

SJSU SAN JOSÉ STATE
UNIVERSITY

Climate Matters

July 12, 2019

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.**¹



Discriminatory environments have a **negative effect** on student learning.²



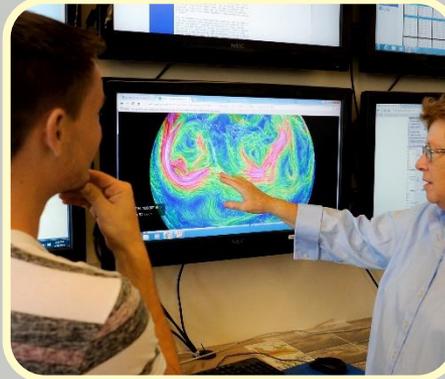
Research supports the pedagogical value of a diverse student body and faculty on **enhancing learning outcomes.**³

¹ 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.

² 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;

³ Hale, 2004; Harper, & Hurtado, 2009; Harper & Quaye, 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.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

² 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

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



Climate Matters





Climate Matters





Climate Matters



Academic Freedom



Hate Speech



Student Activism

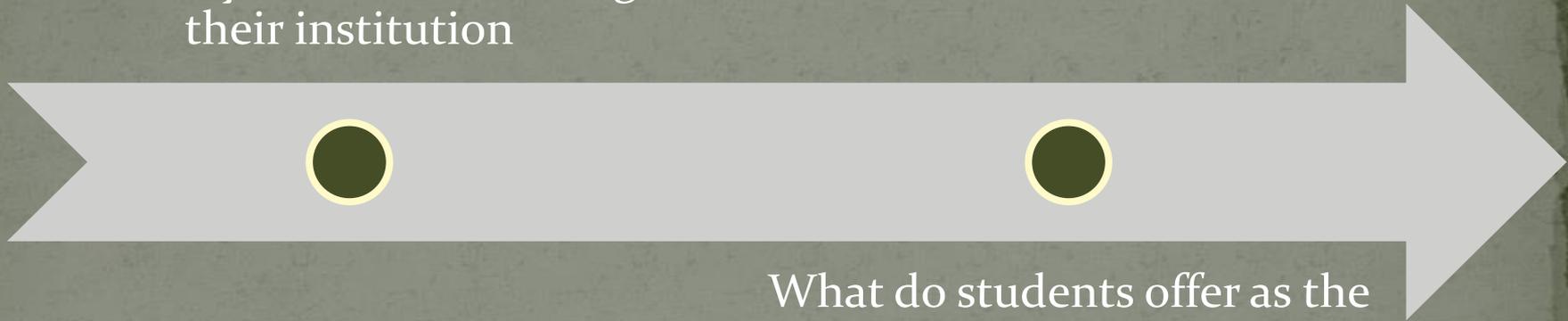


Responses to Unwelcoming Campus Climates

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

Experienced Harassment/
Victimization

Lack of Social
Support

Feelings of
hopelessness

Suicidal Ideation or
Self-Harm



Figure 2. First-Year Persistence and Retention by Race and Ethnicity
All Institutions, Fall 2017 Entering Cohort

