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- Comparison to peers
- Recommendations and Next steps
UMB administered the NACCC student campus climate survey in Fall 2022

• University of Southern California Race and Equity Center -- National Assessment of Collegiate Campus Climates (NACCC)
• Administered between October 19 - November 19, 2022
• 15-minute web-based survey that includes six content areas essential to understanding the racial climate on campus and collects participants demographic information in order to conduct meaningful data disaggregation
We plan to rollout the results of each content area through monthly community sessions

<table>
<thead>
<tr>
<th>Month</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 18</td>
<td>Mattering and Affirmation</td>
</tr>
<tr>
<td>November</td>
<td>Cross Racial Engagement</td>
</tr>
<tr>
<td>February</td>
<td>Racial Learning and Literacy</td>
</tr>
<tr>
<td>March</td>
<td>Encounters with Racial Stress</td>
</tr>
<tr>
<td>April</td>
<td>Appraisals of Institutional Commitment</td>
</tr>
<tr>
<td>May</td>
<td>Impact of External Environments</td>
</tr>
</tbody>
</table>
22% of the UMB student population participated in the NACCC survey

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Undergrad</th>
<th>Grad</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>2802</td>
<td>558</td>
<td>3360</td>
</tr>
<tr>
<td>Students of color</td>
<td>1964</td>
<td>376</td>
<td>2340</td>
</tr>
<tr>
<td>Caucasian or White</td>
<td>838</td>
<td>182</td>
<td>1020</td>
</tr>
<tr>
<td>Asian or Asian American</td>
<td>545</td>
<td>210</td>
<td>755</td>
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<tr>
<td>Black or African American</td>
<td>481</td>
<td>53</td>
<td>534</td>
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<tr>
<td>Hispanic or Latinx</td>
<td>443</td>
<td>25</td>
<td>468</td>
</tr>
<tr>
<td>Two or more races</td>
<td>349</td>
<td>47</td>
<td>396</td>
</tr>
<tr>
<td>Arab or Arab American</td>
<td>54</td>
<td>3</td>
<td>57</td>
</tr>
<tr>
<td>Another group not listed</td>
<td>50</td>
<td>27</td>
<td>77</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>33</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>Native American or Alaska Native</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Native Hawaiian and/or Pacific Islander</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: UMB students numbers from Fall 2022
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“Mattering and Affirmation” is one of six content areas in the NACCC survey

Overview of “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.

• Key topics
  • Student perceptions of mattering in campus LOCATIONS, CLASSROOMS, and at campus EVENTS
  • Affirmation of students from White professors and from professors of color
41% of UG students feel that they strongly or mostly matter at UMB; there was minor variation by race.

“Overall, to what extent do you feel like you matter at UMB?”

Overall Student of color Caucasian or White Arab or Arab American Asian or Asian American Black or African American Hispanic or Latinx Middle Eastern Native American or Alaska Native Native Hawaiian and/or Pacific Islander Another group not listed Two or more races

N= 2802 1964 838 54 545 481 443 33 5 4 5 50 349

- 5=I strongly matter
- 4=I mostly matter
- 3=I somewhat matter
- 2=I slightly matter
- 1=I don’t matter at all
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51% indicating “mattering” in the financial aid office; mattering higher for students of color

“To what extent do you matter in: Financial Aid Office”

Note: If number of responders was <6, data not shown
66% feel they “matter” in the tutoring center

“To what extent do you matter in: Tutoring or Learning Center”

LOCATIONS:
Tutoring/Learning Center

UNDERGRAD

Note: If number of responders was <6, data not shown
43% feel they “matter” in the dorms

“To what extent do you matter in: Dorms/Student Housing”

Note: If number of responders was <6, data not shown
67% feel they “matter” in the advising office.

“To what extent do you matter in: Academic Advising / Advising Office”

Note: If number of responders was <6, data not shown
48% feel they “matter” in the Campus Quad or Common Gathering Space

“To what extent do you matter in: Campus quad or common gathering space”

LOCATIONS: Quad / Common Spaces

Note: If number of responders was <6, data not shown
Location-based mattering higher than generally at UMB; especially in tutoring and advising.

“Overall, to what extent do you feel like you matter at UMB?”

- Overall at UMB: N=2802
- Financial Aid office: N=1408
- Tutoring or Learning Center: N=604
- Dorms/Student Housing: N=456
- Academic Advising / Advising Office: N=1871
- Campus Quad or Common Gathering Place: N=385

Responses:
- 5=I strongly matter
- 4=I mostly matter
- 3=I somewhat matter
- 2=I slightly matter
- 1=I don't matter at all
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Sense of mattering is high in classroom environments; especially in classes with professors of color.

