Graduate School Student Satisfaction Survey
Spring 2017

Executive Summary

The 2017 Graduate Student Satisfaction Survey is designed to assess graduate students' perceptions related to satisfaction with various aspects of the Graduate School. Results are intended to enhance graduate students' experiences by informing initiatives and identifying areas for improvement.

The majority of graduate students perceive CSU, the graduate school, and department as generally welcoming and respectful and feel their department peers, staff, and faculty treat students with respect. However, higher levels of agreement, or more positive perceptions, were reported at the general department level than at the personal experiences level. This was also true, particularly so for females, when comparing students' more favorable perceptions of CSU or the graduate school compared to one's own department or unit.

There was a high level of agreement that students, staff, and faculty are friendly and treat each other with respect and support; however, there were slightly lower perceptions of faculty compared to staff in faculty's respect of students, concern about student welfare, and support of students from diverse backgrounds.

When examining perceptions of fair treatment, three quarters of the students agree they feel fairly treated based on the individual characteristics of focus regardless if asked about their personal experiences or general department perceptions. Students had the greatest disagreement to items related to fair treatment based on their gender, abilities/disabilities, and political ideology. Underrepresented, non-heterosexual, and female students had lower agreement than non-underrepresented, heterosexual, and male students when asked about being personally treated fairly regardless of their race/ethnicity, sexual orientation, and gender respectively. Surprisingly, for general department perceptions, there was only a one percentage point difference between males and females when asked if students in their department are treated fairly regardless of their gender.

Despite almost a third (31%) of students disagreeing that the university has individuals in leadership positions from diverse backgrounds, the vast majority of students agree cultural understanding is important to their career and agree they are comfortable interacting with diverse backgrounds; however, these results have some variation by college.

There was little discrepancy between students' perceptions of comfort in their classes, on the CSU campus, or in the Fort Collins community. However, underrepresented and non-heterosexual students reported 15% and 13% less agreement respectively that they feel comfortable in the Fort Collins community compared to non-underrepresented and heterosexual students. These subgroup differences were much less pronounced when looking at the CSU campus and in their classes.

Over a quarter of students (29%) agree they have considered leaving the department due to financial issues, 24% due to issues related to their advisor/faculty relationship, and 18% due to issues related to diversity and inclusion. A higher percentage of underrepresented students and non-heterosexual students compared to non-underrepresented students and heterosexual students considered leaving the department because of an issue related to diversity and inclusion (8 and 13 percentage point gap respectively).

The section with the lowest agreement was the series of questions asking if students feel comfortable raising questions about teaching concerns or concerns about diversity and inclusion. Females and PhD students reported less comfort raising concerns (all items) compared to males and master's degree students. However, underrepresented students reported feeling more comfortable raising concerns on average compared to non-underrepresented students.

Typically, underrepresented students and non-heterosexual students had less favorable perceptions on average than non-underrepresented and heterosexual students. This is particularly true for issues related to diversity and inclusion. Although gender differences were less pronounced and varied by whether females or males agreed more, overall, females had less favorable perceptions on items specifically related to their department/unit and diversity and inclusion items compared to males.

In summary, the results were generally favorable, but highlight potential concerns about the variation in perceptions by underrepresented and non-heterosexual students. The survey results can be used as a catalyst to further strengthen the graduate students' positive experiences and perceptions of CSU, the graduate school, and their department/unit, while focusing on improving department/unit level areas. Further, the results should be used as a baseline for continuous quality improvement longitudinally.

Methodology

Design:
The survey was a web-based survey administered via Qualtrics. All current graduate students at Colorado State University were invited to participate in the Spring 2017 Graduate Student Satisfaction Survey. The Graduate School sent a link to the survey in March 2017 and data collection ended May 2017. The survey included a variety of questions related to perceptions of the university, graduate school, and co-curricular environment, perceptions of department peers, staff, and faculty, and perceptions of treatment based on personal characteristics. Additionally, graduate students were asked about institutional policies and resources, personal attitudes and behaviors, and their overall comfort in the graduate school. Detailed student and personal characteristics were also collected. Three open ended questions were also asked (see Appendix D for raw responses).

All item level questions were asked on a five point Likert scale (1=Strongly Disagree, 2= Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree). For reporting purposes, item responses were grouped into disagreement (combining Strongly Disagree and Disagree) and agreement (combining Strongly Agree and Agree).

Participants:

All Colorado State University graduate students were invited to participate in the satisfaction survey via email. Of the 3,744 RI, graduate students in the spring of 2017, 20.9% completed the questions for at least one major topic (n=781). Approximately half of all Spring 17 graduate students were female; however, they comprised of 62% of the survey respondents. Graduate students of an underrepresented race/ethnicity[1] were also overrepresented in the survey population (27% of respondents and 11% of all graduate students). Veteran status was representative (2.8% of all graduate students and 2.6% of respondents).

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[1] Variable Definitions:
- Underrepresented respondents are all graduate students who specified a race/ethnicity other than White/Caucasian.
- Non-heterosexual respondents are all graduate students who specified a sexual orientation other than Heterosexual.
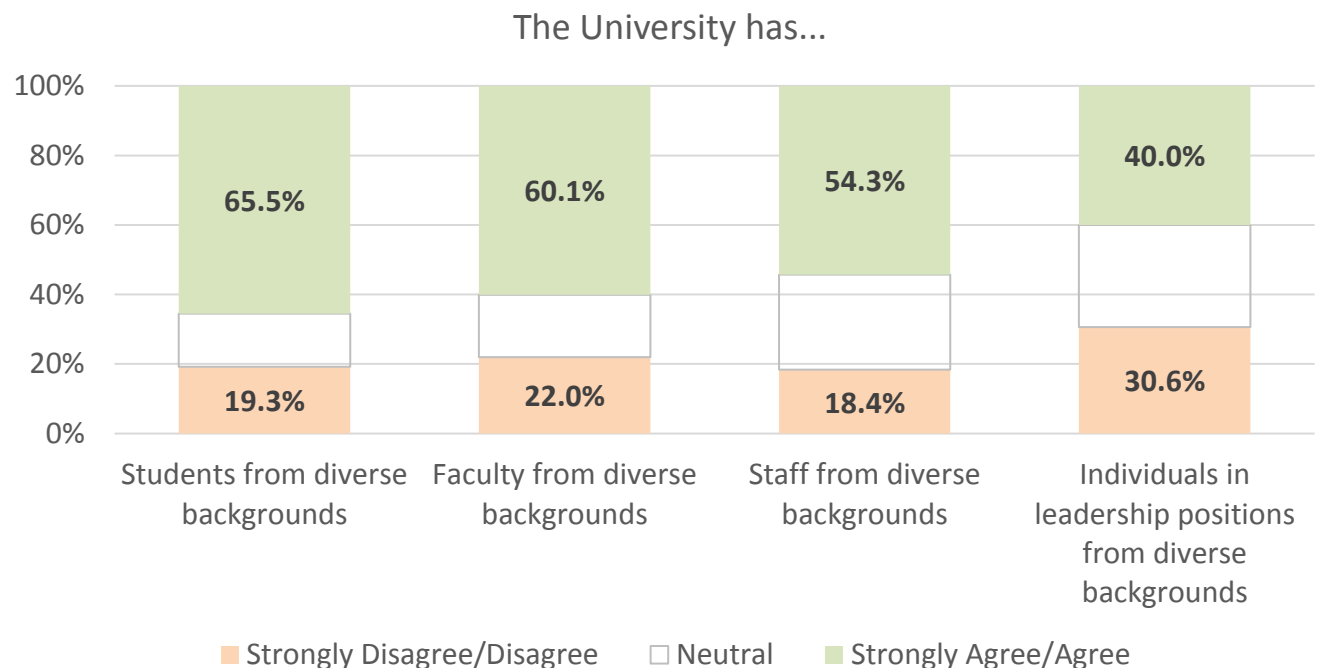
Q1-3: PERCEPTIONS OF THE UNIVERSITY, GRADUATE SCHOOL, AND CO-CURRICULAR ENVIRONMENT

Q1. Perceptions of the University

Two-thirds of respondents agree the university has students from a diverse background and the majority perceived the university having faculty (60%) and staff (54%) from diverse backgrounds; however, respondents varied quite a bit in their perceptions that the university has individuals in leadership positions from diverse backgrounds (40% agree, while 31% disagree).

Females and respondents who do not identify as heterosexual had lower agreement (also can be interpreted as less favorable responses) on all four questions than males and heterosexual respondents respectively. Students from an underrepresented race/ethnicity also had lower agreement on three of the four items, but had higher agreement (70%) than non-underrepresented students on the item (65%) "The University has students from diverse backgrounds." Looking at these items by degree sought, PhD students had the lowest agreement, while Master's Plan C had the highest agreement for most items.

The University has...

Legend: Strongly Disagree/Disagree | Neutral | Strongly Agree/Agree

- Students from diverse backgrounds: 19.3% (Strongly Disagree/Disagree), 65.5% (Strongly Agree/Agree)
- Faculty from diverse backgrounds: 22.0% (Strongly Disagree/Disagree), 60.1% (Strongly Agree/Agree)
- Staff from diverse backgrounds: 18.4% (Strongly Disagree/Disagree), 54.3% (Strongly Agree/Agree)
- Individuals in leadership positions from diverse backgrounds: 30.6% (Strongly Disagree/Disagree), 40.0% (Strongly Agree/Agree)
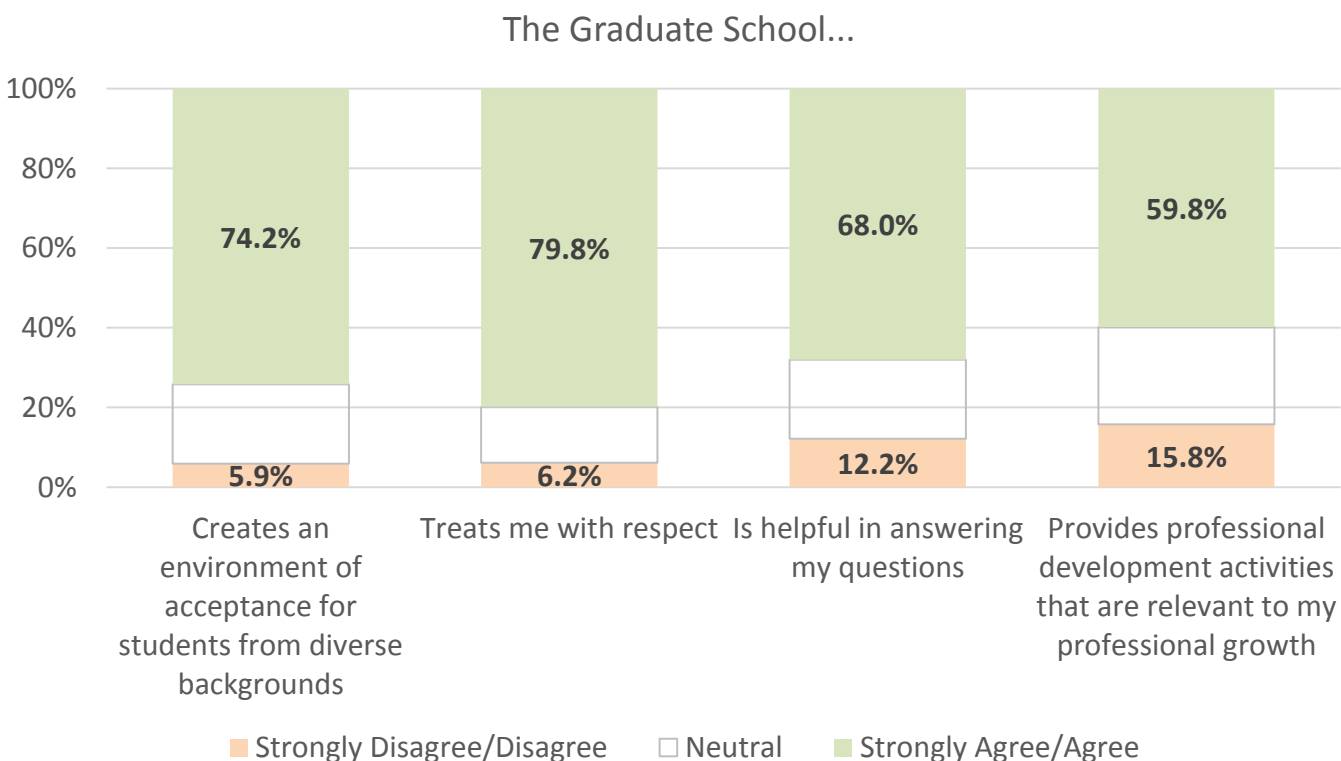
Q2. Perceptions of the Graduate School

Only six percent of respondents disagree with the statements "The graduate school creates an environment of acceptance for students from diverse backgrounds" and "The graduate school treats me with respect." Although sixty percent of the graduate students agree the graduate school provides professional development activities relevant to professional growth and over two-thirds of respondents indicated the graduate school is helpful in answering questions, 12-16% of respondents disagree with these statements.

When comparing results by gender, all four items were within 3 percentage points and varied by item on whether females or males had stronger agreement. Similarly, results varied by item when comparing students' race/ethnicity. For instance, underrepresented students had lower agreement (73%) to the item "The graduate school creates an environment of acceptance for students from diverse backgrounds" compared to non-underrepresented students (77%); however, underrepresented students had higher agreement compared to non-underrepresented students that the graduate school was helpful in answering questions (77% compared to 68%), treats me with respect (84% compared to 82% and provides professional development activities (67% to 61%). PhD students had the lowest agreement for three of the four items compared to students in a master's program.

The Graduate School…

| | Strongly Disagree/Disagree | Neutral | Strongly Agree/Agree |

Creates an environment of acceptance for students from diverse backgrounds — 5.9% / 74.2%

Treats me with respect — 6.2% / 79.8%

Is helpful in answering my questions — 12.2% / 68.0%

Provides professional development activities that are relevant to my professional growth — 15.8% / 59.8%

Q3. Perceptions of the Co-Curricular Environment

Just under three-fourths of respondents agree professional development activities are welcoming regardless of whether they are university, the graduate school, or department activities and over two thirds (68%) of respondents agreed student organizations at this institution are welcoming.

