

Ursidae: The Undergraduate Research Journal at the University of Northern Colorado

Volume 9
Number 1 2019-20 Student Submissions

Article 3

August 2020

College Students' Perception of Racism on a Predominantly White College Campus

Johnathan Garcia Ramos
University of Northern Colorado, garc6113@bears.unco.edu

Follow this and additional works at: <https://digscholarship.unco.edu/urj>



Part of the [Criminology and Criminal Justice Commons](#)

Recommended Citation

Garcia Ramos, Johnathan (2020) "College Students' Perception of Racism on a Predominantly White College Campus," *Ursidae: The Undergraduate Research Journal at the University of Northern Colorado*: Vol. 9 : No. 1 , Article 3.
Available at: <https://digscholarship.unco.edu/urj/vol9/iss1/3>

This Article is brought to you for free and open access by Scholarship & Creative Works @ Digital UNC. It has been accepted for inclusion in *Ursidae: The Undergraduate Research Journal at the University of Northern Colorado* by an authorized editor of Scholarship & Creative Works @ Digital UNC. For more information, please contact Jane.Monson@unco.edu.

Introduction

In the United States, there are many multiracial/multiethnic groups, including Hispanics, African Americans, Asians, Muslims, and Caucasians. The concept of *racism* disrupts this diverse society within the United States. Pillay & Collins (2004) cited Sears (1988), who defined racism as “straightforward hostile rejections towards minority groups” (p.1). Racism surrounds our society, and those who demonstrate discriminatory acts can cause an inflammation of racism.

Throughout the years, scholars have argued that microaggressions are a form of racism, and such acts affect students’ racial relations with others, confidence levels, and health (Minikel-Lacocque, 2012). Any act of microaggression towards other students may have some emotional or psychological impact. The purpose of this study is to examine how college students perceive racism on a predominantly white college campus. In addition, I examine whether students believe that racism exists within a university campus and explore possible associations between racism problems on campus, students’ academics, experiences or witnesses of racism, students’ year in school, and college within the institution. The major research question is as follows: Does racism on campus exist? Guiding questions include: Do students perceive racism on campus? Does racism impact students’ academics? Have students experienced and/or witnessed any instances? Racism is a controversial topic that tends to construct a social norm for how people look at different races/ethnicities in society. This research will explore college students’ perceptions of racism on a predominantly white college campus.

The importance of this research is to identify whether racism still exists within a college environment. Universities have a diverse student body, and there are students of different races and ethnicities who attend college and get an education. Even though student bodies are diverse, students may have differing experiences. Minority students do not experience the same campus

environment as white students (Ancis, Sedlack, & Mohr, 2000), especially at a predominately white educational institution.

There is currently a gap in this line of inquiry. There have been several studies on the perceptions of racism by faculty members of a university, but there has not been research on perceptions of racism by college students. This study will focus on college students' perceptions to provide preliminary information on the topic and to begin to close the gap in research.

Literature Review

Interactions with racism

Brigham (1993) examined the racial attitudes of both black and white students and the relationship between the new and previous measures of racial attitudes used for this study. When it comes to interaction among college students, the perspectives of black and white students on college campuses are different. The perceptions of students may influence racial attitudes towards others. According to Brigham (1993), newer types of racism are unlikely to discriminate towards minorities in situations that had discriminatory behaviors towards others. To reduce the high amount of prejudice, students must have some form of contact with other students to create better perceptions about students from different ethnic groups.

Brigham (1993) noted that the prejudices of certain white students within college campuses were due to the influence of the 1988 presidential elections, where several racial attitudes, acts, and prejudices occurred on students of other races who attended college. One of the questions that Brigham asked for this study was whether the amount of interracial contact relates to racial attitudes, and the research confirmed that it did in this case (Brigham, 1993). Interracial contact may reduce prejudice because students have an opportunity to interact and get to know other students in new situations.

Park (2014) wanted to identify how individuals would interact with other students who were from a different race. Interaction between students at a university event can build relationships and possibly reduce any prejudice. Student organizations can help students be social and get to know fellow students who are also a part of the organization(s). Additionally, this kind of social interaction with students of different ethnic groups through clubs and organizations could assist in lowering prejudice among other groups (Park, 2014). A truly diverse campus should have clubs and organizations that give students an opportunity to interact with others and build relationships.

The results of Park's 2014 study showed that white students were least likely to have a one of their four closest friends be from a different race, and they tend to have close friends from the same race. White students might have a close friend from another race if they are members of a fraternity and/or sorority, due to the diversity that these organizations provide (Park, 2014). On the contrary, around 92% of LatinX students had at least one close friend from another race without being in a fraternity and/or sorority (Park, 2014). This study did not focus on just white and LatinX students but had a broader usage of the term race that included blacks, Asians, and other racial groups.

