NACCC

**NATIONAL ASSESSMENT OF
COLLEGIATE CAMPUS CLIMATES**

SACRAMENTO STATE

2019 ADMINISTRATION REPORT AND RECOMMENDATIONS

CONTENTS

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.

NACCC SURVEY CONTENT

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. 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
- Cross-Racial Engagement
- Encounters with Racial Stress
- Appraisals of Institutional Commitment
- Impact of External Environments

NACCC ADVISORY PANEL AND PEER REVIEW

Thirty college and university presidents and provosts, campus diversity and inclusion 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. In addition, the NACCC benefits from external peer reviews beyond the NACCC Advisory Panel.

NACCC 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.

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/equity-institutes/.

NACCC COGNITIVE INTERVIEWS

NACCC survey methodologists conducted one-on-one cognitive interviews with more than 50 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. Interviewers took note of 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 through this process.

NACCC 2018-19 COHORT

The inaugural cohort of the NACCC included 21 colleges and universities from across the United States, including seven 4-year public institutions, seven 4-year private not-for-profit institutions, and seven community colleges. The 2018-19 NACCC administration yielded approximately 38,000 partial and completed surveys.

NATIONAL DATA COLLECTION

For all institutions in the inaugural cohort, data collection lasted between 4-6 weeks, with an average of one email reminder per week sent to undergraduate students. Ninety-five percent of cohort institutions offered students an incentive to complete the NACCC, and response rates at the institutions ranged from 3% to 79%.

〉 NACCC COHORT

GENDER IDENTITY	Percent of Total NACCC Respondents†
Woman	67%
Man	32%
Gender nonconforming, transgender, non-binary, or a gender identity not listed	2%
†Detail may not sum to totals because of rounding	

AGE	Percent of Total NACCC Respondents†
18-21 years old	59%
22-34 years old	32%
35-49 years old	6%
50 years old or older	2%
†Detail may not sum to totals because of rounding	

RACIAL IDENTITY	Percent of Total NACCC Respondents^
Arab or Arab American	1%
Asian or Asian American	15%
Black or African American	13%
Caucasian or White	47%
Hispanic or Latino/a/x or Chicano/a/x	29%
Mestizo/a	1%
Middle Eastern	3%
Native American and/or Alaska Native	2%
Native Hawaiian and/or Pacific Islander	2%
South Asian/Desi American	2%
Groups not listed	3%
^Totals may sum to more than 100% because students can select multiple identities	

SACRAMENTO STATE

DATA COLLECTION DETAILS

DATE	DAY OF THE WEEK	EMAIL	NAME OF EMAIL SENDER	INCENTIVE**	RESPONSE RATE
4-Feb-19	Monday	NACCC Invitation Email	Robert S. Nelsen, President	-200 gift cards from Amazon.com, Target, and Dining Services, ranging in value from $10 to $100 -Grand prize winner= $150 Target gift card	N/A
13-Feb-19	Wednesday	Reminder #1	""	""	8%
20-Feb-19	Wednesday	Reminder #2	""	""	15%
27-Feb-19	Wednesday	Reminder #3	""	""	18%
6-Mar-19	Wednesday	Reminder #4	""	""	21%
13-Mar-19	Wednesday	Reminder #5	""	""	22%
15-Mar-19	Friday	Data Collection End Date	N/A	N/A	24%
				"" means same as above	
			**3 incentive prize drawings for those completing survey by: 1) 15-Feb-19 2) 1-Mar-19 3) 15-Mar-19		
TOTAL SAMPLE PRESENT:	26,649				
FINAL RESPONSE RATE*:	24%				*Includes surveys with usable partial data

SACRAMENTO STATE

RESPONSE RATES BY SELECTED DEMOGRAPHIC CHARACTERISTICS

GENDER IDENTITY	Percent of Total NACCC Respondents†
Woman	69%
Man	30%
Gender nonconforming, transgender, non-binary, or a gender identity not listed	1%
†Detail may not sum to totals because of rounding	

CLASS YEAR	Percent of Total NACCC Respondents†
First year or Freshman	13%
Second year or Sophomore	10%
Third year or Junior	30%
Fourth year or beyond or Senior	40%
Identifies by credits completed rather than by a particular year	7%
†Detail may not sum to totals because of rounding	

RACIAL IDENTITY	Percent of Total NACCC Respondents^
Arab or Arab American	1%
Asian or Asian American	22%
Black or African American	10%
Caucasian or White	37%
Hispanic or Latino/a/x or Chicano/a/x	34%
Mestizo/a	1%
Middle Eastern	2%
Native American and/or Alaska Native	3%
Native Hawaiian and/or Pacific Islander	3%
South Asian/Desi American	3%
Groups not listed	3%
^Totals may sum to more than 100% because students can select multiple identities	

AGE	Percent of Total NACCC Respondents†
18-21 years old	46%
22-34 years old	49%
35-49 years old	4%
50 years old or older	1%
†Detail may not sum to totals because of rounding	

THE NACCC SURVEY POPULATION INCLUDED ALL UNDERGRADUATE STUDENTS AT THE INSTITUTION.

NACCC 2018-19 COHORT SCORING AND CAUTIONS ❯

Five of the six NACCC survey content areas were assigned a value from 1 to 4 ribbons based on each institution's relative performance within the NACCC cohort. The overall score for each institution was generated by taking the mean of the total of the five content area ribbons for that institution.

