



Providence College

Diversity, Inclusion, and Belonging for Students

Impact Report | 2022–2023 Academic Year

Dear Providence College Partner,

I am pleased to provide your 2022-2023 Impact Report for *Diversity, Inclusion, and Belonging for Students*. This year's report includes key insights from your Vector Solutions program, demonstrating the impact of your investment in the health, safety, and well-being of your students and employees.

Prevention efforts have always been central to the mission of higher education. However, emerging insights elevate and reposition this important work in the evolving context of our industry and the communities we serve.

- In a recent Vector Solutions survey of current college students, safety, well-being, and inclusion were as important as reputation, academic rigor, and affordability in their decision of which college to attend. Similarly, student well-being initiatives were more strongly correlated with college satisfaction than any other factor, including cost, rigor, and academic opportunity.
- Data from Vector Solutions' campus climate survey showed that students who participated in prevention programs were 50% more likely to feel valued in the classroom, happy to be at their school, and a greater sense of belonging versus students who did not participate in these programs.
- Institutions that are maximizing their use of digital prevention programs have, on average, a 10% higher first-year retention rate compared to institutions that are not achieving similar standards.* Over one-third of

graduating high school seniors said they're more likely to attend these leading prevention institutions.

- Prevention programming is also fostering the development of critical skills for supporting students in their lives after college. Two-thirds of students who participated in Vector Solutions' prevention programs said that the course made them feel better prepared and qualified for future jobs. Over 70% felt they had better understanding and awareness of the wider world.

As you delve into the insights in this year's Impact Report, I encourage you to consider the many ways our work together drives outcomes that not only enhance the well-being of your community but also the performance of your institution. These strategic connections demonstrate that prevention is both mission- and business-critical for the future of higher education.

And working together, that future is abundantly bright.



Rob Buelow
Head of Product, Education
Vector Solutions

* These data are based on the 2022 recipients of the Campus Prevention Network Seal of Prevention.



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How To Use This Report

This report provides key insights from your Diversity, Inclusion, and Belonging for Students data. We encourage you to explore the data in the report, think about how you can use it to inform prevention efforts across your institution, and share it with others on your campus.

To help you make the most of this report, we have included benchmarks to help you understand where you stand relative to peer institutions, provided recommendations throughout the report tied to a framework for prevention, and included a sharable snapshot of your data at the end of this report.

For deeper insights, the administrator site provides real-time access to your Vector Solutions data, in both graphical and raw data formats.

Peer Institution Benchmarks

For select data points in this report, you will see comparisons to peer institution benchmarks. These peer institutions are similar to you in size, and public or private status. Providence College is a mid-size private institution, so your benchmarks reflect other private schools with 1,000 to 4,999 students.

Campus Prevention Network Framework Tips

The Campus Prevention Network Framework for Prevention describes the elements of effective prevention efforts: Institutionalization, Critical Processes, Policy, and Programming. Throughout this report, you will find Tips and further research related to these prevention elements.

Sharable Snapshot

At the end of this report, you will find a snapshot of select data from your report. This snapshot is designed to be shared with other stakeholders at your institution. We hope that you will print these pages out and pass them along to your Vice President of Student Affairs, Provost, or other members of your team.

Data in this Report

The data included in this report were collected on the Foundry platform between June 1, 2022 and January 26, 2023. Insights and analyses in this report are based on your students' responses to pre-course, post-course and follow up surveys. Overall, 1,047 students participated in pre-course surveys, 961 students completed post-course surveys, and 1,146 completed follow up surveys.

Data Accuracy

While learners are encouraged to answer all questions honestly and reminded that their responses are stored confidentially, all survey questions are optional and all data are self-reported. However, in our analysis of the responses, we find the data to be accurate, valid, and reliable. There is consistency in the data from student cohorts over the years at specific institutions, and our survey data correlates with external sources of information on these topic areas at the national and institutional level for college students.

Executive Summary

This school year,

1,165 Providence College students took part in Diversity, Inclusion, and Belonging for Students (DIBS). This course, developed by prevention education and subject matter experts, uses relatable scenarios and interactive elements to provide students with strategies for healthy behavior and skills to support community members.



Course Impact

DIBS is designed to equip your students with knowledge and skills to support healthier decisions related to relationships, interactions, and cultural competency on your campus.

Providence College students increased their knowledge of topics related to diversity, inclusion, and belonging by 3%. When it comes to skills, 98% of your students agreed that DIBS helped them improve their understanding of how to act inclusively, and 98% reported that the education increased their preparedness to engage in ally behavior at your school.



Behavioral Intentions & Norms

Change is driven, in part, by an individual's perception of the social environment surrounding behavior — the community norms.

Most students taking this course report healthy, desirable attitudes and behaviors related to diversity and inclusion. This includes 84% of students who say they would intervene if they saw a bias-related incident, but only 74% of those same students believe their peers would do the same.

Among students at Providence College who took DIBS, 32% agreed that they could play a role in making their campus more inclusive. And a substantial number of your students, after completing the course, reported that they knew how to report a bias-related incident at their school. Further, 88% felt that your institution took issues of inclusion and diversity seriously.

Your Diversity, Inclusion, and Belonging for Students Impact Report includes detailed information about how your students think, feel, and behave regarding creating a safe and inclusive environment on your campus. This data can be invaluable in guiding your prevention programming for maximum impact.