“To what extent do you feel like you matter at UMB?”

- Overall at UMB
- Classes taught by white professors
- Classes taught by professors of color
- In office hours with TAs
- Classes in my major
- Classes outside of my major

N=                2802 2307 1742 436 1802 1460

5=I strongly matter  4=I mostly matter  3=I somewhat matter  2=I slightly matter  1=I don’t matter at all
Students of color feel a lower sense of mattering in courses taught by white professors

“To what extent do you feel like you matter in classes taught by white professors?”

Note: If number of responders was <6, data not shown
Sense of mattering high in classes taught by faculty of color; lowest for Asian students

“To what extent do you feel like you matter in classes taught by professors of color?”

Note: If number of responders was <6, data not shown.
Students of color feel a lower sense of mattering in classes in their major

“To what extent do you feel like you matter in classes in your [first] major?”

Note: If number of responders was <6, data not shown
Mattering high in classroom environments, higher with professors of color

“How often have you experienced the following from WHITE PROFESSORS?”

“How often have you experienced the following from PROFESSORS OF COLOR?”
Expressions of support lower for students of color in class with white professors

“How often have you experienced the following from WHITE PROFESSORS?”

- Welcoming facial expressions or words
- Concern for your feelings/experiences
- Support for your class contributions
- Availability for questions/guidance

Overall Student of color Caucasian or White

WELCOMING FACIAL EXPRESSIONS OR WORDS

CONCERN FOR YOUR FEELINGS/EXPERIENCES

SUPPORT FOR YOUR CLASS CONTRIBUTIONS

AVAILABILITY FOR QUESTIONS/GUIDANCE

Overall Student of color Caucasian or White
Expressions of support also lower for students of color in class with professors of color

“How often have you experienced the following from PROFESSORS OF COLOR?”

**WELCOMING FACIAL EXPRESSIONS OR WORDS**

- Overall: 100%
- Student of color: 100%
- Caucasian or White: 100%

**CONCERN FOR YOUR FEELINGS/EXPERIENCES**

- Overall: 90%
- Student of color: 90%
- Caucasian or White: 90%

**SUPPORT FOR YOUR CLASS CONTRIBUTIONS**

- Overall: 90%
- Student of color: 90%
- Caucasian or White: 90%

**AVAILABILITY FOR QUESTIONS/GUIDANCE**

- Overall: 100%
- Student of color: 100%
- Caucasian or White: 100%
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Arab & Middle Eastern students feel highest sense of mattering at UMB events; Asian students lowest

“**To what extent do you feel like you matter in events hosted by the school, departments, or campus organizations?**”

Note: If number of responders was <6, data not shown
Students generally feel a sense of mattering at social events

"To what extent do you feel like you matter in social events (parties or just hanging out)?"

Note: If number of responders was <6, data not shown
Students of color feel a lower sense of mattering at athletic events

“To what extent do you feel like you matter in college sporting events?”

Note: If number of responders was <6, data not shown
Sense of mattering is higher at events than overall at UMB

“To what extent do you feel like you matter at UMB?”

- Overall at UMB: 53%
- UMB-hosted events: 74%
- Greek events hosted by students of color: 72%
- Greek events hosted by white students: 72%
- Social events: 74%
- UMB athletic events: 74%
- Career or Job Fairs: 71%

N= 2802 1322 131 159 898 316 508

- 5=I strongly matter
- 4=I mostly matter
- 3=I somewhat matter
- 2=I slightly matter
- 1=I don’t matter at all
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• Mattering and Affirmation – GRAD
  • Locations
  • Classrooms
  • Events
• Comparison to peer institutions
• Recommendations and Next steps
51% of GRAD students feel that they strongly or mostly matter at UMB; there was minor variation by race.

"Overall, to what extent do you feel like you matter at UMB?"

Note: If number of responders was <6, data not shown.
Location-based mattering higher than generally at UMB; especially in tutoring and advising.

“Overall, to what extent do you feel like you matter at UMB?”

- Overall at UMB: N=558
- Financial Aid office: N=172
- Tutoring or Learning Center: N=58
- Dorms/Student Housing: N=211
- Academic Advising / Advising Office: N=88
- Campus Quad or Common Gathering Place: N=88

5=I strongly matter
4=I mostly matter
3=I somewhat matter
2=I slightly matter
1=I don't matter at all
Sense of mattering is high in classroom environments; especially in classes with professors of color

“To what extent do you feel like you matter at UMB?”

