

2016 DIVERSITY INSTITUTIONAL LEARNING OUTCOME ASSESSMENT

INTERIM REPORT

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KEY FINDINGS

- Students were scored on a four-point rubric. In each dimension of the rubric, the majority of the students were not at the “developed” or “highly developed” stage in their knowledge of diversity, which is lower than expected of most Westmont undergraduates.
- Westmont College and Pepperdine University participated in the case-study component of this study. Average scores from Westmont and Pepperdine were essentially the same, helping to legitimize the tools and scoring used in the project.
- Between 21% and 37% of students, depending on the rubric category, were at the initial stage of development, which represents a very basic understanding of the concepts. The percentage of students, who scored at such low levels, should be examined by the College.
- Westmont students scored highest in the dimensions related to empathy, and understanding and applying principles of cultural diversity. The lowest scores came in the areas related to social responsibility and faith.
- Overall, Westmont seniors did not demonstrate better results than their under-classmates. In fact, Westmont sophomores outperformed seniors.
- Ethnic minority students demonstrated better results than white students; female students outperformed male students.

INTRODUCTION

In the current racial and ethnic social turmoil, there is a growing need for society to understand and respond to diversity. Addressing and optimizing differences such as disability, ethnicity, gender, national origin, race, social status and religion are concerns that permeate a wide variety of systems both nationally and internationally. Lately, social sensitivities regarding equality have surfaced on many U. S. colleges and universities. The significance and need for student competence in this area can hardly be disputed; moreover, students themselves are demanding and expecting more nuanced responses to these issues from administrators, faculty, and staff. Students express the need to function more effectively within our diverse society.

Within Christian circles, the emphasis on the global church and nurturing its diversity has been a topic of paramount importance in the recent past as well. As a Christian Liberal Arts institution, Westmont's graduates must be equipped to address these issues in our global family with firm knowledge, sensitivity, Christian love, and charity. Westmont asserts its commitment to diversity in a foundational document entitled "Biblical and Theological Foundation of Diversity." Moreover, the Global plank of our mission presupposes a need for student competence in this area. As part of the assessment cycle Westmont College was scheduled to conduct the Diversity ILO assessment in 2016-17. To focus our attention on this competence seems providential both in light of student needs and our most recent WASC Report, which asked us to clarify and refine our definition of diversity: both portents that may inspire us to create a distinct learning environment.

ASSESSMENT OF THE DIVERSITY ILO

Westmont graduates will be able to analyze topics and human experiences using categories such as race, ethnicity, gender, social status and disability.

DESIGN AND METHODS

Indirect Assessment

In the spring of 2016, Joseph Briones, a Westmont senior from the Department of Kinesiology, conducted the Student Diverse Learning Environmental Survey (SDLES) as his Honors project. He collected Westmont students' responses (n=350) to five major and three additional diversity-related questions and compared the 2016 results to the results of a similar survey administered in 2011. The 2016 SDLES results demonstrate that overall student awareness about issues pertaining to race/ethnicity, inclusiveness, equality and equity has increased. As a result, current students are more introspective about current diversity programming, as well as, more eager to learn about diversity and more prepared to interact with individuals or groups unlike themselves. According to Briones's data analysis

- 87% of students (85% of students of color and 88% of white students) felt a sense of belonging to Westmont campus. In 2011, this percentage was slightly higher – 90%.
- 43% of students in 2016 disagreed that Westmont has a long standing commitment to diversity as compared to 22% in 2011. Interestingly, in 2016, both students of color (45%) and white students (43%) had similar perspectives regarding Westmont's commitment to diversity.

- 23% of students in 2016 (35 % of students of color and 17% of white student) disagreed that Westmont promotes the appreciation of cultural differences as compared to 10% in 2011. Remarkably, students of color had very different perspectives than white students on how the college is promoting the appreciation of cultural differences.
- 38% of students (50% of students of color and 32% of white students) in 2016 agreed that Westmont has a lot of racial tension as compared to 7% of in 2011. Again, students of color had very different perspectives than white students on the existence of racial tension.
- 78% of students in 2016 expressed dissatisfaction with the racial/ethnic diversity of student body/enrollment as compared to 66% in 2011.
- 71% of students in 2016 indicated dissatisfaction with the racial/ethnic diversity of the faculty as compared to 48% in 2011.
- 65% of students in 2016 expressed dissatisfaction with the racial/ethnic diversity of staff members as compared to 47% in 2011.
- 64 % of students in 2016 were dissatisfied with the interactions among different racial / ethnic groups at Westmont as compared to 44% in 2011.

We interpret this dissatisfaction as a result of students' growing awareness of diversity issues and feel encouraged that campus culture is moving in the right direction (See Appendix A for details).

Our indirect assessment continues this year (2016-17) as we will administer a version of the sent Diverse Learning Environmental Survey to faculty and staff. We hope to compare the results with the student responses, which should help us to target areas of common concern between the two groups. By identifying common concerns, we can deploy resources where both students and faculty/staff will receive the greatest benefit.

Direct Assessment

In 2014-15, Pepperdine University, University of San Diego and Westmont College collaborated on developing a signature assignment and rubric for assessing student learning in relation to diversity and, also, piloted a diversity project on their campuses. The rubric was developed from several of the Association of American Colleges and Universities (AAC&U) VALUE [rubrics](#). The readings on various aspects of racial, socio-economic and religious differences were paired with questions designed to guide students' responses.

The following year, 2015-16, Westmont College assembled a diverse committee from across the college; various constituents from Student Life, Library, and faculty spearheaded the diversity assessment. Taking a cue from the work done in 2014-15, the committee adapted the rubric from the preliminary study, which included categories that were rated on a four-point scale. For the modified version of the Diversity Signature Assignment (DSA), the Diversity Assessment Committee chose a similar reading that focused strictly on race, namely the November 2015 *Miami Herald* article entitled "Shoppers fighting back against 'shopping while black' profiling with social media, lawsuits" by Lisa Gutierrez. Students were asked to write short essay responses to six questions, which were also adapted from the work done in 2014-15. The DSA was titled "Diversity Reflection" (Appendix B).

One of the preliminary issues facing the committee was the multiple diversity categories included in the ILO. Due to our relatively small student body, the committee decided to focus on race in doing the assessment rather than splintering the sample size to address each of the other categories (ethnicity, gender, social status, and disability). All senior seminars and senior-level courses were invited to

participate in delivering the assessment. In exchange, we offered to provide participating departments with student data for their Program Review. However, many disciplines declined to participate and responded that their course content or major did not lend itself to the diversity assessment.

The assessment assignment consisted of an instruction sheet, the reading or case study, and the prompt questions. In order to have a meaningful sample, the faculty involved were asked to include the reading and questions in their syllabi and give some sort of credit. Some assignments counted as homework while others were included as extra credit. The students accessed the assignment and submitted their responses through LiveText. Writing samples were collected in Spring 2016. The following courses added the assessment to their syllabi: ART-195, KNS 195 (2 sections), EB-195, PHI-195, PHY-195, PSY 198, RS-180, SOC-195 and TA-140.

Once the student responses were collected, raters had to be recruited and trained. A team, consisting of original members of the diversity assessment committee and other volunteers from across campus, rated the writing samples. Again, this group included faculty and staff. First, the evaluators were trained by calibrating their work. Sample responses were rated and discussed. Raters were separated into small groups and rated a few student responses, which were later discussed by the entire group. Finally, two assessors were assigned to read each student's response. After the DSA was scored, the entire team gathered again to report general impressions and discuss the results. The group offered suggestions for closing the loop.

RESULTS AND DISCUSSION

A total of 82 students participated in the diversity assessment. The student responses were double rated; therefore, we have data for 164 assessments, including works of 55 (67%) seniors, 18 (22%) juniors, 8 (10%) sophomores. Participating seniors constitute 18% of the graduating class of 305 seniors. Participating seniors' average GPA was 3.3062, which is slightly higher than all seniors' average GPA of 3.2769. Forty-four students (54%) identified as female, and 38 (46%) were males. Sixty-two students (76%) identified as white. Twenty students (24%) identified as one of the following ethnicities: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, or declined to answer. The sample group was 11% more diverse than the general population of Westmont students (Figures 1-3).

