



Ursinus College

# Sexual Assault Prevention for Undergraduates

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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

# SAPU and Your Students

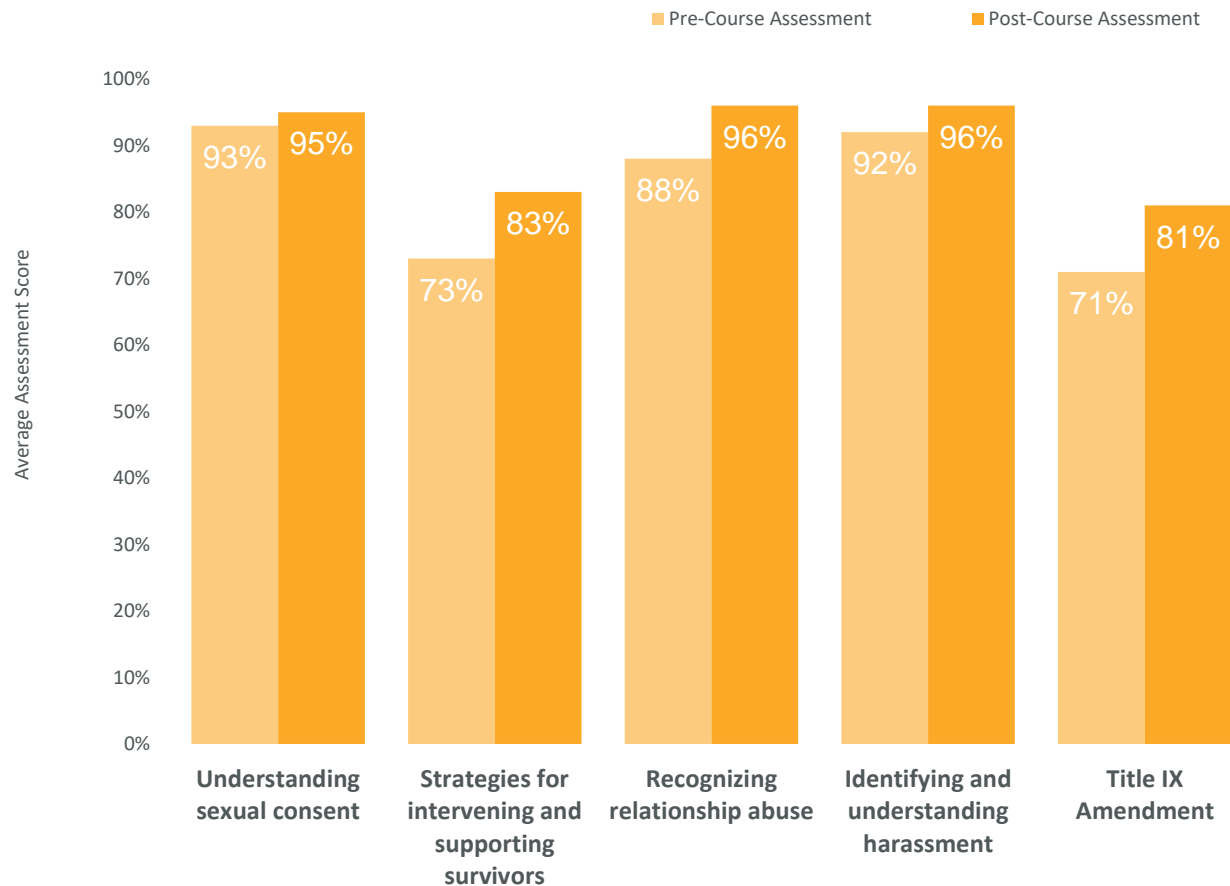
Impact at Ursinus College

# Knowledge Gain

Assessments in SAPU, which students take before and after the course, are designed to measure their comprehension and knowledge of topics related to sexual assault.

### Programming Tip

Where are your students knowledgeable and where is there room to learn more? SAPU is intended to provide foundational knowledge and skills that can be built upon. Knowledge data can inform which content areas should be built out or reinforced as part of your ongoing prevention efforts.



