



Equity at Whittier College: Executive Summary of Four Equity Inquiry Projects

2021-2022

Diversity, Equity, & Inclusion Research Team of 2020-2022

Whittier College
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Dear Colleagues:

On behalf of the DEI Research Team, I am pleased to share with you the results of our collective work on DEI inquiry projects conducted over the past year. This executive summary provides information on four projects: 1) Finding the Equity Gaps in Our Practices & Policies Through Data; 2) the National Assessment of Collegiate Campus Climates (NACCC); 3) Deconstructing the Whittier College Undergraduate Curriculum (D-WCUC); and 4) the Spatial Analysis Project.

“Finding the Equity Gaps...” project is a comprehensive analysis of student outcome measures disaggregated by race and by department using the equity index developed by the Center for Urban Education. The NACCC project provides a detailed summary of students’ perceptions of the racial climate at Whittier College. The D-WCUC examined the diversity of the Whittier College curriculum by conducting a detailed review of all courses offered by the college from 2017 to 2022. The Spatial Analysis Project reveals the need for a re-evaluation of the public spaces on campus frequented by our students.

Collectively, the findings from these projects highlight the importance of the strategic imperatives to align our resources with our mission and to focus on equity for student success. Whittier College provides a high-quality education, but an examination of student outcomes disaggregated by race and gender reveals that the Whittier College education is inequitable. In this report, we find that students of color tend to trail their white counterparts in academic performance and achievement. Students of color do not feel a strong sense of belonging in important public spaces on campus and our curriculum does not embody the culture and experiences of BIPOC and LGBTQ+ peoples.

This report also points to progress on equity and inclusion. Racial diversity is important: Representational diversity is crucial to student outcomes and faculty of color play a significant role in student achievement and success. Students tend to perform better academically and more frequently develop racial literacies that equip them for future endeavors when taught by faculty of color. Important work by programs/committees such as:

1. the Equity Plan developed by the Inclusion & Diversity Committee, and the Racial Justice & Equity Action Plan;
2. the Bayard Rustin Program;
3. the Black Male Initiative;
4. Implicit Bias (and other equity trainings);
5. the Brotherhood Leadership Program;
6. and the work by the Gender Equity Center

are positive steps toward creating greater equity for our students. We each have a part to play if Whittier College is to achieve equity. I hope that after reading this report, each of us considers how our current practices and policies can be re-evaluated, changed, or (if needed) thrown out if we realize that what we do does not help to close the equity gap or contribute to inclusion for all our students.

Sincerely,



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Background & Context

DEI @ Whittier College

The higher education student body is becoming increasingly more racially, economically, and socially diverse. Students from diverse backgrounds enrich college campuses across the nation with their multi-faceted cultures, interests, beliefs, and forms of expression. At Whittier College, the campus is home to one of the most diverse student bodies in the nation. Current non-white fall enrollment exceeded 75% (5% Black or African American, 53% Hispanic/Latinx, 7% Asian, 7% Two or more races, 4% Non-resident, and 23% white). With more than 50% of students identifying as Hispanic/Latinx, Whittier College is designated an Hispanic-Serving Institution.

Rooted in Quaker ideals, Whittier College is committed to serving a diverse student body and faculty, as well as the multitude of campus staff, student groups, and programs. Whittier College, under the leadership of President Linda Oubré, established a set of institutional resources to advance the [Racial Justice and Equity Action Plan](#) and ensure all students have the opportunity to advance excellence in their chosen field.

As part of this institutional effort, Dr. Kay Sanders was selected as the inaugural Associate Dean for Diversity, Equity, and Inclusion in 2020 and subsequently moved into the inaugural Associate Vice-President & Dean of Diversity, Equity, & Inclusion in 2022. With the focus on diversity, equity, & inclusion set by President Oubré and the Board of Trustees, in addition to the establishment of a cabinet-level position focused on equity, the college is setting a vision of excellence in developing and sustaining diverse initiatives in support of students, faculty, and staff. This report will summarize the inquiry-based programmatic efforts of the 2021-2022 academic year conducted by the DEI Research Team led by Drs. Sanders & Harris.

Bayard Rustin Fellowship

In 2021, the division of Academic Affairs established the Bayard Rustin Fellowship, a multi-year program aimed at creating a pipeline to diversify the faculty body and establishing structural change in the College's academic practices using an equity lens.

The fellowship is named in honor of Bayard Rustin, a Black and gay civil rights leader, activist, and writer who sought equity and justice for all. Rustin attended Wilberforce University and Cheyney State Teachers College, where he was involved in student activism. In 1937, he volunteered with the American Friends Service Committee (AFSC), a Quaker pacifist group. One of Rustin's most notable contributions to social action was his leadership in the civil rights movement. Rustin was known for his role in organizing the momentous March on Washington for Jobs and Freedom with Dr. Martin Luther King Jr.

The Bayard Rustin Fellowship program contains two components: 1) advancing the College's faculty diversity and 2) engaging in long-term, department-level equity justice reforms. In the inaugural year, two recently minted doctoral graduates served as the first Rustin fellows: Dr. Daniel Harris, and Dr. Douglas Manuel, II. Dr. Harris was appointed the Institutional Research fellow and Dr. Douglas Manuel II was the first Rustin Teaching fellow. Both fellows have returned to the College campus in the 2022-2023 academic year. Dr. Manuel, II is currently a tenure-track faculty member in the English department. Subsequent Rustin fellowship positions will include incumbents whose scholarship aligns with the equity justice mission of the College and the intents of the Racial Justice and Equity Action Plan created by executive leadership in 2020.

Summary of Main Findings

- Student demographics at Whittier College mirror the racial diversity of California's high school graduating seniors.
- Students of Color tend to trail their white counterparts in academic performance and achievement.
- Students who identify as men tend to underperform compared to their female counterparts.
- A lack of representational diversity tends to lower students' academic performance and achievement.
- Faculty diversity plays an essential role in advancing academic performance and achievement.
- Students tend to perform better academically and more frequently develop racial literacies that will equip them for future endeavors when taught by Faculty of Color.
- Students are likely to earn higher grades in diverse learning environments.
- Black and Hispanic/Latinx students were most vulnerable to changes amid COVID-19 in regards to their physical, mental, and financial well-being.
- The Whittier College curriculum minimally engages with content pertaining to historically marginalized groups.
- Students from different racial backgrounds had varied responses towards the physical spaces on campus and Black and Hispanic/Latinx students in the survey found Mendenhall and the Graham Athletic Center to be uninviting to their identities.

Outline of Projects for the 2021-2022 Academic Year

In the inaugural year of the Bayard Rustin Fellowship, we conducted several programmatic initiatives to understand better how students find academic success using equity-minded data and tools. Below we list four main projects. Two utilized existing quantitative data to explore trends and outcomes using an equity lens. The others employed a mixed methods approach toward curriculum and physical spaces on campus. In the next section, we highlight our main findings within each project.

Finding the Equity Gaps in Our Practices & Policies Through Data

In the 2021-2022 academic year, the DEI research team analyzed student performance and outcomes using the [Center for Urban Education's \(CUE\) Equity Index](#). CUE's equity-based assessment tools, including the Equity Index, were developed over time to help institutional leaders and practitioners more readily measure, identify, and address systemic inequities of racial/ethnic groups.

