

Improving Campus Sexual Assault Prevention: A Best Practice Guide for Administrative Leadership



EVERFI

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About EverFi

Our mission in higher education is to drive lasting, large-scale change on critical wellness issues facing students, faculty, and staff. We work with over 800 institutions to drive transformative impact on sexual assault, high-risk drinking, and financial education through evidence-based online programs, data, and advisory services.

We also help institutions comply with Title IX and Clery Act (Campus SaVE / VAWA) compliance efforts by providing best-in-class, research-based, population-level online learning programs for students, faculty and staff. We collaborate with our partner institutions to provide programs that are effective, compliant, and customized to meet their needs.

Learn More About EverFi and Sexual Assault Prevention Programs at **EverFi.com/Haven**

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Improving Campus Sexual Assault Prevention: A Best Practice Guide for Administrative Leadership

I. The Purpose of this Guide

The purpose of this guide is to provide colleges and universities with strategies and best practices for preventing sexual assault. It begins with an overview of the current state of sexual assault on campus, its impact on survivors and their schools, and how institutions of higher education are currently responding. It then proceeds with a discussion of best practices for sexual assault prevention, together with clear, evidence-based guidelines for a comprehensive prevention approach. The guide concludes with key recommendations to help institutions make breakthrough progress in their own prevention efforts.

The best practice framework presented in this guide is informed by EverFi's extensive analysis of prevention recommendations, guidelines, and standards based on dozens of publications. From this research, EverFi identified 115 distinct recommendations across 22 different categories related to prevention. These categories and recommendations fell into three core areas of prevention: programming, critical processes, and institutionalization. In collaboration with leading researchers and nationwide prevention professionals, the recommendations were translated into a comprehensive assessment tool—our Sexual Assault Diagnostic Inventory—intended to measure and benchmark campus prevention efforts across these three categories.

In order to provide an accurate perspective of the current landscape on college campuses, EverFi drew from a number of different data-gathering tools. First, we conducted a campus climate survey with over 14,000 students at 65 participating colleges and universities. Second, we developed and piloted a Sexual Assault Diagnostic Inventory, which includes more than 80 items aimed at holistically examining a campus's prevention approach. Finally, further data were provided through survey results from *Haven – Understanding Sexual Assault*, EverFi's online sexual assault prevention program currently offered to more than 600,000 students, faculty, and staff at over 650 colleges and universities across the United States. Please see the appendices (pg. 17) for demographic information on EverFi's Haven survey, Climate Survey, and Sexual Assault Diagnostic Inventory.

II. New Perspectives on an Ongoing Challenge

Sexual assault is a pernicious challenge on college campuses, and perhaps the most defining social issue facing higher education in recent years. A recent Washington Post-Kaiser Family Foundation poll confirmed the frequently cited statistic that 20% of college women (and 5% of college men) are sexually assaulted during their time on campus.¹ Many are also aware of the particularly high incidence of sexual assault occurring during

This guide provides key recommendations to help institutions make breakthrough progress in their own sexual assault prevention efforts.

“the red zone” – the first six weeks on campus for first-year students. Further evidence now includes a recent EverFi study which found that 1 in 30 incoming female college students will experience some form of sexual assault before taking her first midterm exam.²

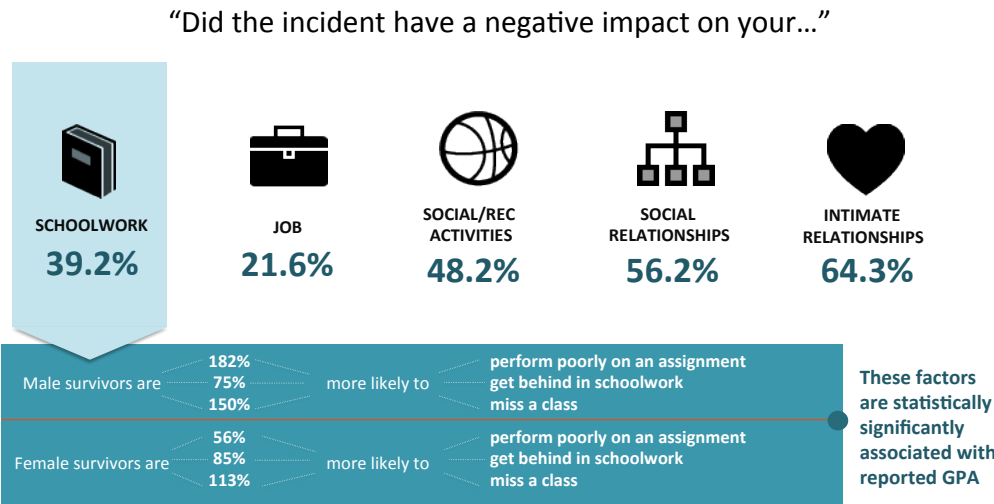
Heightened activism, media coverage, and increased legislation has turned up the volume of the national dialogue on this issue, yet the voices of too many survivors are still being silenced. According to EverFi’s campus climate survey, 27% of sexual assault survivors told no one about the incident. **Students who experienced sexual assault were particularly unlikely to report the incident to the police (only 5% of victims did so) or to their school (7%).³**

