



Climate Matters

January 31, 2022



R&A Foundational Pillars



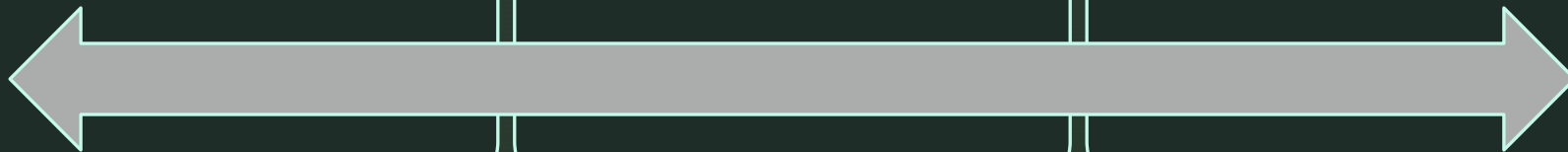
Social
Justice



Data-Driven
Decision
Making

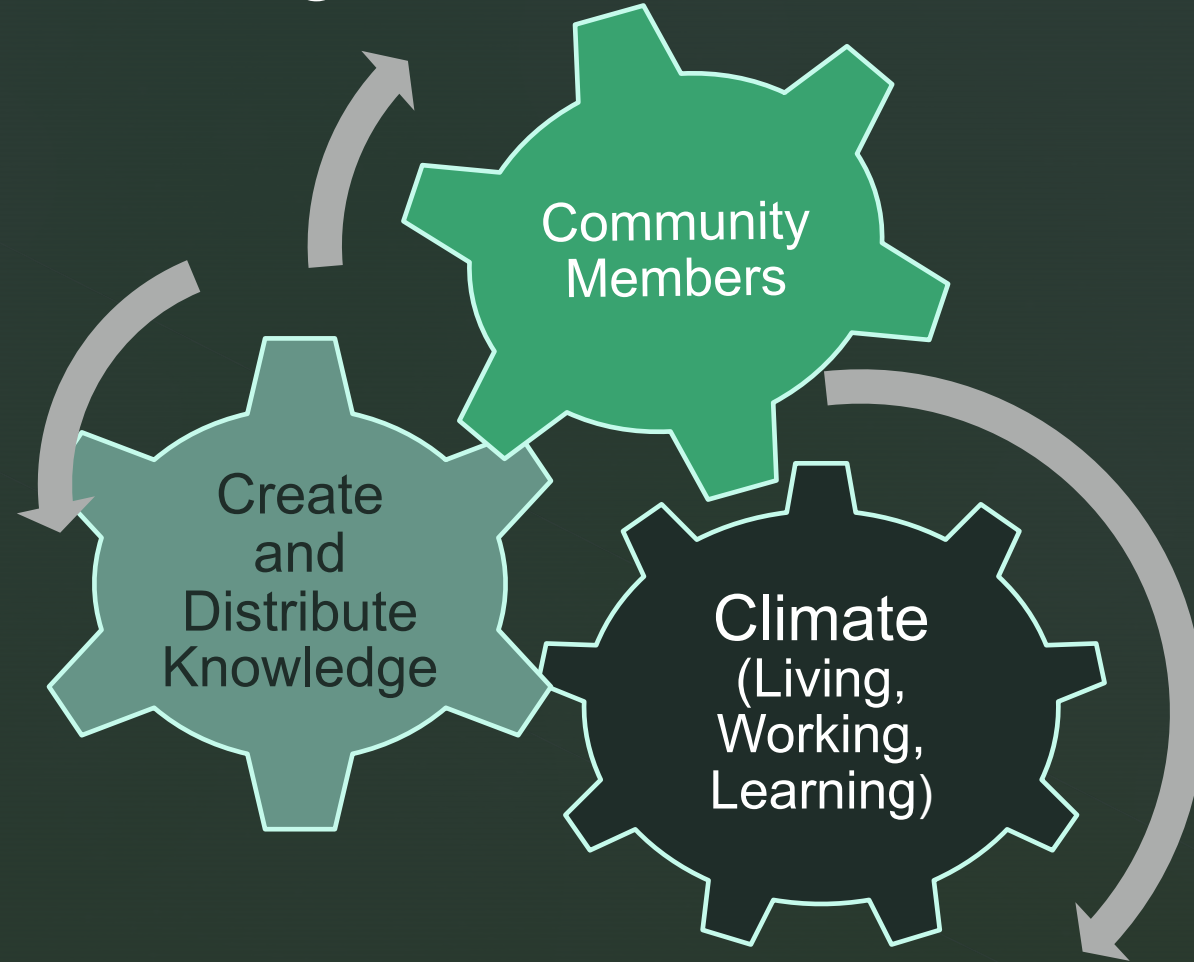


Grounded
in Literature





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

- 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 for **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 & 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.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



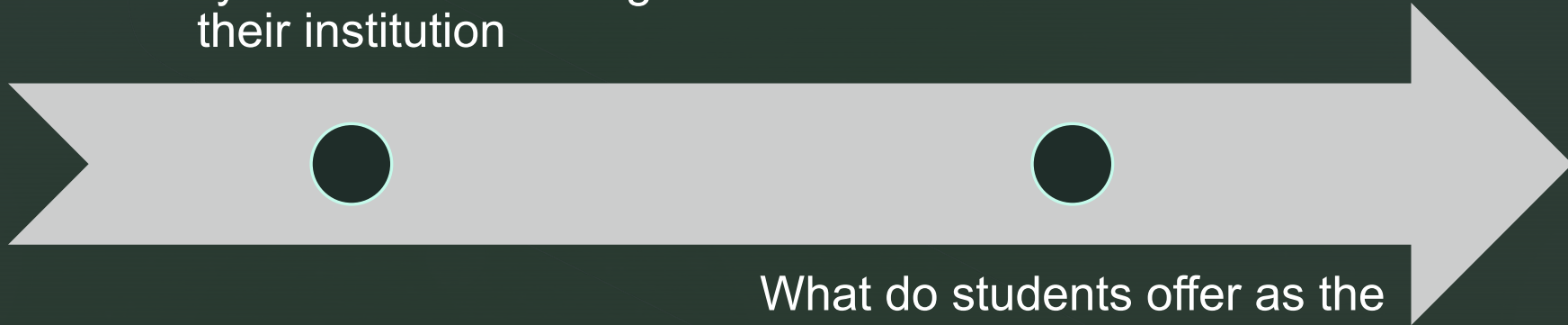
Responses to Unwelcoming Campus Climates

- What are 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?

