Where am I?

Intersections between Ethnic Minorities and Liberal Arts Writing-Intensive Programs

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by

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This project was made possible by my Lord and Savior Jesus Christ and dedicated to those that prayed for me and motivated me along the way.

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Abstract

Hispanic, Black, and other ethnic minorities (EMs) graduate with the fewest degrees in the umbrella of liberal arts compared to White students (Siebens & Ryan, 2012). My research conjoined an exploration of student perceptions on college writing, liberal arts, college choice, and diversity with marketing rhetoric of three liberal arts majors in highlighting existing alignments and divergences between EM representation and accessibility within the related majors. The results expressed significant differences in student values of the aforementioned factors based on student ethnicity and nativity with EMs valuing writing degrees and diversity more than White students whom hold more positive perspectives of access to and visual representation in the related majors than EMs. Marketing rhetoric from the different majors was saturated with images of White bodies and value statements of degree professional and academic worth which align with White perspectives and provide an explanation the EM sentiment. I concluded this work meditating on several areas of interest for further research including further exploration of student understanding of liberal arts and college writing requirements and college visual diversity marketing as it pertains to Black bodies.

Chapter I: Ethnic Disappearing Acts in Post-Secondary Education

One issue that is visibly obscured within post-secondary institutions is the low admittance of

ethnic minorities and the limited degree of structural diversity observed within specific programs

of study and the institutions at large. Structural diversity relates to the quantity of diverse

ethnicities at a given institution particularly that of the of ethnic minority populations (Gurin,

1999). Within the context of students in the U.S. post-secondary academic system, Black, Pacific

Islander, Latino, Indian, and other non-White persons, self-identifying or otherwise, are ethnic

groups holding a smaller presence than White students (Siebens & Ryan, 2012). In 2015, the

United States Census Bureau reported that there is an increase in the number of students

attaining bachelor's degrees (U.S. Census Bureau, 2015c). Hard science fields such as chemistry,

physics, and engineering host the largest population of degree-seekers across all races while the

liberal arts, humanities, and other subjects (such as social work, performing arts, cosmetology,

and communications) are a distant second (Siebens & Ryan, 2012).

It is important to note that my use of "ethnic minority" (EM) describes, specifically, non-

White persons. The U.S. Census Bureau identifies non-White racial groups in this manner:

The ethnic categories we use in our calculations are African-Americans who are non-

Hispanic, Hispanic, American Indian, Pacific Islander/Native Hawaiian, Asian, [W]hites

who are non-Hispanic and multiracial (two or more races). Students who did not identify

themselves as members of any of the above demographic groups were classified by U.S.

News as [W]hites who are non-Hispanic for the purpose of this calculation. (U.S. News,

2015)

To have one's race cataloged requires students to classify themselves as the ethnic group to then

be counted as non-White. However, it is not enough to define something by what it is not (non-

White) if it is not known what the "something it is not" is. I use, again, the U.S. Census Bureau in how "White" is situated.

> "White" refers to a person having origins in any of the original peoples of Europe, the
>
> Middle East, or North Africa. The White racial category includes people who marked the
>
> "White" checkbox. It also includes respondents who reported entries such as Caucasian
>
> or White; European entries, such as Irish, German, and Polish; Middle Eastern entries,
>
> such as Arab, Lebanese, and Palestinian; and North African entries, such as Algerian,
>
> Moroccan, and Egyptian. (Hixon, Hepler, & Kim, 2011, 2)

Race is defined, then, by a protocol of self-reporting one's origin or ancestry. Akin of the U.S. Census Bureau, what I refer to as "White" is what I refer to a person self-indicating that they possess the aforementioned European and Middle Eastern traits or those visually or textually represented as such. Therefore, non-White groups are those that self-indicate or are otherwise identified as the alternative to the White group. My definition of EMs also includes all White groups that are foreign to the United States (such as those listed above) while also extending to multiracial persons.

U.S. New & World Report omits international students (students without U.S. citizenship) from diversity analytics; some post-secondary institutions likewise do not report a distinction between U.S. native ethnic categories and foreign ethnic categories. There has been a practice by post-secondary institutions where EMs were aggregated into a single category as "minority" or a specific racial group. The University of California, Berkeley was one institution that inflated the racial population statistics of specific minority groups, mainly Blacks or African Americans, in an effort project an unrealistic, though potentially socially appealing, environment of diversity for students, parents, and investors to consider (Pippert, Essenburn, & Matchett, 2013). What

coupling different racial groups yields is an unequally balanced category of people with needs

that may not be accurately met due to the different experiences of domestic (U.S.) EMs and

international students (Nieli, 2010; Seidman, 2005). The coupling and uncoupling of racial

grouping has proved to be a complex stratagem that blurs the existence of quantifiable students

and their personal realities as ethnic individuals.

      Visual representation of race and diversity within college or programs of study (majors)

marketing material such as viewbooks (brochures) is subjective to an institution's decision to

develop their visual marketing that presents the presence of diverse student population in the

manner which they define diversity. Omitting or in other ways not presenting how each racial

category of students are defined perhaps relates to the difficulty in measuring and monitoring

exact student populations across all (or enough) diverse ethnicities. However, presenting actual

racial representation of a college might be problematic if the institution is lacking in structural

diversity (Pippert et al., 2013). Intersecting with the difficulty of racial categorization is the

added institutional pressures of visualizing low percentages of specific EM groups in certain

programs of study. The result of displaying lower percentages of EM graduates in a program of

study in a public space, such as on the *U.S. News & World Report* college ranking webpage, can

serve as a handicap to that post-secondary institution as potential students, parents, and others

might view the limited presence of certain or all EM groups as a failure for program or

institution in progressing social, academic, and economic opportunity across all racial groups

(Grodsky & Kalogrides, 2008). If, for example, an institution reports having a student population

of 80% White students, 15% of international students, and 5% divided amongst native non-

White groups, the institution is viewed as being least diverse, a trait unpopular in the eyes of the

public undermining a civic duty to provide access to higher education across all racial groups (Gaertner & Hart, 2013; Grodsky & Kalogrides, 2008; Stulberg & Chen, 2014).

An equal proportion of racial groups pursuing post-secondary education, a balanced ratio of racial presence within a student body is not possible across all colleges. Foundationally, the racial populations of a college holds is augmented by the range of majors a college has and is, of course, influenced by the student's liberty in choosing a program of study as well as their being informed by the location of the college (Franklin, 2013), institutional religious affiliation (Paredes-Collins, 2013), and the student's socio-economic status (Seidman, 2005). Previous investigations of student rationale for choosing a post-secondary institution or program of student hold valuable data regarding their decision-making process yet dither around heterogeneous student perspectives that lie outside the normal discourse associated with student interest regarding race. In other words, specific voices are being heard in the discourse of student school and program selection. A number of studies surveying attitudes towards diversity lack an assumed necessary diverse pool of participants to yield relevant results. While the hard science majors garner the most student graduates, the liberal arts majors, specifically liberal arts writing intensive programs (LAWIPs), attract disproportionally fewer EMs students (Grodsky & Kalogrides, 2008; Siebens & Ryan, 2009). As the EM student population grows, their interest and pursuit of post-secondary education grows as well. I inquired, what, then, is producing slow, negligible, or negative growth in the amount of EMs graduating with LAWIP degrees? English, philosophy, and history are majors I targeted in this study that investigated the intersection of EM perceptions of LAWIPs and LAWIP marketing rhetoric as these program possessed a significant writing component. The writing and liberal arts components are two facets of LAWIPs that intersect with student experience in different ways. These three programs are being

highlighted both for the role they play in historically defining the liberal arts and how the an

academic pursuit therein develop a student's analytical and writing skills in areas touted as

valuable and relevant to a multitude of areas of a person's scholastic and professional career.

        Conversations regarding the relative invisibility or empirical absence of EMs within

LAWIPs are centered on quantitative studies reporting the range of different ethnic groups

pursuing specific degrees, analyses of attitudes regarding race and diversity, and exposing

admission and retention rhetoric used by post-secondary institutions. *U.S. News & World Report*

provides structural diversity percentages of post-secondary institutions similar to the United

States Census Bureau. Due to their presence and ethos as dominant entities reporting statistics on

human diversity in the United States (with the latter informing the data of the former), these two

data centers model to individual post-secondary institutions the manner race and diversity should

be communicated. In other words, these databases demonstrate how race is defined, reported,

and its importance to the public and molds how other institutions represent similar data. While a

single "minority" group is utilized to submit to consumers a perception of diversity as mentioned

earlier, some post-secondary institutions have reported their own diversity percentages with

inflated or skewed racial categories such as bolstering Black and Hispanic enrollment numbers

with international students (Pippert et al. 2013). This augmentation is likely due to the wealth of

studies reporting how most students, especially Whites, prefer a diverse campus, one that would

build an environment of knowledge in fostering new relationships and experiences (Cleeton &

Gross, 2004; Educational Resources Information Center [ERIC], 2000;Paredes-Collins, 2013;

Umbach & Kuh, 2006) These top-down approaches to addressing the disparate EM populations

pursuing post-secondary education paint, in broad strokes, the picture of how post-secondary

institutions, the researchers whom analyze them, and consumers should view matters involving

diversity and EM communities in higher education. With racial tension and social inequality

being a cornerstone for public discourse in the 21st century, those entering or continuing this

taboo conversation possess a responsibility to examine the issues surrounding EM accessibility

to education that would provide new and useful data for addressing the socio-systemic barriers

that exist for EMs. This includes considering how EM students determine their access to and

value of different post-secondary institutions and programs of study.

      Contemporary studies follow traditional research patterns in the analysis of EM students

in post-secondary institutions. This methodology highlights the quantity of EMs within a post-

secondary institution, the different categories of study they pursue, and summation of attitudes of

students and faculty relating to diversity and socio-academic tension. What is missing in these

investigations is the EM rationale of what shapes their own expectations, values, and definitions

of the specific programs of study they pursue and choose not to pursue. Past research that

branches away from surveying diversity attitudes and towards marketing of college diversity

purposefully removed the EM perspective on the subject completely or never establish a

foundation for said perspectives. Research has been conducted relating to visual rhetoric of

college promotional materials (Hartley & Morphew, 2008; Hite & Yearwood, 2001; Klassen,

2000; Pippert et al., 2013), but has been performed without the perspective of any student. These

researchers' methodologies sought to analyze college viewbooks (marketing material) for the

types of messaging and ideals representing or quantifying racial representation of students in

viewbook material with the actual student population of the post-secondary institution. The

discourse is lacking in research that identifies student understandings of a program of study.

Furthermore, there is a wealth of opportunity in exploring the intersections between EM student

impressions and the visual and textual messages found in recruitment and promotion materials from post-secondary institutions.

Multiple factors burden the discourse of EM in post-secondary institutions. Genre requirements of particular articles and studies centralize the discussion on practiced material in fashion of resubmitting positive attitudes towards college structural diversity and re-spotlighting the diminished EM student populations in post-secondary education. Researchers lack of access to diverse student populations limits the diversity of person participating in the conversation of college diversity though serve as evidence towards additional issues related to the ramifications of low college structural diversity (ERIC, 2000), and cultural sensitivity towards matters of social and racial inequality ostracize the discussion outside of salient college-related topics such as tuition and graduate employment. Some scholars claim that institutions ascribe to house at least the minimum percentage of Black students matching to the minimum of the number of Blacks in the U.S. population to meet an undefined quota for diversity (Nieli, 2010; Pippert et al., 2013). Perhaps also due to the legal, social, and financial pressures placed upon post-secondary institutions to increase the EM populations, certain colleges sequester their diversity statistics behind multiple hyperlinks. Sometimes such a webpage does not exist at all in the public forum. Such is the case Stanford University and the University of Nevada, Las Vegas (UNLV), two institutions ranking in *U.S. News & World Report's* top ten campus ethnic diversity for the 2013-2014 school years. These universities did not place diversity statistics (those that report the sums of different racial groups present in an institution) within three hyperlinks from the main page. Their diversity statistics are housed in a webspace that will be most easily found if one inputs "diversity" within the internal search tool of the institutions. Two valuable questions to ask here is what justification would two of the post-secondary institutions

leading in structural diversity statistics would provide in displacing diversity information far outside their homepages, and how are these institutions negotiating the value of college diversity with the distance they place between diversity reports and their homepages, the entry point of visitors to their webspace?

Sequestering diversity information is the protocol not entirely employed by the other post-secondary institutions. Upon the composition of this thesis, Rutgers University – Newark and the University of Hawai'i—Mānoa, two other post-secondary institutions leading in structural diversity, situate hyperlinks to their diversity webpages on the homepage of their webspace ("About UH," n.d.; "Diversity," n.d.). Diversity webpages for colleges are primarily composed of textual information such as diversity mission statements, events, or visual media presenting ethnic minorities portraying or are actual faculty, staff, or students. The reliance of alphanumeric and visual rhetoric to present the vision and philosophy of a post-secondary institution connects to a larger issue regarding the persuasive devices admissions and recruitment departments in post-secondary institutions use to target prospective students. Colleges use other efforts to target EM students specifically such as tuition waivers and scholarships for specific ethnicities and those with different abilities, interests, or disabilities. Conjointly, it is this rhetoric, in conjunction with EM preconceptions of the culture of LAWIPs that may affect the EM students in their decision to pursue degrees in the aforementioned fields.

Connected with the diversity discourse is the propensity to dichotomize the conversation. Articles within this discourse tend to present some aspects of the discussion or research methodology dividing EM mentality from White mentality. Studies examining diversity values and the attitudes associated with matters of diversity consistently point to the opinions of White students stating that structural diversity is of importance outside the academic realm or should be

limited non-curricular events and activities (ERIC, 2000; Nieli, 2010), while EM respondents claimed diversity matters across many curricular and non-curricular student experiences (Cleeton & Gross 2004; Pippert et al., 2013). If the dichotomy is not realized by illustrating the sentiments separately, the groups are aggregated together where the participant pool is dominant by the voices of White respondents which covertly present a White perspective on matters of diversity (ERIC, 2000; Hartley & Morphew, 2008; Pippert et al., 2013). In either case, the dominant White voice maintains a marginalizing or muting effect on non-White perspectives.

Further complicating the discussion on existing interactional concerns EMs face in their academic and social lives are microaggressions. Microaggressions communicate a power hierarchy and foundational racist or prejudiced sentiment that harms the targeted group and is transmitted consciously or unconsciously (Caplan & Ford, 2014; Sue et al., 2007). The majority of scholarship regarding microaggression occurs outside of the discourse of college diversity and discusses topics not voiced in attitudinal analyses of diversity with a dominant White opinion. It's potential to illustrate how social interaction creates an artificial barrier impeding EM student entry in post-secondary education or within a LAWIP is not a popular talking point. However, without surveying how EM students define their student experience within college and what external factors augment their attitudes, the academic community gains limited or unrelated clues as to how to address the limited EM student presence in college and programs of study.

My focus for this thesis was to explore what aspects of liberal arts writing-intensive courses shape attitudes of value, access, and interest for EMs. It is this motivation that drove me to ask why an EM student would pursue a degree in a LAWIP. What is the relationship between recruitment and advising efforts from colleges that potentially shapes EM interest and retention in writing programs? How might EM student understanding of LAWIPs influence college and

LAWIP recruiting and advising efforts? How does the EM perspective differ from the White perspective on factors for choosing a college, program of study, and their impressions of liberal arts and college writing? These are all questions I used to focus my research. My goal was to uncover the intersections and gaps between EM rationale regarding liberal arts writing programs with the marketing and advising efforts for liberal arts programs in post-secondary institutions.

What follows this chapter is a presentation of literature connecting different nodes of conversations on diversity in post-secondary institution, LAWIPs, EM student experience, and other related issues. Chapter 2 provides my methodology for my research. I explain my mixed methods study where in one of my avenues, I investigated the recruitment viewbooks and LAWIP degree webpages to triangulate the rhetoric they incorporate. In my second avenue, I surveyed student perspectives of liberal arts, writing in college, definitions and evaluations of diversity in college, and different factors facilitating student choice of college and program of study. In chapters 4 and 5, I report my findings and process the results from the survey and LAWIP marketing rhetoric into a conversation displaying the alignments and gaps found in the research results.

Chapter II: A Review of the Literature

The discourse of race representation within post-secondary education centers itself around a myriad of themes with three popularly explored topics being: examinations of college diversity, matriculation statistic reporting, and analyses of student interest and representation within writing programs. While the themes are not mutually exclusive, it was important to view their subject manner individually to obtain an individualistic perspective regarding the researchers' methodologies. My goal with this review of the three aforementioned popular themes within this chapter was to accurately differentiate their discussions as they relate to the college diversity discourse while expounding upon the intersecting data and theories that belie the related discourse. Within this literature review, I revisited how the topic of EM student access to post-secondary institutions, matters of college diversity, and research of college marketing rhetoric has been discussed. Their topics are useful in that they highlighted gaps within the surrounding conversation that my research intended to explore.

Examinations of Diversity

Upon investigating the literature relating to EMs within post-secondary education, the available research and commentary addressed the aforementioned subject primarily through the lens of solving issues diversity—framing the discussion or study as one relating to a problem. Gurin (1999) popularly characterized three instantiations of post-secondary diversity (persistent or temporal moments): structural, curricular, and informal interaction diversity.

Structural diversity is defined as the quantity or ratio of students of racially diverse heritage (Alemán & Salkever, 2003; Gurin, 1999). Structural diversity, alternatively referred as compositional diversity or enumerative diversity (Alemán & Salkever, 2003; Paredes-Collins, 2013), is a parameter some post-secondary administrators and researchers use to support the

"contact thesis" (Marichal, 2010, p. 1). Marichal (2010) describes the contact thesis as an ideal where, a higher ethnic minority student population within a post-secondary institution equates to a more diverse institution and will, then, provide a potential for more diverse experiences and interactions between students (Alemán & Salkever, 2003; Umbach & Kuh, 2006) or decrease campus social tensions (Alemán & Salkever, 2003; Loes, Salisbury, & Pascarella, 2013). Faculty structural diversity is discussed as a separate topic from student structural diversity however, research does point to a potential relationship between faculty and student structural diversity in post-secondary institutions (Alemán & Salkever, 2003; ERIC, 2000).

