



NACCC

NATIONAL ASSESSMENT OF
COLLEGIATE CAMPUS CLIMATES

LONG BEACH CITY COLLEGE

2019 FALL ADMINISTRATION





CONTENTS

03 NACCC BACKGROUND AND DEVELOPMENT

04 NACCC DEVELOPMENT AND METHODOLOGY

05 RESPONDENTS BY SELECTED DEMOGRAPHIC CHARACTERISTICS

NACCC RESULTS AND RECOMMENDATIONS BY CONTENT AREA

6 MATTERING AND AFFIRMATION

9 CROSS-RACIAL ENGAGEMENT

12 RACIAL LEARNING AND LITERACY

15 ENCOUNTERS WITH RACIAL STRESS

18 APPRAISALS OF INSTITUTIONAL COMMITMENT

21 IMPACT OF EXTERNAL ENVIRONMENTS

24 ABOUT THE USC RACE AND EQUITY CENTER

NACCC BACKGROUND & DEVELOPMENT



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

National Assessment of Collegiate Campus Climate (NACCC) is a quantitative national survey of undergraduate students informed by more than a decade of our center's climate work. The NACCC is an approximately 15-minute long web-based survey and includes six content areas essential to understanding racial climate on campus, plus demographic information, and has been designed specifically for and tested by undergraduate students at community colleges and 4-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, visit: <https://race.usc.edu/colleges/>.

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 at colleges and universities across the country. In addition, a 14-member content team comprised of race, equity, and inclusion experts from across the United States convened to identify the most salient survey content areas and questions today in the field of campus racial climate.

Advisory Panel and Peer Review

Thirty college and university presidents and provosts, campus diversity officers, 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 NACCC results.

Cognitive Interviews

NACCC survey methodologists conducted one-on-one cognitive interviews with more than 60 undergraduate students attending community colleges and 4-year institutions across the United States. In these interviews, students completed the NACCC, thinking aloud as they progressed through the survey. Analyzing the questions asked by respondents as well as any comments and confusion they expressed, the NACCC content areas, clarity of the survey questions, terminology, and response options, as well as the overall usability of the survey, were improved substantially.

Student Advisory Panel

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

Pilot Testing

A select set of community colleges and 4-year institutions participated in the pilot test. Pilot testing ensured that the NACCC consists of survey questions that gather quality (valid and reliable) data through a secure data collection process on campuses. Pilot testing also allowed for the refinement of the survey questions, as well as improve the utility of the survey results for campus administrators.

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.



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RESPONDENT DEMOGRAPHIC CHARACTERISTICS

All LBCC undergraduate students ($N=25,473$) were invited to participate in the NACCC survey. In total, 2,304 undergraduate students completed the survey for a response rate of 9.0%.

RACIAL IDENTITY	
	Percent of Total NACCC Respondents [^]
Arab or Arab American	0.6%
Asian or Asian American	13.7%
Black or African American	12.5%
Caucasian or White	21.1%
Hispanic or Latino/a/x or Chicano/a/x	58.1%
Mestizo/a	1.0%
Middle Eastern	0.6%
Native American and/or Alaska Native	2.9%
Native Hawaiian and/or Pacific Islander	3.0%
South Asian/Desi American	1.0%
Another group not listed	3.0%
[^] Totals may sum to more than 100% because students can select multiple identities	

GENDER IDENTITY	
	Percent of Total NACCC Respondents [†]
Woman	66.8%
Man	30.5%
Other (gender nonconforming, transgender, non-binary, and a gender identity not listed)	2.7%
[†] Detail may not sum to totals because of rounding	

AGE	
	Percent of Total NACCC Respondents [†]
18-21 years old	43.6%
22-34 years old	37.8%
35-49 years old	12.4%
50 years old or older	6.2%
[†] Detail may not sum to totals because of rounding	

CLASS YEAR	
	Percent of Total NACCC Respondents [†]
First year or Freshman	25.5%
Second year or Sophomore	26.2%
Third year or Junior	13.8%
Fourth year or beyond or Senior	9.8%
Identifies by credits completed rather than by a particular year	24.8%
[†] Detail may not sum to totals because of rounding	



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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 ways and the frequency with which faculty members affirm them.

Key topics include:

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

AT LONG BEACH CITY COLLEGE



71% White students indicated they mostly matter or strongly matter in classes with White professors

61% Students of color indicated they mostly matter or strongly matter in classes with White professors

* Institution results detail for the topics above available in set of tables accompanying this report.



