



Education
Advisory
Board

Student Affairs Forum

Beyond Orientation

New Approaches to Sexual Violence
Prevention Programming



Student Affairs Forum

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Moving Beyond Orientation

Responding to National Attention While Educating and Supporting Students

Following the 2011 release of the “Dear Colleague” letter from the Department of Education’s Office for Civil Rights, higher education institutions in the United States have been besieged with federal and state legislation, intense media scrutiny, and mounting pressure to prevent and respond to sexual violence on campus. However, the issue of sexual violence on college campuses is not new. For decades, sexual health advocates and experts have been dedicated to education initiatives and supporting survivors of sexual violence. The recent flurry of activity has intensified the attention and scrutiny on these issues, pushing institutions to enhance and step up their responses to sexual violence on campus.



Increased Federal Action in the U.S.

- April 4, 2011 – Department of Education releases the “Dear Colleague” Letter
- June 19, 2014 – Department of Education announces changes to the Clery Act to address sexual assault
- Increasing number of institutions under investigation by the Department of Education’s Office for Civil Rights
- Expected bipartisan legislation, the Campus Accountability and Safety Act, will include new requirements for colleges and universities

Heightened Media Scrutiny



Colleges Are Breaking the Law on Sex Crimes



The Start of School Is Not the Only Risky Time for Campus Rape



College Sexual Assault: A Campus-by-Campus Report Card

In Canada, the issue of gender-based violence has also been gaining momentum. High profile media stories featuring Canadian students and institutions have increased the pressure on Canadian colleges and universities to respond. Forum conversations with Canadian institutions revealed that many administrators are looking to the United States for best practices in this terrain because they feel that the U.S. is ahead of the curve in tackling these issues within higher education.

Driven by recent U.S. legislation, current prevention efforts focus on pre-arrival and the beginning of the first year. Specifically, institutions are flocking to online education modules, orientation programming, and peer-led workshops, among other programs. While there are ample one-time events for students to participate in after their initial experiences at orientation, little thought is given to how to reach students with consistent messaging and programming throughout their time on campus.

This is not because practitioners and prevention education experts fail to recognize the importance of long-term programming structured around concrete learning outcomes. In fact, many experts and practitioners outline a strong vision of prevention work that creates a consistent presence across a student’s time on campus. However, after an exhaustive literature review and more than 60 research interviews, the Forum has concluded that an ideal model of prevention education has yet to be implemented on a college campus. Forum interviews highlighted key implementation barriers, including resource and time constraints. In addition, the dearth of research and assessment on comprehensive intervention strategies make it difficult to identify proven strategies to change students’ attitudes and behaviors toward sexual violence.

While no institution has yet implemented an ideal version of strategic prevention education, Forum research uncovered several promising practices worthy of members’ attention. This white paper first reviews the current landscape of prevention education programming on campus and then highlights innovative education practices designed to impact students beyond orientation and the first year.

1 | The Current Landscape of Prevention Education

2 | Promising Practices in Prevention Education

The Current Landscape of Prevention Education

Maximizing the Impact of Existing Programs on Campus

This section describes the current landscape of prevention education programming, specifically focusing on online education programs, orientation programming, peer education programs, and other one-time events. This section also provides recommendations for members to strengthen their current programming efforts.

Online Education Programs

New U.S. federal regulations, including new guidance from the Department of Education and updates to Title IX and the Clery Act, require all institutions receiving federal funding to provide sexual violence prevention programming to new students and ongoing education to all students. Faced with the daunting task of scaling programming to reach the entire student population, colleges are increasingly turning to online solutions. Online trainings are usually targeted at new and incoming students who are required to complete the training a couple of weeks before or after they arrive on campus. When considering an online training, institutions can contract with an outside developer to design and manage the program or develop the program in-house. Forum research highlighted key benefits and drawbacks to consider in the decision-making process.

