

# Student Antiracism Survey

IPC April 13, 2022

# Methodology

- Questionnaire was developed by Jeremiah Sims, Ph.D., then-Director of Equity in collaboration with Academic Senate, EEC and Academic Senate representatives, and finalized and administered online by CSM PRIE
- Survey invitations were emailed on Nov. 8, 2021 to 6,582 students
  - Email reminders were sent twice
  - An additional reminder was posted on Canvas
  - Survey closed on Jan. 25, 2022
- Incentives (raffle): Chromebook and 2 CSM sweatshirts
- 608 completes, 12.1% Response rate

# Respondent Profile

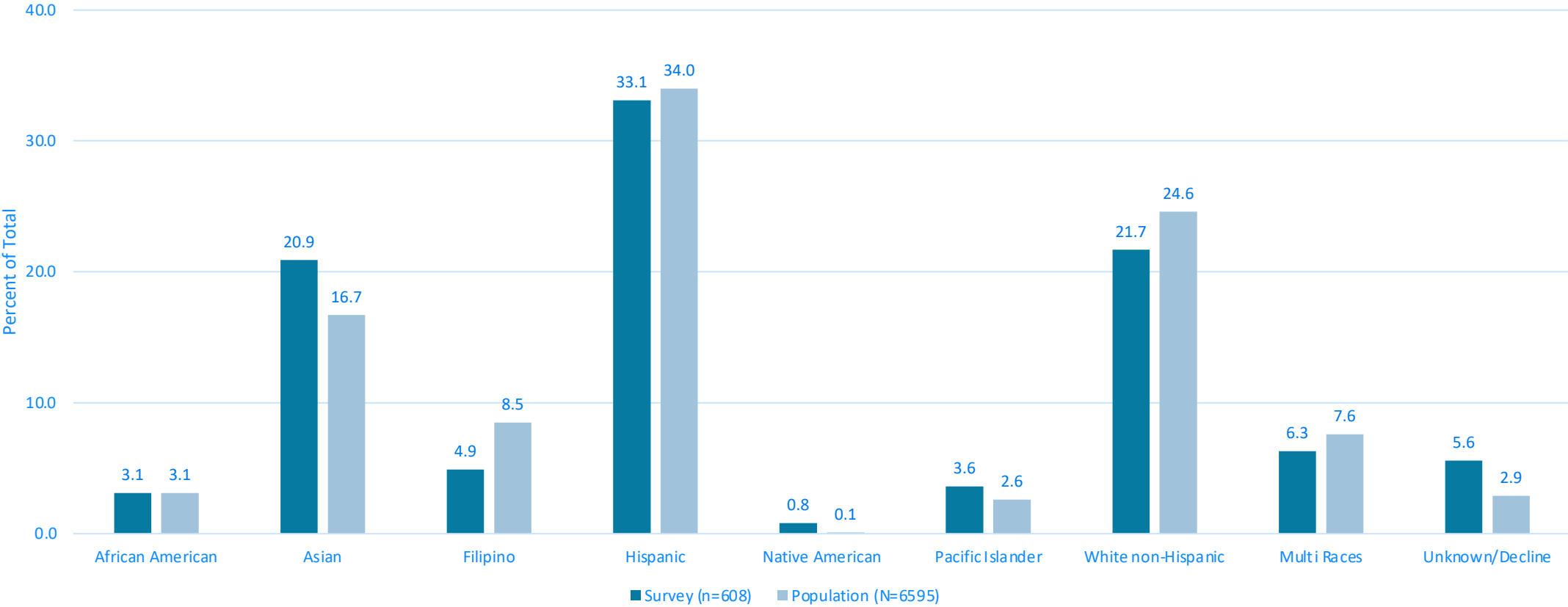
Over-Represented	Under-Represented
Women	Men
Asians	Filipinos
30-59 year olds	Whites
	Under 25 year olds

## Notes:

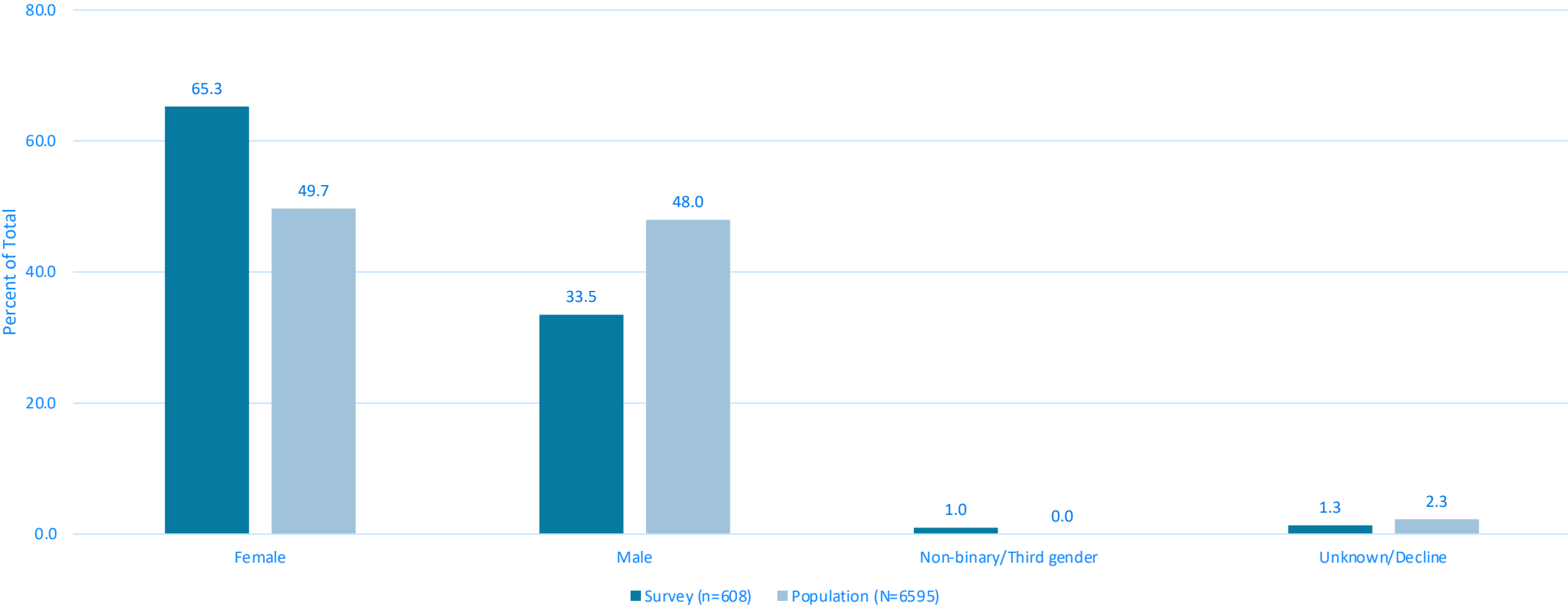
1) Although Black and African American students are proportionately represented in the survey sample (3.1%) compared to the CSM fall 2021 population (3.1%), the sample size is small (n=19). Please note that with small populations, small changes in counts can result in large fluctuations in the percentages reported. Care should be taken when analyzing and interpreting the survey data.