KEY GOALS IN THIS CONTENT AREA

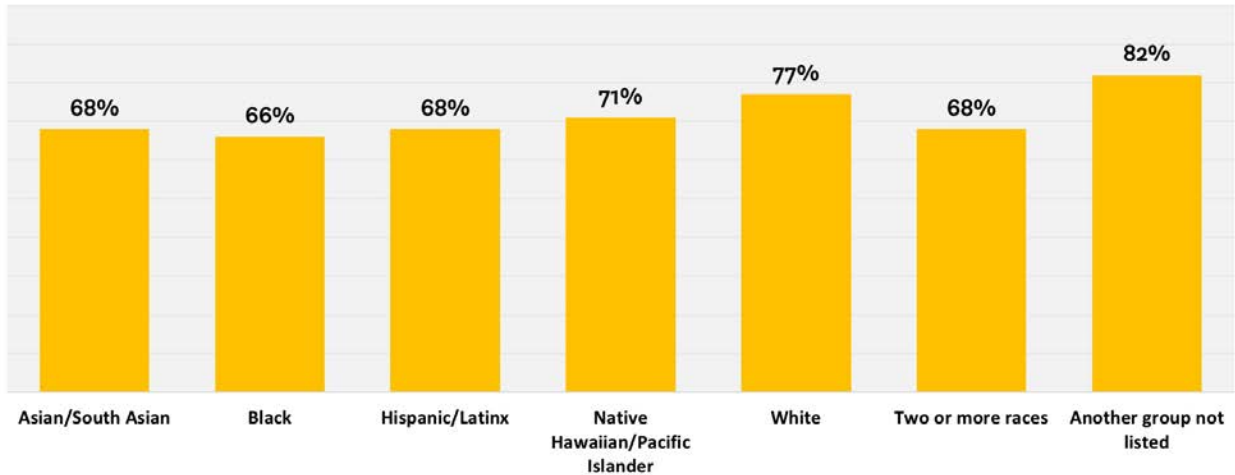
- Prepare college and university faculty to create affirming and culturally sustaining classrooms in which students, including racially minoritized students, believe that they matter.
- Increase overall sense of mattering and affirmation, including among racially minoritized students, in dominant social spaces/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.



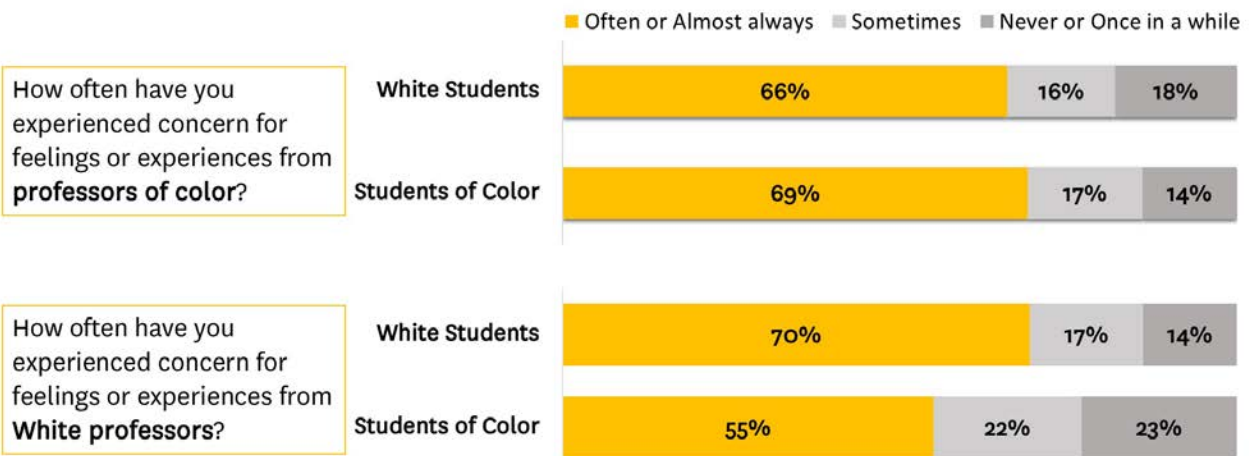
MATTERING AND AFFIRMATION

% of undergraduate students who often or almost always experienced support for contributions to class discussions from White professors



Why This Matters: National data (<https://nces.ed.gov/fastfacts/display.asp?id=61>) show that 76% of all full-time faculty in degree-granting postsecondary institutions are White (NCES, 2016). This overrepresentation places added responsibility on White faculty to ensure the students of color they teach felt 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**

Recommendation 1 and Strategy

ENSURE INCLUSIVE IMAGERY

- 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.

Recommendation 2 and Strategy

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.

Recommendation 3 and Strategy

BUILD STANDARDS OF INCLUSIVE TEACHING

- Regularly collect and disseminate demographic data so that faculty know who they are teaching (disaggregated along various axes, including, but not limited to, race, class, gender, first gen status, etc.)
- Regularly convene college and university faculty, in conjunction with experienced staff from learning resource centers and centers for excellence in teaching, to discuss standards of inclusive teaching and ways to engage instructional personnel in developing culturally sustaining and affirming practices.
- Do syllabus audits to ensure that syllabi reflect equity-minded goals.
- Offer mini-grants as incentives so faculty are encouraged to engage with inclusive instructional design methods.
- Based on your institution's mission and goals, identify where and how teaching diverse communities is valued in relation to tenure, promotion, and other opportunities.

