VectorSolutions™

Georgia Institute of Technology

Sexual Assault Prevention for Graduate Students

Impact Report

2024 – 2025 Academic Year

Dear Georgia Institute of Technology Partner,

I am pleased to share your 2024-25 Impact Report for *Sexual Assault Prevention for Graduate Students*. This year's report highlights the continued impact of your investment in fostering the health, safety, and well-being of your students and employees.

The socio-political landscape in higher education is rapidly evolving, placing even greater importance on investing in programs that make a difference in your community. And as financial pressures increase and expectations for accountability grow, leveraging data to make informed decisions is more critical than ever.

At Vector Solutions, we view prevention not as a one-time program but as an ongoing process. The insights within this report are designed to help you both demonstrate and drive meaningful change on your campus. Here are some strategic considerations to help maximize the value of your data:

- **Making the Case for Impact:** In a competitive higher education environment, showcasing the reach and outcomes of your prevention programs is essential. How are you leveraging data to gain support for your initiatives—whether through cabinet-level reports, accreditation efforts, or external communications?

- **Prioritizing Resource Allocation:** Our courses and surveys explore key drivers of behavior change, from knowledge and attitudes to social norms and behavioral skills. How can these data points guide decisions about where to invest resources and where to scale back?

- **Empowering the Healthy Majority:** Most learners already hold positive attitudes and behaviors toward wellness and safety. How can you use this data to amplify their voices and encourage them to become active changemakers at your institution?

- **Unlocking Deeper Insights:** Are you fully utilizing your data by incorporating custom survey questions or conducting disaggregated analyses? These approaches can help you uncover nuanced needs and strengths in your community.

The insights in this report not only reflect your commitment to prevention but also highlight its role in enhancing institutional performance, whether it's fostering an engaged and productive workforce or driving student success outcomes across the lifecycle. These outcomes underscore the strategic value of prevention in advancing institutional goals.

As you explore this year's findings, I encourage you to think about how these insights can inform and strengthen your ongoing prevention efforts. By prioritizing data-driven decision-making, your institution is positioned to thrive in this dynamic, challenging, and all-important time for higher education.

Your partner in prevention,

Rob Buelow
VP and General Manager, Education
Vector Solutions

Table of Contents

How To Use This Report

This report provides key insights from your *Sexual Assault Prevention for Graduate Students* (SAPG) course survey and assessment 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.

About the Data in This Report

Type of Data

This report includes data from student surveys: Pre-Course Surveys taken immediately before the course; Post-Course Surveys taken immediately after the course; and Follow-Up Surveys (Part Two) taken after an intersession period (typically 30-45 days following course completion). Overall, 2,708 of your students completed the Pre-Course Survey, 2,474 completed the Post-Course Survey, and 2,621 completed the Follow-Up Survey (Part Two).

Data Accuracy

All data are self-reported, but, in our analysis of 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.

Important Note About Your 2024-2025 Data

The data included in this report were collected between June 1, 2024 and February 25, 2025. Please note the following:

- While learners are encouraged to answer all survey questions honestly and are notified that their responses are stored confidentially, they are reminded that all survey questions are optional.
- Impact Reports are based on data from course surveys and assessments only *(not course completions)*.
- A low ($n < 50$) number of responses to the Follow-Up Survey (Part Two) can result in there being extreme (very high or low) or no (if $n = 0$) data present on certain slides.

Executive Summary

This school year,

2,708 Georgia Institute of Technology students completed surveys in *Sexual Assault Prevention for Graduate Students* (SAPG) from June 1, 2024 to February 25, 2025. 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, 90% 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 95% of students who say they would refrain from sexual activity if the other person was incapacitated, while 78% of those same students believe their peers would do the same.

Among students at Georgia Institute of Technology who took SAPG, 46% 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, 89% 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.

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.

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

2,708 students **at Georgia Institute of Technology** completed surveys in *Sexual Assault Prevention for Graduate Students* from June 1, 2024 to February 25, 2025.

Impact on Learners

Average Assessment Score:

Pre-Course Assessment	80%
Post-Course Assessment	84%

Your students agree SAPG:

Helped me identify characteristics of healthy and unhealthy relationships.	**90%**
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.	**90%**

Note: Percentages represent students that responded "agree" or "strongly agree" to each item in the Post-Course Survey (*n* = 2,474).

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.

46% of students at Georgia Institute of Technology agree they can play a role in preventing sexual assault at your school.
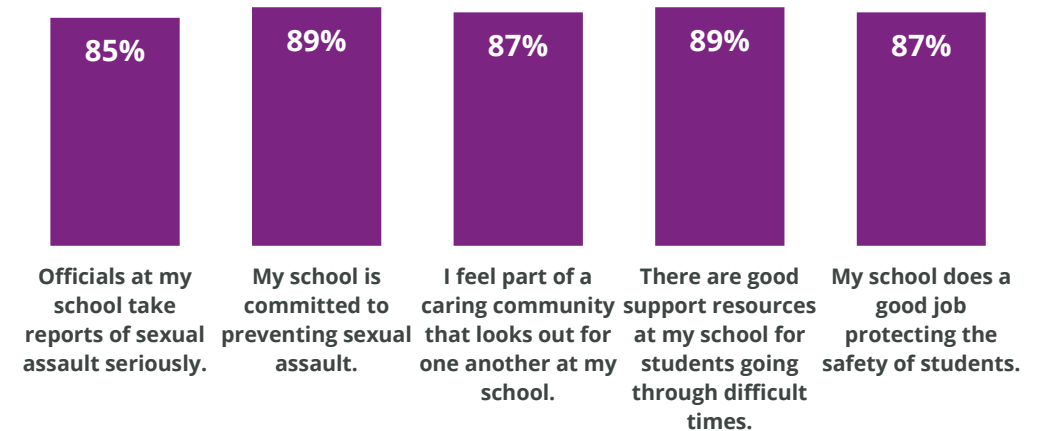
85%	89%	87%	89%	87%
Officials at my school take reports of sexual assault seriously.	My school is committed to preventing sexual assault.	I feel part of a caring community that looks out for one another at my school.	There are good support resources at my school for students going through difficult times.	My school does a good job protecting the safety of students.

Note: Percentages represent students that chose "agree" or "strongly agree" in the Follow-Up Survey (Part Two), *n* = 2,621.

VectorSolutions™

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.

