A stylized graphic on the left side of the slide features a light blue lighthouse with a white top section, set against a background of yellow and white diagonal stripes that radiate from behind it, resembling sunbeams. Below the lighthouse are blue wavy lines representing water.

# NACCC Campus Climate Survey data *“Racial Learning & Literacy”*

February 2023

# Table of contents

- Survey overview and participation
- Racial Learning & Literacy - UNDERGRAD
- Racial Learning & Literacy - GRAD
- Comparison to peers
- Recommendations and Next steps



# UMB administered the NACCC student campus climate survey in Fall 2022

- University of Southern California Race and Equity Center -- National Assessment of Collegiate Campus Climates (NACCC)
- Administered between October 19 - November 19, 2022
- 15-minute web-based survey that includes six content areas essential to understanding the racial climate on campus and collects participants demographic information in order to conduct meaningful data disaggregation



# We plan to rollout the results of each content area through monthly community sessions

**Wed Oct 18**

*1-2pm, CC 3545*

- **Mattering and Affirmation**

**Tue Nov 14**

*11am-12pm, CC 3540*

- **Cross Racial Engagement**

**Tue Feb 13**

*11am-12pm, CC 3545*

- **Racial Learning and Literacy**

**Thu Mar 14**

*11am-12pm, CC 3545*

- **Encounters with Racial Stress**

**Mon Apr 22**

*1pm-2pm, CC 3540*

- **Appraisals of Institutional Commitment**

**Wed May 8**

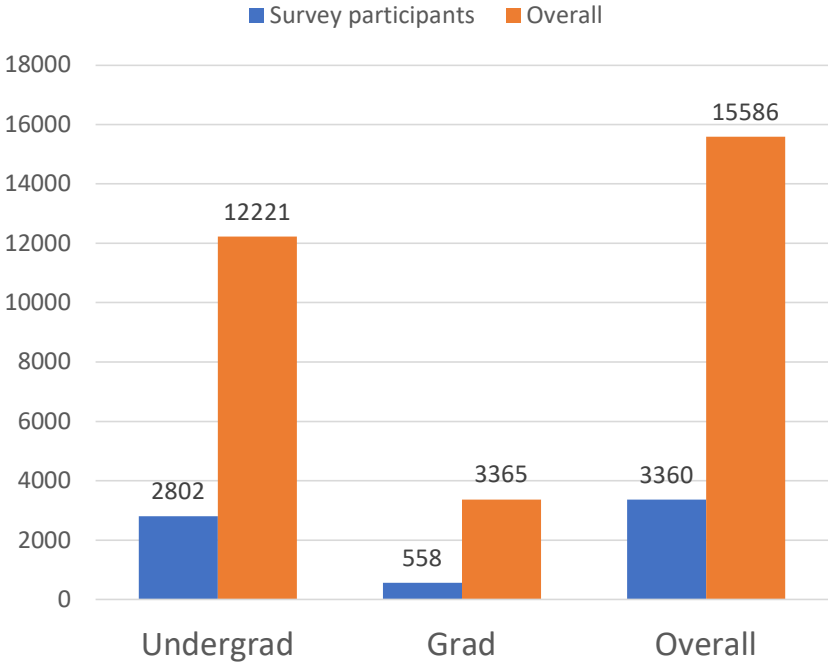
*1pm-2pm, CC 3545*

- **Impact of External Environments**

Rescheduled  
(due to snow day)  
for Feb 27!!!

# 22% of the UMB student population participated in the NACCC survey

Race/ethnicity	Survey participants		
	Undergrad	Grad	Total
Overall	2802	558	3360
Students of color	1964	376	2340
Caucasian or White	838	182	1020
Asian or Asian American	545	210	755
Black or African American	481	53	534
Hispanic or Latinx	443	25	468
Two or more races	349	47	396
Arab or Arab American	54	3	57
Another group not listed	50	27	77
Middle Eastern	33	11	44
Native American or Alaska Native	5	0	5
Native Hawaiian and/or Pacific Islander	4	0	4



Participation rate: Undergrad 22.9%, Grad 16.5%, Overall 21.6%

Note: UMB students numbers from Fall 2022

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# “Racial Learning & Literacy” is one of six content areas in the NACCC survey

## Overview of “Racial Learning & Literacy”

- 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
  - 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

There are basically four questions about racial learning and literacy in this section

### Question Overview

1. ***“At your institution, WHERE have you learned about race?”***
2. ***“At your institution, WHO helps you to learn about race?”***
3. ***“In this semester, to what extent do the classes in your major reflect racial diversity, along the following dimensions?”***
  - *STUDENTS IN CLASSES*
  - *AUTHORS OF COURSE MATERIALS*
  - *TOPICS OF CLASS DISCUSSION*
4. ***“How well do you think UMB is preparing you for the following settings?”***
  - *WORKING IN A RACIALLY DIVERSE SETTING*
  - *LIVING IN A RACIALLY DIVERSE NEIGHBORHOOD*
  - *SENDING CHILDREN TO RACIALLY DIVERSE SCHOOLS*
  - *INTERACTING WITH INDIVIDUALS OF DIFFERENT RACES*



# Table of contents

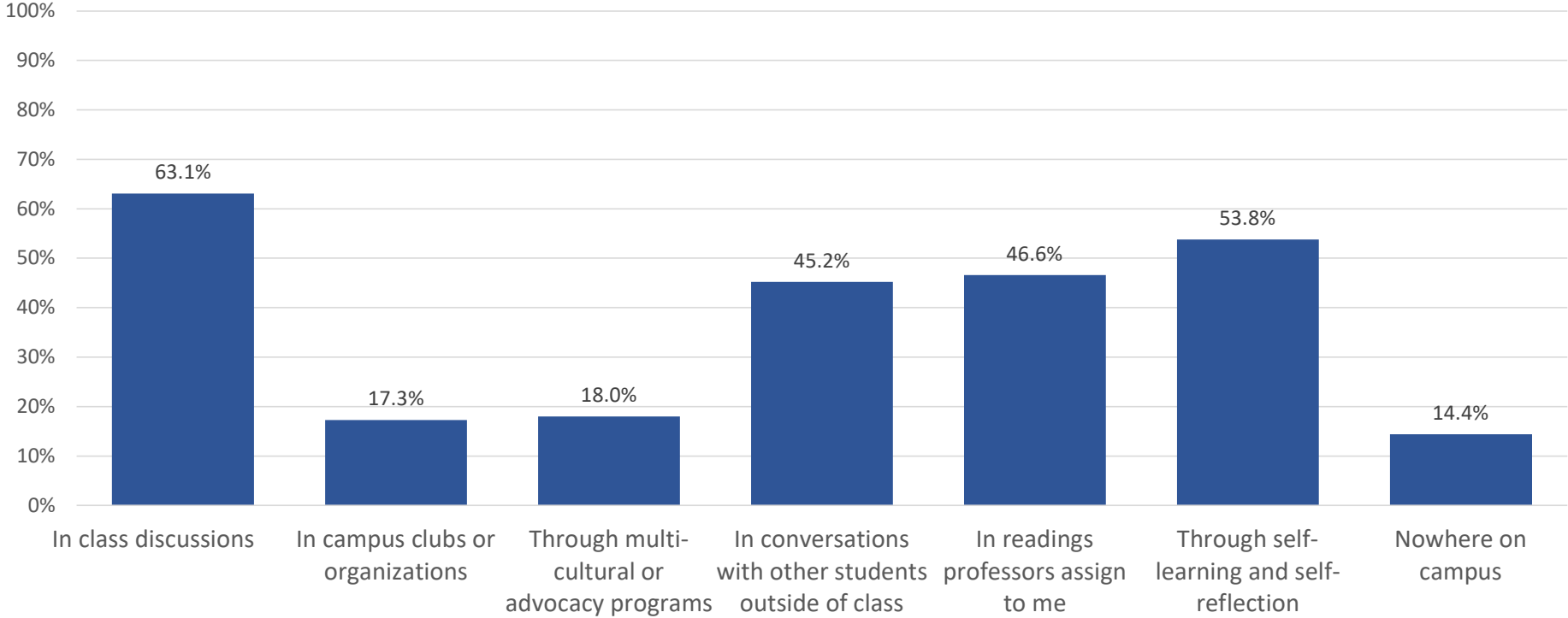
- Survey overview and participation
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# UMB students most frequently cite classroom discussions as a place where they learn about race