2) For the purposes of this presentation, we have highlighted the most positive and negative responses.

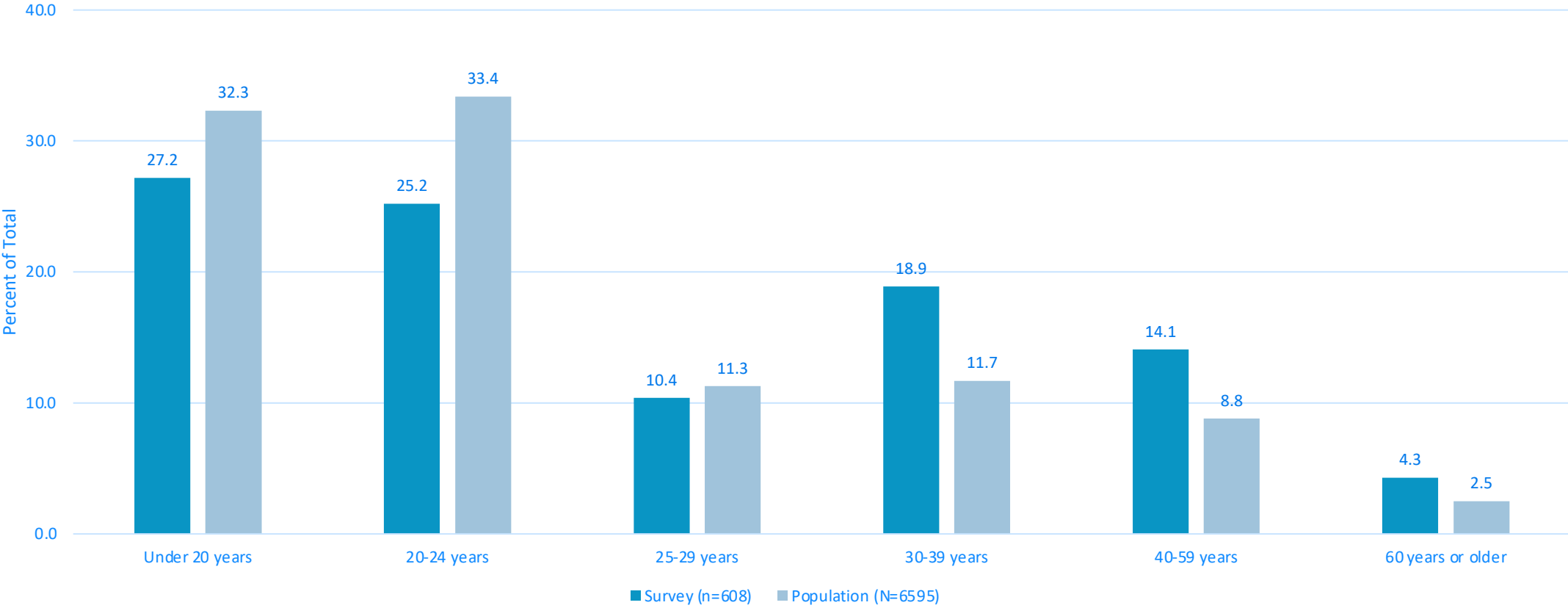
# Comparison of Survey Sample vs. CSM Population Ethnicity



# Comparison of Survey Sample vs. CSM Population Gender



# Comparison of Survey Sample vs. CSM Population Age



# Highlights from the following sections:

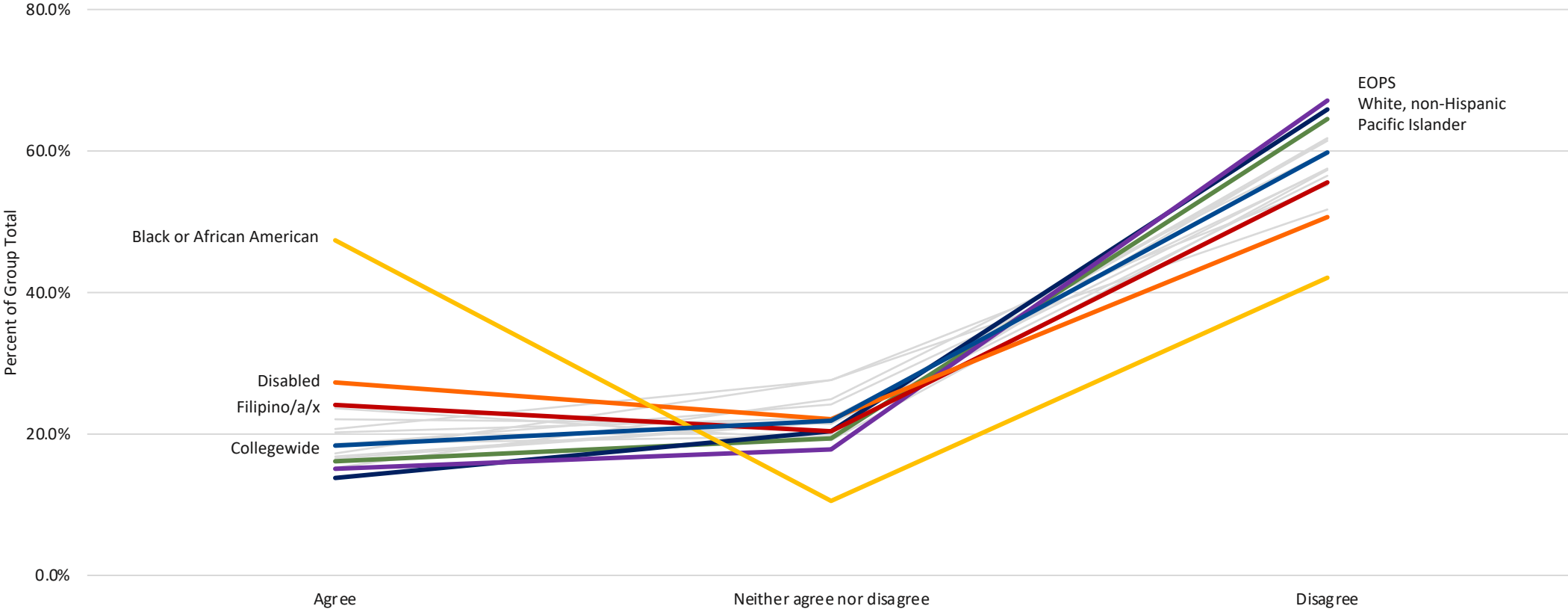
- Perceived Connection between Identification and Education
- Pedagogy: Curriculum
- Environment and Culture: Safety and Belonging
- Environment and Culture: Race- and Appearance-based Incidents
- Public Safety
- Race-based Policy