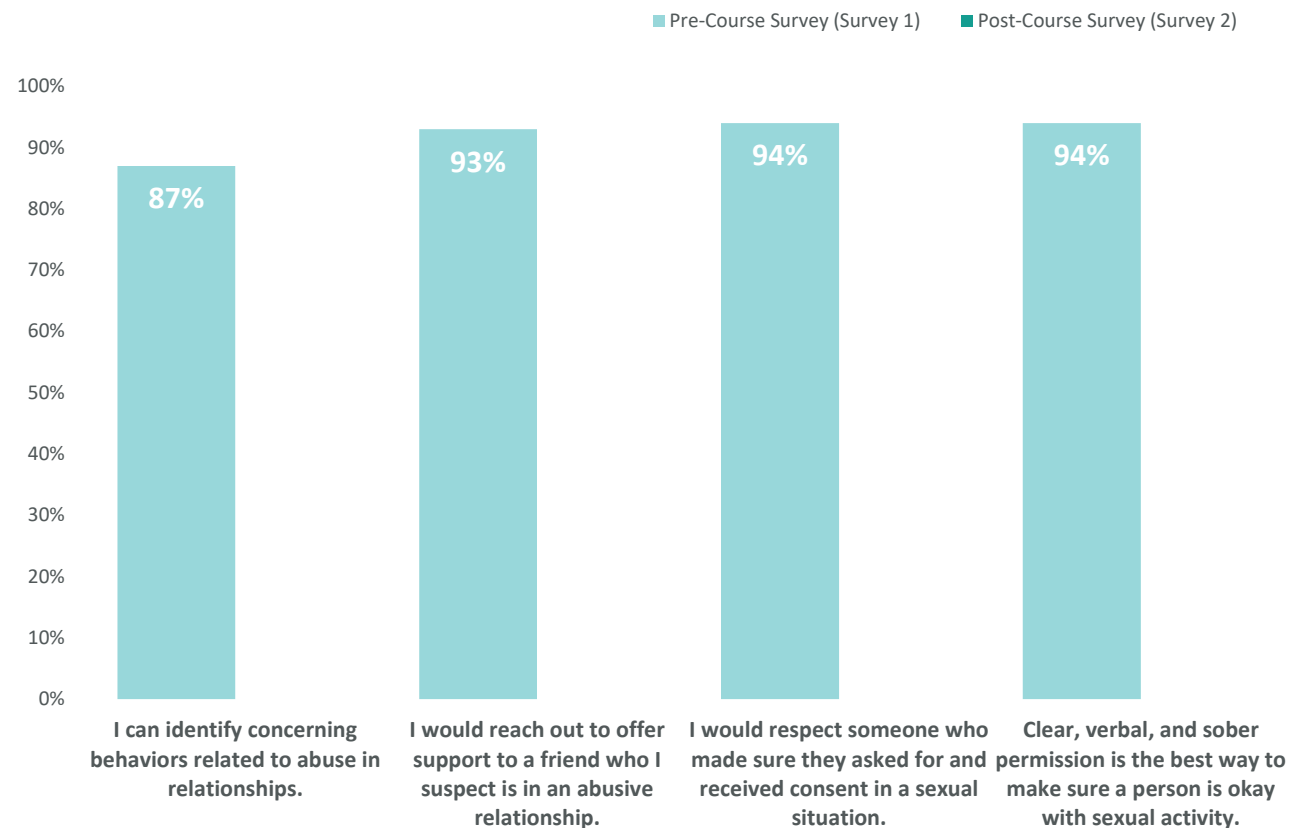
# Healthy Relationships and Consent

In addition to developing knowledge, SAPU helps 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.

### Programming Tip :

Research has shown that young adults are likely to overestimate their own abilities, particularly when it comes to areas where they have not had to employ those skills. This leads to some students feeling overconfident in the pre-course survey, but after taking the course, they may acquire a more nuanced perspective, which can help explain the flat or slight decrease in healthy responses pre-to-post course that you may see in the chart on this page.

