



Culturally Engaging Campus Environments Undergraduate and Graduate Surveys 2020

Executive Summary

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In an effort to gain understanding about University of Denver student experiences with cultural engagement and belonging, the Culturally Engaging Campus environments (CECE) survey was administered to all undergraduate, graduate, and law students enrolled in the fall 2020 quarter. The surveys were administered from October 23 to December 11, 2020. The following summary includes information about participation in the study as well as a review of data that was requested and analyzed in an effort to inform our student support efforts as an institution.

For detailed information about the survey, visit [our website](#).



Graduate Cultural Relevance and Cultural Responsiveness

Cultural Relevance Total Scale Scores (Graduate)

Results indicate that among each of the cultural relevance indicators, graduate average total scale scores (POC means) were lower than white scores. Among the indicators, t-test analyses indicated that there was a large effect size for cultural familiarity, a medium effect size for culturally relevant knowledge, cultural community service, and a small effect size for cross-cultural engagement and cultural validation.

Cultural Responsiveness Total Scale Scores (Graduate)

Indicator	POC Mean	White Mean	t-statistic	p-value	Effect Size
Collectivist Cultural Orientation	11.37	11.85	-2.71	p < .01	0.14 (small)
Humanized Educational Environments	12.3	12.56			
Proactive Philosophies	10.7	10.7			
Holistic Student Support	11.6	11.65			

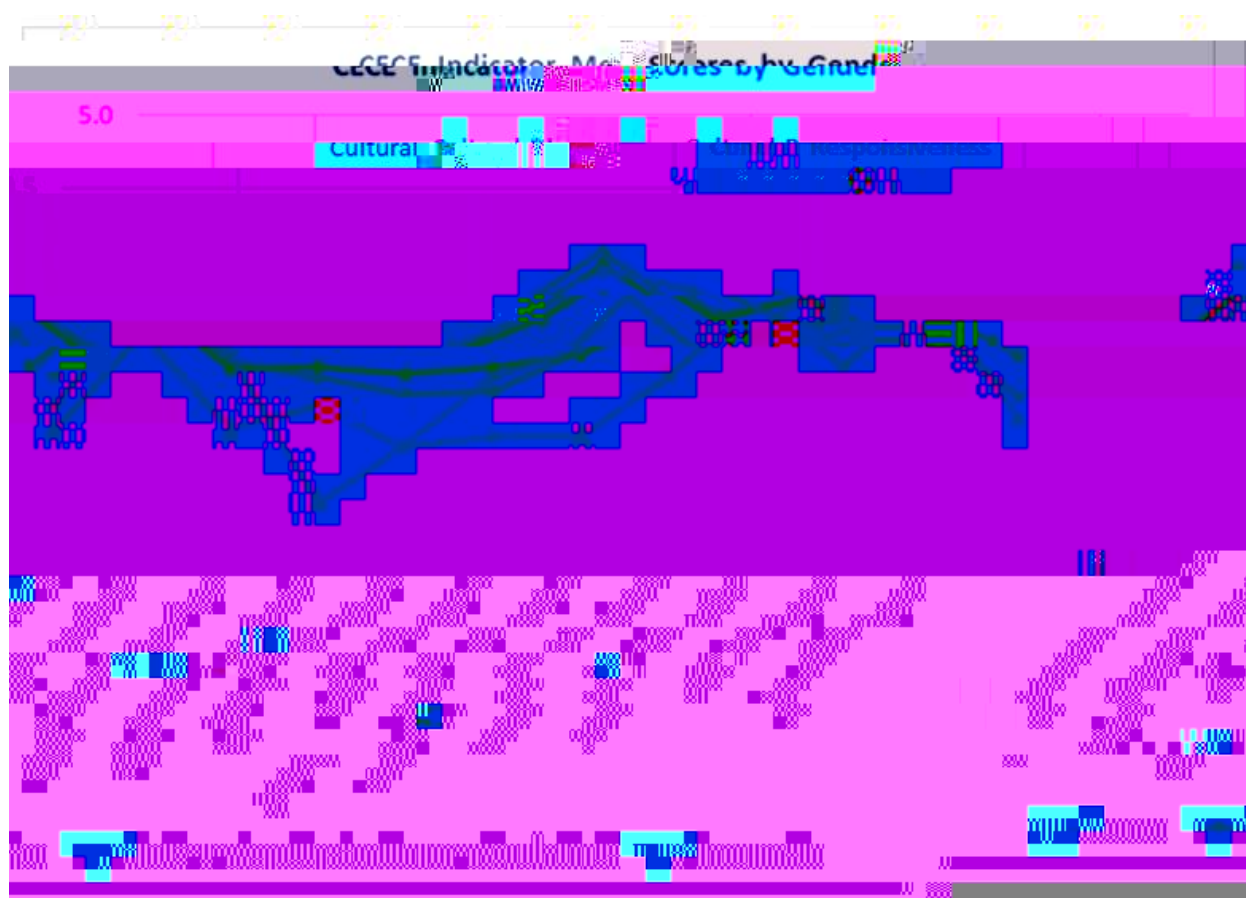
Results indicate that among the cultural responsiveness indicators, students of color had lower total scale scores on the collectivist cultural orientation, humanized education environments, and holistic student support indicators, and equal scores on the proactive philosophies indicator. Among the indicators, a t-test analysis showed only a small effect size for differences in collectivist cultural orientation scores.

