Georgia Institute of Technology

Sexual Assault Prevention for Graduate Students

Impact Report | 2023–2024 Academic Year

Dear Georgia Institute of Technology Partner,

I am pleased to provide your 2023-24 Impact Report for *Sexual Assault Prevention for Graduate Students*. This year's report includes key insights from your Vector Solutions program, demonstrating the impact of your investment in the health, safety, and well-being of your students.

As a public health professional, I think often about prevention as a process – not a program. We've built our courses and surveys to align with best practices and support you in the prevention process. Here are some guiding points and questions to help you make the most of your Vector data:

- When it comes to safety and wellness, scale and impact matters. **How are you highlighting the reach and results of your online programming to garner visibility and support for your work?** Leading institutions share their data in cabinet-level briefs, in Annual Security Reports, in marketing and PR efforts, and even to support accreditation.

- Our courses and surveys address a range of factors that influence behavior change: knowledge and awareness, attitudes and beliefs, perceived outcomes, personal and social norms, behavioral skills, perceived behavioral control, and cues to action. **How can these data inform where to focus additional resources (and where to pull back)?**

- Most learners have incredibly positive attitudes and behaviors related to issues of wellness and safety, even before training. Overcoming *inaction* of those who want to make a difference in unsafe situations can be even more powerful than focusing on individual actions of those committing harm. **How can you leverage your data to elevate and empower the "healthy majority" as changemakers?**

- Are you adding custom survey questions in your courses? Are you using disaggregated survey data to conduct additional analyses (e.g., exploring differences based on demographic sub-groups)? *

The scalable reach and data from your Vector Solutions programs can be a springboard to more informed and effective engagement with your community. As you delve into the insights in this Impact Report, consider strategic ways to utilize these data to strengthen the prevention process at your institution.

Your partner in prevention,

Rob Buelow
VP and General Manager, Education
Vector Solutions

* Reach out to your Vector Solutions representative with questions about capabilities available to your institution.

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How To Use This Report

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

For deeper insights, your Vector Solutions administrator site provides real-time access to your survey 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 yours in size and public or private status. Georgia Institute of Technology is a public institution with 10,000 to 19,999 students, so your benchmarks reflect that particular group of schools.

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 beginning 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 of Student Affairs, Provost, or other members of your team.

Data in this Report

The data included in this report were collected between June 1, 2023 and February 26, 2024. Insights and analyses in this report are based on your students' responses to Pre-Course, Post-Course, and Follow-Up (Part Two) Surveys. Overall, 2,443 students completed pre-course surveys, 2,125 completed post-course surveys, and 2,043 completed follow-up surveys.

Data Accuracy

While learners are encouraged to answer all questions honestly and reminded that their responses are stored confidentially, all survey questions are optional, and all data are self-reported. However, in our analysis of the responses, we find the data to be accurate, valid, and reliable. There is 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.

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Executive Summary

This school year,

2,443 Georgia Institute of Technology students completed surveys in *Sexual Assault Prevention for Graduate Students* (SAPG). 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

SAPG 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.

Georgia Institute of Technology students increased their knowledge of topics related to sexual assault prevention by 4%. When it comes to skills, 89% of your students agreed that SAPG helped them identify characteristics of healthy and unhealthy relationships, and 88% reported that the education increased their confidence in their ability to intervene when they witnessed concerning behavior.

Behavioral Intentions & Norms

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

Most students taking this course report healthy attitudes and behaviors related to sex and relationships. This includes 94% of students who say they would refrain from sexual activity if the other person was incapacitated, while 70% of those same students believe their peers would do the same.

Among students at Georgia Institute of Technology who took SAPG, 48% agreed that they could play a role in preventing sexual assault on their campus. And a substantial number of your students, after taking SAPG, 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 Graduate Students* Impact Report includes detailed information about how your students think, feel, and behave in romantic and sexual relationships. This data can be invaluable in guiding your prevention programming for maximum impact.

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Sexual Assault Prevention for Graduate 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 can help your data get more traction and increase interest in the full report and the *Sexual Assault Prevention for Graduate Students* program at large.

We recommend excerpting this Snapshot section from the full report and sharing with stakeholders, colleagues, and students who might be interested in the impact of the SAPG program but have less direct experience in prevention work.

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Sexual Assault Prevention for Graduate Students: Snapshot

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

Sample Size

2,443 students **at Georgia Institute of Technology** completed surveys in *Sexual Assault Prevention for Graduate Students* from June 1, 2023 to February 26, 2024.

Course Impact

Average Assessment Score:

Pre-Course Assessment	86%
Post-Course Assessment	90%

Your students agree SAPG:

Helped me identify characteristics of healthy and unhealthy relationships.	**89%**
Gave me information about sexual consent that I plan to use if I choose to be sexually active.	**89%**
Provided me with skills to better support someone who has experienced sexual assault.	**89%**

Perceptions of Campus Climate

Student perceptions of the commitment and intentions of their institution can have a significant impact on the feelings of safety, their experience on campus, and their likelihood to join the community effort to prevent abuse and harassment.

48% of students at Georgia Institute of Technology agree they can play a role in preventing sexual assault at your school.

83%	88%	85%	87%	85%
Officials at my school take reports of sexual assault seriously.	My school is committed to preventing sexual assault.	I feel part of a caring community that looks out for one another at my school.	There are good support resources at my school for students going through difficult times.	My school does a good job protecting the safety of students.

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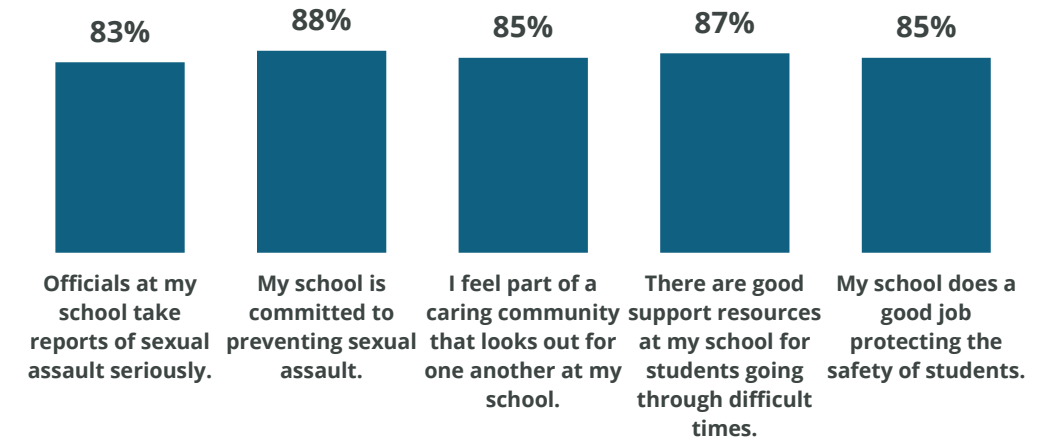
Sexual Assault Prevention for Graduate Students: Snapshot

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.

