Colorado State University
Department of Psychology

Diversity and Inclusion Survey

Summary and Recommendations
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Executive Summary

In Fall 2019, the Diversity and Inclusion Team (DIT) in the Department of Psychology sought to assess student persistence in the program, along with perceptions of diversity and inclusion among undergraduate psychology students at Colorado State University (CSU). One goal of the DIT is for all undergraduate students to feel welcome and included in the Department of Psychology. A second goal is to understand the experiences of undergraduate students from underrepresented groups, such as first-generation college students and ethnic minority students, who may be at a higher risk for not completing their degree. The Department of Psychology aims to build and sustain a culture that promotes greater student involvement with the department, facilitates a positive and connected community, and provides students with resources for successful pursuit of their education.

To support the DIT's mission and assessment objective, our team conducted a survey in November 2019 among all undergraduate psychology students. The methodology involved first gaining background information and guidance from the DIT committee. After establishing the purpose of the survey, our team identified related constructs to address the committees' concerns and developed items based on best practices. The topics we measured included the following: demographics, discrimination, diversity and inclusion climate at multiple levels, resource constraints, and preparation for post-graduate plans. At each stage, we solicited opinions from members of the population to ensure each construct and item was useful and clear. Next, we developed and tested the online survey using a pilot sample of non-psychology majors. After successful pilot testing, we advertised the survey via email and through psychology classes. The initial response of psychology majors included 483 students. After accounting for careless responders, our final sample size was 366, yielding an overall response rate of 28.5%, which is comparable for student surveys like this.

Survey results indicated that we obtained a sample representative of all students in the psychology major according to demographic variables (e.g., race, gender). Further, the results demonstrated that psychology students generally intend to stay in the major, feel prepared to graduate, and are satisfied with their experiences in the department. However, experiences did vary between students in the majority and non-majority groups of interest, such as racial/ethnic minorities, first generation students, and Pell Grant recipients. Consistent with empirical results that indicated some areas for improvement, students provided multiple suggestions in open-ended responses. Students indicated that the Department of Psychology can foster community through 1) hosting more department-sponsored events; 2) increasing communication that acknowledges serious incidents occurring on campus; 3) having instructors do more to inform students of resources, and 4) instructors doing a better job of handling issues regarding disrespect in the classroom. Further explanation and recommendations are provided in the following sections.

Background and Objectives

Psychology is the third largest major on CSU's campus. According to Institutional Research, as of Fall 2019, the Department of Psychology had a total of 1177 students, including undergraduate, primary and secondary Psychology majors enrolled on-campus. The Psychology student body demographic characteristics were as follows: 884 (75.1%) female; 293 (24.9%) male; 798 (67.8%) White; 220 (18.7%) Hispanic/Latino; 63 (5.4%) Multi-racial; 29 (2.5%) Black; 26 (2.2%) International; 24 (2.0%) Asian; 7 (0.6%) Native American; 10 (0.8%) No response. A larger proportion of Psychology students identify as female and Hispanic/Latino compared to all 4,729 students enrolled in the College of Natural Sciences and all 25,859 undergraduate students on-campus at CSU.

Given the size and diversity of the psychology major, the Psychology Department is concerned with creating a positive and supportive community that enables all students to succeed. In order to better understand the needs of its students, the department has sought mechanisms to assess student perspectives and issues which affect the sense of community, and which support the advancement of a diverse and inclusive environment for all students.

According to Institutional Research, the 2nd Fall persistence rate in the Fall of 2019 (i.e., the percent of students who began CSU in the Fall of 2018 and returned in the Fall of 2019) for the Department of Psychology was 84.5% (compared to 82.9 % in the Fall of 2018 for students who began in the Fall of 2017). There was a 7.8% difference in persistence between students who identify as White and students who identify as non-White (compared to 9% in the Fall of 2018). There was a 10% difference between not first-generation and first-generation students (compared to 7.6% in the Fall 2018), and a 13.6% difference between non-Pell Grant and Pell Grant recipient students (compared to 9.1% in the Fall 2018 term). Thus, comparisons between the Fall of 2019 and 2018 in the Department of Psychology showed an overall increase in the 2nd Fall persistence rate and a decrease in the gap between White and non-White students but increases in the gaps between not first-generation and first generation as well as non-Pell grant and Pell Grant recipients.

Compared to the CSU as a whole, the Department of Psychology showed a roughly equivalent but slightly higher 2nd Fall persistence rate in the Fall of 2019 (84.5 % Psychology and 85.1% University). Comparison data from Fall of 2018 showed smaller but roughly equivalent results (82.9% Psychology and 83.2% University). The gap between non-minoritized and minoritized students was smaller in the Fall of 2019 (7.8% Psychology and 4.3% University) compared to Fall of 2018 (9% Psychology and 5.1% University). For not first-generation students compared to first generation students, there was a larger gap in the Fall 2019 (10% Psychology and 3.8% University) compared to Fall 2018 (7.6% Psychology and 7.3% University). There was also a larger gap between non-Pell Grant and Pell Grant recipient students in the Fall of 2019 (13.6% Psychology and 7.2% University) compared to the Fall of 2018 (9.1% Psychology vs. 6.1% University).

Diversity and Inclusion Team Rationale and Goal

The primary goal of the Department of Psychology DIT is to create a cultural change within the department that will specifically be conducive to helping our undergraduate students from underrepresented groups (e.g., racial/ethnic minorities, first generation college students, and Pell Grant recipients) feel at home. By creating a greater sense of community within the department, the DIT aims to positively impact diverse students by focusing on outreach and mentoring with these students. Examples of possible departmental changes to foster diversity and inclusion include, but are not limited to, conducting more diversity and inclusion trainings with instructors, access to developmental resources, integrating additional diversity and inclusion related content into course curriculums, and facilitating feelings of being respected and included in the Department of Psychology. These changes may occur at the department level, at the classroom level, or in relation to student advising.

The notion of creating a cultural change within a department is very similar to a concept in industrial/organizational psychology known as organizational change management. In the field of organizational change management, it is widely known that creating large-scale change within an organization, even if it might lead to important positive changes in the organization, is very challenging. Among the key challenges to creating change within organizations is the resistance and fear that is likely to occur among constituents and stakeholders (e.g., DiFonzo & Bordia, 1998).

In August 2019, the DIT partnered with Associate Professor of Psychology, Dr. Gwen Fisher, and a team of eight industrial/organizational psychology doctoral students enrolled in PSY 792F (Survey Design and Administration) to conduct an assessment among CSU undergraduate psychology students. Based on the results of this assessment, the DIT hopes to develop initiatives and changes that instructors, staff, and students alike will find actionable and feasible.

Objectives

The main purpose of the survey was to investigate undergraduate students' perceptions of diversity, inclusion, and sense of community within the Department of Psychology. The information obtained from the survey will be used to inform future decisions to incite a cultural shift in the Department of Psychology that the DIT presented as their primary goal. Ultimately, the desired outcomes of these changes are to increase student persistence towards graduation, improve feelings of inclusion and community within the Department of Psychology, and empower students to succeed both during their time at CSU and post-graduation. As such, the following research questions were identified to guide the collection of relevant data to inform future decisions regarding how to pursue these goals.

Primary Research Questions

1. **What are students' plans and are they prepared for them?**
2. **How do students perceive the Psychology Department regarding diversity and inclusion?**
3. **Do minority students perceive being treated differently in the Psychology Department?**
4. **What are the types and respective rates of experienced discrimination?**
5. **What barriers to success do students perceive? Do barriers relate to involvement?**
6. **How frequently and how well do psychology instructors provide information about resources?**
7. **How do students perceive Colorado State University regarding diversity and inclusion?**

Methodology

Survey Content Development

Survey development occurred in several phases. First, the survey project team met with the DIT and the Department of Psychology Chair, Dr. Don Rojas, to gather additional information about desired survey topics. Second, the team compiled a list of constructs and content areas they aimed to assess based on the project goals. The survey team distributed this list of possible survey topics to two undergraduate student members of the DIT who provided feedback on what areas they thought warranted priority in the survey and any additional areas that were not already included. With consensus on the content coverage, the survey team conducted a review of relevant research literature and existing similar surveys. Items selected for possible survey inclusion were then either collected from previously-constructed surveys with theoretically-relevant subject matter or created in accordance with best practices to measure the target variables included in the project's research questions (Sellers, 2016). After the initial compilation of items, the DIT and Department Chair provided feedback to improve item clarity and suggested additional items to include.

Constructs and Topics
Demographic Characteristics
Program Plans
Post-graduation Readiness
Student Involvement
Department Climate

Classroom Climate
Satisfaction with Curriculum
Satisfaction with Instructors
Satisfaction with Advising
Diverse Representation of Instructors
Campus Diversity
Campus Climate
Belongingness
Loneliness
Barriers to Success

Cognitive Interviews

After developing an initial draft of the survey, the research team recruited four undergraduate psychology students to participate in cognitive interviews to help further revise items for greater clarity, organization, and relevance to respondents. Cognitive interviewing is a widely used method for investigating how people process, interpret, and respond to surveys (Beatty & Willis, 2007). The procedure involves a one-on-one, face-to-face meeting with a participant, during which the participant systematically goes through the survey and tells the researcher about their experience interacting with the survey and survey material. In this case, the survey development team used the talk-aloud method, in which the participant voiced everything they were thinking aloud as they took the survey. We also used probing methods as needed in which we asked questions targeted at specific survey items or wording. The cognitive interviews provided valuable information about how students interpreted the wording and presentation of each item. Thus, we were able to determine if students understood our intended item meaning, especially in terms of inclusion and diversity. We aggregated feedback from these interviews, discussed as a team, and revised any issues or problems that had become apparent in the interviews (i.e., item wording and ordering).

Pilot Testing

Finally, the survey team conducted an online pilot study with non-psychology major undergraduate students in a PSY 100 course. A pilot study serves several purposes (Dillman, Smyth, & Christian, 2014). The first purpose was to detect any underlying technical issues with the structure of the online survey, such as ensuring respondents would see all relevant questions. The second purpose was to gauge item performance (e.g., if respondents tended to skip certain items more than others). Upon inspecting the pilot test responses, the survey team fixed minor issues regarding the survey skip-logic and question ordering. After fixing all issues, the survey team added an attention check item ("*If you are reading this item, please respond 'Strongly*

disagree'") to ensure students were thoughtfully responding to the survey. Current best practices in organizational survey research recommend the use of methods to detect careless responding to surveys, and using attention check items is one such method (Huang, Curran, Keeney, Poposki, & DeShon, 2012). The team then finalized the survey and began administration with psychology majors.

Sampling and Administration Process

The Department of Psychology disseminated the online Qualtrics survey via Canvas and an email from psychology advisors on November 11, 2019. The survey remained open until November 25, 2019. To incentivize participation, students were informed that if they completed the survey and included their email in a linked survey (de-identified from their response), they would be entered into a raffle for a chance to win one of three iPads. Two reminders were distributed to all students via email: the first reminder was sent by Dr. Rojas one week after the initial dissemination, and a second reminder was sent by advising staff three days before the survey officially closed. Additional advertising about the survey included the following:

- Instructors invited undergraduate psychology majors to participate in the survey during class and through online posts in 100 to 400-level courses.
- Fliers were posted on three floors in the Behavioral Sciences Building managed by the Department of Psychology and displayed on television monitors outside of the department's main office.
- A message with a request to complete the survey was written on the flip chart across from the main office.

Response Rate

A total of 483 psychology majors participated in the survey, for a gross response rate of 41%. In our survey, we had implemented one attention check item ("*If you are reading this item, please respond 'Strongly disagree'*") to ensure students were thoughtfully responding to the survey. Attention checks are widely used in survey research to as a method to filter out careless respondents (Huang et al., 2012; Meade & Craig, 2012). Although some scholars have expressed concerns regarding the benefits of attention checks and the potential effects on participants (Abbey & Meloy, 2017; Yung, Kwok, & Brown, 2019), researchers generally agree that attention checks do not have systematic negative impacts on scale validity and data quality. The item we included is an instructed response item, which is the recommended type of attention check item due to their brevity and requiring minimal cognitive load (Abbey & Melow, 2017; Gummer et al., 2018).

Of the students who responded to the survey, 117 responded incorrectly to the attention check item, leaving 366 responses for the final survey sample and a net response rate of 28.5%. University student surveys generally achieve a response rate between 20-30% (Dillman et al., 2014).

Results

The survey results are presented in accordance with the research questions outlined on page 5. Summaries are included at the beginning of and throughout each section to summarize and interpret the data in the context of each research question. Unless otherwise noted, percentages are based on the total number of respondents for the indicated item. The sample size for analysis for most items ranged between n = 364 to n = 366. In tables, frequency counts are presented in parentheses after percentages, and in figure, percentages are presented without decimal places for visual clarity and simplicity. In some cases, percentages do not sum to exactly 100% due to rounding error. When indicating the extent of agreement with items, response options were condensed for simplicity; *Strongly Disagree* and *Disagree* are combined as "Disagree", and *Strongly Agree* and *Agree* are combined as "Agree." Other items measure frequency, likelihood, and awareness, and response options are indicated in tables.

Because most of the measures in the survey were single items, we created four composite variables. Each composite is an aggregate of 3-5 single items that were meant to measure the same construct. For example, to comprehensively capture inclusion at the department level, we combined three department-specific items asking about "creating a sense of community," "valuing inclusion," and "actively demonstrating inclusivity on campus." This composite would then serve to measure "Department Inclusion." The other three composites were "Department Commitment to Multiculturalism" (i.e., a five-item adapted scale), "Classroom Inclusion" (three items), and "CSU Diversity and Inclusion Climate" (three items).

The survey team made decisions about which items to combine based on a process that involved two separate team members independently analyzing each survey item and proposing groupings of items that might be tapping similar theoretical content areas. The proposals were then discussed with a third team member until all three team members reached a consensus. For each of the proposed composite variables, we conducted a confirmatory factor analysis to investigate empirical evidence for the decision to combine those particular items. All fit statistics and reliability estimates, as well as the items included in each composite, are documented in Appendix A.

Due to the DIT's interest in certain underrepresented groups (i.e., racial/ethnic minorities, Pell Grant students, and first generation students), we conducted independent groups t-tests to compare means for individual items and composites to examine group differences by minority status. Only statistically significant group mean differences (at the α = .05 level) are presented in the tables.

Sample Composition and Representativeness

Our sample was comprised of predominantly White, female, and straight undergraduate students who were graduating in the year 2020. On average, respondents were 21.16 years old (SD = 3.96), with a range of ages from 17-48 years old. Our sample was consistent with department benchmarking data for key demographic variables (anticipated graduation year,

concentration, gender, race/ethnicity, and SES and family-related demographics), thus providing support for a representative sample of the undergraduate CSU Psychology Department student population. See Appendix B for comparisons to benchmark data.

