



# Climate Matters

February 4, 2020





# Climate In Higher Education



Barcelo, 2004; Bauer, 1998; Harper, 2012; Hurtado, S., Griffin, K. A., Arellano, L., & Cuellar, M., 2008; Ingle, 2005; Kuh & Whitt, 1998; Milhem, 2005; Peterson, 1990; Rankin, 1994, 1998, 2003, 2005; Rankin & Reason, 2008; Smith, 2009; Tierney, 1990; Worthington, 2008; Maramba, D. C., & Museus, S. D., 2011; Soria, K. M., 2018; Strayhorn, T. L., 2019



# Assessing Campus Climate

## Definition

- Climate is defined by R&A as the current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential

## Measurement

- Personal Experiences
- Perceptions
- Institutional Efforts





# Campus Climate & Students



How students experience their campus environment influences both **learning and developmental outcomes.**<sup>1</sup>



Discriminatory environments have a **negative effect** on student learning.<sup>2</sup>



Research supports the pedagogical value of a diverse student body and faculty on **enhancing learning outcomes.**<sup>3</sup>

<sup>1</sup> Harper & Hurtado, 2009; Maramba. & Museus, 2011; Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Seifert, T. A., & Wolniak, G. C. 2016; Patton, 2011; Strayhorn, 2012; Buckley, J. B., & Park, J. J., 2019, Fernandez, F., Merson, D., Ro, H. K., & Rankin, S., 2019.

<sup>2</sup> Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Seifert, T. A., & Wolniak, G. C., 2016, Shelton, L. J. 2019, Yosso, T. J., Smith, W. A., Ceja, M., & Solórzano, D. G., 2009; Crisp, G., Taggart, A., & Nora, A., 2015;

<sup>3</sup> Hale, 2004; Harper, & Hurtado, 2009; Harper & Quayle, 2004; Hurtado, 2003; Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013; Samura, M., 2016; Museus, S. D., Shiroma, K., & Dizon, J. P., 2016.



# Campus Climate & Faculty/Staff



The personal and professional development of employees are impacted by campus climate.<sup>1</sup>



Faculty members who judge their campus climate more positively are more likely to feel personally supported and perceive their work unit as more supportive.<sup>2</sup>



Research underscores the relationships between (1) workplace discrimination and negative job and career attitudes and (2) workplace encounters with prejudice and lower health and well-being..<sup>3</sup>

<sup>1</sup> Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009; Smith, D. G. , 2015; Urrieta, L., Méndez, L., & Rodríguez, E., 2015

<sup>2</sup> Costello, 2012; Griffin, Pérez , Holmes, & Mayo, 2010; Kaminski, & Geisler, 2012; Vaccaro, A., 2012, Griffin, K. A., Pifer, M. J., Humphrey, J. R., & Hazelwood, A. M., 2011; Vaccaro, A., 2012

<sup>3</sup> Young, K., Anderson, M., & Stewart, S. 2014; Costello, C. A., 2012; Garcia, G. A. , 2016; Mayhew, M., Grunwald, H., & Dey, E.; 2006





# Climate Matters







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## Academic Freedom



## Hate Speech



## Student Activism







# Responses to Unwelcoming Campus Climates

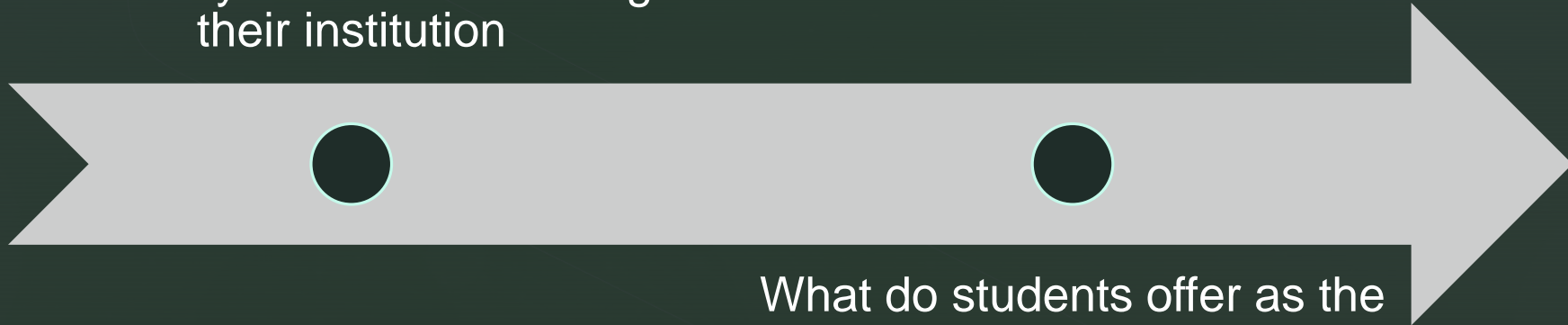
What are students' behavioral responses?





# Lack of Persistence

30% of respondents have  
seriously considered leaving  
their institution

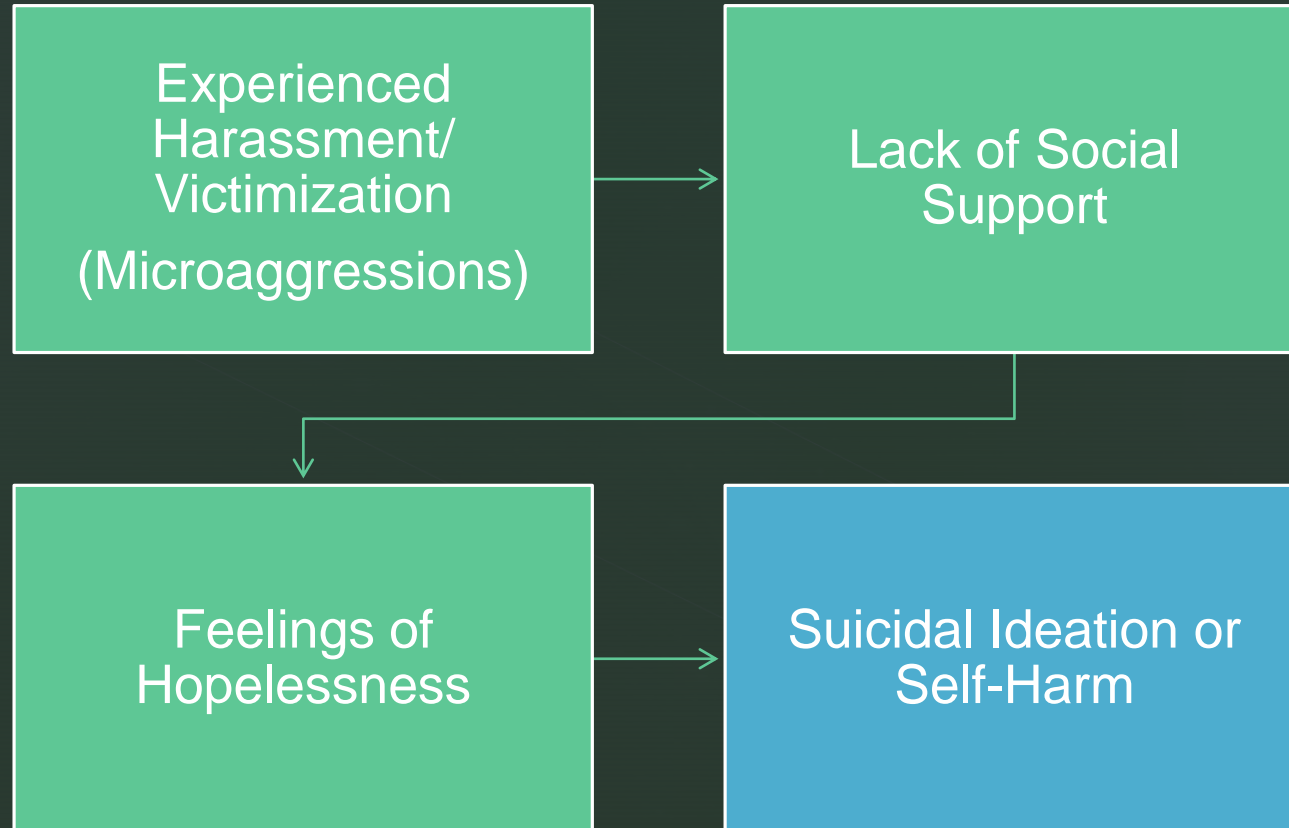


What do students offer as the  
main reason for their  
departure?