SAPG helps students build their bystander skills. Georgia Institute of Technology can use this information to continue to develop those skills as part of a healthy campus community.
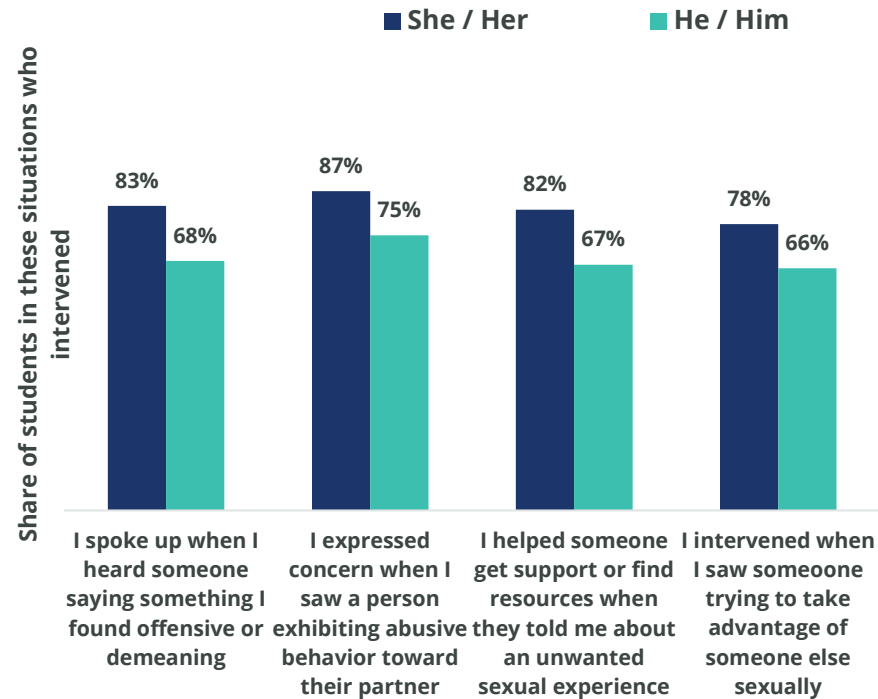
Bystander Intervention Scenarios

Legend: ■ She / Her   ■ He / Him

Y-axis: Share of students in these situations who intervened

Scenario	She / Her	He / Him
I spoke up when I heard someone saying something I found offensive or demeaning	83%	68%
I expressed concern when I saw a person exhibiting abusive behavior toward their partner	87%	75%
I helped someone get support or find resources when they told me about an unwanted sexual experience	82%	67%
I intervened when I saw someoone trying to take advantage of someone else sexually	78%	66%

88% of students at Georgia Institute of Technology agree that SAPG made them more confident in their ability to intervene when they see concerning behavior.

Preferred Bystander Behaviors

She / Her	
1	Asking the person who you're concerned about if they need help.
2	Finding the friends of those involved and asking them for help.
3	Creating a distraction to cause one or more of the people to disengage from the situation.

He / Him	
1	Asking the person who you're concerned about if they need help.
2	Telling someone in a position of authority about the situation.
3	Creating a distraction to cause one or more of the people to disengage from the situation.

Tip

Research has shown that male-identifying students may be more likely to engage in active, direct 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.

SAPG and Your Students

Impact at Georgia Institute of Technology

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Knowledge Gain

Assessments in SAPG, which students take before and after the course, are designed to measure their comprehension and knowledge of topics related to sexual assault.

Programming Tip

Where are your students knowledgeable and where is there room to learn more? SAPG is intended to provide foundational knowledge and skills that can be built upon. Knowledge data can inform which content areas should be built out or reinforced as part of your ongoing prevention efforts.

■ **Pre-Course Assessment**   ■ **Post-Course Assessment**

Average Assessment Score

Category	Pre-Course	Post-Course
Understanding sexual consent	91%	93%
Strategies for intervening and supporting survivors	76%	83%
Recognizing relationship abuse	88%	94%
Identifying and understanding harassment	88%	90%
Title IX Amendment	85%	93%
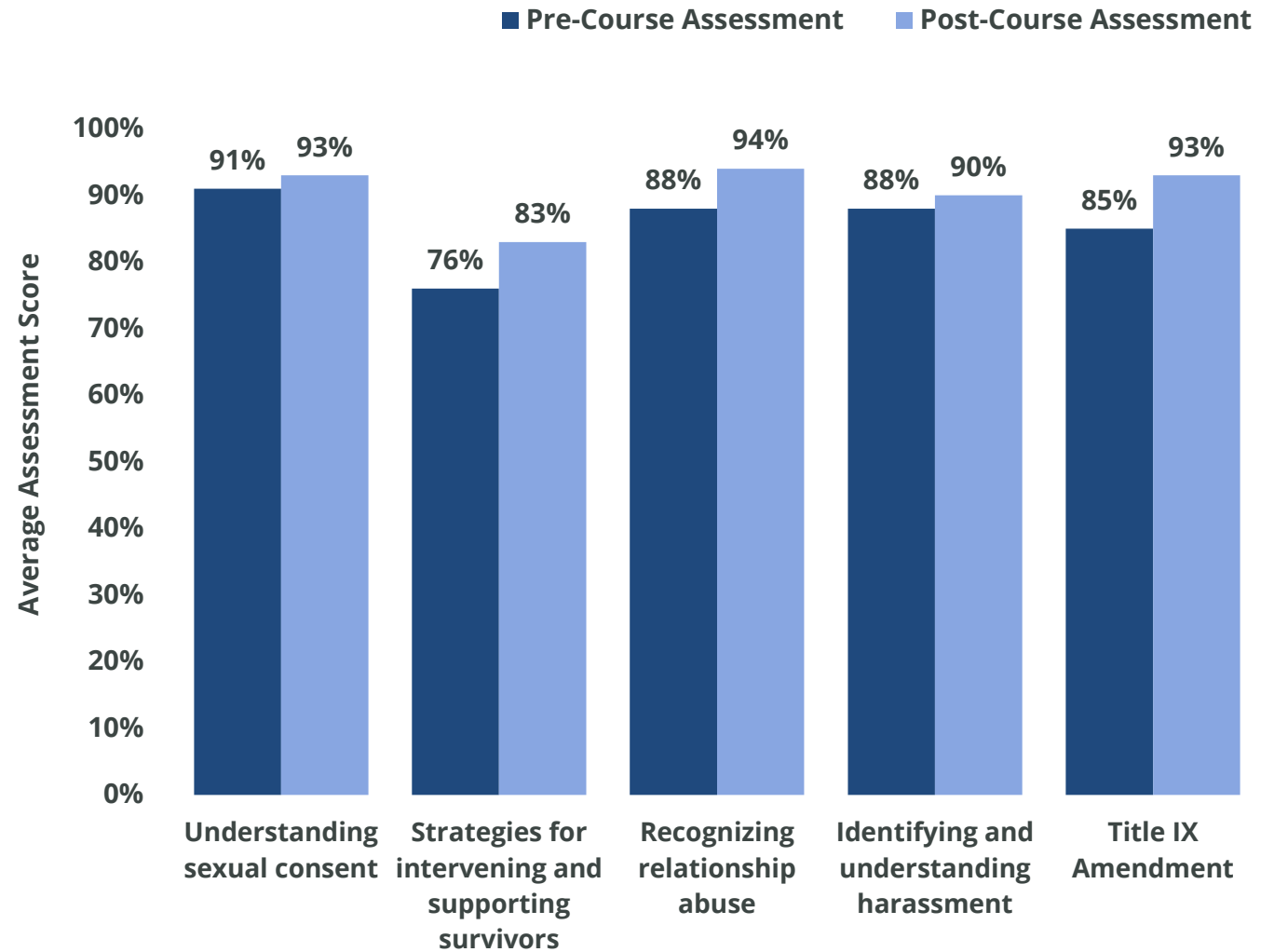
Learner Impact

After taking SAPG, students were asked to reflect on the course experience and tell us how the course impacted their awareness, knowledge, and skill in ways that will help them to make healthier decisions and support their peers in the future.

Programming Tip

How can you reinforce students' skills and feelings of self-efficacy throughout the year and over your students' college careers? Ongoing training — both annually online and through in-person opportunities such as workshops, role-playing, peer conversations — can reinforce key information, allow students to practice their skills, and build confidence.