*“At your institution, WHERE have you learned about race?”*

**UNDERGRAD**

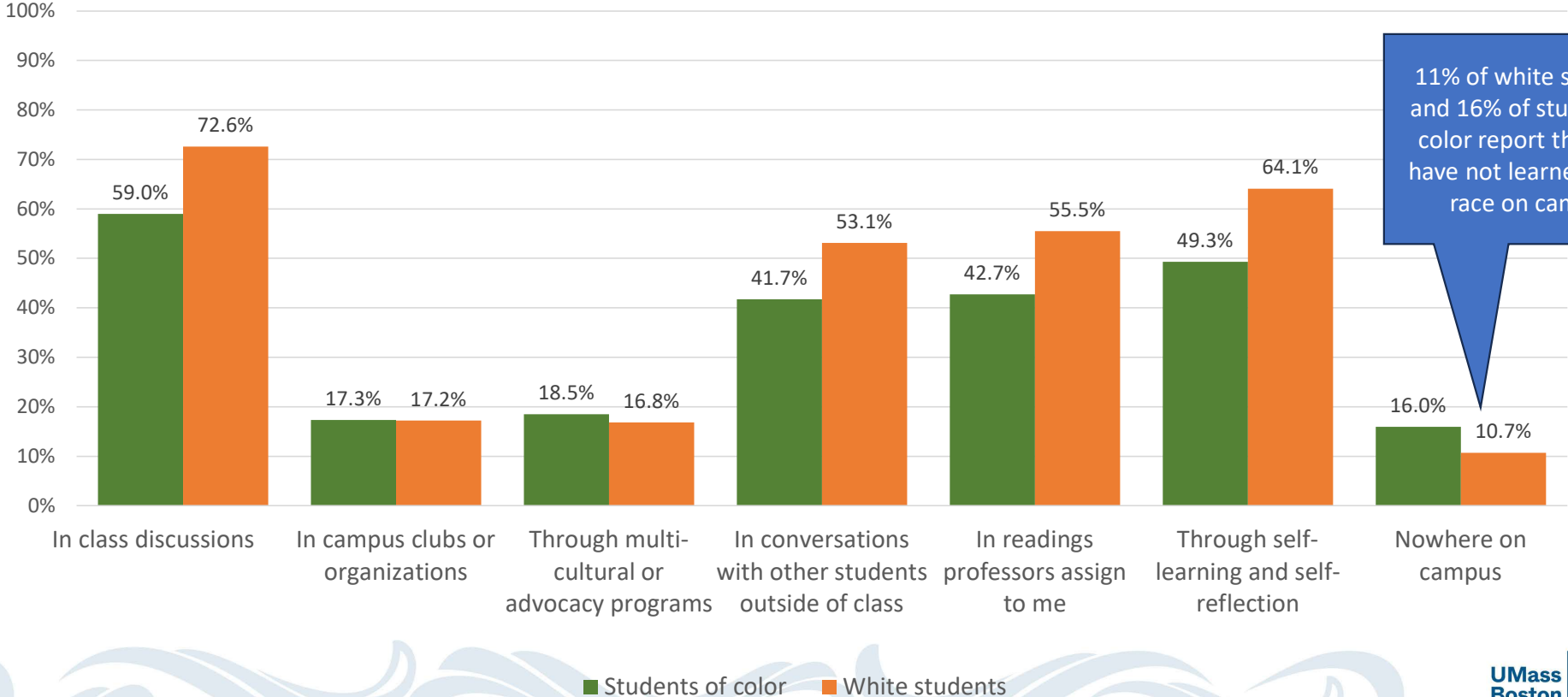


■ All students

# Students of color report learning about race in similar spaces to white students, but with lower frequencies

**“At your institution, WHERE have you learned about race?”**

**UNDERGRAD**

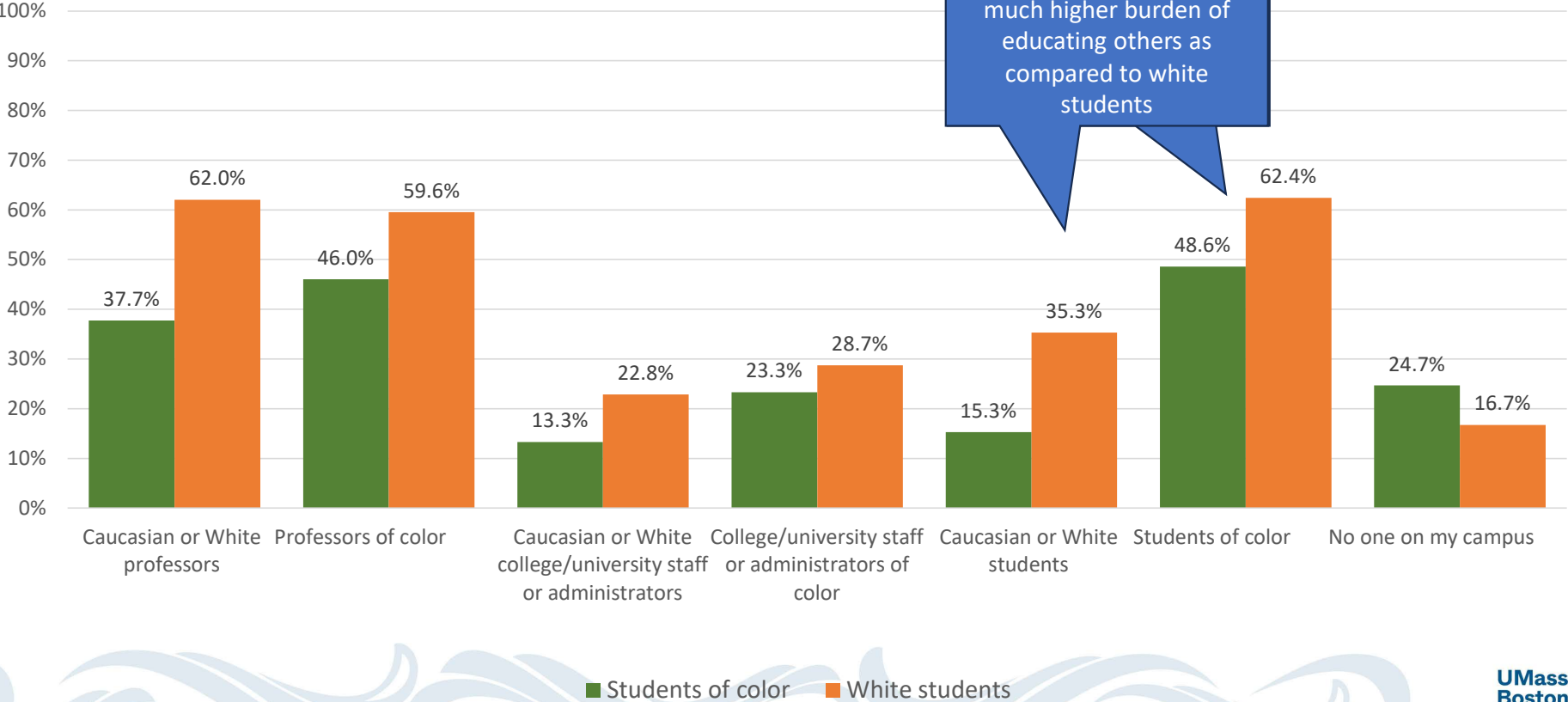


11% of white students and 16% of students of color report that they have not learned about race on campus

# Students of color report learning about race from similar sources as white students, but with lower frequencies

**“At your institution, WHO helps you to learn about race?”**

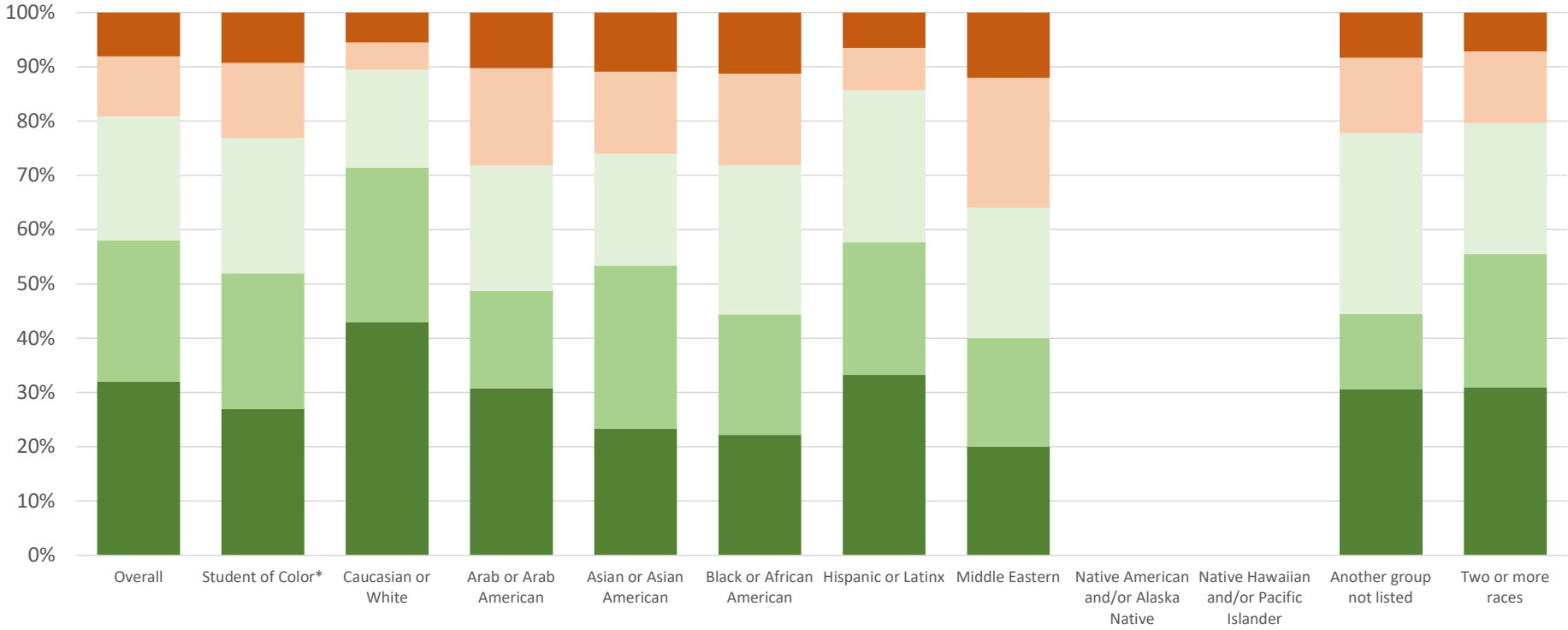
**UNDERGRAD**



# Students report high levels of in-class diversity, with some variation by student sub-group

UNDERGRAD

*“In this semester, to what extent do the STUDENTS IN CLASSES in your major reflect racial diversity?”*

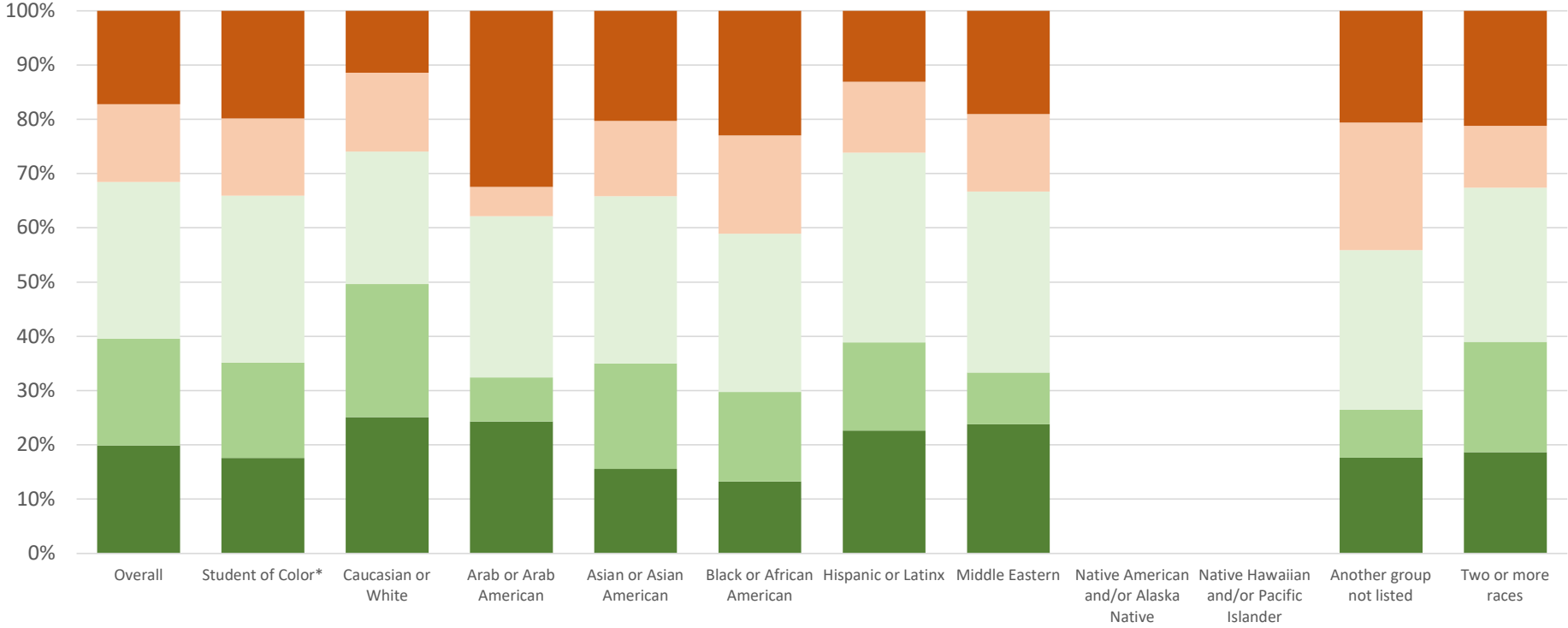


N=  5 = Strongly reflects   4 = Mostly reflects   3 = Somewhat reflects   2 = Slightly reflects   1 = Do not reflect

# Students report slightly lower diversity in course material authors (as compared to student diversity)

UNDERGRAD

*“In this semester, to what extent do the AUTHORS OF COURSE MATERIALS reflect racial diversity?”*

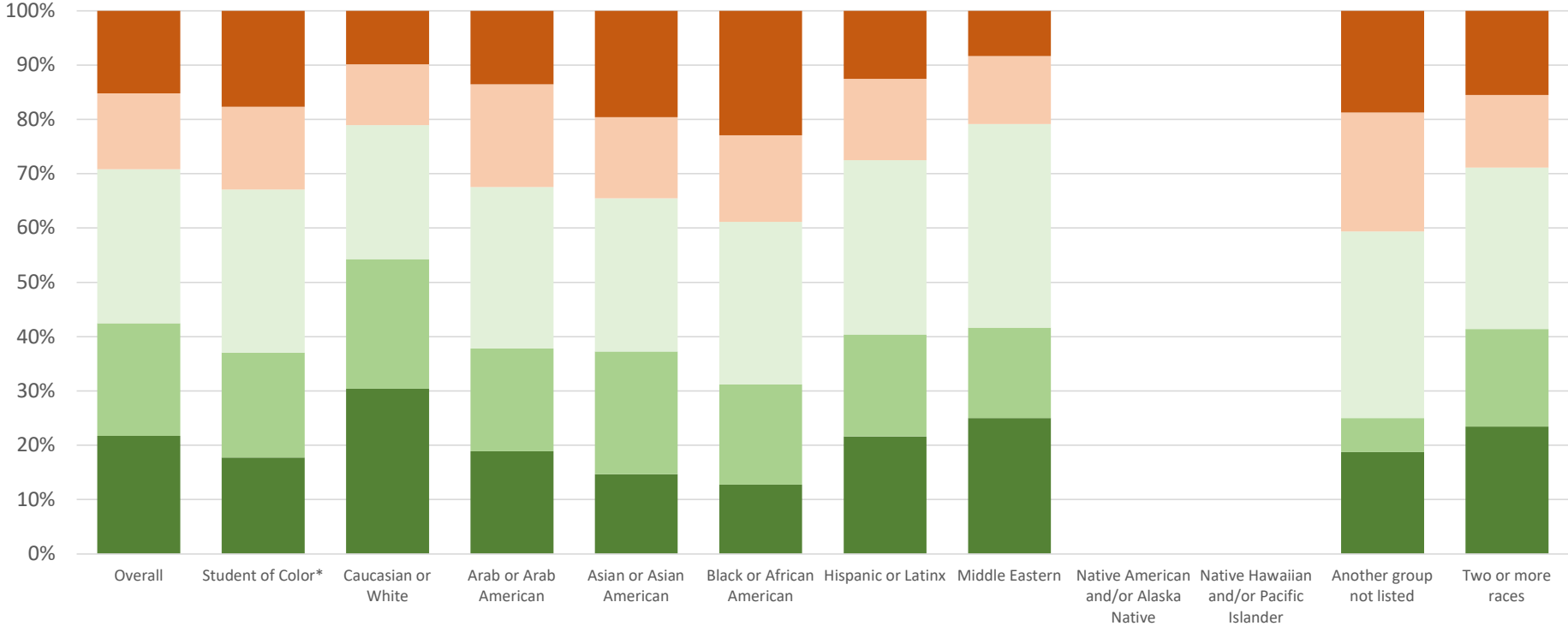


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Likewise, students report less diversity in topics of discussion (as compared to student diversity)

*“In this semester, to what extent do TOPICS OF CLASS DISCUSSION reflect racial diversity?”*

