Diverse Learning Environments: Creating and Assessing Conditions for Student Success

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Introduction

- Purpose:

  To present a new framework for examining institutional and contextual factors that advance student success

  To use a framework to guide research and practice particularly within broad access institutions

Student Success Outcomes

- Habits of Mind/Skills for Lifelong Learning
- Competencies for a Multicultural World
- Achievement and Retention

Foundational Frameworks

- Institutional Adaptation to Student Diversity

  Richardson & Skinner (1990)

- Campus Climate for Diversity

  Hurtado, Milem, Clayton-Pedersen & Allen (1998, 1999)
  Milem, Chang & Antonio (2005)

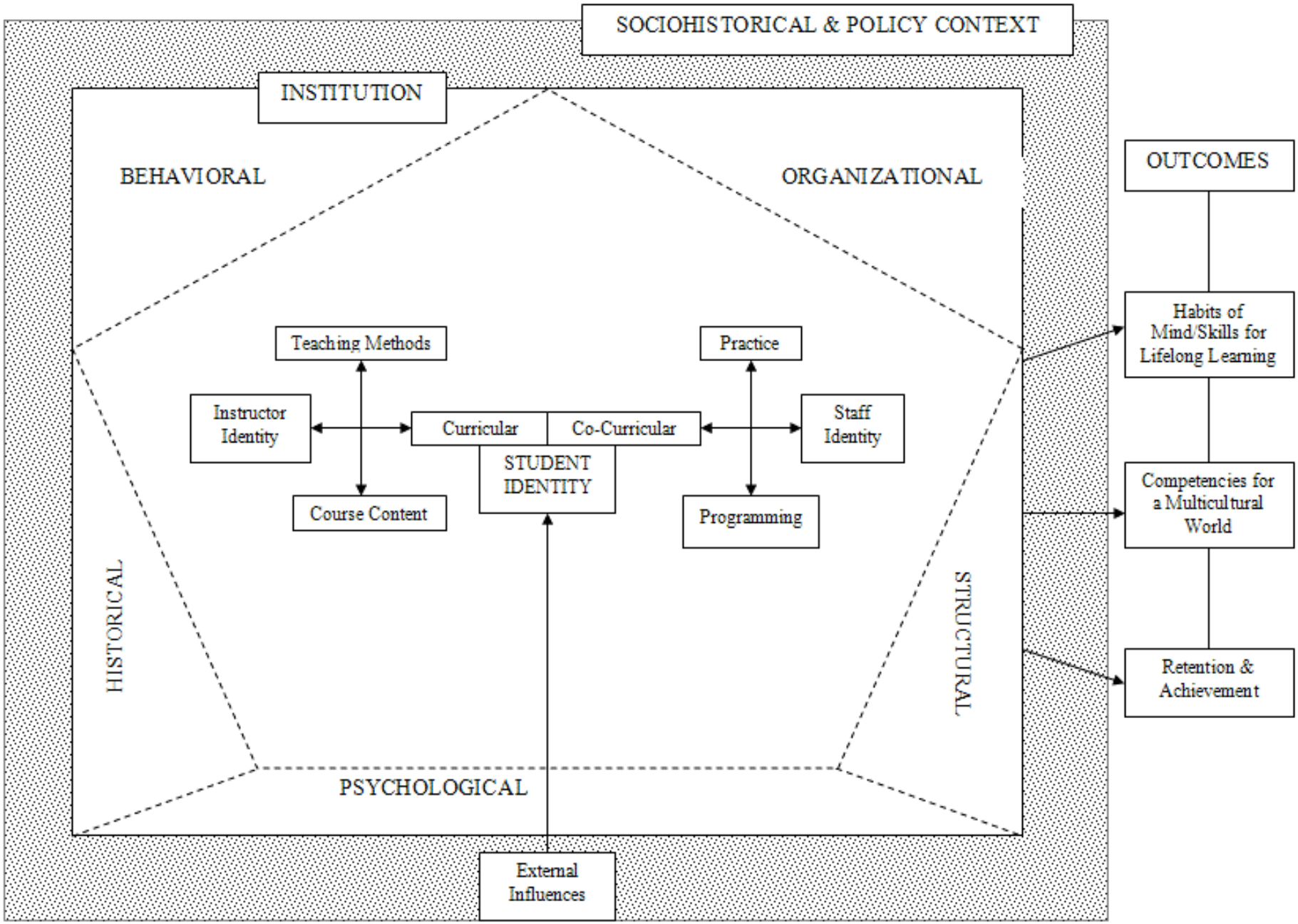
- Student/Institution Engagement Model

  Nora, Barlow & Crisp (2005)