Your students reported that SAPG:

Made me more confident in my ability to intervene when I see concerning behavior.	**88%**
Helped me identify characteristics of healthy and unhealthy relationships.	**89%**
Taught me where to find resources for sexual assault and abusive relationships at my school.	**91%**
Provided me with skills to better support someone who has experienced sexual assault.	**89%**
Increased my understanding of school policies related to issues covered in the course.	**90%**
Gave me information about sexual consent that I plan to use if I choose to be sexually active.	**89%**

Note: Percentages represent students that responded "agree" or "strongly agree" to each item in the Post-Course Survey (n = 2,125).
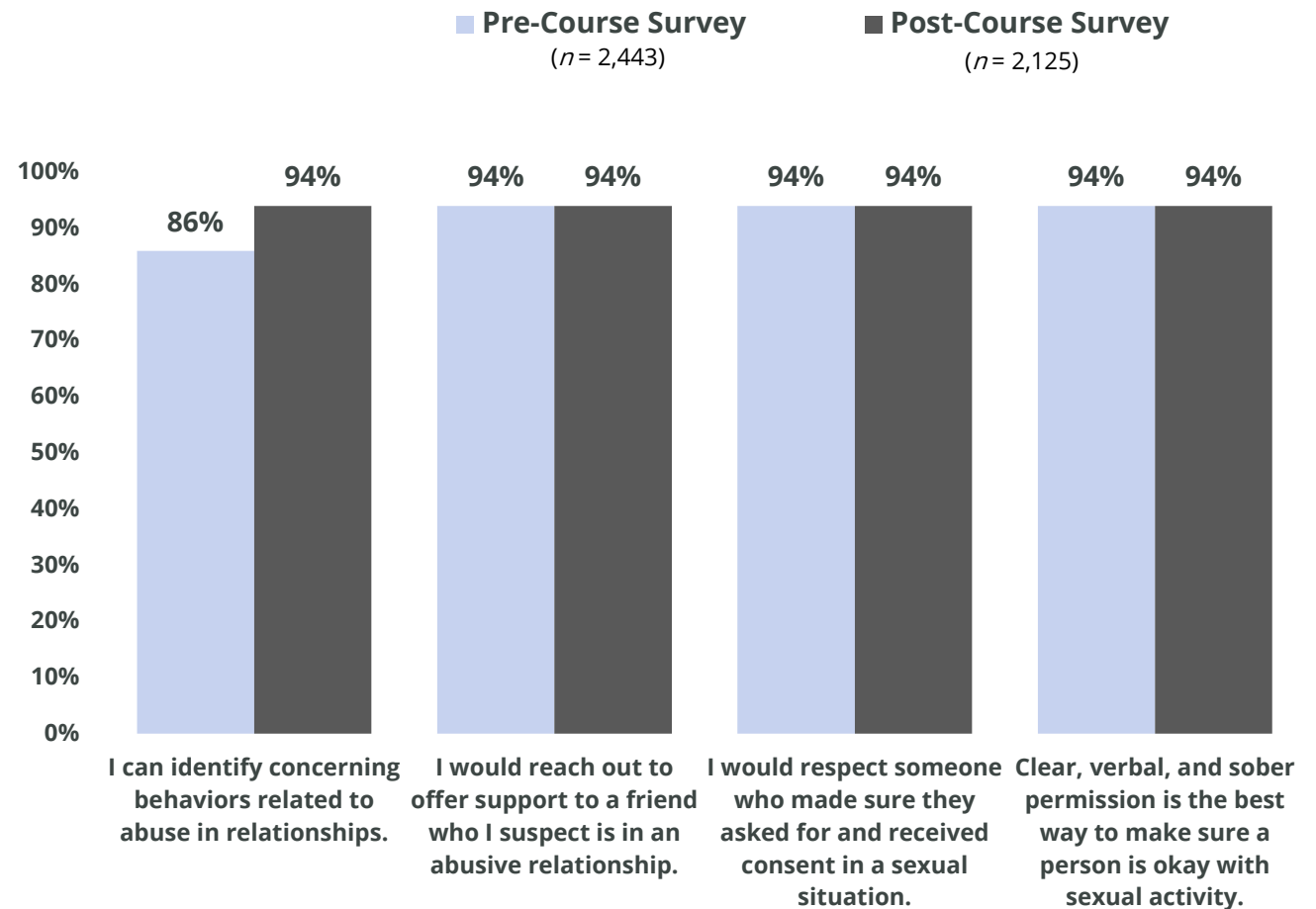
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Healthy Relationships and Consent

In addition to developing knowledge, SAPG helps 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.

Programming Tip :

Research has shown that young adults are likely to overestimate their own abilities, particularly when it comes to areas where they have not had to employ those skills. This leads to some students feeling overconfident in the pre-course survey, but after taking the course, they may acquire a more nuanced perspective, which can help explain the flat or slight decrease in healthy responses pre-to-post course that you may see in the chart on this page.

Healthy Responses, Before and After the Course

■ **Pre-Course Survey** (n = 2,443) ■ **Post-Course Survey** (n = 2,125)

	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%	94%	94%
Post-Course Survey	94%	94%	94%	94%

Note: Percentages represent students that responded "agree" or "strongly agree" for each item.
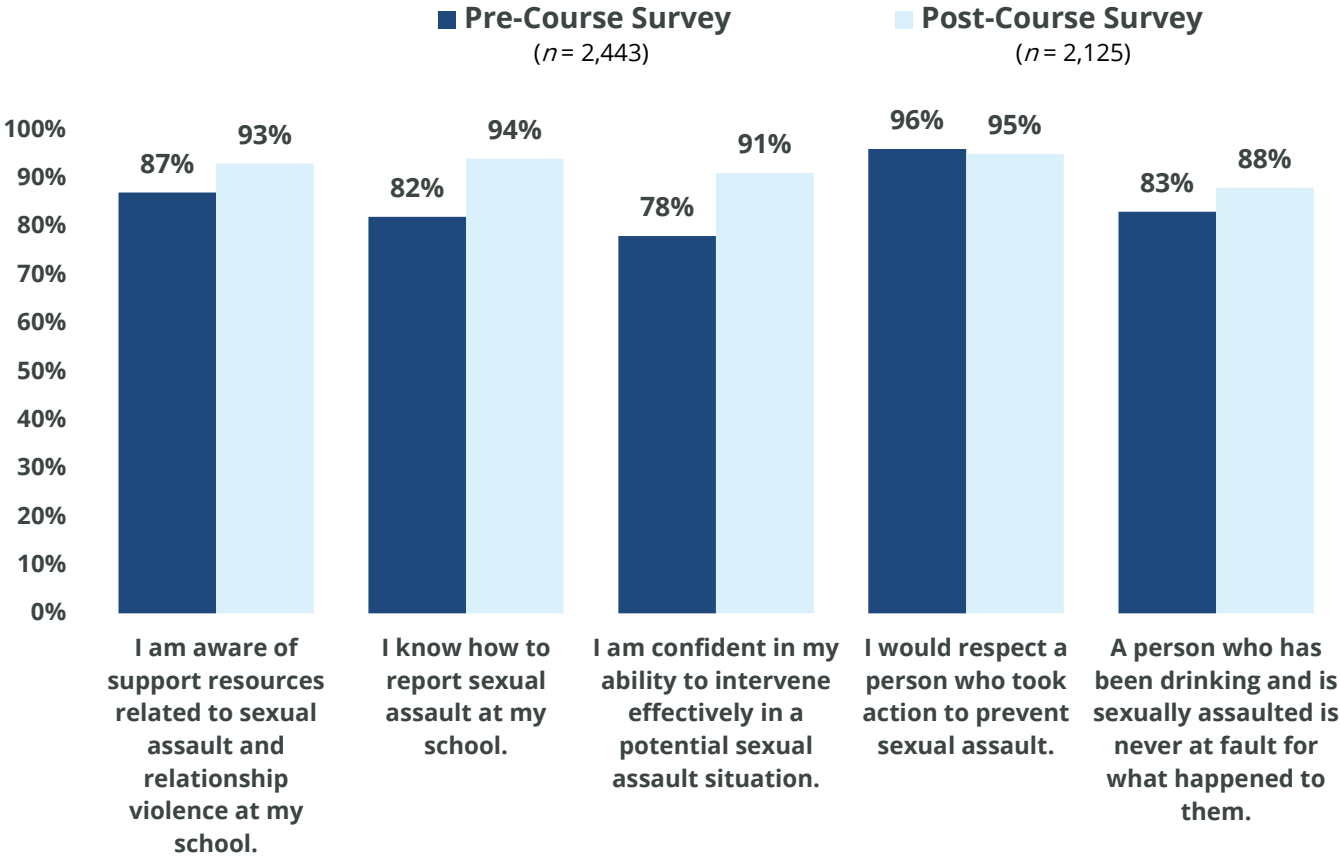
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Supporting Survivors

Maintaining a healthy community requires supporting community members who experience sexual assault. SAPG covers: access to support and reporting resources, intervening in unhealthy situations and supporting others, and addressing attitudes of victim blaming when a sexual assault occurs.