Weighing the Benefits and Drawbacks of Online Options

	Key Benefits	Potential Drawbacks
Vendor-Based Online Program	Developer will: <ul style="list-style-type: none">▪ develop and update content▪ administer the program▪ address technical issues▪ collect assessment data	<ul style="list-style-type: none">▪ Can be costly▪ Inflexible timelines and terms▪ Content not easily customized and may not resonate with the student population
In-House Online Program	<ul style="list-style-type: none">▪ Customizable content▪ Ability to feature actual students from the school▪ Control over delivery▪ Low maintenance costs	<ul style="list-style-type: none">▪ High upfront costs and time commitment▪ Ongoing commitment required to update content▪ Need to address technical issues

Vendor-Based Program

Contracting with a vendor can be appealing because of its convenience. Typically, the vendor will design and update the content, administer the module, track students as they complete the module, and collect assessment data. Using a vendor can make the process of annually administering an online module to a large population of students easier for a campus with limited staff time and resources.

One of the most popular technology-based trainings is Haven, from EverFi. Similar to EverFi's leading online alcohol abuse prevention program, AlcoholEdu, Haven provides key sexual assault definitions and statistics, personalized content and decision-making pathways, and bystander skill- and confidence-building strategies centered on real-life scenarios that may be challenging or confusing, particularly for first year students. In 2014, about 330,000 students completed the Haven module. As more and more campuses utilize Haven as part of their compliance efforts in the 2014-15 academic year, EverFi estimates that 500,000-600,000 students will complete the training at over 500 campuses nationwide.

In-House Online Program

While many universities are looking to partner with a vendor, some institutions have decided to develop their own online program. For example, after using a vendor-based product for three years, University of Wisconsin-Madison (UW-Madison) students provided feedback that they wanted their online program to better represent the UW-Madison experience. As a result, they developed their own program in 2012, *Tonight*, which includes information about sexual assault and consent, bystander intervention strategies, advocacy and support services, victim rights, and reporting options. The training portrays real life situations that UW-Madison students may encounter.

After updating the program with information about specific campus policies and services per the 2013 VAWA re-authorization, *Tonight* takes 90-minutes to complete. *Tonight* has been required for undergraduate first year and transfer students since 2013, and about 7,200 students participate each year.

Forum research contacts at UW-Madison revealed that at least 3 staff members spent over 6 months working full-time to develop *Tonight*. The development team extensively researched best practices in sexual assault and dating violence prevention and conducted focus groups with students to inform the content of the training. Actors were hired to portray UW-Madison students and a training software platform was purchased for about \$3,000. In total, the initial development cost for the *Tonight* prevention program cost approximately \$55,000 plus staff time.

While the program is tailored to the institution's unique characteristics, it required a significant investment of resources and staff time to develop and maintain. Beyond the costs to develop the online module and its content, the university also encountered other expenses, including program updates, web hosting services, in-kind technical assistance, and campus software integration services. For example, the school had to design an interface between the program and the student record management system so holds could be lifted automatically and immediately as soon as students completed the required training program as well as its alcohol prevention counterpart program. A link to view the program is available at www.uhs.wisc.edu/tonight

Prevention Education at Orientation

In addition to online programs, Forum research revealed that most institutions are also providing in-person sexual violence prevention training to new students and their parents during orientation. Prospective students and their parents are increasingly asking about sexual violence and campus safety throughout the admissions process and information presented at orientation helps address their concerns.



Rising Concerns

29% Of surveyed admissions officers report an increase in questions by applicants and their parents about the issue of sexual assault and campus safety

Source: Kaplan Test Prep's 2014 College Admissions Officers Survey

Most institutions the Forum spoke with either invite an external speaker to orientation or have students attend a more general wellness-focused session that includes sexual violence resources and support. The content is typically focused on the institution's sexual misconduct policy, the definition of consent, how to report an incident, and available campus resources. However, this critical content often gets lost in the information overload of orientation, sandwiched between a multitude of other topics such as where to find the bookstore and how to get a student ID. As a result, the message of sexual violence prevention is often diluted and does not stick with students beyond the first few weeks.

