



**Ursinus College**

# Diversity, Equity, and Inclusion for Students

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**Impact Report** | 2020–2021 Academic Year

**Dear Ursinus College partners,**

The pressures and challenges facing higher education require bold and innovative solutions, including a strategic and comprehensive approach to safety, well-being, and inclusion.

Too often, campus leaders must react to preventable crises with enormous costs to their institutions and the communities they serve. Our work together is an investment in getting ahead of issues like sexual assault and harassment, discrimination and bias, substance misuse, and mental health through scalable, evidence-based prevention technology and data.

And the investment is worth it, both to the mission and business of higher education. Recent research from EVERFI found a strong relationship between institutional commitment to prevention and student achievement, retention, and post-graduate success. The impact you are making is directly connected to the most important priorities facing college and university leaders, from the well-being of your community to the success of your institution.

This report presents key insights from your EVERFI program to clearly demonstrate the impact and value of our work together. The data within this report spans the reach of the program,

positive training outcomes, campus culture and climate insights, comparative benchmarks, and focus areas for continued engagement. Our team of prevention experts have included strategic recommendations throughout to elongate the value of this program and elevate your ongoing impact.

I strongly encourage you to share this report with your campus leaders and partners, and to reach out to your EVERFI Account Manager for additional resources to support you in creating a future where your campus and community can thrive.

Sincerely,



Rob Buelow

SVP, Campus Prevention Network

EVERFI

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EVERFI

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# How To Use This Report

This report provides key insights from your Diversity, Equity, and Inclusion 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 EVERFI administrator site provides real-time access to your EVERFI 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. Ursinus 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

Insights and analysis in this report are based on your students' responses to pre-course, post-course and follow up surveys. Overall, 676 students participated in pre-course surveys, 631 students completed post-course surveys, and 39 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 is 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,

676 Ursinus College students took part in Diversity, Equity, and Inclusion for Students (DIVS). 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

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

Ursinus College students increased their knowledge of topics related to diversity, equity, and inclusion by 13%. When it comes to skills, 72% of your students agreed that DIVS helped them improve their active listening skills, and 75% 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 92% of students who say they would intervene if they saw a bias-related incident, but only 96% of those same students believe their peers would do the same.

Among students at Ursinus College who took DIVS, 49% 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, 89% felt that your institution took issues of inclusion and diversity seriously.

Your Diversity, Equity, and Inclusion 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, Equity, and Inclusion for Students

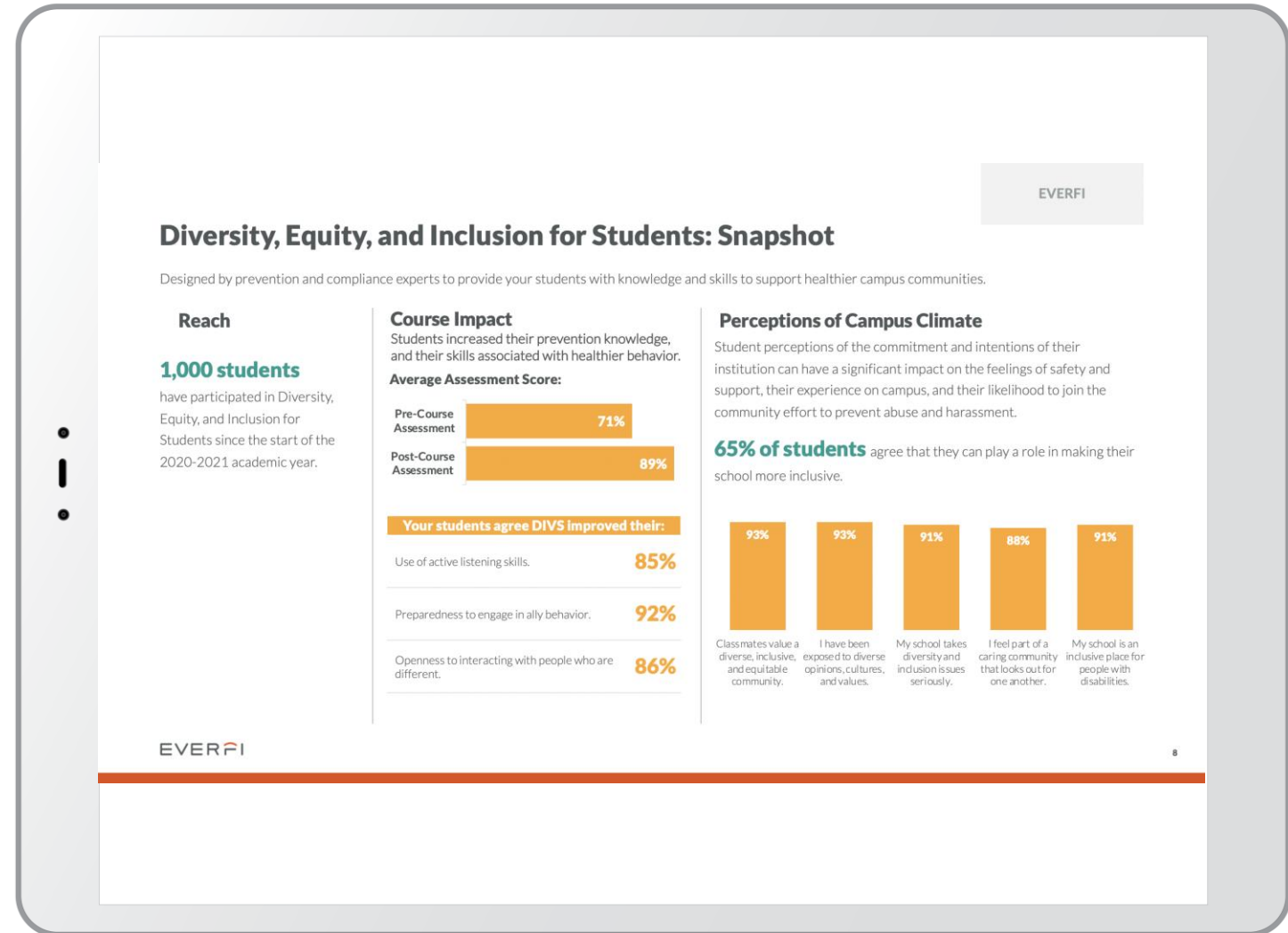
## Impact Snapshot

# 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, Equity, and Inclusion 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, Equity, and Inclusion for Students program, but have less direct experience in prevention work.