Psychology Department

Anticipated Graduation Year	
2019	4.64% (17)
2020	34.70% (127)
2021	23.22% (85)
2022	19.95% (73)
2023	16.94% (62)
2024	0.27% (1)
Other	0.27% (1)

Concentration	
General	51.37% (187)
Clinical/Counseling	20.88% (76)
Mind/Brain/Behavior	10.71% (39)
Industrial/Organizational	7.69% (28)
Undeclared	7.14% (26)
Addictions Counseling	2.20% (8)

Have you ever assisted in conducting research with any Psychology instructors or graduate students?	
Yes	35.25% (129)
No	64.75% (237)

Have you served (in the past or present) as an undergraduate teaching assistant for any Psychology classes at CSU?	
Yes	14.48% (53)
No	85.52% (313)

Nationality, Citizenship, and Language

	Born in the U.S?	International Student?	English is First Language?
Yes	93.44% (342)	2.73% (10)	90.71% (332)
No	6.28% (23)	97.27% (356)	9.29% (34)
Prefer not to say	0.27% (1)		

Disability

Disability - Emotional, Mental, and/or Physical	
Yes	27.87% (102)
No	65.03% (238)
Prefer not to say	7.10% (26)

Student Employment

Employment (n = 361)	
Yes - Full Time	11.63% (42)
Yes - Part Time	51.80% (187)
No	36.57% (132)

Socioeconomic Status and Family-Related Characteristics

Pell Grant Status?	
Not eligible	39.07% (143)
Don't know	30.60% (112)
Recipient	29.78% (109)
Eligible but not recipient	0.55% (2)

Parents with College Education?	
Both parents	44.54% (163)
One parent	27.32% (100)
Neither	28.14% (103)

Caregiving Responsibilities?	
Yes	9.29% (34)
No	90.71% (332)

Gender

Gender	
Female	80.33% (294)
Male	16.12% (59)
Non-binary	3.01% (11)
Prefer not to say	0.55% (2)

Transgender	
Yes	1.64% (6)
No	97.81% (358)
Prefer not to say	0.55% (2)

Race/Ethnicity

Race/Ethnicity	
White	69.29% (291)
Hispanic/Latinx	16.19% (68)
Asian	5.00% (21)
Black	4.05% (17)
American Indian/Alaskan	1.90% (8)
Hawaiian/Pacific Islander	1.19% (5)
Other	0.95% (4)
Middle Eastern/North African	0.71% (3)
Prefer not to say	0.71% (3)

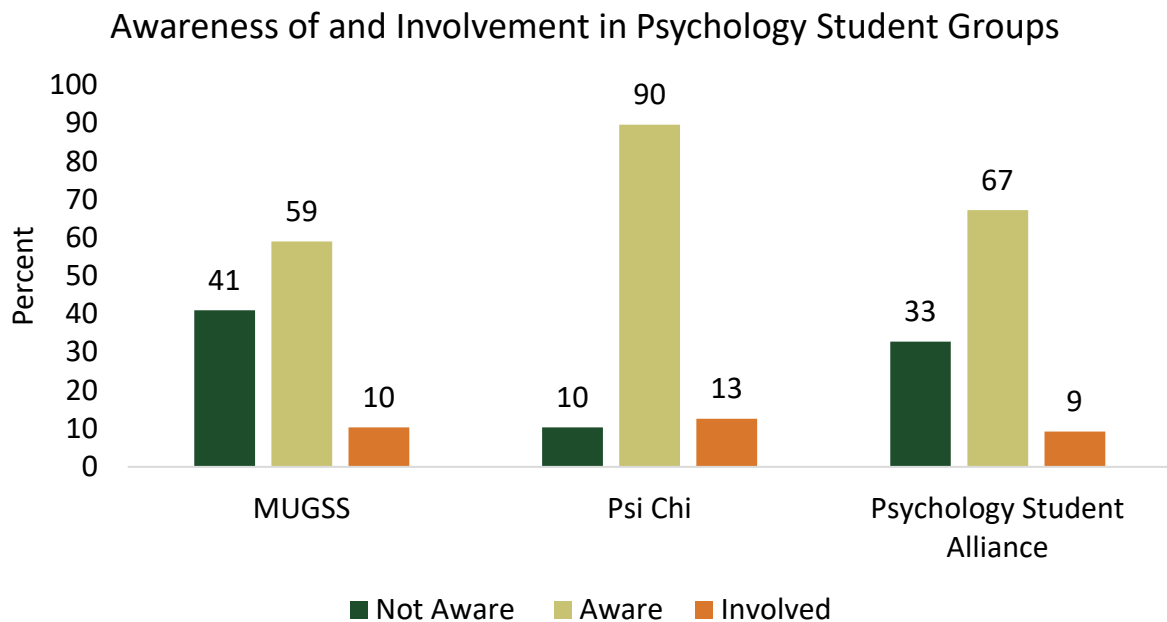| Race/Ethnicity Binary	
White	68.03% (249)
People of Color (POC)	31.97% (117)

**Note. White = participants who only selected the White response option. People of color = participants who selected one of the following response options: Hispanic/Latinx, Asian, Black, American Indian/Alaskan, Hawaiian/Pacific Islander, Middle Eastern/North African, Other, or Prefer not to say (even if they also selected the White response option).
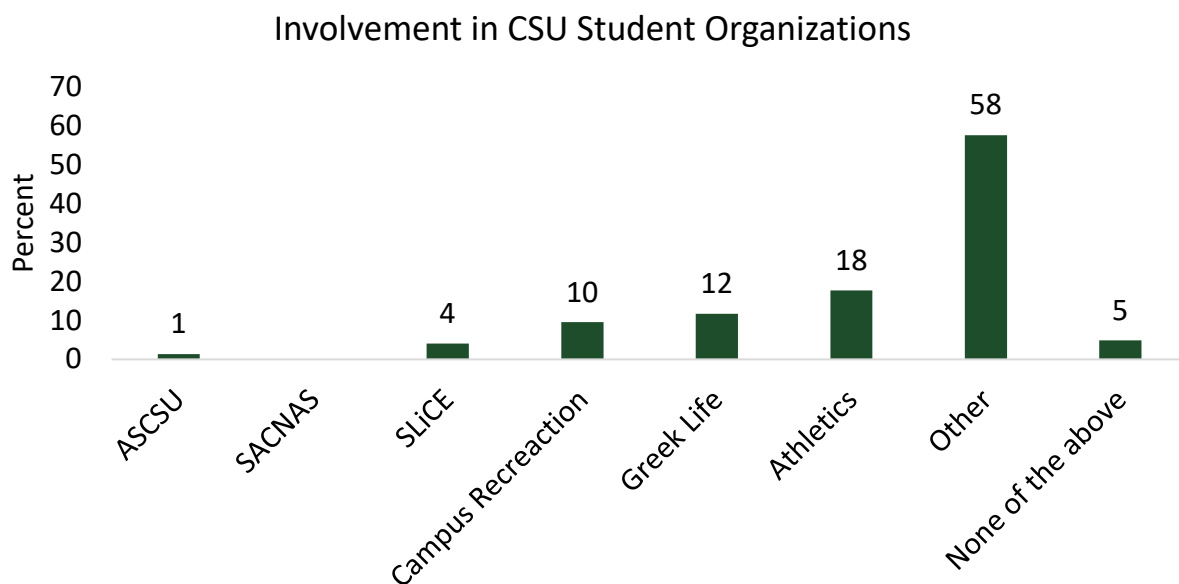
**Note. Percentages do not add up to 100% because students could report multiple race/ethnicity identities.

Student Involvement

Most students were aware of each registered student organization associated with the Psychology Department. However, students were not typically involved in these organizations. Nearly half of respondents did not have any awareness of MUGSS (Mentoring Undergraduates to Graduate School Success).

Awareness of and Involvement in Psychology Student Groups

	Not Aware	Aware	Involved
MUGSS	41	59	10
Psi Chi	10	90	13
Psychology Student Alliance	33	67	9

(Y-axis: Percent, 0–100)

With regard to other organizations on campus, a large percentage of students were involved in athletics and over half of respondents indicated they were involved in other organizations at CSU. Some of the other organizations with which students indicated involvement included: The Outpost, Campus Connections, Marching Band, Key Communities, Ram Catholic, CREWS, University Housing, CSU Navigators, ALVS, and the Honors Program.
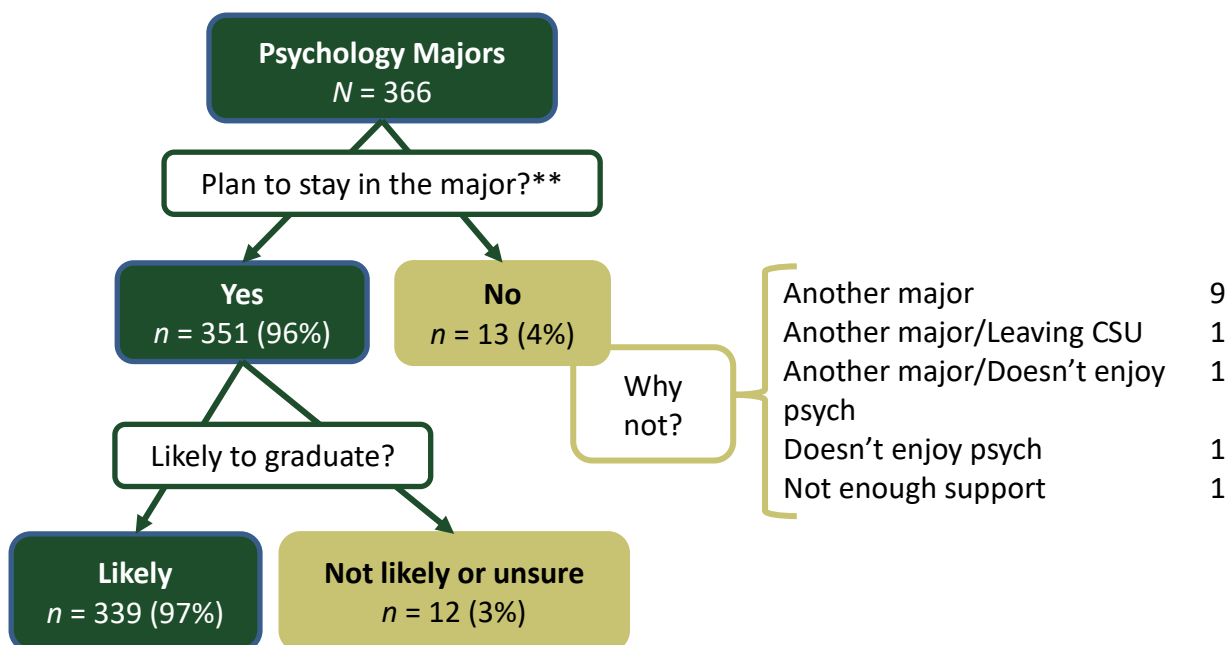
Involvement in CSU Student Organizations

Organization	Percent
ASCSU	1
SACNAS	
SLiCE	4
Campus Recreation	10
Greek Life	12
Athletics	18
Other	58
None of the above	5

(Y-axis: Percent, 0–70)

Student Plans and Preparedness
What are our students' plans and are they prepared for them?

The vast majority of respondents planned to stay in the major. The majority of respondents who decided to leave the Psychology major were leaving for a different major. However, the number of respondents planning to leave was small (only 4% of respondents, *n* = 13). Of the respondents who planned to leave the major, 62% were either first-year (*n*=3) or second-year (*n* = 5) students, 31% were third-year (*n* = 2) or fourth-year (*n* = 2) students, and the remaining student (n = 1) indicated intentions to graduate after their fourth year. Additionally, people who held a minority group status comprised the majority of those who planned to leave. Seven people (54%) who planned to leave had at least one minority group membership. Additionally, six people (46%_ were either eligible for or recipients of the Pell Grant *and* were first generation students. Five of those six people were also not White. Considering the overrepresentation of minority students leaving the department in our sample, it seems as though minority status may be indirectly related to decisions to leave. However, given their responses, most participants attributed their choice to leave the department to changing their major, rather than leaving the university.

The vast majority of respondents planned to graduate with a psychology degree (92.62%). Of the students who indicated they were *not* likely to graduate with a psychology degree, most belonged to at least one minority group and half were eligible for (or recipients of) the Pell Grant *and* were first generation students. Again, considering the small portion of students who did not think they would graduate, we cannot infer the true reason why they would not graduate. Of the students who *were* likely to graduate, over half were members of at least one minority group.

*Flowchart: Psychology Majors N = 366 → Plan to stay in the major?** → Yes n = 351 (96%) / No n = 13 (4%). Yes → Likely to graduate? → Likely n = 339 (97%) / Not likely or unsure n = 12 (3%). No → Why not? → Another major 9; Another major/Leaving CSU 1; Another major/Doesn't enjoy psych 1; Doesn't enjoy psych 1; Not enough support 1.*

**Note. Two psychology majors did not answer the question "I plan to stay in the Psychology major," therefore percentages are based on n = 364.

The majority of students planned to go to graduate school after graduation. Clearly plans for graduate education are common for many, but not all, undergraduate psychology students at CSU.

Post-Graduate Plans

■ Graduate School ■ Full-Time Job ■ Part-Time Job ■ Internship ■ Other ■ I don't know

| 54% | 28% | 2% 4% | 5% | 7% |

Do our students feel that their education in the Department of Psychology is preparing them for their post-graduate plans?

Another concern of the Psychology Department administration was potentially disproportionate aid/preparation for those interested in graduate education. After exploring preparedness of students planning to enter the workforce, over three-quarters of students believed they will be prepared to go on the job market. In other words, the Psychology Department is successfully contributing to students' perceptions of their post-graduation readiness.

The education I receive from the Psychology Department will sufficiently prepare me for post-graduate employment.						
Disagree	**Neutral**	**Agree**	**N/A**	**M (SD)**	**Significantly Different Group Means**	
9.32%	8.49%	81.10%	1.10%	4.06 (1.00)	First Gen = 3.88	Non = 4.13

Of the students planning to go to graduate school, over three-quarters of students felt that the Psychology Department is preparing them adequately. Meaning, most students were satisfied with the education the Psychology Department is providing in preparation for further education.

The education I receive from the Psychology Department will sufficiently prepare me to apply to graduate school.					
Disagree	**Neutral**	**Agree**	**N/A**	**M (SD)**	**Significantly Different Group Means**
7.67%	9.32%	78.90%	4.11%	4.15 (1.04)	None

Another primary goal of the Psychology Department is to produce "good people" who will be productive members of society. Only a very small number of students did not think the

department has made such a contribution to their personal growth. Overall, the Psychology Department is making a positive impact on the lives of all Psychology majors.

The education I receive in the Psychology Department will help me be a better member of society.					
Disagree	**Neutral**	**Agree**	**N/A**	**M (SD)**	**Significantly Different Group Means**
4.38%	10.14%	84.38%	1.10%	4.25 (0.94)	None

Perceptions of the Psychology Department
How do students perceive the Psychology Department regarding diversity and inclusion?

Items about the Psychology Department
Most interestingly, only about a third of students felt that the department adequately addresses campus incidents that could negatively affect the student body. Additionally, between one fifth and one third of the student respondents consistently felt neutral about the diversity and inclusion climate. For example, one fifth of students felt neutral about belongingness, whereas one third of students felt neutral about how the department handles campus incidents. It is also important to note that, fairly consistently, underrepresented groups tended to report less favorable views regarding belongingness, representation, opportunities to voice concerns, inclusivity, and multiculturalism compared to their majority counterparts.

I feel a sense of belonging in the Psychology Department.					
Disagree	**Neutral**	**Agree**	**M (SD)**	**Significantly Different Group Means**	
9.83%	22.40%	67.76%	3.72 (0.87)	Pell = 3.41	Non = 3.85
				First Gen = 3.50	Non = 3.80

I feel well-represented among students in the Psychology Department.					
Disagree	**Neutral**	**Agree**	**M (SD)**	**Significantly Different Group Means**	
14.21%	25.41%	60.38%	3.56 (0.90)	POC = 3.32	White = 3.67
				Pell = 3.30	Non = 3.67
				First Gen = 3.27	Non = 3.67

The Psychology Department values diversity.					
Disagree	**Neutral**	**Agree**	*M* (*SD*)	**Significantly Different Group Means**	
5.19%	24.59%	70.22%	3.84 (0.84)	POC = 3.64	White = 3.94
				Pell = 3.61	Non = 3.94
				First Gen = 3.65	Non = 3.92

I feel like I can bring up issues with the Psychology Department without negative consequences.				
Disagree	**Neutral**	**Agree**	*M* (*SD*)	**Significantly Different Group Means**
6.83%	24.86%	68.31%	3.78 (0.85)	None

The Psychology Department should publicly address campus incidents that may negatively affect the student body.					
Disagree	**Neutral**	**Agree**	*M* (*SD*)	**Significantly Different Group Means**	
6.83%	25.41%	67.76%	3.86 (0.89)	POC = 4.04	White = 3.78

I am satisfied with the extent that the Psychology Department publicly addresses campus incidents that may negatively affect the student body.					
Disagree	**Neutral**	**Agree**	*M* (*SD*)	**Significantly Different Group Means**	
25.41%	38.25%	36.34%	3.12 (0.94)	POC = 2.91	White = 3.22
				Pell = 2.87	Non = 3.23

The front office staff of the Psychology Department (in BSB 201) create a welcoming environment.				
Disagree	**Neutral**	**Agree**	*M* (*SD*)	**Significantly Different Group Means**
11.75%	20.77%	67.49%	3.75 (0.99)	None

Composite Department Inclusion Score (α = 0.83)		
M (SD)	**Significantly Different Group Means**	
3.73 (0.73)	Pell = 3.52	Non = 3.82
	First Gen = 3.54	Non = 3.81

**Note: Items included in composite score are listed below.
1) The Psychology Department actively works to create a sense of community.
2) The Psychology Department values inclusion.
3) The Psychology Department takes action to demonstrate inclusivity on our campus.