Forum conversations revealed that effective orientation programs lay a broad foundation of knowledge and skills that students can build on by engaging in other prevention education opportunities throughout their time on campus. Orientation programming can set the tone for how a student will make decisions about their sexual activity, intervene in risky situations, and contribute to a safe and welcoming campus culture. However, orientation programs are only a starting point to an institution's sustained work engaging students in prevention education opportunities.



Making the Most of Your Time at Orientation

- Review procedures, rights, and responsibilities with both students and their families
- Discuss available campus, community, and national resources
- Equip students with key skills, like bystander intervention techniques
- Provide multiple modes for learning, including small group discussions, interactive activities, and peer-led Q&A sessions
- Lay the foundation for future engagement

Expanding the Reach of Prevention Education with Peer Educators

Many institutions rely on peer educators to scale the reach of prevention efforts. These student volunteers are passionate about ending sexual violence on campus and are familiar with the challenges and struggles that students may encounter. As a result, peer educators often connect with students in a way that school staff and administrators cannot.



Expanding the Reach of Prevention Education

46

VPEs at the University of Minnesota, Twin Cities during the 2013-14 academic year

8,670

Students were reached by VPE in-person workshops during the 2013-14 academic year, up from only 3,000 students the year prior

As trusted individuals on campus, peer educators often receive disclosures of sexual violence from students. However, most peer education programs do not provide sufficient training to ensure that students know how to appropriately respond to and report a disclosure.

Progressive institutions are enhancing their peer education programs, arming the participants with more information and resources. For example, the University Minnesota, Twin Cities offers a strong peer prevention education program called the Violence Prevention Educators (VPE) program. The program has been in existence since 2000 and is managed by a full-time prevention education coordinator.

In order to become a Violence Prevention Educator, students must participate in more than 40 hours of initial training focused on social justice and the history of sexual violence, as well as developing active listening and crisis counseling skills. Through their training VPEs become certified as sexual violence crisis counselors and are authorized to be confidential reports for students disclosing instances of sexual violence. VPEs also give presentations to their college peers on the issues of sexual assault, relationship violence, stalking, and other related topics.

After the initial training, VPEs meet regularly for ongoing education, which includes skill building sessions and speakers who talk about sexual violence among students of color, students with disabilities, and LGBTQ students. Prior to independently presenting prevention programming to a student audience, VPEs attend several practice sessions and are accompanied by an experienced presenter to their first few sessions.

While there is a large upfront investment in terms of training and staff time required, the VPE program significantly expands the reach of prevention education efforts at the University of Minnesota, Twin Cities. In addition to saving staff time and money, the extensive training provided to VPEs allows these students to be effective sexual violence advocates and role models within the broader campus community.



Key Considerations for a Successful Peer Education Program

- Employ a rigorous and targeted selection process to ensure a diverse team
- Require an intensive initial training that prepares peer educators to receive disclosures
- Offer continued support and training opportunities
- Provide constructive and consistent feedback

A Wide Assortment of Ongoing Prevention Education Efforts

Beyond orientation, ongoing sexual violence education mostly consists of standalone programs and events dedicated to raising awareness about sexual violence on campus. Forum research uncovered countless examples of ongoing efforts – everything from external speakers to events like Take Back the Night marches, the Vagina Monologues, SlutWalks, and month-long targeted awareness campaigns. While the lasting impact of one-off programs on students is unknown, they do play an important role in keeping the campus community engaged in prevention education efforts.

Independent consultant and sexual assault expert Alan Berkowitz reinforced this idea when he shared his belief that while one-off programs and services alone do not constitute a robust ongoing campus presence, they can be an effective and important piece of the larger framework. Berkowitz suggests that institutions that utilize standalone programs work to integrate them into a more comprehensive prevention effort and ensure that their content and message is consistent with overall institutional sexual violence prevention goals. As a result, all programs will serve to reinforce and advance messages that are capable of transforming the campus culture.

While Forum research uncovered many exciting and innovative ongoing prevention program ideas, very few of these programs were tied to a larger strategic framework, as Berkowitz recommends, which represents the crucial next step for colleges and universities: determining how to structure programming and one-off events to maximize their effectiveness as prevention education efforts.

