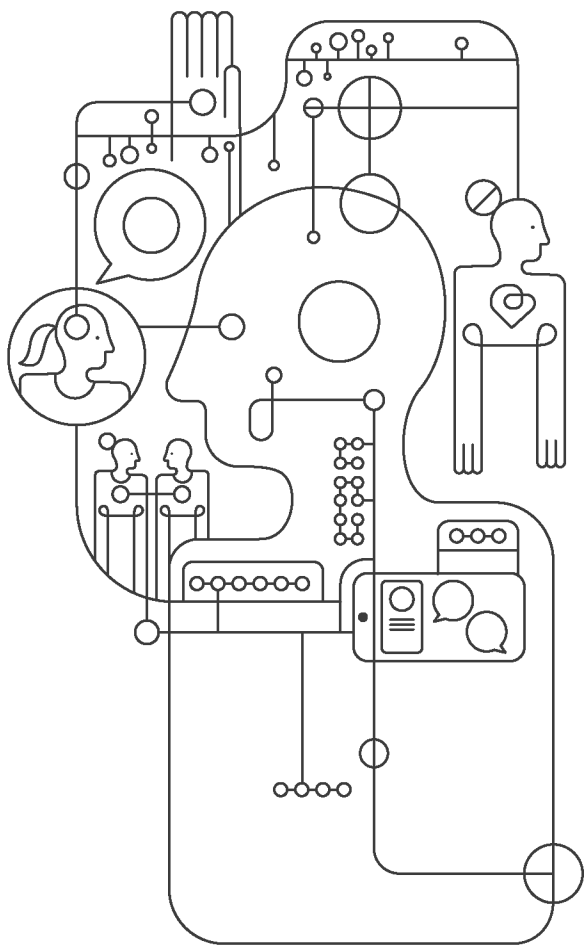




Small Colleges, Big Impact

Lessons in Sexual Assault Prevention
from Small Colleges





Introduction: Why Focus on Small Colleges and Universities?

While large public or land-grant institutions of higher education may dominate headlines and skylines, the surprising fact is that 76% of colleges and universities in the United States are institutions that enroll fewer than 5,000 students.¹ And yet, despite their small size (and some are quite small—nearly 60% of these small schools enroll fewer than 1,000), these schools educate almost a quarter of all students enrolled at a postsecondary institution in the United States.²

Ask a student at one of these institutions why they chose a small school, and you'll likely hear factors like: small class size and lower faculty to student ratios; an opportunity for closer relationships or collaboration with faculty; more approachable, less intimidating campus size; more faculty interest in teaching versus research; affordability or proximity to home; or even, importantly, a greater sense of belonging and connectedness. Indeed, these are among the most-touted of the many strengths of small institutions.

However, especially within the past ten years, small colleges have faced increasing challenges related to national changes in demographics. Fewer students are graduating from high school, decreasing enrollment disproportionately for institutions

that enroll 5,000 students or fewer³. Indeed, even within the past six months, there have been multiple closures or consolidations of small colleges and universities reported in the media.

Simultaneous to this enrollment and retention squeeze has been an increase in federal and state regulatory requirements related to addressing sexual assault on college campuses. The 2011 Obama-era Dear Colleague Letter guidance from the Office for Civil Rights and the VAWA amendments to the Clery Act (2014) have raised the threshold of compliance and the expectations of all institutions of higher education as has state legislation in New York, California, Illinois, and Minnesota (and pending in many others).

1. https://nces.ed.gov/programs/digest/d16/tables/dt16_317.40.asp Accessed 02/17/18.

2. [ibid.](#)

3. <http://hechingerreport.org/universities-colleges-struggle-stem-big-drops-enrollment/>, Accessed 2/24/2018.

4. <https://www.cic.edu/r/r/Documents/CIC-TIAA-Financial-Resilience.pdf>, Accessed 2/26/2018; https://www.moodys.com/research/Moodys-US-higher-education-sector-outlook-revised-to-negative-as-PR_376587, Accessed 2/26/2018; <https://new.oberlin.edu/dotAsset/06e49360-7dc2-4367-967f-a255f443b8af.pdf>, Accessed 2/26/2018.

