

Towson University
Response Rate:
Selected Demographics

Racial identity

	Percent of Total NACCC Respondents^
Arab or Arab American	1%
Asian or Asian American	9%
Black or African American	27%
Caucasian or White	60%
Hispanic or Latino/a/x or Chicano/a/x	9%
Mestizo/a	<1%
Middle Eastern	2%
Native American and/or Alaska Native	1%
Native Hawaiian and/or Pacific Islander	1%
South Asian/Desi American	2%
Groups not listed	1%

^Totals may sum to more than 100% because students can select multiple identities

Gender identity

	Percent of Total NACCC Respondents†
Woman	68%
Man	30%
Gender nonconforming, transgender, non-binary, or a gender identity not listed	2%

†Detail may not sum to totals because of rounding

Class year

Percent of Total
NACCC Respondents†

First year or Freshman	19%
Second year or Sophomore	18%
Third year or Junior	26%
Fourth year or beyond or Senior	30%
Identifies by credits completed rather than by a particular year	7%

†Detail may not sum to totals because of rounding

Transferred to Towson University

Percent of Total
NACCC Respondents†

No	57%
Yes	43%

†Detail may not sum to totals because of rounding

Attendance status

Percent of Total
NACCC Respondents†

Full-time	93%
Part-time	6%
Other	<1%

†Detail may not sum to totals because of rounding

Employment status

	Percent of Total NACCC Respondents†
Does not work	34%
Works full-time	9%
Works part-time	55%
Other working arrangement	2%

†Detail may not sum to totals because of rounding

Class-taking format

	Percent of Total NACCC Respondents†
All in person	72%
Mostly in person	15%
Online and in person	13%
Mostly online	<1%
All online	<1%

†Detail may not sum to totals because of rounding

Lives on or off campus

	Percent of Total NACCC Respondents†
Lives on campus	37%
Lives off campus	63%

†Detail may not sum to totals because of rounding

Ever received Pell Grant

Percent of Total
NACCC Respondents†

Yes	39%
No	53%
Does not know	8%

†Detail may not sum to totals because of rounding

Any parent/guardian went to college beyond high school

Percent of Total
NACCC Respondents†

Yes	76%
No	24%

†Detail may not sum to totals because of rounding

Siblings went to college first

Percent of Total
NACCC Respondents†

Yes	52%
No	48%
Does not know	<1%

†Detail may not sum to totals because of rounding

Veteran or currently serving in a branch of the U.S. Armed Forces

Percent of Total
NACCC Respondents†

Yes	2%
No	98%

†Detail may not sum to totals because of rounding

Member of NCAA intercollegiate sports team

Percent of Total
NACCC Respondents†

Yes	3%
No	97%

†Detail may not sum to totals because of rounding

Member of fraternity or sorority on campus

Percent of Total
NACCC Respondents†

Yes	12%
No	88%

†Detail may not sum to totals because of rounding

Diagnosed with a disability

Percent of Total
NACCC Respondents†

Yes	12%
No	88%

†Detail may not sum to totals because of rounding

Sexual orientation

Percent of Total
NACCC Respondents^

Straight/Heterosexual	85%
Bisexual	9%
Gay	2%
Lesbian	2%
Queer	2%
Questioning	1%
Asexual	1%
Pansexual	2%
A sexual orientation not listed	1%

^Totals may sum to more than 100% because students can select multiple identities

Religious or cultural affiliation

Percent of Total
NACCC Respondents^

No affiliation	18%
Buddhism	2%
Catholicism	20%
Christianity	42%
Hinduism	1%
Islam	3%
Judaism	5%
Nonreligious (secular/agnostic/atheist)	13%
An affiliation not listed	2%

^Totals may sum to more than 100% because students can select multiple identities

Age

Percent of Total
NACCC Respondents†

18-21 years old	67%
22-34 years old	30%
35-49 years old	2%
50 years old or older	1%

†Detail may not sum to totals because of rounding

United States citizen

Percent of Total
NACCC Respondents†

Yes	94%
DACA or Temporary Protected Status (TPS)	1%
Resident or other non-citizen	4%
On a student visa (F1, F2, J1, J2)	1%

†Detail may not sum to totals because of rounding

**Towson University
NACCC Data Collection**

Date	Day of the Week	Email	Name of Email Sender
8-Apr-19	Monday	Invitation Email	TU Vice Presidents Leah Cox & Deb Moriarty
15-Apr-19	Monday	Reminder #1	""
22-Apr-19	Monday	Reminder #2	""
25-Apr-19	Thursday	Email to Partial Survey Completers	""
29-Apr-19	Monday	Reminder #3	""
2-May-19	Thursday	Reminder #4	""
6-May-19	Monday	Email to Partial Survey Completers	""
7-May-19	Tuesday	Reminder #5	""
8-May-19	Wednesday	Email to Partial Survey Completers	""
9-May-19	Thursday	Reminder #6	""
10-May-19	Friday	Email to Partial Survey Completers	""
10-May-19	Friday	Data Collection End Date	N/A