Micro-aggressions

Yosso, Smith, Ceja, and Solorzano (2009) explored different types of racial micro-aggressions, racial jokes, interpersonal micro-aggressions (between individuals), and institutional micro-aggressions (within a facility). They expanded their previous work by implementing critical race theory in relation to micro-aggression towards LatinX students within college campuses. Yosso et al. (2009) used a qualitative research style by creating focus groups to explore how LatinX students experience campus racial climate. The researchers contacted the

participants to assess if they would be willing to participate in a focus group, and they recruited 37 LatinX students (19 females, and 18 males) for the study.

Yosso, et al. (2009) noted that the findings of the study did shed light on how racial micro-aggression shaped LatinX students' undergrad experiences and how they succeeded even though there was a negative campus racial climate (Yosso, et al., 2009). Interpersonal racial micro-aggressions showed that it is difficult to gauge other peoples' intentions, and it is not possible to empathize with people of color without being one. This disrupts student experiences on college campuses (Yosso, et al., 2009).

Minikel-Lacocque (2012) explored subtle racism (verbal, nonverbal, and/or joking) through the notions of micro-aggression within the university through the voices of six LatinX students as they attended a predominately white university. The researcher also studied how students treat other students on campus; a negative environment could potentially be created for minority students in this situation at this type of university. Even subtle micro-aggressions have an impact on the racial relations, confidence, and health of students (Minikel-Lacocque, 2012). Any act of micro-aggression towards other students may affect students emotionally and psychologically.

Campus racial climate

Fischer (2011) noted that colleges and universities are among the most diverse settings in US culture. He explored the effects of campus diversity and various amounts of interracial contact on racial and ethnic attitudes of college students. This was an exploratory research study that included interviews with participants to measure their opinions (Fischer, 2011). Fischer examined two types of racial attitudes: social distance (the closeness that an individual has towards each racial group and in general) and stereotypes about racial groups. The results of the

study suggested that the effect of contact varies between different groups of students. The interracial contact and attitude of students over four years in college was highly related to change in diversity within campus (Fischer, 2011). White students tended to have social distance towards blacks because of negative stereotypes of black students who were in their senior year of college.

Campus racial climate within universities can have a huge impact on the students who attend, and this may also impact how students perceive the university. The two most dominant minority groups who attend universities and may experience micro-aggressions are black and LatinX students. Micro-aggressions are subtle insults that can be verbal, nonverbal, and/or visual and are directed at people of color (Solorzano, Ceja, & Yosso, 2000). These impact campus racial climate because they are a form of insult towards another student. Many students experience micro-aggressions at least once during their tenure in college. According to Solorzano et al. (2000), African American students relate that a negative racial campus climate does exist because most of them have experienced some form of racism on campus.

Rankin & Reason (2005) explored how students in different racial groups experienced the campus climate. The researchers collected data from the underrepresented populations on campuses through focus groups, interviews, and analyses of documents. Rankin & Reason noted that students of color tend to perceive campus climate as horrible, racist, hostile, and less accepting of minorities (2005). This perception of campus climate might be different than that of students in the racial majority. The results of this study showed that undergraduate students of color experience college differently than white students (Rankin & Reason, 2005). In addition, the perceptions of racial climate are different between college students based on their race/ethnicity, and perceptions of campus climate may cause challenges, especially for

underrepresented students (Rankin & Reasons, 2005). In comparison to Caucasian students, students of color experience more racism.

Victorino, Nylund-Gibson, & Conley (2013) examined the relationship between campus racial climate and faculty satisfaction, analyzing gender, race/ethnicity, and status on an individual level to see if faculty attitudes influence perceptions of racial campus climate and satisfaction. This research is not definitively relevant to the topic of this paper, but this study does relate to perceptions of racism from another point of view. The researchers investigated the relationship of campus racial climate and faculty satisfaction using a large, representative faculty sample. They examined a previous study done in 2004-2005, which surveyed about 170,000 faculty members at four-year universities within the United States. Results of this study indicated that campus racial climate has a significant effect on the satisfaction level of faculty (Victorino et al. 2013). The findings show a strong, positive relationship between faculty perception of campus racial climate and the satisfaction levels within the institution (Victorino, et al. 2013). The study indicates that the perceptions of faculty members affect campus racial climate because their satisfaction rate could be affected by the way they are being treated by students and other faculty members.

Berryhill and Bee (2007) explored whether ethnically diverse students' perception of racial climate contributed to Psychological Sense of Community (PSOC), which is the perception among students that they belong in a certain setting and are involved with others. Their methodology was a quantitative approach, and they conducted this study in a predominately white public university in the southeastern United States. The participants were 237 full-time students at a university of about 3,300 students (Berryhill & Bee, 2007). The findings of this study showed that racial climate was a significant predictor of white students'

PSOC. Other variables were changed throughout the study to see if controlling the variables would show different effects of racial climate and different PSOC among students. In addition, Berryhill and Bee (2013) noted that creating new settings within universities can encourage faculty members to produce a more positive academic climate for students.