# Perceived Connection between Identification and Education

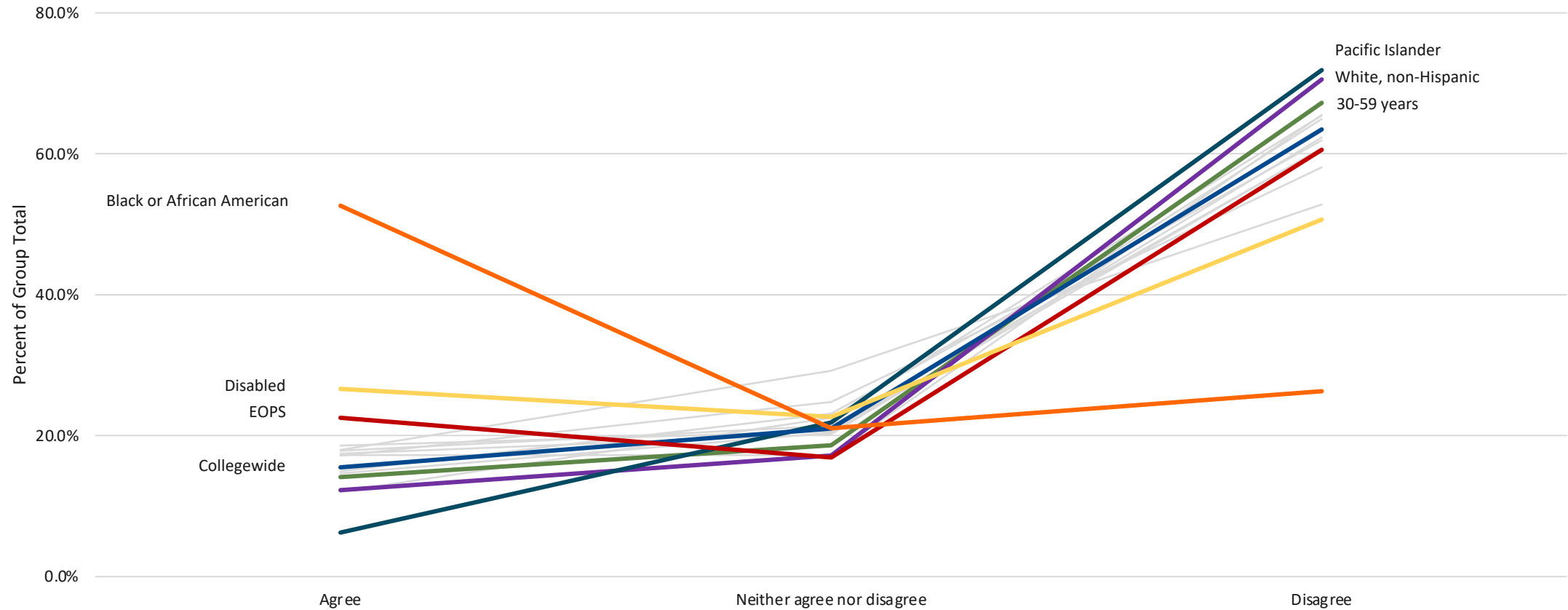
- Key finding: Disabled and Black/African American students consistently perceive a connection between their racial/cultural identity and the quality of their overall campus experience, inside and outside the classroom.



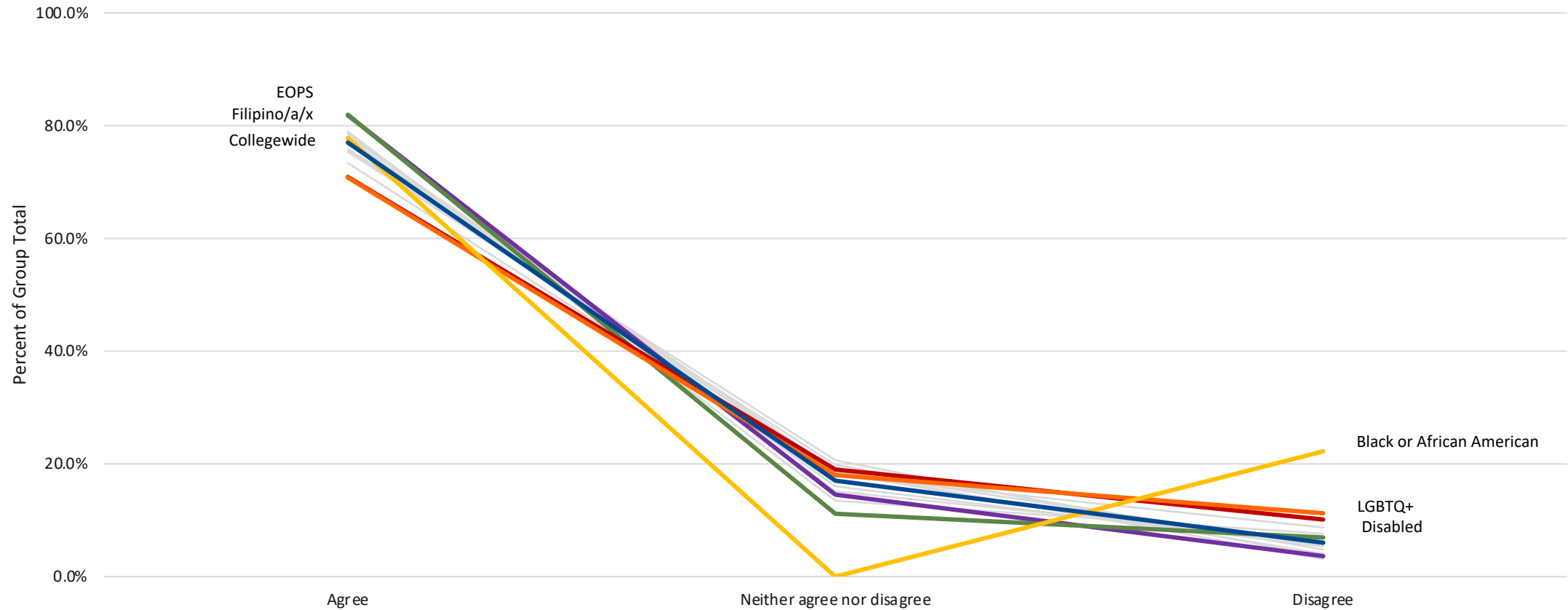
# Q2.1 My race/appearance influences how CSM's faculty and staff interact with me