Diversity, Inclusion, and Belonging for Students

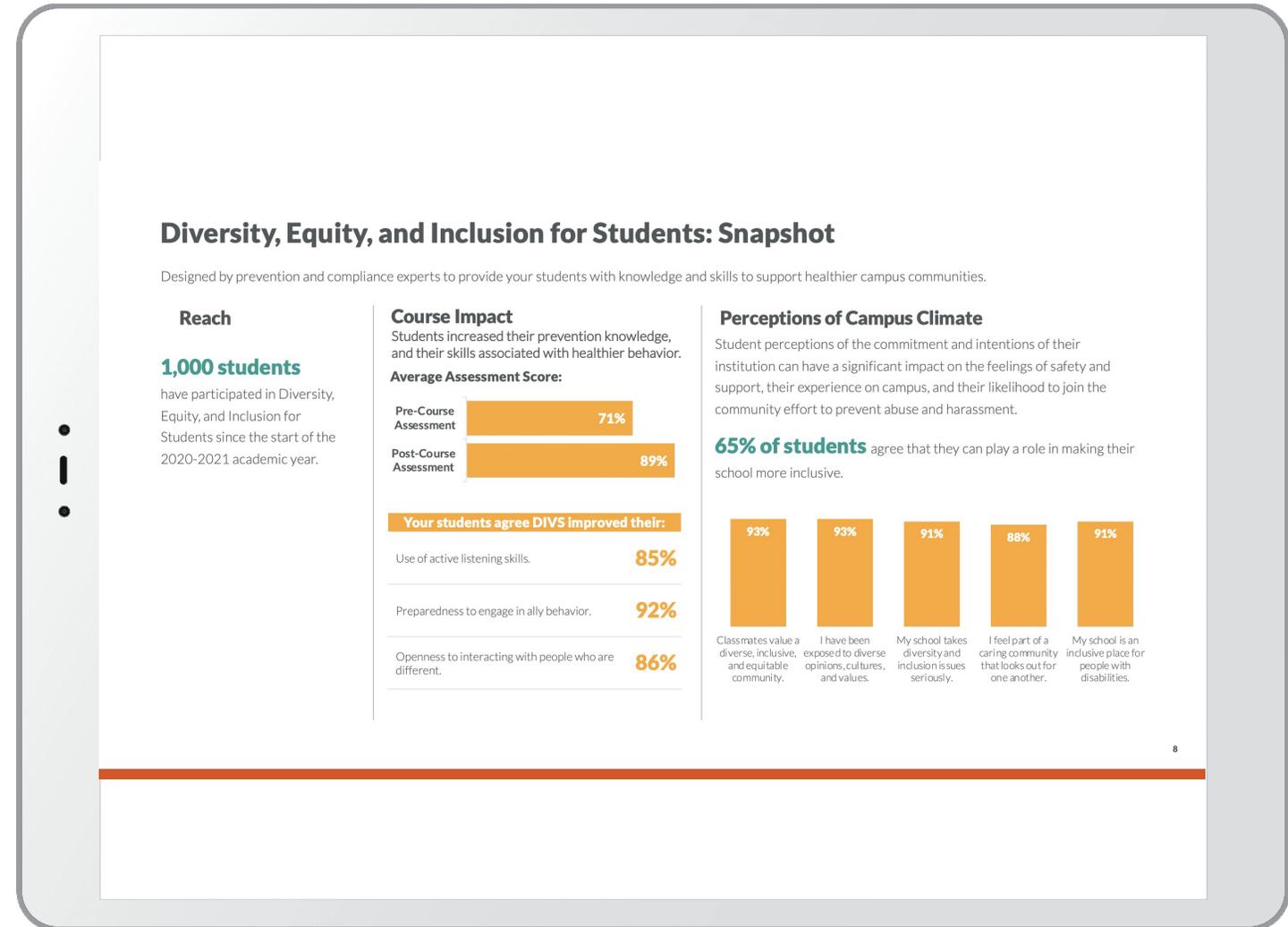
Impact Snapshot

Impact Snapshot

In order to make the content of this report easier to share with your colleagues and stakeholders, we have included a Snapshot section that highlights and visually displays the most salient data points from the full report.

This can help your data get more traction and increase interest in the full report and the Diversity, Inclusion, and Belonging for Students program at large.

We recommend excerpting this Snapshot section from the full report and sharing with stakeholders, colleagues, and students who might be interested in the impact of the Diversity, Inclusion, and Belonging for Students program, but have less direct experience in prevention work.



Diversity, Inclusion, and Belonging for Students: Snapshot

Designed by prevention and subject matter experts to provide your students with knowledge and skills to support healthier campus communities.

Reach

1,165 students

at Providence College

have participated in Diversity, Inclusion, and Belonging for Students since the start of the 2022-2023 academic year.

Course Impact

Students increased their prevention knowledge, and their skills associated with healthier behavior.

Average Assessment Score:



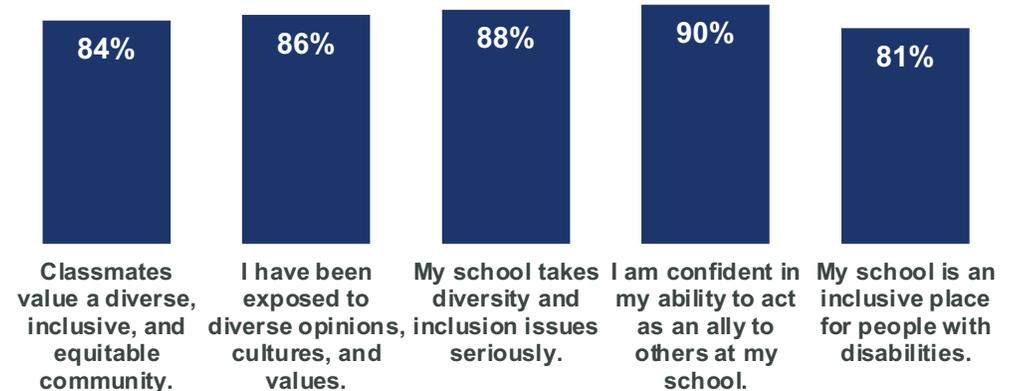
Your students agree DIBS improved their:

Understanding of how to act inclusively	98%
Preparedness to engage in ally behavior.	98%
Openness to interacting with people who are different.	98%

Perceptions of Campus Climate

Student perceptions of the commitment and intentions of their institution can have a significant impact on the feelings of safety and support, their experience on campus, and their likelihood to join the community effort to prevent abuse and harassment.

32% of students at Providence College now feel that they can play a role in making their school more inclusive.



