

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

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Purpose

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

Why Does Validation Matter?

- 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 ($\alpha = .895$)

Survey Item	Factor Loading
Felt that faculty provided me with feedback that helped me assess my progress in class	0.857
Felt that my contributions were valued in class	0.852
Faculty were able to determine my level of understanding of course material	0.799
Felt that faculty encouraged me to ask questions and participate in discussions	0.790

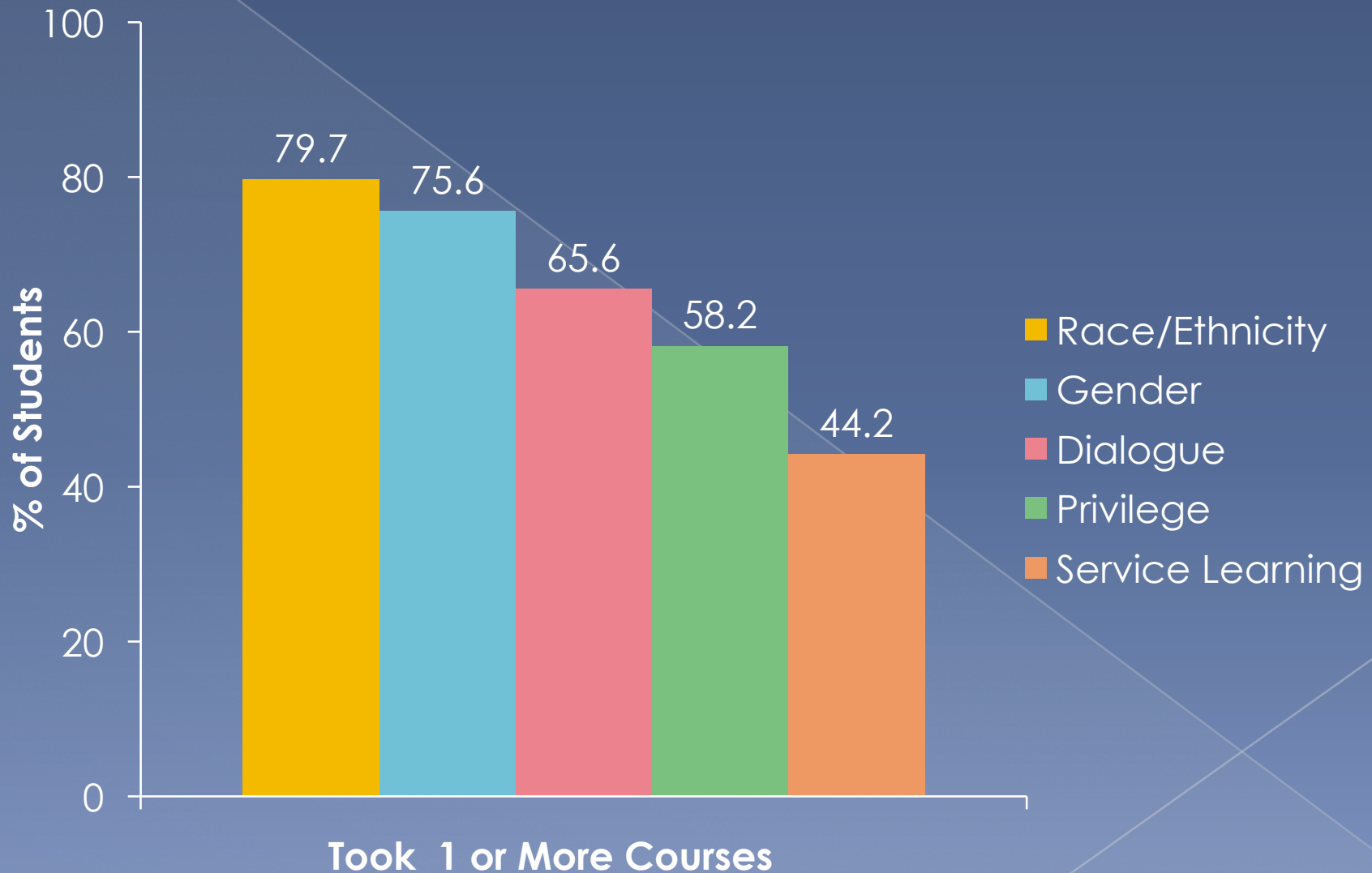
Curriculum of Inclusion ($\alpha = .902$)