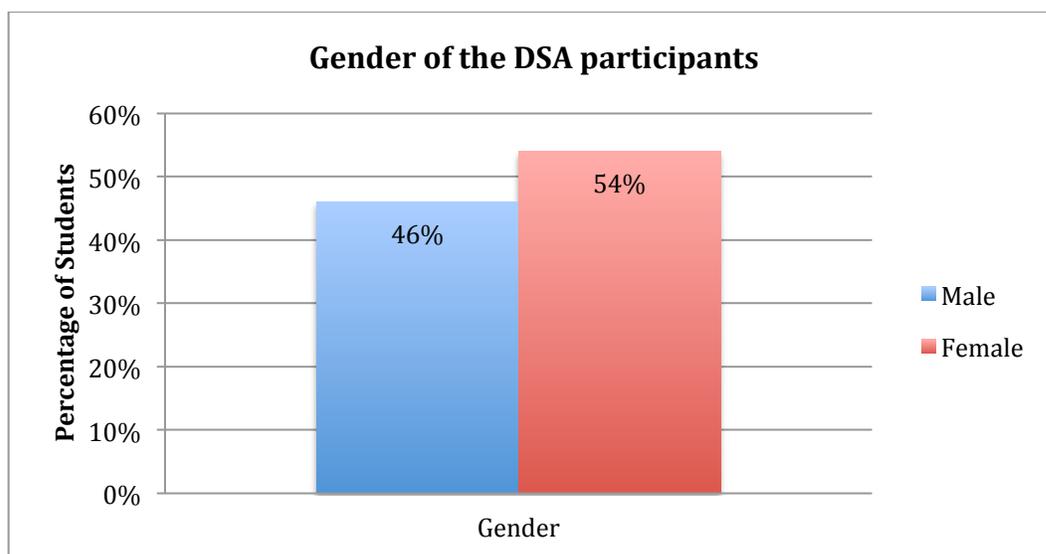


Figure 1: Gender of the DSA participants

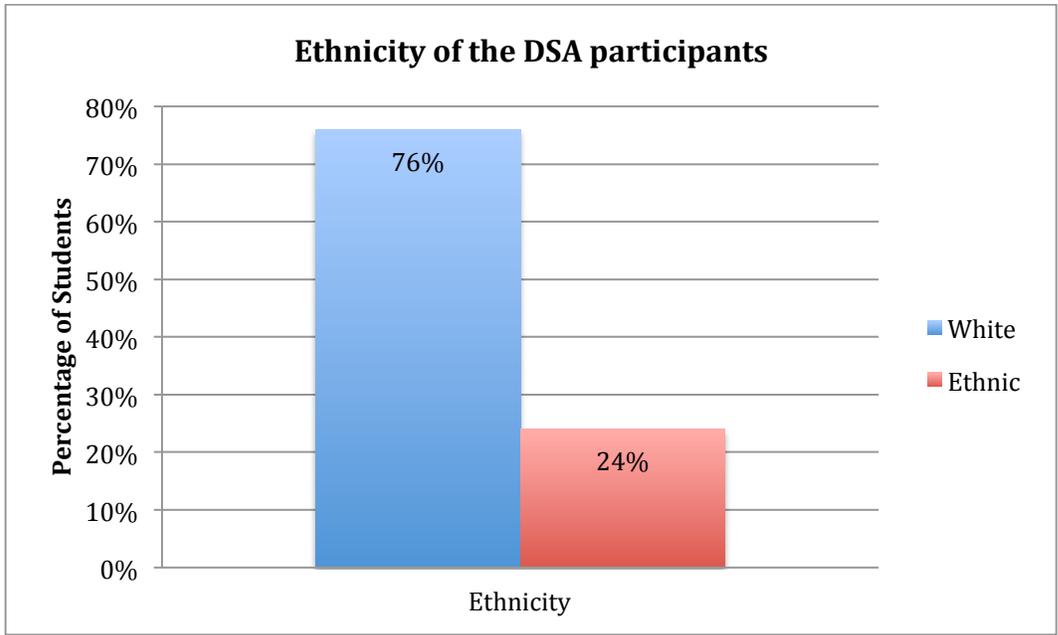


Figure 2: Ethnicity of the DSA participants

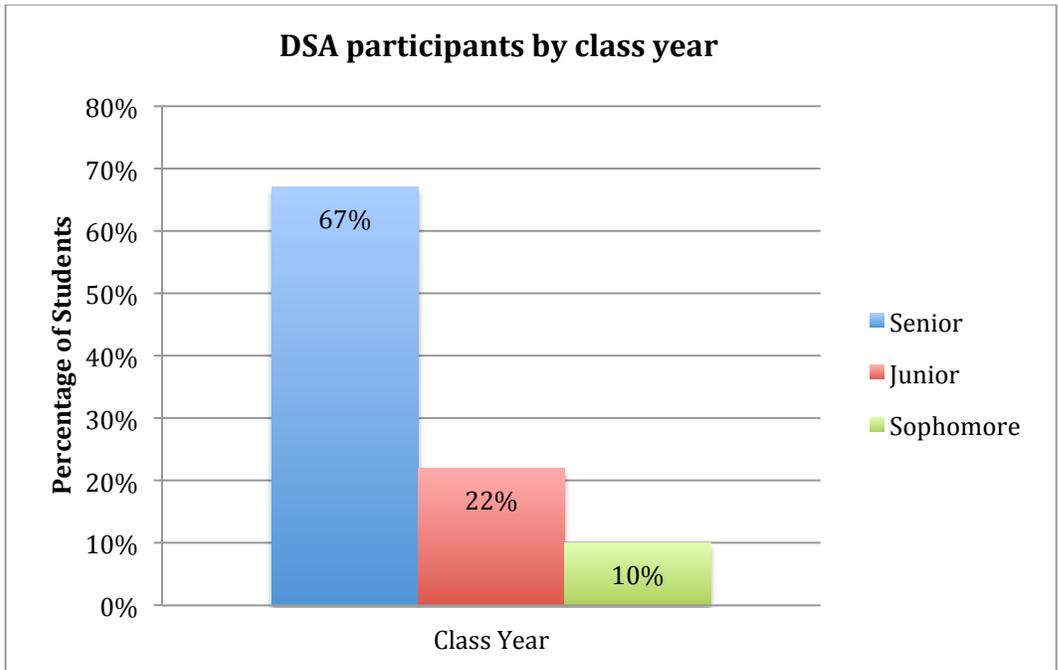
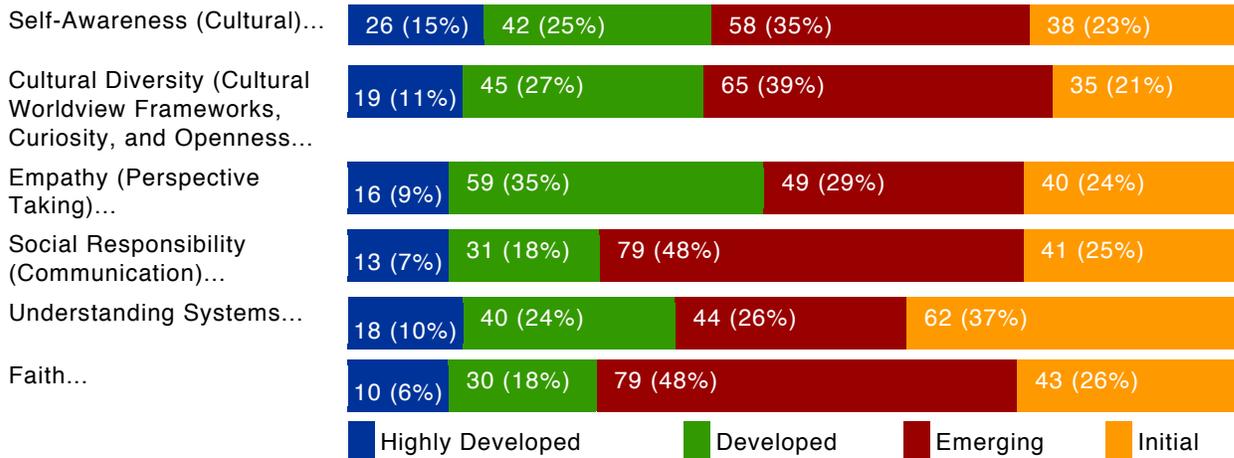


Figure 3: DSA participants by class year.

Figure 4: Westmont Diversity Signature Assignment results (2016): the entire sample



The overall assessment results were quite alarming. In each of the categories of the rubric, (#1 – 58%, #2 – 60%, #3 – 53%, #4 – 73%, #5 – 53%, #6 – 74%) the majority of the students were not at the “developed” or “highly developed” stage in their knowledge of diversity. Between 21% and 37%, depending on the rubric category, were at the initial stage of development.

Overall, Westmont seniors did not demonstrate better results than their under-classmates. In fact, Westmont sophomores outperformed seniors (*Figures 5 and 6*).

Figure 5: Westmont Diversity Signature Assignment results (2016): seniors

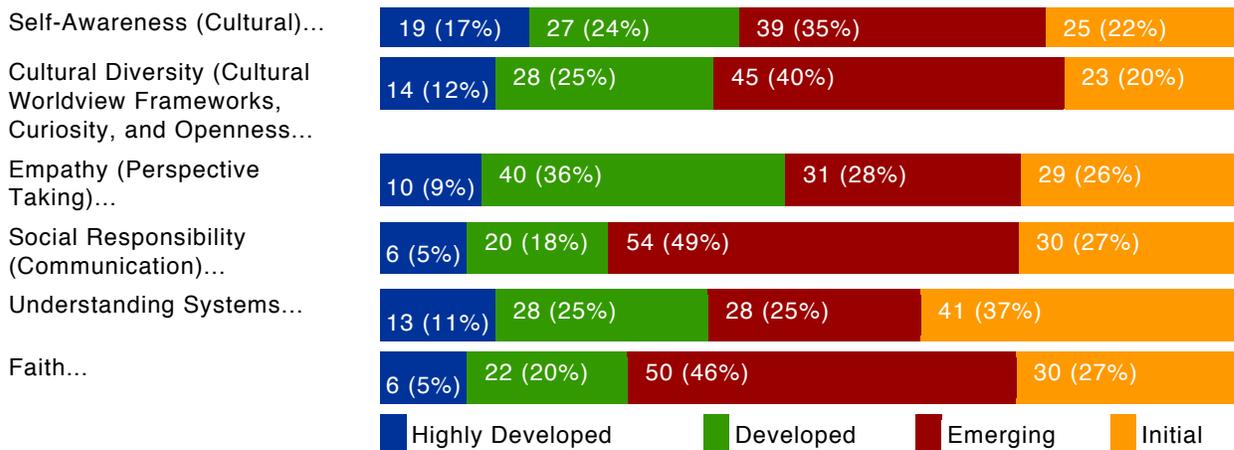
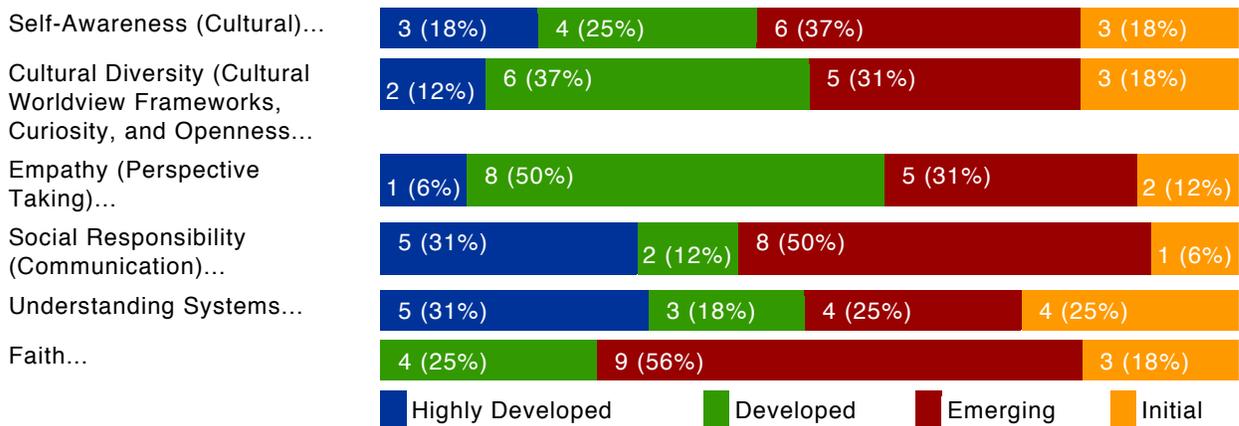


Figure 6: Westmont Diversity Signature Assignment results (2016): sophomores



Ethnic students demonstrated better results than white students in all dimensions of the rubric (Figures 7 and 8).

Figure 7: Westmont Diversity Signature Assignment results (2016): white students

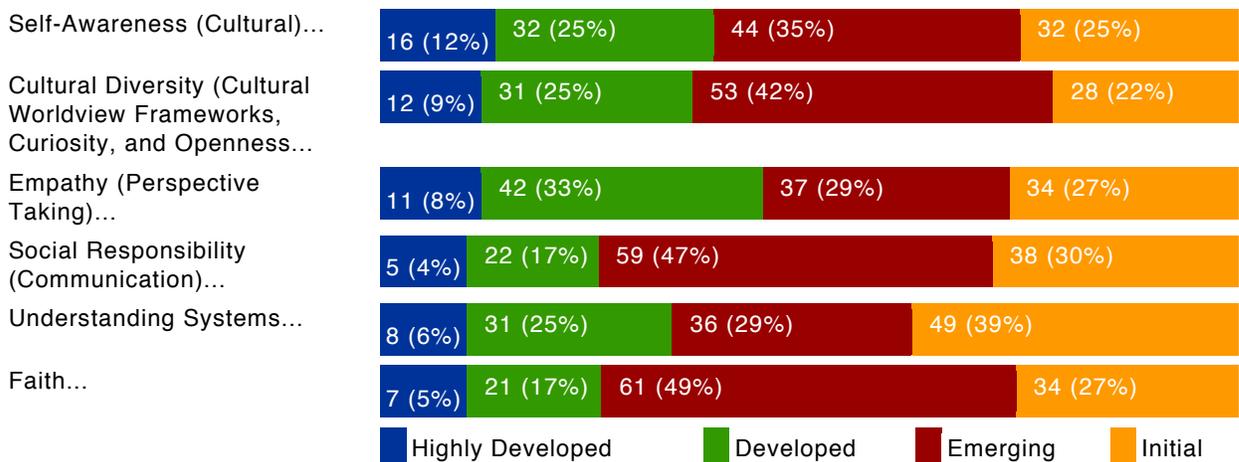
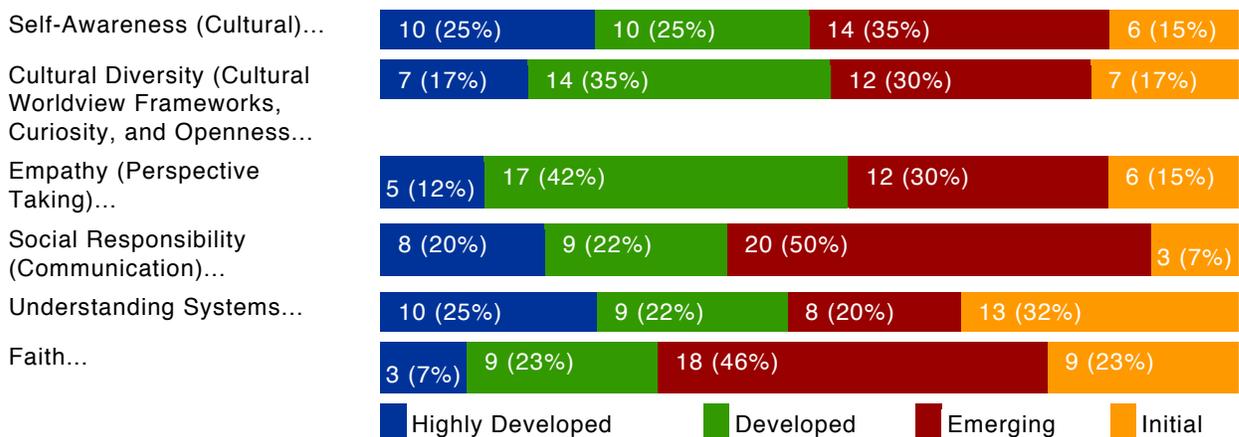


Figure 8: Westmont Diversity Signature Assignment results (2016): ethnic students



Female students outperformed male students in all dimensions of the rubric (*Figures 9 and 10*).