## Healthy Responses, Before and After the Course



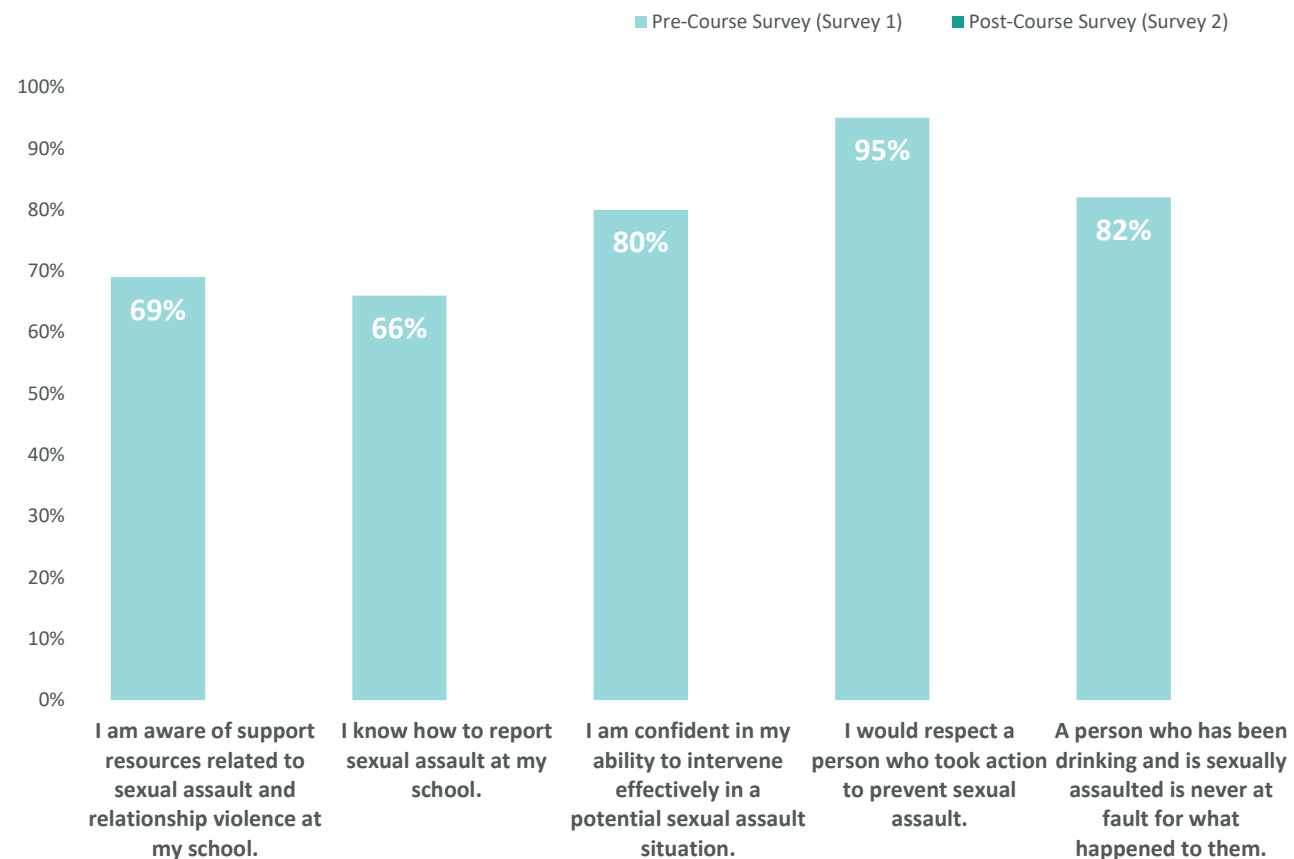
# Supporting Survivors

Maintaining a healthy community requires supporting community members who experience sexual assault. SAPU covers: access to support and reporting resources, intervening in unhealthy situations and supporting others, and addressing attitudes of victim blaming when a sexual assault occurs.

### Critical Processes Tip :

To learn more about what your colleagues are doing on their campuses, what is being shown to work in research, and to connect with others trying to prevent sexual assault and domestic violence in higher education, join the Campus Prevention Network at: [everfi.com/networks/campus-prevention-network/](http://everfi.com/networks/campus-prevention-network/)

## Healthy Responses, Before and After the Course



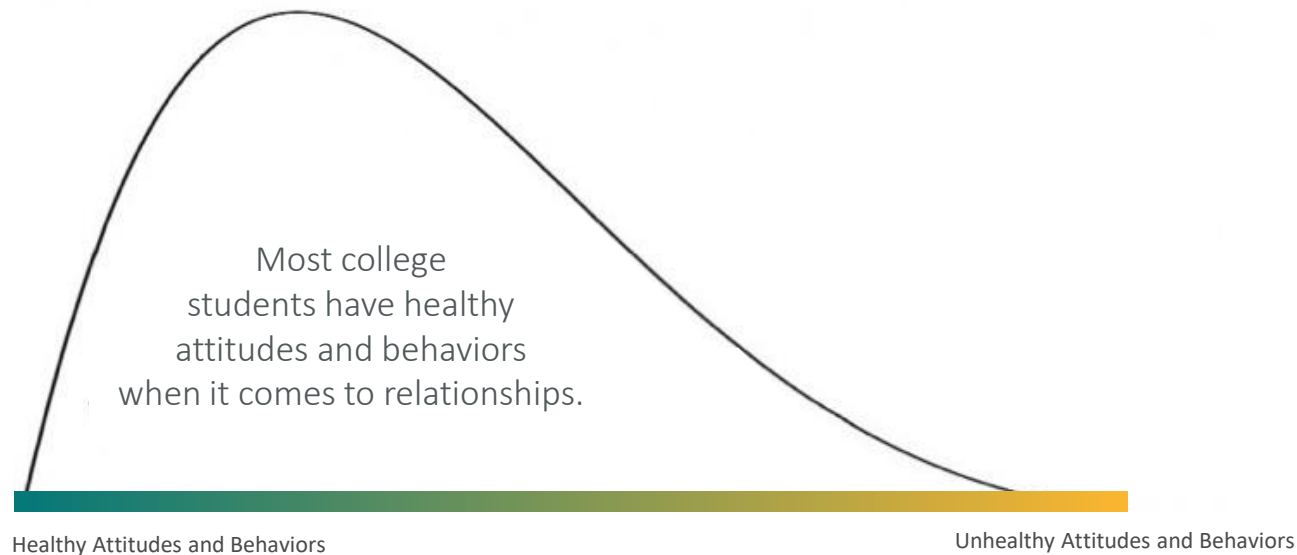
# Sexual Assault Prevention On Your Campus

*Data and insights from students at Ursinus College*

# Engaging the Healthy Majority

SAPU data shows that most students have healthy attitudes and behaviors related to relationships. Although it is often tempting to focus on the relatively small group of “unhealthy” students, engaging the “healthy majority” can create a culture of care and accountability that helps build a safe community.