# Diversity, Equity, and Inclusion for Students: Snapshot

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

## Reach

**676 students**  
at Ursinus College

have participated in Diversity, Equity, and Inclusion for Students since the start of the 2020-2021 academic year.

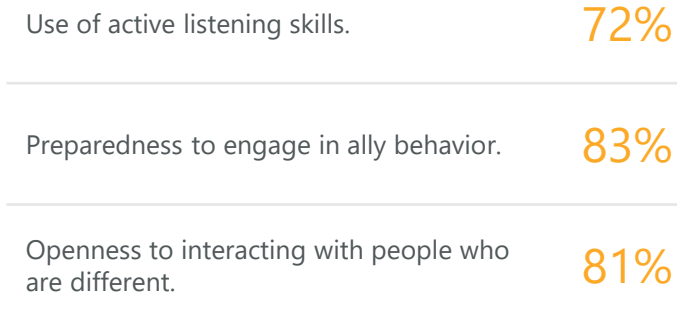
## Course Impact

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

Average Assessment Score:



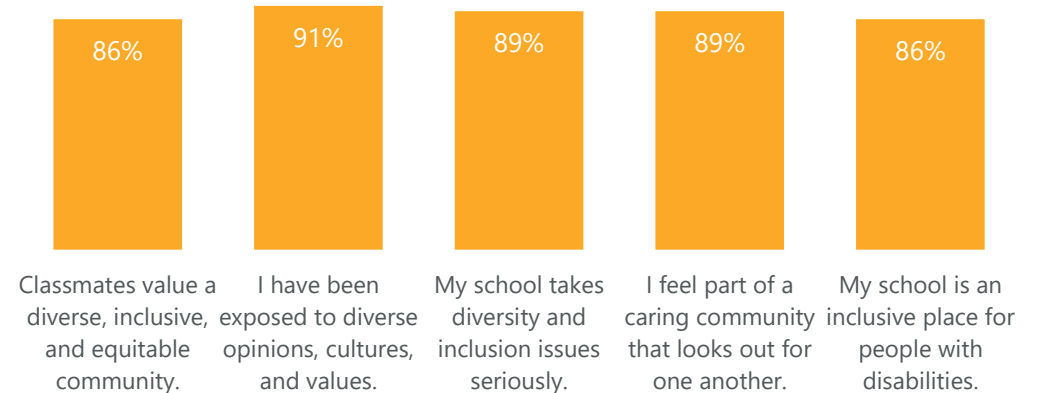
### Your students agree DIVS improved their:



## 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.

**49% of students** at Ursinus College agree that they can play a role in making their school more inclusive.





# DIVS and Your Students

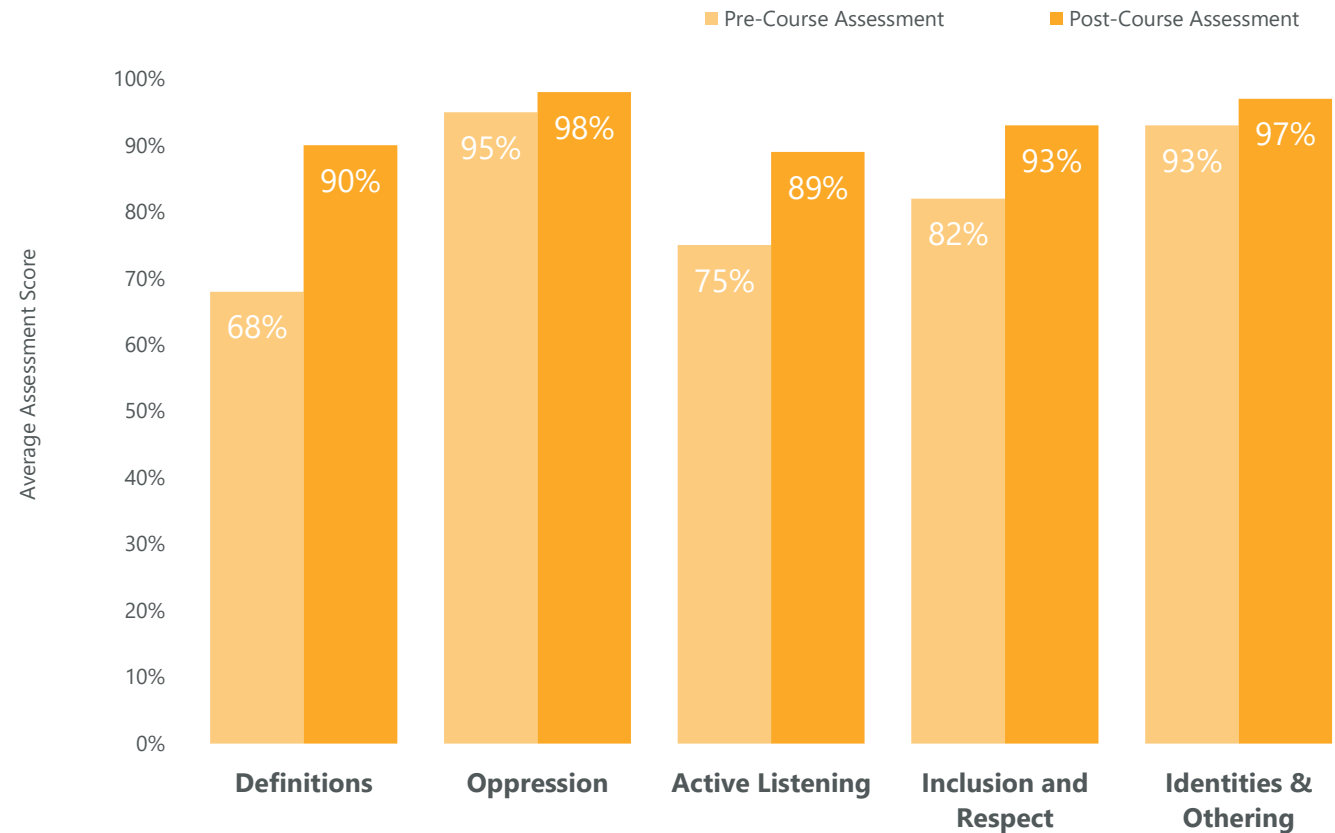
## Impact at Ursinus College

# Knowledge Gain

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

### Programming Tip

Where are your students knowledgeable and where are they lacking? DIVS 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 DIVS, 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 DIVS improved their:

*(From post-course survey)*

Use of active listening skills.	72%
Interest in learning more about diversity, equity, and inclusion.	75%
Preparedness to engage in ally behavior.	83%
Ability to communicate with respect to others.	82%
Understanding of the importance of self-care.	75%
Openness to interacting with people who are different from me.	81%

*Percentages represent the share of students who said each of these items "Improve Some" or "Improved A Lot" in the post-course survey.*

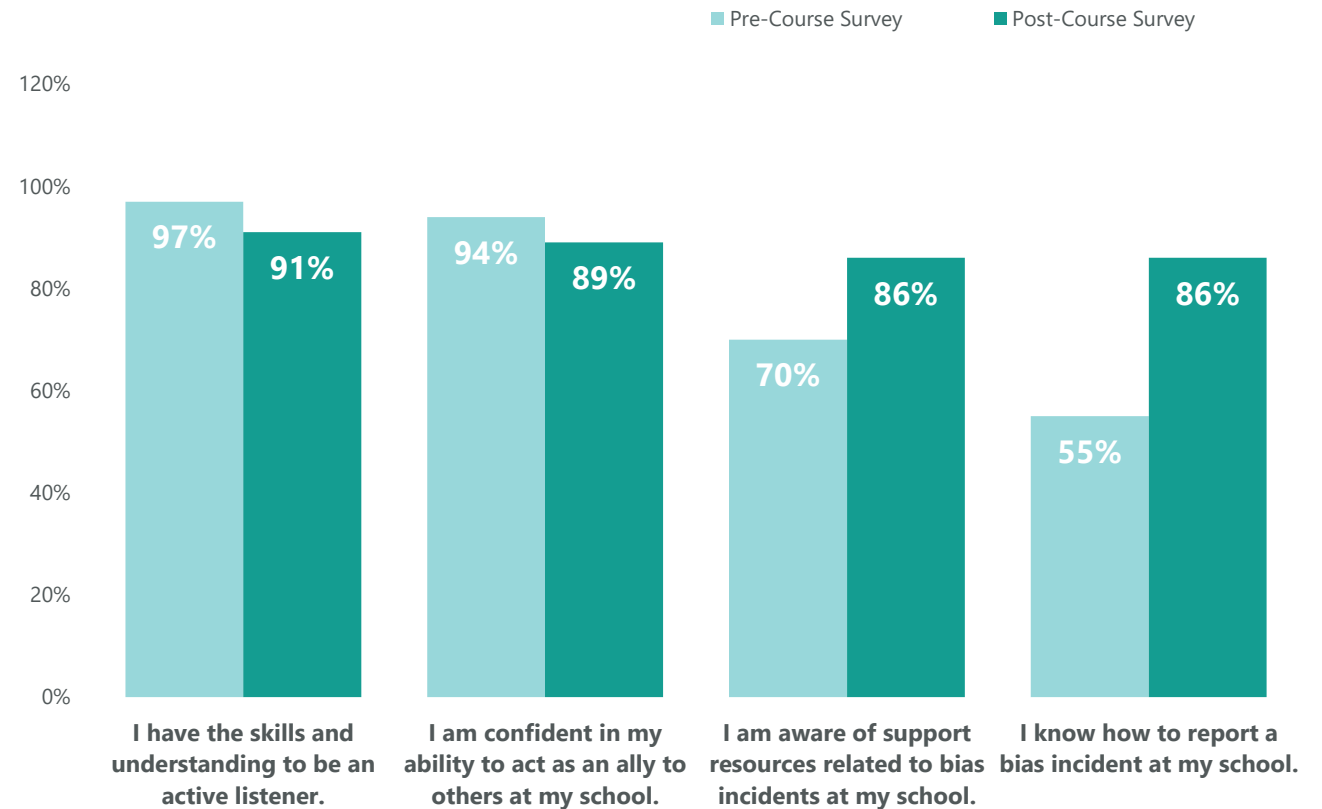
# Supportive Community Behaviors

In addition to developing knowledge, DIVS 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, Equity, and Inclusion On Your Campus

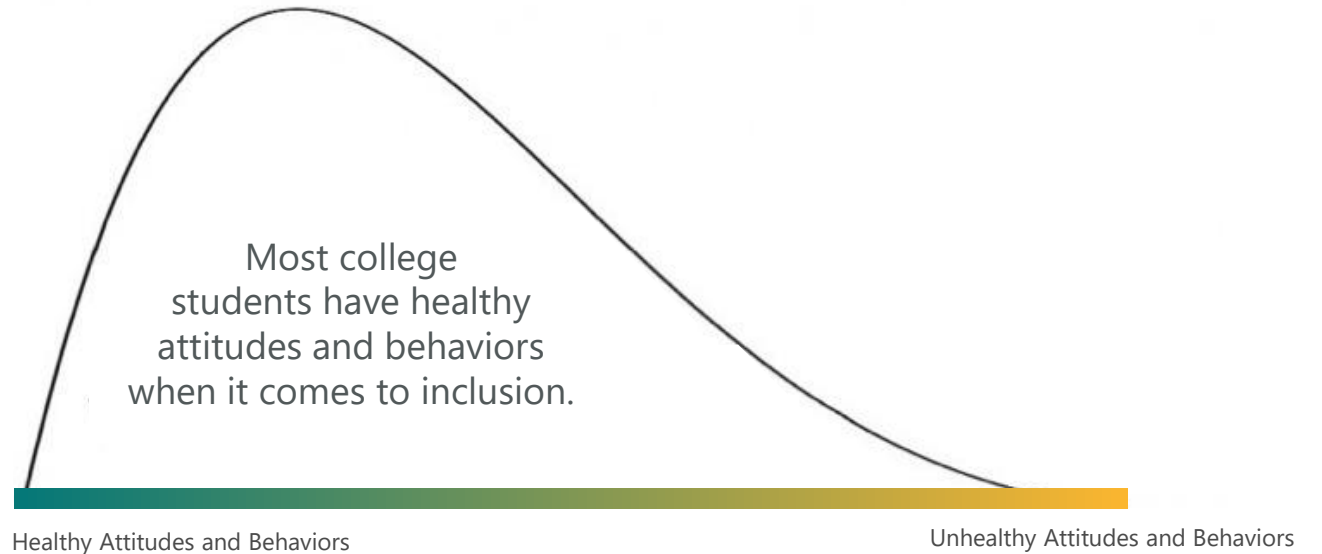
*Data and insights from students at Ursinus College*

