EVERFI

2018 Prevention and Compliance Report

National Benchmarking, Best Practices, and Trends in Technology

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Executive Summary

Where are Institutions Focusing Prevention and Compliance Priorities in 2018?

Training impact

Measuring and demonstrating prevention impact is the number one priority reported by large schools for 2018. This is also a strong focus area among medium sized schools. Participation, impact, and climate data provided by online training programs were selected as "very important" by over two-thirds of respondents.
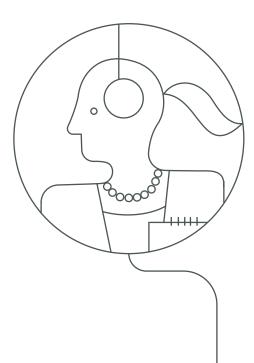
Diversity and inclusion

The number one priority among medium-sized schools is supporting diversity and inclusion efforts. Four-year institutions specifically reported placing greatest importance on creating inclusive campus communities. Diversity and inclusion continues to be a top student training priority in 2018.

Title IX and clery act compliance

The number one focus area among small schools, as well as community and technical colleges, is meeting primary and ongoing Title IX and Clery Act training requirements. Over 80% of all respondents indicated compliance as a "very important" element of online training programs.

Primary and ongoing training

Most respondents are deploying online training around sexual assault and alcohol and other drugs for their incoming students (70% and 60%, respectively), yet less than 40% are providing students with ongoing training on these topics. For staff and faculty, 48% of respondents are providing online primary prevention training around sexual assault and harassment. However, only 30% are providing ongoing employee training.
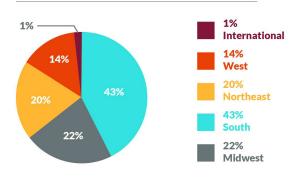
Profile of Survey Respondents
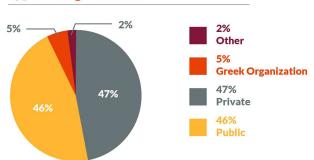
Response rate

1,496 institutions/organizations received the survey. The survey response rate was 29% (428 institutions/ organizations).

Region

- 1% International
- 14% West
- 20% Northeast
- 43% South
- 22% Midwest

Type of Organization

- 2% Other
- 5% Greek Organization
- 47% Private
- 46% Public

Total Enrollment

- 11% More than 25k
- 50% Less than 5k
- 39% 5k-25k

Roles

- 2% Senior Leaders (VP, AVP, COO)
- 12% Compliance (Title IX, Risk Manager)
- 14% Senior Student Affairs Officers (Dean of Students, VPSA, VP Student Success)
- 33% Directors (Orientation Director, Prevention Director, Wellness Center Director)
- 19% Administrators/HR (Administrative specialists, Administrative assistant)
- 21% Practitioners (Prevention Coordinator, Educator)

What are institution's prevention and compliance priorities for 2018?

Findings and analysis

New in the 2017 Network Survey:

Expanded topics to include mental health and wellness as well as diversity and inclusion.

Respondents were asked to select up to three prevention and compliance priorities for 2018. The top five priorities for 2018:

1. Meeting primary and ongoing Title IX and Clery Act training requirements over the next year (39%; 62% last year)

2. Supporting diversity and inclusion efforts (38%; not included last year)

3. Strengthen mental health resources and support services (30%; not included last year)

4. Increased focus on wellness promotion and supporting healthy students and employees (30%; 30% last year)

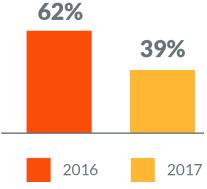5. Demonstrating the impact of prevention efforts (29%; 46% last year)

Although meeting Title IX and Clery Act training was the most commonly reported priority, there was a noticeable drop in the percent of respondents prioritizing compliance compared to last year (down 37%).

This could potentially be due to the uncertain political climate and the declaration from Education Secretary DeVos that the "era of rule by letter is over."[1] The forthcoming Title IX guidance which was announced in September 2017 and has yet to be released as of the date of this publication, is expected to dictate how campuses should respond to campus sexual misconduct, but is not likely to impact educational training requirements.

Other prevention and compliance priorities that received at least a quarter of responses include: build greater understanding and application of best practice, and build greater institutional commitment.

