

NACCC 2020-21

Comparative Results

Craig Hayward, Dean of Institutional Effectiveness
Sooyeon Kim, Director of Institutional Research

**BAKERSFIELD
COLLEGE**



**Institutional
Effectiveness**



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 | Learning and Literacy
- Developed and administered by the USC Race and Equity Center

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)

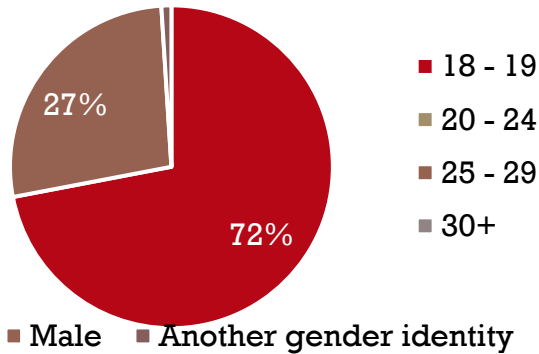
- (1) Share perspectives from our students on ways they experience the campus racial climate.
- (2) Provide information and data-driven guidance for improving the climate for all students
- (3) Better understand and more strategically address racial climate issues on campus
- (4) Suggests action items to improve the racial climate on our campus



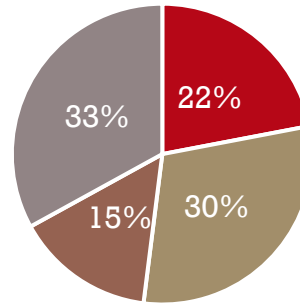
Demographics

Survey Respondents

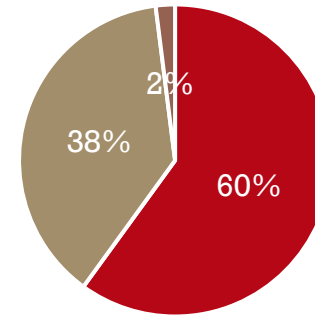
Gender Identity



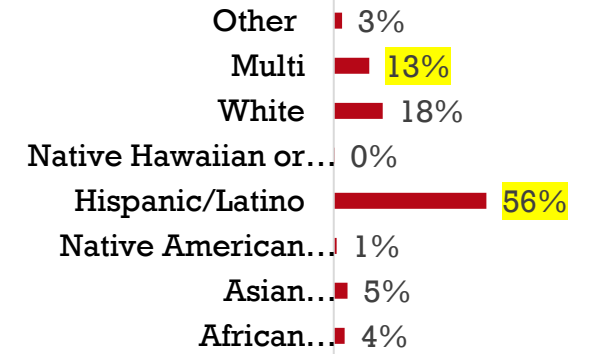
Age Groups



PT vs FT

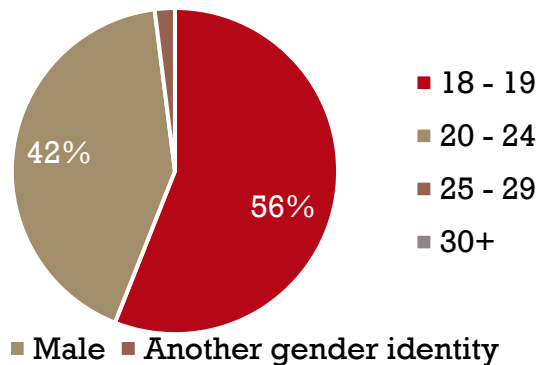


Race/Ethnicity

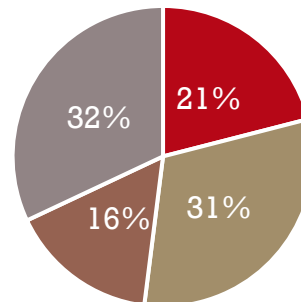


BC Student Body

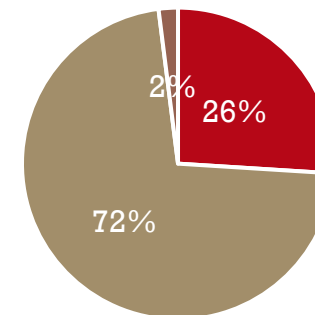
Gender Identity



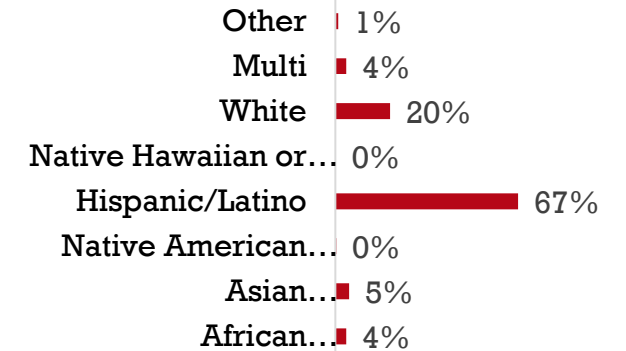
Age Groups



PT vs FT



Race/Ethnicity



66% of all full-time faculty at Bakersfield College are White (CCCCO Data Mart, Fall 2020)



	BC Students	Survey Respondents	Response Rates
Overall	N=23,595	N=1442	6%
Student of color	80%	82% (n=1186)	6%
White or Caucasian	20%	18%(n=256) (19%)	5% (6%)
Arab or Arab American		1% (N=15)	
Asian or Asian American (includes Filipino)	5%	5% (68)	6%
Black or African American	4%	61 (4%)	6%
Hispanic or Latinx	67%	56% (n=804)	5%
Middle Eastern		0.3% (N=4)	
Native American and/or Alaska Native	0.26%	1% (n=15)	24%
Native Hawaiian and/or Pacific Islander	0.11%	0.3% (n=4)	16%
Another group not listed	1%	2%(n=27)	14%
Two or more races	4%	13% (n=188)	23%

NACCC 2020-2021 CCC EQUITY LEADERSHIP ALLIANCE COHORT (N=52)

Antelope Valley College
Bakersfield College
Butte College
Cañada College
Cerritos College
Clovis Community College
College of the Redwoods
College of the Siskiyous
Compton College
Crafton Hills College
Cuesta College
Cuyamaca College
Cypress College
Diablo Valley College
East Los Angeles College
El Camino College
Evergreen Valley College

Fresno City College
Fullerton College
Gavilan College
Grossmont College
Hartnell College
Imperial Valley College
Irvine Valley College
Lake Tahoe Community College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Southwest College
Los Angeles Trade Technical College
Los Angeles Valley College
Madera Community College
Moorpark College
Moreno Valley College

Mt. San Antonio College
Mt. San Jacinto College - Menifee
Mt. San Jacinto College - San Jacinto
Norco College
Palomar College
Pasadena City College
Reedley College
Riverside City College
San Bernardino Valley College
San Diego City College
San Diego Mesa College
San Diego Miramar College
San Jose City College
Santa Ana College
Santiago Canyon College
Southwestern College
West Los Angeles College

* INSTITUTION SIZE PEER GROUP - 20,000 AND ABOVE (N=12)

* Bakersfield College
Cerritos College
East Los Angeles College
El Camino College
Fresno City College
Fullerton College
Mt. San Antonio College
Palomar College
Pasadena City College
Riverside City College
San Diego Mesa College
Santa Ana College

Note: *Aggregated data for peer institution group do not include BC data.



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?

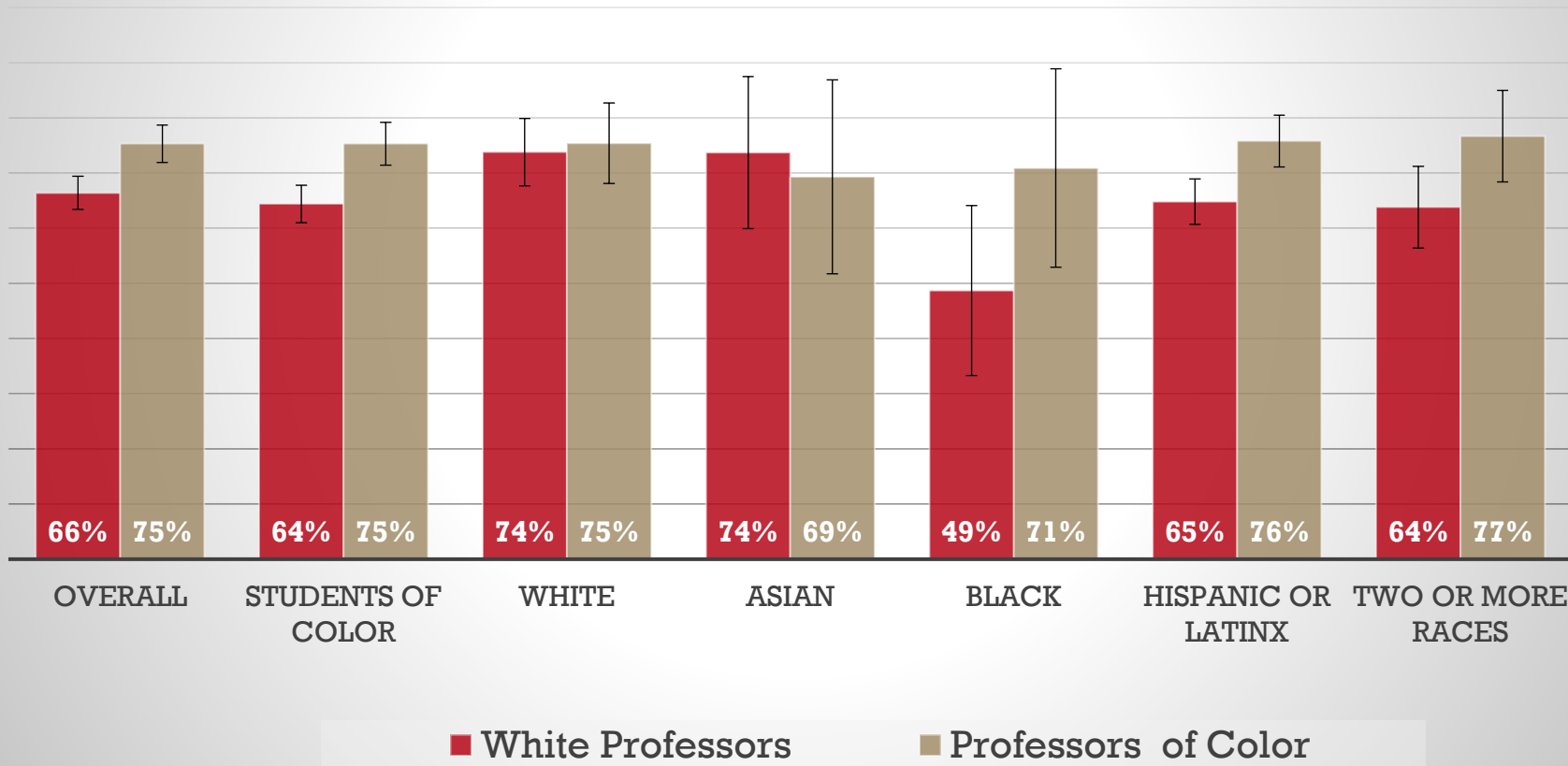
Students indicate the extent to which they feel they matter in classrooms and in various out-of-class campus spaces. Additionally, students indicate the ways and the frequency with which faculty members affirm them.

- 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: Matterring and Affirmation

% of students who indicated they mostly or strongly matter in classes with White professors vs professors of color



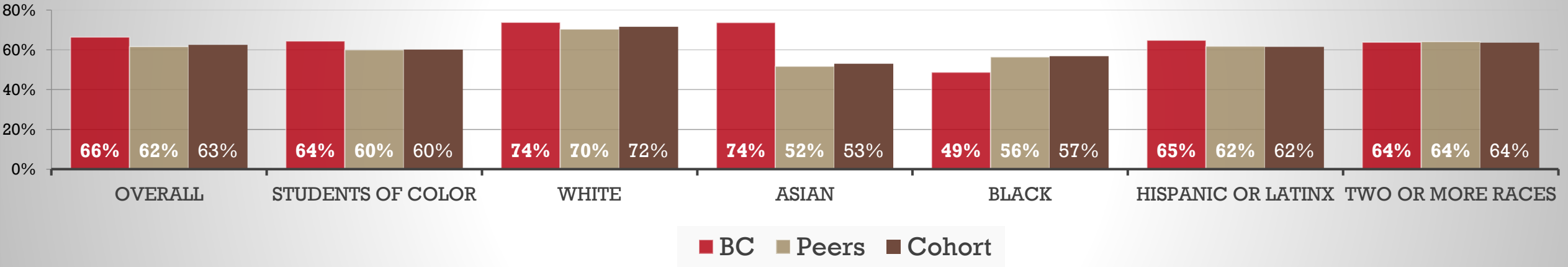
74% of White students indicated they mostly matter or strongly matter in classes with White professors

64% of students of color indicated they mostly matter or strongly matter in classes with White professors

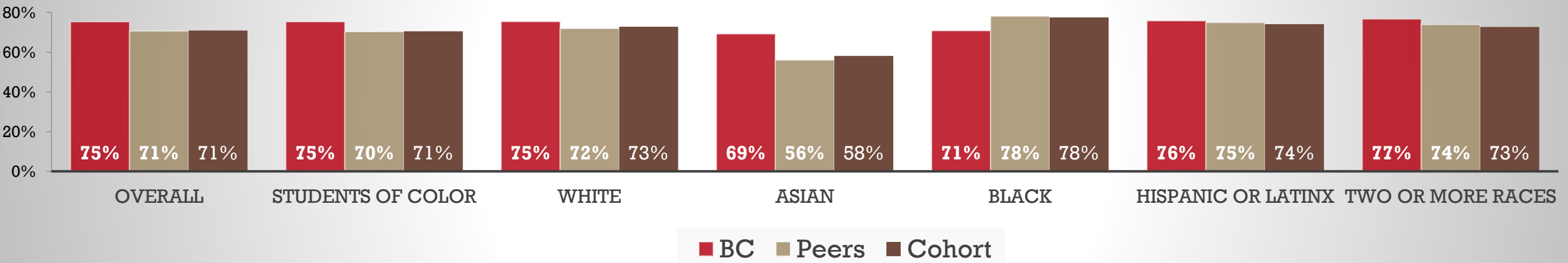


% Students who indicated they mostly or strongly matter in classes

with White professors

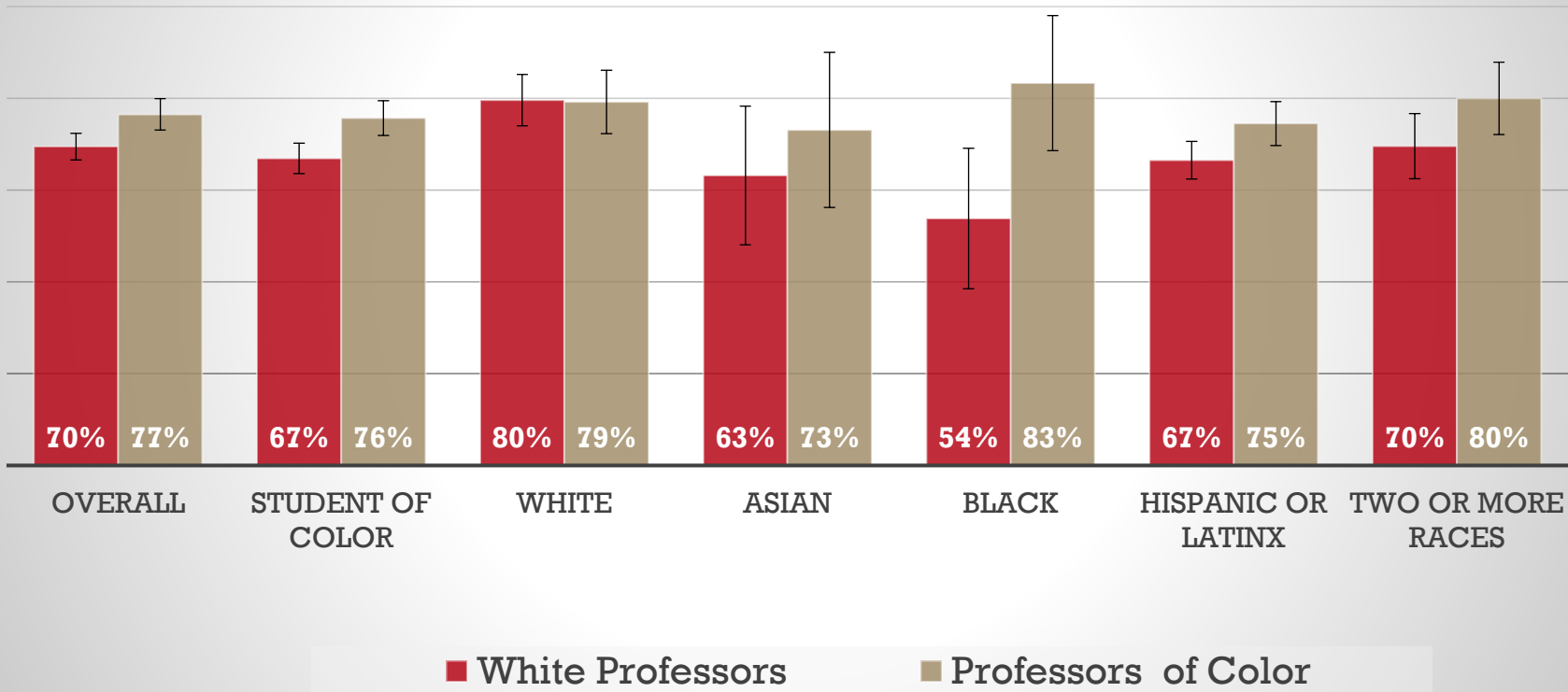


with professors of color



Area 1: Mattering and Affirmation

% of students who often or almost always experience support for contributions to class discussions from White professors vs. professors of color