Resource Realities at Small Schools

Based on data collected as part of EVERFI's Sexual Assault Diagnostic Inventory, the total budget for sexual assault prevention is \$26,130 (\$5.27 per student). While large schools naturally allocate more total budget dollars to sexual assault prevention than small schools, the difference is actually not substantial enough to compensate for the size of their student populations. For example, the "per student" spending reflected in the sexual assault prevention budget of large institutions is shockingly low – \$1.38 per student compared to \$7.55 per student at small schools. While this seems to indicate greater opportunity for small schools to more easily fund broad prevention efforts, the reality is that smaller schools are limited when it comes to personnel. While smaller schools have much lower prevention staff to student ratios than their larger peers, those staff are very often juggling their prevention efforts with other roles and responsibilities, limiting their ability to effectively utilize available resources to assess, plan, and implement prevention initiatives in a strategic way.

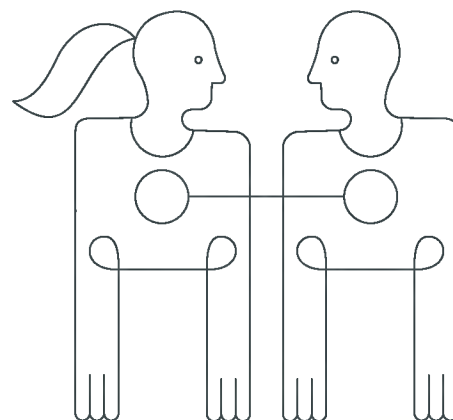


Table 1	Aggregate	Small Schools Less than 5k students	Medium Schools 5k – 25k students	Large Schools More than 25k students
SA Prevention Budget	\$26,130	\$18,709	\$33,400	\$41,833
	\$5.27/student	\$7.55/student	\$2.97/student	\$1.38/student
SA Prevention FTE (staff/student ratio)	1:9,452	1:4,016	1:19,199	1:10,576

Number of institutions: SADI n= 70

How Do Student Health Behaviors Differ At Small Schools?

When focusing on prevention at small schools, it is helpful to look first at how and whether students who choose to attend these institutions differ in their health behaviors, attitudes, and beliefs from students who choose to attend larger public and private institutions. A reasonable assumption to make would be that there are significant differences. After all, the reasons that students choose small schools are often related to the environments or experiences they've had in high school and the kind of environments they're seeking for their college experience.

However, when it comes to sexual and interpersonal violence, undergraduate student data from EVERFI's online sexual assault prevention courses have identified that while there are some differences between students at schools enrolling under five thousand students versus students enrolling over five thousand, students across institutional size categories are far more alike than they are different.⁵ In the remainder of this publication, we will explore some of the similarities and differences of students when it comes to health behaviors related to sexual assault prevention, and share highlights from small schools that have been able to make big changes.

5. n=437,495

Sexual and Interpersonal Violence

Prevalence and Institutional Response

EVERFI data reveal no differences between students at small schools and students at larger schools in rates of experiencing, or being told someone else experienced, sexual assault. However, when we look at questions that identify how students feel about their school's climate and response to sexual violence, differences between small schools and their larger counterparts emerge. Students at small schools are more likely to strongly agree (59% vs. 56.5%) that "officials at their school take reports of sexual assault seriously" and that their school "does a good job protecting the safety of students more than students at other schools" (59.7% vs. 52%). This data suggests that students at smaller schools may feel more connected to their institution—an important strength that can be harnessed in developing sexual violence prevention efforts.

Bystander Behavior and Survivor Support

Students at small schools seem to recognize more opportunities to engage in bystander behaviors than students at large schools. For example, when asked if they intervened when they saw someone trying to take advantage of someone else sexually, 81.3% of students at small schools report they did not have an opportunity to engage in this behavior, compared to 82.5% of students at other schools. And, we also see slight differences in students at small schools indicating that they would support a survivor with 16.9% of students at small schools indicating they would "help someone get support or find resources when they told me about an unwanted sexual experience" compared to 16.3% of students at other schools.