Due to the high levels of underreporting by survivors, traditional data sources available to campuses—such as crime logs or student conduct reports—are often inaccurate, causing institutions to greatly underestimate the incidence rate and prevalence of sexual assault on their own campuses. Compounding the problem is that too few legislators and higher education administrators are connecting the dots on the widespread repercussions of sexual violence and abuse.

The Impact of Sexual Assault

The individual impact of sexual assault is well-documented. Sexual assault survivors are at increased risk for a variety of emotional, psychological, physical, and social sequelae: dysfunctional relationships; a tendency for self-blame and powerlessness; poor coping skills; depression and anxiety; disordered eating; impaired risk awareness; substance use/abuse; higher-risk sexual behavior; and suicidality, to name a few. Many of these factors, in turn, contribute to increased risk of future revictimization.⁴

Figure 1. Examining the Impact of Sexual Violence



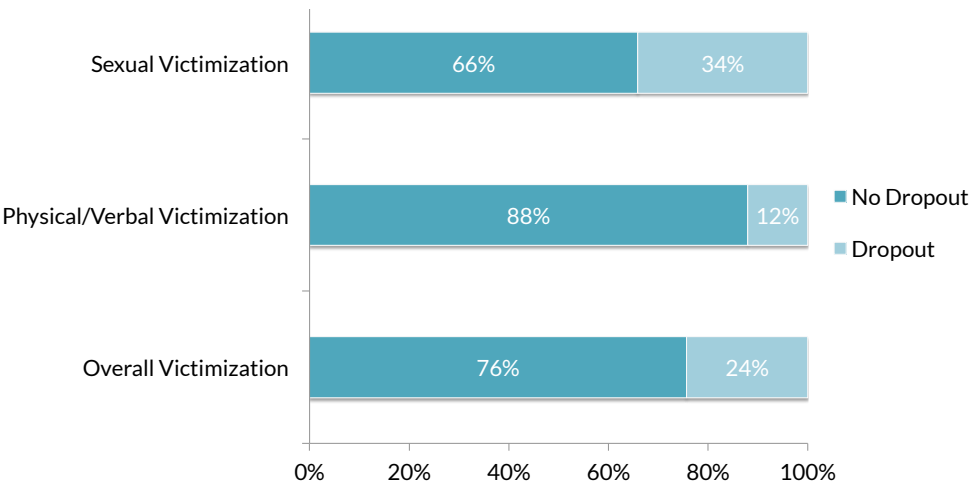
EverFi’s campus climate survey found sexual violence to have had a negative impact on over 64% of survivors’ intimate relationships and 56% of social relationships. **Academic success was also negatively affected: four in ten survivors reported diminished academic performance as a result of the assault.** Both male and female survivors are at a much greater risk of performing poorly on assignments, getting behind in schoolwork,

and missing classes, all of which are factors significantly associated with reported GPA.⁵ See Figure 1., “Examining the Impact of Sexual Violence,” for a full picture of these findings.

While the dramatic effects of sexual assault on individuals are abundantly clear, the institutional impact of this issue is dire as well. The social and psychological suffering and decreased academic performance caused by sexual assault can lead to missed semesters and increased dropout rates, thus threatening the holy grail of higher education: student retention (Figure 2.).⁶

Title IX and Clery Act requirements ensure that reasonable accommodations be provided to survivors upon request, contributing to potentially substantial administrative overhead and personnel costs for counseling, healthcare, and academic services. Add to this the increased staff time required to investigate and adjudicate sexual assault cases, the costs of litigation that may ensue from these cases (upwards of \$200k per suit⁷), and the negative PR associated with high-profile incidents, and it becomes clear that institutions of higher education have both moral and practical reasons for reducing rates of sexual violence.