CECE Identity Analysis

To understand how identity might interact with CECE indicator scores, as well as measure of belonging, the Office of Institutional Research and Analysis conducted a series of analyses to illustrate any differences in scores by identity.

Undergraduate Analyses by Identity

Total participants: N=595



No significant difference between the **women** (n=389) and the **men** (n=164).

The 3rd group (including Non-Binary, Agender, Genderqueer, and Gender Fluid: n=18) had a significantly lower score than the women and the men on:

- Cultural Relevance All
- Cultural Familiarity
- Cultural Validation.

The **transgender** group (n=5) had a significantly lower score on Culturally Relevant Knowledge.



The students of color (n=227)



The **first-generation** students (n=158) had a significantly lower score than the continuing-generation students (n=419) on:

- 4 of 5 Cultural Relevance indicators (except Cross Cultural Engagement)
- Collectivist Cultural Orientation
- Sense of Belonging

The 18 students **who did not provide their parents' educational Relevance**

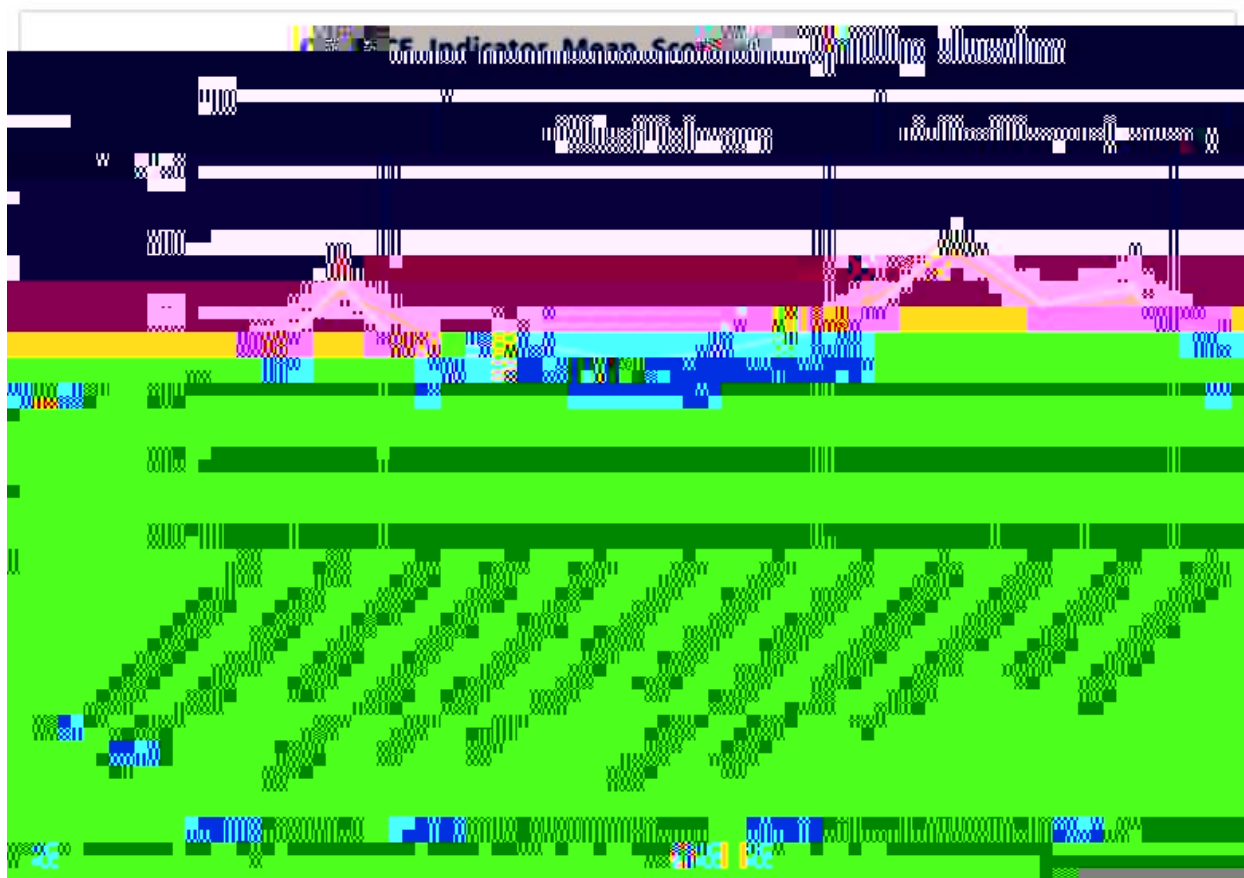


The students from the **working class** (n=157) had a significantly lower score than the students from the **middle and upper** classes (n=429) on:

- all 5 Cultural Relevance indicators
- Collectivist Cultural Orientation
- Sense of Belonging

The students from the **upper class** (n=83) had a significantly higher score only on Cultural Familiarity than the students from the middle class (n=346).

The 9 students **who did not**



Overall, the students **living on campus** (n=272) had a higher score than the students **living off campus** (n=298) on most indicators. The students **living on campus** had a significantly higher score on Cultural Relevance / Responsiveness All, Culturally Relevant Knowledge, Cross Cultural Engagement, and Holistic Support.

Compared to the students **living within walking distance** to campus (n=182), the students **living on campus** had a significantly higher score on Cultural Responsiveness All, Culturally Relevant Knowledge, Cross Cultural Engagement, and Holistic Support.