Awareness of Resources and Skills

Interestingly, while students at smaller institutions may have significantly more access to faculty, this access doesn't always translate into more knowledge when it comes to campus resources. Indeed, according to EVERFI data, fewer students at small schools report being aware of support resources related to sexual assault and relationship violence at their school (80.4% small vs. 81.1% other schools). And, fewer students at small schools report being able to identify concerning behaviors related to abuse in relationships (86.8% small vs. 87.5% other schools).

Overall, these data reflect that, despite their differences in size, and the challenges that small schools face as it relates to sexual assault prevention are more similar to their larger counterparts than they are dissimilar.

"When it comes to sexual assault prevention, the question is not "how do the needs of small schools differ," but rather, "how should the *approach* of small schools differ?"



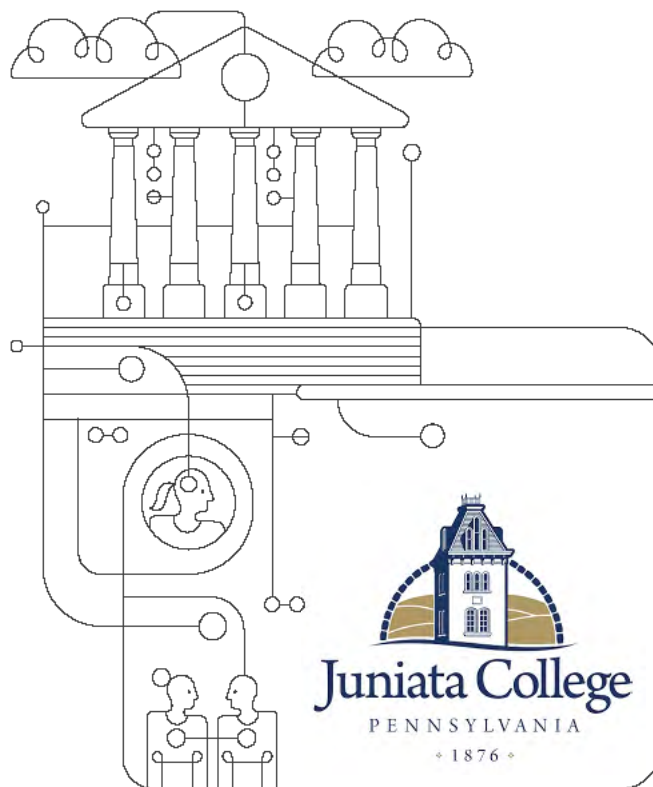
Campus Spotlight: Juniata College

Building a Strong Foundation for a Respectful Community

Juniata College, a small liberal arts college of nearly 1,500 students nestled into an 800 acre campus in the hills of Huntingdon, Pennsylvania. Juniata is a close-knit college community where 98% of students live on campus, and, with a 13:1 student faculty ratio, where staff, students, and faculty pride themselves on nurturing close relationships. Faculty and staff often join students in the College's single dining room for meals, and invite students into their homes. And so, in 2015, when Juniata College was awarded an Office Department of Justice campus grant to increase their capacity in preventing and responding to intimate and sexual violence, the institution made the unusual decision to begin their work in launching a bystander intervention program for the entire campus by focusing FIRST on training faculty and staff.

As Jody Althouse, Director of the Office for the Prevention of Interpersonal Violence, shared, it was important for the college faculty and staff to first be trained in order to be able to model engaged bystander behavior for students, and to send the message that participating in bystander intervention training is an important part of being a Juniata College community member. And so, beginning in spring 2017, Althouse, along with Vice President for Student Life and Dean of Students, Matthew Damschroder, Associate Dean of Students, Daniel Cook-Huffman, and Coach Scott McKenzie, began hosting workshops to train their staff and faculty in bystander intervention. Their goal? To train the majority of faculty and staff on campus. Their outcome?