In addition to reporting on the personal experiences 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 prevention efforts on your campus.



## Critical Processes Tip

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



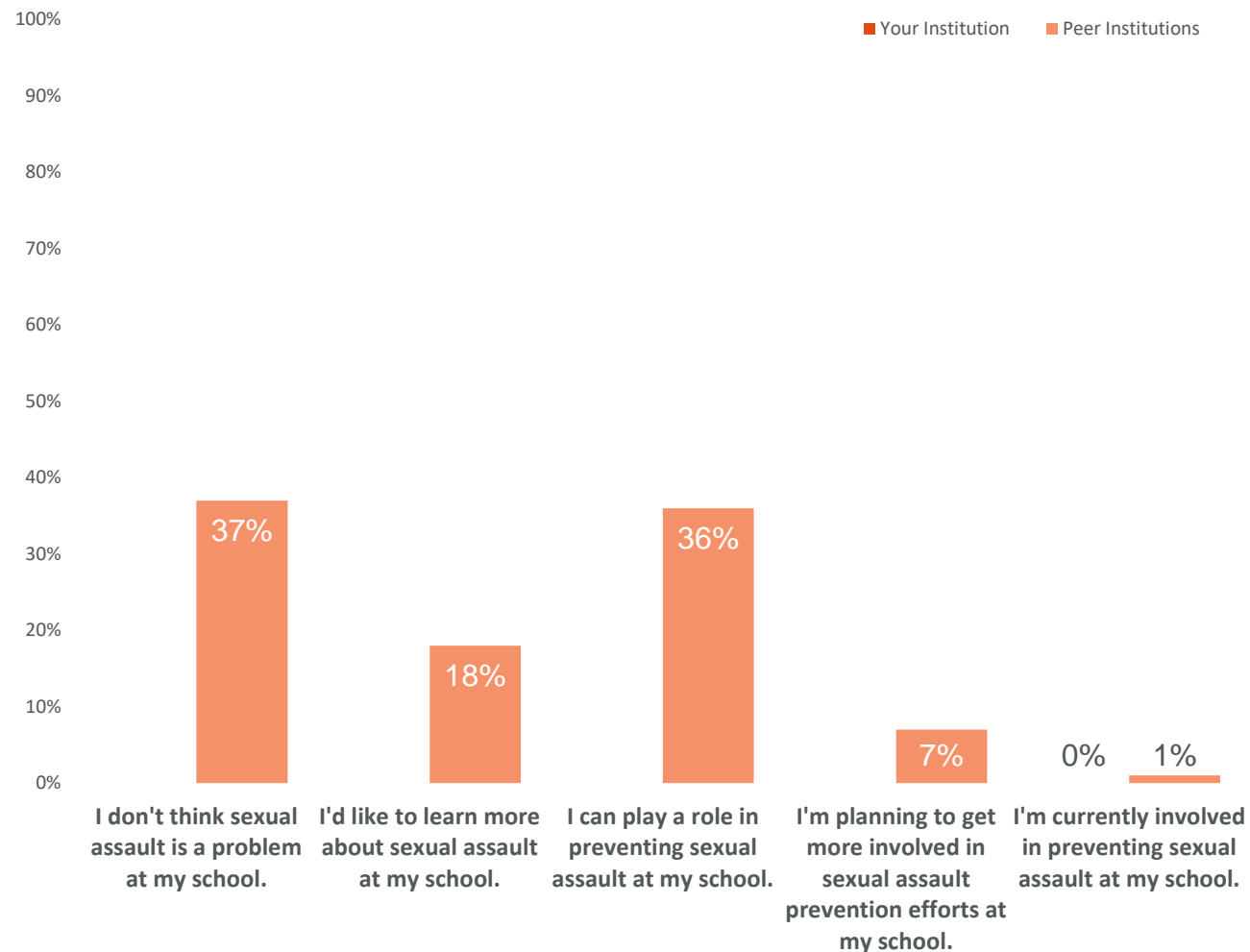
# Community Readiness

After completing the course, students answered questions about their readiness to address sexual assault at their school — from identifying sexual assault as an issue worthy of their attention, to getting personally involved in prevention 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



