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# Intercultural Competencies among Undergraduates in the College of Arts & Humanities at Minnesota State University, Mankato

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# Intercultural Competencies among Undergraduates in the College of Arts & Humanities

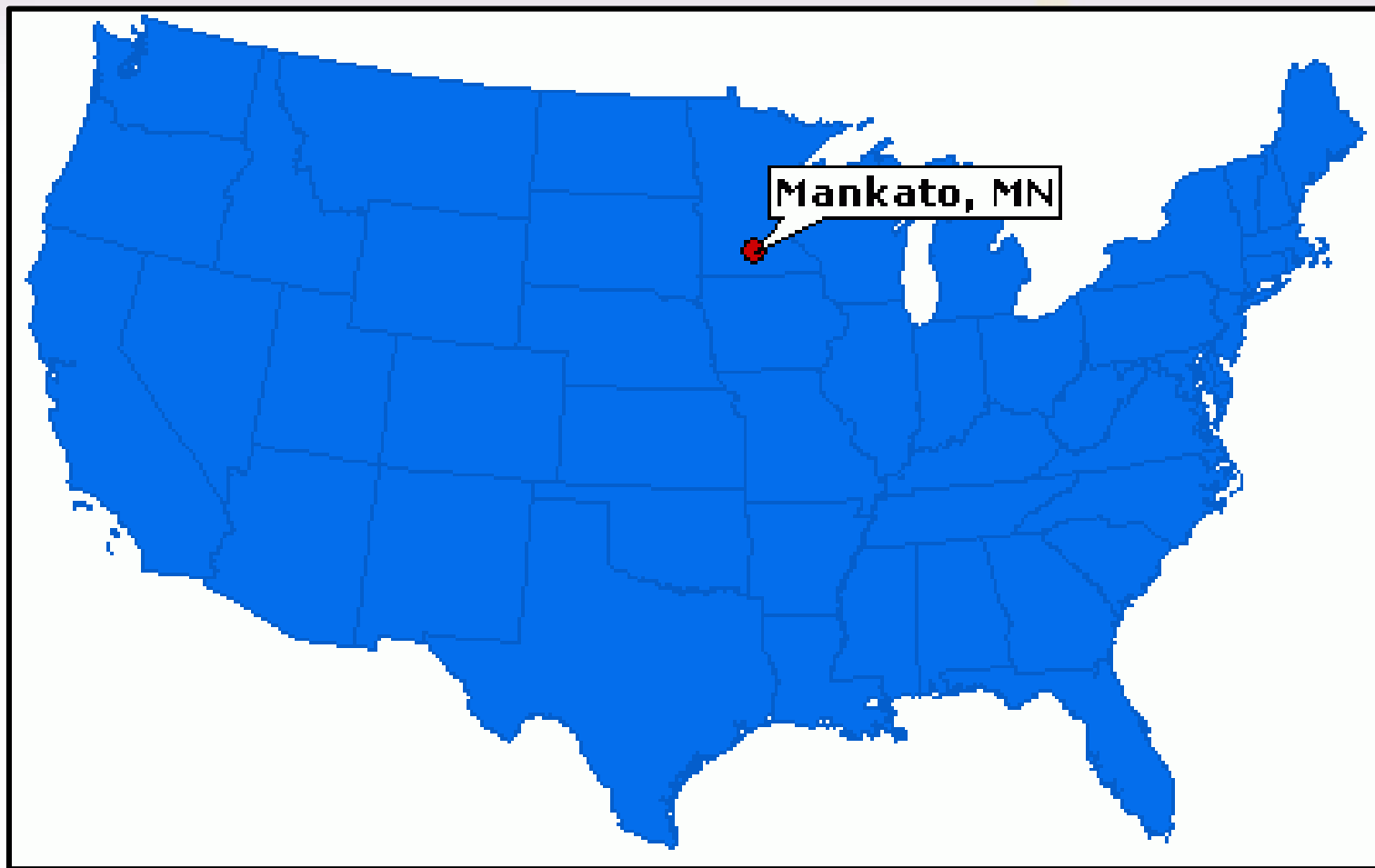
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Minnesota State University, Mankato  
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Carl von Ossietzky University, Oldenburg, Germany

IRB #: 13498123

Big ideas. Real-world thinking.



