

Skidmore- Student 2021 Introduction

LACRELA

Skidmore College joined the Liberal Arts **Colleges Racial Equity Leadership Alliance** (LACRELA) as a founding member in 2020, in order to assess and address shared experiences involving racial climate on campus.

Each year, all LACRELA colleges participate in a National Assessment of Collegiate Campus Climates (NACCC) Survey, allowing students, faculty, and staff to provide input on racial campus climate. This presentation provides an overview of the student results.



Skidmore- Student 2021 Introduction

6 Areas

Cross-racial engagement
 Racial learning and literacy
 Mattering and affirmation
 Encounters with racial stress
 Appraisals of institutional commitment
 Impact of external environments

Additional information- comparison to LACRELA institutions



Skidmore- Student 2021 Methodology

When Survey Administered

All Skidmore College undergraduate students (N=2,490) were invited to participate in the NACCC survey in Spring 2021).

Response Rate

In total, 1,323 undergraduate students responded to the survey for a response rate of 53%. The overall average LACRELA response rate is 30%.

Notes

59% of survey respondents identified as Cisgender Women. 32% identified as Cisgender Men. 8% identified as Other Gender Identity. The sample is representative across class years.



Skidmore- Student 2021 **Cross-Racial Engagement**

Why This Matters

Racial dialogue is often the first and most frequent form of cross-racial interaction among students on college campuses. Students of color are overwhelmingly burdened with educating their White peers about race, thus becoming involuntary spokespersons.

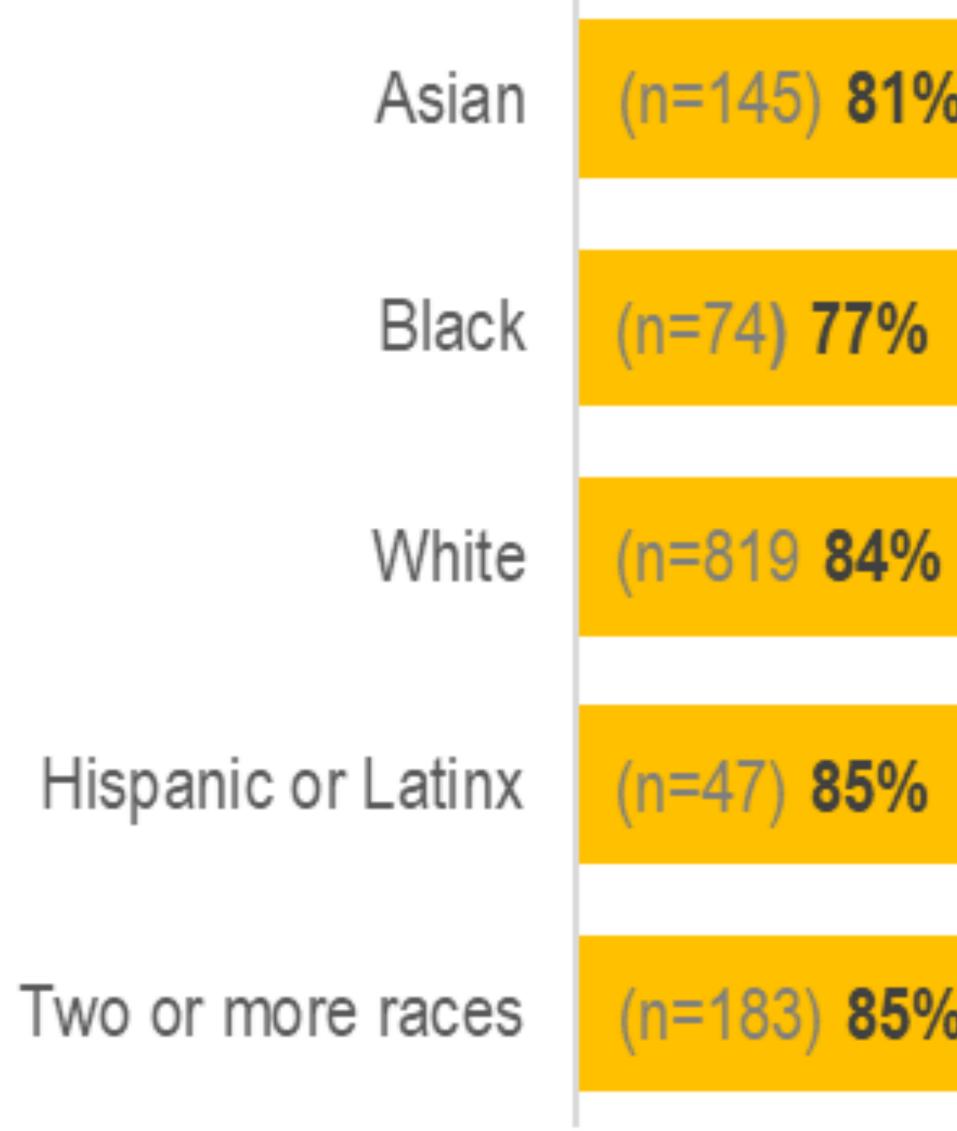
Goal

Facilitate meaningful dialogues inside and outside of classroom discussion that center racially minoritized students' perspectives and experiences.



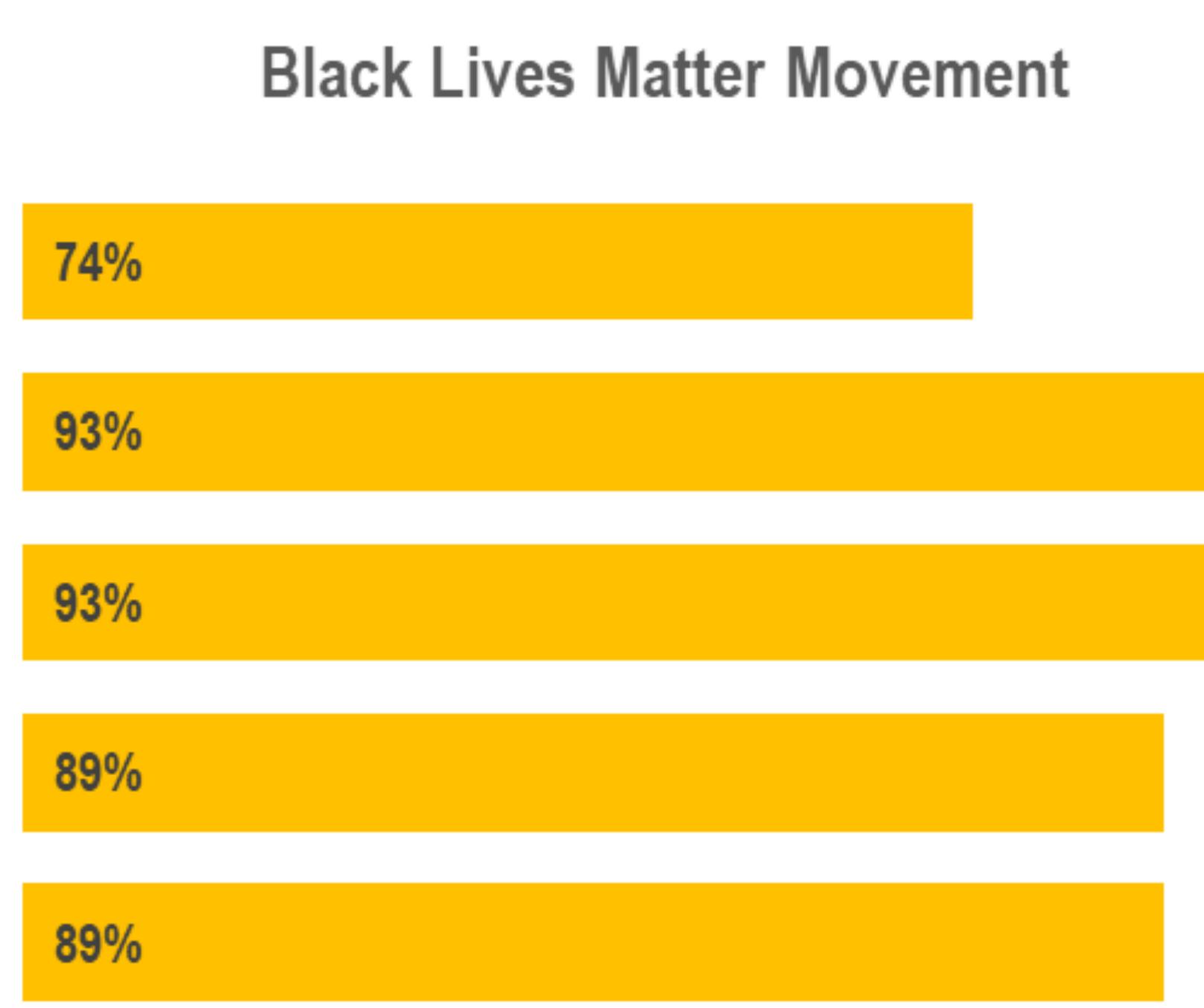
Talk about Race % of students who had conversations about the following racial topics with peers

Anti-Asian Hate Crimes and Harassment



Skidmore- Student 2021 **Cross-Racial Engagement**

6			
)			
6			





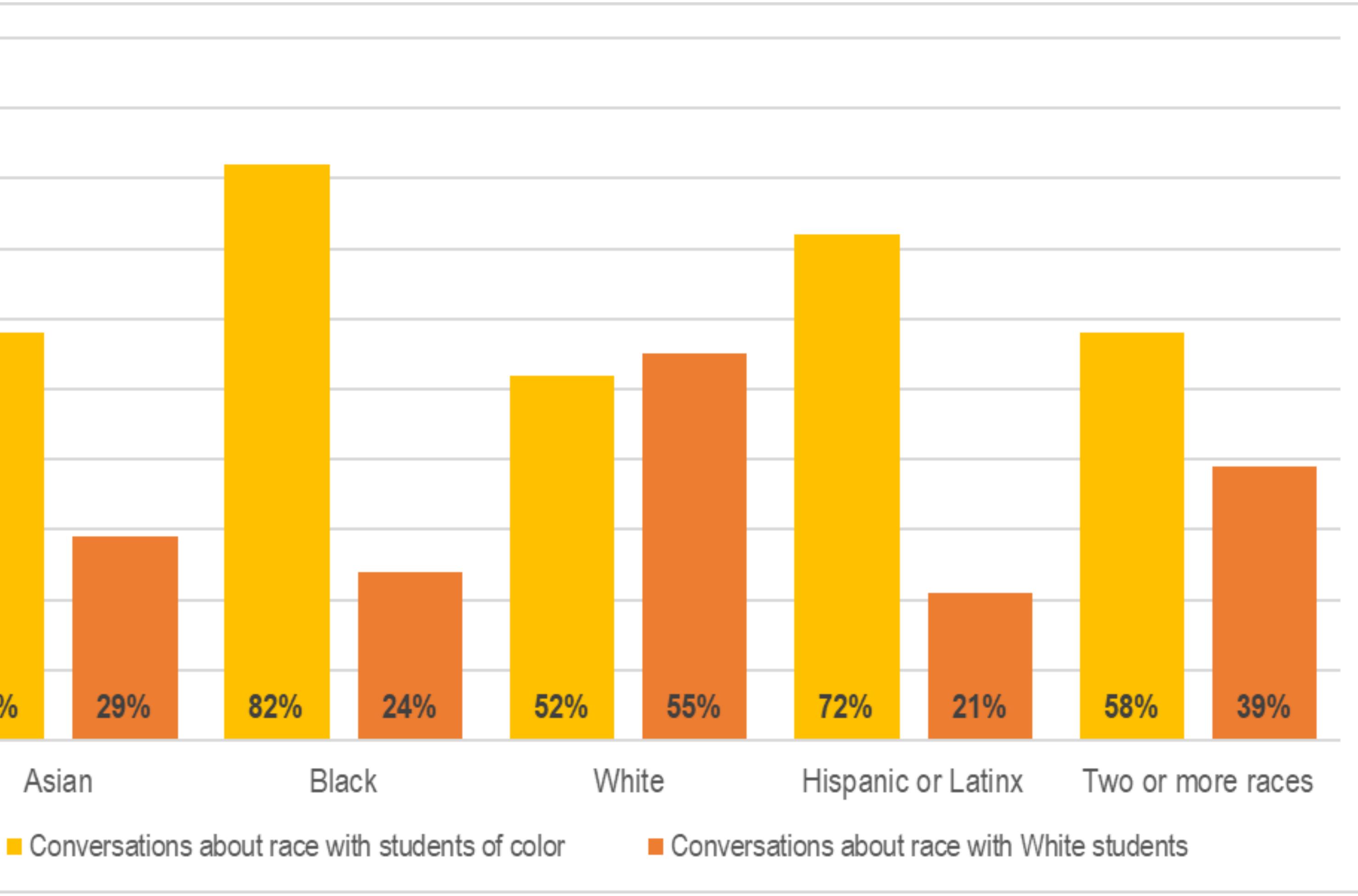


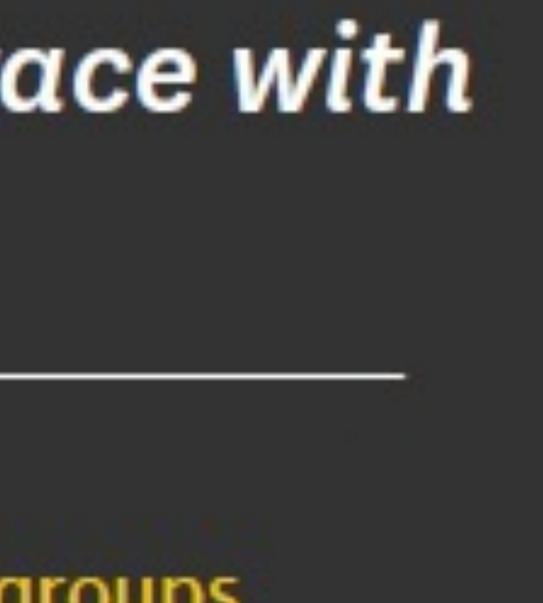
100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 58% 0% Asian

Skidmore- Student 2021 **Cross-Racial Engagement**

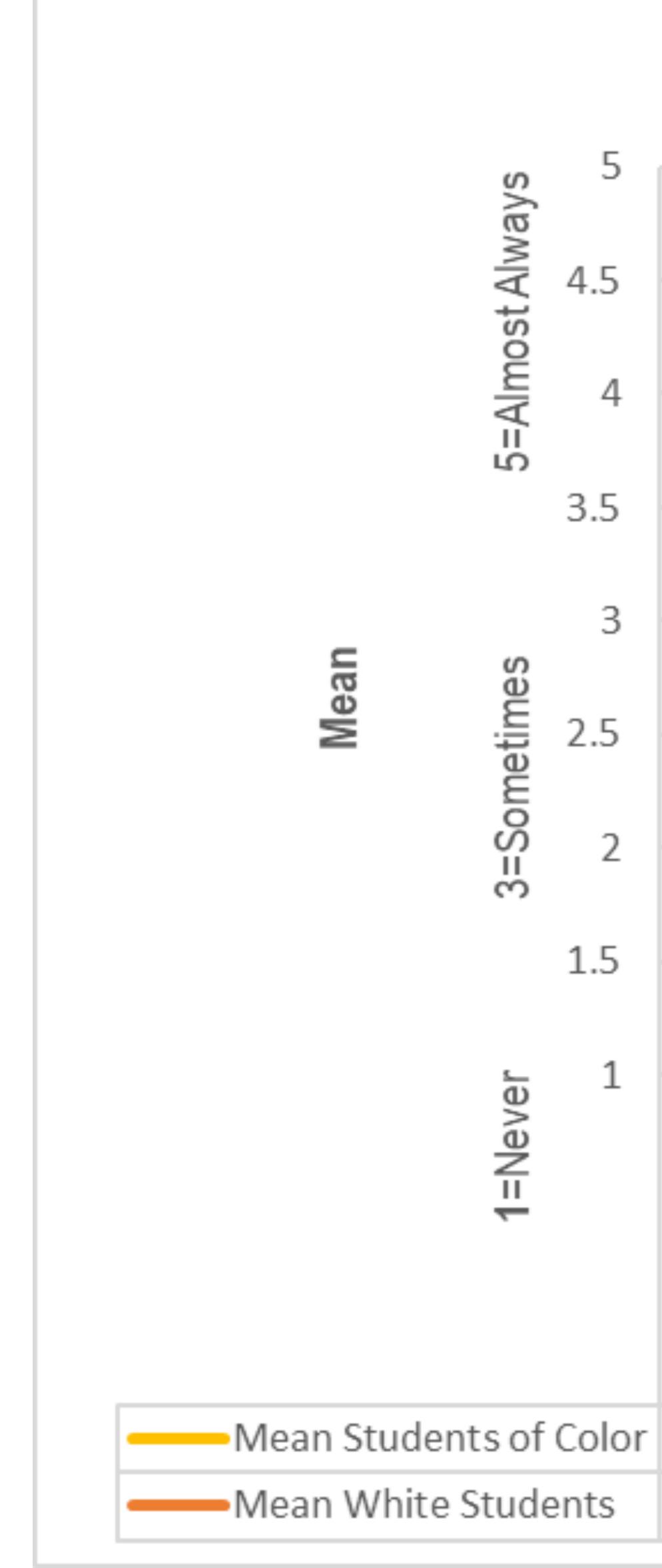
Students of color feel more open when talking about race with students of color than with White students