# 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?

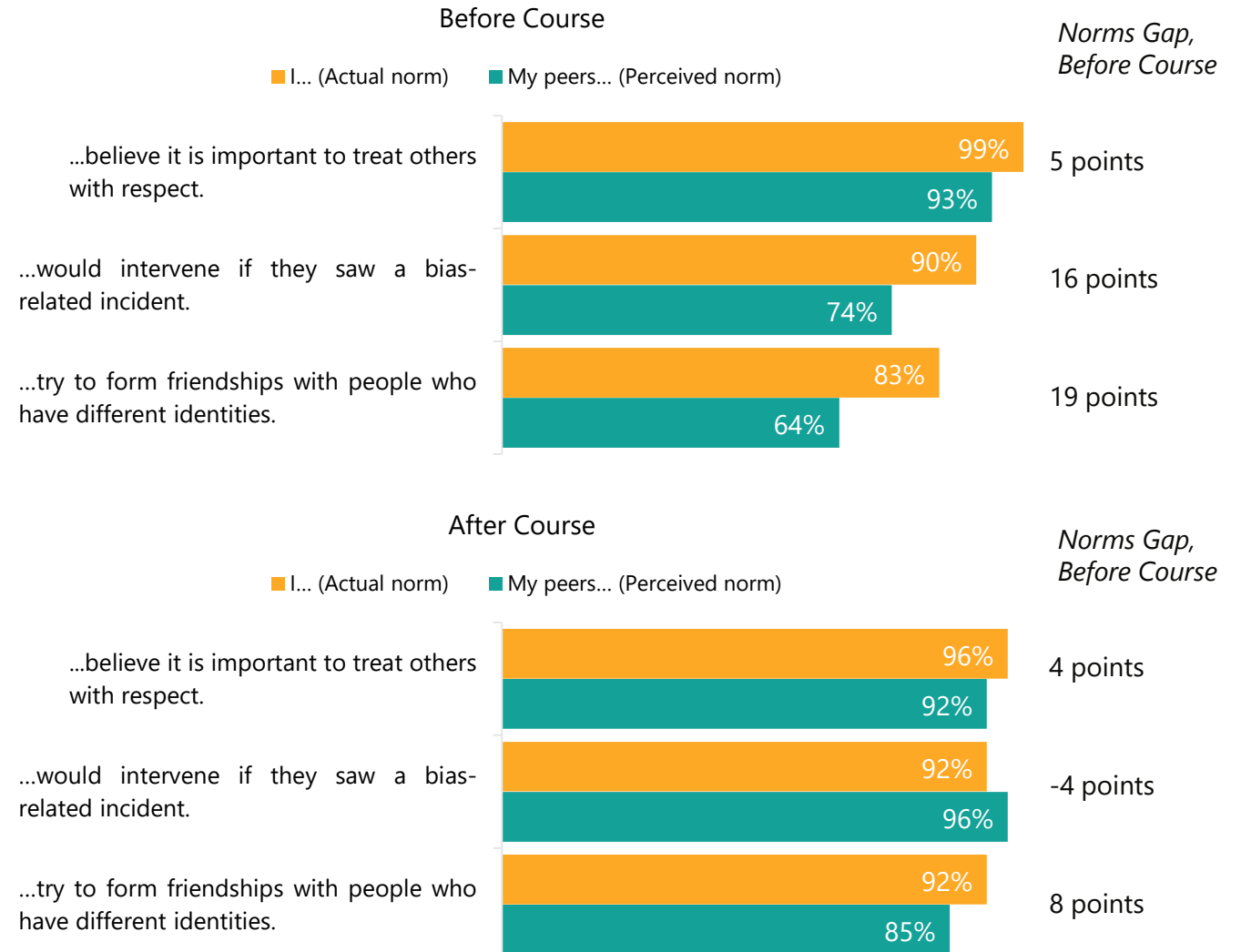
# Social Norms for Behavior

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."

DIVS 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 EVERFI administrator site and looking into which groups benefit from DIVS the most and which could use additional training and support.