"" means same as above

Total Sample Present:	18,642
Final Response Rate*:	22%

*Includes surveys with usable partial data

Incentive	Beginning Cumulative Response Rate
TU swag items	N/A
Ten (10) \$15 gift cards to the TU Bookstore	
One (1) \$500 TU Bookstore gift card	
One (1) winner of a \$500 TU ID card credit	6%
Ten (10) winners of a \$50 TU ID card credit	
One (1) winner of a Keurig brewer	
One (1) winner of a pair of Apple AirPods	
One (1) winner of a Bose Soundlink Speaker	
One (1) winner of BeatsX earphones	
""	11%
""	N/A
""	15%
""	18%
""	N/A
""	20%
""	N/A
""	21%
""	N/A
N/A	22%

NACCC Content Area	Selected Tables
Mattering and Affirmation	
M1	Student perceptions of mattering in campus locations
M2	Student perceptions of mattering in classrooms
M3	Student perceptions of mattering at campus events
M4	Affirmation of students from White professors
M5	Affirmation of students from professors of color
M6	Supplemental tables: Affirmation of students from professors
Cross-Racial Engagement	
CR1	Feelings regarding conversations about race with White students
CR2	Feelings regarding conversations about race with students of color
CR3	Frequency of conversations about selected political topics with White students
CR4	Frequency of conversations about selected political topics with students of color
Racial Learning and Literacy	
RL1	Where students learn about race on campus
RL2	Who on campus helps students learn about race
RL3a	Believe racial diversity not applicable to major
RL3b	Racial diversity reflected in classes in major
RL4	Preparation for living in a racially diverse society
Encounters with Racial Stress	
RS1	Rating of campus racial tensions
RS2	Rating of overall campus racial climate
RS3	Impact of campus racial climate on personal well-being
RS4	Rating of campus racial segregation
RS5	Frequency of experiencing racism in campus locations
RS6	Frequency of experiencing racism in academic spaces
RS7	Frequency of experiencing racism at campus events
RS8	Feelings of personal well-being on campus
RS9	Experiences with racist incidents on campus
RS10	Impact of campus racist incidents on personal well-being
RS11	Experiences with racial microaggressions in classrooms
RS12	Impact of classroom racial microaggressions on personal well-being
RS13	Experiences with racial microaggressions on campus
RS14	Impact of campus racial microaggressions on personal well-being
Appraisals of Institutional Commitment	
IC1	Rating of campus racial diversity
IC2	Rating of how campus administration deals with racism or racist incidents
IC3	Rating of commitment of administration to campus equity and inclusion
Impact of External Environments	
EE1	Feelings of personal well-being in city/town surrounding campus

NACCC Content Area	Selected Tables
EE2	Feeling of personal well-being in hometown
EE3	Experiences of racism in external environments
EE4	Supplemental tables: Racial makeup of high school and neighborhood

M1. NACCC: Student perceptions of mattering in campus locations

Question: To what extent do you feel you matter in each of the following locations at Towson University?
 Question Type: 5-point scale (don't matter at all/slightly matter/somewhat matter/mostly matter/strongly matter)
 Administered to: Respondents who had spent any time in any of these campus locations in this school year
 Items: Number: Number:
 White students Students of color

Items	White students	Students of color
Financial aid office	363	703
Tutoring or learning center	544	735
Dorms/student housing	1,055	1,090
Academic advising office	1,088	1,107
Campus quad or common gathering space	1,341	1,177

Percent of students who felt they "don't matter at all" or "slightly matter" in these campus locations in this school year:

Items Percent: Percent:
 White students Students of color

Items	White students	Students of color
Financial aid office	35%	28% *
Tutoring or learning center	14%	12%
Dorms/student housing	28%	24% *
Academic advising office	15%	15%
Campus quad or common gathering space	34%	28% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who felt they "mostly matter" or "strongly matter" in these campus locations in this school year:

Items Percent: Percent:
 White students Students of color

Items	White students	Students of color
Financial aid office	42%	47%
Tutoring or learning center	63%	67%
Dorms/student housing	44%	52% *
Academic advising office	63%	64%
Campus quad or common gathering space	33%	38% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

M2. NACCC: Student perceptions of mattering in classrooms

Question: To what extent do you feel you matter in each of the following types of classrooms at Towson University?

Question Type: 5-point scale (don't matter at all/slightly matter/somewhat matter/mostly matter/strongly matter)

Administered to: Respondents who had spent any time in these types of classrooms in this school year

Items: Number: Number:
White students Students of color

Classes taught by Caucasian or White professors	1,979	1,688
Classes taught by professors of color	1,482	1,168
Classes in major(s)	1,864	1,581
Classes in second major	162	123
Classes outside of major(s)	1,475	1,297

Percent of students who felt they "don't matter at all" or "slightly matter" in these types of classrooms in this school year:

Items	Percent: White students	Percent: Students of color
Classes taught by Caucasian or White professors	10%	20% *
Classes taught by professors of color	11%	10%
Classes in major(s)	7%	11% *
Classes in second major	6%	12% *
Classes outside of major(s)	20%	21%

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who felt they "mostly matter" or "strongly matter" in these types of classrooms in this school year:

Items	Percent: White students	Percent: Students of color
Classes taught by Caucasian or White professors	66%	49% *
Classes taught by professors of color	66%	71% *
Classes in major(s)	79%	69% *
Classes in second major	78%	67% *

Classes outside of major(s)

