NACCC
NATIONAL ASSESSMENT OF
COLLEGIATE CAMPUS CLIMATES

SANTA ANA COLLEGE

NACCC SPRING 2021 ADMINISTRATION

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NACCC BACKGROUND

WHY WE CREATED THE NACCC

Every week, news outlets report on racial incidents on campuses across the United States. At the USC Race and Equity Center, we have developed the NACCC because these issues are so pervasive. The NACCC elicits perspectives from undergraduates on ways they experience the campus racial climate. NACCC participation signals institutional commitment to understanding racial realities on campus and provides institutional leaders with better information and more data-driven guidance for improving the climate for all students. Having NACCC data will allow institutional leaders to better understand and more strategically address racial problems on campus before they escalate to crises.

WHAT IS NACCC

The National Assessment of Collegiate Campus Climate (NACCC) is a quantitative national survey of undergraduate students and is informed by more than a decade of our center's climate work. The NACCC is an approximately 15-minute web-based survey that includes six content areas essential to understanding racial climate on campus and collects participants' demographic information in order to conduct meaningful data disaggregation. The survey has been designed specifically for and tested by undergraduate students at community colleges and four-year postsecondary institutions across the country.

THE SIX NACCC SURVEY CONTENT AREAS

- Mattering and Affirmation
- Racial Learning and Literacy
- Appraisals of Institutional Commitment
- Cross-Racial Engagement
- Encounters with Racial Stress
- Impact of External Environments

USC EQUITY INSTITUTES
As a complement to NACCC assessment, the USC Race and Equity Center offers the USC Equity Institutes, a professional learning series for campus leaders and faculty members. For more information, visit https://race.usc.edu/college/

NACCC DEVELOPMENT & METHODOLOGY

Content Development

The NACCC survey content is based on more than a decade of the USC Race and Equity Center's qualitative climate studies conducted at colleges and universities across the country. In addition, a 14-member content team of race, equity, and inclusion experts from across the United States convened to identify the most salient and timely survey content areas and questions in the field of campus racial climate.

Cognitive Interviews

To develop the NACCC, the survey methodologists conducted one-on-one cognitive interviews with more than 60 undergraduate students attending community colleges and four-year institutions across the United States. In these interviews, students completed the NACCC, thinking aloud as they progressed through the survey. By analyzing the questions asked by respondents as well as any comments and confusion they expressed, the following aspects of the survey were improved substantially: the NACCC content areas, clarity of the survey questions, terminology, response options, and the overall usability of the survey.

Pilot Testing

A select set of community colleges and four-year institutions participated in the pilot test. Pilot testing ensured that the NACCC consists of survey questions that gather quality data (i.e. valid and reliable) through a secure data collection process on campuses. Pilot testing helped to refine the survey questions, as well as improve the utility of the survey results for campus administrators.

Advisory Panel and Peer Review

Thirty college and university presidents and provosts, campus diversity offices, race and equity content faculty and experts, postsecondary institution membership association directors, institutional researchers, and survey methodologists comprise the NACCC Advisory Panel. This group convenes and consults with NACCC staff on best practices for the content, methodology, and administration of the NACCC survey, as well as the best ways to engage colleges and universities with their specific NACCC results.

Student Advisory Panel

The NACCC Student Advisory Panel consists of a diverse group of nine undergraduate students from colleges and universities across the United States. These students consult with NACCC staff on the ways in which undergraduate students engage with campus surveys generally, and specifically provide review and input on the survey content of the campus racial climate survey.

NACCC Portal

A customized, one-stop, user-friendly, campus survey administration web portal was built for the NACCC survey. The portal is the hub for data collection and survey distribution via emails. Participating institutions can access the portal to manage their survey distribution and monitor their survey progress.

SANTA ANA COLLEGE

RESPONDENT DEMOGRAPHICS

All SANTA ANA COLLEGE students (*N*=13,386) were invited to participate in the NACCC survey in Spring 2021. In total, 729 students responded to the survey for a response rate of 5.45%.

Racial/Ethnic Identity

2 Asian	105 (14.40%)
3 Black	17 (2.33%)
4 White	73 (10.01%)
5 Hispanic or Latinx	453 (62.14%)
6 Middle Eastern	7 (0.96%)
7 Native American/Alaska Native	1 (0.14%)
8 Native Hawaiian/Pacific Islander (NHPI)	4 (0.55%)
9 Another group not listed	13 (1.78%)
10 Two or more races	56 (7.68%)

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

Gender Identity

Cisgender Woman	525 (72.02%)
Cisgender Man	159 (21.81%)
Other Identity (transgender, gender nonconforming or genderqueer, non-binary, or a gender identity not listed)	45 (6.17%)

Sexual Orientation

Heterosexual	624 (85.60%)
LGBQA+ (Lesbian, Gay, Bisexual, Queer, Questioning, Asexual, Pansexual, Demisexual, two or more sexual orientations, or a sexual orientation not listed)	104 (14.27%)
Missing	1 (0.14%)

Class Year

1 First year or Freshman	148 (20.30%)
2 Second year or Sophomore	188 (25.79%)
3 Third year or Junior	95 (13.03%)
4 Fourth year or beyond or Senior	112 (15.36%)
I identify by credits completed rather than by a particular year	186 (25.51%)

Age

18-21	244 (33.47%)
22-34	347 (47.60%)
35-49	96 (13.17%)
50 and older	42 (5.76%)

SANTA ANA COLLEGE

MATTERING AND AFFIRMATION

NACCC CONTENT AREA DESCRIPTION

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

Key topics include:
>> Student perceptions of mattering in campus locations, classrooms, and at campus events
>> Affirmation of students from White professors and from professors of color

79% **of White students indicated they mostly matter or strongly matter in classes with White professors**

