



NATIONAL ASSESSMENT OF COLLEGIATE CAMPUS CLIMATE SURVEY

UNDERGRADUATE
STUDENTS

SPRING 2021 REPORT

Report prepared from the NACCC 2021 Results Data
by the Office of Institutional Research, Planning, and Assessment
March 24, 2022

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NACCC SURVEY BACKGROUND

The National Assessment of Collegiate Campus Climate (NACCC) is a national quantitative survey of undergraduate students created by the University of Southern California (USC) Race and Equity Center. It is based on more than a decade of research by the center, including ten years of qualitative survey research conducted at colleges and universities around the country. The survey includes six content areas and has been designed specifically for undergraduates at community colleges and four-year post-secondary institutions.

The six content areas are

1. Mattering and Affirmation
2. Cross-Racial Engagement
3. Racial Learning and Literacy
4. Encounters with Racial Stress
5. Appraisals of Institutional Commitment
6. Impacts of External Environments

The most recent survey was conducted in the Spring of 2021. The NACCC student survey is given every three years. It is part of a cycle in which it is followed by a survey for staff (2022) which is in turn followed by a survey for faculty (2023).

For the 2021 cycle, Bryn Mawr faculty, staff, and students in the Graduate School of Social Work and Social Research, the Graduate School of Arts and Sciences, and the Postbaccalaureate Premedical Program participated in a separate survey, the Higher Education Data Sharing (HEDS) Consortium Campus Climate Survey.

RESPONDENTS

All enrolled Bryn Mawr College undergraduate students (n = 1,284) were invited to participate. A total of 476 responded, giving a response rate of 37%.

Figure 1. Percent of responders and non-responders



Students were allowed to choose multiple responses to the race/ethnicity question. This meant that when summed together, the total percentage of each ethnicity would add up to more than 100%. In order to make analyses more straightforward and to make reporting more streamlined, NACCC

Table 1. Race/Ethnicity Demographics of Respondents

Race/Ethnicity Group (recoded from racial identity for reporting purposes)	Number of respondents	Percent of respondents
Arab or Arab American	2	0.4%
Asian or Asian American	126	26.5%
Black or African American	20	4.2%
Caucasian or White	242	50.8%
Hispanic or Latino/a/x or Chicano/a/x	17	3.6%
Middle Eastern	3	0.6%
Native American and/or Alaska Native	0	0.0%
Native Hawaiian and/or Pacific Islander	0	0.0%
Another group not listed	3	0.6%
Two or more races	63	13.2%

recoded students so that each student would be coded with one race/ethnicity. Any student who chose more than one race or ethnicity was analyzed and reported under “Two or more races.” Table 1 presents the race/ethnicity breakdowns of respondents after the recoding. The survey data provided to Bryn Mawr and represented in this report were those for groups with more than 10 respondents, a large enough sample that the data would remain anonymous and protect the confidentiality of individual participants’ responses.

NOTES ON METHODOLOGY

NACCC performed several statistical analyses on the original data and provided Bryn Mawr with the results. NACCC did not provide the raw data to Bryn Mawr in order to provide anonymity to participants. Bryn Mawr was instead given breakdowns by the racial categories created by NACCC with percentages provided for the answers to each question. Means, number of responses, and standard deviations were provided for each question. This meant there were two main limitations to any subsequent analyses performed by the college – small sample size for many underrepresented minority students and lack of access to the original data.

As an example of small sample sizes, only 20 Black students and 17 Latinx students responded to the survey. For many of the questions, even fewer students provided answers. The small sample size creates challenges for detecting differences between groups. It is possible differences existed, but the sample was too small to detect them. This must be considered when interpreting the results.

Additionally, the racial/ethnic categories used by NACCC are not the same as those used by Bryn Mawr as regulated by IPEDS (Integrated Post-secondary Education Data System). This makes assessing whether certain groups were over- or underrepresented difficult. Although the percent of Black and White students invited (by IPEDS category) is close to the percent who responded (by NACCC category), that is not true of other races/ethnicities.

Despite these limitations, the data are still informative and helped structure the Campus Climate Action plan. Of the six sections of the survey listed below, the action plan focuses on areas 1-5.

