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A Graduate Student Perspective on How Student Engagements Enrich and Enhance Multicultural Awareness on the Campus of Minnesota State University, Mankato

By

Tomoko Matsui

A Thesis Submitted in Partial Fulfillment of the

Requirements for the Degree of

Master of Science

In

Ethnic and Multicultural Studies

Minnesota State University, Mankato

Mankato, Minnesota

May 2016

Date: April 8th, 2016

A Graduate Student Perspective on How Student Engagements Enrich and Enhance Multicultural Awareness on the Campus of Minnesota State University, Mankato

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This thesis has been examined and approved by the following members of the student's committee.

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ACKNOWLEDGEMENTS

This thesis is dedicated to my family in Japan who always supported me throughout my graduate career in the United States. I am truly grateful to Dr, Kebba Darboe, my thesis supervisor, and Dr. Penny Rosenthal, a committee member, for the continued support I received in order to complete this paper. In particular, I would like to thank Professor Hanh-Huy Phan for teaching not only academics but also the important values to live in this global society. Without their encouragement, this thesis would not have been possible.

I also extend sincere thanks to Dr. Mary Hadley from Minnesota State University, Mankato's Institutional Review Board who advised me to proceed with my survey process and graduate assistants in the department of Ethnic Studies who helped me distribute my survey.

Finally, I am thankful to all the participants in this study for providing me an opportunity to consider promoting multicultural awareness in higher education.

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Abstract

The challenges of enhancing and enriching student engagement, in order to promote multicultural awareness, on the campus of Minnesota State University, Mankato are the impetuses of this study. Multicultural awareness involves a greater understanding, sensitivity, and appreciation of the history, experiences, and lifestyles of different racial and ethnic groups. Therefore, the main goal of this study is to promote multicultural awareness through domestic and international students' engagements on the campus of Minnesota State University, Mankato. Four different theoretical perspectives explained the study, for example, Tinto's (1975) social integration theory, which emphasizes that one main function of higher education is to socialize students into university life.

The study employed quantitative research methods to collect primary data. The information was gathered from students through a questionnaire consisting of 33 items. Data was analyzed using a version 12,018 of Qualtrics computer software. The subject of study is multicultural awareness (dependent variable).

The number of responses from the participants in the online survey was 275 students of total student population of 14,000. The chi-square tests of research hypotheses are supported. The study revealed that most American students and international students think that their educational experiences and multicultural awareness are enriched through engagement in both curricular and extra-curricular activities.

CHAPTER ONE: INTRODUCTION

The challenges of enhancing and enriching student engagement, in order to promote multicultural awareness, on the campus of Minnesota State University, Mankato (MSU, Mankato) are the impetuses of this study. Multicultural awareness involves a greater understanding, sensitivity, and appreciation of the history, experiences, and lifestyles of different racial and ethnic groups. Therefore, the main goal of this study is to promote multicultural awareness through domestic and international students' engagements on the campus of MSU, Mankato. The social factors of student engagements include: 1) cultural events, for example, African Night, Asian Night, Latino Night, etc.; 2) the Department of Theatre and Dance provides high quality theatrical experience, entertainment and education to all students, faculty, staff and Mankato community; 3) Office of Institutional Diversity events, for example, Black History Month, Hmong Cultural Day, etc.; 4) Student Organizations, for example, Ethnic Studies Student Organization, etc.; 5) Professional conferences, for example, Undergraduate Research and Pan African Conferences; and 6) Athletic activities, for example, Basketball, Football, Hockey, etc.

In addition, multicultural education is increasingly becoming more important to the students' understanding of humanity (Anderson, MacPhee & Govan, 2000). Multicultural education originally focused on racism and later expanded to address sexism, classism and discrimination against people with disabilities. In this context, MacPhee et al. (1994) identified three reasons for multicultural education, 1)

demographic changes in student population, 2) insensitivity due to lack of cultural competency skills, and 3) mandates of accrediting bodies.

Student Engagement Definitions

Kahu (2013) categorized student engagement into four perspectives. The first perspective definition, "student engagement represents the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities," (Kuh's, 2009b, p. 683). The second perspective emphasized the student's psychosocial process, that is, cognitive and affective dimensions. The third perspective focused on the institutional culture. And the fourth perspective focused on the process designed by the institution and outcome that results from student's efforts, motivations and expectations. The aforementioned definitions are widely accepted by the National Survey of Student Engagement (NSSE).

Tinto's (1975) social integration theory explains the study, which assumes that one main function of higher education is to socialize students into university life. Data will be collected from students through a questionnaire. This study uses convenience sampling to collect data from 375 students, drawn from a total student population of 14,000 at MSU, Mankato. According to the National Survey of Student Engagement (NSSE) Studies students who get involved are more likely to be satisfied with their college experience and persist to graduation. Therefore, this study hypothesizes that there is a positive relationship between multicultural awareness and student engagement.

Significance of the Study

The purpose of this study is to enrich the multicultural awareness and cultural competence skills of students for life in a pluralistic and globalized world. The findings of this study will be beneficial for colleges and universities to develop diversity and multicultural skills, and deal with racial issues on campus among both students and faculty. School leaders at predominantly White institutions will be able to develop diversity related programs and systems to support underrepresented students and create welcoming campus climate. Also, faculty and staff in higher education will be able to evaluate the factors affecting college students' multicultural awareness based on the findings of this study. The awareness will reduce racial tensions and help college campus life of minority students more welcoming and supportive.

Types of Diversity

There are three main types of diversity that can be applied to MSU, Mankato:

1. Structural Diversity: the numerical and proportional representation of students from different racial/ethnic groups in the student body (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, 1999)
2. Diversity of Interactions: Interactions with diverse information and ideas and interactions with diverse people
3. Institutional Diversity-Related Initiatives: include core diversity courses, ethnic/area studies courses, intergroup dialogue programs, cultural awareness workshops, etc. that occur on college and university campuses

In addition, student involvements help build a community, that is, create a culture, not just a campus. For instance, students leaving their family and friends behind, getting

involved helps them discover new friends with similar interests. Student involvement on campus is one of the quickest ways for students to become part of an institution's community and create a personalized college experience. Additionally, diversity needs to be fostered and appreciated in our personal and professional lives. Therefore, this study views MSU, Mankato as a multicultural entity where differences are valued and celebrated.

Research Questions

1. Do White students interact with students of color and international students?
2. What social and institutional factors contribute to increase individual multicultural awareness?
3. What are some recommendations to increase student engagement and multicultural awareness on the campus of MSU, Mankato?
4. What are the benefits of promoting multicultural awareness on campus?
5. What are the successful models of multicultural campus for students?

Definitions of Key Terms

Diversity. Grant & Ladson-Billings (1997) described diversity as "difference among people" (p. 93). In general, the United States has focused on racial and ethnic diversity while multicultural educators mentioned diversity as racial, ethnic, gender, economic groups, language, religion, ability, age, and sexual orientations (Grant & Ladson-Billings, 1997).

Diverse interactions. This term is generally defined as interaction with people who have different cultural backgrounds including race, ethnicity, gender, sexual

orientations, and religious affiliations. In this paper, diverse interactions refer to interactions with different other racial and ethnic groups.

Multicultural competence. Multicultural or cross-cultural competency enables people to demonstrate cultural empathy, and understand and assess cultures precisely when they encounter different cultures (Grant & Ladson-Billings, 1997). According to these researchers, the cross-cultural competent person is committed emotionally and intellectually to the unification of all human beings.

People of color. This term refers to "populations that are not part of the White population and are often part of underrepresented groups" and used as a substitute for *minority* (Grant & Ladson-Billings, 1997, p. 212).

Structural diversity. This term refers to the psychological presence of the underrepresented groups in a certain institution (Hurtado et al., 2012).

Student engagement. This term refers to "the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education" (The Glossary of Education Reform, n.d., para. 1).

CHAPTER TWO: REVIEW OF THE LITERATURE

Introduction

Throughout most of American history, society attempted to blend or assimilate its many ethnic groups, expecting the "melting-pot" to provide strength, vitality and unity. Not until 1970s was this ideology first challenged (Glazer and Moynihan, 1970). Americans then began to realize that the many ethnic and racial groups had not all blended, either culturally or racially. The strength and vitality of America now appears to lie in its diversity of cultures because more and more people recognize that acknowledging their ethnic and cultural roots are a strength and pride, not weakness. The appeal of pluralism as the preferred route to Americanization has been enhanced by the immigration that is increasing the racial and ethnic diversity of the population, but fear on the part of the Whites that pluralism may slide into separatism is resulting in more racism and nativism. It is in this historical context that Tinto's (1975) social integration theory explains the bonding mechanisms that integrate students into mainstream institutions.