**UNDERGRAD**

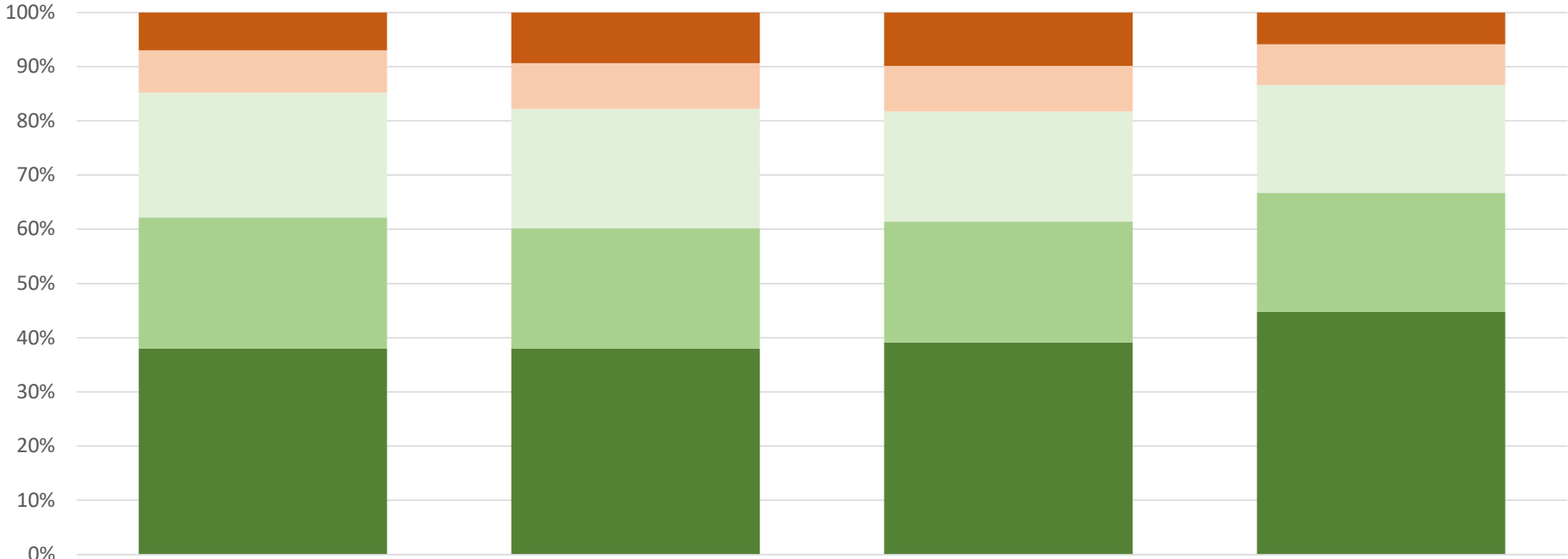


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# Students feel that UMB is preparing them for diverse life settings

*“How well do you think UMB is preparing you for the following settings?”*

**UNDERGRAD**



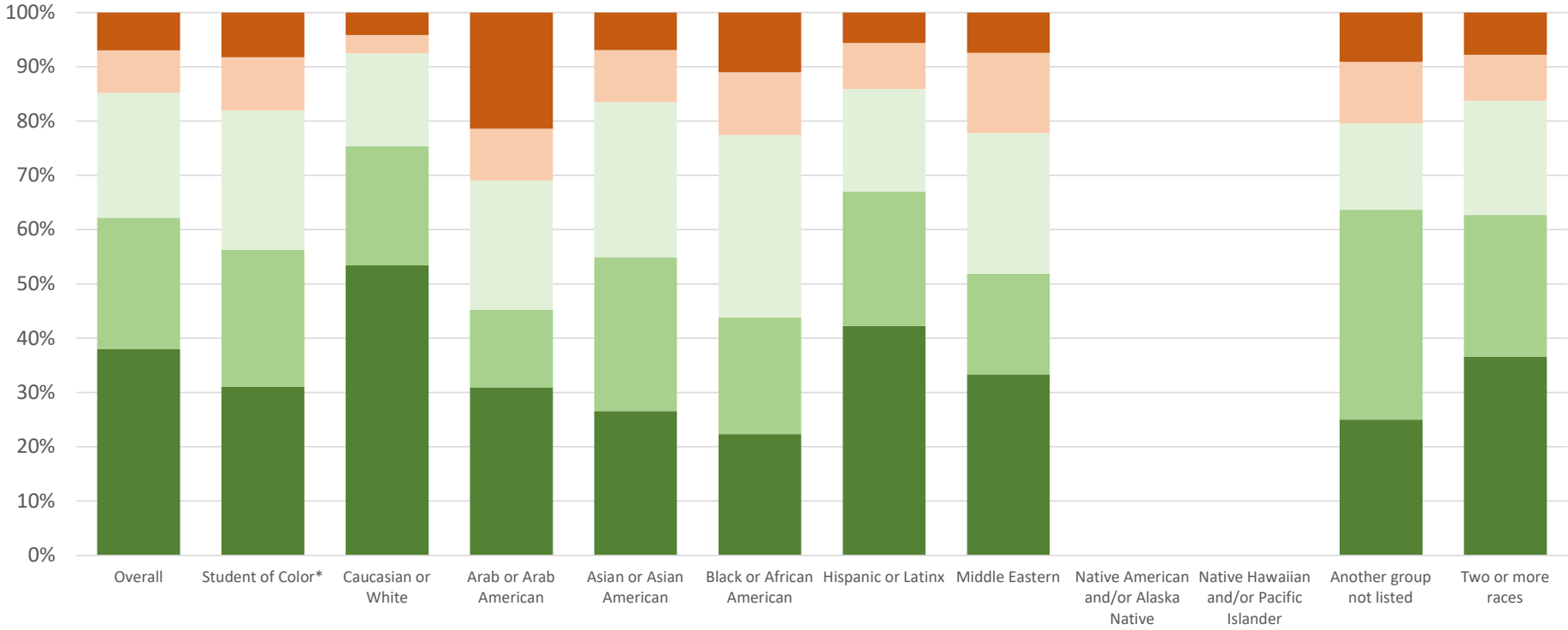
N=

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# White students feel a higher level of preparation for a diverse workplace than students of color

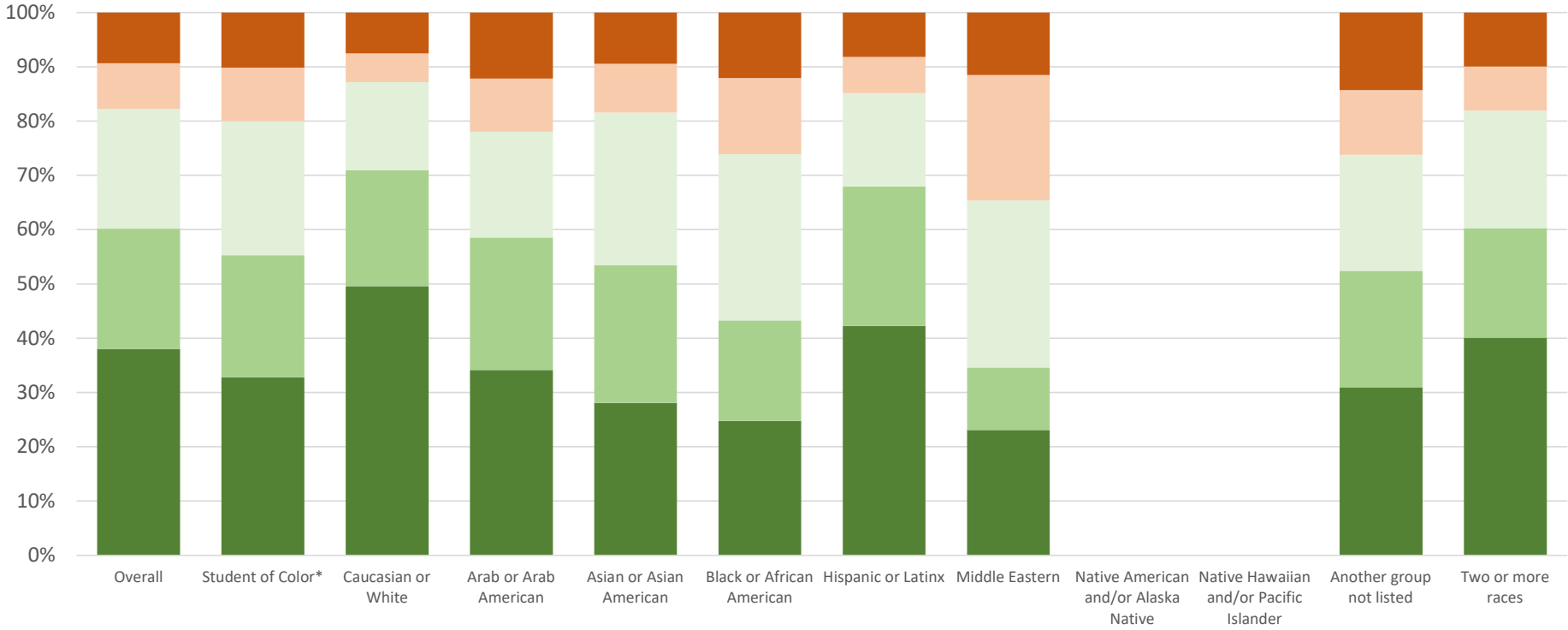
**“How well do you think UMB is preparing you for WORKING IN A RACIALLY DIVERSE SETTING?” UNDERGRAD**



N=  5 = Strongly reflects    4 = Mostly reflects    3 = Somewhat reflects    2 = Slightly reflects    1 = Do not reflect

# White students feel a higher level of preparation for living in a diverse neighborhood than students of color UNDERGRAD

***“How well do you think UMB is preparing you for LIVING IN A RACIALLY DIVERSE NEIGHBORHOOD?”***



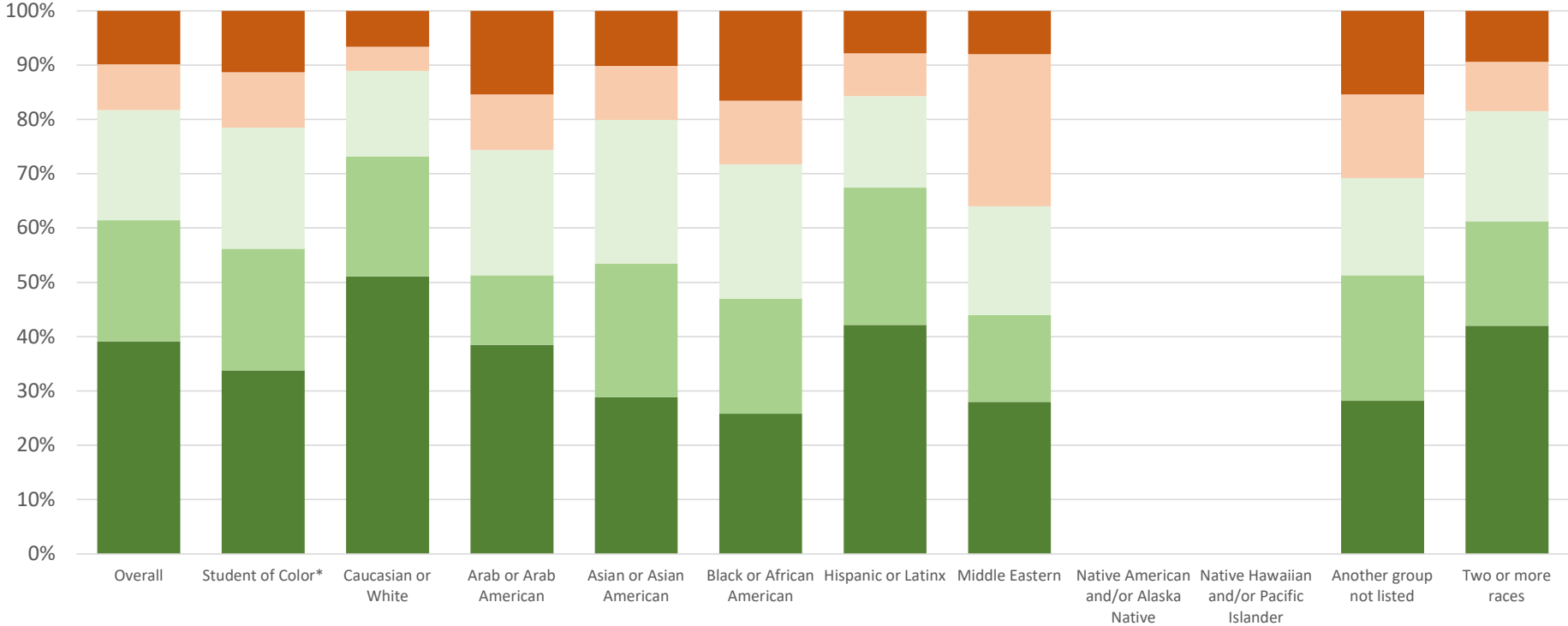
N=

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# And the same pattern holds true to being prepared to send children to racially diverse schools