DIBS and Your Students

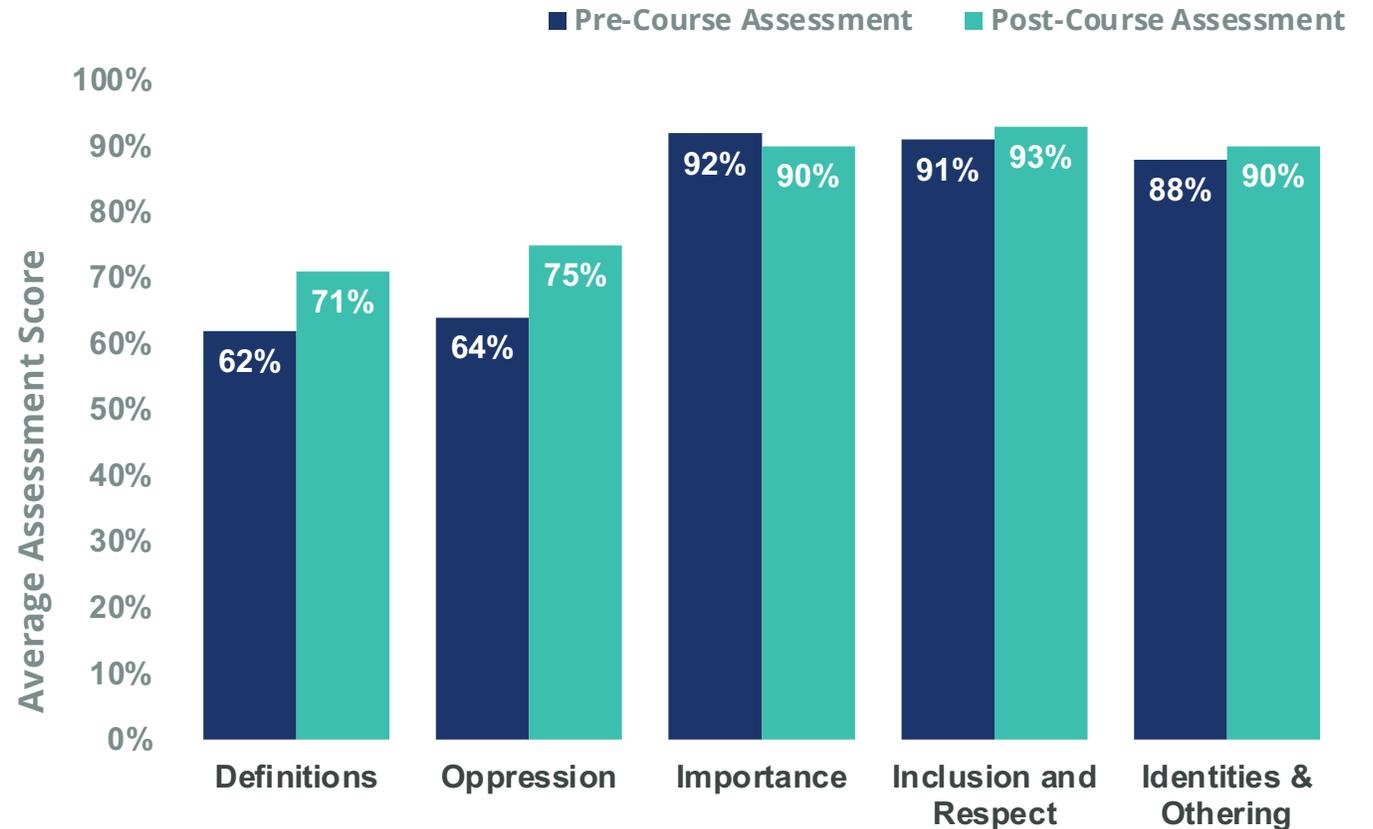
Impact at Providence College

Knowledge Gain

Assessments in Diversity, Inclusion, and Belonging for Students (DIBS), which students take before and after the course, are designed to measure their comprehension and knowledge of topics related to diversity, inclusion, and belonging.

Programming Tip

Where are your students knowledgeable and where are they lacking? DIBS is intended to provide foundational knowledge and skills that can be built upon. Knowledge data can inform what content areas should be built out or reinforced as part of your ongoing inclusion efforts.



Learner Impact

After taking DIBS, students were asked to reflect on the course experience and tell us to what degree they felt their knowledge and skills would improve as a result of the content.

Programming Tip

How can you reinforce students' skills and feelings of self-efficacy throughout the year and over your students' college careers? Ongoing training — both annually online and through in-person opportunities such as workshops, role-playing, peer conversations — can reinforce key information, allow students to practice their skills, and build confidence.

Your students reported that DIBS improved their:

Understanding of how to act inclusively.	98%
Interest in learning more about diversity, inclusion, and belonging.	97%
Preparedness to engage in ally behavior.	98%
My ability to reflect on my own power and privilege.	97%
Understanding of the importance of self-care.	97%
Openness to interacting with people who are different from me.	98%

Percentages represent the share of students who said each of these items "Improved a little" or "Improved some" or "Improved a lot" in the Post-Course Survey (Survey 2).

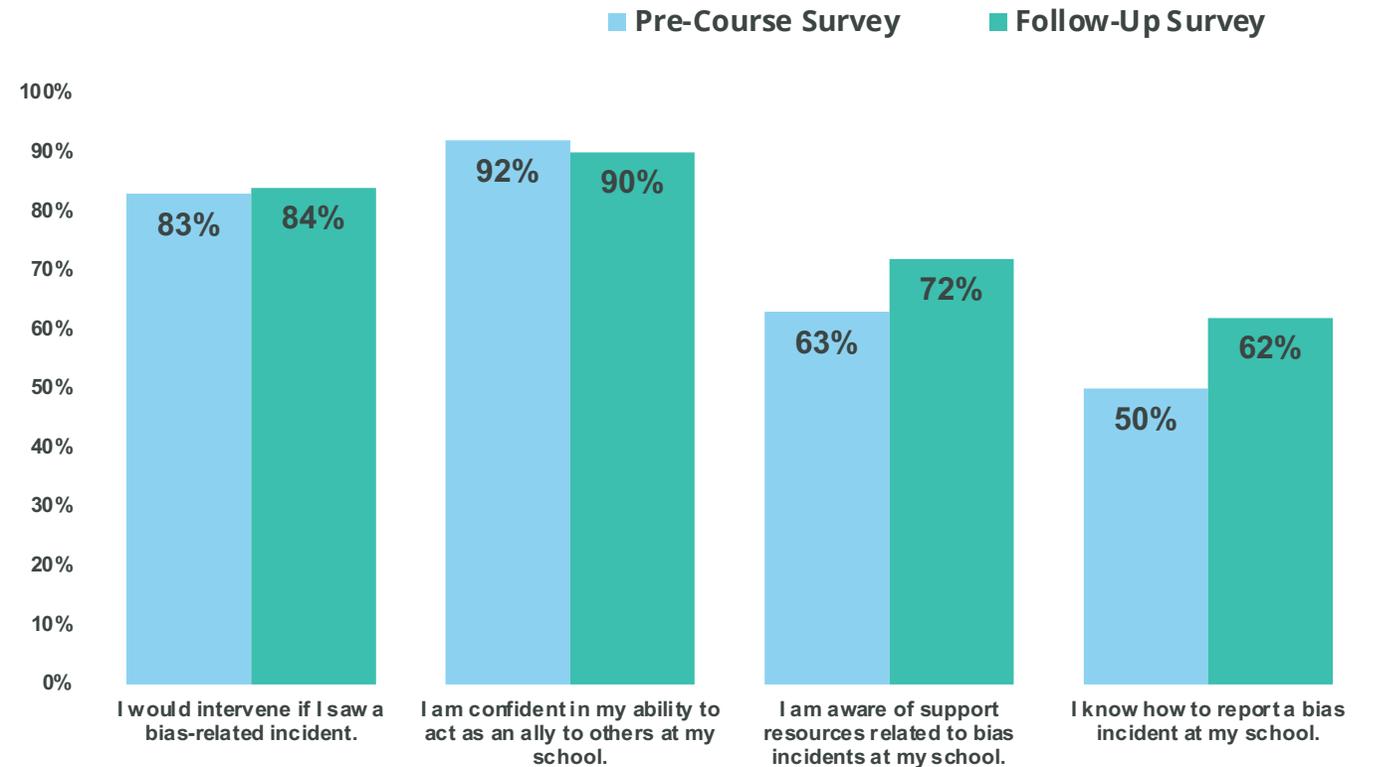
Supportive Community Behaviors

In addition to developing knowledge, DIBS aims to help students build skills and attitudes they can use to support a healthy community. These include identifying unhealthy situations, supporting friends, and modeling attitudes that reflect healthy community norms.

Critical Processes Tip :

Research has shown that young adults are often likely to over-estimate their own abilities, particularly when it comes to areas where they have not had to employ those skills but have a strong urge to provide the desirable answer when questioned. Because of this, some students may feel too confident in their own attitudes and behaviors when they take the pre-course survey but acquire a more nuanced perspective after the course. This can explain some of the flat or negative movement we see on specific items attached to this and other programs.

