2017 PREVENTION AND COMPLIANCE REPORT

National Benchmarking, Best Practices, and Trends in Technology

EVERFI

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Executive Summary

Prevention and Compliance Priorities

The number one priority among respondents for the upcoming year is meeting primary and ongoing Title IX and Clery Act training requirements. This is particularly true of community and technical colleges, while four-year institutions place greater importance on demonstrating impact and establishing a strategic plan for prevention.

Reasons for Using Online Training

#1 Content Quality

Respondents specifically mentioned valuing research-based course content, the comprehensive nature of a program, and the importance of using an online program that is regarded as best practice in the field.

#2 Scalability

This includes the ability to efficiently reach many students and employees and ensure that all receive standardized training.

Technology Highlights

Large institutions recognize the value in platform functionality to help pre-schedule and automate course deployment. These institutions that serve a large student and employee population are also eager to utilize system-wide platform integration to help smoothly deploy a growing number of prevention and compliance courses.

Valued Characteristics of Technology Providers

While respondents absolutely want to get what they paid for—a quality online training program—customer service is a game-changer in an institutions' satisfaction with their technology provider.

Primary and Ongoing Training

The overwhelming majority of respondents are using online courses to address primary training requirements for students and employees, but far fewer are utilizing online courses for ongoing training. Significant differences exist across four-year and two-year institutions.

Time Spent Administering Online Trainings

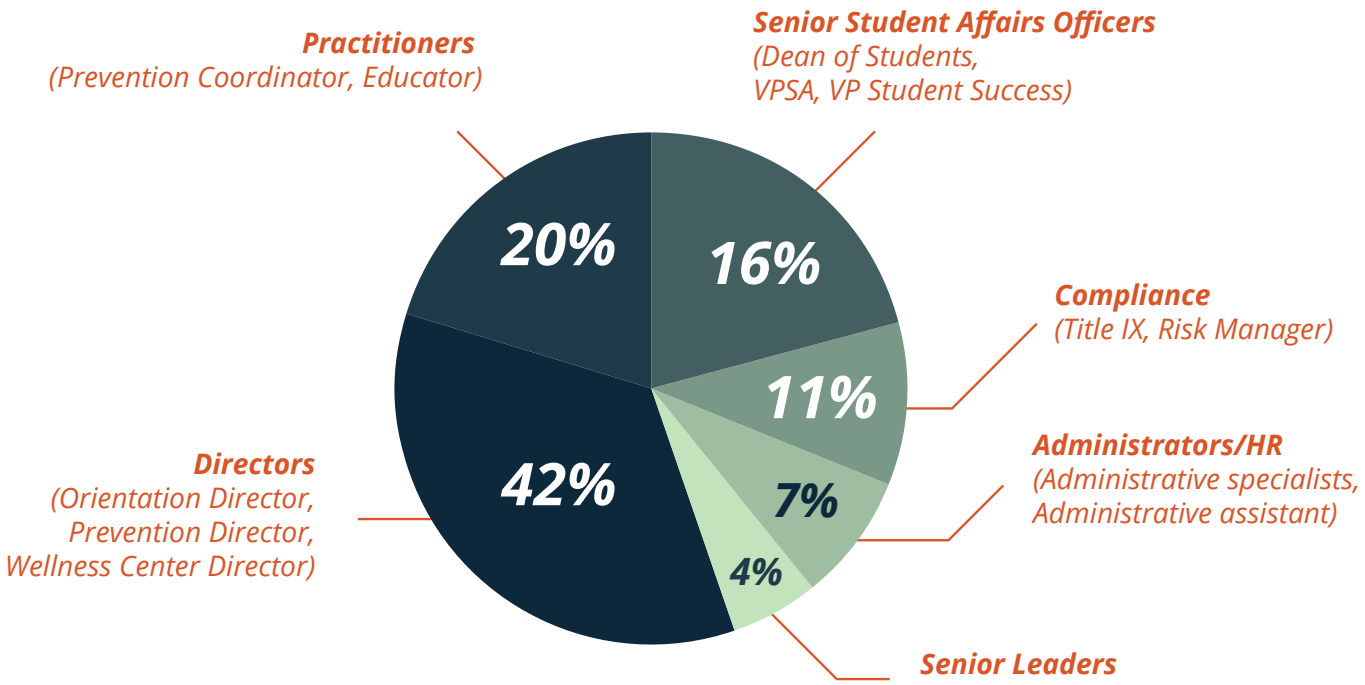
The majority of online course administrators are spending less than 4 hours per month on the training platform. Data reporting—including progress tracking and analyzing survey insights—is where administrators are spending most of their time.

