



# NACCC Student Survey

NATIONAL ASSESSMENT OF COLLEGIATE CAMPUS CLIMATES



## NACCC Student Survey Summary Report ST. OLAF COLLEGE

FALL 2021 Administration

## NACCC CONTENT AREA DESCRIPTION

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.

### Key topics include:

- >> Student perceptions of mattering in campus locations, classrooms, and at campus events
- >> Affirmation of students from White professors and from professors of color



**86%** 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

\*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

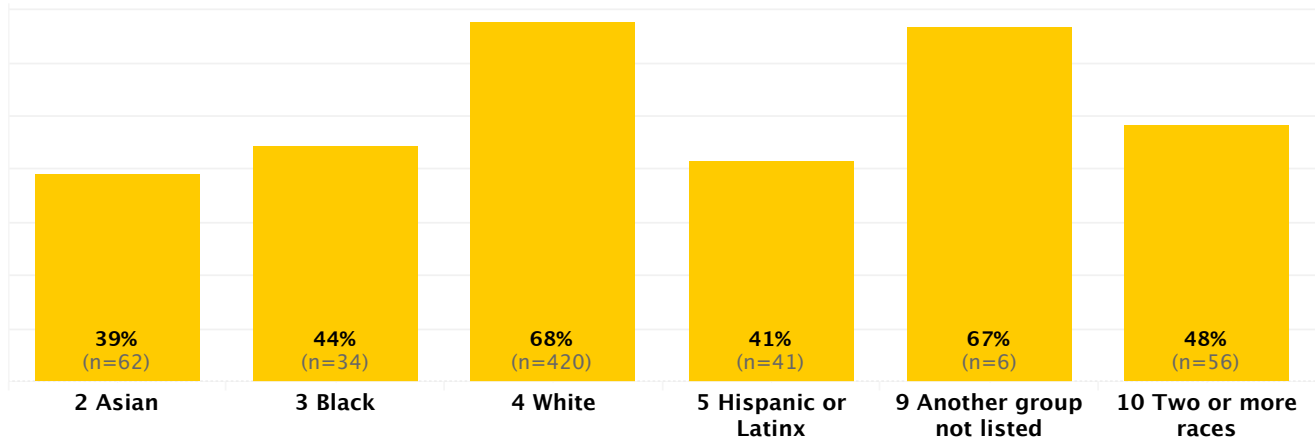
## KEY GOALS IN THIS CONTENT AREA

- >> Prepare college and university faculty to create affirming and culturally sustaining classrooms in which students, including racially minoritized students, believe that they matter.
- >> Increase overall sense of mattering and affirmation, including among racially minoritized students, in dominant social spaces or at events important or significant to student life outside the classroom (i.e., common areas, student clubs and organizations).

In the NACCC survey, mattering is defined as others noticing and caring about what students think, want, and have to say.

# MATTERING AND AFFIRMATION

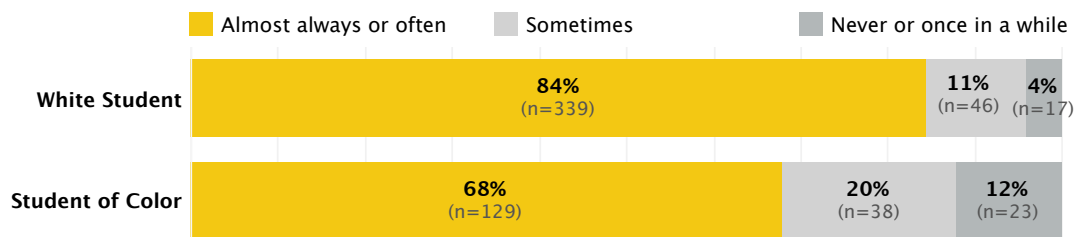
% of undergraduate students who reported they mostly matter or strongly matter at ST. OLAF COLLEGE



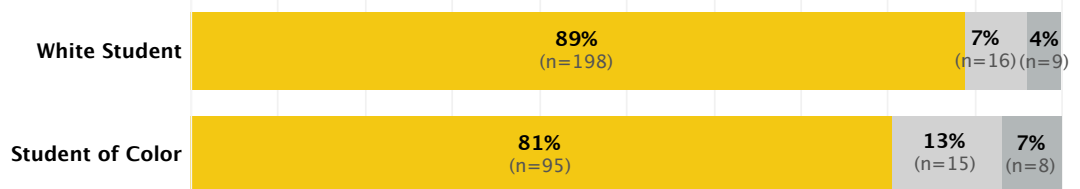
**Why This Matters:** National data indicates that 75% of all full-time faculty in degree-granting postsecondary institutions are White (National Center for Education Statistics, 2020). This overrepresentation places added responsibility on White faculty to ensure the students of color they teach feel seen, heard, and cared for in their classrooms.

