The Culturally Engaging Campus Environments (CECE) Survey measures nine indicators derived from over 170 qualitative interviews conducted across six distinct qualitative studies and 20 years of higher education research on racially diverse (Asian American, Black, Latino, Native American, Pacific Islander, White, and Multiracial) college populations. Existing evidence suggests that these indicators are also relevant for low-income students, international students, and lesbian, gay, bisexual, transgender, queer, and ally (LGBTQA) students. The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. The nine CECE indicators are outlined below.

With the potential to inform conversations about inclusion and equity, the CECE Survey suggests that campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students’ thriving, (2) diminish the likelihood of the experiences of tense, hostile, and toxic campus experiences, (3) ensure that the larger environments on campus are supportive of marginalized populations when an incident does cause tension in the campus climate.

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**Cultural Relevance:** Five indicators focus on the relevance of the campus environment to the cultural backgrounds and communities of diverse college students:

1. **Cultural Familiarity**: The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

2. **Culturally Relevant Knowledge**: The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

3. **Cultural Community Service**: Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

4. **Cross-Cultural Engagement**: Programs and practices that facilitate educationally meaningful cross-cultural interactions 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.

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**Cultural Responsiveness:** Four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students:

6. **Collectivist Cultural Orientations**: Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

7. **Humanized Educational Environments**: Availability of opportunities to develop meaningful relationships faculty and staff who care about and are commitment to those students’ success.

8. **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.

9. **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 they require regardless of the issue they face.