

HIGHLINE COLLEGE



The 2022 Campus Environment Assessment Report



National Institute *for*
Transformation & Equity

Dear Highline College,

Thank you for choosing to collaborate with the National Institute for Transformation and Equity (NITE). We are pleased to present the results from your institution's campus environment surveys.

We encourage you to begin sharing and engaging the campus community in discussions about your report at your earliest convenience. The report focuses the bulk of attention on the most critical elements of an optimally inclusive and equitable campus environment. The culturally engaging campus environments (CECE; *pronounced see-see*) indicators measured through our surveys center the elements of the campus environment that allow diverse populations to thrive. Through this report, our goal is for you to encourage the campus to focus energies on enhancing these aspects of the campus environment, deeply engage the survey results, collectively generate rich interpretations and insights, and work collectively to act on the findings.

Thank you for your leadership as part of this national effort to cultivate more inclusive and equitable environments in which all populations can thrive. Please do not hesitate to contact me if you have any questions about CECE.

Best wishes,

Samuel D. Museus, Ph.D.
Director
National Institute for Transformation and Equity (NITE)

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NITE PHILOSOPHY AND SERVICES

The National Institute for Transformation and Equity (NITE) has a mission founded on five core values:

- **Vision:** We value the creation of education systems that are equitable and inclusive. We foster a shared vision of equity and inclusion through continual learning, stakeholder engagement, and a commitment to research.
- **Equity:** We value inclusive cultures that are accessible, celebratory, and respectful. We express these values internally and externally through open and clear communications and by being intentional and thoughtful in how we engage diverse experiences in education.
- **Inquiry:** We value developing evidence-based solutions to systemic inequities. We infuse our work with relevant and responsive research and assessment practices committed to inclusion and diversity in all facets.
- **Transformation:** We value institutional transformation and the importance of change management in achieving our mission. We foster transformation through assessment, education, and service.

NITE provides a wide array of services for institutions of higher education that seek to advance their campus diversity, inclusion, and equity efforts. These include the following:

- Culturally relevant and responsive survey assessment services that help campuses diagnose their institutional environments and track year-to-year improvements.
- Qualitative, quantitative, and mixed-method campus climate assessments.
- Program evaluations from a culturally relevant and responsive lens.
- Support for institutions aiming to understand how to transform the cultures and structures of their campuses.
- Consulting services for consortia of campuses collectively engaging in institutional diversification, inclusion, and equity efforts.
- Workshops around topics such as culturally relevant and responsive curriculum in pedagogy, academic advising, and assessment.
- National events that foster conversations with experts and activists to discuss the most pressing inclusion and equity issues in higher education.
- Documentation of the many ways institutions of higher education are advancing justice.
- Research projects that help answer critical questions about what institutions need to do in order to be more inclusive and equitable.

SURVEY ADMINISTRATION SUMMARY

Introduction

During the spring of 2022, Highline College worked with NITE to conduct a campus-wide assessment, which included undergraduate students, faculty, and staff. The purpose of this assessment was to understand the nature of Highline College's campus environment. Through collecting and analyzing survey data, this assessment offers insights into students, faculty, and staff perceptions and experiences in Highline College's campus environments. This report offers a summary of the key results and recommendations to inform institutional strategies to cultivate more culturally relevant and responsive environments that allow people to thrive on campus.

Procedures

The surveys were disseminated to all Highline College students, faculty, and staff between May 25th and June 9th, 2022, using the SoGo Survey® online platform. NITE used SoGo to generate individualized links for each prospective survey participant, distributed these links via email invitation, and followed up with several reminder emails to encourage survey participation and completion. The initial email invitation was sent on May 25th, followed by two weekly reminder emails on June 2nd and June 9th. The surveys were closed on June 16th. All participants were entered into a raffle for a \$50 gift card upon completion of the survey.

- *Undergraduate survey*: The undergraduate survey received the lowest response. The survey was sent out to 4,215 undergraduate students, and a total of 229 students opened the survey and 175 students completed the survey. Therefore, approximately 76% of undergraduates who opened the survey completed it. This resulted in a response rate of 5% and final overall completion rate of 4%.
- *Faculty survey*: The faculty survey was sent out to 349 faculty. A total of 123 faculty opened the survey and 103 completed it. Thus, approximately 84% of those who opened the survey completed it. This resulted in a response rate of 35% and final overall completion rate of 30%.
- *Staff survey*: The staff survey was sent out to 437 staff members. A total of 173 staff opened the survey and 157 completed it. Thus, approximately 91% of those who opened the survey completed it. This resulted in a response rate of 40% and final overall completion rate of 36%.

Questions summarized in this report were measured on Likert-scales. The following were response options for the Likert-scales used for key questions in the survey:

- *Agreement*: (1) Strongly disagree, (2) Disagree, (3) Agree, (4) Strongly agree
- *Frequency*: (1) Never, (2) Rarely, (3) Sometimes, (4) Often, (5) Always

- *Importance:* (1) Not important at all, (2) Somewhat important, (3) Moderately important, (4) Very important, (5) Absolutely essential
- *Satisfaction:* (1) Very dissatisfied, (2) Dissatisfied, (3) Satisfied, (5) Very satisfied

There are a few important points to keep in mind when interpreting the results:

- To make our presentation of the results more coherent, we extracted and collapsed the responses into fewer categories where necessary. For example, in some cases, we extracted and collapsed “often” and “always” response options to create one “often+always” category to simplify the data visualization and interpretation.
- To protect confidentiality, we excluded or aggregated reporting responses from groups with fewer than 10 cases.
- In each survey, a red herring question was added to identify people who might have randomly selecting answers. The item instructed participants to select “disagree,” and all participants who did not select “disagree” were filtered out when analyzing the data.
- A significant amount of data was collected via the campus environment surveys. In this report, we primarily focus on data most central to efforts to cultivate optimally inclusive and equitable environments.

OVERALL EXPERIENCE

To begin, we summarize overall responses to general survey items related to important outcomes, including satisfaction, adjustment, and belonging. This synthesis is followed by a discussion of responses related to culturally engaging campus environments—the core focus of the campus environments surveys.

Satisfaction

Figures 1-3 display data related to satisfaction across the four survey samples. Over 70% of students (85%), faculty, (71%), and staff (74%) indicated that they were “satisfied” or “very satisfied” with their experience at the campus. This number was somewhat higher for students than for faculty and staff. Just over one out of four faculty and staff indicated that they were “dissatisfied” or “very dissatisfied” with this experience.

Figure 1. Student Satisfaction

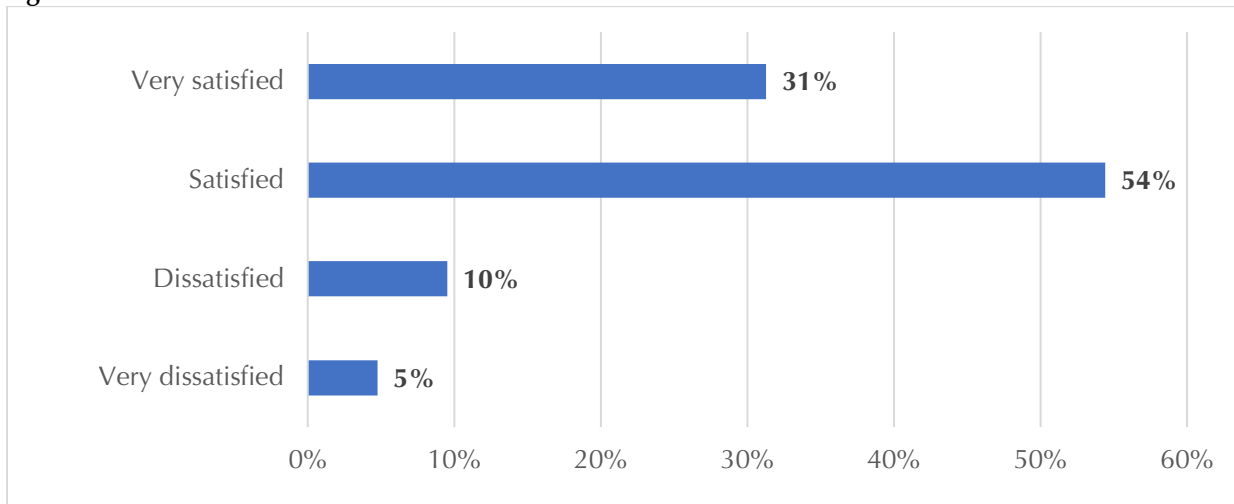


Figure 2. Faculty Satisfaction

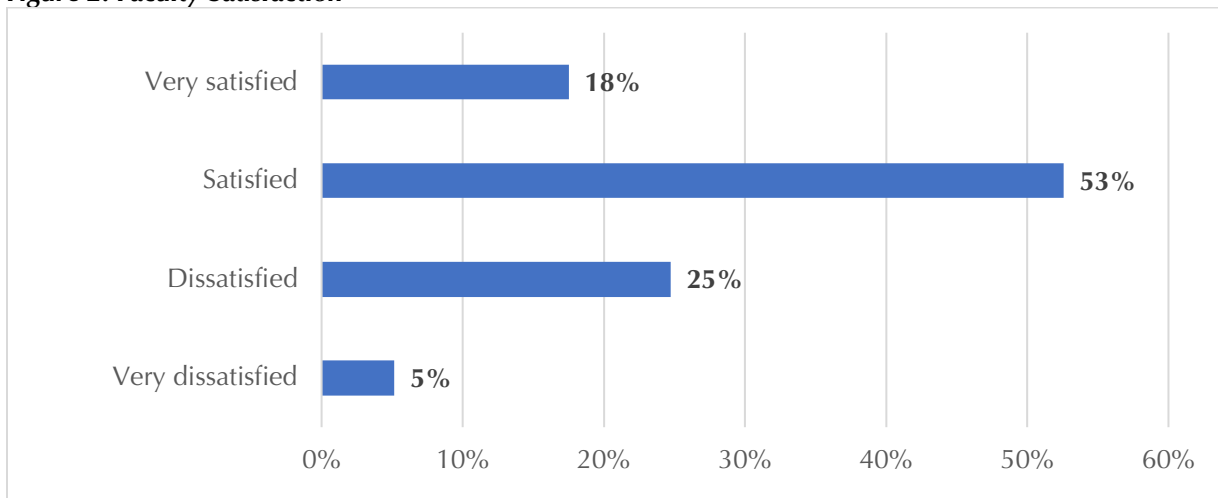
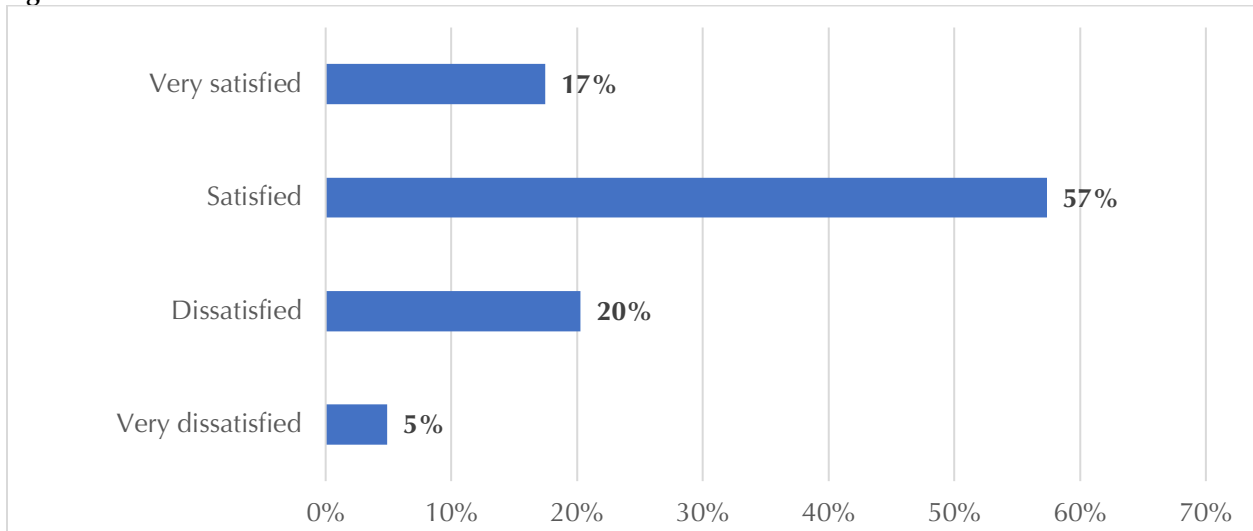


Figure 3. Staff Satisfaction



Sense of Belonging

One factor shaping satisfaction at college campuses might be the degree to which people feel like they belong on campus. Each campus environments survey included three items related to belonging on campus, and Figures 4-6 summarize data captured through these items. Specifically, these graphs display the percentage of respondents who selected “agree” or “strongly agree” with each respective statement. As the charts demonstrate, across all three surveys, the majority of respondents in most cases agreed or strongly agreed that they felt like they were part of the community, belonged to the community, and felt a strong connection to the community at the college.