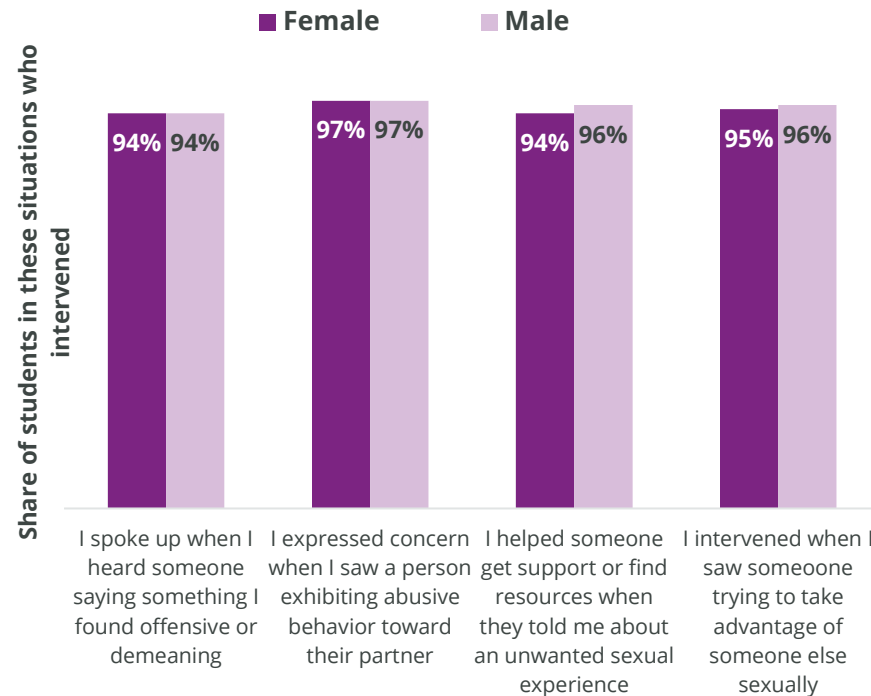SAPG helps students build their bystander skills. Georgia Institute of Technology can use this information to continue to develop those skills as part of a healthy campus community.

Notes: The data in the graph and table are based on responses to the Follow-Up Survey (Part Two), *n* = 2,621.

Bystander Intervention Scenarios

■ **Female**   ■ **Male**

Share of students in these situations who intervened

Scenario	Female	Male
I spoke up when I heard someone saying something I found offensive or demeaning	94%	94%
I expressed concern when I saw a person exhibiting abusive behavior toward their partner	97%	97%
I helped someone get support or find resources when they told me about an unwanted sexual experience	94%	96%
I intervened when I saw someoone trying to take advantage of someone else sexually	95%	96%

88% of students at Georgia Institute of Technology agreed in the Post-Course Survey that SAPG made them more confident in their ability to intervene when they see concerning behavior.

Preferred Bystander Behaviors

Female	
1	Asking the person who you're concerned about if they need help.
2	Following up later to check in with the person who you were concerned about.
3	Finding the friends of those involved and asking them for help.

Male	
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.

Tip
Research has shown that male students may be more likely to engage in active, direct bystander behaviors than their female 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.

Impact Insights:
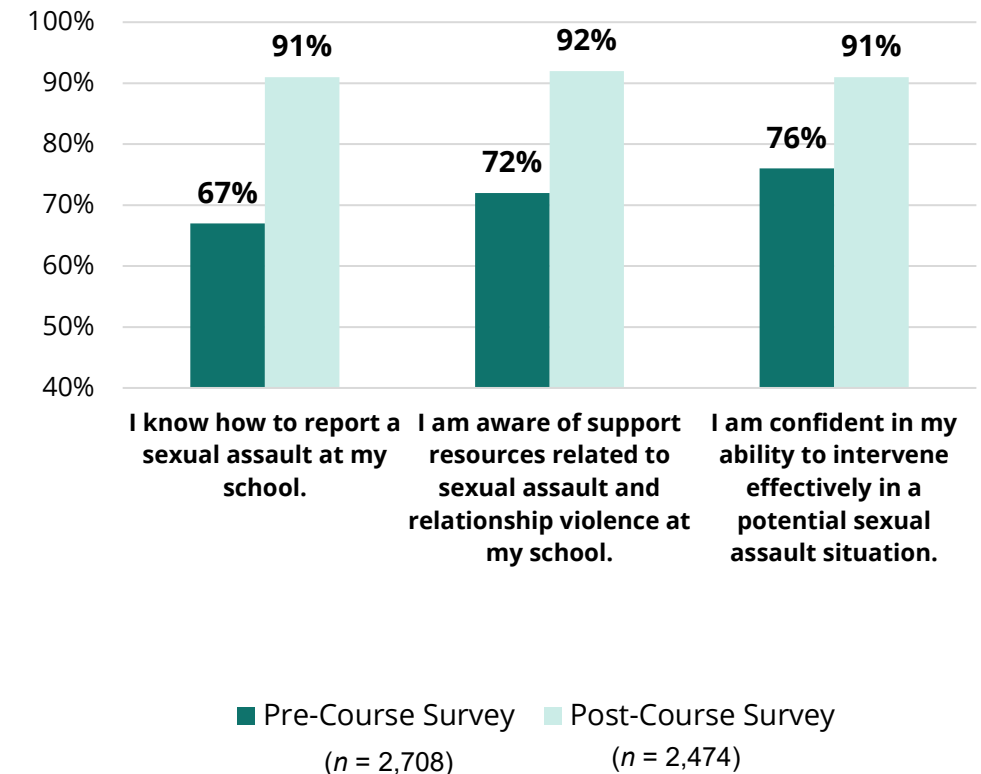## *Sexual Assault Prevention for Graduate Students*

Greatest Opportunities for Growth	
Most students at my school would not engage in sexual activity with someone if the other person was incapacitated by alcohol or drugs.	74%
Most students at my school would never place blame on a person who told them someone else had sexually assaulted them.	82%
Most students at my school would take action in a situation in which someone was trying to take advantage of another person sexually.	83%

Items listed above represent the lowest-scoring survey items among your learners

Note: Highest and lowest scoring items are taken from the Post-Course Survey (*n* = 2,474), and each percentage represents the learners at Georgia Institute of Technology that chose "Agree" or "Strongly agree" on a 5-point Likert scale.

Greatest Strengths	
In a sexual situation, I would make sure to communicate with the other person about what they want.	95%
I would respect a person who took action to prevent a sexual assault.	95%
Clear, verbal, and sober permission is the best way to make sure a person is okay with sexual activity.	94%

Items listed above represent the highest-scoring survey items among your learners.

Greatest Impact

Bar chart comparing Pre-Course Survey and Post-Course Survey results:

- I know how to report a sexual assault at my school. — 67% (Pre-Course), 91% (Post-Course)
- I am aware of support resources related to sexual assault and relationship violence at my school. — 72% (Pre-Course), 92% (Post-Course)
- I am confident in my ability to intervene effectively in a potential sexual assault situation. — 76% (Pre-Course), 91% (Post-Course)

■ Pre-Course Survey (*n* = 2,708)   ■ Post-Course Survey (*n* = 2,474)

Note: Learners at Georgia Institute of Technology demonstrated the most pre-to-post growth on these items upon completing this course.

