Welcome!
We will start in a few minutes. While we wait...

- Please use the "rename" function in Zoom and add your first and last names and title...

- In the chat, please list a goal you have for student success in your work.

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Sensemaking

Readiness, Willingness, & Ability Lite
Institutional Transformation Assessment Lite

November 2023

QUEENSBOROUGH COMMUNITY COLLEGE CUNY

GARDNER INSTITUTE

Your Facilitators

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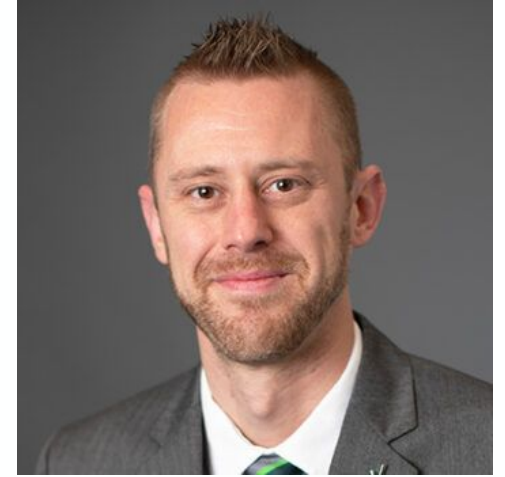
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Agenda

November 29	
Welcome & Introductions	10:00 am
Overview Institutional Transformation Assessment	10:15 am
Break	11:15 am
ITA Strengths Discussion & Report Out	11:30 am
ITA Opportunities Discussion & Report Out	12:15 pm
Day 1 Reflections	12:50 pm
November 30	
Welcome & Recap Discussion	10:00 am
Student Success Discussion	10:20 am
Overview Readiness, Willingness, & Ability	10:40 am
RWA Discussion – Who makes up the student success community?	11:00 am
Break	11:30 am
RWA Overview	11:45 am
Final Reflections Discussion	12:00 pm
Wrap Up – Discussion of Next Steps	12:45 pm

GARDNER INSTITUTE

Located in Brevard, NC, the John N. Gardner Institute for Excellence in Undergraduate Education is a 24-year-old, nonprofit organization.

Who we are:

The John N. Gardner Institute for Excellence in Undergraduate Education is a non-profit organization dedicated to partnering with colleges, universities, philanthropic organizations, educators, and other entities to increase institutional responsibility for improving outcomes associated with **teaching, learning, retention, and completion.** Through its efforts, the Institute will strive to **advance higher education's larger goal of achieving student academic success, equity, and social justice**.

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Our Why

Mission and Need for Transformation

- Higher Education serves as **one of the most significant opportunities for advancing our society** and providing graduates with access to fulfilling lives and meaningful careers.

- For many of our most deserving students, **the structure** of higher education means that they cannot persist and graduate.

- **Most of those who do not complete end up leaving college before the end of the first two years.**

- The Gardner Institute believes that **Institutional Transformation occurs when race/ethnicity; family income; and zip codes are no longer the best predictors of a student's success and degree completion.**

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Transforming the Foundational Postsecondary Experience™
Participating Institutions

Normandale Community College
CUNY Queensborough Community College
Columbia College of Chicago
Capital University
Bridgewater State University
California State University- San Bernardino
Purdue University Global
Mississippi State University
Louisiana State University Shreveport
University of Alaska Fairbanks
University of Alaska Southeast

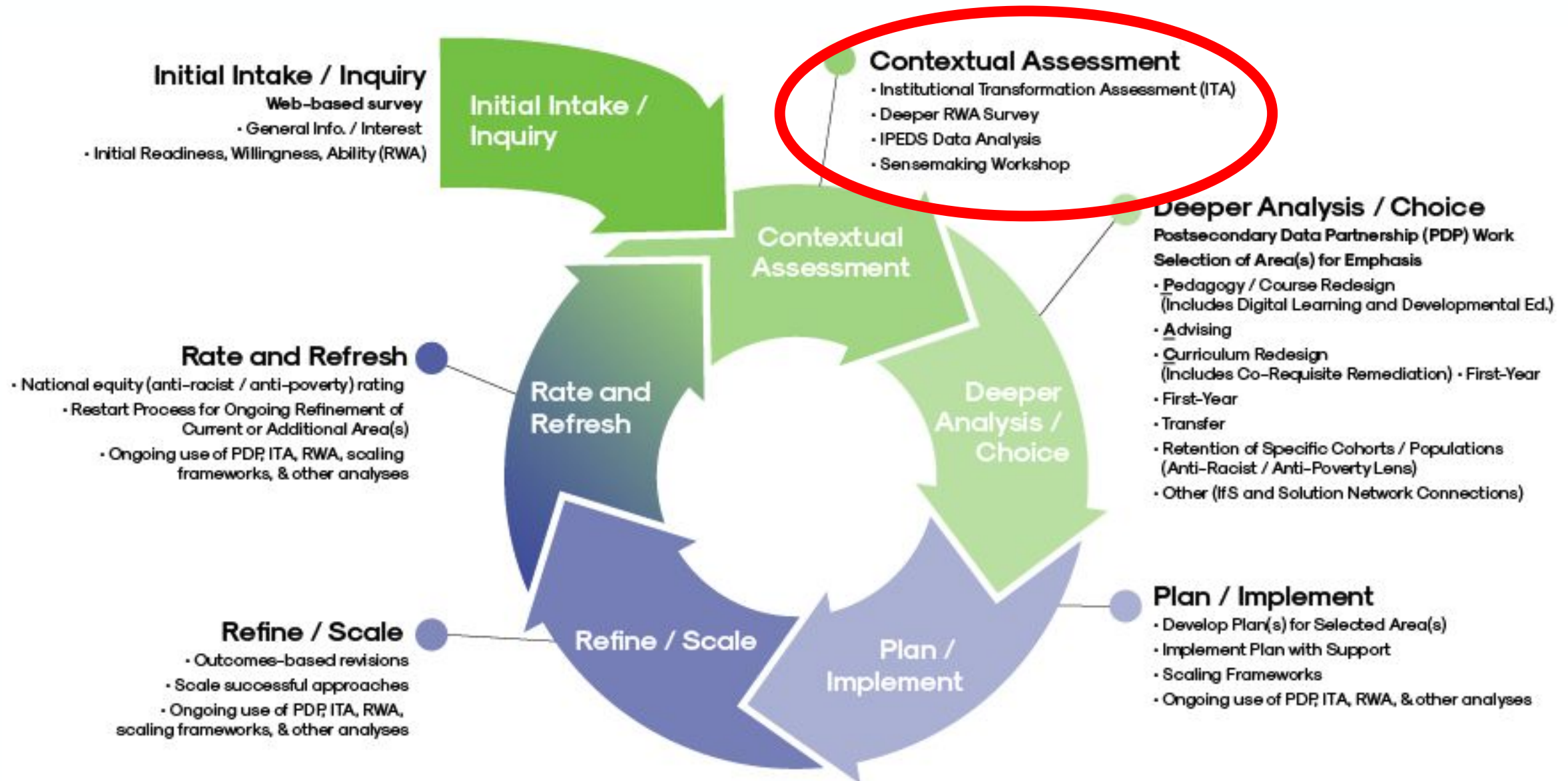September 2023 — GARDNER INSTITUTE

Transformation

A cohort of colleges will spend the next five years implementing student success measures to retain students during their first two years of college and reduce equity gaps.

Eleven institutions are involved in the inaugural cohort.

Transforming the Foundational Postsecondary Experience

Initial Intake / Inquiry
Web-based survey
· General Info. / Interest
· Initial Readiness, Willingness, Ability (RWA)

Contextual Assessment
· Institutional Transformation Assessment (ITA)
· Deeper RWA Survey
· IPEDS Data Analysis
· Sensemaking Workshop

Deeper Analysis / Choice
Postsecondary Data Partnership (PDP) Work
Selection of Area(s) for Emphasis
· Pedagogy / Course Redesign
  (Includes Digital Learning and Developmental Ed.)
· Advising
· Curriculum Redesign
  (Includes Co-Requisite Remediation) · First-Year
· First-Year
· Transfer
· Retention of Specific Cohorts / Populations
  (Anti-Racist / Anti-Poverty Lens)
· Other (IfS and Solution Network Connections)

Rate and Refresh
· National equity (anti-racist / anti-poverty) rating
· Restart Process for Ongoing Refinement of Current or Additional Area(s)
· Ongoing use of PDP, ITA, RWA, scaling frameworks, & other analyses

Plan / Implement
· Develop Plan(s) for Selected Area(s)
· Implement Plan with Support
· Scaling Frameworks
· Ongoing use of PDP, ITA, RWA, & other analyses

Refine / Scale
· Outcomes-based revisions
· Scale successful approaches
· Ongoing use of PDP, ITA, RWA, scaling frameworks, & other analyses

Queensborough Community College Mission

Queensborough Community College is dedicated to academic excellence and rigor and to providing an affordable, high-quality education to pre-college, college, and lifelong learners. Our faculty and staff are committed to the holistic development of today's students in a nurturing and diverse environment that prepares them to be successful in a dynamic workforce. The College affirms its open admissions policy and its strong support of critical thinking, intellectual inquiry, global awareness, civic responsibility, and cultural and artistic appreciation.

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Queensborough Community College's "Big Why"

Mission and Need for Transformation

At QCC, we believe in our students' dreams and in their potential to reach their goals. On pathways paved with academic excellence, we will partner with them embracing their culture, ethnicity, background, and their individuality. We are committed to supporting their college journey. Our students' success is our success. One community, infinite possibilities.

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Fall Semester Headcount and Full-Time Equivalent (FTE)
Fall 2015 to Fall 2022

All Undergraduates

Semester	Headcount (Degree and Non-degree)	Percentage Change from Prior Fall	Full-Time Equivalent (FTE)	Percentage Change from Prior Fall	FTE to Heads Ratio
Fall 2015	15,493	-4.3%	10,923	-3.5%	0.71
Fall 2016	15,569	0.5%	10,768	-1.4%	0.69
Fall 2017	15,400	-1.1%	10,630	-1.3%	0.69
Fall 2018	15,411	0.1%	10,673	0.4%	0.69
Fall 2019	14,035	-8.9%	9,814	-8.0%	0.70
Fall 2020	12,405	-11.6%	8,629	-12.1%	0.70
Fall 2021	10,989	-11.4%	7,197	-16.6%	0.65
Fall 2022	9,573	-12.9%	6,325	-12.1%	0.66

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One-Year Retention Rates
First-time Full-time Freshmen

Fall Cohort	Total	Enrolled or Earned Degree at QCC	Enrolled at Other CUNY Colleges	Transferred Outside CUNY[1]	Not Enrolled[2]
2011	3,326	69.2%	1.3%	3.0%	26.6%
2012	3,050	70.9%	2.1%	2.9%	24.1%
2013	3,055	69.0%	1.8%	2.8%	26.4%
2014[3]	3,057	62.2%	2.6%	2.4%	32.8%
2015	3,063	62.8%	2.3%	2.7%	32.2%
2016	2,998	67.3%	2.3%	2.5%	27.9%
2017	2,880	64.2%	1.9%	2.7%	31.3%
2018	2,985	62.0%	2.4%	2.2%	33.4%
2019	2,908	61.5%	1.5%	1.6%	35.4%
2020	2,480	58.8%	2.3%	2.0%	36.9%
2021	1,979	59.1%	3.0%	3.3%	34.6%

A fraction of a percent or none have graduated or are enrolled in non-degree courses by the second fall.