Figure 4. Undergraduate Student Sense of Belonging

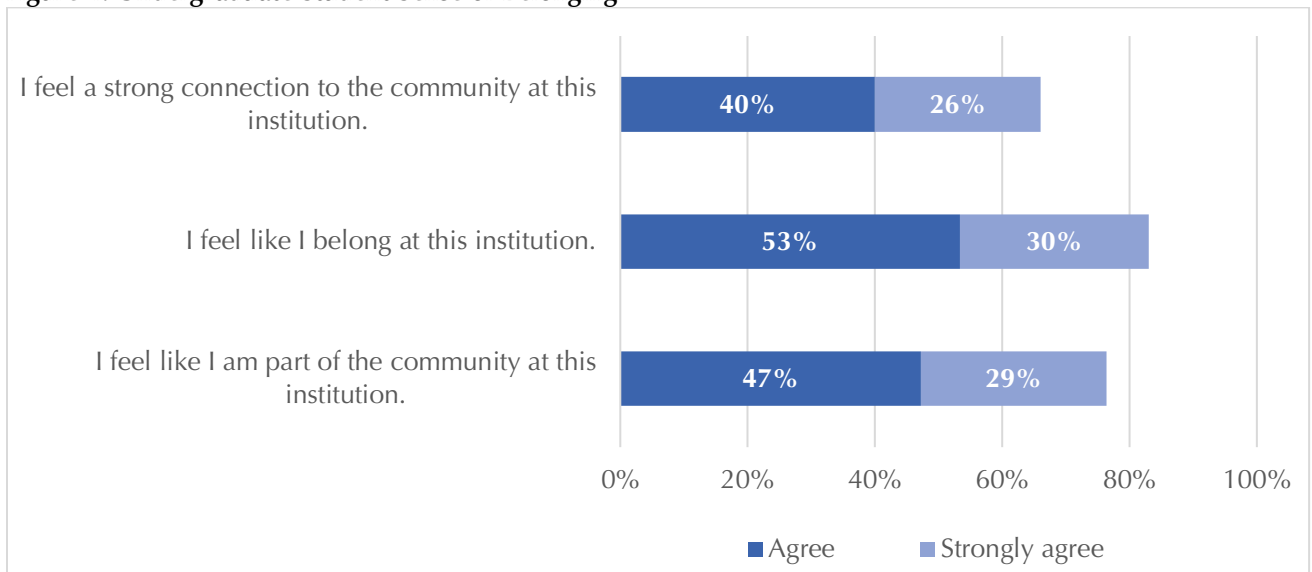


Figure 5. Faculty Sense of Belonging

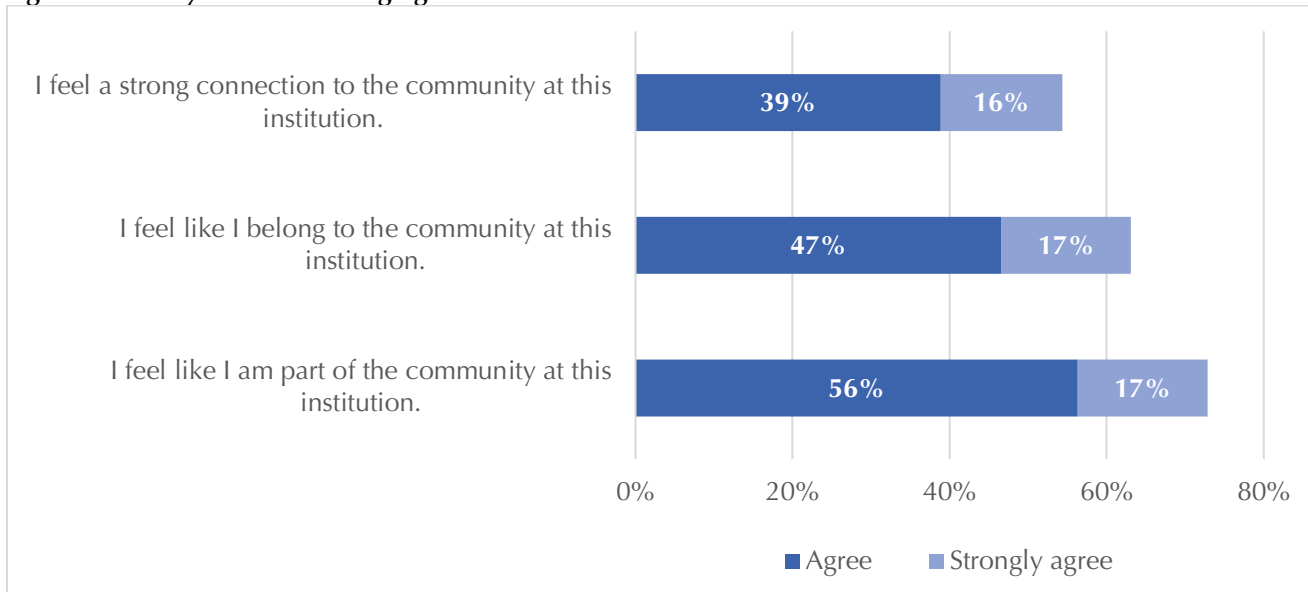
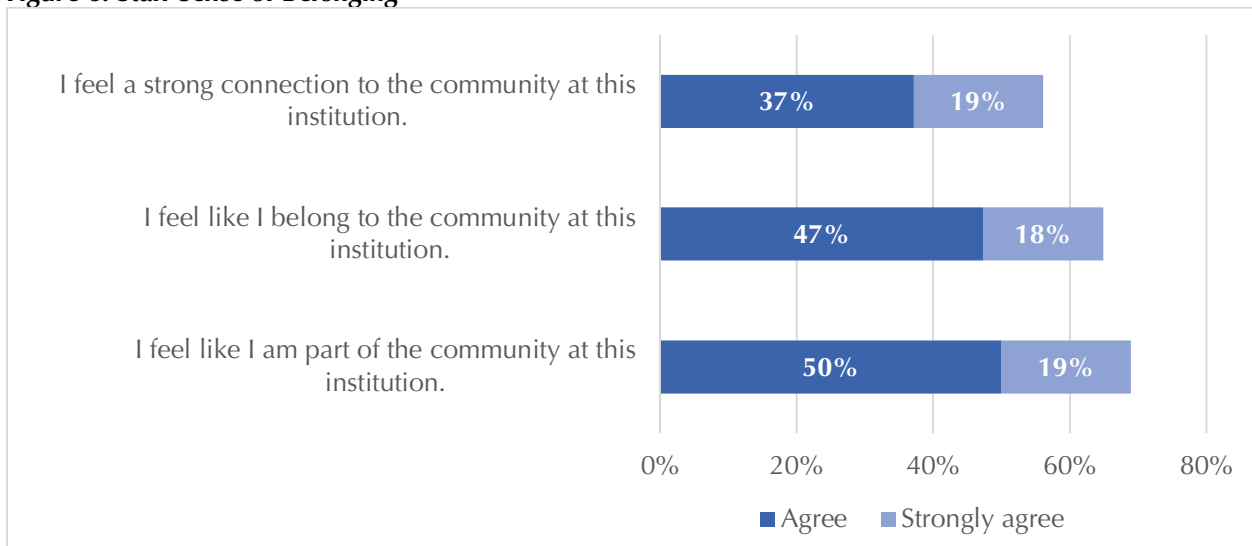


Figure 6. Staff Sense of Belonging

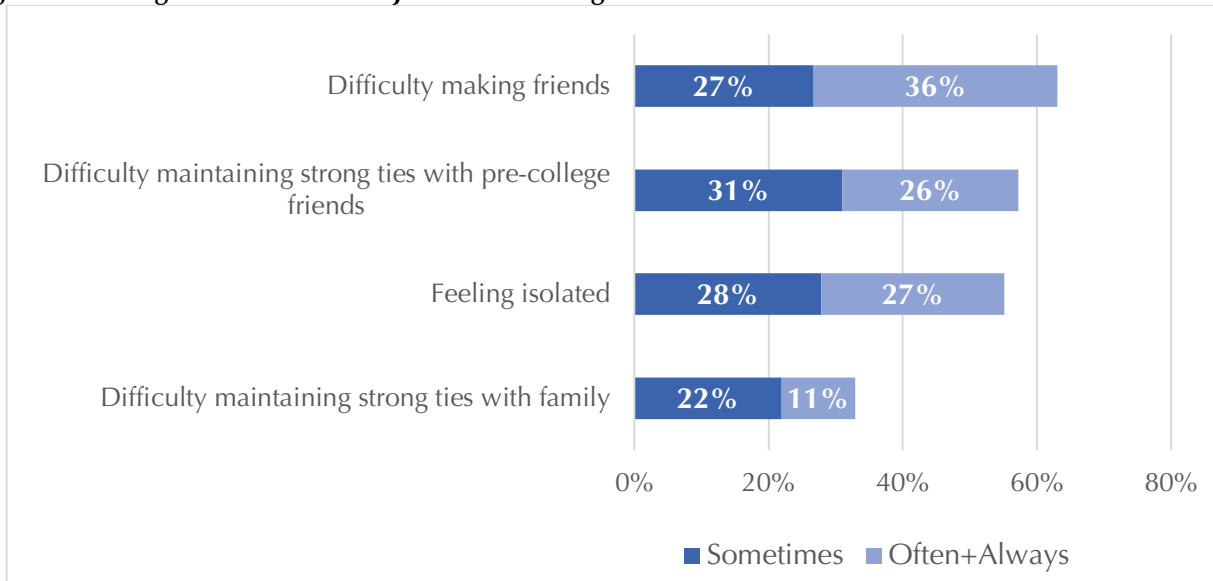


Adjustment Difficulties

One factor that might be related to campus community members' sense of belonging is the degree to which they experience challenges when adjusting to the campus. The student survey included a set of items that measured the frequency with which participants experienced difficulties when they first arrived at the campus. These results are summarized Figure 7.

Over half of undergraduate respondents reported "sometimes," "often," or "always" experiencing difficulty maintain strong ties to precollege friends, experienced difficulty making friends in college, and feeling isolated. Only about one-third reported that they sometimes, often, or always experienced difficulties maintaining strong ties with family.

Figure 7. Undergraduate Student Adjustment Challenges



Experiences with Campus Climate

The three surveys also included an add-on module that measured experiences with the campus climate. Figures 8-10 show the percentage of respondents that indicated they “sometimes,” “often,” or “always” experienced various forms of prejudice and discrimination or microaggressions directly or vicariously over the last year.

Less than a quarter of the undergraduates who responded to the survey indicated that they sometimes, often, or always directly experienced or observed other people experiencing prejudice or discrimination. A slightly larger portion of respondents indicated they sometimes, often, or always felt unsafe (27%) or like they did not belong (34%).