The Equity Index is a ratio of two percentages or shares. Whereas the numerator is the percentage of share of a disaggregated subgroup among all students with the outcome of interest, and the denominator is the percentage or share of the disaggregated subgroup among students in the reference group¹. According to the developers of the Equity Index, the ratio is useful for measuring representational equity at the campus, division, department, and course level.

National Assessment of Collegiate Campus Climates

In the 2020-2021 academic year, Whittier College joined a host of over 50 college campuses nationwide to administer the National Assessment of Collegiate Campus Climates (NACCC), a survey instrument developed by the USC Center for Race & Equity. About 400 Whittier College students participated in the approximately 15-minute web-based survey.

The NACCC findings are intended to help Whittier College leaders and practitioners better understand and address racial issues on campus and close equity gaps in experiences and outcomes. As part of a multi-prong approach, the NACCC data is an important lever in the effort to create and sustain a welcoming and inclusive campus environment where students of all backgrounds feel safe and supported.

The NACCC data, as with any voluntary survey, self-selection bias has the potential to skew the results to the experiences of those taking the survey. Respondents on self-selection surveys often have polarized experiences (positive or negative), while those with milder views tend to opt out of these surveys. In addition, there are select questions with even fewer representations of students from all demographics, which makes comparing across groups challenging and inappropriate. As a result, the findings from the NACCC should be interpreted with caution and should not be generalized to the experiences of all past, present, and future Whittier College students. Despite these limitations, the NACCC data is still valuable in understanding our opportunities to close equity gaps. In our work, we use it alongside other equity-based tools to triangulate our findings and estimate our starting point for inquiry and campus-wide discussions.

¹ Bensimon, E. M., Hao, L., & Bustillos, L. T. (2006). Measuring the state of equity in higher education. *Leveraging Promise and Expanding Opportunity in Higher Education*. Albany: State University of New York Press, forthcoming.

Deconstructing the Whittier College Undergraduate Curriculum

During the academic year 2021-2022, the DEI research team embarked upon the curriculum review project, **Deconstructing the Whittier College Undergraduate Curriculum**. This project's focus was to reveal which courses for the major and within academic divisions encompass the lives and histories of Black, Indigenous, People of Color (BIPOC), women, and LGBTQ+ groups. Past literature on higher education curricula and practices demonstrates that most curricula over-emphasize heteronormative, white, masculine, and Eurocentric narratives, while marginalizing the stories and histories of BIPOC, women, and LGBTQ+ peoples². This practice promotes inequity in student outcomes and contributes to the lack of inclusion in college communities.

The **Deconstructing the Whittier College Undergraduate Curriculum** project is intended to help departments understand how diverse the curricular content is overall and what groups may be further marginalized due to the lack of content provided by majors and within divisions. This information facilitates the work of the Dean, DEI and the Office of Equity, Diversity, & Inclusion in trainings and department-level work pertaining to curricular reform.

Spatial Analysis Project

In 2022, the DEI Research Team conducted a small survey on Black/African American, Hispanic/Latinx, or Asian/Pacific Island students' perceptions of inclusion in buildings on campus using Stanford University's "Space Reface" toolkit. While the physical design of a space and how inviting it is to students of color is not the only means through which an institution communicates belonging, the design of physical spaces contributes to an individual's immediate perception and oftentimes visceral sense of how welcomed they feel by that institution.

Student researchers on the DEI team selected the physical spaces to represent areas a typical Whittier College student traverses regularly. The resulting sample exemplifies academic; administrative; informal; outdoor and athletic; instructional creative and scientific spaces for students on the Whittier College campus.

Fifteen students (5 each who identified as Black/African American, Hispanic/Latinx, Asian American and Pacific Islander) completed the survey. Women (n = 11) and upper division students (10 seniors, 4 juniors) are overrepresented. The sampling constraints and the size of the sample limit how representative the results are for all students at Whittier College. The findings, however, add to the College's understanding of how inviting our college campus is to an ethnically diverse student populace and what spaces may benefit from further inquiry and potential reinvention.

² Fuentes, M. A., Zelaya, D. G., & Madsen, J. W. (2021). Rethinking the course syllabus: Considerations for promoting equity, diversity, and inclusion. *Teaching of Psychology*, 48(1), 69–79. <https://doi.org/10.1177/0098628320959979>

Finding the Equity Gaps in Our Practices & Policies Through Data

The **Finding the Equity Gaps in Our Practices & Policies Through Data** project was intended to connect the voices and experiences of the student body regarding their sense of belonging and performance outcomes at the department level. This investigation was critical to measuring and identifying the equity gaps attributed to departmental practices and policies along disaggregated demographic groups.

Using the Equity Index, the DEI Research team explored student outcome and performance data related to access, retention, and completion data across the most recent five years (fall 2016 - spring 2021). Student demographic data included in the dataset were: enter term, current class year, gender, race/ethnicity, and disability variables.

Whereas race/ethnicity is reported based on the [2010 Integrated Postsecondary Education Data System \(IPEDS\)](#) classification. The gender classification also follows the IPEDS classification system. Students selected major, department, and course title (including the course instructor) are also included in the dataset. Course grades were examined at the individual, course, department, and college levels. Degree completion rates were examined at the department and college levels. Department-level analyses are expressed as an aggregate of all courses taken within that department regardless of major.

Enrollment

The enrollment trends represented the overall representational equity across the College which was an important aspect of this study. In the 2020-2021 academic year, the enrollment rates closely mirror the representation of [four-year high school graduates in the state of California](#) (California Department of Education, 2022). Given the racial diversity of the College largely reflects the representational diversity in the state, one may anticipate that demographic groups are also equitably represented within the College. In our investigation, we did not find this to be evident.

Across the observed period (2016-2021), students enrolled in Spanish (.73), English (.79), and Kinesiology (.84) departments were likely to experience the widest gaps in representational equity. Persistent gaps in enrollment varied among demographic groups. Among domestic students, American Indian or Alaskan Native (12) students had the highest number of departments whose representational diversity was below the equity threshold (.85). Asian (11), Native Hawaiian or Pacific Islander (11), Black or African American (9), Two or More Races (9), Hispanic/Latino (8), and white (4) followed sequentially in the number of departments below the equity threshold (see Table 1). Notably, more than ten departments have not enrolled at least one student who identified as American Indian or Alaskan Native or Native Hawaiian or Pacific Islander in any of their courses within the observed 5-year period.

Grade Point Averages (GPAs)

As an indicator of how students fare within departments, we explored the extent to which students' GPAs aggregated at the department level compared to GPAs at the College level (see Table 2). Across the College, students earn slightly over a "B" average (3.19) with persistent variation across race and gender demographic groups. Among all students, Native Hawaiian or Pacific Islanders (2.83), Black or African American (2.91), Nonresident (2.94), and American Indian or Alaskan Native (2.95) earn GPAs below the College average (see Table 5). Students who identify as male (2.97) compared to students who identify as female (3.25) typically earn lower GPAs. Non-binary students tend to earn the highest GPAs (3.43). American Indian or Alaskan Native (2.37), Native Hawaiian or Pacific Islander (2.39), and Black males (2.83) tend to earn the lowest GPAs at the College.

