

# Improving Campus Climate for Employees as a Strategy for Promoting Student Success

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*Fostering a campus environment that promotes student success is crucial to fulfilling community colleges' mission to provide access and opportunity for economic mobility for their students. Community college employees play an integral role in transforming this espoused mission into action as they develop and implement policies, practices, and procedures that influence student success outcomes. In response to campus climate survey results, measures were taken at Riverfront Community College (RCC) to improve the campus climate for the college's employees by engaging in a shared leadership model, empowering staff to share their perspectives, and emphasizing equitable access and outcomes as a means to improve student success. The following research questions guided this case study: (a) How do employees at RCC perceive the climate and culture? and (b) What do these employees' perceptions tell us about the connection of climate and culture at RCC to student success?*

Keywords: employee climate, equity, shared leadership, student success

## Introduction

By 2020, it is estimated that more than 65% of jobs will require education beyond a high school degree (Carnevale et al., 2013). With 41% of undergraduate students attending community colleges (American Association of Community

Colleges [AACC], 2018), undeniably, the role of community colleges in developing an educated and skilled workforce is essential. Community colleges are uniquely positioned to provide postsecondary credentials and degrees with their open-access mission and commitment

to affordable education; however, community colleges report low completion rates where only 39% of first-time students earn a credential within six years (Shapiro et al., 2019). Increased emphasis on workforce development over the past decade created a sense of urgency for community colleges to address external and internal factors that impact completion rates and student success outcomes. For some colleges, attention is given to the organizational culture and climate and how they promote or impede progress towards improving student success outcomes.

Organizational theorists indicate that an organizational culture is shaped by its employees (Tierney, 2008); thus, when a college's culture enables its employees to practice and implement strategies that promote overall success for their students, heightened measures of student outcomes are a likely result (Wyner, 2014). "Riverfront Community College" (RCC) presents a compelling case of initial evidence that particular characteristics emerge across an organizational culture as student success outcomes increase. Serving more than 10,000 students between two campuses, RCC was nationally recognized by the Aspen Institute's College Excellence Program for its dual enrollment program and strong completion rates that increased by 10% in five years. Simultaneously, RCC's culture, as evidenced in this study, was characterized by a renewed sense of urgency to improve student outcomes through a heightened commitment to shared leadership, faculty and staff empowerment, and equitable access and outcomes.

This article highlights a qualitative case study that explores how faculty and staff perceptions of the institutional climate signal an organizational culture that promotes student success. Employee perceptions of campus climate were associated with how faculty and staff described the enacted value of promoting equitable student success. While employee culture and climate may not be causally linked to student success, this study was guided by Wyner's (2014) description of high-performing colleges as colleges that demonstrate how "culture drives successful practice" (p. 144). The following research questions guided our study: (a) How do employees at RCC perceive the climate and culture? and (b) What do employees' perceptions tell us about the connection of climate and culture at RCC to student success?

## Literature Review

Organizational culture is the shared values and beliefs of members about the activities and interpersonal relationships that explain why organizations do what they do (Martin, 1992; Schein, 2004). Culture is deeply embedded in an organization and relatively difficult to change; however, it has real day-to-day consequences in the life of the organization. How initiatives are developed and implemented day-to-day shape how key stakeholders perceive the organizational climate; specifically, the policies, practices, and procedures and their observations of what is rewarded supported, and expected in the organization (Denison, 1996; Ehrhart et al., 2014; Jones & James, 1979). At a community

college, key stakeholders include leaders, faculty, community members, administrators, trustees, and the public who compete to shape the institutional effectiveness (Sotirofski, 2014). In this qualitative case study, specific attention was given to the faculty, staff, and administrators' perceptions of climate to identify the promising attributes of an organizational culture that promotes student success.

Organizational cultures that "drive successful practice" (Wyner, 2014, p. 144) are commonplace for high-performing community colleges characterized by evidence of exemplary student success outcomes. High-performing community colleges as defined by The Aspen Prize for Community College Excellence, see increases in outcomes related to completion, equity, labor market, and learning (The Aspen Institute, 2019a). The Aspen Institute (2014) has learned, through the Aspen Prize process, that institutions can be strategic to make transformations, which ultimately results in student success. Wyner (2014) characterized high-performing community college cultures as demonstrating intentional effort in developing broad support across faculty and staff to promote exceptional outcomes. At RCC, faculty and staff perceived that broad support for steady progress toward high-performance goals materialized from a shared leadership approach, faculty and staff empowerment, and a renewed focus on equitable practices.

