

ABOUT *the* NACCC METHODOLOGY STUDENTS

The NACCC survey is based on more than a decade of the USC Race and Equity Center’s qualitative climate studies of colleges and universities. A content team comprised of 14 race, equity and inclusion experts from across the United States convened to identify the most salient survey content areas and questions in the field of campus racial climate.

There is also an NACCC Student Advisory Panel of nine individuals from colleges and universities throughout the United States. They consult with NACCC staff on the ways in which undergraduates engage with campus surveys and provide review and input on the survey content.

The inaugural cohort of the NACCC included seven 4-year institutions, seven 4-year private not-for-profit institutions and seven community colleges. Five of the community colleges were in California—Glendale Community College, Los Angeles Southwest College, Palomar College, Pasadena City College and Southwestern. Of the last two schools, one is Lorain County Community College in Ohio and the other is Santa Fe College in Florida. The 2018-19 survey yielded approximately 38,000 partial and completed surveys.

For all institutions, data collection lasted between and four and six weeks, with an average of one email reminder per week. Ninety-five percent of cohort institutions offered students an incentive and response rates at the institutions ranged from 3% to 79%.

An individual institution’s score in each of the categories indicates a relative spot within the NACCC cohort as a point of comparison. All levels of scores require further and continuous attention and improvement by the institution.

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 other 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 $p < .05$ 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 tables, since smaller sample sizes get decreasingly representative of the entire population.

LIMITATIONS

Regarding the NACCC, one limitation involves comparison of the racial identify of NACCC respondents to that of the SWC student body at large. In the NACCC, students may self-identify as many racial identities as they feel apply and all selections are reported. SWC's methodology for determining a student's race/ethnicity permits multiple selections but ultimately assigns one race/ethnicity to each student. However, as the SWC methodology assigns Hispanic to those who select the ethnicity of Hispanic regardless of what race(s) they select, the 69% of Hispanic students in the SWC student body appear comparable to the 70% percent of survey respondents identifying as Hispanic in the NACCC. Racial identity percentages of the other student respondent groups also appear reasonably in-line with those of the SWC student body.



KEY FINDINGS STUDENTS

- Southwestern College's results from the student survey administered as part of the National Assessment of Collegiate Campus Climates (NACCC) yielded information in six areas:
- Mattering and Affirmation
 - Racial Learning and Literacy
 - Cross-Racial Engagement
 - Encounters with Racial Stress
 - Appraisals of Institutional Commitment
 - Impact of External Environments

EACH CATEGORY WAS SCORED BY AWARDING 1 TO 4 "RIBBONS."

The scores provided in this report will help individual institutions see how they rank in a certain category, but developers of the survey ask that the scores be reviewed within a certain context.

For instance, even if an institution scores a "3" or "4" in a particular content area or overall, that does not mean 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.

Results show how each institution in the NACCC cohort fared.

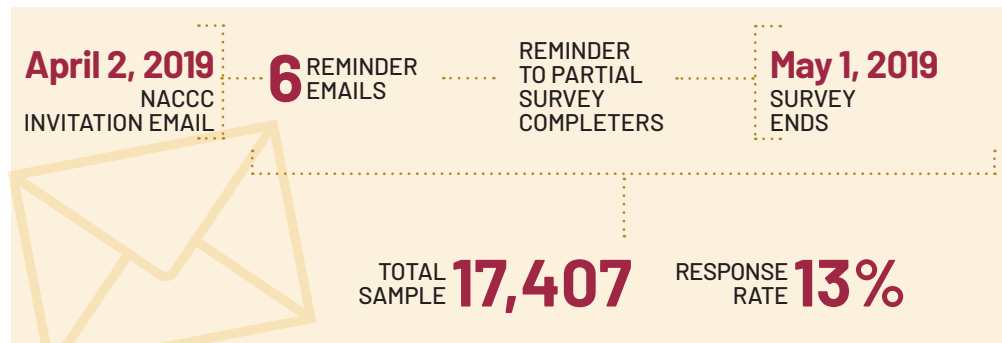
*The cohort of the NACCC included **21 colleges and universities from across the United States**, including seven 4-year public institutions, seven 4-year private not-for-profit institutions, and seven community colleges.*

The 2018-19 NACCC administration yielded approximately 38,000 partial and completed surveys.

