

Evaluation of Multicultural Competence Development of Student
Participants in the UW-Eau Claire Civil Rights Pilgrimage Project

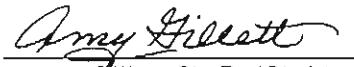
by


Jodi M. Thesing-Ritter

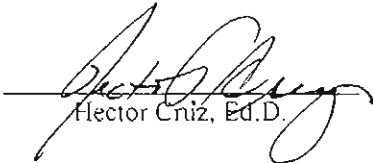
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Abstract

This study was developed to assess the impact of the UW-Eau Claire civil rights pilgrimage on multicultural competence of student participants. Using the Modern Racism Scale (McConahay, 1986) and a researcher developed instrument, the study assessed the degree to which the civil rights pilgrimage: heightened participants' awareness of their own assumptions, biases, and values; increased the students' understanding of others' worldviews; increased students' understanding of the African American culture; and promoted students' development of appropriate intervention strategies and techniques, specifically regarding service learning and social justice activities.

Twenty-nine participants completed an online pre-test, the ten day civil rights pilgrimage immersion experience, and an online post-test. Results from the pre- and post-test were analyzed and found that participants' Modern Racism Scale score decreased ($p < .05$). Results also

indicated statistically significant increases in 8 of the 11 researcher developed indicators (at $p < .05$ or greater).

The study has important implications for the future of the civil rights pilgrimage and the development of immersion experiences as an educational method for achieving multicultural competence development among college students.

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Table of Contents

	Page
.....	Page
Abstract	2
List of Tables
Chapter I: Introduction.....	10
Background Information.....	10
Statement of the Problem.....	14
Purpose of the Study	14
Research Questions.....	15
Importance of the Study.....	15
Limitations of the Study.....	16
Definition of Terms.....	17
Chapter II: Literature Review	19
Assessment of Student Learning Outcomes	27
Summary	32
Chapter III: Methodology	34
Subject Selection and Description	34
Instrumentation	34
Data Collection Procedures.....	36
Data Analysis.....	41
Limitations	42
Summary	42
Chapter IV: Results.....	43

Demographic Data	43
Instrument Validity	44
Survey Data Analysis.....	45
Research Question Analysis	48
Summary	49
Chapter V: Discussion	51
Research Question Analysis	51
Limitations	54
Recommendations.....	55
Conclusions.....	57
References.....	60
Appendix A: Cover Letter and Pre Test/Post Test.....	68
Appendix B: Civil Rights Pilgrimage Itinerary	76
Appendix C: Correlation.....	84
Appendix D: Crosstabs Question 11, Items 1 through 11	85

List of Tables

	Page
.....	
Table 1. Pre-and Post-test Paired Sample T Test Data.....	46
Table 2. Modern Racism Scale Paired Samples Statistics.....	47

Chapter I: Introduction

Background Information

The University of Wisconsin-Eau Claire is a regional, liberal arts institution of approximately 11,000 students. UW-Eau Claire is a comprehensive university, part of the University of Wisconsin System, whose purpose is to foster the intellectual, personal, social, and cultural development of its students. The University provides an academic environment designed to encourage faculty-student interaction and promote excellence in teaching and learning, scholarly activity, and public service. UW-Eau Claire's residential setting fosters personal and social development through a rich array of co-curricular activities. The University places a special emphasis on experiential learning activities, such as international studies, faculty-student research collaboration, internships, and community service (UW-Eau Claire Academic Affairs, n.d.).

The population of Eau Claire county is 95,000; 94.9% of that population identifies itself as white according to 2006 census estimates. Ninety-five percent of the UW-Eau Claire and Eau Claire population identify as white, while Wisconsin is, according to 2006 census estimates, 90% white. The national population, from the same census estimates, identifies as 80% white (U.S. Census Bureau, n.d.). UW-Eau Claire's current enrollment of American minority students is approximately five percent. UW-Eau Claire defines American minority as students of African-American, American Indian, Hispanic, and/or Southeast Asian ethnic origin. UW-Eau Claire is located in northwest Wisconsin.

UW-Eau Claire students, because of the homogeneous population of the campus and surrounding community, have limited opportunities for direct contact with people of color that

will help develop their multicultural competence. According to the National Survey of Student Engagement,

A lower percentage of first-year [UW-Eau Claire] students than Carnegie Peers and NSSE 2006 felt *quite a bit* or *very much* encouraged by the campus environment to contact students from different economic, social, and racial or ethnic backgrounds (45% vs. 53% & 52%), or contributed to the understanding of people of other racial or ethnic backgrounds (45% vs. 52% & 52%) (UW-Eau Claire Institutional Research, 2008, n.d., n.p.).

This disparity from the national norm is listed as an area for improvement for UW-Eau Claire (NSSE, n.d.).

Student exit interviews, conducted in 2002 and 2004, provide qualitative insight into the NSSE data regarding their multicultural experience at UW-Eau Claire. Narrative responses indicated that students involved in international education or the National Student Exchange were more likely to report positive diversity experiences, a correlate of the development of multicultural competence. Such programs provide important opportunities for students to experience diversity that they might otherwise have failed to encounter given the homogeneous nature of the campus. Narrative responses also reported classroom instruction as somewhat successful in efforts to foster an understanding of human diversity. However, students reported that while courses promoting diversity serve the purpose well, the lack of campus diversity made it difficult for students to experience diversity through contact with people of color (UW-Eau Claire Student Development and Diversity, n.d, n.p.).

The 1999 and 2002 ACT Student Opinion Surveys of UW-Eau Claire students indicated that student respondents were 'neutral to satisfied' with the level of racial harmony on campus.

While students may not have felt strongly about perceived racial harmony on campus, “a majority (52.6%) of the 2002 students felt that it was very important to understand more about other cultures and ethnic groups; another 29% felt that it was important” (UW-Eau Claire Institutional Planning, n.d., n.p.). This data indicates, and the UW-Eau Claire Strategic Plan calls for, the need for increased academic opportunities for diversity experiences among students (University of Wisconsin Eau Claire Strategic Plan, n.d.).

To respond to the concern that students are not able to experience diversity directly at UW-Eau Claire, in 2008, a group of students and staff at UW-Eau Claire developed and implemented an immersion experience that included a ten-day civil rights pilgrimage. Students participating in the pilgrimage traveled by bus to Atlanta, Georgia; Birmingham, Montgomery, and Selma, Alabama; Little Rock, Arkansas; and Memphis, Tennessee, to visit major sites of the American Civil Rights Movement of the 1950s through 1970s. This pilot program merged service learning and experiential learning to increase multicultural competence of student participants. These educational terms are defined below.

Service Learning

UW-Eau Claire has a 30 hours service learning experience as a required component of the baccalaureate degree. Service learning is defined as a community service experience that is designed to benefit both “the provider and the recipient of the service equally, as well as to ensure equal focus on both the service being provided and the learning that is occurring” (Furco, 2003, p. 14). Studies indicate that service learning has the potential to increase cultural sensitivity and reduce stereotyping (Astin, Sax, & Avalos, 1999; Boyle-Baise, 1998; Boyle-Baise & Kilbane, 2000; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Eyler, Giles, & Braxton, 1997; Eyler & Giles, 1999). Opportunities for students to complete their service learning requirements

with persons from underrepresented populations are limited within the Chippewa Valley. Curricular opportunities for students to complete this requirement are encouraged. Creation of additional opportunities for UW-Eau Claire students to conduct service learning with diverse populations has been identified as a campus need by the University Planning Committee as a part of the University Strategic Planning process.

Experiential Education

Experiential learning, a term developed by John Dewey in 1938, is defined as learning through experience. This learning may not necessarily be a result of traditional classroom instruction (Dewey, 1938). Research suggested the “experiential learning, even of limited duration, appears to be a promising approach to facilitating change” (Spaulding, Savage & Garcia, 2007, p. 1427). Chickering (1976) asserted experiential learning contributes to adult development dimensions. Assessment of experiential programs that utilize service learning indicates students have enhanced curricular and co-curricular personal development (Astin, 1993). Glennon (2003) also found social justice training that utilized service learning enhanced student development.

Multicultural Competence

Pope, Reynolds, and Mueller (2004) defined multicultural competence as “the awareness of one’s own assumptions, biases, and values; an understanding of the worldview of others; information about various cultural groups; and developing appropriate intervention strategies and techniques” (p. 9). Pope et al. (2004) stated that “having the awareness, knowledge, and skills to address cultural issues with someone who is culturally different from one’s self is critical” (p. 14). Multicultural competence is a desired learning outcome of the UW-Eau Claire baccalaureate (UW-Eau Claire Academic Affairs, n.d., n.p.).

Statement of the Problem

UW-Eau Claire hopes to expand experiential learning opportunities to enhance student learning outcomes and increase multicultural competence (University of Wisconsin Eau Claire Strategic Plan, n.d). The 2009 civil rights pilgrimage was designed as a pilot project to meet that objective. The civil rights pilgrimage program has not been evaluated and student learning outcomes have not been assessed.

Purpose of the Study

The purpose of the study was to assess the student learning outcomes of the civil rights pilgrimage. There are two types of possible assessments to be implemented. Astin (1991) asserted that assessment should focus both on the outcomes as well as the experiences that lead to outcomes. A formative evaluation of the project will provide feedback about the quality and effectiveness of the program. In a formative evaluation the question, “Is the program being implemented as planned to accomplish its intended goals?” will be answered. Summative evaluation seeks to assess the attainment of predetermined goals. Furthermore, summative evaluation answers the question, “Are the efforts having an impact on student learning?” (Northwest Regional Education Laboratory, n.d., n.p.).

Multicultural competence can be developed in many contexts. Because the civil rights pilgrimage is an educational experience, it is important to consider how higher education learning outcome rubrics fit with Pope et al.’s (2004) definition. American Association of Colleges and Universities (AACU), through their Liberal Education and America’s Promise project, has developed essential learning outcomes for students. Of those essential outcomes, they identified personal and social responsibility, which includes intercultural competence and understanding (American Association of Colleges and Universities, 2008). This study assessed

the civil rights pilgrimage as a tool that can be useful to help UW-Eau Claire students achieve these learning outcomes related to multicultural competency.

Research Questions

The research questions of the field study are the following:

1. How has the civil rights pilgrimage experience heightened participants' awareness of their own assumptions, biases, and values?
2. How has the civil rights pilgrimage experience increased the students' understanding of others' worldviews?
3. How has the civil rights pilgrimage experience increased students' understanding of the African American culture?
4. How has the civil rights pilgrimage experience promoted students' development of appropriate intervention strategies and techniques, specifically regarding service learning and social justice activities?

Importance of the Study

This study is important because of the following:

1. UW- Eau Claire desires to enhance its curricular and co-curricular opportunities for exposure to diversity and increase students' engagement with people of different economic, social, and racial or ethnic backgrounds. The civil rights pilgrimage may serve as a model program for attainment of these goals. This evaluation study will provide evidence needed to guide future decisions for implementation of program offerings to meet these student learning outcomes. Information gleaned from this evaluation study may be used to formulate a strategic response to concerns with NSSE engagement data related to multicultural issues.

2. The University of Wisconsin-Eau Claire is in the actualization phase of an eight-year strategic plan. A primary goal of the strategic plan is to enhance our multicultural education and experiential diversity learning opportunities.

3. UW-Eau Claire has established learning outcomes for this project. The research questions that have been developed assess the impact of this project on individual student learning.

4. Community service is central to the UW-Eau Claire mission, and it has been shown to be a key activity in enhancing multicultural competence development. Therefore, this civil rights pilgrimage employs community service as a primary learning tool. This study will evaluate the effectiveness of service learning as a method of enhancing multicultural competence.

5. Increasing multicultural competence of student participants may improve student performance in other areas of their lives. This study will assess the impact this project has on students' lives related to family, living community, internship and employment opportunities.

Limitations of the Study

The limitations of this study include:

1. The students in the study are not a random sample. Students will self-select based on their interest and enrollment in the civil rights trip. The study will be limited to 46 students enrolled in the trip.
2. Another factor will create a non-random sample. Many students are either not available or not able to enroll in Spring travel experience. As such, the evaluation study will be limited to those students who participated in pilgrimage in March 2009.

3. While this trip may be offered again during the academic year and an ongoing evaluation of the project may be possible, there will not be a control group for this study.
4. This study will not be able to provide controls for individual student's pre- and post-test perceptions or the achievement levels attained as a result of the project.

Definition of Terms

The following terms are defined so that readers have a clear understanding of the use of these terms throughout this field study.

Higher Learning Commission (HLC). “The commission of the North Central Association of Colleges and Schools that accredits degree-granting higher education organizations” (HLC website, n.d., n.p.).

Multiculturalism. “The preservation of different cultures or cultural identities within a unified society, as a state or nation” (Dictionary.com website, n.d., n.p.).

Multicultural competence. Entails “the awareness of one’s own assumptions, biases, and values; an understanding of the worldview of others; information about various cultural groups; and developing appropriate intervention strategies and techniques” (Pope et al., 2004, p. 9).

Racial harmony. Term used on ACT Student Opinion Survey for degree to which groups from different cultural backgrounds interact peacefully on a college campus.

Strategic plan. “Broadly-defined plan aimed at creating a desired future” (BusinessDictionary.com, n.d., n.p.).

This field study consists of four additional chapters. Chapter Two reviews the literature of multicultural competence development, learning outcome assessment, service learning, and

experiential learning. Chapter Three outlines the methodology of the study. Results of the study are detailed in Chapter Four. The study is summarized in Chapter Five, and conclusions and/or recommendations as determined by the study are offered.

