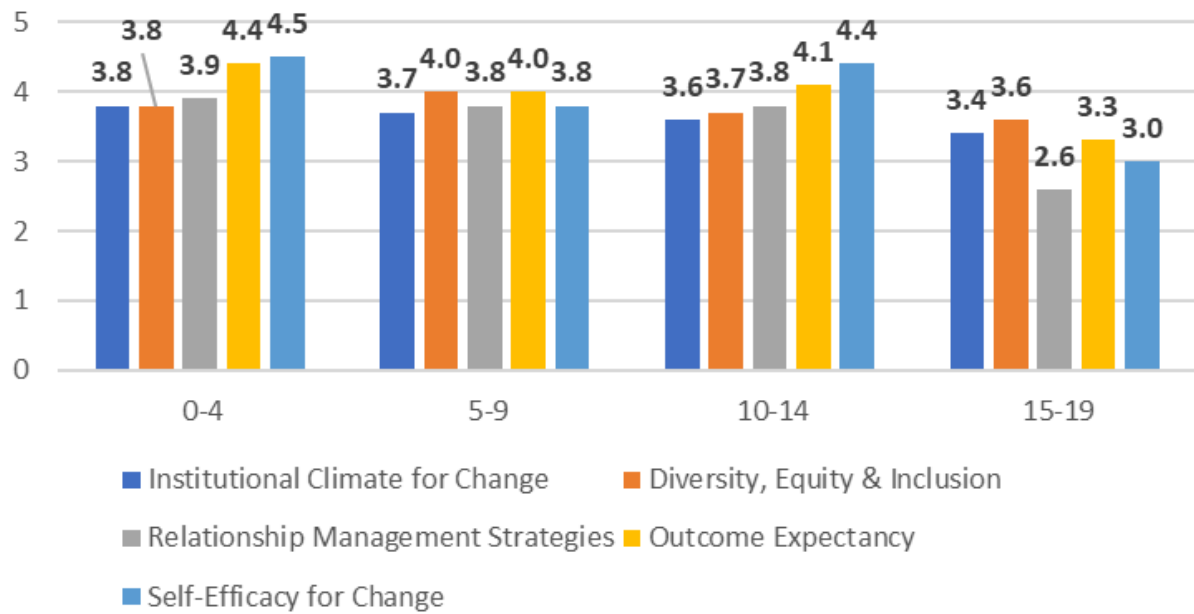
Ability
The ability scale, completed by both the leadership team and the student success community, examines each group's perceptions that the institution is prepared to allocate resources in each of the subdomains to support change and create access to needed resources. Specifically, it asks for perceptions in four areas: diversity, equity, and inclusion; stakeholder; stakeholder outcome expectancy, and institutional resources to support change. Because each group answered the same set of questions, a direct comparison of perceptions can be made for these items.

