University of South Carolina - Columbia

Sexual Assault Prevention for Undergraduates

Impact Report

2018 – 2019

Academic Year

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To our partners at University of South Carolina - Columbia,

Colleges and universities have long sought to provide students with the knowledge and skills to care for themselves—and one another—by avoiding high-risk drinking, using prescription drugs safely, understanding consent, recognizing the signs of intimate partner violence, and engaging in effective bystander intervention. Today, heightened government scrutiny, increased student activism, and persistent media attention raises the bar ever higher for campus leaders and practitioners.

Thank you for choosing EVERFI as your partner in this important work. We're proud to provide the digital learning platform, education content, data insights, and reporting tools that help higher education institutions achieve lasting, large-scale change on the critical issues of safety, health, and well-being facing students, faculty, and staff.

In adopting and implementing Sexual Assault Prevention for Undergraduates you've joined a network of 1,500+ institutions and 5 million learners working to reinforce healthy decisions and promote positive attitudes and behaviors. The scale and impact of our network would not be possible without your partnership.

Thank you,

Rob Buelow
Vice President, Impact & Education
EVERFI

Executive Summary

This school year, 8,176 University of South Carolina - Columbia 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.

University of South Carolina - Columbia students increased their knowledge of topics related to sexual assault prevention by 7%. When it comes to skills, 83% of your students agreed that SAPU helped them identify characteristics of healthy and unhealthy relationships, and 83% reported that the education increased their confidence in their ability to intervene when they witnessed concerning behavior.

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 sex and relationships. This includes 86% of students who say they would refrain from sexual activity if the other person was incapacitated, but only 70% of those same students believe their peers would do the same.

Among students at University of South Carolina - Columbia who took SAPU, 43% agreed that they could play a role in preventing sexual assault on their campus. And a substantial number of your students, after prevention education, reported that they knew how to report a sexual assault at their school. Further, 87% 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 regards to romantic and sexual relationships. This data can be invaluable in guiding your prevention programming for maximum impact.

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How To Use This Report

This report provides key insights from your Sexual Assault Prevention for Undergraduates 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, and included a sharable snapshot of your data at the end of this report.

For deeper insights, the EVERFI Analytics Platform 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. University of South Carolina - Columbia is a large public, four-year institution, so your benchmarks reflect other public, four-year schools with 20,000 or more students.

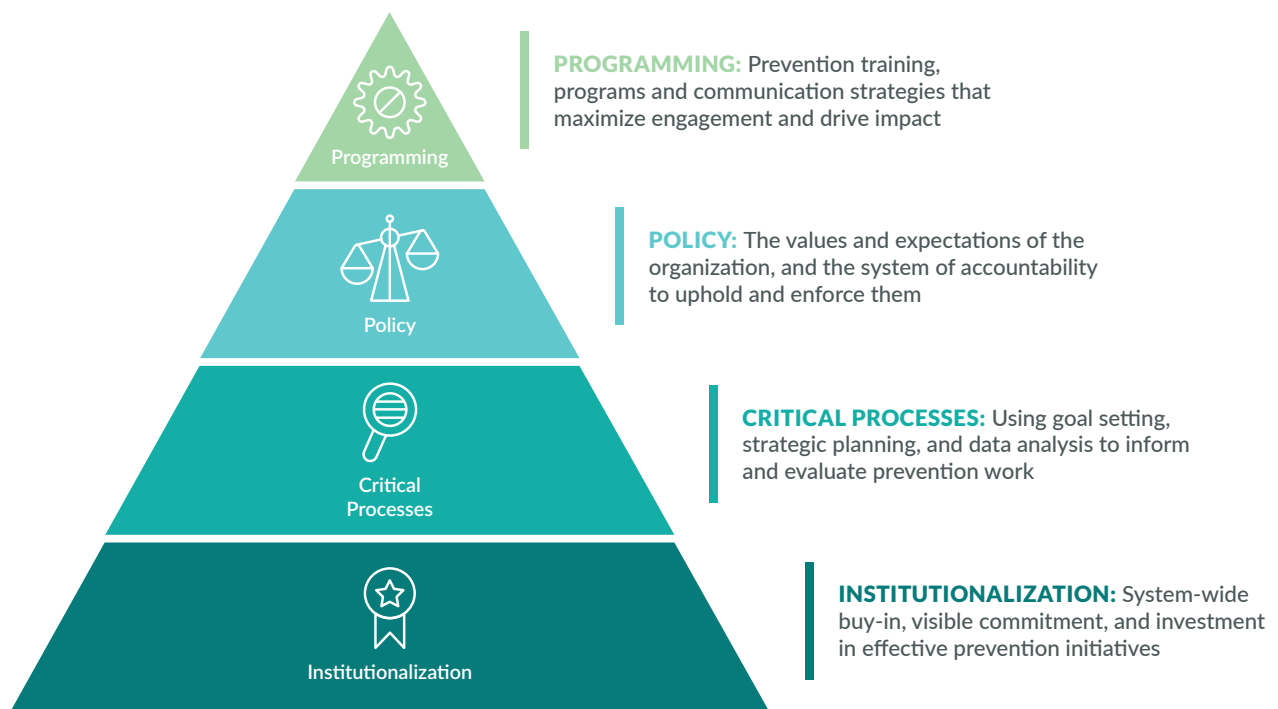**Campus Prevention Network Framework Tips**

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

At the end of this report, 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.

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Prevention Framework

The Prevention Framework, developed by EVERFI's Campus Prevention Network, defines the elements of a comprehensive approach to prevention, and the ways in which those elements build to an effective prevention program.

PROGRAMMING: Prevention training, programs and communication strategies that maximize engagement and drive impact

POLICY: The values and expectations of the organization, and the system of accountability to uphold and enforce them

CRITICAL PROCESSES: Using goal setting, strategic planning, and data analysis to inform and evaluate prevention work

INSTITUTIONALIZATION: System-wide buy-in, visible commitment, and investment in effective prevention initiatives
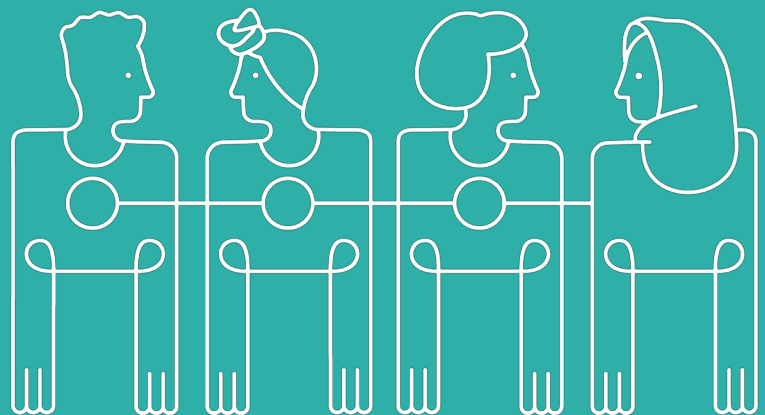
Throughout this report, you will see **Tips**. These Tips are color coded to indicate the stage of the prevention framework associated with the Tip. Most data and insights from this report will focus on the *Programming* and *Critical Processes* levels. For more information about *Policy* and *Institutionalization* on your campus, use our Diagnostic Inventories, available to all member of the Campus Prevention Network. (For additional information on this and other resources, see Resource Links on page 28.)
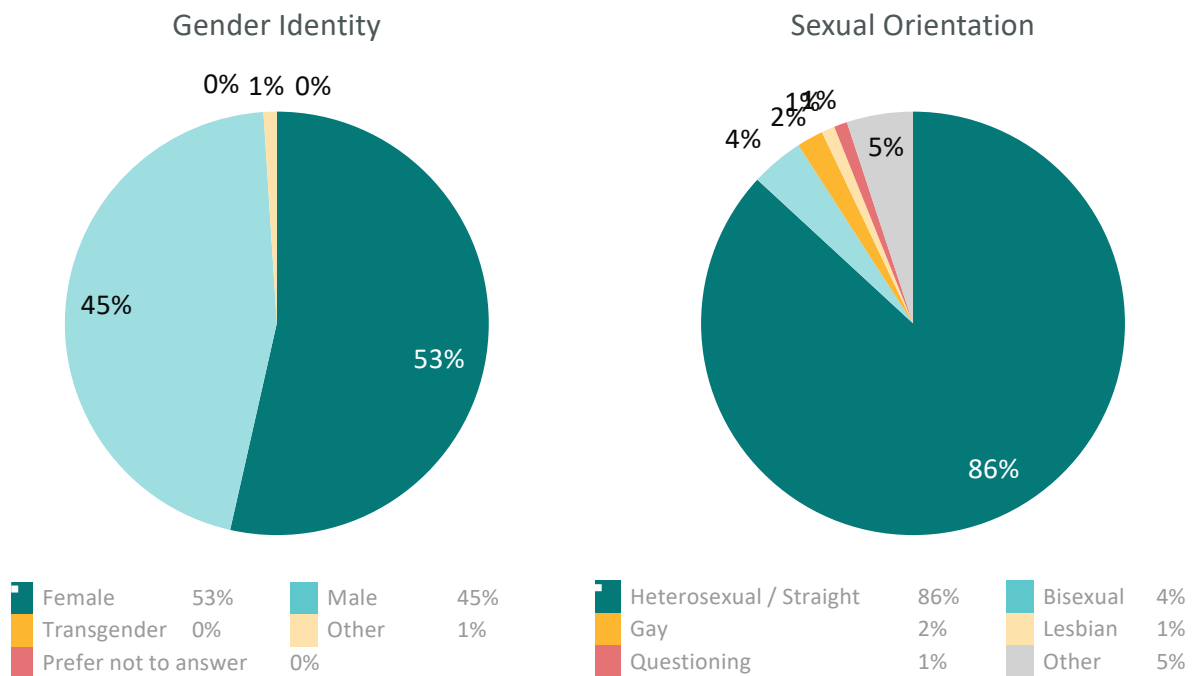
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SAPU and Your Students