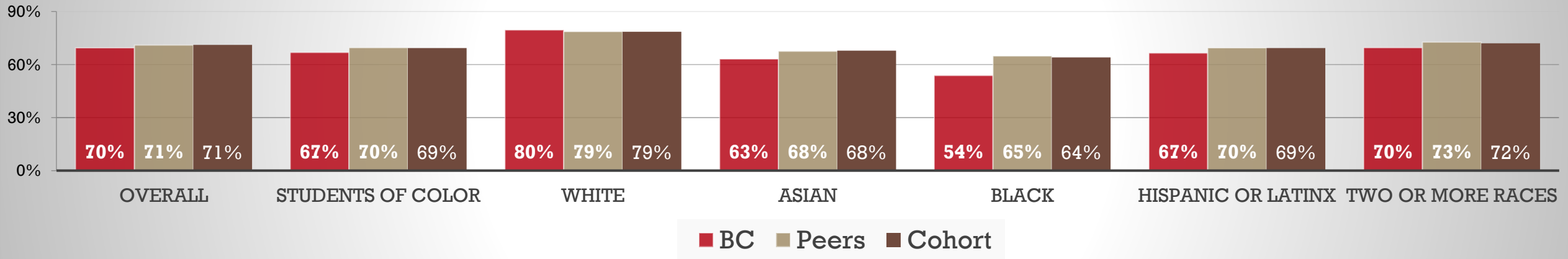


Students of color were more likely to experience support for contributions to class discussions from professors of color than from White professors

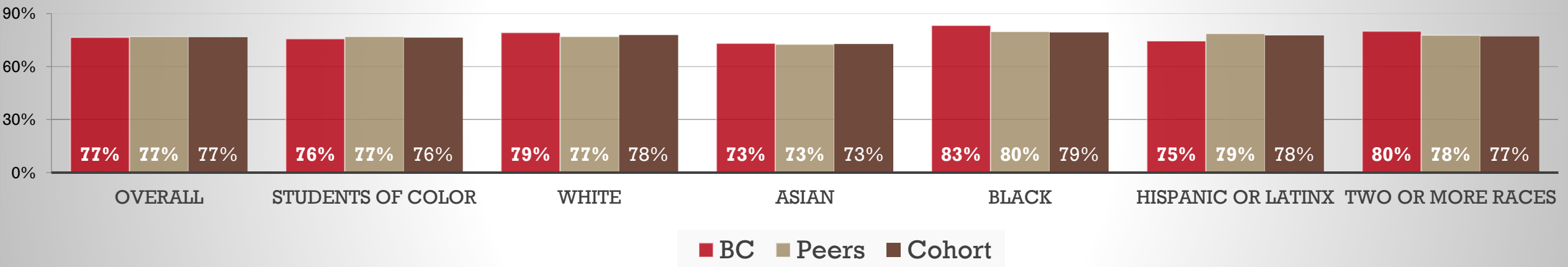


% Students who often or almost always experience support for contributions to class discussions

from White professors

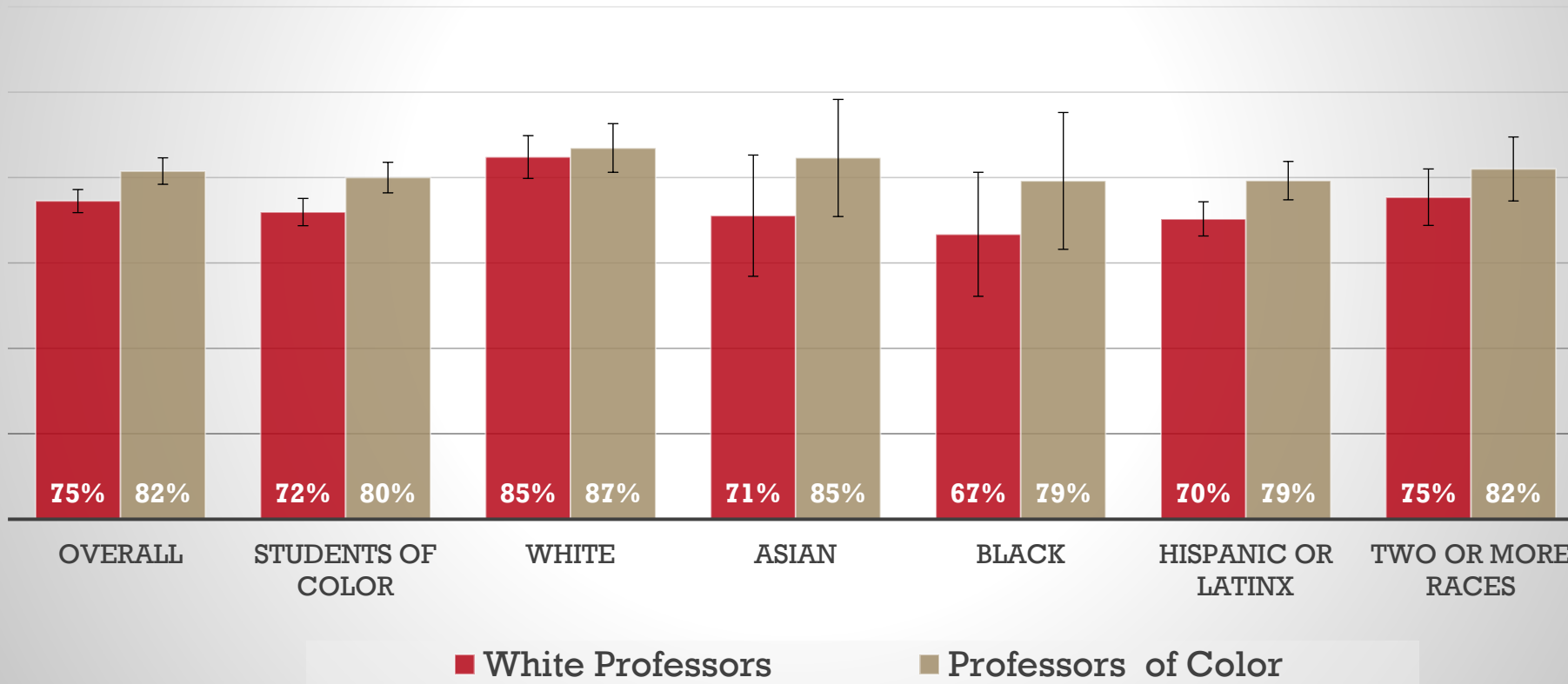


from professors of color



Area 1: Matterring and Affirmation

% Students who often or almost always experience welcoming facial expressions and/or words from White professors vs professors of color

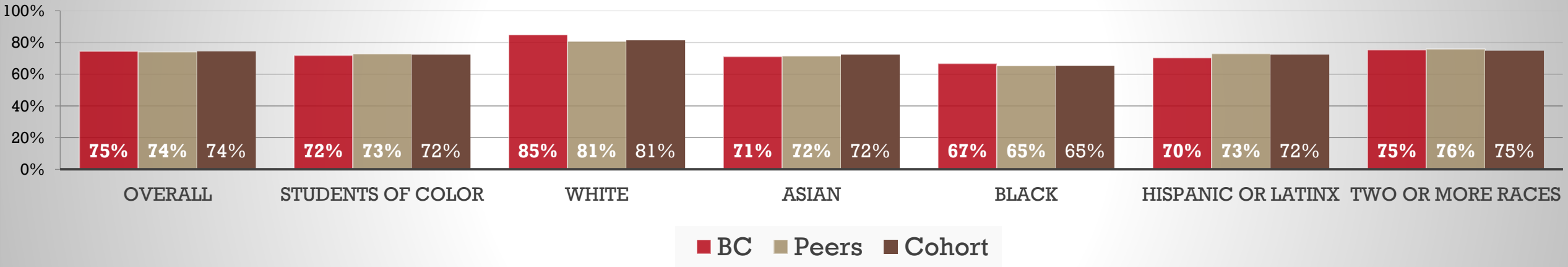


Overall, students were more likely to experience welcoming facial expressions and/or words from professors of color than from white professors

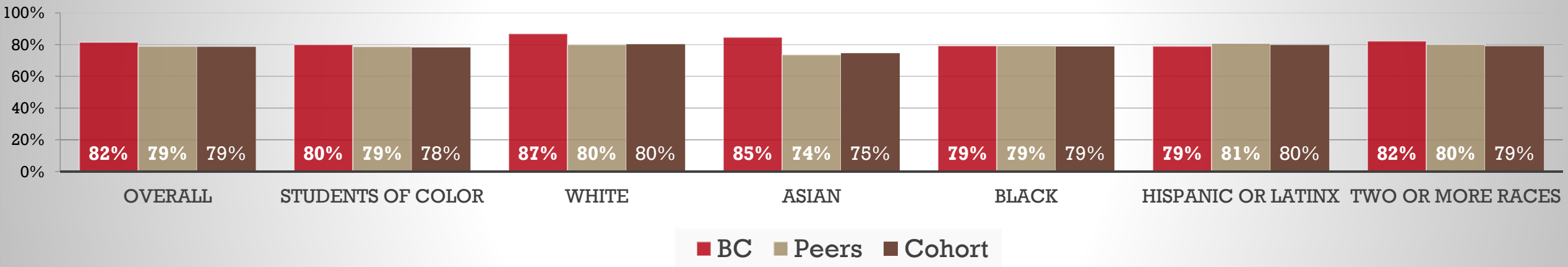


% Students who often or almost always experience welcoming facial expressions and/or words

from White professors

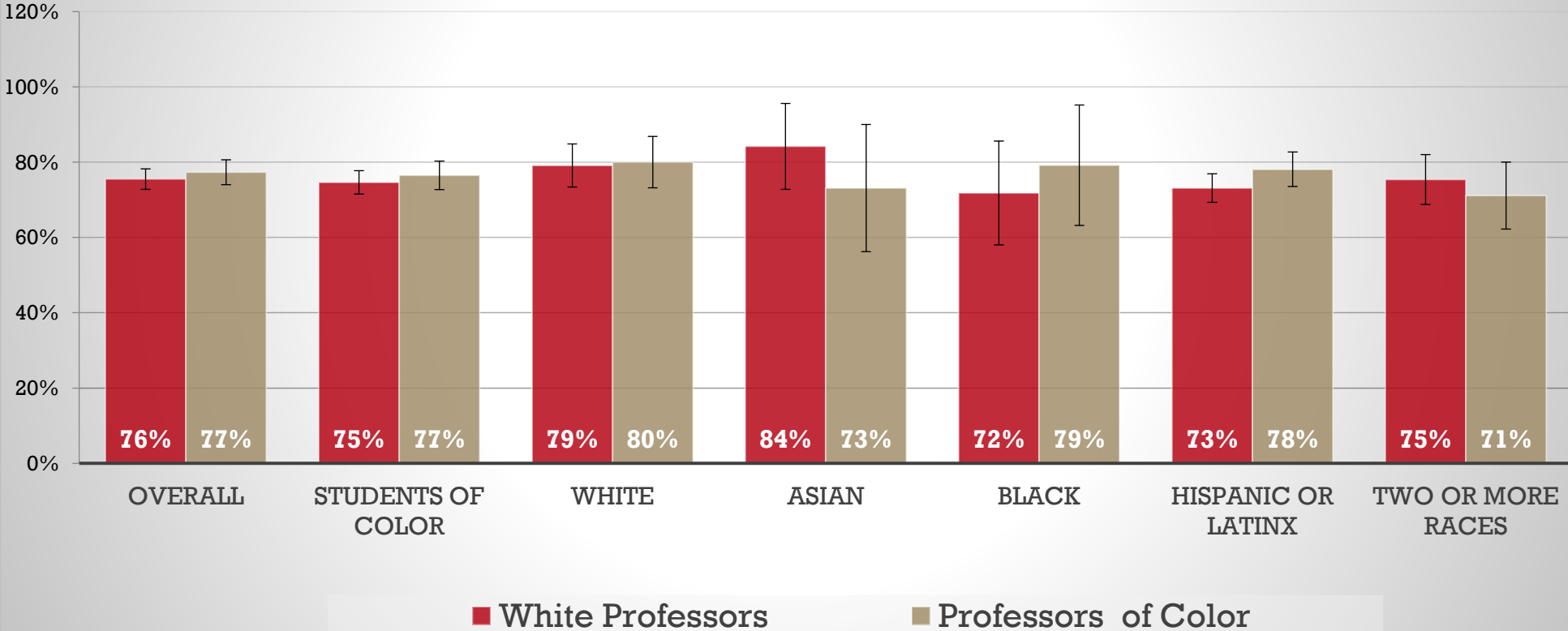


from professors of color



Area 1: Mattering and Affirmation

% Students who often or almost always experience availability outside of the classroom for questions and guidance from White professors vs professors of color

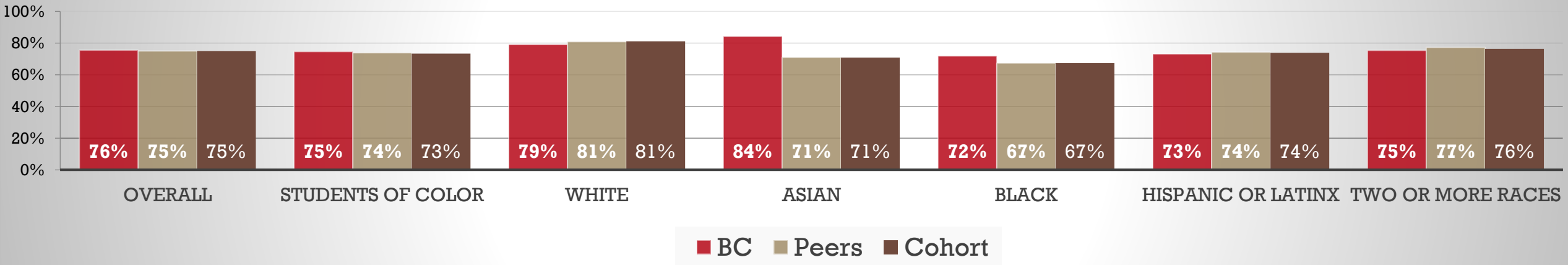


Overall, students were almost equally likely to experience availability outside of the classroom for questions and guidance from professors of color than white professors