Recommendation 4 and Strategy

TRAIN STAFF FOR INCLUSIVE ENVIRONMENTS

- Train staff across 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.

Recommendation 5 and Strategy

ASSESS STRENGTH AND WEAKNESS

- Identify 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

REC 716: Classroom Incivility and Productive Conversations about Race

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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

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41%

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

57%

Students of color felt moderately encouraged or extremely encouraged about having conversations about race with other students of color

* Institution results detail for the topics above available in set of tables accompanying this report.

KEY GOALS IN THIS CONTENT AREA

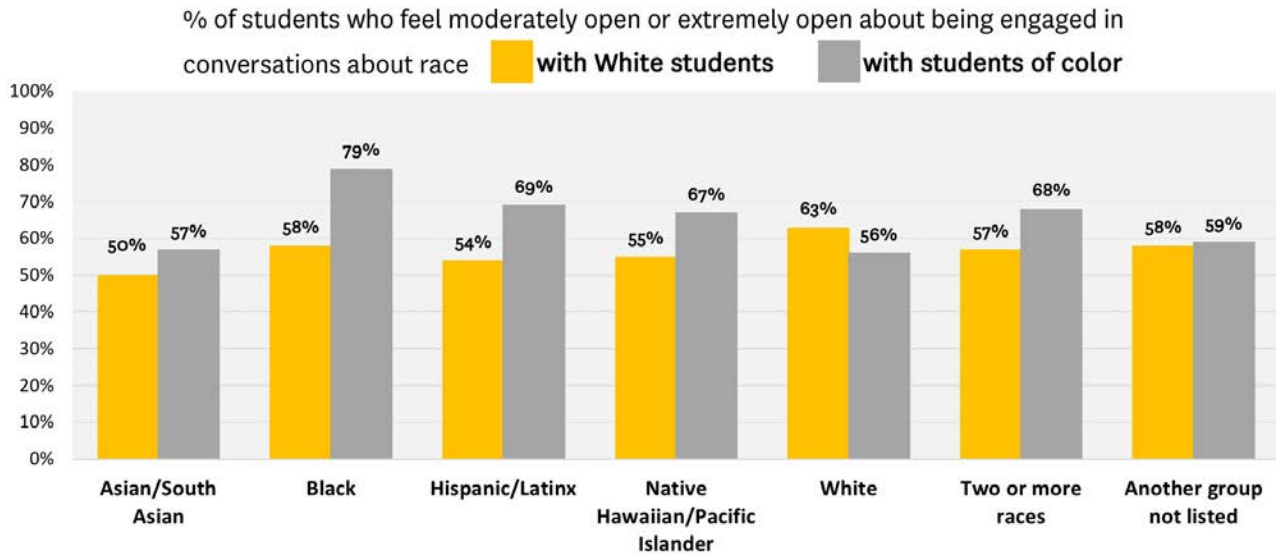
- Account for racial power dynamics within the institutional and geographic contexts in which cross-racial engagement (particularly conversations) take place.
- Facilitate meaningful dialogues inside and outside of classroom discussion in which racially minoritized students' perspectives and experiences 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

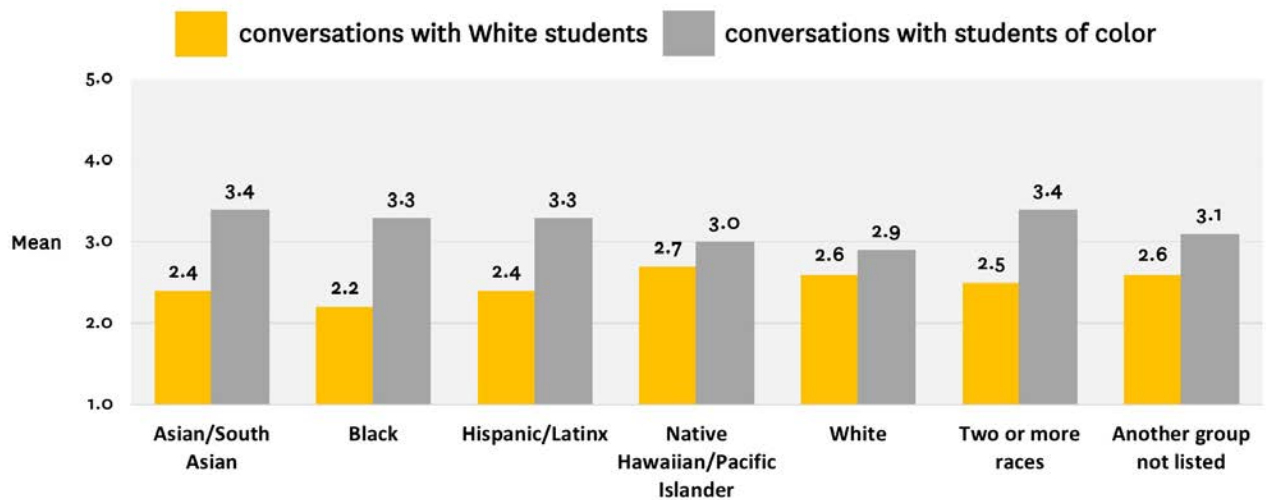
Students of color feel more open when talking about race with students of color than with White students



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.