- On the graphs on the following pages **N = Number of respondents**

SUPPORTING DATA STUDENTS

DATA COLLECTION DETAILS



SCCD STUDENT SURVEY RESPONDENT DEMOGRAPHIC CHARACTERISTICS

GENDER IDENTITY	
Woman	68%
Man	30%
Gender nonconforming, transgender, non-binary, or a gender identity not listed	2%

CLASS YEAR	
First year or Freshman	25%
Second year or Sophomore	22%
Third year or Junior	16%
Fourth year or beyond or Senior	11%
Identifies by credits completed rather than by a particular year	26%

AGE	
18-21 years old	48%
22-34 years old	38%
35-49 years old	10%
50 years old or older	4%

ETHNIC/RACIAL IDENTITY*	
Arab or Arab American	<1%
Asian or Asian American	14%
Black or African American	6%
Caucasian or White	17%
Hispanic or Latino/a/x or Chicano/a/x	70%
Mestizo/a	2%
Middle Eastern	1%
Native American and/or Alaska Native	3%
Native Hawaiian and/or Pacific Islander	3%
South Asian/Desi American	1%
Groups not listed	3%

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

➤ On the graphs on the following pages N = Number of respondents

* In the NACCC report, this information is labelled "Racial Identity."

**SOUTHWESTERN COLLEGE RESULTS:
OVERALL COLLEGE SCORE 3 RIBBONS OUT OF 4**

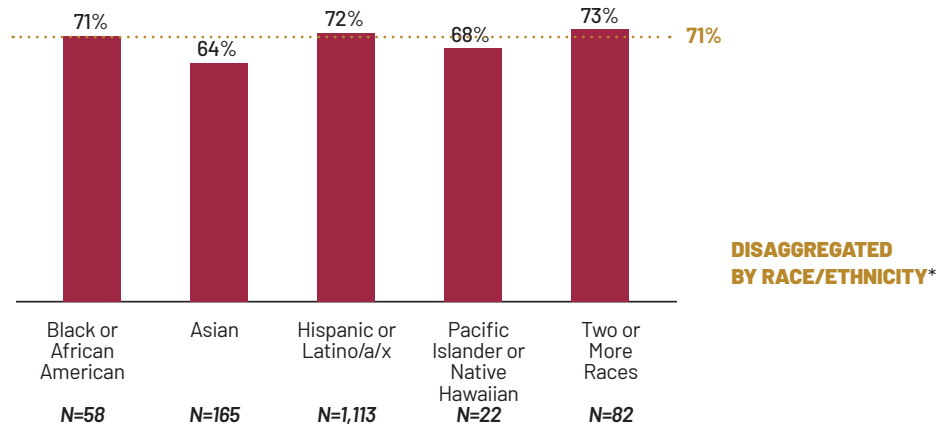
CATEGORIES:

a. MATTERING AND AFFIRMATION 2 RIBBONS OUT OF 4

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

AFFIRMATION: In the NACCC student survey, affirmation refers to how supported students feel by White professors for their contributions to class discussions.

i. 71% Students of Color felt they often or almost always received support for contributions to class discussion from White professors.



ii. 83% White Students felt they often or almost always received support for contributions to class discussions from White professors. (The NACCC written report only included affirmations by White professors. Data on affirmations by professors of Color and on conversations with White Students can be found on the Belong website.)