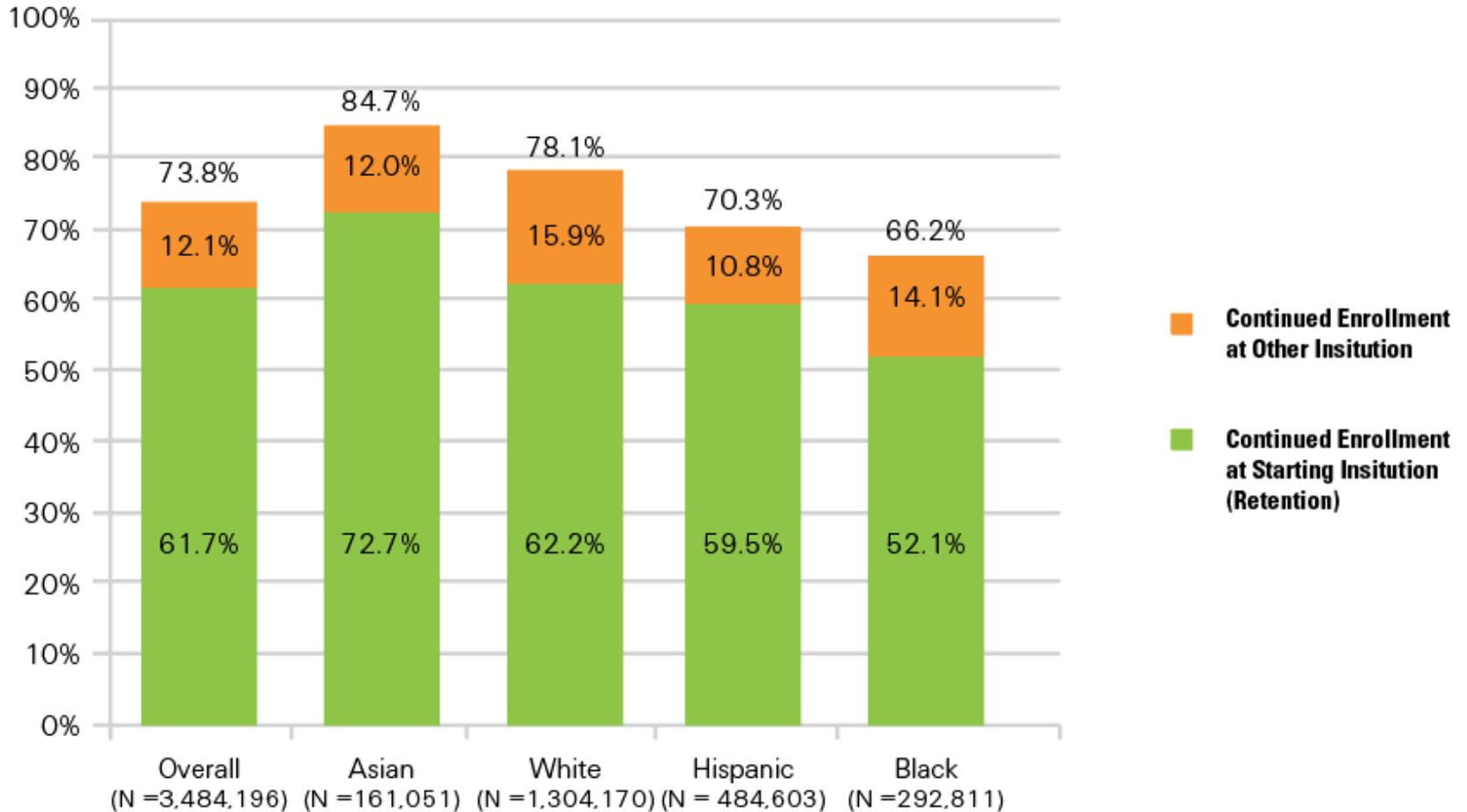
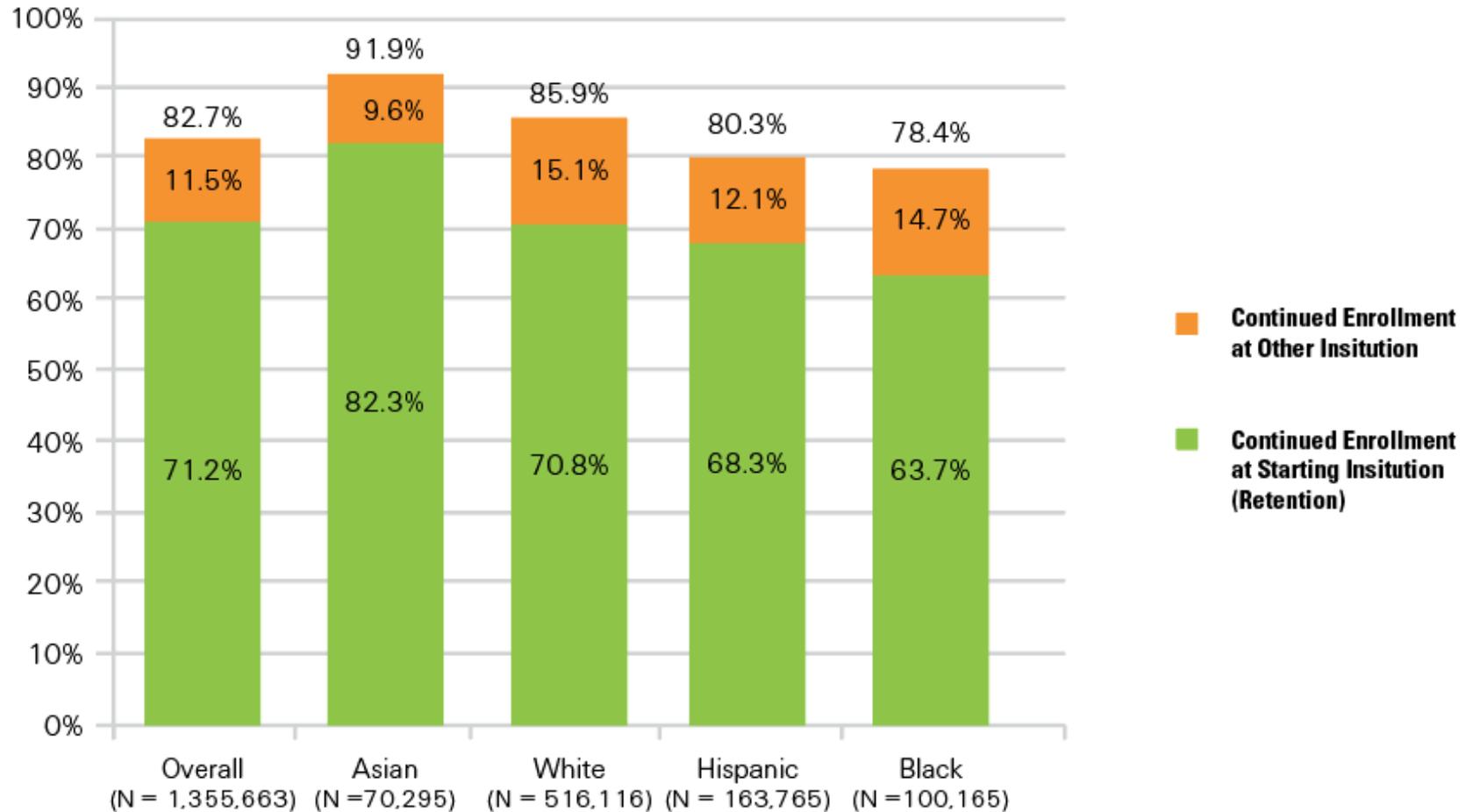


Figure 5. First-Year Persistence and Retention by Race and Ethnicity
Four-Year Public Institutions, Fall 2017 Entering Cohort



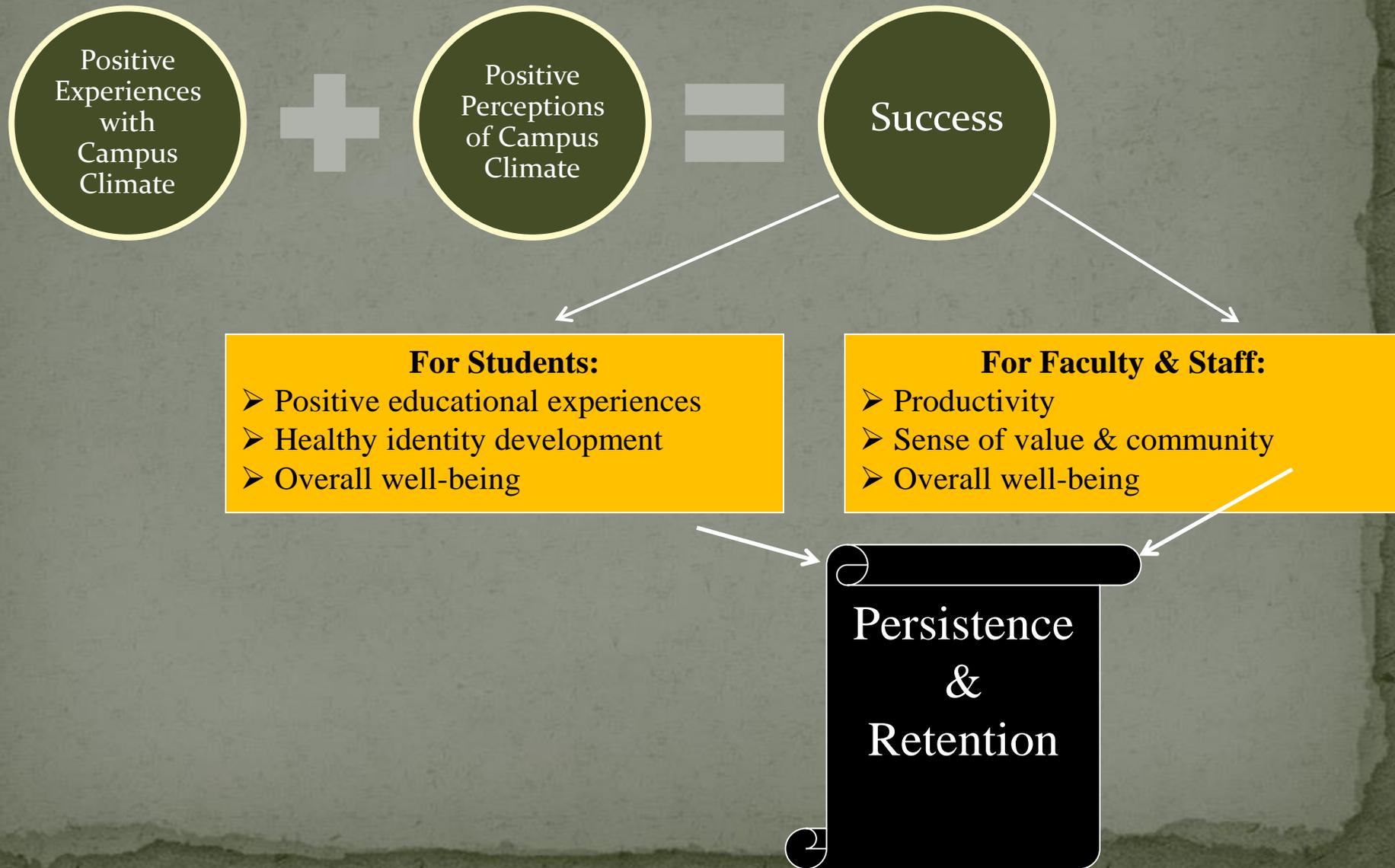
Assessing Campus Climate

Why Assess?