Survey Item	Factor Loading
How many courses have you taken at this college that included the following?	
Materials/readings about race/ethnicity	0.829
Materials/readings about socioeconomic class differences	0.829
Materials/readings about gender	0.789
Materials/readings about privilege	0.784
Materials/readings about sexual orientation	0.783
Opportunities for intensive dialogues between students with different backgrounds and beliefs	0.701
Materials/readings about disability	0.610
Opportunities to serve communities in need (e.g. service learning)	0.506

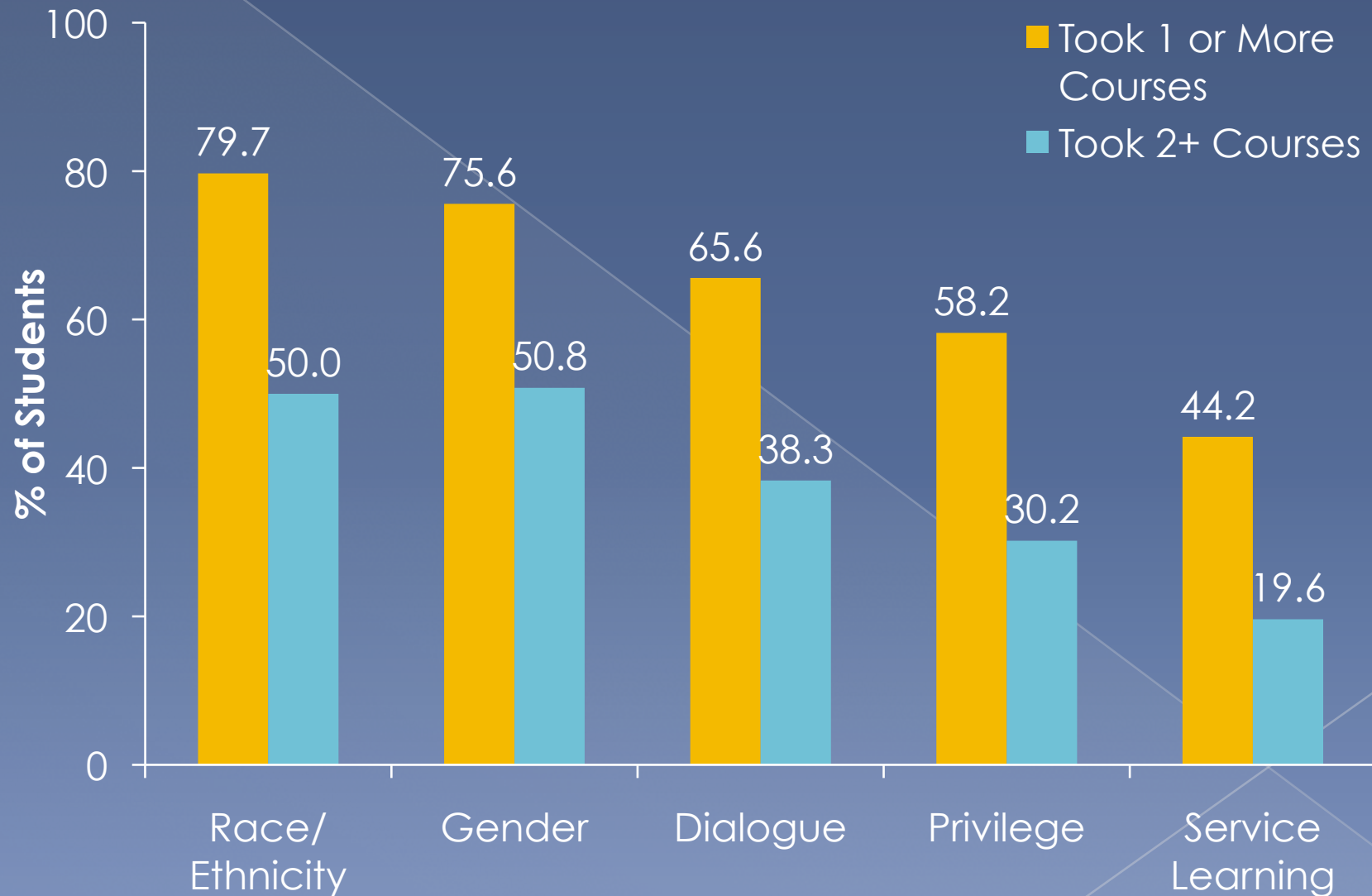
Other Outcomes Related to a Curriculum of Inclusion