▀ Lack of a sense of belonging

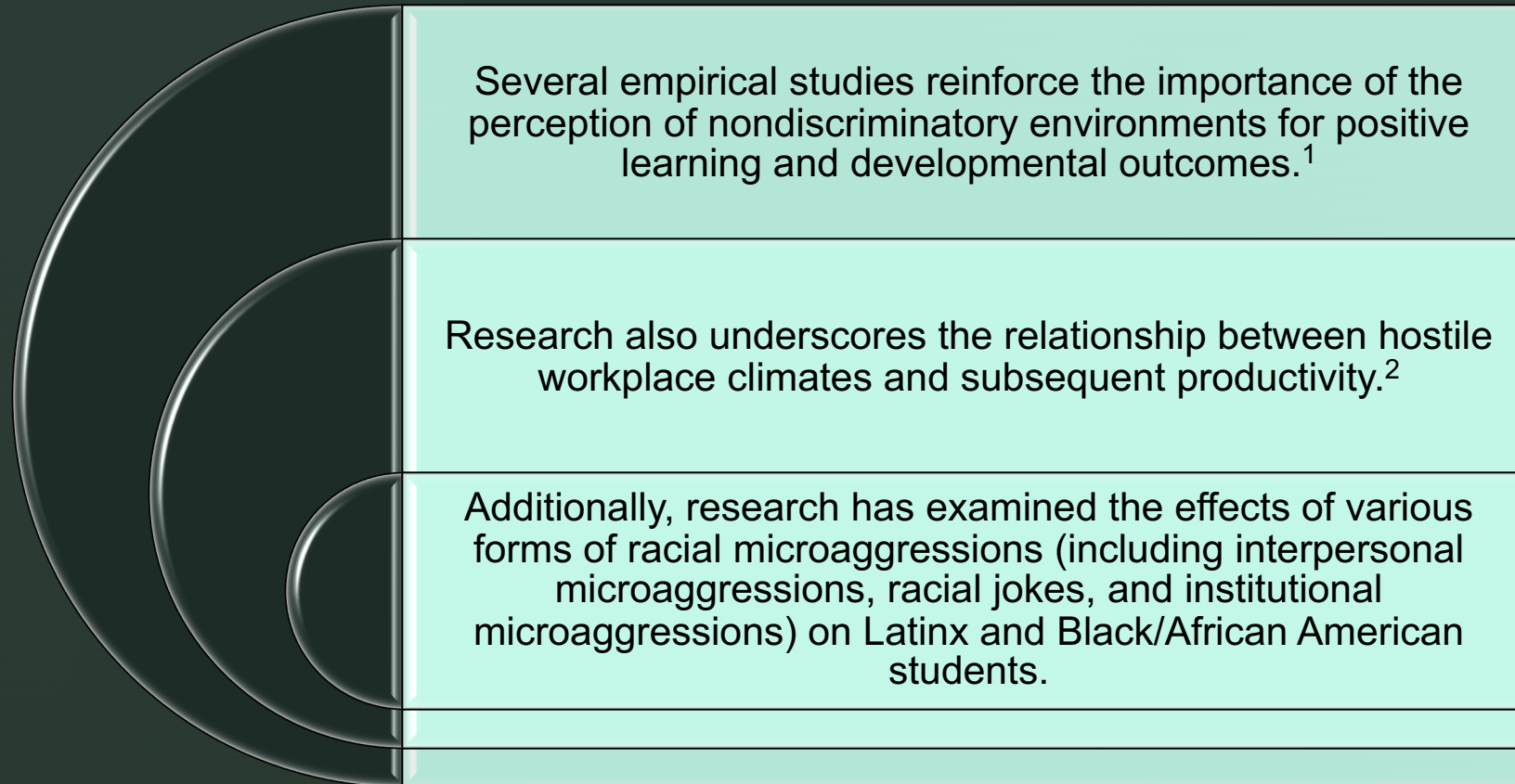
Campus climate research has demonstrated the effects of campus climate on faculty and student retention.¹

Research specific to student experiences has found that a sense of belonging is integral to student persistence and retention.²

¹Blumenfeld et al. (2016); Gardner (2013); Garvey & Rankin (2016); Johnson et al. (2014); Kutscher & Tuckwiller (2019); Lawrence et al. (2014); Pascale (2018); Ruud et al. (2018); Strayhorn (2013); Walpole et al. (2014)

²Booker (2016); García & Garza (2016)

▀ Influence of microaggressions



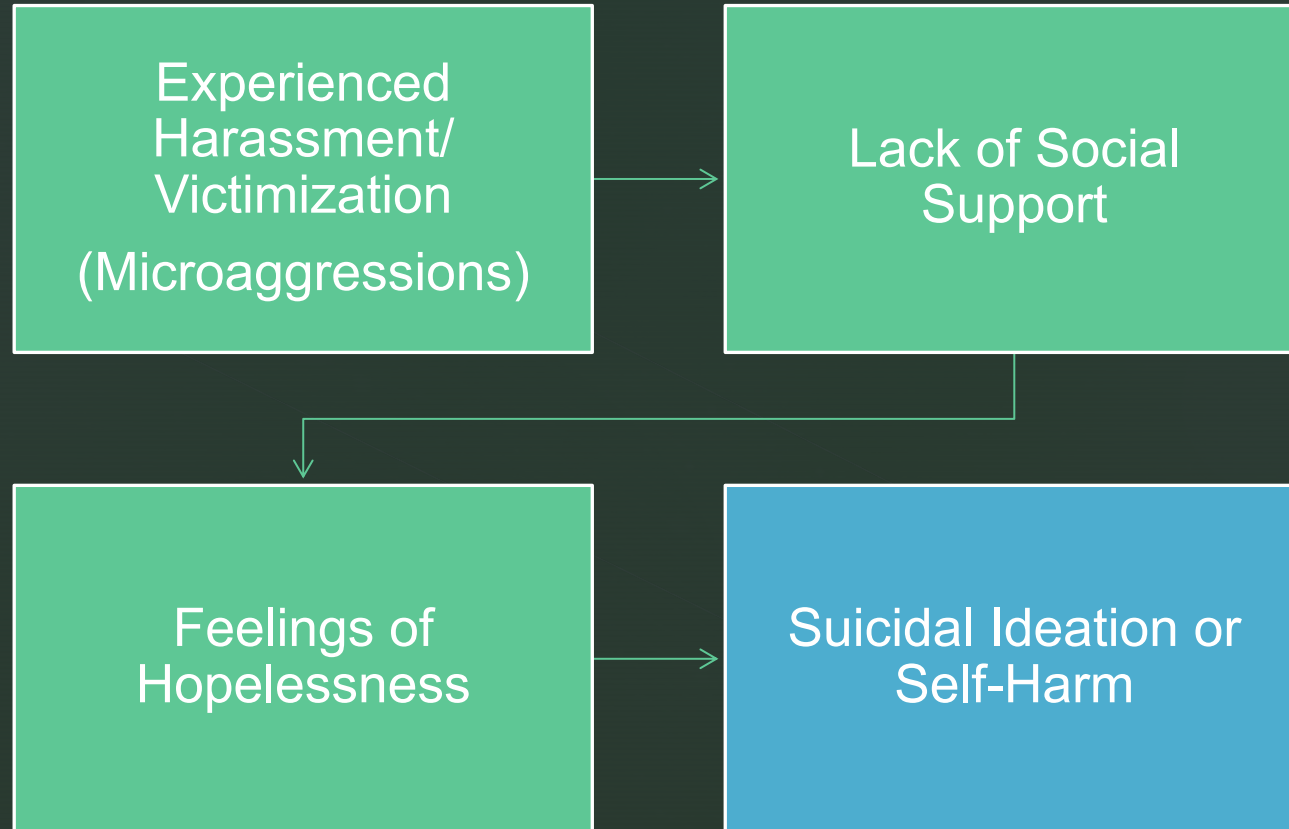
¹Dugan et al. (2012); Eunyoung & Hargrove (2013); Garvey et al. (2018); Hurtado & Ponjuan (2005); Mayhew et al. (2016); Oseguera et al. (2017); Pascarella & Terenzini (2005); Strayhorn (2012)

²Bilmoria & Stewart (2009); Costello (2012); Dade et al. (2015); Eagan & Garvey (2015); García (2016); Hirshfield & Joseph (2012); Jones & Taylor (2012); Levin et al. (2015); Rankin et al. (2010); Silverschanz et al. (2008)

Harper, (2015); Harper & Hurtado, (2007); Ellis et al., (2018); Kim & Aquino, (2017); Leath & Chavous, (2018); Museus & Park, (2015); Pittman, (2012); Quinton, (2018); Seelman et al., (2017); Sue, (2010); Yosso, (2009)