## Leadership

Leadership is an antecedent or driver of climate or culture (Kozlowski & Doherty, 1989). What leaders discuss, monitor, or reward focuses their followers' attention (Schein, 2004). Transformational leadership is a type of leadership characterized by shared leadership, a positive psychological environment, and a shared vision (Eddy & VanDerLinden, 2006; Seidman, 2012; Sotirofski, 2014; The Aspen Institute, 2014). It could come from top-level administrators, faculty, or supervisors, and can shape employee-student interactions to improve student success, especially for students from underserved backgrounds who attend community college at higher rates (The Aspen Institute, 2014; Community College Executive Forum, 2016; Sirkis, 2011; Williams & Stassen, 2017). While the main leader may be considered the president at a community college, all employees can be leaders in different ways at community colleges.

## Empowering College Employees

Faculty, staff, and administrators contribute in various ways to the daily functioning of the community college environment. Increased faculty contact and interaction with students has shown to have positive impacts on student learning outcomes (Barnett, 2011; Braxton et al., 2004; Kuh et al., 2006; Riggs, 2009). Administrators often integrate support services and academic classroom instruction as an intentional effort to better collaborate with other employees (Dadgar et al., 2014).

Administrators are also important to shape the academic environment and provide services to help students succeed (Riggs, 2009; Sirkis, 2011). Faculty, staff, and administrators excel when an organizational culture empowers its employees (Johnson, 2009; Spreitzer, 1996). Empowering employees positively influences motivation and creative processes (Zhang & Bartol, 2010). When psychological empowerment exists, an organizational culture is more open to change (Sotirofski, 2014).

### **Equity-Minded Focus**

Community colleges are complex systems, but there is much more to be done to improve low graduation rates (VanWagoner et al., 2005). Across the nation, community colleges are aware that minority and low-income students succeed at the lowest rates (Wyner, 2014). As a result, action plans directed toward improving student success outcomes are most effective when centering equity. Bensimon (2005) emphasized that the key to closing the achievement gap is to utilize an equity-minded lens to promote equitable outcomes. For example, organizations that adopt an equity-minded lens focus on changing institutional practices that produce unequal outcomes (Bensimon, 2005). The analysis of institutional practices often begins with reviewing data and utilizing information gathered to inspire a sense of urgency (Wyner, 2014). At RCC, a renewed commitment to exceptional outcomes centered equity, a challenge that was recognized across faculty, staff, and administrators.

In high-performing community colleges, change begins with shared urgency and specific plans for student success driven by clear data, informed by thoughtful conversations, implemented with tenacity and flexibility, and then regularly evaluated and adjusted (Wyner, 2014, p. 144). Evidence of these characteristics signal a college is primed to invest its time and energy into promoting a student-centered environment. While not causal in nature, the connection of employee culture and climate to student success indicates further exploration. This qualitative case study explored employee perceptions of RCC's culture and climate and revealed that its promising practices signaled a climate and culture that can contribute to overall student success.

### **Methodology**

The purpose of this study was to explore the perceptions of campus climate for faculty, staff, and administrators that signal an organizational climate that promotes student success. Case study research lends itself to incorporating various forms of data and qualitative inquiry, which allows a deeper understanding of multiple employees' perspectives on promoting student success (Merriam & Tisdell, 2016). Thus, case study design was determined to be an effective tool to answer the research questions addressed in this study and identify RCC's practices that serve as a catalyst in the employee climate that promotes student success outcomes. This case study is bound by

the employees (e.g., faculty, staff, and administrators) working at RCC.

### **Research Site Selection and Overview**

The Belk Center for Community College Leadership and Research is dedicated to building capacity for community colleges to increase credential attainment and improve student success. RCC was selected as the research site based on an existing relationship in which the Belk Center administered a campus climate survey for RCC three times between 2006 and 2017. During this time period, RCC demonstrated improvements in its overall campus climate. Researchers identified the improvements in campus climate and through conversations, RCC indicated it was using the findings to help identify strategies that could support student success. Around the same time, RCC was recognized by the Aspen Institute for its success in improving student success and completion.