Figure 2. Dropout Rates of Students Seeking Services for Various Forms of Victimization



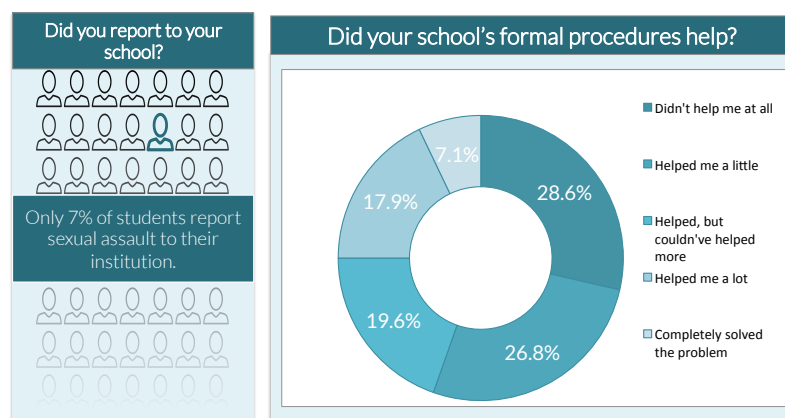
Source: Mengo & Black (2015)

III. How Are Colleges Responding?

In a recent Gallup poll, three out of four college presidents indicated that sexual assault is not a problem on their campuses, and the same number felt that their own institutions are doing a good job protecting women from sexual assault.⁸ These survey results stand in stark contrast to national prevalence statistics, exposing an ongoing resistance or unwillingness from senior administrators to acknowledge and own these issues at their institution. The perspectives of college presidents are also at odds with expressed student feedback from the EverFi climate survey: students as a whole responded unfavorably to questions of whether college officials handle negative incidents in a fair and responsible manner, whether they do enough to protect the safety of students, whether their school would handle a crisis well, and whether a good support system exists for students going

through difficult times. When incidents were actually reported to their institution, over half of sexual assault survivors felt their school's procedures helped them only a little—or not at all (see Figure 3).

Figure 3. Student Reporting of Sexual Assault, and Judgment of Institutional Response



*Compiled from EverFi's Climate Survey Data Analysis. n=14,000 students

There is also evidence that sexual assault training and prevention education—additional Clery Act and Title IX requirements—are not widely administered across the full student body. **Only 53.7% of students reported having received training in ways to prevent sexual assault, 45.1% on how to report a complaint, and 36.5% on investigation procedures.** Beyond compliance with federal mandates and the preventative value of the skills taught to students, sexual assault training also has a very positive trickle-down effect on reporting rates. **EverFi's climate survey found that survivors who had received training on the procedures necessary to investigate a complaint were 60% more likely to report an incident than those who had not received training, and those who had received training on how to report a complaint were 50% more likely to do so.**

With enormous headway already made and tremendous momentum in place for the future, the stage is set for breakthrough progress on college campuses regarding the issue of sexual violence. Through the application of known best practices and the commitment of stakeholders at all levels, we can leverage the positive attitudes and behaviors of the overwhelming majority of students to create safe and healthy campuses.

IV. Sexual Assault Prevention: Where to Start

Much of the current dialogue regarding sexual assault on college campuses focuses around the topics of compliance with federal mandates, adequately responding to sexual assaults after they happen, and supporting survivors in an effective and sensitive manner. All of this is very important. What is often missing in efforts to address campus sexual assault, however, is a more comprehensive approach to prevention.

Current conversations about prevention tend to focus, almost exclusively, on programming. This myopic perspective overlooks a fundamental principle: prevention is a process. Before jumping into programming, institutions first need to understand the problem and

cultural contributors, identify goals and objectives, and—crucially—draw on the existing evidence base, theoretical frameworks, and prevention science to support the behavior changes being targeted. See Figure 4 for a brief overview of the process of prevention.

Figure 4. The Process of Prevention

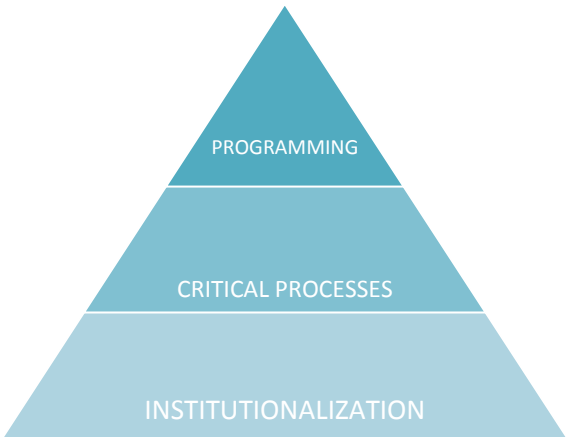
10 STEPS FOR EFFECTIVE PREVENTION EFFORTS
1. Identify focus areas
2. Build fruitful partnerships
3. Set SMART goals
4. Choose evidence-based strategies
5. Develop comprehensive approach
6. Secure needed resources
7. Implement with fidelity
8. Assess impact and efficacy
9. Disseminate findings
10. Iterate and improve efforts

