

Students' Financial Well-Being

“When an institutional process or policy is created, it is done to fit specific conditions at a specific time. Of course, circumstances and student needs can change; unless policies change as well, what was designed as a convenient policy or a reasonable process may have unintended negative impacts (e.g., academic, financial) on low-income students. The institution itself can unknowingly be working against the student.”

Beyond Financial Aid: How colleges can strengthen the financial stability of low-income students and improve student outcomes. Lumina Foundation. (2015).

**Student Development Trends Presentation
Fall 2016**

Project Background

2016-2017 Tuition & Fees

| Charge | Amount |
|-------------------|-----------------|
| Full-time Tuition | \$47,870 |
| Activity Fee | \$450 |
| Health Center Fee | \$640 |
| Room (multiple) | \$6,590 |
| Board | \$5,380 |
| Total | \$60,930 |

Denison Discount Rate: 62%

Importance

Percent of Entering Students with Concerns about Ability to Finance College

| Percent of Entering First-Year Students with... | 2005 | 2007 | 2011 | 2014 |
|---|-------|-------|-------|-------|
| “Some” or “Major” concerns about ability to finance college education | 47.6% | 44.4% | 52.1% | 52.0% |

Source: CIRP Freshman Survey

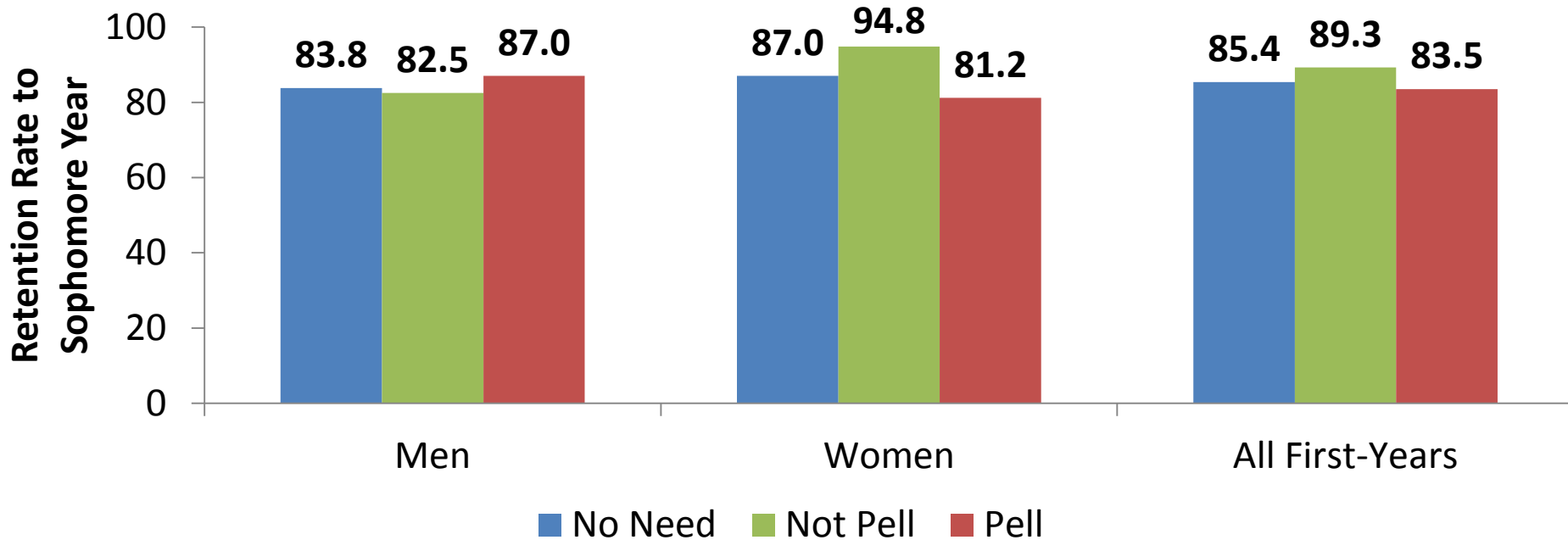
Percent of Denison Students with Financial Stressors

| Percent of Students... | Men | Women |
|---|-------|-------|
| Finances have been “traumatic or very difficult to handle” in the last year | 20.0% | 27.1% |

Source: National College Health Assessment (February 2015)

Financial Well-Being & Retention

Retention to Sophomore Year by Economic Background (EFR 2014)
Source: Financial Aid, Institutional Research, Student Development



No Need=domestic students who do not apply for financial aid, presumably students from higher economic backgrounds

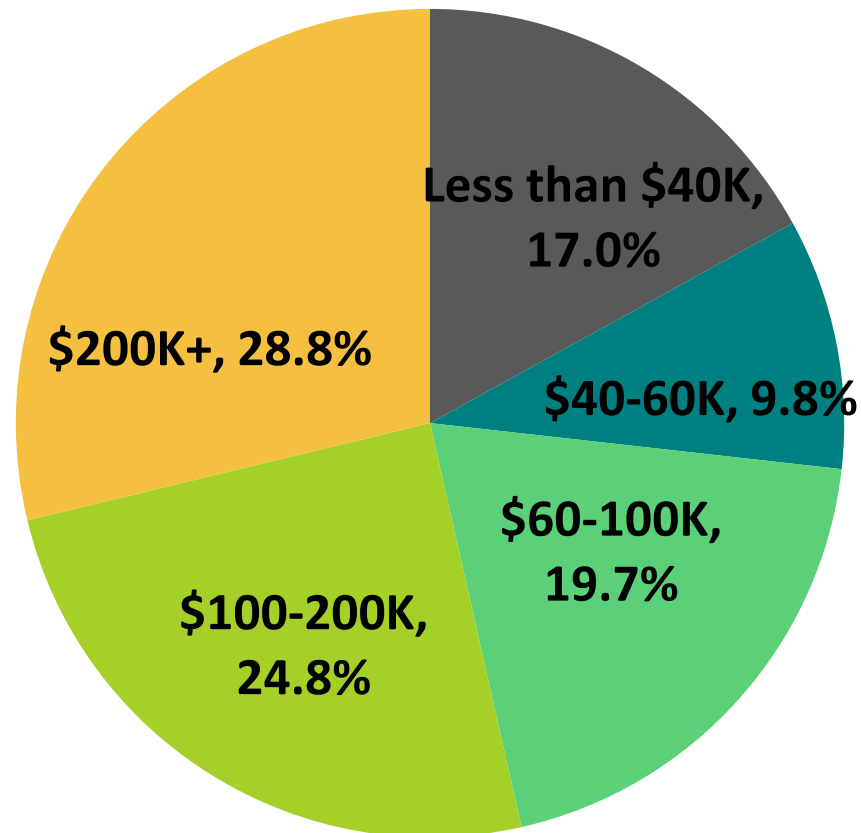
Not Pell=domestic students who apply for financial aid, but are not Pell

Pell=domestic students who apply for financial aid and are from the lowest economic backgrounds

Economic Diversity

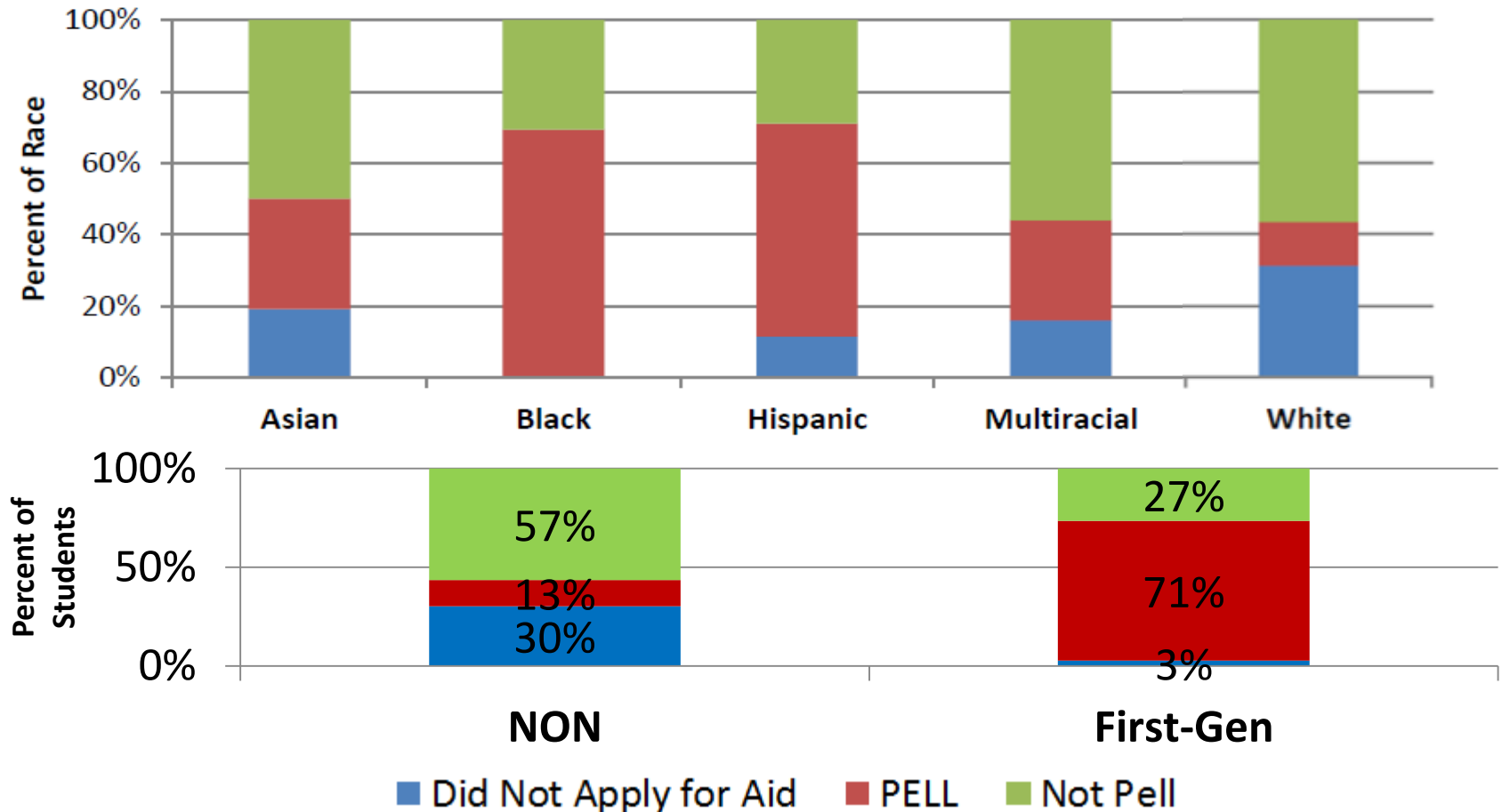
Estimated Parental Income (Entering Class of 2014)

Source: CIRP Freshman Survey (August 2014)



Assumptions

**Economic Background by Race & Parental Educational Attainment
Entering Cohort of 2014**



Source: Financial Aid Office (2014-2015)

Project Background

- 15 Interviews (11 Women, 4 Men)
- November & December 2015
- Three Major Questions:
 - As you think about your entire Denison experience (ranging from the point you decided to come here until today), can you identify aspects (policies, programs, structures) that might seem more difficult for students with limited financial resources? What barriers or obstacles have you faced?
 - Have there been opportunities you've wanted to participate in but could not given limited financial resources?
 - What recommendations or suggestions would you make to Denison about how to continue to support students, especially students with limited financial resources?

Project Findings

Nine Barriers

#1: Student Employment

#2: Book Costs & Book Grants

#3: Commitment to Students Beyond Admissions Process

#3: Fixed Awards but Rising Costs

Very Important Factors in Students' Decisions to Attend Denison

Source: CIRP Freshman Survey

| How important was each reason in your decision to come here? (Percent Responding "Very important") | 2005 | 2007 | 2011 | 2014 |
|---|-------|-------|-------|-------|
| This college has a very good academic reputation | 75.5% | 75.5% | 76.8% | 72.9% |
| I was offered financial assistance | 59.0% | 59.4% | 67.0% | 70.9% |
| A visit to the campus | 60.6% | 60.6% | 67.0% | 62.8% |
| This college's graduates get good jobs | 59.4% | 59.8% | 54.6% | 59.1% |
| I wanted to go to a school about the size of this college | 52.9% | 57.7% | 57.0% | 57.1% |
| This college has a good reputation for its social activities | 31.9% | 34.6% | 32.7% | 48.9% |
| The cost of attending this college | 27.2% | 32.8% | 34.6% | 44.4% |
| This college's graduates gain admission to top graduate/professional schools | 43.9% | 45.2% | 39.3% | 40.3% |
| I was admitted through an Early Action or Early Decision program | 24.1% | 13.7% | 23.3% | 27.6% |
| The athletic department recruited me | -- | 17.0% | 19.6% | 26.6% |
| My parents wanted me to come here | -- | 12.4% | 9.5% | 16.9% |
| Could not afford first choice | -- | 10.0% | 10.3% | 13.3% |
| Not offered aid by first choice | 8.4% | 10.3% | 11.3% | 12.8% |

Nine Barriers

#1: Student Employment

#2: Book Costs & Book Grants

#3: Commitment to Students Beyond Admissions Process

#4: Information about Funding & Navigation

#5: Unequal Access to Curricular/Co-Curricular Opportunities

#5: Access

Participation in Co-Curricular Opportunities by Parental Income

| Responses on College Senior Survey (April 2015) | Self-Reported Parental Income on CIRP Freshman Survey (August 2011) | | | | | Total (184) |
|--|---|----------------------|----------------------|------------------------|-----------------|-------------|
| | \$39,999 or less (23) | \$40,000-59,999 (23) | \$60,000-99,999 (28) | \$100,000-199,999 (57) | \$200,000+ (53) | |
| Since entering college: | | | | | | |
| Joined social fraternity/sorority | 34.8% | 39.1% | 53.6% | 56.1% | 66.0% | 53.8% |
| Held a full-time job (~ 40 hours) while taking classes | 17.4% | 4.3% | 7.1% | 5.3% | 1.9% | 6.0% |
| Played intercollegiate athletics | 8.7% | 4.3% | 21.4% | 31.6% | 43.4% | 27.2% |
| Been a leader in an organization | 87.0% | 78.3% | 67.9% | 93.0% | 82.7% | 83.6% |
| Participated in an internship prog. | 69.6% | 56.5% | 71.4% | 68.4% | 73.6% | 69.0% |
| Participated in study abroad | 39.1% | 60.9% | 50.0% | 61.4% | 64.2% | 57.6% |
| Participated in leadership training | 78.3% | 54.5% | 42.9% | 38.6% | 50.9% | 49.7% |
| Participated in student govern't | 13.0% | 13.6% | 0.0% | 5.3% | 1.9% | 5.5% |

Satisfaction with Community & Social Life by Parental Income

| Responses on College Senior Survey | Self-Reported Parental Income on CIRP Freshman Survey (Aug. 2011) | | | | | Total (184) |
|--|---|----------------------|----------------------|------------------------|-----------------|-------------|
| "Very Satisfied" or "Satisfied" with: (excluding 'Can't Rate/Don't Know) | \$39,999 or less (23) | \$40,000-59,999 (23) | \$60,000-99,999 (28) | \$100,000-199,999 (57) | \$200,000+ (53) | |
| Overall sense of community among students | 52.2% | 45.5% | 70.4% | 70.4% | 74.5% | 66.1% |
| Availability of campus social activities | 47.8% | 68.2% | 66.7% | 61.1% | 60.8% | 61.0% |

Source: College Senior Survey 2015

Nine Barriers

#1: Student Employment

#2: Book Costs & Book Grants

#3: Commitment to Students Beyond Admissions Process

#4: Information about Funding & Navigation

#5: Unequal Access to Curricular/Co-Curricular Opportunities

#6: FAFSA's Representation of Need

#7: Break Housing

#8: Healthcare & Insurance

#9: Campus Culture & Assumptions

Data Sharing & Driving Action

Sharing the Data

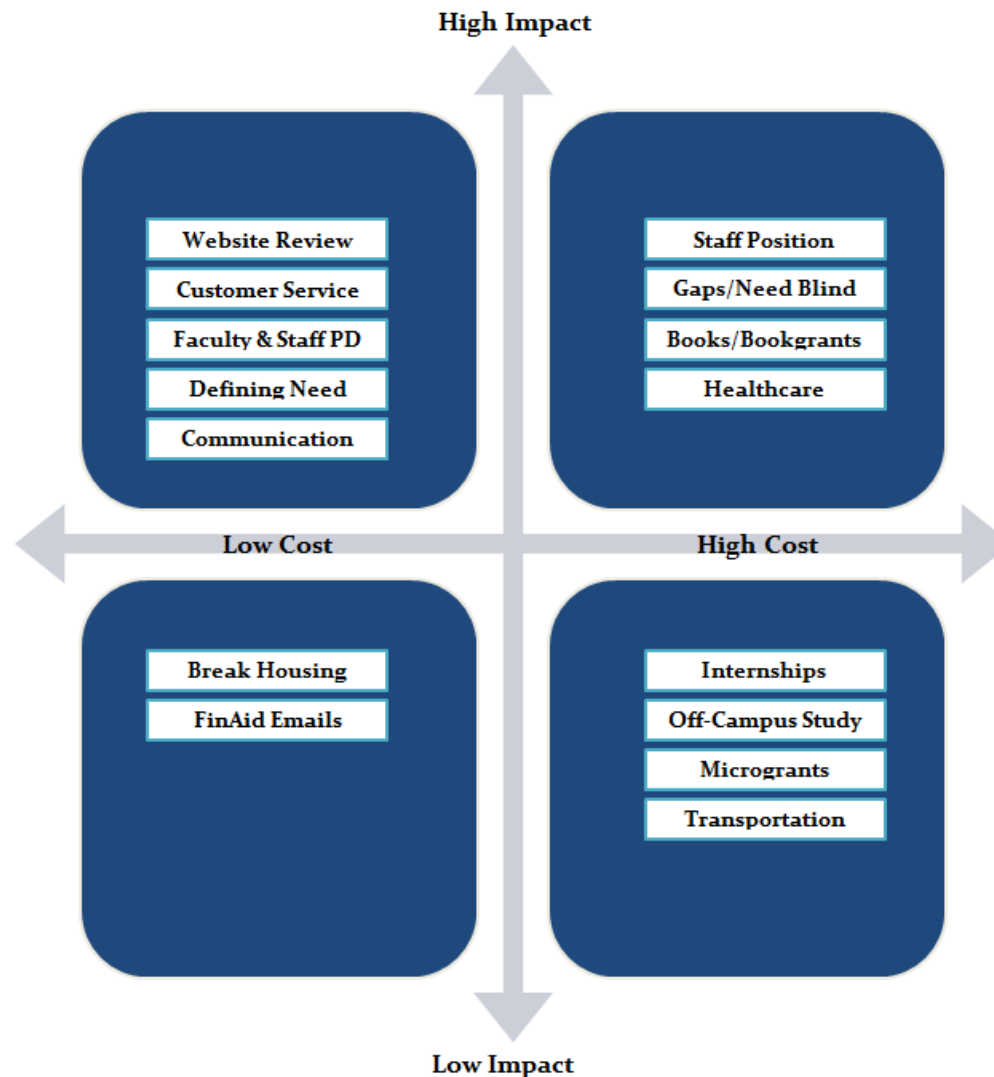
The Constituents

- Senior Staff
- Faculty Lunch
- Student Development
- Admissions
- Finance & Management
- Institutional Advancement
- Faculty Chairs Meeting
- Finance Committee
- SERC
- CAC
- Board of Trustees

The Framing Questions

- What items seem to be “low-hanging fruit” and relatively easy for us to act on?
- We've begun discussing these data with different constituents. What might your group do in response to this report? What is harder to do but has a big pay-off?

Setting Priorities



Action Items: Completed

- **Student Employment**
 - Removed the 10 hour per week cap
 - Advertised to first-years how to apply for campus job
- **Book Grants**
 - Increased book allowance for first-years (Fall 2016) to \$1,000 and increased printing allowances
- **Meal Plans**
 - Revised meal plans to ensure students don't run out of money for meals
- **Holistic Look at Students' Situation**
 - Shifted approach to understanding students' finances more holistically
- **Course Fees**
 - Examined whether low-income students are under-represented in courses with fees and the potential costs for Denison to waive fees
- **Tone of Emails**
 - Adjusted tone of emails to be more student-friendly

Action Items: In Progress

- **MyDenison & denison.edu Information**
 - UComm will streamline the information on the Student Accounts & Financial Aid internal and external pages to make the content easier to access for students and families.
- **Financial Counseling & Financial Literacy Education**
 - A group of faculty and staff have been collaborating to provide students with some financial literacy education through co-curricular programming. The Knowlton Center is developing a Personal Financial Literacy module for the OnBoard suite.
 - Financial Aid & Student Development are in discussion of creating a graduate student internship to provide students with some financial counseling and continue financial literacy initiatives.
- **Microgrant Fund**
 - Upon receiving an initial gift, Student Development is creating language and processes surrounding students' utilization of a microgrant fund, with the purpose of providing more equitable access to opportunities.

Questions & Conversation

Nine Barriers

#1: Student Employment

#2: Book Costs & Book Grants

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#6: FAFSA's Representation of Need

#7: Break Housing

#8: Healthcare & Insurance

#9: Campus Culture & Assumptions

Resources

Beyond Financial Aid: How colleges can strengthen the financial stability of low-income students and improve student outcomes. Lumina Foundation. (2015).

<https://www.luminafoundation.org/files/publications/BFA/Beyond.Financial.Aid.pdf>

Denison's Financial Well-Being Report (2016). Accessible on MyDenison under Student Development Assessments.

Political Views

| | 2001 | 2003 | 2005 | 2007 | 2011 | 2014 | 2017 |
|---------------------------|-------|-------|-------|-------|-------|-------|-------|
| Far left | 2.3% | 2.5% | 3.5% | 2.5% | 3.8% | 3.9% | 4.4% |
| Liberal | 41.2% | 35.0% | 32.5% | 41.1% | 40.5% | 39.3% | 46.2% |
| Middle-of-the-road | 40.5% | 39.9% | 32.2% | 39.3% | 36.5% | 36.4% | 33.1% |
| Conservative | 13.6% | 21.7% | 29.3% | 15.2% | 18.1% | 18.8% | 15.2% |
| Far right | 2.3% | 0.9% | 2.5% | 1.9% | 1.1% | 1.7% | 1.1% |

Beliefs: Students Agreeing Strongly or Somewhat with Each Statement

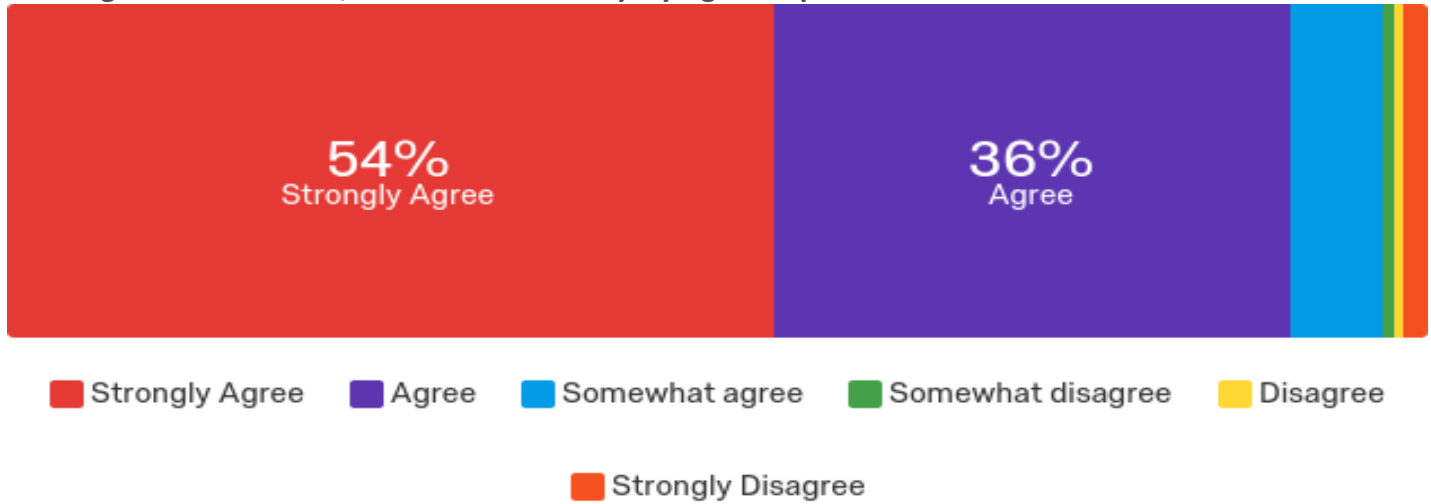
| Denison University | 2001 | 2005 | 2007 | 2011 | 2014 | 2017 |
|--|-------|-------|-------|-------|-------|-------|
| Abortion should be legal | 66.0% | 66.5% | 72.3% | 72.3% | | |
| Marijuana should be legalized | 39.2% | 39.4% | 48.4% | 53.2% | | |
| Racial discrimination is no longer a major problem in America | 17.8% | 18.2% | 17.3% | 20.6% | 19.5% | 12.2% |
| Same-sex couples should have the right to legal marital status | 72.7% | 70.0% | 76.7% | 80.9% | 89.8% | |
| Federal military spending should be increased | | 27.2% | 23.3% | 23.4% | 31.9% | 30.5% |
| Undocumented immigrants should be denied access to public education | | 44.5% | 41.3% | 39.3% | 31.1% | 22.3% |
| Students from disadvantaged social backgrounds should be given preferential treatment in college admissions | | | | 41.9% | 47.5% | 53.2% |
| A national health care plan is needed to cover everybody's medical costs | | 66.9% | 75.5% | 64.4% | | |
| Addressing global climate change should be a federal priority | | | | 69.1% | 73.5% | 82.3% |
| The chief benefit of a college education is that it increases one's earning power | | | 48.9% | 55.8% | 57.8% | 52.0% |

Denison Climate Surveys

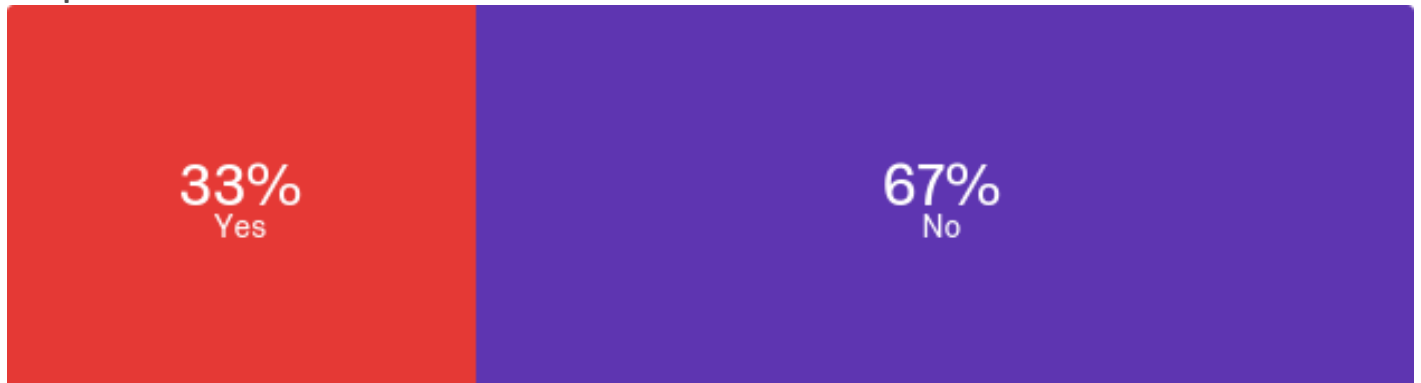
Findings from 2015, 2016, 2017, and 2018

Spring 2018 Sexual Misconduct Survey: Bystander Intervention

How much do you agree or disagree with the following statement: If I saw someone was at risk of being sexual assaulted, I would intervene by trying to help.



In the past year, have you witnessed someone at risk of being sexually assaulted on Denison's campus?



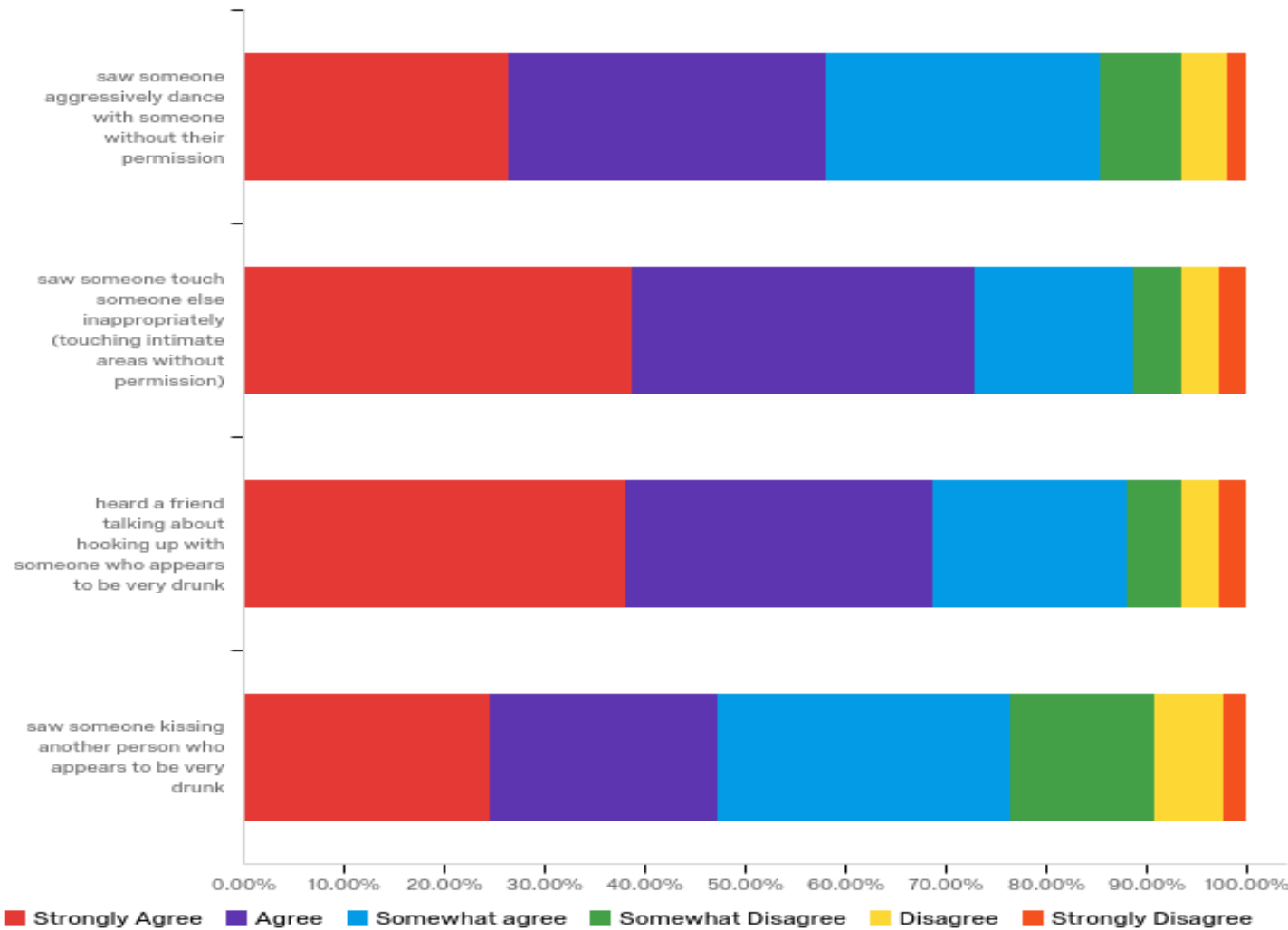
In the past year, have you intervened (by trying to help) when someone was at risk of being sexually assaulted on Denison's campus? (of those who witnessed it)



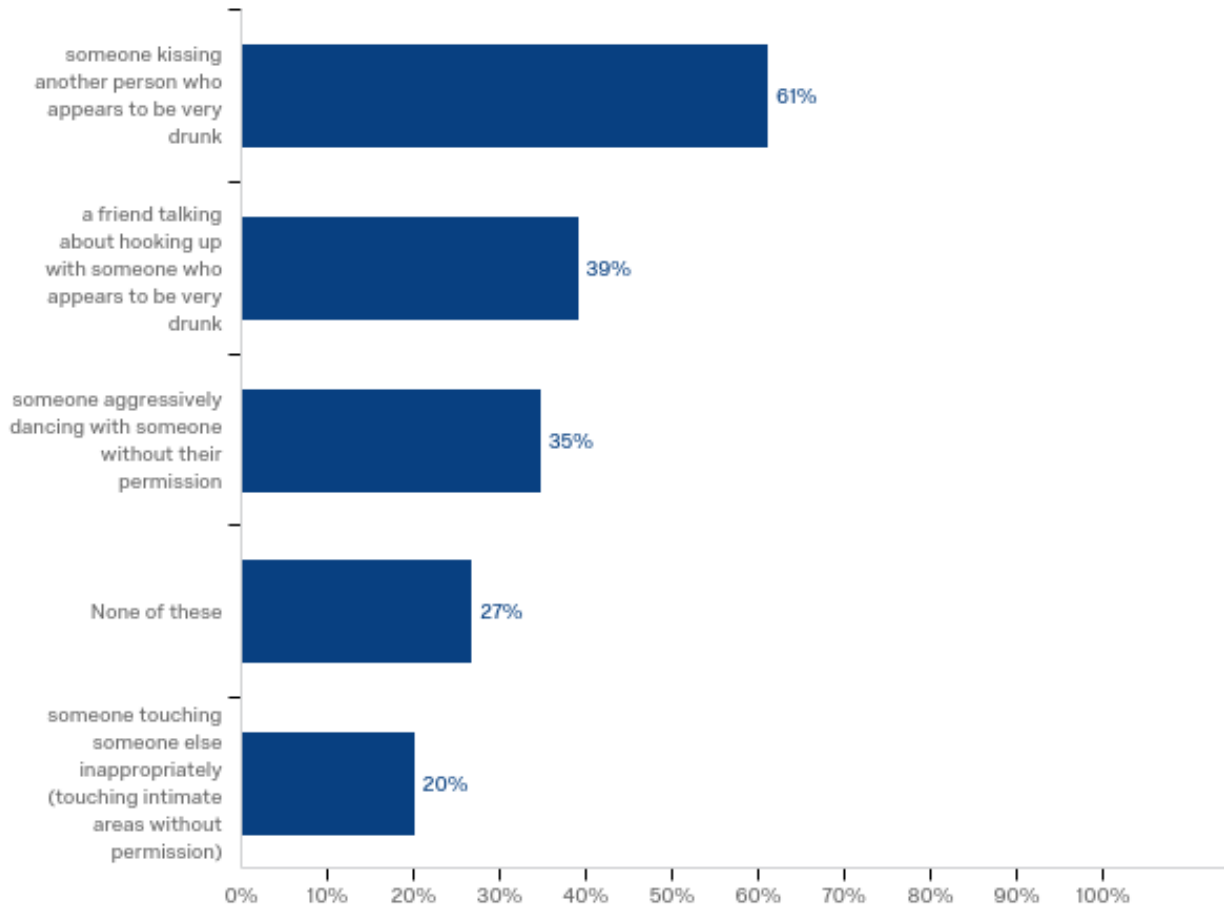
How much do you agree or disagree with the following statements: I would intervene if I...

| Question | Strongly Agree | Agree | Somewhat agree | Somewhat Disagree | Disagree | Strongly Disagree | Total |
|---|----------------|--------|----------------|-------------------|----------|-------------------|-------|
| saw someone aggressively dance with someone without their permission | 26.36% | 31.78% | 27.13% | 8.14% | 4.65% | 1.94% | 258 |
| saw someone touch someone else inappropriately (touching intimate areas without permission) | 38.76% | 34.11% | 15.89% | 4.65% | 3.88% | 2.71% | 258 |
| heard a friend talking about hooking up with someone who appears to be very drunk | 37.98% | 30.62% | 19.38% | 5.43% | 3.88% | 2.71% | 258 |
| saw someone kissing another person who appears to be very drunk | 24.42% | 22.87% | 29.07% | 14.34% | 6.98% | 2.33% | 258 |

I would intervene if...



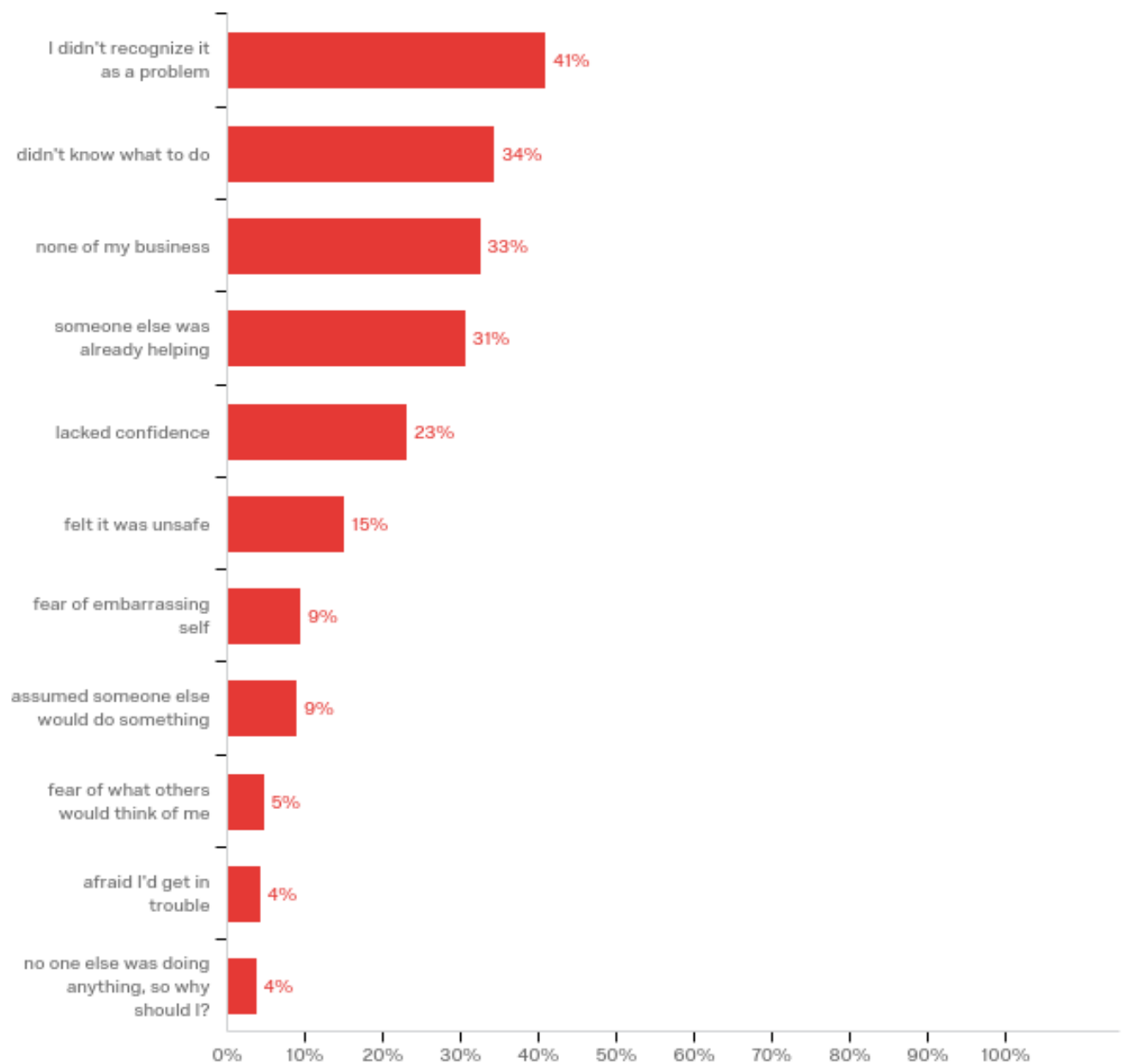
In the past year, I have witnessed the following situations on my campus (select all that apply):



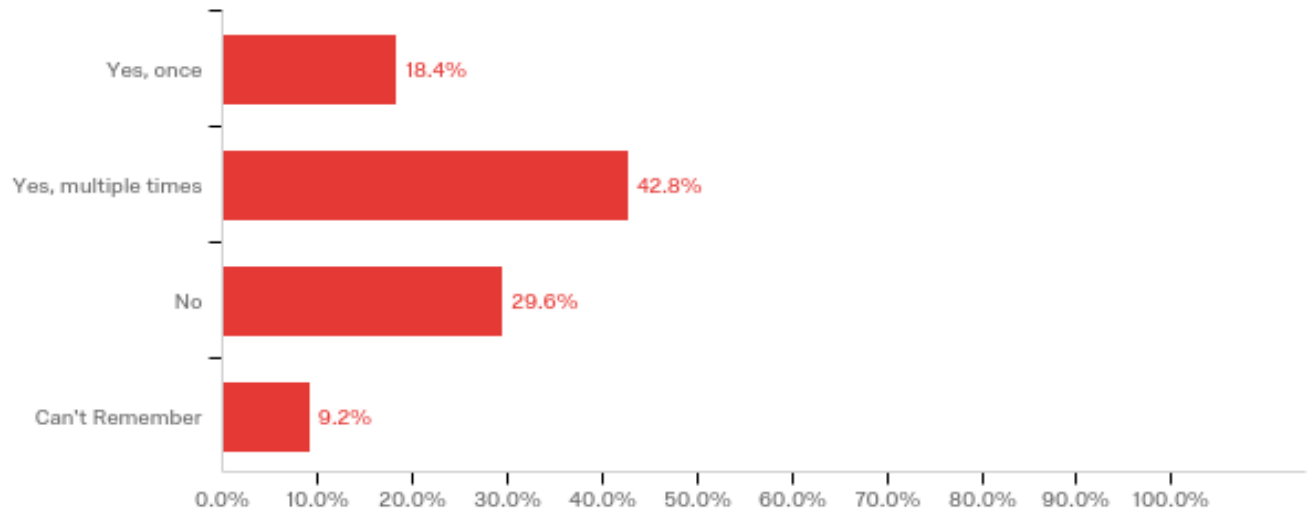
Percent of Students Who Actually Intervene When Having Observed the Situation:

- Someone kissing another person who appears to be very drunk: **32.9%**
- A friend talking about hooking up with someone who appears to be very drunk: **62.6%**
- Someone aggressively dancing with someone without their permission: **67.0%**
- Someone touching someone else inappropriately (touching intimate areas without permission): **62.7%**

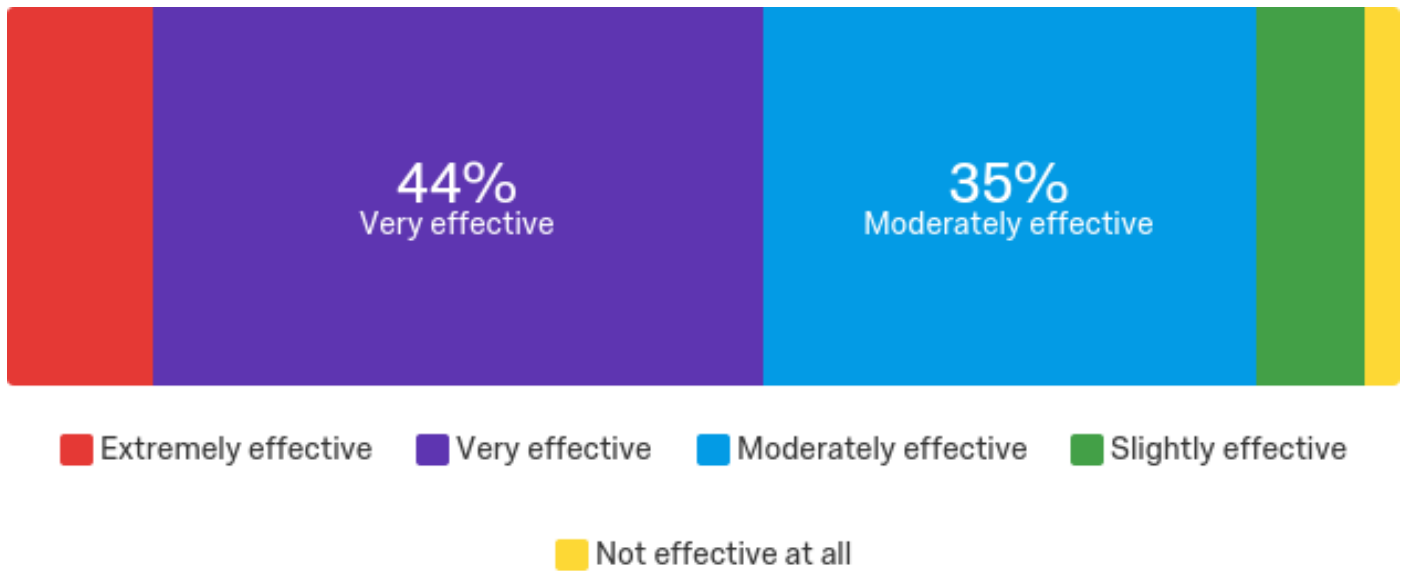
**In cases where you saw something occurring but didn't intervene, why didn't you intervene?
(Select all that apply.)**



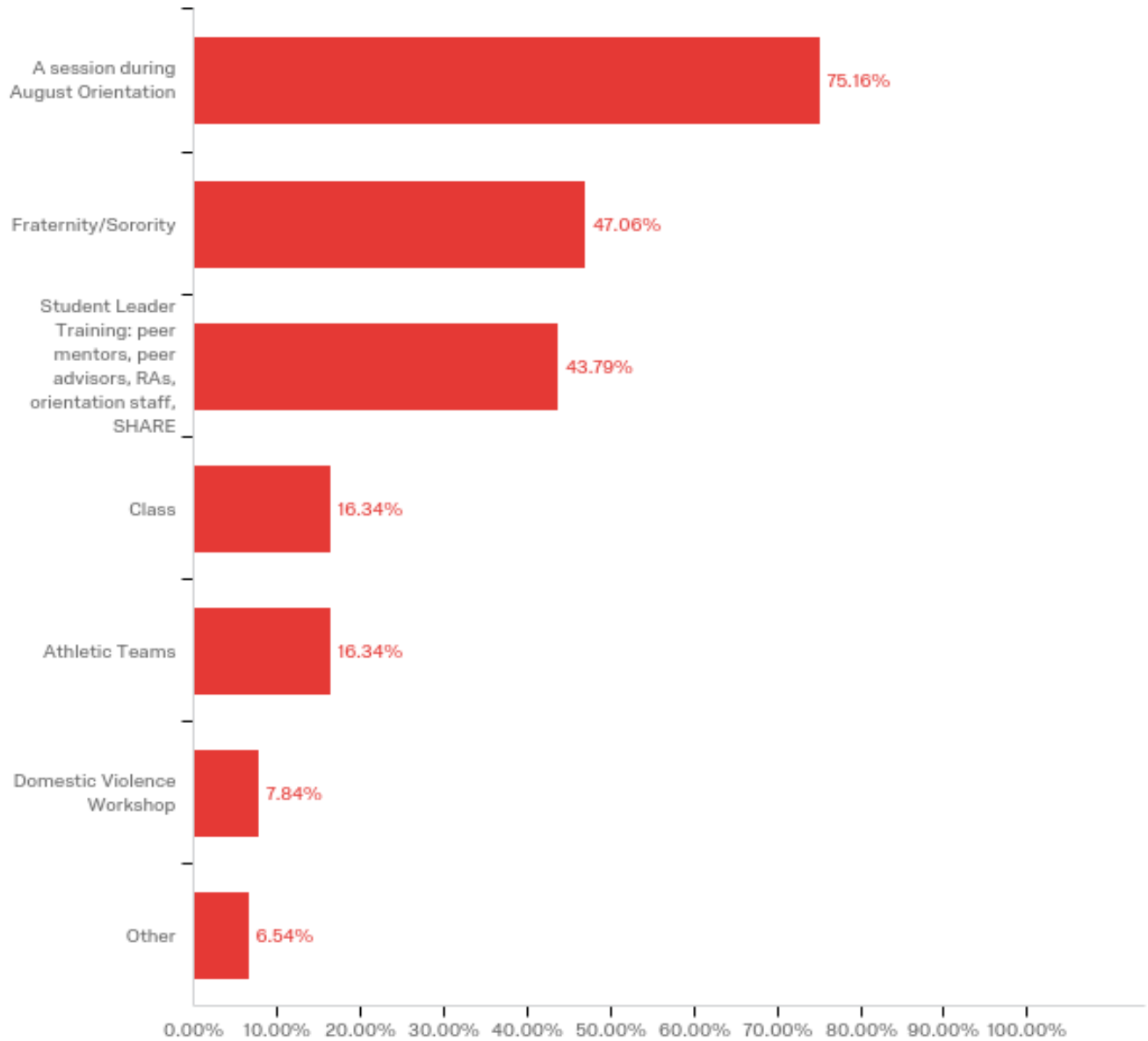
During your time at Denison have you attended any trainings about intervening during potentially troublesome situations?



How effective was the training in providing you with the skills or confidence to intervene in potentially troublesome situations?



Which of the following bystander intervention programs have you attended?