Influence of Microaggressions





Assessing Campus Climate

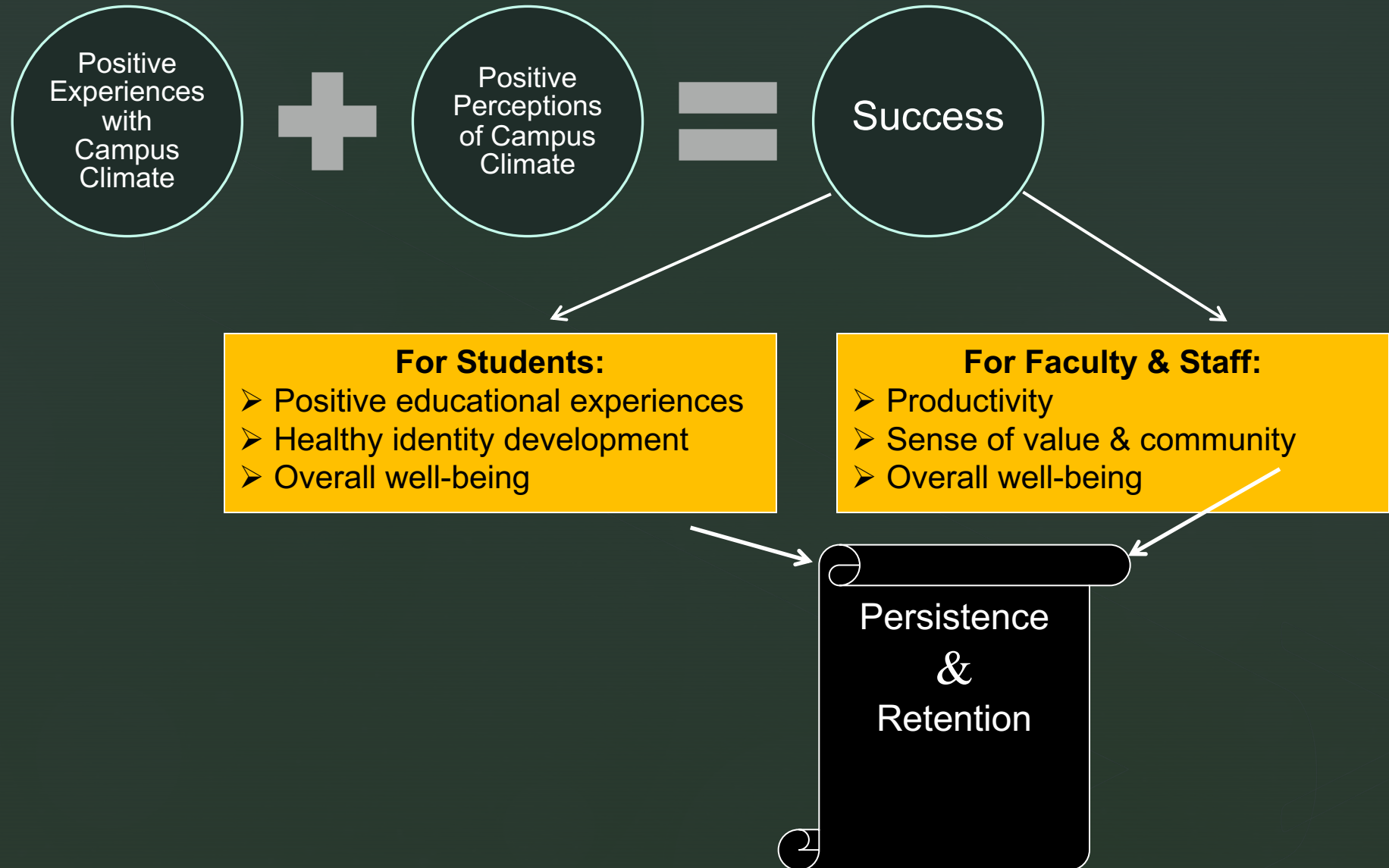
Why Assess?

What is the Process?

Where Do We Start?



Campus Climate & Successful Outcomes





Mississippi State Mission¹

- Mississippi State University is a public research, land-grant university with a mission to provide access and opportunity to all sectors of Mississippi's diverse population, as well as other states and countries, and to offer excellent programs of teaching, research, and service.
- Mississippi State University is committed to its tradition of instilling among its community ideals of diversity, citizenship, leadership, and service.²

¹Source: <https://www.president.msstate.edu/communications/vision-mission/>



Mississippi State Core Values¹

Access and Opportunity

Excellence and Innovation

Communication, Collaboration, and Community Engagement

Integrity and Accountability

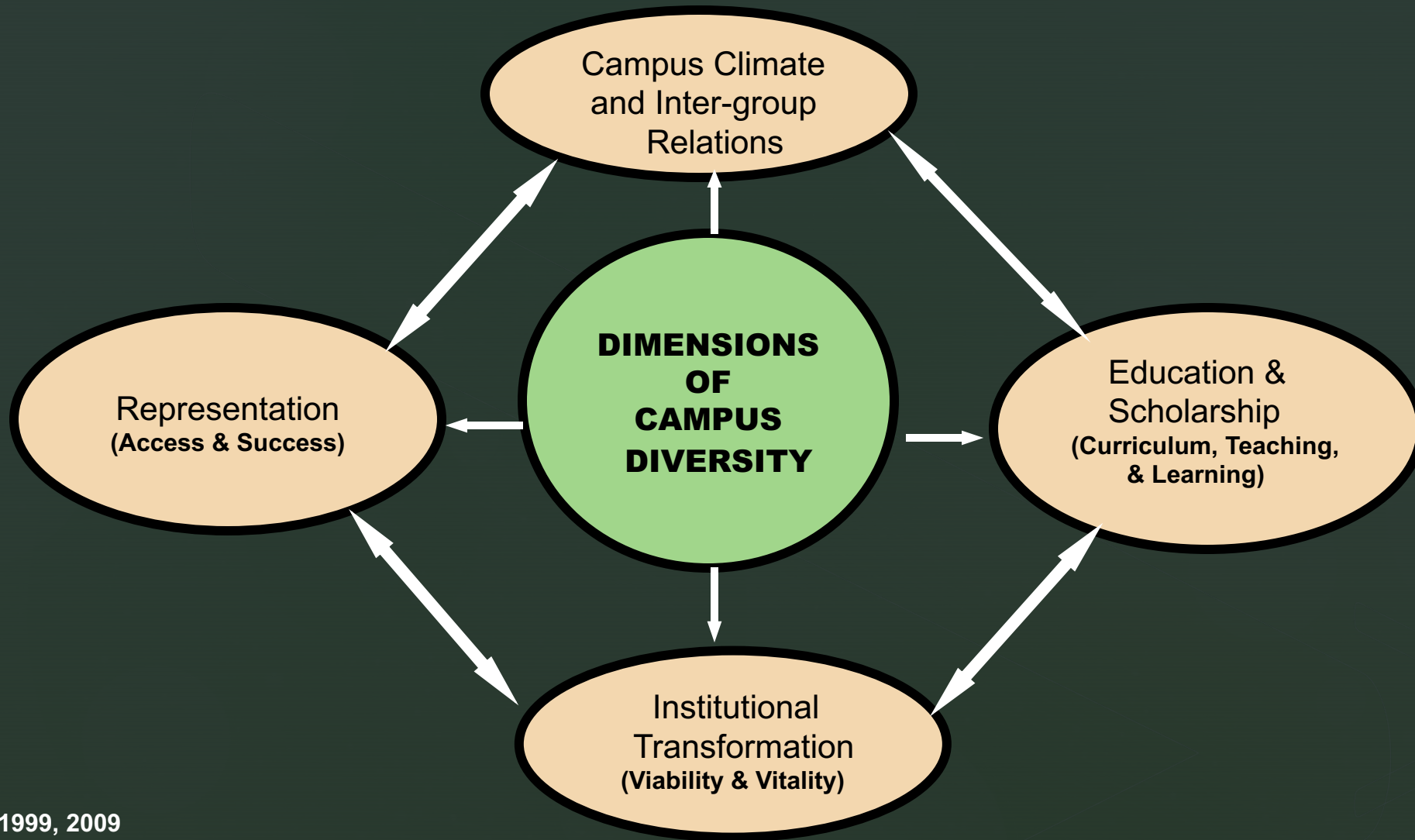
Citizenship and Leadership

Respect

¹Source: <https://www.president.msstate.edu/communications/state-of-excellence-strategic-plan/>



