Curriculum as Window or Mirror: How a Curriculum of Inclusion is Associated with Academic Validation

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Does being exposed to a curriculum of inclusion influence students’ sense of academic validation?

In this session, we will:

- Provide findings on the relationship between a more inclusive curriculum and academic validation
- Discuss the relationship between students’ multiple identities and their levels of exposure to a diverse curriculum, which can guide strategic planning of campus policies and practices
Sample

- Diverse Learning Environments 2010-2011
- 34 institutions
  - 16 public (including 3 community colleges)
  - 18 private
- n= 21,193 students
  - 0.3% American Indian
  - 26.6% Asian American
  - 2.7% African American
  - 19.8% Latina/o
  - 43.7% White
  - 7.0% Multiracial
Some students who are not involved in the social aspects of the college experience still show signs of success (Rendon, 1994, 2002).

Students are more likely to succeed if they are empowered and view themselves as capable learners.

Positively tied to persistence.
### Academic Validation in the Classroom ($\alpha = .895$)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt that faculty provided me with feedback that helped me assess my progress in class</td>
<td>0.857</td>
</tr>
<tr>
<td>Felt that my contributions were valued in class</td>
<td>0.852</td>
</tr>
<tr>
<td>Faculty were able to determine my level of understanding of course material</td>
<td>0.799</td>
</tr>
<tr>
<td>Felt that faculty encouraged me to ask questions and participate in discussions</td>
<td>0.790</td>
</tr>
<tr>
<td>Survey Item</td>
<td>Factor Loading</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>How many courses have you taken at this college that included the following?</td>
<td></td>
</tr>
<tr>
<td>Materials/readings about race/ethnicity</td>
<td>0.829</td>
</tr>
<tr>
<td>Materials/readings about socioeconomic class differences</td>
<td>0.829</td>
</tr>
<tr>
<td>Materials/readings about gender</td>
<td>0.789</td>
</tr>
<tr>
<td>Materials/readings about privilege</td>
<td>0.784</td>
</tr>
<tr>
<td>Materials/readings about sexual orientation</td>
<td>0.783</td>
</tr>
<tr>
<td>Opportunities for intensive dialogues between students with different backgrounds and beliefs</td>
<td>0.701</td>
</tr>
<tr>
<td>Materials/readings about disability</td>
<td>0.610</td>
</tr>
<tr>
<td>Opportunities to serve communities in need (e.g. service learning)</td>
<td>0.506</td>
</tr>
</tbody>
</table>
Other Outcomes Related to a Curriculum of Inclusion

- Reduction of prejudice
- More positive perceptions of campus climate
- Cognitive development
- Civic behaviors
Participation in a Curriculum of Inclusion, by course content

- Race/Ethnicity: 79.7%
- Gender: 75.6%
- Dialogue: 65.6%
- Privilege: 58.2%
- Service Learning: 44.2%
Participation in a Curriculum of Inclusion, by course content

- **Race/Ethnicity**: 79.7% Took 1 or More Courses, 50.0% Took 2+ Courses
- **Gender**: 75.6% Took 1 or More Courses, 50.8% Took 2+ Courses
- **Dialogue**: 65.6% Took 1 or More Courses, 38.3% Took 2+ Courses
- **Privilege**: 58.2% Took 1 or More Courses, 30.2% Took 2+ Courses
- **Service Learning**: 44.2% Took 1 or More Courses, 19.6% Took 2+ Courses
### Participation in a Curriculum of Inclusion, by social identity

#### Percent of Students Who Took at Least One Course with Specified Content

<table>
<thead>
<tr>
<th></th>
<th>Race/Ethnicity</th>
<th>Gender</th>
<th>Intensive Dialogue</th>
<th>Privilege</th>
<th>Service Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>74.0</td>
<td>68.2</td>
<td>60.9</td>
<td>54.8</td>
<td>40.3</td>
</tr>
<tr>
<td>Female</td>
<td>82.9</td>
<td>79.7</td>
<td>68.2</td>
<td>60.1</td>
<td>46.4</td>
</tr>
<tr>
<td>Heterosexual</td>
<td>79.1</td>
<td>74.9</td>
<td>64.6</td>
<td>56.9</td>
<td>43.8</td>
</tr>
<tr>
<td>LGBT &amp; Other</td>
<td>84.1</td>
<td>81.1</td>
<td>72.1</td>
<td>68.0</td>
<td>47.2</td>
</tr>
<tr>
<td>White</td>
<td>80.4</td>
<td>78.0</td>
<td>67.6</td>
<td>59.5</td>
<td>42.9</td>
</tr>
<tr>
<td>Asian Am.</td>
<td>74.8</td>
<td>66.6</td>
<td>57.5</td>
<td>52.6</td>
<td>42.4</td>
</tr>
<tr>
<td>URM</td>
<td>83.5</td>
<td>80.9</td>
<td>69.4</td>
<td>61.3</td>
<td>49.1</td>
</tr>
</tbody>
</table>
Academic validation, by racial group

Mean Factor Score

- Asian American
- Latina/o
- Multiracial
- African American
- African American Indian
- White
Academic validation, by income group

Mean Factor Score

- <$50k
- $50-$74,999
- $75k-$149,999
- $150k+
Relationship Between Course Content and Academic Validation

Mean Factor Score

Number of Courses

None 1 2 to 4 5 or more

Opportunities for Intensive Dialogue
Service Learning
There is a relationship between an inclusive curriculum and academic validation.

Content vs. Pedagogy—really both.

Institutions need to create validating experiences for all students, not simply privileged groups.

Bring social identities to the center of practice—What does that look like at your institution?