## Affirmations from Professors: Supporting Student Contributions to Class Discussions

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



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



\*Percentages may not sum to 100 due to rounding.

## NACCC CONTENT AREA DESCRIPTION

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.

### Key topics include:

- >> 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



**39%**

of White students felt moderately encouraged or completely encouraged about having conversations about race with students of color

**60%**

of students of color felt moderately encouraged or completely encouraged about having conversations about race with students of color

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## KEY GOALS IN THIS CONTENT AREA

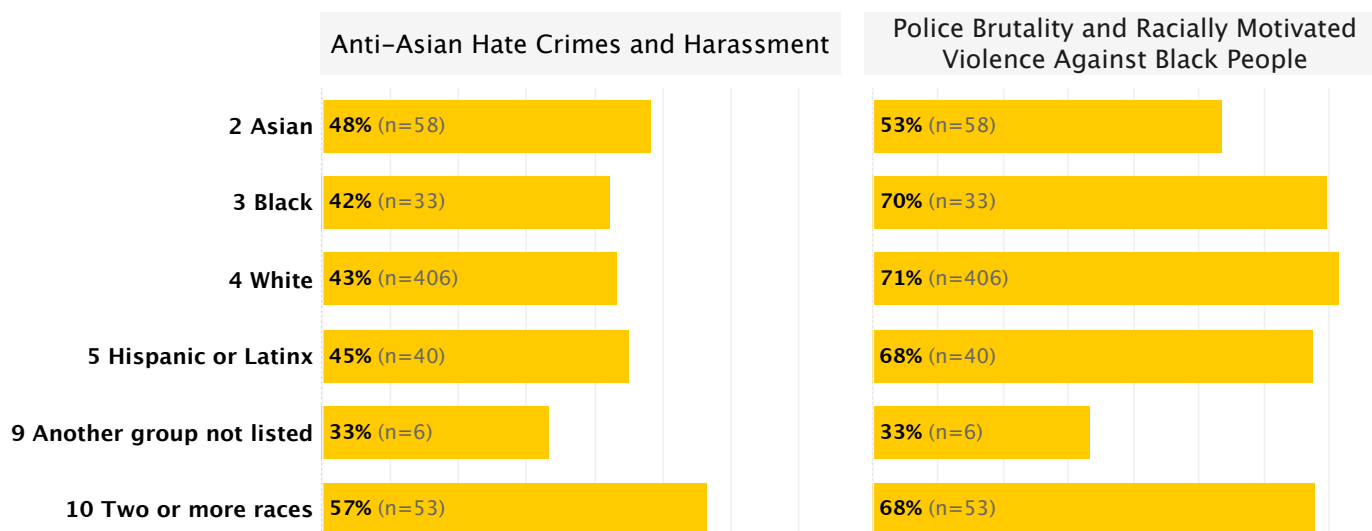
- >> Account for racial power dynamics within the institutional and geographic contexts in which cross-racial engagement (particularly conversations) take place.
- >> Facilitate meaningful dialogues inside and outside of classroom discussion in which racially minoritized students' perspectives and experiences are also centered.
- >> Create an environment where conversations about race are considered healthy and important.

In the NACCC survey, students are asked whether they feel calm, empowered, open and encouraged when engaging in conversation about race.