Overall, underrepresented students had lower agreement when asked if the graduate school or department activities are welcoming compared to non-underrepresented students.
Females had higher agreement when asked about whether graduate school and university professional development activities are welcoming compared to men, but had lower agreement when asked whether their department's professional development activities and student organizations are welcoming. When comparing by degree sought, students seeking their Master's Plan B had the lowest agreement compared to the other programs

Co-Curricular Environment

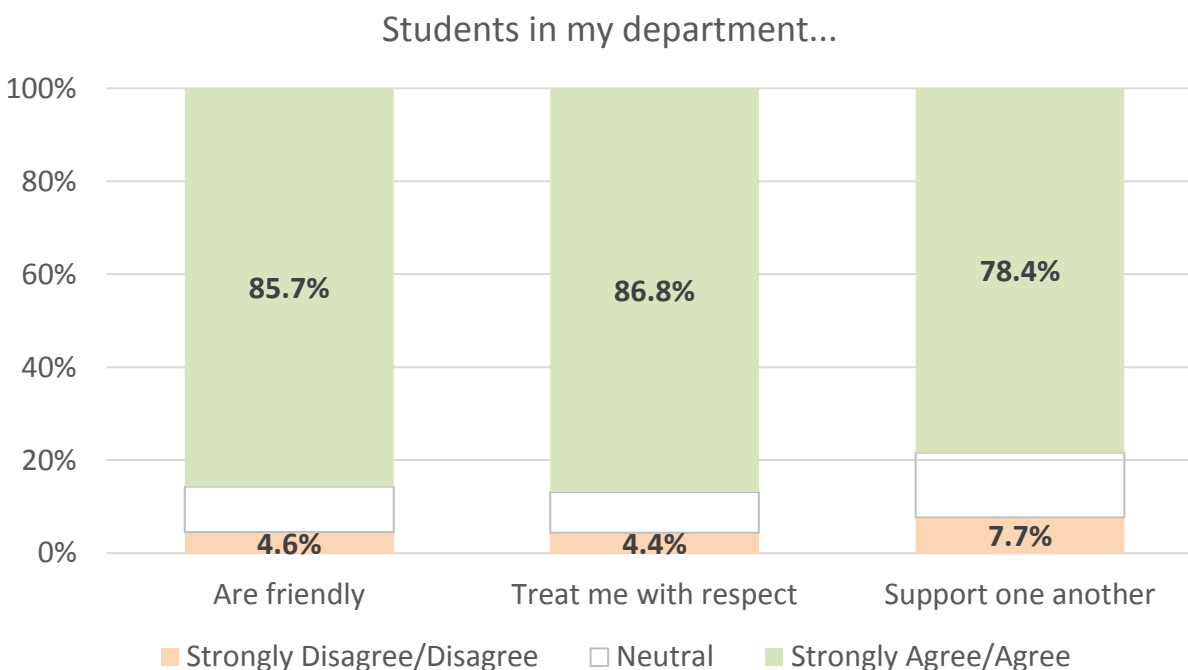|	Strongly Disagree/Disagree	Neutral	Strongly Agree/Agree
Student organizations at this institution are welcoming	6.1%		67.9%
Department professional development activities are welcoming	6.8%		72.6%
GS professional development activities are welcoming	5.1%		73.3%
University professional development activities are welcoming	3.8%		74.8%
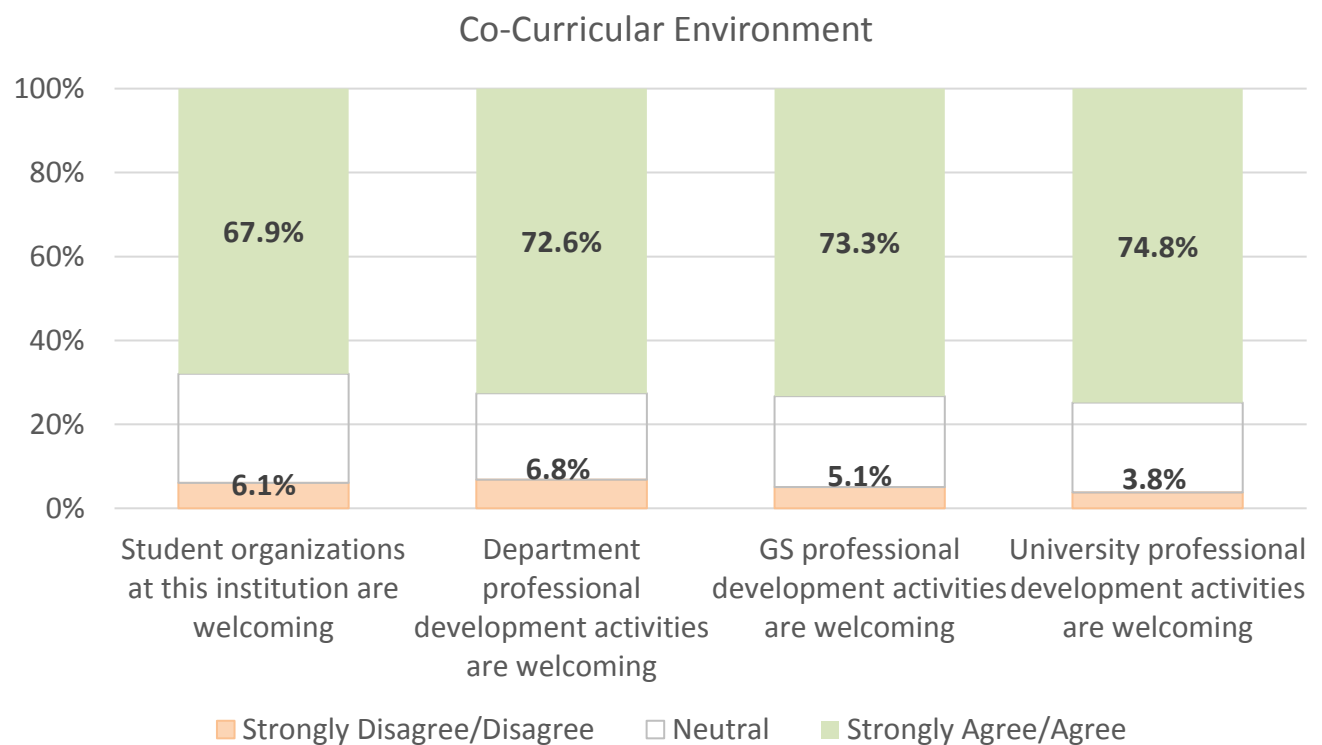
Q4-6: PERCEPTIONS OF DEPARTMENT PEERS, STAFF, AND FACULTY

Q4. Perceptions of Department Peers

The vast majority of graduate students agree the students in their department are friendly and treat the respondent with respect (86% and 87% respectively). Just over three-fourths of respondents (78%) agree students in their department support one another.

Overall, underrepresented students, non-heterosexual students, and master's plan A students had less favorable perceptions of their department peers across the items than non-underrepresented, heterosexual students, and all other degrees respectively. Although females had just slightly higher agreement than males to the item, "Students in my department support one another" and no gender difference to the item, "Students in my department are friendly", females had a 1.6 percentage points less agreement compared to males when asked if students in their department treat them with respect.

Students in my department…

	Are friendly	Treat me with respect	Support one another
Strongly Agree/Agree	85.7%	86.8%	78.4%
Strongly Disagree/Disagree	4.6%	4.4%	7.7%

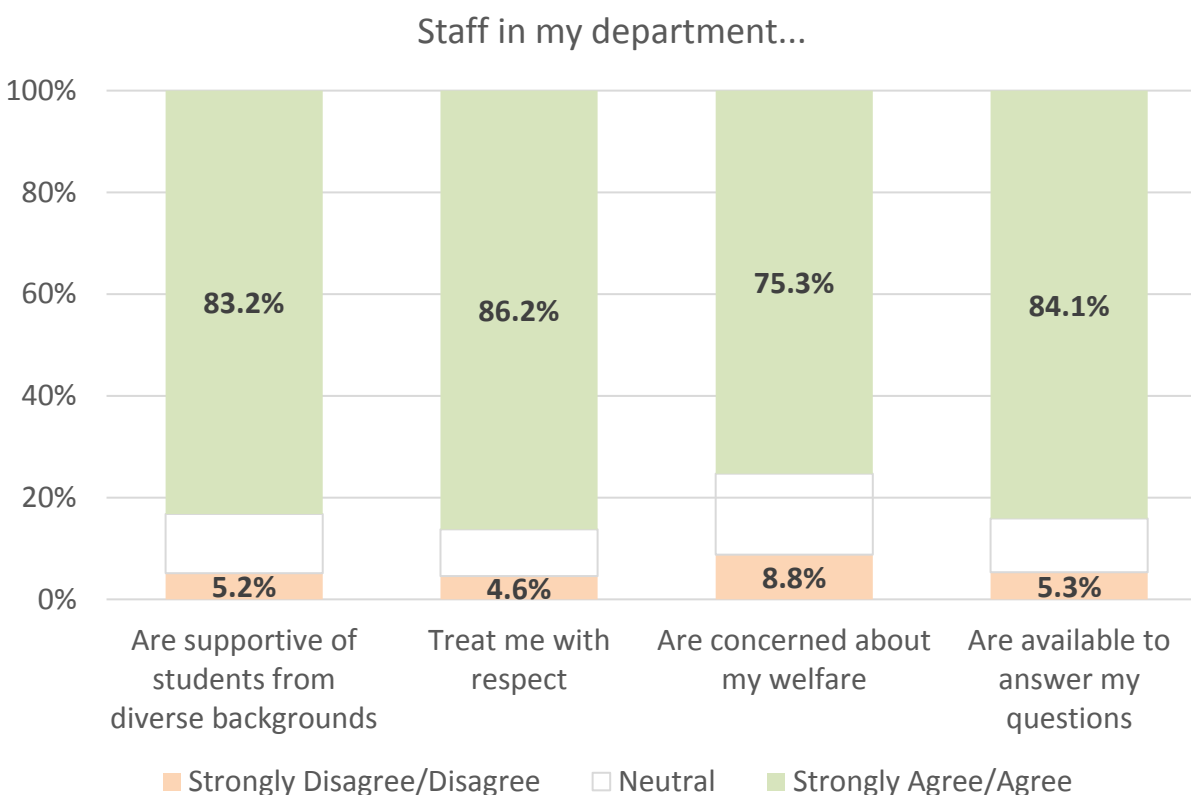■ Strongly Disagree/Disagree   □ Neutral   ■ Strongly Agree/Agree

Q5. Perceptions of Department Staff

Over 83% of graduate students indicated they agree that department staff are supportive of students from diverse backgrounds, treat them with respect, and are available to answer their questions; however, 9% disagree that the department staff is concerned with their welfare.

Although there was less agreement among underrepresented students compared to non-underrepresented students for all four department staff items, there was less than a two percentage point gap when comparing the four items by gender. In particular, the underrepresented students had a 12 percentage point less agreement that staff was concerned about students' welfare and 5 percentage point less agreement that staff in their department are supportive of students from diverse backgrounds than non-underrepresented students.

Staff in my department...

	Are supportive of students from diverse backgrounds	Treat me with respect	Are concerned about my welfare	Are available to answer my questions
Strongly Agree/Agree	83.2%	86.2%	75.3%	84.1%
Strongly Disagree/Disagree	5.2%	4.6%	8.8%	5.3%

■ Strongly Disagree/Disagree   □ Neutral   ■ Strongly Agree/Agree

Q6. Perceptions of Department Faculty

Overall, students' perceptions of department faculty were less positive than their perceptions of department staff. Sixteen percent of graduate students disagree that department faculty turn controversial topics into constructive discussions and 13% disagree that department faculty are concerned about their welfare (only 9% disagree with this item for department staff). However, 82% agree department faculty treat them with respect (86% agree with this for department staff and 87% agree with this for peers.). Seventy-nine percent of graduate students agree department faculty are supportive of students from diverse backgrounds; which is four percentage points lower than their perceptions of department staff support.

Females had higher agreement/more favorable responses to all six items related to perceptions of department faculty compared to males. The largest percentage point gender difference occurred in perceptions of faculty turning controversial topics into constructive discussions (69% agreement of females and 62% of males).

Underrepresented students had higher agreement (89%) than non-underrepresented students (82%) to the item, "My advisor is supportive," however underrepresented students had lower agreement on the other five items. The two largest gaps by underrepresentation status, ten percentage point difference, occurred in students' perceptions of faculty in their department turning controversial topics into constructive discussions and faculty being concerned about their welfare. Students with a heterosexual sexual orientation also had higher agreement across all six items compared to students with a non-heterosexual orientation, while PhD students had the lowest agreement on four of the six items compared to students in a master's program.

Faculty in my department…
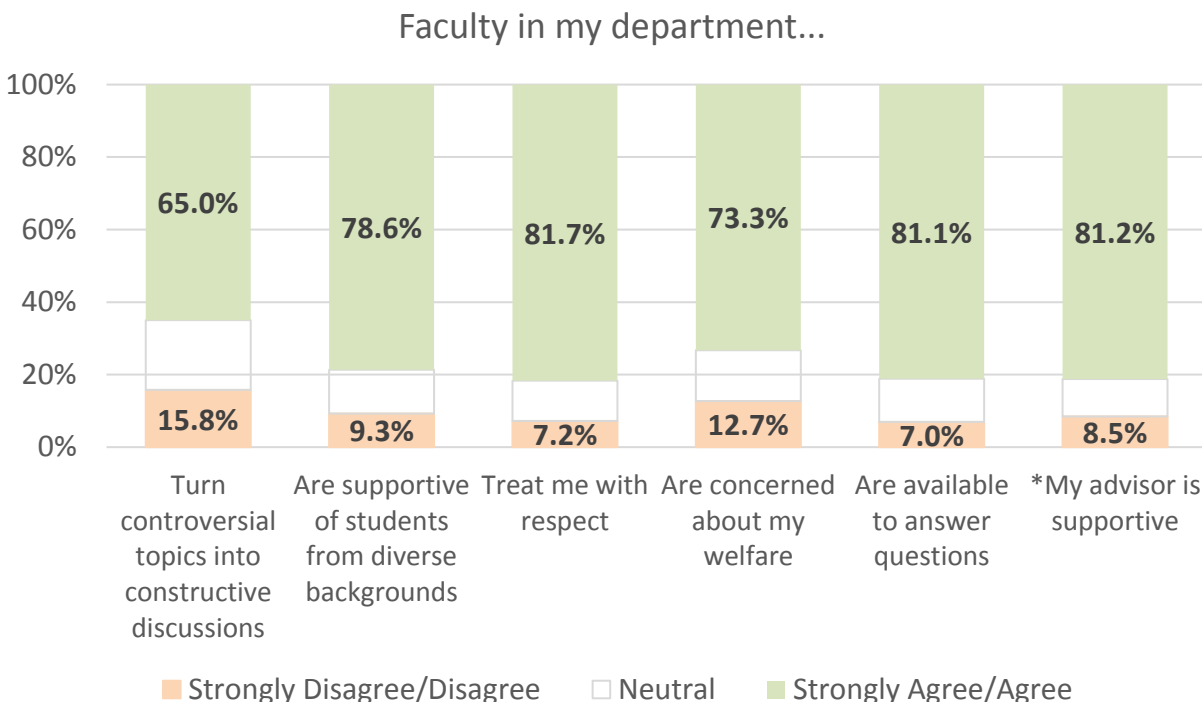
Note: This item is worded as is and does not have "Faculty in my department" as a lead in.