What is the Process?

Where Do We Start?

Campus Climate & Successful Outcomes



San Jose State University Transformation 2030

- Goal #3 - Grow and Thrive

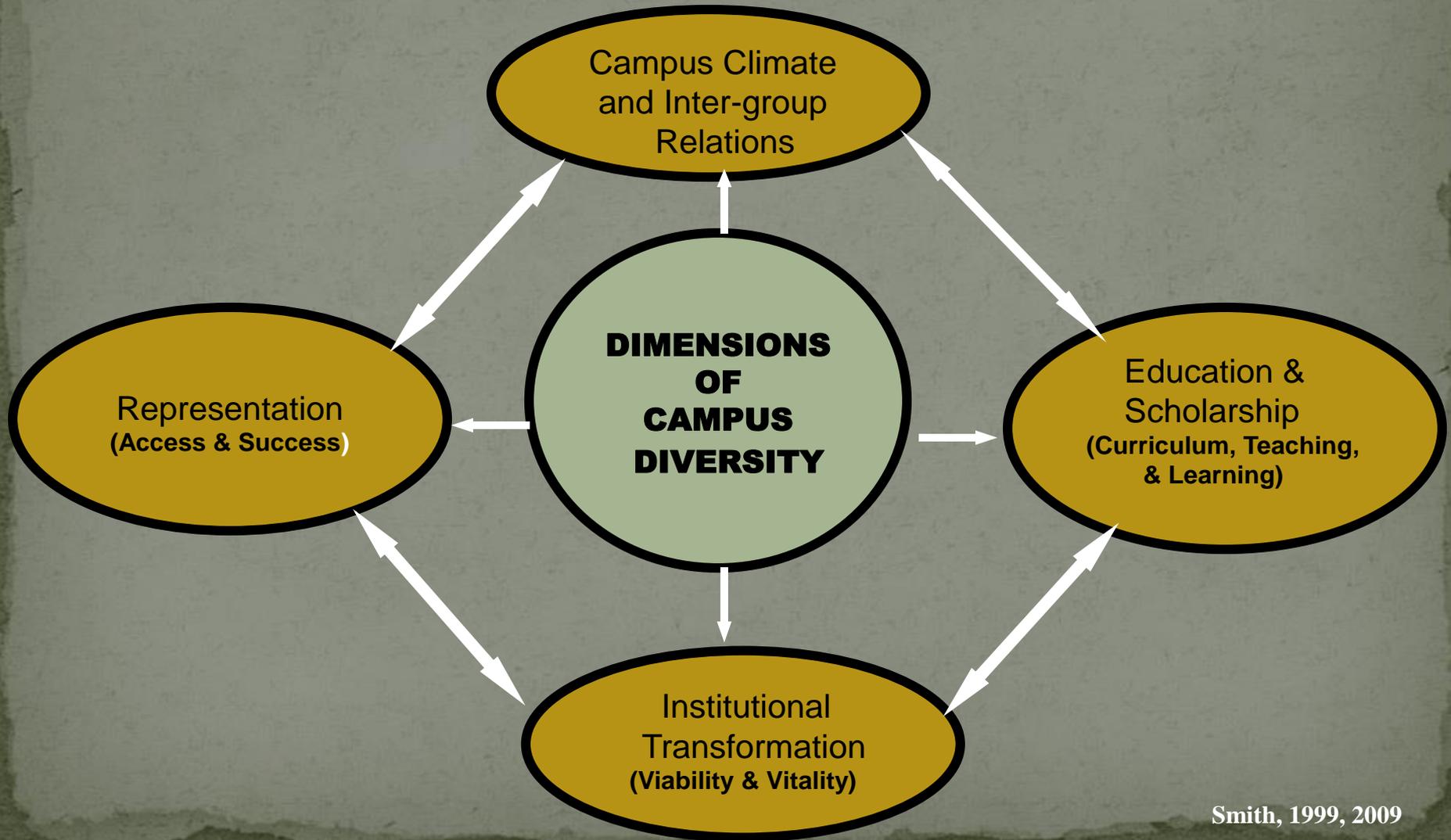
Be an inclusive, welcoming and well-balanced community and institution that ensures long-term financial sustainability and effectiveness and also attracts, retains and sustains faculty and staff members and students.

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.