VectorSolutions™

SAPG and Your Students

Impact at Georgia Institute of Technology

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	89%	90%
Strategies for intervening and supporting survivors	58%	61%
Recognizing relationship abuse	89%	94%
Identifying and understanding harassment	86%	90%
Title IX Amendment	84%	92%
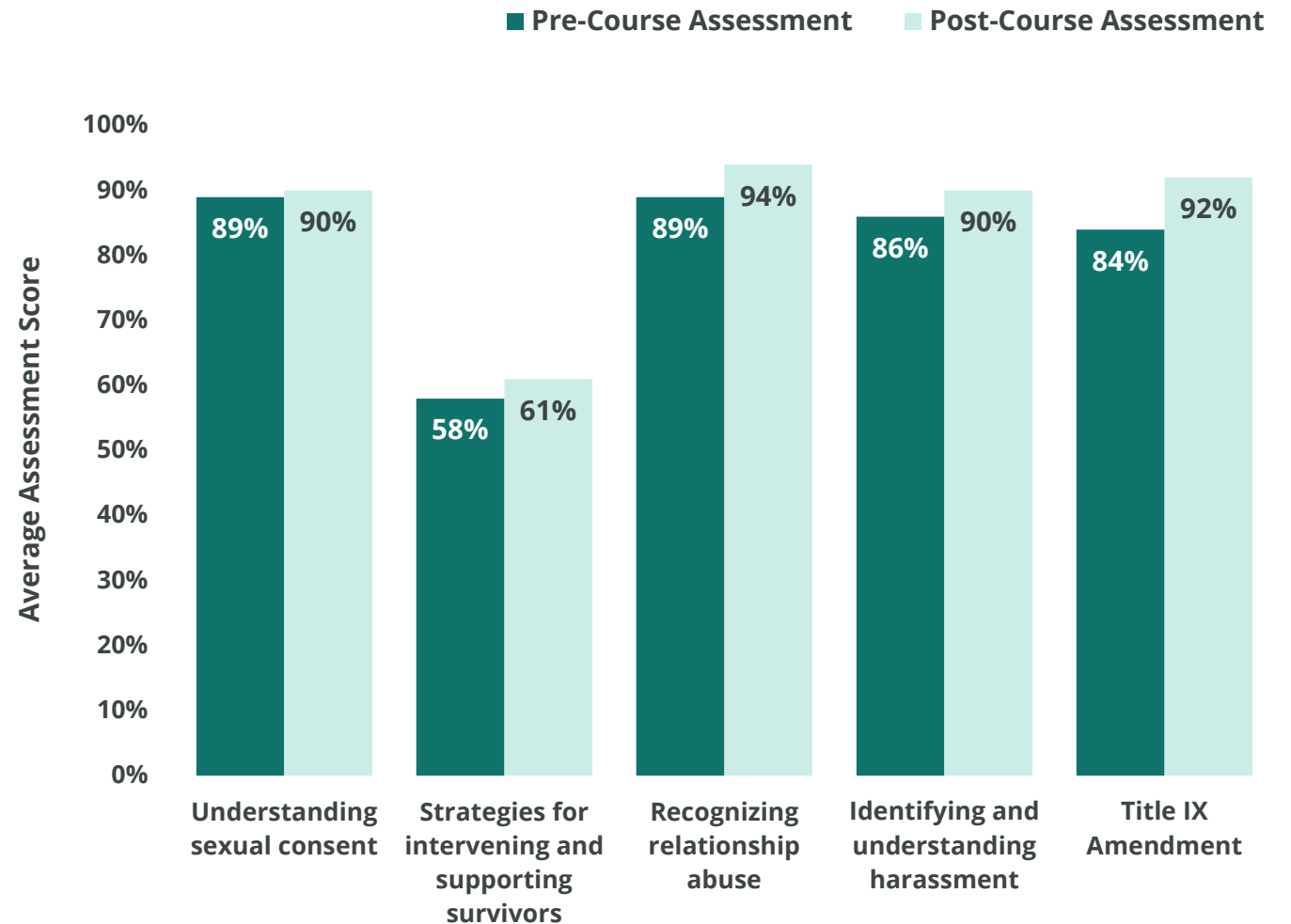
Course Impact

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.	**90%**
Taught me where to find resources for sexual assault and abusive relationships at my school.	**89%**
Provided me with skills to better support someone who has experienced sexual assault.	**90%**
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 = 2,474).
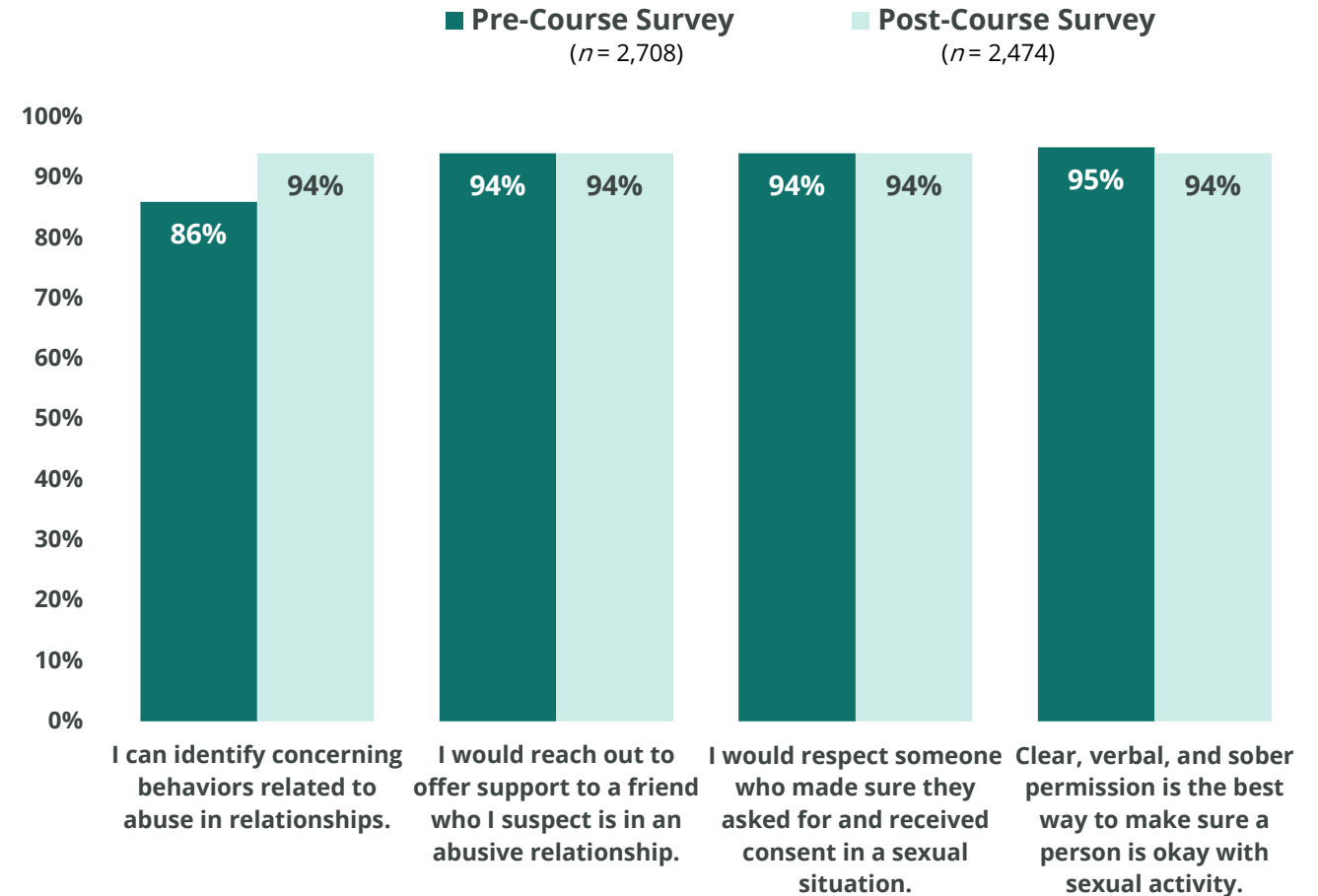
VectorSolutions™