Demographics and Impact at University of South Carolina - Columbia

Student Demographics

The following is a summary of the demographics of students who participated in SAPU this year. Demographic information was self-reported by 8,107 students as part of the pre-course survey. All questions are optional and students may choose not to share demographic information.
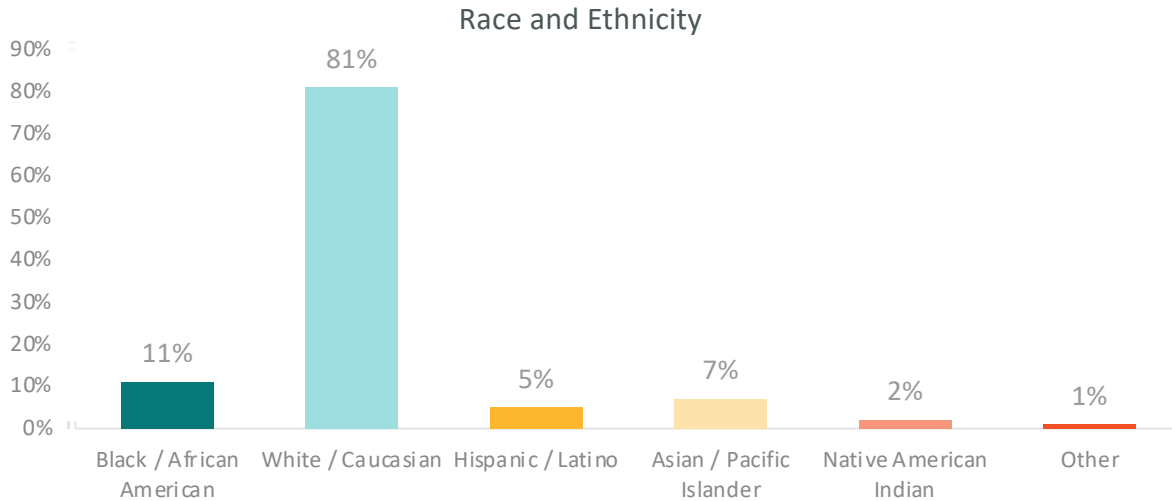
Gender Identity

0% 1% 0%

45%

53%

Sexual Orientation

4% 2% 1% 1%

5%

86%

■ Female	53%	■ Male	45%	
■ Transgender	0%	■ Other	1%	
■ Prefer not to answer	0%			

■ Heterosexual / Straight	86%	■ Bisexual	4%	
■ Gay	2%	■ Lesbian	1%	
■ Questioning	1%	■ Other	5%	

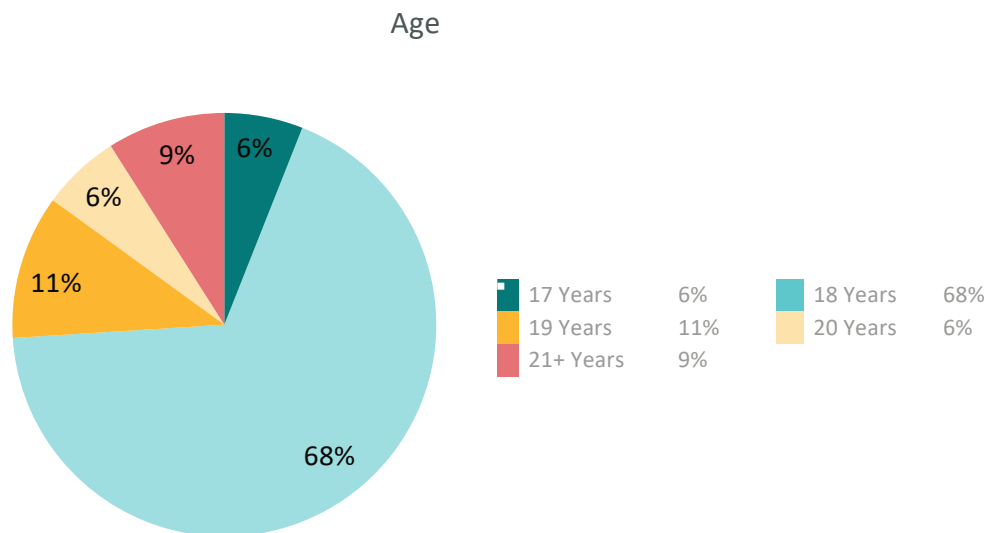*'Other' includes students who selected Genderqueer, Gender-nonconforming, or Not listed.*

This report refers to several student surveys. Pre-course surveys are taken immediately before a student begins the course. Post-course surveys are taken after an intersession period, typically four to six weeks, following the completion of the primary course content.

Sample sizes may be significantly different between Pre-Course and Post-Course surveys depending on how strongly completion of Part 2 of the course is enforced on your campus. To be able to show real impact for students, data points are needed at both time points for as many respondents as possible to generate a representative sample. Talk to your Customer Success manager for help in improving implementation of the course and completion of the surveys with your students.