## **Our location: Mankato, Minnesota, USA**

- 85 miles southwest of Minneapolis, MN
- Greater Mankato area has over 50,000 people



# Minnesota State University, Mankato

- > 15,000 students
- > 2,200 underrepresented students
- > 2,000 faculty and staff
- > 1,300 international students from > 90 countries
  - #12 nationally in international student population
  - 11 students from Germany in 2018-2019 academic year
  - Partner universities in Germany (2)
    - Friedrich Alexander Universitat Erlangen Nuremburg, Erlangen, Germany
    - Hochschule Karlsruhe University of Applied Sciences, Karlsruhe





# University & College Missions

**MSU Vision:** “We believe that a diverse campus is critical in order for our students, faculty and staff to be engaged and productive members of a global society.”

**College of Arts & Humanities:** “We are a community of learners committed to seeing, understanding, negotiating, and ultimately embracing difference.”

# Importance of Cultural Competence

Communication is key to understanding others. Intercultural communication creates a bridge between groups of people to develop and expand on intercultural competency.



# Key Terms

**Culture:** “the pattern of beliefs, behaviors, and values maintained by groups of interacting people, and passed to future generations” (Hammer & Bennett, 2010).

**Intercultural Competency:** “the capability to accurately understand and adapt behavior to cultural differences and commonality” (Hammer & Bennett, 2010).



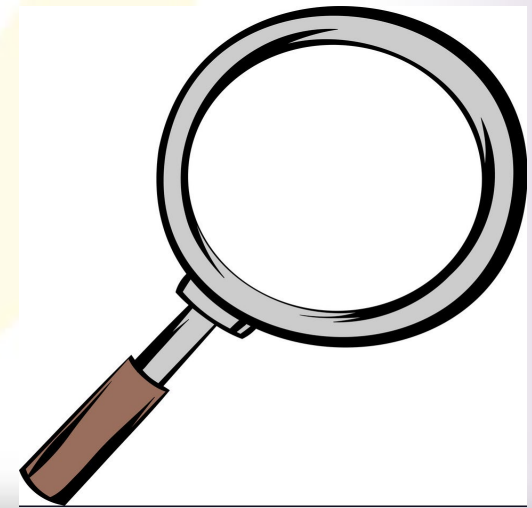
# Past Research

Students who completed a one-semester human relations course showed statistically significant positive gains in their orientation to cultures different than their own.

Investigators attributed these gains to:

- < Cultural partnerships
- < Service learning experiences
- < Mentor guidance
- < Reflective practice

(Sandell and Tupy, 2016)