Figure 9: Westmont Diversity Signature Assignment results (2016): female students

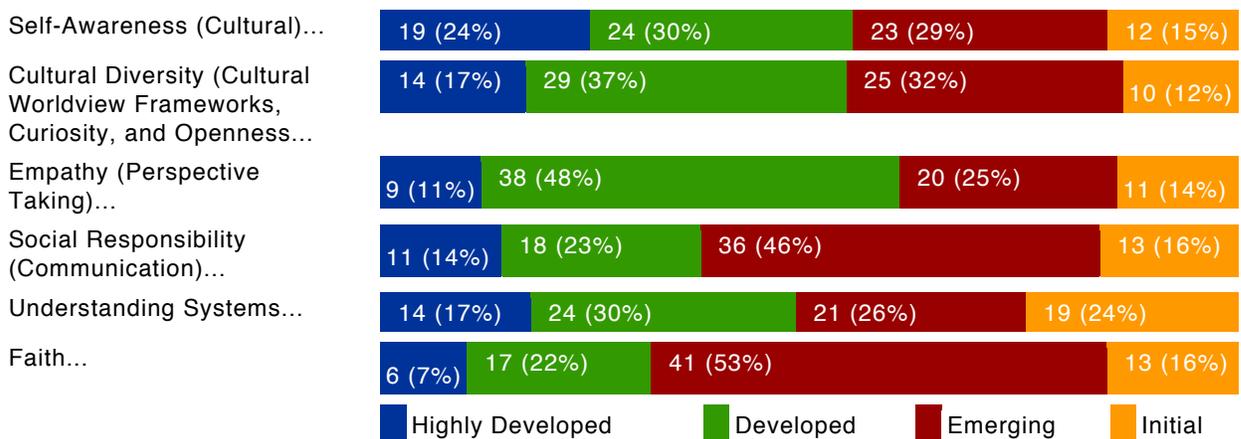
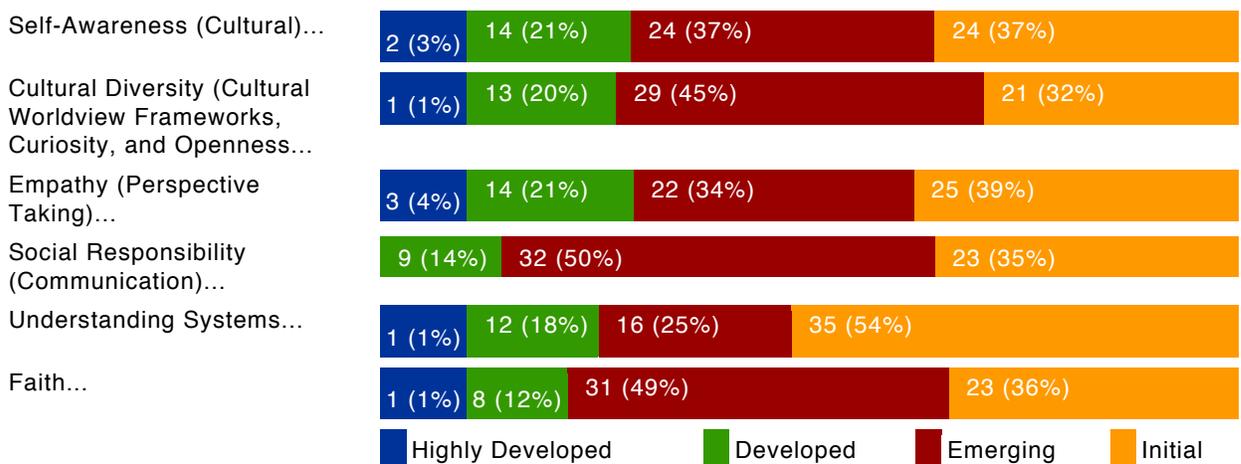
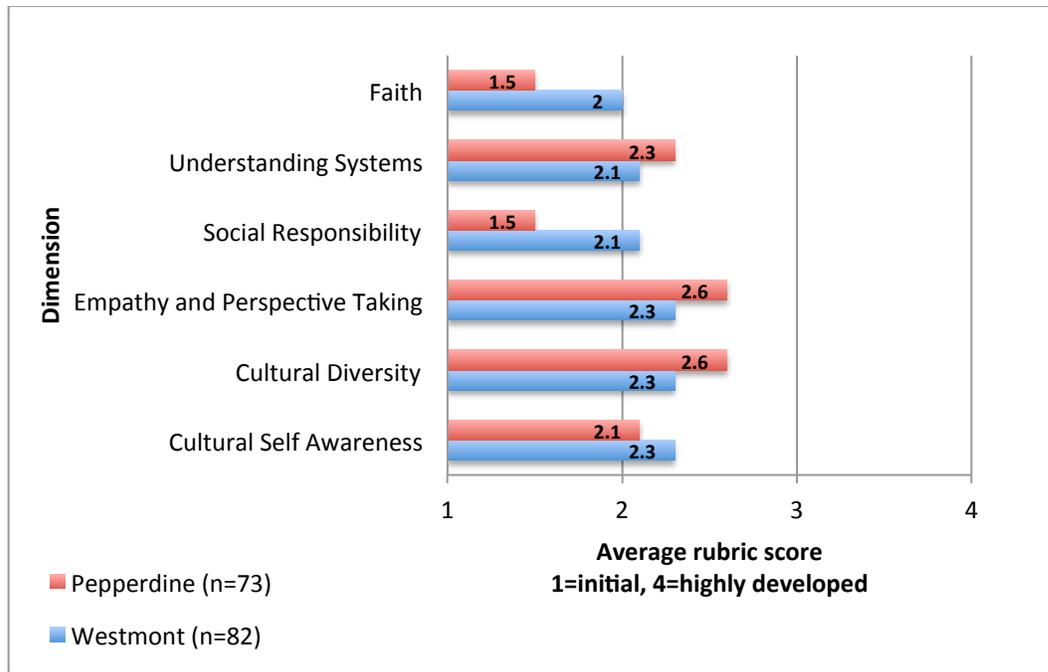


Figure 10: Westmont Diversity Signature Assignment results (2016): male students



Using the Diversity Signature Assignment and comparable versions of the rubric, and utilizing LiveText for data collection and analysis, both Westmont College and Pepperdine University were able to compare their results (*Figure 11*). Average scores from Westmont and Pepperdine were essentially the same, helping to legitimize the tools and scoring used in the project.

Figure 11: Average rubric scores from Westmont College (2016) and Pepperdine University (2015, 2016).



The final question of the DSA asked students to identify in which Off-Campus or Co-curricular Programs they had participated. They were also given a chance to express any final comments. These comments tended to reveal much about their learning on diversity and their perception about Westmont’s influence on their perspective. Here are a few of these general responses at the end of the DSA:

*Sample Response A: Out of all the programs listed, I have only participated in the Potter’s Clay program. To be honest, I can’t really say that any of my courses or even Potter’s Clay has helped inform the way I thought about this article (probably because the majority of classes I’ve taken were within ***** major). However, during the Fall 2014 semester, at the height of protests around the country concerning police brutality against black people, Westmont put on several talks and discussion sessions about the issues of discrimination. It was at these events and other conversations with Westmont students that followed that helped me to see the African American side of the story. That season in my life helped me emphasize with suffering people and suffering people groups as well as exercise my ability to see another’s perspective. Those conversations have helped me read this article with more sympathy and empathy.*

Sample Response B: Westmont has not done much at all to shape my view of racial issues. I am not around much racial diversity here at Westmont, and it has not been a topic that I am very interested in. My personal experiences with the news, with interactions, and with living on this earth have shaped my view and my reaction to this article.

Sample Response C: My time spent abroad has specifically affected my view of others from different ethnicities and cultural backgrounds. It helped me realize that I too have a different background from them and they may also racially profile me because I am foreign. This experience has helped me with my tolerance and discernment of tense racial situations that confront everyone at some point. In regards to this article, I think it is just another use of media to subtly bolster the divide we experience from stereotypes, and I believe that it may be leaving out many important facts as to what really happened in each of the instances it mentions. I also do not agree with how the article seems to portray that it is all white store workers and security guards that follow and watch people of color, because this only adds fuel to the problem. The real solution begins with people learning from experience rather than using their experiences to fuel the fire.

*Sample Response D: I was part of Westmont in **** and to answer the question below as well, it has affected my views to this article. Before ****, I could care less what color skin you had or what your sexual orientation was, I just generally like people for who they are and if they are nice, I'll like you, if you aren't nice, I probably won't like you. Then **** happened. I happen to come from a conservative family with money, so a gay guy one evening told me he didn't like me because I wasn't tolerant of his choices. I had never had more than a, hey how's the weather, conversation with this guy and for him to assume that pissed me off, so now, I'm a little less tolerant of gay guys. Similarly, a black guy came up to me and literally said, "I don't like you because you're white." So ya, I'm less tolerant towards black people now too. Maybe its unfair of me, and I still would not say I'm racist, but when you clearly state that you don't like me because of my skin color, don't expect me to be understanding when you go and complain about being profiled.*

In the indirect assessment conducted by Joseph Briones and cited above, student responses also reflected dissatisfaction by a significant portion of the student population. According to Briones's Student Diverse Learning Environmental Survey, in response to the additional survey question "Since entering Westmont College, how often have you participated in on-going organized discussions on racial/ethnic issues?" 39% of respondents replied "Never/seldom" and 61% responded "Often" (Appendix C).