      Curricular or classroom diversity is the sharing of knowledge of diverse groups within course curriculum (Alemán & Salkever, 2003). Diverse curriculum, as Loes et al. (2013) explain, includes ethnic studies elective courses (such as Africana and Chicana studies) and cultural awareness workshops. Although an explanation for was not provided, Loes et al. claim White students participating in cultural awareness workshops improved their critical thinking skills while those communicating with diverse student groups portrayed gains in analytic problem-solving skills over those whom were not. ERIC (2000) states while curricular diversity is valuable within post-secondary education, it is not widely utilized amongst faculty members. In their study, where the ERIC surveyed faculty attitudes on diversity at Macalester College (Minnesota) and the University of Maryland, College Park, 36% of their respondents initiated dialogues about race in class and "most faculty [members] do not alter their teaching methods or course content for multi-racial/multi-ethnic classes" (p. 9). Their study does not define how course content and teaching method would be altered during lectures, however, it can be surmised that the faculty respondents that initiate dialogues about race and diversity in class were augmenting their teaching practices. This shift may have also been a product of a teaching

culture within the included post-secondary institutions where senior faculty valued of college diversity (structural and curricular) less than other respondents. Similarly, this shift may reflect the professors who reported using greater amounts of lecture time holding negative outcomes of diversity (p. 5). ERIC's data presents the case that in post-secondary instruction, opportunities created by professors to encourage dialog regarding race and diversity are of low priority, and its value may depreciate over time. An underlying implication not discussed but found within the ERIC (2000) study is that classes including diverse populations of races and ethnicities neither necessitate nor suggest course augmentation that would reflect the needs of diverse students from those of a population of homogenous class bodies. Therefore, discussion of race and the course stratagem for lecture, student support, and evaluation in heterogeneous classrooms are approached in the same manner in homogenous/non-diverse classes.

Interactional diversity is personal, peer-group influences and exchanges that occur outside of formal, post-secondary course settings (Alemán & Salkever, 2003; Gurin, 1999). Such interaction is demonstrated in college cultural events such as a showing of foreign film or experiential ethnic presentation (dance, musical performance, group talk, etc.) that showcase a specific cultural tradition, history, or invites discussions of cultural difference. These exchanges occur when students engage in cross-racial interactions. Paredes-Collins (2013) describes this variation of diversity as a behavioral dimension that places a focus on co-curricular activities. Paredes-Collins reported the value of these diverse exchanges differs between ethnic groups. Black students valued an institutional (collegiate) commitment toward these activities while White students are motivated to enter these exchanges only on their own time and discretion (Paredes-Collins, 2013). This demonstrates one aspect negotiating EM student perspectives of a

college or program of study—the commitment towards interactional diversity using cultural

events and discussion.

There have been additions to Gurin's (1999) definitions of diversity. For example, Loes

et al. (2013) use the term interactional diversity which highlights the degree to which different

races interact. What this type of diversity specifies is what other researchers use structural and

curricular diversity to explain. As Loes et al. elaborate:

> Although increased structural diversity by itself provides no guarantee that students will
>
> associate with those who are different from themselves, a more diverse student body is
>
> associated with a greater frequency of cross-racial interactions among students. (p. 838)

It is this type of interaction, its perceived importance the individuals, and its frequency of

occurrence create the underlying attitudes towards the culture of a college campus and the

identities of individual ethnic groups.

Researchers are inconsistent in defining diversity in post-secondary institutions or how it

is perceived by students. As Loes et al. (2013) and Umbach and Kuh (2006) explain there is an

interplay between structural, curricular, and interactional diversity. Colleges lacking in structural

and curricular diversity diminish the opportunities for interactions that could promote

interactional diversity. Students who do not engage in interactional diversity within and without

their peer groups, on their own or otherwise, enter their classrooms settings maintaining a

potential unfamiliarity with in-class discussions on difference and culture (Umbach & Kuh,

2006), a potential psychological deficiency that supports Loes et al. (2013) evidence of a

variation of student analytical capacity in the degree students engaged in diverse interactions.

Depending on teaching philosophy, professors may, then, be the sole arbitrator cultivating

diverse interactions in class via requiring mixed-group assignments or facilitating conversations about the intersection of course curricula and cultural experience.

Diversity by program. When beginning research that examines the disparate structural diversity within LAWIPs, it is important to understand what programs of study EM students are currently pursuing and their motivations for entering college. With schools such as Devry, University of Phoenix, and Western Career College tout expedited post-secondary experience that might be performed without leaving the confines of home (online), they have found a market of students who value or require these avenues in order to gain entry to post-secondary education (Harris, 2013). While students are capable of having unique collegiate experiences, decision patterns can develop in connection with the factors of a student's life such as family culture and dynamics, socio-economic status, and geography. These and other factors can serve as limiters bordering student academic pursuits, including which major or post-secondary institutions are conceived as enrollment possibilities (Seidman, 2005).

Siebens and Ryan (2012) compiled data from the American Community Survey, a survey that reported racial, social, economic, and housing demographic data displaying a student's degree received, sex, race, location, and age. The research data suggested that all ethnicities over the age of 25 completed a science and engineering type degree (i.e. mathematics, biology, chemistry, psychology, mechanical engineering, and other hard sciences) more than any other type of major. Business degrees were the second most commonly pursued area within Black, Hispanic, and Asian groups. White students graduated with liberal arts and humanities degrees as the second field of interest while Blacks, Hispanics, and Asian American groups received relatively fewer amount liberal arts degrees than the same groups whom pursued business. Male

graduates led in the population of students whom obtained hard science degrees while female students led in graduates of humanities and art fields.

One troubling issue regarding the Siebens and Ryan (2012) report is the rigid and limited ethnic group categories that were used by the U.S. Census Bureau. It was not discussed what categorization multi-racial respondents were placed in or if they were included thereby increasing the unreliability of the study. Also, there were an exponentially greater amount of Whites and Non-Hispanic White students within the participant pool than the other categories (Black, Hispanic, and Asian American). Where race was not indicated as an individual category within their data reporting, the results are then heavily weighted towards the data of White participants. This limitation within their study is of others that predominately report data from White persons.

The benefit of Siebens and Ryan's report is the discourse gaining a top-down glimpse at the reality of the LAWIP student community. This study states that White (or perhaps more accurately, self-identifying or categorically White) college graduates outnumbered Black graduates (the third largest ethnic group in the report after White and Non-Hispanic, White categories) by a ratio greater than 2 to 1. While reports of this nature are not seeking to understand or uncover student attitudes regarding their program of study, it does signal a potential link between what majors students pursue and a student's sex and race if only tangentially.

One connection made when trying to gain an understanding of the motivators facilitating EM student decisions for where and what they study is to ascertain where their presence is most dense outside of college campuses. If the majority of college students pursue post-secondary education within their home state (Franklin, 2013), then the post-secondary institutions with the

most diverse student campuses should be those located near the more diverse locations. Franklin (2013) found that Western states (California, Oregon, and Washington) are less ethnically homogenous than Plains states (Colorado, the Dakotas, and Oklahoma). Franklin includes that the Asian American community, with their success in gaining admission to college as opposed to Black and Hispanic populations, have a larger impact on the diversity observed at the graduate-level.

While scholarship related to racial density is useful, the focus on structural diversity overshadows explorations of interactional diversity with regards to racial segregation. Marichal (2010) reported greater degrees of ethnic diversity (structural diversity) in neighborhoods negatively affect civic engagement not limited to interactional diversity. A limited civic engagement is realized when "[the surveyed persons] living in close proximity to diversity [sic] were less trusting of others, more personally isolated, had lower levels of political efficacy, and had fewer acquaintances across class lines" (Marichal, 2010, p. 7).

The racial density of a region does not provide a holistic lens for understanding the specific post-secondary institution and LAWIP culture that would dissuade EMs students from pursing education at a particular college or program. Indeed Franklin (2013) asserts that "demography alone is surely not responsible for the observed variation in student body diversity" (p. 2). However, the manner in which certain regions market the value of pursuing specific majors might adjust student interest in certain majors including how these institutions convey their philosophies on diversity, academic scholarship, and non-curricular entertainment and excitement (Hartley & Morphew 2008; Klassen, 2000; Pippert et. al, 2013). It seems plausible that the local, state-wide, and national advertisements of specific fields of study such as the increasingly popular information technology field coupled with the media decrying of liberal arts

studies might have a negative impact on student populations considering pursing LAWIP degrees

fields regardless of racial density and LAWIP effort to assert their programs value and viability

in the job market (Hiner, 2012). Further, pressures for securing employment after graduation

might impact EM students more due to being members of historically disenfranchised

communities (Seidman, 2005). This can be evidenced by both the lower salaries of liberal arts

degree holders versus STEM degree holders and the lower earning amount of non-White degree

holders of liberal arts than White degree holders (Siebens & Ryan, 2012, p. 18). An existing gap

of the matriculation and lower earnings between non-White and White populations in liberal arts

fields underscores the discussion of diversity and geography. While my goal was not to analyze

the marketing strategies of different programs of study outside of LAWIPs, my proposed

research is useful in the larger discourse of understanding of the marketing strategy post-

secondary institutions use for targeting specific student groups. Surveying EM student

perceptions of LAWIPs and the psychology of their (EM student) social and academic

interactions may, in part, reveal EM student perspectives relative to specific regions. Perhaps

EMs in Western states value structural and interactional diversity more than Plains state EMs.

Alternatively, regional and national behaviors, culture, and traditions related to the interaction of

EMs may illustrate a veneer that positively or adversely impacts EM student perceptions of

LAWIPs or colleges in general.

   Diversity knowledge and attitudes. The degree interactional diversity influences a

student's social experience can be dependent upon their attitude towards how diverse interactions

might augment academic and non-academic learning, their level of access to diverse student

groups, and time spent engaging in social interactions with said groups. Because researchers

assert that students value interactional and structural diversity positively (Cleeton & Gross, 2004;

ERIC, 2000; Loes et al., 2013; Paredes-Collins, 2013), surveying student perspectives of

curricular diversity and non-curricular events (such as racial awareness courses and cultural

demonstrations) can determine what experiential methods students utilize. In effect, how are

researchers measuring for interactional diversity and its perceived value amongst students in

college?

Contemporary research realizing student awareness of how racial diversity might monitor

student experience has not consistently welcomed the participation of all ethnic groups (ERIC,

2000; Nieli, 2010; Umbach & Kuh, 2006). A sensitivity White students demonstrate towards

matters of race has been an area for numerous discussions about diversity. Including the voice of

White students is important in understanding how students of all backgrounds define and value

issues of diversity while highlighting specific themes indicative to a White and other ethnic

student groups. Diversity events are typically observed an occurrence of Non-White displays of

culture (Paredes-Collins, 2013); analyses of White student sentiment on the impact of diversity

events and curricular diversity uncover how internal college culture and social experience

positively or negatively influence EM student experience. An outlying element in the discussion

of diversity attitudes is an analysis of negative student sentiment on diversity and diverse

encounters as they relate to expressions of hate, fear, and misunderstanding of cultural

experience. This discussion involving the aforementioned human psychological is one that

considers microaggression.

Microaggression. Racial tension displays itself in a number of ways. Overt racist acts

such as hate crimes, from violent, race-motivated lynching performed by the Ku Klux Klan to

the more recent mass murder of Blacks in a predominantly Black church at the hands of Dylann

Roof (Tauber et al., 2015) are infrequent race-based interactions occurring in the U.S. and

scarcely occur on college grounds. A more commonly observed behavior informed by racist

beliefs is microaggressions. Microaggressions are instances of hate and prejudice that are short,

subtle, or both (Caplan & Ford, 2014). Sue et al. (2007) categorize three types of

microaggression: microassault, microinsult, and microinvalidation.

In 2013, the University of Oklahoma chapter of the Sigma Alpha Epsilon fraternity was

filmed chanting a song depicting violent acts against African Americans and their refusal of

Blacks from accessing their Greek organization. Those singing along are heard and seen

glorifying these acts trumpeting that "you can hang them from a tree, but he can never sign with

me" (McLaughlin, 2015, para. 10). This act is an example of a microassault. Microassaults are

akin to the non-violent, Pre-Civil Rights era racist exchanges between (but not limited to) White

and Black, U.S. citizens. The use of racial epithets, charged verbal and non-verbal discriminatory

discourse, and antagonist referencing of depictions of racial characteristics (i.e. blackface) are

further examples of microassaults. Microassaults are understood to be "most likely deliberate"

and reactive or automatic actions likely derived from internalized racism and prejudice beliefs

(Sue et al., 2007, p. 4).

Microinsults, the second type of microaggression, are microassaults that are more subtle

in nature. These are racial slights that convey power and inadequacy against the recipient. Sue et

al. (2007) explains microinsults as:

> subtle snubs, frequently unknown to the perpetrator, but clearly convey a hidden insulting
>
> message to the recipient of color. When a White employer tells a prospective candidate of
>
> color "I believe the most qualified person should get the job, regardless of race" or when
>
> an employee of color is asked "How did you get your job?", the underlying message from
>
> the perspective of the recipient may be twofold: (a) People of color are not qualified, and

(b) as a minority group member, you must have obtained the position through some

affirmative action or quota program and not because of ability. (p. 274)

Sue et al. put forward that microinsults slight a person by questioning their ethos, ability to

perform, and membership to specific discourse communities which are all founded upon racial

bias or misinformation. In the documentary "White People", Vargas (2015) recorded a number

of microinsults young, White college students and prospective students used to describe their

discrimination the perceive occurring against themselves from post-secondary financial,

recruitment, and admission departments. Their feelings of being discriminated against related to

their frustration in discovering and attempting to receive financial aid and scholarships. These

students perceived that their failure to acquire scholarship resources along with their

encountering scholarships targeting EMs was a result of social injustice against White students

or reverse discrimination (a phenomenon characterizing discrimination elusively against White

persons [Vargas, 2015]). Those that characterize being a victim of reverse discrimination

believed qualified (White) students were being rejected from receiving federal aid or gaining

college admission for the sake of granting scholarships and college admittance to unqualified

EMs. Affirmative action is the oft cited protocol that contributes to EMs receiving scholarships

and college admittance that is perceived to be unjustly due (Caplan & Ford, 2014;) while similar

protocols might inform college admission that would give an advantage to Black and Hispanic

students over others (Nieli, 2010; Pippert et al. 2013). Vargas informs his audience that White

students are 40% more likely to receive scholarships than EM students. Instances of reverse

discrimination and other microinsults spoken to or in the company of an EM might not be

aggressions (as in, they might not be transmitted with the intention of expressing anger)

however, "[h]earing these statements frequently when used against affirmative action makes the recipient likely to experience them as aggressions" (Sue et al., 2007, p. 274).

The third microaggression type is microinvalidations. Messages that are microinvalidations attempt to exclude or nullify "psychological thoughts, feelings, or experiential reality of a person of color" (Sue et al., 2007, p. 274). A mental process of being blind to skin color displaces attitudes and discourses about race outside of the immediate interactional space between the color blind person and the likely EM audience (Caplan & Ford, 2014; Sue et al., 2007; Vargas, 2015). This microinvalidation attempts to dismiss the misinformation or racial stereotypes that might belie the creation of race-based judgments. Therefore, microinvalidations, more specifically their underlying racial sentiments, are not typically communicated consciously (Sue et al., 2007).

An example of a microinvalidation is a statement where the speaker mentions they hold friendships with those in a specific racial or ethnic population which gives the speaker access to communicating racially charged, bigoted, hateful, or dismissive rhetoric about that stated racial or ethnic group (i.e. "I have Latino friends"). The statement claims to dismiss potentially harmful racial commentary and rhetoric as inconsistent to the speaker's philosophy or soothe the cognitive dissonance the speaker might feel when making or responding to matters of race (Sue et al., 2007). The evidence that one would not hold prejudice or racist ideology is to state that one either maintains a friendship with the ethnic group relevant to the conversation (i.e. a Non-Latino person claiming to have Latino friends when commenting how well a person of Mexican descent speaks English) or that the utterance of an association with a singular ethnic group serves as a panacea for perceived racist attitudes or undertones and grants one clearance to communicate microaggressions regarding all ethnic groups. The latter offers an explanation of

methodology post-secondary institutions have when defining or marketing their identity and

ethos one welcoming diversity. Post-secondary institutions reframe or remedy the issue of

limited campus structural diversity by recruiting EM students and visualization, for example,

Black bodies in college marketing images material to server as an advocate for college equality

(Nieli, 2010; Pippert et al., 2013)

Microaggressions contribute to the overall culture of attitudes towards diversity within a

post-secondary institution. However, some faculty and student populations deny of the existence

of meritocracy and the role race plays in a college student's academic and social experience

(Caplan & Ford, 2014; Paredes-Collins, 2013; Pippert et al., 2013; Sue et al., 2007). It is

important to include faculty instantiations of microaggressions when considering a culture of

subtle racial exclusion and aggression that would appear on college campuses to gain wider

understanding of the microaggressive culture that exists in college. While the ERIC (2000) might

not have explored microaggressions in their research surveying faculty attitudes towards

curricular and structural diversity, they might have been aware of the potential discriminatory

behavior exhibited within classroom settings. ERIC (2000) includes within their results:

> The vast majority of faculty members reported that student diversity did not lead them to
>
> make significant changes in their classroom practices…In other words, most faculty
>
> members do not lower their standards, change their grading patterns, or adjust course
>
> content in response to a more racially diverse student population. (p. 9).

The subtle acknowledge of existing microaggressions found here is the process of faculty

lowering their standards and changing grading procedures. This begs the question, why would

faculty members feel compelled to change grading patterns when facilitating diverse student

classrooms? Additionally, why would the ERIC (2000) and research participants alike

communicate "significant changes in their classroom practices" as "lower[ing] their standards"?