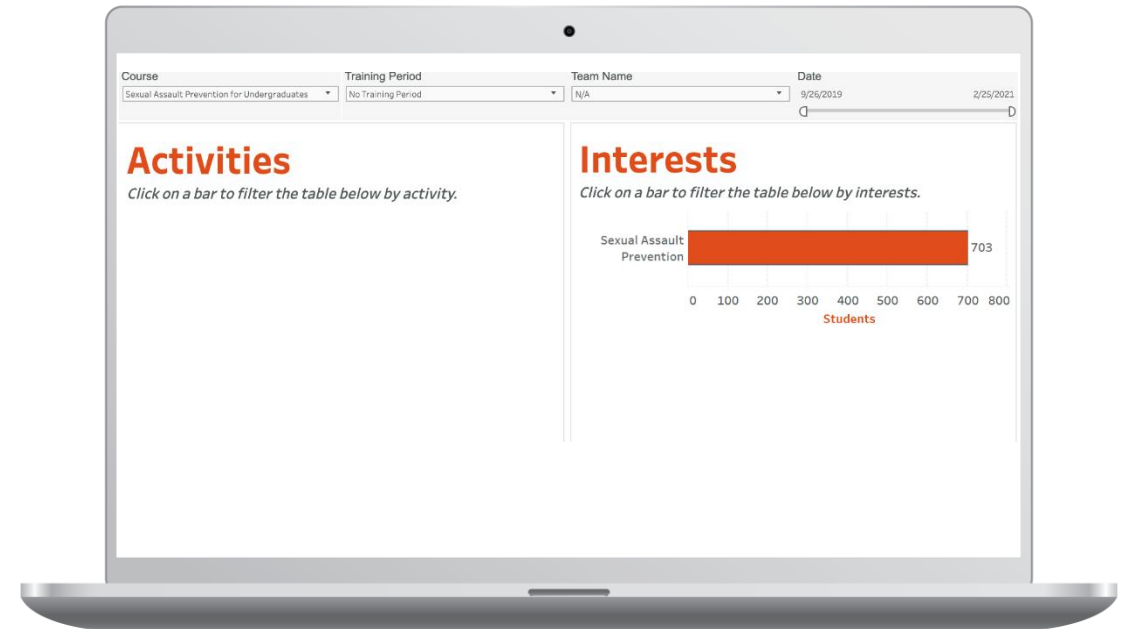
# Engaging Your Students

Effective prevention includes actively engaging students to reinforce positive behavioral intentions of all students: drinkers and nondrinkers alike.

A growing number of students are arriving on campus already aware of the importance of supporting healthy relationships and consensual sexual activity and wish to connect to peers who share these values. Sexual Assault Prevention for Undergraduates provides campuses with a unique tool to identify and assist students with that process. At Ursinus College, 44 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 the previous page, 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 most students support a safe community, healthy behavior, and personal responsibility.



## Programming Tip

Your students provided their names and email addresses so they can be contacted to get more involved in sexual assault prevention and education. This list of students can be downloaded from your EVERFI administrator site.

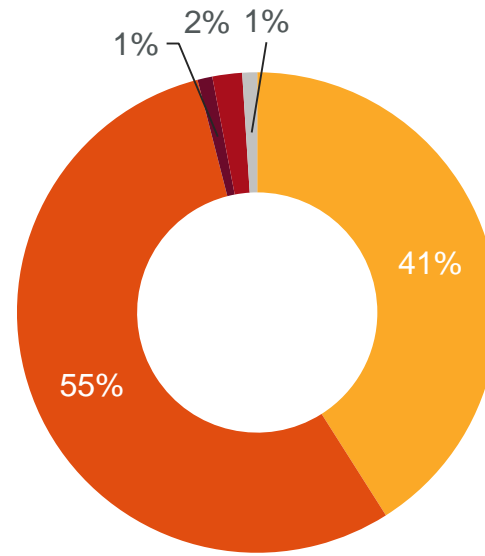
# Sexual Assault Prevention for Undergraduates

*Appendix – Student Demographics*

# Student Demographics

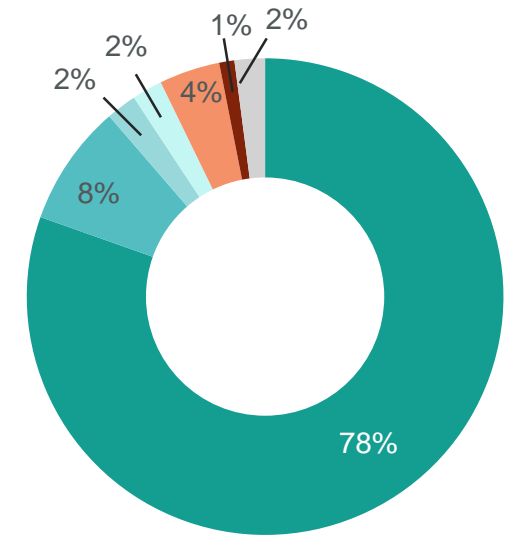
The following is a summary of the demographics of students who participated in SAPU this year. Demographic information is self-reported by students as part of pre-course survey (Survey 1). All questions are optional, and students may choose not to share demographic information.

