Modeling the Effects of a Diversity Course on Students’ Preparation for a Diverse Democracy

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Conceptual Framework

Figure 1. Conceptual Framework

- Pos Qual Int--T1
- Pos Qual Int--T2
- Social Action--T1
- Social Action--T2
- # Prev Div Crs
- Diversity Course
Methods

- 3 Courses
  - 2 Diversity Courses (1 Education and 1 Women’s Studies)
  - 1 Management
- Student Thinking and Interacting Survey (STIS)
  - Administered Pre and Post
- Structural Equation Modeling (using EQS)
Sample

- 559 students
- 67% female
  - 80.4% Diversity Courses, 47% Management
- 28% students of color
  - 25.8% Diversity Courses, 25.4% Management
- 35% 1st Yr Students
  - 49.0% Diversity Courses, 16.4% Management
- Mean GPA = 3.3 (on a 4 pt scale)
Measures

- Diversity Course Measures
  - Number of Previous Diversity Courses
  - Enrollment in a Diversity Courses
- Positive Interactions with Diverse Peers
- Importance of Social Action Engagement
### Measurement Model

<table>
<thead>
<tr>
<th>Factor</th>
<th>Time 1</th>
<th></th>
<th>Time 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Var #</td>
<td>Loading</td>
<td>R²</td>
<td>Var #</td>
</tr>
<tr>
<td>Positive Quality of Interaction:</td>
<td>F1</td>
<td></td>
<td></td>
<td>F3</td>
</tr>
<tr>
<td>Shared personal feelings and problems with diverse peers</td>
<td>V2</td>
<td>0.83</td>
<td>0.69</td>
<td>V9</td>
</tr>
<tr>
<td>Worked effectively through conflict with diverse peers</td>
<td>V3</td>
<td>0.70</td>
<td>0.49</td>
<td>V10</td>
</tr>
<tr>
<td>Had meaningful discussion outside of class with diverse peers</td>
<td>V4</td>
<td>0.81</td>
<td>0.66</td>
<td>V11</td>
</tr>
<tr>
<td>Importance of Social Action Engagement:</td>
<td>F2</td>
<td></td>
<td></td>
<td>F4</td>
</tr>
<tr>
<td>Parcel 1</td>
<td>V5</td>
<td>0.74</td>
<td>0.54</td>
<td>V12</td>
</tr>
<tr>
<td>Parcel 2</td>
<td>V6</td>
<td>0.73</td>
<td>0.54</td>
<td>V13</td>
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<tr>
<td>Parcel 3</td>
<td>V7</td>
<td>0.87</td>
<td>0.76</td>
<td>V14</td>
</tr>
</tbody>
</table>

Note: R² refers to the amount of variance accounted for in a factor by a particular indicator.

\[ \chi^2(46, \ n=559)=136.75, \ \text{NFI}=96, \ \text{NNFI}=96, \ \text{CFI}=97, \text{and RMSEA}=0.051 \]
Structural Model

$\chi^2(67, n=559)=197.75$, NFI=.95, NNFI=.95, CFI=.97, and RMSEA=.058. Significant levels are indicating by the following: *p<.05, **p<.01, ***p<.001.
Discussion

- Diversity courses influence students’ preparation to work and live in diverse environments.
- Diversity courses encourage students’ engagement with social action.
- Accentuation Effect (Feldman & Newcomb, 1969)
Implications: Research & Practice

- SEM for classroom research

- Classrooms that maximize the benefits of positive interactions can influence students’ preparation for a diverse society
For more information

- Visit the Diverse Democracy Project website
  http://www.umich.edu/~divdemo

- Contact the project
  divdemo@umich.edu