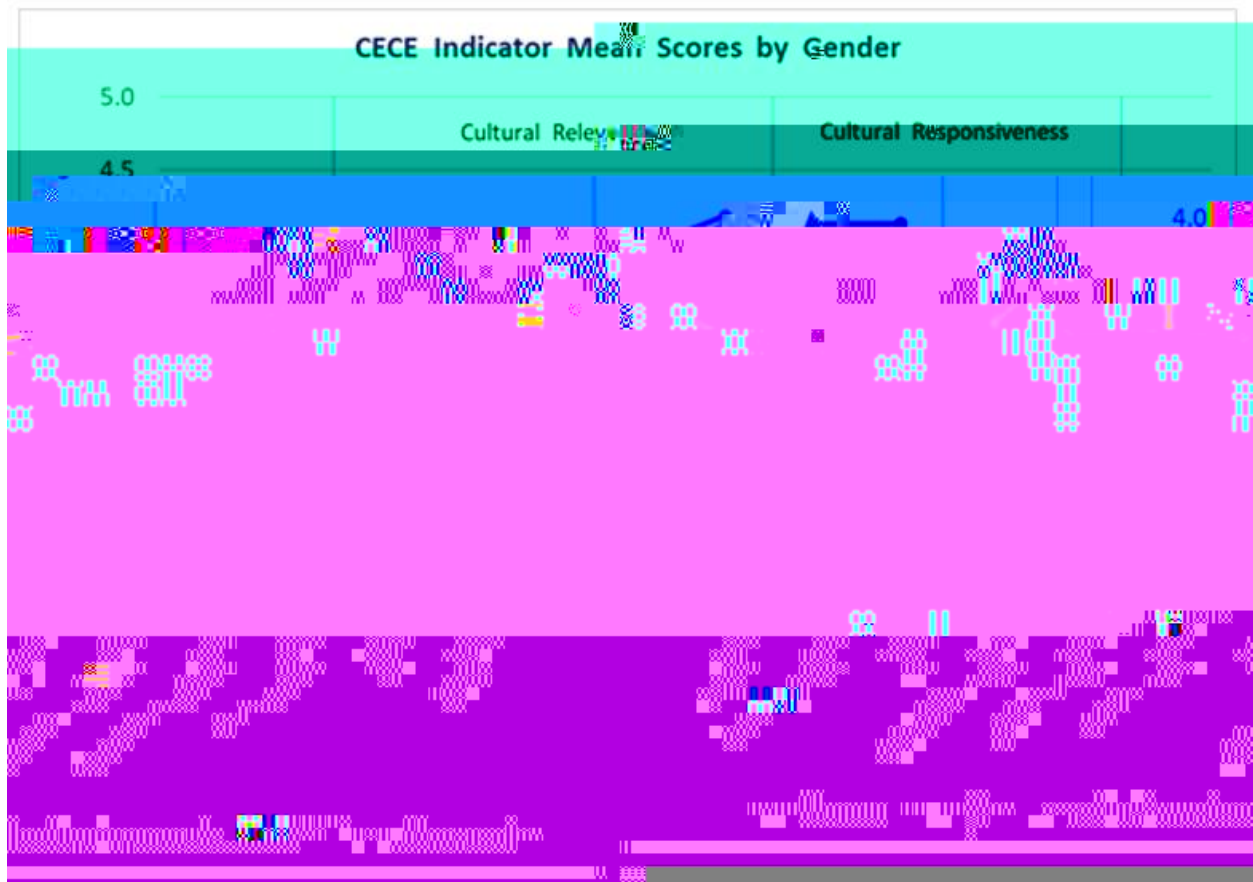
The students **living farther than walking distance** to campus (n=116) had a significantly lower scores on Cultural Familiarity and Sense of Belonging.



Compared to the **heterosexual or straight sexual** group (n=398), the group in the **queer categories** (queer, bisexual, pansexual, demisexual, gay, lesbian; n=135) had a significantly lower

Graduate Analyses by Identity

Total participants with scores: N=973



The **women** (n=620) had a significantly higher score on Cultural Familiarity and Collectivist Cultural Orientation than the **men** (n=287).