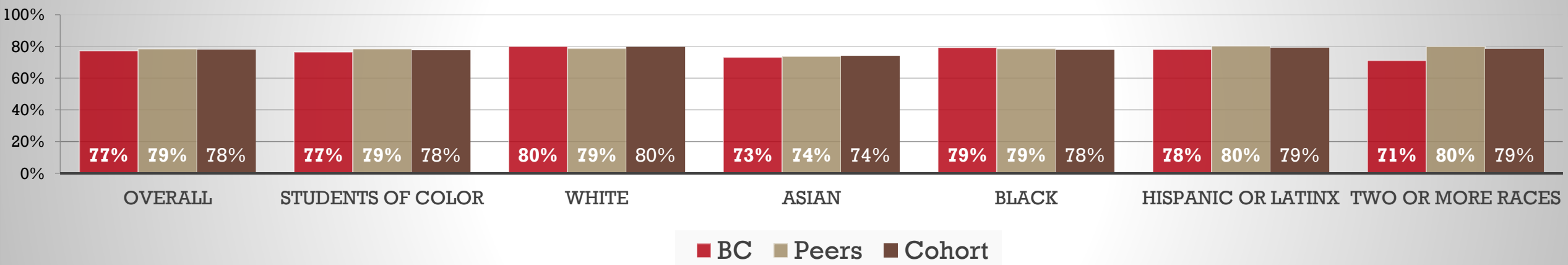


% Students who often or almost always experience availability outside of the classroom for questions and guidance

from White professors

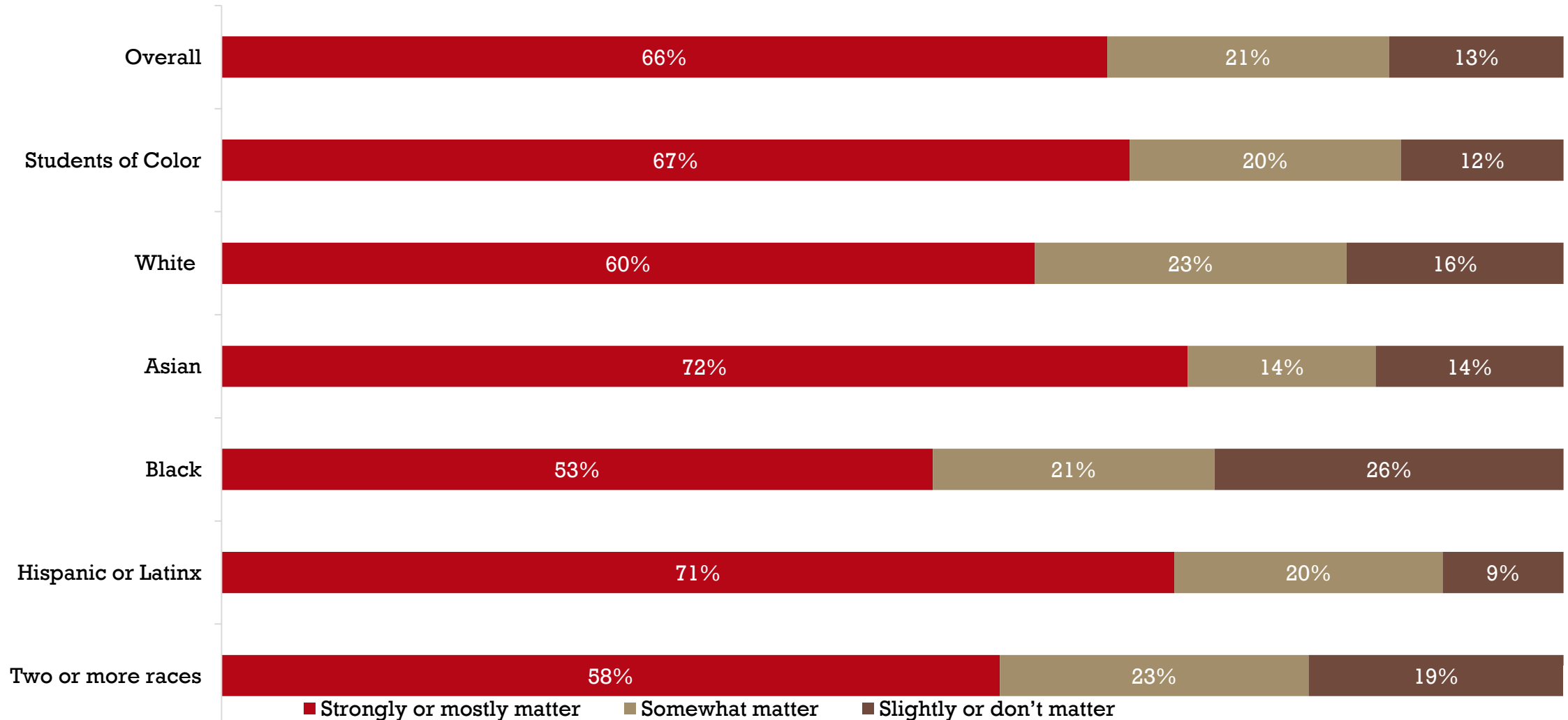


from professors of color



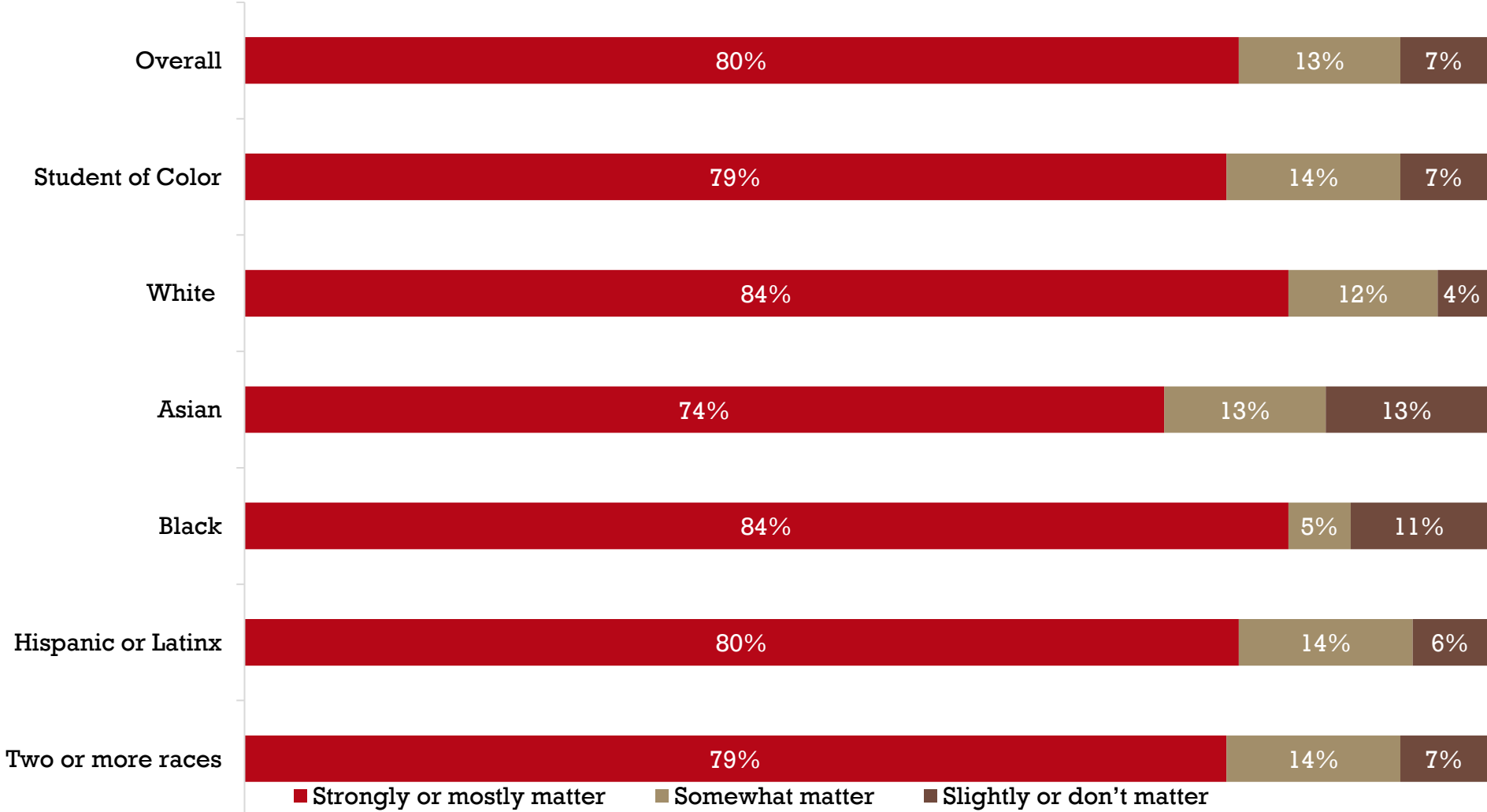
Area 1: Mattering and Affirmation

To What Extent do you feel you matter in the *Financial Aid Office*?



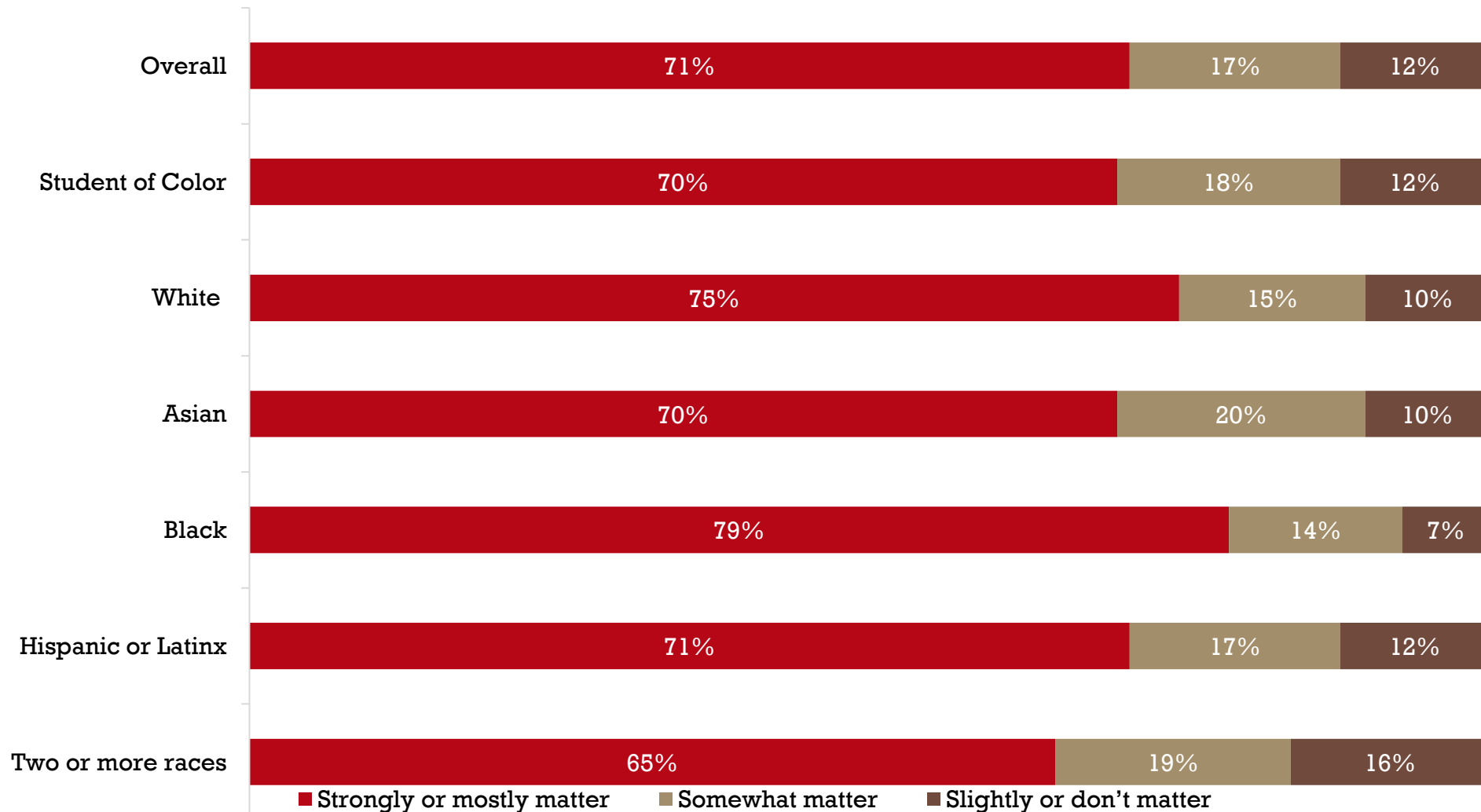
Area 1: Mattering and Affirmation

To What Extent do you feel you matter in the *Tutoring or Learning Center*?



Area 1: Mattering and Affirmation

To What Extent do you feel you matter in the *Academic Advising Office*?



Area 1: Matterring 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.

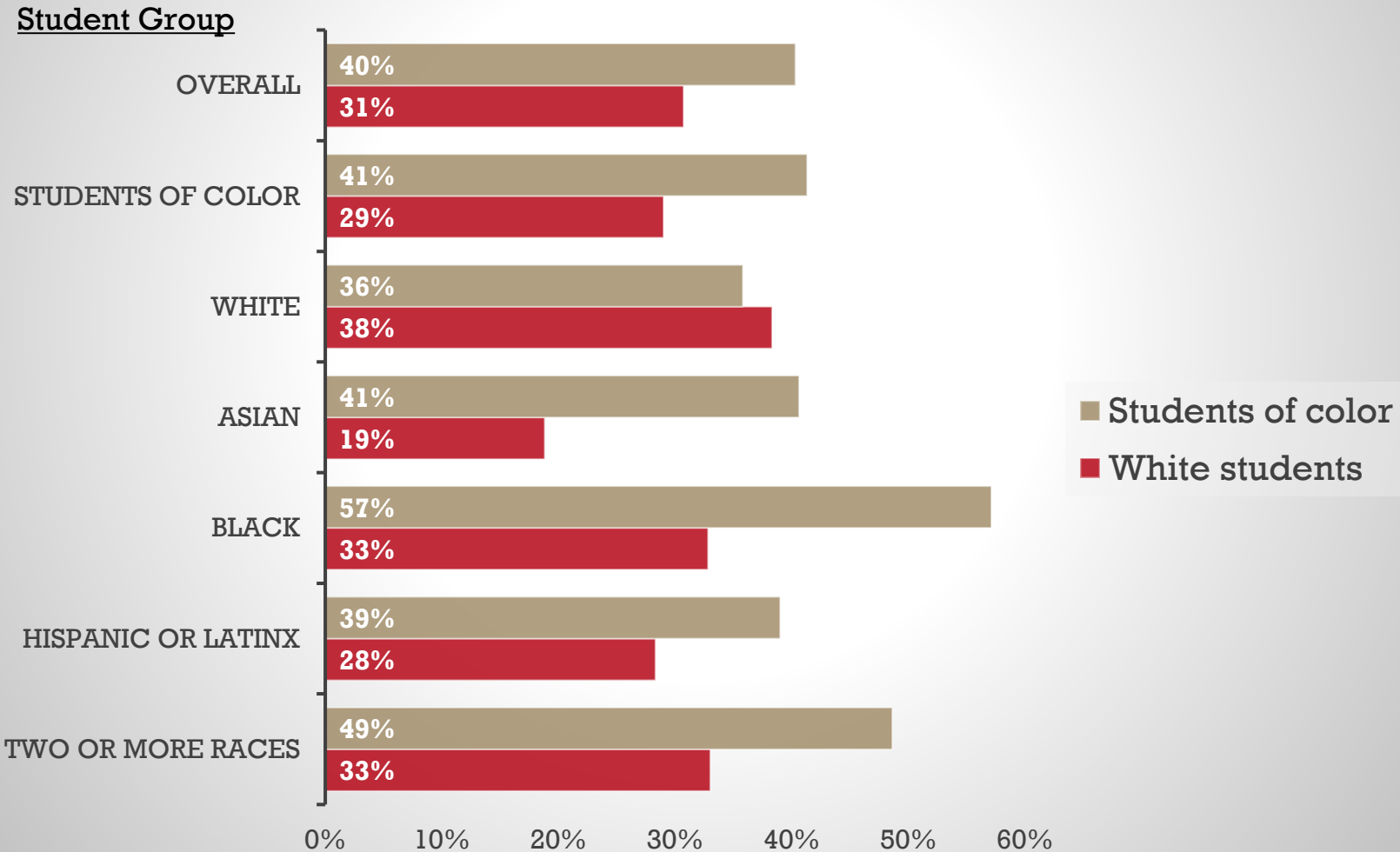
- Feelings regarding conversations about race with White students and with students of color
- Frequency of conversation about selected political topics with White students and with students of color