Chapter II: Literature Review

To gain insight into the body of research regarding multicultural competence development of college students and the use of intercultural immersion as a tool for developing such competence, a comprehensive literature review was conducted. This chapter includes a literature review of multicultural competence development, methods of multicultural competence development: simulation activities, co-curricular activities, multicultural courses, service learning, and cultural immersion, assessment of student learning outcomes, and assessment of multicultural competence.

Multicultural Competence Development

By 2050, the United States Census Bureau projects that ethnic minorities, including African-Americans, Hispanic-Americans, and Asian-Americans, will represent over 50 percent of the U.S. population (U.S. Census Bureau, n.d.). It is widely accepted that the development of multicultural competence is a necessary learning outcome for college students to prepare them for this change in the demographic make-up of the United States. This fact is evidenced by The American Association of Colleges and Universities (AAC&U) development of essential learning outcomes for students, which includes intercultural competence and understanding (American Association of Colleges and Universities, 2008).

A review of the literature yields multiple models of multicultural competence development in education. Several of these models are presented in this literature review to provide a framework for the selection of the model for this study.

The term intercultural competence is commonly used in international education and is not always referenced as being the same as multicultural competence. A study by Deardorff (2006) of top-level college administrators to establish a common definition for intercultural competence

provides insight into the complexity of finding a common definition. In this study Deardorff found that there is no consensus among administrators about how to define intercultural competence, and they prefer general definitions of the term (p. 253). The definition most selected in this study was derived from work conducted by Byram (1997) on intercultural competence. The definition is as follows: “Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviors; and relativizing one’s self. Linguistic competence plays a key role” (Byram, 1997, 34).

Banks (1989) identified four levels of multicultural education: Contribution, additive, transformation, and decision-making, and social action. Banks suggests that in level one, curriculum focuses on the contributions of specific ethnic groups. In level two, he indicates that educational design includes the addition of a unit or course on a particular group, without any change to the basic curriculum. In Level 3, perspectives, frames of reference, and content material from various groups are infused in a way that ultimately changes the basic curriculum. Finally, in Level 4, the education includes the elements of the transformation approach and encourages decision making and action related to the issues and problems studied.

Bennett (2001), in a comprehensive review of multicultural education, suggests that “multicultural competence includes the ability to interpret intentional communications (language, signs, gestures), unconscious cues (such as body language), and customs in cultural styles different from one’s home culture. It varies along a continuum of high to low, and the interculturally competent person can communicate and empathize to some degree with culturally different others and is well aware of his or her own culturally conditioned assumptions” (p. 191). Bennett indicated multicultural competence is limited by one’s access to multiple cultures and

therefore differ in their multicultural competence (p. 192). This finding suggests that creating opportunities for students to interact with people who are culturally different will lead to increased multicultural competence.

Pope et al. (2004) defined multicultural competence as “the awareness of one’s own assumptions, biases, and values; an understanding of the worldview of others; information about various cultural groups; and developing appropriate intervention strategies and techniques” (p. 9). Pope et al. (2004) stated that “having the awareness, knowledge, and skills to address cultural issues with someone who is culturally different from one’s self is critical” (p. 14). The categories of awareness, knowledge, and skills can be used to understand how one develops multicultural competence.

For the purposes of this study, the definition by Pope et al. was used. The study focused on the degree to which participation in the pilgrimage increased the following four components:

1. Awareness of one’s own assumptions, biases, and values
2. Understanding of the worldview of others
3. Information about African Americans
4. Development of appropriate intervention strategies and techniques

Methods for Developing Multicultural Competence

Because development of multicultural competence is critical, most colleges and universities have developed learning outcomes to reflect this recommendation. The question becomes, how do colleges and universities create opportunities for education that will achieve this learning outcome for students? The literature provides information about a number of ways to deliver multicultural education. They are outlined below.

Simulation Activities. Unger (1996) defined a simulation activity as a “basic method of instruction that reproduces real-life problems and situations under risk-free conditions” (p. 888). Metzloff and Lenssen (2000) conducted a study of a series of simulation activities and found that “simulation activities, as part of a comprehensive multicultural education program, provide a context for purposeful interaction” (p. 33). They suggest that simulation activities provide the opportunity for participants to increase their multicultural competence by experiencing different roles in a safe and structured environment. Their study concluded that simulations can promote learning that is “personal and powerful” (p. 33). Their findings indicate that both the individual and the group awareness are heightened through reflection. Yet, they caution that simulation activities should be a part of a comprehensive program to be truly effective.

Co-curricular activities. Cheng and Zhao (2006) found evidence that 1) student involvement in campus activities and organizations has the potential to contribute to multicultural learning, and the degree of their participation matters; 2) self-perceived increase in multicultural competence is related to students’ perception of a diversity friendly campus; 3) there is a weak, in some cases negative, relationship between student participation in activities (e.g., political and cultural groups) and their perceptions of campus social environment; 4) the differing characteristics of students create challenges for achieving multiculturalism on campuses. The study showed the positive connection between perceptions on campus environment and gains in multicultural competence. As such, if an ethnic group perceives the environment as less positive, there should be concern about the outcomes of their multicultural learning (p. 29). They also found that women were more likely to participate in volunteer and community service activities and raised concerns about the absence of men. This finding

supports the curricular requirement for service as a tool to engage men in multicultural competence development.

Multicultural Courses. Many colleges and universities have chosen to reform curricula to include diversity courses. According to a 2000 study by AAC&U, 62 percent (340 total of 543 Institutions) either have a diversity requirement or were in the process of developing one (AAC&U website, 2010). Multicultural courses have been shown to increase awareness of diversity issues and promote understanding among racial and ethnic groups (Astin, 1993; Smith, Roberts, & Smith, 1997; Hill & Augoustinos, 2001; Chang, 2002;). Hogan and Mallott (2005) found that “completing a college level course in race and gender issues did indeed reduce prejudice toward African Americans in students attending a predominantly commuter institution” (p. 123). Women’s Studies courses have been shown to produce positive effects on ability to think about human differences and their feelings about various groups (Henderson-King & Stewart, 1999; Musil, 1992).

As universities develop diversity courses, enhance their diversity requirements, and increase the expectation that students not only take the courses but develop multicultural competence, new methods of diversity requirements are being explored. Some campuses are using experiential education as a mode of diversity requirement delivery. Campus Compact (2007) indicated that colleges and universities are expanding learning to the community through experiential activities. There are many ways to deliver such experiential activities. Some use service learning as the mode of experiential learning in a multicultural context. Some campuses are developing cross-cultural learning environments where students are immersed in another culture. Others use multicultural field placements in areas such as student teaching, counseling, and social work practicum.

Service Learning. Service learning has long been used as a tool for delivering diversity education to college students. Studies indicate that service learning has the potential to increase cultural sensitivity and reduce stereotyping (Astin, Sax, & Avalos, 1999; Boyle-Baise, 1998; Boyle-Baise & Kilbane, 2000; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Eyler, Giles, & Braxton, 1997; Eyler & Giles, 1999). Billig (2000) indicates that community service in K-12 schools had a positive impact on “the ability to relate to culturally diverse groups” (p. 661). Luquet developed a cultural immersion course built around service in New Orleans and found that students increased their cultural understanding through the experience (2009). Plante et al. studied the impact of immersion on the development of compassion. They found that students engaged in building houses in New Orleans following Hurricane Katrina had an increase in empathy (p. 40). An expanded study by this research team indicated the students participating in a variety of week-long immersion trips “reported a stronger sense of empathy relative to students who did not participate on an immersion trip” (p. 39).

There is a link between multicultural education and service learning (Campus Compact, 2003). Campus Compact funded research of four case studies of integration of diversity and service learning. A review of the case studies suggests that curricular infusion leads to more significant learning outcomes for students. This study also indicated that top level administrative leadership in integrating service learning and diversity is critical (p. 14).

Enfield and Collins (2008) studied the relationships between service learning, social justice, multicultural competence, and civic engagement of AmeriCorps volunteers participating in 300-675 hours of service. The researchers sought to build on work by Eyler and Giles (1999) that indicated that service learning programs that involving interaction with people from differing ethnic backgrounds resulted in self-knowledge and personal growth. Qualitative data

was collected in interviews and analyzed using a constructivist, induction process. Using the Pope et al. (2004) framework of “awareness, knowledge, and skills”, Enfield and Collins determined that length of service was a contributing factor in the development of multicultural competence. Will similar findings result if the service is embedded in an intense cultural immersion?

Cultural Immersion. Research suggests cultural immersion activities do enhance understanding. “Participation in experiential education is believed to enhance people’s appreciation for diversity” (Seaman et al., 2009, p. 208). Study abroad has long been considered an ideal way to achieve cultural immersion. There is research evidence to support this thought. Carlson et al. (1990) found that students indicated a more critical perspective on the U.S. and an increased knowledge of the culture of the host country following study abroad. They also found an increased social competence in unfamiliar settings following the study abroad experience.

Seaman et al. (2009) studied the use of adventure education and intergroup contact among culturally different people to assess diversity-related outcomes in adventure education. They found that “participation in adventure and service activities can lead to positive diversity-related outcomes in non-formal settings” (p. 218).

Canfield et al. (2009) found that participation in cultural immersion increased students’ level of cultural awareness and sensitivity. Bradfield-Kreider (2000) studied the impact of cultural immersion for mono-cultural pre-service teacher education students to increase multicultural competence. She found that students’ cultural identity changed dramatically as a result of the immersion. Researchers and educators believe multicultural competence is crucial to pre-service teacher training (Emmanuel, 2003). It is recommended that such competence is

developed through both course work and immersion field experience with opportunities for guided reflection (Fry & McKinney, 1997; Mason, 1997; Wiggins & Follo, 1999).

Field Placements. Sleeter (2001) reviewed educational programs designed to increase multicultural competence. She conducted a comprehensive review of the literature to date and found that programs were beginning to offer multicultural education courses and partnering them with intercultural immersion field experience. These experiences ranged from tutoring and mentoring experiences to student teaching placements. Some studies indicate that field experiences can reinforce or produce more stereotypical attitudes (p. 100). She suggests that adding a course or placement is not enough to create multicultural competence. Rather, programs should be restructured to infuse multicultural course content throughout the curriculum (p. 100).

Further review of the literature indicates that numerous studies recently conducted have found diverse student teaching placements to be effective in developing multicultural competence. Cooper et al. (1990) conducted a comparison study with 18 students from Minnesota who had student taught in the Rio Grande Valley in Texas and 85 of their peers who completed conventional placements in Minnesota. The students who completed their student teaching in Texas reported higher scores on comfort discussing racial or ethnic issues, expectations for students of diverse racial backgrounds, and willingness to visit students' families.

Similarly, a study conducted by Smith et al. (2010) indicated that "participation in short-term global health experience contributes to students' personal growth and broadens their insight into multicultural care" (p. 18). Like teacher education, nursing educators have established that multicultural competence is desired among nursing graduates. As a result the National Standards

for Culturally and Linguistically Appropriate Services have been developed by the U.S. Department of Health and Human Services (U.S. Department of Health and Human Services, Office of Minority Health, 2001).

As disciplines such as teaching and nursing create and enhance their expectation for multicultural competence, colleges and universities are working to create opportunities that foster the development of such competence. How then will educators assess the achievement of the learning outcomes of intercultural competence and understanding?

Assessment of Student Learning Outcomes

In 1988, The U.S. Department of Education required that federally approved accrediting agencies include evidence of institutional outcomes in their accreditation requirements (Palomba and Tanta, 1999). This action moved campuses toward assessment activities. Now there is a body of evidence to indicate “that students respond to intentional activities that are linked to positive outcomes” (Bresciani, Zelna & Anderson, 2004, p. 1).

Whenever a new program is initiated, an evaluation should take place to determine its effectiveness. According to the American Association of Colleges and Universities (AAC&U) *A Statement of Principles, Commitments To New Leadership for Student Learning and Accountability: A Statement of Principles, Commitments to Action (2008)*,

Each college and university should gather evidence about how well students in various programs are *achieving* learning goals across the curriculum and about the ability of its graduates to succeed in a challenging and rapidly changing world. The evidence gathered through this process should be used by each institution and its faculty to develop coherent, effective strategies for educational improvement. (p. 2).

The UW-Eau Claire Strategic Plan states, “student learning assessment is a critical component of their own continuous improvement efforts” (University of Wisconsin Eau Claire Strategic Plan, n.d., n.p.). The Higher Learning Commission (HLC), the accreditation agency for UW-Eau Claire, “expects that each organization can demonstrate a sustained effort to implement assessment processes that are workable, reasonable, meaningful, and useful in confirming and improving student learning and in assuring and advancing broader educational and organizational quality” (Higher Learning Commission, n.d., n.p.).

Even in light of all of the calls for assessment nationally, assessment is still a challenge. Vogelgesang (2003), reporting about four case studies of multicultural service learning, indicates, “there was no one we spoke with who appeared satisfied with the amount and quality of assessment efforts regarding student learning or the programs” (p. 20). Bresciani et al. suggest an Iterative Assessment Cycle as a response to this problem (2004). This model calls for researchers to “implement methods to deliver outcomes and methods to gather evidence, interpret evidence, and make decisions to improve programs and enhance student learning” (p. 10).