Chang (2003) found that viewpoints on a diverse set of issues differed by racial group among college students. Views on social, economic, and political issues differed by race within the study. This research was a qualitative study that illustrated opposing positions on the significance of race in relation to education. The method of this study used a previous study to grasp the viewpoints of different racial groups on campus (Chang, 2003). The results revealed significant differences in viewpoints on all the questions tested for the study, which were about entries in college between different racial groups. Significant differences regarding opinions about death penalty, drugs, free-speech, criminal rights, and the prevalence of discrimination were found between people of different races (Chang, 2013). The overall pattern of the differences in viewpoints could be attributed to societal differences within the US (Chang, 2013). These findings are just beginning to show the need for such studies about the differentiated opinions of these racial groups (Chang, 2013).

Methods/Procedures

The purpose of this study is to examine how college students perceive racism on college campuses. To analyze this, I asked the following research question: Do students perceive racism on a predominantly white campus? My guiding questions included: Is racism a problem on a predominantly white campus? Does racism impact students' academic performance? Have students experienced and/or witnessed any instances of racism on a predominantly white campus? My hypothesis for this study is that the minority groups will perceive racism more than

non-minorities for each variable. Additionally, this study explore possible associations between racism problems on campus, students' academics, experiences or witnesses of racism, students' year in school, and college within the institution. The independent variables for this study were race/ethnicity, students' year in school, and college within the institution. The dependent variables for this study were the problem of racism on campus, racism impacting students' academic performance, and experiencing/ witnessing racism on campus.

The methodology of this study included distributing surveys throughout campus. The sample population was college students who attend a liberal arts institution in the Western region of the United States. The participants included traditional (ages 18-22) and nontraditional students (ages 23 and up). The data collected measured perceptions of racism on a college campus, and it was gathered through college students' responses on a paper survey. The selection and recruitment of the sample population was done in classrooms. The surveys were distributed to the classrooms with professors' permission by emailing them ahead of time and asking them to conduct the surveys for about 10-15 minutes of class time. A total of nine classes took the survey.

Table 1 highlights the demographic breakdown of the sample according to gender, age, race/ethnicity, year in school, and college at institution. More females than males participated in this study, and the two main racial groups involved were white (52.03%) and LatinX (35.73%). The most common age range of the participants was 18-21 years old (18=12.53%, 19=26.95%, 20=24.45%, and 21=19.74%). Most of the participants were in their sophomore year at the institution (35.73%). Lastly, most of the participants were from the Humanities and Social Sciences (48.3%) College.

Results are organized into a total of nine tables that include the independent and dependent variables. Also, a total of nine Chi-Square tables analyzes the relationship between each pair of variables. Participants' responses were entered into SPSS software to dissect the collected data by displaying frequency tables of the data and using a Chi-Square analysis to examine if there were significant associations between the independent and dependent variables. Hypotheses were also tested with Chi-Square analyses.

Results/Findings

Demographics

A total of 329 undergraduate college students participated in the study, but only 319 surveys were validated for analysis. Ten surveys had to be dropped from the study because they were either incomplete or the participants voluntarily decided not to participate. The study included 113 (35.42%) males and 206 (64.57%) females as well as traditional and non-traditional students. The average age of the participants was 20.42. The sample consisted of 52.03% Caucasian students, 35.73% Latinx students, 6.32% Black/African American students, 1.25% Native American students, 4.38% Asian students, and 0.31% students of other races. In addition, 21.31% were Freshmen, 35.73% were Sophomores, 28.84% were Juniors, and 14.10% were Seniors. Lastly, the participants' college within the institution were 4.4% Monfort College of Business, 21.3% Natural and Health Science, 48.3% Humanities and Social Science, 14.4% Education and Behavioral Sciences, 2.2% Performing and Visual Arts, 7.5% Multiple College (Double Major), and 1.9% No College (Undeclared). Additional participant demographics are presented in Table 1.

Significant Results

Descriptive statistics were collected about racism on a predominantly white campus and were entered into SPSS with subsequent results produced by Chi-Square analysis, with mixed significant results. After running the Chi-Square analysis for all the variables included in this study, only three out of the nine results appeared to have significance. Chi-Square was run for the association between the perceived problem of racism on campus and race/ethnicity. The model was significant ($p = .002$), suggesting that there is a significant association between the problem of racism on campus and students' race/ethnicity. The null hypothesis will be rejected because of this significant association (Table 3). The results show that the second highest proportion of participants, Hispanic or LatinX students, perceive a problem of racism proportionately higher than other groups; out of the 114 Hispanic or LatinX participants, 83 of them responded "yes" or "maybe a little" (72.8%), which shows the perceived problem of racism among this group (Table 2).