The Background of the Research

Diversity in higher education is significant to be considered in any institutions nowadays. Universities and colleges of student body in the United States are getting more diverse than before (Hu and Kuh, 2003). According to National Center for Education Statistics (2015), Latino and Black students are the fastest growing student population among other racial and ethnic groups in higher education. The percentage of Latino students who received bachelor's degrees increased from seven percent in 2002-2003 to

11 % in 2012-2013 (National Center for Education Statistics, 2015). The statistics also show that the percentage of Black students who graduated with bachelor's degrees increased from 10 % in 2002-2003 to 11 % in 2012-2013. It is significant to be noted that although the number of these minority student college graduates increased, the percentage of White students earned bachelor's degrees decreased from 76 % to 69 % between academic years 2002-2003 to 2012-2013 (National Center for Education Statistics, 2015). As the diverse student body increases on campus, interactions with diverse peers and cross-cultural development need to be highly valued. However, in spite of increasing the number of minority students, the faculty and staff in higher education still remain predominantly White. National Center for Education Statistics (2015) reported that the percentage of White full-time faculty were 79 %, Black counterparts were six percent, Latino counterparts were five percent, Asian and Pacific Islanders were 10 % in fall 2013. This number indicates that post-secondary institutions are lacking for the presence of faculty/staff of color.

Racial discrimination, stereotyping and prejudice are still prevailing all over American college campuses. According to the Diverse Learning Environment (DLE) survey conducted by Hurtado & Ruiz (2012), the highest number of incidents of racial discrimination and harassment were reported by African American students (22.7 %) at predominantly White institutions. It is important to know that the study showed that only 13.7 % of all other students of color reported the racial related incidents on college campus annual security and safely reports at the White institutions. The most common type of stereotyping and discrimination was verbal comments (Hurtado & Ruiz, 2012).

Surprisingly, the DLE survey (2012) indicated that 60.4 % of minority students reported that they were verbally harassed.

One of the notable current events on anti-racist activism in higher education is Black Lives Matter movement founded in 2013. In November, 2015, the former President of University of Missouri, Timothy Wolf, was forced to resign because the campus racial incidents were not taken care of properly (Belkin & Korn, 2015). The reporters also described that this event is significant because it was the first time students and protesters compelled a person in charge of one of the major University in the United States higher education. After the news was announced, demonstrations against racism and Black Lives Matter protests were occurred on more than 100 college and university campuses including University of California-Barkley, Princeton University, Yale University and many other prestigious universities (USA TODAY College staff, 2016). Institutions started making new changes in policies and plans to develop diversity after the influence of campus protests dealing with racial issues. This social movement clearly shows that all the leaders of higher education institutions must take actions to deal with racial issues on campus.

The Benefits of Promoting Multicultural Awareness in Higher Education

Arguably, college students should be prepared to engage in cultural activities in order to demonstrate with excellence multicultural competency skills. Multicultural education is an important element in our understanding of economic, social and political inequalities in a globalized and pluralistic society. For instance, if people are not competent in multicultural knowledge and skills, that would cause social inequality (Einfeld & Collins, 2008). According to Hu and Kuh (2003) American college campuses

are becoming more diverse in terms of race, ethnicity, and country of origin, political and religious backgrounds. The aforementioned scholars pointed out that White students are less likely to interact with diverse peers as compared to students of color.

Chang (2001) pointed out four educational outcomes of increasing multicultural awareness among college students. First, he said that the awareness helps students to improve their graduation rate and enhance college student satisfaction, intellectual self-confidence and social self-assurance. Second, institutional diversity is significant for both White students and students of color (Chang, 2001). Also, positive relationships with culturally different peers help students to gain democratic skills, to understand cultural differences in a global society and expand their knowledge of culturally diverse others, points of views and experiences (Pascarella, Edison, Nora, Hagedorn, & Terenzini, 1996). Third, according to Chang (2001) although diversity on college campuses has a small effect on students, it is remarkable that students receive greater benefit when socializing racially diverse peer groups and having a discussion about race issues. Finally, he mentioned that campus ethnic diversity can produce a richer learning environment and learning from racially different life experiences (Chang, 2001). In addition, Pascarella et al. (1996) concluded that positive interactions with diverse others create non-racially discriminatory campus environment.

Factors That Affect Multicultural Awareness

There are various factors impacting students' openness to diversity and different cultural perspectives. A researcher pointed out that there are three general categories to classify multicultural experiences in higher education: structural diversity, classroom diversity and informal interactional diversity (Bowman, 2012). Structural diversity means

the psychological presence of racial minority groups in a certain institution (Hurtado et al., 2012). In this literature review, the negative and positive effects of developing students' multicultural awareness are discussed.

Cross-racial peer groups. Bowman (2012) mentioned that meaningful friendships with diverse peers outside of classes and extra-curriculums on campus are categorized as informal interactional diversity. He also said that there is an important relationship between friendship across different races and ethnicities during college and students' changes in attitude and behavior five or six years after graduation. Students who had diverse peer groups tend to work in more global environments, live in more diverse neighborhoods and have more cross-racial friendship groups after they graduate from a university. Informal diverse peer interaction has a greater possible outcome of forming friendship, as well as cognitive development than classroom diversity (Bowman, 2012). Informal contacts on campus includes having meals together, talking about racial and ethnic topics, studying together, sharing their personal feelings and socializing. The previous research also stated that college students' tendency to participate in interracial contacts in informal environments have an influential power to increase culturally diverse awareness (Miller, 2014).

However, negative interactions with diverse peers are associated contrarily with student learning and development. The cross-racial group contacts create anxiety in the beginning which causes negative reactions. Therefore, emotion is the significant factor in cross-racial peer groups. Frequent diversity interactions gradually reduce anxiety, but unpleasant intergroup experiences can increase the tension (Pettigrew, 1998). Although negative diverse interactions may not enhance emotional connections, the experiences

provide an opportunity to estimate the value of an in-group and be aware of an out-group (Bowman, 2012). It is significant to consider that negative diversity interactions do not cause lowering positive diversity interactions. For instance, even though students leave different types of environments or groups, it would not harm their positive interactions with people who have different backgrounds (Bowman, 2012).

It is interesting that the connections between students' experiences of diversity and their openness to diversity are not necessarily important (Bowman, 2012).

Pre-college experiences. The researchers (Saenz, Ngai, & Hurtado, 2006) found out that pre-college environment and life did not affect students' positive interaction with diverse peers significantly except for Latino college students. The significant predictors specifically for Latino college students are gender and the scores of college entrance examinations. On the other hand, other researchers argued that students' experiences with students of different races in high school contribute to enhance frequency and level of intergroup interaction. For example, students who have pre-college experiences of diversity are more likely to associate with diverse peers to develop their multicultural experiences and skills. Additional factors including the environments of diverse neighborhoods and communities, schools and peer group make it easier for college students to feel comfortable with different ethnic and racial groups (Saenz et al., 2006). In addition to this statement, researchers pointed out that pre-college experience of informal interaction with diverse peers usually determines if students are going to have a cross-cultural and racial interaction or not while in college (Hurtado et al., 2008). More frequent and positive interactions with diverse others are developed during college when pre-college environments provide college students structural diversity (Bowman, 2012).

In addition, students' pre-college diversity exposure creates a good amount of cross-racial interactions (Bowman, 2012). At the same time, students' previous negative views may make the students difficult to experience diversity and rethink the students' perspective which has already existed (Bowman, 2012).

College students who did not have enough experiences of diversity receive greater academic advantage by interacting with diverse peers because the contact with different types of groups are new experienced to them and instructive (Bowman, 2012).

Fraternity sorority. One of the interesting factors affecting student multicultural awareness is to be a fraternity or sorority member. This is because the influence of these organizations has different outcomes depending on racial background. Saenz et al. (2006) discovered that in terms of engaging with diverse others, Greek organizations have a negative impact on White students. Saenz et al. (2006) suggested that institutions in higher education should help these organizations take an approach to diversity and inclusion. In addition to this statement, Pascarella et al. (1996) concluded specific reasons why these organizations reduce a good effect of multicultural awareness for White students. The homogenous and closed environment in these organizations lessens interacting with people from different cultures and the students' openness to diversity and challenges. On the other hand, students of color are less likely to be affected by being a member of Greek organization than White students. This is because non-white students can find a suitable social and interpersonal position by belonging to sorority and fraternity and feel secure enough to participate in many kinds of activities related to diversity (Saenz et al., 2006).

Curricular courses and co-curricular activities. The multicultural school norms means that they include diverse groups in school activities and curricular courses (Grant & Ladson-Billings, 1997) Hurtado et al. (2008) found that there were the four most obvious and consistent diversity practices by examining a student survey they conducted: diversity courses of study, extracurricular activities such as cross- racial discussions, student activities involvement and integration plans such as living learning communities or service learning programs. These college experiences are categorized as classroom diversity (Bowman, 2012).