If students and faculty hold to the existence of meritocracy, contrary to what Sue et al. (2007)

propose, then the results from the ERIC (2000) study would be validated. Perhaps a more

accessible manner of expressing their results would have been to state that faculty members

would not change their standards as to not imply that diverse classrooms necessitate a shift in

grading practices. Yet, in the manner it was reported, this oversight reflects the current

incongruent nature of defining, explaining, and studying diversity within and without college.

EM students, however, are likely to notice and internalize these stereotypes (where

lowering grading standards due to the presence of diverse student populations is a microinsult)

and respond a manner that fulfill or disprove the stereotype in some fashion (Sue et al., 2007).

Continuing with the example of adjusting evaluation standards, Asian American and Black

students feel pressures to achieve academic excellence for different reasons. The model minority

myth stereotypes Asian Americans as performing proficiently in STEM subjects and some,

therefor, are compelled to do so to both meet the social standards affixed to the social conception

of Asian American scholastic ability and the internal cultural pressures relating to academic

achievement from individual Asian American families (Yoo, Miller, & Yip, 2015). Research

presents numerical data showing Asian Americans maintaining the highest first-year retention

and degree completion over all other racial groups (Seidman, 2005) and garnering the highest

number of STEM jobs as well as higher wages within those fields (Seibens & Ryan, 2013).

Blacks in the U.S., on the other hand, are stereotyped in possessing one of the weakest academic

abilities. Research cites a correlation between Black students being raised in low socioeconomic

homes and locations and single-parent households with Black students having fewer avenues for

motivational support which all contribute towards a demotivation towards their participation in

academic scholarship (Seidman, 2005). Additionally, affirmative action protocols are stereotyped to specifically bolster Black student admission to college (Nieli, 2010; Vargas, 2015). Therefore, some Black students may feel the need to achieve academic success to provide evidence (to others) of their possessing the necessary academic ability that would make them qualified college students. As such, Black students feel a pressure to disprove the stereotypes relating to the preconceived notices of Black college access and the microaggression to validate their membership within post-secondary education. Seidman (2005) finds that the conditions governing the commitment towards college admission and persistence for Black, Hispanic, and Native Americans is weighted upon financial concerns and a lack of a collegiate preparedness which negatively impact their retention rates. Microaggression can negatively compound EM commitment and expectations before their college entry and upon arrival in how such behaviors situate a lack of confidence in the EM's membership or commitment to education. These examples are not necessarily exclusive to specific ethnic groups. The effect of prolonged exposure to a culture perpetuating microaggressions towards any ethnic group "can significantly interfere with the [student's] attempts to acquire an education, leading them, for instance, to avoid certain classes and certain geographical spaces in educational institutions" (Caplan & Ford, 2014, p. 35), and "contribute to diminished mortality, augmented morbidity, and flattened confidence" (Caplan & Ford 2014, p. 35). In short, negative social interactions related to race demotivate EMs students and negatively influence EM student matriculation rates (Caplan & Ford 2014; Seidman, 2005). Should these reactions to microaggression be a driving force in influencing EM understanding of college or LAWIP accessibility, careful consideration of its implications for future research of related fields is a priority.

Studies on attitudes. Microaggressive communication demonstrates a fraction of the internalized dispositions students maintain while engaging in diverse exchanges in college. After considering the formation of microaggression and the effect microaggressive behaviors have on its recipients, it is beneficial to review the literature that attempts to articulate matters of diversity within post-secondary institutions as interpreted through student attitudes and opinion. The content in this section approaches interactional, structural, and curricular diversity primarily by: gathering and examining student perspectives of the effect and importance of being a part of a diverse student body, gaining alternative perspectives within a classroom discussion, and having campus cultural events that serve to celebrate and educate attendees in matters of cultural awareness.

In their study, Umbach and Kuh (2006) sought to compare and uncover the relationship between the effects of structural diversity and interactional diversity in post-secondary education. In a two-pronged, quantitative research survey, Umbach and Kuh first surveyed a group of 98,744 first-year and senior-year college students from different colleges asking them how much time was spent attending diversity non-curricular and extra-curricular courses and events. In the second stage of their study, they surveyed 17,640 students from their previous pool that were pursuing education within a liberal arts college. Research data was taken from the National Survey of Student Engagement. The results from their first survey indicated that students from liberal arts colleges attended more diversity events than students from non-liberal arts colleges. Prior to their secondary survey, the researchers developed a diversity density index which attempted to measure structural diversity by measuring the percentages of ethnic student groups that constituted the student body within a post-secondary institution. A college reaching optimal diversity, according to the diversity density index, would have "all five racial groups"

represented with percentages of each group being close to 20% (p. 176). It is important to note

that five racial groups considered in Umbach and Kuh's diversity density index included White,

Black, Latino, Asian, and Pacific Americans. They proposed that balanced structural diversity

would lead students having more interactions with people of different races. Students that

engaged in more diversity and cultural activities were also students of liberal arts colleges that

maintained a structural diversity closely matching the diversity density index. Also, first-year

students attended more events than senior college students. Umbach and Kuh concluded both

student groups (liberal arts attending and not) valued communicating with diverse student

populations though these interactions are "not significantly related to level of academic challenge

for either seniors or first-year students… [and] satisfaction with college and the supportive

campus environment measure were unrelated to emphasizing diverse perspectives in the

classroom" (p. 179).

Umbach and Kuh's study is one of others that emphasize diverse interactions resulting

from a post-secondary institution with a balanced structural diversity. Such research that focuses

on the effect of structural diversity and express how EM students value of structural and

interactional diversity can be a component that contributes to their interest in attending a liberal

arts college and pursuing LAWIPs. Indeed Caplan and Ford (2014), Marichal (2010), Seidman

(2005), and others have posed similar claims attempting to assert the value of interactional

diversity is through gains in student attrition, support, and their understanding of campus

diversity. Research that prioritize structural diversity may not uncover EM student understanding

of the value of diversity and how it affects their choice of program of study especially when the

number of EM students at the majority of post-secondary institutions is lower than White

students (Siebens & Ryan, 2013) and the campus culture at some colleges is one where students

segregate themselves amongst their own racial group (Cleeton & Gross, 2004). However, these examinations serve as an entry point to expand and develop the discourse exploring the effect of structural diversity and non-curricular and extra-curricular diversity has on a student's decision-making on programs or institutions of study.

Faculty perspectives of diversity are worth exploring as diverse interactions student have on college campus are not exclusive to diverse student-to-student exchanges. In addition, faculty interactions with students serve as alternative (or primary) advising and retention mediators for colleges and within different majors (Seidman, 2005). How faculty members describe the role diversity might play within their curricula, their own careers, and within the lives of students might align with existing frustrations students also hold. Localizing the conversation specifically to EMs, these students they might seek guidance on matters requiring an advisor that possesses a certain degree of cultural sensitivity, an ability to confidently communicate within the discourse of race or specific ethnicity, or is perceived as accessible to the student on the basis of the advisor possessing matching racial, spiritual, or experiential traits.

The ERIC (2000) aggregated the results of three studies that surveyed faculty feedback regarding the role diversity plays in academe across the United States. Their initial study used a Faculty Classroom Diversity Questionnaire which was a tool to measure "attitudes toward and experiences with racial and ethnic diversity of faculty members at America's leading research universities" (p. 8). It was the first of its kind; the second study utilized similar survey data. The third project was a qualitative case study examining "multi-racial/multi-ethnic classrooms" (p. 8). What they call "multi-racial/multi-ethnic" is what I have defined as structural diversity. The ERIC reported that two-thirds of the faculty respondents claimed that their respective post-secondary institutions valued structural diversity in a classroom and benefited from learning in

structurally diverse environments. More than 90% of the respondents indicated that neither the quality of the student nor class discussion were negatively impacted by diversity. Conversely, this study identified a trend among the faculty population that viewed positively the benefits of diversity. Women, the politically liberal, and EM faculty members comprised this group. These particular results can offer useful information regarding how gender, political affiliation, and ethnic background of admissions, faculty, and advising officials influence student perceptions of liberal arts colleges or LAWIPs. There is tangible evidence corresponding to the quality of personal interactions with students and officials of different physical and political backgrounds. Further, the intersections of race, sex, political affiliation, and other factors between post-secondary faculty, department advisors, and recruitment officials shape and deconstruct the values students hold regarding their definition and value of diversity and understanding of access to a program of study.

Also noteworthy, the ERIC (2000) reports that while 71% percent of their surveyed faculty feels adequately prepared for teaching a diverse student body, 36% of the respondents initiate race discourse and even fewer assign students to ethnically diverse groups. The majority of the respondents did not change their teaching methods or curricula for diverse classroom settings. This information can be problematic; it is possible that the teaching method or course curricula adopted will reproduce a cultural environment inaccessible to or dissuades certain student groups. Such a problem is potentially realized when coupled with Alemán & Salkever (2003) study that found that faculty members would describe a selective hiring process that aimed to produce replicates of existing faculty or foster new hires to assimilate to an established standard. Their researchers explain participant depictions of a selective hiring practice as cloning:

…the lack of progress is due to intentional or unintentional desire to "clone" existing

faculty and administrative characteristics. The several individuals who used the term

"cloning" to describe what they perceived to be assimilationist behavior on the part of

individuals and assimilationist policies on the part of the institution (e. g., hiring white,

Anglo-American faculty whose scholarship does not challenge the epistemology of

liberal education) were the same few individuals who articulated the value of difference

in learning…These faculty and administrators see institutional hiring practices as

evidence of the desire to replicate existing ideologies. These same individuals perceive a

pervasive ethic that demands assimilation into normative intellectual patterns by all

members of the faculty. (p. 581).

This conscious or unconscious act of cloning faculty and administrators supports the claim that if

a standard teaching methodology and course curricula at a particular post-secondary institution is

establish, selective hiring practices and culture of assimilation can impede new ideology from

entering the classrooms and ostracize other pedagogies, faculty, or administrators from entering

the college or program of study. Regardless of the rationale, research supports a heterogeneous

student body and faculty as desirous to both structural and interactional diversity (Alemán &

Salkever, 2003; Cleeton & Gross, 2004; ERIC, 2000; Marichal, 2010; Umbach & Kuh, 2006).

The issues surrounding racially or gender biased student experience manifest themselves

in different ways. Some students devalue interactional diversity favoring structural diversity by

removing themselves from public spaces that are not racially homogenized making

heterogeneous spaces an optional venture for entertainment (Cleeton & Gross, 2004; Paredes-

Collins, 2013). Certain educational institutions can attempt to replicate targeted client's

preference in, for example, a low degree of interactional diversity maintaining a racial homogeny

that exists in predominantly White institutions (Cleeton & Gross, 2004; Harris, 2013; Umbach & Kuh, 2006). College campus or academic department culture of ideals that homogenize around a singular experience of a preferred student group diminish non-preferred student groups commitment to a program of study or college (Seidman, 2005). Non-diverse curricular and non-curricular interactions navigate all participating members student and faculty members towards an overarching group-think which reduces the number of diverse interactions students can have regardless of structural and curricular diversity. A group-think campus culture in regards to negative impressions of diversity is what researchers have found that students and faculty do not desire (Alemán & Salkever 2003; Loes et al., 2013; Marichal, 2010).

The research Cleeton and Gross (2004) conducted within a predominantly White institution produced similar and conflicting attitudes towards diversity and the homogeneity of the college campus and student ideals. Using ethnography, Cleeton and Gross interviewed 48 students primarily of "European descent" and female (p. 9) regarding how diversity can affect student learning. They uncovered that White students "[f]ound racial homogeneity on campus to be ubiquitous… [and] agreed that racial diversity is at best tangentially related to their college experience" (p. 11). Further results relating to diversity in learning presented White students attributing their discomfort when participating in racial discourse to the presence of EM students. Alternatively, the students stated the presence of more African Americans would increase interactions with diversity. This sentiment is mentioned throughout numerous studies that forward the understanding that a focus on enumerative diversity (Alemán & Salkever, 2003) or process of boosting the numbers of EM students within an institution, specifically Blacks is an intrinsic good, but not necessarily positive for increasing the potential opportunities to encounter

EMs ((Nieli, 2010; Pippert et al., 2013). While the students claimed to desire more diverse

encounters with students, they paradoxically put forward that,

> the presence of one African American student in a classroom was described to diminish if
>
> not eliminate prospects for discussions about race, [yet] a resultant lack of experience
>
> with students of color was identified as making white students nervous about discussing
>
> race with students of color. (Cleeton & Gross 2004, p. 14)

Their findings illustrate the cumulative and harmful effects of homogeneous student campuses

and the cultivation of limited cultural engagement and awareness. White respondent fears of the

offending EM students by engaging in racially-charged discourse and their discomfort in

entering said discourse seems to corroborate reduced civic engagement (Marichal, 2010) and

increased microaggressive behavior (Caplan & Jordan Ford, 2014; Sue et al., 2007).

Reduced civic engagement and increased microaggressive behavior within a post-

secondary institution or LAWIP culture might be rooted within the United States higher

education system. If the concerns from White students in their not favoring diversity within a

classroom are realized in secondary or even primarily schools, EMs students are likely to

develop response mechanics such as ignoring microaggressive interactions which might include

disassociating themselves from a particular post-secondary institution or program of study

(Caplan & Ford 2014; Seidman, 2005; Sue et al. 2007). Therefore, it is important to monitor

student microaggressive behavior and value of diversity when surveying these factors impact

student perceptions of a college or program of study.

Thus far, the current literature has revealed existing attitudes that shape college culture

and definitions of and preferences for diversity. It is fruitful to gain an understanding of how

researchers approach matters of diversity. My research targets EM student rationale regarding

their interest in and accessibility to LAWIPs and its intersection with LAWIP marketing process,

and the prevailing style contemporary discourse takes on to present matters of diversity is one

that favors structural diversity as the primary contributor to addressing diversity concerns. The

literature has also revealed connections between the cultivation of microaggressive behaviors

and student rationale in predominantly White institutions in how diverse spaces—spaces for

interactional diversity, are considered preferred as optional. There are substantial amounts of

peer-reviewed studies supplying limited EM feedback on matters of diversity opting (or co-

opting) to centralize participant response on White students as well as faculty. This issue seems

inherently connected to the limited structural diversity of some of the targeted colleges in the

research corpus (Alemán & Salkever, 2003; Cleeton & Gross, 2004; ERIC 2000; Loes et al.,

2013; Pippert et al., 2013).

Alternatively, this phenomenon can be related to research methodology and data results

concerned with how the phenomenon of post-secondary institution having low EM student

presence came to exist. When it comes to structural diversity, the modern colloquial response

says, "more diversity is better", (Caplan & Jordan Ford, 2014; Cleeton & Gross, 2005; ERIC,

2000; Harris, 2013) but does not illustrate a necessary causal relationship of increased

interactional diversity, the diversity archetype that is most associated with beneficial learning

experiences with diverse groups (Harris, 2013; Marichal, 2010; Umbach & Kuh, 2006). The

degree of civic engagement, the praxis of interactional diversity (Marichal, 2010), is the variable

that at one end of the spectrum is theorized about (ERIC, 2000), and at the other end is observed

through student engagement in diversity and cultural events positions outside curricular arenas

(Alemán & Salkever, 2003; Loes, et al., 2013; Umbach & Kuh, 2006). Notwithstanding, the

literature regarding college diversity provides a myriad of opportunities to expand the discourse

the connection between the degree interactional diversity and civic engagement alone affects EM

student experience. More specifically, gauging what diversity archetype students prefer as their

definition of diversity and measuring the degree each diversity archetype influences student

experience are two research protocols directly informing my project.

Post-Secondary Recruitment Viewbook Analyses

The post-secondary institution diversity discourse branches further with recent studies

investigating the visual rhetoric of college recruitment materials. These studies explore what

messages or themes certain post-secondary institutions portray about their campus culture and

the appearance of the average student within a specific college using viewbooks (brochures)

(Hartley and Morphew, 2008; Hite and Yearwood, 2001; Klassen, 2000). Alternative studies

analyzed the degree of structural diversity within viewbooks and compared the results with the

actual student body population of the related college (Pippert et al., 2013). Analyzing the visual

rhetoric within recruitment material provides a glimpse at how post-secondary institutions and

LAWIPs construct their public image and mean to convey their own ethos as an academic

institution or program of study. It is within the projected and perceived public image that one can

uncover connections EM students make relative to college or program accessibility when

viewing college brochures. Overt and covert messaging within the promotional materials of the

aforementioned academic groups intersecting with preexisting definitions of a post-secondary

institution or LAWIPs held by EM students demonstrate faculties shaping EM perceived

inclusion or access within a college or program of study. College propaganda targets a specific

consumer base. "Niche marketing", as Roger and Findey (as cited in Klassen, 2000, p. 12)

describe, establishes and maintains the protocol of inviting a narrowly-defined sect of qualified

students (Klassen, 2000, p. 20) which may alienate or ignore other student population. With

students preferring higher structural and curricular diversity (Harris, 2013; Pippert et al. 2013)

and with colleges calculating student values per the desirability of the student consumer

(Klassen, 2000), college admissions departments have adapted their marketing rhetoric of their

brochures and websites to appear more accessible to their targeted student consumer base,

presenting an ethos of inclusion and diversity to targeted students (Hartley and Morphew, 2008;

Hite and Yearwood, 2001).

      Klassen (2000) analyzed college viewbooks to investigate post-secondary marketing

strategy and trends. His study examined 1,401 images in viewbooks from 32 colleges which

were classified as upper or lower tier institutions based on the *U.S. News & World Report* college

rankings. Viewbooks from upper tier post-secondary institution, as Klassen reports,

"[communicate] the values of hard, cooperative work and respect for expertise… [and express]

aspirational, reflecting behaviors, attitudes and values to which the student aspires, such as

developing research skills, learning from faculty, and prizing discipline" (p. 17). Alternatively,

lower tier post-secondary institution viewbooks highlight student commonality and commodify

college benefits, a strategy Klassen likens to commercials of food and cleaning products (p. 17).