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Student Demographics (Continued)

Race and Ethnicity

Black / African American	11%
White / Caucasian	81%
Hispanic / Latino	5%
Asian / Pacific Islander	7%
Native American Indian	2%
Other	1%

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

Age

- 17 Years — 6%
- 18 Years — 68%
- 19 Years — 11%
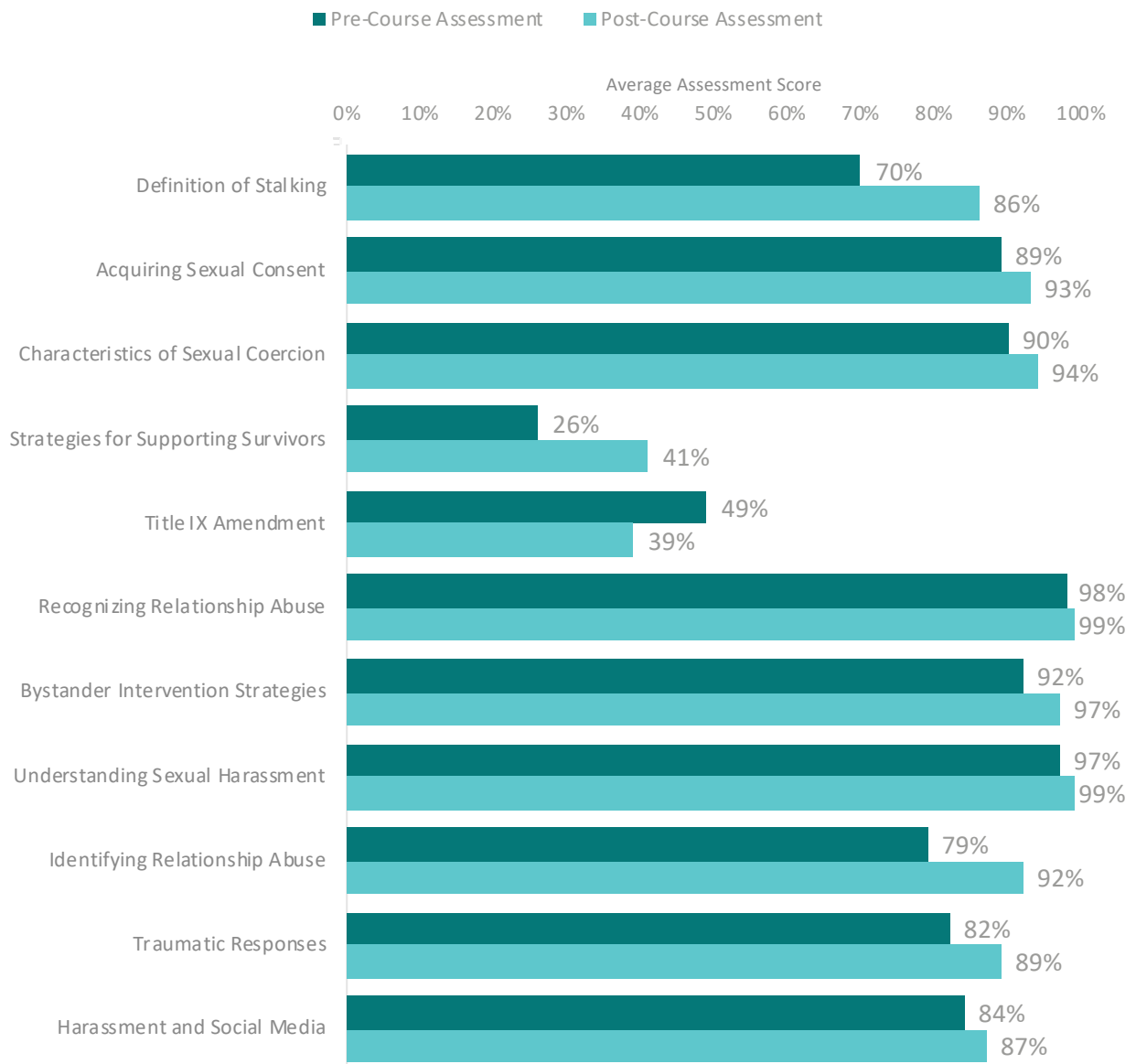- 20 Years — 6%
- 21+ Years — 9%

Critical Processes Tip: Does this data reflect the overall demographic makeup of your students assigned to take SAPU? 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 the Higher Education Partner Center (https://admin.everfi.net/hepc).

Additional demographics available to explore include: age, current residence type, military affiliation, and membership in student clubs or activities.

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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.

Average Assessment Score

Legend: ■ Pre-Course Assessment ■ Post-Course Assessment

Topic	Pre-Course Assessment	Post-Course Assessment
Definition of Stalking	70%	86%
Acquiring Sexual Consent	89%	93%
Characteristics of Sexual Coercion	90%	94%
Strategies for Supporting Survivors	26%	41%
Title IX Amendment	49%	39%
Recognizing Relationship Abuse	98%	99%
Bystander Intervention Strategies	92%	97%
Understanding Sexual Harassment	97%	99%
Identifying Relationship Abuse	79%	92%
Traumatic Responses	82%	89%
Harassment and Social Media	84%	87%

Full assessment item text is available upon request.

Programming Tip: Where are your students knowledgeable and where are they lacking? SAPU 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 prevention efforts.

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Learner Impact

After taking SAPU, 7,687 students were asked to reflect on the course experience and tell us whether or not they believe that the course positively impacted their awareness, knowledge, or skill in ways that will help them to make healthier decisions and support their peers in the future.

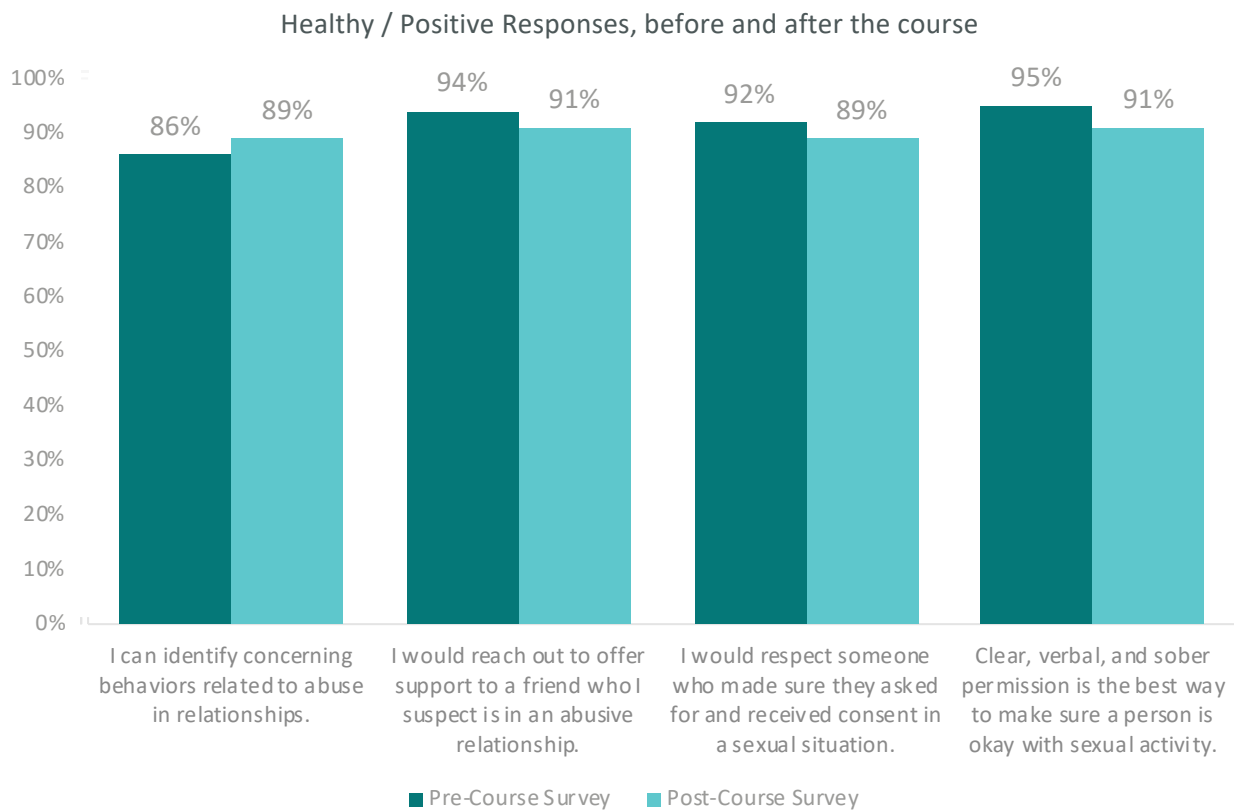| Your students reported that Sexual Assault Prevention for Undergraduates:	
Made me more confident in my ability to intervene when I see concerning behavior.	**83%**
Helped me identify characteristics of healthy and unhealthy relationships.	**83%**
Taught me where to find resources for sexual assault and abusive relationships at my school.	**83%**
Provided me with skills to better support someone who has experienced sexual assault.	**84%**
Increased my understanding of school policies related to issues covered in the course.	**84%**
Gave me information about sexual consent that I plan to use if I choose to be sexually active.	**84%**

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? 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.