UNDERGRAD

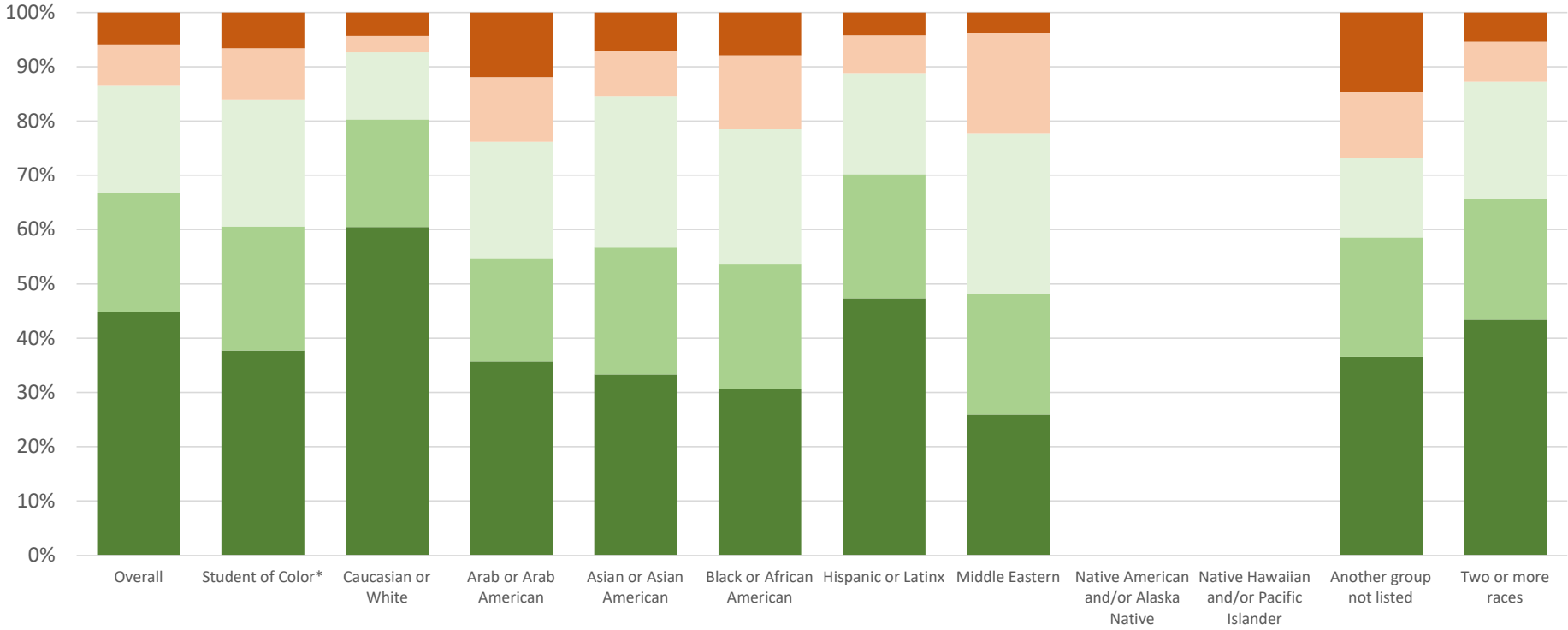
***“How well do you think UMB is preparing you for SENDING CHILDREN TO RACIALLY DIVERSE SCHOOLS?”***



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# Students felt well-prepared to interact with individuals of different races, with some variation by subgroup UNDERGRAD

***“How well do you think UMB is preparing you for INTERACTING WITH INDIVIDUALS OF DIFFERENT RACES?”***



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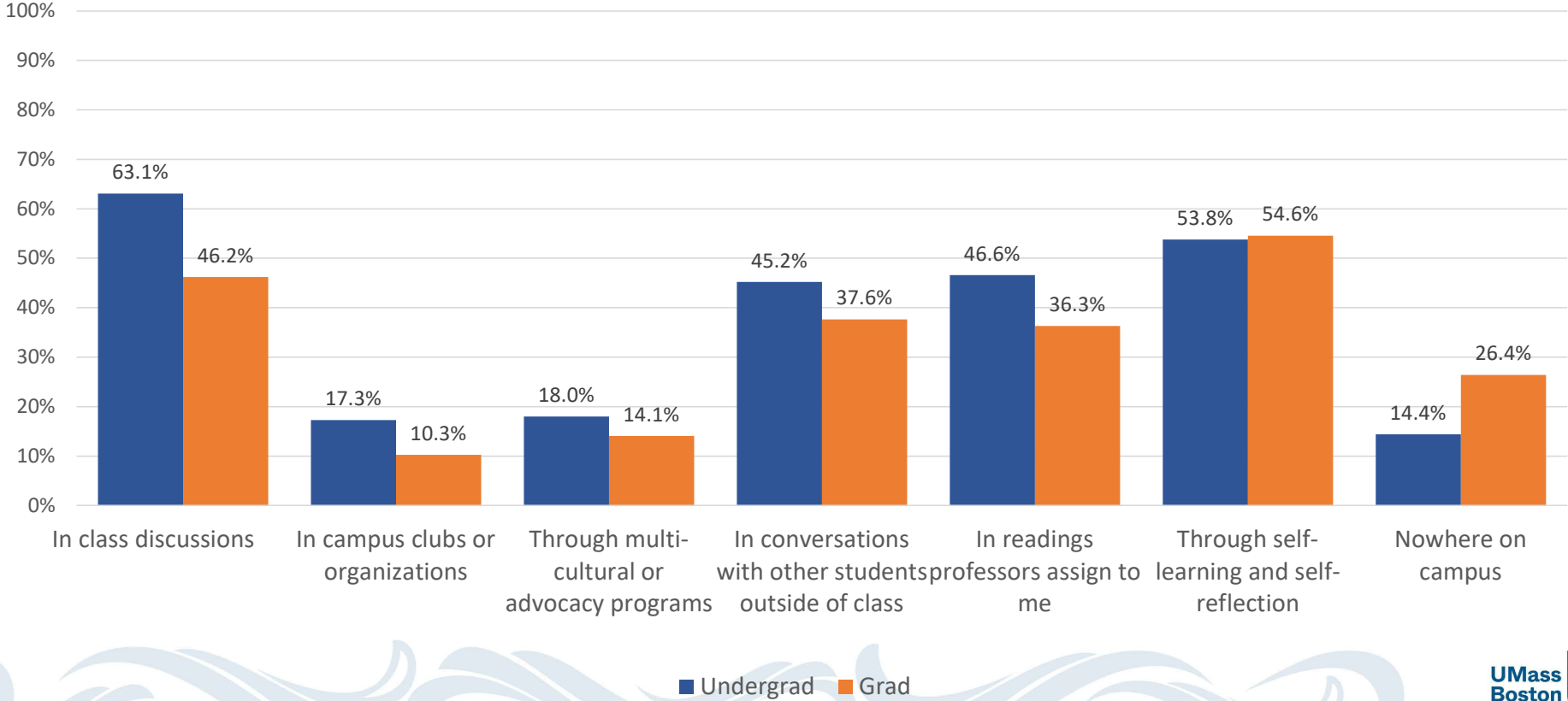
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# Grad students reporting learning about race in similar settings, but at lower rates than undergrads

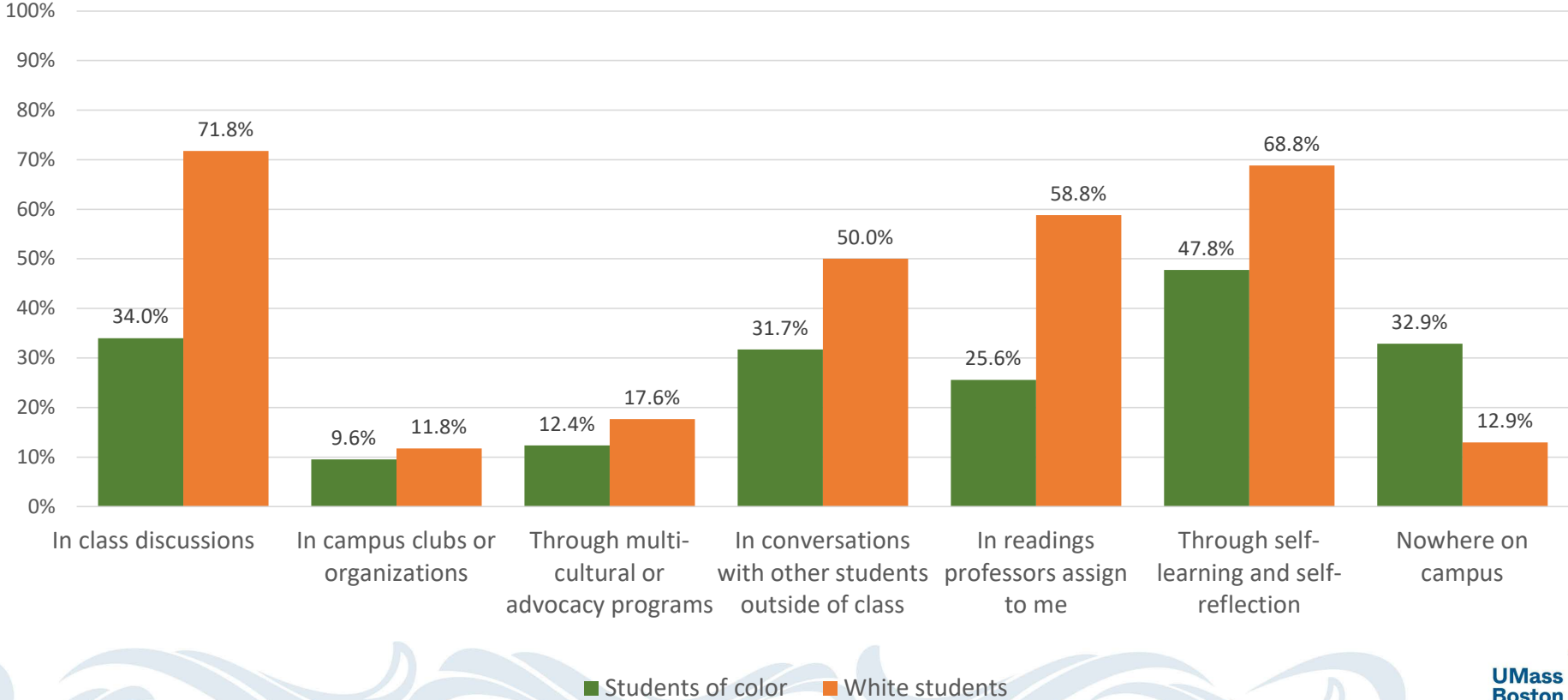
*“At your institution, WHERE have you learned about race?”*



# Students of color report learning about race at much lower rates than white students

GRAD

*“At your institution, WHERE have you learned about race?”*

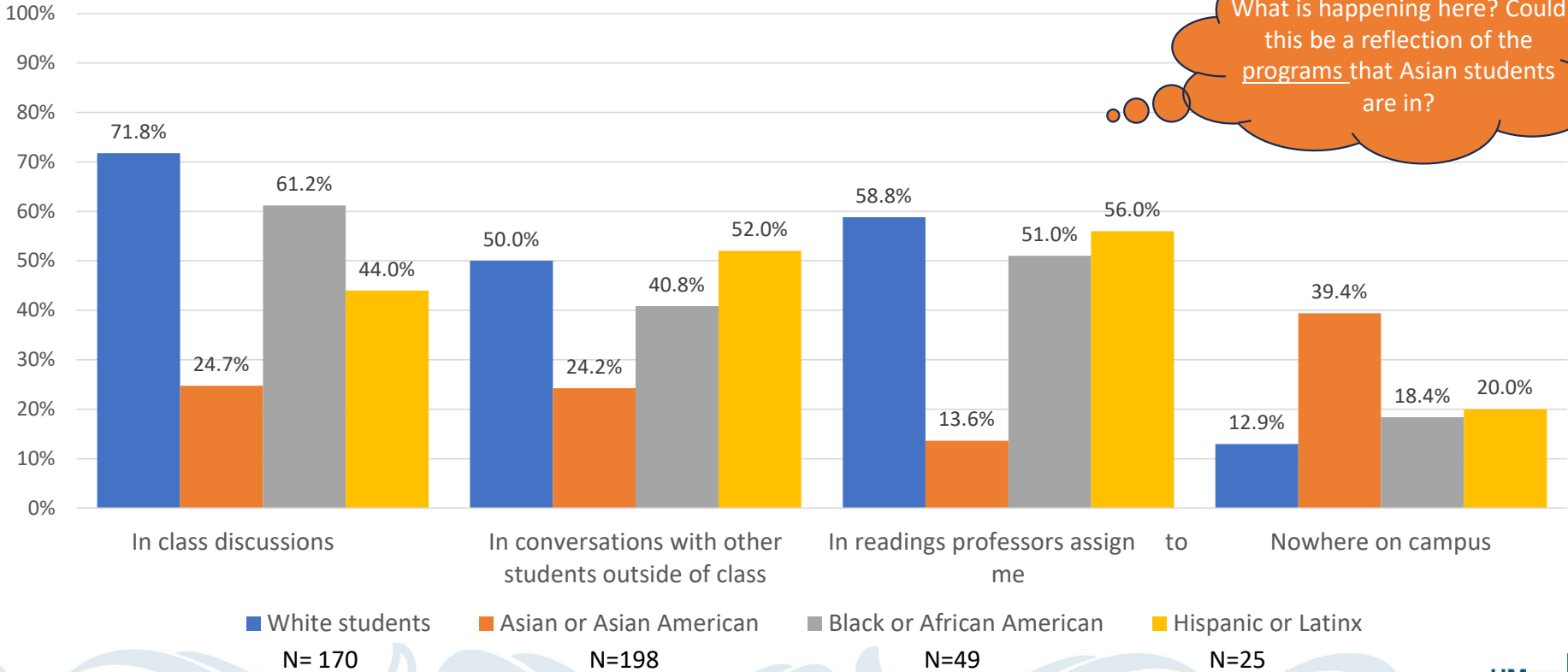


# Asian/Asian American students report much less learning about race

GRAD

**“At your institution, WHERE have you learned about race?”**

What is happening here? Could this be a reflection of the programs that Asian students are in?

