WESTMONT

Diversity Institutional Learning Outcome (ILO) Report

2020 - 2021

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Institutional Learning Outcome (ILO)

Westmont graduates will effectively analyze topics and human experiences using categories such as race, ethnicity, gender, sexuality, socio-economic status, and disability with respect to a biblical vision of human flourishing.

Rationale for focusing on race / racism

As a Christian Liberal Arts College, Westmont is continually learning to navigate the sociocultural division plaguing our nation and is beginning to strategize how to foment racial reconciliation. The Dean of Education Effectiveness (DCEE) and the Lead Assessment Specialist for our diversity ILO decided to assess race and racism. This marks the second evaluation of race in our academic community, in which we compare this year's results with those from 2016-2017. This decision was based on Westmont's educational climate and recent events in the United States (U.S.).

Our nation has experienced many racially charged upheavals since our last diversity assessment. George Floyd's death was the spark that triggered nation-wide protests. Because Floyd's death was taped by a witness, it raised social consciousness in individuals as to their role in systemic as well as personal racism. Thus, our students have begun to question what their duty is regarding social justice in their backyards. Subsequent police shootings, racial protests, and the reactions to them have affected the student psyche. In fact, some students are actively engaged in social movements beyond our campus as a result of heightened self-awareness.

Our community continues to follow the ideal iterated in the seal of Westmont College: CHRISTUS PRIMATUM TENENS, or Christ holding

preeminence. The seal's message serves to guide our endeavors in service to the Lord. The college's web page *Intercultural and Global Engagement*[1], holds several documents that state our commitment to diversity. Westmont's mission of both working within society to bring Christ's teachings to the forefront, and "[to] dedicate ourselves to the investigation and embodiment of diversity" is driven by our overarching primary document - "Biblical and Theological Foundations of Diversity[2]" (BTFD)- drafted and approved by the faculty over a decade ago. As the BTFD states "the created order is deeply disrupted by sin;" however, we are called to love our neighbors as ourselves.

Another aspect of the *Intercultural and Global Engagement* web page highlights our current focus in achieving this task. Driven by Micah 6:8 "He has shown you, O mortal, what is good. And what do the Lord require of you? To act justly and to love mercy and to walk humbly with your God" we strive to achieve our Christian duty while navigating global, national, and campus challenges. President Gayle Beebe recently described the last year-and-a-half in 'A Future with a History[3]' featured in our Westmont Magazine,

> we've maintained our fidelity to our guiding mission while learning how to innovate and adjust to important challenges on every front. No corner of the college has been untouched. Social, cultural, political and economic realities that have rocked the country have challenged us.

We can neither escape the sociocultural context of the U.S., nor the effect of sin. Thus, testing student knowledge as well as surveying our campus climate are an extension of our founding documents and a reflection of the President's overview. An example of how Westmont is adjusting to and learning from the current turbulence on our campus is the Chapel window. In Spring 2020 minority students

1 westmont.edu/our-commitment-diversity
2 westmont.edu/about/community-commitments/biblical-and-theological-foundations-diversity
3 westmont.edu/future-history

protested the "white Jesus" representation on the window. After some discussion, the administration consulted different constituents and worked with faculty, staff, and students to redesign the stained glass. Although some students felt the process was slow, this gesture acknowledged that we can change in order to carry out justice and mercy in the world.

For all these reasons, both positive and negative, this moment points to a need to assess student knowledge of race. There is an unprecedented need to adjust our vision and work to overcome the division that has splintered our country and evangelicals in particular. In part, we believe we can address these issues through education. Undoubtedly, self-examination and reflection are an integral part of moving forward. Thus, knowing where we stand on that educational journey is important to change.

Direct Assessment - Instrument

We hoped to see an improvement in student awareness on race not only due to the social importance of national events, but also based on the impact of extracurricular closing loop activities that were run in 2017-2018 through many campus programs. . Some programs have kept aspects of those activities in the interim and students have been intermittently and indirectly instructed. For example, in the Fall of 2020, Chapel ran a series of talks on implicit bias. In the 2019-2020 some curricular changes were implemented throughout the college such as the revival of the Ethnic Studies Minor, which also included a call to all departmental Chairs to encourage faculty to submit courses for inclusion in the minor's electives. The courses were to address race and ethnicity in the U.S. and, if they were new courses for the minor, were judged on a set of pre-selected criteria.

Moreover, the most recent change to the curriculum is a faculty approved

General Education requirement on "Justice, Reconciliation, and Diversity (JRD)" for graduation. Its implementation is pending approval by the Board of Trustees. Although the current assessment will not reflect those changes in the curriculum, the outcome of this assessment may provide a benchmark for future assessment after these programs have been in place for several years. Thus, we hope that because of the JRD requirement, the revision of the Ethnic Studies minor, and the continued support of extra-curricular programs, the next Diversity ILO assessment will demonstrate improvement in our graduates' understanding of diversity, and in particular of race and ethnicity.

The team that helped re-create and refine the assessment tool consisted of Dr. Nazarenko (Dean of Curriculum and Educational Effectiveness); Dr. Chapman (History), Dr. DeBoer (Art), Dr. Everest (Chemistry), Dr. Kent (Sociology), Dr. Lisea (Campus Pastor), Dr. Mangrum (English), Dr. Saad (Psychology), Dr. Whitnah (Sociology), and the Lead Assessment Specialist, Dr. Cardoso (Modern Languages). We met once in the fall and twice a month in the spring 2021 until we had finished selecting and editing the case study and refining the rubric. The team used the previous Diversity ILO Assessment's (2016-2017) reading and rubric as a guide; however, the dimensions tested were edited for language but focused on the same criteria. For the original version, representatives from three institutions, San Diego University, Pepperdine University, and Westmont College collaborated on designing the case study and Rubric. This team included psychologists, sociologists, other educators, and administrators. Then, each institution did a pilot assessment to test the validity of the instrument. Finally, the following year the assessment was carried out at all three schools. More details on the previous assessment can be found in the *Diversity Assessment Report 2016-2017*[4].

While the team agreed we wanted to keep the essence of that work and

4 westmont.edu/sites/default/files/Westmont_Diversity_ILO_assessment_interimreport_updated_Fall2016-1.pdf

compare the results, we also agreed the case study was dated, as its focus on "Shopping While Black" did not reflect the focus of the nation. After the death of George Floyd, the current milieu called for something more powerful and representative of the sentiments from all sides of the racial divide. Hence, we went about updating rather than beginning from scratch. First, we changed the case study. We chose a blog entry titled "I Fit the Description." suggested by Dr. Kent. Steve Locke, a black college professor, describes his personal experience after being detained by police while on his lunch break. The interaction between Locke and police would not seem extraordinary to the majority of students. Yet he was so terrorized by the incident that he could not finish his work day. For the case study, we edited the piece for length but kept all the language as written. The ILO Assessment Team felt students would be able to respond to this piece not just through intellectual engagement but also from their hearts and through the lens of their faith. The case study also mentioned several people involved in the incident, so there were opportunities to inquire if students were able to change perspectives and empathize with different people.

Next, editing of the original questions or prompts had several purposes. First, we wanted the questions themselves to be more accessible to students, and secondly, we wanted to achieve more clarity about what the raters would be looking for. Because this is a summative assessment, our aim was to see how students would react to a social event in their post-graduation lives. We agreed this assessment should not guide students through a series of narrow responses. Instead the questions were open-ended to allow students to apply their knowledge and show us their thinking process. In other words, we wanted to see how they "effectively analyze[d] topics and human experiences," as the outcome states. The intent was for the analysis to be more organic as might occur in students' daily lives. In addition to the Diversity

ILO, we reference here Westmont's aspirational document "*What We Want for Our Graduates*[5]" [WWWFOG from this point forward]. This document was written with the intent of highlighting "the significant role… an education can play in transforming lives and putting people on a trajectory that will yield, over time, a certain kind of person, characterized by a range of valuable knowledge, helpful skills and positive attitudes." The WWWFOG has eighteen aspirational goals. Many are referenced through the specific questions of this assessment, although we only listed a few as examples. But ultimately, the reconciliation work we've outlined for ourselves in our "Intercultural and Global Engagement" web page cannot begin as we defend ourselves against changing our perspective, but must come from a place of mutual understanding and empathy. Finally, the questions or prompts were aligned with each of the four dimensions of the rubric. So question one corresponded to the first dimension/criteria and so on. A copy of the final assessment instrument is included in "Appendix A: Instrument" on page 41. In addition, we changed the order of the questions to allow students to benefit from their response to the previous questions when answering. We began with empathy to boost student confidence in expressing their opinions and narrating their vision of the Imago Dei in their neighbors.

The final phase was editing the original rubric, which had been adapted from the *AAC&U Value Rubrics*[6] and included six dimensions. To begin, the dimensions or criteria of the rubric were reduced. After the 2016-2017 evaluation at Westmont, the former team speculated that students may not have written very complete answers due to time constraints. At that time, students had been instructed to spend about two hours completing the assignment. When the current ILO Team reduced the number of dimensions, they also decided not to place a time limit to the new assignment, hoping to give students as much time as they required to be thorough.

5 westmont.edu/academics/our-approach/what-we-want-our-graduates
6 aacu.org/value

However, when Dr. Cardoso presented the tool to Academic Senate, they asked that the 2-hour time limit be added once again. By reducing the dimensions of the current rubric, we estimated students would have about 20 minutes to read the case study and 25 minutes for each one of the four questions. Second, the language of the rubric for the descriptors was edited for more specific delineations between levels and clearer language about what was required in order to help evaluators be consistent. The final rubric for this assessment consisted of four dimensions with four performance standards: highly developed, developed, emerging, and initial. A copy of the rubric is included in "Appendix B: Rubric" on page 46.

Data Collection and Scoring

All senior-level courses were invited to participate in the Diversity Assessment, which took place in the second semester of the 2020-2021 academic year. Wherever there was overlap in student enrollment, the student was asked to submit their responses only once. Sixteen faculty agreed to participate and fifteen senior courses (16 sections) are included in the data analysis. They were Anthropology 197: Senior Research Capstone (Whitnah); Biology 195: Seminar in Biological Literature (Lu); Communications 191: Senior Capstone Internship (Stern); Communications 196: Senior Seminar (Dunn); Communications 197: Senior Capstone Research (Stern); Computer Science: Senior Seminar (Patterson); Economics & Business 195: Senior Seminar (Ifland); English 192: Capstone Seminar (Skripsky); Kinesiology 195: Senior Capstone (2 sections, Nwaokelemeh and Smelley); Mathematics 180: Capstone Problem Solving (Aboud); Philosophy 195: Senior Seminar (Taylor); Physics 195: Senior Seminar (Kihlstrom); Psychology 198: Capstone Senior Research -Psych II (See); Sociology 195: Senior Seminar (Song); Spanish 196: Spanish Capstone (Docter).

Our next challenge was collecting the assignment. At the beginning of second semester we were informed that Westmont would be purchasing Chalk & Wire.

This is a web-based e-Portfolio and assessment system. Through some delays, the system became available to us around Spring Break (March 15-19). Unfortunately, the delay in purchasing the system did not allow faculty and system administrators to become familiar with the program. There were many individual student questions as both faculty and students learned the program while we launched the assessment. Class lists were uploaded by Dean Nazarenko and as soon as the assignment was posted, students were logging in and using Chalk & Wire. The learning curve for the assessment program should be taken into account as we analyze student results, particularly when considering how many students decided to participate and upload their responses. At the end of exams, 174 students had turned in the assignment for evaluation.

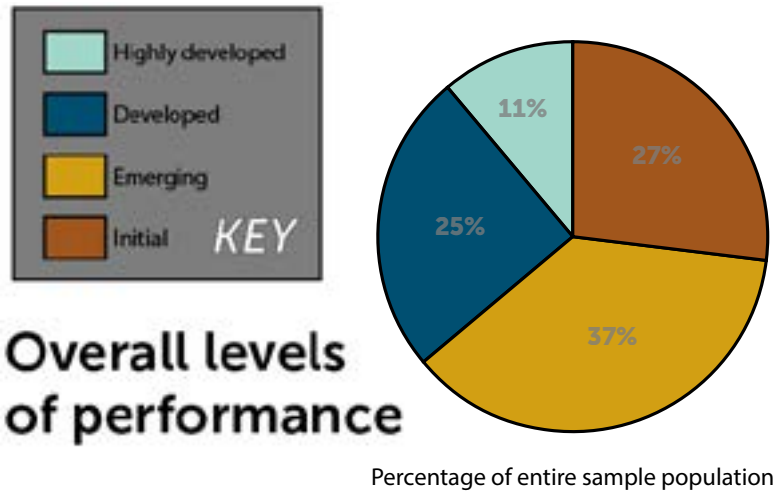
We scheduled scoring for the week after graduation. On Tuesday, May 11, there was an all-day training session for scoring. Sameer Yadav presented on the "Faith" criteria of the rubric, Blake Kent presented on "Systems," and Jessica Dawes from Chalk & Wire did a one-hour training session on the use of Chalk & Wire for the raters. In the afternoon, the entire team evaluated several papers and compared scores to increase interrater reliability. Wednesday each scorer worked independently on their assigned papers. We did not meet on Thursday as reports were run for analysis, and raters were asked to resolve differences greater than two on performance standards. Friday the findings were shared with the group and discussed extensively. Post assessment analysis revealed high correlation among raters. As we looked at the results, we also noticed that the average score assigned by male graders ($x = 2.30$) was significantly higher ($p = 0.0008$) than that for female graders ($x = 2.12$).

The following faculty and staff attended a three-day scoring session for the diversity assessment: Lauren Bedoy (Library), Dinora Cardoso (Modern Languages), Steve Contakes (Chemistry), Theresa Covich (English), Lisa DeBoer (Art), Brandon Haines

(Chemistry), Blake Kent (Sociology), Tatiana Nazarenko (Dean of Curriculum & Educational Effectiveness), Don Patterson (Computer Science), Caryn Reeder (Religious Studies), Aaron Sizer (Gaede Institutes), and Diane Zilliotto (Library). Several other faculty were invited to participate in other capacities. For our data analysis several faculty were invited and Alister Chapman (History) also joined us.

Data

We had a 56% senior class participation rate or 174 students. Two raters were evaluated each assignment and the two scores were averaged together. See "Appendix C; Grader A Analysis" on page 47 for more detailed data. Overall scores, disaggregated by criteria, gender, ethnicity, division, major, and minor are reported in different tabs. Tim Loomer worked on analyzing the data and his tables and observations are included in *Appendix F* on page 69.



In Loomer's analysis, scores from the two graders were combined to give one summary score per essay per student. As a result, scores on each essay question could range from 2 to 8 and the combined 'overall' score for each student could range from 8 to 32. In addition, three student scores were deleted. One was only scored once, and another student who appeared to have four scores was actually two students with the same name.