Among faculty and staff, a relatively large number of respondents reported sometimes, often, or always feeling like they did not belong (59% of faculty and 57% of staff) on campus. A relatively large proportion of faculty and staff also reported seeing other people sometimes, often, or always experiencing prejudice (57% of faculty and 54% of staff) and discrimination or microaggressions (50% of faculty and staff) on campus.

Figure 8. Undergraduate Student Experiences with Campus Climate

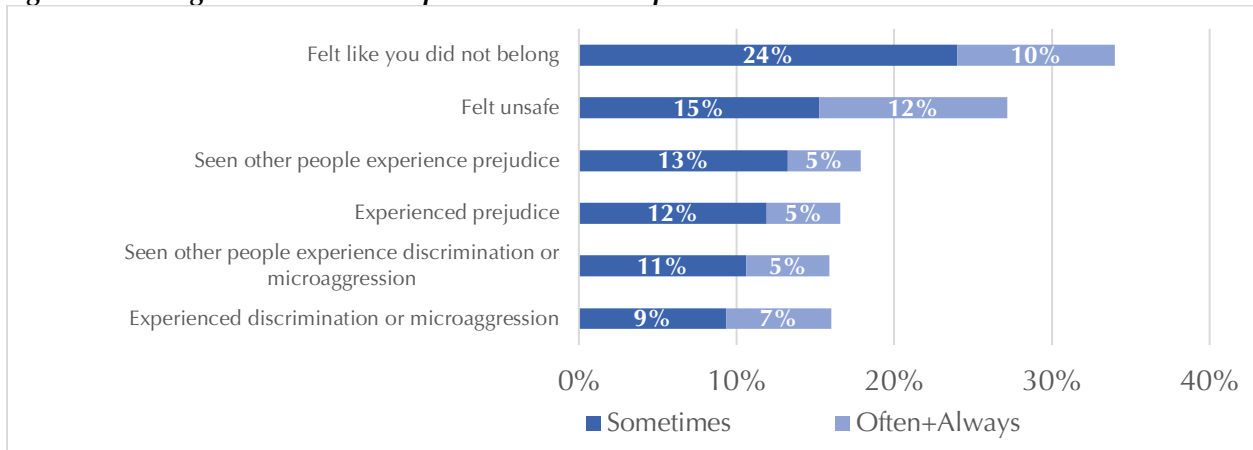


Figure 9. Faculty Experiences with Campus Climate

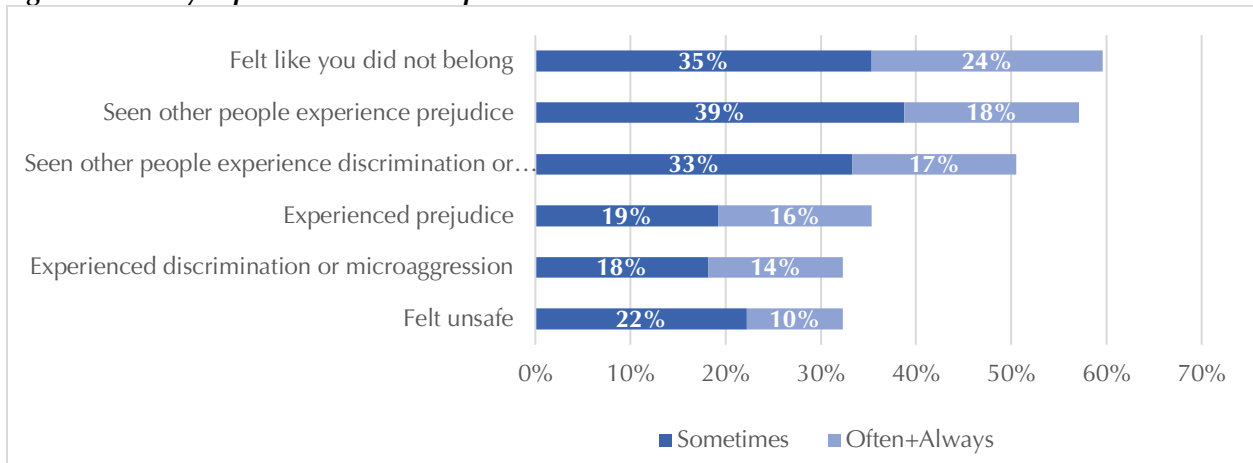
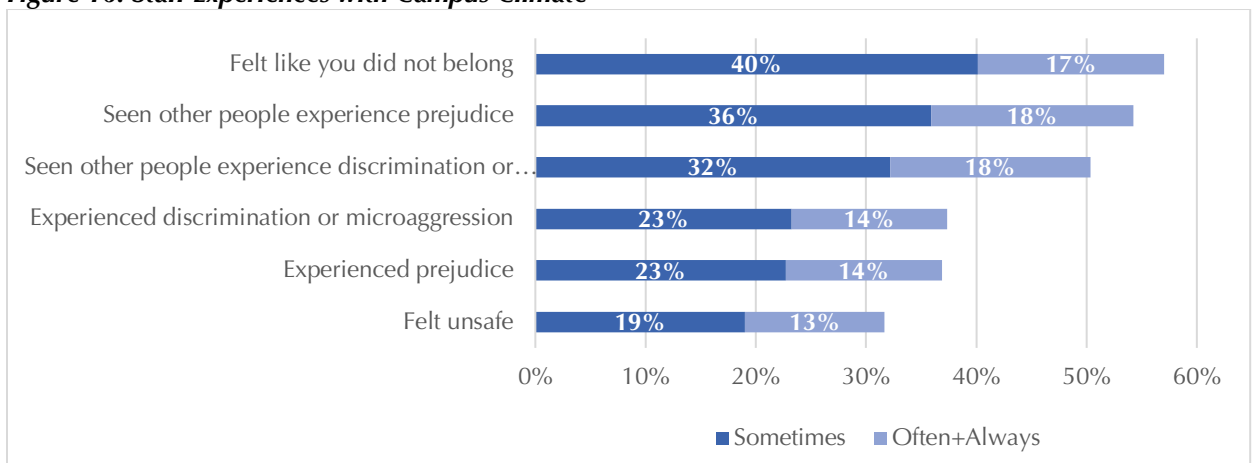


Figure 10. Staff Experiences with Campus Climate



CULTURAL ENGAGEMENT

The primary framework unifying the surveys is the culturally engaging campus environments (CECE; *pronounced see-see*) model, which delineates the aspects of culturally engaging campus environments that allow diverse populations to thrive. Culturally engaging campus environments refer to the types of environments that are relevant and respond to the needs of people from diverse backgrounds. We provide a brief description of the CECE indicators before presenting data related to them. See Appendix A through C for information about the specific survey items used to measure each indicator.

CECE Student Indicators

There are nine CECE indicators measured in the undergraduate survey. These CECE student indicators can be used as benchmarks for postsecondary institutions to assess the extent to which culturally engaging campus environments exist on their respective campuses, identify where these environments can be improved, and develop plans for transforming environments to maximize success more effectively 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 students to connect with faculty, staff, and peers who shared and understand their cultural backgrounds and experiences.
2. *Culturally Relevant Knowledge:* Opportunities for students to learn and exchange knowledge 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. *Cross-Cultural Engagement:* Programs and practices that facilitate educationally meaningful cross-cultural interactions among their students that focus on solving real-world 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 cultural norms and needs of diverse students:

6. *Collectivist Orientations:* Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.
7. *Humanized Environments:* Availability of opportunities for students to develop meaningful relationships with faculty and staff members who care about and are committed to their success.

8. *Proactive Support*: 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 on their own.
9. *Holistic Support*: Students' having 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.

CECE Faculty Indicators

The faculty survey measures a more condensed set of CECE indicators tailored to the experiences of faculty. They include five key indicators:

1. *Cultural Familiarity*: Campus spaces for faculty to connect with other people who shared and understand their cultural backgrounds and experiences.
2. *Culturally Relevant Scholarship*: The institution valuing faculty efforts to learn about, disseminate knowledge about, and advance the well-being of their cultural communities through their work.
3. *Collectivist Care*: Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.
4. *Proactive Support*: Proactive philosophies leading institutional agents to proactively provide important information, opportunities, and support services to faculty, rather than waiting for faculty to seek them out on their own.
5. *Holistic Support*: Faculty having access to one or more support persons who 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.

CECE Staff Indicators

Finally, the staff survey measures a more condensed set of CECE indicators tailored to the experiences of staff members on campus. They include a total of five key indicators:

1. *Cultural Familiarity*: Campus spaces for staff to connect with other people who shared and understand their cultural backgrounds and experiences.
2. *Culturally Relevant Engagement Opportunities*: Opportunities for staff to learn about, disseminate knowledge about, and advance the well-being of their cultural communities through their work.
3. *Cultural Validation*: Campus cultures that validate staff members' cultural backgrounds, knowledge, and identities.
4. *Collectivist Care*: Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.
5. *Optimal Support*: The degree to which staff have access to proactive and holistic support. This entails institutional agents proactively providing important

information, opportunities, and support services to staff, rather than waiting for staff members to seek them out on their own. It also involves staff having access to a support person who they trust to 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.

The data presented in this section show CECE indicator scores that measure the degrees to which people report having access to these elements of an optimally inclusive and equitable environment. To compute a CECE indicator score, each individual response to each item related to that indicator is assigned a weight (strongly disagree=1, disagree=2, agree=3, strongly agree=4) and multiplied by 20 to generate an individual indicator score between 20 and 80. Then, these scores are averaged across all respondents to generate a composite indicator score between 20 and 80. The composite scores can then be compared across groups using an easily interpretable 20-80 scale (with 20 being the least and 80 being the most favorable).

Lower scores do suggest students perceive the environment as less reflective of these cultural engagement indicators, and are therefore less likely to see the campus environment as meeting their needs and expectations. However, it is important to underscore that a group exhibiting a higher score compared to others on campus does not imply that this population does not require attention, as any scores below 80 suggest there might be room for improvement.

Campus Environments by Race

Figure 11 through 13 display data related to the indicator scores across different racial groups. Figure 11 provides displays CECE indicator scores across race among undergraduate respondents. Scores are not drastically different across groups, but some disparities are worth noting. This figure shows that Black and Hispanic students generally scored the campus higher than their Asian American and White peers in the areas of cultural relevance. Asian American students appear to consistently have the lowest scores across the four areas of cultural responsiveness.

With regard to faculty, Figure 12 compares White and non-White faculty perceptions of the campus environment. These data suggest that White faculty are more likely to agree that the campus is characterized by cultural familiarity and culturally relevant scholarship opportunities, whereas non-White faculty score the campus slightly higher on collectivist orientations, proactive support, and holistic support. Faculty overall were least likely to agree that the campus environment was characterized by cultural familiarity and culturally relevant scholarship opportunities, and they were most likely to agree the campus was characterized by collectivist orientations and proactive support.

When it comes to staff, White respondents scored the campus higher than their non-White counterparts on every indicator (Figure 13). Staff overall scored the campus environment lowest in areas of culturally relevant engagement opportunities and cultural validation.