DFW Rates

While GPA rates reflect aggregated performance, DFW rates are more representative of students experiencing difficulties in earning a passing grade. DFW rates are comprised of the rate of students who earn a D or F grade or withdraw from a class. The DFW rates are aggregated at the department level, and the research team explored trends along demographic differences, assuming that rates above the equity index (> 1) present a heightened threat of inequity in performance (see table 3). Among all racial groups, American Indian or Alaskan Native (1.12), Two or more races (1.26), and Asian (1.29) students had a DFW rate above what is expected of students at the College. Only white (.94), Race and ethnicity unknown (.98), and Non-resident students (.97) had a rate of DFW below what we would expect from overall college performance. This trend is driven primarily by students who identify as male. Male students have DFW rates about twice as high as their female counterparts.

Based on trends in higher education overall, we expect DFW rates to be higher in the sciences compared to social sciences. Although a few departments in the sciences have relatively high DFW rates (Biology, Math, Physical Sciences, and ECON), departments in the social sciences drive DFW rates.

Degree Completion

Within the data examined, only four-year graduation rates were explored for the class entering fall or spring in the 2016-2017 academic year (see table 4). Graduation rates indicate the extent to which students succeed in earning their undergraduate degrees at the College. Even though students are not earning as many DFWs in the sciences compared to the social sciences, students in the sciences experience more difficulty graduating within a four-year term.

Racial/Ethnic Diversity in the Learning Environment

To explore where we find student success, we hypothesized that students in diverse learning environments would more likely perform better than when they are not in diverse learning

environments. We explored three assumptions of diverse learning environments: 1) whether the classroom diversity was higher than average, 2) whether a Faculty of Color taught the class compared to a white faculty member, and 3) whether the classroom was diverse and the faculty member identified as a Person of Color.

With these three hypotheses in mind, we ran two sets of ANOVA models to assess the effect of diverse classrooms on student GPAs. The first set of models explored the extent to which in-class student diversity³ influenced students GPAs (1 = above average, 2 = below average), faculty diversity (1 = Faculty of Color, 2 = Not a Faculty of Color), and whether both the classroom and faculty were diverse. The second set of models explored how diverse environments impacted the difference between what is expected of students based on their individual race/ethnicity at the college level compared to the course level. Our modeling work allowed us to assess whether and to what extent the diverse environment substantially affected GPA rates along racial lines. On average, we found that classroom diversity does matter to students' GPA rates. Most notably, we found the following findings to be statistically significant:

- There are no differences in classrooms with an above-average diverse classroom compared to below-average diverse classrooms except for American Indian or Alaskan Native students. These students tend to perform moderately better in classrooms with an above-average representation of students of color (see Table 6).
- Nearly all students of color tend to perform better when taught by a professor of color (see Table 6). Native Hawaiian or Pacific Islanders and Non-Resident students benefit most from taking a class taught by a Faculty of Color.

Summary of Findings

The representative diversity at the College overall reflects the racial diversity of California at-large. Unfortunately, issues of anti-Black racism, anti-Asian hate, and other forms of systemic inequalities in housing, job discrimination, and wage earnings have continued to plague the state's ability to sustain a racial and economic diversity that would enrich the campus life of Whittier College. Using state racial diversity in CA as the measure for Whittier College's racial diversity perpetuates the inequities present in the racial distribution of the state and creates marginalization on our campus for those groups that are marginalized in the state. Using national or global measures of diversity as a goal would contribute to better representation and improve the opportunities for student success at Whittier

The equity indices in student performance, as measured by GPA and DFW rates, indicate a need to improve student-centered support. Our results suggest that students from underrepresented backgrounds at the College perform lower than those whose representation is at or above average in higher education. Male students from racial backgrounds with the lowest

³ Classroom diversity is defined as having a representation of students of color at or below the average (68%).

representation at the College tend to underperform the most compared to their female counterparts (students who identify as American Indian or Alaskan Native, Native Hawaiian or Pacific Islanders, and Black). This trend continues to persist even as students matriculate through to graduation rates. Four-year graduation rates tend to reflect the student performance at the College. Standing in the gap of equity tends to be faculty diversity. Whereas students who take a class with a Faculty of Color tend to earn higher grades.

National Association of Collegiate Campus Climates Findings

The NACCC comprises 110 survey items (excluding demographic questions) assessing six content areas that provide information on how students perceive and experience the campus racial climate. The six NACCC survey content areas include: 1) Mattering & Affirmation, 2) Cross-Racial Engagement, 3) Appraisals of Institutional Commitment, 4) Racial Learning & Literacy, 5) Encounters with Racial Stress, and 6) Impact of External Environments. We share the findings from the survey within each content area.

Mattering and Affirmation

NACCC respondents indicate the extent to which they matter in classrooms and in various out-of-class campus spaces. Respondents also indicate ways and frequency with which faculty affirm them.

Mattering is the extent to which others notice and care about what students think, want, and have to say. In varying sets of locations and scenarios, respondents were asked to rate the extent to which they matter (1 = I don't matter at all, 2 = I slightly matter, 3 = I somewhat matter, 4 = I mostly matter, 5 = I strongly matter). Results from the survey suggest:

- About 1 out of 10 students felt like they didn't matter at all in dorms/student housing and campus quad or other settings.⁴
- Black (10%), Hispanic/Latinx (11%), and Asian (14%) students were disproportionately more likely to indicate that they didn't matter at all when in the Financial Aid office.
- Students of Color (70%) are less likely to indicate that they mattered mostly or strongly mattered to white or Caucasian professors (89%). There were no differences in whether students indicated they matter among Faculty of Color.
- Faculty of Color (63%), compared to white or Caucasian faculty (47%), are slightly more likely to always welcome students with affirming facial expressions and/or words.

⁴ This finding is compounded given the COVID-19 challenges the student and the institution faced during this academic calendar year.

Cross-Racial Engagement

NACCC respondents indicate the frequency and nature of their interactions on campus with same-race peers and with peers from different racial groups. Respondents also indicate their comfort in discussions with other students about race-related issues.

Cross-racial interactions were measured by the frequency rate within specific types of environments and settings (1 = Never, 5 = Almost always). Comfort was measured in relative feelings of calmness (1 = Nervous, 7 = Calm), empowerment (1 = Powerless, 7 = Empowered), openness (1 = Closed-off, 7 = Open), and encouragement (1 = Completely discouraged, 7 = Completely encouraged). The types of political influences discussed cross-racially were also measured (Anti-Asian hate crimes and harassment during COVID-19, the Black Lives Matter movement, Ending of DACA (Deferred Action for Childhood Arrivals, and the relative health risk and financial impact of COVID-19 between People of Color and white people). On average, voluntary social settings tend to be more racially insular, though key distinctions exist:

- Hispanic/Latinx students voluntarily study together, play sports, and participate in club activities with white students more often than other Students of Color but more readily report feeling powerless within these settings (24% vs. 17%)
- When discussing social issues cross-racially with Students of Color, white students (55%) tend to express more neutral empowerment sentiments than their racial counterparts (33%).
- Students of Color express feeling powerless three times as often when discussing social issues with white students (19%) than when having these same conversations with other Students of Color (5%)

Racial Learning and Literacy

NACCC respondents consider if and where they learn about their own racial identities and other racial groups on campus. In this section, students also 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.