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* = 2,708)   ■ **Post-Course Survey** (*n* = 2,474)

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

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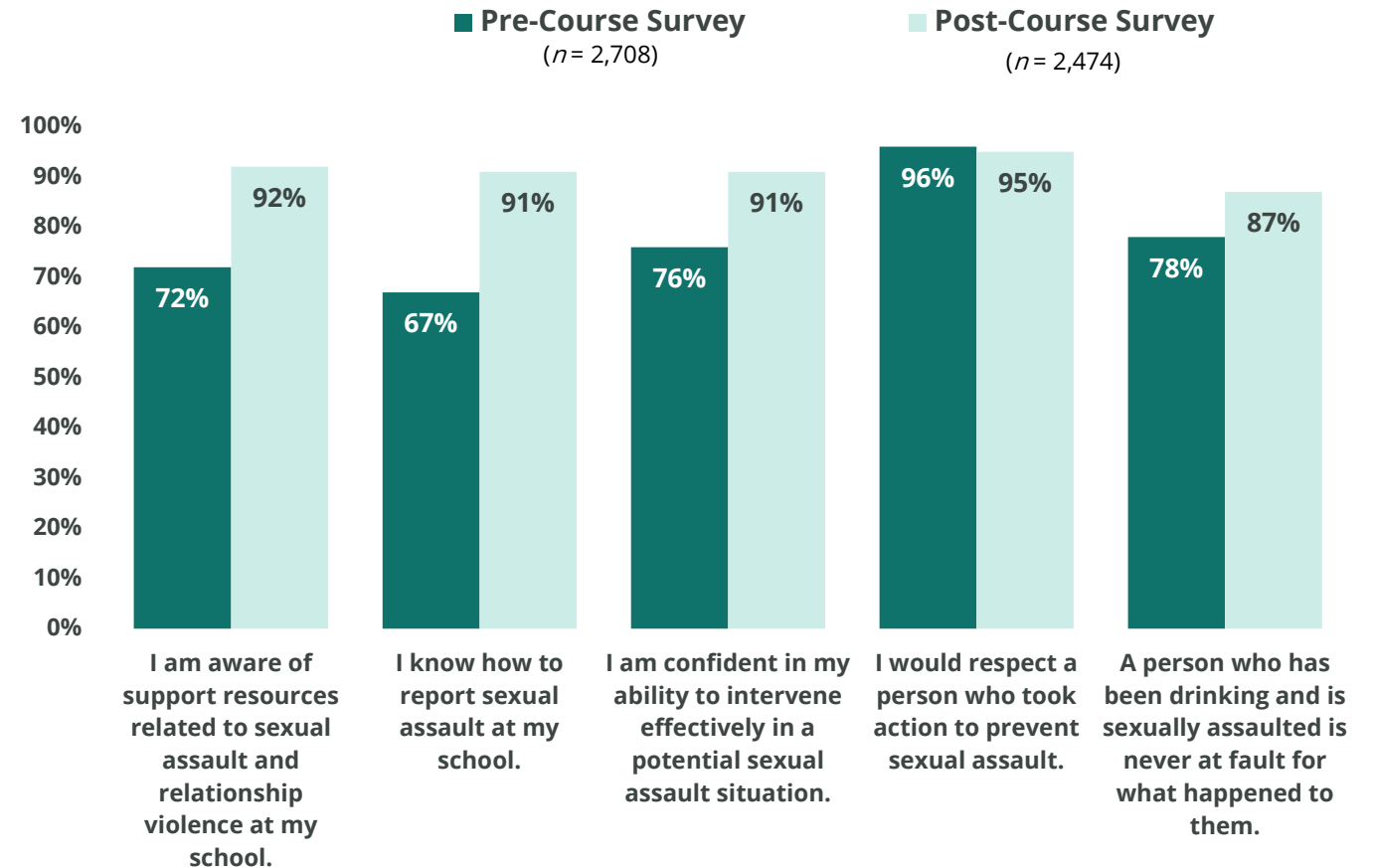
Supporting Survivors

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:
https://www.vectorsolutions.com/industries/education/higher-education/campus-prevention-network/

Healthy Responses, Before and After the Course

■ **Pre-Course Survey**
(n = 2,708)

■ **Post-Course Survey**
(n = 2,474)

	Pre-Course	Post-Course
I am aware of support resources related to sexual assault and relationship violence at my school.	72%	92%
I know how to report sexual assault at my school.	67%	91%
I am confident in my ability to intervene effectively in a potential sexual assault situation.	76%	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.	78%	87%

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

VectorSolutions™

14

Sexual Assault Prevention On Your Campus

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
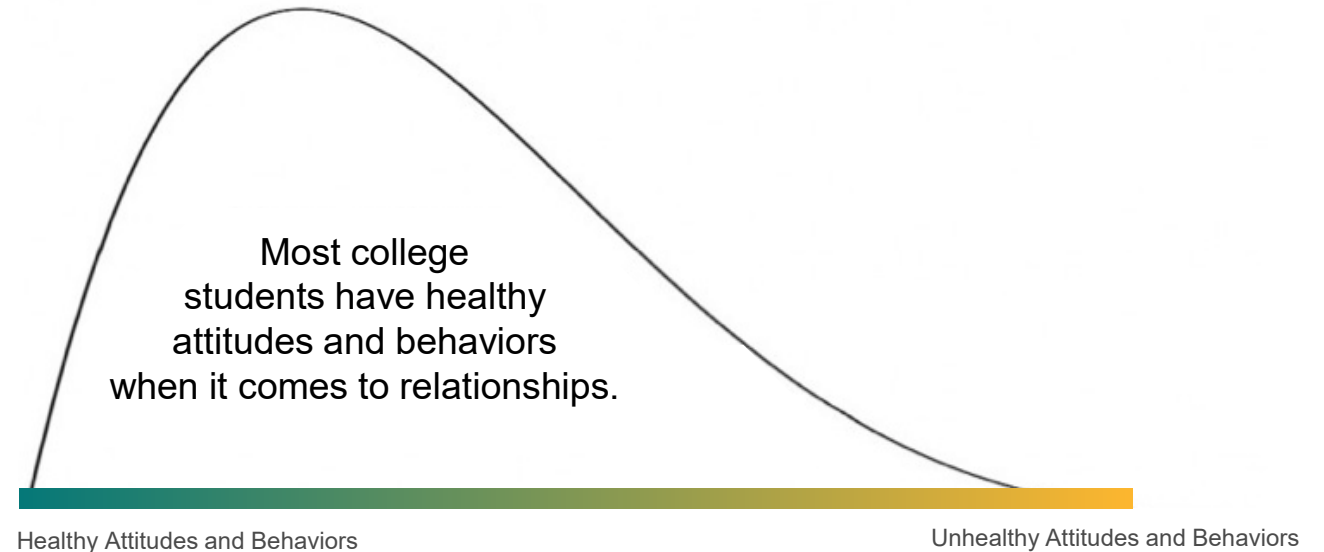
Critical Processes Tip

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, Females and Males

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.

	Female		Male	
	Before	After	Before	After
Sexual Assault	15.82%	2.04%	5.32%	1.05%
Relationship Violence	9.38%	1.39%	4.76%	0.63%
Stalking	16.98%	2.66%	5.17%	0.91%

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* = 2,621.