RCC is defined by the Carnegie Classification system as a large (greater than 10,000 students), public 2-year community college with a high transfer population. According to the Integrated Postsecondary Education Data System (IPEDS), in 2017 RCC had 499 staff members across two campuses. The Aspen Institute highlighted RCC for having a three-year graduation/transfer rate of 56%, which is 17 percentage points above the national rate.

### **Data Sources and Analysis**

This case study used multiple sources of data including individual interviews, focus groups, and institutional documents. Each of these data sources was integral to developing a comprehensive understanding of the culture of RCC and triangulating findings (Merriam & Tisdell, 2016). For the purposes of this article, we focused on findings from our analysis of individual interviews and focus groups with faculty, staff, and administrators.

**Interviews.** Our data collection strategy involved individual, semi-structured interviews with 13 staff, administrators, and faculty who had first-hand experience working directly with student success initiatives. The semi-structured interviews allowed for flexibility with follow-up questions about emerging viewpoints and new ideas (Merriam & Tisdell, 2016). Each interview protocol began with introductory questions about respondents' background, an explanation of their role at RCC, and questions that related back to the research goals (Anfara et al., 2002). Snowball sampling was used to identify information-rich participants (Creswell, 2014). Participants were recommended by our gatekeeper and then additional participants were identified by the researchers based on the interviews with the suggested faculty, staff, and administrators. Interviews were conducted by at least two members of the research team and lasted between 30 and 60 minutes. Table 1 provides an overview of the participants and their roles at the institution. Appendix A outlines the interview protocol.

Table 1  
*Summary of Interview Participants*

Pseudonym	Position
Chris	Senior Administrator in Finance & Administration
Eric	President
Grace	Senior Administrator in Academic & Student Affairs
Greta	Faculty & Staff in Academic & Student Affairs
Leo	Staff Academic & Student Affairs
Margaret	Faculty & Staff in Academic & Student Affairs
Nancy	Staff in Academic & Student Affairs
Paris	Senior Administrator in Academic & Student Affairs
Stephanie	Faculty
Susie	Senior Administrator in Academic & Student Affairs
Tina	Staff in Academic & Student Affairs
Tony	Staff in Academic & Student Affairs
Traci	Senior Administrator in Academic & Student Affairs

*Note.* Senior Administrators refers to leaders with titles including Deans (Assistant & Associate included), Vice Presidents, and Chief Officers. Staff refers to entry and mid-level administrative positions (e.g., coordinator, manager, director).

**Focus groups.** Following the individual interviews, a site visit was conducted during which researchers visited both of RCC’s campuses: River Campus, the main campus, and Forest Campus. Researchers conducted five focus groups with more than 40 administrators, faculty, and staff participants, collectively. Consistent with the nature of qualitative design, we followed focus group protocols to increase our understanding of early data as themes began to emerge across previously conducted interviews. Table 2 provides a description of the focus

groups. Appendix B outlines the focus group protocol.

**Data analysis.** Upon conclusion of interviews and focus groups, data were transcribed verbatim (Patton, 2015). Data analysis began with reading and rereading through the transcripts to note initial thoughts and preliminary themes. Atlas.ti, a computer assisted qualitative data analysis software program, was used to code and analyze data (Miles & Huberman, 2014). As data and themes begin to emerge across interviews, the researchers used this information to inform future interviews with other



Table 2

*Description of Focus Groups*

	Description
President & Executive Leadership Team	The college president along with a small group (~5) of executive leaders from Academic & Student Affairs and Finance & Administration.
Executive Leadership Team – Academic Affairs	A small group (~5) of academic affairs executive leaders with responsibilities within and across academic departments.
Executive Leadership Team – Student Affairs	A small group (~5) of student affairs executive leaders with responsibilities related to diversity and student development.
Staff Council	A large group (~20) of staff members and are all currently members of the Staff Council.
Faculty Group – Forest Campus	A small group (~5) of faculty members from the Forest Campus representing various disciplines including Math, English, and Philosophy.
Faculty Group – River Campus	A medium group (~10) of faculty members from the River Campus representing various disciplines including Biology, Political Science, and Theatre.

participants (Patton, 2015). Memoing was also used to record thoughts and draw connections throughout the coding and data analysis process (Miles & Huberman, 2014).

discuss the experiences of students and their experiences with campus climate. This limits our understanding of how the experiences of employees are related to those of students.