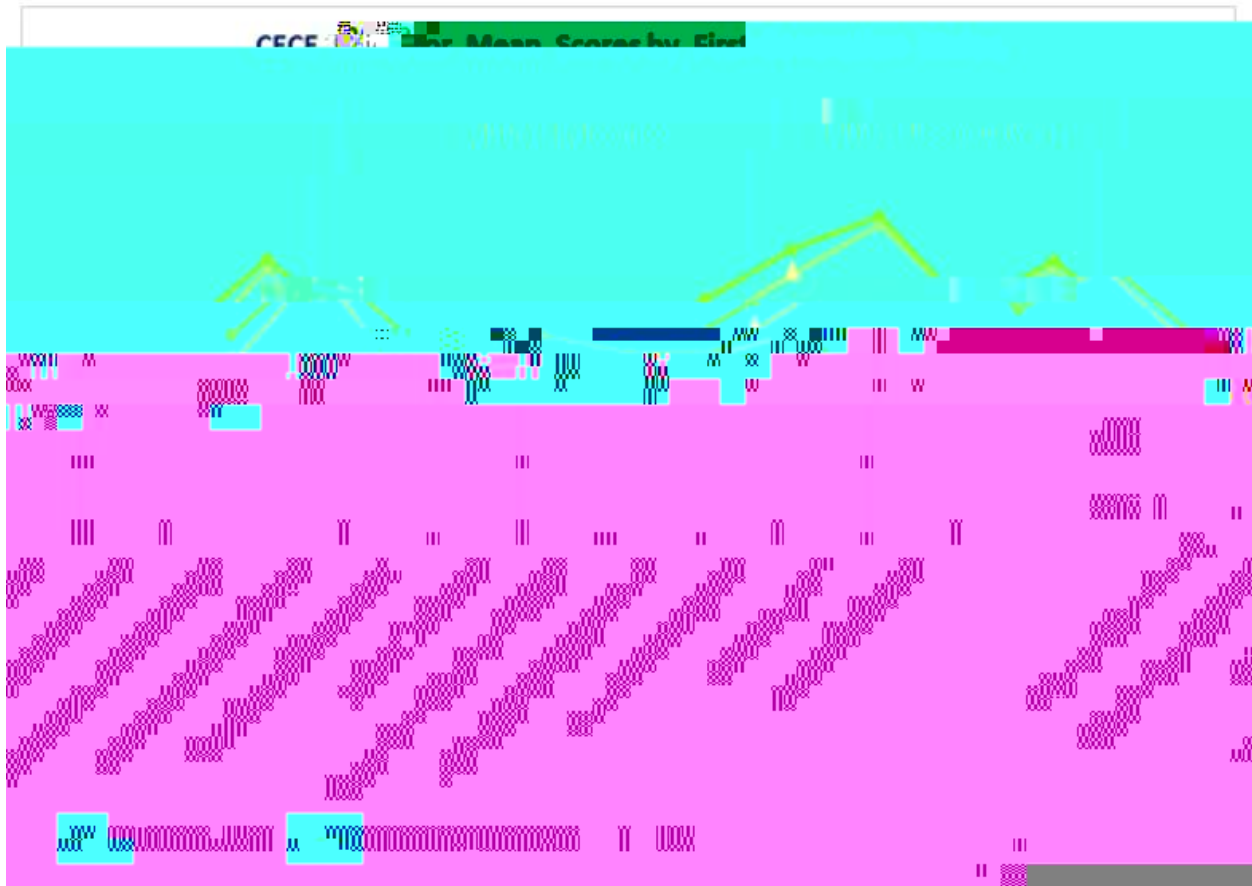
The 3rd group (including Non-Binary, Agender, Genderqueer, Gender Fluid: n=39) had a significantly lower score than the women and the men on:

- Cultural Relevance All
- Cultural Familiarity
- Culturally Relevant Knowledge
- Cross Cultural Engagement
- Cultural Validation