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One-Year Retention Rate by Gender and Race
First-time Full-time Freshmen

One-Year Retention Rates For FTFT Men by Race

■ American Indian or Native Alaskan   ■ Asian or Pacific Islander   ■ Black   ■ Hispanic   ■ White

FTFT 2019: 66.7%, 63.3%, 48.7%, 53.5%, 57.0%
FTFT 2020: 57.9%, 61.7%, 47.4%, 50.6%, 56.9%
FTFT 2021: 55.6%, 66.9%, 53.3%, 54.8%, 67.9%

One-Year Retention Rates For FTFT Women by Race

■ American Indian or Native Alaskan   ■ Asian or Pacific Islander   ■ Black   ■ Hispanic   ■ White

FTFT 2019: 57.1%, 78.5%, 65.8%, 62.4%, 71.5%
FTFT 2020: 75.0%, 77.3%, 54.9%, 58.9%, 71.9%
FTFT 2021: 59.1%, 66.5%, 58.5%, 53.9%, 60.5%

Note: Small sample sizes limits interpretation for the race American Indian/Native Alaskan.

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Final Course Grade Analysis
Fall and Spring Terms[1]

Queensborough Community College, 2022-2023

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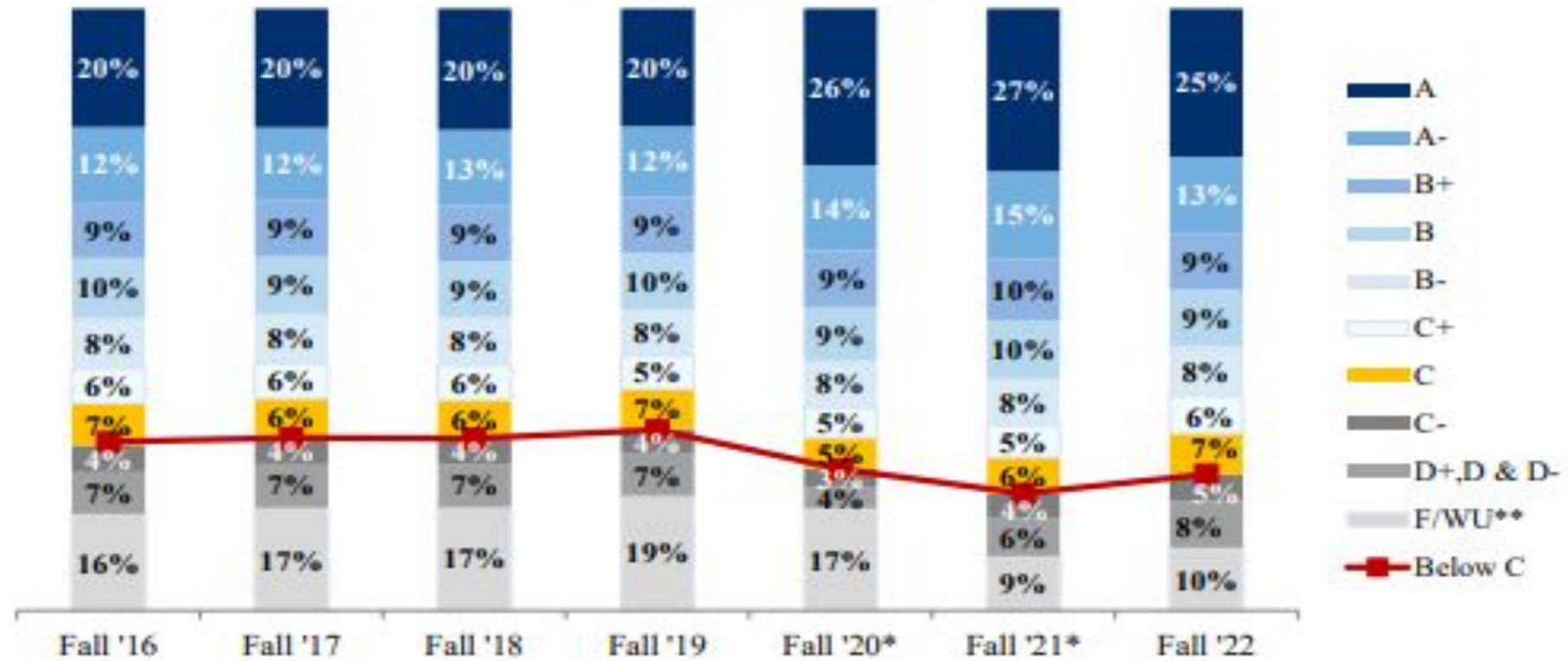
Sensemaking: What is our goal for these two days?

- Discuss the results of the ITA and RWA surveys in the context of your current institutional strategies and goals

- Identify and clarify context for any areas for potential improvement or prioritization

- Consider actionable next steps

RWA Results Discussion

ITA Results Discussion

Transformation Supporting More Equitable Outcomes in Higher Education

Synthesis and Next Steps

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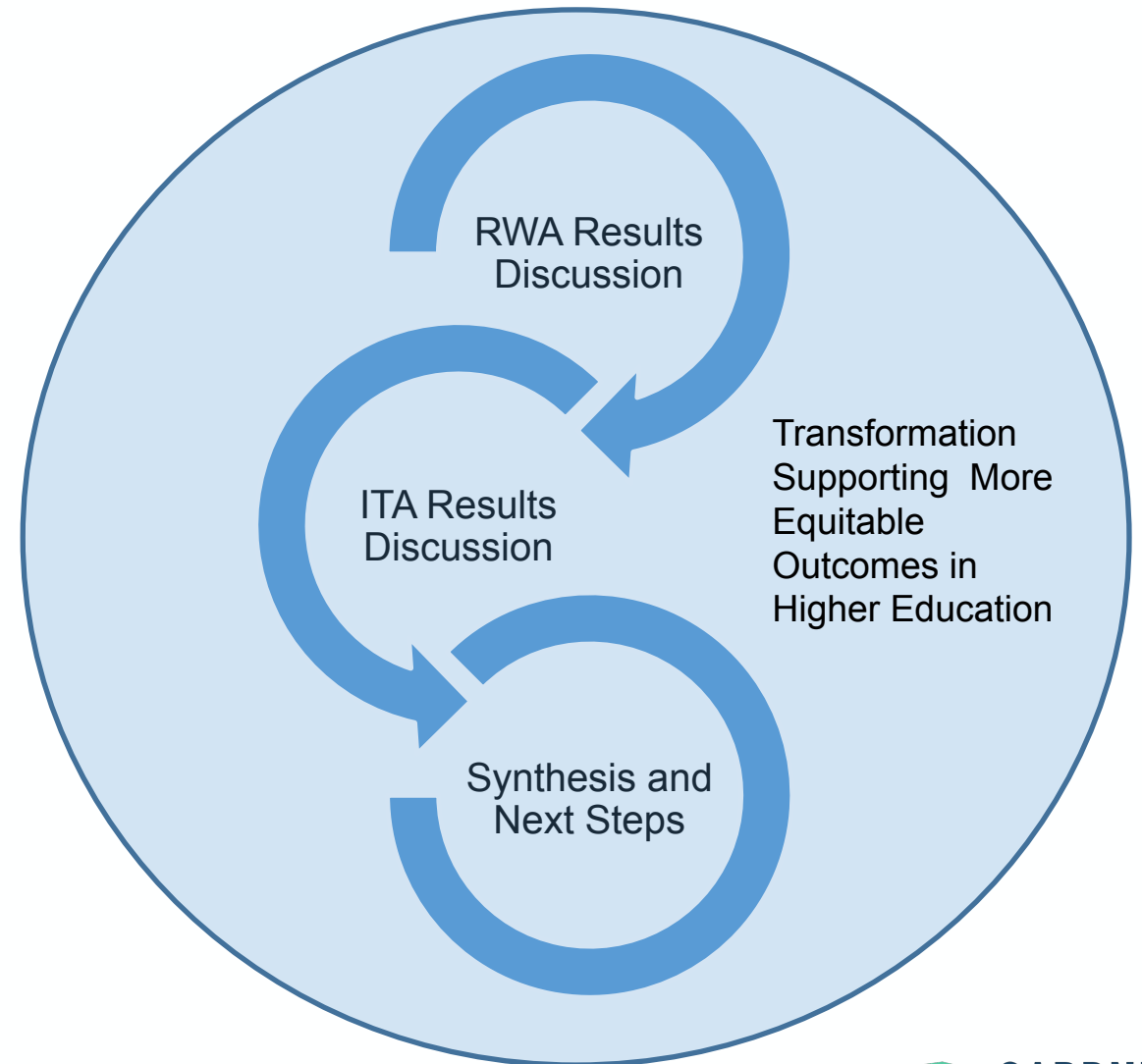
How the RWA and ITA work together

- How do culture and resources impact policy and practice?

- Based on this conversation, can we begin to identify areas of potential improvement, and, if so, initial steps to continue the conversation and drive change?