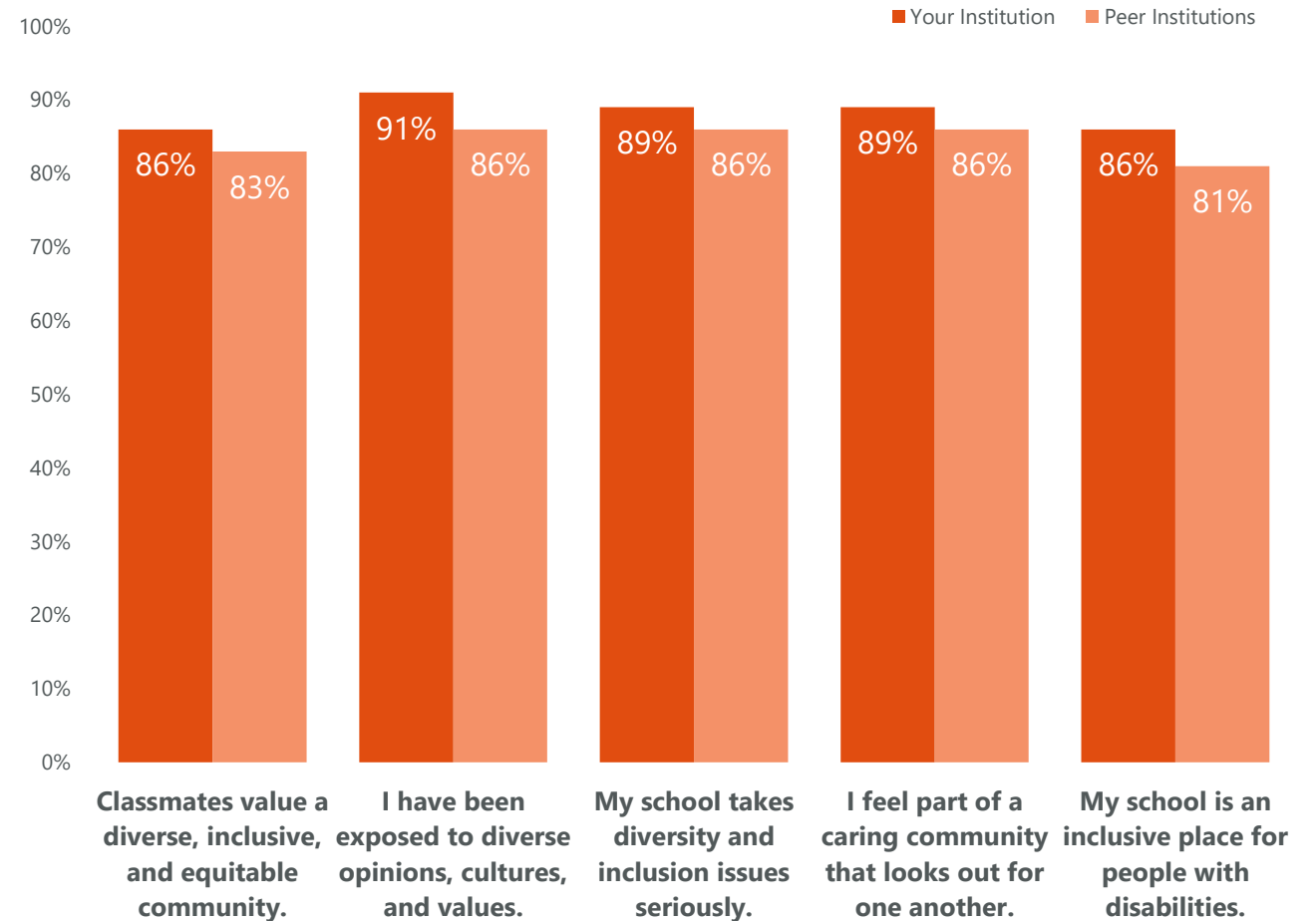
# Campus Climate

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, "moderately – strongly agree" with each item, from the post-course survey.