Critical Processes Tip :

To learn more about what your colleagues are doing on their campuses, what is being shown to work in research, and to connect with others trying to prevent sexual assault and domestic violence in higher education, join the Campus Prevention Network at: vectorsolutions.com/networks/campus-prevention-network/

Healthy Responses, Before and After the Course

■ **Pre-Course Survey** (n = 2,443)   ■ **Post-Course Survey** (n = 2,125)

	Pre-Course	Post-Course
I am aware of support resources related to sexual assault and relationship violence at my school.	87%	93%
I know how to report sexual assault at my school.	82%	94%
I am confident in my ability to intervene effectively in a potential sexual assault situation.	78%	91%
I would respect a person who took action to prevent sexual assault.	96%	95%
A person who has been drinking and is sexually assaulted is never at fault for what happened to them.	83%	88%

Note: Percentages represent students that responded "agree" or "strongly agree" for each item.

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Sexual Assault Prevention On Your Campus

Data and insights from students at Georgia Institute of Technology

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Engaging the Healthy Majority

SAPG data shows that most students have healthy attitudes and behaviors related to relationships. Although it is often tempting to focus on the relatively small group of "unhealthy" students, engaging the "healthy majority" can create a culture of care and accountability that helps build a safe community.

In addition to reporting on the personal experiences 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.

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

Healthy Attitudes and Behaviors   Unhealthy Attitudes and Behaviors
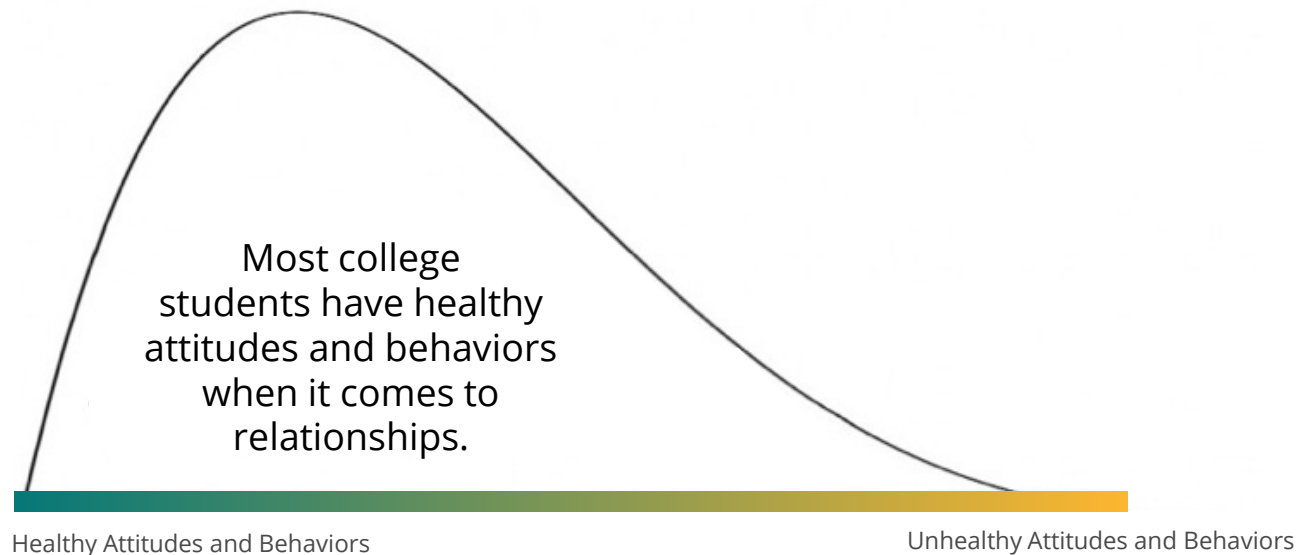
Critical Processes Tip

Reflect on the share of your sexual assault prevention programming and policies that is focused on supporting the healthy majority, compared to addressing or disciplining the unhealthy minority. Are there areas where you could supplement or expand efforts that develop a positive culture on your campus?

Personal Experiences By Gender Identity

Some of your students will arrive on campus with 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.

Note

Vector Solutions recognizes and appreciates that everyone may not identify with either of these two gender identities. While this report presents comparisons between students who identify as male or female, the survey presented additional non-binary options for students to self-identify including an option to write-in how they identify. To examine attitudes, experiences, and behaviors of additional gender identities, you can access your institution's data through the administrator site.

	She / Her		He / Him	
	Before	After	Before	After
Sexual Assault	18.15%	2.90%	5.03%	1.23%
Relationship Violence	8.18%	1.09%	5.88%	0.83%
Stalking	21.31%	3.28%	4.02%	0.72%

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

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

Note: Based on responses to the Follow-Up Survey (Part Two) (n = 2,043).

Critical Processes Tip

Notice how personal experiences may be different for male-identifying and female-identifying 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.

Bystander Behaviors by Gender Identity – She / Her

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

Bystander Intervention Scenario

I spoke up when I heard someone saying something I found offensive or demeaning.	83%
I expressed concern when I saw a person exhibiting abusive behavior toward their partner.	87%
I helped someone get support or find resources when they told me about an unwanted sexual experience.	82%
I intervened when I saw someone trying to take advantage of someone else sexually.	78%

Note: Percentages are of students who indicated they have been present in the described scenario.

Programming Tip

Given that students with different identities report different experiences, attitudes, and behaviors, it is important to consider additional resources that may be directed towards specific student populations on campus. These efforts may focus on high-risk student sub-groups, and we also suggest using targeted supplemental education and resources for under-represented identities to help all students feel safe and welcome on campus.

Preferred Bystander Behaviors

Female-identifying students are most likely to express confidence in engaging in the following three 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.

Creating a distraction to cause one or more of the people to disengage from the situation.

Note: All data shown on this slide are based on responses to the Follow-Up Survey (Part Two) (*n* = 2,043).

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Bystander Behaviors by Gender Identity – He / Him

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

Programming Tip

Research has shown that male-identifying students may be more likely to engage in active, direct 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.

Bystander Intervention Scenario

I spoke up when I heard someone saying something I found offensive or demeaning.	**68%**
I expressed concern when I saw a person exhibiting abusive behavior toward their partner.	**75%**
I helped someone get support or find resources when they told me about an unwanted sexual experience.	**67%**
I intervened when I saw someone trying to take advantage of someone else sexually.	**66%**

Note: Percentages represent students who indicated they had been present in the described scenario.

Preferred Bystander Behaviors

Male-identifying students are most likely to express confidence in engaging in the following three behaviors if they observed a potential sexual assault situation:

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

Telling someone in a position of authority about the situation.

Creating a distraction to cause one or more of the people to disengage from the situation.