Road Map

1 | The Current Landscape of Prevention Education

2 | Promising Practices in Prevention Education

Promising Practices in Prevention Education

Changing the Campus Climate Through Ongoing Education

To meaningfully change the campus climate, institutions must build a robust framework of training and awareness efforts that are progressive, multi-modal, multi-dose, and tailored to fit students' needs.

In order to build this framework, progressive institutions are beginning to lay the foundation for a comprehensive education model that spans a student's time on campus. Such a model can empower the student population to actively and aggressively take a stand against sexual violence on campus and empower other students to make healthy choices when engaging in sexual activity.

The Forum recommends that members explore the following practices with an eye to initiatives that complement their current prevention programming. These practices can be integrated as part of an institution's comprehensive, ongoing effort to create and sustain change on campus.

National Campaign, Local Impact

In September 2014, the White House launched the *It's On Us* campaign to rally institutions around a national response to sexual violence on campus. The national campaign is working with institutional partners to ensure that college students have the knowledge and skills necessary to recognize and intervene in situations of sexual violence and to create a safer campus environment. In November 2014, as part of the first-ever National Week of Action, over 40 institutions hosted more than 130 events dedicated to raising awareness about sexual violence on campus.



Influencing the Campus Culture

"Almost every day, I hear someone talking about the campaign or I see posters and signs promoting it on campus, and that much exposure gains attention and sparks conversation. It is comforting to know that my school is taking appropriate actions to build a safer community for everyone and to prevent these crimes from happening."

Hannah Strohmeier
Student at The George Washington University

The George Washington University (GWU) was one of the institutions that participated in the 2014 National Week of Action and has been a strong supporter of the *It's On Us* campaign. GWU students have embraced the movement, with a diverse group of campus leaders releasing a series of call-to-action videos on YouTube, and other student advocates hosting events on campus coordinated with the *It's On Us* campaign.

Forum research surfaced that many institutions are using marketing campaigns as a way to keep the issue of sexual violence top-of-mind for students throughout the year. While many institutions have developed

independent campaigns, the Forum finds the *It's On Us* campaign to be particularly compelling because of its national attention and broad appeal (the campaign features well-known figures in entertainment, making it popular with students). In its first six months, an impressive number of organizations have pledged to stop sexual violence, activists have rallied behind the campaign, and an ever-growing community of higher education institutions have signed on to the movement. Combined with its extensive support from the federal government, the *It's On Us* campaign offers gravitas and an opportunity to build a national community of individuals and organizations dedicated to making campuses safer for all students.

The Forum recommends that institutions continue to explore and implement programming options that complement broader efforts like the *It's On Us* campaign. The following practices can be used to strengthen the messaging of the *It's On Us* campaign.

First Year Choice Program

Most prevention educators assume that students come to college with very limited knowledge about sexual violence and healthy relationships. As a result, the content in mandatory trainings is usually focused on the basics. While this might be the case for some students, it overlooks that other students may already be well-informed on these topics, and thus unengaged with the trainings.

The University of California-Merced has taken a unique approach to mandatory prevention education, allowing students to select a prevention workshop to attend from a list of topics. This approach empowers students to choose the workshop that best suits their interests, knowledge, and skill level.

Students can choose from about a dozen individual workshops offered across 30 sessions. Options include workshops focused on developing effective bystander behaviors, identifying and stopping stalking, drilling into gender-based media stereotypes, and understanding how technology can play an unhealthy role in relationships. At the beginning of all the workshops, prevention educators share the same 10-minute core message with information about sexual violence and available resources on campus. This unified core message ensures that all students receive critical content in addition to the specialized material.

Typically, about 98-99% of UC-Merced's 1,600 incoming students attend an in-person session. Students are required to swipe into the workshop with their student ID cards, and if a student does not attend a workshop, they receive an email from the campus chief of police reminding them of the requirement.



