



## MULTICULTURAL UNDERGRADUATE RESEARCH ART AND LEADERSHIP SYMPOSIUM

### Background

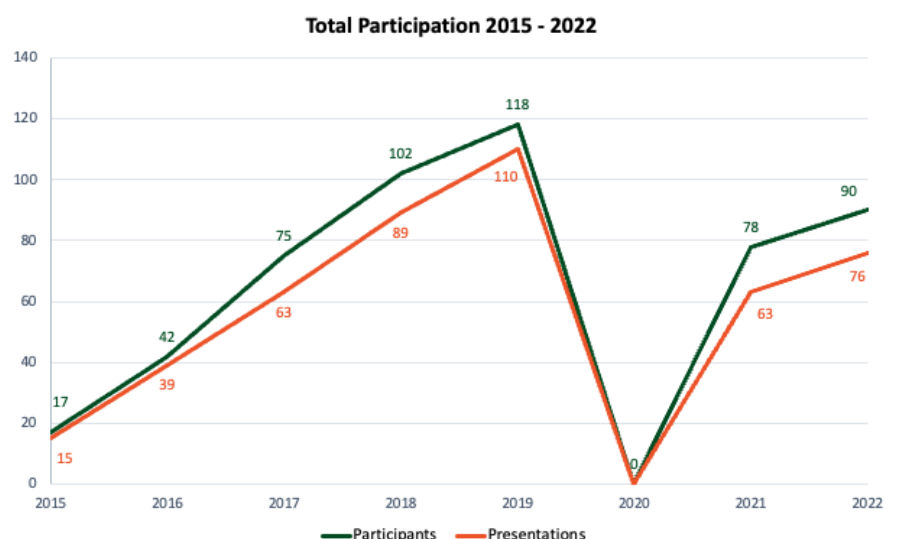
Multicultural Undergraduate Research Art and Leadership Symposium (MURALS) is an undergraduate research and artistry symposium that provides a platform for undergraduate students with marginalized identities to showcase their scholarly work. MURALS is inclusive, rigorous, and culturally relevant. From its inception in 2015, MURALS provides students with an opportunity to enhance their presentation skills and to represent themselves and their departments in a professional academic setting. Throughout the course of MURALS, undergraduate students work closely with graduate student coordinators and a faculty guide to advance their creative and scholarly works. Students prepare an abstract, a large-scale research poster, and a 5–7-minute oral presentation. These materials are diligently scored by faculty members and graduate students volunteers. Awards are granted to the top students in each of the five submission categories (Social Sciences and Humanities; Science, Technology, Engineering and Math; Service Learning and Leadership, Entrepreneurship and Innovation; and Creative Arts).

### Learning Objectives

- Increase their interaction and collaboration with students from diverse populations
- Communicate confidently and constructively about their research/scholarly work with their peers, faculty and staff
- Independently synthesize and extrapolate information pertaining to their own research/scholarly work, including lessons learned, strengths, and ways to improve
- Articulate significance of independent research interests as it pertains to their field, community, nation and/or world.
- Increase professional interaction through interpersonal skills with peers, faculty, and staff
- Understand the fundamental characteristics needed to become a successful multicultural leader

### Total Participation

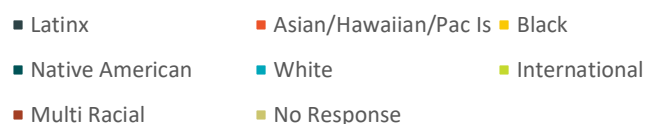
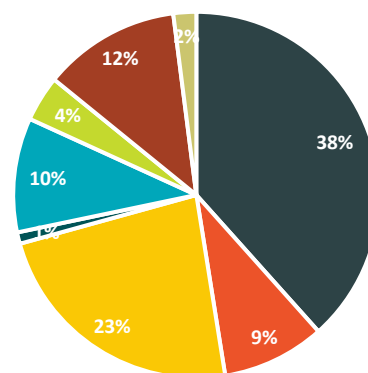
Each year, MURALS expands its reach. From 17 students in 2015 to 90 in 2022, MURALS continues to grow and meaningfully engage with students. The highest number of students to date was in 2019 at 118 students. Due to COVID-19, MURALS was cancelled in 2020 and held virtually in 2021.



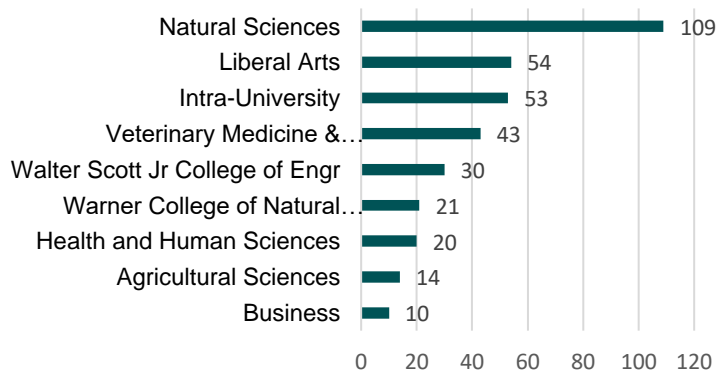
## Student Demographics

MURALS intentionally recruits and engages with minoritized students. From 2015-2021, 83% were racially minoritized, 48% of student were Pell grant recipients, 46% were first generation students, and 32% were first generation and Pell recipients<sup>1</sup>. Students in the MURALS program are more racially, ethnically, and economically diverse than the at large student body (70% White, 14% Hispanic or Latino, 4% two or more races, 3% Asian, 2% Black or African American, 0.5% American Indian or Alaska Native, and 0.1% Native Hawaiian or Other Pacific Islanders).