As of spring 2018, close to 400 Juniata faculty and staff have completed the bystander intervention training—including President James Troha, and his senior leadership team. Notably, the entire admissions staff also completed bystander intervention training and now include Juniata's commitment to sexual violence prevention in their conversations with prospective student and parents. This number of faculty and staff trained would be impressive even for an institution twice its size or more, but given that Juniata College employs 148 faculty and 322 staff means that the institution trained 86% of its non-student community members as a foundation to support student training efforts.



This training team continued strategically scaffolding their introduction of bystander intervention training to Juniata's students by developing a unique approach to identifying the 70+ "change agent" students who would be the first to complete the training. This approach aligns with research on the effectiveness of using opinion leaders to champion sexual violence prevention efforts, and after these students complete the five hour bystander intervention training they then play a role in delivering additional training to their peers. It is important these students be seen as leaders by their peers—even in a tight-knit community like Juniata, the real opinion leaders on campus may not be visible to campus administrators and faculty. Needed are those students who are leaders within campus subcultures. This is an especially important recognition given how peer influence shapes student behavior. Furthermore, As Althouse puts it: "we were determined to reach every student subculture--and that meant doing our homework first to identify these communities and figure out how to reach them."

Once this task was completed, students within each subculture community were sent an online survey to solicit their feedback on which students within their community fit the following criteria: most likely to define the social scene; whose opinions are most valued; and who are the most respected. They also asked students who on their campus they consider "trend-setters": "the

sort of person who shapes or influences the music, fashion, language and interests of other students.” This crowd-sourced process yielded a group of student-identified change agent candidates that offered some surprises: “some students nominated were not students that they saw as being ‘leaders’—they hadn’t risen to the attention of the administration, but they were clearly leaders within their communities. Some students had not been involved in sexual violence prevention efforts before either.” The student change agents, nominated by their peers, will now, by the end of Spring 2018 complete the bystander intervention training and help lead out the effort to introduce this training to the entire student body in Fall 2018.

Juniata’s strong foundational commitment to empowering faculty and staff to engage meaningfully in sexual violence prevention efforts is also visible in their approach to engaging student athletes. In addition to the EVERFI online training that all incoming students receive, Althouse also meets with every athletic team four times a year for 90 minute educational sessions to reinforce important messaging about issues such as healthy relationships, respect, and consent. However, Juniata’s athletic staff realize that while these sessions are important, their daily interactions with student athletes pose even more opportunities for reinforcement of the positive behaviors and social norms that form strong teams and safe communities. To ensure that they are well-prepared for this role, Juniata’s forty-five coaches also meet separately with Althouse four times a year to receive additional training, hear updates on Juniata’s sexual violence prevention efforts, and share information. As one example of these efforts, in March, Juniata’s Men’s Group hosted Men Can Stop Rape to provide an intensive workshop on Engaging Men for the entire Athletics staff--in addition to facilitating a campus wide conversation on healthy masculinity. As a result of this commitment, Juniata student athletes, both male and female, are visible and active student leaders in sexual violence prevention awareness initiatives--from engaging in the It’s On Us campaign, to participating in developing Men’s Outreach efforts.

These efforts are just two examples of the comprehensive sexual violence prevention efforts underway at Juniata College. From their campus-wide inclusive policy development process, to the formation of a stand-alone sexual violence prevention center in the main campus building (The SPoT), to their confidential support groups for survivors and dedicated sexual violence prevention and response staff, Juniata’s efforts earned them recognition in

2017 as an EVERFI Prevention Excellence Award winner. While these efforts are currently grant-funded, Juniata’s senior leadership has pledged to continuing to support these efforts (including its staff) after the grant expires.