Composite Department Commitment to Multiculturalism Score (α = 0.95)		
M (SD)	**Significantly Different Group Means**	
3.11 (0.90)	POC = 2.86	White = 3.23
	Pell = 2.89	Non = 3.21

**Note: Items included in composite score are listed below.
To what extent do you think the Psychology Department is committed to each of the following:
1) Creating a diverse multicultural environment in the Department.
2) Developing an appreciation for a multicultural community among students and instructors.
3) Increasing the representation of minorities in the instructors and administration.
4) Retaining more minority students.
5) Increasing an understanding of a multicultural community.

Items about the Classroom

Overall, students were satisfied with the classroom environment in terms of inclusivity, ability to be oneself, voicing concerns, instructors' respect for all students, and developing community. However, it should be noted that underrepresented groups tended to have lower perceptions of classroom inclusivity and the ability to be oneself compared to majority groups. Interestingly, half of the students felt that instructors handle instances of disrespect in the classroom well, but another large portion of students felt neutral. These neutral responses suggest that instances of disrespect do not often occur or that students do not feel strongly about the current practices for handling disrespect in the classroom. It is possible that instances of disrespect do not often occur because most students felt that they are treated with respect, as are *all* students in the classroom.

I can be my authentic self in the classroom.					
Disagree	**Neutral**	**Agree**	**M (SD)**	**Significantly Different Group Means**	
10.38%	17.48%	72.13%	3.81 (0.91)	POC = 3.62	White = 3.90
				Pell = 3.51	Non = 3.94
				First Gen = 3.59	Non = 3.90

I feel like I can bring up issues to my instructors without negative consequences.				
Disagree	**Neutral**	**Agree**	**M (SD)**	**Significantly Different Group Means**
6.58%	18.58%	74.86%	3.92 (0.85)	None

I am treated with respect by my instructors in the Psychology Department.				
Disagree	**Neutral**	**Agree**	**M (SD)**	**Significantly Different Group Means**
1.63%	7.10%	91.26%	4.25 (0.67)	None

Psychology instructors properly handle incidents of disrespect when they happen in the classroom.					
Disagree	**Neutral**	**Agree**	**M (SD)**	**Significantly Different Group Means**	
5.46%	41.53%	53.01%	3.57 (0.82)	Pell = 3.37	Non = 3.65

Composite Classroom Inclusion Score (α = 0.76)		
M (SD)	**Significantly Different Group Means**	
3.99 (0.65)	Pell = 3.78	Non = 4.07
	First Gen = 3.88	Non = 4.03

**Note: Items included in composite score are listed below.
1) The classroom environment feels inclusive.
2) Psychology instructors work to develop community in their classrooms.
3) All students are treated with respect by instructors in the Psychology Department.

Items about the Curriculum

Students believe that the content of psychology courses needs to include minority perspectives, and their level of satisfaction with the extent to which this currently occurs indicated room for improvement. Minority students, compared to majority students, believe more strongly that courses should include minority perspectives and are less satisfied with the extent to which courses include minority perspectives.

Terms in the following figure refer to two questions posed to students:
- *Belief* represents the item: "The content of Psychology courses should include minority group perspectives."
- *Satisfaction* represents the item: "I am satisfied with the extent that Psychology courses include minority group perspectives."

Beliefs About and Satisfaction with Minority Perspectives in Curriculum
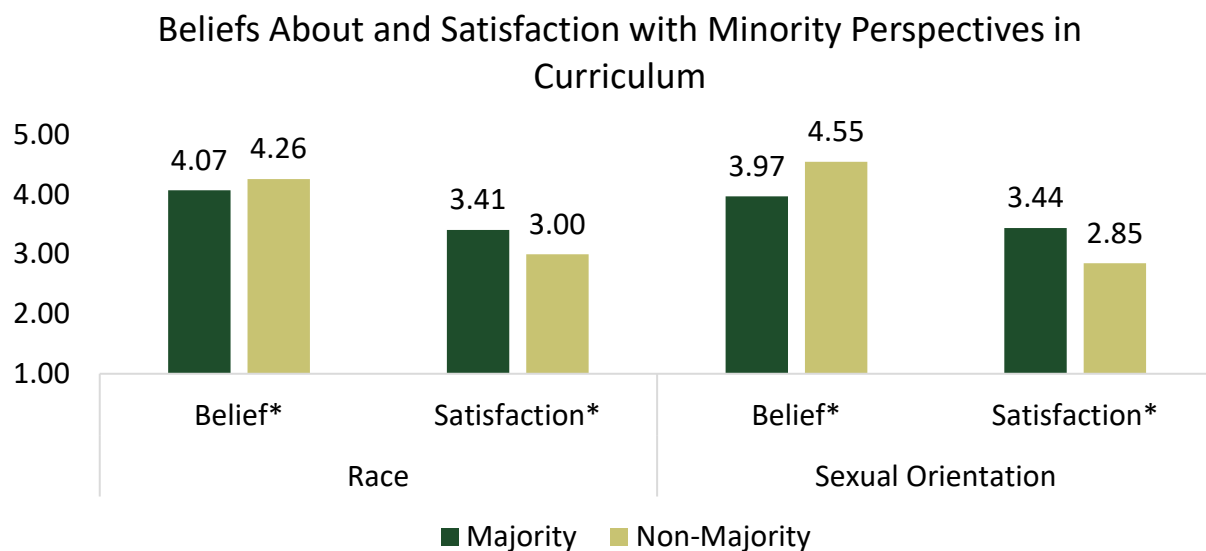
**Note: An asterisk indicates significant mean group differences. For this graph, the majority groups include White students and students who identified as straight. The non-majority groups include non-White students and students who identified as a sexual minority (e.g., gay, bisexual).

Items about Instructors

The majority of students indicated that instructors in the Psychology Department provide a sense of belonging. There were no significant group differences on this item.

There are instructors who give me a sense of belonging in the Psychology Department.				
Disagree	**Neutral**	**Agree**	*M* (*SD*)	**Significantly Different Group Means**
4.92%	18.58%	76.50%	3.98 (0.83)	None

Students strongly believe instructors should acknowledge diversity in the classroom, and they consider having diverse psychology instructors to be important. However, their ratings of

satisfaction with the extent to which these occur indicated discrepancies between perceived importance and satisfaction. Minority students' satisfaction with instructors acknowledging diversity was consistently lower than the majority's satisfaction. Additionally, non-White students indicated significantly higher importance of and less satisfaction with diversity of instructors compared to White students. These findings suggest that students of color want instructors with similar identities to themselves.

Terms in the following figure refer to two questions posed to students:
- *Belief* represents the item: "I believe instructors should acknowledge diversity."
- *Satisfaction* represents the item: "I am satisfied with the extent to which instructors address diversity."
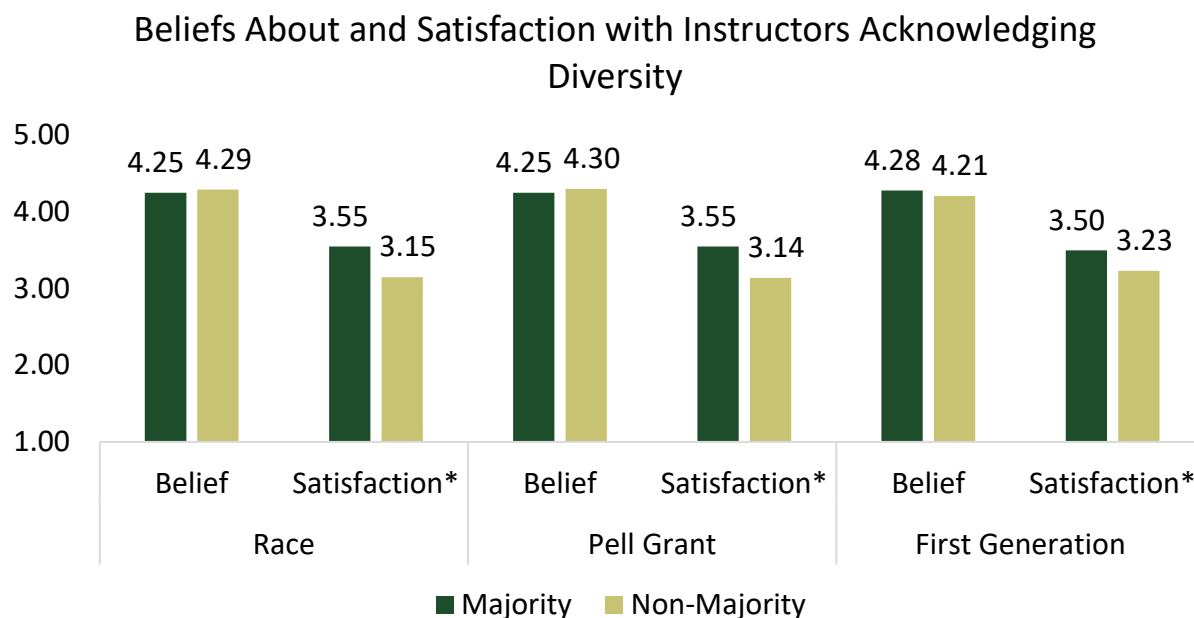
Beliefs About and Satisfaction with Instructors Acknowledging Diversity

**Note. An asterisk indicates significant mean group differences. For this graph, the majority groups include White students, non-Pell Grant recipients, and non-first generation students. The non-majority groups include non-White students, Pell Grant recipients, and first generation students.

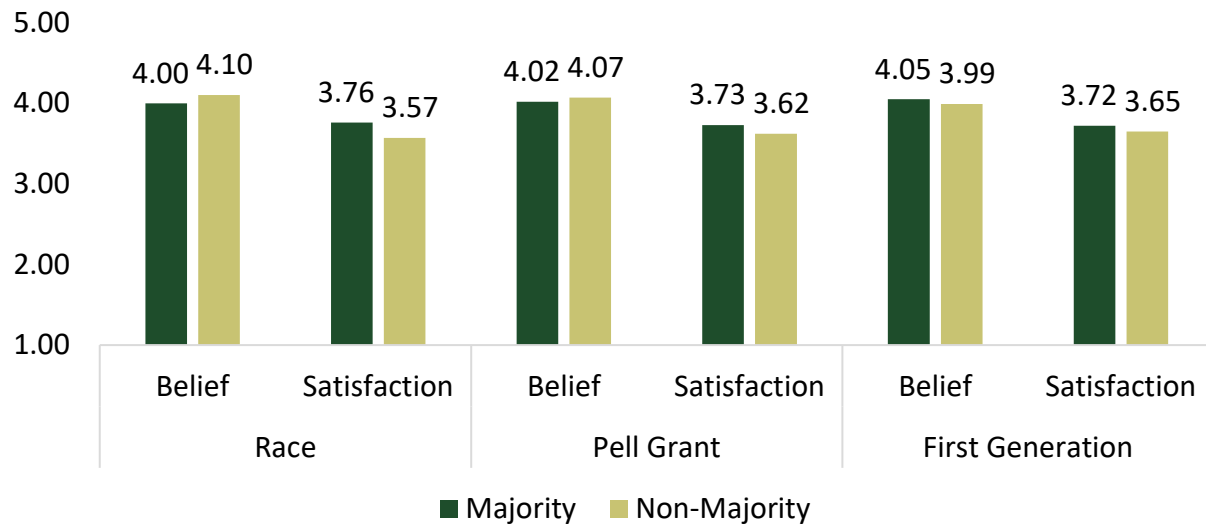Terms in the following figure refer to two questions posed to students:
- *Importance* represents the item: "Having diverse instructors is important to me."
- *Satisfaction* represents the item: "I am satisfied with the diversity of the instructors."
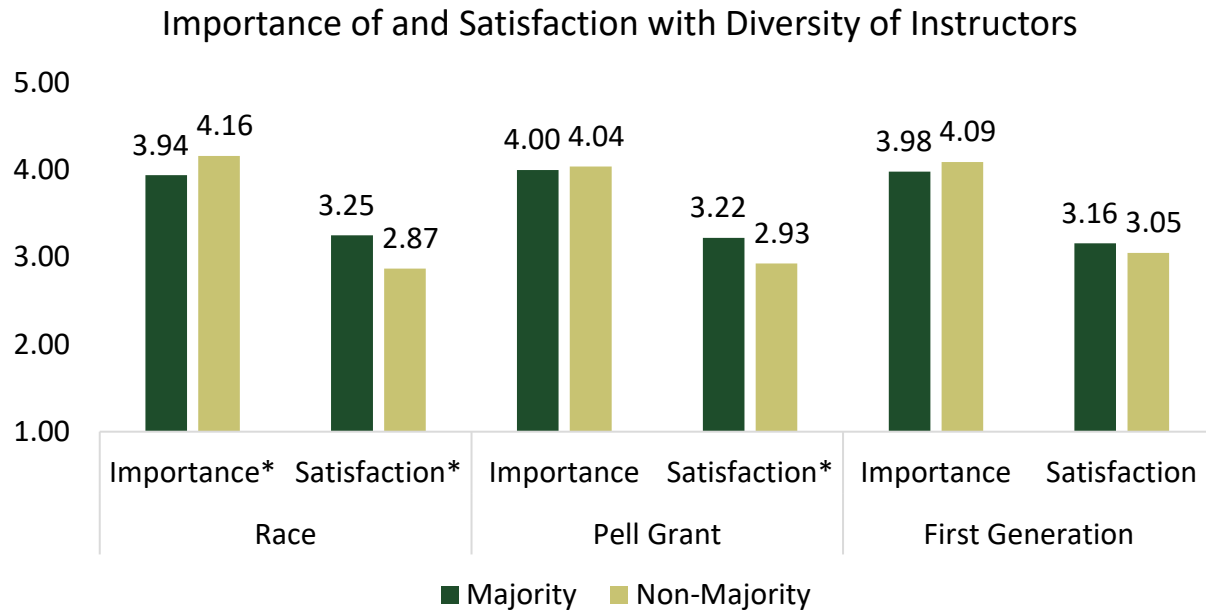
Importance of and Satisfaction with Diversity of Instructors

Race
- Importance*: Majority 3.94, Non-Majority 4.16
- Satisfaction*: Majority 3.25, Non-Majority 2.87

Pell Grant
- Importance: Majority 4.00, Non-Majority 4.04
- Satisfaction*: Majority 3.22, Non-Majority 2.93

First Generation
- Importance: Majority 3.98, Non-Majority 4.09
- Satisfaction: Majority 3.16, Non-Majority 3.05

■ Majority   ■ Non-Majority

*Note. An asterisk indicates significant mean group differences. For this graph, the majority groups include White students, non-Pell Grant recipients, and non-first generation students. The non-majority groups include non-White students, Pell Grant recipients, and first generation students.

Items about Advising Staff

In line with their responses to questions about instructors, students believed that advisors should also acknowledge diversity, but their levels of satisfaction with the extent to which this occurs were lower. However, there were no significant group differences here, indicating that advising staff acknowledging diversity was perceived equally across majority and minority groups.

Importance and satisfaction with diversity of advising staff showed a similar trend to questions about diversity of instructors. Again, non-White students indicated significantly higher importance of and less satisfaction with diversity of advising compared to White students. This finding may suggest that students of color want advisors with similar identities to whom they can better relate.

Terms in the following figure refer to two questions posed to students:
- *Belief* represents the item: "I believe my advisor(s) should acknowledge diversity."
- *Satisfaction* represents the item: "I am satisfied with the extent to which my advisor(s) address diversity."

