VectorSolutions™

Georgia Institute of Technology

Sexual Assault Prevention for Undergraduates

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 Undergraduates*. 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

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How To Use This Report

This report provides key insights from your *Sexual Assault Prevention for Undergraduates* (SAPU) 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, 3,051 of your students completed the Pre-Course Survey, 2,807 completed the Post-Course Survey, and 3,082 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,

3,082 Georgia Institute of Technology students completed surveys in *Sexual Assault Prevention for Undergraduates* (SAPU) 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.
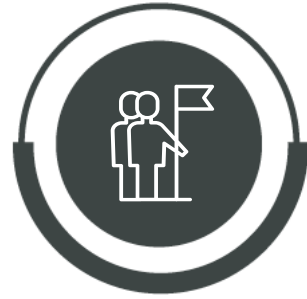
Course Impact

SAPU is designed to equip your students with knowledge and skills to support healthier decisions related to romantic relationships, sexual interactions, consent, and supporting peers on their campus.

When it comes to skills, 80% of Georgia Institute of Technology students agreed that SAPU helped them identify characteristics of healthy and unhealthy relationships, and 80% 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 SAPU report healthy attitudes and behaviors related to sex and relationships. This includes 86% of students who say they would refrain from sexual activity if the other person was incapacitated, but only 68% of those same students believe their peers would do the same.

Among students at Georgia Institute of Technology who took SAPU, 41% agreed that they could play a role in preventing sexual assault on their campus. And a substantial number of your students, after taking SAPU, reported that they knew how to report a sexual assault at their school. Further, 80% expressed an awareness of support resources related to sexual assault and relationship violence at your institution.

Your *Sexual Assault Prevention for Undergraduates* 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 Undergraduates

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 Undergraduates* 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 SAPU program but have less direct experience in prevention work.

Sexual Assault Prevention for Undergraduates: Snapshot

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

Sample Size

3,082 students

at Georgia Institute of Technology completed surveys in *Sexual Assault Prevention for Undergraduates* from June 1, 2024 to February 25, 2025.

Impact on Learners

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

Average Assessment Score:

Pre-Course Assessment	65%
Post-Course Assessment	90%

Your students agree that SAPU:

Helped me identify characteristics of healthy and unhealthy relationships.	**80%**
Gave me information about sexual consent that I plan to use if I choose to be sexually active.	**80%**
Provided me with skills to better support someone who has experienced sexual assault.	**81%**

Note: Percentages represent students that responded "agree" or "strongly agree" to each item in the Post-Course Survey (*n* = 2,807).

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.

41% of students at Georgia Institute of Technology agreed in the Post-Course Survey that they can play a role in preventing sexual assault at your school.

76%	79%	77%	79%	79%
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.
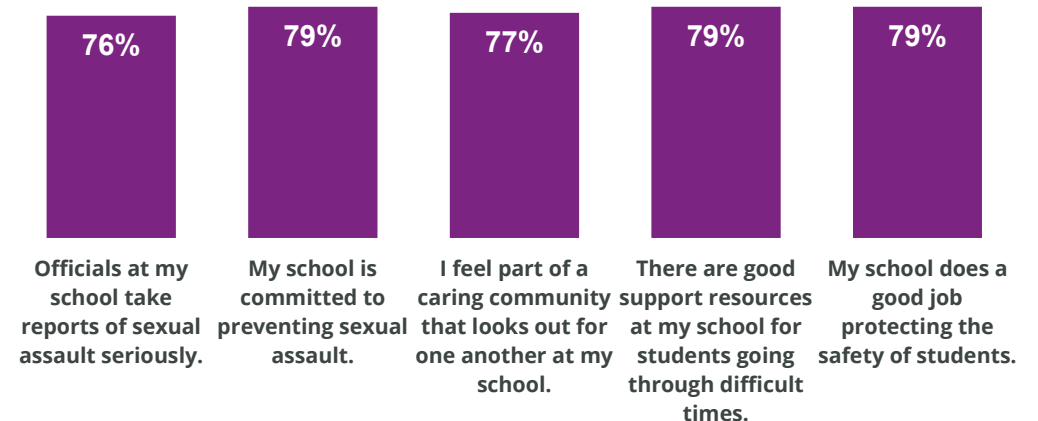
Note: Percentages represent students that chose "agree" or "strongly agree" in the Follow-Up Survey (Part Two), *n* = 3,082.

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Sexual Assault Prevention for Undergraduates: 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.

SAPU 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* = 3,082.

Bystander Intervention Scenarios

■ Female   ■ Male

Share of students in these situations who intervened

	Female	Male
I spoke up when I heard someone saying something I found offensive or demeaning	92%	85%
I expressed concern when I saw a person exhibiting abusive behavior toward their partner	91%	83%
I helped someone get support or find resources when they told me about an unwanted sexual experience	85%	73%
I intervened when I saw someone trying to take advantage of someone else sexually	82%	71%

80% of students at Georgia Institute of Technology agreed in the Post-Course Survey that SAPU 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	Creating a distraction to cause one or more of the people to disengage from the situation.
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	Stepping in and separating the people involved in the situation.
3	Finding the friends of those involved and asking them for help.