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Healthy Relationships and Consent

In addition to developing knowledge, SAPU 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.
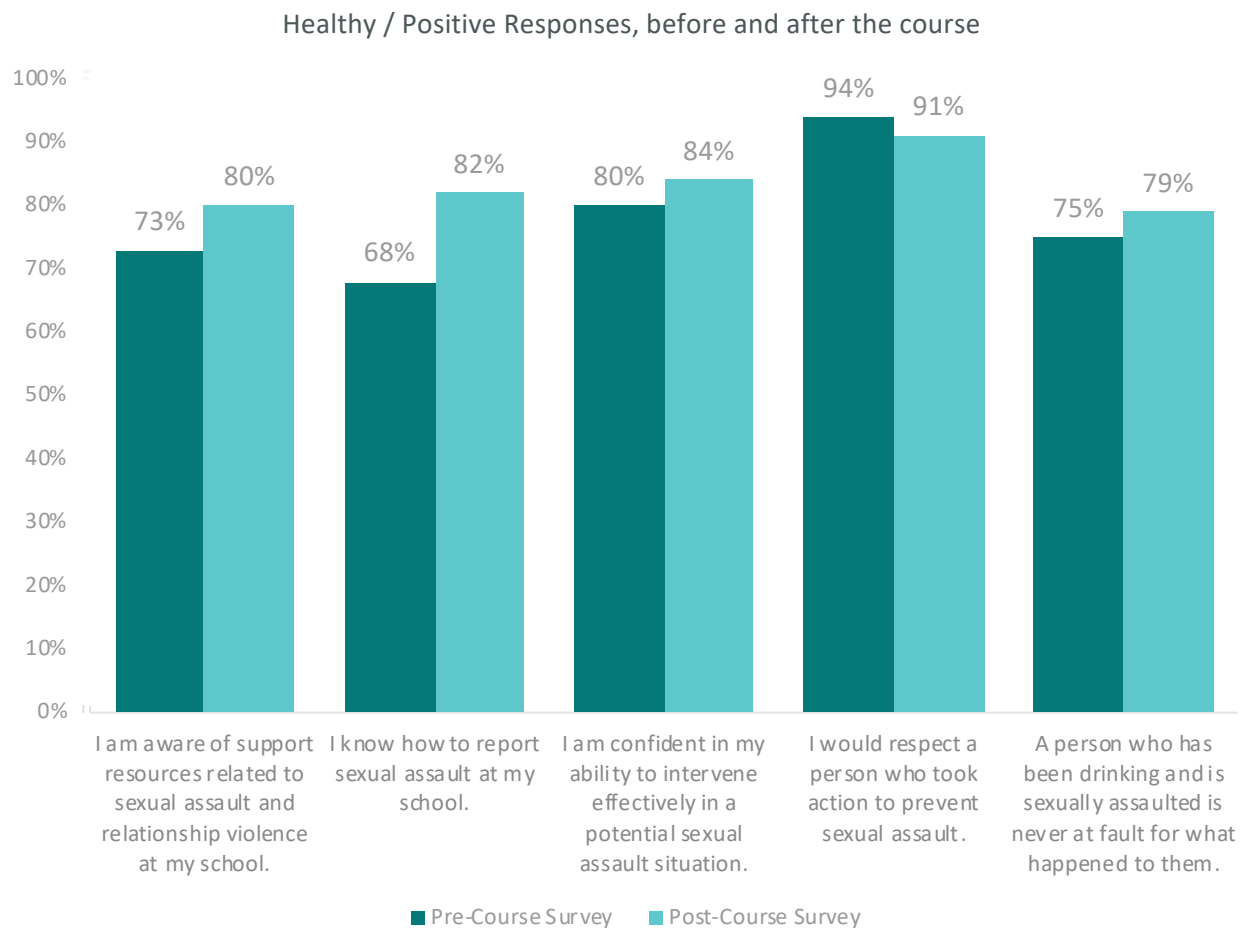
Healthy / Positive Responses, before and after the course

	I can identify concerning behaviors related to abuse in relationships.	I would reach out to offer support to a friend who I suspect is in an abusive relationship.	I would respect someone who made sure they asked for and received consent in a sexual situation.	Clear, verbal, and sober permission is the best way to make sure a person is okay with sexual activity.
Pre-Course Survey	86%	94%	92%	95%
Post-Course Survey	89%	91%	89%	91%

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

ℹ️ **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.

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Supporting Survivors

Part of maintaining a healthy community is supporting members who experience sexual assault. SAPU discusses: access to support and reporting resources, intervening in unhealthy situations and supporting others in the same, and tackling attitudes of victim blaming in the community.
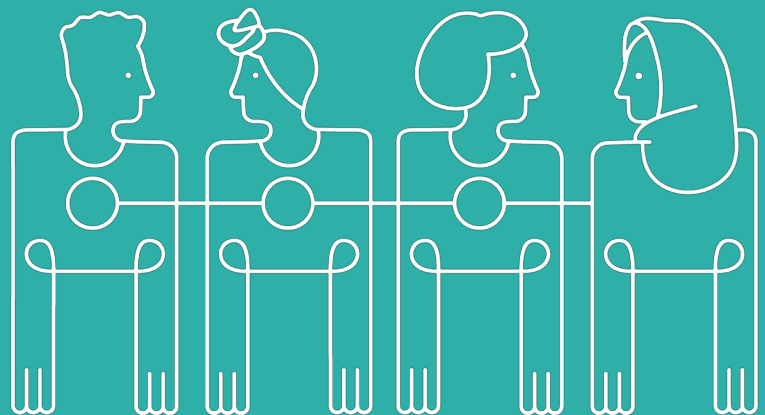
Healthy / Positive Responses, before and after the course

Percentage of students with healthy/positive responses: "moderately – strongly agree" for each item, unless otherwise noted.
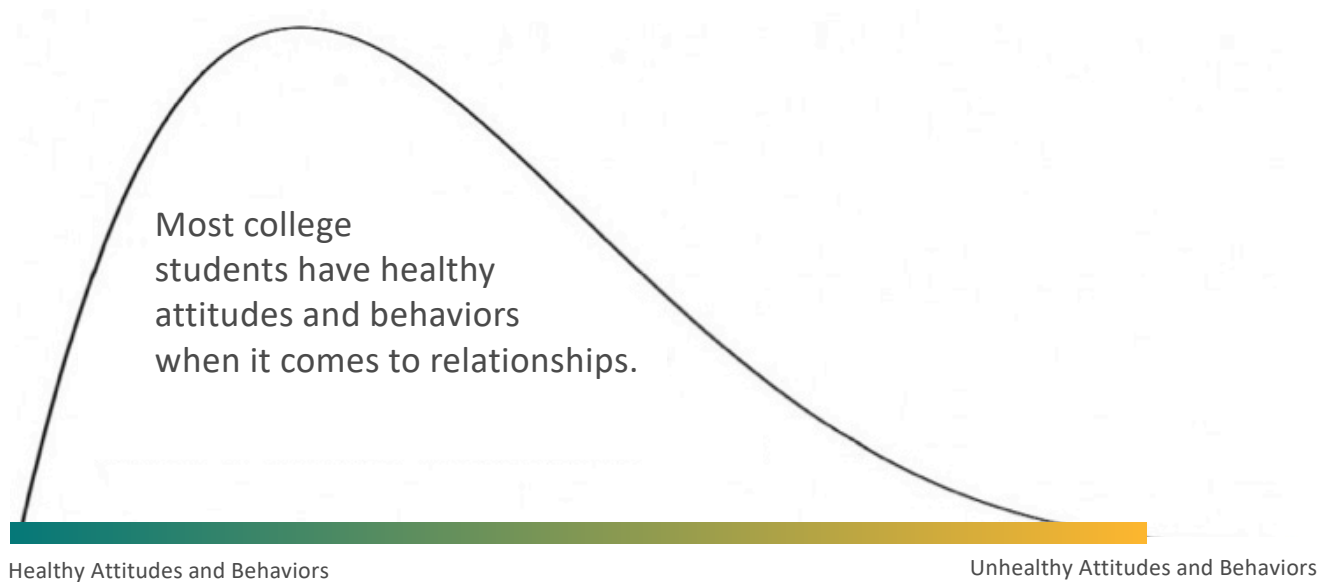
ℹ️ **Programming Tip:** To learn more about what your colleagues are doing on their campuses, what is being shown to work in the research, and to connect with others trying to prevent sexual assault and domestic violence in higher education, join the **Campus Prevention Network** at https://everfi.com/networks/campus-prevention-network/

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Sexual Assault Prevention On Your Campus

Data and insights from students at University of South Carolina - Columbia

Engaging the Healthy Majority

Most college students have healthy attitudes and behaviors when it comes to relationships.