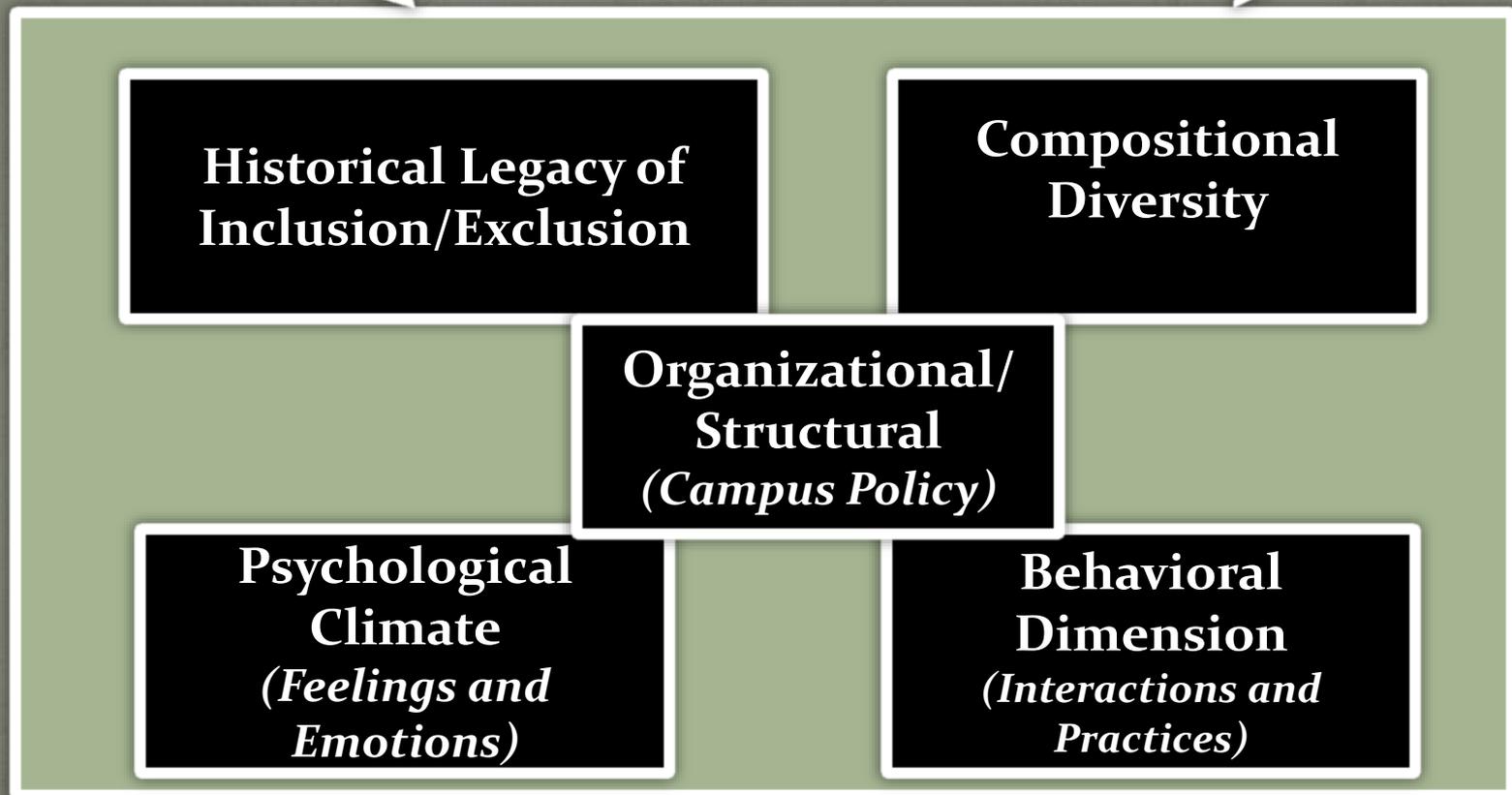
Conceptual Framework for Campus Diversity Research