### Gender Identity



Female	41%	Male	55%
Transgender	1%	Other	2%
Prefer not to answer	1%		

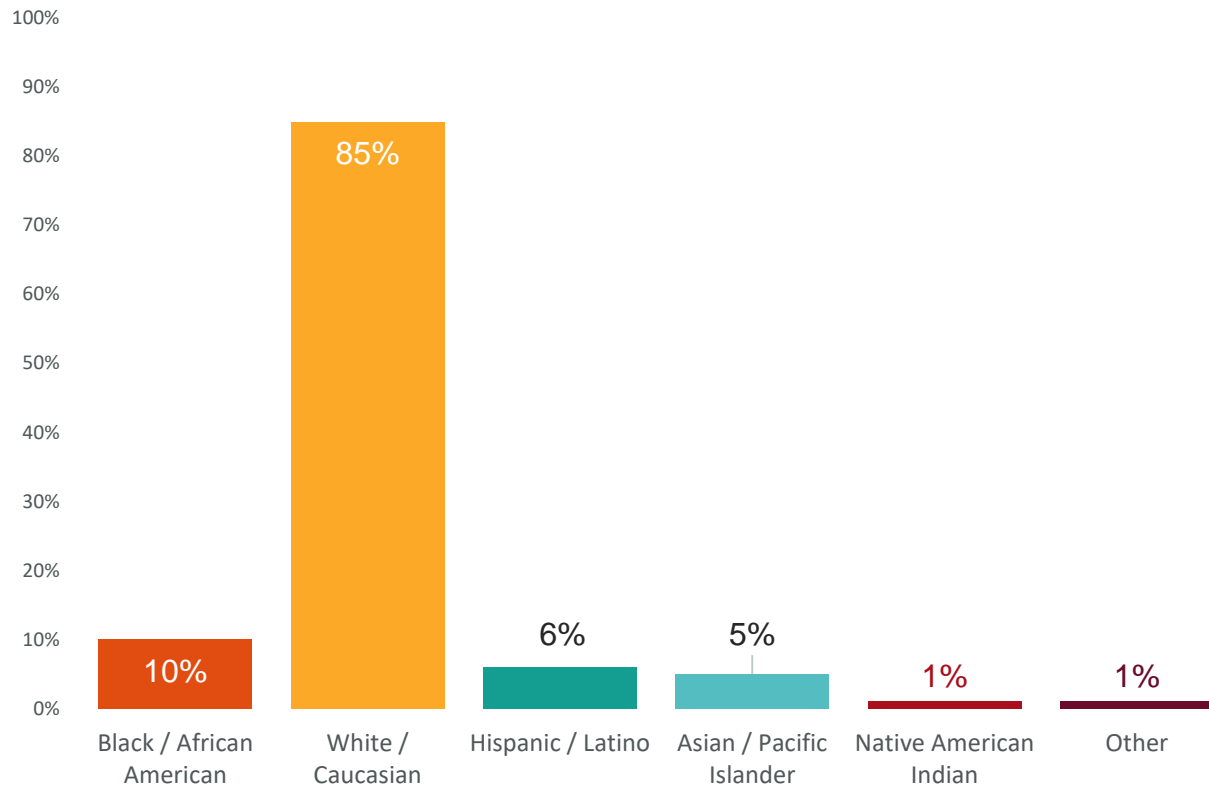
### Sexual Orientation



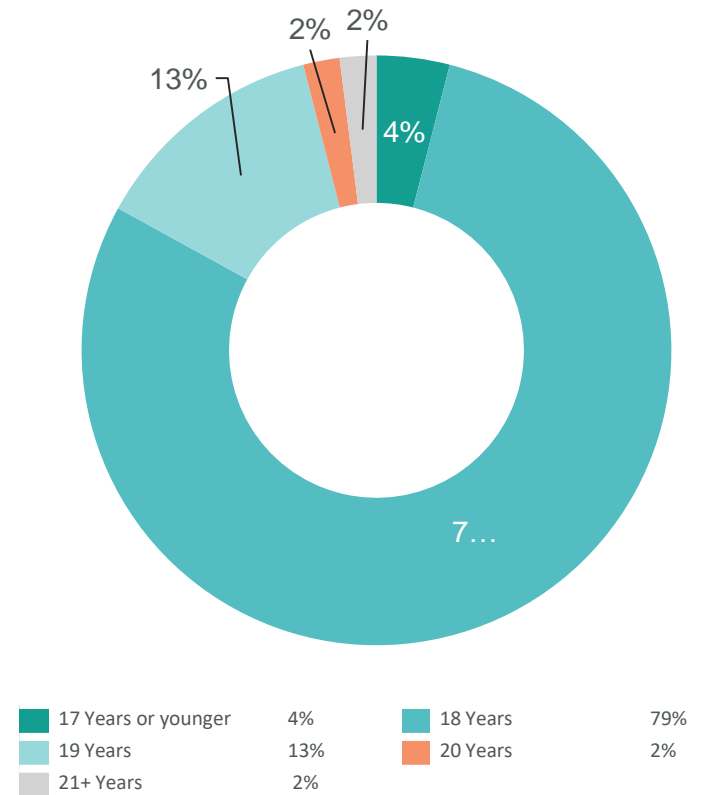
Heterosexual/Straight	78%	Bisexual	8%
Gay	2%	Lesbian	2%
Questioning	4%	Other	1%
Prefer not to answer	2%		

# Student Demographics (Continued)

## Race and/or Ethnicity



## Age

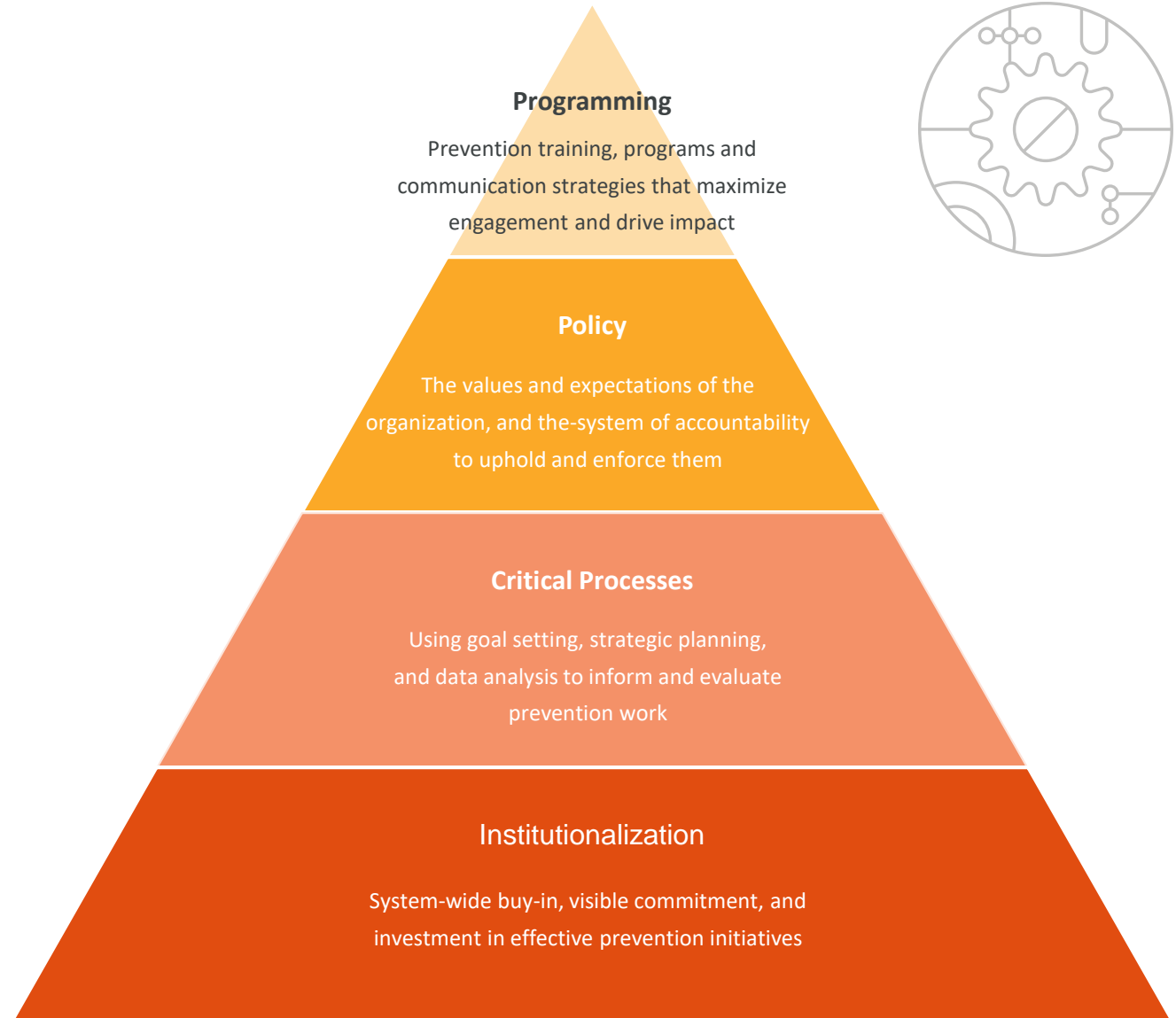


# Sexual Assault Prevention for Undergraduates

*Supplemental Information*

# The Prevention Framework

The Prevention Framework, developed by EVERFI's Campus Prevention Network, defines the elements of a comprehensive approach to prevention, and the ways in which those elements build to an effective prevention program.



