Sexual Assault Prevention for Undergraduates

Impact Report | 2020–2021 Academic Year
Executive Summary

This school year, 378 Manhattanville College students took part in Sexual Assault Prevention for Undergraduates (SAPU). This course, developed by prevention education and compliance experts, uses relatable scenarios and interactive elements to provide students with strategies for healthy behavior and skills to support bystander intervention.

Course Impact

SAPU is designed to equip your students with knowledge and skills to support healthier decisions related to romantic relationships, sexual interactions, consent, and supporting peers on their campus. Manhattanville College students increased their knowledge of topics related to sexual assault prevention by 7%. When it comes to skills, 89% of your students agreed that SAPU helped them identify characteristics of healthy and unhealthy relationships, and 89% reported that the education increased their confidence in their ability to intervene when they witnessed concerning behavior.

Behavioral Intentions & Norms

Change is driven, in part, by an individual’s perception of the social environment surrounding behavior — the community norms.

Most students taking this course report healthy attitudes and behaviors related to sex and relationships. This includes 97% of students who say they would refrain from sexual activity if the other person was incapacitated, but only 67% of those same students believe their peers would do the same.

Among students at Manhattanville College who took SAPU, 34% agreed that they could play a role in preventing sexual assault on their campus. And a substantial number of your students, after taking SAPU, reported that they knew how to report a sexual assault at their school. Further, 94% felt that your institution offered good resources for students going through difficult times.

Your Sexual Assault Prevention for Undergraduates Impact Report includes detailed information about how your students think, feel, and behave in romantic and sexual relationships. This data can be invaluable in guiding your prevention programming for maximum impact.
Sexual Assault Prevention for Undergraduates: Snapshot

Designed by prevention and compliance experts to provide your students with knowledge and skills to support healthier campus communities.

**Reach**

**378 students at Manhattanville College** have participated in Sexual Assault Prevention for Undergraduates since the start of the 2020-2021 academic year.

**Course Impact**

| Pre-Course Assessment | 82% |
| Post-Course Assessment | 88% |

**Your students agree SAPU:**

- Helped me identify characteristics of healthy and unhealthy relationships. 89%
- Gave me information about sexual consent that I plan to use if I choose to be sexually active. 90%
- Provided me with skills to better support someone who has experienced sexual assault. 90%

**Perceptions of Campus Climate**

Student perceptions of the commitment and intentions of their institution can have a significant impact on the feelings of safety, their experience on campus, and their likelihood to join the community effort to prevent abuse and harassment.

**34% of students at Manhattanville College** agree they can play a role in preventing sexual assault at your school.

- Officials at my school take reports of sexual assault seriously. 92%
- My school is committed to preventing sexual assault. 94%
- I feel part of a caring community that looks out for one another at my school. 92%
- There are good support resources at my school for students going through difficult times. 94%
- My school does a good job protecting the safety of students. 92%
Sexual Assault Prevention for Undergraduates: Snapshot

Bystander Intervention

Proactive bystander behaviors — stepping in directly or engaging other observers indirectly — are some of the most important ways students can support and build a healthy campus environment.

SAPU helps students build their bystander skills. Manhattanville College can use this information to continue to develop those skills as part of a healthy campus community.

Preferred Bystander Behaviors

Female Identifying Students
1. Asking the person who you’re concerned about if they need help.
2. Following up later to check in with the person who you were concerned about.
3. Creating a distraction to cause one or more of the people to disengage from the situation.

Male Identifying Students
1. Asking the person who you’re concerned about if they need help.
2. Finding the friends of those involved and asking them for help.
3. Telling someone in a position of authority about the situation.

Tip
Research has shown that male-identifying students may be more likely to engage in active, confrontational bystander behaviors than their female identifying peers. While it is encouraging to know that students are interested in stepping in to help peers, not every situation calls for a specific type of response. Students should be encouraged to engage in a wide range of behaviors and helped to understand which strategies should be employed for maximum effectiveness.

89% of students at Manhattanville College agree that SAPU made them more confident in their ability to intervene when they see concerning behavior.
Knowledge Gain

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

Programming Tip

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Pre-Course Assessment</th>
<th>Post-Course Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding sexual consent</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>Strategies for intervening and supporting survivors</td>
<td>73%</td>
<td>81%</td>
</tr>
<tr>
<td>Recognizing relationship abuse</td>
<td>82%</td>
<td>92%</td>
</tr>
<tr>
<td>Identifying and understanding harassment</td>
<td>92%</td>
<td>94%</td>
</tr>
<tr>
<td>Title IX Amendment</td>
<td>73%</td>
<td>80%</td>
</tr>
</tbody>
</table>
Learner Impact

After taking SAPU, students were asked to reflect on the course experience and tell us how the course impacted their awareness, knowledge, and skill in ways that will help them to make healthier decisions and support their peers in the future.