# Q2.2 Certain races get more attention in my classes



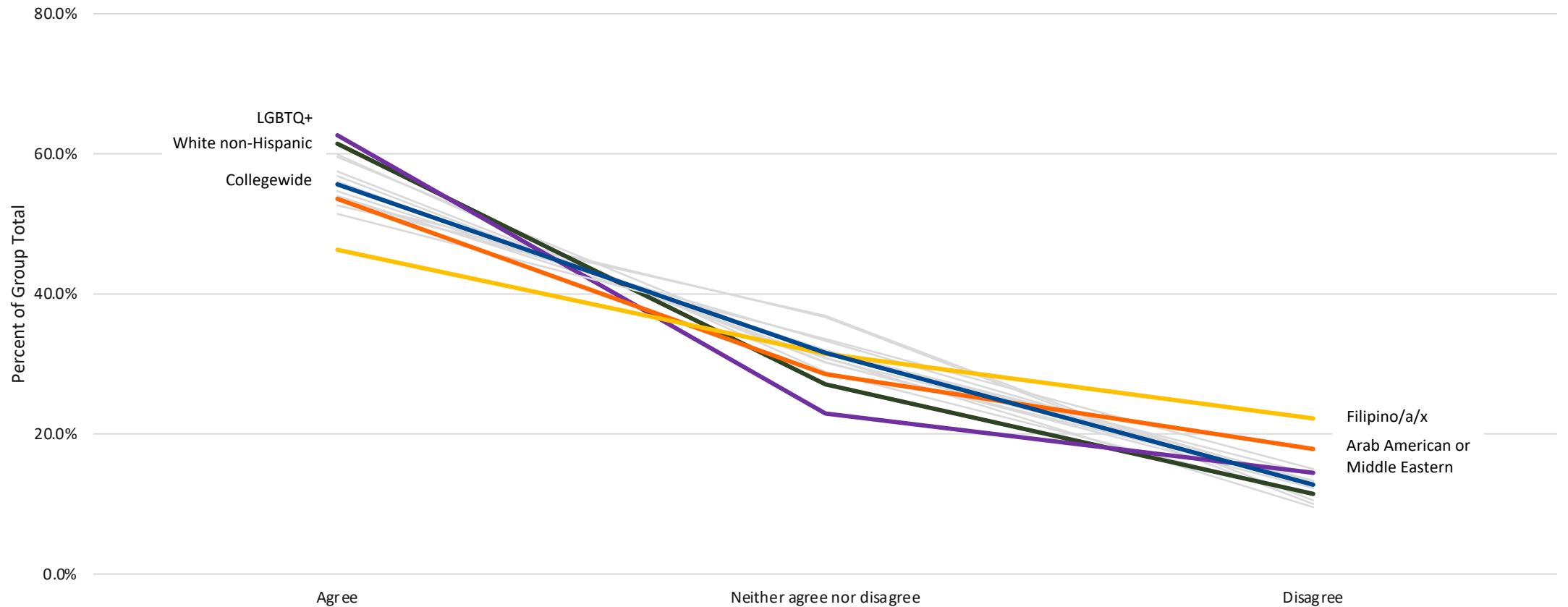
## Q2.4 My experiences are validated by CSM faculty and staff



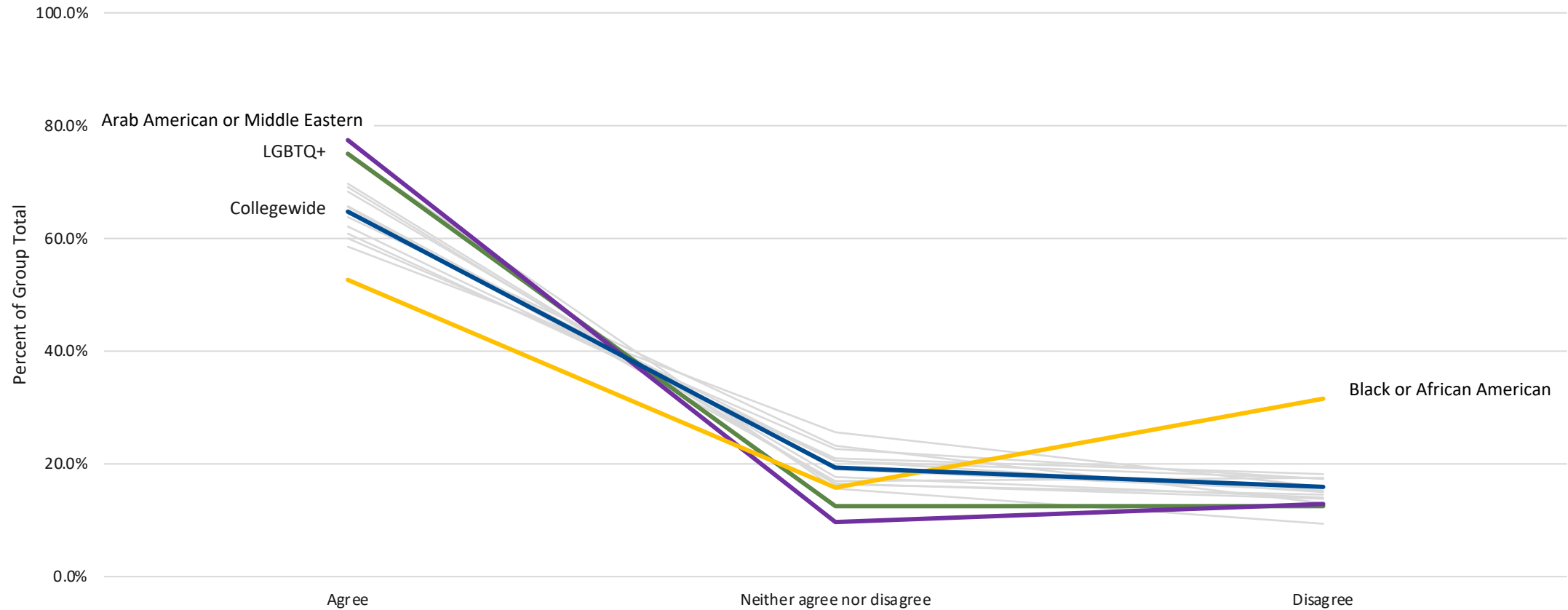
# Pedagogy: Curriculum

- Overall, students reported weak agreement that the curriculum is antiracist.
- Non-white students were less likely to perceive their communities reflected in the curriculum, especially among Blacks and Filipinos.
- Pacific Islander students strongly agreed with statements on antiracist coursework and its impacts, which merits further exploration.