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

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

KEY GOALS IN THIS CONTENT AREA

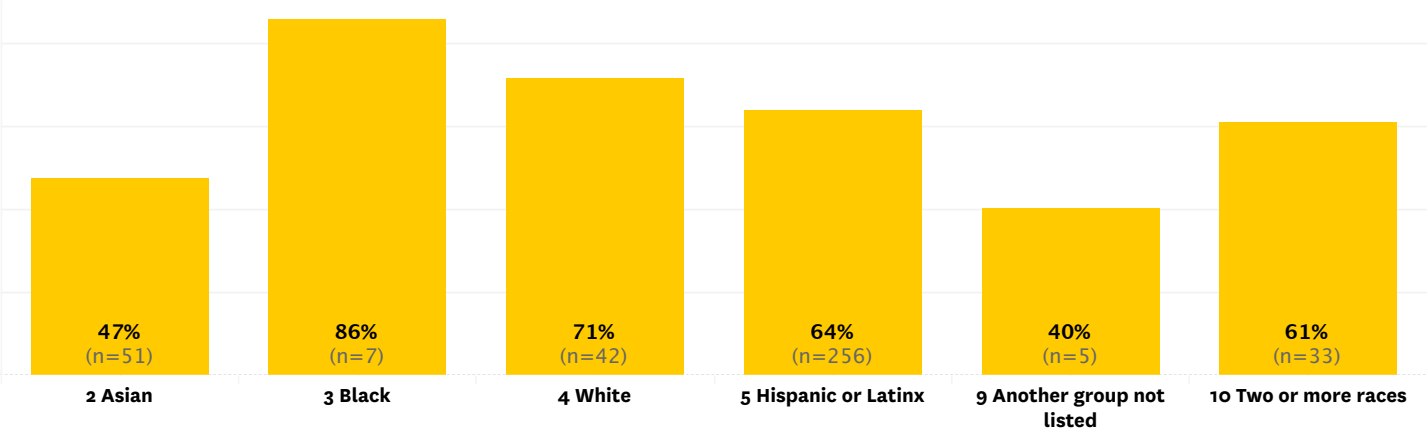
>> Prepare college and university faculty to create affirming and culturally sustaining classrooms in which students, including racially minoritized students, believe that they matter.

>> Increase overall sense of mattering and affirmation, including among racially minoritized students, in dominant social spaces or at events important or significant to student life outside the classroom (i.e., common areas, student clubs and organizations).

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

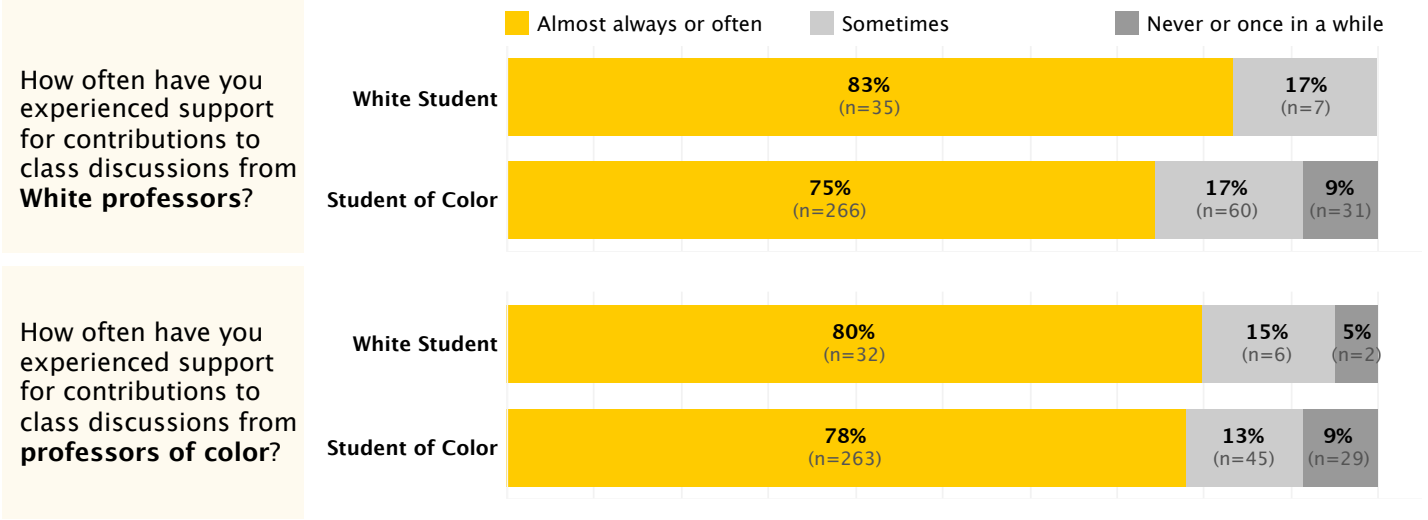
MATTERING AND AFFIRMATION

% of undergraduate students who **often or almost always** experience concern for feelings or experiences from White professors



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

Students of color were significantly less likely than White students to receive affirmation from White professors



*Percentages may not sum to 100 due to rounding.

> RECOMMENDED ACTION ITEMS IN MATTERING AND AFFIRMATION

ASSESS CAMPUS IDENTITY

>>Assess and determine whether there is a particular group that seems to dominate the campus environment and whether any groups are excluded from being allowed to take part in the construction of the campus identity.

>>Conduct an audit of public spaces to ensure that inclusive imagery surrounds students. Literally and figuratively walk the halls, classrooms, and lab spaces with students and see these from their perspective.

BUILD STANDARDS OF INCLUSIVE TEACHING

>>Regularly convene college and university faculty, in conjunction with experienced staff from centers for excellence in teaching and learning resource centers, to 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.

ENGAGE RACE-CONSCIOUSNESS IN CLASSROOM PRACTICES

>>Recognize patterns of educational outcome disparities among Black, Latinx, Asian-American, and Native American students and contextualize these disparities by situating them within histories of school segregation, exclusion, and discrimination.

>>Regularly collect and disseminate demographic data so that faculty know whom they are teaching (disaggregated along various axes, including, but not limited to, race, class, gender, first-gen status, etc.)

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.

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

ASSESS STRENGTHS AND WEAKNESSES

>>Detect identity-based blind spots and vantage points related to pedagogy, advising, student affairs and other campus spaces and environments.

>>Map out where resources exist, where overlap exists, and where gaps exist, in order to effectively and equitably allocate and re-allocate resources.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Mattering and Affirmation content area include:
REC 709: Using Assessment and Evaluation to Improve Campus Racial Climates
REC 712: Navigating Identity as Faculty
REC 713: Creating Culturally Responsive and Sustaining Classrooms

SANTA ANA COLLEGE

CROSS-RACIAL ENGAGEMENT

NACCC CONTENT AREA DESCRIPTION

NACCC respondents indicate the frequency and nature of their interactions on campus with same-race peers and with peers from different racial groups. Additionally, they report their level of comfort in discussions with other students about issues related to race.