He states,

> …creating the kind of advertising that appeals to a specific and narrowly-defined market
>
> is foundational to niche marketing. Applied to the marketing of higher education, it
>
> becomes a self-fulfilling prophecy: high quality institutions appeal to high quality
>
> students, and vice versa. (p. 20)

Klassen finds there is a level of a college's awareness of the values the type of students they

attract or desire to attract hold or should hold and claims that colleges are cognizant of how their

marketing rhetoric is received by their desirable student groups.

Hite and Yearwood (2001) simulate a study similar to Klassen's (2000) study using a larger number of institutions and more categories of visual and textual messages while not dividing the post-secondary institutions into tiers. The institutions are visualized in a chart quantifying the schools in several types: public or private, national or regional, college or university, religious affiliation, and others. Hite and Yearwood acknowledge Klassen's indication of post-secondary marketing strategy and its research as a priority for identifying rhetoric that navigates desirable (target) student interest (Hite & Yearwood, 2001, p. 17). Within their article, racial diversity regarding the student variety, particularly of the Black and Hispanic populations, and financing were also trends found in college marketing. Their interpretation of diversity was not defined. Their results displayed "student life", extra-curricular (athletics and clubs/organizations), the college website and map, and diversity as content trends within the analyzed viewbooks (p. 20). While their explanation was unlisted, the researchers note that student life was a message explained in 85% of the viewbooks and was represented as "lifelong friendships, [a] variety of extracurricular activities, fun, excitement, community, support, diversity, stimulation, and a chance to truly be oneself" (Hite & Yearwood, 2001, p. 21). They conclude calling for additional research that investigates student factors that facilitate their decision in choosing a college as well as what about college students desire to know.

Hartley and Morphew (2008) study is a more recent expansion of the Hite and Yearwood (2001) viewbook analysis project exploring the genre of content messaging in post-secondary viewbooks and its differentiation between institutions. They note aggressive marketing efforts by colleges towards prospective students are reflected in the concern taken when crafting viewbooks manifested in college image branding and analysis of prospective student impressions of the related institution (p. 672). Of these said students, high school seniors, as Hossler, Schmit, and

Vesper found (as cited in Hartley & Morphew, 2008), reported college viewbooks were the primary influence on college choice (p. 673). Therefore, Hartley and Morphew surmised an examination college viewbooks may reveal embedded themes relating to institution type. Their sample size consisted of 48 randomly selected colleges and universities split evenly between private and public institutions including a Historically Black College and University (HBCU), a data point unused from the previous studies. Identified categorical themes differed little from the Hite and Yearwood (2001) study, however there was more dedicating towards discussing sameness in the genre. Hartley and Morphew indicate male athletics, school mascots, and attractive students are the dominating imagery found in the results. They describe student populations as they appear in viewbooks:

> They are filled with happy and healthy students (in only a few instances where the presence of a health or counseling center mentioned). Undergraduates are a racially diverse and a generally attractive group—all are in their late teens or early twenties.
> There are no disabled, obese, or depressed students. Everyone belongs. (p. 677)

Hartley and Morphew echo a prevailing standard for college viewbooks the previous researchers' claim where post-secondary institutions commodify college choice by packaging the most attractive programs, activities, and amenities while diminishing the space for engaging matters of college cost, the benefit of post-secondary education and liberal arts, and academic rigor (p. 668). Similar to their observed pattern of themes in post-secondary institution viewbooks, Hartley and Morphew provided minimal examination of diversity within viewbooks, though did state that most of the viewbooks included a singular picture depicting diversity.

The Pippert, Essenburn, and Matchett (2013) study built upon the prior studies though emphasize structural diversity specifically. Pippert et al. ascertained that the Hite and Yearwood

(2001) study left diversity and the degree it was emphasized by post-secondary institutions

inadequately defined and surmised that the research results for Hartley and Morphew (2008) did

not target diversity in post-secondary institutions, but their results matched the overlying theme

of post-secondary institutions conveying that they endorse increased structural diversity both in

student ethnicity and gender. Pippert et al. compared race representation using a college's

student body profile found in the *U.S. News & World Report* and *The Princeton Review*

databases with percentages of the races of people visualized in the matching college viewbook

material, a process which they call the photographic mean. They found that Blacks were 81.2%

more likely to be overrepresented within viewbooks. Actual Black student populations were half

of what the photographic mean was. Other Non-Whites groups such as Hispanics/Latinos and

Native Americans were typically underrepresented while Asians were most likely to have a

balanced representation, where the actual student body average and photographic mean were

similar. Black, Asian, and White students' overrepresentation in viewbooks increased as the

post-secondary institution's actual structural diversity decreased.

Similar to Klassen (2000) and Hartley & Morphew, (2008), Pippert et al. (2013) conclude

stating post-secondary institution's visual rhetoric in viewbooks adheres to commercialized

definitions of diversity. They point out that post-secondary institutions value a public image

aligned with a specific interpretation of how diverse student bodies are to appear. They

summarize this phenomenon:

> This leads us to speculate that colleges and universities were narrowly defining racial and
>
> ethnic diversity. It appears that "diversity" and "minority" have been defined by many
>
> campuses as having a sizeable percentage of African American students. As a result, if a
>
> campus wanted to present its student body as "diverse," the strategy of some institutions

appeared to be to prominently portray black students in the recruitment brochures while

providing more equal or even under-representations of other groups. (p. 276).

As they state, perceptions of diversity in post-secondary institutions are being truncated to the

actual or fabricated presence of Black students on college campuses. Their study is one of many

that indicate a Western fascination of narrowing the issues of and solutions for diversity to

simply bolster Black student populations in college (Cleeton & Gross, 2004; ERIC, 2000; Loes

et al., 2013; Nieli, 2010).

Viewbook analyses of the coded messaging pertaining to diversity and cultural inclusion

are scarce. This genre of study is relatively new or perhaps not researched within the public,

scholarly forum. Difficulty in locating similar studies within the broader scope of visual rhetoric

in college recruitment and its effects supports the need for more research to be performed within

this genre of study. Similarly, there exist untapped data points connecting viewbook coded

messaging and EM student decoding and impressions of viewbook rhetoric that contribute to a

trend of limited EM students persistence and entry within LAWIPs, other programs of study, or

certain post-secondary institutions. College viewbook analyses conceptualize a portion of the

contributing factors of decreased EM student interest and attitudes towards higher education

(Hartley and Morphew, 2008; Pippert et al., 2013; Seidman, 2005). None of the prior studies

highlight the student perceptions of college viewbooks, yet the prevailing methodologies of these

examinations have described the effect of college viewbooks on its consumers.

Addressing the Missing Link

In summary, there has been a trend in the decline of in students participating in LAWIPs with

EM students graduating with disproportionately fewer of these degrees (Siebens & Ryan, 2012).

This topic falls under the umbrella of admissions and diversity. Diversity research has

investigated three different types of diversity. One diversity archetype is structural diversity

which relates to the quantity and ratio of racially diverse student populations in a post-secondary

institution. The curricular diversity archetype is the practice of designing and implementing

course practicum and curricula to engage in conservations about racial and cultural difference

and/or facilitate diverse group interaction diffusing group think. A third archetype, interactional

diversity, focuses on the importance of diverse social interactions, most specifically non-

curricular diverse encounters not facilitated by post-secondary institution staff. Structural

diversity has been cited as the leading factor fostering interaction diversity or the sole driver

towards student and faculty interpretations of diversity (Alemán & Salkever, 2003; ERIC, 2000).

Other populations of researchers find structural diversity alone does not inherently promote

interactional diversity; promoting interactional diversity requires investigating student

impressions of campus culture as it relates to diversity in student and staff bodies and also

student social and academic experience as they collide with race (Caplan & Ford, 2014; Loes et

al., 2013; Marichal, 2010; Umbach & Kuh, 2006). When the discourse transitions toward EM

impressions of post-secondary institutions and diversity, their voices have been an outlier or

overshadowed by the great number of non-EM feedback. What has been vocalized from EMs

regarding their post-secondary experience are their grievances with encountering

microaggressions (Sue et al., 2007) or their favorable opinion of structural diversity (Loes et al.,

2013; Paredes-Collins, 2013). In college viewbook marketing, EM and non-EM students alike

prepare themselves for admission within college or program that fashions itself through

viewbook marketing as accessible to all, but when new students arrive to the campus, "[they]

look around campus and say, 'Where is all the diversity'" (Pippert et al., 2013, p. 279) ? The

post-secondary institution or program of study becomes accessible to some; the ideal student

within the prospective student consumer base possesses a variety of ideal situations that do not

respect an achievable reality for all students (Hartley and Morphew, 2008; Hite and Yearwood,

2001). Culture shock in college from the clashing of prospective student impressions of a

college's atmosphere from viewbooks and the actual campus becomes a jarring renegotiation of

values and intentions from EM students specifically, that negatively impact student commitment

to and through matriculation (Seidman, 2005). If, then, the reality of a post-secondary institution

or program of study lacks structural diversity but their mission statements champion a form of

structural, curricular, and interactional diversity, analyses of viewbook diversity rhetoric and

student perceptions of diversity can serve as a gateway to fill the gap of between collegiate

marketing rhetoric of diversity and access and student impressions of said rhetoric.

Actual student perspectives are key components in uncovering student decoding

mechanics for visual rhetoric and the impact it has upon them. How might diversity defined by

post-secondary institutions and researchers of the topic differ from undergraduate or prospective

student definitions? How does photographic, structural diversity impact a student's

understanding of a post-secondary diversity if there is an effect? How are students interpreting

alphanumeric and graphic elements in viewbooks, and what is the impact of their conjunction as

they contribute towards students value a post-secondary institution or program of study? One

critical question to consider is what are students observing in college or LAWIP recruitment

propaganda that reinforces their positive or negative associations with a college or LAWIP?

Additionally, what are the perceptions students' hold of post-secondary institutions and

LAWIPs? Tangible themes in viewbook material are not fully understood without understanding

and survey the perspectives of those that would typically receive and decode the material

(students). Photographic means of visual structural diversity and perceived audience

interpretation of viewbooks might connect to how students learn to decipher visual rhetoric in

college viewbooks and locate matters of social and academic importance. These reviewed studies

provide a useful roadmap to how to begin visual rhetoric analysis in college marketing material

and what questions should be asked of students regarding LAWIPs, diversity, and college

marketing rhetoric. What is missing, or perhaps never considered, that my research intends to

provide is an investigation of both post-secondary institution viewbooks and websites,

specifically LAWIPs, and student perspectives of diversity. The following chapter details the

methodology I adopted for my mixed methods research and how it was inspired by the literature

found in this chapter.

Chapter III: Mixed Methods Research Methodology

Previous examinations of diversity in post-secondary institutions have not engendered diverse methodologies of exploration. As discussed in the previous chapter, diversity research within college has been limited to projects surveying student and faculty values of diversity. It has also sought to promote the value structural diversity or interactional diversity. Similarly, peer-reviewed literature is limited discussing the structural diversity within LAWIP degree student entrants and graduates save for statistics displaying low EM presence in LAWIPs compared to their non-EM cohorts—a field that graduates fewer students than STEM fields (Seibans & Ryan, 2013). Studies exploring the entry point in the funnel of student enrollment to college (vis-à-vis college viewbook marketing) acknowledge college marketing rhetoric prioritizing the visualization of diverse student bodies engaging in non-curricular or extra-curricular activities (Hartley and Morphew, 2008; Hite and Yearwood, 2001; Klassen, 2000) yet does not reflect the actual student corpus of the post-secondary institution (Pippert et al., 2013). An avenue that aims to explore a link between EM and post-secondary institution ideals of diversity within LAWIPs is a student perception analysis and examination of college viewbook rhetoric.

The pathway of investigation of ethnic minority impressions of LAWIP that I am endeavored utilized a mixed method approach. One prong of the study quantified student attitudes on LAWIPs using a survey. The second prong was a visual and textual analysis of LAWIP visual and textual marketing rhetoric. I theorized that surveying EM student attitudes about diversity and LAWIPs coupled with an investigation of LAWIP recruitment material in their prevailing and uncommon visual and textual themes would provide beneficial insight to how the EM understanding of LAWIPs aligns with and diverge from the LAWIP identity of itself. In short, previously cited research on viewbook analysis (Hartley and Morphew, 2008;

Hite and Yearwood, 2001; Klassen, 2000; Pippert et al., 2013) was identified as a potential link

to explore a gap between LAWIP viewbook messaging and imagery and EM student perceptions

of LAWIPs and college diversity. Due to previous viewbook analyses not considering student

interpretations or decoding methodology of viewbooks, I chose to design this research using a

mixed methods format that includes a survey exploring the related student perceptions. Likewise,

the previous research alludes the qualities LAWIPs perceive their prospective ethnic minority

students to possess and how LAWIP viewbook materials renegotiate perspectives of student

access to a LAWIP or post-secondary institution and their perspectives of diversity. To produce

an authentic exploration of these intersections and discrepancies between the related parties, a

two-pronged approach was deemed necessary.

Liberal Arts Writing and College Recruitment Survey.

The Liberal Arts Writing-Intensive Survey (LAWCR) is a qualitative survey I developed to

collect student dispositions on different schema of LAWIPs. The survey questions were

developed using salient themes found in college viewbooks (Hartley and Morphew, 2008; Hite

and Yearwood, 2001; Klassen, 2000; Pippert et al., 2013), trends in college and program choice

and retention (Corts & Stoner, 2011), analyses of structural, curricular, and interactional

diversity (Alemán & Salkever, 2003; Loes et al., 2013; Pippert et al., 2014), EM student

retention (Seidman, 2005), college writing and literacy (Ianetta & Fitzgerald, 2016; Mackiewicz

& Thompson, 2014; Plata, 2008), and microaggression rhetoric (Caplan & Ford, 2014; Sue et al.,

2007). This survey visited perspectives from all racial backgrounds. This choice was explicit to

allow for an exposure of patterns and digressions of attitudes held by each participating racial

group and better establish an EM perspective. The unrestricted racial participation of participants

in this survey reveals a difference in opinion regarding LAWIPs relative to different racial group

would be illuminated. The inclusion of White, U.S. citizens specifically within the survey also serves as a barometer to gauge Non-White and foreign, White student opinion. I considered the possibility that a difference in student opinion of LAWIP relative to student racial background might not exist. To that effect, I noted a surveying of only the Non-White students could not yield data conclusive of Non-White student perspectives if opinion trends of U.S. students had not first been surveyed. For this experiment to explore ethnic minority perspectives of LAWIP, Non-White perspectives need to be differentiated from White perspectives so that both perspectives can be calculated.

Inclusion criteria for survey participants included: active, non-minor (18 years or older) student of the University of Findlay (UF) in any academic level. The selection of participants from UF was a convenience sampling; the decision to use convenience sampling was based on maintaining a capacity to distribute the survey physically to disenfranchised students and student groups. Because of the sensitivity of this topic, I made a decision to distribute the surveys physically.

Participants. A target participant pool of 50 was approximated. Actual participant pool was 65 participants (N=65). Research participants were recruited on the UF campus. UF is a private, liberal arts college in the city of Findlay which is located in the northwestern region of Ohio. Over 14% of its student population are international students, 61.9% of the overall population are women, and the largest racial demographic is Caucasian students (University of Findlay, 2016; U.S. News & World Report, 2016). 53 participants fell into the age range of 18-24 years old and 12 participants were 25 years old or older. 18 participants identified as international students, 45 identified as national students (U.S. citizens), and 2 did not identify citizenship. 19 participants indicated themselves as male and the remaining 46, female. The

racial groups represented in this research pool are as follows: Asian descent, Black/African

descent, Hispanic/Latin descent, White non-Hispanic, two or more races, other, and unknown.

All racial categories except "two or more races" and "other" were incorporated from the *U.S.*

Census Bureau. That latter two categories were bore out of a desire allow multiracial participants

identify outside of a mono-racial group as well as those that found the included racial groups as

not inclusive to their identity. Per chapter four, all racial groups were coded as the related name

from the survey. The "White National" group subsumed all data from participants that identified

as both "White non-Hispanic" and "national student". The "Ethnic Minority" group incorporates

data from all participants that did not select "White non-Hispanic". Thus, the ethnic minority

group included both national and international students.

Survey. The physical survey contained an initial page describing the nature of the

research, its value, and an acknowledgement of implied consent. Participants completed the

survey by hand individually and were not monitored. The survey did not ask the participant to

indicate their name; the following were the first set of questions included in the survey:

1. Are you currently enrolled in UF?

2. What age range do you fall into?

3. Select your nativity student status.

4. Select class standing

5. Select your sex.

6. Select the primary racial group you identify with.

Response options were selectable from a list. The type of response to questions one and two

qualified participant results to be used in this research. A response of "No" for question one, a

"Below 18 years" response to question two, or non-responses to either of these questions

disqualified the participant's survey from the data pool. While no participant indicated they were

a minor, the exclusion of minors was a decision made solely to streamline UF's institutional

review board process. Future research opportunities exist surveying high school minors. The

average survey completion duration was approximately 7 minutes.

18 questions posed after the previous six assessed explored student perceptions of

LAWIP diversity and marketing using 5 different factors: perceptions diversity in college,

college and program promotion, liberal arts, writing in college (its procedure), and factors

influencing college and program choice. I ordered the questions explicitly to disjoint similarly

themed questions. The initial 14 questions were designated to be evaluated using a Likert scale

ranging from "strongly disagree," "disagree," "neither agree nor disagree," "agree," and

"strongly agree." A numerical range was assigned to the responses using 1 to 5 respecting the

aforementioned series. The Likert scale mechanic was used to diminish the time required for

participants to respond as opposed to them generating responses in a blank field. The ability of

selecting a ranked, numerical response allowed for simplicity of access for participants that

alternative response styles may complicate or prolong. The responses for question 21 were also

in a Likert range but required participants to gauge the magnitude of flexibility of writing

assignments and class discussion. Question 22 asked students to select an answer from a

provided list of responses that best characterized their definition of diversity in college. Question

23 requested for students to rank factors for choosing college in the order of importance ranging

from 7 listed responses in the order of 1 to 7 with one being the least important and 7, the

greatest. Question 24 23 requested for students to rank factors for choosing program of study in

the order of importance ranging from 6 listed responses in the order of 1 to 6 with one being the

least important and 6, the greatest. There was a space for participants to comment about college

writing at the end of the survey. Refer to Appendix B to view the survey.