% of students who feel moderately or extremely open about being engaged in conversations about race with each of the following groups









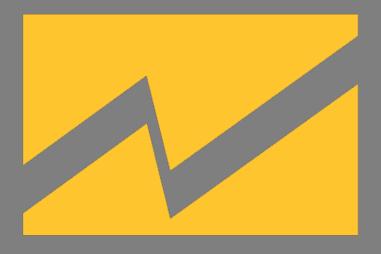
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Skidmore- Student 2021 **Cross-Racial Engagement**

Student e	ngagement w	ith each oth	er outside cla	ssroom	
Hung out socially with white students	Voluntarily studied together with white students	Particpated in student clubs or organizations with white students	Hung out socially with students of color	Voluntarily studied together with students of color	Particpated in student clubs or organizations with students of color
3.4	3.3	3.3	3.7	3.5	3.8
4.1	3.9	3.8	3.2	2.8	3.1



Skidmore- Student 2021 **Cross-Racial Engagement**

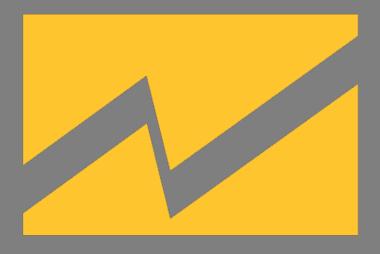
Reflective Questions

Are the findings consistent with your experiences or observations at Skidmore? Why or why not?

Do you engage in racial dialogues with people outside of your racial demographic? Why or why not?

What can Skidmore do to support cross-racial engagement?

Action Items



Skidmore- Student 2021 Racial Learning and Literacy

Why This Matters

The United States Census projects that the country's racial and ethnic demographics will shift such that non-Hispanic White people will no longer make up the numerical majority (Colb & Ortman, 2015). Therefore, preparing students for post-college environments reflecting this shift is an important learning outcome colleges and universities need to address.

Goal

Improve students' understanding of the historical, social, institutional, and systemic relationships of power– specifically related to race and racism – in the United States.



How well do you think SKIDMORE COLLEGE is preparing you to work in a racially-diverse setting?

% of undergraduate students who reported their institution is mostly or strongly preparing them

100%									
90%		18%	24%)		13%)		29%)		23%)
80%					23%				
70%		24%							
60%			22%				24%		28%
50%					26%				
40%		30%	25%				21%		25%
30%									
20%		17%	22%		25%		14%		12%
10%		12%	7%		13%		12%		11%
	4	Asian or Asian American	Black		White	ŀ	lispanic or Latin	x T	wo or more
 5 = Strongly preparing you 4 = Mostly preparing you 3 = Somewhat preparing you 1 = Not preparing you at all 									

Skidmore- Student 2021 **Racial Learning and Literacy**



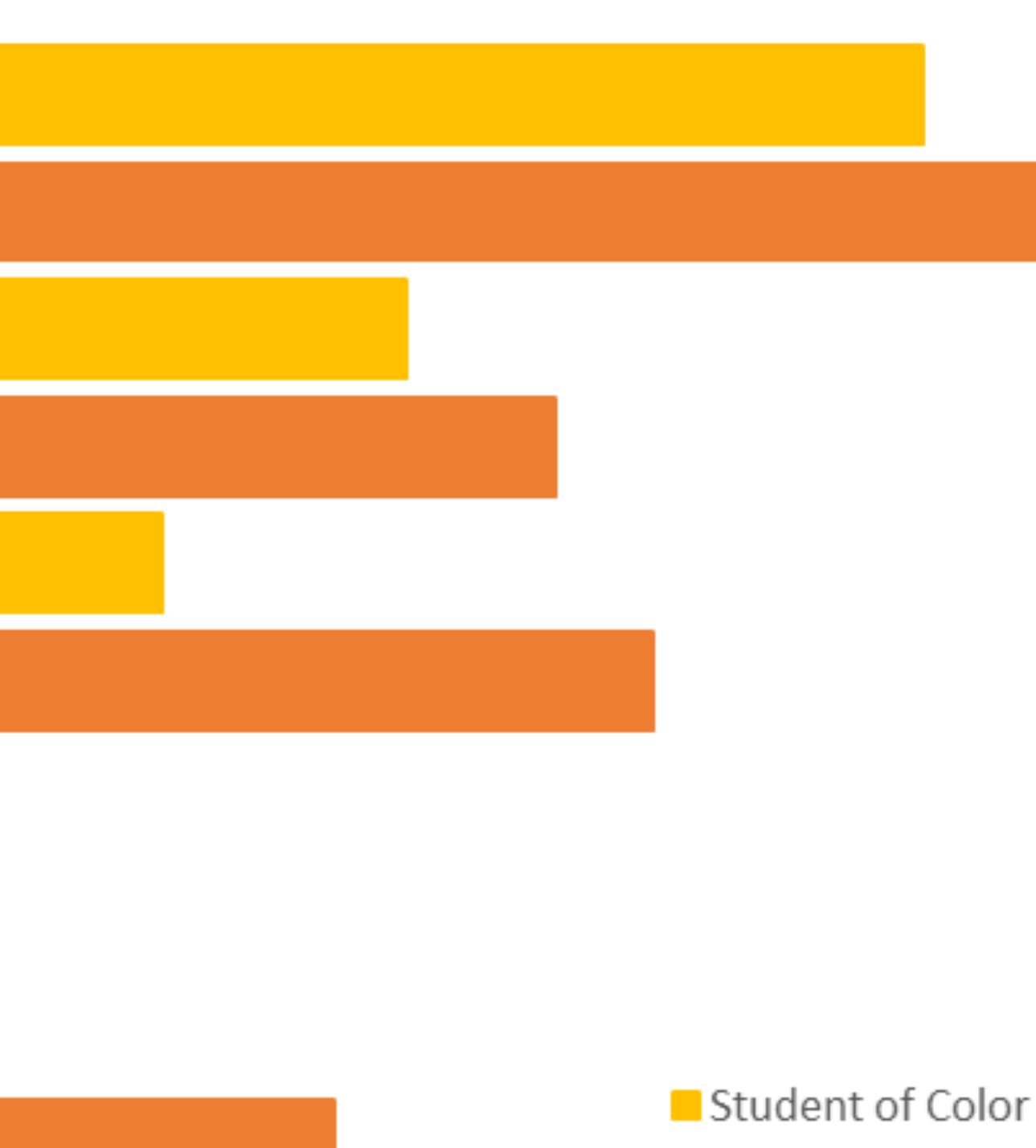


% of students who reported they have learned about race from the following people on campus

Students of color	83%
Students of color	89%
Professors of color	62%
	68%
White professors	52%
winte professors	72%
Staff of color	34%
	38%
White students	30%
vvince scoreines	59%
White staff	18%
	28%

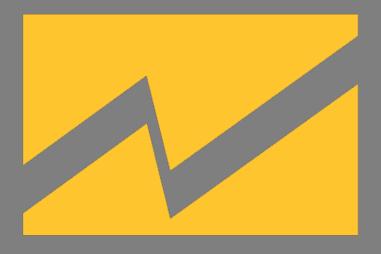
Skidmore- Student 2021 **Racial Learning and Literacy**

Students of color assume invisible work on teaching race to peers on campus



White Student





Skidmore- Student 2021 **Racial Learning and Literacy**

Reflective Questions

- Are the findings consistent with your experiences or observations at Skidmore?
 - How does Skidmore prepare students for living and working in a racially-diverse setting?





> National data indicates that 75% of all full-time faculty in degree-granting postsecondary institutions are White (National Center for Education Statistics, 2020). This overrepresentation places added responsibility on White faculty to ensure the students of color they teach feel seen, heard, and cared for in their classrooms.

Prepare faculty to create affirming and culturally sustaining classrooms in which students, including racially minoritized students, believe that they matter*.

Skidmore- Student 2021 Mattering and Affirmation

Why This Matters

Goal

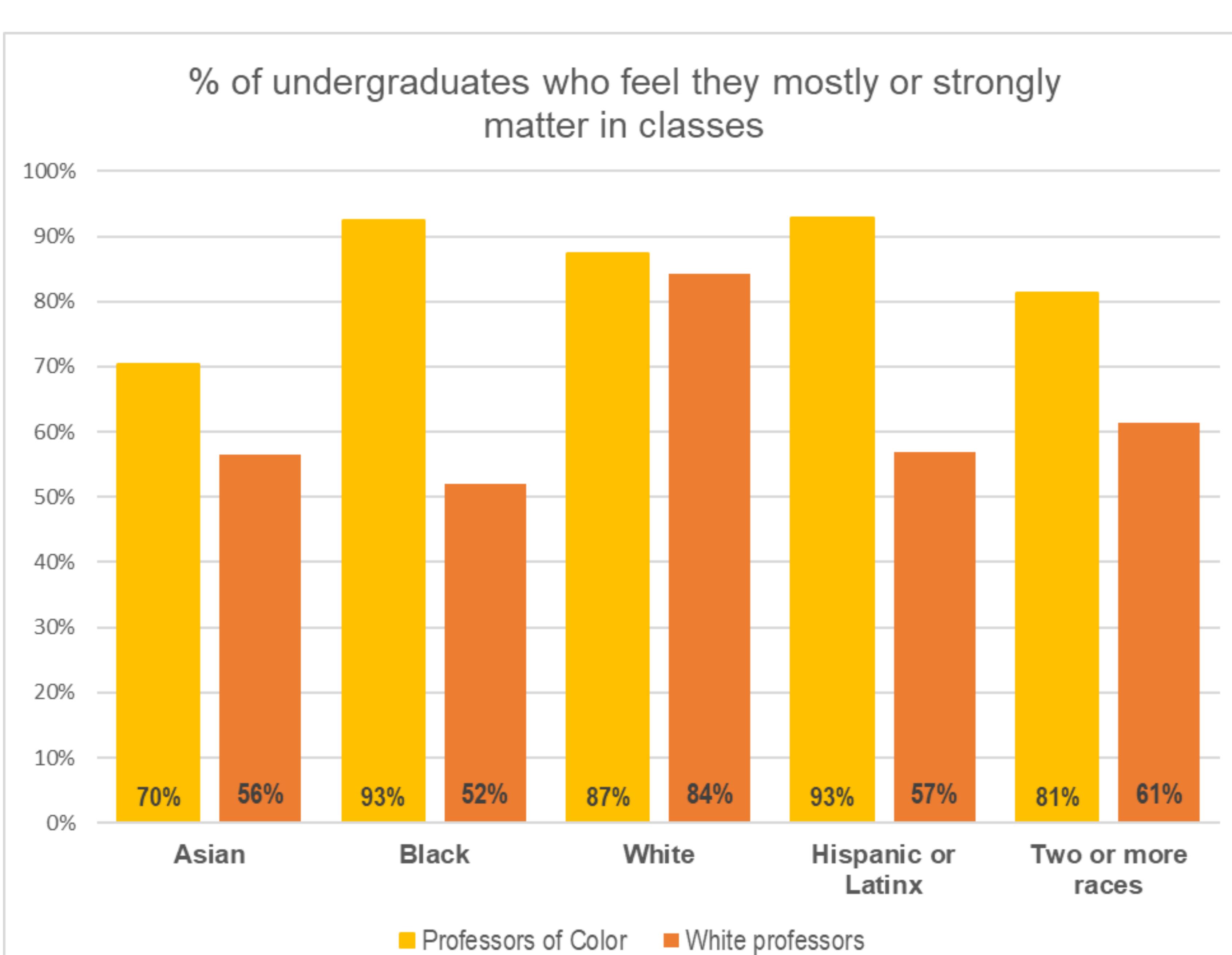
*NACCC defines mattering as others noticing and caring about what students think, want, and have to say.



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Skidmore- Student 2021 Mattering and Affirmation



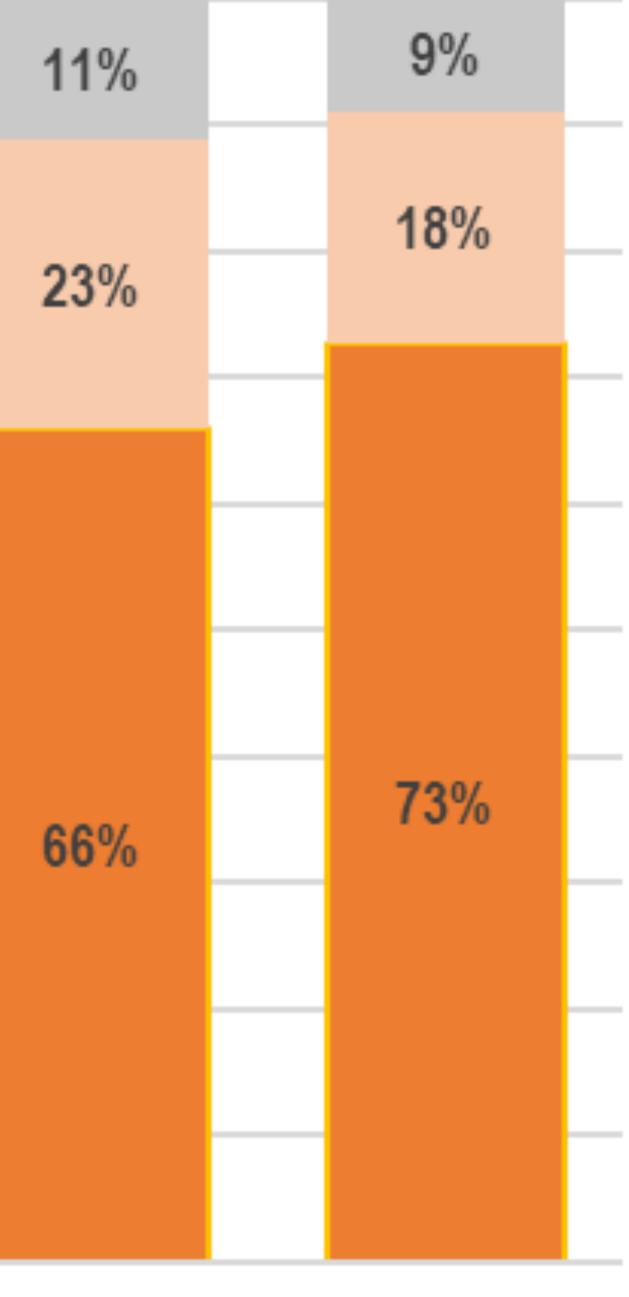
How often have you experienced support for contributions to class discussions from professors of Color?



Skidmore- Student 2021 Mattering and Affirmation

How often have you experienced support for contributions to class discussions from White professors?