- Ability scores were the lowest score for both groups. In particular, with a score of 2.7, the leadership team had lower perceptions that they would have the resources needed to support institutional change and that the student success community will have the resources needed to support change successfully.
- Respondents who do not identify as being a member of an underrepresented group were more likely to agree that the institution considers minoritized groups in resource allocation and that resources will be made available for all groups.
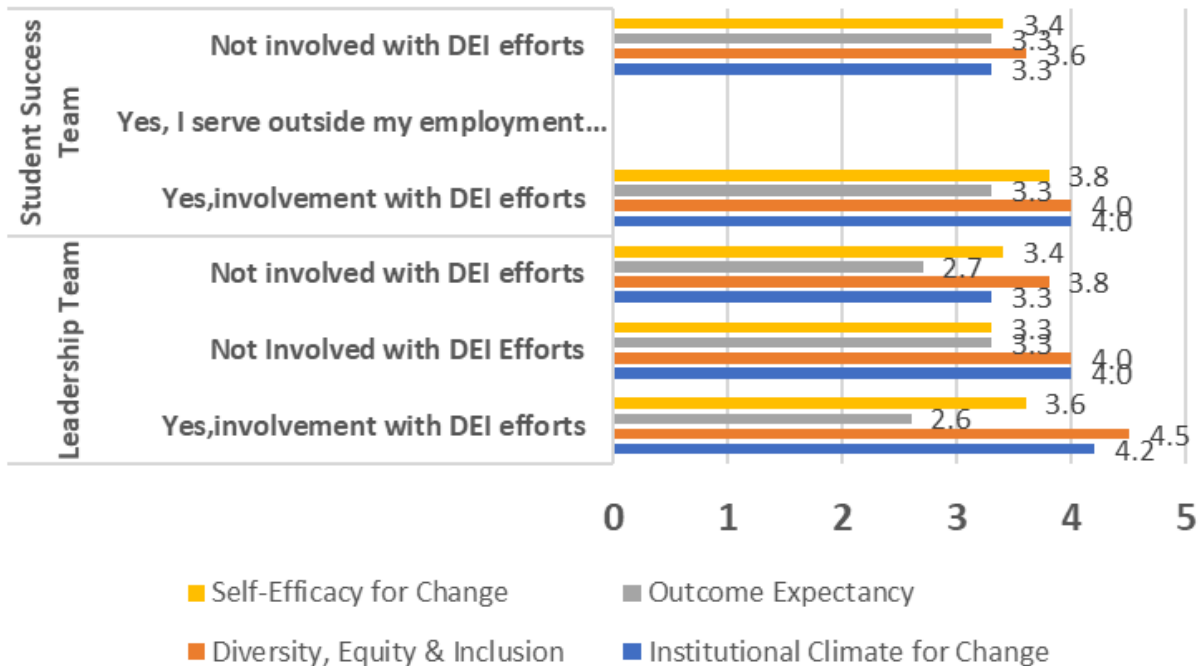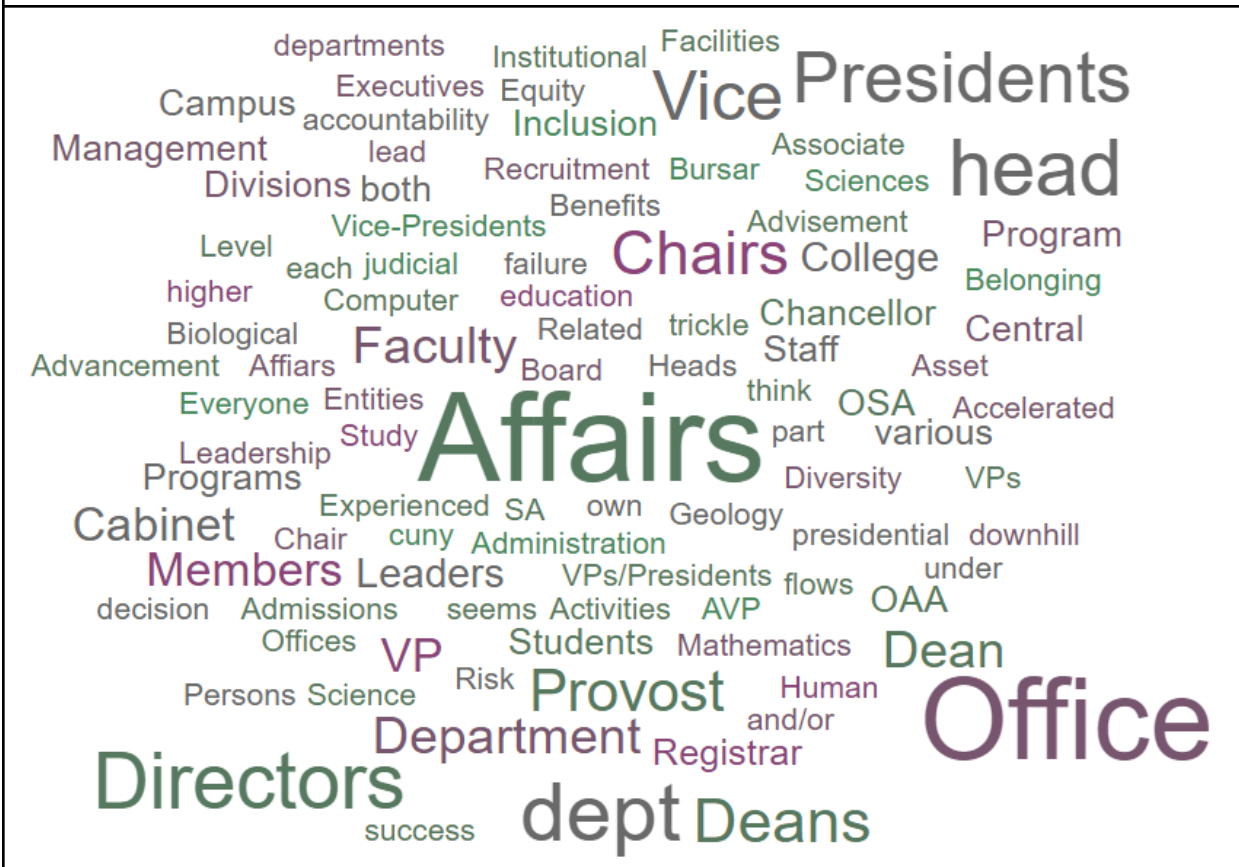
Ability