Promising Outcomes

88% Of students report learning to recognize signs of violence

88% Of students report learning how to respond to violence

81% Of students report learning a lot about available resources

76% Of students report learning how to change rape culture

Key to the success of UC-Merced's prevention program is that the responsibility of implementing the workshops is distributed across campus, relieving the burden typically placed on overloaded prevention educators. Offices, such as the counseling center and the health promotion office, apply to host a workshop on a topic related to sexual violence prevention education. A committee of campus constituents, coordinated by the Violence Prevention Program Office, evaluates the applications to determine if the workshop meets the four learning outcomes set for all prevention education work at UC-Merced: *recognizing sexual assault, responding safely, referring to appropriate resources, and changing rape culture.*

UC-Merced's approach to prevention programming in the first year has been very successful. The program coordinator partnered with a faculty member in public health and a team of undergraduate students to evaluate pre- and post-workshop survey data. In 2013, the

research team found that nearly 99% of all survey respondents reported gaining information from the workshop and over 75% indicated that they learned "a lot."

While UC-Merced requires students to attend the workshops during the first semester, the Forum recommends this program for the second semester of the first year experience or even beyond. In the first semester, it is most critical that students gain fundamental knowledge, such as understanding consent and the school's sexual misconduct policies, procedures, and practices. After building a strong foundation of knowledge, the choice model allows students to identify what they are most interested in learning about in their second semester or beyond.

Integrating Prevention Education into the Curriculum

While a prevention workshop builds students' basic knowledge and skills, some experts expressed a strong interest in offering (or even requiring) a wellness-focused course that would span an entire semester or academic year. Some institutions are moving in this direction by including information about sexual violence and campus resources in class syllabi and student-delivered class announcements. A handful of institutions, including Yale, now require all second-year students to attend a mandatory workshop on bystander intervention skills. Forum research demonstrated, however, that these institutions are outliers as this type of curricular inclusion or mandatory upperclassman requirement is difficult to implement because of the significant institutional commitment required.

Exploring the Curricular Terrain with a Certificate Program

The Forum sees certificate programs as a more viable and scalable approach to ongoing student education. In 2013-14, Rutgers University piloted an optional certificate program in bystander education for students on campus. In five to seven sessions, students complete interactive, discussion-based workshops and are immersed in skill-building exercises and analyzing scenarios. A form of this program has been evaluated by the Centers for Disease Control and Prevention.

About 40-50 Rutgers students completed the certificate program in its pilot year. Students who are part of leadership groups, like fraternities and sororities, are able to get a donation for their organization's philanthropic efforts by participating in the certificate program. Others, including student athletes and residence life staff are also engaged in this program. Graduate students in the College Student Affairs (CSA) M.Ed. program also complete the bystander intervention program as part of a class for graduate credit. Forum interviewees expect that the bystander certificate program will continue to grow in the coming year as word about the program spreads across campus.

Students who complete the program are rewarded with a certificate of completion and those who are in the CSA program get course credit that is reflected on their transcript. Participants noted that this was an important professional competency for their post-graduate goals and have praised the high-quality program.

An Enhanced Focus on Special Populations

Diverse student populations may experience the issue of sexual violence on campus differently than their peers and require targeted support and prevention education efforts that address their unique needs. Below, the Forum highlights promising approaches to reach three special populations – Greek, LGBTQ, and international students.

Institutions typically offer a standard set of mandatory programs to all students, regardless of their identities. Specialized programming for particular student groups is often left to designated offices across campus and to professionals who may not have the expertise to offer specialized support with regards to sexual violence. However, building an institutional relationship with special populations of students is a key part of ongoing, robust sexual violence prevention and response. Forum research reiterated the importance of focusing on these student segments and the practices profiled here represent promising strategies for institutions to consider in effectively reaching these populations.