Note: All data shown on this slide are based on responses to the Follow-Up Survey (Part Two) (n = 2,043).
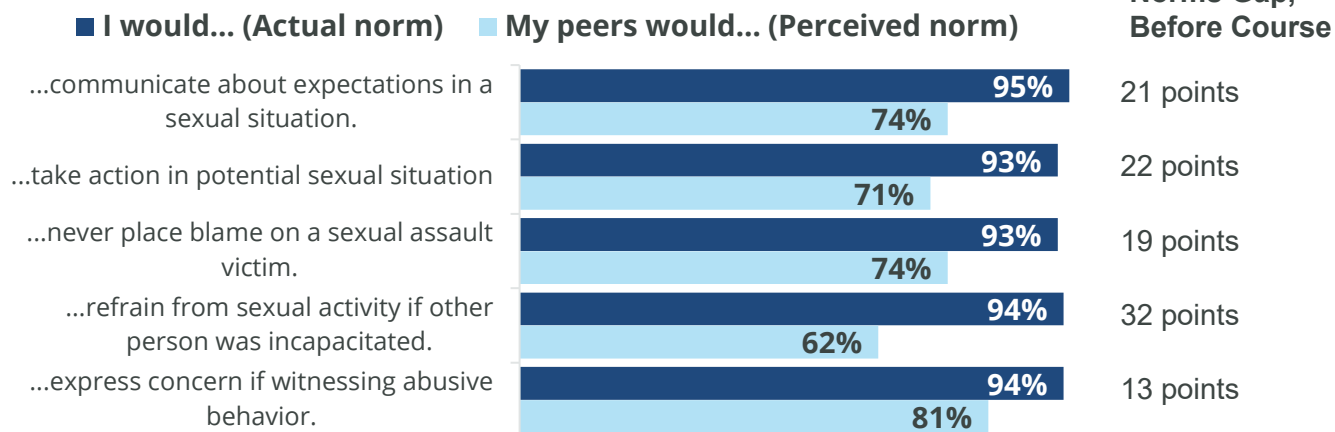
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Social Norms for Behavior

An individual is more likely to act in a particular way if they believe their actions will be supported by their peers. However, research shows that there is often a gap between what an individual thinks they would do (the "actual norm"), and what they believe their peers would do (the "perceived norm"). This is called the "norms gap." SAPG aims to decrease the norms gap among your students so they'll be more likely to engage in positive behaviors on campus.
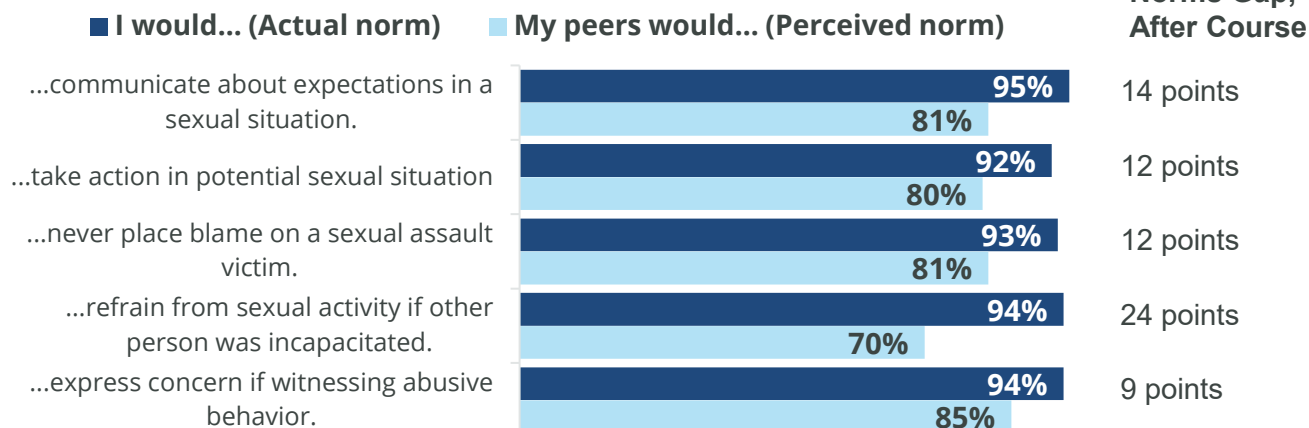
Programming Tip

Feelings of not being supported by other members of a social group or community are likely to be an obstacle to intervening, standing up to concerning behavior, and supporting friends and peers. You can examine the norms gap between subgroups by using data from your administrator site and looking into which groups could use additional training and support to close the norms gap.

Before Course (Pre-Course Survey; n = 2,443)

■ I would... (Actual norm) ■ My peers would... (Perceived norm)

Norms Gap, Before Course

	I would... (Actual norm)	My peers would... (Perceived norm)	Norms Gap, Before Course
...communicate about expectations in a sexual situation.	95%	74%	21 points
...take action in potential sexual situation	93%	71%	22 points
...never place blame on a sexual assault victim.	93%	74%	19 points
...refrain from sexual activity if other person was incapacitated.	94%	62%	32 points
...express concern if witnessing abusive behavior.	94%	81%	13 points

After Course (Follow-Up Survey; n = 2,043)

■ I would... (Actual norm) ■ My peers would... (Perceived norm)

Norms Gap, After Course

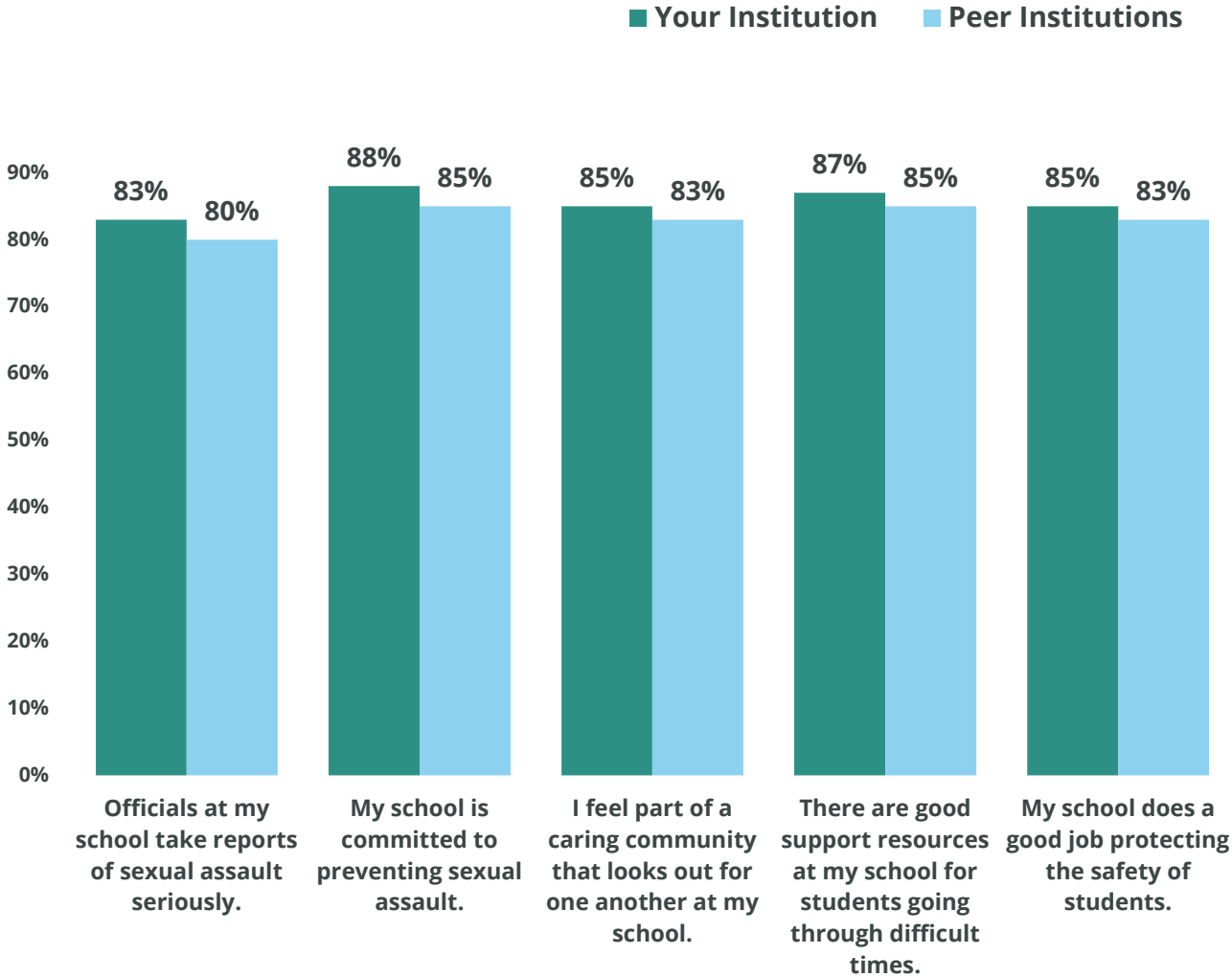|	I would... (Actual norm)	My peers would... (Perceived norm)	Norms Gap, After Course
...communicate about expectations in a sexual situation.	95%	81%	14 points
...take action in potential sexual situation	92%	80%	12 points
...never place blame on a sexual assault victim.	93%	81%	12 points
...refrain from sexual activity if other person was incapacitated.	94%	70%	24 points
...express concern if witnessing abusive behavior.	94%	85%	9 points

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Campus Climate

After completed the course, students answered a series of questions related to the climate around sexual assault at their school. This information can help you understand the degree to which your institution's sexual assault prevention efforts are impacting student perceptions of the campus environment.