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, age, etc.

Bystander Behaviors, Females

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 students on your campus.

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 to help all students feel safe and welcome on campus.

Bystander Intervention Scenario

I spoke up when I heard someone saying something I found offensive or demeaning.	**94%**
I expressed concern when I saw a person exhibiting abusive behavior toward their partner.	**97%**
I helped someone get support or find resources when they told me about an unwanted sexual experience.	**94%**
I intervened when I saw someone trying to take advantage of someone else sexually.	**95%**

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

Preferred Bystander Behaviors

Your female students tend to express confidence in engaging in the following three behaviors if they observe a potential sexual assault situation:

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

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

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

Note: All data shown on this slide are based on responses to the Follow-Up Survey (Part Two), *n* = 2,621.

Bystander Behaviors, Males

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 students on your campus have intervened, and their preferred strategies for doing so.

Programming Tip

Research has shown that male students may be more likely to engage in active, direct bystander behaviors than their female 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.	**94%**
I expressed concern when I saw a person exhibiting abusive behavior toward their partner.	**97%**
I helped someone get support or find resources when they told me about an unwanted sexual experience.	**96%**
I intervened when I saw someone trying to take advantage of someone else sexually.	**96%**

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

Preferred Bystander Behaviors

Your male students tend to express confidence in engaging in the following three behaviors if they observe 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* = 2,621.
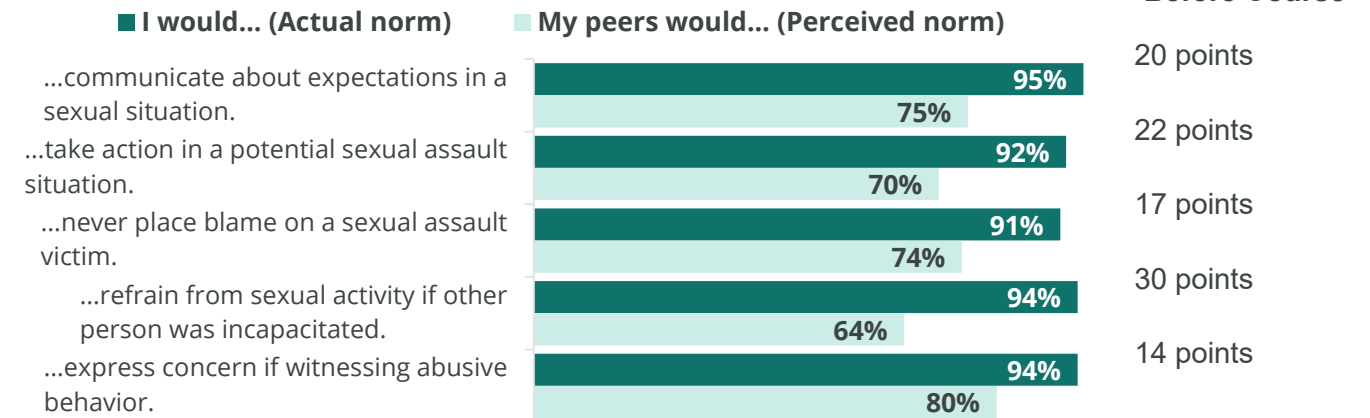
Social Norms for Behavior

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.
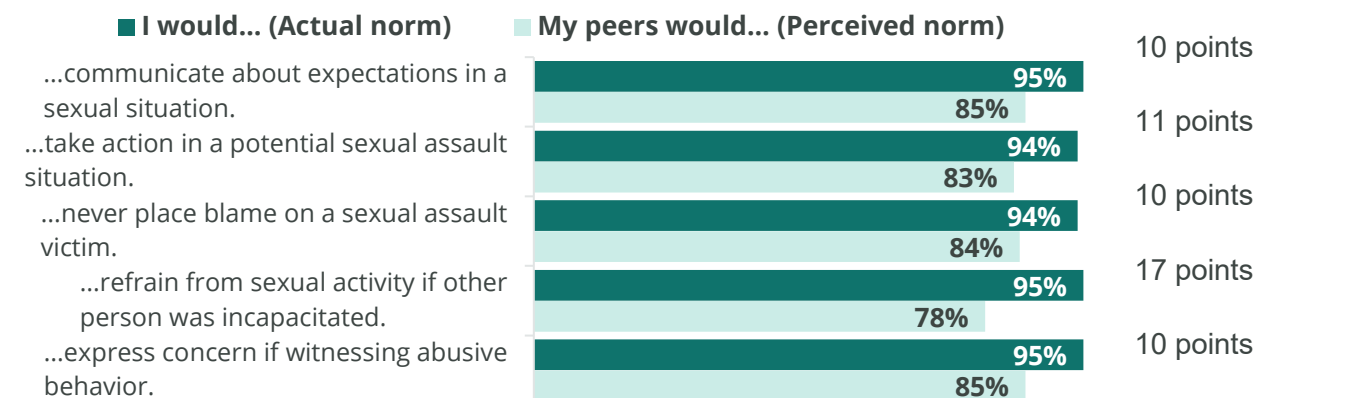
Programming Tip

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 requesting raw data extracts and looking into which groups could use additional training and support to close the norms gap.

Before Course (Pre-Course Survey, n = 2,708)

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

	Actual	Perceived
...communicate about expectations in a sexual situation.	95%	75%
...take action in a potential sexual assault situation.	92%	70%
...never place blame on a sexual assault victim.	91%	74%
...refrain from sexual activity if other person was incapacitated.	94%	64%
...express concern if witnessing abusive behavior.	94%	80%

Norms Gap, Before Course

20 points

22 points

17 points

30 points

14 points

After Intersession Period (Follow-Up Survey, n = 2,621)

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

	Actual	Perceived
...communicate about expectations in a sexual situation.	95%	85%
...take action in a potential sexual assault situation.	94%	83%
...never place blame on a sexual assault victim.	94%	84%
...refrain from sexual activity if other person was incapacitated.	95%	78%
...express concern if witnessing abusive behavior.	95%	85%