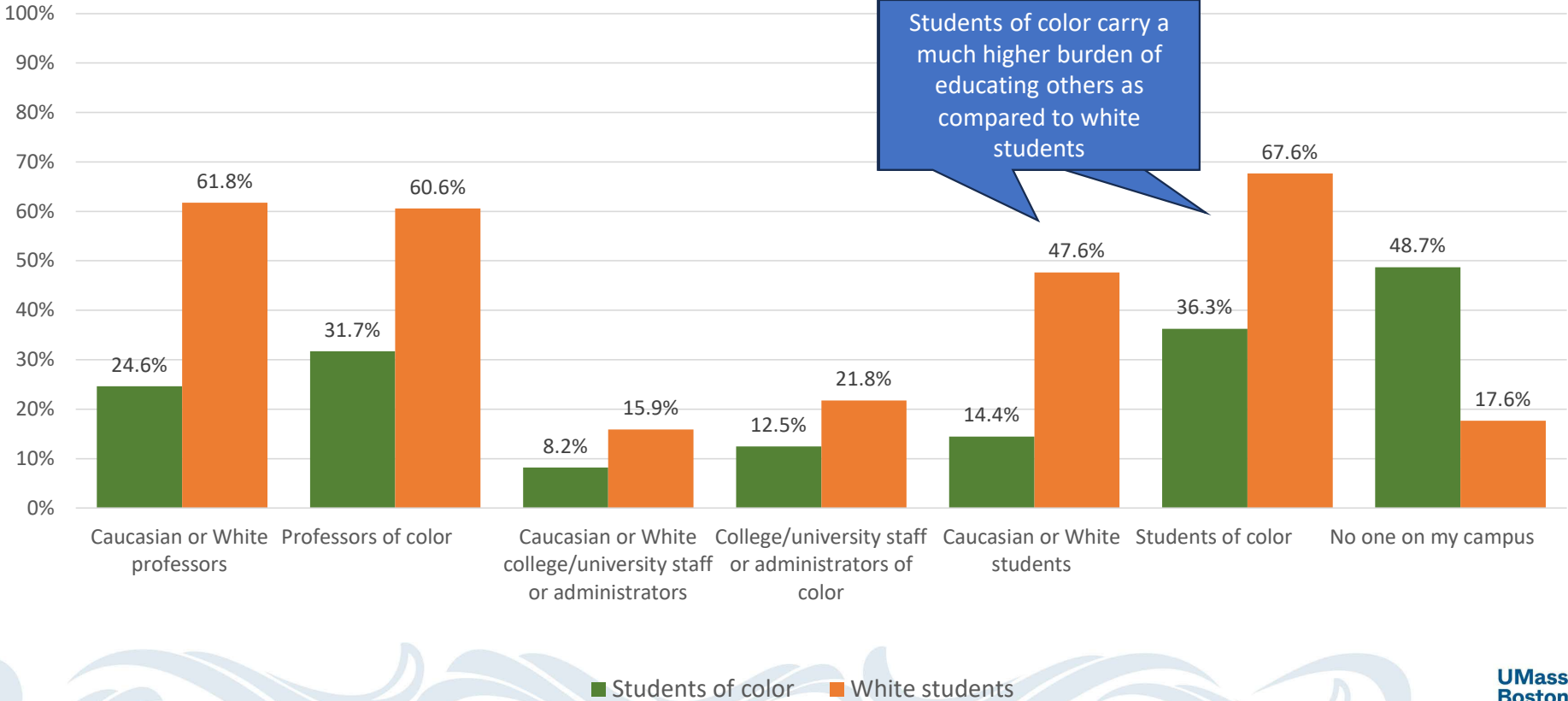




# White students report learning about race mostly from professors and students of color

GRAD

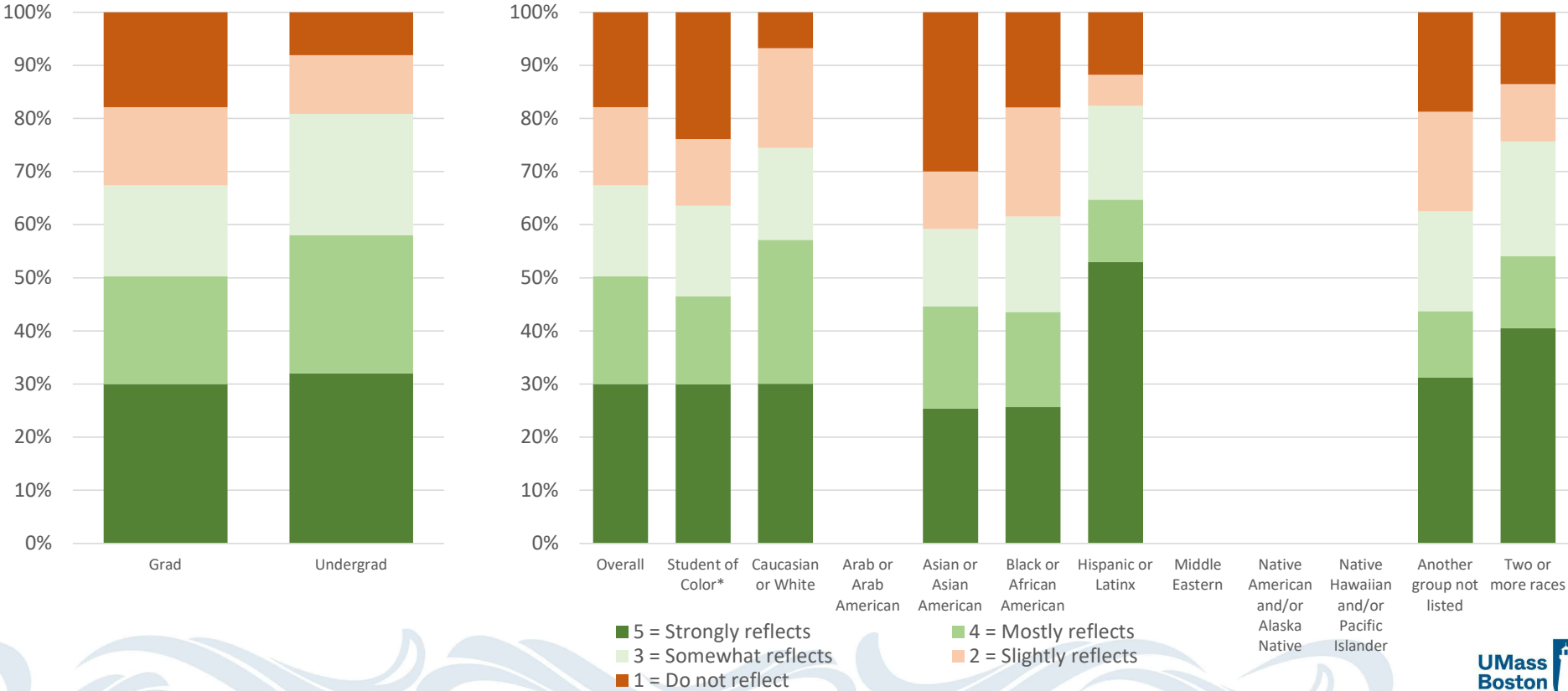
*“At your institution, WHO helps you to learn about race?”*



# Grad students indicate slightly lower racial diversity in classes

GRAD

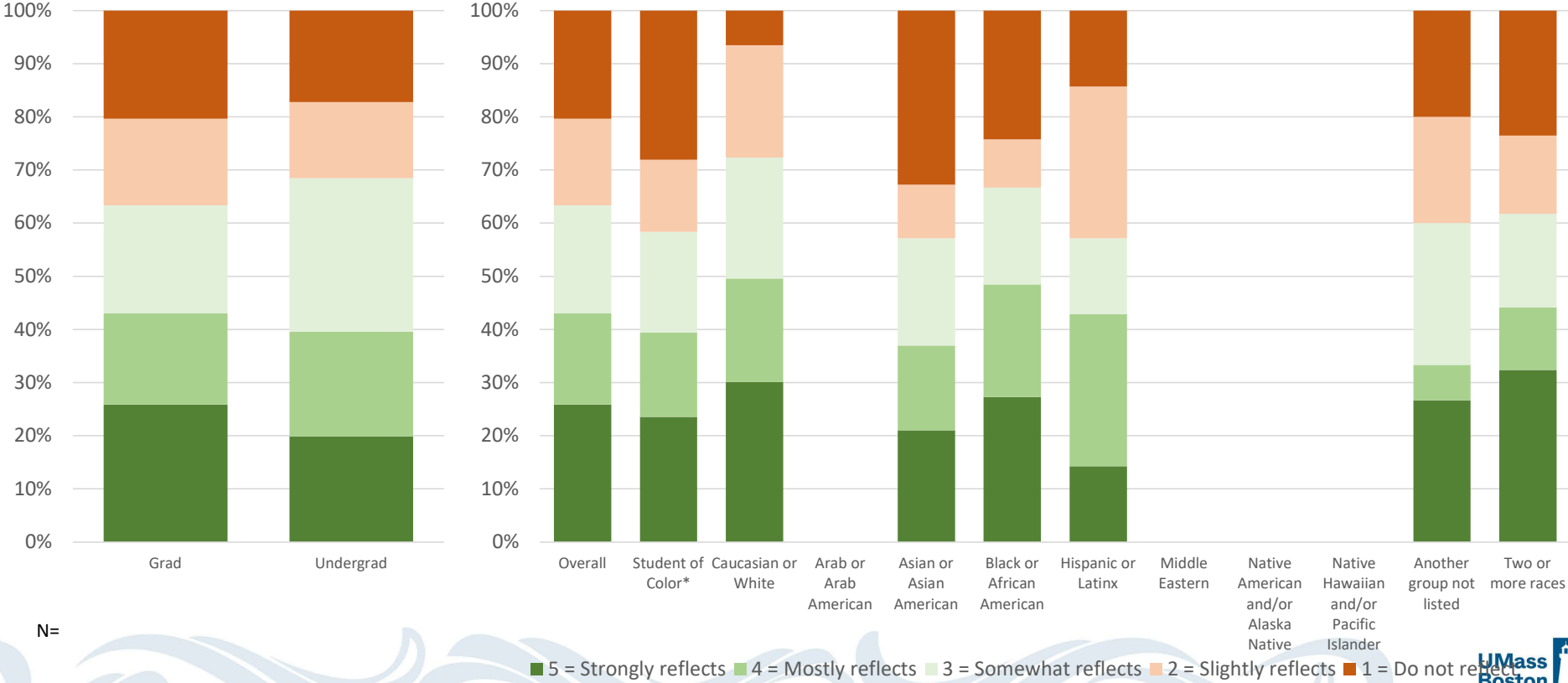
*“In this semester, to what extent do the STUDENTS IN CLASSES in your major reflect racial diversity?”*



# Grad students report comparable racial diversity in course material authors, as compared to undergrads

GRAD

***“In this semester, to what extent do the AUTHORS OF COURSE MATERIALS reflect racial diversity?”***

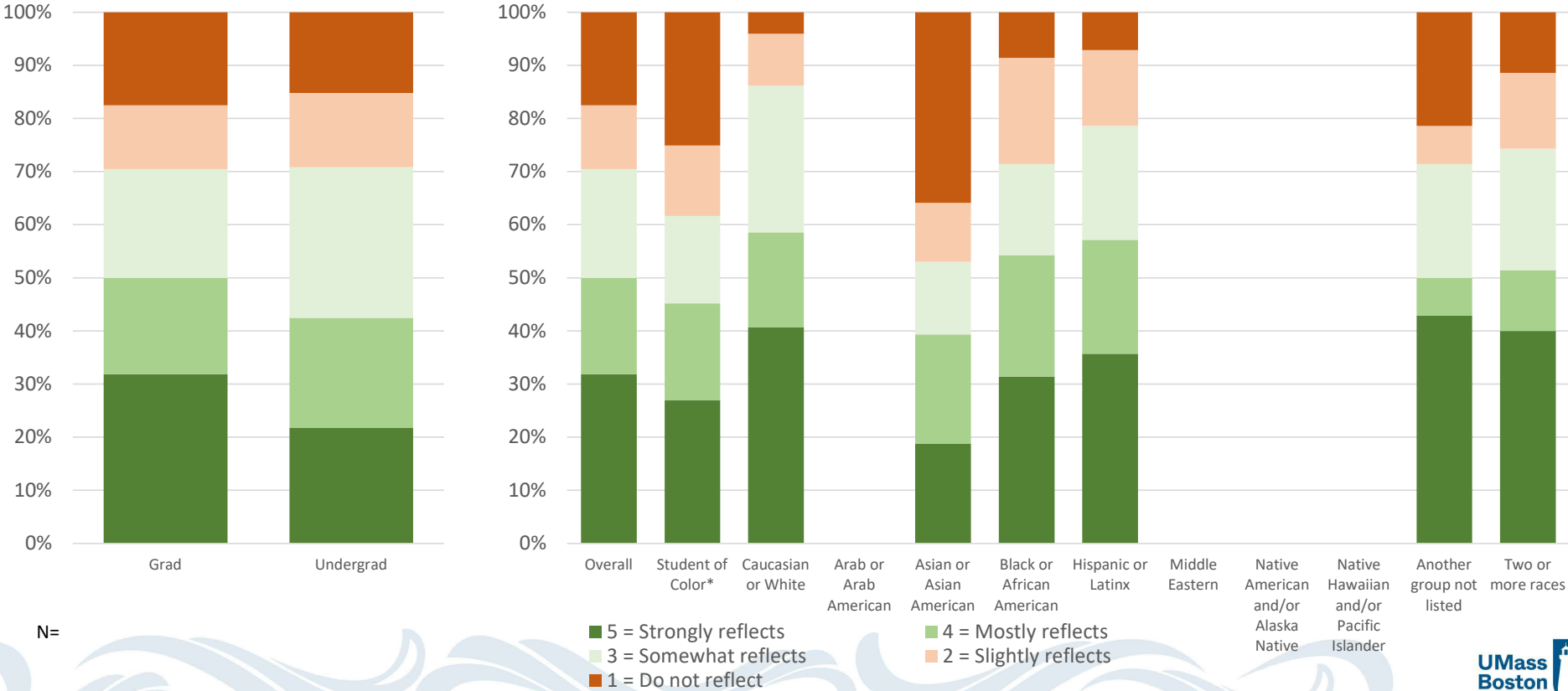


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# Grad students report slightly more diversity in class discussion topics, as compared to undergrads

