NACCC Survey SP 2021
BC Campus Racial Climate
Listening to Student Voices

Craig Hayward, Dean of Institutional Effectiveness
Sooyeon Kim, Director of Institutional Research
What is NACCC?

- The National Assessment of Collegiate Campus Climate (NACCC) is a quantitative national survey of undergraduate students.
- 15-minute web-based survey that includes six content areas:
  - Mattering and Affirmation
  - Cross Racial Engagement
  - Racial Learning and Literacy
  - Encounters with Racial Stress
  - Appraisals of Institutional Commitment
  - Impact of External Environments I Learning and Literacy
- Developed and administered by the USC Race and Equity Center
- Provide information and data-driven guidance for improving the climate for all students.

Chancellor Christian and Dean Hayward serve on the 30-member Racial Equity in Guided Pathways Commission at USC Race and Equity Center.
NACCC was administered to BC students (N=22,792) in Spring 2021. In total, 1,442 students participated in the survey (6.3% response rate).

(1) Share perspectives from our students on ways they experience the campus racial climate.

(2) Provide better information and more data-driven guidance for improving the climate for all students.

(3) Better understand and more strategically address racial climate issues on campus.

(4) Suggests action items to improve racial climate on our campus.
<table>
<thead>
<tr>
<th></th>
<th>Number of BC Students</th>
<th>Number of Survey Respondents</th>
<th>Response Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>23,595</td>
<td>1442</td>
<td>6%</td>
</tr>
<tr>
<td>Student of color</td>
<td>80%</td>
<td>82%</td>
<td>6%</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>20%</td>
<td>18% (19%)</td>
<td>5% (6%)</td>
</tr>
<tr>
<td>Arab or Arab American</td>
<td></td>
<td>1% (N=15)</td>
<td></td>
</tr>
<tr>
<td>Asian or Asian American (includes Filipino)</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td>67%</td>
<td>56%</td>
<td>5%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td></td>
<td>0.3% (N=4)</td>
<td></td>
</tr>
<tr>
<td>Native American and/or Alaska Native</td>
<td>0.26%</td>
<td>1%</td>
<td>24%</td>
</tr>
<tr>
<td>Native Hawaiian and/or Pacific Islander</td>
<td>0.11%</td>
<td>0.3%</td>
<td>16%</td>
</tr>
<tr>
<td>Another group not listed</td>
<td>1%</td>
<td>2%</td>
<td>14%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>4%</td>
<td>13%</td>
<td>23%</td>
</tr>
</tbody>
</table>
Six Survey Content Areas

- Mattering and Affirmation
- Cross Racial Engagement
- Racial Learning and Literacy
- Encounters with Racial Stress
- Appraisals of Institutional Commitment
- Impact of External Environments
Area 1: Mattering and Affirmation

Selected Goal in This Content Area
Prepare college faculty to create affirming and culturally sustaining classrooms in which students, including racially minoritized students, believe that they matter.

Why This Matters
Institutional data indicates that 66% of all full-time faculty at Bakersfield College are White (CCCCO Data Mart, Fall 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.

Reflective Questions
Are the findings consistent with your experiences or observations at BC? Why or why not? What may contribute to these differences?

Students indicate the extent to which they feel they matter in classrooms and in various out-of-class campus spaces. Additionally, students indicate the ways and the frequency with which faculty members affirm them.

• Student perceptions of mattering in campus locations, classrooms, and at campus events
• Affirmation of students from White professors and from professors of color
Area 1: Mattering and Affirmation

74% of White students indicated they mostly matter or strongly matter in classes with White professors.

64% of students of color indicated they mostly matter or strongly matter in classes with White professors.
Area 1: Mattering and Affirmation

% of students who often or almost always experience concern for feelings or experiences from White professors vs professors of color

<table>
<thead>
<tr>
<th>Overall</th>
<th>White</th>
<th>Black</th>
<th>Two or more races</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61%</td>
<td>73%</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59%</td>
<td>73%</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>72%</td>
<td>75%</td>
<td>73%</td>
<td>73%</td>
</tr>
<tr>
<td>61%</td>
<td>73%</td>
<td>61%</td>
<td>61%</td>
</tr>
<tr>
<td>56%</td>
<td>79%</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>56%</td>
<td>72%</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>64%</td>
<td>72%</td>
<td>64%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Overall, students were more likely to experience concern for feelings from professors of color than from White professors.
Area 1: Mattering and Affirmation

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

Almost always or often
Sometimes
Never or once in a while

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

Almost always or often
Sometimes
Never or once in a while
Area 1: Mattering and Affirmation

How can BC do better?