Healthy Responses, Before and After the Course



Diversity, Inclusion, and Belonging On Your Campus

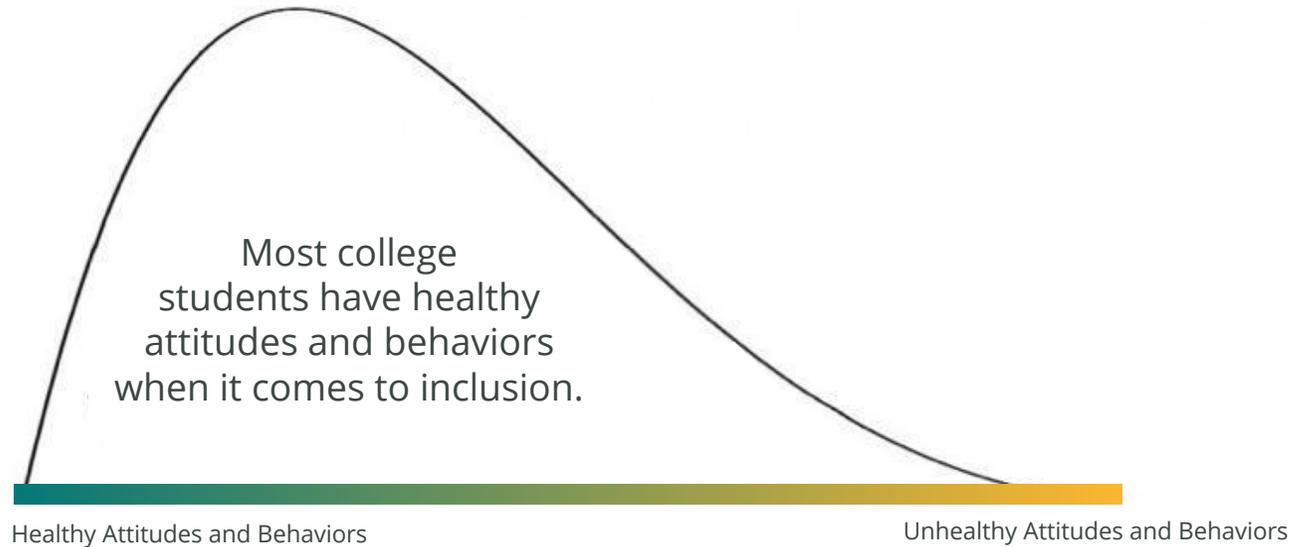
Data and Insights From Students at Providence College

Engaging the Healthy Majority

It is tempting to want to focus on this relatively small group of “unhealthy” students. However, knowing that most students do not endorse attitudes and behaviors that contribute to discrimination should be central to campus prevention efforts.

This “healthy majority” of students can help to create a culture of care and accountability, bolstering inclusive messages and helping to build safe, positive communities.

In addition to reporting on the personal experience of your students, the following pages highlight topics that can help you understand how to engage and bolster the healthy majority on your campus: Bystander intervention, social norms, perceptions of campus climate, and readiness to engage in inclusion efforts on your campus.



Critical Processes Tip

Reflect on the share of your diversity and inclusion programming and policies that is focused on supporting the healthy majority, compared to efforts to address or discipline the unhealthy minority. Are there areas where you could supplement or expand efforts that develop a positive culture on your campus?

Social Norms for Behavior

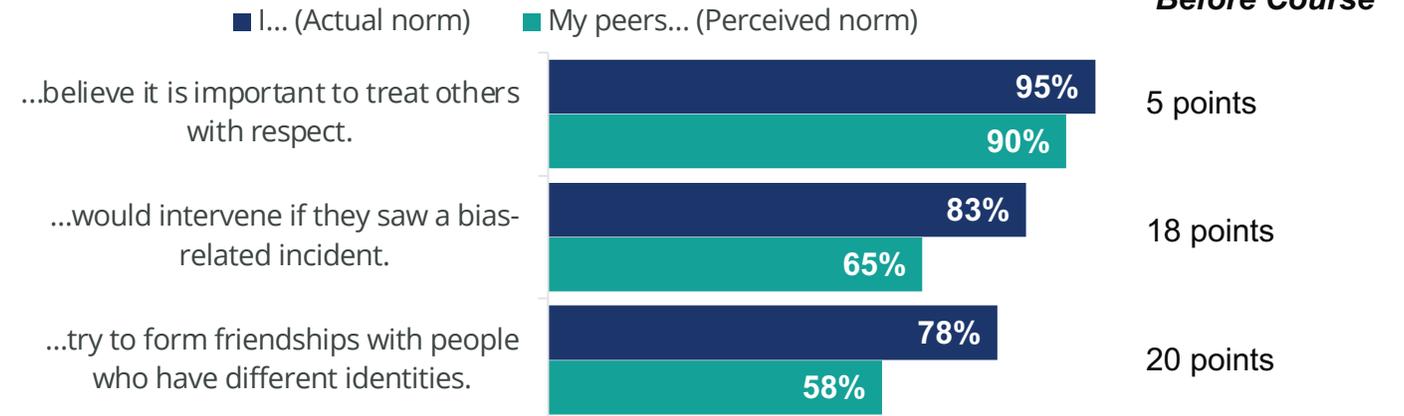
An individual is more likely to act in a particular way if they believe their actions will be supported by their peers. However, research shows that there is often a gap between what an individual thinks they would do (the “actual norm”), and what they believe their peers would do (the “perceived norm”).

This is called the “norms gap.” DIBS aims to decrease the norms gap among your students so they’ll be more likely to engage in positive behaviors on campus.

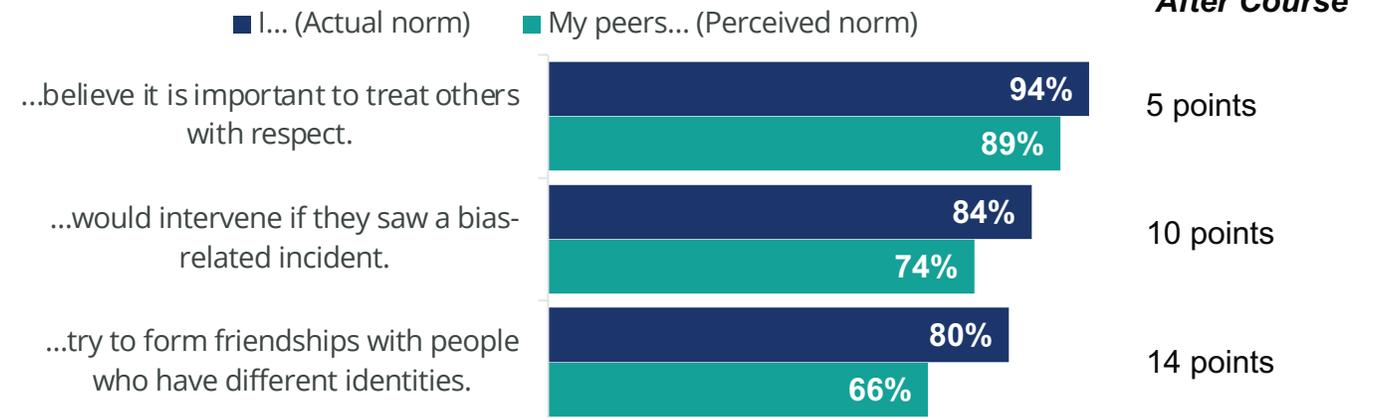
Critical Processes Tip

Feelings of not being supported by other members of a social group or community are likely to act as an obstacle to intervening, standing up to concerning behavior, and supporting friends and peers. We suggest examining this delta between actual and perceived norms among a variety of subgroups using data from your administrator site and looking into which groups benefit from DIBS the most and which could use additional training and support.