Healthy Attitudes and Behaviors

Unhealthy Attitudes and Behaviors

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 sexual violence should be central to campus prevention efforts.

This "healthy majority" of students can help to create a culture of care and accountability, bolstering prevention 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 prevention efforts on your campus.

Critical Processes Tip: Reflect on the share of your sexual assault prevention 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?

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Personal Experiences By Gender Identity

Some of your students will arrive on campus having had 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.

	Male		Female	
	Before	After	Before	After
Sexual Assault	6%	2%	22%	5%
Relationship Violence	5%	1%	15%	2%
Stalking	5%	2%	24%	9%

Before - Percentage (%) of students who reported "Yes, before coming to campus" OR "Yes, before and after coming to campus"

After - Percentage (%) of students who reported "Yes, after coming to campus" OR "Yes, before and after coming to campus"

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.

Note: This page shows comparisons between male and female students responding to the post course survey. EVERFI recognizes and appreciates that not all respondents identify with these binary constructs.

While this report presents comparisons only between students who identify as male or female – they are the most researched populations regarding sexual assault related behaviors – students can select additional gender identities (transgender male or female, genderqueer) or choose not to identify. To examine attitudes, experiences, and behaviors by additional gender identities, access your institution's data through the Higher Education Partner Center.

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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. Below is a summary of when male-identifying students on your campus have intervened, and their preferred strategies for doing so.

Bystander Intervention Scenario	Intervention	
	Yes	No
I spoke up when I heard someone saying something I found offensive or demeaning.	85%	15%
I expressed concern when I saw a person exhibiting abusive behavior toward their partner.	92%	8%
I helped someone get support or find resources when they told me about an unwanted sexual experience.	88%	12%
I intervened when I saw someone trying to take advantage of someone else sexually.	87%	13%

Preferred Bystander Behaviors

Students expressed the most confidence engaging in the following 3 behaviors if they observed a potential sexual assault situation:

Asking the person who you're concerned about if they need help.

Stepping in and separating the people involved in the situation.

Finding the friends of those involved and asking them for help.

Data for both tables is from the post-course survey. For Bystander Intervention Scenario, percentages are of students who indicated that they have been present in the described scenario

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.

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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 standup. Below are the preferred bystander behaviors for female-identifying students on your campus.

Bystander Intervention Scenario	Intervention	
	Yes	No
I spoke up when I heard someone saying something I found offensive or demeaning.	94%	6%
I expressed concern when I saw a person exhibiting abusive behavior toward their partner.	95%	5%
I helped someone get support or find resources when they told me about an unwanted sexual experience.	90%	10%
I intervened when I saw someone trying to take advantage of someone else sexually.	94%	6%

Preferred Bystander Behaviors

Students expressed the most confidence engaging in the following 3 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.

Following up later to check in with the person who you were concerned about.

Data for both tables is from the post-course survey. For Bystander Intervention Scenario, percentages are of students who indicated that they have been present in the described scenario

Programming Tip: Given that students with differing identities report vastly varying experiences, attitudes, and behaviors, it is important to at least consider additional resources that may be directed towards specific student populations on campus. These efforts may be focused on high-risk student sub-groups, but we also suggest targeted supplemental education and resources for under-represented identities to help all students feel safe and welcome on campus.

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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, that others will act with them.
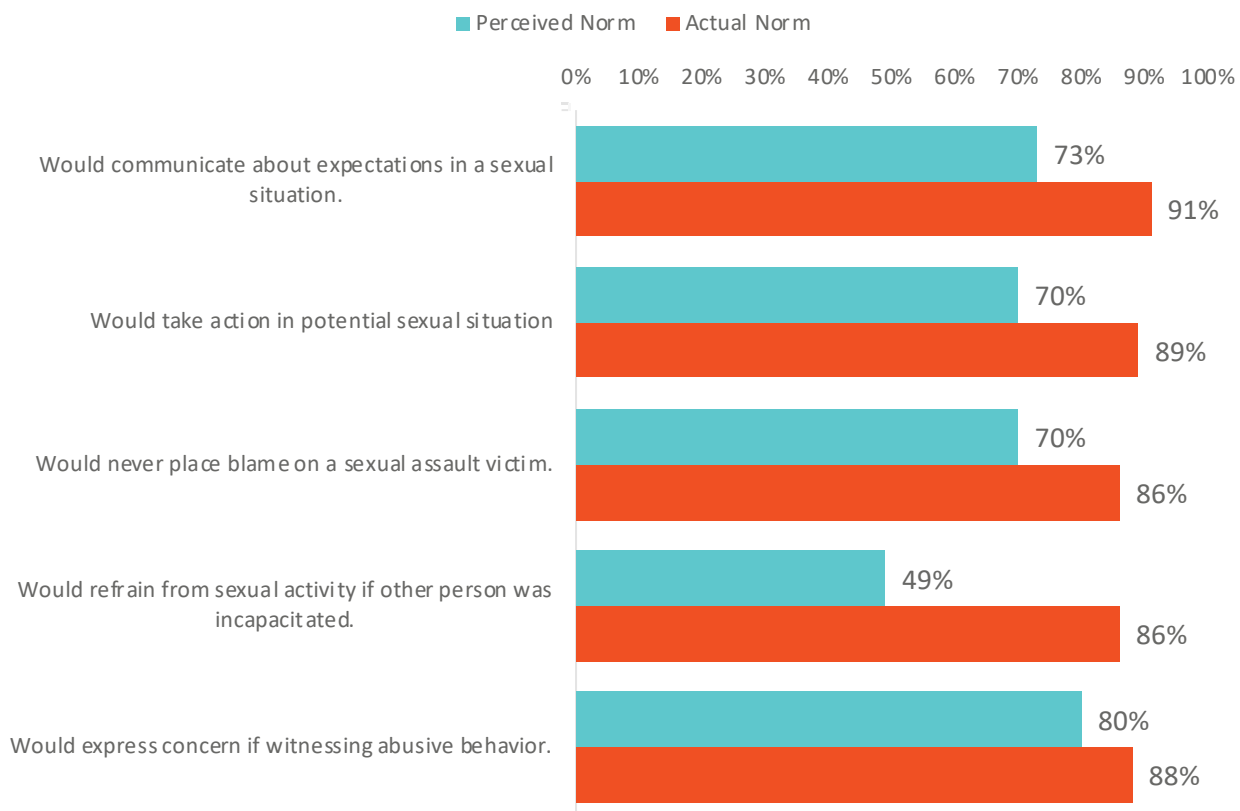
Perceived Norm – Students' perception of others' perspective around issues related to sexual/relationship violence. How they believe others would act. Percent of students who agreed, "my peers would _____."

Actual Norm – Students' own personal perspective around issues related to sexual/relationship violence. 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 the Higher Education Partner Center and looking into which groups benefit from SAPU the most and which could use additional training and support.