The Chi-Square analysis examining the association between racism impacting academic performance and race/ethnicity was also significant ($p = .006$) (Table 7), suggesting that racism impacts students' academic performance along the lines of students' race/ethnicity. The null hypothesis will therefore be rejected because there is a significant association between racism impacting academic performance and students' race/ethnicity. The results showed that participants who were of African American descent had a high proportional percentage of 64% who responded "yes" to racism impacting student academics (Table 6).

The final Chi-Square test that showed significance was the association between problem of racism on campus and college within the institution ($p = .027$). Therefore, there is a significant association between problem of racism on campus and the college within the institution. The null

hypothesis will therefore be rejected (Table 15). The results showed that participants tend to perceive racism as a problem on campus depending on their college within the institution.

Natural and Health Sciences (23%), Humanities and Social Sciences (45.1%), and Education and Behavioral Sciences (14.8%) showed the higher percentages proportionately across the board. However, the college with the lowest percentage proportionally is the Performing and Visual Arts, with 0.1% of students responding “yes” or “maybe a little” (Table 14).

Insignificant Results

After running a Chi-Square analysis, there are no significant associations between problem of racism on campus and the students' year at the institution, (p-value .560) (Table 9), racism impacting academic performance and students' year at the institution (p-value .345) (Table 13), racism impacting academic performance and college within the institution (p-value .764) (Table 19), witnessing racism and race/ethnicity (p-value .198) (Table 5), witnessing racism and the students' year at the institution (p-value .945) (Table 11), and witnessing racism and the college within the institution (p-value .795) (Table 17).

Qualitative Findings

There were six main themes identified in forms of racism that happen around campus. These were found in participants' responses to the following prompt: “Can you please share a personal example of racism that you have experienced?” Out of the 319 participants in the study, 244 participants shared a personal experience with racism. The six main themes that appeared in the findings are white supremacy fliers around campus, different treatment, racial slurs, stereotyping, the 2016 presidential election, and being told to go back to their country.

White Supremacy Fliers

During the time that the survey was active, a white supremacist group posted recruitment fliers on campus, which were reflected in a number of participants' responses. For example, one of the participants claimed to have experienced or sensed racism that pertained to them when the white supremacy groups around campus attempted to recruit members. Within this study, 9 out of 244 (3.68%) participants mentioned the white supremacy fliers. One participant said, "I was walking around campus to my classroom, and I noticed some white supremacy fliers making me and others feel less valued." Another participant also responded about the white supremacy fliers around campus, saying, "White supremacy fliers around make me feel unsafe."

Different Treatment

Individuals of color shared that they get treated differently based on their appearance, whether from one person to another or a group of people to an individual. One participant explained, "When it comes to group projects in class, I feel excluded because I'm the only minority." This participant felt treated differently because they were a different race/ethnicity than the rest of their group members. Another participant gave her personal experience with racism by saying, "I had to deal with this one girl in my lab class always staring at me, and when I finally asked why, she responded with, 'You don't belong here.'" These participants give just a few examples of how they were treated differently from other students.

Racial Slurs

Some individuals experienced being called racial slurs. For example, one participant said, "At the rec center, we were playing soccer, and some Arabian students referred to me as the 'N-word' and said 'wetbacks' to my friends for no reason." Another participant explained their own experience by saying, "There are times when students say racial comments to me just because

I'm Latina." These participants were called inappropriate names, and the use of racial slurs is taking the situation to another level.

Stereotyping

The theme of stereotyping illustrates a fixed, overgeneralized belief about a particular group or class of people (McLeod, 2008). It has become a social norm to hold knowledge about the different attributes of a race in this overgeneralized way; examples include that a black person does not need education if they are a gifted athlete or that individuals who come from a Hispanic background love to keep families together and always like to cook and clean. One participant responded, "Freshman year, my roommate and I were figuring out living agreements, and I said that I didn't mind cleaning if you help with the supplies. He said, 'Of course you don't mind, you're Mexican.'" This participant was subjected to stereotyping of Mexican heritage. Another participant responded, "One student said to me that I don't need education, and all I needed was to be good at sports because I was black."

Presidential Election

When this study was conducted, it was during the first year of Donald Trump's term as US President. During his presidency, he decided to put a hold on the DACA (Deferred Action for Childhood Arrivals) students, who are students who arrived in the United States illegally as children through their parents and have no legal documentation of their citizenship. These political developments were addressed in participants' comments. One participant said, "After Trump's election, the next day my instructor decided to discuss the election, and racial comments were included, and it made me uncomfortable." Another participant responded to this theme about the DACA movement, saying, "We had a march to support DACA students, and during the rally, people were throwing stuff at us for supporting something that we believe in."