# About Sexual Assault Prevention for Undergraduates

## 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.

## Sexual Assault Prevention for Undergraduates

### Helps meet or exceed

Title IX and Clery Act requirements.

### Developed in collaboration

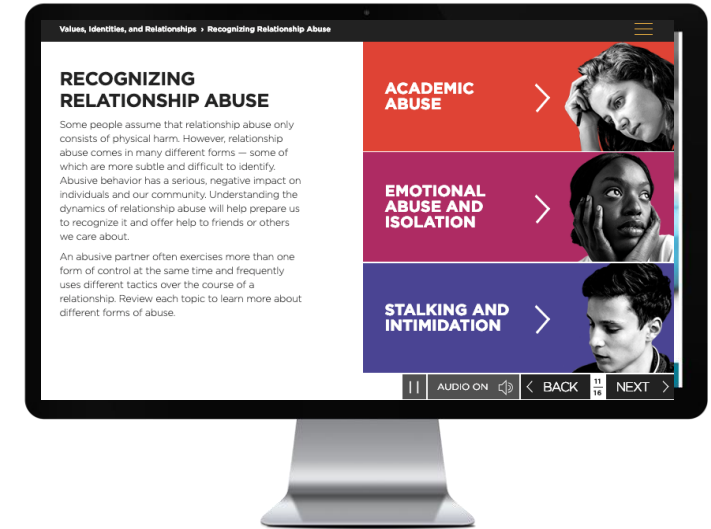
with leading prevention experts and researchers.

### Informed by Emerging Research

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

### Shown to have impact

on student attitudes and intentions at a campus-level in peer-reviewed publication.





# Sexual Assault Prevention for Undergraduates Course Map

Part 1	<b>1. Introduction</b> <ul style="list-style-type: none"> <li>Welcome</li> <li>Sexual Assault Prevention</li> <li>What Do You Think?</li> <li>Your Voice, Your Experience</li> </ul>	Pre-Course Survey (Survey 1)	Pre-Course Quiz	<b>2. Values, Identities, &amp; Relationships</b> <ul style="list-style-type: none"> <li>Who am I?</li> <li>Our Unique Identities</li> <li>Our Values</li> <li>Local Support Information</li> </ul>
	<b>3. Identities and Stereotyping</b> <ul style="list-style-type: none"> <li>Why are Gender Stereotypes Harmful?</li> <li>What Can You Do About Harmful Language?</li> <li>Title IX of the Education Amendments Act of 1972</li> <li>Sexual Misconduct Policy</li> </ul>	<b>4. Our Values and Relationships</b> <ul style="list-style-type: none"> <li>Recognizing Healthy Relationships</li> <li>Recognizing Relationship Abuse</li> <li>Federal and State Laws: Relationship Violence</li> <li>Resources</li> <li>Understanding the Warning Signs of Digital Abuse</li> <li>Using Strategies to Stay Safe</li> </ul>	<b>5. Consent, Coercion, &amp; Bystander Intervention</b> <ul style="list-style-type: none"> <li>Consent: Part of Healthy Communication</li> <li>What Does Consent Look Like?</li> <li>Understanding Consent</li> <li>Coercion</li> <li>What Does Coercion Look Like?</li> <li>Alcohol and Coercion</li> <li>State Law: Consent</li> <li>Federal and State Laws: Sexual Assault</li> </ul>	<b>6. Sexual Harassment and Stalking</b> <ul style="list-style-type: none"> <li>Sexual Harassment</li> <li>Forms of Sexual Harassment</li> <li>Responding to Sexual Harassment</li> <li>Stalking</li> <li>Federal and State Laws: Stalking</li> </ul>
Part 2	<b>7. Reporting and Responding</b> <ul style="list-style-type: none"> <li>Impact of Trauma</li> <li>How Identities May Impact Survivors' Experiences</li> <li>Responding to Survivors</li> <li>National Resources, School and Local Resources</li> <li>Student Engagement Survey</li> <li>Reporting</li> <li>Reporting Options and Processes</li> <li>State Law: Legal Protections</li> <li>Reporting Resources</li> </ul>	Post-Course Exam	<b>8. Conclusion</b> <ul style="list-style-type: none"> <li>Course Summary</li> </ul>	
	Intersession	Follow-up Survey (Survey 2)		