# CROSS-RACIAL ENGAGEMENT

## Talking About Race

% of students who had conversations about the following racial topics with peers

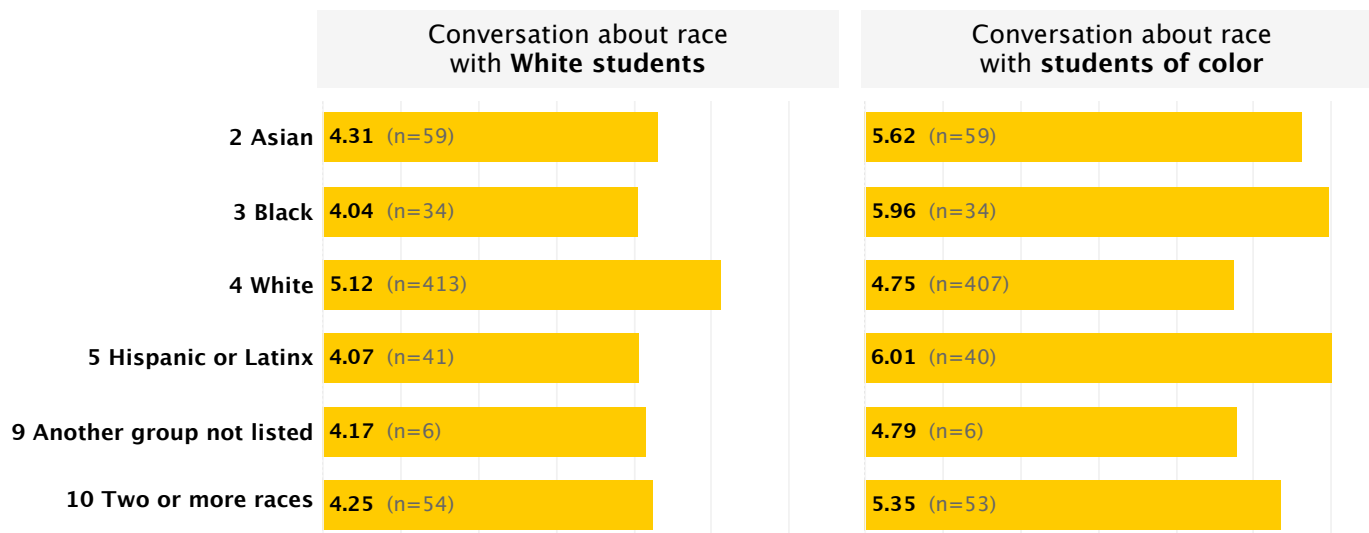


**Why This Matters:** Racial dialogue is often the first and most frequent form of cross-racial interaction among students on college campuses. When those campuses are predominantly White, students of color are overwhelmingly burdened with educating their White peers about race as involuntary spokespersons.

## Comfort Engaging in Race-Related Discussions with Students

### Mean Factor Score (on a scale of 1–7)

Students rated how they felt about engaging in conversations about race based on the following dimensions: (1) nervous to calm, (2) powerless to empowered, (3) closed-off to open, and (4) discouraged to encouraged.



## NACCC CONTENT AREA DESCRIPTION

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.

### Key topics include:

- >> 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



**2%** of White students indicated they had not learned about race anywhere on campus

**3%** of students of color indicated they had not learned about race anywhere on campus

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## KEY GOALS 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.
- >> Develop and nurture students' abilities to collaborate, work, and live with individuals of different races.
- >> Lessen the burden of cultural taxation experienced by racially minoritized students by increasing personnel of color and improving racial literacy and racial competency among White faculty and staff.

In the NACCC survey, racial diversity is defined as the extent to which there are a variety of different racial groups represented.

# RACIAL LEARNING AND LITERACY

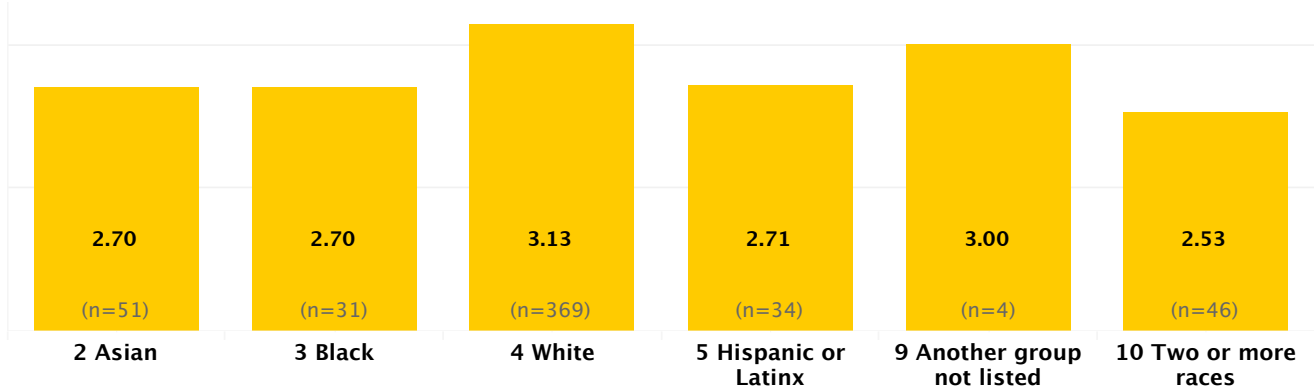
## Preparation for Living in a Racially Diverse Society

### Mean Factor Score (on a scale of 1–5)

Students rated how well ST. OLAF COLLEGE is preparing them based on the following dimensions:

(1) Working in a racially diverse setting, (2) Living in a racially diverse neighborhood,

