We thank the Office of Research and Sponsored Programs for supporting this research, and Learning & Technology Services for printing this poster.

Element 2: Connections Across Disciplines

“It depends on where the refugee comes from. Some refugees who are able too pass as White don't have as hard of a time. ... to discriminate  against refugees whose appearance makes it evident  where they are from or what they believe.”

Quantitative data was collected via an online Qualtrics survey. All thirty-five students completed the survey both before and after going to Clarkston, Georgia.

METHODS

Students are able to understand the importance of cultural competence and how discrimination and systems of power and oppression affect the institutional experiences of refugees.

• 6 students identified as Asian American, 2 as Hispanic/Latino/a, 1 as Native Hawaiian or Other Pacific Islander, and 26 as White

RESULTS

Q2: What, if any, changes in cultural competence (as defined by the AAC&U Rubric) exist in correlation with pre- and post-assessment of the Something New Alternative Spring Break integrative learning experience?

While the changes were not significant, all aspects of cultural competence increased after the Something New ASB trip.

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LIBERAL EDUCATION

Element 2: Connections Across Disciplines

Students enrolled in CJ/WMNS 111 demonstrate an ability to effectively connect content from the disciplines of Communication Studies and Women's Studies to the Something New ASB trip to address social issues locally.

Students enrolled in course curriculum apply skills and knowledge gained from the class and the Something New ASB trip to another to solve problems or address issues with confidence. (Integrative Learning Rubric Worksheet, 2012)

Elements: 

Element 1: Connections to Experience

Students enrolled in CJ/WMNS 111 effectively develop-examples of life experiences that connect to the class and Something New ASB trip.

Element 2: Connections Across Disciplines

Students enrolled in CJ/WMNS 111 demonstrate an ability to effectively connect content from the disciplines of Communication Studies and Women's Studies to the Something New ASB trip to address social issues locally.

Interview Prompt 1: “Please describe your perception of the social climate surrounding race relations in the United States after having gone on this trip.”

Interview Prompt 2: “Describe ways in which we as students can support and contribute to EDI Initiatives on campus.”

The overarching goal of incorporating the Something New ASB trip in CJ/WMNS 111: Gender, Race, Class, & Communication: The Social Construction of Identity to integrate learning across courses and disciplines, and between campus and community life.

• 4 students identified as male, 31 identified as female

• 6 students identified as Asian American, 2 as Hispanic/Latino/a, 1 as Native Hawaiian or Other Pacific Islander, and 26 as White

• 9 first-year, 8 second-year, 10 third-year, 7 fourth-year, and 1 fifth-year Blugold


The overarching goal of incorporating the Something New ASB trip in CJ/WMNS 111: Gender, Race, Class, & Communication: The Social Construction of Identity to integrate learning across courses and disciplines, and between campus and community life.

DESCRIPTIVE STATISTICS

Data Analysis

Descriptive statistics were used to analyze the online Qualtrics survey drawing upon elements from the Immigration Attitudes Measure (Dansis, H.A., Seoibovskaia, A., & Suamila, S. H., 2007) Symbolic Racinom 2002 Scale (Henry, P. J., & Sears, D. O., 2001), White Privilege Attitudes Scale (Pinterits, E. J., Potteat, V. P., & Spierman, L. B., 2009), and the AAC&U rubrics to assess cultural competence (Association of American Colleges & Universities, 2009).

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Themeic analysis was used to analyze qualitative focus group interview data.

We need to make public how people truly feel about campus life… Students don’t feel safe here, students feel left out of activities. The leaders of UWEC need to reach out to the students of UWEC, not just Student Senate or student organizations. They need to find a way for students to share their opinions because they think it will matter.”

The refugee experience is difficult as it is, but right now with the current administration it has become more dangerous due to the violent rhetoric in the media telling people what to believe about refugees.

While the changes were not significant, all aspects of cultural competence increased after the Something New ASB trip.

The White Privilege Attitudes Scale has been used to measure the attitudes of White students toward their own group and other racial and ethnic groups in the United States (Spierman, E. J., Poteat, V. P., & Spierman, L. B., 2009). The scale measures students’ attitudes toward White privilege and includes items such as “I believe that the United States has changed, and which instance on the Something New Alternative Spring Break challenged their worldview.”

Implications

Dil immersion experiences are a significantly impactful opportunity in higher education in that they have the potential to position faculty and instructional academic staff to implement and contextualize the experiences within the university classroom and relevant disciplinary material.

Students are able to understand the importance of cultural competence and how discrimination and systems of power and oppression affect the institutional experiences of refugees.

REFERENCES

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