Figure 11. Perceptions of Culturally Engaging Environments by Undergraduate Student Race

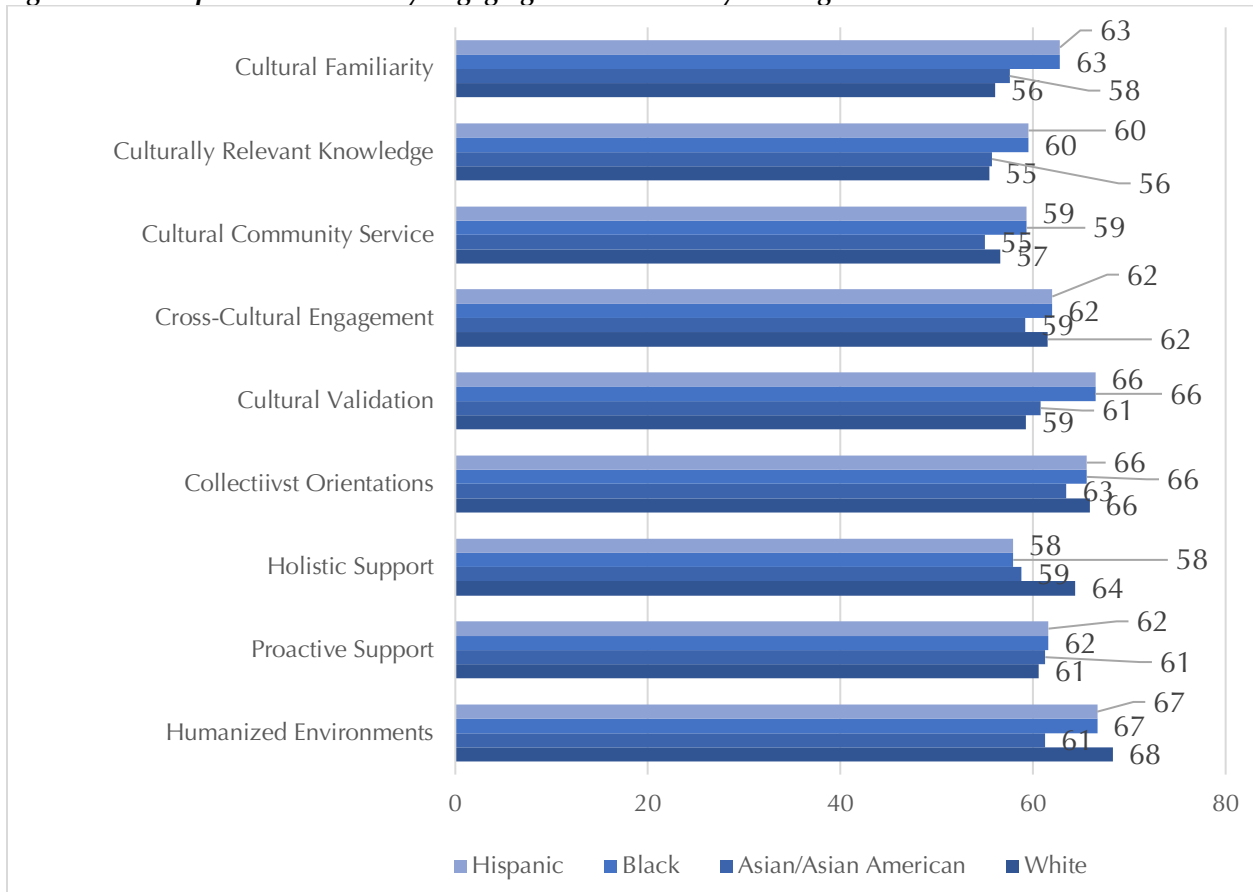


Figure 12. Perceptions of Culturally Engaging Environments by Faculty Race

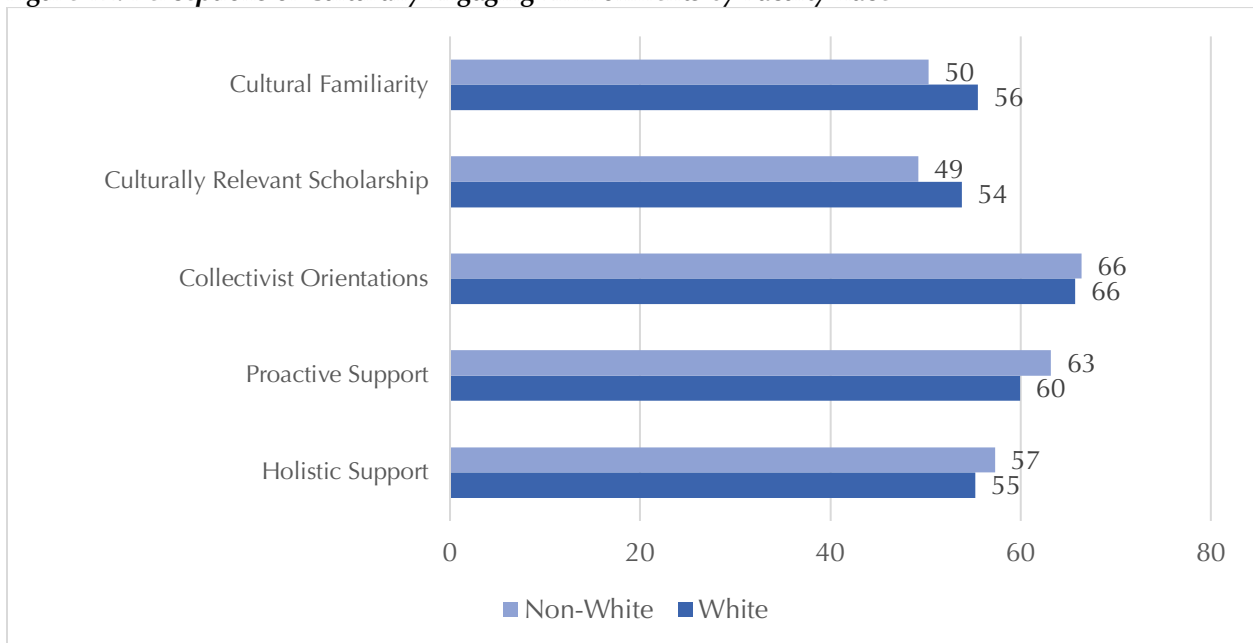
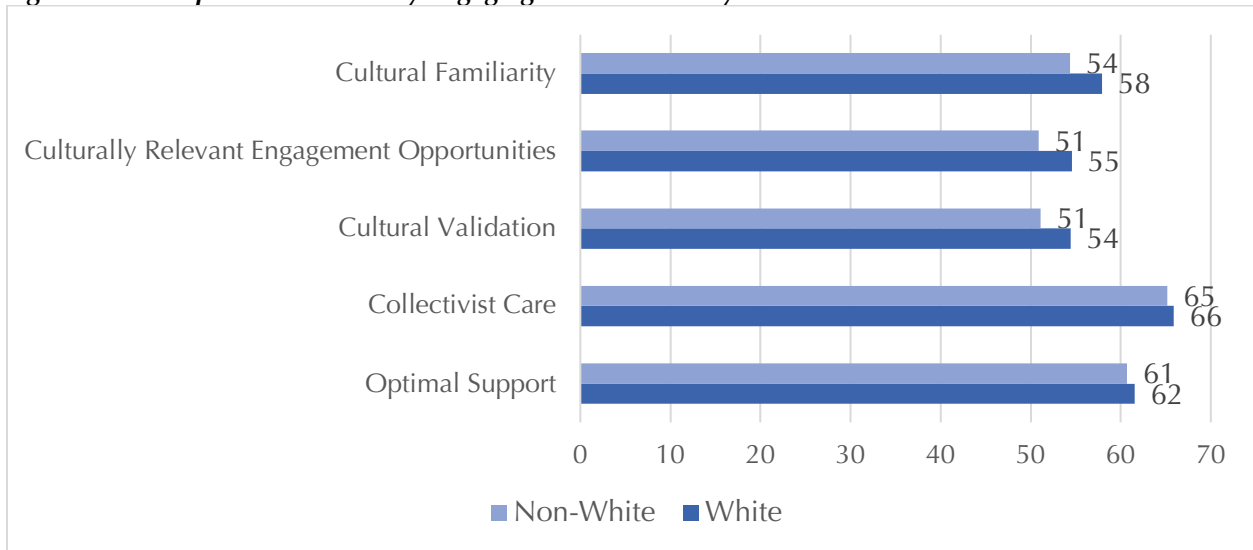


Figure 13. Perceptions of Culturally Engaging Environments by Staff Race



Campus Environments by Class

Figures 14 through 16 show CECE indicator data broken down by class background. Among undergraduate students and staff, there are few noticeable differences in perceptions of the campus environment across class backgrounds. The story is slightly different for faculty, with working class faculty noticeably exhibiting the lowest scores across all indicators among the three groups.

Campus Environments by Sex

Figures 17 through 19 display CECE indicator data disaggregated by sex. Male undergraduate respondents rated the campus environment higher in seven of the nine CECE indicator areas, although the differences were relatively minor in most cases (Figure 17). Among faculty, male respondents also scored the campus higher on all CECE indicators, except collectivist orientations. In contrast, staff scores were relatively similar across sex for the five indicators.

Figure 14. Perceptions of Culturally Engaging Environments by Undergraduate Student Class Background

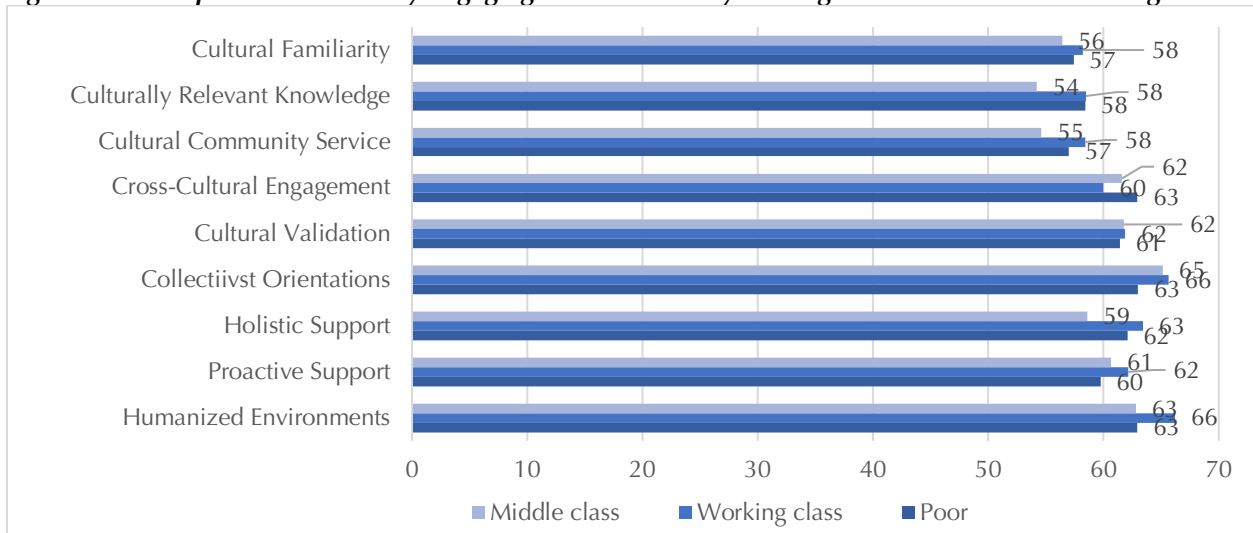


Figure 15. Perceptions of Culturally Engaging Environments by Faculty Class Background

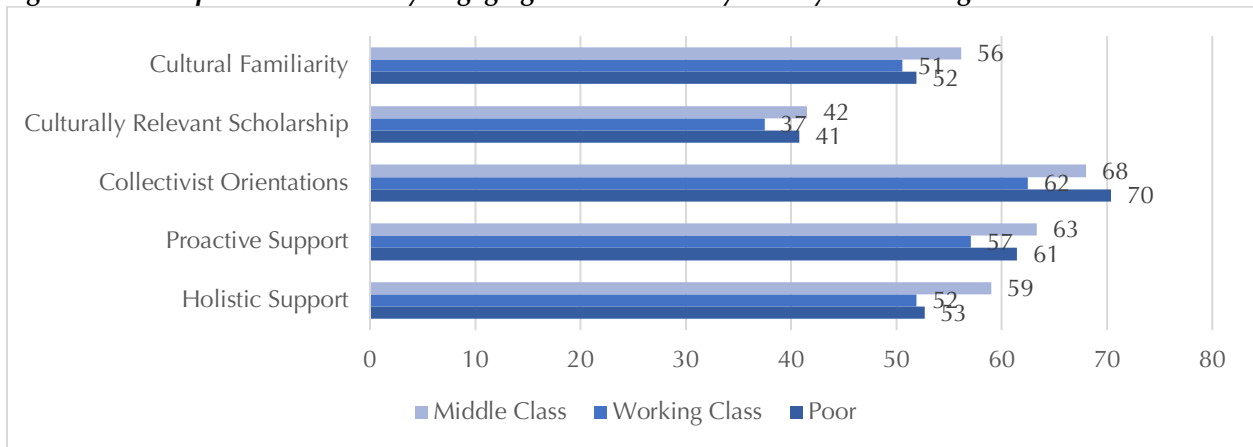


Figure 16. Perceptions of Culturally Engaging Environments by Staff Class Background

