Dear Central Michigan University partners,

Issues of health, wellness, and safety have been some of the most defining challenges facing higher education over the past 10 years. As we look ahead to a new decade, there is a tremendous need and opportunity for colleges and universities and their student organizations to revolutionize the way we serve and support our communities.

The good news is that we, as a field, know what works when it comes to behavior and culture change. There is robust and growing science behind prevention best practice, and EVERFI is committed to elevating the evidence base in our technology and across our partner network. We also know that investing in prevention has enormous impact at both the individual and institutional level. Issues of student drinking, sexual violence, discrimination, and mental health intersect with all facets of the student experience, from recruitment, to academic success, to retention, and beyond.

The question is how are we are rising to the challenge and meeting the needs of our students? This report provides a snapshot of your community, presenting a curated set of insights that can inform your prevention strategy and elevate your impact. We encourage you to share this report with stakeholders across your organization to highlight your successes and focus your resources. We hope that you will also take advantage of the tools available in the EVERFI platform to dig deeper into your data, assess your prevention strategy, identify priority topics and populations, and contextualize your findings against peer or national benchmarks.

We are deeply grateful for our partnership with Central Michigan University and we look forward to expanding our collective impact in 2020 and beyond.

Sincerely,

Rob Buelow
SVP, Campus Prevention Network
EVERFI
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How To Use This Report

This report provides key insights from your Diversity, Equity, and Inclusion for Students data. We encourage you to explore the data in the report, think about how you can use it to inform prevention efforts across your institution, and share it with others on your campus.

To help you make the most of this report, we have included benchmarks to help you understand where you stand relative to peer institutions, provided recommendations throughout the report tied to a framework for prevention, along with a sharable snapshot of your data.

For deeper insights, the EVERFI administrator portal provides real-time access to your EVERFI data, in both graphical and raw data formats.

Peer Institution Benchmarks

For select data points in this report, you will see comparisons to peer institution benchmarks. These peer institutions are similar to you in size, and public or private status. Central Michigan University is a mid-size/large public institution, so your benchmarks reflect other public schools with 5,000 or more students.

Campus Prevention Network Framework Tips

The Campus Prevention Network Framework for Prevention describes the elements of effective prevention efforts: Institutionalization, Critical Processes, Policy, and Programming. Throughout this report, you will find Tips and further research related to these prevention elements.

Sharable Snapshot

Following the Executive Summary, you will find a snapshot of select data from your report. This snapshot is designed to be shared with other stakeholders at your institution. We hope that you will print these pages out and pass them along to your Vice President for Student Affairs, Provost, or other members of your team.

Data in this Report

Insights and analysis in this report are based on your students’ responses to pre-course, post-course and follow up surveys. Overall, 2970 students participated in pre-course surveys, 2184 students completed post-course surveys, and 1391 completed follow up surveys.
This school year, 3087 Central Michigan University students took part in Diversity, Equity, and Inclusion for Students (DIVS). 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**

DIVS is designed to equip your students with knowledge and skills to support healthier decisions related to relationships, interactions, and cultural competency on your campus.

Central Michigan University students increased their knowledge of topics related to diversity, equity, and inclusion by 3%. When it comes to skills, 74% of your students agreed that DIVS helped them improve their active listening skills, and 72% reported that the education increased their preparedness to engage in ally behavior at your school.

**Behaviors & Social Norms**

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

The majority of students taking this course report healthy, desirable attitudes and behaviors related to diversity and inclusion. This includes 83% of students who say they would intervene if they saw a bias-related incident, but only 60% of those same students believe their peers would do the same.

Among students at Central Michigan University who took DIVS, 34% agreed that they could play a role in making their campus more inclusive. And a substantial number of your students, after prevention education, reported that they knew how to report a bias-related incident at their school. Further, 90% felt that your institution took issues of inclusion and diversity seriously.

Your Diversity, Equity, and Inclusion for Students Impact Report includes detailed information about how your students think, feel, and behave regarding creating a safe and inclusive environment on your campus. This data can be invaluable in guiding your prevention programming for maximum impact.
Diversity, Equity, and Inclusion for Students

*Impact Snapshot*
In order to make the content of this report easier to share with your colleagues and stakeholders, we have included a Snapshot section that highlights and visually displays the most salient data points from the full report. This take-away can help your data get more traction and increase interest in the full report and the Diversity, Equity, and Inclusion for Students program at large.