Components of Campus Climate

Government/Policy Context

Sociohistorical Context



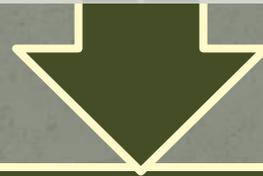
Rankin 2001

National Campus Climate Diversity Assessment

NASPA/NGLTF Grants

Underrepresented/underserved
faculty/staff/students

30 Campuses

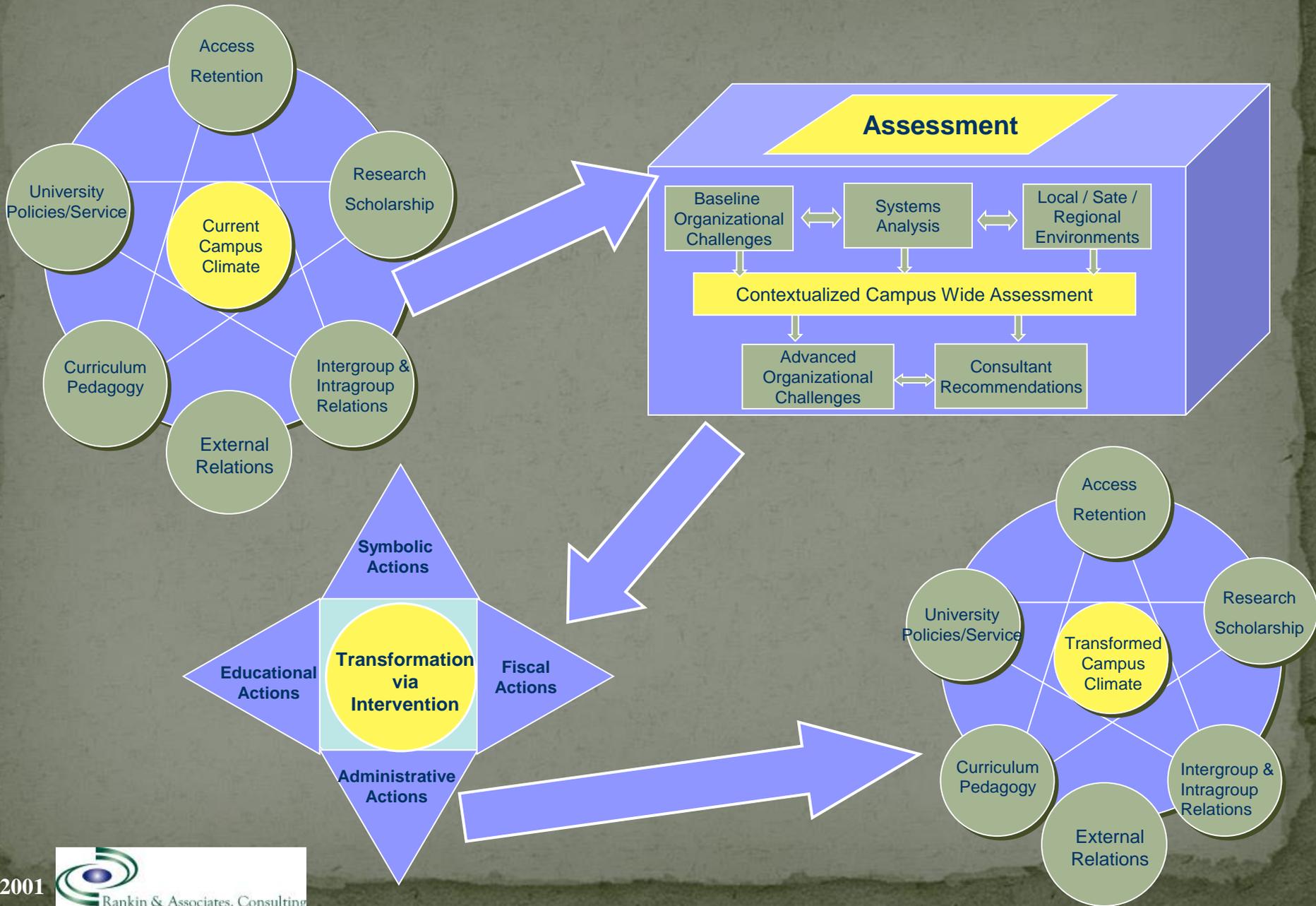


Survey Instrument

Meta-analysis of diversity assessment
tools from 35 institutions

Paper/Pencil only

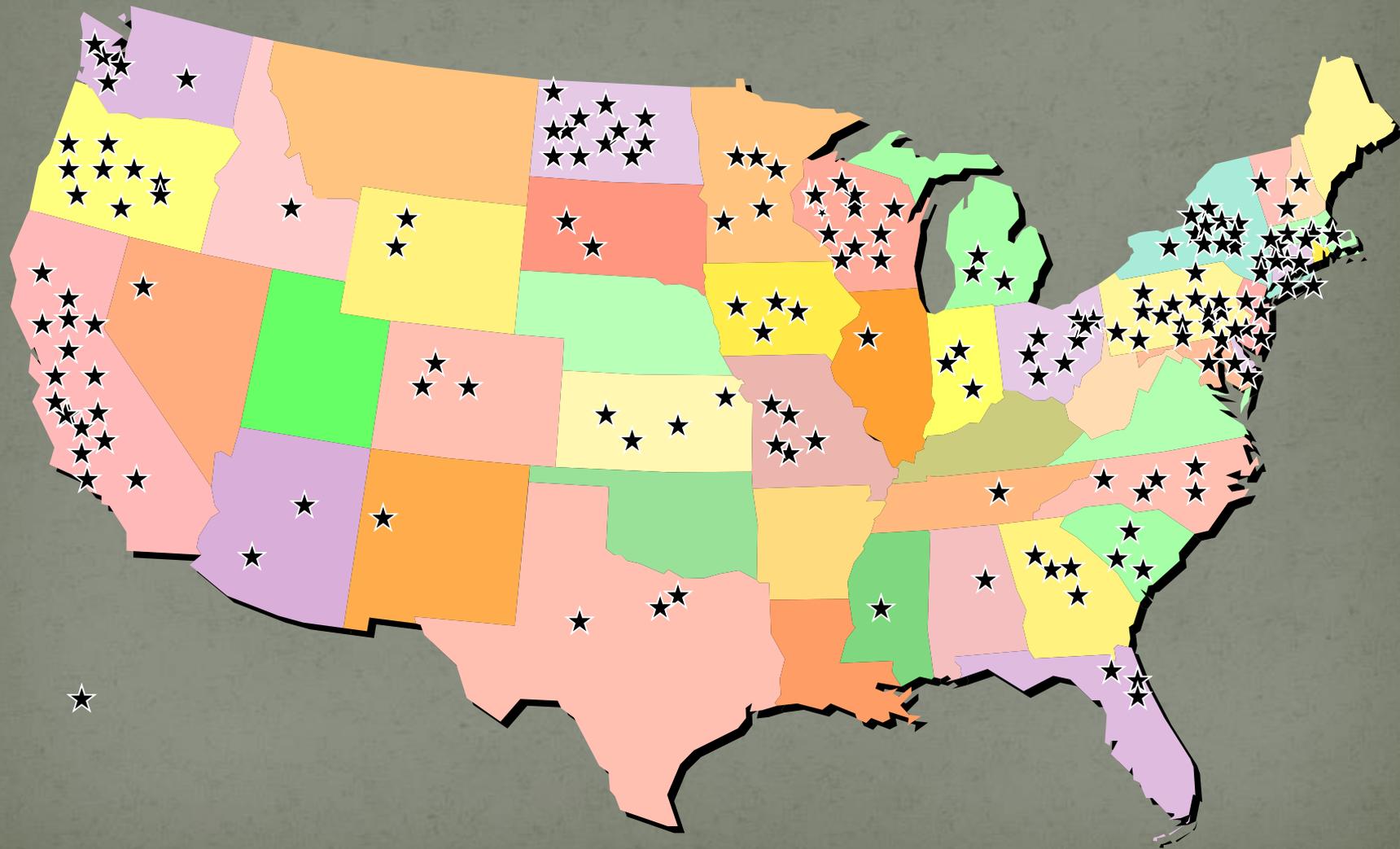
Transformational Tapestry Model[©]



