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Diversity: Is it worth it?

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Claremont McKenna College

Diversity: Is it worth it?

submitted to

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and

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by

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for

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I can't believe I'm at this point in my life. It's been a long ride and I never thought at the age of 21, I would be here. Honestly, I'm tearing up as I write this.

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Abstract

This paper takes a dive into understanding if funding extra diversity initiatives at Claremont McKenna College currently spurred on by students are worth the cost to the institution. Resources like that of Claremont McKenna's C.A.R.E. Center (Civility, Access, Resources, and Expression) and funding for representative student organizations place large pressures on the institution's available budget and there is not much proof that they will pay off in the long-run. In this paper, financial costs for supporting diverse students on campus are aggregated and compared to the possible financial benefits that may come of their consequential use. Results show that there is a largely positive societal benefit to the use of these resources at a fraction of the cost to the institution. These findings derive from CMC cost data; however, results imply similar conclusions across secondary education institutions nationwide.

<u>Introduction</u>	<u>5</u>
<u>Qualifications</u>	<u>7</u>
<u>Methodology</u>	<u>9</u>
<u>Results</u>	<u>12</u>
<u>Conclusion</u>	<u>22</u>
<u>Reflection</u>	<u>25</u>
<u>References</u>	<u>29</u>

Introduction

This past summer, The United States Supreme Court Case *Fisher vs The University of Texas (2016)* passed the ruling which upheld the constitutionality of race-sensitive admissions policies.³ Last year, Claremont McKenna College and campuses around the nation faced a wave of social unrest from students' accusations of failing to support issues they face while enrolled at their respective colleges. This is all in the wake of national and local debate that has raged on of the importance of diverse student population composition and the value they may bring to elite institutions' student populations. The question of what is diversity, why it is important, and if it is truly a necessity at college have been touched upon on campuses in administration meetings, in scholarly journals, and in student conversation and between campuses. In speaking with Vince Greer, Claremont McKenna College's Dean of Diversity and Inclusion, we were able to glean several benefits to maintaining a diverse student body. Some of these benefits are generally agreed upon, and include decreases in implicit biases amongst a student population, the strengthening of students' problem solving skills, and an increase in one's ability to work with others whose backgrounds are unlike their own.⁴ The issue I have noticed that is usually disagreed upon is two-part. If admissions offices use the extra resources and funding to recruit these diverse students to their school, people seem unsure if these previously listed benefits would benefit the entire student population. Furthermore, the costs to recruit diverse students, and support them through their four years on campus are significant. Flying to different geographical areas, attending admissions diversity conferences and vetting applicants in a more holistic manner is

time and resource intensive. Are these extra costs worth paying for if they don't have a greater or at least equal benefit to the students and the school that are supporting them? It's elusive, if not impossible to precisely quantify the dollar value of the benefits of a college diversity program. Furthermore, one may suggest that the values of a college diversity program are not strictly financial. However, it is possible to estimate the financial values of a college diversity program, and so I have developed a preliminary model in order to answer these questions. It will estimate the dollar amount of costs and benefits to recruit and support ten diverse students at Claremont McKenna College for the four years they are enrolled.

Qualifications

In order to move forward, it must be established what defines “diversity” in this paper. According to Claremont McKenna College’s Admissions and Financial Aid Committee (AFAC), diversity is defined by way of six “buckets”: race & ethnicity, socio-economic diversity, gender, geographical distribution, intellectual interests, and a final bucket defined as life experience.⁸ “Life experience” pertains to the idea that it is impossible to capture all aspects of diversity that may be missing from this list. These aspects are inclusive of First Generation students, United States Military Veterans, students of differing abilities, sexualities and religious affiliations. In CMC’s holistic application process, all of these ideally would be captured and considered in the student application process.

