Climate In Higher Education

Climate (Living, Working, Learning)

Create and Distribute Knowledge

Community Members

**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
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
Experienced Harassment/Victimization

Lack of Social Support

Feelings of hopelessness

Suicidal Ideation or Self-Harm

Source: Liu & Mustanski, 2012
Figure 2. First-Year Persistence and Retention by Race and Ethnicity
All Institutions, Fall 2017 Entering Cohort

<table>
<thead>
<tr>
<th>Race</th>
<th>Continued Enrollment at Other Institution</th>
<th>Continued Enrollment at Starting Institution (Retention)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>12.1%</td>
<td>61.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>12.0%</td>
<td>72.7%</td>
</tr>
<tr>
<td>White</td>
<td>15.9%</td>
<td>62.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10.8%</td>
<td>59.5%</td>
</tr>
<tr>
<td>Black</td>
<td>14.1%</td>
<td>52.1%</td>
</tr>
</tbody>
</table>

(N = 3,484,196) (N = 161,051) (N = 1,304,170) (N = 484,603) (N = 292,811)

NSC Research Center, July 2019
Figure 5. First-Year Persistence and Retention by Race and Ethnicity
Four-Year Public Institutions, Fall 2017 Entering Cohort

<table>
<thead>
<tr>
<th>Race</th>
<th>Overall (N=1,355,663)</th>
<th>Asian (N=70,295)</th>
<th>White (N=516,116)</th>
<th>Hispanic (N=163,765)</th>
<th>Black (N=100,165)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue Enroll at Other Institution</td>
<td>11.5%</td>
<td>9.6%</td>
<td>15.1%</td>
<td>12.1%</td>
<td>14.7%</td>
</tr>
<tr>
<td>Continue Enroll at Starting Institution</td>
<td>71.2%</td>
<td>82.3%</td>
<td>70.8%</td>
<td>68.3%</td>
<td>63.7%</td>
</tr>
</tbody>
</table>

NSC Research Center, July 2019
Assessing Campus Climate

Why Assess?
What is the Process?
Where Do We Start?
Positive Experiences with Campus Climate

Positive Perceptions of Campus Climate

Success

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

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

Persistence & Retention
• Goal #3 - Grow and Thrive

Be an inclusive, welcoming and well-balanced community and institution that ensures long-term financial sustainability and effectiveness and also attracts, retains and sustains faculty and staff members and students.

Source: http://www.sjsu.edu/strategicplan/goals-and-outcomes/index.php
The San Jose State University
Goal #3: Grow and Thrive

• Desired Outcomes
  1. Foster an inclusive environment and infrastructure where diverse populations can flourish
  2. Maintain a safe and healthy university community.

Source: http://www.sjsu.edu стратегическийплан/цели_и_результаты/index.php
Conceptual Framework for Campus Diversity Research

Campus Climate and Inter-group Relations

Representation (Access & Success)

Dimensions of Campus Diversity

Institutional Transformation (Viability & Vitality)

Education & Scholarship (Curriculum, Teaching, & Learning)

Smith, 1999, 2009
Historical Legacy of Inclusion/Exclusion

Psychological Climate (Feelings and Emotions)

Organizational/Structural (Campus Policy)

Compositional Diversity

Behavioral Dimension (Interactions and Practices)

Rankin 2001
National Campus Climate Diversity Assessment

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

This project is supported by a grant from the NCAA
SACS Conceptual Framework

CLIMATE
- Experiences with Athletic Personnel
- Perceptions of Personal & Institutional Climate
- Perceptions of Respect
- Institutional Actions
- Faculty-Student Interaction
- Beliefs about Diversity & Team Success
- Personal Comfort with Team Diversity

CHARACTERISTICS
- Student-Athlete Characteristics
- Demographics
- Institutional Characteristics

OUTCOMES
- Academic & Intellectual Development
- Persistence
- Athletic Success
- Athletic Identity
SACS Path Diagram – Mediation Model