Assessment of student learning is crucial, and the research clearly supports the need for ongoing assessment to improve programs to achieve the articulated outcomes. The question is then, which methods are most effective for assessing the development of multicultural competence?

Assessment of Multicultural Competence Development

In a thorough review of the instruments for assessing multicultural competence among counseling professionals, Gamst et al. indicate,

A number of instruments have been developed to measure multicultural competencies as conceptualized in the Cross-Cultural Counseling Competency Model including the Cross-Cultural Counseling Inventory-Revised (CCCI-R; LaFromboise et al., 1991), the Multicultural Awareness, Knowledge, Skills Survey (MAKSS; D'Andrea et al., 1991), the Multicultural Counseling Awareness Scale-Form B (MCAS-B; Ponterotto & Alexander, 1996) the Multicultural Counseling Knowledge and Awareness Scale (MCKAS; Ponterotto, Gretchen, Utsey, Rieger, & Austin, 2002), the Multicultural Counseling Inventory (MCI; Sadowsky et al., 1998; Sadowsky et al., 1994), and the Multicultural Competency and Training Survey (MCCTS; Holcomb-McCoy, 2000). (p. 164).

A review of these models shows that these instruments are primarily used in assessing competencies of counselors in counselor education programs. However, the instruments provide insight into the scope and complexity of assessing multicultural competence. Gamst et al. assert that “a single instrument, developed from available instruments, could potentially resolve some of the reported critical issues and shortcomings” (p. 164).

Participants on the civil rights pilgrimage would not be exposed to extensive training as the counselors in the studies using the instruments indicated above, so these instruments cannot be used for this study. Further research is required to understand the instrumentation to assess the impact of a short immersion experience on multicultural competence.

Bradfield-Kreider (2000) used participant observers to collect field notes, journal entries, and interviews before, during, and after a pre-service teaching immersion in Mexico. Prior to the students' time in Mexico they completed a series of seminars and workshops. Bradfield-Kreider found no significant change from the pre-trip experiences. However, she found students returned

from the immersion with a “beginning awareness of racist actions” (p. 30). She also found that students broadened their racial identity. But, when students returned to campus all but one student “abandoned their progress” within three months (p. 31). She conducted a follow up study that included the creation of “critical communities” for students to engage in post-immersion debriefing activities to cement the learning from the experience and provide an opportunity for further cultural awareness. The use of field notes, journals, and interviews is intriguing and should be considered for this study. Furthermore, engaging students in intentional, post-trip reflection should be considered.

For the purposes of understanding the role immersion trips play in developing compassion, Plante et al. (2009) used five self-reporting scales. The scale used in their study was the Interpersonal Reactivity Index (Davis, 1996). This study used the six-statement Empathic Concern portion of the scale to “assess participants’ relative level of personal empathy toward other people” (p. 32).

Further research resulted in the discovery of a tool that might be useful in measuring the racism of the participants on the civil rights pilgrimage. McConahay introduced the concept of “modern racism” in 1982. This racism focused on the idea that racial discrimination is no longer a problem for African Americans (Henry & Sears, 2002). To measure this form of racism, McConahay developed an instrument called the Modern Racism Scale (MRS). The MRS is a widely used tool to assess racist holdings of group participants (Chang 2002; Devine, 1989; Bierat & Crandall, 1999; Bierat & Manis, 1994). The MRS has also been used to study voting patterns and attitudes toward racial integration (Kinder & Sears, 1981; Sears & Kinder, 1971; Sears & McConahay, 1973). McConahay’s expanded research in 1986 proved the reliability and

validity of the scale. Chang's study (2002) found the scale to be reliable in his assessment of diversity courses.

One of the criticisms of the MRS as a tool for measuring individual racism and multicultural competence development is that "it only assessed beliefs and attitudes toward African Americans and failed to assess prejudice that reflected the reality on many college campuses" (Chang, 2002, p. 29). This is a significant criticism and makes the MRS a less effective tool for measuring the impact of an immersion experience on multicultural competence development when the subjects of the immersion are not African American.

Since this immersion experience focuses specifically on the American Civil Rights Movement and the African Americans who shaped the movement, the MRS was selected to assess the level of racism before and after the immersion experience. This study utilized the modified six question MRS also used in Chang's (2002) research.

Chang (2002) suggests the need to understand students' previous experience before using the MRS to determine their racism. There are a number of surveys used to determine students' level of engagement in educational activities aimed at achieving the learning outcomes established for each student. One such research tool is the National Survey of Student Engagement (NSSE). The NSSE "documents dimensions of quality in undergraduate education and provides information and assistance to colleges, universities, and other organizations to improve student learning. Its primary activity is annually surveying college students to assess the extent to which they engage in educational practices associated with high levels of learning and development" (National Survey of Student Engagement, n.d., n.p.).

The NSSE was administered at over 761 colleges and universities in 2004 and 2005. Ninety-five percent of those institutions completed subsequent studies between 2006 and 2009

(National Survey of Student Engagement, n.d.). Those campuses benchmark themselves with other institutions and track their progress at increased engagement over time.

A significant factor in the development of the civil rights pilgrimage was the need for increased engagement by UW-Eau Claire students with diversity. A review of Institutional Research literature indicates that UW-Eau Claire conducts the NSSE every three years with first year students and seniors. UW-Eau Claire first year students report a lower percentage than Carnegie Peers, and NSSE 2006 (45% vs. 53% & 52%) reported that they felt encouraged by the campus environment to contact students from different economic, social, and racial or ethnic backgrounds. Likewise a lower percentage (45% vs. 53% & 52%) of UW-Eau Claire students versus the same peer groups believed the campus environment contributed to the understanding of people of other racial or ethnic backgrounds (UW-Eau Claire Institutional Research, 2008, n.d.).

Summary

The research clearly indicates that assessment of student learning is essential for good practice in higher education. Multicultural competence development has been developed both as a national recommendation as a student learning outcome and as a goal of learning at UW-Eau Claire. While there is not a definition of multicultural competence that is agreed upon in the literature, the model presented by Pope et al. (2004) is widely referenced. The Modern Racism Scale (McConahay, 1986) is a validated and normed instrument that was useful to this study.

There is emerging research on the impact of immersion experiences. There is a small body of research on the use of service learning to assist in achieving the learning outcome of multicultural competence. However, there is little research on the direct impact of immersion in

the reduction of racism. Very little research has been conducted to understand the connection between social justice, service learning and cultural immersion.

Chapter Three will outline the methodology of the planned study developed in response to the literature review. Subject selection, survey instrumentation, and a plan for data analysis will be presented.

Chapter III: Methodology

A literature review examined how multicultural competence is developed and which mechanisms for improving multicultural competence have been proven to be effective with college students. Further review was conducted to understand the impact of service learning and immersion experiences on multicultural competence development. This study was developed to assess the impact of the UW-Eau Claire civil rights pilgrimage on multicultural competence of student participants. This chapter outlines the methodology of the study. Sections of this chapter include: subject selection and description, instrumentation, data collection procedures, data analysis, limitations, and summary.

Subject Selection and Description

Participants of the study were chosen based on their participation in the UW-Eau Claire Civil Rights Pilgrimage. The participants involved in the pilgrimage were students who attended the University of Wisconsin-Eau Claire who requested to participate in the program. Information about the opportunity to join the pilgrimage was posted on the UW-Eau Claire website, announced in classes, and posted on bulletin boards in residence halls. Interested students self-selected. Each student paid \$350 to have the pilgrimage experience.

There were a total of 47 people on the pilgrimage. Of those people, 40 students were eligible for participation in the study. Those not eligible for participation in the study included student interns coordinating the pilgrimage and faculty. Thirty-seven students elected to participate in the study.

Instrumentation

A survey instrument was developed by the researcher. The first ten questions asked for demographic information. In his 2002 study using the MRS, Chang found concerns about not

knowing participants' previous interaction with those who identify as racially different. To account for this potential concern, the survey demographic items included questions to assess participants' completion of college courses relating to diversity, previous involvement in social justice or volunteer work with people from diverse backgrounds, the percentage of their high school that was from a multicultural background, and significant interaction with people who are culturally different.

A question (Item 11 of Appendix A) with eleven sub-statements was designed by the researcher to assess students' knowledge of diversity issues, participation in service learning, desire to participate in social justice activities, view of multicultural competence, and the degree to which intercultural immersion supports multicultural competence development. Participants were asked to respond to a Likert Scale using: "SA= Strongly Agree A= Agree N=Neutral D= Disagree SD= Strongly Disagree."

Question 13 (Item 13 of Appendix A) of the survey included statements from the MRS (McConahay, 1986). The McConahay MRS test was developed in 1986 in order to ask participants questions on the topic of modern racism. MRS originally contained eight questions. For the purposes of this study, six questions were used. The scale asked six questions on the topic of racism in a Likert format with possible answers including: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

Prior to the pilgrimage, participants completed an assessment that included an online survey featuring questions developed by the researcher and the Modern Racism Scale test (McConahay, 1986). The electronic pre-trip survey included a total of 13 questions and took approximately 15 minutes to complete. The complete pre-test survey and cover letter can be found in Appendix A.

The final element of the pre- and post-trip survey was an open-ended comment box that provided participants the opportunity to share any thoughts about the trip or survey. Students had no limit to their comments. The comment box allowed for extended or brief comments about the immersion or survey.

Data Collection Procedures

Students attending information meetings about the pilgrimage were invited to participate in a research study. An online survey was sent via email to all forty eligible students participating in the pilgrimage immediately prior to departing on their ten-day immersion experience. Some students completed the survey before the departure date. To increase the sample size of the study, access to a computer lab was offered to students after they loaded their personal items on the tour bus on the departure date.

The Institutional Review Board (IRB) at both UW-Stout and UW-Eau Claire approved the cover letter since UW-Eau Claire students were the subjects and the researcher is a student at UW-Stout. The participants were not required to take part in the study and declining to participate in no way jeopardized any student's academic standing or their ability to participate in the immersion experience.

To ensure anonymity, no student submitted his or her name or any identifying information on any portion of the multicultural competency assessment. Instead, participants placed the last four digits of their social security number on the pre-test survey.

There were no known economic, legal, physical, psychological, or social risks to participants in either immediate or long-range outcomes. Reasonable safeguards were taken to minimize both the known and any potential unknown risks. Any student was able to withdraw their consent and discontinue their participation at any time.

Student participants then completed a ten-day immersion trip to civil rights sites of the modern civil rights movement in the southern United States. A complete agenda is provided in Appendix B. Students traveled on a coach bus from Eau Claire, Wisconsin, to Atlanta, Georgia, sleeping over night on the bus. Students watched films relating to the civil rights movement throughout the trip. In Atlanta, students completed a tour of the Martin Luther King, Jr. birth home, Freedom Hall, and the King Center. Students also attended a church service at Ebenezer Baptist Church, also known as “America’s Freedom Church.”

Student participants then watched the documentary, *Four Little Girls*, while traveling to Birmingham, Alabama. In Birmingham, students toured the Birmingham Civil Rights Museum and Kelly Ingram Park. They learned information about the peaceful marches and boycotts that took place in Birmingham. They also learned about the bombing of the 16th Street Baptist Church by members of the Ku Klux Klan that resulted in the deaths of four young African American girls. Students also participated in a walking tour given by the Birmingham Redevelopment Project that explained the role of children and college aged students in the fight for equal rights in Birmingham. Students then participated in discussion groups and responded to discussion questions relating to the historical information covered throughout the first two days of the trip.

Students viewed the documentary, *The Rosa Parks Story*, en route to Montgomery, Alabama. In Montgomery, the trip featured a tour of the Rosa Parks Museum and Library where students learned about the Montgomery Bus Boycott and the role of Rosa Parks in the movement. The next day of the trip featured a tour of the Alabama State Capitol and a discussion of the political action involved in upholding segregation and ultimately ending

segregation. Tour guides at the state capitol building shared information about the forming of the Confederacy and the role of Alabama in the Civil War.

Following the State Capital tour, students spent several hours at the Southern Poverty Law Center and the Civil Rights Memorial. There students heard information about the many people who lost their lives during the struggle for civil rights. Students also learned about social justice issues that are of concern today. They learned about methods of organizing and activities that are supported by the Southern Poverty Law Center to end injustice in our world. Students also had the opportunity to sign a pledge to work for justice and see their name appear on a “Wall of Tolerance.”

Students toured Dexter Avenue Baptist Church, the only pastorate held by Reverend Martin Luther King, Jr. Students were able to learn more about the women who organized the bus boycott and the Montgomery civil rights project.

The next stop on the immersion experience featured a day in Selma, Alabama, and began with a tour of locations important to the Selma Voting Rights Campaign. The tour was conducted by Ms. Joanne Bland, Director of the Journeys for the Soul, a company committed to providing education about the voting rights movement. Ms. Bland led the group of students in a march across the Edmund Pettis Bridge, the site of the “Bloody Sunday” march, “Turn Around Tuesday” march, and finally, the “Voting Rights March to Montgomery.” Ms. Bland shared her personal story of participating in all three of the famous marches that originated in Selma, Alabama. She also challenged the students to begin to make change in their own communities.

Participants traveled next to New Orleans, Louisiana, for two days. While in New Orleans, the participants completed a ten-hour day of service assisting the O.C. Haley Boulevard Redevelopment Project. Students were placed in small groups that completed various service

projects that included collecting trash, painting, reclaiming bricks, tree and shrub trimming, recycling, and clearing ground for a community garden. Students also had the opportunity to meet with the project organizer who spoke about the principles of community organizing and the value of redeveloping communities rather than abandoning them for new territory. He also shared his experiences during Hurricane Katrina and the period after he returned home to New Orleans.