Key topics include:
>> Feelings regarding conversations about race with White students and with students of color
>> Frequency of conversation about selected political topics with White students and with students of color

30% **of White students felt moderately encouraged or completely encouraged about having conversations about race with students of color**

40% **of students of color felt moderately encouraged or completely encouraged about having conversations about race with students of color**

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

KEY GOALS IN THIS CONTENT AREA

>> Account for racial power dynamics within the institutional and geographic contexts in which cross-racial engagement (particularly conversations) take place.

>> Facilitate meaningful dialogues inside and outside of classroom discussion in which racially minoritized students' perspectives and experiences are also centered.

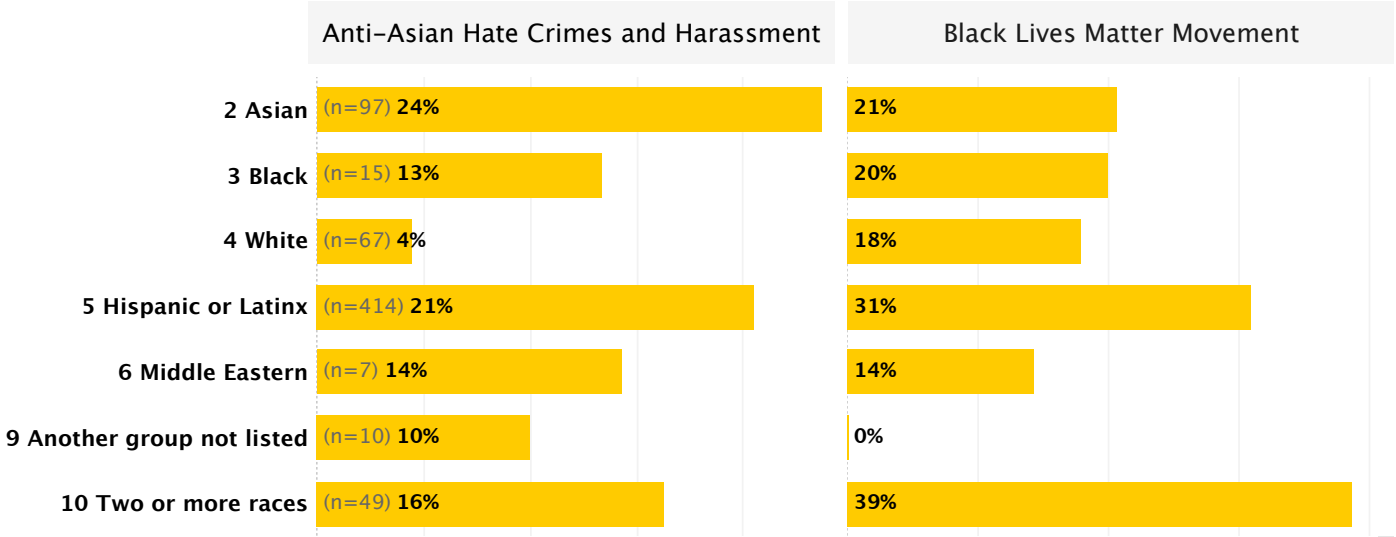
>> Create an environment where conversations about race are considered healthy and important.

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

CROSS-RACIAL ENGAGEMENT

Talk about Race

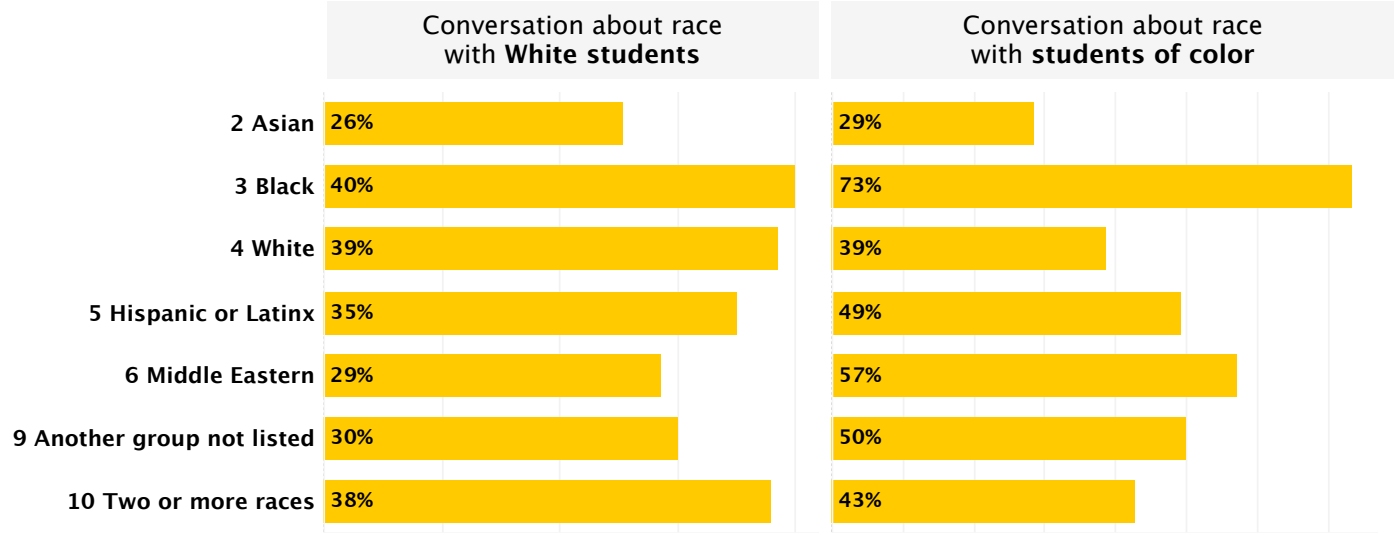
% of students who had conversations about the following racial topics with peers



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

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

% of students who feel **moderately or extremely open** about being engaged in conversations about race with each of the following groups



> RECOMMENDED ACTION ITEMS IN CROSS-RACIAL ENGAGEMENT

CREATE RACIAL DIALOGUE OPPORTUNITIES

>>Develop and include an intergroup dialogue course across first-year curriculum.

>>Create intentional, facilitated opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed.

OFFER RACIAL HEALING CIRCLES

>>Consider implementing racial healing circles to bring students, staff, and faculty together for truth-telling, restoring trust in relationships, and community re-building.
(For additional information on racial healing circles: https://www.aacu.org/diversitydemocracy/2018/summer/christopher)

>>Equip campus leadership, faculty, and staff with the tools to address race-related controversies of the moment, and to initiate discussions about race.

