

DIVERSITY

Bowman, N. A. (2010). College diversity experiences and cognitive development: A meta-analysis. *Review of Educational Research*, 80(1), 4-33.

This study is a meta-analysis that examines whether there is an overall effect of curricular and co-curricular diversity experiences on cognitive development and explore factors that may be associated with the magnitude of this effect. The theoretical framework for understanding college diversity experiences and cognitive growth is largely drawn from Gurin et al. (2002), and this framework is further elaborated by Bowman (2009). Several criteria were used to select studies for inclusion in the sample: (a) Participants were undergraduate students or were reporting about their previous undergraduate experiences in the United States, (b) at least one independent variable measured a college diversity experience, (c) the DV measured cognitive skills or tendencies, and (d) statistics regarding the magnitude of the effect were provided. Hierarchical linear modeling (HLM) was used to perform the meta-analysis. The findings suggest that several types of diversity experiences are positively related to several cognitive outcomes, but the magnitude of the effect varies substantially depending on the type of diversity experience, the type of cognitive outcome, and the study design.

Kuh, G., & Umbach, P. (2006). Student experiences with diversity at liberal arts colleges: Another claim for distinctiveness. *Journal of Higher Education*, 77(1), 169-192.

This study explores the relationship between organizational and individual characteristics and diversity-related experiences at liberal arts colleges. Data for this study come from two overlapping samples of students that participated in the National Survey of Student Engagement. The first sample was composed of 98,744 undergraduates (49,706 first-year students, 49,038 seniors) from 349 four-year colleges and universities who responded to the NSSE survey in spring 2002. The second sample was a subset of the larger sample and was composed of 17,640 (9,598 first year students, 8,042 seniors) undergraduate students enrolled at 68 Baccalaureate Colleges - Liberal Arts. The dependent variables were measures of student engagement, perceptions of the campus environment including satisfaction, and selected self-reported outcomes of college. Two scales represented students' gains in learning and intellectual development: gains in general education and gains in personal and social development. The data were analyzed in three stages using hierarchical linear modeling (HLM). In the first stage HLM was used to explore the impact of differences in student engagement in diversity-related activities by institutional type. In the second stage, the researchers examined the institutional factors related to diversity and the effects of diversity experiences on student engagement at

Liberal Arts Colleges. In the final stage the researchers built a series of hierarchical linear models to explore the relationships between students' engagement with diversity-related activities at liberal arts colleges and measures of student engagement in educationally purposeful activities and their self reported gains in personal and educational growth. Compared with their counterparts at other types of institutions, students at liberal arts colleges report more experiences with diversity. This study also finds that diversity experiences are positively related with a variety of student outcomes.

Mayhew, M.J., Grunwald, H.E., & Dey, E.L (2005). Curriculum matters: Creating a positive climate for diversity from the student perspective. *Research in Higher Education*, 46(6), 389-412.

This study provides a unique contribution to research that considers how different factors influence students' perceptions of their campus as having achieved a positive climate for diversity. The researchers wanted to extend this understanding of "positive climate for diversity" to include more than the institution's success in making students of color feel comfortable and welcomed by their campus community; they wanted to understand this "comfort factor" as it relates to students in the gay and lesbian community. A sample of 544 undergraduate students was randomly selected from 14,413 at a large, Midwestern, predominantly White, public university. The survey instrument used for this study was adopted from a diversity climate survey that was developed at the Higher Education Research Institute (HERI) at University of California at Los Angeles. The researchers performed a factor analysis on 65 items designed to capture the essence of the institution's climate for diversity on campus. Through linear regression modeling, they examined how these factors predict students' perceptions of the institution's success in achieving a positive campus climate for diversity. The results suggest that student experiences related to diversity do have an influence on the perception of an institution having achieved a positive campus climate, but that these effects are not always straightforward.

Meeuwisse, M., Severiens, S.E., & Born, M.P (2010). Learning environment, interaction, sense of belonging and study success in ethnically diverse student groups. *Research in Higher Education*, 51(6), 528-545.

This study investigated whether sense of belonging explained study progress in the group of minority students. This study was a follow up to a study (Severiens and Wolff 2008), which tested a model that described a direct link between four forms of interaction on the one hand and three indicators of quality of learning on the other hand. The participants were 523 first-year university students from four different universities in the Netherlands (145 ethnic minority students and 378 majority students). The study confirmed the researchers' expectation that

teacher and peer interactions were antecedents of students' sense of belonging, and that the interrelationships between interactions, sense of belonging and study success are different for minority students compared to their majority counterparts. However, the t study showed that the extent to which a learning environment was activating did not influence students' sense of belonging directly.