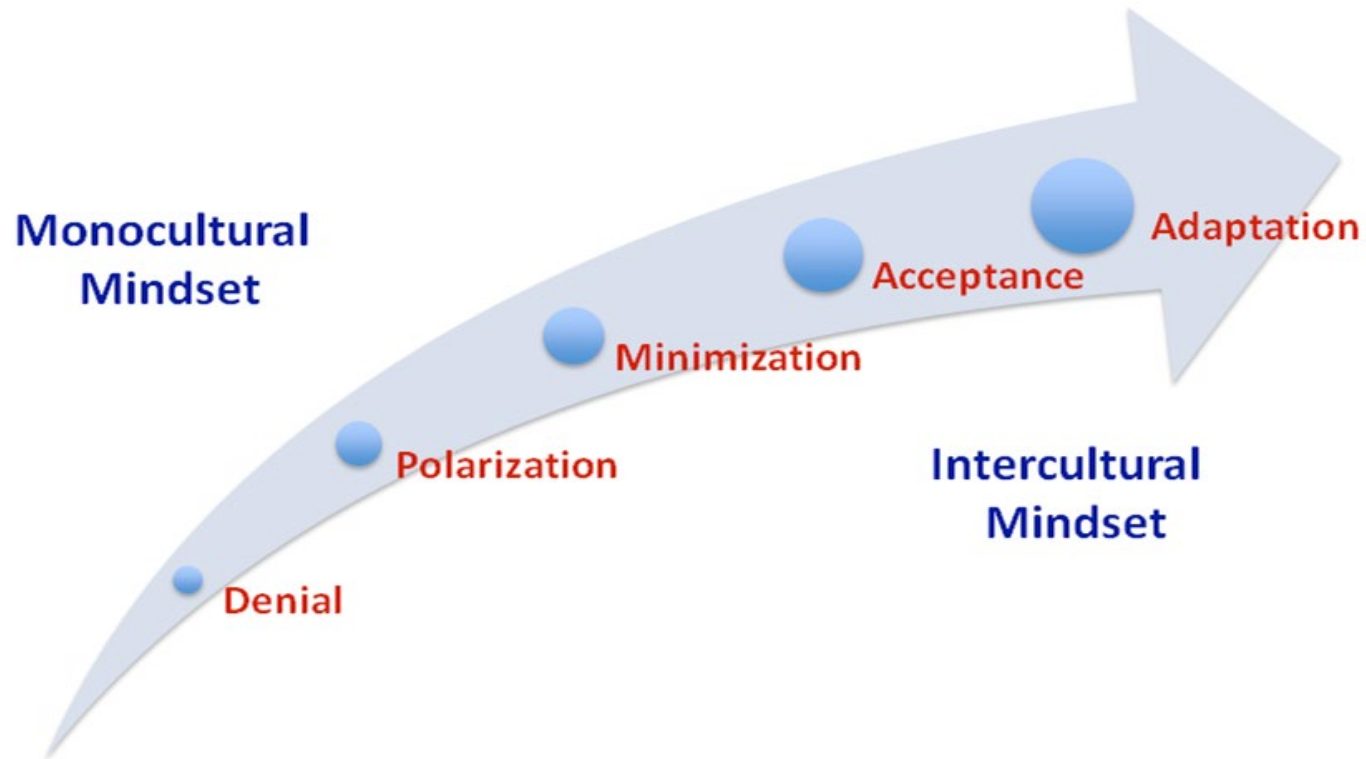


# Research Questions

What is the **starting level of intercultural competency** among undergraduate students in an Intercultural Communications course in the College of Arts & Humanities at MSU, Mankato?

Are there any **differences in the starting levels of intercultural competency** of undergraduate students in the College of Arts & Humanities compared to the students in other colleges at MSU, Mankato?

# Developmental Model of Intercultural Sensitivity (Theory)



A large, stylized yellow lightbulb graphic is centered in the background. It has a grey outline and several grey lines radiating from the top, suggesting light or an idea. The lightbulb is set against a soft, yellowish glow that fades into the white background.

# Hypotheses

The starting level for undergraduate students will be early in the stage of Minimization on the Intercultural Development Continuum.

There will be no statistically significant differences in the starting levels of intercultural competency among the students in different colleges at MSU, Mankato.