Institutionalization Tip

Students' perceptions of the commitment and intentions of their institution can have a significant 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.

Perceptions of Campus Climate

Legend: ■ Your Institution ■ Peer Institutions

Question	Your Institution	Peer Institutions
Officials at my school take reports of sexual assault seriously.	83%	80%
My school is committed to preventing sexual assault.	88%	85%
I feel part of a caring community that looks out for one another at my school.	85%	83%
There are good support resources at my school for students going through difficult times.	87%	85%
My school does a good job protecting the safety of students.	85%	83%

Note: Percentages represent students that chose "agree" or "strongly agree" in the Follow-Up Survey, Part Two (n = 2,043).
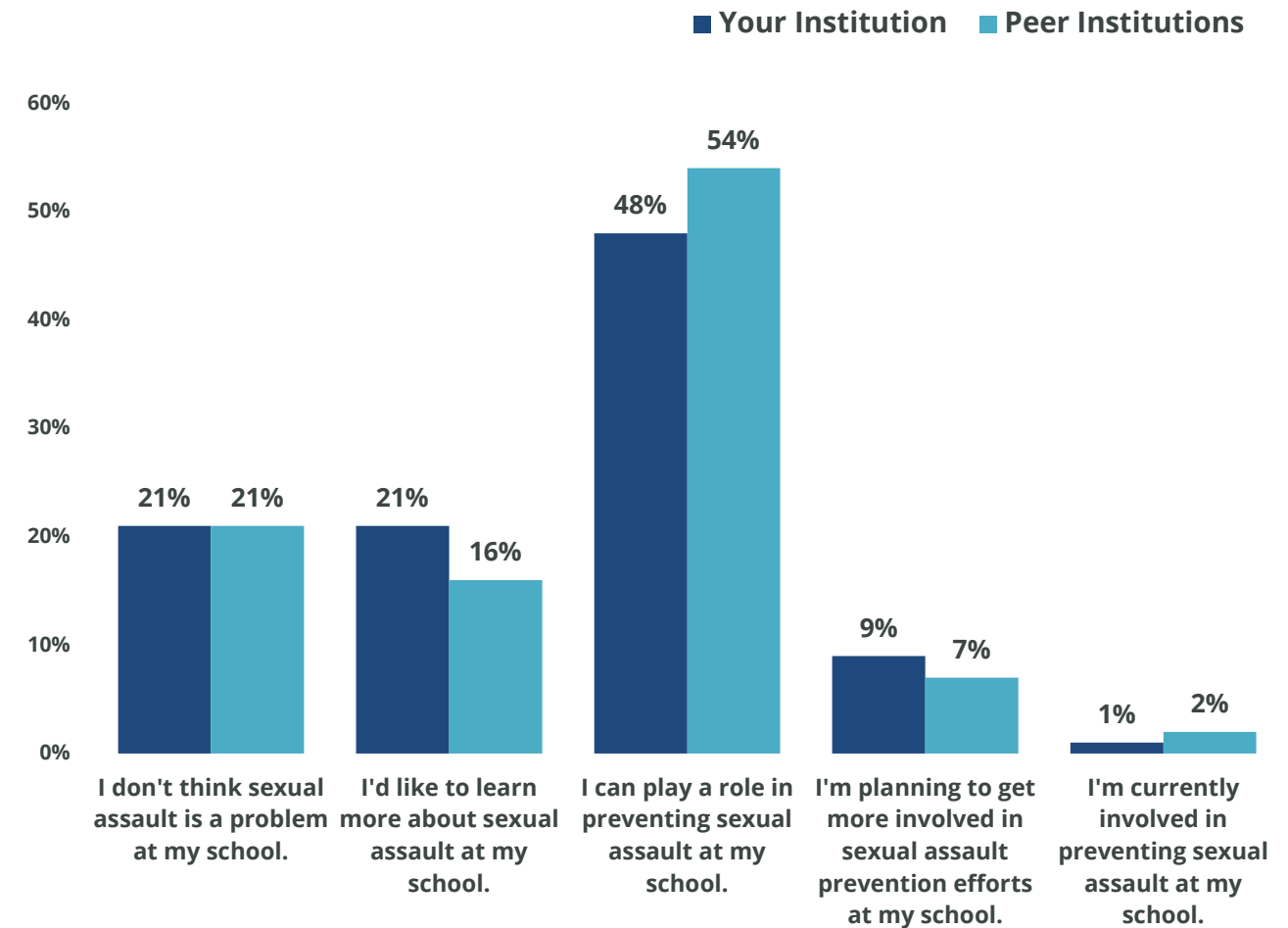
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Community Readiness

After completing the course, students answered questions about their readiness to address sexual assault at their school — from identifying sexual assault as an issue worthy of their attention, to getting personally involved in prevention efforts.

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.

Indicators of Community Readiness

■ **Your Institution** ■ **Peer Institutions**

Category	Your Institution	Peer Institutions
I don't think sexual assault is a problem at my school.	21%	21%
I'd like to learn more about sexual assault at my school.	21%	16%
I can play a role in preventing sexual assault at my school.	48%	54%
I'm planning to get more involved in sexual assault prevention efforts at my school.	9%	7%
I'm currently involved in preventing sexual assault at my school.	1%	2%

Notes: Based on responses to the Post-Course Survey (*n* = 2,125).

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Sexual Assault Prevention for Graduate Students

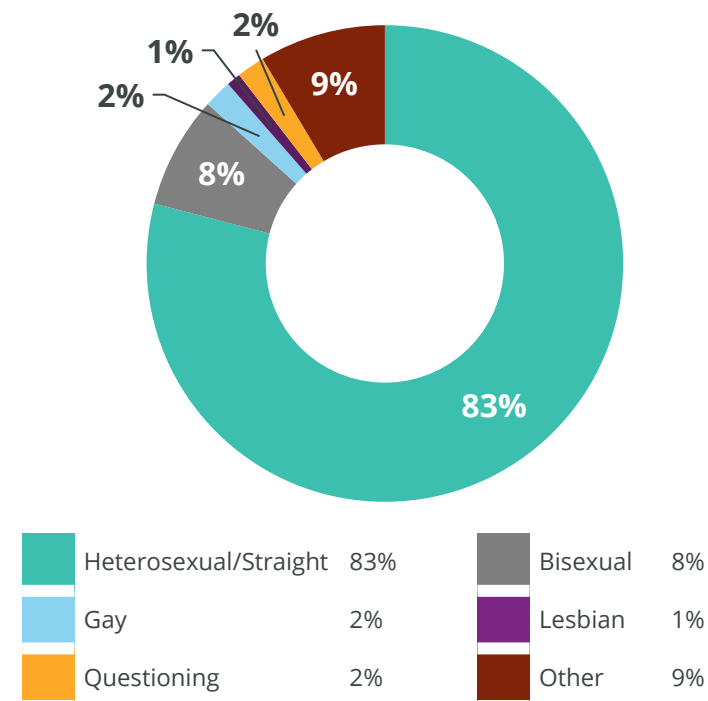*Appendix – Student Demographics*

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Student Demographics

The following is a summary of the demographics of your students who completed surveys in *Mental Well-Being for Students* this year. Demographic information is self-reported by students as part of the Pre-Course Survey (*n* = 2,443). All questions are optional, and students may choose not to share demographic information.