Conceptual Framework for Campus Diversity Research

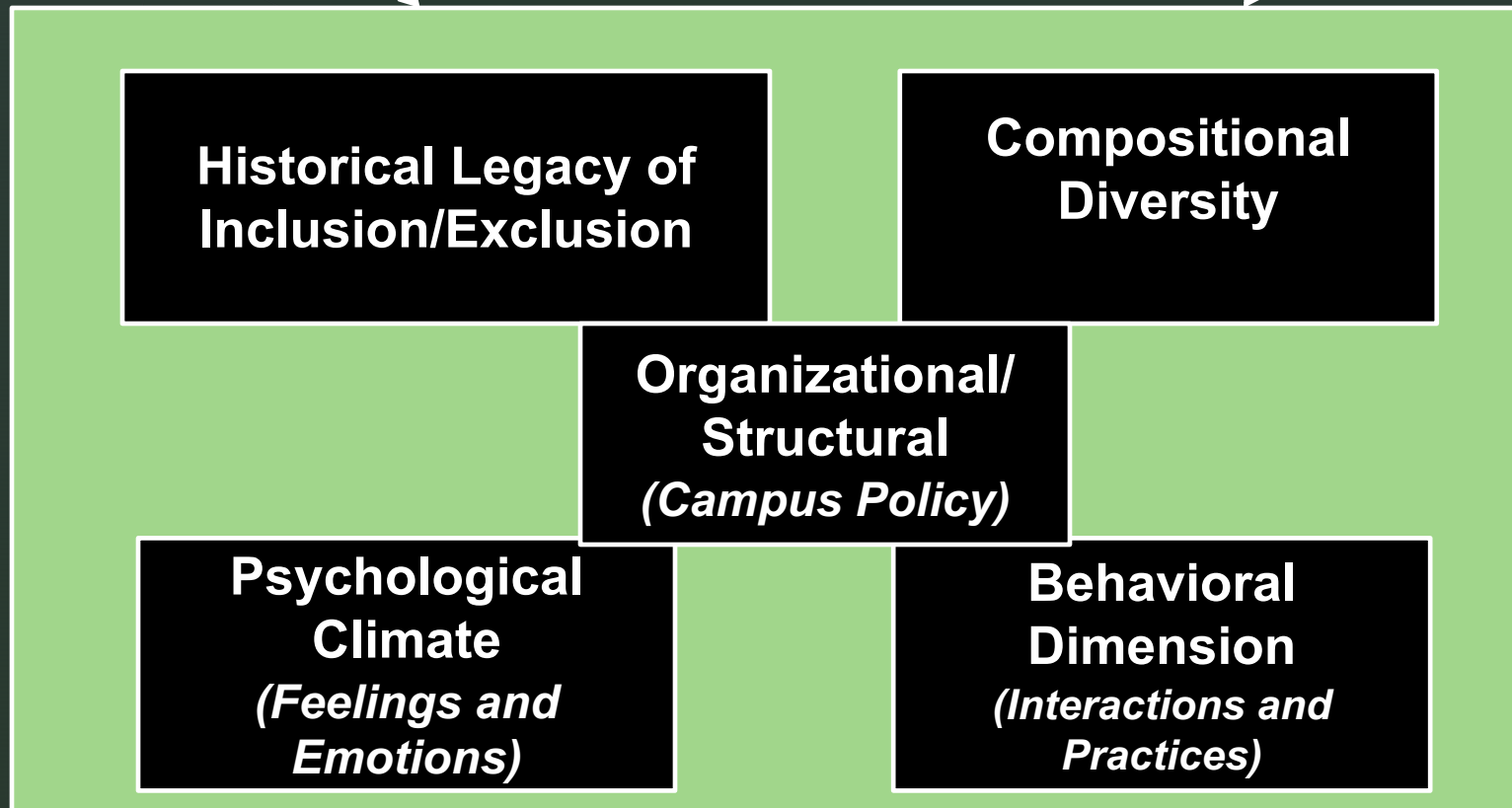




Components of Campus Climate

Government/Policy Context

Sociohistorical Context





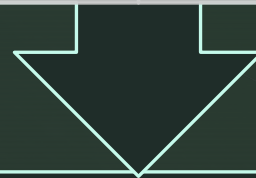
Rankin 2001

National Campus Climate Assessment

NASPA/NGLTF Grants

Underrepresented/underserved
faculty/staff/students

30 Campuses



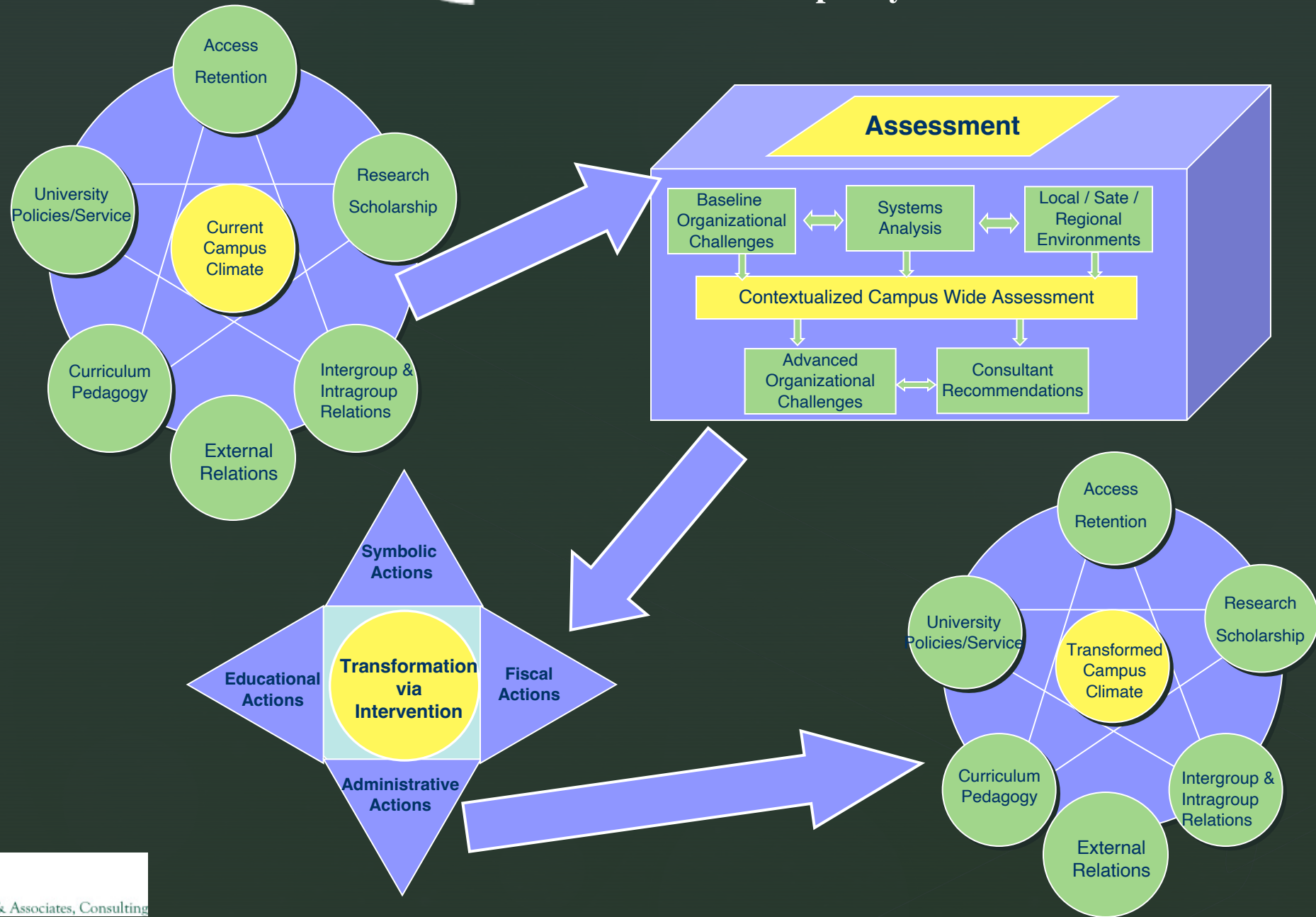
Survey Instrument

Meta-analysis of diversity
assessment tools from 35
institutions

Paper/Pencil only



Transformational Tapestry Model[®]