Category	Student Success Team	Leadership Team
Self-Efficacy for Change	3.5	3.5
Outcome Expectancy	3.2	2.7
Diversity, Equity & Inclusion	3.6	4.2
Institutional Climate for Change	3.4	3.8

Ability by Gender

		Self-Efficacy for Change	Outcome Expectancy	Diversity, Equity & Inclusion	Institutional Climate for Change
Student Success Team	Female	3.7	3.5	3.6	3.4
	Male	3.2	3.1	3.8	3.7
Leadership Team	Female	3.4	2.7	4.4	3.9
	Male	3.5	2.8	3.8	3.7

Legend:
- Self-Efficacy for Change
- Outcome Expectancy
- Diversity, Equity & Inclusion
- Institutional Climate for Change

Ability by Member of Underrepresented Group

		Self-Efficacy for Change	Outcome Expectancy	Diversity, Equity & Inclusion	Institutional Climate for Change
Student Success Team	No	3.6	3.3	4.3	3.8
	Yes	3.6	3.4	3.4	3.4
Leadership Team	No	3.6	2.9	4.1	3.9
	Yes	3.4	2.6	4.3	3.9

Legend:
- Self-Efficacy for Change
- Outcome Expectancy
- Diversity, Equity & Inclusion
- Institutional Climate for Change

Ability by Employment Status

Student Success Team

Faculty

Staff
- Self-Efficacy for Change: 3.6
- Outcome Expectancy: 3.4
- Diversity, Equity & Inclusion: 3.8
- Institutional Climate for Change: 3.5

Leadership Team

Faculty
- Self-Efficacy for Change: 3.3
- Outcome Expectancy: 2.3
- Diversity, Equity & Inclusion: 3.9
- Institutional Climate for Change: 3.3

Staff
- Self-Efficacy for Change: 3.5
- Outcome Expectancy: 2.9
- Diversity, Equity & Inclusion: 4.3
- Institutional Climate for Change: 4.1

Legend: Self-Efficacy for Change | Outcome Expectancy | Diversity, Equity & Inclusion | Institutional Climate for Change

Ability by DEI Involvement

Student Success Team

Not involved with DEI efforts
- 3.4
- 3.3
- 3.6
- 3.3

Yes, I serve outside my employment...

Yes, involvement with DEI efforts
- 3.8
- 3.3
- 4.0
- 4.0

Leadership Team

Not involved with DEI efforts
- 3.4
- 2.7
- 3.8
- 3.3

Not Involved with DEI Efforts
- 3.3
- 3.3
- 4.0
- 4.0

Yes, involvement with DEI efforts
- 3.6
- 2.6
- 4.5
- 4.2

Legend: Self-Efficacy for Change | Outcome Expectancy | Diversity, Equity & Inclusion | Institutional Climate for Change

Open-Ended Questions

- There is a wide-belief the leadership team is leading diversity efforts and equity conversations.
- The community is aware of current budget challenges and how this is impacting operations.
- There is a concern among some that while DEI activities have been focused on race/ethnicities, there are other groups that would benefit from a focus as well.
- There is a desire among the student success community for more communication and greater transparency into the decision-making process.