The survey results were tabulated within a digital spreadsheet. Categories used to group

data set were: age range, class standing, sex, race, survey question number, and survey question

response. 5 result categories were created using the same 5 factors used to frame the survey

questions (diversity, college/program promotion, liberal arts, writing, and college and program

choice). Survey results were reported in chapter four.

Limitations. The participant pool was small and therefore not representative of the larger

post-secondary student population. The largest participant population, White non-Hispanic

females (at 38%), influenced data results of the White non-Hispanic perspective diminishing a

balanced White non-Hispanic perspective. The inclusion of international students within the

ethnic minority category also augmented the data. This shift was related to the different

experiences international students have versus U.S. students even those that are EMs. These

experiences relative to the subject of liberal arts, writing, college promotion, diversity, and

college choice are affected from the culture of the student and their nationality. The value and

stratagem of the aforementioned factors varies greatly due to the differences in collegiate

program marketing, racial demographics, and the value of writing and liberal arts across the

world. Further, a question asking students to define liberal arts was not submitted within the

survey.

Question 16 ("I enjoy learning about activities and projects that do not include writing

when researching colleges and programs of study.") was poorly worded. The existing wording

does not express if students value less or do not value the research programs and colleges that

illustrate writing as a process or project. Rather, this measures the amount of agreeance the

respondent had towards doing the related activity. Two of the responses in Question 21 were out

of place. The responses were originally arranged in a Likert fashion scaling from left to right in

the degree of strictness and flexibility. However, the responses were printed in this range: "Very

Rigid/Strict," "Somewhat Strict," "Neither Strict nor Open," "Very Flexible/Open," and

"Somewhat Open." Question 19 included a typo that changed one factor from "discussing

economics" to discussing "economics class." Questions 23 and 24 involved participants ranking

a set of items in order of importance. The included instructions failed to indicate that participants

may only use a numerical rank once. Lastly, the survey being distributed physically and the large

number of questions included in the survey can be seen as a limitation.

   Delimitations. For the purpose of this research, the participant pool was manageable

quantity for a single researcher. The represented races and student nationalities provide a glimpse

at the both national and international EM student perspectives as well as a useful gauge of the

Midwestern, White non-Hispanic, and female perspective of the related topics. This study laid

the framework for larger and more comprehensive projects of the same theme. Of similar

concern is the lumping of international student responses with national student responses.

International students are EMs within the U.S. post-secondary educational system. Few studies

discuss international student perspectives with regard to diversity attitudes and college writing.

However, I reported statistically significant differences in the responses between international

students and EM U.S. citizens. Both groups held similar impressions of diversity and writing and

were therefore reported as a singular group in the corresponding areas.

   The issues of response ordering in Question 21 are minor as both responses were in a

"Flexible" valance. Few participants indicated responses in the extreme ranges (1 or 5, strict or

flexible); responses populated around the moderate opinion for this question. Nevertheless, the data was reported and recorded as was indicated in the survey.

The survey being a physical document bolstered participation from student since they were not required to use an electronic device to access the survey and could freely complete the survey anywhere. Physical distribution allowed for participants to engage in discourse related to the topic after completing the survey. This, in turn, boosted student participation from other students that had initially declined participating or were not asked.

LAWIP Promotional Material Examination

The second prong of this study examined the rhetorical strategy LAWIP programs use to communicate and promote their related program to students. This examination analyzes the rhetoric post-secondary institutions utilize for promoting LAWIPs. The goal was to identify rhetorical trends in text and racial representation of human forms in digital media (images and animated media).

First-tier post-secondary institution selection. Post-secondary institutions were selected at random from the 4 regions of the United States (Pacific, Mountain, Eastern, and Atlantic). Post-secondary institutions within a region were designated using the college search in *U.S. News & World Report*. Inclusion criteria for post-secondary institutions considered were: the post-secondary institution must provide baccalaureate degrees in the subjects of English, history, and philosophy and their webspace must have a "request information" hyperlink allowing for electronic and physical viewbook distribution. Religious studies majors were identified as an equivalent for philosophy in the event the post-secondary institution did not offer a philosophy baccalaureate degree. Henceforth, my referencing of philosophy includes the religious studies major unless otherwise specified. The choice of using baccalaureate data was

reflective of the small number of students graduating with a bachelor's degree within a liberal arts program than of STEM programs. I wanted to isolate baccalaureate programs to gain a better understanding of how students that might pursue education in a liberal arts college navigate LAWIP, bachelor degree marketing. Post-secondary institutions excluded from this study were those that required social security numbers and SAT or ACT test scores due to my decision desiring not to fabricate this information or provide my own. 48 institutions satisfied the aforementioned inclusion requirements: 12 post-secondary institutions from the Pacific, and Atlantic regions, 11 from the Eastern region, and 13 from the Mountain region. 25 post-secondary institutions were public schools and 23 were private. Of the private schools, 4 were religiously affiliated and one was an all-woman's college.

Information request student pseudonym. Information request forms for post-secondary institutions, much like other corporations, require a set of personal and demographic information to be indicated. The request forms for all of the included post-secondary institutions required a prospective student's email, home address, and first and last name. A decision was made to generate and use a name that would provide minimal gender and ethnicity information to college recruitment and marketing staff should the provision of either influence the survey results. By using a gender and ethnically ambiguous name, information requests that did not solicit race or gender information served measure response rate from requests that required answers either or both solicitations. Promotional material was requested under the name Jamie Johnson. This name was generated using displaying ethnically and gender neutral names ("Baby names." n.d.; "NameVoyager," n.d.; "Top names," n.d.; "Uncovering ," 2014; "Unisex," n.d.). An alternate email address was created for the purpose of this project. To receive any mailed promotion material, I provided my actual mailing address while using the pseudonym. A date in January of

1998 was the selected month and year of birth for Jamie Johnson to allow for Jamie to be of the traditional age of 18 years old as a graduating, high school senior. This age is also of the traditional age first-time college students enter a post-secondary institution from high school. A local high school in the city of the mailing address was used as the graduating high school for post-secondary institutions that required this information. Jamie was identified as a first-time college student and high school senior entering enter college in Fall of 2016 when fields required this information to complete the request.

Race and gender controls were used in this experimental beyond neutral naming. For the purpose of this research, I will refer to Jamie Johnson as a "they." Gender selection was distributed based on normalizing data between female, male, and unknown applicants. Selecting "unknown" or leaving blank fields not requiring gender identification was favored in this project to standardize the information request process when gender was not selectable. Race, when required, was selected at random from the available, non-White options in the college webspace. These options were limited to "Black/African descent," "Asian/Asian descent," "Pacific Islander,", "Other," or "Hispanic descent." Certain college webspaces allowed for multiple responses for race or ethnicity. Of 49 information requests, Jamie Johnson was female in 11, male in 10, "unknown" in 3, and unlisted in remaining 26. Jamie was a selected as a singular race 7 times, multiracial 8, and not racially indicated in the remaining 34 requests. This result provided an avenue to explore if race and gender impacted the recruitment response rate and type from post-secondary institutions.

Other fields that were required to be identified for the information requests included: a primary telephone number, parental email address, high school graduation date, college entry date (quarter/semester and year), student entry status, program of interest, and a "how did you

hear about us" section. My personal phone number and email address was used to satisfied

parental contact information. The primary program of interest selected was "English" when

required. History and philosophy were selected as alternative interests or requested within an

"additional comments" section should that field be provided.

Second tier selection process. With the advent of the internet and digital information

sharing, many post-secondary institutions are opting out of mailing physical viewbooks and

opting in to virtual tours and image-filled webspaces. Of the 48 solicited post-secondary

institutions, 8 responded by mailing viewbook material. What was decided for the viewbook

analysis was to not only analyze the viewbook itself, but the related English, history, and

philosophy program webpages of the included post-secondary institution pool. Due to the low

response rate from the post-secondary institutions in the Pacific and Atlantic regions, 4 post-

secondary institutions were selected at random from the $N = 48$ pool for webspace analysis (3

from the Pacific region and 1 from the Atlantic region). These colleges brought the total of post-

secondary institutions analyzed to 12 ($N = 12$). 6 post-secondary institutions were public

institutions and 6 were private, one of which being religiously affiliated. Visual and textual data

from viewbook and webspace were aggregated together to streamline data reporting process due

to the greater amount of data hosted on college webspaces than found in mailed viewbooks and

the webspace being the unifying data point between all included post-secondary institutions.

Included post-secondary institutions were given pseudonyms to protect their. Their names, when

reported in this project, reflect the region in which they exist (e.g. "Mountain Third University").

LAWIP marketing rhetoric analysis. The analysis process used for examining LAWIP

marketing materials involved two steps. First, I performed a close reading and rhetorical analysis

of textual themes found in the post-secondary institution's English, history, and philosophy

degree webpages. The included program webpages were directly hyperlinked from the post-secondary institution's academic program webspace which were directly hyperlinked from the colleges' homepage. Department webpages were not used; the webpage that populated after the selection of the baccalaureate degree matching the three aforementioned majors was used. This standard was representative of the least amount of effort a prospective student or curious individual would need to have to explore a college major on a given college's webspace barring a judgment of the program based on the name as it appeared on a program of study list or newsfeed. Similarly, the use of the first populated webpage is also representative of the first impression or contact post-secondary institutions and college departments make for visitors of their webpages.

Once the participating post-secondary institution's English, history, and philosophy webpages were found, the rhetorical analysis was conducted. Textual themes appearing in on the webpages were identified and divided into categories. This process of analysis and categorization was adapted from the college viewbook analyses performed in by Klassen (2000), Hite and Yearwood (2001), and Hartley and Morphew (2008). Identified themes were cataloged and compared by program of study within the same post-secondary institution, colleges within the same region, and region to region. In addition, a word frequency count was conducted which tabulated the words that appeared the most in the degree webpages. Small words and articles such as "the," "a,", and "and" were omitted from the frequency calculations.

In addition, images within received viewbooks and those visualized on the afore described colleges English, history, and philosophy webspaces were analyzed using a viewbook analysis methodology of Hartley and Morphew (2008) and Pippert et al. (2013). 8 post-secondary institutions were analyzed using both their mailed viewbook and their program

webspaces and 4 post-secondary institutions were analyzed using the program webpages alone. This data was examined to determine the racial/ethnic heritage and gender of visualized human subjects in the images. Data categories for the race of the subjects were: White, Black/African descent, Asian, Hispanic/Latino, ethnic minority, unknown, and other. Each group except "other" was also divided based on the gender of the visualized individual. The ethnic minority group comprises individuals analyzed as "Non-White", but racial/ethnic origin was not easily verifiable (such as the subject was not in focus, was obscured, or subject identity was not included within the material). Multiracial and ethnically ambitious, subjects that possessed Non-White features (such as Indian, East-Asian, and Middle-Eastern person) were also included here. This group, therefore, was comprised of subjects found as Non-White but were not accurately visualized as to fall within other mono-racial categories. A non-human category use to place images that contained no human elements. The unknown group consisted of subjects that were out of focus and those with cropped out physical features that would reveal more racial information. Both the unknown group and the ethnic minority group were used when mono-racial categorization was not conclusive. Pippert et al. (2013) describe this process of racial/ethnic identification:

> the use of visual cues to classify the assumed race of individuals is not a research practice used exclusively in academic settings, but a common occurrence used in all facets of daily life, including the review of a campus brochure by a potential student. By employing such an analytical lens, this research provides an illustration of how US colleges and universities visually represent diversity, and how valid those representations really are. (269)

Due to the heavy reliance on visual cues, image quality, an a preexisting knowledge of typical features found in the aforementioned mono-racial groups, seeking subject identifiers (names or social media handles) including alternative images or articles containing the individual was a secondary protocol for racial verification. The results for LAWIP marketing analysis are reported in the chapter four.

Limitations. In the use of the Jamie Johnson pseudonym, the differentiated gender and ethnicity indication may have skewed post-secondary institution response rate and type (email, phone, mail, etc.). Racial categorization was subjective to researcher bias. Using religious studies as a philosophy equivalent also alters the data providing a less uniform data pool under philosophy studies. Mailed viewbook material with webpage visual data are two distinct data points. Those being summed together disregards this point. Further, viewbook analysis was not performed for post-secondary institutions without mailed viewbooks. The final data pool size is small providing minimal representation of the large post-secondary marketing system.

Delimitations. The differentiated gender and ethnicity of Jamie Johnson provided data on post-secondary institution response rate and type across more factors than a singular selection of each. Within the data pool of mailed college viewbooks, only two of the post-secondary institutions had ethnicity as selectable in their request forms with one where Jamie was identified as an EM. 5 of the 8 received viewbooks were from information requests where Jamie Johnson reported a gender. The remaining 3 did not provide an option to do so. The type of response from the post-secondary institutions after the information request (included non-responses) indicated neither race nor gender showed statistical significance in influencing post-secondary institution response.

The academic study of religion requires similar text analysis, critical thinking, and writing skills found in philosophy programs. A religious belief is a philosophy and both studies can draw upon secular and non-secular texts. The marketing rhetoric from each program did not differ significantly and only two of the 12 colleges analyzed used the religious studies webpage.

Visual racial analysis is always subjective (Pippert et al., 2013). My utilizing visual stereotyping in this analysis was a decision, in part, to simulate how an EM would interpret race in visual media given that I am an EM (Black) in academe. Being cognizant of my racial bias, I prioritized using the "other" and "ethnic minority" categories when race was not stereotypically obvious. In other words, when a person visualized in the marketing material lacked sufficient racial features that stereotype specific racial groups, I categorized them as other. Variations in skin pigmentation, hair style and color, nose and mouth prominence, and body height are physical cues humans use to mentally code a person's race when auditory or experiential cues (conversation with the relevant person) are impossible. The difficulty I faced when visually stereotyping humans in college marketing materials reflects the difficulty I encountered in creating racial groups for the LAWCR and the marketing rhetoric analyses. My incorporation of race categories demonstrates my acknowledgement that racial labeling is a process founded on visual stereotyping while my use of the "other" category attempted to counteract mono-racial categorization for racially ambiguous and multi-racial people.

Relating to coupled viewbook and website visual analyses, it was found that post-secondary institutions that mailed a viewbook used fewer images on their English, history, and philosophy pages. Furthermore, the visual analysis across either medium was the same process apart from the ease of image manipulation for digital media (such as image magnification). Considering the previously indicated factors, the combination of the analyses balanced out the

data and made its report more cohesive. Lastly, I was the sole researcher for this thesis. The size

of the data pool simplified data management. Future studies drawing upon this project can use

this methodology of a small sample to inform a research team capable of managing big data.

Closing Summary of Research Method

In choosing to explore the discourse on diversity and the intersection of EMs and LAWIPs, I

dedicated myself to two aspects of the conversation—first contact and pre-existing perceptions.

This research traveled a path prospective student's use to initial access to LAWIP and likewise

the initial communication methods post-secondary institutions use to reach the existing

prospective student population. My research surveyed a portion of Ohioan college students

assessing their perspectives of the promotional rhetoric of LAWIPs and other facets of writing,

diversity, and liberal arts within the post-secondary educational system. Next, my LAWIP

marketing analysis examined the rhetoric of several post-secondary institutions employed in their

recruitment viewbooks and English, history, and philosophy bachelor's degree webpages. This

rhetoric included examining the visual characteristics of the human subjects featured in

viewbooks and degree webpages and analyzing textual rhetoric on the webpages alone. The

rhetorical devices used within the webpages and the ethnic and gender representation data was

then arrayed beside the survey data to then explore the existing links and gaps between EM

presentations of LAWIPs and the marketing rhetoric of said programs. The following chapter

primarily reports the findings of the two analyses.

Chapter IV Student Survey and LAWIP Marketing Rhetoric Results

In the previous chapters, I introduced the topic on the issue with LAWIP and post-secondary

institutions graduating a disproportionately fewer EM students than their non-EM cohorts. This

pattern of low EM graduation in LAWIPs such as English, history, and philosophy has been

related to the low admission and retention rates for EM students as well as socio-cultural

problems relatively to EM experience in the United States (Nieli, 2010; Pippert et al., 2013;

Seidman, 2005). This research collected the perspectives students have of LAWIPs and diversity

in post-secondary institutions and correlated it with an analysis of LAWIP visual and textual

marketing rhetoric. What follows are the findings of this mixed methods research.

LAWCR Survey Results

Survey results of student perspectives are reported in this order: liberal arts, writing, diversity,

and college and program selection. These categories reflect the survey question topics.

Liberal arts. This group of data related to soliciting if students perceived what liberal

arts meant and their level of interest in and access to LAWIPs. Regarding if participants agreed

with knowing what liberal arts meant, the majority of the participants agreed (see Figure 2).