The Three Pillars of Sexual Assault Prevention

It is important to bear in mind that new federal mandates, while representing a great step forward, constitute the minimum standards for campus efforts to address sexual assault. In order to go beyond these baseline requirements—and the “check-the-box” mentality that mandates tend to foster—campuses should strive to do the very best work possible to protect and support students.

To be successful, prevention programs must be built upon a foundation of institutional commitment to wellness and prevention, as well as a set of critical processes for effectively doing prevention work. These three pillars, institutionalization, critical processes, and programming, are the core components of EverFi’s framework for prevention best practice. This model has been developed from an extensive review of literature published between 2004-2014 that focuses on guidelines, recommendations, and standards for sexual assault prevention.

Figure 5. The Three Pillars of Sexual Assault Prevention



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V. Pillar 1: Institutionalization

Institutionalization is literally and figuratively the base of the pyramid, supporting both critical processes and programming. **Simply put, the goal of institutionalization is to make prevention an organizational priority.** A strong commitment to ending sexual assault must be woven into the very fabric of your institution, from the bottom to the top. Given the influence and decision-making power of senior administrators, the importance of gaining institutional commitment from the highest levels of administration is integral to the success of a campus's prevention efforts.

To make lasting institutional change around the issue of sexual assault prevention, EverFi has identified three criteria:

1. Attain system-wide buy-in by gaining support from high-level administrators, acquiring a sustainable source of funding, and integrating prevention messages across the institution, including into mission statements, job descriptions, and strategic plans.
2. Build a strong infrastructure by addressing any systemic or environmental constraints on campus safety.
3. Employ an appropriate number of full-time staff positions for sexual assault prevention specialists.

How to Excel at Institutionalization

In order for the institutionalization of sexual assault prevention to truly take root, adequate staff and budget must exist to support it. However, analysis of EverFi's Sexual Assault Diagnostic Inventory data found that there is substantial room for improvement in terms of human and financial resources for prevention across most institutions of higher education. **According to EverFi's assessment, the average number of full-time college employees whose primary responsibility is the prevention of sexual violence is less than two—as opposed to an average of six employees for alcohol and other drug abuse prevention—with an average annual prevention budget of less than \$31,000.** A staff of two, with such a limited budget, is inadequate for truly transforming this deeply entrenched challenge.

Moreover, EverFi's data showed that while larger schools (10,000+ students) dedicated more staff and larger budgets to sexual assault prevention, the differences were not substantial enough to compensate for their larger student bodies (see Figure 6). Whereas small schools had an average of one full-time prevention professional per 2,399 students, large institutions employed one staffer for 8,789 students. Prevention spending showed a similar differential, with an average of \$7.44 being spent per undergraduate student at smaller schools and \$1.61/student at larger schools. As for the difference between public and private institutions, private schools had substantially larger prevention budgets—over 20% more than their public counterparts—but a lower average number of prevention staff.



Two

the average number
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to sexual assault
prevention





\$31,000

the average annual
budget dedicated
to sexual assault
prevention

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Figure 6. Institutional Investment to Address Sexual Assault

PREVENTION STAFF		
 1.9 FTE Average Range: 0 – 6.5	PUBLIC 2.2 FTE	LARGE (10K+) 2.3 FTE 1 : 8,789 students
	PRIVATE 1.7 FTE	SMALL (< 10K) 1.7 FTE 1 : 2,399 students
PREVENTION BUDGET		
 \$30,800 Average Range: \$0 - 150k	PUBLIC \$29,182	LARGE (10K+) \$31,909 \$1.61/student
	PRIVATE \$35,833	SMALL (< 10K) \$29,928 \$7.44/student

To align with EverFi’s recommended best practices, colleges and universities should commit more recurring, hard-dollar funding to prevention budgets, and bring on additional highly-qualified prevention professionals. Even in lean financial times, prevention spending is worth the investment: in addition to creating safer, healthier students and campuses, every dollar put towards primary prevention has the potential for significant financial returns by saving ex post facto costs related to investigation, adjudication, accommodations and support services, compensation, and litigation.⁶

VI. Pillar 2: Critical Processes

Employing a set of known critical processes is what makes prevention programming truly effective. These processes shine light on the comprehensive nature of successful prevention efforts: data-driven intentionality in the development of prevention programs; mandating the provision of crucial information to students, faculty, and staff; hiring, training, and retaining top-tier prevention professionals; and building fruitful collaborations and partnerships.