- Reduction of prejudice
- More positive perceptions of campus climate
- Cognitive development
- Civic behaviors

Participation in a Curriculum of Inclusion, by course content



Participation in a Curriculum of Inclusion, by course content

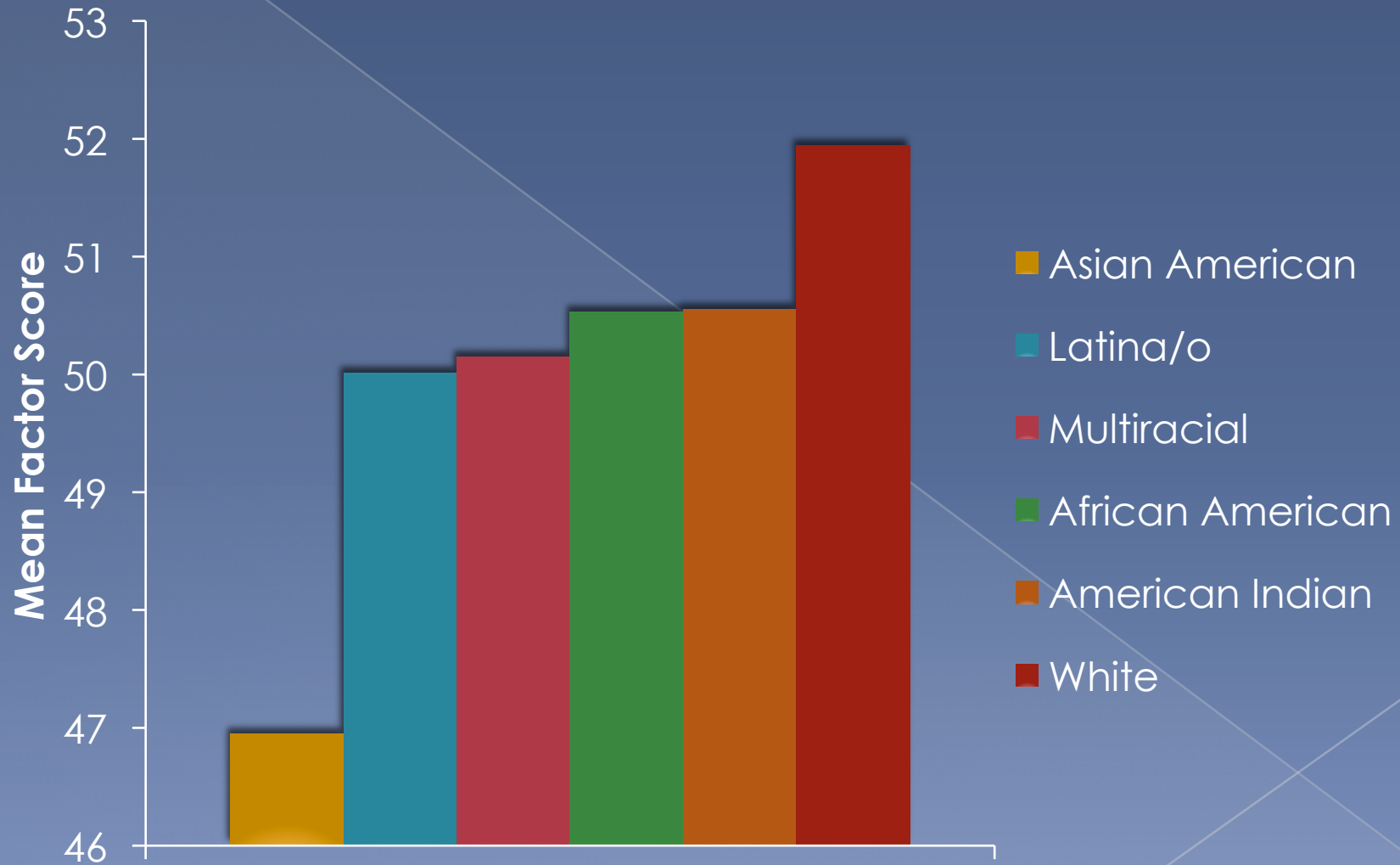


Participation in a Curriculum of Inclusion, by social identity

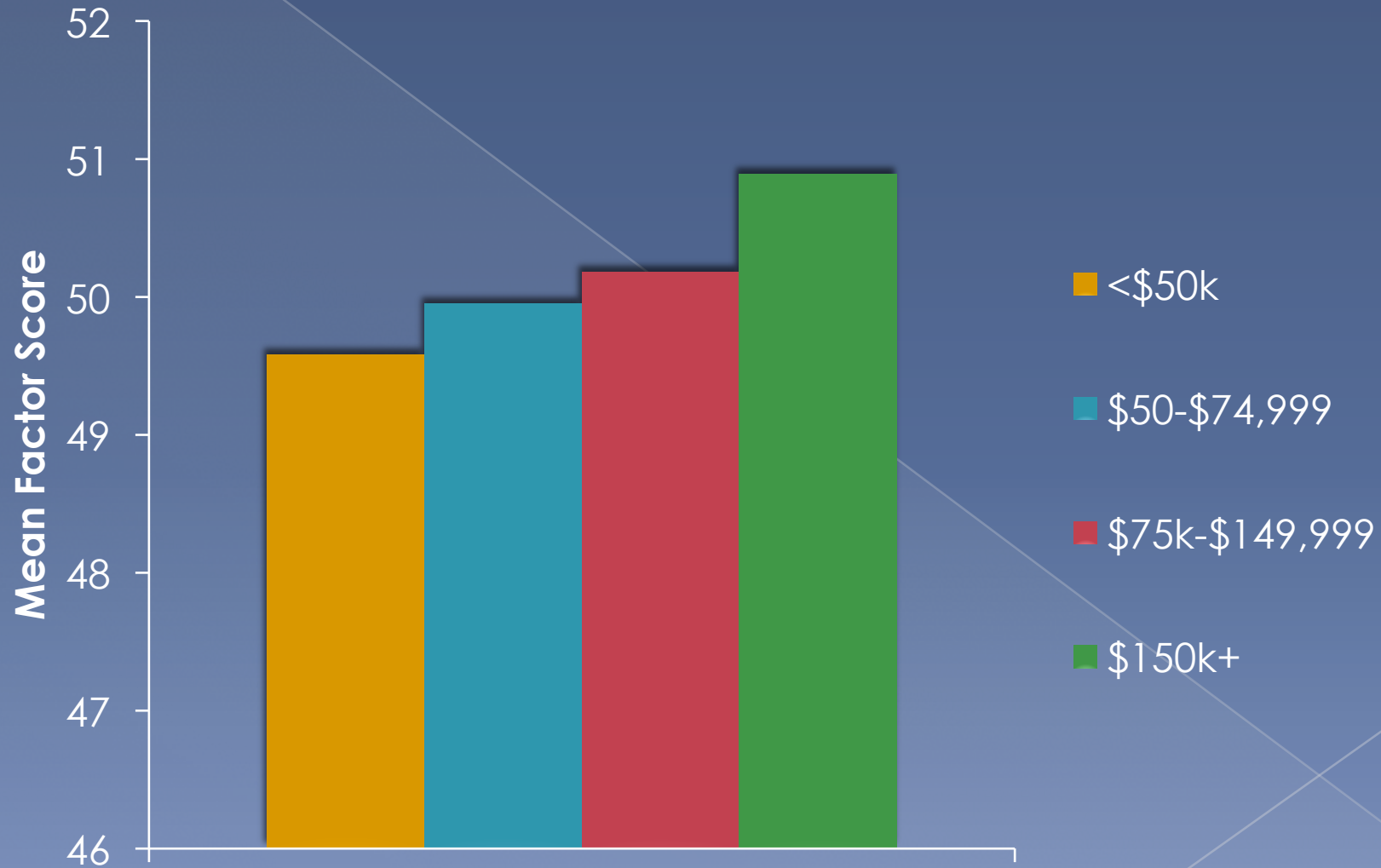
Percent of Students Who Took at Least One Course with Specified Content