Before Course



After Course



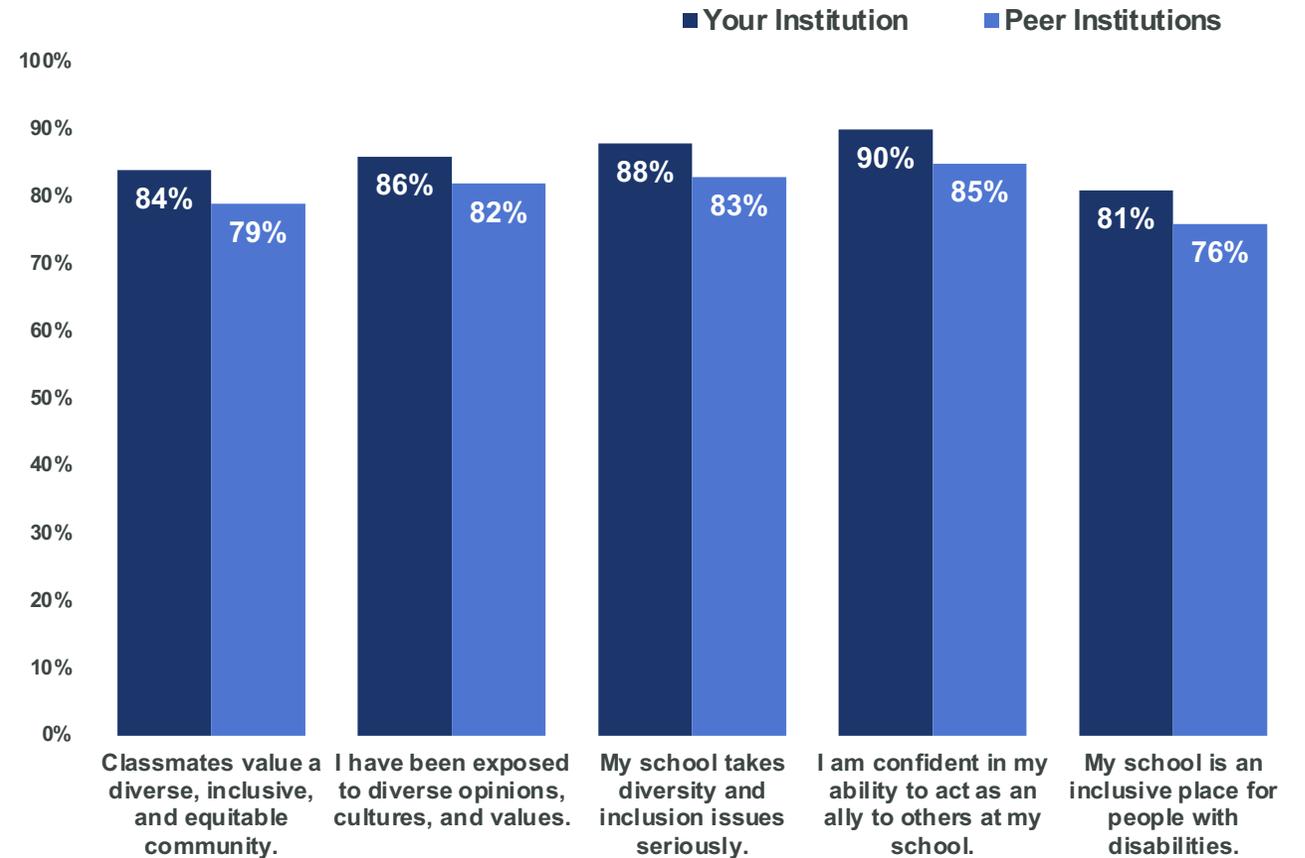
Campus Climate

Students were asked a series of questions related to the climate around diversity and inclusion at their school after completing the course content. This information can help you understand the degree to which all of your inclusive efforts are impacting student perceptions of the campus environment.

Institutionalization Tip

Student's perceptions of the commitment and intentions of their institution can have a huge impact on their feelings of safety and support, their experience while on campus, and their likelihood to join the community effort to prevent discrimination and bias. These may be very valuable data points to share with administrators to show how students are feeling about the climate at your institution and for senior leaders to consider when communicating publicly about the expectations of students in their community.

Perceptions of Campus Climate



Percentage of students who "agree" or "strongly agree" with each item.

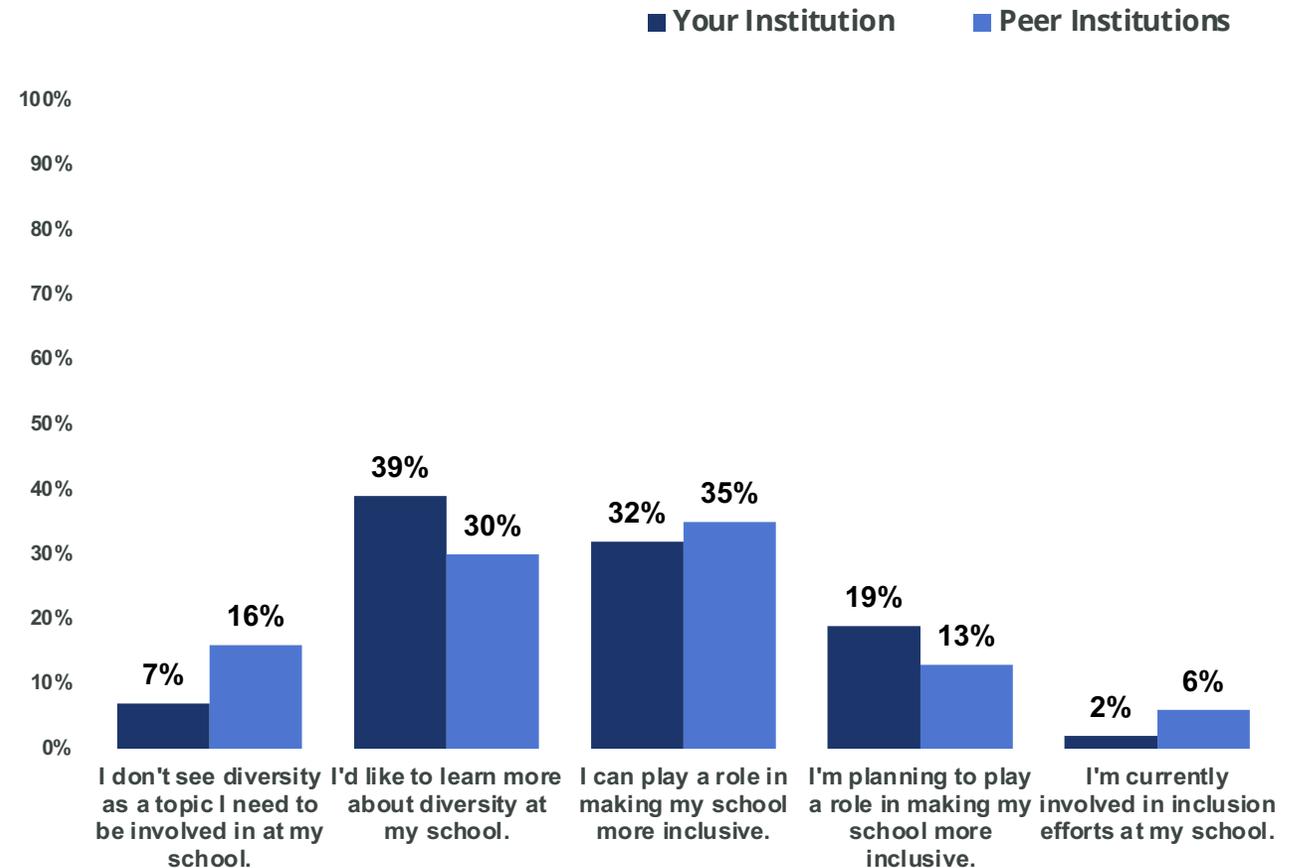
Community Readiness

Students were asked how ready they were to address diversity, inclusion, and belonging at their school after completing the course content, from identifying this as an issue worthy of their attention, to understanding the role they can play in prevention, to getting personally involved in efforts.