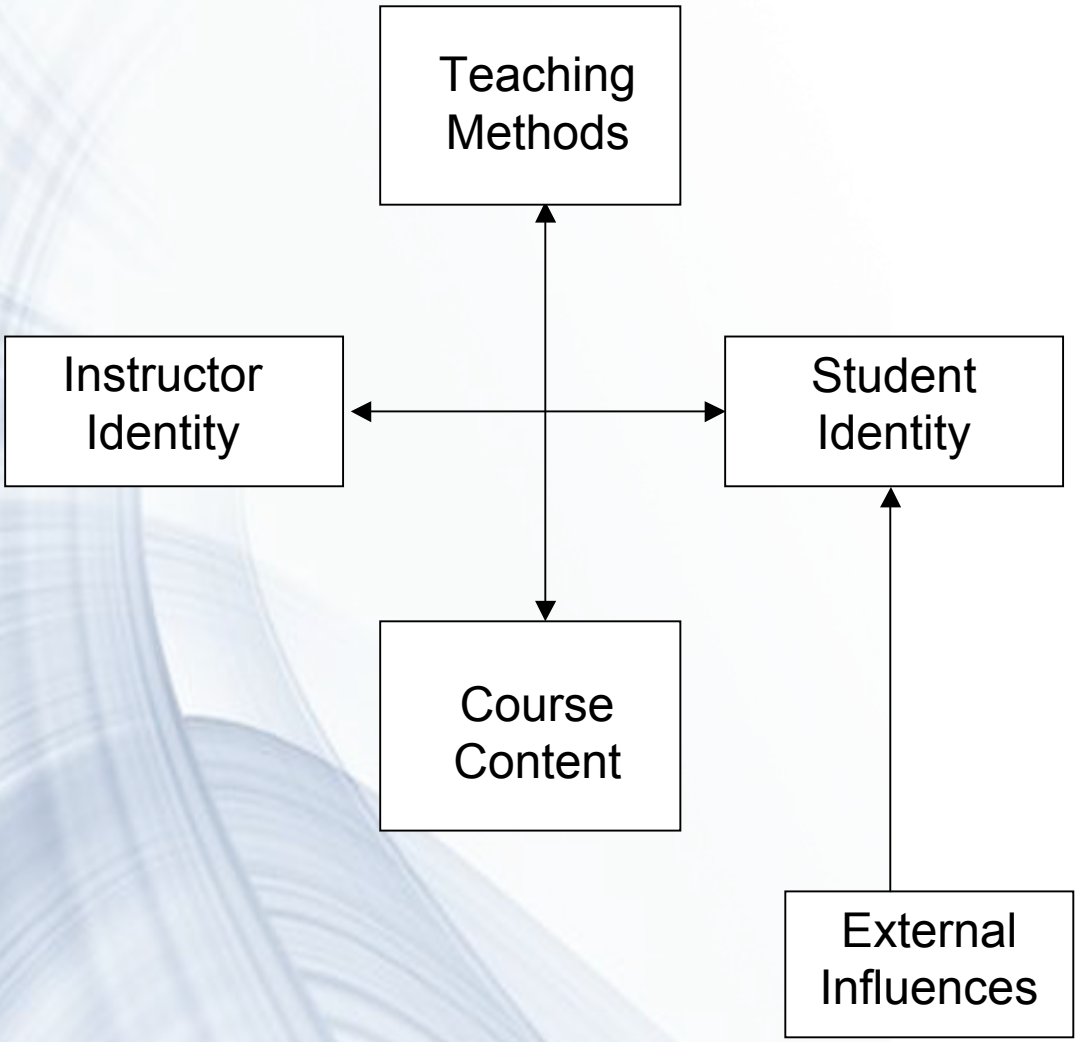
- Dynamics of Multicultural Teaching & Learning

  Marchesani & Adams (1992) adaptation of Jackson (1988)

