

NACCC Student Survey

National Assessment of Collegiate Campus Climates

SPRING 2021 (MC)

FALL 2022 (OC, VC)

Number of respondents:

MC 2,005

OC 500

VC 497



		MC	OC	VC							
Cross-Racial Engagement	Students of color felt moderately or completely encouraged about having conversations about race with students of color	43%	46%	46%							
	White students felt moderately or completely encouraged about having conversations about race with students of color	29%	42%	35%							
Racial Learning and Literacy	Students of color indicated they had not learned about race anywhere on campus	36%	27%	34%							
	White students indicated they had not learned about race anywhere on campus	34%	27%	39%							
Encounters with Racial Stress	Students of color felt moderately or completely included on campus	60%	69%	57%							
	White students felt moderately or completely included on campus	62%	72%	62%							
Institutional Commitment to Dealing with Racism	Students of color believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively	47%	58%	53%							
	White students believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively	57%	52%	49%							
Impact of External Environments	Students of color felt moderately or completely welcome in the city/town surrounding campus	59%	67%	63%							
	White students felt moderately or completely welcome in the city/town surrounding campus	71%	47%	71%							
Mattering and Affirmation	Students of color indicated they mostly or strongly matter in classes with white professors	63%	75%	70%							
	White students indicated they mostly or strongly matter in classes with white professors	73%	87%	78%							
Students of color often experienced support for contributions to class discussions from white professors	White students often experienced support for contributions to class discussions from white professors	Students of color often experienced support for contributions to class discussions from professors of color	White students often experienced support for contributions to class discussions from professors of color								
70%	78%	73%	80%	84%	85%	74%	82%	81%	78%	82%	82%