What Do a Million College Students Tell Us About Sexual Violence? New Insights to Inspire Our Prevention Efforts

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Vector Solutions

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Campus Prevention Network National Insights Reports

Review of Key Findings and Implications for Practice
SURVEYS measure changes in self-reported attitudes, beliefs, intentions, and behaviors.
ASSESSMENTS measure respondents' knowledge about course objectives and content.
IN-COURSE KNOWLEDGE CHECKS are used for learner engagement; data are not collected.
## The Data Set

Data collected from Pre-Course Surveys from the following Vector Solutions’ courses between June 1, 2022 and January 26, 2023:

<table>
<thead>
<tr>
<th>The State of Sexual and Gender-Based Violence</th>
<th>The State of Diversity, Inclusion &amp; Belonging</th>
<th>The State of Mental Well-Being</th>
<th>The State of Alcohol Use and Misuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>458,328 Students</td>
<td>238,078 Students</td>
<td>91,662 Students</td>
<td>680,201 Students</td>
</tr>
<tr>
<td>383 Colleges &amp; Universities</td>
<td>100 Colleges &amp; Universities</td>
<td>85 Colleges &amp; Universities</td>
<td>375 Colleges &amp; Universities</td>
</tr>
</tbody>
</table>

"The Data Set" icon
Sexual and Gender-Based Violence
Campus Prevention Network National Insights Report
2022 - 2023 Academic Year
Students Are Most Likely to Turn to Friends or Family for Support

Students Who Experience Violence Tell Others, But Do Not Report

Who did you talk to about [your experience of] unwanted sexual contact?

- 86% Friends or roommate
- 40% Family member(s)
- 3% Crisis center at my current school
- 16% Crisis center not at my current school
- 6% Campus or local police/security
- 7% Administrators, faculty, or staff at my current school

Note: Only students who reported unwanted sexual contact and did tell someone about their experience received this question. Students could select more than one option.
### Students Misperceive Peers’ Positive Behavior

<table>
<thead>
<tr>
<th>Social Norms</th>
<th>I would... (Actual Norm)</th>
<th>My Peers Would... (Perceived Norm)</th>
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<tbody>
<tr>
<td>...communicate about expectations in a sexual situation.</td>
<td></td>
<td>95%</td>
</tr>
<tr>
<td>...take action if someone was trying to take advantage of another person.</td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>...never place blame on a sexual assault victim.</td>
<td></td>
<td>92%</td>
</tr>
<tr>
<td>...refrain from sexual activity if other person was incapacitated.</td>
<td></td>
<td>66%</td>
</tr>
<tr>
<td>...express concern if witnessing abusive behavior.</td>
<td></td>
<td>90%</td>
</tr>
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### Students Endorse Affirmative Consent & Support for Peers in Abusive Relationships

- **I can identify concerning behaviors related to abuse in relationships.**
  - All Students: 85%
  - Students of Color: 94%
  - LGBTQ+ Students: 96%

- **I would reach out to offer support to a friend who I suspect is in an abusive relationship.**
  - All Students: 95%
  - Students of Color: 96%
  - LGBTQ+ Students: 96%

- **I would expect someone who made sure they asked for and received consent in a sexual situation.**
  - All Students: 94%
  - Students of Color: 93%
  - LGBTQ+ Students: 96%

- **Clear, verbal, and other permission is the best way to make sure a person is okay with sexual activity.**
  - All Students: 95%
  - Students of Color: 94%
  - LGBTQ+ Students: 90%

*Note: Percentage of students who strongly agree or agree for each item.*
### Bystander Intervention Scenario: Female-Identifying Respondents

<table>
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<tr>
<th>Scenario</th>
<th>Percentage</th>
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<td>I spoke up when I heard someone saying something I found offensive or demeaning.</td>
<td>95%</td>
</tr>
<tr>
<td>I expressed concern when I saw a person exhibiting abusive behavior toward their partner.</td>
<td>97%</td>
</tr>
<tr>
<td>I helped someone get support or find resources when they told me about an unwanted sexual experience.</td>
<td>94%</td>
</tr>
<tr>
<td>I intervened when I saw someone trying to take advantage of someone else sexually.</td>
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### Bystander Intervention Scenario: Male-Identifying Respondents

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**Note:** Percentages are of students who indicated they have been present in the described scenario.
The State of Sexual and Gender-Based Violence

Students Need More Support In Realizing Their Interest In Supporting SAP efforts

[Bar chart titled "Perceptions of Community Readiness"]

- I don’t think sexual assault is a problem at my school: 23% All Students, 13% Students of Color, 1% LGBTQ+ Students
- I’d like to learn more about sexual assault at my school: 36% All Students, 34% Students of Color, 30% LGBTQ+ Students
- I can play a role in preventing sexual assault at my school: 30% All Students, 35% Students of Color, 37% LGBTQ+ Students
- I’m planning to get more involved in sexual assault prevention efforts at my school: 10% All Students, 15% Students of Color, 1% LGBTQ+ Students
- I’m currently involved in preventing sexual assault at my school: 1% All Students, 1% Students of Color, 1% LGBTQ+ Students
If you observe a situation that you believe is, or could lead to, a sexual assault, which of the following behaviors would you be confident engaging in?