52.3% of the total participants agreed (n = 34) and 15% agreed strongly (n = 10). 37% neither

agree nor disagreed (n = 13). Across all demographics, participants showed similar levels

agreement with understanding what liberal arts meant. The results for the level of interest and

access to LAWIPs were much more varied. Participant responses in total highlighted moderate

agreeance with LAWIP access and interest at 33%. Response type by gender did not yield

significant data. Males were more likely to have stronger sense of interest in and access to these

programs than female respondents and females, a stronger sense of disinterest. However, the

ratios between overall interest and access between both valences and a neutral valance were

similar. What was more telling was the difference in response based on minority status. White
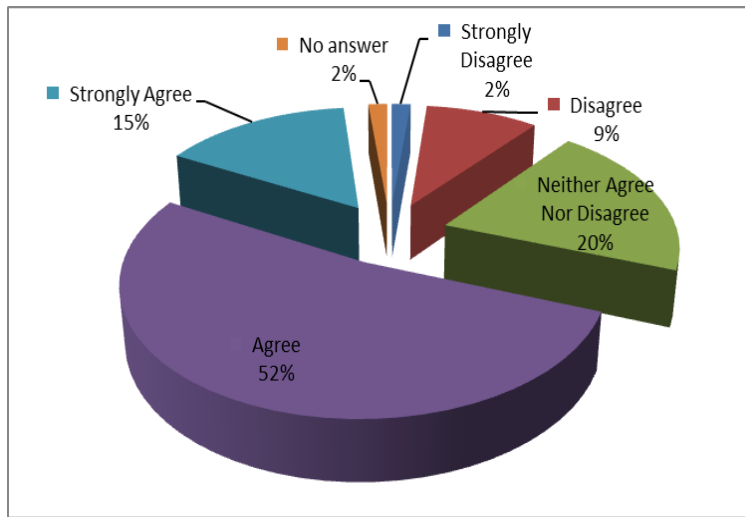

students held stronger positive opinions of their access to and interest in liberal arts than EM students by almost 16%. EM students were almost equally likely to agree to having an interest in and access to LAWIPs as they were to have a neutral stance (30% and 29.1% respectively). White students

Figure 2. Results for all participants: I understand what LA means does race mean?

were just as likely to disagree with the related statement as EM students, but were less likely to

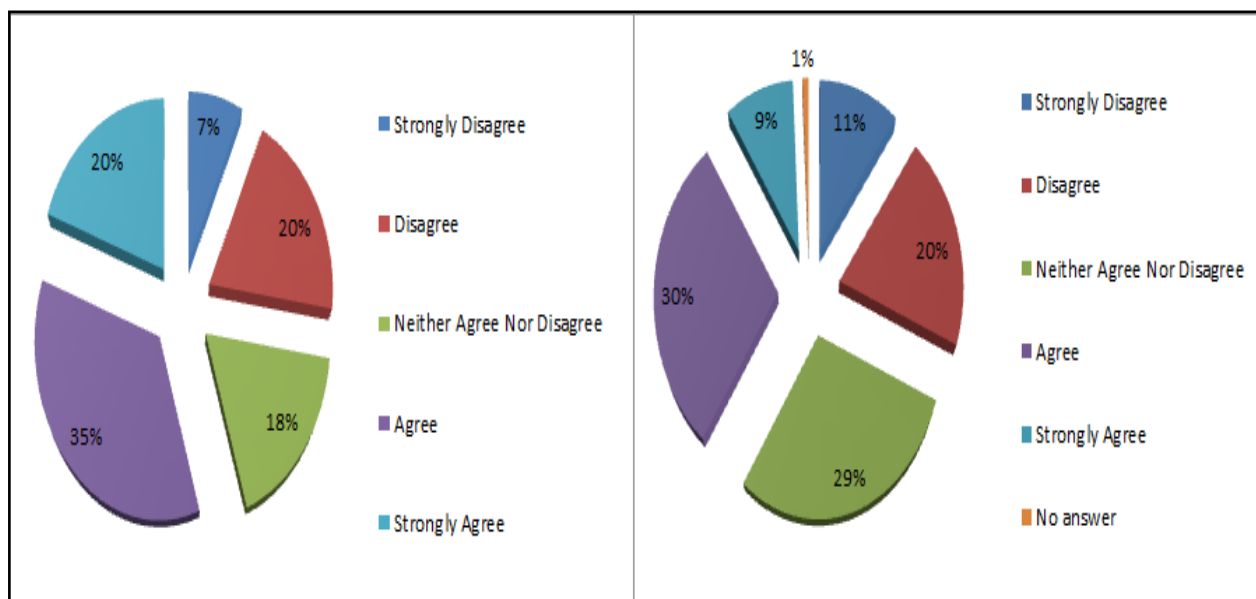be neutral on the subject (17%). Figure 3 displays these results.

Figure 3. Results for perceptions of interest and access to LAWIPs. White student results are on the left, and EM students are on the right.

Writing. Participant responses in the category of writing varied in certain areas. In the area of perspectives of performing college-level writing, 51.5% of the respondents felt at least somewhat positively. 25% percent reported some degree of negatively towards engaging in college-level writing. One Black male, national respondent commented that college writing was not much different than in their high school experience. A White, male, national respondent claimed otherwise saying "It is different than what is taught in high school." He goes on, "It is my weakest subject, and I continue to work at it. I dislike the process also. This makes it difficult at times."

White students were polarized on this subject reporting at 25.4% percent in both "agree" and "disagree" options (n = 22). EMs reported somewhat positive perceptions at 43.3% (n = 26) and held a smaller degree of negativity towards performing college-level writing than White students. Neither of EM nor White students felt any significant difference to the degree of flexibility within discussion and writing topics and assignments. Differences in the degree of flexibility were found based on gender. Males reported more rigidness in the related areas than females by 17%, whereas females reported said occurrences as more flexible than males by a 21.5% difference. One male student commented, "I enjoy writing [sic] in college but only when I get to pick the topic." A female respondent
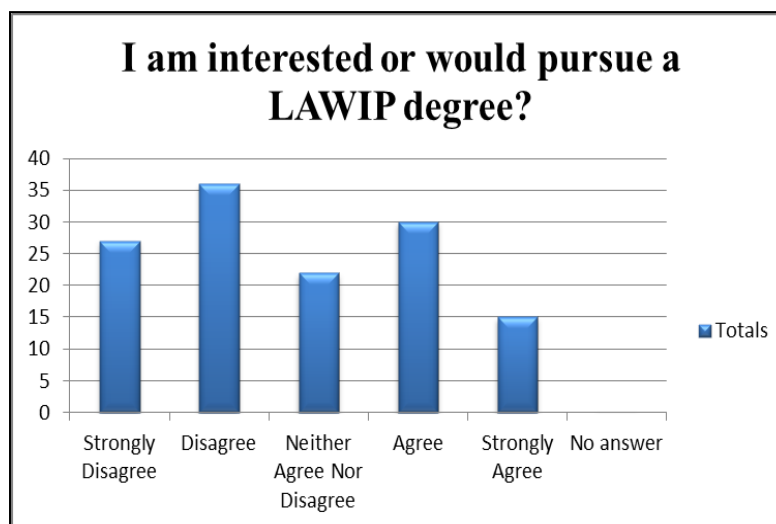

Figure 4. Participant responses to LAWIP degree pursuit.

similarly stating the degree of interest she has in a writing topic facilitates her interest in the process of writing. Another female participant lamented in the comment section stating "the inability of students to have the freedom to choose a topic they have a vested interest in… probably turns many away from writing." A standout data point within writing was of the perception students held regarding their pursing a LAWIP degree. 48.4% of the respondents responded negatively to this topic and 34.6% expressed different levels of positively. Interestingly, international students felt more positively about pursing a writing degree than national students. International students reported a 50% positive and 27.8% negative affirmation towards a pursuit towards a LAWIP degree while national students reported at 28.9% and 55.5% respectively. A female international student wrote plainly that college writing can be difficult for her community. A different international student commented that from their experiences in college, they have learned useful information about writing that will be applicable in there graduate studies. A female national student took a similar stance on the usefulness of college writing stating "[w]riting is not something I enjoy, but the college writing courses offered have definitely aided me in writing and communication skills." Women reported 12.7% more negative opinions on a pursuit of a LAWIP degree than men. Both White and EM students shared similar ratios of positively towards a pursuit of a LAWIP degree. White students were more likely to hold negative affirmations while EM students were more likely to have a neutral perspective.

　　　　Diversity. The subject of diversity yielded telling information about how students perceived and defined diversity. The results to question 22 ("To me, diversity in college is:") provided respondents the most difficulty in answering. 2 students did not answer the question and 5 either changed their answers or indicated multiple responses. In the case of the multiple responses, none of the responses were included in the final calculation. As seen in Figure 5, the

two most popular definitions for diversity in college were the degree of structural diversity
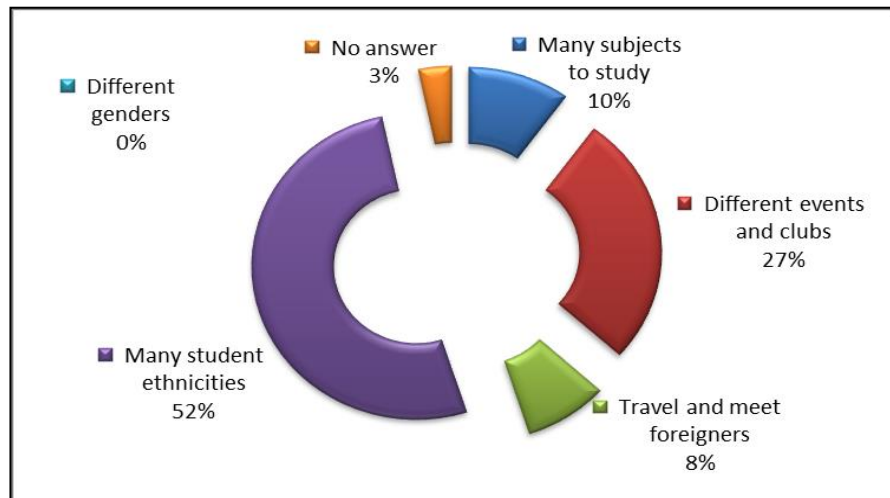

(quantity of different ethnic groups) and the inclusion of different events and clubs. International students were 20% more likely to into indicate "travel and meeting foreigners" than

Figure 5. Student definitions of diversity.

national students. Conversely, White students more strongly preferred "different events and clubs" than EMs students ($x < 21.9\%$). 3 participants commented that diversity was all the selectable options. Also, White students found diversity of less importance than EM students. 73.3% of the EM students report some degree of importance to diversity while 45% of the White students felt similarly. In the opposing valence, 25% of the White students held negative values on diversity while 6.6% of the EMs responded likewise. Regarding perceptions of personal cultural, spiritual, and racial representation within college marketing material, the perspective across the majority of respondents was neutral. Lastly, participants primarily agreed with feeling comfortable discussing ethnicity, religion, and economics in college.

College and program selection. Results for the different factors students' value for choosing a college and program displayed unique areas of interest based on the type of student. Of the factors for choosing college, national students indicated "programs of study" (19%), "cost & financing" (18%), and "campus environment" (15%) as the three most important and placed "extra-curricular activities" and "location" as the least important (11%). International students

selected "college reputation and prestige" as the most significant factor (18%) and indicated

"location" (12%), "campus environment" (13%), and "extra-curricular activities" (14%) as those

of lesser importance. Female respondents ranked "programs of study" and "cost & financing" as

their leading factors while male respondents were more moderate referencing "campus culture"
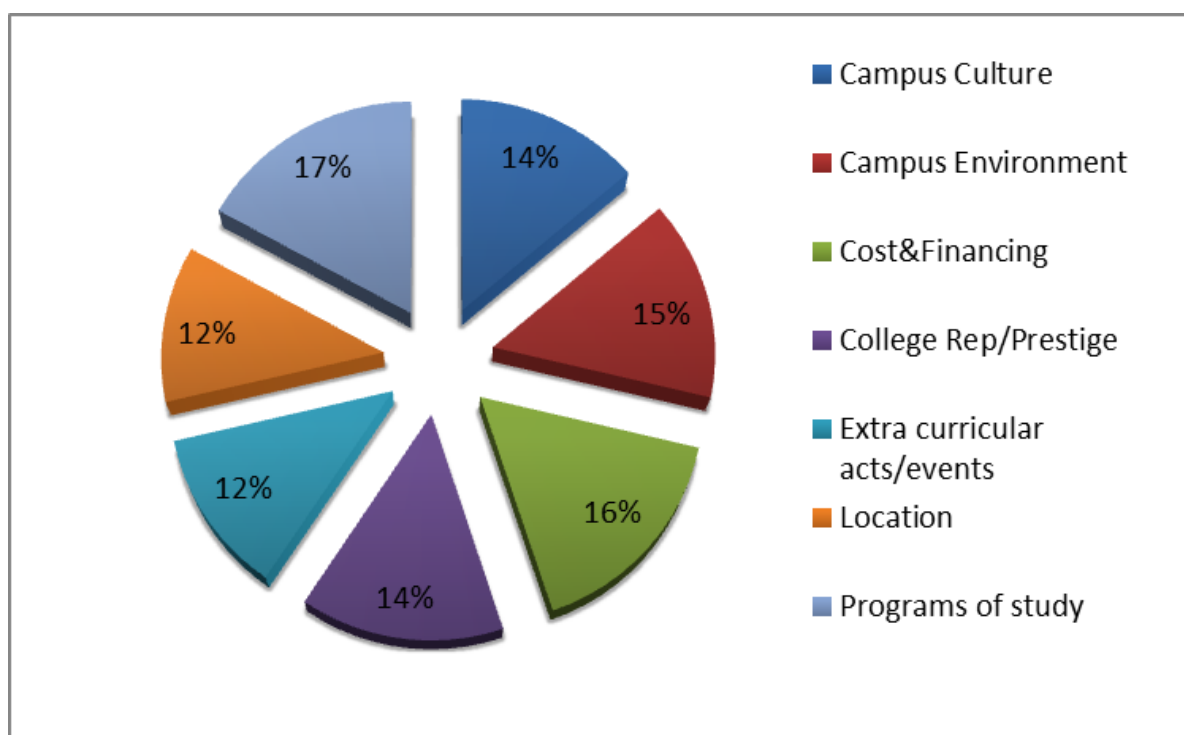

Figure 6. Participant ranking of factors for choosing a college.

over the other factors. "Extra-curricular activities" was ranked the least important of all factors

for female participants (7%) and was the lowest ranked category against all other student groups.

The difference between White and EM students were minor; both results displayed similar value

indicative of the participant average.

Results for the factors for choose a program of study were similarly differentiated. The

most significant variation in this category was between student nativity. National students ranked

the provided factors in the following order: "excitement to study or work in the field" (22%),

"self-fullfillment" (20%), "employability" (19%), "earning potential in the field" (15%),

"personal or professional program recommendation" (13%), and "level of difficulty of the

program" (11%). International students rearrange all but one factor: "self-fullment" (34%),

"personal or professional program recommendation" (22%), "excitement to study or work in the

field" (13%), "earning potential in the field" (12%), "employability" (11%), and "level of

difficulty of the program" (8%). The differences between each factor of both groups ranged from

3% to 14%. Responses by participant sex yielded fewer and less extreme divergences. Females

ranked "excitement to study or work in the field" (22%) and "employability" (20%) at least 5%

higher than males. Male participants ranked "personal or professional program recommendation"

(19%) seven percent higher than females nearly swapping each others highest and fourth highest
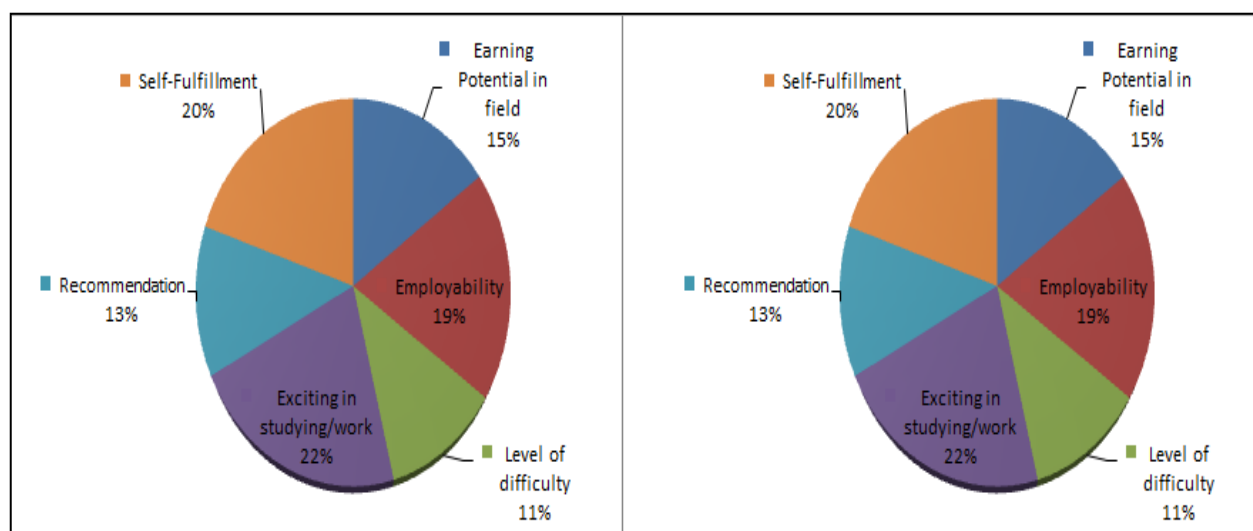

Figure 7. Ranking of National student factors for choosing a program of study between
national students (left) and international students (right).

ranked responses. Similar to the ranking of factors for choosing a college, differences between

White and EM students were not statistically significant.

An additional perspective explored surveyed the degree of student's found themselves or

their beliefs represented in college marketing materials. Overall student perspectives showed a

large degree of agreement and uncertainty with this topic. International students expressed a near

perfect balance of agreement, uncertainty, and disagreement with this degree of their representation in college marketing materials (35%, 33%, 32% respectively). This balance barely shifts when EM data was calculated in total, however their results spread differently than White students. As shown in Figure 8, White students were more ambivalent about this topic (38%) while also agreeing more

Figure 8: Graphs displaying student perspectives on the degree their ethnic and cultural values are represented in college marketing materials. The top graph displays the results for White students on this issue while the bottom illustrates the results for the EM students.

often and more strongly then EM students. 52% of the White respondents agreed with finding some level of their represented culture and values within college markeint materials. The total EM perspectives on this topic were 38% in some type of agreeance and 31% in both "neither agree nor disagree" and some type of disagreence.