On the second day in New Orleans, students completed a tour of the New Orleans Historic Collection. They viewed artifacts, art, and historical documents from the development of New Orleans and Louisiana. Students also heard about the African slave trade in the region and asked questions about the role of slavery in Louisiana. Students received information about the Creole culture and the distinction between Creoles, Creoles of Color, and Freedmen of Color. In the evening students attended a jazz concert at Preservation Hall and had the opportunity to learn about the role of music in the culture of New Orleans.

After New Orleans, students traveled to Little Rock, Arkansas. Students watched a series of documentaries regarding the desegregation of schools. In Little Rock, students viewed the exhibits about the “Little Rock Nine” at Little Rock Central High School. Students had the opportunity to research the integration of Central High School and learn about the nine African American students who were selected to attend Central High School in 1957. Following the school tour and the tour of the National Park Visitors’ Center, students participated in small group discussions regarding the resegregation of modern schools. Students then traveled to the Arkansas State Capitol where they viewed the Little Rock Nine Memorial.

Students toured the Heifer International Ranch in Perryville, Arkansas, where they observed global villages and heard about poverty and world hunger issues. The participants

asked questions about the role racism plays in global hunger and were given information about current poverty statistics. Students were also exposed to current methods of community organizing, social change, and activism used by Heifer International in their worldwide economic development projects.

The final stop in Little Rock featured a tour of the William Clinton Presidential Library. At the library students were asked to think about the role politics and political organizing played in the civil rights movement. Students were able to hear about the role race played in the Clinton Presidency.

The last day of the immersion experience took place in Memphis, Tennessee. While in Memphis, students participated in a bus tour of Memphis that featured information about the slave trade, Underground Railroad, the Ku Klux Klan, anti-lynching movement, prominent civil rights activists, and the Sanitation Workers Strike that brought Dr. Martin Luther King, Jr. to Memphis just before his assassination. Students were then taken to Slave Haven, a site on the Underground Railroad, where they were able to see artifacts from the slave trade and view a room used for hiding fugitive slaves during their passage to the North.

The final tour stop was the National Civil Rights Museum at the Lorraine Motel. This tour featured a comprehensive history of slavery, the Civil War, Reconstruction, the anti-lynching movement, and the modern civil rights movement. The exhibits outlined the role of prominent leaders and ordinary citizens in moving the United States toward equality for African Americans. The tour of the museum included an opportunity for students to witness the balcony where Martin Luther King, Jr. was assassinated and visit the room from which King's alleged assassin fired the fatal shot.

The day after returning home from the immersion experience, students received an email request to complete the online post-trip survey. Participants were asked to indicate the same number, the last four digits of their social security number, on the post-test survey so that surveys could be paired. The post-trip online survey included all of the same questions used in the pre-trip survey; see Appendix A. An email reminder to complete the post-test was sent to participants one week following the trip.

Data Analysis

A number of statistical analyses were used in this study. The Statistical Program for Social Sciences version 10.0 (Statistical Program for Social Sciences, 2002) was used to analyze the data. Pre- and post-test analysis of questions 8 and 10 (yes/no) using crosstabs and McNemar were conducted.

Pre- and post- analysis of question 11, which has 11 sub-questions (5-pt scale) using paired t-test, were run.

Pre- and post-test analysis of question 13 “Modern Racism Scale”, which has six sub scores (5-pt scale) was conducted. All questions were scored (Strongly Agree = 5, Strongly Disagree = 1) except number 13.2 (It is easy to understand the anger of Black people in the United States); this question was reversed scored (Strongly agree = 1, Strongly Disagree = 5). Each participant received an overall score based on his or her answers to each question. A lower score indicates a lower level of racism. These overall scores were then used in the paired t-test.

A correlation (Appendix C) was conducted using post-test data for the 11 items from Question 11 and the MRS. A correlation (Appendix C) was run to determine the relationship between the 11 items of Question 11. Resulting groupings of the items with statistically significant (2-tailed) correlation were developed.

Limitations

The study has the following limitations:

1. Students participating in the study were selected based on their participation in the Civil Rights Pilgrimage.
2. Participation in the immersion experience required a fee of \$350. Participation in the experience was limited by the participants' ability to provide funding for the trip.
3. Students participating in the immersion experience self-selected based on their interest in the content of the trip. Self-selection in a trip focused on racial equality might be an indication of lower levels of racism and higher levels of multicultural competence for the participants.
4. Self-selection of some students to participate in the pre-and post-tests may have an impact on the overall result and is considered a limitation.

Summary

Students participating in the 2009 Civil Rights Pilgrimage completed a pre-trip survey, ten-day immersion trip, and post-trip survey. The surveys were analyzed to assess the impact of the trip on students' level of racism, understanding of diversity issues, participation in service learning and social justice activities, and belief in the value of immersion experiences in increasing multicultural competence. This analysis will be discussed in detail in Chapter Four.

Chapter IV: Results

Chapter Four addresses the findings of the research on participants in the civil rights pilgrimage at the University of Wisconsin-Eau Claire. The pilgrimage sought to increase the awareness, knowledge, and skills (Pope, et al., 2004) of participants by connecting service learning, social justice, and immersion to enhance overall multicultural competence and reduce racism. The findings of the study are outlined in response to the research questions developed using the Pope et al. definition of multicultural competence.

Demographic Data

Forty-seven people participated in a ten-day civil rights pilgrimage. Forty students were eligible to participate in the study, and 37 students completed the pre-test. It is unknown why three students chose not to participate in the study. Of those students, 29 participants completed both the pre- and post-test assessing social justice perception. It is unknown why eight students failed to complete the post-test. There appear to be no differences in the demographics of those who elected not to complete the post-test.

Seventeen percent (n=5) of the participants identified as students of color. This sample reflects a more diverse sample size than the UW-Eau Claire student of color enrollment as a whole. The median age of participants was 21.8. This median age is also higher than the median age for UW-Eau Claire students. Seven male and 22 females completed the study, representing a slightly higher ratio of women to men than the overall University population (60% women, 40 % men). Participants identified a cross-section of majors, and all of participants indicated that they had taken at least one University course that related to diversity, if not more than one.

Of those students completing both the pre- and post-test, the majority of students attended high schools with fewer than 20 percent multicultural students. Only 24 % of student participants

(n=5) attended a high school with more than 20 percent of the population identifying as students of color. Because the majority of the participants have not had significant experience with diversity in high school, the hypothesis is that they will have increased multicultural competence and decreased racism as a result of the immersion experience.

Instrument Validity

In designing the instrument for this study the researcher attempted to measure the underlying constructs of multicultural competence. A correlation (Appendix C) was run to determine the relationship among the 11 items of Question 11. All items correlated with other items. Item 2 only yielded a correlation with two items. Item 9 only correlated with Item 1. All others provided multiple correlations. The correlations among the researcher developed survey demonstrate adequate validity for the instrument. Because each item is scored separately it is more difficult to assess the reliability of each item. The researcher plans to do a more full assessment of reliability of in future research.

The MRS was chosen for this study because it is a validated and normed survey instrument. A correlation (Appendix C) was conducted using post-test data for the 11 items from Question 11 and the MRS score. Statistically significant (2-tailed) negative correlations resulted for items 5 (I believe social justice education is important.), 6 (I believe in the value of service learning activities.), 7 (I believe experiential learning is an important component of the educational experience.), and 11 (Cultural immersion experiences are an ideal way to achieve multicultural competence.). These results support construct validity because increases in the selected researcher developed item scores were correlated with overall racist attitudes of the participants.

Survey Data Analysis

A paired sample t-test was performed testing the hypothesis that the participants post-test scores would increase from their pre-test scores indicating improvement along several personal dimensions in regard to social justice perceptions.

Table 1 shows the results of the paired t test. While not all results were statistically significant, all mean scores changed in the predicted direction. Crosstabs were run for reference regarding individual direction of movement on test items, to identify the direction of the shift of answers from pre-test to post-test (Appendix D).

Table 1

Pre-and Post-test Paired Sample T Test Data

Item	Statement	Mean Pre-test	Mean Post- test	Mean Dif.	Std. Deviation	t	Df	Sig.(1- tailed)
1	I have knowledge of diversity issues.	4.21	4.55	-0.345	0.553	-3.36	28	0.001
2	I act in a way that reflects my knowledge of diversity issues.	3.97	4.34	-0.379	0.728	-2.807	28	0.005
3	My knowledge of diversity issues informs my involvement in social justice initiatives.	3.86	4.10	-0.241	0.636	-2.045	28	0.003
4	My involvement in community service activities has enhanced my knowledge of issues of social justice.	3.79	4.38	-0.586	0.946	-3.339	28	0.001
5	I believe social justice education is important.	4.52	4.76	-0.241	0.739	-1.758	28	0.045
6	I believe in the value of service learning activities.	4.48	4.69	-0.207	0.675	-1.651	28	0.055
7	I believe experiential learning is an important component of the educational experience.	4.52	4.76	-0.241	0.689	-1.885	28	0.035
8	There is an important connection between social justice, service learning, and experiential learning.	4.14	4.59	-0.448	0.632	-3.822	28	0.0005
9	Developing multicultural competence is an important part of the educational experience at UW-Eau Claire.	4.14	4.38	-0.241	0.912	-1.425	28	0.083
10	I have engaged in activities to develop my personal multicultural competence.	3.90	4.52	-0.621	0.903	-3.702	28	0.001
11	Cultural immersion experiences are an ideal way to achieve multicultural competence.	4.45	4.59	-0.138	0.516	-1.440	28	0.081

Table 2

Modern Racism Scale Paired Samples Statistics

Test	Mean Pre-test	Mean Post- test	Mean Difference	Std. Deviation	t	df	Sig. (1- tailed)
Modern Racism Scale	11.414	9.862	1.552	0.475	3.267	28	0.002

Table 2 shows the paired sample statistics for the Modern Racism Scale. A paired sample t-test was used to assess whether student scores on the modern racism scale decreased as a result of participating on the pilgrimage. A lower total score on the modern racism scale is preferred. The researcher tested the hypothesis that $d > 0$ (positive change) against the null that there is no change. There is evidence [$t = 3.267$, $p = .002$] that students hold less racist attitudes, as measured by scores on the scale, after participating in the pilgrimage. Crosstabs were run for reference to identify directional shift of answers (Appendix E).

Both pre- and post-tests allowed for students to provide written comments. Student responses were generally brief and of little value to the overall research study. The written statements were used as recommendations regarding future trip planning and assessment.

Written comments indicated that participants found the trip to be “transformative” and “life changing.” Comments also suggested that the trip “be required for all UW-Eau Claire students.” Participants also indicated, via the written comment section, support for general education course credit. Ten participants indicated a desire for additional preparation for the trip. Three students asked for coordinated follow up meetings after the trip.

Research Question Analysis

Four research questions were developed for this study. Survey items were developed to assess each of the research questions along with the total MRS Score. Data was analyzed to answer each research questions as follows.

Research Question 1. “How has the civil rights pilgrimage experience heightened participants’ awareness of their own assumptions, biases and values?” Research question one was assessed by Item 5 and the MRS total score. Both items were statistically significant in the predicted directions. Table 2 illustrates the MRS resulted in a statistically significant decrease in racism [$t = 3.267, p = .002$]. And Table 1 shows the participants endorsed item 5 [$-1.758, p = .045$] indicating that the importance of social justice education increased following the immersion experience.

Research Question 2. “How has the civil rights pilgrimage experience increased the students’ understanding of others’ worldviews?” Research question two is an indirect measure for the development of empathy. Items 9 and 11, from Table 1, were used as an indirect measure for the second research question regarding empathy. Item 9 showed an increase, as predicted, but failed to produce statistically significant results [$t = -1.425, p = .083$]. While there was an increase in the mean score for the post-test of item 11 [$t = -1.44, p = .081$], the result was not statistically significant. Students did not increase their belief that cultural immersion is an ideal way to achieve multicultural competence.

Research Question 3. “How has the civil rights pilgrimage experience increased students’ understanding of the African American culture?” Research question three was assessed with items 1 and 4. Table 1 shows both items 1 and 4 had a statistically significant increase in the predicted direction. Item 1 addressed knowledge of diversity issues and indicated

an increase in participants' level of diversity knowledge from pre-test to post-test [$t=-3.36$, $p=.001$]. Item 4 indicated an increase [$t=-3.339$, $p=.001$] in knowledge of social justice issues through involvement in community service.

Research Question 4. “How has the civil rights pilgrimage experience promoted students’ development of appropriate intervention strategies and techniques, specifically regarding service learning and social justice activities?” Research question four, was assessed using items 2, 3, 5, 6, 7, 8, and 10, shown in Table 1. Item 6 showed an increase, as predicted, but yielded results just shy of statistical significance [$t=-1.651$, $p=.055$]. Items 2, 3, 5, 7, 8, and 10 all showed a statistically significant increase on the post-test. Item 2 [$t=-2.807$, $p=.005$] reflects an increase in the perception that the participants act in a way that reflects their knowledge of diversity issues. Item 3 [$t=-2.045$, $p=.025$] provides evidence of an increase in the way students’ knowledge of diversity issues informs involvement in social justice issues. Participants indicated an increase in their belief in the importance of social justice education, Item 5 [$t=-1.758$, $p=.045$]. An increase in the belief that experiential learning is an important component of the educational experience was produced in the post-test results, Item 7 [$t=-1.885$, $p=.035$]. Data for Item 8 [$t=-3.822$, $p=.001$] demonstrates an increase in the connection between social justice, service learning, and experiential learning. Finally, in Item 10 participants indicated an increase in engagement in activities that develop personal multicultural competence. These findings support the value of experiential learning to create social justice and personal activism.