The Future of Online Training

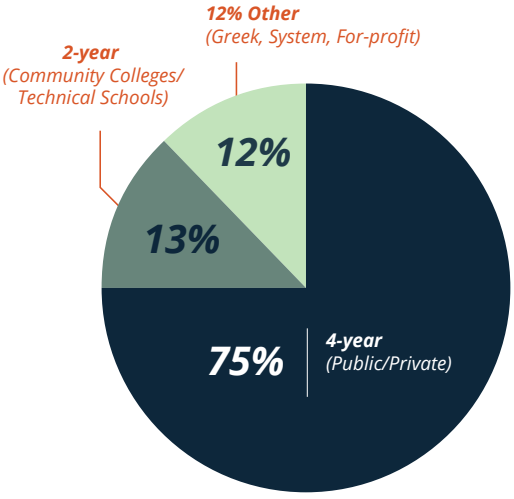
Digital training focused on mental health was a notable priority for both students and campus faculty and staff. Many respondents also expressed interest in student-facing bystander intervention boosters, and more in-depth employee training on responding to disclosures. Text reminders and mobile-based training rose to the top in terms of platform and product functionality.

Profile of Survey Respondents

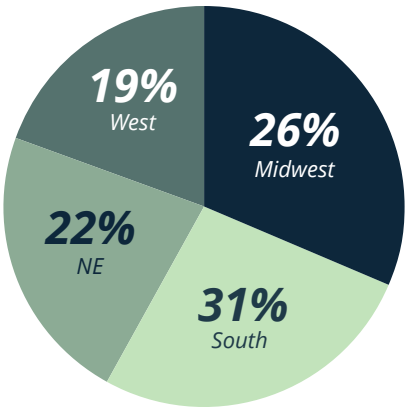
1,306 institutions received the survey. The survey response rate was 29% (374 institutions).



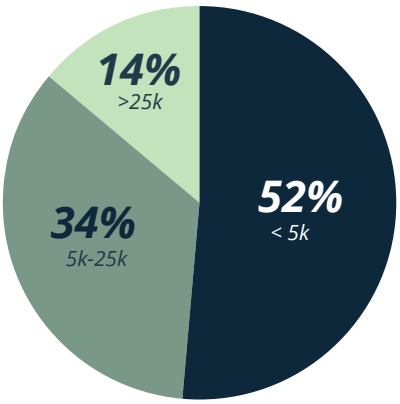
Roles



Type of School



Region



Institution Size

What are schools' prevention and compliance priorities for 2017?

Findings and analysis

Respondents were asked to select up to three prevention and compliance priorities for 2017. The top three priorities were:

#1 *Meeting primary and on-going Title IX and Clery Act training requirements over the next year (62%).*

#2 *Demonstrating the impact of prevention efforts (46%).*

#3 *Establishing a strategic plan for prevention efforts over the next year (31%) and focusing on wellness promotion and supporting healthy students (30%).*

Other priorities that received at least a quarter of responses include: creating greater institutional commitment to prevention/compliance issues, increasing the scope of training, greater understanding and application of best practices, and ensuring alignment with state and federal mandates.

Interestingly, very few institutions prioritized increasing their prevention or Title IX budgets. Based on data collected through EverFi's comprehensive Alcohol and Sexual Assault Diagnostic Inventory tools (ADI and SADI), on average, the number of dollars devoted to alcohol misuse prevention at an institution is $43,564, which translates into $7.36 per student. Despite the heightened focus on Title IX, significantly less funding is devoted to sexual assault prevention with an average budget of $20,343, which translates into $5.13 per student. The data also show that despite the fact that large schools dedicate larger budgets to sexual assault prevention, the difference is not substantial enough to compensate for the size of their student populations. The "per student" spending reflected in the sexual assault prevention budget of large institutions is shockingly low – $1.33/student compared to almost $8 per student at small schools.