## Limitations

The primary limitation of this study is the ability to generalize broadly to community colleges. RCC is a unique institution in which it has been recognized nationally for its improvements in student outcomes. These findings are most relevant to striving community colleges of similar institutional characteristics that are already making key improvements toward raising completion rates and other indicators of student success. Additionally, this study does not

## Findings and Discussion

In this manuscript, we present three major findings from our data analysis of interviews and focus group transcripts with faculty, staff, and administrators. However, data collection did include students as well. Analysis of the data identified evidence of a shared leadership model where senior leaders engaged in visible leadership, clear communication, and shared decision-making. Secondly, faculty and staff discussed feeling empowered to raise concerns,

suggest new ideas, and implement new or improved practices, programs, and policies. Lastly, faculty and staff all discussed the unified message received from leadership to renew the focus on equitable access and outcomes as a means by which all employees could contribute to improving student success outcomes. The following sections provide an in-depth description of the major findings as evidenced from the data sources.

### Shared Leadership

Shared leadership at RCC involves senior leaders engaging with faculty and staff across the institution to make decisions that promote student success. Eddy and VanDerLinden (2006) described the evolution of collegiate leadership to include shared leadership as a shift in decision-making from “the exclusive domain of the president to a more participatory process” (para. 19). The RCC president is a key player in modeling an intentional effort to build this culture of collaboration and made it a priority upon his arrival. Prior to starting his position, the RCC president reviewed the college’s campus climate survey data and utilized it to frame his priorities upon arrival. RCC’s president initiated the shared leadership approach to address some of the concerns faculty, staff, and administrators shared on the campus climate survey. An interview with the college’s president showed the connections he made among campus climate, collaboration, and shared leadership:

People were looking for more of a collaborative environment with a little more transparency...the

staff might have felt like they were being ignored...I think really opening up our institution to folks who maybe felt like before that they weren’t able to speak up, and to own their ideas and bring them forward in a more open atmosphere.

Five years later, a shared leadership model remains a priority for RCC. The president emphasized that he performs his best when he works closely with committees and, more importantly, gives them power to make decisions. The president is repeatedly referenced by employees as the catalyst for this approach. He not only empowers committees to make decisions, but the president also meets his departments where they are, meeting with administrative units annually to get their thoughts and feedback about RCC’s trajectory. Interviews with the academic deans at RCC showed us that the president’s arrival and consistent support of a shared leadership model was reflected in faculty perceptions, saying:

...with [this] presidency, faculty feel much more heard. I think they feel they’ve got a place at the table on decision making and an open door that if they have a concern, it’s not only validated with lip service, but it’s validated with change.

The individual interviews with staff showed us the president’s commitment to transparent communication:

[Our president] makes sure that he meets with specific departments. I’m [a] part of an administrative support team and he makes time to just sit down with us, “What do you



need? What's working for you guys? Do you have any new initiatives? I think that's huge.

The way in which the RCC president implements shared leadership supports Smith et al. (2015) conclusion that within leadership development, shared leadership is both a motivator and an evaluative tool for organization performance. Shared leadership is the collective of all of these efforts; thereby increasing the investment and engagement by faculty and staff, which translates into providing support to maintain a level of student-centeredness that fosters student success. For example, in an interview with one academic dean it was shared that, "faculty are feeling more ownership in the institution and their commitment I think is then reflected in how they take that pride in teaching and it does work out [for] the student." While RCC has made strides in shared leadership, the faculty and staff also recognize that the president's approach continues to take time to resonate with the campus community. This cultural shift is characteristic for higher education (Eddy & VanDerLinden, 2006); however, the president's consistent expectation to share the responsibility of making decisions continues to demonstrate benefits across employee groups.

### **Faculty and Staff Empowerment**

Zhang and Bartol (2010) captured the byproduct of shared leadership best when stating, "sharing power with a view toward enhancing employees' motivation and investment in their work ... have a positive impact on creativity" (p. 107).

At RCC, faculty and staff discussed feeling empowered to think differently and more creatively about their work. The president and his cabinet reinforced the value of faculty and staff perspectives by empowering faculty and staff to identify solutions that address long-standing barriers to student success. As a result, staff were keenly motivated to implement changes to various programs, policies, and procedures that improved student-centered practices.

