NSSE 2022 Topical Module Report
Inclusiveness & Engagement with Diversity
Kennesaw State University

This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students’ exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework.

Comparison group details are in the online Selected Comparison Groups report, linked in the Data & Reports table on the Institution Interface. A PDF copy is also saved in your report download folder.
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## First-Year Students

### Frequency Distributions

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### Statistical Comparisons

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See the endnotes on the last page of this report.
### First-Year Students

**Frequency Distributions**

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**Statistical Comparisons**

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| c. Creating an overall sense of community among students | ICDcommunity | 1 | Very little | 102 | 8 | 186 | 6 |
| | | 2 | Some | 400 | 26 | 820 | 27 |
| | | 3 | Quite a bit | 630 | 41 | 1,321 | 43 |
| | | 4 | Very much | 394 | 25 | 754 | 24 |
| | Total | | | 1,526 | 100 | 3,081 | 100 |

| d. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.) | ICDstigma | 1 | Very little | 107 | 7 | 164 | 6 |
| | | 2 | Some | 378 | 25 | 692 | 23 |
| | | 3 | Quite a bit | 590 | 38 | 1,303 | 42 |
| | | 4 | Very much | 455 | 29 | 915 | 29 |
| | Total | | | 1,530 | 100 | 3,074 | 100 |

| e. Providing information about anti-discrimination and harassment policies | ICDdiscrimination | 1 | Very little | 174 | 11 | 182 | 6 |
| | | 2 | Some | 480 | 32 | 778 | 25 |
| | | 3 | Quite a bit | 518 | 34 | 1,244 | 41 |
| | | 4 | Very much | 354 | 23 | 867 | 28 |
| | Total | | | 1,526 | 100 | 3,071 | 100 |

| f. Taking allegations of discrimination or harassment seriously | ICDallegation | 1 | Very little | 113 | 7 | 193 | 7 |
| | | 2 | Some | 447 | 29 | 768 | 26 |
| | | 3 | Quite a bit | 575 | 38 | 1,178 | 38 |
| | | 4 | Very much | 390 | 26 | 924 | 30 |
| | Total | | | 1,525 | 100 | 3,063 | 100 |

| g. Helping students develop the skills to confront discrimination and harassment | ICDconfront | 1 | Very little | 202 | 13 | 310 | 11 |
| | | 2 | Some | 500 | 33 | 931 | 31 |
| | | 3 | Quite a bit | 494 | 33 | 1,124 | 36 |
| | | 4 | Very much | 329 | 22 | 704 | 23 |
| | Total | | | 1,525 | 100 | 3,069 | 100 |

### 3. How much does your institution provide a supportive environment for the following forms of diversity?

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### First-Year Students

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See the endnotes on the last page of this report.
## First-Year Students

### Frequency Distributions

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### Statistical Comparisons

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See the endnotes on the last page of this report.
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3. How much does your institution provide a supportive environment for the following forms of diversity?

| a. Racial/ethnic identity | ICDrace | 1 | Very little | 64 | 5 | 283 | 5 | | |
| 2 | Some | 319 | 26 | 1,316 | 25 | | |
| 3 | Quite a bit | 472 | 39 | 2,208 | 39 | | |
| 4 | Very much | 367 | 30 | 1,773 | 31 | | |
| Total | 1,222 | 100 | 5,580 | 100 | | |
| b. Gender identity | ICDgender | 1 | Very little | 80 | 7 | 294 | 6 | | |
| 2 | Some | 322 | 26 | 1,350 | 25 | | |
| 3 | Quite a bit | 444 | 37 | 2,161 | 39 | | |
| 4 | Very much | 372 | 30 | 1,765 | 31 | | |
| Total | 1,218 | 100 | 5,570 | 100 | | |
| c. Economic background | ICDecon | 1 | Very little | 130 | 11 | 553 | 12 | | |
| 2 | Some | 344 | 28 | 1,701 | 32 | | |
| 3 | Quite a bit | 415 | 35 | 1,923 | 33 | | |
| 4 | Very much | 327 | 27 | 1,392 | 23 | | |
| Total | 1,216 | 100 | 5,569 | 100 | | |

See the endnotes on the last page of this report.
## Frequencies and Statistical Comparisons

**Kennesaw State University**

### NSSE 2022 Inclusiveness & Engagement with Diversity

#### Seniors

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See the endnotes on the last page of this report.
### Seniors

#### Frequencies and Statistical Comparisons

**Kennesaw State University**

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## First-Year Students

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See the endnotes on the last page of this report.
Endnotes

a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts. Comparison group details are in the Selected Comparison Groups report, linked in the Data & Reports table on the Institution Interface.

b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent t-tests. Items with categorical response sets are left blank.

c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.

d. Effect size for independent t-tests uses Cohen's d; z-tests use Cohen's h.

e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.

f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.

g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

h. Degrees of freedom used to compute the t-tests. Values differ from Ns due to weighting and whether equal variances were assumed.

i. Statistical comparisons are two-tailed independent t-tests or z-tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.

j. Statistical comparison uses z-test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.

k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."

Key to symbols:

▲ Your students' average was significantly higher (p < .05) with an effect size at least .3 in magnitude.

△ Your students' average was significantly higher (p < .05) with an effect size less than .3 in magnitude.

▽ Your students' average was significantly lower (p < .05) with an effect size less than .3 in magnitude.

▼ Your students' average was significantly lower (p < .05) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context. You may not see all of these symbols in your report.