Additional consideration should also be given to the potential synergistic effect of combining funding across the interrelated issues of student drinking and sexual assault.

The "per student" spending reflected in the sexual assault prevention budget of large institutions is shockingly low – $1.33/student compared to over $8 per student at small schools.

	Aggregate	*Small* *< than 5k*	*Medium* *5k – 25k*	*Large* *> than 25k*
Alcohol Misuse	$43,564 $7.36/student	$27,741 $11.42/student	$57,906 $4.72/student	$43,797 $1.53/student
Sexual Assault	$20,343 $5.13/student	$14,750 $7.97/student	$24,664 $1.96/student	$44,000 $1.33/student

Source: EverFi SADI = 60; EverFi ADI = 69

Size of Institution

While many prevention and compliance priorities are reported with similar rates across all school sizes (see list below), there appear to be certain distinctions between small, medium, and large institutions.

We do not see any major difference in how schools of varying size prioritize the following prevention and compliance initiatives:

46% Demonstrating impact of prevention efforts	***31%*** Establishing a strategic plan for prevention efforts	***30%*** Increasing focus on wellness and health promotion	***28%*** Greater institutional commitment	***25%*** Greater understanding and application of best practices
23% Increasing course completion rates	***19%*** Improving responses to victims of sexual/ relationship violence	***16%*** Assessing scope and nature of health/safety issues	***13%*** Reviewing and improving policies	***10%*** Centralizing Title IX training initiatives

Small schools place significantly more priority on:

75% *small*
64% *average*

Meeting primary and ongoing Title IX/Clery Act training requirements

32% *small*
26% *average*

Ensuring alignment with state and federal mandates

19% *small*
15% *average*

Launching or improving a prevention task force

10% *small*
7% *average*

Increasing Title IX budget

Medium schools place significantly more priority on:

32% *medium*
25% *average*

Increasing scope of training and outreach

29% *medium*
21% *average*

More staffing for prevention

Large schools place significantly more priority on:

21% *large*
11% *average*

Establishing meaningful partnerships with key stakeholders

25% *large*
11% *average*

Increasing prevention budget

25% *large*
11% *average*

Developing a new prevention program/campaign

25% *large*
14% *average*

Compliance with EDGAR Part 86

School type

Respondents from two-year community and technical colleges prioritize meeting primary and ongoing Title IX requirements, increasing course completion rates, and ensuring alignment with state and federal mandates more than their counterparts at four-year institutions. Four-year institutions place greater importance on demonstrating the impact of prevention efforts and establishing a strategic plan for prevention efforts over the next year.

National Greek organizations prioritize greater understanding of best practices, increasing course completion rates, increasing focus on wellness promotion, and assessing the scope and nature of health and safety for their organization (i.e., climate surveys).

What are the most important components of online training programs?

Findings and analysis

Respondents indicated that the most important elements of online training programs are alignment with research and best practice; meeting compliance requirements; and accessible technology that is easy to administer. The lowest expressed priority was access to a catalog of diverse courses and ongoing trainings.

Respondents ranked online training elements in this order:

#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 and accessibility of technology*

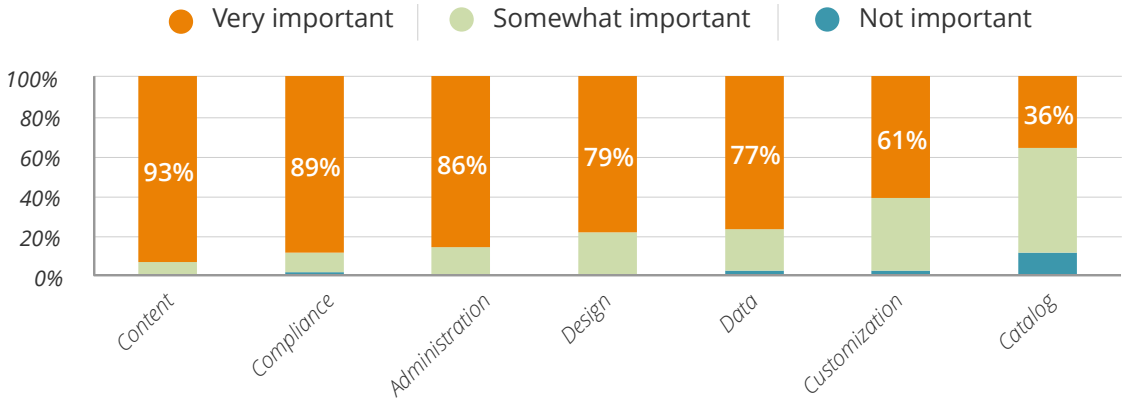
#4 | ***Design:*** *degree of engagement, interactivity, and variety in the user experience*