Currently it is impossible to fully identify every aspect of diversity when assessing a student for college acceptance. Conversation for what constitutes or defines each bucket of “diversity” has not yet been objectively agreed upon. With that being said, there are two reasons that I will use the previously defined ideas of diversity in order to move this paper forward. First, the cost data collected through CMC’s Admissions Office reflect diversity recruiting efforts that align with how CMC’s AFAC defines diversity. Therefore, expanding the definition of diversity to be more inclusive would cause misalignment with the forthcoming costs and benefits. Second, the concept of intersectionality arises. It is understood that costs for students that have different identities will be marginally different, as each student has different needs. A lesbian veteran student for instance may use resources at the Queer

Resource Center most often; whereas a Latin-American woman may choose to use resources at both the Office of Black Student Affairs and the Chicano Latino Student Affairs Office. In order to maintain the simplicity of the model, there will be an assumption that the costs across all of these students, will be evenly distributed. The focus of this model presented is to develop an understanding of the process for how students, and our society, can benefit from an increase in diverse students on campus. Furthermore, I have hope that this writing will be a starting point to conversation which has not occurred, yet: What different ways can we look to quantify the benefits diverse students bring to a college's campus?

Finally, this study is limited to students who are attending CMC. Because of my familiarity with our school's available student resources and my attendance here, acquiring accurate financial figures on campus will be far more accurate and beneficial for conclusions made in this paper rather than estimating a national average. However, the results of this study may provide thoughtful reading and insight for other college and universities who are examining similar questions on their campus.

Methodology

Cost figures¹ are collected from several branches of CMC. Diversity recruiting cost figures are collected from CMC's Admissions Office. Budgeting information for affinity support groups on campus have been provided by our Associated Students of Claremont McKenna College (ASCMC) student organization representative. Financial Aid figures were estimated from CMC's publicly available online fact sheet.² Faculty onboarding costs were estimated with the help by CMC's Dean of Faculty Office. Claremont Consortium student resource funding figures were provided by the Claremont Consortium Business Affairs Office. There are costs of additional support services in the Dean of Students Office, the Career Services Center, and other offices; however, these costs are no different for diverse student populations. The costs are identical as they would be for any other student, and therefore, they have not been factored into this model.

Moving on to benefits, suppose an environmental ethics class is asked to brainstorm solutions for minimizing litter within a community. Furthermore, we suppose there is minimal geographic diversity within this classroom. The class may face unforeseen issues; factors like weather, societal norms, or general political stances the homogenous class may be unaware of could cause roadblocks to successfully implementing their proposed solution. Now let's add geographic diversity to the classroom. If there are students within the class of whom are from this community the classroom is targeting, or one alike, these aforementioned issues will

¹ It has been requested that the details of obtained cost figures not be reproduced for public consumption. If these figures would like to be cross examined, please do not hesitate to contact me for materials to be provided on a case by case basis.

be brought to light during discussion and circumvented. A far more effective solution will be implemented and the classroom now has the opportunity to learn to implement their solutions developed from a more concrete standard.

Benefits seen from this example are largely qualitative, however, can be attached to financial gains for the institution and affected individuals. In this case, and others similar, individual student benefits include improvements in critical thinking and problem solving skills, and decreases in implicit social biases. By having students of differing backgrounds in one classroom, they have the opportunity to develop their ability to converse and empathize with those whose worldviews and experiences may be very different. Institutional benefits would include strengthened learning opportunities for students as class discussion improves and consequential increase to the value of the student's degree. Society benefits from the production of a population with a sounder moral compass and whose ideas of others are more well-rounded and concrete.⁴

These qualitative benefits listed out affect three aspects of the CMC students' lives directly. First, students' abilities to interact, and work with others will be higher than other comparatively less diverse school populations, and they will benefit with higher average employment wages. Second, job promotions will be expedited, as students graduating from college having institutions having received a higher standard of education and their problem analysis and solving skills will have substantially increased. Third, students' level of empathy for others will have risen.

Students will have more drive to give back to our school financially with the view of having received a more holistic education from their institution. These three benefits have major financial influence on the outcomes of the individual, the institution and our society as a whole.

Colleges and universities, as long as they remain financially solvent, aim to maximize societal welfare. Therefore, to conclude the study, the aggregate of the costs and benefits will be netted and analyzed to gain further understanding on whether or not our society benefits from CMC's active diversity recruitment. It's my hope that this model can be used as a framework for replication at other institutions and spark necessary conversation on the previously unseen value of diversity on college campus nationwide.

Results

I will begin with an analysis of the costs to send a diverse student to CMC. These costs are divided into two groups. The first will be the recruitment of the CMC student by way of the admissions office, and the second grouping of costs would be supporting and keeping the student happy while enrolled.