Similar to last year, less than 13% of respondents prioritize increasing their prevention or Title IX budgets. Yet there is certainly a need for additional resources. Based on data collected through EVERFI's comprehensive Alcohol and Sexual Assault Diagnostic Inventory tools (ADI and SADI, respectively), on average, the number of dollars devoted to alcohol misuse prevention at an institution is $49,7171 ($6.24 per student) and the total budget for sexual assault prevention is $26,130 ($5.27 per student). The heightened focus on Title IX seemed to translate into increases in funding devoted to sexual assault prevention in 2017 - the average budget increased almost $6,000 compared to 2016. When the data is analyzed by institution size, it is clear that large schools dedicate larger budgets to alcohol and sexual assault prevention, but the difference is not substantial enough to compensate for the size of their student populations. For example, the "per student" spending reflected in the sexual assault prevention budget of large institutions is shockingly low – $1.38 per student compared to $7.55 per student at small schools.

Prioritize Meeting Title IX and Clery Act Requirements

62%

39%

2016   2017

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[1] Rider-Milkovich, H. & Peterson, K. (2017, September 7). Sharpen your pencils: DeVos declares notice and comment on Title IX Rules [Blog post]. Retrieved from
https://campuspreventionnetwork.com/blog/sharpen-pencils-devos-declares-notice-comment-title-ix-rules/

	AGGREGATE	Small Schools (less than 5,000 students)	Medium Schools (5,000 - 25,000 students)	Large Schools (more than 25,000 students)
Alcohol Misuse	$49,717 $6.24/student	$28,041 $10.53/student	$50,347 $3.62/student	$112,478 $3.43/student
Sexual Assault	$26,130 $5.27/student	$18,709 $7.55/student	$33,400 $2.97/student	$41,833 $1.38/student

Number of institutions: ADI n = 86, SADI n= 70

With tight budgets all around, consideration should be given to the potential synergistic effect of combining funding across the interrelated issues of student drinking and sexual assault. Administrators should also consider broader efforts and funding sources focused on wellness and health promotion.

Size of institution

Even though the percent of schools prioritizing meeting Title IX and Clery Act training requirements dropped significantly in 2017, small and medium schools still rank this issue in their top three priorities. Supporting diversity and inclusion efforts, a new addition to EVERFI's Network Survey, made the top three list for both small and medium schools. Small schools are also focused on strengthening mental health and wellness. Demonstrating the impact of prevention efforts is a shared priority among medium and large schools. A high percentage of large schools report prioritizing institutionalization initiatives and also increasing focus on wellness promotion among students and employees.

Top three priorities by institution size:

Small Schools (less than 5,000 students)	Medium Schools (5,000 - 25,000 students)	Large Schools (more than 25,000 students)
Meet primary and ongoing Title IX/Clery training requirements (42%)	**Support diversity and inclusion efforts (43%)**	**Demonstrate impact of prevention efforts (55%)**
Support diversity and inclusion efforts (35%)	**Meet primary and ongoing Title IX/ Clery training requirements (42%)**	Build greater institutional commitment (45%)
Strengthen mental health resources and support services (34%)	**Demonstrate impact of prevention efforts (31%)**	Increase focus on wellness promotion and supporting health students/employees (42%)

Institution type

Similar to what we saw last year, community and technical institutions demonstrate strong compliance-related priorities. They are concerned about meeting Title IX training requirements and other state and federal mandates, including EDGAR Part 86. They also prioritize achieving high completion rates for prevention programs.

Four-year institutions prioritize supporting diversity and inclusion efforts. They also report a strong prioritization of demonstrating the impact of their prevention efforts.

National fraternity and sorority organizations place high priority on strengthening mental health resources and support services. Since there are not any legislative mandates for national Greek organizations at this time, compliance was not a priority for these respondents.

What are the most important components of online training programs?

New in the 2017 Network Survey

We moved accessibility from the Administration component to the Design component. We added deployment and participation tracking to Administration. We expanded the definition of Data to go beyond usability of insights to also include benchmarking and measuring impact.
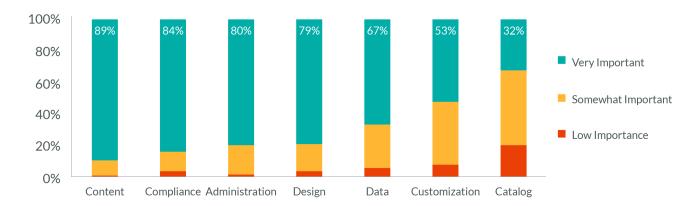
Findings and analysis

Respondents indicated that the most important elements of online training programs are the alignment of content with research and best practice; meeting state and federal compliance requirements; and ease of administration. The lowest expressed priority was access to a broad catalog of courses and ongoing trainings.