#5 | ***Data:*** *richness and usability of insights gleaned from course surveys/assessments*

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

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

Figure 1: **Importance of Elements of Online Training Programs**



With 93% of respondents prioritizing online training content that aligns with research and best practice, it is important that these courses are based on theory and evidence to inform training content. As research continues to emerge through the published literature and institutions contribute to new best practices, online programs must also advance accordingly. Similarly, as the definition of "best practice" evolves over time to keep up with new and emerging research, so too must an online training program.

Respondents also place high importance (89% very important) on training programs that help meet compliance requirements by aligning with state and federal laws.

As research continues to emerge through the published literature and institutions contribute to new best practices, online programs must also advance accordingly.

Collecting and analyzing data is a critical step on the path to being in compliance.

Respondents also place high importance (89% very important) on training programs that help meet compliance requirements by aligning with state and federal laws. All institutions are required to have "primary prevention and awareness programs" in place for all incoming students and employees, as well as "ongoing prevention and awareness campaigns" according to the Clery Act, so it is not surprising that institutions are focused on meeting this legislative mandate. As the state and federal landscape inevitably shifts over time, it is important that primary and ongoing programs keep training content current and compliant.

While the importance of data appears to resonate with the majority of institutions, about 20% are still not bought into the necessity and value of using data to inform and improve prevention and compliance work. The Clery Act amendments actually require institutions to use programs that are assessed for impact. Thus, collecting and analyzing data is a critical step on the path to being in compliance. Without data, how can administrators assess the effectiveness of prevention programs, initiatives, and services, or identify areas for improvement?

In addition, using data to measure progress over time and the impact of prevention efforts on students, employees, and the broader campus climate is part of a comprehensive, best practice approach. Insights from data collected through online training can also help inform additional prevention and compliance strategies in place at an institution, ultimately highlighting unique community strengths and identifying areas for further focus. Taking a data-driven approach to prevention and compliance initiatives is cost-effective because schools are able to ensure that resources are targeting specific, identified needs.

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Having access to a course catalog was rated as "very important" by only 36% of respondents. This is surprising given that nearly all institutions believe that meeting compliance standards is very important. Providing incoming students, staff, and faculty with an education and training program is clearly mandated, but continuing students and employees must also be reached through ongoing education and training during the year and over time. Having access to an online training catalog that provides primary and ongoing education across a range of key topics for all students, faculty, and staff goes hand in hand with ensuring an institution is meeting the requirements from Title IX, the Clery Act, and other legislative training mandates.

Size of Institution

PRIORITY: Customization of Program

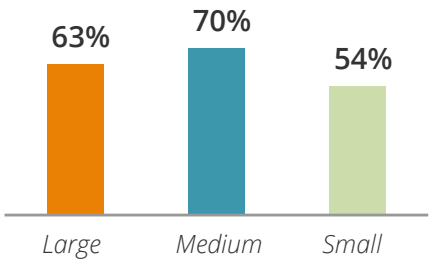

Figure 2: Customization Reported as Very Important

Mid-size schools place significantly more importance on customization compared to small schools (70% very important vs. 54%).

PRIORITY: Meets Title IX and Clery Requirements

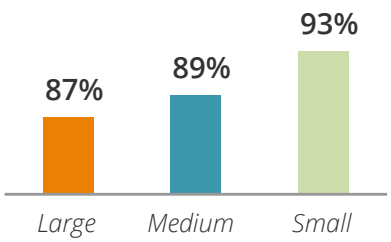

Figure 3: Compliance Reported as Very Important

Small schools place the most importance on compliance (93%) compared to large (87%) and medium (89%) schools.

There is an important need for institutions to ensure collaboration and alignment between prevention and compliance professionals.

Role

Significantly more Senior Student Affairs Officers (98%) believe that it is very important for online training programs to be in compliance with state and federal laws, compared to those in Director roles like the Orientation Director, Prevention Director, and Wellness Center Director.