The sixth content area, Impact of External Environments, was not scored given the particular variety and complexity of external factors included in the survey. Recommendations for institutions in this area are provided.

CAUTIONARY NOTE ON SCORING

The scores provided in this report should not be misused to understand that even if an institution scores a 3 or 4 in a particular content area or overall, that the institution is showing exceptional performance with their campus racial climate. Nor should it be understood that an institution scoring a "1" or "2" in a particular content area or overall is beyond repair. Rather, these scores indicate a relative spot within the NACCC cohort as a point of comparison. All levels of scoring require further and continuous attention and improvement by the institution.

USES OF THIS REPORT AND ACCOMPANYING NACCC DATA TABLES

We hope the data provided by the NACCC will help institutional leaders better understand the racial realities on their campuses and help them to improve the daily lives of all their undergraduate students. We also hope leaders will share the results with their campuses and engage them in strategic planning toward racial equity.

This report provides a content area score, selected content area data highlighting key information from the accompanying NACCC data tables, and area goals and recommended action items.

❯ The NACCC data tables include:

- Key sets of information from each content area in tables with unweighted descriptive statistics for white students and students of color. Students who indicated being Caucasian or White only, were placed for reporting purposes in the "White students" category. Students who indicated identifying as Caucasian and any another racial identities were placed for reporting purposes in the "Students of color" category.

- Tests of difference between white students and students of color at the $p \leq .05$ level. These differences show items with distribution differences that are larger than would be expected by chance, but do not guarantee the importance of the results.

- Cell sizes of 20 or greater. To protect student identity and for statistical reliability, cell sizes less than 20 are not reported and are indicated as such in the tables.
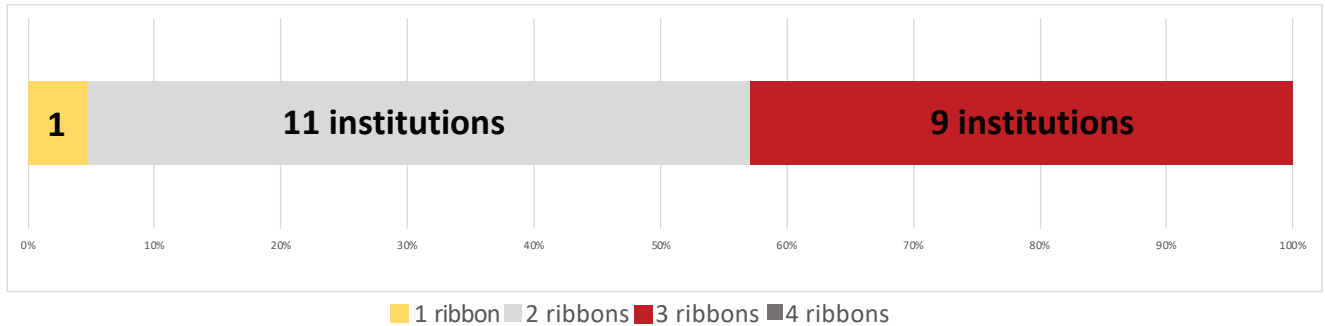
SACRAMENTO STATE

NACCC SCORES

OVERALL

SACRAMENTO STATE SCORE: **3** RIBBONS OUT OF 4

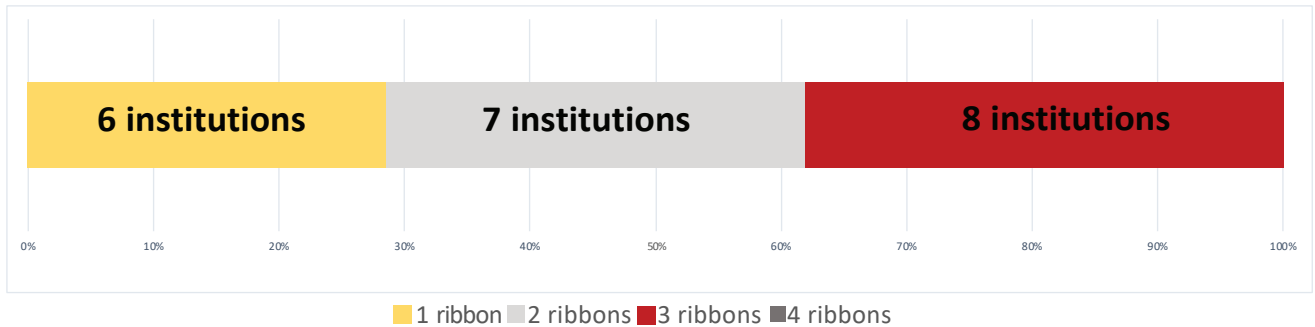Figure 1: Overall NACCC Distribution of Scores among 2019 NACCC Cohort

| 1 | 11 institutions | 9 institutions |

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

■ 1 ribbon ■ 2 ribbons ■ 3 ribbons ■ 4 ribbons

MATTERING AND AFFIRMATION

SACRAMENTO STATE SCORE: **2** RIBBONS OUT OF 4

Figure 2: Mattering and Affirmation NACCC Distribution of Scores among 2019 NACCC Cohort