Area 2: Cross-Racial Engagement

% of students who feel **moderately or extremely open** about being engaged in conversation about race with

Students of Color vs. White Students

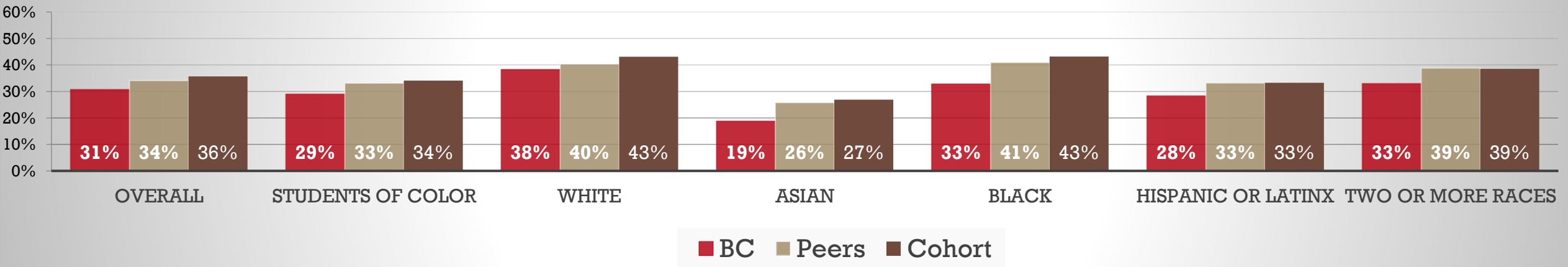


Students of color feel more open when talking about race with students of color than with White students

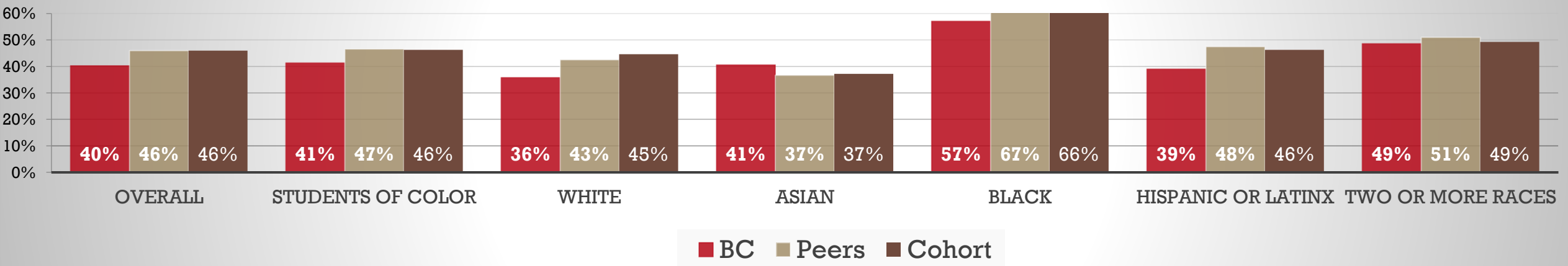


% Students who feel moderately or completely open about being engaged in conversation about race with students of Color vs. White students

with White students

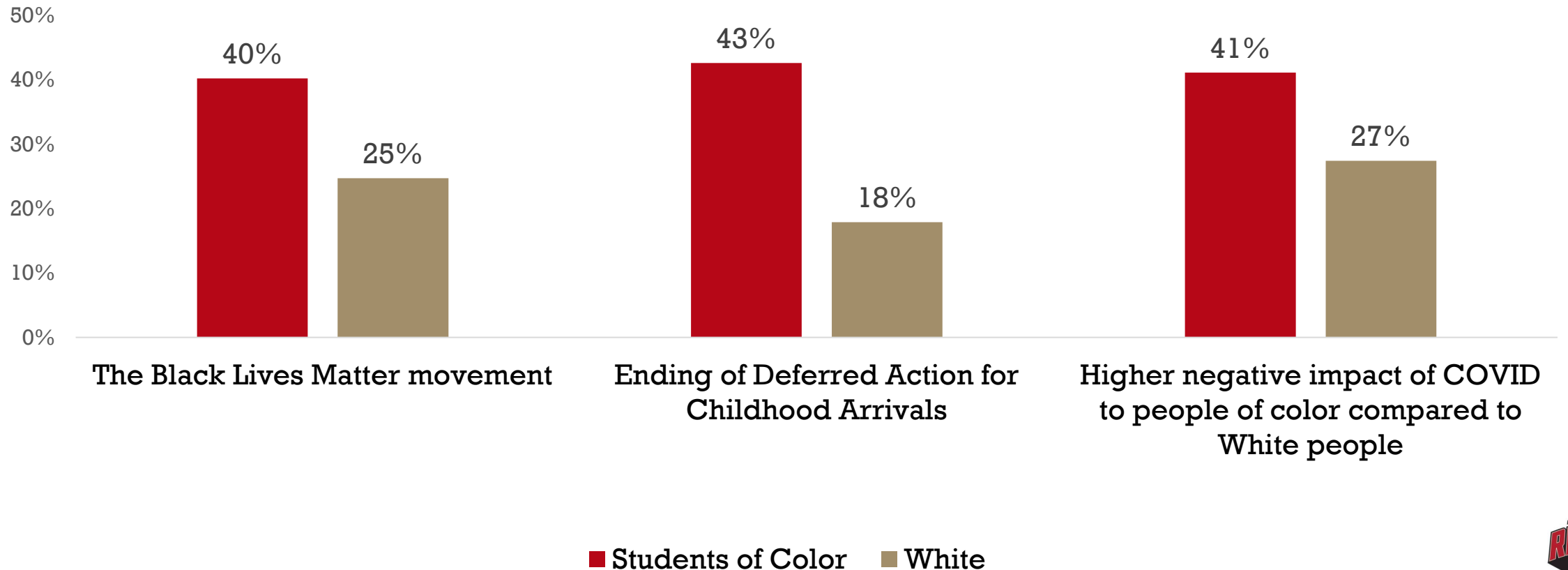


with students of color



Area 2: Cross-Racial Engagement

% of students that have had conversations with other students from BC about the following topics:



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 BC prepare students for living and working in a racially-diverse setting?

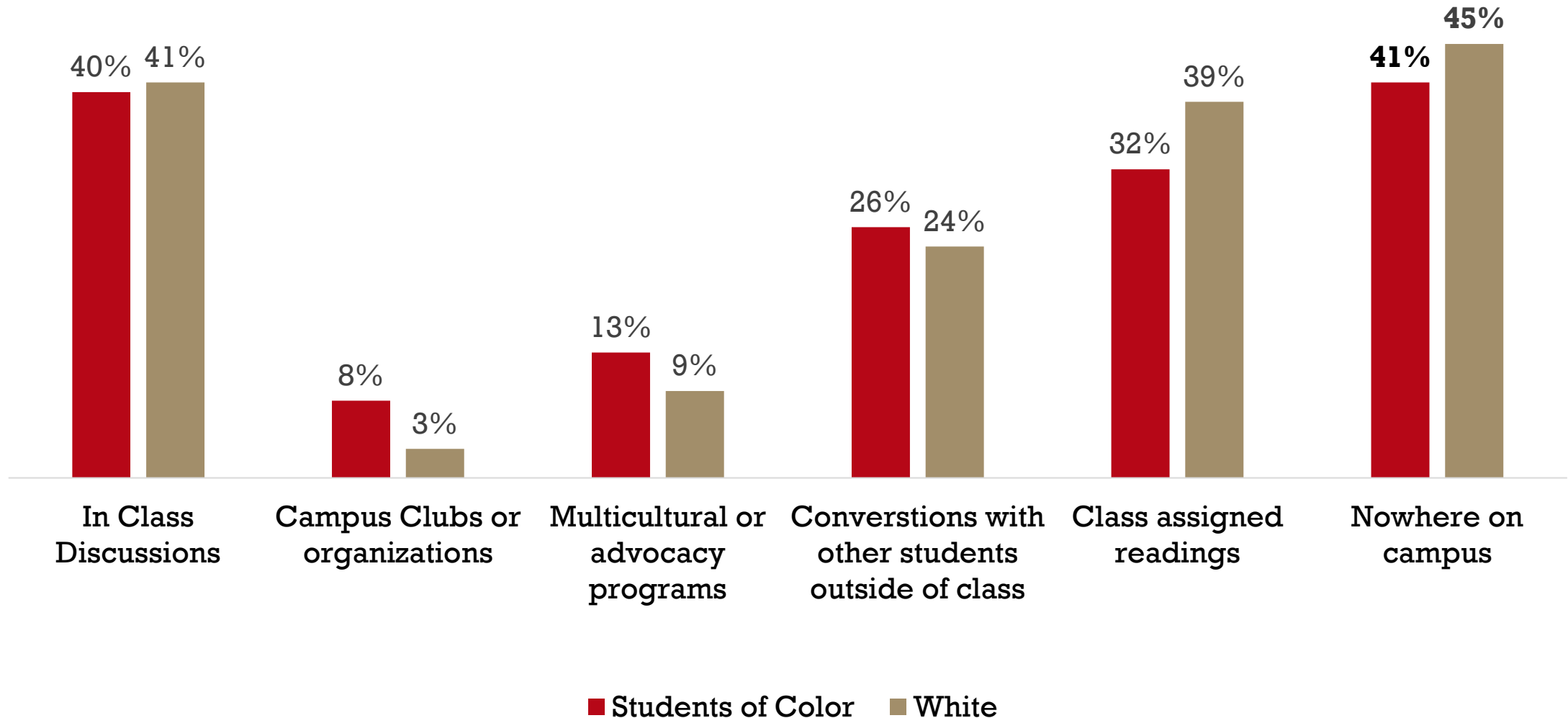
Students indicate if and where on campus they learn about their own racial identities and about other racial groups. Additionally, students indicate the extent to which they feel racial diversity is reflected in curricula and class discussions.

- 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?

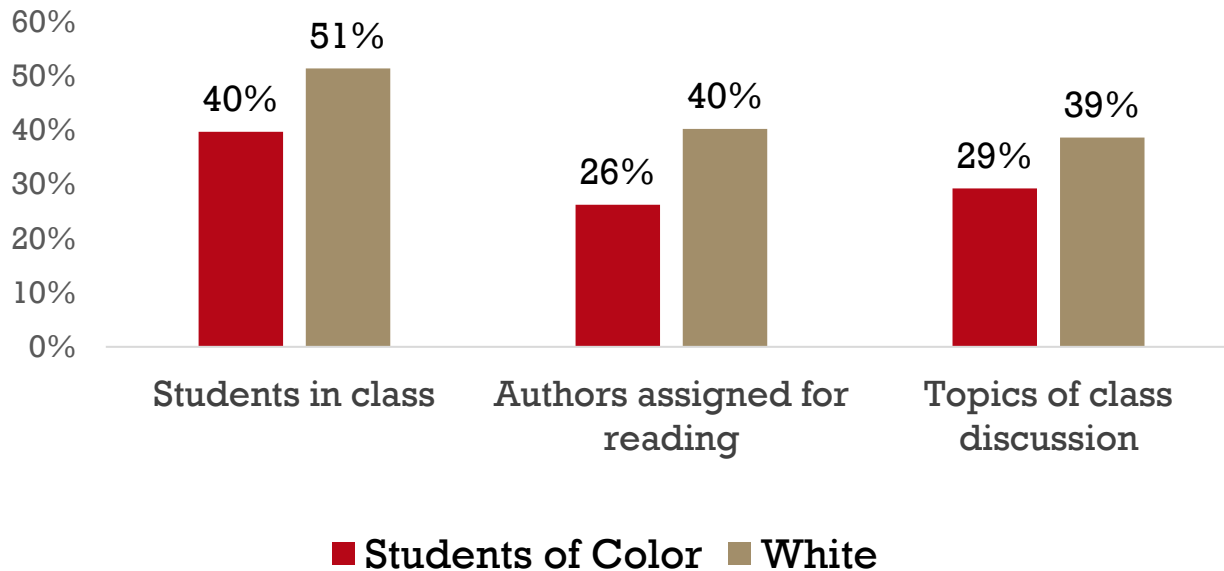


Area 3: Racial Learning and Literacy

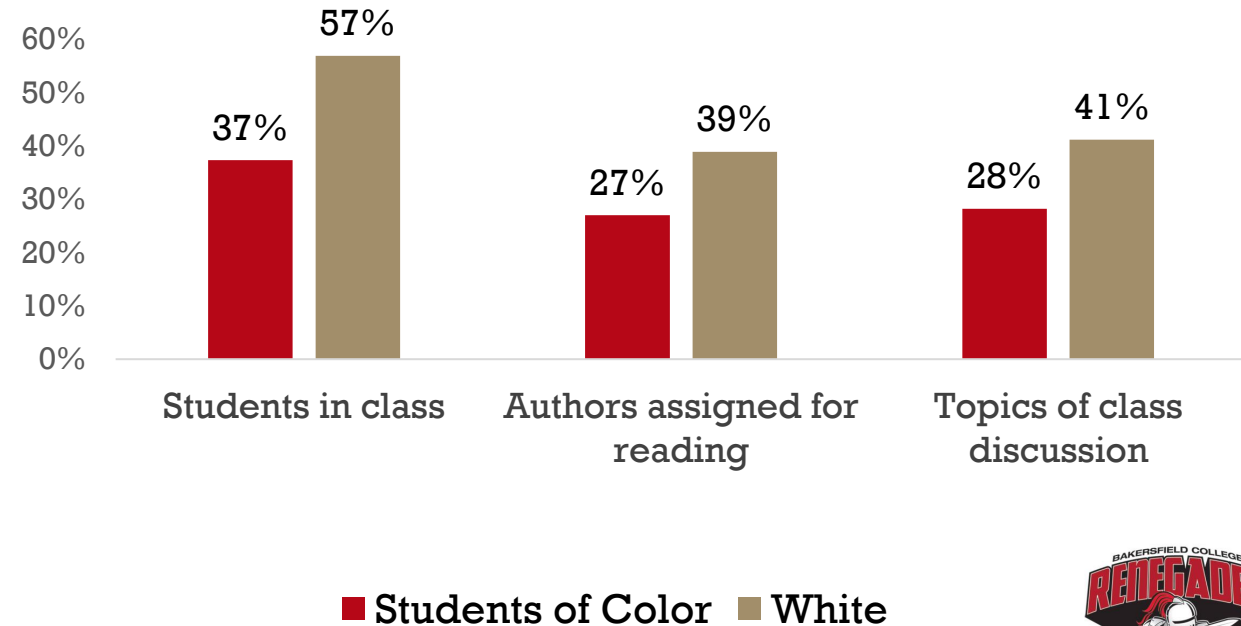
To what extent do the *following in classes you have taken in your major* reflect racial diversity?

To what extent do the *following in classes you have taken outside your major* reflect racial diversity?