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:
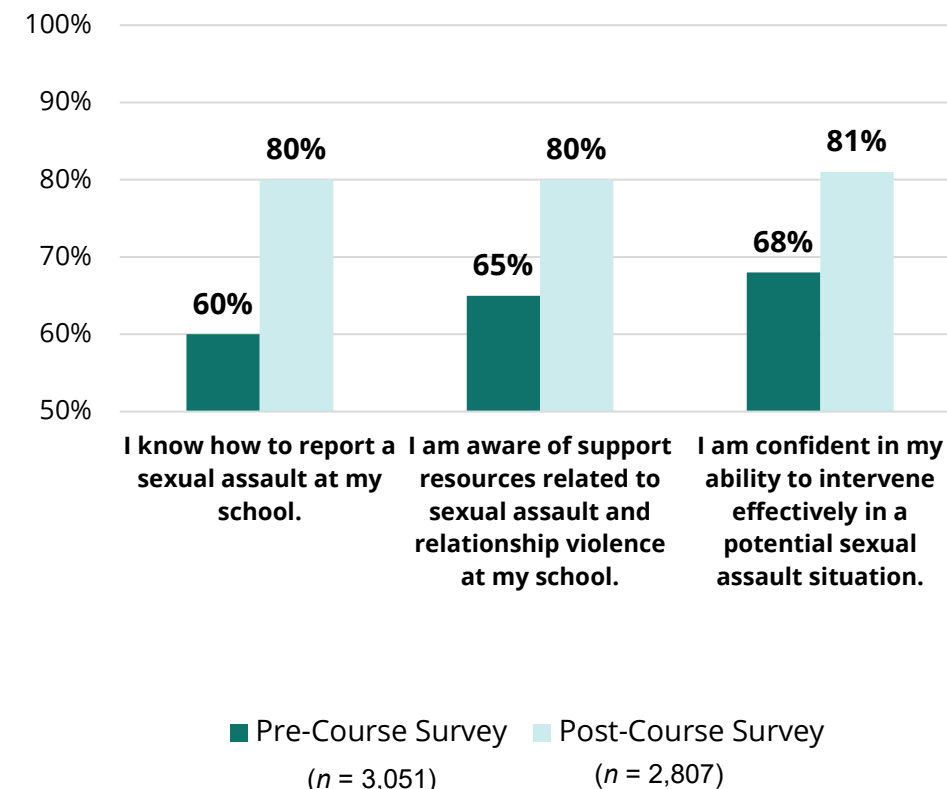## *Sexual Assault Prevention for Undergraduates*

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.	66%
Most students at my school would never place blame on a person who told them someone else had sexually assaulted them.	74%
Most students at my school would take action in a situation in which someone was trying to take advantage of another person sexually.	75%

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

Greatest Strengths	
Clear, verbal, and sober permission is the best way to make sure a person is okay with sexual activity.	85%
In a sexual situation, I would make sure to communicate with the other person about what they want.	85%
I would reach out to offer support to a friend who I suspect is in an abusive relationship.	85%

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* = 2,807), and each percentage represents the learners at Georgia Institute of Technology that chose "Agree" or "Strongly agree" on a 5-point Likert scale.

Greatest Impact

Bar chart comparing Pre-Course Survey and Post-Course Survey:
- I know how to report a sexual assault at my school: Pre-Course 60%, Post-Course 80%
- I am aware of support resources related to sexual assault and relationship violence at my school: Pre-Course 65%, Post-Course 80%
- I am confident in my ability to intervene effectively in a potential sexual assault situation: Pre-Course 68%, Post-Course 81%

■ Pre-Course Survey (*n* = 3,051) ■ Post-Course Survey (*n* = 2,807)

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

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Knowledge Gain

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

Programming Tip

Where are your students knowledgeable and where is there room to learn more? SAPU 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** (*n* = 511)   ■ **Post-Course Assessment** (*n* = 550)

Average Assessment Score

	Understanding Consent	Strategies for Intervening and Supporting Survivors	Recognizing Relationship Abuse	Title IX Amendment
Pre-Course	68%	59%	67%	67%
Post-Course	87%	89%	91%	90%

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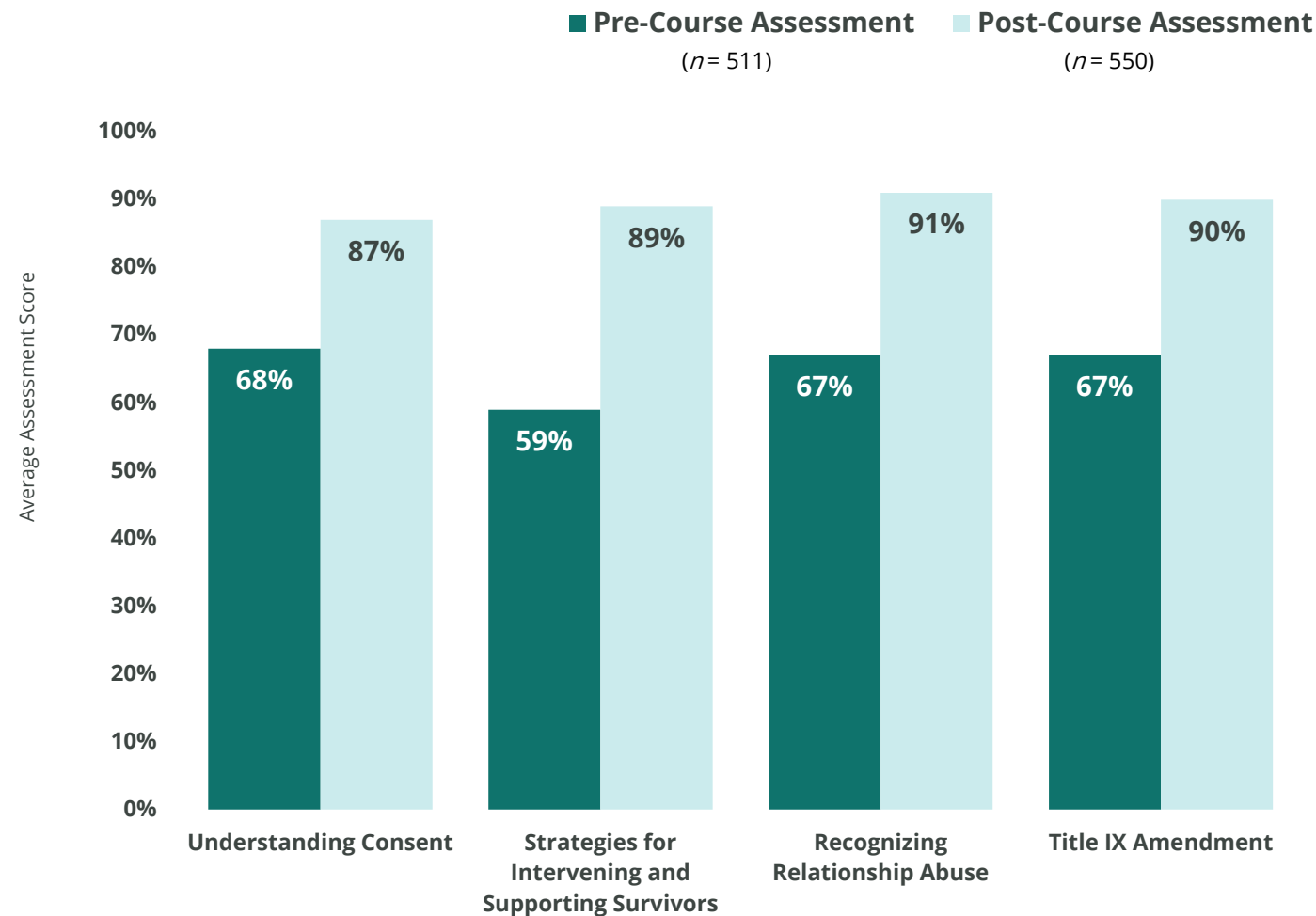
Course Impact

