Making Excellence Inclusive: Diversity in the College Curriculum
Trinity Christian College
January 2007
General Education Reform—National Trends

- 74% of CAOs report revising gen ed programs in the 1990s
- Most reform from 1994-2000
- 80 percent of gen ed administrators report that they were in the process of revision in 2000
- Goal clarity a priority and declared success
General Education Reform—
National Trends

◆ Curricular coherence still a challenge
◆ Assessment left largely unaddressed as of 2000—not driving reform efforts
◆ Shift from content structure to emphasis on themes and abilities
◆ Average requirements: 45.1 credits; median 47.8 credits

Source: 2000 General Education Survey of AAC&U Members by Jerry Gaff (AAC&U) and James Ratcliff and Kent Johnson (Penn State University)
General Education Reform—National Trends

Common Innovations—

Interdisciplinary courses
First-year seminars
Common Learning (more common in BA and MA institutions)
Advanced courses
Honors courses (more common in research and doctoral institutions)
General Education Reform—National Trends

Targets of Review/Reform
A majority:
  Clarity of Goals
  Diversity
40% or More:
  Coherence
  Skills and Competency Development
  Transition to College
  Integration of Learning
Diversity in Curriculum: National Trends

- 63.8% include cultural diversity as a stated general education goal
- 51.9% include global studies as a stated general education goal
- 66.2% require courses in cultural studies
- 58.2% require courses in global studies

Source: 2000 General Education Survey of AAC&U Members by Jerry Gaff (AAC&U) and James Ratcliff and Kent Johnson (Penn State University)
Diversity in the Curriculum: National Trends

- 63% either have a diversity requirement or are in process of developing one
- 68% of these requirements allow students to choose course among many
- 17% require single common diversity course for all students
- 12% report diversity requirements within majors

Source: Separate AAC&U survey on diversity requirements (unpublished, 2000; summary in Diversity Digest, Fall 2000)
Dimensions of Campus Diversity

Adapted from Daryl G. Smith, Diversity Works: The Emerging Picture of How Students Benefit (AAC&U, 1997)
Diversity on Campus: Climate and Intergroup Relations

- All students desire intergroup contact
- Positive intergroup interaction results in:
  - increased intergroup understanding
  - decreases in prejudicial attitudes
  - improved academic success
  - increased optimism about intergroup understanding
Diversity on Campus: Climate and Intergroup Relations

◆ Chilly climate still exists for many students
◆ Universal reports of feelings of alienation, hostility and difficulty fitting in (all students, more for minority students)
◆ Negative experiences with campus climate: decreases retention rates
   impairs academic adjustment
   lowers satisfaction with college
   affects grades
Diversity on Campus

- Diverse campus impact on all students:
  - retention rates
  - overall college satisfaction
  - sense of community
  - grade point averages
  - intellectual and social self-confidence
  - likelihood of living and working in diverse settings after college
The Impact of Diversity on Learning: Curriculum and Scholarship

- Increases overall satisfaction with college
- Increases openness to racial understanding
- Significant impact on increased support for education equity
- Advances cognitive development and complexity
- Develops critical thinking skills
The Impact of Diversity on Learning: Curriculum and Scholarship

- Diminishes racial prejudice
- Increases white students’ sense of community
- Cultural awareness
- Satisfaction with college
- Interest in promoting racial understanding
General Education Diversity Models

- **Infusion**
  
  *no separate requirements*

  *diversity content infused in all departments and general education courses*

- **Course among Many**

  *draws frequently on already existing courses*

  *courses can often fulfill both diversity and other general education requirements (e.g. writing)*
General Education Diversity Models

- Single Course or A Few Common Courses
  
  *Sometimes includes shared syllabus or set of readings*

- Infused General Education Sequence or Core Curriculum
  
  *Diversity a key theme throughout a core curriculum*

- Diversity requirement as one skill requirement within Discipline Area Requirements
San Jose State University

- Integrated Knowledge/Advance Gen Ed
  3 credits in: Earth and Environment
  Self, Society & Equality in the US
  Culture, Civilization & Global Understanding
  Written Communication 3
San Jose State University
Self, Society, and Equality

◆ Study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the US, its institutions, and its cultures
San Jose State University
Self, Society, and Equality

- Describe how religions, gender, ethnic, racial, class, sexual orientation, disability, and/or age identity are shaped by cultural and societal influences in contexts of equality and inequality

- Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in US
San Jose State University
Self, Society, and Equality

◆ Describe social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups leading to greater equality and social justice in the US

◆ Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the US
Pitzer College

Series of Learning Goals—including “intercultural understanding” and “concern with social responsibility and the ethical implications of knowledge and action”
Intercultural Understanding
-to encourage students to appreciate their own and other cultures by learning about their own culture and placing it in comparative perspective
-recognize how their own thoughts and actions are influenced by their culture and history
Pitzer College

◆ Intercultural Understanding—Implementation
- students work with advisers to choose three courses (at least 2 disciplines, and more than 1 cultural perspective)
- students write a brief statement explaining the rationale for their selection of courses to meet the guideline
St. Edwards University

◆ Six required courses in vertical core:
  ▪ First year—The Human experience
  ▪ Second year—American Experience and American Dilemmas
  ▪ Third year—The Identity of the West and Contemporary World Issues
  ▪ Senior Year—Capstone Course
Employers: Top Priorities For Increased Emphasis By Colleges

% saying colleges should put more emphasis on each learning outcome

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>% Emphasis</th>
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<tbody>
<tr>
<td>Science and technology developments</td>
<td>82%</td>
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<tr>
<td>Teamwork skills in diverse settings</td>
<td>76%</td>
</tr>
<tr>
<td>Applied knowledge in real-world settings</td>
<td>73%</td>
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<tr>
<td>Written/oral communication</td>
<td>73%</td>
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<tr>
<td>Critical/analytical thinking</td>
<td>73%</td>
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<td>Global issues</td>
<td>72%</td>
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<tr>
<td>Information literacy</td>
<td>70%</td>
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<tr>
<td>Creativity/innovation</td>
<td>70%</td>
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Additional Questions

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