Without your qualitative input the local context of your institutional story is incomplete. Our hope is to further clarify some of the data in the surveys in order to empower your institution to promote student success.
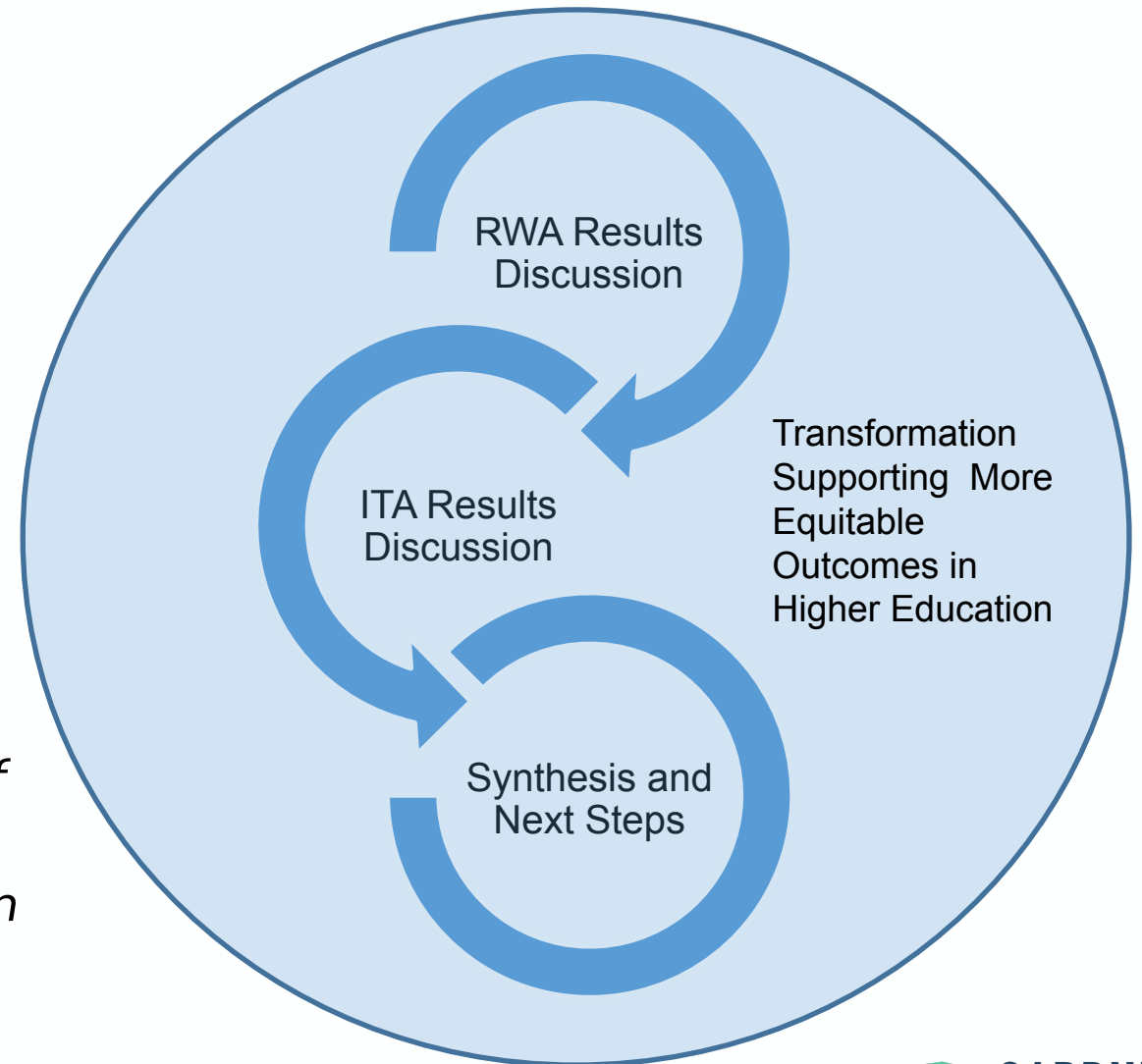
ITA Design

Individual Assessment
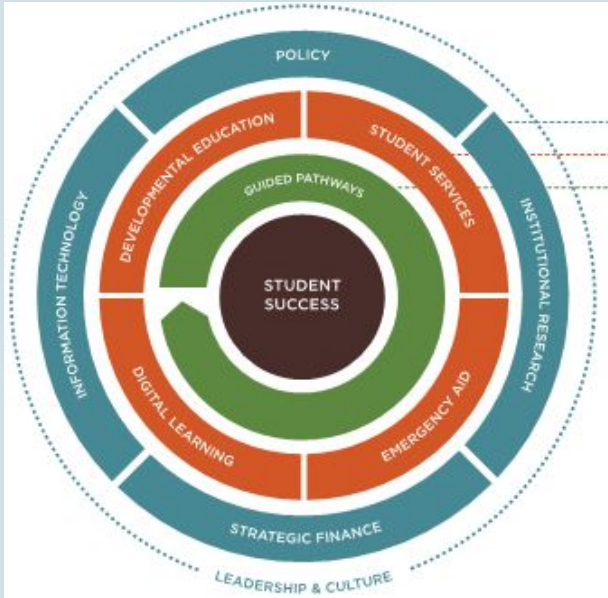
Aggregates responses, by role, by rubric, provides comparative insight about varied responses, dashboards

Rubrics & Indicators comprise the survey

2YR PATHWAYS CCRC	**LEADERSHIP & CULTURE** Harvard Univ GSE
4YR PATHWAYS UNCF	**STRATEGIC FINANCE** NACUBO
ADVISING NASPA	**INSTITUTIONAL RESEARCH** AIR
DIGITAL LEARNING Every Learner Everywhere	**INFORMATION TECHNOLOGY** EDUCAUSE
DEVELOPMENTAL ED Educ Commission of the States	**INSTITUTIONAL POLICY** HCM Strategists
EMERGENCY AID NASPA	**STATE POLICY** HCM Strategists

Experts across multiple topic areas designed rubrics based on research and observed practices; recently edited & refreshed; equity incorporated throughout.

Group Conversation Sensemaking & Next Steps
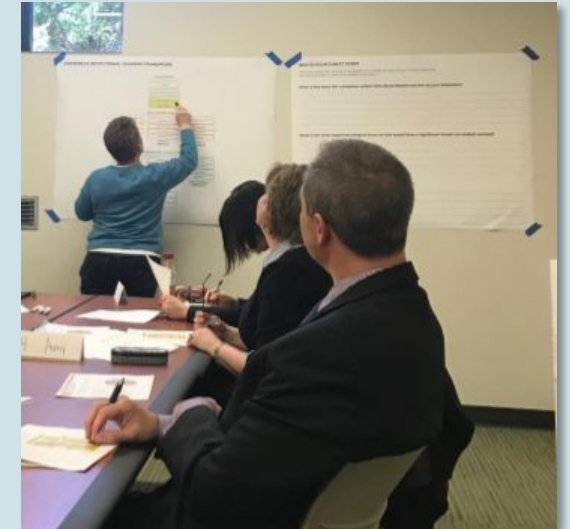
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RWA: Investigating Readiness, Willingness, and Ability

How does campus culture impact successful institutional change?

How the ITA and RWA Work: Where to Start Digging
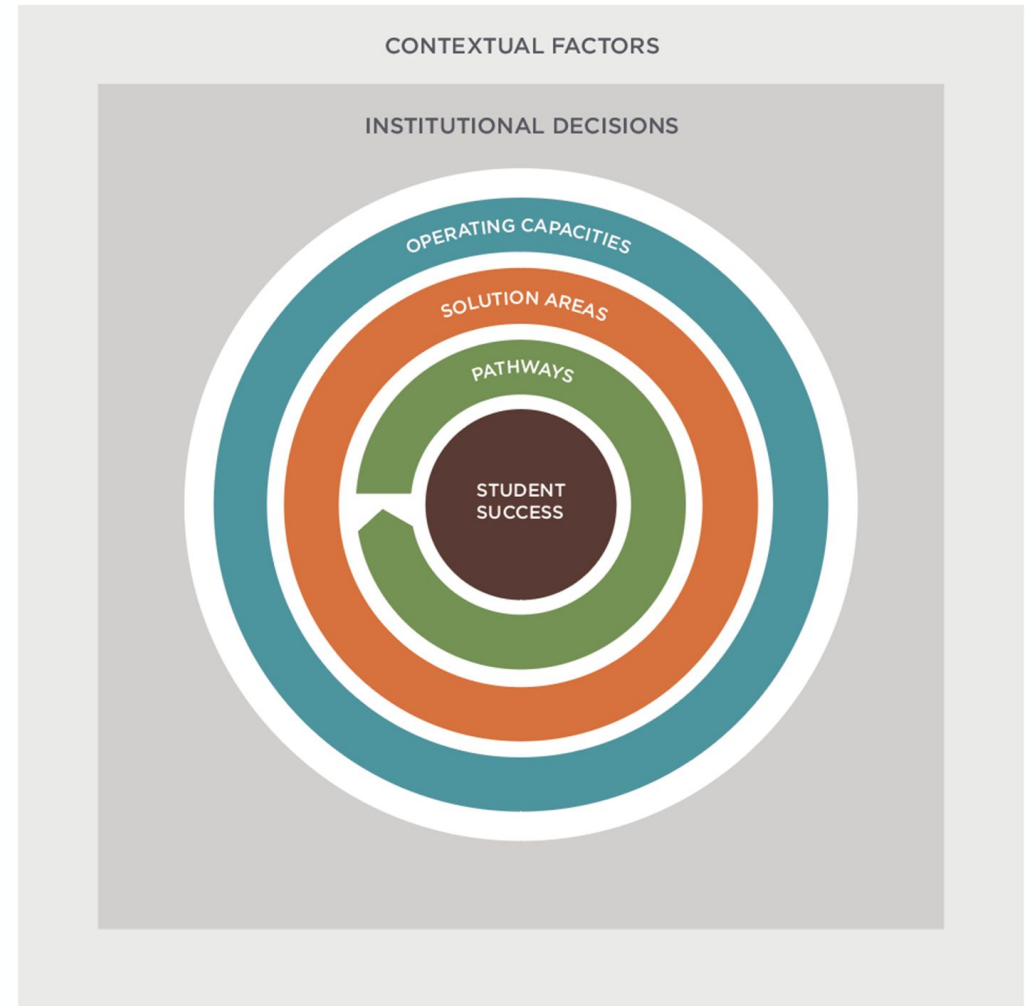
How the ITA Works

WHAT THE ITA CAN DO...

- **Reflects institutional elements important to student success** throughout questions and rubric categories.
- **Represents** multiple, comprehensive success topics.
- **Integrates equity** throughout questions and rubrics.
- **Efficiently collects responses** from stakeholders about student success topics.
- **Aggregates questions/rubrics** sourced from topical experts.
- **Renders dashboards** from responses for reflection and analysis
- Offers a **longer survey and a shorter one** for different institutional stakeholders
- **Enables comparisons** to enhance reflection about varied opinions.
- Uses **validated by iteratively tested with institutional users** with regards to length, duration and value of conversation.

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ITA Overview

Delving into the ITA Results

- ITA Strengths
  - Developmental Education
  - Leadership and Culture
  - Information Technology

- ITA Opportunities
  - Pathways
  - Emergency Aid
  - Advising
  - Institutional Research

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Higher Rated ITA Capacities (4-Point Scale)

Operating Capacities	Leadership Team	Student Success Community	Overall
Pathways	2.53	2.58	2.54
Advising	2.54	2.67	2.56
Dev. Education	2.77	2.78	2.77
Digital Learning	2.69	2.61	2.67
Emergency Aid	2.43	2.56	2.45
Institutional Research	2.22	2.17	2.21
IT	2.73	2.75	2.73
Leadership and Culture	2.73	2.72	2.73
Institutional Policy	2.56	2.78	2.59
Strategic Finance	2.35	2.22	2.33

Emerging=1, Developing = 2, Accomplished = 3, Exemplary = 4
Highest Rated
Emerging or Developing Threshold < 2.4
Unsure >.3

N=63

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Strengths: Developmental Education

The institution's progress in reforming their developmental education programs to maximize the likelihood of all students completing their college-level gateway math and English courses in the first year of enrollment.