% mostly or strongly reflect racial diversity

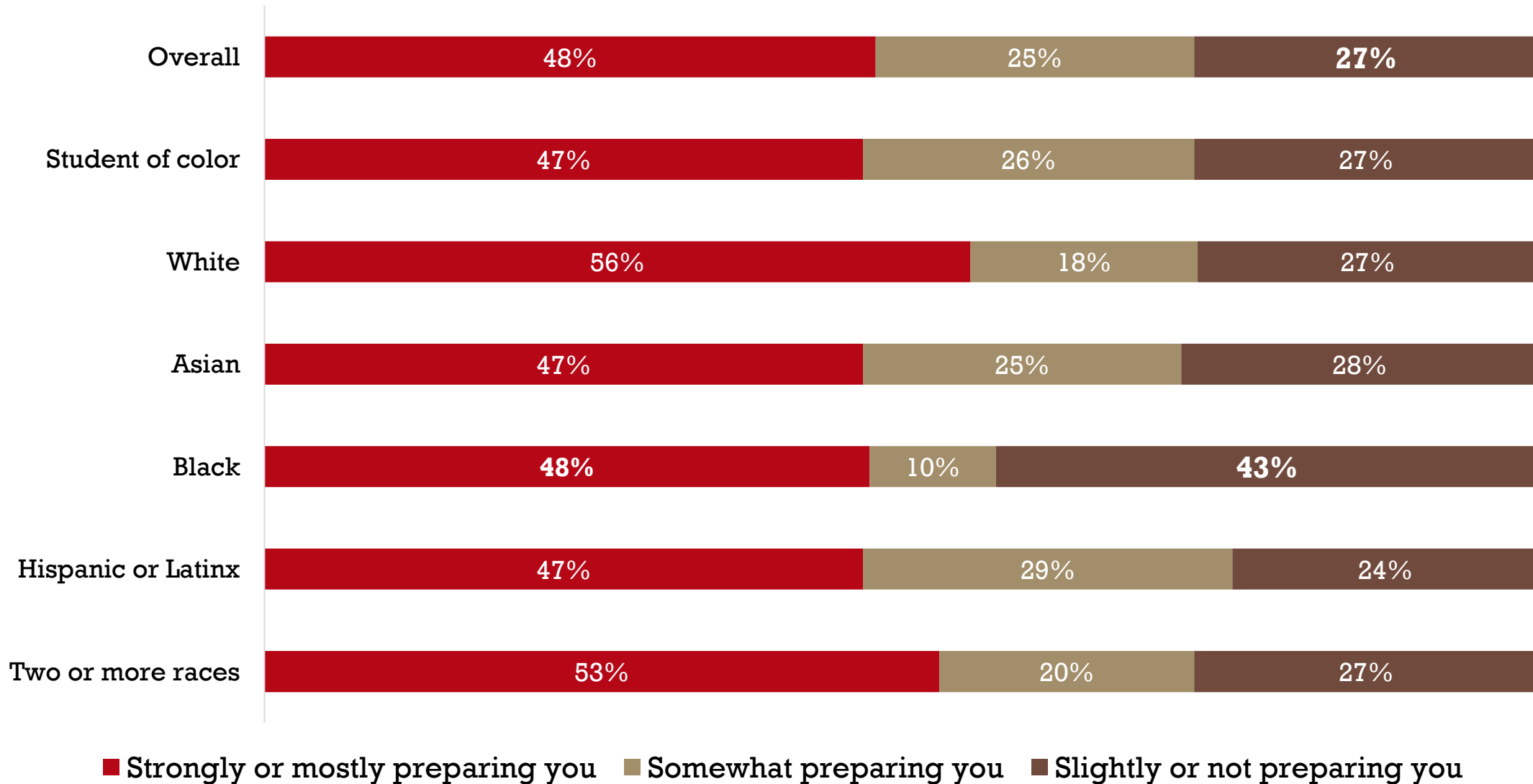


% mostly or strongly reflect racial diversity



Area 3: Racial Learning and Literacy

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



Area 3: Racial Learning and Literacy

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).

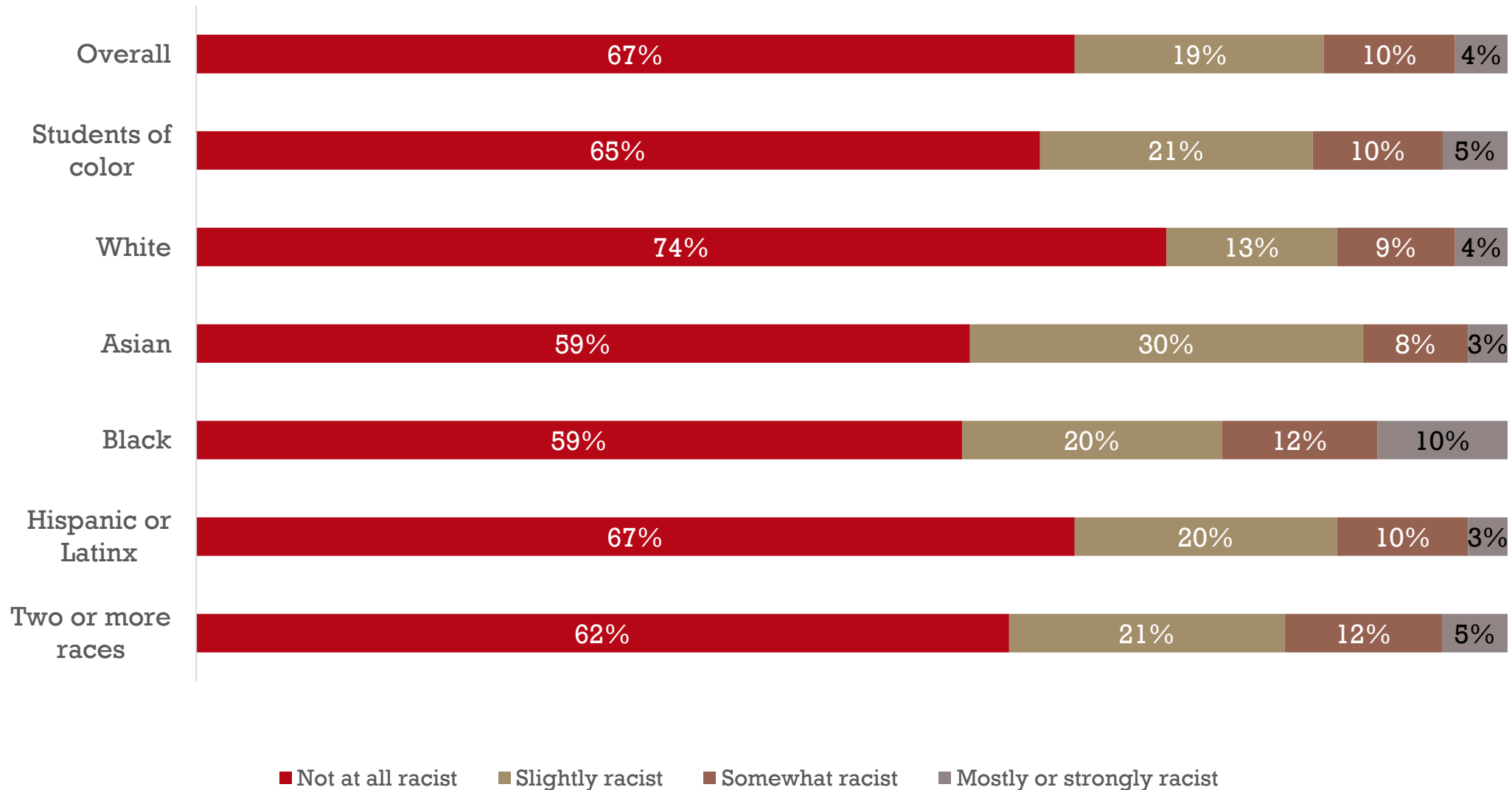
Students indicate the impact of these encounters on their personal well-being and academic success

- 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



Area 4: Encounters with Racial Stress

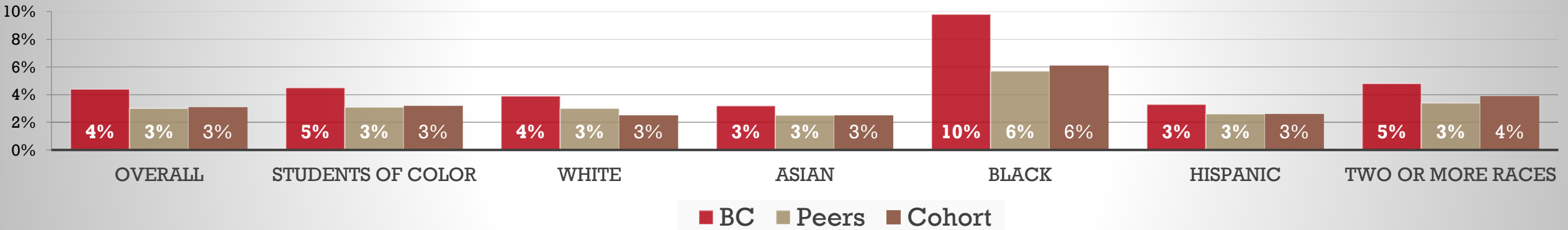
How racist is the overall environment of BC?



Area 4: Encounters with Racial Stress

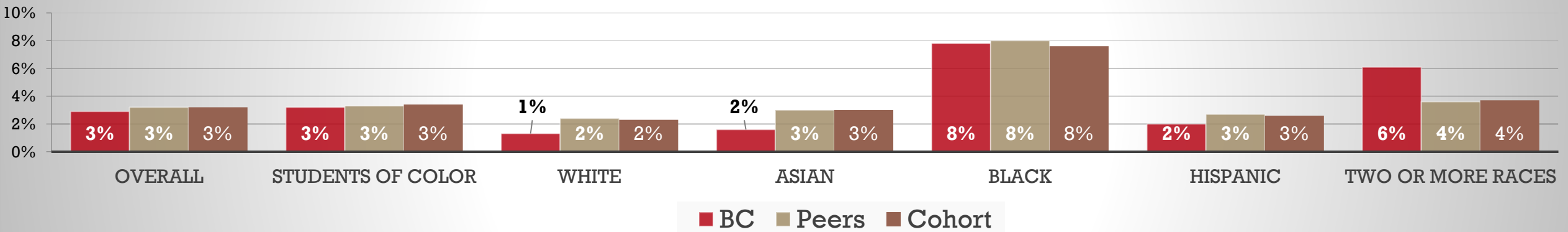
How racist is the overall environment of your institution?

% of students reporting mostly or strongly racist



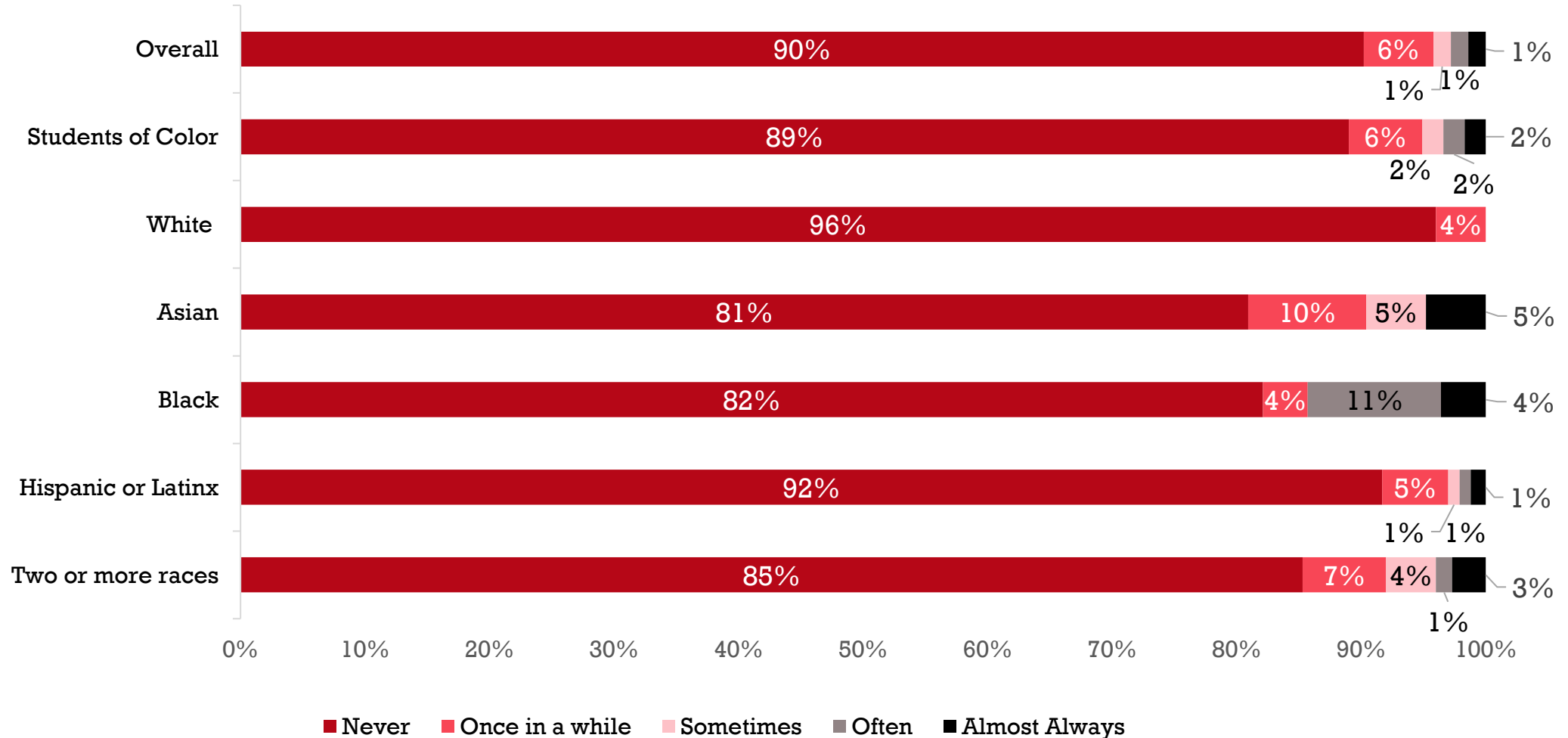
How racially segregated is the overall environment of your institution?