After taking SAPU, students were asked to reflect on the course experience and share how it impacted their awareness, knowledge, and confidence to help them 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 SAPU:

Made me more confident in my ability to intervene when I see concerning behavior.	**80%**
Helped me identify characteristics of healthy and unhealthy relationships.	**80%**
Taught me where to find resources for sexual assault and abusive relationships at my school.	**78%**
Provided me with skills to better support someone who has experienced sexual assault.	**81%**
The course increased my understanding of school policies related to the issues of consent, sexual assault, relationship violence, sexual harassment, and stalking.	**81%**
Gave me information about sexual consent that I plan to use if I choose to be sexually active.	**80%**

Note: Percentages represent the share of students who chose "agree" or "strongly agree" in response to these statements in the Post-Course Survey (n = 2,807).
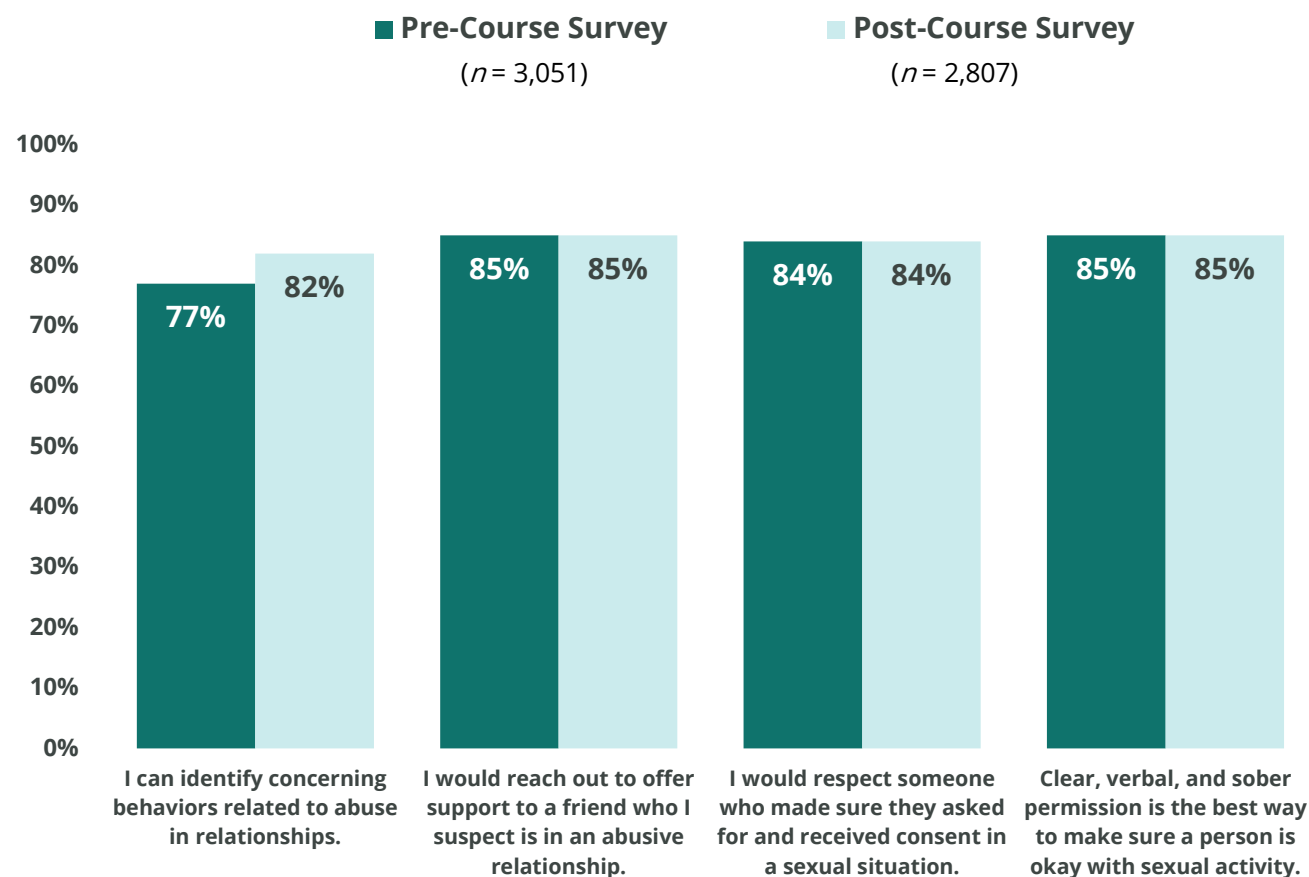
Healthy Relationships and Consent

In addition to providing important baseline knowledge, SAPU helps students build the 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 = 3,051)　　■ **Post-Course Survey** (n = 2,807)

	Pre	Post
I can identify concerning behaviors related to abuse in relationships.	77%	82%
I would reach out to offer support to a friend who I suspect is in an abusive relationship.	85%	85%
I would respect someone who made sure they asked for and received consent in a sexual situation.	84%	84%
Clear, verbal, and sober permission is the best way to make sure a person is okay with sexual activity.	85%	85%