Overall Results

The overall results offer a slight improvement when we look at the initial level of performance when compared to our previous diversity assessment (see the comparison section below). Of 174 students, 37% placed into the "emerging" performance standard of the rubric. The next two categories were very close with 27% in the "initial" category and 25% in the "developed." The smallest number of students placed in the "highly developed" performance standard.

When we consider that nearly one third (64%) of students were classified into the lowest categories, we know there is room for growth. Perhaps we could strive for turning this graph around and having only one third of students place in the lowest two levels of the scoring scale. At least, we should look to minimize the number placing in the initial and emerging categories. Nevertheless, we also have to give credit to students who went above and beyond their scholarly expectations to respond to this direct assessment. With the COVID-19 pandemic and its unexpected fatigue as well as the issues with Chalk & Wire, the relatively high number of participants demonstrates the importance of this topic to our student body. There is a likely correlation between the sense of individual responsibility for dealing with race and racism and the response rate, but we do not have data to back this hypothesis.

Results by criterion

Perspectives and Empathy

In the first question, we aimed to open a space where students were able to look at a situation from different perspectives and show empathy. First, we hoped students would not confuse empathy with endorsement. We can empathize with a person's experience without endorsing their behavior. The first part of the question states "*Are you likely to be stopped by the police in this manner? Why or Why not*?" By asking students to place themselves in the scene, we hoped they would become aware of how their experiences have been similar or different, and to acknowledge differences in our society. Then, we followed with a series of questions that would make them look closely at multiple points of view. "*To what degree do you empathize with Steve Locke [the professor]? What about the police officers? The woman in the red coat [a witness watching the interaction]? The woman whose house was broken into*?" This skill of perspective-taking is, in essence, the role of education. As students take GE courses, they learn to look at the world through different disciplines, and furthermore, to discuss topics reasonably. Being able to transfer this skill to their everyday experiences is important to human relationships and community-building. We aimed to engage student knowledge and skills across disciplines, but also to engage their hearts. At Westmont, we pride ourselves in the bonds that students form within our community; thus, as the Westmont population becomes more diverse, perspective-taking becomes increasingly important for us. After graduation students must participate in our national discourse, and this question specifically addresses our first aspiration

Women	Highly-developed	Developed	Emerging	Initial
Empathy	22%	30%	36%	11%
Systems	15%	26%	40%	20%
Faith	11%	22%	29%	38%
Social Responsibility	11%	26%	35%	28%
Men	Highly-developed	Developed	Emerging	Initial
Empathy	13%	31%	37%	19%
Systems	5%	26%	37%	32%
Faith	4%	17%	40%	39%
Social Responsibility	4%	21%	40%	31%

of what we want for our graduates: "Graduates should possess interpersonal competence that enables them to listen respectfully, ask questions thoughtfully, self-disclose appropriately, give feedback honestly and sensitively, participate in dialogue, work with a group, and be characterized by tolerance and appreciation of differences." But more importantly according to Edutopia, there are three benefits of developing empathy. It builds positive classroom culture, strengthens community, and prepares students to be leaders in their communities.[7] On this first performance standard, "Empathy and Perspective Taking" 49%[8] of students placed at the top two levels, while 52% scored in the emerging or initial categories. Specifically, the percentage distribution included 15% in the initial stage, 37% in the emerging, 31% in the developed, and 18% in the highly developed. Our students scored best in this category, but over half of seniors were still in the emerging or initial performance stages.

Understanding Systems

Understanding systems was the second criterion. Here, the committee intended to look directly at student knowledge. Instead of focusing just on a sociological approach, we listed several approaches that students could take to examine the situation presented in the case study. Hence, students could apply whichever discipline or knowledge base they felt comfortable with, for example, what they've assimilated from a major or minor. The question states, "Please discuss the social issues or dynamics that were raised in this case study. Identify any historical, political, economic, cultural, and/or ideological factors that may have contributed to the scenario as well as any conditions necessary for such an interaction to take place." Of course, in this question students were asked to respond from an interdisciplinary perspective, to transfer knowledge across disciplines to

7 Several studies are cited in Edutopia's article "Empathy in the Classroom: Why Should I Care?" edutopia.org/blog/empathy-classroom-why-should-i-care-lauren-owen

8 Please note from here forward: when numbers do not add to 100, it is due to rounding percentages.

the issues facing society. This question could be asked by any institution, secular or Christian, but for us as a Christian college the data from this question becomes just as important as we analyze how the broken relationship between God and human beings and among ourselves affects epistemology. From our aspirational document WWWFOG, we reference several goals. One specific aspiration is that "Graduates should be on their way to formulating a web of knowledge from all sources integrated around the Christian understanding of God" and "be sensitive to the ever-present need for discernment in separating the core of the eternal gospel from the peculiar cultural accretions of a particular time and place. They should be vigilant in seeking to determine when the gospel would call us to be agents of transformation in the world and in the church, and when it would call us to be agents of preservation." This performance echoed the overall results with 36% of our students at the developed or highly developed stages while 64% were at the emerging or initial stages. It is the second best overall score of the four questions: 10% at highly developed, 26% developed, 39% emerging, and 25% initial. Discerning when to be agents of change and preservation cannot be done without acknowledging the corruption of earthly institutions by our sinful nature. Perhaps with the new JRD graduation requirement, we will see more students moving out of the initial category and a larger percentage performing in the developed and highly developed.

Faith

The third question focused on faith and asked students to display the reasoning they have seen modeled and been asked to practice in most every class at Westmont College. They were to apply their faith (or belief system, for non-Christian students) to a situation. From our previous assessment, we understood that some students were going to state "love your neighbor as yourself" and think this was the solution to all friction, but there was an expectation for them to go deeper. This statement becomes

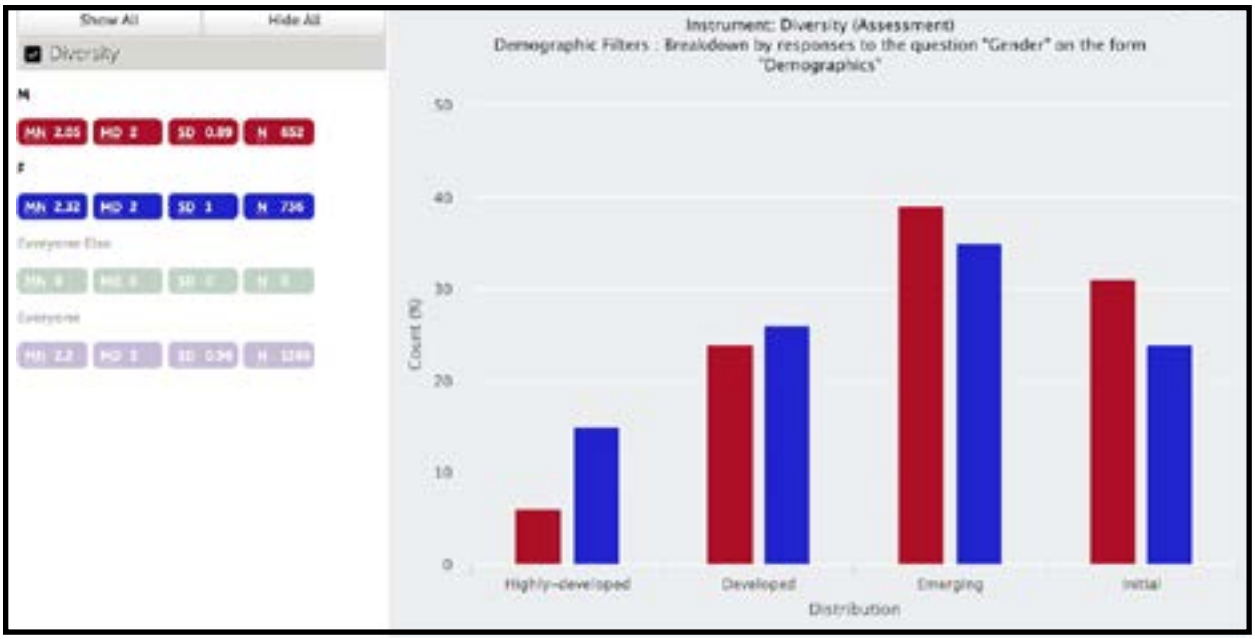
hollow if we cannot give specific ways in which we are working to overcome the effects of sin or to restore God's kingdom. The question states: Imagine that someone from a different faith or belief system from yours sought to understand how your own deep commitments play a role in interpreting and responding to this situation. What would you say? Avoid blanket statements and sermon points. This directive to look at the world through the eyes of faith runs through many of the aspirations of the WWWFOG document. In one example, the document states that students "should be learning to temper rigid beliefs, be open to alternative interpretations, weigh evidence fairly and, in general, function self-critically" as well as "be so educated that they will bear a cultured and literate witness for the gospel, yet without arrogance or a sense of superiority. Thus, they will fill the need for educated individuals who can bear witness to the gospel by actively yet graciously carrying the righteousness and justice of God and the message of reconciliation into the larger community." The significantly lower results in this dimension is not completely surprising because we had similar results in the previous assessment (see comparison below). In every class we strive to have students apply their faith within the study of each discipline, yet the majority of students scored the lowest on this criterion of the rubric. Only 28% of seniors were at the highly developed or developed stages of performance and 72% were in the remaining two. The performance was rated: 8% in highly developed, 20% in developed, 34% in emerging, and 28% initial performance. Being agents of change, as stated in the previous aspirational statement, and bringing the message of reconciliation cannot be merely an abstract ideal. Students must learn to strategize an action plan. Perhaps it is not surprising students are not articulating a very robust faith statement as their life experiences are limited, but as a Christian liberal arts institution, we should be concerned about moving more students out of the initial stage.

Action Plan

In Bloom's taxonomy, the two highest order thinking skills include evaluation and creation. For the final question, we asked students to create an action plan in response to the case study. Within this question there are opportunities for students to use all the skills in Bloom taxonomy such as remembering, understanding, applying, or analyzing. They could be employing from the lowest order skills to the highest; moreover, the creation of an action plan also allows for the faith-learning aspect of our teaching to be displayed. The question states: "If you were tasked with developing an action plan to address this situation, where would you start? What goals would you set? What people and/or institutions would you involve? What platform(s) would you utilize? What resources would you need? What obstacles would you expect to encounter?" Since this skill is necessary to function in today's society, we hope our graduates "be sensitive to the ever-present need for discernment in separating the core of the eternal gospel from the peculiar cultural accretions of a particular time and place. They should be vigilant in seeking to determine when the gospel would call us to be agents of transformation in the world and in the church, and when it would call us to be agents of preservation." The Social Responsibility dimension 32% scored in the two top performance standards while 68% scored in the two lowest. Of course, this dimension was probably the most difficult to answer yet the scores on the faith question were lower. The creativity and divergent thinking necessary to include the community while also looking at goals and obstacles may have required more time than the allotted 25 minutes.

Results by Gender

Women scored higher in every dimension of the rubric. In empathy women outperformed men by an 8% margin in the upper two standards. 52% of women vs 44% of men in the highest two standards vs. 47% women and 56% men in the



lower. In the question on systems women did better by a 10% margin: 41% women vs 31% for men in the highest two categories. The lowest two categories men ranked 9% lower than female students: 60% of women vs. 69% of men. For the faith criteria we see an 11% difference between men and women in the highest categories: 33% of women and 21% of men. In the lower two, of course the inverse is true: 67% of women vs 79% of men. In social responsibility we again see a 12% difference with women scoring 37% in the highest two categories vs 25% of men scoring as high. Obviously, the inverse can be observed in the lower two categories with 63 of women ranked there while 74% of men were rated as emerging or initial development.

Results by Ethnicity

The graded number of assignments by ethnicity is Asian 26 (or 13 students), Black/African American 6 (or three students), Hispanics/Latinx is 70 or (35 students), White 206 (or 103 students), and two or more races 18 (or 9 students). The results for both graders were included. Looking at only the top two standards of performance for empathy, students who identified as two or more races scored the best with

62%, edging out the Asian students by one percentage point 61%. Asian students scored better than any other group on systems with 53% in the top two performance standards, and white students were able to apply their faith to the situation in a more nuanced fashion, 33% scored as highly developed or developed. Students who identified themselves with two or more races also scored the best on social responsibility with 44%.

The table below, with scores added together, reports the average score for each question and the 'overall' score with scores disaggregated by race/ethnicity.
This table gives us another perspective. Asian students outperformed all other groups in every category. In comparison to others, white students performed best in the faith category.

What can be gleaned from these results? It appears the sample of black students (3) is too small to draw any conclusions from this assessment. But if faith is a weak area for our diverse student population, except for Asians, could this have anything to do with differing evangelical perspectives on diversity? Looking at average versus the top two categories does not change the overall outcome. However, students who identified as being of two or more races were at the top or near the top

	COUNT	AVG Q1: EMPATHY	AVG Q2: SYSTEMS	AVG Q3: FAITH	AVG Q4: RESPONSIBILITY	AVG SUM
Asian	12	5.833	5.417	4.250	4.833	20.333
Black / African-American	3	4.333	4.333	3.667	3.667	16.000
Hispanic / Latino	35	4.657	4.571	3.400	4.086	16.714
Two or More Races	9	5.333	4.000	3.889	4.444	17.667
Unknown	12	5.333	4.417	4.417	3.917	18.083
White	103	5.019	4.291	4.049	4.165	17.524

in two criteria. Not simply academic, but also experiential learning, is reinforcing their answers. This may have some ramifications for our strategies to equip students for their post-Westmont life.