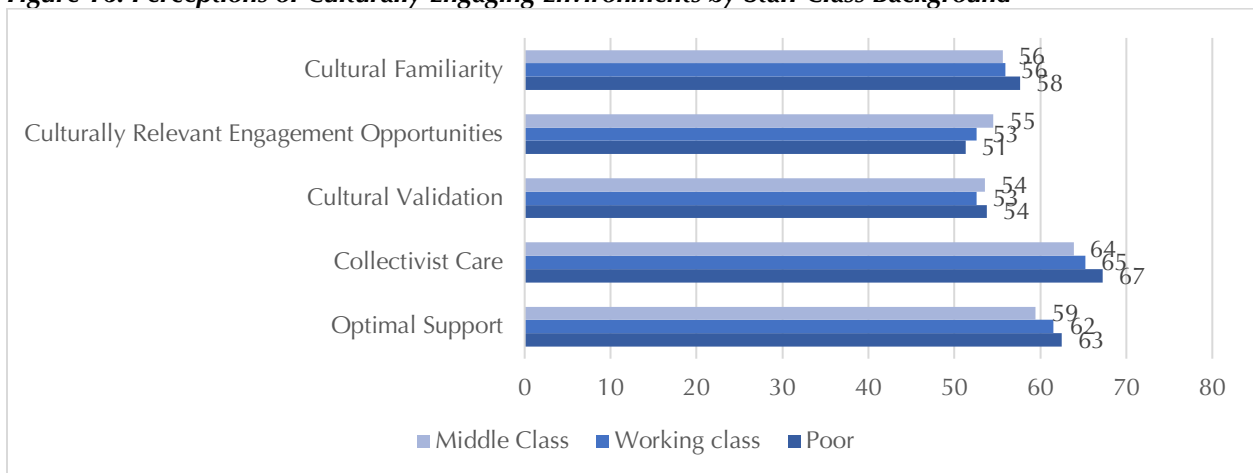


Figure 17. Perceptions of Culturally Engaging Environments by Undergraduate Student Sex

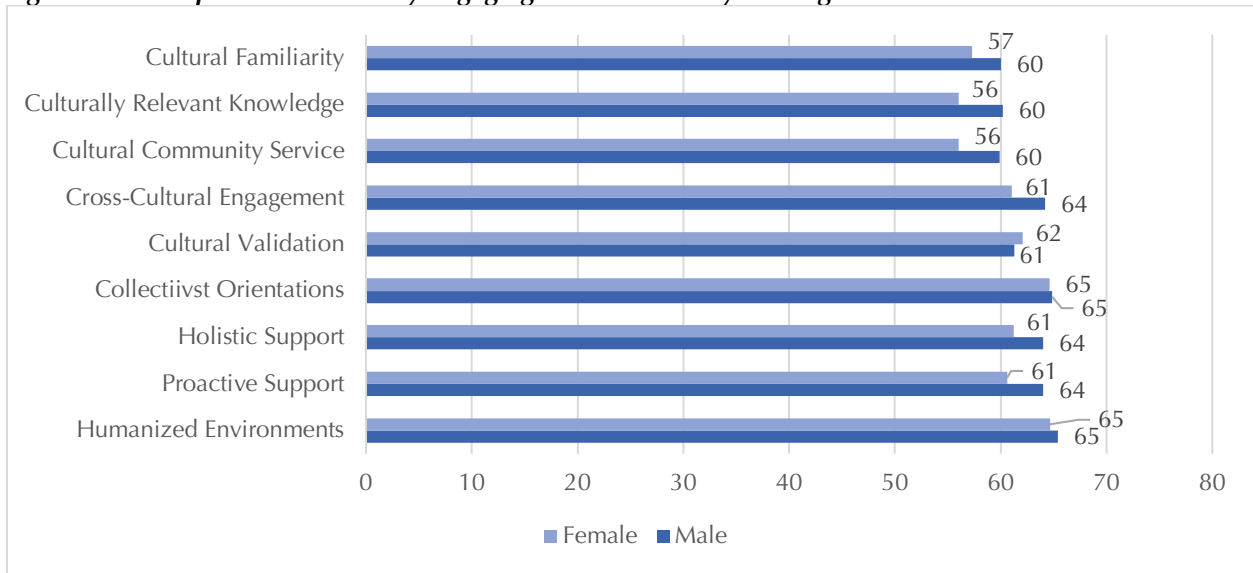


Figure 18. Perceptions of Culturally Engaging Environments by Faculty Sex

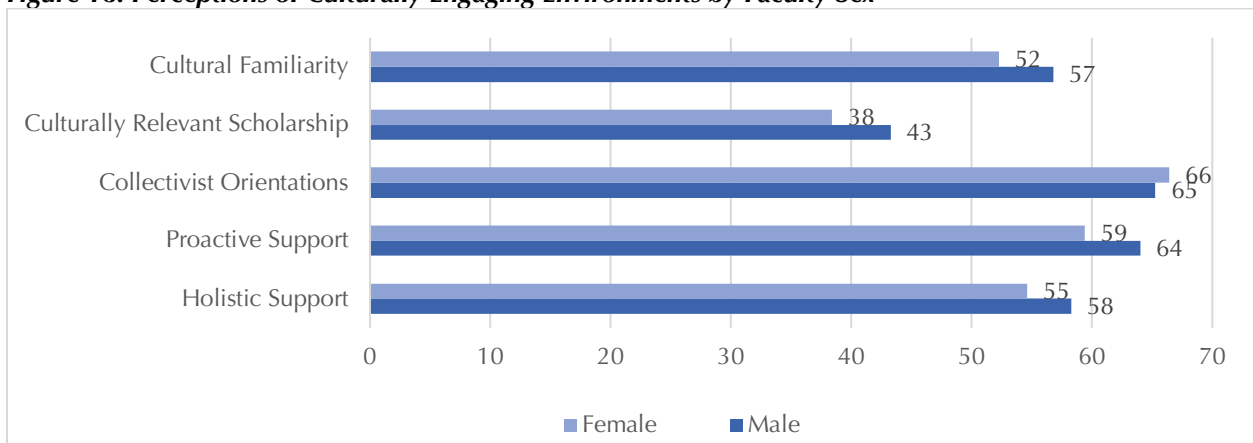
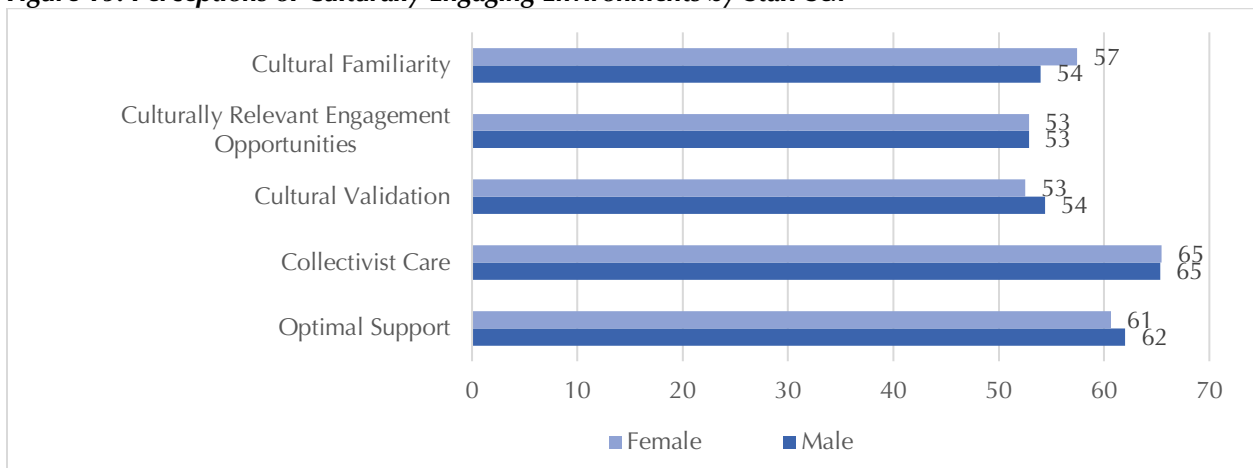


Figure 19. Perceptions of Culturally Engaging Environments by Staff Sex



FACULTY AND STAFF BEHAVIORS

Behaviors Related to Cultural Engagement

Our surveys also asked about frequency of faculty and staff behaviors that contribute to more culturally engaging campus environments. Figure 20 shows that a majority of faculty indicated that they “often” or “always” made efforts to know their students’ backgrounds, apply anti-racist practices in their teaching, connect the curriculum to real issues in diverse communities, and incorporate issues of equity into their teaching in the current semester or term.

Just under half of faculty respondents indicated that they incorporated course objectives that focus on students learning about issues relevant to their own communities or incorporated readings that centers diverse voices in their courses. Figure 20 also shows that a noticeable proportion of faculty reported that some of these behaviors were irrelevant. Approximately one in five faculty respondents saw having course objectives, incorporating readings that centers diverse voices, and inviting diverse guest speakers as irrelevant to the courses they teach.

According to Figure 21, over three-quarters of faculty also indicated that they often or always made efforts to show students they were committed to their success, proactively connect students with support outside of class, and proactively create new learning opportunities for students.

Data from staff respondents who create co-curricular learning environments for students tell a similar story (Figures 22-23). About 70% or more staff reported often or always engaging in some culturally relevant learning-related behaviors, while less than a quarter reported often or always engaging in others. In addition, approximately one out of three viewed some of these behaviors, such as allowing students to analyze social problems relevant to their own cultural communities or with people from different cultural backgrounds, as irrelevant to the work they do with students. Also, similar to faculty, over three-quarters of staff reported often or always engaging in behaviors that contribute to culturally responsive support systems for students.