Respondents ranked online training elements in the following order of importance in both 2016 and 2017:

1. **Content:** ongoing alignment of the course material with research and best practices

2. **Compliance:** ongoing alignment of the course material with state and federal laws

3. **Administration:** ease of implementation, deployment and participation tracking

4. **Design:** degree of accessibility, engagement, interactivity, and variety in the user experience

5. **Data:** value of insights from course surveys for benchmarking, measuring impact, and informing ongoing initiatives

6. **Customization:** flexibility of the course to be tailored and modified

7. **Catalog:** access to a variety of courses and ongoing trainings

Across the board, we observed participants reporting a lower degree of importance of the individual components of online training programs this year compared to last year. While the overwhelming majority of participants reported that content, compliance, administration, and design are very important elements of online training, there was a slight shift away from feeling individual components were "very important" and an increase in participants choosing that individual components were "somewhat important." This trend highlights that it is not a single element of online training that brings value, but the combination of several elements.

Importance of Elements of Online Training Programs

With 99% of respondents reporting that online training content that aligns with research and best practice is either "very important" or "somewhat important" to them, it is essential that online courses are based on theory and evidence. In addition to the extensive published efficacy of AlcoholEdu for College, the impact of EVERFI's sexual assault prevention training for students will be published in the *Journal of Interpersonal Violence* in 2018. This article describes how the program increases bystander behaviors and improves perceptions of social norms among participating students. As new best practices emerge, institutions expect that online programs must also advance accordingly.

Two-thirds of institutions report placing high importance on data. The Clery Act actually requires institutions to implement programs that are assessed for impact. The Drug-Free Schools and Campuses Regulations (EDGAR Part 86) requires all institutions that receive federal funds to prepare a biennial review report that demonstrates their prevention programs utilize evidence-based approaches, and how such practices have been assessed for effectiveness. The biennial report must also include institution-specific programmatic outcomes data. Collecting and analyzing data is both a critical element of compliance and also allows administrators to assess the effectiveness of prevention programs and services to identify successes and areas for improvement.
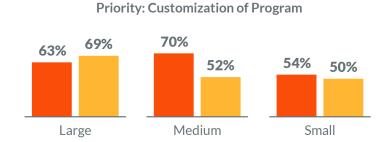
The #MeToo movement brought heightened attention and news coverage of sexual assault and harassment in the workplace; this movement has already manifested on college campuses and will likely intensify in 2018. Administrators will be pressed to go beyond compliance in the scope and quality of prevention efforts, and to collect data to demonstrate the impact of prevention efforts on students, employees, and the broader campus climate. This increased accountability around measurement is encouraging; schools should be invested in programs that work, and survey data can also inform more targeted and intentional ongoing initiatives that incorporate community needs and strengths to maximize impact over time.
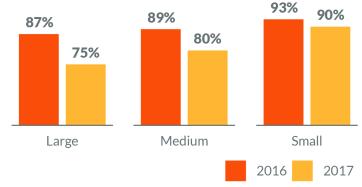
Size of institution

Large institutions indicated that the value of insights from course surveys for benchmarking, measuring impact, and informing ongoing initiatives was "very important" (80%); this was significantly more than small (65%) and medium (65%) institutions.

Compared to last year, there was a drastic drop in the percent of medium schools ranking customization as "very important" (70% last year, down to 52% this year). More large schools rank customization as "very important" (69%) compared to small and medium schools (52% and 50%, respectively).

Compliance was not ranked as highly in importance as it was last year by all school sizes; however, 90% of small schools still rank compliance as very important compared to 80% of medium schools and 75% of large schools.

Priority: Customization of Program

	Large	Medium	Small
2016	63%	70%	54%
2017	69%	52%	50%

Priority: Meeting Title IX and Clery Requirements

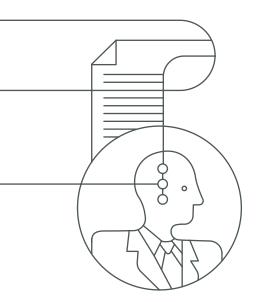|	Large	Medium	Small
2016	87%	89%	93%
2017	75%	80%	90%

■ 2016   ■ 2017

Role

Between 2016 and 2017 there was a noticeable shift in the way different roles think about the alignment of course content with research and best practice. There was an increase for those in a Compliance role believing that alignment with best practice and research is very important (94% in 2017 compared to 86% in 2016). There was a noticeable and troubling reduction in Practitioners believing that alignment with best practice and research is very important (86% in 2017 compared to 98% in 2016).