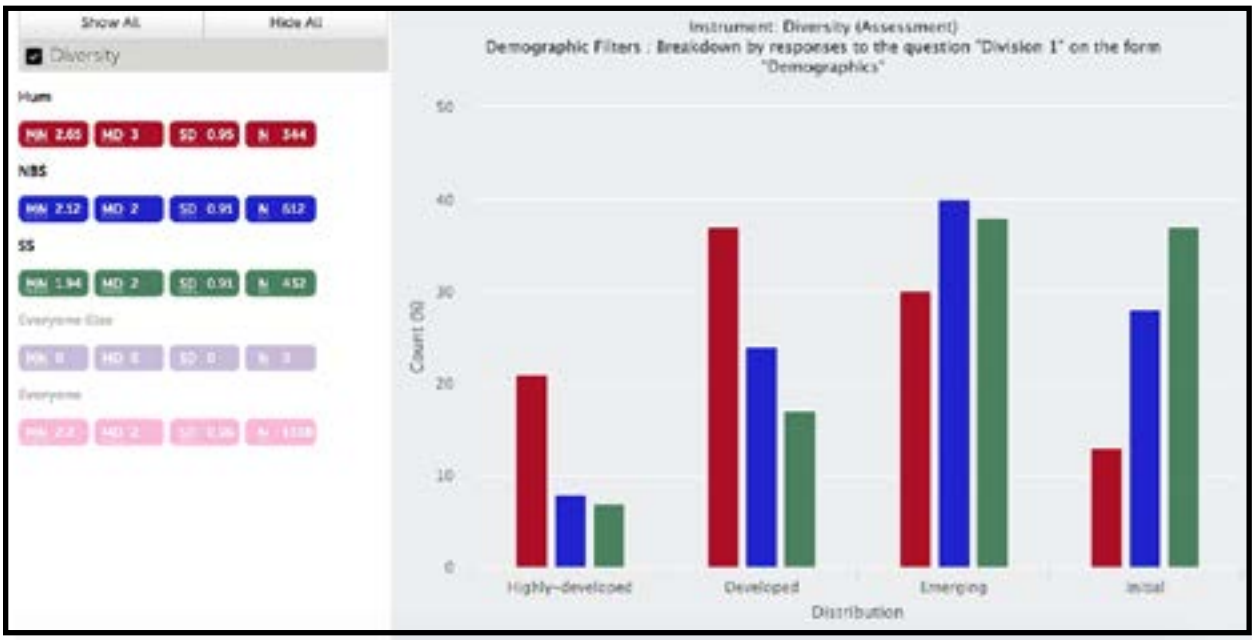
Results by Division

Students whose major is within the Humanities Division outperformed all other divisions in each category. Both the Natural and Behavioral Science and the Social Science divisions scored lower than the overall college average. The difference of nearly one point in each of the criteria, except social responsibility, may be significant in various ways. First, do Humanities students write more and therefore have an advantage when answering in written form? Second, should we ask students to record their answers to minimize these differences or is writing a skill that is practiced and desired? Where did students learn about diversity?

	COUNT	AVG Q1: EMPATHY	AVG Q2: SYSTEMS	AVG Q3: FAITH	AVG Q4: RESPONSIBILITY	**AVG SUM**
Humanities	12	5.833	5.417	4.250	4.833	**20.333**
Natural / Behavioral Sciences	77	4.844	4.195	3.688	4.104	**16.831**
Social Sciences	53	4.736	3.943	3.472	3.744	**15.906**
Total	**174**	**5.029**	**4.420**	**3.943**	**4.184**	**17.575**

Comparing Scores With 2016 - 2017 Diversity Assessment

There are good reasons to compare the results from five years ago as well as reasons not to do so. First, the sample from five years ago included some students who were not seniors; hence the chart below is disaggregated by class level. We will only be comparing the seniors from that assessment to those in this year's. Second, we did not test all the same dimensions this time around. We will be ignoring the first two questions of the 2016-17 chart below because these were the questions that were deleted from this year's assessment. Third, we changed the reading and the wording of the questions in the assignment, which could affect outcomes. However, the essence of the included questions remained the same and the dimensions tested this year align with those of the former assessment. As we improve the instrument, students should also be more clear about what we expect and, hopefully, perform better. A few observations are in order and are later weighed against the differences in the instrument; group composition; and current world, national and regional events that affect student learning. Only the overall results by criterion will be included, but further study can be done by consulting the archived Diversity ILO 2016-2017.



If we look at the overall performance of students on the 2016-17 Diversity ILO Assessment Report, we see some progress in student learning and some setbacks. It is striking to see how similar the scores are when looking at the top two categories vs. the bottom two. For the 2016-17 chart, please keep in mind that question 3 is *empathy*, question 4 is *social responsibility*, #6 is *systems*, and #7 is *faith*.

Empathy Scores for both years

- 2016-17: 45% of students scored initial and emerging categories. 12% highly developed, 42% developed, 30% emerging, 15% initial.
- 2020-21: 54% scored in the emerging or initial categories: 18% highly developed, 31% developed, 37% emerging, 15% initial

There was a regression in "empathy and perspective taking" scores from 2016-2017 as fewer students achieved scores in the top categories. In recent years the college has pursued a variety of extracurricular solutions to concerns about diversity awareness (trainings, seminars, etc.), but it appears these have not been effective in moving the needle on empathy and perspective taking. If anything is affecting student ability to perform well, it's the national discourse that has influenced students most. As we have observed across our nation, there has been an increase in violent attacks on Asians due to pandemic fears. However, when looking at the "initial" development scores, there is a 9% positive change between the two assessments. Only 15% of students scored in the lowest category this year while in 2016-17, 24% performed at the same stage. Is change due to the social turbulence or the co-curricular activities or both? Will our curriculum change (the JRD GE requirement) help more students move into more developed or nuanced understanding?

Systems Scores

- 2016-17: 63% performed at the initial or emerging standards. 25% highly developed, 22% at the developed. 20% scored at the emerging level. 37% scored at the initial level.
- 2020-21: 64% placed into the beginning categories; 10% highly developed; 26% developed; 39% emerging, and 25% scored in the lowest level of performance.

Again, the change in scores was not significant when looking at the top two categories vs. the bottom two. But in the initial standard there was a 12 percent decline.

Faith

- 2016-17: 69% scored in the initial and emerging categories. 3% highly developed, 23% developed, 46% emerging, 23% initial
- 2020-2021: 72% scored in the same two categories. 8% highly developed, 20% developed, 34% emerging, 38% initial

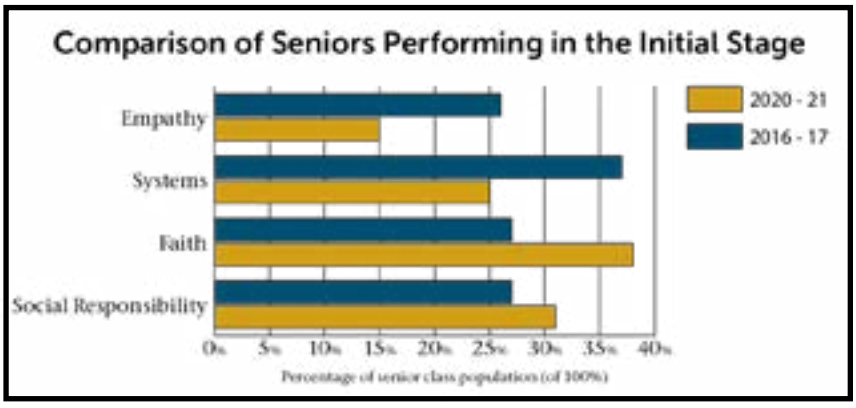
A three percent decline in the lowest categories of faith application is discouraging. However, the three percent decline is also accompanied by a significant increase in the initial stage of development. The increase in highly developed scores is more than off-set by the declining scores in the middle two performance standards. And a 15% increase in the initial development is very discouraging. Has the national divide within the evangelicals atrophied student development in this area? Can we reverse this trend and boost the developed and highly developed scores? In general as was postulated in the previous assessment, is this a developmental level that most 20-year-olds are unable to achieve?

Social Responsibility

- 2016-17: 57% initial and emerging performance standards. 20% highly developed, 22% developed, 50% emerging, 7% initial
- 2020-2021: 68% for the basic performance standards. 8% highly developed, 24% developed, 37% emerging, 31% initial

As 68% of our graduates went out into the world with an emerging or initial sense of social responsibility this year versus 57% in our last assessment. More importantly we saw a 12% decrease in highly developed scores and a modest 2% increase in the developed. Because this question asked students to apply all of Bloom's Taxonomy, the complexity of the question may have overwhelmed students who may have been approaching the time limit set for the assignment. But since we have a 24% increase in students performing at the initial stages, we must ask ourselves how to foment a more robust social responsibility response from our graduates.

One final comparison between the last assessment and the present one is to see how many seniors were rated in the initial performance standard for each category. For the 2016-17 chart, please keep in mind that question number three is empathy, question number 4 is social responsibility, 6 is systems, and 7 is faith.



If looking only at the "initial" performance category, we can detect an improvement in both empathy and systems. How much of this difference comes from the social and national zeitgeist and how much from Westmont's efforts is not clear. Furthermore, the dimension dealing with systems is more fact-based so

knowledge of a system requires lower order thinking in Bloom's taxonomy; therefore, students have become more aware of facts and apt to empathize and express different perspectives. The question becomes what percentage of graduating students is acceptable as responding at the initial stage of these categories?

We may infer, as we did in the last diversity report, that there is a developmental echelon that undergraduates have not achieved for the application of their faith to complex race and racism issues. This conclusion was based on analyzing scores for undergraduate students and graduate students. Yet there is something disturbing about seeing an 11% decline in how students are able to apply their faith-based principles to the question of race and racism.

Indirect Assessment

According to *Advancing Diversity and Inclusion in Higher Education: Key Data Highlights Focusing on Race and Ethnicity and Promising Practices* "Institutions are also encouraged to perform an assessment of their campus climate related to diversity in order to identify areas for improvement" (3). HERI is viewed as the standard for campus climate in higher education with a solid history of comparable data available with other secular and Christian institutions. The Diversity ILO Committee and the Faculty Senate recommended the HERI survey be conducted as part of our indirect assessment this year. Dr. Nazarenko and Dr. Cardoso requested the HERI survey be run on campus in the fall, but the administration requested the survey be postponed for two years.

Arrabon is Christian training program that Westmont College has hired to help us process diversity and race issues on campus with the goal of working toward reconciliation.[9] David Bailey has been training Westmont groups as well as speaking in Chapel when he is on campus. Faculty have been invited to one workshop with Bailey. Other groups have had workshops as well. As part of this process, a climate survey was conducted and its results have not been made available to the general community.

Focus groups were conducted by members of the Faculty Council and Academic Senate in the summer of 2020. These results have not been made public due to privacy issues. However, general trends were teased out and shared with the goal of helping provide a climate in which the assessment took place. Between 25 and 30 students were queried, and although by no means a viable sample, a number of issues and successes were highlighted.

9 arrabon.com

(1) In the classroom

a. Students expressed appreciation for more than a dozen classes that had been helpful and effective in exploring topics of race.

b. More faculty training was suggested for dealing with issues of race. For example, faculty will curtail conversations or are reluctant to talk about race and racism in classes. Often there seems to be an inability to handle racialized incidents .

c. Students noted the negative effects of using students of color to represent the group to which they belong in courses and the tokenization of those students within the community at large.

d. Many felt we should address racial awareness and competency across the disciplines. Some students were in favor of a requirement that would address race and racism.

(2) General Climate

a. Students appreciate when white faculty acknowledge the limits of their experience and perspective.

b. We should recognize how white evangelical norms are assumed in classrooms, worship, and institutional culture. We should acknowledge the entanglement of racism with the history of the Church.

c. Students asked for more training of RAs and incoming students on issues of race.[10]

Students appreciated the public and classroom lectures on campus by experts on race and racism.

10 This assertion is also documented in *Advancing Diversity and Inclusion in Higher Education: Key Data Highlights Focusing on Race and Ethnicity and Promising Practices*. Office of Planning, Evaluation and Policy Development. US. Department of Education. November 2016. ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf

Recommendations, Questions and Discussion Items

The Instrument

This year's instrument is superior to the one from our previous Diversity ILO assessment, but it can still be improved and changed. Some of the items are easily changed, others require more resources and time commitments.

Time limits We could compensate for a time limit on the assignment by asking students to read the questions first then the case study. This technique would at least raise their awareness about what would need to be addressed in the responses. In addition, they could either answer the questions immediately or return to them the next day, thus giving students a chance to work out some details in their minds before having to write.

Questions Another option to the time limits is to reduce the number of questions once again. Asking students to answer two or maximum three criteria would focus their attention more fully. We could add language that "in-depth and well-developed" answers are expected.

Rubric It was suggested that more detailed descriptors be added to the rubric for raters.

Scoring Adding more training and examples of student answers would be helpful. How much more training would be necessary in addition to an entire day discussing the topics as well as rating and discussing several student answers? This implies a bigger financial and time commitment.

A suggestion was also made to eliminate student names from all the replies to make grading anonymous.

Student performance

While the overall results of this assessment are by no means exceptional nor do they imply a global improvement of student learning, perhaps we should take this data as an opportunity to make small enhancements across the curriculum. Should we focus on moving students from the lowest "initial" category into the other levels and reduce the number of very rudimentary performers? Subsequent assessments could focus on further improving scores.

It is curious to see female students achieve a higher level of understanding about race. We need to analyze, as a college, why women tend to regress in their self-confidence while attaining better scores. Gender is also a diversity issue; therefore, should we also test gender knowledge and climate in separate years? Should we test different parts of the outcome in alternating years? This strategy would place undue burden on Senior Seminars and senior-level classes as they must serve as testing ground for other ILOs. Perhaps a more recent HERI survey would enlighten our response here?

While we saw students move out of the initial stages in the criteria of empathy and systems, we see an overall 24% increase in students performing at the initial stages of the assessment. How do we encourage a more robust response from our graduating seniors? The raters commented on the possibility of having students study these systems within their disciplines.

In responding to the "Faith" question, students scored worse than in our last assessment. Has the national divide within evangelicals atrophied student development in this area? How can we reverse this trend and boost the developed and highly developed scores? In general, as was postulated in the previous assessment, is this a developmental level that most 20-year-olds are unable to achieve?

We already have many programs that work within the larger Santa Barbara

community; however, these programs do not reach all students. Can we apply what we know about experiential learning to reinforce classroom instruction on diversity issues? What other experiential methods of addressing diversity can we implement? Will the JRD graduation requirement and Ethnic Studies Minor alone help us address this deficiency or is a more coordinated effort necessary?

The data suggests our students who identified as a diverse population have a less developed response from a faith perspective. Could this be due to their diverse religious backgrounds and upbringing? Are we expecting everyone to understand nuances of a tradition which is not explicitly taught? Or are we focusing our faith-learning and teaching from an evangelical perspective that does not necessarily correlate with the ecumenical student admission policy? How do we address these issues within our curriculum and our community?

Since our last diversity assessment, we have rolled out many changes throughout the college in an extra-curricular form. Now we can safely say that without specific, focused instruction we are not making noticeable progress on diversity learning. We addressed personal racism in Chapel, which reaches most of the Westmont Community. But could this individual learning experience have implied to some students that they are ultimately not responsible for systemic changes, that racism is only a personal problem? Or perhaps seniors, who were the subjects of this assessment, did not receive the training? Is it possible that students did not take the training as seriously as if it were presented in a different context, for instance in a class where they would be tested for a grade? Is the political climate and race discourse affecting students' perception of their own ability to effect positive changes? More generally, is it important to our outcomes for our students to lead or be active in diversity issues post-graduation?