% of students reporting mostly or strongly racially segregated



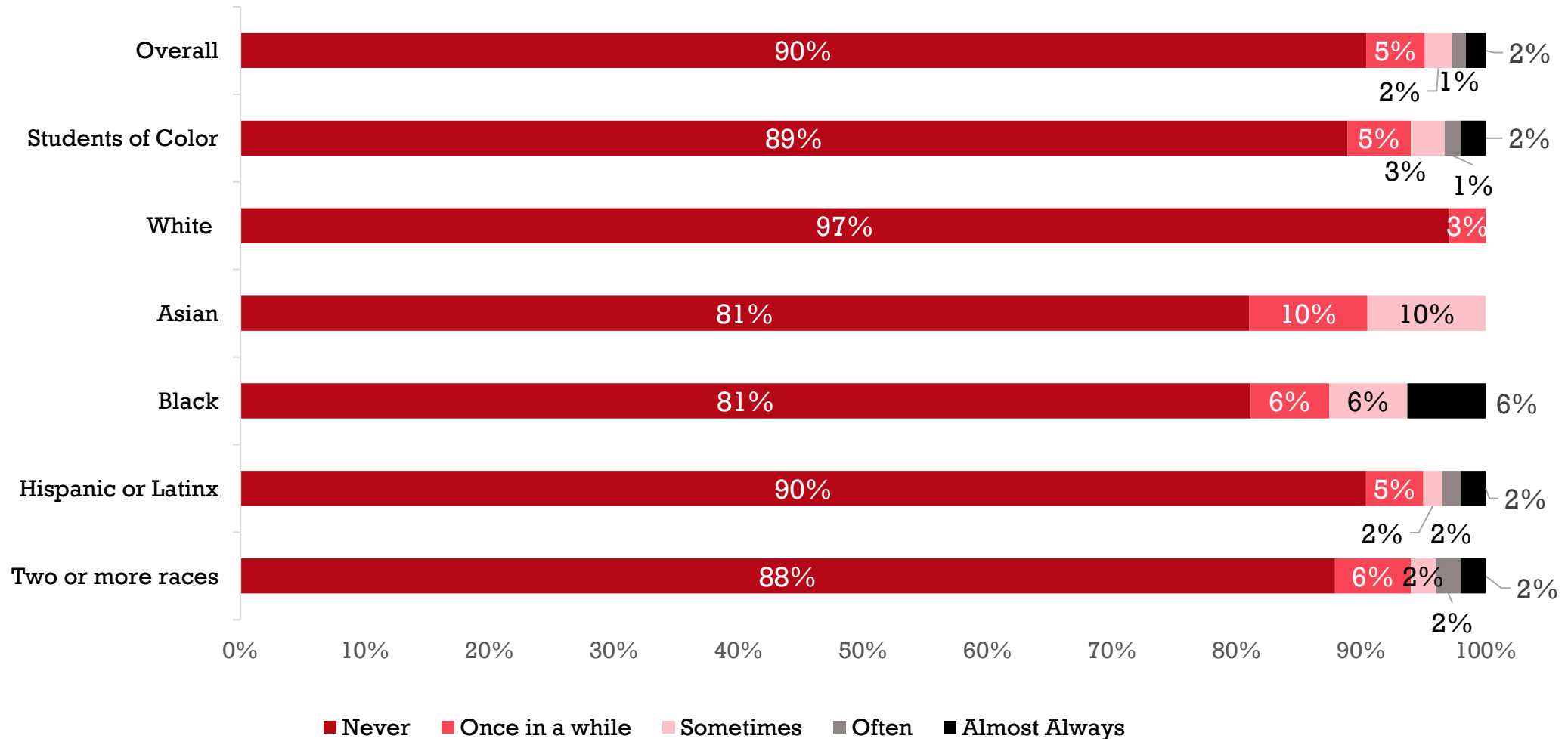
Area 4: Encounters with Racial Stress

How often have you personally experienced racism happening in the *Financial Aid Office*?



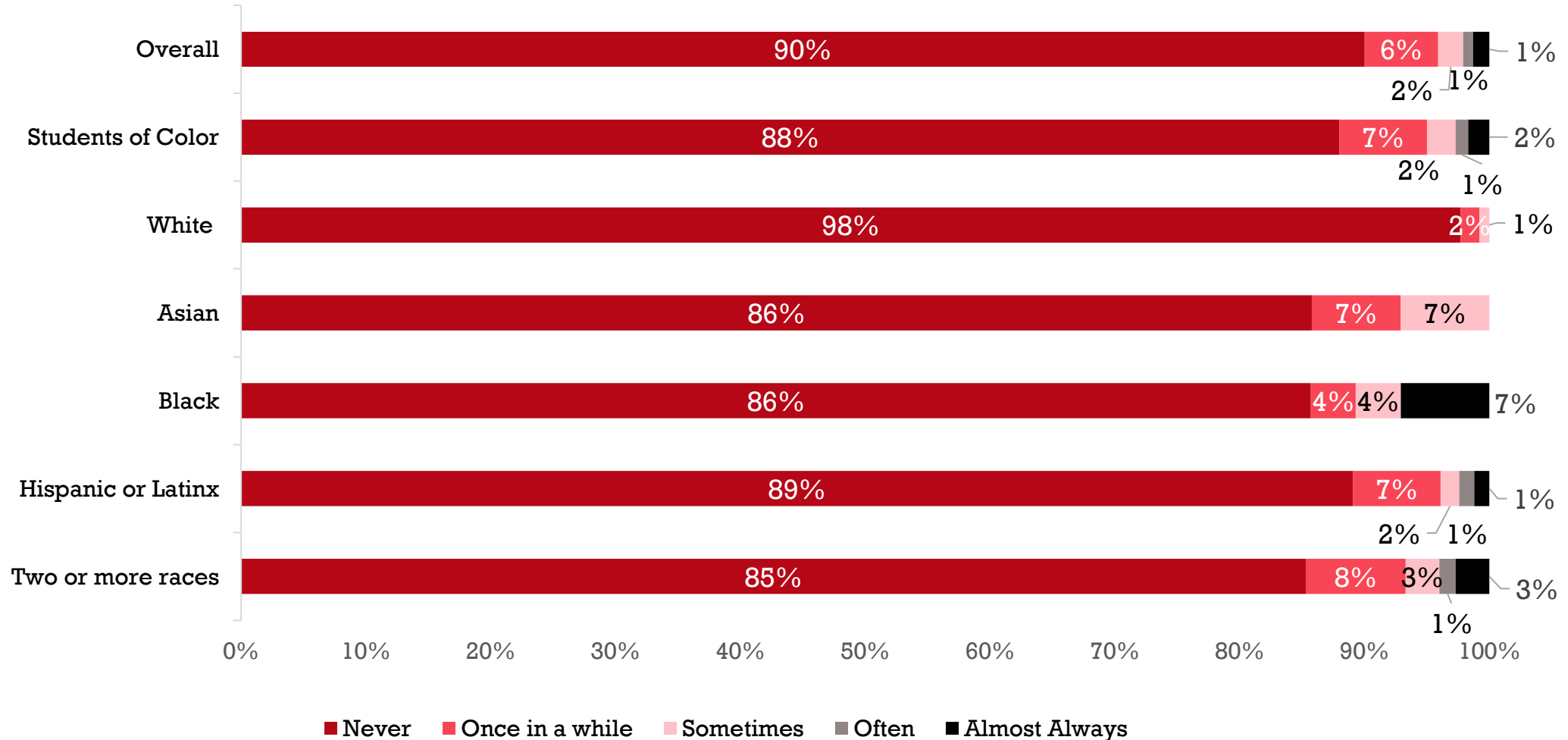
Area 4: Encounters with Racial Stress

How often have you personally experienced racism happening in the *Tutoring or learning center*?



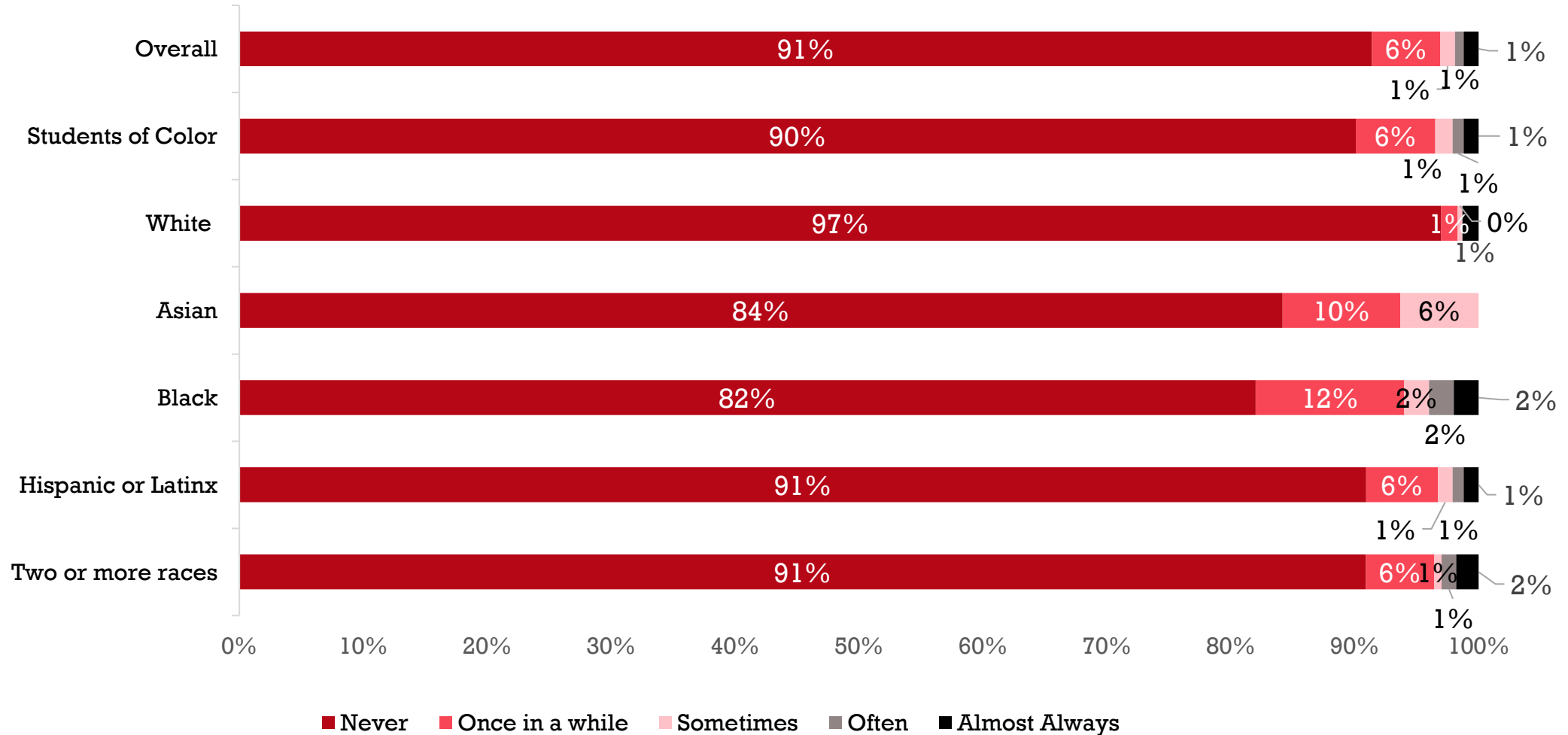
Area 4: Encounters with Racial Stress

How often have you personally experienced racism happening in the *Academic Advising office*?



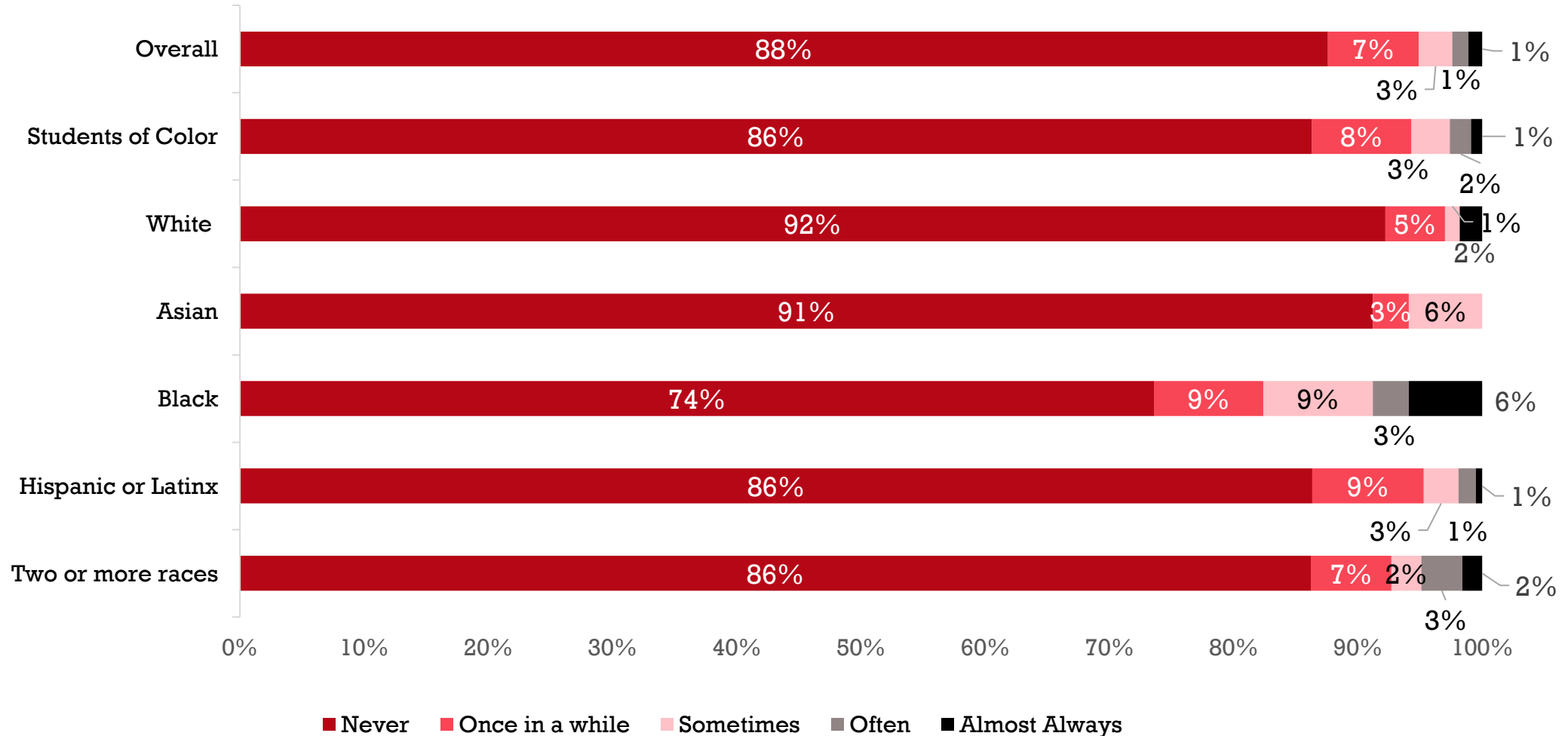
Area 4: Encounters with Racial Stress

How often have you personally experienced racism happening in the *Campus police or security*?



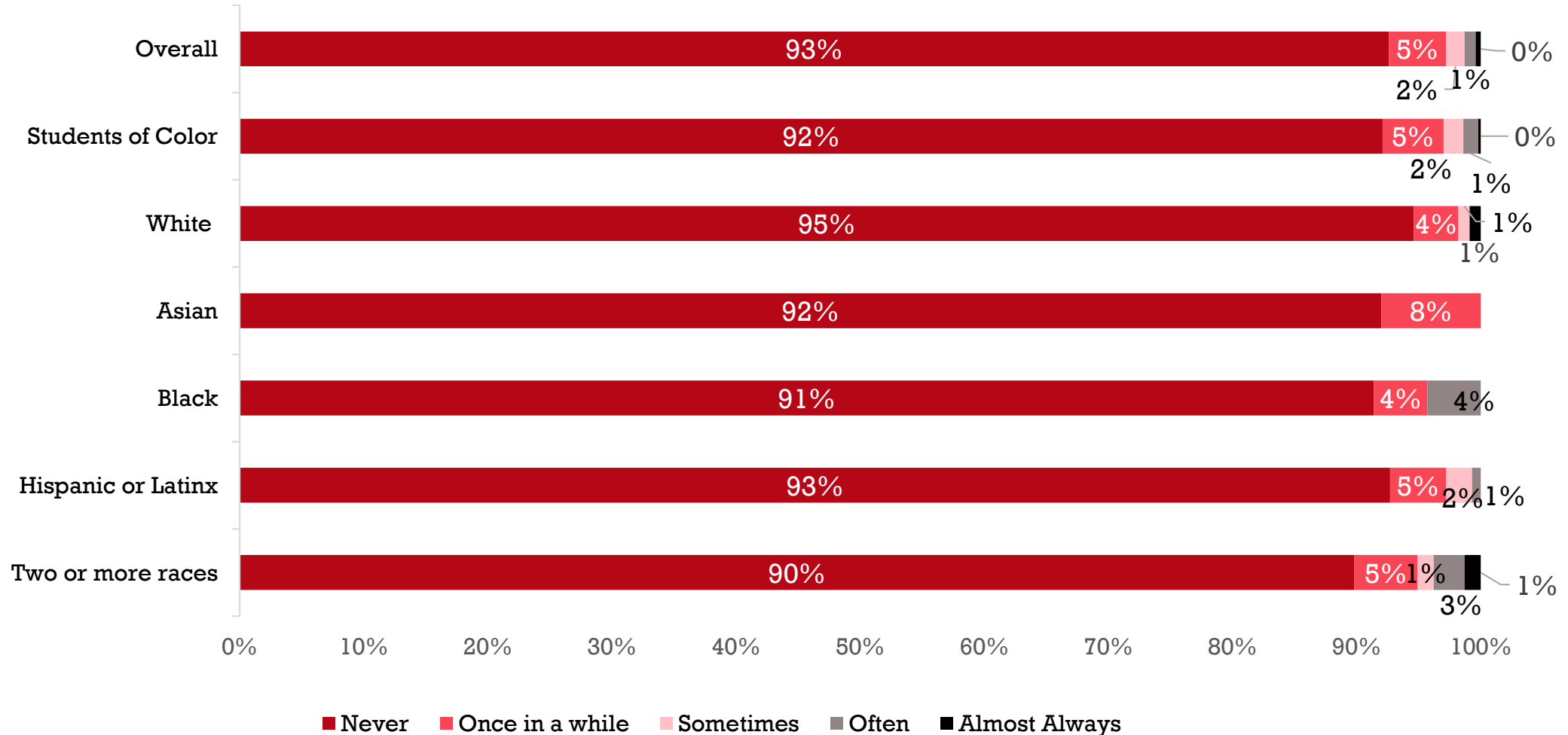
Area 4: Encounters with Racial Stress

How often have you personally experienced racism happening in the **classes with white professors?**