Prior to the new approach of empowering the faculty and staff to enact the strategic plan, a faculty interview illustrated previous student service issues:

...there were real issues with students just not seeing advisors, not enough students participating in orientation, onboarding type stuff, and then overall barriers that students were just finding within student services and student affairs.

Faculty acknowledged that the staff-directed change of adding orientation sessions "eliminat[ed] barriers [from students] getting the advising and the advice that they needed right away," later saying, "That was a big thing that [the advisors] were real proud of."

Renewed employee empowerment led to a culture of inquiry about how to transform espoused goals into action. One employee identified the shift as the:

transition period of actually moving into a more productive phase of our institution where we actually are really drilling down into, "Okay, that's all fine and good if that's what we say, but how do we actually act that out?"

Faculty shared how they were empowered to identify how completion and equity within Aspen's Student Success model are evidenced in the developmental education work that is occurring. Specifically, an interview showed that student success measures began to be evaluated with an equity lens:

...I'm in a group where we are really digging into developmental math, and starting to look at what's going on there, and coming up with what can we do about it, because we know that that disproportionately impacts first generation, students of color, compared to our other standard population, so we're working on that one as well.

Faculty and staff are empowered to utilize their expertise to implement student-centered solutions and hold themselves accountable for actionable goals, led by executive leadership that has institutionalized the value of faculty and staff voices through the institution. An employee shared the evolution of employee participation in search committees in an interview, "...they're more empowered, their voice is more important than it was before." Additionally, RCC developed a committee to specifically address organizational climate and culture from which a staff council emerged. The interviews showed that this effort was described as progressive by a staff council member "...[Although], we're still learning our ways and what our purpose is and how that fits into the institution." The notable efforts made to formalize faculty and staff contributions demonstrate a care

for psychological empowerment, or the act of redistributing power to employees (Sotirofski, 2014). This is critical to the meaning RCC faculty and staff now place on their voice and contribution to the institution's focus on student success (Eddy & VanDerLinden, 2006).

### **Equitable Access and Outcomes**

Implementing a shared leadership model and empowering employees are strategies that promote healthy organizational climates; however, a shared vision on how to improve student success outcomes is necessary to keep a college focused on meeting the urgent imperative of fostering an environment for students to earn their postsecondary credentials. For the last few years, institutional work around diversity and inclusion has been RCC's strategic focal point. For example, professional development opportunities were offered for staff and faculty to view their work through an equity-minded lens (Bensimon, 2005). The senior leaders discussed how equity was infused in their student success initiatives and guided the strategies they would explore to improve student success. A shared commitment across employee groups is apparent across interviews, although conversations surrounding equitable access and outcomes are at their early stages.

Equity specifically transcended conversations about access and strategic planning toward improving student success outcomes. For example, culturally relevant education provided a foundation for faculty professional development. An

interview with a senior administrator described this work:

We actually had a shared faculty and staff development day and the focus of that day was equity...the second day, we were thinking [about] how we continue that and continue to infuse those concepts into people's work.

One of the focus groups gave evidence of the equity and pedagogy work being done on campus in the following way:

One of the big things that we were looking at this year was understanding do we have certain students, or do we have certain demographics that are more successful in our courses than others. Then if so, what does that say about what we're doing in our classes, what we're teaching, how we're teaching.

Additionally, there are examples in which individual programs (e.g., nursing) and large scale programming (e.g., college-wide professional development days) are making equity in teaching and learning a focus. For example, the nursing program hired a nursing tutor to work with English language learners and the impact was noticed when "the retention rate went up by 5%" after one semester working with the students. One faculty member saw how professional development around equity translated to action when observing sabbatical reports that described how instructors spent their time developing culturally relevant curriculum for their classes. Interviews with staff on ways for getting to know students with an equity lens gave this insight: "As I meet

with individual students, I'm wanting to understand their story. And I take the time to understand their story before I come to certain decisions." This student-centered approach invites students to authentically express themselves, thus creating an environment where they believe they are valued and can succeed (Kuh et al., 2006; Wyner, 2014).

Utilizing shared leadership and empowering faculty and staff to engage in equity-minded practices is no small feat. Despite the work around equity, RCC recognizes that it is as an area that requires more attention, resources, and college-wide engagement. However, the evidence of the foundation for faculty buy-in is apparent as faculty recognized the "great step in the right direction" when RCC hired their first diversity officer. Promoting equity as a lens and tool by which RCC will further achieve student success infuses a shared vision that all employees can feel connected to.