Although reports of data insights being very important have fallen compared to 2016, a broader type of roles believe that data and the usability of insights gleaned are very important. Practitioners (76%), Directors (75%), and Senior Student Affairs Officers (70%) were among those who ranked data the highest. Administrators and Compliance roles are still lagging a bit behind with 42% and 63%, respectively, indicating the value of data is very important. This is a noteworthy insight given the Clery language that indicates programming should be "informed by evidence and assessed for impact" and the EDGAR Part 86 directive for institutions to determine the effectiveness of their AOD prevention program and identify any improvements.

Institution type

There is a 10% difference between four-year institutions reporting that course content aligning with research and best practice is very important (92%) compared to two-year institutions (82%).

Significantly more 4-year institutions believe that training insights and impact data are very important (67%) compared to 2-year institutions (59%). All of the Greek organization respondents recognized data insights as very important. However, the importance of data insights was roughly 10% higher among 4-year institutions in 2016 compared to 2017.

Why do institutions use online training?

Findings and analysis

When institutions were asked the question, "What are your primary reasons for utilizing online training programs as part of the prevention/compliance strategy at your institution?", the scalability of online training was by far the most frequently reported reason - 52% of respondents cited scalability, up slightly from last year's 46%. There were two substantial shifts in the top reasons for using online training compared to last year. The percent of schools reporting that ease of training administration, deployment, and tracking is the reason they use online training nearly doubled from last year, up to 35%. Those reporting that the quality of the prevention content is the reason they use online training dropped from 55% in 2016 to 26% in 2017.

All Reasons for utilizing online training (select all that apply question)

52% Scalability
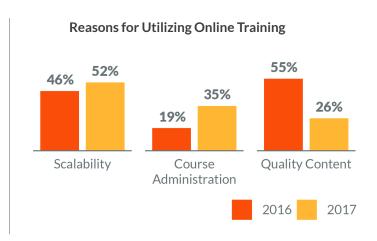
35% Course administration, deployment, and tracking

26% Quality of content

23% Compliance

9% Course design and student engagement

8% Course data

When asked the ideal length for an online training course, 41% of respondent said that 30-60 minutes was ideal for students and 49% said that same time range was ideal for a faculty/staff course. Interestingly, when asked about the ideal student course length, there was an almost equal split between percent of respondents who thought the ideal course length is 1-2 hours (25%), and those who think the ideal length is between 20-30 minutes (26%).

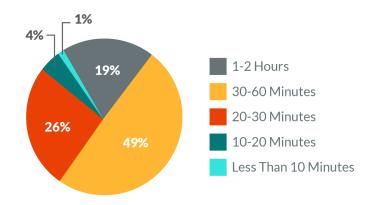**Reasons for Utilizing Online Training**

Size of institution

Medium schools are more likely to cite scalability as a reason for using online training than small and large institutions (60% vs. 47%).

Ideal Length for Student Course

Ideal Length for Faculty/Staff Course

One-third (33%) of large schools cite compliance as a primary reason for using online training compared to 22% of small and medium-sized schools.

Two times as many medium-sized schools report course design and student engagement as a reason for using online training compared to small schools (14% vs 7%). Notably, none of the large school respondents cite course design and student engagement as a reason for using online training.

Role

Every role, with the exception of Senior Student Affairs Officers, most frequently reported scalability as the reason for using online training.

The quality of the content was the most frequently reported reason for using online training among Senior Student Affairs Officers (46%) and it was the second most frequently reported reason for using online training among Directors (29%) and Practitioners (27%).

The course administration, deployment, and training process was the second most frequently reported reason for using online training among Administrators (33%) and those in a Compliance role (36%).

Institution type

Two-year institutions most frequently report scalability (31%) and course administration, deployment, and training (31%) as the reasons for using online training. Four-year institutions most frequently report scalability as the reason for using online training (57%). About a quarter of four-year institutions cite course administration, deployment, and training (28%), quality of content (28%), and compliance (24%) as reasons for training online. Almost three-quarters (73%) of Greek organizations report scalability as the reason they use online training.