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Campus Climate

Students were asked a series of questions related to the climate around sexual assault at their school after completing the course content. This information can help you understand the degree to which all of your sexual assault prevention and response efforts are impacting student perceptions of the campus environment.
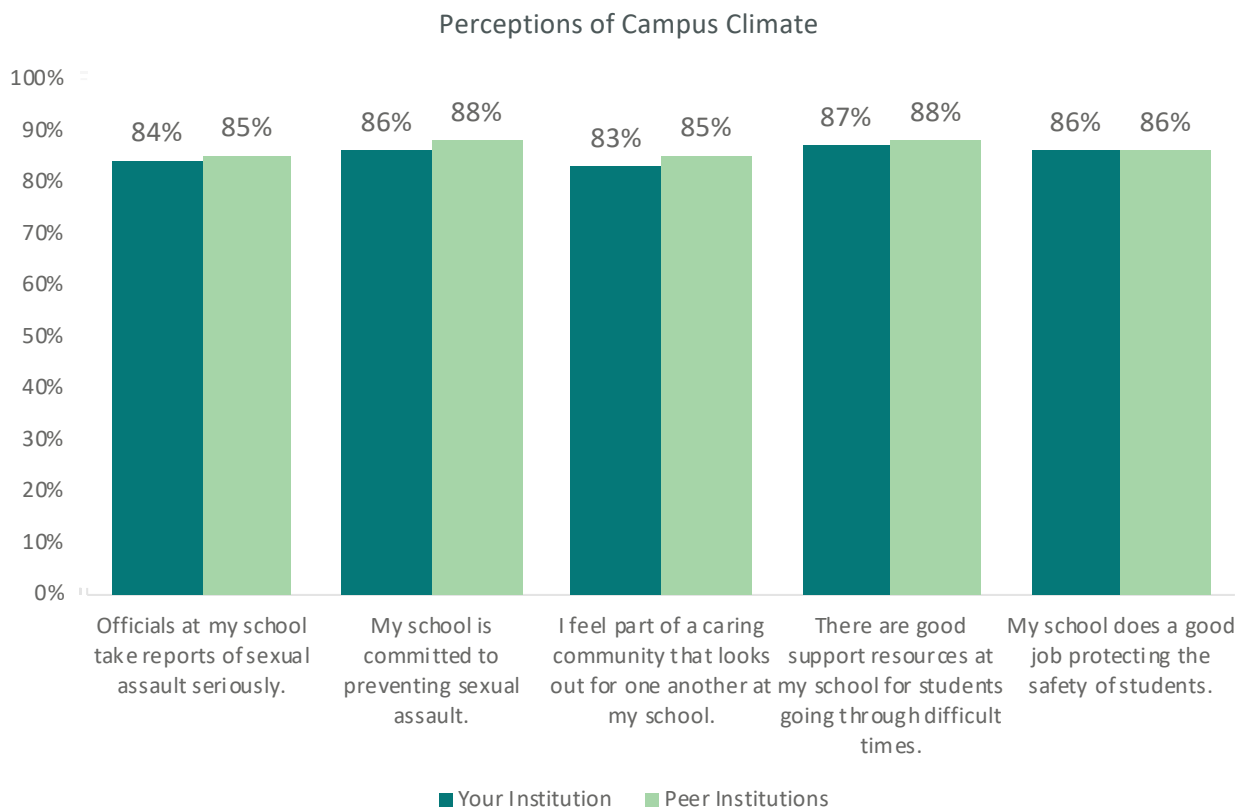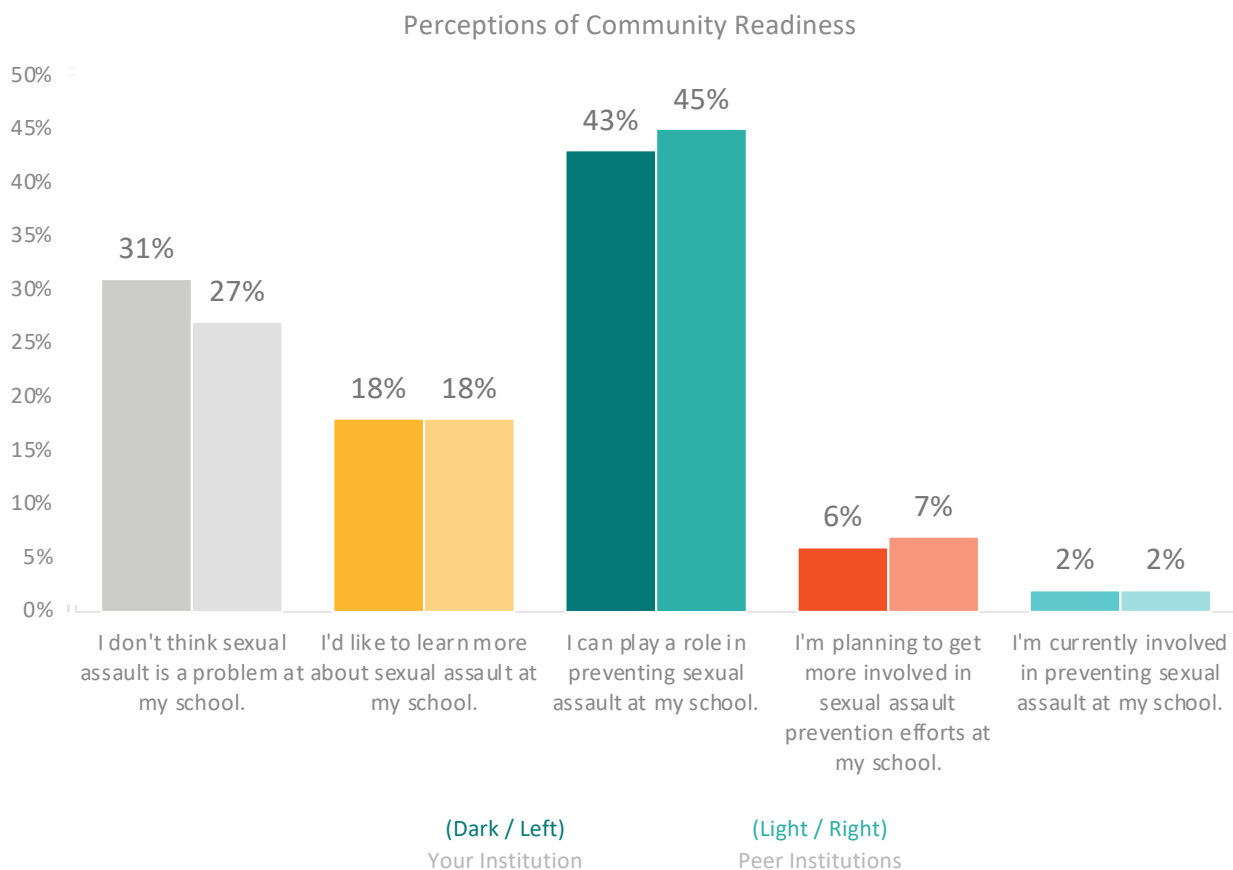
Perceptions of Campus Climate

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

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 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.

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Community Readiness

Students were asked how ready they were to address sexual assault at their school after completing the course content, from identifying sexual assault as an issue worthy of there attention, to understanding the role they can play in prevention, to getting personally involved in prevention efforts.

Perceptions of Community Readiness

(Dark / Left)		**(Light / Right)**
Your Institution		Peer Institutions

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.

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Engaging Your Students
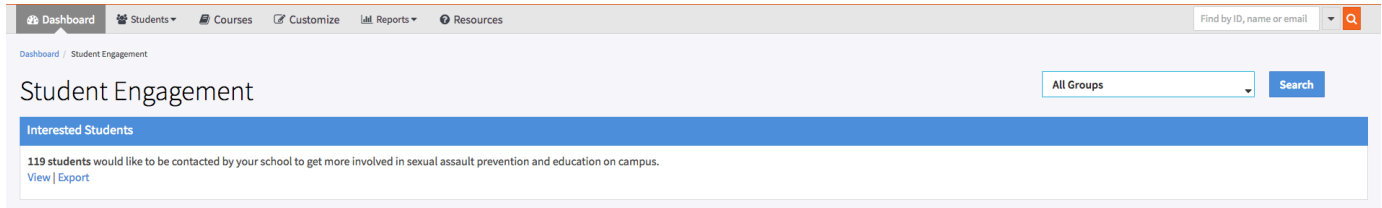
Screenshot from the Student Engagement Report in the Higher Education Partner Center.