Your students reported that SAPU:
(From post-course survey)

- Made me more confident in my ability to intervene when I see concerning behavior. 89%
- Helped me identify characteristics of healthy and unhealthy relationships. 89%
- Taught me where to find resources for sexual assault and abusive relationships at my school. 88%
- Provided me with skills to better support someone who has experienced sexual assault. 90%
- Increased my understanding of school policies related to issues covered in the course. 91%
- Gave me information about sexual consent that I plan to use if I choose to be sexually active. 90%

Percentages represent the share of students who agreed with these statements in post-course survey.

Programming Tip

How can you reinforce students’ skills and feelings of self-efficacy throughout the year and over your students’ college careers? Ongoing training — both annually online and through in-person opportunities such as workshops, role-playing, peer conversations — can reinforce key information, allow students to practice their skills, and build confidence.
Healthy Relationships and Consent

In addition to developing knowledge, SAPU helps students build skills and attitudes they can use to support a healthy community. These include identifying unhealthy situations, supporting friends, and modeling attitudes that reflect healthy community norms.

Programming Tip:

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

Healthy Responses, Before and After the Course

<table>
<thead>
<tr>
<th></th>
<th>Pre-Course Survey (Survey 1)</th>
<th>Post-Course Survey (Survey 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify concerning behaviors related to abuse in relationships</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>I would reach out to offer support to a friend who I suspect is in an abusive relationship</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>I would respect someone who made sure they asked for and received consent in a sexual situation</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>Clear, verbal, and sober permission is the best way to make sure a person is okay with sexual activity</td>
<td>97%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Percentage of students with healthy responses: “moderately – strongly agree” for each item.
Supporting Survivors

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

Critical Processes Tip:

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

Healthy Responses, Before and After the Course

Percentage of students with healthy/positive responses: “moderately – strongly agree” for each item.
Personal Experiences By Gender Identity

Some of your students will arrive on campus with personal experience with sexual assault, relationship violence, or stalking. Others may have these experiences after they become members of your community.

**Sexual Assault**
In the past, someone pressured or forced me into sexual contact without my explicit consent.

**Relationship Violence**
I have experienced some form of abuse or threats of abuse in a current or previous relationship.

**Stalking**
In the past, I have experienced repeated and unwanted attention, harassment, or other contact from another person that has made me feel afraid.

**Note**
EVERFI recognizes and appreciates that everyone may not identify with either of these two gender identities. While this report presents comparisons between students who identify as male or female, the survey presented additional options for students to self-identify, including an option to write-in how they identify. To examine attitudes, experiences, and behaviors by additional gender identities, you can access your institution’s data through the EVERFI administrator site.

**Critical Processes Tip**
Notice how personal experiences may be different for male and female students. Think about what other demographic characteristics may have an influence on personal experiences at your institution, including race, ethnicity, group membership, year in school, sexual orientation, etc.
Bystander Behaviors - Male Identifying

Proactive bystander behaviors — stepping in directly or engaging other observers indirectly — are some of the most important ways students can support and build a healthy campus environment. On the right is a summary of when male-identifying students on your campus have intervened, and their preferred strategies for doing so.

<table>
<thead>
<tr>
<th>Bystander Intervention Scenario</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I spoke up when I heard someone saying something I found offensive or demeaning.</td>
<td>85%</td>
</tr>
<tr>
<td>I expressed concern when I saw a person exhibiting abusive behavior toward their partner.</td>
<td>100%</td>
</tr>
<tr>
<td>I helped someone get support or find resources when they told me about an unwanted sexual experience.</td>
<td>93%</td>
</tr>
<tr>
<td>I intervened when I saw someone trying to take advantage of someone else sexually.</td>
<td>93%</td>
</tr>
</tbody>
</table>

Note: Percentages are of students who indicated they have been present in the described scenario.

Preferred Bystander Behaviors

Male-identifying students are most likely to express confidence in engaging in the following three behaviors if they observed a potential sexual assault situation:

- Asking the person who you’re concerned about if they need help.
- Finding the friends of those involved and asking them for help.
- Telling someone in a position of authority about the situation.

Programming Tip

Research has shown that male identifying students may be more likely to engage in active, confrontational bystander behaviors than their female-identifying peers. While it is encouraging to know that students are interested in stepping in to help peers, not every situation calls for a specific type of response. Students should be encouraged to engage in a wide range of behaviors and helped to understand which strategies should be employed for maximum effectiveness.

Based on responses to the post-course survey (Survey 2).
Bystander Behaviors - Female Identifying

Understanding how your students prefer to stand up for one another can help you develop strategies to reinforce those strengths, and to help students feel more supported when they do stand up. Below are the preferred bystander behaviors for female-identifying students on your campus.

**Programming Tip**

Given that students with different identities report different experiences, attitudes, and behaviors, it is important to consider additional resources that may be directed towards specific student populations on campus. These efforts may focus on high-risk student sub-groups, and we also suggest using targeted supplemental education and resources for under-represented identities to help all students feel safe and welcome on campus.

