

Using the Culturally Engaging Campus Environment (CECE) Survey to Assess Campus Environments for Diversity and Inclusion

Wednesday, October 28, 2020

1:30-2:30 PM EST

Assessment Institute Indianapolis Presentation

60-Minute Concurrent Session

Audience Level: Intermediate

Primary Track: Diversity, Equity, & Inclusion (DV)

Track: 19C

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- **Presentation Session Outline**

- About NITE
- The CECE Model and Indicators
- The CECE Surveys and Reports
- CECE Surveys
 - CECE Survey Types
 - Sample CECE Survey Items
- CECE Reports
 - CECE Report Overview
 - CECE Indicator Scores
- NITE partnership with campuses on diversity, inclusion, and equity (DEI) work
- Case Studies
 - Examples from NITE partnered campuses
- Q&A

- **Useful links:**

- NITE website and contact: <https://nite-education.org/>
- Shared folder with additional materials: <https://go.iu.edu/3jka>

The Culturally Engaging Campus Environments (CECE) Indicators

The Culturally Engaging Campus Environments (CECE) Survey measures the extent to which campus environments are culturally engaging (i.e., the extent to which they respond to and reflect the needs of students from diverse backgrounds). There are nine elements that characterize culturally engaging campus environments and comprise the primary constructs that are measured by the CECE survey. These CECE indicators can be used as benchmarks for postsecondary institutions to assess the extent to which culturally engaging campus environments exist on their respective campuses, to identify where these environments can be improved, and to develop plans for transforming environments to more effectively maximize success among their diverse student populations.

Cultural Relevance

Five indicators focus on the ways that campus environments are relevant to the cultural backgrounds and communities of diverse college students:

1. **Cultural Familiarity:** Campus spaces for undergraduates to connect with faculty, staff, and peers who understand their cultural backgrounds, identities, and experiences.
2. **Culturally Relevant Knowledge:** Opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular opportunities.
3. **Cultural Community Service:** Opportunities for students to give back to and positively transform their home communities.
4. **Meaningful Cross-Cultural Engagement:** Programs and practices that facilitate educationally meaningful cross-cultural interactions among their students that focus on solving real social and political problems.
5. **Cultural Validation:** Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

Cultural Responsiveness

The remaining four indicators focus on the ways in which campus environments respond to the norms and needs of diverse students:

1. **Collectivist Cultural Orientations:** Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.
2. **Humanized Educational Environments:** Availability of opportunities for students to develop meaningful relationships with faculty and staff members who care about and are committed to their success.
3. **Proactive Philosophies:** Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down on their own.
4. **Holistic Support:** College students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support that they require regardless of the problem or issue that they face.

Note: The CECE Survey also measures several other variables, including demographics (e.g., race, ethnicity, gender, age, religion, family income, parent's education), precollege factors (e.g., academic preparation), academic dispositions (e.g., motivation, self-efficacy, intent to persist), sense of belonging, academic performance, and learning outcomes.