Q7&8: PERSONAL AND GENERAL PERCEPTIONS OF DEPARTMENT/SCHOOL/UNIT

Q7a. Perceptions of Department/School/Unit: Personal

Fifteen percent of graduate students disagree they are comfortable with the environment in their department, while 9% disagree they feel respected and 8% disagree they feel welcome in their department. These items varied by less than one percentage point when looking at gender; however, had larger variance when looking at these items by underrepresented race/ethnicity and sexual orientation. Eighty-three percent of non-underrepresented students and 82% of heterosexual students agree they feel welcome in their department compared to only 76% of underrepresented student and 72% non-heterosexual students respectively. Non-heterosexual students also had a three percentage point less agreement that they feel respected in their department compared to heterosexual students. There was no gap by race/ethnicity in feelings of respect in the department.

Personal Feelings
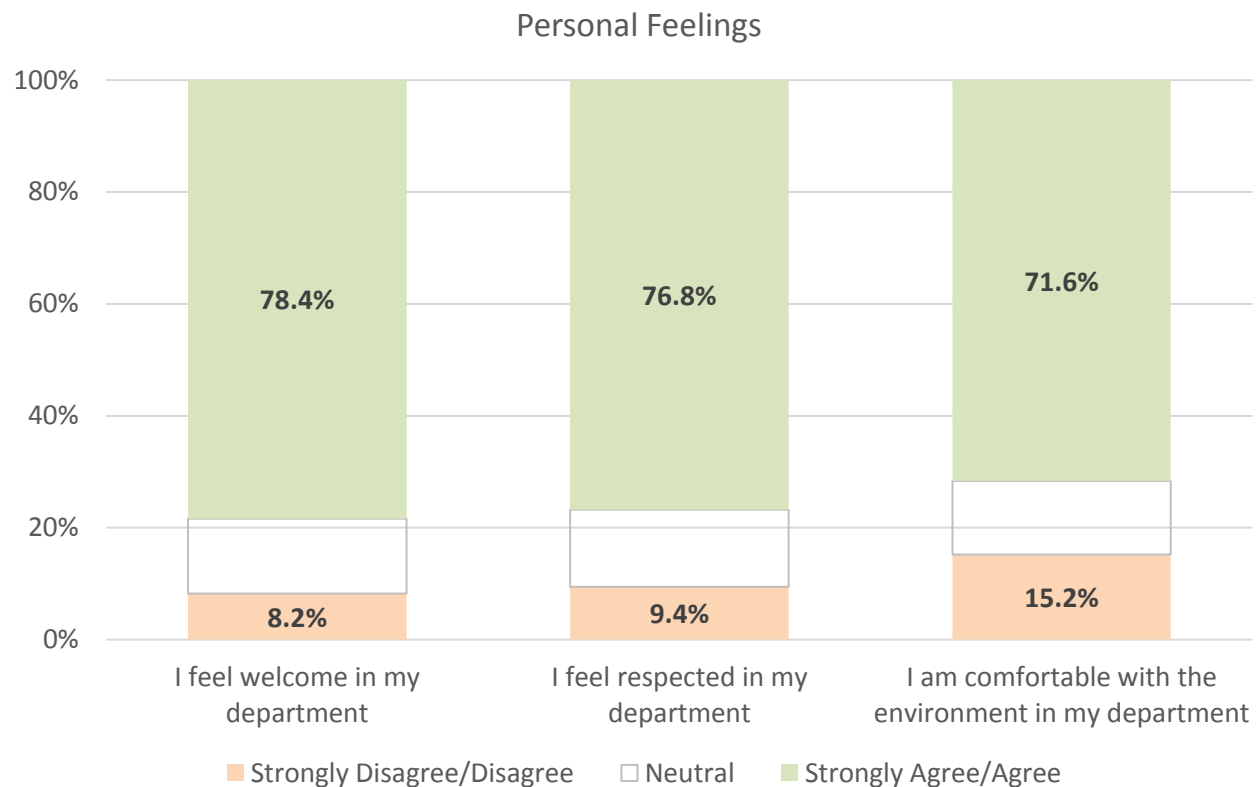
Q7b. Perceptions of Department/School/Unit: Personal Treatment

When looking at perceptions of being treated fairly based on personal identities/characteristics, ten percent of students disagree with the statement "I am treated fairly regardless of my gender in my department." A gender analysis reveals females reported lower agreement with this item (81%) compared to males (84%). Also, nine percent of students disagree when asked if they were treated fairly based on their abilities/disabilities and political ideology. Although less than 5% disagree with being treated unfairly by their race/ethnicity, underrepresented students had an 16 percentage point lower agreement (73%) to this item than non-underrepresented students (89%). Paralleling this, less than 3% disagree with being treated fairly based on their sexual orientation in their department; however, there was a 15 percentage point lower agreement to this item among non-heterosexual respondents compared to heterosexual respondents. Also, although only nineteen students served in the armed forces, those students actually had higher agreement (95%) compared to students who had not served (80%) when asked whether they are treated in their department fairly regardless of their veteran status.

I am treated fairly regradless of my [...] in my department.

Legend: Strongly Disagree/Disagree · Neutral · Strongly Agree/Agree

Category	Strongly Agree/Agree	Strongly Disagree/Disagree
Abilities/disabilities	77.5%	9.0%
Gender	79.8%	9.5%
Political ideology	75.2%	9.0%
Race or ethnicity	81.2%	4.8%
Religion/faith	78.7%	6.6%
Sexual orientation	83.8%	2.8%
Socioeconomic status	80.5%	6.6%
Nationality	83.2%	4.7%
Veteran status	79.4%	0.7%
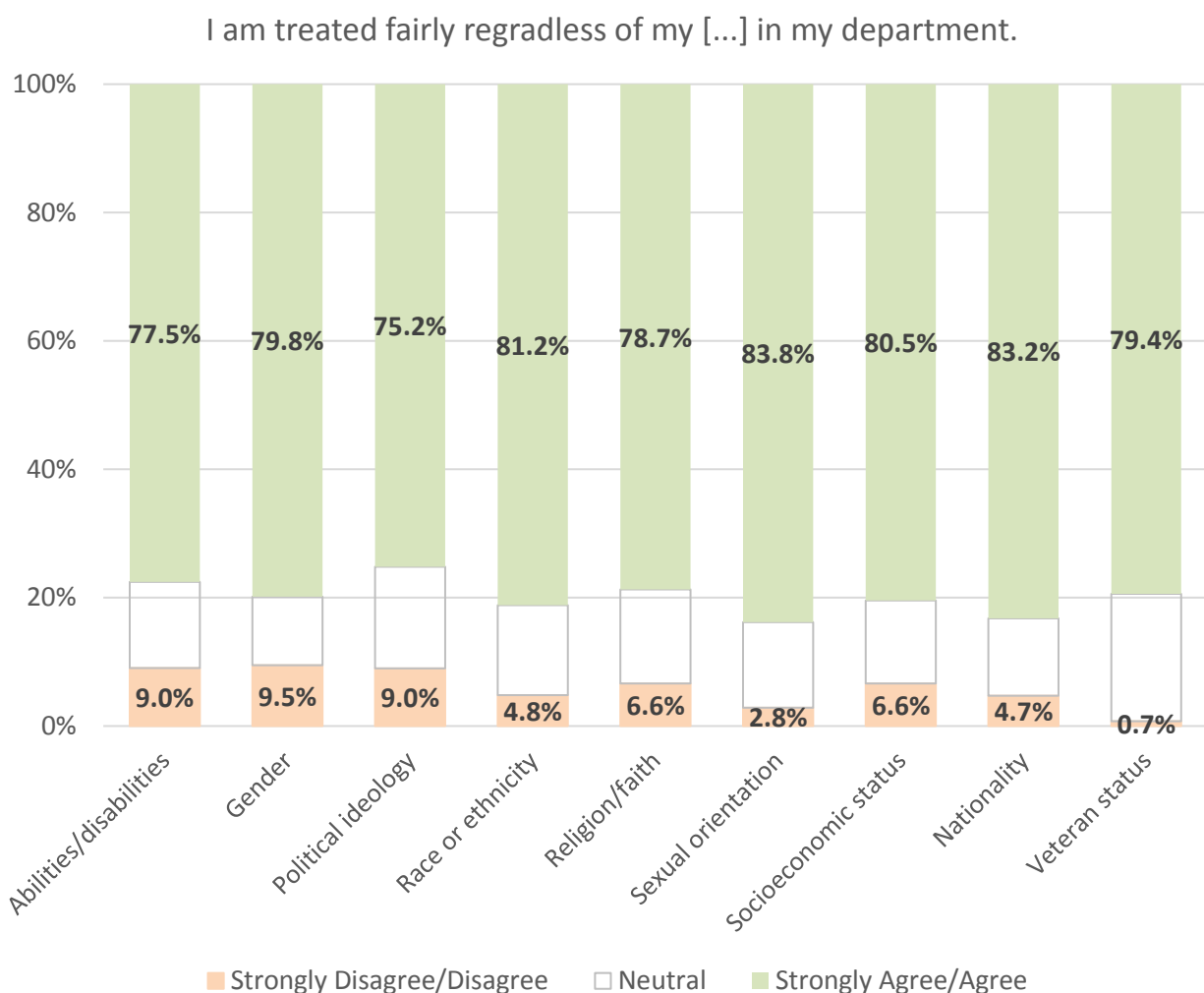
Q8a. Perceptions of Department/School/Unit: General

Over 85% of graduate students agree their department is generally welcoming and respectful to students. The item agreement to general department perceptions is much higher (over ten percentage points) than the item agreement about their personal experiences.

Again, these items did not vary by more than a percentage point by gender, but did vary by underrepresented race/ethnicity. Underrepresented students had an eight percentage point less agreement (NU = 91% and U = 84%) to "In general, my department is welcoming to students" and roughly a 3 percentage point less agreement to the item "In general, my department is respectful to students." Non-heterosexual respondents also had lower agreement by at least 7 percentage points when asked if their department is welcoming to students and 4 percentage point gap when asked if their department is respectful to students.

In general, my department is...
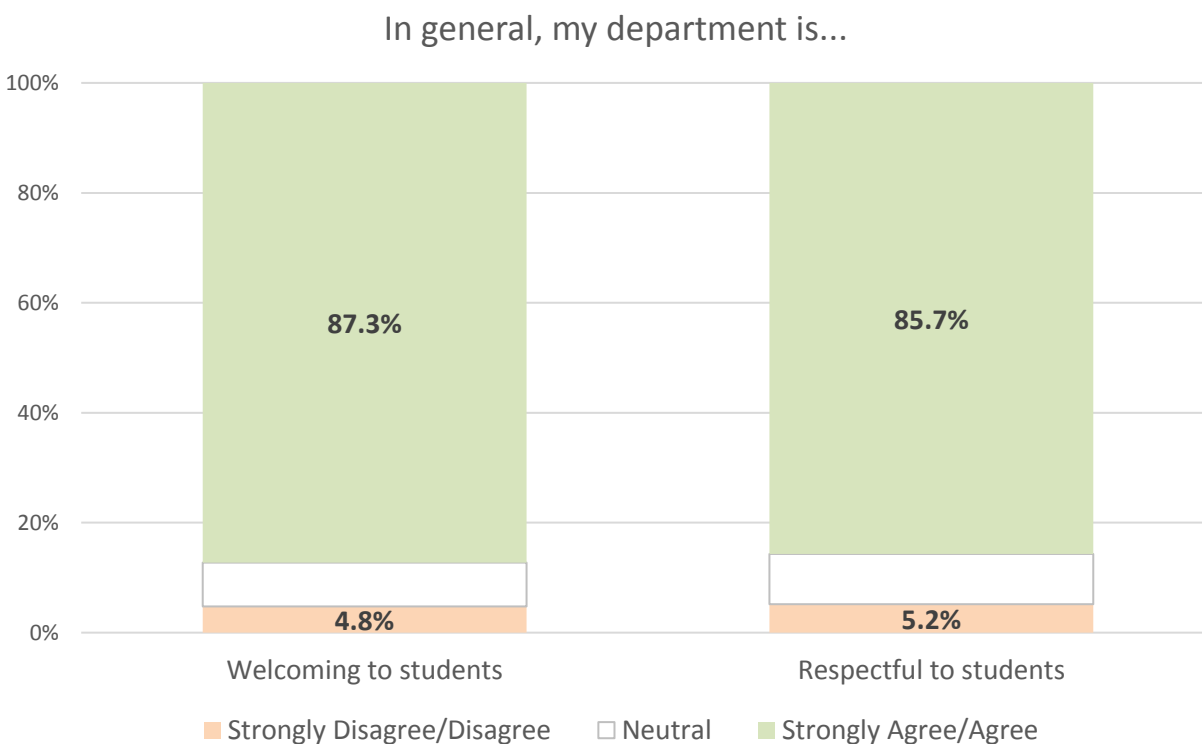
Q8b. Perceptions of Department/School/Unit: General Treatment

At least three-fourths of students agree their department treats students fairly regardless of students' identity/characteristics. There was particularly high agreement when asked about sexual orientation (86%), veteran status (86%), and socioeconomic status (82%). However, notably lower, only three-fourths of students agree the department treats students fairly based on their political ideology. The items with the highest disagreement were political ideology, gender, race or ethnicity, and abilities/disabilities (7-8% disagreement).