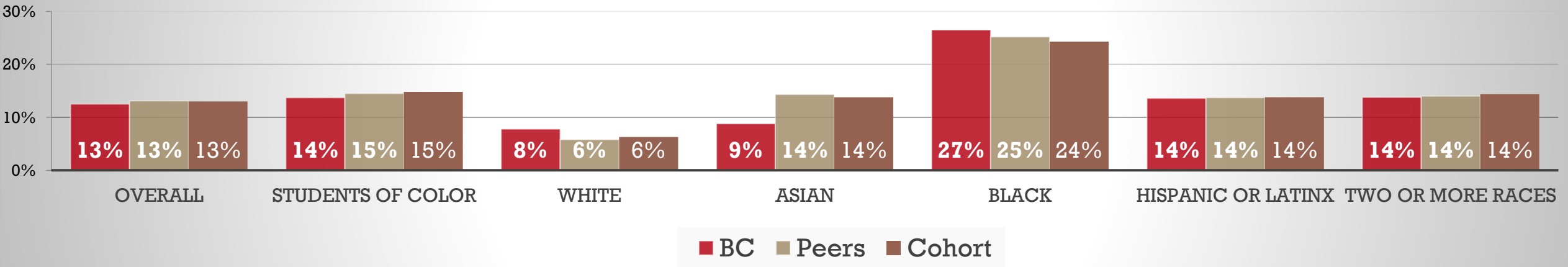
Area 4: Encounters with Racial Stress

How often have you personally experienced racism happening in the **classes with professors of color?**

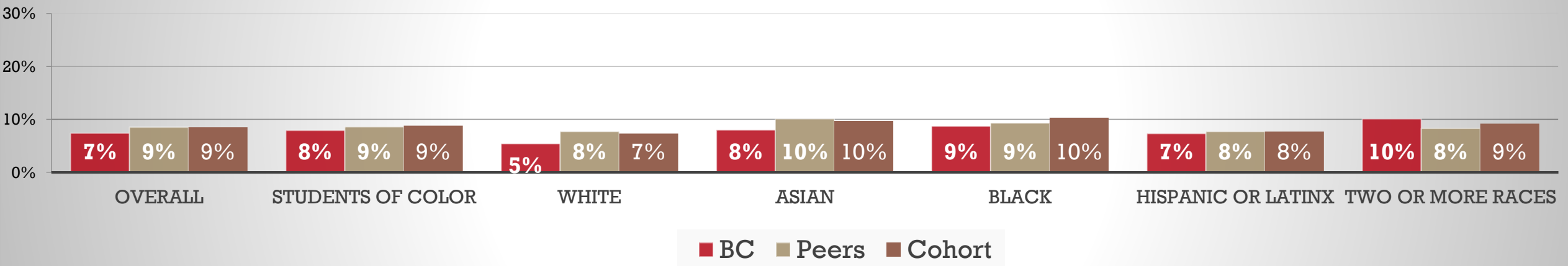


% Students who have ever personally experienced racism happening in

Classes with White professors

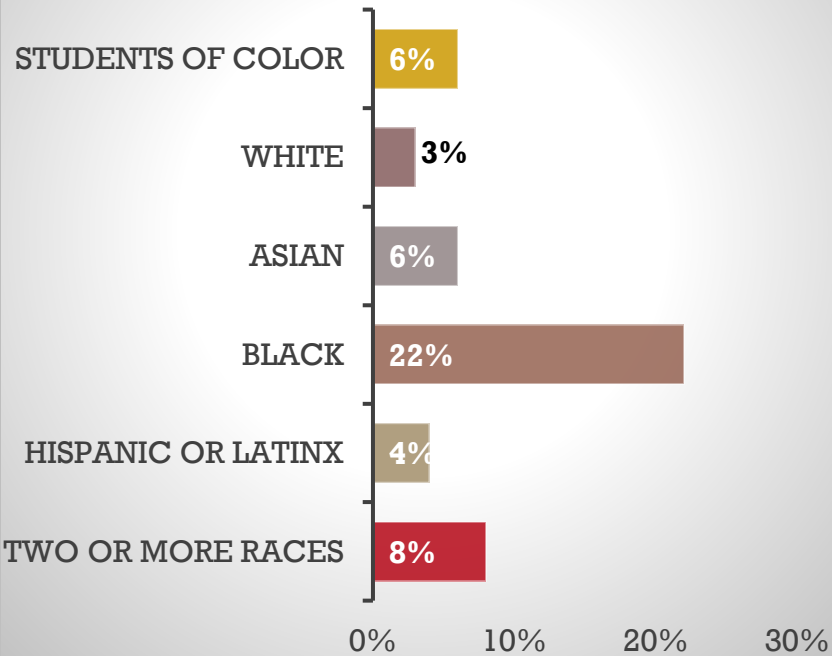


Classes with professors of color



Area 4: Encounters with Racial Stress

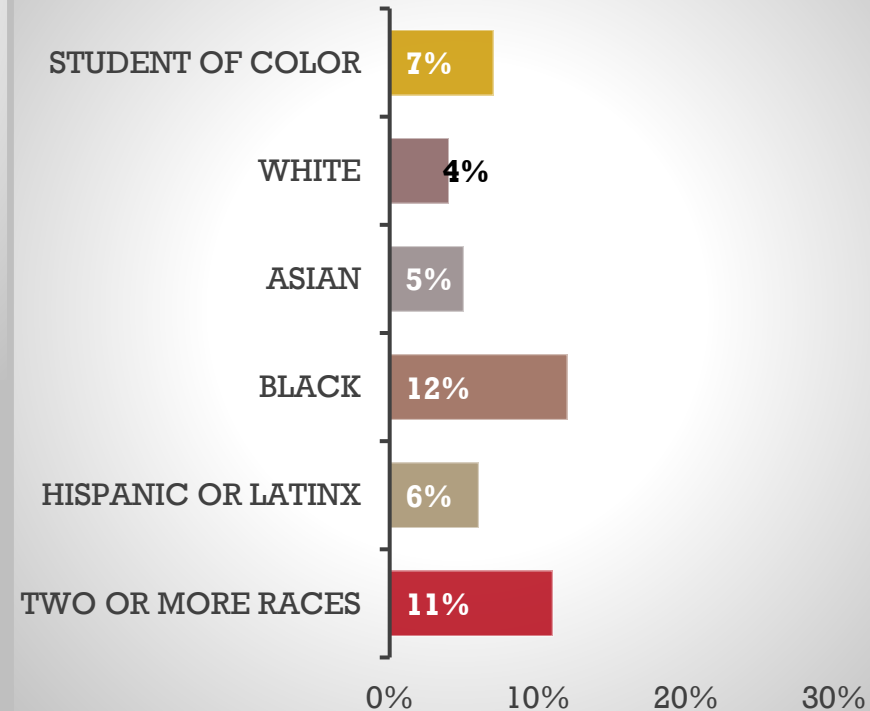
Being asked to represent the view of your entire race in classes



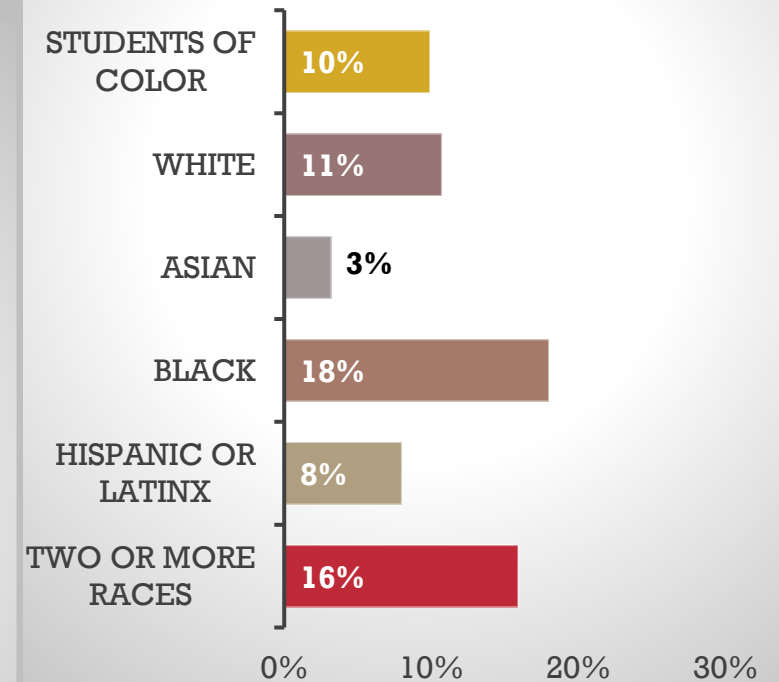
Prevalence of Racial Microaggressions

% of students who reported they have ever experienced the following while in classrooms

Being viewed as naturally less able than others in class

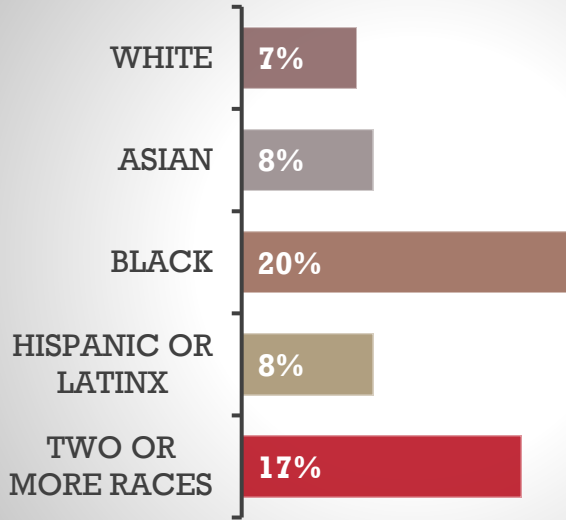


Not speaking out in class about topics related to race because of negative reactions by professors/classmates



Area 4: Encounters with Racial Stress

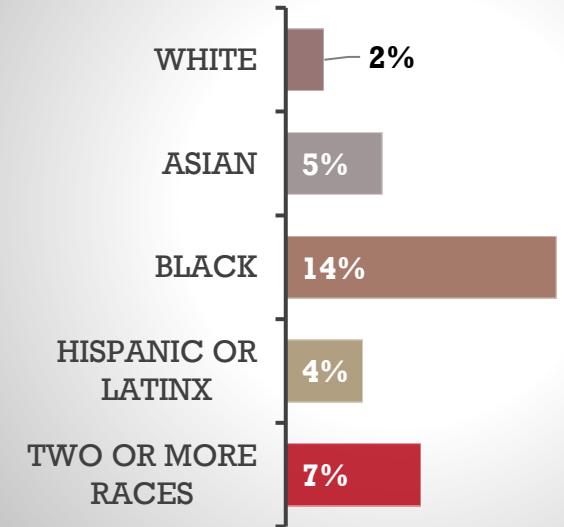
Race-based verbal attack



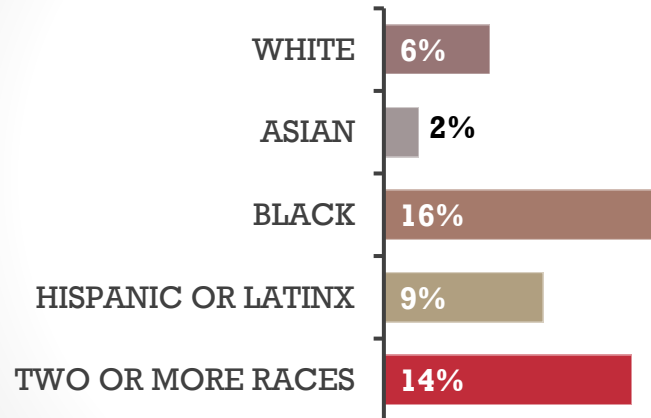
Overt Racism on Campus

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

Race-based physical aggression



Racist signs, symbols or graffiti



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

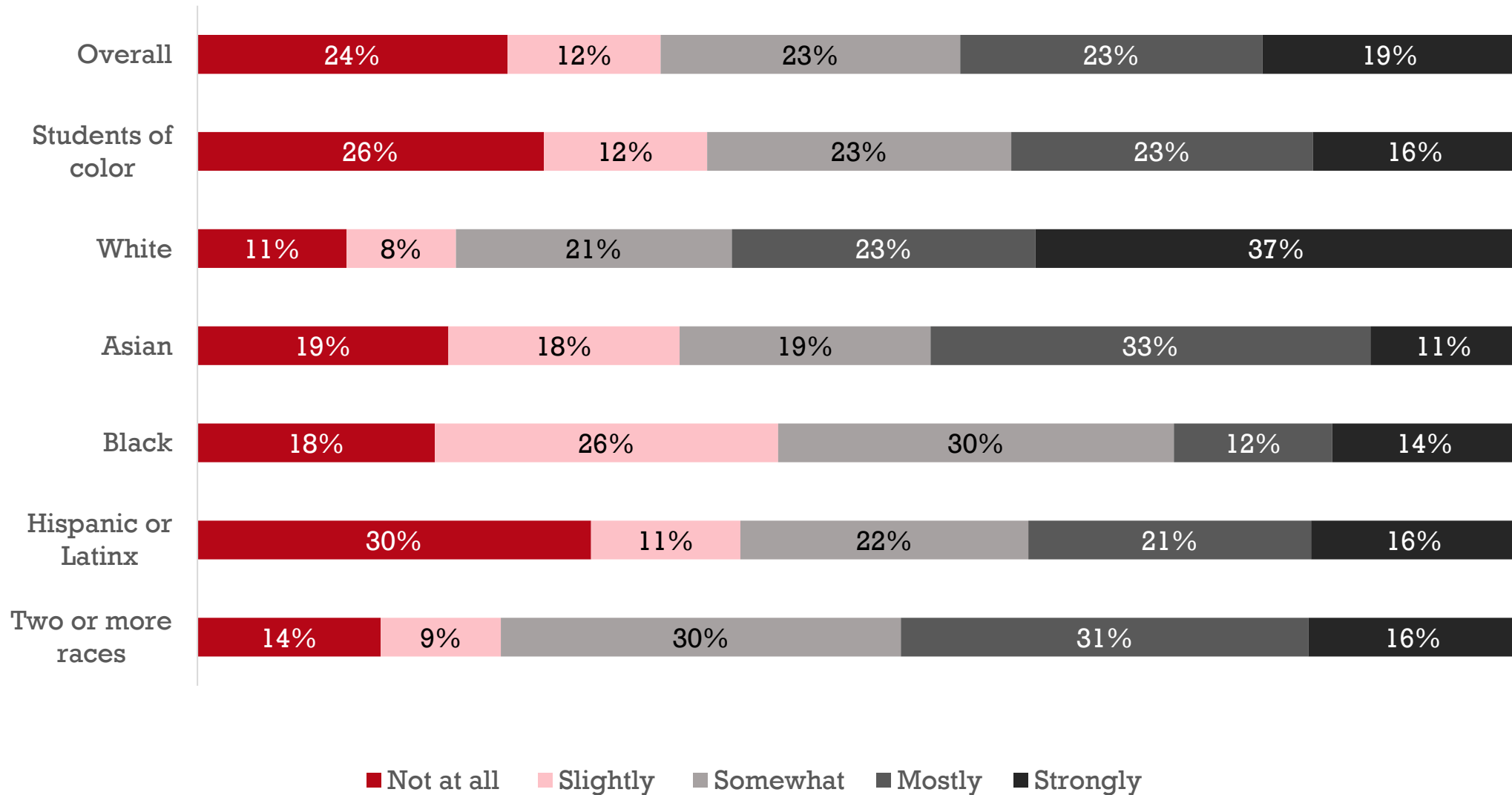
Rating of how campus administration deals with racism or racist incidents