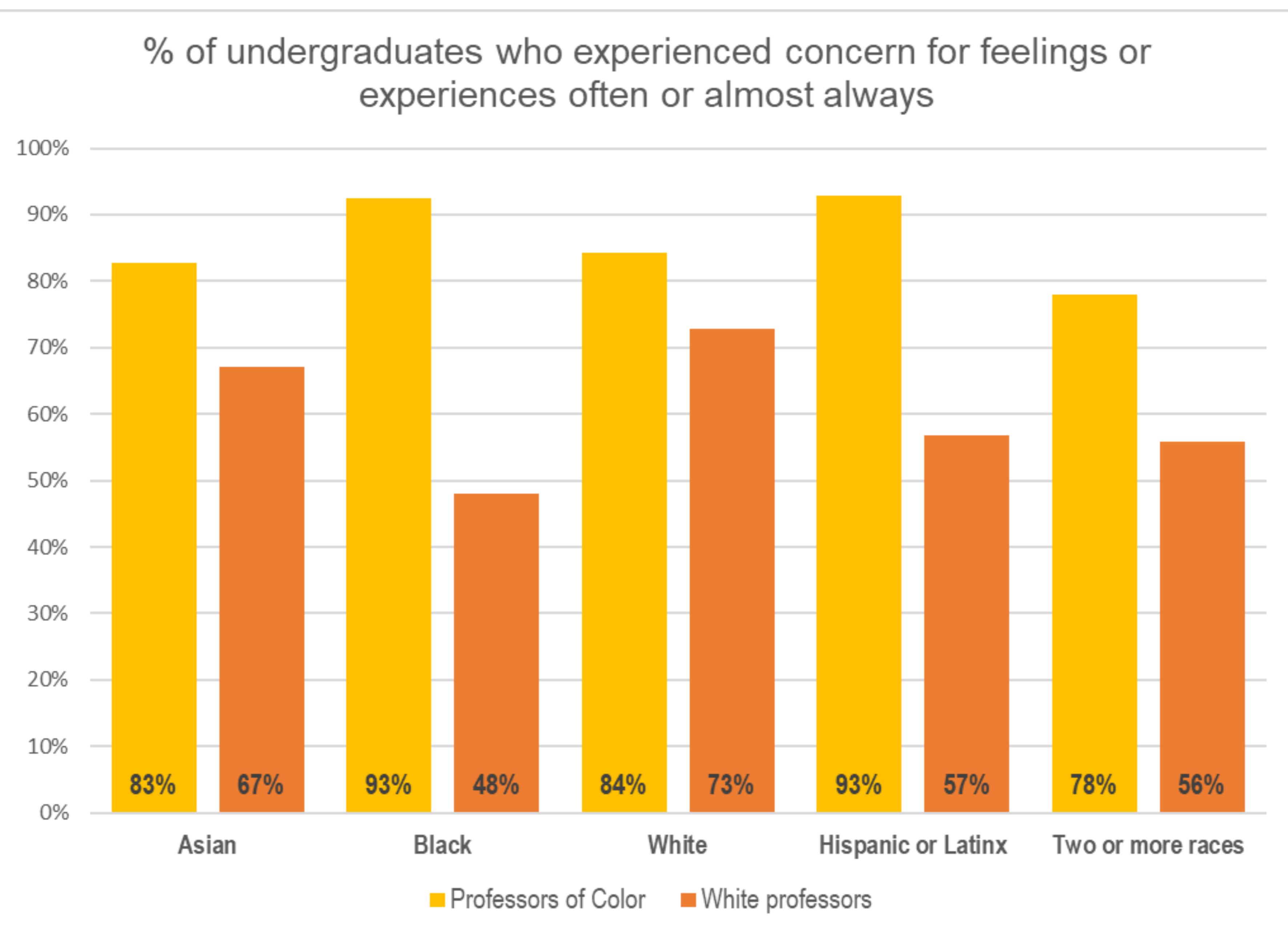
	7%	10%		2% 12%		
	16%			12 /0		
		30%				
	77%			85%		
	11/0	60%				
	Asian	Black		White	ŀ	li
— /	Almost alwa	ays or often	So	metimes	-N	le



ispanic or Two or more Latinx races

Never or once in a while





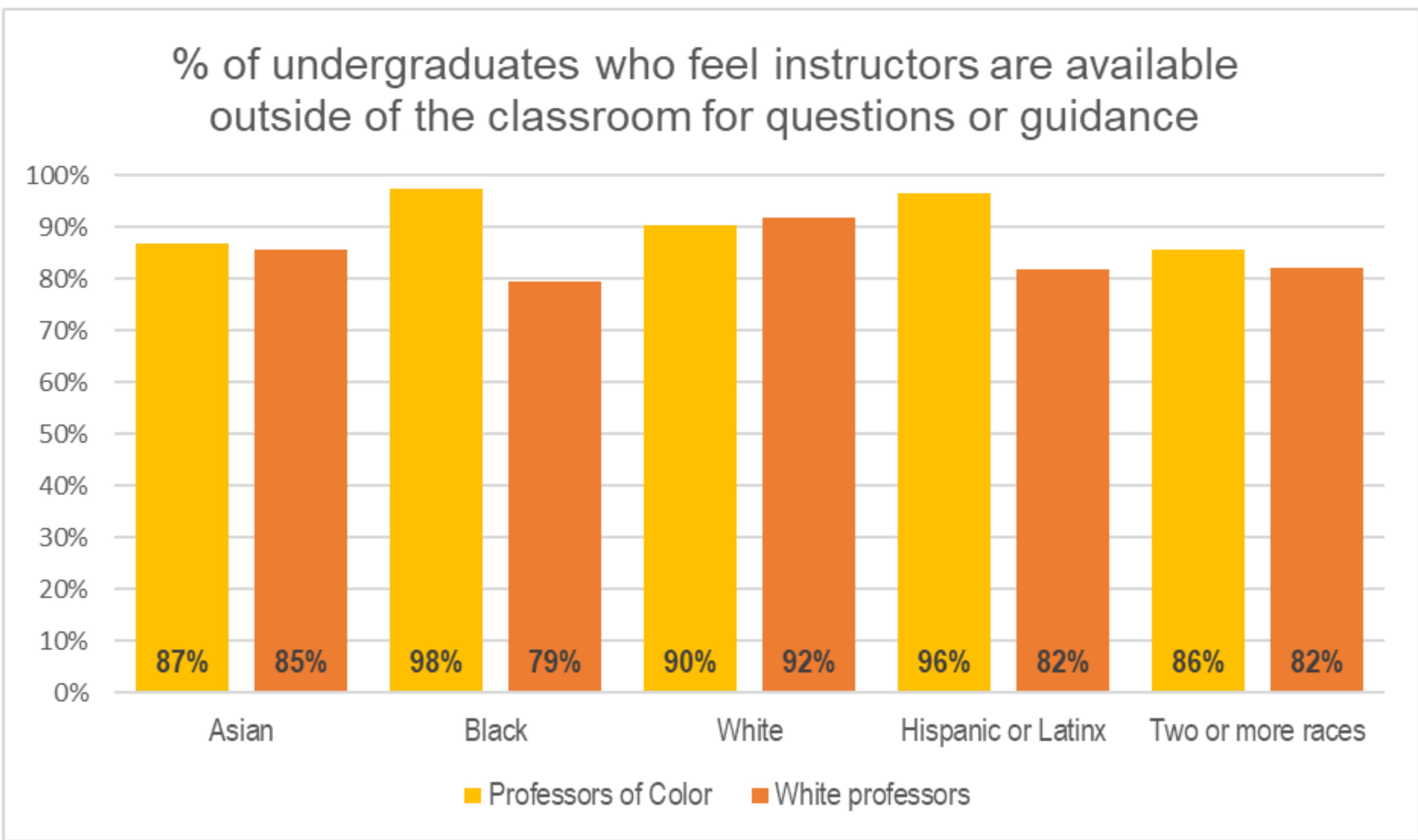
Skidmore- Student 2021 Mattering and Affirmation



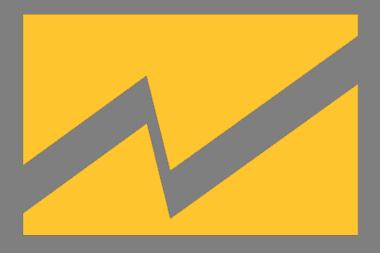
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Skidmore- Student 2021 Mattering and Affirmation



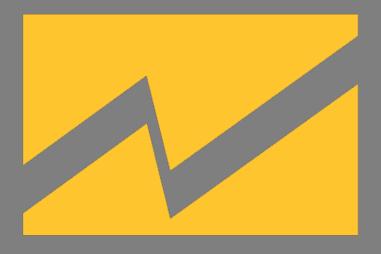
Skidmore- Student 2021 Mattering and Affirmation

Reflective Questions

Are the findings consistent with your experiences or observations at Skidmore? Why or why not?

What may contribute to these differences and what can we do to address them?





Skidmore- Student 2021 **Encounters with Racial Stress**

Why This Matters

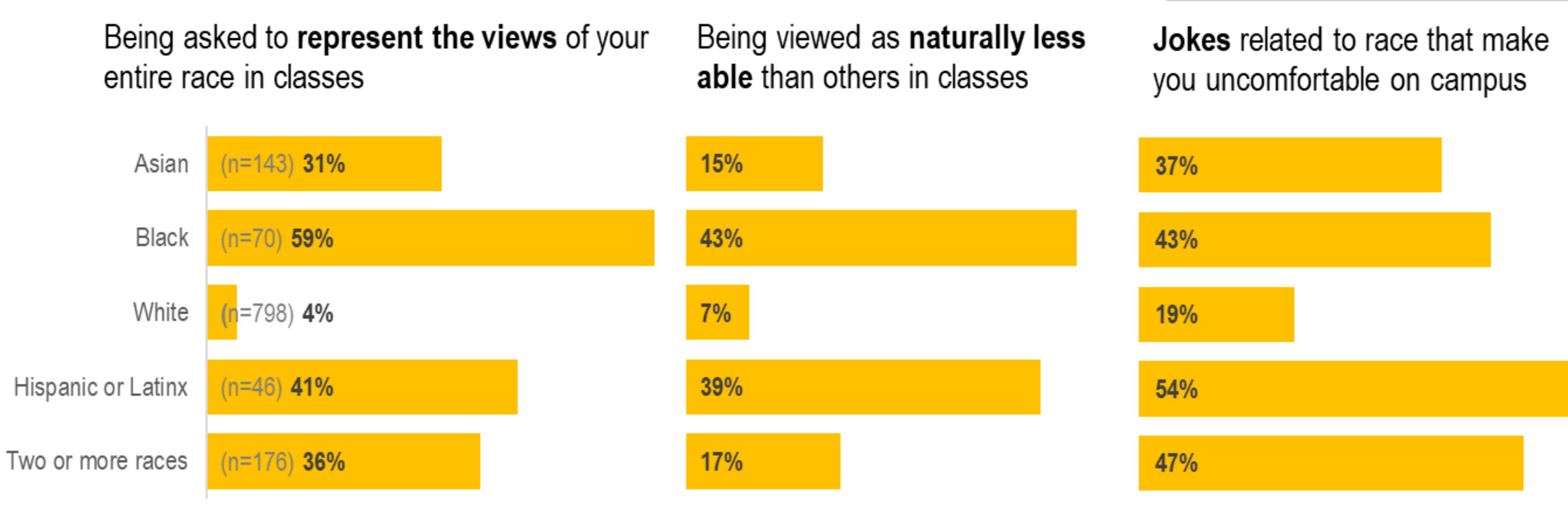
Racism is a serious public health threat that directly affects the well-being of millions of Americans (Centers for Disease Control and Prevention, 2021). In addition, racial stress among students of color increasingly contributes to feelings of loneliness, isolation, and a lack of community.

Goal

Significantly reduce, if not entirely eliminate, the frequency with which students experience racial stress by disrupting oppressive practices and providing support on the margins.



Prevalence of Racial Microaggressions % of undergraduate students who reported they have ever experienced the following on campus



Skidmore- Student 2021 **Encounters with Racial Stress**



Have any of these experiences of microaggressions resulted in the following?