50%

47% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

M3. NACCC: Student perceptions of mattering at campus events

Question:	To what extent do you feel you matter at each of the following events at Towson University?	
Question Type:	5-point scale (don't matter at all/slightly matter/somewhat matter/mostly matter/strongly matter)	
Administered to:	Respondents who had spent any time at these events in this school year	
Items:	Number: White students	Number: Students of color
Events hosted by campus organizations or clubs	1,063	1,222
Events hosted by sororities/fraternities that are mostly students of color	135	466
Events hosted by sororities/fraternities that are mostly Caucasian or White students	545	256
Social events (parties or just hanging out)	1,267	1,178
College sporting events	988	720

Percent of students who felt they "don't matter at all" or "slightly matter" at these events in this school year:

Items	Percent: White students	Percent: Students of color
Events hosted by campus organizations or clubs	15%	17%
Events hosted by sororities/fraternities that are mostly students of color	23%	17%
Events hosted by sororities/fraternities that are mostly Caucasian or White students	15%	35% *
Social events (parties or just hanging out)	10%	17% *
College sporting events	33%	33%

* Statistically significant difference between White students and students of color at p≤.05 for item

Percent of students who felt they "mostly matter" or "strongly matter" at these events in this school year:

Items	Percent: White students	Percent: Students of color
Events hosted by campus organizations or clubs	55%	55%

Events hosted by sororities/fraternities that are mostly students of color	45%	60% *
Events hosted by sororities/fraternities that are mostly Caucasian or White students	56%	36% *
Social events (parties or just hanging out)	60%	52% *
College sporting events	36%	35%

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

M4. NACCC: Affirmation of students from White professors

Question: At Towson University, in this school year, how often have you experienced the following from Caucasian or White professors?

Question Type: 5-point frequency scale (never/once in awhile/sometimes/often/almost always)

Administered to: Respondents who had classes taught by Caucasian or White professors in this school year

Items: Number: Number:
White students Students of color

Welcoming facial expressions and/or words	1,979	1,688
Concern for feelings or experiences	1,979	1,688
Support for contributions to class discussions	1,979	1,688
Availability outside of the classroom for questions and guidance	1,979	1,688

Percent of students who "never" or "once in a while" received affirmations from Caucasian or White professors in this school year:

Items	Percent: White students	Percent: Students of color
Welcoming facial expressions and/or words	5%	13% *
Concern for feelings or experiences	14%	26% *
Support for contributions to class discussions	6%	14% *
Availability outside of the classroom for questions and guidance	5%	11% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who "often" or "almost always" received affirmations from Caucasian or White professors in this school year:

Items	Percent: White students	Percent: Students of color
Welcoming facial expressions and/or words	79%	65% *
Concern for feelings or experiences	61%	47% *
Support for contributions to class discussions	75%	62% *
Availability outside of the classroom for questions and guidance	80%	68% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

M6. Supplemental tables: Affirmation of students from professors

Combinations of results from Tabs M4 and M5 are presented here for reference. No difference tests were performed.

Number of students who indicated spending any time in the following types of classrooms in this school year:

	Number: White students	Number: Students of color
Had classes taught by Caucasian or White professors	1,979	1,688
Had classes taught by professors of color	1,482	1,168

Percent of White students who "never" or "once in a while" received affirmations in this school year:

	Percent: From White Professors	Percent: From Professors of Color
Welcoming facial expressions and/or words	5%	7%
Concern for feelings or experiences	14%	13%
Support for contributions to class discussions	6%	8%
Availability outside of the classroom for questions and guidance	5%	8%

Percent of students of color who "never" or "once in a while" received affirmations in this school year:

	Percent: From White Professors	Percent: From Professors of Color
Welcoming facial expressions and/or words	13%	7%
Concern for feelings or experiences	26%	13%
Support for contributions to class discussions	14%	9%
Availability outside of the classroom for questions and guidance	11%	8%

Percent of White students who "often" or "almost always" received affirmations in this school year:

	Percent: From White Professors	Percent: From Professors of Color
Welcoming facial expressions and/or words	79%	76%
Concern for feelings or experiences	61%	65%
Support for contributions to class discussions	75%	75%
Availability outside of the classroom for questions and guidance	80%	74%

Percent of students of color who "often" or "almost always" received affirmations in this school year:

	Percent: From White Professors	Percent: From Professors of Color
Welcoming facial expressions and/or words	65%	78%
Concern for feelings or experiences	47%	69%
Support for contributions to class discussions	62%	76%
Availability outside of the classroom for questions and guidance	68%	75%

CR2. NACCC: Feelings regarding conversations about race with students of color

Question: How do you feel about being engaged in conversations about race with students of color from Towson University?

Question Type: 7-point scale with opposing dimensions

Administered to: All respondents

Items: Number: Number:
White students Students of color

Nervous (1) to Calm (7)	2,118	1,893
Powerless (1) to Empowered (7)	2,113	1,888
Closed-off (1) to Open (7)	2,109	1,887
Discouraged (1) to Encouraged (7)	2,108	1,886

Percent of students who felt nervous, powerless, closed-off, or discouraged about being engaged in conversations about race with students of color:

Items Percent: Percent:
White students Students of color

Feel nervous or mostly nervous	13%	4% *
Feel powerless or mostly powerless	12%	3% *
Feel closed-off or mostly closed-off	12%	3% *
Feel discouraged or mostly discouraged	12%	4% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who felt calm, empowered, open, or encouraged about being engaged in conversations about race with students of color:

Items Percent: Percent:
White students Students of color

Feel calm or mostly calm	50%	76% *
Feel empowered or mostly empowered	28%	65% *
Feel open or mostly open	45%	74% *
Feel encouraged or mostly encouraged	34%	65% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

CR1. NACCC: Feelings regarding conversations about race with White students

Question: How do you feel about being engaged in conversations about race with Caucasian or White students from Towson University?