When looking at identities in comparison to perceptions of fair treatment, underrepresented students had a 14 percentage point lower agreement (73%) compared to non-underrepresented students (87%) when asked if they perceive students in their department being treated fairly regardless of their race/ethnicity. Similarly, there was a large, sixteen percentage point gap by sexual orientation when asked if students are treated in their department fairly regardless of their sexual orientation (heterosexual: 89% agree; non-heterosexual: 74% agree). However, there was a one percentage point difference between males and females when asked if students in their department are treated fairly regardless of their gender. Also, although only eighteen students, graduate students who served in the armed forces had higher agreement (94%) compared to students who had not served (87%) as to whether students in their department are treated fairly regardless of their veteran status.
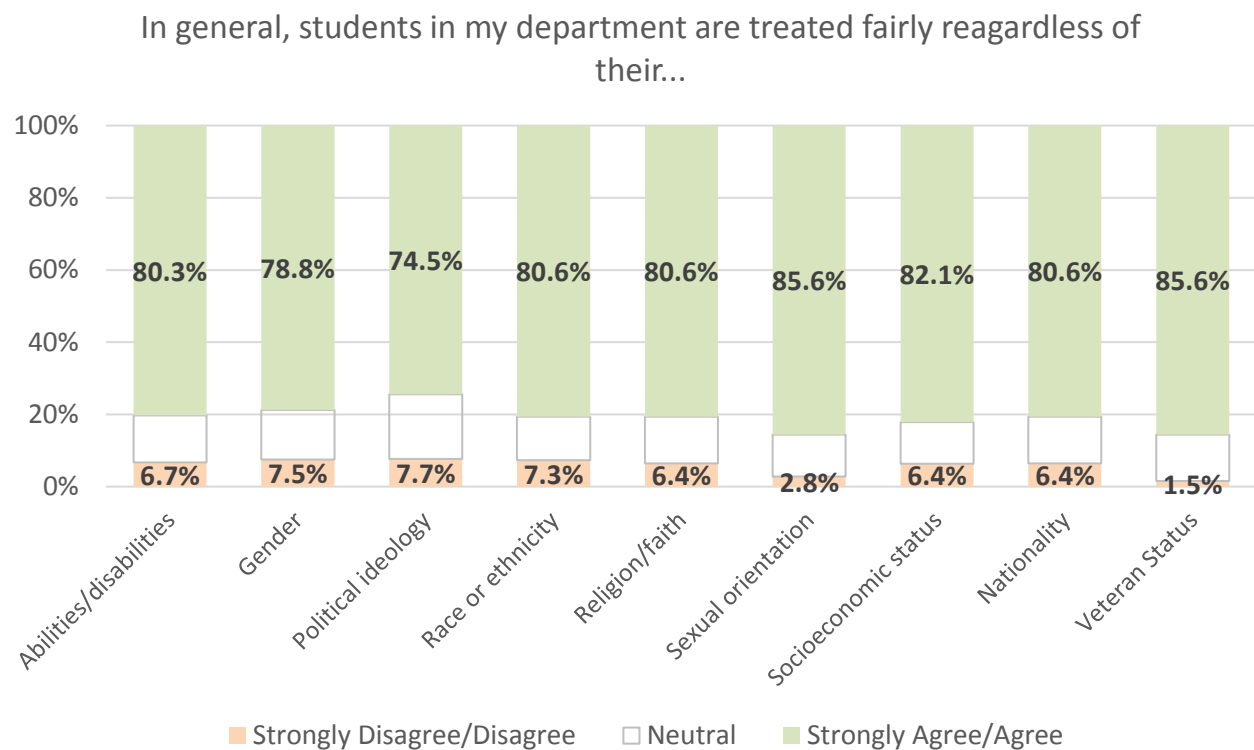
In general, students in my department are treated fairly reagardless of their...

| | Strongly Disagree/Disagree | Neutral | Strongly Agree/Agree |

Abilities/disabilities: 80.3% / 6.7%
Gender: 78.8% / 7.5%
Political ideology: 74.5% / 7.7%
Race or ethnicity: 80.6% / 7.3%
Religion/faith: 80.6% / 6.4%
Sexual orientation: 85.6% / 2.8%
Socioeconomic status: 82.1% / 6.4%
Nationality: 80.6% / 6.4%
Veteran Status: 85.6% / 1.5%

Q9. INSTITUTIONAL POLICES AND RESOURCES

Nine percent of graduate students disagree they can find resources related to the graduate school policies and procedures and seven percent disagree they can find resources related to discrimination, harassment, policies, and other violations. By college, Engineering and Liberal Arts graduate students had the highest agreement to finding resources related to graduate school policies and procedures (84% and 82% respectively), while Health and Human sciences (71%), Business (74%) and Interdisciplinary (74%) had the lowest agreement. By degree, PhD and Master's A students had the higher agreement to perceptions of being able to find resources related to the graduate school policies and procedures (84% and 77% respectively) compared to Master's B (74%) and Master's C students (71%).

I can find resources related to...

Legend: ■ Strongly Agree/Agree　□ Neutral　■ Strongly Disagree/Disagree
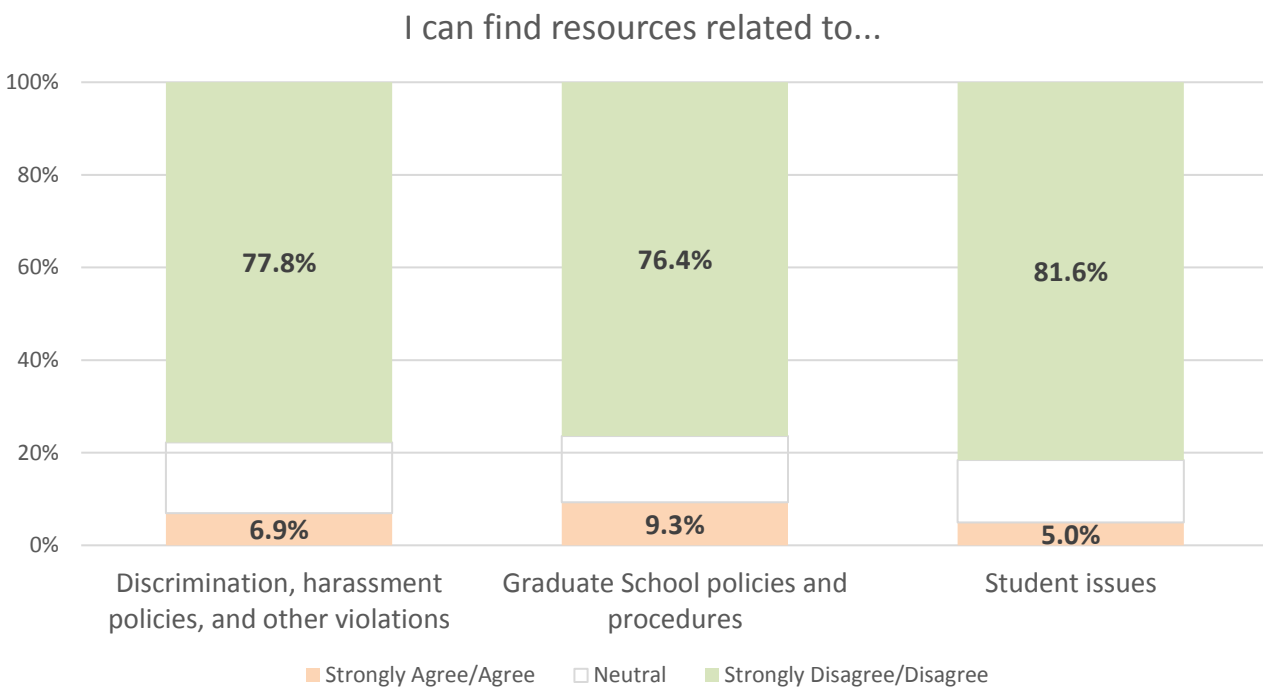
Q10. PERSONAL ATTITUDES AND BEHAVIORS

The vast majority of graduate students (94%) agree they feel comfortable interacting with students from diverse backgrounds and agree cultural understanding is important to their career (90%).

Agreement to the statement "I feel comfortable interacting with students from diverse backgrounds" did not vary by race/ethnicity or by sexual orientation. Males (96%) felt more comfortable interacting with students from diverse backgrounds than females (94%), yet females felt cultural understanding is important to their career (93%) more than males (86%).

Interestingly, 86% of underrepresented students indicated they feel cultural understanding is important to their career compared to 92% of non-underrepresented students.

Further, only 81% of graduate students in Natural Sciences and 86% of PhD students agree cultural understanding is important in their career, while 99% of graduate students in Liberal Arts and 97% of Master's B students agree with this statement.

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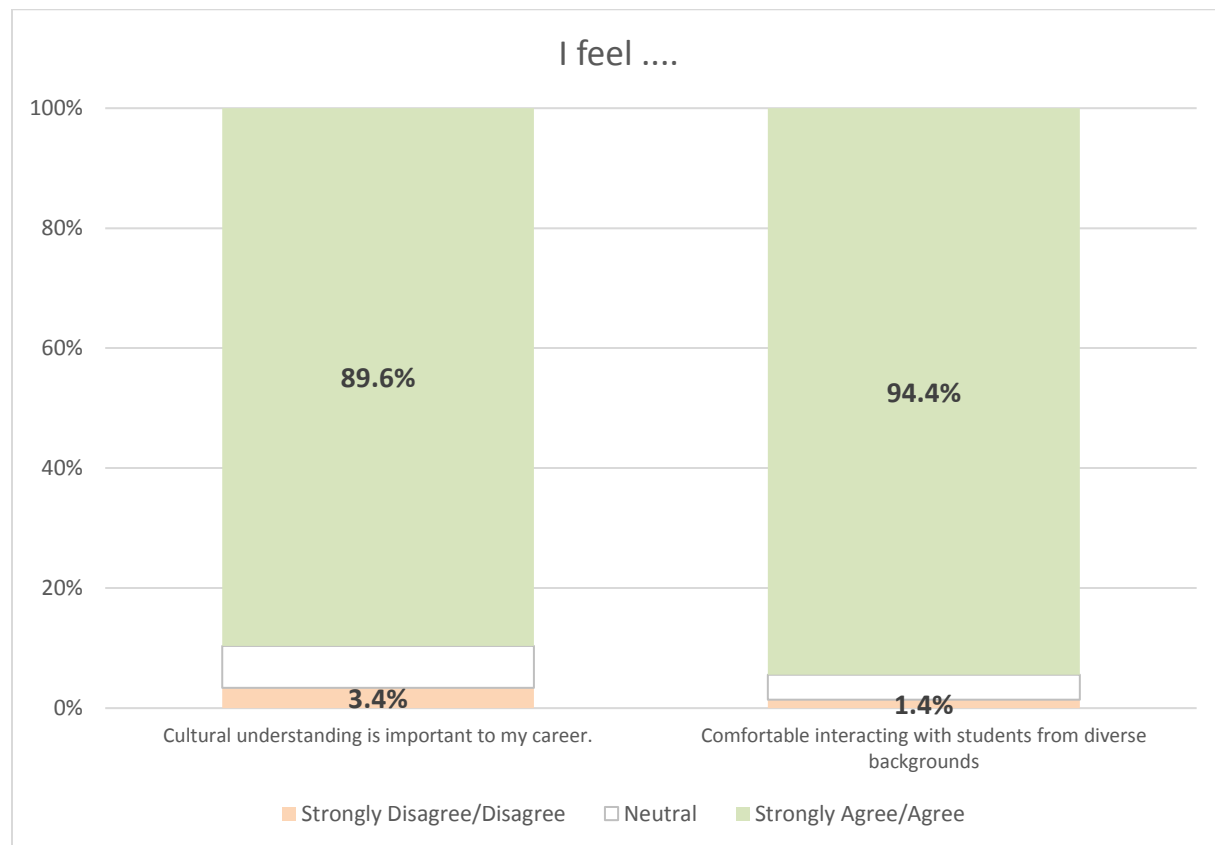
There was more variance when asking students their comfort level, highlighting various concerns. For instance, 44% of graduate students agree they feel comfortable raising teaching and/or advising concerns with college leaders, but 30% disagree with the same statement. Overall, students had the highest agreement in raising concerns (teaching/advising or diversity/inclusion) with department leaders and lowest agreement raising concerns with college or institutional leaders.

By student characteristic, females reported less comfort raising concerns (all items) compared to males (7-11 percentage point lower agreement). Interestingly, underrepresented students reported feeling more comfortable raising concerns among all items (6-9 percentage points higher except concerns related to diversity and inclusion with department leaders (only 1 percentage point higher agreement)). By degree, it is notable that PhD students had the lowest comfort across all items compared to Master's C students who had the highest agreement

I feel comfortable raising....

Category	Strongly Disagree/Disagree	Strongly Agree/Agree
Teaching and/or advising concerns with department leaders	22.8%	63.3%
Teaching and/or advising concerns with college leaders	30.3%	44.2%
Teaching and or advising concerns with Graduate School leaders	24.5%	52.1%
Concerns related to diversity and inclusion with department leaders	19.1%	60.9%
Concerns related to diversity and inclusion with college leaders	25.4%	47.8%
Concerns related to diversity and inclusion with institutional leaders from units	22.0%	49.1%

Legend: Strongly Disagree/Disagree · Neutral · Strongly Agree/Agree

Q11a. OVERALL COMFORT

Between 85-88% of graduate students feel comfortable in their classes, on the CSU campus and in the Fort Collins community. There was only a one and a half percentage point difference when asked if students disagree that they feel comfortable on the CSU campus (5.5%), in their classes (5%) and in the Fort Collins community (6.6%). There was less than a percentage point difference between males and females on all three items; however, non-underrepresented and heterosexual students have higher agreement than underrepresented and non-heterosexual students on all three items. Although all gaps were at least five percentage points different, the largest difference occurred when asked if students feel comfortable in the Fort Collins community: 92% of non-underrepresented students and 89% of heterosexual students agree, while only 77% of underrepresented students and 76% of non-heterosexual students agree.

Overall, I feel comfortorable....