Did not expe

Feelings of loneliness, not belo

Feelings of f

Decline in you

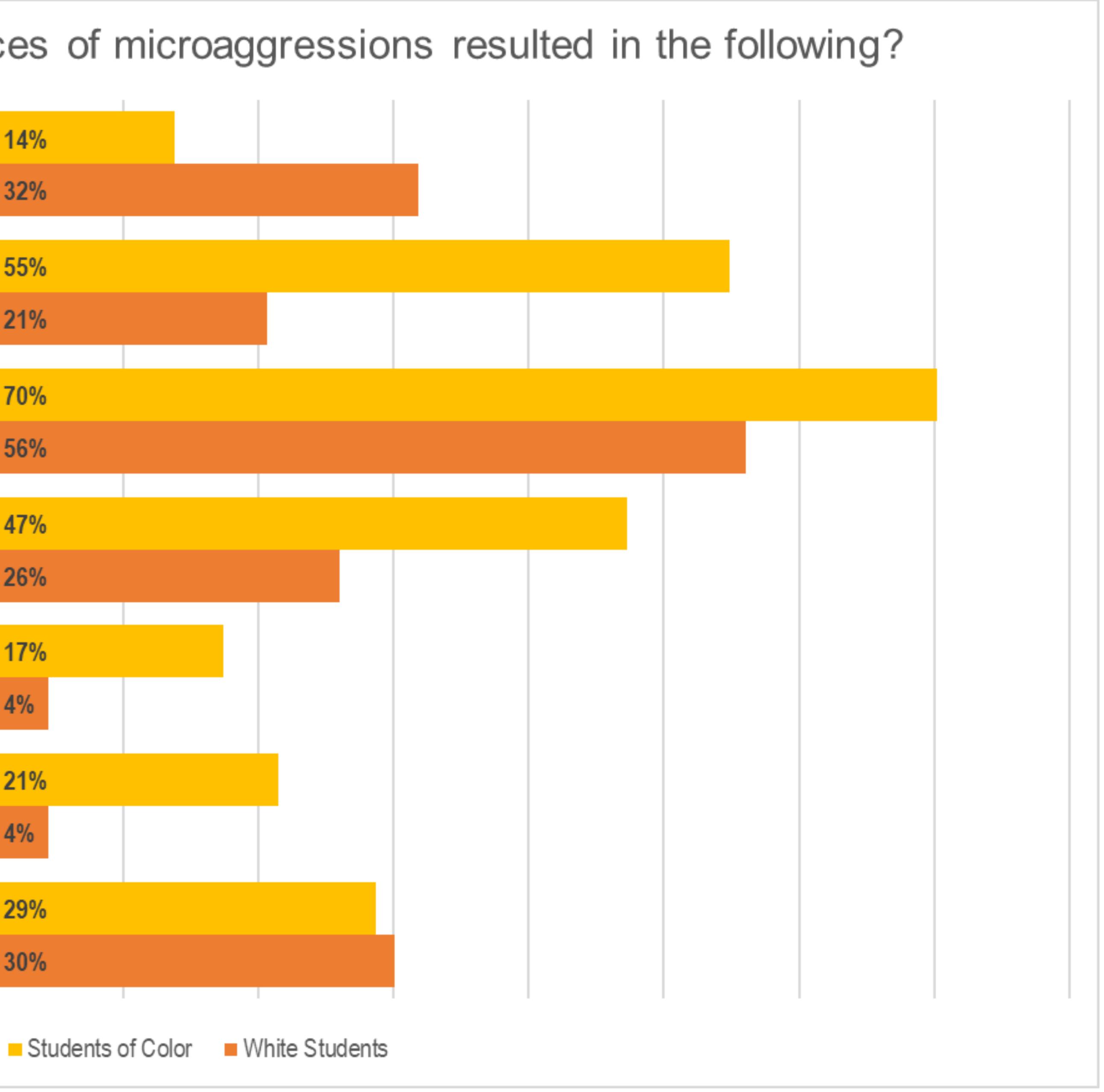
Decline

Decline in your academ

Increase in your personal motivation or ac

Skidmore- Student 2021 **Encounters with Racial Stress**

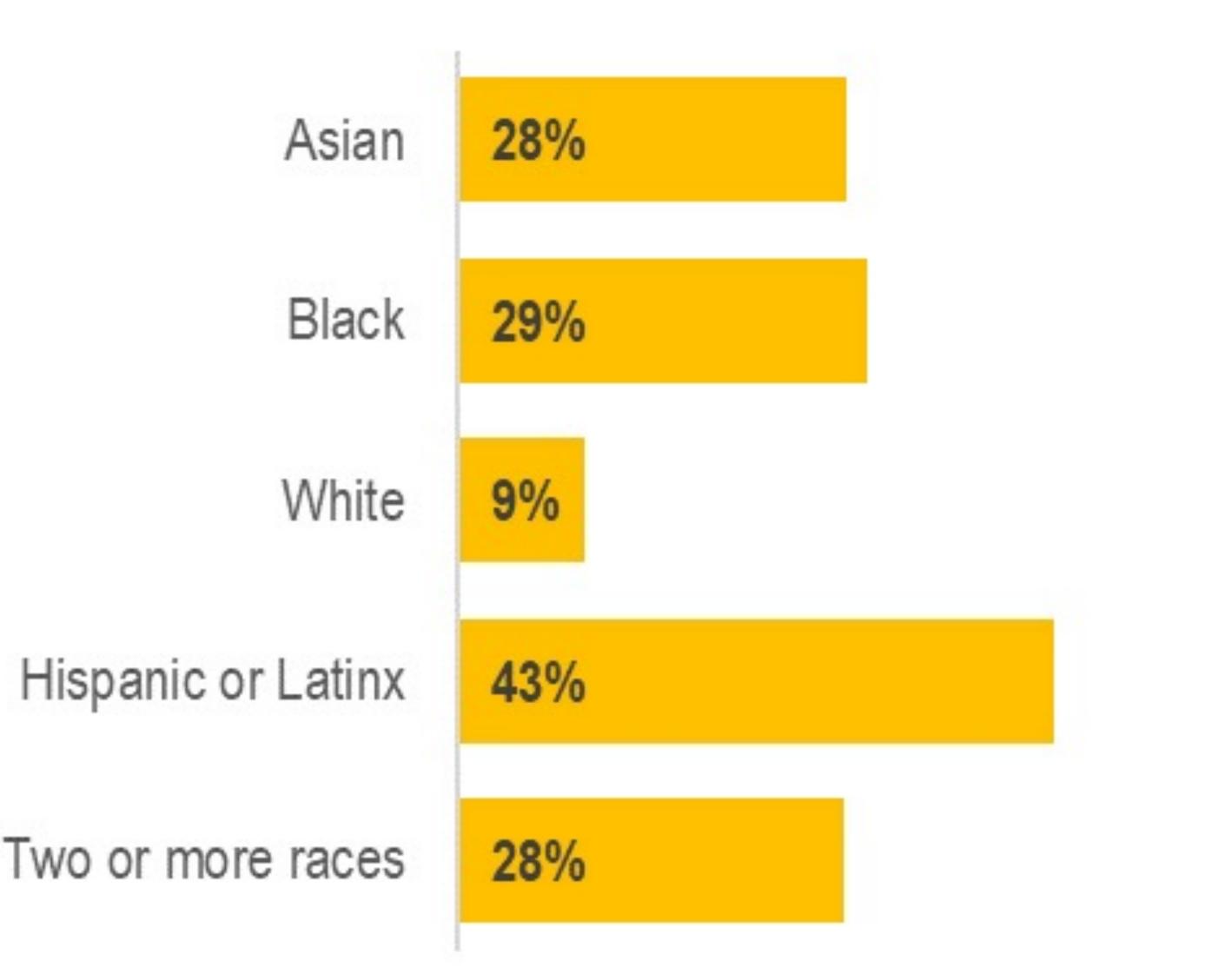
arianaa anv aftar affaata	14%
erience any after effects	32%
onging and/or is olation	55%
onging, and/or isolation	21%
fructuation and/ar anger	70%
frustration and/or anger	56%
	47%
our emotional well-being	26%
	17%
in your physical health	4%
	21%
nic performance/grades	4%
	29%
ctivism to make change	30%





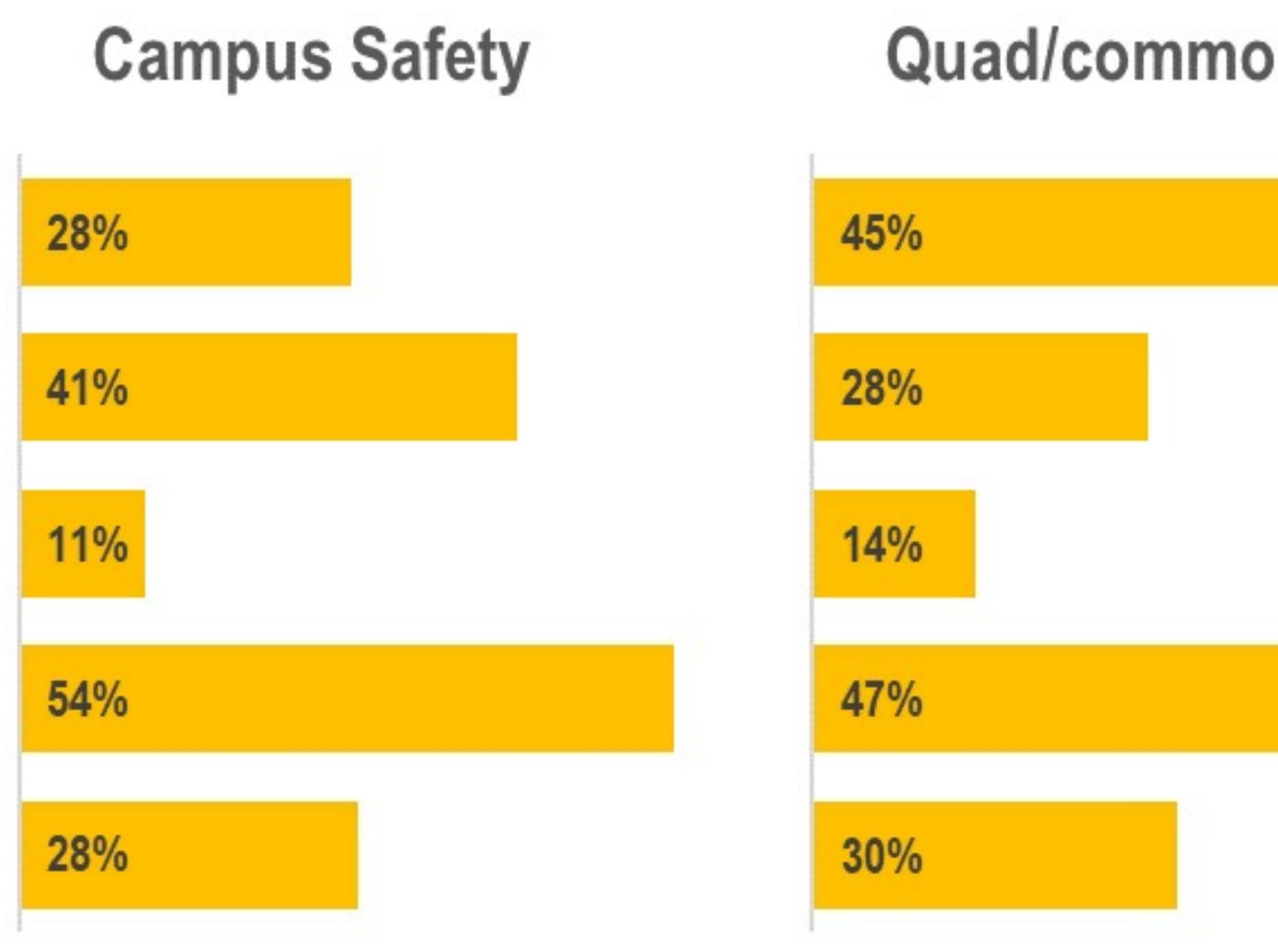
% of students who reported personally experiencing racism **2-once in a while**, 3- sometimes, 4- often, or 5- almost always in the following locations





Skidmore- Student 2021 **Encounters with Racial Stress**

Dorms/student housing



Quad/common gathering space

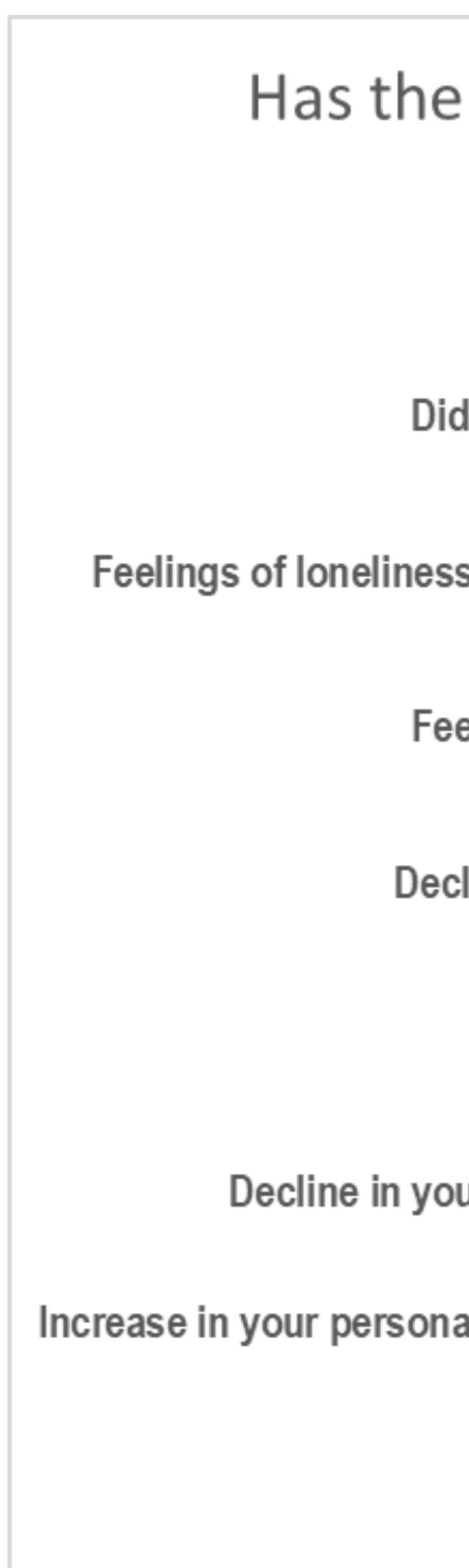




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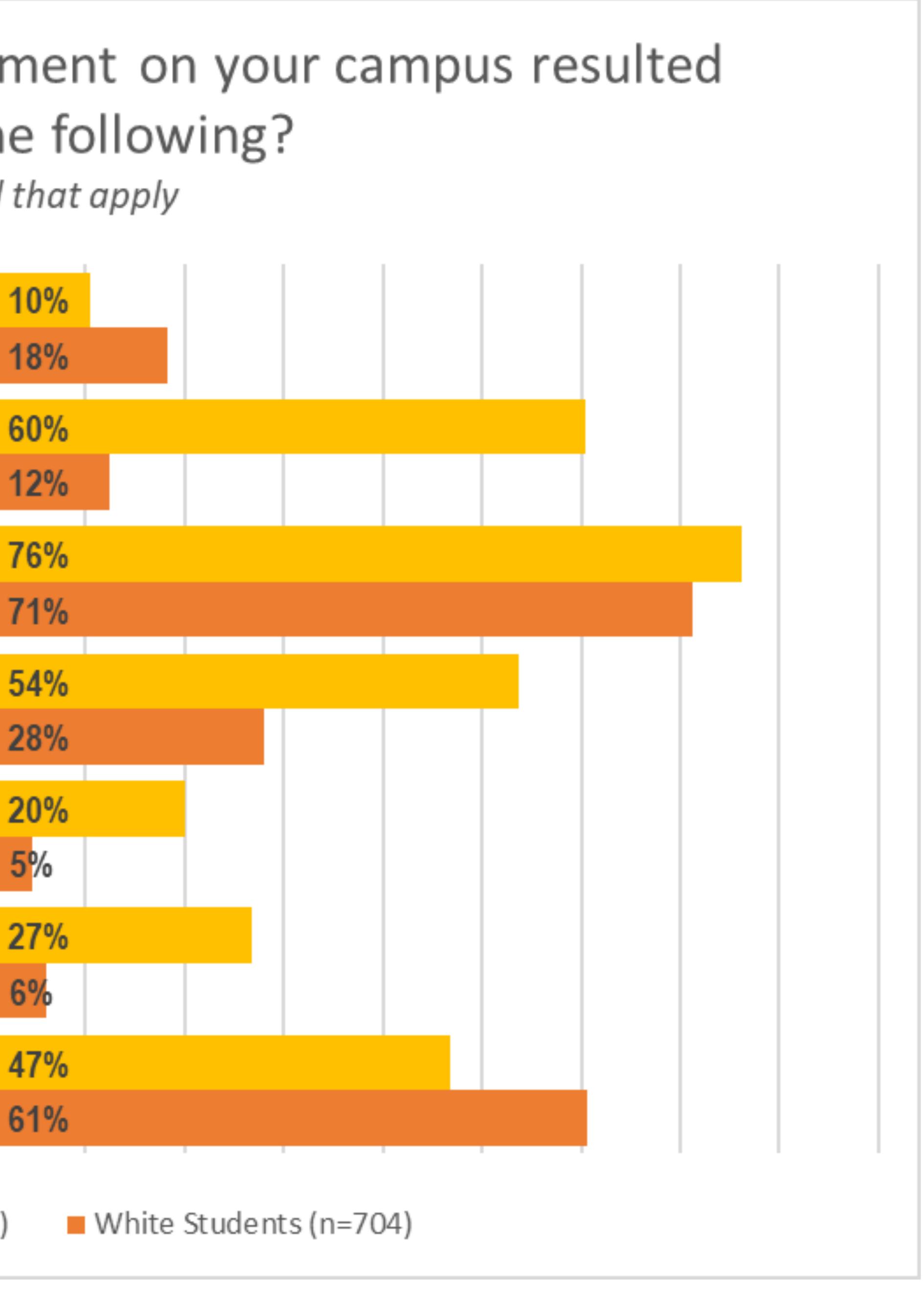
Skidmore- Student 2021 **Encounters with Racial Stress**

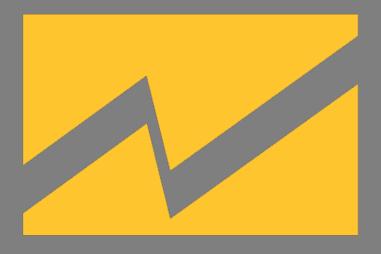
Has the overall racial environment on your campus resulted in any of the following? Select all that apply

I not experience any after effects			
	12%		
elings of frustration and/or anger			
onings of frastration and/or angoi	71%		
	54%		
line in your emotional well-being			
Dealing in your physical health	20%		
Decline in your physical health	<mark>5</mark> %		
ur codomio norfermone de c			
ur academic performance/grades			
al motivation or activism to make	47%		

Students of Color (n=384)

change





Skidmore- Student 2021 **Encounters with Racial Stress**

Reflective Questions

- Are the findings consistent with your experiences or observations at Skidmore? Why or why not?
 - What are existing resources on campus for students who encounter racial stress?

Action Items



Skidmore- Student 2021 **Appraisals of Institutional Support**

Why This Matters

The rhetoric of diversity, equity, and inclusion must accompany concrete changes to demonstrate a meaningful institutional commitment. Committing to action is especially important when the compositional diversity of an institution's faculty fails to reflect the racial and ethnic diversity of the students it serves.

Goal

Demonstrate proactive efforts to decrease the likelihood of incidents of racism, racial violence, and racial terror on campus.