- Assess Campus Identity
- Build Standards of Inclusive Teaching
- Engage Race-Consciousness in Classroom Practices
- Train Staff for Inclusive Environments
- Assess Strengths and Weaknesses
Area 2: Cross Racial Engagement

Selected Goal in This Content Area
Facilitate meaningful dialogues inside and outside of classroom discussion that center racially minoritized students’ perspectives and experiences.

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.

Reflective Questions
Are the findings consistent with your experiences or observations at BC? Why or why not? Do you engage in racial dialogues with people outside of your racial demographic? Why or why not?

Students indicate the frequency and nature of their interactions on campus with same-race peers and with peers from different racial groups. Additionally, they report their level of comfort in discussions with other students about issues related to race.

- Feelings regarding conversations about race with White students and with students of color
- Frequency of conversation about selected political topics with White students and with students of color
Students of color feel more encouraged when talking about race with students of color than with White students.
Students feel more open when talking about race with students of color than with White students.
Area 2: Cross-Racial Engagement

How can BC do better?

- Create racial dialogue opportunities
- Offer racial healing circles
- Engage staff and faculty
- Engage the whole community
- Provide ongoing and open communication
Area 3: Racial Learning and Literacy

Selected Goal in This Content Area

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

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.

Reflective Questions

Are the findings consistent with your experiences or observations at BC? Why or why not? How does your institution prepare students for living and working in a racially-diverse setting?

Students indicate if and where on campus they learn about their own racial identities and about other racial groups. Additionally, students indicate the extent to which they feel racial diversity is reflected in curricula and class discussions.

- Where students learn about race and who on campus helps them learn about race
- Racial diversity reflected in classes within the student's major
- Preparation for living in a racially diverse society
Area 3: Racial Learning and Literacy

Where have you learned about race on campus?

<table>
<thead>
<tr>
<th>Area</th>
<th>Students of Color</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Discussions</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td>Multicultural or advocacy programs</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Class assigned readings</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>26%</td>
<td>24%</td>
</tr>
</tbody>
</table>

**Legend:**
- **Students of Color**
- **White**
Area 3: Racial Learning and Literacy

Who helps you learn about race on campus?

<table>
<thead>
<tr>
<th>Group</th>
<th>White Student</th>
<th>Student of color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Color</td>
<td>31%</td>
<td>28%</td>
</tr>
<tr>
<td>Professors of color</td>
<td>35%</td>
<td>33%</td>
</tr>
<tr>
<td>White professors</td>
<td>32%</td>
<td>26%</td>
</tr>
<tr>
<td>Staff of Color</td>
<td>21%</td>
<td>18%</td>
</tr>
<tr>
<td>White Students</td>
<td>19%</td>
<td>11%</td>
</tr>
<tr>
<td>White staff</td>
<td>16%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Legend:  | White Student | Student of color |
### Area 3: Racial Learning and Literacy

**How well is BC preparing you for working in a racially diverse setting?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly or mostly preparing you</th>
<th>Somewhat preparing you</th>
<th>Slightly or not preparing you</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>48%</td>
<td>25%</td>
<td>27%</td>
</tr>
<tr>
<td>Student of color</td>
<td>47%</td>
<td>26%</td>
<td>27%</td>
</tr>
<tr>
<td>White</td>
<td>55%</td>
<td>18%</td>
<td>27%</td>
</tr>
<tr>
<td>Asian</td>
<td>47%</td>
<td>25%</td>
<td>28%</td>
</tr>
<tr>
<td>Black</td>
<td>48%</td>
<td>10%</td>
<td>43%</td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td>47%</td>
<td>29%</td>
<td>24%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>53%</td>
<td>20%</td>
<td>27%</td>
</tr>
</tbody>
</table>
How can BC do better?