We recommend cutting the Snapshot section from the full report and sharing with stakeholders, colleagues, and students who might be interested in the impact of the Diversity, Equity, and Inclusion for Students program, but have less direct experience in prevention work.
Diversity, Equity, and Inclusion for Students Snapshot

Central Michigan University

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

Reach

3087 students at Central Michigan University have participated in Diversity, Equity, and Inclusion for Students since the start of the 2019-2020 academic year.

Course Impact

Students increased their prevention knowledge, and their skills associated with healthier behavior.

Average Assessment Score

- Pre-Course Assessment: 72%
- Post-Course Assessment: 74%

Your students agree DIVS improved their:

- Use of active listening skills: 74%
- Preparedness to engage in ally behavior: 81%
- Openness to interacting with people who are different: 82%

Perceptions of Campus Climate

Student’s perceptions of the commitment and intentions of their institution can have a huge 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.

34% of students at Central Michigan University agree that they can play a role in making their school more inclusive.

- Classmates value a diverse, inclusive, and equitable community: 82%
- I have been exposed to diverse opinions, cultures, and values: 90%
- My school takes diversity and inclusion issues seriously: 90%
- I feel part of a caring community that looks out for one another: 87%
- My school is an inclusive place for people with disabilities: 86%
DIVS and Your Students

Impact at Central Michigan University
Knowledge Gain

Assessments in Diversity, Equity, and Inclusion for Students (DIVS), which students take before and after the course, are designed to measure their comprehension and knowledge of topics related to diversity, equity, and inclusion.

**Definitions**
- Pre-Course Assessment: 66%
- Post-Course Assessment: 64%

**Oppression**
- Pre-Course Assessment: 79%
- Post-Course Assessment: 78%

**Active Listening**
- Pre-Course Assessment: 71%
- Post-Course Assessment: 73%

**Inclusion and Respect**
- Pre-Course Assessment: 55%
- Post-Course Assessment: 85%

**Identities & Othering**
- Pre-Course Assessment: 76%
- Post-Course Assessment: 83%

*Full assessment item text is available upon request.*

**Programming Tip:** Where are your students knowledgeable and where are they lacking? DIVS is intended to provide foundational knowledge and skills that can be built upon. Knowledge data can inform what content areas should be built out or reinforced as part of your ongoing inclusion efforts.
Learner Impact

After taking DIVS, students were asked to reflect on the course experience and tell us to what degree they felt their knowledge and skills would improve as a result of the content.

<table>
<thead>
<tr>
<th>Your students reported that DIVS improved their:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of active listening skills.</td>
<td>74%</td>
</tr>
<tr>
<td>Interest in learning more about diversity, equity, and inclusion.</td>
<td>72%</td>
</tr>
<tr>
<td>Preparedness to engage in ally behavior.</td>
<td>81%</td>
</tr>
<tr>
<td>Ability to communicate with respect to others.</td>
<td>81%</td>
</tr>
<tr>
<td>Understanding of the importance of self-care.</td>
<td>79%</td>
</tr>
<tr>
<td>Openness to interacting with people who are different from me.</td>
<td>82%</td>
</tr>
</tbody>
</table>

*Percentages represent the share of students who said each of these items “Improve Some” or “Improved A Lot” in the post-course survey.*

**Programming Tip:** How can you reinforce student’s skills and feelings of self-efficacy throughout the year and over your students’ college careers? On-going training – both annually online and through workshops, role-playing, peer conversations and other in-person opportunities – can reinforce key information, allow students to practice their skills, and build confidence.
Supportive Community Behaviors

In addition to developing knowledge, DIVS aims to help 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.

Healthy / Positive Responses, before and after the course

![Bar chart showing healthy/positive responses before and after the course.]

Percentage of students with healthy/positive responses: "moderately - strongly agree" for each item, unless otherwise noted.