GRAD

*“In this semester, to what extent do TOPICS OF CLASS DISCUSSION reflect racial diversity?”*

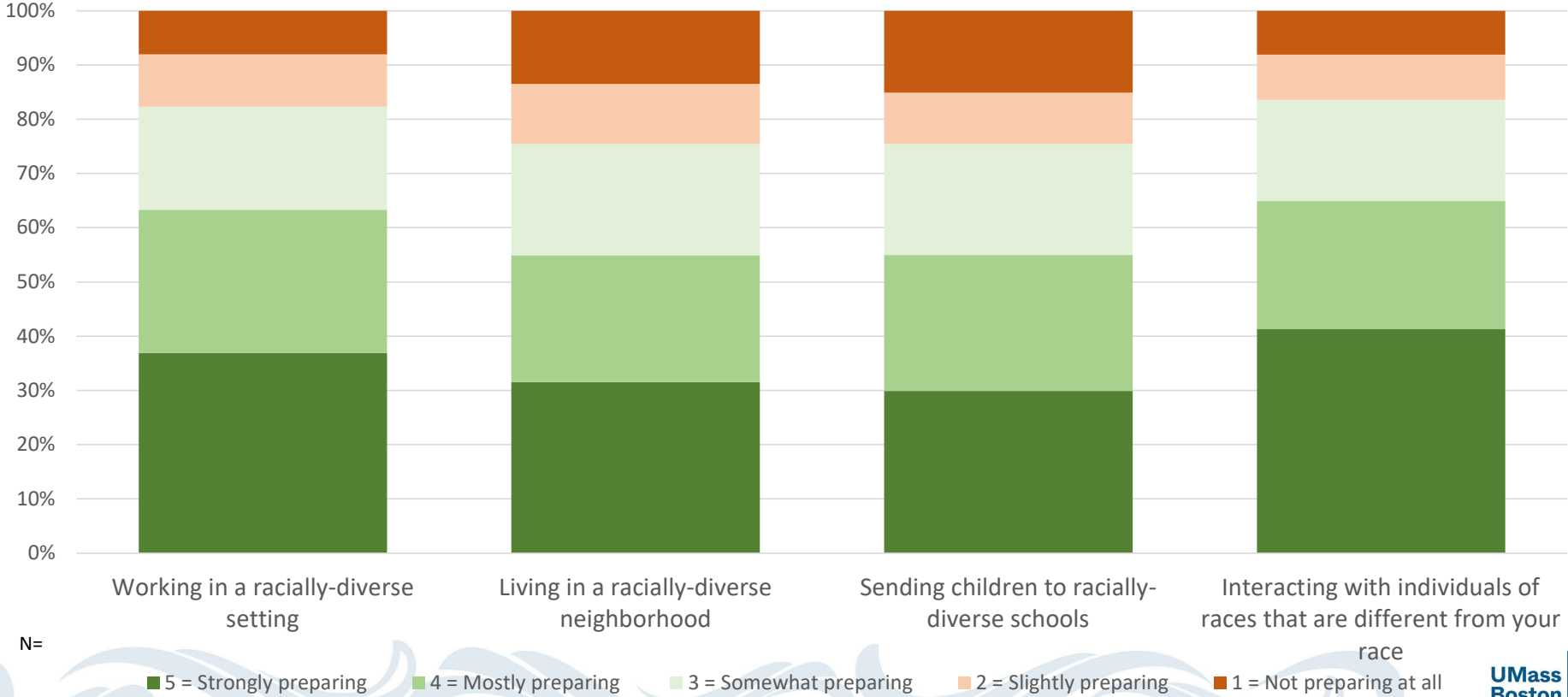


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# Grad students largely feel that UMB is preparing students to live and work in racially diverse settings

GRAD

*“How well do you think UMB is preparing you for the following settings?”*



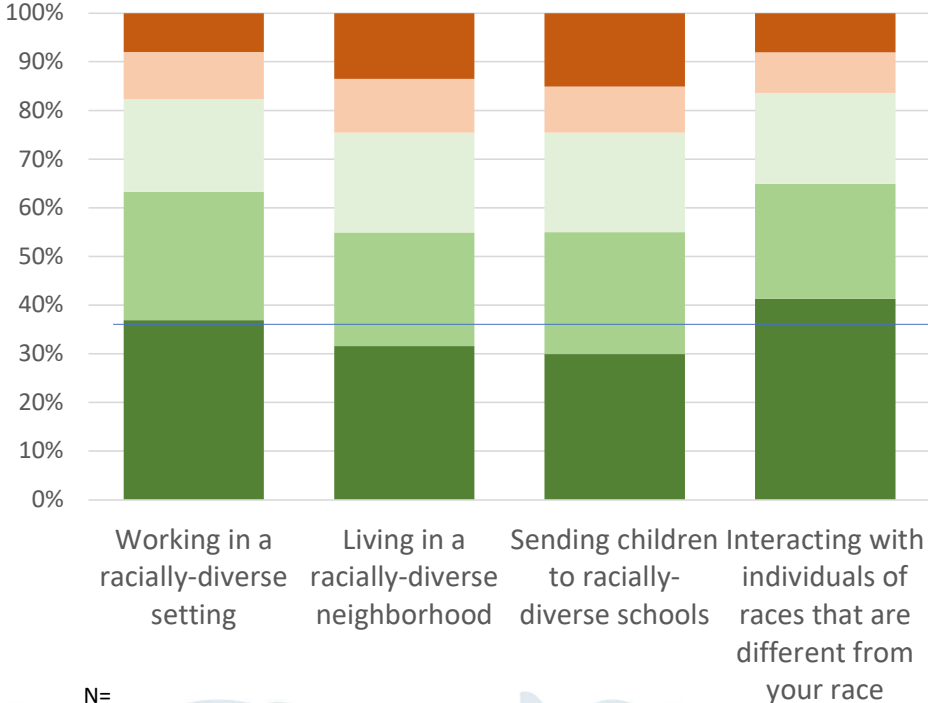
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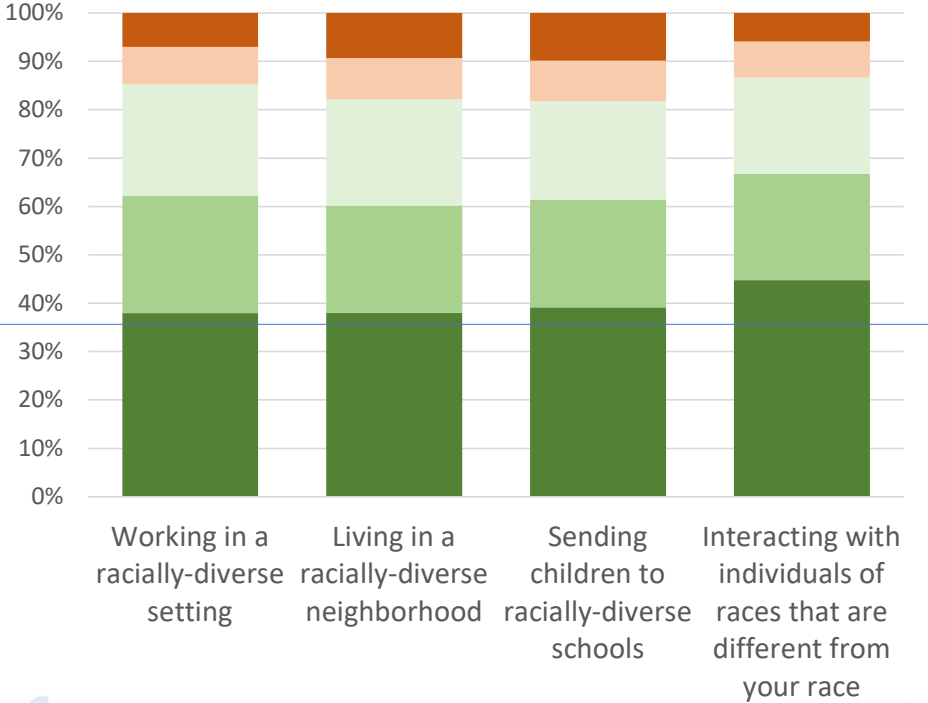
# Grad and UG students gave similar responses to how well UMB is preparing them for diverse settings

*“How well do you think UMB is preparing you for the following settings?”*

**GRAD**



**UNDERGRAD**

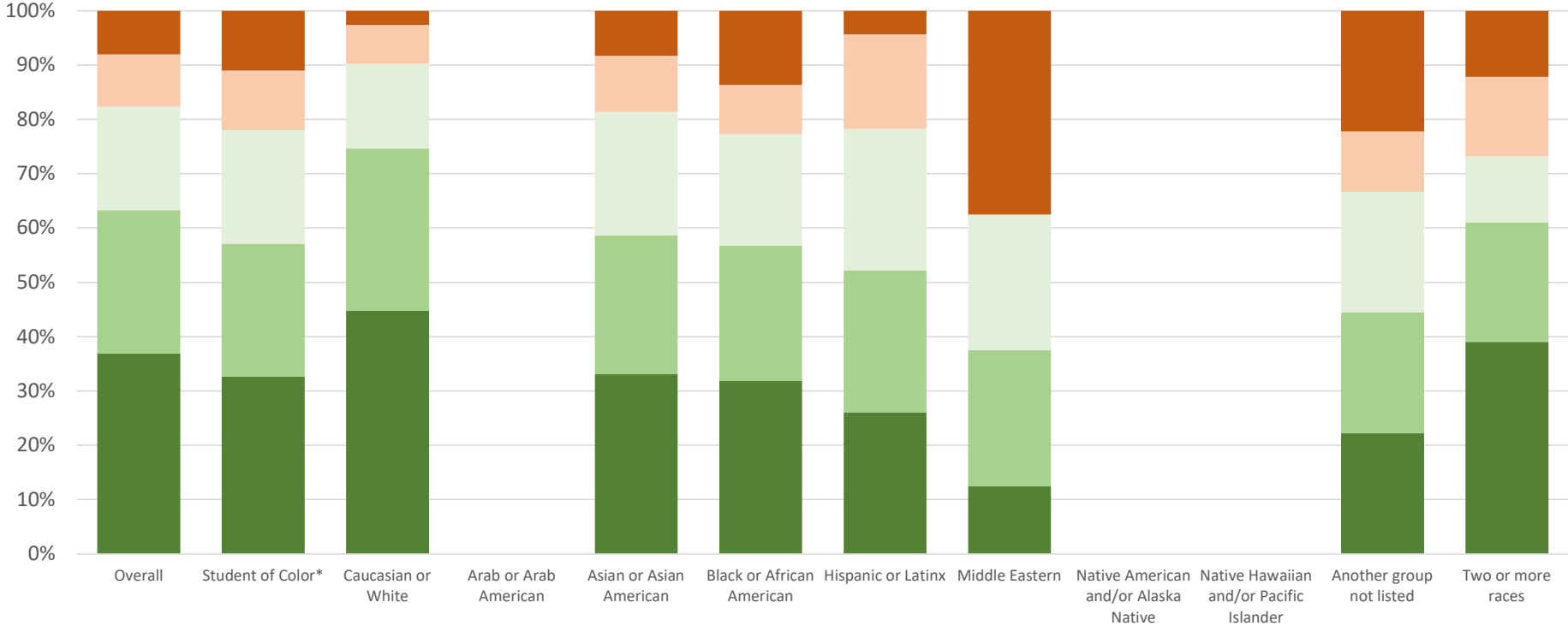


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# There is some variation in race when rating level of preparation for diverse work setting