Significantly more Practitioners believe that alignment with best practice and research is very important (98%) compared to those in a Compliance role (86%)

Significantly more Practitioners believe that alignment with best practice and research is very important (98%) compared to those in a Compliance role (86%). This highlights an important need for institutions to ensure collaboration and alignment between prevention and compliance professionals.

Significantly more respondents in Practitioner (84%) and Director (83%) roles believe that data and the usability of insights gleaned are very important compared to Senior Leaders (40%). This is a noteworthy insight given the Clery language that indicates programming should be "informed by evidence and assessed for impact." Senior Leaders also differ from other roles in that they place significantly less importance on design of a course (50% very important, compared to about 80% of all other roles).

School type

Significantly more 4-year institutions believe that training insights and impact data are very important (78%) compared to 2-year institutions (63%).

Why do institutions use online training and what do they value in a technology provider?

Findings and analysis

There are two distinctly valuable aspects of the working relationship between an institution and a technology provider. First, there is the quality of the online program, including the evidence-base of the course content. The survey data also highlight another piece that institutions value – customer service.

Most valuable part of working with a technology company

#1	*Customer service and staff*	#2	*Quality of prevention content*
#3	*Course admin, deployment and tracking*	#4	*Thought leadership and credibility*
#5	*Course data*	#6	*Course design and engagement*

Primary reason for using online training programs

#1	*Quality of prevention content*	#2	*Scalability*
#3	*Compliance and legislation*	#4	*Course admin, deployment, and tracking*
#5	*Course data*	#6	*Course design and engagement*

When respondents were asked about the most important and valuable aspects of working with a technology company, they reported that customer service is the most important and most valuable part. Evidence-based course content and programs that are easy to implement are the next most important elements a technology provider can offer. Respondents report the least value in the actual administering, deployment, and tracking of the course.

Interestingly, when institutions were asked a slightly different question, "What are your primary reasons for utilizing online training programs as part of the prevention/ compliance strategy at your institution?", the quality of the prevention content was the number one reported reason, while customer service did not make the list. The second and third most reported reasons for using online education programs are related to the scalability of online programs and the ability to meet compliance mandates. The top three reasons for use were the same for all institution sizes, respondent's role, and school type; however, there were some differences between different demographic categories for reasons that were not in the top three, which are described below.

Size of Institution

The collection and availability of course data was the fifth-most reported reason for using online training programs across all school sizes, but medium-sized institutions appear to place more value on course data, reporting it as the third most important reason for using online training program, significantly more than small or large schools.

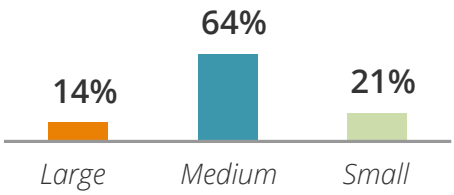

Figure 4: Course Data Reported as Primary Reason for Using Online Course

School size distribution among institutions reporting course data as primary reason for using online program

Respondents who have a compliance role were significantly more likely to report scalability as their primary reason (27%) for using online programs

Role

Respondents who have a compliance role were significantly more likely to report scalability as their primary reason (27%) for using online programs compared to the average across other roles (16%).

School type

Four-year institutions were significantly more likely to list the quality of prevention content (23%) as the primary reason for using online programming compared to two-year institutions (6%).

How are schools deploying online training programs?

Training topics

The primary and ongoing student training topics include alcohol misuse and sexual assault prevention. The primary faculty and staff training topics include sexual assault training, harassment and discrimination, health and safety, and data security and privacy courses. Ongoing faculty and staff trainings include Title IX and Clery Act courses.

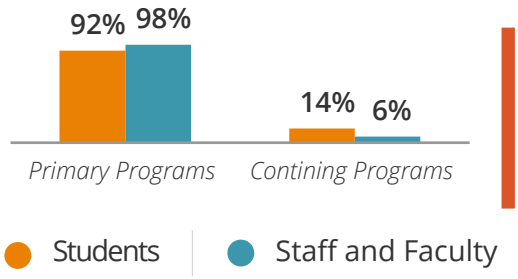

Figure 5: Use of Primary and Continuing Online Education Programs

Primary programs used by nearly all schools

Many institutions are missing the opportunity to reach all students and staff through continuing online education.