	In my classes	On the CSU campus	In the Fort Collins community
Strongly Agree/Agree	88.3%	86.6%	85.4%
Strongly Disagree/Disagree	5.0%	5.5%	6.6%

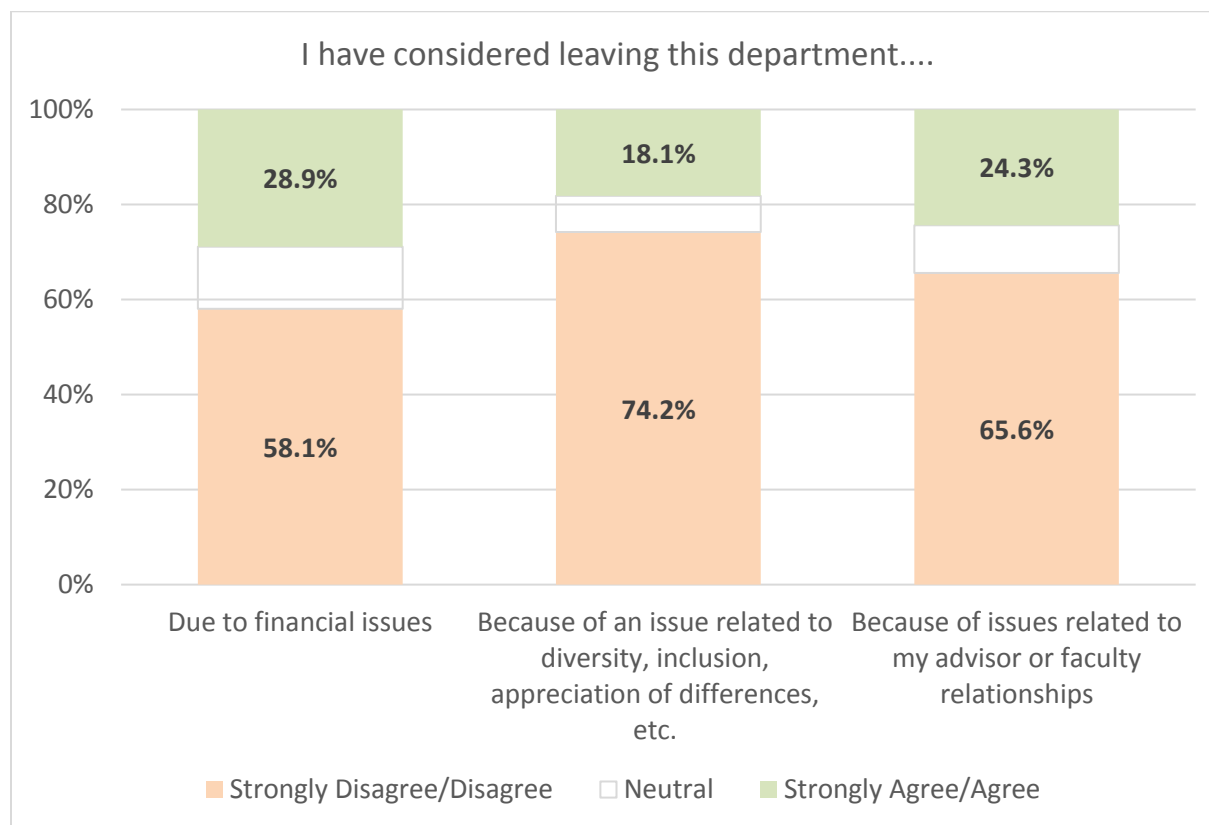Legend: ■ Strongly Disagree/Disagree   □ Neutral   ■ Strongly Agree/Agree
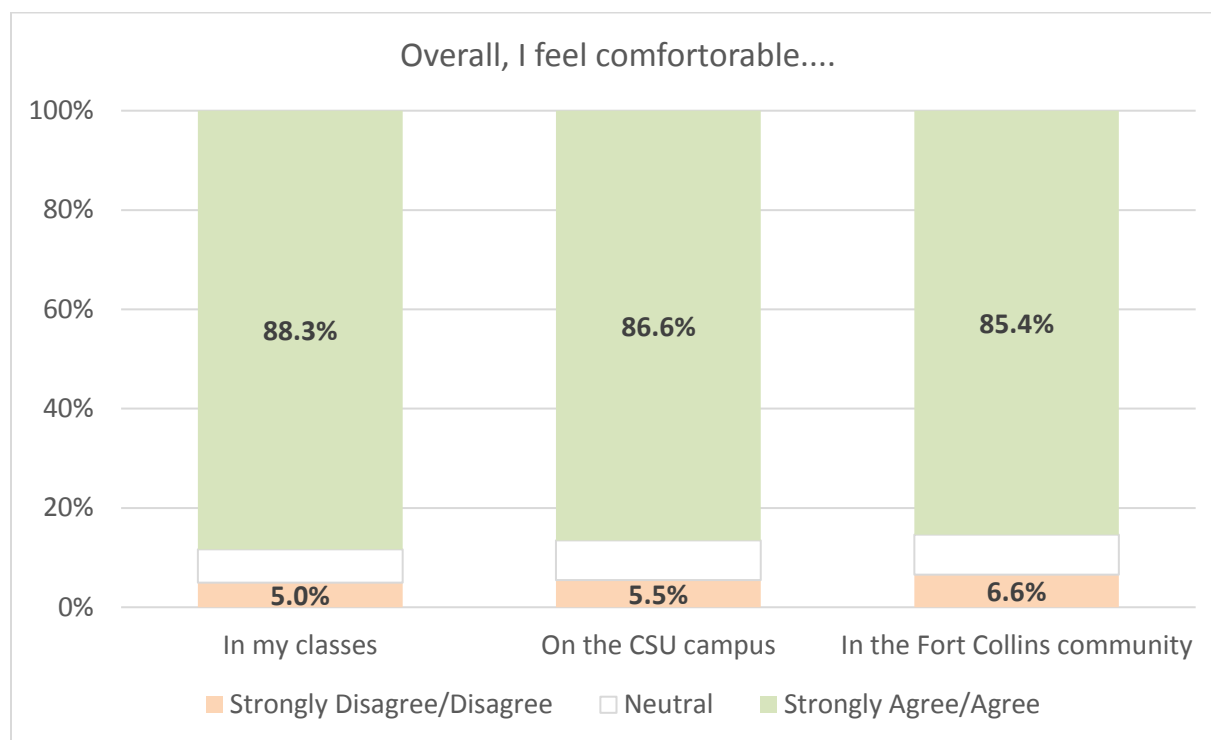
Q11b. OVERALL COMFORT

Over a quarter of students (29%) agree they have considered leaving the department due to financial issues, while 18% agree they have considered leaving due to issues related to diversity and inclusion. Just under a quarter agree they considered leaving their department due to issues related to their advisor/faculty relationship.

Females and heterosexual students had less agreement for all three items when asked if they had considered leaving the department. Notably, 23% of underrepresented students compared to 15% of non-underrepresented students considered leaving the department because of an issue related to diversity and inclusion. This paralleled the finding between non-heterosexual (29% agree) and heterosexual students (16% agree) for considering leaving the department due to issues related to diversity and inclusion.

By college, over a fifth of students in Liberal Arts, Natural Sciences, and Agricultural Sciences have considered leaving their department based on an issue related to diversity and inclusion, while only 7% of interdisciplinary students considered leaving for these issues. Also, thirty percent of Agriculture Science students, 29% of Engineering students and 27% of Vet. Med. & Biomedical Science students considered leaving their department based on issues related to their advisor/faculty relationship. By degree, Master's C students agree they have considered leaving their department based on financial issues (34%) and advisor/faculty relationships (28%) more than the other degree types.

I have considered leaving this department....

Category	Strongly Disagree/Disagree	Neutral	Strongly Agree/Agree
Due to financial issues	58.1%		28.9%
Because of an issue related to diversity, inclusion, appreciation of differences, etc.	74.2%		18.1%
Because of issues related to my advisor or faculty relationships	65.6%		24.3%

DEMOGRAPHICS

I.   Personal Characteristics:

	Gender
Female	62.2%
Male	37.0%
Transgender/Non Binary/Gender Queer/Agender	0.8%
	717

	Underrepresented Race/Ethnicity
Non-Underrepresented	73.2%
White/Caucasian	73.2%
Underrepresented	26.8%
African American	1.9%
Asian	11.5%
Hispanic or Latino	6.4%
Middle Eastern	.7%
Multi-Racial	6.3%
	686

	Sexual Orientation
Heterosexual/straight	89.9%
Heterosexual/straight	10.1%
Gay or Lesbian	3.6%
Bisexual	4.8%
Asexual/Heteroflexible/Pansexual/Queer/Unsure or Questioning	1.7%
	702

	Characteristics
Served in the Armed Forces of the United states	2.6%
English Not as a First Language	16.9%
	728

II. Student Characteristics:

	Year in Graduate Program
1st Year	33.1%
2nd Year	28.7%
3rd Year	14.9%
4th Year	8.3%
5th Year	7.9%
6th Year or more	7.1%
	732

III. Graduate Degree Program

Graduate Degree

- PhD: 46.3%
- Master's –Plan A/thesis: 23.7%
- Master's- Plan B/project or exam: 17.5%
- Master's –Plan C/Professional Master's/ Coursework Only: 9.4%
- DVM: 2.2%
- Other: 0.9%
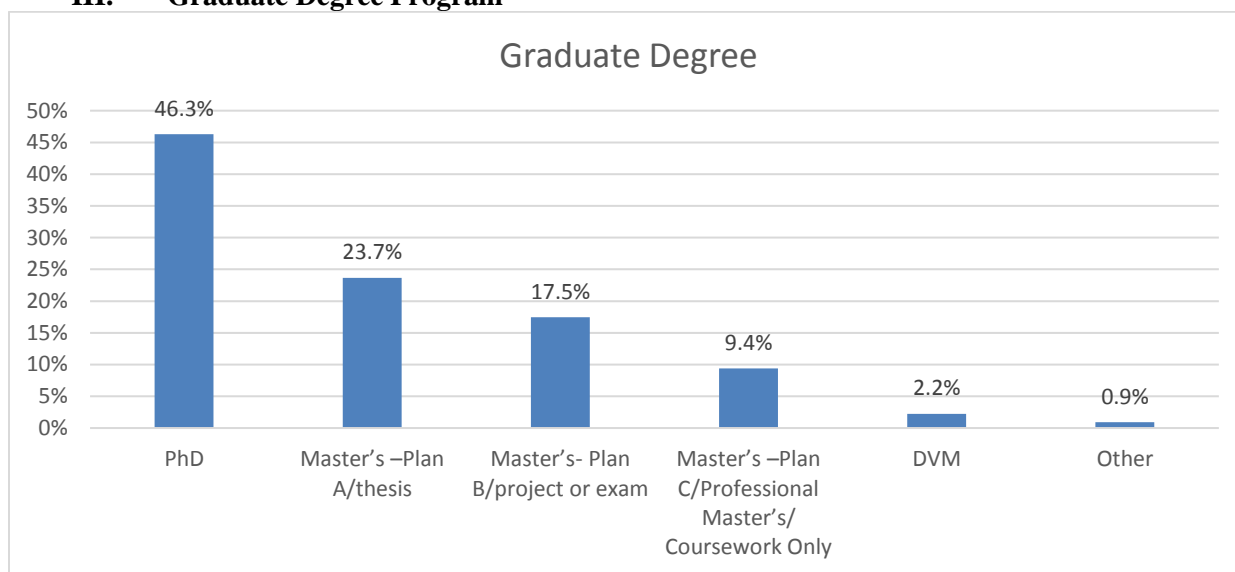
IV. Graduate School College

- College of Agricultural Sciences: 8.4%
- College of Business: 2.5%
- College of Health and Human Sciences: 18.8%
- College of Liberal Arts: 14.8%
- College of Natural Sciences: 18.9%
- College of Veterinary Med. & Biomedical Sciences: 9.7%
- Interdisciplinary: 4.1%
- Walter Scott, Jr. College of Engineering: 14.2%
- Warner College of Natural Resources: 8.7%
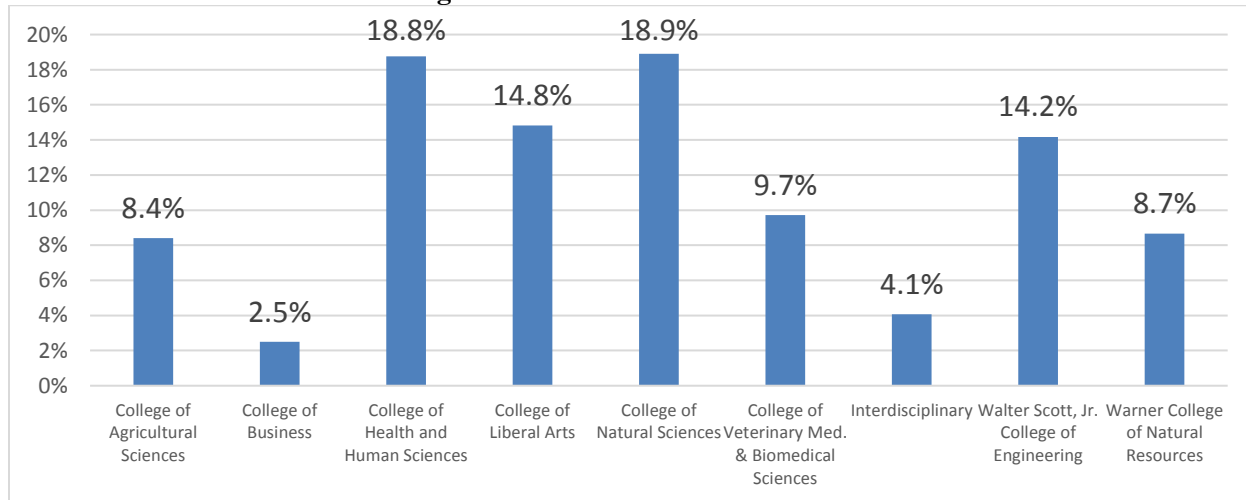
OPEN ENDS

Open End 1: What is one suggestion you have to improve your department culture?

Open End 2: If you would like to elaborate on any of your responses or comment on any climate issue not addressed in this survey, please do so here.

Open End 3: What is your recommendation for the next Graduate School survey?