Teaching and Learning

How is the college supporting faculty learning and praxis on diversity issues? Many colleges and universities support curriculum changes with faculty development grants for specific course restructuring and/or new course development.[11] Could we direct resources to support faculty learning and training as well as development grants for courses in connection to their discipline? For example, would it benefit the college to explore applying for an Arthur Vining Grant[12] that will focus exploration through divisions? Could diversity training for faculty be a part of our commitment to relational Christianity? For example, could the college adopt a web-based module that focuses on race and racism, similar to those from IT about cyber-attacks and HR on sexual harassment, which faculty are required to complete?

We could more closely look at our best practices for Faculty Personnel Committee and Faculty Hiring Committees. Many colleges and university have adopted strategies that have helped them increase the number and retention of diverse faculty. Studies indicate that there is a correlation between the number of diverse faculty and graduation rates for students in that demographic.[13]

One of our documents "What We want for Our Graduates" was drafted at least a decade or more ago. Is that document still our aspirational vision? If so, is it important for the language in that document to be updated to include "diversity?"

Because campus climate affects learning, we need more data on student perceptions. The Faculty Council and Academic Senate focus groups give us a glimpse into student concerns, but there are still gaps in our understanding in relation to the Diversity ILO. Without identifying these learning gaps, it is difficult to bridge

11 Ibid.

12 *The Arthur Vining Davis Foundations: Private Higher Education*. avdf.org/programs-overview/private--higher-education/

13 *Advancing Diversity and Inclusion in Higher Education: Key Data Highlights Focusing on Race and Ethnicity and Promising Practices*. Office of Planning, Evaluation and Policy Development. US. Department of Education. November 2016. ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf

them effectively. Therefore, we recommend administering the HERI Diverse Student Learning Environments survey, which captures student perceptions regarding the institutional and campus climate and student learning outcomes. These results, compared to other institutions, would be particularly helpful to see ourselves within the national landscape.

It might be equally helpful to administer the HERI Faculty Survey with the Campus Climate Module. Because the student focus groups are asking for more faculty training, thoughtful consideration of how faculty perceive their roles would be helpful. The HERI Faculty Survey includes topics such as pedagogical practices, faculty goals and expectations for students, research and service activities, sources of stress and satisfaction, and the connection between learning in the classroom and practices in the local and global community. Would a discussion of the outcome be helpful both in inspiring faculty to creatively integrate race and racism into their syllabi and to learn to deal directly with classroom incidents that must be addressed?

Conclusions of 2020 - 2021

Generally, we are attempting to refrain from making blanket recommendations and, instead, pose questions for consideration. There are, of course, many more questions that can be asked, and we welcome expanding the conversation beyond the scope of topics suggested here. There is power in looking at an issue from different perspectives, from the diversity that we aspire to model for our students. Just as President Beebe stated in the *Westmont Magazine*, no corner of the college has been left untouched by the pandemic and the social forces that have shaken our nation. Our entire community should engage in discussing the questions and in attempting to find answers that will improve student learning.

The college's approach toward race and racism has been unsystematic. Our general approach has been to use platforms such Chapel, campus lectures, extra-

curricular activities and self-selective training. For instance, the Arrabon initiative scheduled several workshops across campus focusing on race and racism. Student Life's Arrabon training encompassed their leadership and RAs. Faculty were invited to one workshop, and it was relatively well-attended. David Bailey has spoken several times in Chapel, and these recordings are available online. But there was no requirement for students or faculty to reflect on their experiences nor was there a general mandate for everyone to participate. This year Chapel also included a series of talks on implicit bias, which were open to the general community and are also available online. In addition to these talks, Dr. Carmel Saad did a workshop for faculty on the topic. The faculty workshop was offered twice, but it was not required, interested parties self-selected. If we acknowledge that every single instructor creates a comfortable or uncomfortable learning environment for the students in their classes, faculty must examine how to deal with race and racism in their classrooms. Will faculty be able to deal with classroom incidents without specific training as well as be able to mediate difficult conversations?

Several positive steps are on the horizon and could imply improvement. For example, the revival of the Ethnic Studies Minor was more targeted, and includes both personal and systemic issues of race and racism, but these courses will only reach a comparatively small number of students each year. However, one positive step to come out of the revival was Ethnic Studies's (ETN) call for faculty from all disciplines to submit syllabi that contained a significant look at race and ethnicity. This syllabus review obliged Departments to look at how they are preparing students to collaborate with people of color within their field. Many departments submitted syllabi and were included as electives within the ETN minor. Currently, other faculty are revising and expanding the units within their courses for their syllabus to be included in the minor. Another positive step is the forthcoming Justice, Diversity and Reconciliation requirement that will target the needs of students individually,

but we would still not be addressing students' concern about seeing these issues being tackled through the lens of their discipline. Are we doing enough? Are enough resources being funneled to the programs that are poised to effect changes? Are the faculty, who have had specific training in ethnic and race studies, involved in these programs being consulted about steps forward? Who will coordinate these efforts and financially support targeted, curricular efforts campus-wide? When the Chief Diversity Officer is hired, will resources be channeled through this office and can the college fully fund initiatives led by this office?

In the first two dimensions of the rubric "Empathy" and "Systems" we see a slight improvement in student learning. Fewer students were assessed as being in the "initial" rating than in our previous assessment. This is a step in the right direction. However, there is a 24% overall increase in students who were rated in the "initial" categories across the rubric. Unfortunately, this surge means that in the other two categories of "Faith" and "Social Responsibility" students scored much worse than in 2016-17. Are we concerned about students' ability to practice their faith in everyday situations that answer the call to "do justice, love mercy, and walk humbly?" Do we believe that community engagement is an important aspect of our faith, and if so, how do we instill in students the idea that they are called to "do justice" when they see racism at work in our society but also within their communities? How else might we equip students for their workplaces or future lives outside of Westmont while nurturing a more ethnically integrated vision of evangelicalism? As pointed out in the focus groups, where can students learn about the racialized roots of evangelicalism?

Final Observations

In the previous five-year cycle, we implemented a "shotgun" approach to diversity and, in particular, toward dealing with issues of race and racism. Although the "consciousness raising" that chapel, panels, and outside speakers is necessary and should continue, there may be a disconnect with the intellectual skills our ILO requires: analysis, evaluation, and synthesis. Where are these skills scaffolded and practiced? Overall, the shotgun approach has been ineffective in improving student scores and, as far as we can tell from a small sample, in determining student satisfaction with the campus climate. This underscores the need for the JRD or something like it. Until the new GE requirement is approved by the Board, should we support the Ethnic Studies Minor with more resources? Can communications experts team up with the JRD and Ethnic Studies faculty to mediate more in-depth discussions following lectures and programs? Should we take special note of good programs, singled out by students in their focus groups, and continue to fund and foster discussions that are meaningful? How do we promote a distinctively Christian outlook on questions of diversity? Should we as a community strive to mirror the general U.S. population so that faith is modeled as well as taught? Who will coordinate diversity efforts across campus and report back to both the Academic Senate as well as the Administration?

Ultimately, being able to function within ethnically diverse environments is beneficial for every single graduate, regardless of major. How can the college encourage faculty discussions that will realistically lead us to concrete, well-funded plans? Westmont is strategically positioned to lead Christian colleges in these areas, and the contributions and comments of all our members will be important to our strategies. What we have found in the pandemic is that we've been stronger

together, when we worry not just about our survival but the well-being of our entire community. How we address the issues that our graduates will face in society and are now reverberating on campus will determine Westmont's true commitment to Micah 6:8.

This report will be shared with our Academic Senate in an effort to open discussion and be clear about how we can be strategic in moving forward. We will be seeking recommendations for closing the loop activities on diversity and inclusion. Results will be added after recommendations have been received.

Appendices

Appendix A: Instrument

Instructions

Thank you for participating in this assessment. The collective data will be used in a variety of ways to inform the College, including curriculum development, strategic planning, and evaluation of institutional commitments and goals. Your efforts here will greatly impact the learning experiences of future Westmont students.

1. Answer the prompts based on the reading.

- You are not required to cite sources other than the assigned reading, which you should engage in some detail in your responses. Think about each question carefully and answer as best you can.

- While clarity of expression is valued more than grammar or style, conceptual development is the most important. Please use full sentences and try to respond in complete thoughts.

- There are no right or wrong answers. The answer for each question will be evaluated on its own merit and should be complete—do not assume that your answer to an earlier question will be read as part of your answer to a later question.

- Although the time on task may vary, we estimate that you should spend 90-120 minutes.

2. When you're finished with your answers, upload your assignment to *Chalk & Wire*.

Thank you for helping us with this very important project! Future students will appreciate your efforts as well.

Dinora Cardoso
Institutional Learning Outcome Lead Assessment Specialist

Tatiana Nazarenko
Dean of Curriculum and Institutional Effectiveness

Case Study

"I fit the description..." (adapted)
Steve Locke
December 04, 2015

On my way to get a burrito before work, I was detained by the police. I noticed the police car in the public lot behind Centre Street. As I was walking away from my car, the cruiser followed me. I walked down Centre Street and was about to cross over to the burrito place and the officer got out of the car.

"Hey my man," he said. He unsnapped the holster of his gun. "Yes?" I said. I took my hands out of my pockets.

"Where you coming from?" "Home."

"How'd you get here?" "I drove."

He was next to me now. Two other police cars pulled up. I was standing in front of the bank across the street from the burrito place. I was going to get lunch before I taught my 1:30 class. There were cops all around me. I said nothing. I looked at the officer who addressed me. He was white, stocky, bearded.

"What's your address?" I told him.

"We had someone matching your description just try to break into a woman's house."

A second police officer stood next to me; white, tall, bearded. Two police cruisers passed and would continue to circle the block for the 35 minutes I was standing there.

"You fit the description," the officer said. "Black male, knit hat, puffy coat. Do you have identification."

"It's in my wallet. May I reach into my pocket and get my wallet?" "Yeah."

I handed him my license. I told him it did not have my current address. He walked over to a police car. The other cop, taller, wearing sunglasses, told me that I fit the description of someone who broke into a woman's house. Right down to the knit cap. Barbara Sullivan made a knit cap for me in pinks and browns and blues and oranges and lime green. No one has a hat like this. It doesn't fit any description that anyone would have. I looked at the second cop. I clasped my hands in front of me to stop them from shaking.

"For the record," I said to the second cop, "I'm not a criminal. I'm a college professor." I was wearing my faculty ID around my neck, clearly visible with my photo.

"You fit the description so we just have to check it out." The first cop returned and handed me my license.

"We have the victim and we need her to take a look at you to see if you are the person."

It was at this moment that I knew that I was probably going to die. I am not being dramatic when I say this. I was not going to get into a police car. I was not going to present myself to some victim. I was not going to let someone tell the cops that I was not guilty when I already told them that I had nothing to do with any robbery. I was not going to let them take me anywhere because if they did, the chance I was going to be accused of something I did not do rose exponentially. I knew this in my heart. I was not going anywhere with these cops and I was not going to let some white woman decide whether or not I was a criminal, especially after I told them that I was not a criminal. This meant that I was going to resist arrest. This meant that I was not going to let the police put their hands on me. If you are wondering why people don't go with the police, I hope this explains it for you.

Something weird happens when you are on the street being detained by the police. People look at you like you are a criminal. The police are detaining you so clearly you must have done something, otherwise they wouldn't have you. No one made eye contact with me. I was hoping that someone I knew would walk down the street or come out of one of the stores and say to these cops, "That's Steve Locke. What the f--- are you detaining him for?"

The cops decided that they would bring the victim to come view me on the street. The[y] asked me to wait. I said nothing. I stood still.

"Thanks for cooperating," the second cop said. "This is probably nothing, but it's our job and you do fit the description. 5' 11", black male. One-hundred-and-sixty pounds, but you're a little more than that. Knit hat." A little more than 160. Thanks for that, I thought.

I noticed a black woman further down the block. She was small and concerned. She was watching what was going on. I focused on her red coat. I slowed my breathing. I looked at her from time to time. I thought: Don't leave, sister. Please don't leave.

The first cop said, "Where do you teach?"

"Massachusetts College of Art and Design." I tugged at the lanyard that had my ID.

“How long you been teaching there?” “Thirteen years.”

We stood in silence for about 10 more minutes. An unmarked police car pulled up. The first cop went over to talk to the driver. The driver kept looking at me as the cop spoke to him. I looked directly at the driver. He got out of the car.

“I’m Detective Cardoza. I appreciate your cooperation.” I said nothing.

“I’m sure these officers told you what is going on?” “They did.”

“Where is your car?”

“It’s in the lot behind Bukhara.” I pointed up Centre Street.

“Okay,” the detective said. “We’re going to let you go. Do you have a car key you can show me?”

“Yes,” I said. “I’m going to reach into my pocket and pull out my car key.” “Okay.”

I showed him the key to my car. The cops thanked me for my cooperation. I nodded and turned to go.

“Sorry for screwing up your lunch break,” the second cop said.

I walked back toward my car, away from the burrito place. I saw the woman in red. “Thank you,” I said to her.

“Thank you for staying.”

“Are you ok?” She said. Her small beautiful face was lined with concern.

“Not really. I’m really shook up. And I have to get to work.”

“I knew something was wrong. I was watching the whole thing. The way they are treating us now, you have to watch them. “

“I’m so grateful you were there. I kept thinking to myself, ‘Don’t leave, sister.’ May I give you a hug?”

“Yes,” she said. She held me as I shook. “Are you sure you are ok?”

“No I’m not. I’m going to have a good cry in my car. I have to go teach.” I put my head down and walked to my car.

My colleague was in our shared office and she was able to calm me down. I had about

45 minutes until my class began and I had to teach. I forgot the lesson I had planned. I forget the schedule. I couldn't think about how to do my job. I thought about the fact my word counted for nothing, they didn't believe that I wasn't a criminal. They had to find out. My word was not enough for them. My ID was not enough for them. My handmade one-of-a-kind knit hat was an object of suspicion. My Ralph Lauren quilted blazer was only a "puffy coat." That white woman could just walk up to a cop and talk about me like I was an object for regard. I wanted to go back and spit in their faces. The cops were probably deeply satisfied with how they handled the interaction, how they didn't escalate the situation, how they were respectful and polite.

I imagined sitting in the back of a police car while a white woman decides if I am a criminal or not. If I looked guilty being detained by the cops imagine how vile I become sitting in a cruiser? I knew I could not let that happen to me. I knew if that were to happen, I would be dead.

Nothing I am, nothing I do, nothing I have means anything because I fit the description.

I had to confess to my students that I was a bit out of it today and I asked them to bear with me. I had to teach.

After class I was supposed to go to an art opening. I went home.