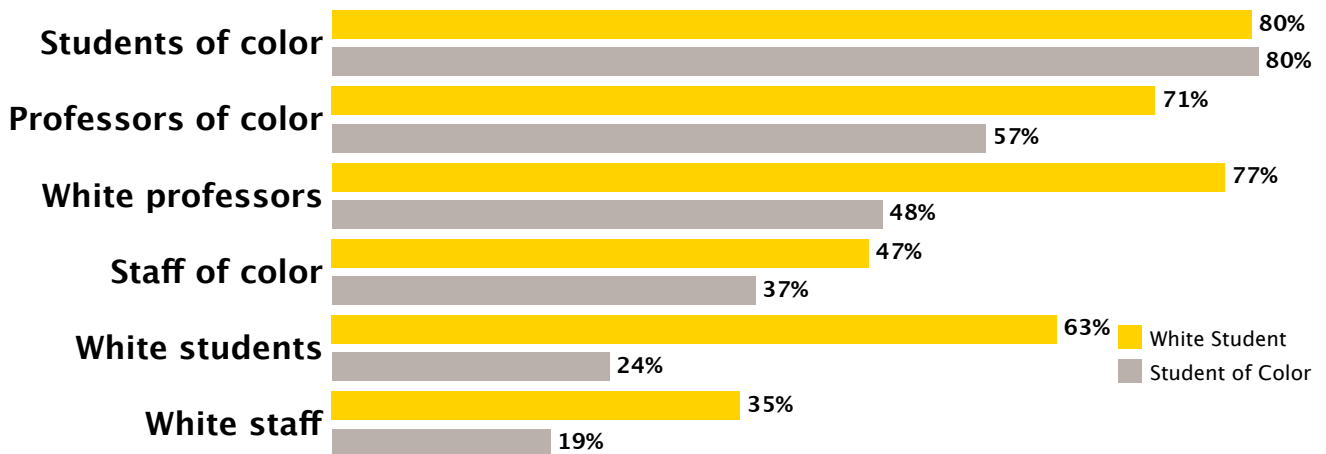
(3) Sending children to racially diverse schools, and (4) Interacting with individuals of races that are different from yours.



**Why This Matters:** United States Census data (Colb & Ortman, 2015) project the shift of the country’s racial and ethnic demographics in which non-Hispanic White people will no longer make up the numerical majority. Therefore, preparing students for post-college environments reflecting this shift is an important learning outcome colleges and universities need to address.

## *Students of color assume invisible work on teaching race to peers on campus*

% of students who reported they have learned about race from the following people on campus



## NACCC CONTENT AREA DESCRIPTION

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.

### Key topics include:

- >> 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



**69%** of White students felt moderately included or completely included on campus

**40%** of students of color felt moderately included or completely included on campus

\*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

## KEY GOALS 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 for those on the margins.
- >> Provide sustainable resources for students to address mental and emotional health concerns related to encounters with racial stress.

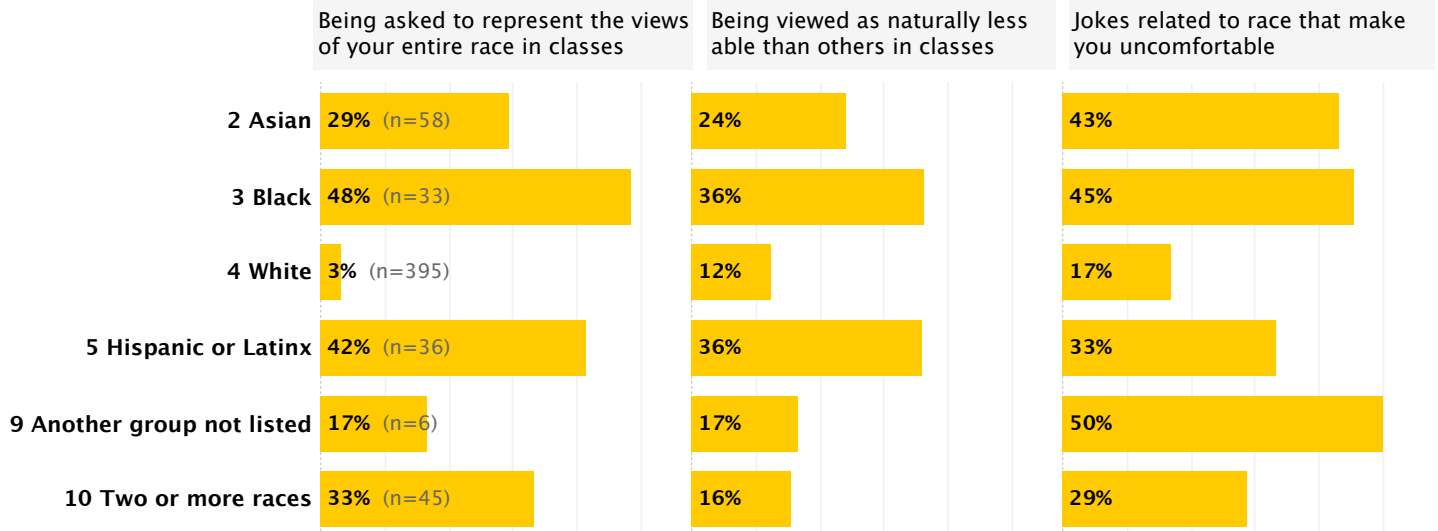
In the NACCC survey, racism is defined as specific harmful acts, behaviors, or attitudes directed at students based on their race.