Climate Research Experience

1999-2021
Campus
Climate
Assessments

Conducted 238 assessments (U.S. and International)

Community Colleges. Liberal Arts, Research I, Comprehensive

National
Climate
Assessment
Studies

2016 United States Transgender National Survey

2014 International Athlete Survey

2011 NCAA Student-Athlete Climate Study

2010 State of Higher Education for LGBTQ People

Recent
articles

Coulter, R. W., & Rankin, S. R. (2017). College Sexual Assault and Campus Climate for Sexual-and Gender-Minority Undergraduate Students. *Journal of Interpersonal Violence*, 0886260517696870.

Fernandez, F., D. Merson, D., Ro, H.K., Rankin, S. (2017). "Do Classroom Interactions Relate to Considerations of Institutional Departure Among Student Veterans and Service Members?" *Innovative Higher Education*

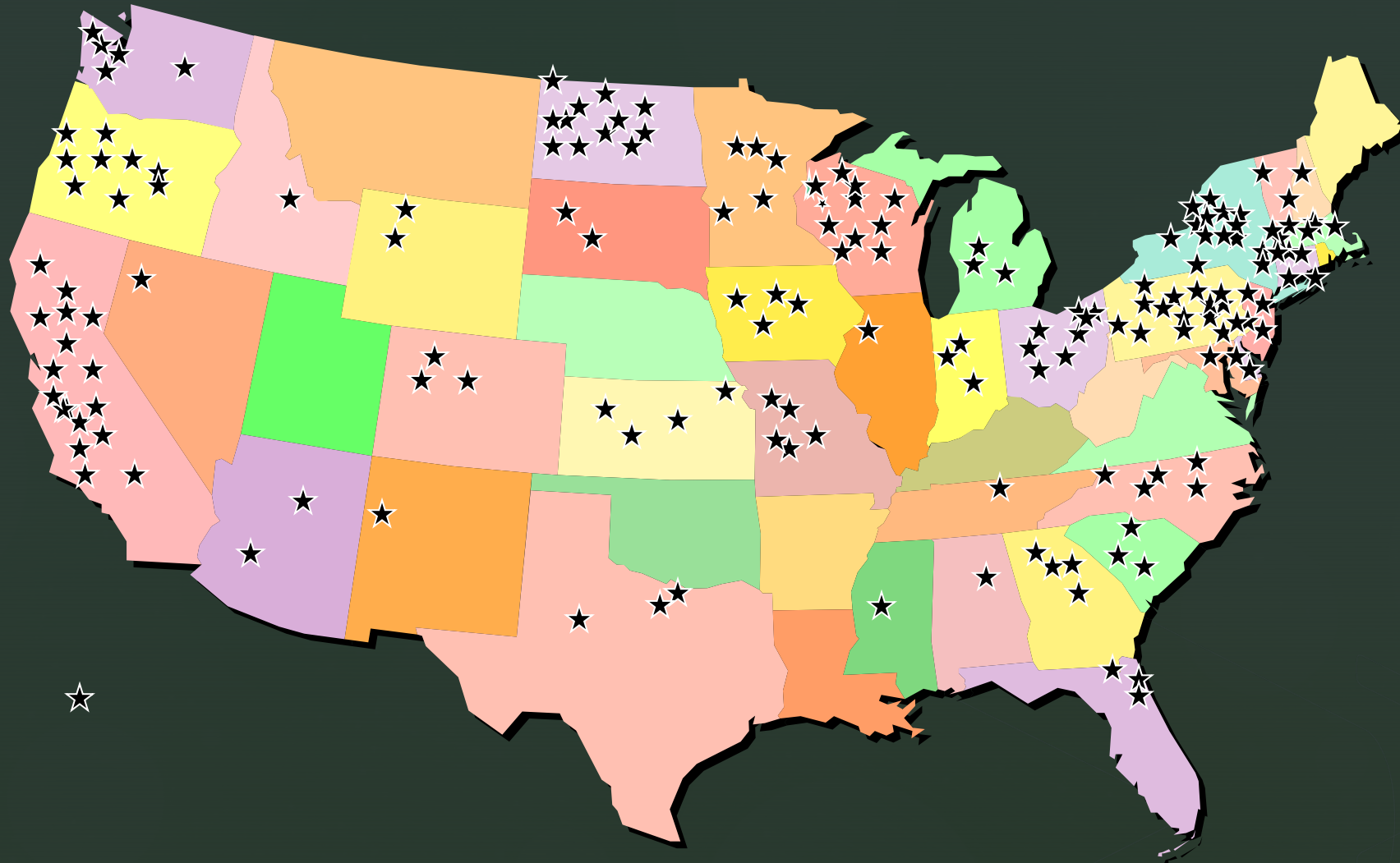
Oseguera, L., Merson, D., Harrison, C. K., & Rankin, S. (2017). Beyond the Black/White Binary: A Multi-institutional Study of Campus Climate and the Academic Success of College Athletes of Different Racial Backgrounds. *Sociology of Sport Journal*, 1-43.

Hoffman, J. L., Rankin, S. R., & Loya, K. I. (2016). Climate as a mediating influence on the perceived academic success of women student-athletes. *Journal for the Study of Sports and Athletes in Education*, 10(3), 164-184.

