What is “Prevention?”

<table>
<thead>
<tr>
<th>Prevention</th>
<th>Early Intervention</th>
<th>Response &amp; Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop problems from occurring by reducing risk factors and promoting protective factors</td>
<td>Intervene early in problem behavior</td>
<td>Assist victim, Sanction/treat offender</td>
</tr>
</tbody>
</table>

These also have a role in supporting prevention
Efforts to Prevent Problem Behavior

- No one-size-fits-all solution for every campus
- Single biggest mistake = Failure to articulate:
  - What is the problem we are trying to solve?
  - How do we envision proposed efforts will solve those problems?
  - What evidence exists that these efforts might work?

Basic Principles

- Use a systematic planning and evaluation process
- Thoroughly analyze the problems
- Review research
- Use multiple, coordinated, and sustained strategies
- Build infrastructure and systems in support of strategies
- Evaluate & use results for improvement.

Paradigm Shift: Activities to “Strategic Change”

Instead of: What are we going to DO?
E.g., Conduct a workshop

State: What are we trying to CHANGE?
E.g., Increase students’ knowledge about the visibility of their Facebook profiles
A Scientific Approach to Student Problem Prevention: Applications to Facebook
Stetson Annual National Conference on Law and Higher Education
Linda Langford, Sc.D.
February 19, 2007

Strategic approach

- Identify needed changes (i.e., goals/outcomes)
  - Change language = “increase/decrease”
  - Be specific: “raise awareness” is not precise enough
  - How will this change reduce the targeted problem?

- Then determine which activities will work best to achieve those changes
  - Activities: policies, programs, procedures
  - Identify goals/outcomes based on a problem analysis

Strategic Planning/Evaluation Process

- Problem analysis
- Select desired outcomes
- Consult the literature
- Select program strategies, translate these into specific activities, and plan for evaluation
- Implement program activities
- Evaluate whether goals were achieved

In reality, this is a non-linear process

Start Here: Problem Analysis

(sometimes, “needs assessment”)

- Gather and analyze data to understand local problems, issues
- Best results when include multiple stakeholders
- Questions to Answer
  1. What are the problems? (prior or potential)
  2. What factors cause or contribute to the problems?
    - Look at research literature as well as your campus
  3. What’s in place?
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**Key Point**

Strategies & activities flow from problem analysis:

1. Problem/ contributing factors
2. What needs to be changed (strategic objective)
3. Specific strategies/ program content
4. Program activities/ method of delivery

Then, coordinate across activities

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**Application to Facebook and Other Social Networking Communities (SNCs)**

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**Define & Analyze the Problem**

- Instead of starting by asking about specific solutions:
  - What are other campuses doing about…?  
  - Do we need a policy…?

- Focus *first* on identifying what needs to be changed, *then* on how to make the change/ get the message out
Facebook Isn’t a Single “Problem”

- It’s a tool
- Integral part of student’s lives
- Facilitates some undesirable AND desirable behaviors

“Adults tend to get all freaked out about things they don’t understand, and the Facebook is pretty much the prototypical definition of a thing they don’t understand.”

-- Fred Stutzman

Break It Down

- What is it & how does it work?
- What do students use it to do?
- What do they see as its benefits?
- What other attitudes and beliefs do they hold?
- What are your concerns? (Problems to IHE, Problems to students)
  - Are they merited?
  - How do students perceive these concerns?

Understand Connections to Broader Issues

- What is the immediate problem we’re concerned about?
  - E.g., Students post too much personal info on Facebook?
- What is the underlying problem (or problems)?
  - E.g., Stalking, identity theft, promotion of high-risk alcohol use, students’ future prospects….??
- How is Facebook contributing to the problem of concern?
- What are the other contributing factors to the immediate and underlying problems?
Problem Analysis, con’t

– Use research, when it exists (evaluate quality)
– National data & local circumstances on your campus
– You’re looking for:
  • Accurate understanding of issues
    – Not just oddball circumstances
    – Students’ perceptions of the issues
  • Contributing factors that you can reduce
    – Multiple levels: individuals, peer groups, institutional policies/practices
  • Info that will affect solutions

Learn about the Issue - Facebook

• Majority participation – undergraduates
  – ranks 3rd nationally, but dominates college market
• Previously needed IHE e-mail address (changed 9/06)
• Uses full names (est ~ 90% valid)
• Key elements
  – Profiles
  – Friendship networks
  – Photo albums

Look at Research: Studies of Facebook, SNCs
(see resource list)

• Research is in its infancy
• Studies primarily single-campus, “exploratory”
• Differences among study methods:
  – Scope: focus on one SNC (e.g., Facebook) vs. SNCs generally
  – Data source: (1) Surveys; (2) Posted profiles
  – Sample:
    • Size
    • Representativeness
    • Group studied (i.e., freshmen vs. all students)

Note: studies predate fall ‘06 changes in privacy options
Student Usage of Online Social Communities at UF
(UF Survey, n=125)

- Probably not representative
- 97% Freshman
- Facebook more popular than MySpace
- ¾ grad students
(Not shown)
- 80% sign on at least 1x per day

