The purpose of the NSSE survey is to measure participation in programs and activities as it related to learning and personal development. The topic that is being analyzed in this issue is attitudes and behaviors connected to diversity and inclusion. The data analysis is organized into the following three categories: Social behaviors on campus, understanding someone else’s perspectives, and institutional impact on student’s understanding of diversity.

UNC administers the NSSE every three years and the most recent administration, 2015, was used for this analysis.

Social Behavior on Campus

At UNCG, how often students had discussion with people of a race or ethnicity that was different than their own. Gender was the variable that demonstrated a statistically significant difference (.001). In addition, seniors were slightly more likely to have conversations with other races. Also, African American students were the most likely racial group to have frequent conversations with other races.

At UNCG, how often students had discussions with people with religious beliefs other than their own. Again, gender was the only variable that was statistically significant (.05) where women were slightly more likely than men to engage in diverse religious conversations. In addition, Asian students were slightly 5% more likely than other groups to have diverse religious conversations.

Understanding someone other’s perspective

Both in the NSSE survey and also in the UNCG Spartans in Dialogue series, students were asked how often they tried to better understand someone else’s views by imagining how an issue looks from his or her perspective. In the NSSE survey, two trends were prominent: seniors demonstrated more frequent use (76.58% compared to 72.28%) and also that Hispanic/Latino responded reporting less frequent engagement in this skill.

In addition, the Spartans in Dialogue series 95.45% of students agree/strongly agree that this skill has improved through participation in the dialogue series. This compares to 88.2% of students who agree with this statement prior to participating (.625% increase).

Note: The sample size for Asian (48) and Hispanic (60) were both low enough that observations related to these two variables should be interpreted with caution.
Institutional Impact on student’s understanding of diversity and inclusion

UNCG encourages contact among students from different backgrounds (social, racial, religious, etc). Student standing was the only variable that was statistically significant (.05) where seniors were less likely to feel this way than freshman (65.68% compared to 61.53%). In addition, Asian students were the racial group most apt to believe this and Hispanic students were the least likely.

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
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<tbody>
<tr>
<td>Percentage</td>
<td>86.9%</td>
<td>73.8%</td>
<td>71.7%</td>
<td>67.9%</td>
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UNCG encourages attending events that address important social economic or political issues. Race was the only group that rose to a level of statistical significance (0.05). Women were less likely than men to report this emphasis (51.07% compared to 56.87%). In addition, seniors were less likely to perceive this emphasis (58.9% compared to 50.15%) than their new student peers. African Americans (61.5%) were the mostly likely racial group to perceive this and white students (47.78%) were the least likely.

UNCG improved my understanding of people of other backgrounds (economic, racial/ethnic, political, religion, nationality, etc.) Gender, Race, and classification were all significant (.05). There was also a notable increase for women (72.24%) compared to men (65.28%).

UNCG improved my understanding of social justice There was a notable difference (while not statistically different) based on race. 68.79% of Asian reported positive responses, compared to 57.72% of African Americans, 54% of Hispanics, and 51.14% of white students. There was also a slight difference between women (54.56%) / men (52.17%) and freshman (52.68%) / seniors (54.44%).

Conclusions

The survey data revealed trends to inform our work with students. The first is that women on campus were more actively engaged in dialogue and issues of diversity compared to their male counterparts. This provides opportunity for specific programming targeting male students. The data also showed high degrees of self-rating overall in terms of students perceptions of their skills. This shows a degree of knowledge about diversity but this does not always translate into skills and abilities students in terms of applying their knowledge in their daily actions. Finally the data showed decline in seniors perceptions of UNCG emphasis on diversity which provides an opportunity for more focused programming with juniors/seniors.

What’s Next

In the next year, we will develop an instrument/assessment model to better understand student’s actual understanding of diversity to compare against the high self-rating found in the NSSE. We will also examine how their behavior aligns with their understanding (using club and organization data).

Also, we will use the next NSSE administration we would like to study what impact, if any, participation in OIE programs has on the frequency of bringing diverse perspectives in the classroom.