Seniors vs. under-classmates. Emerging and Initial placement of students by class reveals that seniors fare no better than their younger counter parts. Sophomores consistently scored higher than either seniors or juniors, except in the faith category. At first glance, the sophomores seem to out-perform their upper-classmates, but the sample number of students (8) may not represent the general population. And yet, several observations are in order. First, sophomores, participating in the DSA have an average GPA of 3.4433, which is higher than all sophomores' average GPA of 2.9468 or participating seniors' average GPA of 3.3062. Second, these second-year students were registered in senior-level courses. Thus, these sophomores are already performing at a higher level. Third, one could argue that some sophomores go abroad and this experience changes their perspective. However, if we were to take this small sample as representative of the student body, why isn't this change sustained? Fourth, large portions of students studying abroad are also juniors, so why does this group score consistently lower than any other? Does this upside down "bell curve" result indicate a need for sustained focus on diversity throughout the curriculum and/or more targeted extra-curricular programming? Interestingly enough, 37.5% (3 out of 8) of these sophomores took the DSA in the TA-140: Ethnicity and Gender on

American Stage class. 75% of these students (6 out of 8) have completed at least two OCPs or co-curricular programs with the focus on diversity, and 37.5% (3 out of 8) of them are also transfer students.

When crosschecked with their learning experiences, respondents with multiple learning experiences fared best of all. Students’ participation in diversity-related curricular and co-curricular activities (WSF, OCPs, Potters’ Clay, Emmaus RD, ICP, etc.), as well as their completion of specific courses with the focus on diversity (TA-140; PSY-131; PSY-141; SOC-189) seemed to correlate with their ability to provide solid responses to prompt questions. The experiential component appears to produce more permanent learning when paired with classroom work that directly addresses diversity. Further research can be conducted in order to discern if experiential or formal learning independently produce equal results and how much learning takes place when paired.

Dimension 1/Question 1. Question 1 roughly corresponds to the first category of the rubric. Question 1: “After reading this article, explain what you think are the key issues being discussed. In your answer, be sure to try to fully describe the social problems that are reflected in the story.” Rubric Dimension 1 is “Self-awareness.”

	Highly- developed 1	Developed 2	Emerging 3	Initial 4
Self-Awareness Cultural	Effectively evaluates and analyzes significant issues in one’s environmental and social context based on integrating and articulating insights into one’s own cultural rules and biases.	Evaluates issues in one’s environmental and social context based on one’s own cultural rules and biases.	Analyzes ways that human actions influence decision-making in certain environmental and social context issues.	Identifies some connections between an individual’s personal decision-making and certain cultural issues.

Students scoring into the emerging and initial stages were disaggregated according to their year of study. Fifty-seven percent of seniors, 63% of juniors and 53% of sophomores scored in these two stages of learning. Sample responses from the high and low end of the spectrum illustrate the differences among the highest rated students and the lowest rated.

Sample Response A: The heart of the issue here is institutionalized racism. People may say racism is dead, but it’s just taken an institutionalized form. We are so trained to the idea that blacks are criminals that we push that perception onto every black we meet. In this article, the issue of being black while shopping is addressed. Blacks are stereotyped as thieves in the eyes of stores and employees. This isn’t only the store’s fault; it is the fault of a nationwide perception built on structural racism.

Sample Response B: People are be[ing] stereotyped due to their skin color and are being mistreated in public situations. They are being accused of being a certain person without any proof or knowledge of their intentions and are being denied common rights.

Sample Response C: After reading the article, the main issue being presented seems to be racial profiling. Of particular concern is racial profiling while shopping experienced by those of non-white origins, including being followed by security, refusal to assist and in one case being asked to leave the premises. So the root of the issue is an intolerance of minorities and labeling the whole as thieves, when this may not be the case in all instances.

Dimension 2/Question 2. The second question on the DSA was “When you reflect on this story, why do you think these problems exist? Who or what do you think is responsible for these problems? Explain as fully as you can.” The second category on the rubric was “Cultural Diversity.”

	Highly- developed 1	Developed 2	Emerging 3	Initial 4
Cultural Diversity Cultural Worldview frameworks Curiosity Openness	Adapts and applies a complex understanding of cultural differences, their intersection with class and gender, and multiple worldviews to ask complex questions of and about culturally different others.	Uses an adequate understanding of cultural differences, their intersection with class and gender, and multiple worldviews to ask questions of and about culturally different others.	Uses a partial understanding and acceptance of culturally different others.	Demonstrates a limited understanding and acceptance of culturally different others.

This category attempted to capture “how a student adapts and applies: “a complex understanding of cultural differences, their intersection with class and gender, and multiple worldviews to ask complex questions of and about culturally different others.” Sixty percent of seniors, 63% of juniors, and 49% of sophomores were scored in the initial and emerging categories of learning. Sample student responses are:

Sample Response A: I don’t feel that I have enough educational background on the subject of race and diversity to come to a conclusion of why these problems exist and I especially do not feel comfortable deciding who should be held responsible for this problem. What I can say with confidence is that these problems have developed over time through many mistakes and wrongful empowerment of the Western people, the white people. It is evident in U.S. history the problems and injustices that white men have caused for colored people, but I cannot say who should be held explicitly responsible for the events reflected in the article.

Sample Response B: I think these problems exist because of fear and xenophobia: as power dynamics have shifted between black and white people in our country’s recent history, some have certainly felt threatened by the legislative rights given to people who were once subjugated, exploited, and oppressed. Now, as they have risen to the same status (under the law, but not

necessarily in other ways), people who want to protect their own status quo, rights, power, and privilege have supported and fed negative social stereotypes about the people they fear – it is a way to maintain de facto power even as they lose their de jure power.

Our culture has both obvious and subtle ways of casting black people as criminals, delinquents, and degenerates, and we know that stereotypes can often become self-fulfilling prophecies. As our culture tells black people how to view themselves, they can begin to believe what is said about them and live into them. Another way of explaining this is referred to as the “expectancy effect,” which is a form of reactivity in which a researcher’s cognitive bias causes them to subconsciously affect the participants in the experiment. As we tell black people that they are less intelligent, more violent, less educated, etc., we are treating them in a way that makes them feel that all of those descriptors might be true. Black neighborhoods are also underfunded in terms of education, infrastructure, and community development, as our dollars confirm what our words have already communicated – they are worth less. Also, as we hold to certain beliefs about black people, we find more and more evidence through our bias to support our claim, and almost nothing will shake such a negative conclusion.

Sample Response C: The main reason for instances like this are all based off stereotypes. It is a common stereotype to assume that a person of color may have a tendency to steal and that increased supervision may be necessary. Problems like this exist because the media’s reinforcement of these stereotypes of only displaying the stories in which people of color are wrongly accused in order to bash mainly people of a white ethnicity. We see it all the time with the portrayal of police brutality towards people of color and skewed view of showing colored people as innocent victims. However, the media tends to leave out a majority of facts in order to make a story more appealing and what sells more than a story about racial injustice. It is the fixation on media and believing that whatever media shows must be the truth that continues to fuel these stereotypes.

Sample Response D: I think that stereotypes have a lot to do with racial profiling. Basing everyone’s characteristics on their race and stereotypical social labels. Judgement and assumption are the cause of these problems.

Dimension 3/Question 3. The third question on the DSA was “Discuss how your own identity and/or experience inform your perspective on this story? In what ways can or can’t you relate to this story?” In association with this question, the third category on the rubric was “Empathy and Perspective Taking.” Here students were to “utilize diverse perspectives to interpret intercultural experiences in a manner that recognizes and honors viewpoints of different cultural groups.”

	Highly- developed 1	Developed 2	Emerging 3	Initial 4
Empathy Perspective Taking	Utilizes diverse perspectives to interpret intercultural experiences in a manner that recognizes and honors viewpoints of different cultural groups.	Recognizes and honors more than one perspective in intercultural experiences.	Identifies components of other perspectives in intercultural experiences but responds in all situations with one's own perspective.	Views all perspectives in intercultural experiences through one's own perspective.

Fifty-four percent of seniors, 61% of juniors, and 43% of sophomores were scored in the initial and emerging categories. Some sample student responses representing some of the best and worst answers are as follows:

Sample Response A: I am a white 21 year old who has not been exposed to such behavior in person. I have never seen anyone be denied service, or followed based off of the color of their skin. I have never been denied service or followed before. I cannot relate to this story at all.

Sample Response B: I cannot relate to the race-based aspect of this story as I'm a white male in a predominantly white setting. However, I can relate about feeling different and unwanted. As an unbeliever and a foreigner at a Christian College in America, I often feel discriminated and unwanted. People ignore my opinions because I'm not America or assume that I do not have any morals because I'm not a Christian. This has often made me miss home as I think to myself that I would rather be in an environment that supports me. So, I understand how it feels to be a minority. I can understand why African-Americans in this nation feel disconnected from their own country, as they are a minority.

Sample Response C: As a female, I know I have been placed in similar situations. I used to work at an auto parts store. I have always been pretty knowledgeable with cars because my dad is a head mechanic and he used to pay me to help him work on his side jobs. Even though I had more experience working on vehicles than most men my age, everyone would second-guess what I would say. It would aggravate me so much to know these customers didn't know anything about my upbringing, but because I was a 5'3" female they weren't going to listen to anything I said about cars. Obviously, it's not the same as racial profiling. But, I do understand how upsetting it is to be undermined because of your appearance.

Sample Response D: I work at a boutique and I have never racially stereotypically profiled someone. I treat all customers and clients equally and believe that it is unfortunate that some people have to be subjected to these

labels due to the way the media portrays different people groups and individuals in general.

Dimension 4/Question 4. The fourth question on the DSA was “How might your views of the described situation be different if you were of a different racial background? For example, if you don’t identify yourself as Black/African American, how might your perspective be different if you did [identify as Black]?” Category 4 was labeled “Social Responsibility (Communication).”

	Highly- developed 1	Developed 2	Emerging 3	Initial 4
Social Responsibility Communication	Demonstrates commitment to addressing cultural inequalities through experience or reflective insights/analysis about the aims and accomplishments of one’s imagined possible actions.	Demonstrates commitment to addressing some cultural inequalities or the ability to reflect upon the aims and accomplishments of one’s imagined possible actions.	Demonstrates partial commitment to addressing some cultural inequalities or begins to reflect how one’s imagined possible actions may benefit individual(s) or communities.	Demonstrates little internalized understanding of cultural inequalities and little commitment to future action.

This category was to assess how well students “demonstrate commitment to addressing cultural inequalities through experience or reflective insights/analysis about the aims and accomplishments of one’s imagined possible actions.” The students responding at the initial and emerging level was significant here: seniors – 76%, juniors – 73%, sophomores – 51%.

Sample Response A: If I were black I do not believe my view would be any different. I again believe that most of the racial profiling is based on the way in which people dress and present themselves while shopping. If I were black, I would shop with the utmost respect for the store and their employees rather than reverting to filming them and posting on Instagram crying for racial injustice and trying to create nonsensical boycott campaigns.

Sample Answer B: As an Asian reading the article, although we are a minority in America as well, we do not have an issue like black people do. I personally feel that the Asian community is somewhat ignored and under the radar. We are not part of the white community, nor are we marginalized like black people are. Therefore, if I was an African American, I think that I would be filled with frustrated and feel unjustified after I read the article. As I try to step into the shoes of black people, I cannot begin to imagine what they are going through and how they are feeling. For this assignment, I researched a little bit and found a video by CNN1. Anderson Cooper, a well-known journalist, talked to two black children about the way they view skin color, and it was heartbreaking to hear their responses. [https://www.youtube.com/watch?v=JcAuOOPNnrs] They both wanted lighter skin color and when asked why, the black girl said, “because it looks lighter [and] I don’t like the way brown looks [because] it looks nasty for some reason,

but I don't know what". When asked what colors adults do not like, they pointed to the dark skin color, too. If children are already experiencing racial discrimination from such a young age, imagine how long African American adults have been living with this discrimination. This situation is like being bullied for your whole life, not because of your actions or personality, but because of the way you were born and the color of your skin, and no one should have to go through that.