Respondents indicated where racial literacy learning occurred on campus by indicating whether they were in In-class and Out-of-classroom environments (1 = In class discussions, 2 = In campus clubs or organizations, 3 = Through multi-cultural or advocacy programs, 4 = In conversations with other students outside of class, 5 = In readings professors assigned to me, 6 = Nowhere on campus). The role (student, faculty, or staff) and whether they were perceived to be a person of color or white were provided as options for respondents to indicate who helped them learn about race on campus. Within their classes, respondents also indicated how well the resources reflected racial diversity within the class (i.e. other students, readings/syllabus, class discussions; 1 = Do not reflect racial diversity at all, 5 = Strongly reflect racial diversity).

Respondents also indicated how well the College is preparing them for racially diverse environments in professional settings, the neighborhood/community they live in, the types of schools they would send their children to and interacting with other races outside of their own). On average, students are more likely to learn about racial dynamics in classroom settings. The inputs of racial learning in classroom settings (and others) differ by racial groups:

- Students are more likely to identify Faculty of Color (73%) and Students of Color (80%) as inputs of racial learning compared to white faculty (55%) and white students (29%)
- Driven primarily by white students who are disproportionately more likely to indicate that they learn about race from college staff or administrators of color, students are more likely to indicate that college staff or administrators of color (47%) compared to white staff or administrators (24%) are nearly twice as likely to be sites where students learn about race.
- Although respondents most frequently indicate that classroom settings are sites where they learn about race at the College within their first major, the medium in which they learn about race (i.e. from students in their class, assigned readings, or class discussions) is a mixed bag.

Encounters with Racial Stress

NACCC respondents appraise the racial environment at Whittier College. Respondents indicate the frequency of campus encounters they have experienced as racist, ranging from microaggressions, racial stereotyping, racial harassment, and racial violence. Students also indicate the impact of these encounters on their personal well-being and academic success.

Respondents indicated the extent to which racial tensions had increased due to current political influences (1 = Not at all, 2 = A little bit, 3 = Some, 4 = Quite a bit, 5 = A great amount). They also identified whether they experience a decline in physical, emotional, or academic health and well-being as a response to racial incidents. In addition to indicating whether they felt the campus to be racially segregated (1 = Not at all racially segregated, 5 = Strongly racially segregated), they also indicated the frequency in which they experienced racism on campus. On average, respondents have similar exposures and reactions to encounters with racial stress, with a few caveats:

- Hispanic/Latinx students were more likely than all other racial/ethnic groups to report that the following issues increased racial tension “a great amount” at the College; Anti-Asian hate crimes (16% vs. 9%) and the Black Lives Matter Movement (25% vs. 15%).
- Relative to other campus spaces, respondents tend to experience racial stress more often in the dorms/student housing.

- Black students are disproportionately more likely to experience racial stress related to campus police or security than all other students. Despite representing only 5% of the total respondents, more than 32% of Black students indicate experiencing racial stress at least once in a while.

Appraisals of Institutional Commitment

NACCC respondents evaluate the extent to which campus administrators demonstrated a commitment to racial diversity and inclusion at Whittier College. Respondents also assess institutional leaders' responses to racial problems when they arise on campus.

Respondents indicated how racially diverse they perceive the campus to be (1 = Not at all racially diverse, 5 = Strongly racially diverse) and how effective has the administrative leaders been in dealing with racism and racist incidents on campus (1 = Completely ineffectively, 7 = Completely effectively). The institutional commitment was measured by the extent to which students indicated that they perceived administrators to support diversity efforts (1 = Not committed at all, 5 = Strongly Committed). On average, white respondents tend to rate the institutional commitment to diversity higher than Students of Color:

- White students, compared to Students of Color, are more likely to indicate a strong institutional commitment to hiring faculty (47% vs 36%) and staff of color (53% vs 35%), as well as removing racially offensive objects or structures on campus (60% vs 48%).
- On average, Black students tend to indicate a lower institutional commitment to diversity related to graduating Students of Color, sponsoring activities about racial diversity, and removing racially offensive objects or structures on campus.
- Black and Asian students are twice as likely to indicate that the institutional response to racial issues was completely delayed compared to all students (12% vs. 6%).

Impact of External Environment

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

Respondents indicated the extent to which they felt safe and welcomed within the wider Whittier Township of Los Angeles County and whether incidences of racism impacted their physical, emotional, and academic health and well-being. On average, students have similar experiences within the surrounding Whittier community, except for a few differences:

- Black students are disproportionately more likely to experience racist encounters on social media and from local police than all other students.

- Incidences of racist encounters are more likely to lead Black students to experience frustration (71%), while White students are more likely to be motivated to activism (41%).
- Asian students are more likely to experience a decline in their academic performance (24%) compared to all students (12%).

Impact of COVID-19

NACCC respondents reflect on the College's response to students amid the COVID-19 pandemic.

Respondents indicated their assessment of the College's commitment in the following areas: communicating COVID-19-related school changes and their impact on students, how the College supports students in adaptive environments (online or hybrid settings), and ensuring students have the health, safety, and financial support they need. Survey takers also indicated the extent to which they felt stressed due to the changes amid the COVID-19 pandemic. On average, Students of Color compared to white students were more likely to be critical of the institutional commitments regarding COVID-19 and feel stressed about their health, safety, and financial well-being. Among Students of Color, differences were observed:

- Black students (compared to all other students) were most likely to name COVID-19 as a source of stress.
- Hispanic/Latinx (58%) and Black (55%) were most likely to feel higher bouts of stress related to losing some or all their income sources (e.g., loss of on-campus and/or off-campus jobs, loss of work-study jobs).

Summary of Findings

Racial diversity is a key feature of higher education. At Whittier College, students benefit from a racially diverse classroom environment. Findings from the NACC assessment and our subsequent analysis indicate that faculty, particularly Faculty of Color, create an environment where all students feel empowered to discuss race-related issues. In out-of-classroom settings, students are less likely to be exposed to positive cross-racial encounters. Out-of-classroom settings tend to be less racially diverse and have fewer racial sensitivities, which can often lower students' sense of physical and mental safety. Students with vulnerabilities to physical, mental, or financial well-being are more likely to experience declines in academic performance and achievement. National and global conflicts, pandemics, and other social issues tend to exacerbate feelings of frustration and strain institutional-student relationships when communication is ineffective in supporting students' needs.

Deconstructing the Whittier College Curriculum

The researchers adopted the codes developed by the Teaching & Learning Committee in 2021 and extended that work to include a comprehensive count of all courses listed in the course catalogs and special topics courses from the academic years 2017 to 2022. The project team surveyed the titles and course descriptions across the four divisions and by majors. The total course data set contains 1,032 courses across the four academic divisions (Natural Science, Humanities, Social Science, Interdisciplinary) and major disciplines at Whittier College. 132 courses (13.18%) are cross-listed, meaning some courses are offered under more than one department. To obtain a valid portrait of the curriculum catalog that reflects the real choices of the student, the cross-listed courses are part of the total count of 1,032 analyzed courses, which results in an inflation in course totals within some categories.

The project team coded each course's primary content by race and ethnicity, in addition to gender, income disparity/poverty, sexual orientation, and disability. The race and ethnicity-codes included ten categories: Black, Africa and its Regions, White & European, Asian-American, Asian/Pacific Islander, Asian (Middle East), Native American/Indigenous, Hispanic/Latinx, Regions of Central/South America, Structural Discrimination (Race). The categories, "Africa and its Regions," are courses that emphasize the cultural differences of regional Africa and its people. Similarly, courses classified under "Regions of South and Central America," highlight the cultural nuances of non-Western Latinos and Hispanics residing in Central and South America.

