



SAN DIEGO
Community College District

Climate Matters: Foundations for a Healthy and Inclusive Campus Community

College Flex/CCE Flex: 31737/38723

Jaime Sykes (*RPA*) and Natalia Córdoba-Velásquez Alarcón (*Director*)

SDCCD Office of Institutional Effectiveness and Research

Welcome & Introductions!

Who are we?

Why are we here?



Getting to know the zoom room

Please introduce yourself in the chat!



Use our Mentimeter to tell us why you are interested in this workshop!

You can use the QR code on the Mentimeter slide, the link in the chat, or go to menti.com and enter the code below!

5810 9471

Session Learning Outcomes

1. Define campus climate and distinguish it from related concepts like culture and environment.
2. Explain why campus climate is essential for student, staff, and faculty well-being, engagement, and success.
3. Identify ways individuals and teams influence climate through daily interactions, policies, and practices.

Contents

1. What is Campus Climate (CC)?
2. Why is it important?
3. How can we monitor/measure CC?

- SDCCD actions to measure Campus Climate
- Importance to measure CC at SDCCD (Mission/Vision/SP)
- Type of Analysis of CC.

What is Campus Climate?

Campus climate reflects the “**views, attitudes, behaviors, and perceptions** of members of the campus community (students, faculty, and staff) about their environment”.



Why is it Important?

- ✓ Aligns to the Mission of Community Colleges.
 - Fosters students' success.
 - Influences Sense of Belonging, persistence & retention.
 - Critical for advancing diversity, equity, and inclusion (DEI).
 - Reflects institutional effectiveness and mission fulfillment.
- ✓ Affects employee satisfaction, well-being, and professional success, including productivity and retention.



How can it be Measured?

Reaching out to People
Interviews | FGs | **Surveys**

- ✓ [NACCC- National Assessment of Collegiate Campus Climate](#)
- ✓ [HEDS Campus Climate Survey](#)
- ✓ [HERI Diverse Learning Environments](#)
- ✓ [PACE Climate survey for Community Colleges](#)
- ✓ [RP Group Campus Climate Surveys](#)

Purpose of CC Survey

- ✓ Support Diversity, Equity, Inclusion, Access, and Anti-racism initiatives at SDCCD.
- ✓ Enhance the campus environment for all students & employees, particularly for marginalized groups.
- ✓ Foster greater visibility, information-sharing, and building on a common knowledge base.
- ✓ Provide longitudinal data to inform new and enhanced strategic climate initiatives.

SDCCD Efforts to Measure CC

- **5** Surveys since **2010** (every 4 years).
- First survey for **students** in **2023** (Pilot).
- First instrument focused on **CCs** in **2025**.
- Comparable survey for **students & employees** (**2025**)

2025 Survey Domains

CC

**Campus
Climate**

Overall perceptions, attitudes,
and quality of interactions

EA

**Empowerment
& Agency**

Resources, support, belonging,
and connection to campus

DEI

**Diversity, Equity
& Inclusion**

How well the institution
promotes and reflects DEI

SS

**Safety &
Security**

Emotional, mental, and physical
safety

TC

**Trust &
Confidence**

Fairness, equitable treatment,
confidence in leadership

Menti Moment!

Use our Mentimeter share a word that describes the importance of campus climate to you personally. You can submit multiple times.

If you still see the first question, you can hit submit and skip question.

You can use the QR code on the Mentimeter slide, the link in the chat, or go to menti.com and enter the code below!

5810 9471

Importance of Measuring CC at SDCCD

SDCCD's mission, vision, and values DIRECTLY point to the importance of campus climate for students and employees alike.

[Let's take a look!](#)

To be clear...

If we are not listening to the voices of employees and students in their experiences of campus climate, **we are not holding ourselves as an institution accountable to our mission, vision, or values.**

Type of Analyses Possible – Quantitative

- Direct Comparisons
- Demographic differences
- Agreement



Type of Analyses Possible - Qualitative

- Rich detail
- Community-driven solutions
- Why and how behind quantitative insights





Thank you and Workshop Evaluation

References

Hurtado, S., Milem, J. F., Clayton-Pedersen, A. R., & Allen, W. R. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *The Review of Higher Education*, 21(3), 279–302.

<https://doi.org/10.1353/rhe.1998.0003>

Hart, J., & Fellabaum, J. (2008). Analyzing campus climate studies: Seeking to define and understand. *Journal of Diversity in Higher Education*, 1(4), 222–234. <https://doi.org/10.1037/a0013627> [muse.jhu.edu]

Miller, R. A. (2014). An overview of campus climate: Dimensions of diversity in higher education. *Texas Education Review*, 2(2), 184–190

Rankin, S., & Reason, R. (2008). Transformational tapestry model: A comprehensive approach to transforming campus climate. *Journal of Diversity in Higher Education*, 1(4), 262–274. <https://doi.org/10.1037/a0014018>