Sample Response C: I would raise more awareness from within. For example, it said in the article that Bosses and CEO's are the people who are telling employees to target these people and keep a watchful eye when instead they could advise their employees to be keen in an overall sense not just focusing on one type of person. I would hold discussions with people who first have been affected by racial profiling within my team of employees and would raise awareness about how it feels to be labeled in this way unfairly so that people could get more accurate understanding of the effect it has.

Dimension 5/Question 5: On the DSA, this question asked, "If you were to assist in developing an action plan to address these problems, what would it look like? Explain your answer completely, including who you would involve, what kinds of resources would be needed, and how your plan would address each of the issues and facets of the problems you identified earlier." Category 5 on the rubric was "Understanding Systems."

	Highly- developed 1	Developed 2	Emerging 3	Initial 4
Understanding Systems	Utilizes deep knowledge of historical, political, economic, and cultural human organizations to understand how these organizations impact cultural experiences.	Utilizes knowledge of historical, political, economic, and cultural human organizations to develop partial understanding of how these organizations impact cultural experiences.	Understands historical, political, economic, and cultural human organizations in general terms but is unable to explain how these organizations impact cultural experiences.	Limited understanding of historical, historical political, economic, and cultural human organizations and their impact on cultural experiences.

Students were expected "to utilize deep knowledge of historical, political, economic, and cultural human organizations to understand how these organizations impact cultural experiences." Sixty-three percent of seniors, 77% of juniors, 50% of sophomores scored in the beginning levels of the rubric. Many students demonstrated an incapacity see the problem as multi-faceted and name more than one system influencing the current problem. For example, the assessment team in particular noted that students did not demonstrate an ability to think historically and/or theologically about diversity. As a result, the scores in this category are markedly low. A few responses are as follows:

Sample Answer A: I think the way to stop this problem is to make sure the employers and employees understand their company's expectations when it comes to customer service and how to treat customers. This should not change

at all based on what the customer looks like. It is not appropriate to judge a customer based on their looks. This change in mindset would have to come from the top of the management chain. The expectation that customers be treated equally needs to be upheld throughout all of the chains of management down to the everyday employee.

Sample Answer B: For societal and institutional change, the key is reliable, focused feedback that can be quickly and constantly gathered. The only way to determine whether there are societal and institutional biases is to either ask or create a process where anyone who is affected can be heard and know that effective change is being implemented. For institutions, policy makers must either remove/change/add policies that address the raised issues. For societies, there must be an interest group willing to gather that feedback and then work to change the culture to address the raised issues.

For individual change, there must be an increase in exposure and experience to other people, from different walks of life, from different faiths, from different backgrounds, with different ways of operating in the world, with training and education to learn effective ways to communicate and discuss ideas without personally attacking others.

Sample Response C: On a practical level, speaking of Westmont: bring in speakers for Chapel from other faith traditions and other ethnic and racial backgrounds. Easy way to affect societal, institutional, and individual factors.

Sample Response D: You're asking me to solve racial issues? I would have done so if I had some realistic grand idea. A lot of people, even if they are incorrect, associate crime with black people and Hispanics. Try exposing the white criminals more than we do, or focusing on decreasing crime in black and Hispanic neighborhoods

Dimension 6/Question 6: The final question related diversity to faith and asked “In what ways does your faith or your belief system affect your views and responses to this issue? How does your faith or belief system help you to relate to people with different backgrounds?” Category 6 on the rubric was labeled “Faith.”

	Highly- developed 1	Developed 2	Emerging 3	Initial 4
Faith	Articulates and applies deep knowledge of one’s own and other’s faith to effectively nuance an understanding of cultural diversity and reconciliation.	Uses adequate knowledge of one’s own faith to nuance an understanding of cultural diversity and reconciliation.	Uses partial knowledge of one’s own faith to understand cultural diversity and reconciliation.	Limited or no knowledge of how one’s own faith impacts an understanding of cultural diversity and reconciliation.

The question was to looking for a student to “articulate and apply deep knowledge of one’s own and other’s faith to effectively nuance an understanding of cultural diversity and reconciliation.” The results of this question and category were by far the most disappointing with 69% of ethnic students, 76% of white, 73% of seniors, 77% of juniors, and 74% of sophomores scoring at the emerging or initial levels. These answers tended to be shallow platitudes. During the previous work done with Pepperdine and the University of San Diego in 2015 where there are undergraduate and graduate students, the overall consensus was that there must be a developmental echelon that undergraduates have not achieved, but which was clearly evident in the graduate students. However, in 2016, Pepperdine graduate and undergraduate students recorded very similar scores in all dimensions, including faith.

Hence, we understand these lower scores not as a function of their faith, a lack of faith-based discernment or a lack of learning, but rather as a general inability to apply their faith to difficult issues at this stage in their lives. Sample student responses:

Sample Response A: Having a Christian perspective on this, I think what would Jesus do or think of this? Jesus loved and cared for everybody, no matter who you were, what you looked like, what your skin color or race was. There was no barrier of skin color.

Sample Response B: I do believe that my faith requires I meet every single person I encounter with grace, love, and respect, because as a Christian, I have to acknowledge that the imago dei is at the center of us all. If I degrade a person, I deface that image, and I disrespect God in the process. As a Christian, I must also believe that God is much larger and more complex than my human mind could ever comprehend. Even if I live forever, my brain is constrained by physical, social, and mental shortcomings that will never fully understand God, and I need the diverse perspectives and unique revelations of others to even move forward in my quest to know God. As I seek God, I must seek others who are different from me, because I believe God can fill in the gaps between us and because He is revealed in the gaps.

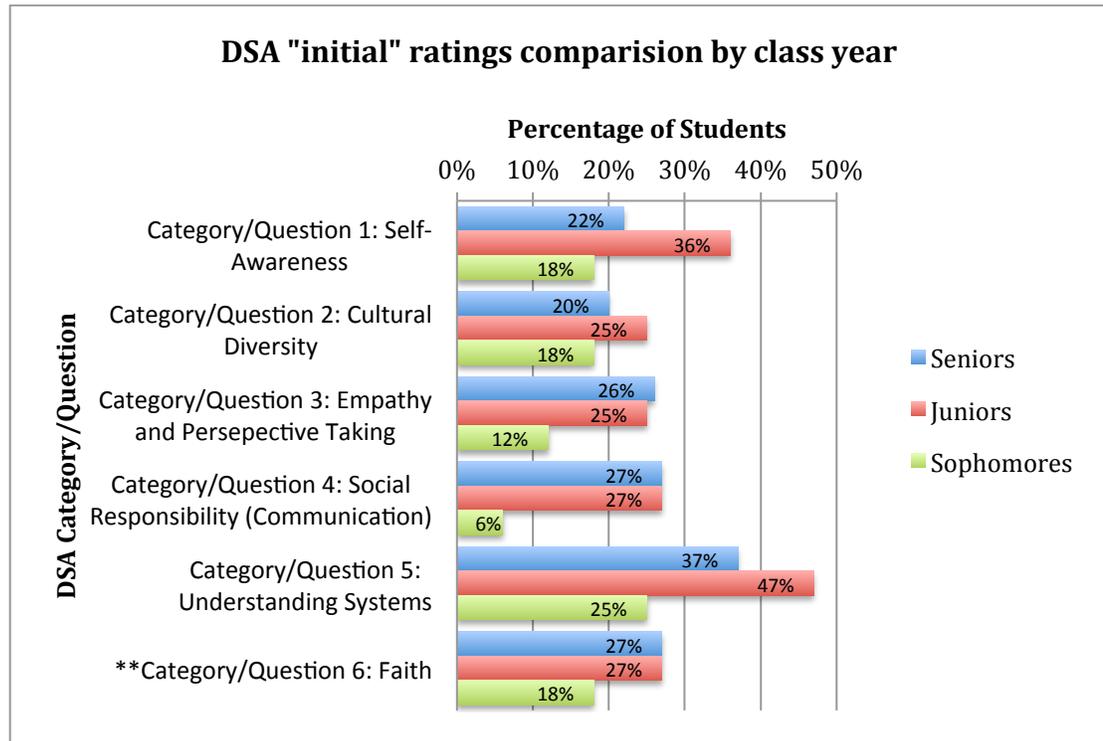
Perhaps one step further, my faith calls me to give up myself and my own desires for the well-being of others. In this situation, it would be appropriate for Christians to offer up their own power and privilege at the service of people who have been beat down for generations, black people. Here, the affirmative action is an act of compassion and perhaps even self-sacrifice (given a limited number of jobs or spots in colleges), but this is what Christ exemplifies and calls us to.

Sample Response C: It allows you to be open to anyone and any type of faith. To not be judgmental or discriminatory.

Sample Response D: My belief that we are all made equal helps form my response to this issue.

When comparing only the rating of “Initial” in each of the categories, again the juniors seem to fare worse than the sophomores and seniors.

Figure 12: DSA "initial" ratings comparison by class year



*** Category/Question 6 is lower than expected of most Westmont undergraduates.*

Racial and ethnic diversity certainly affected the performance on the DSA. Students who self-identified as ethnic, outscored white students by approximately 10%, except in the faith category. Ethnic groups may be affected by prejudice or discrimination and it should not be surprising that these students are generally more sensitive to this topic.

In the first category assessing “Self-awareness,” 60% of white students scored at the emerging or initial level while 50% of ethnic minorities scored in the same two categories. These results suggest that there is more self-awareness among ethnic students than among white.

The second category on the rubric was titled “Cultural Diversity.” Sixty-four percent (64%) of white students were at the emerging and initial levels. Forty-five percent (45%) of ethnic students were at the beginning levels. It is not surprising that students, whose lives already include contact with cultural diversity, performed almost 20% better than white students whose contact with cultural diversity may be limited.

The third category is “Empathy and Perspective Taking.” Fifty-six percent (56%) of white students were rated at the emerging and initial level. Forty-five percent (45%) of ethnic students were rated at the beginning two levels.

The fourth category is “Social Responsibility (Communication).” Fifty-seven percent (57%) of ethnic and 77% of white scored in the beginning two levels of the rubric.

In the fifth category, “Understanding Systems.” Sixty-eight percent (68%) white and 52% ethnic scored in the basic categories.

In the sixth category, "Faith," 69% ethnic and 76% white scored in the basic categories. As a reminder, the category dealing with faith seems to be problematic across the board for undergraduates. The 2014-15 multi-college study had similar results, but because graduate students were included in their sample, the results pointed to a developmental deficiency in students' ability to apply their faith to this social issue.

THE INSTRUMENT

Several challenges became apparent with the Diversity Signature Assignment. The six prompt questions roughly corresponded to the six categories in the rubric, but the responses often overlapped categories. Even after the committee wordsmithed and strategized how to best elicit responses from students, some of the questions were still not clear to students. For example, on the third question designed to prompt a response of empathy, some students did not respond with empathy until answering the next question. The fourth question was "How might your views of the described situation be different if you were of a different racial background? For example, if you don't identify yourself as Black/African American, how might your perspective be different if you did [identify as Black]?" This question was to incite students to consider a different perspective and demonstrate how they would address inequities, but many answered that they did not know how their perspective would be different. Another issue arose with the final question on faith. The faith question asked, "In what ways does your faith or your belief system affect your views and responses to this issue? How does your faith or belief system help you to relate to people with different backgrounds?" Yet, the rubric wording expected students to consider their faith and some else's in the response. While considering these shortcomings, we fine-tuned the calibration to compensate for these deficiencies. Since the faith question did not ask students to address multiple faiths, we agreed to look for students' ability to articulate a deep understanding of their own faith. Originally, we intended to have the raters focus on only one question and its response, but this strategy became impossible based on the overlap in students' responses. Thus, we changed our strategy and had assessors look at the entire written response rather than evaluate only one answer.