Curricular courses. According to researchers (Pascarella, Edison, Nora, Hagedorn, & Terenzini, 1996), college courses related to ethnic studies and women's studies have a positive impact on students' interactional diversity. In addition to this statement, Denson and Chang (2008) say that students who took ethnic studies classes tend to have interactions across race and seek to engage in diversity more than students who did not. In particular, White students and those who have had negative diversity interactions are more likely to receive great understandings of learning about different cultures and points of view by participating in classroom diversity (Bowman, 2012). Nevertheless, a researcher (Bowman, 2012) examines that it is not possible for students of color to learn about beneficial information to have their relationship with majority students in class. The reason for this is that most of them already know the privilege and power in the unequal society which does not help improving the negative diversity interactions.

Saenz et al. (2006) stressed that it is crucial for faculty to create multicultural class rooms and have an opportunity to have intensive discussions about race-cultural

topics in class. It should be also noted that according to Bowman (2012) there is no direct link between diverse course works and growth in positive diversity interactions. Although diversity curricular courses do reduce students' prejudice and discrimination, that does not mean that the course experiences help them develop positive interactions with diverse others. These courses improve not only students' knowledge of committing to reducing social inequity and racial intolerance but also negative diversity interactions (Bowman, 2012). From these arguments, we are able to understand how important college courses about diversity are in change students' engagement and points of views.

Co-curricular activities. External curricular activities on campus such as cultural events and ethnic and international students' organizations, workshops about understanding race and ethnic groups are beneficial for college students to have positive outcomes of gaining diverse perspective. Activities and events related to multicultural and diversity topics provide college students opportunities to grow their relationships with the diversity of others (Miller, 2014). A study shows that having large-scale intercultural and multicultural events on campus promote multicultural awareness among college students (Klak & Martin, 2003). Students who participated in intercultural activities and events tend not only to reduce their own stereotypes and biases toward other racial or ethnic groups but also to continuously socialize with diverse others (Miller, 2014). In particular, it is important for White students to attend race and cultural awareness workshops because the positive influence is higher than for students of color (Bowman, 2012: Pascarella et al., 1996). It is noted that the influence of co-curricular diversity is sometimes depending on racial and ethnic groups. For instance, leadership training workshops have a greater impact on Asian students than White counterparts in

terms of engaging diversity (Saenz et al., 2006). Besides, it is very important for students to do reflection activities because they increase their multicultural awareness, skills and knowledge (Einfeld & Collins, 2008).

Hurtado, Alvarez, Guillermo-Wann, Cuellar, and Arellano (2012) emphasize that diverse curricular courses should be included in order to create a multicultural learning environment in higher education. It is important for students and faculty to interact with each other based on their social identities such as social classes, ethnic groups and social groups. A multicultural curricular content should be involved with students' personal reflection on their identities to develop student success in classroom settings (Hurtado et al., 2012) In addition, in order to create successful events and programs, it is important to consider to set a common goal to work with each other (Miller, 2014).

Students' civic engagement. Students who engage with service-learning greatly enhance their multicultural awareness in terms of recognizing their privilege of socio-economic status, religion, race and gender and reducing stereotypes. These students also gained multicultural competence, such as empathy, tolerance, respect and trust. The longer they spent time at a place, the more they became comfortable with those from different cultures and backgrounds. Then, students are able to develop their abilities to have significant multicultural interactions. Bowman (2012) also indicated that college students who engaged diversity experiences in their freshman year in college, they are more likely to engage the number of different kinds of multicultural experiences in their senior year. Einfeld and Collins's research (2008) drew a conclusion that while some students' commitment to multicultural skills and social justice affect their comprehension

of civic engagement, the other students were not influenced by these skills of diversity commitments. (Einfeld & Collins, 2008)

Institutional environments. Researchers (Hu & Kuh, 2003) concluded that college students' diversity experiences are affected by individual and institutional attributes. In particular, students in private institutions engage with diverse peers and attend cultural awareness workshops more than in other types of institutions. In addition to this characteristic, large colleges and universities are more racially and ethnically diverse than small ones. Chang (2001) provided a reason for this situation: when the institutions have a large diverse student body, these colleges and universities are more likely to hold cultural activities or workshops about racial and ethnic issues on campuses.

The campus racial climate. The campus racial climate is created by institutional environments and the cultures. This includes people in communities' awareness, behaviors, thoughts and expectations of racial and ethnic topics. Students of color are more likely to experience different treatment or racism than White students (Bowman, 2012; Hurtado et al., 2008). In addition, although international students in the United States have an important presence in higher education, racial discriminations and prejudice attitudes toward them still exist. They are also underrepresented among domestic students. In terms of international students' country of origins, White and European students are less likely to be treated differently on campus compared to students from other racial and cultural backgrounds (Bonazzo & Wong, 2007). Students of color also more accustom themselves to the existence of negative sides of interracial group interactions than majority students (Bowman, 2012). Minority students tend to face psychological oppressions and difficulties with achieving goals because of their minority

status. It includes racial discriminations and their feelings of uncertainty about their academic potential. Student of color also reported harassment or hate crime more than White counterparts on campus. Especially, Black students tend to be more aware of racial tension and discrimination than White, Asian and Latino peers. They are also more likely to report their experiences of unfair treatment. It is significant to be considered that college annual security reports usually write the lower percentage of racial discrimination incidents. However, in reality, students of color feel small incidents of racial discrimination and harassment more than the number reported in college security information (Hurtado et al., 2008).

Researchers discovered that hostile campus climates have a negative impact on students of color. In particular, a hostile psychological environment has a great influence on Black students' academic development and White students' commitment to their goals in colleges and universities. It should be noted that all students of race and ethnic groups on a racially different campus who recognize any hostile climate tend to feel the lack of sense of belonging to a school and community (Hurtado et al., 2008).

What Institution Have To Do

According to Bowman (2012), students in higher education have an essential opportunity to form their long-term belief, attitude and competencies to enter the rapidly changing global society. A continuous influence would be nurtured by college experiences of diversity after graduate from an institution (Bowman, 2012). Universities and colleges have a significant responsibility for college students to make diversity education and multicultural activities available and promote diversity-related developments (Bowman, 2012; Hurtado, 2012). It is surprising that a lot of incoming

college students do not have enough chances for having meaningful friendships and connections with cross-racial and different social groups (Bowman, 2012). In order to create a diverse learning environment in higher education, it is important to incorporate inclusive practices, have purposes and know student identities well. For example, intentional education to enhance civic equality for students will be able to develop their social justice, equality and democracy (Hurtado, Alvarez, Guillermo-Wann, Cuellar, & Arellano, 2012). Institutional problems such as the lack of diverse student population and qualified female and underrepresented staff means the lack of an institution's commitment to campus diversity (Mayhew et al., 2006).

Hurtado et al. (2012) also mention that it is important for higher education to increase structural diversity. This links certainly with positive and negative diverse peer interaction groups (Bowman, 2012). Leaders of institutions have to think about structural diversity when they develop multicultural events and diversity-related campus policies and make an effort to enhance diversity in students, staff and faculty. This is because it has an impact on minority students' educational adjustment to universities, racial discrimination experiences and awareness of campus tension. The more the policies of structural diversity enhance, the more racial climates on campus become welcoming and friendly. In addition, Bowman (2012) indicates that intergroup interactions gain more opportunities from the presence of large number of students of color and diverse others. Their presence on campus enhance not only meaningful interactions with different social and racial groups but also confliction with diverse other (Bowman, 2012).

However, the presence of students of color alone does not have a significant influence on changing and fostering multicultural curricular and interactions with diverse

others (Hurtado et al., 2008). Institutions are encouraged to use statistics and numbers to evaluate structural diversity and control campus equity (Hurtado et al., 2008).

Moreover, it is significantly important for faculty to improve their attitudes toward various social identity groups to improve campus environments for development of student knowledge. The first step to increase multicultural awareness on campus is to understand other social, racial and ethnic groups' attitudes and beliefs. It provides an opportunity to understand not only racial tension on campus but also prepare college students to gain the significant abilities for positive interaction with diverse others in the global world (Hurtado et al., 2008).

Theoretical Background

Social integration theory. One main function of higher education is to socialize the young into university life. In essence, a university is a social organization, designed as a rite of passage, which functions like ritualized institutions in other societies (Van Gennep, 1960). In addition, a Native American scholar, Vincent Tinto's (1975) social integration theory explains the study. The theory owes its' intellectual heritage to a French social theorist, Durkheim. Social integration theory states that a uniform set of values and norms exist in any institution and it is the responsibility of the student to adapt or assimilate. However, this study suggests alternative theoretical perspectives that view university as a multicultural entity where differences are celebrated.