The main findings reveal that the Whittier College curriculum lacks representational and distributional diversity across all categories (See tables 8-10):

- Per major and by discipline, there is an inequitable distribution of courses focused on underrepresented groups.
- Most courses per major and discipline with an emphasis on underrepresented groups are "special topics" courses which may be occasionally offered and are not a central part of the curriculum or most majors.
- Overall, white Eurocentric courses are core to many majors while courses focused on underrepresented groups are supplemental.
- Although Whittier College is designated as an Hispanic-serving institution, only 8.6% of courses focus on Hispanic/Latinx identities/content and the majority of these are in the Spanish Department.

Summary of Findings

While the diversity of the student population at the college somewhat reflects the racial diversity of California at-large, the curriculum does not represent such diversity in content. Based on the above findings, students can graduate with a major in most disciplines offered by Whittier College without having taken any required course in their major that highlights the lives and experiences of underrepresented groups.

As an Hispanic-serving institution, the percentage of courses with a Hispanic/Latinx emphasis does not reflect the cultural background of most students at Whittier College. The lack of representative and distributional diversity in the curriculum and most majors overall most likely has negative associations with student retention.

Spatial Analysis Project

For the Spatial Analysis project, we evaluated several “spaces” across the campus that encompasses a vast amount of the student experience. In this report we define a space as a building or office that is intentionally designed to provide support, resources, or services to students. In this way, the student experiences in these “spaces” are reflective of the student-based interactions (i.e. student-student, student-staff, and student-faculty) that is typically traversed. Faculty/staff breakrooms, storage closets, and other non-student-facing aspects of the space are not included in our analysis. The “spaces” included in the project are: 1) Mendenhall, 2) Hoover Hall, 3) Science and Learning Center (SLC), 4) Graham Athletic Center (GAC), 5) Wardman Library, 6) The Spot at Campus Center 7) Wardman Art Center, 8) Bookstore, and the 9) Office of Equity & Inclusion (OEI).

For this analysis, we relied on The Stanford Tool kit which contains nine statements associated with a sense of belonging, such as: *I fit in this environment; I want to work or take a class here; I like the way being in this building makes me feel.* Students ranked these nine statements on a 6-point scale from “strongly disagree (1) to strongly agree (6). Fifteen students completed the survey. (N=11 women). While students rated Graham Athletic Center (2.86) and Mendenhall (3.28) as least inviting and Hoover (5.08), OEI (4.99), and the Library (4.92) as most inviting, results indicate that there are differences in ranking between students of color in the sample and their perception of these spaces (see Table 7):

- Black and Hispanic/Latinx students in the sample find Mendenhall to be an unwelcoming space to their identities.
- Asian-identifying students in the sample feel the Bookstore and the GAC to be the least inviting spaces.
- All racial groups experience negative perceptions of the GAC in terms of their fit/similarity with the people there or the environment; and how it made them feel.
- The students who identified as Hispanic/Latinx in the sample reported the lowest levels, overall, for all spaces surveyed (3.99, Hispanic/Latinx; 4.43 Asian; 4.01 Black).
- While the OEI is rated highly across all groups, Asian/Pacific Island students found the OEI relatively less inviting compared to Black and Hispanic/Latinx respondents.

Women are overrepresented in the sample and the findings from this project may also indicate that the spaces ranked lowest are also spaces that are not inviting to women. Given that most students surveyed are upper division (10 seniors and 4 juniors), the level of belonging within the lowest ranked spaces may be even lower for students who are just beginning their education.

Summary of Findings

The findings from the Spatial Analysis Project point to the need to review and assess the physical spaces visited by students. There were differential responses by race towards spaces in the college that students have no choice but to frequent if they are to complete their studies successfully. Mendenhall, for example, houses offices (Registrar, Business Office, etc.) that students must visit regularly to deal with financial and personnel matters. Thoughtful review of the public areas in this building and others should also consider how to create individualized and welcoming spaces for students that are appropriate to the business conducted in those spaces and that represent our diverse student body. Some research indicates that simple fixes to an area can create ambient environmental cues of belonging for people of color and women, such as paying heed to what hangs on the walls or sits on counters and table tops⁵.

Future Directions

The success of all students is paramount for Whittier College. Findings from our analysis indicate areas where equity is strong and opportunities to close equity gaps in academic outcomes and achievement. We find that while the student body reflects the representative demographics of California, the College would benefit from a diversity that is more reflexive of the diversity in the national and global population.

We also find that the College should consider ways to improve the campus climate to reduce variations in experience and opportunities for success among different student groups as it relates to race and gender. Still, while undoubtedly valuable, we would be remiss not to acknowledge that our analysis is missing important intersections of race and gender that could reveal additional areas to support and sustain equity-minded success efforts. For this reason, we will continue to expand access to equity-based data and tools in future work. Below we list a few future directions for the 2022-2023 academic year:

- We will continue to monitor academic and achievement trends and include additional longitudinal data points at the College and department levels (e.g., financial aid data, disability/ability).
- We will expand our work with departments to access and operationalize the data using an equity-minded lens to identify and support student success initiatives and programs.
- We will continue to engage in equity-based inquiry using the NACCC data and other internal and external assessments as a form of institutional assessment.

⁵ Cheryan, S., Plaut, V. C., Davies, P. G., & Steele, C. M. (2009). Ambient belonging: How stereotypical cues impact gender participation in computer science. *Journal of Personality and Social Psychology*, 97(6), 1045-1060.

DEI Research Team

The work behind and the communication of this report are due to the collaboration and hard work of the DEI Research Team. The DEI Research Team conducted its work using an apprentice-expert model in which students were active agents in every step of the research process with Drs. Harris and Sanders advising, teaching, and guiding their labor. The project results reported here would not have been possible without the dedication and commitment of the student researchers introduced below. Their insights, based on both their academic training and lived experiences, enriched the perspectives and the depth of our work.

Kayla Carrillo ('22) recently received her Baccalaureate in Psychological Sciences. As a research intern, Kayla was the student lead for the **Deconstructing the Whittier College Curriculum project**. Kayla was awarded the "Excellence in Academic Achievement" in the department of Psychological Sciences in 2022. Kayla aspires to continue working in a field that values the diverse identities of people and she is exploring graduate programs that will help her to do so.

Guido Laguna ('22) is an international transfer student from Peru who majored in political science. Guido came to Whittier after having successfully completed his studies at Pontificia Universidad Católica del Perú in Government & Political Science. Guido served as the student lead on the, **Finding the Equity Gaps in Our Practices & Policies Through Data** and the **National Assessment of Collegiate Campus Climate Analysis**. Guido is currently preparing for graduate study in political science in quantitative research.

Adanech Muno (expected '23) is a Whittier Scholars student and the student lead for the **Spatial Analysis Project**. Adanech is also a Mellon Mays Undergraduate Research Fellow and a Residential Assistant. As a Whittier Scholar, Adanech primarily studies Sociology with a strong interest in race & Black studies. Her senior and MMUF projects focus on African immigrant and African American students' experiences with discrimination in higher education, liberal arts institutions. After graduation, Adanech plans to pursue a Master of Arts or a Ph.D. in a subject matter related to her desire to work with Black women/ people in America and Ethiopia/Africa.