Costs to consider in recruiting CMC students are widespread, and they span from initial outreach, through the recruitment period and end with the actual acceptance of these students. There are conferences hosted on CMC's campus to recruit local Los Angeles students like that of Summerfest, and Winterfest. There are several membership programs of which the admissions office is included in to aid its search for diversity like that of Questbridge, the STEP Program, YES PREP, Prep for Prep, and Minds Matter, to name a few. Furthermore, the two on-campus programs, the CMC preview programs consume the majority of diversity recruitment funding.

All in all, total funding that goes towards diversity recruiting according to the Admission Office's FY 2015/2016 report summed to \$52,959.85. This is for the total student admissions office yield. The figure that means most to me, however, is how much it will cost to successfully recruit 10 diverse students. In doing so, I took a look at the number of racial minorities² in the class of 2016, which totals seventy-seven, and assumed that a little under one third, an extremely conservative estimate, were also students who fell under our definition of diverse outside of racial confines to

² CMC's Office of Admissions identifies Black, Latinx, and Native American students as racial minorities.

account for intersectionality. So, we have 100 students, just under one third of the entering class, successfully recruited by CMC Admissions under diverse recruitment efforts. From this, we can estimate the total cost to the Admissions office in recruiting one diverse student is \$529.59. Recruiting ten students each year would cost the office a total of \$5,295.90.

Admissions Office FY 15/16 Diversity Budget	\$ 52,959
Recruiting Cost per Student, 100 Student Yield	\$ 529
Estimated Model Cost, 10 Students	\$ 5,295

Moving on from recruiting, the costs to keep these students over four years at CMC through Financial Aid must be considered. According to CMC’s fact sheet, 49% of our students on campus receive financial aid.² So, five of the ten students in our model will receive financial aid. Furthermore, the average aid received per student is \$34,537.² Therefore, we assume the total aid for these students per year would be equal to \$172,685. However, we need to take into account socio-economic diversity as well. Assume that two more of these students require full tuition support to attend CMC, so \$132,630 per year for both. This totals to, \$305,315 in aid to these students per year for four years, equating to \$1,221,260 to fund the students’ educations; in other words, the school faces the burden of paying on average just under half of the students’ tuition, room and board, which would total \$2,652,600.

Average CMC Financial Aid Grant	\$ 34,537
Estimated Institution Aid, 5 Students	\$ 172,685
Estimated Full Tuition Grant, 2 Additional Students	\$ 132,630
Financial Aid Grants, 1 Year	\$ 305,315
Estimated Model Cost, 4 Years	\$ 1,221,260

Not only do these students need financial support, but in order to mitigate dropout rates and ensure their happiness at CMC, there must be special resources to help them through their four years here. Claremont Consortium resources like that of The Office of Chicano Latino Student Affairs, The Office of Black Student Affairs, The Queer Resource Center, International Place, and the CMC-specific resource C.A.R.E. Center, provide spaces for students to celebrate their identities, and also speak to others about social issues they face while attending these colleges. On top of this, the Claremont Colleges also provide counseling and mental health services to students through The Monsour Counseling and Psychological Services Department. CMC's direct contribution to these resources total \$609,732 per year. Again, we assume a conservative estimate of just under one-third of the entering class, one hundred students, take advantage of these resources. Therefore, it is estimated that \$6097.32 of funding go toward each student every year. For ten students over four years the college will pay \$243,892.80 in total for auxiliary support services.

5C Resources, Total CMC Contribution	\$ 609,732
Support Cost per Student, 100 Student Usage	\$ 6,097
Estimated Model Cost, 10 Students, 4 years	\$ 243,892

Moving from support by our school's administration, we must also look into how ASCMC supports students of diverse backgrounds. ASCMC controls funding for student run groups and clubs on campus. With a budget of \$90,000 going towards all fifty student-run organizations on campus, eleven of these groups support a broad array of diversity support initiatives.⁷ In order by size of budget, they are as follows: Asian Pacific American Mentors, ¡Mi Gente!, CMCers of Color, International Connect, The Pan-Asian Community at CMC, The Brothers and Sisters Alliance, The

Sexuality and Gender Alliance, Middle Eastern Culture Club, Generation-University, Claremont-Mudd-Scripps Christian Athletes, and Mispacha. The aggregate of ASCMC funds going towards these clubs are \$19,155.⁷ This seems right in line, as 22% of the budget goes toward 22% (11/50) of the student organizations on campus. It should be noted that there are large variances in club budgeting requests, as they range from \$300 to \$5530.⁷ Similar to the variance in budgeting requests, there are differences in the amounts of students that are permanent members at each club. For simplicity, it is assumed that each organization has 15 permanent members each. Therefore, ASCMC serves 165 students in this model, which costs \$116 per student, per year. So, to support ten students' club involvements for four years would cost ASCMC \$4,643.63.