| 6 institutions | 7 institutions | 8 institutions |

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

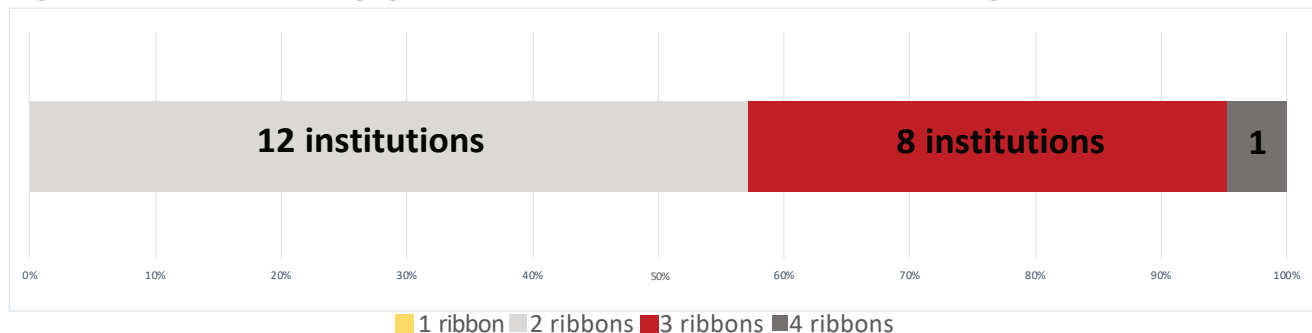■ 1 ribbon ■ 2 ribbons ■ 3 ribbons ■ 4 ribbons

CROSS-RACIAL ENGAGEMENT

SACRAMENTO STATE SCORE: **3** RIBBONS OUT OF 4

Figure 3: Cross-Racial Engagement NACCC Distribution of Scores among 2019 NACCC Cohort

| 12 institutions | 8 institutions | 1 |

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

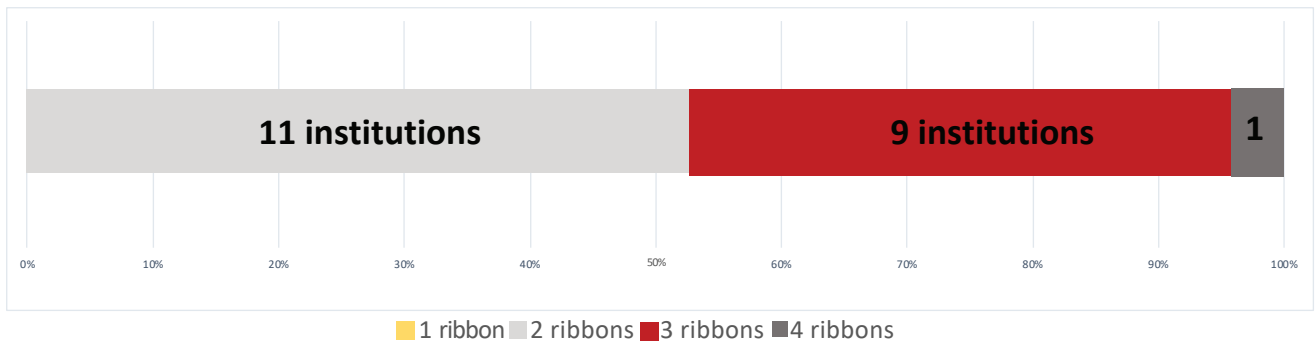■ 1 ribbon ■ 2 ribbons ■ 3 ribbons ■ 4 ribbons

RACIAL LEARNING AND LITERACY

SACRAMENTO STATE SCORE: **4** RIBBONS OUT OF 4

Figure 4: Racial Learning and Literacy NACCC Distribution of Scores among 2019 NACCC Cohort

11 institutions	9 institutions	1

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

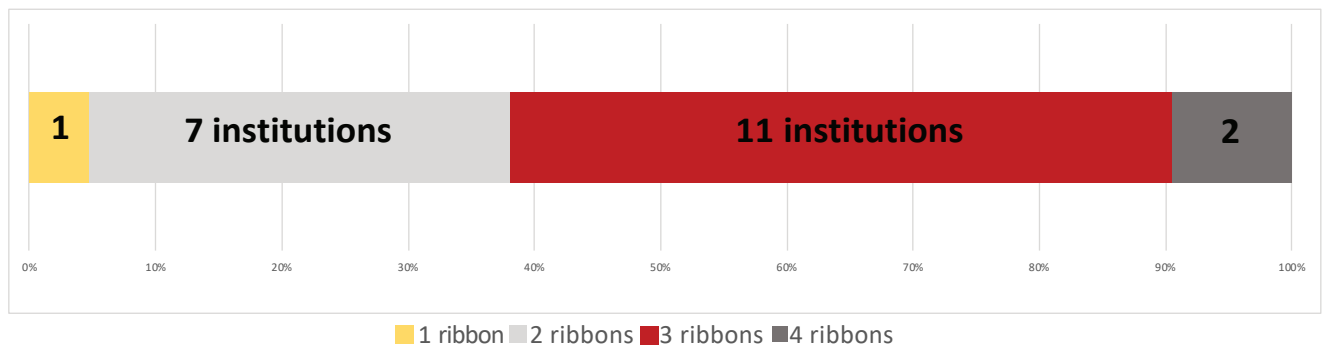■ 1 ribbon ■ 2 ribbons ■ 3 ribbons ■ 4 ribbons