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 healthy relationships as well as consensual sexual activity and wish to connect to peers who share these values. Sexual Assault Prevention for Undergraduates provides campuses with a unique tool to identify and assist students with that process. At University of South Carolina - Columbia, **585** 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 the previous 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 sexual assault prevention and education on your campus. All student lists can be downloaded from the Higher Education Partner Center.

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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 Sexual Assault Prevention for Undergraduates 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 Sexual Assault Prevention for Undergraduates program, but have less direct experience in prevention work.

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Sexual Assault Prevention for **Undergraduates** Snapshot
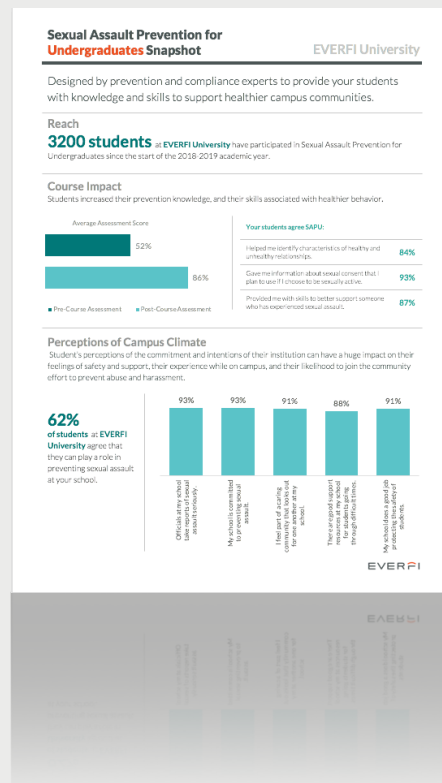
Designed by prevention and compliance experts to provide your students with knowledge and skills to support healthier campus communities.

Reach

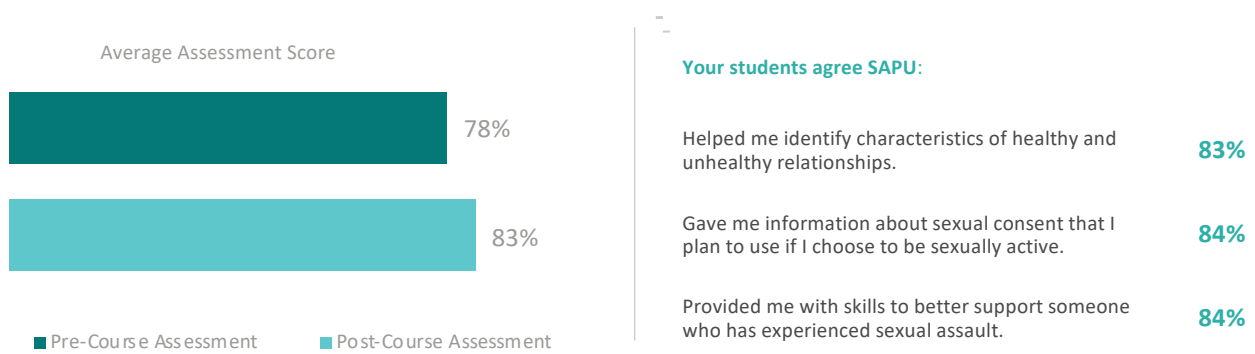**8,176 students** at **University of South Carolina - Columbia** have participated in Sexual Assault Prevention for Undergraduates since the start of the 2018-2019 academic year.

Course Impact

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

Average Assessment Score

78%
83%

■ Pre-Course Assessment ■ Post-Course Assessment

Your students agree SAPU:

Helped me identify characteristics of healthy and unhealthy relationships.	**83%**
Gave me information about sexual consent that I plan to use if I choose to be sexually active.	**84%**
Provided me with skills to better support someone who has experienced sexual assault.	**84%**

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.

43%

of students at **University of South Carolina - Columbia** agree that they can play a role in preventing sexual assault at your school.

84% — Officials at my school take reports of sexual assault seriously.

86% — My school is committed to preventing sexual assault.

83% — I feel part of a caring community that looks out for one another at my school

87% — There are good support resources at my school for students going through difficult times.

86% — My school does a good job protecting the safety of students.

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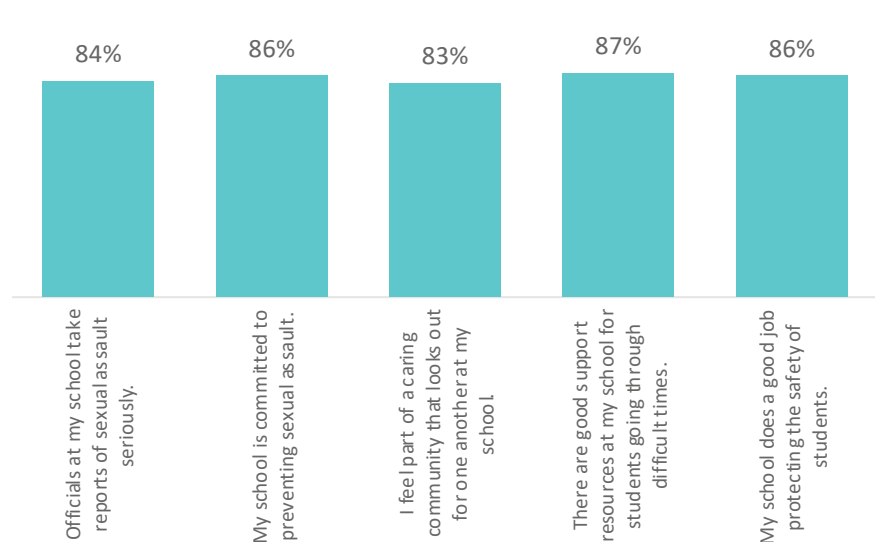
Bystander Intervention

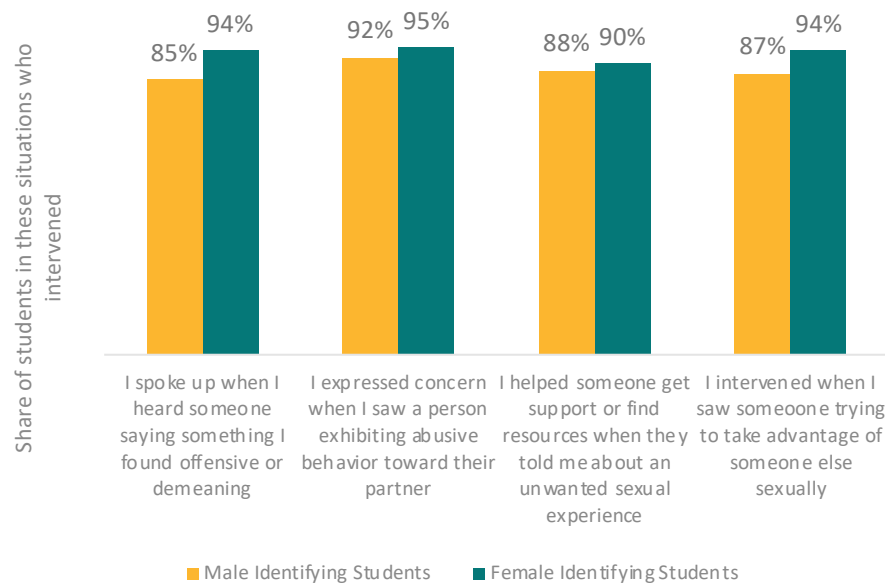Proactive bystander behaviors – stepping in directly or engaging other observers indirectly – are some of the most important ways students can support and build a healthy campus environment.

SAPU helps students build their bystander skills. University of South Carolina - Columbia can use this information to continue to develop those skills as part of a healthy campus community.