ENGAGE STAFF AND FACULTY

>>Develop teams comprised of student affairs professionals, academic advisors, tenure-track and tenured faculty, counseling professionals and other administrators with student-facing roles, across professional rank, and charge them with creating student engagement plans that move beyond dialogue and that provide opportunities for students to interact academically and socially across racial and other identity groups.

ENGAGE THE WHOLE COMMUNITY

>>Ask the campus community to be part of problem solving and collaboration when racial tensions arise.

PROVIDE ONGOING AND OPEN COMMUNICATION

>>Communicate the message that, despite the difficulty, talking about race is important, and creates opportunities to push students to higher levels of critical thinking and toward better preparation to live in a diverse democracy.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Cross-Racial Engagement content area include:
REC 701: Talking about Race, Racism, and Racial Inequities
REC 702: Race-Conscious Leadership in Higher Education
REC 728: “But I’m Not a Racist!”: Navigating the Defensive Emotions of Campus Racial Conflict
REC 731: Xenophobia, Islamophobia, and Othering

SANTA ANA COLLEGE

RACIAL LEARNING AND LITERACY

NACCC CONTENT AREA DESCRIPTION

NACCC respondents consider if and where on campus they learn about their own racial identities and about other racial groups. Additionally, students indicate the extent to which they feel racial diversity is reflected in curricula and class discussions, and how prepared they feel to live and work in a racially diverse society after college.

Key topics include:

>> Where students learn about race and who on campus helps them learn about race
>> Racial diversity reflected in classes within the student's major
>> Preparation for living in a racially diverse society

48% **of White students indicated they had not learned about race anywhere on campus**

40% **of students of color indicated they had not learned about race anywhere on campus**

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

KEY GOALS IN THIS CONTENT AREA

>> Improve students' understanding of the historical, social, institutional, and systemic relationships of power - specifically related to race and racism - in the United States.

>> Develop and nurture students' abilities to collaborate, work, and live with individuals of different races.

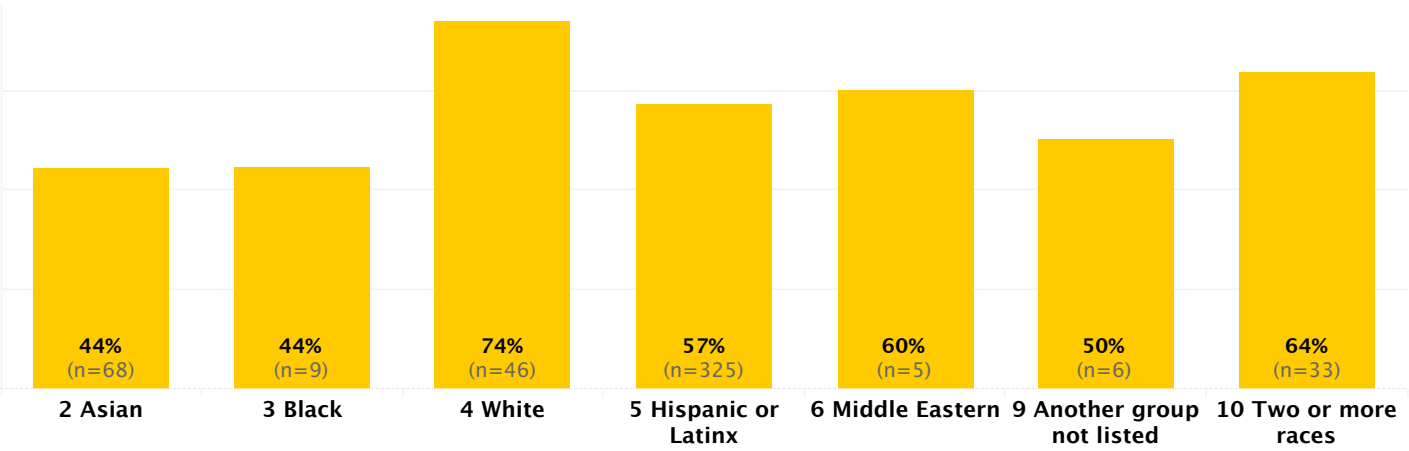
>> Lessen the burden of cultural taxation experienced by racially minoritized students by increasing personnel of color and improving racial literacy and racial competency among White faculty and staff.

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

RACIAL LEARNING AND LITERACY

How well do you think SANTA ANA COLLEGE is preparing you to work in a racially-diverse setting?

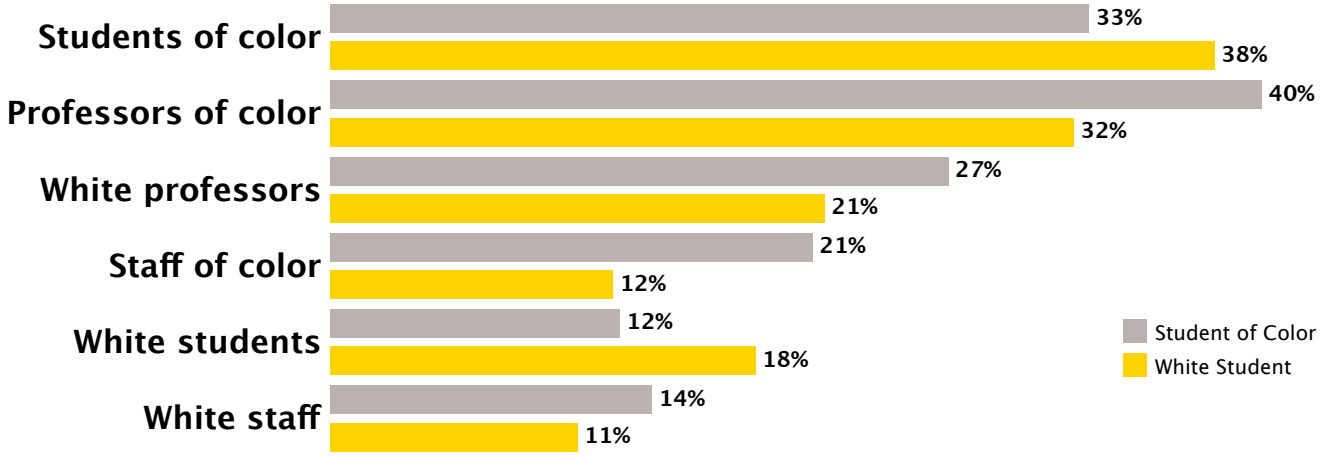
% of undergraduate students who reported their institution is **mostly or strongly preparing** them



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

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

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



> RECOMMENDED ACTION ITEMS IN RACIAL LEARNING AND LITERACY

REVISE CO-CURRICULAR COALS

>>Conduct regular co-curricular revision of texts, colloquia, and other academically purposeful activities to center issues of race and racism, particularly in relation to the institution and the geographic context(s) within which it resides.