ENCOUNTERS WITH RACIAL STRESS

SACRAMENTO STATE SCORE: **3** RIBBONS OUT OF 4

Figure 5: Encounters with Racial Stress NACCC Distribution of Scores among 2019 NACCC Cohort

1	7 institutions	11 institutions	2

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

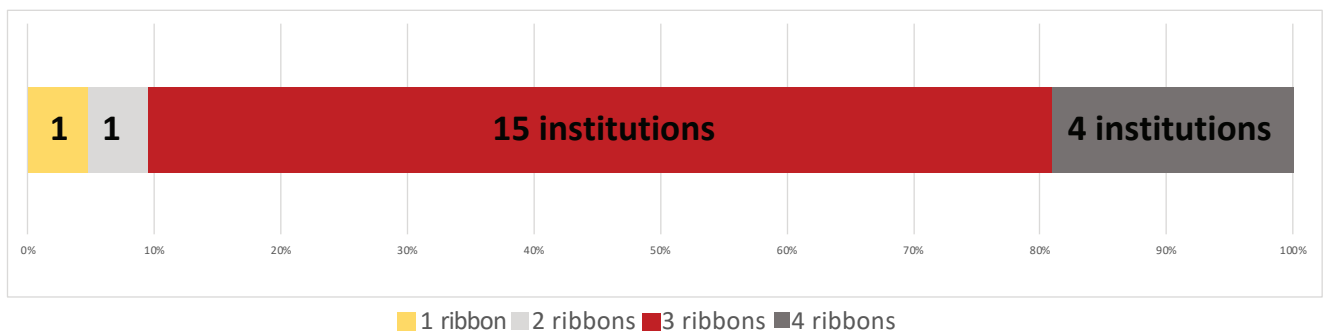■ 1 ribbon ■ 2 ribbons ■ 3 ribbons ■ 4 ribbons

APPRAISALS OF INSTITUTIONAL COMMITMENT

SACRAMENTO STATE SCORE: **4** RIBBONS OUT OF 4

Figure 6: Appraisals of Institutional Commitment NACCC Distribution of Scores among 2019 NACCC Cohort

1	1	15 institutions	4 institutions

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ 1 ribbon ■ 2 ribbons ■ 3 ribbons ■ 4 ribbons

SACRAMENTO STATE
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 SACRAMENTO STATE

68% White students who felt they mostly matter or strongly matter in classes taught by White professors

56% Students of color who felt they mostly matter or strongly matter in classes taught by 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

Figure 7. Percent of Students Who Believed White Professors Never or Only Once in a While Showed Concern for Their Feelings or Experiences
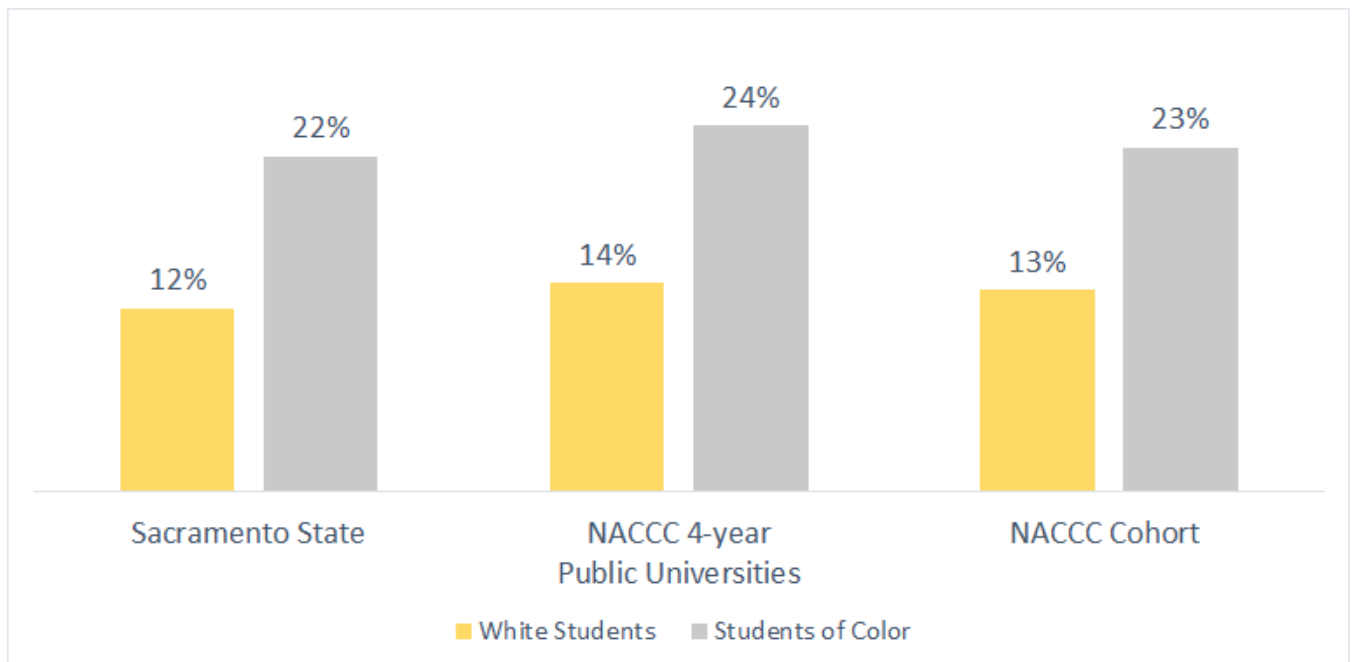
Why This Matters: National data (https://nces.ed.gov/fastfacts/display.asp?id=61) show that 76% of all full-time faculty in degree-granting postsecondary institutions are White (NCES, 2016). This overrepresentation places added responsibility on White faculty to ensure the students of color they teach felt seen, heard, and cared for in their classrooms.