Because of these actions during the event, the students who were supporting the DACA movement felt very unwelcomed by other students at the institution.

Told to go back to their country

The last theme that was included in the responses of the participants was being told to go back to their country. One participant experienced this behavior from another student and said, "I was told to go back to Mexico because those people don't belong here." Another participant in this study said, "Students have told me that I don't belong here and I should go back to where I came from, even though I was born in the U.S." These suggestions to go back to their country can take a toll on an individual because they feel the hostility of being unwelcomed and viewed as not being a citizen (even if they are a citizen).

Discussion

The goal of this research was to examine how students at a four-year liberal arts institution in the Rocky Mountain region perceive racism on a predominantly white campus. This is important because not a lot of individuals have the courage to speak about racism, especially if they are a minority. The data indicated that there were mixed results of significance between the variables. Additionally, the data showed that most of the participants surveyed about college students' perceptions of racism on their college campus identified that racism is a problem on campus, it can impact students' academic performance, and they have either experienced and/or witnessed this racism on campus, all of which leads to their perceptions of racism in college settings.

This study showed mixed significant results, indicating that some individuals who attend the institution perceive racism as a problem on campus. It was found that at the institution where this survey was conducted, a high proportion of Hispanic students think racism is a problem on a

predominantly white campus. The participants may have responded based on the lower population of minority groups. The next significant result was the relationship between racism impacting student academics and race/ethnicity. The sense of racism impacting students' academic performance could have been affected by feelings of discomfort that made students unable to focus on classes. Lastly, the final significant result indicated that students in certain colleges within the institution perceived racism as a problem more than others. In Table 14, students in the College of Humanities and Social Sciences showed a higher proportion of this perception than other colleges at the institution.

Past research on campus racial climate showed that having a hostile and racist campus climate is perceived as unwelcoming to students, particularly those in minority groups. The results of this study correlate with the results of Rankin & Reason's (2005) study on campus climate, illustrating that students of color tend to perceive campus climate as horrible, racist, hostile, and less accepting of minorities. The study showed that the participants who responded "yes" or "a little" tended to perceive that racism is a problem within the institution.

Unlike the results pertaining to campus climate and racism, there has not been much past research on racism impacting students' academic performance within a university campus. The current study shows that females perceive that racism impacts their academic performance more than males, likely due to the larger sample pool of females than males. In this study, minority groups had their academic performance impacted by racism, and most participants perceived that racism could impact their academic performance within the institution.

This study is consistent with the study by Solorzano et al. that refers to experiences of racism on college campus, noting that students of color tend to experience incidents of racism during their tenure in college (Solorzano et al., 2000). This study confirms some of their

findings. The difference between this study and that of Solorzano et al. is that they found that African American students tend to receive more discriminatory acts within the university. Due to a weak sample pool of African Americans in this study, there was no significant data that correlated to this finding.

Past studies about racism that involved research on university campuses also found students perceiving racism, being impacted in their academic performance, and experiencing/witnessing racism at their institution. This trend of racism within college campuses, based on the data collected, demonstrates that racism is a problem in these settings, and there need to be efforts to reduce racism on campus, help students' attitudes, and raise retention levels.

Insignificant results

By using Chi-Square analysis to examine racism problems on campus, experienced/witnessed racism, and impacts on student academics, in conjunction with race/ethnicity, year in school, and college within institution, it was found that there is insignificant evidence to reject our hypotheses about these variables. Therefore, there is not enough sufficient evidence to conclude that there are associations between the independent variables of year in school and college within the institution. Currently, these variables do not contribute to understanding college students' perceptions of racism on college campuses. Future research should investigate how year in school and college within the institution may impact or alter college students' perceptions of racism on college campuses.

Limitations

The first limitation of this study was that it was conducted at only one college campus. In addition, there was also a time restriction with the research that affected how it was conducted; the researcher did not have time to travel to another university in the same region and conduct

the study there as well. Therefore data could not be compared between universities. Also related to time was the necessary time frame for conducting the study. In the time span for collecting data, there were only a select number of participants available for this research. There was not time for more widespread survey distribution. However, the researcher gathered as many participants as possible in the given timeline for this research, and the ending sample population did yield useful results.

The research was also conducted within a specific sample pool, which was made up of classes of students whom the researcher chose because of prior connections to the professors of those classes. These professors gave permission for the study to be conducted during the first 10-15 minutes of class time. Therefore, only a certain sample of the student population of the university were selected to participate in this study.