I. Open End Response Rate by Student Characteristic

	Open End 1	Open End 2	Open End 3
Total	49.6%	24.9%	25.8%
(n=781)	(n=389)	(n=195)	(n=202)
Males	45.7%	18.9%	27.9%
Females	52.5%	28.3%	24.4%
Transgender/NB/GQ/Agender	66.7%	50.0%	16.7%
Non-Underrepresented	51.4%	27.1%	25.3%
Underrepresented	46.5%	17.8%	27.6%
English as a Second Language	52.7%	26.9%	26.1%
Heterosexual	50.9%	24.6%	26.9%
Non-Heterosexual	42.6%	25.9%	17.6%

II. Open End Response Rate by College

	Open End 1	Open End 2	Open End 3
College of Agricultural Sciences	51.6%	32.8%	29.7%
College of Business	31.6%	0.0%	10.5%
College of Health and Human Sciences	57.3%	29.4%	33.6%
College of Liberal Arts	59.3%	29.2%	23.9%
College of Natural Sciences	45.8%	21.5%	17.4%
College of VMBS	41.9%	18.9%	16.2%
Interdisciplinary	45.2%	25.8%	38.7%
Walter Scott, Jr. College of Engineering	49.1%	21.3%	26.9%
Warner College of Natural Resources	54.5%	34.8%	40.9%

III. Open End Response Rate by Degree Sought

	Open End 1	Open End 2	Open End 3
PhD	48.1%	25.1%	24.8%
Master's –Plan A	54.8%	25.4%	27.7%
Master's- Plan B	54.2%	26.7%	28.2%
Master's –Plan C	45.7%	22.9%	30.0%

APPENDIX
Appendix A: Descriptive Items by Gender and Sexual Orientation
Percent of respondents who responded "Strongly Agree" or "Agree" by item

The University	All (n=785)	Male (n=265)	Female (n=446)	Hetero-sexual /Straight (n=631)	Non-Hetero-sexual (n=71)
The university has students from diverse backgrounds.	65.5%	72.1%	63.7%	66.8%	59.2%
The university has faculty from diverse backgrounds.	60.1%	66.4%	58.1%	62.1%	51.4%
The university has staff from diverse backgrounds.	54.3%	57.4%	53.6%	55.8%	47.1%
The university has individuals in leadership positions from diverse backgrounds.	40.0%	40.8%	39.9%	41.1%	32.4%
Graduate School					
The GS creates an environment of acceptance for students from diverse backgrounds.	74.2%	76.9%	75.8%	76.1%	70.6%
The GS treats me with respect.	79.8%	80.8%	82.8%	81.7%	81.4%
The GS is helpful in answering my questions.	68.0%	72.2%	69.3%	70.3%	65.7%
The GS provides professional development activities that are relevant to my professional growth.	59.8%	61.8%	62.5%	61.7%	63.8%
Co-Curricular Environment					
Student organizations at this institution are welcoming.	67.9%	70.7%	68.5%	70.0%	67.2%
Department professional development activities are welcoming.	72.6%	76.2%	73.6%	74.7%	72.6%
GS professional development (PD) activities are welcoming.	73.3%	72.9%	78.2%	76.9%	65.1%
University professional development activities are welcoming	74.8%	74.3%	78.1%	77.9%	67.7%

	All (n=785)	Male (n=265)	Female (n=446)	Hetero- sexual /Straight (n=631)	Non- Hetero- sexual (n=71)
Perceptions of Department Peers					
Students in my department are friendly.	85.7%	87.0%	86.8%	87.6%	84.3%
Students in my department treat me with respect.	86.8%	89.3%	87.7%	89.2%	81.4%
Students in my department support one another.	78.4%	78.9%	80.4%	80.5%	75.7%
Perceptions of Department Staff					
Staff in my department are supportive of students from diverse backgrounds.	83.2%	84.7%	85.5%	85.6%	79.7%
Staff in my department treat me with respect.	86.2%	87.4%	89.3%	88.8%	88.4%
Staff in my department are concerned about my welfare.	75.3%	76.7%	77.9%	77.4%	80.6%
Staff in my department are available to answer my questions.	84.1%	86.3%	86.1%	86.4%	85.3%
Perceptions of Department Faculty					
Faculty in my department turn controversial topics into constructive discussions.	65.0%	61.8%	69.1%	67.2%	59.7%
Faculty in my department are supportive of students from diverse backgrounds.	78.6%	79.2%	80.9%	80.6%	73.2%
Faculty in my department treat me with respect.	81.7%	81.9%	83.5%	83.3%	80.3%
Faculty in my department are concerned about my welfare.	73.3%	70.8%	76.5%	75.3%	66.2%
Faculty in my department are available to answer questions.	81.1%	79.8%	84.8%	84.2%	73.2%
My advisor is supportive.	81.2%	82.4%	83.2%	83.3%	80.9%

Perceptions of Department/School/Unit: Personal	All (n=785)	Male (n=265)	Female (n=446)	Hetero-sexual /Straight (n=631)	Non-Hetero-sexual (n=71)
I feel welcome in my department.	78.4%	80.4%	80.4%	81.7%	71.8%
I feel respected in my department.	76.8%	78.3%	79.3%	79.5%	71.8%
I am comfortable with the environment in my department.	71.6%	74.3%	73.4%	73.9%	65.7%
I am treated fairly regardless of my abilities/disabilities in my department.	77.5%	81.4%	78.5%	79.9%	72.1%
I am treated fairly regardless of my gender in my department.	79.8%	83.7%	80.6%	81.5%	78.9%
I am treated fairly regardless of my political ideology in my department.	75.2%	74.5%	79.5%	77.1%	79.7%
I am treated fairly regardless of my race or ethnicity in my department.	81.2%	83.5%	83.5%	83.2%	80.3%
I am treated fairly regardless of my religion/faith in my department.	78.7%	79.1%	81.8%	80.9%	77.6%
I am treated fairly regardless of my sexual orientation in my department.	83.8%	87.0%	85.6%	87.6%	72.9%
I am treated fairly regardless of my socioeconomic status in my department.	80.5%	81.6%	83.1%	83.6%	73.9%
I am treated fairly regardless of my nationality in my department.	83.2%	85.1%	85.1%	85.1%	83.9%
I am treated fairly regardless of my veteran status in my department.	79.4%	83.0%	79.7%	82.3%	64.5%
Perceptions of Department/School/Unit: General					
In general, my department is welcoming to students.	87.3%	88.6%	89.0%	90.0%	82.9%
In general, my department is respectful to students.	85.7%	88.3%	87.2%	88.1%	84.3%
In general, students in my department are comfortable with the environment.	78.2%	83.2%	77.7%	80.4%	73.5%
In general, students in my department are treated fairly regardless of their abilities/disabilities.	80.3%	85.1%	80.1%	82.6%	77.9%
In general, students in my department are treated fairly regardless of their gender.	78.8%	81.0%	80.1%	81.7%	68.1%
In general, students in my department are treated fairly regardless of their political ideology.	74.5%	76.2%	76.0%	76.3%	76.5%
In general, students in my department are treated fairly regardless of their race or ethnicity.	80.6%	81.8%	82.7%	83.6%	71.0%
In general, students in my department are treated fairly regardless of religion/faith.	80.6%	80.2%	84.1%	83.4%	77.6%
In general, students in my department are treated fairly regardless of their sexual orientation.	85.6%	88.1%	86.9%	89.4%	73.5%
In general, students in my department are treated fairly regardless of their socioeconomic status.	82.1%	81.5%	85.5%	85.6%	73.1%
In general, students in my department are treated fairly regardless of their nationality.	80.6%	82.5%	82.6%	83.5%	76.1%
In general, students in my department are treated fairly regardless of whether they are veterans.	85.6%	86.7%	86.8%	88.0%	80.7%

	All (n=785)	Male (n=265)	Female (n=446)	Hetero-sexual /Straight (n=631)	Non-Hetero-sexual (n=71)
Institutional Policies and Resources					
I can find resources related to discrimination, harassment policies, and other violations.	77.8%	79.0%	78.0%	78.5%	80.0%
I can find resources related to Graduate School policies and procedures.	76.4%	78.2%	77.2%	78.0%	75.0%
I can find resources related to student issues.	81.6%	79.7%	83.6%	82.6%	84.8%
Personal Attitudes and Behaviors					
I feel cultural understanding is important to my career.	89.6%	85.6%	93.0%	90.3%	91.5%
I feel comfortable interacting with students from diverse backgrounds.	94.4%	96.2%	94.1%	95.2%	94.4%
I feel comfortable raising teaching and/or advising concerns with department leaders.	63.3%	70.0%	61.8%	64.8%	68.7%
I feel comfortable raising teaching and/or advising concerns with college leaders.	44.2%	52.5%	41.2%	45.5%	46.4%
I would be comfortable raising teaching and or advising concerns with Graduate School leaders.	52.1%	57.9%	51.0%	54.1%	54.4%
I feel comfortable raising concerns related to diversity and inclusion with department leaders.	60.9%	68.4%	58.7%	63.0%	58.0%
I feel comfortable raising concerns related to diversity and inclusion college leaders.	47.8%	54.9%	46.6%	49.6%	48.6%
I feel comfortable raising concerns related to diversity and inclusion with institutional leaders from units such as the Graduate School and/or Office for Vice President of Diversity.	49.1%	54.8%	47.6%	50.8%	48.6%
Overall Comfort					
Overall, I feel comfortable in my classes.	88.3%	89.7%	90.1%	90.4%	84.3%
Overall, I feel comfortable on the CSU campus.	86.6%	88.5%	87.8%	88.5%	80.9%
Overall, I feel comfortable in the Fort Collins community.	85.4%	87.0%	86.8%	88.5%	76.1%
I have considered leaving this department due to financial issues.	28.9%	30.5%	25.2%	26.3%	34.8%
I have considered leaving this department because of an issue related to diversity, inclusion, appreciation of differences, etc.	18.1%	17.9%	16.3%	15.8%	29.0%
I have considered leaving this department because of issues related to my advisor or faculty relationships.	24.3%	24.0%	21.5%	22.4%	26.8%

Appendix B: Descriptive Items by Underrepresent Race/Ethnicity and English as a Second Language
Percent of respondents who responded "Strongly Agree" or "Agree" by item

The University	Non-Under-represented (n=490)	Under-represented (n=82)	English as a Second Lang. (n=123)
The university has students from diverse backgrounds.	64.3%	63.4%	78.0%
The university has faculty from diverse backgrounds.	60.7%	45.7%	73.2%
The university has staff from diverse backgrounds.	55.9%	54.4%	55.8%
The university has individuals in leadership positions from diverse backgrounds.	41.2%	35.1%	40.3%
Graduate School			
The GS creates an environment of acceptance for students from diverse backgrounds.	76.8%	68.3%	79.3%
The GS treats me with respect.	81.2%	79.3%	88.4%
The GS is helpful in answering my questions.	67.2%	68.9%	81.0%
The GS provides professional development activities that are relevant to my professional growth.	60.6%	68.4%	65.8%
Co-Curricular Environment			
Student organizations at this institution are welcoming.	69.6%	67.1%	76.1%
Department professional development activities are welcoming.	77.1%	66.2%	73.0%
GS professional development (PD) activities are welcoming.	77.8%	71.2%	75.0%
University professional development activities are welcoming	76.3%	77.0%	80.2%

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	Non-Under-represented (n=490)	Under-represented (n=82)	English as a Second Lang. (n=123)
Perceptions of Department Peers			
Students in my department are friendly.	89.4%	86.4%	81.8%
Students in my department treat me with respect.	89.8%	88.9%	86.0%
Students in my department support one another.	84.4%	76.5%	65.8%
Perceptions of Department Staff			
Staff in my department are supportive of students from diverse backgrounds.	87.5%	78.8%	82.6%
Staff in my department treat me with respect.	89.5%	85.0%	88.4%
Staff in my department are concerned about my welfare.	81.5%	71.3%	67.5%
Staff in my department are available to answer my questions.	85.8%	83.8%	90.1%
Perceptions of Department Faculty			
Faculty in my department turn controversial topics into constructive discussions.	70.0%	59.0%	60.9%
Faculty in my department are supportive of students from diverse backgrounds.	82.0%	70.7%	80.5%
Faculty in my department treat me with respect.	83.4%	78.0%	88.5%
Faculty in my department are concerned about my welfare.	78.0%	73.2%	65.6%
Faculty in my department are available to answer questions.	84.2%	77.8%	86.1%
My advisor is supportive.	81.9%	86.1%	90.2%

	Non-Under-represented (n=490)	Under-represented (n=82)	English as a Second Lang. (n=123)
Perceptions of Department/School/Unit: Personal			
I feel welcome in my department.	83.2%	74.4%	78.0%
I feel respected in my department.	78.9%	79.0%	81.3%
I am comfortable with the environment in my department.	73.3%	68.3%	80.5%
I am treated fairly regardless of my abilities/disabilities in my department.	80.6%	75.6%	81.9%
I am treated fairly regardless of my gender in my department.	81.3%	81.7%	85.4%
I am treated fairly regardless of my political ideology in my department.	78.5%	70.1%	80.7%
I am treated fairly regardless of my race or ethnicity in my department.	88.3%	70.7%	76.9%
I am treated fairly regardless of my religion/faith in my department.	82.7%	70.1%	82.6%
I am treated fairly regardless of my sexual orientation in my department.	87.8%	79.2%	87.0%
I am treated fairly regardless of my socioeconomic status in my department.	84.6%	77.2%	83.3%
I am treated fairly regardless of my nationality in my department.	89.2%	73.7%	80.5%
I am treated fairly regardless of my veteran status in my department.	84.8%	63.9%	80.4%
Perceptions of Department/School/Unit: General			
In general, my department is welcoming to students.	91.2%	79.3%	87.8%
In general, my department is respectful to students.	88.3%	80.5%	90.2%
In general, students in my department are comfortable with the environment.	81.3%	74.4%	77.9%
In general, students in my department are treated fairly regardless of their abilities/disabilities.	83.1%	75.0%	82.4%
In general, students in my department are treated fairly regardless of their gender.	80.3%	78.0%	84.4%
In general, students in my department are treated fairly regardless of their political ideology.	76.2%	67.1%	83.8%
In general, students in my department are treated fairly regardless of their race or ethnicity.	86.3%	68.3%	79.3%
In general, students in my department are treated fairly regardless of religion/faith.	84.8%	75.0%	81.7%
In general, students in my department are treated fairly regardless of their sexual orientation.	88.9%	82.7%	88.0%
In general, students in my department are treated fairly regardless of their socioeconomic status.	85.7%	79.3%	84.3%
In general, students in my department are treated fairly regardless of their nationality.	86.1%	70.0%	78.5%
In general, students in my department are treated fairly regardless of whether they are veterans.	89.7%	84.1%	81.3%

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Institutional Policies and Resources	Non-Under-represented (n=490)	Under-represented (n=82)	English as a Second Lang. (n=123)
I can find resources related to discrimination, harassment policies, and other violations.	78.4%	75.9%	80.7%
I can find resources related to Graduate School policies and procedures.	76.7%	72.0%	84.4%
I can find resources related to student issues.	81.8%	84.8%	85.0%
Personal Attitudes and Behaviors			
I feel cultural understanding is important to my career.	92.4%	87.7%	85.4%
I feel comfortable interacting with students from diverse backgrounds.	95.5%	95.1%	93.4%
I feel comfortable raising teaching and/or advising concerns with department leaders.	63.3%	69.2%	72.0%
I feel comfortable raising teaching and/or advising concerns with college leaders.	42.5%	46.8%	58.3%
I would be comfortable raising teaching and or advising concerns with Graduate School leaders.	51.4%	56.8%	63.3%
I feel comfortable raising concerns related to diversity and inclusion with department leaders.	61.9%	60.0%	68.1%
I feel comfortable raising concerns related to diversity and inclusion college leaders.	46.8%	50.0%	60.5%
I feel comfortable raising concerns related to diversity and inclusion with institutional leaders from units such as the Graduate School and/or Office for Vice President of Diversity.	48.6%	51.9%	60.9%
Overall Comfort			
Overall, I feel comfortable in my classes.	91.9%	85.4%	88.1%
Overall, I feel comfortable on the CSU campus.	90.4%	79.7%	85.4%
Overall, I feel comfortable in the Fort Collins community.	91.6%	70.5%	81.3%
I have considered leaving this department due to financial issues.	25.8%	26.7%	32.4%
I have considered leaving this department because of an issue related to diversity, inclusion, appreciation of differences, etc.	14.8%	26.0%	20.4%
I have considered leaving this department because of issues related to my advisor or faculty relationships.	23.3%	21.5%	19.0%