How often have you had conversations about the Black Lives Matter movement with students from LBCC?

1 = Never; 2 = Once in a while; 3 = Sometimes; 4 = Often; 5 = Almost always



RECOMMENDED ACTION ITEMS IN **CROSS-RACIAL ENGAGEMENT**

Recommendation 1 and Strategy

CREATE DIALOGUE OPPORTUNITIES

- Develop and include intergroup dialogue class 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.

Recommendation 2 and Strategy

PROVIDE TRAINING FOR CAMPUS COMMUNITY

- Train and equip campus leadership, faculty, and staff to address spontaneous moments and controversies, and to initiate discussions about race.
- Consider implementing racial healing circles to bring staff/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>)

Recommendation 3 and Strategy

DEVELOP ADVISORY TEAMS/COMMITTEES

- Develop teams comprised of student affairs professionals, academic advisors, tenure-track/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.

Recommendation 4 and Strategy

PROBLEM SOLVING AND COLLABORATION

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

Recommendation 5 and Strategy

PROVIDE ONGOING AND OPEN COMMUNICATION

- Communicate the message that talking about race is hard, but important, and also 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



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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 in major
- Preparation for living in a racially diverse society

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34%

White students indicated not learning about race anywhere on campus

31%

Students of color indicated not learning about race anywhere on campus

* Institution results detail for the topics above available in set of tables accompanying this report.



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.

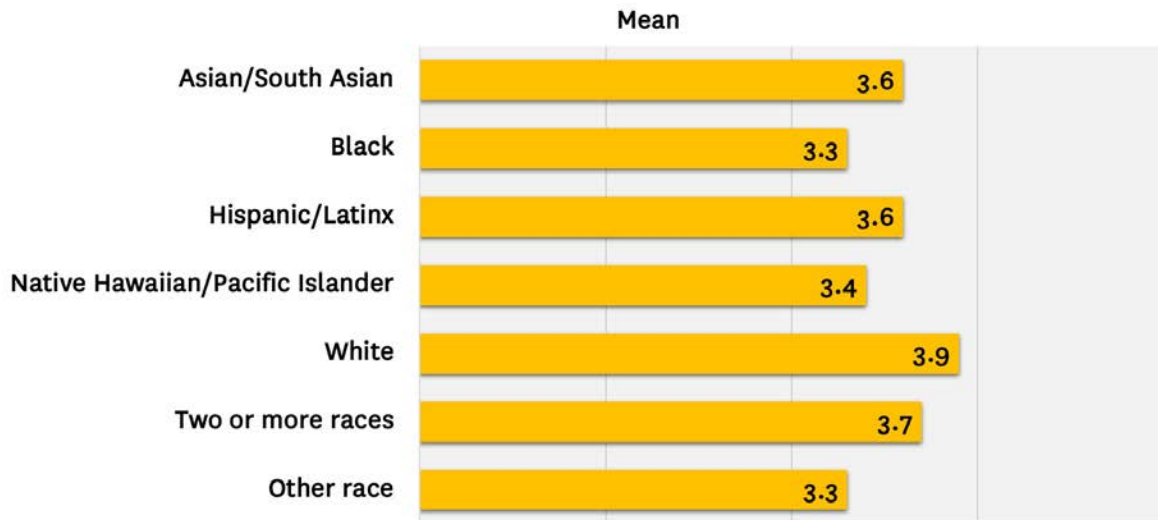
In the NACCC survey, racial diversity is defined as the extent to which there are a variety of different racial groups represented.