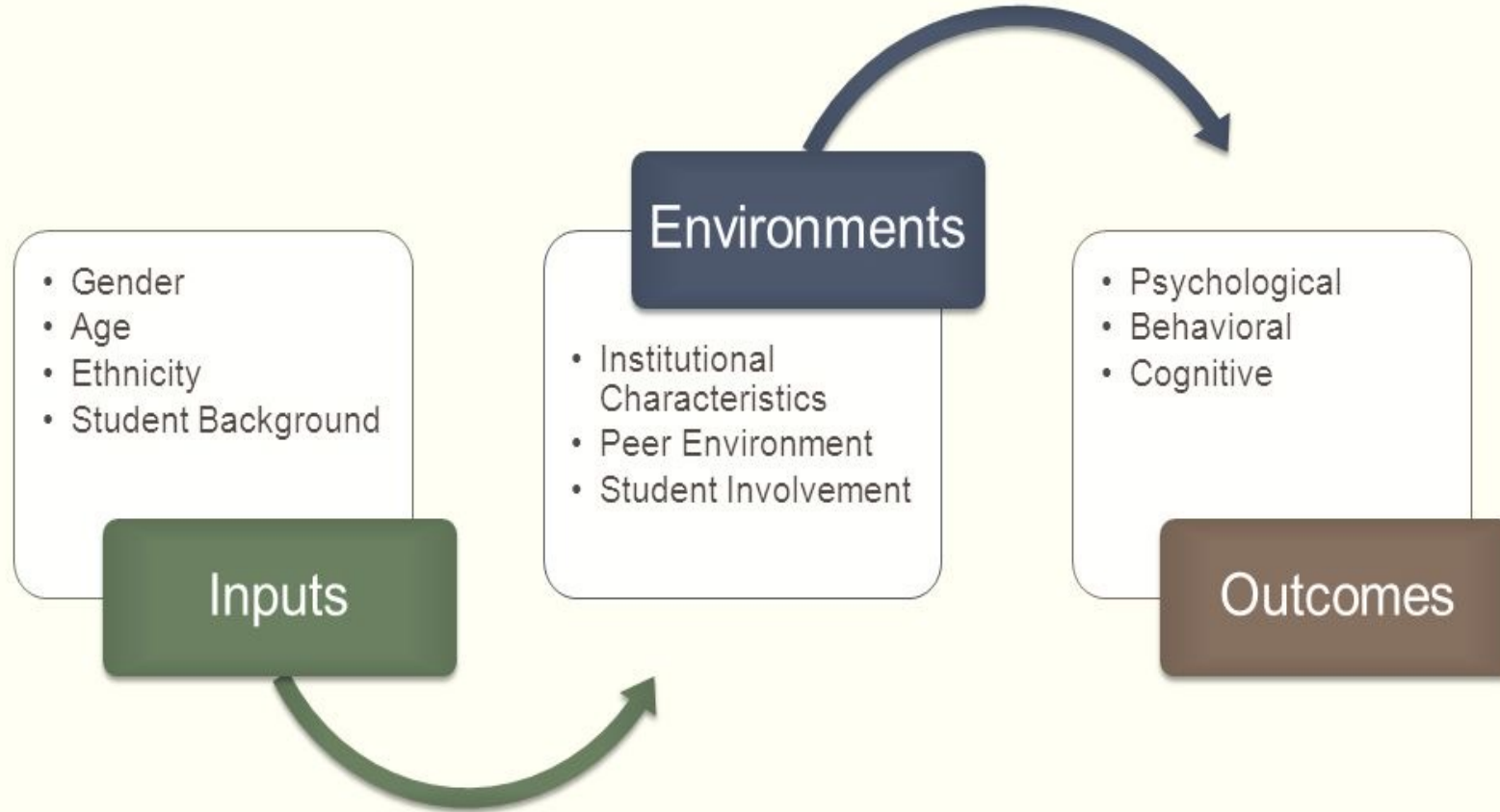
Rankin, S., & Garvey, J. C. (2015). Identifying, quantifying, and operationalizing queer-spectrum and trans-spectrum students: Assessment and research in student affairs. *New directions for student services*, 2015(152), 73-84.



