Guide for using the Multicultural Experiences Questionnaire (MEQ)
For College Students and Adults

Version 4 REVISED
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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).

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Permission and Publishing

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

Before publishing test items, 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, we would appreciate a copy of your data, whether or not you publish it. We will credit you with your work in this guide.

References


**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 want 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:

<table>
<thead>
<tr>
<th>In my country this group faces</th>
<th>No discrimination</th>
<th>Lots of discrimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Hispanics/Latinos</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>South Asian</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Immigrants</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Homosexuals</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Lesbians</td>
<td>1  2  3  4  5</td>
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</tr>
<tr>
<td>Conservatives</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Liberals</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Fundamentalists</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Right-wing groups</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Left-wing groups</td>
<td>1  2  3  4  5</td>
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17. My feelings towards these groups

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<tr>
<th>My feelings towards this group</th>
<th>Very negative</th>
<th>Very positive</th>
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</thead>
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<td>Native American</td>
<td>1  2  3  4  5</td>
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ADDITIONAL TOOLS FOR Researchers, Educators and Parents

TOOLS FOR TEACHERS: ETHICAL SKILL INSTRUCTION

Free from cee.nd.edu/curriculum

Updated versions for purchase (each $15 or all four for $60):

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)

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