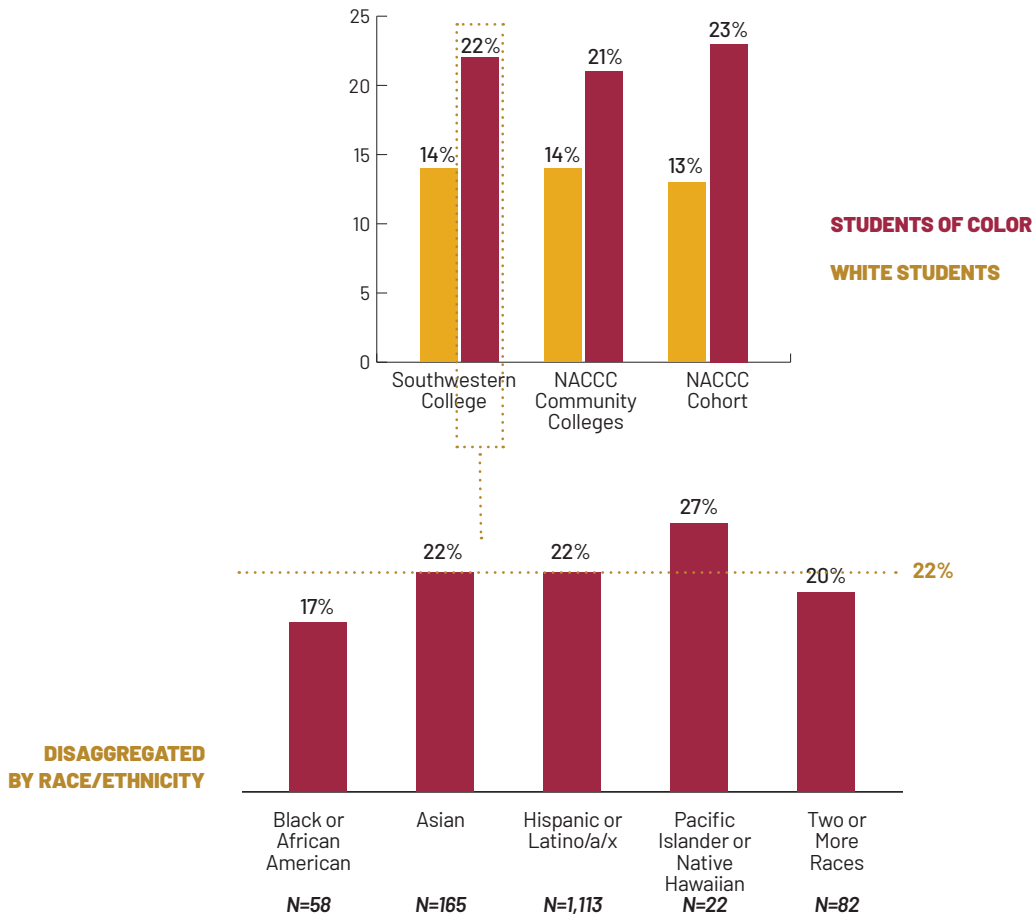
iii. MATTERING AND AFFIRMATION

Percent of Students Who Believed White Professors Never or Only Once in a While Showed Concern for Their Feelings or Experiences

WHY THIS MATTERS:

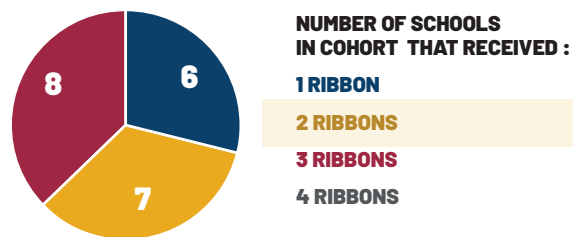
National data show that 76% of all full-time faculty in degree-granting postsecondary institutions are White (NCES, 2016). This overrepresentation places added responsibility on White faculty to ensure the Students of Color they teach felt seen, heard, and cared for in their classrooms. (The NACCC written report only included affirmations by White professors. Data on affirmations by professors of Color and on conversations with White Students can be found on the Belong website) – *Explanation in the NACCC report*

* Data for additional race/ethnicities (American Indian or Alaska Native, Other, Unknown) are included on the Belong website.



iv. MATTERING AND AFFIRMATION

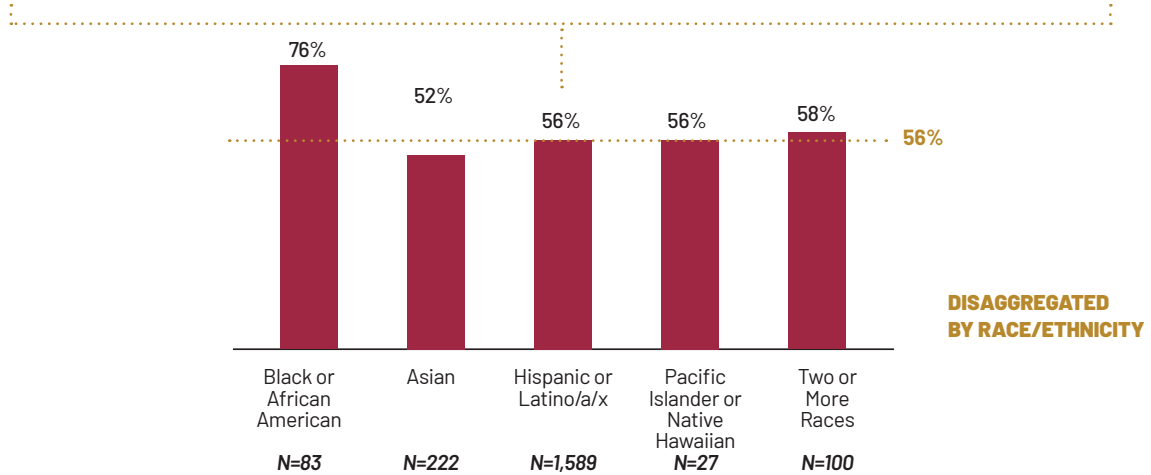
HOW SWCC FARED Distribution of Scores among 2019 NACCC Cohort of 21 Schools