Gender Identity
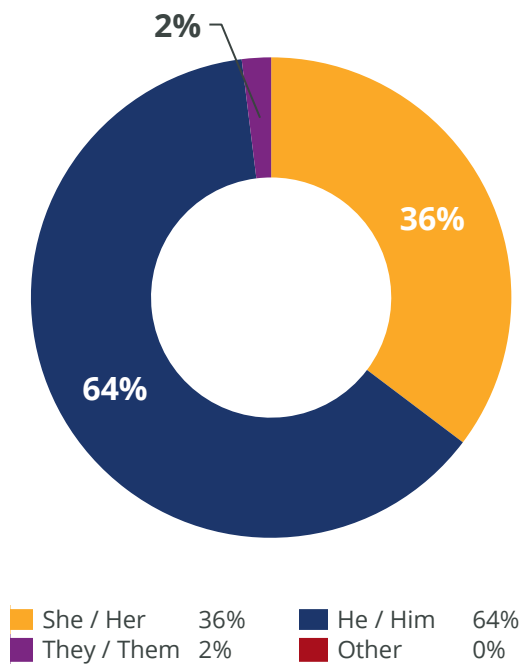
■ She / Her	36%	■ He / Him	64%	
■ They / Them	2%	■ Other	0%	

Sexual Orientation

■ Heterosexual/Straight	83%	■ Bisexual	8%
■ Gay	2%	■ Lesbian	1%
■ Questioning	2%	■ Other	9%

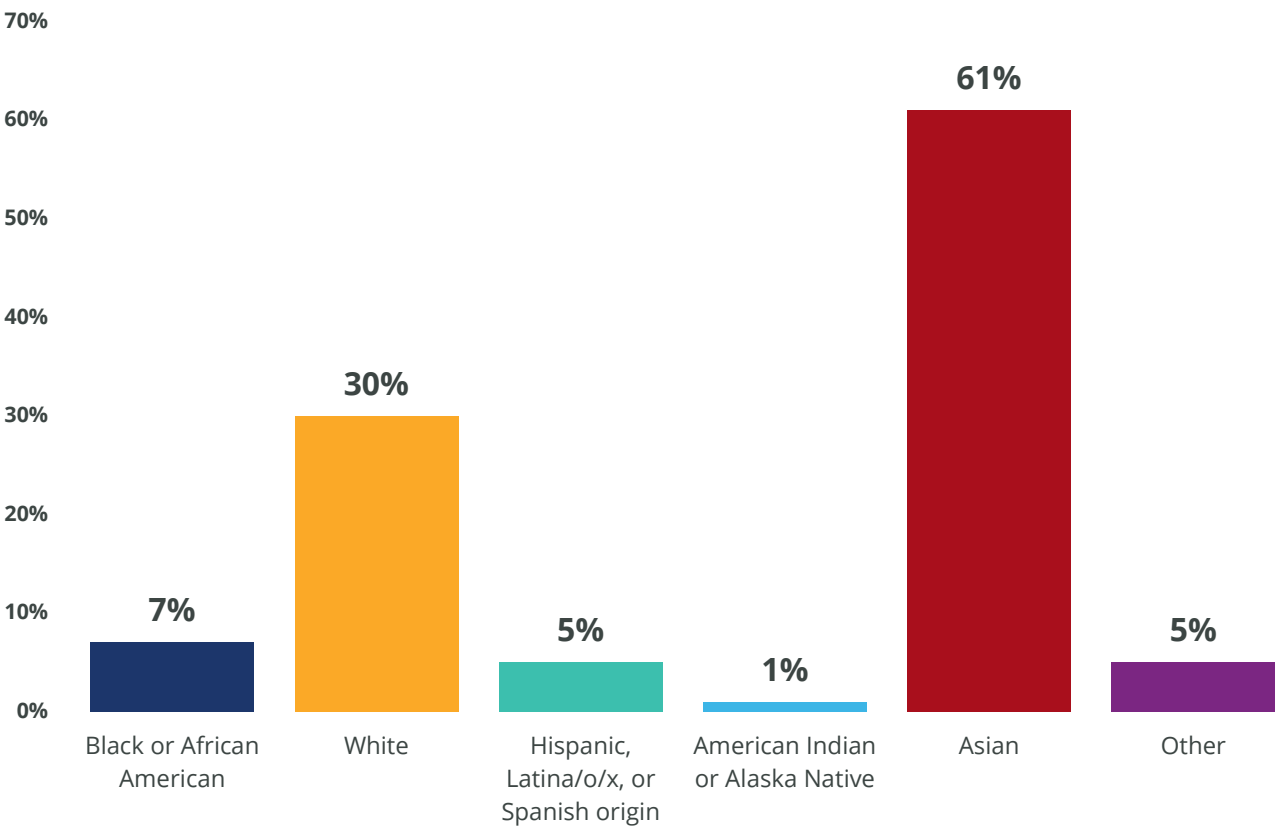**Note:** Respondents could choose more than one option, so the percentages combined may exceed 100%.

Do you identify as trans (e.g., transgender, transsexual, a person with transitioning sex or gender history, etc.)?

Yes	**1%**	No	**95%**	Not sure	**1%**	Prefer not to answer	**4%**

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Student Demographics *(continued)*

Race and/or Ethnicity

- Black or African American: 7%
- White: 30%
- Hispanic, Latina/o/x, or Spanish origin: 5%
- American Indian or Alaska Native: 1%
- Asian: 61%
- Other: 5%

Note: Respondents could choose more than one option, so the percentages combined may exceed 100%.
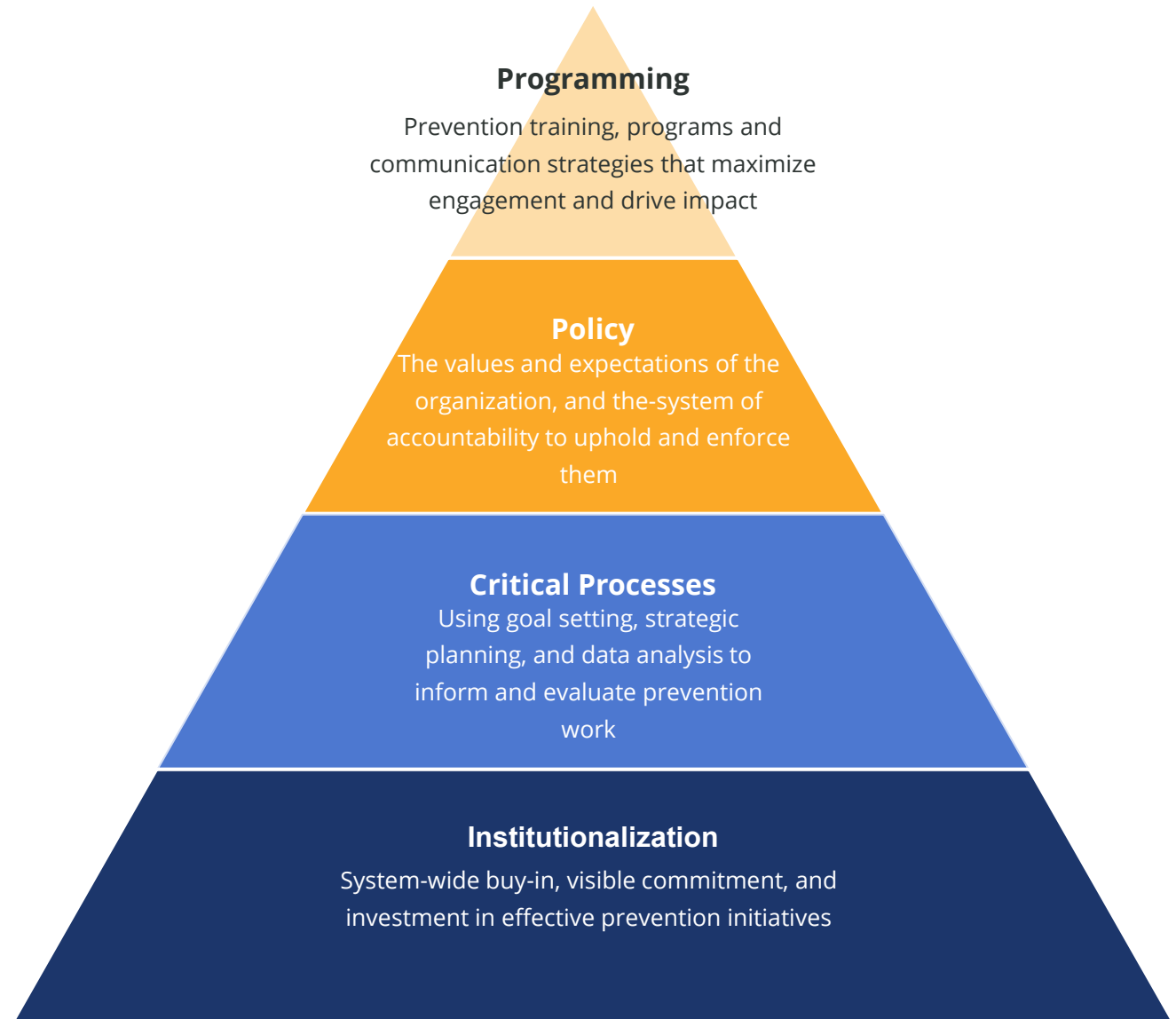
Year in Graduate Program