Beliefs About and Satisfaction with Advisors Acknowledging Diversity
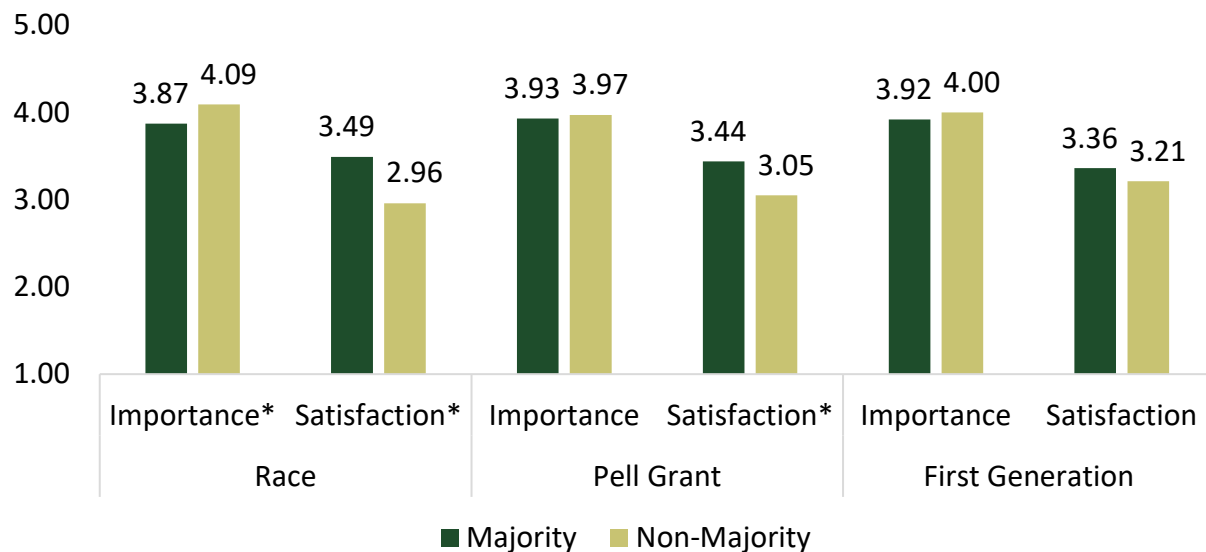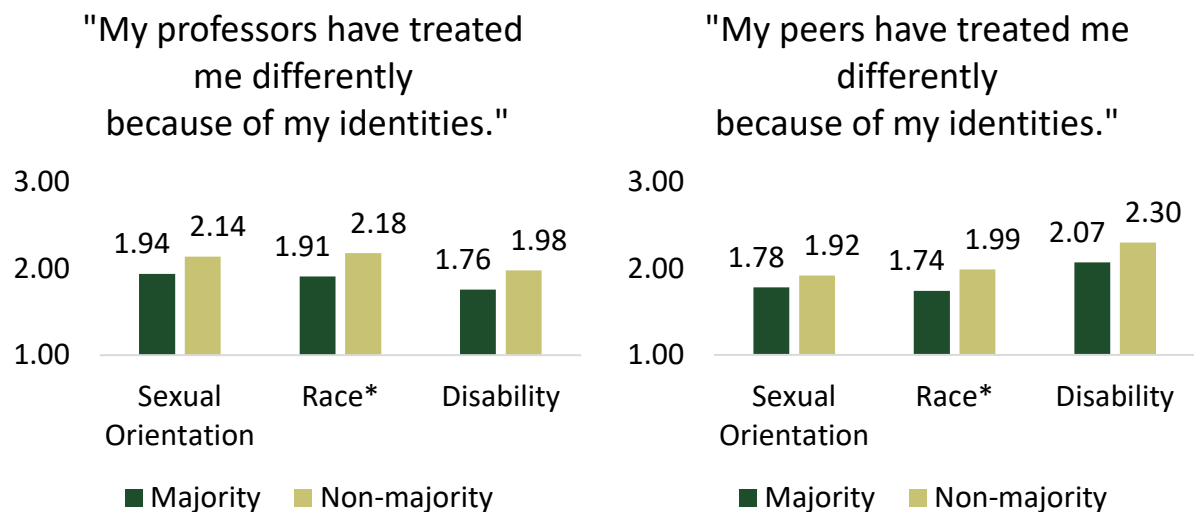

Race
	Belief	Satisfaction
Majority	4.00	3.76
Non-Majority	4.10	3.57

Pell Grant
	Belief	Satisfaction
Majority	4.02	3.73
Non-Majority	4.07	3.62

First Generation
	Belief	Satisfaction
Majority	4.05	3.72
Non-Majority	3.99	3.65

■ Majority   ■ Non-Majority

**Note. There were no significant mean group differences. For this graph, the majority groups include White students, non-Pell Grant recipients, and non-first generation students. The non-majority groups include non-White students, Pell Grant recipients, and first generation students.

Terms in the following figure refer to two questions posed to students:
- *Importance* represents the item: "Having a diverse advising staff is important to me."
- *Satisfaction* represents the item: "I am satisfied with the diversity of advising staff."

Importance of and Satisfaction with Diversity of Advisors

Race
	Importance*	Satisfaction*
Majority	3.87	3.49
Non-Majority	4.09	2.96

Pell Grant
	Importance	Satisfaction*
Majority	3.93	3.44
Non-Majority	3.97	3.05

First Generation
	Importance	Satisfaction
Majority	3.92	3.36
Non-Majority	4.00	3.21

■ Majority   ■ Non-Majority

**Note. An asterisk indicates significant mean group differences. For this graph, the majority groups include White students, non-Pell Grant recipients, and non-first generation students. The non-majority groups include non-White students, Pell Grant recipients, and first generation students.

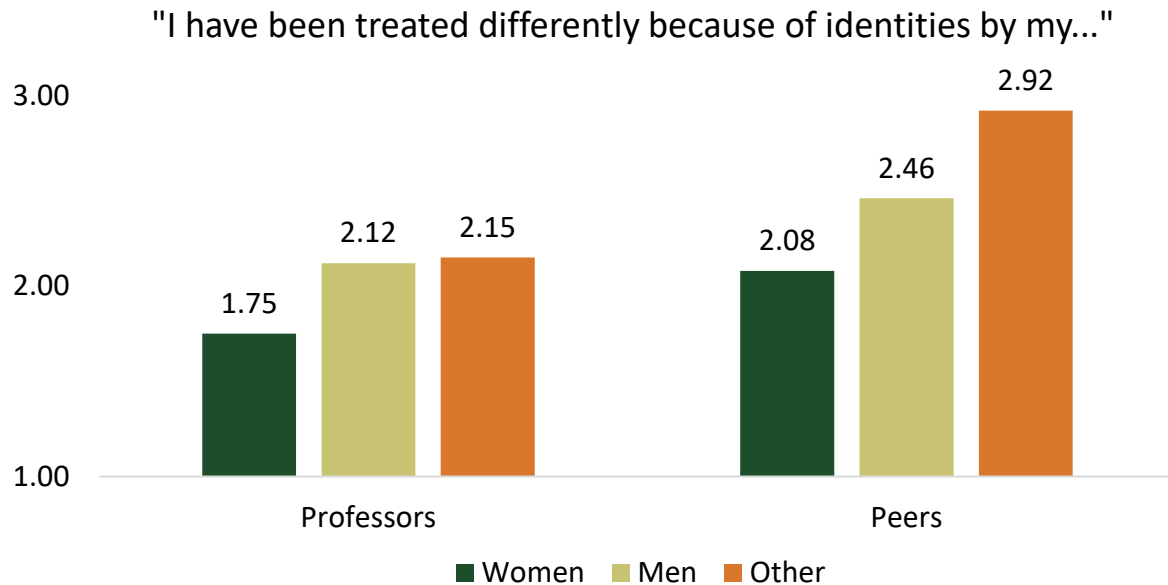| There are advising staff who give me a sense of belonging in the Psychology Department.					
Disagree	**Neutral**	**Agree**	***M* (*SD*)**	**Significantly Different Group Means**	
4.37%	19.95%	75.68%	3.99 (0.85)	POC = 3.83	White = 4.06

Minority Perceptions of Treatment

Do minority students perceive being treated differently in the Psychology Department?

All students were asked if they perceived disparate treatment by their instructors and peers in their psychology classes. Students with sexual minority status or disabilities did not experience more or less disparate treatment compared to the majority. However, racial/ethnic minorities did experience more disparate treatment by both instructors and peers compared to majority group members. Additionally, men reported experiencing more disparate treatment by both their professors and their peers compared to women, and individuals with other gender identities reported experiencing more disparate treatment by their peers compared to women.

"My professors have treated me differently because of my identities."

"My peers have treated me differently because of my identities."

**Note. An asterisk indicates significant mean group differences. For this graph, the majority groups include Straight, White, and non-disabled students. The non-majority groups include non-straight, non-White, and disabled students. The y-axis does not include all response scale options (i.e., 1-5), but was scaled to display differences.

"I have been treated differently because of identities by my..."

Chart showing mean responses on a scale from 1.00 to 3.00 for Professors and Peers by gender group (Women, Men, Other):

Professors: Women 1.75, Men 2.12, Other 2.15
Peers: Women 2.08, Men 2.46, Other 2.92

Legend: ■ Women ■ Men ■ Other

**Note. There are significant mean group differences for both differences in treatment by professors and by peers. Women and men have significant differences in treatment by professors. Women and men have significant differences in treatment by peers, and women and individuals with other gender identities also have significant differences in treatment by peers. Additionally, the sample size of individuals with other gender identities is much smaller (n=13) compared to women and men and should be taken into account. The y-axis does not include all response scale options (i.e., 1-5), but was scaled to display differences.

Experiences of Discrimination

What are the types and respective rates of experienced discrimination?

The majority of respondents in our survey had not experienced discrimination in psychology classes or on campus at CSU. In general, students reported fewer experiences of discrimination in their psychology classes compared to their experiences at CSU as a whole. In psychology classes and at CSU, the most common type of experienced discrimination was related to gender. Discrimination related to sexual orientation and political views were the next most frequent responses for psychology classes, and discrimination related to race/ethnicity, political views, and religion were the next most frequent responses for CSU.

Students have been discriminated against based on the following:		
	In Psychology Classes	**At CSU**
I have not been discriminated against.	87.98% (322)	64.75% (237)
Gender	3.55% (13)	12.57% (46)
Sexual orientation	2.46% (9)	6.83% (25)
Political views	2.46% (9)	9.02% (33)
Prefer not to say	2.19% (8)	1.64% (6)
Body image	1.91% (7)	6.01% (22)
Prefer to describe	1.64% (6)	1.91% (7)
Religion	1.37% (5)	8.74% (32)
Race	1.37% (5)	9.84% (36)
Ethnicity	1.37% (5)	8.20% (30)
Age	0.55% (2)	2.73% (10)
Military status	0.27% (1)	0.27% (1)
Immigration status	0	1.91% (7)

**Note. Percentages do not add up to 100% because students could report multiple perceived targets of discrimination.

Barriers to Success

What barriers to success do students perceive? Do barriers relate to involvement?

The most frequent barrier to success that students experienced was mental health challenges. Other frequent barriers that students perceived included financial barriers, work obligations, family obligations, and extracurricular obligations. Pell Grant students experienced more frequent financial barriers, mental health barriers, work obligations, and family obligations than non-Pell Grant students. Non-White students experienced more frequent financial barriers and extracurricular obligations than White students. First generation students experienced more frequent financial barriers, mental health barriers, work obligations, and family obligations than non-first generation students.

Barriers to Success (Response Frequencies)					
	Never	**Rarely**	**Sometimes**	**Often**	**Always**
Financial	19%	19%	31%	23%	9%
Family Obligations	22%	31%	30%	11%	5%
Mental Health	10%	13%	34%	30%	13%
Physical Health	23%	39%	26%	9%	3%
Extracurricular Obligations	27%	32%	26%	13%	3%
Live Far from Campus	54%	24%	14%	6%	2%
Caregiving Responsibilities	77%	12%	6%	4%	1%
Access to Transport	59%	24%	13%	3%	1%
Work Obligations	43%	18%	22%	14%	4%
Other	89%	2%	5%	3%	2%

Group Differences Among Barriers to Success			
	M (SD)	**Significantly Different Group Means**	
Financial	2.85 (0.58)	POC = 3.09	White = 2.73
		Pell = 3.50	Non = 2.57
		First Gen = 3.54	Non = 2.89
Family Obligations	2.46 (1.11)	Pell = 2.87	Non = 2.29
		First Gen = 2.84	Non = 2.32
Mental Health	3.23 (1.14)	Pell = 3.41	Non = 3.15
Physical Health	2.30 (1.02)	None	
Extracurricular Obligations	2.34 (1.09)	POC = 2.51	White = 2.25
Live Far from Campus	1.77 (1.02)	Pell = 2.03	Non = 1.66
Caregiving Responsibilities	1.40 (.84)	Pell = 1.63	Non = 1.29
Access to Transport	1.63 (.91)	First Gen = 1.85	Non = 1.55
Work Obligations	2.18 (1.22)	Pell = 2.57	Non = 2.01
		First Gen = 2.45	Non = 2.07
Other	1.28 (.83)	POC = 1.03	White = 0.69
		Pell = 1.50	Non = 1.17

**Note. Response options are from a 1-5 Likert Scale where 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

In addition to exploring barriers students experienced, we used chi-square tests to investigate how these barriers relate to other components of students' academic life. We found a statistically significant relationship between "other" barriers and involvement in psychology-related student organizations, such that those who reported less frequent barriers were more likely to be involved. Additionally, there were statistically significant relationships for mental health barriers and extracurricular obligation barriers with involvement in CSU student organizations, such that those who reported more barriers were less involved. Experiencing these particular barriers may impede involvement in student activities that could influence student success post-graduation.

Relationship Between "Other" Barriers and Involvement in Psychology Organizations		
Response Categories	Involved	Not Involved
Never	86.7% (39)	89.5% (197)
Rarely	2.2% (1)	1.8% (4)
Sometimes	2.2% (1)	5% (11)
Often	8.9% (4)	1.4% (3)
Always	0% (0)	2.3% (5)

**Note. Response options are from a 1-5 Likert Scale where 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always. X^2(4, N = 344) = 25.33, p < .001.

Relationship Between Mental Health and Involvement in CSU Organizations		
Response Categories	Involved	Not Involved
Never	8.8% (29)	38.5% (5)
Rarely	12.4% (41)	0% (0)
Sometimes	34.1% (113)	46.2% (6)
Often	31.7% (105)	2% (15.4)
Always	13% (43)	0% (0)

**Note. Response options are from a 1-5 Likert Scale where 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always. X^2(4, N = 344) = 16.06, p = .003.

Relationship Between Extracurricular Obligations and Involvement in CSU Organizations		
Response Categories	Involved	Not Involved
Never	28.1% (93)	15.4% (2)
Rarely	33.2% (110)	0% (0)
Sometimes	25.4% (84)	23.1% (3)
Often	10.6% (35)	53.8% (7)
Always	2.7% (9)	7.7% (1)

**Note. Response options are from a 1-5 Likert Scale where 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always. X^2(4, N = 344) = 9.73, p = .04.

Beyond looking at individual barriers, it was important to examine if barriers, cumulatively, were related to students' experiences in the Psychology Department. For each participant, all of the challenges they reported as barriers to their success were combined into a sum score. This means that a student's cumulative barriers to success indicates not just how many different types of barriers they were facing, but to what extent they thought the barriers were affecting them. Therefore, this cumulative barrier measure reflects the combined degree to which the barriers are perceived to be preventing success.

Interestingly, cumulative barriers did not relate to student level of involvement in the Psychology Department (involvement being any of the following: involved in at least one psychology-specific club, being a UTA, or being a URA). These results remained the same when examining the same relationship separately for minority and non-minority groups (where a minority student can be one or more of the following: non-White, Pell Grant eligible or recipient, or first generation). For all of these analyses comparing minority and non-minority groups, n(minority) = 199 and n(non-minority) = 167.

Correlation Between Student Involvement and Cumulative Barriers to Success		
	r	p
Overall Sample	0.06	0.24
Minority	0.05	0.46
Non-minority	0.08	0.31

However, there was a notable negative relationship between cumulative barriers and students' sense of belonging in the Psychology Department. Higher barrier level was associated with a lower sense of belonging overall, and when grouped by minority and non-minority, the relationship only remained for the minority group and was larger in magnitude than the magnitude of the effect for the whole sample.

Correlation Between Belongingness in the Department and Cumulative Barriers to Success		
	r	p
Overall Sample	-0.15	0.004*
Minority	-0.17	0.014*
Non-minority	-0.05	0.54

Finally, minority students who were dealing with more barriers were also less comfortable bringing up these issues with the department.

Correlation Between Comfort Bringing up Issues with the Department and Cumulative Barriers to Success		
	r	*p*
Overall Sample	-0.15	0.003*
Minority	-0.17	0.016*
Non-minority	-0.09	0.23

Instructors Sharing Information About Resources
How frequently and how well do psychology instructors provide information about resources?

The majority of respondents felt that over half of their instructors inform students of various opportunities and resources. Psychology instructors most frequently inform students about mental health resources and least frequently inform students about identity-based resources. However, regarding how well instructors provide information, the opposite pattern emerged; instructors did the best job informing students about identity-based resources and the worst job informing students about mental health resources.

How many psychology instructors inform students of the following resources?