Appendix

Table 1. 2016-2021 Race Equity Index: Enrollment By Department

Dept	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latinx	Native Hawaiian or Pacific Islander	Non-Resident	Race and Ethnicity Unknown	Two or More Races	White
ANTH	4.52	0.94	1.34	0.98	0.22	0.50	0.56	1.17	1.04
APA	-	1.23	1.63	1.09	-	-	0.79	0.73	0.87
ART	1.50	0.80	0.57	0.96	0.75	1.28	1.00	1.32	1.14
BIOL	0.19	1.44	0.86	1.14	1.99	0.71	0.96	0.73	0.73
BSAD	1.58	1.07	0.80	0.96	1.24	2.11	0.77	0.81	1.04
CHDV	1.55	0.66	0.59	1.08	0.78	0.46	0.80	0.93	1.12
CHEM	-	1.90	0.97	1.09	1.59	0.52	0.97	0.70	0.69
CHIN	0.47	2.16	1.33	0.77	0.63	2.02	1.37	0.84	0.93
COSC	1.30	1.06	1.97	0.92	0.87	1.45	1.21	0.74	0.95
ECON	1.45	1.16	0.86	0.83	1.29	3.36	1.32	0.97	1.02
EDUC	0.33	0.62	0.59	1.01	0.89	0.51	0.71	0.72	0.94
ENGL	0.86	0.99	0.77	0.97	0.69	0.50	0.76	1.05	1.21
ENST	-	1.17	0.48	0.71	0.78	0.52	1.08	1.28	1.61
ENVS	1.06	1.14	0.71	0.84	-	0.93	1.25	1.49	1.23
FILM	1.27	1.06	0.85	0.96	-	1.04	0.93	1.27	1.05
FREN	2.31	0.84	1.04	0.97	0.34	0.76	0.68	1.53	1.08
GCS	2.35	0.85	1.40	0.76	3.15	0.70	0.94	1.63	1.33
GEN	0.59	0.76	1.19	0.99	-	0.70	0.55	1.30	1.13
HIST	0.79	0.46	1.43	0.96	0.66	0.56	1.19	1.07	1.21
INTD	1.18	0.89	1.08	0.93	1.78	1.36	1.44	1.07	1.05
KNS	0.16	1.08	1.55	1.01	1.02	0.50	0.65	1.26	0.92
MATH	0.80	0.87	1.11	1.03	1.67	1.20	1.34	0.93	0.93
MUS	0.76	1.05	1.00	0.93	0.45	1.07	1.37	1.21	1.05
ORGL	-	0.85	1.67	0.75	-	1.42	2.19	1.20	1.23
PHIL	3.23	1.00	1.00	0.89	-	0.55	1.75	1.16	1.11
PHYS	0.43	1.10	0.97	0.94	0.96	0.92	0.74	1.26	1.11
PLSC	1.45	0.77	1.04	0.96	0.43	1.02	1.31	1.22	1.07
PSYC	1.37	0.85	1.03	1.05	0.97	0.56	0.94	0.90	1.02
REL	0.59	0.76	1.52	0.93	1.04	0.67	0.75	0.94	1.21
SOC	1.87	0.80	0.93	1.11	0.23	0.66	0.77	1.21	0.91
SOWK	0.90	0.80	1.10	1.16	-	1.05	0.62	0.81	0.83
SPAN	0.41	0.26	0.51	1.54	1.08	1.10	0.77	0.53	0.41
THEA	0.48	0.89	1.16	0.79	-	1.11	0.97	1.07	1.44
WSP	1.52	1.04	1.22	0.84	-	0.77	1.05	1.01	1.30
	1.24	0.98	1.07	0.97	1.02	0.99	1.01	1.06	1.06

Table 2. 2016-2021 Race Equity Index: Grade Point Averages By Department

Dept	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latinx	Native Hawaiian or Pacific Islander	Non-Resident	Race and Ethnicity Unknown	Two or More Races	White
ANTH	1.07	0.97	0.96	0.99	1.29	1.13	1.03	1.02	1.02
ART	1.01	0.98	0.97	1.01	1.07	1.04	0.95	0.99	0.99
BIOL	0.97	1.00	1.02	1.00	1.12	1.02	1.01	0.99	1.00
BSAD	0.91	1.01	0.99	1.00	0.91	1.05	1.05	1.02	0.99
CHDV	1.13	0.92	1.10	1.00	1.30	1.06	0.98	0.93	1.01
CHEM	-	1.03	1.04	0.97	0.88	1.17	1.10	0.97	1.02
CHIN	0.99	1.04	1.02	0.97	-	1.07	0.99	0.95	1.00
COSC	1.16	1.03	1.08	0.98	0.00	1.06	0.98	0.98	1.03
ECON	0.91	1.05	0.94	0.98	0.89	1.13	1.06	1.02	0.98
EDUC	1.19	0.99	1.01	1.01	1.20	1.05	0.99	0.97	0.96
ENGL	1.09	1.00	1.01	1.00	1.13	0.87	1.00	1.01	1.00
ENST	-	0.94	0.95	0.95	1.38	1.09	1.08	1.01	1.02
ENVS	1.28	0.97	0.93	0.99	-	0.98	0.97	1.06	1.00
FILM	1.08	0.99	1.00	1.01	-	1.11	0.98	0.98	0.98
FREN	0.88	1.03	0.97	0.99	0.90	1.01	0.99	1.00	1.02
GCS	0.94	0.81	1.18	0.99	1.29	1.04	1.00	1.10	0.99
GEN	1.00	1.05	0.93	1.02	-	1.01	0.89	1.02	0.97
HIST	0.97	0.95	1.04	1.01	0.94	0.94	1.00	0.99	1.00
INTD	1.02	0.98	1.03	1.01	1.05	0.83	0.99	1.02	1.00
KNS	1.05	0.97	1.03	0.99	1.24	1.05	0.98	1.02	1.02
MATH	0.47	1.09	0.97	0.98	1.20	1.10	1.05	1.02	1.00
MUS	0.90	1.03	0.99	1.01	1.23	0.87	0.98	0.96	0.99
ORGL	-	0.92	0.97	1.02	-	0.93	1.04	0.79	1.03
PHIL	1.07	0.96	1.07	1.02	-	1.05	0.94	0.96	0.98
PHYS	0.68	1.02	1.01	0.98	0.32	1.06	1.07	0.99	1.01
PLSC	1.13	0.99	1.05	1.00	1.05	1.00	1.05	1.03	0.98
PSYC	0.98	1.02	0.95	1.00	0.84	0.94	1.01	1.01	1.00
REL	1.06	1.01	1.07	1.00	0.83	0.87	1.00	0.95	1.00
SOC	1.24	1.05	0.97	1.00	0.98	1.08	1.07	1.00	0.98
SOWK	1.04	0.97	0.97	1.02	-	1.04	0.77	0.92	1.02
SPAN	0.96	0.91	0.99	1.02	1.14	1.06	0.93	0.94	0.99
THEA	0.00	1.00	0.98	1.01	-	0.88	0.94	0.92	1.01
WSP	0.94	1.00	1.01	1.01	-	0.51	1.04	1.06	0.98
	0.97	0.99	1.01	1.00	1.01	1.00	1.00	0.99	1.00