Figure 20. Frequency of Faculty Culturally Relevant Learning Behaviors

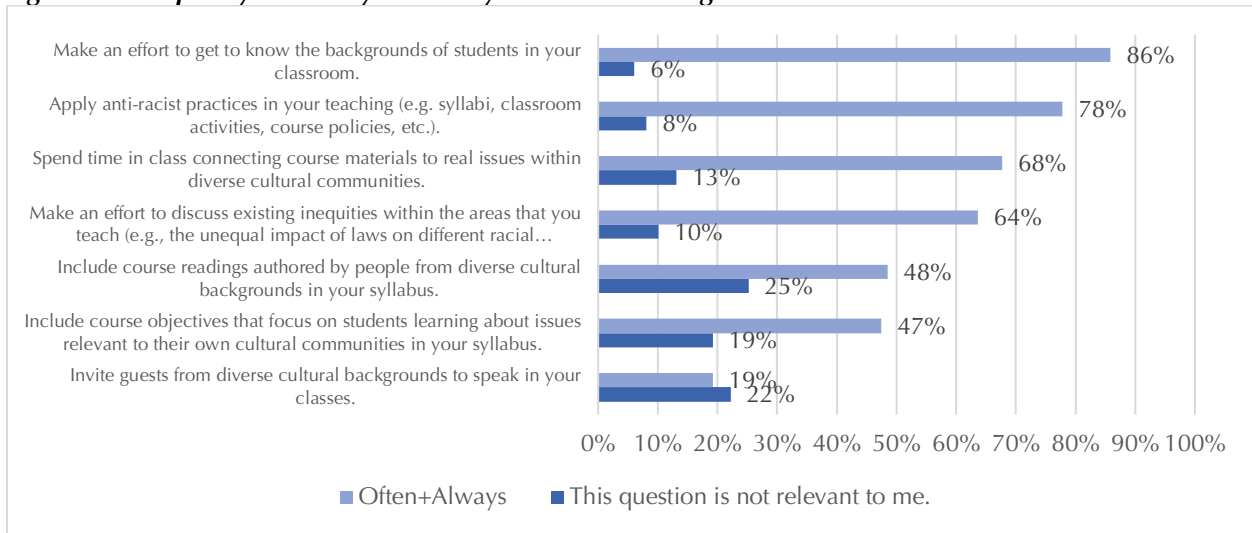


Figure 21. Frequency of Faculty Culturally Responsive Support Behaviors

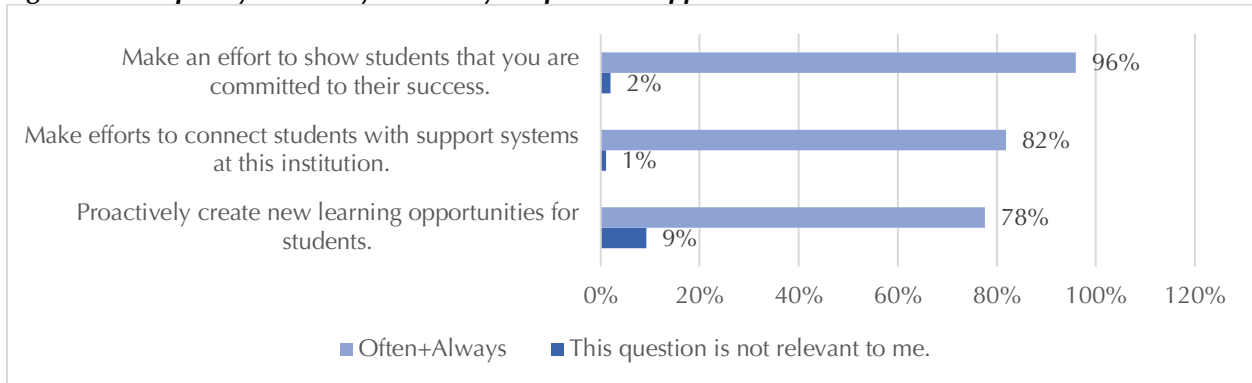
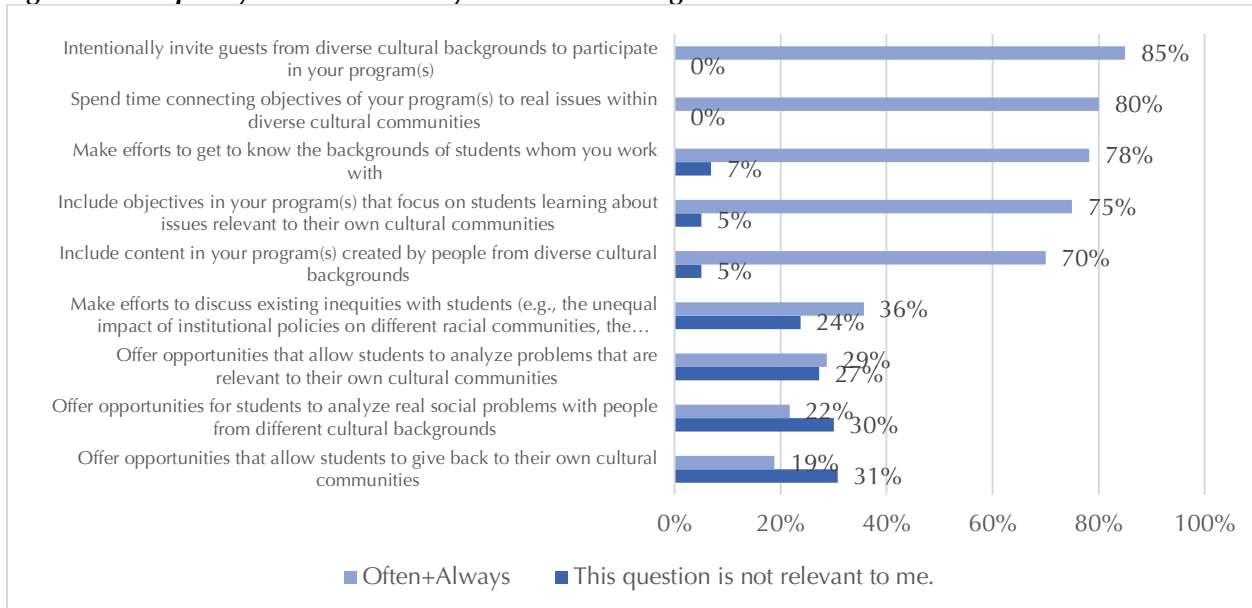
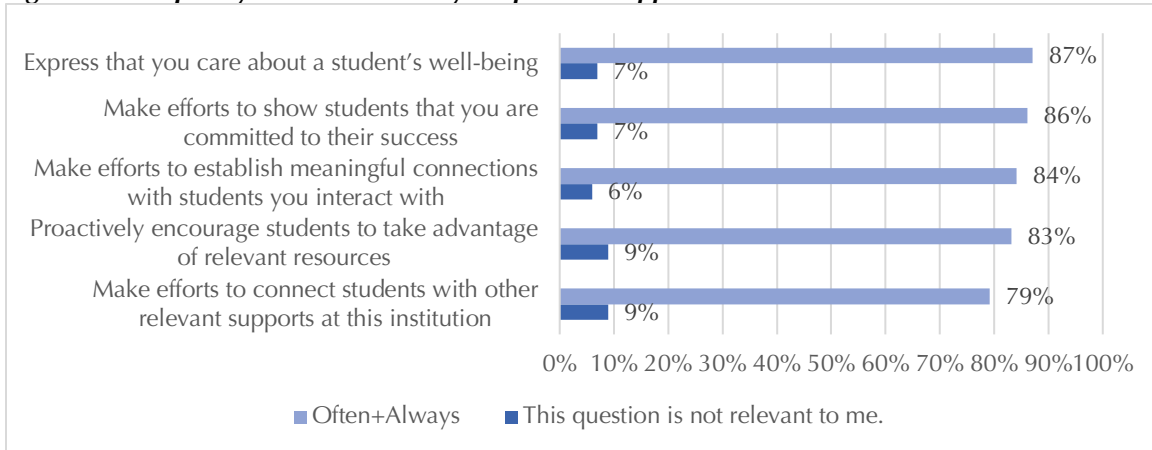


Figure 22. Frequency of Staff Culturally Relevant Learning Behaviors



Note: Only includes responses from staff who are responsible for creating learning environments for students.

Figure 23. Frequency of Staff Culturally Responsive Support Behaviors



Note: Includes responses from all staff who directly serve students.

INSTITUTIONAL SUPPORT AND REWARDS

Faculty and staff were also asked about the frequency with which the campus provided them with opportunities to develop different capacities to cultivate more culturally engaging campus environments.

Professional Development Opportunities

As shown in Figure 24, a relatively high proportion (over 60%) of faculty reported “sometimes,” “often,” or “always” having opportunities to learn how to develop a range of knowledge and skills related to providing culturally relevant and responsive environments. Figure 25 shows that a majority of staff who are responsible for creating co-curricular learning opportunities for students on campus also reported sometimes, often, or always having opportunities to develop knowledge and skills to provide more culturally relevant learning environments. A majority of staff who work directly with students also indicated that they sometimes, often, or always have opportunities to learn how to further develop skills to provide culturally responsive support for students on campus.

It is important to note that there are substantial differences in reported opportunities to develop different knowledge and skills. For example, 82% of faculty said they sometimes, often, or always having opportunities to learn how to better support diverse student populations. In contrast, only 60% indicated that they sometimes, often, or always have opportunities to learn how to facilitate difficult dialogues across cultural differences.

Figure 26-27 underscore the importance of continuing these efforts, as they show that less than half and only about one-third of staff who

Reward Systems

Regarding reward systems, figures 28-31 show the proportion of faculty and staff who report that the campus “often” or “always” rewards efforts to cultivate culturally engaging environments. Depending on the effort, these data show that 55-65% of faculty and 49-58% of staff indicate that these efforts are often or always rewarded (Figures 28-29).

As shown in Figure 30, approximately 4 out of 5 faculty indicate they often or always have questions in their course evaluations that ask about their ability to demonstrate care for their students and create community in the classroom. However, less than one-third often or always include questions about their ability to facilitate open and respectful discussions about diversity or their ability to incorporate issues of diversity into their courses. Finally, Figure 31 shows that 28-35% of staff who deliver co-curricular programming for students often or always include questions about their ability to facilitate open and respectful discussions about diversity or incorporate issues of diversity into their programs.

Figure 24. How Often the Institution Provides Professional Development Opportunities for Faculty

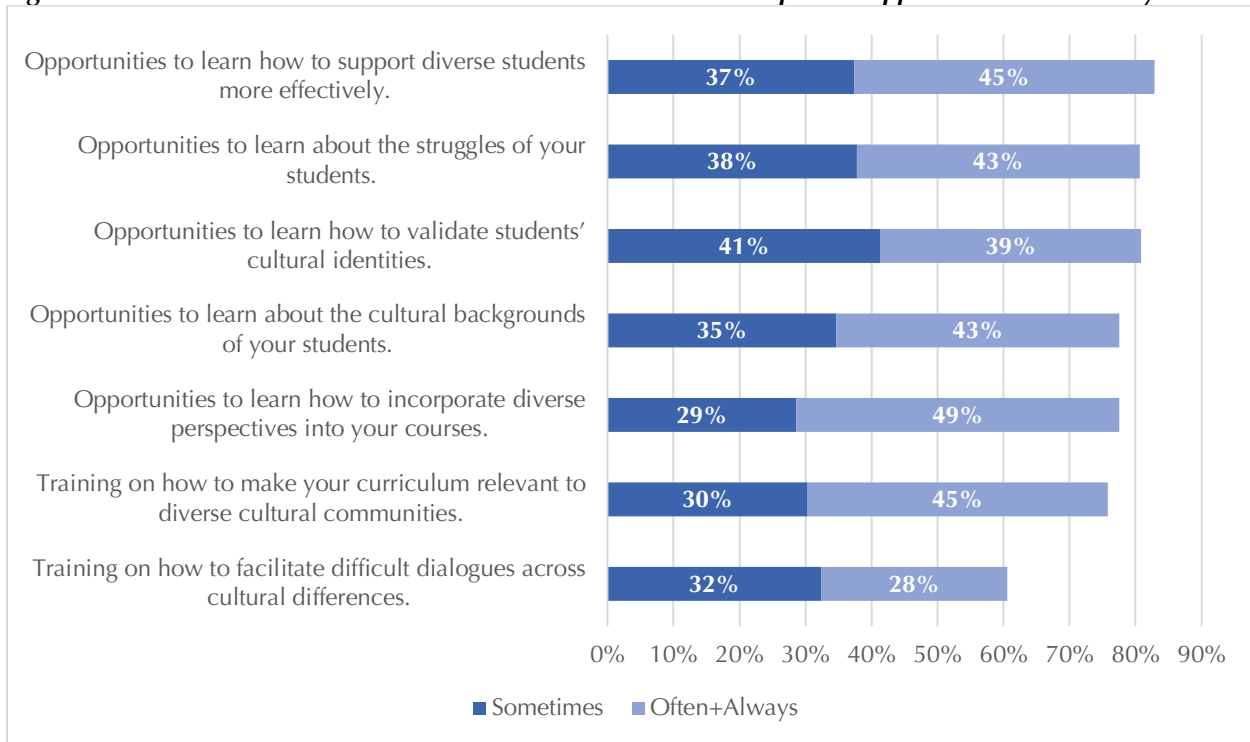
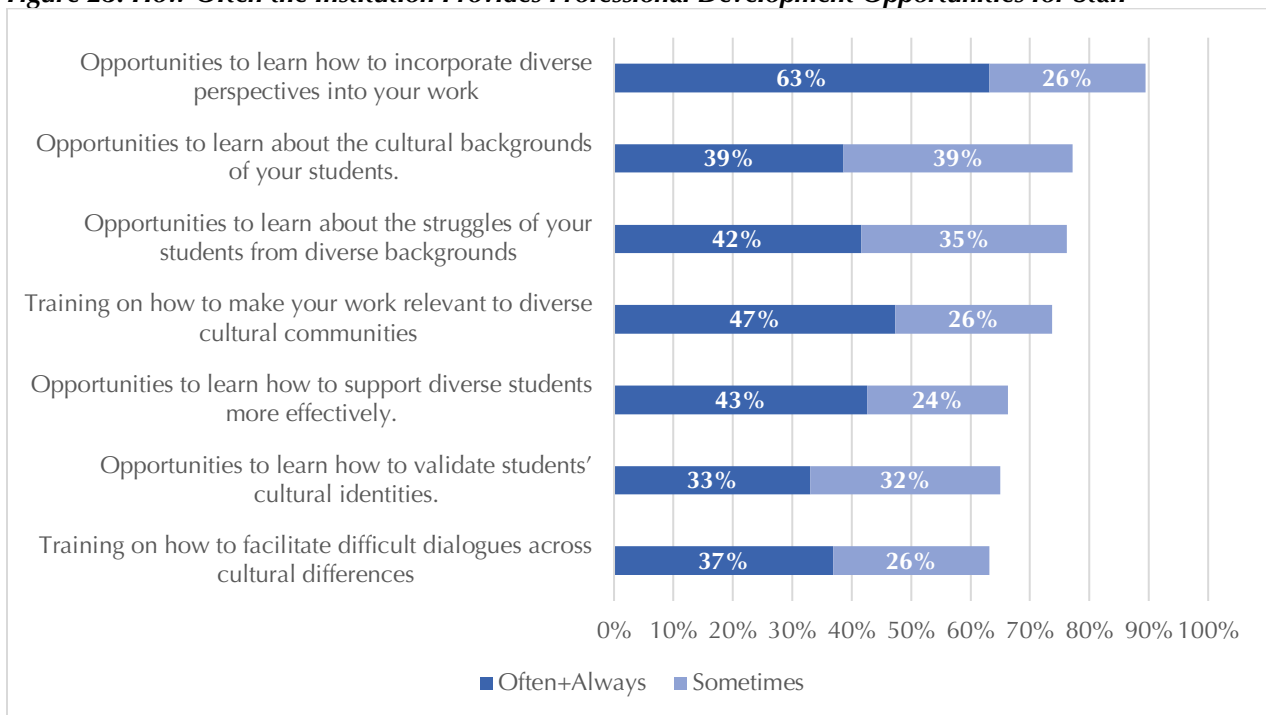