CMU Facebook Profiles -- By User Category
(Gross & Acquisti, 2005)

<table>
<thead>
<tr>
<th>Category</th>
<th># Profiles</th>
<th>% of Facebook Profiles</th>
<th>% of CMU Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>3345</td>
<td>74.6</td>
<td>62.1</td>
</tr>
<tr>
<td>Alumni</td>
<td>853</td>
<td>19.4</td>
<td>-</td>
</tr>
<tr>
<td>Graduate</td>
<td>270</td>
<td>5.9</td>
<td>6.3</td>
</tr>
<tr>
<td>Staff</td>
<td>35</td>
<td>0.8</td>
<td>1.3</td>
</tr>
<tr>
<td>Faculty</td>
<td>17</td>
<td>0.4</td>
<td>1.5</td>
</tr>
</tbody>
</table>

In June 2005 at CMU:
- 2/3 of undergraduates had profiles
- Only 6% of grad students
- Small minority of staff & faculty

Use high, but varies by campus

By-Month Analysis of Freshman (Fall '05) Facebook Account Creation
(UNC-CH, Stutzman, 1/06 & 7/06)

- 2005 acct creation peaked in summer (spike after orientation)
- 85% had acct on the first day of school
- 2006 change: students already had accounts, just added the UNC network
Why Do Students Join Facebook?
(CMU Survey, n=50, Govani & Pashley)

- Get in touch, keep in touch = variety of social purposes
- That's where their friends are!

Do Students Post Too Much Info?
(2005 Study of CMU Profiles, Gross & Acquisti)

- Picture 91% (61% identifiable)
- Birth date 88
- High School 87
- IM Screen name 78
- Home town 72
- Current Address 51
- Phone (Cell) 40 (29)

Does Facebook Really Contribute to Risks? What Types?
(Gross & Acquisti)

- Stalking facilitated through contact info, class schedule, residence, gender, romantic interests
- People can be "re-identified" using zip code, gender & birth date
- SSN ID possible with birth date, hometown, current residence, current phone #

Table 5: Overview of the privacy risks and number of CMU profiles susceptible to it.

<table>
<thead>
<tr>
<th>Risk</th>
<th># CMU Facebook Profiles</th>
<th>% CMU Facebook Profiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-World Stalking</td>
<td>289 (Female)</td>
<td>35.7 (Female)</td>
</tr>
<tr>
<td></td>
<td>300 (Male)</td>
<td>21.2 (Male)</td>
</tr>
<tr>
<td>Online Stalking</td>
<td>312</td>
<td>77.7</td>
</tr>
<tr>
<td>Demographics Re-Identification</td>
<td>12%</td>
<td>44.3</td>
</tr>
<tr>
<td>Face Re-Identification</td>
<td>25% (estimated)</td>
<td>56.4</td>
</tr>
</tbody>
</table>
Negative Experiences

- "Someone I did not want contact with…" (UF Survey, n=125)
  - Harassed me using SNC info 20%
  - Contacted me or made me feel uncomfortable 82%

- Also, connect to bigger picture:
  - National data: 13% college women stalked in a 7-month period
    - About 1/4 involved e-mail (1997 survey, before SNCs)
    - Anecdotal reports of cyberstalking
    - Need more information about this....

Data Visibility and Privacy Preferences

- Other users fall into various categories:
  - Friends
  - Friends of friends
  - Non-friend users at the same institution
  - Non-friend users at a different institution/network

- Many options to restrict visibility of info (who/what)
  - To people in above categories
  - To undergrads only
  - Specific parts of profile
  - Can set different options for specific features

Facebook Defaults Are Relatively Permissive by Design

- Shown to everyone at same institution:
  - Full profile (including contact info)
- Shown to everyone at other institutions:
  - Everyone matching criteria
  - Users’ full name
  - Users’ academic institution & status
- Privacy preference page labels these settings “recommended”
Do Students Use Available Privacy Measures?

• “Vanishingly few” restricted profiles at CMU
  – Profile searchable only to CMU: 1.2%
  – Profile not fully visible to any user: .06%

“Friends” is a Key Concept

• Friends can always view all info
• Students have lots of friends, e.g., UNC-CH freshmen:
  – 2005: had 111 friends on average by the end of first semester
  – 2006: had 28 in-network friends & 125 out-of-network friends
    in June, 2 months before arriving on campus
• Students are not discriminating (Govani & Pashley)
  – 80% have added friends that aren’t close friends
  – 54% added people they don’t consider friends
  – 44% have asked users who aren’t friends to be friends
  – > 30% have accepted requests from people they haven’t met

