

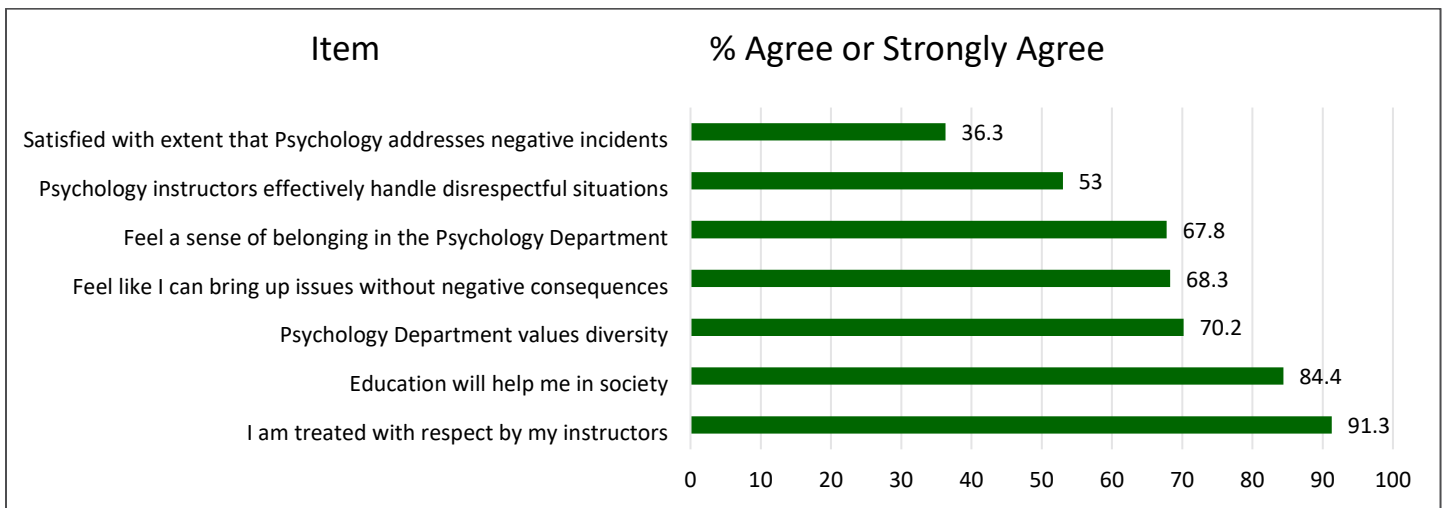
Fall 2019 Diversity and Inclusion Survey Brief Summary

In Fall 2019, the Psychology Diversity and Inclusion Team (DIT) sought to assess student persistence in the program, along with perceptions of diversity and inclusion among undergraduate psychology students at 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, a team of eight Industrial-Organizational Psychology graduate students led by Associate Professor Dr. Gwen Fisher conducted a survey in November 2019 among all undergraduate psychology students. 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.

The project involved gathering background information from the DIT, establishing the purpose of the survey, identifying related constructs to address the committees' concerns, and developing a survey based on best practices. Survey topics included: demographic characteristics, discrimination, diversity and inclusion climate at multiple levels, resource constraints, and preparation for post-graduate plans. The survey was pilot tested online survey using a 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, the final sample size was 366, yielding an overall response rate of 28.5%, which is comparable to similar student surveys.

Survey results indicated that we obtained a representative sample 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.



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

"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."