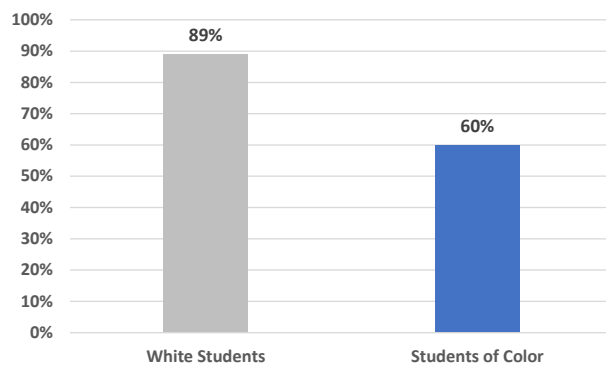
1. Mattering and Affirmation
2. Cross-Racial Engagement
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MATTERING AND AFFIRMATION

In this section, respondents indicated the extent to which they feel they matter in classrooms and in out-of-class campus spaces. In the survey, mattering was defined as others noticing and caring about what students think, want, and have to say. Additionally, students indicated the ways and frequency with which faculty members affirm them.

At Bryn Mawr, 65% of the faculty are White; nationally, 75% of faculty are White. Figure 2 shows the percentage of White students and students of color who indicated they strongly or mostly matter in classes taught by White Professors. The difference in levels of concern is statistically significant.

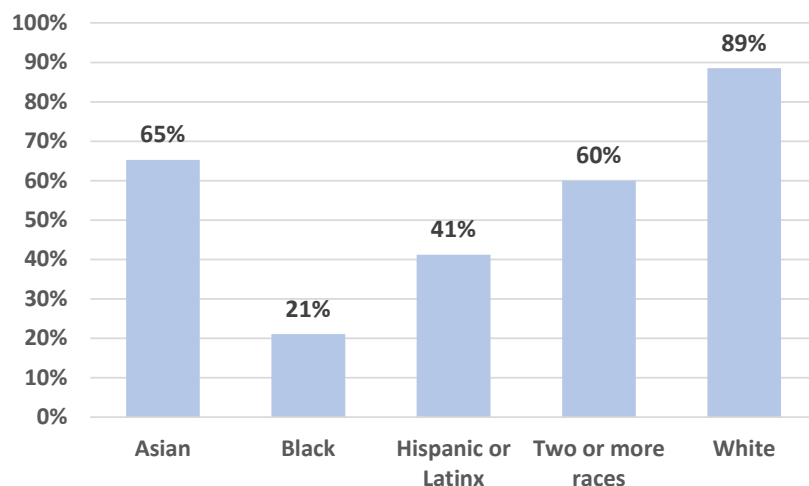
Figure 2. Percent who feel they strongly or mostly matter in classes with White professors



When broken down by individual racial groups, a more nuanced pattern emerges. Figure 3 shows the data in Figure 2 further broken down by race.

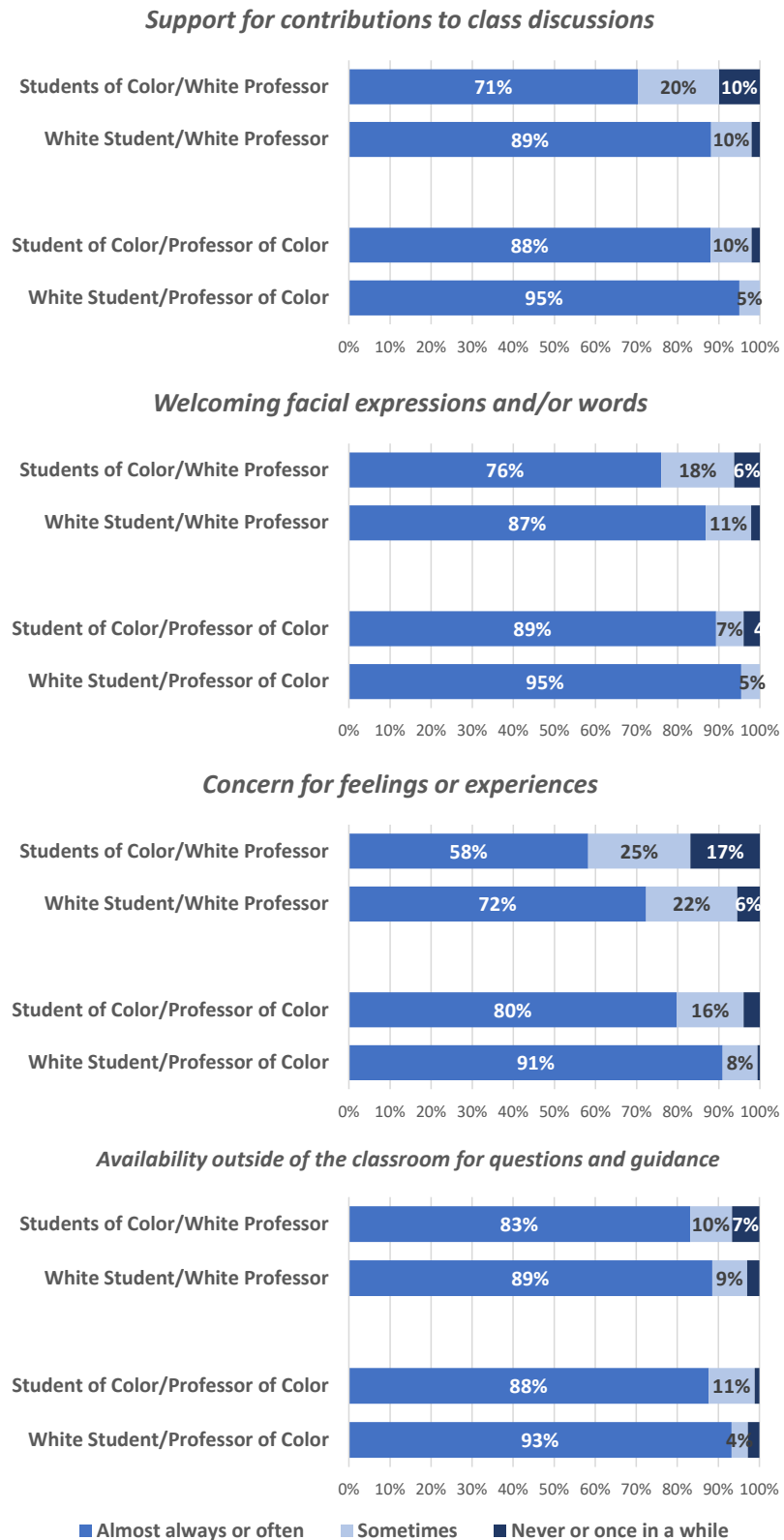
Black students are by far the least likely to feel they mostly or strongly matter in classes taught by White professors. Hispanic or Latinx students are next least likely to feel they matter, followed by students of two or more races and Asian students.