Online programs are used extensively for primary student, faculty, and staff education, but many institutions are missing the opportunity to reach all students and staff through continuing online education. The federal Clery Act amendments, which are enforced by the Department of Education, require colleges and universities to demonstrate a good faith effort to not only offer primary prevention training for incoming students and employees, but also ongoing training with programming, initiatives, and strategies that are sustained over time for students and employees.

At least one primary student training is used by 92% of respondents, but with only 14% of respondents indicating their institution provides ongoing online programming for students, there exists a stark difference between primary and ongoing education.

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At least one primary faculty and staff programs is used by 98% of schools, while only 6% of schools are using continuing education programs for faculty and staff. The most widely used primary faculty and staff training focuses on sexual assault. The top seven online primary education programs for faculty and staff include content that covers:

- #1 *Sexual assault training*
- #2 *Harassment prevention training*
- #3 *FERPA basics*
- #4 *Clery Act basics*
- #5 *Diversity*
- #6 *Data security and privacy*
- #7 *Bullying in the workplace*

There is a statistically significant difference between four-year institutions versus community and technical colleges in utilization rates of online training for primary education with students (98% and 87%, respectively). While nearly all respondents from four-year institutions are using online training for primary education, there is a great opportunity for all schools to utilize online training for ongoing education. Four-year institutions have nearly three times greater usage of ongoing online training compared to community and technical colleges (17% and 6%, respectively). Ongoing education sustains the impact of primary education when it is a frequent and consistent part of the student and employee experience at the institution.

Time spent administering online trainings

Findings:

Almost three-quarters (71%) of online training administrators spend less than four hours per month administering or accessing data from their institutions' online training programs.

Most respondents (45%) spend one to four hours in the online training platform administering training or accessing data. About a quarter (26%) spend less than on hour per month in the training platform while about one-third (30%) spend more than four hours per month.

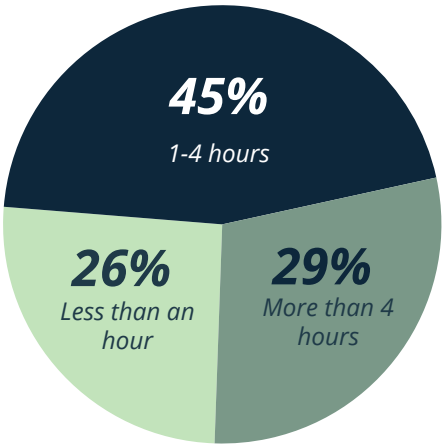


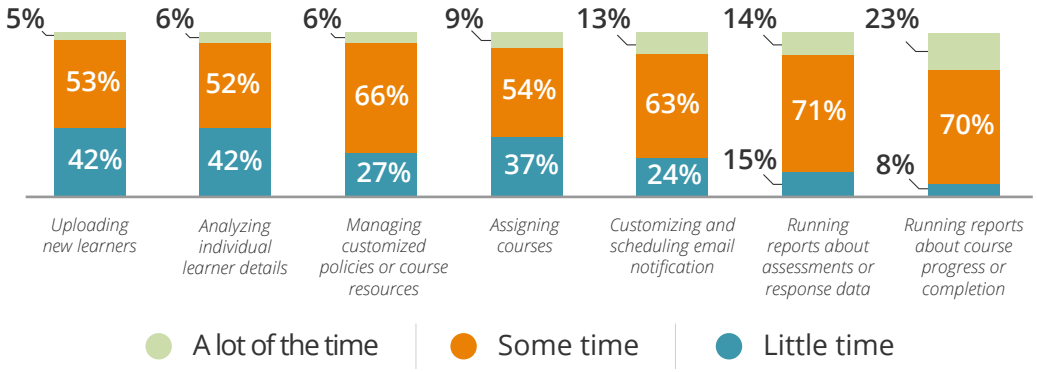
Figure 6: Adminstrator Time Spent in Training Platform

The most amount of time is typically spent on running reports, either to gauge course progress or to analyze survey response data.

Online technology can save administrators countless hours when used effectively.