Summary

Data was collected from 29 study participants and analyzed to assess the impact of the civil rights pilgrimage on UW-Eau Claire students. The data reported in Chapter Four will be

discussed in the next chapter. Chapter Five will also address limitations of the study and provide recommendations for the pilgrimage and future research opportunities.

Chapter V: Discussion

This evaluation study was conducted in order to assess the impact of the civil rights pilgrimage on student participants at the University of Wisconsin-Eau Claire. The study also sought to determine if an immersion experience enhances a student's awareness of social injustice and diversity issues and whether it has an impact on a student's degree of racism. Ultimately, the study intended to discover the degree to which the Civil Rights Pilgrimage developed participants' multicultural competence.

Research Question Analysis

Conclusions for the research questions of the field study are the following:

Research Question 1: How has the civil rights pilgrimage experience heightened participants' awareness of their own assumptions, biases, and values? Data suggests that the belief that social justice education is important increased. Furthermore, participants' level of racism decreased as a result of the experience. These results are encouraging and suggest that a short immersion experience can change a student's awareness of their own assumptions, biases and values. Written comments suggest that the students found the experience to be transformative. Further study to understand the specific motivators for such perceived transformation should be conducted.

Cross tabulation data (Appendix D) indicated that some students had an increase in racism as a result of the experience. One might hypothesize that such an increase is actually an increased awareness of assumptions, biases, and values previously held rather than new racism. This is an interesting concept that should be explored in future research. The complexities of privilege, identity development, and oppression are difficult to measure with an instrument with a narrow focus such as the MRS. In future research the research will use a different instrument.

Research Question 2: How has the civil rights pilgrimage experience increased the students' understanding of others' worldviews? Statistically significant results were not found in this area. This was an interesting finding and not one that was anticipated. Yet, when one considers the fact that the concept of fully understanding others' worldview is very complex, this data is in keeping with the idea that this deeper level of thinking is not possible to be achieved in a single immersion experience. This lends more support for the learning outcome models that talk about scaffolding experiences that build on knowledge to change attitudes and then enhance skills.

Findings also indicate that holding multicultural competence as an educational value, as evidenced in Items 9 and 11, is not needed for actual student competence development. Further research should be conducted to study this idea more closely. It is suggested that the pilgrimage organizers more clearly articulate the learning outcomes prior to the experience to assess the impact of such articulation on these items. Should no change exist with future research, this finding may indicate the students can, in fact, increase multicultural competence without believing that they should strive for such a goal.

There were no direct measures of this research question. Improved research design should be an element of future research to address this deficit.

Research Question 3: How has the civil rights pilgrimage experience increased students' understanding of the African American culture? Participants indicated an increase in knowledge of diversity issues as a result of the pilgrimage. The immersion focused specifically on African American culture; therefore, one can assume that participants increased their knowledge of this culture. It is important to note that students were able to increase their knowledge in a short immersion experience. Written comments suggested that students “learned

more in ten days about civil rights and African Americans than in 18 years of formal education.” These findings clearly support the use of the pilgrimage as a tool for intercultural learning outcomes.

Students also indicated that service learning increases knowledge of social justice issues. Previous research, using a sample size of ten, indicated that long-term service of 300 to 675 hours showed an increase in social justice awareness and multicultural competence using Pope et al.’s model (Einfeld & Collins, 2008). This study builds on that research and provides evidence that a short-term (8 hour) project embedded in an intense immersion experience can also increase awareness of social justice issues.

Research Question 4: How has the civil rights pilgrimage experience promote students’ development of appropriate intervention strategies and techniques, specifically regarding service learning and social justice activities? Students indicated that they acted in a way that reflects knowledge of diversity issues to a great degree following the pilgrimage. Students also indicated that knowing more about diversity informed their involvement in social justice issues. These findings are significant because they provide empirical motivation for increasing the opportunities for students to increase their levels of understanding of diversity issues. Students attending a homogenous campus such as UW-Eau Claire need opportunities to significantly enhance their exposure to issues of diversity. This study provides preliminary evidence to support intercultural immersion as a means for increasing knowledge. It is also compelling that students’ perceived level of action increased as well. The use of a control group that receive the same educational content without the immersion and service learning would provide researchers with more information about the direct cause for the increase in action.

Participants also had an increase in belief that social justice education is important and an increase in the belief that experiential learning is an important component of the educational experience. These findings provide further support for infusing social justice and experiential education into the curriculum and co-curriculum.

Students were able to make connections between social justice, service learning, and experiential learning. As we strive to develop culturally competent and civically engaged graduates, it will be important to develop meaningful ways for students to make these critical connections. This study provides evidence that making such connections also leads to an increase in social justice action and a reduction in racism. The pilgrimage should be used as a model for other programs to develop experiential learning opportunities that support learning outcomes.

Finally, and perhaps most importantly, students indicated an increase in engagement in activities that develop personal multicultural competence. These findings provide qualitative evidence that the civil rights pilgrimage is an opportunity for students to participate in an educational opportunity that will, in part, help them achieve the learning outcome of multicultural competence.

Limitations

The study had the following limitations:

1. Students self-selected for this study through participation in the immersion experience. It can be argued that students electing to participate in such an experience were likely to be open to new ideas and desired to learn more about diversity and social justice issues.
2. Forty people were eligible to participate in the study. Of those, 37 completed the pre-test. Twenty-nine students completed both the pre- and post-trip surveys. The data for these

29 participants was analyzed. It is unknown why three people failed to complete the pre-test and eight people, who completed the pre-test, elected not to complete the post-test. The factors contributing to students failing to participate or discontinuing their participation in the study may have had an impact on the study. This is a further limitation of the study.

3. This non-random sample was a result of only a select number of students enrolling in the travel experience. It is possible that findings may have been very different had students been required to participate in the experience for course credit or as an obligation for a diversity course.

4. The sample size of the study was limited to a maximum of 40 students because of space constraints on the immersion experience.

5. This study was not able to provide controls for individual student's pre- and post-test perceptions or the achievement levels attained as a result of the project.

6. A financial barrier limited participation in the study, as a trip fee of \$350 (not including the cost of food or souvenirs, etc.) per participant was required for participation. Many students indicated interest in the trip but chose not to participate for financial reasons.

7. It was not possible to generalize many of the findings because the study was limited by a small sample of college students.

Recommendations

Further Research. The primary recommendation from this study is that the Civil Rights Pilgrimage should be continued as an immersion experience opportunity for UW-Eau Claire students. A continuation of the study over multiple trips will provide a larger data set. An analysis of data of the larger sample should be conducted to learn more about the impact of the experience over time.

A longitudinal study to assess the impact of the immersion experience on students' future involvement in community service and social justice activities should be conducted. Further research to understand the long-term outcomes of the experience would add significantly to the limited research in this area.

Expansion of the experience to include instruction before and after the trip should be considered. A comparison study of students in receiving pre- and post-trip instruction versus students participating on the trip alone would be a compliment to this study.

Financial Assistance. Because a financial barrier to involvement limited participation in the study, a system for need-based scholarships should be considered. Need-based scholarships would help to address the socio-economic privilege among the participants and enhance the study.

Course Embedded Immersion. Written comments indicate that participants found the trip to be “transformative” and “life changing.” Comments also suggested that the trip “be required for all UW-Eau Claire students.” UW-Eau Claire should allocate resources to increase the intercultural immersion offerings as a part of the curriculum and co-curriculum.

Participants also indicated, via the written comment section, support for general education course credit. Thirty-five percent of participants (n=10) indicated a desire for additional preparation for the trip. Three students asked for coordinated follow up meetings after the trip. These written comments indicate a baseline interest in expanding the educational opportunities for students pre- and post-trip. The civil rights pilgrimage should be embedded in a general education course and offered to UW-Eau Claire students. This course would provide an opportunity for further research to understand the difference in learning outcome achievement of course embedded immersion versus the stand-alone pilgrimage.

Articulated Learning Outcomes. Specific learning outcomes for the trip should be clearly articulated to participants to provide direct connection between educational elements of the immersion experience and the desired learning outcome for students.

Conclusions

This research is important in many ways: to UW-Eau Claire as the institution seeks to assess the impact of its programs on individual student learning outcomes; to the pilgrimage organizers as they seek to enhance the program; and to add to a limited body of research about the role of immersion and service learning in increasing multicultural competence of college students.

This study supported the ongoing assessment efforts of learning outcome achievement by UW-Eau Claire students. The study found that students showed a reduction in racism and an increase in multicultural competence. Students also demonstrated an increase in awareness of the connection between social justice and service learning. Interestingly, the two items that asked about the value of multicultural competence in this study did not receive statistically significant results. This finding may mean that students do not need to believe in the value of multicultural competence to actually become more skilled in the area of multiculturalism.

The study also supports the use of intercultural immersion as a means to achieve increased multicultural learning. In a time of diminishing resources, this finding is especially useful to the University administration as they make decisions about the allocation of resources to best meet learning goals for UW-Eau Claire students. Furthermore, this study provides a framework of assessment that could be used for other types of intercultural immersion.

Pilgrimage organizers can use the findings of this study to support the continuation of the pilgrimage. Specifically, and perhaps most importantly, the study indicated that racism as

measured by the MRS was reduced for the participants following their immersion experience. This evidence provides a strong foundation for the expansion of this project. Furthermore, the findings suggest that it is not necessary for students to believe that multicultural competence is important for them to learn from the pilgrimage.

The researcher is especially interested in the potential for the development of a course in which to embed the pilgrimage. The researcher believes that the information gleaned from this study provided evidence that more in depth study of power and privilege relationships is necessary for a more rich understanding of the issues.

This initial study provides support for further research to understand the long-term impact of the pilgrimage on participants. The researcher believes that students used the information gained from the pilgrimage to engage in more critical reflection about multicultural competence. The degree to which students further engaged in this quest for more understanding should be studied. Future research, using the participants of this study, to understand how these students put into action the learning achieved from the pilgrimage is warranted.

However, the study did not assess participants' understanding of the concept of privilege or more complex indicators of racism. Future studies should utilize a research instrument with the capacity for measuring understanding of privilege and power relationships. Direct measures for empathy should be established.

This study provides important information to the limited body of research supporting the use of intercultural immersion to develop multicultural competence in students at predominately white colleges and universities. The data also supports the use of service learning, even short term projects, as a tool to increase awareness and reduce racism. Furthermore, the research suggests that students find a connection between social justice and service learning.

This research study provided valuable data to understand the impact of the civil rights pilgrimage on UW-Eau Claire students. Beyond the UW-Eau Claire campus, this research is a meaningful example of how intercultural immersion can be used to increase awareness, knowledge, and skills of college students to better prepare them for work and life in an increasingly diverse world.

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Appendix A

Cover Letter and Pre-test/Post-test

This research has been approved by the UW-Stout IRB and UW-Eau Claire as required by the
Code of Federal Regulation Title 45 Part 46

*Evaluation of Impact on Students of UW-Eau Claire Civil Rights Pilgrimage**PRE-TEST*

Description: The purpose of this study is to collect data from participants in the Civil Rights Pilgrimage Project prior to the completion of the project. Participants are chosen because of their participation in the civil rights pilgrimage.

Confidentiality: This survey is part one of a two part survey. Participants should place their assigned number on this survey and will be asked to indicate that number again on the post-test. This is a confidential survey. There are 11 questions included in this document.

Completion Time: Approximately 10-15 min.

Right to Withdraw: Your participation in this study is voluntary. No adverse consequences will be imposed if you chose not to participate in this study.

IRB Approval: UW-Eau Claire 2008-09#052, UW-Stout March 3, 2009

Researcher:

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Advisor:

Amy Guillette, Ph.D
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Statement of consent: By completing this survey you are agreeing to participate in the study entitled, *Evaluation of Impact on Students of UW-Eau Claire Civil Rights Pilgrimage*.

Please complete this survey and return by March 13, 2009.

Thank you for taking time to complete this survey.

Participant Number _____

Demographic Information

Gender: _____

Age: _____

Race: White African American Hispanic/Latino Asian Southeast Asian

Other _____

Major: _____

College credits completed to date (circle):

0-15 16-30 31-45 46-60 61-90 91 or more

List University courses you have taken that relate to diversity: _____

Have you been involved in social justice or volunteer work with people from diverse backgrounds?

YES NO If yes, please explain _____

What percentage of your high school was from a multicultural background? _____

Have you interacted in significant ways with people who are different than you? YES NO

If yes, please explain _____

Read the following statements and circle the best response using the following legend:

SA= Strongly Agree A= Agree N=Neutral D= Disagree SD= Strongly Disagree

- | | |
|---|-------------|
| 1. I have knowledge of diversity issues. | SA A N D SD |
| 2. I act in a way that reflects my knowledge of diversity issues | SA A N D SD |
| 3. My knowledge of diversity issues informs my involvement in social justice initiatives. | SA A N D SD |
| 4. My involvement in community service activities has enhanced my knowledge of issues of social justice. | SA A N D SD |
| 5. I believe social justice education is important. | SA A N D SD |
| 6. I believe in the value of service learning activities. | SA A N D SD |
| 7. I believe experiential learning is an important component of the educational experience. | SA A N D SD |
| 8. There is an important connection between social justice, service learning, and experiential learning. | SA A N D SD |
| 9. Developing multicultural competence is an important part of the educational experience at UW-Eau Claire. | SA A N D SD |
| 10. I have engaged in activities to develop my personal multicultural competence. | SA A N D SD |
| 11. Cultural immersion experiences are an ideal way to achieve multicultural competence. | SA A N D SD |

Do you wish to clarify any of your answers? Yes No

If you answered yes, please share your comments in the space provided below.