Table 3. 2016-2021 Race Equity Index: DFW Rates By Department

Dept	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latinx	Native Hawaiian or Pacific Islander	Non-Resident	Race and Ethnicity Unknown	Two or More Races	White
ANTH	0.00	1.45	2.23	1.02	0.00	0.76	0.00	0.69	0.62
APA	-	-	-	-	-	-	-	-	-
ART	1.22	0.69	1.74	0.98	0.00	1.03	1.50	1.37	0.80
BIOL	0.00	1.19	0.74	0.99	0.00	0.95	0.52	1.24	1.17
BSAD	1.81	0.88	1.01	0.97	1.37	1.15	0.91	0.84	0.93
CHDV	0.00	3.61	0.00	1.18	0.00	0.00	0.00	2.50	0.33
CHEM	-	0.62	0.86	1.15	0.98	0.20	0.40	0.90	1.29
CHIN	0.00	0.43	1.95	1.50	-	0.00	0.00	2.48	0.32
COSC	0.00	0.68	0.80	1.02	8.88	1.06	1.08	0.54	0.89
ECON	0.43	0.72	1.20	1.12	1.04	0.48	1.05	0.81	1.06
EDUC	0.00	1.38	0.80	0.82	0.00	1.25	0.00	1.93	1.59
ENGL	0.00	1.80	1.00	0.95	0.00	1.55	1.25	0.91	0.95
ENST	-	1.92	0.00	1.67	0.00	0.00	0.00	1.02	0.59
ENVS	0.00	1.25	0.79	1.09	-	0.49	1.68	0.30	1.16
FILM	0.00	1.21	1.30	0.90	-	0.70	1.33	1.22	1.13
FREN	1.79	0.44	2.16	1.05	0.00	0.58	1.11	1.15	0.63
GCS	0.00	6.05	0.00	0.89	0.00	0.00	2.71	0.00	0.91
GEN	0.00	0.00	2.03	0.99	-	0.00	0.00	0.00	1.44
HIST	0.00	1.36	0.71	1.02	2.79	2.03	1.64	1.09	0.79
INTD	0.75	1.32	0.85	0.87	0.61	2.44	1.22	0.60	0.90
KNS	0.00	1.35	0.88	1.13	0.00	0.52	1.06	0.80	0.75
MATH	2.41	0.79	0.82	1.05	0.14	0.59	0.84	0.91	1.13
MUS	3.33	0.62	1.06	0.91	0.00	1.89	1.35	1.30	0.88
ORGL	-	2.35	1.04	0.99	-	0.00	0.00	5.69	0.00
PHIL	1.19	2.02	0.34	1.10	-	0.80	0.00	1.23	0.89
PHYS	0.00	0.40	0.93	1.05	7.05	0.96	0.42	1.15	1.06
PLSC	0.00	1.28	1.01	0.73	0.00	1.00	0.50	0.67	1.79
PSYC	0.96	0.77	1.45	0.90	3.44	1.11	0.67	1.09	1.12
REL	0.00	1.20	0.79	0.95	0.00	1.68	1.20	1.77	0.94
SOC	0.00	0.00	1.50	0.96	0.00	0.44	0.00	1.50	1.33
SOWK	0.00	1.66	1.55	0.76	-	0.00	5.72	2.15	0.75
SPAN	0.00	1.22	0.00	0.92	0.00	0.67	2.42	2.30	1.19
THEA	19.71	1.00	0.89	0.95	-	2.62	1.77	1.50	0.55
WSP	0.00	0.88	0.87	0.80	-	5.16	0.00	0.00	1.27
	1.12	1.29	1.01	1.01	1.10	0.97	0.98	1.26	0.94

Table 4. Race Equity Index: 2016-2017 4-Year Graduation Rates By Department

Dept	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latinx	Native Hawaiian or Pacific Islander	Non-Resident	Race and Ethnicity Unknown	Two or More Races	White
ANTH	0.00	-	-	0.96	-	-	-	-	1.36
ART	-	1.30	1.76	0.98	-	-	-	0.00	0.86
BIOL	-	0.77	0.49	1.00	1.67	-	1.25	-	1.05
BSAD	0.00	0.77	1.47	0.97	-	1.81	1.27	1.22	1.05
CHEM	-	1.04	1.42	0.99	-	-	-	1.17	0.82
CHIN	-	0.93	-	-	-	-	-	-	-
CRED	-	0.93	-	0.96	-	-	-	-	1.02
ECON	0.00	0.88	1.78	1.37	-	-	1.53	-	0.72
EDUC	-	-	1.35	0.95	-	-	1.16	-	1.02
ENG	-	-	2.10	1.07	-	-	-	-	0.68
ENGL	-	0.73	-	0.96	-	-	1.27	1.23	1.03
ENVS	-	-	-	0.96	-	-	-	-	-
FREN	-	-	-	-	-	-	-	-	-
GCS	-	-	2.10	-	-	-	-	1.74	0.00
HIST	-	-	0.00	0.81	-	-	0.00	1.60	1.39
INTD	-	-	-	0.96	-	-	-	-	-
KNS	-	1.04	1.56	0.98	-	-	0.00	0.92	0.92
MATH	-	1.10	-	0.95	-	-	-	1.24	0.81
MUS	-	0.97	0.00	1.25	-	-	-	-	0.66
PHIL	-	-	-	1.01	-	-	0.00	-	1.79
PHYS	-	-	1.62	0.93	-	-	-	0.00	1.31
PLSC	1.86	0.41	0.56	1.18	-	-	-	1.39	0.78
PSYC	1.60	1.06	1.44	0.99	-	-	-	0.00	0.98
REL	-	-	-	-	-	-	-	-	1.02
SOC	-	-	-	1.14	-	-	-	0.62	0.97
SOWK	-	0.56	-	1.17	-	-	-	-	0.99
SPAN	-	-	-	0.96	-	-	-	-	-
THEA	-	1.59	-	0.83	-	-	-	-	1.05
UDC	-	-	-	-	-	-	-	-	-
WSP	-	1.06	1.03	0.97	-	-	1.24	0.93	1.05
	2.97	0.89	1.17	1.02	0.84	0.90	0.77	0.96	0.96