R&A Campus Climate Assessments 1999-2021



CONCEPTUAL MODEL



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



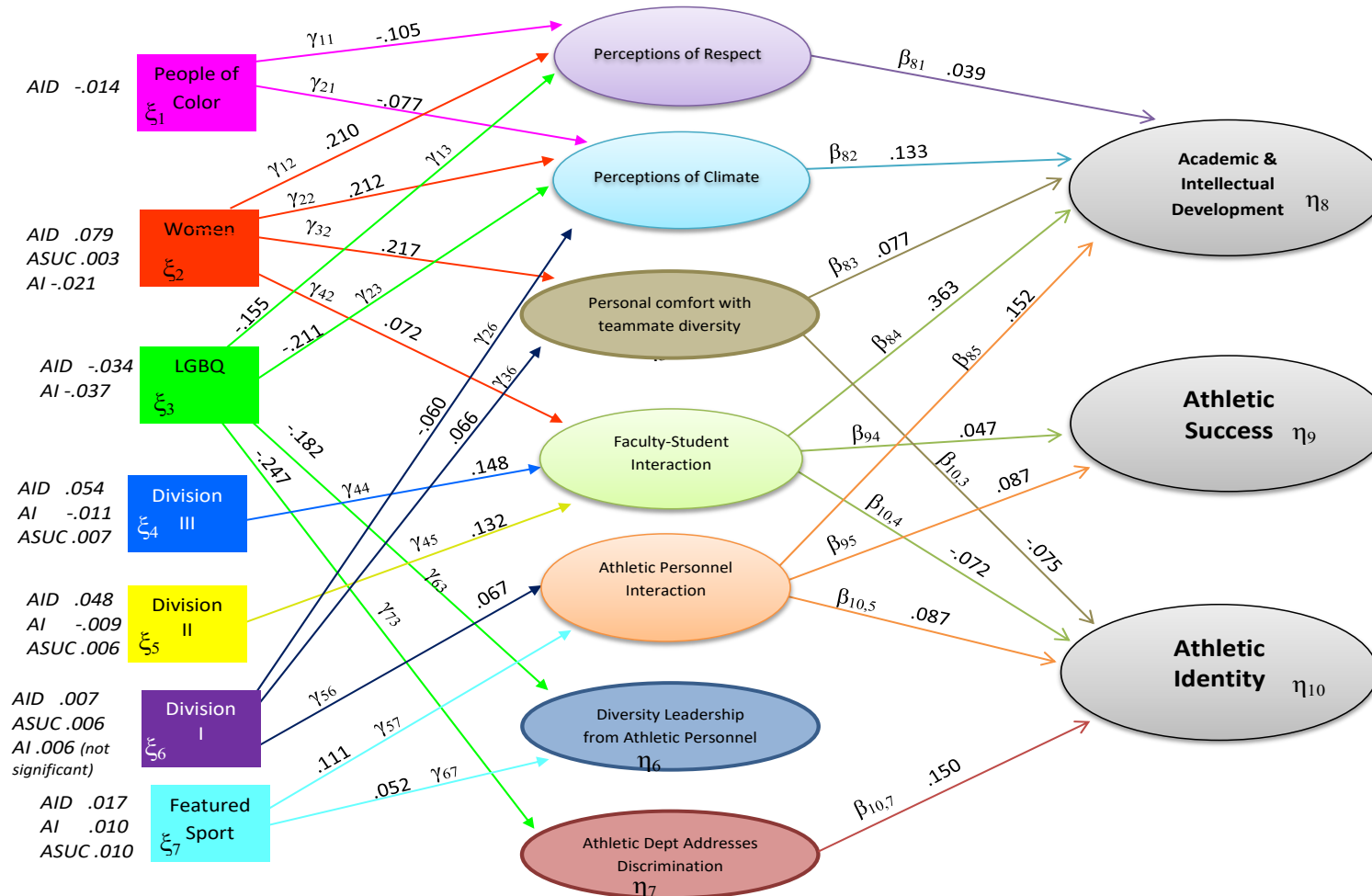
Student-Athlete Climate Study



This project was supported by a grant from the NCAA

SEM Mediation Model

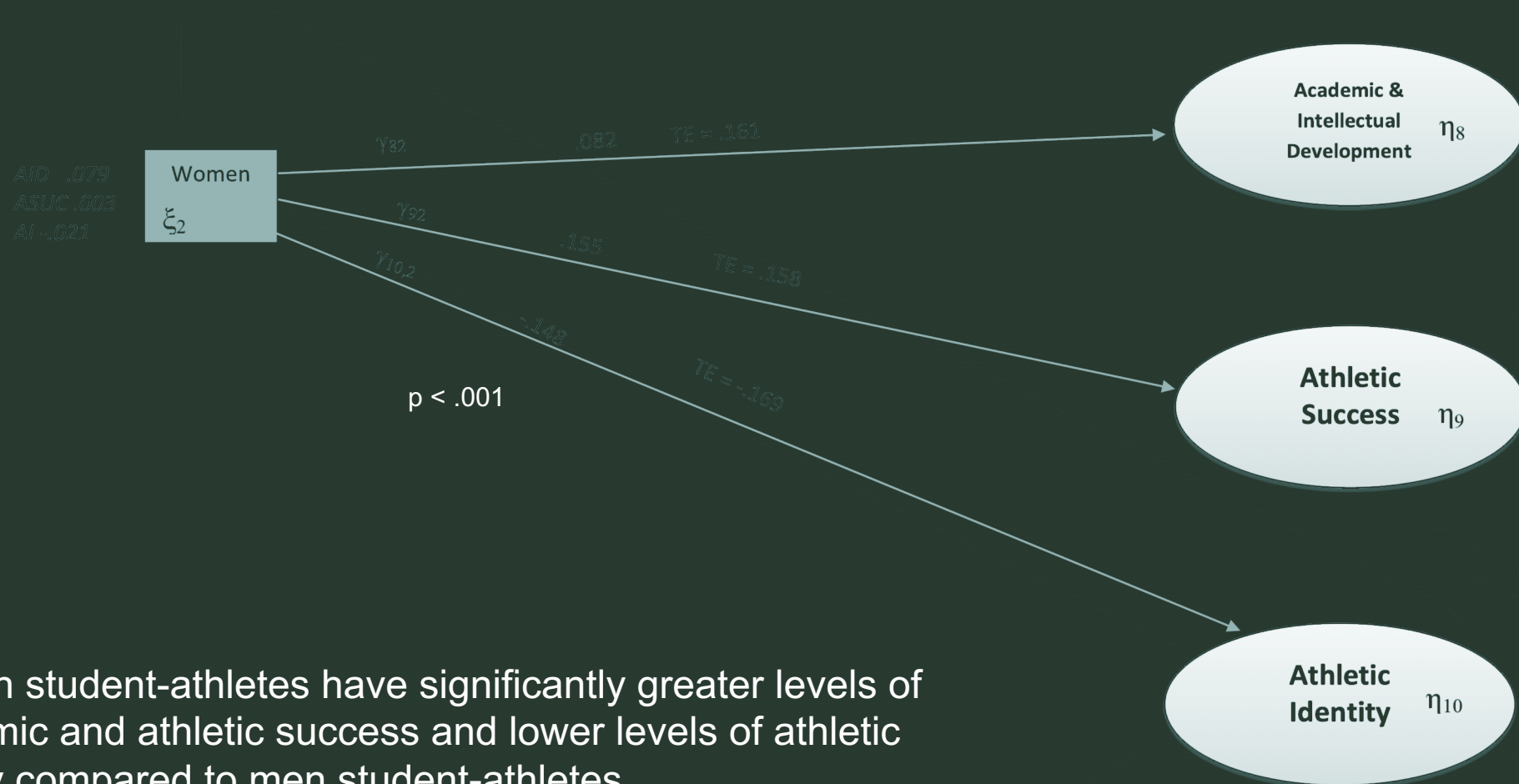
SACS Path Diagram – Mediation Model





Gender – Direct Effects Model

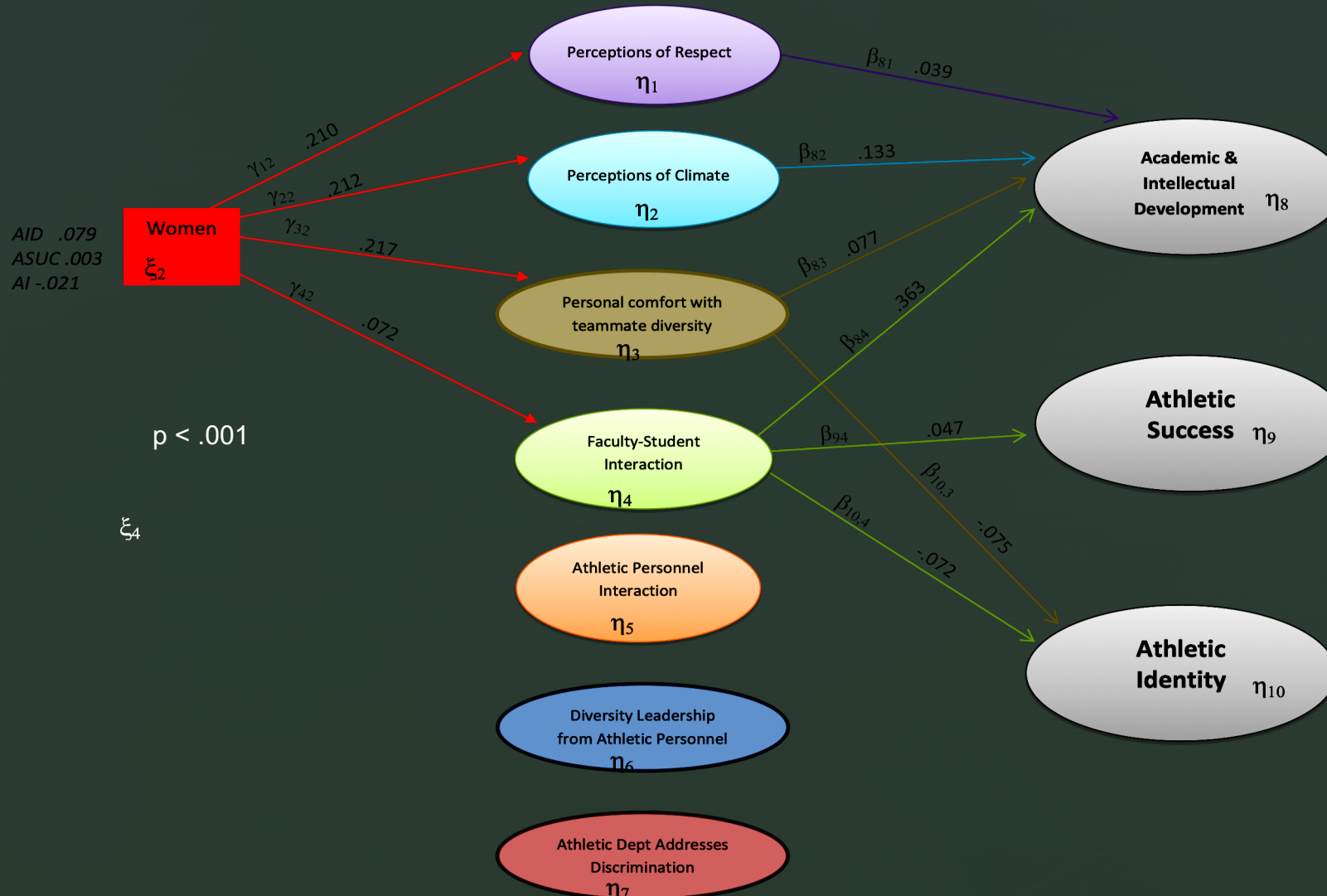
SACS Path Diagram – Direct Effects, Relevant Indirect Effects, Total Effects for Gender