“Juniata’s long heritage of peacebuilding and community values compel us to a culture of leadership in violence prevention in many dimensions,” says Dr. James A. Troha, president. “I am proud that this commitment spans our entire campus, from students and faculty to a wide array of offices, from the Senior Leadership Team to the Dean of Students’ Office, athletics to public safety, residential life to the library. Just as violence has the potential to affect any of us, it must be prevented by all of us.”

This kind of long-term institutional investment and commitment provides a strong foundation for Juniata College to build on its success and create a safer place for all community members to live, learn, and work.

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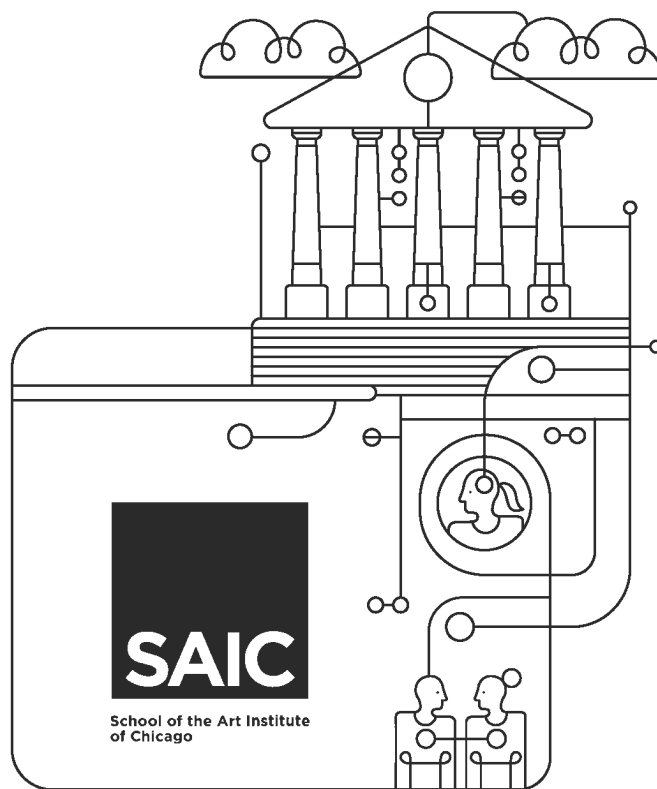
Campus Spotlight: School of the Art Institute of Chicago

Tailoring Prevention Programming Efforts To an Arts Community

“We’re focused on shifting knowledge and attitudes,” explains Michael Blackman, director of student conflict resolution at the School of the Art Institute of Chicago (SAIC). But what does the work of shifting knowledge and attitudes about sexual and interpersonal violence actually look like on a small, urban campus? Let’s first consider the institutional context.

Founded in 1866, SAIC is one of the oldest arts schools in the country. SAIC’s campus is situated in the heart of the vibrant art, music, and culturescape of downtown Chicago. The institution enrolls more than 3,600 undergraduate and graduate students and welcomes a wide range of students to educational residency programs year-round. What all SAIC students have in common is a passion for art and design, and the prevention efforts of the staff and faculty at SAIC place their students’ shared connection to art at the center of their work.

SAIC requires annual sexual violence prevention training for all of its undergraduate students, graduate students, adult learners, and individuals enrolled in summer intensive programs. While the School does not employ full-time prevention professionals, SAIC is committed to building and maintaining relationships—both across campus and across the city—with faculty, staff members, sexual violence educators, local gallery owners, community-based organizations, and especially with students. As Lumturiye “Luma” Asanoski, SAIC’s Title IX Coordinator, shares, “Many of the events and programs on campus are led by students, and we want our prevention programs to be student-driven as well. Students have the opportunity to join our planning committees, engage with the work, and lead our efforts.” Student-led initiatives at SAIC include efforts such as a domestic violence awareness poetry night, a screening of the sexual assault documentary, *The Hunting Ground*, and, coming this spring, a live, on-campus painting event where SAIC community members will create a mural showcasing their stance against sexual violence during Sexual Assault



Awareness Month. Their commitment to partnership was also demonstrated when students and Fiber and Material Studies faculty collaborated to host day-long quilting sew-a-thons as a part of the Monument Quilt project.