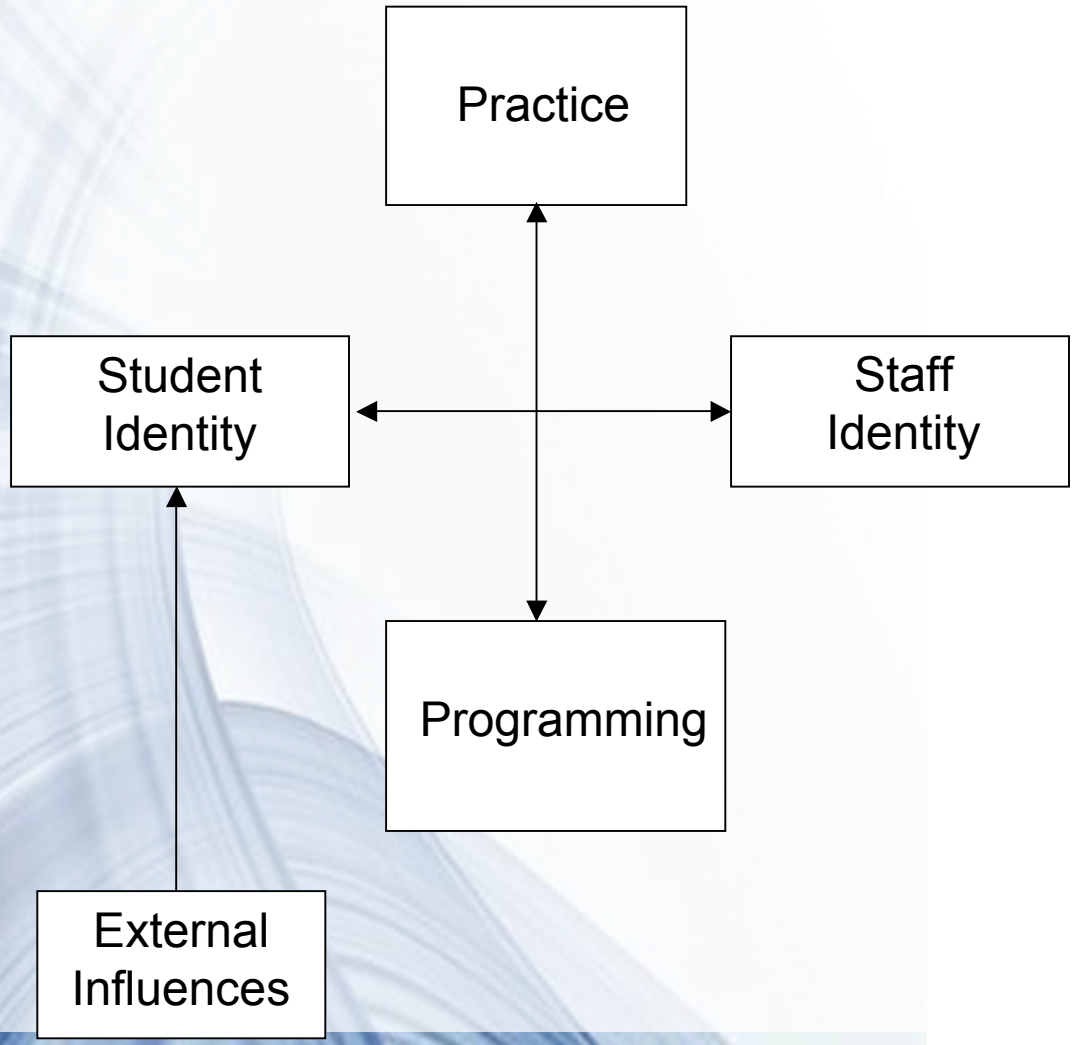
Presentation of a Conceptual Framework

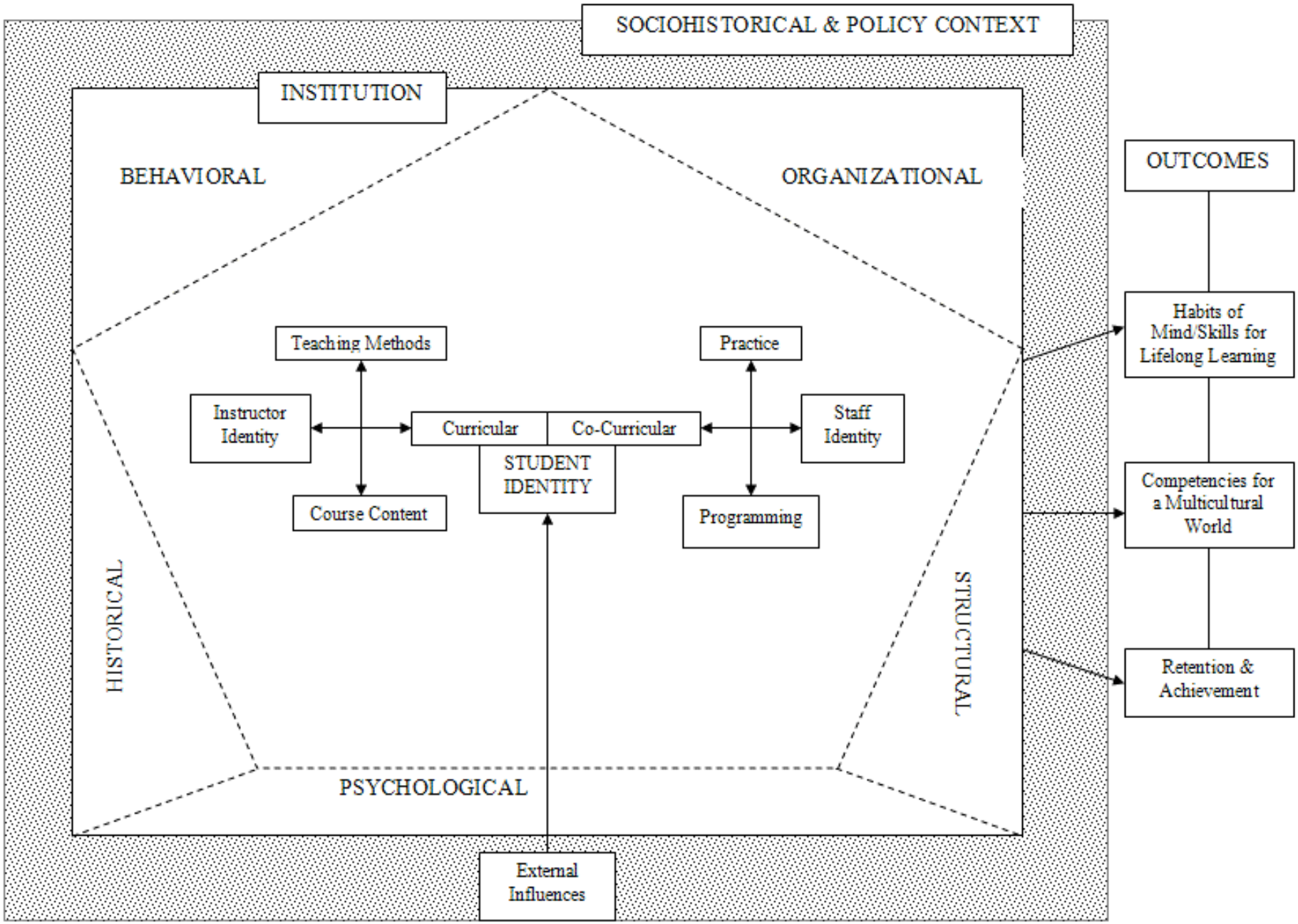

SOCIOHISTORICAL & POLICY CONTEXT
INSTITUTION
BEHAVIORAL
ORGANIZATIONAL
HISTORICAL
STRUCTURAL
PSYCHOLOGICAL
Teaching Methods
Instructor Identity
Course Content
Curricular
Co-Curricular
STUDENT IDENTITY
Practice
Staff Identity
Programming
External Influences
OUTCOMES
Habits of Mind/Skills for Lifelong Learning
Competencies for a Multicultural World
Retention & Achievement

Curricular Context



Co-curricular Context

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Psychological Sense of Integration

Processes take place within the curricular and co-curricular contexts

- Sense of Belonging- already linked with retention and climate in several studies

- Validation – moving towards an empirical test of this in relation to overall climate and outcomes

Conclusion and Next Steps

- Assessment of multiple dimensions of the institution is a key component in understanding how the institution affects student success

- A primary goal of assessment is to include climate, practices, and outcomes to aid institutional transformation

- Next Steps: Develop instruments and case studies based on the framework

Contact Information

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