Question Type: 7-point scale with opposing dimensions

Administered to: All respondents

Items: Number: Number:
White students Students of color

Nervous (1) to Calm (7)	2,156	1,930
Powerless (1) to Empowered (7)	2,148	1,921
Closed-off (1) to Open (7)	2,145	1,918
Discouraged (1) to Encouraged (7)	2,139	1,913

Percent of students who felt nervous, powerless, closed-off, or discouraged about being engaged in conversations about race with White students:

Items Percent: Percent:
White students Students of color

Feel nervous or mostly nervous	4%	11% *
Feel powerless or mostly powerless	4%	7% *
Feel closed-off or mostly closed-off	5%	12% *
Feel discouraged or mostly discouraged	6%	12% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who felt calm, empowered, open, or encouraged about being engaged in conversations about race with White students:

Items Percent: Percent:
White students Students of color

Feel calm or mostly calm	69%	53% *
Feel empowered or mostly empowered	34%	34%
Feel open or mostly open	57%	43% *
Feel encouraged or mostly encouraged	37%	30% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

CR3. NACCC: Frequency of conversations about selected political topics with White students

Question: In this school year, how often have you had conversations about each of the following with Caucasian or White students from Towson University?
 Question Type: 5-point frequency scale (never/once in awhile/sometimes/often/almost always)
 Administered to: All respondents who had conversations about any of the following topics with other students in this school year

Items:	Number: White students	Number: Students of color
The presidency of Donald Trump	1,487	1,297
The Black Lives Matter movement	908	930
Ending of DACA (Deferred Action for Childhood Arrivals)	539	567
Policies restricting travel from other countries	790	671

Percent of students who "never" or "once in a while" had these conversations with White students in this school year:

Items	Percent: White students	Percent: Students of color
The presidency of Donald Trump	26%	45% *
The Black Lives Matter movement	44%	64% *
Ending of DACA (Deferred Action for Childhood Arrivals)	46%	62% *
Policies restricting travel from other countries	42%	60% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who "often" or "almost always" had these conversations with White students in this school year:

Items	Percent: White students	Percent: Students of color
The presidency of Donald Trump	43%	26% *
The Black Lives Matter movement	19%	14% *
Ending of DACA (Deferred Action for Childhood Arrivals)	19%	12% *
Policies restricting travel from other countries	21%	14% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

CR4. NACCC: Frequency of conversations about selected political topics with students of color

Question: In this school year, how often have you had conversations about each of the following with students of color from Towson University?

Question Type: 5-point frequency scale (never/once in awhile/sometimes/often/almost always)

Administered to: All respondents who had conversations about any of the following topics with other students in this school year

Items: Number: Number:
White students Students of color

Items	White students	Students of color
The presidency of Donald Trump	1,484	1,292
The Black Lives Matter movement	905	928
Ending of DACA (Deferred Action for Childhood Arrivals)	536	564
Policies restricting travel from other countries	787	667

Percent of students who "never" or "once in a while" have these conversations with students of color:

Items	Percent: White students	Percent: Students of color
The presidency of Donald Trump	35%	20% *
The Black Lives Matter movement	37%	19% *
Ending of DACA (Deferred Action for Childhood Arrivals)	44%	27% *
Policies restricting travel from other countries	44%	26% *

* Statistically significant difference between White students and students of color at p≤.05 for item

Percent of students who "often" or "almost always" have these conversations with students of color:

Items	Percent: White students	Percent: Students of color
The presidency of Donald Trump	37%	53% *
The Black Lives Matter movement	28%	50% *
Ending of DACA (Deferred Action for Childhood Arrivals)	21%	40% *
Policies restricting travel from other countries	22%	39% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

RL1. NACCC: Where students learn about race on campus

Question:	At Towson University, where have you learned about race?	
Question Type:	Check-all that apply	
Administered to:	All respondents	
Items:	Number:	Number:
	White students	Students of color
	2,077	1,859

Percent of students who did not learn about race anywhere on campus:

Items	Percent:	Percent:
	White students	Students of color
Did not learn about race anywhere on campus	15%	16%

Percent of students who learned about race in-class:

Items	Percent:	Percent:	*
	White students	Students of color	
Did not learn about race in class	27%	34%	
Learned about race in class	73%	66%	

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who learned about race outside of class:

Items	Percent:	Percent:	*
	White students	Students of color	
Did not learn about race outside of class	35%	32%	
Learned about race outside of class	65%	68%	

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

RL2. NACCC: Who on campus helps students learn about race

Question:	At Towson University, who helps you to learn about race?	
Question Type:	Check-all that apply	
Administered to:	All respondents	
Items:	Number:	Number:
	White students	Students of color
All items (including professors, staff/administrators, and peers)	2,071	1,851

Percent of students who did not learn about race from anyone on campus:

Items	Percent:	Percent:
	White students	Students of color
Did not learn about race from anyone on campus	18%	19%

Percent of students who learned about race from professors:

Items	Percent:	Percent:	*
	White students	Students of color	
Did not learn from professors	34%	44%	
Learned from professors	66%	56%	

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who learned about race from staff/administrators:

Items	Percent:	Percent:	*
	White students	Students of color	
Did not learn from staff/administrators	59%	64%	
Learned from staff/administrators	41%	36%	

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who learned about race from peers:

Items

Percent:

Percent:

White students

Students of color

Did not learn from peers

31%

33%

Learned from peers

69%

67%

RL3a. NACCC: Believe racial diversity not applicable to major

Question: In this school year, to what extent do the following in classes you have taken in your major(s) reflect racial diversity?
 Question Type: 5-point scale (do not at all/slightly/somewhat/mostly/strongly reflect racial diversity) with not applicable as an option
 Administered to: All respondents who had declared a major
 Items: Number: Number:
 White students Students of color

	White students	Students of color
Students in class	2,006	1,784
Authors assigned for reading/on the syllabus	2,008	1,784
Topics of classroom discussion	2,007	1,784

Percent of students who felt these areas were not applicable to reflecting racial diversity in their major:

Items	Percent: White students	Percent: Students of color
Students in class	9%	9%
Authors assigned for reading/on the syllabus	26%	23% *
Topics of classroom discussion	19%	17%

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

RL3b. NACCC: Racial diversity reflected in classes in major

Question: In this school year, to what extent do the following in classes you have taken in your major(s) reflect racial diversity?
 Question Type: 5-point scale (do not at all/slightly/somewhat/mostly/strongly reflect racial diversity) with not applicable as an option
 Administered to: All respondents who had declared a major, except those who said racial diversity was not applicable to the below items
 Items: Number: Number:
 White students Students of color

Items	White students	Students of color
Students in class	1,835	1,626
Authors assigned for reading/on the syllabus	1,484	1,378
Topics of classroom discussion	1,626	1,483

Percent of students who felt these areas "do not at all" or "slightly" reflected racial diversity in their major:

Items Percent: Percent:
 White students Students of color

Items	White students	Students of color
Students in class	20%	33% *
Authors assigned for reading/on the syllabus	32%	49% *
Topics of classroom discussion	29%	43% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who felt these areas "mostly" or "strongly" reflected racial diversity in their major:

Items Percent: Percent:
 White students Students of color

Items	White students	Students of color
Students in class	53%	38% *
Authors assigned for reading/on the syllabus	38%	26% *
Topics of classroom discussion	40%	30% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

RL4. NACCC: Preparation for living in a racially diverse society

Question:	How well do you think Towson University is preparing you for the following?	
Question Type:	5-point scale (not at all/slightly/somewhat/mostly/strongly preparing)	
Administered to:	All respondents	
Items:	Number:	Number:
	White students	Students of color
Working in a racially-diverse setting	1,957	1,753
Living in a racially-diverse neighborhood	1,938	1,745
Sending children to racially-diverse schools	1,919	1,726
Interacting with individuals of races that are different than mine	1,954	1,756

Percent of students who felt Towson University "not preparing them at all" or "slightly" preparing them:

Items	Percent: White students	Percent: Students of color
Working in a racially-diverse setting	12%	23% *
Living in a racially-diverse neighborhood	17%	28% *
Sending children to racially-diverse schools	18%	30% *
Interacting with individuals of races that are different than mine	12%	23% *

* Statistically significant difference between White students and students of color at p≤.05 for item

Percent of students who felt Towson University "mostly" or "strongly" preparing them:

Items	Percent: White students	Percent: Students of color
Working in a racially-diverse setting	69%	51% *
Living in a racially-diverse neighborhood	60%	45% *
Sending children to racially-diverse schools	59%	43% *
Interacting with individuals of races that are different than mine	67%	53% *

* Statistically significant difference between White students and students of color at p≤.05 for item

RS1. NACCC: Rating of campus racial tensions

Question: Has racial tension increased at Towson University as a result of the following political influences?
 Question Type: 5-point scale (not at all/a little bit/some/quite a bit/a great amount)
 Administered to: All respondents
 Items: Number: Number:
 White students Students of color

The presidency of Donald Trump	1,937	1,730
Ending of DACA (Deferred Action for Childhood Arrivals)	1,573	1,478
Policies restricting travel from other countries	1,763	1,577

Percent of students who felt tensions increased "quite a bit" or "a great amount":

Items Percent: Percent:
 White students Students of color

The presidency of Donald Trump	44%	48% *
Ending of DACA (Deferred Action for Childhood Arrivals)	14%	20% *
Policies restricting travel from other countries	13%	18% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who felt tensions did not increase "at all" or only "a little bit":

Items Percent: Percent:
 White students Students of color

The presidency of Donald Trump	18%	14% *
Ending of DACA (Deferred Action for Childhood Arrivals)	42%	36% *
Policies restricting travel from other countries	39%	36%

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

RS2. NACCC: Rating of overall campus racial climate

Question:	In your opinion, how racist is the overall environment of Towson University?		
Question Type:	5-point scale (not at all/slightly/somewhat/mostly/strongly racist)		
Administered to:	All respondents		
Items:	Number:	Number:	
	White students	Students of color	
	Strongly racist to Not at all racist	2,014	1,798

Percent of students by item:

Items:	Percent: White students	Percent: Students of color	*
Strongly racist	1%	2%	
Mostly racist	2%	5%	
Somewhat racist	14%	22%	
Slightly racist	39%	42%	
Not at all racist	44%	30%	

* Statistically significant difference between White students and students of color at $p \leq .05$ for question

RS3. NACCC: Impact of campus racial climate on personal well-being

Question:	Has the overall racial environment on your campus resulted in any of the following?	
Question Type:	Check-all that apply	
Administered to:	All respondents, except those who said the campus was not at all racist	
Items:	Number:	Number:
	White students	Students of color
	All well-being items	
	1,126	1,261

Percent of students who experienced any after effects on personal well-being from racist campus climate‡

Items	Percent: White students	Percent: Students of color
Decline in academic performance/grades	3%	9% *
Decline in physical health	2%	4% *
Decline in emotional well-being	9%	16% *
Feelings of frustration and/or anger	35%	42% *
Feelings of loneliness, not belonging, and/or isolation	13%	36% *
Increase in personal motivation or activism to make change	27%	34% *

‡For this question, totals in columns can sum to more than 100% as students can select multiple options

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who did not experience any after effects on personal well-being from racist campus climate

Items	Percent: White students	Percent: Students of color
Did not experience any after effects	48%	33% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

RS4. NACCC: Rating of campus racial segregation

Question:	In your opinion, how racially segregated is the overall environment of Towson University?		
Question Type:	5-point scale (not at all/slightly/somewhat/mostly/strongly racially segregated)		
Administered to:	All respondents		
Items:	Number:	Number:	
	White students	Students of color	
Strongly racially segregated to Not at all racially segregated	2,011	1,794	

Percent of students by item:

Item	Percent: White students	Percent: Students of color	*
Strongly racially segregated	2%	6%	
Mostly racially segregated	7%	14%	
Somewhat racially segregated	22%	25%	
Slightly racially segregated	34%	30%	
Not at all racially segregated	35%	25%	

* Statistically significant difference between White students and students of color at $p \leq .05$ for question

RS5. NACCC: Frequency of experiencing racism in campus locations

Question: In this school year, how often have you personally experienced racism happening in each of the following at Towson University?

Question Type: 5-point frequency scale (never/once in awhile/sometimes/often/almost always)

Administered to: Respondents who had spent any time in these campus locations in this school year

Items:	Number: White students	Number: Students of color
Financial aid office	337	646
Tutoring or learning center	505	669
Dorms/student housing	978	995
Academic advising office	1,007	1,005
Campus police or security◊	1,999	1,782
Campus quad or common gathering space	1,239	1,072

◊ All respondents received this item

Percent of students who experienced racism in campus locations at least one time in this school year:

Items	Percent: White students	Percent: Students of color
Financial aid office	6%	17% *
Tutoring or learning center	5%	14% *
Dorms/student housing	19%	30% *
Academic advising office	4%	13% *
Campus police or security	8%	15% *
Campus quad or common gathering space	21%	32% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who "never" experienced racism in campus locations in this school year:

Items	Percent: White students	Percent: Students of color
-------	----------------------------	-------------------------------

Financial aid office	94%	83% *
Tutoring or learning center	95%	86% *
Dorms/student housing	81%	70% *
Academic advising office	96%	87% *
Campus police or security	92%	85% *
Campus quad or common gathering space	79%	68% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

RS7. NACCC: Frequency of experiencing racism at campus events

Question:	In this school year, how often have you personally experienced racism happening in each of these spaces at Towson University?	
Question Type:	5-point frequency scale (never/once in awhile/sometimes/often/almost always)	
Administered to:	Respondents who had spent any time at these events in this school year	
Items:	Number:	Number:
	White students	Students of color
Events hosted by campus organizations or clubs	980	1,126
Events hosted by sororities/fraternities that are mostly students of color	123	429
Events hosted by sororities/fraternities that are mostly Caucasian or White students	492	229
Social events (parties or just hanging out)	1,170	1,078
College sporting events	901	664

Percent of students who experienced racism at campus events at least one time in this school year:

Items	Percent: White students	Percent: Students of color
Events hosted by campus organizations or clubs	12%	22% *
Events hosted by sororities/fraternities that are mostly students of color	24%	17%
Events hosted by sororities/fraternities that are mostly Caucasian or White students	21%	40% *
Social events (parties or just hanging out)	27%	40% *
College sporting events	14%	23% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who "never" experienced racism at campus events in this school year:

Items	Percent: White students	Percent: Students of color
Events hosted by campus organizations or clubs	88%	78% *
Events hosted by sororities/fraternities that are mostly students of color	76%	83%

Events hosted by sororities/fraternities that are mostly Caucasian or White students	79%	60% *
Social events (parties or just hanging out)	73%	60% *
College sporting events	86%	77% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

RS9. NACCC: Experiences with racist incidents on campus

Question:	Have you personally experienced or heard about any of the following happening at Towson University?	
Question Type:	Check-all that apply	
Administered to:	All respondents	
Items:	Number:	Number:
	White students	Students of color
	All racist incident items	1,994
		1,778

Percent of students who personally experienced or heard about these racist incidents on campus‡