Note: Percentages represent the share of students who chose "agree" or "strongly agree" in response to these statements.
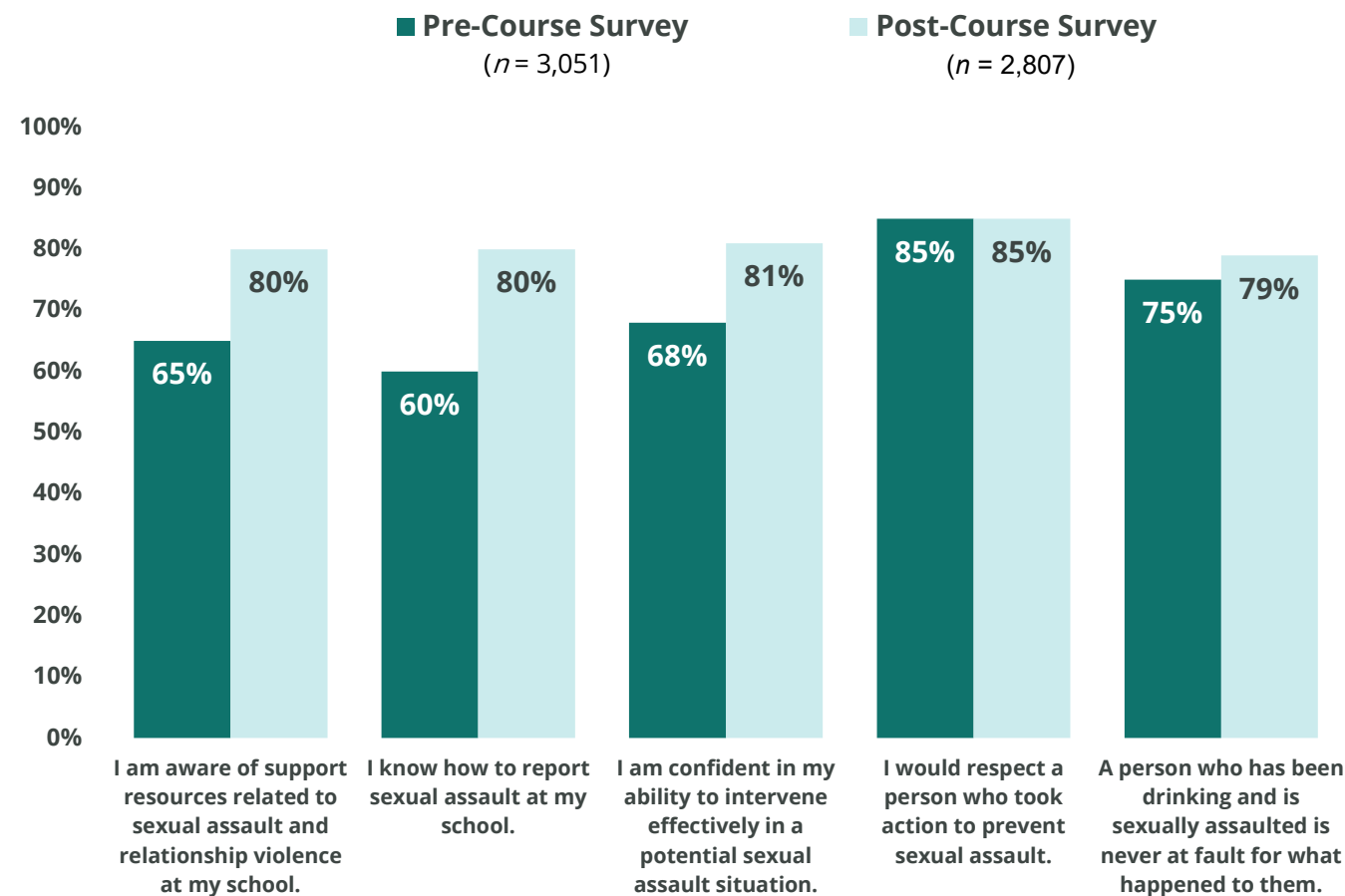
Supporting Survivors

Maintaining a healthy community requires supporting community members who experience sexual assault. SAPU helps students identify how to access to support and reporting resources, ways to intervene in unhealthy situations and support others, and build confidence to address 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/networks/campus-prevention-network/

Healthy Responses, Before and After the Course

Pre-Course Survey (n = 3,051)   **Post-Course Survey** (n = 2,807)

Statement	Pre-Course	Post-Course
I am aware of support resources related to sexual assault and relationship violence at my school.	65%	80%
I know how to report sexual assault at my school.	60%	80%
I am confident in my ability to intervene effectively in a potential sexual assault situation.	68%	81%
I would respect a person who took action to prevent sexual assault.	85%	85%
A person who has been drinking and is sexually assaulted is never at fault for what happened to them.	75%	79%

Note: Percentages represent the share of students who chose "agree" or "strongly agree" in response to these statements.

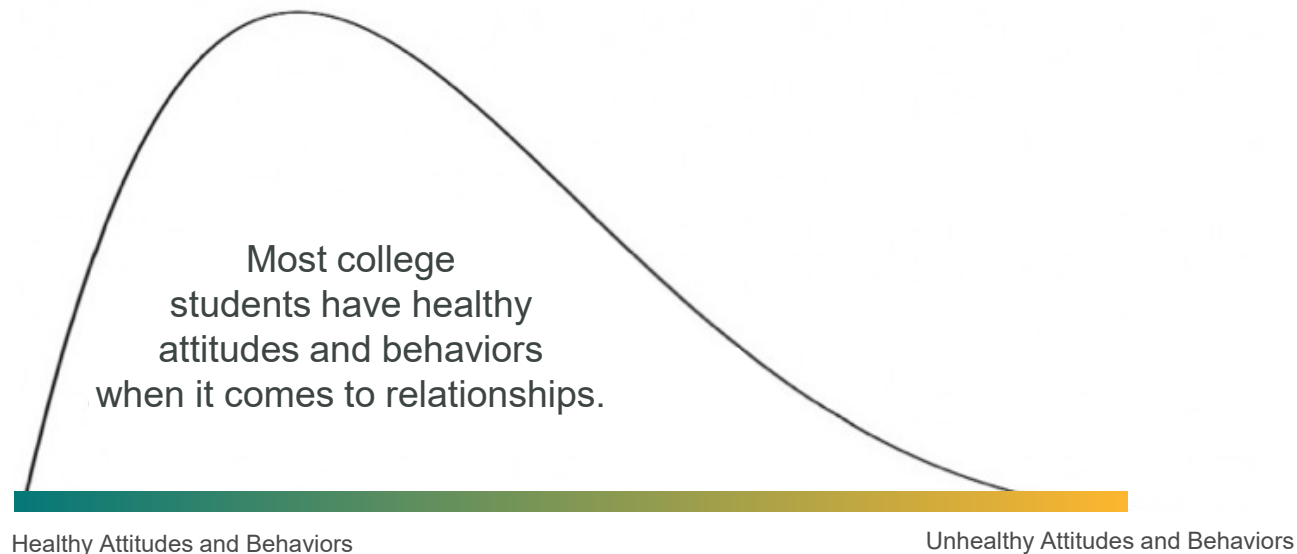# Sexual Assault Prevention On Your Campus

Data and Insights From Students at Georgia Institute of Technology

Engaging the Healthy Majority

SAPU 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 arrive on campus having had personal experience with sexual assault, relationship violence, or stalking. Others may have these experiences after they become members of your community.