**Critical Processes Tip:** Research has shown that young adults are often likely to over-estimate their own abilities, particularly when it comes to areas where they have not had to employ those skills but have a strong urge to provide the desirable answer when questioned. Because of this, some students may feel too confident in their own attitudes and behaviors at the Pre Course survey, but acquire a more nuanced perspective after the course. This can explain some of the flat and/or negative movement we see on specific items attached to this and other programs.
Diversity, Equity, and Inclusion
On Your Campus

Data and insights from students at Central Michigan University
Engaging the Healthy Majority

It is tempting to want to focus on this relatively small group of “unhealthy” students. However, knowing that most students do not endorse attitudes and behaviors that contribute to discrimination should be central to campus prevention efforts.

This “healthy majority” of students can help to create a culture of care and accountability, bolstering inclusive messages and helping to build safe, positive communities.

In addition to reporting on the personal experience of your students, the following pages highlight topics that can help you understand how to engage and bolster the healthy majority on your campus: Bystander intervention, social norms, perceptions of campus climate, and readiness to engage in inclusion efforts on your campus.

Critical Processes Tip: Reflect on the share of your diversity and inclusion programming and policies that is focused on supporting the healthy majority, compared to efforts to address or discipline the unhealthy minority. Are there areas where you could supplement or expand efforts that develop a positive culture on your campus?
Social Norms for Behavior

Perceptions of social norms can have a significant influence on individual behavior. A person is more likely to act if they believe that they will be supported in that action by their community and that others will act with them.

**Perceived Norm** – Students’ perception of others’ perspective around issues related to diversity and inclusion. How they believe others would act. Percent of students who agreed, "my peers would ____.”

**Actual Norm** – Students’ own personal perspective around issues related to diversity and inclusion. How they believe they would act. Percent of students who agreed, “I would ____.”

**Critical Processes Tip:** Feelings of not being supported by other members of a social group or community are likely to act as an obstacle to intervening, standing up to concerning behavior, and supporting friends and peers. We suggest examining this delta between actual and perceived norms among a variety of subgroups using data from your EVERFI administrator site and looking into which groups benefit from DIVS the most and which could use additional training and support.
Students were asked how ready they were to address diversity, equity, and inclusion at their school after completing the course content, from identifying this as an issue worthy of their attention, to understanding the role they can play in prevention, to getting personally involved in efforts.

**Perceptions of Community Readiness**

<table>
<thead>
<tr>
<th>Perception</th>
<th>Your Institution</th>
<th>Peer Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't see diversity as a topic I need to be involved in at my school.</td>
<td>18% 18%</td>
<td>18% 18%</td>
</tr>
<tr>
<td>I'd like to learn more about diversity at my school.</td>
<td>27%</td>
<td>22%</td>
</tr>
<tr>
<td>I can play a role in making my school more inclusive.</td>
<td>34% 35%</td>
<td></td>
</tr>
<tr>
<td>I'm planning to play a role in making my school more inclusive.</td>
<td>13% 12%</td>
<td></td>
</tr>
<tr>
<td>I'm currently involved in inclusion efforts at my school.</td>
<td>8% 14%</td>
<td></td>
</tr>
</tbody>
</table>

Percentage of students who, “moderately - strongly agree” with each item, from the post-course survey.

**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.
Students were asked a series of questions related to the climate around diversity and inclusion at their school after completing the course content. This information can help you understand the degree to which all of your inclusive efforts are impacting student perceptions of the campus environment.

**Institutionalization Tip:** Student’s perceptions of the commitment and intentions of their institution can have a huge impact on their feelings of safety and support, their experience while on campus, and their likelihood to join the community effort to prevent discrimination and bias. 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.
Effective prevention includes actively engaging students to reinforce positive behavioral intentions of all students.

A growing number of students are arriving on campus already aware of the importance of supporting diversity & inclusion at their school. Diversity, Equity, and Inclusion for Students provides campuses with a unique tool to identify and assist students with that process. At Central Michigan University, 324 have opted in to be contacted by your institution about getting more involved in creating a safe and inclusive community.

It is very likely that these students who volunteered to be contacted represent the healthier end of the Community Readiness spectrum on an earlier slide, but education and resources for support should also be directed toward those who are not ready to admit this is an issue on their campus. Make sure to highlight the work you do to incorporate student voices in the generation of programs and policies at your institution.

Engaging students who are excited to learn and participate more in your prevention efforts and publicizing that collaboration helps to show how the majority of students support a safe community, healthy behavior, and personal responsibility.