Prompts

Are you likely to be stopped by the police in this manner? Why or Why not? To what degree do you empathize with Steve Locke? What about the police officers? The woman in the red coat? The woman whose house was broken into?

Please discuss the social issues or dynamics that were raised in this case study. Identify any historical, political, economic, cultural, and/or ideological factors that may have contributed to the scenario as well as any conditions necessary for such an interaction to take place.

Imagine that someone from a different faith or belief system from yours sought to understand how your own deep commitments play a role in interpreting and responding to this situation. What would you say? Avoid blanket statements and sermon points.

If you were tasked with developing an action plan to address this situation, where would you start? What goals would you set? What people and/or institutions would you involve? What platform(s) would you utilize? What resources would you need?

What obstacles would you expect to encounter?

Appendix B: Rubric

	Highly-developed 4	**Developed 3**	**Emerging 2**	**Initial 1**
Empathy Perspective Taking	Students are able to reposition themselves as well as imaginatively and sensitively engage and articulate the experiences of others.	Students are able to reposition themselves and adequately engage and articulate the experiences of others.	Students are either able to reposition themselves or outline the experiences of others.	Students have very limited capacity to reposition themselves or outline the experiences of others.
Understanding Systems	Utilize deep knowledge of two or more systems (historical, political, economic, cultural, etc.) to demonstrate persuasively how these systems impact daily experiences and life outcomes.	Utilize adequate knowledge of two or more systems (historical, political, economic, cultural, etc.) to demonstrate how these systems impact daily experiences and life outcomes.	Utilize adequate understanding of one system (historical, political, economic, cultural, etc.) to outline how this system impacts daily experiences or life outcomes.	Limited knowledge of any system or systems (historical, political, economic, cultural, etc.) and its impact on daily experiences or life outcomes.
Faith	Give a substantive explanation of how their own Christian .faith (or their deepest commitments, for non-Christian students) plays a role in interpreting and responding to the case study.	Give basic explanation of how their own Christian faith (or their deepest commitments, for non-Christian students) plays a role in interpreting and responding to the case study	Able to outline how their own Christian faith (or their deepest commitments, for non-Christian students) plays a role in interpreting and responding to the case study.	Severely limited or no knowledge of how their own Christian faith (or their deepest commitments, for non-Christian students) plays a role in responding to the case study
Social Responsibility	Convincingly demonstrate the ability to come up with plausible, real-world solutions with clear goals, adequate resources, pertinent agencies, as well as stating possible obstacles.	Adequately demonstrate the ability to come up with a plausible, real-world solution with some goals, resources, and pertinent agencies, as well as stating at least one obstacle.	Develop a limited or unrealistic solution with a goal, some resources and pertinent agencies, as well as implying at least one obstacle.	Develop a limited or unrealistic solution without stating goals, resources, or pertinent agencies.

Appendix C; Grader A Analysis

GROUP	Average Grade Assigned	Sum of scores of male students
MALE Grader	2.30	16.605
FEMALE Grader	2.12	18.419
HUM	2.089	20.886
NBS	2.261	16.831
SS	2.417	15.906
STAFF	2.248	

Appendix D: Univariate Analysis of Variance

```
UNIANOVA Score BY Question GRADER
 /METHOD=SSTYPE(3)
 /INTERCEPT=INCLUDE
 /POSTHOC=GRADER Question(TUKEY)
 /PRINT DESCRIPTIVE
 /CRITERIA=ALPHA(.05)
 /DESIGN=Question GRADER.
```

Univariate Analysis of Variance

Notes

Output Created		25-MAY-2021 10:57:...
Comments		
Input	Data	/Users/tloomer/Desktop /Diversity ILO/DIVERSITY ILO DATA v2.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	1368
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the model.
Syntax		UNIANOVA Score BY Question GRADER /METHOD=SSTYPE(3) /INTERCEPT=INCLUDE /POSTHOC=GRADER Question(TUKEY) /PRINT DESCRIPTIVE /CRITERIA=ALPHA(.05) /DESIGN=Question GRADER.
Resources	Processor Time	00:00:00.13
	Elapsed Time	00:00:00.00

Multiple Comparisons

Dependent Variable: Score

Tukey HSD

(I) Question	(J) Question	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Q1	Q2	.3129*	.07104	.000	.1301	.4956
	Q3	.5322*	.07104	.000	.3494	.7149
	Q4	.4327*	.07104	.000	.2500	.6155
Q2	Q1	-.3129*	.07104	.000	-.4956	-.1301
	Q3	.2193*	.07104	.011	.0366	.4020
	Q4	.1199	.07104	.331	-.0629	.3026
Q3	Q1	-.5322*	.07104	.000	-.7149	-.3494
	Q2	-.2193*	.07104	.011	-.4020	-.0366
	Q4	-.0994	.07104	.500	-.2822	.0833
Q4	Q1	-.4327*	.07104	.000	-.6155	-.2500
	Q2	-.1199	.07104	.331	-.3026	.0629
	Q3	.0994	.07104	.500	-.0833	.2822

Based on observed means.
The error term is Mean Square(Error) = .863.

*. The mean difference is significant at the .05 level.

Homogeneous Subsets

Score

Tukey HSD[a,b]

Question	N	Subset 1	Subset 2	Subset 3
Q3	342	1.9795		
Q4	342	2.0789	2.0789	
Q2	342		2.1988	
Q1	342			2.5117
Sig.		.500	.331	1.000

Means for groups in homogeneous subsets are displayed.
Based on observed means.
The error term is Mean Square(Error) = .863.

a. Uses Harmonic Mean Sample Size = 342.000.

b. Alpha = .05.

Between-Subjects Factors

		Value Label	N
Question	1.00	Q1	342
	2.00	Q2	342
	3.00	Q3	342
	4.00	Q4	342
GRADER	1.00	Bedoy	116
	2.00	Cardoso	112
	3.00	Contakes	120
	4.00	Covich	108
	5.00	DeBoer	112
	6.00	Haines	120
	7.00	Kent	108
	8.00	Nazarenko	112
	9.00	Patterson	120
	10.00	Reeder	116
	11.00	Sizer	116
	12.00	Ziliotto	108

Descriptive Statistics

Dependent Variable: Score

Question	GRADER	Mean	Std. Deviation	N
Q1	Bedoy	2.7241	.95978	29
	Cardoso	2.4643	.92224	28
	Contakes	2.5000	.82001	30
	Covich	2.3333	.73380	27
	DeBoer	2.3214	1.02030	28
	Haines	2.8667	1.00801	30
	Kent	2.5926	.97109	27
	Nazarenko	2.8929	1.10014	28
	Patterson	2.4333	1.04000	30
	Reeder	2.0690	.99753	29
	Sizer	2.5172	.78471	29
	Ziliotto	2.4074	.93064	27
	Total	2.5117	.95876	342
Q2	Bedoy	2.3103	1.07250	29
	Cardoso	1.9286	.94000	28
	Contakes	2.0333	.66868	30

Descriptive Statistics

Dependent Variable: Score

Question	GRADER	Mean	Std. Deviation	N
	Covich	2.0000	.83205	27
	DeBoer	2.0714	.81325	28
	Haines	2.7333	1.08066	30
	Kent	2.5556	.97402	27
	Nazarenko	2.1786	.86297	28
	Patterson	2.0000	1.01710	30
	Reeder	1.9655	.90565	29
	Sizer	2.3103	.96745	29
	Ziliotto	2.2963	.86890	27
	Total	2.1988	.94183	342
Q3	Bedoy	2.1724	1.07135	29
	Cardoso	1.9643	.83808	28
	Contakes	1.8667	.81931	30
	Covich	1.8519	.86397	27
	DeBoer	1.5714	.69007	28
	Haines	2.1000	.88474	30
	Kent	2.0370	1.12597	27
	Nazarenko	1.9286	1.01575	28
	Patterson	2.2000	1.09545	30
	Reeder	1.8621	.87522	29
	Sizer	2.1034	.93903	29
	Ziliotto	2.0741	1.03500	27
	Total	1.9795	.94552	342
Q4	Bedoy	2.1034	.97632	29
	Cardoso	1.8571	.89087	28
	Contakes	1.9333	.69149	30
	Covich	1.8148	.78628	27
	DeBoer	2.0714	.94000	28
	Haines	2.6000	.96847	30
	Kent	2.4815	.89315	27
	Nazarenko	2.0000	.90267	28
	Patterson	1.8667	.97320	30
	Reeder	2.0345	.94426	29
	Sizer	2.2759	.92182	29
	Ziliotto	1.8889	.93370	27
	Total	2.0789	.92357	342

Descriptive Statistics

Dependent Variable: Score

Question	GRADER	Mean	Std. Deviation	N
Total	Bedoy	2.3276	1.03651	116
	Cardoso	2.0536	.91867	112
	Contakes	2.0833	.78412	120
	Covich	2.0000	.82030	108
	DeBoer	2.0089	.90539	112
	Haines	2.5750	1.01801	120
	Kent	2.4167	1.00582	108
	Nazarenko	2.2500	1.03541	112
	Patterson	2.1250	1.04167	120
	Reeder	1.9828	.92297	116
	Sizer	2.3017	.90621	116
	Ziliotto	2.1667	.95213	108
	Total	2.1923	.96252	1368

Tests of Between-Subjects Effects

Dependent Variable: Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	98.725[a]	14	7.052	8.171	.000
Intercept	6556.561	1	6556.561	7596.922	.000
Question	54.780	3	18.260	21.157	.000
GRADER	43.945	11	3.995	4.629	.000
Error	1167.713	1353	.863		
Total	7841.000	1368			
Corrected Total	1266.438	1367			

a. R Squared = .078 (Adjusted R Squared = .068)

Post Hoc Tests

GRADER

Multiple Comparisons

Dependent Variable: Score

Tukey HSD

(I) GRADER	(J) GRADER	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Bedoy	Cardoso	.2740	.12307	.530	-.1289	.6769
	Contakes	.2443	.12096	.680	-.1518	.6403
	Covich	.3276	.12422	.260	-.0791	.7343
	DeBoer	.3187	.12307	.287	-.0842	.7216
	Haines	-.2474	.12096	.662	-.6434	.1486
	Kent	-.0891	.12422	1.000	-.4958	.3176
	Nazarenko	.0776	.12307	1.000	-.3253	.4805
	Patterson	.2026	.12096	.880	-.1934	.5986
	Reeder	.3448	.12198	.170	-.0545	.7442
	Sizer	.0259	.12198	1.000	-.3735	.4252
	Ziliotto	.1609	.12422	.980	-.2458	.5676
Cardoso	Bedoy	-.2740	.12307	.530	-.6769	.1289
	Contakes	-.0298	.12206	1.000	-.4294	.3698
	Covich	.0536	.12529	1.000	-.3566	.4637
	DeBoer	.0446	.12414	1.000	-.3618	.4511
	Haines	-.5214*	.12206	.001	-.9210	-.1218
	Kent	-.3631	.12529	.143	-.7733	.0471
	Nazarenko	-.1964	.12414	.915	-.6028	.2100
	Patterson	-.0714	.12206	1.000	-.4710	.3282
	Reeder	.0708	.12307	1.000	-.3321	.4737
	Sizer	-.2482	.12307	.682	-.6511	.1547
	Ziliotto	-.1131	.12529	.999	-.5233	.2971
Contakes	Bedoy	-.2443	.12096	.680	-.6403	.1518
	Cardoso	.0298	.12206	1.000	-.3698	.4294
	Covich	.0833	.12322	1.000	-.3201	.4867
	DeBoer	.0744	.12206	1.000	-.3252	.4740
	Haines	-.4917*	.11993	.003	-.8843	-.0990
	Kent	-.3333	.12322	.225	-.7367	.0701
	Nazarenko	-.1667	.12206	.970	-.5663	.2329
	Patterson	-.0417	.11993	1.000	-.4343	.3510
	Reeder	.1006	.12096	1.000	-.2954	.4966
	Sizer	-.2184	.12096	.815	-.6144	.1776
	Ziliotto	-.0833	.12322	1.000	-.4867	.3201

Multiple Comparisons

Dependent Variable: Score

Tukey HSD

(I) GRADER	(J) GRADER	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Covich	Bedoy	-.3276	.12422	.260	-.7343	.0791
	Cardoso	-.0536	.12529	1.000	-.4637	.3566
	Contakes	-.0833	.12322	1.000	-.4867	.3201
	DeBoer	-.0089	.12529	1.000	-.4191	.4012
	Haines	-.5750*	.12322	.000	-.9784	-.1716
	Kent	-.4167*	.12642	.047	-.8305	-.0028
	Nazarenko	-.2500	.12529	.697	-.6602	.1602
	Patterson	-.1250	.12322	.997	-.5284	.2784
	Reeder	.0172	.12422	1.000	-.3894	.4239
	Sizer	-.3017	.12422	.387	-.7084	.1050
	Ziliotto	-.1667	.12642	.977	-.5805	.2472
DeBoer	Bedoy	-.3187	.12307	.287	-.7216	.0842
	Cardoso	-.0446	.12414	1.000	-.4511	.3618
	Contakes	-.0744	.12206	1.000	-.4740	.3252
	Covich	.0089	.12529	1.000	-.4012	.4191
	Haines	-.5661*	.12206	.000	-.9657	-.1665
	Kent	-.4077	.12529	.053	-.8179	.0024
	Nazarenko	-.2411	.12414	.733	-.6475	.1653
	Patterson	-.1161	.12206	.999	-.5157	.2835
	Reeder	.0262	.12307	1.000	-.3767	.4291
	Sizer	-.2928	.12307	.421	-.6957	.1101
	Ziliotto	-.1577	.12529	.984	-.5679	.2524
Haines	Bedoy	.2474	.12096	.662	-.1486	.6434
	Cardoso	.5214*	.12206	.001	.1218	.9210
	Contakes	.4917*	.11993	.003	.0990	.8843
	Covich	.5750*	.12322	.000	.1716	.9784
	DeBoer	.5661*	.12206	.000	.1665	.9657
	Kent	.1583	.12322	.981	-.2451	.5617
	Nazarenko	.3250	.12206	.246	-.0746	.7246
	Patterson	.4500*	.11993	.010	.0574	.8426
	Reeder	.5922*	.12096	.000	.1962	.9883
	Sizer	.2733	.12096	.507	-.1227	.6693
	Ziliotto	.4083*	.12322	.044	.0049	.8117