• Revise co-curricular goals
• Conduct academic program reviews
• Learn from successful examples
• Break down resistance to learning about race
• Provide structured learning opportunities
Area 4: Encounters With Racial Stress

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

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.

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

Students assess the racial environment of BC, identify campus encounters they have experienced as racist (e.g. microaggressions, racial stereotyping, racial harassment, etc).

Students indicate the impact of these encounters on their personal well-being and academic success

- Ratings of campus racial tensions, racial segregation, and overall campus racial climate and impact on personal well-being
- Frequency of experiencing racism in campus locations, academic spaces, at campus events, and impact on personal well-being
Encounters with Racial Stress

Prevalence of Racial Microaggressions

% of students who reported they have ever experienced the following on campus

- Being asked to represent the view of your entire race in classes

- Being viewed as naturally less able than others in class

<table>
<thead>
<tr>
<th>Race</th>
<th>Students of Color</th>
<th>White</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic or Latinx</th>
<th>Two or more races</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Color</td>
<td>6%</td>
<td>3%</td>
<td>6%</td>
<td>22%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>6%</td>
<td></td>
<td>22%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td>6%</td>
<td>22%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td>22%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td></td>
<td></td>
<td></td>
<td>4%</td>
<td>22%</td>
<td>6%</td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
<td>6%</td>
<td>4%</td>
<td>8%</td>
</tr>
</tbody>
</table>

- Make you uncomfortable

<table>
<thead>
<tr>
<th>Race</th>
<th>Students of Color</th>
<th>White</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic or Latinx</th>
<th>Two or more races</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Color</td>
<td>9%</td>
<td>6%</td>
<td>10%</td>
<td>12%</td>
<td>8%</td>
<td>13%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>6%</td>
<td></td>
<td>22%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td>6%</td>
<td>22%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td>22%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td></td>
<td></td>
<td></td>
<td>4%</td>
<td>22%</td>
<td>6%</td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
<td>6%</td>
<td>4%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Area 4: Encounters with Racial Stress

Impact on Personal Well-being

Administered to students who reported they have ever experienced any classroom racial microaggressions

<table>
<thead>
<tr>
<th></th>
<th>Students of Color (N=179)</th>
<th>White (N=39)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in personal motivation or activism to make change</td>
<td>30% 26%</td>
<td>31% 18%</td>
</tr>
<tr>
<td>Decline in emotional well-being</td>
<td>37% 28%</td>
<td>55% 56%</td>
</tr>
</tbody>
</table>

42% 26%
Area 4: Encounters with Racial Stress

Overt Racism on Campus

% of students who reported they have ever experienced or heard about the following happening on campus:

- Racist signs, symbols or graffiti
  - White: 6%
  - Asian: 2%
  - Black: 16%
  - Hispanic or Latinx: 9%
  - Two or more races: 14%

- Race-based verbal attack
  - White: 7%
  - Asian: 8%
  - Black: 20%
  - Hispanic or Latinx: 8%
  - Two or more races: 17%

- Race-based physical aggression
  - White: 2%
  - Asian: 5%
  - Black: 14%
  - Hispanic or Latinx: 4%
  - Two or more races: 7%
Area 4: Encounters with Racial Stress

Impact on Personal Well-being
Administered to students who reported they have ever experienced any campus racist incidents

Increase in personal motivation or activism to make change
- Students of Color (N=166): 31%
- White (N=22): 38%

Decline in emotional well-being
- Students of Color (N=166): 68%
- White (N=22): 14%
### Area 4: Encounters with Racial Stress

#### How racist is the overall environment of BC?

<table>
<thead>
<tr>
<th>Category</th>
<th>Not at all racist</th>
<th>Slightly racist</th>
<th>Somewhat racist</th>
<th>Mostly or strongly racist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>67%</td>
<td>18%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Students of color</td>
<td>64%</td>
<td>21%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>White</td>
<td>74%</td>
<td>13%</td>
<td>9%</td>
<td>4%</td>
</tr>
<tr>
<td>Asian</td>
<td>59%</td>
<td>30%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Black</td>
<td>58%</td>
<td>20%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td>67%</td>
<td>20%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>62%</td>
<td>21%</td>
<td>12%</td>
<td>5%</td>
</tr>
</tbody>
</table>

- Not at all racist
- Slightly racist
- Somewhat racist
- Mostly or strongly racist
Area 4: Encounters with Racial Stress

How can BC do better?