Developmental Education Item	Average*	1/2	3	4
The institution has clear goals and defined measurable outcomes for Developmental Education, with a focus on equity.	2.74	31%	54%	15%
The institution integrates developmental education solutions and associated supports propel students into college coursework in intended program of study.	2.77	36%	19%	15%
The institution has implemented developmental education policies and practices to maximize the probability of academic success for all students.	2.83	30%	53%	18%

Emerging=1, Developing = 2, Accomplished = 3, Exemplary = 4
Highest Rated
Emerging or Developing Threshold < 2.4
Unsure >.3

* N=63

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Strengths: Leadership and Culture

The institution's ability to develop and lead the execution of a strategic agenda focused on student success.

Leadership and Culture Item	Average*	1/2	3	4
The institution has articulated clear definitions of student success that are widely shared and used consistently.	2.46	44%	49%	7%
The institution's senior leaders prioritize student success efforts.	3.10	13%	69%	18%
Offices, roles, and responsibilities across the institution are explicitly organized to advance student success and equity priorities.	2.65	50%	35%	15%

| |
|---|
| Emerging=1, Developing = 2, Accomplished = 3, Exemplary = 4 |
| **Highest Rated** |
| Emerging or Developing Threshold < 2.4 |
| Unsure >.3 |

* N=63

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Strengths: Information Technology

The institution's ability to provide institutional leadership, faculty, and advisors with tools and information they need to contribute to student success, support students, faculty and staff with IT solutions, and develop and monitor meaningful student success initiatives.

Information Technology Item	Average*	1/2	3	4
IT provides the institution with the technology solutions needed to meaningfully implement student success initiatives.	2.90	24%	59%	17%
IT effectively partners with functional areas (e.g., registrar, advising, and student services) to meaningfully implement student success initiatives.	2.76	32%	56%	12%
IT provides the institution with the technology solutions needed to meaningfully implement student success initiatives.	2.73	32%	59%	6%
The institution provides extensive training for users to make effective use of student success technology solutions.	2.55	48%	39%	12%

Emerging=1, Developing = 2, Accomplished = 3, Exemplary = 4
Highest Rated
Emerging or Developing Threshold < 2.4
Unsure >.3

* N=63

Instructions

1. There will be one round of discussion. Please pick the breakout room with a topic you'd like to discuss.

2. Choose a facilitator and a scribe. The facilitator will ask questions from the Qualtrics link at the bottom of the next slide and the scribe will type in the responses.

3. At the end of the session, the scribe is asked to submit the form.

4. After discussion, we will come back to the main room and share.

Strengths Discussion

1. Within these elements, what makes your highest-rated indicators successful? What are the perceived **strengths**? Why?

2. What resources are necessary to ensure continued success?

3. What would Exemplary (4) look like for this area?

4. What might we do differently to become exemplary in this area?

5. What are the most significant threats in these areas?

https://Qualtrics.ca1.qualtrics.com/jfe/form/SV_6mUzabjENHgfvD0

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•ITA Report Out

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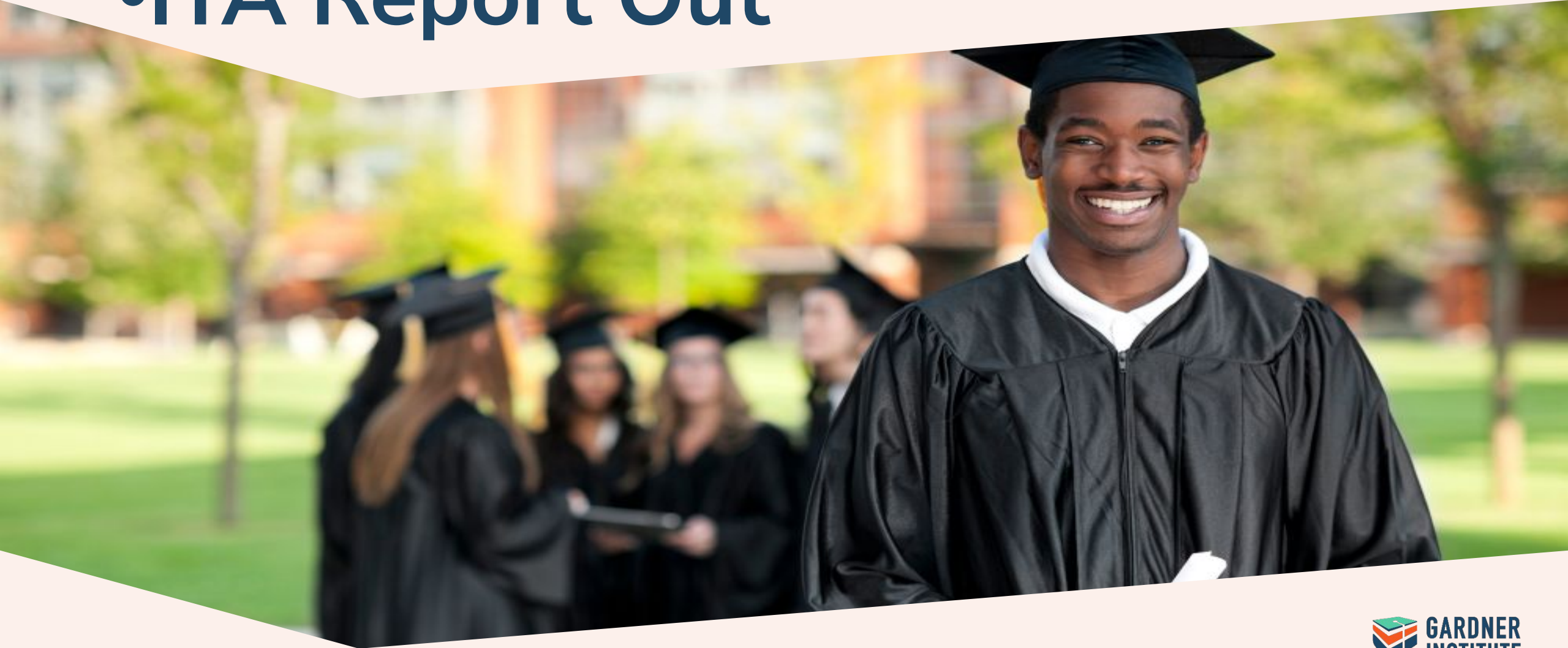
Lower Rated ITA Capacities (4-Point Scale)

Operating Capacities	Leadership Team	Student Success Community	Overall
Pathways	2.48	2.90	2.53
Advising	2.49	3.00	2.56
Dev. Education	2.72	3.13	2.77
Digital Learning	2.67	2.93	2.67
Emergency Aid	2.39	2.85	2.45
Institutional Research	2.19	2.36	2.21
IT	2.71	2.95	2.73
Leadership and Culture	2.70	2.93	2.73
Institutional Policy	2.55	2.85	2.59
Strategic Finance	2.35	2.33	2.33

Emerging=1, Developing = 2, Accomplished = 3, Exemplary = 4
Highest Rated
Emerging or Developing Threshold < 2.4
Unsure >.3

Opportunities: Pathways

The institution's ability to systematically define student pathways, map pathways to student end goals, help students choose a pathway, keep students on a pathway, and ensure that students are learning.

Pathways Item	Average*	1/2	3	4
Program learning outcomes are aligned with skills and knowledge needed for students to gain to graduate/professional school and/or employment.	2.55	50%	38%	12%
The institution shares employment and graduate / professional education opportunities (e.g. assistantships, internships, fellowships, jobs) with students from the time they enroll until they graduate.	2.51	51%	41%	7%

Emerging=1, Developing = 2, Accomplished = 3, Exemplary = 4
Highest Rated
Emerging or Developing Threshold < 2.4
Unsure >.3

* N=63

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Opportunities: Institutional Research

The institution's ability to change institutional policies, processes and procedures to support, sustain and institutionalize efforts to improve student success and close equity gaps.

Institutional Research Item	Average*	1/2	3	4
Expectations for data literacy for all staff are clearly defined.	2.08	71%	26%	3%
Professional development is aligned with expectations for data literacy.	2.13	70%	25%	5%
Data for decision-making are available to all employees.	2.43	55%	35%	10%

Emerging=1, Developing = 2, Accomplished = 3, Exemplary = 4
Highest Rated
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Unsure >.3

* N=63

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Opportunities: Emergency Aid

The institution's ability to build and sustain an emergency aid program that provides timely grants, loans, and/or basic needs support to students facing an unexpected financial crisis.

Emergency Aid Item	Average*	1/2	3	4
The institution's leadership has established a plan for a comprehensive emergency aid program.	2.50	47%	45%	8%
The institution has clearly communicated and streamlined the process for how students can indicate their need for emergency aid and the response they will receive from the institution.	2.42	53%	37%	11%
The institution uses various mechanisms to inform students about emergency aid offerings.	2.41	56%	31%	13%