When campuses think about prevention, the first questions often asked are, “What is our budget and how are we going to use it?” While the question of resources is vital, a better starting point for the process of prevention is, “What problem are we trying to solve? What are the unique needs and strengths of our campus? How do we ensure we reach who we need to? Who can support us in these efforts?” **By conducting a needs assessment, or formative evaluation of strengths and areas for improvement, campuses can get a clearer sense of what—and who—needs to be addressed in their prevention efforts.**

EverFi recommends the following best practices for putting in place processes that are critical for effective sexual assault prevention efforts:

- Prevention programming, including online training, should be mandated for all students and employees. Policies regarding alcohol, drugs, and sexual misconduct should be regularly reviewed, revised, distributed, and enforced.
- Policies, procedures, and resource information should be widely promoted and accessible. The information should be clear and factual, and campuses should have a dedicated website for prevention.

Every dollar put toward primary prevention has the potential for significant returns.

- Institutions should employ highly-qualified prevention professionals by identifying key skill sets, promoting diversity in hiring, maintaining the stability and morale of staff positions, and providing ongoing training.
- Institutions should identify, develop, and enhance productive partnerships, aligning with the values and interests of campus stakeholders, local community groups, and state and national organizations in order to develop a shared vision for prevention.
- A detailed plan for prevention programming should be developed based on the specific needs and strengths of the institution, with a clear process and timetable for implementation.
- Research and assessment should be prioritized, planned, and enacted. The research should be supported and funded, programs should be tracked and improved with data, and the findings widely disseminated.

How to Excel at Critical Processes

For prevention programming to have a meaningful impact on student behavior, it must truly reach them where they are in terms of their own unique perspectives, experiences, values, and interests. What do students know about sexual assault? What are their attitudes around consent? What is the best way to engage them on these issues? In order to answer these questions and create a program that produces lasting change, institutions must collect data on their student body and tailor their programs accordingly. These data can be gathered in a variety of ways, including climate surveys, online programs, focus groups, etc.

The good news from EverFi's Diagnostic Inventory is that most schools are already gathering these data. In fact, **100% of surveyed schools collect data on students' awareness, knowledge, attitudes, and beliefs, 96% collect data on students' behaviors, and 92% collect data on student norms and expectations.** Where there is room for improvement, however, is in the application of these data to design and implement programs that match student characteristics in these areas. While the vast majority of schools are gaining insights on their students' knowledge, attitudes, and behaviors, far fewer are using this information to tailor programs.

In the area of evaluation, EverFi found that 72% of campuses assess their programming to measure its success. Of those schools, 94% measure student knowledge and attitudes, with 76% measuring perceptions and behaviors. **Given that the goal of sexual violence prevention programs is, indeed, to improve student behaviors, this discrepancy between the measuring of attitudes and the measuring of norms and behaviors is noteworthy.** To give an example: a student might be very aware that a certain action they are about to undertake is wrong. Maybe it's hooking up with a person who is clearly intoxicated. They might know their school's consent policy, and may even feel that they could be engaging in a risky behavior. But if they believe that their peers support that behavior, they may be more likely to go ahead with it. This illustrates the importance of finding ways to evaluate dynamics and outcomes above and beyond knowledge and attitudes, particularly in terms of the perceptions and norms that deeply influence behaviors.

Another area where more concerted efforts should be made is in strategic planning. Less than half of schools surveyed had engaged in a formal strategic planning process, and less than a quarter had set specific, measurable goals to improve prevention. Without thoughtful, methodical, data-driven planning, how can we best organize our efforts to address these challenges? Without setting specific, measurable, attainable, realistic, and timely goals, what are we holding ourselves accountable to and how do we measure progress?

VII Pillar 3: Programming

Programming is, far and away, the centerpiece of most prevention efforts: indeed, federal legislative requirements around prevention are overwhelming program-based and programming is often the most outwardly visible manifestation of our prevention work.

But in EverFi's best practice framework, programming is the tip of the iceberg—vitally important, but contingent upon both system-wide institutional commitment and the establishment of critical processes for doing prevention work well. Indeed, an exclusive focus on programming, often in the context of a “culture of compliance,” can be both myopic and—given the generally vague language contained in federal regulations—lacking in scope and effectiveness.