Academic & Intellectual Development

Athletic Dept Addresses Discrimination

Diversity Leadership from Athletic Personnel

Athletic Dept Addresses Discrimination

Featured Sport

Division I

Division II

Division III

LGBQ

Women

People of Color

Perceptions of Climate

Personal comfort with teammate diversity

Faculty-Student Interaction

Perceptions of Respect

Athletic Personnel Interaction

Academic & Intellectual Development

Athletic Success

Athletic Identity

$\eta_1$

$\eta_2$

$\eta_3$

$\eta_4$

$\eta_5$

$\eta_6$

$\eta_7$

$\eta_8$

$\eta_9$

$\eta_{10}$
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

AID .079
ASUC .003
AI -.021

η1
η2
η3
η4
η5
η6
η7
η8
η9
η10

p < .001

Faculty-Student Interaction

Perceptions of Respect

Perceptions of Climate

Personal comfort with teammate diversity

Athletic Personnel Interaction

Diversity Leadership from Athletic Personnel

Athletic Dept Addresses Discrimination

Academic & Intellectual Development

Athletic Success

Athletic Identity

ξ2

ξ4

β1
β2
β3
β4
β5
β6
β7
β8
β9

.039
.133
.077
.047
.072
.072
.363
.075

.001
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
SACS Path Diagram – Mediation Model for Sexual Identity

- **Academic & Intellectual Development** $\eta_8$
- **Athletic Success** $\eta_9$
- **Athletic Identity** $\eta_{10}$

**Variables**

1. **LGBQ**
2. **AI**
3. **AID**
4. **Personal comfort with teammate diversity**
5. **Perceptions of Climate**
6. **Faculty-Student Interaction**
7. **Diversity Leadership from Athletic Personnel**
8. **Perceptions of Respect**
9. **Athletic Personnel Interaction**

**Path Coefficients**

- $\beta_{81} = 0.039$
- $\beta_{82} = 0.133$
- $\beta_{107} = 0.150$

**Correlations**

- $\gamma_{33}$
- $\gamma_{43}$
- $\gamma_{53}$
- $\gamma_{63}$
- $\gamma_{73}$
- $\gamma_{83}$
- $\gamma_{93}$
- $\gamma_{103}$
Review of Climate Assessment Process

San Jose State University
The San Jose State University will add to their knowledge base with regard to how students, faculty, and staff currently experience the campus climate.

The San Jose State University will use the results of the assessment to inform current/on-going 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 SJSU community are invited to participate via an invitation from President Papazian
Communication Plan

Preparing the College Community

➢ Talking points
➢ Incentives
➢ Invitation letter
➢ Subsequent invitations to participate
Institutional Review Board

➢ Proposal application

➢ Primary Investigator from SJSU Office of Institutional Effectiveness and Analytics
PHASE III

Survey Implementation
Data Analysis
## SAMPLE Response Rates
Demographics of Population & Sample

<table>
<thead>
<tr>
<th>San Jose State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Spring 2020</td>
</tr>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>Associate Professor</td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Instructor</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
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</tbody>
</table>
PHASE IV

Final Report
Presentation of Results
PHASE V

Facilitate Development of Process for Developing Strategic Actions
<table>
<thead>
<tr>
<th>Projected Process Forward</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August 2019</strong></td>
</tr>
<tr>
<td>- Initial meeting with Climate Working Group (CSWG)</td>
</tr>
<tr>
<td>- Plan conduct of focus groups</td>
</tr>
<tr>
<td>- Develop Marketing/Communication Plan</td>
</tr>
<tr>
<td><strong>October-December 2019</strong></td>
</tr>
<tr>
<td>- Conduct Focus Groups</td>
</tr>
<tr>
<td>- Complete survey</td>
</tr>
<tr>
<td>- IRB proposal</td>
</tr>
</tbody>
</table>
Projected Process Forward

- **February-March 2020**
  - Survey administration

- **April - May 2020**
  - Data analyses
## Projected Process Forward

<table>
<thead>
<tr>
<th>Period</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>June - August 2020</td>
<td>• Develop report</td>
</tr>
<tr>
<td>September 2020</td>
<td>• Present results</td>
</tr>
<tr>
<td>October – November 2020</td>
<td>• Develop action initiatives</td>
</tr>
</tbody>
</table>
Questions..?  

Thoughts..?
Thank You!

For more information contact Rankin & Associates Consulting

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