Figure 3. Percent who feel they strongly or mostly matter in classes taught by White professors by race



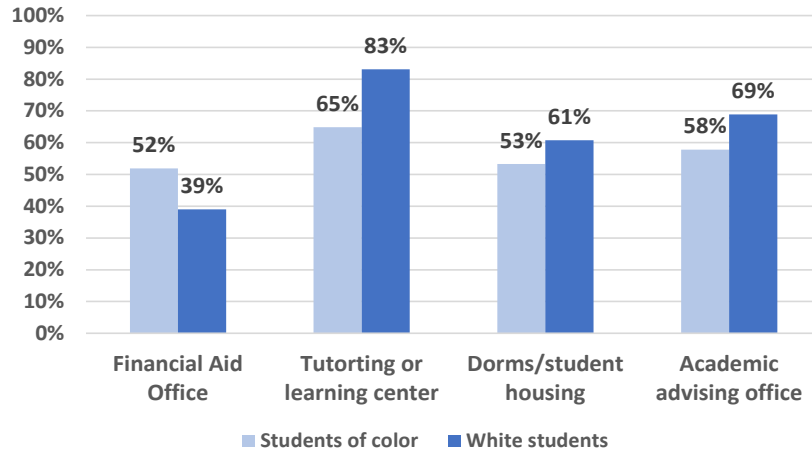
A series of questions was asked about students' experiences in class with White professors and professors of color. A breakdown is presented in Figure 4. White students reported statistically more positive interactions than students of color in classrooms with White professors and in classrooms with professors of color. In addition, White students and students of color reported statistically more positive interactions with professors of color than with White professors.

Figure 4. Breakdowns of students' experiences with professors



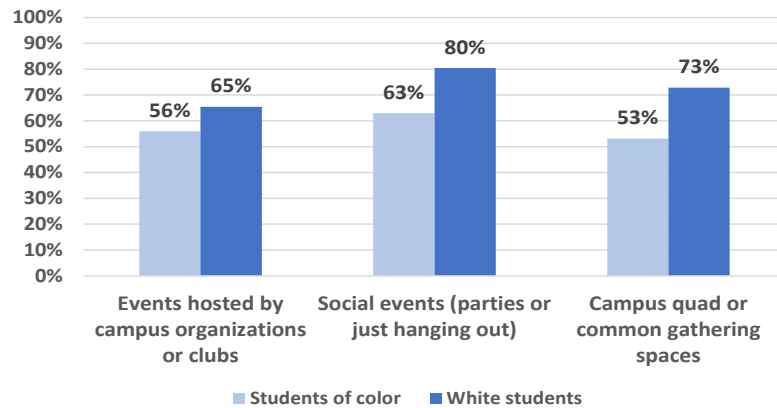
Aside from classrooms, students were asked if they mattered in two other general spaces – administrative and social. Figure 5 provides the breakdown for administrative spaces, and Figure 6 provides the breakdown for social spaces.