	None	Less than half	Half	More than half	All of them
Identity-based Resources	22%	30%	18%	17%	13%
Mental Health Resources	7%	18%	19%	27%	30%
Student Organizations	12%	23%	22%	25%	19%
Research Opportunities	7%	22%	21%	28%	23%
Career Development Opportunities	11%	23%	20%	32%	13%
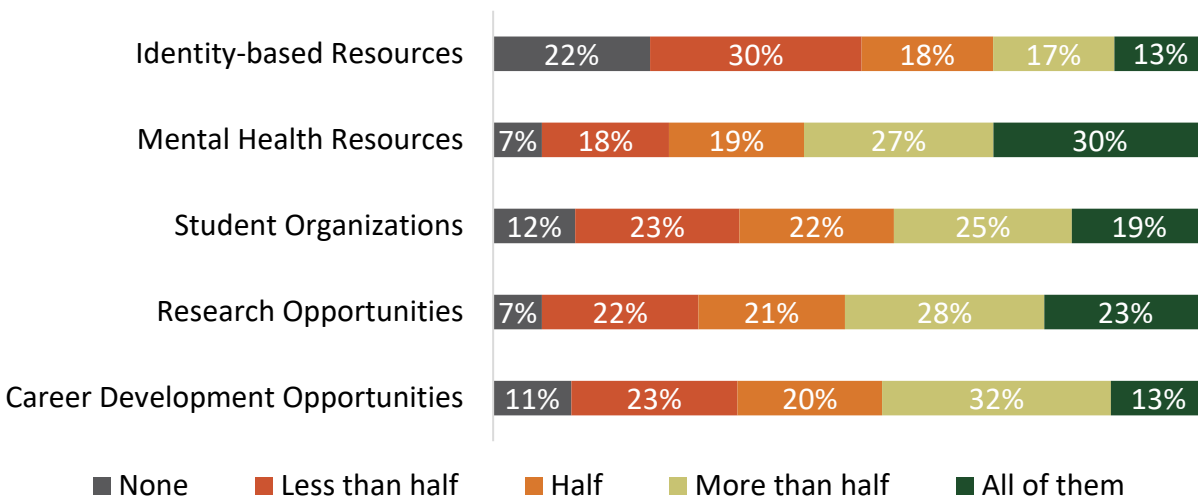
Although infrequent, there were differences between majority and minority group members' perceptions of instructors providing information. First generation students believed that fewer instructors provide information about mental health resources compared to non-first generation students. Pell Grant recipients, compared to non-Pell Grant recipients, experienced similar feelings related to mental health and identity-based resources. Ironically, Pell Grant recipients compared to non-Pell Grant recipients, had more positive perceptions of how well instructors informed them of identity-based resources.

How many of your psychology instructors inform students of the following available resources?		
	Significantly Different Group Means	
Identity-based Resources	Pell = 2.43	Non = 2.80
Mental Health Resources	First Gen = 3.20	Non = 3.68
	Pell = 3.31	Non = 3.65
Student Organizations	None	
Research Opportunities	None	
Career Development Opportunities	None	

**Note. Response options are from a 1-5 Likert Scale where 1 = None, 2 = Less than half, 3 = Half, 4 = More than half, 5 = All of them. We did not include means or standard deviations due to this scale being ordinal.

How well do psychology instructors inform students of the following resources?

	Not well at all	Slightly well	Moderately well	Very well	Extremely well
Identity-based Resources	6%	15%	26%	26%	27%
Mental Health Resources	18%	26%	29%	18%	10%
Student Organizations	10%	28%	30%	21%	12%
Research Opportunities	14%	27%	29%	20%	9%
Career Development Opportunities	6%	27%	31%	23%	13%
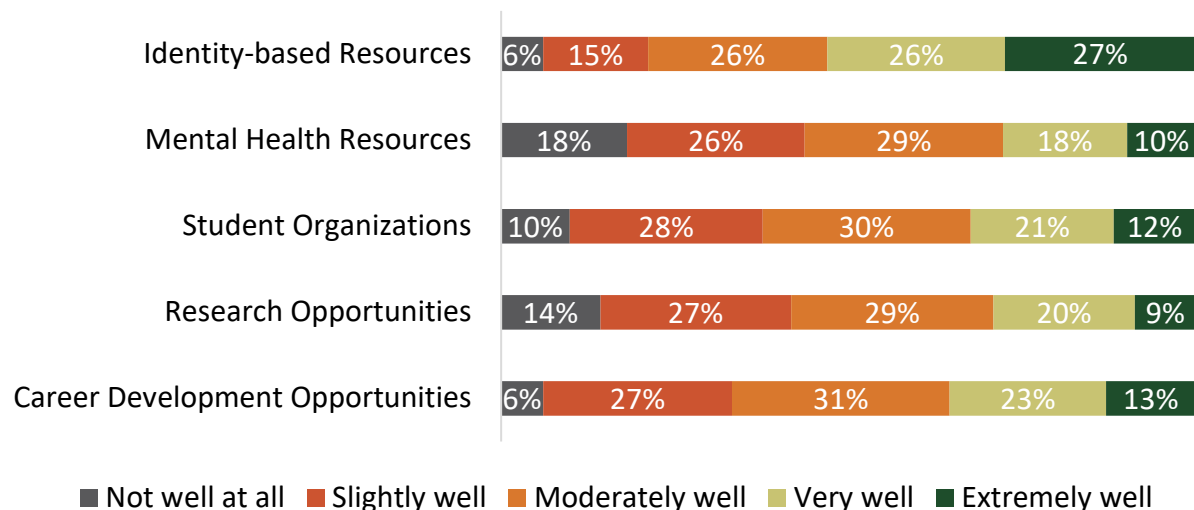
How well do psychology instructors inform students of available resources?		
	M (SD)	**Significantly Different Group Means**
Identity-based Resources	3.53 (1.21)	Pell = 3.79	Non = 3.42
Mental Health Resources	2.76 (1.22)	None	
Student Organizations	2.97 (1.16)	None	
Research Opportunities	2.82 (1.17)	None	
Career Development Opportunities	3.09 (1.12)	None	

**Note. Response options are from a 1-5 Likert Scale where 1 = Not well at all, 2 = Slightly well, 3 = Moderately well, 4 = Very well, 5 = Extremely well.

When these data are separated by year, students earlier in their degree progression (graduating in later years) reported more instructors informing them about identity-based resources compared to students later in their degree progression. However, the quality of information about identity-based resources provided by instructors was generally higher for students later in their degree progression, compared to those earlier in their degree progression.

How many psychology instructors inform students about identity-based resources?
(Anticipated Graduation Year) 2019: 2.00, 2020: 2.36, 2021: 2.55, 2022: 2.89, 2023: 3.47

How well do psychology instructors inform students about identity-based resources?
(Anticipated Graduation Year) 2019: 4.00, 2020: 3.94, 2021: 3.62, 2022: 3.36, 2023: 2.69
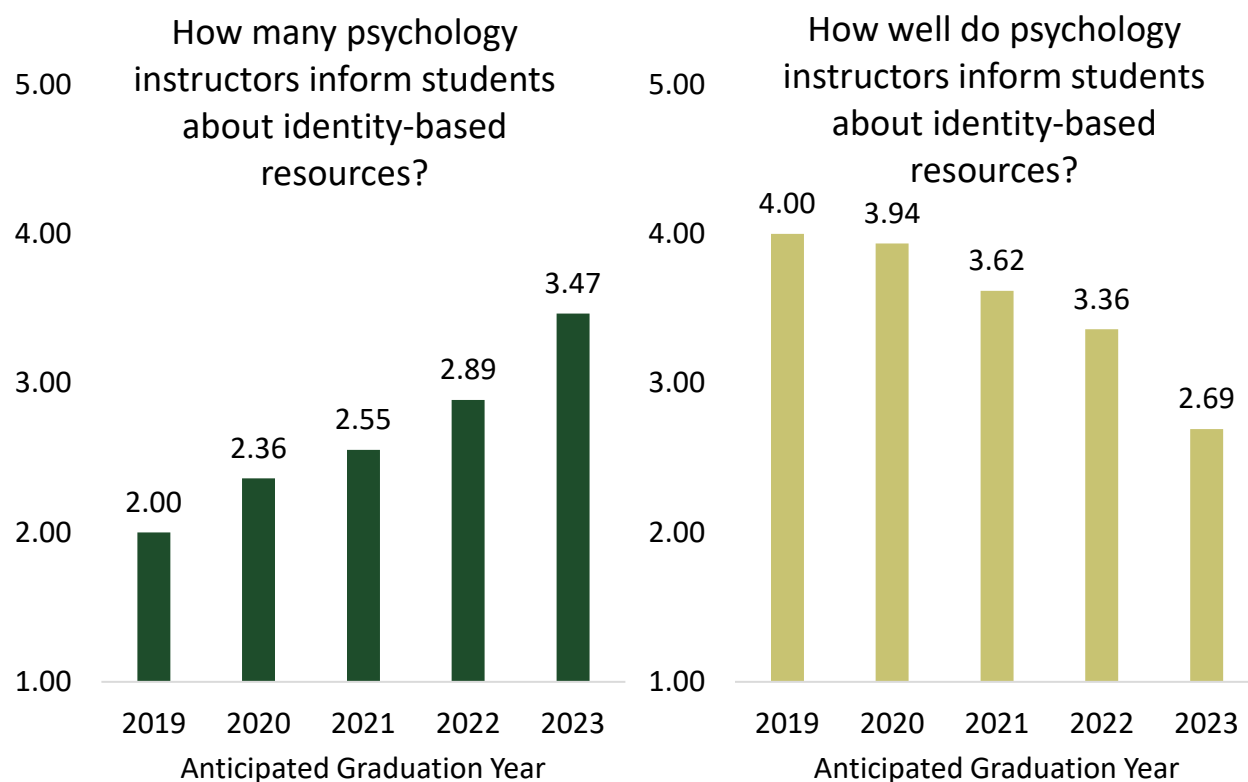
Perceptions of CSU

How do students perceive Colorado State University regarding diversity and inclusion?

There were significant differences between majority and minority group members on perceptions of CSU climate for diversity and inclusion, such that minority groups felt that CSU does not value diversity and inclusion as highly as the majority did. This perception remained consistent among individual items of authenticity, safety, and discrimination. While the majority of students felt they could be their authentic selves, all three minority groups felt that they can be their authentic self on CSU campus less so than their majority group counterparts. Similarly, while most students feel physically safe on campus, non-White students felt less physically safe on campus compared to White students. Perceptions of discrimination continued this trend; all minority groups of interest have felt more discrimination compared to their majority counterparts, and non-White students had the highest group mean. The findings indicate that minority group members may experience greater issues of physical and psychological safety on CSU's campus, with students of color being particularly at risk.

I can be my authentic self on the CSU campus.					
Disagree	**Neutral**	**Agree**	***M* (SD)**	**Significantly Different Group Means**	
12.64%	18.41%	68.95%	3.69 (0.96)	POC = 3.39	White = 3.83
				Pell = 3.46	Non = 3.79
				First Gen = 3.42	Non = 3.79

I feel physically safe on the CSU campus.					
Disagree	**Neutral**	**Agree**	***M* (SD)**	**Significantly Different Group Means**	
10.13%	22.19%	67.67%	3.72 (0.90)	POC = 3.50	White = 3.82

At some point during my time at CSU, I have felt discriminated against.					
Disagree	**Neutral**	**Agree**	***M* (SD)**	**Significantly Different Group Means**	
56.16%	10.96%	32.88%	2.64 (1.35)	POC = 3.35	White = 2.30
				Pell = 3.08	Non = 2.45
				First Gen = 2.96	Non = 2.51

Composite Score of CSU Diversity and Inclusion Climate (α = 0.88)		
M (SD)	**Significantly Different Group Means**	
3.60 (0.93)	POC = 3.32	White = 3.74
	Pell = 3.33	Non = 3.72
	First Gen = 3.31	Non = 3.72

**Note: Items included in composite score are listed below.
1) CSU values diversity.
2) CSU values inclusion.
3) CSU takes action to demonstrate inclusivity on our campus.

Additional Findings

Community Event Information

The Psychology Department-sponsored community welcoming event was held on September 18th, 2019 outside of the Lory Student Center (LSC) from 12-2pm. Attendee data was collected at the event by having students provide their student ID to "check in". However, it is unclear how comprehensive this process was, as students could come and go from the event as they pleased and potentially did not check-in. Thus, it is possible that the data provided from this event are not an accurate representation of everyone who was in attendance at the event. All students that checked in were provided with a raffle ticket, which made them eligible to win several prizes that were raffled off during the event. Attendee data from the event showed that there were at least 194 students in attendance and 188 of these students (97%) had psychology as their primary major.

Results from Data Collected at the Psychology Department Community Event (September 2019)

Level in CSU Psychology Department (*N* = 188)	
Graduate	10.11% (19)
Senior	20.74% (39)
Junior	18.09% (34)
Sophomore	9.04% (17)
Freshman	42.02% (79)

Concentration for Undergraduate Students (*n* =169)	
General	82.25% (139)
Clinical/Counseling	9.47% (16)
Industrial/Organizational	5.33% (9)
Mind/Brain/Behavior	1.78% (3)
Addictions Counseling	1.18% (2)
General - Online	0

Student Type (*N* = 188)	
Continuing	48.94% (92)
New	45.21% (85)
Transfer	5.85% (11)

First Generation? (*N* = 188)	
Yes	32.45% (61)
No	67.55% (127)

Veteran? (*N* = 188)	
Yes	2.66% (5)
No	97.34% (183)

Race/Ethnicity (N = 188)	
White Non-Hispanic	67.55% (127)
White Hispanic	16.49% (31)
Asian	7.98% (15)
Black	7.98% (15)
Multiracial	6.91% (13)
Hispanic/Latino	4.79% (9)
American Indian/Alaskan	3.72% (7)
Pacific Islander	1.60% (3)

Gender (N = 188)	
Female	79.79% (150)
Male	20.21% (38)

**Note. Percentages do not add up to 100% because students can report multiple race/ethnicity identities.

Results from the D&I Survey (November 2019)

Within the sample (N = 366) of students who completed our survey in November, 361 responded to the question about attendance at the Community Event. Of those, 77.29% (279) did not attend the event and 22.71% (82) did attend the event. The following statistics are based on the sample of students who did attend the event.

To what extent were you satisfied with this event?				
Dissatisfied	Neutral	Satisfied	M (SD)	Significantly Different Group Means
4.88%	12.20%	82.93%	3.88 (0.74)	None

**Note. "Extremely dissatisfied" and "Dissatisfied" were collapsed together. "Satisfied" and "Extremely satisfied" were collapsed together. N = 82.

To what extent did this event change your sense of community within the Psychology Department?				
Worse	Same	Better	M (SD)	Significantly Different Group Means
1.22%	45.12%	53.66%	3.71 (0.78)	None

**Note. "Much worse" and "Somewhat worse" were collapsed together. "Somewhat better" and "Much better" were collapsed together. N = 82.

Qualitative Data Themes

Three open-ended questions were presented to participants as a means to further understand student perceptions of the Psychology Department's efforts to build community and improve diversity and inclusion. Three members of the research team reviewed the responses and systematically coded the content to identify themes and patterns.

The identification of themes from participant comments followed a typical procedure for qualitative data analysis. First, each of the three team members received the raw data (comments). Next, each member individually reviewed the first 25 comments for each question, assigning a general theme (or set of themes for in-depth responses) for each comment. Then, the three members discussed their assigned themes for each comment, line-by-line, to work toward calibration by achieving consensus of theming for the comments. Once calibration was achieved, each member coded the remaining comments separately. Finally, the three members went through all coded comments together to verify consensus of theme assignment, and the frequencies of themes were recorded. Additionally, some especially illustrative comments were selected to showcase the major themes and present suggestions as provided directly by students.

General Themes

Four major themes emerged across the majority of substantive responses to the open-ended questions. These themes capture the major sentiment regarding student interactions with the psychology department.

Desire for More Community Events

The most prominent theme is an expressed desire for more community events. Students recognized and appreciated the value of the dedicated space for interaction, and they reflected on hosted events as a unique opportunity to connect with instructors, staff, and other students as part of a community. Going forward, students commented on the possibility of variety within the events, using them to focus on different issues, clubs, groups, or opportunities. Additionally, not all students who wanted to attend were able due to classes, work, or other conflicts. A variety of dates, times, and alternate locations could increase accessibility to future events.