Racism on campus has been overlooked, and through these anonymous surveys, students were given an opportunity to speak their mind about racism without any consequences. The implications of this study should inform administrators in their efforts to reduce perceived racism and increase student attitudes, retention, and success.

Conclusion

As a step towards reducing perceived racism on college campuses, this study confirms that racism is a problem on campus, and such data needs to be presented to university administrators. This could help administrative efforts to reduce perceived racism on campus and assist students with their attitudes, retention, and success while they are attending college. Throughout this research, it became clear that racism could, in fact, impact students' academic performance if they feel unwanted, unsafe, and treated differently from other races. Furthermore,

many of the participants who have not personally experienced racism on campus have often witnessed racist acts.

A way to further this research might be to have a three-credit LAC (Liberal Arts Core) class about racism. The purpose of the class would be to explore different ways to reduce racism on college campuses. This would also be a good way to teach students the history of racism and perceptions about it and to allow students to see different perspectives of racism from other racial/ethnic groups. In addition, students could collaboratively brainstorm ideas for reducing racism and begin experimenting with these practices around campus.

Another way to practically utilize this research would be to have meetings and/or events based on the topic of racism and how to reduce perceived problems with it. These meetings could be held by administrators of the university and might seek to truly see the problem of racism within the college campus. Additionally, these meetings could work as part of continued efforts to make the university a friendly, safe, and welcoming environment to incoming students as well as currently enrolled students. Hopefully such opportunities would bring diverse populations within the student body together in discussion. Engagement from several different minority and majority groups who are calling for racism to stop on college campuses would add more significance to the issue.

The purpose of this study was to examine college students' perceptions of racism on campus. The research asked specific guiding questions about impacts on students' academic performance and either witnessed or experienced racism. Conclusions show that students do perceive racism as a problem on college campus, and it could affect their decisions to stay at their university. Recommended future research includes a comparison study between the results

COLLEGE STUDENTS' PERCEPTIONS OF RACISM ON A PREDOMINATELY
WHITE COLLEGE CAMPUS

of this study and findings from similar studies conducted at other universities in the same region or possibly another region in the United States.

References

- Berryhill, J. C., & Bee, E. K. (2007). Ethnically diverse college students' psychological sense of community: Do their perceptions of campus racial climate influence it? *College Student Affairs Journal*, 27(1), 76.
- Brigham, J. C. (1993). College Students Racial Attitudes. *Journal of Applied Social Psychology*, 23(23), 1933-1967.
- Chang, M. J. (2003). Racial differences in viewpoints about contemporary issues among entering college students: Fact or fiction? *NASPA Journal*, 40(4), 4.
- Fischer, M. J. (2011). Interracial contact and changes in the racial attitudes of white college students. *Social Psychology of Education*, 14(4), 547-574.
- McLeod, S. (2008). Stereotypes. Retrieved from <https://www.simplypsychology.org/katz-braly.html>
- Minikel-Lacocque, J. (2012). Racism, college, and the power of words: Racial microaggressions reconsidered. *American Educational Research Journal*, 50(3), 432-465.
- Park, J. (2014). Clubs and the campus racial climate: Student organizations and interracial friendship in college. *Journal of College Student Development*, 55(7), 641-660.
- Pillay, N. S., & Collings, S. J. (2004). Racism on a South African Campus: A Survey of Students' Experiences and Attitudes. *Social Behavior & Personality: An International Journal*, 32(7), 607-618.
- Rankin, S. R., & Reason, R. D. (2005). Differing Perceptions: How Students of Color and White Students Perceive Campus Climate for Underrepresented Groups. *Journal of College Student Development*, 46(1), 43-61.
- Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *The Journal of Negro Education*, 69(1/2), 60-73.
- Victorino, C. A., Nylund-Gibson, K., & Conley, S. (2013). Campus racial climate: A litmus test for faculty satisfaction at four-year colleges and universities. *The Journal of Higher Education*, 84(6), 769-805.
- Yosso, T., Smith, W., Ceja, M., & Solorzano, D. (2009). Critical race theory, racial microaggressions, and campus racial climate for Latina/o undergraduates. *Harvard Educational Review*, 79(4), 659-690.