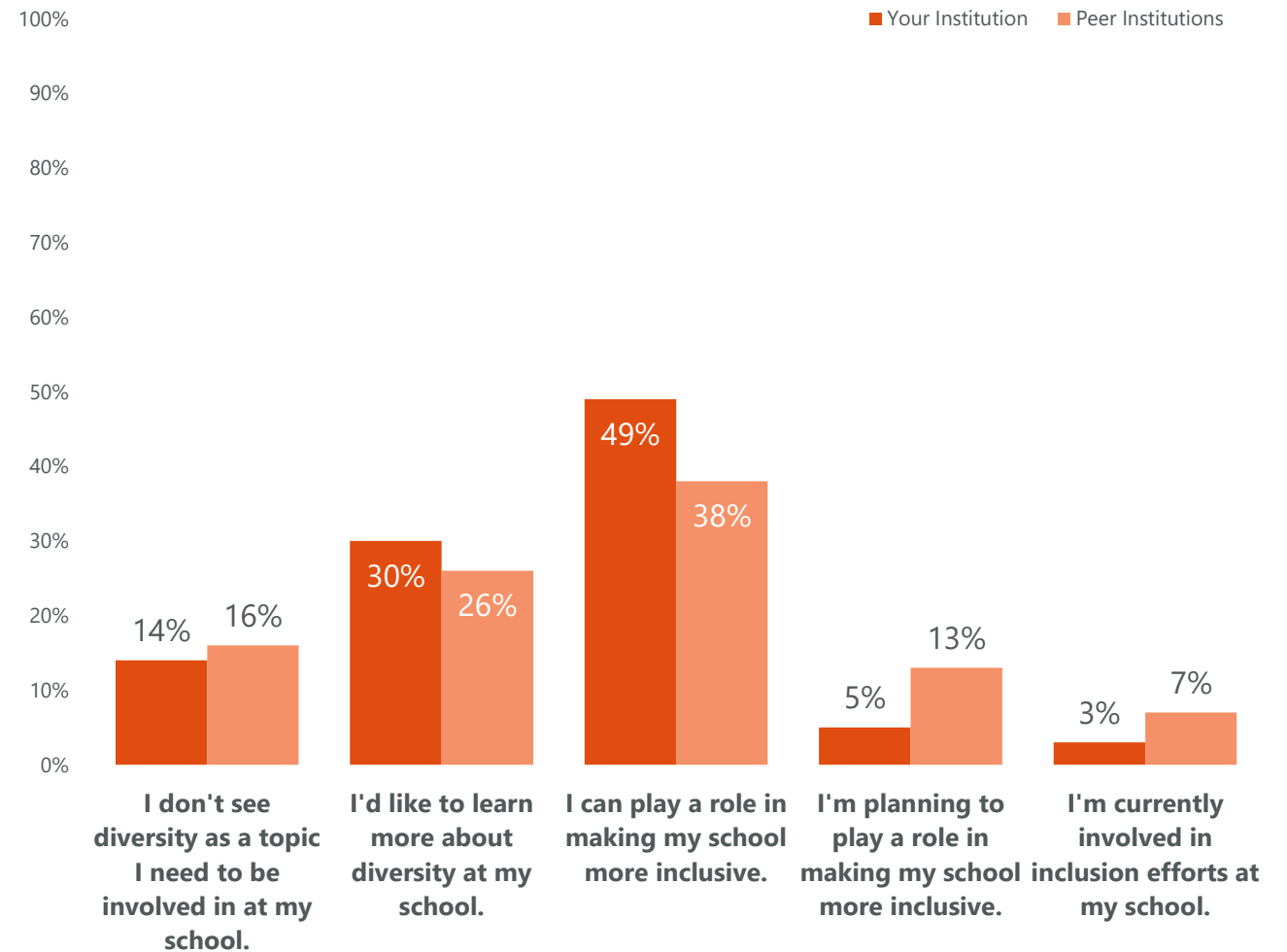
# Community Readiness

Students were asked how ready they were to address diversity, equity, and inclusion 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



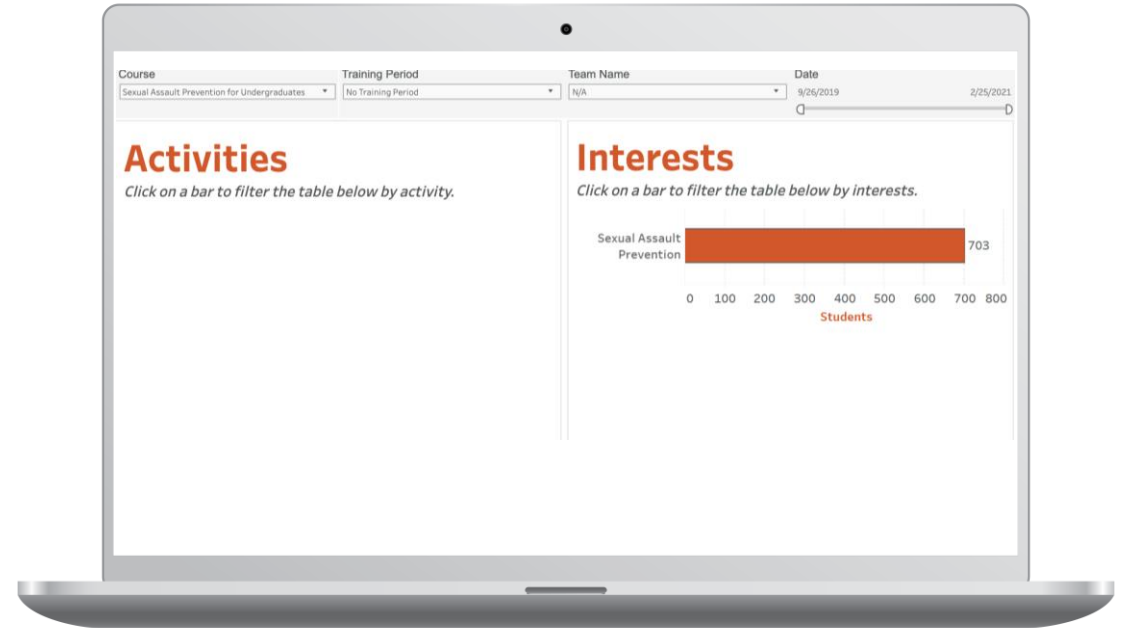
# Engaging Your Students

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, Equity, and Inclusion for Students provides campuses with a unique tool to identify and assist students with that process. At Ursinus College, 330 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 EVERFI administrator site.

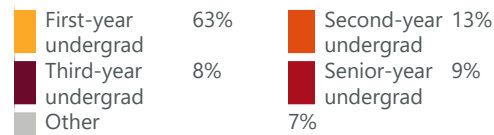
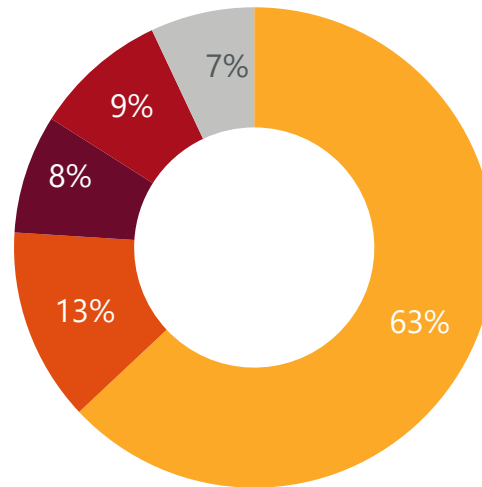
# Diversity, Equity, and Inclusion for Students

## *Appendix – Student Demographics*

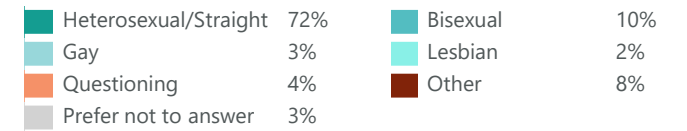
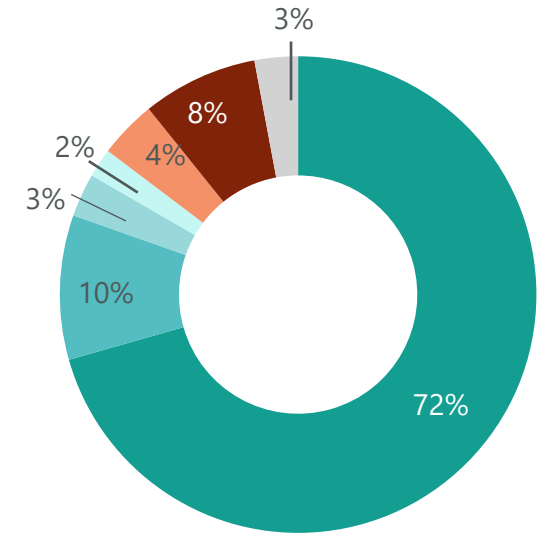
# Student Demographics