Rating of administration's commitment to campus racial equity and diversity



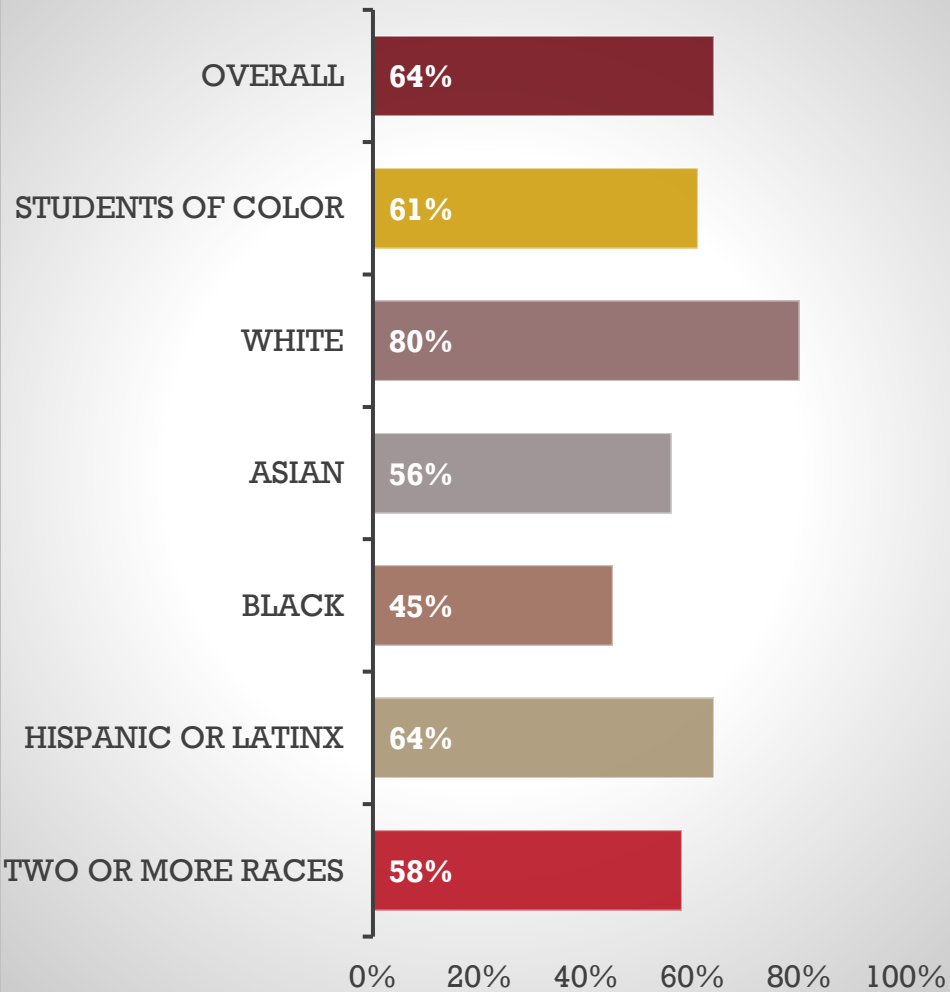
Area 5: Appraisals of Institutional Commitment

How racially diverse is BC?



Area 5: Appraisals of Institutional Support

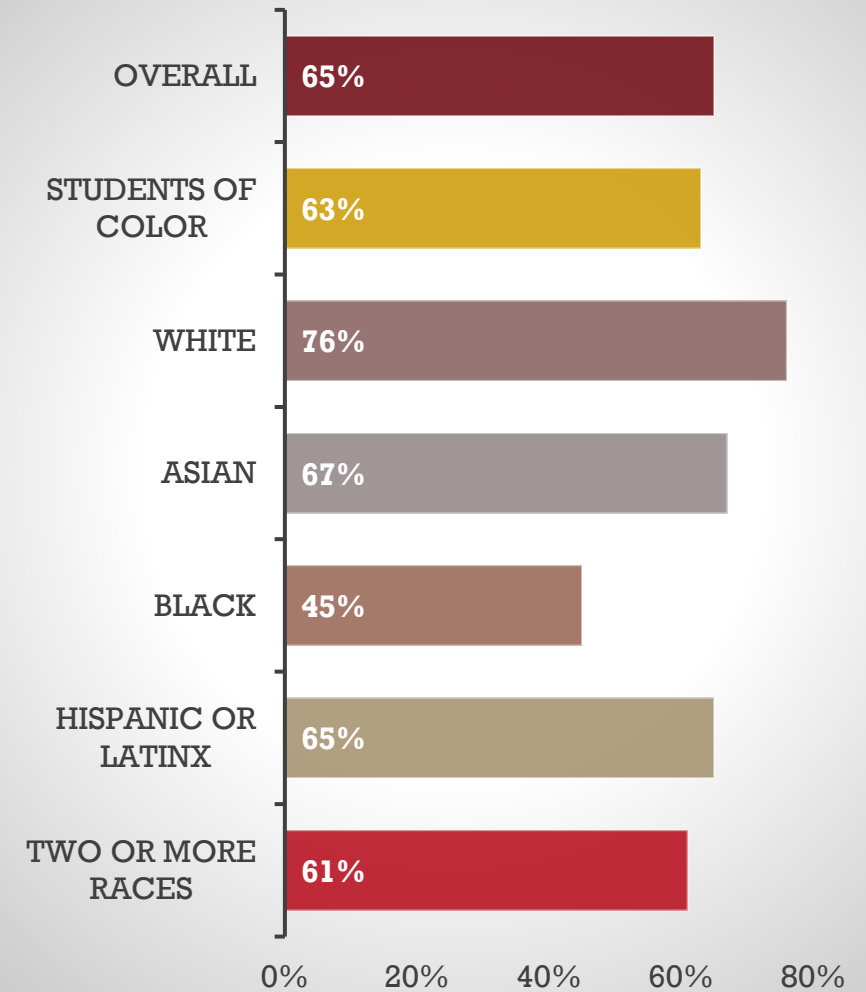
Hiring Faculty of Color



Institutional Commitment to Equity and Diversity

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

Sponsoring Activities about Racial Diversity



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?

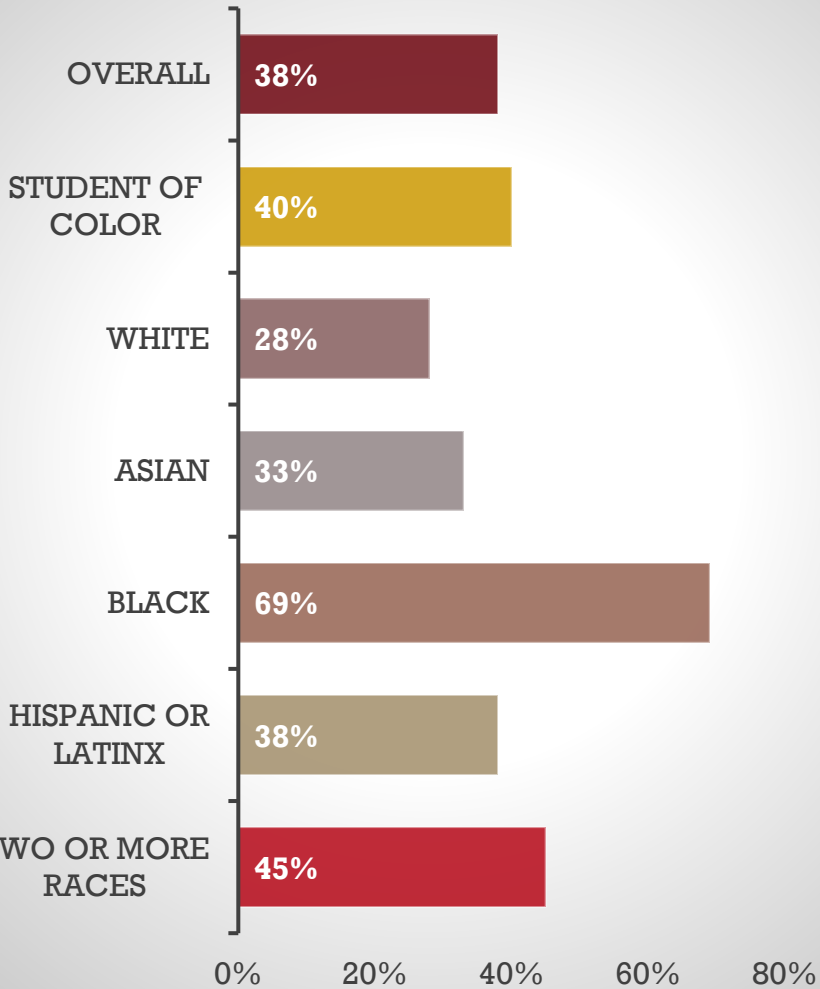
Students reflect on their sense of security and on their encounters with racism in their hometowns, in the cities/towns surrounding their campuses, and in online and social media environments

- 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

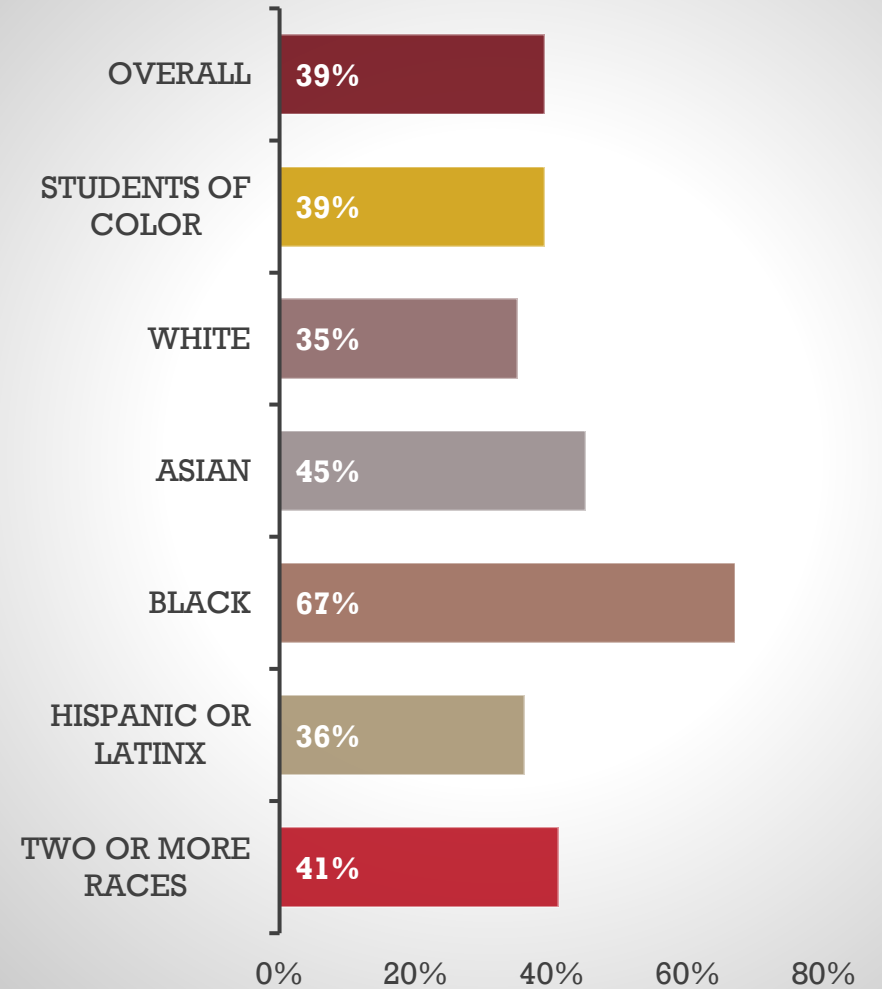
Racism in Area Surrounding Campus



Prevalence of Off-Campus Racism

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

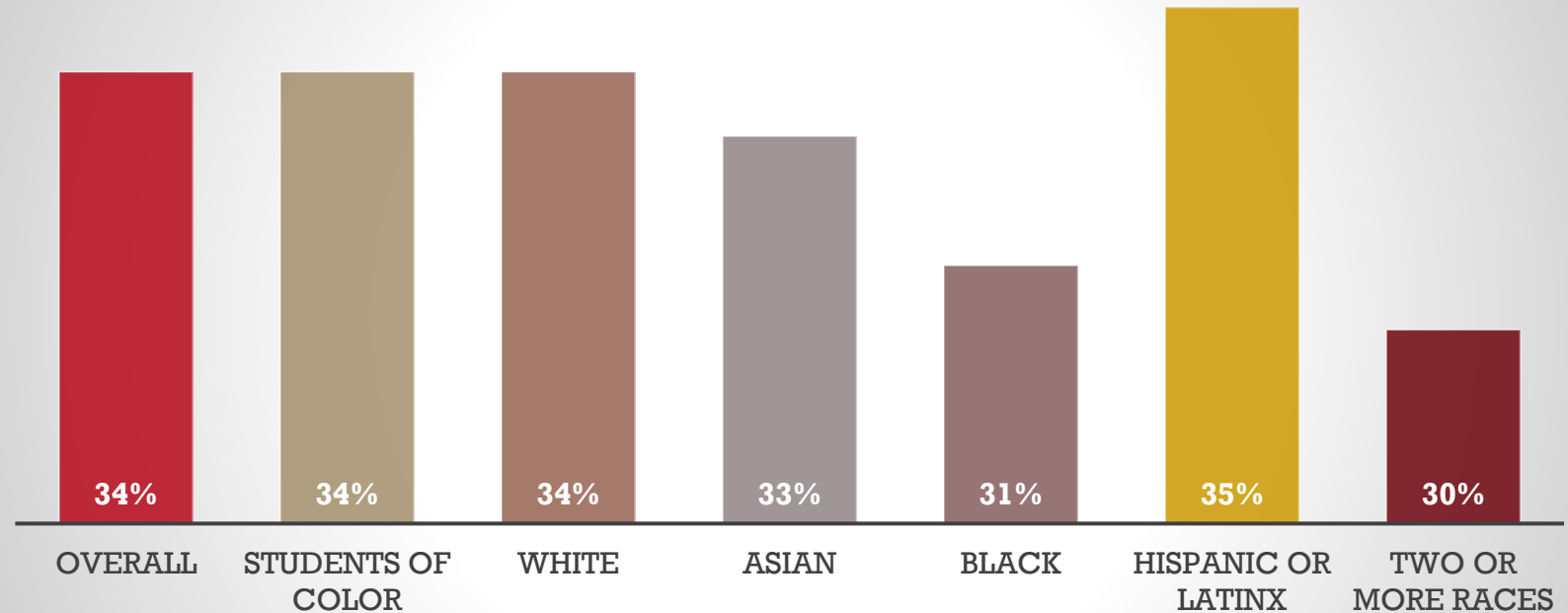
Racism on Social Media



Area 6: Impact of External Environments

Off-Campus Safety

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



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?

Craig Hayward, Ph.D.

Dean of Institutional Effectiveness

Craig.Hayward@BakersfieldCollege.edu

Sooyeon Kim, Ph.D.

Director of Institutional Research

Sooyeon.Kim@BakersfieldCollege.edu