Multiple Comparisons

Dependent Variable: Score

Tukey HSD

(I) GRADER	(J) GRADER	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Kent	Bedoy	.0891	.12422	1.000	-.3176	.4958
	Cardoso	.3631	.12529	.143	-.0471	.7733
	Contakes	.3333	.12322	.225	-.0701	.7367
	Covich	.4167*	.12642	.047	.0028	.8305
	DeBoer	.4077	.12529	.053	-.0024	.8179
	Haines	-.1583	.12322	.981	-.5617	.2451
	Nazarenko	.1667	.12529	.975	-.2435	.5768
	Patterson	.2917	.12322	.429	-.1117	.6951
	Reeder	.4339*	.12422	.025	.0272	.8406
	Sizer	.1149	.12422	.999	-.2917	.5216
	Ziliotto	.2500	.12642	.709	-.1639	.6639
Nazarenko	Bedoy	-.0776	.12307	1.000	-.4805	.3253
	Cardoso	.1964	.12414	.915	-.2100	.6028
	Contakes	.1667	.12206	.970	-.2329	.5663
	Covich	.2500	.12529	.697	-.1602	.6602
	DeBoer	.2411	.12414	.733	-.1653	.6475
	Haines	-.3250	.12206	.246	-.7246	.0746
	Kent	-.1667	.12529	.975	-.5768	.2435
	Patterson	.1250	.12206	.997	-.2746	.5246
	Reeder	.2672	.12307	.571	-.1357	.6701
	Sizer	-.0517	.12307	1.000	-.4546	.3512
	Ziliotto	.0833	.12529	1.000	-.3268	.4935
Patterson	Bedoy	-.2026	.12096	.880	-.5986	.1934
	Cardoso	.0714	.12206	1.000	-.3282	.4710
	Contakes	.0417	.11993	1.000	-.3510	.4343
	Covich	.1250	.12322	.997	-.2784	.5284
	DeBoer	.1161	.12206	.999	-.2835	.5157
	Haines	-.4500*	.11993	.010	-.8426	-.0574
	Kent	-.2917	.12322	.429	-.6951	.1117
	Nazarenko	-.1250	.12206	.997	-.5246	.2746
	Reeder	.1422	.12096	.991	-.2538	.5383
	Sizer	-.1767	.12096	.951	-.5727	.2193
	Ziliotto	-.0417	.12322	1.000	-.4451	.3617

Multiple Comparisons

Dependent Variable: Score

Tukey HSD

(I) GRADER	(J) GRADER	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Reeder	Bedoy	-.3448	.12198	.170	-.7442	.0545
	Cardoso	-.0708	.12307	1.000	-.4737	.3321
	Contakes	-.1006	.12096	1.000	-.4966	.2954
	Covich	-.0172	.12422	1.000	-.4239	.3894
	DeBoer	-.0262	.12307	1.000	-.4291	.3767
	Haines	-.5922*	.12096	.000	-.9883	-.1962
	Kent	-.4339*	.12422	.025	-.8406	-.0272
	Nazarenko	-.2672	.12307	.571	-.6701	.1357
	Patterson	-.1422	.12096	.991	-.5383	.2538
	Sizer	-.3190	.12198	.272	-.7183	.0804
	Ziliotto	-.1839	.12422	.946	-.5906	.2228
Sizer	Bedoy	-.0259	.12198	1.000	-.4252	.3735
	Cardoso	.2482	.12307	.682	-.1547	.6511
	Contakes	.2184	.12096	.815	-.1776	.6144
	Covich	.3017	.12422	.387	-.1050	.7084
	DeBoer	.2928	.12307	.421	-.1101	.6957
	Haines	-.2733	.12096	.507	-.6693	.1227
	Kent	-.1149	.12422	.999	-.5216	.2917
	Nazarenko	.0517	.12307	1.000	-.3512	.4546
	Patterson	.1767	.12096	.951	-.2193	.5727
	Reeder	.3190	.12198	.272	-.0804	.7183
	Ziliotto	.1351	.12422	.995	-.2716	.5417
Ziliotto	Bedoy	-.1609	.12422	.980	-.5676	.2458
	Cardoso	.1131	.12529	.999	-.2971	.5233
	Contakes	.0833	.12322	1.000	-.3201	.4867
	Covich	.1667	.12642	.977	-.2472	.5805
	DeBoer	.1577	.12529	.984	-.2524	.5679
	Haines	-.4083*	.12322	.044	-.8117	-.0049
	Kent	-.2500	.12642	.709	-.6639	.1639
	Nazarenko	-.0833	.12529	1.000	-.4935	.3268
	Patterson	.0417	.12322	1.000	-.3617	.4451
	Reeder	.1839	.12422	.946	-.2228	.5906
	Sizer	-.1351	.12422	.995	-.5417	.2716

Based on observed means.
The error term is Mean Square(Error) = .863.

*. The mean difference is significant at the .05 level.

Homogeneous Subsets

Score

Tukey HSD[a,b,c]

GRADER	N	Subset 1	2	3
Reeder	116	1.9828		
Covich	108	2.0000		
DeBoer	112	2.0089		
Cardoso	112	2.0536	2.0536	
Contakes	120	2.0833	2.0833	
Patterson	120	2.1250	2.1250	
Ziliotto	108	2.1667	2.1667	
Nazarenko	112	2.2500	2.2500	2.2500
Sizer	116	2.3017	2.3017	2.3017
Bedoy	116	2.3276	2.3276	2.3276
Kent	108		2.4167	2.4167
Haines	120			2.5750
Sig.		.181	.125	.259

Means for groups in homogeneous subsets are displayed.
Based on observed means.
The error term is Mean Square(Error) = .863.

a. Uses Harmonic Mean Sample Size = 113.824.

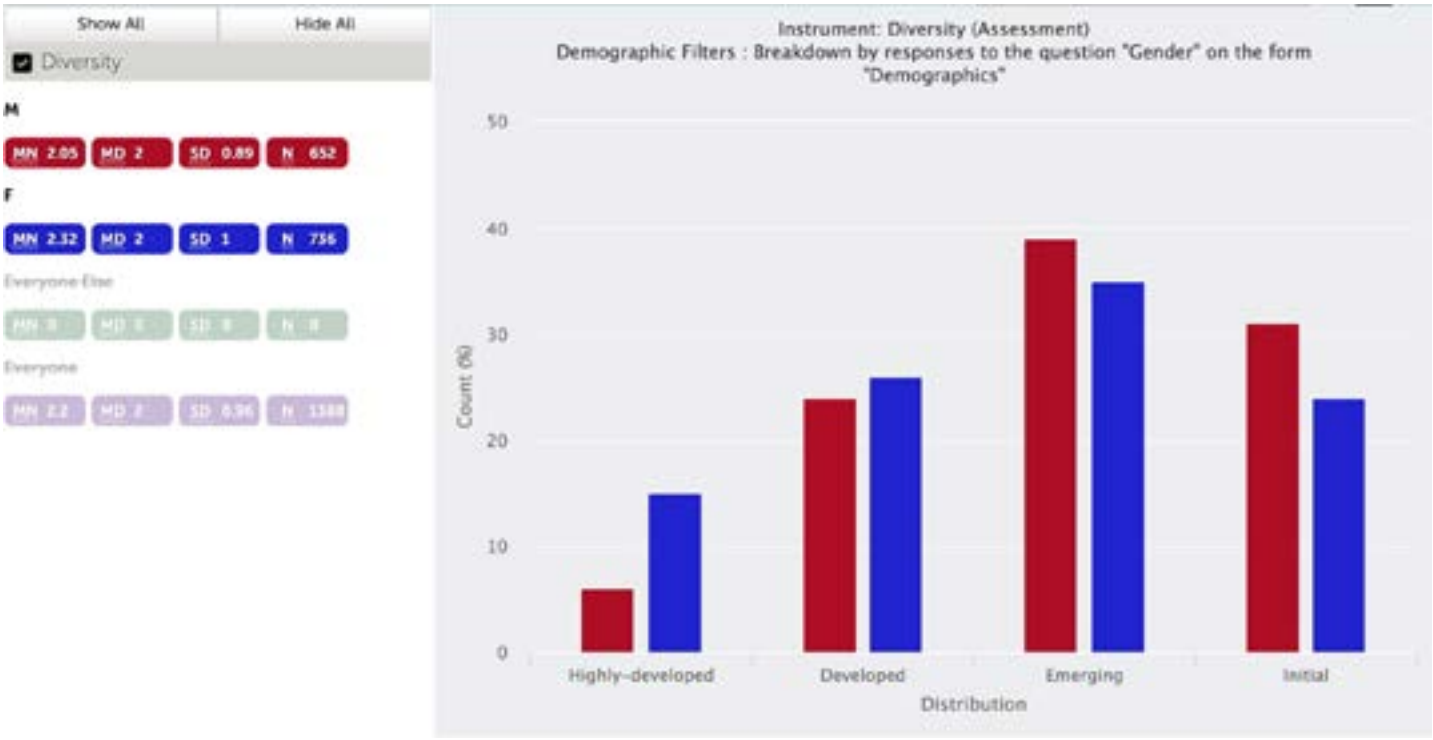
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

c. Alpha = .05.

Question

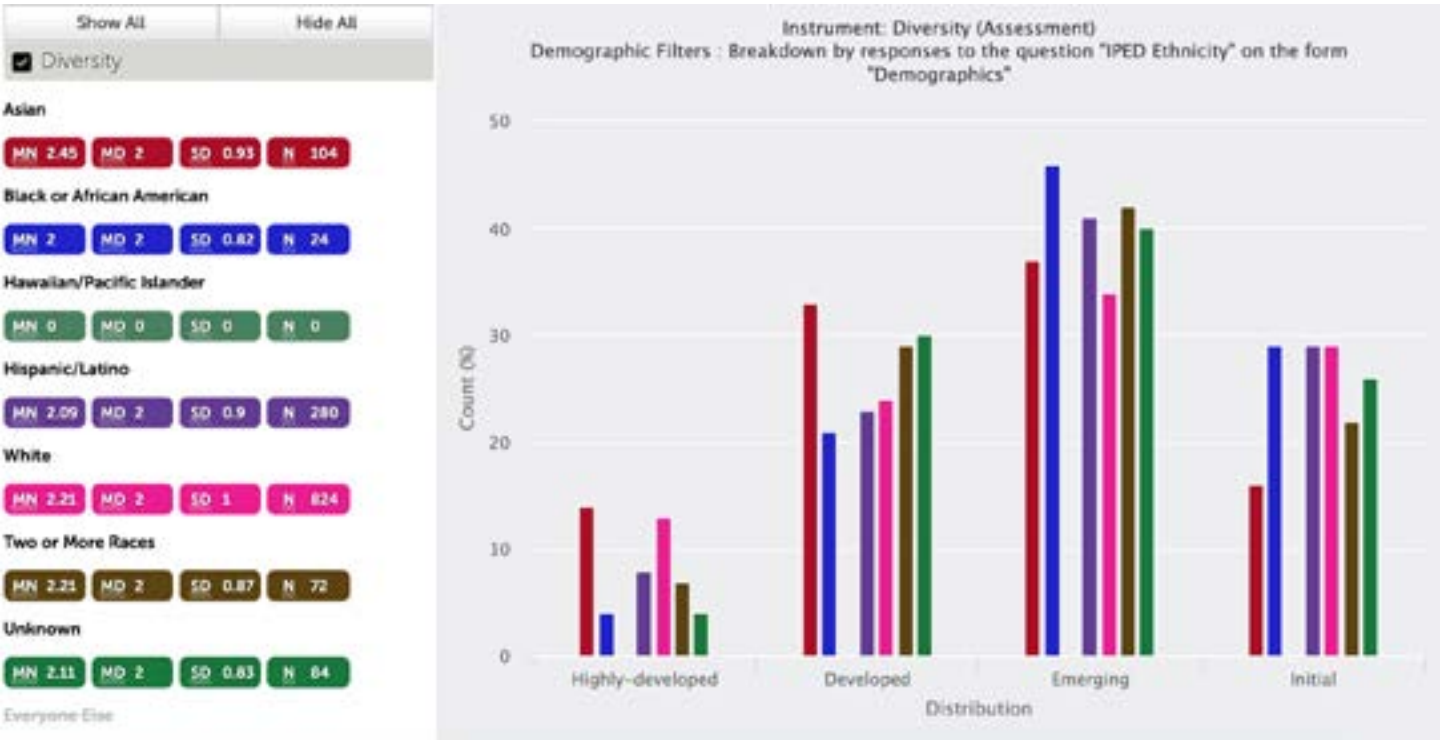
Report Settin	**OVERALL RESULTS BY GENDER**
Statistics	Instrument: Diversity (Assessment) Demographic Filters : Breakdown by responses to the question "Gender" on the form "Demographics"
List By	Assessment Instrument
Dates	Assessed March 29, 2021 to May 13, 2021
Status Filter	Held, Complete
Groups	All Groups
Demographic F	Breakdown by responses to the question "Gender" on the form "Demographics"
Multiple Score (	Use All Scores
Report Generat	May 13, 2021 at 3:59 PM

		M							
assessment instrument name		**n**	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
Diversity		652	2.05	2	0.89	6	24	39	31
		F							
		n	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
		736	2.32	2	1	15	26	35	24
		Everyone Else							
		n	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
		0				0	0	0	0
		Everyone							
		n	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
		1388	2.2	2	0.96	11	25	37	27



Report Settings	OVERALL RESULTS BY ETHNICITY
Statistics	Instrument: Diversity (Assessment) Demographic Filters : Breakdown by responses to the question "IPED Ethnicity" on the form "Demographics"
List By	Assessment Instrument
Dates	Assessed March 29, 2021 to May 13, 2021
Status Filter	Held, Complete
Groups	All Groups
Demographic Filte	Breakdown by responses to the question "IPED Ethnicity" on the form "Demographics"
Multiple Score Opt	Use All Scores
Report Generated	May 13, 2021 at 4:11 PM

		Asian							
assessment instrument name		**n**	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
Diversity		104	2.45	2	0.93	14	33	37	16
		Black or African American							
		n	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
		24	2	2	0.82	4	21	46	29
		Hawaiian/Pacific Islander							
		n	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
		0				0	0	0	0
		Hispanic/Latino							
		n	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
		280	2.09	2	0.9	8	23	41	29
		White							
		n	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
		824	2.21	2	1	13	24	34	29
		Two or More Races							
		n	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
		72	2.21	2	0.87	7	29	42	22
		Unknown							
		n	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
		84	2.11	2	0.83	4	30	40	26
		Everyone Else							
		n	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
		0				0	0	0	0
		Everyone							
		n	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
		1388	2.2	2	0.96	11	25	37	27



Report Setting	**OVERALL RESULTS BY DIVISION 1**
Statistics	Instrument: Diversity (Assessment) Demographic Filters : Breakdown by responses to the question "Division 1" on the form "Demographics"
List By	Assessment Instrument
Dates	Assessed March 29, 2021 to May 13, 2021
Status Filter	Held, Complete
Groups	All Groups
Demographic Filt	Breakdown by responses to the question "Division 1" on the form "Demographics"
Multiple Score O	Use All Scores
Report Generate	May 13, 2021 at 4:21 PM