Read the following statements and circle the best response using the following legend:

SA= Strongly Agree A= Agree N= Neutral D= Disagree SD= Strongly Disagree

Modern Racism Scale (McConahay, 1986)

Over the past few years, the government and news media have shown more respect for Blacks than they deserve. SA A N D SD

It is easy to understand the anger of Black people in the United States. SA A N D SD

Discrimination against Blacks is no longer a problem in the United States. SA A N D SD

Over the past few years, Blacks have received more economically than they deserve. SA A N D SD

Blacks are getting too demanding in their push for equal rights. SA A N D SD

Blacks should riot push themselves where they are not wanted. SA A N D SD

Do you wish to clarify any of your answers? Yes No

If you answered yes, please share your comments in the space provided below.

This research has been approved by the UW-Stout IRB and UW-Eau Claire as required by the
Code of Federal Regulation Title 45 Part 46

Evaluation of Impact on Students of UW-Eau Claire Civil Rights Pilgrimage

POST-TEST

Description: The purpose of this study is to collect data from participants in the Civil Rights Pilgrimage Project prior to the completion of the project. Participants are chosen because of their participation in the civil rights pilgrimage.

Confidentiality: This survey is part one of a two part survey. Participants should place their assigned number on this survey and will be asked to indicate that number again on the post-test. This is a confidential survey. There are 11 questions included in this document.

Completion Time: Approximately 10-15 min.

Right to Withdraw: Your participation in this study is voluntary. No adverse consequences will be imposed if you chose not to participate in this study.

IRB Approval: UW-Eau Claire 2008-09#052, UW Stout March 3, 2009

Researcher:
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Amy Gillette, Ph.D
715-232-2680.
gilletta@uwstout.edu

Statement of consent: By completing this survey you are agreeing to participate in the study entitled, *Evaluation of Impact on Students of UW-Eau Claire Civil Rights Pilgrimage*.

Please complete this survey and return by March 31, 2009.

Thank you for taking time to complete this survey.

Participant Number _____

Demographic Information

Gender: _____

Age: _____

Race: White African American Hispanic/LatinoAsian Southeast Asian

Other _____

Major: _____

College credits completed to date (circle):

0-15 16-30 31-45 46-60 61-90 91 or more

List University courses you have taken that relate to diversity: _____

Have you been involved in social justice or volunteer work with people from diverse backgrounds?

YES NO If yes, please explain _____

What percentage of your high school was from a multicultural background? _____

Have you interacted in significant ways with people who are different than you? YES NO

If yes, please explain _____

Read the following statements and circle the best response using the following legend:

SA= Strongly Agree A= Agree N=Neutral D= Disagree SD= Strongly Disagree

- | | |
|---|-------------|
| 1. I have knowledge of diversity issues. | SA A N D SD |
| 2. I act in a way that reflects my knowledge of diversity issues | SA A N D SD |
| 3. My knowledge of diversity issues informs my involvement in social justice initiatives. | SA A N D SD |
| 4. My involvement in community service activities has enhanced my knowledge of issues of social justice. | SA A N D SD |
| 5. I believe social justice education is important. | SA A N D SD |
| 6. I believe in the value of service learning activities. | SA A N D SD |
| 7. I believe experiential learning is an important component of the educational experience. | SA A N D SD |
| 8. There is an important connection between social justice, service learning, and experiential learning. | SA A N D SD |
| 9. Developing multicultural competence is an important part of the educational experience at UW-Eau Claire. | SA A N D SD |
| 10. I have engaged in activities to develop my personal multicultural competence. | SA A N D SD |
| 11. Cultural immersion experiences are an ideal way to achieve multicultural competence. | SA A N D SD |

Do you wish to clarify any of your answers? Yes No

If you answered yes, please share your comments in the space provided below.

Read the following statements and circle the best response using the following legend:

SA= Strongly Agree A= Agree N= Neutral D= Disagree SD= Strongly Disagree

Modern Racism Scale (McConahay, 1986)

Over the past few years, the government and news media have shown more respect for Blacks than they deserve. SA A N D SD

It is easy to understand the anger of Black people in the United States. SA A N D SD

Discrimination against Blacks is no longer a problem in the United States. SA A N D SD

Over the past few years, Blacks have received more economically than they deserve. SA A N D SD

Blacks are getting too demanding in their push for equal rights. SA A N D SD

Blacks should riot push themselves where they are not wanted. SA A N D SD

Do you wish to clarify any of your answers? Yes No

If you answered yes, please share your comments in the space provided below.

Use the space below to write any comments or thoughts about your civil rights pilgrimage experience.

Appendix B

Civil Rights Pilgrimage Itinerary

Friday, March 13 – Sunday, March 22, 2009

Friday, March 13th : Eau Claire, WI/ Atlanta, GA

5:00 p.m. Load Bus: Depart from Towers
 5p.m.-6p.m. ICE BREAKERS!!!!
 Movies: 6p.m. Great Debaters
 8p.m. John Q

10:00 p.m. Stop for break
 Movies: 10p.m. Crash

Overnight travel on coach to Atlanta

Saturday, March 14th : Atlanta, GA

8am-9am Breakfast at fast food in Tennessee

9:00 a.m. Load Bus: Depart to Atlanta
 Movies: 9a.m. Standing On My Sisters Shoulders
 10a.m. Remember the Titans
 12p.m. Autobiography of Miss Jane Pittman (9 Emmy Awards!)

1:30 p.m. Arrive in Atlanta & Lunch: See Map

2:30 p.m. CNN Tour
 Address: 190 Marietta St, NW, Atlanta, GA 30303
 Duration: 40 min (check in 15 minutes, security check)
 Description: Journey into the heart of the world's news leader at Inside CNN Atlanta.
 This 55-minute behind-the-scenes tour shows you exactly what it takes to deliver
 the news available to over 2 billion people worldwide.

3:30 p.m. Optional Activities Downtown Atlanta: See Map

6:00 p.m. Load Bus: Depart to Dinner
 Continue viewing: Autobiography of Miss Jane Pittman

6:30 p.m. Dinner (Pizza and Conversation)

8:00 p.m. Load Bus: Depart to Hotel
 Continue viewing: Autobiography of Miss Jane Pittman

8:15 p.m. Check-in to hotel
 Comfort Inn & Suites
 Address: 2450 Old National Parkway
 Description: Indoor pool, breakfast

Sunday, March 15th : Atlanta, GA/Birmingham, AL

7:00 a.m. Load Bus: Depart for Ebenezer Baptist Church
 Continue viewing: Autobiography of Miss Jane Pittman

7:45 a.m. Ebenezer Baptist Church Service

Address: 407 Auburn Ave, Atlanta GA 30312

Cost: Free

Duration: 1.5 Hours

Description: It was here, from the pulpit of the Heritage Sanctuary, that the Rev. Dr. Martin Luther King Jr. preached his ministry of nonviolence. Standing at the Rock, he reminded his congregants to lean on the God who delivered them through slavery and who would surely deliver them through the fight for civil rights.

10:00 a.m. MLK Sites

Address: 450 Auburn Avenue, NE Atlanta, GA 30312

Cost: Free

Duration: 2 hours (open, 9:00AM to 5:00PM)

Phone: (404) 526-8923

Contact Person: none

Description:

Freedom Hall: Freedom Hall is The King Center's primary exhibition facility. It contains a Grand Foyer, large theater/conference auditorium, gift shop/resource center and various works of art-domestic and international. The Grand Foyer is decorated with art from Africa and Georgia. The wood that lines the staircase is from the sapeli tree which grows in Nigeria. On the north wall hangs "Freedom and Justice", a relief from the Republic of Zambia, given by His Excellency, Dr. Kenneth Kaunda, President of Zambia.

The Eternal Flame: symbolizes the continuing effort to realize Dr. King's ideals for the "Beloved Community" which requires lasting personal commitment that cannot weaken when faced with obstacles. South view Cemetery. In 1970, Dr. King's remains were taken from South view Cemetery and moved to its current site of entombment. Dr. King's crypt is constructed of Georgia marble which acknowledges his southern roots.

Dr. King's Birth Home: The Birth Home of Dr. Martin Luther King, Jr., may be visited only with a park ranger led tour. The tours are filled on a first-come, first-served basis. Register for the tour at the National Park Service Visitor Center in person upon arrival to the park. The tour is strictly limited to 15 people per tour to keep the experience more personal. They fill up fast on weekends and holidays. Martin Luther King, Jr. was born January 15, 1929 at 501 Auburn Avenue, the home of his maternal grandparents. For the next twelve years he lived here with his grandparents, parents, siblings, other family members and boarders. The home is located in the residential section of "Sweet Auburn", the center of black Atlanta. In 1967, Mrs. King approached then Mayor Ivan Allen to help save Martin Luther King, Jr.'s birth home from an urban renewal/removal project and in 1974 the Birth Home was purchased by the King Center for restoration.

Visitor Center: A New Time, A New Voice shown in the theater on the hour. A 30 minute video about the life of Dr. Martin Luther King, Jr., and his involvement in the civil rights movement of the 1950s and '60s. Courage To Lead shown in the theater on the half hour. A 15 minute video that talks about the children involved in the civil rights movement of the 1950s and 60s and how the children of today view the movement. Courage To Lead is the main exhibit in the visitor center. While visiting six circular pods read Dr, King's own words describing different periods of the first seventy years of the 20th century. Take time to listen and watch the five minute videos in each pod highlighting the period. Children Of Courage is about children in the Civil Rights Movement of the 1950s and 1960s for the children of today. It gives

examples of the children that marched and how the youth of today can live positive lives.

- Noon Load Bus: To Birmingham, find lunch on the road
 Movie: 12.p.m. (2.5 hrs)
- 2:30 p.m. Birmingham Civil Rights Institute
 Address: 520 16th St N, Birmingham, AL 35203
 Duration: 2 hours
 Description: The Birmingham Civil Rights Institute (**BCRI**) documents the struggle of African-American citizens in Birmingham to become full participants in the city's government and business community. Because this struggle was a social movement that caught the attention of the world, Birmingham is an appropriate place for an institution that serves the world as a center for study and reflection.
- 4:45 p.m. Load Bus: Depart to Dinner at the Golden Corral
- 5:30 Golden Corral
 Address: 1185 Center Point Rd., Birmingham, AL 35215
Cost: \$12/person (NOT PAID BY REGISTRATION FEE)
 Duration: 1.5 hours
 Description: Golden Corral® family-style restaurants offer the biggest and best buffet and grill available anywhere. Our famous buffet contains an array of food choices including hot meat options, pasta, pizza, fresh vegetables, salad bar and a selection of carved meats at dinner and on Sundays.
- 7:00 p.m. Load Bus: Depart to Hotel
- 7:30 Check-In to hotel
 Super 8 Homewood
 Address: 140 Vulcan Rd. Homewood, AL
 Description: Breakfast
- Monday, March 16th : Birmingham, AL/Montgomery, AL**
- 8:00 – 9:00a.m. Load Bus: Depart to Kelly Ingram Park
- 9:00 Tour of Birmingham & Kelly Ingram Park
 Address: 16th St N, Birmingham, AL 35203
 Description: Kelly Ingram Park is the setting for several pieces of sculpture related to the Civil Rights Movement. Besides a central fountain and commemorative statues of Dr. King, Rev. Shuttlesworth and other heroes of the movement, there are three installations by artist James Drake which flank a circular "Freedom Walk". They bring the visitor inside the portrayals of terror and sorrow of the 1963 confrontations. One corner of the park remembers other "unsung heroes" of Birmingham's underrepresented.
- 11:30 a.m. Lunch at Miss B's
 Address: 16th St. Right On Corner by BRCI
Cost: \$5.00/ person (NOT PAID BY REGISTRATION FEE)
 Duration: 1 hour
 Description: Great Southern food and a local favorite for a GREAT price!
- 12:30 p.m. Load Bus: Depart to Montgomery, AL
 Movies: 12:30p.m. (two hour)
 2:30p.m. (one Hour)
- 3:30 p.m. Rosa Parks Museum and Library (in Montgomery, AL)
 Address: 252 Montgomery Street, Montgomery, AL 36104

Duration: 1.5 hours

Description: In the long struggle against segregation, there was only one "Mother of the Civil Rights Movement". In 1955, a 42-year-old African-American seamstress engaged in a simple act of civil disobedience that launched a pivotal event in the Civil Rights Movement. The seamstress was Mrs. Rosa Parks. The act of disobedience was refusing to yield her seat on a public bus to a white man. The pivotal event was the Montgomery Bus Boycott. Her quiet courageous act changed America, its view of black people and redirected the course of history. Rosa Parks is a symbol to all Americans to remain free.