Second, several issues became apparent when administering the DSA. Getting faculty buy-in was particularly difficult. First, there are no senior seminars or capstone courses that are exclusively dedicated to teaching diversity. Hence, few faculty members were willing to participate in administering the Diversity Signature Assignment. One possibility to address this issue is to survey chairs to gather information regarding how or if students in their departments are being prepared to address diversity in society. Should senior seminars all be required to participate in ILO assessments, so that data can be gathered for Programs, or minimally, for competence in each Division of the College?

Third, since the assessment is not an integral part of any course, students may not be putting forth their best effort on responding to the questions. Quite a number of students focused on one problem or issue, not understanding the complexity of racism. Anecdotally according to evaluators on the team, students, whose knowledge of the subject was found to be emerging, had performed differently in classes that dealt with these issues. We speculated there was a lack of motivation, and perhaps students did not feel there was enough incentive to dedicate sufficient time to the assignment. Hence, we may not have received the best responses from individual students.

While conducting the assessment, collecting evidence and disaggregating data are necessary to identify and prioritize issues, when dealing with a complex subject, such as diversity, the assessment instrument may never be perfect, although it can be polished and honed each time it is used. Data can be manipulated and, at times, does not adequately represent what we expect it to measure. Once the data has been collected and we agree that some of the measures indicate necessary improvement,

numbers alone are insufficient to attain change. What matters is how practitioners interpret the data and which interpretive lenses they use for making sense of the data. The following questions may be helpful for our interpretive efforts regarding the data.

LINES OF INQUIRY FOR FACULTY, ADMINISTRATORS, AND STAFF

The following questions came from discussions with the assessment team and various individuals around campus. They are not meant to be prescriptive of the conversations for our campus, but rather as suggestions on which we hope the entire community will feel engaged to contribute. We welcome more questions to add to the list and any thoughts for the community to consider.

- 1) Considering the current social climate, is diversity an urgent, necessary component to a Christian Liberal Arts education? Is there any profession where students will not have to engage with the diversity of our society? Will not all students have to engage a diverse population within their social circles, particularly their churches? How do Westmont students become competent to address and respond to diversity in society? The current “hit and miss” approach (no requirement, some courses address the topic specifically), where some students become very competent due to varying experiences throughout the curriculum, leaves a sizeable segment of the graduates in very precarious stages of development.
 - a) Is Westmont’s “Biblical and Theological Foundation of Diversity” a document that is central to our mission? If so, how many faculty and courses implement it in their teaching and curriculum?
 - b) Given the social demand for understanding diverse groups and our global mission, how important is the diversity ILO for each Program? In each Program, which courses address diversity? Where do students learn the vocabulary, recognize inequalities, plan and effect change? Should students be introduced to diversity early during their Westmont tenure? If so, should first-year seminars be a forum for discussion related to diversity? Should GE have a diversity component? How would an additional requirement impact the GE curriculum? Should diversity be addressed within each major? Should Chapel be a forum to educate students on diversity?
 - c) Would more community based learning be helpful in preparing our students to live in an increasingly diverse world? Assessors suggested that community service programs (transition house) might intersect with diversity learning. What role, if any, do other HIPs (High Impact Practices) have in addressing diversity?
 - d) Are we committed to candid dialogues about diversity and the Westmont climate for students, staff, and faculty?
- 2) Did students’ limited exposure to learning about diversity in our classrooms and beyond prevent them from forming a more sophisticated opinion about diversity and racism? Or was this merely a reflection of a hurried compliance to write an assignment? How do we ensure student responses on the written exam reflect their ability to function within a diverse environment? How do we motivate them to respond fully? (This issue becomes important when there are no clear courses in which the ILO is addressed.)
- 3) How do we assure participation in the ILO assessment from senior seminars? With a growing demand to test first-years and seniors as a way to measure “growth” in a particular ILO, how do we keep assessment manageable for faculty who may be doing GE, Program, and Institutional assessment projects in the same semester?

- 4) Do we know who our students are? Do we fully understand their needs for learning about diversity?
- 5) If our current system is “good enough,” how do we improve the on-campus experience for students whose majors are not accomplishing the development necessary to interact with the growing diversity in our society? Would a sustained coordination to change campus culture produce better results?
 - a) Diverse staff, faculty and student recruitment and retention must focus on providing a different campus culture. We may not be able to afford an attitude of “hospitality,” which comes from a position of privilege (Hernandez, 2012). From this position, we welcome the stranger, who must comply with our culture, while the host has all the power and decides how and when to make change, what resources to give to change, who will implement change, etc. Instead we have to understand our global family, which we should not treat as guests, but as full members of the clan. “Different” describes each of us in our own way. “Different” should not be perceived as “strange,” but rather a challenge to understand. Are we ready for this challenge? Are we ready to create a new culture that is large and inclusive enough for the “other” to become “us”?
 - b) Where do faculty learn the necessary tools for facilitating discussions on diversity? Diversity seems to be out of the comfort zone and area of expertise for many faculty members, as it is not directly related to content of their disciplines. Do we recognize that embracing diversity means valuing diverse experiences, ways and practices of teaching, conducting research, doing business or serving the community? Do we truly accept and support these diverse ways? Do we know how to show acceptance, appreciation, and support for diverse experiences and practices? Assessors noted that faculty development opportunities are needed.
 - i) Perhaps faculty might attend the [ACC&U Diversity conference](#) or [SEED Diversity program](#) or the college might bring in a consultant (Dr. [J. Goosby Smith](#) was suggested by Chapman University; [Culture Matters training offered by Cultural Intelligence Centre](#) might be considered as well).
 - ii) This past May, a group of us participated in the Immigration Immersion Seminar for faculty; a very moving and revealing experience about the human condition. Would other faculty be willing to experience the “other” up close and personal? Our guess is that they would under the right circumstances.
 - iii) The assessment team was concerned that faculty professional development on diversity may not be self-selected. What incentives can we offer faculty who do not think that they need to participate in Diversity training?
- 6) What exactly do we want students to know or do? Is the articulation of problems enough? Do we expect students to express empathy? Would we like a sense of social justice? Are we expecting more than articulation of social justice?
- 7) Assessors discussed the idea of hiring a chief diversity officer noting that other schools have such a position. There was discussion that such a position should not be folded into the Director of Global Education position. The suggestion was made to have a Diversity officer/faculty with a 50/50 load. Social Sciences or Humanities could absorb the 50% load with the expertise on diversity.

CONCLUSIONS AND CLOSING THE LOOP ACTIVITIES

To be addressed after this year's indirect assessment and consultation with the faculty.

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APPENDICES

APPENDIX A: [Student Diverse Learning Environments Survey, Spring 2016](#)

APPENDIX B: [Diversity Signature Assignment](#)

APPENDIX C: [Student Diverse Learning Environment Survey, Spring 2016: Additional Question](#)

2016 DIVERSITY INSTITUTIONAL LEARNING OUTCOME ASSESSMENT

INTERIM REPORT

APPENDIX A

Diversity Learning Environments Survey (abridged)

by Joseph Briones

Spring 2016



Diverse Learning Environments Survey

Administered Spring 2016

By Joseph Briones



Context

- Survey administered in Spring 2011
 - Relatively long survey – focused on five questions
 - HERI recommends the assessment to occur every three to five years to capture change over time as students move through each campus.
- Comparative data
 - 5 Years ago – Present
 - Students of Color – White Students



Adaptations

- Distinguishing Students of Color (SOC)
- Original five questions plus three
- Administered on Survey Monkey
 - Student Life sponsored incentive



Survey Questions

4 + 5 + 3

Demographic Questions

1. Year in College.
2. Sex.
3. Please indicate your racial identity.
4. Do you identify yourself as a student of color?

5 Major Questions:

1. I feel a sense of belonging on this campus
2. Westmont College-
 - -has a long standing-commitment to diversity.
 - -promotes the appreciation of cultural differences.
 - -has administrators who regularly speak about the value of diversity.
 - -has a lot of racial tension.
3. How often at Westmont College have you heard insensitive or disparaging racial remarks from –
 - -students.
 - -faculty.
 - -staff.

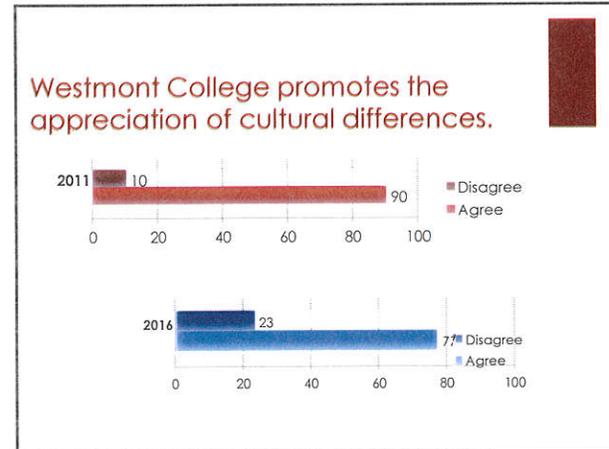
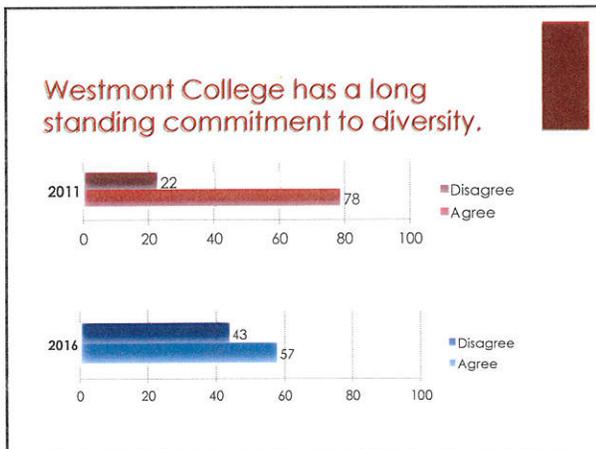
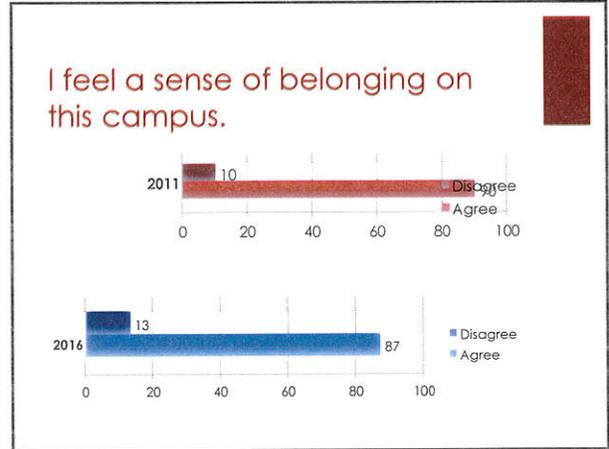
4. Please rate your satisfaction with Westmont College –
 - -overall sense of community among students.
 - -in racial / ethnic diversity of the student body.
 - -in racial / ethnic diversity of college faculty.
 - -in racial / ethnic diversity of college staff.
 - -in the interactions among different racial / ethnic groups.
5. Students here are willing to talk about equity, injustice, and group differences.