RACIAL LEARNING AND LITERACY

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

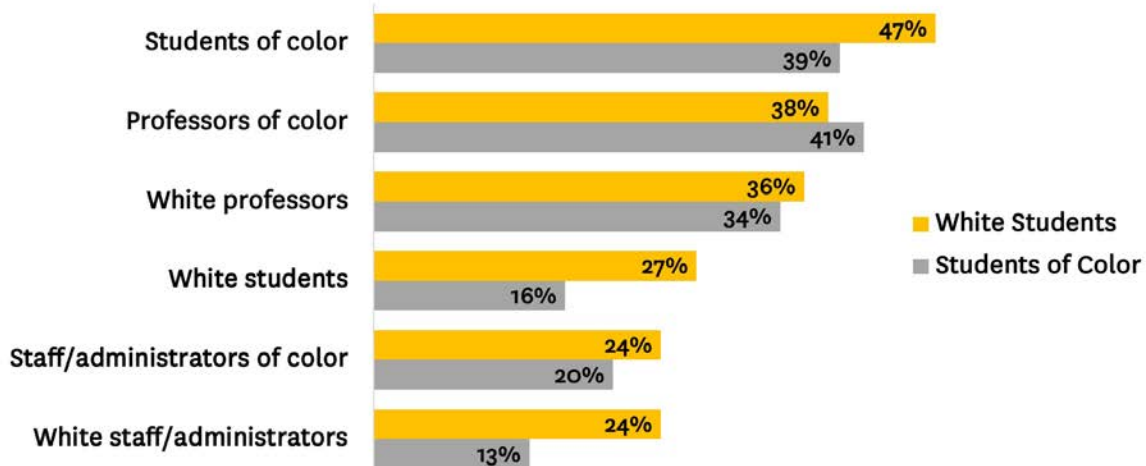
1 = Not preparing at all; 2 = Slightly preparing; 3 = Somewhat preparing; 4 = Mostly preparing; 5 = Strongly preparing



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 (<https://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf>). 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 White students and students of color who reported they have learned about race from the following people on campus



RECOMMENDED ACTION ITEMS IN **RACIAL LEARNING AND LITERACY**

Recommendation 1 and Strategy

CONDUCT ACADEMIC REVIEW

- Conduct regular co-curricular engagement 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.

Recommendation 2 and Strategy

DEPARTMENTAL REVIEW

- 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, statements about academic accommodations/disabilities and food and housing insecurity, and ensure that historically under-included perspectives and voices are centered.

Recommendation 3 and Strategy

ACADEMIC PROGRAM REVIEW

- 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.

Recommendation 4 and Strategy

SET REALISTIC EXPECTATIONS OF 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.

Recommendation 5 and Strategy

PROVIDE STRUCTURED OPPORTUNITIES

- Ask faculty to make space at the beginning or end of class for key events in the news about race or racism and encourage them to seek out linkages to their discipline to address social issues and issues related to identity.
- 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 725: Messaging Commitment to Racial Equity and Inclusion

REC 727: Communicating Institutional Progress on Racial Equity Goals



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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

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74% Students felt moderately safe or extremely safe on campus

63% Students felt moderately included or extremely included on campus

* Institution results detail for the topics above available in set of tables accompanying this report.



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.

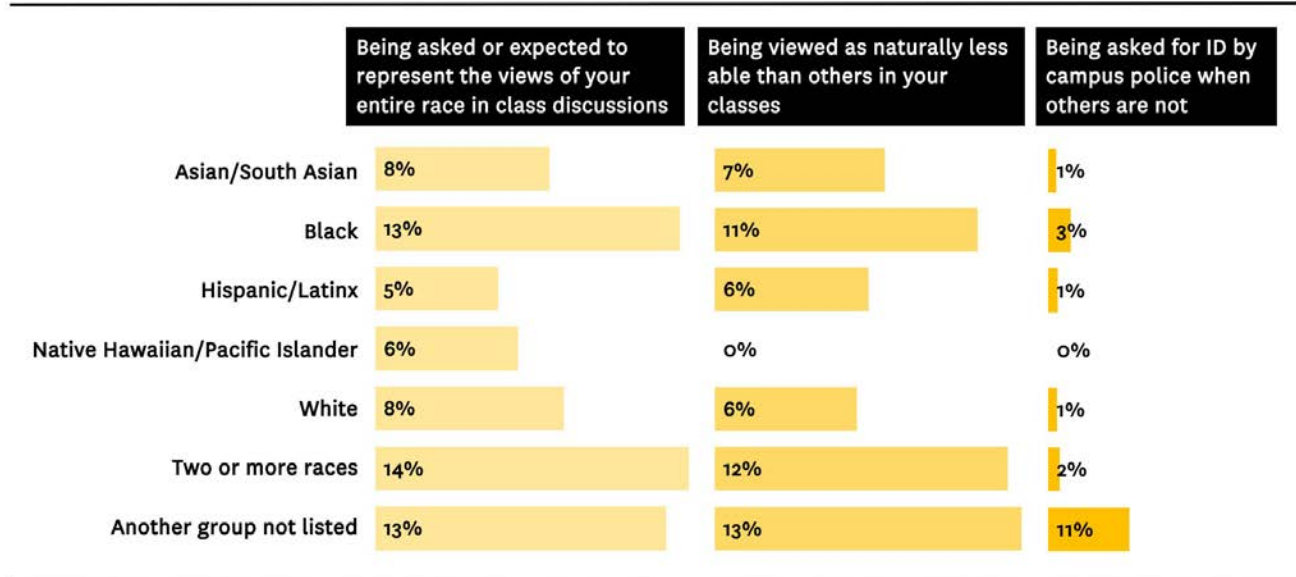
In the NACCC survey, racism is defined as specific harmful acts, behaviors, or attitudes directed at students based on their race.