Programming Tip

These categories from left to right represent a continuum of readiness to support prevention efforts on your campus. While most students come to school with a healthy and open mindset, it is important to consider how prevention efforts are influencing all students across this continuum and how we can pull those from the least desirable categories towards a more positive perspective towards community at your institution.

Perceptions of Community Readiness



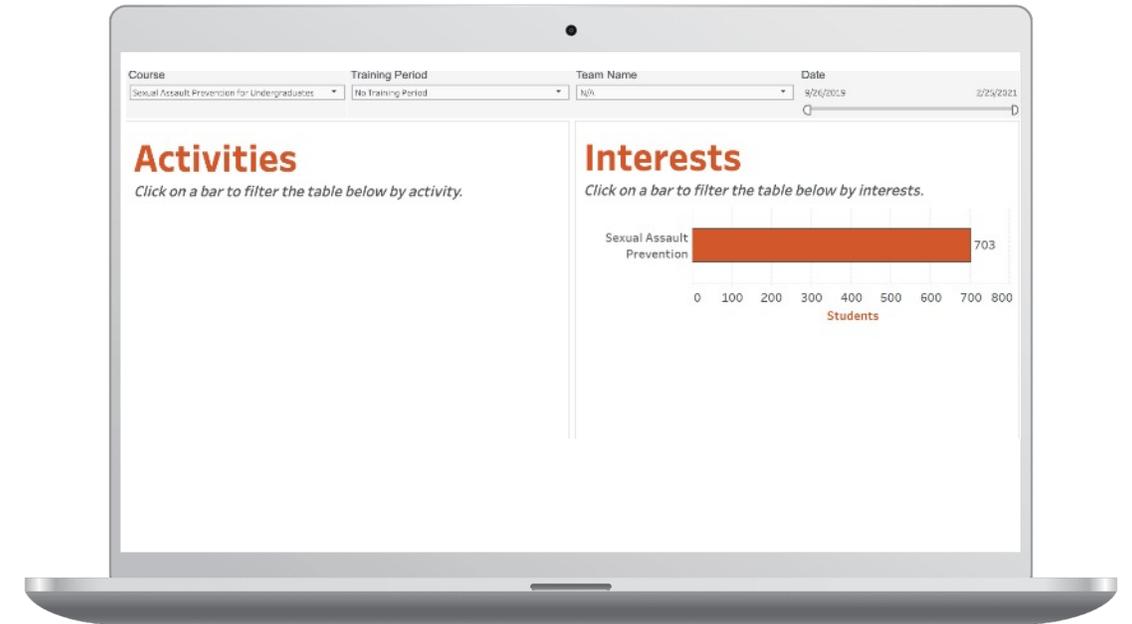
Engaging Your Students

Effective prevention includes actively engaging students to reinforce positive behavioral intentions of all students.

A growing number of students are arriving on campus already aware of the importance of supporting diversity & inclusion at their school. Diversity, Inclusion, and Belonging for Students provides campuses with a unique tool to identify and assist students with that process. At Providence College, many of your students have opted in to be contacted by your institution about getting more involved in creating a safe and inclusive community.

It is very likely that these students who volunteered to be contacted represent the healthier end of the Community Readiness spectrum on an earlier slide, but education and resources for support should also be directed toward those who are not ready to admit this is an issue on their campus. Make sure to highlight the work you do to incorporate student voices in the generation of programs and policies at your institution.

Engaging students who are excited to learn and participate more in your prevention efforts and publicizing that collaboration helps to show how the majority of students support a safe community, healthy behavior, and personal responsibility.



Programming Tip

Your students provided their name and email address in order to be contacted regarding getting more involved in diversity and inclusion efforts on your campus. All student lists can be downloaded from your administrator site.

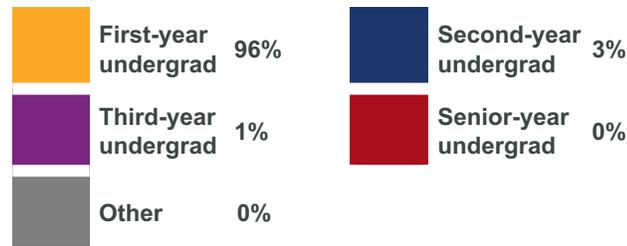
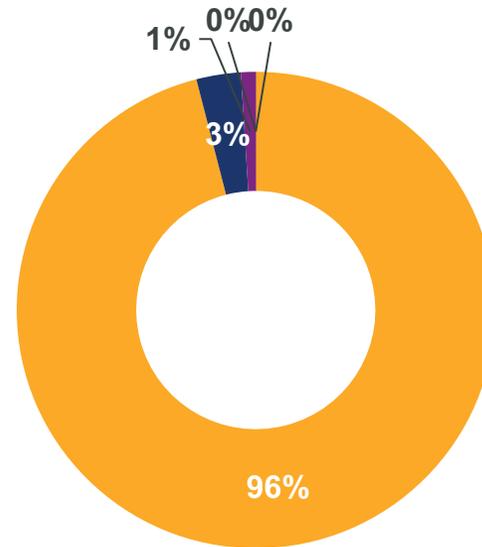
Diversity, Inclusion, and Belonging for Students

Appendix – Student Demographics

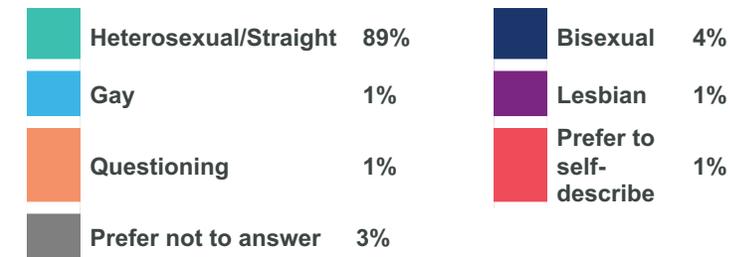
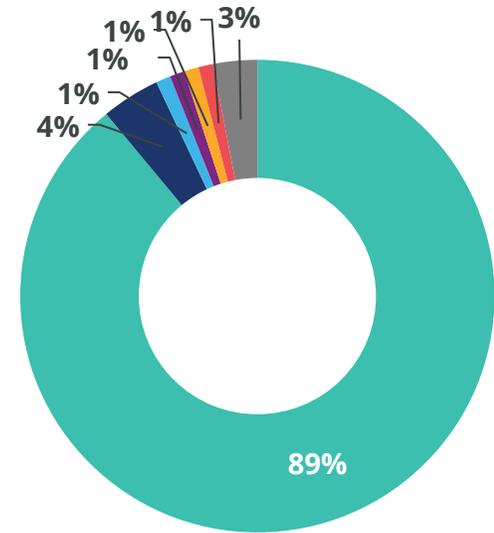
Student Demographics

The following is a summary of the demographics of students who participated in DIBS this year. Demographic information is self-reported by students as part of the Pre-Course Survey (Survey 1). All questions are optional, and students may choose not to share demographic information.