How are institutions deploying online training programs?

Training topics

Institutions utilize online programs to cover a wide range of topics for primary* student, faculty and staff education. Yet, fewer than half of institutions (39%) offer ongoing** training programs for continuing students and fewer than one-third (30%) offer ongoing training for staff and faculty.

Use of Primary and Ongoing Online Education Programs

	Students	Staff
Primary Programs *	80%	48%
Ongoing Programs **	39%	30%

Student courses

70%
primary sexual assault prevention*

60%
primary alcohol and other drug prevention*

34%
ongoing sexual assault prevention**

31%
alcohol sanctions

24%
ongoing alcohol and other drug prevention**

18%
prescription drug abuse prevention

10%
financial wellness

Staff and faculty courses

48%
primary sexual assault/harassment prevention*

30%
ongoing sexual assault/harassment prevention**

22%
diversity and inclusion

13%
workplace health and safety

11%
data security

10%
ethics and corruption

10%
hiring practices and human resources

* Primary - education/training targeted at incoming students and employees

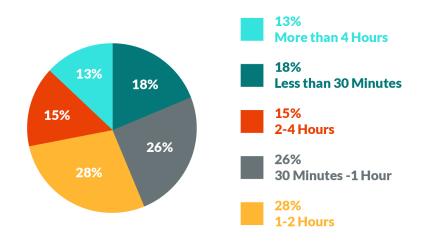** Ongoing - education/training targeted at continuing students and employees

Time spent administering online trainings

New in the 2017 Network Survey

In order to help respondents with accurate recall, the question about how much time participants spend in the online training platform was changed from a general inquiry about a typical month to a more specific question: "Last week, how many hours did you (or the account administrator) spend administering training or accessing data in our platform?"

The majority (54%) of account administrators spend between 30 minutes and 2 hours per week on administering the training or accessing data in the platform.

Administrator Time Spent in Training Platform Per Week

13%
More than 4 Hours

18%
Less than 30 Minutes

15%
2-4 Hours

26%
30 Minutes -1 Hour

28%
1-2 Hours

Administrators spend their time within the platform on a variety of activities, including: checking the records of individual learners, managing email notifications, tracking course completion progress, and running reports on the course data. When used effectively, online technology can save administrators countless hours of programming while also providing actionable data insights. Administrators most frequently spend their time checking the records of individual learners; 69% report doing this more than 10 times per year. Reviewing course data is an important and worthwhile task that 54% of respondents report doing more than 10 times per year. Far fewer respondents spend significant time processing learner completion reports, with 42% reporting doing this task less than 10 times per year. Course administrators also report infrequently customizing courses, with only 15% doing this more than 10 times per year.

> When used effectively, online technology can save administrators countless hours of programming while also providing actionable data insights.

What does the future hold for online trainings?

Student training preferences (new topics)

#1 Mental health and wellness
#2 Diversity, inclusion, and civility
#3 Bystander intervention boosters
#4 Marijuana and other drugs

The top four training topics that respondents expressed interest in for students remained the same as last year, though the order changed. In 2017 the topic of mental health and wellness moved from the number two most requested to number one. The topics of diversity, inclusion, and civility came in as a close number two with 46% of institutions interested in this content. Bystander intervention boosters and a course on marijuana and other drugs were number three and four with 39% and 38%, respectively.

Employee training preferences (new topics)

#1 Implicit bias
#2 Mental health and wellness
#3 Training for responsible employees
#4 Responding to disclosures; Active shooter (tie)

The top new area of interest for employee training is implicit bias (44%). This topic was not in the top four training topics last year which demonstrates a notabile shift in institutional priorities. Mental health and wellness training is the second most requested employee training (41%), while training for responsible employees remained in the number three spot (33%). There was a tie for fourth place between training on responding to disclosures and training on active shooter situations (both 32%).
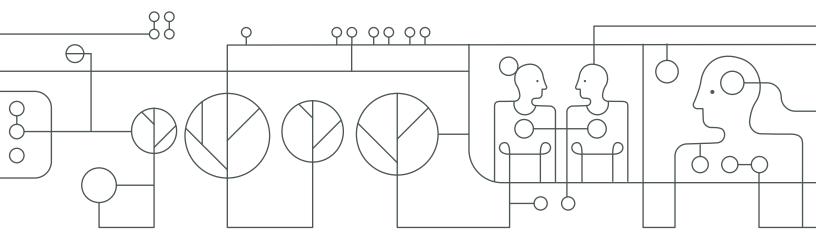
Platform and product functionalities

Last year respondents ranked text message training reminders as the number one platform functionality they would like to see in the future. This year we see respondents wanting a platform that supports fully mobile-based trainings.