Other - Text

International Student Pre-orientation

TIPS training

SHARE gave a presentation at a Gaming Guild meeting

DCSR

DCGA Senate Discussion on Bystander Intervention

PSM training

Aug-O Staff

DCGA Session by Elena Meth

Pre-O training

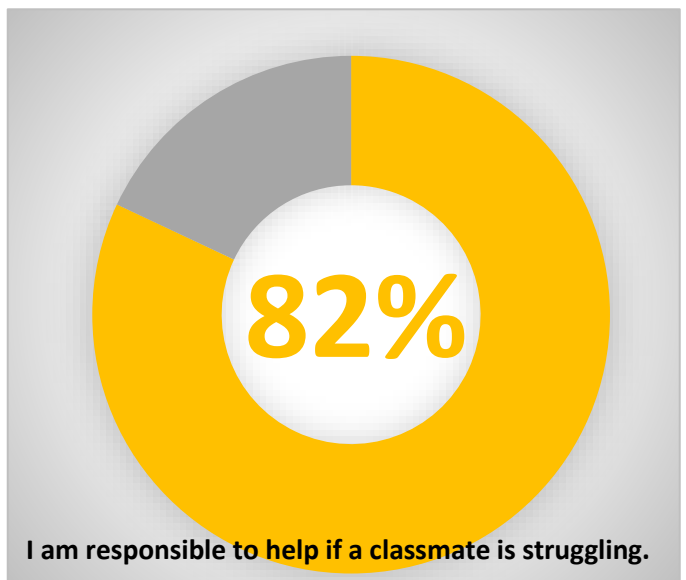
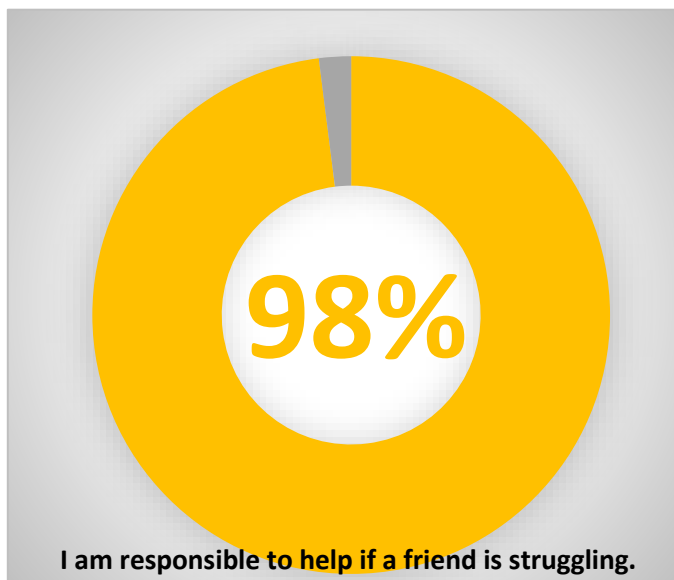
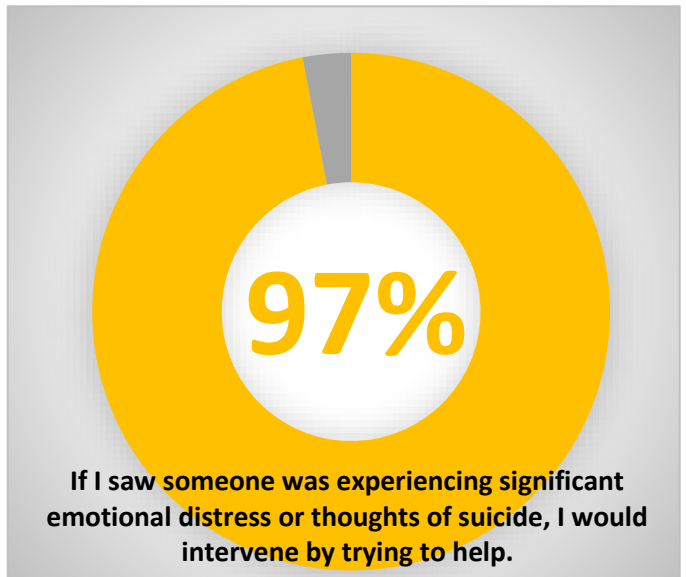
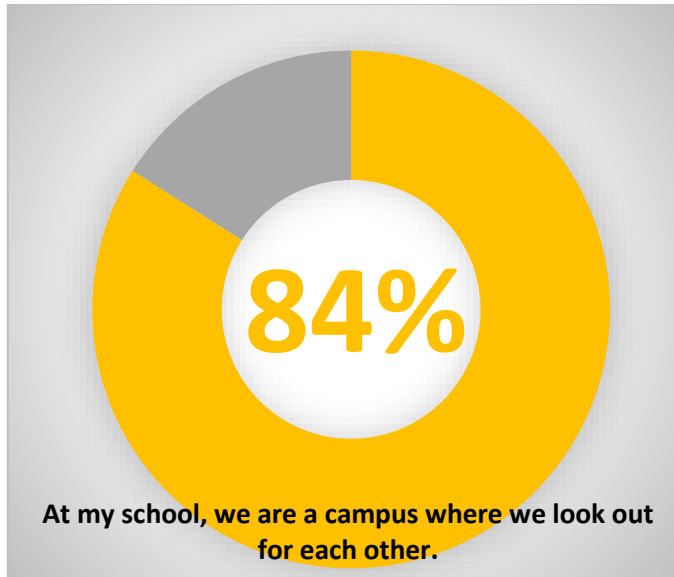
BYSTANDER INTERVENTION: From HEALTHY MINDS STUDY (JANUARY 2017)

Students report a strong willingness to look out for their peers. However, some of the data on page 9 show a disparity between willingness to act and actually doing so.

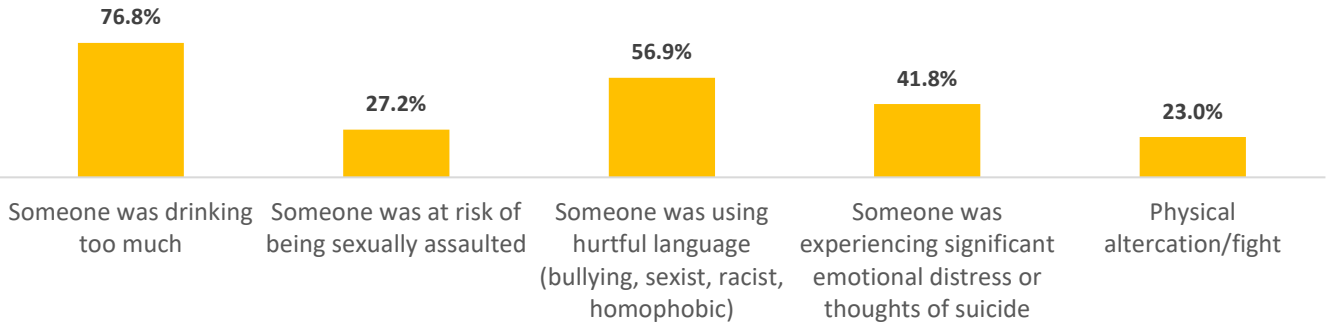
90% have a good idea of how to recognize that someone is in emotional or mental distress

74% of students feel confident in helping someone with a mental health problem.

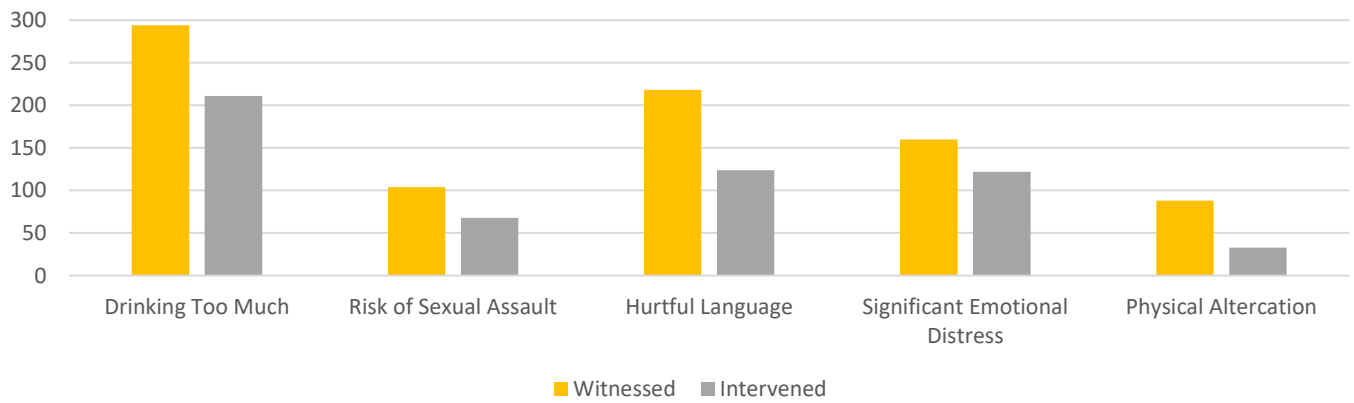
Only **9%** report having participated in a mental health gatekeeper training program.



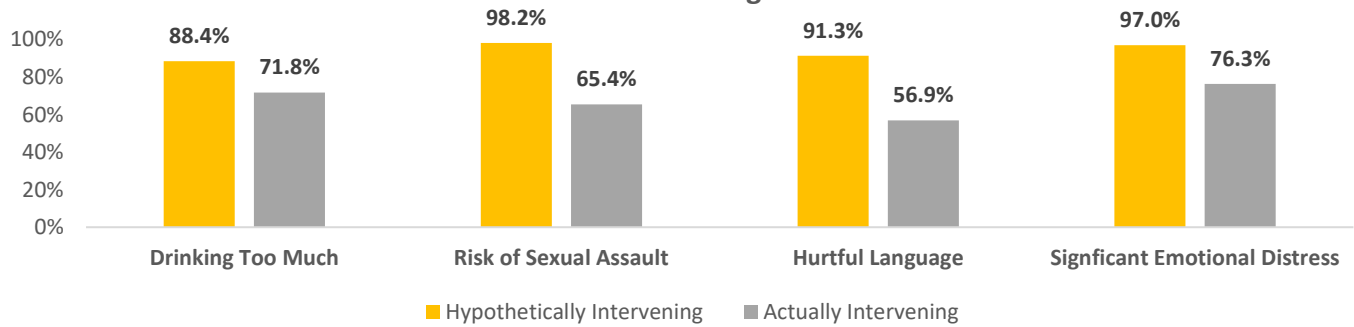
Percent of Students Witnessing the Following in the Last Year



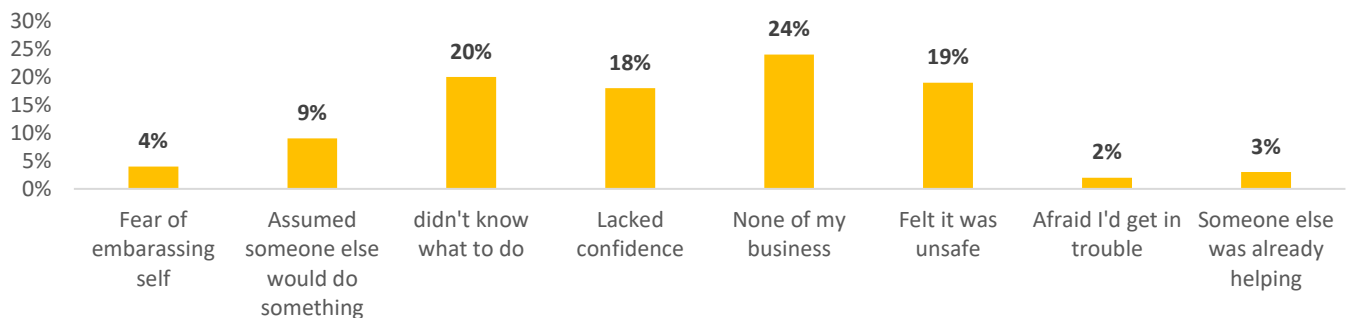
Disparity between Witnessing & Intervening



Discrepancy between Saying They'd Intervene and Actually Doing So When Witnessing



Barriers to Intervention



**Sexual Misconduct Climate Survey
Summary of Findings
April 2017**

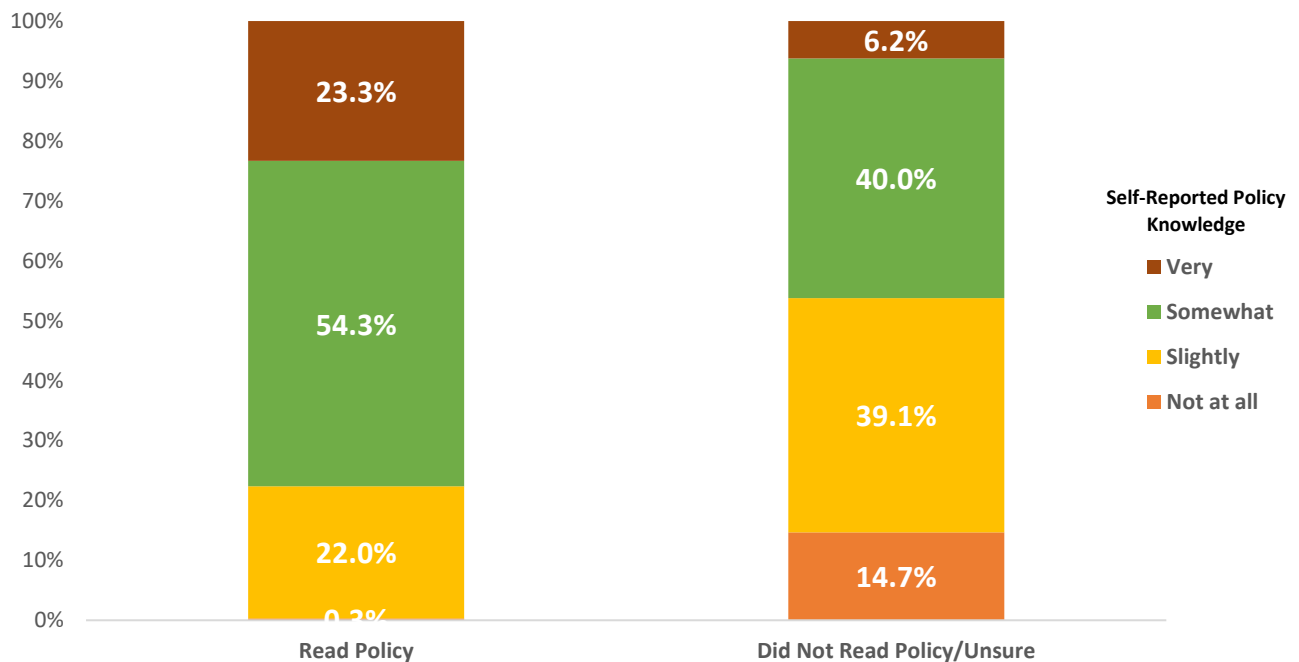
A random half of the student body (N=1039) was emailed the Sexual Misconduct Climate Survey in April 2017. Non-respondents were sent five reminder invitations. In total, 539 students responded, yielding a 51.9% response rate. Respondents were representative of the student body by race and class year but not by gender, where women were over-represented.

CLARITY AND UNDERSTANDING OF POLICY

Over half (58%) of respondents indicated they had **read Denison’s sexual misconduct policy**. Of those who had **read the policy**, **79%** believe it to be clear, while only **14%** of students who had **not read** the policy indicated it was clear.

Overall, **16%** of students self-reported to be **“very knowledgeable”** about Denison’s sexual misconduct policy, while **64%** self-reported to be either “very or somewhat knowledgeable” about the policy. As shown below, knowledge levels varied greatly depending on whether the student had read the policy—with students who had read the policy reporting greater knowledge levels.

Self-Reported Policy Knowledge Based on Whether Read Policy



In addition to asking students to report their knowledgeability of the policy, we directly measured their knowledge through specific questions. Here are the proportions of students who identified the correct answer related to the policy:

- Silence or lack of response implies consent (**FALSE: 97.2%**)
- Anyone who is drunk is incapacitated and thus cannot give consent (**FALSE: 7.6%**)
- Consent to kissing and touching implies consent to further sexual activity unless there is a verbal “no” or resistance (**FALSE: 89.6%**)
- Consent once given may be withdrawn at any time. (**TRUE: 95.9%**)

In addition, students were asked to identify reporting and confidential resources on campus:

76% correctly identified **reporting resources** on-campus, with the most frequently-cited resources being Resident Assistant, Advisor/Professor, Title IX Office, Campus Safety, and the blue whistle on MyDenison. In many of the responses, there appeared to be little distinction between “reporting resources” and “confidential resources,” often confusing the two, with 19% identifying a **confidential resource** rather than a reporting resource.

87% correctly identified a **confidential resource** on campus, with SHARE Advocates and Whisler most frequently listed.

PERCEPTIONS OF INSTITUTIONAL RESPONSE

The data in the table below delineate students’ perceptions of institutional response when an incident of sexual misconduct is reported. Over three-quarters of students think the institution would take the report seriously, support the student making the report, and protect the safety of the student making the report; however, fewer students perceived the institution as supporting the accused student. The second table reveals gender differences in perceptions as well, particularly noticeable within highlighted rows.

Perceptions of Institutional Response

| If a student reported an incident of sexual assault or sexual misconduct to Denison, how likely is it that Denison would... | Unlikely | Neither likely nor unlikely | Likely |
|---|----------|-----------------------------|--------|
| Take the report seriously | 12.3% | 6.1% | 81.6% |
| Support the student making the report | 9.9% | 9.3% | 80.9% |
| Take steps to protect the safety of the student making the report | 9.9% | 10.8% | 79.3% |
| Take steps to protect the student making the report from retaliation | 13.1% | 14.6% | 72.1% |
| Support the accused student in the report | 18.9% | 29.5% | 51.6% |
| Conduct a fair investigation | 16.8% | 17.3% | 65.9% |
| Take action against the offender(s) if the investigation found that sexual assault did occur | 18.0% | 14.1% | 67.9% |

Percent Finding it *Somewhat Likely* or *Extremely Likely* that Denison would do the following if a student reported an incident of sexual assault or sexual misconduct to Denison

| | Male | Female |
|--|-------|--------|
| Take the report seriously | 81.7% | 81.9% |
| Support the student making the report | 80.0% | 81.6% |
| Take steps to protect the safety of the student making the report | 83.8% | 77.3% |
| Take steps to protect the student making the report from retaliation | 81.0% | 67.8% |
| Support the accused student in the report | 50.9% | 52.3% |
| Conduct a fair investigation | 67.4% | 65.5% |
| Take action against the offender(s) if the investigation found that sexual assault did occur | 76.4% | 63.4% |

INCIDENCE OF SEXUAL MISCONDUCT

Definitions & Survey Language

The survey asked students about sexual misconduct, using language corresponding directly to Denison’s Policy Prohibiting Sex Discrimination, Including Sexual Harassment, Sexual Misconduct, Stalking and Retaliation.

Non-Consensual Sexual Contact is any intentional sexual touching, however slight, with a body part or an object, by a person upon a person without consent or by force. Sexual contact includes contact, directly or over clothing, with genitals, groin, breast, or buttocks; or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; or any other intentional bodily contact in a sexual manner.

During the 2016-2017 academic year, did you experience non-consensual sexual contact while on campus or at a Denison-related event?

Non-Consensual Sexual Intercourse is defined as any sexual intercourse, however slight, with any body part or object by a person upon a person without consent or by force. Intercourse includes vaginal or anal penetration by a penis, finger, tongue or object, and oral copulation (mouth to genital contact), no matter how slight.

During the 2016-2017 academic year, did you experience non-consensual sexual intercourse while on campus or at a Denison-related event?

Percent of Students Experiencing Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse during the 2016-2017 Academic Year either on Campus or at a Denison-Related Event

| | Male (174) | Female (344) | Total (536) |
|---|-------------------|---------------------|--------------------|
| Non-Consensual Sexual Contact | 8.6% | 18.4% | 15.0% |
| Non-Consensual Sexual Intercourse | 3.4% | 5.0% | 4.3% |
| Experienced Non-Consensual Sexual Contact and/or Non-Consensual Sexual Intercourse | 9.1% | 18.9% | 15.5% |

Percent of Students Experiencing Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse during the 2016-2017 Academic Year either on Campus or at a Denison-Related Event

By Class Year: Male

| | First-Year (52) | Sophomore (50) | Junior (24) | Senior (46) | Total (174) |
|--|------------------------|-----------------------|--------------------|--------------------|--------------------|
| Non-Consensual Sexual Contact | 9.6% | 4.0% | 16.7% | 8.7% | 8.6% |
| Non-Consensual Sexual Intercourse | 3.8% | 2.0% | 4.0% | 4.3% | 3.4% |

By Class Year: Female

| | First-Year (108) | Sophomore (95) | Junior (57) | Senior (82) | Total (344) |
|--|-------------------------|-----------------------|--------------------|--------------------|--------------------|
| Non-Consensual Sexual Contact | 21.3% | 22.1% | 14.0% | 13.4% | 18.4% |
| Non-Consensual Sexual Intercourse | 2.8% | 8.4% | 3.6% | 4.9% | 5.0% |

Percent of Students Experiencing Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse during the 2016-2017 Academic Year either on Campus or at a Denison-Related Event

By Racial Identity: Male

| | White (112) | Black (12) | Hispanic (17) | Asian (5) | Multi (2) | Int. (18) | Total (174) |
|--|--------------------|-------------------|----------------------|------------------|------------------|------------------|--------------------|
| Non-Consensual Sexual Contact | 10.7% | 8.3% | 0.0% | 20.0% | 0.0% | 5.6% | 8.6% |
| Non-Consensual Sexual Intercourse | 5.4% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 3.4% |

By Racial Identity: Female

| | White (233) | Black (21) | Hispanic (27) | Asian (15) | Multi (26) | Int. (14) | Total (344) |
|--|--------------------|-------------------|----------------------|-------------------|-------------------|------------------|--------------------|
| Non-Consensual Sexual Contact | 17.6% | 14.3% | 25.9% | 13.3% | 15.4% | 21.4% | 18.4% |
| Non-Consensual Sexual Intercourse | 3.0% | 0.0% | 14.8% | 6.7% | 7.7% | 14.3% | 5.0% |

By Sexual Orientation: Male

| | Heterosexual (154) | LGBQ (17) | Total (174) |
|--|---------------------------|------------------|--------------------|
| Non-Consensual Sexual Contact | 7.8% | 5.9% | 8.6% |
| Non-Consensual Sexual Intercourse | 3.9% | 0.0% | 3.4% |

By Sexual Orientation: Female

| | Heterosexual (282) | LGBQ (43) | Total (344) |
|--|---------------------------|------------------|--------------------|
| Non-Consensual Sexual Contact | 16.0% | 34.9% | 18.4% |
| Non-Consensual Sexual Intercourse | 4.6% | 7.0% | 5.0% |

Trends Over Time

In February 2011 and 2015, Denison administered the National College Health Assessment, which asked students whether they had experienced sexual misconduct in the last 12 months. The language and timeframe used by NCHA do not correspond directly with the current instrument; however, with caution, we can examine the trend line over time. The 15-16 and 16-17 wording is identical.

Non-Consensual Sexual Contact

| | Sexual touching without consent | | Non-Consensual Sexual Contact | |
|---------------|--|------------------|--------------------------------------|------------------|
| | 2010-2011 | 2014-2015 | 2015-2016 | 2016-2017 |
| Male | 2.7% | 7.7% | 5.7% | 8.6% |
| Female | 10.6% | 16.2% | 16.2% | 18.4% |

Non-Consensual Sexual Intercourse

| | Sexual penetration without consent | | Non-Consensual Sexual Intercourse | |
|---------------|---|------------------|--|------------------|
| | 2010-2011 | 2014-2015 | 2015-2016 | 2016-2017 |
| Male | 0.4% | 0.0% | 1.1% | 3.4% |
| Female | 2.8% | 3.5% | 4.8% | 5.0% |

BARRIERS TO REPORTING

The survey findings also confirm that incidents of sexual misconduct are grossly under-reported, though consistent with national norms. At Denison, **4.9% of survivors reported the incident** to a campus authority, 90.2% did not, and 4.9% were unsure of whether they reported it. The table below notes students' *primary reason* for not reporting.

| Barrier to Reporting | 2016-2017 |
|--|-----------|
| I didn't think it was serious enough to report or didn't recognize it as sexual misconduct. | 50.7% |
| I didn't want action taken (arrests, conduct action, legal charges) against the person/I didn't want the person to get in trouble. | 14.7% |
| Other | 10.7% |
| I felt embarrassed or ashamed and didn't anyone to know what happened. | 8.0% |
| I didn't think Denison would do anything about my report. | 6.7% |
| I felt like I was at fault. | 6.7% |
| I feared retaliation from the person who did it or other students. | 1.3% |
| I feared not being believed by the person I reported to. | 1.3% |
| I didn't know who I should tell or the reporting procedure on campus. | 0.0% |
| I didn't want others on campus to find out about it. | 0.0% |

This table below draws comparisons in reasons for not reporting the incident between 2015 and 2017 data collections by gender.

| Barriers to Reporting | Men | | Women | |
|---|--------------|--------------|--------------|--------------|
| | 2015 (13) | 2017 (14) | 2015 (87) | 2017 (59) |
| I didn't think it was serious enough to report or didn't recognize it as sexual misconduct | 69.2% | 21.4% | 63.2% | 57.6% |
| I didn't want others on campus to find out about it | 0.0% | 0.0% | 2.3% | 0.0% |
| I didn't want action taken (arrests, conduct action, legal charges) against the person/I didn't want the person to get in trouble | 7.7% | 21.4% | 5.7% | 13.6% |
| I didn't think Denison would do anything about my report | 7.7% | 0.0% | 5.7% | 8.5% |
| I feared retaliation from the person who did it or other students | 0.0% | 0.0% | 3.4% | 1.7% |
| I felt embarrassed or ashamed and didn't anyone to know what happened | 0.0% | 7.1% | 8.0% | 6.8% |
| I felt like I was at fault | 0.0% | 7.1% | 4.6% | 6.8% |
| I didn't know who I should tell or the reporting procedure on campus | 0.0% | 0.0% | 0.0% | 0.0% |
| I feared not being believed by the person I reported to. | 0.0% | 7.1% | 0.0% | 0.0% |
| Other | 15.4% | 35.7% | 6.9% | 5.1% |

"Other" Responses from Men: "By technical definition, it would be sexual assault because I couldn't give consent. There was no malice in it and I didn't care." "I am a male" "Based on the definitions defined above someone did sexually contact me without consent and I was not okay with it, however it did not affect me in any way and I just walked away. Because it does not hurt me/affect me/ or damage me I do not report it. I really did not care that it happened." "Did not think it was worth investigating" "I'm a male so it obviously doesn't matter here; DOUBLE STANDARD"

"Other" Responses from Women: "there was no explicit consent, it just happened and it wasn't forceful." "I liked it" "The person was my friend."

**Sexual Misconduct Incidents Survey
Summary of Findings
April 2016**

A random half of the student body (N=1102) was emailed the Sexual Misconduct Incidents Survey in April 2016. Non-respondents were sent six reminder invitations. In total, 732 students responded, yielding a 66.4% response rate.

Definitions & Survey Language

The survey asked students two questions about sexual misconduct, using language corresponding directly to Denison's Policy Prohibiting Sex Discrimination, Including Sexual Harassment, Sexual Misconduct, Stalking and Retaliation.

Non-Consensual Sexual Contact is any intentional sexual touching, however slight, with a body part or an object, by a person upon a person without consent or by force. Sexual contact includes contact, directly or over clothing, with genitals, groin, breast, or buttocks; or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; or any other intentional bodily contact in a sexual manner.

During the 2015-2016 academic year, did you experience non-consensual sexual contact while on campus or at a Denison-related event?

Non-Consensual Sexual Intercourse is defined as any sexual intercourse, however slight, with any body part or object by a person upon a person without consent or by force. Intercourse includes vaginal or anal penetration by a penis, finger, tongue or object, and oral copulation (mouth to genital contact), no matter how slight.

During the 2015-2016 academic year, did you experience non-consensual sexual intercourse while on campus or at a Denison-related event?

Percent of Students Experiencing Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse during the 2015-2016 Academic Year either on Campus or at a Denison-Related Event

By Sex

| | Male (266) | Female (463) | Total |
|---|------------|--------------|-------|
| Non-Consensual Sexual Contact | 5.7% | 16.2% | 12.3% |
| Non-Consensual Sexual Intercourse | 1.1% | 4.8% | 3.4% |
| Experienced Non-Consensual Sexual Contact and/or Non-Consensual Sexual Intercourse | 6.1% | 17.1% | 13.0% |

By Class Year: Male

| | First-Year (73) | Sophomore (69) | Junior (55) | Senior (69) | Total (266) |
|--|-----------------|----------------|-------------|-------------|-------------|
| Non-Consensual Sexual Contact | 6.9% | 1.5% | 7.3% | 7.2% | 5.7% |
| Non-Consensual Sexual Intercourse | 1.4% | 1.4% | 0.0% | 1.4% | 1.1% |

By Class Year: Female

| | First-Year (127) | Sophomore (110) | Junior (109) | Senior (117) | Total (463) |
|--|------------------|-----------------|--------------|--------------|-------------|
| Non-Consensual Sexual Contact | 23.2% | 22.0% | 10.1% | 8.8% | 16.2% |
| Non-Consensual Sexual Intercourse | 5.5% | 10.0% | 1.8% | 1.7% | 4.8% |

Percent of Students Experiencing Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse during the 2015-2016 Academic Year either on Campus or at a Denison-Related Event

By Racial Identity: Male

| | White (178) | Black (14) | Hispanic (20) | Asian (10) | Multi (7) | Int. (28) | Total (266) |
|--|--------------------|-------------------|----------------------|-------------------|------------------|------------------|--------------------|
| Non-Consensual Sexual Contact | 4.6% | 14.3% | 10.0% | 0.0% | 0.0% | 7.1% | 5.7% |
| Non-Consensual Sexual Intercourse | 0.6% | 0.0% | 10.0% | 0.0% | 0.0% | 0.0% | 1.1% |

By Racial Identity: Female

| | White (336) | Black (25) | Hispanic (29) | Asian (14) | Multi (16) | Int. (33) | Total (463) |
|--|--------------------|-------------------|----------------------|-------------------|-------------------|------------------|--------------------|
| Non-Consensual Sexual Contact | 18.1% | 4.3% | 20.7% | 7.1% | 12.5% | 0.0% | 16.2% |
| Non-Consensual Sexual Intercourse | 5.4% | 4.0% | 3.4% | 0.0% | 6.3% | 0.0% | 4.8% |

By Sexual Orientation: Male

| | Heterosexual (239) | Gay/Lesbian (11) | Bisexual (7) | Questioning (2) | Total (266) |
|--|---------------------------|-------------------------|---------------------|------------------------|--------------------|
| Non-Consensual Sexual Contact | 5.5% | 9.1% | 14.3% | 0.0% | 5.7% |
| Non-Consensual Sexual Intercourse | 0.4 % | 9.1% | 14.3% | 0.0% | 1.1% |

By Sexual Orientation: Female

| | Heterosexual (385) | Gay/Lesbian (10) | Bisexual (42) | Questioning (10) | Total (463) |
|--|---------------------------|-------------------------|----------------------|-------------------------|--------------------|
| Non-Consensual Sexual Contact | 15.7% | 30.0% | 24.4% | 11.1% | 16.2% |
| Non-Consensual Sexual Intercourse | 4.4% | 0.0% | 11.9% | 0.0% | 4.8% |

Comparison to Previously-Obtained Data

In February 2011 and February 2015, Denison administered the National College Health Assessment, which asked students whether they had experienced sexual misconduct in the last 12 months. The language and timeframe used by NCHA do not correspond directly with the current instrument; however, with caution, we can examine the trend line over time.

Non-Consensual Sexual Contact

| | Sexual touching without consent | | Non-Consensual Sexual Contact |
|---------------|--|------------------|--------------------------------------|
| | 2010-2011 | 2014-2015 | 2015-2016 |
| Male | 2.7% | 7.7% | 5.7% |
| Female | 10.6% | 16.2% | 16.2% |

Non-Consensual Sexual Intercourse

| | Sexual penetration without consent | | Non-Consensual Sexual Intercourse |
|---------------|---|------------------|--|
| | 2010-2011 | 2014-2015 | 2015-2016 |
| Male | 0.4% | 0.0% | 1.1% |
| Female | 2.8% | 3.5% | 4.8% |

**Denison University: National College Health Assessment
Sexual Assault/Sexual Misconduct-Related Data
April 2015**

*These data originate from Denison's administration of the National College Health Assessment in February 2015.
All students were invited to complete the survey, which yielded a 35% response rate.*

| Within the last 12 months, students report experiencing... | Men | Women |
|--|------------|-------------|
| Sexual-touching without consent | 7.7 | 16.2 |
| Sexual penetration attempt without consent | 1.0 | 6.5 |
| Sexual penetration without consent | 0.0 | 3.5 |

In addition:

- Prior to coming to Denison, 17.7% of women and 7.2% of men report having experienced non-consensual sexual contact and/or sexual assault and 14.5% of women and 11.3% of men report experiencing domestic violence of any kind prior to coming to college.
- Of students who have consumed alcohol, 3.1% of men and women report someone had sex with them without their consent, and 1.2% of men report having sex with someone else without their consent.
- 0.5% of men and 2.8% of women report sexual assault negatively impacted their academic performance in the last 12 months.
- 91.6% of women and 91.8% of men agree that “most Denison students would respect a student who did something to prevent a sexual assault from occurring.”
- 98.5% of women and 97.0% of men agree that they, personally, would respect a student who did something to prevent a sexual assault from occurring.
- 53.4% of women and 38.2% of men think it is likely or very likely that if a student reported a sexual assault to a campus authority, the alleged offender, the offender’s friends, or other students would retaliate against the person making the report (e.g. through cyber bullying, text messages, etc.)

| Victims/Survivors of Sexual Misconduct and Sexual Assault Report the Following Variables about the Incident | Men (17) | Women (98) |
|---|-------------|---------------|
| Class Year at Time of Incident | | |
| First-Year | 23.5 | 63.5 |
| Sophomore | 52.9 | 17.7 |
| Junior | 11.8 | 11.5 |
| Senior | 11.8 | 7.3 |
| Time of Year | | |
| August, September, October | 29.4 | 54.2 |
| November, December | 23.5 | 21.9 |
| January, February | 17.6 | 14.6 |
| March, April, May | 23.5 | 7.3 |
| June, July | 5.9 | 2.1 |

| Location of Incident | Men | Women |
|---|------------|--------------|
| Individual Denison Residence Hall Room (double, single, triple) | 35.3 | 40.2 |
| Denison Apartment/Suite | 35.3 | 30.9 |
| Denison Residence Hall Public Space (lounge, common room) | 0.0 | 5.2 |
| A Non-Residence Hall Campus Public Space (e.g. Lamson, Library) | 0.0 | 7.2 |
| Off-campus Denison-related event | 0.0 | 0.0 |
| Off-campus Event, not related to Denison | 17.6 | 0.0 |
| Off-Campus Study Experience (Study Abroad) | 0.0 | 3.1 |
| Away from campus while on break (Fall, Spring, Winter, Summer) | 0.0 | 9.3 |
| Other | 5.9 | 3.1 |
| I don't know | 5.9 | 1.0 |
| First Encounter with the Perpetrator that Day/Night | | |
| Individual Denison Residence Hall Room (double, single, triple) | 23.5 | 11.5 |
| Denison Apartment/Suite | 23.5 | 43.8 |
| Denison Residence Hall Public Space (lounge, common room) | 5.9 | 7.3 |
| A Non-Residence Hall Campus Public Space (e.g. Lamson, Library) | 0.0 | 14.6 |
| Off-campus Denison-related event | 0.0 | 1.0 |
| Off-campus Event, not related to Denison | 11.8 | 0.0 |
| Off-Campus Study Experience (Study Abroad) | 0.0 | 2.1 |
| Away from campus while on break (Fall, Spring, Winter, Summer) | 0.0 | 10.4 |
| Other | 23.5 | 5.2 |
| I don't know | 11.8 | 4.2 |
| Relationship to the Perpetrator (at the time of the incident) | | |
| Denison Student + Stranger | 5.9 | 23.7 |
| Denison Student + Acquaintance | 47.1 | 27.8 |
| Denison Student + Friend | 17.6 | 23.7 |
| Denison Student + Boyfriend/Girlfriend | 0.0 | 6.2 |
| College-Aged but NOT Denison Student | 0.0 | 8.2 |
| NOT College Aged & Not a Denison Student | 5.9 | 4.1 |
| Other | 5.9 | 2.1 |
| Not Applicable: Unsure | 17.6 | 4.1 |
| Denison Alumna/Alumnus | 0.0 | 0.0 |
| Denison faculty, staff, or administrator | 0.0 | 0.0 |
| Gender of Perpetrator | | |
| Man | 41.2 | 99.0 |
| Woman | 52.9 | 1.0 |
| Unknown | 5.9 | 0.0 |
| Officially-reported the incident to a campus authority | | |
| Yes | 11.8 | 9.4 |
| Primary Reason for Not Reporting | | |
| I didn't think it was serious enough to report or didn't recognize it as sexual misconduct | 69.2 | 63.2 |
| I didn't want others on campus to find out about it | 0.0 | 2.3 |
| I didn't want action taken (arrests, conduct action, legal charges) against the person/I didn't want the person to get in trouble | 7.7 | 5.7 |
| I didn't think Denison would do anything about my report | 7.7 | 5.7 |
| I feared retaliation from the person who did it or other students | 0.0 | 3.4 |
| I felt embarrassed or ashamed and didn't anyone to know what happened | 0.0 | 8.0 |
| I felt like I was at fault | 0.0 | 4.6 |
| I didn't know who I should tell or the reporting procedure on campus | 0.0 | 0.0 |
| I feared not being believed by the person I reported to. | 0.0 | 0.0 |
| Other | 15.4 | 6.9 |

Comparison Over Time

Denison also administered this survey in 2011. The table below draws comparisons between the two points in time.

| | Men | | Women | |
|---|------|------|-------|------|
| | 2011 | 2015 | 2011 | 2015 |
| Received Information from Denison on | | | | |
| Alcohol and other drug use | 93.1 | 97.4 | 94.6 | 96.5 |
| How to help others in distress | 47.3 | 61.5 | 45.5 | 58.6 |
| Relationship difficulties | 26.6 | 45.4 | 28.0 | 36.7 |
| Sexual assault/relationship violence prevention | 90.4 | 95.4 | 90.2 | 91.6 |
| Violence Prevention | 50.8 | 62.9 | 44.2 | 44.3 |
| Are you interested in receiving information from Denison on: | | | | |
| Alcohol and other drug use | 34.2 | 45.6 | 38.5 | 51.7 |
| How to help others in distress | 61.5 | 67.0 | 70.9 | 82.5 |
| Relationship difficulties | 44.6 | 46.4 | 47.5 | 56.1 |
| Sexual assault/relationship violence prevention | 46.5 | 53.6 | 64.6 | 77.8 |
| Violence Prevention | 38.3 | 52.1 | 50.6 | 67.2 |
| Within the last 12 months, | | | | |
| in a physical fight | 9.5 | 10.2 | 3.7 | 1.7 |
| physically assaulted (do not include sexual assault) | 4.6 | 2.6 | 2.8 | 2.4 |
| verbally threatened | 25.7 | 25.5 | 19.5 | 14.1 |
| sexually touched without your consent | 2.7 | 7.7 | 10.6 | 16.2 |
| sexual penetration attempted (vaginal, anal, oral) without your consent | 0.4 | 1.0 | 5.8 | 6.5 |
| sexually penetrated (vaginal, anal, oral) without your consent | 0.4 | 0.0 | 2.8 | 3.5 |
| were you a victim of stalking (e.g. waiting for you outside your classroom, residence hall, or office; repeated emails/phone calls) | 6.9 | 4.6 | 3.7 | 4.7 |
| Within the last 12 months, have you been in an intimate (coupled/partnered) relationship that was | | | | |
| emotionally abusive | 5.7 | 5.1 | 8.4 | 8.2 |
| physically abusive | 2.3 | 2.1 | 2.2 | 1.1 |
| sexually abusive | 1.9 | 1.0 | 2.2 | 2.8 |
| Feeling "very safe": | | | | |
| On campus (daytime) | 96.6 | 96.4 | 95.2 | 96.3 |
| On campus (nighttime) | 74.7 | 76.9 | 48.1 | 48.2 |
| In the community surrounding this school (daytime) | 92.4 | 89.7 | 91.1 | 87.7 |
| In the community surrounding this school (nighttime) | 78.5 | 75.0 | 47.6 | 44.5 |
| Within the last 12 months, have any affected academic performance | | | | |
| Alcohol use | 8.5 | 7.8 | 5.8 | 4.7 |
| Assault (physical) | 0.4 | 1.1 | 1.1 | 0.6 |
| Assault (sexual) | 0.4 | 0.5 | 1.7 | 2.8 |
| Relationship difficulties | 9.2 | 13.5 | 9.8 | 9.5 |

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, modern aesthetic. The text is centered on a white background that is partially framed by these blue shapes.

Preparing Students for Professional Success: A Study of Students' Career Well-Being

Student Development Trends Presentation

Fall 2018

Evolution of our Research Efforts

- ▶ **Six Month “First Destination” Surveys**
 - ▶ Mined for “positive professional outcomes”
 - ▶ Demographic trends, geographic destinations, longitudinal patterns
- ▶ **Five Year Out**
 - ▶ Positive professional outcomes
 - ▶ Measures of “personal, professional, civic success”
 - ▶ Reflections on Denison experience
- ▶ **Career Well-being Study**
 - ▶ What were the moments that propelled you forward toward your post-collegiate goals?
 - ▶ What barriers have gotten in your way?
 - ▶ What gaps in resources have you experienced?
 - ▶ What could we do better to support future students?

Alumni Outcomes Data

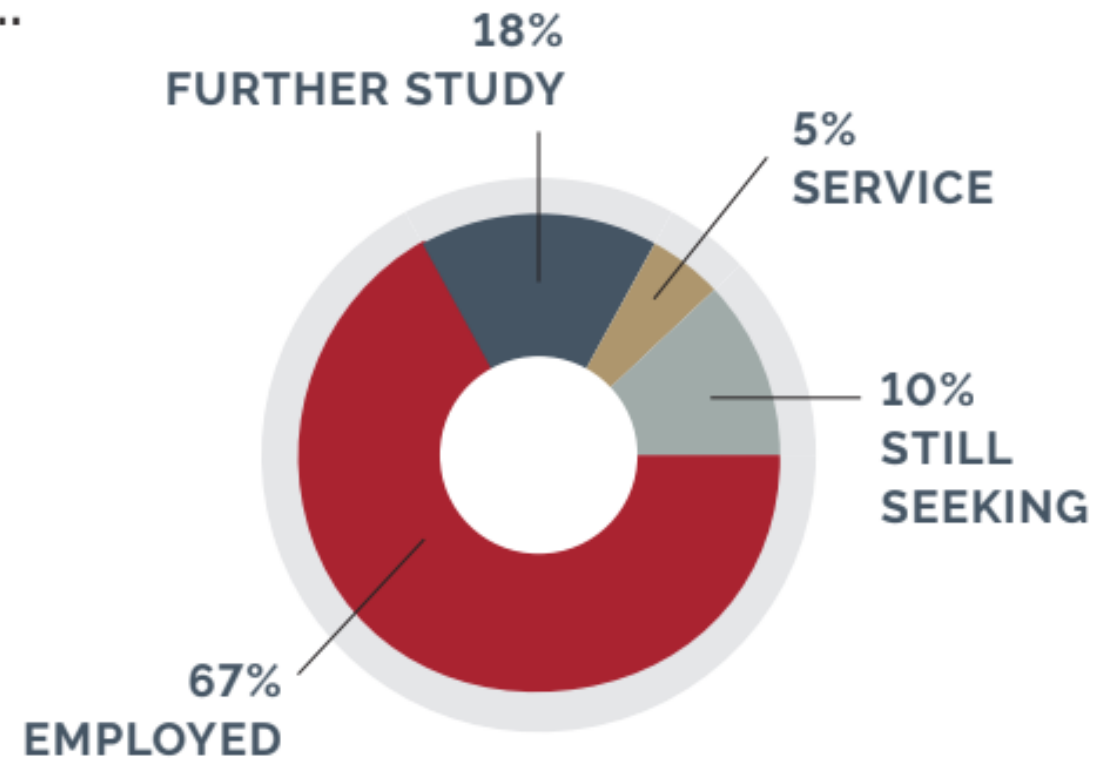


Alumni Outcomes: Six Months Out

WITHIN SIX MONTHS OF GRADUATION...

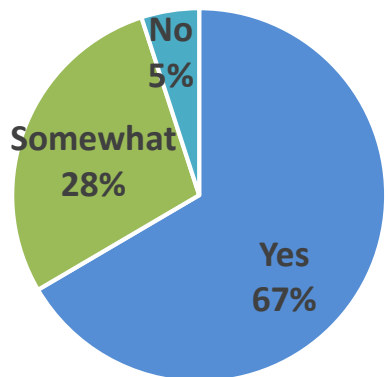
90%

of alumni are employed or enrolled in graduate school or engaged in a prestigious service opportunity like a Fulbright Teaching Award or the Peace Corps.

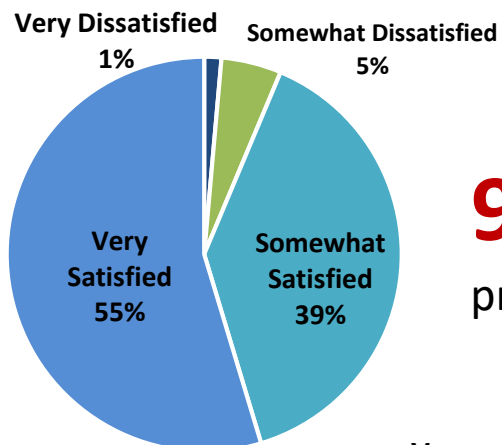


Note: Aggregate of Graduating Cohorts of 2015, 2016 and 2017
Strong Knowledge Rate: Information on 93-98% of the cohort

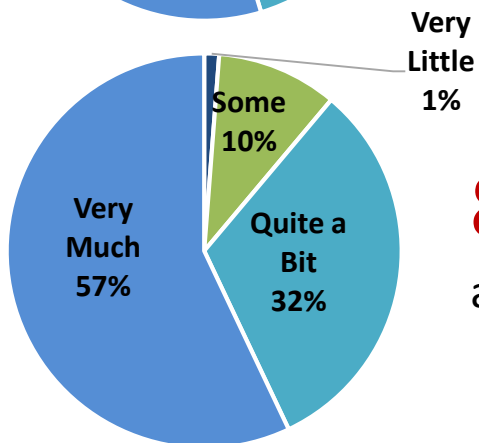
Within Five Years...



95% of alumni are in their desired field or position or on their way to achieving what they hope to accomplish professionally within five years of graduation.



94% of alumni report being very satisfied or somewhat satisfied with how well Denison prepared them for professional success after college.

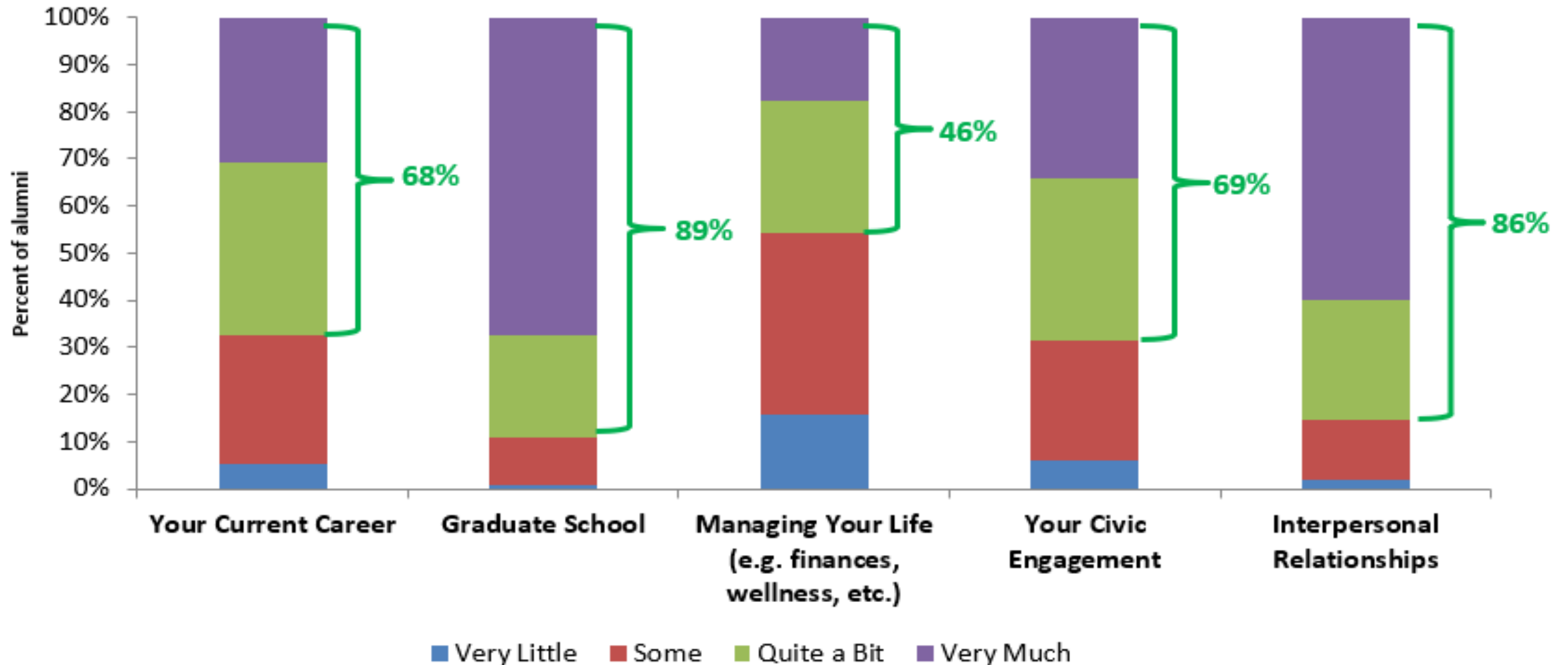


89% of respondents indicate that Denison contributed to their ability to lead a rich and fulfilling life—professionally, personally, and/or civically “quite a bit” or “very much.”

Note: Aggregate of Graduating Cohorts of 2010, 2011 and 2012 (Five Years Out)
Strong Response Rates: 42-47% of the cohort

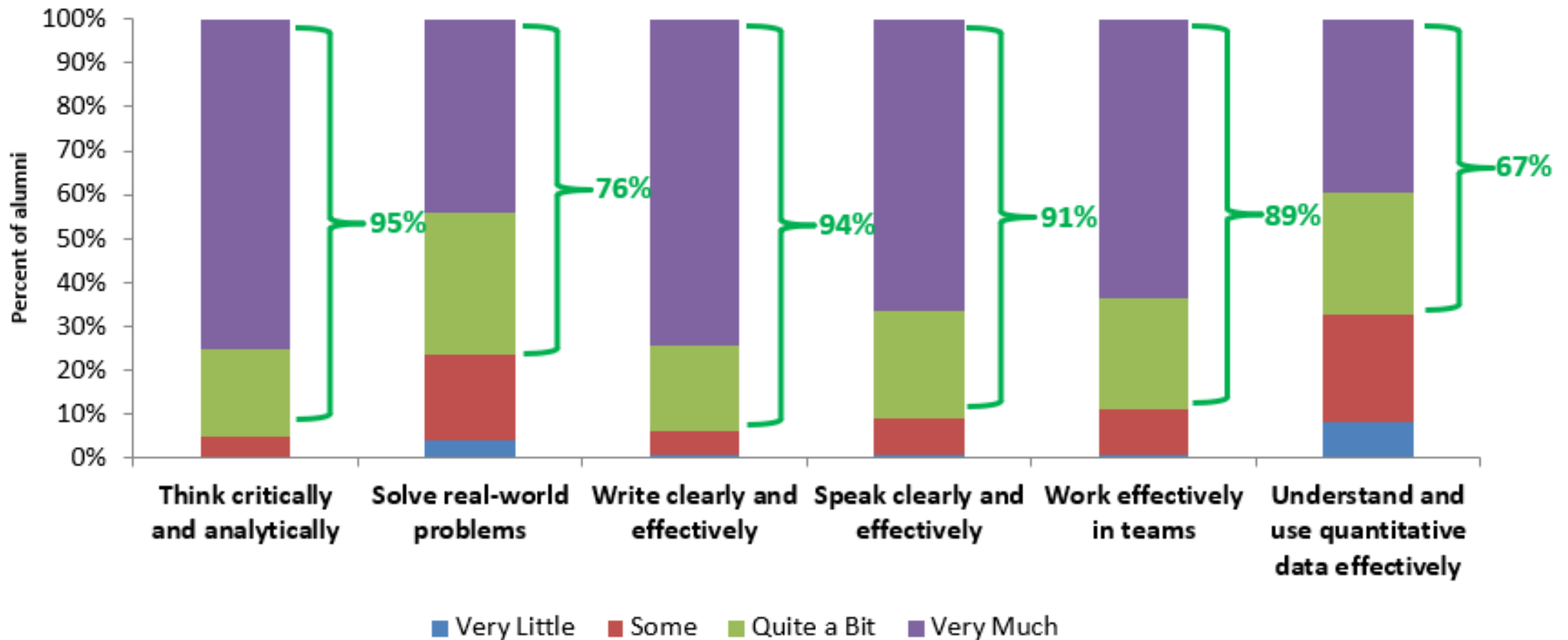
Alumni Outcomes: Five-Years Out

Figure 1. The degree to which Denison prepared alumni for...