	Race/ Ethnicity	Gender	Intensive Dialogue	Privilege	Service Learning
Male	74.0	68.2	60.9	54.8	40.3
Female	82.9	79.7	68.2	60.1	46.4
Heterosexual	79.1	74.9	64.6	56.9	43.8
LGBT & Other	84.1	81.1	72.1	68.0	47.2
White	80.4	78.0	67.6	59.5	42.9
Asian Am.	74.8	66.6	57.5	52.6	42.4
URM	83.5	80.9	69.4	61.3	49.1

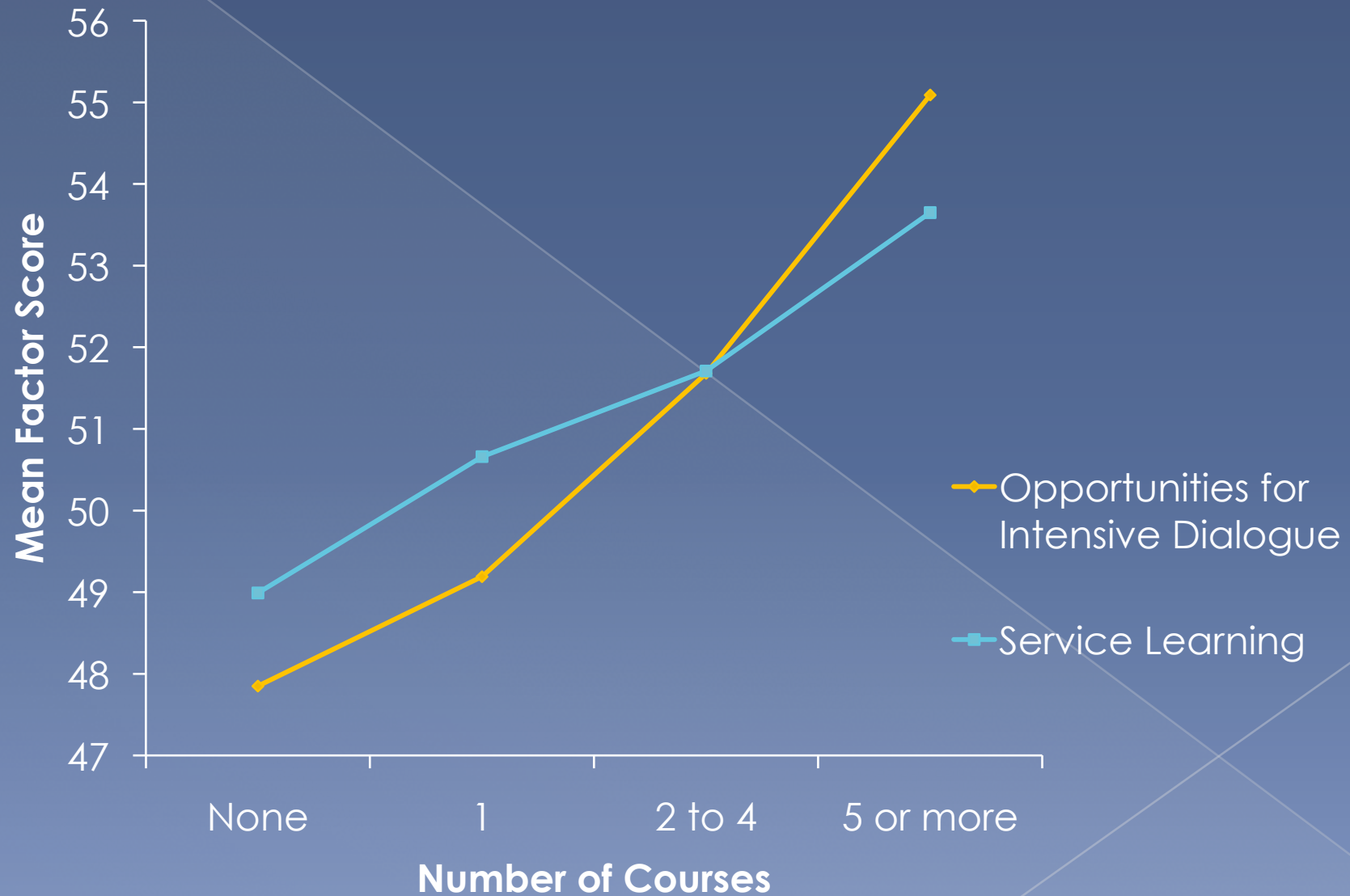