RECOMMENDED ACTION ITEMS IN THIS CONTENT AREA

● 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.

● 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.

● 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.

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

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

● Communicate the message that words and actions have impact regardless of intent.

SACRAMENTO STATE

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 conversations about selected political topics with White students and with students of color

AT SACRAMENTO STATE

55% White students who felt calm or mostly calm about having conversations about race with students of color

73% Students of color who felt calm or mostly calm 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 conversations about race.

CROSS-RACIAL ENGAGEMENT

Figure 8. Percent of Students Who Feel Open or Mostly Open About Being Engaged in Conversations About Race With White Students
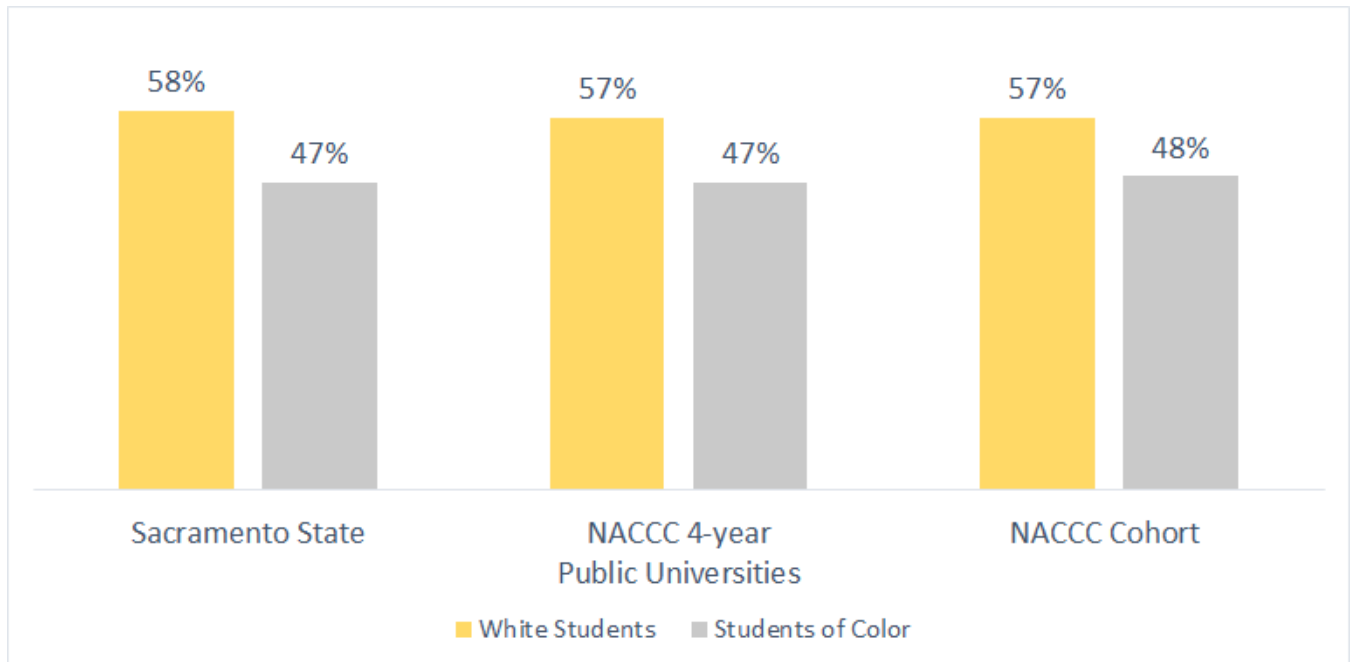
Why This Matters: Racial dialogue is often the first and most frequent form of cross-racial interaction among students on college campuses. When those campuses are predominantly White, students of color are overwhelmingly burdened with educating their White peers about race as involuntary spokespersons.

RECOMMENDED ACTION ITEMS IN THIS CONTENT AREA

● 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.

● Train and equip campus leadership, faculty, and staff to address spontaneous moments and controversies, and to initiate discussions about race.

● 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.

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

● 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.