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

R&A Campus Climate Assessments 1999-2019

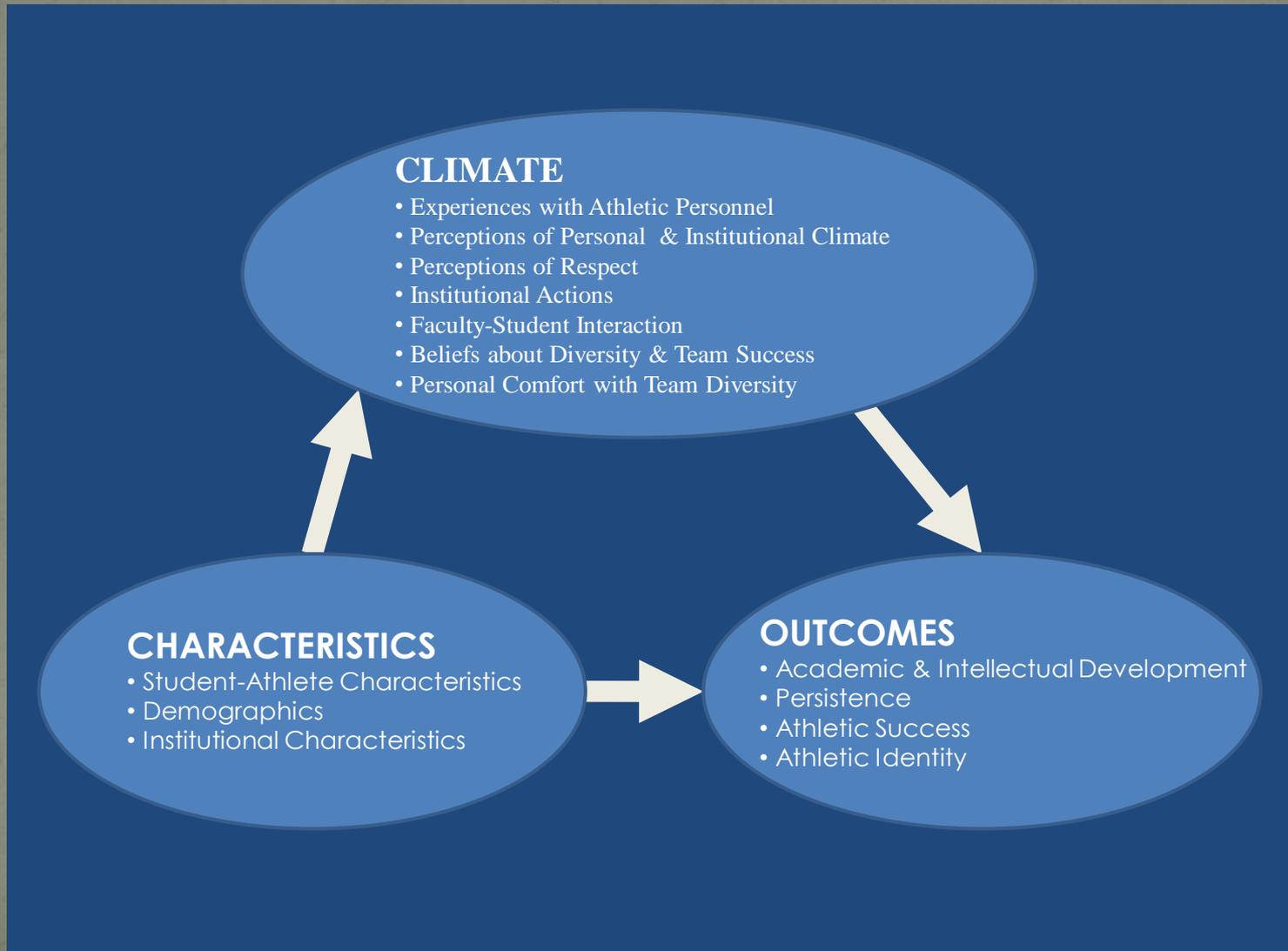


Student-Athlete Climate Study



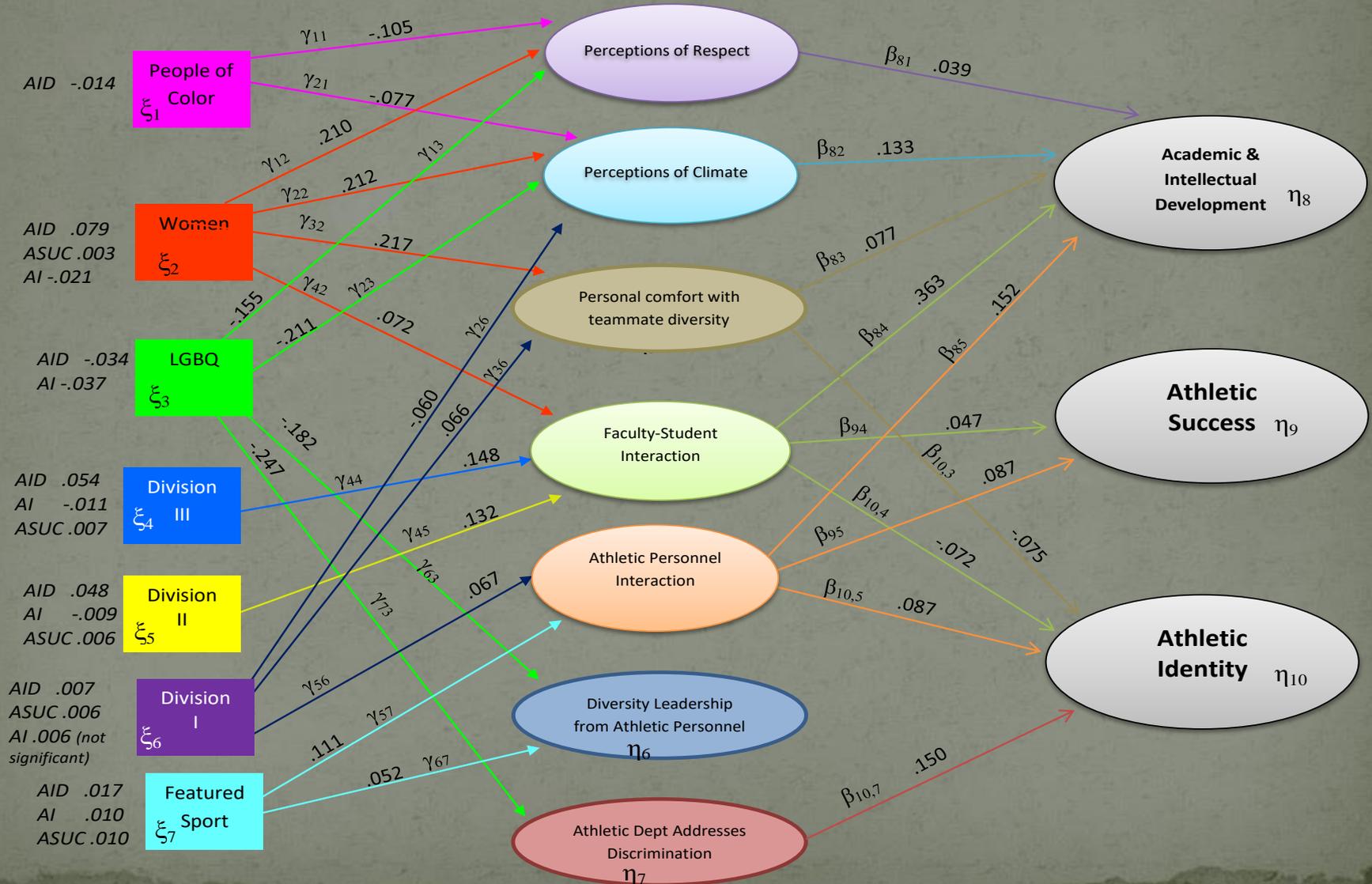
This project is supported by a grant from the NCAA