ASCMC Affinity Group Funding	\$ 19,155
Student Organization Cost per Student, 165 Students	\$ 116
Estimated Model Cost, 10 Students, 4 Years	\$ 4,643

With these new students on campus, there may be a push to hire new faculty to provide a more diverse course-load to students and make the faculty more representative of the students that they are teaching. It is assumed that with the new diversity initiative that the school is pushing, that CMC decides to onboard two new professors whose combined wages total \$180,000. Costs for the search, onboarding, administrative fees and benefits would be twice that of their base salary, so \$360,000 cost to CMC in total for these two professors per year.¹ These professors would cost the school \$1,440,000 over four years.

Annual Wage, Benefits, Misc. Fees 2 CMC Professors	\$ 360,000
Estimated Model Cost, 2 Professors, 4 Years	\$ 1,440,000

In total, we see diversity efforts costing the school financially in five different areas of the institution: admissions and recruiting, financial aid, Claremont Colleges support and resource centers, campus student organizations, and faculty representation. Each area costs \$5,295.90, \$1,221,260, \$243,892.80, \$4,643.63, & \$1,440,000, respectively, coming to a grand total of \$2,899,172.33 for ten students over four years. That equates to \$724,793.10 per year, or \$72,479.31 per student, per year.

Admissions and Recruiting	\$ 5,295
Financial Aid	\$ 1,221,260
Claremont Colleges Support Resources	\$ 243,892
ASCMC Student Organizations	\$ 4,643
New Faculty and Onboarding	\$ 1,440,000
Aggregate Cost	\$ 2,915,092

With the costs finalized, we transition to an analysis of the benefits of recruiting these ten students to CMC. There are many qualitative benefits to consider when recruiting diverse students to any institution like that of an overall decrease in implicit and subconscious biases amongst others who are different from you. There is an issue, though: quantifying the benefits our society may receive from a decrease in implicit bias is difficult. In understanding this, I took a three-step process to quantifying these benefits. In an interview with Mr. Vincent Greer, CMC's Dean of Students for Diversity and Inclusion, a list was developed of qualitative benefits that coincide with diversity recruitment and support. The benefits listed focus on the betterment of our society. As a school increases its diversity levels and students interact with others who live in starkly different ways from our own, they will find themselves openly accepting, learning, engaging with and ultimately supporting those lifestyles. Students experience that people living lives differently than your own

simply stop being so out of the ordinary. An increase in moral standards, ability to coincide with and understand peoples' lifestyles would lead to tangible changes at the school.⁴

Over the past two years, the student body has seen changes at CMC including:

1. An increase in awareness of other gender identities leading to the establishment of gender inclusive bathrooms on campus.
2. Conversations occurring about first-generation student experiences leading to the establishment of the first ever student-led, First Generation organization on campus.
3. An increase in social awareness on campus sparked the establishment of first ever coalition of student sexual assault survivor counselors on campus.
4. The first representative for diversity and inclusion receiving representation with a chair on ASCMC's executive board.
5. The first student center for support of all student backgrounds established on CMC's campus.

All of these are symptoms of an increase in awareness for differing identities on campus. This permeates in instances not only socially, but also in our classrooms. An increase in student diversity has been shown to decrease the "echo-chamber" affect heard in the classroom where similar ideas are recycled year over year. Furthermore, administrations will see stronger student-led pushes to diversify class assignments, and course availability. This is seen in extracurricular programs as student clubs

looking to explore differing identities expand in popularity and Athenaeum speakers expand their speaker-topic diversity. It would be tough not to view that these changes increase the value and educational experience of the CMC student. From this, as a derivative of the appreciated value of our education, the public’s perception of the CMC degree would appreciate in value as well. This would have strong implication on promotion rates, wages and overall alumni donation rates back to the institution.