Appendix A: Open-Ended Responses

FIGURE 1: STUDENT SUCCESS TEAM: When you think of institutional change, who fills the leadership role? Please list leaders responsible for setting vision, making decisions, guiding and assigning roles for stakeholders, allocating resources, tracking progress, and are accountable for success or failure

FIGURE 2: STUDENT SUCCESS TEAM: When you think of DEI change efforts at your institution, who are the stakeholders? List members of the student success community with direct association or vested interest in institutional change

FIGURE 3: LEADER TEAM: Please list leaders responsible for setting vision, making decisions, guiding and assigning roles for stakeholders, allocating resources, tracking progress, and are accountable for success or failure

FIGURE 4: LEADER TEAM: When you think of DEI change efforts at your institution, who are the stakeholders? We are not looking for specific individuals but rather the offices they represent and the roles they fill.

Sub-Domain	Comments
Institutional Climate	Leadership has demonstrated commitment to DEI.
	There is a growing commitment to change, both in seeing the need for change and in building capacity for that change through broad trainings. I'm not sure though of our institutional capacity yet for big changes (how department schedules are made, enrollment processes, class size, etc.) that require departments to work in unison.
	It is not easy to move the society at large to help to improve the representation of underrepresented groups.
	I am not sure we need to change but rather optimize and be more strategic in our approach.
	It is an honor to teach at one of the most culturally diverse institutions of higher learning IN THE WORLD, and I do everything I can to ensure the success of ALL of my students. Unfortunately, the administration seems focused on "appearances" and quantitative, corporate-style evaluation instead of focusing on the real issues of student preparation and supporting faculty in their efforts to help students overcome these challenges. Having taught at other colleges, I can attest that teaching at Queensborough demands a lot more effort (physical, emotional) than teaching at a four-year school. Yet we are still held to "four-year" standards in producing peer-reviewed research.
	I believe the leadership is doing the best they can to implement institutional change, though we are facing a very dire fiscal situation and challenged by CUNY and the city itself to enact significant cuts to our operating budget.
	I believe leadership is very willing and committed to enacting change in these areas however, the campus is resistent and there are deep fissures of racism and resentment toward people of color and various marginalized groups. So it is a up hill battle for leadership. They have to enact deep change amongst many faculty especially that do not want to be qualified people of color in ranking positions and actively work to discredit those populations on campus, whether they be faculty, staff or students. Until those people are held responsible by leadership true change through events and processes like ATD and Gardner will be difficult to roll out.
	More input needs to come/be heard from faculty.
	One of the recent key initiatives undertaken by leadership is the Male Resource Center. Spearheaded by the AVP of Equity, Inclusion, and Belonging, the MRC is focused on increasing the retention and graduation rates of self-identified black and Latinx students. It has been exciting to see the MRC come to fruition.
	Planning and assessment are not our strengths; implementation of action items even less so.

Diversity, Climate, and Inclusion	This has also been a visible intentional effort in hiring in key positions.
	More activities to motive the involvement of minority groups are necessary.
	Our leadership has led the way in the equity conversation. It has worked to be inclusive and that folks understand what equity is and how it impacts student success.
	Leadership is not representative of the diverse student body that attend the institution.
	Leadership is making and has made concerted efforts to bring diversity, equity and inclusion into the forefront of the college's goals and strategy.
	Leadership is very committed.
	Students with disabilities need to be considered to a greater extent.
Relationship Management Strategies	Power-sharing between Academic Affairs and Student Affairs has seemed challenging at times.
	Some changes are not relevant to improve the student success community.
	I think leadership here needs to be more open and transparent and feel my respective area has been out of the loop with some of the major efforts here.
	Leadership has ensured that they communicate the need for positive change and work on campus via various avenues trying to create transparency on a campus that still has PTSD from past presidents and does not trust.
Self-Efficacy for Change and Outcome Expectancy	I've been on committees that seemed to have gone a year with no progress.
	The institution needs to maintain a good communication about the goals.
	I am unclear as to what the desired outcomes even are…
	I know leadership is committed to the work but I am uncertain about the rest of the campus, especially faculty
	If we have collective institutional efforts, we might bring about meaningful change. But collaboration is a talk you also have to walk - not so easy.
Institutional Climate for Change and Resource Use	Tight budgets have made resource distribution a challenge.
	It is not always the case, some resources are not allocated rightfully.
	Again, the creeping workload of "little" administrative tasks and requirements shifts faculty member's efforts away from students and towards efforts to make the Administration look "good."
	I believe the institution is really striving to equitably distribute resources in a challenging fiscal environment.

