EXECUTIVE SUMMARY

CAMPUS CULTURE AND CLIMATE ASSESSMENT

UNIVERSITY COLLEGE REPORT

EXECUTIVE SUMMARY
Kennesaw State University’s Strategic Plan, 2012-17, Goal 4, commits to “enhance the collegiate experience, and foster a welcoming, diverse, and inclusive environment.” Accordingly, this report provides an in depth analysis of University College (herein referred to as UC) data from the 2014 campus climate assessment.

In collaboration with the Office of Diversity and Inclusion, UC will create a Diversity Action Committee charged to act on the findings from the climate assessment. This analysis will assist the Committee in the development of action items that improve upon UC’s strengths and address UC’s challenges. The results of these actions will be assessed in the next climate assessment, which will provide longitudinal data on the impact of these efforts.

A total of 114 respondents from UC participated in the 2014 Assessment of Climate for Learning, Living and Working at Kennesaw State University (KSU). Of those respondents, 36.8% identified as faculty (n=42), 10.5% as staff (n=12), and 52.6% as undergraduate students (n=60). In addition, the respondents reflect 81% of UC faculty, 100% of UC staff and 55% of UC students.

Four different analyses for UC are included in this report. Responses from UC faculty, staff, and students were compared to all other KSU faculty, staff, and students. Within UC, responses from singular identity groups were compared to those of all identity groups, to their corresponding identity group, and to established benchmarks.

First-year student respondents were also analyzed for this report, because these students are of special interest to UC. A total of 639 first-year students participated in the climate assessment, comprising 18% of all student respondents (n=3,567). This compares to the total KSU student population, where the ratio of freshman students (n=4,218) to all other students (23,346) is also 18%. The response rate for first-year students was 15% of all freshmen students.

Three additional analyses of first-year students are included in this report. Responses from all first-year students were compared to all other KSU students. Among first-year students, responses from singular identity groups were compared to all other first-year students, and to established benchmarks. More information about the statistical measures used to analyze the data can be found in Appendix I: Methodology.

1 There were no graduate student respondents from UC.
2 Staff responses were insufficient to ensure that confidentiality was maintained when analyses were broken out by demographic categories. Therefore, staff and faculty responses were combined for demographic analyses.
UC Faculty — Reported Strengths and Challenges

Strengths
• Higher agreement that the tenure/promotion process is clear
• Higher agreement that their diversity-related contributions have been or will be valued for promotion

Challenges
• Lower agreement that the way salaries are determined is clear
• Lower agreement that KSU is supportive of faculty taking sabbatical leave

UC Staff — Reported Strengths and Challenges

Strengths
• Higher agreement that KSU is supportive of flexible work schedules
• Higher levels of comfort with the climate at KSU

Challenges
• Higher percentage of observations of exclusionary conduct at KSU
• Lower agreement that they are comfortable taking earned leave without fear that it may affect their careers

UC Female Faculty/Staff— Reported Strengths and Challenges

Strengths
• Higher agreement that their service contributions are important to tenure/promotion.
• Higher agreement that KSU is supportive of faculty taking sabbatical leave.

Challenges
• Lower agreement that KSU provides available resources to help balance work-life needs.
• Lower agreement that their supervisors provide them with resources to pursue professional development.

UC Faculty/Staff of Color — Reported Strengths and Challenges

Strengths
• Higher agreement that KSU provides resources to pursue professional development.
• Higher levels of comfort with the climate in their courses.

Challenges
• Higher percentage who have observed unjust promotion/tenure/reclassification practices at KSU.
• Higher percentage who have observed exclusionary conduct at KSU within the past year.
UC Faculty/Staff with a Disability — Reported Strengths and Challenges

Strengths
• Higher agreement that they have colleagues who give career guidance when needed.

Challenges
• Lower agreement that their supervisors provide them with resources to pursue professional development.
• Lower comfort levels with the climate at KSU.

UC Undergraduate Students—Reported Strengths and Challenges

Strengths
• Higher agreement that many of their courses this year have been intellectually stimulating
• Higher agreement that their interest in ideas and intellectual matters has increased since coming to KSU

Challenges
• Higher agreement that KSU faculty pre-judge their abilities based on perceived background
• Higher agreement that they don’t see enough faculty/staff with whom they identify
• Higher percentage who selected “didn’t offer my major” as a reason for considering leaving KSU

UC Male Undergraduate Students — Reported Strengths and Challenges

Strengths
• Higher levels of comfort with the climate in their courses.
• Higher levels of comfort with the climate at KSU.

Challenges
• Lower agreement that they are satisfied with their academic experience at KSU.
• Lower agreement that their academic experience has had a positive influence on their intellectual growth.