SACS Conceptual Framework



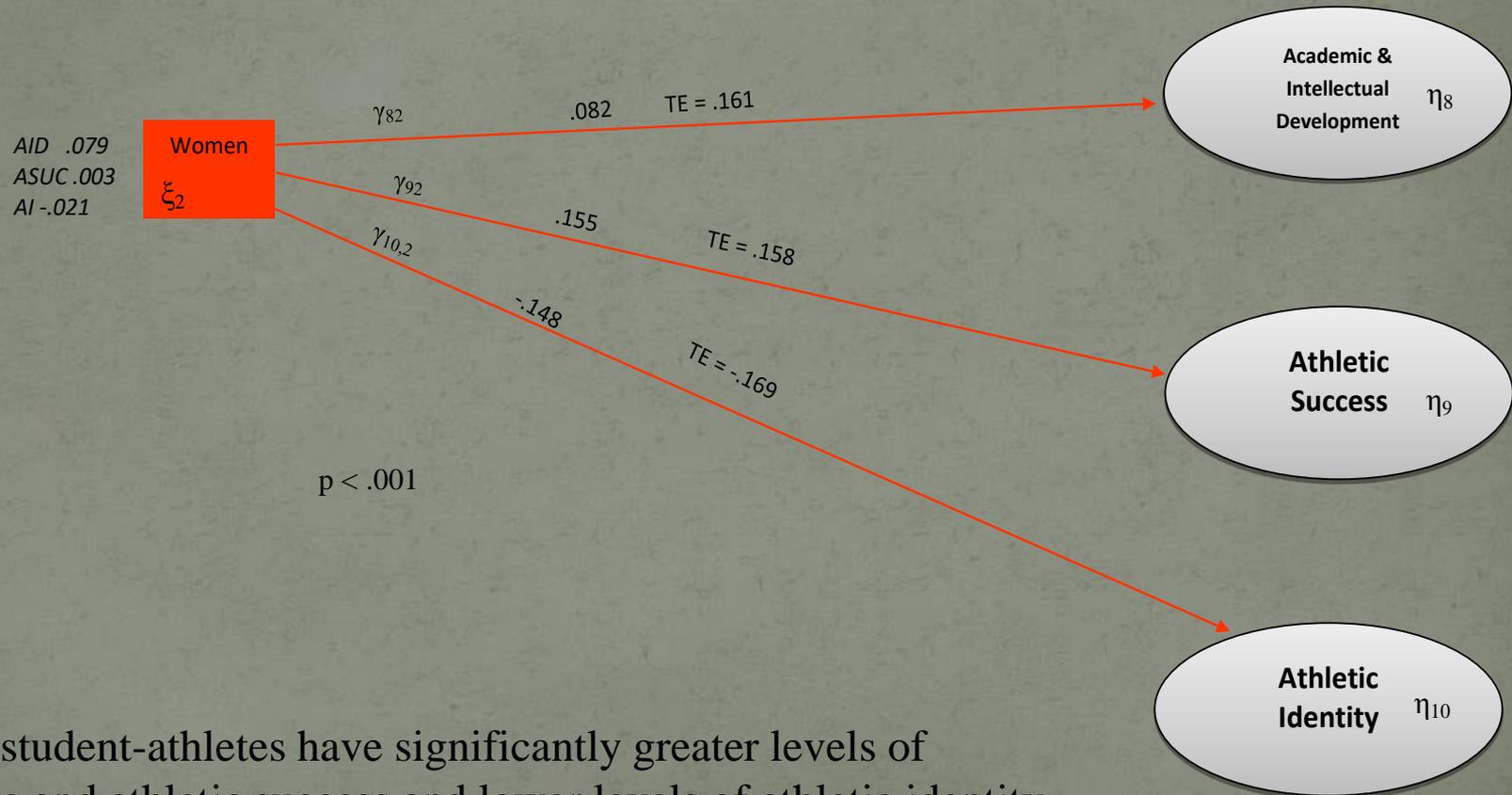
SEM Mediation Model

SACS Path Diagram – Mediation Model



Gender – Direct Effects Model

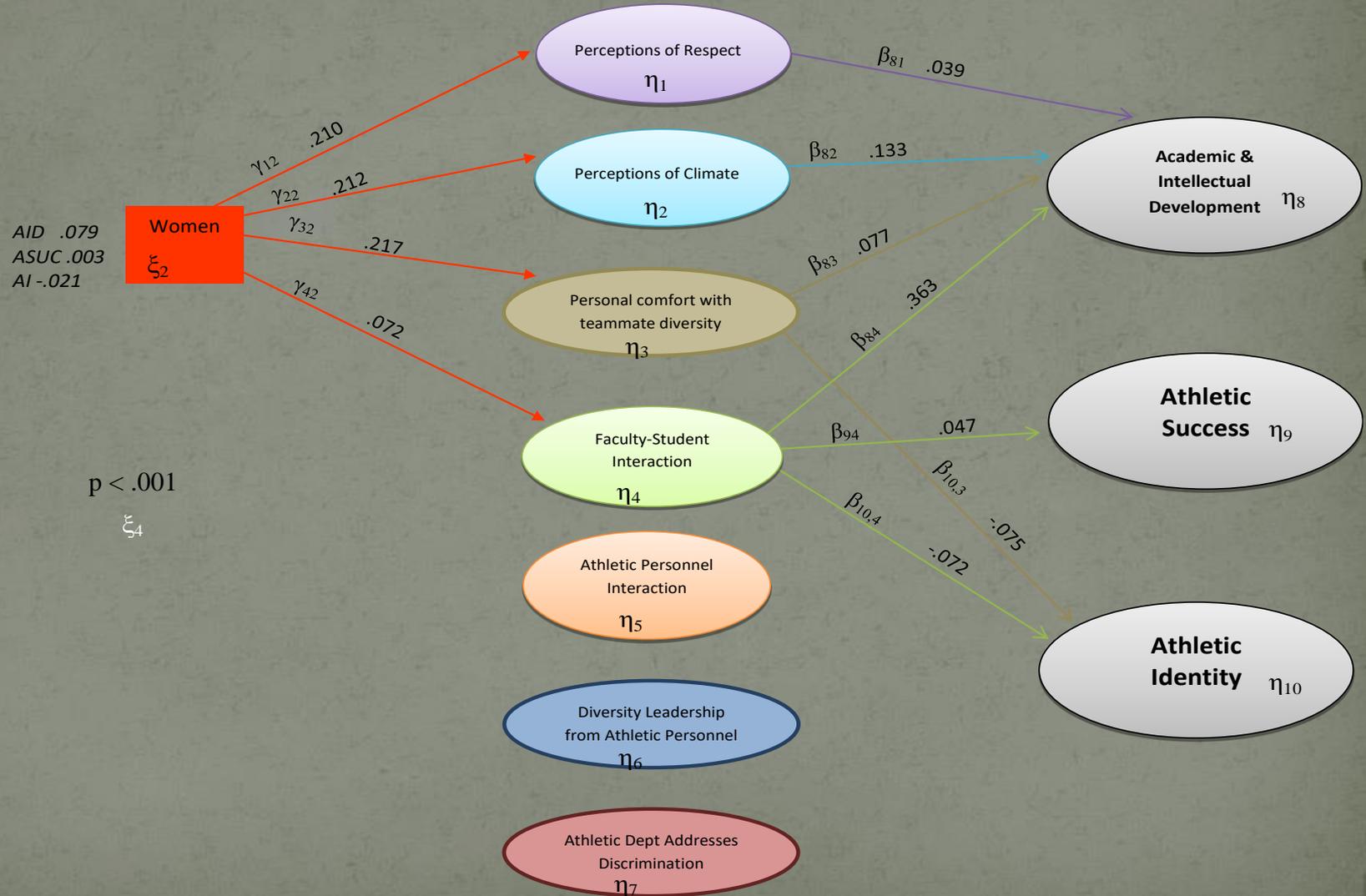
SACS Path Diagram – Direct Effects, Relevant Indirect Effects, Total Effects for Gender



