Guide for using the Multicultural Experiences Questionnaire (MEQ)

For College Students and Adults

Purpose of the Multicultural Experiences Questionnaire

The Multicultural Experiences Questionnaire (MEQ) is a 15-item, 2-factor self-report scale developed for use in measuring multicultural experience and attitudes.

The Multicultural Experiences Questionnaire (MEQ) uses the term "culture" to refer to experience with a wide variety of groups, specifically, various ethnic minorities, immigrants, resident aliens, women, men, and homosexuals, as well as a range of political and religious orientations.

Construction of the Multicultural Experiences Questionnaire

Initially constructed as a college classroom activity, the multicultural experiences questionnaire has gone through several iterations. Endicott, Bock & Narvaez (2003) reported on an earlier longer version (including items with multiple sub-items; MEXQ). Narvaez & Hill (2009) report on the version described in this document (MEQ).

Previous Findings with the MEXQ

Intercultural Development. In comparing multicultural experience with intercultural development (Hammer & Bennett, 1998), Endicott et al. (2003) found that depth of multicultural activities was more strongly correlated with intercultural development (.49) than breadth of multicultural activities (.35).

Moral Reasoning. Endicott et al. (2003) also noted that postconventional reasoning (as measured by the Defining Issues Test; Rest et al., 1999) was correlated with multicultural experiences (depth and breadth; .25). Depth of multicultural activities was also correlated with moral reasoning as measured by the Defining Issues Test (.28 with Maintaining Norms and .24 with Postconventional Reasoning).

Description of the (new) MEQ

The MEQ (Narvaez & Hill, 2009) has two main subscales. The *Multicultural Experience* subscale represents the number of multicultural experiences a person has had. The *Multicultural Desire* subscale represents the person's effort or desire to increase their multicultural experiences.

Two additional scores may be obtained with two additional optional questions (questions 16 and 17). These two subscales can be used as outcome variables. The *Discrimination Perceptions* subscale represents a person's overall perception of discrimination towards special groups. The *Social Group Impressions* subscale represents a person's overall attitude towards special groups.

Reliability

Narvaez & Hill (2009) conducted two studies using a 16-item scale and then a 15-item scale; alphas were good for both studies (first study: alpha =.75; second study, alpha=.80).

Findings with the MEQ

Relation to open-mindedness. Narvaez & Hill (2009) found that higher MEQ scores were correlated with decreased closed-mindedness (Dweck's mindset) and jingoism (Blind Patriotism and Right Wing Authoritarianism), and with a greater likelihood to perceive discrimination and sexism as prevalent issues in the world. In their first study using a 16-item MEQ with minority student sample, Narvaez and Hill (2009) found that MEQ scores were negatively related to two measures of open-mindedness: blind patriotism, $r(56) = -.40$, $p < .01$, and to right-wing authoritarianism, $r(56) = -.36$, $p < .01$. In their second study using a 15-item MEQ with a mostly majority student sample, Narvaez & Hill (2009) found that MEQ scores were negatively related to right-wing authoritarianism, $r(164) = -.48$, $p < .001$, and blind patriotism, $r(164) = -.52$, $p < .001$. MEQ scores were related positively both to greater endorsement that discrimination is a problem, $r(164) = .28$, $p < .001$, and that sexism is a problem, $r(164) = .25$, $p < .01$.

Relation to moral judgment (measured with the Defining Issues Test; Rest et al., 1999). In their second study using a 15-item MEQ with a mostly majority student sample, Narvaez & Hill (2009) found in regression analyses that the MEQ was marginally negatively predictive of endorsement of the personal interest schema, $\beta = -.15$, $t(160) = -1.90$, $p < .06$. MEQ scores also negatively predicted endorsement of the maintaining norms schema, $\beta = -.19$, $t(160) = -2.38$, $p < .05$. MEQ scores were positively predictive of P scores, $\beta = .32$, $t(160) = 4.24$, $p < .001$, as well as N2 scores, $\beta = .23$, $t(160) = 3.02$, $p < .01$. These results provide strong support for the primary research question in that multicultural experiences were negatively predictive of endorsing lower stage moral reasoning items, and positively predictive of endorsing higher stage items. Overall, these results support the validity of the MEQ and suggest that multicultural experiences are positively linked to measures of moral judgment.