Note: Aggregate of Graduating Cohorts of 2010, 2011 and 2012 (Five Years Out)

Figure 2. The degree to which their Denison experience contributed to their ability to...



Note: Aggregate of Graduating Cohorts of 2010, 2011 and 2012 (Five Years Out)

Drilling Into the Data

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The overall composition is clean and modern, with the text centered on the left side of the frame.

The Larger Environment for Professional Success

POLITICS

African-Americans With College Degrees Are Twice As Likely to Be Unemployed as Other Graduates

A new study finds that 12.4 percent of black college graduates were unemployed. For all college graduates, the unemployment rate stood at just 5.6 percent.



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Mary C. Daly, Bari

THE WALL STREET JOURNAL.

The New York Times

How Sexism Follows Women From the Cradle to the Workplace

New economic research suggests that the attitudes toward a woman when she is born have a lasting impact on how much she works, and earns, as an adult.

By Jim Tankersley

Aug. 19, 2018



THE CHRONICLE OF HIGHER EDUCATION

NEWS OPINION DATA ADVICE

SECTIONS

FEATURED: He Schemed to Get a Raise. He Wrecked His Career Instead. Idea Lab: Revenue and Costs 'I Worked With Avital Ro

ALMANAC OF HIGHER EDUCATION



Student Debt Is Worse for Women

They borrow more than men do, and then earn less, making it harder for them to repay their loans



BUSINESS | MANAGEMENT | MANAGEMENT & CAREERS

For Black Applicants, the Hiring Market Hasn't Changed Much in 25 Years

Study finds white applicants receive more invitations for first-round interviews than similarly qualified African-Americans

Six-Month Outcomes by Racial Identity

Within six months of graduation, **90%** of students are employed or in graduate school.

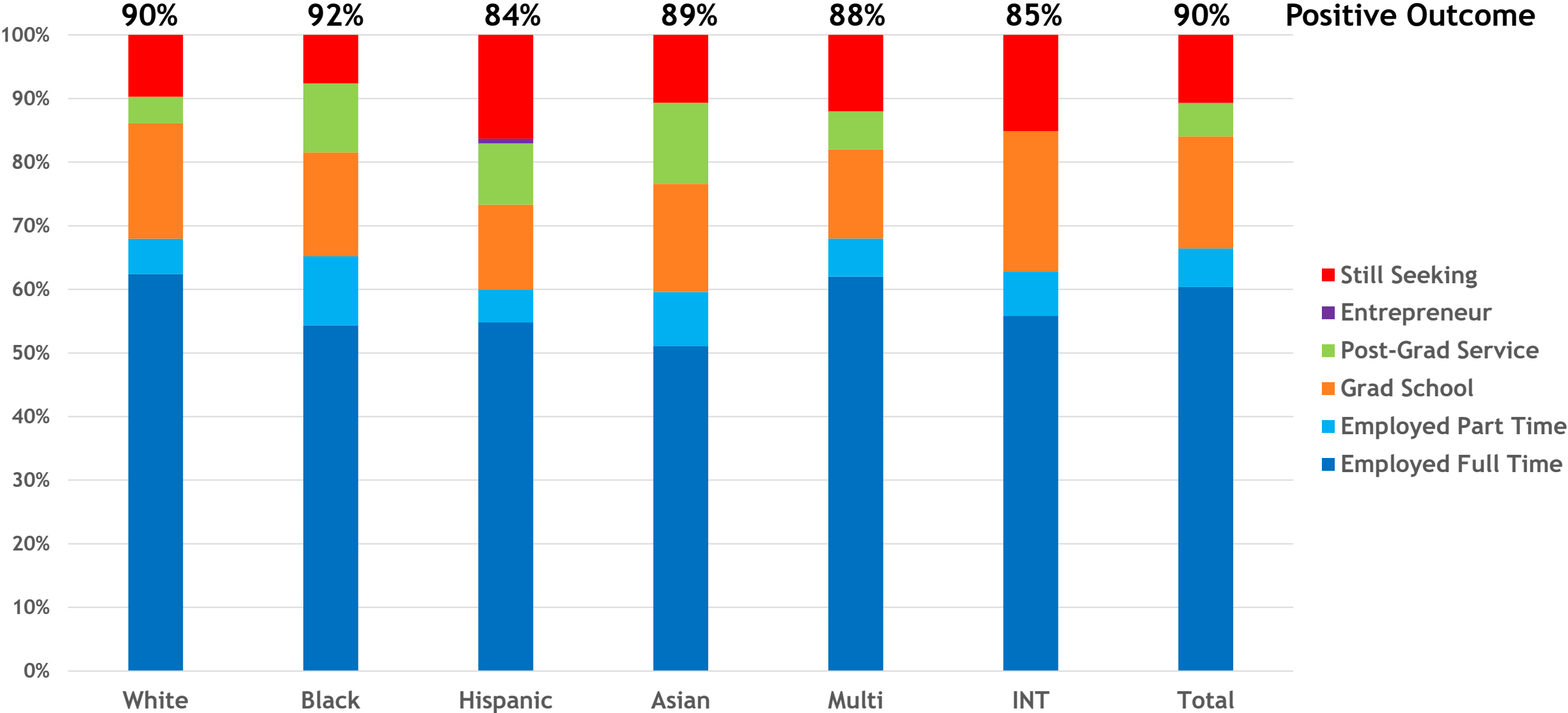
First Destination: Percent of Students Employed, in Grad School, or Completing Post-Graduate Service within Six Months of Graduation

| | 2014 | 2015 | 2016 | 2017 |
|---------------|-------|-------|-------|--------|
| White | 92.8% | 88.2% | 88.0% | 95.6% |
| Black | 75.0% | 93.8% | 83.3% | 100.0% |
| Hispanic | 81.6% | 83.3% | 72.2% | 100.0% |
| Asian | 85.7% | 87.5% | 81.3% | 100.0% |
| Multiracial | 81.0% | 78.9% | 92.9% | 94.1% |
| International | 90.3% | 93.8% | 67.9% | 92.3% |

Note: Racial categories displayed here originate from the federally-reported categories.

Six Months: The Full Array of Outcomes

Professional Outcome within Six Months of Graduation



Positive Outcome

- Still Seeking
- Entrepreneur
- Post-Grad Service
- Grad School
- Employed Part Time
- Employed Full Time

Note: Grad cohorts of 2015, 2016 and 2017. Racial categories displayed here originate from the federally-reported categories.

Five-Year Outcomes by Sex and First-Gen

| Question | Status | Female | Male |
|--|-----------|--------|-------|
| Overall, how well did Denison prepare you for your current career? (Very Much/Quite a Bit) | First-Gen | 87.5% | 50.0% |
| | Non | 69.5% | 61.8% |
| Are you currently in the position you want to be in, in the field you want to be in, or on your way to achieving what it is you hope to professionally? (Yes) | First-Gen | 79.2% | 40.0% |
| | Non | 67.3% | 64.9% |
| To what extent did Denison contribute to your ability to lead rich and fulfilling life—professionally, personally, and/or civically? (Very Much/Quite a Bit) | First-Gen | 100.0% | 80.0% |
| | Non | 89.5% | 86.6% |
| Overall, how satisfied are you with how well Denison prepared you for professional success after college? (Satisfied) | First-Gen | 95.8% | 90.0% |
| | Non | 95.2% | 90.7% |

Cell sizes: First-Gen Women (24); Non-First Gen Women (345); First Gen Men (10); Non First-Gen Men (178)

Grad cohorts of 2010, 2011, and 2012.

Five-Years Out: Salary

Gross Annual Salary

Mean: **\$66,980**

Median: **\$58,000**

| | Female (170) | Male (105) |
|--|-------------------------|-----------------------|
| Mean Annual Salary | \$59,624 | \$78,889 |
| Median Annual Salary | \$55,000 | \$65,000 |
| Percent Earning More than \$50K | 64.1% | 80.0% |

Career Well-Being

Findings from April 2018 Career Well-Being Study

Loss-Momentum Framework

| Policies, Practices, Programs, Processes, or People Producing... | CAREER WELL-BEING (exploration) <i>students' engagement with their preparation for careers after college and utilization of resources</i> | | | |
|---|---|---|--|--|
| | Connection (first contact through matriculation) | Entry (Aug 0 through end of FY) | Progress (Sophomore through Junior Year) | Completion (Senior Year to "launch") |
| Momentum | | | | |
| Loss | | | | |

Momentum for Career Well-Being

| Policies, Practices, Programs, Processes, or People Producing... | CAREER WELL-BEING (exploration) <i>students' engagement with their preparation for careers after college and utilization of resources</i> | | | |
|--|---|--|---|--|
| | Connection (first contact through matriculation) | Entry (Aug 0 through end of FY) | Progress (Sophomore through Junior Year) | Completion (Senior Year to "launch") |
| Momentum | | Inspiring professor Professor not letting drop course or give up on self; seeing potential Professor: helping student write better, helping struggling student | Deeper engagement with courses, gaining skills Going abroad Research (Yearlong/summer) Significant internships Knowlton Center Campus leadership roles | Senior research Alumni connections Mentoring/advising from faculty in identifying pathways |
| <u>Across All Years:</u> Mentorship, Student Jobs, Good Professors & Courses, Co-Curricular Opps, Knowlton Center | | | | |

Significant Conversations

- ▶ *“I almost dropped Psychology but after talking to the professor, she said ‘No, you can do it. This is just your intro class. You’re not failing. This is not the end of the world. This is just your first semester.’”*
- ▶ *“[My Chemistry professor] helped me realize that science wasn’t what I wanted to continue. She sat me down and said ‘Look, I honestly don’t think this is for you.’ And I was like ‘Whoa.’ And it was an awakening call. She’s right. She said I need you to start exploring and take courses to let you explore. ‘You keep saying French. Why don’t you explore that more?’ She set me up to make the decision to change majors.”*

Barriers to Career Well-Being

| Policies, Practices, Programs, Processes, or People Producing... | CAREER WELL-BEING (exploration) <i>students' engagement with their preparation for careers after college and utilization of resources</i> | | | |
|--|--|--|---|--|
| | Connection (first contact through matriculation) | Entry (Aug 0 through end of FY) | Progress (Sophomore through Junior Year) | Completion (Senior Year to "launch") |
| Loss | <p>Not taking the right courses, as advised in Phone 0</p> | <p>Not exploring:</p> <ul style="list-style-type: none"> • Courses • Interests • KC opps • Alumni connections <p>Class experience or interaction that turns student away from major</p> <p>Difficulty getting into classes needed</p> <p>Bumps in the road</p> | <p>Financial barriers to opportunities</p> <p>Not knowing internships were important until it was too late</p> <p>General sophomore slump</p> | <p>About to graduate & still no idea what want to do</p> <p>Feeling burnt out</p> <p>Feeling lack of support for international students for post-grad opps</p> |

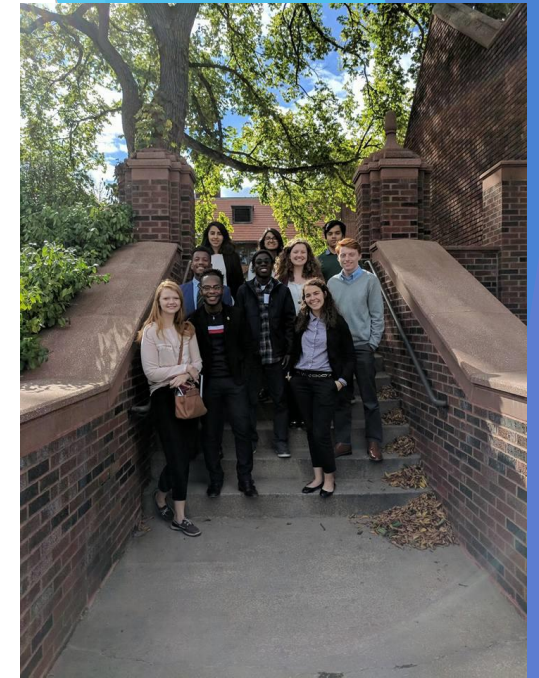
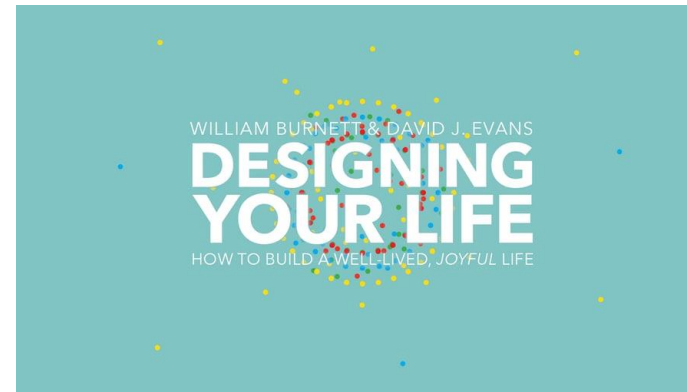
Replicating Momentum Points and Addressing Loss Points



Knowlton Center

▶ Structure and Programming

- ▶ Career Exploration & Campus Engagement Team
- ▶ Career Preparation & Employer Relations Team
- ▶ Associate Director, Career Pathways role
- ▶ Signature Programs
- ▶ Enhanced Graduate School efforts



▶ Other Initiatives

- ▶ Start Early: First-Year Advising Circles, Sophomore Week, (earlier) Classroom Visits
- ▶ First Appointment Focus
- ▶ Senior Surveys (September, December) with follow-up
- ▶ More Intrusive Advising Model
- ▶ Personalized outreach/Tailored support



Faculty & Staff Mentorship

- ▶ Early Exploration
- ▶ Strength Identification
- ▶ Ask Questions
- ▶ Promoting Resilience
- ▶ Encourage Opportunities
- ▶ Build in Reflection

Questions & Conversation

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Questions

- ▶ In your own mentorship, advising, and work with students, what are the experiences, conversations, or strategies you've seen as providing momentum to their career well-being?
- ▶ What barriers or gaps related to students' career well-being have you observed? What could mitigate those gaps?
- ▶ In your work with students, in what ways have you felt under-prepared in your own knowledge or skills in preparing students for professional success or supporting their career well-being? What can Denison do to help support you?

DENISON STUDENT EXPERIENCE SURVEY SPRING 2016

This survey was administered in February-March 2016 to all enrolled Denison students over the age of 18, including students studying abroad. Of the 2196 students who received the survey, 745 participated in the survey yielding a response rate of 33.9% and 653 students completed the survey (29.7% of all students). The full survey contains 12 department-specific sections and two additional topics, related to campus climate and campus communication. Each respondent was randomly presented with 8 department-specific sections and all respondents received a final page of demographic questions.

Use the links below to explore specific sections of the survey.

Student Development Departments

[Academic Support & Enrichment](#)

[Alford Center for Service Learning](#)

[Austin E. Knowlton Center for Career Exploration](#)

[Campus Leadership & Involvement Center](#)

[Campus Safety](#)

[Center for Cross-Cultural Engagement](#)

[Center for Religious & Spiritual Life](#)

[Center for Women & Gender Action](#)

[First-Year Program](#)

[Residential Education & Housing](#)

[Student Conduct & Campus Values](#)

[Whisler Center for Student Wellness](#)

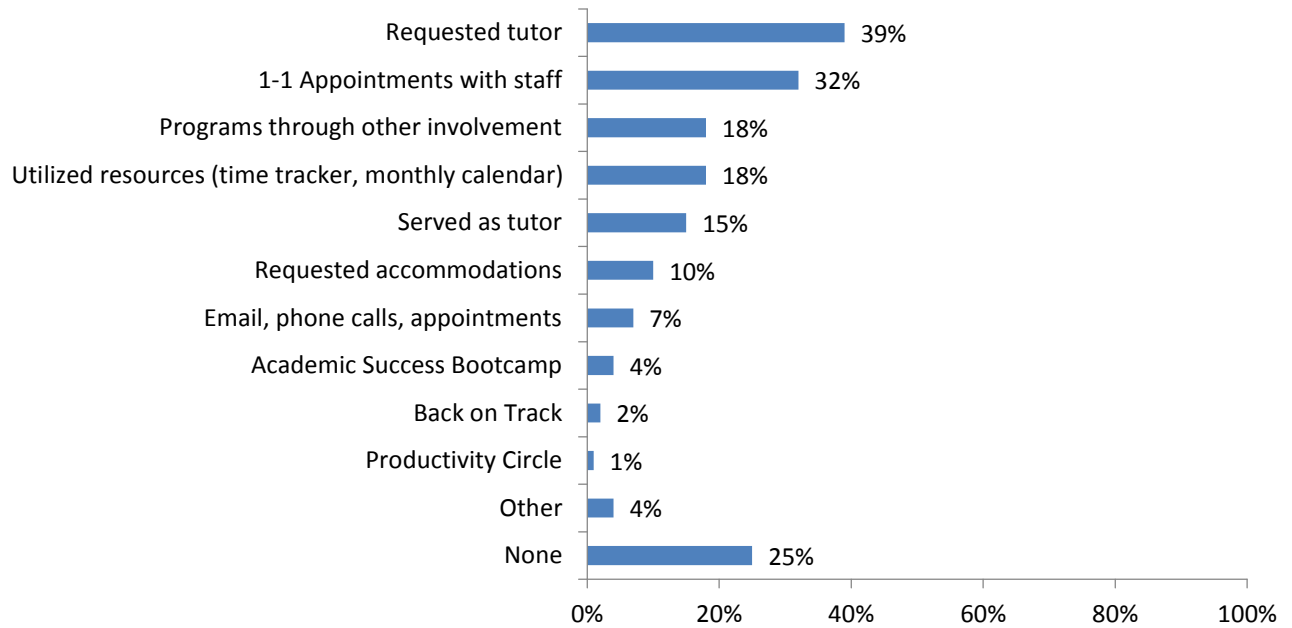
Additional Topics

[Campus Climate Team](#)

[Campus Communication](#)

Academic Support & Enrichment

Percent of Students Interacting with ASEC in Following Ways



Alford Center for Service Learning

When asked, “What type of service project, topic, or event would interest you so much that you would make an effort to attend,” students suggested the following topics:

- Animals/animal welfare/Humane Society
- Appalachia service project
- Art, art space renovations, architecture, art collaborations, ceramics or theatre
- Asian-American focus
- Athletic camps/swimming lessons
- Big Brothers Big Sisters
- Black Lives Matter movement, minority empowerment weekend
- Blood drives
- Body awareness
- Break Away trips
- Cancer patients
- Children
- Crayons to computers
- Current elections
- Dancing
- Deafness
- Diversity topics/cultural events
- Economic development
- Education, collecting school supplies
- Environment
- Food pantry/food recovery
- Foster care
- Gender equality/feminism, masculinity
- Habitat for Humanity/building
- Health-related
- High profile speakers
- Homelessness/feeding the homeless
- Hospice
- Human trafficking
- Hunger
- International service project
- LGBTQ community/queer issues/Outlook
- Literacy
- Math/scientific research
- Medical volunteering
- Mental health
- Modern languages
- Mentoring
- Ongoing engagement with Newark
- Poverty/economic social justice
- Psychology-related
- Raising money
- Relay for Life
- Special Olympics
- Structural changes to society
- Women in STEM
- Writing to prisoners/prisoner reform

Some responses were less focused on a topic but focused more on how it relates, in terms of an event which would provide ideas of how a major could be applied in the real world, events that do not require a huge time commitment, while others wanted semester-long activities. One respondent notes it has been difficult to figure out how to join service-focused groups and to start volunteering.

76% of respondents have been involved in service or volunteer work during their time at Denison.

ALFORD CENTER FOR SERVICE LEARNING: ACTION ITEMS

- Given students' interest in working with animals, the Alford Center will try to find more ways to connect students to the Humane Society, a weekly commitment from students.
- Given students' interest in the environment, the Alford Center will try to coordinate more programs related to the environment (Granville Rec Commission, Dawes Arboretum).
- Many students expressed interest in Habitat for Humanity. The Alford Center will work with that DCA committee to make it a stronger committee.
- Each year DCA aims to improve advertising and publicity, with little actual movement. The Alford Center will help DCA think through how to make better advertising a reality.

Austin E. Knowlton Center for Career Exploration

43% of respondents have completed at least one internship since coming to Denison, and 23% have completed two or more internships since coming to Denison.

Of students who had completed an internship, they indicated the ways it has contributed to their growth and development...

93% -- enhanced skill sets

90% -- increased confidence

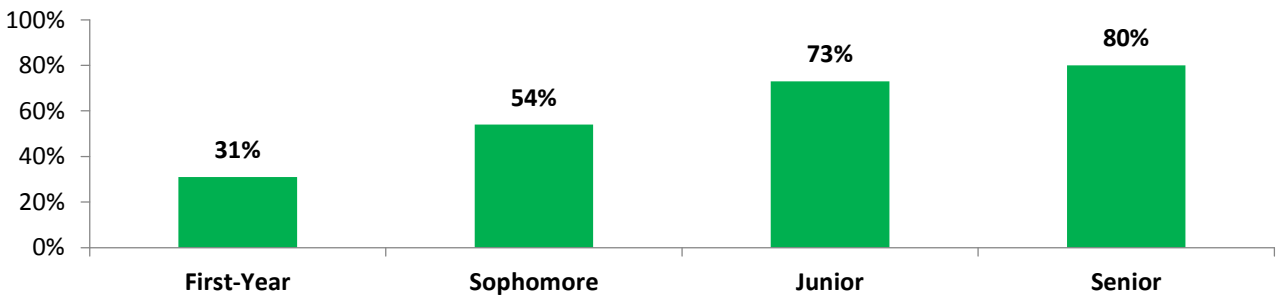
89% -- increased clarity of what you do or do not want to pursue after graduation

87% -- additional contacts or an expanded professional network

18% -- a job offer (28% when isolating to seniors)

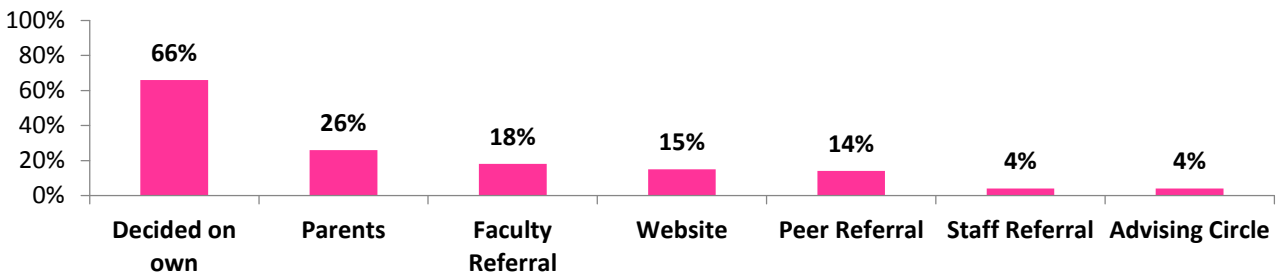
Overall, 63% of students have been to the Center for Career Exploration. Those numbers differ by class year (shown below).

Percent of Students who have been to the Knowlton Center



As shown below, the source of prompting to go to the Knowlton Center varied, but the most frequent response was "I decided on my own, independent of others."

Prompting for Going to the Knowlton Center



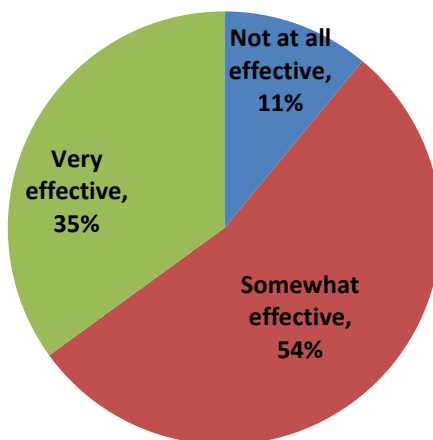
Of students who had never been to the Career Center, a few reasons were most prevalent:

- Not knowing what to ask for/not sure how to ask for help
- Not seeing the need yet
- Intimidation, anxiety, fear of the future
- No time
- Lack of information, not knowing how to schedule an appointment, or where it's located
- Don't believe Knowlton Center can help (with specific major), particularly science

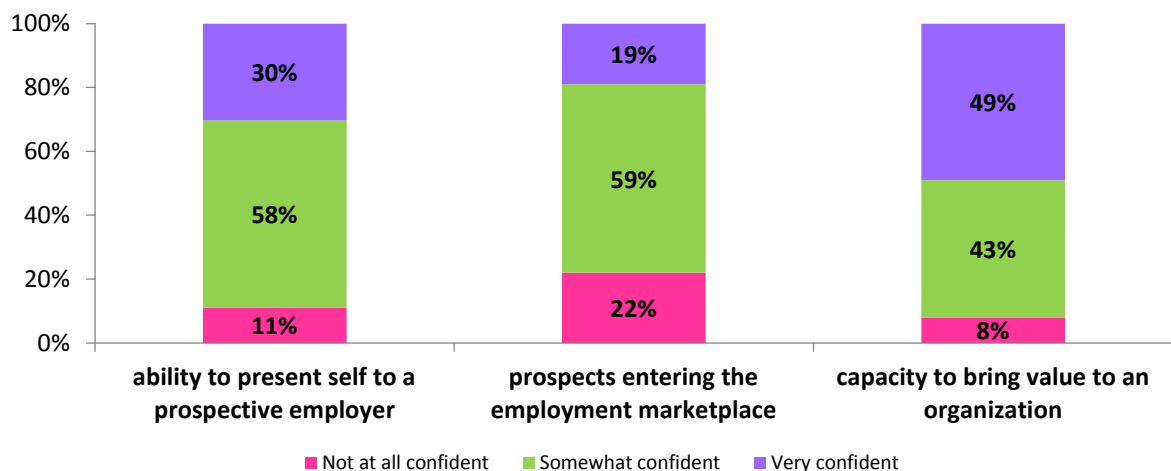
Student Awareness to Knowlton Center Opportunities

| Opportunity | Percent Aware |
|--|---------------|
| Handshake | 83% |
| One-on-One advising session with professional staff member | 75% |
| Quick Advising/Drop-In Advising typically with a peer advisor | 72% |
| Funding for internships and other career experiences | 63% |
| Workshop with Career Exploration staff member (e.g. student organization, residence hall, etc.) | 46% |
| Speaker Series (e.g. John Rouse - ABC TV, Christine McCarthy - Disney, Jim Quarles - Watergate/WilmerHale) | 44% |
| Pre-Health/Pre-Law Advising | 43% |
| Switchboard | 38% |
| OnBoard Module | 38% |
| CareerFest 2016 | 37% |
| Senior Career Week Events (Sr. Toast, Day in the Life, Personal Finance Basics, Interview Essentials, LinkedIn Workshop) | 34% |
| Planning for Graduate and/or Professional School Workshop | 32% |
| Career Communities | 30% |
| Career Community Roundtables during Big Red Weekend | 28% |
| Business Boot Camp | 21% |
| Student Support Fund to support application fees, test prep and testing fees | 21% |
| First Look Trips to Columbus (e.g. Lancaster Pollard, Nationwide Financial Services, GSW Advertising) | 20% |
| From Intern to in charge by 36: A Conversation with Nick Gesue '01 (CEO Lancaster Pollard) | 16% |

Effectiveness of Most Recent 1-1 Advising Meeting with Knowlton Center Staff Member



Current Confidence In...



When asked to provide any feedback about the Knowlton Center, students suggested:

- Allow students to book appointments online or make it easier to schedule appointments
- Help students understand how to ask for help
- Make a meeting mandatory (particularly for first-years and sophomores)
- Send fewer emails
- Provide more information for science majors on grad school and internships (not only pre-med)
- Provide more funding and resources for international students
- Market services and resources better
- Make the Center more appealing and engaging to first-year students
- Make Handshake easier to use
- Be accessible to all students, especially with walk-ins
- Provide more test prep
- Build more connections with big businesses
- Provide more internships on the East Coast
- Have professional staff specialize with different types of careers
- Provide more access to alumni databases
- Provide more guidance for pre-med students

CAREER EXPLORATION: ACTION ITEMS

Many students reported they had not visited the office because they had no reason to go or that they wouldn't even know what assistance to ask for. Career Exploration will raise awareness to the resources available through the office. In addition to general awareness, the Center will work to increase awareness to specific resources: Switchboard, First Look, and LACN. In addition, staff will create short, 2 minute tutorials on how to use resources like HandShake and LACN.

First-year students expressed feeling intimidated about approaching the office. As a result, the office will increase its approachability with first-years. First-years who visited the Center appraise their appointments as very effective. The Center will promote these positive responses from first-years (through marketing campaigns and short office orientation sessions) to help other first-years understand the value of accessing the Center's resources early.

Survey data suggest the importance of providing students with the skills to negotiate a salary effectively. The Center will provide programming and resources in this area.

Some students expressed interest in booking appointments online. The Center will explore this as an option.

Given students' familiarity with Handshake, the Knowlton Center will use that as a central hub of information for students.

In the survey, students discussed receiving too many emails from the office. The office will send fewer emails and find a different day of the week to send the email (not Friday afternoons). They will create more targeted emails to students who would find specific information valuable.

The Center will also provide support to international students interested in working in the US after graduation, potentially by bringing back international student alumni and having them talk to current students about opportunities.

Campus Leadership & Involvement Center

Students indicated interest in attending events like those listed in the table below. Regarding frequency, students shared ideas for how often they would be interested in attending these events:

15% -- once a semester

46% -- one a month

25% -- twice a month

10% -- once a week

Student Interest in Weekend Late-Night Programming

| Program/Activity | Percent Interested |
|---|--------------------|
| Live music | 66% |
| Casual dance/party | 51% |
| Off-campus trip (ex: bowling, ice skating, haunted house, Off-Broadway show, hockey game) | 50% |
| Stand-up comedian | 46% |
| Formal dance/party | 44% |
| Competitive game/activity (ex: laser tag, arcade games, poker, bingo, etc.) | 38% |
| Trivia Night | 29% |
| Hypnotist/mentalists | 25% |
| Crafting | 18% |
| Spoken word artist | 15% |
| Other (please specify) | 5% |
| None | 3% |

76% of respondents reported attending the Fall 2015 Involvement Fair. The average number of organizations students signed up for was **3.22**, while the average number of organizations they were still involved with in Spring Semester was **1.44**.

60% of first-years reported using the Involvement Fair Guide, finding the schedule component of the guide (prompting them to think about their schedule and the time they could devote to organizations) as valuable.

86% of students were aware that students and student organizations can use large social spaces to host events, and **69%** of students reported having attended an event in one of the social spaces.

Students found many aspects about these spaces appealing for holding social events, including:

- the volume of guests the party can hold, plenty of space for dancing/socializing/dialogue
- a change of scene from typical Denison parties, inviting, open, hospitable, comfortable, safe
- the ability to use kegs and to provide alcohol
- convenience (centrality of location on campus, eliminates the hassle of needing to drive off-campus or ride a bus (for formals) and accessible to students without cars)
- venue—nice for hosting formal events (especially Knobel Hall), clean space, air-conditioned
- makes campus feel more like a home; events are fun
- more food options
- events have more dignity, courtesy, and self-awareness; students feel empowered to stand up for self

When asked what would make these spaces more appealing to students and student organizations, students suggested many things, but the biggest suggestion was to make the application/reservation process easier, more user-friendly, and easier to understand—having a streamlined, easy to understand and well-publicized application process for reservations, making it less of a hassle to reserve. Many students also discussed frustration with the amount of oversight—the need for peer monitors and check-ins from Campus Safety.

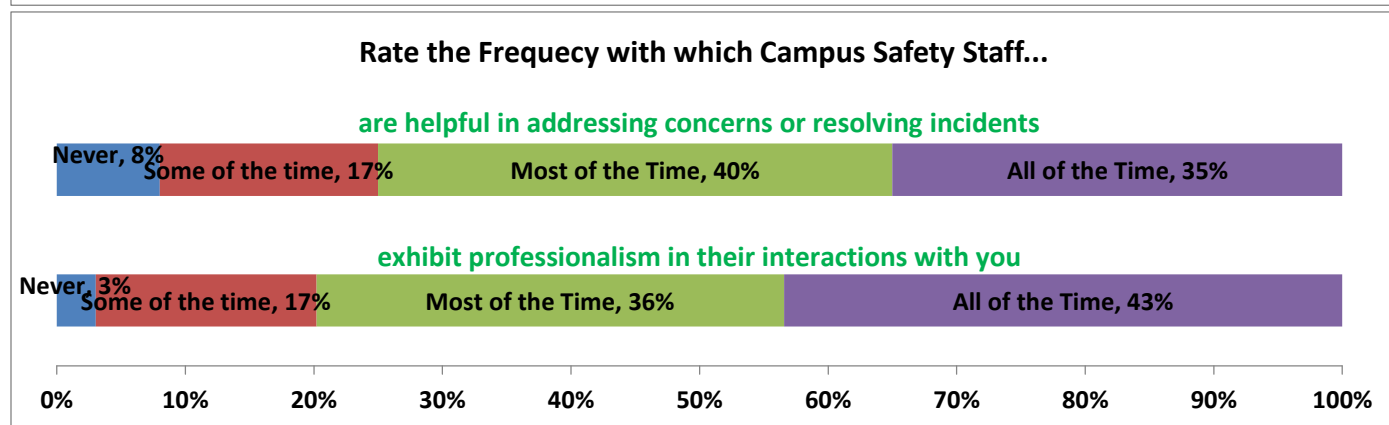
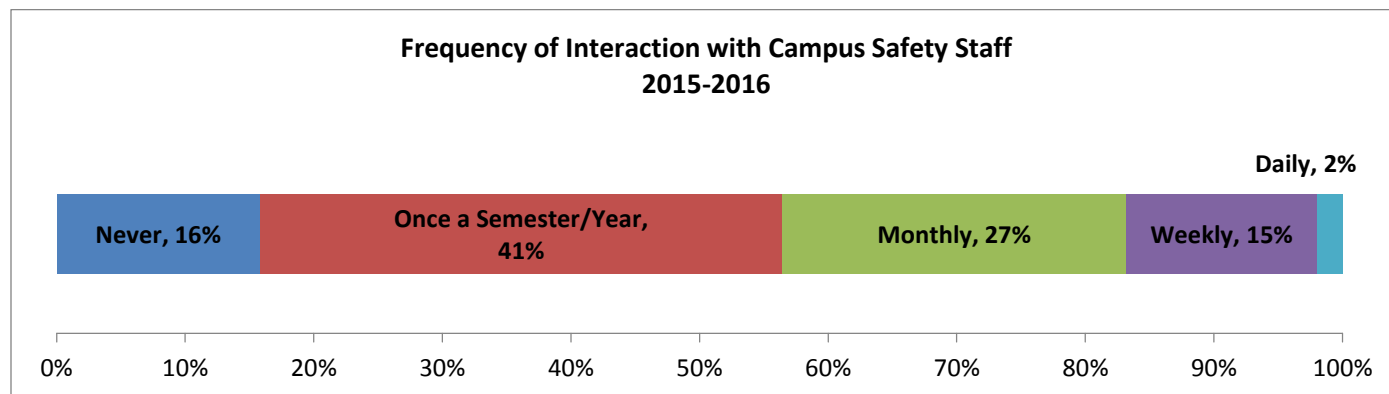
Other suggestions include: a bar, open bar to those over 21, television and pool table, on-staff DJ, ability to serve alcohol, better advertising of the spaces to the student body, more access to outdoor space, more information about what the spaces can be used for, fewer “chaperones,” ability to decorate the spaces, readily available, better lighting or way to turn off lights and have colorful lights, better ventilation, better furniture, allowing members of the organization to be the peer monitors/ allowing organizations to monitor own parties, allow individuals to reserve them—not just organizations, less strict alcohol rules, free food and drink provided by Denison, more activities like arcade games, pool tables, Foosball tables, ping pong tables, pin ball machines, offering more TIPS training courses, making water available, allowing those under 21 to drink/not being strict on IDs, closing the Nest when Slayter Third Floor is reserved for event, “nicer” student monitors, additional options (like Lamson), less regulation, more food options, waive the monitor requirement for alcohol-free events, and more comfortable seating.

CAMPUS LEADERSHIP & INVOLVEMENT CENTER: ACTION ITEMS

Many students shared very positive perceptions of Denison’s social spaces. CLIC will share these data with Campus Safety, as they work to promote the use of campus social spaces. CLIC will also share the data with student leaders, to help them understand peer support and positive perceptions of the spaces.

Given student support for the Involvement Fair Guide, CLIC will keep producing the document. To get more first-year students taking advantage of the resource, CLIC is working with First-Year Programs to revise the implementation strategy to reach more first-year students.

Campus Safety



Recalling data from a Spring 2015 survey in which 8% of Denison students reported feeling unsafe on campus at night, Campus Safety asked what contributes to students feeling unsafe on campus. A major factor in feeling unsafe for many students was the number of intoxicated people at night who “do stupid things,” “drunk frat guys wandering around and breaking things,” “disrespecting others,” “drinking culture,” “large groups of drunk men,” or “privileged male student thought processes.” Other factors include: hearing different answers from RAs vs. Campus Safety, lack of Safe Rides, being female, being alone, being a minority, isolated areas of campus, Campus Safety’s attitude toward students, cars driving too fast, sexual misconduct, media stories of people being attacked, people who vandalize, deteriorated sidewalks, and dimly lit (or unlit) areas.

Students identified the areas where they feel less safe:

- South Quad
- A-Quad
- Around Parties or Drunk People/frat parties
- Sides of Mitchell
- North Quad
- Sidewalk behind Swasey
- Stairs leading from South Quad to East Quad through the woods (Huffman to Arts)
- Steps behind East Hall leading into Granville
- The dumpster behind Shorney
- Behind Mitchell
- Behind Doane
- Behind Talbot
- Between Gilpatrick and Huffman
- Between South Quad & A-Quad
- Doane
- Open House
- Whisler
- Parking Garage/ Lower Parking Lots
- Path behind Sorority Circle
- Soccer Fields by Ebaugh Pond

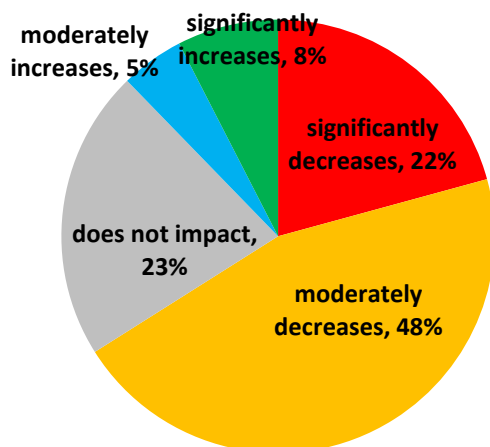
Students made the following suggestions to increase the feeling of safety at night:

- Shuttle that provides transportation
- Add more lights and more call boxes/blue lights
- Increased Campus Safety presence
- Have more staff walking around, patrolling campus by foot
- Improve the relationship between Campus Safety and students
- Create alternative to drinking
- Change where parties are held and create better social spaces
- More awareness to the services and resources offered through Campus Safety
- Install security cameras

Students expressed interest in various education programs from Campus Safety:

- Alcohol abuse, safety, binge drinking, helping someone with alcohol poisoning, medical assistance, effects of mixing alcohol and prescription drugs, how to break up party when it gets noxious, drinking and driving
- Locking one's door
- Meet & Greet, getting to know Campus Safety staff
- Mental health
- Basic self-defense, how to fight off attacker, RAD, rape defense training
- Bystander intervention
- Safe Party Hosting/Party Registration
- Consent and Sexual Assault
- Denison procedures and practices, transparency and clarity around policies
- Safe sex
- Emergency response, procedures and training (CPR, seizure response, etc.)
- Vandalism, respecting residence halls
- Eliminating racial biases
- Be aware of surroundings
- How to know if you or a friend has been drugged
- Understanding the rights of Campus Safety and the rights of students
- Campus Safety resources and services, what their role is on campus
- How to get involved in peer safety monitor program
- CPR certification
- Reporting processes (bias, sexual assault, other incidents)
- Recycling
- Cyber attacks/bullying
- Statistics on campus safety (alcohol, drugs, theft)

Vandalism in the residence halls _____ the quality of life and quality of my Denison experience.



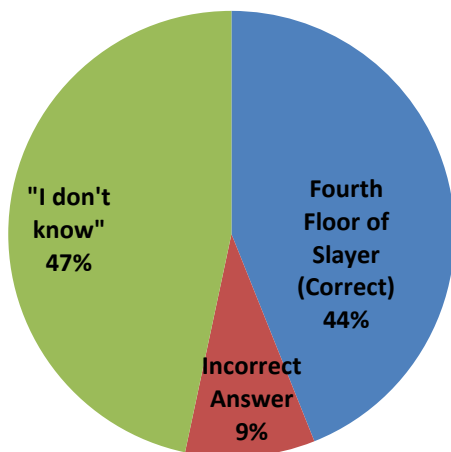
CAMPUS SAFETY: ACTION ITEMS

- Campus Safety would like to increase the frequency of its interactions with students. The goal is for most students to interact with Campus Safety at least monthly. The strategy to achieve this is through community relations events, staff attendance at student organization meetings, and through foot patrol (rather than through vehicles).
- Campus Safety will increase its foot patrol. Rather than patrolling in cars, there will be more emphasis on patrolling on foot, to increase visibility and improve community relations.
- Some students discussed hearing conflicting messages from Residential Education versus Campus Safety. To help address this, Campus Safety will work to collaborate more with Res Ed staff (RAs, HRs, ADs).
- Many comments reflected on dim lighting contributing to students feeling less safe on campus. Campus Safety will share relevant data on lighting with Facility Services to work toward improved lighting on campus.
- Vandalism decreases the quality of the residential experience for students. Campus Safety will work to create a “hey I live here poster campaign” to help students understand the impacts of vandalism and that it negatively impacts the quality of life for students.

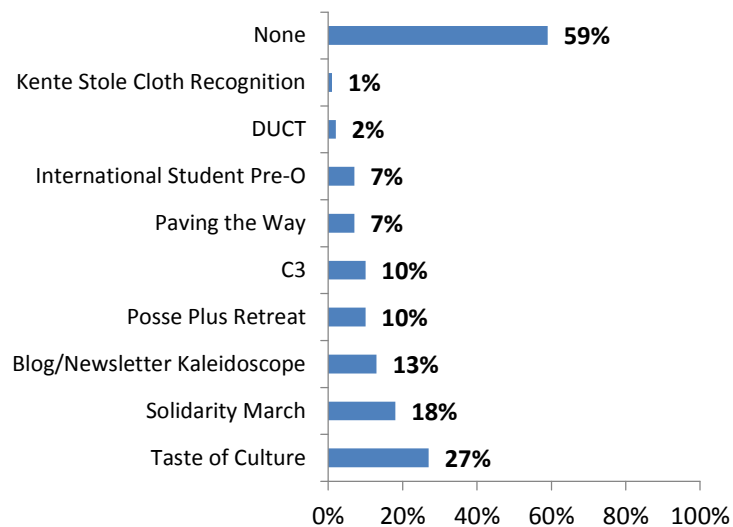
Center for Cross-Cultural Engagement

10% of students correctly identified International Student Services & Multi-Cultural Student Affairs as making up the Center for Cross-Cultural Engagement. Several other students could identify one of the offices but not both. Several students associated the Center with CLIC. And 44% of students correctly identified the Fourth Floor of Slayer as the location of the Center for Cross-Cultural Engagement.

Where is the Center for Cross-Cultural Engagement located?



Percent of Respondents Engaging with these CCCE Programs



Several students stated that the newsletter **Kaleidoscope** is very helpful in knowing what's going on around campus, and one student found an internship through it. Suggestions for improvement include: increase organization, make more eye-catching, make more accessible, and distributing on Mondays.

One question asked what cross-cultural engagement means to them; here are randomly-selected responses:

Exactly what it sounds like

allowing for students to learn/experience other cultures

engagement of different cultures across campus

Different cultures interacting with each other

Events/engagement involving different campus organizations coming together to make something happen- an overlap in what organizations are involved.

More than one culture

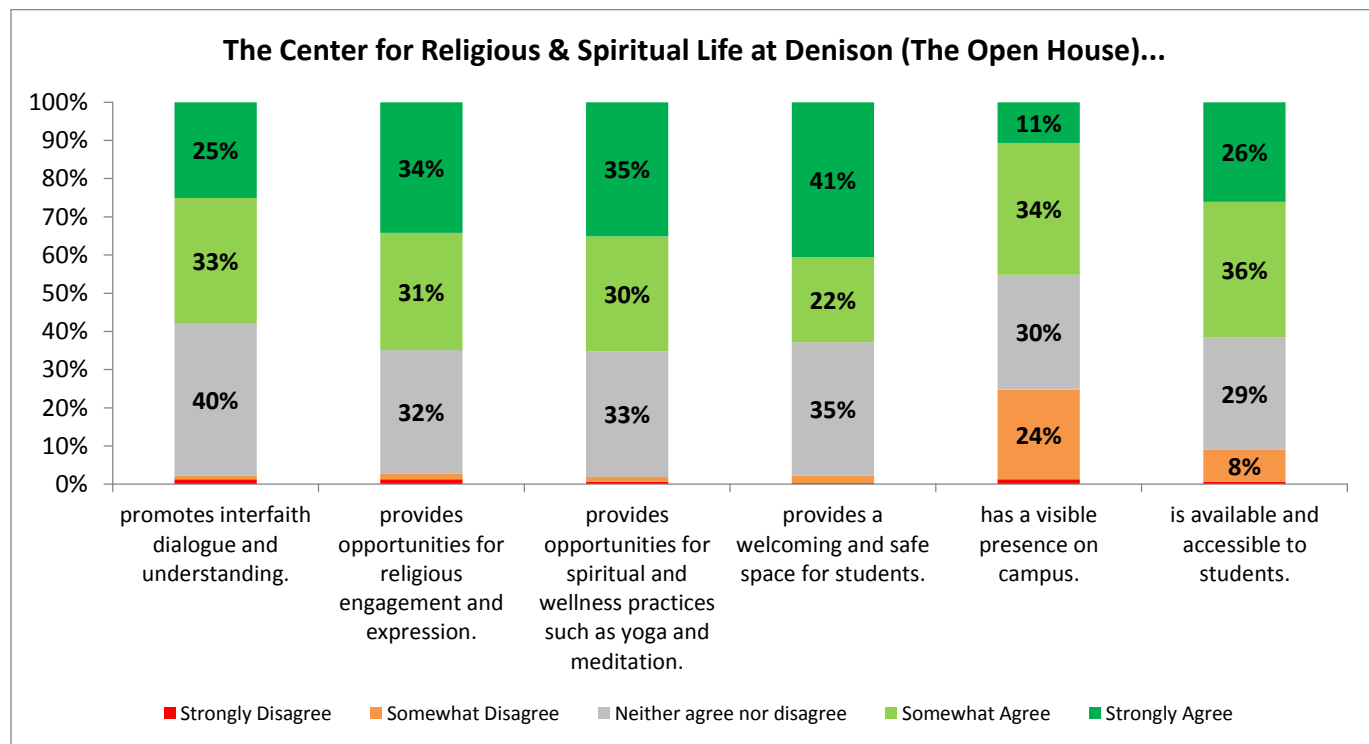
Bringing together people from various communities on campus.

Various cultures coming together to work among one another

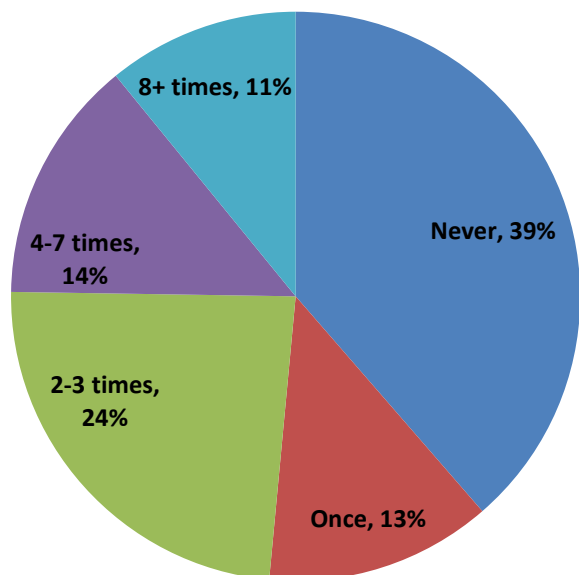
CENTER FOR CROSS-CULTURAL ENGAGEMENT: ACTION ITEMS

Given that most students were not aware of Cross-Cultural Engagement, the office is working on a marketing/branding strategy for the Center, including new logos and print materials highlighting the center's mission, programs and services.

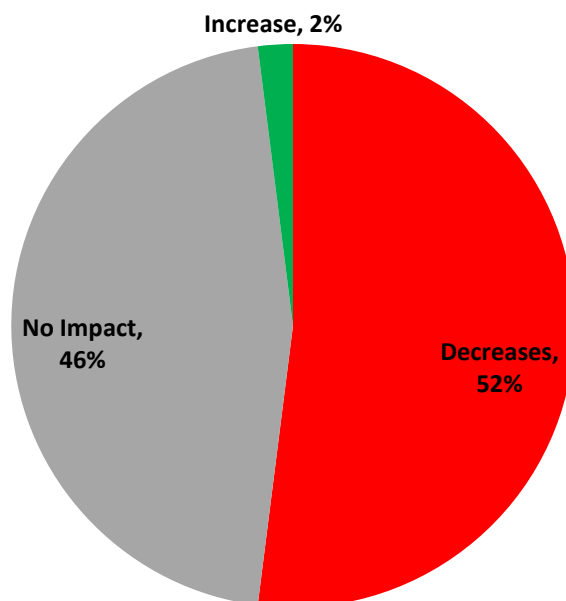
Center for Religious & Spiritual Life



Frequency of Visiting The Open House (during Denison career)



Impact of Open House Location on Attendance and Utilization of Programs



Students identified their **most salient religious or spiritual needs**. Some discussed **places and spaces**, related to community: peaceful place; place to practice faith; availability of spaces to communicate without offending those who are not religious; a community and space to be with those who believe the same things to recharge with those who understand and agree with own deepest, most foundational beliefs; prayer community; place where beliefs are respected; safe, quiet, private space to pray; having someone to talk to; friendly church atmosphere; community; and conversation.

Some discussed **specific faith needs**: Protestant Christian worship service; weekly Bible study; Ash Wednesday service at convenient time; place to practice with fellow Jews; available Bibles; Catholic mass; opportunities to observe Shabbat and other major Jewish celebrations; Hillel; and a Christian community to turn to and rely on here on campus. Some discussed **transportation needs**: getting to a church where my race is represented; easier transportation to Granville churches; and trip to church in Columbus.

