



Largest Gaps Between
Black and White Students
on the National Assessment
of Collegiate Campus
Climates Survey

NACCC

Table of Contents

S T I L L L I N E S

01.
WHAT IS NACCC
02.
MATTERING AND AFFIRMATION
03.
CROSS-RACIAL ENGAGEMENT
04.
RACIAL LEARNING AND
LITERACY
05.
ENCOUNTERS WITH RACIAL
STRESS
06.
APPRAISALS OF INSTITUTIONAL
COMMITMENT
07.
IMPACT OF EXTERNAL
ENVIRONMENT
08.
COVID-19

WHAT IS NACCC

The National Assessment of Collegiate Campus Climate (NACCC) is a quantitative national survey of undergraduate students and is informed by more than a decade of the USC Race and Equity Center’s climate work.

The NACCC is an approximately 15-minute web-based survey that includes six content areas essential to understanding racial climate on campus and collects participants’ demographic information in order to conduct meaningful data disaggregation. The survey has been designed specifically, for and tested by undergraduate students at community colleges and four-year postsecondary institutions across the country.

Respondents Included in this Summary:

Race/ Ethnicity	Count	% of Total Sample Size
Black	30	8.15%
White	49	13.32%

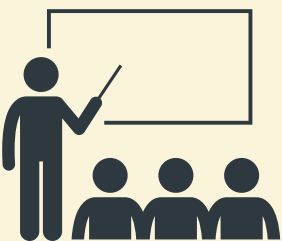
MATTERING AND AFFIRMATION

NACCC respondents 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.



- **53% of Black students** indicated they mostly matter or strongly matter in classes with White professors
- **92% of Black students** indicated they mostly matter or strongly matter in classes with professors of color

- **71% of White students** experienced concern for feelings or experiences from White professors
- **37% of Black students** experienced concern for feelings or experiences from White professors



- **41% of White students** indicated they mostly matter or strongly matter in classes taught by professors outside of their major
- **67% of Black students** indicated they mostly matter or strongly matter in classes taught by professors outside of their major

CROSS-RACIAL ENGAGEMENT

NACCC respondents 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.



- **52% of White students** felt moderately calm or completely calm about being engaged in conversations about race with Caucasian or White students at the college
- **30% of Black students** felt moderately calm or completely calm about being engaged in conversations about race with Caucasian or White students at the college

- **15% of White students** feel moderately empowered or completely empowered to be engaged in conversations about race with students of color from the college
- **69% of Black students** feel moderately empowered or completely empowered to be engaged in conversations about race with students of color from the college



- **14% of White students** have often or almost always had conversations about Black Lives Matter movement with White students
- **60% of Black students** have often or almost always had conversations about Black Lives Matter movement with White students

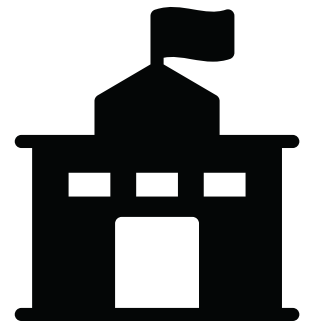
RACIAL LEARNING AND LITERACY

NACCC respondents consider 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, and how prepared they feel to live and work in a racially diverse society after college.



- **62% of White students** feel the college is preparing them to live in a racially diverse neighborhood.
- **14% of Black students** feel the college is preparing them to live in a racially diverse neighborhood.

- **69% of White students** feel the college is preparing them to interact with individuals of races that are different than their own.
- **18% of Black students** feel the college is preparing them to interact with individuals of races that are different than their own.



ENCOUNTERS WITH RACIAL STRESS

NACCC respondents appraise the racial environment of their institutions. They identify campus encounters they have experienced as racist, ranging from microaggressions and racial stereotyping to more overt acts of racial harassment and violence. Students indicate the impact of these encounters on their personal well-being and academic success.



- **85% of White students** feel moderately safe to completely safe at the college.
- **46% of Black students** feel moderately safe to completely safe at the college.

- **73% of White students** feel moderately welcome to completely welcome at the college.
- **42% of Black students** feel moderately welcome to completely welcome at the college.