Figure 25. How Often the Institution Provides Professional Development Opportunities for Staff



Note: Responses to items about student learning only include responses from staff who are responsible for facilitating co-curricular learning environments for students. The remaining items include responses from all staff who directly work with students.

Figure 26. Faculty Ability to Facilitate Critical Conversations

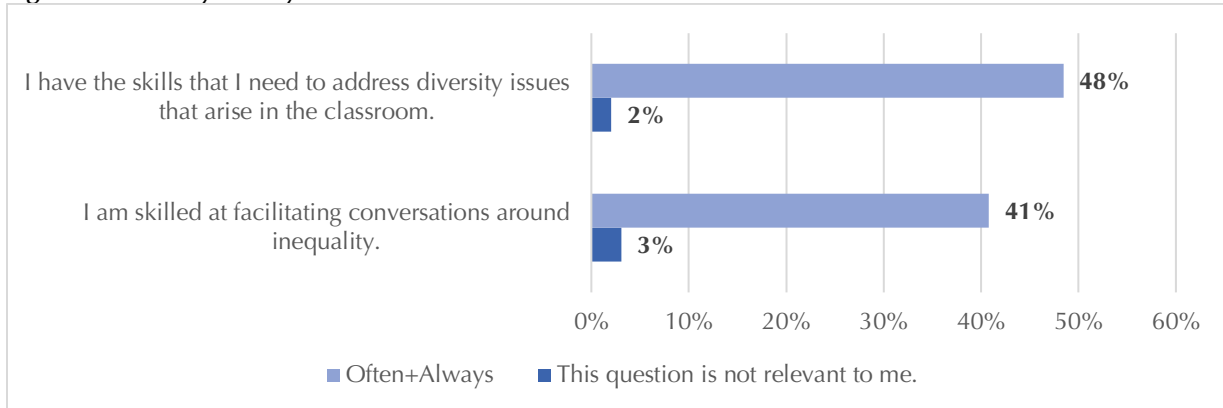


Figure 27. Staff Ability to Facilitate Critical Conversations

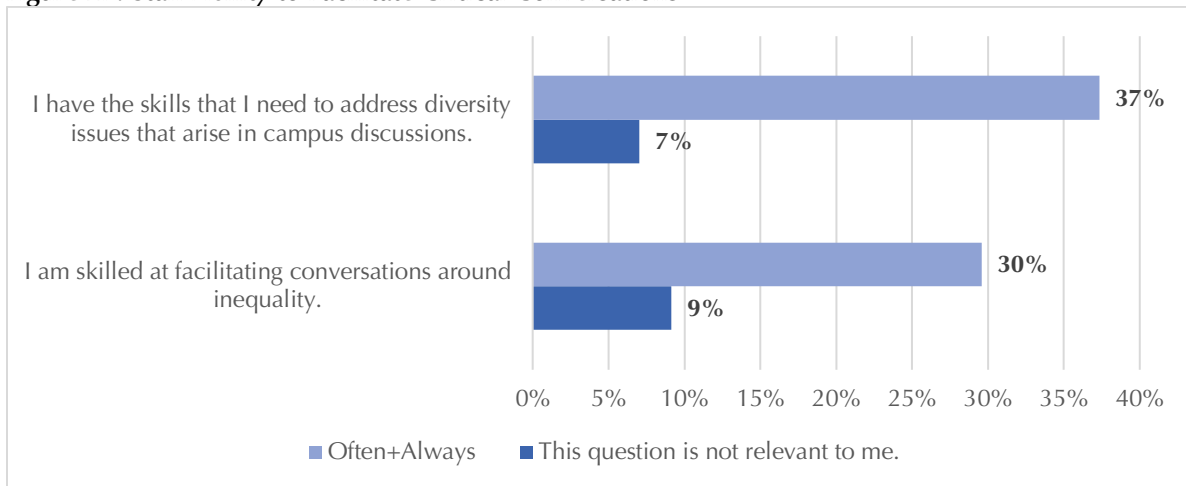


Figure 28. How Often Campus Rewards Faculty for Efforts

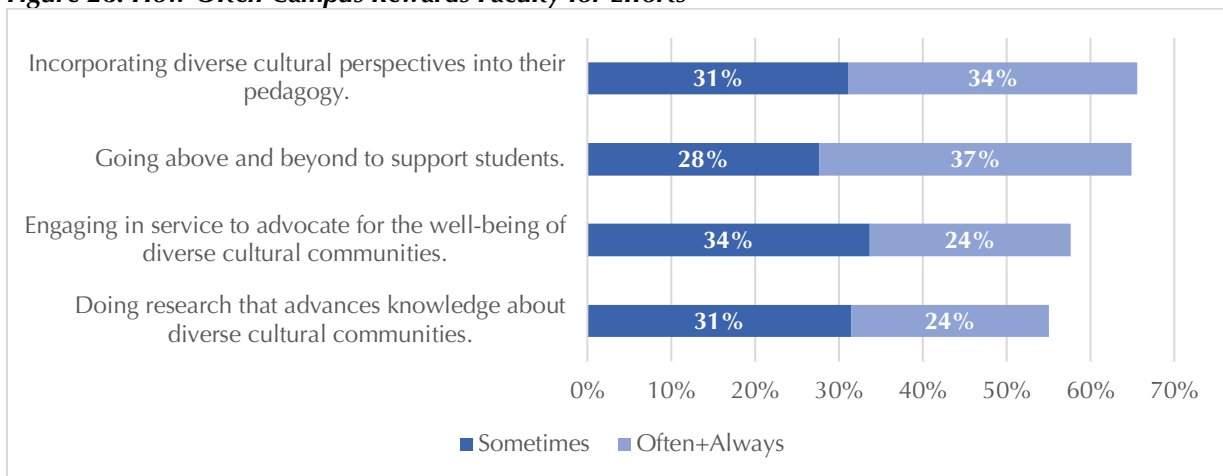


Figure 29. How Often Campus Rewards Staff for Efforts

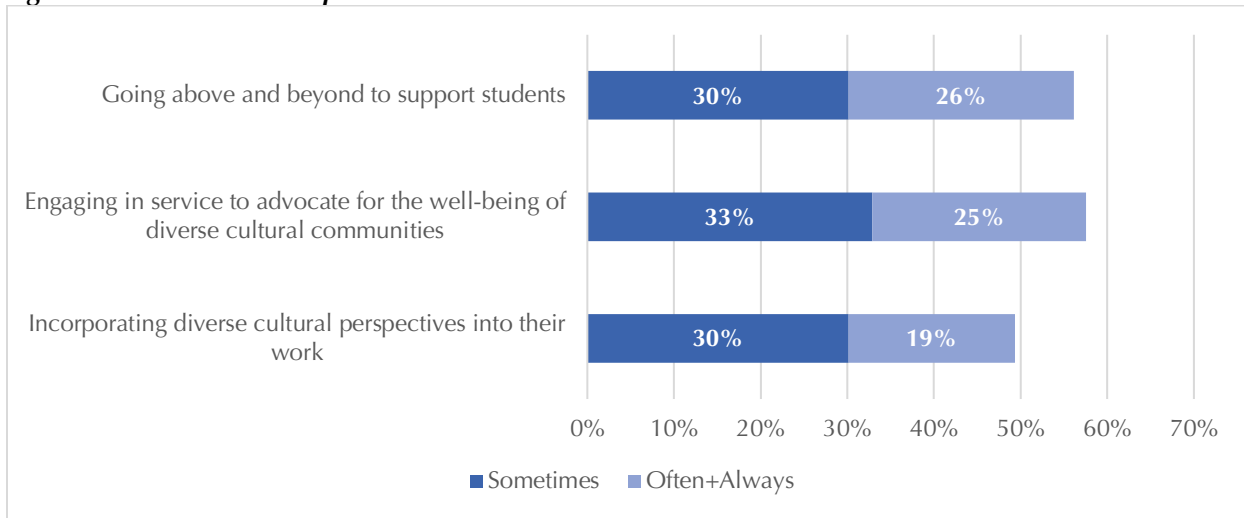


Figure 30. Frequency of Faculty Inclusion of Criteria into Course Evaluations

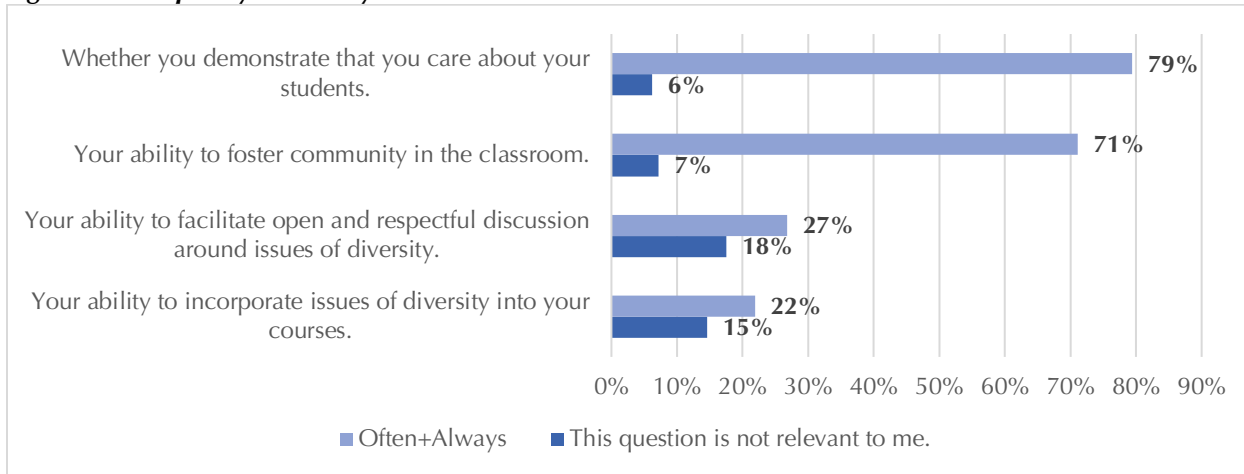
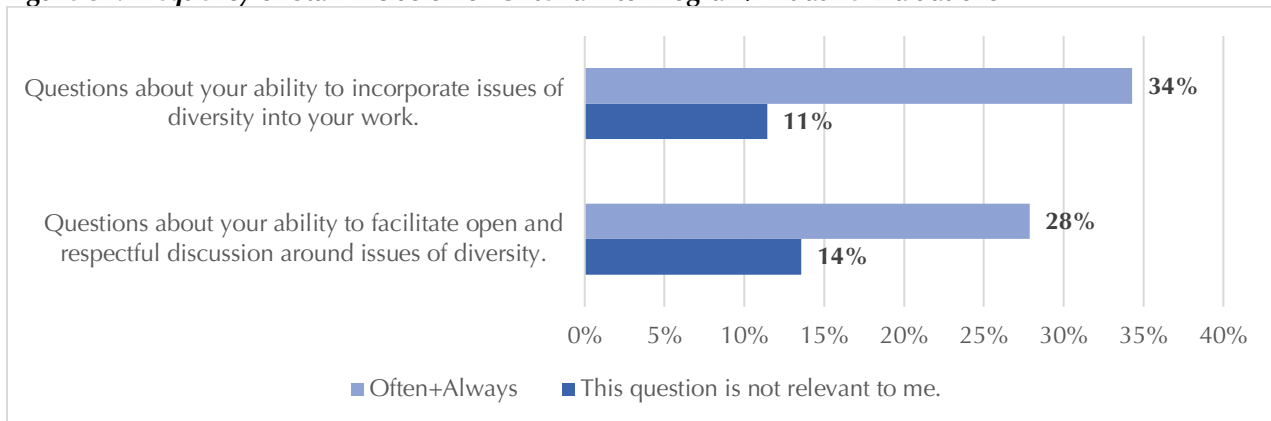


Figure 31. Frequency of Staff Inclusion of Criteria into Program/Initiative Evaluations



Note: Only includes staff who are responsible for facilitating co-curricular learning environments and directly providing support for students.

RECOMMENDATIONS

While we encourage institutions to consume the survey results and develop their own specific plans regarding how to move their JEDI efforts forward, we provide some general recommendations in response to the results presented herein:

- A majority of students face difficulties around making friends, being isolated, and maintaining ties with family early in their college careers. It might be important to assess what efforts are being tailored to students who are initially adjusting to campus and how they can be better connected early on. This includes simultaneously fostering connections with families and campus communities.
- People on campus are much less likely to experience prejudice and discrimination on campus than they are to feel like they do not belong. This observation reinforces the importance of cultivating culturally engaging environments, which are associated with greater sense of belonging.
- There appears to be room for improvement in efforts to cultivate culturally engaging environments across the board. However, the disparities reveal some areas that the college might want to prioritize. For example, it appears that Asian American students report having less access to culturally responsive support systems than other groups. The college might therefore want to reflect on whether the model minority myth—the stereotype that all Asian Americans are successful and do not need support—or some other cause might be responsible for this difference. In addition, working-class faculty also rate the campus lower than their counterparts in all culturally engaging campus environment areas. The campus might therefore want to assess whether they are making efforts to cultivate environments relevant and responsive to the communities of working-class students. However, these are just two examples of how disparities might inform conversations about creating more inclusive and equitable environments.
- The data suggest Highline College provides substantial professional development opportunities for faculty and staff to learn how to cultivate more culturally engaging environments. However, based on faculty and staff reported JEDI-related behaviors, there are some areas where faculty and staff might want or require more opportunities to develop their knowledge and skills, such as in incorporating cultural engagement into their (co-)curriculum and pedagogy or facilitating difficult dialogues around cultural diversity.
- It also appears that Highline College might want to review their reward systems, such as faculty and staff review processes and course or program evaluations, to gauge whether they sufficiently reflect JEDI values and consider ways such priorities might be more thoroughly incorporated into them.

APPENDIX A: UNDERGRADUATE CECE INDICATORS AND ITEMS

**All items included “strongly disagree” to “strongly agree” Likert-scaled response options.*

Cultural Familiarity: Campus spaces for undergraduates to connect with faculty, staff, and peers who shared and understand their cultural backgrounds and experiences.

It is easy to find people at this institution with similar backgrounds as me.
I frequently interact with people from similar backgrounds as me at this institution.
It is easy to find people at this institution who understand me.
It is easy to find people at this institution who understand my struggles.
People at this institution are generally willing to take time to understand my experiences.
At this institution, there are enough opportunities for me to connect with people from my cultural communities.

Culturally Relevant Knowledge: Opportunities for students to learn and exchange knowledge about their own cultural communities via culturally relevant curricular and co-curricular opportunities.

At this institution, there are enough opportunities to learn about the challenges that exist in my own cultural communities.
At this institution, there are enough opportunities to learn about important issues within my own cultural communities.
At this institution, there are enough opportunities to gain knowledge about my own cultural communities.

Cultural Community Service: Opportunities for students to give back to and positively transform their home communities.

At this institution, there are enough opportunities (e.g., research, community service projects, etc.) to help improve the lives of people in my cultural communities.
At this institution, there are enough opportunities (e.g., research, community service projects, etc.) to give back to my cultural communities.
At this institution, there are enough opportunities (e.g., research, community service projects, etc.) to positively impact my cultural communities.

Cross-Cultural Engagement: Programs and practices that facilitate educationally meaningful cross-cultural interactions among their students that focus on solving real-world social and political problems.

At this institution, there are enough opportunities to discuss important social issues with people from different cultural backgrounds.

At this institution, there are enough opportunities to discuss important political issues with people from different cultural backgrounds.
At this institution, there are enough opportunities to discuss important diversity-related issues with people from different cultural backgrounds.

Cultural Validation: Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

People at this institution value knowledge from my cultural communities.
My cultural communities are valued at this institution.
People at this institution value the experiences of people in my cultural communities.

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

In general, people at this institution help each other succeed.
In general, people at this institution support each other.
In general, people at this institution work together toward common goals.

Humanized Environments: Availability of opportunities for students to develop meaningful relationships with faculty and staff members who care about and are commitment to their success.

Educators care about students at this institution.
Educators at this institution are committed to my success.
I view educators at this institution as caring human beings.

Proactive Support: 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 on their own.

People at this institution often send me important information about new learning opportunities.