The **transgender** group (n=5) had a significantly lower score on Cultural Familiarity Cultural Community Service, and Cultural Validation, and a significantly higher score on Proactive Philosophies.



The



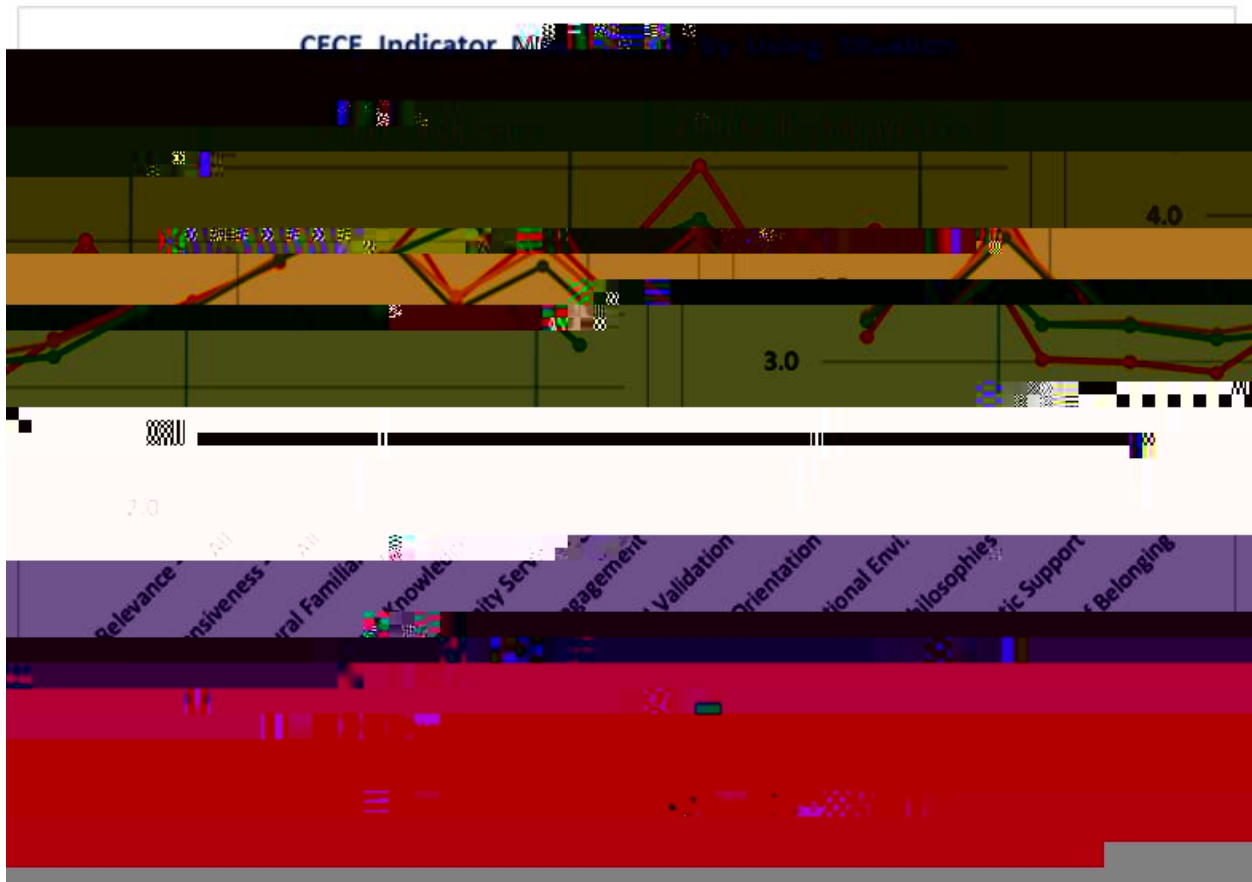
The **first-generation** students (n=313) had a significantly lower score than the continuing-generation students (n=641) on:

- 4 of the 5 Cultural Relevance indicators (except Cross Cultural Engagement)
- Collectivist Cultural Orientation

The 19 students **who did not provide their parents' education information** had a lower score on all indicators.



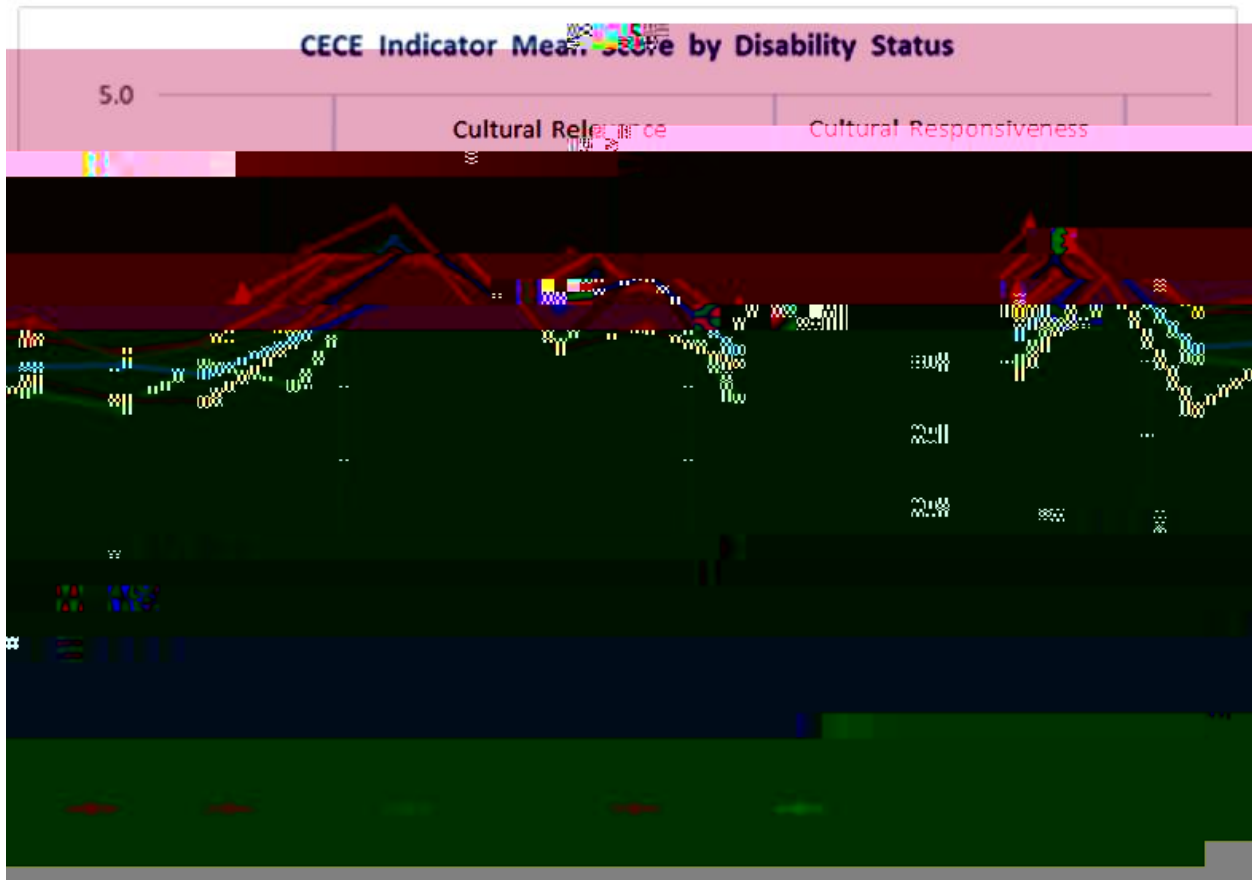
The students from the **working class** (n=318) had a significantly lower score than the students from the