CONDUCT ACADEMIC PROGRAM REVIEWS

>>Conduct departmental reviews of classroom materials to determine whose voices and experiences are centered, and whose are missing.

>>Ensure that syllabus re-designs don't just end up including a few readings by authors of color (the additive "Diversity Day" model of curricular inclusion). Think through Universal Design in Learning principles and statements about academic accommodations for disabilities, and ensure that historically under-included perspectives and voices are centered.

LEARN FROM SUCCESSFUL EXAMPLES

>>Determine which academic programs on campus have been successful at advancing minoritized students and propagate elements of these programs across campus.

>>Practice engaging in departmental and cross-departmental conversations about racial equity and incentivize and support faculty and staff for engaging in the work.

BREAK DOWN RESISTANCE TO LEARNING ABOUT RACE

>>Communicate that the pace of learning about race and discussing race on campus should not prioritize the hesitancy and/or interests of those who have historically held power over actual progress toward achieving equity.

PROVIDE STRUCTURED LEARNING OPPORTUNITIES

>>Encourage faculty to seek out linkages between their discipline and social issues and issues related to identity, and to make space at the beginning or end of each class for key events in the news about race or racism.

>>Provide structured opportunities for students to learn about structural and systemic issues related to their own and other racial groups, in conjunction with the course topic.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Racial Learning and Literacy content area include:
REC 711: Making Racial Equity Data Transparent
REC: 716: Classroom Incivility and Productive Conversations about Race
REC 727: Communicating Institutional Progress on Racial Equity Goals

SANTA ANA COLLEGE

ENCOUNTERS WITH RACIAL STRESS

NACCC CONTENT AREA DESCRIPTION

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

Key topics include:

>> Ratings of campus racial tensions, racial segregation, and overall campus racial climate and impact on personal well-being

>> Frequency of experiencing racism in campus locations, academic spaces, at campus events, and impact on personal well-being

65% **of White students felt moderately included or completely included on campus**

67% **of students of color felt moderately included or completely included on campus**

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

KEY GOALS IN THIS CONTENT AREA

>> Significantly reduce, if not entirely eliminate, the frequency with which students experience racial stress by disrupting oppressive practices and providing support for those on the margins.

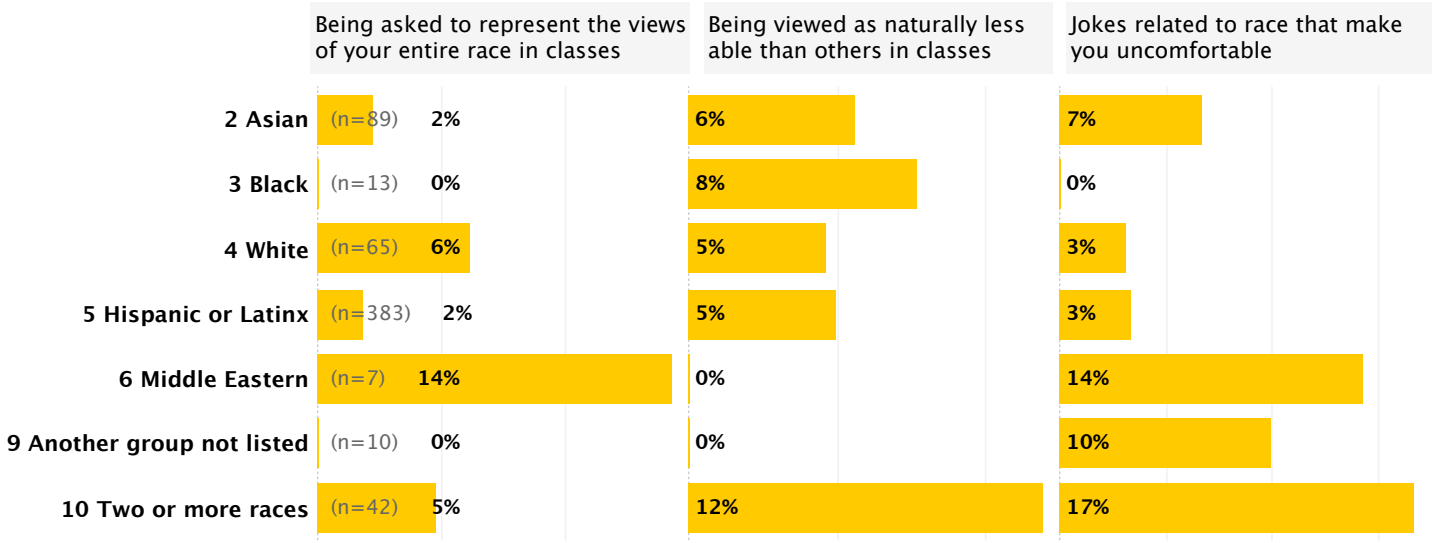
>> Provide sustainable resources for students to address mental and emotional health concerns related to encounters with racial stress.