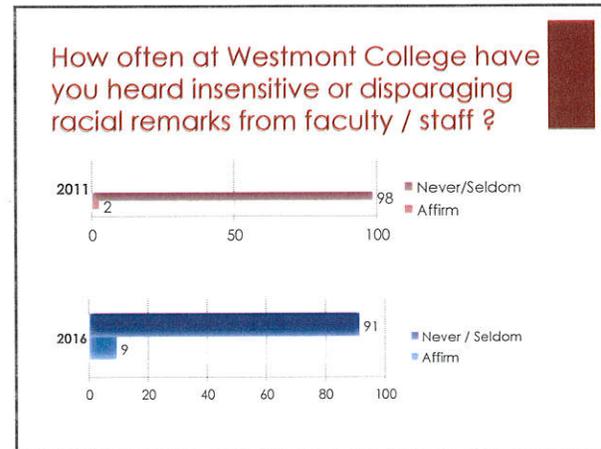
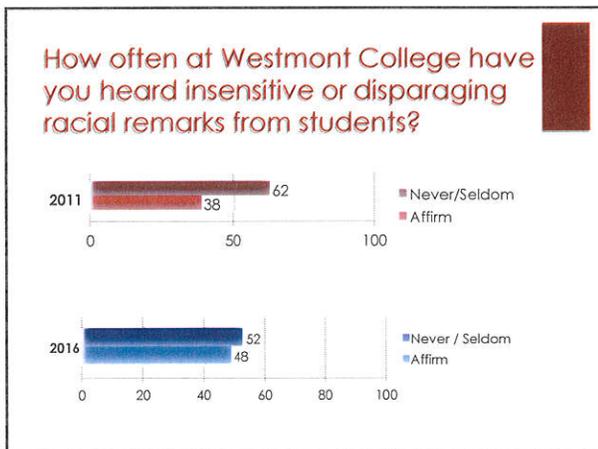
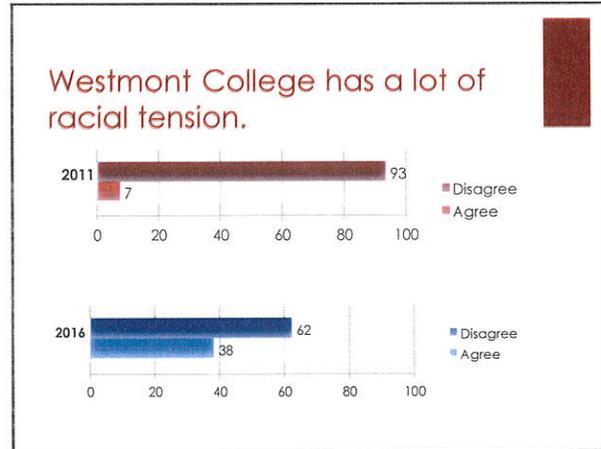
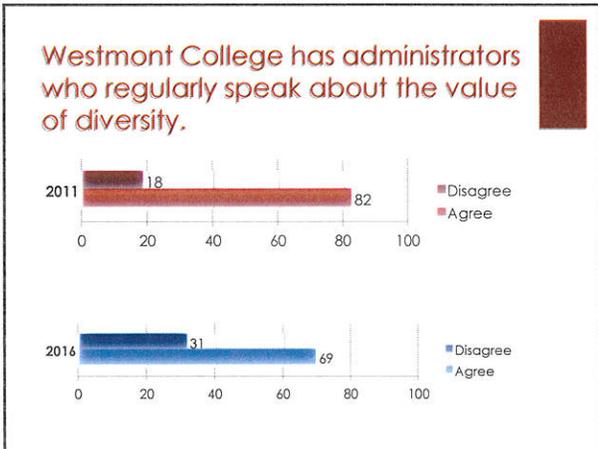
Results

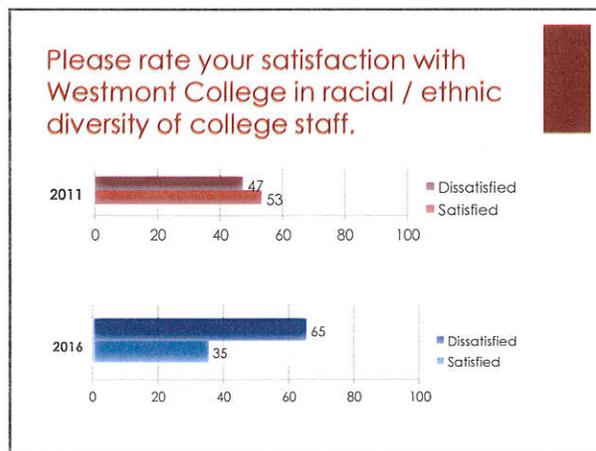
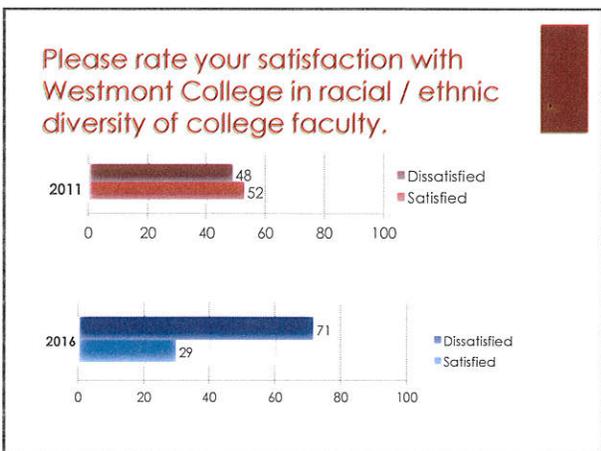
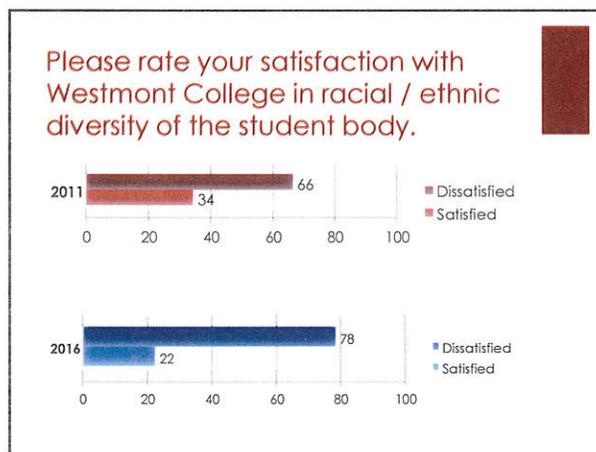
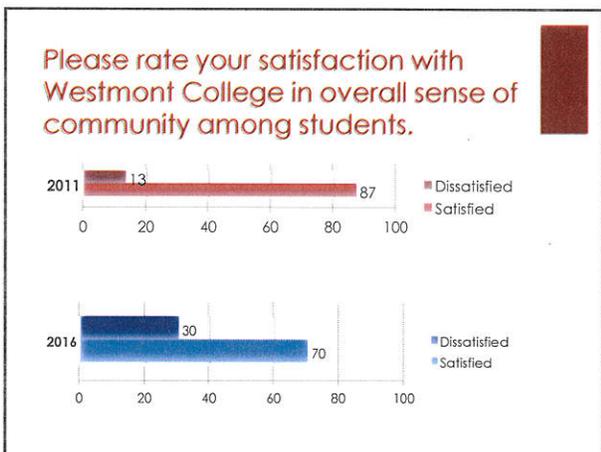
And Comparisons

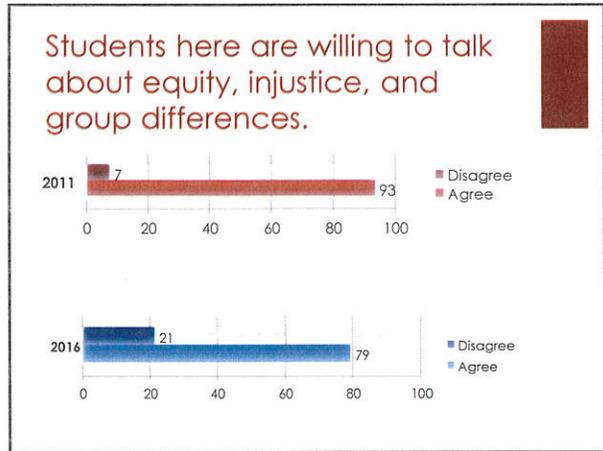
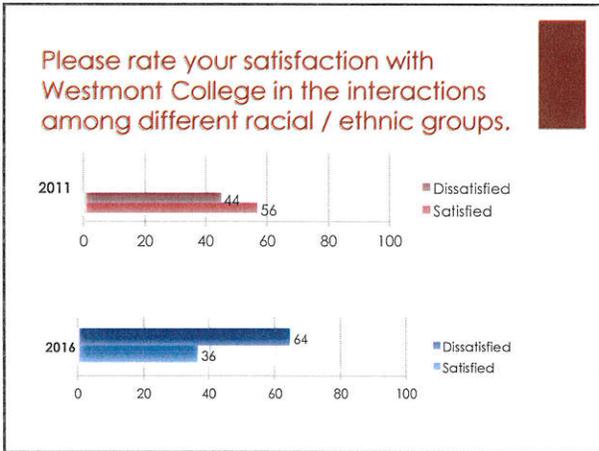
Demographics

- 350 students participated
 - Ability to skip questions to incentive
- Fair class representation.
- 73% female
- 65% White
- 33% Student of Color (SOC)

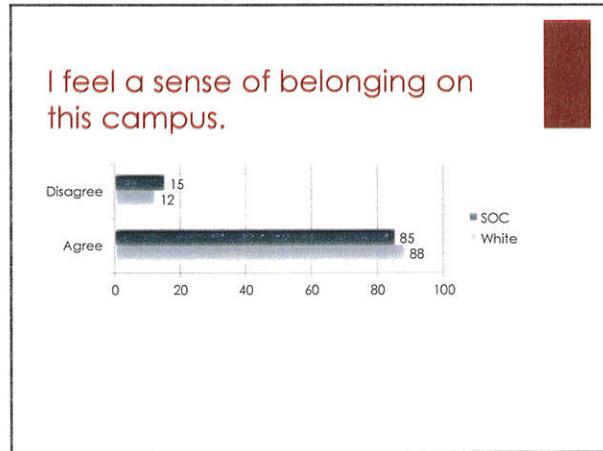




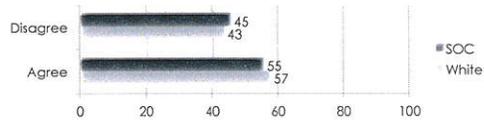




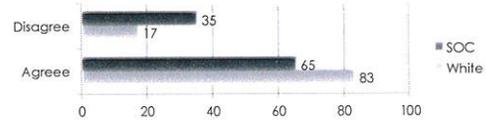
How do our students of color and white students compare?



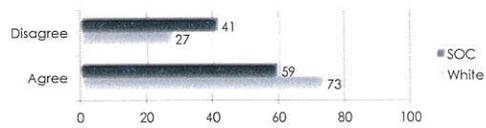
Westmont College has a long standing commitment to diversity.



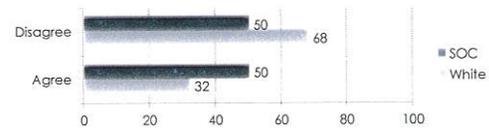
Westmont College promotes the appreciation of cultural differences.



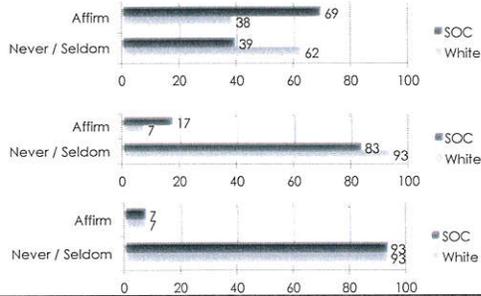
Westmont College has administrators who regularly speak about the value of diversity.