SACRAMENTO STATE

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

AT SACRAMENTO STATE

25% White students who felt authors assigned for reading/on the syllabus in their major do not at all or only slightly reflect racial diversity

36% Students of color who felt authors assigned for reading/on the syllabus in their major do not at all or only slightly reflect racial diversity

* 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

Figure 9. Percent of Students Who Believed Their College or University Was Not Preparing Them at All or Only Slightly Preparing Them to Interact with Individuals of Different Races
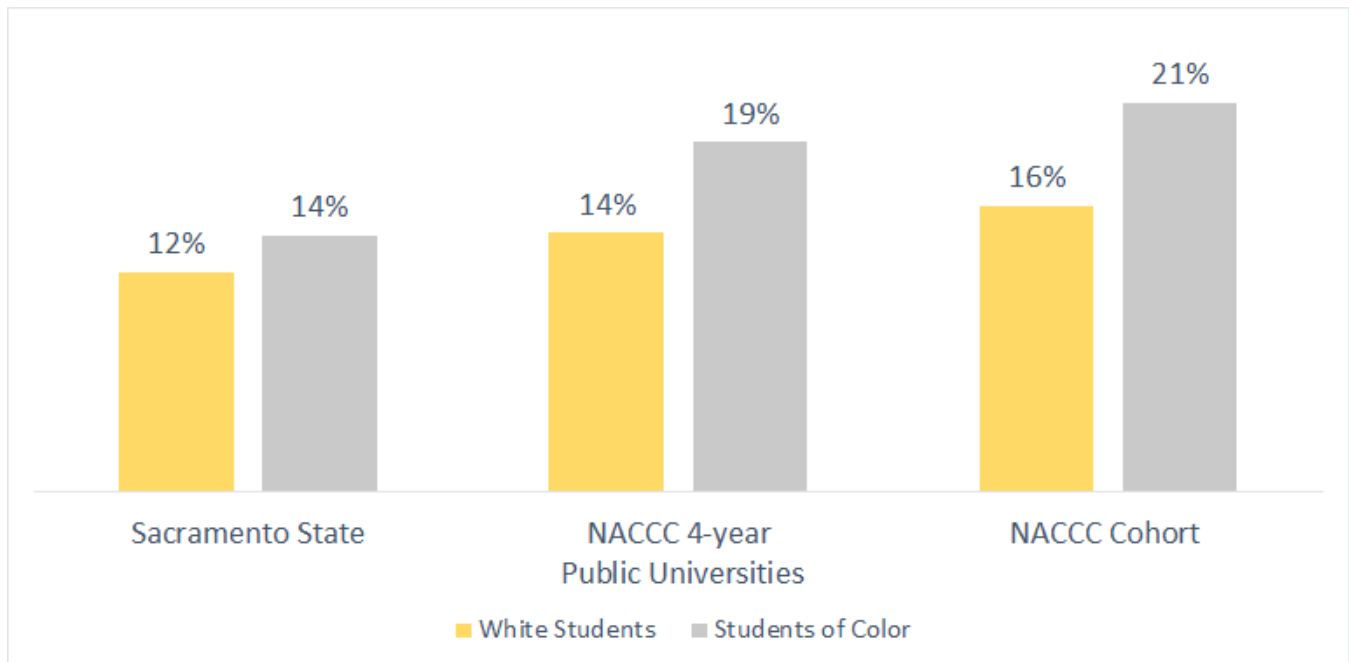
Why This Matters: United States Census data (Colb & Ortman, 2015) project the shift of the country's racial and ethnic demographics in which non-Hispanic White people will no longer make up the numerical majority (https://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf). Therefore, preparing students for post-college environments reflecting this shift is an important learning outcome colleges and universities need to address.

RECOMMENDED ACTION ITEMS IN THIS AREA

● 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.

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

● 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.

● Provide structured opportunities for students to learn about their own and other racial groups.

● 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.

● Communicate that the pace of learning about race and discussing race on campus should not prioritize the hesitancy and/or interests of any one group, over actual progress toward achieving equity.

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 microagressions 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 segregration, and overall campus racial climate and impact on personal well-being

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

AT SACRAMENTO STATE

23% White students who indicated personally experiencing racism at events hosted by fraternities/sororities that are mostly White students

40% Students of color who indicated personally experiencing racism at events hosted by fraternities/sororities that are mostly White students

* 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.