ENCOUNTERS WITH RACIAL STRESS

Prevalence of Racial Microaggressions

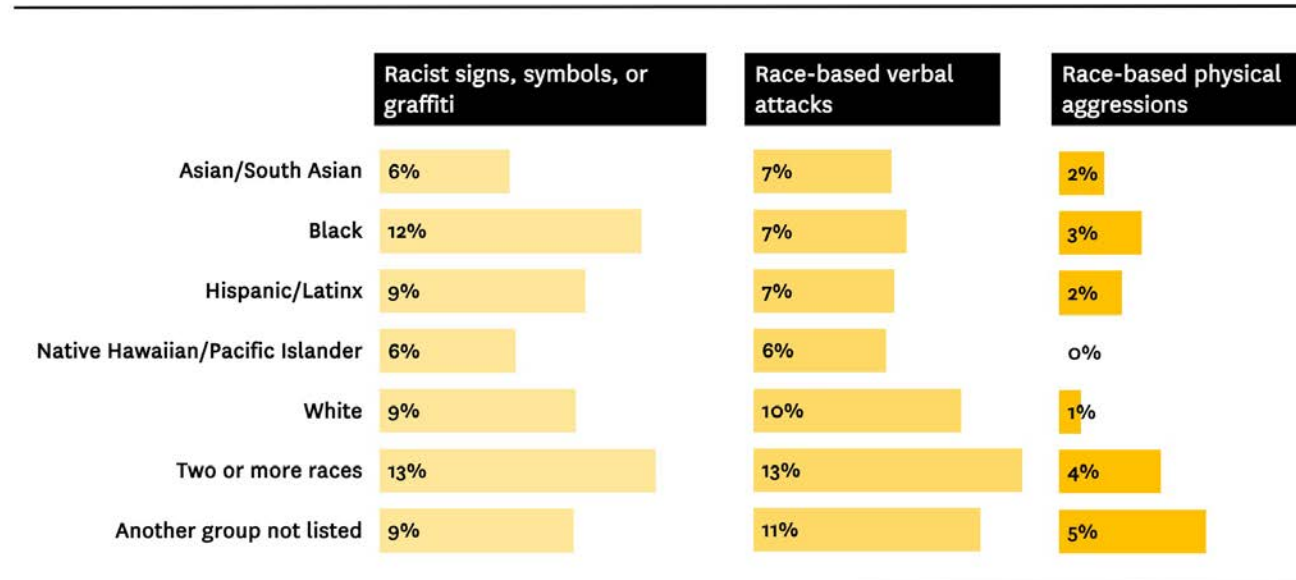
% of undergraduate students who reported they have ever experienced the following at LBCC



Why This Matters: Decades of higher education research indicate the importance of students' sense of belonging with regard to their retention, persistence, and advancement to degree completion. 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 at LBCC





RECOMMENDED ACTION ITEMS IN **ENCOUNTERS WITH RACIAL STRESS**

Recommendation 1 and Strategy

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.

Recommendation 2 and Strategy

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.

Recommendation 3 and Strategy

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.

Recommendation 4 and Strategy

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.

Recommendation 5 and Strategy

CREATE RACE-CRISIS RESPONSE

- 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

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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 commitment of administration to campus equity and inclusion

AT LONG BEACH CITY COLLEGE



78% White students believed LBCC is mostly racially diverse or strongly racially diverse

60% Students of color believed LBCC is mostly racially diverse or strongly racially diverse

* Institution results detail for the topics above available in set of tables accompanying this report.

KEY GOALS IN THIS CONTENT AREA

- Achieve parity in the racial composition of college and university faculty that mirrors student racial demographics but recognize that culture and climate change, in step with demographic change, is also essential.
- Be accountable for and immediately responsive to incidents of racism, racial violence, and racial terror on-campus.
- Demonstrate proactive efforts to decrease the likelihood of incidents of racism, racial violence, and racial terror.
- Improve understanding among college and university personnel regarding the historical, social, institutional, and systemic relationships of power – specifically related to race and racism – in the United States.

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.