Figure 5. Percent responding "I Mostly Matter" or "I Strongly Matter" in Administrative Offices



The only area among these spaces that was statistically significantly different was social events (parties or just hanging out). White students were statistically more likely to feel they mostly or strongly matter in those spaces.

Figure 6. Percent responding "I Mostly Matter" or "I Strongly Matter" in social spaces



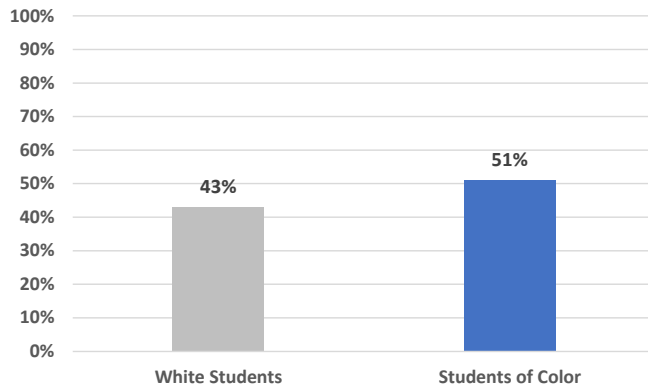
Even though all other differences were not significantly different, the results for administrative and social spaces followed the general trend of White students feeling they mostly or strongly matter more than students of color. The one exception was the Financial Aid Office.

CROSS-RACIAL ENGAGEMENT

In this section, respondents indicated the frequency and nature of their interactions with same-race peers and with peers from different racial groups. Additionally, they reported their levels of comfort in discussions with other students about issues related to race.

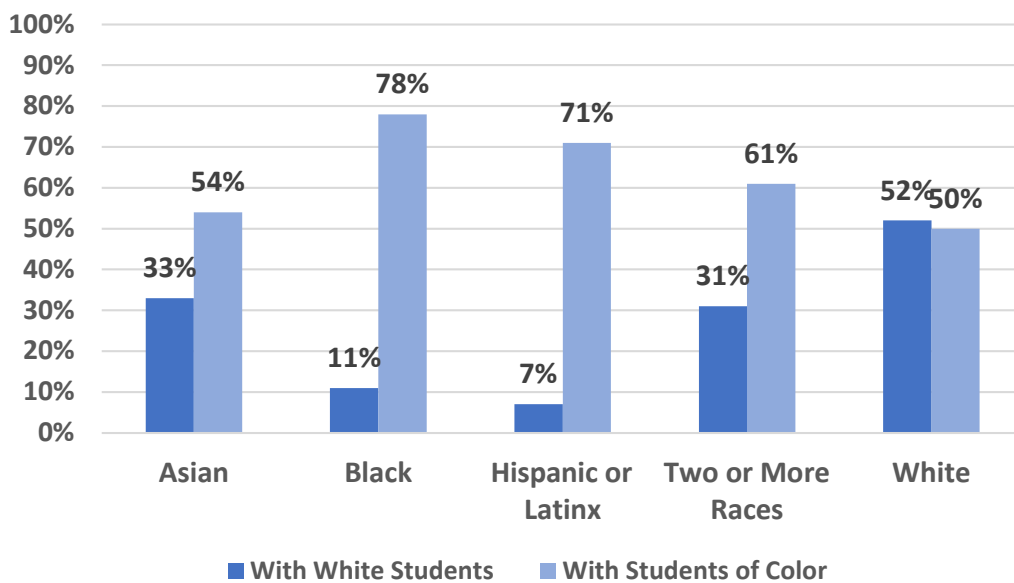
As shown in Figure 7, a higher percentage of students of color than White students felt moderately or completely encouraged about having conversations about race with students of color. This means that around half or more of students do not feel encouraged to have these conversations.