b. CROSS-RACIAL ENGAGEMENT 3 RIBBONS OUT OF 4

CROSS-RACIAL ENGAGEMENT: In the NACCC student survey, students were asked about the frequency and nature of their interactions on campus with same-race peers and peers from different racial groups and their level of comfort with discussions about race.

i. 56% Students of Color felt encouraged or mostly encouraged about having conversations about race with other Students of Color.



ii. 48% White Students felt encouraged or mostly encouraged about having conversations about race with Students of Color. (The NACCC written report included only conversations with Students of Color. Data on conversations with White Students can be found on the Belong website.)

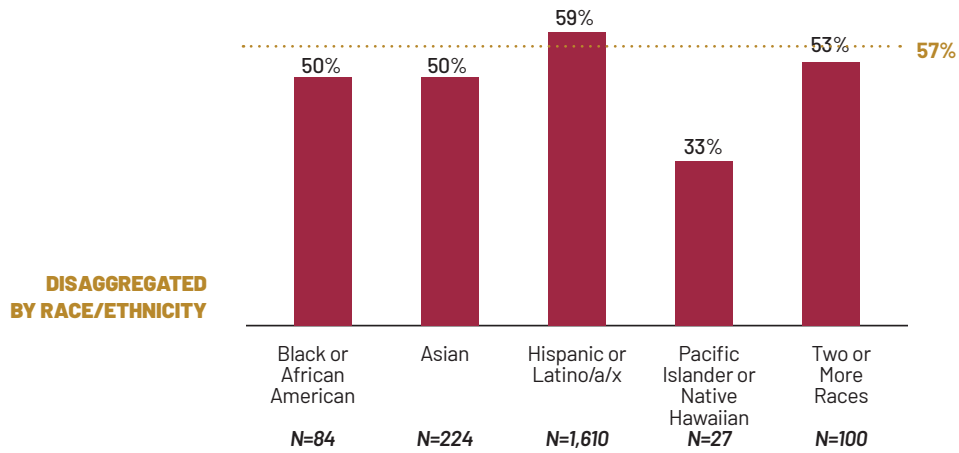
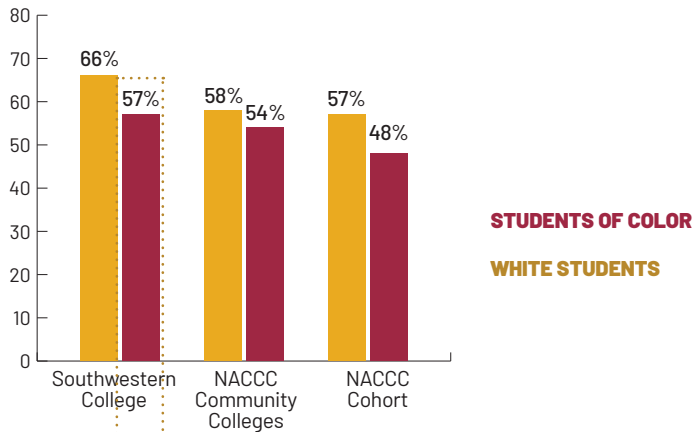
iii. CROSS-RACIAL ENGAGEMENT

Percent of Students Who Feel Open or Mostly Open About Being Engaged in Conversations About Race With White Students

WHY THIS MATTERS:

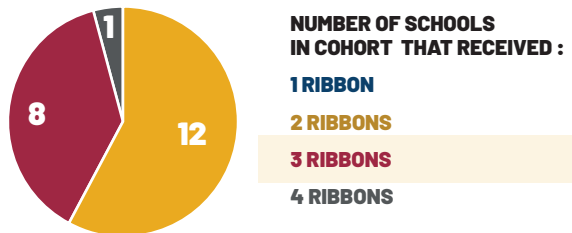
Racial dialogue is often the first and most frequent form of cross-racial interaction among students on college campuses. When those campuses are predominantly White, Students of Color are overwhelmingly burdened with educating their White peers about race as involuntary spokespersons.

