

Institutional Research Report

Student Diversity by Locale | Fall 2017

INTRODUCTION

Pepperdine is committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership. Pepperdine's [mission](#) stems from its Christian heritage, and it is this heritage that contributes to [Pepperdine's commitment to student diversity](#). Incorporating diverse views in the classroom is critical to enriching the educational experience of college students and for preparing students for post-college employment (Turner, Gonzalez, & Wood, 2008). This *OIE IR Report* provides a snapshot of full-time undergraduate diversity at Pepperdine, in comparison to urban, suburban, and rural institutions in the United States.

METHOD

National data are based on [IPEDS Fall Enrollment Survey](#) for 2017, specifically for degree-granting institutions that have full-time, first-year undergraduates. Degree of urbanization is based on IPEDS methodology ([see IPEDS Glossary, Degree of Urbanization](#)), such that institutions are categorized as city, town, suburb, and rural. Analyses exclude non-resident alien students as well as students with an unknown race/ethnicity. In addition, analyses are restricted to full-time undergraduates only.

RESULTS

Percentages correspond to non-White/Caucasian students. Nationally, institutions located in cities and suburbs were more diverse when compared to institutions located in towns and rural communities. Pepperdine's undergraduate population was 40% diverse in Fall 2017, which was slightly more diverse than rural communities.

P 40% Non-White/Caucasian

CONCLUSION

Structural diversity is reflected in the physical counts of non-White students enrolled at an institution (Hurtado, Griffin, Arellano, & Cuellar, 2008). Pepperdine's undergraduate student enrollment for non-White students has steadily increased in the past decade ([see OIE Diversity Part I Research Brief](#)). Per IPEDS standards, Pepperdine is classified as a large suburb; however, Pepperdine's remote location in a beach community approximately 35 miles northwest of the City of Los Angeles could be contributing to its undergraduate diversity numbers being more reflective of a rural area versus a suburb or town.

Hurtado, S., Griffin, K. A., Arellano, L., & Cuellar, M. (2008). Assessing the value of climate assessments: Progress and future directions. *Journal of Diversity in Higher Education*, 1(4), 204-221.

Turner, C. S. V., Gonzalez, J. C., Wood, J. L. (2008). Faculty of color in academe: What 20 years of literature tells us. *Journal of Diversity in Higher Education*, 1(3), 139-168.