5:00 p.m. Troy University Dinner with BSA Back up is Mall Dinner-Fast Food

7:30-8p.m. Load Bus: Depart to Hotel

8:00 p.m. Check-In to hotel

Days Inn Midtown

Address: 2625 Zelda Rd. Montgomery, AL

Description: Breakfast

Tuesday, March 17th : Montgomery, AL/Selma, AL/Biloxi, MS

8:45 a.m. Load Bus: Depart for State Capital

9:00 a.m. State Capital – Guided Tour

Address: 600 Dexter Ave. Montgomery

Cost: Free

Duration: 45 min

Description: The Capitol was declared a National Historic Landmark in 1960. The building and grounds are maintained by the Alabama Historical Commission. One block west is the landmark Dexter Avenue Baptist Church, where Martin Luther King, Jr. organized actions of the Civil Rights Movement of the 1950s and 1960s, in opposition to Alabama's government policies. In 1961 Governor John Patterson flew the Confederate battle flag over the Capitol in celebration of the centennial of the Civil War, and later it continued to be flown as a symbol of defiance to the federal government's desegregation policies. The flag remained until it was removed in 1993 after a state judge ruled that a 1895 state statute allows only the national or state flags to fly over the Capitol.

10:30 a.m. Tour of Civil Rights Memorial Center

Address: 400 Washington Ave

Duration: 1.5 hours

Description: Learn about sacrifices and achievements of the Civil Rights movement, confront facts of contemporary injustices, hear stories of hate crime victims, examine your own biases.

11:30 a.m. Trolley Tour and Lunch

Address: In front of the Capital

Cost: Trolley Free Lunch on your own

Duration: 11-2p.m. (circulating every 10-15 minutes)

Description: The Lunch Trolley Express circulates throughout Downtown Montgomery taking patron to lunch and back to work, NO work for us!!!

1:30 p.m. Load Bus; Depart to Selma

Movie: 1:30p.m. Selma Lord Selma

3:00 p.m. Journey with Joann Bland (Selma, AL)

Address: Meeting Place - Voting Rights Museum: 1012 Water Ave., Selma, AL 36701

Duration: 4 hours

Description: Journey includes: National Parks Interpretive Center, A drive down the Historic Selma to Montgomery Highway, George Washington Carver housing

projects, Brown Chapel, AME Church (the headquarters for SCLC in Selma), First Baptist Church (Headquarters for SNCC in Selma), Tabernacle Baptist Church, Dallas County Courthouse, Edmund Pettus Bridge crossing

- 6:00 p.m. Rick's Place - Soul food Buffet with vegetarian options
 Address:
Cost: 6.99/person includes beverage (NOT PAID BY REGISTRATION FEE)
 Duration: 1 hour
 Description: Joann's Favorite Restaurant, she will be joining us! Restaurant was the last place Rev. James Reeb was seen before he was brutally murdered by a gang of white men. An historic restaurant, there will be a wide variety of soul food offered.
- 7:00 p.m. Load Bus: Depart to Biloxi, MS
 Movies: 7pm The Murder of Emmett Till
 8pm Freedom Writers
 10pm American History X
- 11:30 p.m. Check-in at hotel
 Super 8 Hotel & Suites
 Address: 1870 Beach Blvd. Biloxi, MS
 Description: Breakfast

Wednesday, March 18th: New Orleans, LA

- 6:30 a.m. Load Bus: Depart for Service Learning
- 8:45 a.m. Haley Building Renovation (Service Learning)
- 5:00 p.m. Address: 1518 Orteha Castle Haley Blvd. New Orleans, LA 70113
 Cost: Free
 Duration: 8hours (with staggered 40 minute lunch break)
 Description: Mr. Stanford has offered a combination of three service learning projects for us to participate in. The Renovation building has had about 3000 bricks donated and a team will need to remove any remaining mortar and stack them neatly. They are also partnering with a community urban farm project. The garden/farm is currently active and yielding lettuce, tomatoes and kale but needs hands to help pull weeds and till the soil. The last project is to do a neighborhood clean up and walk the Boulevard and get it spic and span.
- 5:15 p.m. Load Bus: Depart to Hotel
- 6:00 p.m. Check-in to hotel,
 Lexington Hotel O & Suites
 Address: 1300 Canal Street New Orleans, LA
- HAUNTED HISTORY TOUR IS OPTIONAL**
- 8:00 p.m. Haunted History Tour
 Address: Rev. Zombie's Voodoo Shop, 723 Saint Peter St.
Cost: \$17/perosn (NOT PAID BY REGISTRATION FEE)
 Confirmation #: 1CT214AD
 Duration: 2 hours

Thursday, March 19th: New Orleans, LA

9:30 a.m. The Historic New Orleans Collection
 Address: 533 Royal St.
 Cost: Free
 Duration: 1 hour
 Description: The Historic New Orleans Collection is a museum, research center, and publisher dedicated to the study and preservation of the history and culture of New Orleans and the Gulf South region. General and Mrs. L. Kemper Williams, collectors of Louisiana materials, established the institution in 1966 to keep their collection intact and available for research and exhibition to the public.

You may participate in the option Swamp Tour or explore New Orleans for the rest of the day.

11:00 a.m. Load Bus: Depart to Optional Swamp Tour

12:10 p.m. - New Orleans High Speed Airboat Tour
 2:00 p.m. Address: 9706 Barataria Blvd., Marrero, Louisiana 70072
Cost: \$35/person (NOT PAID BY REGISTRATION FEE)
 Duration: Drive: 1hour, Tour: 1 hour 40min
 Phone: (504) 689-3599
 Contact Person: Diana - Milton Walker

2:10 p.m. Load Bus: Depart back to the Hotel

7:00 p.m. Preservation Hall the Birthplace of Jazz
 Address: 726 Saint Peter Street
Cost: \$5.00/ person (NOT PAID BY REGISTRATION FEE)- Please have correct change
 Duration: Line up 7-7:15, Gate Opens 8, Music Starts at 8:15, ends at 9, then we must leave, we have only paid for the first set
 Phone: 504-522-2841
 Contact Person: Debbi Gidry
 Description: The "house" band for the birthplace of jazz. Preservation Hall sits at the heart of the French Quarter, and the musicians who make up the band learned from legends that played with the forefathers of New Orleans jazz: Buddy Bolden, Jelly Roll Morton, Louis Armstrong and others.

Friday, March 20th: Little Rock, AK/Memphis, TN

5:15 a.m. Load bus; depart from New Orleans, LA
 Movies: 8am Ruby Bridges
 10am Journey to Little Rock
 11am Malcolm X

12:00 p.m. Bus Stop for Lunch (Gas Station/Fast-Food Restaurant)
 Continue watching Malcolm X

1:15 p.m. Little Rock Central High School Tour
 Address: 1500 Park Street, Little Rock, AR 72202
 Cost: Free
 Description: On the morning of September 23, 1957, the nine black high school students faced an angry mob of over 1,000 whites protesting integration in front of Central High School in Little Rock, Arkansas. As the students were escorted inside by the Little Rock police, violence escalated and they were removed from the school. The next day, President Dwight D. Eisenhower ordered the 1,200-man 327th Airborne Battle Group of the U.S. Army's 101st Airborne Division from Fort

Campbell to escort the nine students into the school. By the same order, the entire 10,000 man Arkansas National Guard was federalized, to take them out of the hands of Governor Faubus. At nearby Camp Robinson, a hastily organized Task Force 153rd Infantry drew guardsmen from units all over the state. Most of the Arkansas Guard was quickly demobilized, but the ad hoc TF153Inf assumed control at Thanksgiving when the 327th withdrew, and patrolled inside and outside the school for the remainder of the school year. As Melba Pattillo Beals, one of the nine students, remembered, and quoted in her book, "After three full days inside Central [High School], I know that integration is a much bigger word than I thought." Members of the 101st US-Airborne Division escorting the Little Rock Nine to school. This event, watched by the nation and world, was the site of the first important test for the implementation of the U.S. Supreme Court's historic Brown v. Board of Education decision of 1954. Arkansas became the epitome of state resistance when the governor, Orval Faubus, directly questioned the authority of the federal court system and the validity of desegregation. The crisis at Little Rock's Central High School was the first fundamental test of the national resolve to enforce black civil rights in the face of massive southern defiance during the years following the Brown decision. As to whether Eisenhower's specific actions to enforce integration violated the Posse Comitatus Act, the Supreme Court, in Cooper v. Aaron (1958), indirectly affirmed the legality of his conduct, which was never, though, expressly reviewed.

- 3:30 p.m. William J. Clinton Presidential Library
Address: 1200 President Clinton Ave., Little Rock, AR 72201
Cost: \$5/person
Duration: (Hours of Operation: M-Sat. 9am-5pm)
- 5:30 p.m. Little Rock Downtown Area
Description: Dinner and shopping options: See Map
Address to downtown area: 500 President Clinton Ave. Suite 105 Little Rock, AR 72201
- 8:00 p.m. Load Bus: Leave for Memphis, TN
Movie: 8pm The Lost Year
- 10:00 p.m. Check into hotel
Howard Johnson West Memphis
Address: 210 W. Service Road West Memphis AR 72301
Description: Breakfast

Saturday, March 21st, Memphis, TN

- 8:15 a.m. **Load Bus:** Depart to Slave Haven
- 9:00 a.m. Slave Haven Underground Railroad Museum/Burkle Estate
Address: 826 North Second Street, Memphis, TN 38107
Duration: 4 hours
Phone: 901-527-3427
Contact Person: Heardia
Hours: Mon-Sat 10am-4pm

Description: Slave Haven is the former home of the Burkle family. In 1978, the family revealed that the home had been a stop on the Underground Railroad in Memphis. This museum includes information regarding details on slave trade, runaway slaves and message systems and travel patterns for those brave enough to endure the Underground Railroad. Includes a break for Lunch

- 1:00 p.m. National Civil Rights Museum
Address: 405 Mulberry Street. Memphis, TN 38103
Duration: 4 hours – take your time!
Description:

5:00 p.m. Reverend Billy Kyles Presentation
Address: 405 Mulberry Street, Memphis, TN 38103
Duration: 1-2 hours
Phone: (901) 946-2529
Contact Person: Erica Cunningham

6:30 p.m. Beale Street Fun and Dinner: See Map

8:30 p.m. **Load Bus:** Depart for Eau Claire, WI (overnight on the bus)
Movies: 9pm Milk
11pm Hairspray

Sunday, March 22nd: Return to Eau Claire

9:00 – 10:00 a.m. Arrive in Eau Claire

11.10 Engaged	Pearson Correlation	.380*	.702**	.677**	.308	.585**	.550**	.534**	.593**	.272	1.000	.624**
	Sig. (2-tailed)	.042	.000	.000	.104	.001	.002	.003	.001	.154		.000
	N	29	29	29	29	29	29	29	29	29	29	29
11.11 Immersion	Pearson Correlation	-.064	.187	.362	.356	.516**	.712**	.516**	.513**	.505**	.624**	1.000
	Sig. (2-tailed)	.741	.330	.054	.058	.004	.000	.004	.004	.005	.000	
	N	29	29	29	29	29	29	29	29	29	29	29

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Appendix D

Crosstabs Question 11, Items 1 through 11

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
11.1_Knowledge * 11.1_Knowledge_2	29	100.0%	0	.0%	29	100.0%

11.1_Knowledge * 11.1_Knowledge_2 Crosstabulation

			11.1_Knowledge_2		Total
			4	5	
11.1_Knowledge	3	Count	2	0	2
		% within 11.1_Knowledge	100.0%	.0%	100.0%
		% within 11.1_Knowledge_2	15.4%	.0%	6.9%
4	Count	10	9	19	
	% within 11.1_Knowledge	52.6%	47.4%	100.0%	
	% within 11.1_Knowledge_2	76.9%	56.3%	65.5%	
5	Count	1	7	8	
	% within 11.1_Knowledge	12.5%	87.5%	100.0%	
	% within 11.1_Knowledge_2	7.7%	43.8%	27.6%	

Total	Count	13	16	29
	% within 11.1_Knowledge	44.8%	55.2%	100.0%
	% within 11.1_Knowledge_2	100.0%	100.0%	100.0%

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
11.2_Action * 11.2_Action_2	29	100.0%	0	.0%	29	100.0%

11.2_Action * 11.2_Action_2 Crosstabulation

			11.2_Action_2			Total
			3	4	5	
11.2_Action	2	Count	0	1	0	1
		% within 11.2_Action	.0%	100.0%	.0%	100.0%
		% within 11.2_Action_2	.0%	5.9%	.0%	3.4%
3	Count	0	3	1	4	
	% within 11.2_Action	.0%	75.0%	25.0%	100.0%	
	% within 11.2_Action_2	.0%	17.6%	9.1%	13.8%	
4	Count	1	12	6	19	
	% within 11.2_Action	5.3%	63.2%	31.6%	100.0%	
	% within 11.2_Action_2	100.0%	70.6%	54.5%	65.5%	
5	Count	0	1	4	5	

	% within 11.2_Action	.0%	20.0%	80.0%	100.0%
	% within 11.2_Action_2	.0%	5.9%	36.4%	17.2%
Total	Count	1	17	11	29
	% within 11.2_Action	3.4%	58.6%	37.9%	100.0%
	% within 11.2_Action_2	100.0%	100.0%	100.0%	100.0%

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
11.3_Informs * 11.3_Informs_2	29	100.0%	0	.0%	29	100.0%