The benefits received from recruiting these ten students will be initially aggregated as one and then split out into three sections: individual, societal, and institutional. Individual benefits are defined as self-serving, or only beneficial to the ten diverse students recruited. Societal benefits aid other people outside of the sphere of the respective ten students. Finally, institutional benefits are funds that go directly back to CMC.

The first individual benefit begins with a broad assumption to simplify the model: If the students were not recruited to come to CMC, they would not have attended college. According to a study by the Georgetown Center on Education, the average high school student will make \$1.3 million over their lifetime, while college graduates will expect to receive an average of \$2.3 million over their lifetime.⁵ With that, each student receives an individual benefit of \$1 million in personal wages. Therefore, we see a total individual benefit of \$10 million by recruiting the students.

Wage Delta, 1 College Student	\$ 1,000,000
Estimated Model Benefit, 10 Students	\$ 10,000,000

The ten students are not the only students that see a benefit in attending CMC, though. Other students affected by befriending diverse students, interacting in classes, or simply engaging in discourse in their day to day strengthened their own interpersonal skills, abilities to problem solve, and simply live amongst others of whom they are unfamiliar with.⁴ The strengthening of their problem-solving and interpersonal skills make the students who attended school with a diverse student body more marketable, and are able to enjoy a higher average salary throughout their lives. With that being said, there will be two assumptions made in order to estimate the funds generated. First, for every diverse student on campus, there were three students who were deeply affected by their attendance at CMC. This could mean that the students may have had a conversation about their own life experiences to make another better understand the effects of an economic policy. A previously unseen issue may have developed amongst roommates that had to be solved. Or, it may also be possible that the diverse student developed a new way to understand a case study that was received in a case competition. In each of these instances, the students that worked with these diverse students saw that there were other ways to go about solving a particular issue, and these skills can be taken on through their times at college, and be applied later on in their careers. Second, the financial bump that they receive in their wages as a benefit will be estimated to be a modest 10% increase over that of their peers. From the previously cited study, we understand that the average college student received \$2.3 million in wages over their lifetime. Therefore, each student can expect to make \$230,000 extra in wages. With thirty students of whom

are affected, there will be a total of \$6.9 million in extra wages from diverse student interaction.

Average College Graduate Lifetime Wage	\$ 2,300,000
Average Benefit, 10% Wage Increase	\$ 230,000
Estimated Model Benefit, 30 Students	\$ 6,900,000

To compound this affect, we also expect both the recruited students, and the three affected students to see an increased rate of promotion within their respective career. We will assume that this will increase the overall wages of both the ten students, and their three affected acquaintances a further 20%. The diverse students' wages increased by 20% will increase from \$10 million to \$12 million. The aggregate of the auxiliary students' wages will increase by 20% from \$6.9 million to \$8.28 million. The total promotion affect sums to \$20.28 million in benefits.

Wage Increase, 10 Recruited Students	\$ 10,000,000
Wage Increase, 30 Auxiliary Students	\$ 6,900,000
Estimated Model Benefit, 20% Wage, Both Parties	\$ 20,280,000

The next (and oddly most overlooked) benefit to the school is tuition. This is a simple calculation being that the institution receives full tuition from all students, even with the source of some of this funding pulling from financial aid. Tuition, room and board costs students \$66,315 a year.² For ten students, over four years, CMC receives \$2,652,600 in revenue. This seems to be a large amount; however, financial aid is a large cost to the school, and nets away 46% of that benefit to send the students to CMC.

Tuition, Room and Board, 1 Student, Double Dorm, 14 Meal Plan	\$ 66,315
Estimated Model Benefit, 10 Students, 4 Years	\$ 2,652,600

Finally, we move to the development office for fundraising estimates. Here, we draw upon the assumption that the ten CMC students enjoyed their time so much that they are compelled to donate to CMC. The ten diverse students will donate at a rate of 2% amounting to \$240,000 in donations.

Lifetime Wage, 10 Recruited Students	\$ 12,000,000
Estimated Model Benefit, 2% Donation Rate	\$ 240,000

The increases in wages, tuition, and institutional donations sum together to yield a total financial benefit of \$23,093,000 to recruit ten students to CMC.