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

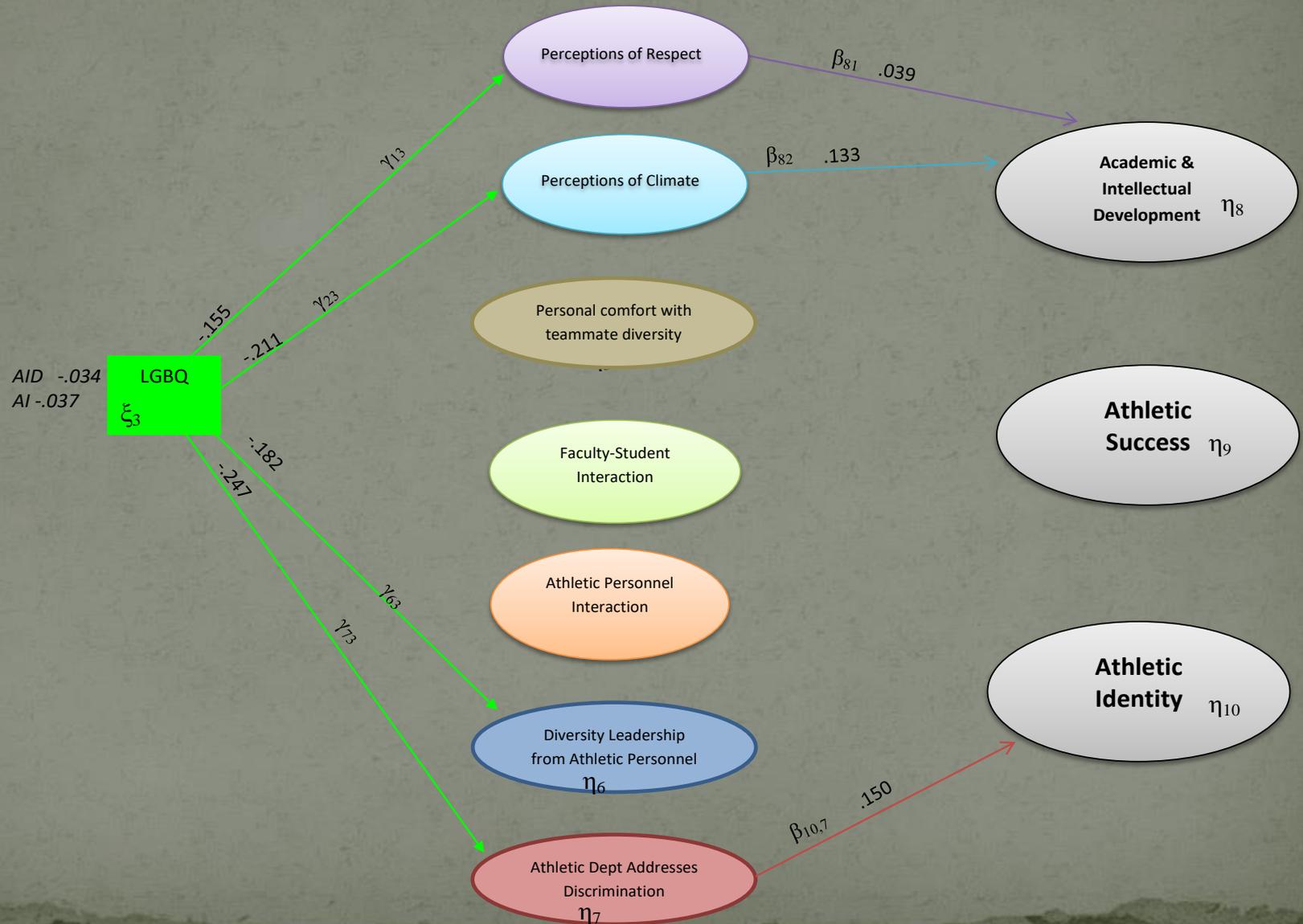
**Academic &
Intellectual
Development**

**Athletic
Success**

**Athletic
Identity**

Sexual Identity – Mediation Model

SACS Path Diagram – Mediation Model for Sexual Identity



Review of Climate Assessment Process

San Jose State University

Project Outcomes

- 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

Populate the
focus groups



Develop the
protocol for
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

SAMPLE CONCEPT MAP

Demographics

Position
Status

Racial
Identity

Gender
Identity

Sexual
Identity

disAbility
Status

SES status

Spiritual
identity

Climate

Experiences

Perceptions

Institutional
Actions

Outcomes

Professional
Success

Intent to
Persist

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

PHASE IV



Final Report
Presentation of Results

PHASE V

Facilitate Development of Process for Developing
Strategic Actions

Next Steps



Projected Process Forward

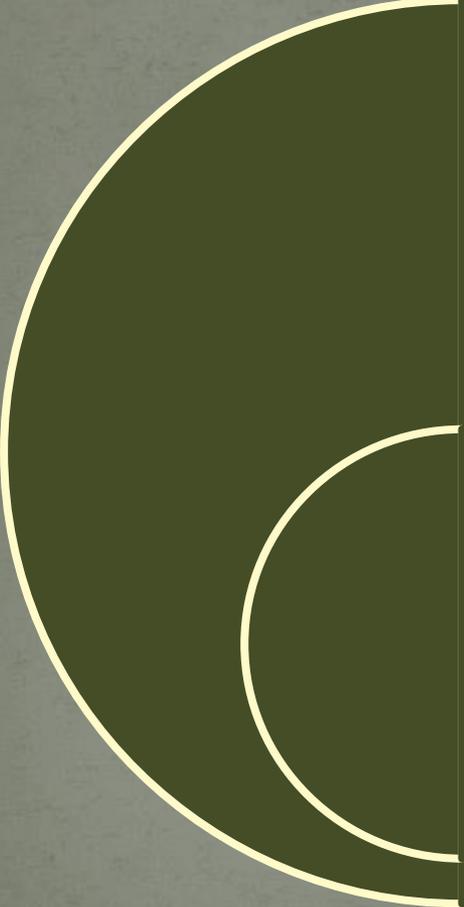
**August
2019**

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

**October-
December
2019**

- Conduct Focus Groups
- Complete survey
- IRB proposal

Projected Process Forward



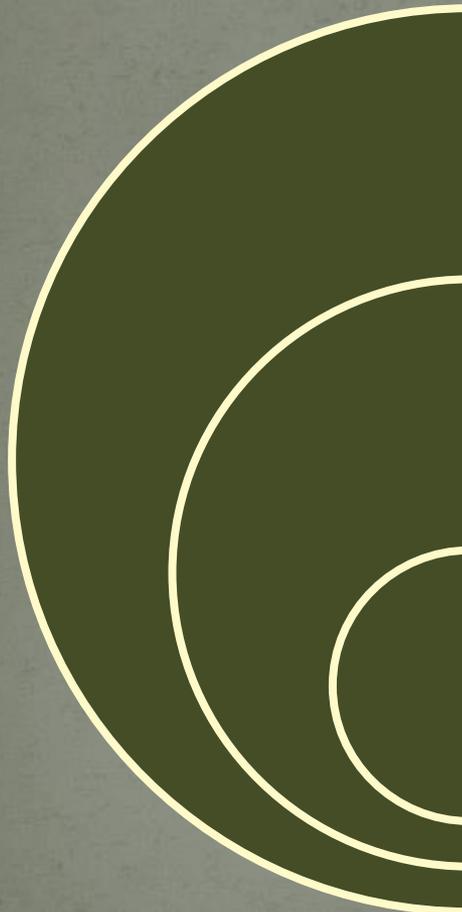
**February-March
2020**

- Survey administration

**April - May
2020**

- Data analyses

Projected Process Forward



June - August 2020	<ul style="list-style-type: none">• Develop report
September 2020	<ul style="list-style-type: none">• Present results
October – November 2020	<ul style="list-style-type: none">• Develop action initiatives

Questions..?



Thoughts..?

Thank You!

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