Types of Friends

- Close Friends at University
- Close Friends from High School
- Friends that are Not Close Friends
- People You Just Know
- People You’ve Just Met Once
- People Whom You Haven’t Met
- Users that individuals have asked to be their friends
- Users that individuals have accepted requests from to be their friends
Attitudes About Identity Information Disclosure
(Stutzman, 2005)
Rating scale: 1 (strongly disagree) to 5 (strongly agree)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Individual Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am OK with friends accessing my SNC profile</td>
<td>4.55</td>
</tr>
<tr>
<td>I am OK with family accessing my SNC profile</td>
<td>3.78</td>
</tr>
<tr>
<td>I am OK with classmates accessing my SNC profile</td>
<td>3.96</td>
</tr>
<tr>
<td>I am OK with strangers accessing my SNC profile</td>
<td>3.15</td>
</tr>
<tr>
<td>It is important to me to protect my identity information</td>
<td>4.21</td>
</tr>
<tr>
<td>I am concerned with the consequences of sharing identity info</td>
<td>3.99</td>
</tr>
<tr>
<td>I am likely to share my identity information online in the future</td>
<td>3.34</td>
</tr>
<tr>
<td>I believe my identity information is well-protected online</td>
<td>2.66</td>
</tr>
</tbody>
</table>

• Note: small, non-random sample at one campus
• Results suggest possible disconnect between attitudes valuing privacy and attitudes towards disclosure in SNCs

Why the Disconnect?

• It's not knowledge alone: Few students changed their settings after a 2005 survey that included an “outsider view” of profile
  • Comments during survey:
    • “Have nothing to hide”
    • “Don’t really care if others see information”
  • But, significant minority hold misperceptions about actual visibility of profile & available privacy options, e.g.,
    • 30% CMU students uncertain whether could restrict searchability
    • 24% didn’t know everyone on FB could search their profile

More on Why They Don’t Restrict

• Most students:
  • trust FB & its members more than other services
  • believe they are already managing their risk
  • agree that sharing certain info increase risks, but that applies to other (stupid) students, not them
And in reality:
• Restricting reduces the utility of the site for social purposes
Other Student Beliefs/Attitudes (mostly anecdotal)

- Posted information is “personal”
  - Like putting something in a “personal scrapbook” (Anwar)
  - Non-students on FB are invading student privacy (Abel)
  - Some think the “terms of use” policy prohibits administrator use of FB (Wiki)
  - Ohio poll: 32% students said employer use is illegal (Lupsa)

- Facebook is expressive
  - It’s supposed to be for fun ➔ students shouldn’t be judged by it
  - “I don’t see why [faculty] would want to see this sort of information anyway. It’s just college kids acting like college kids, over the web.” (Abel)

Summary: What Do We Know?

- Students join FB so friends, others can find them
- Facebook defaults promote more open info
- Students have positive attitudes towards privacy protections generally but want people to have access to them
- Few students change defaults, even after intervention

=> Currently, perceived benefits of info-sharing appears to outweigh perceived costs
=> “General “information about privacy” alone unlikely to motivate change

Also Need Campus-Level Assessment

- Extent of faculty, staff, grad student use of SNCs?
- How are they using the sites (+/-)? Privacy concerns with these?
  - Course purposes?
  - Disciplinary?
  - Organizations and activities
- What incidents/problems have arisen?
- Policies & procedures:
  - Any procedures/protocols in place?
  - Do current policies handle potential problems with SNCs?
    - Behaviors defined?
    - Enforceable?
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Break Down “the Problem”

- Separate problem behavior from the medium
  - Need overall strategy for addressing broader issues like alcohol, stalking
  - Ask: are there particular ways FB is facilitating risk?
- Identify problems specific to FB that affect the IHE, e.g.,
  - Students hogging computer time accessing SNCs
- Identify questions about the IHE’s use of FB
  - Viewing specific profiles; use for general information-gathering; response to info brought forward by others; positive uses?
- What role do you want to take in helping students avoid consequences to themselves?

Devise solutions for each “segment” of the problem

- E.g., if decide you want to help students avoid harm, ask:
  - What change(s) do you want to see students make, and why?
    - E.g., Don’t accept friends you don’t know
  - How would you expect that to solve an identified problem?
    - Fewer friends => lower info access => decrease in X problem
  - Does the IHE have a role in promoting this change?
  - Would students be willing to make this change? If not, what would they be willing to do?

Think Through Possible Solutions

- What approaches are available to encourage students to be more cautious about friends?
  - Policy? No
  - Education about this aspect of FB? Promising
  - How about technological options? Have to investigate
    - Could you create a pop-up message that says “accepting friends you don’t know exposes your info….”
Follow Rules of Communication 101

- Understand who you are talking to (“audience”)
  - Listen, dialogue – learn where they are
  - Segment audience if appropriate

- Create effective messages
  - Start from where they are, e.g., acknowledge the benefits, correct specific misperceptions
  - Help them visualize the realities of privacy settings, risks, but don’t overdo scare tactics
  - Emphasize the ideas of image management; maintaining control

- Keep in mind your “outsider” status
  - Get them to generate pros/cons of choices, creative solutions

Need Ongoing Analysis in a Dynamic Environment

- Expansion of Facebook to non-IHE users may change perceptions
- Effects of MySpace users entering college?
- SNCs themselves will continue to change:
  - New features
  - Different privacy options
- New types of consequences
- New services will emerge:
  - E.g. ClaimID helps manage available online information