Societal Wage Delta	\$ 20,280,000
Institutional Tuition	\$ 2,652,600
Institutional Donations	\$ 240,000
Aggregate Benefit	\$ 23,172,600

Netting this with the previously calculated costs yields an overall benefit of \$20,193,828. This represents a “payback ratio” of just under 8x.

Aggregate Benefit	\$ 23,172,600
Aggregate Cost	\$ 2,915,092
Estimated Model Net Benefit	\$ 20,257,507
Payback Ratio	7.95

Conclusion

The net benefit is largely positive, but I feel further analysis of the figures calculated is necessary. The idea that there are three types of benefits was introduced in the previous section: individual, societal, and institutional. I feel that there is value in netting each of these benefits to gain a further understanding of who may benefit the most from the ten diverse students attending CMC.

Previously defined individual benefits only affect the ten diverse students. In this case, they refer to the increase in wages. The net of their total wages and school's investment in the students is \$9,084,907.58. This number per student equates to just under one million dollars, at \$908,490.76.

Lifetime Wage, 10 Recruited Students	\$	12,000,000
CMC Institutional Costs	\$	2,915,092
Net Individual Benefit	\$	9,084,907

Societal benefits affecting those outside of the students net to \$5,380,827.67.

Auxiliary Wage Delta, 30 Auxiliary students	\$	8,280,000
CMC Institutional Costs	\$	2,915,092
Net Societal Benefits	\$	5,364,907

Such large individual and societal benefits should not seem too surprising given that the one-time investment over four years by the school raises the students' wages throughout their lifetime.

The more interesting story lies in the institutional benefit. This would be the sum of tuition and funds donated to CMC. This nets to a negative \$22,492.42, or \$2,249.24 per student.

Institutional Tuition	\$ 2,652,600
Institutional Donations	\$ 240,000
CMC Institutional Costs	\$ 2,915,092
Net Institutional Benefits	\$ (22,492)

With this final, and arguably most important figure being negative, what are the implications? Coming to the conclusion that going through the process of recruiting and supporting diverse students cost the school just under \$3,000 initially raised some eyebrows. However, there were more questions which developed from these findings. First the figure must be placed into context. How much does this cost compare to the average student at CMC? In looking at CMC's most recent publicly available tax return. The college operated on a total budget of \$125,073,235 in fiscal year 2015.⁶ Dividing this number by our student population, 1,350 equates to \$92,646. Therefore, if we are simply subtracting tuition from total costs of all students at CMC without taking into account proceeds from alumni contributions, public grants, our endowment, and investments returns, the school operates on a *loss* of \$26,331 per student. This is not kept a secret, but it is also not common knowledge.

CMC Total Operating Budget	\$ 125,073,235
CMC Total Operating Cost, 1 Student	\$ 92,646
Institutional Tuition, 1 Student	\$ 66,315
Operating Loss, Average CMC Student	\$ (26,331)

For the sake of being conservative, the model assumes little to no overlap in funding between diverse students and other students in their use of financial aid grants, attendance in student organizations, and facility usage. With this assumption,

our ten students cost the institution a little under a quarter more in funding than the average student.

Is going through this process and use of resources worth it to the institution? If CMC and other institutions like it were set up as a business, or in other words, a profit maximizing entity, the short answer would be no. CMC is losing more money on these students than the average, so the school should not recruit them. What must be considered however is that our school, and the overwhelming majority of our education institutions in America are not-for-profit entities. Therefore, as long as they are able to remain financially stable through the support of institutional endowments, the thankless work of each school's respective Office of Development, and seemingly endless campaigning by school representatives, their overall mission should look to maximize societal benefit, even if this may be at the expense of institutional benefit; And if the cost to CMC to produce an extra \$23.17 million in societal benefit is \$22,492, I feel this is a necessary cause worth investing in. And clearly, so does Claremont McKenna College.

Reflection

In this paper, I have attempted to provide readers with a way to quantify the largely qualitative benefits to diversity recruiting within CMC where conclusions drawn may be applied to other colleges and universities nationwide. The findings show that at a small cost to the institution, society receives an overwhelming benefit from these efforts.