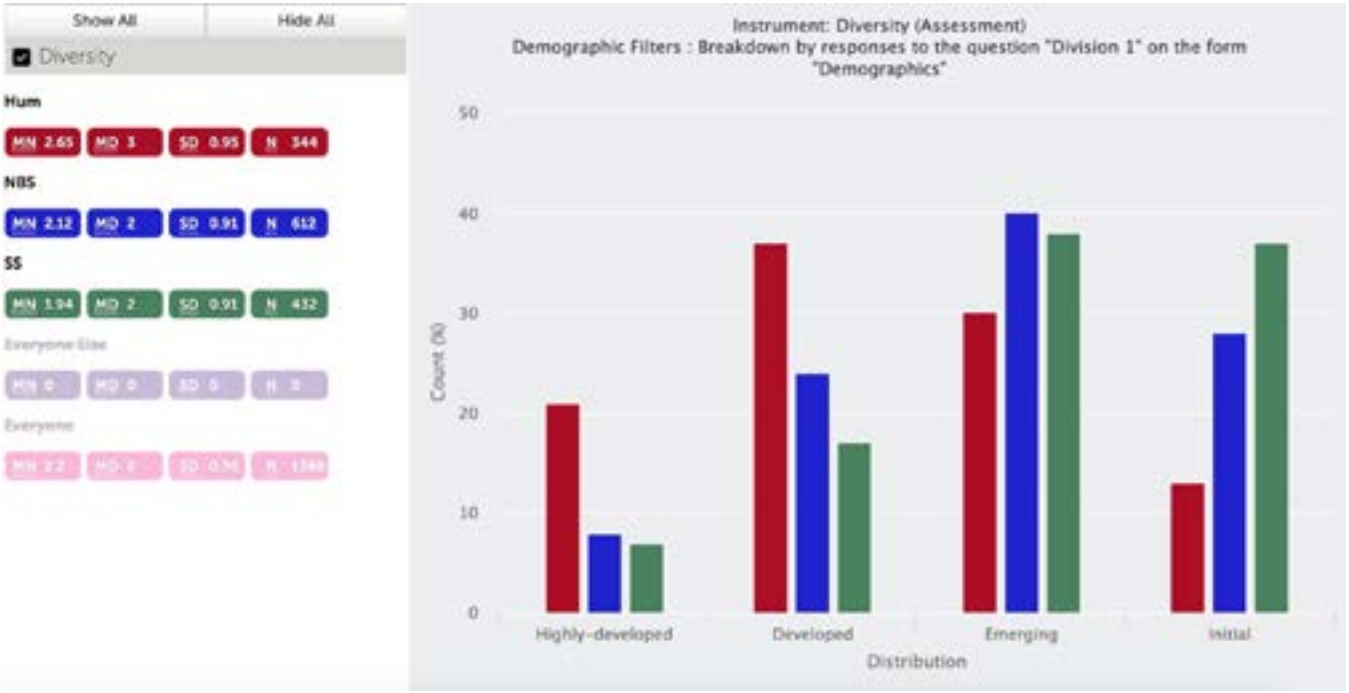
		Hum							
assessment instrument name		**n**	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
Diversity		344	2.65	3	0.95	21	37	30	13

NBS							
n	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
612	2.12	2	0.91	8	24	40	28

SS							
n	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
432	1.94	2	0.91	7	17	38	37

Everyone Else							
n	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
0				0	0	0	0

Everyone							
n	**mean**	**median**	**standard deviation**	**Highly-developed %**	**Developed %**	**Emerging %**	**Initial %**
1388	2.2	2	0.96	11	25	37	27



Report Settings	OVERALL RESULTS BY MAJOR 1
Statistics	Instrument: Diversity (Assessment) Demographic Filters : Breakdown by responses to the question "Major 1" on the form "Demographics"
List By	Assessment Instrument
Dates	Assessed March 29, 2021 to May 13, 2021
Status Filter	Held, Complete
Groups	All Groups
Demographic Filters	Breakdown by responses to the question "Major 1" on the form "Demographics"
Multiple Score Option	Use All Scores
Report Generated	May 13, 2021 at 4:29 PM

		Art						
assessment instrument name	**n**	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
Diversity	8	3.25	3	0.43	25	75	0	0

Art History							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
8	3.25	3	0.43	25	75	0	0

Biology							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
56	1.63	1	0.77	4	7	38	52

Chemistry							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
4	3.25	3	0.43	25	75	0	0

Communication Studies							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
152	2.87	3	0.9	28	37	28	7

Computer Science							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
48	2.52	3	0.96	17	35	31	17

Data Analytics							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
40	2.2	2	0.9	5	38	30	28

Economics and Business							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
384	1.85	2	0.84	4	18	38	40

Engineering Physics							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
40	2.63	2.5	0.99	25	25	38	13

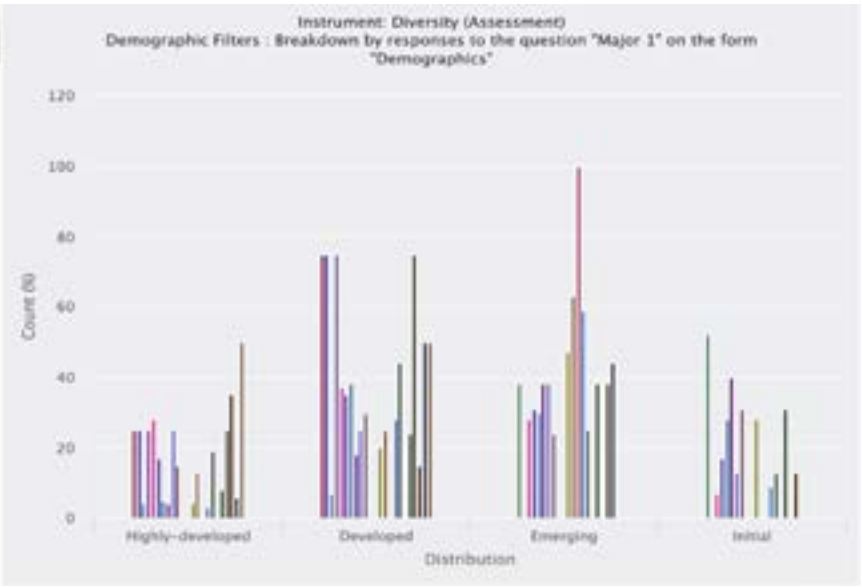
English							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
104	2.3	2	1.06	15	30	24	31

Global Studies							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
0				0	0	0	0

History							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
0				0	0	0	0

Kinesiology							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
216	2	2	0.81	4	20	47	28
Mathematics							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
8	2.5	2	0.71	13	25	63	0
Music							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
8	2	2	0			100	0
Philosophy							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
32	2.25	2	0.66	3	28	59	9
Physics							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
16	2.69	3	0.92	19	44	25	13
Political Science							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
0				0	0	0	0
Psychology							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
184	2.08	2	0.92	8	24	38	31
Religious Studies							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
8	3.25	3	0.43	25	75	0	0
Sociology							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
48	2.73	2.5	1.08	35	15	38	13

Spanish							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
16	2.63	3	0.6	6	50	44	0
Theatre Arts							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
8	3.5	3.5	0.5	50	50	0	0
Everyone Else							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
0				0	0	0	0
Everyone							
n	**mean**	**median**	**standard d**	**Highly-dev**	**Developed**	**Emerging %**	**Initial %**
1388	2.2	2	0.96	11	25	37	27



Report Settings	CRITERIA RESULTS BY MAJOR 1
Statistics	Criteria for instrument: Diversity (Assessment) Demographic Filters : Breakdown by responses to the question "Major 1" on the form "Demographics"
List By	Criterion
Dates	Assessed March 29, 2021 to May 13, 2021
Status Filter	Held, Complete
Groups	All Groups
Demographic Filters	Breakdown by responses to the question "Major 1" on the form "Demographics"
Multiple Score Option	Use All Scores
Report Generated	May 13, 2021 at 4:34 PM

		Art							
assessment instrum	criterion name	n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
Diversity	Empathy Perspective Ta	2	4	4	0	100		0	0
Diversity	Understanding Systems	2	3	3	0		100	0	0
Diversity	Faith	2	3	3	0		100	0	0
Diversity	Social Responsibility	2	3	3	0		100	0	0

Art History							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
2	3.5	3.5	0.5	50	50	0	0
2	3.5	3.5	0.5	50	50	0	0
2	3	3	0		100	0	0
2	3	3	0		100	0	0

Biology							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
14	1.86	2	0.74		21	43	36
14	1.29	1	0.45			29	71
14	1.71	1	1.03	14		29	57
14	1.64	2	0.61		7	50	43

Chemistry							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
1	3	3	0		100	0	0
1	3	3	0		100	0	0
1	3	3	0		100	0	0
1	4	4	0	100		0	0

Communication Studies							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
38	3	3	0.79	32	37	32	
38	2.97	3	0.84	32	37	29	3
38	2.76	3	0.98	26	37	24	13
38	2.74	3	0.94	24	37	29	11

Computer Science							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
12	3	3	0.71	25	50	25	
12	2.42	2	0.86	17	17	58	8
12	1.83	2	0.8		25	33	42
12	2.83	3	0.99	25	50	8	17

Data Analytics							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
10	2.5	3	0.92	10	50	20	20
10	2.6	3	0.92	10	60	10	20
10	1.7	1.5	0.78		20	30	50
10	2	2	0.63		20	60	20

Economics and Business							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
96	2.26	2	0.9	8	32	36	23
96	1.8	2	0.84	4	15	39	43
96	1.63	1.5	0.71	1	10	39	50
96	1.7	2	0.74	1	14	40	46

Engineering Physics							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
10	3.1	3.5	1.04	50	20	20	10
10	2.3	2	0.78	10	20	60	10
10	2.4	2.5	0.92	10	40	30	20
10	2.7	2.5	1	30	20	40	10

English							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
26	2.77	3	1.01	31	27	31	12
26	2.38	2	0.92	12	35	35	19
26	2.04	1.5	1.16	15	23	12	50
26	2	2	0.96	4	35	19	42

Global Studies							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
0				0	0	0	0
0				0	0	0	0
0				0	0	0	0
0				0	0	0	0

History							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
0				0	0	0	0
0				0	0	0	0
0				0	0	0	0
0				0	0	0	0

Kinesiology							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
54	2.31	2	0.74	6	31	52	11
54	2	2	0.84	6	19	46	30
54	1.78	2	0.74	2	13	46	39
54	1.93	2	0.81	4	19	44	33

Mathematics							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
2	3.5	3.5	0.5	50	50		0
2	2.5	2.5	0.5		50	50	0
2	2	2	0			100	0
2	2	2	0			100	0

Music							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
2	2	2	0			100	0
2	2	2	0			100	0
2	2	2	0			100	0
2	2	2	0			100	0

Philosophy							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
8	2.5	2	0.71	13	25	63	
8	2.38	2	0.48		38	63	
8	2.13	2	0.6		25	63	13
8	2	2	0.71		25	50	25

Physics							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
4	3.75	4	0.43	75	25		
4	2.75	3	0.43		75	25	
4	2.25	2.5	0.83		50	25	25
4	2	2	0.71		25	50	25

Political Science							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
0				0	0	0	0
0				0	0	0	0
0				0	0	0	0
0				0	0	0	0

Psychology							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
46	2.26	2	1.01	15	22	37	26
46	2.2	2	0.85	7	28	43	22
46	1.87	2	0.87	4	20	35	41
46	2	2	0.88	4	26	35	35

Religious Studies							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
2	3	3	0		100	0	0
2	3	3	0		100	0	0
2	4	4	0	100		0	0
2	3	3	0		100	0	0

Sociology							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
12	2.83	2.5	1.07	42	8	42	8
12	2.92	3	1.04	42	17	33	8
12	2.33	2	1.18	25	17	25	33
12	2.83	2.5	0.9	33	17	50	

Spanish							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
4	2.5	2.5	0.5		50	50	0
4	2.75	3	0.43		75	25	0
4	2.75	2.5	0.83	25	25	50	0
4	2.5	2.5	0.5		50	50	0

Theatre Arts							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
2	4	4	0	100		0	0
2	3.5	3.5	0.5	50	50	0	0
2	3	3	0		100	0	0
2	3.5	3.5	0.5	50	50	0	0

Everyone Else							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
0				0	0	0	0
0				0	0	0	0
0				0	0	0	0
0				0	0	0	0

Everyone							
n	mean	median	standard d	Highly-dev	Developed	Emerging %	Initial %
347	2.51	2	0.95	18	31	37	15
347	2.21	2	0.94	10	26	39	25
347	1.97	2	0.94	8	20	34	38
347	2.09	2	0.92	8	24	37	31

NO IMAGE DUE TO SO MANY DATA POINTS. THERE IS AN IMAGE IN THE RESULTS THAT CAN BE ACCESSED IN THE SAVED REPORT.