COLLEGE STUDENTS' PERCEPTIONS OF RACISM ON A PREDOMINATELY
WHITE COLLEGE CAMPUS

Appendices

1. Demographics

Measure		<i>n</i>	Percent (%)
Gender	Male	113	35.42
	Female	206	64.57
Race/Ethnicity	White	166	52.03
	LatinX	114	35.73
	Black/African American	20	6.26
	Native American/Indian	4	1.25
	Asian/Pacific Islander	14	4.38
	Other	1	0.31
Age	17	1	0.31
	18	40	12.53
	19	86	26.95
	20	78	24.45
	21	63	19.74
	22	22	6.89
	23	10	3.13
	24	9	2.82
	25	2	0.62
	27	1	0.31
	28	2	0.62
	32	1	0.31
	34	2	0.62
40	1	0.31	
59	1	0.31	

COLLEGE STUDENTS' PERCEPTIONS OF RACISM ON A PREDOMINATELY WHITE COLLEGE CAMPUS 22

Year in School	Freshman	68	21.31
	Sophomore	114	35.73
	Junior	92	28.84
	Senior	45	14.10
College at Institution	Monfort College of Business	14	4.4
	Natural and Health Science	68	21.3
	Humanities and Social Sciences	154	48.3
	Education and Behavioral Sciences	46	14.4
	Performing and Visual Arts		
	Multiple Colleges (Double Major)	7	2.2
	No College (Undeclared)	24	7.5
		6	1.9

COLLEGE STUDENTS' PERCEPTIONS OF RACISM ON A PREDOMINATELY
WHITE COLLEGE CAMPUS

2. Problem On Campus related to Race/Ethnicity

	White <i>n (%)</i>	Hispanic or Latino <i>n (%)</i>	Black or African American <i>n (%)</i>	Native American or American Indian <i>n (%)</i>	Asian/Pacific Islander <i>n (%)</i>	Other <i>n (%)</i>	Total
Yes	26(37)	38(54)	7(10)	0	0	0	71
Maybe, a little	64(52)	45(36)	7(6)	3(3)	4(3)	1(0.8)	124
No	42(69)	12(20)	4(7)	0	3(5)	0	61
I'm not sure	34(54)	19(30)	2(3)	1(2)	7(11)	0	63
Total	166	114	20	4	14	1	319

3. Chi-Square Test POR/E

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	35.013 ^a	15	.002
Likelihood Ratio	38.016	15	.001
Linear-by-Linear Association	.087	1	.768
N of Valid Cases	319		

a. 14 cells (58.3%) have expected count less than 5. The minimum expected count is .19.

4. Witnessed Racism* Race and Ethnicity

	White <i>n (%)</i>	Hispanic or Latino <i>n (%)</i>	Black or African American <i>n (%)</i>	Native American or American Indian <i>n (%)</i>	Asian/Pacific Islander <i>n (%)</i>	Other <i>n (%)</i>	Total
Yes	66(47)	54(40)	9(7)	1(0.7)	6(4)	0	136
No	83(57)	44(30)	11(8)	3(2)	4(3)	1(0.6)	146
I'm not sure	17(46)	16(43)	0	0	4(11)	0	37
Total	166	114	20	4	14	1	319

5. Chi-Square Witnessed Racism* Race and Ethnicity

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	13.487 ^a	10	.198
Likelihood Ratio	15.693	10	.109
Linear-by-Linear Association	.084	1	.772
N of Valid Cases	319		

a. 8 cells (44.4%) have expected count less than 5. The minimum expected count is .12.

6. Racism Impact Student Academics* Race and Ethnicity

	White <i>n (%)</i>	Hispanic or Latino <i>n (%)</i>	Black or African American <i>n (%)</i>	Native American or American Indian <i>n (%)</i>	Asian/Pacific Islander <i>n (%)</i>	Other <i>n (%)</i>	Total
Yes	110(50)	86(39)	14(64)	2(0.9)	10(5)	0	222
Maybe, a little	42(56)	25(33)	4(5)	0	3(4)	1(1)	75
No	6(66)	1(11)	1(11)	0	1(11)	0	9
I'm not sure	8(62)	2(15)	1((8)	2(15)	0	0	13
Total	166	114	20	4	14	1	319

7. Chi-Square Racism Impact Academics* Race and Ethnicity

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	32.043 ^a	15	.006
Likelihood Ratio	19.574	15	.089
Linear-by-Linear Association	.000	1	.996
N of Valid Cases	319		

a. 17 cells (70.8%) have expected count less than 5. The minimum expected count is .03.

8. Problem On Campus* Year In School

	Freshman <i>n (%)</i>	Sophomore <i>n (%)</i>	Junior <i>n (%)</i>	Senior <i>n (%)</i>	Total
Yes	16(23)	27(38)	21(30)	7(10)	71
Maybe, a little	26(21)	42(34)	37(30)	19(15)	124
No	14(23)	18(30)	22(36)	7(11)	61
I'm not sure	12(19)	27(43)	12(19)	12(19)	63
Total	68	114	92	45	319

9. Chi-Square Problem On campus* Year In School

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	7.749 ^a	9	.560
Likelihood Ratio	7.962	9	.538
Linear-by-Linear Association	.283	1	.595
N of Valid Cases	319		

a. 0 cells (0%) have expected count less than 5. The minimum expected count is 8.61.