When considering a comprehensive perspective on programming, it is important to take into account not only the “whats,” or the content and messages of the programs to be used, but also the “hows,” the strategies and approaches that will be used to deliver that content.

Program Content: the “Whats” of Programming

- An effective approach should prioritize primary prevention, with the goal of achieving behavior change across multiple types of violence before they occur.
- Relevant definitions and statistics should be provided. Key terms should be defined in a way that makes sense to students and campus employees (beyond campus policy and applicable jurisdiction definitions). The local prevalence and nature of offenses should be described.
- Sociocultural contributors should be fully taken into account. This includes exploring gender-role stereotypes and expectations, dispelling rape myths and other misperceptions, promoting positive social norms, and addressing systems and structures that contribute to socialization, discrimination, and violence.
- Risk and protective factors should also be considered. Programming should seek to reduce risk factors, promote protective factors, and provide education on the many connections between alcohol/drugs and sexual violence.
- Education about consent should be an integral part of programming. This includes teaching respect for personal boundaries, healthy communication, the legal aspects of consent, the many roles of alcohol, and how to recognize non-consenting situations.
- Prevention education should be skills-based. The development and practice of skills related to assertiveness, communication, healthy interactions, bystander

intervention, conflict resolution, and empathic support is critical to improving students' ability to have healthier relationships and create the safe, positive communities they want to live and learn in.

Program Approaches: the “Hows” of Programming

- Focus on positive message framing, on both the individual and institutional level. On the personal level, the goal is to promote healthy, positive development, relationships, and sexuality. On the campus level, the goal is to foster a climate that supports safety, equality, respect, and trust.
- Programs should be targeted and adaptive to participants' identity, characteristics, community, and culture. This includes special attention being paid to groups known to be at higher risk for both victimization and perpetration, including students who identify as LGBTQ, athletes, and members of fraternities/sororities. Actively avoid making assumptions that position students as parts of the problem rather than parts of the solution.
- The wider community should be engaged by offering a range of programs, approaches, and settings, and by incorporating prevention programs into academic curricula.
- Both theory and evidence should be utilized to inform prevention approaches, in terms of specifying outcomes, demonstrating a theory of change, and drawing on promising or proven-effective approaches for achieving prevention goals.
- Sensitive, trauma-informed language and approaches should be used in all prevention messages to avoid harming or revictimizing survivors.
- A range of programming strategies should be used to engage participants and align with various learning styles. Items to consider include the breadth/depth of programming topics, the length/frequency of programs and follow-ups, and consistency/synergy of messages across programs.
- Modeling and leadership should be clearly demonstrated. Programs should include the use of peer leaders as educators, adult role models and mentors (including faculty and staff), and leadership from diverse communities.

How to Excel at Programming

Federal mandates require prevention programming to be provided, but they do not require the programming to be mandatory for all students and campus employees. When participation in prevention programs is optional, we will often find ourselves “preaching to the choir” and, thus, not reaching the students who could really stand to gain from more prevention messages and training. **EverFi's Diagnostic Inventory found that 96% of the higher education institutions surveyed had mandatory primary prevention programs for incoming undergraduate students. However, these figures dropped off dramatically for other incoming populations, such as staff (31%), faculty (28%), and graduate students (24%).**

EverFi also found room for improvement in the types of prevention programs being offered on campuses. Overall, the data showed an admirable diversity of approaches,

with over ten different types of programming being employed at the population-level (i.e., for all students). Such a diversity, however, presented a paradox: the programs most commonly used—awareness events (used by 97% of participants), tabling and health fairs (88%), and invited speakers (75%)—were the ones with the most limited efficacy for prevention. Contrarily, the most promising programs in terms of impact were those that were less likely to be employed: these include social norms marketing (47%), bystander intervention training (34%), and small group social norms approaches (9%). With limited resources currently dedicated to prevention, campuses should be seeking to maximize their prevention efforts by focusing resources on evidence-based approaches.

In order to make the most of these limited resources, over 80% of campuses turn to students as peer educators. Peer education programs also play an important role in prevention: students may feel more comfortable talking with their peers about sensitive issues and peer educators may be able to reach and engage students in ways that faculty, administrators, or others outside their peer group might not. Such programs also offer valuable opportunities for students, providing experience in leadership, communication, research, program design, and social change.

