

Public Abstract

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Title: The Cognitive and Affective Outcomes of a Cultural Diversity in Business Course
in Higher Education

Higher education institutions, like businesses, are feeling the effects of a new global society. Demographic changes reflecting an increase in the minority population are evident in college classrooms and in the workforce. This study investigated the knowledge and attitude changes of students taking a cultural diversity in business course as compared to those in other capstone courses at a Midwest university ($N = 258$). The questionnaire, Survey of Intergroup Relations II, was given as a pre and posttest to both groups during the summer and fall semesters 2006 to collect the data.

Statistical functions used for data analysis included independent samples t -test, cross tabulation, and Chi-Square analysis. The data analysis yielded statistically significant test results for a change in knowledge between the control and treatment groups. The change in attitude was not statistically significant between the groups. There appeared to be no statistically significant behavioral differences in the students who chose to take a cultural diversity in business course and those who did not.

Overall, at a Midwest university a cultural diversity in business course did result in a statistically significant change in students' knowledge of multicultural groups and issues. There was not a statistically significant change in the students' the level of prejudicial attitudes.