One of the most distinctive efforts in the School’s sexual violence prevention efforts is SAIC’s collaboration with artist and alum Isabella Rotman to create a ‘zine, *Not On My Watch*, that teaches bystander intervention strategies. The ‘zine uses imagery, language, and specific scenarios that resonate with SAIC students. This ‘zine is shared with all incoming students and their parents and can be found in offices across campus as a means to reinforce the bystander intervention messaging that all incoming students receive when they complete Haven, EVERFI’s online sexual assault prevention course. The ‘zine also promotes social norms within the community regarding consent and provides guidance related to supporting survivors of sexual or interpersonal violence.

These efforts, tailored to the art and design student population, almost all have a passive programming element. And that is intentional, notes Blackman. In his experience, passive programming efforts—combined with online and other in-person training efforts—can be especially effective for small schools with limited



resources. SAIC has participated in the No More campaign, the Red Flag campaign, the Clothesline Project, and Denim Day, and students and staff can be found at information tables across campus during Domestic Violence and Sexual Assault Awareness Months. The School also widely publicizes their Stop Sexual Violence webpage through student and faculty orientation, postcards, bookmarks, and “swag” items. Blackman and Asanoski also point out that SAIC students are often spending long hours in classes and in the studios, and these efforts help to meet students on a time schedule that works for them.

At SAIC, developing deep collaborative relationships with students and with faculty has had other important benefits. Faculty are comfortable referring students to SAIC’s Title IX staff or to the Office of Student Affairs because these faculty members already have relationships with the staff in those offices and are aware of the positive work they are doing. “We have a long history of being transparent and collaborative with faculty. They know that we are helping them when they share information with us,” Blackman states. As Asanoski puts it, “We have shifted the focus from simply being compliant with the law to one of a culture of education around these important issues and trust within the community that we are a resource for those that are in need.”

Another benefit is that students also are more likely to reach out and share their experiences with the School. This high level of reporting means that Blackman and his colleagues can use this data to identify trends and patterns in behavior that they can address with their prevention education efforts. Efforts that are based on the reporting data include targeted education for international students, online dating and hookup training, and additional training for staff and faculty who supervise study abroad trips. The longitudinal data SAIC receives from the EVERFI courses is also helpful in planning prevention efforts because it provides information about student beliefs and attitudes that rounds out trend and pattern data from reported incidences. This has led to intentional programming such as an increased focus on bystander intervention.

While limited prevention resources are a challenge for many small schools, including SAIC, through collaboration and partnership with students, faculty, alumni, and the broader Chicago community, the School has created a robust, arts-specific prevention program that meets the interests and needs of SAIC’s unique students.

Key Considerations For Prevention



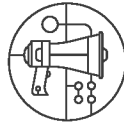
Establish Community-Based Partnerships

From helping to deliver professional training to faculty and staff, to co-hosting student engagement opportunities, to providing confidential services on-campus or through a 24-hr crisis line, to offering treatment and support groups, community-based organizations may significantly enhance your comprehensive prevention efforts by offering additional expertise, support, and assistance. Forge mutually beneficial partnerships with these organizations through, for example, sharing other useful resources such as meeting space on campus, professional development opportunities for their staff, or student volunteers or interns to their programs. These deep campus-community partnerships will strengthen both entities and provide value to the entire community.



Consider Sharing Resources With Other Campuses

A number of small colleges and universities have already developed consortia to share other resources to achieve efficiencies related to, for example, increasing course offerings through cross-registration, increasing purchasing power through joint procurement processes, or increasing campus capacity through shared administrative staff positions or facility sharing (libraries, labs, art studios, etc.).⁶ This strategy could also be used for sharing of dedicated prevention and education personnel, or crisis services personnel or advocates. Prevention consortia could also: share professional training efforts and campus-specific data; collaborate on shared institutional climate surveys or other research efforts; and coordinate educational campaigns or other student engagement efforts. Facilitating shared support groups for students or AOD recovery programs may also be considered for a group of adjacently-located small campuses that may not have the capacity or enough student interest to support these groups on a single campus.



