Assessing Campus Climate in Student Affairs: 
A Residence Life Example

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Pre-Assessment

Think, pair, share:

• What are the equity, diversity and inclusiveness issues that you see in the news? In your communities?
• How would you define campus climate?
• What are campus climate issues at your institution?
Presentation Goals

• Discuss a comprehensive approach to assessing campus climate within student affairs, using residence life as a primary example.
• Underline the importance of campus climate as it relates to persistence of historically underrepresented groups.
• Provide participants with a forum to discuss ways to use existing data, as well as gather new data to advance equity, diversity and inclusion goals in student affairs.
Decade of Institutional Change:
Total New Freshman & Transfer Classes <2,000

Underrepresented Student Enrollment

- Freshmen
- Transfers
- Total

Years: 2005 to 2015
EMSA Divisional Priorities 2011-2016

- Civic Engagement & Student Leadership
- Community Building
- Diversity & Inclusiveness
- Healthy Campus 2020
- Learning Outcomes & Assessment
- Recruitment Strategies
- Retention of our Students
- Technology Improvements
EMSA Divisional Action

- Opening Doors Diversity Project: In-depth Training - 5 years over 20 staff members trained; single day retreats all EMSA Professionals
- 2014-15 EDI Collaborative training for over 500 student employees
- Fall 2014 - Directors completed the Intercultural Development Inventory and processed results
- EDI follow up sessions have been facilitated to continue to build intercultural competency for the EMSA Directors
- EDI Training for site leaders for Saturday of Service since the programs inception.
- Established summer higher ed. graduate intern program - over 75% identifying as underrepresented population
- Specific strategies have been applied to RA selection to diversify and retain
Cont. EMSA Divisional Action

- LDP has requirements related to building intercultural competency
- Enhanced training for health and counseling staff related to working with transgender and underrepresented student populations.
- Re-organized systems for student clubs/orgs. to provide structure, training and tools
  - Old system <50 Clubs/Orgs. recognized by student government
  - New system >209 Clubs/Orgs. registered by the college
    - SOUL – LGBTQ Club – 8 ➔ 75
    - ALAS – Latino Club – 42
    - African Student Union – 80
    - OSAD – students of African Descent - 90
    - Caribbean Student Association – 102
    - Korean Club startup - 13
Campus Climate

Johnson (2003), Harper et al (2011), Hurtado (2007), Yosso et al (2009), and Sedaleck (1999) provide relevant research that highlights the significance of campus climate on student success, specifically related to race and ethnicity. Research often points to the racial and ethnic climate as detrimental to ethnic minority student success at PWIs.
Assessing Campus Climate

- Campus Climate Study, 2014 (Rankin & Associates)
- Impact of current events on our campus, leading to increased discussions of EDI
- Existing institutional data
  - Retention & persistence
  - Faculty & staff recruitment
  - Local surveys (Res Life Mid-Year Survey)
  - Training and professional development opportunities
  - Anecdotal data, including events
## Demographics of Population and Sample

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Subgroup</th>
<th>Population %</th>
<th>Sample %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Man</td>
<td>43.6</td>
<td>32.2</td>
</tr>
<tr>
<td></td>
<td>Woman</td>
<td>56.4</td>
<td>66.9</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>African American/African/Black</td>
<td>8.3</td>
<td>7.4</td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
<td>4.9</td>
<td>4.8</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>84.6</td>
<td>81.4</td>
</tr>
<tr>
<td><strong>Position</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate Student</td>
<td>73.3</td>
<td>64.9</td>
</tr>
<tr>
<td></td>
<td>Graduate Student</td>
<td>10.7</td>
<td>6.8</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td>9.6</td>
<td>17.0</td>
</tr>
<tr>
<td></td>
<td>Faculty</td>
<td>6.4</td>
<td>11.3</td>
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</table>
“Comfortable”/ “Very Comfortable” with:

- Overall Campus Climate  (79%)
- Department/Work Unit Climate (81%)
- Classroom Climate (Undergraduates, 78%)
- Classroom Climate (Graduates, 84%)
- Classroom Climate (Faculty, 95%)

Rankin & Associates
Experiences with Exclusionary, Intimidating, Offensive and/or Hostile Conduct

- 642 respondents indicated that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct at Brockport.

27%
Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct Based on…(%)

- Gender/Gender Identity (n=163)
- Sexual Orientation (n=133)
- Gender Expression (n=121)
- Position (n=104)
- Ethnicity (n=96)
- Race (n=90)

Note: Only answered by respondents who observed harassment (n = 637). Percentages do not sum to 100 due to multiple responses.
Residence Life

• Resident Assistant Program
  – GPA Requirement & academic intervention program
  – Training: Creating an Inclusive Community, Safe Zone, Collaborative Training
  – Mentoring

Dissertation themes: Connection in the Classroom, other Students and Residence Hall Staff
Residence Life

• Gender Inclusive Housing Policy
  – Student Government Resolution
  – Challenging Operations
  – Communication Plan

– 2014 Data: 2 students resided in gender inclusive housing
– 2015 Data:
  • 10 total were placed in gender inclusive housing in multiple buildings
  • 83 students responded on the application that they were interested in gender inclusive housing
  • 258 students responded that they were open to residing in gender inclusive housing as an ally
**Residence Life**

- **Housing Equity Study**
  - Summer 2014 data analysis project
  - Findings: Opportunity Program

<table>
<thead>
<tr>
<th></th>
<th>% of EOP Students Based on total number of EOP Students (Fall 2014)</th>
<th>% of EOP Students Based on total occupancy of the building (Fall 2014)</th>
<th>% of EOP Students Based on total number of EOP Students (Fall 2015)</th>
<th>% of EOP Students Based on total occupancy of the building (Fall 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Townhomes</td>
<td>10.6%</td>
<td>5.9%</td>
<td>16.7%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Briggs</td>
<td>1.0%</td>
<td>0.5%</td>
<td>14.3%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Bramley</td>
<td>4.8%</td>
<td>2.5%</td>
<td>16.7%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Perry</td>
<td>8.7%</td>
<td>4.7%</td>
<td>10.7%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Harmon</td>
<td>32.7%</td>
<td>19.5%</td>
<td>14.3%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Gordon</td>
<td>1.0%</td>
<td>2.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Mortimer</td>
<td>41.3%</td>
<td>10.9%</td>
<td>20.2%</td>
<td>4.3%</td>
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</tbody>
</table>
Discussion

• What are questions you have related to the campus climate at your institution?
• What existing data related to campus climate do you have?
• What is your sphere of influence?
• Who are individuals that have skills and content knowledge related to EDI that you can partner with?
• What are equity, diversity and inclusion goals that you have?
  – Institutional goals
  – Divisional goals
  – Departmental goals

*Create a list of useful resources as a group*
Questions

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