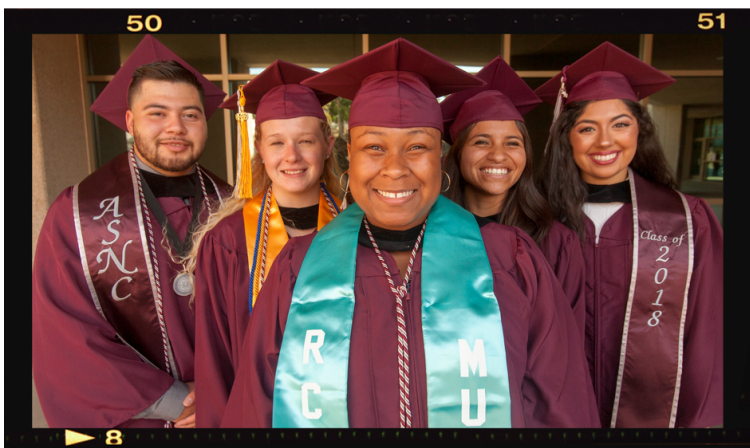
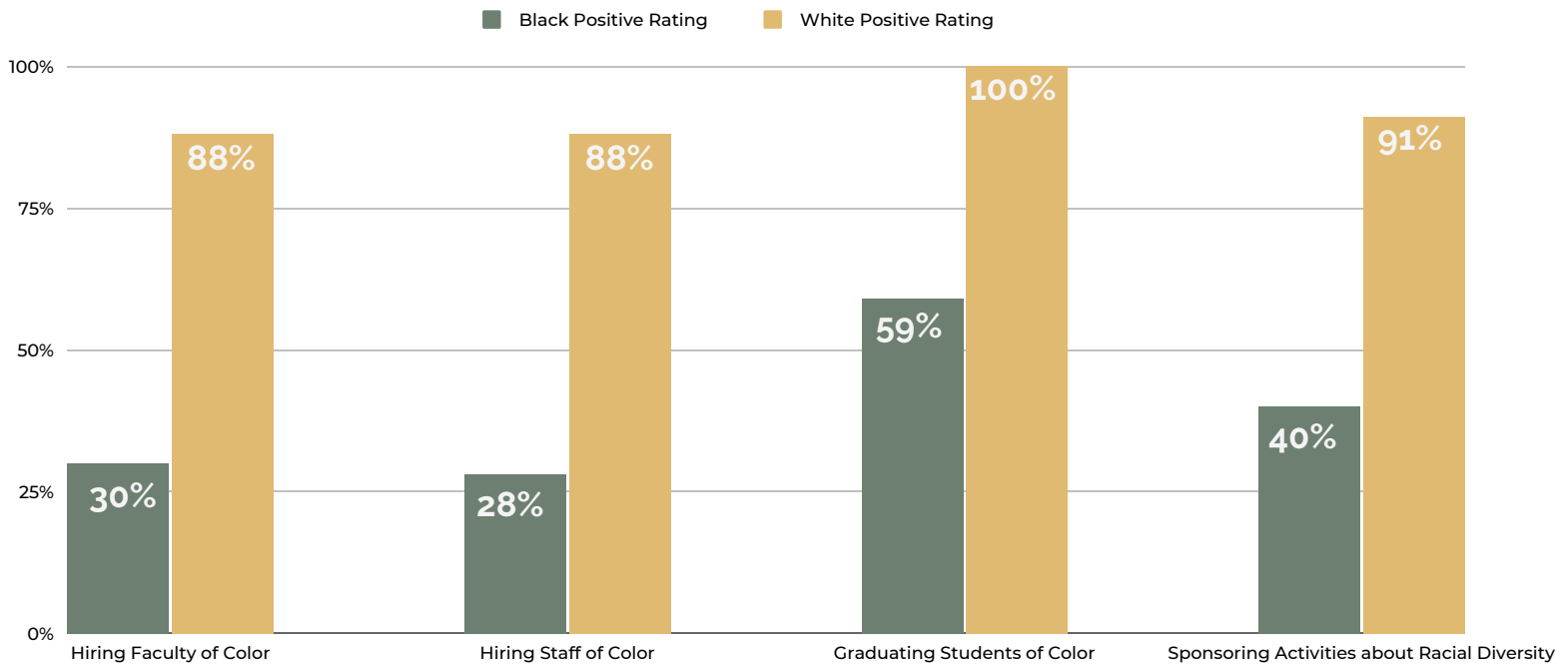


- **5% of White students** experienced being viewed as naturally less able than others in their classes.
- **35% of Black students** experienced being viewed as naturally less able than others in their classes.

APPRAISALS OF INSTITUTIONAL COMMITMENT

NACCC respondents evaluate their administrators' demonstrated commitments to racial diversity and inclusion at their institutions. Students also assess institutional leaders' responses to racial problems on campus.