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**

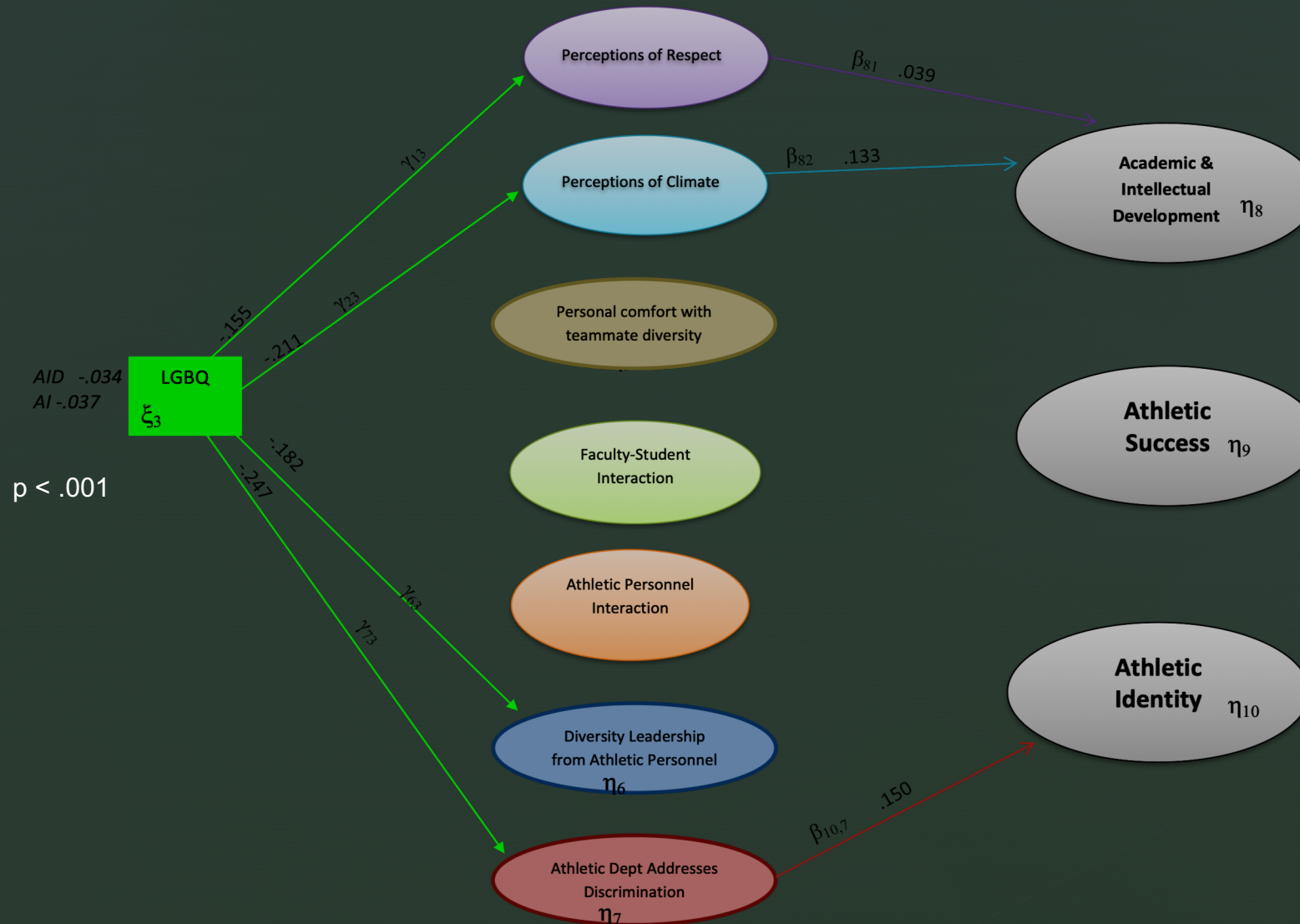
**Athletic
Success**

**Athletic
Identity**



Sexual Identity – Mediating Effects on Outcomes

SACS Path Diagram – Mediation Model for Sexual Identity





Review of Climate Assessment Process

Mississippi State



PHASE I

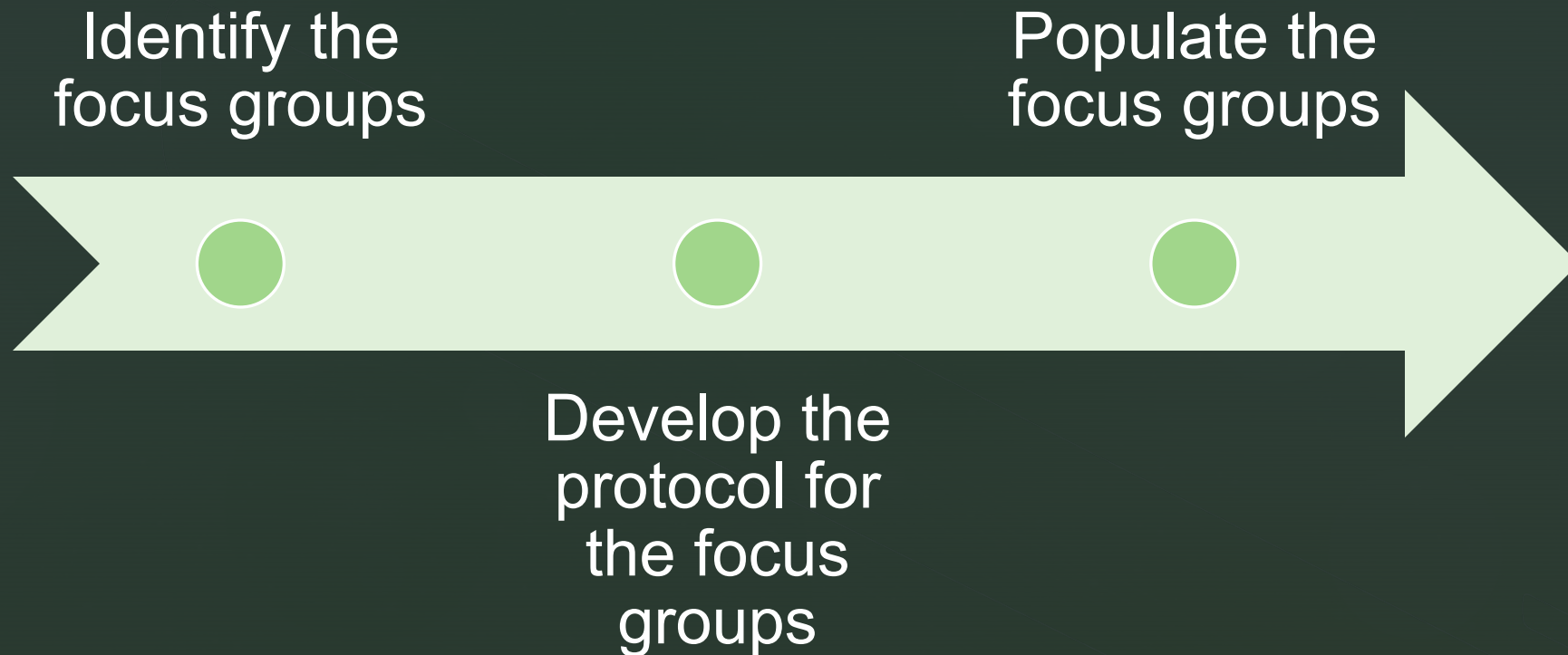
Initial Meetings

Communication/Marketing Plan

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 Mississippi State community are invited to participate via an invitation from President Keenum



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,
Mississippi State Office of
Institutional Research and
Effectiveness



PHASE III

Survey Implementation

Data Analysis



SAMPLE Response Rates

Demographics of Population & Sample

Mississippi State							
Fall 2022							
Faculty	Man	Woman	Black/African American	Latinx/Hispanic	Asian	European American	Multiracial
Professor							
Associate Professor							
Assistant Professor							
Instructor							
Chancellor Professor							



PHASE IV

Final Report

Presentation of Results



Next Steps



Projected Process Forward





Projected Process Forward

June-August 2022	<ul style="list-style-type: none">• Complete Survey• IRB Proposal• Final Marketing & Communication Plan
September- October 2022	<ul style="list-style-type: none">• Survey Administration
November- December 2022	<ul style="list-style-type: none">• Data Coding• Data Analysis



Projected Process Forward

	January-March 2023 <ul style="list-style-type: none">• Develop Report
	April 2023 <ul style="list-style-type: none">• Present Results
	May-August 2023 <ul style="list-style-type: none">• Develop actions



Questions...



Thoughts...



Thank You!



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