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

### Year In School

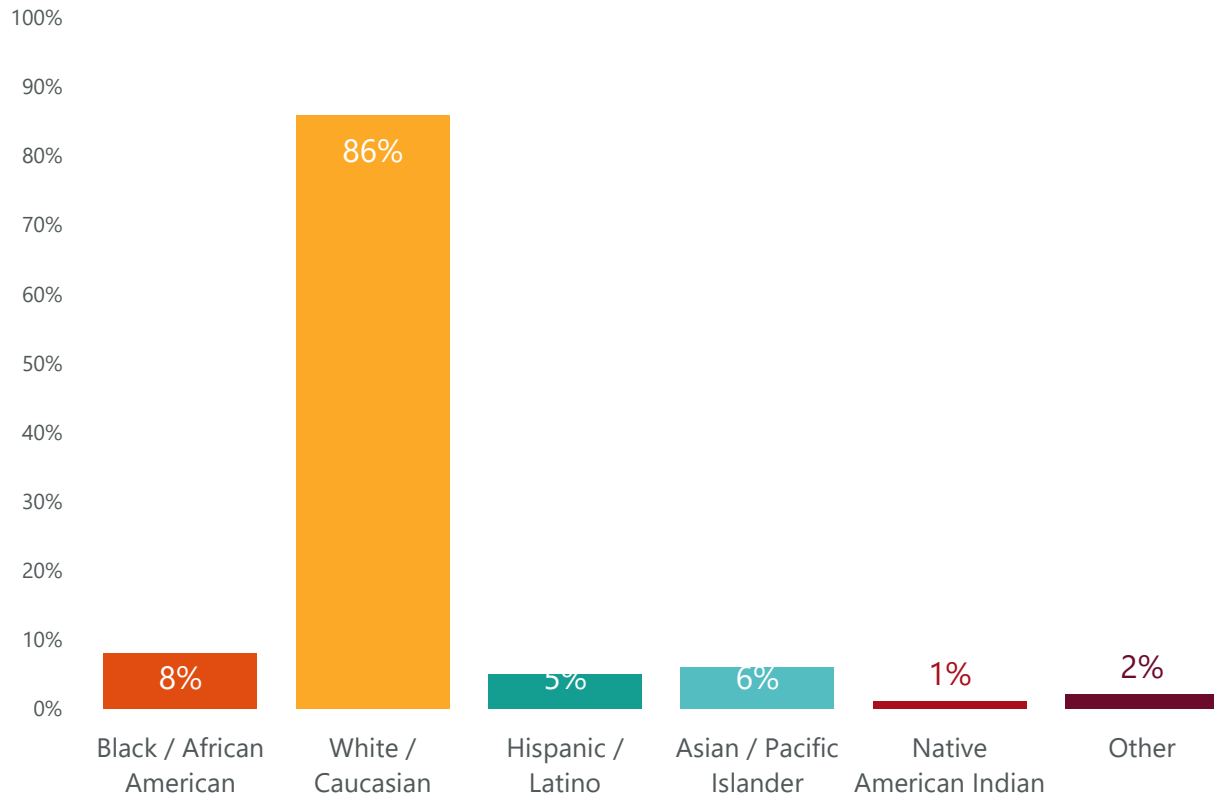


### Sexual Orientation

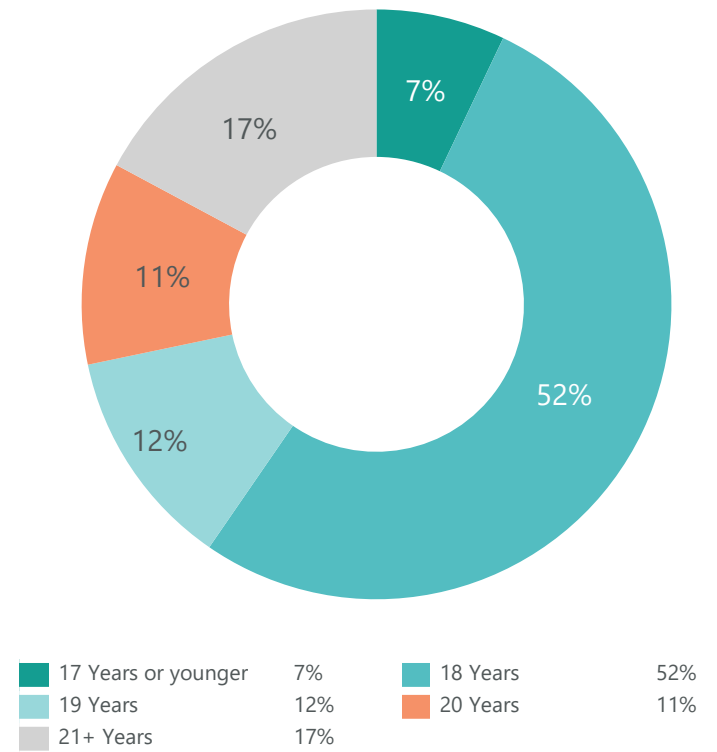


# Student Demographics (Continued)

## Race and/or Ethnicity



## Age

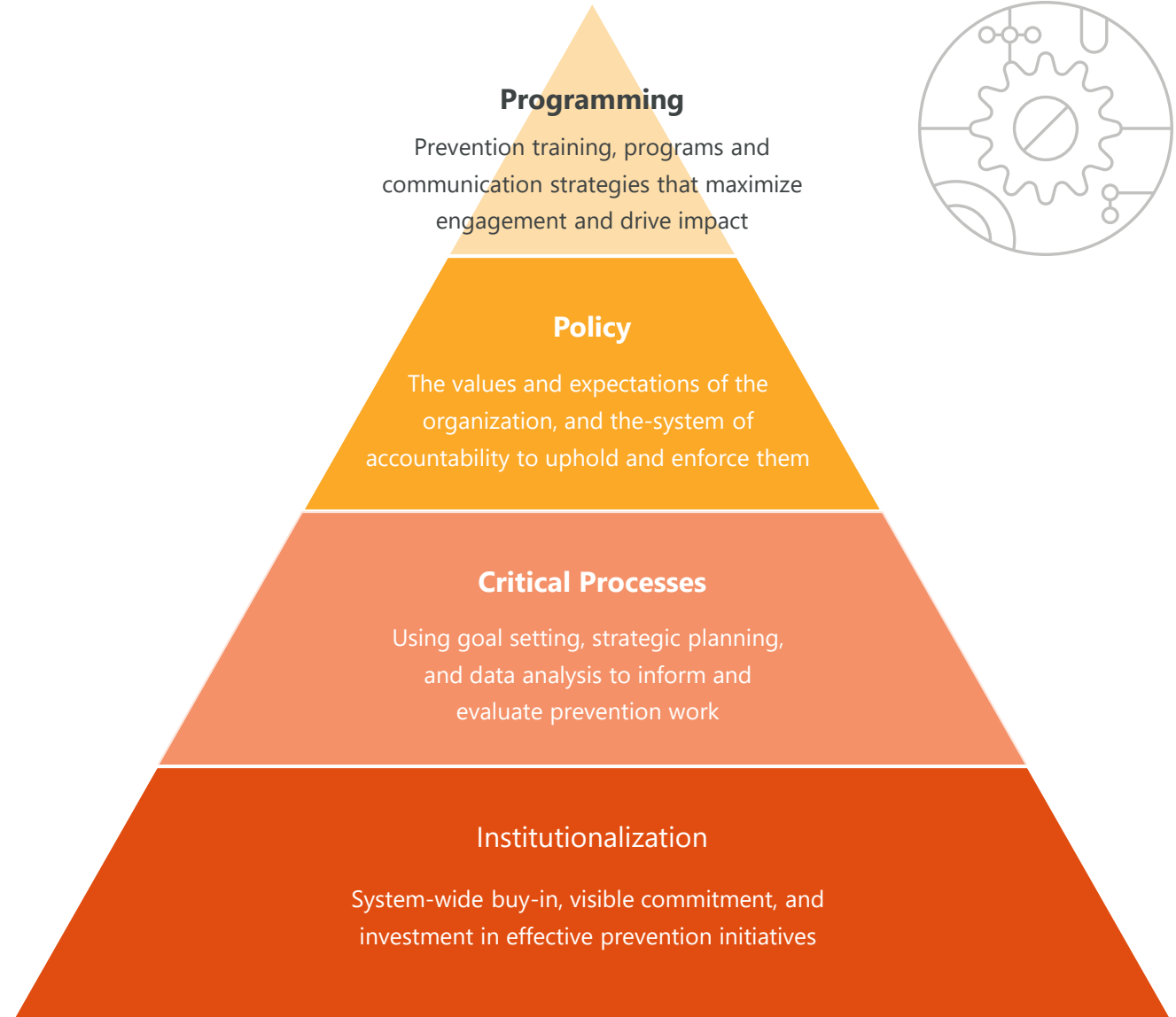


# Diversity, Equity, and Inclusion for Students

*Supplemental Information*

# The Prevention Framework

The Prevention Framework, developed by EVERFI's 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, equity, and inclusion program.