To summarize the results of the survey, it was revealed that while most respondents reported a level of understanding what liberal arts means, EM students were less assured about pursing a LAWIP degree than White students. International students felt more positively towards a degree in writing than national students, and the EM participants reported more agreeability with the process of performing college writing than White students. While the majority of participants indicated structural diversity ("having many students of different ethnicities") in post-secondary institutions as their interpretation of college diversity, White students favored "having different events and clubs" as a high secondary interpretation far exceeding EM respondents. Further, White students valued diversity less then EM by a substantial margin, though most respondants across all included demographics felt some degree of comfort in engaging in conversations about ethnicity and religion in college. Most respondents were neutral or polarized regarding their perspectives of their personal representation within college marketing. The leading factors for choosing a college were programs of study, cost and financing, and campus environment, while the least valued were college location and extra-curricular activities and events. While EM and White students share similar perspectives of different factors for choose a program of study, student nativity (U.S. native or U.S. non-native) produced the largest variance of student preference with only the level of difficulty of the program being the least desirable for both groups. EMs students were more likely to have an impression on their representation in college marketing materials than White students, but held balanced perspectives on the topic overell. White students, however, primarily agreed with observing some level of their culture and values in college marketing materials.

LAWIP Promotional Material Examination Results

Reporting the data from the LAWIP promotional material examination followed this sequence: visualized ethnic diversity and LAWIP textual rhetoric. The former data is of the results from the viewbook and website calculations of the ethnicities of visualized persons and the latter, as the name entails, provides the data results of the analysis of the textual rhetoric post-secondary institutions utilized within their English, history, and philosophy degree webpages.

      Visualized ethnic diversity. Results from the analysis of the visual media (images and moving pictures) revealed consistent data for all 12 post-secondary institutions. The outcomes are striking but not surprising. White bodies (Caucasian or White persons) are visualized 11
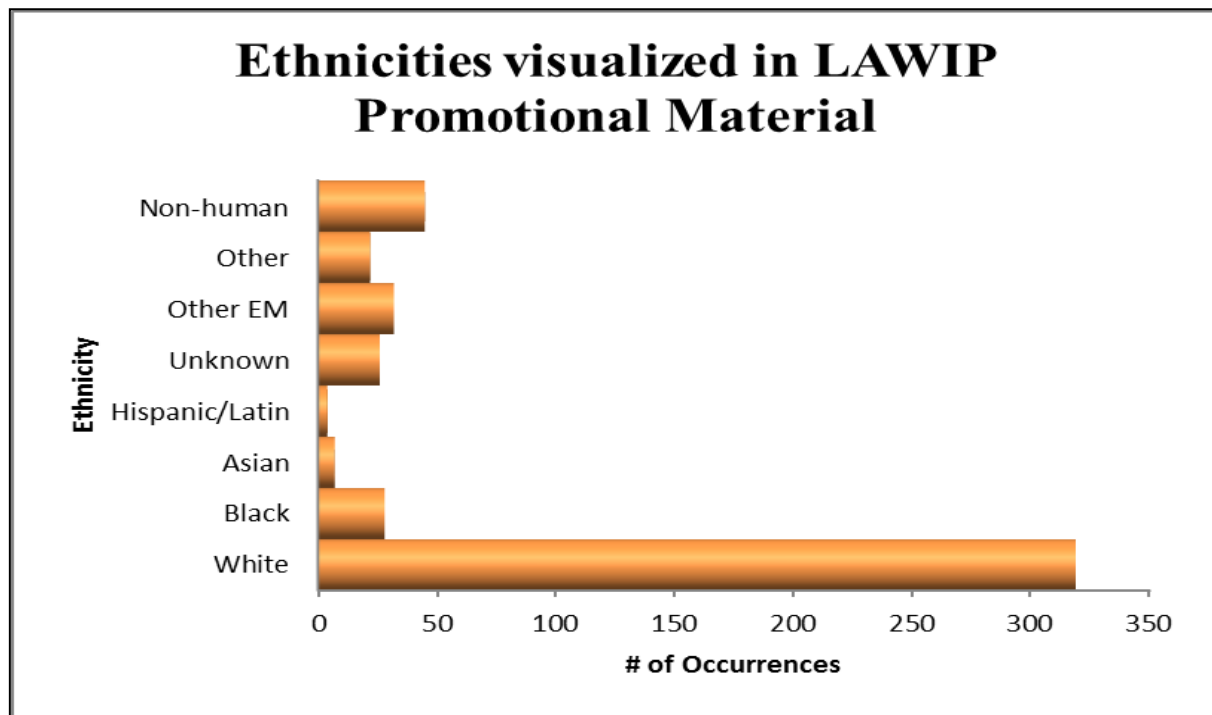
Figure 9. The reality of ethnic representation in the visual media of LAWIP websites and viewbooks.

times more frequently than the second racial group (Blacks). Images of White bodies (either students, faculty, or staff) grossly outnumbered other visualized ethnicities. Images of non-human subjects such as campus buildings, artistic icons, and natural scenary were found more

than all non-White categories. "Others" (obscured individuals) appeared more frequently than

identifiable, non-Black, EM bodies. The margin for error is representative of the "other EM" and

"unknown" groups. The "other EM" group represented persons that appeared as an EM

possessing racial traits that were not easily stereotyped towards the other mono-racial groups. As

stated in the previous chapter, the "unknown" group was used to include persons whose sex was

visually identifiable, but ethnic origin was not conclusive to any group. Certain institutions

provided subtle differences in how human forms were represented. Third Pacific North

University did not feature human subjects in any of there images while theirs, Second Pacific

Oasis University, and First Eastern Delta University only featured pictures with indoor

backgrounds (classrooms, hallways, etc.). Third Mountain Private College encorporated the most

images with computer generated backgrounds behind human subjects.

Gender was more balanced in terms of representation though slightly favoring males.

Third Mountain Private College featured the largest ratio of female to male bodies within their

visual marketing materials (13 to 7) while First Pacific Private College flips the same ratio

favoring male bodies. Third Atlantic Community University was the only post-secondary

institution to equally represent male and female bodies within their viewbook and English,

history, and philosophy webpages. The complete analysis of the ethnic and gender spread can be

found in Appendix C.

Image quantity per program of study (English, history, and philosophy) was similar.

History degree wegbpages provided the fewest images between the three programs. English

degree webpages featured the most human subjects with images while all programs provided

roughly the same amount of non-human images.

LAWIP degree webpage analysis. The examination of the 12 post-secondary

institution's English, history, and philosophy webpages' textual rhetoric unveiled 15 different

themes. These themes and their occurrences are shown in Table 1. Post-college application was

rhetoric expressing the professional and academic use for pursing the specific degree. Text

expressing degree marketability within specific career or graduate education fields were

identified within this theme. Student growth rhetoric highlighted a student's development in

skills or abilities listed on the webpage and deemed relevant to the program of study, college, or

in life. Areas where the text expressed student improvement in writing, analytical, and

communication skills fell into this category. Collegiate value related to the importance of the

area of study to the related edifice itself or other organizations outside of the related post-

secondary institution. Course variety was messages relaying the ability for students to engage

other fields of study outside of specific program. Texts defining the field of study or the title

itself were grouping under "definitions/explanation," while the "procedure" category contained

instances where the text stated the habits of students pursuing the related degree (i.e. "Students

will attend conferences"). The themes of naming of students, faculty, and historical persons

group the occurrences where webpage indicated the names actual students, faculty, or figures

related to the study of the course (i.e. Socrates, Kant, Shakespeare, etc.). The prestige theme was

rhetoric displaying faculty honors and ability or awards and other recognition the program of

study or department received. Department contact information is the webpage's inclusion of the

email or phone contact for reaching the program department. Program requirements were areas

within the webpage where the program or course requirements for admission, retention, or other

memberships (such as Honors or Greek organizations) were listed. The two diversity themes

grouped messages that expressed faculty diversity or interactional diversity.

Most post-secondary institutions transmitted messages expressing post-college value and student growth. All colleges in the Mountain region used student growth rhetoric in each of their degree homepages. Colleges in the Atlantic region drew upon the fewest identified rhetorical themes. Within the specific degrees webpages, English webpages use the fewest rhetoric themes both in the type of theme and the frequency of usage. However, the ratio for frequency of used themes to the number of themes used was greatest in the English degree webpages (1.6 to 1). While both history and philosophy webpages drew upon more themes and had greater frequency of themes used, both had similar ratios for frequency of theme used and number of used themes (1.4 to 1 and 1.45 to 1 respectively). This translates to webpage designers of English degree, post-secondary webpages drawing upon fewer of the identified rhetorical themes, but used each theme more often. Student growth and post-college value were two themes appearing most frequently on English degree webpages. This also expressed that the textual rhetoric for English degree webpages is standardized around fewer themes than history and philosophy pages.

Regarding the actual messaging of the themes per program of study, messages of post-college value typically included those mentioning the teaching,

Table 1

Webpage Rhetoric Occurrence Table

Themes	Total
Post-College Application	18
Student Growth	18
Collegiate Value	10
Course Variety	10
Definition/Explanation	10
Procedure	9
Naming Students	8
Prestige	8
Naming Historical Persons	7
Naming Faculty	5
Department Contact Info	3
Interactional Diversity	1
Faculty Diversity	1
Program Requirements	1

graduate school, or the professional realms. Philosophy programs mentioned graduate study and

law frequently in this rhetoric theme. All programs use similar language when discussing student

growth as it related to skills gained. Writing, communication, analytical, and critical skills were

highlighted in every program webpage in varying frequency. Procedure themes frequently

highlighted collaborative work with classmates or faculty, while collegiate value rhetoric

primarily recognized how a students' pursuit of the related degree was the most recognized

process to receive valuable analytical skills. Philosophy webpages, when providing an

explanation of what the area of study was, standardized their messages around knowledge and

the love of wisdom. History and philosophy webpages included greater quantities of student

information than English pages, yet English pages were the most likely to provide an explanation

of program of study itself.

  Word frequency results were placed in Appendix C. The top 21 words found for each

program were included within the frequency report. Common words shared by each majors were:

students, department, graduate, and study. Philosophy webpages used more words on average

than the other programs and the words used were primarily nouns that labeled people or different

facets of the program or department. History homepages used many verbs describing the actions

history students engage. English pages use a combination of the prior two word varieties.

  In short, the analysis of the English, history, and philosophy degree webpages primarily

drew upon 5 rhetorical themes, them being: post-college application, student growth, collegiate

value, course variety, and explaining or defining the program of study. Messages containing

information on future professional and academic opportunities and student improvement of

analytical, writing, and reasoning skills dominated these webpages. English webpages drew upon

fewer of the identified rhetorical themes than the other two programs of study but used each

theme more frequently thereby standardizing its rhetoric on lower amount of themes than the other programs. Each U.S. region of post-secondary institutions provided a similar balance rhetorical strategy as they others with the Atlantic region of colleges utilizing fewer theme categories.

Results at a Glance

This chapter visualized the results of my survey exploring student perspectives of different facets of the collegiate experience and LAWIPs and analysis of visualized ethnic diversity and textual rhetoric of three LAWIPs in 12 different post-secondary institutions. Survey results pointed out differences between EM and White students' perspectives on pursing a LAWIP degree and the value and definition of diversity in post-secondary education, as well as among other topics. Student nativity, be it in the U.S. or elsewhere, weighted factors for choosing a program of study and the value of the process of writing. College visual rhetoric profoundly incorporates White bodies in their digitized visual media and utilized Black bodies and non-human elements as leading alternatives while communicating messages of student growth and post-college degree relevancy. Prevailing rhetorical strategies of the analyzed post-secondary institutions were: explaining the program of study, expounding upon course variety, and expressing the value of the degree relative to the college or other institutions. What follows in the fifth and final chapter is a discussion that points out the existing links and gaps between LAWIPs and students with EM student perspective being the focal point of the conversation.

Chapter V: Intersections of Ethnic Minorities liberal arts Writing-Intensive Programs

At the onset of this text, I introduced the topic of EM students within LAWIPs and how

historically, EMs are receiving fewer degrees in liberal arts fields compared to the ethnic

majority (White students). When considering how to investigate this topic, I uncovered that

literature on college diversity, EM experience in post-secondary institutions, and examinations of

LAWIP and its marketing rhetoric to prospective students are discussed in isolation of each

other. Studies indicated student and faculty interpretations of the definition and value of diversity

centralize structural diversity as the primary protocol for college diversity (Cleeton & Gross,

2004; ERIC, 2000; Franklin, 2003; Pippert et al., 2013). What I found notable to examine was a

unification of the isolated conversations, and I chose to explore one of the entryways prospective

students travel when choosing a program of study—the college marketing material. Chapter four

of this thesis explained my process of surveying students on their perspectives of LAWIPs as

they related to issues of diversity and college choice. That chapter also detailed my analysis

examining LAWIP textual and visual rhetoric. Chapter five displayed the statistical data yielded

by the aforementioned research avenues. In this chapter, I align the results of the survey and

analysis together and meditate on the revealed intersections and gaps.

I will begin in the area of diversity. The students participating in my survey primarily

identified structural diversity as the chief definition of college diversity. They also indicated that

they feel comfortable discussing diverse topics in class. Within the marketing material, post-

secondary institutions are statistically not illustrating themselves as diverse. EM students were

unsure about whether they perceived themselves as represented in the marketing material though

many were neutral on that matter (see Figure 8). However, more than 50% of White student

respondents felt assured of their being represented in college marketing materials. Interestingly,

White students were more neutral on the same subject while significantly less negative than EM

students on the topic of representation in college marketing materials. One reasonably

explanation for this data is when I aligned the substantially higher number of White bodies than

other racial bodies in college promotional material (see Figure 9). Since White bodies appear

more frequently than any other race, White students have a greater liberty find their

representation across numerous occurrences, a process that might be more stringent for EMs

seeking their visual representation. National and international EM respondents reported near

identical evaluations of their representation in college promotional material. This suggests the

EM experience with said materials is more or less uniform. The reason EMs that felt as though

they were represented in the materials in some fashion may be explained using the results of the

LAWIP visualized diversity analysis. If the student is Black, they will most likely be represented

on the college promotional material. If the student is a non-Black, ethnic minority, they will not

be visualized in the majority material but can find representations of structural diversity if the

visualization of Black bodies satisfies their (the student's) values of EM post-secondary access

(Nieli, 2010; Pippert et al., 2013). If White presence dominates college marketing materials, EMs

may value the visual status quo aligning identities not related to the EM experience or mentally

displace non-racial or cultural representations from aligning depictions. They also might value a

visual representation they identify with of greater value then non-aligned imagery which

diminishes or neutralizes negative impressions of representativeness or inclusion. Furthermore, it

is not inconsistent for EMs to view predominantly White college propaganda and feel their

identities are being represented nor for it to diminish their perceived access to the related post-

secondary institution, though some research does not support this (Grodsky & Kalogrides, 2008;

Hurtado, et al., 2015; Nieli, 2010; Pippert et al., 2013; Vargas, 2015). Rather, research and my

survey (see Figure 6) suggest that marketing rhetoric may have a limited effect on a student's

perceived representation as opposed to the actual campus culture and climate (Seidman, 2005;

Pippert et al., 2013). White students were ambivalent about their representation even though

they were the most likely racial group to be represented in college viewbook material. Their

perspective might be related to a complexity how White students define their representation.

White students (though likely not limited to only this racial group) might define their

representation in college marketing material not by seeking occurrences of similar White forms,

but accessing the appearance of other values such as religion, geographic landscape, or structural

diversity (ERIC, 2000; Klassen, 2000; Pippert et al., 2013). The complexity I encountered in

defining and identifying it within college marketing material is potentially shared among all

students when they are tasked with qualifying their values on race and diversity.

When considering shared student values on college, LAWIPs using rhetoric that

expressed the development of a person in their professional and academic pursuits might speak

to the leading factors students' identified for choosing a program of study (see Figure 7). Also in

alignment with this rhetoric is the respondents' high ranking of "self-fulfillment" as a factor

choosing a program of study. Potentially, LAWIP marketing rhetoric was speaking towards

students desires to reach goals they have set for themselves in higher education. Alternatively,

LAWIP textually redefine how students mentally structure their motives for entering college by

situating self-improvement and post-college capability (access to careers and graduate school) as

high priorities (Corts & Stoner, 2011).

What seems to be missing is how EMs are deciding whether a program of study or post-

secondary institution is actually representing them. What may lend itself to useful to research is

an examination of how EMs interpret college promotional material rhetoric and their values on

each rhetorical theme (such as if the theme positively influences EM access towards a post-secondary institution and how it does). This research lacks an analysis of college promotion material measured by EM students in the same manner the Hartley and Morphew (2008), Hite and Yearwood (2001), Klassen (2000), and Pippert et al. (2013) studies lacked. My limitation of failing to assess how students define liberal arts and their mentality when viewing college brochures and websites is indeed a missing link that can provide and explanation for the gap in EM perspectives of representation and access to LAWIPs gained from interfacing with said materials. EMs might not value viewbook material or websites at all, opting to use other avenues of receiving program information. Socio-economic status and academic support from high schools and college might be the weightier factors for some students while they are configuring their values of commitment to and value of a program of study or school (Grodsky & Kalogrides, 2008; Seidman, 2005). College promotional material may be less accessible or not accessed all by international students. International students reported choosing a program of study by a recommendation from another person as the second-most important factor for choosing a college. An international student respondent comment that they did not consider any of the factors for choosing a college saying that she "decided [her] collage [sic] by [her] Japanese collage [sic]." Future research can analyze how the U.S. EM and international prospective students learn about different college majors.

On the subject of writing and liberal arts, the data seemed to suggest a gap in how the topic is discussed by students and post-secondary institutions. LAWIP textual rhetoric restructures the conversation about what writing and liberal arts are, to what the process or field of study can do for participants. A similar format for writing tutors is adopted when providing writing support—writing is defined as a process valuable to students (Ianetta & Fitzgerald,

2016). Students have to perform some form of writing in their collegiate life. From the college

application process, SAT and ACT testing protocols, personal statements, signing of medical and

class registration forms, on or off-campus job applications, and the host of course assignments

that either require writing as a process of the product or written notes to inform the project,

college students undoubtedly perform writing, are introduced to different genres of writing, and

write about different topics and in different genres. As a survey participant indicated, "Every

[college] program requires skills in writing." But the process of writing, as a number of survey

respondents indicated and this student commented "is not something [they] enjoy" especially

with regard to having limited control on the writing topic or other strict parameters in writing

assignments.