No significant difference in the CECE scores existed among the **three groups** by living situation.

- On Campus: n=9
- Within Walking Distance to Campus: n=193
- Farther Than Walking Distance to Campus: n=625





The **group without a disability** (n=749) had a significantly higher score than the **students with a disability** (n=157) on Cultural Relevance / Responsiveness All, Cultural Familiarity, Culturally Relevant Knowledge, Cultural Validation, and Sense of Belonging.

The students with a **cognitive or learning disability** (n=25) had a higher score on most indicators than the students with other disabilities.

The students with a **mental health disorder** (n=44) and the students with a **physical disability** (n=29) had a significantly lower score on many indicators

Students with more than one disability: n=59

Note: 67 students didn't indicate their disability status.



The students at a **master's** program (n=735) had a significantly higher score than the **doctoral** students (n=238) on many indicators:

- Cultural Relevance All
- 4 of the 5 Cultural Relevance indicators (except Cultural Validation)
- Collectivist Cultural Orientation
- Humanized Educational



Implications of COVID-19 Restrictions

It is important to acknowledge that the CECE survey was administered in November and December 2020 amidst ongoing restrictions to student contact as a result of the COVID-19 virus. As such, participants were given an opportunity to respond to a survey item asking about how they were impacted by the COVID-19 restrictions. The following section includes a detailed summary of each of the themes that were identified among two groups: Students of Color and White Students.

Common Themes Across Groups



Financial Implications: A number of students described the financial implications that COVID-19 and restrictions brought about. These were usually accounts of being negatively impacted in ways that students were having to reduce their engagement in their educational efforts. Some students also indicated concerns with paying the same amount in tuition in fees despite having a remote experience.

“I did struggle to focus when I got the notification of being laid off from work since I had to figure out how I will be paying for school from now on.”

“I left an online MBA program that was half the price to be in the classroom at DU because I felt like I would learn better, but I'm basically getting an online MBA now (5/7 quarters will be online).”

Isolation:

“Social isolation has influenced a decrease in quality of life and motivation. It excluded me from feeling a part of the school even more.”