Scoring

Main Subscales:

The *Multicultural Experience* score is a sum of items 1, 3-5, 7, 12, 13, 14, 15 (n=9; range is 13-38)
      Add items 1, 3, 4, 12, (item range: 1-4); 5 (item range: 1-6); 7, 13, 14, 15 (item range: 1-5)

The *Multicultural Desire* score is a sum of items 2, 6, 8-11 (n=6; range is 6-32)
      Add items 2, 6, 8-11 (item range: 1-5)

MEQ TOTAL (both subscales added together; n=15; range is 19-70)

Note: Sub-questions in *italics* are not included in the MEQ indices at the present time (5a, 13a, 13b).

Additional Scores:
      Add the sub-items of question 16 for the *Discrimination Perceptions* score (score range 16-90).
      Add the sub-items of question 17 for the *Social Group Impressions* score (score range 16-90).

Permission and Publishing

NOTE: When you publish any reference to the MEQ, please cite this guide.

<u>Before publishing test items,</u> you must have a permission letter from us describing your study and where it will be published.

So we can collect a database of the scale, <u>we would appreciate a copy of your data,</u> whether or not you publish it. We will credit you with your work in this guide.

References

Endicott, L., Bock, T., & Narvaez, D. (2003). Moral Reasoning, Intercultural Development, and Multicultural Experiences: Relations and Cognitive Underpinnings. *International Journal of Intercultural Relations, 27*, 403-419.

Hammer, M.R. & Bennett, M.J. (1998). *The intercultural development inventory (IDI) manual*. Portland, OR: Intercultural Communication Institute.

Narvaez, D. & Hill, P. (2009). *The relation of multicultural experiences to moral judgment and open mindedness*. Manuscript submitted for publication.

Rest, J., Narvaez, D., Bebeau, M., & Thoma, S. (1999a). *Postconventional Moral Thinking: A Neo-Kohlbergian Approach*. Mahwah, NJ: Lawrence Erlbaum.

MEQ

Please answer these questions according to your experience.

1. I travel out of the country

1	2	3	4	5
Never	1-2 times in my life	3 times	4 or more times	Regularly

2. I want to travel outside of my country.

1	2	3	4	5
Not true at all				Very true

3. I speak well

1	2	3	4	5
1 language	2 languages	3 languages	4 languages	More than 4 languages

4. I correspond currently with people from other countries

1	2	3	4	5
Never	1 country	2-3 countries	4 countries	more than 4 countries

5. I have friends from cultural-racial-ethnic backgrounds different than my own

0 friends	1 friend	2 friends	3 friends	4 or more friends

5b.How close are they?   Very close   Moderately close   Not very close

6. I <u>want</u> to have friends from different cultural-racial-ethnic backgrounds.

1	2	3	4	5
Not true at all				Very true

7. I work with people with cultural-racial-ethnic backgrounds different from my own.

1	2	3	4	5
Never				Always

8. I go out of my way to hear/read/understand viewpoints other than my own

1	2	3	4	5
Never				Always

9. I try to get to know people who are different from me.

1	2	3	4	5
Never				Always

10. I push myself to explore my prejudices and biases.

1	2	3	4	5
Never				Always

11. Discussing issues of discrimination, racism and oppression makes me uncomfortable.

1	2	3	4	5
Never				Always

12. I have had courses in intercultural communication

0	1 course	2 courses	3 courses	4 or more courses

13. I have lived in a contrasting community (with a very different culture from my own)

0	1-2 months	3-6 months	6-9 months	over 9 months

13a. How many times? _____   _____   _____   ____

13b. How many different countries? _____   _____   _____   ____

14. I pay attention to news about the world beyond the U.S.A.

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Always

15. I enjoy media and art from different cultures

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Always

*questions are optional and not part of MEQ scores

ADDITIONAL QUESTIONS (not part of the MEQ):