The most requested platform functionalities included:

#1 mobile-based trainings
#2 data benchmarking against peers
#3 population-specific administration of courses (e.g., NCAA athletes)

A focus on diversity and inclusion

New in the 2017 Network Survey

Diversity and Inclusion were added as these topics are critical to the success of institutions and organizations. Work being done to address these issues is becoming increasingly prominent nationally.

Issues of diversity and inclusion have come to the forefront of national conversations and policy. Institutions and organizations are faced with increasing expectations from students, staff, faculty, and other key stakeholders around diversity and inclusion that are pushing the need for leadership that demonstrates buy-in and understanding of these issues, a strategic planning approach, and impactful initiatives to support and educate students, staff, and faculty.

Institutionalizing inclusivity

There are several key indicators that can signal how institutionalized diversity and inclusion are at an organization:

- **Senior leadership that demonstrates knowledge of the issues and strong endorsement for continuing to work to improve them.** The majority of respondents (83%) believe diversity and inclusion has become more important to leadership of the institution or organization over the past several years.

- **Adequate resources dedicated to supporting the issues (both staffing and financial).** Two-thirds of institutions (66%) have at least one full-time staff member whose job it is to oversee diversity and inclusion efforts. Lack of staff dedicated to these issues is a challenge for small institutions, with 28% of small schools reporting they have no specific staff in place working on issues of diversity and inclusion compared to 15% of medium and 3% of large institutions.

- **Cultivating relationships and bringing together key stakeholders, including students, to make progress on the issue.** Just over 70% of four-year institutions report having a working group to address issues related to diversity and inclusion compared to only half (49%) of two-year institutions.
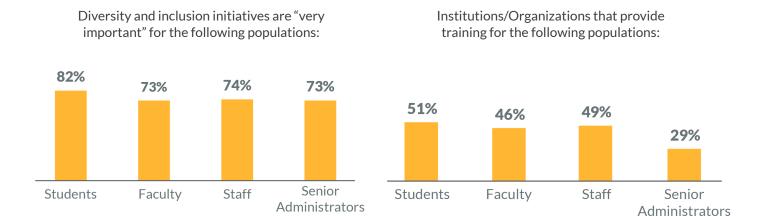
Critical processes

Certain processes are critical to making progress on diversity and inclusion efforts. As with every important issue in higher education, taking a strategic approach to planning is critical for the success of any prevention or compliance initiative. The institution should clearly define what success looks like for diversity and inclusion efforts and create metrics to measure it; however, less than a quarter of survey respondents (22%) measure outcomes of diversity trainings. Sharing key indicators and reports with stakeholders on a regular basis is another important process that should not be overlooked. Survey results show this is an area for improvement, with just 42% of institutions publishing a report that shares the makeup of the institution's various diversity markers including gender, age, race/ethnicity, and sexual orientation.

Programming efforts

An inclusive culture requires active engagement of students, faculty, and staff; promoting an environment that supports a diverse workforce and student body; and programming that meets the unique needs of student, faculty, and staff populations. Most institutions and organizations place emphasis on the importance of diversity and inclusion initiatives targeting students (82%) and employees (73%). Yet, when it comes to actually providing training on the topics of diversity and inclusion, only 51% of institutions are doing so for students, 49% for staff, 46% for faculty, and 29% for senior administrators.

Most Important Populations for Diversity and Inclusion Initiatives & Populations Targeted with Diversity and Inclusion Programming

Diversity and inclusion initiatives are "very important" for the following populations:

82%	**73%**	**74%**	**73%**
Students	Faculty	Staff	Senior Administrators

Institutions/Organizations that provide training for the following populations:

51%	**46%**	**49%**	**29%**
Students	Faculty	Staff	Senior Administrators

When asked which training topics are most needed for large improvements related to diversity and inclusion, 46% of institutions report race and ethnicity, 33% disability status, 32% sexual orientation, 25% gender, and 12% age.

What's next?

EVERFI is committed to sharing insights, best practices, and emerging trends from our national network. We encourage you to take part in our next Network Survey to contribute to future iterations of this report.

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