GRAD

***“How well do you think UMB is preparing you for WORKING IN A RACIALLY DIVERSE SETTING?”***

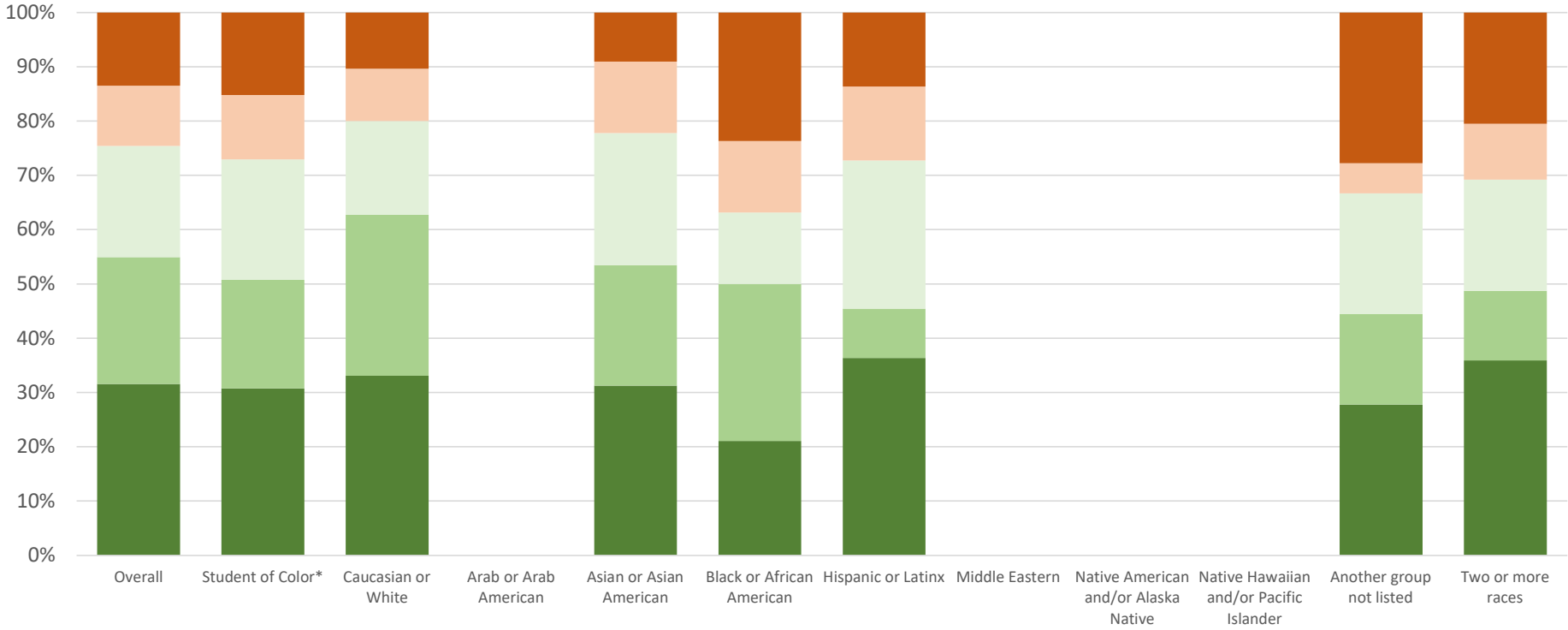


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# There is less variation when rating level of preparation for living in a diverse neighborhood

GRAD

***“How well do you think UMB is preparing you for LIVING IN A RACIALLY DIVERSE NEIGHBORHOOD?”***



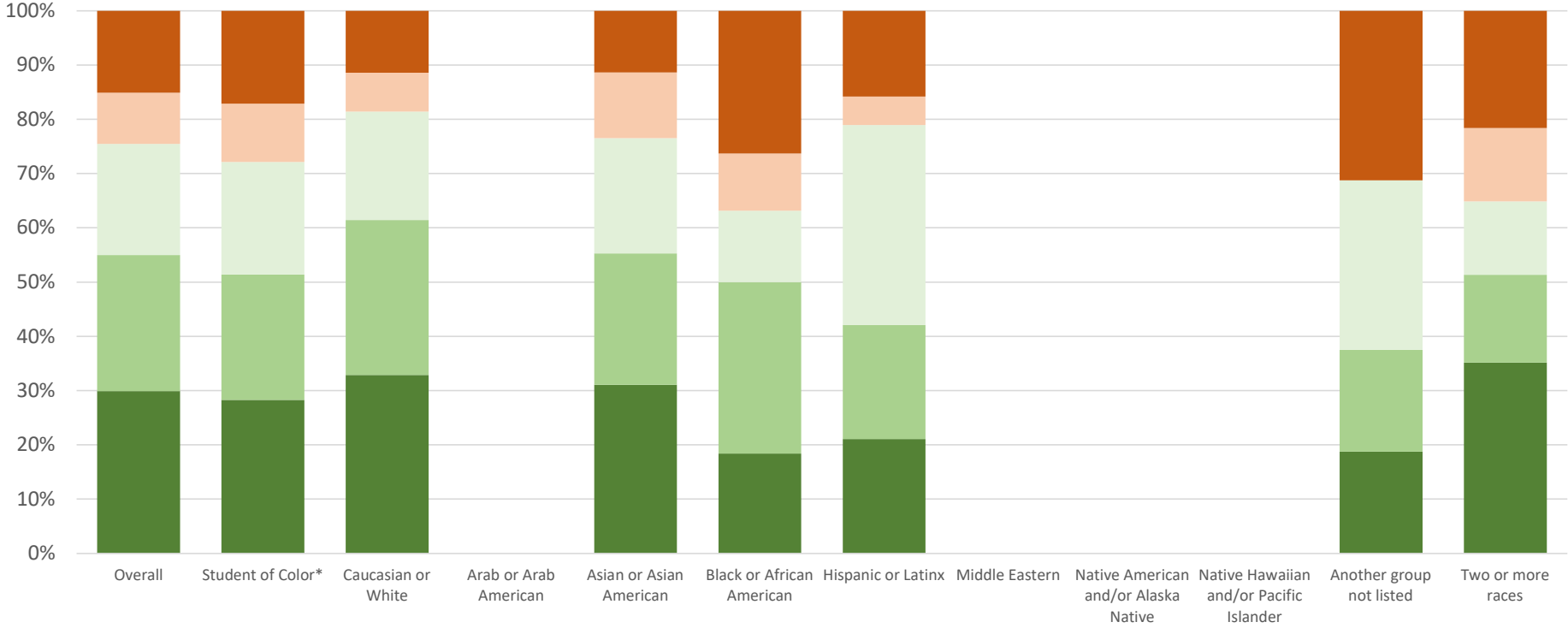
N=  5 = Strongly reflects    4 = Mostly reflects    3 = Somewhat reflects    2 = Slightly reflects    1 = Do not reflect



# There is some variation by race when rating level of preparation for sending kids to diverse schools

GRAD

**“How well do you think UMB is preparing you for SENDING CHILDREN TO RACIALLY DIVERSE SCHOOLS?”**

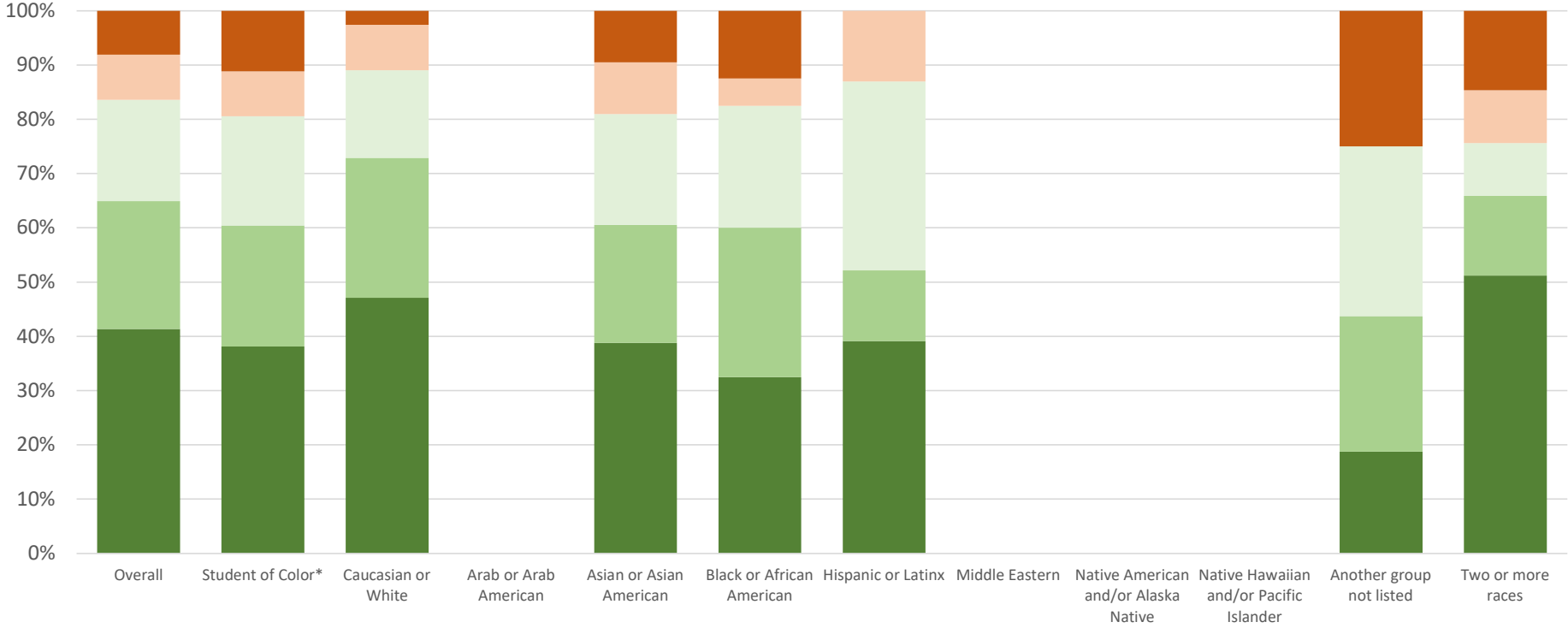


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# There is some variation by race when rating level of preparation for interacting with diverse people

GRAD

***“How well do you think UMB is preparing you for INTERACTING WITH INDIVIDUALS OF DIFFERENT RACES?”***



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# Five institutions were used for the peer comparison group

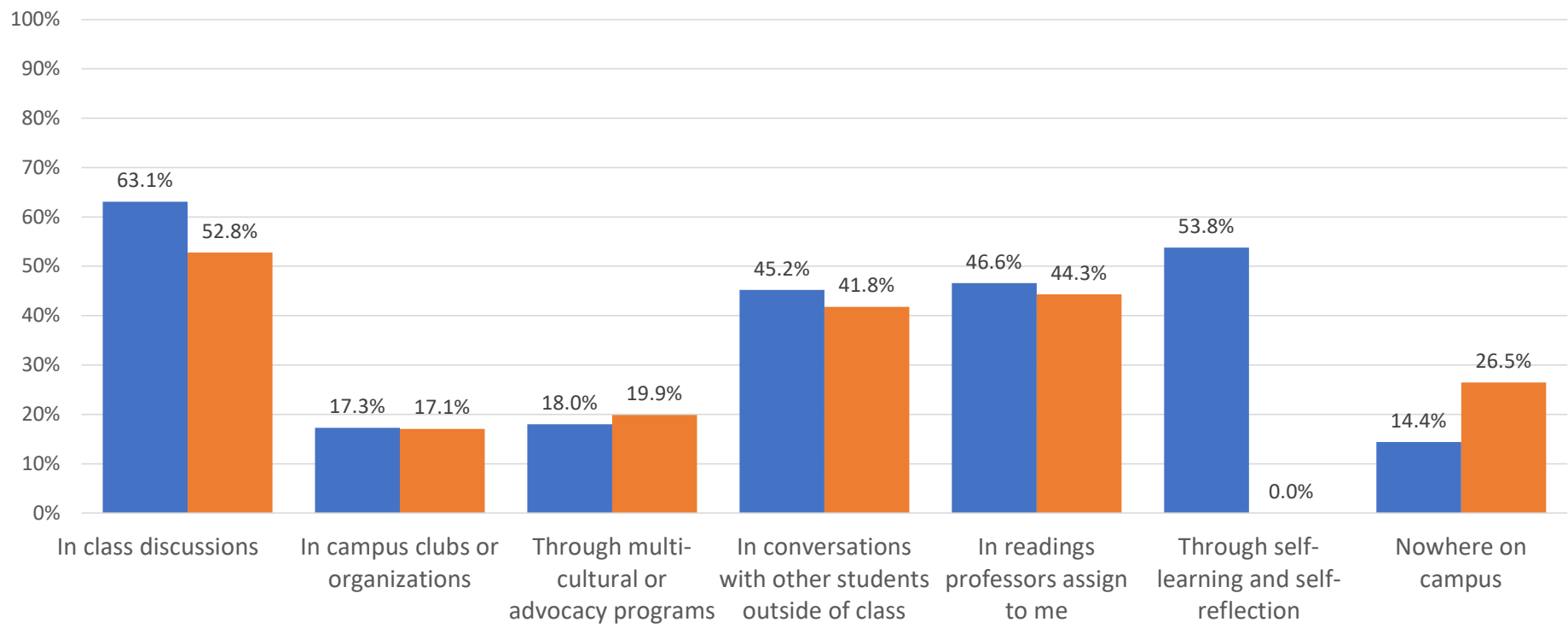
Institution	# of students	Carnegie classification	Location	AANAPISI
Metropolitan State University (MN)	5k-10k	Doctoral	Large City	Yes
Stockton University (NJ)	5k-10k	Masters	Suburb	
Texas Southern University	5k-10k	Doctoral	Large City	
University of Houston	>10k	Doctoral	Large City	Yes
University of Houston - Downtown	>10k	Masters	Large City	