Overall at UMB

Classes taught by white professors

Classes taught by professors of color

In office hours with Tas

N= 558 369 326 116

5=I strongly matter
4=I mostly matter
3=I somewhat matter
2=I slightly matter
1=I don't matter at all
Sense of mattering is higher at events than overall at UMB

“To what extent do you feel like you matter at UMB?”

Note: If number of responders was <6, data not shown
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• Mattering and Affirmation – GRAD
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  • Events
• Comparison to peer institutions
• Recommendations and Next steps
52% feel they “matter” in the financial aid office

“To what extent do you matter in: Financial Aid Office”

LOCATIONS: Financial Aid Office

Note: If number of responders was <6, data not shown
69% feel they “matter” in the advising office.

“To what extent do you matter in: Academic Advising / Advising Office”

Note: If number of responders was <6, data not shown.
48% feel they “matter” in the Campus Quad or Common Gathering Space

“To what extent do you matter in: Campus quad or common gathering space”

Note: If number of responders was <6, data not shown
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Students of color feel a lower sense of mattering in courses taught by white professors

“To what extent do you feel like you matter in classes taught by white professors?”

Note: If number of responders was <6, data not shown
Sense of mattering high in classes taught by faculty of color; lowest for Asian students

“To what extent do you feel like you matter in classes taught by professors of color?”

CLASSROOMS: Professors of color

Note: If number of responders was <6, data not shown
Expressions of mattering are experienced at high levels in classes with faculty of color.

“How often have you experienced the following from WHITE PROFESSORS?”

“How often have you experienced the following from PROFESSORS OF COLOR?”
Expressions of mattering are experienced at high levels in classes with white faculty.

“How often have you experienced the following from WHITE PROFESSORS?”

- **Welcoming facial expressions or words**: Overall, 100% of students of color and Caucasian or White reported high levels of welcoming facial expressions or words.
- **Concern for your feelings/experiences**: Overall, 100% of students of color and Caucasian or White reported high levels of concern for their feelings and experiences.
- **Support for your class contributions**: Overall, 100% of students of color and Caucasian or White reported high levels of support for their class contributions.
- **Availability for questions/guidance**: Overall, 100% of students of color and Caucasian or White reported high levels of availability for questions and guidance.

Classrooms: White Professors
Graduate
Expressions of mattering are experienced at high levels in classes with faculty of color.

“How often have you experienced the following from PROFESSORS OF COLOR?”

**WELCOMING FACIAL EXPRESSIONS OR WORDS**

**CONCERN FOR YOUR FEELINGS/EXPERIENCES**

**SUPPORT FOR YOUR CLASS CONTRIBUTIONS**

**AVAILABILITY FOR QUESTIONS/GUIDANCE**

GRADES:

- Overall:
  - Welcoming Facial Expressions or Words: 100%
  - Concern for Your Feelings/Experiences: 100%
  - Support for Your Class Contributions: 100%
  - Availability for Questions/Guidance: 100%

- Student of Color:
  - Welcoming Facial Expressions or Words: 100%
  - Concern for Your Feelings/Experiences: 100%
  - Support for Your Class Contributions: 100%
  - Availability for Questions/Guidance: 100%

- Caucasian or White:
  - Welcoming Facial Expressions or Words: 100%
  - Concern for Your Feelings/Experiences: 100%
  - Support for Your Class Contributions: 100%
  - Availability for Questions/Guidance: 100%
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61% feel they “matter” at UMB events

“To what extent do you feel like you matter in events hosted by the school, departments, or campus organizations?”

Note: If number of responders was <6, data not shown
66% feel they “matter” at social events

“To what extent do you feel like you matter in social events (parties or just hanging out)?”

- Overall: 66%
- Student of color: 67%
- Caucasian or White: 67%
- Arab or Arab American: 67%
- Asian or Asian American: 67%
- Black or African American: 67%
- Hispanic or Latinx: 100%
- Middle Eastern: 100%
- Native American or Alaska Native: 100%
- Native Hawaiian and/or Pacific Islander: 100%
- Another group not listed: 67%
- Two or more races: 67%

Note: If number of responders was <6, data not shown
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Five institutions were used for the peer comparison group

<table>
<thead>
<tr>
<th>Institution</th>
<th># of students</th>
<th>Carnegie classification</th>
<th>Location</th>
<th>AANAPISI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan State University (MN)</td>
<td>5k-10k</td>
<td>Doctoral</td>
<td>Large City</td>
<td>Yes</td>
</tr>
<tr>
<td>Stockton University (NJ)</td>
<td>5k-10k</td>
<td>Masters</td>
<td>Suburb</td>
<td></td>
</tr>
<tr>
<td>Texas Southern University</td>
<td>5k-10k</td>
<td>Doctoral</td>
<td>Large City</td>
<td></td>
</tr>
<tr>
<td>University of Houston</td>
<td>&gt;10k</td>
<td>Doctoral</td>
<td>Large City</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Houston - Downtown</td>
<td>&gt;10k</td>
<td>Masters</td>
<td>Large City</td>
<td></td>
</tr>
</tbody>
</table>
Feelings of mattering in campus locations are lower at UMB than at peer schools

“To what extent do you feel like you matter at UMB in the following locations?”