Figure 10. Percent of Students Who Ever Experienced Feelings of Loneliness, Not Belonging, and/or Isolation as a Result of Their Campus Racial Climate
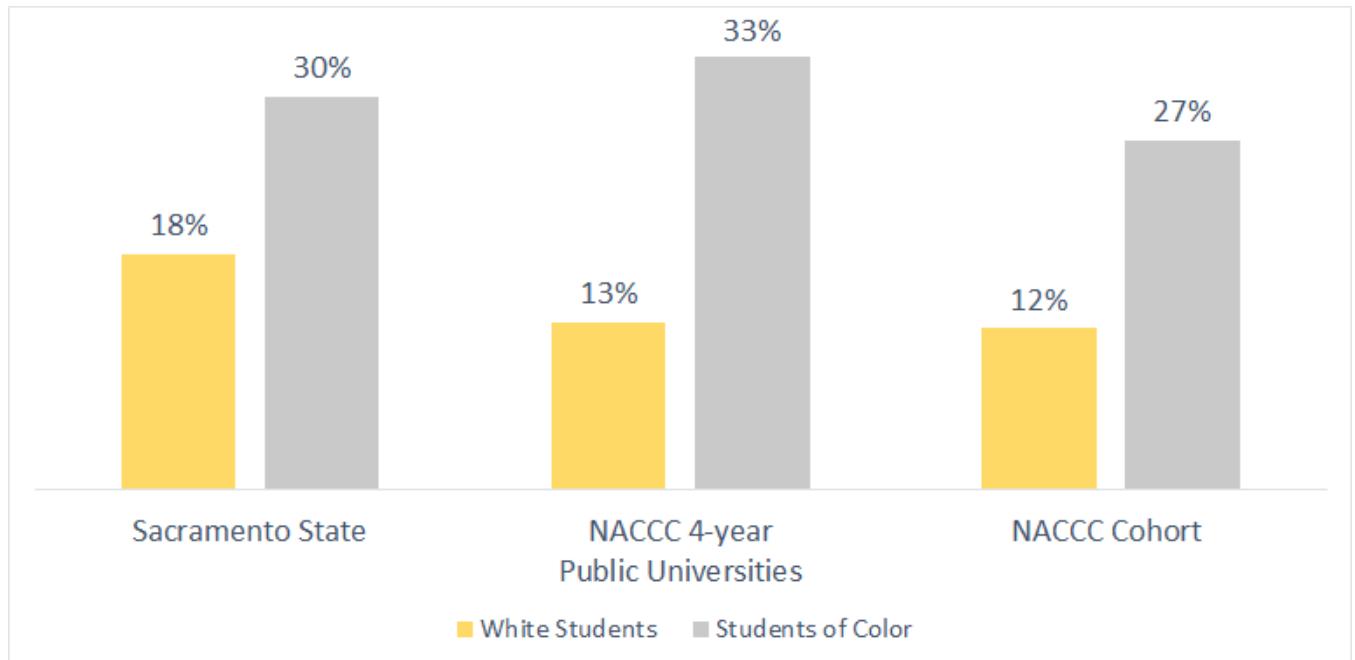
Why This Matters: Decades of higher education research indicate the importance of students' sense of belonging with regard to their retention, persistence, and advancement to degree completion. In addition, it is a key factor among students of color for whom encounters with racial stress increasingly contribute to feelings of loneliness, isolation, and a lack of community.

RECOMMENDED ACTION ITEMS IN THIS AREA

● 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.

● 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.

● 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.

● 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.

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

SACRAMENTO STATE

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 SACRAMENTO STATE

44% White students who believed administration dealt with racism or racist incidents on campus in the open or mostly in the open

40% Students of color who believed administration dealt with racism or racist incidents on campus in the open or mostly in the open

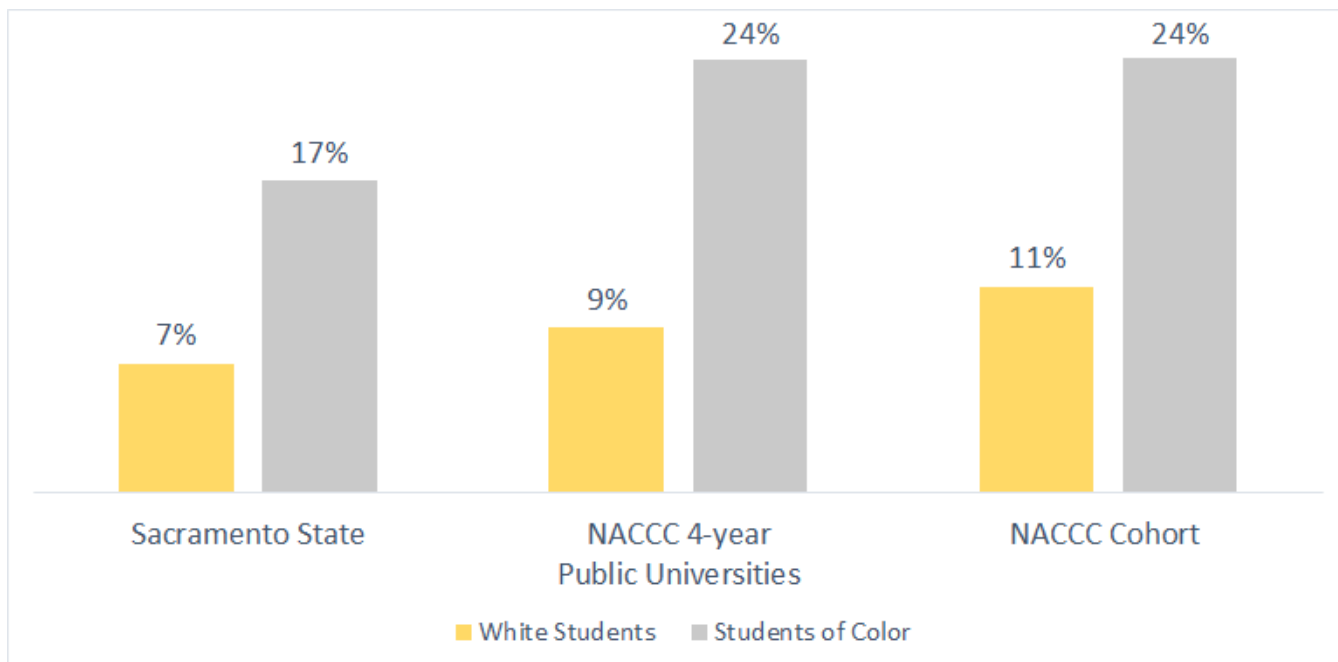* Institution results detail for the topics above available in set of tables accompanying this report.