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

ENCOUNTERS WITH RACIAL STRESS

Prevalence of Racial Microaggressions

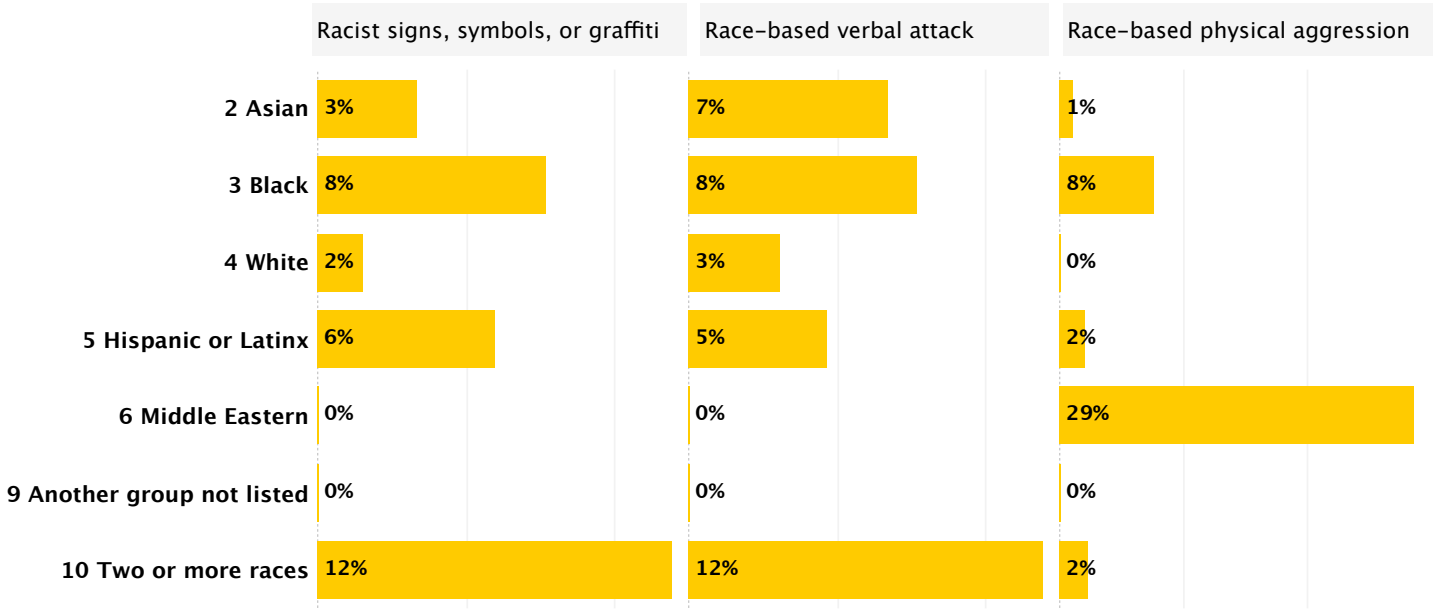
% of undergraduate students who reported they have ever experienced the following on campus



Why This Matters: Racism is a serious public health threat that directly affects the well-being of millions of Americans (Centers for Disease Control and Prevention, 2021). In addition, it is a key factor among students of color for whom encounters with racist incidents increasingly contribute to feelings of loneliness, isolation, and a lack of community.

Overt Racism on Campus

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



> RECOMMENDED ACTION ITEMS IN ENCOUNTERS WITH RACIAL STRESS

CREATE RACIAL STRESS SUBCOMMITTEE

>>Form a subcommittee on racial stress composed of mental health and counseling professionals, including clinical faculty, particularly those with experience supporting racially minoritized populations. This subcommittee should, whenever possible, center the leadership and direction of counselors that reflect the racial diversity of the institution's racially minoritized populations.

PROVIDE PROFESSIONAL DEVELOPMENT

>>Institute professional development for faculty and staff to prioritize understanding of the effects of not only racial violence on students, but also microaggressions and their impact on learning and well-being. This professional development should include providing faculty and staff with the skills to confront and intervene when these incidents occur, and asking them to prioritize a consistent message to all students that they are intelligent, of worth, and capable of scholarship.

ENGAGE RACE-RELATED STRESS ISSUES

>>Recognize race-related stress and racial trauma on campus, and collectively engage with those on the margins to objectively hear their narratives and engage for action.

CREATE SAFE SPACES

>>Create and/or bolster physical spaces and human infrastructure, explicitly and specifically serving marginalized student populations.

>>Boldly confront long-standing racial problems embedded in the systems and structures at the institution, and communicate that racism is not just individual and overt, but also systemic and covert.

>>Communicate plans for systemic change aimed to alleviate racial stress.

PREPARE RESPONSE FOR RACIAL CRISIS

>>Practice and prepare for responsible race-conscious crisis scenario response, just as is done with other potential emergency situations on campus.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Encounters with Racial Stress content area include:
REC 706: Leading in Moments of Racial Crisis
REC 714: Microaggressions and Stereotype Threat: Navigating Invisible Racism in the Classroom

SANTA ANA COLLEGE

APPRAISALS OF INSTITUTIONAL COMMITMENT

NACCC CONTENT AREA DESCRIPTION

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

Key topics include:

>> Rating of campus racial diversity
>> Rating of how campus administration deals with racism or racist incidents
>> Rating of administration's commitment to campus racial equity and diversity

49% **of White students believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively**

50% **of students of color believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively**

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

KEY GOALS IN THIS CONTENT AREA

>> Achieve parity in the racial composition of college and university faculty that mirrors student racial demographics, but recognize that culture and climate change, in step with demographic change, is also essential.

>> Be accountable for and immediately responsive to incidents of racism, racial violence, and racial terror on-campus.

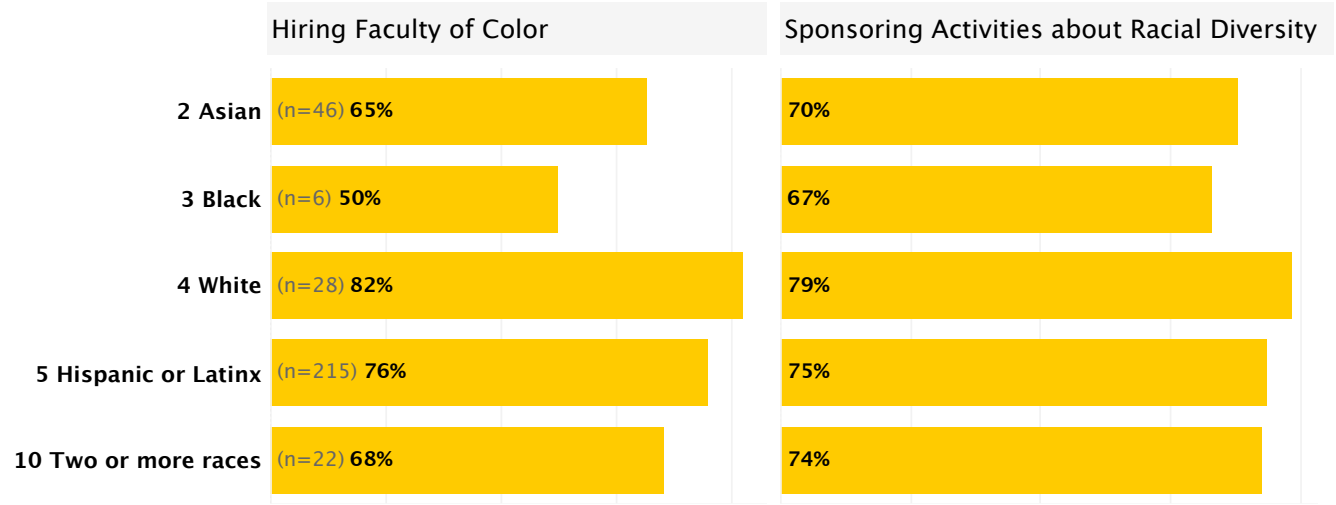
>> Demonstrate proactive efforts to decrease likelihood of incidents of racism, racial violence, and racial terror.