Figure 7. Percent feeling encouraged to have discussions about race with students of color



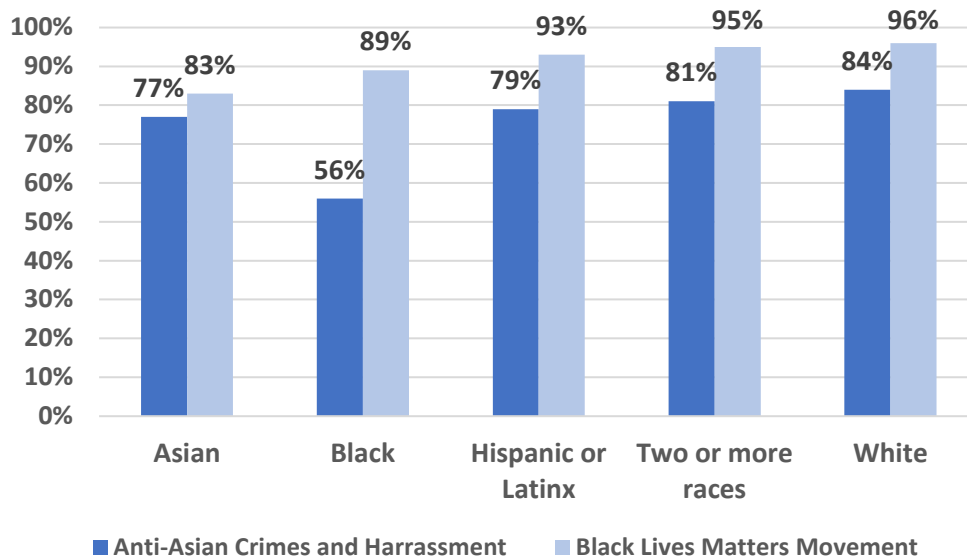
Students of color also feel more open when talking about race with other students of color than when they talk to White students.

Figure 8. Percent feeling open when talking about race with students of color and White students



Despite unease around talking about racial issues, when asked about two particular topics of conversation – Black Lives Matter and Anti-Asian hate crimes and harassment – a large proportion of students of all races had these conversations with their peers.

Figure 9. Percent who have talked about Anti-Asian crime and BLM

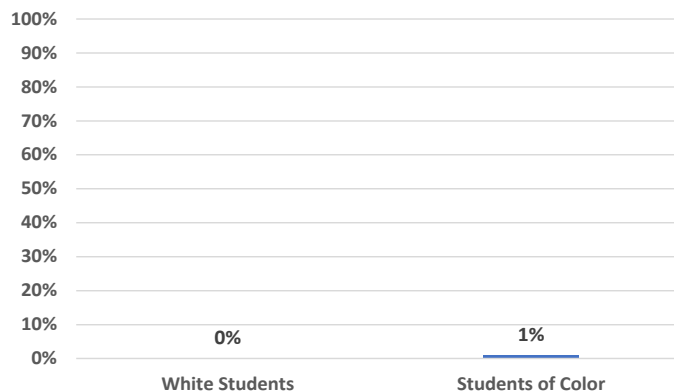


RACIAL LEARNING AND LITERACY

In this section, respondents considered if and where on campus they learn about their own racial identities and about other racial groups. Additionally, students indicated the extent to which they feel racial diversity is reflected in curricula and class discussions and how prepared they feel to live and work in a racially diverse society after college.

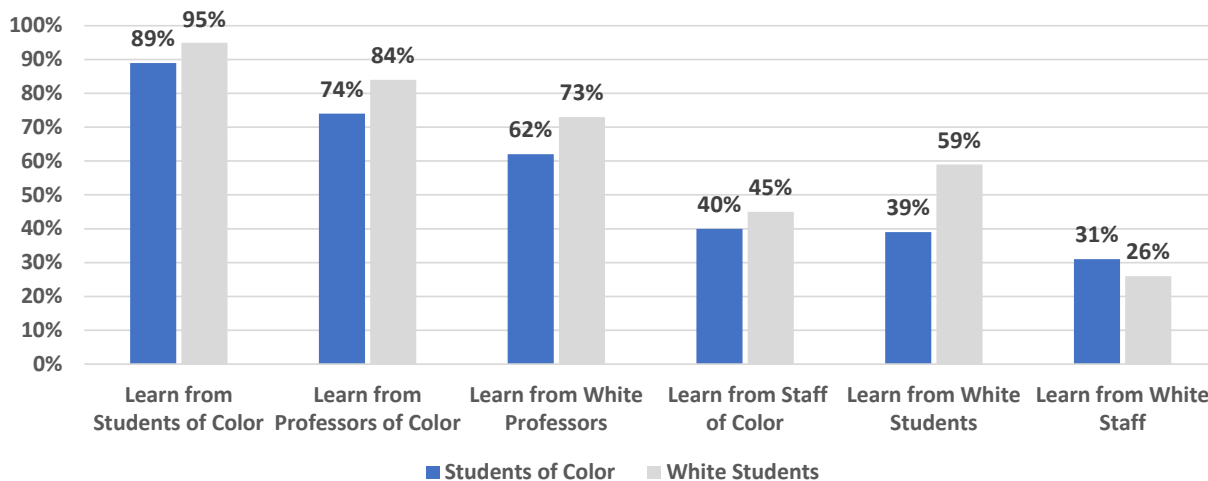
When asked about learning about race on campus, almost no students indicated they had not learned about race on campus. Because this question is asked in the negative, the results mean that almost 100 percent of students has learned about race somewhere on campus.