Sexual Assault
Has someone ever had unwanted sexual contact with you?

Relationship Violence
Has a current or former partner ever abused or threatened to abuse you? (e.g. verbally, physically, sexually, emotionally, financially)

Stalking
Have you experienced repeated and unwanted attention, harassment, or other form of contact from another person that has made you feel afraid?

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.

	Female		Male	
	Before	**After**	**Before**	**After**
Sexual Assault	8.62%	0.38%	2.44%	0.38%
Relationship Violence	3.96%	0.09%	1.23%	0.31%
Stalking	10.62%	0.94%	1.98%	0.30%

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 = 3,082.

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 certain groups of students tend to 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.	**92%**
I expressed concern when I saw a person exhibiting abusive behavior toward their partner.	**91%**
I helped someone get support or find resources when they told me about an unwanted sexual experience.	**85%**
I intervened when I saw someone trying to take advantage of someone else sexually.	**82%**

Note: Percentages represent 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.

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

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* = 3,082.

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.	**85%**
I expressed concern when I saw a person exhibiting abusive behavior toward their partner.	**83%**
I helped someone get support or find resources when they told me about an unwanted sexual experience.	**73%**
I intervened when I saw someone trying to take advantage of someone else sexually.	**71%**

Note: Percentages represent students who indicated they have 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.

Stepping in and separating the people involved in the situation.

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* = 3,082.
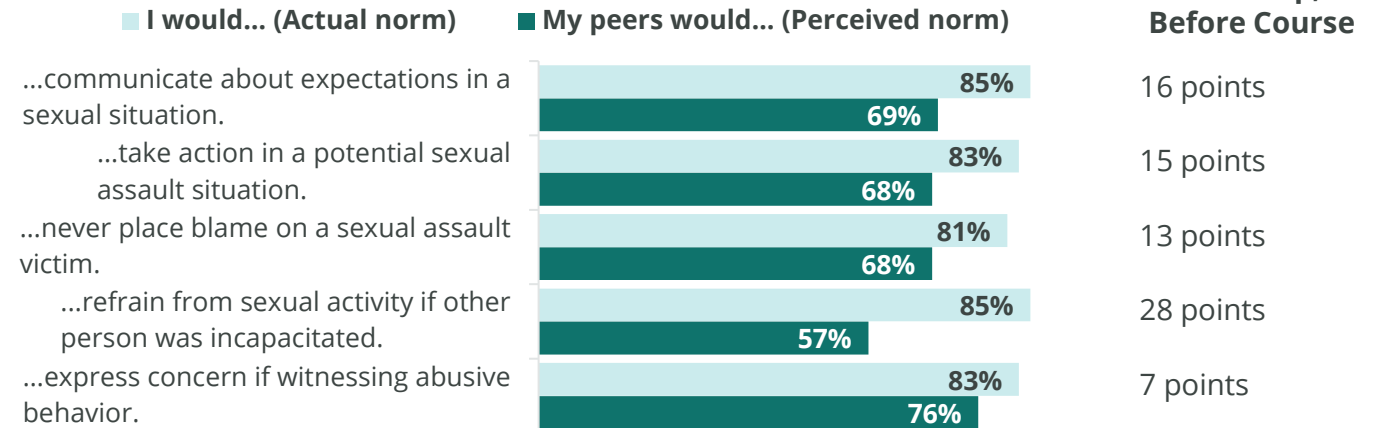
Social Norms for Behavior

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." SAPU aims to decrease the norms gap among your students so they will be more likely to engage in pro-social behaviors on campus.
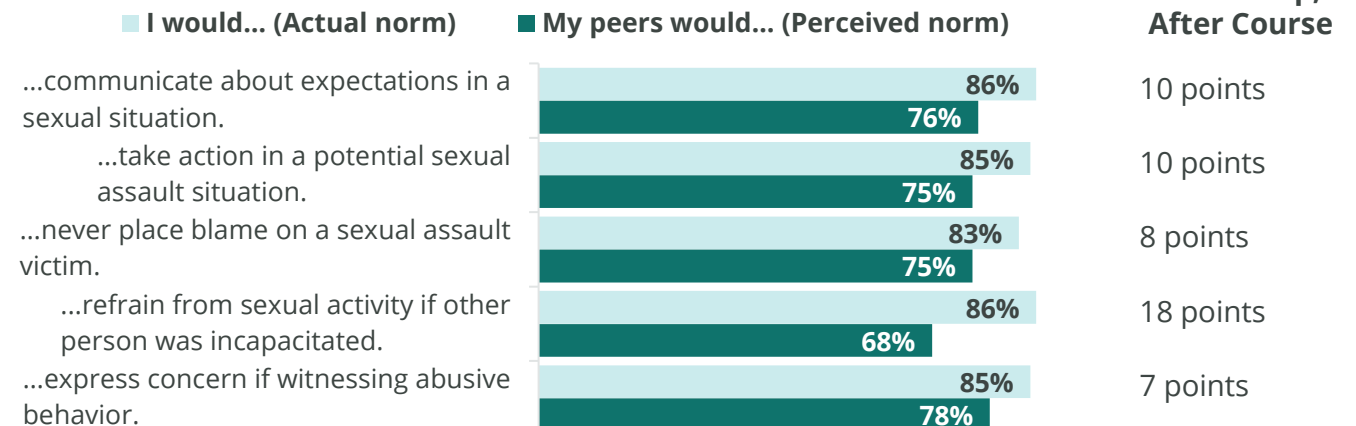
Programming Tip

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 = 3,051)

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

	Actual	Perceived	Norms Gap, Before Course
...communicate about expectations in a sexual situation.	85%	69%	16 points
...take action in a potential sexual assault situation.	83%	68%	15 points
...never place blame on a sexual assault victim.	81%	68%	13 points
...refrain from sexual activity if other person was incapacitated.	85%	57%	28 points
...express concern if witnessing abusive behavior.	83%	76%	7 points

After Intersession Period (Follow-Up Survey, n = 3,082)