11.3_Informs * 11.3_Informs_2 Crosstabulation

			11.3_Informs_2				Total
			2	3	4	5	
11.3_Informs	2	Count	0	1	1	0	2
		% within 11.3_Informs	.0%	50.0%	50.0%	.0%	100.0%
		% within 11.3_Informs_2	.0%	20.0%	7.7%	.0%	6.9%
3	Count	1	3	2	0	6	
	% within 11.3_Informs	16.7%	50.0%	33.3%	.0%	100.0%	
	% within 11.3_Informs_2	100.0%	60.0%	15.4%	.0%	20.7%	
4	Count	0	1	10	4	15	
	% within 11.3_Informs	.0%	6.7%	66.7%	26.7%	100.0%	

	% within 11.3_Informs_2	.0%	20.0%	76.9%	40.0%	51.7%
5	Count	0	0	0	6	6
	% within 11.3_Informs	.0%	.0%	.0%	100.0%	100.0%
	% within 11.3_Informs_2	.0%	.0%	.0%	60.0%	20.7%
Total	Count	1	5	13	10	29
	% within 11.3_Informs	3.4%	17.2%	44.8%	34.5%	100.0%
	% within 11.3_Informs_2	100.0%	100.0%	100.0%	100.0%	100.0%

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
11.4_Involvement *	29	100.0%	0	.0%	29	100.0%
11.4_Involvement_2						

11.4_Involvement * 11.4_Involvement_2 Crosstabulation

			11.4_Involvement_2			Total
			3	4	5	
11.4_Involvement	2	Count	1	1	1	3
		% within 11.4_Involvement	33.3%	33.3%	33.3%	100.0%
		% within 11.4_Involvement_2	20.0%	12.5%	6.3%	10.3%
3	Count	2	5	1	8	
	% within 11.4_Involvement	25.0%	62.5%	12.5%	100.0%	

	% within 11.4_Involvement_2	40.0%	62.5%	6.3%	27.6%
4	Count	1	2	7	10
	% within 11.4_Involvement	10.0%	20.0%	70.0%	100.0%
	% within 11.4_Involvement_2	20.0%	25.0%	43.8%	34.5%
5	Count	1	0	7	8
	% within 11.4_Involvement	12.5%	.0%	87.5%	100.0%
	% within 11.4_Involvement_2	20.0%	.0%	43.8%	27.6%
Total	Count	5	8	16	29
	% within 11.4_Involvement	17.2%	27.6%	55.2%	100.0%
	% within 11.4_Involvement_2	100.0%	100.0%	100.0%	100.0%

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
11.5_Education *	29	100.0%	0	.0%	29	100.0%
11.5_Education_2						

11.5_Education * 11.5_Education_2 Crosstabulation

	11.5_Education_2			Total
	3	4	5	

11.5_Education	3	Count	0	0	2	2
		% within 11.5_Education	.0%	.0%	100.0%	100.0%
		% within 11.5_Education_2	.0%	.0%	8.7%	6.9%
4	4	Count	0	5	5	10
		% within 11.5_Education	.0%	50.0%	50.0%	100.0%
		% within 11.5_Education_2	.0%	100.0%	21.7%	34.5%
5	5	Count	1	0	16	17
		% within 11.5_Education	5.9%	.0%	94.1%	100.0%
		% within 11.5_Education_2	100.0%	.0%	69.6%	58.6%
Total		Count	1	5	23	29
		% within 11.5_Education	3.4%	17.2%	79.3%	100.0%
		% within 11.5_Education_2	100.0%	100.0%	100.0%	100.0%

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
11.6_Value * 11.6_Value_2	29	100.0%	0	.0%	29	100.0%

11.6_Value * 11.6_Value_2 Crosstabulation

		11.6_Value_2			Total	
		2	4	5		
11.6_Value	2	Count	1	0	0	1

	% within 11.6_Value	100.0%	.0%	.0%	100.0%
	% within 11.6_Value_2	100.0%	.0%	.0%	3.4%
3	Count	0	0	2	2
	% within 11.6_Value	.0%	.0%	100.0%	100.0%
	% within 11.6_Value_2	.0%	.0%	9.1%	6.9%
4	Count	0	4	4	8
	% within 11.6_Value	.0%	50.0%	50.0%	100.0%
	% within 11.6_Value_2	.0%	66.7%	18.2%	27.6%
5	Count	0	2	16	18
	% within 11.6_Value	.0%	11.1%	88.9%	100.0%
	% within 11.6_Value_2	.0%	33.3%	72.7%	62.1%
Total	Count	1	6	22	29
	% within 11.6_Value	3.4%	20.7%	75.9%	100.0%
	% within 11.6_Value_2	100.0%	100.0%	100.0%	100.0%

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
11.7_Learning * 11.7_Learning_2	29	100.0%	0	.0%	29	100.0%

11.7_Learning * 11.7_Learning_2 Crosstabulation

	11.7_Learning_2	Total

			4	5	
11.7_Learning	3	Count	0	2	2
		% within 11.7_Learning	.0%	100.0%	100.0%
		% within 11.7_Learning_2	.0%	9.1%	6.9%
4		Count	5	5	10
		% within 11.7_Learning	50.0%	50.0%	100.0%
		% within 11.7_Learning_2	71.4%	22.7%	34.5%
5		Count	2	15	17
		% within 11.7_Learning	11.8%	88.2%	100.0%
		% within 11.7_Learning_2	28.6%	68.2%	58.6%
Total		Count	7	22	29
		% within 11.7_Learning	24.1%	75.9%	100.0%
		% within 11.7_Learning_2	100.0%	100.0%	100.0%

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
11.8_Connection * 11.8_Connection_2	29	100.0%	0	.0%	29	100.0%

11.8_Connection * 11.8_Connection_2 Crosstabulation

	11.8_Connection_2	Total

			3	4	5	
11.8_Connection	2	Count	0	1	0	1
		% within 11.8_Connection	.0%	100.0%	.0%	100.0%
		% within 11.8_Connection_2	.0%	12.5%	.0%	3.4%
	3	Count	2	2	1	5
		% within 11.8_Connection	40.0%	40.0%	20.0%	100.0%
		% within 11.8_Connection_2	100.0%	25.0%	5.3%	17.2%
	4	Count	0	5	7	12
		% within 11.8_Connection	.0%	41.7%	58.3%	100.0%
		% within 11.8_Connection_2	.0%	62.5%	36.8%	41.4%
5	Count	0	0	11	11	
	% within 11.8_Connection	.0%	.0%	100.0%	100.0%	
	% within 11.8_Connection_2	.0%	.0%	57.9%	37.9%	
Total	Count	2	8	19	29	
	% within 11.8_Connection	6.9%	27.6%	65.5%	100.0%	
	% within 11.8_Connection_2	100.0%	100.0%	100.0%	100.0%	

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent

11.5_Education * 11.5_Education_2 Crosstabulation

			11.5_Education_2			Total	
			3	4	5		
11.5_Education	3	Count	0	0	2	2	
		% within 11.5_Education	.0%	.0%	100.0%	100.0%	
		% within 11.5_Education_2	.0%	.0%	8.7%	6.9%	
4	4	Count	0	5	5	10	
		% within 11.5_Education	.0%	50.0%	50.0%	100.0%	
		% within 11.5_Education_2	.0%	100.0%	21.7%	34.5%	
5	5	Count	1	0	16	17	
		% within 11.5_Education	5.9%	.0%	94.1%	100.0%	
		% within 11.5_Education_2	100.0%	.0%	69.6%	58.6%	
Total	Count	1	5	23	29		
		% within 11.5_Education	3.4%	17.2%	79.3%	100.0%	
11.9_Competence *		29	100.0%	0	.0%	29	100.0%
11.9_Competence_2							

11.9_Competence * 11.9_Competence_2 Crosstabulation

			11.9_Competence_2				Total
			2	3	4	5	
11.9_Competence	2	Count	0	0	0	1	1
		% within 11.9_Competence	.0%	.0%	.0%	100.0%	100.0%

	% within 11.9_Competence_2	.0%	.0%	0%	6.7%
3	Count	0	0	0	1
	% within 11.9_Competence	0%	0%	.0%	100.0%
	% within 11.9_Competence_2	.0%	.0%	.0%	6.7%
4	Count	1	2	11	6
	% within 11.9_Competence	5.0%	10.0%	55.0%	30.0%
	% within 11.9_Competence_2	100.0%	100.0%	100.0%	40.0%
5	Count	0	0	0	7
	% within 11.9_Competence	.0%	.0%	.0%	100.0%
	% within 11.9_Competence_2	.0%	.0%	.0%	46.7%
Total	Count	1	2	11	15
	% within 11.9_Competence	3.4%	6.9%	37.9%	51.7%
	% within 11.9_Competence_2	100.0%	100.0%	100.0%	100.0%

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
11.10_Engaged * 11.10_Engaged_2	29	100.0%	0	.0%	29	100.0%

11.10_Engaged * 11.10_Engaged_2 Crosstabulation

	11.10_Engaged_2			Total
	3	4	5	

11.10_Engaged	1	Count	0	1	0	1
		% within 11.10_Engaged	.0%	100.0%	.0%	100.0%
		% within 11.10_Engaged_2	.0%	8.3%	.0%	3.4%
2	Count	1	2	0	3	
		% within 11.10_Engaged	33.3%	66.7%	.0%	100.0%
		% within 11.10_Engaged_2	100.0%	16.7%	.0%	10.3%
3	Count	0	2	2	4	
		% within 11.10_Engaged	.0%	50.0%	50.0%	100.0%
		% within 11.10_Engaged_2	.0%	16.7%	12.5%	13.8%
4	Count	0	6	5	11	
		% within 11.10_Engaged	.0%	54.5%	45.5%	100.0%
		% within 11.10_Engaged_2	.0%	50.0%	31.3%	37.9%
5	Count	0	1	9	10	
		% within 11.10_Engaged	.0%	10.0%	90.0%	100.0%
		% within 11.10_Engaged_2	.0%	8.3%	56.3%	34.5%
Total	Count	1	12	16	29	
		% within 11.10_Engaged	3.4%	41.4%	55.2%	100.0%
		% within 11.10_Engaged_2	100.0%	100.0%	100.0%	100.0%

Case Processing Summary

	Cases		
	Valid	Missing	Total

	N	Percent	N	Percent	N	Percent
11.11_Immersion *	29	100.0%	0	.0%	29	100.0%
11.11_Immersion_2						

11.11_Immersion * 11.11_Immersion_2 Crosstabulation

		11.11_Immersion_2			Total	
		3	4	5		
11.11_Immersion	3	Count	1	2	0	3
		% within 11.11_Immersion	33.3%	66.7%	.0%	100.0%
		% within 11.11_Immersion_2	50.0%	25.0%	.0%	10.3%
4	Count	1	5	4	10	
	% within 11.11_Immersion	10.0%	50.0%	40.0%	100.0%	
	% within 11.11_Immersion_2	50.0%	62.5%	21.1%	34.5%	
5	Count	0	1	15	16	
	% within 11.11_Immersion	.0%	6.3%	93.8%	100.0%	
	% within 11.11_Immersion_2	.0%	12.5%	78.9%	55.2%	
Total	Count	2	8	19	29	
	% within 11.11_Immersion	6.9%	27.6%	65.5%	100.0%	
	% within 11.11_Immersion_2	100.0%	100.0%	100.0%	100.0%	

Appendix E

Modern Racism Scale Cross Tabulation

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
13.1_Respect * 13.1_Respect_2	29	100.0%	0	.0%	29	100.0%

13.1_Respect * 13.1_Respect_2 Crosstabulation

Count

		13.1_Respect_2			Total
		1	2	3	
13.1_Respect	1	7	5	0	12
	2	3	7	0	10
	3	0	2	2	4
	4	1	0	2	3
Total		11	14	4	29

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent

Appendix E

Modern Racism Scale Cross Tabulation

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
13.2_Anger * 13.2_Anger_2	29	100.0%	0	.0%	29	100.0%

13.2_Anger * 13.2_Anger_2 Crosstabulation

Count

		13.2_Anger_2			Total
		1	2	3	
13.2_Anger	1	3	2	0	5
	2	6	9	3	18
	3	1	1	4	6
Total		10	12	7	29

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
13.3_Discrimination * 13.3_Discrimination_2	29	100.0%	0	.0%	29	100.0%

13.3_Discrimination * 13.3_Discrimination_2 Crosstabulation

Count

		13.3_Discrimination_2		Total
		1	2	
13.3_Discrimination	1	10	1	11
	2	4	12	16
	4	1	1	2
Total		15	14	29

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
13.4_Economy * 13.4_Economy_2	29	100.0%	0	.0%	29	100.0%

13.4_Economy * 13.4_Economy_2 Crosstabulation

Count

		13.4_Economy_2			Total
		1	2	3	
13.4_Economy	1	8	1	0	9
	2	6	4	0	10
	3	1	4	4	9
	4	0	0	1	1

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Total	15	9	5	29		

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
13.5_Demanding * 13.5_Demanding_2	29	100.0%	0	.0%	29	100.0%

13.5_Demanding * 13.5_Demanding_2 Crosstabulation

Count

		13.5_Demanding_2			Total
		1	2	3	
13.5_Demanding	1	12	1	0	13
	2	2	4	1	7
	3	0	5	3	8
	4	1	0	0	1
Total		15	10	4	29

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
13.6_Push * 13.6_Push_2	29	100.0%	0	.0%	29	100.0%

13.6_Push * 13.6_Push_2 Crosstabulation

Count

		13.6_Push_2			Total
		1	2	3	
13.6_Push	1	13	1	0	14
	2	4	5	0	9
	3	2	1	3	6
Total		19	7	3	29