# ENCOUNTERS WITH RACIAL STRESS

## Prevalence of Racial Microaggressions

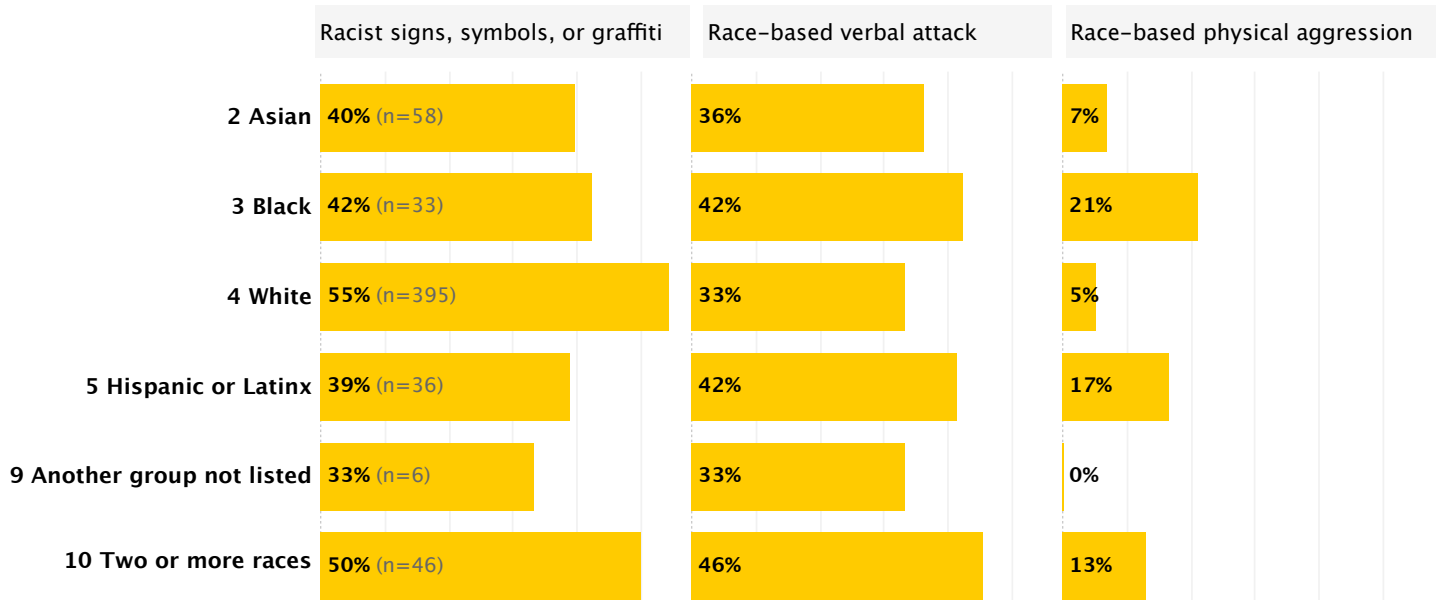
% of undergraduate students who reported they have ever experienced the following on campus



**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, it is a key factor among students of color for whom encounters with racist incidents increasingly contribute to feelings of loneliness, isolation, and a lack of community.

## Overt Racism on Campus

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



## NACCC CONTENT AREA DESCRIPTION

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.