– *Explanation in the NACCC report*



iv. CROSS-RACIAL ENGAGEMENT

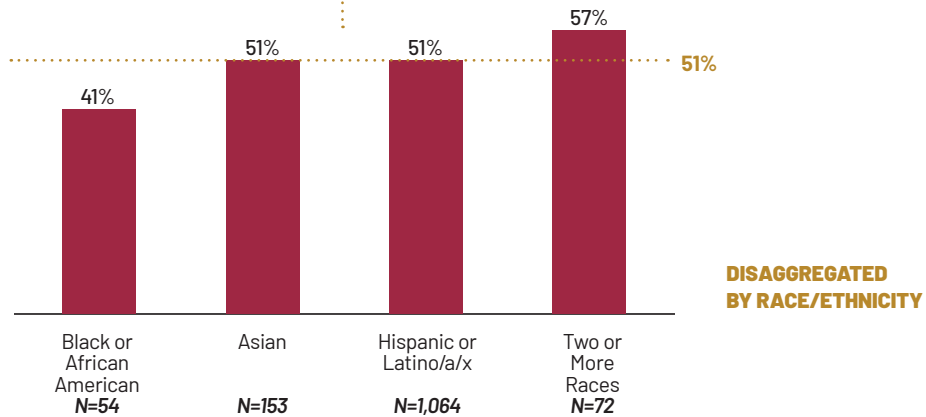
HOW SWCC FARED Distribution of Scores among 2019 NACCC Cohort of 21 Schools



c. RACIAL LEARNING AND LITERACY 3 RIBBONS OUT OF 4

RACIAL LEARNING AND LITERACY: In the NACCC survey, the terms refer to where students learn about race on campus, racial diversity reflected in classes in their major and preparation for living in a racially diverse society.

i. 51% Students of Color felt students in their major mostly or strongly reflect racial diversity.



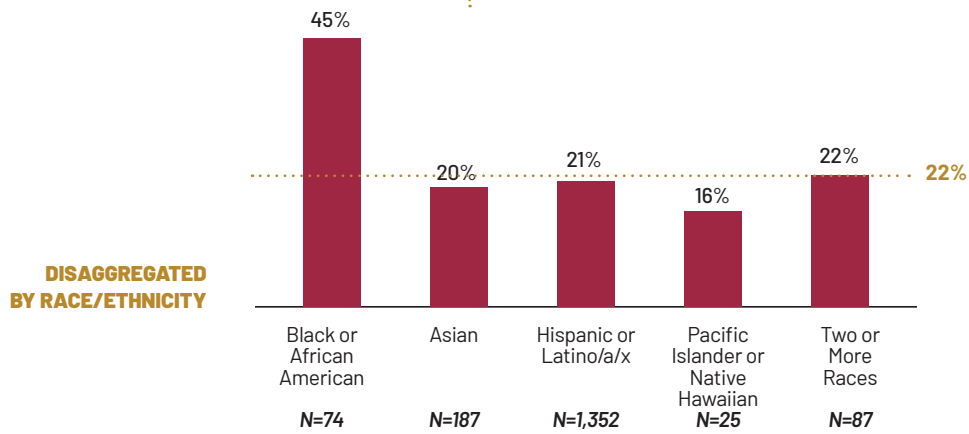
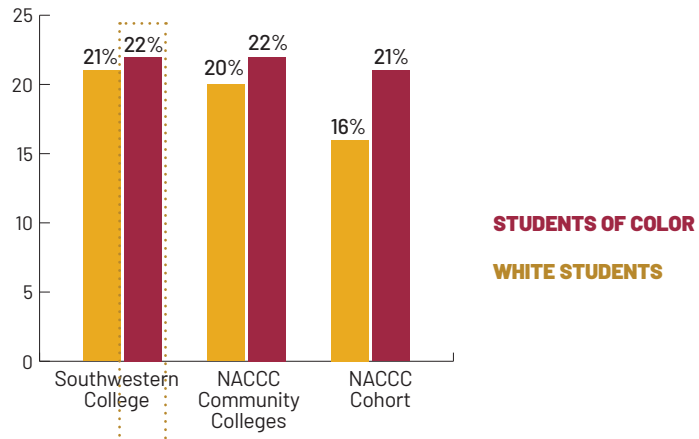
ii. 60% White Students felt students in their major mostly or strongly reflect racial diversity.