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

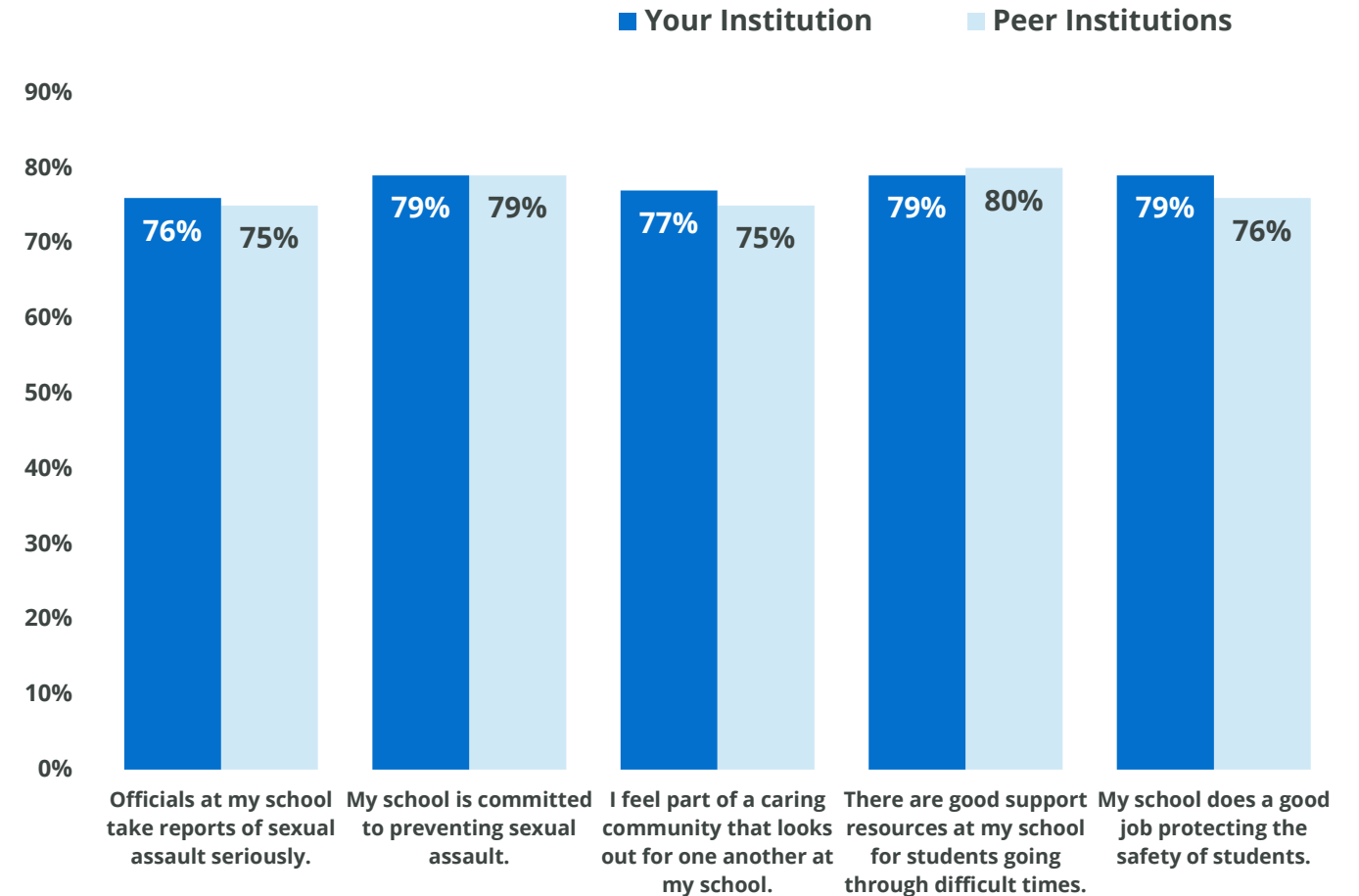|	Actual	Perceived	Norms Gap, After Course
...communicate about expectations in a sexual situation.	86%	76%	10 points
...take action in a potential sexual assault situation.	85%	75%	10 points
...never place blame on a sexual assault victim.	83%	75%	8 points
...refrain from sexual activity if other person was incapacitated.	86%	68%	18 points
...express concern if witnessing abusive behavior.	85%	78%	7 points

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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 and, in turn, the institution's commitment to preventing harm.

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

Statement	Your Institution	Peer Institutions
Officials at my school take reports of sexual assault seriously.	76%	75%
My school is committed to preventing sexual assault.	79%	79%
I feel part of a caring community that looks out for one another at my school.	77%	75%
There are good support resources at my school for students going through difficult times.	79%	80%
My school does a good job protecting the safety of students.	79%	76%