EverFi found that 96% of schools provide incoming peer educators with training from campus professionals, with 68% conducting on-going training. However, the figures regarding the amount of training were far more sobering: nearly half of schools require less than ten hours of training, with almost one-third requiring only five hours or less. It would be difficult to imagine a scenario in which someone with ten hours of training would be appropriate for handling such sensitive work. In the case of students who are younger, less experienced, and likely more susceptible to their peers' influence than full-time professionals, the issue of training is even more poignant. It is fundamental, then, for training of peer educators to be more comprehensive in order for student-led approaches to be more of an asset than a liability for campus prevention efforts.

Finally, an online component to prevention programming should be considered. In light of the large and complex populations on today's campuses, including non-traditional students and distance learners, and the growing role of technology in education and student's lives, using online programs may help provide high-fidelity prevention education to the greatest number of students in a private, personalized, and trackable manner (often with built in evaluations and surveys for gathering data).

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VIII. Making Sense of It All: Seven Recommendations

Sexual assault prevention on college campuses is about creating a culture of respect, support, safety, and responsibility. Even in the most challenging circumstances, such a culture can be created by involving all campus and community stakeholders in coordinated prevention efforts based on known best practice.

EVERFI OFFERS SEVEN KEY RECOMMENDATIONS TO HELP INSTITUTIONS MAKE BREAKTHROUGH PROGRESS IN PREVENTION:

1. MAKE DATA COME TO LIFE

Data, of course, is only good if we have it and use it in a way that resonates with those we seek to influence. If we don't yet have the stats we need, it is time to go out and find them. It is important to remember, as well, that data points are not just numbers on a page: they are about individual people, their stories, beliefs, and fears. Finally, data can be supremely useful in allowing schools to answer questions and connect dots, overcome misperceptions and assumptions, and make the case for more resources.

2. MAKE IT EASY ON SURVIVORS

The goal is to create a culture where survivors feel supported, have options that are aligned with their needs, and find it easy to come forward. In practical terms, this means providing adequate and effective resources and reporting options, as well as finding ways to connect with hard-to-reach populations in our communities.

3. MAKE IT EASY ON FACULTY AND STAFF

More than 50% of employees at colleges and universities have been in their jobs for six or more years. When given a voice, and accessible guides and resources, they can both champion prevention efforts and model the culture these efforts seek to create.

4. MAKE EXPECTATIONS CLEAR

Expectations are not only about holding people accountable for their actions, but also about creating standards of excellence for faculty, staff, students, and institutions alike. In this sense, "being a good person" is not enough; what is required is a clear and demonstrable commitment from all students and prevention stakeholders to actively create safer, healthier campus communities, and holding others accountable for doing the same. For institutions and prevention professionals, this entails setting meaningful goals that are revisited regularly to assess progress.

5. MAKE PREVENTION EARLY AND ONGOING

The best time to begin sending positive messages about prevention is day one. In fact, online programs can help reach students, staff, and faculty before they even step foot on campus. Use the tools of the trade as an educational institution and turn your efforts into a curriculum that reaches students and employees repeatedly, building on knowledge and skills over time. For prevention professionals, remember that prevention is a process – commit to the long game but set up easy wins along the way.

6. MAKE SURE IT WORKS

Tailored and ongoing programming, based on sound research, data, and behavioral theory, sets your prevention efforts up for success. Don't be afraid to step outside of your programming comfort zone and seek out new approaches that may better address new and old challenges. Evaluate everything, and share your results widely.

7. MAKE STRONG LEADERS

It is abundantly clear that most college students have healthy attitudes towards sexuality and relationships, and seek to be part of the solution towards ending sexual assault. The focus of schools, then, should not be on preventing bad behavior per se, but rather promoting and potentiating the positive attitudes and expectations that already exist. Whether it's engaging key influencers on campus, properly training peer educators, or offering professional development for students and employees who are passionate about prevention, fostering leadership means creating opportunities for members of our community to shine.

Conclusion

Take a moment, close your eyes, and imagine a campus where students can develop deeply positive relationships with themselves and others, one where academic excellence can be pursued openly and free from fear, where all members of the community can grow and flourish. Think about all the ways that this powerful vision for the future aligns with the values and priorities of the students and colleagues you interact with every day. Tap into the tremendous potential of this unprecedented moment we're in. Now open your eyes, and let's get started.

Sources & Additional Resources

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⁶ Mengo, C., Black, B.M. (2015). Violence victimization on a college campus: Impact on GPA and school dropout. *Journal of College Student Research: Research, Theory & Practice*, 0(0), 1-15.