iii. RACIAL LEARNING AND LITERACY

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

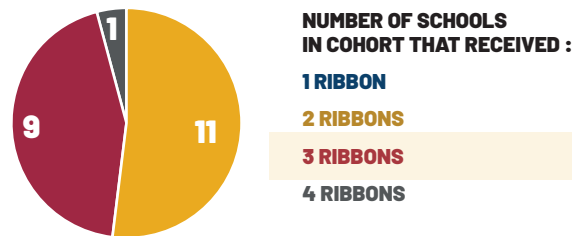
WHY THIS MATTERS:

United States Census data 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. – *Explanation in the NACCC report*



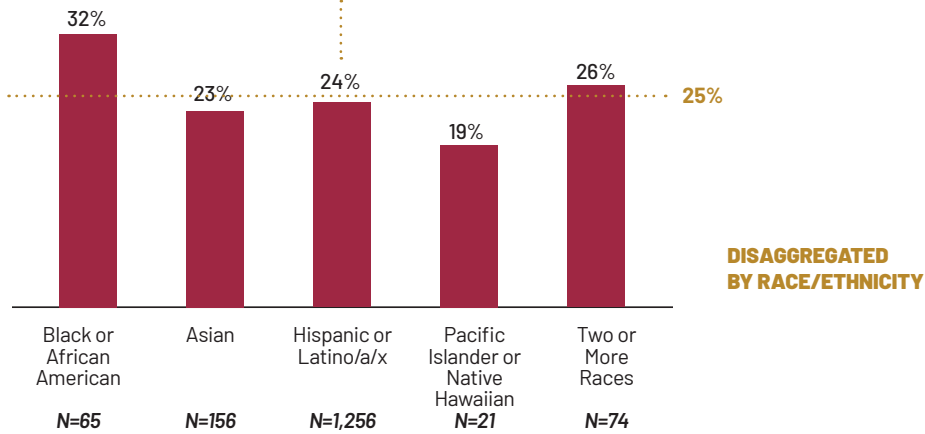
iv. RACIAL LEARNING AND LITERACY

HOW SWCC FARED Distribution of Scores among 2019 NACCC Cohort of 21 Schools



d. ENCOUNTERS WITH RACIAL STRESS 3 RIBBONS OUT OF 4

i. 25% Students of Color felt campus racial tensions increased quite a bit or a great amount with the ending of DACA (Deferred Action for Childhood Arrivals.)



ii. 12% White Students felt campus racial tension increased quite a bit or a great amount with the ending of DACA (Deferred Action for Childhood Arrivals.)