Year In School

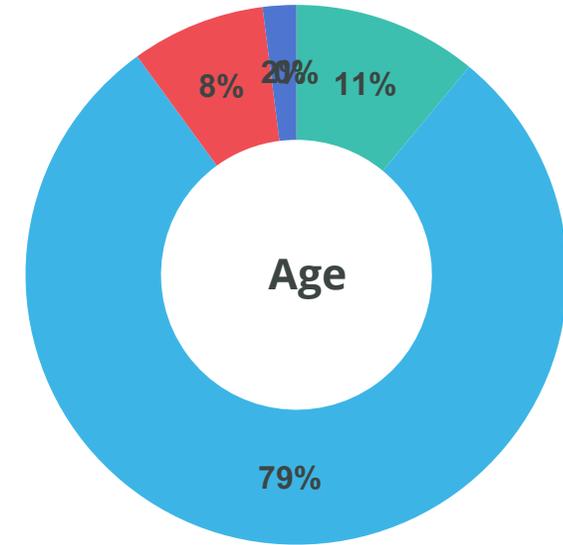
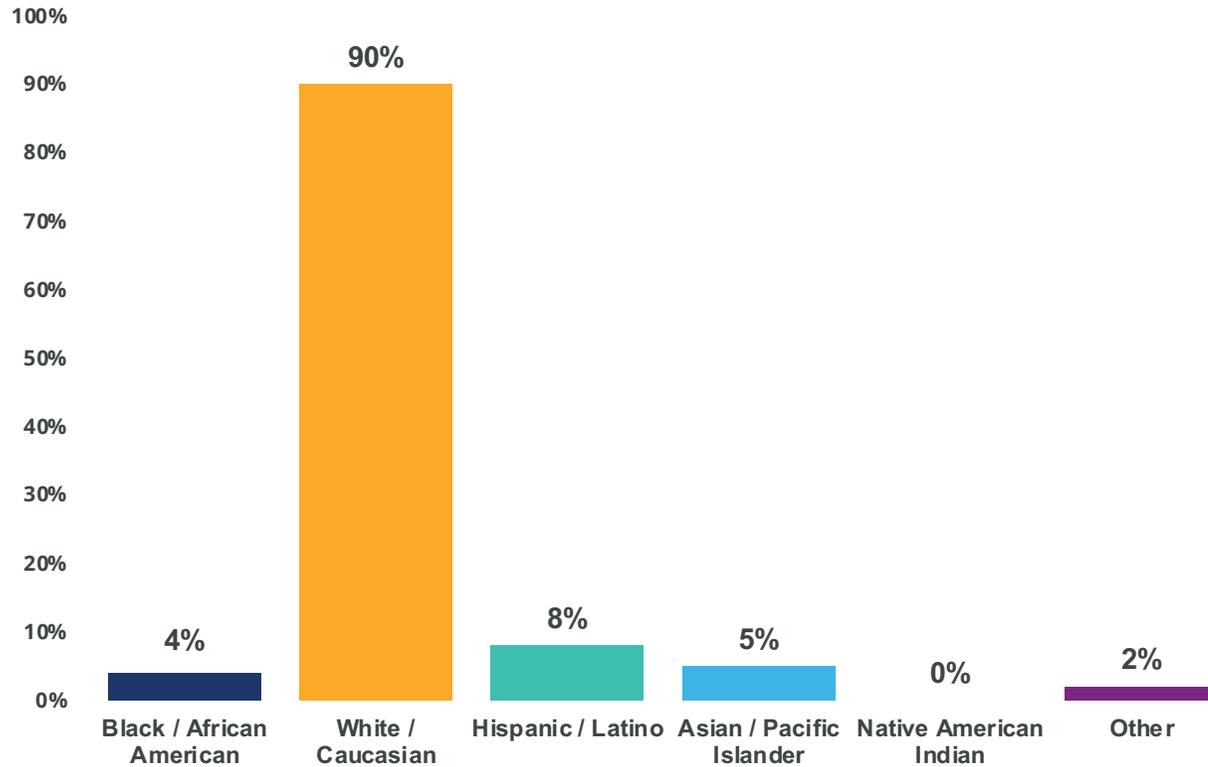


Sexual Orientation

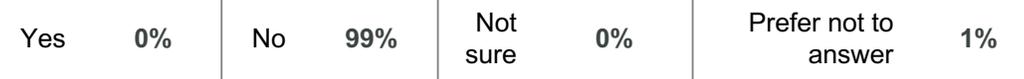


Student Demographics (Continued)

Race and/or Ethnicity



Do you identify as trans (e.g., transgender, transsexual, a person with transitioning sex or gender history, etc.)?