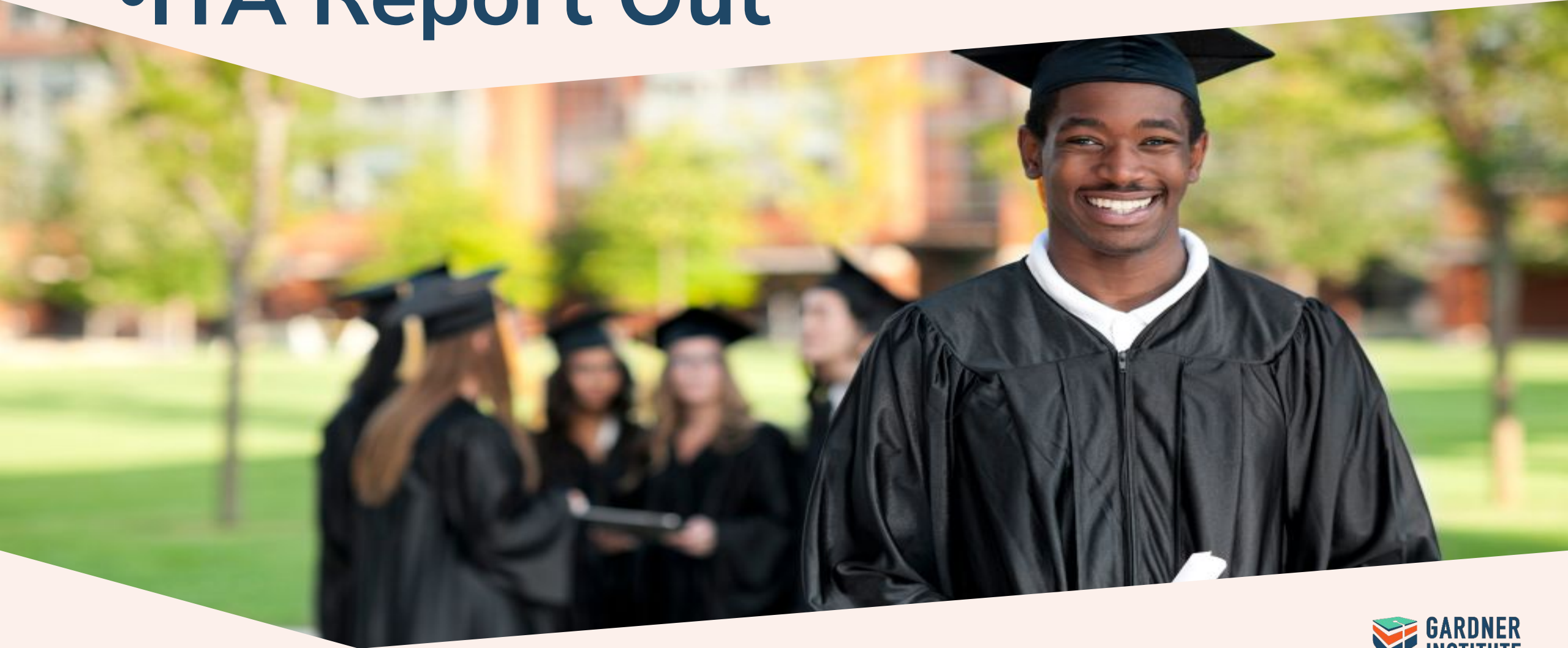| |
|---|
| Emerging=1, Developing = 2, Accomplished = 3, Exemplary = 4 |
| Highest Rated |
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| Unsure >.3 |

* N=63

Opportunities: Advising

The institution's focus on assessing and improving advising and student support services by leveraging people, processes, and technology, connecting advising and planning, and creating student services that are proactive, structured, personalized and sustained.

Advising Item	Average*	1/2	3	4
The institution has a clear vision of the ideal student experience and clear definition of student success.	2.60	48%	38%	15%
The institution appropriately supports (with resources) a robust advising and student success agenda with formalized supports.	2.51	46%	49%	5%

Emerging=1, Developing = 2, Accomplished = 3, Exemplary = 4
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Opportunities Discussion

1. What weaknesses/barriers are in place that prevent your lowest-rated areas from succeeding? Why do they exist?

2. What resources are necessary to overcome the barriers?

3. What are the greatest **opportunities** in this element?

4. What are the most significant **threats**?

5. What would Exemplary (4) look like for this area?

https://Qualtrics.ca1.qualtrics.com/jfe/form/SV_5zm8SYOfvJT2sVo

•ITA Report Out

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Day One Reflections

Agenda

Agenda	
November 30	
Welcome & Recap Discussion	10:00 am
Student Success Discussion	10:20 am
Overview Readiness, Willingness, & Ability	10:40 am
RWA Discussion – Who makes up the student success community?	11:00 am
Break	11:30 am
RWA Overview of Results	11:45 am
Final Reflections Discussion	12:00 pm
Wrap Up – Discussion of Next Steps	12:45 pm

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- Please use the "rename" function in Zoom and add your first and last names and title...

- In the chat, please list a goal you have for student success in your work.

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Recap of Day 1 – strengths

Discussion
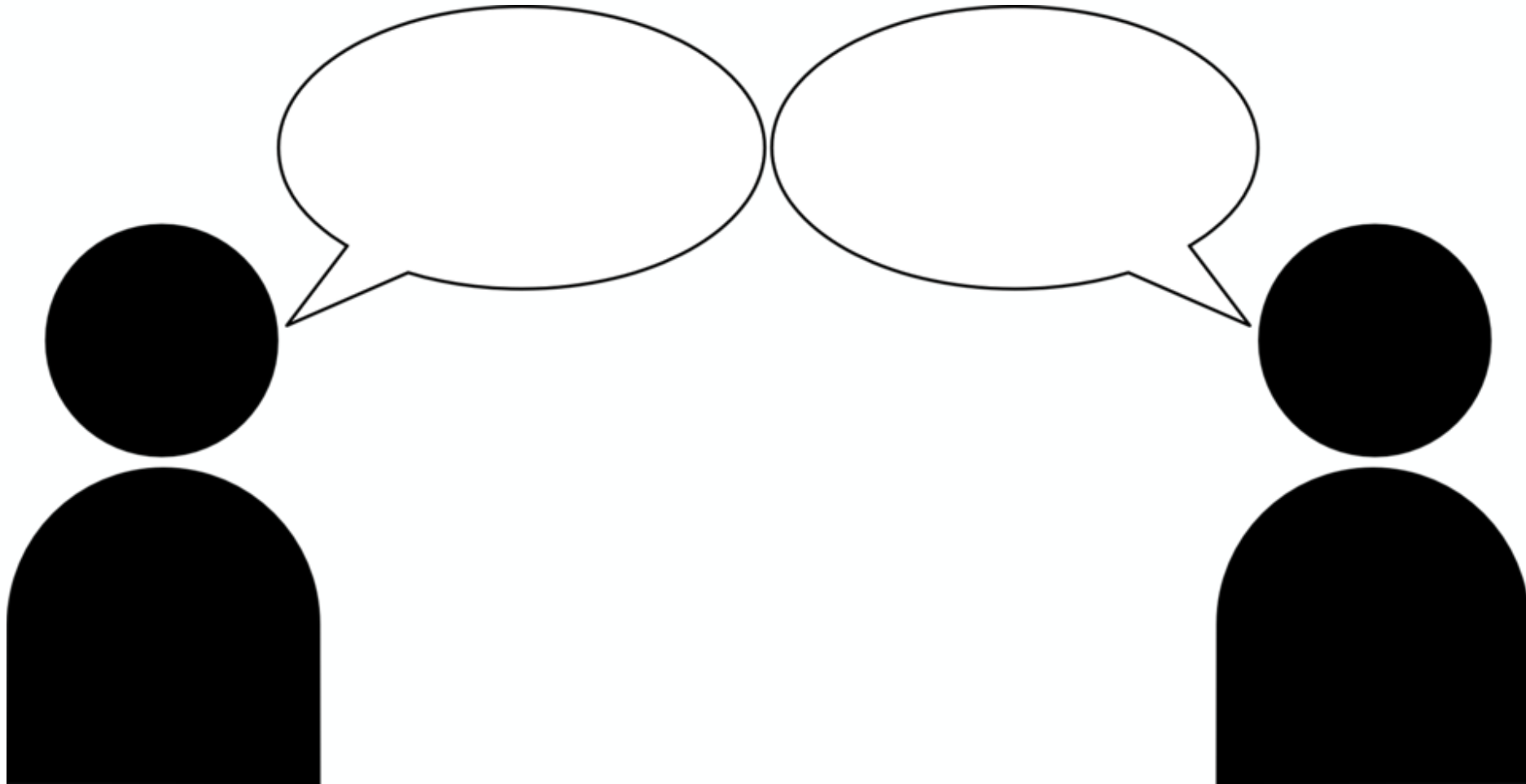
Recap of Day 1 – opportunities

Discussion
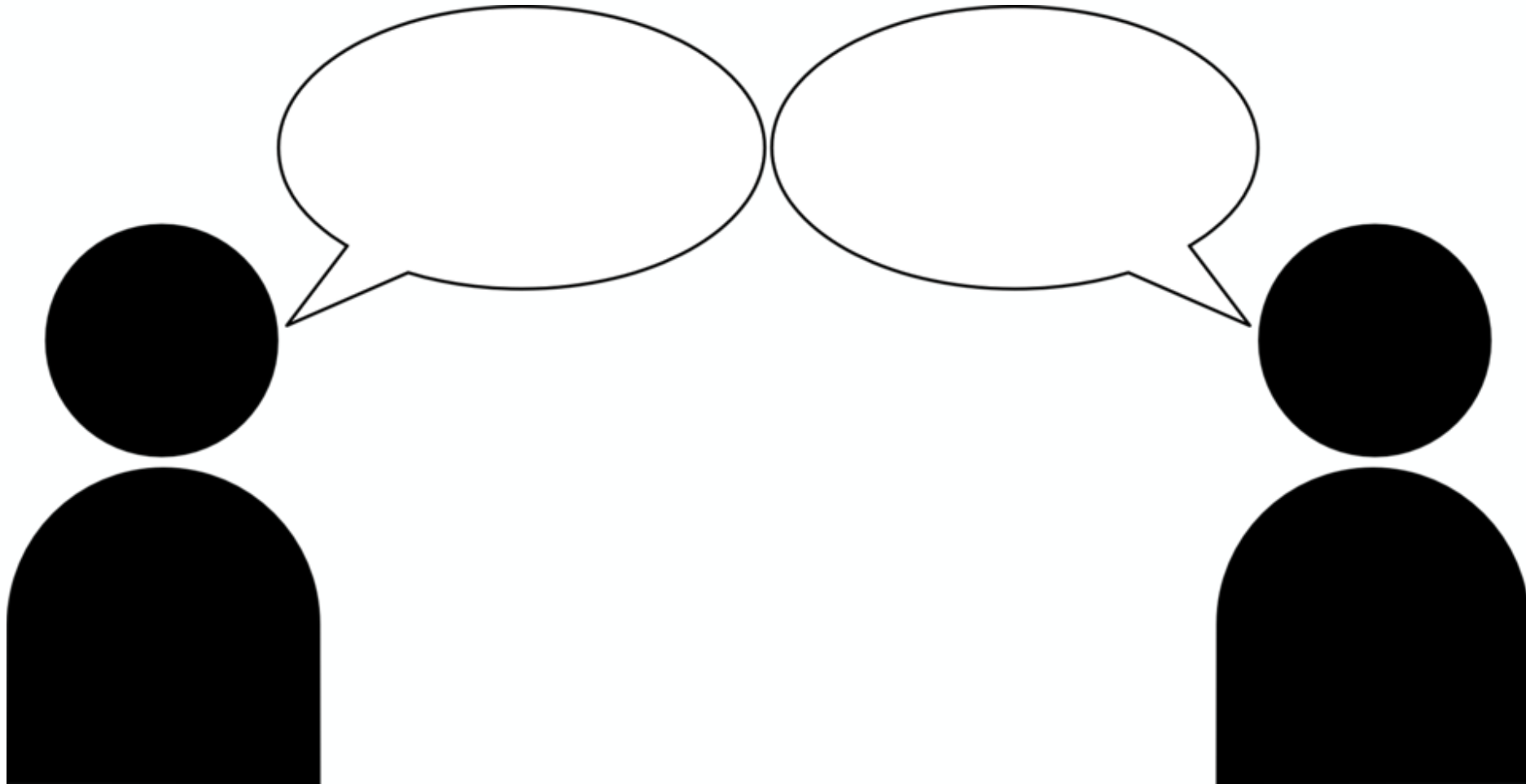
RWA: Investigating Readiness, Willingness, and Ability

How does campus culture impact successful institutional change?