# About Diversity, Equity, and Inclusion for Students

## The Benefits of Working with EVERFI

### Proven Efficacy

Nine independent studies have been published demonstrating the efficacy of EVERFI 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, Equity, and Inclusion for Students

### Built in Collaboration

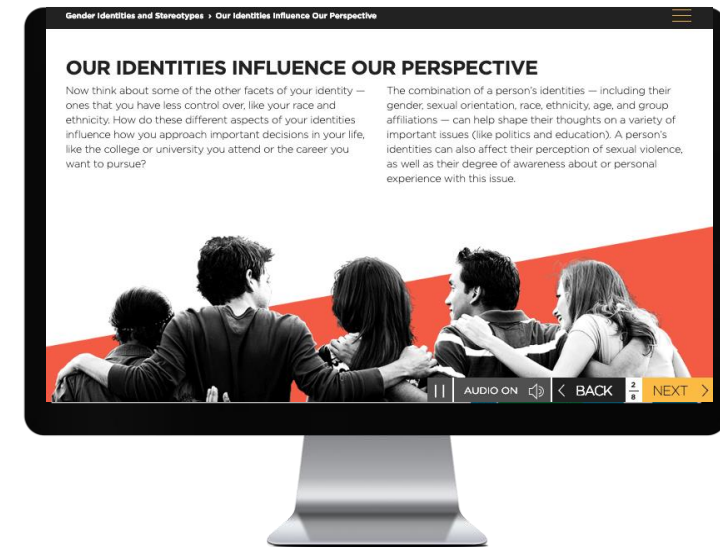
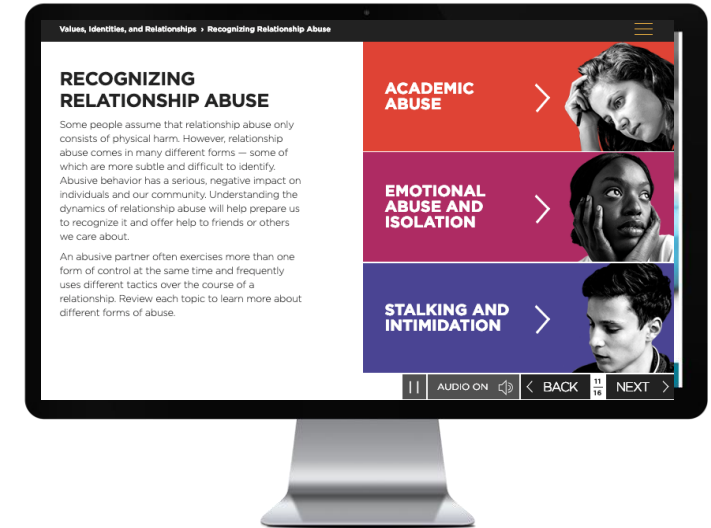
with leading researchers and campus prevention experts including subject matter experts from our Diversity, Equity, and Inclusion Advisory Board.

### 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.





# Diversity, Equity, and Inclusion for Students Course Map

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