Looking back on the research that I have done, there are two particular aspects of the study that I feel would be excellent catalyst points for conversation. First, many of the benefits pertained to the direct increase in wage for the ten recruited students and other affected students. A factor that could be discussed and researched further would be the sociological benefits the diverse students receive from being immersed in a culture far unlike their own. Speaking personally, I know that have learned far more than I could have ever imagined outside of classes from engaging with other students socially, exploring my interests in student organizations, and whilst working at past internships. In my experience from past reading, studies diving into the realm of diversity seem to allow the question of “What do the *diverse students* learn once on a campus with the overwhelming majority of students holding a largely different worldview from their own?” to the waist-side in favor of, “What does the college population learn from its diverse students?” As discussed previously, findings show that CMC students composing of the representative majority do in fact benefit from learning alongside diverse students. This conclusion holds in opposite terms as well, as there are societal norms here at CMC that diverse students can pick up upon in

order to improve their own moral standards, analytical skills and ideas of others with differing worldviews.

While these findings would be beneficial, another point of discussion worth looking into would be the discrepancy between dropout rates of minority and representative majority students. Speaking specifically to racial diversity, with one in every four black students dropping out of CMC, we infamously hold the crown for the lowest minority student graduation rate amongst The Claremont Colleges.⁹ Some discussion on this extremely startling number has been directed toward a small population size causing for a far greater marginal effect when one student leaves CMC. Two thoughts come to mind: First, if the minority population at CMC is so small that the comparative disproportional affects are this great, then this seems to be further reason to increase the underrepresented minority population to reasonable levels. Second, focusing on the marginal decrease as a statistical phenomenon detracts from the overall conclusion that there must be something within the institutional experience here at CMC causing black students to leave at higher absolute rates than students of the representative majority. It would also be safe to conclude that if this is occurring within the realm of racial diversity, it may be occurring in others; however, we do not have high enough of a population size in many the other spaces of diversity identities to measure with accurate statistical significance that this is an issue. Unfortunately, similarly to race, this previous statement presents an issue within itself that CMC should look to correct.

Factoring in the societal cost for CMC’s dropout rate into the developed model would be extremely beneficial, but there are two issues inhibiting the accurate inclusion of this figure. First, we do not have an accurate dropout rate accounted for across all spans of identified diversity. Second, as budgets for support services rise like that of CMC’s C.A.R.E. Center, it would be assumed that the dropout rate would diminish; but the elasticity of the effect is yet to be fully understood. However, the rather significant societal cost of having only one diverse student drop out can be inferred from the model, yielding:

Loss in Wages, 1 Diverse Student	\$ 1,000,000
Loss in Wages, 3 Auxiliary Students	\$ 690,000
Loss in Institution Donations	\$ 2,249
Estimated Model Societal Cost, 1 Diverse Student Dropout	\$ 1,692,249

So then, what are some implications that other institutions can take away from this model? Without going through the process of estimating each respective cost and benefit to one’s own college or university, it is easy to see that the societal cost to losing one student, \$1.7 million, substantially outweighs any price the institution could choose to pay to keep them there. With that, my first and only recommendation to Claremont McKenna College, and all institutions nationwide will be made. Invest in your students’ wellbeing.

Each time I come in to work at CMC’s Admissions Office as a senior interviewer and tour guide, I see a grouping of people undoubtedly committed to populating their college with the most interesting, vibrant, and hard-working students our nation’s applicant pool has to offer. They intently go about their recruiting

process by searching for some combination subjective and objective standards within applicants agreed upon within the office. One of those standards that you can feel deeply engrained in the office culture is the idea of diversity and its importance to the school.

I feel that if our admissions office takes the extra time, and diverts their own resources to seek out and recruit diverse students, the institution should make sure that the students, once enrolled, feel supported and have the resources available to push them through the process to obtain their degree. The model suggests that if CMC's newly instituted C.A.R.E. Center, with an annual budget of \$30,000, is the sole reason for why *one* student decided not to drop out this year, then society benefits from this investment upwards of 55x.

CMC, with these findings, I challenge you to take on campus resources for diverse students seriously. Prioritize them. As funds and resources are requested by students, consider the societal impact of the acceptance of that request. One accepted budget proposal to take ten students to a conference representing their specific backgrounds could be the value-add that convinces a student not to drop out. Funding that one concert which brings a singer of a diverse identity to campus will help students feel that people of their own background can be represented here. Finally, please do not consider establishment of The C.A.R.E. Center as an end-goal, but only the beginning.

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