Programming Tip: Your students provided their name and email address in order to be contacted regarding getting more involved in diversity and inclusion efforts on your campus. All student lists can be downloaded from your EVERFI administrator site.
Diversity, Equity, and Inclusion for Students

Appendix - Student Demographics
The following is a summary of the demographics of students who participated in DIVS this year. Demographic information was self-reported by 2970 students as part of the pre-course survey. All questions are optional and students may choose not to share demographic information.

### Student Demographics

**Gender Identities**

<table>
<thead>
<tr>
<th>Identity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman</td>
<td>39%</td>
</tr>
<tr>
<td>Man</td>
<td>27%</td>
</tr>
<tr>
<td>Transgender</td>
<td>1%</td>
</tr>
<tr>
<td>Cisgender</td>
<td>21%</td>
</tr>
<tr>
<td>Non-binary</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
</tr>
<tr>
<td>Not familiar</td>
<td>9%</td>
</tr>
<tr>
<td>Prefer not to</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Sexual Orientation**

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual / Straight</td>
<td>77%</td>
</tr>
<tr>
<td>Gay</td>
<td>2%</td>
</tr>
<tr>
<td>Lesbian</td>
<td>1%</td>
</tr>
<tr>
<td>Questioning</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
</tr>
</tbody>
</table>

*Question: Do you consider ANY of the following to be significant parts of your gender identity. Note: Students could select more than one option; bars may sum > 100%.*
Student Demographics (Continued)

### Race and Ethnicity

- **Black / African American**: 12%
- **White / Caucasian**: 84%
- **Hispanic / Latino**: 5%
- **Asian / Pacific Islander**: 3%
- **Native American**: 3%
- **Other**: 4%

*Students could select more than one response; bars may sum > 100%.*

### Age

- **17 Years or younger**: 4%
- **18 Years**: 56%
- **19 Years**: 15%
- **20 Years**: 9%
- **21+ Years**: 17%

**Critical Processes Tip:** Does this data reflect the overall demographic makeup of your students assigned to take DIVS? Demographic data can be used to identify challenges for underrepresented populations. You will see some demographic comparisons in this report and to further explore demographic differences, access your detailed data in your EVERFI administrator site.

Additional demographics available to explore include age, current residence type, military affiliation, and membership in student clubs or activities.
Diversity, Equity, and Inclusion for Students

Supplemental Information
The Prevention Framework, developed by EVERFI’s Campus Prevention Network, defines the elements of a comprehensive approach to Inclusive Excellence, and the ways in which those elements build to an effective diversity, equity, and inclusion program.

Throughout this report, you will see Tips. These Tips are color coded to indicate the stage of the prevention framework associated with the Tip. Most data and insights from this report will focus on the Programming and Critical Processes levels. For more information about Policy and Institutionalization on your campus, use our Diagnostic Inventories, available to all members of the Campus Prevention Network. (For additional information on this and other resources, see Resource Links on page 28.)
The Benefits of Working with EVERFI

- **Proven Efficacy**: Nine independent studies have been published demonstrating the efficacy of EVERFI online programs. Our approach improves knowledge, attitudes, and behaviors.

- **True Expertise**: Our team includes public health professionals, administrators from student affairs, campus prevention offices, legal experts, and more. Extend your team by partnering with ours.

- **Data Driven**: Our data and analytics provide real-time access to attitudinal and behavioral data from your unique populations, and national benchmarks to assess needs and strengths.

Diversity, Equity, and Inclusion for Students

- Built in collaboration with leading researchers and campus prevention experts including subject matter experts from our Diversity, Equity, and Inclusion Advisory Board.

- Informed by emerging research on evidence-based practice (e.g., social norms approach, bystander intervention, cultural competency).

- Learner-centered design of content that utilizes positive framing with all topic areas that is always inclusive and relevant to contemporary audiences.
# Data Accuracy

While learners are encouraged to answer all questions honestly and reminded that their responses are stored confidentially, all of the survey questions are optional and all data is self-reported. However, in our analysis of the responses, we find the data to be accurate, valid, and reliable. There is great consistency in the data from student cohorts over the years at specific institutions and our survey data correlates with external sources of information on these topic areas at the national and institutional level for college students.

**Calculating Percent Change:** Instead of just using Percent Difference, we calculate percent change in our reports to include the size the baseline measurement in the change score we report.