Bystander Intervention Scenarios

Share of students in these situations who intervened

	Male Identifying Students	Female Identifying Students
I spoke up when I heard someone saying something I found offensive or demeaning	85%	94%
I expressed concern when I saw a person exhibiting abusive behavior toward their partner	92%	95%
I helped someone get support or find resources when they told me about an unwanted sexual experience	88%	90%
I intervened when I saw someone trying to take advantage of someone else sexually	87%	94%

■ Male Identifying Students   ■ Female Identifying Students

83%
of students at University of South Carolina - Columbia agree that SAPU made them more confident in their ability to intervene when they see concerning behavior.

Preferred Bystander Behaviors

Male Identifying Students	
1	Asking the person who you're concerned about if they need help.
2	Stepping in and separating the people involved in the situation.
3	Finding the friends of those involved and asking them for help.

Female Identifying Students	
1	
2	
3	

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.

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Sexual Assault Prevention for Undergraduates
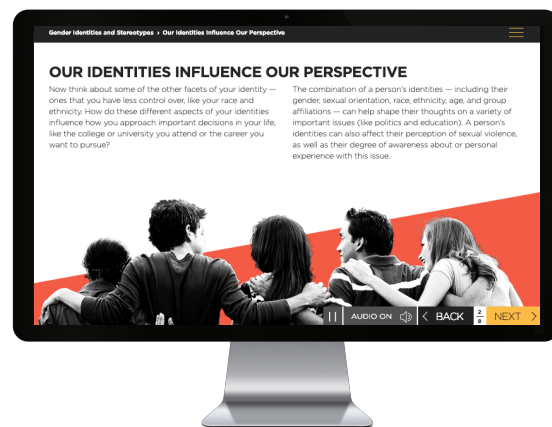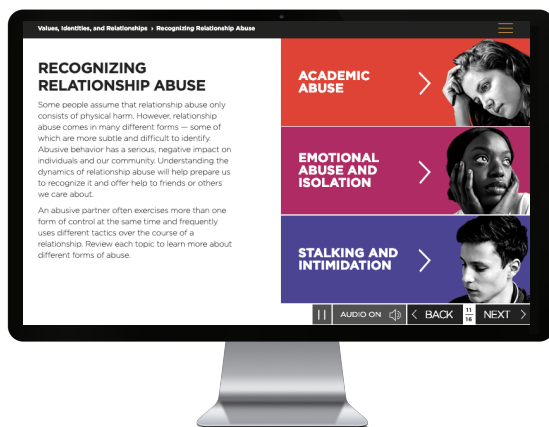
Supplemental Information

About Sexual Assault Prevention for Undergraduates
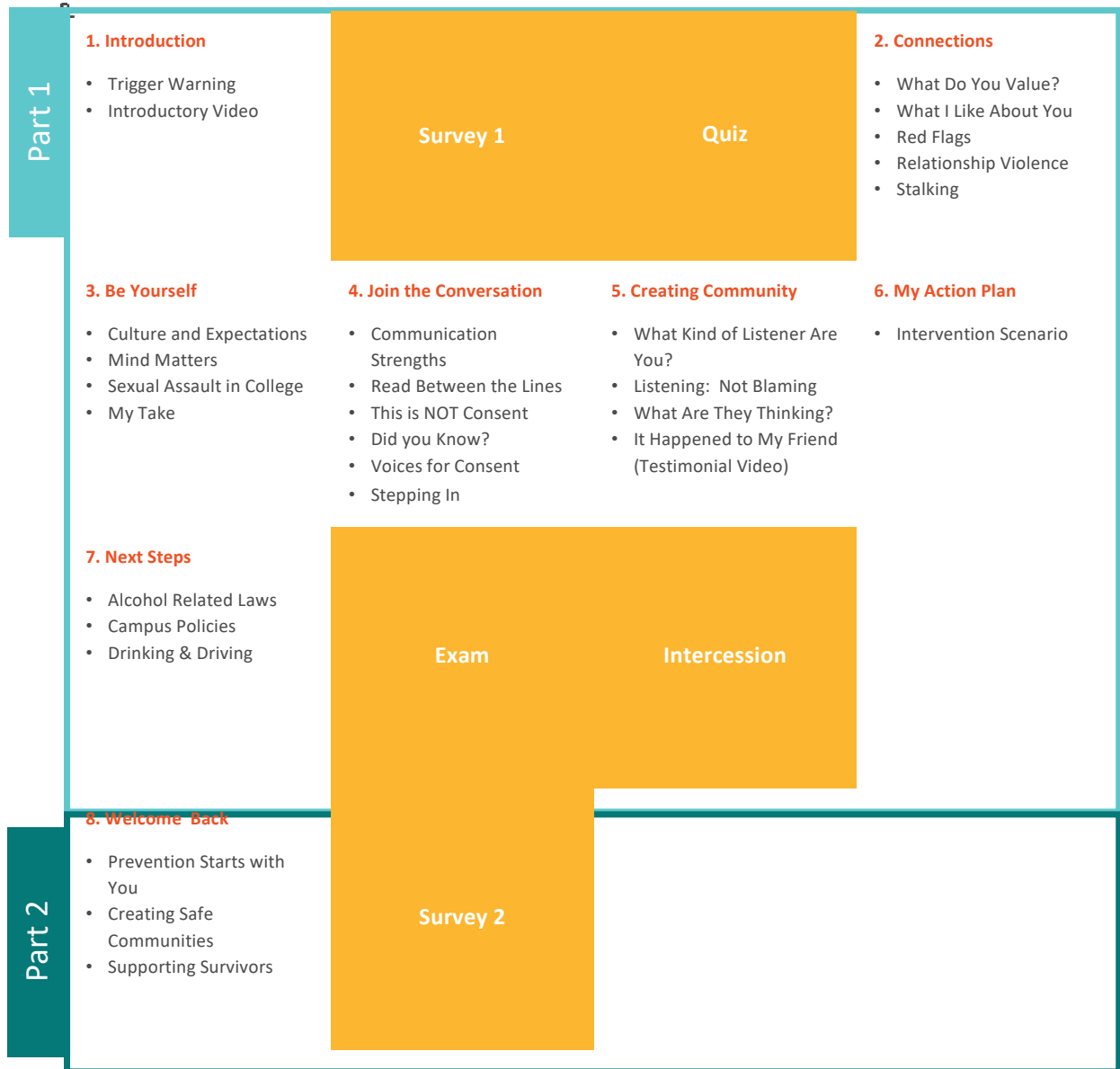
The Benefits of Working with EVERFI

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

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

- <u>Beyond Compliance</u>: Our online programs are built by prevention and compliance experts to meet and exceed requirements from Title IX, Clery Act, and EDGAR part 86.

- <u>Data Driven</u>: 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.

Sexual Assault Prevention for Undergraduates

- Helps meet and exceed Title IX and Clery Act requirements

- Built in collaboration with leading researchers and campus prevention experts

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

- Shown to impact student attitudes and intentions on a campus-level in peer-reviewed publication

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SAPU Course Map and Data

Part 1

1. Introduction
- Trigger Warning
- Introductory Video

Survey 1   **Quiz**

2. Connections
- What Do You Value?
- What I Like About You
- Red Flags
- Relationship Violence
- Stalking

3. Be Yourself
- Culture and Expectations
- Mind Matters
- Sexual Assault in College
- My Take

4. Join the Conversation
- Communication Strengths
- Read Between the Lines
- This is NOT Consent
- Did you Know?
- Voices for Consent
- Stepping In

5. Creating Community
- What Kind of Listener Are You?
- Listening: Not Blaming
- What Are They Thinking?
- It Happened to My Friend (Testimonial Video)

6. My Action Plan
- Intervention Scenario

7. Next Steps
- Alcohol Related Laws
- Campus Policies
- Drinking & Driving

Exam   **Intercession**

Part 2

8. Welcome Back
- Prevention Starts with You
- Creating Safe Communities
- Supporting Survivors

Survey 2

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.

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