Appendix C: Descriptive Items by College
Percent of Agreement ("Strongly Agree" or "Agree") by item
and Percent of Disagreement ("Strongly Disagree" or "Disagree" by item

		AS (n=64)	Bus. (n=19)	HHS (n=143)	LA (n=113)	NS (n=144)	CVMBS (n=74)	Interd. (n=31)	Eng. (n=108)	NR (n=66)
The University										
The university has students from diverse backgrounds.	Agreement	73.0%	89.5%	60.1%	59.8%	56.6%	68.5%	58.1%	85.0%	62.1%
	Disagreement	12.7%	10.5%	23.1%	24.1%	28.0%	17.8%	16.1%	6.5%	16.7%
The university has faculty from diverse backgrounds.	Agreement	65.1%	73.7%	51.8%	54.5%	54.5%	69.9%	58.1%	83.0%	42.2%
	Disagreement	15.9%	10.5%	29.8%	27.7%	28.0%	15.1%	12.9%	7.5%	29.7%
The university has staff from diverse backgrounds.	Agreement	54.0%	63.2%	53.0%	49.5%	51.4%	58.6%	60.0%	62.3%	50.0%
	Disagreement	12.7%	10.5%	25.8%	17.1%	21.1%	21.4%	13.3%	11.3%	17.2%
The university has individuals in leadership positions from diverse backgrounds.	Agreement	49.2%	55.6%	34.1%	36.7%	33.3%	52.9%	38.7%	49.1%	28.6%
	Disagreement	23.8%	16.7%	35.6%	40.4%	33.3%	27.9%	22.6%	20.8%	33.3%
Graduate School										
The GS creates an environment of acceptance for students from diverse backgrounds.	Agreement	75.8%	77.8%	73.2%	64.2%	77.1%	73.6%	74.2%	80.8%	76.9%
	Disagreement	1.6%	5.6%	8.5%	10.4%	6.4%	4.2%	0%	2.9%	4.6%
The GS treats me with respect.	Agreement	82.3%	89.5%	81.4%	71.6%	75.0%	77.8%	86.7%	84.9%	89.2%
	Disagreement	4.8%	5.3%	5.7%	8.3%	9.3%	6.9%	0%	4.7%	1.5%
The GS is helpful in answering my questions.	Agreement	72.4%	86.7%	63.6%	65.3%	55.4%	70.1%	76.7%	81.2%	71.4%
	Disagreement	12.1%	13.3%	10.6%	15.8%	20.0%	10.4%	0%	3.0%	14.3%
The GS provides professional development activities that are relevant to my professional	Agreement	65.0%	64.7%	58.1%	59.6%	58.7%	65.3%	74.2%	61.5%	46.2%
	Disagreement	15.0%	17.6%	17.6%	17.3%	17.4%	12.5%	6.5%	10.6%	21.5%
Co-Curricular Environment										
Student organizations at this institution are welcoming.	Agreement	63.0%	75.0%	63.3%	58.1%	69.0%	69.7%	72.4%	77.1%	74.1%
	Disagreement	9.3%	8.3%	8.3%	9.7%	3.9%	4.5%	13.8%	2.1%	1.9%
Department professional development activities are welcoming.	Agreement	72.4%	68.8%	62.4%	75.3%	72.1%	73.5%	82.1%	78.1%	76.7%
	Disagreement	6.9%	18.8%	8.5%	8.2%	4.9%	7.4%	0%	5.2%	8.3%
GS professional development (PD) activities are welcoming.	Agreement	77.2%	50.0%	69.4%	67.7%	74.0%	75.8%	83.9%	79.6%	75.4%
	Disagreement	5.3%	8.3%	8.1%	8.3%	3.1%	3.0%	0%	5.1%	1.8%
University professional development activities are welcoming.	Agreement	75.0%	77.8%	73.1%	78.6%	69.9%	68.8%	89.7%	80.9%	74.1%
	Disagreement	1.8%	11.1%	8.3%	1.0%	2.4%	6.3%	0%	3.2%	5.2%

		AS (n=64)	Bus. (n=19)	HHS (n=143)	LA (n=113)	NS (n=144)	CVMBS (n=74)	Interd. (n=31)	Eng. (n=108)	NR (n=66)
Perceptions of Department Peers										
Students in my department are friendly.	Agreement	83.6%	94.7%	84.6%	85.5%	90.8%	84.5%	83.9%	84.0%	81.5%
	Disagreement	4.9%	0%	6.3%	10.0%	1.4%	5.6%	0%	2.8%	3.1%
Students in my department treat me with respect.	Agreement	83.6%	89.5%	88.1%	80.0%	89.4%	81.7%	83.9%	91.5%	90.8%
	Disagreement	6.6%	0%	4.2%	11.8%	2.8%	5.6%	0%	1.9%	1.5%
Students in my department support one another.	Agreement	75.4%	84.2%	80.4%	80.0%	79.4%	70.4%	77.4%	79.0%	80.0%
	Disagreement	14.8%	5.3%	7.0%	12.7%	5.0%	8.5%	0%	3.8%	7.7%
Perceptions of Department Staff										
Staff in my department are supportive of students from diverse backgrounds.	Agreement	83.6%	94.4%	88.1%	86.4%	82.7%	75.0%	83.3%	83.2%	81.5%
	Disagreement	1.6%	5.6%	3.7%	6.4%	5.0%	9.7%	3.3%	5.6%	3.1%
Staff in my department treat me with respect.	Agreement	87.3%	94.7%	83.3%	90.2%	88.7%	80.6%	90.0%	85.2%	89.2%
	Disagreement	4.8%	5.3%	5.8%	5.4%	3.5%	5.6%	0%	2.8%	4.6%
Staff in my department are concerned about my welfare.	Agreement	81.0%	88.9%	71.7%	82.9%	78.4%	70.4%	70.0%	70.1%	78.5%
	Disagreement	4.8%	11.1%	10.9%	9.0%	7.2%	7.0%	3.3%	11.2%	9.2%
Staff in my department are available to answer my questions.	Agreement	88.9%	89.5%	81.2%	88.4%	85.2%	77.5%	86.7%	85.2%	81.5%
	Disagreement	3.2%	5.3%	7.2%	6.3%	4.2%	5.6%	0%	5.6%	4.6%
Perceptions of Department Faculty										
Faculty in my department turn controversial topics into constructive discussions.	Agreement	67.2%	82.4%	78.4%	80.0%	47.2%	57.1%	52.0%	54.7%	66.7%
	Disagreement	13.8%	17.6%	10.4%	13.6%	28.8%	17.1%	16.0%	13.7%	9.5%
Faculty in my department are supportive of students from diverse backgrounds.	Agreement	66.7%	78.9%	87.7%	80.2%	72.1%	80.6%	77.4%	79.2%	81.8%
	Disagreement	15.9%	5.3%	5.8%	9.0%	14.3%	8.3%	6.5%	8.5%	6.1%
Faculty in my department treat me with respect.	Agreement	77.8%	89.5%	86.4%	83.8%	76.2%	79.5%	83.9%	77.6%	87.9%
	Disagreement	12.7%	5.3%	4.3%	10.8%	7.0%	9.6%	3.2%	6.5%	4.5%
Faculty in my department are concerned about my welfare.	Agreement	77.8%	77.8%	79.6%	75.5%	66.4%	71.2%	71.0%	65.7%	80.0%
	Disagreement	11.1%	11.1%	9.9%	15.5%	15.4%	16.4%	6.5%	14.8%	7.7%
Faculty in my department are available to answer questions.	Agreement	79.4%	77.8%	85.2%	79.3%	81.1%	76.7%	86.7%	79.4%	84.6%
	Disagreement	6.3%	5.6%	6.3%	10.8%	6.3%	9.6%	3.3%	7.5%	3.1%
My advisor is supportive.	Agreement	85.7%	88.2%	81.5%	82.0%	82.0%	73.9%	83.9%	78.5%	81.5%
	Disagreement	3.2%	0%	8.9%	5.4%	10.1%	10.1%	9.7%	12.1%	9.2%

Perceptions of Department/School/Unit: Personal		AS (n=64)	Bus. (n=19)	HHS (n=143)	LA (n=113)	NS (n=144)	CVMBS (n=74)	Interd. (n=31)	Eng. (n=108)	NR (n=66)
I feel welcome in my department.	Agreement	82.5%	94.7%	80.1%	74.1%	77.8%	75.3%	77.4%	79.4%	80.3%
	Disagreement	7.9%	5.3%	7.1%	16.1%	9.7%	9.6%	3.2%	3.7%	4.5%
I feel respected in my department.	Agreement	77.8%	94.7%	79.6%	74.8%	75.5%	74.0%	74.2%	76.4%	77.3%
	Disagreement	9.5%	5.3%	6.3%	14.4%	13.3%	12.3%	3.2%	5.7%	9.1%
I am comfortable with the environment in my department.	Agreement	76.2%	94.7%	68.8%	63.4%	67.1%	68.5%	80.6%	77.6%	77.3%
	Disagreement	11.1%	5.3%	12.8%	26.8%	23.8%	13.7%	3.2%	7.5%	12.1%
I am treated fairly regardless of my abilities/disabilities in my department.	Agreement	78.7%	94.7%	81.3%	70.6%	75.0%	70.8%	73.3%	78.0%	93.3%
	Disagreement	3.3%	5.3%	5.5%	17.6%	13.6%	13.9%	6.7%	4.0%	3.3%
I am treated fairly regardless of my gender in my department.	Agreement	71.4%	100.0%	87.1%	78.2%	78.2%	76.7%	67.7%	78.8%	84.8%
	Disagreement	23.8%	0%	6.4%	10.9%	11.3%	11.0%	3.2%	5.8%	6.1%
I am treated fairly regardless of my political ideology in my department.	Agreement	70.5%	94.7%	77.4%	71.0%	71.2%	69.9%	80.0%	79.2%	84.4%
	Disagreement	13.1%	5.3%	9.5%	14.0%	8.3%	12.3%	3.3%	3.1%	3.1%
I am treated fairly regardless of my race or ethnicity in my department.	Agreement	77.0%	94.7%	83.3%	84.7%	81.8%	75.4%	73.3%	76.5%	90.3%
	Disagreement	3.3%	5.3%	5.1%	5.1%	3.8%	10.1%	3.3%	6.1%	
I am treated fairly regardless of my religion/faith in my department.	Agreement	78.3%	94.4%	79.5%	77.7%	76.0%	70.1%	82.8%	78.7%	88.5%
	Disagreement	6.7%	5.6%	4.5%	11.7%	7.0%	9.0%	0%	7.4%	0%
I am treated fairly regardless of my sexual orientation in my department.	Agreement	73.7%	100.0%	87.8%	84.2%	83.8%	71.2%	82.1%	85.1%	93.4%
	Disagreement	3.5%	0%	2.3%	2.0%	4.6%	4.5%	3.6%	1.1%	1.6%
I am treated fairly regardless of my socioeconomic status in my department.	Agreement	74.2%	100.0%	84.1%	78.4%	81.0%	70.4%	76.7%	79.0%	90.5%
	Disagreement	8.1%	0%	5.1%	10.8%	8.0%	8.5%	6.7%	5.0%	1.6%
I am treated fairly regardless of my nationality in my department.	Agreement	72.4%	94.4%	88.0%	87.2%	83.2%	74.6%	79.3%	79.8%	93.2%
	Disagreement	3.4%	5.6%	4.5%	5.3%	6.9%	3.2%	0%	7.1%	0%
I am treated fairly regardless of my veteran status in my department.	Agreement	60.0%	100.0%	82.5%	83.0%	78.2%	64.9%	77.3%	83.6%	93.9%
	Disagreement	0%	0%	1.3%	0%	1.3%	0%	0%	1.8%	0%

Perceptions of Department/School/Unit: General		AS (n=64)	Bus. (n=19)	HHS (n=143)	LA (n=113)	NS (n=144)	CVMBS (n=74)	Interd. (n=31)	Eng. (n=108)	NR (n=66)
In general, my department is welcoming to students.	Agreement	87.3%	94.7%	88.1%	83.9%	89.4%	80.8%	93.5%	85.2%	89.4%
	Disagreement	3.2%	5.3%	4.9%	8.0%	4.2%	5.5%	0%	4.6%	4.5%
In general, my department is respectful to students.	Agreement	87.3%	94.7%	86.7%	80.4%	83.1%	79.5%	93.5%	87.9%	92.4%
	Disagreement	4.8%	5.3%	4.9%	10.7%	6.3%	4.1%	0%	2.8%	3.0%
In general, students in my department are comfortable with the environment.	Agreement	79.0%	89.5%	81.9%	75.9%	73.6%	72.6%	73.3%	78.5%	87.9%
	Disagreement	4.8%	5.3%	4.3%	16.1%	16.4%	6.8%	0%	6.5%	3.0%
In general, students in my department are treated fairly regardless of their abilities/disabilities.	Agreement	79.4%	94.7%	85.0%	76.1%	75.0%	75.3%	86.7%	79.6%	90.5%
	Disagreement	6.3%	5.3%	3.8%	11.9%	11.8%	5.5%	3.3%	2.9%	3.2%
In general, students in my department are treated fairly regardless of their gender.	Agreement	73.0%	100.0%	87.0%	75.5%	70.8%	73.6%	83.9%	77.1%	87.9%
	Disagreement	14.3%	0%	1.4%	9.1%	15.3%	9.7%	3.2%	4.8%	3.0%
In general, students in my department are treated fairly regardless of their political ideology.	Agreement	74.2%	94.7%	76.5%	70.4%	72.5%	69.4%	66.7%	78.4%	81.5%
	Disagreement	9.7%	0%	9.6%	10.2%	9.9%	9.7%	6.7%	2.9%	1.5%
In general, students in my department are treated fairly regardless of their race or ethnicity.	Agreement	77.4%	89.5%	86.3%	81.5%	77.0%	76.4%	74.2%	78.8%	87.9%
	Disagreement	8.1%	5.3%	5.0%	4.6%	12.6%	9.7%	6.5%	8.7%	0%
In general, students in my department are treated fairly regardless of religion/faith.	Agreement	82.3%	94.7%	81.6%	79.6%	76.6%	74.6%	86.7%	78.6%	92.2%
	Disagreement	6.5%	5.3%	6.6%	4.6%	9.5%	8.5%	3.3%	5.8%	1.6%
In general, students in my department are treated fairly regardless of their sexual orientation.	Agreement	76.3%	100.0%	90.4%	86.0%	85.3%	76.7%	87.1%	84.0%	93.8%
	Disagreement	8.5%	0%	2.2%	1.9%	3.7%	4.1%	0%	1.0%	1.6%
In general, students in my department are treated fairly regardless of their socioeconomic status.	Agreement	76.2%	100.0%	86.3%	77.8%	81.8%	75.0%	80.0%	79.8%	95.4%
	Disagreement	9.5%	0%	6.5%	9.3%	6.6%	6.9%	10.0%	3.8%	3.1%
In general, students in my department are treated fairly regardless of their nationality.	Agreement	74.6%	94.7%	87.6%	80.6%	80.6%	73.2%	80.0%	73.1%	92.3%
	Disagreement	9.5%	5.3%	5.1%	6.5%	9.0%	7.0%	3.3%	5.8%	1.5%
In general, students in my department are treated fairly regardless of whether they are veterans.	Agreement	79.6%	100.0%	88.1%	89.2%	83.3%	77.4%	85.7%	82.8%	94.5%
	Disagreement	2.0%	0%	3.2%	0%	2.5%	1.6%	0%	1.1%	0%