# UMass Boston students report learning about race at higher rates than at selected peer schools

***“At your institution, WHERE have you learned about race?”***

**UNDERGRAD**

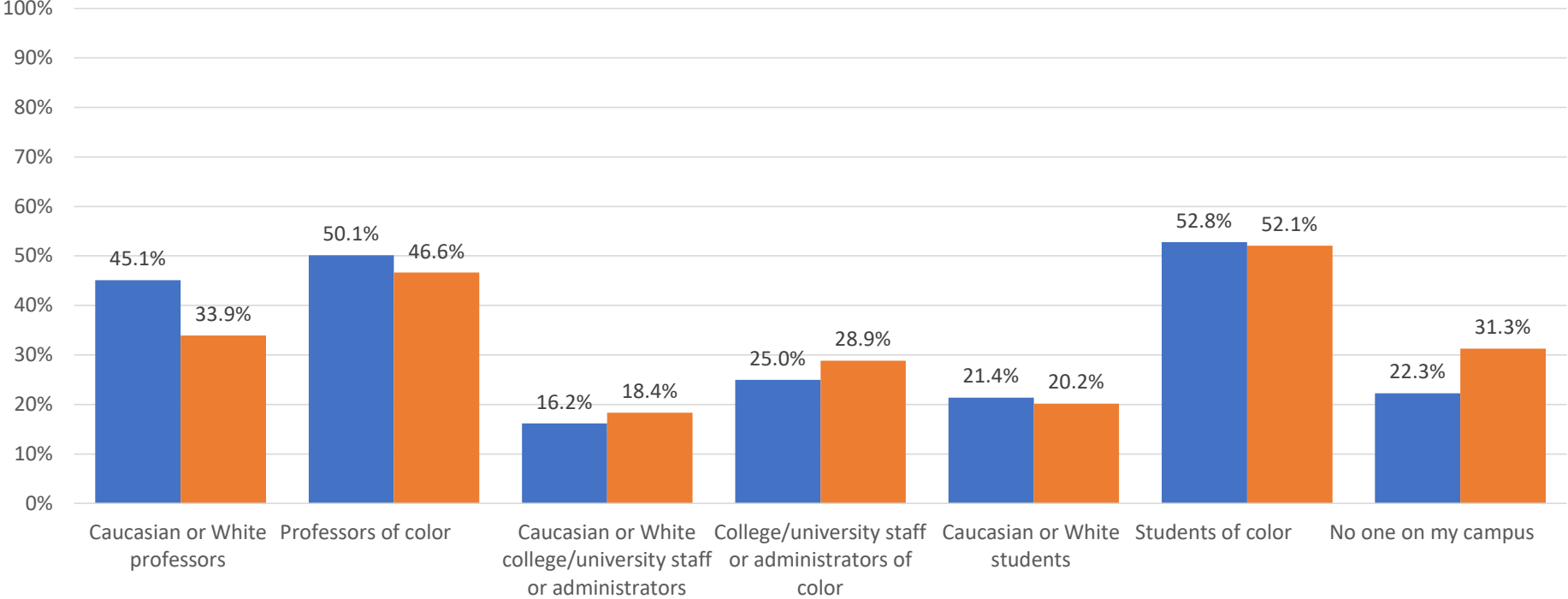


■ UMB ■ Selected Peers

# UMass Boston students report learning about race from faculty at higher rates than at peer schools (and slightly lower rates from administrators)

*“At your institution, WHO helps you to learn about race?”*

**UNDERGRAD**



■ UMB ■ Selected Peers

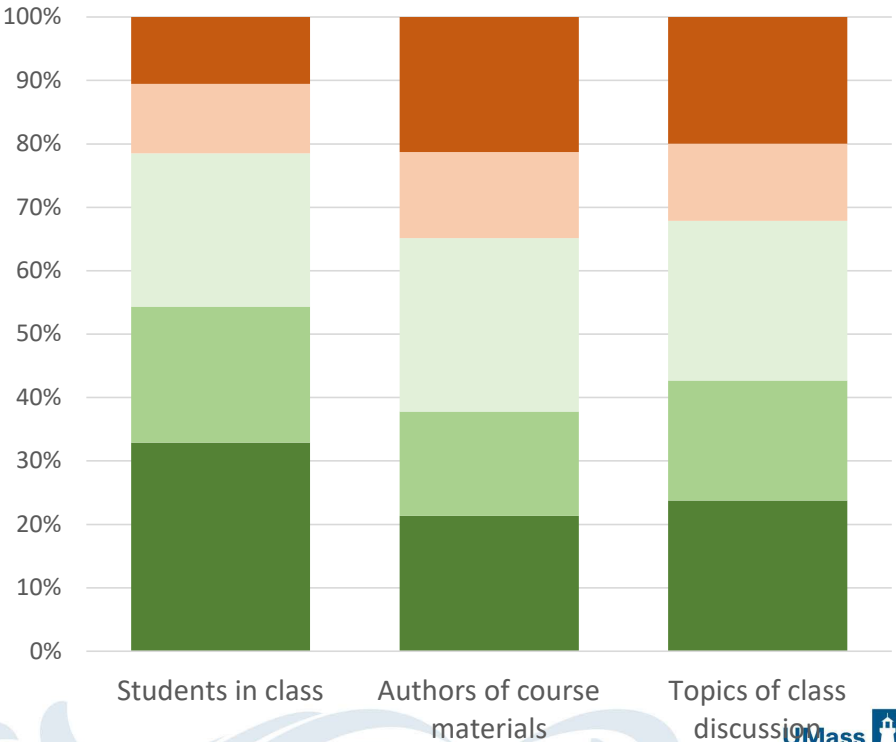
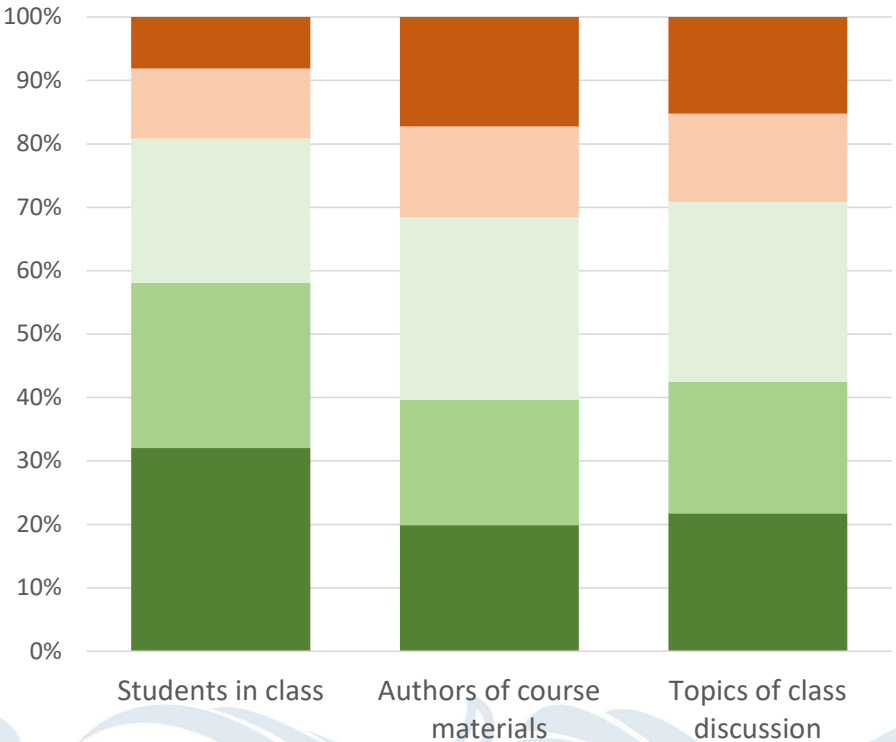
# UMass Boston is perceived to reflect racial diversity in classrooms roughly on par with selected peers

*“In this semester, to what extent do your classes in your major reflect racial diversity?”*

**UNDERGRAD**

**UMB**

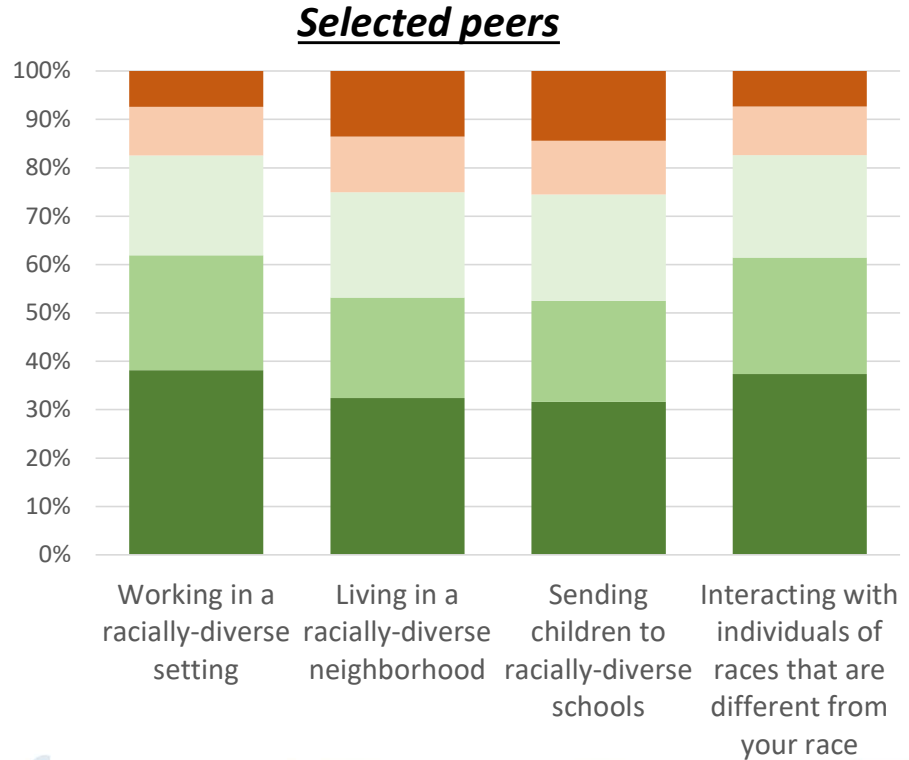
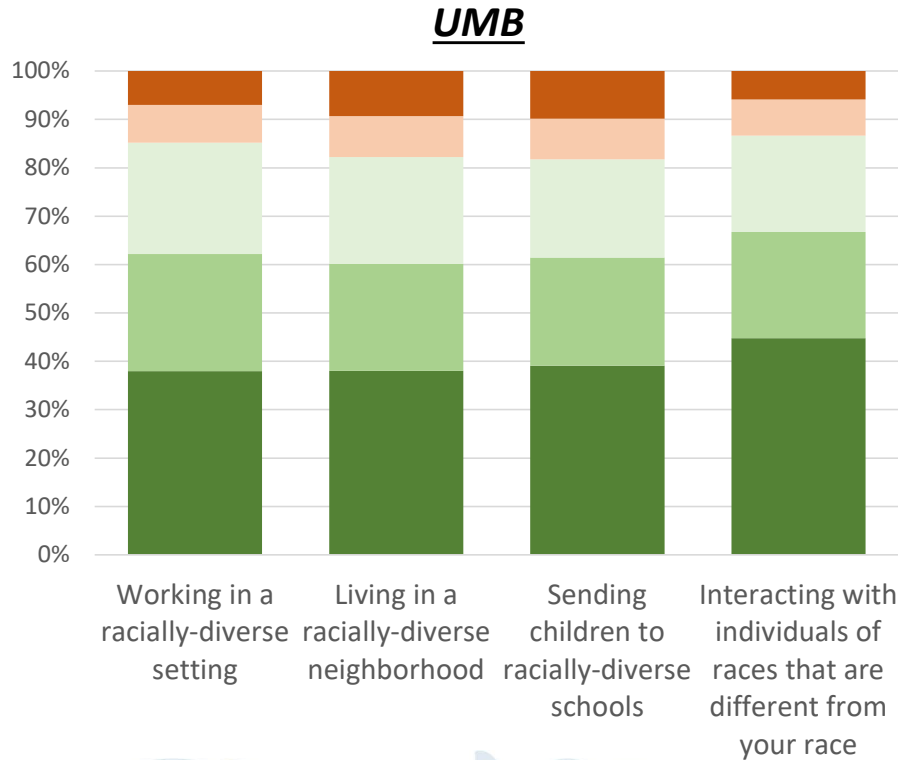
**Selected peers**



# UMass Boston is rated slightly higher than selected peers in preparing students for diverse life experiences

*“How well do you think your university is preparing you for the following settings?”*

**UNDERGRAD**





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# USC recommended action items in 5 areas

1

## Revise co-curricular goals

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

5

## 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

2

## 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 do not just end up including a few readings by authors of color. 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.

3

## Learn from successful examples

- Determine which academic programs on campus have been successful at advancing minoritized students and reproduce elements of these programs across campus
- Engage and incentivize departmental and cross-departmental conversations about racial equity and incentivize and support faculty and staff for engaging in the work

4

## 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

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# Mark down the details about the March community session on Encounters with Racial Stress

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Rescheduled  
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for Feb 27!!!

Thank you!





# APPENDIX