Report Settings	**OVERALL RESULTS BY MAJOR 2**
Statistics	Instrument: Diversity (Assessment) Demographic Filters : Breakdown by responses to the question "Major 2" on the form "Demographics"
List By	Assessment Instrument
Dates	Assessed March 29, 2021 to May 13, 2021
Status Filter	Held, Complete
Groups	All Groups
Demographic Filters	Breakdown by responses to the question "Major 2" on the form "Demographics"
Multiple Score Option	Use All Scores
Report Generated	May 13, 2021 at 5:07 PM

Art

assessment instrument name	**n**	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
Diversity	0				n/a	0	0	0	0	0

Art History

n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
0				n/a	0	0	0	0	0

Biology

n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
0				n/a	0	0	0	0	0

Chemistry

n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
0				n/a	0	0	0	0	0

Communication Studies

n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
16	3.19	3	0.63	n/a	31	56	13	0	0

Computer Science

n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
0				n/a	0	0	0	0	0

Data Analytics

n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
0				n/a	0	0	0	0	0

Economics and Business

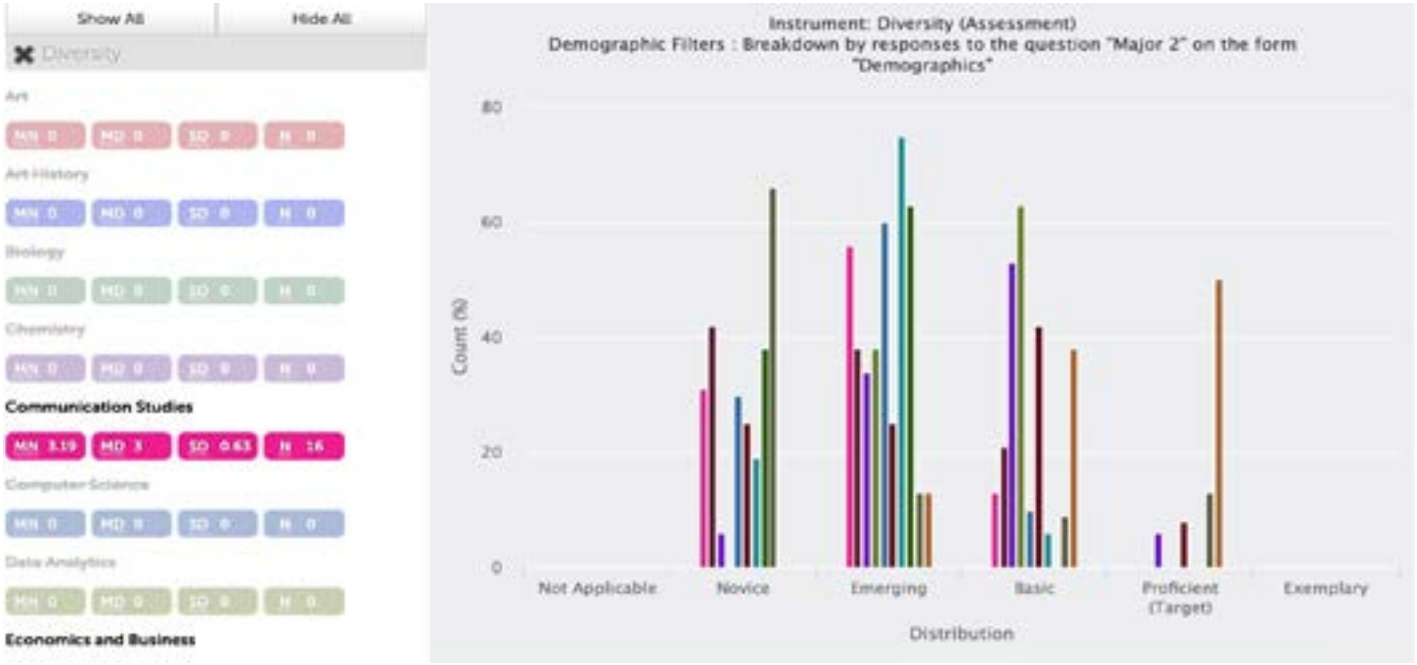
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
24	3.21	3	0.76	n/a	42	38	21	0	0

Engineering Physics

n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
0				n/a	0	0	0	0	0

English									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
32	2.41	2	0.7	n/a	6	34	53	6	0
Global Studies									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
0				n/a	0	0	0	0	0
History									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
8	2.38	2	0.48	n/a		38	63	0	0
Kinesiology									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
0				n/a	0	0	0	0	0
Mathematics									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
20	3.2	3	0.6	n/a	30	60	10	0	0
Music									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
24	2.67	2.5	0.94	n/a	25	25	42	8	0
Philosophy									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
16	3.13	3	0.48	n/a	19	75	6	0	0
Physics									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
0				n/a	0	0	0	0	0
Political Science									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
8	3.38	3	0.48	n/a	38	63	0	0	0
Psychology									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
0				n/a	0	0	0	0	0
Religious Studies									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
0				n/a	0	0	0	0	0
Sociology									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
0				n/a	0	0	0	0	0

Spanish									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
32	3.31	4	1.07	n/a	66	13	9	13	0
Theatre Arts									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
8	1.63	1.5	0.7	n/a		13	38	50	0
Everyone Else									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
1200	2.08	2	0.92	n/a	8	23	39	31	0
Everyone									
n	**mean**	**median**	**standard deviation**	**Not Applicable %**	**Novice %**	**Emerging %**	**Basic %**	**Proficient (Target) %**	**Exemplary %**
1388	2.2	2	0.96	n/a	11	25	37	27	0



Report Settings	OVERALL RESULTS BY MAJOR 3
Statistics	Instrument: Diversity (Assessment) Demographic Filters : Breakdown by responses to the question "Major 3" on the form "Demographics"
List By	Assessment Instrument
Dates	Assessed March 29, 2021 to May 13, 2021
Status Filter	Held, Complete
Groups	All Groups
Demographic Filters	Breakdown by responses to the question "Major 3" on the form "Demographics"
Multiple Score Option	Use All Scores
Report Generated	May 13, 2021 at 5:11 PM

Art

assessment instrument name	n	mean	median	standard deviation	Not Applicable %	Novice %	Emerging %	Basic %	Proficient (Target) %	Exemplary %
Diversity	0				n/a	0	0	0	0	0

Art History

n	mean	median	standard deviation	Not Applicable %	Novice %	Emerging %	Basic %	Proficient (Target) %	Exemplary %
0				n/a	0	0	0	0	0

Biology

n	mean	median	standard deviation	Not Applicable %	Novice %	Emerging %	Basic %	Proficient (Target) %	Exemplary %
0				n/a	0	0	0	0	0

Chemistry

n	mean	median	standard deviation	Not Applicable %	Novice %	Emerging %	Basic %	Proficient (Target) %	Exemplary %
0				n/a	0	0	0	0	0

Communication Studies

n	mean	median	standard deviation	Not Applicable %	Novice %	Emerging %	Basic %	Proficient (Target) %	Exemplary %
0				n/a	0	0	0	0	0

Computer Science

n	mean	median	standard deviation	Not Applicable %	Novice %	Emerging %	Basic %	Proficient (Target) %	Exemplary %
0				n/a	0	0	0	0	0

Data Analytics

n	mean	median	standard deviation	Not Applicable %	Novice %	Emerging %	Basic %	Proficient (Target) %	Exemplary %
0				n/a	0	0	0	0	0

Economics and Business

n	mean	median	standard deviation	Not Applicable %	Novice %	Emerging %	Basic %	Proficient (Target) %	Exemplary %
0				n/a	0	0	0	0	0

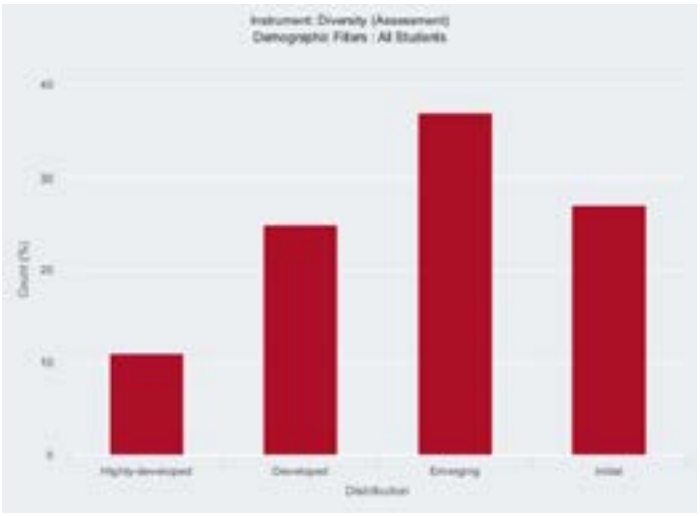
Engineering Physics

n	mean	median	standard deviation	Not Applicable %	Novice %	Emerging %	Basic %	Proficient (Target) %	Exemplary %
0				n/a	0	0	0	0	0

Appendix E: Data results

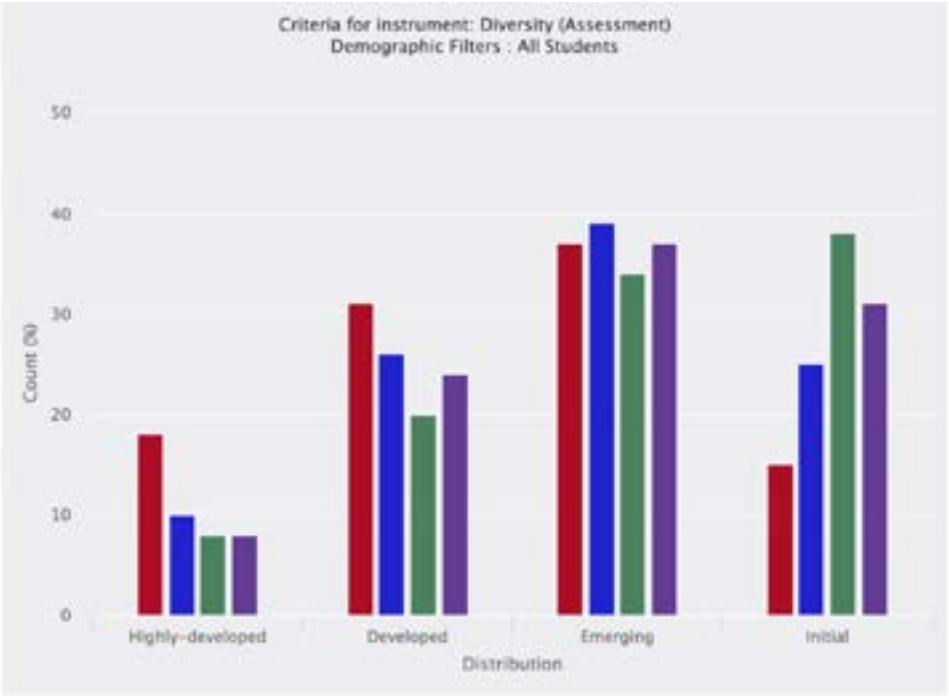
Report Settings	OVERALL RESULTS
Statistics	Performance Levels (Combined)
List By	Assessment Instrument
Dates	Assessed March 29, 2021 to May 13, 2021
Status Filter	Held, Complete
Groups	All Groups
Demographic Filters	All Students
Assessment	Diversity
Multiple Score	Use All Scores
Report Generated	May 13, 2021 at 3:23 PM

	Mar 29, 2021 to May 13, 2021												
assessment instrument name	n	student count	mean	median	standard deviation	Highly-developed (4.00-4.99) n	Highly-developed %	Developed (3.00-3.99) n	Developed %	Emerging (2.00-2.99) n	Emerging %	Initial (1.00-1.99) n	Initial %
Diversity	1388	174	2.2	2	0.96	152	11	347	25	510	37	379	27



Statistics	Criteria for instrument: Diversity (Assessment) Demographic Filters : All Students
List By	Criterion
Dates	Assessed March 29, 2021 to May 13, 2021
Status Filter	Held, Complete
Groups	All Groups
Demographic Filters	All Students
Multiple Score Option	Use All Scores
Report Generated	May 13, 2021 at 3:33 PM

assessment instrument name	criterion name	n	mean	median	standard deviation	Highly-developed %	Developed %	Emerging %	Initial %
Diversity	Empathy Perspective Taking	347	2.51	2	0.95	18	31	37	15
Diversity	Understanding Systems	347	2.21	2	0.94	10	26	39	25
Diversity	Faith	347	1.97	2	0.94	8	20	34	38
Diversity	Social Responsibility	347	2.09	2	0.92	8	24	37	31



Appendix D: Univariate Analysis of Variance

Loomer Analysis

The data in this report was collected in the second semester of the 2020-21 school year by the office of the Dean of Curriculum and Educational Effectiveness in an effort to assess the Institutional Learning Outcome (ILO) related to diversity.

The assessment instrument contained four essay questions and was completed by a subset of the graduating class of 2021. Each set of essays was graded by two faculty or staff members. A score of 1 to 4 was assigned to each essay. Graders used a rubric to guide assignment of scores.

In the analysis, scores from the two graders were combined to give one summary score per essay per student. As a result, scores on each essay question could range from 2 to 8 and the combined 'overall' score for each student could range from 8 to 32.

The table below reports descriptive statistics for the sum of the scores from the four questions - the 'overall' scores - disaggregated by race/ethnicity.

Row Labels	COUNT	AVG SUM	StdDev SUM
Asian	12	20.333	5.789
Black or African American	3	16.000	6.245
Hispanic/Latino	35	16.714	5.205
Two or More Races	9	17.667	5.196
Unknown	12	18.083	5.230
White	103	17.524	6.400
Grand Total	**174**	**17.575**	**5.982**

The table below reports descriptive statistics for Q1: Empathy Perspective Taking with scores disaggregated by race/ethnicity.

Row Labels	COUNT Q1: EMPATHY	AVG Q1: EMPATHY	StdDev Q1: EMPATHY
Asian	12	5.833	1.528
Black or African American	3	4.333	1.528
Hispanic/Latino	35	4.657	1.814
Two or More Races	9	5.333	0.866
Unknown	12	5.333	1.231
White	103	5.019	1.910
Grand Total	**174**	**5.029**	**1.788**

The table below reports descriptive statistics for Q2: Understanding Systems with scores disaggregated by race/ethnicity.

Row Labels	COUNT	AVG Q2: SYSTEMS	StdDev Q2: SYSTEMS
Asian	12	5.417	1.832
Black or African American	3	4.333	2.309
Hispanic/Latino	35	4.571	1.614
Two or More Races	9	4.000	1.500
Unknown	12	4.417	1.832
White	103	4.291	1.802
Grand Total	**174**	**4.420**	**1.764**

The table below reports descriptive statistics for Q3: Faith with scores disaggregated by race/ethnicity.

Row Labels	COUNT	AVG Q3: FAITH	StdDev Q3: FAITH
Asian	12	4.250	1.960
Black or African American	3	3.667	1.528
Hispanic/Latino	35	3.400	1.479
Two or More Races	9	3.889	1.616
Unknown	12	4.417	1.379
White	103	4.049	1.907
Grand Total	**174**	**3.943**	**1.782**

The table below reports descriptive statistics for Q4: Social Responsibility with scores disaggregated by race/ethnicity.

Row Labels	COUNT	AVG Q4: RESPONSIBILITY	StdDev Q4: RESPONSIBILITY
Asian	12	4.833	1.193
Black or African American	3	3.667	1.155
Hispanic/Latino	35	4.086	1.502
Two or More Races	9	4.444	2.068
Unknown	12	3.917	1.975
White	103	4.165	1.810
Grand Total	**174**	**4.184**	**1.724**

The table below reports the average score for each question and the 'overall' score with scores disaggregated by race/ethnicity.

Row Labels	COUNT	AVG Q1: EMPATHY	AVG Q2: SYSTEMS	AVG Q3: FAITH	AVG Q4: RESPONSIBILITY	AVG SUM
Asian	12	5.833	5.417	4.250	4.833	20.333
Black or African American	3	4.333	4.333	3.667	3.667	16.000
Hispanic/Latino	35	4.657	4.571	3.400	4.086	16.714
Two or More Races	9	5.333	4.000	3.889	4.444	17.667
Unknown	12	5.333	4.417	4.417	3.917	18.083
White	103	5.019	4.291	4.049	4.165	17.524

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