Intergroup contact theory. Intergroup contact theory is a critical theory to understand the importance of cross-racial friendships and interactions. Pettigrew (1998) mentioned that friendship with other racial groups is influential because it provides four mediating

opportunities: “leaning about the out-group changed behavior, affective ties, and in-group reappraisal” (p. 65). Productive cross-racial group contacts more strongly associate with long-term close friendships than with the beginning of acquaintance with diverse groups. In order to achieve excellent intergroup contact, time is required to develop interracial friendships. He found out that people who are in interracial groups tend outstandingly to have positive perspectives toward different racial friends. The cross-group friendship has an important power to reduce prejudice, stereotypes and generalizations about other ethnic and racial groups. This means that people must be provided opportunities to establish friendships with diverse others by the contact situation (Pettigrew, 1998).

Pettigrew (1998) presented a longitudinal research model of intergroup contact theory. He described three stages of intergroup interactions: “decategorization, salient group categorization, and recategorization” (p. 80). These categories are a significant factor to increase generalization. The stage of decategorization indicates the initial contact with an intergroup. Initial anxiety is seen and the ideal condition of this first stage is to lead people to like an out-group without generalization. Second, the stage of salient categorization shows the established contact with an intergroup. When the unease among an intergroup is reduced gradually, group membership becomes important to minimize prejudiced generalization. Finally, the stage of recategorization points out the unified group. This final stage allows people to largely reduce prejudice if they adopt different groups’ identities. In addition, the outcomes of these stages of intergroup contact and relationship are formed by individual differences including experiences and personalities and social norms. These categorizations of intergroup influence brought an idea of expecting different results at different stages (Pettigrew, 1998).

Developmental model of intercultural sensitivity (DMIS). This theory should be considered to measure college students' multicultural awareness and changes in their attitudes toward diverse others. Bennett (1986) developed the six stages to divide people's worldviews of different cultures. The first three stages, Denial, Defense/Reversal and Minimization, are categorized as ethnocentric. The second three stages, Acceptance, Adaptation and Integration, are categorized as ethno-relativism. In general, ethnocentric people tend to avoid cultural differences while people of ethno-relativism seek cultural differences (Bennett, 1986). This part of theoretical literature review explores the details of the six categories.

1) ***Denial:*** People at the stage of Denial believe that their own culture is the only real experience. Since they have not had a chance to contact culturally different others, they do not show their interests in different cultures if new cultures come into their lives. They tend to reject a difference if it has an impact on them. In addition, they are likely to stick with their own cultural socialization.
2) ***Defense/Reversal*:** People at the stage of Defense/Reversal believe that their own culture is the only culturally capable of living. Their worldview is to create an equally human experience of other groups. They still have stereotype and assume that their own culture is superior and other cultures are inferior.
3) ***Minimization*:** People at the stage of Minimization believe that their own culture is universal. They are seeking something in common with others and likely to correct the behaviors which is different from them.

4) ***Acceptance:*** People at the stage of Acceptance believe that their own cultures are parts of the broad cultural worldviews. People who have this worldview are likely to see other cultures as different from their own. However, they think we are equally human. Acceptance does not indicate agreement. In other words, they still tend to judge a certain culture negatively but not in an ethnocentric way.
5) ***Adaptation*:** People at the stage of Adaptation believe that the interaction with another culture produces perception and behavior appropriate to the culture. Their worldview is open-minded and created from similarities of other cultural point of views.
6) ***Integration:*** People at the stage of Integration believe that their experience of themselves are expanded and involve the consideration of both in and out of different cultural perspective. This stage does not mean that it is superior to Adaptation stage. This type of people includes people who do not stay in one place for a long period, people who belong to non-mainstream cultures and social norms (Hammer, Bennett & Wiseman, 2003).

Student involvement theory. Astin (1984) defined student involvement as "the quantity and quality of the physical and psychological energy that students invest in the college experience" (p. 528). For example, the student engagement includes involvement in academic courseworks, co-curricular activities, and interactions of faculty and academic staff. The more involvement increase in college, the more students are able to gain educational and personal development (Astin, 1984). The significant hypothesis behind his student involvement theory is that "the effectiveness of any educational policy

or practice is directly related to the capacity of that policy or practice to increase student involvement" (p. 529).

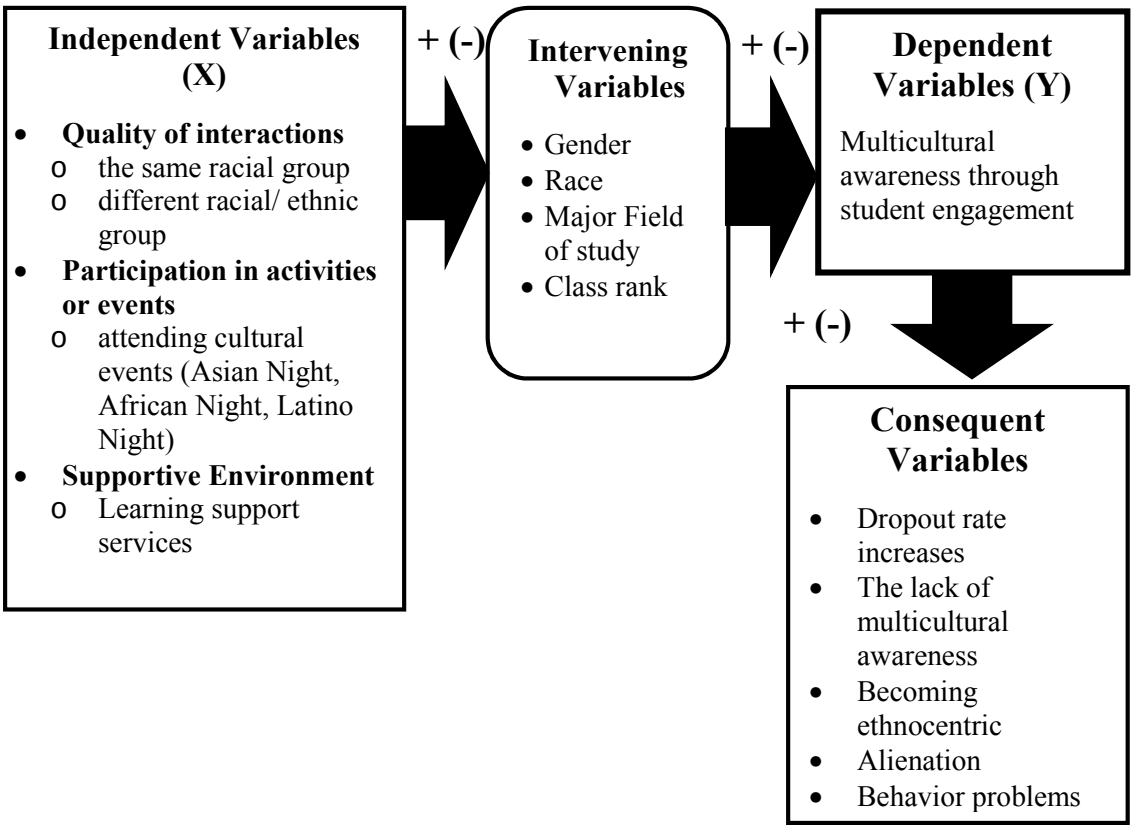
There are five fundamental components of student involvement theory: 1) involvement means investing energy in many kinds of objects mentally and physically, 2) various degrees of engagement are demonstrated by different students in a certain object, 3) There are both qualitative and quantitative sides of involvement, 4) there is a link between student learning and personal growth, and school programs which are corresponding to student engagement, and 5) the more effective educational plans or implementations are, the more capable they are to enhance student engagement. According to Astin (1984), the last two parts are the most significant because they can give ideas for planning successful educational programs for college students.

There are benefits of this theory to develop student engagement. Astin (1984) stressed that the theory directly considers students' behavior and motivation. He also said it can assess institutional plans and implementations if they increase or decrease student engagement. Moreover, campus activities can be evaluated by college personnel if these events encourage students to more get involved (Astin, 1984). It is also important to note that he proposed that college students' time is the most valuable resources for institutions in higher education.

Conceptual Framework, Propositions and Hypotheses

The conceptual framework, propositions and hypotheses are derived from the literature review and questionnaire.

Figure 2.1: Conceptual Framework: Student engagement to promote multicultural awareness



As shown on figure 2.1, the conceptual framework includes the independent variables (X)—cause that can make a difference with respect to multicultural awareness, for example, quality of interactions and dependent variable (Y) effect or outcome--subject of study—Multicultural awareness. The intervening variables (Z) can positively (+) or negatively (-) affect the independent and dependent variable thereby limiting its impact. The consequent variables document the results or challenges associated with lack of multicultural awareness, for example, ethnocentrism, alienation, increase in the student dropout rate, etc.

Propositions and hypotheses. There are two languages in social research: 1) Language of conceptualization, for example, concepts, constructs, propositions, theories, etc. and 2) Language of hypothesis testing, for example, operational definitions, variables, hypotheses, sampling, statistical analysis, etc.