# Q2.5 My community is reflected in the curriculum

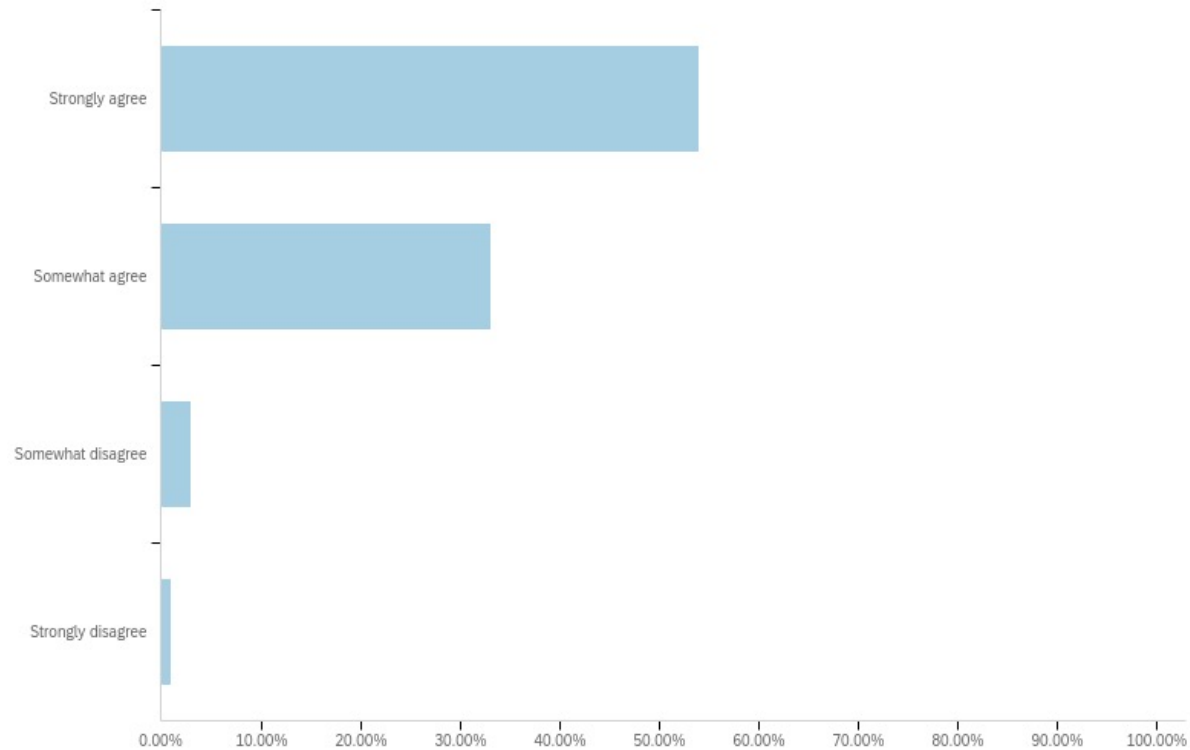


# Q2.6 Issues around race, equity, and justice are integrated in coursework



# In comparison, a large majority of faculty and staff state they integrate antiracist and equity practices

I integrate antiracist and equity practices in my teaching/work.