Figure 10. Percent who have not learned about race on campus



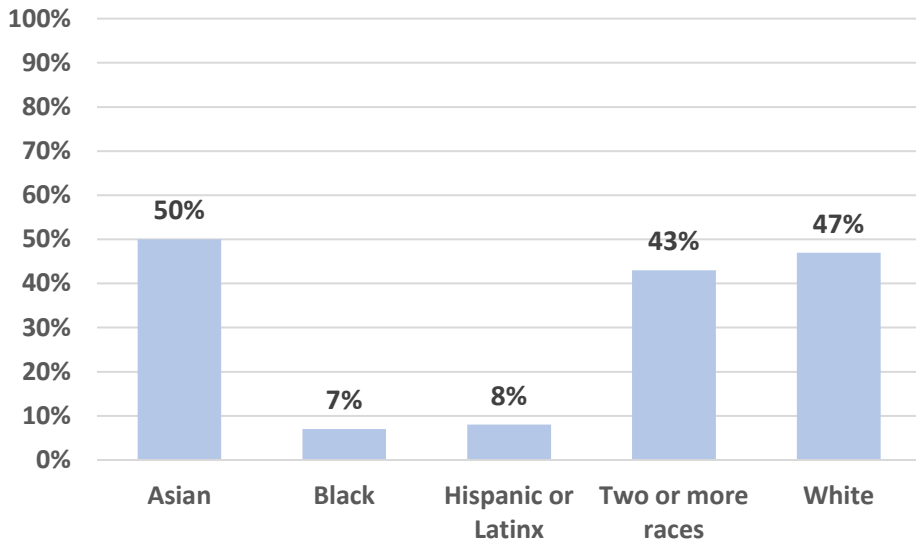
When asked about the source of information they learned, all respondents indicated students and professors of color are doing the most work in helping students learn.

Figure 11. Percent who indicate the following people help them learn about race



When asked specifically if Bryn Mawr was preparing students to work in a racially-diverse setting, one half or less felt they were being prepared. The lowest percentages were seen in Black and Hispanic/Latinx students. As Figure 12 shows, only 7% of Black students and 8% of Hispanic Latinx students felt Bryn Mawr was preparing them for a diverse work setting.

Figure 12. Percent who think Bryn Mawr is preparing them to work in racially diverse settings

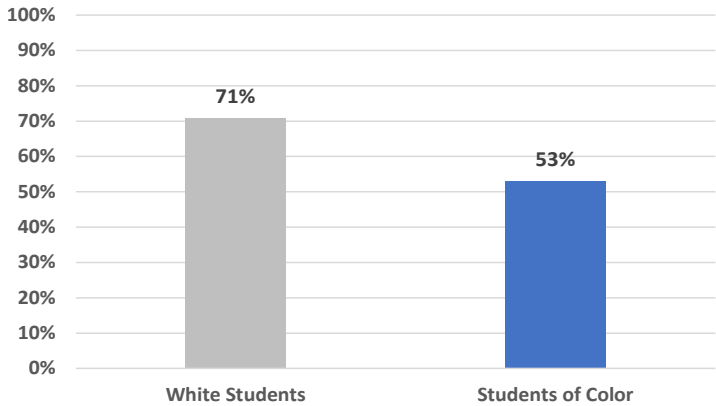


ENCOUNTERS WITH RACIAL STRESS

In this section, respondents appraised the racial environment of Bryn Mawr College. They identified campus encounters with microaggressions, racial stereotyping, and more overt acts of racial harassment and violence. Students indicated the impact of these encounters on their personal well-being and academic success.