Academic validation, by racial group



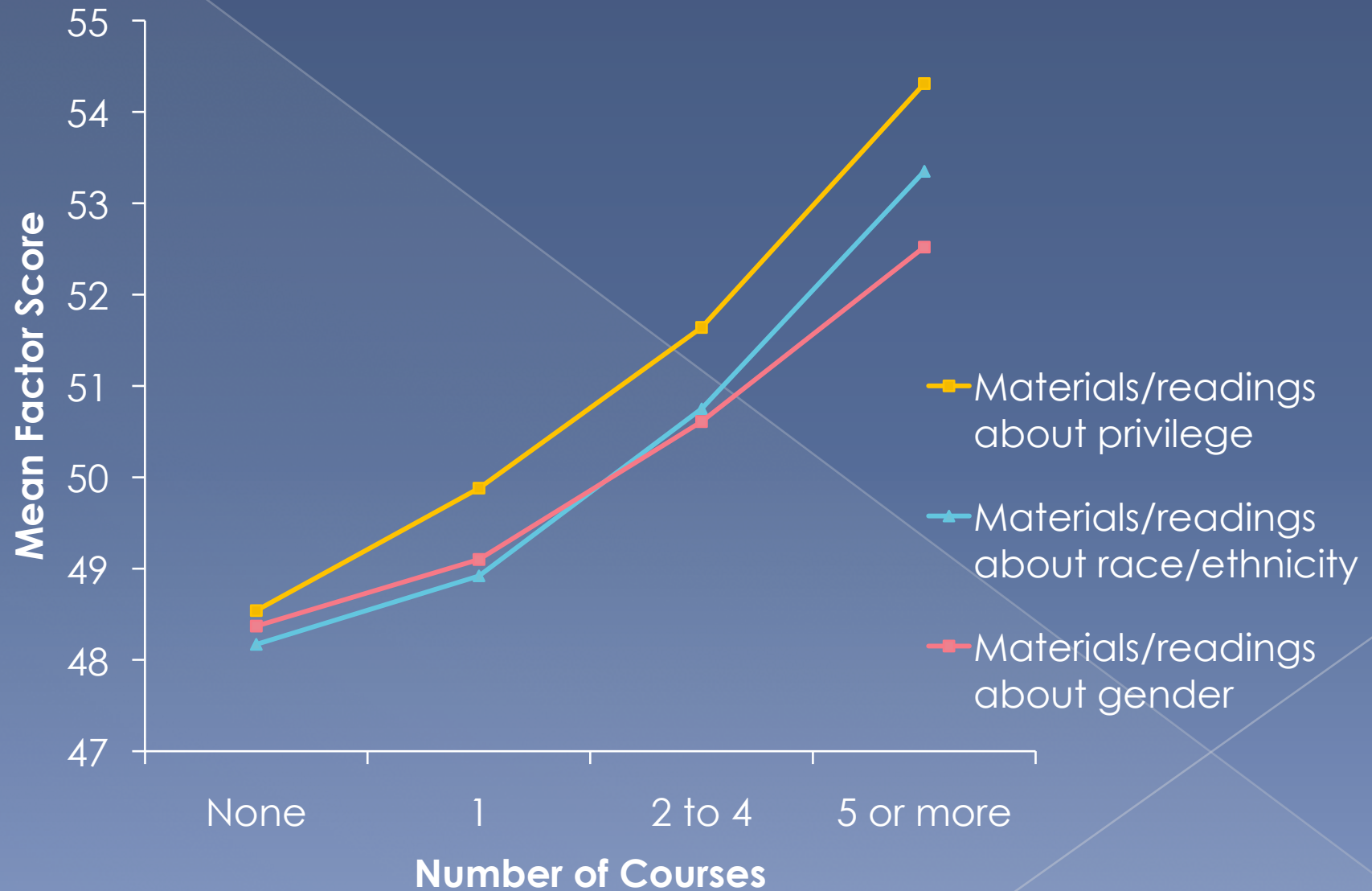
Academic validation, by income group



Relationship Between Course Content and Academic Validation



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Conclusion

- There is 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?