Others discussed **opportunities to learn**: interfaith opportunities for learning; conversation and dialogue around religious topics; conversations about different faiths; ability to talk with religious leaders; and opportunities to experience Eastern religions (visit temples and mosques).

Some discussed more **personal needs**: connection with God through prayer and Bible study; time to meditate, reflect and relax; a relationship with God; yoga; meditation; a source of hope; mental wellness; and opportunities for self-reflection.

When asked how their **religious or spiritual identity evolved or changed over their time** at Denison, responses largely fell into five categories—strengthening or deepening of faith, a decrease in their faith, no impact, a shift in beliefs, or an increased understanding.

Some students discussed their faith **strengthening**: *“A little stronger in my Jewish heritage, mostly because there are fewer Jewish students here than I'm used to back home,”* or *“I have grown to be a stronger and more active Catholic”* or *“My connection with God has grown deeper and more impassioned due to my interactions with the Christian members of Denison's community.”* Others discussed a **decrease**: *“Decreased my spirituality”* or *“Became less religious.”*

Some discussed **no impact**: *“Denison has not really affected my religious identity; I think it has been influenced by outside factors”* or *“It has not changed much. I have learned more about other religions, but it has not changed my own views much.”* Other students discussed a **shift in beliefs**: *“became atheist,”* or *“I have become more spiritual and less religious”* or *“I came to Denison being a strong catholic and now I am currently questioning religion”* or *“I've become less religious and more rational.”*

Some students discussed an **increased understanding**:

“Being okay to defend and disagree with my faith's teachings yet still understand what good I have taken and experienced from that faith.”

“I believe that my faith strengthened being at Denison because when you have such a hard few years here, spiritual healing really is needed.”

“I have become more comfortable with shades of gray while still affirming those things I believe are black and white issues. I've learned that there are some things I will never know for sure in this life and have become more accepting of that. I've started to embrace the fact that the truth is complicated sometimes.”

“I have greatly grown and matured in my faith over my time here. That, though, is mostly a result of my classes (religion and others) and relationships with others. I will leave Denison with the same spiritual and denominational identity as when I got here, but far more nuanced and developed.”

“I have a better understanding of other religions and cultures”

Not all comments fit neatly into one of the five categories. Some of those comments include:

"I almost put my religious identity on hold here. I am surrounded by a lot of people who judge me for my spirituality, therefore I wait to attend church services for when I am home."

"Well I am an atheist but I am considering exploring some religions, however, I am not sure where to start."

Students provided suggestions of places where the Center for Religious & Spiritual Life could address or influence, related to personal well-being and areas of campus life:

| Personal Well-Being | Campus Life |
|---|--|
| <ul style="list-style-type: none"> ▪ Healthy relationships ▪ Acceptance of other faiths/open-mindedness ▪ Relaxation and stress management (meditation, yoga, tea, coloring) ▪ Stretching, breathing, cleansing ▪ Balancing and grounding self ▪ Bible Study ▪ Discovery spirituality ▪ How to support others during difficult times ▪ Encouragement to explore/question own faith ▪ Healthy cooking classes, healthy eating ▪ Casual, open socials ▪ Helping religious students cope with campus culture (drinking, partying, sexual activities) ▪ Mental health ▪ Promoting veganism ▪ Kindness ▪ Interfaith dialogue ▪ Internal conflicts of self and religion (e.g. being a gay Christian) ▪ Being more at peace with self, love self ▪ Holding events about the intersections of mental, physical, and spiritual well-being ▪ Volunteering ▪ Self-Discovery, self-awareness ▪ Finding and negotiating faith in new env. ▪ Spirituality vs. religion ▪ More events that transcend any one religion ▪ Emotional power hour ▪ Positive thoughts/staying hopeful ▪ Self-care ▪ Self-esteem, sense of worth ▪ Staying faithful ▪ Support for LGBTQ students ▪ Balancing school and spiritual well-being ▪ Finding time in the day to enjoy life | <ul style="list-style-type: none"> ▪ Promote community development ▪ Anxiety/depression awareness ▪ Bringing all religious traditions together ▪ Acceptance of people with different views ▪ Cooperation between student groups. ▪ More dialogue ▪ Friendliness/friendship ▪ Gossiping and YikYak ▪ Addressing islamophobia on campus ▪ Having prestigious speakers come to campus ▪ How actions affect everyone around you, in res halls ▪ Weekend sober programming ▪ Increased collaboration with Whisler ▪ Influence dining menus and healthy eating ▪ More open and welcoming religious student orgs ▪ Intersection of religion and politics ▪ Being more inclusive ▪ Volunteering and humility ▪ Reducing bias toward certain religions ▪ Making Easter more of a celebration on campus ▪ Morals of college culture ▪ Communal emotional experiences and processing them (Sharing the personal and providing a support system for dealing with emotions in a healthy manner) ▪ Addressing the party culture/party scene ▪ Addressing sexual misconduct ▪ Relationships ▪ Addressing racism, homophobia and hate on campus ▪ Religious life and daily connections ▪ Programming through Residential Education ▪ Respecting/understanding other religions and beliefs ▪ Address religious misunderstanding—educate students on basic beliefs/practices of other religions ▪ How to stand up for beliefs when something conflicts with them (in class, student organizations, etc.) ▪ Bring in musical groups (e.g. Christian Rock Bands) |

RELIGIOUS & SPIRITUAL LIFE: ACTION ITEMS

Less than 50% of students believe the Center for Religious & Spiritual Life has a visible presence on campus. This year, the Interim Director will increase the presence and visibility of the Center through individual interactions with students and student organizations and through presence at student events and in student spaces.

Center for Women & Gender Action

Students identified their views on the primary role of the CWGA. Here are randomly-selected responses:

A center that is able to empower all people particularly women on different topics.

raise awareness about issues related to gender equality and women's experiences. provide safe space for dialogue and accessing resources. facilitate events on campus related to women and gender.

To provide support and education about issues related to sexual violence and health, feminism, leadership, and just a comfortable atmosphere.

Hate me for being a white man. Not that I care, go ahead.

Providing information and awareness about women and other gender issues.

To create an environment of compassion and acceptance

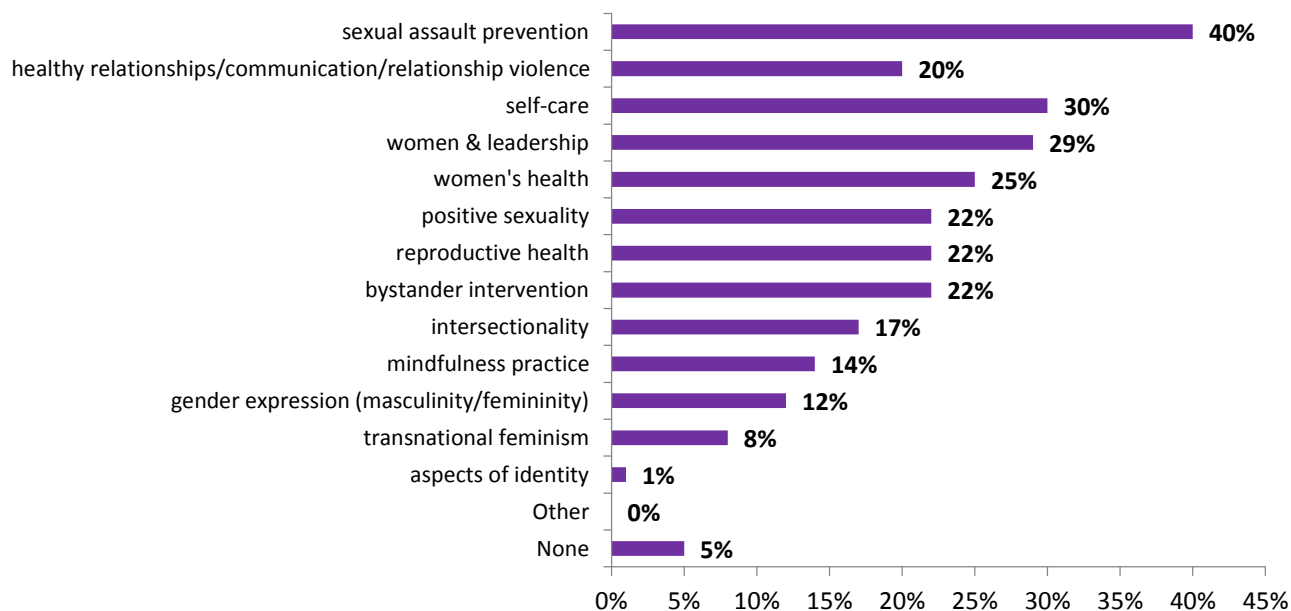
Taking a stance and making their voices heard on campus.

To educate campus about women's rights and to fight for equality of genders.

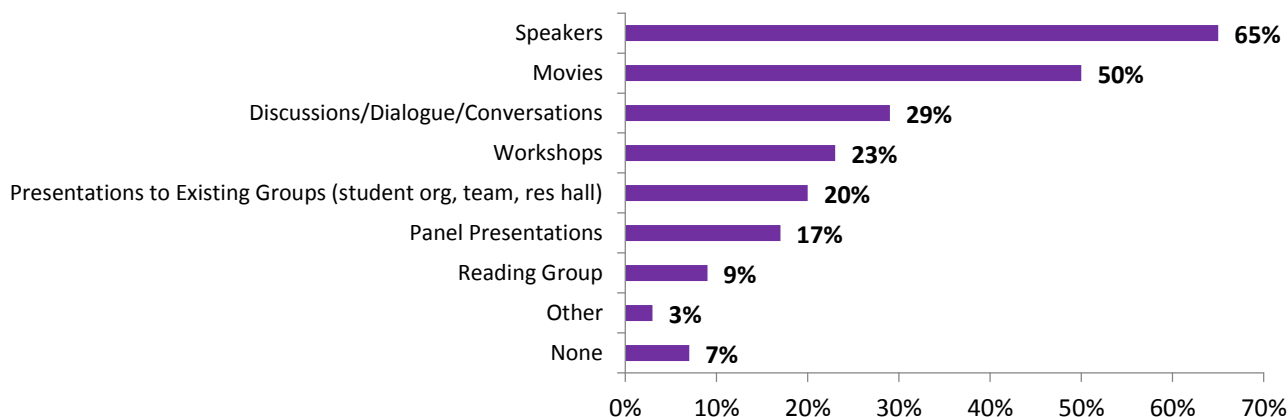
I see the Center for Women & Gender Action as a place that promotes education, dialogue, and awareness of different issues relating to gender, as well as a safe space for those who have particular concerns with these issues.

No idea what this is

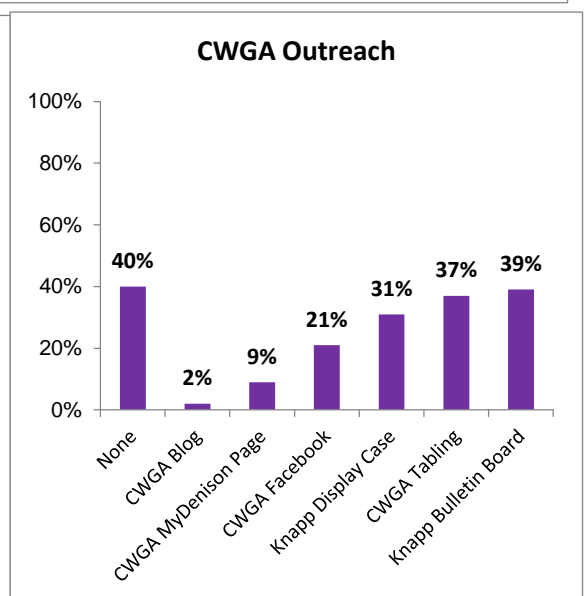
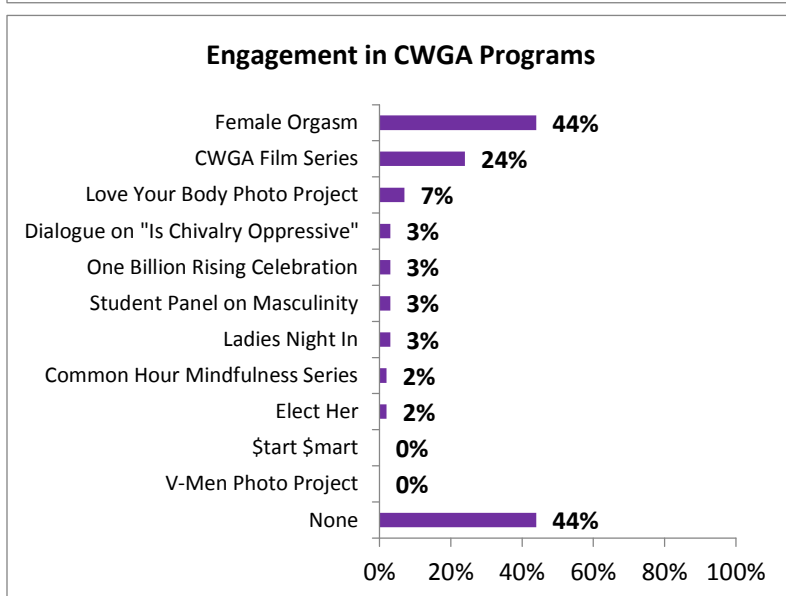
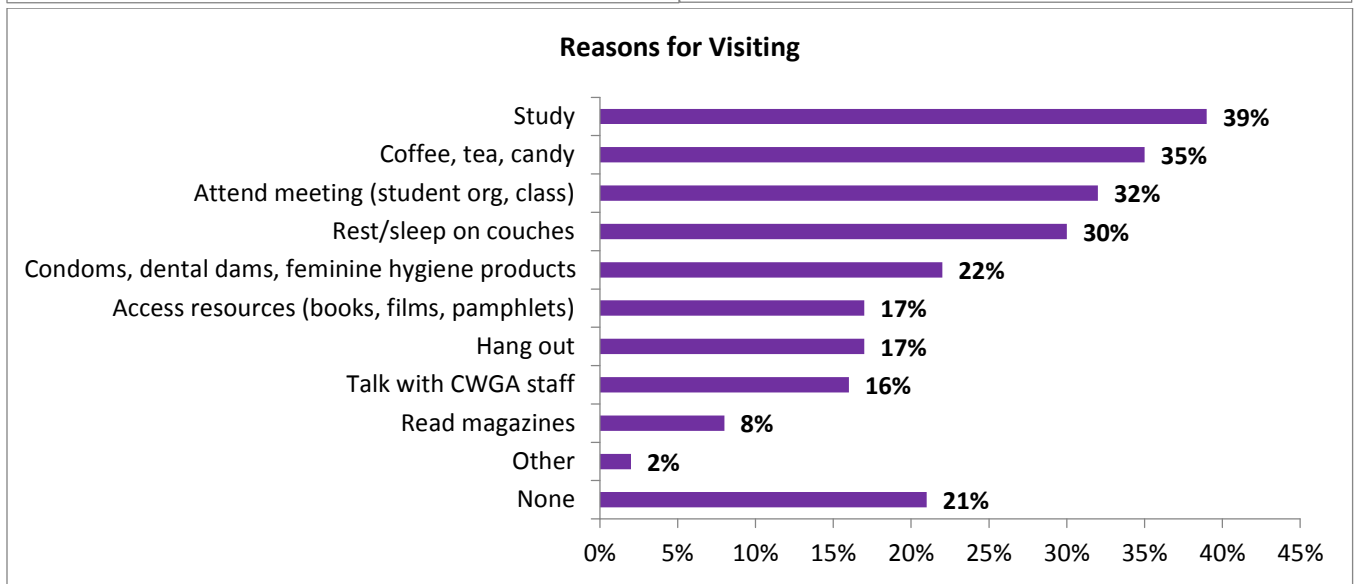
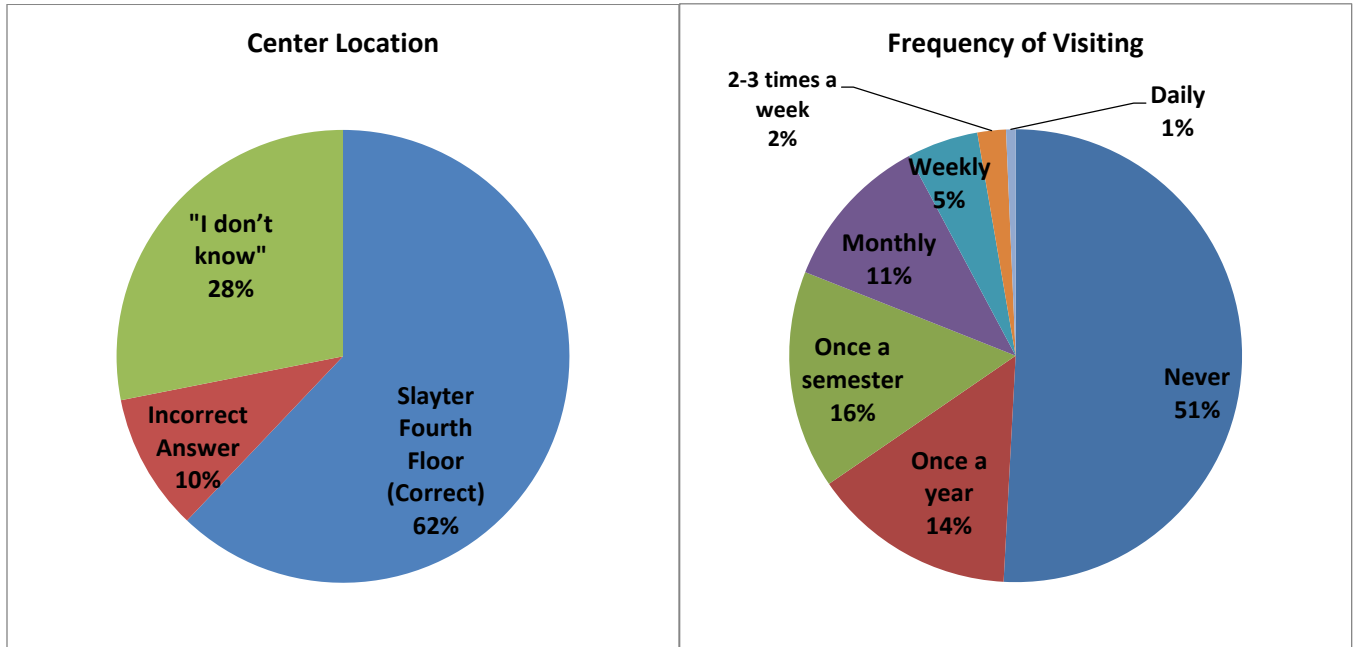
Topics of Interest for Education & Programming (Top 3)

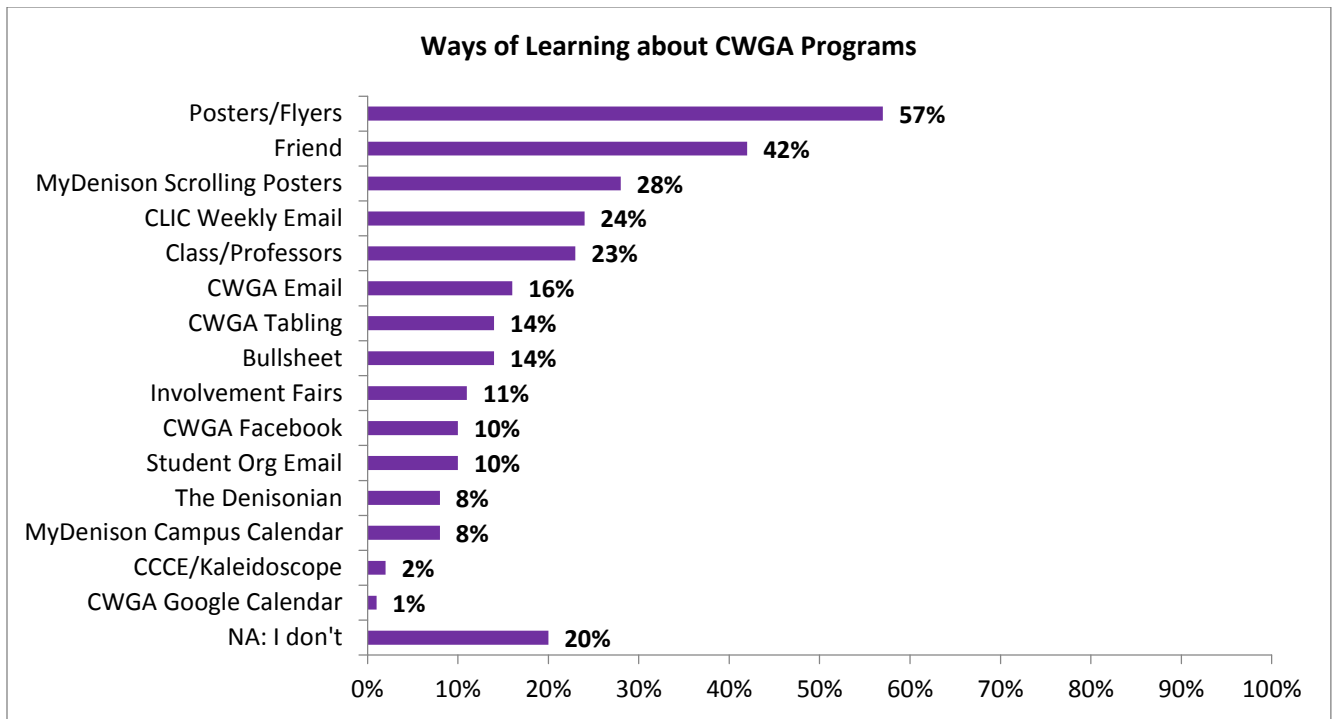


Preferred Program Format



The Center





Students suggestions for ways the CWGA could more effectively represent and reach students include:

- Advertise better
- Be more inclusive in focus areas—to LGBTQ students, all genders
- Increase visibility on campus
- Communicate more to students
- Engage and collaborate with student organizations, residence halls, and classes

CENTER FOR WOMEN & GENDER ACTION: ACTION ITEMS

While a significant number of students indicated engagement with the CWGA and some of our programs and outreach efforts, many students appear to have a limited awareness of who we are and what all we do. For example, students indicated a high level of utilization of some of the resources and programs that we offer, but not others. We will work to increase awareness of the CWGA, our mission, the breadth of the work that we do, and the range of resources that we have available.

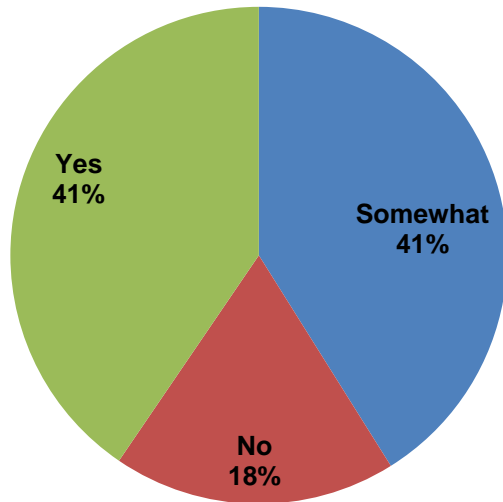
One of the most common ways that students reported becoming aware of CWGA programs was through our posters. We plan to utilize this platform to help tell the story about what the CWGA does and the variety of ways that students can access our services.

Students also report a high level of engagement with the CWGA through the tabling that we do and the bulletin boards and displays that we create. We plan to utilize these opportunities to not only provide information about topics and issues that are related to our mission, but also to provide information about the CWGA and the types of support that are available through our office. We plan to create a new logo and print materials to assist us in these efforts.

In addition, we plan to increase our efforts to reach students earlier in their Denison careers. One way that we plan to do this is by expanding our connections with Residential Education RAs and HRs that work in first-year residence halls. We also plan to continue seeking out and responding to opportunities to connect with first-year students through Advising Circles, August orientation programs, and pre-orientation programs.

First-Year Programs

Thinking about your first-year at Denison, would it have been valuable for you to have been matched with a peer mentor (a sophomore, junior, or senior student who would help you with your transition to life at Denison)?

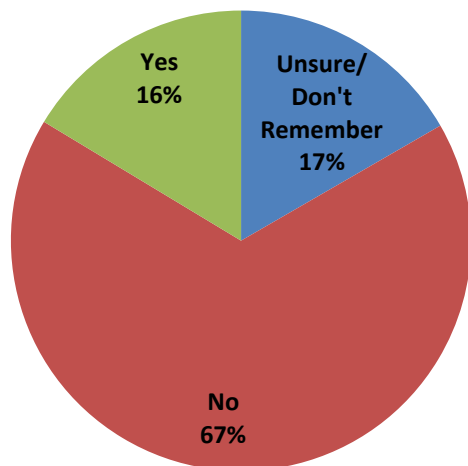


Students suggested additional programs or services to support first-years in their transition to college. The most frequent suggestion was to create a peer mentoring program, where a first-year student would be matched with an older student. Other suggestions include:

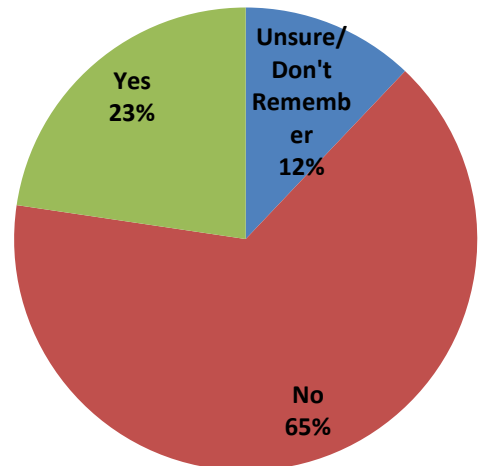
- Providing awareness of opportunities to pursue later (study abroad, Org Studies, etc.)
- Healthier party culture/safe spaces for those who choose not to drink
- More direction to Academic Support
- More guidance on professor expectations
- Nuts and Bolts: meal plans, where resources are located, how to use Self-Service and Blackboard, addressing packages, meal plan budgeting
- Career Workshops
- Sessions on: mental health/managing stress, dialogue/diversity/difference, bystander intervention, resolving roommate conflict, time management, self-defense, managing finances
- Free orientation programs
- More first-year only events
- More pre-orientation trips
- Support for first-generation students

Thinking back to the summer before coming to Denison, did the fees associated with...prevent you from attending?

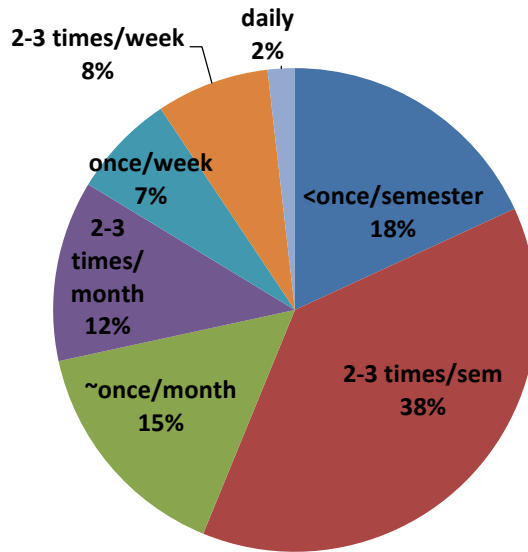
June Orientation



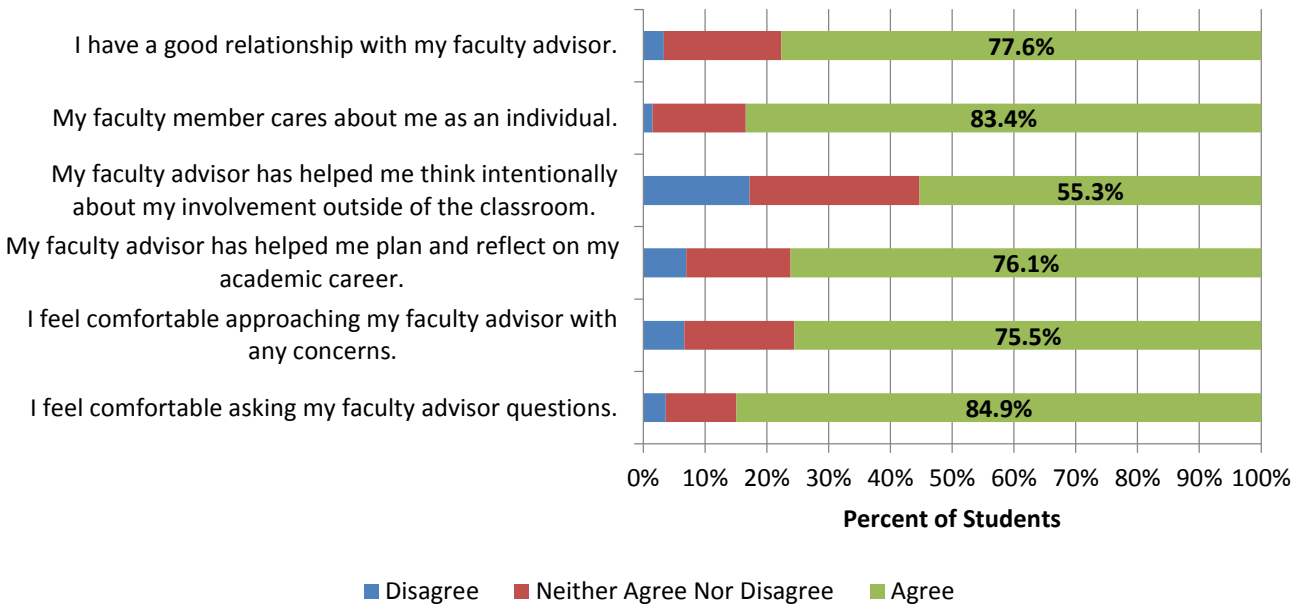
Pre-Orientation Trips



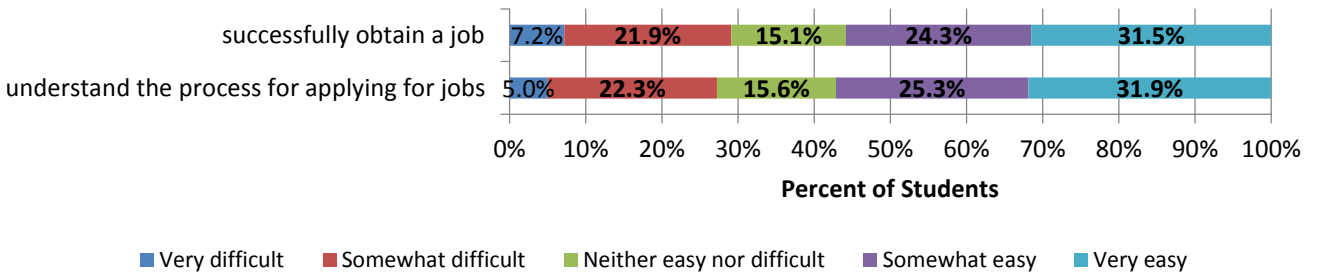
Frequency of Interacting with Faculty Advisor



Relationship with Faculty Advisor



Ease or Difficulty of...



FIRST-YEAR PROGRAM: ACTION ITEMS

Given students' strong interest in peer mentoring (82%), First-Year Programs will launch a peer mentoring program for entering first-year students in August 2016.

Many students reported that the fees associated with June Orientation and pre-orientation programs prevented them from being able to attend these programs (16% and 23%, respectively). First-Year Programs will explore options for reducing the financial burden on students to attend these programs.

Students indicated very positive relationships with their faculty advisors. A little over 55% of respondents indicated that their faculty advisor has helped them intentionally think about their involvement outside the classroom. First-Year Programs will work with Student Development to provide resources to faculty members, regarding students' co-curricular engagement.

Nearly 30% of students reported difficulty in understanding the process for applying for campus jobs. First-Year Programs will work to publicize this information to students and to faculty advisors.

Residential Education & Housing

The survey asked what students should learn as part of their residential experience. The overarching theme within the responses was this: as a part of the residential experience, students should learn how to be a considerate member of their community by being willing to communicate with and be respectful of others, and being responsible for themselves. Students believe that the residential experience should strengthen their ability to coexist with others in spite of differing values, opinions, interests, etc., particularly in regards to the roommate experience. Students should learn how to function effectively within environments where differences are present, including the ability to communicate with peers and effectively resolve conflict. The residential experience should also teach students how to be responsible for not only their role in caring for themselves, but also their role as a community member. To clean up after themselves and take care of their own property as well as that of others' is an important part of community living. Randomly-selected responses are listed below. The word cloud visually illustrates the responses, with larger words being stated a great number of times.

A sense of community

How to live independently and coexist with roommates.

How to live with bothersome individuals

How to interact with other residents and respect the privacy of others and their personal items. Consideration of others.

Students should learn how to live with each other and being respectful of other people and their property. People should also learn to clean up after themselves and treat the space around them as they were at home in a positive way.

How to live with people of varying lifestyles.

That you will not know everyone in your dorm.

How their actions impact those around them, how to be considerate of others

How to build a positive community

How live in close quarters and how to deal with confrontation.



Living-Learning Communities: 35% of students indicated interest in additional living-learning communities, 36% were unsure, and 29% were not interested. The living-learning themes of most interest to students include: social justice, language and culture, environment, service-learning, art, and science.

Substance-Free Housing: 39% of students are not interested in substance-free housing for upperclassmen, 31% are interested only if it provided them with better housing than traditional housing selection, and 23% of students indicated definitely wanting to live in substance-free housing.

Renovations: The residence halls with the greatest number of students identifying them as being most in need of renovation or updates include: Shorney, Crawford, Brown, Myers, Good, Sawyer, Beaver, Pratt, East, and Smith.

Floor Preferences: Students identified the following as their flooring preference in residence halls: carpet (50%), laminate (26%), tile (10%), no preference (13%).

Roommate Selection: When selecting roommates for the next year, students identified the following as playing a role in their decision-making:

- Compatibility: someone they get along with, personalities mesh
- Friends
- Similar habits, particularly in relation to sleeping, waking, studying
- Level of cleanliness
- Responsible, trustworthy, respectful, considerate

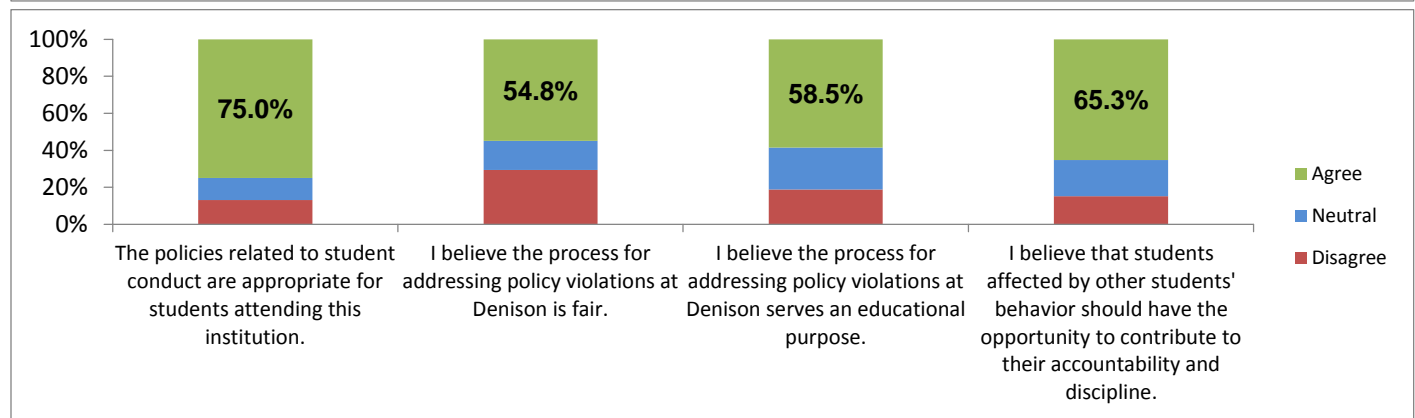
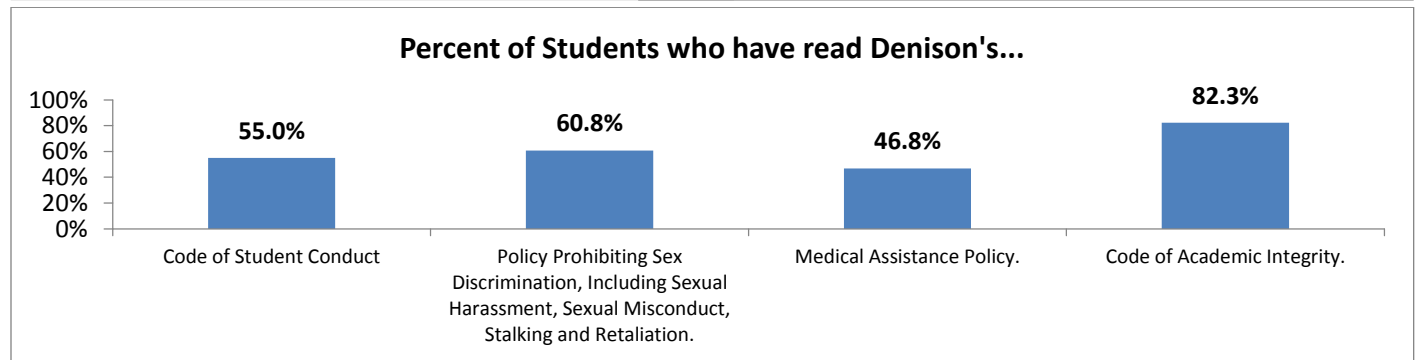
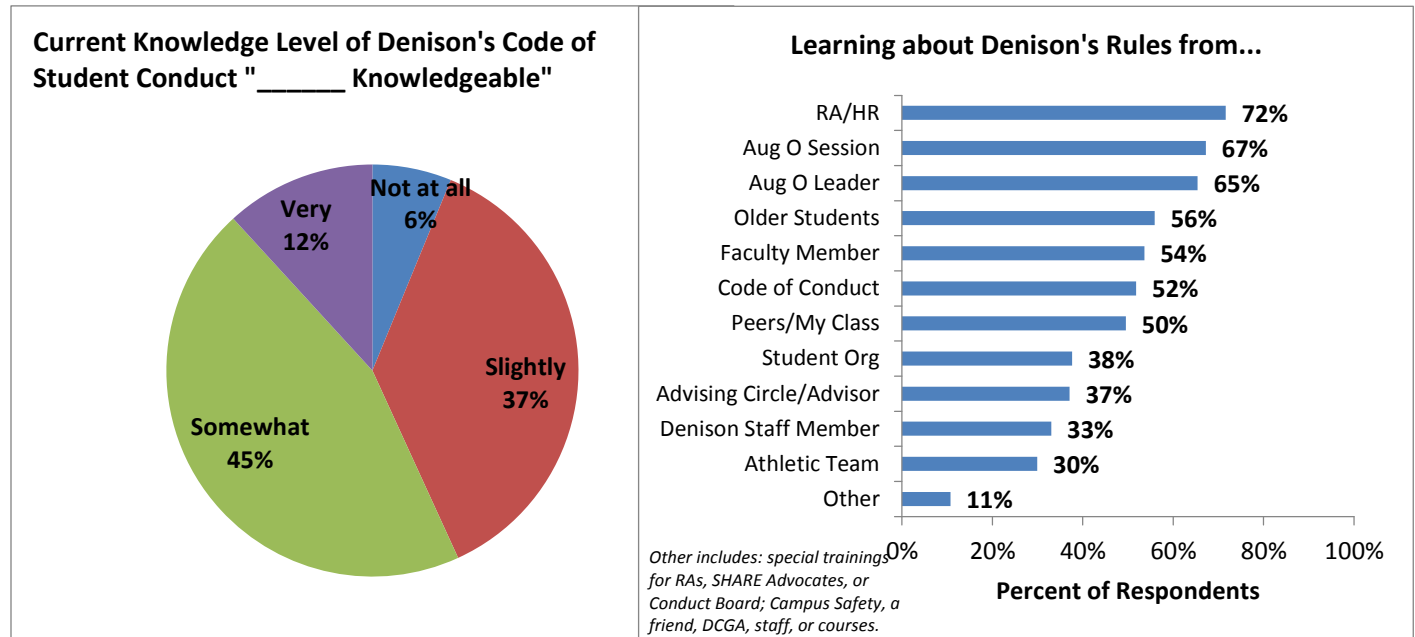
RESIDENTIAL EDUCATION & HOUSING: ACTION ITEMS

Many students' responses span beyond the purview of Residential Education & Housing. Res Ed staff will share the data with campus partners, particularly the Res Life Committee and Facilities. Many of the responses speak directly to specific buildings or areas on campus that could use attention. Staff will use feedback to guide building renovation priorities. In addition, staff will work to increase the communication and strengthen the partnership between Facilities & Residential Education.

Students expressed interest in living-learning communities. To further understand the LLC experience at Denison, this year, the department will be assessing the Language & Culture House, Morrow Service Learning, and Homestead to gauge the impact of special residential communities.

Responses to several questions speak directly to the need for enhanced student education. Several students expressed frustration with lack of timely repairs within their rooms, suites, or apartments. Residential Education staff will help students advocate for needs with Facilities, help students become aware to how their behavior contributes to the condition of the buildings, and launch a campaign on how to submit a work order and follow up. Furthermore, staff would like to launch a responsibility campaign to the effect of "If you see something, say something" or "hey I live here" to promote student ownership for decisions and actions.

Student Conduct & Campus Values

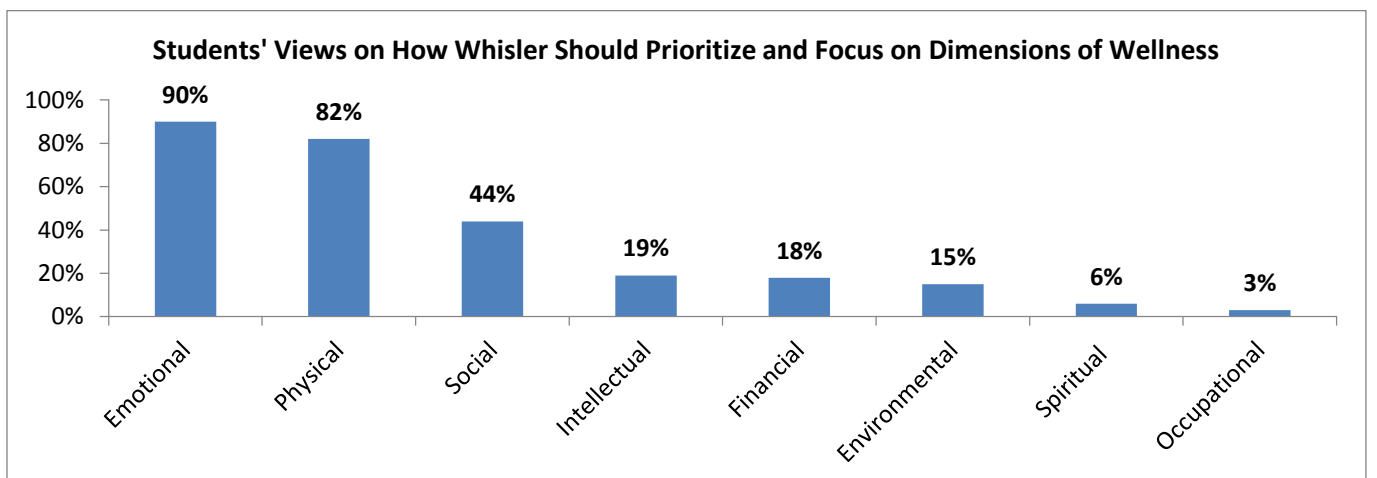
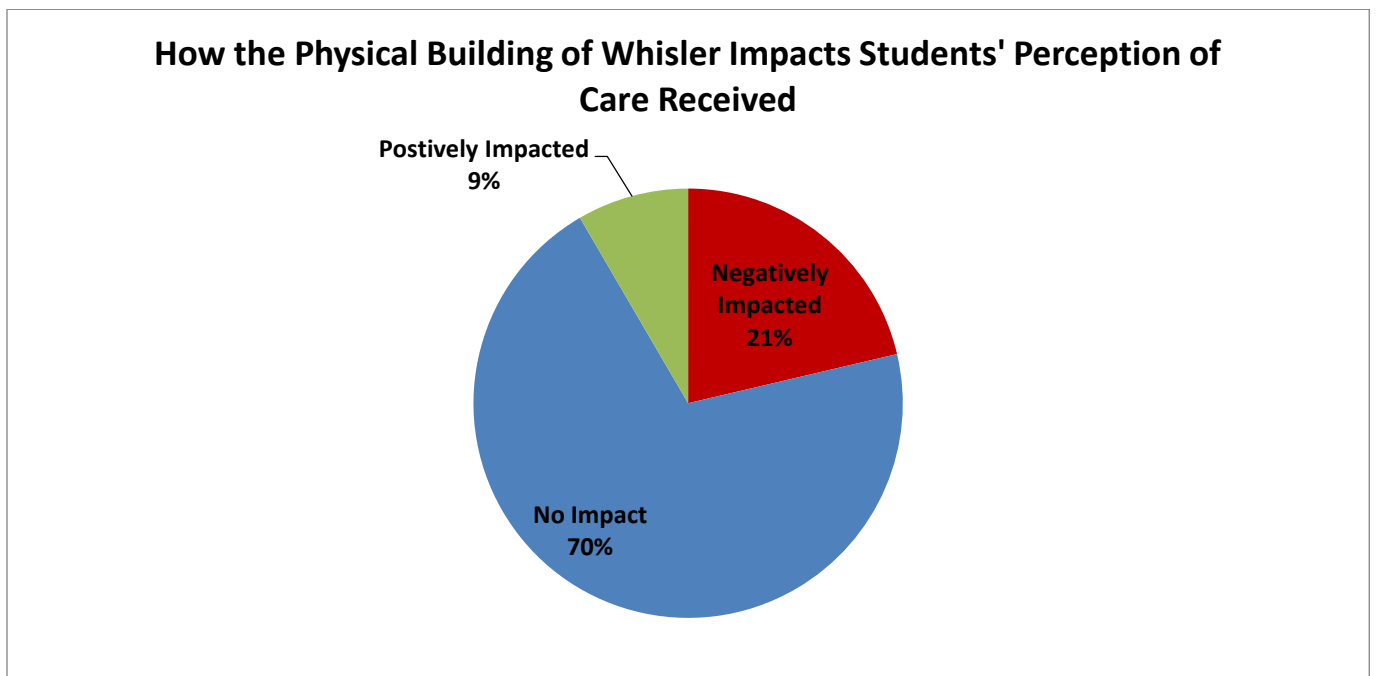
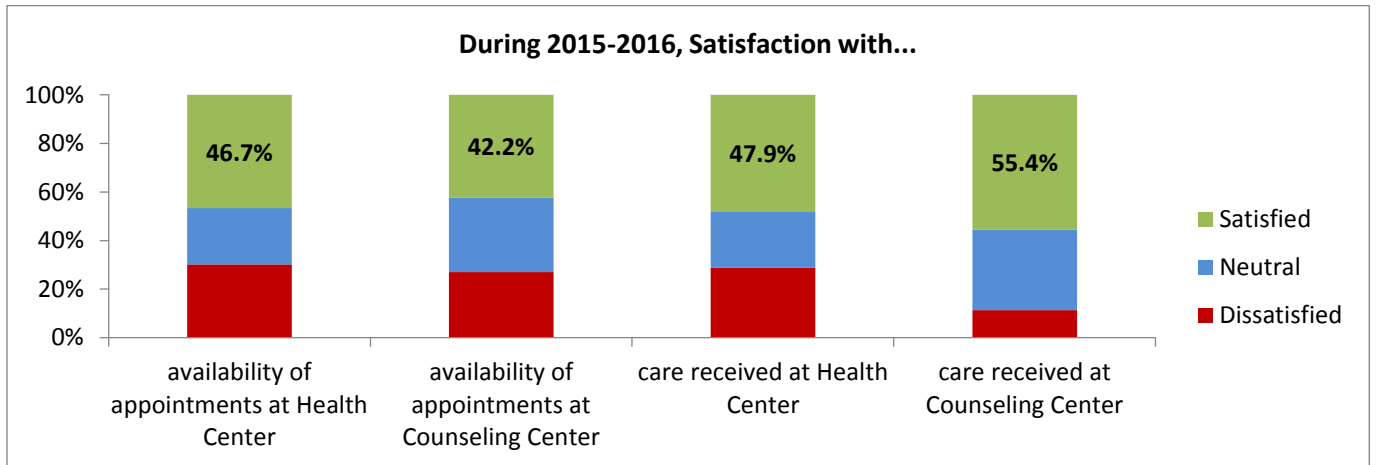


58% are aware that Denison provides a Restorative Justice pathway to resolve incidents of misconduct. One question asked students to articulate their understanding of Denison's RJ process. The majority of students (62%) said they were unsure about what it entailed or never even heard of it. Of the students who provided some response, the explanation was oftentimes vague (e.g. "Basically a second chance").