Propositions. The following propositions are derived from the literature review, questionnaire and the conceptual framework.

Proposition1: The National Survey of Student Engagement (NSSE Studies) shows that student success is directly linked to student involvement.

Proposition 2: Students who get involved are more likely to be satisfied with their college experience and persist to graduation.

Proposition 3: Employers want to hire people who know how to work with others.

Proposition 4: Prospective students don't want to attend an institution where they will be isolated, and have nothing to do but study.

***Hypotheses*.** Based on the questionnaire the three hypotheses are derived and tested. All variables are categorical, that is, measured at nominal and ordinal levels. The dependent variable is multicultural awareness, which is the subject of study and measured by question 27.

H1: There is a relationship between quality of interactions and multicultural awareness (measured by question 29)

H2: There is a relationship between supportive environment and multicultural awareness (measured by question 30)

H3: There is a relationship between cultural events/activities participation and multicultural awareness (measured by question 31)

CHAPTER THREE: METHODLOGY

Research Design

The study employed quantitative research methods to collect data through a questionnaire consisting of 33 items and analyzed data using a computer software called Qualtrics, Version 12,018 of the Qualtrics Research Suite. Copyright © 2016 Qualtrics. Qualtrics and all other Qualtrics product or service names are registered trademarks or trademarks of Qualtrics, Provo, UT, USA. http://www.qualtrics. A cross-sectional design is used because data are collected at one time period. The type of research method employed is correlational because this study empirically examined the relationship between multicultural awareness and student engagement. The subject of study is multicultural awareness, that is, dependent variable measured by question 27: How often have you had discussions with students from diverse backgrounds?

1 = Never, 2 = Sometimes, 3 = Often, 4 = Usually, 5 = Always.

Statistical Techniques

Both inferential and descriptive statistics are used to analyze data. The computer software Qualtrics performed the following statistical tests: frequency distribution and chi-square through cross tabulation. The variables are categorical and measured at nominal and ordinal levels. Chi-square inferential statistic--nonparametric is appropriate when the variables are categorical and measured at nominal and ordinal levels (Baker, 1999). A frequency distribution summarized the data into frequency and percent on each

question. Hypothesis testing is a way of determining if the sample is representative of the student population so that an inference can be made. The statistical tool used to test the null hypotheses are: 1) chi-square used to test whether there is a statistically significant difference between the dependent variable, that is, multicultural awareness and independent variables, for example, there is a relationship between quality of interactions and multicultural awareness (measured by question 29).

Research Location

This research took place in the campus of MSU, Mankato. The site for this study is a large, public university with the predominantly White student body in Mankato, Minnesota. The location of the university is about 85 miles southwest of the Twin Cities Minneapolis and St. Paul. The total number of students is approximately 15,000 students. The number of international students are more than 1,100 from about 90 countries. The research activities taking online surveys covered about four-week period, from March 9th, 2016, to April 1st, 2016.

The Research Participants

This study uses convenience sampling to collect data from 375 students, drawn from a total student population of 14,000 at MSU, Mankato. The student engagement and multicultural awareness survey was distributed online to full-time students who currently enrolled in MSU, Mankato. Since the study needed relatively equal number of responses from many different majors or areas of study, students were selected randomly from six different colleges: Allied Health and Nursing, Arts and Humanities, Business, Education, Science, Engineering and Technology, Social and Behavioral Sciences, and Graduate

Studies and Research regardless of their age, gender and ethnicity. The dropout rate in the surveys was percent. This rate means that the participants did not complete all 33 the questions because of the length, the lack of the interest in the field or technical problem during taking the survey.

Data Collection Method

This study employed the online survey software called Qualtrics to input the questionnaire. Participants were asked to take online survey, Qualtrics, via school email with information about the study and a survey URL link in the middle of spring semester 2016 to reflect their thoughts and feelings about student engagements and multicultural awareness on campus. The 375 MSU students' email lists were provided by the Office of the Registrar through Information and Technology Services regardless of their age groups, grade levels, ethnicity or gender. This survey is anonymous and students' participation in this research study was voluntary. The questions on the online survey are mostly multiple choice format. The questionnaire consisted of a total of 33 questions which asked about general information, domestic and international students' point of views towards racism and discriminations, various college experiences, campus involvement and peer group interactions. The students' responses from the online survey were recorded by Qualtrics Inc.

All measures and procedures for this studies were approved by Institutional Review Board (IRB). The project received the Institutional Review Board approval letter at MSU, Mankato on February 15th 2016.

CHAPTER FOUR: FINDINGS

Introduction

The results are based on the responses to the questions from the questionnaire consisting of 33 items. In this chapter, the data results include the demographics of students at MSU, Mankato and their perspectives on student engagement in order to promote multicultural awareness on campus.

Demographics

The number of responses from the participants in the survey was 275 students. Seventy-two% (N=195) of the participants were female and 26% (N=71) was male. Participants who did not specify their gender were 1 % (N=3). 53% (N=143) of the students were between 18 to 20 years old, 36% (N=97) were between 21 to 24 years old, and 11% (N=29) were 25 years old or older.

Table 4.1: Racial/ Ethnic Groups at MSU, Mankato (Question 3)

#	Answer		Response	%
1	American Indian or Alaska Native		1	0%
2	Asian or Asian American		35	13%
3	Black or African American		20	7%
4	Hispanic or Latino		7	3%
5	White		188	70%
6	Multi-Racial		16	6%
	Total		267	100 %

Most of the students 70% (N=188) identified as White. Asian or Asian American were 13% (N=35). Black or African American were 7% (N=20). Hispanic or Latino were

7% (N=3). Finally, multi-racial were 6% (N=16) including Black and White, and Hispanic and White (See Table 4.1 for the data of racial and ethnic groups at MSU, Mankato). For their grade level, 22% (N=60) of the sample population were freshmen (first-year), 25% (N=67) were sophomores (second-year), 25% (N=67) were juniors (third-year), 21% (N=56) were seniors (forth-year), 4% (N=12) were graduate students, and 4% (N=12) identified themselves as other including fifth year and the Post-Secondary Enrollment Options (PSEO), which is an opportunity for high school students to earn high school and credit at the same time.

Table 4.2: Student's Grade Level at MSU, Mankato (Question 4)

#	Answer		Response	%
1	Freshman		60	22%
2	Sophomore		67	25%
3	Junior		67	25%
4	Senior		56	21%
5	Graduate student		12	4%
6	Other		5	2%
	Total		267	100%

The religious affiliation among the participants showed that 84% (N=182) were Christians, 5% (N=11) were Buddhists, 4% (N=9) were Muslims, both Hindus and Jewish were 0% (N=1) respectively, and 6% (N=13) were other religions including Shamanism, Animism and Agnostic. The total number of respondents who answered yes to being a domestic student was 86% (N=236). However, participants who answered yes to being an international students was 10% (N=26). This is noted that the total number of both domestic and international students who responded to this question was 96% instead of 100%. The reason for causing inconsistency might be 1) students simply chose a wrong answer by accident or 2) the definition of domestic and international was

ambiguous. Majority of the participants (86.4%, N=197) are from Minnesota, 5.7% (N=13) of them are from Wisconsin, 1.8% (N=4) of them are from South Dakota, 1.8% (N=4) of them are from Iowa, and other states including Nevada, Missouri, Virginia, New Jersey.

In this section, students were asked college life questions regarding housing, transportation, major fields of study, and student participation in organizations. The total number of students who are currently living in a dormitory on campus was 25% (N=66), the number of students living houses or apartment buildings within walking distance was 41% (N=107), the number of students living off-campus housing further than walking distance was 25% (N=67), and living with family was 8% (N=22). The five largest percentage of the participants' major fields of study were education: 22% (N=58), psychology: 22 % (N=57), business: 10% (N=26), biology: 7% (N=19), and social work: 5% (N=14). The percentage of students who are a member of a student organization was 27% (N=72) while those who are not a member was 73% (N=191). Majority of the participants, 94% (N=247), are not a member of a fraternity or sorority.

Questions for International Students Only

Question 17 is for international student only and asked how many American (domestic) friends they have. Sixty-five% (N=32) of international students have more than seven American friends while 14% (N=7) of them have three or four and 18% (N=9) of them have two or none of them. (See Table 4.3 for the data: How many American/domestic friends do international students have?)

Table 4.3: How many American (domestic) friends do international students have? (Question 17)

#	Answer		Response	%
1	0-2		9	18%
2	3-4		7	14%
3	5-6		1	2%
4	7 or more		32	65%
	Total		49	100%

Questions for American Students Only

Question 20 and 21 is only for American students to ask their experiences with international students at MSU, Mankato. Surprisingly, majority of the students (71%, N=129) have only two or fewer international friends on campus. Only 8% (N=14) of them have seven or more friends from different countries (See Table 4.4 and 4.5 for the data of domestic students' perception on international students).