		AS (n=64)	Bus. (n=19)	HHS (n=143)	LA (n=113)	NS (n=144)	CVMBS (n=74)	Interd. (n=31)	Eng. (n=108)	NR (n=66)
Institutional Policies and Resources										
I can find resources related to discrimination, harassment policies, and other violations.	Agreement	78.3%	78.9%	75.2%	85.8%	76.1%	75.8%	80.6%	80.0%	71.4%
	Disagreement	1.7%	5.3%	10.5%	2.8%	11.9%	9.1%	3.2%	2.9%	7.9%
I can find resources related to Graduate School policies and procedures.	Agreement	82.0%	73.7%	70.5%	77.3%	75.0%	76.7%	74.2%	84.0%	75.4%
	Disagreement	6.6%	0%	8.6%	12.7%	15.7%	5.5%	12.9%	4.7%	7.7%
	Agreement	78.3%	78.9%	81.8%	88.1%	80.1%	79.7%	77.4%	81.7%	82.8%
I can find resources related to student issues.	Disagreement	3.3%	0%	5.1%	3.7%	10.3%	5.8%	3.2%	1.9%	4.7%
Personal Attitudes and Behaviors										
I feel cultural understanding is important to my career.	Agreement	90.3%	84.2%	95.1%	99.1%	81.1%	87.5%	93.5%	85.8%	90.9%
	Disagreement	0%	0%	1.4%	0%	8.4%	2.8%	0%	3.8%	6.1%
I feel comfortable interacting with students from diverse backgrounds.	Agreement	100.0%	89.5%	95.1%	92.8%	93.7%	97.2%	96.8%	90.7%	98.5%
	Disagreement	0%	0%	.7%	1.8%	2.8%	1.4%	0%	.9%	1.5%
I feel comfortable raising teaching and/or advising concerns with department leaders.	Agreement	66.7%	77.8%	66.7%	66.4%	56.4%	56.9%	70.0%	63.2%	69.2%
	Disagreement	15.0%	16.7%	25.5%	23.6%	26.4%	27.8%	6.7%	20.8%	18.5%
I feel comfortable raising teaching and/or advising concerns with college leaders.	Agreement	51.7%	76.5%	44.9%	37.0%	36.0%	46.5%	63.3%	48.5%	46.2%
	Disagreement	23.3%	23.5%	31.6%	30.6%	37.4%	32.4%	16.7%	21.4%	32.3%
I would be comfortable raising teaching and or advising concerns with Graduate School leaders.	Agreement	59.0%	78.9%	57.9%	43.1%	43.6%	52.9%	60.0%	52.4%	60.9%
	Disagreement	21.3%	21.1%	24.3%	30.3%	30.7%	24.3%	6.7%	21.9%	14.1%
I feel comfortable raising concerns related to diversity and inclusion with department leaders.	Agreement	63.3%	83.3%	61.3%	58.7%	55.7%	57.1%	58.1%	65.0%	72.3%
	Disagreement	21.7%	16.7%	19.7%	19.3%	25.7%	20.0%	6.5%	13.0%	10.8%
I feel comfortable raising concerns related to diversity and inclusion college leaders.	Agreement	55.9%	72.2%	46.3%	38.0%	40.6%	54.9%	58.1%	57.1%	49.2%
	Disagreement	22.0%	16.7%	25.7%	28.7%	31.9%	26.8%	12.9%	16.3%	21.5%
I feel comfortable raising concerns related to diversity and inclusion with institutional leaders from units such as the Graduate School and/or	Agreement	57.6%	76.5%	49.3%	41.7%	43.8%	50.7%	58.1%	54.6%	52.4%
	Disagreement	18.6%	11.8%	25.7%	23.1%	27.7%	23.9%	9.7%	17.5%	11.1%
Overall Comfort										
	Agreement	95.2%	100.0%	87.3%	78.4%	90.6%	85.9%	86.7%	92.3%	89.2%
Overall, I feel comfortable in my classes.	Disagreement	3.2%	0%	5.6%	14.4%	4.3%	4.2%	0%	0%	3.1%
	Agreement	88.7%	94.7%	85.2%	75.7%	88.7%	86.3%	80.6%	91.5%	91.9%
Overall, I feel comfortable on the CSU campus.	Disagreement	4.8%	0%	4.7%	9.0%	5.7%	8.2%	9.7%	2.8%	3.2%
Overall, I feel comfortable in the Fort Collins community.	Agreement	85.2%	94.7%	84.0%	81.1%	86.4%	82.2%	77.4%	90.6%	90.5%
	Disagreement	4.9%	5.3%	8.8%	7.2%	6.4%	12.3%	6.5%	1.9%	3.2%
I have considered leaving this department due to financial issues.	Agreement	31.6%	31.6%	27.1%	32.1%	30.9%	21.7%	31.0%	33.0%	20.0%
	Disagreement	59.6%	52.6%	63.2%	55.7%	55.4%	62.3%	44.8%	53.4%	67.7%
I have considered leaving this department because of an issue related to diversity, inclusion, appreciation of differences, etc.	Agreement	19.7%	15.8%	17.3%	22.2%	21.0%	17.8%	6.9%	16.3%	13.6%
	Disagreement	72.1%	84.2%	75.9%	70.4%	73.9%	74.0%	75.9%	72.4%	83.3%
I have considered leaving this department because of issues related to my advisor or faculty	Agreement	29.5%	21.1%	21.6%	19.1%	26.6%	27.4%	12.9%	28.8%	24.2%
	Disagreement	59.0%	68.4%	71.6%	70.0%	62.6%	67.1%	64.5%	56.7%	71.2%

Appendix D: Descriptive Items by Degree
Percent of respondents who responded "Strongly Agree" or "Agree" by item

	PhD (n=350)	Master's Plan A (n=179)	Master's Plan B (n=132)	Master's Plan C (n=71)
The University				
The university has students from diverse backgrounds.	61.5%	65.4%	69.2%	82.9%
The university has faculty from diverse backgrounds.	57.4%	65.2%	56.9%	62.3%
The university has staff from diverse backgrounds.	49.0%	56.5%	61.6%	65.2%
The university has individuals in leadership positions from diverse backgrounds.	32.2%	41.5%	49.6%	50.0%
Graduate School				
The GS creates an environment of acceptance for students from diverse backgrounds.	71.6%	81.8%	73.6%	76.5%
The GS treats me with respect.	78.1%	84.7%	81.1%	82.4%
The GS is helpful in answering my questions.	65.8%	71.4%	66.7%	77.3%
The GS provides professional development activities that are relevant to my professional growth.	60.4%	58.6%	58.5%	62.5%
Co-Curricular Environment				
Student organizations at this institution are welcoming.	70.0%	67.9%	61.8%	66.7%
Department professional development activities are welcoming.	72.9%	75.5%	67.6%	73.3%
GS professional development (PD) activities are welcoming.	77.1%	72.5%	66.7%	74.1%
University professional development activities are welcoming	76.9%	76.1%	71.4%	74.5%

	PhD (n=350)	Master's Plan A (n=179)	Master's Plan B (n=132)	Master's Plan C (n=71)
Perceptions of Department Peers				
Students in my department are friendly.	86.9%	83.6%	87.7%	85.5%
Students in my department treat me with respect.	88.0%	83.1%	90.0%	87.0%
Students in my department support one another.	77.7%	76.8%	83.8%	82.6%
Perceptions of Department Staff				
Staff in my department are supportive of students from diverse backgrounds.	81.0%	87.4%	89.5%	85.7%
Staff in my department treat me with respect.	88.0%	87.6%	85.9%	88.6%
Staff in my department are concerned about my welfare.	76.0%	76.4%	78.7%	76.8%
Staff in my department are available to answer my questions.	85.1%	86.5%	83.5%	81.4%
Perceptions of Department Faculty				
Faculty in my department turn controversial topics into constructive discussions.	58.0%	66.5%	79.4%	67.7%
Faculty in my department are supportive of students from diverse backgrounds.	74.6%	80.9%	85.8%	82.4%
Faculty in my department treat me with respect.	78.4%	83.8%	86.8%	84.1%
Faculty in my department are concerned about my welfare.	69.3%	77.7%	77.7%	73.9%
Faculty in my department are available to answer questions.	81.2%	82.6%	82.3%	79.4%
My advisor is supportive.	85.7%	78.2%	79.2%	81.5%

Perceptions of Department/School/Unit: Personal	PhD (n=350)	Master's Plan A (n=179)	Master's Plan B (n=132)	Master's Plan C (n=71)
I feel welcome in my department.	78.7%	79.3%	80.8%	78.3%
I feel respected in my department.	76.4%	76.5%	81.4%	79.7%
I am comfortable with the environment in my department.	68.2%	74.7%	74.4%	79.7%
I am treated fairly regardless of my abilities/disabilities in my department.	74.8%	78.6%	81.3%	86.2%
I am treated fairly regardless of my gender in my department.	75.0%	84.0%	83.8%	91.3%
I am treated fairly regardless of my political ideology in my department.	71.8%	78.8%	80.2%	80.6%
I am treated fairly regardless of my race or ethnicity in my department.	78.9%	84.5%	84.1%	85.1%
I am treated fairly regardless of my religion/faith in my department.	75.5%	83.8%	80.5%	83.1%
I am treated fairly regardless of my sexual orientation in my department.	81.7%	83.7%	88.1%	92.3%
I am treated fairly regardless of my socioeconomic status in my department.	77.9%	81.4%	83.2%	92.3%
I am treated fairly regardless of my nationality in my department.	80.6%	86.5%	87.5%	86.4%
I am treated fairly regardless of my veteran status in my department.	76.7%	79.5%	86.1%	89.1%
Perceptions of Department/School/Unit: General				
In general, my department is welcoming to students.	87.0%	86.0%	89.3%	88.6%
In general, my department is respectful to students.	86.2%	84.4%	88.5%	87.0%
In general, students in my department are comfortable with the environment.	76.4%	82.0%	82.2%	75.0%
In general, students in my department are treated fairly regardless of their abilities/disabilities.	77.4%	83.4%	82.0%	82.8%
In general, students in my department are treated fairly regardless of their gender.	72.6%	83.0%	84.4%	88.2%
In general, students in my department are treated fairly regardless of their political ideology.	70.9%	77.5%	83.3%	74.6%
In general, students in my department are treated fairly regardless of their race or ethnicity.	77.4%	85.6%	85.2%	79.7%
In general, students in my department are treated fairly regardless of religion/faith.	77.0%	85.8%	83.6%	85.1%
In general, students in my department are treated fairly regardless of their sexual orientation.	83.1%	86.1%	89.8%	91.2%
In general, students in my department are treated fairly regardless of their socioeconomic status.	80.1%	83.5%	83.7%	89.7%
In general, students in my department are treated fairly regardless of their nationality.	78.4%	82.3%	83.5%	86.8%
In general, students in my department are treated fairly regardless of whether they are veterans.	83.6%	86.2%	88.6%	92.1%

	PhD (n=350)	Master's Plan A (n=179)	Master's Plan B (n=132)	Master's Plan C (n=71)
Institutional Policies and Resources				
I can find resources related to discrimination, harassment policies, and other violations.	75.5%	84.4%	81.5%	73.1%
I can find resources related to Graduate School policies and procedures.	77.2%	83.4%	74.2%	71.0%
I can find resources related to student issues (e.g. counseling, victim assistance, disability accommodations, etc.).	78.3%	88.4%	86.5%	79.4%
Personal Attitudes and Behaviors				
I feel cultural understanding is important to my career.	85.5%	92.6%	96.9%	89.9%
I feel comfortable interacting with students from diverse backgrounds.	94.5%	95.5%	96.2%	91.3%
I feel comfortable raising teaching and/or advising concerns with department leaders.	61.1%	66.3%	70.0%	69.6%
I feel comfortable raising teaching and/or advising concerns with college leaders	38.5%	47.4%	50.0%	64.2%
I would be comfortable raising teaching and or advising concerns with Graduate School leaders.	47.9%	52.9%	60.2%	66.7%
I feel comfortable raising concerns related to diversity and inclusion with department leaders.	58.5%	64.3%	65.6%	70.1%
I feel comfortable raising concerns related to diversity and inclusion college leaders	43.2%	52.4%	50.0%	62.7%
I feel comfortable raising concerns related to diversity and inclusion with institutional leaders from units such as the Graduate School and/or Office for Vice President of Diversity.	45.3%	50.0%	55.9%	64.6%
Overall Comfort				
Overall, I feel comfortable in my classes.	89.3%	88.2%	88.5%	89.9%
Overall, I feel comfortable on the CSU campus.	86.7%	87.0%	86.0%	85.2%
Overall, I feel comfortable in the Fort Collins community.	84.5%	86.5%	85.7%	90.2%
I have considered leaving this department due to financial issues.	28.4%	26.7%	27.4%	35.5%
I have considered leaving this department because of an issue related to diversity, inclusion, appreciation of differences, etc.	17.7%	17.1%	19.2%	17.5%
I have considered leaving this department because of issues related to my advisor or faculty relationships.	24.1%	23.7%	21.4%	29.2%