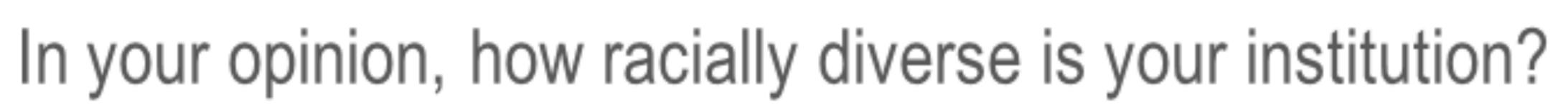
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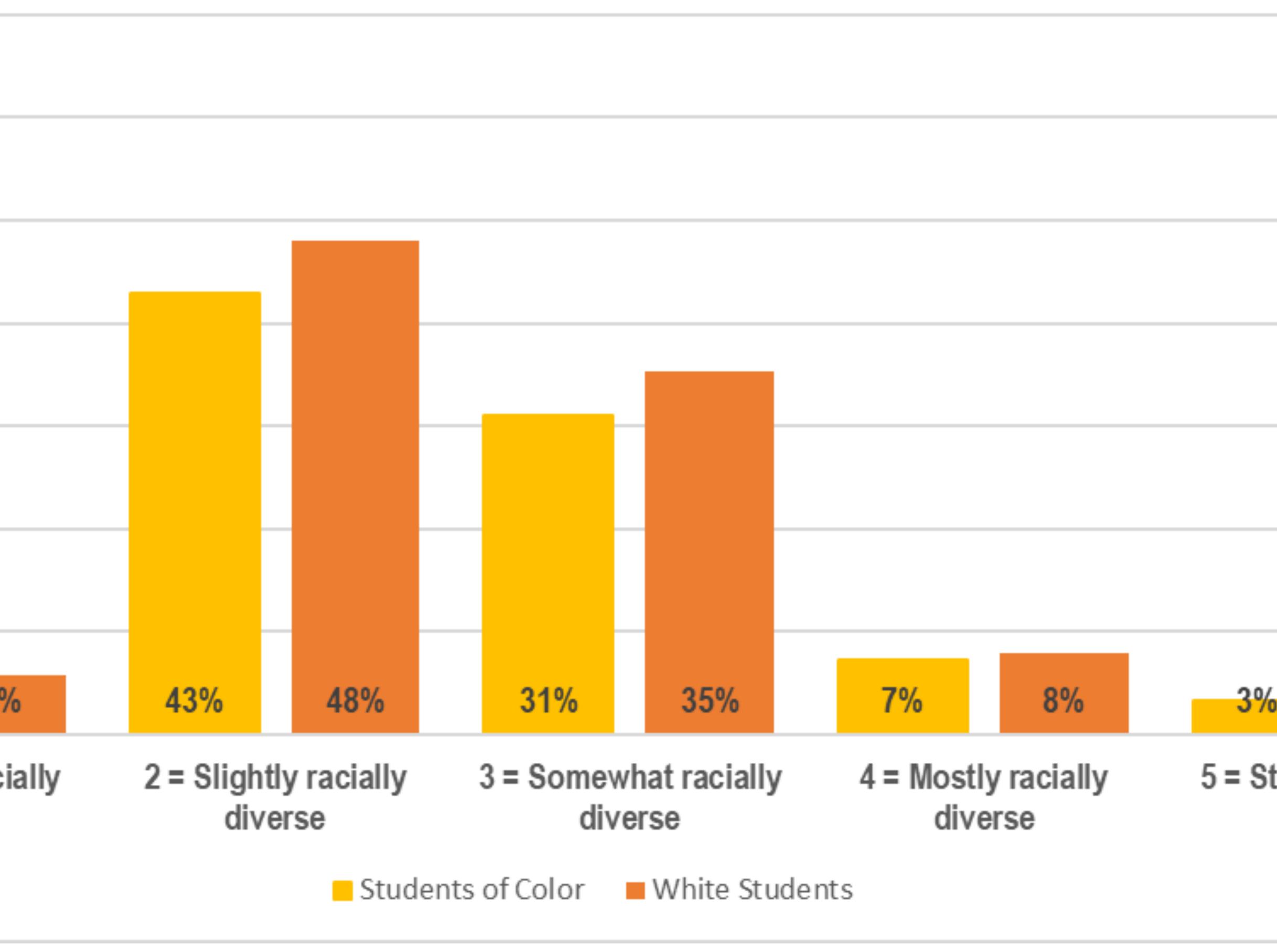
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100%				
90%				
80%				
70%				
60%				
50%				
40%				
30%				
20%				
10%				
	15%)		6%
0%	1 = No	ota di∖		

Skidmore- Student 2021 **Appraisals of Institutional Support**

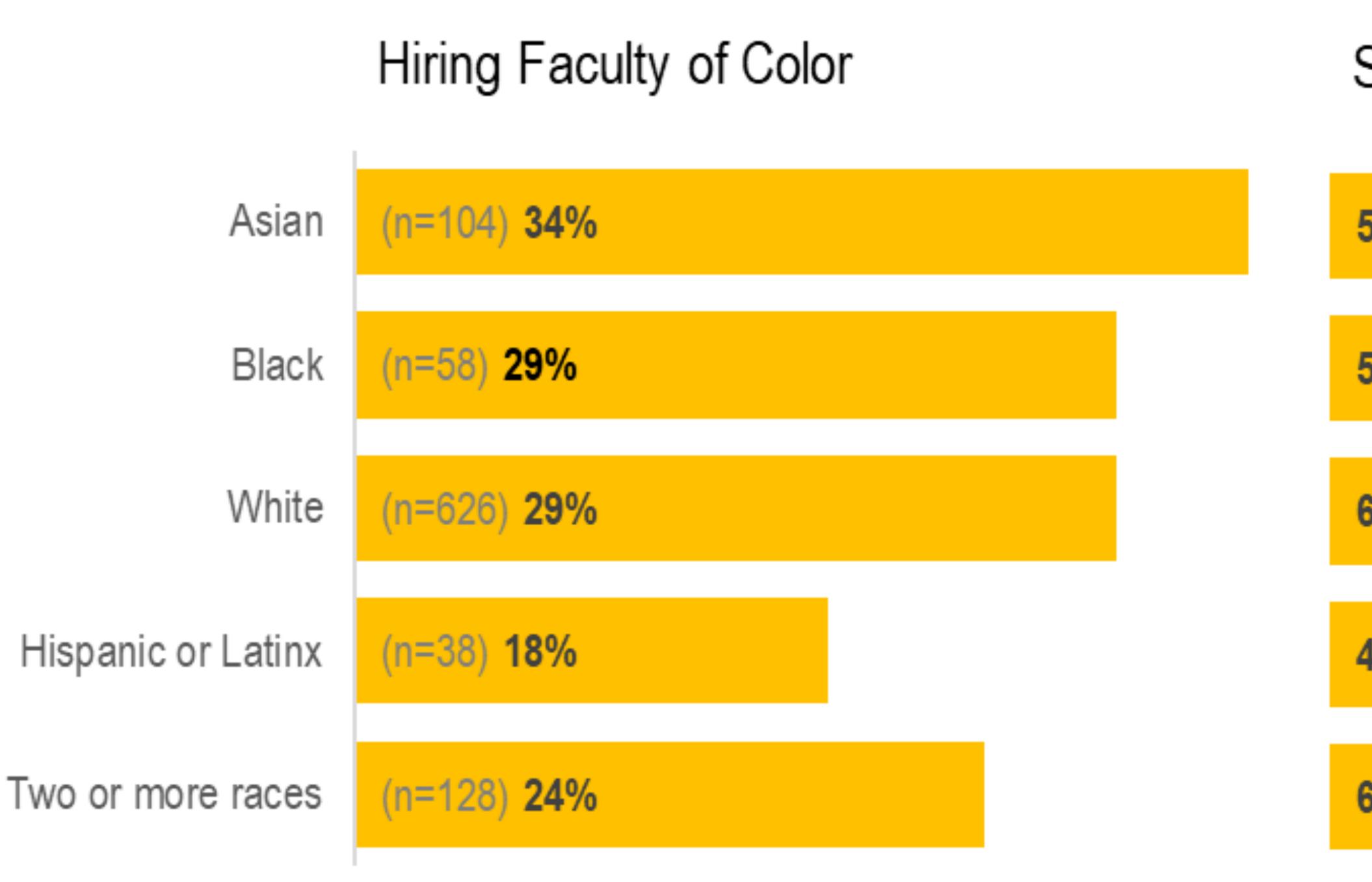




6 3%	
tronaly racially	
trongly racially	
diverse	



Institutional Commitment to Equity and Diversity % of undergraduate students who believe the institution is mostly or strongly committed to the following



Skidmore- Student 2021 **Appraisals of Institutional Support**

Sponsoring Activities about Racial Diversity

52%			
56%			
63%			
48%			
61%			







Skidmore- Student 2021 **Appraisals of Institutional Support**

Reflective Questions

- Are the findings consistent with your experiences or observations at Skidmore? Why or why not?
- How can campus leadership deal with racism more effectively?

Action Items



Skidmore- Student 2021 Impact of External Environments

Why This Matters

As students are entrusted to institutions by parents and families, colleges and universities have a responsibility to actively engage local law enforcement in developing anti-racist professional practices.

Goal

Be proactive and aware that students come from and are continually exposed to environments with differing levels of racial stress and violence apart from the campus community. Students may, for example, experience an entirely separate racial reality on campus than in their hometown or in the city/town surrounding campus.

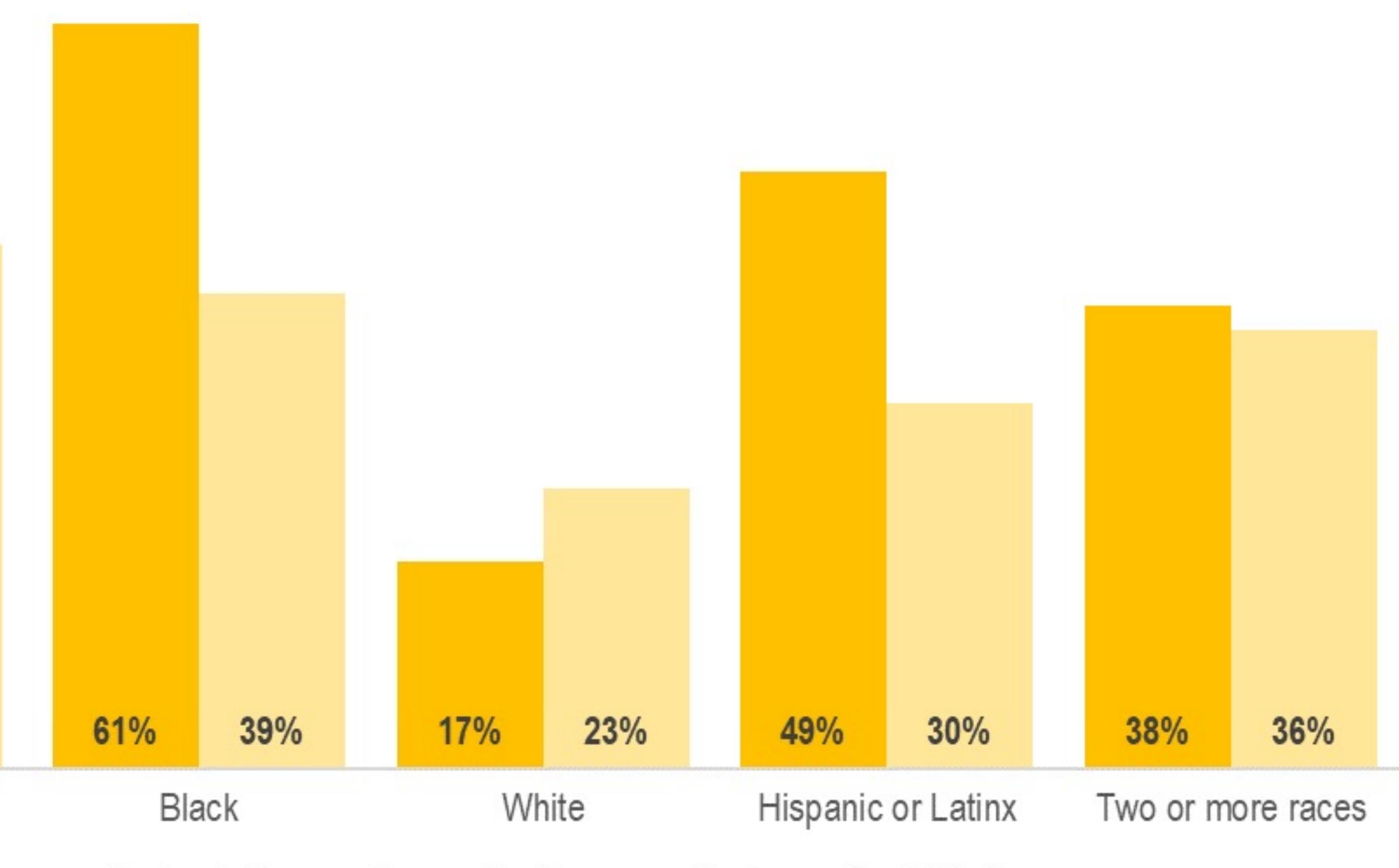


Prevalence of Off-Campus Racism % of undergraduate students who reported they have ever experienced racism in the following spaces



Asian

Skidmore- Student 2021 Impact of External Environments



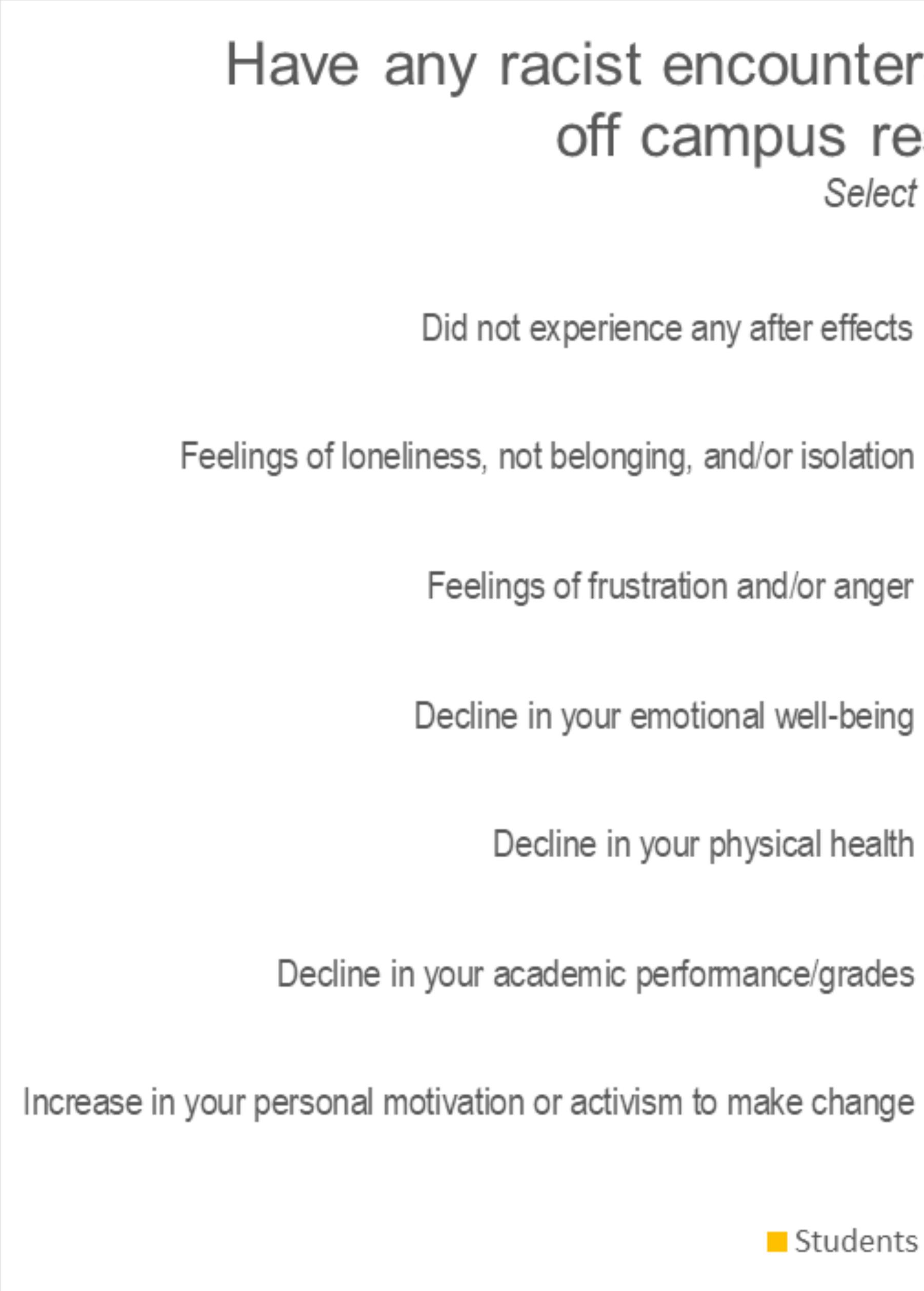
Racism in Campus Surrounding Area Racism on Social Media