Norms Gap, After Course

10 points

11 points
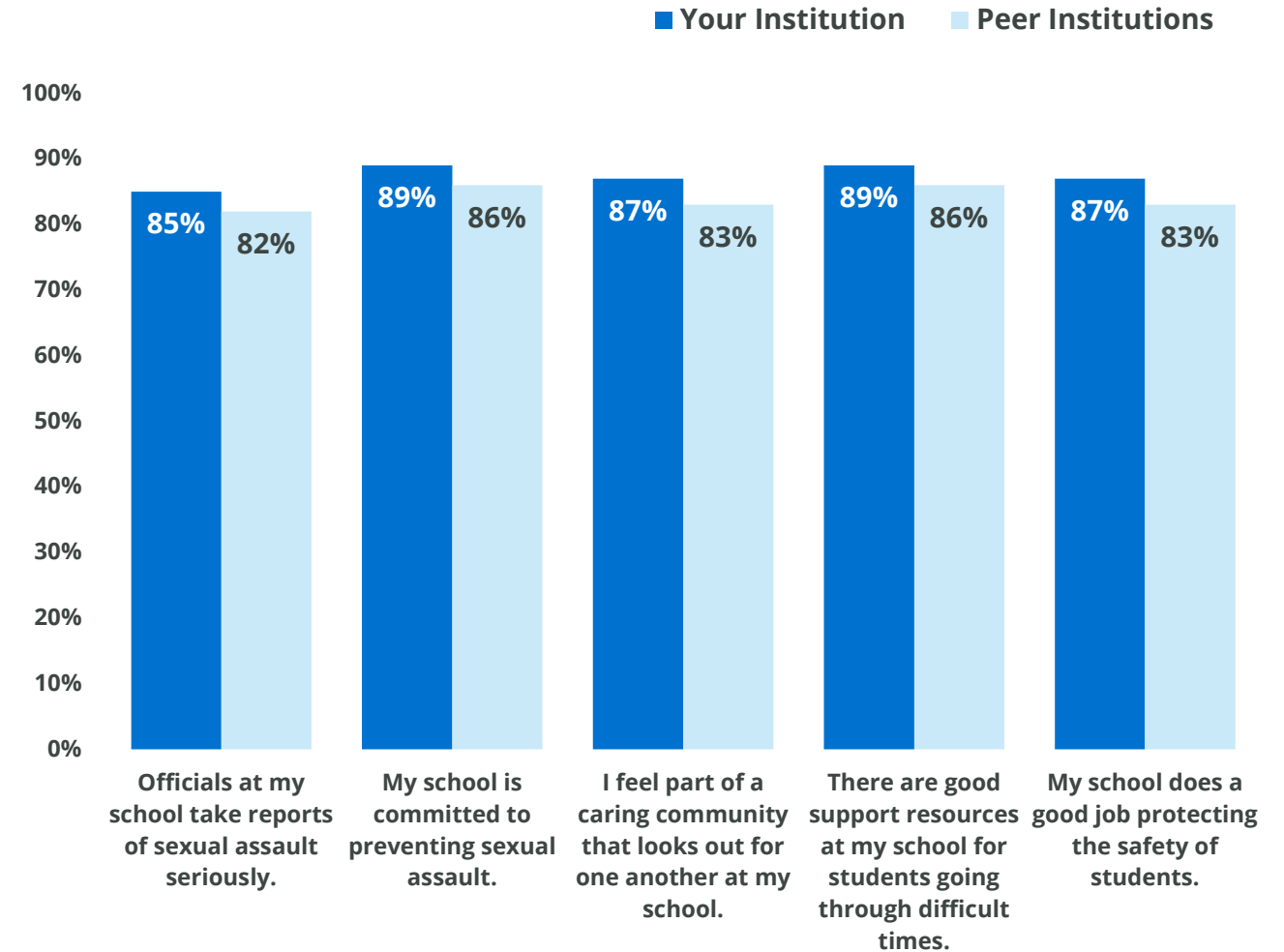
10 points

17 points

10 points

Campus Climate

After completing 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

- Officials at my school take reports of sexual assault seriously. — 85% / 82%
- My school is committed to preventing sexual assault. — 89% / 86%
- I feel part of a caring community that looks out for one another at my school. — 87% / 83%
- There are good support resources at my school for students going through difficult times. — 89% / 86%
- My school does a good job protecting the safety of students. — 87% / 83%

Note: Percentages represent students that chose "agree" or "strongly agree" in the Follow-Up Survey (Part Two), *n* = 2,621.
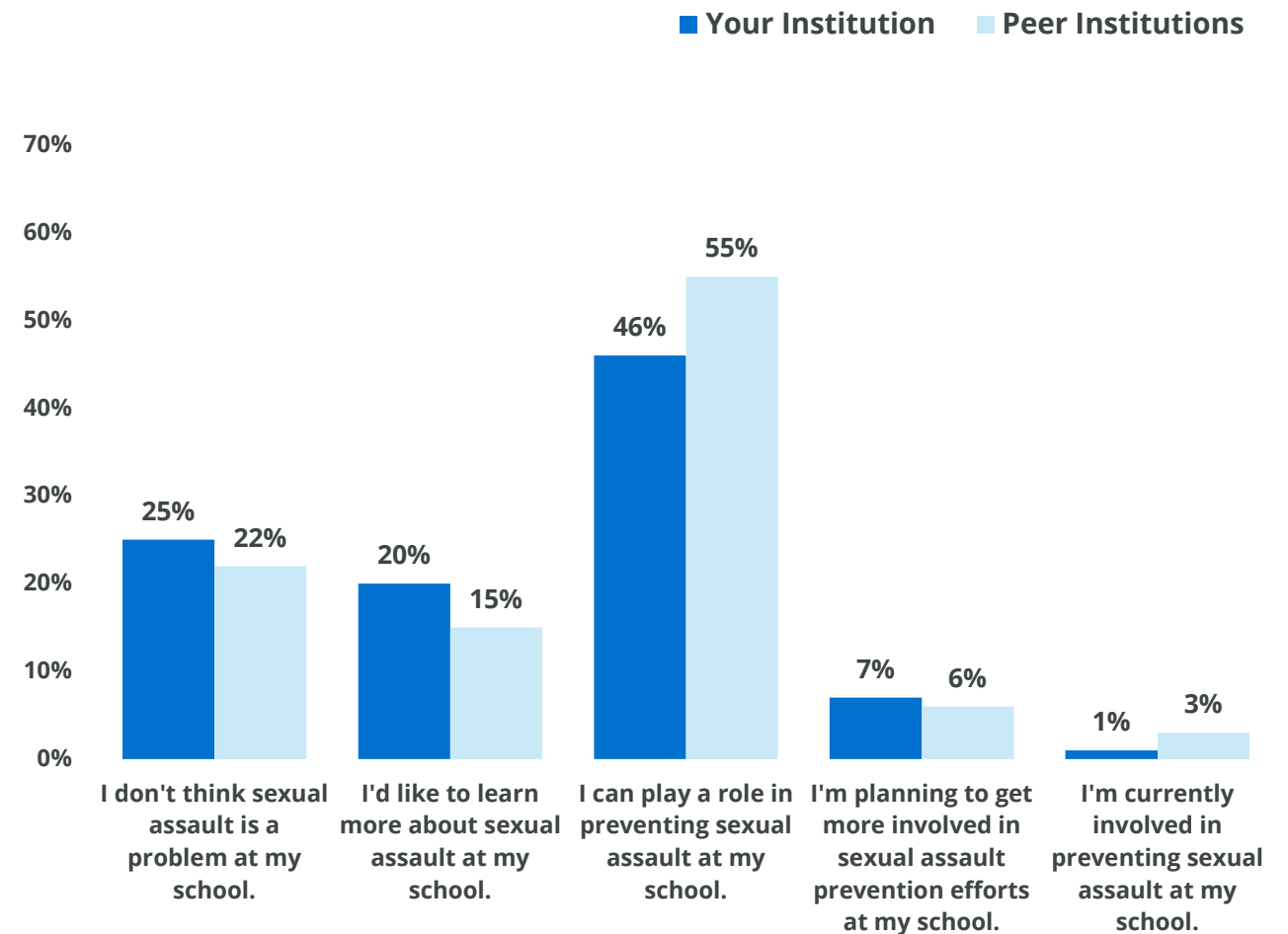
Community Readiness

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.	25%	22%
I'd like to learn more about sexual assault at my school.	20%	15%
I can play a role in preventing sexual assault at my school.	46%	55%
I'm planning to get more involved in sexual assault prevention efforts at my school.	7%	6%
I'm currently involved in preventing sexual assault at my school.	1%	3%