**Bystander Intervention Scenario**

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</tr>
</tbody>
</table>

Note: Percentages are of students who indicated they have been present in the described scenario.

**Preferred Bystander Behaviors**

Female-identifying students are most likely to express confidence in engaging in the following three behaviors if they observed a potential sexual assault situation:

- Asking the person who you’re concerned about if they need help.
- Following up later to check in with the person who you were concerned about.
- Creating a distraction to cause one or more of the people to disengage from the situation.

Based on responses to the post-course survey (Survey 2).
Social Norms for Behavior

An individual is more likely to act in a particular way if they believe their actions will be supported by their peers. However, research shows that there is often a gap between what an individual thinks they would do (the “actual norm”), and what they believe their peers would do (the “perceived norm”). This is called the “norms gap.”

SAPU aims to decrease the norms gap among your students so they’ll be more likely to engage in positive behaviors on campus.

Programming Tip

Feelings of not being supported by other members of a social group or community are likely to be an obstacle to intervening, standing up to concerning behavior, and supporting friends and peers. You can examine the norms gap between subgroups by using data from your EVERFI administrator site and looking into which groups could use additional training and support to close the norms gap.
Campus Climate

After completed the course, students answered a series of questions related to the climate around sexual assault at their school. This information can help you understand the degree to which your institution’s sexual assault prevention efforts are impacting student perceptions of the campus environment.

Institutionalization Tip

Students’ perceptions of the commitment and intentions of their institution can have a significant impact on their feelings of safety and support, their experience while on campus, and their likelihood to join the community effort to prevent abuse and harassment. These may be very valuable data points to share with administrators to show how students are feeling about the climate at your institution and for senior leaders to consider when communicating publicly about the expectations of students in their community.

Based on responses to the post-course survey (Survey 2).
Community Readiness

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

Programming Tip

These categories from left to right represent a continuum of readiness to support prevention efforts on your campus. While most students come to school with a healthy and open mindset, it is important to consider how prevention efforts are influencing all students across this continuum and how we can pull those from the least desirable categories towards a more positive perspective towards community at your institution.

Based on responses to the post-course survey (Survey 2).
Student Demographics

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

Gender Identity

- Female: 61%
- Male: 34%
- Transgender: 1%
- Other: 1%
- Prefer not to answer: 3%

Sexual Orientation

- Heterosexual/Straight: 73%
- Bisexual: 9%
- Gay: 1%
- Lesbian: 3%
- Questioning: 2%
- Other: 2%
- Prefer not to answer: 7%
Student Demographics (Continued)

Race and/or Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black / African American</td>
<td>14%</td>
</tr>
<tr>
<td>White / Caucasian</td>
<td>62%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>27%</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>4%</td>
</tr>
<tr>
<td>Native American Indian</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
</tbody>
</table>

Age

- 17 Years or younger: 30%
- 18 Years: 26%
- 19 Years: 6%
- 20 Years: 11%
- 21+ Years: 13%
- 39 Years: 6%
- 26+ Years: 11%

EVERFI
# Sexual Assault Prevention for Undergraduates Course Map

## Part 1

### 1. Introduction
- Welcome
- Sexual Assault Prevention
- What Do You Think?
- Your Voice, Your Experience

### 2. Values, Identities, & Relationships
- Who am I?
- Our Unique Identities
- Our Values
- Local Support Information

### 3. Identities and Stereotyping
- Why are Gender Stereotypes Harmful?
- What Can You Do About Harmful Language?
- Title IX of the Education Amendments Act of 1972
- Sexual Misconduct Policy

### 4. Our Values and Relationships
- Recognizing Healthy Relationships
- Recognizing Relationship Abuse
- Federal and State Laws: Relationship Violence
- Resources
- Understanding the Warning Signs of Digital Abuse
- Using Strategies to Stay Safe

### 5. Consent, Coercion, & Bystander Intervention
- Consent: Part of Healthy Communication
- What Does Consent Look Like?
- Understanding Consent
- Coercion
- What Does Coercion Look Like?
- Alcohol and Coercion
- State Law: Consent
- Federal and State Laws: Sexual Assault

### 6. Sexual Harassment and Stalking
- Sexual Harassment
- Forms of Sexual Harassment
- Responding to Sexual Harassment
- Stalking
- Federal and State Laws: Stalking

### 7. Reporting and Responding
- Impact of Trauma
- How Identities May Impact Survivors’ Experiences
- Responding to Survivors
- National Resources, School and Local Resources
- Student Engagement Survey
- Reporting
- Reporting Options and Processes
- State Law: Legal Protections
- Reporting Resources

### 8. Conclusion
- Course Summary

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### Pre-Course Survey (Survey 1)

### Pre-Course Quiz

### Post-Course Exam

### Follow-up Survey (Survey 2)

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### Intersession

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### Course Map

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