Implement Passive Programming For Common Spaces

Students in small colleges are more likely to share common spaces; in fact, an intimate campus is one of the attractions for many students in choosing these institutions. Small colleges have the opportunity to take advantage of the fact that their majority of students may visit the same spaces multiple times a week, if not in a single day, by developing and implementing passive prevention programming, such as the Clothesline Project or bathroom stall infographic posters to support and extend the impact of other educational and training efforts. In some ways, the term “passive” is a misnomer as the most effective of these programs seek to actively engage the learner; the benefits for small colleges is that students can participate in this programming on their own schedule and at their own comfort level, and they are especially helpful for non-residential campuses. These efforts also typically require much less active staff time in the implementation (though not in the planning and evaluation). As with all prevention efforts, it is important to ensure that the intended learning outcomes for passive programming initiatives are coordinated with other efforts on campus so that students benefit from the increased “dosage” of prevention messaging. This kind of programming is also an excellent opportunity to collaborate with residential life staff and library or information sciences faculty on campus who are often required to develop passive programming efforts for their residence halls or have specific expertise in creating population-targeted passive programming.

6. <https://www.naicu.edu/research-resources/research-projects/academic-and-administrative-consortia>. Accessed 02/20/2018.



Investigate Co-Curricular Options and Engage Faculty

Small colleges and universities often boast smaller class sizes, small faculty/student ratios, high percentage of teaching (vs. research) faculty and customizable or tailored curricular paths. These factors make it more possible to infuse health and wellness content into the curriculum. Faculty at small schools often prioritize their classroom teaching and are more likely to be involved in students' lives outside the classroom—which makes them natural collaboration partners in either delivering prevention content as a part of their own courses, or in providing time in the classroom for prevention professionals to teach. This option is especially valuable on campuses where students' limited time is spent in the classroom. It is also a powerful opportunity to continue to deliver developmentally appropriate prevention content across the students' time on campus.



Use Data To Adapt Prevention Efforts to Address Specific Campus Needs

One of the real challenges for small institutions engaging in effective prevention is that most evidence-based prevention programs have been developed and implemented at large campuses. This underscores the need for small schools to develop a clear picture of the unique needs and characteristics of their own students. This will avoid implementing a program simply because it is considered best practice, even though it may not be appropriate for a given campus. For example, social norms marketing campaigns aimed at correcting misperceptions have a great deal of efficacy in the research literature. However, without data to identify whether or not a true misperception exists on a given campus, a social norms marketing campaign may not have the intended impact. Considering the staff time and resources required to implement such an approach, it would not only be ineffective, but costly as well. Collecting data on student behaviors, experiences, needs, and characteristics will inform the intentional design and delivery of programs and messages to maximize impact and avoid ineffective or redundant prevention efforts.

Conclusion

EVERFI course data indicate that students at larger schools and those enrolled at small schools are more similar than different when it comes to sexual and interpersonal violence. This means that small schools are faced with similar challenges as larger schools in addressing student behavior, but have the ability to leverage some distinctive strengths in order to effect meaningful change. Small class size and closer relationships with faculty provide opportunities for greater access and reach. The strong sense of belonging and connectedness that is so much a part of the culture on small campuses is particularly suitable for implementing successful bystander intervention approaches. At the same time, Insufficient resources, including shared responsibilities for prevention in lieu of dedicated prevention personnel, can hinder the creation of, and progress toward, measurable prevention goals. Regulatory and legislative requirements have created additional pressures on already over-extended staff, but these same regulations can also be leveraged to make the case for additional resources. Importantly, small schools must prioritize collection of sufficient data on student experiences and needs in order to identify strategic prevention goals that have the greatest potential for impact.

Drawing upon their unique characteristics and strengths and aligning those with findings from their data, small schools are well-positioned to ensure the academic and personal success of their students now and in the future.



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