Climate In Higher Education

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

https://www.rankin-consulting.com
How students experience their campus environment influences both learning and developmental outcomes.¹

Discriminatory environments have a negative effect on student learning.²

Research supports the pedagogical value of a diverse student body and faculty on enhancing learning outcomes.³

The personal and professional development of employees are impacted by campus climate.\(^1\)

Faculty members who judge their campus climate more positively are more likely to feel personally supported and perceive their work unit as more supportive.\(^2\)

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.\(^3\)

\(^1\) Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009; Smith, D. G., 2015; Urrieta, L., Méndez, L., & Rodríguez, E., 2015


Climate Matters
Climate Matters
Responses to Unwelcoming Campus Climates

What are students’ behavioral responses?
30% of respondents have seriously considered leaving their institution.

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

Source: R&A, 2015; Rankin et al., 2010; Strayhorn, 2012
Student Departure

- Experienced Harassment/Victimization (Microaggressions)
- Feelings of Hopelessness
- Lack of Social Support
- Suicidal Ideation or Self-Harm

Source: Liu & Mustanski, 2012
Assessing Campus Climate
Campus Climate & Successful Outcomes

For Students:
- Positive educational experiences
- Healthy identity development
- Overall well-being

For Faculty & Staff:
- Productivity
- Sense of value & community
- Overall well-being

Persistence & Retention
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.

Source: https://www.csueastbay.edu/about/mission-and-strategic-planning/index.html
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

Dimensions of Campus Diversity

Campus Climate and Inter-group Relations

Representation (Access & Success)

Education & Scholarship (Curriculum, Teaching, & Learning)

Institutional Transformation (Viability & Vitality)

Smith, 1999, 2009
Components of Campus Climate

- Historical Legacy of Inclusion/Exclusion
- Compositional Diversity
- Organizational/Structural (Campus Policy)
- Psychological Climate (Feelings and Emotions)
- Behavioral Dimension (Interactions and Practices)

Government/Policy Context
Sociohistorical Context

# National Campus Climate Diversity Assessment

**Rankin 2001**

**NASPA/NGLTF Grants**

| Underrepresented/underserved faculty/staff/students | 30 Campuses |

**Survey Instrument**

| Meta-analysis of diversity assessment tools from 35 institutions | Paper/Pencil only |
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
CONCEPTUAL MODEL

Inputs
- Gender
- Age
- Ethnicity
- Student Background

Environments
- Institutional Characteristics
- Peer Environment
- Student Involvement

Outcomes
- Psychological
- Behavioral
- Cognitive

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

Academic & Intellectual Development $\eta_8$

Athletic Success $\eta_9$

Athletic Identity $\eta_{10}$

People of Color $\xi_{51}$

Women $\xi_{52}$

LGBTQ $\xi_{53}$

Division III $\xi_{54}$

Division II $\xi_{55}$

Division I $\xi_{56}$

Featured Sport $\xi_{57}$

Perceptions of Respect

Perceptions of Climate

Personal comfort with teammate diversity

Faculty-Student Interaction

Athletic Personnel Interaction

Diversity Leadership from Athletic Personnel $\eta_{16}$

Athletic Dept Addresses Discrimination $\eta_7$

AID - .014
ASUC .003
AI - .021

AID .079
ASUC .003
AI - .021

AID .034
AI - .037

AID .054
ASUC .007
AI - .011

AID .048
ASUC .006
AI .009

AID .007
ASUC .006
AI .006 (not significant)

AID .017
ASUC .010
AI .010
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

**Academic & Intellectual Development**

**Athletic Success**

**Athletic Identity**

Perceptions of Respect

Perceptions of Climate

Personal comfort with teammate diversity

Faculty-Student Interaction

Athletic Personnel Interaction

Diversity Leadership from Athletic Personnel

Athletic Dept Addresses Discrimination

AID .079
ASUC .003
AI -.021

p < .001
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

- Academic & Intellectual Development
- Athletic Success
- Athletic Identity

LGBQ
Review of Climate Assessment Process

Cal State East Bay
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

Identify the focus groups

Develop the protocol for the focus groups

Populate the 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
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

<table>
<thead>
<tr>
<th>Fall 2020</th>
<th>Man</th>
<th>Woman</th>
<th>Black/African American</th>
<th>Latinx/Hispanic</th>
<th>Asian</th>
<th>European American</th>
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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

<table>
<thead>
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<th>Time Period</th>
<th>Activities</th>
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<tbody>
<tr>
<td><strong>June-August 2020</strong></td>
<td>• Complete survey</td>
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<td>• Final communication plan</td>
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<td>• IRB proposal</td>
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<tr>
<td><strong>September - October 2020</strong></td>
<td>• Survey administration</td>
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<tr>
<td><strong>November – December 2020</strong></td>
<td>• Data analysis</td>
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### Projected Process Forward

<table>
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<td>January-April 2021</td>
<td>• Develop report</td>
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<tr>
<td>May 2021</td>
<td>• Present results</td>
</tr>
<tr>
<td>June-August 2021</td>
<td>• Develop action initiatives</td>
</tr>
</tbody>
</table>
Questions..?

Thoughts..?
Thank You!

For more information contact Rankin & Associates Consulting

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