16. In terms of the amount of discrimination that exists, I rate the following:

In my country this group faces	No discrimination				Lots of discrimination
Native American	1	2	3	4	5
Hispanics/Latinos	1	2	3	4	5
Black	1	2	3	4	5
White/Caucasian	1	2	3	4	5
Asian	1	2	3	4	5
South Asian	1	2	3	4	5
Immigrants	1	2	3	4	5
Women	1	2	3	4	5
Men	1	2	3	4	5
Homosexuals	1	2	3	4	5
Lesbians	1	2	3	4	5
Conservatives	1	2	3	4	5
Liberals	1	2	3	4	5
Fundamentalists	1	2	3	4	5
Right-wing groups	1	2	3	4	5
Left-wing groups	1	2	3	4	5

17. My feelings towards these groups

My feelings towards this group	Very negative				Very positive
Native American	1	2	3	4	5
Hispanics/Latinos	1	2	3	4	5
Black	1	2	3	4	5
White/Caucasian	1	2	3	4	5
Asian	1	2	3	4	5
South Asian	1	2	3	4	5
Immigrants	1	2	3	4	5
Women	1	2	3	4	5
Men	1	2	3	4	5
Homosexuals	1	2	3	4	5
Lesbians	1	2	3	4	5
Conservatives	1	2	3	4	5
Liberals	1	2	3	4	5
Fundamentalists	1	2	3	4	5
Right-wing groups	1	2	3	4	5
Left-wing groups	1	2	3	4	5

ADDITIONAL TOOLS FOR Researchers, Educators and Parents

TOOLS FOR TEACHERS: ETHICAL SKILL INSTRUCTION

Free from cee.nd.edu/curriculum
Narvaez, D. with Endicott, L., Bock, T., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Action*. St. Paul: Minnesota Department of Children, Families and Learning.

Narvaez, D. & Bock, T., with Endicott, L., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Judgment*. St. Paul: Minnesota Department of Children, Families and Learning.

Narvaez, D., & Endicott, L., with Bock, T., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Sensitivity*. St. Paul: Minnesota Department of Children, Families & Learning.

Narvaez, D. & Lies, J. with Endicott, L., Bock, T., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Motivation*. St. Paul: Minnesota Department of Children, Families and Learning.

Updated versions for purchase (each $15 or all four for $60):
Nurturing character in the classroom, EthEx Series, Book 4: Ethical Action. (Narvaez) Notre Dame, IN: ACE Press.

Nurturing character in the classroom, EthEx Series, Book 2: Ethical Judgment. (Narvaez & Bock) Notre Dame, IN: ACE Press.

Nurturing character in the classroom, EthEx Series, Book 1: Ethical Sensitivity. (Narvaez & Endicott) Notre Dame, IN: ACE Press.

Nurturing character in the classroom, EthEx Series, Book 3: Ethical Motivation. (Narvaez & Lies) Notre Dame, IN: ACE Press.

TOOLS FOR RESEARCH AND ASSESSMENT
Citizenship Scale *For Elementary and Secondary School Students: Guide.* Laboratory for Ethical Development and Education, University of Notre Dame

Ethical Goodness Scale *For Elementary and Secondary School Students: Guide.* (Narvaez, Bock & Vaydich) Laboratory for Ethical Development and Education, University of Notre Dame

Community Bonding Scale: *Guide.* (Narvaez) University of Notre Dame: Center for Ethical Education.

Attitudes Towards Human Rights Inventory: *Guide.* (Narvaez, Thoma, Getz) University of Notre Dame: Center for Ethical Education.

Positivity Scale: *Guide.* (Narvaez) University of Notre Dame: Center for Ethical Education.

Moral Theme Inventory (MTI): Guide. (Narvaez & Bock) South Bend, IN: Notre Dame University.

Assessing Ethical Skills: *Guide* (Narvaez)

Checklist for an Ethical Classroom: *Guide* (Narvaez)

Checklist for an Achieving and Ethical Classroom: *Guide* (Narvaez)

Tuning into Ethical Behavior: *Guide* (Narvaez)

Rating Ethical Content System (*RECS*) for children's media (Narvaez)

TOOLS FOR PARENTS
Tuning into Ethical Behavior: *Guide* (Narvaez)

Nurturing a Peaceable Child (Warren, Vaydich & Narvaez)

MOST OF THESE YOU CAN DOWNLOAD FROM: http://www.nd.edu/~dnarvaez/