10. Witnessed Racism* Year in School

	Freshman	Sophomore	Junior	Senior	Total
	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	
Yes	29(21)	52(38)	37(27)	18(13)	136
No	29(20)	50(34)	45(31)	22(15)	146
I'm not sure	10(27)	12(32)	10(27)	5(14)	37
Total	68	114	92	45	319

11. Chi-Square Witnessed Racism* Year In School

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	1.697 ^a	6	.945
Likelihood Ratio	1.654	6	.949
Linear-by-Linear Association	.014	1	.905
N of Valid Cases	319		

a. 0 cells (0%) have expected count less than 5. The minimum expected count is 5.22.

12. Racism Impact Student Academics* Year In School

	Freshman <i>n (%)</i>	Sophomore <i>n (%)</i>	Junior <i>n (%)</i>	Senior <i>n (%)</i>	Total
Yes	49(22)	81(36)	63(28)	29(13)	222
Maybe, a little	15(20)	26(35)	20(27)	14(19)	75
No	0	3(33)	6(66)	0	9
I'm not sure	4(31)	4(31)	3(23)	2(15)	13
Total	68	114	92	45	319

13. Chi-Square Impact Student Academics* Year In School

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	10.063 ^a	9	.345
Likelihood Ratio	11.887	9	.220
Linear-by-Linear Association	.286	1	.593
N of Valid Cases	319		

a. 8 cells (50.0%) have expected count less than 5. The minimum expected count is 1.27.

14. Problem On Campus* College

	Monfort College of Business <i>n (%)</i>	Natural and Health Science <i>n (%)</i>	Humanities and Social Sciences <i>n (%)</i>	College Education and Behavioral Sciences <i>n (%)</i>	Performing and Visual Arts <i>n (%)</i>	Multiple Colleges (Double Major) <i>n (%)</i>	No College (Undeclared) <i>n (%)</i>	Total
Yes	2(3)	20(28)	24(34)	13(18)	0	8(11)	4(6)	71
Maybe, a little	5(4)	25(20)	64(52)	16(13)	2(12)	12(10)	0	124
No	4(7)	9(15)	38(62)	6(10)	3(5)	1(2)	0	61
I'm not sure	3(5)	14(22)	28(44)	11(17)	2(3)	3(5)	2(3)	63
Total	14	68	154	46	7	24	6	319

15. Chi-Square Problem On Campus* College

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	31.262 ^a	18	.027
Likelihood Ratio	35.122	18	.009
Linear-by-Linear Association	1.549	1	.213
N of Valid Cases	319		

a. 13 cells (46.4%) have expected count less than 5. The minimum expected count is 1.15.

16. Witnessed Racism* College

	Monfort College of Business <i>n (%)</i>	Natural and Health Science <i>n (%)</i>	Humanities and Social Sciences <i>n (%)</i>	College Education and Behavioral Sciences <i>n (%)</i>	Performing and Visual Arts <i>n (%)</i>	Multiple Colleges (Double Major) <i>n (%)</i>	No College (Undeclared) <i>n (%)</i>	Total
Yes	6(4)	31(23)	60(44)	20(15)	3(2)	12(9)	4(3)	136
No	8(5)	28(19)	75(51)	21(14)	4(3)	8(5)	2(1)	146
I'm not sure	0	9(24)	19(51)	5(14)	0	4(11)	0	37
Total	14	68	154	46	7	24	6	319

17. Chi-Square Witnessed Racism* College

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	7.877 ^a	12	.795
Likelihood Ratio	10.879	12	.539
Linear-by-Linear Association	.315	1	.575
N of Valid Cases	319		

a. 8 cells (38.1%) have expected count less than 5. The minimum expected count is .70.

18. Racism Impact Student Academics* College

	Monfort College of Business <i>n (%)</i>	Natural and Health Science <i>n (%)</i>	Humanities and Social Sciences <i>n (%)</i>	College Education and Behavioral Sciences <i>n (%)</i>	Performing and Visual Arts <i>n (%)</i>	Multiple Colleges (Double Major) <i>n (%)</i>	No College (Undeclared) <i>n (%)</i>	Total
Yes	11(5)	46(20)	103(46)	34(15)	5(2)	18(8)	5(2)	222
Maybe, a little	2(3)	21(28)	36(48)	9(12)	2(3)	4(5)	1(1)	75
No	0	0	8(9)	1(11)	0	0	0	9
I'm not sure	1(8)	1(8)	7(54)	2(15)	0	2(15)	0	13
Total	14	68	154	46	7	24	6	319

19. Chi Square Racism Impact Student Academics

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.456 ^a	18	.764
Likelihood Ratio	16.793	18	.537
Linear-by-Linear Association	.054	1	.816
N of Valid Cases	319		

a. 18 cells (64.3%) have expected count less than 5. The minimum expected count is .17.