STUDENT CONDUCT : ACTION ITEMS

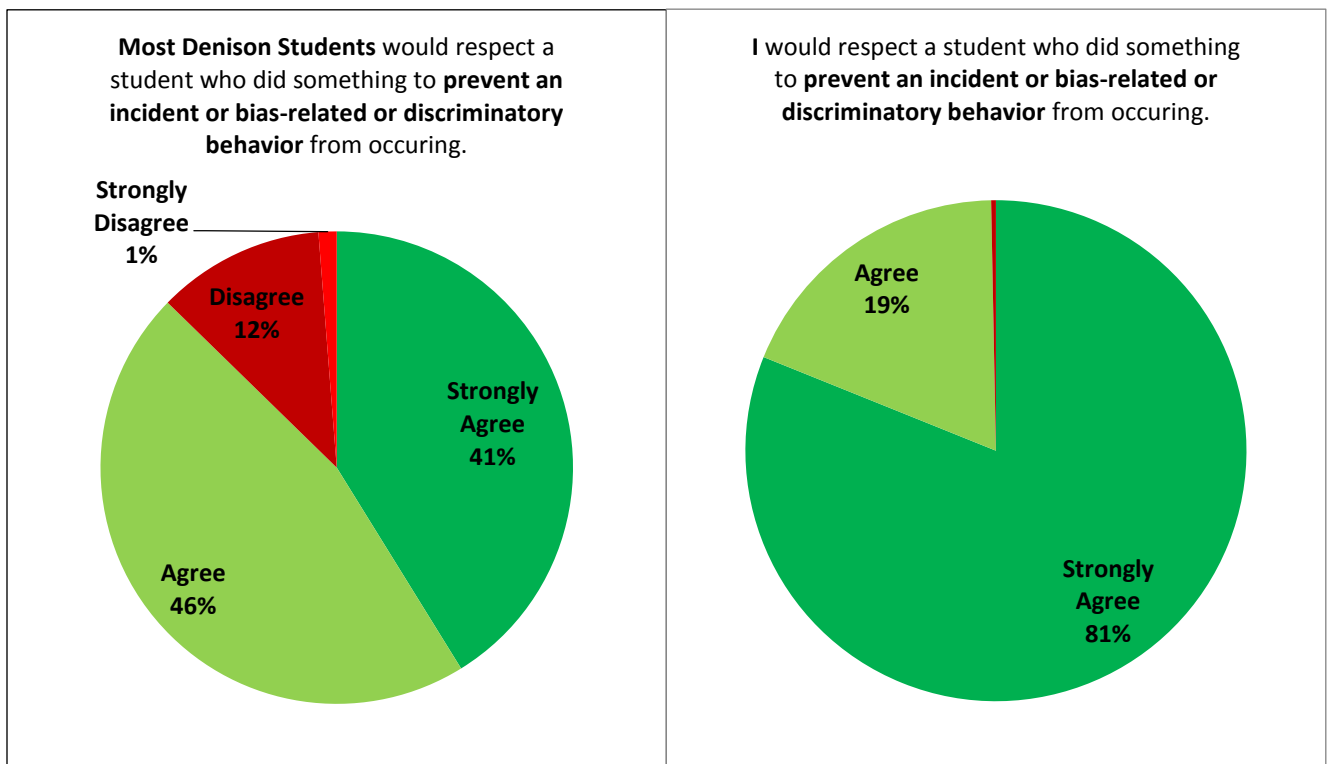
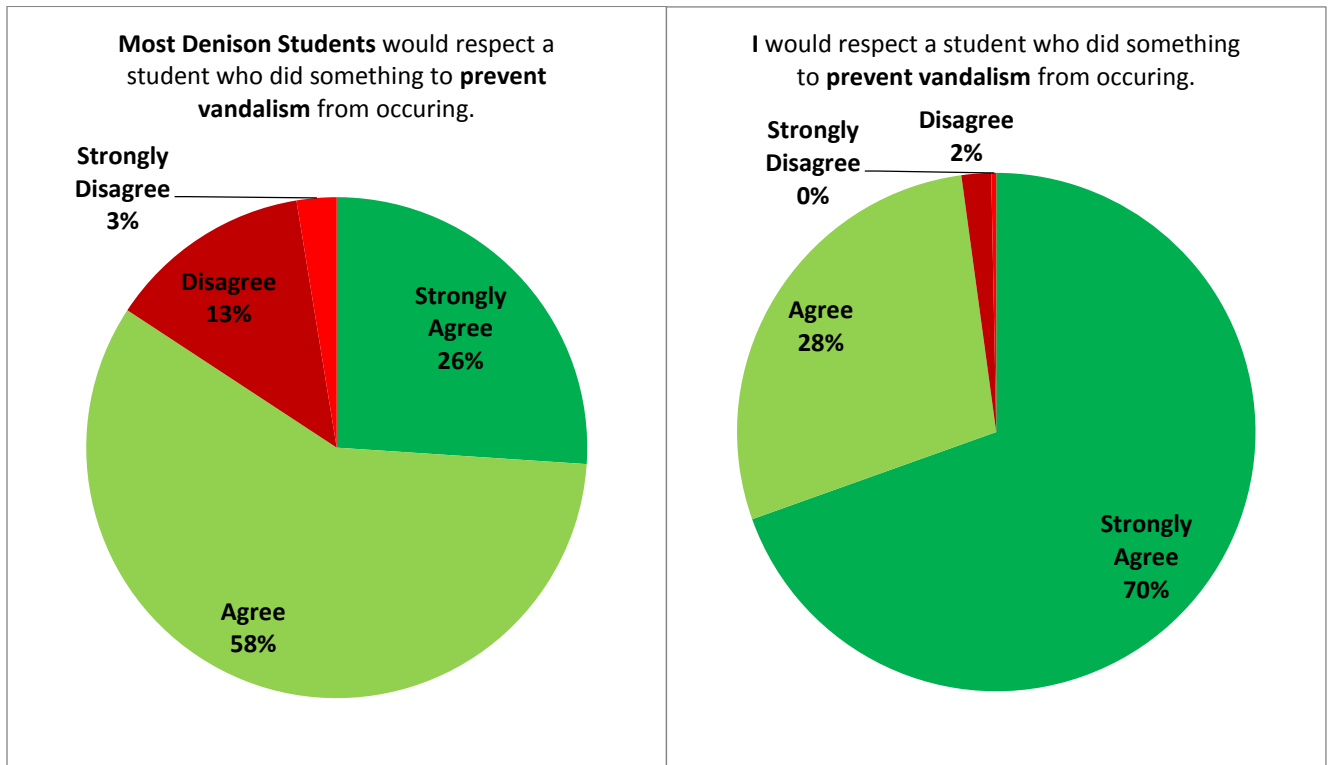
Many students were unfamiliar with Restorative Justice. To increase students' understanding of RJ, it was included as part of Orientation and the office will do targeted outreach with faculty and staff.

Whisler Center for Student Wellness

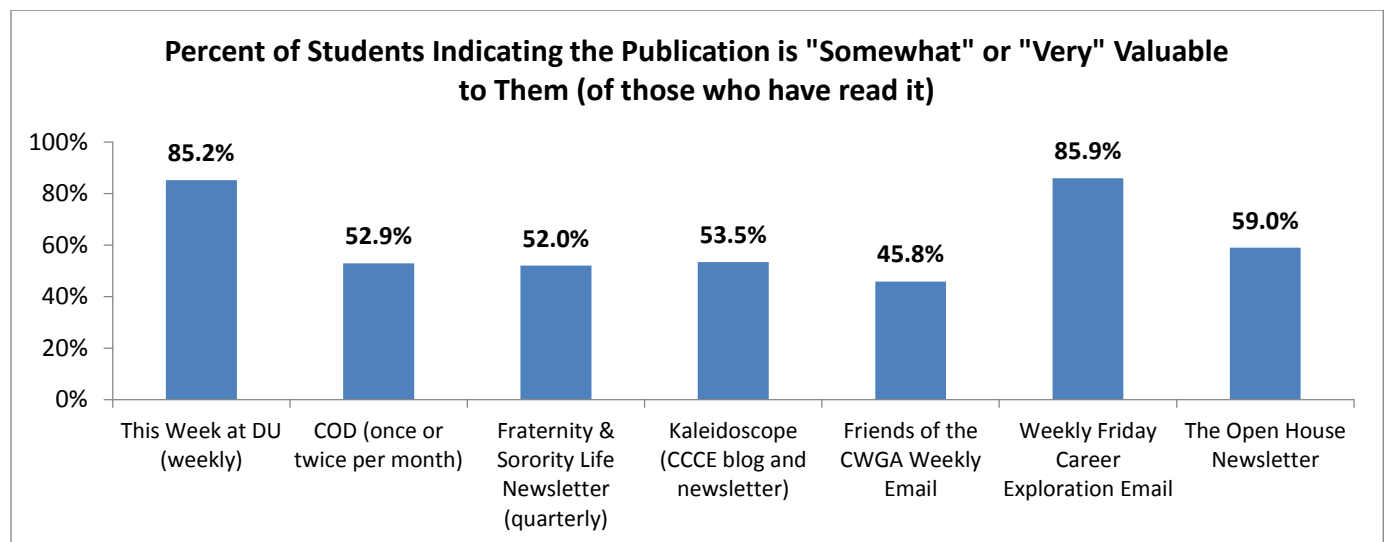
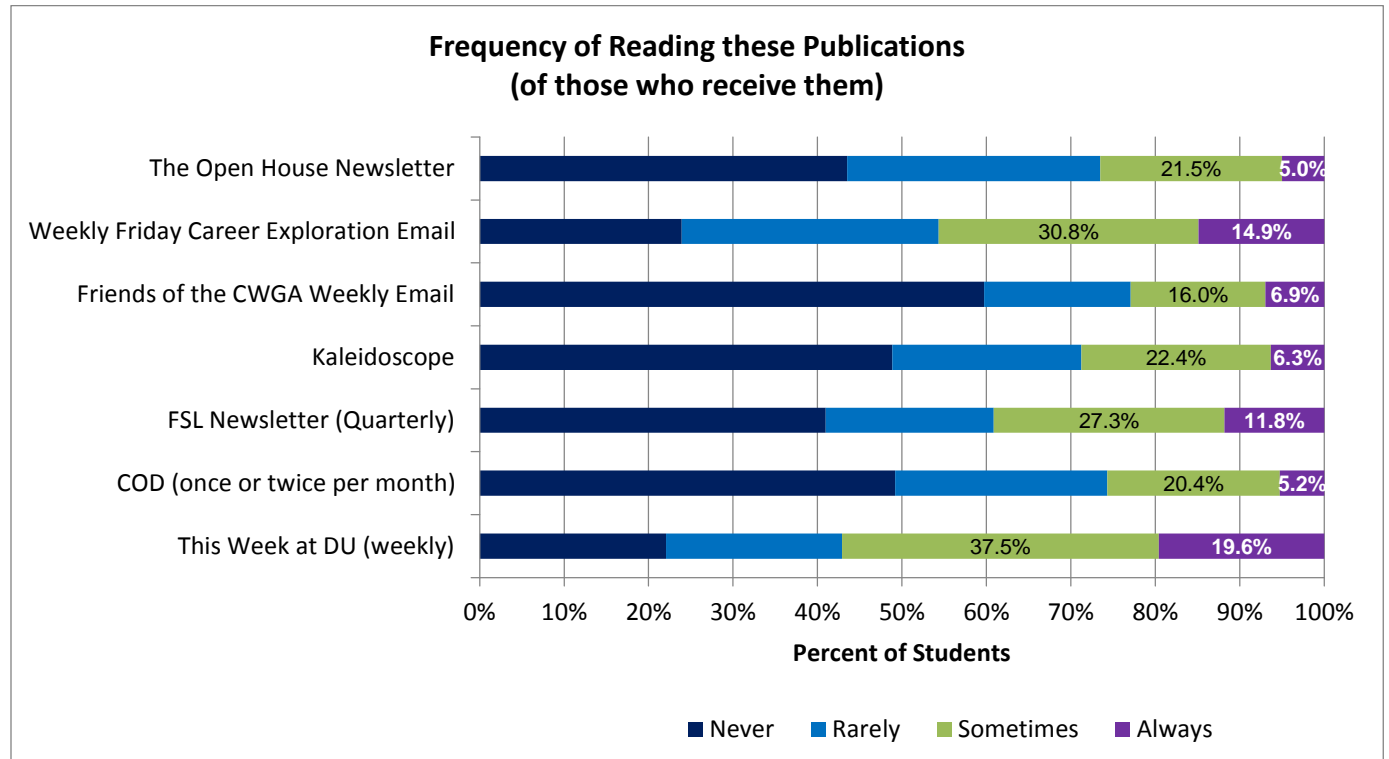


Campus Climate Team

The images below compare students' perceptions of their peers against their own views on the issue.



Campus Communication



Media students most utilize for information include: posters around campus (81%), stall scrawls (60%), MyDenison Scrolling Posters (49%), MyDenison Announcements (48%), Guide to the Weekend Dining Hall Table Tents (47%), and Campus Calendar on My Denison (39%). Individual department Facebook pages are not a primary source of information for most students.

79% of students feel well-informed about events and activities on campus.

60% of students feel well-informed about services available on campus.

Political Views

| | 2001 | 2003 | 2005 | 2007 | 2011 | 2014 | 2017 |
|---------------------------|-------|-------|-------|-------|-------|-------|-------|
| Far left | 2.3% | 2.5% | 3.5% | 2.5% | 3.8% | 3.9% | 4.4% |
| Liberal | 41.2% | 35.0% | 32.5% | 41.1% | 40.5% | 39.3% | 46.2% |
| Middle-of-the-road | 40.5% | 39.9% | 32.2% | 39.3% | 36.5% | 36.4% | 33.1% |
| Conservative | 13.6% | 21.7% | 29.3% | 15.2% | 18.1% | 18.8% | 15.2% |
| Far right | 2.3% | 0.9% | 2.5% | 1.9% | 1.1% | 1.7% | 1.1% |

Beliefs: Students Agreeing Strongly or Somewhat with Each Statement

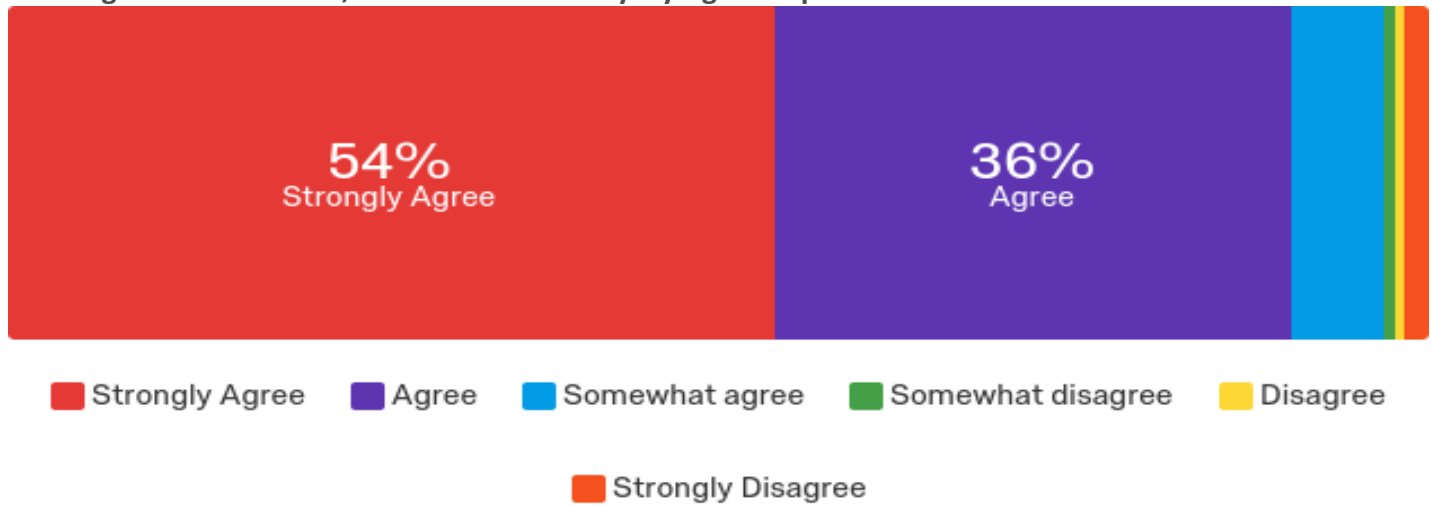
| Denison University | 2001 | 2005 | 2007 | 2011 | 2014 | 2017 |
|--|-------|-------|-------|-------|-------|-------|
| Abortion should be legal | 66.0% | 66.5% | 72.3% | 72.3% | | |
| Marijuana should be legalized | 39.2% | 39.4% | 48.4% | 53.2% | | |
| Racial discrimination is no longer a major problem in America | 17.8% | 18.2% | 17.3% | 20.6% | 19.5% | 12.2% |
| Same-sex couples should have the right to legal marital status | 72.7% | 70.0% | 76.7% | 80.9% | 89.8% | |
| Federal military spending should be increased | | 27.2% | 23.3% | 23.4% | 31.9% | 30.5% |
| Undocumented immigrants should be denied access to public education | | 44.5% | 41.3% | 39.3% | 31.1% | 22.3% |
| Students from disadvantaged social backgrounds should be given preferential treatment in college admissions | | | | 41.9% | 47.5% | 53.2% |
| A national health care plan is needed to cover everybody's medical costs | | 66.9% | 75.5% | 64.4% | | |
| Addressing global climate change should be a federal priority | | | | 69.1% | 73.5% | 82.3% |
| The chief benefit of a college education is that it increases one's earning power | | | 48.9% | 55.8% | 57.8% | 52.0% |

Denison Climate Surveys

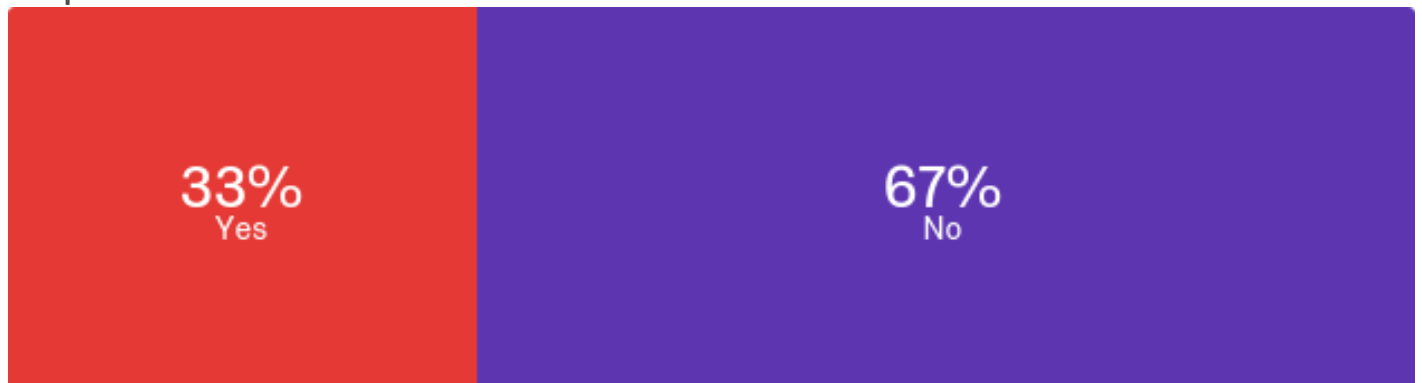
Findings from 2015, 2016, 2017, and 2018

Spring 2018 Sexual Misconduct Survey: Bystander Intervention

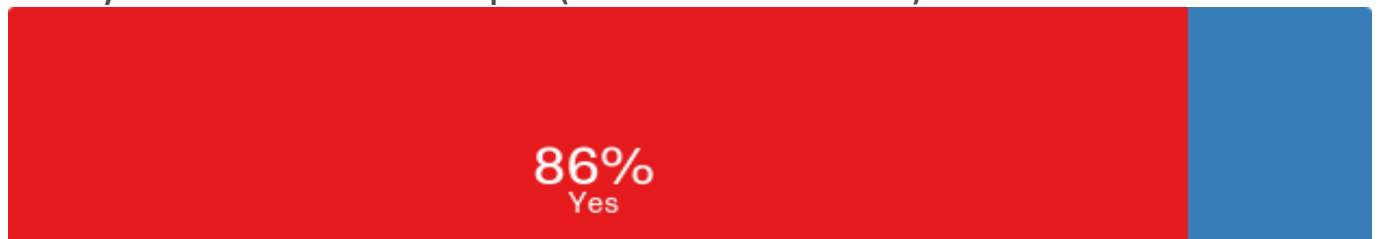
How much do you agree or disagree with the following statement: If I saw someone was at risk of being sexual assaulted, I would intervene by trying to help.



In the past year, have you witnessed someone at risk of being sexually assaulted on Denison's campus?



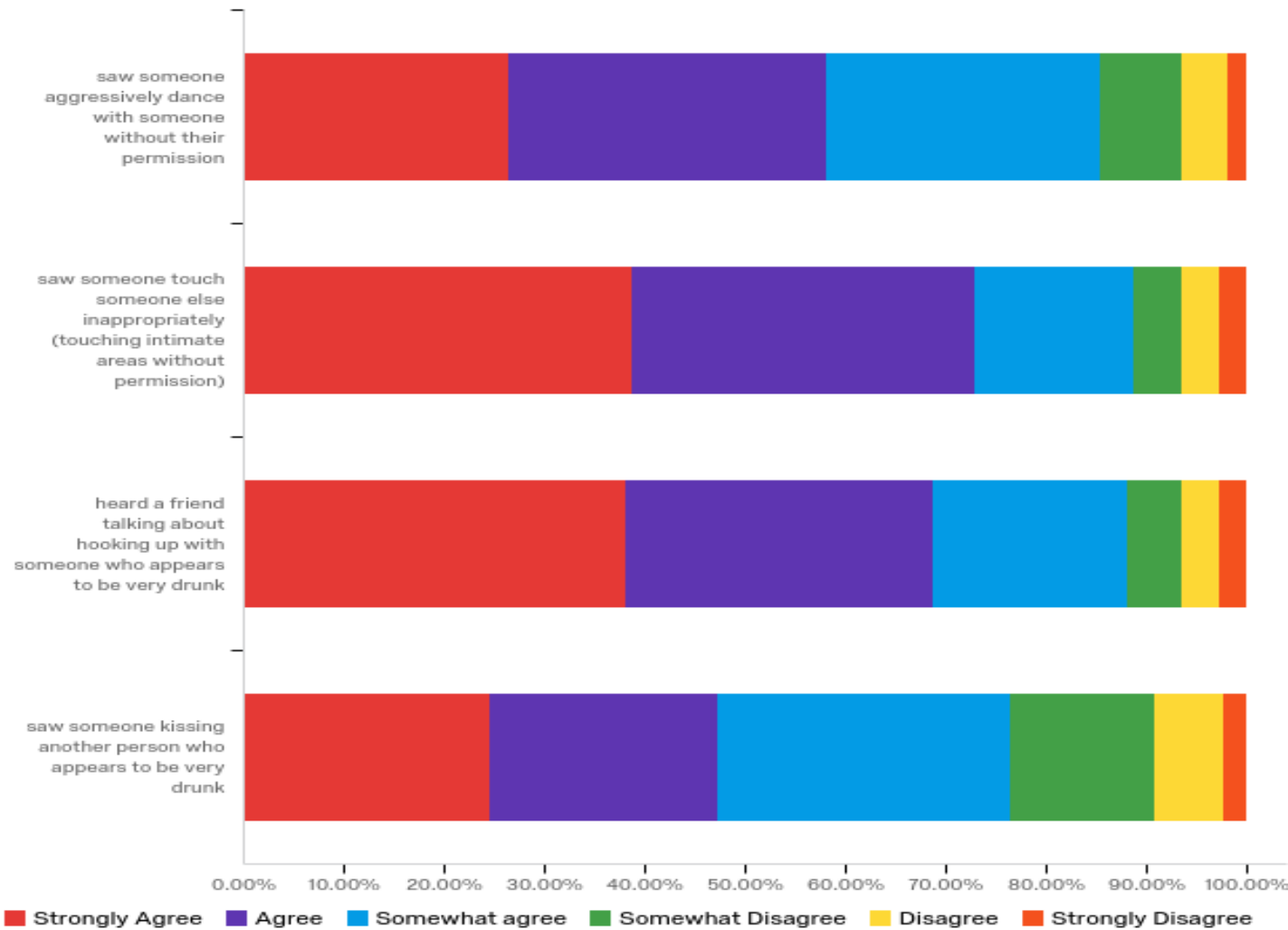
In the past year, have you intervened (by trying to help) when someone was at risk of being sexually assaulted on Denison's campus? (of those who witnessed it)



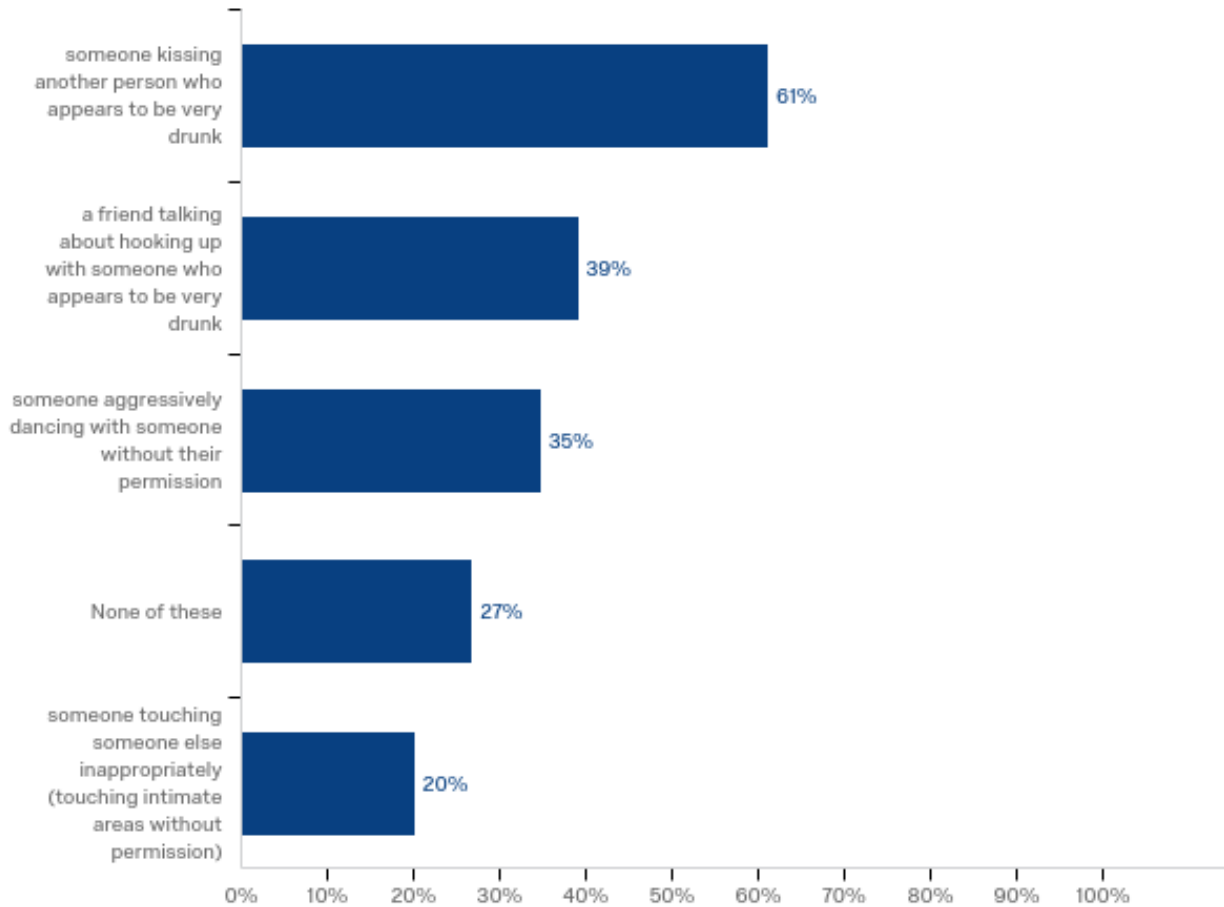
How much do you agree or disagree with the following statements: I would intervene if I...

| Question | Strongly Agree | Agree | Somewhat agree | Somewhat Disagree | Disagree | Strongly Disagree | Total |
|---|----------------|--------|----------------|-------------------|----------|-------------------|-------|
| saw someone aggressively dance with someone without their permission | 26.36% | 31.78% | 27.13% | 8.14% | 4.65% | 1.94% | 258 |
| saw someone touch someone else inappropriately (touching intimate areas without permission) | 38.76% | 34.11% | 15.89% | 4.65% | 3.88% | 2.71% | 258 |
| heard a friend talking about hooking up with someone who appears to be very drunk | 37.98% | 30.62% | 19.38% | 5.43% | 3.88% | 2.71% | 258 |
| saw someone kissing another person who appears to be very drunk | 24.42% | 22.87% | 29.07% | 14.34% | 6.98% | 2.33% | 258 |

I would intervene if...



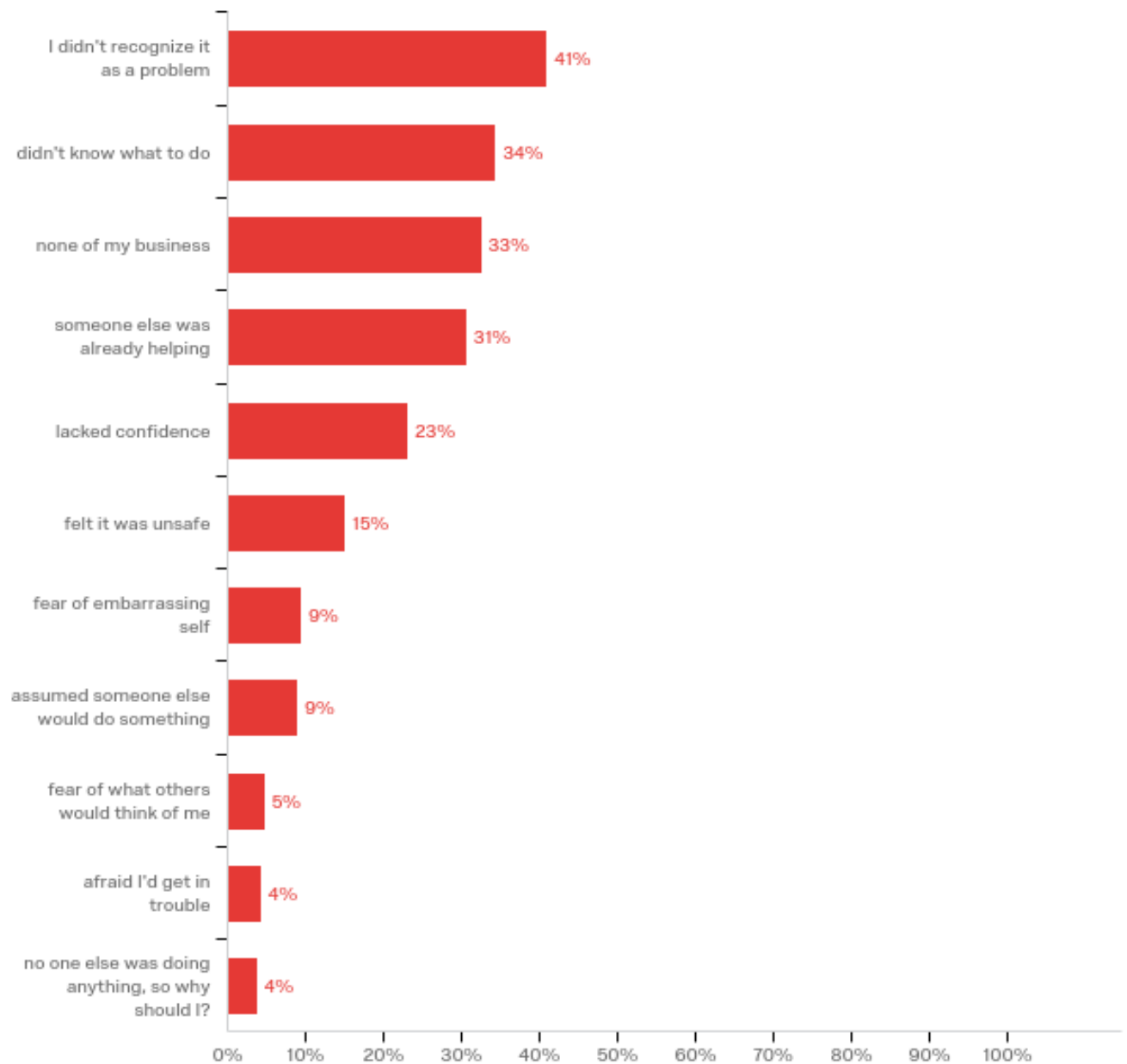
In the past year, I have witnessed the following situations on my campus (select all that apply):



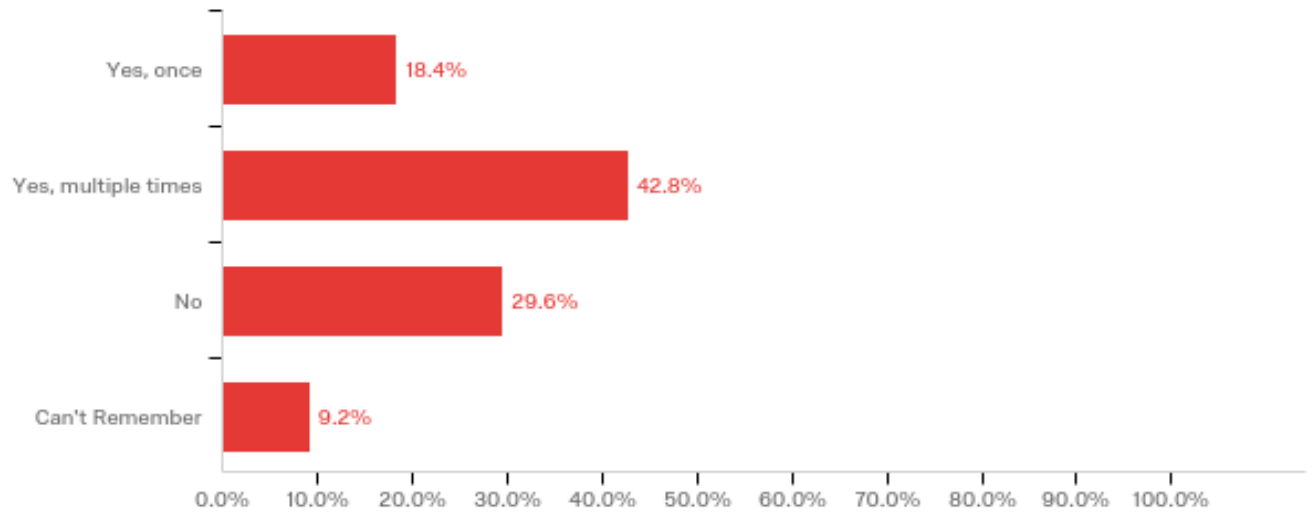
Percent of Students Who Actually Intervene When Having Observed the Situation:

- Someone kissing another person who appears to be very drunk: **32.9%**
- A friend talking about hooking up with someone who appears to be very drunk: **62.6%**
- Someone aggressively dancing with someone without their permission: **67.0%**
- Someone touching someone else inappropriately (touching intimate areas without permission): **62.7%**

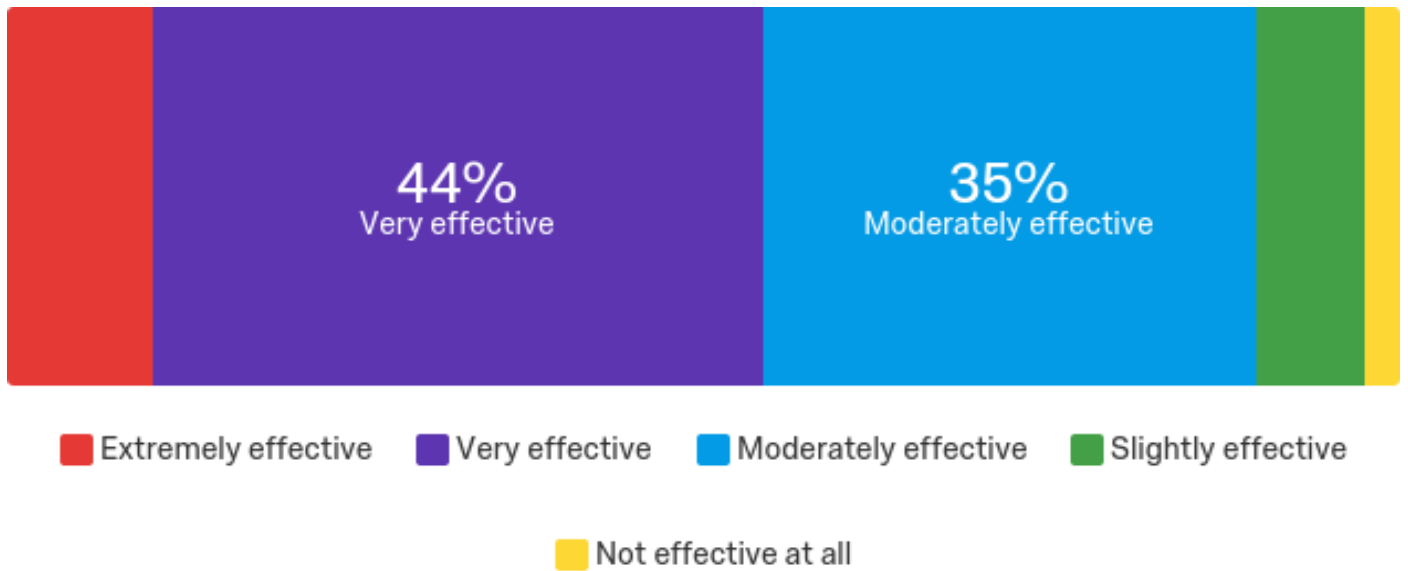
**In cases where you saw something occurring but didn't intervene, why didn't you intervene?
(Select all that apply.)**



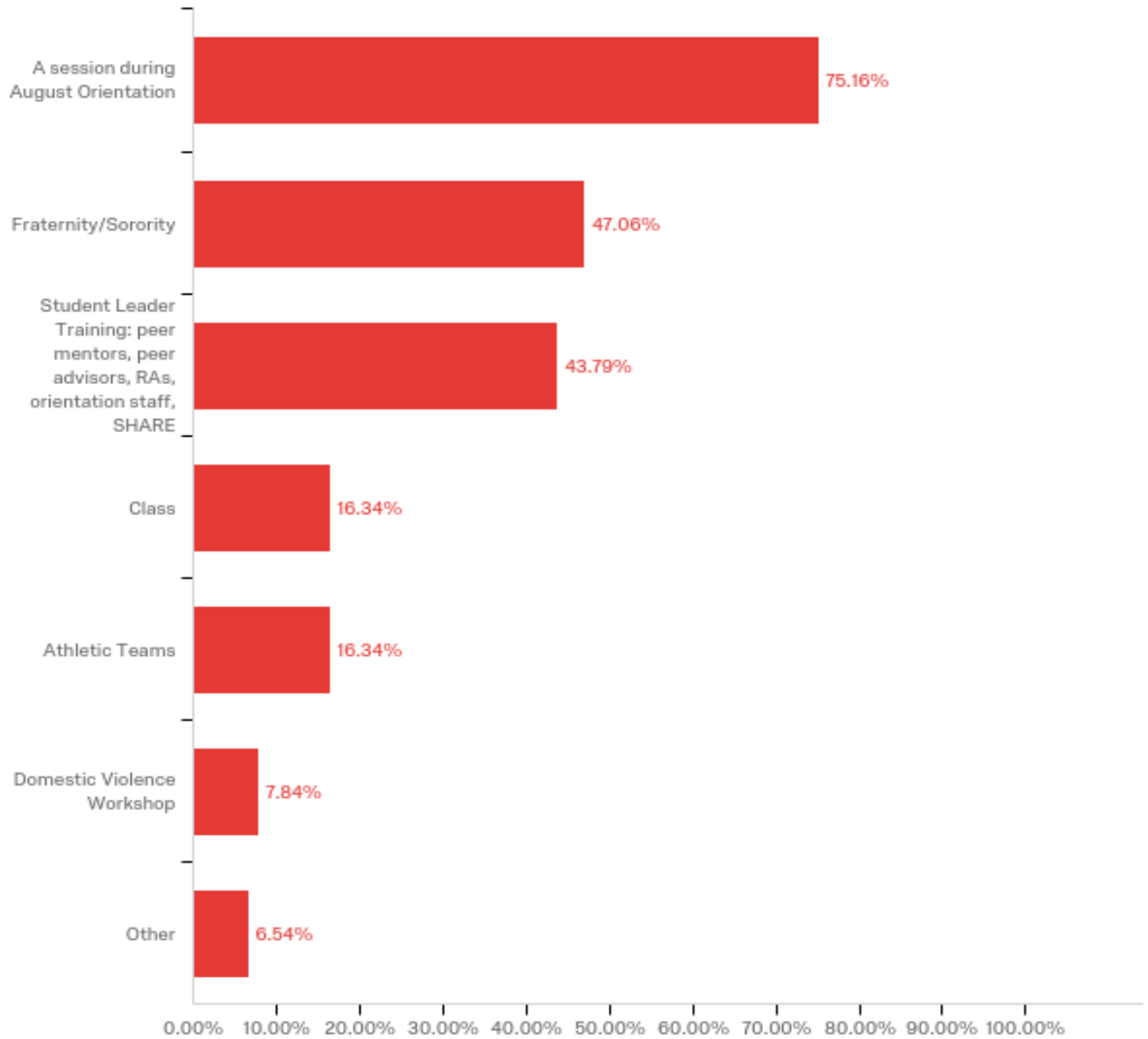
During your time at Denison have you attended any trainings about intervening during potentially troublesome situations?



How effective was the training in providing you with the skills or confidence to intervene in potentially troublesome situations?



Which of the following bystander intervention programs have you attended?



Other - Text

International Student Pre-orientation

TIPS training

SHARE gave a presentation at a Gaming Guild meeting

DCSR

DCGA Senate Discussion on Bystander Intervention

PSM training

Aug-O Staff

DCGA Session by Elena Meth

Pre-O training

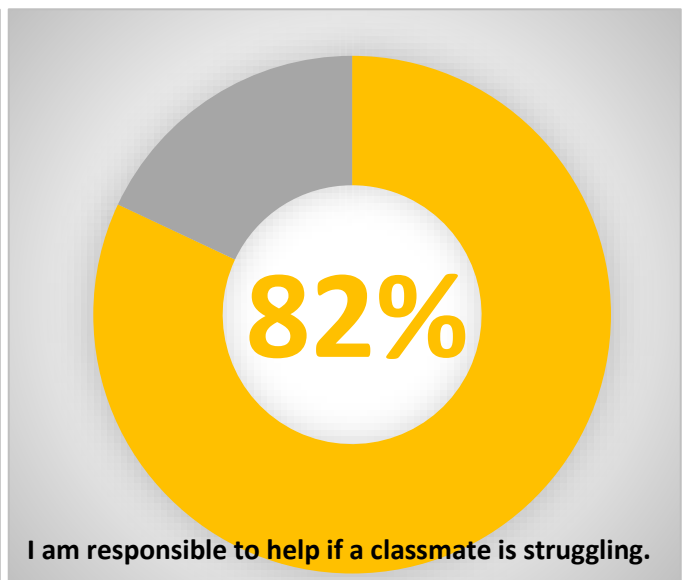
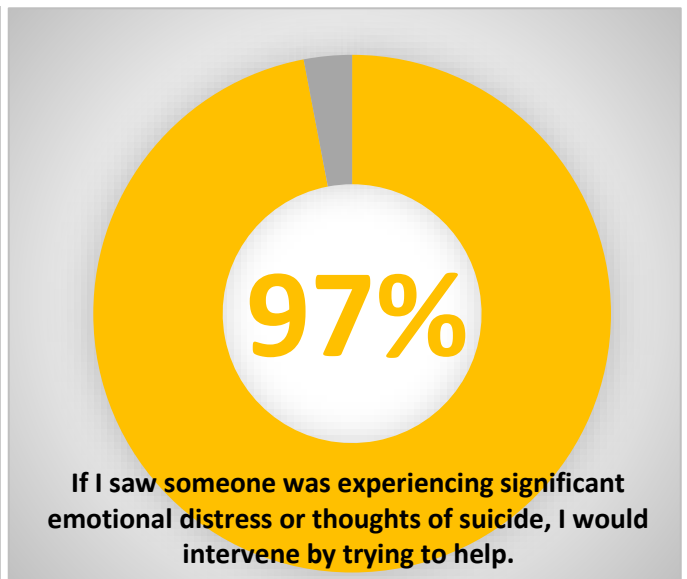
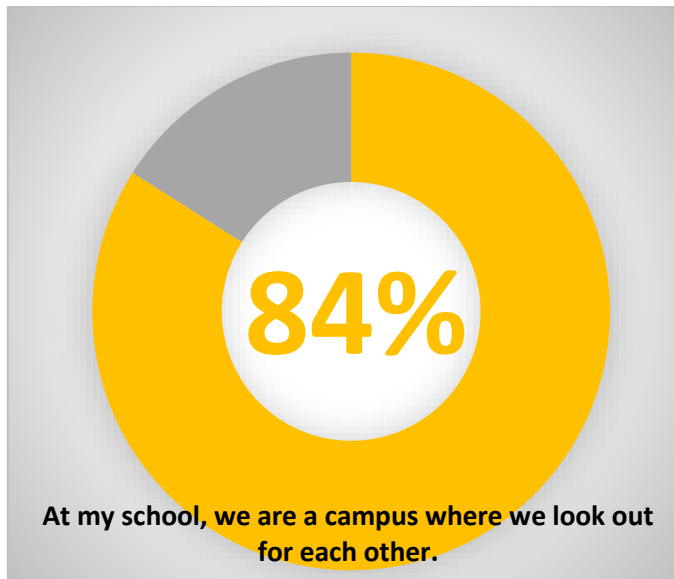
BYSTANDER INTERVENTION: From HEALTHY MINDS STUDY (JANUARY 2017)

Students report a strong willingness to look out for their peers. However, some of the data on page 9 show a disparity between willingness to act and actually doing so.

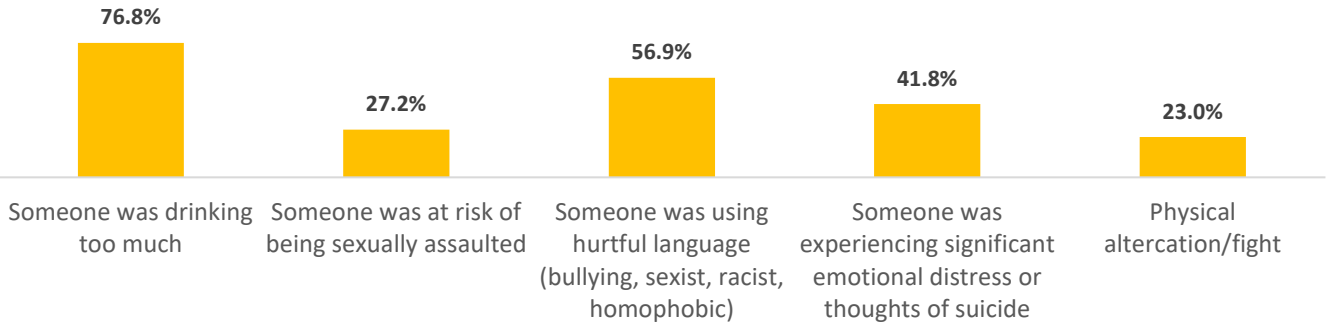
90% have a good idea of how to recognize that someone is in emotional or mental distress

74% of students feel confident in helping someone with a mental health problem.

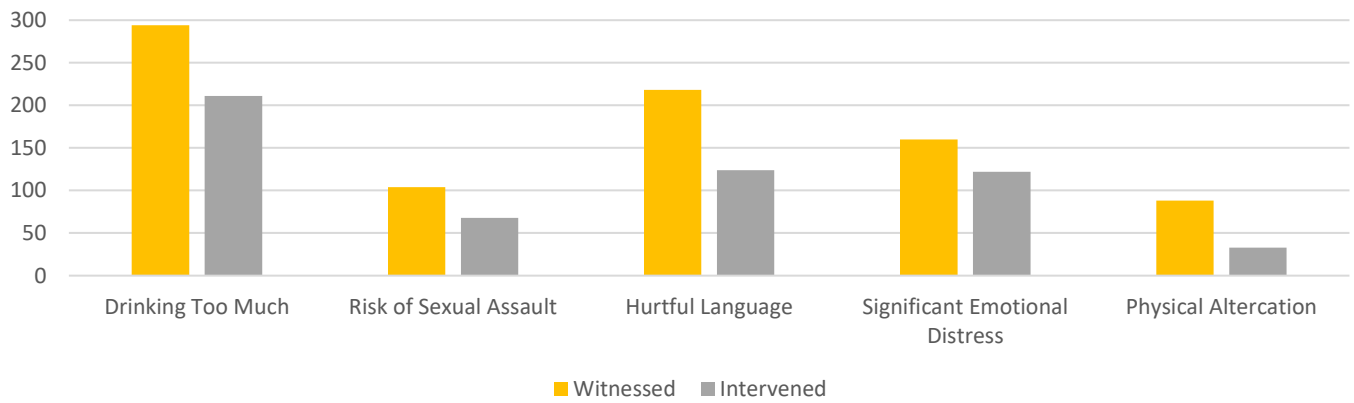
Only **9%** report having participated in a mental health gatekeeper training program.



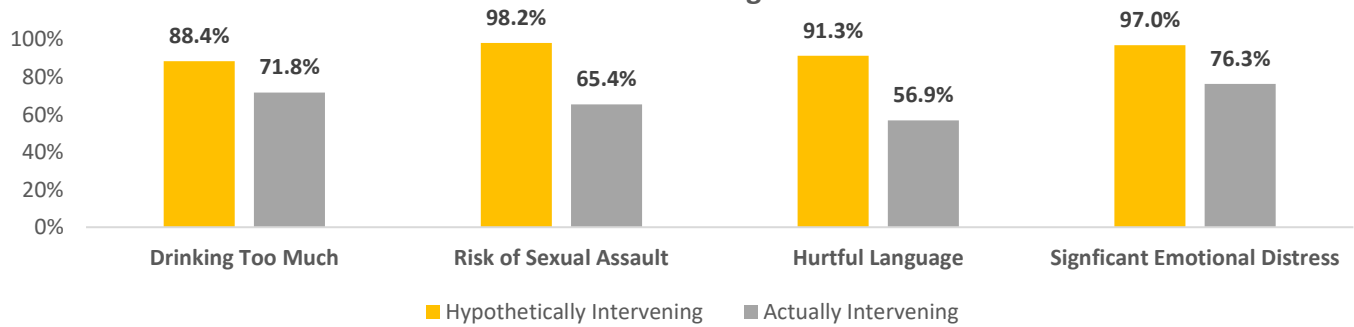
Percent of Students Witnessing the Following in the Last Year



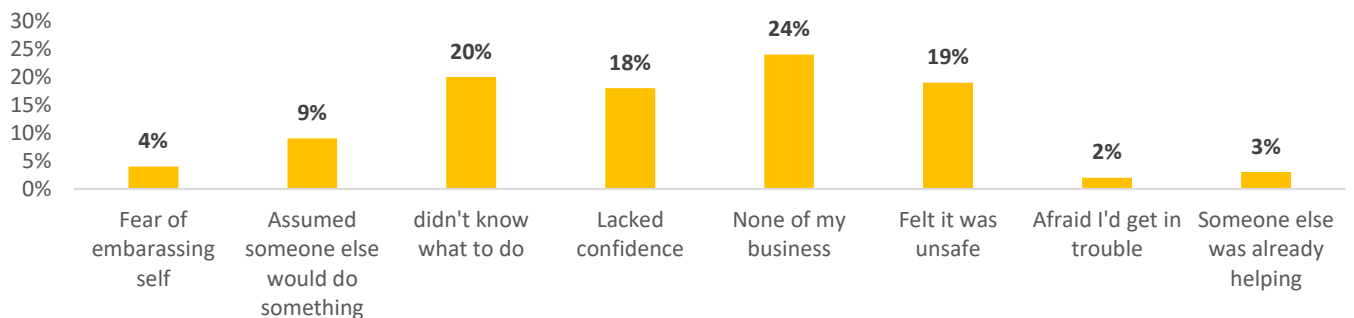
Disparity between Witnessing & Intervening



Discrepancy between Saying They'd Intervene and Actually Doing So When Witnessing



Barriers to Intervention



**Sexual Misconduct Climate Survey
Summary of Findings
April 2017**

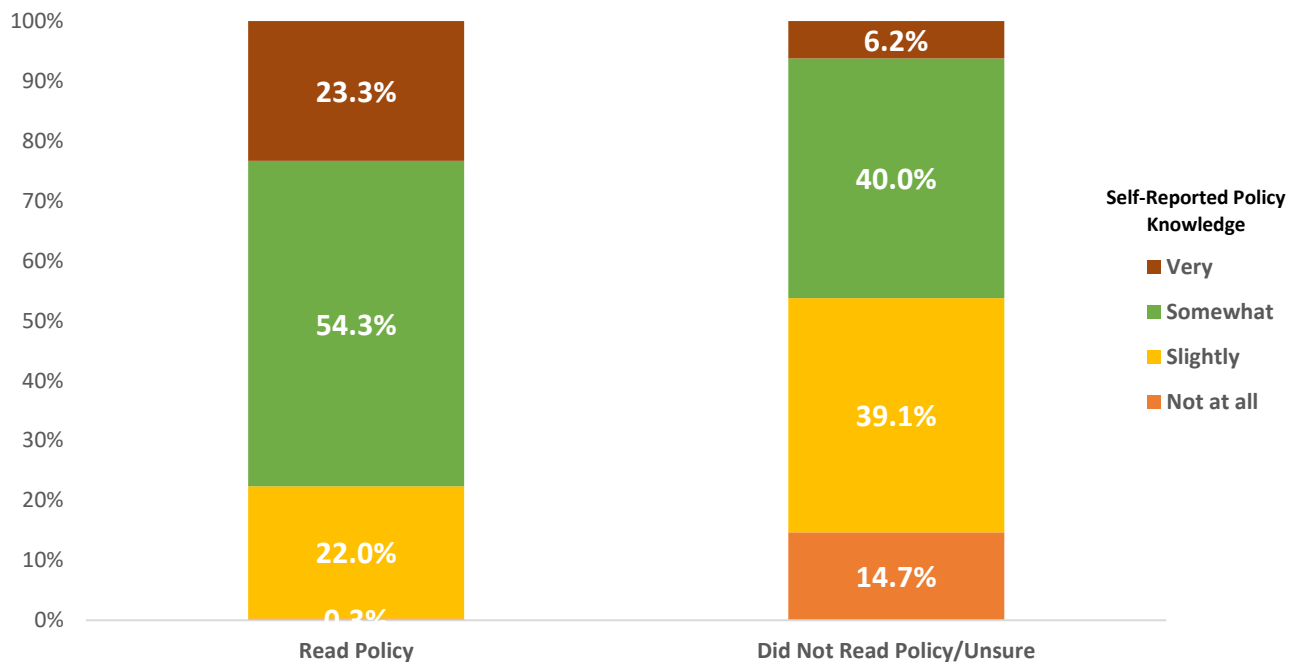
A random half of the student body (N=1039) was emailed the Sexual Misconduct Climate Survey in April 2017. Non-respondents were sent five reminder invitations. In total, 539 students responded, yielding a 51.9% response rate. Respondents were representative of the student body by race and class year but not by gender, where women were over-represented.