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Skidmore- Student 2021 Impact of External Environments

off campus resulted in the following? Select any that apply (n=484)

Did not experience any after effects

Feelings of loneliness, not belonging, and/or isolation

Feelings of frustration and/or anger

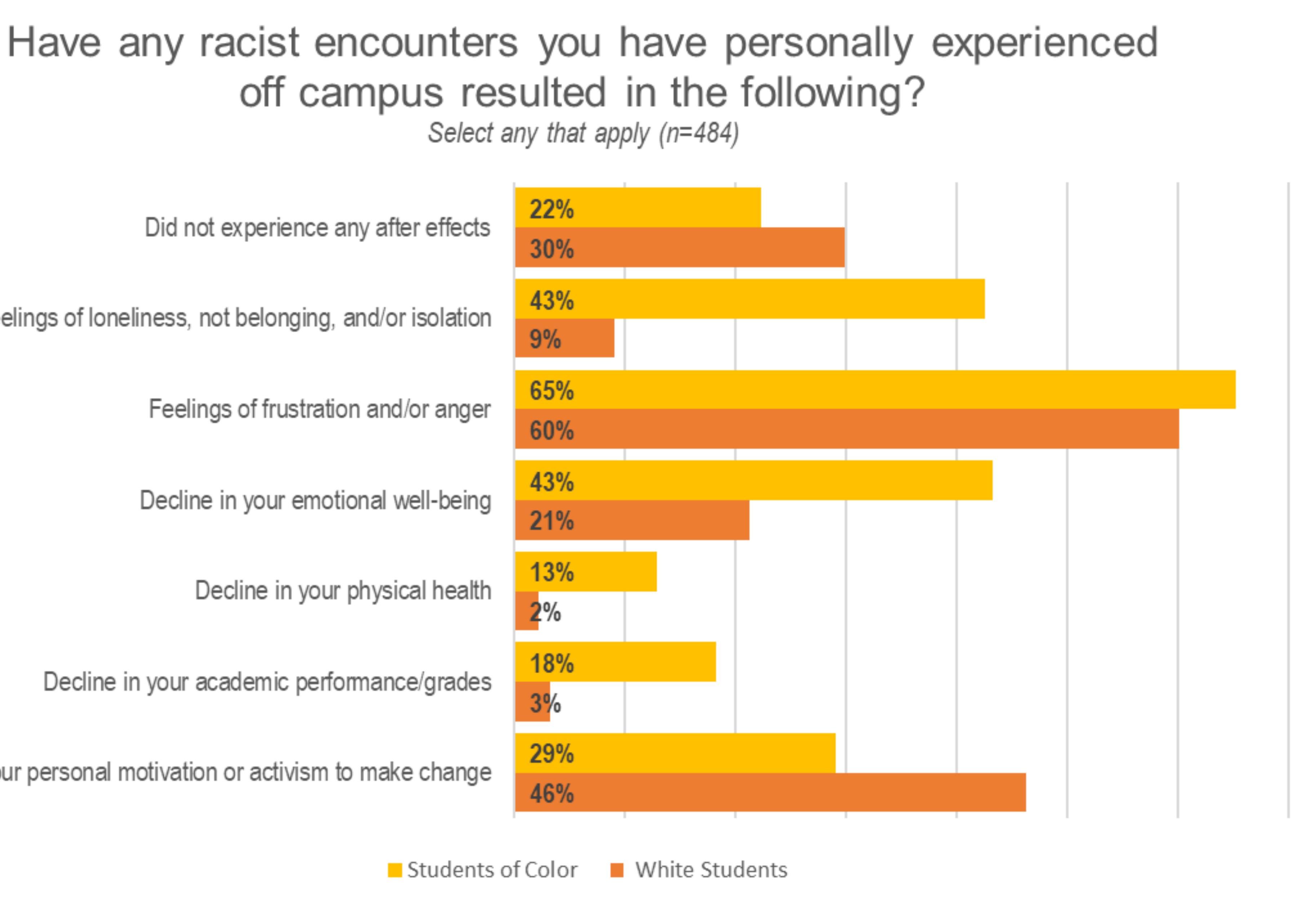
Decline in your emotional well-being

Decline in your physical health

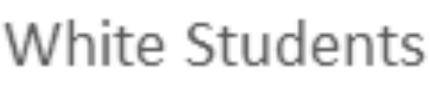
Decline in your academic performance/grades

22%
30%
4004
43%
9%
65%
60%
0070
43%
21%
13%
2 %
18%
3%
29%
46%

Students of Color White Students

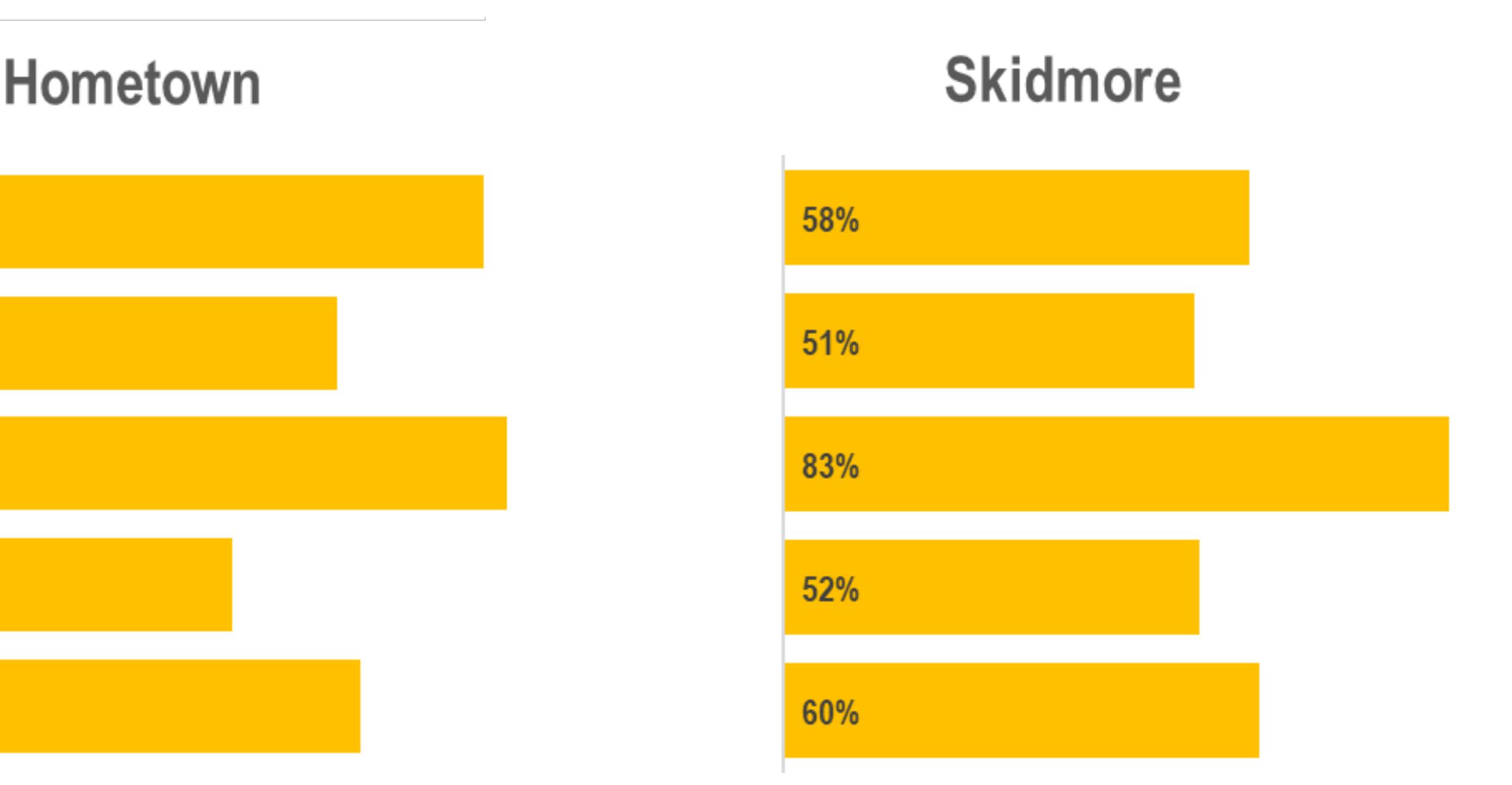


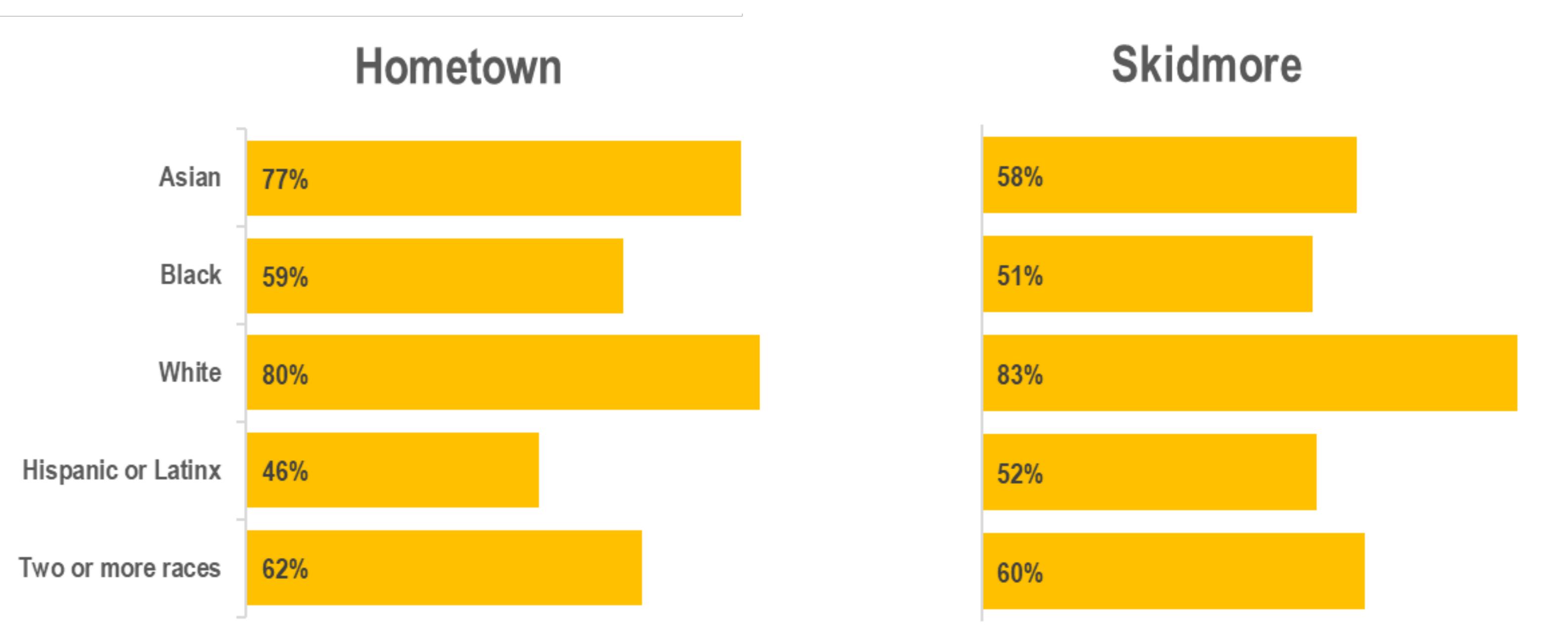




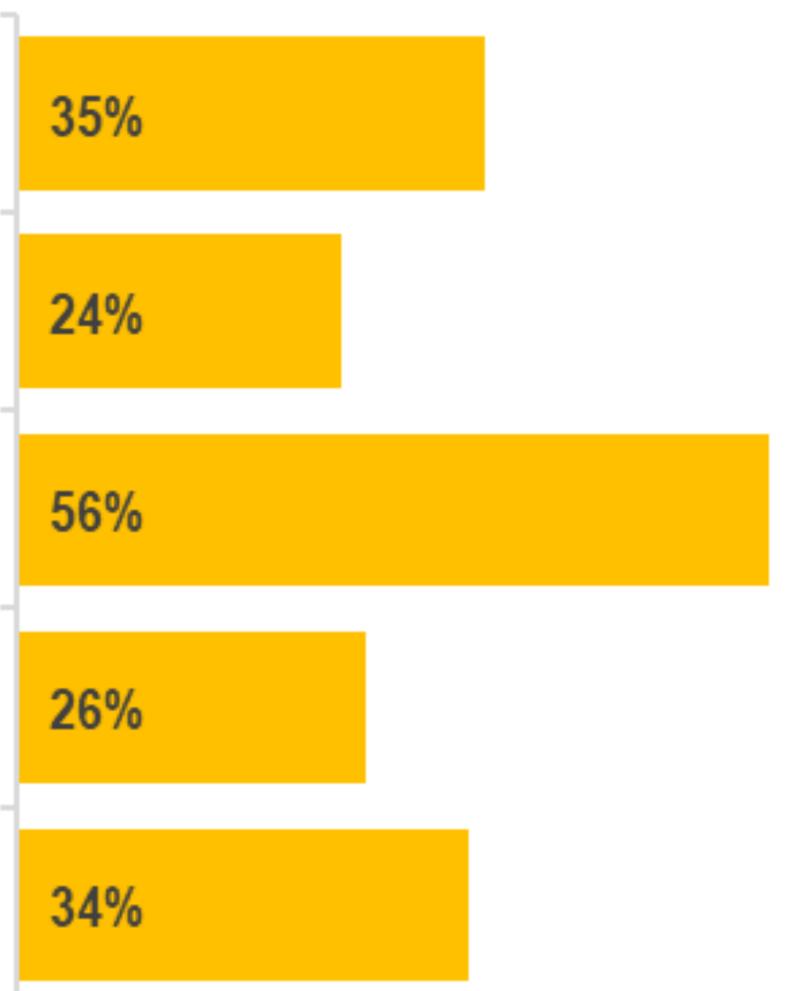


% of undergraduate students who reported feeling moderately or completely safe in the following locations