# Student Departure





# Assessing Campus Climate

Why Assess?

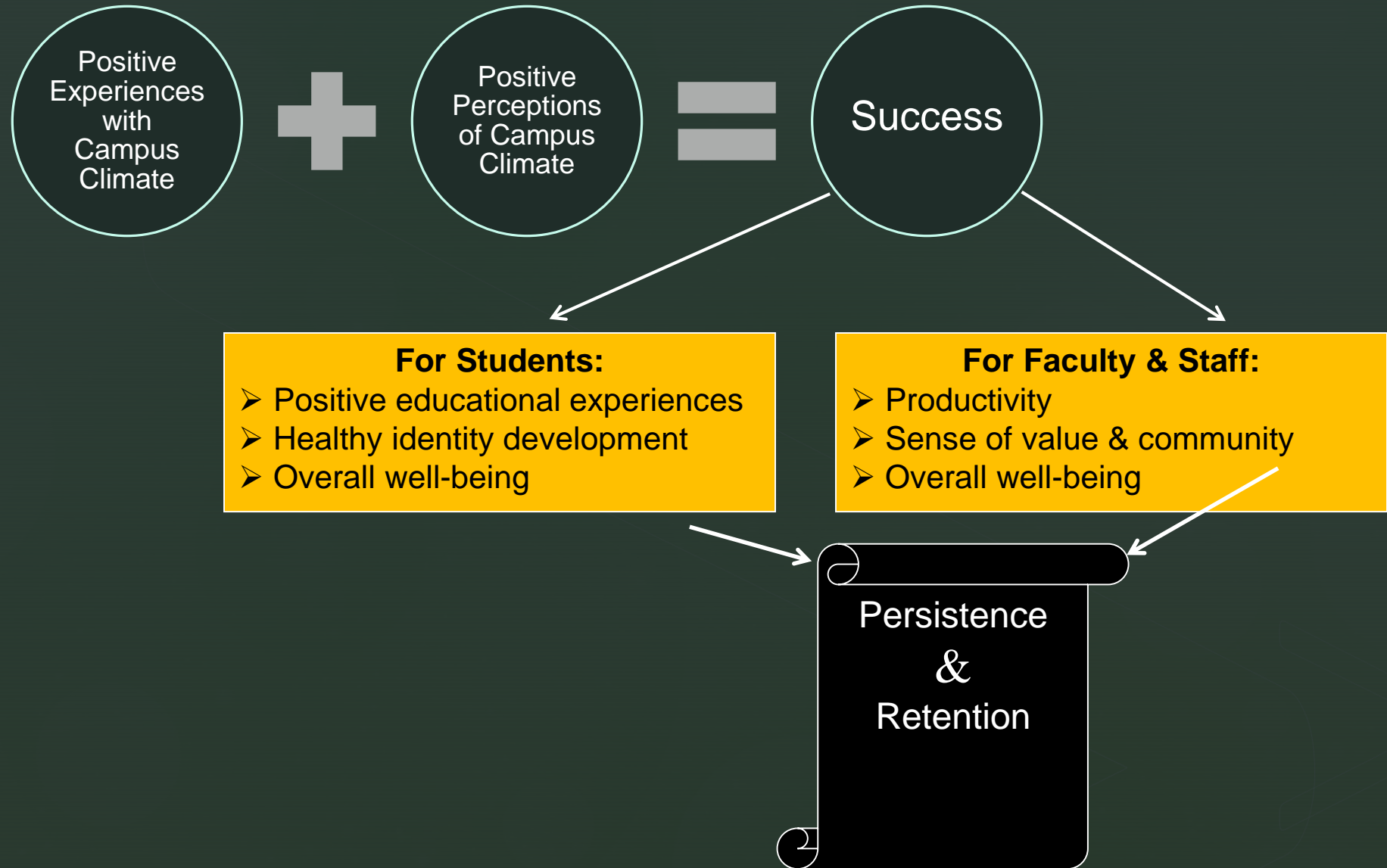
What is the Process?

Where Do We Start?





# Campus Climate & Successful Outcomes





# Cal State East Bay - Mission

Cal State East Bay welcomes and supports a diverse student body with academically rich, culturally relevant learning experiences which prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society. Through its educational programs and activities, the university strives to meet the educational needs and to contribute to the vitality of the East Bay, the state, the nation, and global communities.



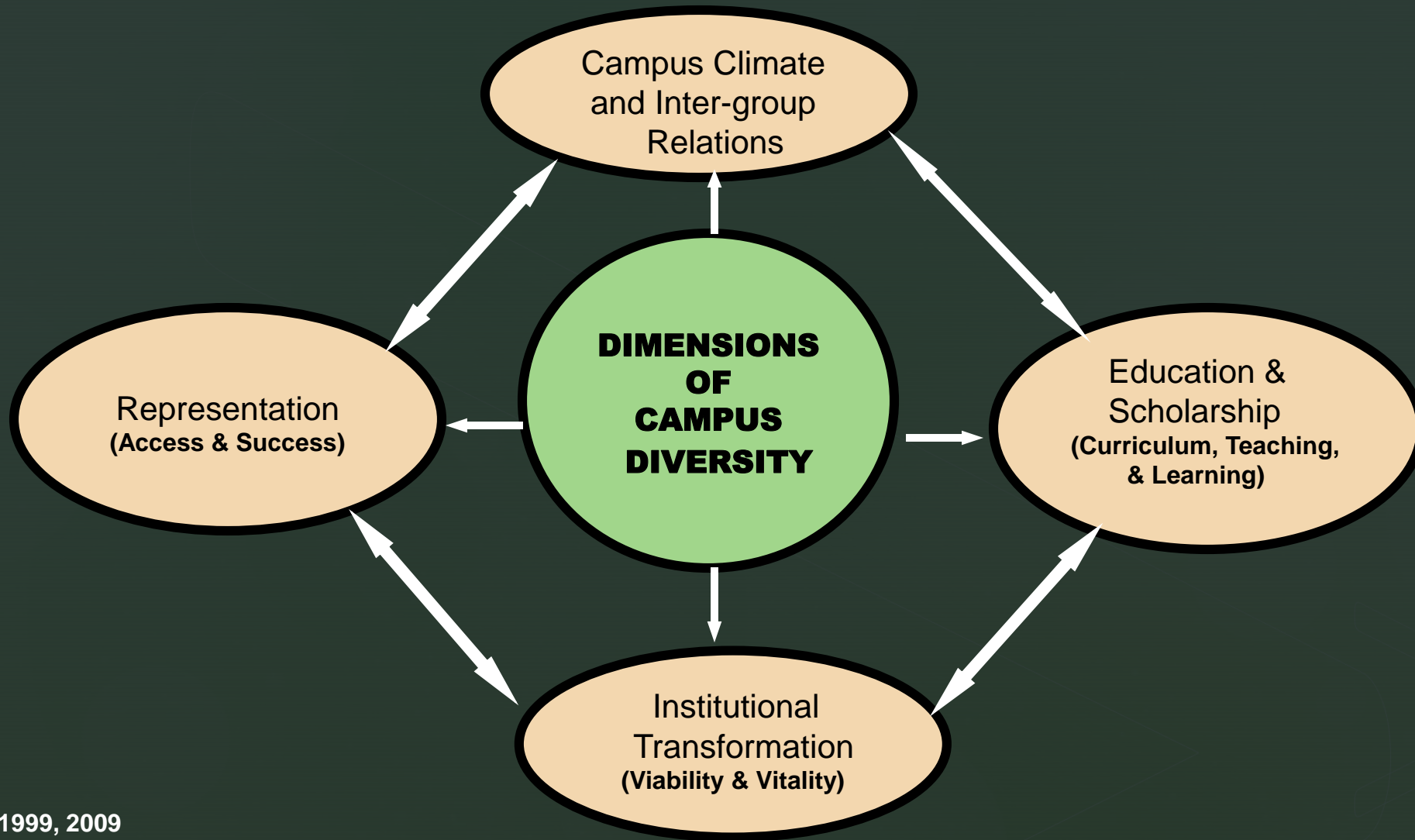


# Cal State East Bay – Shared Strategic Commitments

- Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development
- Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University
- Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility



# Conceptual Framework for Campus Diversity Research



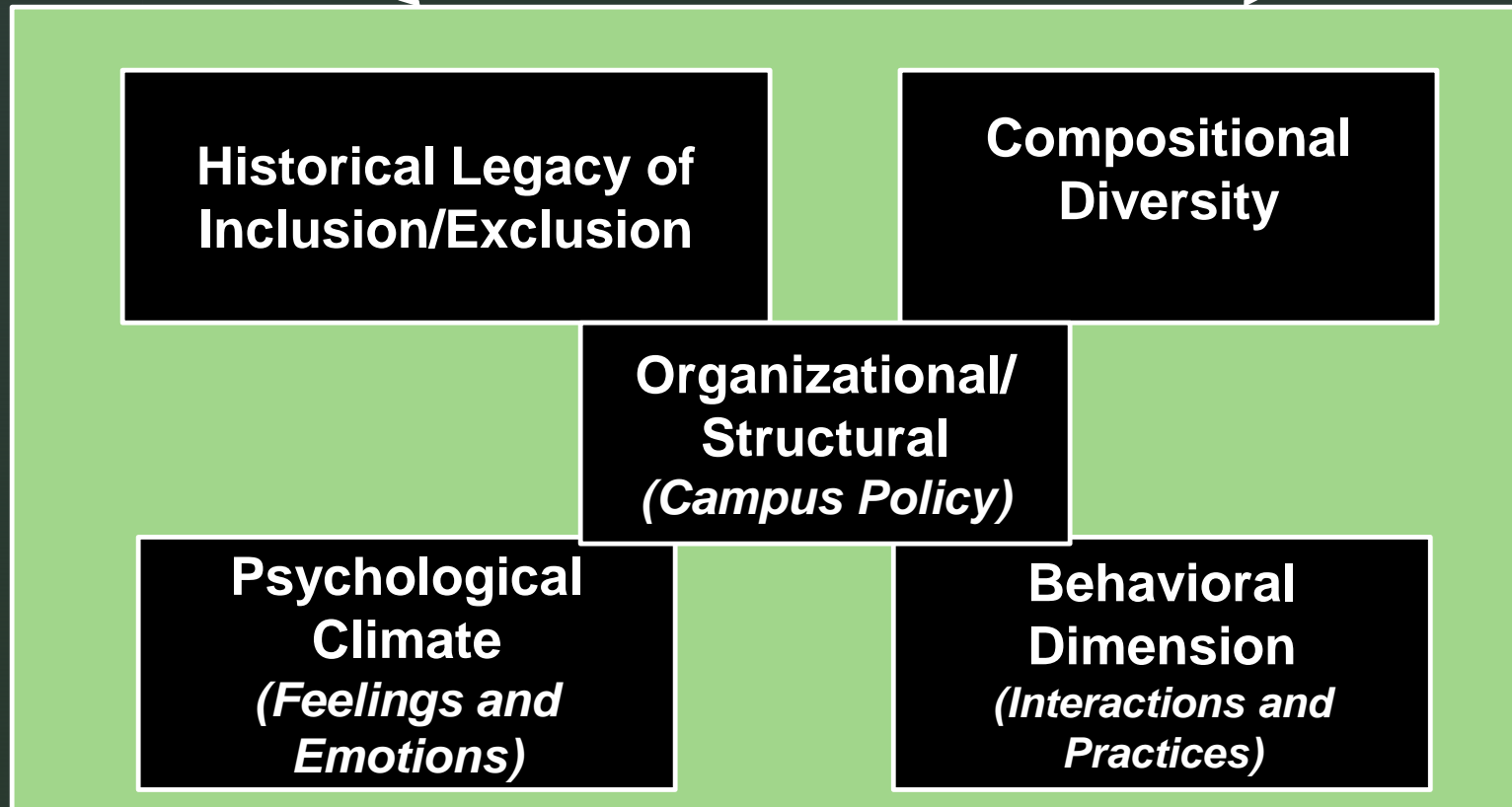




# Components of Campus Climate

Government/Policy Context

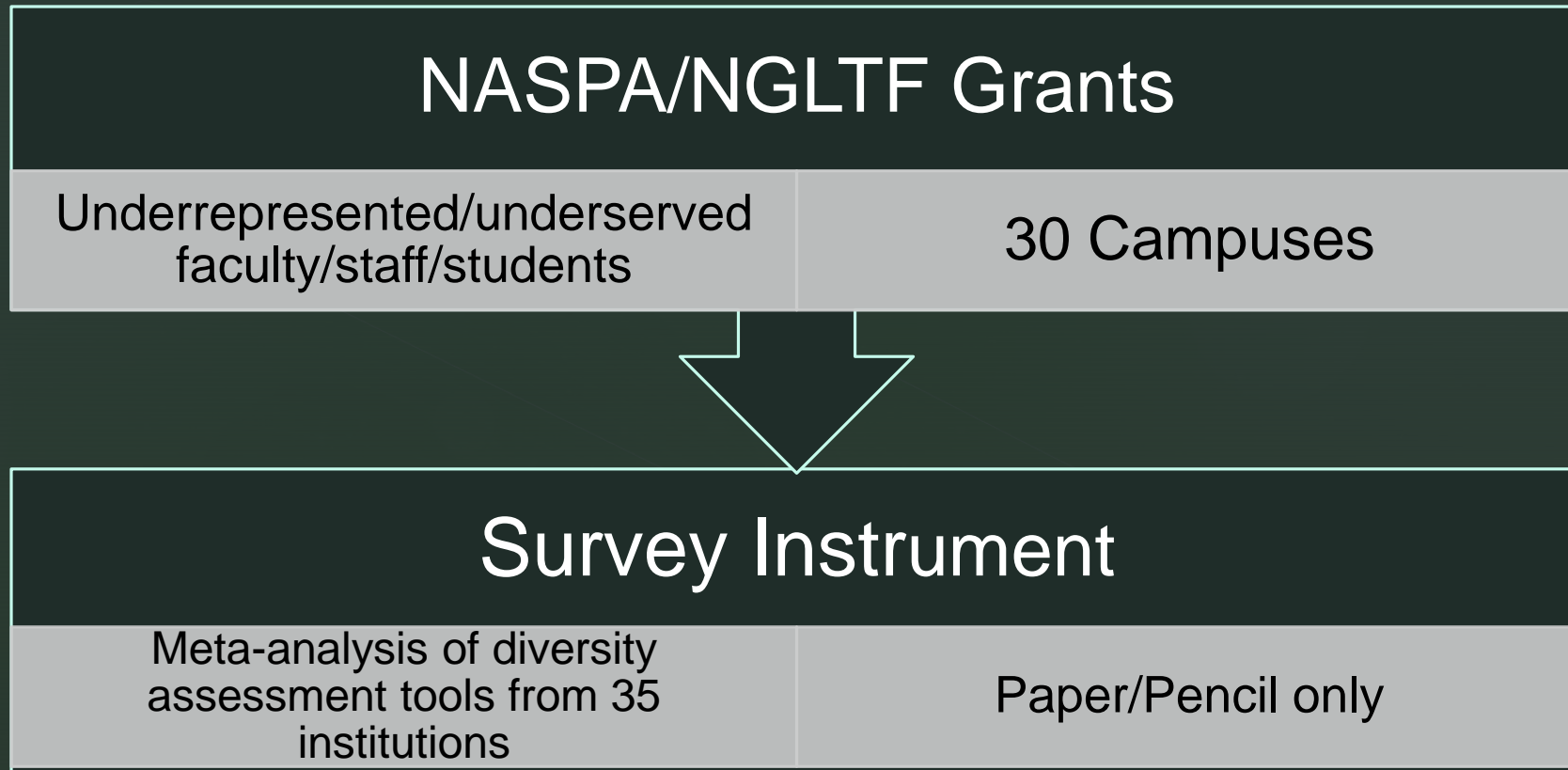
Sociohistorical Context





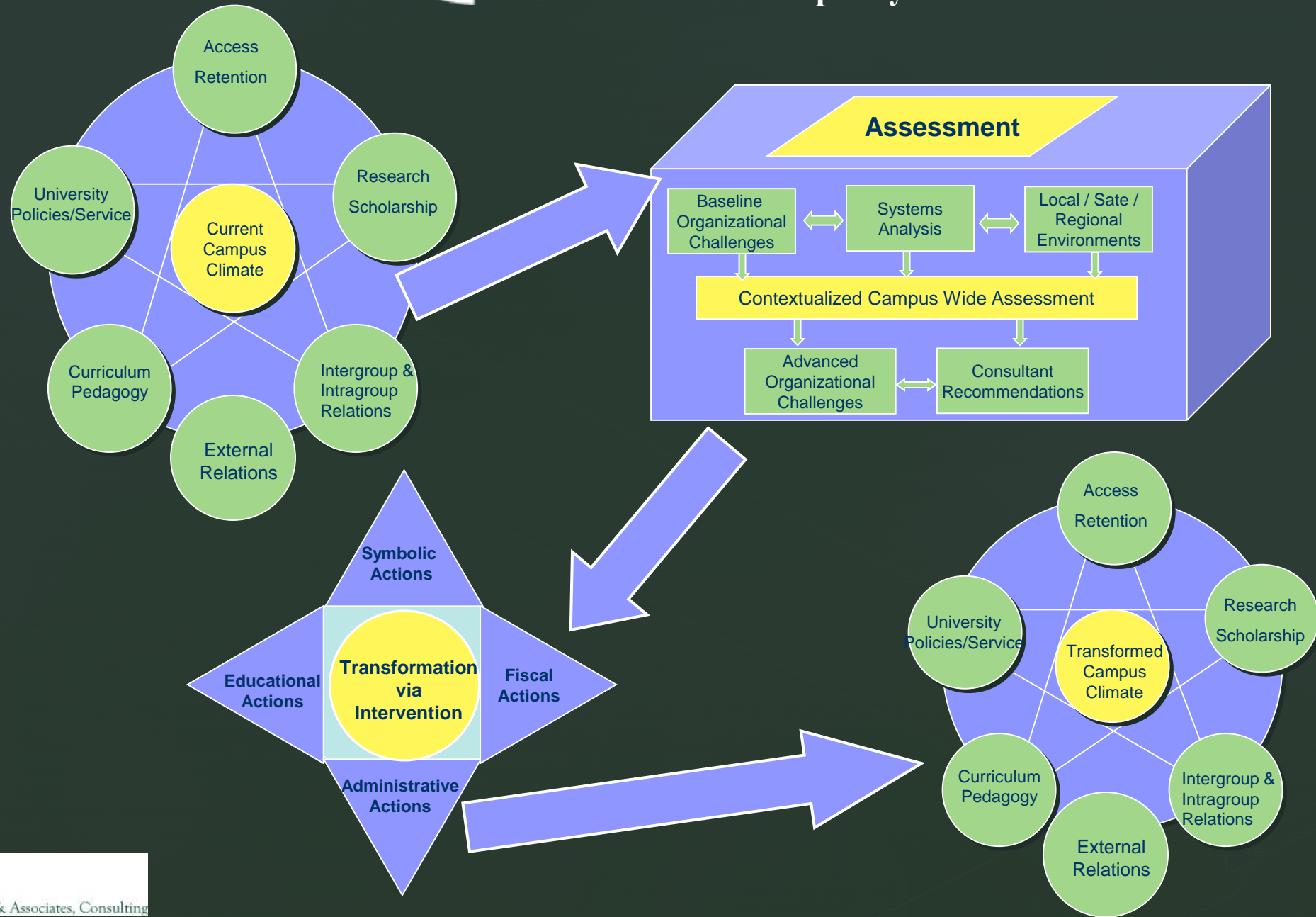
Rankin 2001

# National Campus Climate Diversity Assessment





# Transformational