Notes: Based on responses to the Post-Course Survey (*n* = 2,474).
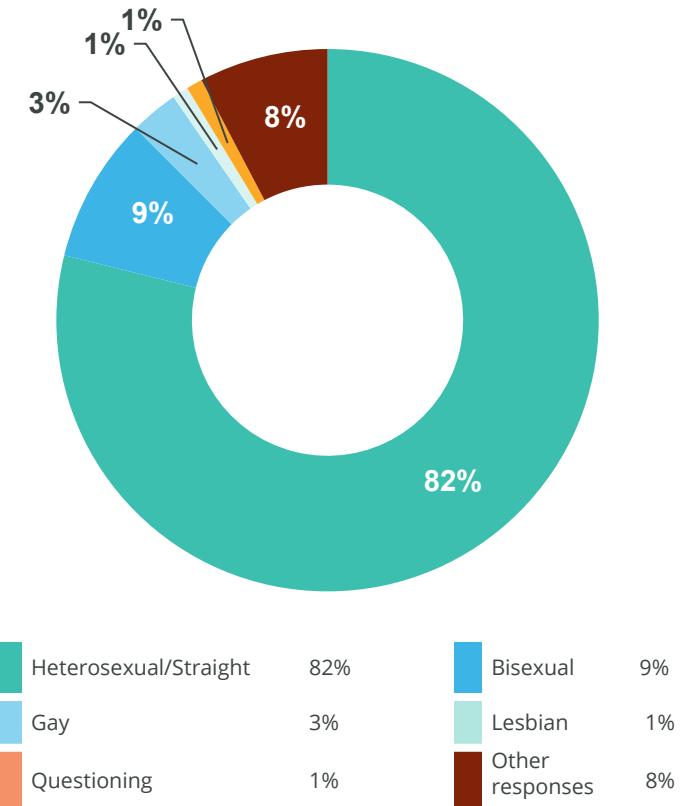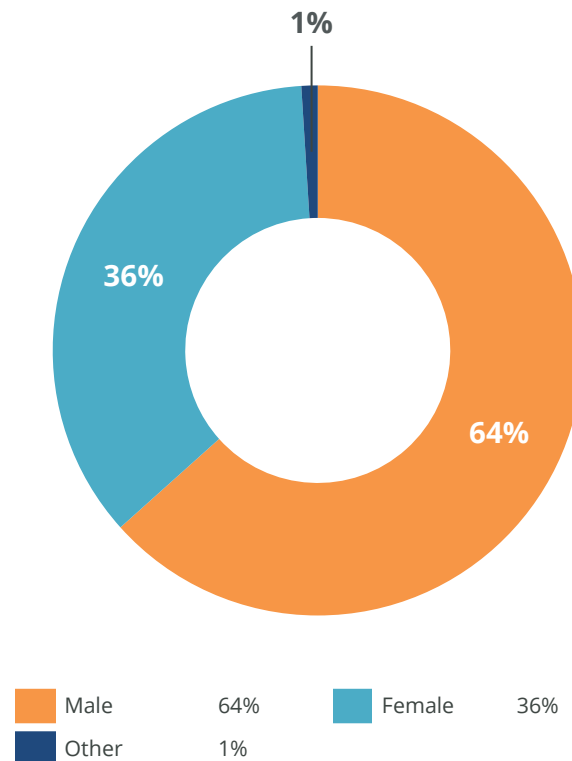
VectorSolutions™

22

Sexual Assault Prevention for Graduate Students

Appendix | Student Demographics

Student Demographics

The following is a summary of the demographics of students who completed surveys in SAPG from June 1, 2024 to February 25, 2025. Demographic information is self-reported by students as part of the Pre-Course Survey (n = 2,708). All questions are optional, and students may choose not to share demographic information.

■ Male	64%	■ Female	36%
■ Other	1%		

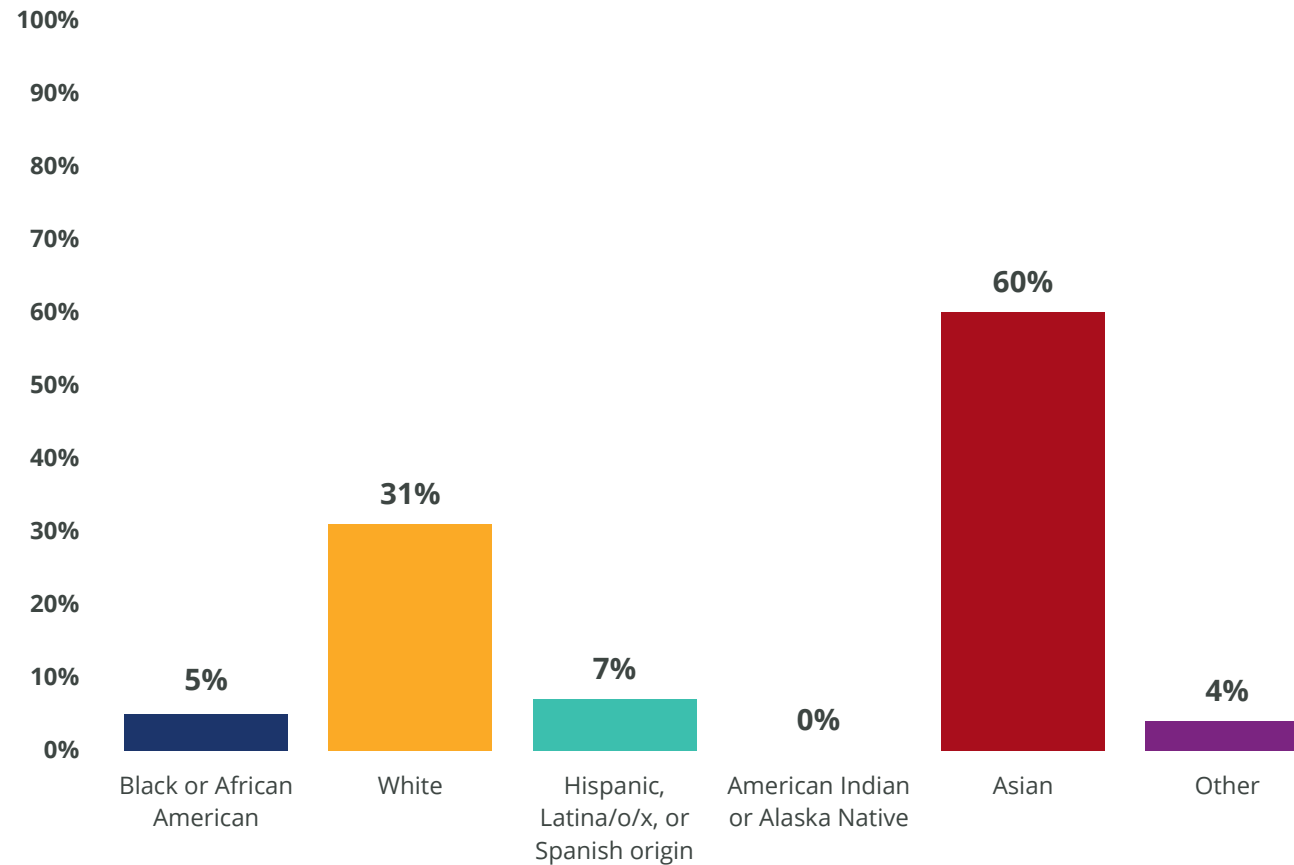|				
■ Heterosexual/Straight	82%	■ Bisexual	9%
■ Gay	3%	■ Lesbian	1%
■ Questioning	1%	■ Other responses	8%