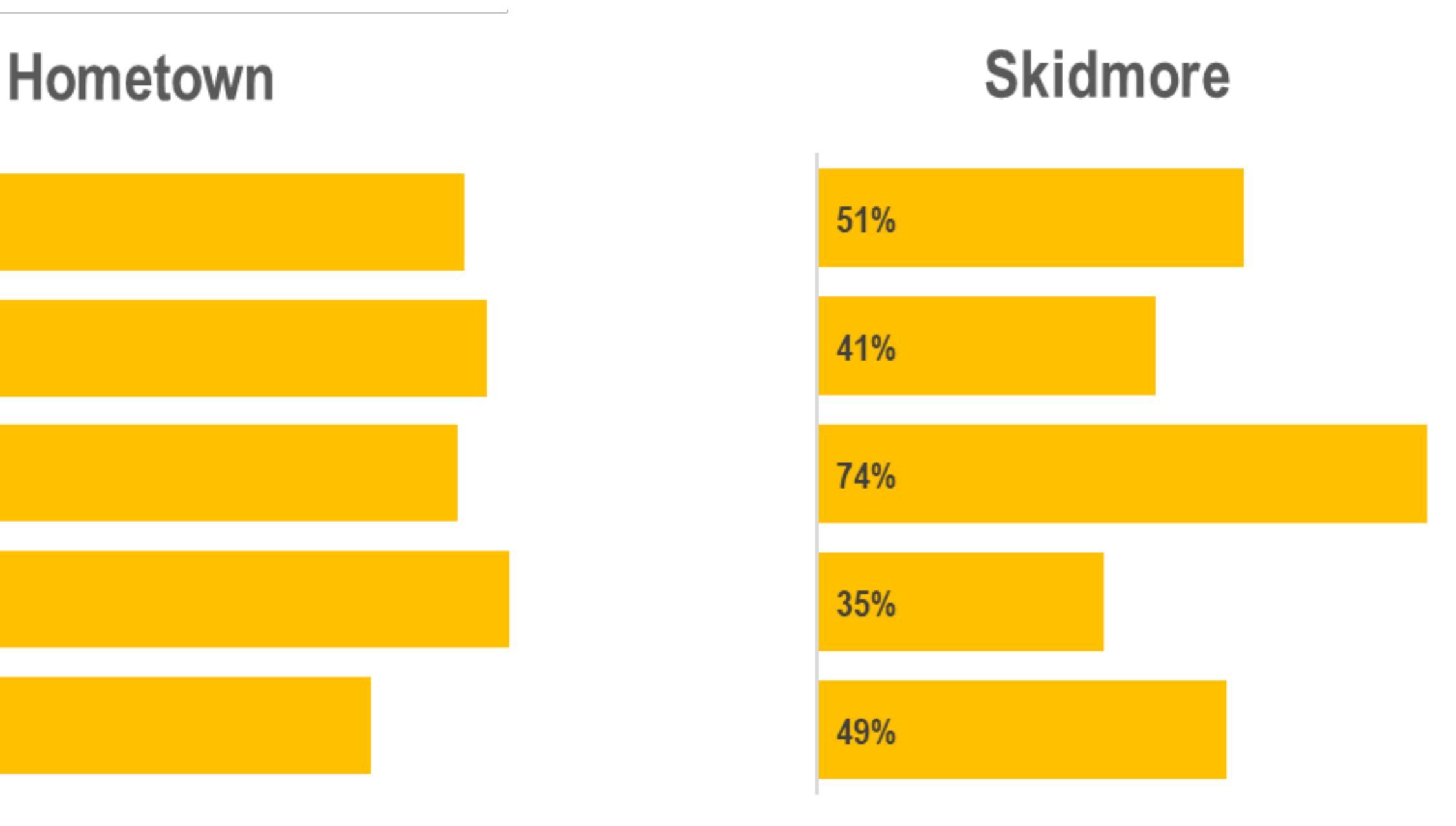


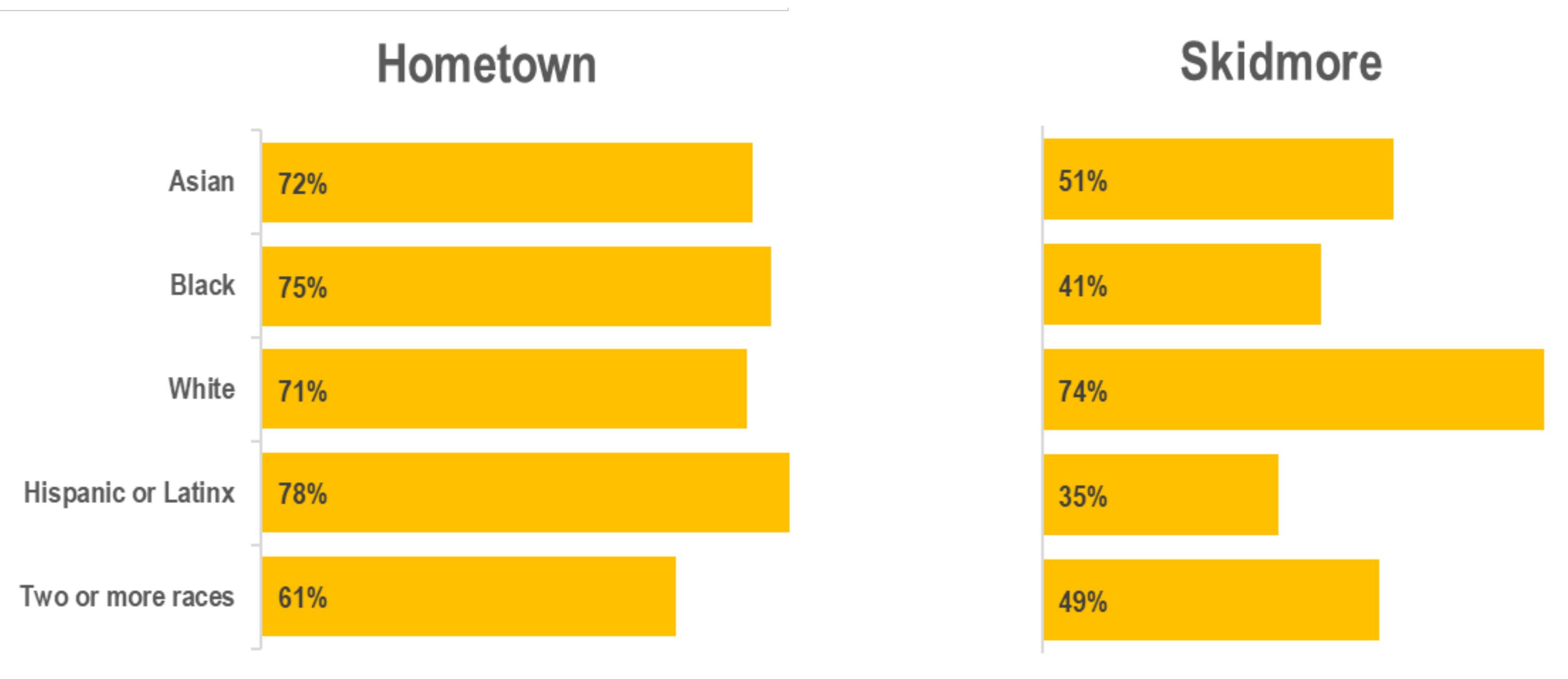


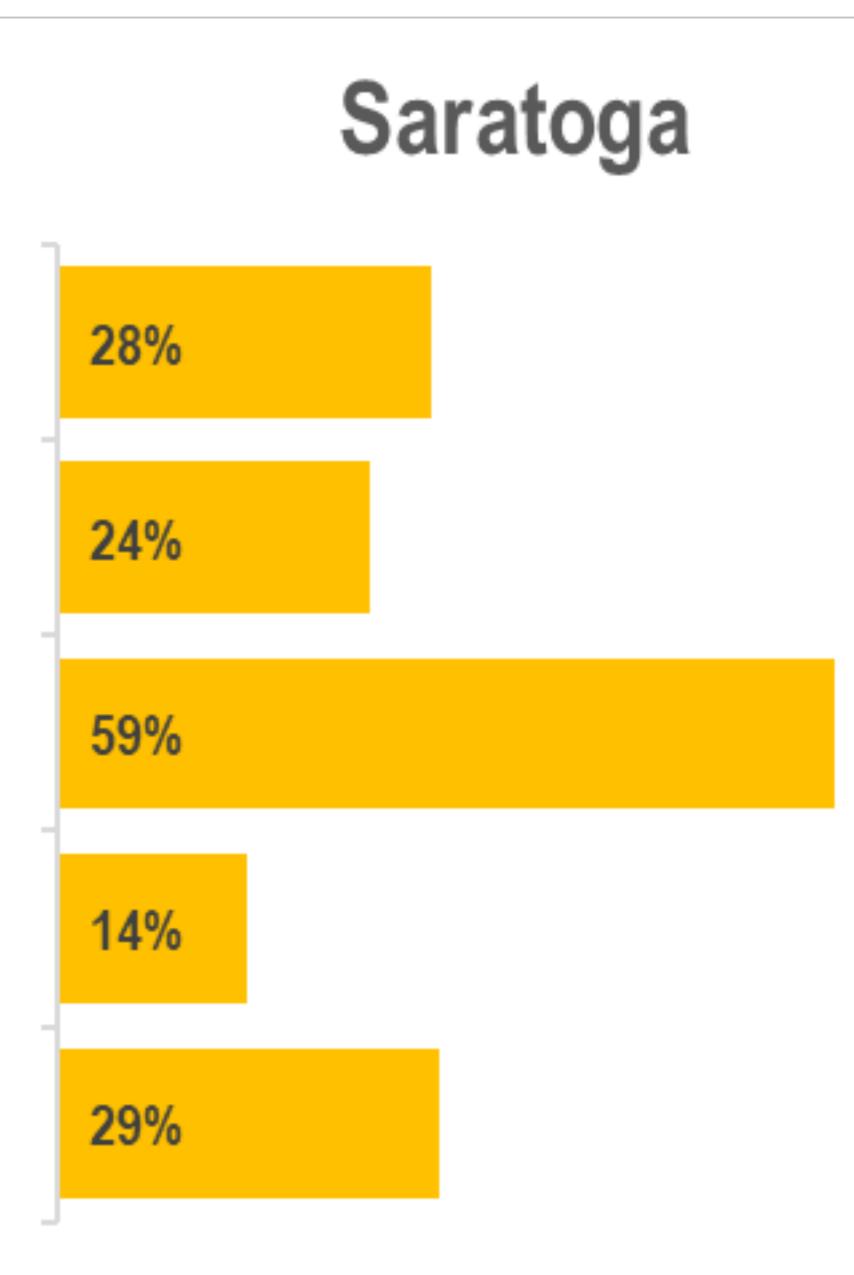




% of undergraduate students who reported feeling moderately or completely welcome in the following locations