Implications for the University of Denver

Results from both the undergraduate and graduate CECE surveys illustrate that there is a relationship between student identities and student experiences of cultural engagement and belonging. Specifically, students with marginalized or non-dominant identities tend to select lower ratings on CECE indicators as well as measures of belonging. Regression analyses also confirmed that CECE indicators predict each other in powerful ways. As the COVID-19 restrictions may have deepened the stratification in data, the

Table 2. Correlations (r) Among CECE Indicators and Other Measures of Belonging, Motivation, and Success: N = 934 973 graduates

CECE Indicator	Cultural Relevance	Cultural Responsiveness	Sense of Belonging	Motivation	Analysis Ability	Problem Solving Ability	Graduate Learning	Strong Grades	Commit Community	Commit Society	Satisfaction	Success
Cultural Relevance	1.00	0.64	0.58	0.25	0.21	0.23	0.29	0.25	0.32	0.32	0.55	0.35
Cultural Responsiveness		1.00	0.75	0.28	0.29	0.29	0.33	0.24	0.32	0.33	0.61	0.41
Sense of Belonging			1.00	0.27	0.33	0.33	0.30	0.25	0.29	0.32	0.63	0.44
Motivation				1.00	0.27	0.31	0.76	0.84	0.53	0.53	0.37	0.35
Analysis Ability					1.00	0.76	0.32	0.24	0.28	0.31	0.29	0.50
Problem Solving Ability						1.00	0.32	0.29				
Graduate Learning							1.00					
Strong Grades								1.00				
Commit Community									1.00			
Commit Society										1.00		
Satisfaction											1.00	
Success												1.00

Note:

r ≥ 0.5		Strong
0.3 ≤ r < 0.5		Moderate
r < 0.3		Weak

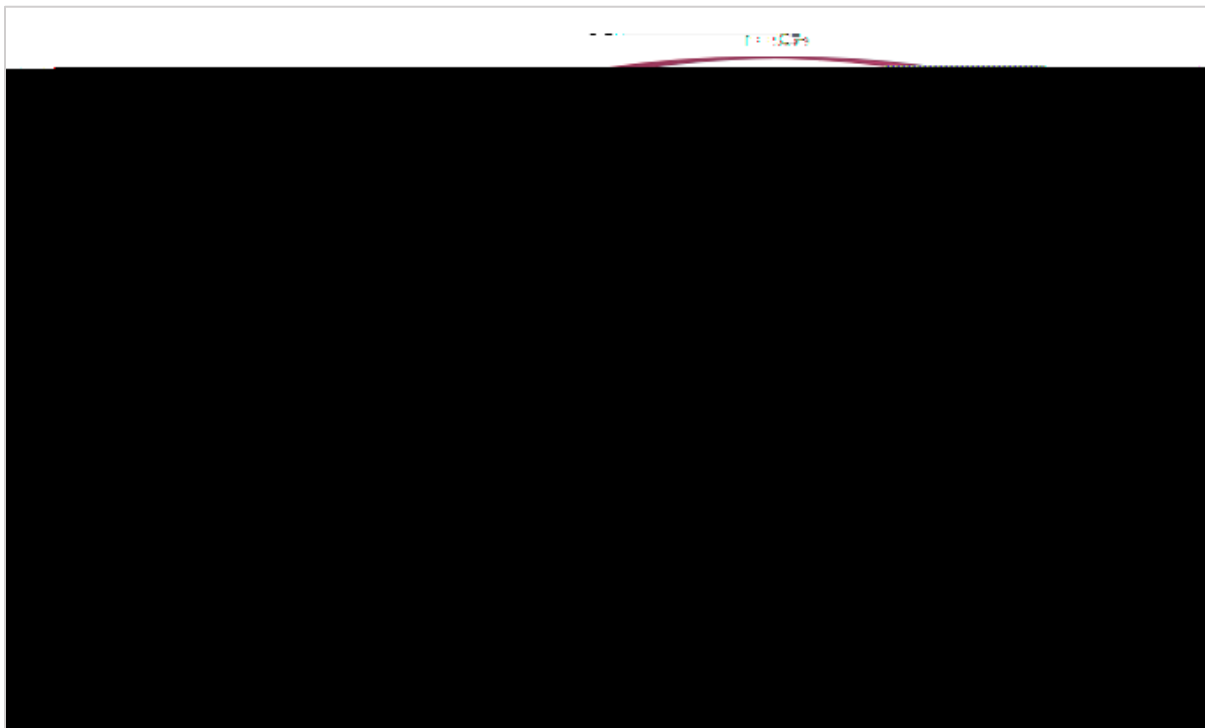


Figure 2. Correlations (r) Among CECE Indicators and Other Measures of Belonging, Motivation, and Success: N = 934 973 graduates