Tapestry Model<sup>®</sup>





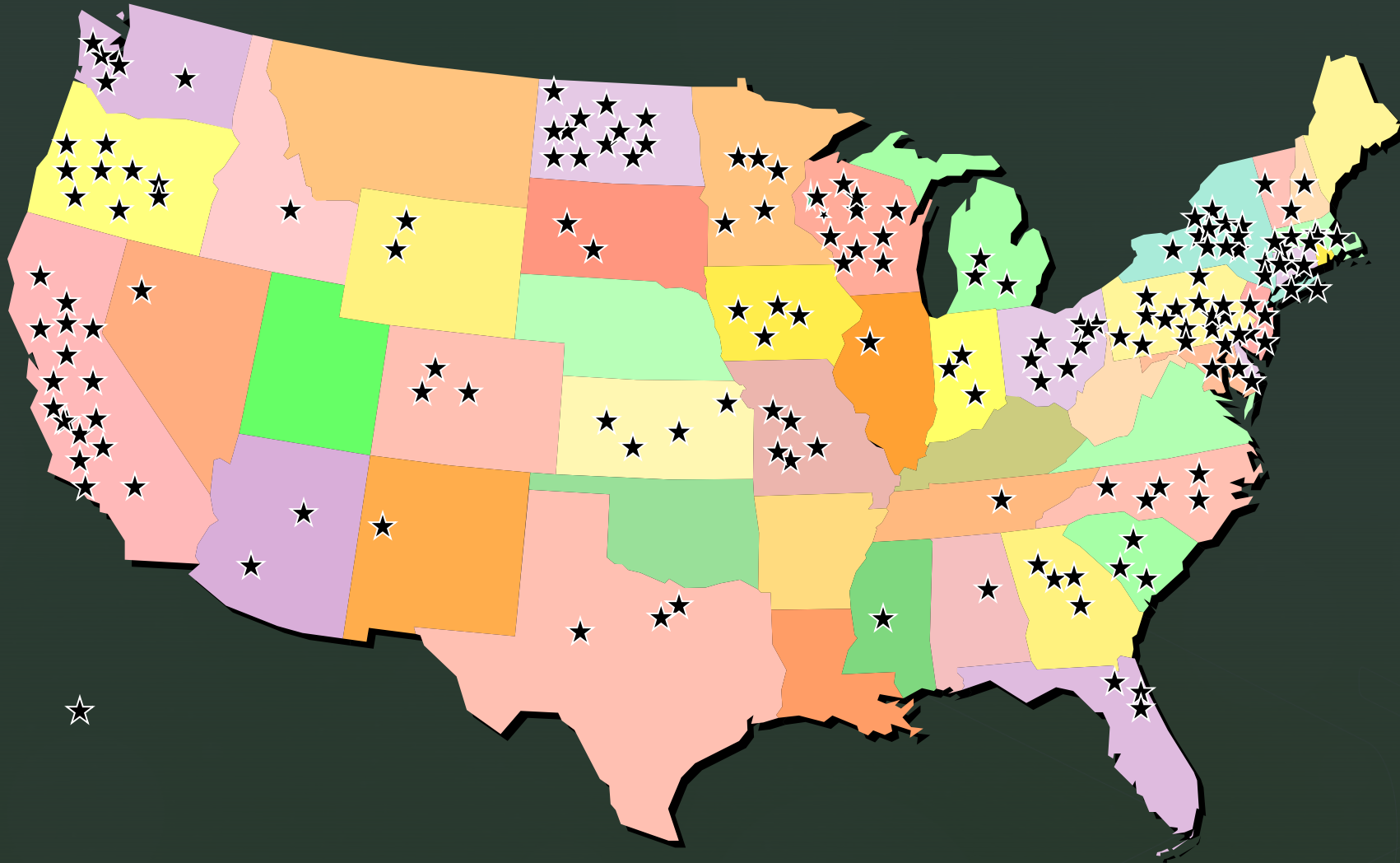


# Recent Climate Research

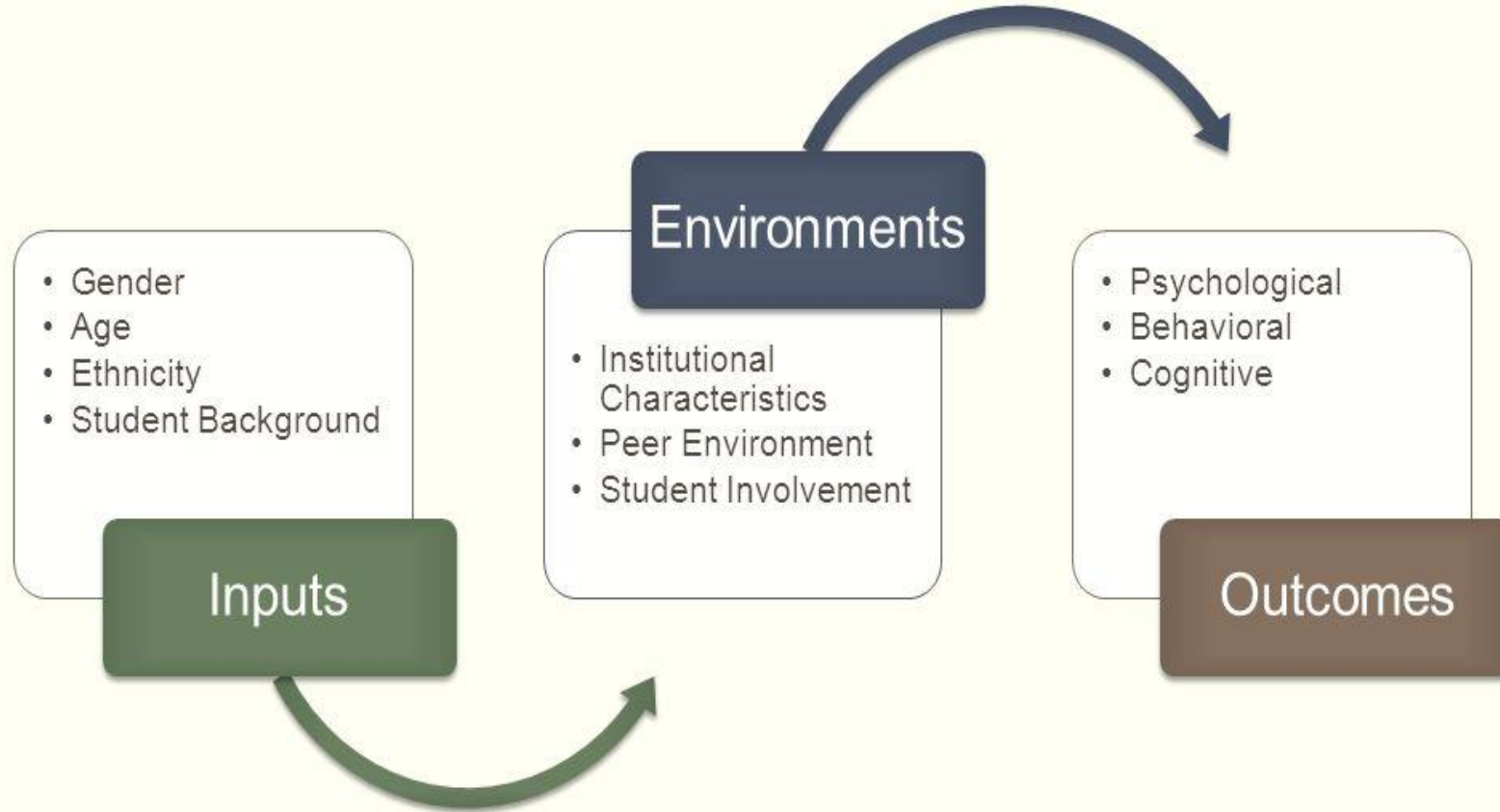
- 1999-2019 Campus Climate Assessments
- 2016 United States Transgender National Survey
- 2014 International Athlete Survey
- 2011 NCAA Student-Athlete Climate Study
- 2010 State of Higher Education for LGBTQ People