Table 5. 2016-2021 GPA Rates By Department

Dept	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latinx	Native Hawaiian or Pacific Islander	Non-Resident	Race and Ethnicity Unknown	Two or More Races	White
ANTH	3.47	3.51	3.05	3.43	4.00	3.62	3.72	3.58	3.66
APA	-	-	-	-	-	-	-	-	-
ART	3.14	3.43	2.97	3.35	3.17	3.20	3.28	3.33	3.41
BIOL	2.77	3.23	2.87	3.05	3.08	2.92	3.23	3.07	3.18
BSAD	2.59	3.22	2.77	3.03	2.46	2.97	3.32	3.13	3.13
CHDV	3.51	3.22	3.36	3.31	3.85	3.26	3.40	3.11	3.46
CHEM	-	3.26	2.89	2.92	2.38	3.28	3.45	2.95	3.20
CHIN	3.00	3.55	3.05	3.14	-	3.24	3.35	3.12	3.39
COSC	3.35	3.36	3.08	3.02	0.00	3.05	3.18	3.09	3.31
ECON	2.36	3.08	2.42	2.72	2.21	2.91	3.08	2.87	2.84
EDUC	4.00	3.75	3.34	3.63	3.85	3.50	3.72	3.54	3.57
ENGL	3.37	3.45	3.06	3.29	3.33	2.66	3.42	3.37	3.42
ENST	-	3.21	2.83	3.09	4.00	3.28	3.65	3.32	3.43
ENVS	3.75	3.21	2.69	3.12	-	2.88	3.19	3.38	3.25
FILM	3.58	3.69	3.24	3.56	-	3.66	3.62	3.50	3.59
FREN	2.75	3.63	2.98	3.30	2.70	3.14	3.46	3.39	3.56
GCS	2.65	2.59	3.28	2.98	3.50	2.93	3.17	3.38	3.11
GEN	3.00	3.57	2.75	3.27	-	3.01	3.00	3.32	3.26
HIST	2.80	3.10	2.95	3.10	2.60	2.69	3.21	3.11	3.20
INTD	3.04	3.29	3.02	3.21	3.00	2.46	3.28	3.29	3.33
KNS	3.10	3.24	2.99	3.14	3.51	3.09	3.26	3.28	3.34
MATH	1.15	3.04	2.35	2.59	2.83	2.72	2.90	2.73	2.75
MUS	2.89	3.69	3.13	3.46	3.78	2.78	3.51	3.33	3.54
ORGL	-	3.11	2.88	3.29	-	2.79	3.51	2.59	3.47
PHIL	3.14	3.15	3.07	3.19	-	3.06	3.07	3.03	3.17
PHYS	1.90	3.21	2.78	2.93	0.86	2.94	3.35	3.01	3.15
PLSC	3.44	3.41	3.17	3.26	3.08	3.04	3.60	3.41	3.31
PSYC	2.87	3.36	2.73	3.14	2.35	2.75	3.31	3.21	3.27
REL	3.23	3.47	3.20	3.24	2.43	2.64	3.39	3.14	3.40
SOC	3.57	3.39	2.74	3.06	2.70	3.08	3.42	3.12	3.14
SOWK	3.35	3.51	3.07	3.48	-	3.31	2.77	3.20	3.65
SPAN	3.10	3.30	3.14	3.49	3.50	3.39	3.35	3.28	3.53
THEA	0.00	3.57	3.08	3.44	-	2.79	3.35	3.18	3.57
WSP	3.00	3.60	3.18	3.46	-	1.61	3.72	3.69	3.48
	2.95*	3.22*	2.91*	3.15*	2.83*	2.94*	3.30*	3.20*	3.28*

*Computed Weighted Average Based on Department Enrollment

Table 6. Difference in Students' GPAs in Diverse Classroom Environments

Race/Ethnicity	Student diversity	Faculty diversity
American Indian or Alaskan Native	.28**	-.12
Asian	.05	.07*
Black	.03	.08*
Hispanic/Latinx	.07*	.09**
Native Hawaiian or Pacific Islander	.01	.28**
Non-Resident	.10	.16**
Race and Ethnicity Unknown	-.06	.09*
Two or More Race	.02	.01
White	-.02	.10*

Note. *p<.01, **p<.05, ***p<.001

Table 7. Spatial Analysis Project: Overall Sense of Belonging in a Space (N=15)

	Space	MIN	MAX	S.D.	Mean
Black Students					
	Art Building	1	5.44	1.67	3.40
	Bookstore	1.56	3.89	1.03	2.87
	GAC	1.44	3.33	0.75	2.62
	Hoover	4.78	5.56	0.33	5.08
	Library	3.33	5.89	1.04	4.50
	Mendenhall	1.44	4.11	1.18	3.18
	OEI	4.78	5.89	0.39	5.43
	SLC	3.33	5.89	0.97	4.33
	Spot	3.22	5.89	1.08	4.47
Asian					
	Art Building	2.67	5.89	1.50	4.31
	Bookstore	2.00	5.78	1.79	3.67
	GAC	1.44	5.89	2.08	3.44
	Hoover	3.44	5.89	1.14	4.94
	Library	3.67	5.89	1.06	5.13
	Mendenhall	2.33	5.89	1.59	4.47
	OEI	2.44	5.89	1.31	4.38
	SLC	2.56	5.89	1.58	4.50
	Spot	4.22	5.89	0.79	5.28
Hispanic/Latinx					
	Art Building	3.00	5.56	0.99	3.98
	Bookstore	2.89	4.78	0.79	3.69
	GAC	1.00	3.56	1.07	2.62
	Hoover	4.11	5.89	0.82	5.15
	Library	4.33	5.89	0.56	5.17
	Mendenhall	1.67	3.33	0.81	2.42
	OEI	3.56	5.89	0.94	5.07
	SLC	1.67	5.89	1.71	2.91
	Spot	3.56	5.33	0.70	4.42

Table 8. Overall Course Content Distributions by Race/Ethnicity, Gender, Sexual Orientation, Income and Disability (N=1,032 courses)

Demographic	Percent
Black	5.3
Africa & Its Regions	4.1
White/European	18.7
Asian American	3.5
Asian/Pacific Islander	6.6
Asian/Middle Eastern	2.8
Native American/Indigenous	2.4
Hispanic/Latinx	8.6
Central American	6.0
Race/ Racism/Structural Discrimination	17.2
Gender	12.7
Sexual Orientation	3.9
Income/Income Inequality	15.6
Disability/Ableism	2.8

Table 9. Breakdown of Divisional Course Offerings by Racial/Ethnic Focus (N=1,032 courses)

	Humanities		Social Sciences		Natural Sciences		Interdisciplinary Studies		Total	
	n	%	n	%	n	%	n	%	n	%
Black	21	2	22	2.1	0	0	102	9.9	55	5.3
White/ European	136	13.2	32	3.1	1	0	24	2.3	193	18.7
Asian American	12	1.2	16	1.5	0	0	8	0.8	36	3.5
Asian/ Pacific Islander	49	4.7	9	0.9	1	0	9	0.9	68	6.6
Asian/ Middle Eastern	16	1.5	7	0.7	0	0	6	0.6	29	2.8
Native American /Indigenous	12	1.2	4	0.4	1	0	8	0.8	25	2.4
Hispanic/ Latinx	60	5.8	18	1.7	0	0	11	1.1	89	8.6
Race/ Racism/ Structural Discrimination	41	4	106	10.3	6	0.6	24	2.3	177	17.2

Table 10. Breakdown of Divisional Course Offerings by Additional Demographic Focus
(N=1,032 courses)

	Humanities		Social Sciences		Natural Sciences		Interdisciplinary Studies		Total	
	n	%	n	%	n	%	n	%	n	%
Gender	47	4.6	53	5.1	3	0.3	28	2.7	131	12.7
Income Disparity/ Poverty	41	4	91	8.8	8	0.8	21	2	161	15.6
Sexual Orientation	41	4	15	14.4	0	0	10	1	40	3.9
Disability/ Ableism	15	14.4	27	2.6	1	0	1	0	29	2.8
Africa & Its Regions	19	1.8	12	1.2	1	0	10	0.9	42	4.1
Regions of Central & South America	38	3.7	16	1.6	0	0	8	0.8	62	6