## Conclusions and Implications

This case study reveals three key attributes of RCC's organizational culture that employees perceived to promote promising practices that improved student success outcomes. RCC's president made a strategic decision to use the campus climate results, within his first year, to address the concerns presented by RCC's faculty, staff, and administrators. By prioritizing the organizational climate concerns shared by RCC's employees, the president earned a trusted relationship with RCC's faculty, staff, and administrators; thus, motivating the faculty and staff to feel

empowered to engage in practices that promote student success within their areas of expertise. According to those interviewed, the investment made in improving organizational climate paved the way for broad and deep support of an equity-minded lens to inform their strategies to improve student success.

In Wyner's (2014) summary of characteristics of high performing colleges, he emphasizes how the culture is shaped and built by the key agents needed to transform today's community colleges (p. 145). Prioritizing organizational climate for employees can build an institution's capacity to be creative and motivated to address the enduring challenges that emerge from a system that touts broad access but slim success. Community college leaders play an integral role in taking the risk to shift a culture that improves student success outcomes; however, few successful leaders make progress alone. Key decisions are necessary to create transformational change and effectively make key decisions; faculty and staff must be engaged as co-champions of student success (The Aspen Institute, 2019a). This case study provides initial evidence that improvements made to organizational climate contribute to a culture that fuels sustainable practices that promote student success.

This article highlights a qualitative case study that explores how faculty and staff perceptions of the institutional climate signal an organizational culture that promotes student success. RCC demonstrated how implementing a shared leadership model, engaging all employees in dialogue around

problem solving, and emphasizing a shared vision on how to improve student success, had positive effects for the entire campus community. As faculty and staff are more engaged and feel more positively about their work and the direction of the institution, they become more student-centered and students benefit from being heard, seen, and supported through the policies, procedures, and programs that shape their college experience.

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## **Appendix A - Interview Protocol**

### **Interview Protocol Staff/Administrators**

#### **General Information**

- Can you describe your role here at RCC?

#### **Definitions of Student Success**

- How do you define student success?
- In what ways does the Aspen Institute's College Excellence Program's definition of student success resonate with you?

#### **Supporting Student Success**

- What aspects of this definition does the institution model in terms of day to practices and support from senior leaders? (emulate, support)?
- What types of evidence do senior leaders use to make decisions regarding student success?
- How are these decisions being communicated across campus?
- How are they incorporating diverse perspectives in their decision-making?
- Overall, where do you think the institution has made the most progress with regards to student success?
- Where do you think the institution has improvements to make?

## **Appendix B – Focus Group Protocol**

### **ON SITE: Interview Protocol Staff/Administrators**

#### **How does RCC uniquely foster Student Success?**

Focus on student success and best practices

- Where do you think your institution has made the most progress in terms of student success?
- Where do you think your institution has the areas for improvement in terms of student success?

Thinking in particular about the area of equity...

- In what ways does RCC ensure **equitable access** for minority and low-income students?
  - What types of resources are available for minority and low-income students?

- What types of resources have you referred to students from these backgrounds?
- In what ways does RCC ensure **equitable outcomes** for minority and low-income students?
- What types of resources are available for minority and low-income students?
- What types of resources have you referred to students from these backgrounds?

**How does the climate for [staff, faculty, and administration] leads to student success?**

- How do you think climate for [group] connects to student success?
- We think about campus climate in terms of four factors: institutional structure, supervisory relationship, teamwork and student focus, what examples in these areas might serve as supports or barriers to student success?
  - Institutional Structure, Supervisory Relationship, Teamwork, Student Focus

Finally, we learned more about ways you are using your data to inform your decisions on campus and would like to learn more in this next section.

**In what ways is RCC creating a data-informed culture and in what ways does that contribute to student success?**

- How would you say data is being used on campus?
  - Who gets data?
  - Who uses data?
  - How is it used?
  - How is it shared and with whom?
- How would you describe your attitude towards using data in decision making?
  - How do you really think about data?
- How does the campus decide about what data to seek?
- How are data analyses incorporated into daily practices?
- How would generally describe the culture of using data in decision making at RCC?
  - If you asked academic deans could they tell you graduation rates by race?
  - How are they using? How do you know if they are using it?
- Coming back to equity, how are data being used to inform decisions about equity?

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