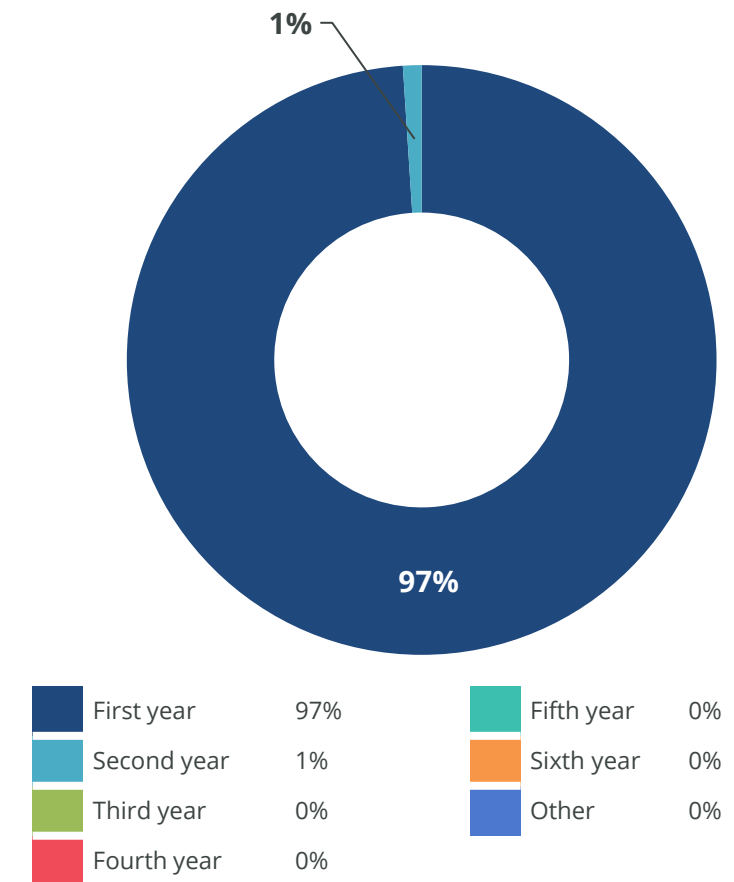**Note:** 'Other responses' reflects the number of students who selected Asexual or Queer

Note: Both of these questions allow respondents to select more than one item, so either total may exceed 100%.

Student Demographics *(continued)*

Note: Respondents could choose more than one option, so total may exceed 100%.

Bar chart:
- Black or African American: 5%
- White: 31%
- Hispanic, Latina/o/x, or Spanish origin: 7%
- American Indian or Alaska Native: 0%
- Asian: 60%
- Other: 4%

Donut chart:
- First year: 97%
- Second year: 1%
- Third year: 0%
- Fourth year: 0%
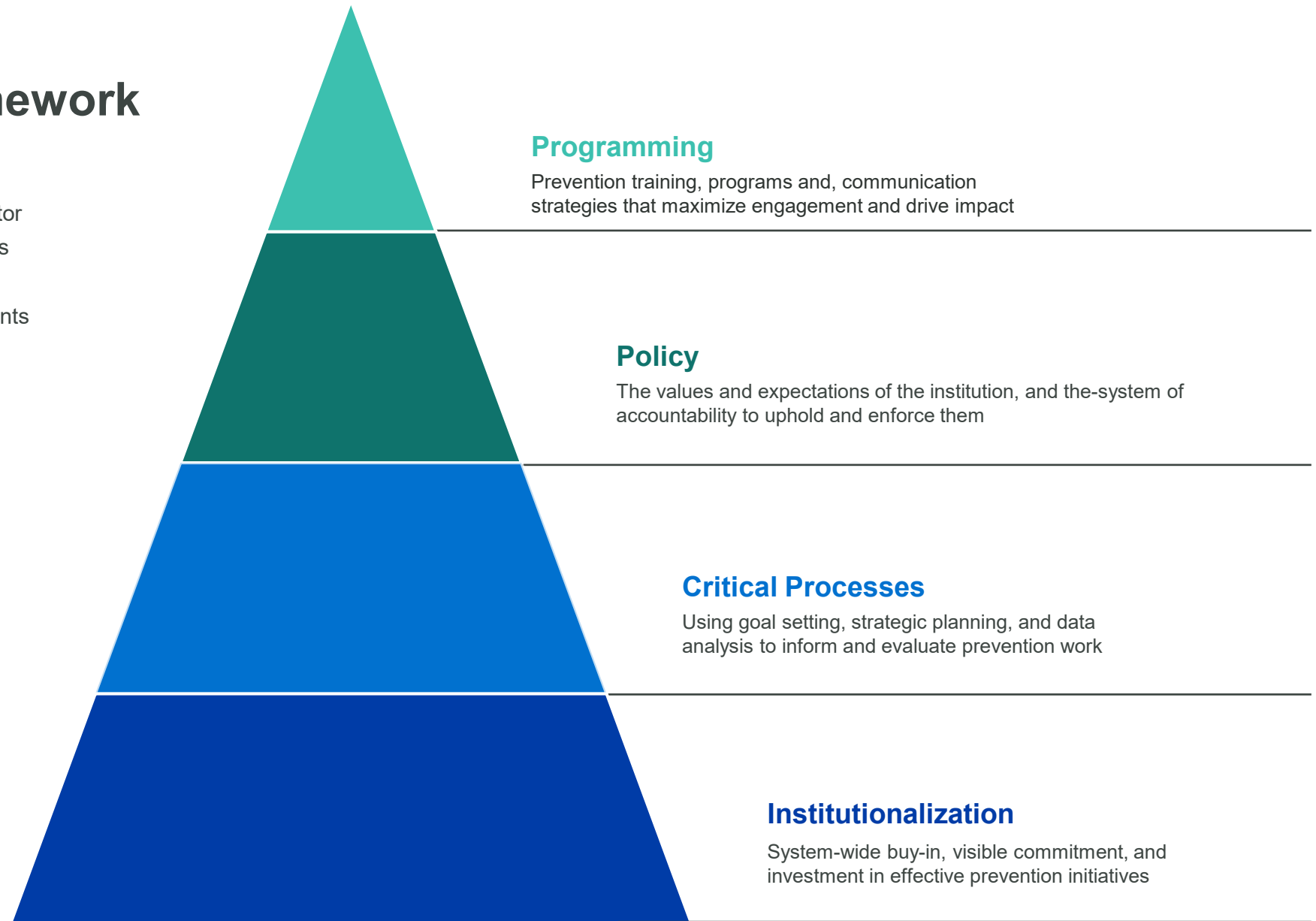- Fifth year: 0%
- Sixth year: 0%
- Other: 0%

Sexual Assault Prevention for Graduate Students

Supplemental Information

The Prevention Framework

The Prevention Framework, developed by Vector Solutions' 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 institution, 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.