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

APPRAISALS OF INSTITUTIONAL COMMITMENT

Institutional Commitment to Equity and Diversity

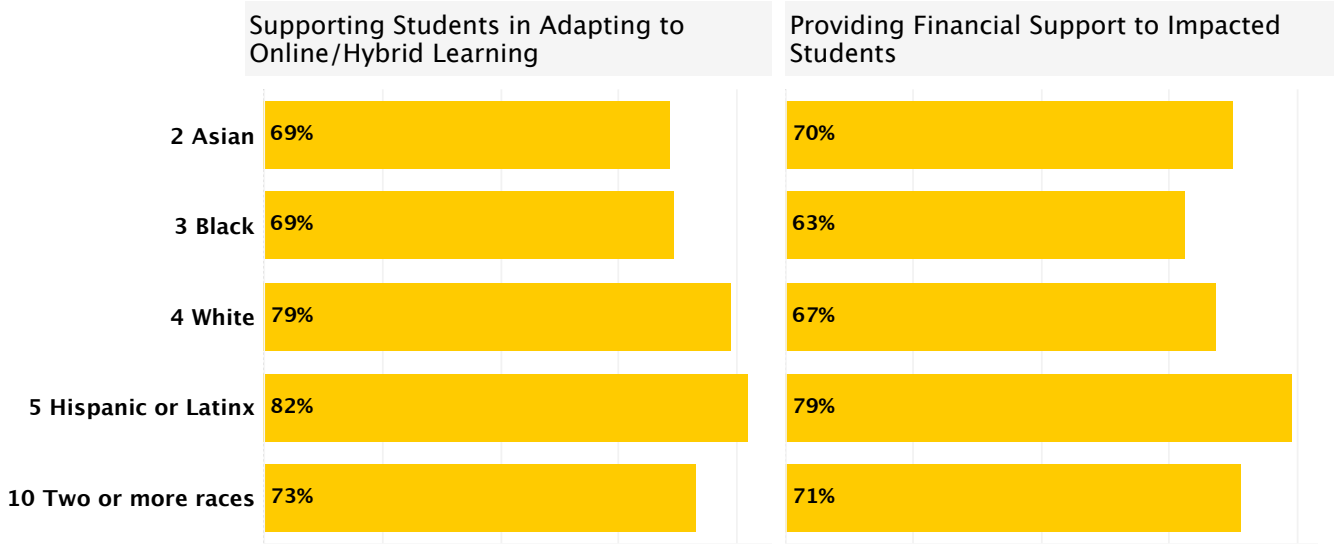
% of undergraduate students who believe the institution is **mostly or strongly committed** to the following



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

Institutional Commitment to Supporting Students During the COVID-19 Pandemic

% of undergraduate students who believe the institution is **mostly or strongly committed** to the following



> RECOMMENDED ACTION ITEMS IN APPRAISALS OF INSTITUTIONAL COMMITMENT

CREATE CLEAR CAMPUS-WIDE MESSAGING

>>Be clear in campus-wide messaging about the opportunities and benefits of racial equity and inclusion on campus.

>>All key stakeholders should be able to articulate how racial equity and inclusion are tied to the key values and mission of the institution and its strategic plan.

MAP CAMPUS ASSETS AND RESOURCES

>>Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways.

>>Adjust campus policies and resource allocations to rectify where racial equity goals are not being met.

PROVIDE BIAS TRAINING FOR SEARCH COMMITTEES

>>Consider that all faculty and staff search committees should go beyond bias reduction training to integrate proactive measures throughout the life cycle of hiring, including retention and promotion, particularly of minoritized faculty.

PRACTICE RACE-CONSCIOUS LEADERSHIP

>>Practice race-conscious leadership, which includes, for example, engaging in authentic conversations and collaborations with people of color and developing an accurate understanding of the realities of race on campus.

REVIEW ADMISSION POLICIES

>>Compare historical admissions policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Appraisals of Institutional Commitment include:
REC 703: Race-Conscious Enrollment Management
REC 708: Understanding Campus Unrest and Responding to Student Protest
REC 717: Reducing Implicit Bias in the Search and Hiring Process
REC 719: Retention and Advancement of Professionals of Color
REC 725: Messaging Commitment to Racial Equity and Inclusion

SANTA ANA COLLEGE

IMPACT OF EXTERNAL ENVIRONMENTS

NACCC CONTENT AREA DESCRIPTION

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

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

38% **of White students felt moderately welcome or completely welcome in the city/town surrounding campus**

54% **of students of color felt moderately welcome or completely welcome in the city/town surrounding campus**