⁷ See United Educators (2015). Confronting campus sexual assault: An examination of higher education claims, and the White House Task Force to Protect Students from Sexual Assault's 2014 "Not Alone" Report

⁸ Three out of four presidents say sexual assault is not a problem for their campus. (2015, March 17). Retrieved January 15, 2016, from <https://www.eab.com/daily-briefing/2015/03/17/three-of-four-presidents-say-sexual-assault-is-not-a-problem>

Our mission in higher education is to drive lasting, large-scale change on critical wellness issues facing students, faculty, and staff.

We work with over 800 institutions to drive transformative impact on sexual assault, high-risk drinking, and financial education through evidence-based online programs, data, and advisory services.

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Learn More About EverFi and Sexual Assault Prevention Programs at EverFi.com/Haven

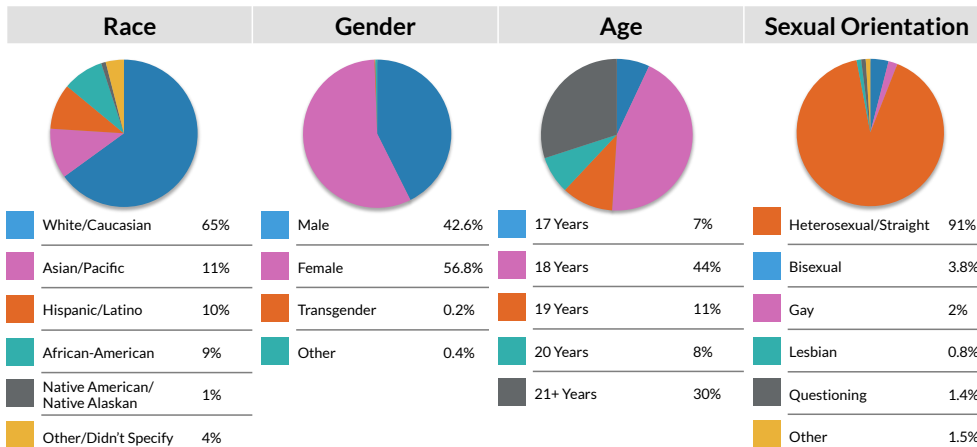
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Appendices

Appendix A

Data from Haven – Understanding Sexual Assault

n = 649,500 students



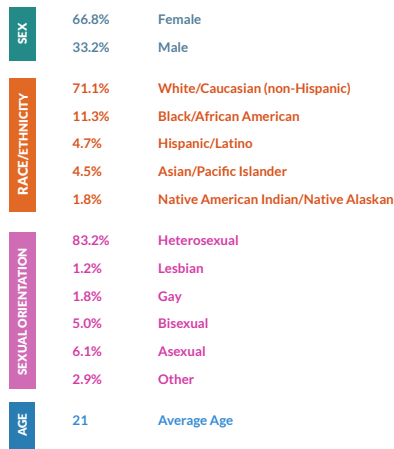
Demographic data drawn from ~650k students who completed Survey 1 of Haven in 2014-15 academic year

Appendix B

Data from EverFi's Climate Survey

n = 14,172 students

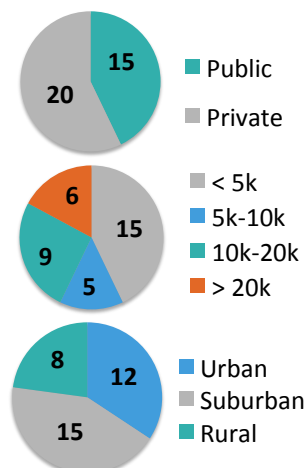
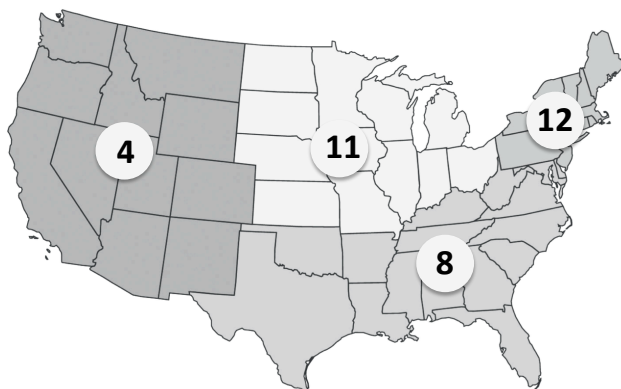
65 PARTICIPATING SCHOOLS



Appendix C

Data from EverFi's Sexual Assault Diagnostic Inventory

n = 35 campuses



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