	Cabinet members spend a lot of time deliberating on how to produce fair resource distribution
DEI Resource Use	The beginning of this data work is taking place. To drill down to resource allocation (use of tutoring center time, time with advisers, involvement in clubs, office hour visits, etc) will be more challenging. I do not know how the resources are used. I think the elimination of a portion of our open computing lab is a bit misguided and the reallocation for staff office space is hurting students who need access to computers for their classwork. Our lab was reduced from 74 to 56 computers to accommodate this change. Our lab is traditionally full using all 74 computers during peaks times. The college's Diversity officer, always brings up how we can make sure decisions are made with marginalized people's needs in consideration.
Outcome Expectancy and Resource Use	Funding is a major issue for the college right now. I am not sure about access to resources, while there are strict budget constraints. There is certainly a willingness to seek out resources when we don't have them. The budget is very low. This College is part of a system (CUNY), which impacts how the College receives resources. Budget is limited and fragile. We have a 15% budget cut and hiring freeze. More support and recognition for teaching excellence and dedication, e.g. smaller class sizes, teaching assistants, promoting student/teacher interactions, and creating a real community of inquiry instead of a detached Administrative mindset that really has no clue as to what our faculty actually "do." I think we are severely fiscally challenged and this is hampering progress. I'm not sure. We are undertaking this work when there is also a huge cash constraint in terms of lower enrollment and city and state allocations. Constant cuts means not having funding available to undertake institutional and transformational change, especially over time Any institutional growth and changes need funding. Budget constraints hinder these efforts. The college is doing as well as they can with limited financial resources. Better funding would go a long way in meeting goals for change.

As professionals, we have the potential and promise to support institutional change. But we have no budget to do so.

Student Success Community Comments Across Each Domain

Sub-Domain	Comments
Institutional Climate	I do feel that at the campus level, QCC is attempting to provide DEI for staff and students. I am not sure what is happening on the level of CUNY Central to make sure institutions are equipped to handle these changes.
	Many of the community have tasks as outlined by and already beyond their roles that prevent taking on additional responsibilities while being successful in their jobs and current extra work
	While I think the college wants to promote DEI I think there is different opinions who and how that can be done.
	The climate on campus is such that many faculty and staff do not wish to paticipate in any initiatives put forth by college leaders unless mandatory.
	In the 25 years of being a part of QCC, I have seen a change in diversity and inclusion in the leadership roles of the college.
	I would like to think that all student success community members understand the need for and support institutional change given the incredibly diverse community that we both are and serve. I do find it sometimes difficult to coordinate with various offices. Though it has improved over the last several years, I do still feel like there are divisions in how offices collaborate and work. Ultimately, I do think there should be more (and constant) communication between faculty and student support roles, as well as between administrators and student-facing staff. At times, there are questions regarding policies, or procedures that feel like they are put in place without understanding of the practical issues or concerns these may represent. For example, though not exactly related to DEI, registration was just announced for November 1st, which is not a lot of time to ensure students are prepared and have courses planned. If offices are not notified in a timely manner for something as important for student retention as this, it raises questions for how we can adequately have a larger and more far-reaching conversation about things such as DEI.
	In the past there has been a lack of communication on campus-wide efforts. Oftentimes, many of the community members directly impacted by changes are the last to find out about certain initiatives. Many decisions are made with little involvement by key stakeholders. There is also little to no follow up to indicate if an initiative has been successful.
	I believe all parties are trying, but they may have competing and conflicting goals.
Diversity, Climate, and Inclusion	I do feel that the student success community of support services value contributions of underrepresented groups. There is some support of minoritized groups. It is difficult when CUNY is faced with budget cuts from the city in regards to making sure programs and offices are running smoothly.