Note: Percentages represent the share of students who chose "agree" or "strongly agree" in response to these statements in the Follow-Up Survey (Part Two), n = 3,082.
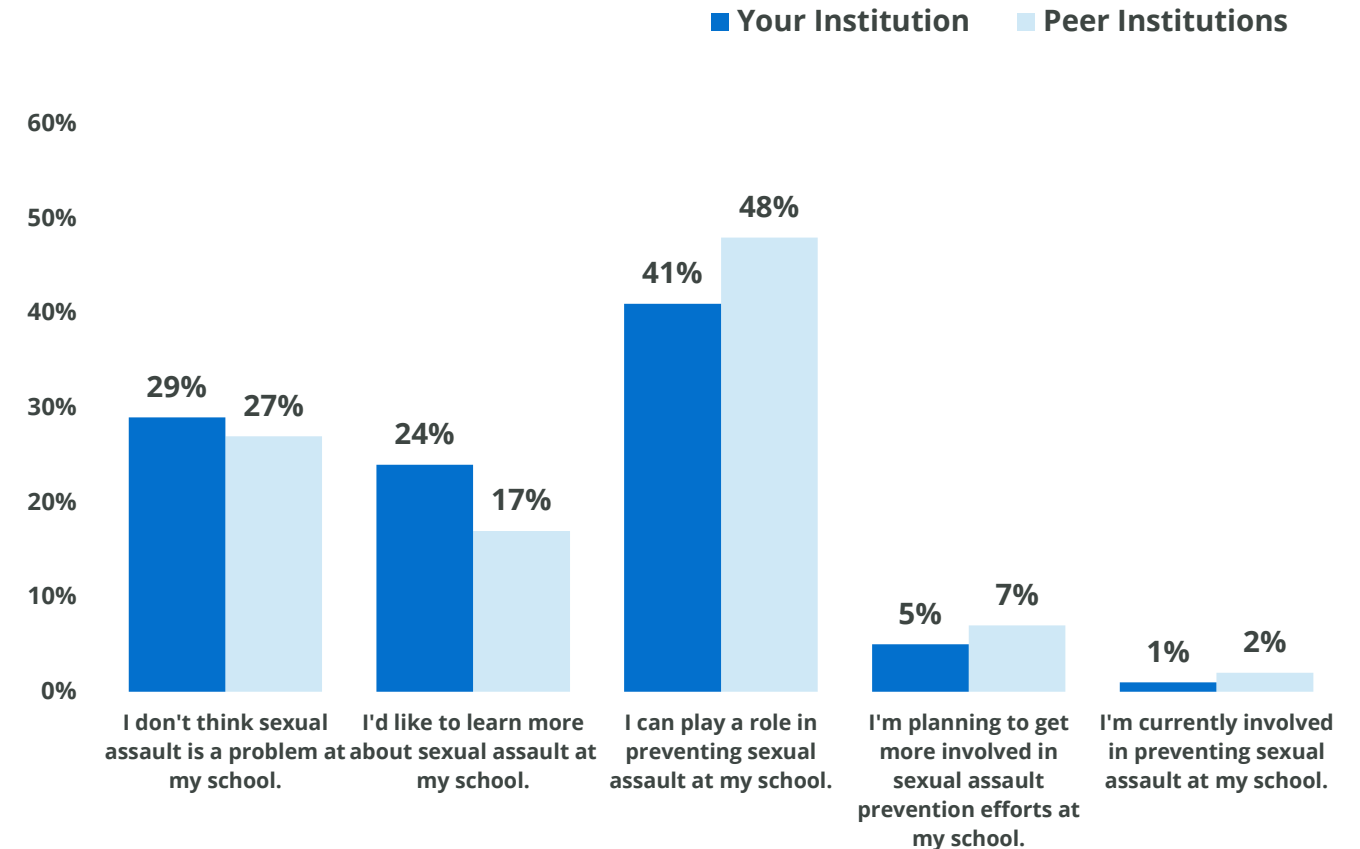
Community Readiness

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**

Statement	Your Institution	Peer Institutions
I don't think sexual assault is a problem at my school.	29%	27%
I'd like to learn more about sexual assault at my school.	24%	17%
I can play a role in preventing sexual assault at my school.	41%	48%
I'm planning to get more involved in sexual assault prevention efforts at my school.	5%	7%
I'm currently involved in preventing sexual assault at my school.	1%	2%

Note: Percentages represent the share of students who chose "agree" or "strongly agree" in response to these statements in the Post-Course Survey (*n* = 2,807).
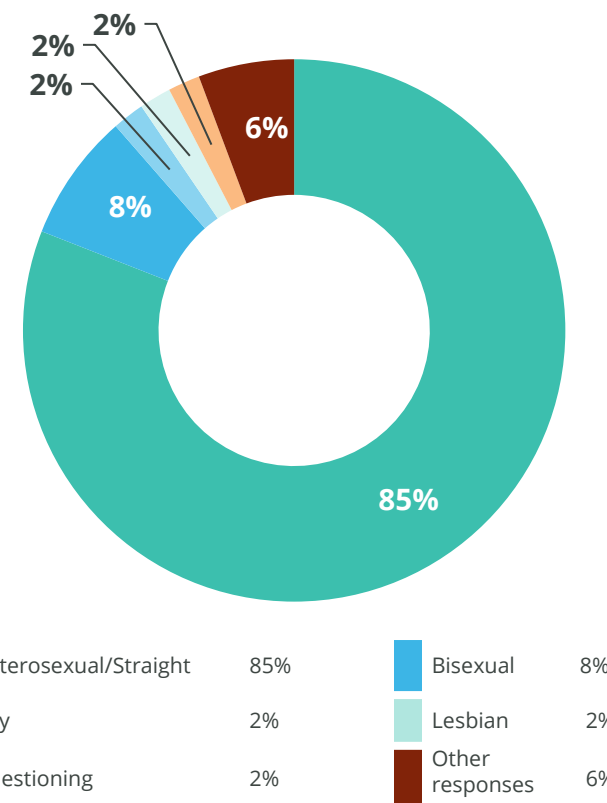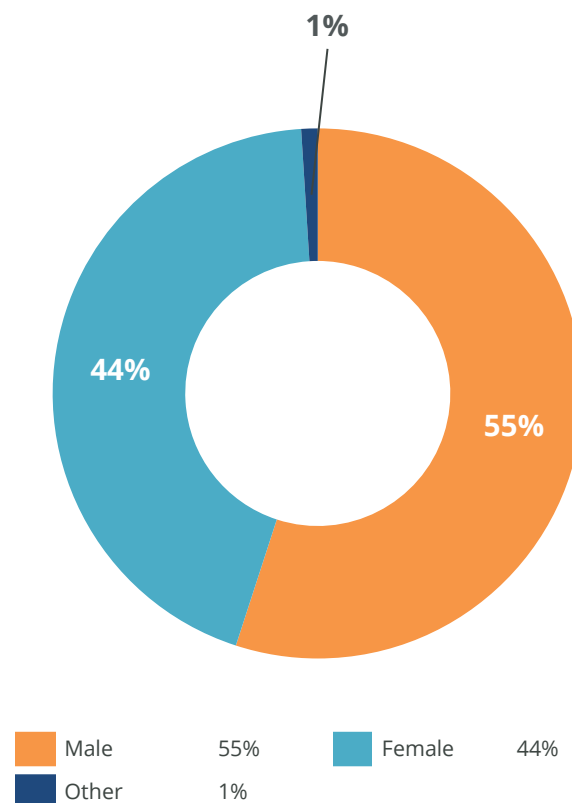
Sexual Assault Prevention for Undergraduates