96%

1% 1% 1% 1% 1%

First year	96%	Fifth year	1%
Second year	1%	Sixth year	0%
Third year	1%	Other	1%
Fourth year	1%		
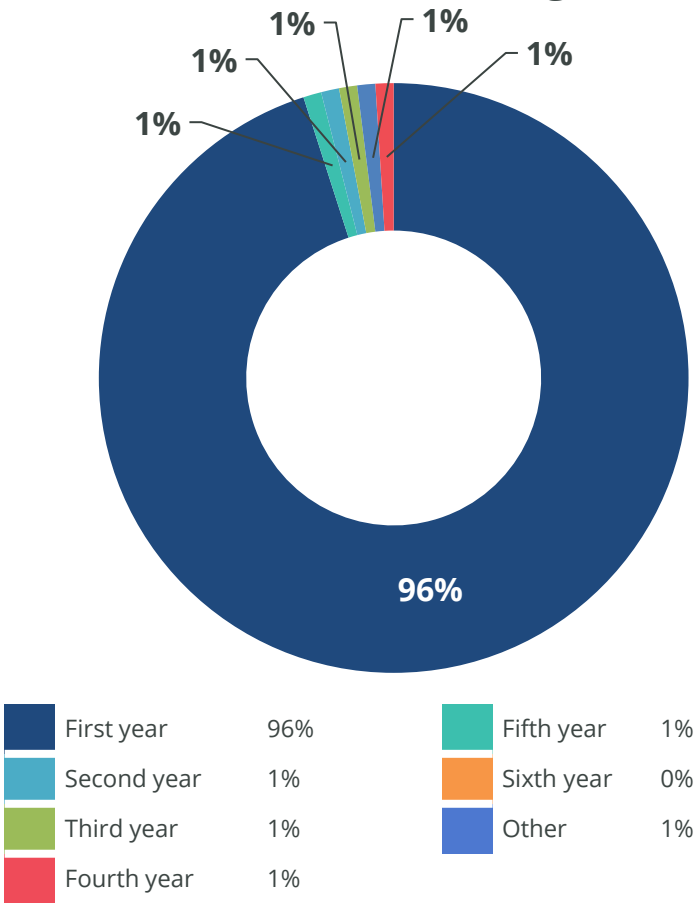
Sexual Assault Prevention for Graduate Students

Supplemental Information

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The Prevention Framework

The Prevention Framework, developed by Vector Solutions, 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

About Sexual Assault Prevention for Graduate Students

The Benefits of Working with Vector	Sexual Assault Prevention for Graduate Students
Proven Efficacy Nine independent published studies demonstrate the efficacy of Vector Solutions' online programs. Our approach improves knowledge, attitudes, and behaviors.	**Helps meet or exceed** Title IX and Clery Act requirements.
True Expertise Our team includes experienced public health professionals, student affairs administrators, prevention experts, and legal authorities. Extend your team by partnering with ours.	**Developed in collaboration** with leading prevention experts and researchers.
Beyond Compliance Our online programs are built by prevention and compliance experts to meet and exceed requirements from Title IX, Clery Act, and EDGAR part 86.	**Informed by Emerging Research** on evidence-based practice (e.g., social norms approach, bystander intervention).
Data Driven Our data and analytics platform provides real-time access to attitude and behavior data from each of your unique populations and allows you to benchmark against select peer groups.	**Shown to have impact** on student attitudes and intentions at a campus-level in peer-reviewed publication.

VectorSolutions

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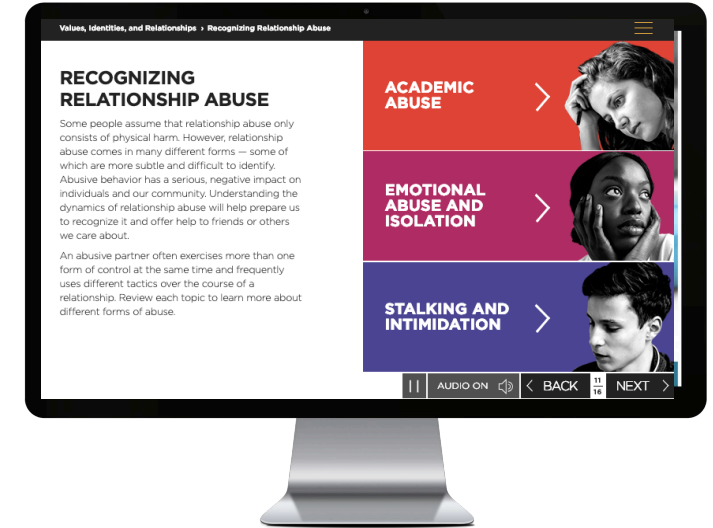
Sexual Assault Prevention for Graduate Students Course Map

Part 1

1. Introduction

- Welcome
- Introduction to the Course

Pre-Course Survey

Pre-Course Assessment

2. Values, Identities, & Relationships

- What Are Your Values?
- What is a "Good" Relationship?
- Maintaining Healthy Relationships
- Recognizing Relationship Abuse
- Supporting a Friend
- Federal and State Laws: Relationship Violence
- Title IX of the Education Amendments Act of 1972
- Sexual Misconduct Policy

3. Sexual Harassment and Stalking

- Defining Sexual Harassment
- Power and Responsibility
- Identifying Sexual Harassment
- Defining Stalking
- Rethinking that Recommendation
- Uncharitable Actions
- Clear Communication
- Federal and State Laws: Stalking

4. Consent, Coercion, & Taking Action

- Communication is Key
- Defining Consent
- Defining Coercion
- Coercion Comes in Many Forms
- The Impact of Alcohol
- State Law: Consent
- Federal and State Laws: Sexual Assault
- Taking Action
- Student Groups and Resources

5. Reporting and Responding

- Student Engagement
- Reporting and Responding
- The Impact of Trauma
- Survivor Support
- Responding to a Student's Disclosure
- School and Local Support Resources
- National Resources
- How to Report
- Reporting Options and Processes
- Reporting Resources
- State Laws: Legal Protections for Survivors

Post-Course Assessment and Post-Course Survey

Part 2

Intersession

Follow-Up Survey