CLARITY AND UNDERSTANDING OF POLICY

Over half (58%) of respondents indicated they had **read Denison’s sexual misconduct policy**. Of those who had **read the policy**, **79%** believe it to be clear, while only **14%** of students who had **not read** the policy indicated it was clear.

Overall, **16%** of students self-reported to be **“very knowledgeable”** about Denison’s sexual misconduct policy, while **64%** self-reported to be either **“very or somewhat knowledgeable”** about the policy. As shown below, knowledge levels varied greatly depending on whether the student had read the policy—with students who had read the policy reporting greater knowledge levels.

Self-Reported Policy Knowledge Based on Whether Read Policy



In addition to asking students to report their knowledgeability of the policy, we directly measured their knowledge through specific questions. Here are the proportions of students who identified the correct answer related to the policy:

- Silence or lack of response implies consent (**FALSE: 97.2%**)
- Anyone who is drunk is incapacitated and thus cannot give consent (**FALSE: 7.6%**)
- Consent to kissing and touching implies consent to further sexual activity unless there is a verbal “no” or resistance (**FALSE: 89.6%**)
- Consent once given may be withdrawn at any time. (**TRUE: 95.9%**)

In addition, students were asked to identify reporting and confidential resources on campus:

76% correctly identified **reporting resources** on-campus, with the most frequently-cited resources being Resident Assistant, Advisor/Professor, Title IX Office, Campus Safety, and the blue whistle on MyDenison. In many of the responses, there appeared to be little distinction between “reporting resources” and “confidential resources,” often confusing the two, with 19% identifying a **confidential resource** rather than a reporting resource.

87% correctly identified a **confidential resource** on campus, with SHARE Advocates and Whisler most frequently listed.

PERCEPTIONS OF INSTITUTIONAL RESPONSE

The data in the table below delineate students’ perceptions of institutional response when an incident of sexual misconduct is reported. Over three-quarters of students think the institution would take the report seriously, support the student making the report, and protect the safety of the student making the report; however, fewer students perceived the institution as supporting the accused student. The second table reveals gender differences in perceptions as well, particularly noticeable within highlighted rows.

Perceptions of Institutional Response

| If a student reported an incident of sexual assault or sexual misconduct to Denison, how likely is it that Denison would... | Unlikely | Neither likely nor unlikely | Likely |
|--|-----------------|------------------------------------|---------------|
| Take the report seriously | 12.3% | 6.1% | 81.6% |
| Support the student making the report | 9.9% | 9.3% | 80.9% |
| Take steps to protect the safety of the student making the report | 9.9% | 10.8% | 79.3% |
| Take steps to protect the student making the report from retaliation | 13.1% | 14.6% | 72.1% |
| Support the accused student in the report | 18.9% | 29.5% | 51.6% |
| Conduct a fair investigation | 16.8% | 17.3% | 65.9% |
| Take action against the offender(s) if the investigation found that sexual assault did occur | 18.0% | 14.1% | 67.9% |

Percent Finding it *Somewhat Likely* or *Extremely Likely* that Denison would do the following if a student reported an incident of sexual assault or sexual misconduct to Denison

| | Male | Female |
|--|-------------|---------------|
| Take the report seriously | 81.7% | 81.9% |
| Support the student making the report | 80.0% | 81.6% |
| Take steps to protect the safety of the student making the report | 83.8% | 77.3% |
| Take steps to protect the student making the report from retaliation | 81.0% | 67.8% |
| Support the accused student in the report | 50.9% | 52.3% |
| Conduct a fair investigation | 67.4% | 65.5% |
| Take action against the offender(s) if the investigation found that sexual assault did occur | 76.4% | 63.4% |

INCIDENCE OF SEXUAL MISCONDUCT

Definitions & Survey Language

The survey asked students about sexual misconduct, using language corresponding directly to Denison’s Policy Prohibiting Sex Discrimination, Including Sexual Harassment, Sexual Misconduct, Stalking and Retaliation.

Non-Consensual Sexual Contact is any intentional sexual touching, however slight, with a body part or an object, by a person upon a person without consent or by force. Sexual contact includes contact, directly or over clothing, with genitals, groin, breast, or buttocks; or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; or any other intentional bodily contact in a sexual manner.

During the 2016-2017 academic year, did you experience non-consensual sexual contact while on campus or at a Denison-related event?

Non-Consensual Sexual Intercourse is defined as any sexual intercourse, however slight, with any body part or object by a person upon a person without consent or by force. Intercourse includes vaginal or anal penetration by a penis, finger, tongue or object, and oral copulation (mouth to genital contact), no matter how slight.

During the 2016-2017 academic year, did you experience non-consensual sexual intercourse while on campus or at a Denison-related event?

Percent of Students Experiencing Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse during the 2016-2017 Academic Year either on Campus or at a Denison-Related Event

| | Male (174) | Female (344) | Total (536) |
|---|-------------------|---------------------|--------------------|
| Non-Consensual Sexual Contact | 8.6% | 18.4% | 15.0% |
| Non-Consensual Sexual Intercourse | 3.4% | 5.0% | 4.3% |
| Experienced Non-Consensual Sexual Contact and/or Non-Consensual Sexual Intercourse | 9.1% | 18.9% | 15.5% |

Percent of Students Experiencing Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse during the 2016-2017 Academic Year either on Campus or at a Denison-Related Event

By Class Year: Male

| | First-Year (52) | Sophomore (50) | Junior (24) | Senior (46) | Total (174) |
|--|------------------------|-----------------------|--------------------|--------------------|--------------------|
| Non-Consensual Sexual Contact | 9.6% | 4.0% | 16.7% | 8.7% | 8.6% |
| Non-Consensual Sexual Intercourse | 3.8% | 2.0% | 4.0% | 4.3% | 3.4% |

By Class Year: Female

| | First-Year (108) | Sophomore (95) | Junior (57) | Senior (82) | Total (344) |
|--|-------------------------|-----------------------|--------------------|--------------------|--------------------|
| Non-Consensual Sexual Contact | 21.3% | 22.1% | 14.0% | 13.4% | 18.4% |
| Non-Consensual Sexual Intercourse | 2.8% | 8.4% | 3.6% | 4.9% | 5.0% |

Percent of Students Experiencing Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse during the 2016-2017 Academic Year either on Campus or at a Denison-Related Event

By Racial Identity: Male

| | White (112) | Black (12) | Hispanic (17) | Asian (5) | Multi (2) | Int. (18) | Total (174) |
|--|--------------------|-------------------|----------------------|------------------|------------------|------------------|--------------------|
| Non-Consensual Sexual Contact | 10.7% | 8.3% | 0.0% | 20.0% | 0.0% | 5.6% | 8.6% |
| Non-Consensual Sexual Intercourse | 5.4% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 3.4% |

By Racial Identity: Female

| | White (233) | Black (21) | Hispanic (27) | Asian (15) | Multi (26) | Int. (14) | Total (344) |
|--|--------------------|-------------------|----------------------|-------------------|-------------------|------------------|--------------------|
| Non-Consensual Sexual Contact | 17.6% | 14.3% | 25.9% | 13.3% | 15.4% | 21.4% | 18.4% |
| Non-Consensual Sexual Intercourse | 3.0% | 0.0% | 14.8% | 6.7% | 7.7% | 14.3% | 5.0% |

By Sexual Orientation: Male

| | Heterosexual (154) | LGBQ (17) | Total (174) |
|--|---------------------------|------------------|--------------------|
| Non-Consensual Sexual Contact | 7.8% | 5.9% | 8.6% |
| Non-Consensual Sexual Intercourse | 3.9% | 0.0% | 3.4% |

By Sexual Orientation: Female

| | Heterosexual (282) | LGBQ (43) | Total (344) |
|--|---------------------------|------------------|--------------------|
| Non-Consensual Sexual Contact | 16.0% | 34.9% | 18.4% |
| Non-Consensual Sexual Intercourse | 4.6% | 7.0% | 5.0% |

Trends Over Time

In February 2011 and 2015, Denison administered the National College Health Assessment, which asked students whether they had experienced sexual misconduct in the last 12 months. The language and timeframe used by NCHA do not correspond directly with the current instrument; however, with caution, we can examine the trend line over time. The 15-16 and 16-17 wording is identical.

Non-Consensual Sexual Contact

| | Sexual touching without consent | | Non-Consensual Sexual Contact | |
|---------------|--|------------------|--------------------------------------|------------------|
| | 2010-2011 | 2014-2015 | 2015-2016 | 2016-2017 |
| Male | 2.7% | 7.7% | 5.7% | 8.6% |
| Female | 10.6% | 16.2% | 16.2% | 18.4% |

Non-Consensual Sexual Intercourse

| | Sexual penetration without consent | | Non-Consensual Sexual Intercourse | |
|---------------|---|------------------|--|------------------|
| | 2010-2011 | 2014-2015 | 2015-2016 | 2016-2017 |
| Male | 0.4% | 0.0% | 1.1% | 3.4% |
| Female | 2.8% | 3.5% | 4.8% | 5.0% |

BARRIERS TO REPORTING

The survey findings also confirm that incidents of sexual misconduct are grossly under-reported, though consistent with national norms. At Denison, **4.9% of survivors reported the incident** to a campus authority, 90.2% did not, and 4.9% were unsure of whether they reported it. The table below notes students' *primary reason* for not reporting.

| Barrier to Reporting | 2016-2017 |
|--|-----------|
| I didn't think it was serious enough to report or didn't recognize it as sexual misconduct. | 50.7% |
| I didn't want action taken (arrests, conduct action, legal charges) against the person/I didn't want the person to get in trouble. | 14.7% |
| Other | 10.7% |
| I felt embarrassed or ashamed and didn't anyone to know what happened. | 8.0% |
| I didn't think Denison would do anything about my report. | 6.7% |
| I felt like I was at fault. | 6.7% |
| I feared retaliation from the person who did it or other students. | 1.3% |
| I feared not being believed by the person I reported to. | 1.3% |
| I didn't know who I should tell or the reporting procedure on campus. | 0.0% |
| I didn't want others on campus to find out about it. | 0.0% |

This table below draws comparisons in reasons for not reporting the incident between 2015 and 2017 data collections by gender.

| Barriers to Reporting | Men | | Women | |
|---|--------------|--------------|--------------|--------------|
| | 2015 (13) | 2017 (14) | 2015 (87) | 2017 (59) |
| I didn't think it was serious enough to report or didn't recognize it as sexual misconduct | 69.2% | 21.4% | 63.2% | 57.6% |
| I didn't want others on campus to find out about it | 0.0% | 0.0% | 2.3% | 0.0% |
| I didn't want action taken (arrests, conduct action, legal charges) against the person/I didn't want the person to get in trouble | 7.7% | 21.4% | 5.7% | 13.6% |
| I didn't think Denison would do anything about my report | 7.7% | 0.0% | 5.7% | 8.5% |
| I feared retaliation from the person who did it or other students | 0.0% | 0.0% | 3.4% | 1.7% |
| I felt embarrassed or ashamed and didn't anyone to know what happened | 0.0% | 7.1% | 8.0% | 6.8% |
| I felt like I was at fault | 0.0% | 7.1% | 4.6% | 6.8% |
| I didn't know who I should tell or the reporting procedure on campus | 0.0% | 0.0% | 0.0% | 0.0% |
| I feared not being believed by the person I reported to. | 0.0% | 7.1% | 0.0% | 0.0% |
| Other | 15.4% | 35.7% | 6.9% | 5.1% |

"Other" Responses from Men: "By technical definition, it would be sexual assault because I couldn't give consent. There was no malice in it and I didn't care." "I am a male" "Based on the definitions defined above someone did sexually contact me without consent and I was not okay with it, however it did not affect me in any way and I just walked away. Because it does not hurt me/affect me/ or damage me I do not report it. I really did not care that it happened." "Did not think it was worth investigating" "I'm a male so it obviously doesn't matter here; DOUBLE STANDARD"

"Other" Responses from Women: "there was no explicit consent, it just happened and it wasn't forceful." "I liked it" "The person was my friend."

**Sexual Misconduct Incidents Survey
Summary of Findings
April 2016**

A random half of the student body (N=1102) was emailed the Sexual Misconduct Incidents Survey in April 2016. Non-respondents were sent six reminder invitations. In total, 732 students responded, yielding a 66.4% response rate.

Definitions & Survey Language

The survey asked students two questions about sexual misconduct, using language corresponding directly to Denison's Policy Prohibiting Sex Discrimination, Including Sexual Harassment, Sexual Misconduct, Stalking and Retaliation.

Non-Consensual Sexual Contact is any intentional sexual touching, however slight, with a body part or an object, by a person upon a person without consent or by force. Sexual contact includes contact, directly or over clothing, with genitals, groin, breast, or buttocks; or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; or any other intentional bodily contact in a sexual manner.

During the 2015-2016 academic year, did you experience non-consensual sexual contact while on campus or at a Denison-related event?

Non-Consensual Sexual Intercourse is defined as any sexual intercourse, however slight, with any body part or object by a person upon a person without consent or by force. Intercourse includes vaginal or anal penetration by a penis, finger, tongue or object, and oral copulation (mouth to genital contact), no matter how slight.

During the 2015-2016 academic year, did you experience non-consensual sexual intercourse while on campus or at a Denison-related event?

Percent of Students Experiencing Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse during the 2015-2016 Academic Year either on Campus or at a Denison-Related Event

By Sex

| | Male (266) | Female (463) | Total |
|---|------------|--------------|-------|
| Non-Consensual Sexual Contact | 5.7% | 16.2% | 12.3% |
| Non-Consensual Sexual Intercourse | 1.1% | 4.8% | 3.4% |
| Experienced Non-Consensual Sexual Contact and/or Non-Consensual Sexual Intercourse | 6.1% | 17.1% | 13.0% |

By Class Year: Male

| | First-Year (73) | Sophomore (69) | Junior (55) | Senior (69) | Total (266) |
|--|-----------------|----------------|-------------|-------------|-------------|
| Non-Consensual Sexual Contact | 6.9% | 1.5% | 7.3% | 7.2% | 5.7% |
| Non-Consensual Sexual Intercourse | 1.4% | 1.4% | 0.0% | 1.4% | 1.1% |

By Class Year: Female

| | First-Year (127) | Sophomore (110) | Junior (109) | Senior (117) | Total (463) |
|--|------------------|-----------------|--------------|--------------|-------------|
| Non-Consensual Sexual Contact | 23.2% | 22.0% | 10.1% | 8.8% | 16.2% |
| Non-Consensual Sexual Intercourse | 5.5% | 10.0% | 1.8% | 1.7% | 4.8% |

Percent of Students Experiencing Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse during the 2015-2016 Academic Year either on Campus or at a Denison-Related Event

By Racial Identity: Male

| | White (178) | Black (14) | Hispanic (20) | Asian (10) | Multi (7) | Int. (28) | Total (266) |
|--|--------------------|-------------------|----------------------|-------------------|------------------|------------------|--------------------|
| Non-Consensual Sexual Contact | 4.6% | 14.3% | 10.0% | 0.0% | 0.0% | 7.1% | 5.7% |
| Non-Consensual Sexual Intercourse | 0.6% | 0.0% | 10.0% | 0.0% | 0.0% | 0.0% | 1.1% |

By Racial Identity: Female

| | White (336) | Black (25) | Hispanic (29) | Asian (14) | Multi (16) | Int. (33) | Total (463) |
|--|--------------------|-------------------|----------------------|-------------------|-------------------|------------------|--------------------|
| Non-Consensual Sexual Contact | 18.1% | 4.3% | 20.7% | 7.1% | 12.5% | 0.0% | 16.2% |
| Non-Consensual Sexual Intercourse | 5.4% | 4.0% | 3.4% | 0.0% | 6.3% | 0.0% | 4.8% |

By Sexual Orientation: Male

| | Heterosexual (239) | Gay/Lesbian (11) | Bisexual (7) | Questioning (2) | Total (266) |
|--|---------------------------|-------------------------|---------------------|------------------------|--------------------|
| Non-Consensual Sexual Contact | 5.5% | 9.1% | 14.3% | 0.0% | 5.7% |
| Non-Consensual Sexual Intercourse | 0.4 % | 9.1% | 14.3% | 0.0% | 1.1% |

By Sexual Orientation: Female

| | Heterosexual (385) | Gay/Lesbian (10) | Bisexual (42) | Questioning (10) | Total (463) |
|--|---------------------------|-------------------------|----------------------|-------------------------|--------------------|
| Non-Consensual Sexual Contact | 15.7% | 30.0% | 24.4% | 11.1% | 16.2% |
| Non-Consensual Sexual Intercourse | 4.4% | 0.0% | 11.9% | 0.0% | 4.8% |

Comparison to Previously-Obtained Data

In February 2011 and February 2015, Denison administered the National College Health Assessment, which asked students whether they had experienced sexual misconduct in the last 12 months. The language and timeframe used by NCHA do not correspond directly with the current instrument; however, with caution, we can examine the trend line over time.

Non-Consensual Sexual Contact

| | Sexual touching without consent | | Non-Consensual Sexual Contact |
|---------------|--|------------------|--------------------------------------|
| | 2010-2011 | 2014-2015 | 2015-2016 |
| Male | 2.7% | 7.7% | 5.7% |
| Female | 10.6% | 16.2% | 16.2% |

Non-Consensual Sexual Intercourse

| | Sexual penetration without consent | | Non-Consensual Sexual Intercourse |
|---------------|---|------------------|--|
| | 2010-2011 | 2014-2015 | 2015-2016 |
| Male | 0.4% | 0.0% | 1.1% |
| Female | 2.8% | 3.5% | 4.8% |

**Denison University: National College Health Assessment
Sexual Assault/Sexual Misconduct-Related Data
April 2015**

*These data originate from Denison's administration of the National College Health Assessment in February 2015.
All students were invited to complete the survey, which yielded a 35% response rate.*

| Within the last 12 months, students report experiencing... | Men | Women |
|--|------------|-------------|
| Sexual-touching without consent | 7.7 | 16.2 |
| Sexual penetration attempt without consent | 1.0 | 6.5 |
| Sexual penetration without consent | 0.0 | 3.5 |

In addition:

- Prior to coming to Denison, 17.7% of women and 7.2% of men report having experienced non-consensual sexual contact and/or sexual assault and 14.5% of women and 11.3% of men report experiencing domestic violence of any kind prior to coming to college.
- Of students who have consumed alcohol, 3.1% of men and women report someone had sex with them without their consent, and 1.2% of men report having sex with someone else without their consent.
- 0.5% of men and 2.8% of women report sexual assault negatively impacted their academic performance in the last 12 months.
- 91.6% of women and 91.8% of men agree that “most Denison students would respect a student who did something to prevent a sexual assault from occurring.”
- 98.5% of women and 97.0% of men agree that they, personally, would respect a student who did something to prevent a sexual assault from occurring.
- 53.4% of women and 38.2% of men think it is likely or very likely that if a student reported a sexual assault to a campus authority, the alleged offender, the offender’s friends, or other students would retaliate against the person making the report (e.g. through cyber bullying, text messages, etc.)

| Victims/Survivors of Sexual Misconduct and Sexual Assault Report the Following Variables about the Incident | Men (17) | Women (98) |
|---|-------------|---------------|
| Class Year at Time of Incident | | |
| First-Year | 23.5 | 63.5 |
| Sophomore | 52.9 | 17.7 |
| Junior | 11.8 | 11.5 |
| Senior | 11.8 | 7.3 |
| Time of Year | | |
| August, September, October | 29.4 | 54.2 |
| November, December | 23.5 | 21.9 |
| January, February | 17.6 | 14.6 |
| March, April, May | 23.5 | 7.3 |
| June, July | 5.9 | 2.1 |

| Location of Incident | Men | Women |
|---|------------|--------------|
| Individual Denison Residence Hall Room (double, single, triple) | 35.3 | 40.2 |
| Denison Apartment/Suite | 35.3 | 30.9 |
| Denison Residence Hall Public Space (lounge, common room) | 0.0 | 5.2 |
| A Non-Residence Hall Campus Public Space (e.g. Lamson, Library) | 0.0 | 7.2 |
| Off-campus Denison-related event | 0.0 | 0.0 |
| Off-campus Event, not related to Denison | 17.6 | 0.0 |
| Off-Campus Study Experience (Study Abroad) | 0.0 | 3.1 |
| Away from campus while on break (Fall, Spring, Winter, Summer) | 0.0 | 9.3 |
| Other | 5.9 | 3.1 |
| I don't know | 5.9 | 1.0 |
| First Encounter with the Perpetrator that Day/Night | | |
| Individual Denison Residence Hall Room (double, single, triple) | 23.5 | 11.5 |
| Denison Apartment/Suite | 23.5 | 43.8 |
| Denison Residence Hall Public Space (lounge, common room) | 5.9 | 7.3 |
| A Non-Residence Hall Campus Public Space (e.g. Lamson, Library) | 0.0 | 14.6 |
| Off-campus Denison-related event | 0.0 | 1.0 |
| Off-campus Event, not related to Denison | 11.8 | 0.0 |
| Off-Campus Study Experience (Study Abroad) | 0.0 | 2.1 |
| Away from campus while on break (Fall, Spring, Winter, Summer) | 0.0 | 10.4 |
| Other | 23.5 | 5.2 |
| I don't know | 11.8 | 4.2 |
| Relationship to the Perpetrator (at the time of the incident) | | |
| Denison Student + Stranger | 5.9 | 23.7 |
| Denison Student + Acquaintance | 47.1 | 27.8 |
| Denison Student + Friend | 17.6 | 23.7 |
| Denison Student + Boyfriend/Girlfriend | 0.0 | 6.2 |
| College-Aged but NOT Denison Student | 0.0 | 8.2 |
| NOT College Aged & Not a Denison Student | 5.9 | 4.1 |
| Other | 5.9 | 2.1 |
| Not Applicable: Unsure | 17.6 | 4.1 |
| Denison Alumna/Alumnus | 0.0 | 0.0 |
| Denison faculty, staff, or administrator | 0.0 | 0.0 |
| Gender of Perpetrator | | |
| Man | 41.2 | 99.0 |
| Woman | 52.9 | 1.0 |
| Unknown | 5.9 | 0.0 |
| Officially-reported the incident to a campus authority | | |
| Yes | 11.8 | 9.4 |
| Primary Reason for Not Reporting | | |
| I didn't think it was serious enough to report or didn't recognize it as sexual misconduct | 69.2 | 63.2 |
| I didn't want others on campus to find out about it | 0.0 | 2.3 |
| I didn't want action taken (arrests, conduct action, legal charges) against the person/I didn't want the person to get in trouble | 7.7 | 5.7 |
| I didn't think Denison would do anything about my report | 7.7 | 5.7 |
| I feared retaliation from the person who did it or other students | 0.0 | 3.4 |
| I felt embarrassed or ashamed and didn't anyone to know what happened | 0.0 | 8.0 |
| I felt like I was at fault | 0.0 | 4.6 |
| I didn't know who I should tell or the reporting procedure on campus | 0.0 | 0.0 |
| I feared not being believed by the person I reported to. | 0.0 | 0.0 |
| Other | 15.4 | 6.9 |

Comparison Over Time

Denison also administered this survey in 2011. The table below draws comparisons between the two points in time.

| | Men | | Women | |
|---|------|------|-------|------|
| | 2011 | 2015 | 2011 | 2015 |
| Received Information from Denison on | | | | |
| Alcohol and other drug use | 93.1 | 97.4 | 94.6 | 96.5 |
| How to help others in distress | 47.3 | 61.5 | 45.5 | 58.6 |
| Relationship difficulties | 26.6 | 45.4 | 28.0 | 36.7 |
| Sexual assault/relationship violence prevention | 90.4 | 95.4 | 90.2 | 91.6 |
| Violence Prevention | 50.8 | 62.9 | 44.2 | 44.3 |
| Are you interested in receiving information from Denison on: | | | | |
| Alcohol and other drug use | 34.2 | 45.6 | 38.5 | 51.7 |
| How to help others in distress | 61.5 | 67.0 | 70.9 | 82.5 |
| Relationship difficulties | 44.6 | 46.4 | 47.5 | 56.1 |
| Sexual assault/relationship violence prevention | 46.5 | 53.6 | 64.6 | 77.8 |
| Violence Prevention | 38.3 | 52.1 | 50.6 | 67.2 |
| Within the last 12 months, | | | | |
| in a physical fight | 9.5 | 10.2 | 3.7 | 1.7 |
| physically assaulted (do not include sexual assault) | 4.6 | 2.6 | 2.8 | 2.4 |
| verbally threatened | 25.7 | 25.5 | 19.5 | 14.1 |
| sexually touched without your consent | 2.7 | 7.7 | 10.6 | 16.2 |
| sexual penetration attempted (vaginal, anal, oral) without your consent | 0.4 | 1.0 | 5.8 | 6.5 |
| sexually penetrated (vaginal, anal, oral) without your consent | 0.4 | 0.0 | 2.8 | 3.5 |
| were you a victim of stalking (e.g. waiting for you outside your classroom, residence hall, or office; repeated emails/phone calls) | 6.9 | 4.6 | 3.7 | 4.7 |
| Within the last 12 months, have you been in an intimate (coupled/partnered) relationship that was | | | | |
| emotionally abusive | 5.7 | 5.1 | 8.4 | 8.2 |
| physically abusive | 2.3 | 2.1 | 2.2 | 1.1 |
| sexually abusive | 1.9 | 1.0 | 2.2 | 2.8 |
| Feeling "very safe": | | | | |
| On campus (daytime) | 96.6 | 96.4 | 95.2 | 96.3 |
| On campus (nighttime) | 74.7 | 76.9 | 48.1 | 48.2 |
| In the community surrounding this school (daytime) | 92.4 | 89.7 | 91.1 | 87.7 |
| In the community surrounding this school (nighttime) | 78.5 | 75.0 | 47.6 | 44.5 |
| Within the last 12 months, have any affected academic performance | | | | |
| Alcohol use | 8.5 | 7.8 | 5.8 | 4.7 |
| Assault (physical) | 0.4 | 1.1 | 1.1 | 0.6 |
| Assault (sexual) | 0.4 | 0.5 | 1.7 | 2.8 |
| Relationship difficulties | 9.2 | 13.5 | 9.8 | 9.5 |



Preparing Students for Professional Success: A Study of Students' Career Well-Being

Student Development Trends Presentation

Fall 2018

Evolution of our Research Efforts

- ▶ **Six Month “First Destination” Surveys**
 - ▶ Mined for “positive professional outcomes”
 - ▶ Demographic trends, geographic destinations, longitudinal patterns
- ▶ **Five Year Out**
 - ▶ Positive professional outcomes
 - ▶ Measures of “personal, professional, civic success”
 - ▶ Reflections on Denison experience
- ▶ **Career Well-being Study**
 - ▶ What were the moments that propelled you forward toward your post-collegiate goals?
 - ▶ What barriers have gotten in your way?
 - ▶ What gaps in resources have you experienced?
 - ▶ What could we do better to support future students?

Alumni Outcomes Data

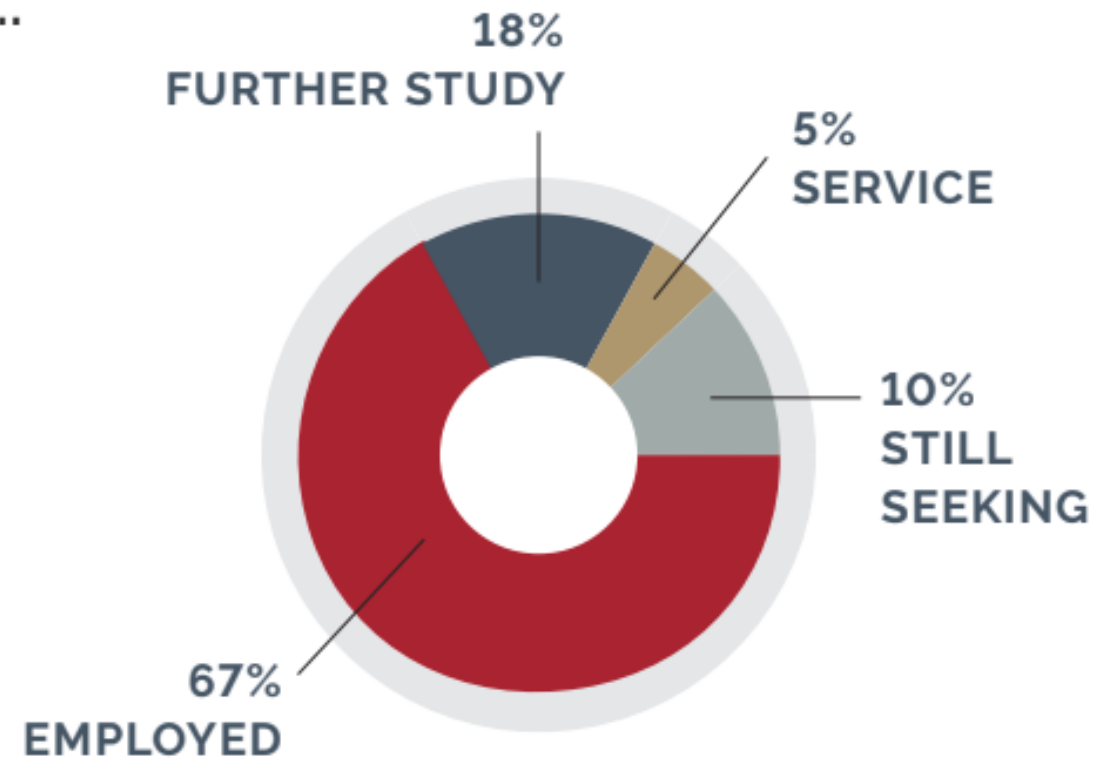


Alumni Outcomes: Six Months Out

WITHIN SIX MONTHS OF GRADUATION...

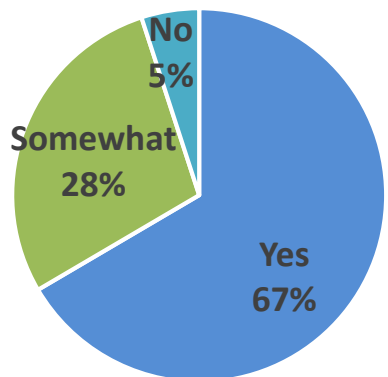
90%

of alumni are employed or enrolled in graduate school or engaged in a prestigious service opportunity like a Fulbright Teaching Award or the Peace Corps.

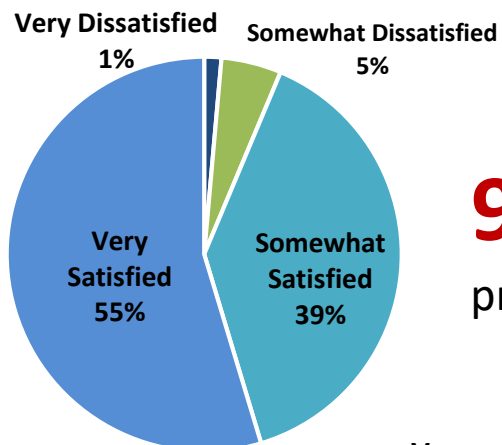


Note: Aggregate of Graduating Cohorts of 2015, 2016 and 2017
Strong Knowledge Rate: Information on 93-98% of the cohort

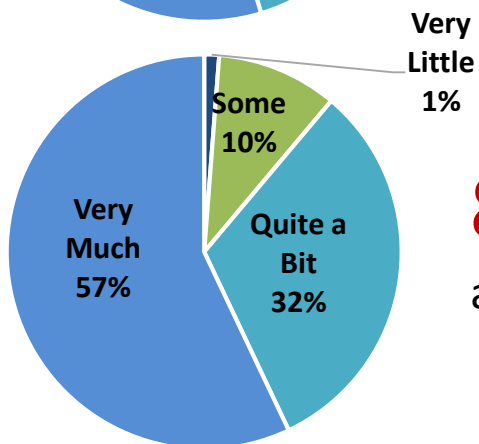
Within Five Years...



95% of alumni are in their desired field or position or on their way to achieving what they hope to accomplish professionally within five years of graduation.



94% of alumni report being very satisfied or somewhat satisfied with how well Denison prepared them for professional success after college.

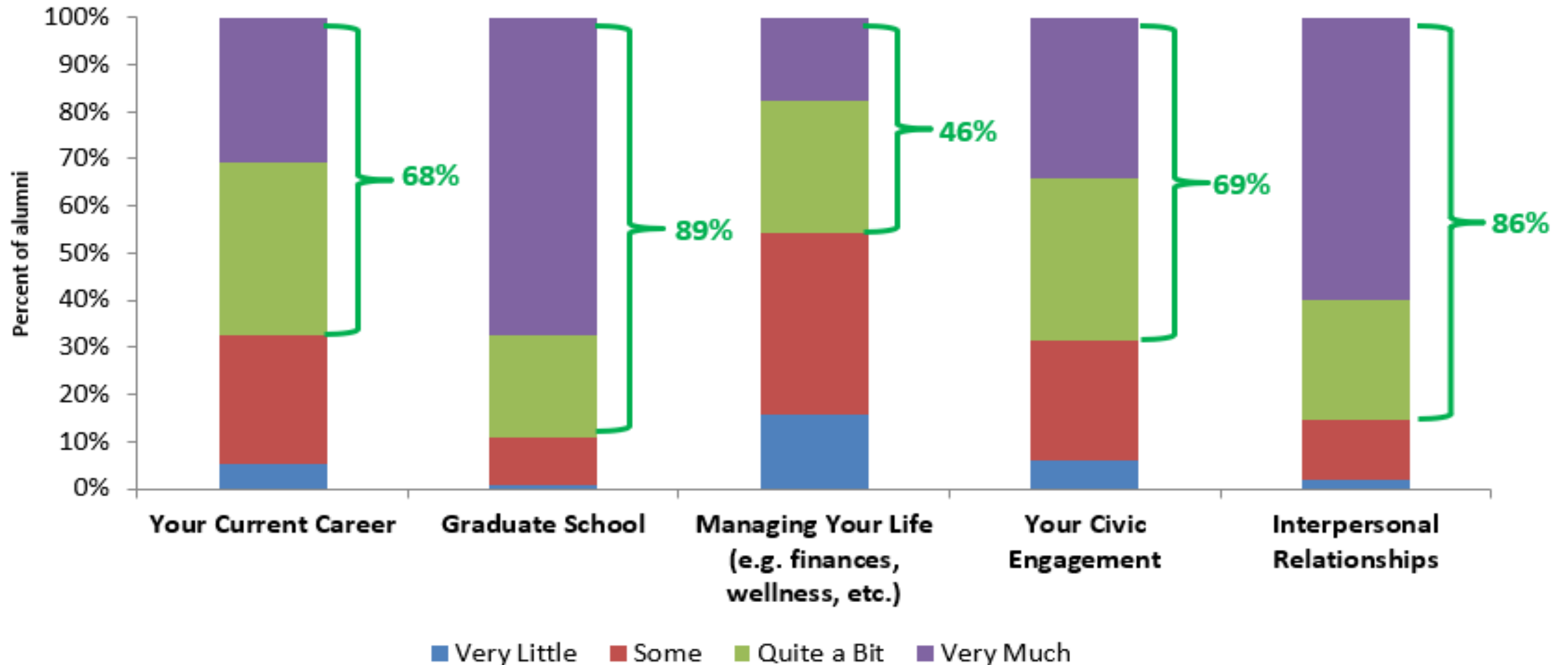


89% of respondents indicate that Denison contributed to their ability to lead a rich and fulfilling life—professionally, personally, and/or civically “quite a bit” or “very much.”

Note: Aggregate of Graduating Cohorts of 2010, 2011 and 2012 (Five Years Out)
Strong Response Rates: 42-47% of the cohort

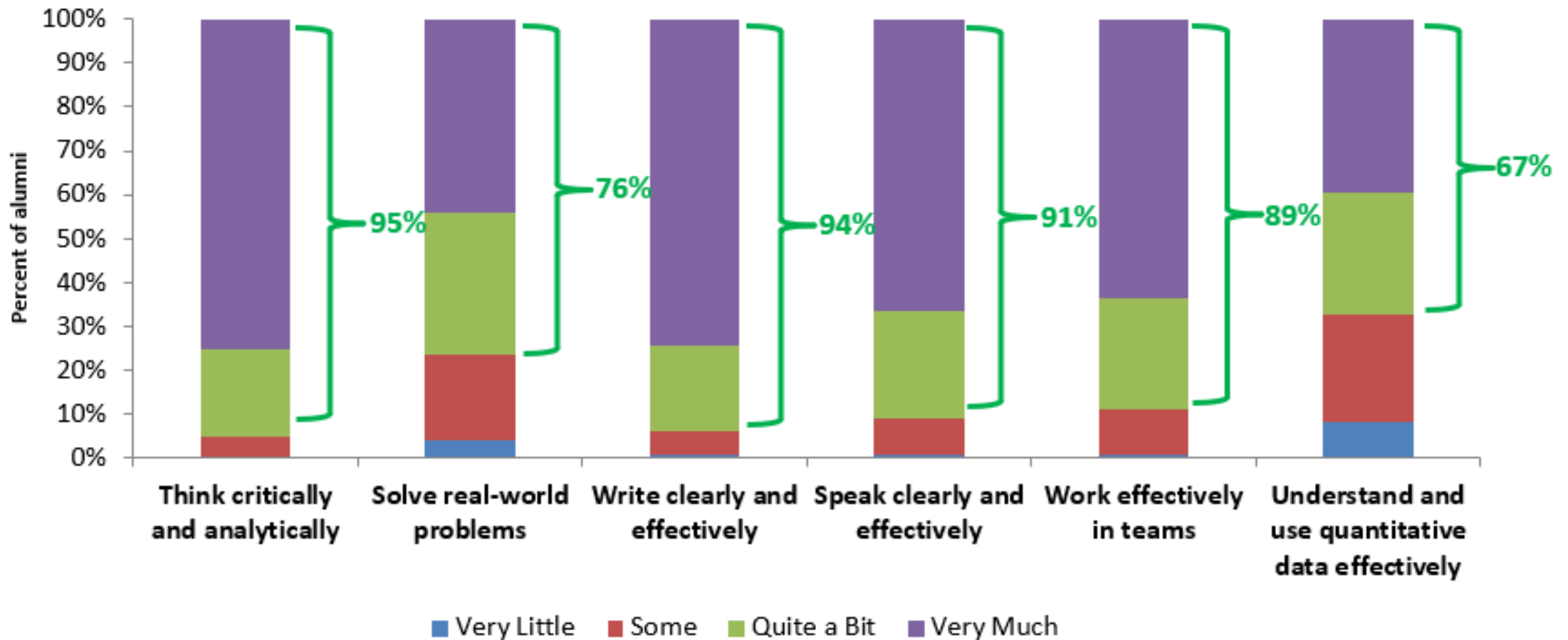
Alumni Outcomes: Five-Years Out

Figure 1. The degree to which Denison prepared alumni for...



Note: Aggregate of Graduating Cohorts of 2010, 2011 and 2012 (Five Years Out)

Figure 2. The degree to which their Denison experience contributed to their ability to...



Note: Aggregate of Graduating Cohorts of 2010, 2011 and 2012 (Five Years Out)

Drilling Into the Data

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The overall composition is clean and modern, with the text centered on the left side of the frame.

The Larger Environment for Professional Success

POLITICS

African-Americans With College Degrees Are Twice As Likely to Be Unemployed as Other Graduates

A new study finds that 12.4 percent of black college graduates were unemployed. For all college graduates, the unemployment rate stood at just 5.6 percent.



PUBLICATIONS

FRBSF Economic Letter

2017-26 | September 5, 2017

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Disappointing Facts about the Black-White Wage Gap

Mary C. Daly, Bari

THE WALL STREET JOURNAL.

The New York Times

How Sexism Follows Women From the Cradle to the Workplace

New economic research suggests that the attitudes toward a woman when she is born have a lasting impact on how much she works, and earns, as an adult.

By Jim Tankersley

Aug. 19, 2018



THE CHRONICLE OF HIGHER EDUCATION

NEWS OPINION DATA ADVICE

SECTIONS

FEATURED: He Schemed to Get a Raise. He Wrecked His Career Instead. Idea Lab: Revenue and Costs 'I Worked With Avital Ro

ALMANAC OF HIGHER EDUCATION



Student Debt Is Worse for Women

They borrow more than men do, and then earn less, making it harder for them to repay their loans



BUSINESS | MANAGEMENT | MANAGEMENT & CAREERS

For Black Applicants, the Hiring Market Hasn't Changed Much in 25 Years

Study finds white applicants receive more invitations for first-round interviews than similarly qualified African-Americans

Six-Month Outcomes by Racial Identity

Within six months of graduation, **90%** of students are employed or in graduate school.

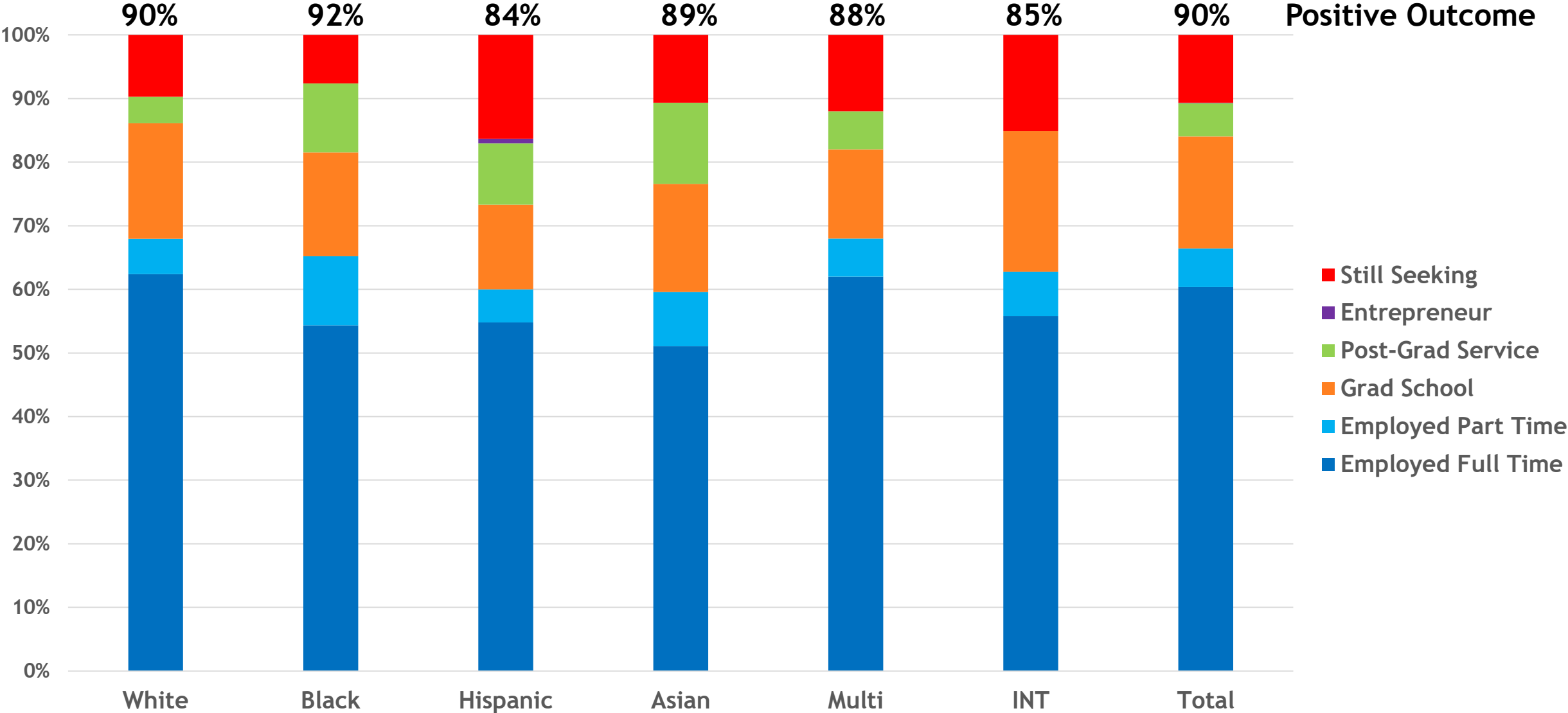
First Destination: Percent of Students Employed, in Grad School, or Completing Post-Graduate Service within Six Months of Graduation

| | 2014 | 2015 | 2016 | 2017 |
|---------------|-------|-------|-------|--------|
| White | 92.8% | 88.2% | 88.0% | 95.6% |
| Black | 75.0% | 93.8% | 83.3% | 100.0% |
| Hispanic | 81.6% | 83.3% | 72.2% | 100.0% |
| Asian | 85.7% | 87.5% | 81.3% | 100.0% |
| Multiracial | 81.0% | 78.9% | 92.9% | 94.1% |
| International | 90.3% | 93.8% | 67.9% | 92.3% |

Note: Racial categories displayed here originate from the federally-reported categories.

Six Months: The Full Array of Outcomes

Professional Outcome within Six Months of Graduation



Note: Grad cohorts of 2015, 2016 and 2017. Racial categories displayed here originate from the federally-reported categories.

Five-Year Outcomes by Sex and First-Gen

| Question | Status | Female | Male |
|--|-----------|--------|-------|
| Overall, how well did Denison prepare you for your current career? (Very Much/Quite a Bit) | First-Gen | 87.5% | 50.0% |
| | Non | 69.5% | 61.8% |
| Are you currently in the position you want to be in, in the field you want to be in, or on your way to achieving what it is you hope to professionally? (Yes) | First-Gen | 79.2% | 40.0% |
| | Non | 67.3% | 64.9% |
| To what extent did Denison contribute to your ability to lead rich and fulfilling life—professionally, personally, and/or civically? (Very Much/Quite a Bit) | First-Gen | 100.0% | 80.0% |
| | Non | 89.5% | 86.6% |
| Overall, how satisfied are you with how well Denison prepared you for professional success after college? (Satisfied) | First-Gen | 95.8% | 90.0% |
| | Non | 95.2% | 90.7% |

Cell sizes: First-Gen Women (24); Non-First Gen Women (345); First Gen Men (10); Non First-Gen Men (178)

Grad cohorts of 2010, 2011, and 2012.