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

KEY GOALS IN THIS CONTENT AREA

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

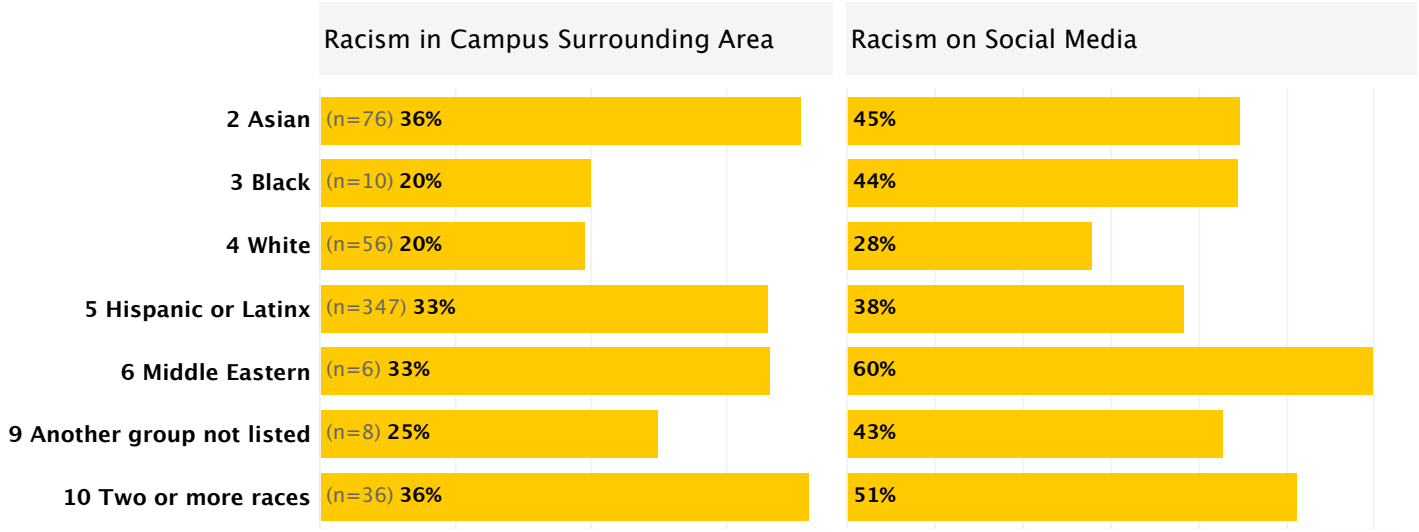
>> Be proactive and aware that students come from and are continually exposed to environments with differing levels of racial stress and violence apart from the campus community, and may, for example, experience an entirely separate racial reality on campus than in their hometown or in the city/town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

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

IMPACT OF EXTERNAL ENVIRONMENTS

Prevalence of Off-Campus Racism

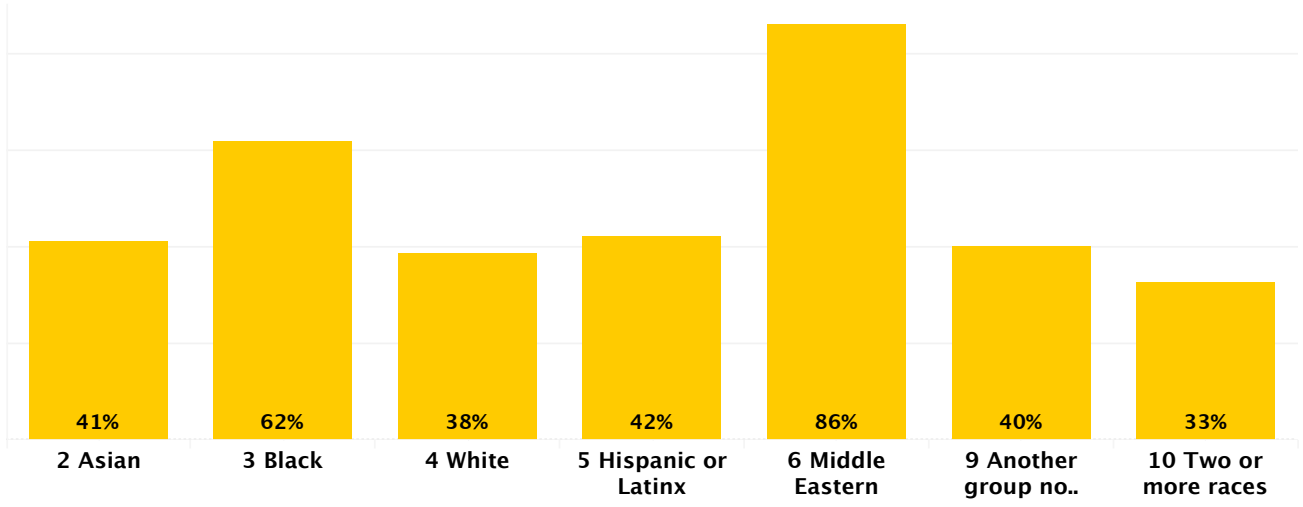
% of undergraduate students who reported they have ever experienced racism in the following spaces



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

Off-Campus Safety

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



> RECOMMENDED ACTION ITEMS IN IMPACT OF EXTERNAL ENVIRONMENTS

ESTABLISH CAMPUS CLIMATE COMMITTEE

>>Building from the existing or newly constructed campus climate team, work with community leaders (including both residents and elected officials) to establish a town & gown committee or working group to help prevent, manage, and respond to racial incidents, racial violence, and racial terror taking place at the intersection of campus and community.

EVALUATE CAMPUS ENVIRONMENT AND POLICIES

>>When assessing campus and external environments for issues surrounding race and racism, consider who the representatives and beneficiaries of existing racist systems are, and policies and practices that have a differential impact by race.

>>Change policies that disproportionately penalize marginalized student populations.

ASSESS PRE-COLLEGE EXPERIENCES

>>Prepare to support students who have already experienced racial battle fatigue when they first arrive on campus. Also support students who face anxieties about the physical safety and well-being of their loved ones back in their hometown communities.

CREATE RACIAL INCIDENT RESPONSE MESSAGING

>>When students are affected by incidents of racism and hate crimes locally or nationally, distribute messaging and notifications when these incidents happen, similar to existing notifications for these types of incidents when they occur on campus.

PARTNER WITH THE COMMUNITY

>>Partner with local businesses and police to conduct implicit bias trainings.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Impact of External Environments content area include:
REC 731: Xenophobia, Islamophobia, and Othering
REC 724: Strategic Planning and Action for Racial Equity
REC 732: Cultivating Trans Inclusive Campus Environments

ABOUT

USC Race and Equity Center

Racism, America's longest-standing social problem, traces back to the massacre of indigenous peoples, the horrendous enslavement of Africans, and the enactment of policies like the Chinese Exclusion Act and the Treaty of Guadalupe Hidalgo that forced Mexico to concede more than half its land to the United States. Today, racial inequities are persistent and pervasive in P-12 Schools, colleges and universities, workplace settings, and our larger society.

Despite this, few people know how to talk comfortably about race. Even fewer know what to do when racial tensions arise, when data show racial disparities. and when frustrated citizens demand accountability and racial justice.

At the USC Race and Equity Center, we aim to be helpful. Actionable intelligence, as well as scalable and adaptable models of success, inform our ongoing quest for racial equity. Our work matters because race continues to matter in our country. Dismantling an issue as big as racism requires a robust interdisciplinary network of expert scholars, as well as a wide range of strategies, tools, partnerships. and resources.

Our strength largely resides in our interdisciplinary network of faculty affiliates. We unite more than loo professors across academic schools at USC who are experts on race and racism, people of color, immigration, and other important dimensions of equity. These scholars work together on research, as well as on the development of useful tools and resources.