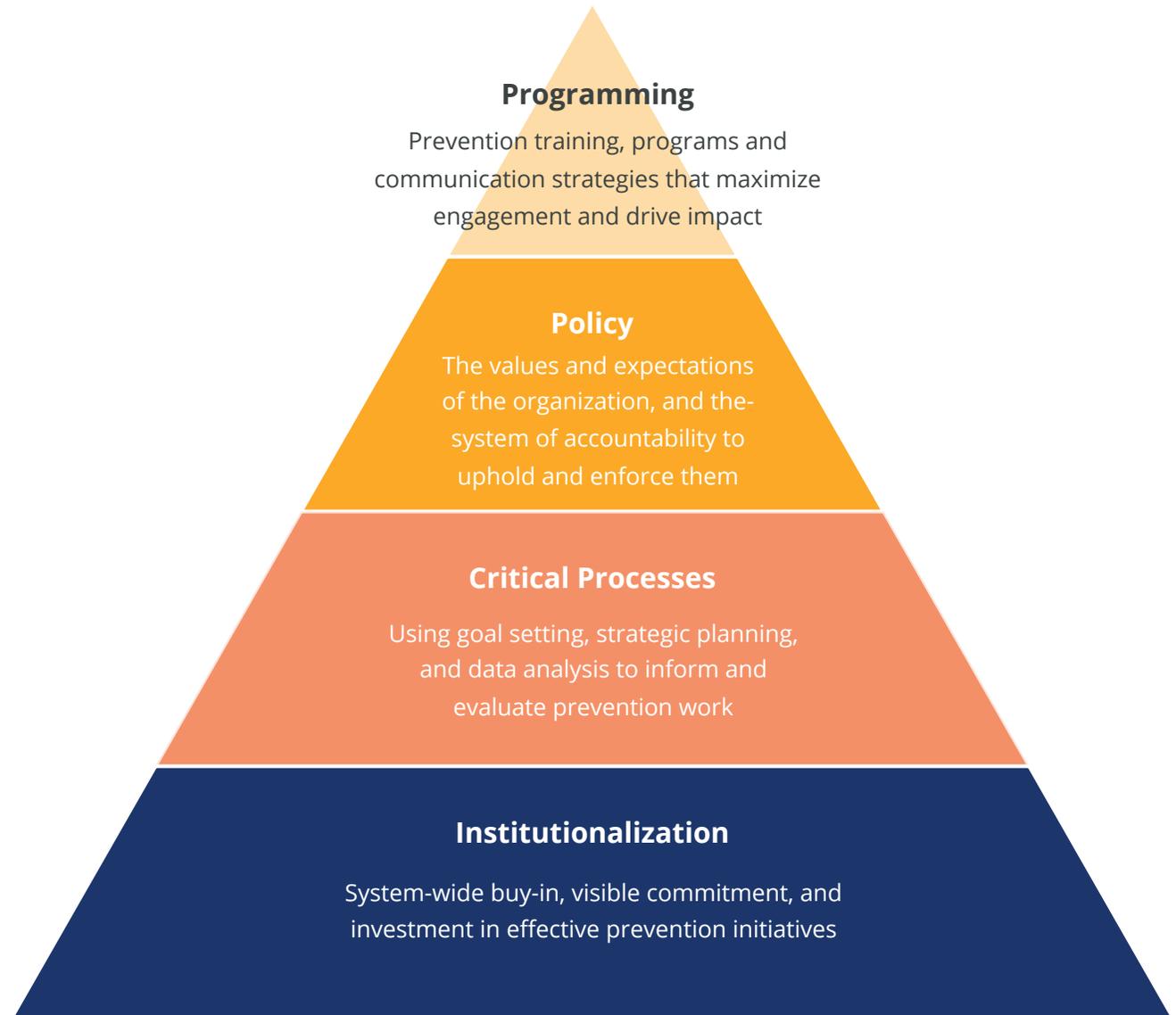


Diversity, Inclusion, and Belonging for Students

Supplemental Information

The Prevention Framework

The Prevention Framework, developed by Vector Solutions' Campus Prevention Network, defines the elements of a comprehensive approach to Inclusive Excellence, and the ways in which those elements build to an effective diversity, inclusion, and belonging program.



About Diversity, Inclusion, and Belonging for Students

The Benefits of Working with Vector Solutions

Proven Efficacy

Nine independent studies have been published demonstrating the efficacy of Vector online programs. Our approach improves knowledge, attitudes, and behaviors.

True Expertise

Our team includes public health professionals, administrators from student affairs, campus prevention offices, legal experts, and more. Extend your team by partnering with ours.

Beyond Compliance

Our online programs are built by prevention and compliance experts to meet and exceed requirements from Title IX, Clery Act, and EDGAR part 86.

Data Driven

Our data and analytics provide real-time access to attitudinal and behavioral data from your unique populations, and national benchmarks to assess needs and strengths.

Diversity, Inclusion, and Belonging for Students

Informed by Emerging Research

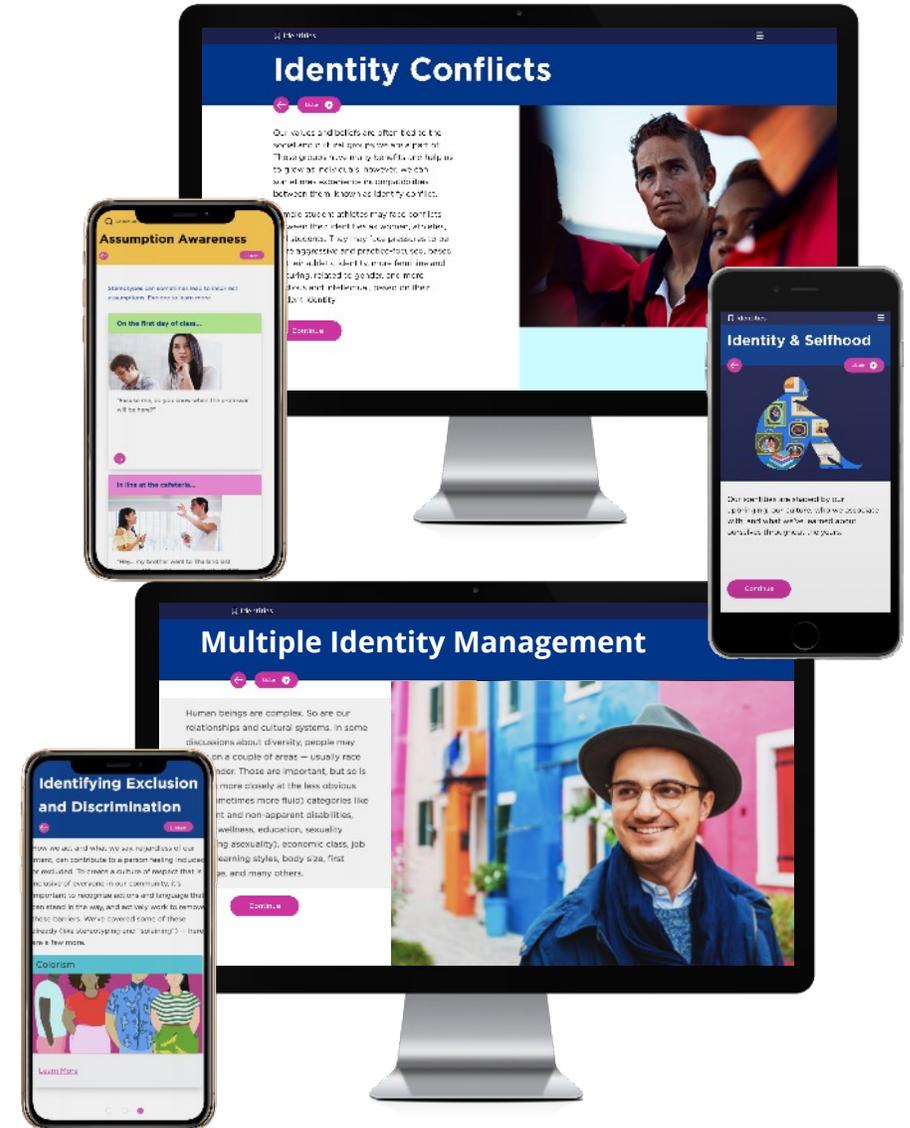
on evidence-based practice (e.g., social norms approach, bystander intervention, cultural competency).

Learner-Centered Design

of content that utilizes positive framing with all topic areas that is always inclusive and relevant to contemporary audiences.

Built in Collaboration

with leading researchers and campus prevention experts including subject matter experts from our Diversity, inclusion, and belonging Advisory Board.



Diversity, Inclusion, and Belonging for Students Course Map

Part 1	1. Introduction <ul style="list-style-type: none"> • Instructions • Welcome Pages • Introduction to Course 	Pre-Course Survey (Survey 1)	Pre-Course Quiz	2. Identities <ul style="list-style-type: none"> • Personal Identity • Managing Multiple Identities • Identity Transitions • Assumptions and Stereotypes 	
	3. Power, Privilege & Oppression <ul style="list-style-type: none"> • Power • Privilege • Oppression • Bias 	4. Creating a Culture of Respect <ul style="list-style-type: none"> • Exclusion & Discrimination • Allyship • Active Listening • Apologizing • Self-care 	5. Conclusion <ul style="list-style-type: none"> • Institutional Policy Agreement • Institutional & Local Resources • Closing Letter & Video 		
	Survey 2	Post-Course Exam	Intersession		
Part 2	Survey 3				