Five-Years Out: Salary

Gross Annual Salary

Mean: **\$66,980**

Median: **\$58,000**

| | Female (170) | Male (105) |
|--|-------------------------|-----------------------|
| Mean Annual Salary | \$59,624 | \$78,889 |
| Median Annual Salary | \$55,000 | \$65,000 |
| Percent Earning More than \$50K | 64.1% | 80.0% |

Career Well-Being

Findings from April 2018 Career Well-Being Study

Loss-Momentum Framework

| Policies, Practices, Programs, Processes, or People Producing... | CAREER WELL-BEING (exploration) <i>students' engagement with their preparation for careers after college and utilization of resources</i> | | | |
|--|--|------------------------------------|---|---|
| | Connection (first contact through matriculation) | Entry (Aug 0 through end of FY) | Progress (Sophomore through Junior Year) | Completion (Senior Year to "launch") |
| Momentum | | | | |
| Loss | | | | |

Momentum for Career Well-Being

| Policies, Practices, Programs, Processes, or People Producing... | CAREER WELL-BEING (exploration) <i>students' engagement with their preparation for careers after college and utilization of resources</i> | | | |
|--|---|--|---|--|
| | Connection (first contact through matriculation) | Entry (Aug 0 through end of FY) | Progress (Sophomore through Junior Year) | Completion (Senior Year to "launch") |
| Momentum | | Inspiring professor Professor not letting drop course or give up on self; seeing potential Professor: helping student write better, helping struggling student | Deeper engagement with courses, gaining skills Going abroad Research (Yearlong/summer) Significant internships Knowlton Center Campus leadership roles | Senior research Alumni connections Mentoring/advising from faculty in identifying pathways |
| <u>Across All Years:</u> Mentorship, Student Jobs, Good Professors & Courses, Co-Curricular Opps, Knowlton Center | | | | |

Significant Conversations

- ▶ *“I almost dropped Psychology but after talking to the professor, she said ‘No, you can do it. This is just your intro class. You’re not failing. This is not the end of the world. This is just your first semester.’”*
- ▶ *“[My Chemistry professor] helped me realize that science wasn’t what I wanted to continue. She sat me down and said ‘Look, I honestly don’t think this is for you.’ And I was like ‘Whoa.’ And it was an awakening call. She’s right. She said I need you to start exploring and take courses to let you explore. ‘You keep saying French. Why don’t you explore that more?’ She set me up to make the decision to change majors.”*

Barriers to Career Well-Being

| Policies, Practices, Programs, Processes, or People Producing... | CAREER WELL-BEING (exploration) <i>students' engagement with their preparation for careers after college and utilization of resources</i> | | | |
|--|--|--|---|--|
| | Connection (first contact through matriculation) | Entry (Aug 0 through end of FY) | Progress (Sophomore through Junior Year) | Completion (Senior Year to "launch") |
| Loss | <p>Not taking the right courses, as advised in Phone 0</p> | <p>Not exploring:</p> <ul style="list-style-type: none"> • Courses • Interests • KC opps • Alumni connections <p>Class experience or interaction that turns student away from major</p> <p>Difficulty getting into classes needed</p> <p>Bumps in the road</p> | <p>Financial barriers to opportunities</p> <p>Not knowing internships were important until it was too late</p> <p>General sophomore slump</p> | <p>About to graduate & still no idea what want to do</p> <p>Feeling burnt out</p> <p>Feeling lack of support for international students for post-grad opps</p> |

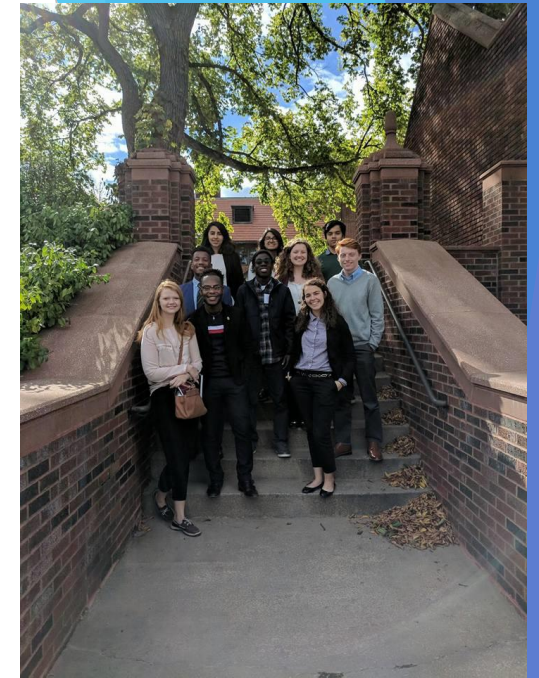
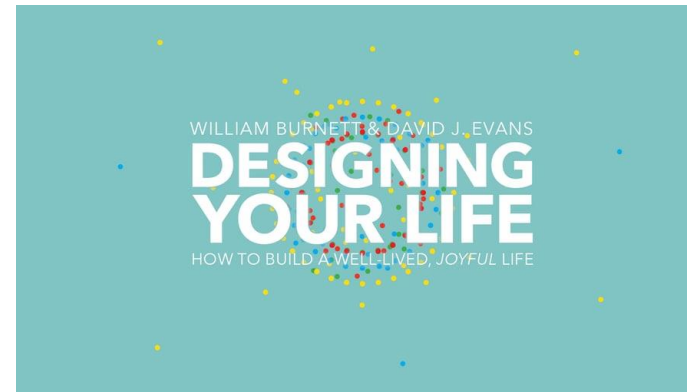
Replicating Momentum Points and Addressing Loss Points



Knowlton Center

▶ Structure and Programming

- ▶ Career Exploration & Campus Engagement Team
- ▶ Career Preparation & Employer Relations Team
- ▶ Associate Director, Career Pathways role
- ▶ Signature Programs
- ▶ Enhanced Graduate School efforts



▶ Other Initiatives

- ▶ Start Early: First-Year Advising Circles, Sophomore Week, (earlier) Classroom Visits
- ▶ First Appointment Focus
- ▶ Senior Surveys (September, December) with follow-up
- ▶ More Intrusive Advising Model
- ▶ Personalized outreach/Tailored support



Faculty & Staff Mentorship

- ▶ Early Exploration
- ▶ Strength Identification
- ▶ Ask Questions
- ▶ Promoting Resilience
- ▶ Encourage Opportunities
- ▶ Build in Reflection

Questions & Conversation

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side of the frame, creating a modern, layered effect. The rest of the background is plain white.

Questions

- ▶ In your own mentorship, advising, and work with students, what are the experiences, conversations, or strategies you've seen as providing momentum to their career well-being?
- ▶ What barriers or gaps related to students' career well-being have you observed? What could mitigate those gaps?
- ▶ In your work with students, in what ways have you felt under-prepared in your own knowledge or skills in preparing students for professional success or supporting their career well-being? What can Denison do to help support you?

DENISON STUDENT EXPERIENCE SURVEY SPRING 2016

This survey was administered in February-March 2016 to all enrolled Denison students over the age of 18, including students studying abroad. Of the 2196 students who received the survey, 745 participated in the survey yielding a response rate of 33.9% and 653 students completed the survey (29.7% of all students). The full survey contains 12 department-specific sections and two additional topics, related to campus climate and campus communication. Each respondent was randomly presented with 8 department-specific sections and all respondents received a final page of demographic questions.

Use the links below to explore specific sections of the survey.

Student Development Departments

[Academic Support & Enrichment](#)

[Alford Center for Service Learning](#)

[Austin E. Knowlton Center for Career Exploration](#)

[Campus Leadership & Involvement Center](#)

[Campus Safety](#)

[Center for Cross-Cultural Engagement](#)

[Center for Religious & Spiritual Life](#)

[Center for Women & Gender Action](#)

[First-Year Program](#)

[Residential Education & Housing](#)

[Student Conduct & Campus Values](#)

[Whisler Center for Student Wellness](#)

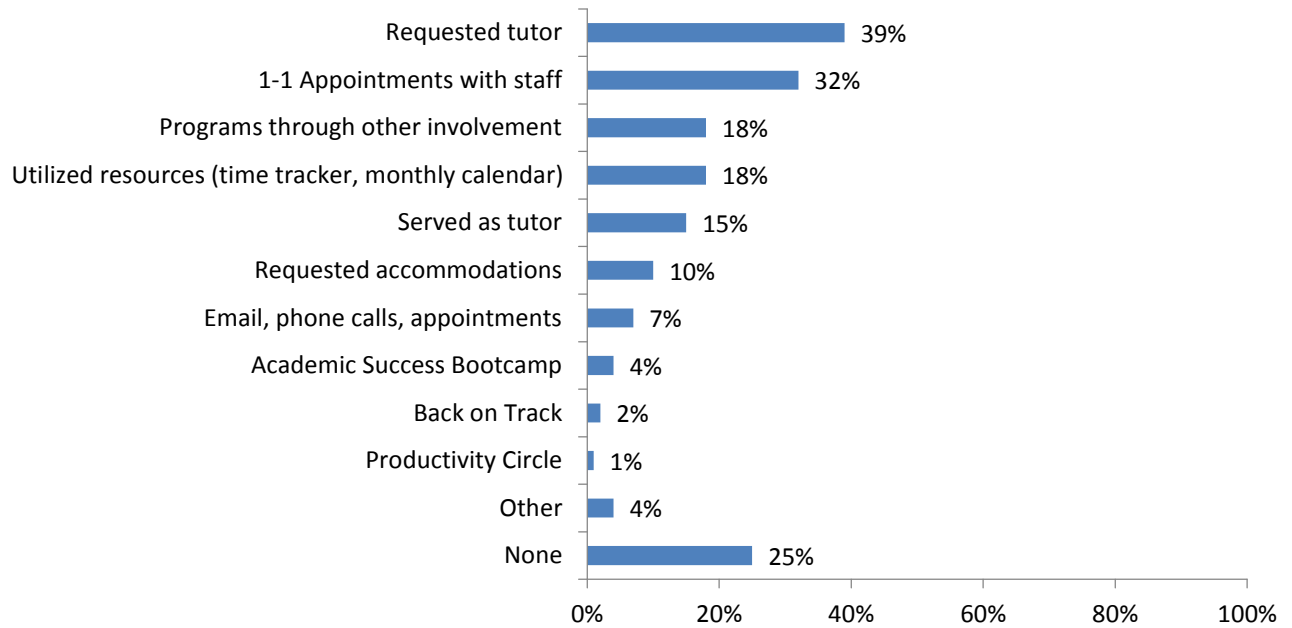
Additional Topics

[Campus Climate Team](#)

[Campus Communication](#)

Academic Support & Enrichment

Percent of Students Interacting with ASEC in Following Ways



Alford Center for Service Learning

When asked, “What type of service project, topic, or event would interest you so much that you would make an effort to attend,” students suggested the following topics:

- Animals/animal welfare/Humane Society
- Appalachia service project
- Art, art space renovations, architecture, art collaborations, ceramics or theatre
- Asian-American focus
- Athletic camps/swimming lessons
- Big Brothers Big Sisters
- Black Lives Matter movement, minority empowerment weekend
- Blood drives
- Body awareness
- Break Away trips
- Cancer patients
- Children
- Crayons to computers
- Current elections
- Dancing
- Deafness
- Diversity topics/cultural events
- Economic development
- Education, collecting school supplies
- Environment
- Food pantry/food recovery
- Foster care
- Gender equality/feminism, masculinity
- Habitat for Humanity/building
- Health-related
- High profile speakers
- Homelessness/feeding the homeless
- Hospice
- Human trafficking
- Hunger
- International service project
- LGBTQ community/queer issues/Outlook
- Literacy
- Math/scientific research
- Medical volunteering
- Mental health
- Modern languages
- Mentoring
- Ongoing engagement with Newark
- Poverty/economic social justice
- Psychology-related
- Raising money
- Relay for Life
- Special Olympics
- Structural changes to society
- Women in STEM
- Writing to prisoners/prisoner reform

Some responses were less focused on a topic but focused more on how it relates, in terms of an event which would provide ideas of how a major could be applied in the real world, events that do not require a huge time commitment, while others wanted semester-long activities. One respondent notes it has been difficult to figure out how to join service-focused groups and to start volunteering.

76% of respondents have been involved in service or volunteer work during their time at Denison.

ALFORD CENTER FOR SERVICE LEARNING: ACTION ITEMS

- Given students' interest in working with animals, the Alford Center will try to find more ways to connect students to the Humane Society, a weekly commitment from students.
- Given students' interest in the environment, the Alford Center will try to coordinate more programs related to the environment (Granville Rec Commission, Dawes Arboretum).
- Many students expressed interest in Habitat for Humanity. The Alford Center will work with that DCA committee to make it a stronger committee.
- Each year DCA aims to improve advertising and publicity, with little actual movement. The Alford Center will help DCA think through how to make better advertising a reality.

Austin E. Knowlton Center for Career Exploration

43% of respondents have completed at least one internship since coming to Denison, and 23% have completed two or more internships since coming to Denison.

Of students who had completed an internship, they indicated the ways it has contributed to their growth and development...

93% -- enhanced skill sets

90% -- increased confidence

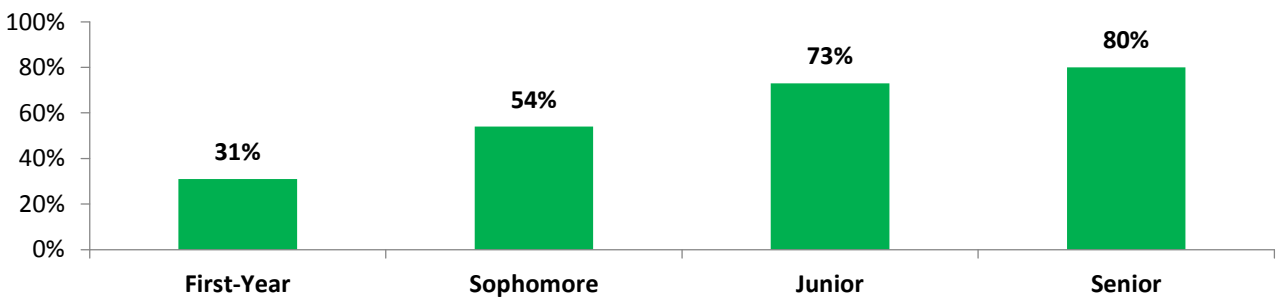
89% -- increased clarity of what you do or do not want to pursue after graduation

87% -- additional contacts or an expanded professional network

18% -- a job offer (28% when isolating to seniors)

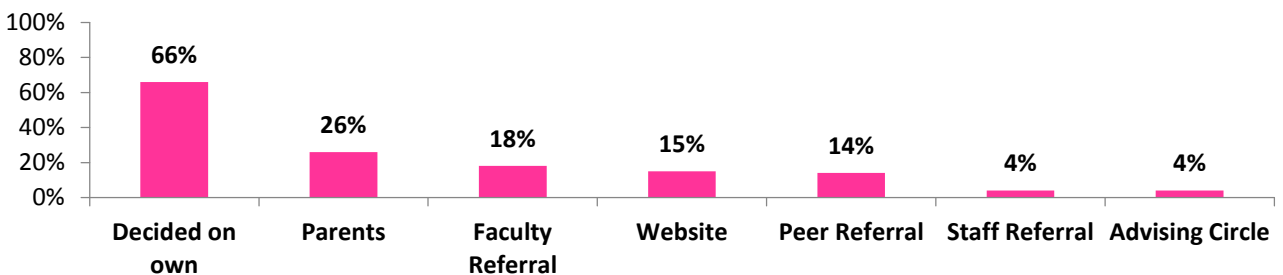
Overall, 63% of students have been to the Center for Career Exploration. Those numbers differ by class year (shown below).

Percent of Students who have been to the Knowlton Center



As shown below, the source of prompting to go to the Knowlton Center varied, but the most frequent response was "I decided on my own, independent of others."

Prompting for Going to the Knowlton Center



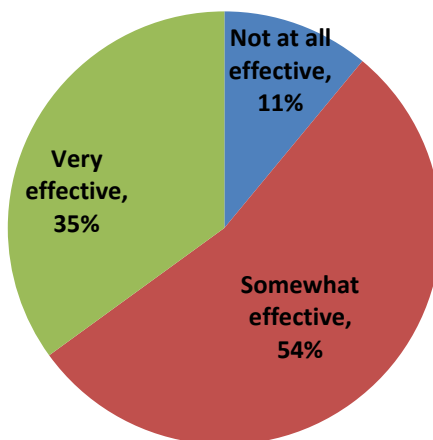
Of students who had never been to the Career Center, a few reasons were most prevalent:

- Not knowing what to ask for/not sure how to ask for help
- Not seeing the need yet
- Intimidation, anxiety, fear of the future
- No time
- Lack of information, not knowing how to schedule an appointment, or where it's located
- Don't believe Knowlton Center can help (with specific major), particularly science

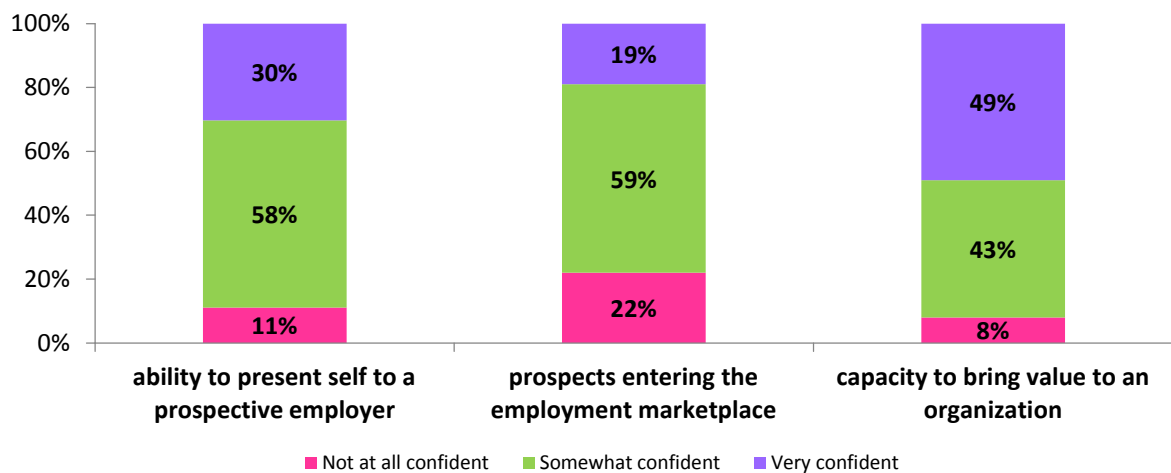
Student Awareness to Knowlton Center Opportunities

| Opportunity | Percent Aware |
|--|---------------|
| Handshake | 83% |
| One-on-One advising session with professional staff member | 75% |
| Quick Advising/Drop-In Advising typically with a peer advisor | 72% |
| Funding for internships and other career experiences | 63% |
| Workshop with Career Exploration staff member (e.g. student organization, residence hall, etc.) | 46% |
| Speaker Series (e.g. John Rouse - ABC TV, Christine McCarthy - Disney, Jim Quarles - Watergate/WilmerHale) | 44% |
| Pre-Health/Pre-Law Advising | 43% |
| Switchboard | 38% |
| OnBoard Module | 38% |
| CareerFest 2016 | 37% |
| Senior Career Week Events (Sr. Toast, Day in the Life, Personal Finance Basics, Interview Essentials, LinkedIn Workshop) | 34% |
| Planning for Graduate and/or Professional School Workshop | 32% |
| Career Communities | 30% |
| Career Community Roundtables during Big Red Weekend | 28% |
| Business Boot Camp | 21% |
| Student Support Fund to support application fees, test prep and testing fees | 21% |
| First Look Trips to Columbus (e.g. Lancaster Pollard, Nationwide Financial Services, GSW Advertising) | 20% |
| From Intern to in charge by 36: A Conversation with Nick Gesue '01 (CEO Lancaster Pollard) | 16% |

Effectiveness of Most Recent 1-1 Advising Meeting with Knowlton Center Staff Member



Current Confidence In...



When asked to provide any feedback about the Knowlton Center, students suggested:

- Allow students to book appointments online or make it easier to schedule appointments
- Help students understand how to ask for help
- Make a meeting mandatory (particularly for first-years and sophomores)
- Send fewer emails
- Provide more information for science majors on grad school and internships (not only pre-med)
- Provide more funding and resources for international students
- Market services and resources better
- Make the Center more appealing and engaging to first-year students
- Make Handshake easier to use
- Be accessible to all students, especially with walk-ins
- Provide more test prep
- Build more connections with big businesses
- Provide more internships on the East Coast
- Have professional staff specialize with different types of careers
- Provide more access to alumni databases
- Provide more guidance for pre-med students

CAREER EXPLORATION: ACTION ITEMS

Many students reported they had not visited the office because they had no reason to go or that they wouldn't even know what assistance to ask for. Career Exploration will raise awareness to the resources available through the office. In addition to general awareness, the Center will work to increase awareness to specific resources: Switchboard, First Look, and LACN. In addition, staff will create short, 2 minute tutorials on how to use resources like HandShake and LACN.

First-year students expressed feeling intimidated about approaching the office. As a result, the office will increase its approachability with first-years. First-years who visited the Center appraise their appointments as very effective. The Center will promote these positive responses from first-years (through marketing campaigns and short office orientation sessions) to help other first-years understand the value of accessing the Center's resources early.

Survey data suggest the importance of providing students with the skills to negotiate a salary effectively. The Center will provide programming and resources in this area.

Some students expressed interest in booking appointments online. The Center will explore this as an option.

Given students' familiarity with Handshake, the Knowlton Center will use that as a central hub of information for students.

In the survey, students discussed receiving too many emails from the office. The office will send fewer emails and find a different day of the week to send the email (not Friday afternoons). They will create more targeted emails to students who would find specific information valuable.

The Center will also provide support to international students interested in working in the US after graduation, potentially by bringing back international student alumni and having them talk to current students about opportunities.

Campus Leadership & Involvement Center

Students indicated interest in attending events like those listed in the table below. Regarding frequency, students shared ideas for how often they would be interested in attending these events:

15% -- once a semester

46% -- one a month

25% -- twice a month

10% -- once a week

Student Interest in Weekend Late-Night Programming

| Program/Activity | Percent Interested |
|---|--------------------|
| Live music | 66% |
| Casual dance/party | 51% |
| Off-campus trip (ex: bowling, ice skating, haunted house, Off-Broadway show, hockey game) | 50% |
| Stand-up comedian | 46% |
| Formal dance/party | 44% |
| Competitive game/activity (ex: laser tag, arcade games, poker, bingo, etc.) | 38% |
| Trivia Night | 29% |
| Hypnotist/mentalists | 25% |
| Crafting | 18% |
| Spoken word artist | 15% |
| Other (please specify) | 5% |
| None | 3% |

76% of respondents reported attending the Fall 2015 Involvement Fair. The average number of organizations students signed up for was **3.22**, while the average number of organizations they were still involved with in Spring Semester was **1.44**.

60% of first-years reported using the Involvement Fair Guide, finding the schedule component of the guide (prompting them to think about their schedule and the time they could devote to organizations) as valuable.

86% of students were aware that students and student organizations can use large social spaces to host events, and **69%** of students reported having attended an event in one of the social spaces.

Students found many aspects about these spaces appealing for holding social events, including:

- the volume of guests the party can hold, plenty of space for dancing/socializing/dialogue
- a change of scene from typical Denison parties, inviting, open, hospitable, comfortable, safe
- the ability to use kegs and to provide alcohol
- convenience (centrality of location on campus, eliminates the hassle of needing to drive off-campus or ride a bus (for formals) and accessible to students without cars)
- venue—nice for hosting formal events (especially Knobel Hall), clean space, air-conditioned
- makes campus feel more like a home; events are fun
- more food options
- events have more dignity, courtesy, and self-awareness; students feel empowered to stand up for self

When asked what would make these spaces more appealing to students and student organizations, students suggested many things, but the biggest suggestion was to make the application/reservation process easier, more user-friendly, and easier to understand—having a streamlined, easy to understand and well-publicized application process for reservations, making it less of a hassle to reserve. Many students also discussed frustration with the amount of oversight—the need for peer monitors and check-ins from Campus Safety.

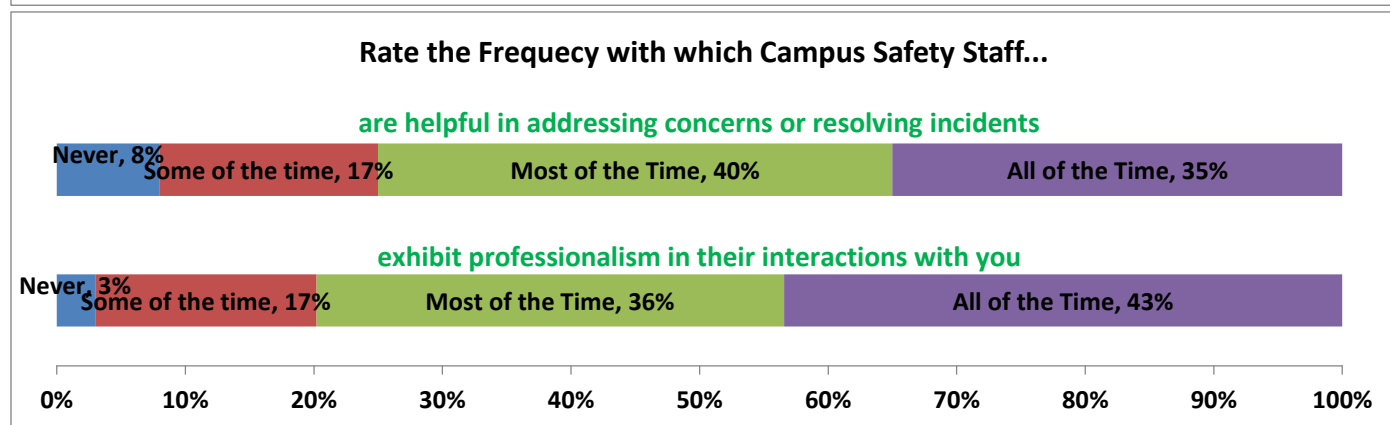
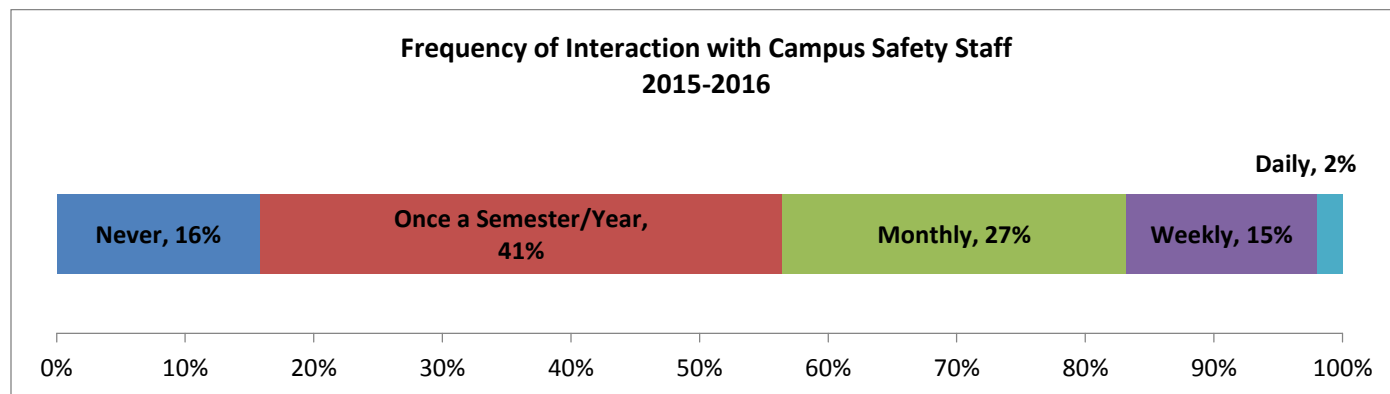
Other suggestions include: a bar, open bar to those over 21, television and pool table, on-staff DJ, ability to serve alcohol, better advertising of the spaces to the student body, more access to outdoor space, more information about what the spaces can be used for, fewer “chaperones,” ability to decorate the spaces, readily available, better lighting or way to turn off lights and have colorful lights, better ventilation, better furniture, allowing members of the organization to be the peer monitors/ allowing organizations to monitor own parties, allow individuals to reserve them—not just organizations, less strict alcohol rules, free food and drink provided by Denison, more activities like arcade games, pool tables, Foosball tables, ping pong tables, pin ball machines, offering more TIPS training courses, making water available, allowing those under 21 to drink/not being strict on IDs, closing the Nest when Slayter Third Floor is reserved for event, “nicer” student monitors, additional options (like Lamson), less regulation, more food options, waive the monitor requirement for alcohol-free events, and more comfortable seating.

CAMPUS LEADERSHIP & INVOLVEMENT CENTER: ACTION ITEMS

Many students shared very positive perceptions of Denison’s social spaces. CLIC will share these data with Campus Safety, as they work to promote the use of campus social spaces. CLIC will also share the data with student leaders, to help them understand peer support and positive perceptions of the spaces.

Given student support for the Involvement Fair Guide, CLIC will keep producing the document. To get more first-year students taking advantage of the resource, CLIC is working with First-Year Programs to revise the implementation strategy to reach more first-year students.

Campus Safety



Recalling data from a Spring 2015 survey in which 8% of Denison students reported feeling unsafe on campus at night, Campus Safety asked what contributes to students feeling unsafe on campus. A major factor in feeling unsafe for many students was the number of intoxicated people at night who “do stupid things,” “drunk frat guys wandering around and breaking things,” “disrespecting others,” “drinking culture,” “large groups of drunk men,” or “privileged male student thought processes.” Other factors include: hearing different answers from RAs vs. Campus Safety, lack of Safe Rides, being female, being alone, being a minority, isolated areas of campus, Campus Safety’s attitude toward students, cars driving too fast, sexual misconduct, media stories of people being attacked, people who vandalize, deteriorated sidewalks, and dimly lit (or unlit) areas.

Students identified the areas where they feel less safe:

- South Quad
- A-Quad
- Around Parties or Drunk People/frat parties
- Sides of Mitchell
- North Quad
- Sidewalk behind Swasey
- Stairs leading from South Quad to East Quad through the woods (Huffman to Arts)
- Steps behind East Hall leading into Granville
- The dumpster behind Shorney
- Behind Mitchell
- Behind Doane
- Behind Talbot
- Between Gilpatrick and Huffman
- Between South Quad & A-Quad
- Doane
- Open House
- Whisler
- Parking Garage/ Lower Parking Lots
- Path behind Sorority Circle
- Soccer Fields by Ebaugh Pond

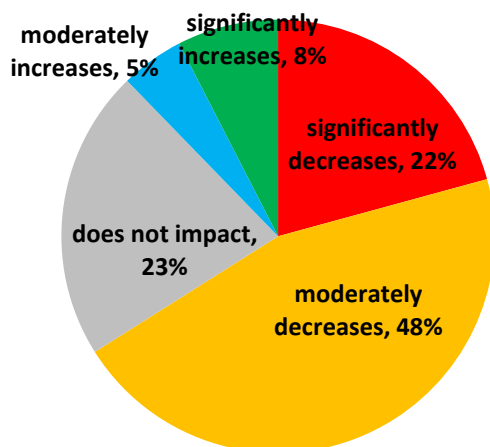
Students made the following suggestions to increase the feeling of safety at night:

- Shuttle that provides transportation
- Add more lights and more call boxes/blue lights
- Increased Campus Safety presence
- Have more staff walking around, patrolling campus by foot
- Improve the relationship between Campus Safety and students
- Create alternative to drinking
- Change where parties are held and create better social spaces
- More awareness to the services and resources offered through Campus Safety
- Install security cameras

Students expressed interest in various education programs from Campus Safety:

- Alcohol abuse, safety, binge drinking, helping someone with alcohol poisoning, medical assistance, effects of mixing alcohol and prescription drugs, how to break up party when it gets noxious, drinking and driving
- Locking one's door
- Meet & Greet, getting to know Campus Safety staff
- Mental health
- Basic self-defense, how to fight off attacker, RAD, rape defense training
- Bystander intervention
- Safe Party Hosting/Party Registration
- Consent and Sexual Assault
- Denison procedures and practices, transparency and clarity around policies
- Safe sex
- Emergency response, procedures and training (CPR, seizure response, etc.)
- Vandalism, respecting residence halls
- Eliminating racial biases
- Be aware of surroundings
- How to know if you or a friend has been drugged
- Understanding the rights of Campus Safety and the rights of students
- Campus Safety resources and services, what their role is on campus
- How to get involved in peer safety monitor program
- CPR certification
- Reporting processes (bias, sexual assault, other incidents)
- Recycling
- Cyber attacks/bullying
- Statistics on campus safety (alcohol, drugs, theft)

Vandalism in the residence halls _____ the quality of life and quality of my Denison experience.



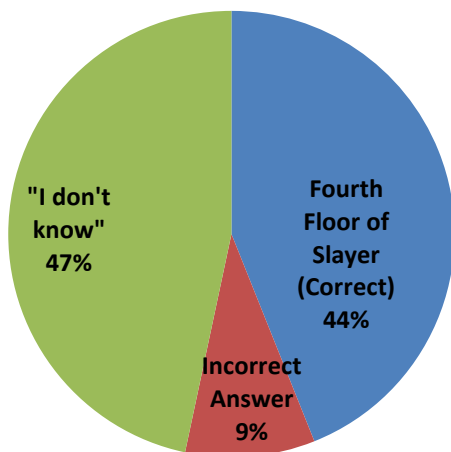
CAMPUS SAFETY: ACTION ITEMS

- Campus Safety would like to increase the frequency of its interactions with students. The goal is for most students to interact with Campus Safety at least monthly. The strategy to achieve this is through community relations events, staff attendance at student organization meetings, and through foot patrol (rather than through vehicles).
- Campus Safety will increase its foot patrol. Rather than patrolling in cars, there will be more emphasis on patrolling on foot, to increase visibility and improve community relations.
- Some students discussed hearing conflicting messages from Residential Education versus Campus Safety. To help address this, Campus Safety will work to collaborate more with Res Ed staff (RAs, HRs, ADs).
- Many comments reflected on dim lighting contributing to students feeling less safe on campus. Campus Safety will share relevant data on lighting with Facility Services to work toward improved lighting on campus.
- Vandalism decreases the quality of the residential experience for students. Campus Safety will work to create a “hey I live here poster campaign” to help students understand the impacts of vandalism and that it negatively impacts the quality of life for students.

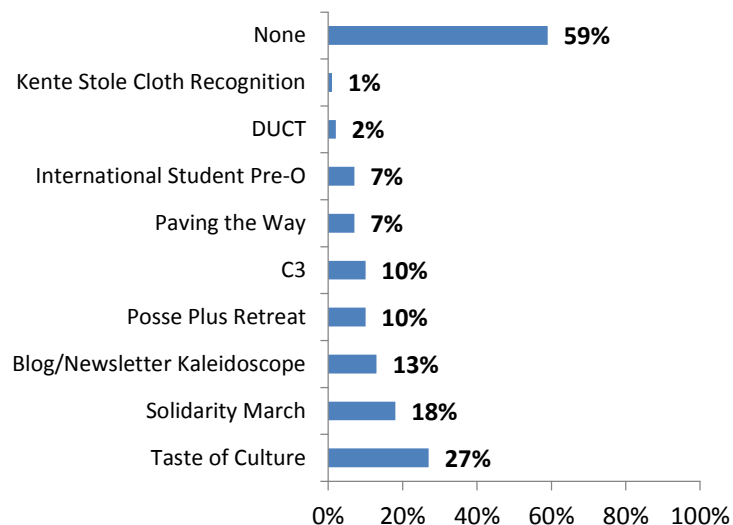
Center for Cross-Cultural Engagement

10% of students correctly identified International Student Services & Multi-Cultural Student Affairs as making up the Center for Cross-Cultural Engagement. Several other students could identify one of the offices but not both. Several students associated the Center with CLIC. And 44% of students correctly identified the Fourth Floor of Slayer as the location of the Center for Cross-Cultural Engagement.

Where is the Center for Cross-Cultural Engagement located?



Percent of Respondents Engaging with these CCCE Programs



Several students stated that the newsletter **Kaleidoscope** is very helpful in knowing what's going on around campus, and one student found an internship through it. Suggestions for improvement include: increase organization, make more eye-catching, make more accessible, and distributing on Mondays.

One question asked what cross-cultural engagement means to them; here are randomly-selected responses:

Exactly what it sounds like

allowing for students to learn/experience other cultures

engagement of different cultures across campus

Different cultures interacting with each other

Events/engagement involving different campus organizations coming together to make something happen- an overlap in what organizations are involved.

More than one culture

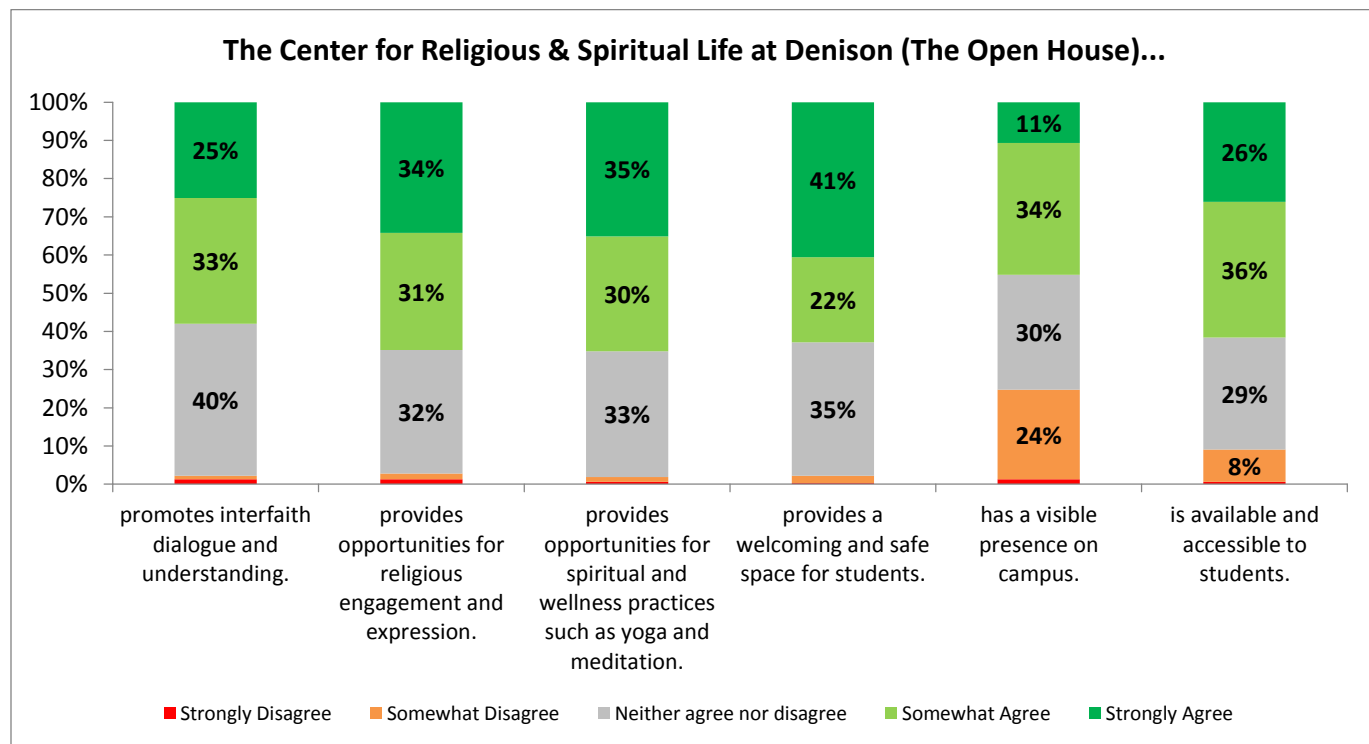
Bringing together people from various communities on campus.

Various cultures coming together to work among one another

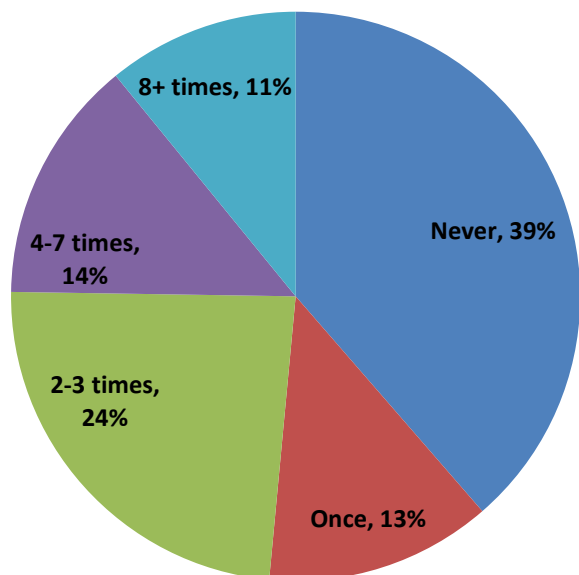
CENTER FOR CROSS-CULTURAL ENGAGEMENT: ACTION ITEMS

Given that most students were not aware of Cross-Cultural Engagement, the office is working on a marketing/branding strategy for the Center, including new logos and print materials highlighting the center's mission, programs and services.

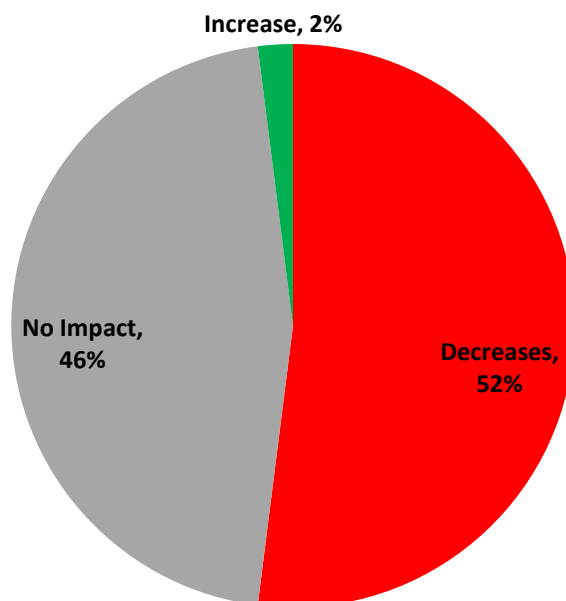
Center for Religious & Spiritual Life



Frequency of Visiting The Open House (during Denison career)



Impact of Open House Location on Attendance and Utilization of Programs



Students identified their **most salient religious or spiritual needs**. Some discussed **places and spaces**, related to community: peaceful place; place to practice faith; availability of spaces to communicate without offending those who are not religious; a community and space to be with those who believe the same things to recharge with those who understand and agree with own deepest, most foundational beliefs; prayer community; place where beliefs are respected; safe, quiet, private space to pray; having someone to talk to; friendly church atmosphere; community; and conversation.

Some discussed **specific faith needs**: Protestant Christian worship service; weekly Bible study; Ash Wednesday service at convenient time; place to practice with fellow Jews; available Bibles; Catholic mass; opportunities to observe Shabbat and other major Jewish celebrations; Hillel; and a Christian community to turn to and rely on here on campus. Some discussed **transportation needs**: getting to a church where my race is represented; easier transportation to Granville churches; and trip to church in Columbus.

Others discussed **opportunities to learn**: interfaith opportunities for learning; conversation and dialogue around religious topics; conversations about different faiths; ability to talk with religious leaders; and opportunities to experience Eastern religions (visit temples and mosques).

Some discussed more **personal needs**: connection with God through prayer and Bible study; time to meditate, reflect and relax; a relationship with God; yoga; meditation; a source of hope; mental wellness; and opportunities for self-reflection.

When asked how their **religious or spiritual identity evolved or changed over their time** at Denison, responses largely fell into five categories—strengthening or deepening of faith, a decrease in their faith, no impact, a shift in beliefs, or an increased understanding.

Some students discussed their faith **strengthening**: *“A little stronger in my Jewish heritage, mostly because there are fewer Jewish students here than I’m used to back home,”* or *“I have grown to be a stronger and more active Catholic”* or *“My connection with God has grown deeper and more impassioned due to my interactions with the Christian members of Denison’s community.”* Others discussed a **decrease**: *“Decreased my spirituality”* or *“Became less religious.”*

Some discussed **no impact**: *“Denison has not really affected my religious identity; I think it has been influenced by outside factors”* or *“It has not changed much. I have learned more about other religions, but it has not changed my own views much.”* Other students discussed a **shift in beliefs**: *“became atheist,”* or *“I have become more spiritual and less religious”* or *“I came to Denison being a strong catholic and now I am currently questioning religion”* or *“I’ve become less religious and more rational.”*

Some students discussed an **increased understanding**:

“Being okay to defend and disagree with my faith’s teachings yet still understand what good I have taken and experienced from that faith.”

“I believe that my faith strengthened being at Denison because when you have such a hard few years here, spiritual healing really is needed.”

“I have become more comfortable with shades of gray while still affirming those things I believe are black and white issues. I’ve learned that there are some things I will never know for sure in this life and have become more accepting of that. I’ve started to embrace the fact that the truth is complicated sometimes.”

“I have greatly grown and matured in my faith over my time here. That, though, is mostly a result of my classes (religion and others) and relationships with others. I will leave Denison with the same spiritual and denominational identity as when I got here, but far more nuanced and developed.”

“I have a better understanding of other religions and cultures”

Not all comments fit neatly into one of the five categories. Some of those comments include:

"I almost put my religious identity on hold here. I am surrounded by a lot of people who judge me for my spirituality, therefore I wait to attend church services for when I am home."

"Well I am an atheist but I am considering exploring some religions, however, I am not sure where to start."

Students provided suggestions of places where the Center for Religious & Spiritual Life could address or influence, related to personal well-being and areas of campus life:

| Personal Well-Being | Campus Life |
|---|--|
| <ul style="list-style-type: none"> ▪ Healthy relationships ▪ Acceptance of other faiths/open-mindedness ▪ Relaxation and stress management (meditation, yoga, tea, coloring) ▪ Stretching, breathing, cleansing ▪ Balancing and grounding self ▪ Bible Study ▪ Discovery spirituality ▪ How to support others during difficult times ▪ Encouragement to explore/question own faith ▪ Healthy cooking classes, healthy eating ▪ Casual, open socials ▪ Helping religious students cope with campus culture (drinking, partying, sexual activities) ▪ Mental health ▪ Promoting veganism ▪ Kindness ▪ Interfaith dialogue ▪ Internal conflicts of self and religion (e.g. being a gay Christian) ▪ Being more at peace with self, love self ▪ Holding events about the intersections of mental, physical, and spiritual well-being ▪ Volunteering ▪ Self-Discovery, self-awareness ▪ Finding and negotiating faith in new env. ▪ Spirituality vs. religion ▪ More events that transcend any one religion ▪ Emotional power hour ▪ Positive thoughts/staying hopeful ▪ Self-care ▪ Self-esteem, sense of worth ▪ Staying faithful ▪ Support for LGBTQ students ▪ Balancing school and spiritual well-being ▪ Finding time in the day to enjoy life | <ul style="list-style-type: none"> ▪ Promote community development ▪ Anxiety/depression awareness ▪ Bringing all religious traditions together ▪ Acceptance of people with different views ▪ Cooperation between student groups. ▪ More dialogue ▪ Friendliness/friendship ▪ Gossiping and YikYak ▪ Addressing islamophobia on campus ▪ Having prestigious speakers come to campus ▪ How actions affect everyone around you, in res halls ▪ Weekend sober programming ▪ Increased collaboration with Whisler ▪ Influence dining menus and healthy eating ▪ More open and welcoming religious student orgs ▪ Intersection of religion and politics ▪ Being more inclusive ▪ Volunteering and humility ▪ Reducing bias toward certain religions ▪ Making Easter more of a celebration on campus ▪ Morals of college culture ▪ Communal emotional experiences and processing them (Sharing the personal and providing a support system for dealing with emotions in a healthy manner) ▪ Addressing the party culture/party scene ▪ Addressing sexual misconduct ▪ Relationships ▪ Addressing racism, homophobia and hate on campus ▪ Religious life and daily connections ▪ Programming through Residential Education ▪ Respecting/understanding other religions and beliefs ▪ Address religious misunderstanding—educate students on basic beliefs/practices of other religions ▪ How to stand up for beliefs when something conflicts with them (in class, student organizations, etc.) ▪ Bring in musical groups (e.g. Christian Rock Bands) |

RELIGIOUS & SPIRITUAL LIFE: ACTION ITEMS

Less than 50% of students believe the Center for Religious & Spiritual Life has a visible presence on campus. This year, the Interim Director will increase the presence and visibility of the Center through individual interactions with students and student organizations and through presence at student events and in student spaces.

Center for Women & Gender Action

Students identified their views on the primary role of the CWGA. Here are randomly-selected responses:

A center that is able to empower all people particularly women on different topics.

raise awareness about issues related to gender equality and women's experiences. provide safe space for dialogue and accessing resources. facilitate events on campus related to women and gender.

To provide support and education about issues related to sexual violence and health, feminism, leadership, and just a comfortable atmosphere.

Hate me for being a white man. Not that I care, go ahead.

Providing information and awareness about women and other gender issues.

To create an environment of compassion and acceptance

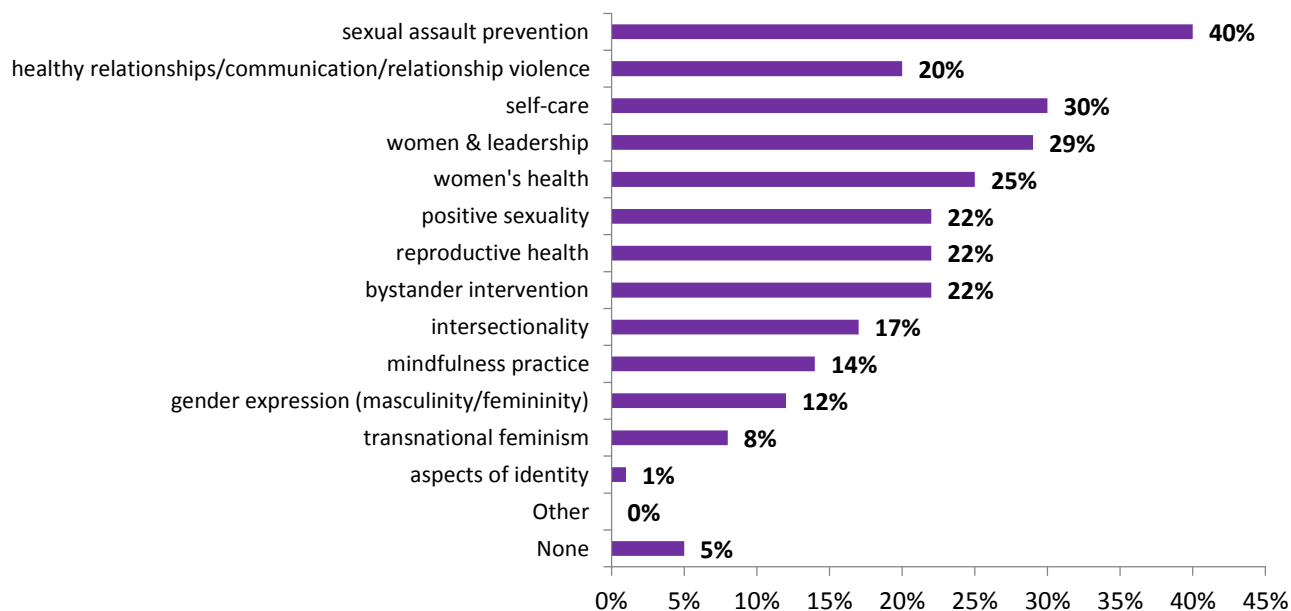
Taking a stance and making their voices heard on campus.

To educate campus about women's rights and to fight for equality of genders.

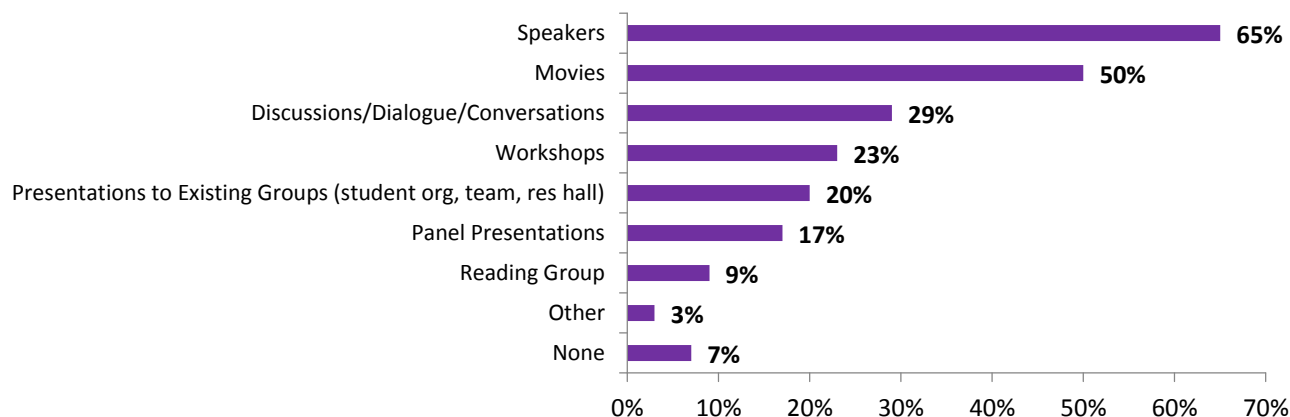
I see the Center for Women & Gender Action as a place that promotes education, dialogue, and awareness of different issues relating to gender, as well as a safe space for those who have particular concerns with these issues.