Table 4.4: How many international students do American (domestic) students have? (Question 21)

#	Answer		Response	%
1	0-2		129	71%
2	3-4		27	15%
3	5-6		12	7%
4	7 or more		14	8%
	Total		182	100%

Table 4.5: Do the international students enrich your educational experiences? (Question 22)

#	Answer		Response	%
1	Definitely yes		59	30%
2	Probably yes		64	32%
3	Might or might not		50	25%
4	Probably not		21	11%
5	Definitely not		4	2%
	Total		198	100%

Pre-college Experiences

Question 24 asked if students' pre-college experiences were diverse (ethnically, racially, and linguistically) in terms of these categories: student, teacher and classroom. It is significant to be noted that 47. 67% (N=123) of participants answered that high school teachers were definitely not diverse, and 15.89% (N=41) of them answered probably not. They were asked if the student body in high school was diverse. The participants who said definitely yes and probably yes to the answer was 43% (N=112) and 43.8% of them answered probably not or definitely not. The results indicate that the Yes and No were almost even. Question 25.3 asked respondents if their high school classroom was diverse (definitely yes and probably yes =36.4% or N=94). On the other hand, the participants who answered probably not or definitely not was 47% (N=121). The data of pre-college diverse experience is as shown on Table 4.6.

Table 4.6: Was your high school diverse in terms of these categories? (Question 24)

#	Question	Definitely yes	Probably yes	Might or might not	Probably not	Definitely not	Total	Mean
1	Student	72 (27.91%)	40 (15.50%)	33 (12.79%)	39 (15.12%)	74 (28.68%)	258	3.01
2	Teacher	27 (10.47%)	23 (8.91%)	34 (13.18%)	51 (19.77%)	123 (47.67%)	258	3.85
3	Classroom	47 (18.22%)	47 (18.22%)	43 (16.67%)	41 (15.89%)	80 (31.01%)	258	3.23

Diverse Interactions

Table 4.7: How often have you had discussions with students from diverse backgrounds?

#	Question	Always	Most of the time	About half the time	Sometimes	Never	Total	Mean
1	1.Student from a race or ethnicity other than your own	30 (11.76%)	32 (12.55%)	50 (19.61%)	126 (49.41%)	17 (6.67%)	255	3.27
2	2.Student from an economic background other than your own	31 (12.16%)	46 (18.04%)	73 (28.63%)	91 (35.69%)	14 (5.49%)	255	3.04
3	3.Student with religious beliefs other than your own	34 (13.33%)	58 (22.75%)	52 (20.39%)	95 (37.25%)	16 (6.27%)	255	3.00
4	4.Student with political views other than your own	36 (14.12%)	52 (20.39%)	63 (24.71%)	84 (32.94%)	20 (7.84%)	255	3.00

As shown on table 4.7**,** students were asked how often they have had discussions with students from diverse backgrounds. The result showed that there were 11.76% (N=30) of them who always had discussions with students from different racial and ethnic groups and 12.55% (N=32) of them answered “most of the time” while 6.67% (N=17) of them answered that they have never done it.

Student Engagement on Campus

Table 4.8: Which activities/events do you attend (from Fall 2015 to Spring 2016)? (Question 31)

#	Question	more than 10 times	6-8 times	3-5 times	1-2 times	Never	Total	Mean
1	1. **Cultural Events** (African, Asian, and Latino)	7 (2.76%)	8 (3.15%)	37 (14.57%)	60 (23.62%)	142 (55.91%)	254	4.27
2	2. **Member of a student organization**	18 (7.09%)	12 (4.72%)	30 (11.81%)	52 (20.47%)	142 (55.91%)	254	4.13
3	3**. Community service and leadership**	18 (7.09%)	12 (4.72%)	17 (6.69%)	37 (14.57%)	170 (66.93%)	254	4.30
4	4**. Professional conferences**	4 (1.57%)	11 (4.33%)	18 (7.09%)	59 (23.23%)	162 (63.78%)	254	4.43

1. Students' participation in cultural events has a mean score of 4.27 out of 5.00 points, which shows that students attend African, Asian and Latino nights.
2. Member of a student organization has mean score of 4.13, which means that more students belong to a student organization, for example, Ethnic Studies Student Organization.
3. Community service and leadership has a mean score of 4.30, indicating that more students hold leadership positions.
4. Professional conferences has a mean score of 4.43, indicating that more students attend Undergraduate Research and Pan African Conferences.

Table 4.9: Discussions with students from diverse backgrounds and quality of interactions (Questions 27 by 29)						
		Indicate the quality of your interactions with the following people at MSU... - 1. Students	Indicate the quality of your interactions with the following people at MSU... - 2. Academic advisors	Indicate the quality of your interactions with the following people at MSU... - 3. Faculty	Indicate the quality of your interactions with the following people at MSU... - 4. Student services staff (career services, student activities, housing, etc.)	Indicate the quality of your interactions with the following people at MSU... - 5. Other administrative staff and offices (registrar, financial aid, etc.)
How often have you had discussions with students from diverse backgrounds? - **1.Student from a race or ethnicity other than your own**	Chi Square	39.84*	14.98*	23.19*	29.17*	24.29*
	Degrees of Freedom	24	24	24	24	24
	p-value	0.02	0.92	0.51	0.21	0.45

1. The observed or calculated chi-square value of 39.84 is greater than the critical or table value of 36.415 at alpha level of .05 %. As a result, researcher rejects the null hypothesis and concludes that there is a statistically significant relationship between student from a race or ethnicity other than your own and quality of interactions. The result is statistically significant because the probability value of 0.02 is less than .05 %.
2. The observed or calculated chi-square value of 14.98 is less than the critical or table value of 36.415 at alpha level of .05 %. As a result, researcher accepts the null hypothesis and concludes that there is no relationship between academic advisors and quality of interactions. The result is not statistically significant because the probability value of 0.92 is greater than .05 %.

3. The observed or calculated chi-square value of 23.19 is less than the critical or table value of 36.415 at alpha level of .05 %. As a result, researcher accepts the null hypothesis and concludes that there is no relationship between faculty and quality of interactions. The result is not statistically significant because the probability value of 0.51 is greater than .05 %.
4. The observed or calculated chi-square value of 29.17 is less than the critical or table value of 36.415 at alpha level of .05 %. As a result, researcher accepts the null hypothesis and concludes that there is no relationship between student services and quality of interactions.
5. The observed or calculated chi-square value of 24.29 is less than the critical or table value of 36.415 at alpha level of .05 %. As a result, researcher accepts the

null hypothesis and concludes that there is no relationship between faculty and quality of interactions.

Table 4.10: Supportive Environment: How much does MSU, Mankato emphasize the following? (Question 27 by 30)									
How much does MSU, Mankato emphasize the following? -		1. Providing support to help students succeed academically	2. Using learning support services (tutoring services, writing center, etc.)	3. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	4. Providing opportunities to be involved socially	5. Providing support for your overall well-being (recreation, health care, counseling, etc.)	6. Helping you manage your non-academic responsibilities (work, family, etc.)	7. Attending campus activities and events (performing arts, athletic events, etc.)	8. Attending events that address important social, economic, or political issues
How often have you had discussions with students from diverse backgrounds? **- 3.Student with religious beliefs other than your own**	Chi Square	38.88*	19.15*	37.17*	34.84*	27.98*	33.91*	33.71*	41.60*
	Degrees of Freedom	24	24	24	24	24	24	24	24
	p-value	0.03	0.74	0.04	0.07	0.26	0.09	0.09	0.01

1. The observed or calculated chi-square value of 38.88 is greater than the critical or table value of 36.415 at alpha level of .05 %. As a result, researcher rejects the null hypothesis and concludes that there is a statistically significant relationship between student with religious belief other than your own and supportive environment. The result is statistically significant because the probability value of 0.03 is less than .05 %.
2. The observed or calculated chi-square value of 19.15 is less than the critical or table value of 36.415 at alpha level of .05 %. As a result, researcher accepts the null hypothesis and concludes that there is no relationship between student with religious belief other than your own and supportive environment. The result is not statistically significant because the probability value of 0.74 is greater than .05 %.
3. The observed or calculated chi-square value of 37.17 is greater than the critical or table value of 36.415 at alpha level of .05 %. As a result, researcher rejects the null hypothesis and concludes that there is a statistically significant relationship between student with religious belief other than your own and supportive environment. The result is statistically significant because the probability value of 0.04 is less than .05 %.
4. The observed or calculated chi-square value of 34.84 is less than the critical or table value of 36.415 at alpha level of .05 %. As a result, researcher accepts the null hypothesis and concludes that there is no relationship between student with religious belief other than your own and supportive environment. The result is not statistically significant because the probability value of 0.07 is greater than .05 %.