### Key topics include:

- >> 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



**25%**

of White students believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively

**28%**

of students of color believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively

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## KEY GOALS IN THIS CONTENT AREA

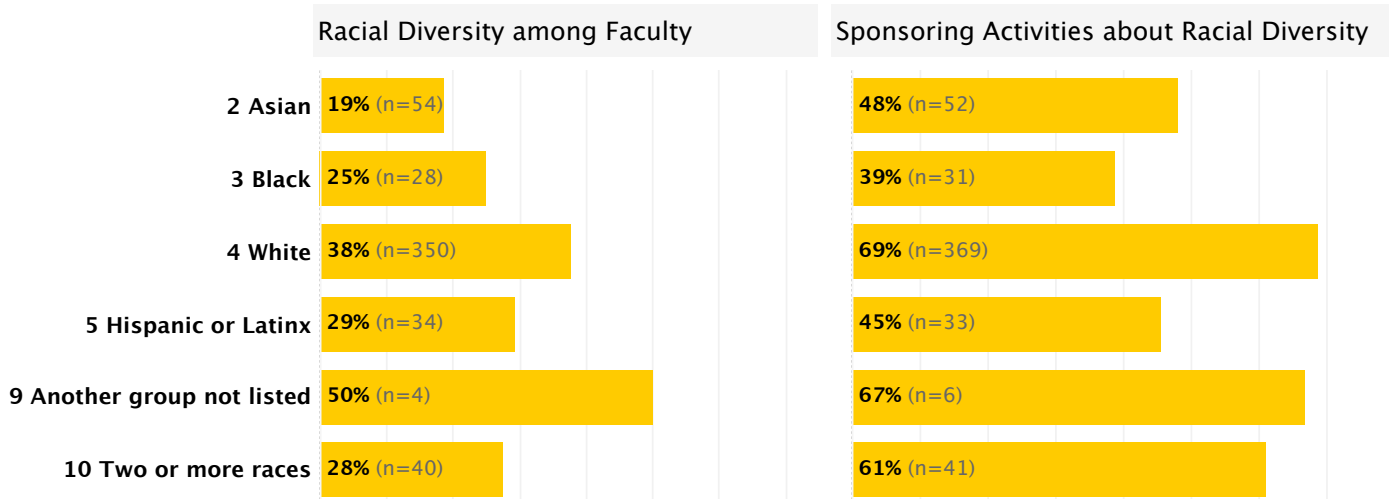
- >> Achieve parity in the racial composition of college and university faculty that mirrors student racial demographics, but recognize that culture and climate change, in step with demographic change, is also essential.
- >> Be accountable for and immediately responsive to incidents of racism, racial violence, and racial terror on-campus.
- >> Demonstrate proactive efforts to decrease the likelihood of incidents of racism, racial violence, and racial terror.

In the NACCC survey, students are asked whether they believe campus leadership deals with racism/racist incidents effectively, in the open, and in a timely manner.

# APPRAISALS OF INSTITUTIONAL COMMITMENT

## Institutional Commitment to Equity and Diversity

% of undergraduate students who believe ST. OLAF COLLEGE is mostly or strongly committed to the following

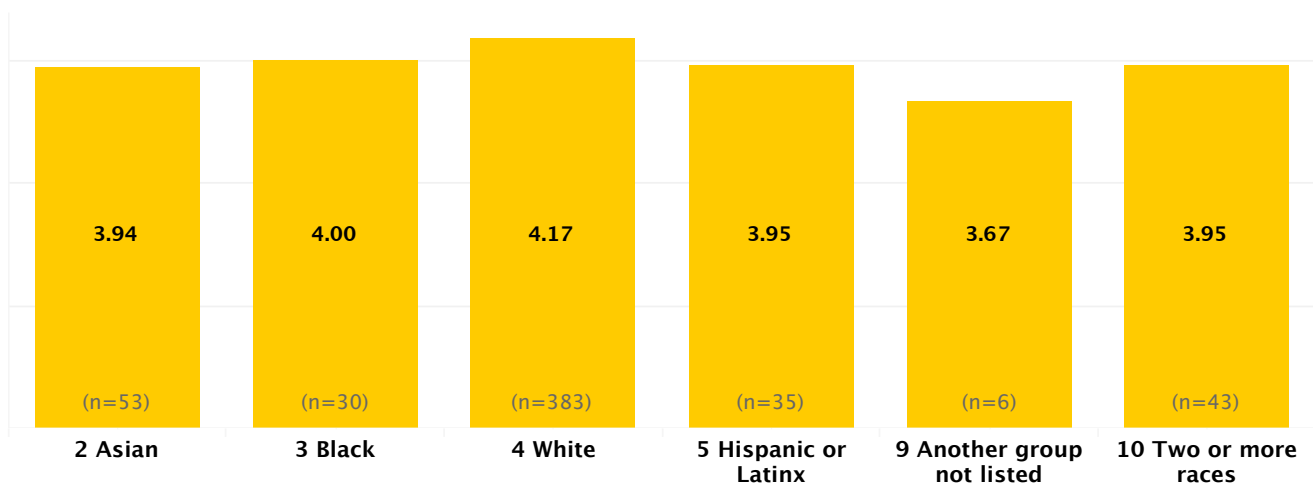


**Why This Matters:** The rhetoric of diversity, equity, and inclusion must accompany concrete changes to demonstrate a meaningful institutional commitment. This is especially important when the compositional diversity of an institution's faculty fails to reflect the racial and ethnic diversity of the students it serves.