Post-secondary institutions seem to be aware of student academic short-comings and

negative perspectives on their academic abilities and configured their marketing rhetoric to

bolster student confidence in a college to enhance their students scholastically and

professionally. A number of the post-secondary institutions I examined included rhetoric in their

program webpages that articulated the goal of liberal arts colleges or programs of study was to

provide students a diverse breadth of knowledge and experience to make for a holistic person.

Many of the post-secondary institutions expounded upon how the English, history, or philosophy

programs intersected with variety of topics and other programs of study. Potentially, the rigid

parameters for topics or writing genres explored in these programs build false hope for

prospective students of LAWIPs. Alternatively, LAWIPs might not be building the value in

writing and liberal arts necessary for students to shift their negative impressions on the process

of writing. This holds true when professors disregard diversifying curricula to include different

perspectives or encourage in-class conversations that would diffuse group-think and provide

students a wider variety of talking and writing points (Alemán & Salkever 2003; Loes et al., 2013; Marichal, 2010).

The images in college viewbooks and webpages showing a person engaged in writing were of the minority. Pictures where the subjects were not smiling occurred when they were depicted engaging in sports, writing notes (from a book or in class lectures), or performing research or work in a laboratory. Most photos of students were of them smiling and facing the camera (looking at the reader) while engaged in the same and other activities such as class discussion, group study, and travel. Since LAWIP homepage rhetoric illustrated writing and liberal arts primarily through their value as a degree and study, images of happy persons engaged in the pursuit of the LAWIP degree exude a tone of enjoyment of writing, one of primary procedures for securing a degree in LAWIPs. What was telling about LAWIP rhetoric is that "writing" was a term used frequently only by English degree webpages (see Appendix C). Barring "English", only "literature" was used more frequently than "writing" on English degree webpages. On the history and philosophy webpages, however, the term "writing" was rarely used. These pages opted to communicate on the happenings in the field of research and study such as attending conferences and collaborating with faculty. Presumably, talking about writing is something few LAWIPs and post-secondary institutions desire to do. However, writing as it is being addressed on UF's campus has provided EM students a less negative opinion both on the process of writing and the value of degree in writing than White students. Research suggests that variations on student attitudes about writing relate to college competency and proficiency requirements (Plata, 2008). My research did not inquire directly about student perspectives on UF's portfolio review process which is their version of a writing competency and proficiency assessment. Student survey comments discussed other aspects of college writing and diversity.

An expansion of this project in the future can consider questions on student attitudes on college writing requirements.

Where does one go from here? Thus far my research has supported the results of the Pippert et al. (2013) study showing that within college and LAWIP marketing material, White bodies are represented more than others and Blacks are represented more than other Non-Whites. My research also seems to indicate that students value structural diversity though post-secondary institutions are not representing structural diversity within their visual media. Liberals arts and writing are primarily discussed by virtue of their value within academe and the professional realms accompanied by images of White students and faculty. The existing images within LAWIP degree webpages are mostly like actual representation of the related programs' student and faculty demographic lest there would exist false advertising practices favoring the erasure of visualized EM students in said programs, a practice that research has not found (Pippert et al., 2013) nor am I suggesting has occurred. What remains to be seen is how LAWIPs bolster EM student interest in their programs of study. White students, based on the survey, feel relatively similar to EMs about the value of a degree in writing, are less positive on the writing process than EMs, yet feel more positively about pursuing a degree in LAWIP than EMs. Further investigation of this phenomenon can explore the reasoning for this. My theory regarding this discrepancy relates to my explanation of visual representation and access mentioned earlier in this chapter. Regardless of their values of the writing process or a degree in the LAWIPs, White students can perceived the liberal arts field as accessible and potentially desirable based on observing other White students engaged in that field. Also, all students are most likely not weighing heavily their access to and value of a program of study by college marketing material. Referring back to the data, enjoyment in the pursuit of study or working in the field, self-

fulfillment, and employability were the top three factors for choosing a program of study for

White students. International students indicated self-fulfillment and recommendation from

another person as the leading influencers for college choice impacting more than 50% of their

decision. If LAWIP marketing rhetoric played a role in a student's decision-making process for

choosing a program of study, White students are finding greater retained interest to pursue

LAWIPs due to their factors for choosing a program of study being addressed more successfully

than EMs, specifically international students.

From what I theorized, the conversation of EM interest and access to LAWIPs remains

complex. While the literature discussing the social issues related to EM student experience

reveals the harmful effects of discrimination and microaggression, it is yet to be seen how

LAWIPs intersect with these issues. The imagery within LAWIP webpages and viewbooks does

not explicitly depict overt racism or are antagonistic against EMs or any group. A marketing

rationale that showcases White students and faculty engaged in LAWIP discourse that does not

overtly state that others are not allowed but illustrates that others are not present illuminates a

veneer of microaggression (Caplan & Ford, 2014; Sue et al. 2007). Perhaps this is limited only

within predominantly White institutions. My research did not include historically Black college,

Hispanic serving institutions, and other institutions serving marginalized groups. I encourage

future studies to investigate if these institutes graduate EMs with LAWIP degrees at a higher rate

than other post-secondary institutions.

It is not my intention to force students to pursue a field of study they do not desire to

pursue. My motivation throughout this research process was to explore one avenue that could

provide insight on why EMs students are participating in LAWIPs in lower quantities than White

students overall. This motivation stems from my core belief that all humans are capable of

achieving what other humans are physically and mentally capable of achieving (barring physical

and mental deficiencies). If all things are being equal, why is there such a huge gap of EM

students within liberal arts programs of study? Important questions to ask might be what in the

EM experience dissuade their interest or motivation to pursue LAWIP degrees? Program

propaganda is single node in this conversation and a gateway to the larger issue of marketing

rhetoric pervasively visualizing White bodies. LAWIPs might not be able to draw upon enough

EM students for creating the marketing material when their current population is low to begin

with. EMs are a growing population within the United States (U.S. Census Bureau, 2015a; U.S.

Census Bureau, 2015b). It is financially and morally unprofitable for any college to deny or

restrict EM access to their institution or any field of study. If students understand what the term

"liberal arts" means and the value of college writing and skills gained during praxis in the field

of study, yet are refraining from seeking membership within liberal arts fields, it suggests that

post-secondary institutions and LAWIPs need to refine or redefine how students interpret the

form and function of the liberal arts. In turn, if students are to become rounded individuals within

LAWIPs and prefer that their college experience includes a diverse campus welcoming of other

cultures and ideals, post-secondary institution will need to consider how they visually illustrate

and textual demonstrate their definition and qualification of diversity. LAWIPs fashion their

rhetoric to communicate the skills that mold students in becoming effective thinkers and

communicators in their programs as well as the program value within and without the collegiate

realm to students. If students are not valuing these skills and are refusing to pursue study in

LAWIPs, I suggest exploring why students refrain pursing these degrees and what suggestions

students would make that would increase their interest the related majors.

Regarding other program choice factors, program level of difficulty was the lowest ranked factor for choosing a program of study across all demographics. This would make the woes students have about the difficulty writing of lesser concern than other factors if the concerns are related to writing difficulty. However, if the writing process is not an enjoyable, and since students highly ranked excitement in studying and working in the field, LAWIPs have an immediate disadvantage in favorability when students form the identity of these programs as those that require extensive writing. Earning potential was a moderate concern for all students but not close to the top-ranked factors. Basic on the LAWIP rhetoric analysis and student survey, if students find fulfillment in gaining employment that they would enjoy, LAWIPs are persuading the students that desire to teachers and lawyers. Considering the prior statement, with earning potential being a low-to-moderately ranked factor for students choosing a program of study, LAWIPs may do well providing students a wider list of the careers and academic opportunities beyond teaching, law, and graduate school that benefit from pursuing a LAWIP degree.

I do not have the decisive answer that addresses the issue regarding the lack of EM presence in LAWIPs and was mistaken in striving to find one as my goal was to explore the topic of intersections and divergences of EM impressions of LAWIPs and LAWIP marketing rhetoric. As I conclude my mediations, I am reminded of two students that spoke with me after they took part in my survey and one student who commented in the survey. All three of these people were international students. The two students that spoke with me were curious why I was researching this topic and had much to say regarding college writing and their experiences as international EM students in the U.S. Each of them communed with me as though there was a problem with writing and diversity in college and that I had a solution. I informed them this research was an

open invitation for people to consider a (or the) reality that EMs students are somehow dissuaded

from pursuing LAWIP degrees, and this issue for EM students is distinct from White students.

They walked away from the conversation assuring me that this was their reality—disinterest in

LAWIPs and observing low structural diversity in UF. This I kept in mind while continuing my

research. Towards the end of my recording the survey data, I read the comment from the third

student. In the interest of humility, I will not include verbatim what they wrote about me as a

writing tutor they worked with. What I will state is of what they reassured me. Administrators,

staff, and faculty of educational institutions have an opportunity to positively shift a student's

impression on writing, the value of a LAWIP degree, and the level of access they have to these

programs. If a student engages some form of writing before, during, or after their college

experience, it is to the benefit of all programs of study to reassure students of the value writing

they use with their program of study and without the collegiate sphere. As the conversation about

EM students within LAWIPs, post-secondary institution diversity, and college marketing rhetoric

continues to develop, it will remain important to acknowledge the invisible persons working

outside the college marketing departments that are diligently and directly utilizing rhetoric that

promotes positive values of access, relevance, and interest in LAWIPs to students.

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Appendix A

Liberal Arts Writing and College Recruitment Survey

Answer any of the following questions. You may skip any question. Doing so may lead to the exclusion of your responses in the survey. Circle ONE response for questions 1 through 6.

1. Are you currently enrolled in UF?   Yes   No

2. What age range do you fall into?   Below 18 years   18-24 years   25 years or more

3. Select your nativity student status.   National student   International Student

4. Select class standing: 1st year   2nd year   3rd   year   4th   year   5th   year   6th year or more

5. Select your sex.   Male   Female   Other   Decline to state

6. Select the primary racial group you identify with.

Asian Descent   Black/African Descent   Hispanic/Latin Descent

White Non-Hispanic Descent   Two or more races   Other

For questions 7 through 20, indicate the response that best characterizes how you feel about the statement, where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree Nor Disagree, 4 = Agree, and 5 = Strongly Agree.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
7. Writing at the college level appears to be an enjoyable experience.	1	2	3	4	5
8. I understand what the term "liberal arts" means.	1	2	3	4	5
9. College promotional materials, such as brochures and websites, illustrate my cultural values.	1	2	3	4	5
10. I can see myself pursuing a degree in liberal arts.	1	2	3	4	5

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
11. My spiritual and religious beliefs are represented in college promotional materials.	1	2	3	4	5
12. I feel liberal arts colleges are welcoming to me.	1	2	3	4	5
13. I understand the value of pursing liberal arts study.	1	2	3	4	5
14. liberal arts programs such as philosophy, English, history, etc. interest me.	1	2	3	4	5
15. Writing about and discussing topics such as race, sexuality, and culture are important to me when choosing a program of study.	1	2	3	4	5
16. I enjoy learning about activities and projects that do not include writing when researching colleges and programs of study.	1	2	3	4	5
17. I feel that my race/ethnicity is represented within college promotional materials.	1	2	3	4	5
18. College campus diversity is an important issue for me as a college student.	1	2	3	4	5
19. I feel comfortable discussing topics like ethnicity, religion, and economics class in college.	1	2	3	4	5
20. I can see myself pursing a degree in writing.	1	2	3	4	5

For questions 21 and 22, indicate the response that best characterizes how you feel about the statement.

21. I would rate college class topics, discussion, and writing assignments to be:	Very Rigid/Strict.	Somewhat Strict.	Neither Strict nor Open.	Very Open/Flexible.	Somewhat Open.

22. To me, diversity in college is:

a. having many subjects to study.

b. having many different campus cultural events and clubs.

c. having opportunities to travel internationally or meet foreign people.

d. having many students of different ethnicities.

e. having many students of different genders.

For question 23, rank the responses in order of importance based on how you feel about the statement. Order the responses from 1 being the least important to 7 being the most important.

23. Rank, in order of importance, the following factors for choosing a college:

_____ Campus culture

_____ Campus environment

_____ Cost & Financing

_____ College reputation/prestige

_____ Extra-curricular activities and events

_____ Location

_____ Programs of study

For question 24, rank the response in order of importance based on how you feel about the statement. Order the response from 1 being the least importance to 6 being the greatest importance.

24. Rank, in order of importance, the following factors for program of study:

_____ Earning potential of the field

_____ Employability

_____ Level of difficulty of the program

_____ My excitement in studying or working in the field

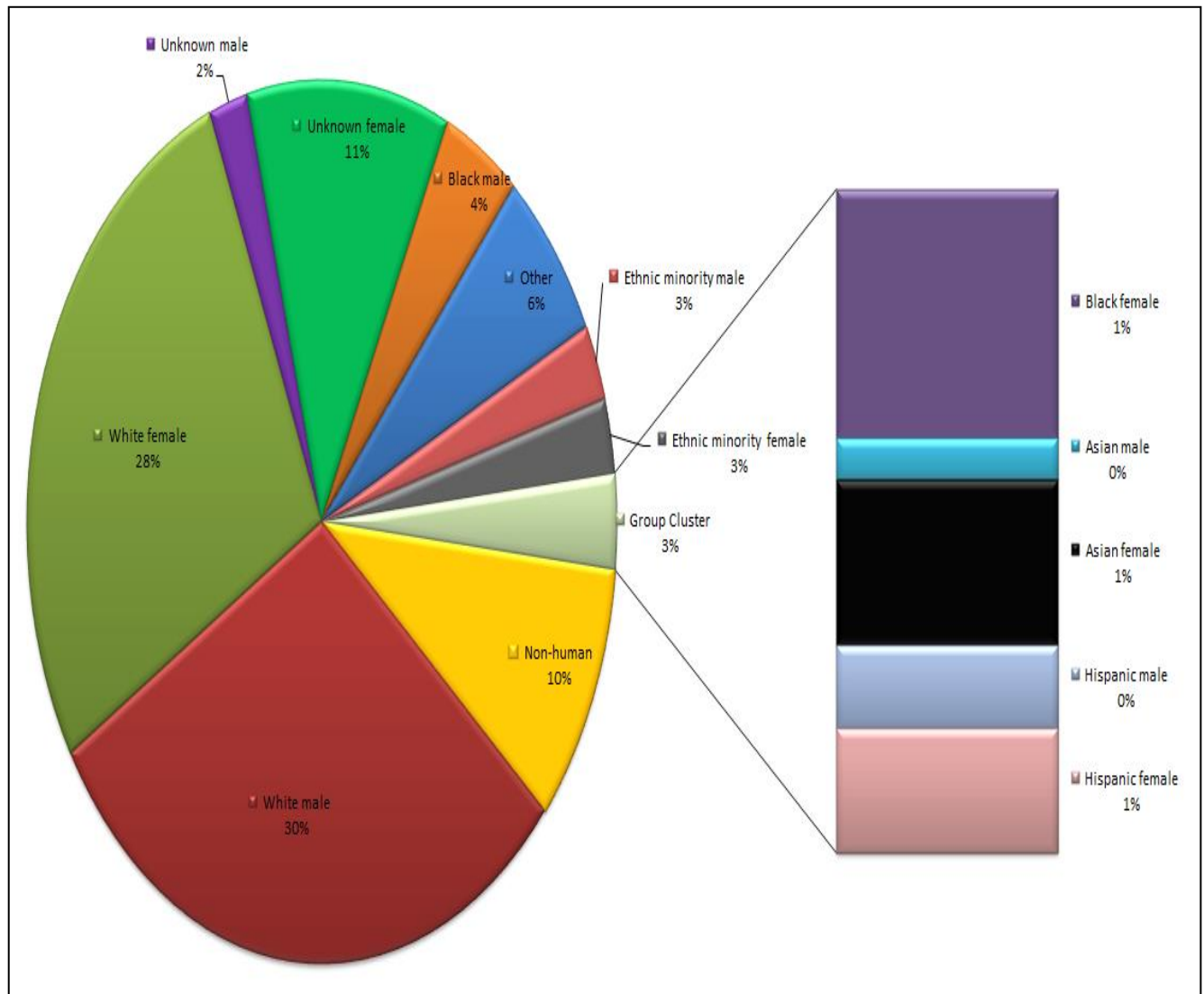_____ Personal or professional program recommendation

_____ Self-fulfillment

Please write any comments you have about college writing below.

_____

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Appendix B

Analysis Results of College Racial Visual Representation

The results above illustrate the number of occurrences different human ethnic groups and non-human elements appeared in the post-secondary institution viewbooks and English, history, and philosophy degree homepages from the twelve colleges that were analyzed in this research.

Appendix C

Table 2

Word Frequency Totals Across the Twelve Analyzed Colleges' Philosophy, History, and English

Homepages

Philosophy Homepages		History Homepages		English Homepages	
Word	Frequency	Word	Frequency	Word	Frequency
philosophy	79	history	61	english	39
students	34	students	20	literature	31
major	22	historical	16	writing	28
program	17	courses	15	students	17
arts	15	research	11	study	13
department	15	study	9	skills	13
mentor	14	program	9	minor	11
graduate	14	human	9	courses	11
faculty	13	major	8	creative	10
college	12	teaching	7	department	9
study	12	department	7	literary	8
student	12	develop	7	major	7
biblical	12	university	7	programs	6
designed	12	experience	7	graduate	6
skills	12	graduate	7	world	6
life	11	faculty	7	hours	5
liberal	11	world	7	work	5
questions	10	past	6	careers	5
law	10	you'll	6	communicatio	5
honors	10	political	6	opportunities	5
studies	10	social	6	language	5