# R&A Campus Climate Assessments 1999-2019



# CONCEPTUAL MODEL



Astin's (1993) Input-Environment-Outcomes (I-E-O) Model



# Student-Athlete Climate Study

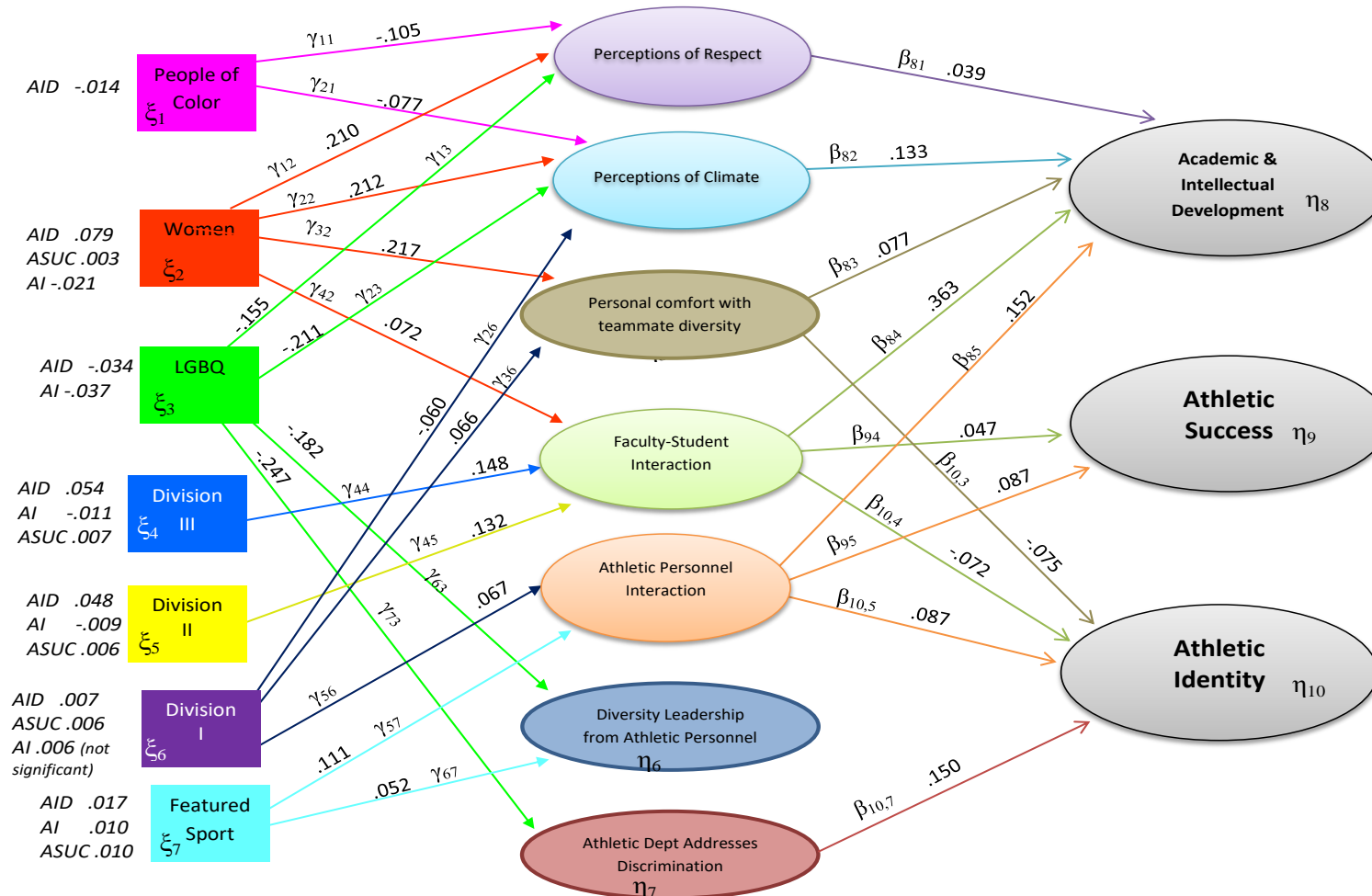


This project is supported by a grant from the NCAA



# SEM Mediation Model

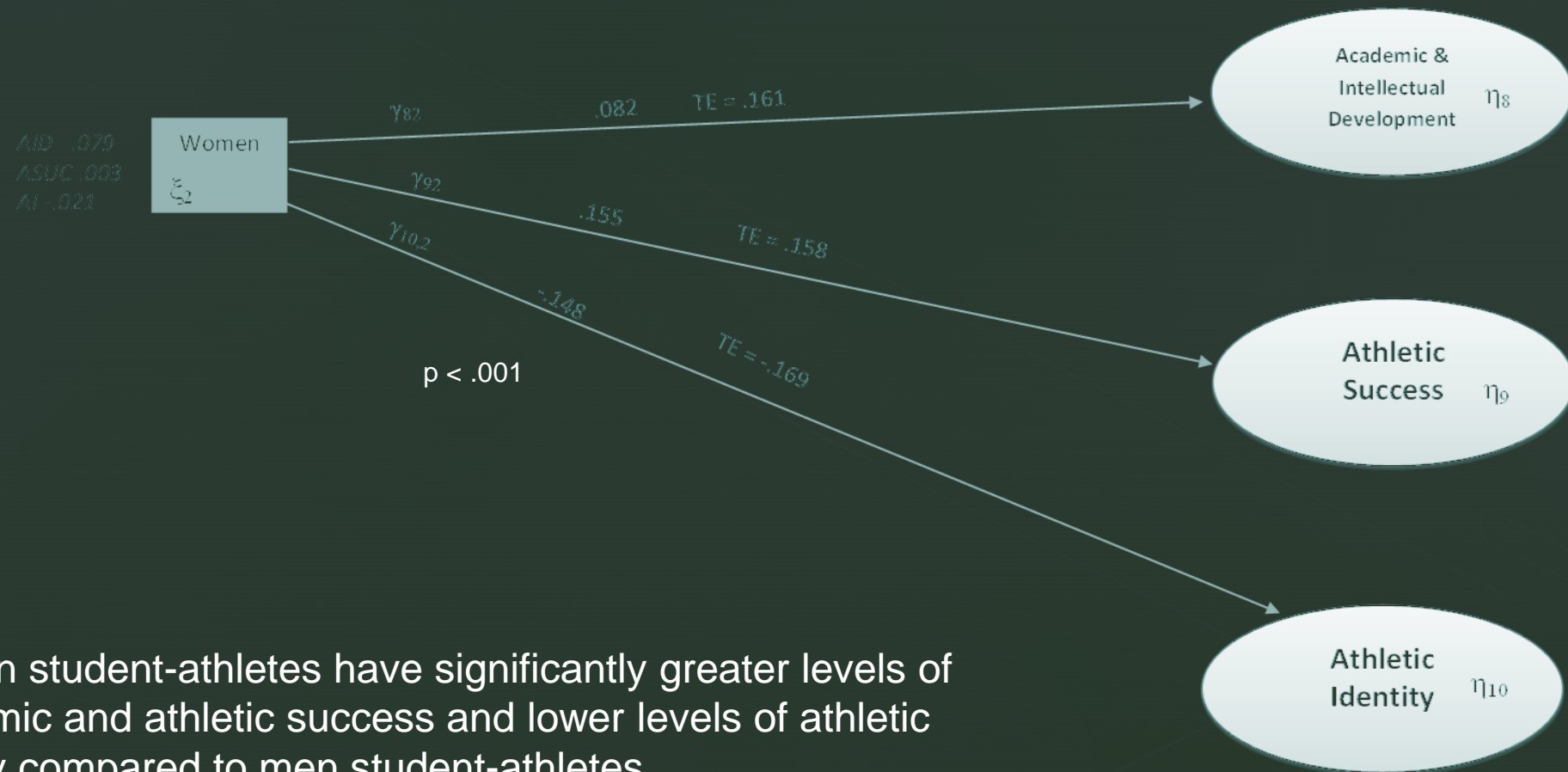
SACS Path Diagram – Mediation Model





# Gender – Direct Effects Model

SACS Path Diagram – Direct Effects, Relevant Indirect Effects, Total Effects for Gender



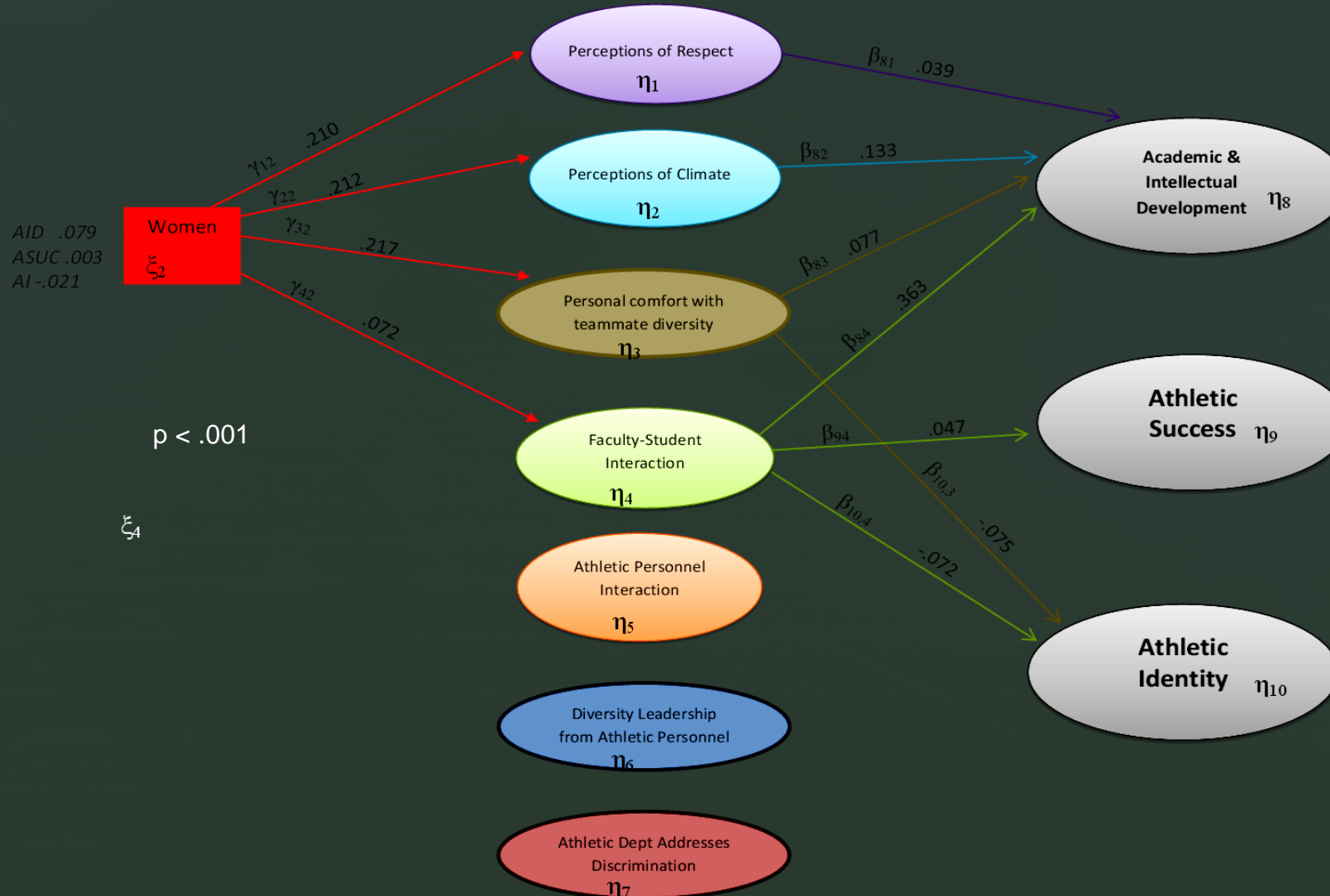
Women student-athletes have significantly greater levels of academic and athletic success and lower levels of athletic identity compared to men student-athletes





# Gender - Mediation Effects on Outcomes

SACS Path Diagram – Mediation Model for Gender





# Women Student-Athletes

## ***Gender Matters***

- Gender significantly predicts academic success and athletic success.
- Women student-athletes report greater levels of **academic success** than men student-athletes
- Women student-athletes report greater levels of **athletic success** than men student-athletes

## ***Climate Matters***

- The following climate factors significantly influenced academic success for women student-athletes
  - Perceptions of climate
  - Faculty-student interaction
  - Personal comfort with teammate diversity
  - Perceptions of respect