5. The observed or calculated chi-square value of 27.98 is less than the critical or table value of 36.415 at alpha level of .05 %. As a result, researcher accepts the null hypothesis and concludes that there is no relationship between student with religious belief other than your own and supportive environment. The result is not statistically significant because the probability value of 0.26 is greater than .05 %.
6. The observed or calculated chi-square value of 33.91 is less than the critical or table value of 36.415 at alpha level of .05 %. As a result, researcher accepts the null hypothesis and concludes that there is no relationship between student with religious belief other than your own and supportive environment. The result is not statistically significant because the probability value of 0.09 is greater than .05 %.
7. The observed or calculated chi-square value of 33.71 is less than the critical or table value of 36.415 at alpha level of .05 %. As a result, researcher accepts the null hypothesis and concludes that there is no relationship between student with religious belief other than your own and supportive environment. The result is not statistically significant because the probability value of 0.09 is greater than .05 %.
8. The observed or calculated chi-square value of 41.60 is greater than the critical or table value of 36.415 at alpha level of .05 %. As a result, researcher rejects the null hypothesis and concludes that there is a statistically significant relationship between student with religious belief other than your own and supportive environment. The result is statistically significant because the probability value of 0.01 is less than .05 %.

Table 4.11: Student involvement: which activities/events do you attend? (Questions 27 by 31)					
Which activities/events do you attend (from Fall 2015 to Spring 2016)? -		1. Events such as cultural nights, for example, American Indian, African, Asian, and Latino	2. Member of a student organization, for example, Ethnic Studies Student Organization, etc.	3. Community service and leadership position, for example, Hmong, Somali, and Latino Communities	4. Attend and participate in professional conferences, for example, Undergraduate Research, etc.
How often have you had discussions with students from diverse backgrounds? - **4.Student with political views other than your own**	Chi Square	15.46*	27.11*	25.68*	25.32*
	Degrees of Freedom	16	16	16	16
	p-value	0.49	0.04	0.06	0.06

1. The observed or calculated chi-square value of 15.46 is less than the critical or table value of 26.296 at alpha level of .05 %. As a result, researcher accepts the null hypothesis and concludes that there is no relationship between student with political views other than your own and student involvement. The result is not statistically significant because the probability value of 0.49 is greater than .05 %.
2. The observed or calculated chi-square value of 27.11 is greater than the critical or table value of 26.296 at alpha level of .05 %. As a result, researcher rejects the null hypothesis and concludes that there is a statistically significant relationship between student with political views other than your own and student involvement. The result is statistically significant because the probability value of 0.04 is less than .05 %.

3. The observed or calculated chi-square value of 25.68 is less than the critical or table value of 26.296 at alpha level of .05 %. As a result, researcher accepts the null hypothesis and concludes that there is no relationship between student with political views other than your own and student involvement.
4. The observed or calculated chi-square value of 25.32 is less than the critical or table value of 26.296 at alpha level of .05 %. As a result, researcher accepts the null hypothesis and concludes that there is no relationship between student with political views other than your own and student involvement. The result is not statistically significant because the probability value of 0.06 is greater than .05 %.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

The discussions are based on the research questions, literature review and findings. As shown on table 4.7, students participate in many activities on campus. For example, students' participation in cultural events has a mean score of 4.27 out of 5.00 points, which shows that students attend African, Asian and Latino nights and professional conferences has a mean score of 4.43, indicating that more students attend Undergraduate Research and Pan African Conferences. Additionally, the chi-square test of the hypothesis revealed that the observed or calculated chi-square value of 39.84 is greater than the critical or table value of 36.415 at alpha level of .05 %. As a result, researcher rejects the null hypothesis and concludes that there is a statistically significant relationship between student from a race or ethnicity other than your own and quality of interactions. The result is statistically significant because the probability value of 0.02 is less than .05 %.

College students need to prepare for being multicultural competent citizen in this rapidly changing global society. Multicultural education is the key element to increase the understanding of inequalities and bring some changes in social justice and unequal society. If people have lack of multicultural knowledge and skills, that would cause social inequality (Einfeld & Collins, 2008). Hu and Kuh (2003) mentioned that American college campuses are diverse more and more in terms of race, ethnicity, country of origin, political and religion view. According to their research, White students are less likely to interact with diverse peers compared to students of color. In addition to this result, traditional students and students who have already decided their majors are more likely to

have experiences with interactional diversity. Interaction with diverse others are especially beneficial for White college students to increase their diversity competence in general education and fields of science and technology. Also, while diversity experience has a great impact on students' multicultural competence, it makes a less difference to personal development, intellectual development and occupational preparation. However, the interaction is helpful for students of color more than White students (Hu & Kuh, 2003).

The following conditions make diversity work on campus, for instance, presence of diverse peers, discontinuity from previous experiences, and opportunities for the normalization and negotiation of conflict. In addition, there are individual and institutional benefits associated with diversity. For instance, individual benefits include the way the educational experiences and outcomes of individual students are enhanced by the presence of diversity on campus. The institutional benefits are ways in which diversity enhances the colleges and universities to achieve their missions—particularly related to the missions of teaching, research, and service. In summary, it enriches a deeper understanding of one's self and respect for the complex identities of others, their histories, and their cultures. It prepares also students for personal success and fosters a just, pluralistic and democratic society. For instance, the study revealed that most American students and international students think that their educational experiences and multicultural awareness are enriched through engagement in both curricular and extra-curricular activities.

Limitation

The collected data for this research came from only students at MSU, Mankato. Although the survey's responses were gathered from six different colleges, the study's sample was limited because the period of taking this survey was only in spring semester 2016.

Recommendations

International Student and Scholar Services should assume a proactive role because the student population is increasing. Through this active involvement the student affairs professionals can make a difference in the recruitment, retention and support of all students. The following recommendations are derived from the findings.

First, most students want a comprehensive orientation program that addresses pressing matters such as life on campus, housing, meals, banking and immigration regulations. These activities should be followed by academic meetings and advising by department or college and a library tour. Second, the university can assist students by awarding more scholarships and financial aid. It can also create more work study programs and on campus jobs.

Third, most students want mentors or significant others, therefore, mentoring programs should be implemented to assist students in their academic work, orientation and other social challenges. Fourth, the cultural events like African and Asian nights held every semester are good because they help people experience the customs and food of other people thereby increasing cultural awareness and education.

Conclusions

Clearly, the researcher's conclusions must be qualified by the limitations of the study because data were collected at a single and predominantly White university that is

located in the Midwestern region of the country. The sample size is also small because 275 completed the online survey out of 14,000 student population. The findings, therefore, preclude empirical generalizations. However, the study can be replicated because other universities face similar challenges like institutional discrimination, recruitment and retention of students of color.

It is unquestionable that no one theoretical perspective, especially Tinto's social integration theory, can explain the complexities of diversity in this society. Therefore, this study concludes that researchers should develop models or constructs to guide the acquisition of knowledge about cultures, values and ideas of Whites, people of color and women. This type of research can ensure that no one group or community that makes up the multicultural society will be violated by a theoretical perspective or model. Finally, for the university to create an innovative and a multicultural campus of the twenty-first century, it has to develop an action plan that can emancipate and empower all students in higher education.

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APPENDIX A

Questionnaire

A Graduate Student Perspective on How Student Engagements Enrich and Enhance Multicultural Awareness on the Campus of Minnesota State University, Mankato

Paper examines social factors that affect the campus involvements or engagements of domestic and international students at Minnesota State University, Mankato. Tinto's (1975) social integration theory guides the study, which assumes that one main function of higher education is to socialize students into university life. Data will be collected from students through an interview schedule. This study uses convenience sampling to collect data from 375 students, drawn from a total student population of 15,000 at Minnesota State University, Mankato. According to the National Survey of Student Engagement (NSSE) Studies (2016) students who get involved are more likely to be satisfied with their college experience and persist to graduation. Student involvements help build a community, that is, create a culture, not just a campus. For instance, students leaving their family and friends behind, getting involved helps them discover new friends with similar interests. Therefore, this study views Minnesota State University, Mankato as a multicultural entity where differences are valued and celebrated.

INFORMED CONSENT

Online/Anonymous Survey Consent

You are requested to participate in research supervised by Dr. Darboe, Kebba: a graduate student perspective on how student engagements enrich and enhance multicultural awareness on the campus of Minnesota State University, Mankato. This survey should take about 30 minutes to complete. The goal of this survey is to examine

social factors that affect the campus involvements or engagements of domestic and international students at Minnesota State University, Mankato. You will be asked to answer questions about that topic. If you have any questions about the research, please contact at kebba.darboe@mnsu.edu.

Participation is voluntary. You have the option not to respond to any of the questions. You may stop taking the survey at any time by closing your web browser. Participation or nonparticipation will not impact your relationship with Minnesota State University, Mankato. If you have questions about the treatment of human participants and Minnesota State University, Mankato, contact the IRB Administrator, Dr. Barry Ries, at 507-389-1242 or barry.ries@mnsu.edu.