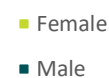
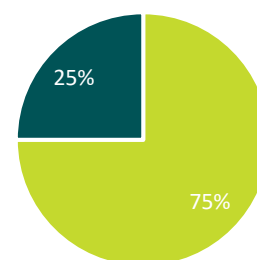
## Race and Ethnicity



## Participation by College, 2015 - 2022



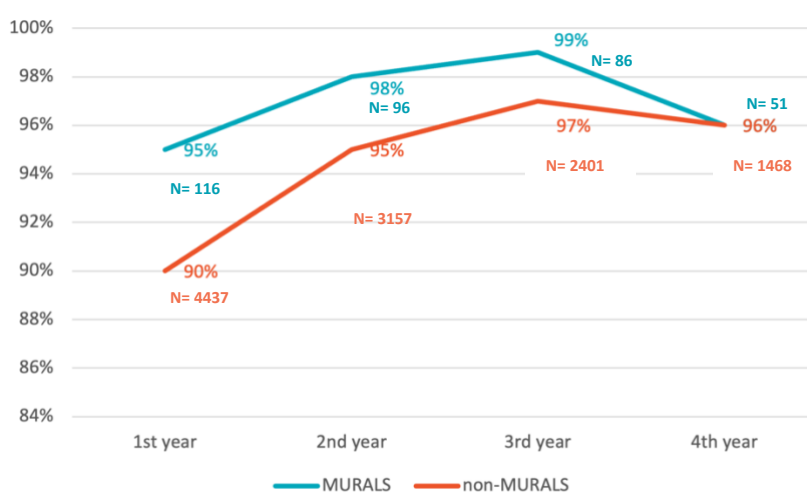
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## Persistence Outcomes

MURALS participants<sup>3</sup> have higher persistence rates at CSU<sup>4</sup> when compared to non-participant counterparts<sup>5</sup>. Persistence rates are shown for the subsequent fall for students in the first-time, full-time FA15 to FA21 cohorts by the year in which they participated in MURALS. If a student participated in MURALS during their first year at CSU, persistence to their second fall is reported. If a student participated in their second year at CSU, persistence to their third fall is reported, etc.

## Persistence Outcomes, 2015 - 2022



<sup>1</sup> All demographic data reported was obtained from the Office of Institutional Research, Planning & Effectiveness.

<sup>2</sup> Number of participants by college is based on their primary major. Double majors or minors are not illustrated here.

<sup>3</sup> Participants in MURALS are counted in each year they participated. Headcounts are not unique.

<sup>4</sup> Persistence rates by college and department are available upon request.

<sup>5</sup> Non-participants are students who were racially minoritized, did not participate in MURALS activity at any time, and had a High school GPA of at least 3.5 or a spring EOT GPA (for the applicable MURALS term) of at least 3.3.

## Learning Outcomes, 2022 Survey Results

In 2021, 96% of survey respondents reported being “extremely satisfied” or “somewhat satisfied” with MURALS. 100% STEM survey respondents felt that they were able to apply basic research methods in their fields including research design, data analysis and interpretation. Likewise, 100% of Service Learning and Leadership survey respondents felt that MURALS improved their ability to relate to people from different backgrounds and that they can recognize the importance of cultural background. 100% of Creative Arts survey respondents felt that they were able to explain their motivation and creative process to design the project. Finally, 100% of Social Sciences and Humanities survey respondents that submitted felt that this experience enhanced their communication skills with peers, faculty, and staff.



Students identified the following as major benefits of participation:

- **Opportunity to Engage in Research**
  - The opportunity to participate in undergraduate research was a highlight for students. Students enjoyed hearing about other students’ interests and projects, as well as the opportunity to practice their presentation skills. Likewise, students commented that “being able to meet other people and learn about their experiences and perspectives through their research” was highly appreciated.
- **Speaking with Others**
  - Students enjoyed the opportunity to share their creative and scholarly works with others and engage in dialogue. For example, one student reported that they “appreciated the people who were interested in learning more about my project and asked questions”.
- **The Environment**
  - Students commented on appreciating the “welcoming” environment and how helpful everyone was. Being in an environment with other students of color was also a highlight for students. One student commented that they appreciated “seeing minority students experience the support and love they deserve”. Likewise, another student reported that MURALS provided a “unique opportunity to be a part of such an accepting and diverse community of people who also share my values”.
- **The Creativity and Flexibility**
  - Students appreciated the open-ended nature of MURALS and the flexibility to pursue a project of interest to them. One student wrote that “the ability to be creative and make my project on whatever I wanted and the support from everyone” was the highlight of MURALS for them.

MURALS participation is linked to a higher persistence rate at CSU, increased rates of confidence in participants’ presentation skills, communication skills, and an improved ability to relate to people from different backgrounds.

**QUESTIONS? COMMENTS? CONTACT BRIDGETTE JOHNSON!**  
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