Greek Students

The University of California-Irvine (UC-Irvine) has built an innovative program that promotes sustained prevention of sexual assault, dating and domestic violence, and stalking known as The Violence Intervention and Prevention (VIP) program. The VIP program is a collaboration between the Campus Assault Resources and Education (CARE) Office and the Office of Greek Life. The program trains one point person in each fraternity and sorority to serve as a support person and provide chapter members with resources and education regarding sex offenses. This program has been incredibly successful, and provided a record number of referrals of survivors seeking support through the CARE Office.

Greek chapters at UC-Irvine are responsible for electing the VIP Chair to serve as a student liaison to the CARE Office. The 40 VIP Chairs receive training about violence intervention and prevention strategies from trained campus and community educators on a monthly basis. VIP Chairs report what they are learning to their peers at weekly chapter meetings. VIP Chairs also have the opportunity to earn academic credit for their work. At each year's Greek Awards Ceremony, a fraternity and sorority are each presented with a VIP award that recognizes excellence in prevention education.

The VIP program not only ensures that Greek chapters at UC-Irvine receive ongoing sexual assault prevention education, but VIP Chairs report that they gain experiences and skills that are valued by top graduate school programs, like practical experience in counseling and education programming, public speaking and leadership opportunities.

UC-Irvine's VIP program is particularly effective because the VIP Chairs are elected by their peers, ensuring that they are trusted individuals in their own communities. In addition, it provides the Greek community with highly trained peers who can serve as a resource to other high risk students. While the VIP program is exclusive to Greek students at UC-Irvine, the Forum feels that this program could be easily adapted to other hot spots on campus, like athletics and prominent student organizations.

LGBTQ Students

LGBTQ students often face additional barriers in reporting instances of sexual violence. Prevention educators should take time to consider the available resources and approachability of these resources to ensure that all students feel supported. In addition, campus prevention education experts should take special care to build strong relationships with LGBTQ offices on campus, ensuring that these staff members are appropriately trained to foster a climate of sexual respect and support students who may have experienced sexual violence.

The Phoenix Center at Auraria, a victim advocacy and prevention education center serving three higher education institutions on a single campus in Denver, CO, has taken special care to ensure that LGBTQ students are included in all prevention education work on campus. Jessica Frazier, the director of the center, notes that all prevention education materials and presentations are framed in a way that is inclusive of all gender identities. In addition, the Phoenix Center has a close relationship with the LGBT office and is purposeful in making sure that resources on campus are viewed as accessible to all students.

International Students

International students may face cultural and language barriers to discussing and reporting instances of sexual violence on campus. Gender norms on American and Canadian campuses may be different than a student's home country and it can be difficult to adjust to what can be a significant cultural shift in openly discussing sex and other relationship behaviors. Forum interviewees consistently noted that determining how to reach international students is an ongoing conversation on campus. Because conversations are often framed with media and pop culture references to be more palatable to students, it can be even more difficult for international students to engage and learn from these programs, if the references are unfamiliar.

Forum research contacts at the University of California-Irvine noted that recognizing the cultural challenges international students face is an important step forward in itself, as many international students at UC-Irvine are not comfortable with "Western talk therapy" and instead are looking for self-service online resources. Thus, UC-Irvine has increased their amount of online content and translated online resources into multiple languages to make them more accessible to students.

Other institutions have produced YouTube videos about sexual violence resources and support and provided subtitles in different languages so that the videos are accessible to international students. The Forum recommends that institutions quickly adapt existing online resources for international students by providing resources in multiple languages or with multilingual subtitles. Institutions can then take more time to develop additional targeted materials that address additional population-specific needs.

Forum interviewees also noted that international students who have been victimized may be hesitant to report an incident because they are concerned about their visa status and are unsure of who is a safe contact for them to speak to. Some institutions are closely coordinating with the international students and study abroad offices on campus to ensure that the campus prevention campaign is well represented during international student welcome week and international student activities throughout the year.



Key Questions to Consider in Developing Targeted Programming

- What are the special populations on your campus that could benefit from specialized prevention programming?
- How do these students interact with current prevention education efforts?
- What barriers exist that prevent these students from engaging in prevention education efforts or seeking support on campus?
- How could these barriers be addressed in a way that encourages student involvement?