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.

Figure 11. Percent of Students Who Believed Their College or University was Not Committed at All or Only Slighted Committed to Hiring Faculty of Color

	White Students	Students of Color
Sacramento State	7%	17%
NACCC 4-year Public Universities	9%	24%
NACCC Cohort	11%	24%

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.

RECOMMENDED ACTION ITEMS IN THIS AREA

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

● Review campus policies and resource allocations and consider whether they reflect racial equity goals.

● 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.

● 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.

● 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.

● 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.

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

AT SACRAMENTO STATE

75% White students who felt safe or mostly safe in their hometown

63% Students of color who felt safe or mostly safe in their hometown

* 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.

Figure 12. Percent of Students Who Indicated Experiencing Racism from Local Police in the City/Town Surrounding Their Campus
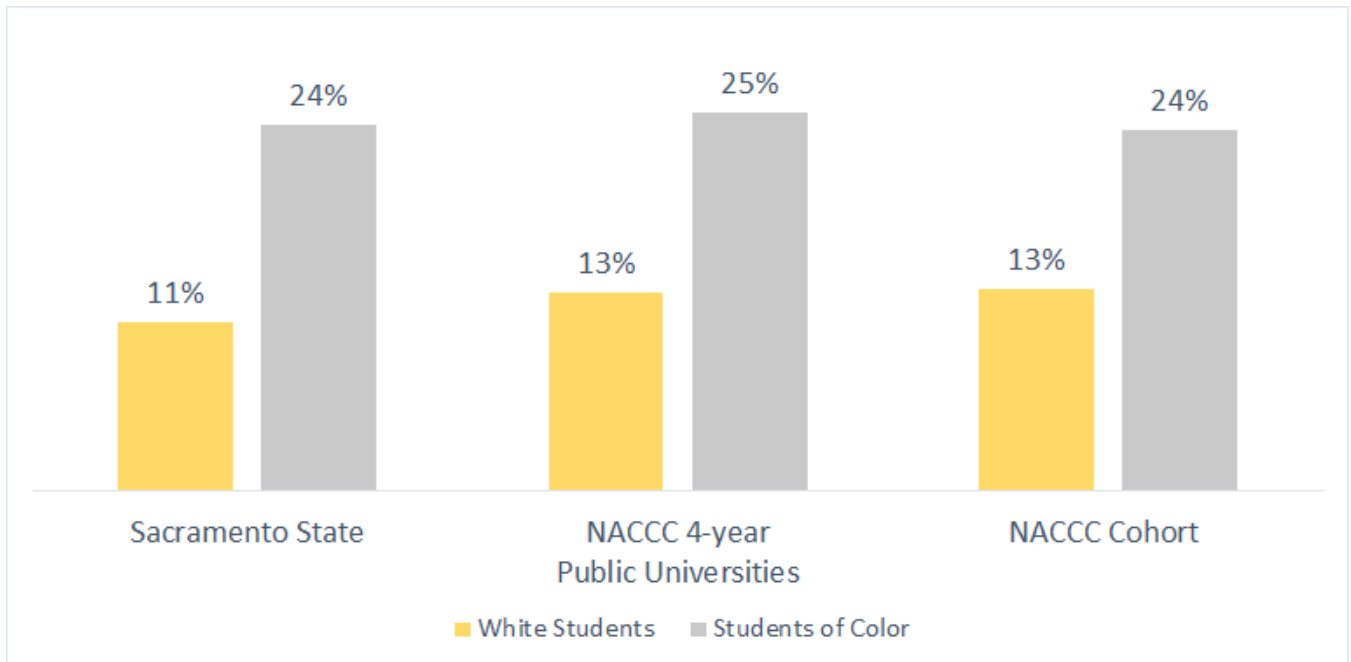
Why This Matters: As students are entrusted to institutions by parents and families, there is a responsibility for colleges and universities to actively engage local law enforcement in developing anti-racist professional practices.

RECOMMENDED ACTION ITEMS IN THIS AREA

● 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.

● Expect that students will be affected by incidents of racism and hate crimes locally or nationally, and employ messaging when these happen consistent with messaging for these types of incidents when they occur on campus.

● 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.

● Be aware that equity iniatives on campus should focus on eliminating conditions on campus that harm marginalized students and students from marginalized communities, and not on "fixing" these students.

● 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.

ABOUT

The University of Southern California is home to a dynamic research and organizational improvement center that helps professionals in educational institutions, corporations, and other contexts strategically develop and achieve equity goals, better understand and correct climate problems, avoid and recover from racial crises, and engineer sustainable cultures of inclusion and respect. Evidence, as well as scalable and adaptable models of success, inform our rigorous approach.

The USC Race and Equity Center's 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. When organizational leaders, policymakers, community stakeholders, and journalists call us for expertise and assistance, we leverage our brilliant cast of faculty affiliates.

Rigorous, evidence-based work that educates our nation, transforms institutions and organizations, boldly confronts racism, and strategically achieves equity is what we do at the USC Race and Equity Center. The Center is home to the the **National Assessment of Collegiate Campus Climates**, the **USC Equity Institutes** (an eight-week professional learning and organizational change series), PRISM (a racial equity employee recruitment tech tool for higher education), and the **Alliance for Equity, Diversity, and Inclusion in Business**.