> *"Maybe more events, like a get together of Psychology staff and students. They don't have to be fancy or expensive. Just provide more opportunities for the community to get together."*

> *"I think it is hard to feel a sense of inclusion/community within this major because it is such a large one. Maybe there is some way that the department could host events that cater to smaller subgroups of psychology so people with common interests within psychology could get to know each other."*

Appreciation and Gratitude for Department Support

The second most dominant theme is that of general positive feedback for the department, staff, and instructors. Many students expressed gratitude for the support and encouragement they've

received and reported general satisfaction with the Psychology Department. The below comments highlight the positive affect students had toward the Department:

> *"Just a big thank you to the staff and especially my advisor and professors that keep believing in me. This semester has been difficult and college in general has been difficult. Without their support I would not have been able to keep pushing through. I have no resources at home as I am a first generation student. Their help and words of encouragement has kept me going."*

> *"As I am nearing the end of my time at CSU, it's amazing the relationships I have created with staff, instructors, and graduate students. I always see them on campus (especially in the BSB) and they remember me and say hi. It feels really nice."*

Need for Increased Diversity among Faculty and Staff

The final two dominant themes focus on suggestions for ways the department can improve on diversity and inclusion. Students suggested that diversifying instructors and staff, specifically for racial/ethnic minorities and LGBTQ+ individuals, would help improve the sense of community for underrepresented groups. These comments were corroborated across all student types, as captured in the comments below:

> *"I think that it's important for the psychology department to hire a more diverse staff to represent the population of students at CSU more accurately. I've had mostly White/Caucasian professors/TA's and although I am White myself, I'm sure the students who do not identify with that ethnicity may not be able to truly relate to them on a deeper level."*

> *"Hire more instructors of color, LGBTQ+, and those from varying backgrounds outside of whiteness. I cannot continue to be tokenized as the queer POC in the class who has to explain these concepts. I shouldn't be able to make my professor experience a loss for words when I ask them how this affects POC/LGBTQ+ folks."*

Need to Increase Awareness about Diversity and Inclusion

Finally, students also recognized that increasing awareness of diversity and inclusion perspectives is a necessary step in building a more inclusive community. Specifically, students highlighted how this can start in the classroom, with teachers demonstrating how to have constructive and informed discussions surrounding these relevant issues. Additionally, students would like to see diversity and inclusion weaved into the curriculum and course content. These themes were captured in multiple comments, including those below:

> *"I really like when professors do small things to acknowledge diversity in a classroom (such as introduce themselves using their names and pronouns). It lets those of us that aren't necessarily part of the majority feel seen and accepted even by such a small act."*

"I think we should talk about microaggressions, ethnocentricity, and diversity more than we do. I have the impression we pay these things lip service with a slide called 'ethics' and never go beyond that."

General Themes		
Frequency	**Primary Themes**	**Supplements**
89	More community events	Increase variety, have diversity focus, provide better accessibility (offer different times/days), faculty support with classes
85	Positive feedback for faculty/staff/department	Gratefulness for teachers, advisors, general positivity toward department
60	Increase awareness of diversity & inclusion perspectives	In the classroom, curriculum, department communications
30	Increase the diversity of faculty/staff	Increased presence of racial/ethnic minorities and LGBTQ+

The general themes represented above highlight common sentiments across responses to all three open-ended questions. Responses for each question also revealed major themes specific to the question based on the frequency of responses. Similar to the general themes, the question-specific themes are further supported by supplemental statements which corroborate the assessed students' perceptions. The three open-ended questions and their respective sub-themes are presented below.

1. "What should the psychology department do to build community and be more inclusive?"

This question had the most responses out of the three open-ended questions, with close to 300 responses recorded. Most of the responses to this question are captured in the general themes above. The other common themes specific to this question focused on communication about events/clubs/groups, increased opportunities for connection and involvement, and awareness of/access to resources. Students expressed that greater communication about opportunities to connect and get involved would help to build a greater sense of community and could lead to more opportunities to build awareness of and practice diversity and inclusion. As one student mentioned:

"I think it's easier to get people involved when it's really right in front of them."

Another student commented on the value of the student community taking responsibility:

"I think we should be asking students to address their own culture. I haven't experienced discrimination, but I'm a part of the dominant culture - this isn't the experience of many others."

Suggestions for communication about opportunities centered around the structure, access, and frequency of communication. Many students viewed their instructors as important conduits of news, announcements, and information. Others considered e-mail through department communication as sufficient. Still others suggested the use of an online portal which could house important information about how to connect, potentially with other psychology students. Additionally, online students felt that they did not have the same information as on-campus students regarding events, groups/clubs, and available resources. Students want to have access to information, but currently feel confused about the best way to stay informed.

Many students reflected on the value of creating a space for diverse and inclusive conversations in their classrooms. Suggestions ranged from the use of guest speakers and special events for education on the topic to incorporating these perspectives into class content and lectures. For instance, one student commented:

"Take an intersectional approach when lecturing on various topics - address how things may impact different identities in different ways."

Some students highlighted the importance of recognizing how religious and political ideologies can become an unwanted source of tension which limits inclusiveness in the classroom. Students recognized the influence professors hold in setting the tone of the class:

"Refrain from alluding to political ideologies. Sometimes professors do this and are unaware of it."

What should the Psychology department do to build community and be more inclusive?		
Frequency	**Primary Themes**	**Supplements**
27	More information/better advertising for events, clubs/groups, or opportunities for involvement	Talking about relevant opportunities in psych classes, introducing them to students early on
21	More opportunities for student connections/involvement	Research opportunities, variety of clubs/groups for diverse backgrounds, reduce barriers for entry
21	Increasing student access to resources	Mental health resources, informational resources, ways to connect online students
14	Update curriculum requirements	Include greater diversity/minority perspectives, different class options based on student goals
10	Address campus incidents	Publicly addressing and condoning racist/prejudiced events, make resources available for those impacted
9	Better communication between faculty and students	Opportunities for involvement, where to find information
6	Take action on diversity & inclusion	General desire for tangible actions
6	More welcoming office environment for students	Warmth or hospitality
5	Faculty training for inclusivity	Faculty leading with best practices
4	Faculty support for events	Flexibility with classes during events
3	Increase diversity of student body	

2. **"Is there anything else that you would like to share with us about the Psychology Department, in general and/or with regard to diversity, inclusion, and community? Please explain."**

This question recorded 173 substantive comments regarding students' general perceptions of the Psychology Department. The majority of comments in this section were captured under the general themes noted earlier. Other themes specific to this question centered around dedicated

resource support for students, desires for updates to curriculum requirements, and a value in focused interpersonal experiences.

The theme of resources captures students recognizing that ideas such as additional events, support for more groups/clubs, or greater support for post-grad preparation have costs associated with them. For some students, costs associated with groups/clubs are a barrier to entry. Department support for would help remove those financial barriers for students looking to get involved. Additionally, GPA requirements are seen as a barrier to involvement with research and TA opportunities, as well as certain psychology clubs.

The resource theme overlaps with the curriculum requirements theme in regard to post-graduation preparation and the experiences the department is preparing students for after college. Students focused heavily on the relevancy of their classes to future experiences, feeling that most of the focus centers around preparation for graduate school and less on other career opportunities. For instance:

> *"There is a trend of focused attention for students interested in grad school and minimal attention toward students who are not taking that path."* (modified for flow)

Another student commented on class requirements as they related to student goals:

> *"I would like more flexibility of required classes...it currently does not seem to support a variety of post-graduation plans...high resource cost (time, money, stress) for classes which don't align with student goals."* (modified for flow)

The recurring theme of inclusivity in the classroom also continued. Students thought that teachers may benefit from training in how to guide classroom dynamics in a way which highlights and propagates positive diversity and inclusion behaviors. The following comments highlight concerns for inclusivity in the classroom:

> *"There are some professors who do really well with acknowledging diversity and there are some that don't. Some professors are closed minded and stuck on traditional ways of teaching, as well as including their own biases/personal opinions/judgements in their teaching. I would like to see this addressed and changed."*

> *"One of my biggest frustrations within our psychology department is that professors don't necessarily speak up, whether it is when a classmate says something problematic, or when there are events that happen on CSU campus that affect marginalized people. There is a lack of empathy and understanding in this area. We are great at saying we value diversity but our actions say otherwise."* (modified for flow)

> *"It has been disheartening and embarrassing to have multiple incidents in which psychology professors were unwilling and unable to work with the Student Disability Center's written accommodations. When a disabled student is told things like, "Do you*

really need these accommodations?" or "I don't think you'll need to use your time accommodations..." it makes us feel judged and weak. I don't believe students should be persuaded by their professors to not use their disability resources.” (modified for flow)

However, the general theme of appreciation for the department was also present in this question, as illustrated by the following comment:

“The psychology department in general is good at including people. CSU as a whole needs to work on including those who are not the minority... The psychology department is actually great with inclusion and those in the department, student and staff, know that there are many factors in a person's history to take into account before passing judgment. We have a great department that includes anyone they can and I love it!!”

Is there anything else you would like to share with us about the Psychology Department in general, and/or in regard to diversity, inclusion, and community? Please explain.		
Frequency	**Primary Themes**	**Supplements**
10	Increase student resources	Support for accommodations, mental health resources, variety of groups/events, more informational resources for post-grad prep
8	Updated curriculum requirements	Relevancy, alignment with student goals and post-graduation plans, different tracks for different plans
5	Take action on diversity & inclusion	General desire for tangible actions in addition to conversations, “walking the walk” and not just “talking the talk”
5	Increase involvement of advisors with students	Increase meeting/personal time, opportunities to get to know one another better
4	Inclusivity training for faculty	Improve classroom dynamics surrounding diversity/inclusion issues, addressing and speaking out on events that happen in the classroom or on campus
3	Address campus incidents	
3	Increase diversity of the student body	
3	Increase opportunities for connection/involvement	

3. "What ideas do you have to improve future community events?"

This question had 45 substantive responses providing feedback for the community event. The main themes include a desire for a more structured event, increased communication between students and instructors at the event, better advertising of the event, and other suggestions.

The community event was well received, with consistently positive feedback, even when suggesting future improvements. Although these themes are separated, the overarching theme of this question was that students desire more clarity in how they should interact, with whom they should interact, and what they should be doing in general while at the event. Specific requests included greater use of signage to showcase what information was in certain areas (e.g., tables that instructors were standing at), and especially identification of instructors and grad students relevant to student interest (i.e., what area of psychology they are involved with). Additional suggestions centered around increased opportunities for interaction, either through a game area or tables which supply information on popular classes or career opportunities. Finally, students also noted they may have used the event opportunity better had they known how to prepare prior to the event. As one student commented:

> " ...supply students with psychology department information and resources before the event such as information about grad school, research opportunities, Psi Chi/PSA info, TA opportunities, info on psychology concentrations, and background information about professors, allowing students to ask more specific questions while meeting with grad students and instructors at the events. In general, I liked the community event and I would like to have more events to build community in the department." (modified for flow)

What ideas do you have to improve future community events?		
Frequency	**Primary Themes**	**Supplements**
14	Increase structure of event to increase flow, ease of navigation	Signage to identify tables, people, directions, areas, allow for more faculty engagement
11	Increase communication between students and faculty	Identification of psychology concentrations, research interests, contact information for faculty and grad students
11	Event planning suggestions	More opportunities for interaction, booths for popular classes or different career paths, including games, located in BSB
7	Positive feedback about the event	
5	Improve advertising of the event	Have faculty talk about the event in their classes, more physical advertising

Discussion of Findings

This report summarizes data from *N* = 366 (28.5%) undergraduate psychology students at CSU based on a survey conducted in November 2019. The sample was representative of the department data acquired from the institutional research database. Respondents were primarily White, female, straight, undergraduate students graduating in the year of 2020.

The overwhelming majority of psychology students reported that they plan to continue with the psychology major, indicating that attrition is not a major issue within this sample. Additionally, based on survey responses, students feel that they are prepared to graduate and proceed to either graduate education or full-time employment. Students generally indicated that the Psychology Department contributed to their growth as a "good person" and productive member of society.

Nevertheless, a disproportionate number of students who reported that they intend to leave the psychology major were Pell Grant recipients. Other characteristics of those who intend to leave are first generation students, non-White students, and non-straight students. However, it should be noted that these students may not be leaving for reasons that are highly concerning in terms of their academic success or experiences with the department. For instance, among the students who intend to leave the major, nine out of thirteen (69%) reported that their primary reason for leaving was that another major interested them. As these students are not discontinuing their progress at CSU, their choice to leave may not be particularly troubling or relevant to the DIT's objectives.

Further, students were involved in a number of student organizations associated with the Psychology Department and CSU. However, it seems that while most students were aware of student organizations, they were much less involved with student organizations. One potential reason for this includes the variety of challenges some students may face.

Psychology students reported a variety of challenges to student success, which may be of interest to the DIT. The most prevalent barrier to student success reported by survey respondents was mental health, with over one third (43%) of students citing it as being "often" or "always" a challenge. Although a majority of students (56%) report that most or all of their instructors inform them of mental health resources, less than half of students (28%) report that they do so very or extremely well (e.g., based on students' perceptions of the quality of information provided). Furthermore, our results indicated that Pell Grant recipients may be a particularly high-risk sub-group for experiencing challenges associated with mental health. Considering financial constraints that Pell Grant recipients likely have, this may lead to more emotional strain and therefore, a higher need for mental health resources. As such, the Psychology Department may consider changes to current strategies in making mental health resources available to all students, rather than focusing on merely increasing awareness of these resources.

The second most prevalent barrier to success reported by students was finances. Both Pell Grant recipients and first generation students experienced more financial barriers to success than other students. The same was observed with barriers related to work obligations. However, an additional finding was that non-White students also reported more financial barriers than White students. This difference may be addressed by the department by conducting more outreach initiatives that encourage scholarship opportunities, paid research and internship opportunities, or other related resources particularly for students of underrepresented groups.

In addition to financial and work-related barriers, Pell Grant recipients reportedly experienced more barriers to success in terms of family obligations, living far from campus, and having caregiving responsibilities. First generation students also experienced significantly more barriers in terms of work obligations. Non-White students reported more barriers related to extra-curricular activities. The Psychology Department may consider initiatives designed to address how students can achieve success in the program while maintaining these external responsibilities.

In terms of students' involvement in CSU and psychology-oriented registered student organizations (RSOs), challenges such as mental health, extracurricular obligations, and "other" challenges were shown to be significant barriers to involvement. Specifically, students indicated that "other" challenges kept them from participating in RSOs that were affiliated with the Psychology Department, such as Psi Chi. Interestingly, involvement in the Psychology Department community event was not found to be related to any of the challenges students experienced and that involvement in psychology-affiliated RSOs made students more likely to have attended the event. For CSU RSOs, extracurricular obligations and mental health challenges were barriers shown to be significant barriers to involvement.

Another important finding is that group differences in terms of Pell grant status, first generation status, and White versus non-White status were observed for a number of key topics. These include perceptions of the extent to which the Psychology Department values diversity and inclusion, commitment to multiculturalism, and experiences related to diversity and inclusion in classroom settings. For example, students of color expect the Psychology Department to address campus incidents significantly more than White students do. Students of color are also significantly less satisfied with current efforts in this area compared to White students. Although the majority of students may not feel alienated enough to leave the Psychology major, these significant differences may suggest that students with these marginalized identities may have sufficiently different experiences that warrant further attention.

The open-ended questions revealed some important themes regarding community, diversity, and inclusion. Students largely felt positively toward the Psychology Department, psychology faculty, and staff. Additionally, students overwhelmingly want more events or other department-sponsored opportunities to connect and/or be involved. Finally, students expressed a desire to see tangible actions from the department. Constructive feedback centered around increased communication from the department and updates to curriculum and classroom interaction, which could showcase best practices in positive ways to address diversity and inclusion.

Limitations

Although this survey has garnered valuable information, it is not without limitations. These limitations come in several different forms, including nonresponse bias, a lack of demographic information, insufficient '*Not applicable*' response options, and possible careless responding. Regarding nonresponse bias, it may have been the case that students intending to leave the psychology major would feel less invested in the department and consequently be less likely to respond. Consequently, the finding that only 4% of psychology majors intend to leave the major may be an underestimate. However, granting the possibility of this form of nonresponse bias, there is no clear reason to suspect that those who may not have responded would have been more likely to be Pell Grant recipients or first generation students rather than not.

Additionally, given appropriate University resources, we could add mixed modes of advertising the survey to students. For example, because the University and department have access to student information (i.e. mailing addresses), we could first notify students of the survey via physical mail. The survey methodology literature suggests that incorporating another mode to advertise will increase responsiveness and reduce non-response error (Dillman et al., 2014).