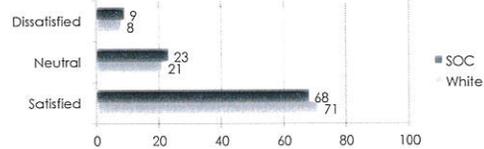
Westmont College has a lot of racial tension.



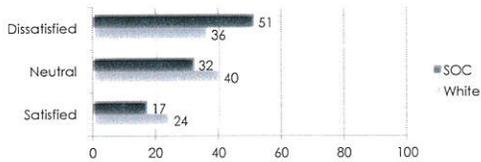
How often at Westmont College have you heard insensitive or disparaging racial remarks from students, faculty, and staff?



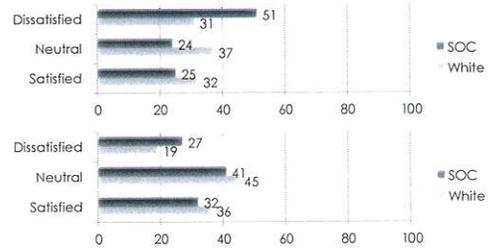
Please rate your satisfaction with Westmont College in overall sense of community among students.



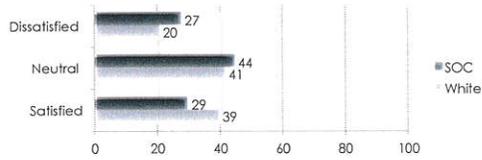
Please rate your satisfaction with Westmont College in racial / ethnic diversity of the student body.



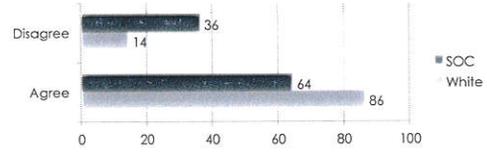
Please rate your satisfaction with Westmont College in racial / ethnic diversity of college faculty and staff.



Please rate your satisfaction with Westmont College in the interactions among different racial / ethnic groups.



Students here are willing to talk about equity, injustice, and group differences.



2016 DIVERSITY INSTITUTIONAL LEARNING OUTCOME ASSESSMENT

INTERIM REPORT

APPENDIX B

Signature Assignment "Diversity Reflections"

Spring 2016

Diversity Reflection

Instructions

The reflection you will be completing is designed to measure your understanding of racial and ethnic diversity.

You should plan for up to 2 hours at one sitting to complete this assignment.

1. First, read the article below.
2. Answer the questions below the article.

Think about each question carefully and then answer as best you can. Please use full sentences and try to respond in complete thoughts. Take as much space as you need.

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.

3. When you're finished with your answers, upload your assignment at LiveText course.

Thank you for helping us with this project!

Dinora Cardoso, Ph.D.
Professor and Chair of Modern Languages
Lead Assessment Specialist for Diversity and Global Awareness

Jason Cha,
Director of Intercultural Programs
Associate Lead Assessment Specialist for Diversity and Global Awareness

Tatiana Nazarenko, Ph.D
Dean of Curriculum and Educational Effectiveness
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Shoppers fighting back against 'shopping while black' profiling with social media, lawsuits

Source: <http://www.miamiherald.com/news/nation-world/article46332415.html>

If you don't know what shopping while black means, here's what it looked like last month when it happened to Milwaukee Bucks player John Henson. He wrote about it on Instagram.

On Oct. 19, Henson, who is black, went to buy a Rolex at a high-end jewelry store in the mostly all-white community of Whitefish Bay, Wisconsin. He said that as he walked up to the store, employees locked the door even though it was regular business hours. He rang the doorbell twice and no one answered, he said.

What he didn't know: An employee inside was calling 911 to report that Henson and three of his friends were outside the store and could be the suspicious people spotted in front of the store the week before.

Henson said that when the police arrived they too watched him, then questioned him about the car he was driving, thinking it might be stolen. "This was one of the most degrading and racially prejudice(d) things I've ever experienced in life and wouldn't wish this on anyone," the NBA player wrote on Instagram.

There's a saying that if you don't what it means to shop while black you're not black – or Hispanic for that matter. It refers to when a person of color is racially profiled while they're shopping – followed around or watched closely by employees or security, in some cases treated rudely, like a potential criminal, in ways far more egregious than just bad customer service. Another nickname for retail racism: Shop and frisk.

In a 2007 Gallup survey, 47 percent of black people surveyed said they don't think they are not treated equally by retailers. More than one-quarter of those surveyed felt they were targeted because of their race while shopping in the last month.

As the biggest shopping of the season of the year arrives, much is at stake for retailers who racially profile a group that holds considerable purchasing power. After the Henson incident, talk of boycotting retailers on Black Friday began to bubble up in some circles. According to Nielsen's recently released 2015 African-American Consumer Report, African-American buying power in the U.S. amounts to \$1 trillion.

The issue of shopping while black has gathered widespread attention in recent years as victims speak out – blogging about it, sharing experiences on social media – and, in a growing number of cases, filing lawsuits against retailers. The list of companies sued for racially profiling customers is long and growing, including Macy's, Barney's, Ross Dress for Less, Dillard, Walmart, Best Buy, Walgreens, Eddie Bauer and, most recently, CVS.

In early June, four former security guards at CVS stores in New York filed a federal lawsuit alleging that their supervisors regularly told them to tail black and Hispanic shoppers. The lawsuit claims that the supervisors told them "black people always are the ones that are the thieves," and that "lots of Hispanic people steal."

Yet statistics don't bear that out. According to the National Association for Shoplifting Prevention, there is no profile for a typical shoplifter. David Gottlieb, an attorney for the plaintiffs, told The New York Times that "this is the first time a group of employees has banded together to provide an inside account and expose the blatant racial profiling policy at one of the largest retailers in the world."

CVS issued a statement saying that it was shocked by the allegations and would "defend against them vigorously." The company said it rigorously enforces its nondiscrimination policies.

In a similar lawsuit in 2012, two former employees of a luxury perfume shop in Manhattan sued the shop for racial discrimination against employees and customers, claiming that the owner of Bond No. 9 called blacks “thieves.” The former employees claimed that employees were told to go on alert when black customers walked in and to signal their presence by using the phrase “the light bulbs need changing.”

Cases of shopping while black, dismissed by some as “playing the race card,” has afflicted many among the famous who have spoken openly about being racially profiled by stores. “There are very few African-American men in this country who haven't had the experience of being followed when they were shopping in a department store,” President Obama said after the 2012 shooting of Trayvon Martin. “That includes me.”

Model Tyson Beckford has talked about getting followed around whenever he shops at Barney's on Madison Avenue in New York. “I might have the most recognizable face in the world, but I still get followed all the time any time I go to a store,” he has said. “It's sad.”

Talk show host Wendy Williams has said that she's been followed so closely by security in stores she's actually turned around and said, “excuse me!”

When it happened to Oprah Winfrey in 2013, the media dubbed it her own “Pretty Woman” moment, a reference to the 1990 movie in which a prostitute played by Julia Roberts is refused service in an expensive boutique. The TV mogul was in a shop in Zurich and asked to look at a handbag worth \$38,000. Winfrey told reporters that the shop assistant refused to show her the bag, telling one of the richest women in the world that the bag was “too expensive.” The incident, which the store later chalked up to a misunderstanding, became such a stain on Switzerland's squeaky clean image that the Swiss tourism board itself issued an apology to Winfrey.

NBA player Henson also received an apology, a personal one from the president of Schwanke-Kasten Jewelers, who shook Henson's hand and said in a statement that “no one should ever have to experience what he experienced.” Henson called the apology sincere but did not close the book on the topic. “I am going to do some things to raise awareness of situations like that and go from there,” he told the Milwaukee Journal-Sentinel.

Social media has been key to getting the public's attention about the problem. In a case that captured nationwide attention last summer, teenage Vine user Rashid Polo was in a convenience store in his small Minnesota town when he noticed store employees watching him as they pretended to be rearranging items and working at the drink machine. He'd been treated that way in stores before. This time he pulled out his cell phone and recorded the spying clerks. At one point, when one of them walked around a corner to check on him, Polo, says to the camera, “there she goes! She thinks I'm stealing.” The teen uploaded the video, and a follow-up dubbed “It happened again,” to Vine where they were quickly viewed by millions. Polo vowed to The Hollywood Reporter that he'll keep making the Vines as long as necessary. “If it keeps happening, I'm going to be forced to record it,” he said. “Hopefully it doesn't happen again because it's very annoying and it's a touchy subject with many people.”

Consumers are fighting back with more than just tweets and videos. Last August, Barneys New York and Macy's flagship store in Manhattan agreed to pay penalties of \$525,000 and \$650,000 respectively after New York's attorney general spent months investigating repeated racial profiling complaints from shoppers. In the Barneys investigation, the attorney general determined that security personnel accused an overwhelming number of black and Hispanic customers of shoplifting and credit card fraud. After the initial lawsuits were filed, a group of major fashion retailers including Barneys, Macy's, Neiman Marcus, Bloomingdale's and Saks Fifth Avenue in New York met ahead of the 2013 holiday shopping season to talk about ways to prevent racial profiling.

Earlier this year, Shaquoya Burns, a 32-year medical assistant at Providence Portland Medical Center, sued Ross Dress for Less after an incident in Portland, Oregon. According to her attorneys,

who have filed several “shopping while black” lawsuits this year against Portland area chain stores and a shopping mall, a store manager told he she’d have to leave the premises because she was a known thief banned from Ross stores nationwide. The only thing Burns had in common with the banned shoplifter: They’re both black. Burns filed a \$230,000 lawsuit against the store and the manager. “Discrimination is a terrible thing because you can't get away from it,” Burns’ attorney Greg Kafoury told The Oregonian. “You go to school, you get a good job, but you're always vulnerable to it. Someone can make you feel like dirt.”

Reflection

Please provide thorough answers to each question:

1. After reading this article, explain what you think are the key issues being discussed. In your answer, be sure to try to fully describe the social problems that are reflected in the story.
2. When you reflect on this story, why do you think these problems exist? Who or what do you think is responsible for these problems? Explain as fully as you can.
3. Discuss how your own identity and/or experience inform your perspective on this story? In what ways can or can't you relate to this story?"
4. How might your views of the described situation be different if you were of a different racial background? For example, if you don't identify yourself as Black/African American, how might your perspective be different if you did [identify as Black]?"
5. If you were to assist in developing an action plan to address these problems, what would it look like? Explain your answer completely, including who you would involve, what kinds of resources would be needed, and how your plan would address each of the issues and facets of the problems you identified earlier.
6. In what ways does your faith or your belief system affect your views and responses to this issue? How does your faith or belief system help you to relate to people with different backgrounds?
7. In your time of study at Westmont, have you learned anything in courses or through other college-sponsored activities (off-campus programs, academic courses, or co-curricular activities, etc.) that informs your own views and responses to this article? If so, please mark that program or course:

Emmaus Road
Potters Clay
Off-Campus Program (if so, which one?)
Westmont in San Francisco
Westmont Downtown
First Year Seminar
Intercultural Programs (ICP)
Campus Life Club Leadership
Residence Life (as a Resident Assistant)
Urban Initiative
Other, please list:

How has this particular program or activity affected your view or reaction to this article?

2016 DIVERSITY INSTITUTIONAL LEARNING OUTCOME ASSESSMENT

INTERIM REPORT

APPENDIX C

Diversity Learning Environments Survey (additional question)

by Joseph Briones

Spring 2016

STUDENT DIVERSE LEARNING ENVIRONMT SURVEY

Additional Question:

Since entering Westmont College, how often have you participated in on-going organized discussions on racial / ethnic issues?