RWA: Assessment Elements

Readiness– Questions regarding institutional leadership perceptions of
   Diversity, Equity, and Inclusion
      Relationship Management Strategies
      Leadership Self-Efficacy
Willingness – Questions regarding stakeholders' perceptions of
   Diversity, Equity, and Inclusion
      Relationship Management Strategies
      Stakeholder Self-Efficacy
      Stakeholder Outcome Expectancy
      Questions regarding institution's resources to support change
Ability-Leadership and stakeholder perceptions of access to necessary physical, human and monetary resources
   Diversity, Equity, and Inclusion
      Leadership Self-Efficacy
      Leadership Outcome Expectancy

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RWA: Scoring Rubric

Lower levels of Readiness, Willingness or Ability

High levels of Readiness, Willingness or Ability

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Uncertain
1	2	3	4	5	

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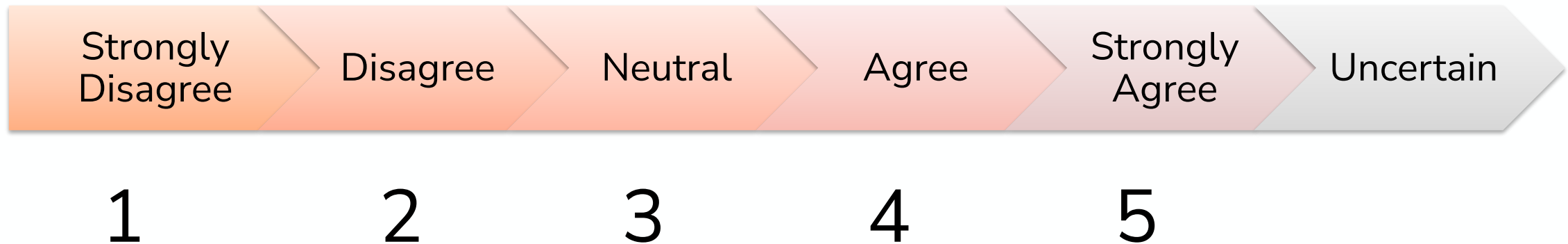
Diving in to the RWA

Who took the survey?

N, Student Success Community = 42
N, Leadership = 30

Diving in to the RWA

Diversity is the representation and acceptance of students, faculty, and staff from disproportionally impacted marginalized groups (including African American/Black, Latinx, Native American, Native Hawaiians, first generation, gender groups and more) and low-income backgrounds.

Equity is grounded in the principle of fairness. Equity refers to ensuring that students, faculty, and staff from disproportionally impacted marginalized groups (including African American/Black, Latinx, Native American, Native Hawaiians, first generation, gender groups and more) and low-income backgrounds receive what they need to succeed through the intentional design of processes and structures.

Inclusion is defined as making sure that all students, faculty, and staff from disproportionally impacted marginalized groups (including African American/Black, Latinx, Native American, Native Hawaiians, and more) and low-income backgrounds feel welcome and their unique learning and working styles are attended to and valued (AAC&U, 2018; Bill & Melinda Gates Foundation, 2020; Doughtery & Kienzl, 2006).

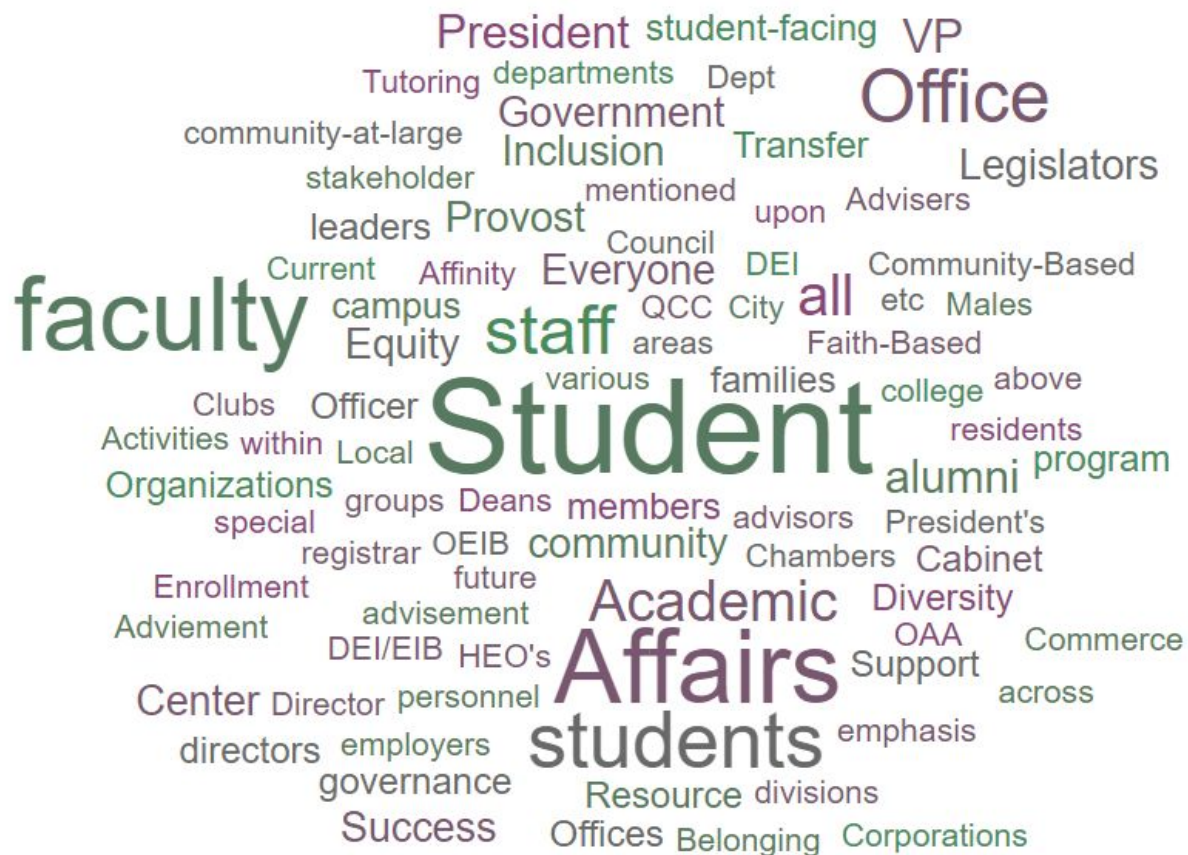# Who makes up leadership for campus transformation?
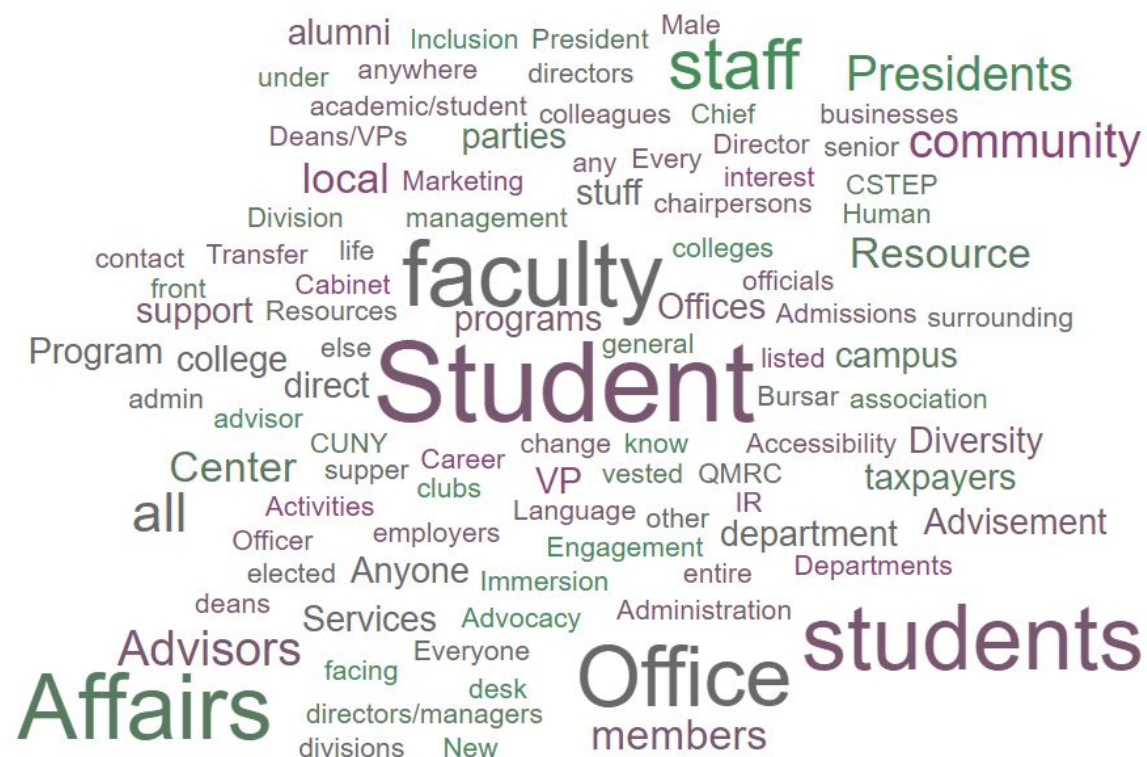
Leadership Team