No idea what this is

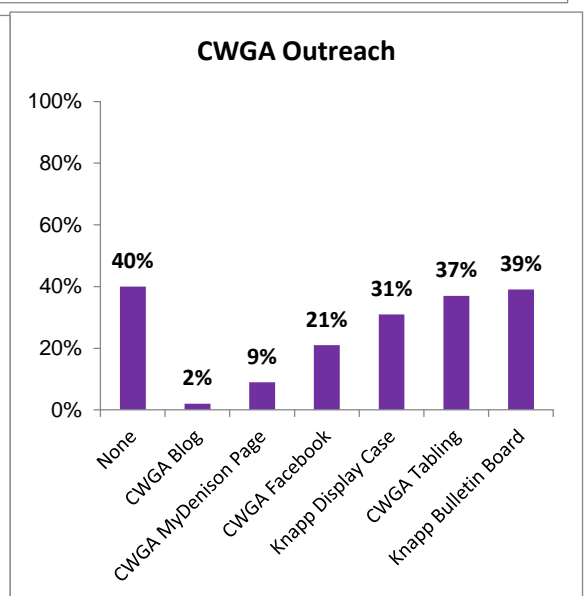
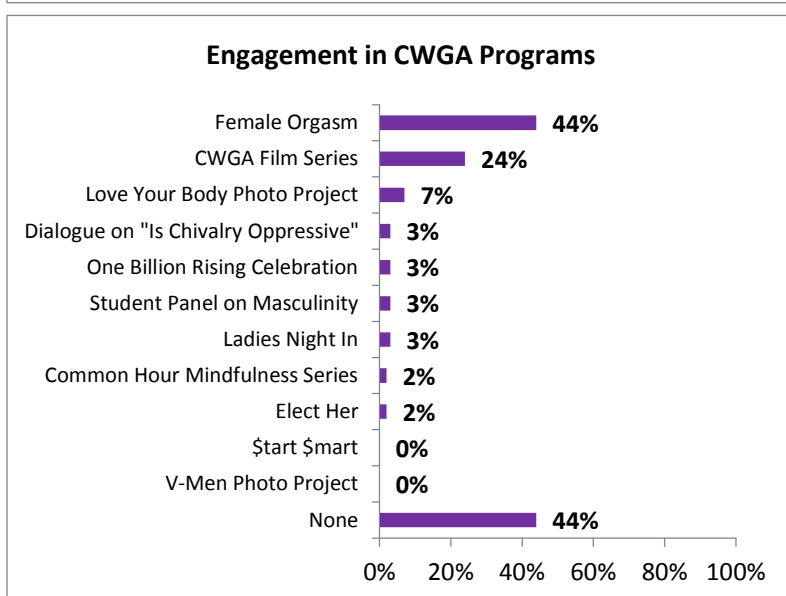
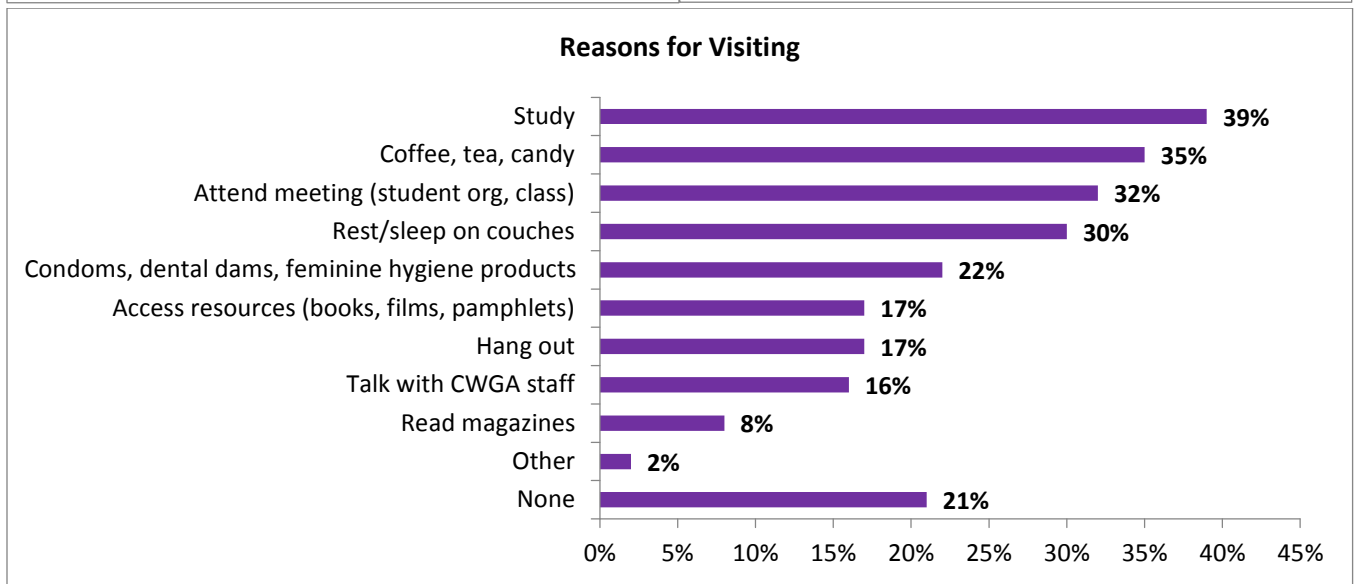
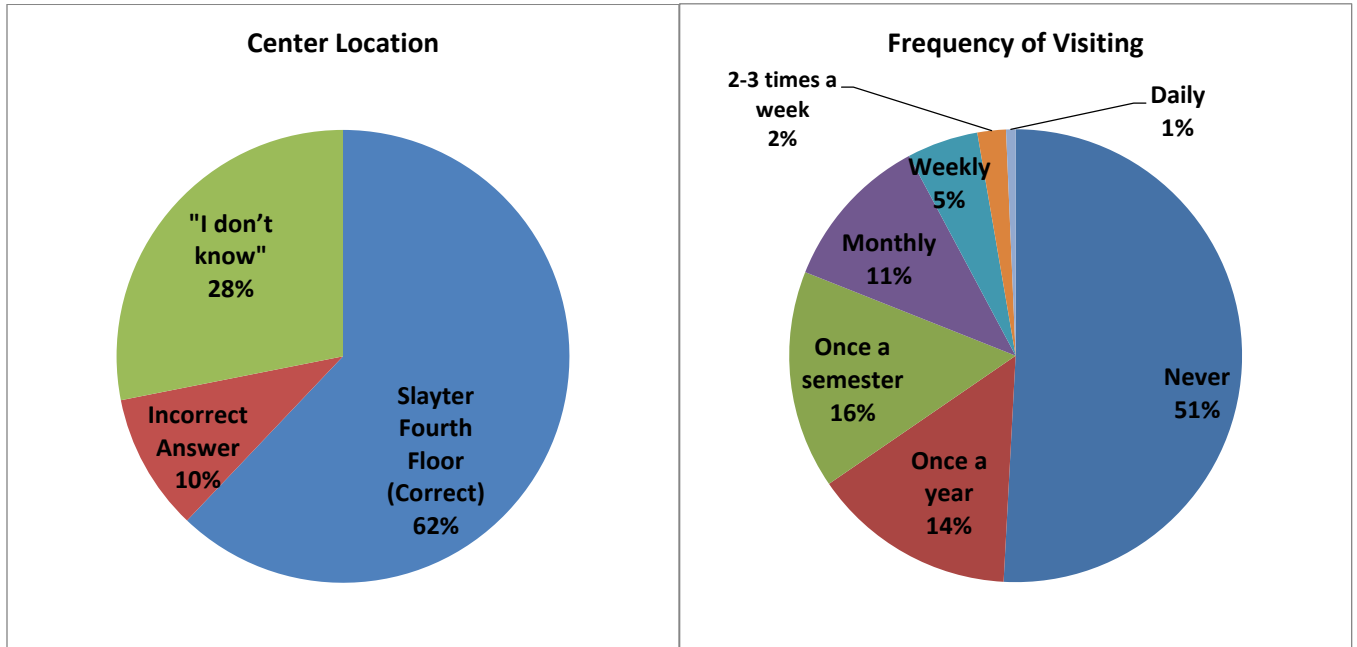
Topics of Interest for Education & Programming (Top 3)

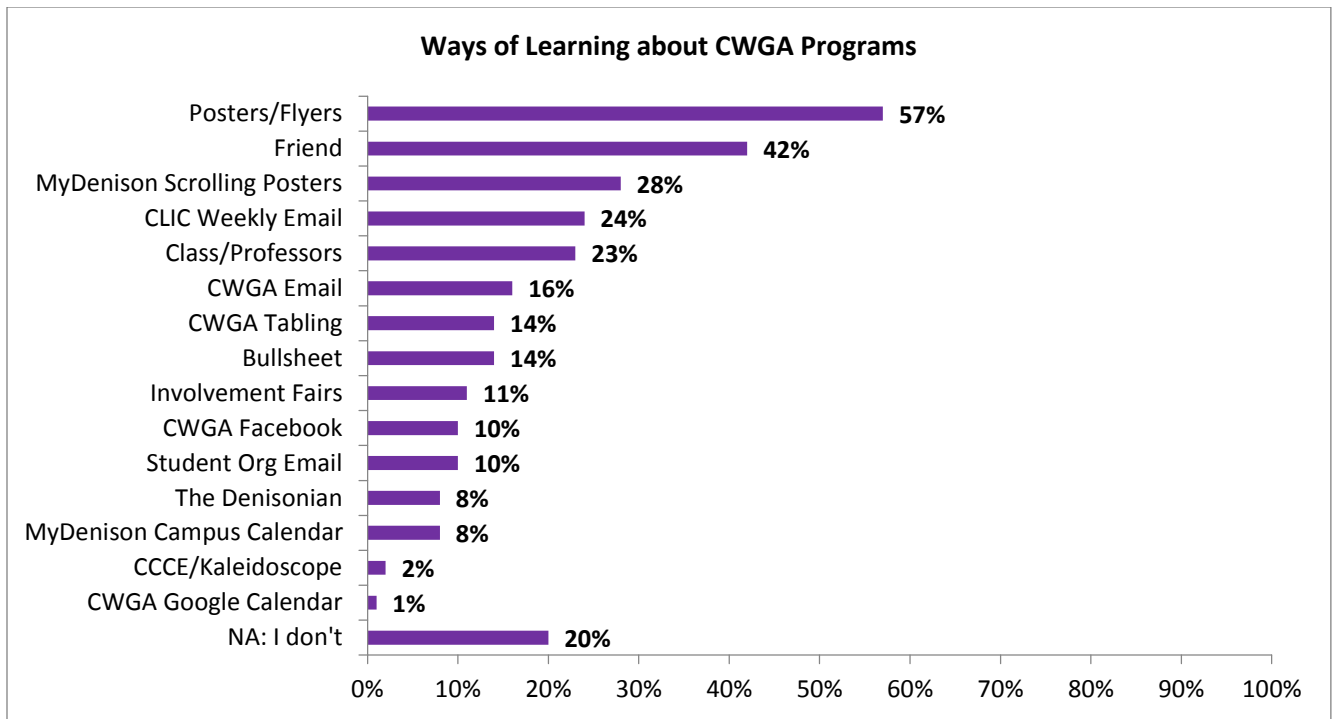


Preferred Program Format



The Center





Students suggestions for ways the CWGA could more effectively represent and reach students include:

- Advertise better
- Be more inclusive in focus areas—to LGBTQ students, all genders
- Increase visibility on campus
- Communicate more to students
- Engage and collaborate with student organizations, residence halls, and classes

CENTER FOR WOMEN & GENDER ACTION: ACTION ITEMS

While a significant number of students indicated engagement with the CWGA and some of our programs and outreach efforts, many students appear to have a limited awareness of who we are and what all we do. For example, students indicated a high level of utilization of some of the resources and programs that we offer, but not others. We will work to increase awareness of the CWGA, our mission, the breadth of the work that we do, and the range of resources that we have available.

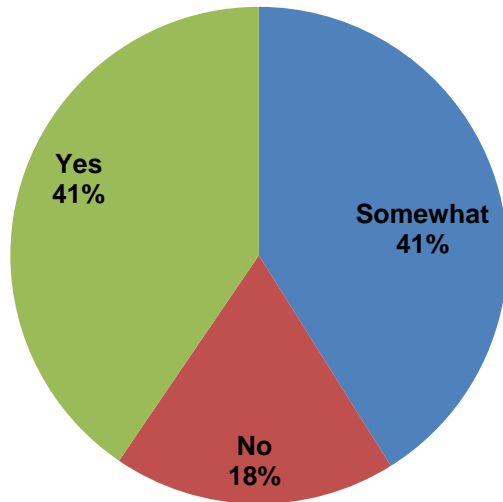
One of the most common ways that students reported becoming aware of CWGA programs was through our posters. We plan to utilize this platform to help tell the story about what the CWGA does and the variety of ways that students can access our services.

Students also report a high level of engagement with the CWGA through the tabling that we do and the bulletin boards and displays that we create. We plan to utilize these opportunities to not only provide information about topics and issues that are related to our mission, but also to provide information about the CWGA and the types of support that are available through our office. We plan to create a new logo and print materials to assist us in these efforts.

In addition, we plan to increase our efforts to reach students earlier in their Denison careers. One way that we plan to do this is by expanding our connections with Residential Education RAs and HRs that work in first-year residence halls. We also plan to continue seeking out and responding to opportunities to connect with first-year students through Advising Circles, August orientation programs, and pre-orientation programs.

First-Year Programs

Thinking about your first-year at Denison, would it have been valuable for you to have been matched with a peer mentor (a sophomore, junior, or senior student who would help you with your transition to life at Denison)?

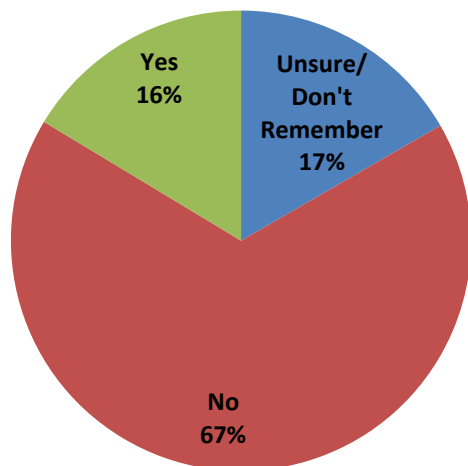


Students suggested additional programs or services to support first-years in their transition to college. The most frequent suggestion was to create a peer mentoring program, where a first-year student would be matched with an older student. Other suggestions include:

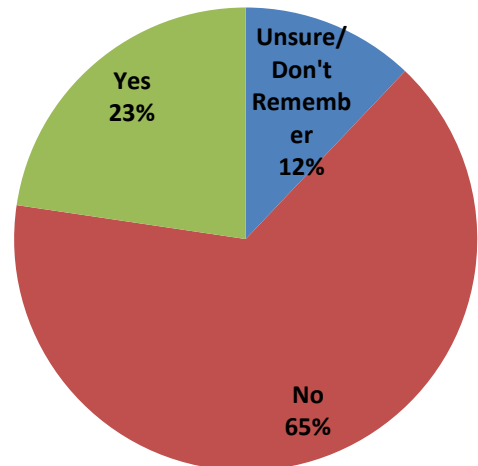
- Providing awareness of opportunities to pursue later (study abroad, Org Studies, etc.)
- Healthier party culture/safe spaces for those who choose not to drink
- More direction to Academic Support
- More guidance on professor expectations
- Nuts and Bolts: meal plans, where resources are located, how to use Self-Service and Blackboard, addressing packages, meal plan budgeting
- Career Workshops
- Sessions on: mental health/managing stress, dialogue/diversity/difference, bystander intervention, resolving roommate conflict, time management, self-defense, managing finances
- Free orientation programs
- More first-year only events
- More pre-orientation trips
- Support for first-generation students

Thinking back to the summer before coming to Denison, did the fees associated with...prevent you from attending?

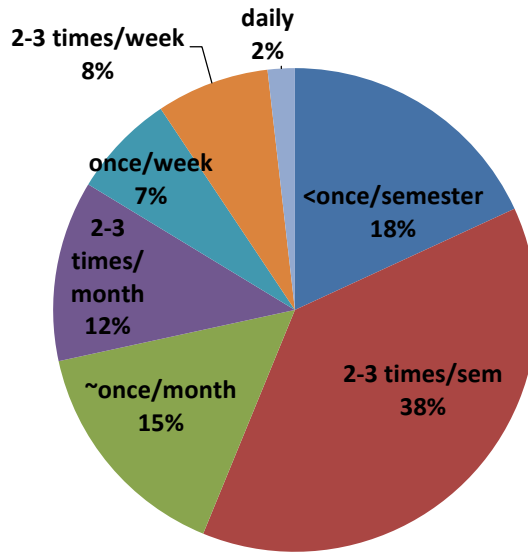
June Orientation



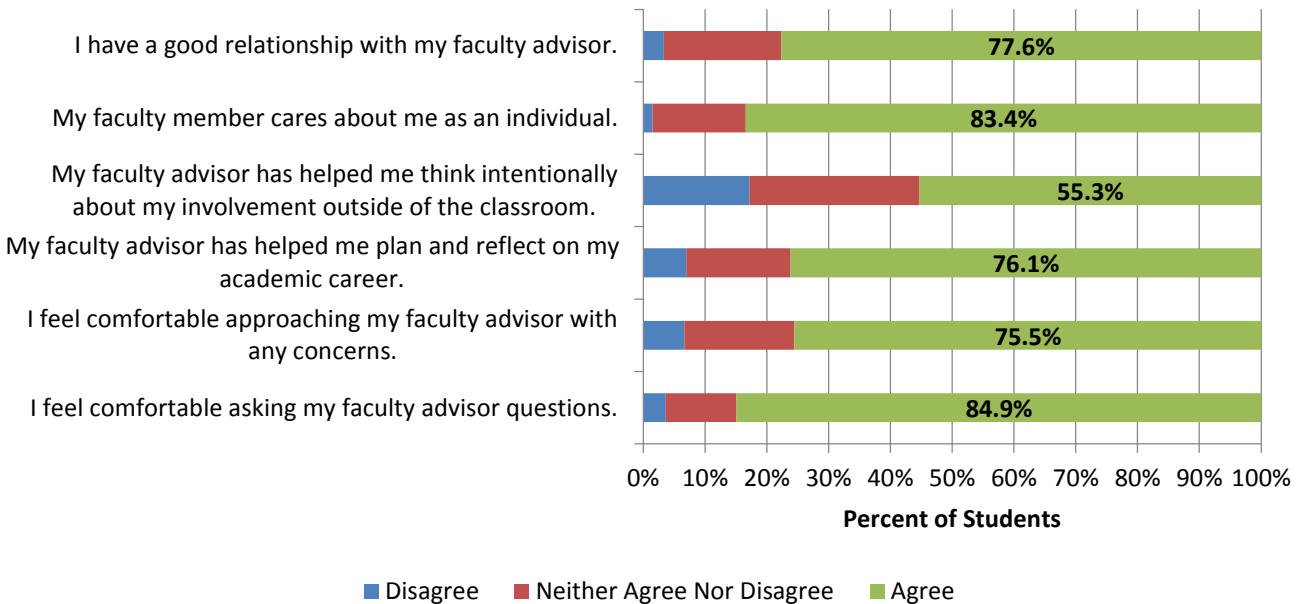
Pre-Orientation Trips



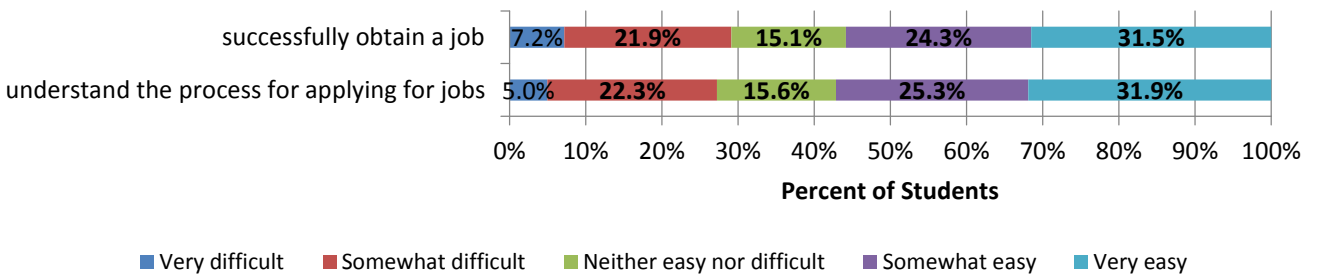
Frequency of Interacting with Faculty Advisor



Relationship with Faculty Advisor



Ease or Difficulty of...



FIRST-YEAR PROGRAM: ACTION ITEMS

Given students' strong interest in peer mentoring (82%), First-Year Programs will launch a peer mentoring program for entering first-year students in August 2016.

Many students reported that the fees associated with June Orientation and pre-orientation programs prevented them from being able to attend these programs (16% and 23%, respectively). First-Year Programs will explore options for reducing the financial burden on students to attend these programs.

Students indicated very positive relationships with their faculty advisors. A little over 55% of respondents indicated that their faculty advisor has helped them intentionally think about their involvement outside the classroom. First-Year Programs will work with Student Development to provide resources to faculty members, regarding students' co-curricular engagement.

Nearly 30% of students reported difficulty in understanding the process for applying for campus jobs. First-Year Programs will work to publicize this information to students and to faculty advisors.

Residential Education & Housing

The survey asked what students should learn as part of their residential experience. The overarching theme within the responses was this: as a part of the residential experience, students should learn how to be a considerate member of their community by being willing to communicate with and be respectful of others, and being responsible for themselves. Students believe that the residential experience should strengthen their ability to coexist with others in spite of differing values, opinions, interests, etc., particularly in regards to the roommate experience. Students should learn how to function effectively within environments where differences are present, including the ability to communicate with peers and effectively resolve conflict. The residential experience should also teach students how to be responsible for not only their role in caring for themselves, but also their role as a community member. To clean up after themselves and take care of their own property as well as that of others' is an important part of community living. Randomly-selected responses are listed below. The word cloud visually illustrates the responses, with larger words being stated a great number of times.

A sense of community

How to live independently and coexist with roommates.

How to live with bothersome individuals

How to interact with other residents and respect the privacy of others and their personal items. Consideration of others.

Students should learn how to live with each other and being respectful of other people and their property. People should also learn to clean up after themselves and treat the space around them as they were at home in a positive way.

How to live with people of varying lifestyles.

That you will not know everyone in your dorm.

How their actions impact those around them, how to be considerate of others

How to build a positive community

How live in close quarters and how to deal with confrontation.



Living-Learning Communities: 35% of students indicated interest in additional living-learning communities, 36% were unsure, and 29% were not interested. The living-learning themes of most interest to students include: social justice, language and culture, environment, service-learning, art, and science.

Substance-Free Housing: 39% of students are not interested in substance-free housing for upperclassmen, 31% are interested only if it provided them with better housing than traditional housing selection, and 23% of students indicated definitely wanting to live in substance-free housing.

Renovations: The residence halls with the greatest number of students identifying them as being most in need of renovation or updates include: Shorney, Crawford, Brown, Myers, Good, Sawyer, Beaver, Pratt, East, and Smith.

Floor Preferences: Students identified the following as their flooring preference in residence halls: carpet (50%), laminate (26%), tile (10%), no preference (13%).

Roommate Selection: When selecting roommates for the next year, students identified the following as playing a role in their decision-making:

- Compatibility: someone they get along with, personalities mesh
- Friends
- Similar habits, particularly in relation to sleeping, waking, studying
- Level of cleanliness
- Responsible, trustworthy, respectful, considerate

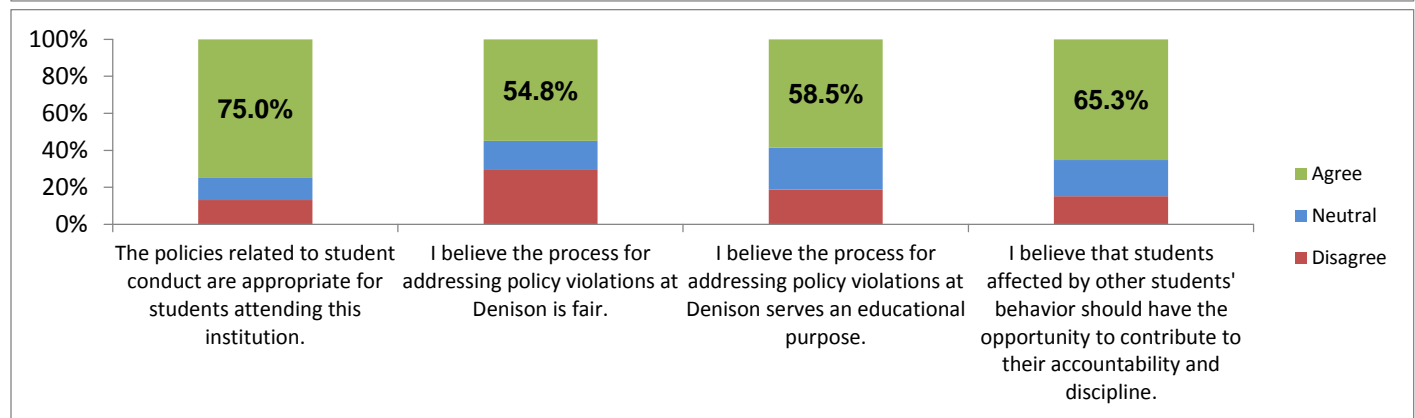
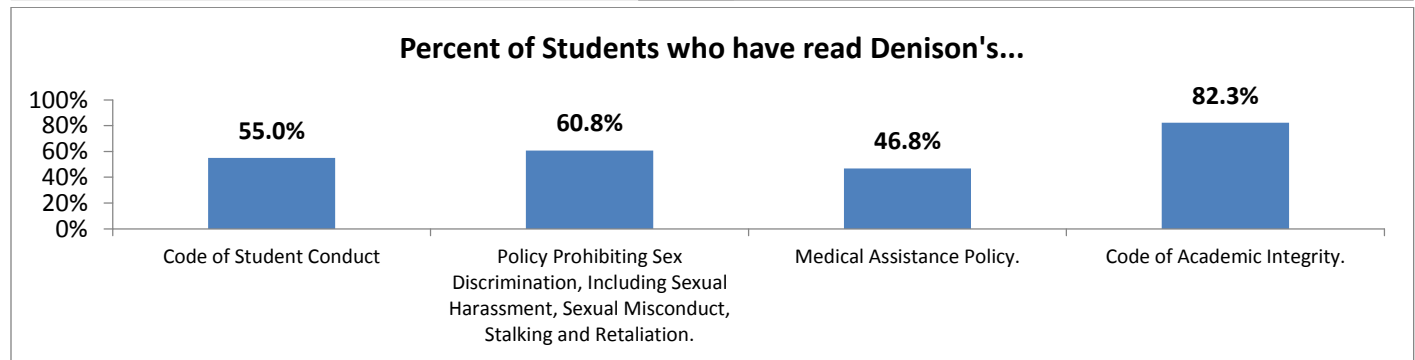
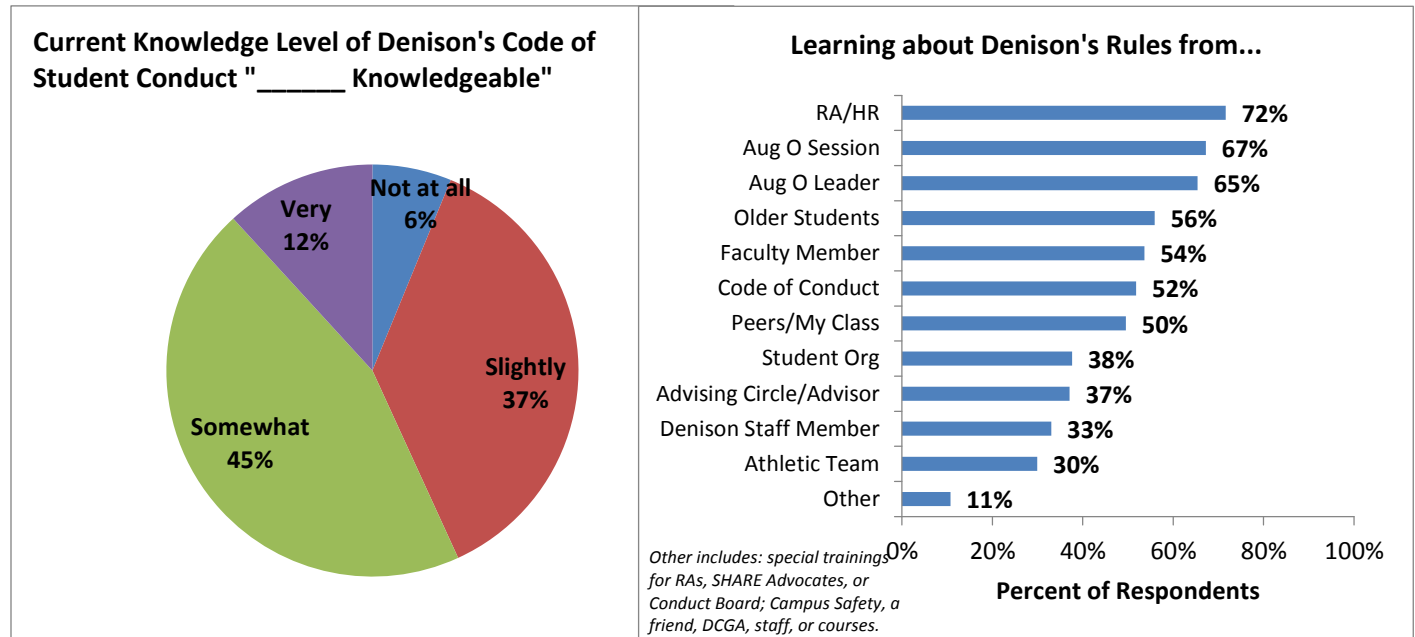
RESIDENTIAL EDUCATION & HOUSING: ACTION ITEMS

Many students' responses span beyond the purview of Residential Education & Housing. Res Ed staff will share the data with campus partners, particularly the Res Life Committee and Facilities. Many of the responses speak directly to specific buildings or areas on campus that could use attention. Staff will use feedback to guide building renovation priorities. In addition, staff will work to increase the communication and strengthen the partnership between Facilities & Residential Education.

Students expressed interest in living-learning communities. To further understand the LLC experience at Denison, this year, the department will be assessing the Language & Culture House, Morrow Service Learning, and Homestead to gauge the impact of special residential communities.

Responses to several questions speak directly to the need for enhanced student education. Several students expressed frustration with lack of timely repairs within their rooms, suites, or apartments. Residential Education staff will help students advocate for needs with Facilities, help students become aware to how their behavior contributes to the condition of the buildings, and launch a campaign on how to submit a work order and follow up. Furthermore, staff would like to launch a responsibility campaign to the effect of "If you see something, say something" or "hey I live here" to promote student ownership for decisions and actions.

Student Conduct & Campus Values

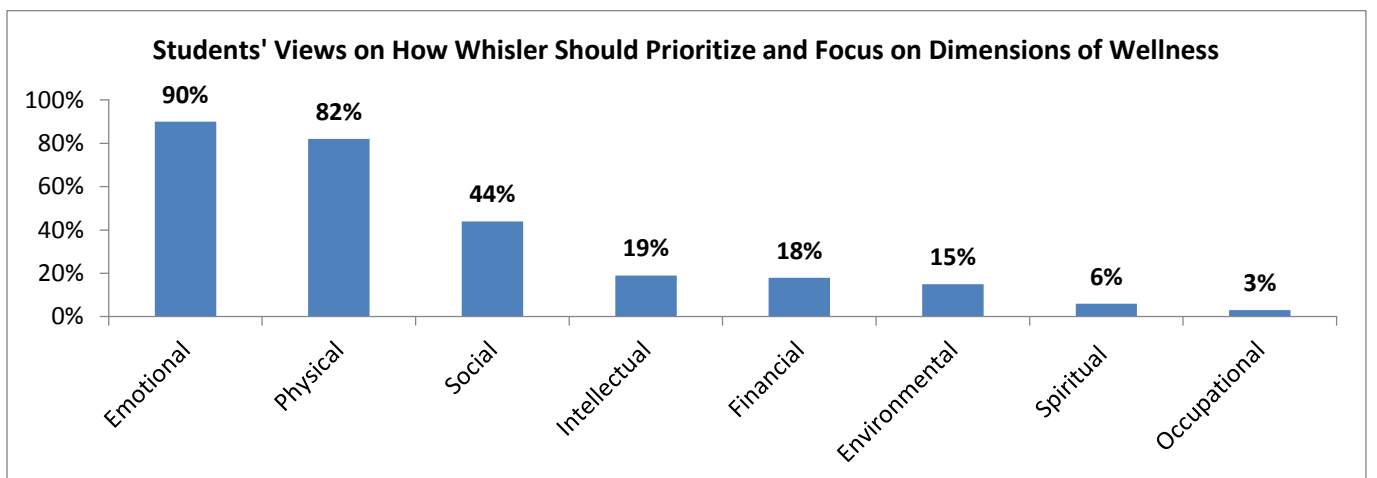
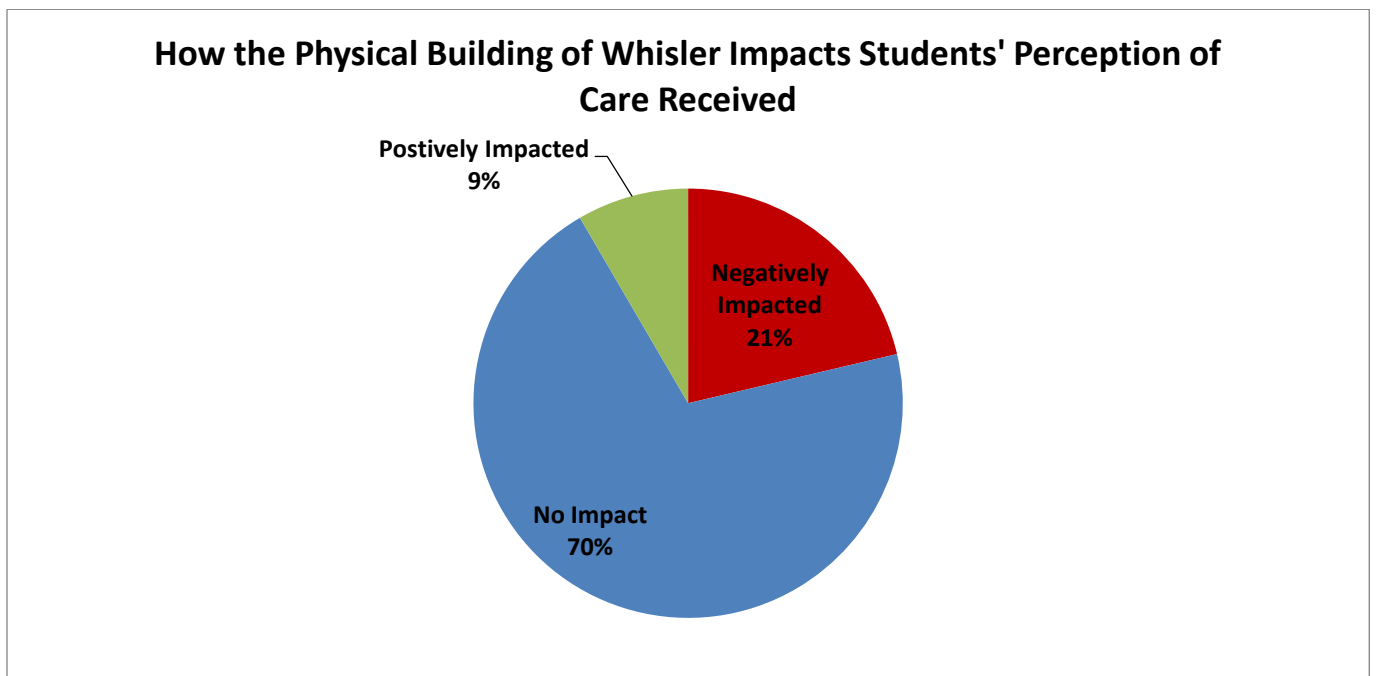
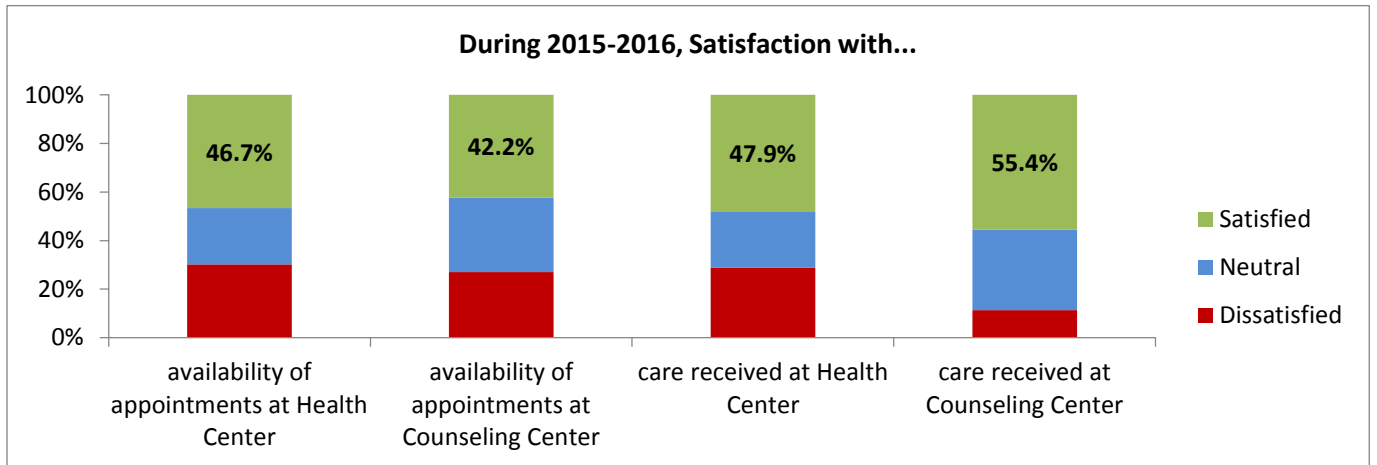


58% are aware that Denison provides a Restorative Justice pathway to resolve incidents of misconduct. One question asked students to articulate their understanding of Denison’s RJ process. The majority of students (62%) said they were unsure about what it entailed or never even heard of it. Of the students who provided some response, the explanation was oftentimes vague (e.g. “Basically a second chance”).

STUDENT CONDUCT : ACTION ITEMS

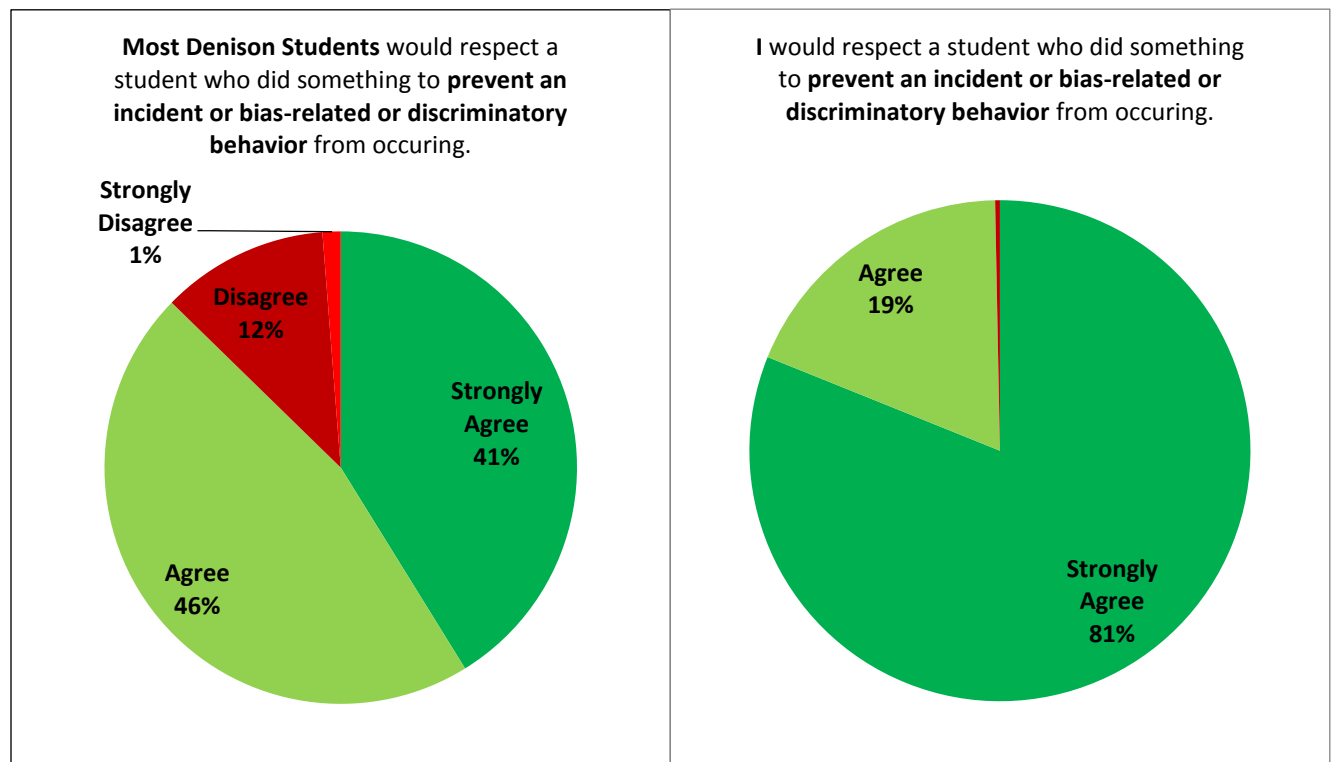
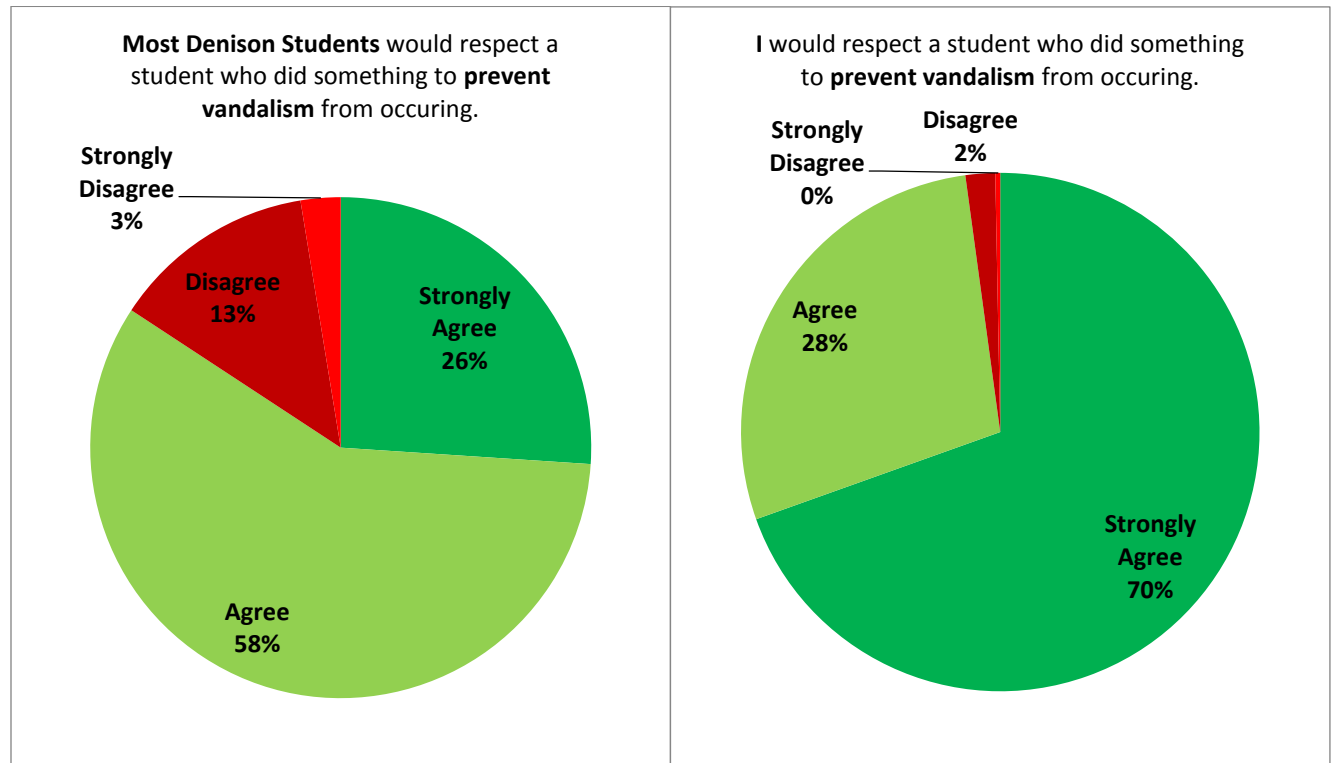
Many students were unfamiliar with Restorative Justice. To increase students’ understanding of RJ, it was included as part of Orientation and the office will do targeted outreach with faculty and staff.

Whisler Center for Student Wellness

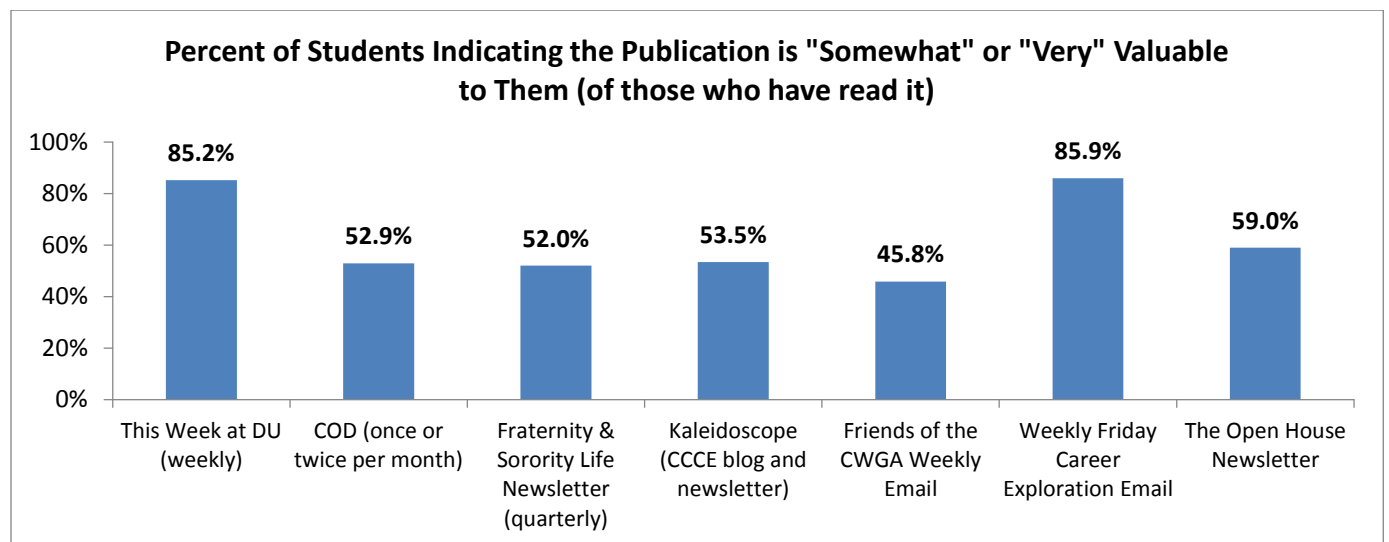
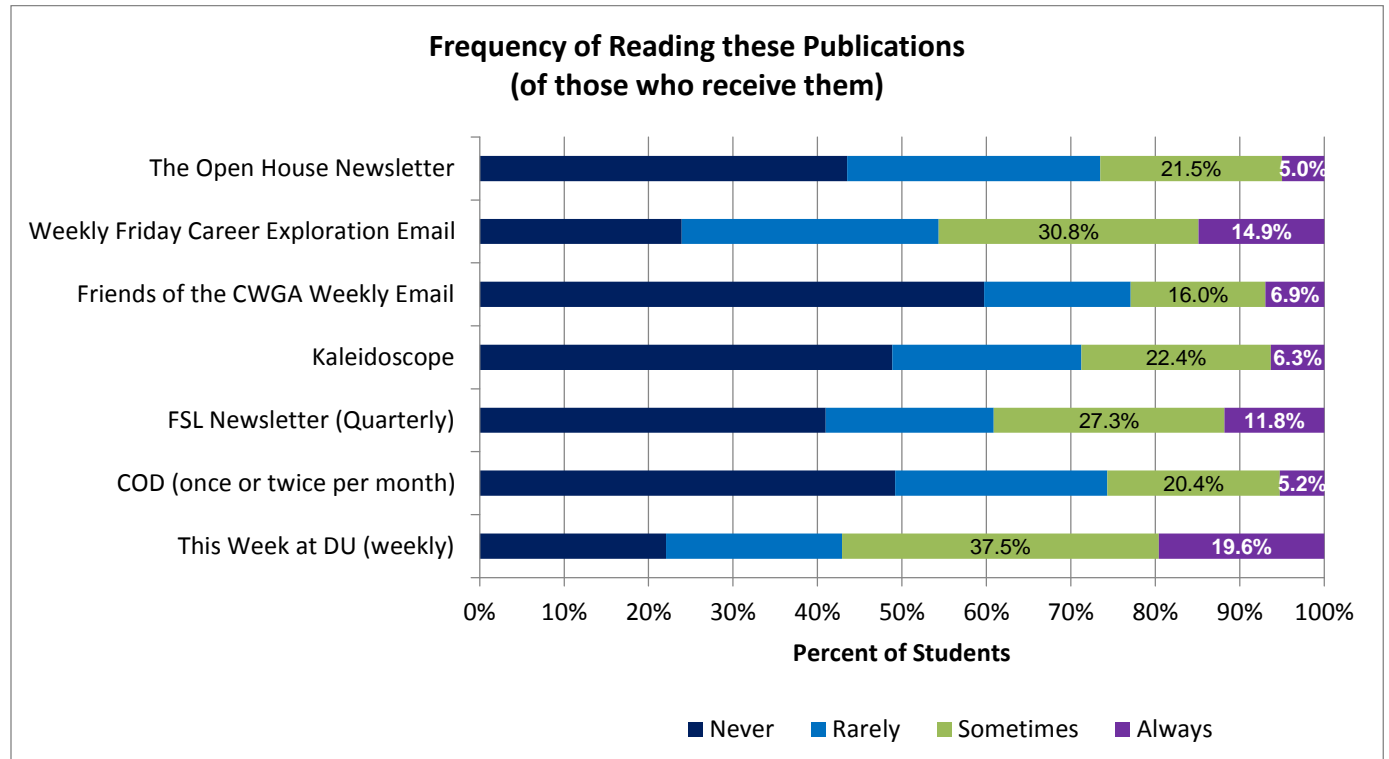


Campus Climate Team

The images below compare students' perceptions of their peers against their own views on the issue.



Campus Communication



Media students most utilize for information include: posters around campus (81%), stall scrawls (60%), MyDenison Scrolling Posters (49%), MyDenison Announcements (48%), Guide to the Weekend Dining Hall Table Tents (47%), and Campus Calendar on My Denison (39%). Individual department Facebook pages are not a primary source of information for most students.

79% of students feel well-informed about events and activities on campus.

60% of students feel well-informed about services available on campus.