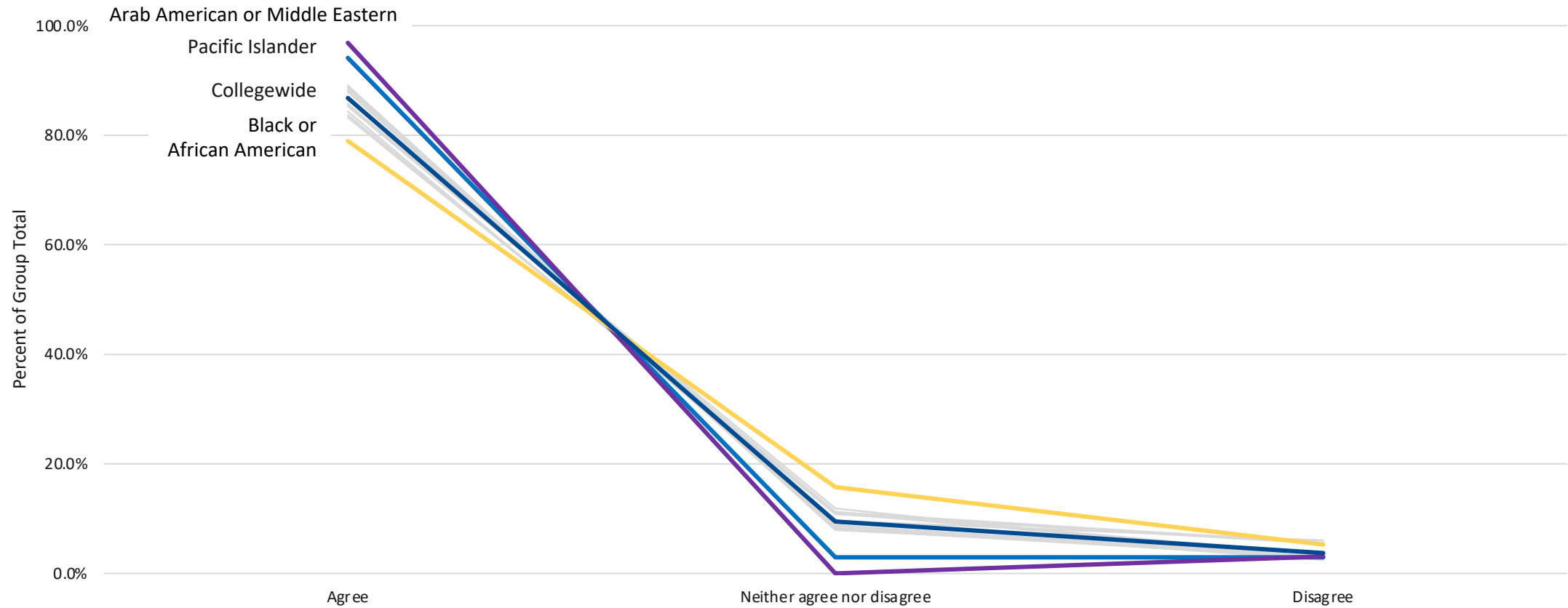


# Environment and Culture: Safety and Belonging

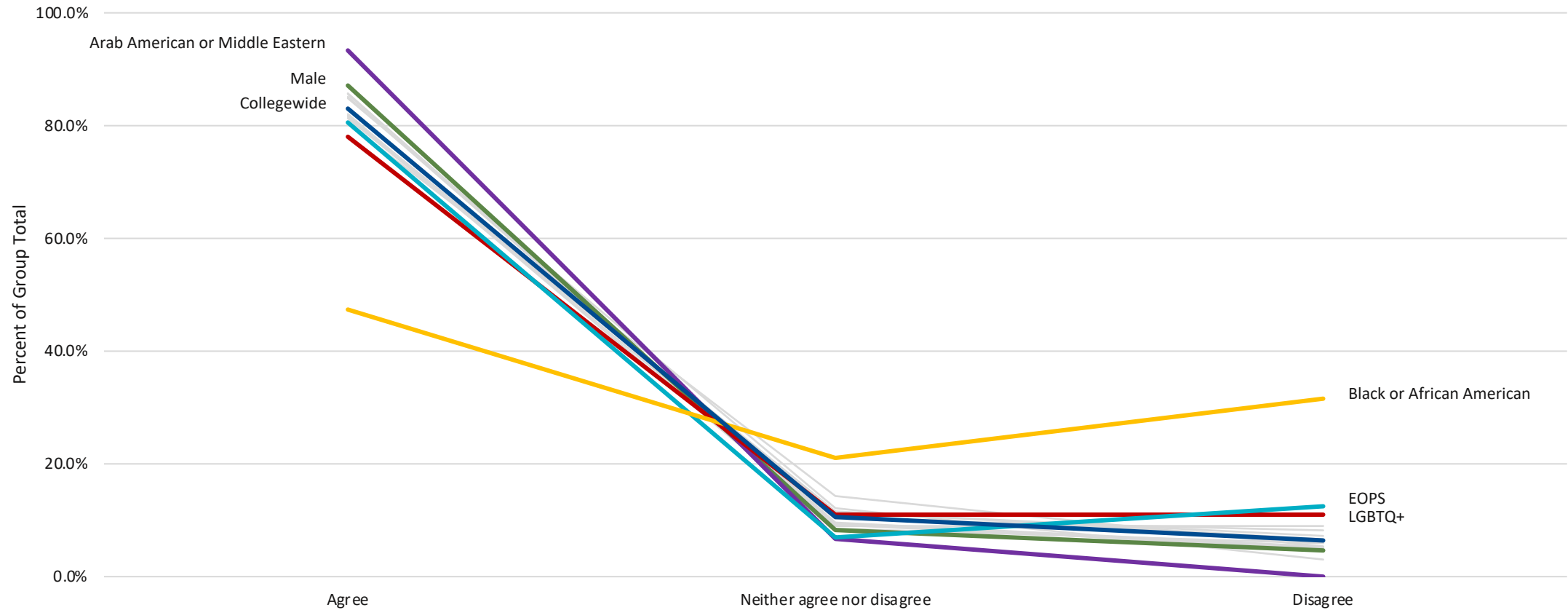
- Overall, students reported high to moderately high levels of safety and belonging at CSM.
- A majority strongly agreed with feeling “safe being who I am.”
- A majority agreed that CSM has places and programs where they feel a sense of belonging.
- More than 1 in 4 disabled, LGBTQ+, and Black students reported having experienced microaggressions.



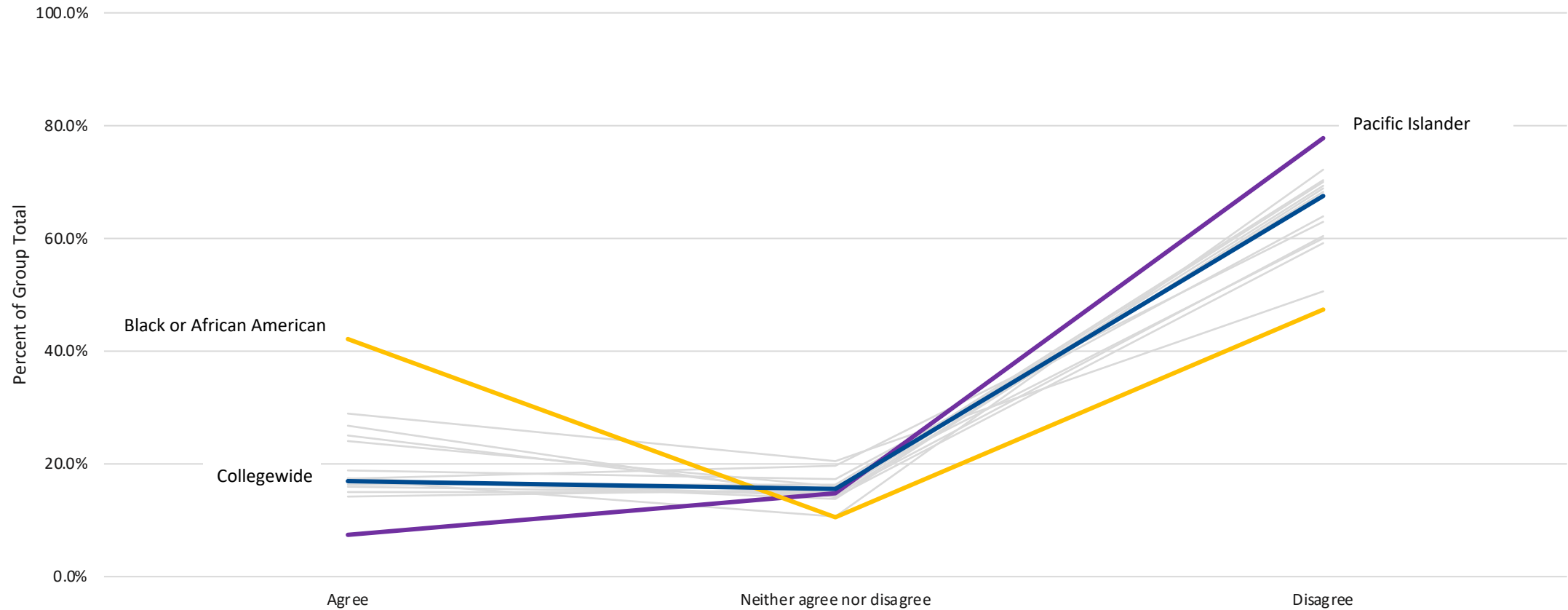
# Q2.15 At CSM, I feel safe being who I am