Items	Percent: White students	Percent: Students of color
Race-based physical attack	12%	15% *
Race-based verbal attack (e.g., being called a racially-offensive name)	35%	41% *
Racist signs, symbols, or graffiti (e.g., flags, banners, clothing)	35%	43% *
Race-based physical aggression (e.g., being bumped into on purpose)	13%	19% *
Racially-offensive theme party or event	6%	12% *
Something else not listed	3%	3%

‡For this question, totals in columns can sum to more than 100% as students can select multiple options

* Statistically significant difference between White students and students of color at p≤.05 for item

Percent of students who had not experienced or heard about these racist incidents on campus

Items	Percent: White students	Percent: Students of color
None of the above	48%	38% *

* Statistically significant difference between White students and students of color at p≤.05 for item

RS10. NACCC: Impact of campus racist incidents on personal well-being

Question:	Did any of these incidents result in the following?	
Question Type:	Check-all that apply	
Administered to:	All respondents who indicated personally experiencing or hearing about any campus racist incidents (in Tab RS9)	
Items:	Number:	Number:
	White students	Students of color
	1,031	1,094

Percent of students who experienced any after effects on personal well-being from campus racist incidents‡

Items	Percent: White students	Percent: Students of color
Decline in academic performance/grades	3%	5% *
Decline in physical health	1%	3% *
Decline in emotional well-being	8%	13% *
Feelings of frustration and/or anger	47%	54% *
Feelings of loneliness, not belonging, and/or isolation	7%	18% *
Increase in personal motivation or activism to make change	27%	28%

‡For this question, totals in columns can sum to more than 100% as students can select multiple options

* Statistically significant difference between White students and students of color at p≤.05 for item

Percent of students who did not experience any after effects on personal well-being from campus racist incidents

Items	Percent: White students	Percent: Students of color
Did not experience any after effects	42%	34% *

* Statistically significant difference between White students and students of color at p≤.05 for item

RS11. NACCC: Experiences with racial microaggressions in classrooms

Question:	Have you personally experienced any of the following while in classrooms at Towson University?	
Question Type:	Check-all that apply	
Administered to:	All respondents	
Items:	Number: White students	Number: Students of color
	All racial microaggressions in classrooms items	1,991 1,775

Percent of students who personally experienced microaggressions in classrooms‡

Items	Percent: White students	Percent: Students of color
Being viewed as naturally more able than others in classes	11%	9% *
Being viewed as naturally less able than others in classes	4%	17% *
Not speaking out in class about topics related to race because of negative reactions by professors and/or classmates	22%	23%
Being asked or expected to represent the views of student's entire race in class discussions	8%	24% *
Something else not listed	1%	1%

‡For this question, totals in columns can sum to more than 100% as students can select multiple options

* Statistically significant difference between White students and students of color at p≤.05 for item

Percent of students who had not personally experienced microaggressions in classrooms

Items	Percent: White students	Percent: Students of color
None of the above	68%	55% *

* Statistically significant difference between White students and students of color at p≤.05 for item

RS12. NACCC: Impact of classroom racial microaggressions on personal well-being

Question:	Have any of these classroom experiences resulted in the following?	
Question Type:	Check-all that apply	
Administered to:	All respondents who indicated personally experiencing any classroom racial microaggressions (in Tab RS11)	
Items:	Number:	Number:
	White students	Students of color
	All well-being items	
	634	798

Percent of students who experienced any after effects on personal well-being from classroom racial microaggressions‡

Items	Percent: White students	Percent: Students of color
Decline in academic performance/grades	10%	14% *
Decline in physical health	3%	3%
Decline in emotional well-being	14%	17% *
Feelings of frustration and/or anger	45%	45%
Feelings of loneliness, not belonging, and/or isolation	19%	29% *
Increase in personal motivation or activism to make change	14%	25% *

‡For this question, totals in columns can sum to more than 100% as students can select multiple options

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who did not experience any after effects on personal well-being from classroom racial microaggressions

Items	Percent: White students	Percent: Students of color
Did not experience any after effects	40%	31% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

RS14. NACCC: Impact of campus racial microaggressions on personal well-being

Question:	Have any of these experiences resulted in the following?	
Question Type:	Check-all that apply	
Administered to:	All respondents who indicated personally experiencing any campus racial microaggressions (in Tab RS13)	
Items:	Number:	Number:
	White students	Students of color
	All well-being items	
	455	837

Percent of students who experienced any after effects on personal well-being from racial microaggressions on campus‡

Items	Percent: White students	Percent: Students of color
Decline in academic performance/grades	7%	9%
Decline in physical health	5%	5%
Decline in emotional well-being	20%	19%
Feelings of frustration and/or anger	41%	45%
Feelings of loneliness, not belonging, and/or isolation	23%	34% *
Increase in personal motivation or activism to make change	17%	20%

‡For this question, totals in columns can sum to more than 100% as students can select multiple options

* Statistically significant difference between White students and students of color at p≤.05 for item

Percent of students who did not experience any after effects on personal well-being from racial microaggressions on campus

Items	Percent: White students	Percent: Students of color
Did not experience any after effects	39%	29% *

* Statistically significant difference between White students and students of color at p≤.05 for item

IC1. NACCC: Rating of campus racial diversity

Question:	In your opinion, how racially diverse is Towson University?		
Question Type:	5-point scale (not at all/slightly/somewhat/mostly/strongly racially diverse)		
Administered to:	All respondents		
Items:	Number:	Number:	
	White students	Students of color	
	Not at all racially diverse to Strongly racially diverse	2,007	1,791