Online technology can save administrators countless hours when used effectively. The most amount of time is typically spent on running reports, either to gauge course progress or to analyze survey response data. Administrators implementing the online programs spend far less time on tasks like uploading new learners into the course.

Figure 7: Time Spent on Activities in Training Platform



The efficiency created through using online training can help administrators focus on meeting other key compliance requirements.

Analysis:
Online trainings have become an invaluable prevention approach used by many institutions. They assist institutions in meeting Clery Act and Title IX mandates that require institutions to provide programs to all incoming students, staff, and faculty including transfer, graduate, and non-traditional student populations, like online students. Providing education to such diverse populations at scale is made possible by online programs because of their ability to deliver population-level training.

Providing education to such diverse populations at scale is made possible by online programs because of their ability to deliver population-level training.

The efficiency created through using online training can help administrators focus on meeting other key compliance requirements. In order for prevention initiatives to have a meaningful impact, they must reflect the students' own experiences, values, and interests. To create programming that produces lasting change, institutions must collect data on their student's knowledge, attitudes, and behaviors and use this information to tailor programs accordingly. By using data collected through online training, prevention-related initiatives can be even more targeted and impactful.

> ***By using data collected through online training, prevention-related initiatives can be even more targeted and impactful.***

It is encouraging that the results above show course administrators spending quite a bit of time running reports about assessment and response data. Data is only good if we have access to it and use it in a meaningful way.

What does the future hold for online trainings?

Student training

Findings:

Looking beyond sexual assault prevention and alcohol misuse training, the top four training topics that respondents expressed interest in for students are:

#1 | *Bystander intervention boosters*

#2 | *Mental health/wellness*

#3 | *Diversity, inclusion, and civility*

#4 | *Marijuana and other drugs*

Analysis:

Location and size of institution

Institutions located in the Northeast region show significantly more interest in a marijuana and other drug training compared to other regions of the United States. Large and medium size schools also show more interest in marijuana and other drug use prevention compared to small schools.

Institutions located in the Western region of the country are significantly more interested on training that covers diversity, inclusion, and civility compared to institutions in the Northeast region. Large and small schools also show more interest in this type of training compared to medium size schools.

Schools located in the Midwest express significantly more interest in a sexual assault primer for international students compared to institutions in the South.

School type

Four-year institutions are more interested in a program on the following topics: marijuana and other drugs, hosting safe parties, and supporting students in recovery. Meanwhile, technical and community colleges are more interested in a bystander intervention booster and an active shooter training.

Employee training

Findings:

The top four areas of interest for employee training:

#1 | *Mental health and wellness*

#2 | *Responding to disclosures*

#3 | *Training for responsible employees*

#4 | *Supporting campus prevention efforts*

Analysis:
While there were no statistically significant differences by region of the country, there were some interesting distinctions. Over half of respondents in the Northeast region showed an interest in an employee mental health and wellness training compared to the average of 40% among other regions.

Institutions in the Midwest expressed a significant interest in specific training for coaches and athletic administrators. Interestingly, the majority of institutions in the South didn't cite this same priority despite the traditional emphasis on college football in this region. Given the role of student athletes as leaders on campus, the critical influence of coaches, and the challenges some schools express in gaining buy-in from athletics, the importance of tailored strategies for this population cannot be overstated.

Platform and product functionalities

The most requested platform functionalities included: text reminders, mobile-based trainings, and event-based course assignments. Institutions with a large student body expressed more interest in pre-scheduled and automated course assignments to help manage the large student load more efficiently.

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What's Next?
EverFi is committed to sharing insights and helping to keep the prevention field current and in line with best practice. We will be releasing the results of this survey on an annual basis and sharing year-over-year trends with the field.

ABOUT EVERFI

Our mission in higher education is to drive lasting, large-scale change on critical wellness and safety issues facing students, faculty, and staff. We work with over 1,300 institutions to drive transformative impact on complex challenges including sexual assault and high-risk drinking through evidence-based online trainings, data, and thought-leading research.

We also help institutions comply with Title IX, the Clery Act, DFSCA, and other state and federal regulations by providing best-in-class, research-based, population-level online learning programs for students, faculty, and staff. Our programs are built in collaboration with partner institutions and leading prevention and legal experts to ensure they are effective, compliant, and tailored to meet the unique needs of campuses nationwide.

Learn more about EverFi at

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