Moreover, the current survey did not collect information on all relevant variables. For example, no questions assessed respondents' online student status. Though data was collected on students' anticipated year of graduation, no questions assessed respondents' year in school (i.e., freshman, sophomore, etc.).

Some items were lacking possible response options, such as "*Not Applicable.*" Additionally, only one item was used to assess careless responding. Utilizing additional attention checks would have been more reliable for detecting careless responding.

Future Directions

The present survey was the Psychology Department's first initiative to understand undergraduate students' perceptions of diversity and inclusion within the department and related climate issues. To continue to understand the student population and foster an inclusive and diverse climate, it is the hope of the team that this survey will continue to be administered in future years. For optimum utility, several steps can be taken to improve upon the present work.

First, faculty, staff and students should be made aware of the results from this initial survey. As the Department continues to use and develop this survey, future results should also be made accessible to all students. In order to demonstrate that the department is acting on this survey, students should be updated as new steps are taken to address climate issues.

CSU offers courses and degrees online, however, we did not offer a question to differentiate students who are in-person or online. Additionally, questions could be added that are specific to online students' experiences. Online-status is another important identity to consider for psychology students, particularly as it relates to students' perceptions of inclusion and availability

of resources. Taking this step is important because online students may have a different perception of CSU's climate compared to on-campus students.

Future surveys should extend the period of time during which students have to respond to the survey. Due to time constraints, we were only able to collect data for two-weeks. With additional time we may continue to reduce nonresponse error and obtain more respondents representative of the target population.

As indicated in the limitations, we primarily recruited students via online channels. To increase the number of responses to the survey, incorporating more modes to advertise the survey will increase representativeness of the student body. Reaching students through Psychology Department social media accounts and physical mail are potential avenues to connect with more students. To ensure we are reaching students in a way that they prefer and find accessible, future surveys can ask students pointed questions about preferred mode of communication. Further, understanding how students prefer to be contacted can help the department create a clearer stream of communication with students.

Conclusion and Recommendations

This survey obtained responses from a representative sample of students in the Psychology Department and captured perceptions of the department regarding community, diversity, and inclusion. Generally, students have positive perceptions of the department, though results indicate opportunities for growth in how information is communicated to students, addressing incidents on campus and in the classroom which harm community, and a desire for more opportunities for students to connect and get involved. Furthermore, experiences do vary between students in the majority and non-majority groups of interest (i.e., racial/ethnic minorities, first generation students, and Pell Grant recipients). The Psychology Department should focus on actions that address specific needs among underrepresented students, while providing additional resources and developmental opportunities that address all students' needs. Such efforts, in alignment with actions to promote diversity and inclusion, should increase the sense of community among students and provide a more positive, developmental experience for all students.

Recommendations

1. Provide and require continual training and guidance for faculty and instructors regarding how to more effectively address diversity and inclusion in the classroom. This can include presenting more inclusive course content from diverse perspectives, modeling conversations about diversity and inclusion in the classroom, and training on how to address incidents on campus or in the classroom that negatively impact community. One method for achieving this would be to encourage more faculty to participate in the Faculty Institute for Inclusive Excellence, use TILT resources, and share teaching ideas with one another.
2. Create an action plan to recruit, hire, and retain a more diverse group of faculty, instructors, and staff in the Psychology Department.
3. Incorporate more diversity and inclusion training for students, encouraging peers to help create and foster community within classrooms. This can include offering more courses in the curriculum related to diversity and inclusion, integrating diverse perspectives in classes, and broadening student perspectives on what diversity and inclusion include.
4. Increase frequency and accessibility of department-sponsored events. These events provide students with opportunities for involvement, information-sharing, and engagement with faculty, instructors, staff, and other students. Events that have a specific focus on diversity and inclusion themes may be an effective way to meet both students' needs and goals of better-including underrepresented groups.
5. Offer more resources to reduce the likelihood that financial barriers, mental health, GPA requirements, and/or work obligations interfere with students' ability to participate in developmental opportunities for success (e.g., teaching and research assistantships).
6. Continue to monitor department climate and seek feedback from students on their perspectives/experiences to help shape future efforts related to improving diversity, inclusion, and community in the department.
7. Increase information availability, accessibility, and communication channels. This can include reminding professors to share information about relevant events, opportunities, resources;

creating a new webpage/app/etc. specifically tailored to helping students find information; or providing guidance for students on where to look for or expect to find information that is already available across different sources (e.g., semantic web).

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Appendix A: Confirmatory Factor Analysis (CFA) for Composite Measures

To investigate the psychometric properties among items included in the survey, including dimensionality to assess construct validity and internal consistency reliability, we conducted an overall CFA with all 14 items loading onto their respective composite factor. The following four composites were created using individual survey items: department inclusion, department commitment to multiculturalism, classroom inclusion, and CSU diversity and inclusion climate. This model fit the data well (*CFI* = .98, *TLI* = .98, *RMSEA* = .05). Factor loadings, Cronbach's alpha internal consistency reliability estimates, and item text are included below. Results indicate that the items fit well with each composite factor and demonstrated acceptable levels of reliability.

Composite	Items	Factor Loading
Department Inclusion Alpha = 0.83	The Psychology Department actively works to create a sense of community.	0.73
	The Psychology Department values inclusion.	0.82
	The Psychology Department takes action to demonstrate inclusivity on our campus.	0.82
Department Commitment to Multiculturalism Alpha = 0.95	Creating a diverse multicultural environment in the Department.	0.89
	Developing an appreciation for a multicultural community among students and faculty.	0.91
	Increasing the representation of minorities in the faculty and administration.	0.91
	Retaining more minority students.	0.89
	Increasing an understanding of a multicultural community.	0.88
Classroom Inclusion Alpha = 0.76	The classroom environment feels inclusive.	0.72
	Psychology faculty work to develop community in their classrooms.	0.78
	All students are treated with respect by instructors in the Psychology Department.	0.63
CSU Diversity and Inclusion Climate Alpha = 0.83	CSU values diversity.	0.92
	CSU values inclusion.	0.92
	CSU takes action to demonstrate inclusivity on our campus.	0.72

Appendix B: Demographic Benchmarks

	2018 Department Benchmark	DIT Survey 2019
Gender		
Female	75%	80%
Male	25%	16%
Other	NA	4%
Race/Ethnicity		
White	68%	68%
Non-White	32%	32%
Anticipated Graduation Year		
2019-2020	27%	40%
2021	25%	23%
2022	24%	20%
2023	25%	17%
First Generation Student	31%	28%
Pell Grant Student	24%	30%

Appendix C: Survey Questions

This survey aims to capture the sense of community you experience in CSU's Psychology Department. We recognize that your daily encounters with peers, graduate students, instructors, staff and faculty in the Psychology Department can play a substantial role in your journey toward graduation and beyond. The information you provide is very valuable to the Psychology Department - we are invested in making positive changes that will improve your experience as Psychology majors.

We truly appreciate your participation in this survey. Your feedback is critical in helping guide decisions which will shape the future of the department to improve the student experience.   The survey begins with a series of basic demographic questions, followed by questions about your experience within the Psychology Department and at CSU. Note that this survey may also ask for sensitive information and is completely voluntary, which means you can choose not to answer a question or discontinue participation at any time.   To thank you for your time and efforts, we're offering you the opportunity to be entered into a raffle upon completing the survey. We will be raffling off a number of various prizes!   Please click "continue to survey" to begin the survey.

○ Continue to survey (1)

Are you a Psychology Major?

○ Yes (1)

○ No (0)

○ Undeclared (2)

Please select your Psychology concentration

▼ General (1) ... Undeclared (6)

Do you think your major will be in Psychology?

○ Yes (1)

○ No (0)

○ Maybe (2)

Anticipated year of graduation

▼ 2019 (2019) … Other (0)

What year are you in at CSU? (accidentally skipped during survey administration)

▼ 1st year (1) … 7th year or more (7)

What is your race/ethnicity? (select all that apply)

☐ White (1)

☐ Black or African American (2)

☐ Asian American (3)

☐ Hispanic Latinx or Spanish origin (4)

☐ American Indian or Alaskan Native (5)

☐ Middle Eastern or North African (6)

☐ Native Hawaiian or other Pacific Islander (7)

☐ Some other race, ethnicity, or origin (8)

_____

☐ ⊗Prefer not to say (9)

What is your gender?

○ Male (1)

○ Female (2)

○ Non-Binary/genderqueer (3)

○ Questioning (4)

○ Prefer to self-describe (5) _____

○ Prefer not to say (6)

Do you identify as transgender?

○ Yes (1)

○ No (0)

○ Prefer not to say (2)

What is your sexual orientation?

○ Straight (1)

○ Gay (2)

○ Lesbian (3)

○ Bisexual (4)

○ Questioning (5)

○ Asexual (6)

○ Pansexual (7)

○ Prefer to self-describe (8) _____

○ Prefer not to say (9)

Are you a Pell Grant recipient, based on your FAFSA (Free Application for Federal Student Aid) qualifications?

○ Yes (1)

○ No (0)

○ Not Sure (2)

Are you Pell Grant eligible, based on your FAFSA (Free Application for Federal Student Aid) qualifications?

○ Yes (1)

○ No (0)

○ Not sure (2)

Did either or both of your parents complete college?

○ Both Parents (2)

○ One Parent (1)

○ Neither (0)

What is your current age in years?

▼ 15 (15) … 99 (99)

Were you born in the U.S.?

○ Yes (1)

○ No (0)

○ Prefer not to say (2)

What is your spiritual or religious affiliation?

- [ ] Animism (1)

- [ ] Buddhism (2)

- [ ] Christianity (3)

- [ ] Hinduism (4)

- [ ] Judaism (5)

- [ ] Islam (6)

- [ ] Sikhism (7)

- [ ] Atheism (8)

- [ ] Agnosticism (9)

- [ ] Spiritual but not religious (10)

- [ ] Not spiritual and not religious (11)

- [ ] Prefer to self-describe (12)

_____

- [ ] ⊗ Prefer not to say (13)

Are you a transfer student?

○ Yes (1)

○ No (0)

Are you an international student?

○ Yes (1)

○ No (0)

Is English your first language?

○ Yes (1)

○ No (0)

Do you have a physical, mental, or emotional disability?

○ Yes (1)

○ No (0)

○ Prefer not to say (2)

Are you currently responsible for providing some type of childcare and/or care for elderly (such as a parent or grandparent)?

○ Yes (1)

○ No (0)

I plan to stay in the Psychology major.

○ Yes (1)

○ No (0)

What is the likelihood that you will graduate from CSU?

○ Not likely (1)

○ Unsure (2)

○ Likely (3)

I plan to leave the Psychology Major because... (Choose all that apply)

☐ Another major interested me (1)

☐ I am leaving CSU (2)

☐ I do not enjoy the Psychology Major (3)

☐ I do not feel able to complete the Psychology degree (4)

☐ I do not have support to complete the Psychology degree (5)

☐ Prefer to self-describe (6)
_____

At this point in your college career, what do you plan to do after you leave CSU?

○ Full-time Employment (1)

○ Part-time Employment (2)

○ Graduate School (3)

○ Internship (4)

○ Prefer to describe (5) _____

○ I don't know (6)

On the following set of questions about the **Psychology Department**, please indicate the extent to which you agree or disagree. If an item does not apply to you, please click "Not applicable."

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)	Not applicable (6)
The education I receive from the Psychology Department will sufficiently prepare me for post-graduation employment. (1)	○	○	○	○	○	○
The education I receive from the Psychology Department will sufficiently prepare me to apply to graduate school. (2)	○	○	○	○	○	○
The education I receive in the Psychology Department will help me be a better member of society. (3)	○	○	○	○	○	○

Rate your general level of awareness with the **Psychology Department** student organizations:

	Not at all aware (1)	Slightly aware (2)	Aware (3)	Extremely aware (4)
MUGSS (1)	○	○	○	○
Psi Chi (2)	○	○	○	○
Psychology Student Alliance (3)	○	○	○	○

Which of the following student organizations associated with the **Psychology Department** are you currently involved with as a member/mentee, if any?

☐   Mentoring Undergraduate Students to Success (MUGSS) (1)

☐   Psi Chi (2)

☐   Psychology Student Alliance (3)

☐   Other (4) _____

☐   ⊗None of the above (5)

Which of the following organizations **on CSU's campus** are you currently involved in, if any?

☐ Associated Students of Colorado State University (ASCSU) (1)

☐ Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) (2)

☐ Student Leadership, Involvement, and Community Engagement (SLiCE) (3)

☐ Campus Recreation (4)

☐ Greek Life (5)

☐ CSU Athletics (8)

☐ Other (6) _____

☐ ⊗None of the above (7)

Have you ever assisted in conducting **research** with any **Psychology** faculty or graduate students?

○ Yes (1)

○ No (0)

Have you served (in the past or present) as an **undergraduate teaching assistant** for any **Psychology** classes at CSU?

○ Yes (1)

○ No (0)

On the following set of questions about the **Psychology Department**, please indicate the extent to which you agree or disagree.

(Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree)

I feel a sense of belonging in the Psychology Department.

The Psychology Department actively works to create a sense of community.

I feel well-represented among the students in the Psychology Department.

The Psychology Department values diversity.

The Psychology Department values inclusion.

The Psychology Department takes action to demonstrate inclusivity on our campus.

I feel like I can bring up issues with the Psychology Department without negative consequences. (

On the following set of questions about the **Psychology Department**, please indicate the extent to which you agree or disagree.

(Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree)

The Psychology Department should publicly addresses campus incidents that may negatively affect the student body.

I am satisfied with the extent that the Psychology Department publicly addresses campus incidents that may negatively affect the student body.

The front office staff of the Psychology Department (in BSB 201) create a welcoming environment.

To what extent do you think the **Psychology Department** is committed to each of the following:

(Not at all committed to Extremely Committed; 5-point scale)

Creating a diverse multicultural environment in the Department.

Developing an appreciation for a multicultural community among students and faculty.

Increasing the representation of minorities in the faculty and administration.

Retaining more minority students.

Increasing an understanding of a multicultural community.

The following questions ask about the environment in your **Psychology classes** and the feelings you have in these classes. When answering these questions, please respond with only your **psychology classes** in mind. Please respond with the extent you agree or disagree with these questions.

The classroom environment feels inclusive.

I can be my authentic self in the classroom.

I feel like I can bring up issues to my instructor(s) without negative consequences.

I am treated with respect by my instructors in the Psychology Department.

All students are treated with respect by instructors in the Psychology Department.

My professors have treated me differently because of my personal identities.

My peers have treated me differently because of my personal identities.

Psychology faculty properly handle incidents of disrespect when they happen in the classroom.

Psychology faculty work to develop community in their classrooms.

Have you been discriminated against based on any of the following in your **Psychology classes** (choose all the apply):

☐ No - I have not experienced discrimination in my Psychology classes (1)

☐ Race (2)

☐ Gender (3)

☐ Ethnicity (4)

☐ Age (5)

☐ Religion (6)

☐ Sexual orientation (7)

☐ Military status (8)

☐ Immigration status (9)

☐ Political views (10)

☐ Body image (11)

☐ Prefer to describe _____

☐ ⊗ Prefer not to say

How many of your **Psychology instructors** inform students of the following available resources?

	None (1)	Less than half (2)	Half (3)	More than half (4)	All of them (5)
Career development opportunities (1)	○	○	○	○	○
Research opportunities (2)	○	○	○	○	○
Student organizations (3)	○	○	○	○	○
Mental health resources (4)	○	○	○	○	○
Identity-based resources (5)	○	○	○	○	○

How well do **Psychology** instructors inform students of available resources?