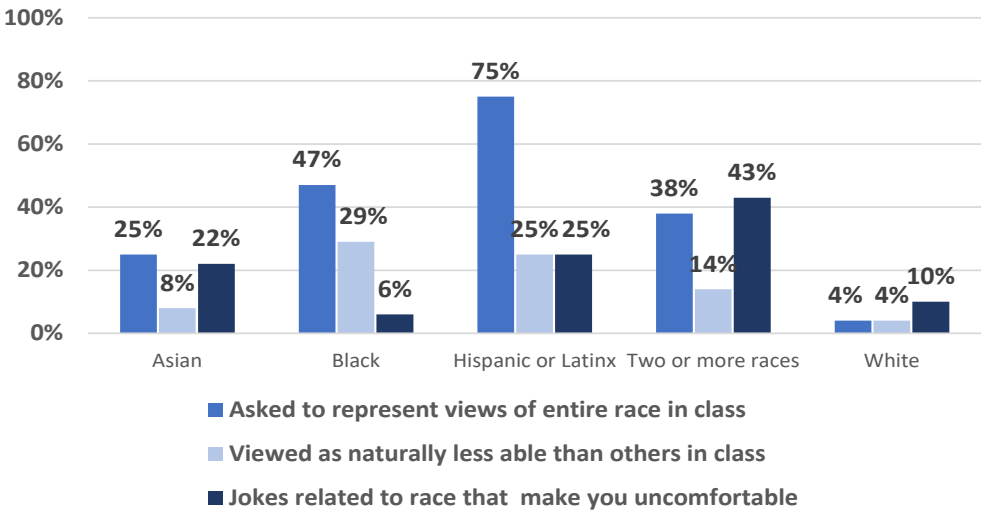
When asked about feeling included on campus, a significantly higher percentage of White students felt moderately or completely included on campus than students of color. Figure 13 illustrates this breakdown.

Figure 13. Percent of students feeling included on campus



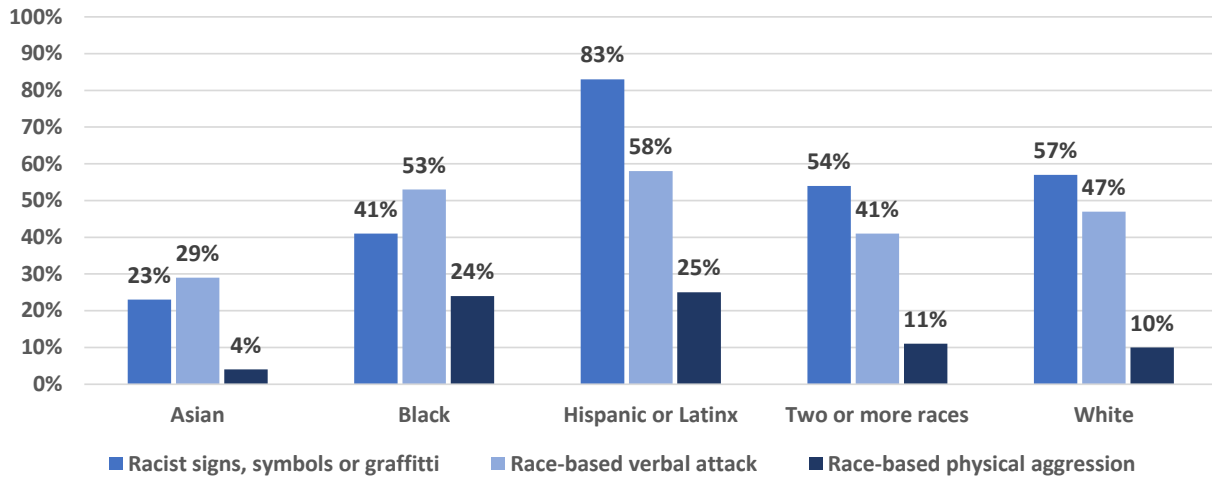
Students were asked about the prevalence of microaggressions on campus (Figure 14). According to USC Race and Equity Center, the presence of microaggressions and overt racism are key factors among students of color in contributing to feelings of loneliness, isolation, and lack of community.

Figure 14. Prevalence of racial microaggressions



Students were also asked if they had heard about or experienced specific acts of overt aggression on campus. The breakdown is displayed in Figure 15.

Figure 15. Percent who have experienced or heard of the following acts of overt racism on campus

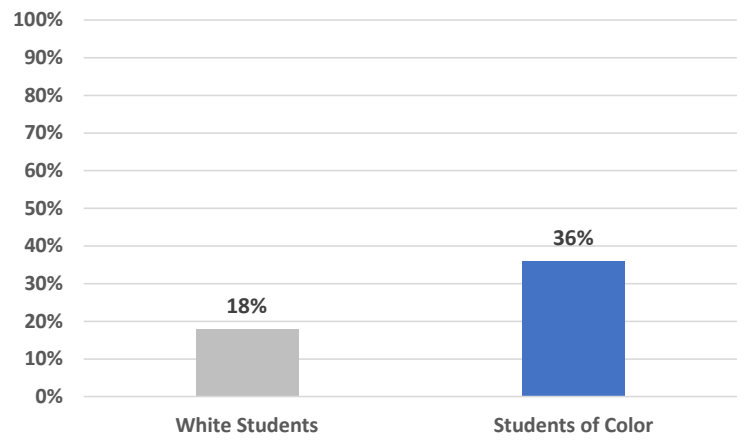


APPRAISALS OF INSTITUTIONAL COMMITMENT

In this section, respondents evaluated administrators’ demonstrated commitments to racial diversity and inclusion. Students also assess institutional leaders’ responses to racial problems on campus.