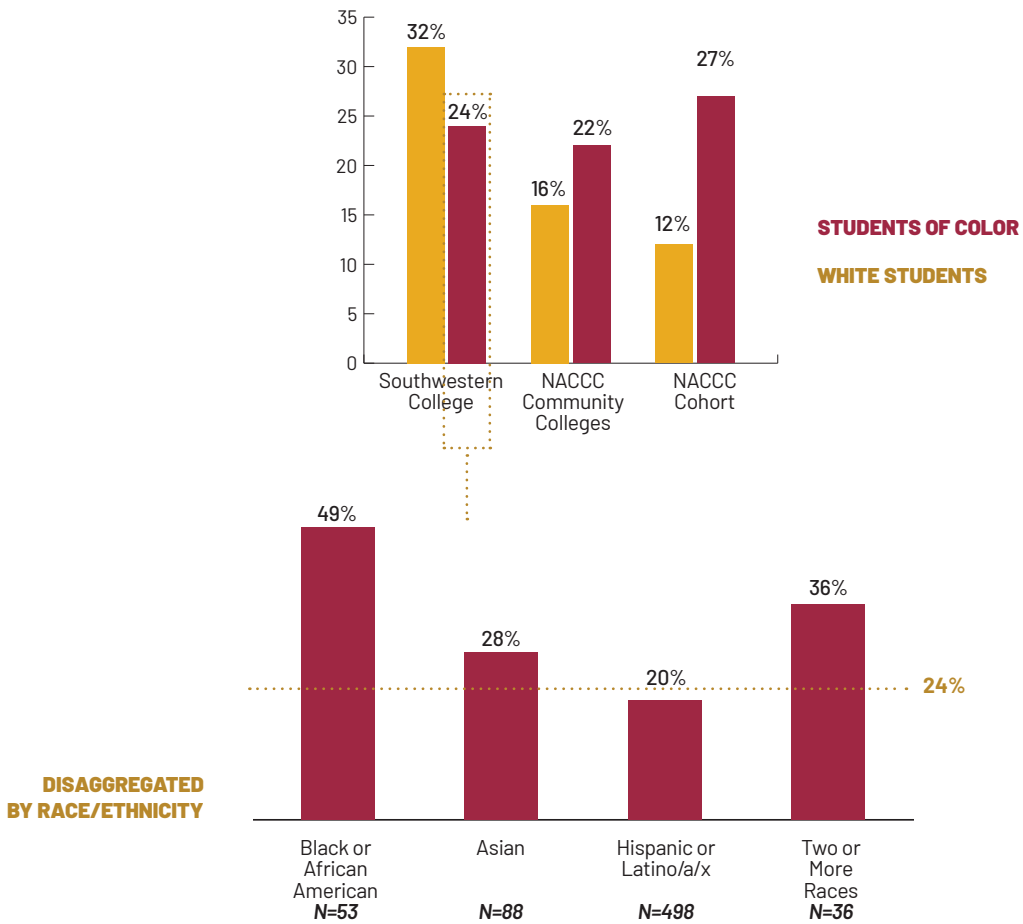
iii. ENCOUNTERS WITH RACIAL STRESS

Percent of Students of Color Who Ever Experienced Feelings of Loneliness, Not Belonging, and/or Isolation as a Result of Their Campus Racial Climate

WHY THIS MATTERS:

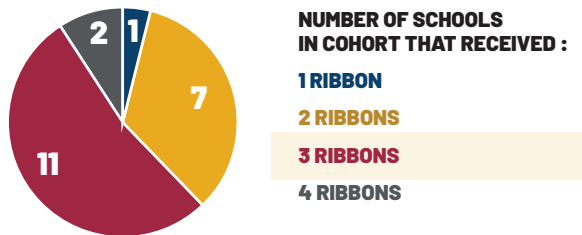
Decades of higher education research indicate the importance of students' sense of belonging with regard to their retention, persistence, and advancement to degree completion. In addition, it is a key factor among students of color for whom encounters with racial stress increasingly contribute to feelings of loneliness, isolation, and a lack of community.

— *Explanation in the NACCC report*



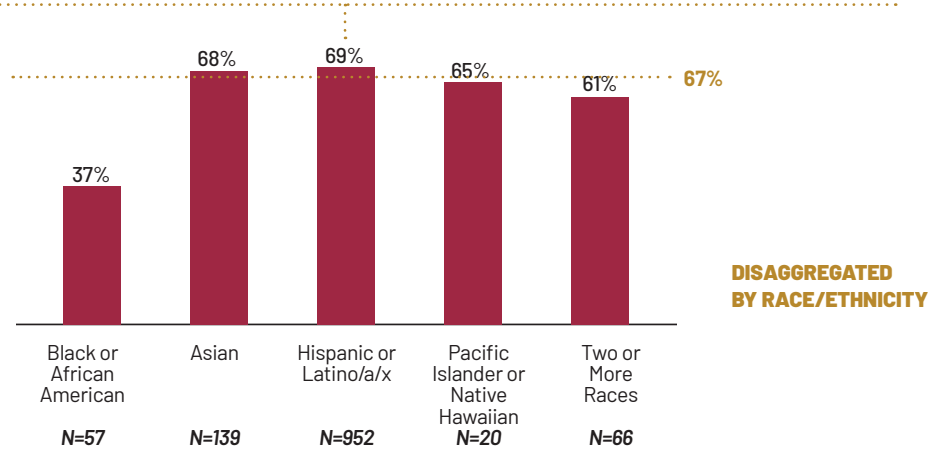
iv. ENCOUNTERS WITH RACIAL STRESS

HOW SWCC FARED Distribution of Scores among 2019 NACCC Cohort of 21 Schools



e. APPRAISALS OF INSTITUTIONAL COMMITMENT 3 RIBBONS OUT OF 4

i. 67% Students of Color believed campus administration was mostly or strongly committed to hiring Staff of Color.



ii. 82% White Students believed campus administration was mostly or strongly committed to hiring Staff of Color.