Financial aid office

In the dorm / student housing

Academic Advising
Feelings of mattering in classrooms are lower at UMB than at peer schools

“To what extent do you feel like you matter at UMB in classes?”

- **Classes in your major**
  - UMB UG: 40%
  - Peers: 50%

- **Classes taught by white professors**
  - UMB UG: 40%
  - Peers: 50%

- **Classes taught by professors of color**
  - UMB UG: 50%
  - Peers: 60%
Feelings of mattering in at events are lower at UMB than at peer schools

“To what extent do you feel like you matter at UMB at events?”
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• Recommendations and Next steps
USC recommended action items in 5 areas

1. Assess campus identity
   - Assess whether a particular group seems to dominate the campus environment and whether any groups are excluded from taking part in the construction of the campus identity
     - In progress
   - Conduct a public space audit to ensure that inclusive imagery surrounds students. Physically walk the halls, classrooms, and lab spaces with students and see these from their perspective.
     - Ongoing process

2. Build standards of inclusive teaching
   - Have faculty regularly convene [for training] with professionals from centers for excellence in teaching and learning.
   - They should discuss standards of inclusive teaching and ways to engage instructional personnel in developing culturally sustaining and affirming practices.
   - Offer mini grants as incentives so faculty are encouraged to engage with inclusive instructional design methods.

3. Make data informed decisions
   - Identify racial disparities in students’ sense of mattering and their perception of faculty affirmation from the NACCC data, and prioritize support for student groups with the highest need.
USC recommended action items in 5 areas

1. **Assess campus identity**
   - Assess whether a particular group seems to dominate the campus environment and whether any groups are excluded from taking part in the construction of the campus identity.
   - Conduct a public space audit to ensure that inclusive imagery surrounds students. Physically walk the halls, classrooms, and lab spaces with students and see these from their perspective.

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   - Offer mini grants as incentives so faculty are encouraged to engage with inclusive instructional design methods.

3. Make data informed decisions
   - Identify racial disparities in students’ sense of mattering and their perception of faculty affirmation from the NACCC data, and prioritize support for student groups with the highest need.

   *Ongoing process*
USC recommended action items in 5 areas

4. Engage race consciousness in classroom practices
   - Collaborate with institutional research (IR) or information technology (IT) department to track student retention and graduation data by demographics.
     Complete, trying to get better
   - Disaggregate student data along various axes, including, but not limited to, race, class, gender, first-generation college student status, etc., and share with faculty so that they know whom they are teaching.
     In process

5. Train staff for inclusive environments
   - Train staff across the departments of student affairs, auxiliary centers, and campus police and security in meaningful ways to cultivate inclusive environments.
   - Provide a diversity, equity, and inclusiveness (DEI) training which explains and discusses implicit bias and microaggressions for staff annually. Each division and department should be encouraged to have their own training session for their staff.
   - Ensure staff have access to professional development funds and are encouraged to seek opportunities related to developing greater inclusion and equity skills.
USC recommended action items in 5 areas

4 Engage race consciousness in classroom practices

• Collaborate with institutional research (IR) or information technology (IT) department to track student retention and graduation data by demographics.

• Disaggregate student data along various axes, including, but not limited to, race, class, gender, first-generation college student status, etc., and share with faculty so that they know whom they are teaching.

5 Train staff for inclusive environments

• Train staff across the departments of student affairs, auxiliary centers, and campus police and security in meaningful ways to cultivate inclusive environments.

• Provide a diversity, equity, and inclusiveness (DEI) training which explains and discusses implicit bias and microaggressions for staff annually. Each division and department should be encouraged to have their own training session for their staff.

• Ensure staff have access to professional development funds and are encouraged to seek opportunities related to developing greater inclusion and equity skills.