# Methodology

**Population:** undergraduate students in A&H

**Subjects:** 20 students in an Intercultural Communications course

**Setting:** mid-size, mid-western, public university

**Instrument:** Intercultural Development Inventory

**Procedures:** on-line survey at start of the semester

**Analysis:** SPSS - descriptive statistics and tests of significance (t-tests)



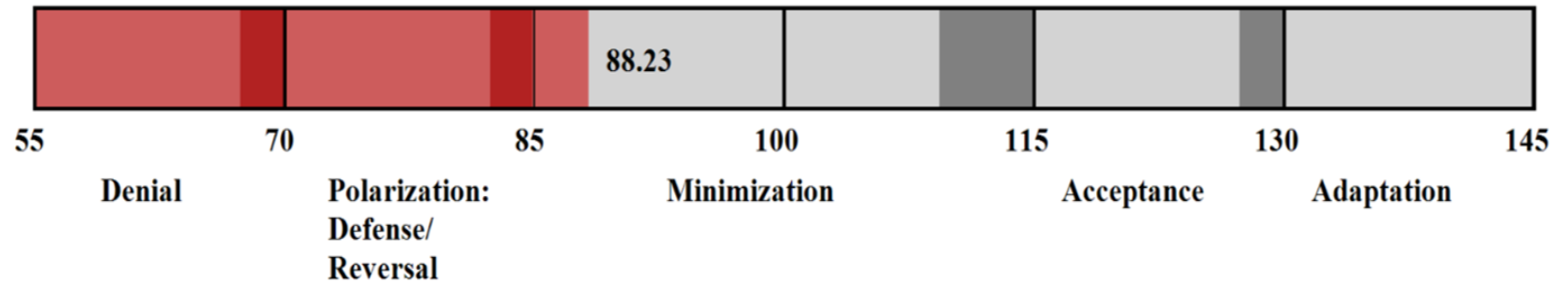


# Sample of 20 Students

<b>N</b>	<b>%</b>	<b>Demographic Information</b>
13	65.0%	Female
19	95.0%	18 – 30 years old
17	85.0%	US citizens
4	20.0%	Ethnic minority in home country
18	90.0%	Childhood in North America
15	75.0%	Never lived out of US