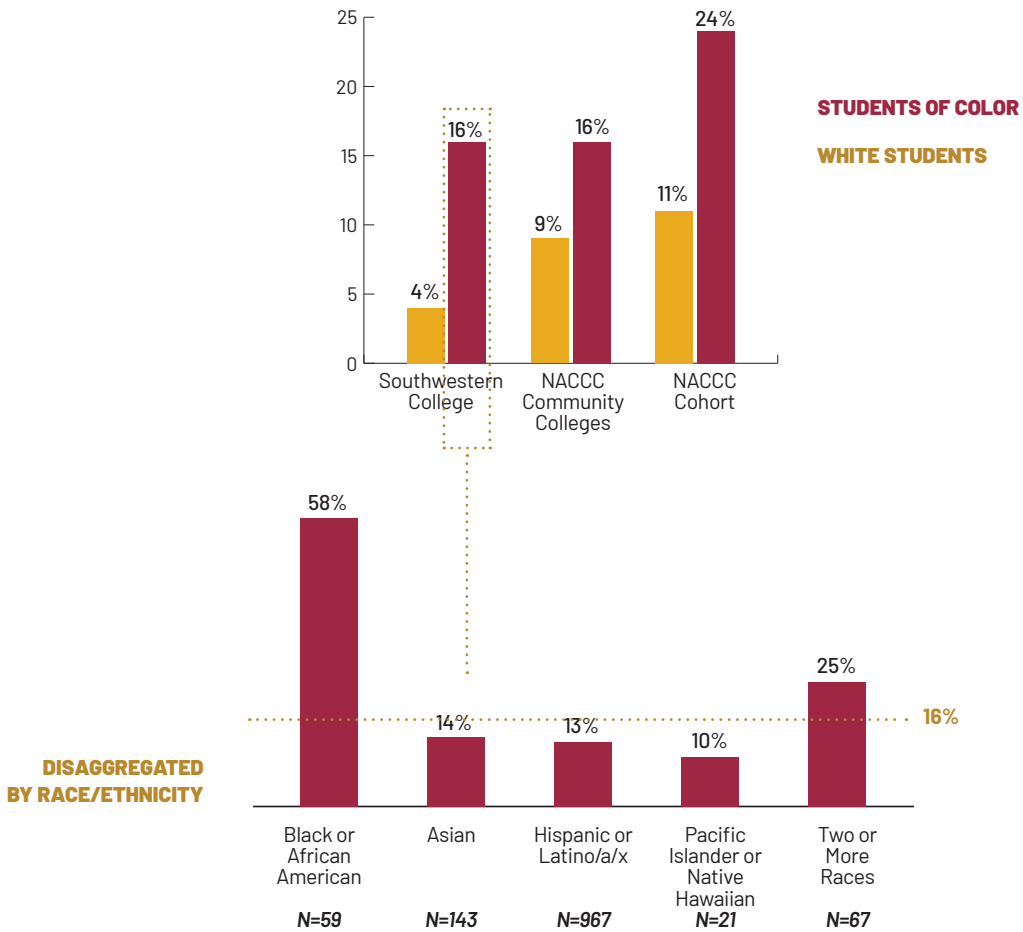
iii. APPRAISALS OF INSTITUTIONAL COMMITMENT

Percent of Students Who Believed Their College or University was Not Committed at All or Only Slightly Committed to Hiring Faculty of Color

WHY THIS MATTERS:

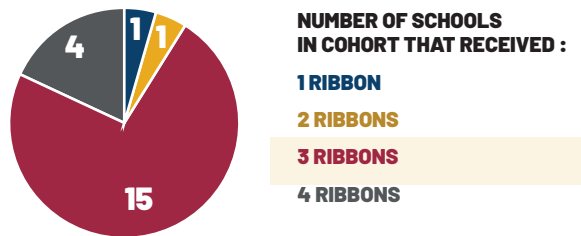
The rhetoric of diversity, equity, and inclusion must accompany concrete changes to demonstrate a meaningful institutional commitment. This is especially important when the compositional diversity of an institution's faculty fails to reflect the racial and ethnic diversity of the students it serves.

– *Explanation in the NACCC report*



iv. APPRAISALS OF INSTITUTIONAL COMMITMENT

HOW SWCC FARED Distribution of Scores among 2019 NACCC Cohort of 21 Schools



f. IMPACT OF EXTERNAL ENVIRONMENTS

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.

– Explanation in the NACCC report