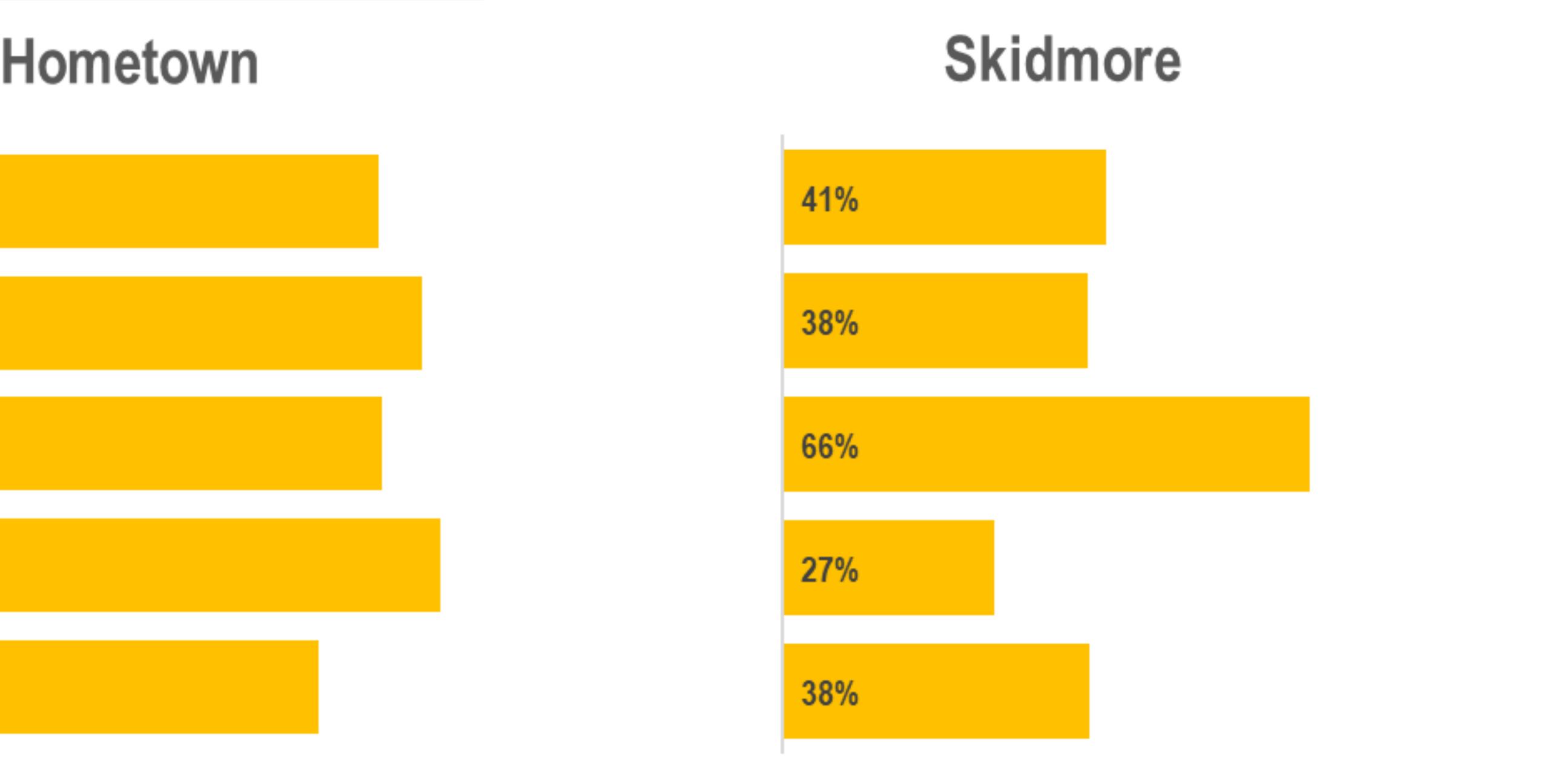


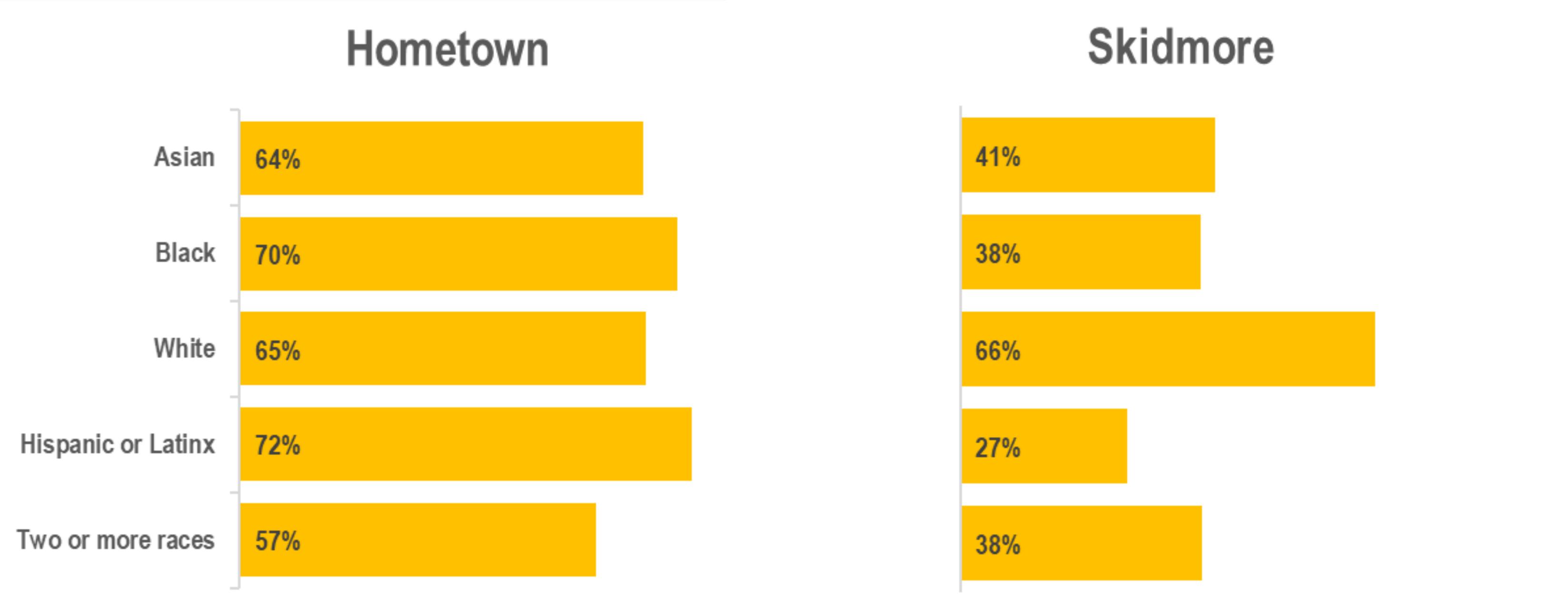




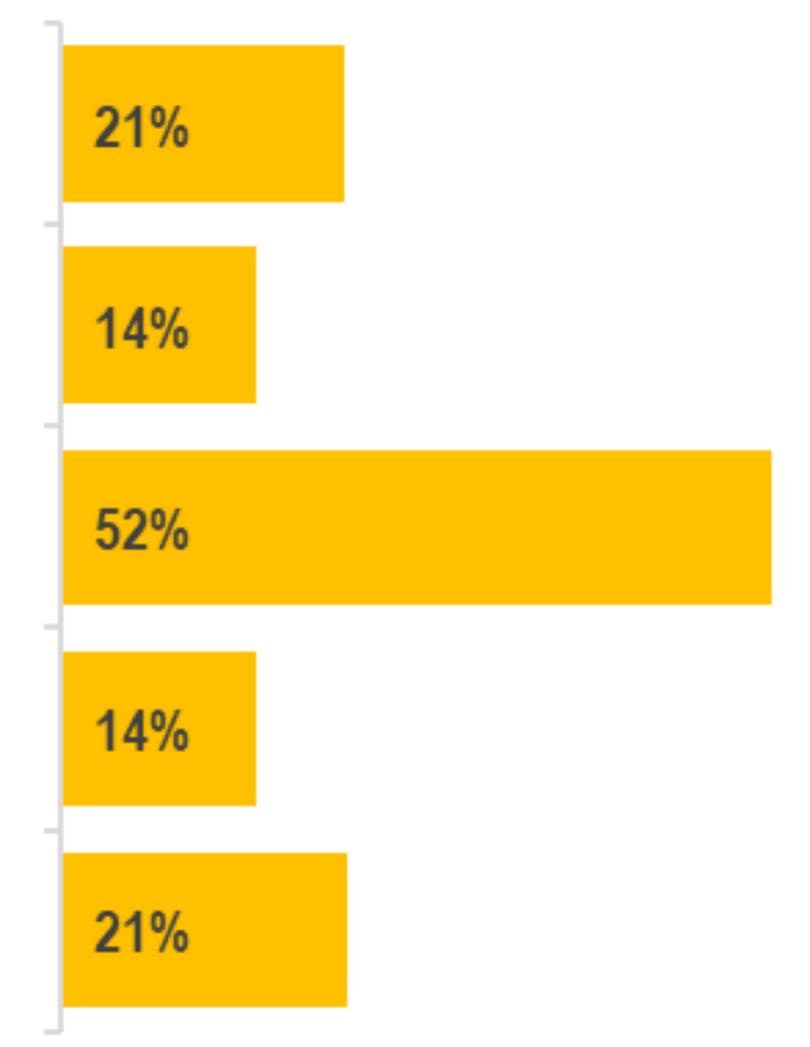


% of undergraduate students who reported feeling moderately or completely included in the following locations







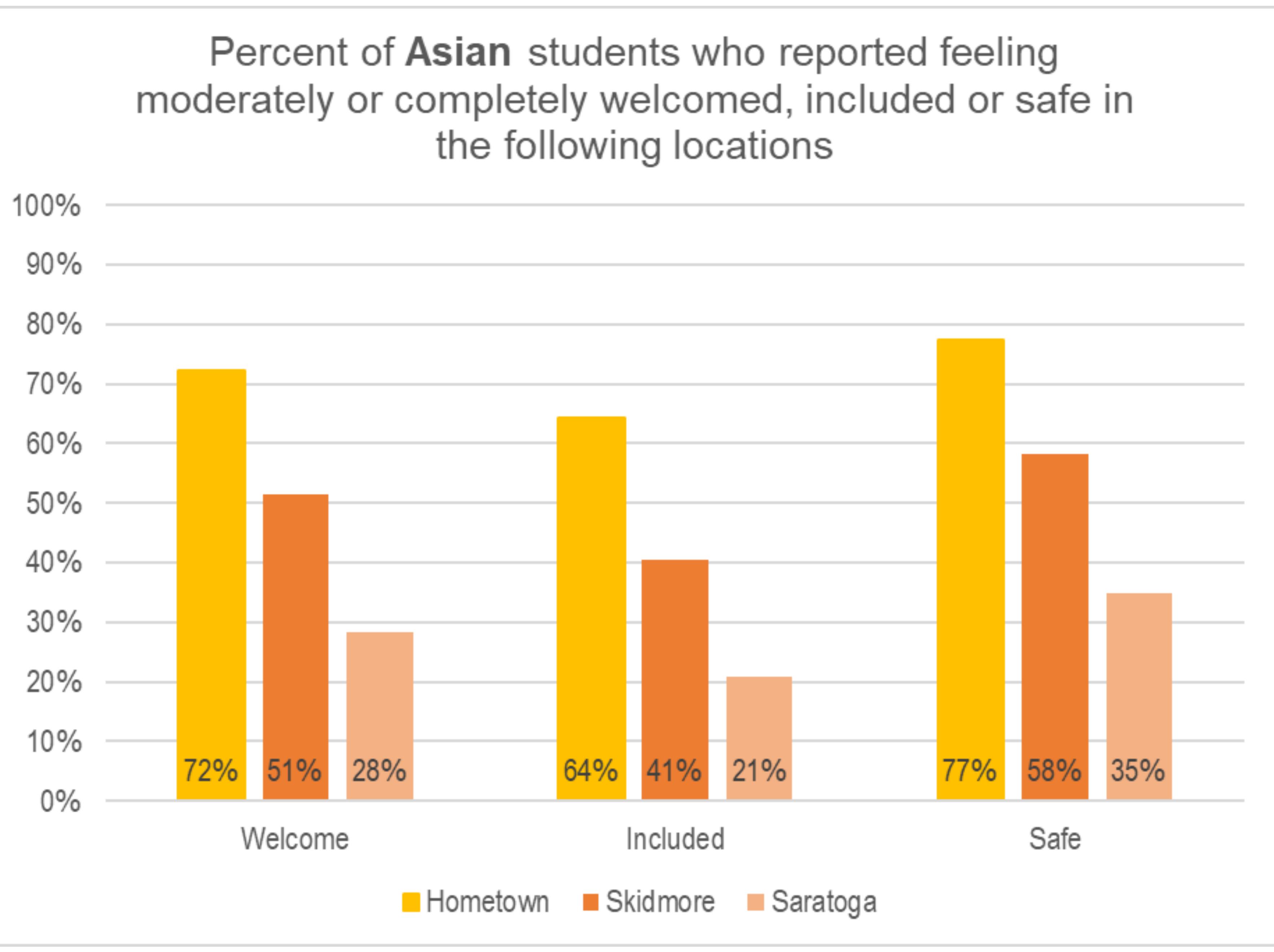


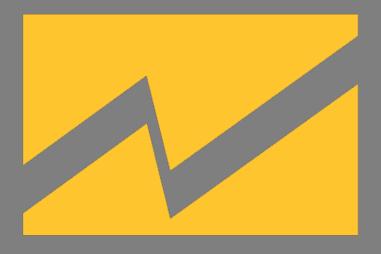


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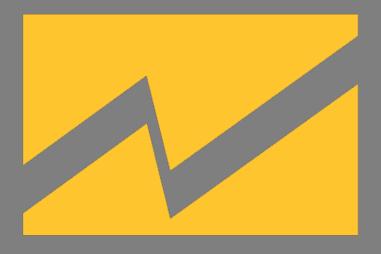


Skidmore- Student 2021 Impact of External Environments

Reflective Questions

- Are the findings consistent with your experiences or observations at Skidmore? Why or why not?
- How can Skidmore make the areas that surround campus safer?





Skidmore- Student 2021 Comparative Results

Comparison of Skidmore to the 2020-21 LACRELA Cohort





A race-based verbal attack (for example name

Racist signs, symbols, or graffiti (for

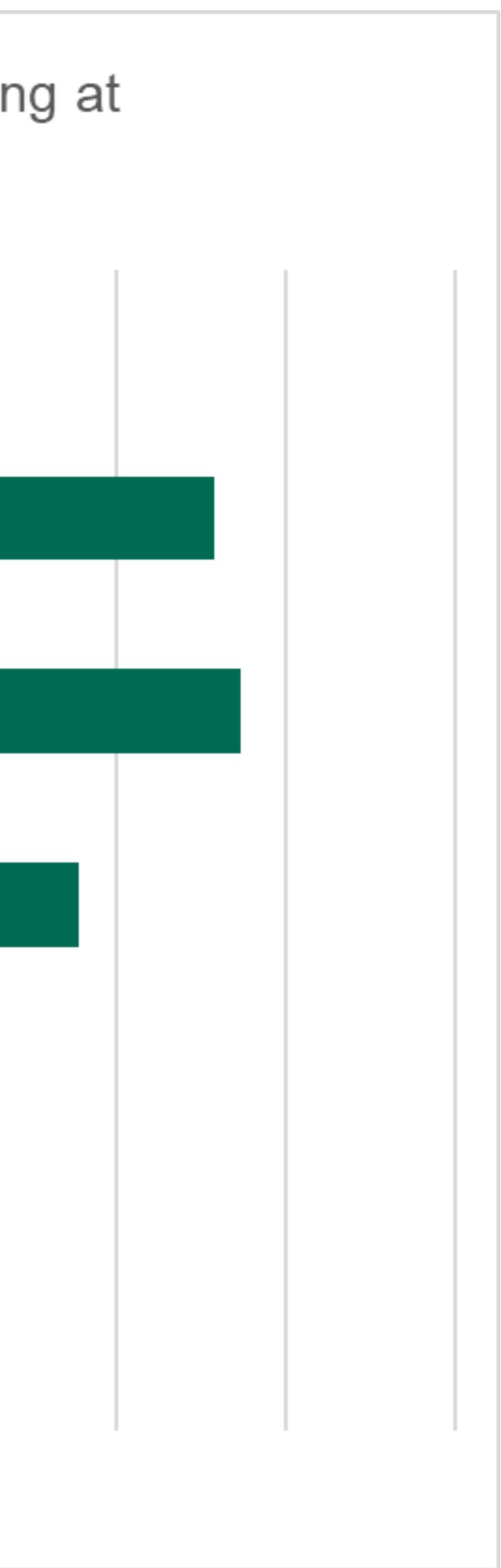
A race-based physical aggression (for purpo

A racia

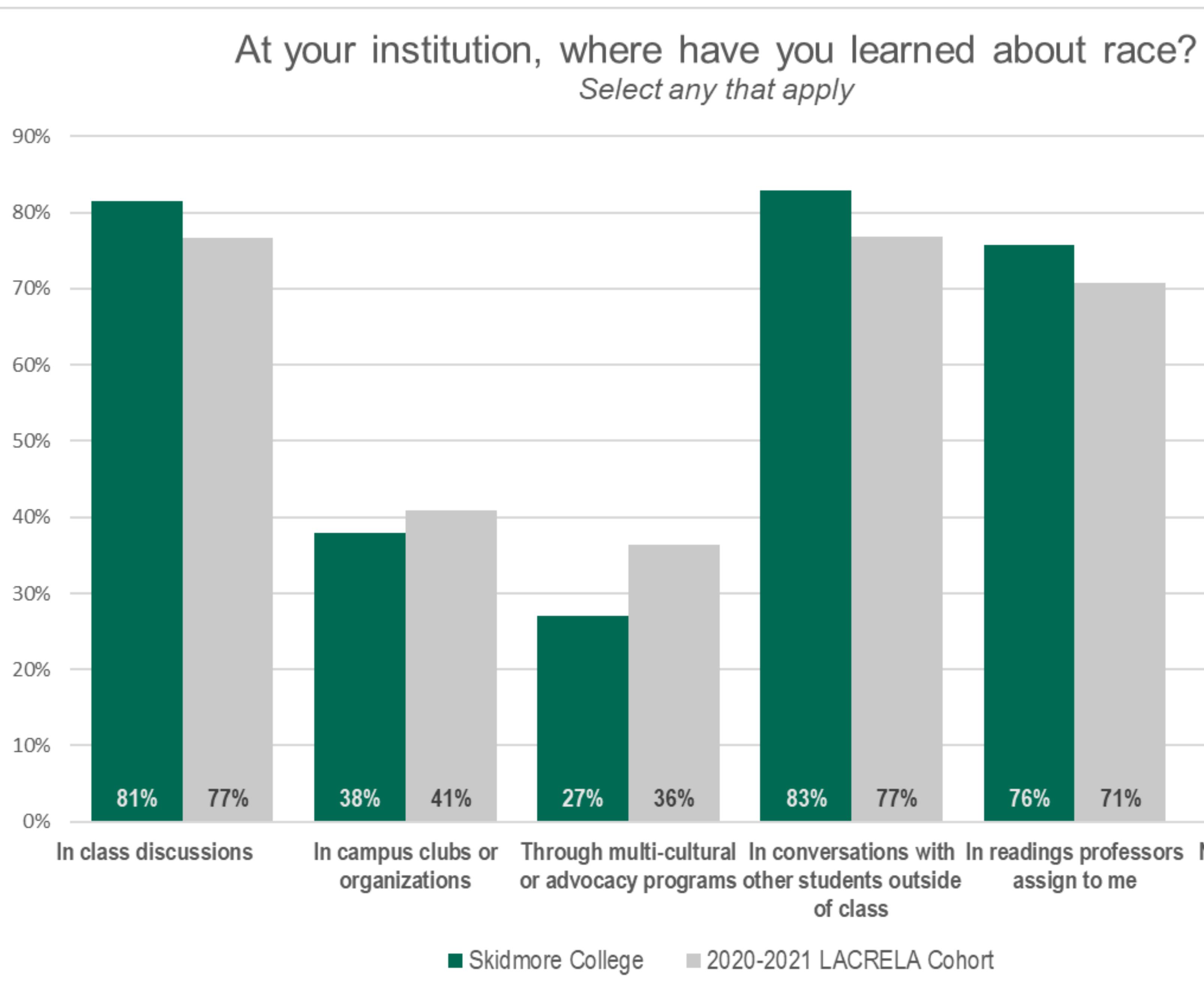
Skidmore- Student 2021 **Comparative Results**

Have you personally experienced or heard about any of the following happening at your institution? Select any that have happened

50%
11%
66%
49%
67%
42%
58%
17%
14%
16%
14%
37%
2020-2021 LACRELA Cohort

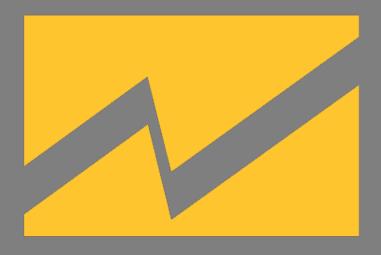






Skidmore- Student 2021 **Comparative Results**

C 0/	
4% 6%	
Nowboro on comp	
Nowhere on campu	15



> White students at Skidmore College consistently reported higher percentages than their peer LACRELA Cohort in the following areas:

Skidmore- Student 2021 **Comparative Results**

 Increase in racial tension as a result of the political influence of Black Lives Matter. Higher awareness of health risk and negative financial impact of COVID-19 to Black, Latino, Native American, Asian, Pacific Islander, and other people of color compared to White people. Rating Skidmore as more racist and racially segregated.

 Feelings of frustration and/or anger at the racial environment on campus.