People at this institution often send me important information about supports that are available.
People at this institution check in with me regularly to see if I need support.

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.

If I need support, I know a person at this institution who I trust to give me that support.

If I have a problem, I know a person at this institution who I trust to help me solve that problem.

If I need information, I know a person at this institution who I trust to give me the information that I need.

APPENDIX B: FACULTY CECE INDICATORS AND ITEMS

**All items included “strongly disagree” to “strongly agree” Likert-scaled response options.*

Cultural Familiarity: Campus spaces for faculty to connect with other people who shared and understand their cultural backgrounds and experiences.

At this institution, it is easy to find people who have similar backgrounds as me.
At this institution, there are enough opportunities for me to connect with people who have similar backgrounds as me.
I frequently interact with people who have similar backgrounds as me at this institution.
It is easy to find people at this institution who understand me.
It is easy to find people at this institution who understand my struggles.
In general, people at this institution understand my experiences.

Culturally Relevant Scholarship: The institution valuing faculty efforts to learn about, disseminate knowledge about, and advance the well-being of their cultural communities through their work.

This institution provides enough opportunities to learn about my cultural communities.
This institution provides enough opportunities to exchange knowledge about my cultural communities.
This institution supports efforts to generate knowledge about my cultural communities.
My institution supports activities to improve the lives of people in my cultural communities.
My institution supports activities to give back to my cultural communities.
My institution encourages activities to positively impact my cultural communities.
In general, perspectives from my cultural communities are valued at this institution.
In general, people at this institution value knowledge held by people in my cultural communities.
In general, people at this institution value experiences of people in my cultural communities.

Collectivist Care: Campuses cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

In general, faculty at this institution try hard to help each other succeed.
In general, faculty at this institution treat each other like they are part of a team.
In general, faculty at this institution work together toward common goals.

Proactive Support: Institutional agents proactively providing important information, opportunities, and support services to faculty, rather than waiting for faculty to seek them out on their own.

Professionals (i.e., faculty, administrators, and staff) at this institution often send me information about important institutional policies.
Professionals (i.e., faculty, administrators, and staff) at this institution often send me information about important supports that are available to me.
Professionals (i.e., faculty, administrators, and staff) at this institution often send me important information about resources (e.g., to support teaching and research) available to me.

Holistic Support: Access to a support person who 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.

If I have a question, it is easy to find someone who will provide the answer I need at this institution.
I know where to find information that I need to succeed in academia at this institution.
If I need support to do my job well, I know where to find it at this institution.
If I need support, it is easy to find someone who will give me the support that I need at this institution.
If I have a problem, it is easy to find someone who will help me solve my problem at this institution.
If I need information, it is easy to find someone who will provide me with the information that I need at this institution.

APPENDIX C: STAFF CECE INDICATORS AND ITEMS

**All items included “strongly disagree” to “strongly agree” Likert-scaled response options.*

Cultural Familiarity: Campus spaces for staff to connect with other people who shared and understand their cultural backgrounds and experiences.

At this institution, it is easy to find employees within my unit who have similar backgrounds as me.
At this institution, there are enough opportunities for me to connect with employees within my unit who have similar values as me.
I frequently interact with employees with my unit who have similar backgrounds as me at this institution.
It is easy to find employees within my unit who understand me.
It is easy to find employees within my unit who understand my struggles.
In general, employees within my unit understand my experiences.

Culturally Relevant Engagement Opportunities: Opportunities for staff to learn about, disseminate knowledge about, and advance the well-being of their cultural communities through their work.

This institution provides enough opportunities to learn about my cultural communities.
This institution provides enough opportunities to exchange knowledge about my cultural communities.
This institution supports efforts to generate knowledge about my cultural communities.
My institution supports activities to improve the lives of people in my cultural communities.
My institution supports activities to give back to my cultural communities.
My institution encourages activities to positively impact my cultural communities.

Cultural Validation: Campus cultures that validate staff members’ cultural backgrounds, knowledge, and identities of diverse.

In general, perspectives from my cultural communities are valued at this institution.
In general, people at this institution value knowledge held by people in my cultural communities.
In general, people at this institution value experiences of people in my cultural communities.

Collectivist Care: Campuses cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

In general, employees within my unit try hard to help each other succeed.

In general, employees within my unit treat each other like they are part of a team.
In general, employees within my unit work together toward common goals.
In general, employees within my unit care about each other.
In general, employees within my unit are committed to my success.

Optimal Support: The degree to which staff have access to proactive and holistic support. This entails institutional agents proactively providing important information, opportunities, and support services to staff, rather than waiting for people to seek them out on their own. It also involves staff having access to a support person who they trust to 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.

Employees within my unit regularly send me important information about resources (opportunities, support, etc.) available to me.
Employees within my unit often provide me with information that I need to be successful.
Employees within my unit often provide me with information that I need to successfully navigate this institution.
Employees within my unit often provide me with information that I need to do my job well.
If I need support, it is easy to find employees within my unit who will give me the support that I need.
If I have a problem, it is easy to find employees within my unit who will help me solve my problem.
If I need information, it is easy to find employees within my unit who will provide me with the information that I need.