Lots happening, we can get better
Keep an eye out for details about the November community session on Cross Racial Engagement

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 18, 2-3pm</td>
<td>• Mattering and Affirmation</td>
</tr>
<tr>
<td>November</td>
<td>• Cross Racial Engagement</td>
</tr>
<tr>
<td>February</td>
<td>• Racial Learning and Literacy</td>
</tr>
<tr>
<td>March</td>
<td>• Encounters with Racial Stress</td>
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<tr>
<td>April</td>
<td>• Appraisals of Institutional Commitment</td>
</tr>
<tr>
<td>May</td>
<td>• Impact of External Environments</td>
</tr>
</tbody>
</table>
Thank you!
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Overall, NACCC survey participation was fairly representative of UMB’s student population.

Note: Includes all UMB population from Fall 2022.
At the undergrad level, participation mostly reflected UMB’s student population

<table>
<thead>
<tr>
<th>Percent of undergraduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian or White</td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
</tr>
<tr>
<td>Black or African American</td>
</tr>
<tr>
<td>Asian or Asian American</td>
</tr>
<tr>
<td>Two or more races</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
</tr>
<tr>
<td>Native Hawaiian/Alaska Native</td>
</tr>
<tr>
<td>Arab or Arab American</td>
</tr>
<tr>
<td>Middle Eastern</td>
</tr>
<tr>
<td>Another group not listed</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Island</td>
</tr>
<tr>
<td>International (Non-Resident Alien)</td>
</tr>
<tr>
<td>Note:Includes all UMB population from Fall 2022</td>
</tr>
</tbody>
</table>
At the graduate level, Asian students participated at a very high rate and white students at a low rate.
At the undergrad level, participation by gender identity is generally representative of UMB population; cisgender women over-participated somewhat.

**Notes**

- NACCC survey uses different categories from UMB.
- NACCC survey’s “Other Identity” category includes a parenthetical as follows:
  - “Other Identity (transgender, genderfluid, genderqueer, non-binary, or a gender identity not listed)”
- UMB includes an “Unspecified/X” category (2 UG students in Fall ‘22).

**Note:** Includes all UMB population from Fall 2022.
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Students of color feel a lower sense of mattering in office hours with TAs

“*To what extent do you feel like you matter in office hours with teaching assistants?*”

Note: If number of responders was <6, data not shown
Students of color feel a lower sense of mattering in classes outside of their major

“To what extent do you feel like you matter in classes outside your major?”
**Black students highest sense of mattering at mostly-SOC Greek events (note: low N size)**

“To what extent do you feel like you matter in events hosted sororities/fraternities that are mostly students of color?”

**EVENTS:**
Greek events with SOC

Note: If number of responders was <6, data not shown

---

**U.S. Census Racial and Ethnic Categories:**
- Student of color
  - Caucasian or White
  - Arab or Arab American
  - Asian or Asian American
  - Black or African American
  - Hispanic or Latinx
  - Middle Eastern
  - Native American or Alaska Native
  - Native Hawaiian and/or Pacific Islander
  - Another group not listed
  - Two or more races

**Likert Scale:**
- 5=I strongly matter
- 4=I mostly matter
- 3=I somewhat matter
- 2=I slightly matter
- 1=I don’t matter at all

---

*Note: If number of responders was <6, data not shown*
General low sense of mattering at mostly-white Greek events (note: low N size)

“To what extent do you feel like you matter in events hosted sororities/fraternities that are mostly Caucasian or white students?”

EVENTS:
Greek events w/ white students

Note: If number of responders was <6, data not shown
Students of color feel a higher sense of mattering at career and job fairs

“*To what extent do you feel like you matter in career or job fairs?”*
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• Comparison to peers
• Recommendations and Next steps
Students of color feel a higher sense of mattering at career and job fairs

“To what extent do you feel like you matter in career or job fairs?”

EVENTS:
Career fairs

Note: If number of responders was <6, data not shown
“How often have you experienced WELCOMING FACIAL EXPRESSIONS OR WORDS from white professors?”

Note: If number of responders was <6, data not shown
“How often have you experienced CONCERN FOR YOUR FEELINGS/EXPERIENCES from white professors?”

**CLASSROOMS:**
- **Graduate**

- **Overall Student of color Caucasian or White Arab or Arab American Asian or Asian American Black or African American Hispanic or Latinx Middle Eastern Native American or Alaska Native Native Hawaiian and/or Pacific Islander Another group not listed Two or more races

- **N=10**
- **N=11**

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Note: If number of responders was <6, data not shown.
“How often have you experienced SUPPORT FOR YOUR CLASS CONTRIBUTIONS from white professors?”

Note: If number of responders was <6, data not shown
"How often have you experienced AVAILABILITY FOR QUESTIONS/GUIDANCE from white professors?"

Note: If number of responders was <6, data not shown.