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Confidence</th>
</tr>
</thead>
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<tr>
<td>Stepping in and separating the people involved in the situation.</td>
<td>62%</td>
</tr>
<tr>
<td>Asking the person who you're concerned about if they need help.</td>
<td>87%</td>
</tr>
<tr>
<td>Confronting the person who appears to be causing the situation.</td>
<td>45%</td>
</tr>
<tr>
<td>Creating a distraction to cause one or more of the people to disengage from the situation.</td>
<td>60%</td>
</tr>
<tr>
<td>Finding the friends of those involved and asking them for help.</td>
<td>68%</td>
</tr>
<tr>
<td>Asking others to step in as a group to defuse the situation.</td>
<td>65%</td>
</tr>
<tr>
<td>Telling someone in a position of authority about the situation.</td>
<td>69%</td>
</tr>
<tr>
<td>Following up later to check in with the person who you were concerned about.</td>
<td>74%</td>
</tr>
<tr>
<td>Talking to others about your concern.</td>
<td>56%</td>
</tr>
<tr>
<td>I would not be confident taking any action in this situation.</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Note: Students could select more than one option.*
Nearly Half of Students Needed Mental Health Support in the Last Year

Friends and Family Most Frequent Sources of Support

If you were experiencing serious emotional distress, whom would you talk to about this?

- Professional Clinician: 36%
- Roommate: 27%
- Friend (not roommate): 59%
- Significant other: 35%
- Family member: 63%
- Religious counselor or other contact: 9%
- Support group: 7%
- No one: 10%
Students Underestimate the Positive Beliefs and Perceptions of Peers

Why Students May Not Intervene

Social Norms

|...believe it is healthy to discuss mental health concerns | 90% |
|...view mental health as an important priority in their lives | 88% |
|...would support someone if they were seeking help for their mental health | 92% |
|...would NOT think less of a person who had received mental health treatment | 87% |

The State of Mental Well-Being

When you noticed a situation where you could have played a positive role but did not, why may you not have intervened?

- I was afraid of embarrassing myself: 55%
- I assumed someone else would do something: 37%
- I didn’t know what to do: 29%
- I didn’t feel confident: 13%
- I felt it was none of my business: 6%
- I was afraid my friends wouldn’t support me: 5%
- I felt it was unsafe: 10%
- I was afraid I’d get in trouble: 9%

Note: Students could select more than one option.
Alcohol Use and Misuse
Campus Prevention Network
National Insights Report
2022 - 2023 Academic Year
Drinking Rates Signal a Shift in Student Attitudes About Alcohol

Legal and Social Motivations Top the List of Reasons Not to Drink

The State of Alcohol Use & Misuse
Pregaming, Shots Among the Highest Risk Drinking Behaviors

Students Underestimate Their Peers Desire to Intervene

The State of Alcohol Use & Misuse
The State of Diversity, Inclusion & Belonging
Campus Prevention Network National Insights Report
2022 - 2023 Academic Year
Students are Engaging In and Supportive of Ally Behavior

Students Misperceive Positive Peer Norms

Social Norms

<table>
<thead>
<tr>
<th>Social Norm</th>
<th>Actual norm</th>
<th>Perceived norm</th>
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</thead>
<tbody>
<tr>
<td>I...believe it is important to treat others with respect.</td>
<td></td>
<td>89%</td>
</tr>
<tr>
<td>I...would intervene if they saw a bias-related incident.</td>
<td>76%</td>
<td>82%</td>
</tr>
<tr>
<td>I...try to form friendships with people who have different identities.</td>
<td>76%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Percentage of students who choose “agree” or “strongly agree” for each item.
Students Most Likely to Witness Bias Based on Sex and Race

Students Use a Range of Approaches in Responding to Bias

The State of Diversity, Inclusion & Belonging
Making Data Meaningful To Students & Other Stakeholders

- 1-2-4-All
- 25/10 Crowd-Sourcing
What opportunities do YOU see for taking action on this data?

1 minute: Self-reflection

2 minutes: Groups of 2

4 minutes: Groups of 4

4 minutes: Big Screen/Microphone share
1-2-4-All

When To Use?

Good for LARGE GROUPS

Supports DIFFERENT LEARNING/EXPRESSION STYLES

You need to BUILD BUY-IN or consensus

Helps TRANSITION from delivering content to taking action

Strategies for Success

MAINTAIN self-reflection for the full minute

ENFORCE time limits

ENCOURAGE different means of expression

DEFER judgment

Time required: 14 minutes

Considerations

RESIST moving from idea generation to problem-solving

REQUEST new ideas only be shared—limit to 2-4

Identify a RECORDER to capture big groups

Source: http://www.liberatingstructures.com/
“I know change is possible because I have experienced."
“If you had told me that we would have this convo... my freshman year, I wouldn’t have believed you... it wasn’t a visible issue”

Olivia Renfro, Centre College student
# 25/10 Crowd-Sourcing

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<tr>
<th>When To Use?</th>
<th>Strategies for Success</th>
<th>Considerations</th>
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<tr>
<td>GENERATE and SORT ideas</td>
<td>EXPLAIN and DEMONSTRATE the card-pass option</td>
<td>Need LARGER SPACE to facilitate</td>
</tr>
<tr>
<td>Elicit BOLD IDEAS without judgment</td>
<td>CLOSE with Group REFLECTION</td>
<td>Ranking can be SOLO or PAIRED activity</td>
</tr>
<tr>
<td>To SPRINGBOARD into action</td>
<td>REFRAIN from judgment</td>
<td>It is supposed to be FAST—ideas can be later refined</td>
</tr>
</tbody>
</table>
How Can We Share Positive Insights From Campus Data to Increase Student Engagement?

2 minutes: Write Down Your Boldest Idea AND First Step

Mill and Pass until 1. Bell Rings. 2. When Bell Rings, Read and Rank 1-5

After 5 rounds, Tally-up Score On Back of Card
Use Case Spotlight: University of Michigan

SAPAC conference draws student activists from 14 colleges across the state

“We are trying to use our collective activism to make our respective communities stronger. So we are doing a lot of activities that involve networking, coming up with different ideas.”

Emma Zorfass, U-M student
Thank You!

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