# Q2.16 I feel I am treated equitably, irrespective of race, ethnicity, ability, gender, religion, or sexual orientation



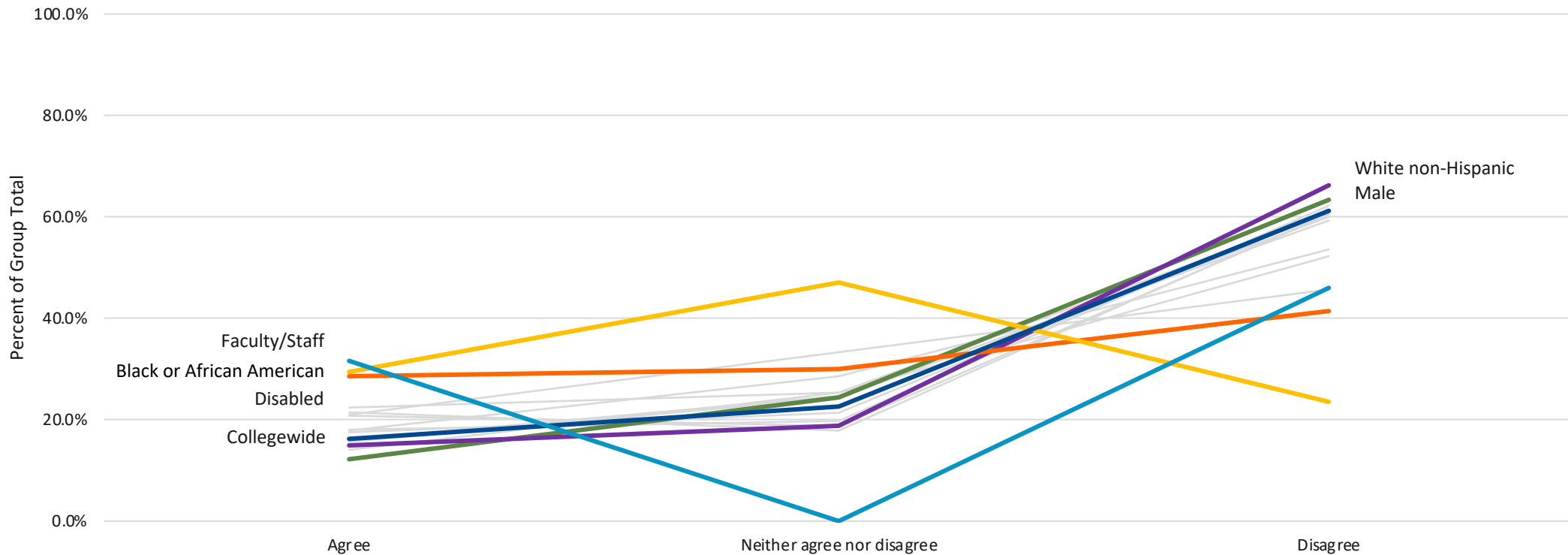
# Q2.20 I have experienced microaggressions at CSM



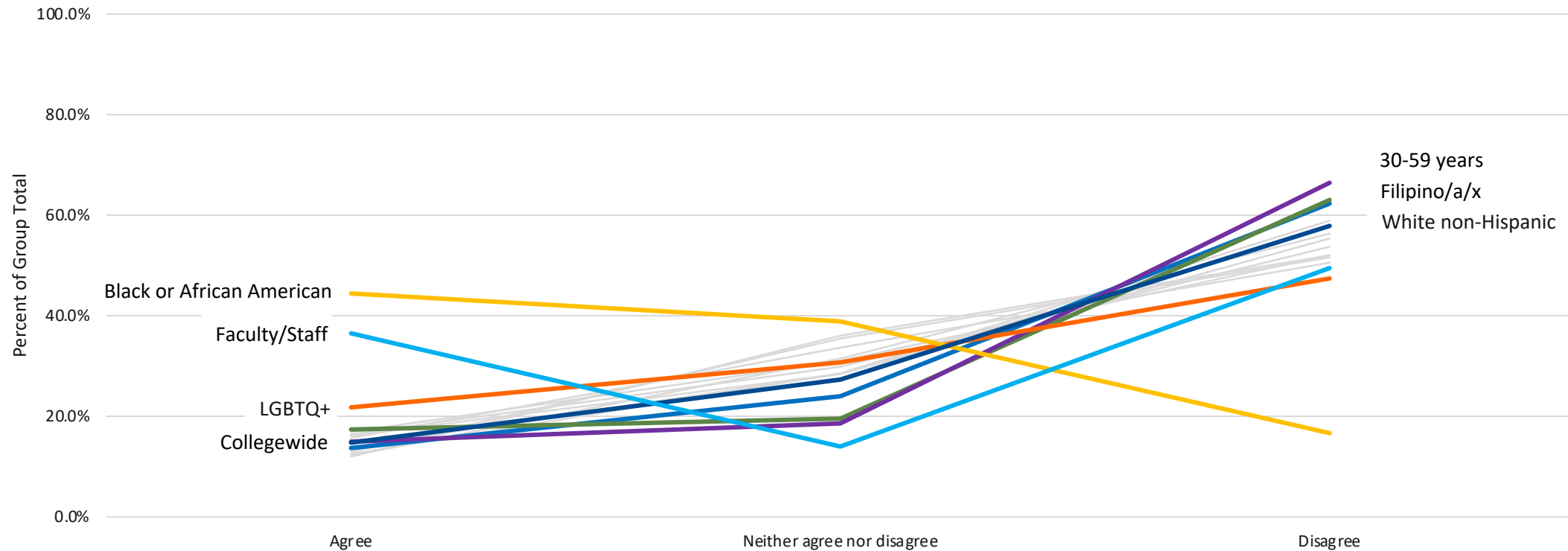
# Environment and Culture: Race- and Appearance-based Incidents:

- Collegewide, fewer than 1 in 6 students reported having observed race- or appearance-based incidents by faculty or staff, while one-half to two-thirds denied such observations.
- Of those responding affirmatively, Black, disabled, and LGBTQ+ students agreed at higher rates than other groups.