	Not well at all (5)	Slightly well (4)	Moderately well (3)	Very well (2)	Extremely well (1)
Career development opportunities (6)	○	○	○	○	○
Research opportunities (7)	○	○	○	○	○
Student organizations (8)	○	○	○	○	○
Mental health resources (9)	○	○	○	○	○
Identity-based resources (10)	○	○	○	○	○

Please answer the below questions **about the Psychology curriculum** according to the extent you agree or disagree.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
The content of Psychology courses should include minority group perspectives. (1)	○	○	○	○	○
I am satisfied with the extent that Psychology courses include minority group perspectives. (2)	○	○	○	○	○

Please answer the below questions **about Psychology faculty** according to the extent you agree or disagree.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I believe faculty should acknowledge diversity. (1)	○	○	○	○	○
I am satisfied with the extent to which faculty address diversity. (2)	○	○	○	○	○

Please answer the below questions **about Psychology faculty** according to the extent you agree or disagree.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Having a diverse faculty is important to me. (1)	○	○	○	○	○
I am satisfied with the diversity of faculty. (2)	○	○	○	○	○
There are faculty who give me a sense of belonging in the Psychology Department. (3)	○	○	○	○	○

Please answer the below questions **about Psychology advising** according to the extent you agree or disagree.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I believe my advisor(s) should acknowledge diversity. (1)	○	○	○	○	○
I am satisfied with the extent to which my advisor(s) address diversity. (2)	○	○	○	○	○
For this line, please select the option neither agree nor disagree (3)	○	○	○	○	○

Please answer the below questions **about Psychology advising** according to the extent you agree or disagree.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Having a diverse advising staff is important to me. (1)	○	○	○	○	○
I am satisfied with the diversity of advising staff. (2)	○	○	○	○	○
There are advising staff who give me a sense of belonging in the Psychology Department. (3)	○	○	○	○	○

Please answer the below questions about CSU according to the extent you agree or disagree.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
CSU values diversity. (1)	○	○	○	○	○
CSU values inclusion. (2)	○	○	○	○	○
I can be my authentic self on the CSU campus. (3)	○	○	○	○	○
I feel physically safe on the CSU campus. (4)	○	○	○	○	○
CSU takes action to demonstrate inclusivity on our campus. (5)	○	○	○	○	○
At some point during my time at CSU, I have felt discriminated against. (6)	○	○	○	○	○

Have you been discriminated against based on any of the following **at CSU** (choose all the apply):

- [ ] No - I have not experienced discrimination at CSU

- [ ] Race (1)

- [ ] Gender (2)

- [ ] Ethnicity (3)

- [ ] Age (13)

- [ ] Religion (12)

- [ ] Sexual orientation (4)

- [ ] Military status (5)

- [ ] Immigration status (6)

- [ ] Political views (7)

- [ ] Body image (8)

- [ ] Prefer to describe _____

- [ ] ⊗ Prefer not to say

Please answer the below questions according to your frequency of experience.

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)
How often do you feel that you lack companionship? (1)	○	○	○	○
How often do you feel left out? (2)	○	○	○	○
How often do you feel isolated from others? (3)	○	○	○	○

Are you currently employed outside of your role as a student?

○ Yes - Full Time (2)

○ Yes - Part Time (1)

○ No (0)

How frequently do the following challenges prevent you from being a successful student?

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
Finances (1)	○	○	○	○	○
Family obligations (2)	○	○	○	○	○
Mental health (10)	○	○	○	○	○
Physical health (11)	○	○	○	○	○
Extracurricular obligations (3)	○	○	○	○	○
Living far from campus (4)	○	○	○	○	○
Caregiving responsibilities (5)	○	○	○	○	○
Access to transportation (6)	○	○	○	○	○
Work obligations (7)	○	○	○	○	○
Other (9)	○	○	○	○	○

Did you attend the Psychology Department-sponsored **Community Welcome Event** outside the LSC on September 18th, 2019?

○ Yes (1)

○ No (0)

To what extent were you satisfied with this event?

○ Extremely dissatisfied (1)

○ Dissatisfied (2)

○ Neither satisfied nor dissatisfied (3)

○ Satisfied (4)

○ Extremely satisfied (5)

To what extent did this event change your sense of community within the **Psychology Department**?

○ Much worse (1)

○ Somewhat worse (2)

○ About the same (3)

○ Somewhat better (4)

○ Much better (5)

What ideas do you have, if any, to improve future community events?

_____

What should the **Psychology Department** do to build community and be more inclusive?

_____

Is there anything else that you would like to share with us about the **Psychology Department**, in general and/or with regard to diversity, inclusion, community? (Please explain)

_____

Appendix D: Survey Advertising

For documentation and to facilitate possible future survey efforts, here are the messages sent to communicate information about the survey and increase the response rate.

Canvas Announcements in Advising Shell

Psychology Department survey open TODAY - seeking your feedback!   Nov 11, 2019 at 12pm
Tracy Richards
All Sections

Hello all Psychology majors,

Our department is excited to launch a survey to hear directly from you. This survey is designed to help us better understand student experiences with the Psychology department. More specifically, we are interested in learning about students' perceptions of community, diversity, and inclusion within the department.

Some information about the survey:

- This survey is being offered to all Psychology undergraduate students. We truly want to hear from every single one of you.
- The survey takes roughly 10-15 minutes to complete and is available online.
- Your data will be completely protected and anonymized to ensure your voice is safely heard.
- **Prizes!** – Win an iPad – 3 iPads will be available to win once the survey has closed. Any psychology major who completes the survey will be entered into a drawing to receive a new iPad (your name is entered separately from your survey responses)
- The **survey opens TODAY and will run until Friday, November 22nd.**

Please use the following link to access the survey:

http://colostate.az1.qualtrics.com/jfe/form/SV_0SZA5FuvNOXOvIh

Thank you for taking the time to complete this survey! The information used from this survey will be instrumental in helping us shape the future of our department to enhance student experiences.

If you have any questions about the survey, please contact Dr. Tracy Richards at tracy.richards@colostate.edu.

From: Richards,Tracy <Tracy.Richards@ColoState.EDU>
Sent: Thursday, November 14, 2019 10:49 AM
Subject: DIT survey advertising help

Hello all instructors of undergraduate courses,

As many of you may already be aware, we have launched a survey this week for our psychology undergraduate students regarding diversity, inclusion, and community associated with our department. This survey began on Monday the 11th, with a Canvas announcement sent to all psychology majors containing the survey link and explaining the intent of the survey. The survey will close at the end of the day on Friday, Nov 22nd. We will follow-up with students using flyers around BSB and Clark, and plan to send follow-up messages to incentivize maximum participation. To help increase student awareness of (and participation in) the survey, we would like to request your assistance with advertising. If you would consider any or all of the following, we would appreciate your help with this effort:

- Posting the attached survey announcement (pdf or ppt) with the survey link on your course's Canvas page
- Announcing the survey in class using the attached pdf or ppt.
- If possible, providing time in class for students to complete the survey. The survey takes about 10-12 minutes to complete, so we understand if class constraints do not allow this over the next two weeks. However, class time devoted to survey completion is an ideal condition of awareness and timing to maximize participation, as well as a way to increase perceptions of departmental support for the survey and its results.

We understand this is a busy part of the semester. We are very thankful for any support you can lend to this effort. This is an incredibly important initiative which will help to inform future decision making as the department works to better understand our students' sense of community, diversity, and inclusion.

Sincerely,
The Diversity and Inclusion Team

Tracy L. Richards, Ph.D.
Associate Professor and Associate Chair
Department of Psychology
218 Behavioral Sciences Building
Colorado State University
Fort Collins, CO 80523-1876
(970) 491-4943
Posted as part of a weekly advising Canvas announcement on 11/15/19:

Psychology Students: We're seeking your feedback!

- Our department is excited to launch a survey to hear directly from you. This survey is designed to help us better understand student experiences with the Psychology department. More specifically, we are interested in learning about students' perceptions of community, diversity, and inclusion within the department.

Some information about the survey:

- This survey is being offered to all Psychology undergraduate students. We truly want to hear from every single one of you.
- The survey takes roughly 10-15 minutes to complete and is available online.
- Your data will be completely protected and anonymized to ensure your voice is safely heard.
- **Prizes!** – Win an iPad – 3 iPads will be available to win once the survey has closed. Any psychology major who completes the survey will be entered into a drawing to receive a new iPad (your name is entered separately from your survey responses)
- The **survey opens TODAY and will run until Friday, November 22nd.** Please use the following link to access the survey: http://colostate.az1.qualtrics.com/jfe/form/SV_0SZA5FuvNOXOvIh ↗
- Thank you for taking the time to complete this survey! The information used from this survey will be instrumental in helping us shape the future of our department to enhance student experiences. If you have any questions about the survey, please contact Dr. Tracy Richards at richards@colostate.edu.

From: Lacy-Gill,Ginger <Ginger.Lacy-Gill@ColoState.EDU>
Sent: Tuesday, November 19, 2019 8:36 AM
Subject: Psychology undergraduate student survey

To all:

Last week we sent out a link to an important student survey written to get your feedback about the student community within the psychology department. Thank you to those of you who have already completed the survey.

As mentioned before, this survey is intended for all psychology undergraduate students and every participant has a chance to win one of the three iPads we are giving away. It should only take about 10-12 minutes to complete.

I will be personally reviewing the outcomes of this survey to better understand what we can do to improve your experience here. I want to reiterate the importance of completing the survey prior to its closing this Friday evening, November 22nd. Based on the information you provide we could begin making changes as early as the spring semester.

Please use the following link to access the survey:
https://nam01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fcolostate.az1.qualtrics.com%2Fjfe%2Fform%2FSV_0SZA5FuvNOXOvIh&data=02%7C01%7Cjrwong%40rams.colostate.edu%7C3322daad1e9f46d38ef108d76d04efe5%7Cafb58802ff7a4bb1ab21367ff2ecfc8b%7C0%7C0%7C637097746090649614&sdata=yKhoh5bKP%2BP2lEn5gWJEczaf2qkyedWWLbiZE0xW8Vk%3D&reserved=0

We are grateful for the incredible students in our program and for the chance to interact with you and hear from you.
Please be safe, stay warm, and enjoy yourself over this coming break!

Best,

Don Rojas

_____
Don Rojas, Ph.D.
Professor and Chair
Department of Psychology
Colorado State University

Posted as part of a weekly advising Canvas announcement on 11/21/2019:

Happy Fall Break!! Important upcoming dates and opportunities.   Nov 21, 2019 at 9:46am
Samantha Sickbert

All Sections

Happy (almost) Fall Break!!

A reminder the university and offices are closed on 11/28 and 11/29.

Don't forget to complete the Psychology Undergraduate Student Survey! (access here ⬀)

- Our department is excited to launch a survey to hear directly from you. This survey is designed to help us better understand student experiences with the Psychology department. More specifically, we are interested in learning about students' perceptions of community, diversity, and inclusion within the department.
- The survey will **be available until tomorrow, Friday, November 22nd** and can be accessed ⬀ By filling out the survey you can be entered to win one of 3 iPads available. Thank you for taking the time to complete this survey! The information used from this survey will be instrumental in helping us shape the future of our department to enhance student experiences. If you have any questions about the survey, please contact Dr. Tracy Richards at richards@colostate.edu.

Undergraduate survey - final request!
Tracy Richards

Nov 22, 2019 at 4pm

All Sections
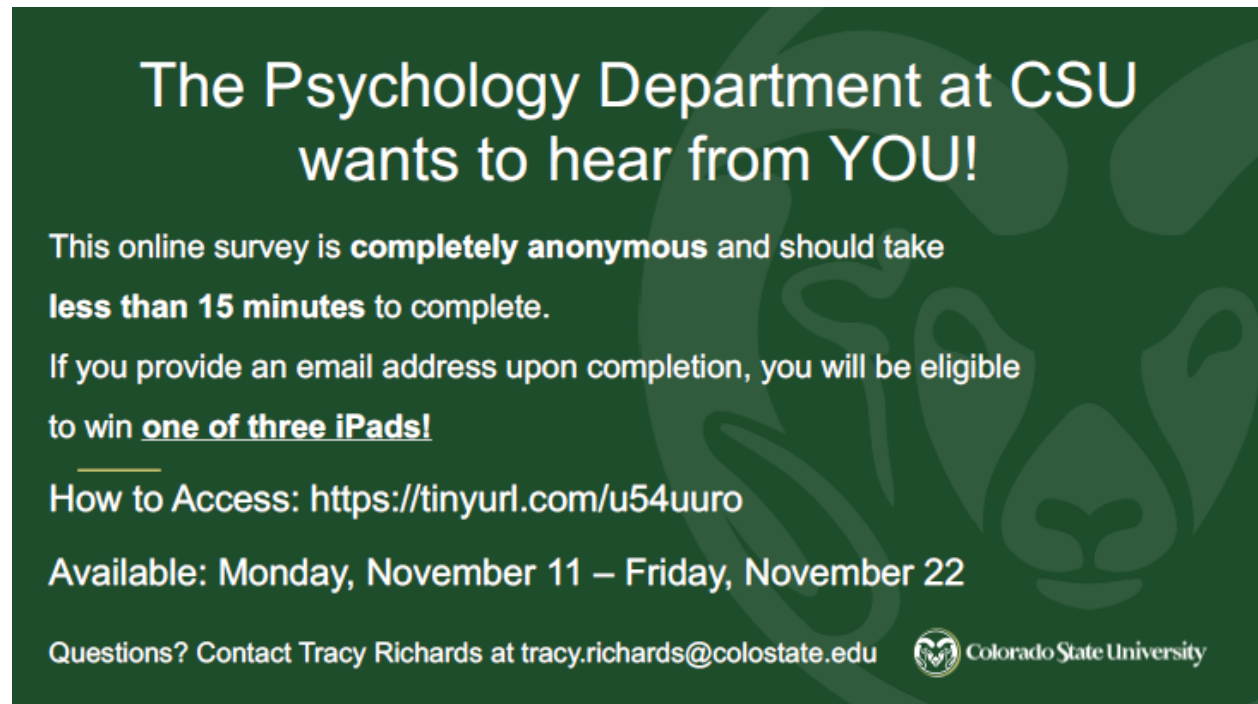
Hi all,

Just one last follow-up on our Psychology Undergraduate Student Survey. We are very aware that the last two weeks have likely been very busy for everyone, and you are probably very ready for break! But, we wanted to be sure to have a "last call" to get your input on this survey. Your opinions are very important to us. Thus, we have extended the deadline of the survey through the end of the day **Monday, November 25th**. Please take a few moments of your time this weekend (through Monday) to fill out the survey **(access here)** if you haven't already. And, don't forget, if you choose to enter our drawing for completing the survey you could win one of three iPads!

Thank you for your time and input and have a wonderful break!

Slide posted on Psychology Department monitors and distributed as a flier:

Hello all instructors of undergraduate courses,

As many of you may already be aware, we have launched a survey this week for our psychology undergraduate students regarding diversity, inclusion, and community associated with our department. This survey began on Monday the 11th, with a Canvas announcement sent to all psychology majors containing the survey link and explaining the intent of the survey. The survey will close at the end of the day on Friday, Nov 22nd. We will follow-up with students using flyers around BSB and Clark, and plan to send follow-up messages to incentivize maximum participation. To help increase student awareness of (and participation in) the survey, we would like to request your assistance with advertising. If you would consider any or all of the following, we would appreciate your help with this effort:

- Posting the attached survey announcement (pdf or ppt) with the survey link on your
- course's Canvas page
- Announcing the survey in class using the attached pdf or ppt.
- If possible, providing time in class for students to complete the survey.

The survey takes about 10-12 minutes to complete, so we understand if class constraints do not allow this over the next two weeks. However, class time devoted to survey completion is an ideal condition of awareness and timing to maximize participation, as well as a way to increase perceptions of departmental support for the survey and its results.

We understand this is a busy part of the semester. We are very thankful for any support you can lend to this effort. This is an incredibly important initiative which will help to inform future decision making as the department works to better understand our students' sense of community, diversity, and inclusion.

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Tracy L. Richards, Ph.D.
Associate Professor and Associate Chair
Department of Psychology
218 Behavioral Sciences Building
Colorado State University
Fort Collins, CO 80523-1876
(970) 491-4943
(970) 491-4943
Tracy.Richards@colostate.edu
Revised DIT
Survey...l3.pptx

Subject: PSY survey text message
Date: Tuesday, November 19, 2019 at 1:12:53 PM Mountain Standard Time
From: Richards,Tracy
To: McLaren,Cassidy, Sickbert,Samantha, Gupton,Kelli

Hi Cassidy, Sam and Kelli,

We are in our final week of the Psychology survey that is running, so you will notice a big advertising push! Thank you for distributing the quarter sheet flyers to your students when you meet with them for advising appointments (and for mentioning the survey when you can). Cassidy and I were brainstorming other ways to get the word out to students and thought that a text message from us to our specific advisees might be helpful as well. So, if you could dedicate a few minutes in your schedule tomorrow sometime to send a text message to all your assigned advisees, that would be great and so helpful! Here is what I plan to send – feel free to tailor as you see fit. Thanks!

From your PSY advisor - Don't forget you can win an iPad by completing the PSY survey: https://tinyurl.com/u54uuro. Thank you for your time!

Tracy

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