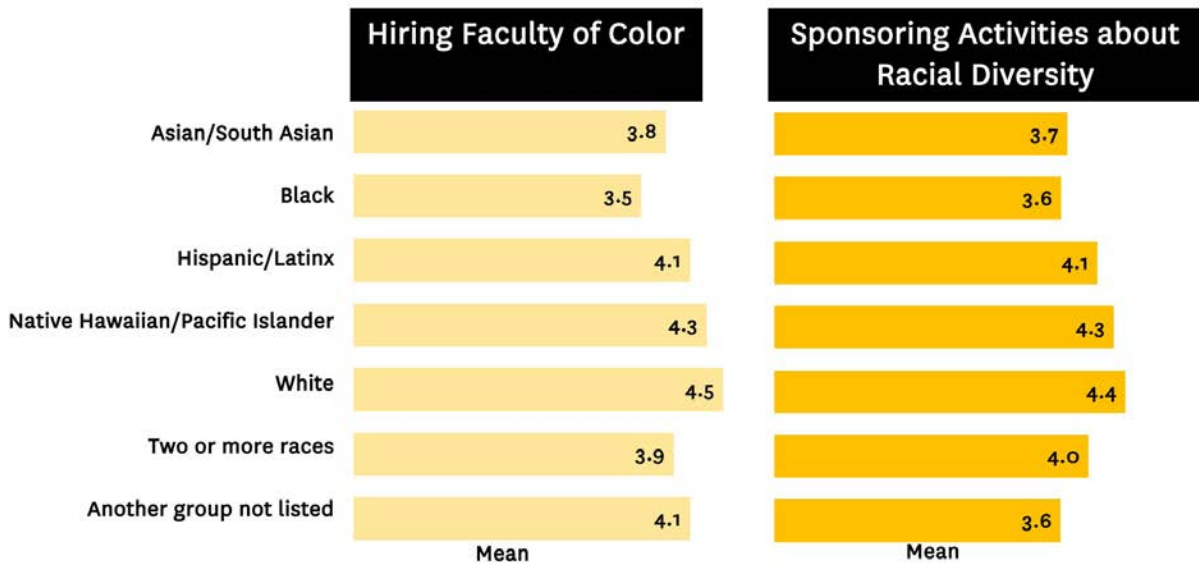


APPRAISALS OF INSTITUTIONAL COMMITMENT

Institutional Commitment to Equity and Diversity

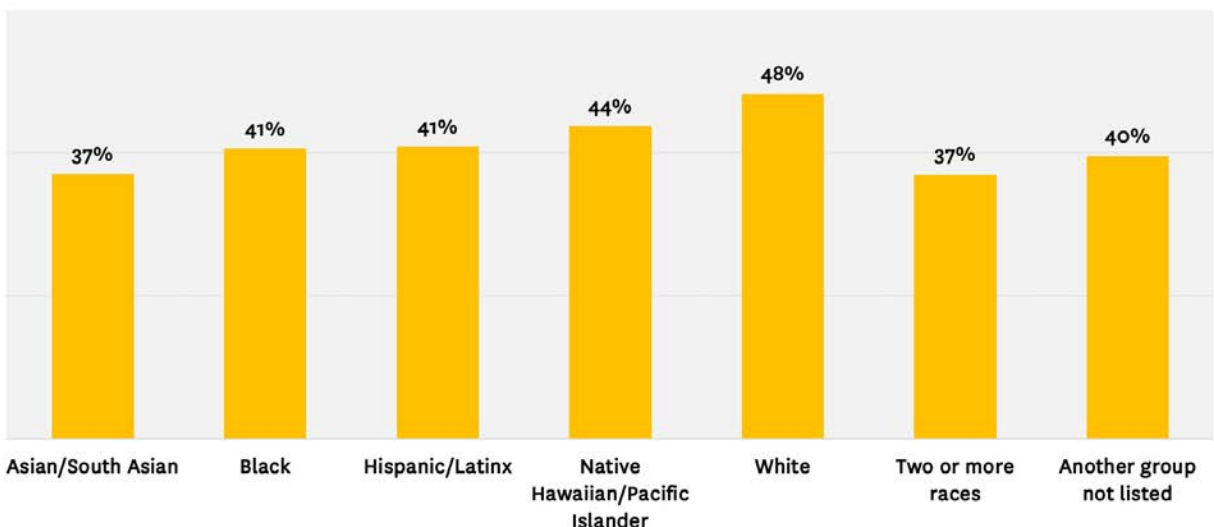
How committed are administrators at your institution to the following?

1 = Not at all; 2 = Slightly; 3 = Somewhat; 4 = Mostly; 5 = Strongly committed



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 institutions faculty fails to reflect the racial and ethnic diversity of the students it serves.

% of Students Who Believed LBCC Leadership Deal with Racism Moderately or Extremely in the Open



RECOMMENDED ACTION ITEMS IN APPRAISALS OF INSTITUTIONAL COMMITMENT

Recommendation 1 and Strategy

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.

Recommendation 2 and Strategy

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

Recommendation 3 and Strategy

PROVIDE BIAS TRAINING FOR SEARCH COMMITTEES

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

Recommendation 4 and Strategy

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.