## Institutional Commitment to Dealing with Racism

### Mean Factor Score (on a scale of 1–7)

Students rated how ST. OLAF COLLEGE dealt with on-campus racist incidents based on the following dimensions: (1) ineffectively to effectively, (2) in secret to in the open, and (3) in a delayed manner to in a timely manner.



## NACCC CONTENT AREA DESCRIPTION

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.

### Key topics include:

- >> Feelings of personal well-being in city/town surrounding campus and in hometown
- >> Experiences of racism in external environments



**79%**

of White students felt moderately welcome or completely welcome in the city/town surrounding campus

**48%**

of students of color felt moderately welcome or completely welcome in the city/town surrounding campus

\*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

## KEY GOALS IN THIS CONTENT AREA

>> Monitor and acknowledge external incidents of racism and racial violence.

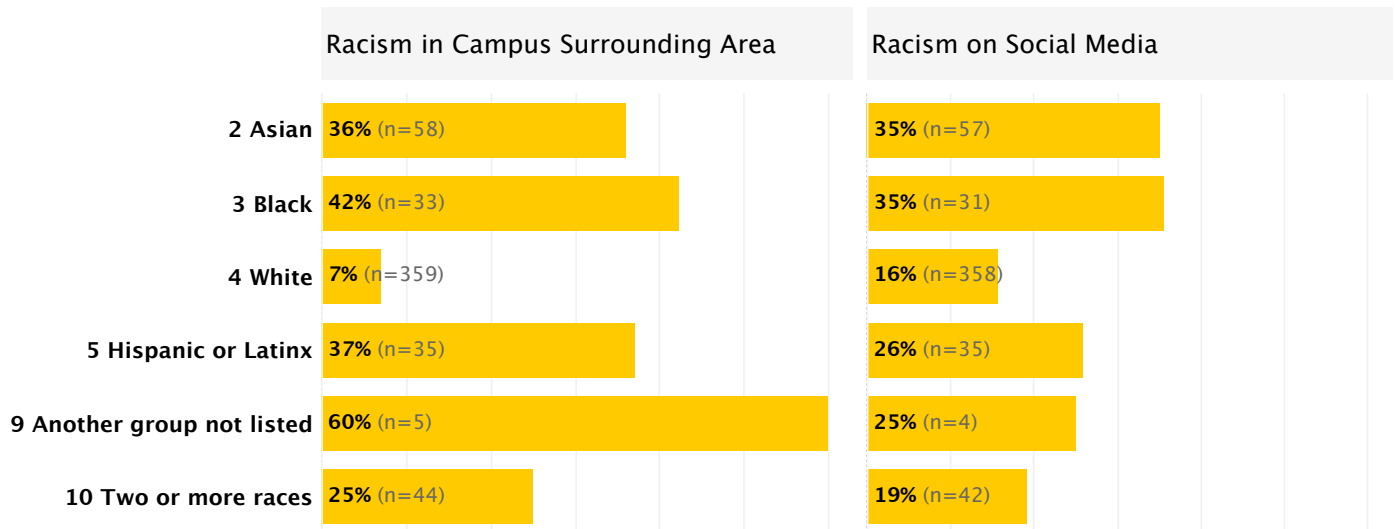
>> Be proactive and aware that students come from and are continually exposed to environments with differing levels of racial stress and violence apart from the campus community, and may, for example, experience an entirely separate racial reality on campus than in their hometown or in the city/town surrounding campus.

In the NACCC survey, students are asked about the racial makeup of their high school and of their neighborhood during high school.