Student Success Stakeholders
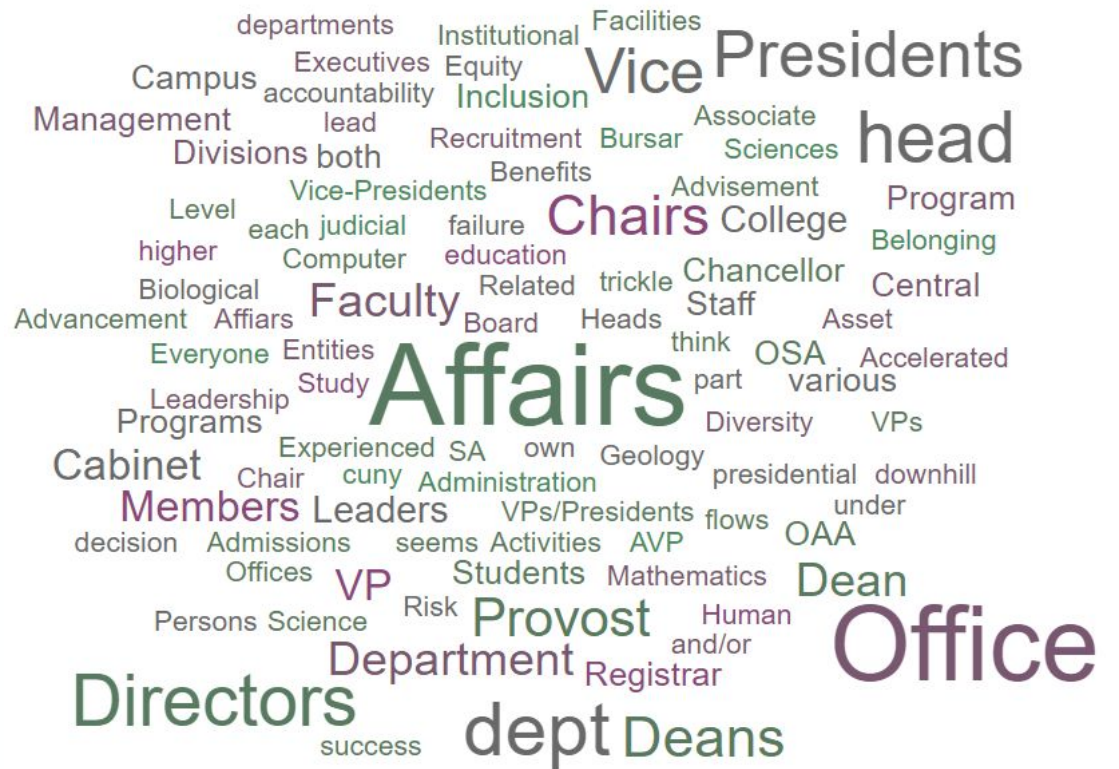
Who makes up stakeholders for DEI campus transformation?

Leadership Team

Student Success Stakeholders
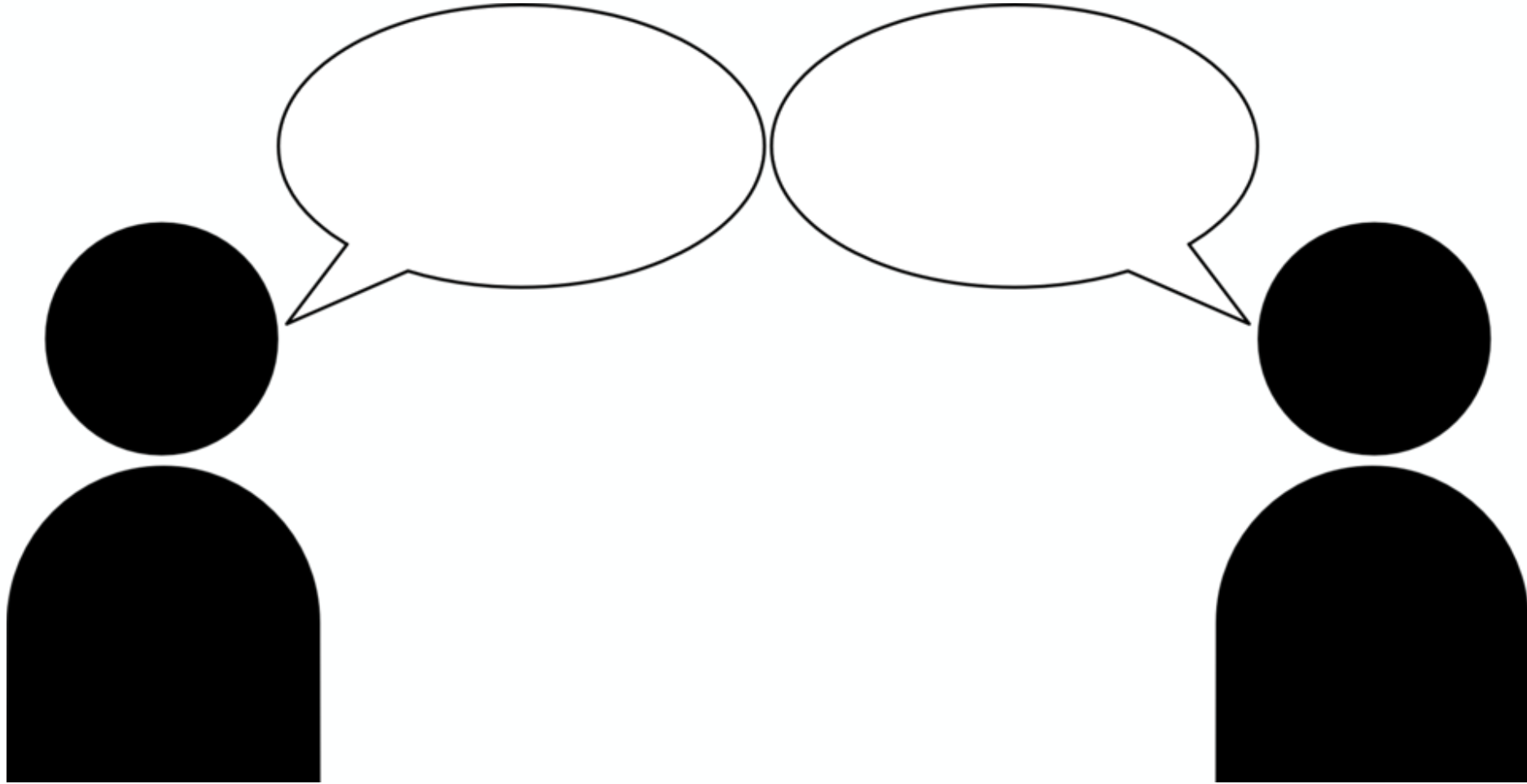
Discussion

- When it comes to issues of student success and equity, who traditionally leads transformation efforts?

- Have any groups been missing in discussions? Why?

- Does anything surprise you about the alignment or differences in perception between the two groups in the leadership and stakeholder questions?
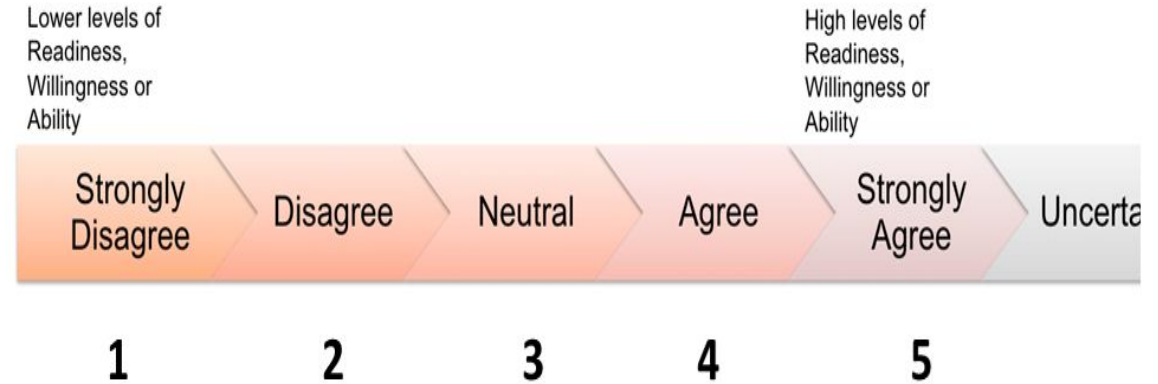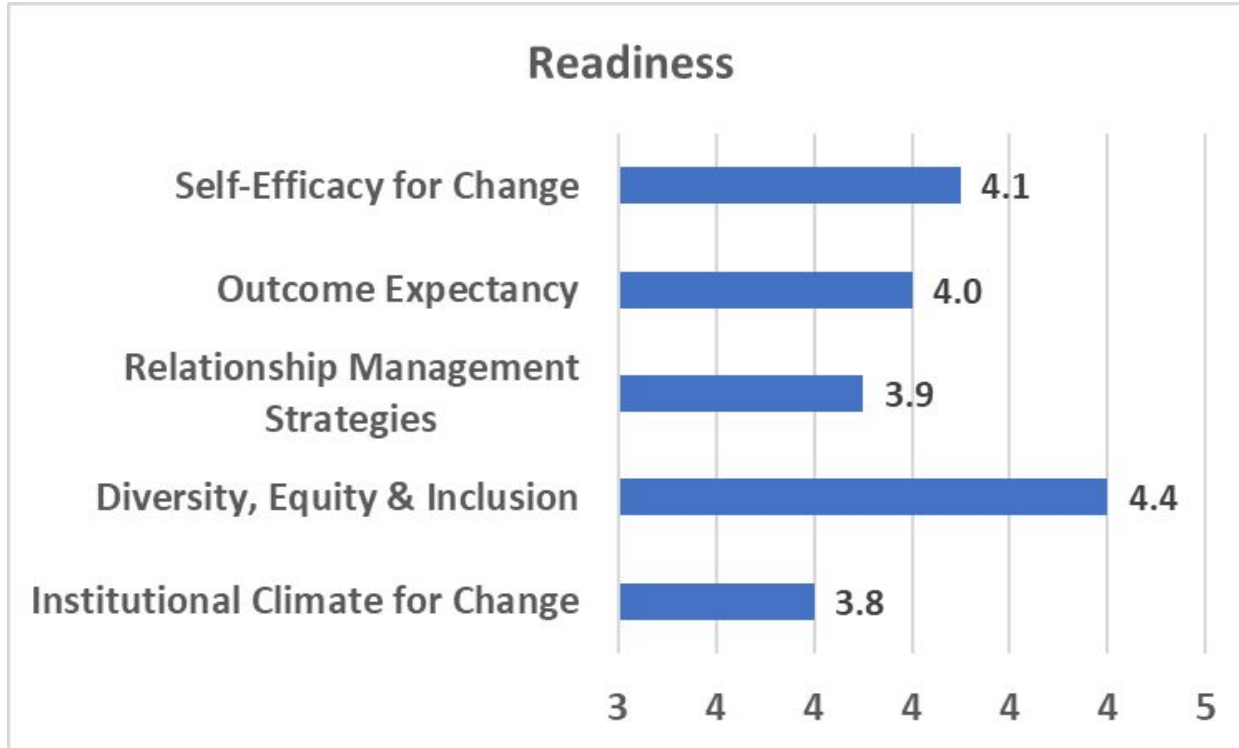
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Report Out

Readiness: The Big Picture

Readiness bar graph:
- 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

Scale: Lower levels of Readiness, Willingness or Ability → High levels of Readiness, Willingness or Ability

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Uncerta...
1	2	3	4	5	

- **Readiness:** Leaders' capacity to identify and address the need for change and position the institution for effective change.
- The bar graph to the left summarizes leadership's response across the four sub-domains of institutional climate, DEI, relationship management strategies, and self-efficacy and outcome expectancy.