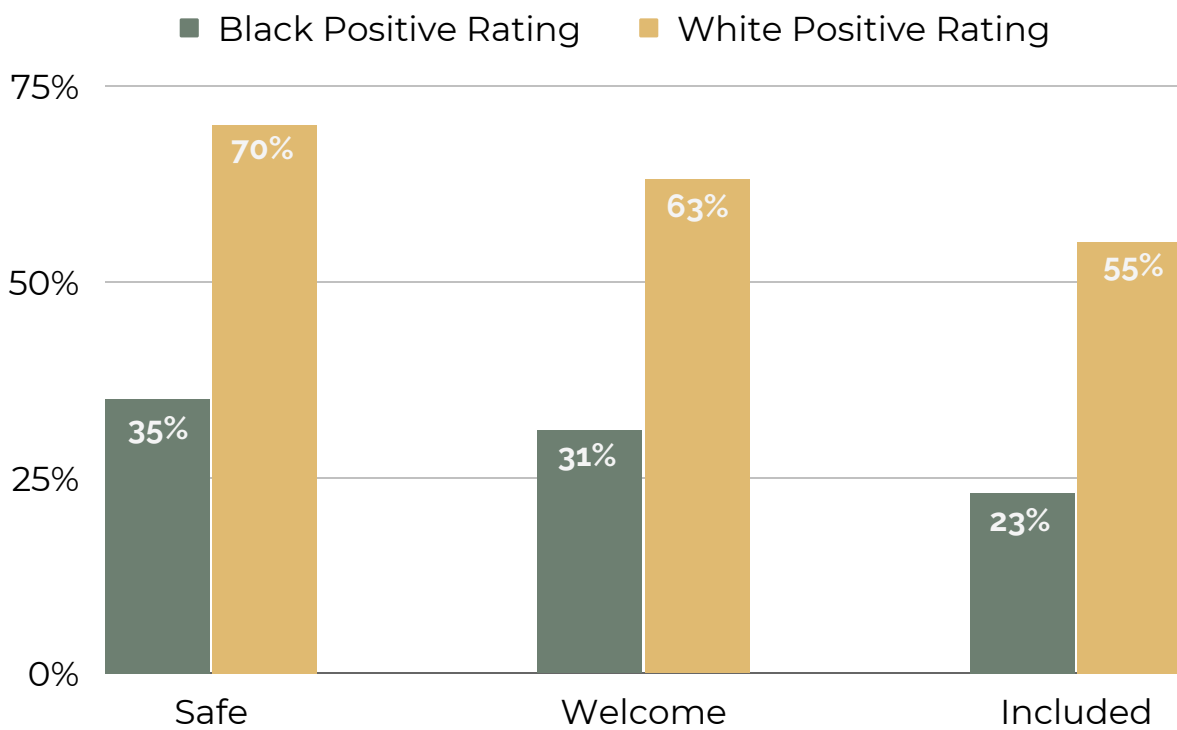
The following chart compares Black and White students on various commitments when asked: "In your opinion or experience, how committed are administrators at your institution to each of the following?"

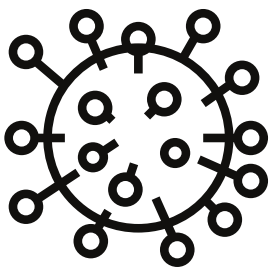


IMPACT OF EXTERNAL ENVIRONMENT

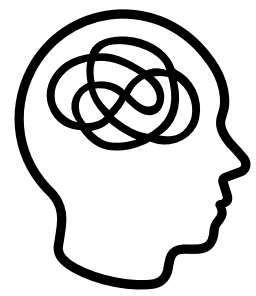
NACCC respondents reflect on their sense of security and on their encounters with racism in their hometowns, in the cities/towns surrounding their campuses, and in online and social media environments.

The following chart compares Black and White students on various aspects of how they feel in the city surrounding the college:





COVID 19



- **93% of White students** feel the college is mostly committed or strongly committed to providing health services to students who are impacted by COVID-19.
- **60% of Black students** feel the college is mostly committed or strongly committed to providing health services to students who are impacted by COVID-19.
- **90% of White students** feel the college is mostly committed or strongly committed to providing financial support to students who are impacted by COVID-19.
- **50% of Black students** feel the college is mostly committed or strongly committed to providing financial support to students who are impacted by COVID-19.
- **36% of White students** are quite stressed or extremely stressed about their physical health as a result of the COVID-19 pandemic.
- **67% of Black students** are quite stressed or extremely stressed about their physical health as a result of the COVID-19 pandemic.
- **30% of White students** are quite stressed or extremely stressed about the social disconnection from peers and other people as a result of the COVID-19 pandemic.
- **55% of Black students** are quite stressed or extremely stressed about the social disconnection from peers and other people as a result of the COVID-19 pandemic.