# IMPACT OF EXTERNAL ENVIRONMENTS

## Prevalence of Off-Campus Racism

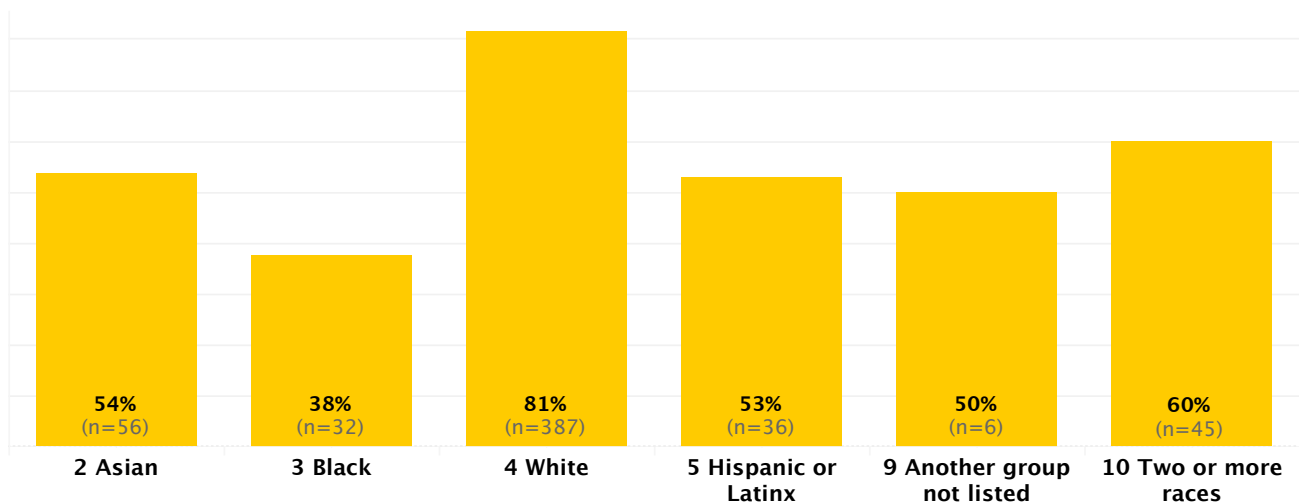
% of undergraduate students who reported they have ever experienced racism in the following spaces



**Why This Matters:** As students are entrusted to institutions by parents and families, there is a responsibility for colleges and universities to actively engage local law enforcement in developing anti-racist professional practices.

## Off-Campus Safety

% of undergraduate students who feel **moderately or completely safe** in the area surrounding their campus



All ST. OLAF COLLEGE undergraduate students ( $N=2,955$ ) were invited to participate in the NACCC survey in Fall 2021. In total, 626\* students responded to the survey for a response rate of 21.18%.

\*Respondents who completed at least the Mattering and Affirmation section of the survey (1st content area section) were included in the report.

## Racial/Ethnic Identity

|                                 |                 |
|---------------------------------|-----------------|
| 1 Arab                          | 3<br>(0.48%)    |
| 2 Asian                         | 62<br>(9.90%)   |
| 3 Black                         | 34<br>(5.43%)   |
| 4 White                         | 420<br>(67.09%) |
| 5 Hispanic or Latinx            | 41<br>(6.55%)   |
| 6 Middle Eastern                | 2<br>(0.32%)    |
| 7 Native American/Alaska Native | 2<br>(0.32%)    |
| 9 Another group not listed      | 6<br>(0.96%)    |
| 10 Two or more races            | 56<br>(8.95%)   |

\*Findings are not reported for race/ethnic group sizes under five.

## Class Year

|  |                 |
|--|-----------------|
| First year or Freshman   | 200<br>(31.95%) |
| Second year or Sophomore   | 155<br>(24.76%) |
| Third year or Junior   | 138<br>(22.04%) |
| Fourth year (or beyond) or Senior                                | 132<br>(21.09%) |
| I identify by credits completed rather than by a particular year | 1<br>(0.16%)    |

## Gender Identity

|   |                 |
|---|-----------------|
| Cisgender Woman   | 388<br>(61.98%) |
| Cisgender Man   | 181<br>(28.91%) |
| Other Identity (transgender, genderfluid, gender nonconforming or genderqueer, non-binary, or a gender identity not listed) | 57<br>(9.11%)   |

## Sexual Orientation

|  |                 |
|--|-----------------|
| LGBQA+ (Lesbian, Gay, Bisexual, Queer, Questioning, Asexual, Pansexual, Demisexual, two or more sexual orientations, or a sexual orientation not listed) | 238<br>(38.02%) |
| Heterosexual   | 387<br>(61.82%) |
| Missing  | 1<br>(0.16%)    |

## Age

|              |                 |
|--------------|-----------------|
| 18-21        | 584<br>(93.29%) |
| 22-34        | 40<br>(6.39%)   |
| 35-49        | 1<br>(0.16%)    |
| 50 and older | 1<br>(0.16%)    |