# Sexual Identity – Direct Effects

**LGBQ**

**Academic &  
Intellectual  
Development**

**Athletic  
Success**

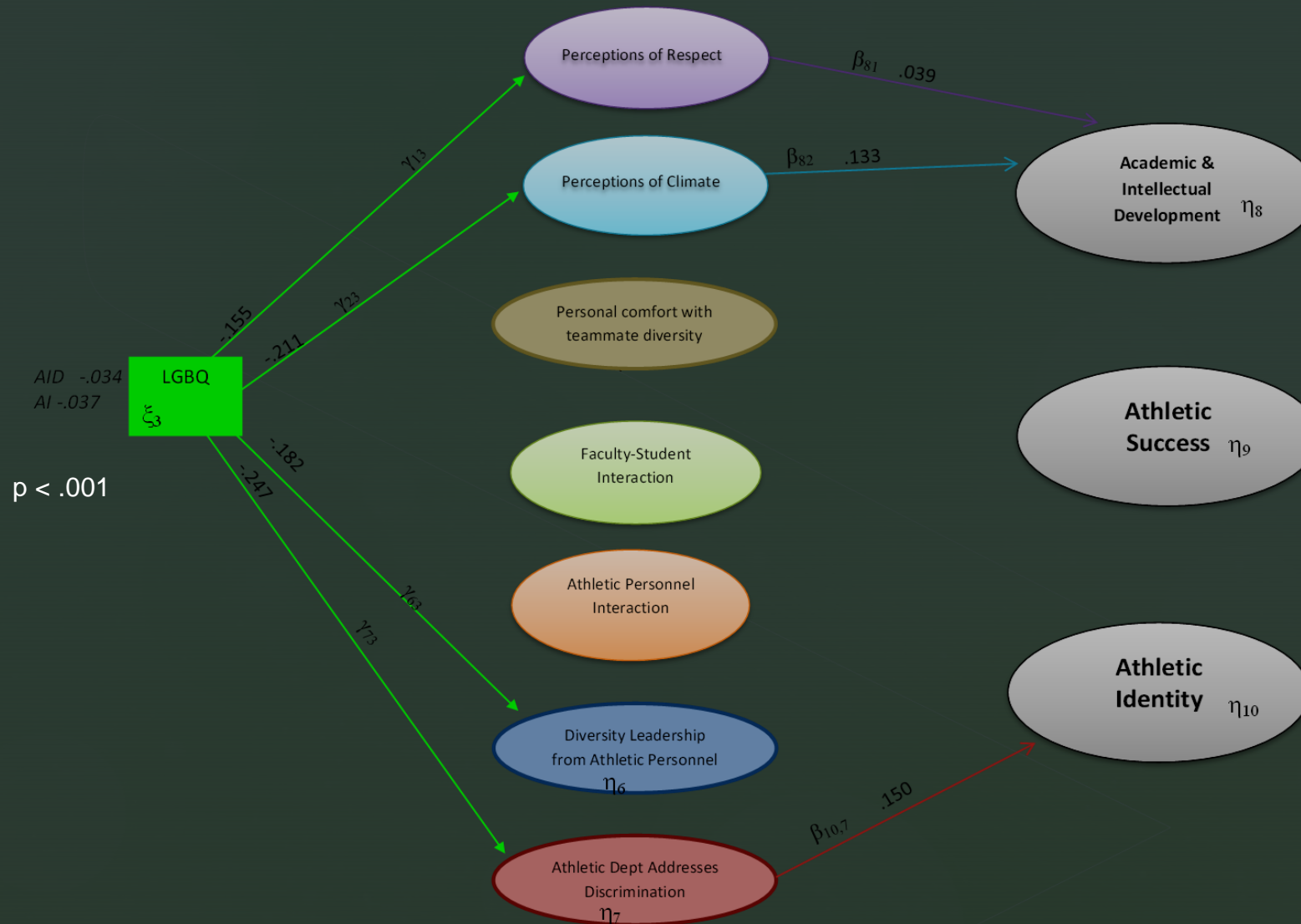
**Athletic  
Identity**





# Sexual Identity – Mediating Effects on Outcomes

SACS Path Diagram – Mediation Model for Sexual Identity





# Review of Climate Assessment Process

Cal State East Bay



## Project Outcomes

- Cal State East Bay will add to their knowledge base with regard to how students, faculty, and staff currently experience the campus climate.
- Cal State East Bay will use the results of the assessment to inform current/ongoing work regarding issues of campus climate for students, faculty, and staff.





# PHASE I

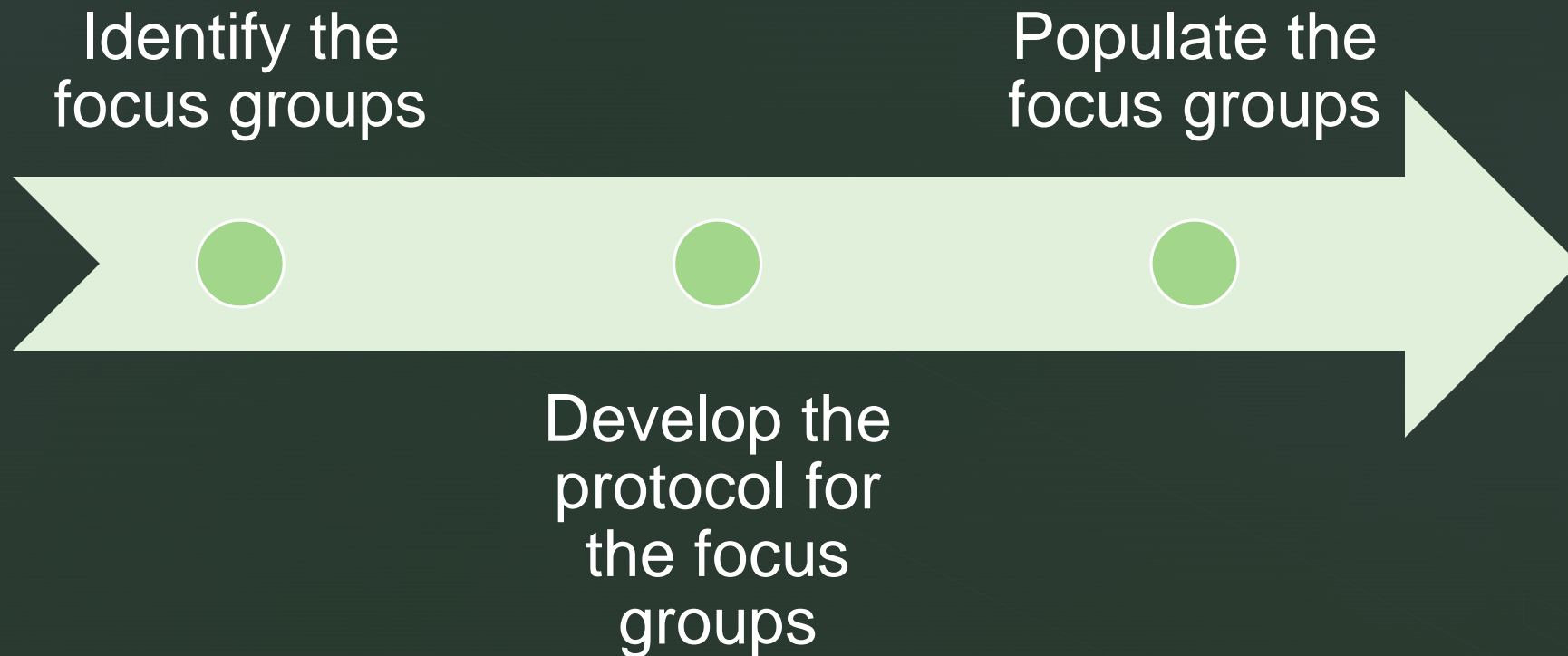
Initial Proposal Meeting

Focus Groups





# Focus Groups



Focus group facilitators are selected and trained by the consultant



# PHASE II

Assessment Tool Development  
Communication/Marketing Plan  
IRB proposal





# Survey Instrument

## Final instrument

- Quantitative questions and additional space for respondents to provide commentary
- Web-based survey
- Paper & pencil also available