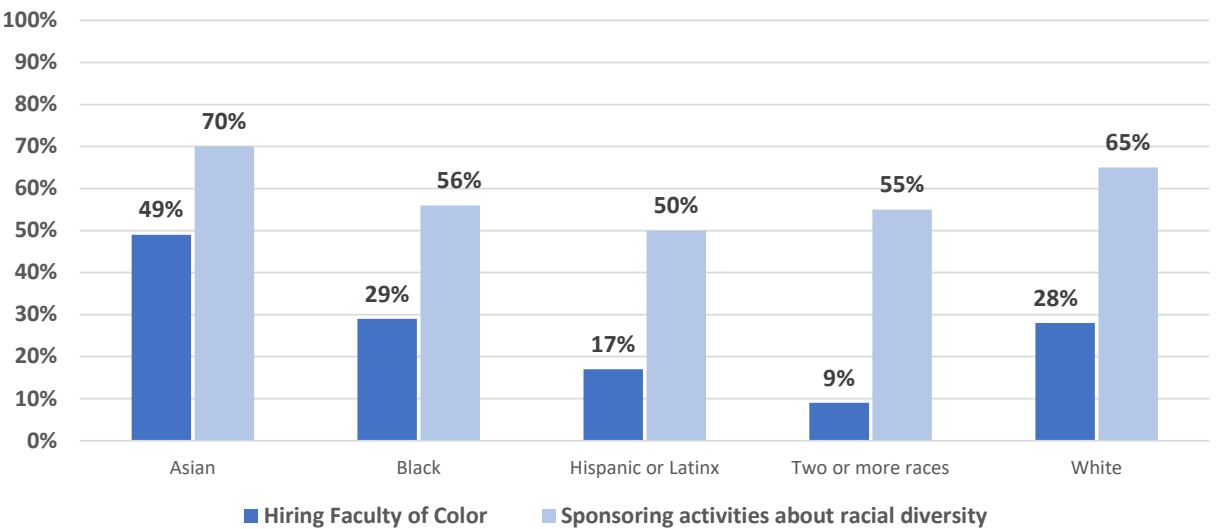
The proportion of students who believed the campus administration dealt with racist incidents moderately or completely effectively was low among all students. The proportion of White students, however, was half that of students of color as can be seen in Figure 16.

Figure 16. Percent of students who felt administration dealt with racism or racist incidents effectively



Students were asked if the administration were mostly or strongly committed to hiring faculty of color and sponsoring activities about racial diversity. The results can be seen in Figure 17.

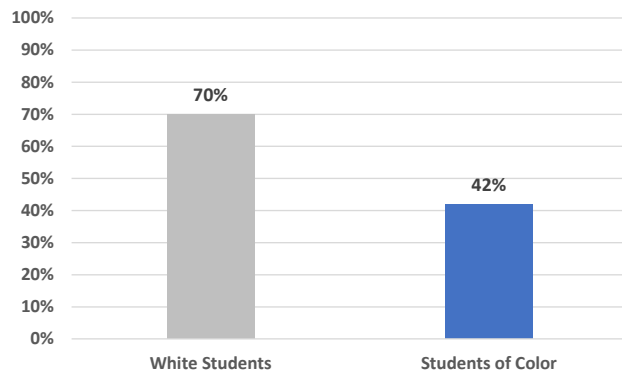
Figure 17. Percent who feel administration is committed to the following



IMPACTS OF EXTERNAL ENVIRONMENTS

White students were significantly more likely to report feeling moderately or completely welcome in the town/city surrounding Bryn Mawr College (Figure 18).

Figure 18. Percent feeling welcome in surrounding city/town



When broken down by different racial groups (Figure 19), Hispanic or Latinx students were the least likely to feel moderately or completely safe in the area surrounding campus (17%) followed by Black students (41%). White students were most likely to feel safe (73%).

Figure 19. Percent who feel moderately or completely safe in the area surrounding campus