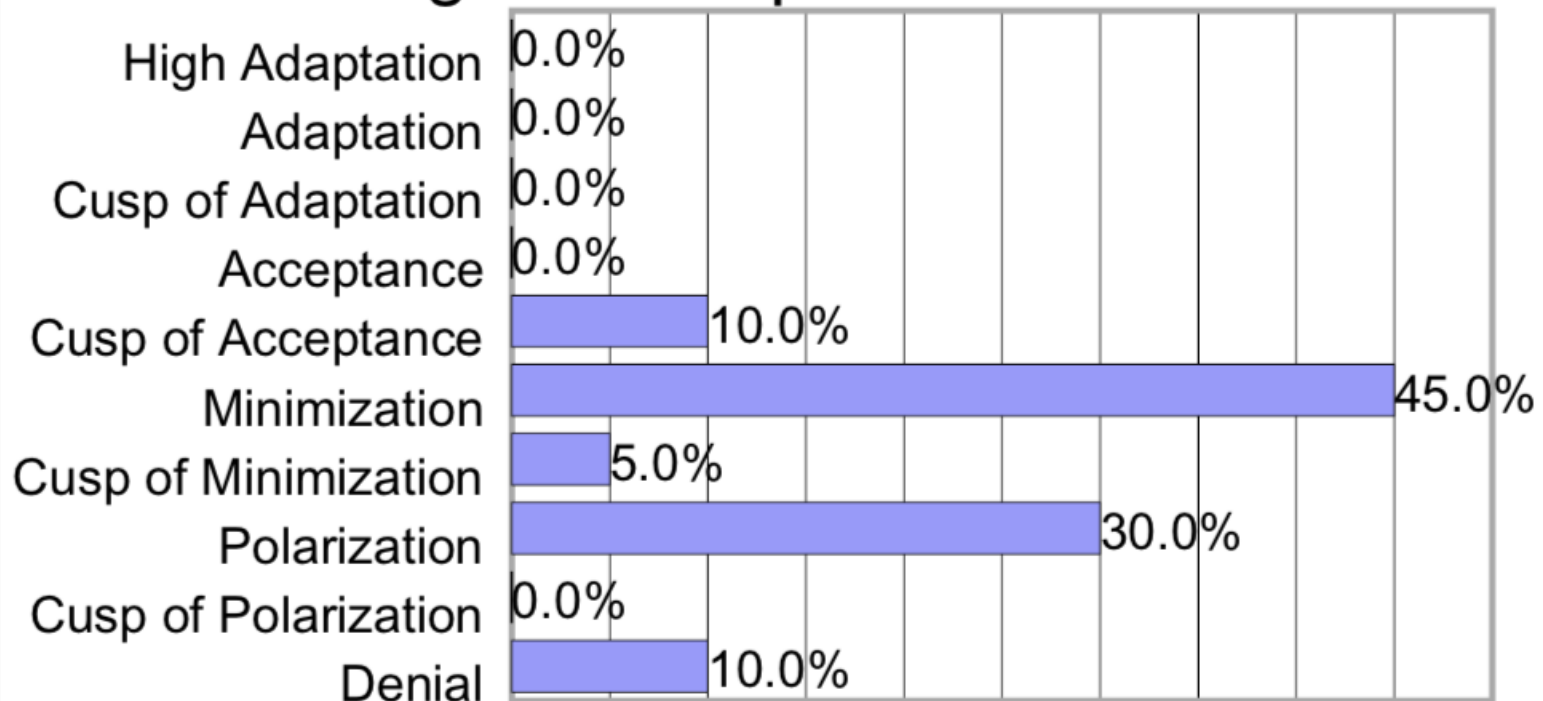
# Results

## Developmental Orientation (DO)



# Participants' Beginning Developmental Orientation

## Percentage Developmental Orientation



# Comparing Results between Colleges

Course	N	Developmental Orientation (mean)
CMST 203 (Arts & Humanities)	20	88.23
EEC 222 (Education)	67	86.25
MRKT 210 (Business)	41	84.01
DHYG 100 (Allied Health & Nursing)	26	88.02
SOWK 212 (Social & Behavioral Sciences)	35	93.36
BIOL 100 (Science, Engineering, & Tech)	17	82.10



# Descriptive Statistics for Cross-College Sample

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Developmental Orientation</b>	202	48.32	123.57	86.9876	15.50187

# Data Analysis: Results of Multivariate Tests

Effect	Value	F	Hypothesis df	Error df	Sig.
Wilks' Lambda	.883	1.650	15.000	535.950	.057



# Conclusions

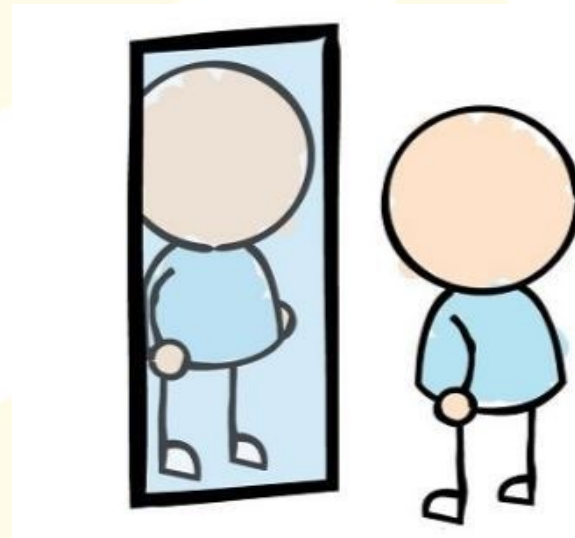
The starting level of intercultural competency among undergraduate students in an intercultural communications course at MSU, Mankato is ethno-centric minimization.

There is no statistically significant difference in the starting values of intercultural competency among undergraduate students in the 6 different colleges at MSU, Mankato.

# Recommendations

We suggest further studies be conducted with larger samples to understand the relationship between instructional strategies that will foster intercultural competence.

- ❖ Experience
- ❖ Knowledge
- ❖ Reflection
- ❖ Mentorships





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Undergraduate Research Center at MSU

2019 Undergraduate Research Symposium, Mankato, Minnesota

Center for Excellence in Scholarship and Research

2019 World Congress of Undergraduate Research, Oldenburg, Germany

# Questions?