Recommendation 5 and Strategy

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 content area 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



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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

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60% Students felt moderately safe or extremely safe in the city/town surrounding campus

56% Students felt moderately included or extremely included in the city/town surrounding campus

* Institution results detail for the topics above available in set of tables accompanying this report.



KEY GOALS IN THIS CONTENT AREA

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

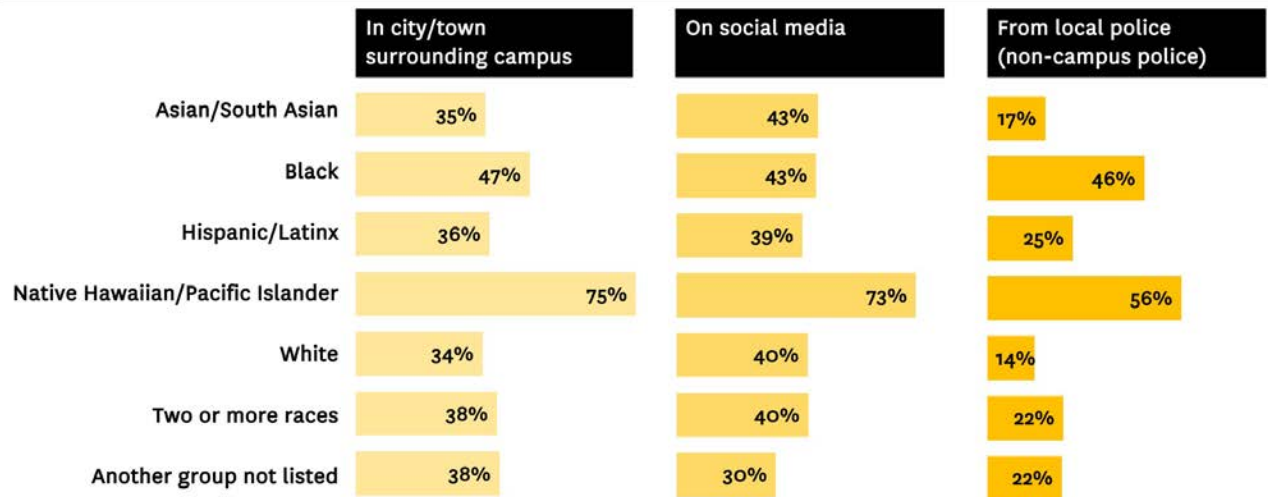
In the NACCC survey, students are asked about the racial makeup of their high school and of their neighborhood during high school.



IMPACT OF EXTERNAL ENVIRONMENTS

Prevalence of Off-Campus Racism

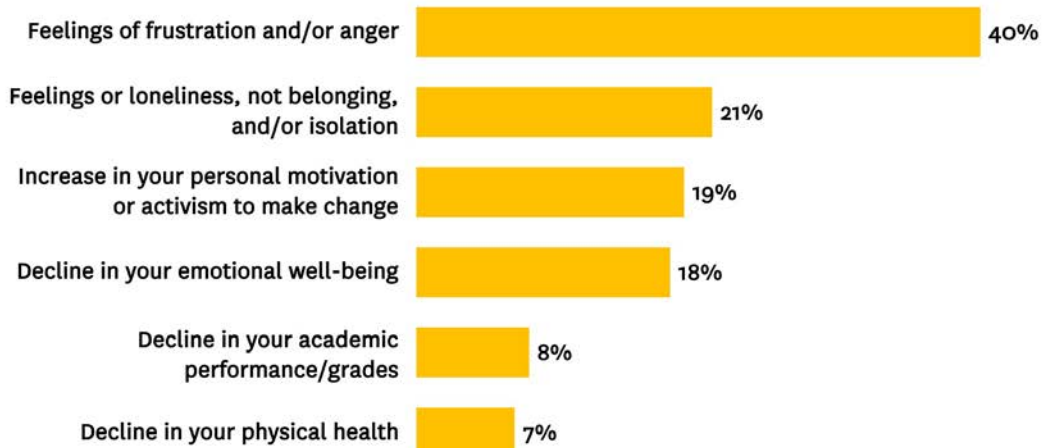
% of undergraduate students who reported they have ever experienced racism in each of the following spaces



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.

Of those who have experienced off-campus racism, two in five feel frustrated and angry

% of students who reported have experienced the following aftereffects after off-campus racist encounters



RECOMMENDED ACTION ITEMS IN **IMPACT OF EXTERNAL ENVIRONMENTS**

Recommendation 1 and Strategy

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.

Recommendation 2 and Strategy

CREATE RACIAL INCIDENT RESPONSE MESSAGING

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

Recommendation 3 and Strategy

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.

Recommendation 4 and Strategy

PARTNER WITH COMMUNITY

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

Recommendation 5 and Strategy

ASSESS CAMPUS ENVIRONMENT/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.

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 100 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.