# Q2.18 I have noticed other students being treated differently based on appearance



# When asked about racial or ethnic tensions on campus, faculty and staff were more pessimistic than most students



# Public Safety

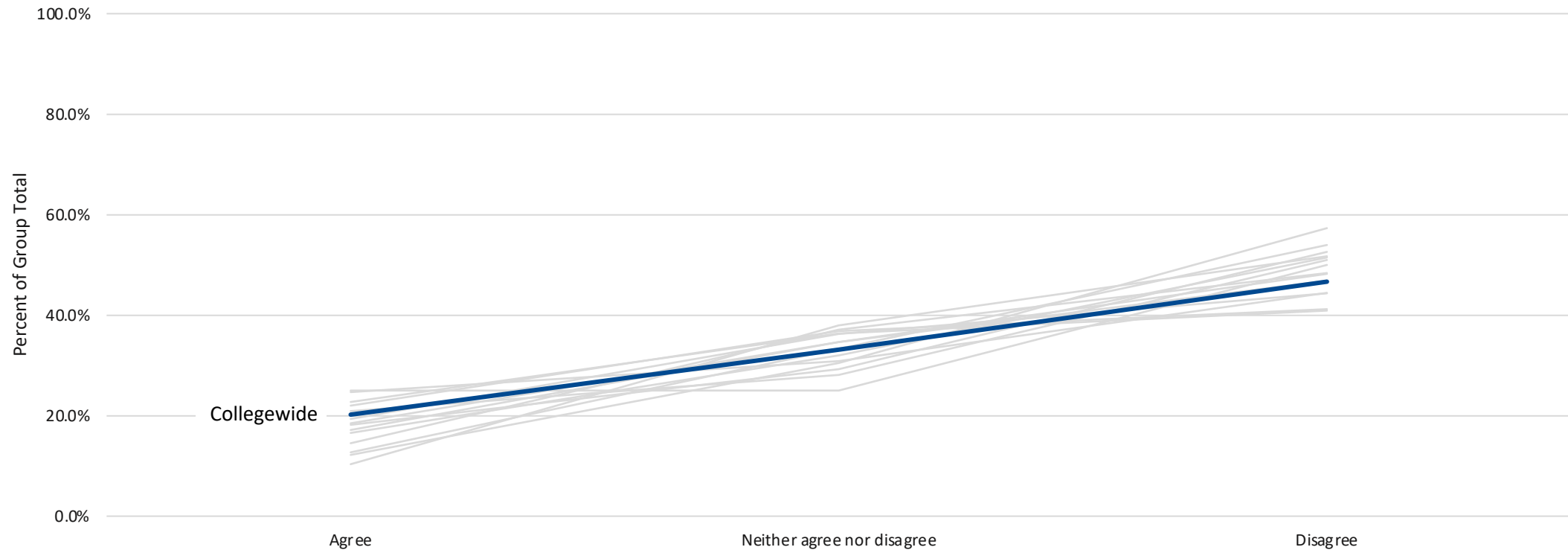
- A majority of students collegewide (79.2%) feel comfortable contacting campus public safety.
- Black or African American students (50.0%) and LGBTQ+ students (67.1%) are the least likely to agree .
- Although collegewide disagreement is very low (6.5%), more than 1 in 10 disabled, Filipino/a/x, EOPS, LGBTQ+, and Black or African American students disagree.

# Race-based Policy

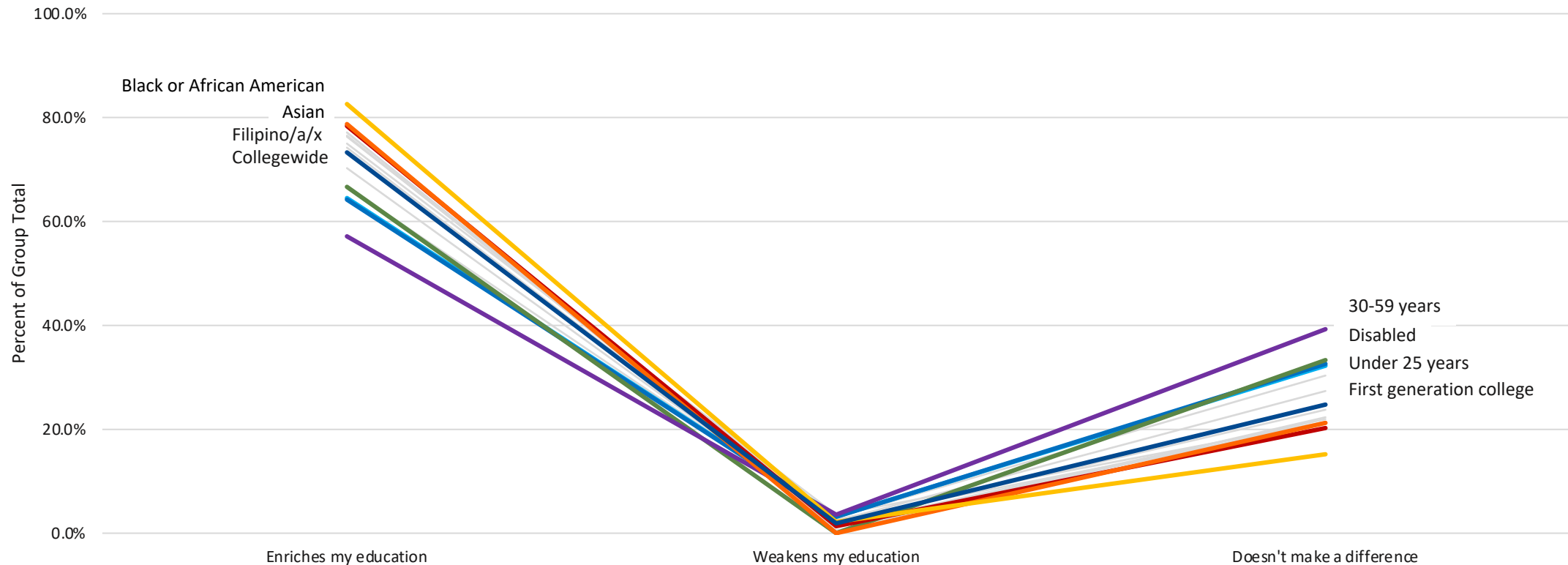
- Although support for race-based policy is lukewarm, students perceived educational value in diversity.



# Q2.6 Affirmative action programs designed to increase the number of racial and ethnic minorities in college are unfair



# Q2.27 How do you think that having people of many different races, ethnic groups, nationalities, sexual orientations, and cultural or religious practices at CSM affects your education?



# Conclusions and Next Steps

- Continue work to diversify the curriculum to reflect the community we serve.
- Review findings and develop strategies with incoming Equity Director.
- African American focus group to explore attitudes and perceptions.
- Focus group with Pacific Islanders, whose responses are generally very positive.