Responses will be anonymous. However, whenever one works with online technology there is always the risk of compromising privacy, confidentiality, and/or anonymity. If you would like more information about the specific privacy and anonymity risks posed by online surveys, please contact the Minnesota State University, Mankato Information and Technology Services Help Desk (507-389-6654) and ask to speak to the Information Security Manager.

The risks of participating are no more than are experienced in daily life.

You will become aware of multicultural issues. You will feel more comfortable in participating in civic engagement activities, for example, volunteering in communities.

Submitting the completed survey will indicate your informed consent to participate and indicate your assurance that you are at least 18 years of age.

Please print a copy of this page for your future reference.

MSU IRBNet ID# 865940

The interview schedule has four sections. Section 1: asks general demographic questions; section 2: asks general questions regarding international students; section 3: asks general questions regarding domestic or American students; section 4: asks general questions regarding educational experiences, for example, learning with peers. The total number of questions is 33.

Section I: questions about demographics

1) **What is your age?**
   1. 18-20
   2. 21-24
   3. 25 or older

2) **Gender**
   1. Male
   2. Female

3) **Which racial/ethnic category best describes you?**
   1. American Indian or Alaska Native
   2. Hawaiian or Other Pacific Islander
   3. Asian or Asian American
   4. Black or African American
   5. Hispanic or Latino
   6. White
   7. Multi-Racial, preference _____

4) **What is your class rank at Minnesota State University, Mankato?**
   1. Freshman
   2. Sophomore
   3. Junior
   4. Senior
   5. Grad student
   6. Other

5) **Are you a domestic student (American)?**

1. Yes, 2. No

6) If "yes," what is your home state, for example, Minnesota, etc.? Please specify—

7) Are you an international student?
1. Yes, 2. No

8) If "yes," what is your country of citizenship?

Please specify—

9) Are you a member of a social fraternity or sorority?

Please specify--

10) Are you a member of a student organization?

Please specify—

11) Which of the following best describes where you are living while attending Minnesota State University, Mankato?

1. Dormitory
2. Fraternity or sorority house
3. Residence, for example, house, apartment within walking distance to the University
4. Residence, for example, house, apartment farther than walking distance to the University
5. Live with family
6. None of the above

12) What is your religious affiliation?

1. Buddhism
2. Christianity
3. Islam
4. Other— Please specify--

13) What is your major field of study?

1. Biology, 2. Business, 3. Education, 4. Engineering, 5. English, 6. Ethnic Studies, 7. Mathematics, 8. Psychology, 9. Social Work, & 10. Other—

14) Did either of your parents have bachelor's degree?

1. No 2. Yes, both of them 3. Father only 4. Mother only5. Don't know

Section 2: General Questions: International students only

15) **Do you understand the American English Language?**

1. Yes, 2. No

16) **How often do you have social interactions with American students?**

1 = Never, 2 = Sometimes, 3 = Often, 4 = Usually, 5 = Always

17) **How many of your friends are Americans?**

1**. 0-2**, 2. **3-4**, 3. **5-6**, 4. **7 or more**

18) **Do you think Americans are accepting of other cultures?**

1. Yes, 2. No

19) **How is your education financed?**

1. Family, 2. Sponsor, 3. Scholarship, 4. Work-study program, 5. Other

Section 3: General Questions: United States students (Americans)

20) Do the international students enrich your educational experiences?

1. Yes, 2. No

21) How many of your friends are international students?

1. 0-2, 2. 3-4, 3. 5-6, 4. 7 or more

22) Do you think the international students are discriminated on campus?

1. Yes, 2. No

23) In your opinion, what is the status of racial/ethnic relations on the campus of Minnesota State

University?

1 = No opinion, 2 = Poor, 3 = Fair, 4 = Very good

24) Pre College Experiences: Was your high school diverse in terms of these categories?

1 = No opinion, 2 = Poor, 3 = Fair, 4 = Very good

1. Student

2. Teachers
3. Classroom

25) In high school, how often did you interact with friends who are from different racial groups?

1 = Never, 2 = Sometimes, 3 = Often, 4 = Usually, 5 = Always

Section 4: General Questions: Learning with Peers

26) **During the current school year, how often have you:**

1 = Never, 2 = Sometimes, 3 = Often, 4 = Usually, 5 = Always

1. Asked another student to help you understand course material
2. Explained course material to one or more students
3. Worked with other students on course projects or assignments or examinations

27) **How often have you had discussions with students from diverse backgrounds?**

1 = Never, 2 = Sometimes, 3 = Often, 4 = Usually, 5 = Always

1. Student from a race or ethnicity other than your own
2. Student from an economic background other than your own
3. Student with religious beliefs other than your own
4. Student with political views other than your own

28) Faculty member and student interactions

During the current school year, how often have you:

1 = Never, 2 = Sometimes, 3 = Often, 4 = Usually, 5 = Always

1. Talked about career plans with a faculty member
2. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
3. Discussed course topics, ideas, or concepts with a faculty member outside of class
4. Discussed your academic performance with a faculty member
5. Discussed current racial events and news with friends

29) Campus Environment: Quality of Interactions

Indicate the quality of your interactions with the following people at Minnesota State University-Mankato:

1 = Poor, 2 = Fair, 3 = No opinion, 4 = Good, 5 = Excellent

1. Students
2. Academic advisors
3. Faculty
4. Student services staff (career services, student activities, housing, etc.)
5. Other administrative staff and offices (registrar, financial aid, etc.)

30) **Supportive Environment**

How much does Minnesota State University, Mankato emphasize the following?

1 = Fairly, 2 = No opinion, 3 = Very Much

1. Providing support to help students succeed academically
2. Using learning support services (tutoring services, writing center, etc.)
3. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
4. Providing opportunities to be involved socially
5. Providing support for your overall well-being (recreation, health care, counseling, etc.)
6. Helping you manage your non-academic responsibilities (work, family, etc.)
7. Attending campus activities and events (performing arts, athletic events, etc.)
8. Attending events that address important social, economic, or political issues

31) **Student involvement: which activities/events do you attend?** The choices for answers are organized on activities/events attended by students on adverbs of frequency scale:

1 = Never, 2 = Sometimes, 3 = Often, 4 = Usually, 5 = Always.

1. Events such as cultural nights, for example, American Indian, African, Asian, and Latino
2. Member of a student organization, for example, Ethnic Studies Student Organization, etc.
3. Community service and leadership position, for example, Hmong, Somalis, and Latino
   Communities
4. Attend and participate in professional conferences, for example, Undergraduate Research, etc.

32) **About how many hours do you spend in a typical 7-day week doing the following?**

Hours per week: 1 = **0**, 2 = **1-5**, 3 = **6-10**, 4 = **11-15**, 5 = **16-20**, 6=**more than 21**

1. Preparing for class (studying, doing homework or lab work or other academic activities, etc.)
2. Participating in co-curricular activities (student organizations, student government, fraternity or sorority or sports)
3. Working for pay on campus
4. Working for pay off campus
5. Doing community service or volunteer work
6. Socializing with friends through video games, etc.
7. Commuting to campus (driving, walking, etc.)

33) Which of the following have you done or plan to do before you graduate?

1 = Have not decided, 2 = Do not plan to do, 3 = Plan to do, 4= Done or in progress

1. Participate in internship, student teaching, field experience, or clinical placement
2. Hold a leadership role in a student organization
3. Take a course on Learning Community or First Year Experience
4. Participate in a study abroad program
5. Work with a faculty member on a research project
6. Complete a senior project, for example, capstone course, thesis, portfolio, etc.

APPENDIX B

Institutional Review Board Approval Letter

MINNESOTA STATE UNIVERSITY
MANKATO

February 15, 2016

Dear Kebba Darboe:

Re: IRB Proposal entitled "[865940-3] A graduate student perspective on how student engagements enrich and enhance multicultural awareness on the campus of Minnesota State University-Mankato"
Review Level: Level *[I]*

Your IRB Proposal has been approved as of February 15, 2016. On behalf of the Minnesota State University, Mankato IRB, we wish you success with your study. Remember that you must seek approval for any changes in your study, its design, funding source, consent process, or any part of the study that may affect participants in the study. Should any of the participants in your study suffer a research-related injury or other harmful outcome, you are required to report them to the Associate Vice-President of Research and Dean of Graduate Studies immediately.

When you complete your data collection or should you discontinue your study, you must submit a Closure request (see http://grad.mnsu.edu/irb/continuation.html). All documents related to this research must be stored for a minimum of three years following the date on your Closure request. Please include your IRBNet ID number with any correspondence with the IRB.

Sincerely,

Mary Hadley, Ph.D.
IRB Coordinator

Sarah Sifers, Ph.D. LP
IRB Co-Chair

Julie Carlson, Ed.D.
IRB Co-Chair

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