I feel that my ethnicity is properly represented and or supported, especially in light of what is going on in the world now.

Our institution has been pushing out our older members of the faculty and staff community, making it difficult, if not impossible for our older faculty and staff to continue working if they choose to. While the focus on our campus has been race/ethnicity, there is systematic ageism on campus.

The college has worked with minoritized groups to ensure they have a central place in institutional change conversations, especially concerning DEI. I cannot speak for their experiences as I am not part of these meetings, but I would hope the intentions are genuine and the results are productive.

Both the student success community and leadership are very large and broad groups to answer for as a whole. Many of these questions could have multiple answers depending on who specifically we are referring to within those populations.

Given that the student population is not a homogenous and a commuting group, I am not sure how involved the students are in participating and voicing their opinions and needs.

Relationship Management Strategies	I am clear on what my role and responsibilities are due to my office and who I work with. Not sure how I can involve institutional change. I feel that my ethnicity is properly represented and or supported, especially in light of what is going on in the world now.
Self-Efficacy for Change and Outcome Expectancy	I believe QCC has been going of the direction of wanting to be sure they are allowing DEI to be properly represented I believe we can, I link to think of it as a car and, if the four wheels are working in unison then I think we can make it better. Our institution has been pushing out our older members of the faculty and staff community, making it difficult, if not impossible for our older faculty and staff to continue working if they choose to. While the focus on our campus has been race/ethnicity, there is syytematic ageism on campus I do feel there are moments where student success community members are not entirely clear on major decisions until they are announced or otherwise publicized. Things such as registration, grading policies, and things of that nature feel like they can change at short notice, which makes it difficult for student-facing staff to always provide students with accurate information. In years past, there were meetings such as the advisement council. I believe these meetings are still happening, but it is still directors and the like taking part in these meetings. I have attended these meetings in years past and felt that I was able to offer insight as to the actual practices and implications for our students as I work with them every day.
Institutional Climate for	I feel that my direct supervisor values my contribution however, it is hard to tell as you go higher.

Change and Resource Use	It's difficult to explain but not all academic departments are created/treated equally on campus.
DEI Resource Use	I believe QCC has been going of the direction of wanting to be sure they are allowing DEI to be properly represented
	There is a progressive movement towards our institution recognizing marginalized members
	Resources seem focused on particular groups identified by race, not by other criteria.
	These topics are focused on now and are in progress.
	I cannot speak to how things are examined regarding resource availability. I can say that in my role, I am constantly seeking out additional training, advice, and new best practices to work with students as effectively as possible. Things such as the Advocacy Resource Center, the Food Pantry, the Male Center, etc. appear to be effective from what I have seen in my role. I think some of these services and how they are utilized are tied into how publicized they are, either by campus signage, staff, or faculty. It is essential that faculty and staff are aware of and knowledgeable about these resources so that students can be referred and seek the additional supports they offer. In this sense, I have been glad to see that Queensborough offers a variety of services and has continued to expand upon them in recent semesters.
Outcome Expectancy and Resource Use	Some things are out of the control of leadership such as budget cuts. I am not sure if institutions will be able to have the change or give offices the support they need if cuts continue to happen.
	It all probably boils down to budget on whether or not resources will be available
	Depending on the person's view, I think something like this really depends on whether the four wheels work in unison.
	I am not aware of any resources, either current or expected, that will successfullly support institutional change.
	I have attended DEI trainings on a variety of topics, from LGBTQ+ communities and allyship to support formerly incarcerated individuals, to fostering a culture of belonging. I believe these trainings are effective in making our community aware and beginning to implementing change. But just as important is continuing to offer these trainings to support continued learning and long-term outcomes.
	Budget cuts and enrollment challenges have severely limited any CUNY institution from accessing and relying upon the appropriate resources needed to affect major meaningful changes.