• Designate counseling professionals to support racially minoritized students
• Provide professional development
• Engage race-related stress issues
• Create safe spaces
Area 5: Appraisals of Institutional Commitment

Selected Goal in This Content Area
The institution should demonstrate proactive efforts to decrease the likelihood of incidents of racism and racial violence on campus.

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.

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

Students evaluate their administrators’ commitments to racial diversity and inclusion at BC. Students also assess institutional leaders’ responses to racial problems on campus.

Rating of campus racial diversity
Rating of how campus administration deals with racism or racist incidents
Rating of administration's commitment to campus racial equity and diversity
Area 5: Appraisals of Institutional Support

Institutional Commitment to Equity and Diversity

% of students who believe the BC is mostly or strongly committed to the following

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Students of Color</th>
<th>White</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic or Latinx</th>
<th>Two or more races</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hiring Faculty of Color</strong></td>
<td>64%</td>
<td>61%</td>
<td>80%</td>
<td>56%</td>
<td>45%</td>
<td>64%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>Sponsoring Activities about Racial Diversity</strong></td>
<td>65%</td>
<td>63%</td>
<td>76%</td>
<td>62%</td>
<td>45%</td>
<td>65%</td>
<td>61%</td>
</tr>
</tbody>
</table>

Students of color:
- 61% overall
- 58% Students of color
- 64% White
- 64% Asian
- 45% Black
- 64% Hispanic or Latinx
- 58% Two or more races
Area 5: Appraisals of Institutional Support

How can BC do better?

• Create clear campus-wide messaging
• Map campus assets and resources
• Provide bias training for search committees
• Practice race-conscious leadership
Area 6: Impact of External Environments

Selected Goal in This Content Area
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.

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.

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

Students reflect on their sense of security and on their encounters with racism in their hometowns, in the cities/towns surrounding their campuses, and in online and social media environments

- Feelings of personal well-being in city/town surrounding campus and in hometown
- Experiences of racism in external environments
Area 6: Impact of External Environments

Prevalence of Off-Campus Racism

% of students who reported they have ever experienced racism in the following spaces:

### Racism in Area Surrounding Campus

<table>
<thead>
<tr>
<th>Group</th>
<th>Overall</th>
<th>Student of Color</th>
<th>White</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic or Latinx</th>
<th>Two or more races</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>38%</td>
<td>40%</td>
<td>28%</td>
<td>38%</td>
<td>69%</td>
<td>33%</td>
<td>45%</td>
</tr>
<tr>
<td>Student of Color</td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>28%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td>38%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>45%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Racism on Social Media

<table>
<thead>
<tr>
<th>Group</th>
<th>Overall</th>
<th>Students of color</th>
<th>White</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic or Latinx</th>
<th>Two or more races</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>39%</td>
<td>39%</td>
<td>35%</td>
<td>45%</td>
<td>67%</td>
<td>45%</td>
<td>39%</td>
</tr>
<tr>
<td>Students of color</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>White</td>
<td>35%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>45%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td>36%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>41%</td>
<td></td>
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</tr>
</tbody>
</table>
Area 6: Impact of External Environments

Off-Campus Safety

% of students who feel moderately or completely safe in the area surrounding BC

- Overall: 34%
- Students of color: 34%
- White: 34%
- Asian: 33%
- Black: 31%
- Hispanic or Latinx: 35%
- Two or more races: 30%
Area 6: Impact of External Environments

How can BC do better?

• Establish campus climate committee
• Evaluate campus environment and policies
• Assess pre-college experiences
• Create racial incident response messaging
• Partner with the community
Questions?

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