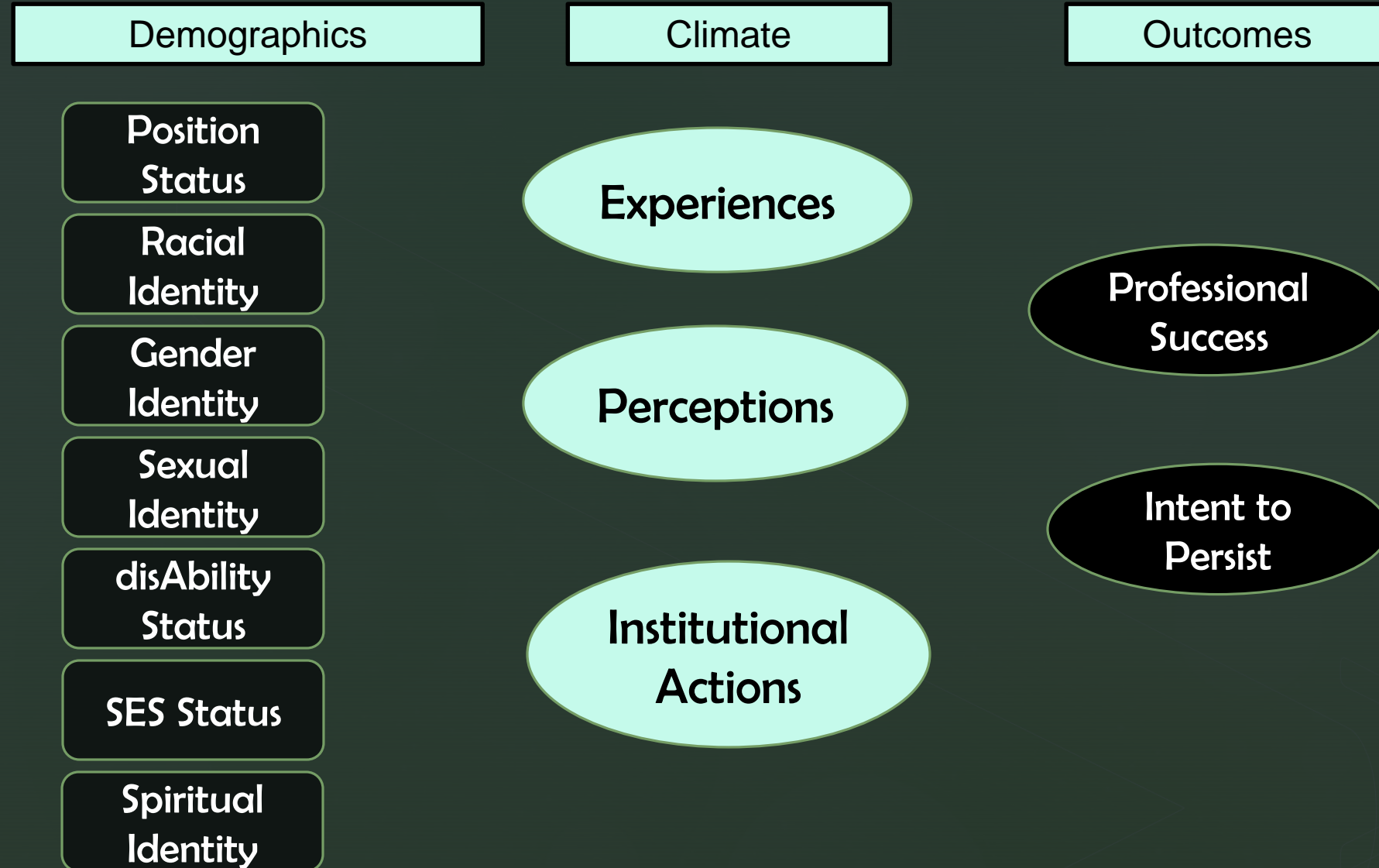
## Sample = Population

- All members of the Cal State East Bay community are invited to participate via an invitation from President Morishita





# SAMPLE CONCEPT MAP





# Communication Plan

## Preparing the College Community

- Talking points
- Incentives
- Invitation letter
- Subsequent invitations to participate



# Institutional Review Board



- Proposal application
- Primary Investigator  
Dr. Fanny Yeung,  
Director of Institutional  
Effectiveness & Research



# PHASE III

Survey Implementation

Data Analysis





# SAMPLE Response Rates

## Demographics of Population & Sample

Cal State East Bay							
Fall 2020							
Faculty	Man	Woman	Black/African American	Latinx/Hispanic	Asian	European American	Multiracial
Professor							
Associate Professor							
Assistant Professor							
Instructor							



# PHASE IV

Final Report

Presentation of Results



# PHASE V

Facilitate Development of Process  
for Developing Strategic Actions

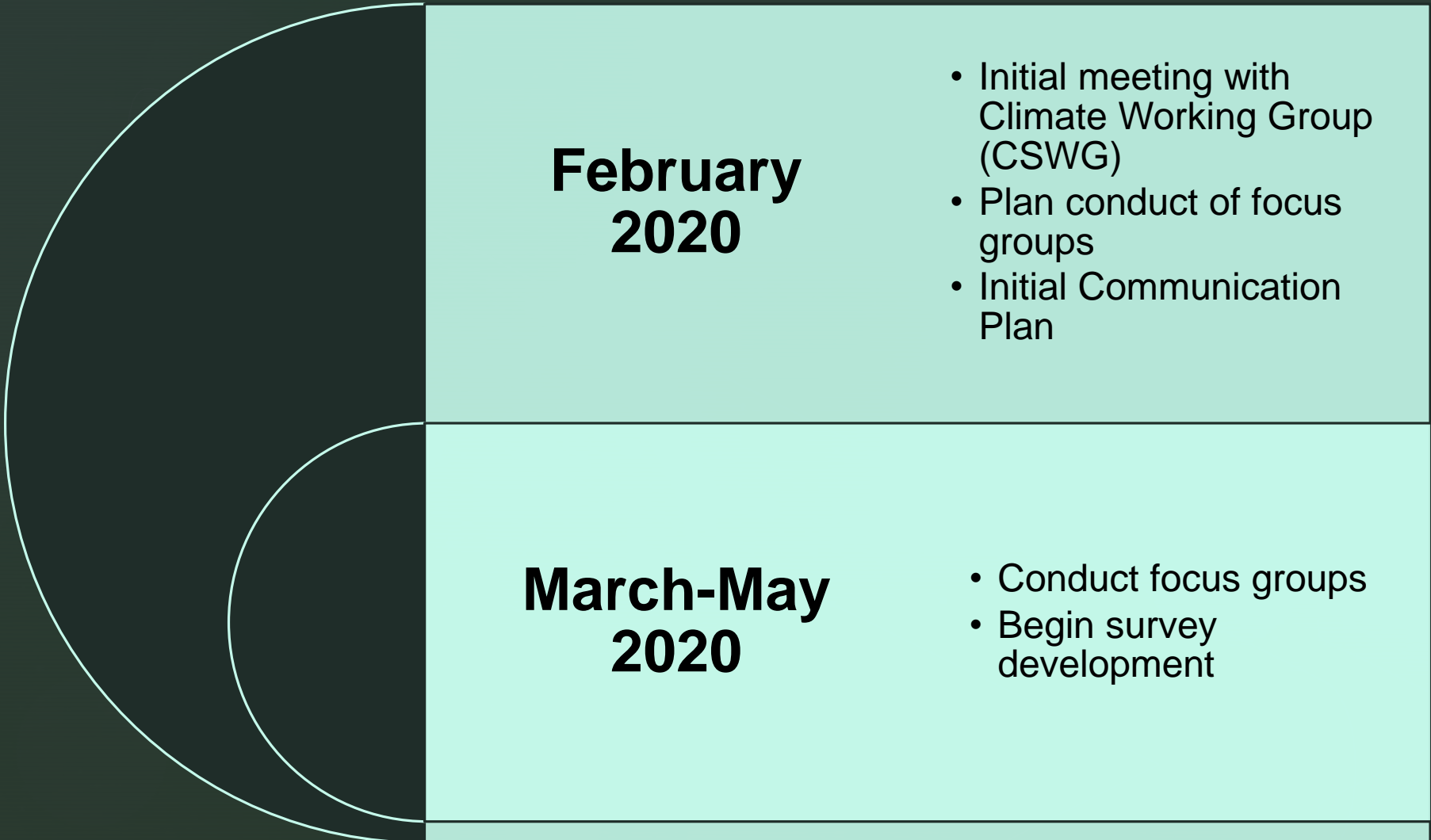


# Next Steps





# Projected Process Forward



## February 2020

- Initial meeting with Climate Working Group (CSWG)
- Plan conduct of focus groups
- Initial Communication Plan

## March-May 2020

- Conduct focus groups
- Begin survey development



# Projected Process Forward

	<b>June-August 2020</b>	<ul style="list-style-type: none"><li>• Complete survey</li><li>• Final communication plan</li><li>• IRB proposal</li></ul>
	<b>September - October 2020</b>	<ul style="list-style-type: none"><li>• Survey administration</li></ul>
	<b>November – December 2020</b>	<ul style="list-style-type: none"><li>• Data analysis</li></ul>



# Projected Process Forward

	<b>January-April 2021</b>	<ul style="list-style-type: none"><li>• Develop report</li></ul>
	<b>May 2021</b>	<ul style="list-style-type: none"><li>• Present results</li></ul>
	<b>June-August 2021</b>	<ul style="list-style-type: none"><li>• Develop action initiatives</li></ul>



Questions..?



Thoughts..?







# Thank You!

For more information contact Rankin & Associates Consulting

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