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Readiness: What People Said

Institutional Climate
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 leadership is very willing and committed to enacting change in these areas however, the campus is resistant and there are deep fissures of racism and resentment toward people of color and various marginalized groups. So it is a uphill 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.
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.
Planning and assessment are not our strengths; implementation of action items even less so.
More input needs to come/be heard from faculty.

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Readiness: What People Said

Diversity, Equity, and Inclusion
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 making and has made concerted efforts to bring diversity, equity and inclusion into the forefront of the college's goals and strategy.
Leadership is not representative of the diverse student body that attend the institution.
Students with disabilities need to be considered to a greater extent.
This has also been a visible intentional effort in hiring in key positions.
More activities to motivate the involvement of minority groups are necessary.

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Readiness: What People Said

Relationship Management Strategies
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.
Power-sharing between Academic Affairs and Student Affairs has seemed challenging at times.
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.

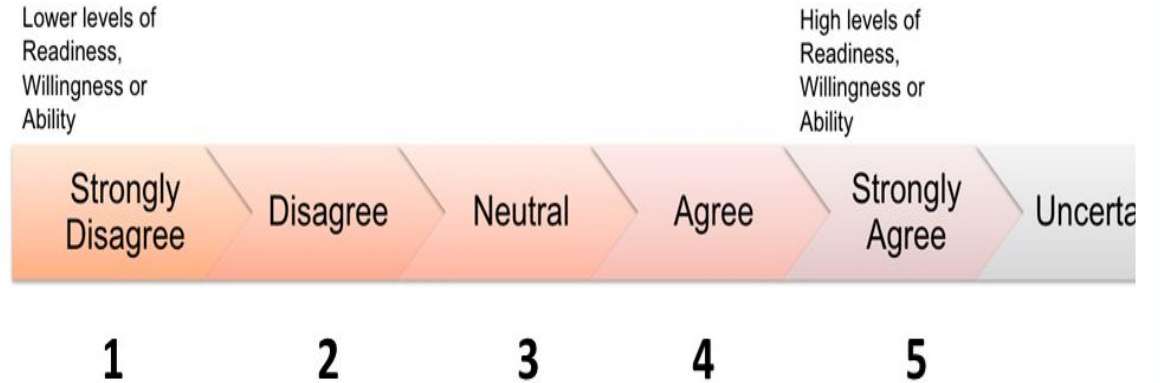| Self-Efficacy for Change and Outcome Expectancy |
|---|
| If we have collective institutional efforts, we might bring about meaningful change. But collaboration is a talk you also have to walk - not so easy. |
| The institution needs to maintain a good communication about the goals. |
| I've been on committees that seemed to have gone a year with no progress. |
| I know leadership is committed to the work but I am uncertain about the rest of the campus, especially faculty. |

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Willingness: The Big Picture

Willingness (bar graph):
- 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

Lower levels of Readiness, Willingness or Ability

High levels of Readiness, Willingness or Ability

Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Uncerta[in]

1   2   3   4   5

- **Willingness:** Change makers' motivation to actively contribute to the change process, and their perceptions of viability, support, risk management, and benefit of change for themselves, fellow student success community members, and the institution.
- The bar graph to the left summarizes the change maker's responses across the four subdomains of institutional climate, DEI, relationship management strategies, and self-efficacy and outcome expectancy.

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Willingness: What People Said

Institutional Climate
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.
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.

Diversity, Equity, 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.
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.

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Willingness: What People Said

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 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. |
| |

Ability: The Big Picture
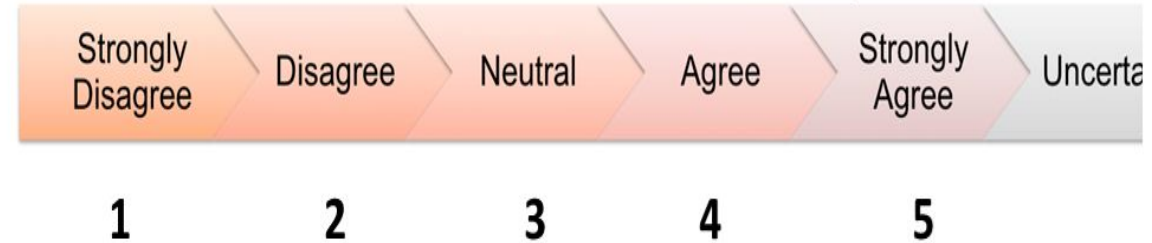
- **<u>Ability</u>**: An institution's available resources to support change and access to needed resources.

Ability: What People Said

Institutional Climate
Tight budgets have made resource distribution a challenge.
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."

Diversity, Equity, and Inclusion
The college's Diversity officer, always brings up how we can make sure decisions are made with marginalized people's needs in consideration.
There is a progressive movement towards our institution recognizing marginalized members
Resources seem focused on particular groups identified by race, not by other criteria.
...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.

Ability: What People Said

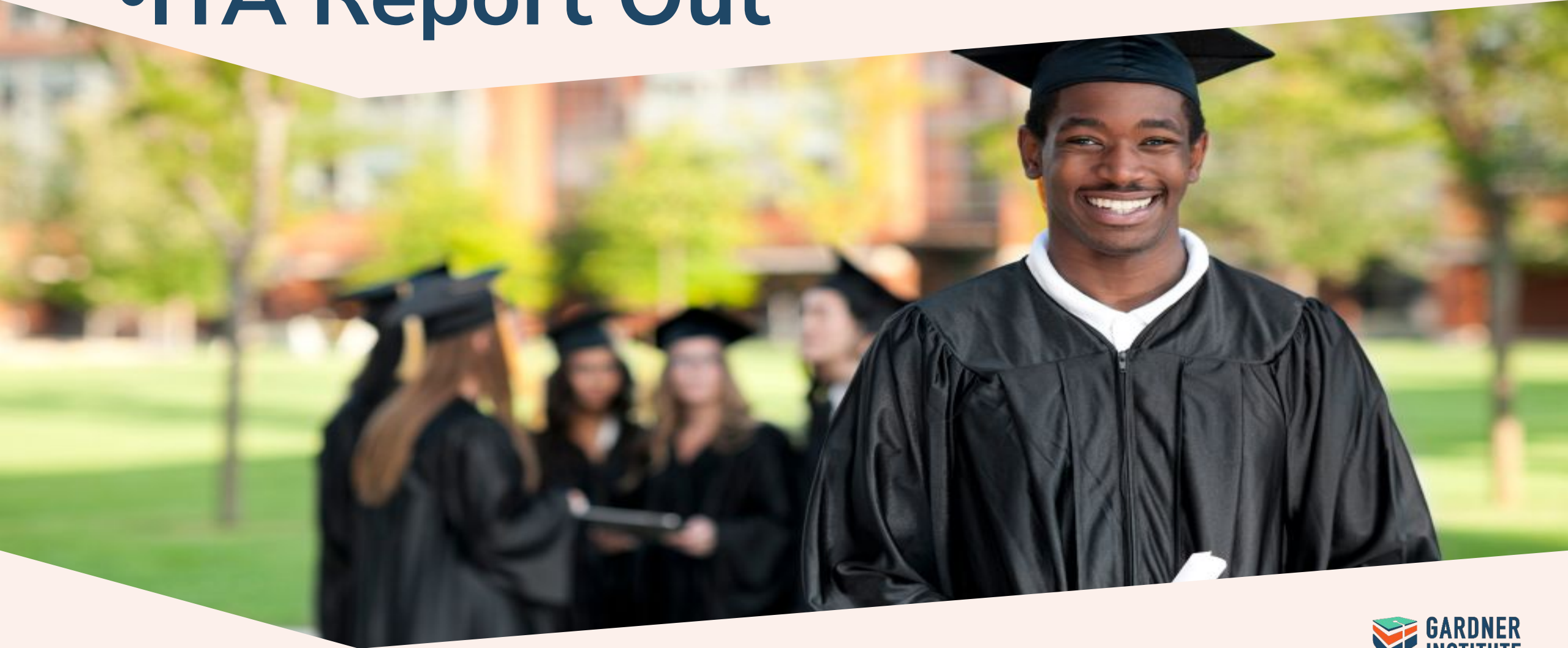| Self-Efficacy for Change and outcome Expectancy |
| --- |
| I have attended DEI trainings on a variety of topics, from LGBTQ+ communities and allyship to support formerly incarcerated individuals, to fostering a culture of belonging. I believe these trainings are effective in making our community aware and beginning to implementing change. But just as important is continuing to offer these trainings to support continued learning and long-term outcomes. |
| I am not aware of any resources, either current or expected, that will successfully support institutional change. |
| 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. |
| 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. |
| 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 |

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Instructions

1. There will be one round of discussion. In that round, please pick the breakout room with a topic you'd like to discuss.

2. Choose a facilitator and a scribe. The facilitator will ask questions from the Qualtrics link at the bottom of the next slide and the scribe will type in the responses.

3. At the end of the session, the scribe is asked to submit the form.

4. After discussion, we will come back to the main room and share out.

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Final Reflection Questions

- When you consider the RWA results, what would improvement look like?
- How would you know that a change is an improvement?
- What other evidence and information would be required to understand the problems and systems?
- Considering the Sensemaking Process: Did something stand out to you as missing? Are there key voices or missing the perspectives from stakeholders?
  - If key voices are missing, why?
- What assets at your institution are being overlooked as they pertain to DEI focused educational outcomes at your institution?
- What is your greatest concern regarding the pursuit of DEI focused educational outcomes at your institution?
- Is there anything else you'd like to share or that needs to be considered related to improving student success?

https://Qualtrics.ca1.qualtrics.com/jfe/form/SV_8pru4dNq8NS6ubA

•ITA Report Out

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Processes
(Hours/Days)

- Podcasts
- Symposium
- Speaking Engagements
- Conferences, Workshops & Retreats Site Visits
- Webinars & Resources

Timeline
(4 weeks – 1 year)

- Chief Academic Officers Innovation Community
- Curricular Analytics Community
- Equity in Retention Academy
- Academy on the First College Year
- Teaching and Learning Academy
- Emergency Aid
- Employability Academy

ETC
(2-3 YEARS)

- First-Year Redesign
- Gateway Course Redesign
- Retention Redesign
- Transfer Redesign

ETC
(5 YEARS)

- Transforming the Foundational Postsecondary Experience

NOTE: These services should be linked to campus initiatives and partnerships with other organizations.

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Next...

Strategy Meeting

SAVE THE DATE

JANUARY 19, 2024

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