Percent of students by item:

Items	Percent: White students	Percent: Students of color	*
Not at all racially diverse	3%	4%	
Slightly racially diverse	7%	18%	
Somewhat racially diverse	23%	35%	
Mostly racially diverse	38%	27%	
Strongly racially diverse	29%	16%	

* Statistically significant difference between White students and students of color at $p \leq .05$ for question

IC2. NACCC: Rating of how campus administration deals with racism or racist incidents

Question: Rate your college or university administrative leadership on how they deal with racism and racist incidents at Towson University:

Question Type: 7-point scale with opposing dimensions

Administered to: All respondents

Items: Number: Number:
White students Students of color

Did not acknowledge racism or racist incidents on campus at all	1,990	1,768
Ineffectively (1) to Effectively (7)	1,910	1,650
In secret (1) to In the open (7)	1,909	1,650
In a delayed manner (1) to In a timely manner (7)	1,909	1,650

Percent of students who indicated college/university leadership did not acknowledge racism or racist incidents at all:

Items Percent: Percent:
White students Students of color

Leadership did not acknowledge racism or racist incidents at all	4%	7% *
--	----	------

* Statistically significant difference between White students and students of color at p≤.05 for item

Percent of students who felt Towson University handled racism or racist incidents ineffectively, in secret, or in a delayed manner:

Items Percent: Percent:
White students Students of color

Handle ineffectively or mostly ineffectively	6%	11% *
Deal with in secret or mostly in secret	7%	13% *
Deal with in a delayed manner or mostly delayed manner	4%	7% *

* Statistically significant difference between White students and students of color at p≤.05 for item

Percent of students who felt Towson University handled racism or racist incidents effectively, in the open, or in a timely manner:

	Percent: White students	Percent: Students of color
Handle effectively or mostly effectively	52%	40% *
Deal with in the open or mostly in the open	44%	33% *
Deal with in a timely manner or in a mostly timely manner	55%	42% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Items	Percent:	Percent:
	White students	Students of color
Admitting students of color	87%	67% *
Hiring faculty of color	71%	43% *
Hiring staff of color	76%	51% *
Graduating students of color	85%	62% *
Sponsoring activities about racial diversity (e.g., lecture series)	79%	60% *
Removing objects or structures on campus that are racially-offensive (e.g., statues, portraits, or names of buildings)	80%	64% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

EE2. NACCC: Feeling of personal well-being in hometown

Question:	Rate how you feel in the city/town where you grew up:		
Question Type:	7-point scale with opposing dimensions		
Administered to:	Respondents who did not grow up in the city/town that surrounds Towson University		
Items:	Number:	Number:	
	White students	Students of color	
	In danger (1) to Safe (7)	1,724	1,493
	Unwelcome (1) to Welcome (7)	1,724	1,493
	Excluded (1) to Included (7)	1,724	1,493

Percent of students who felt in danger, unwelcome, or excluded in hometown:

Items	Percent:	Percent:	
	White students	Students of color	
In danger or mostly in danger	1%	2%	*
Unwelcome or mostly unwelcome	3%	4%	
Excluded or mostly excluded	3%	5%	*

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who felt safe, welcome, or included in hometown:

Items	Percent:	Percent:	
	White students	Students of color	
Safe or mostly safe	85%	71%	*
Welcome or mostly welcome	78%	69%	*
Included or mostly included	71%	62%	*

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

EE3. NACCC: Experiences of racism in external environments

Question: In this school year, how often have you personally experienced racism in each of the following spaces?

Question Type: 5-point frequency scale (never/once in awhile/sometimes/often/almost always)

Administered to: All respondents

Items: Number: Number:
White students Students of color

City/town surrounding campus	1,816	1,681
City/town where grew up	1,587	1,440
On social media	1,807	1,668
From local police (non-campus police)	1,794	1,658

Percent of students who experienced racism in these external environments at least one time in this school year:

Items Percent: Percent:
White students Students of color

City/town surrounding campus	29%	38% *
City/town where grew up	31%	43% *
On social media	40%	42%
From local police (non-campus police)	14%	24% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

Percent of students who "never" experienced racism in external environments in this school year:

Items Percent: Percent:
White students Students of color

City/town surrounding campus	71%	62% *
City/town where grew up	69%	57% *
On social media	60%	58%
From local police (non-campus police)	86%	76% *

* Statistically significant difference between White students and students of color at $p \leq .05$ for item

EE4. Supplemental tables: Racial makeup of high school and neighborhood

Racial makeup of high school:

Items	Percent: White students	Percent: Students of color	*
All people of color	3%	14%	
Mostly people of color	8%	25%	
People of color and Caucasian or White people	43%	38%	
Mostly Caucasian or White people	41%	21%	
All Caucasian or White people	5%	3%	

* Statistically significant difference between White students and students of color at $p \leq .05$ for question

Racial makeup of neighborhood during high school:

Items	Percent: White students	Percent: Students of color	*
All people of color	3%	14%	
Mostly people of color	4%	27%	
People of color and Caucasian or White people	32%	33%	
Mostly Caucasian or White people	51%	22%	
All Caucasian or White people	11%	3%	

* Statistically significant difference between White students and students of color at $p \leq .05$ for question