UC Undergraduate Students of Color — Reported Strengths and Challenges

Strengths
• Higher agreement that they intend to graduate from KSU.

3 These two items ranked the same in terms of differences from comparisons.
Challenges
- Higher agreement that they don’t see enough faculty/staff with whom they identify.
- Lower levels of comfort with the climate in their courses.

**UC Undergraduate Students with Disabilities — Reported Strengths and Challenges**

Strengths
- Higher agreement that KSU faculty are genuinely concerned for their welfare.
- Higher agreement that they have opportunities for academic success similar to their classmates.

Challenges
- Lower agreement that they are performing up to their full academic potential.
- Higher percentage selecting “didn’t offer my major” as a reason for considering leaving KSU.

**UC Undergraduate and Graduate Students with Military Service — Reported Strengths and Challenges**

Strengths
- Higher agreement that their academic experience has had a positive influence on their intellectual growth.
- Higher agreement that they are performing up to their full academic potential up to their full academic potential.

Challenges
- Higher percentage who have personally experienced exclusionary behavior at KSU within the past year.
- Higher percentage who have seriously considered leaving KSU.

**UC LGBQ Undergraduate Students — Reported Strengths and Challenges**

Strengths
- Higher agreement that they have faculty who they perceive as role models.
- Higher agreement that they are satisfied with their academic experience at KSU.

Challenges
- Lower agreement that they intend to graduate from KSU.

In addition to the identity groups listed above, the report contains findings for undergraduate students based on faith-based affiliation and political ideology. See full report for details.
FIRST-YEAR STUDENTS

All First-Year Students — Reported Strengths and Challenges

Strengths
• Lower percentage who have observed exclusionary conduct at KSU within the past year.

Challenges
• Higher agreement that KSU faculty pre-judge their abilities based on perceived background.
• Higher agreement that they don’t see enough faculty/staff with whom they identify.4
• Higher percentage who selected “transfer/I never intended to graduate from KSU” as a reason for considering leaving KSU.4
• Lower agreement that they intend to graduate from KSU.4

First-Year Female Students — Reported Strengths and Challenges

Strengths
• Lower percentage who have observed exclusionary conduct at KSU within the past year.

Challenges
• Higher agreement that KSU faculty pre-judge their abilities based on perceived background.
• Higher percentage who have seriously considered leaving KSU.

First-Year Male Students — Reported Strengths and Challenges

Strengths
• Higher agreement that they have opportunities for academic success similar to their classmates.
• Higher agreement that they feel valued by faculty in the classroom.

Challenges
• Higher agreement that KSU faculty pre-judge their abilities based on perceived background.
• Higher percentage who have seriously considered leaving KSU.

4 These three items ranked the same in terms of differences from comparisons.
First-Year Students of Color — Reported Strengths and Challenges

Strengths
• Higher agreement that they have opportunities for academic success similar to their classmates.

Challenges
• Higher agreement that KSU faculty pre-judge their abilities based on perceived background.
• Higher agreement that they don’t see enough faculty/staff with whom they identify.

First-Year Students with Disabilities — Reported Strengths and Challenges

Strengths
• Higher agreement that they have opportunities for academic success similar to their classmates.

Challenges
• Higher percentage who have seriously considered leaving KSU.
• Higher percentage selecting “personal reasons (medical, family emergencies, etc.)” as a reason for seriously considering leaving KSU.

First-Year Non-U.S. Citizen Students — Reported Strengths and Challenges

Strengths
• Higher agreement that they have opportunities for academic success similar to their classmates.
• Higher agreement that they feel valued by faculty in the classroom.

Challenges
• Higher agreement that KSU faculty pre-judge their abilities based on perceived background.
• Lower agreement that they have performed academically as well as anticipated.

First-Year Students with Military Service — Reported Strengths and Challenges

Strengths
• Higher agreement that they feel valued by faculty in the classroom.
• Higher agreement that KSU administrators are genuinely concerned for their welfare.

Challenges
• Higher agreement that they don’t see enough faculty/staff with whom they identify.
Higher agreement that KSU faculty pre-judge their abilities based on perceived background.

**First-Year LGBQ Students — Reported Strengths and Challenges**

**Strengths**
- Higher agreement that they have opportunities for academic success similar to their classmates.
- Higher agreement that they feel valued by faculty in the classroom.

**Challenges**
- Higher agreement that they don’t see enough faculty/staff with whom they identify.
- Higher percentage who have seriously considered leaving KSU.

In addition to the identity groups listed above, the report contains findings for first-year students based on faith-based affiliation and political ideology. See full report for details.
WE ARE stronger together.