Appendix – Student

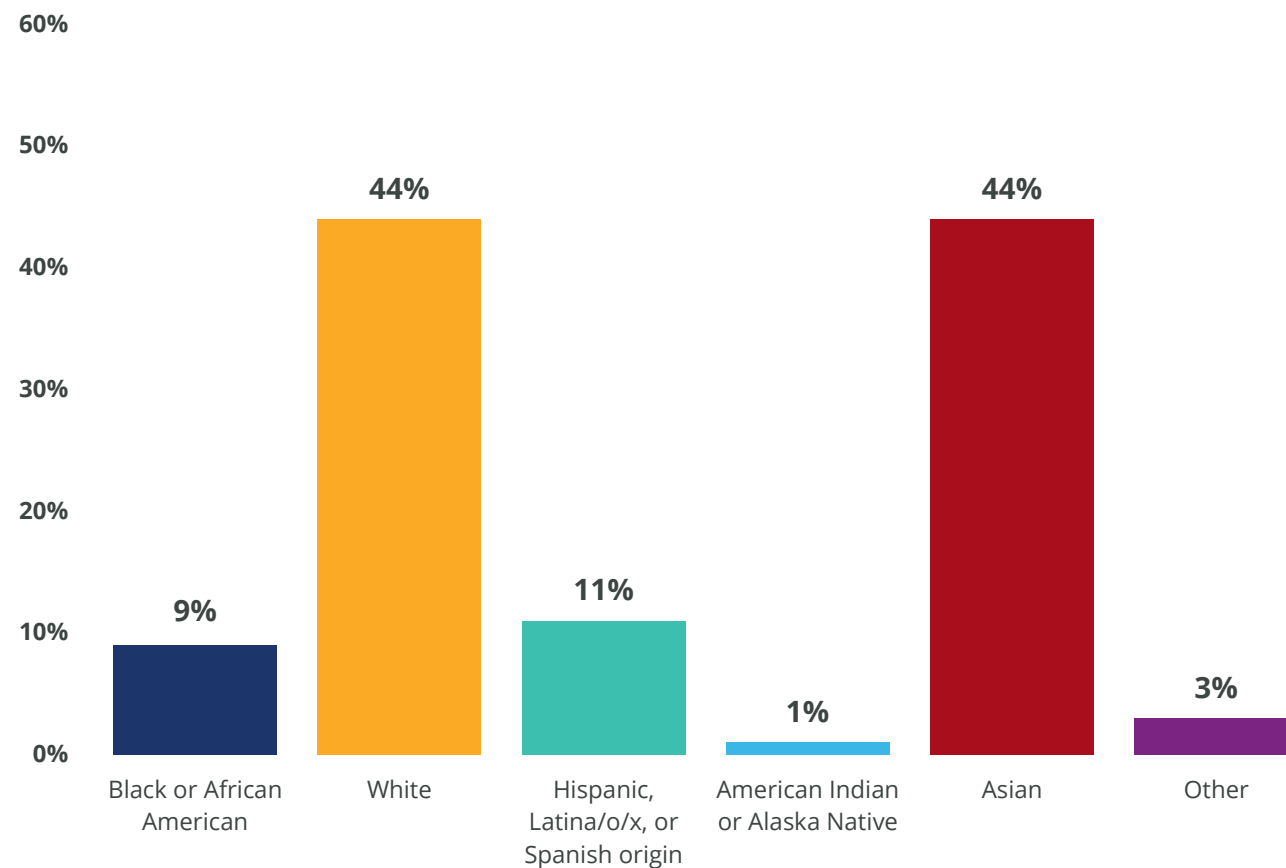*Demographics*

Student Demographics

The following is a summary of the demographics of students who completed surveys in SAPU from June 1, 2024 to February 25, 2025. Demographic information is self-reported by students as part of the Pre-Course Survey (n = 3,051). All questions are optional, and students may choose not to share demographic information.

■ Male	55%	■ Female	44%
■ Other	1%		

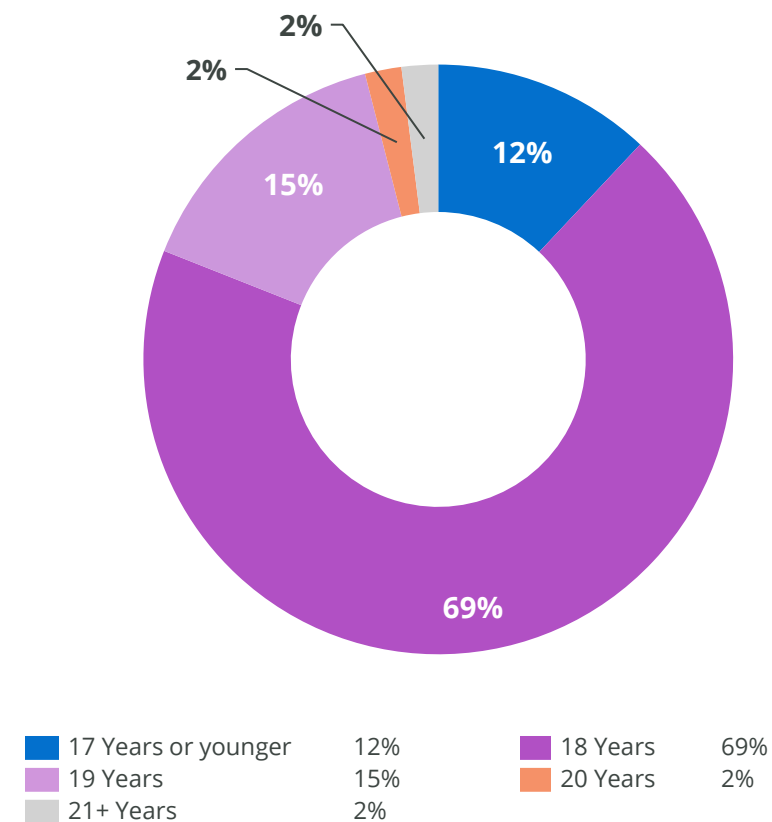|			
■ Heterosexual/Straight	85%	■ Bisexual	8%
■ Gay	2%	■ Lesbian	2%
■ Questioning	2%	■ Other responses	6%

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 values:
- Black or African American: 9%
- White: 44%
- Hispanic, Latina/o/x, or Spanish origin: 11%
- American Indian or Alaska Native: 1%
- Asian: 44%
- Other: 3%

Donut chart values:
- 17 Years or younger: 12%
- 18 Years: 69%
- 19 Years: 15%
- 20 Years: 2%
- 21+ Years: 2%

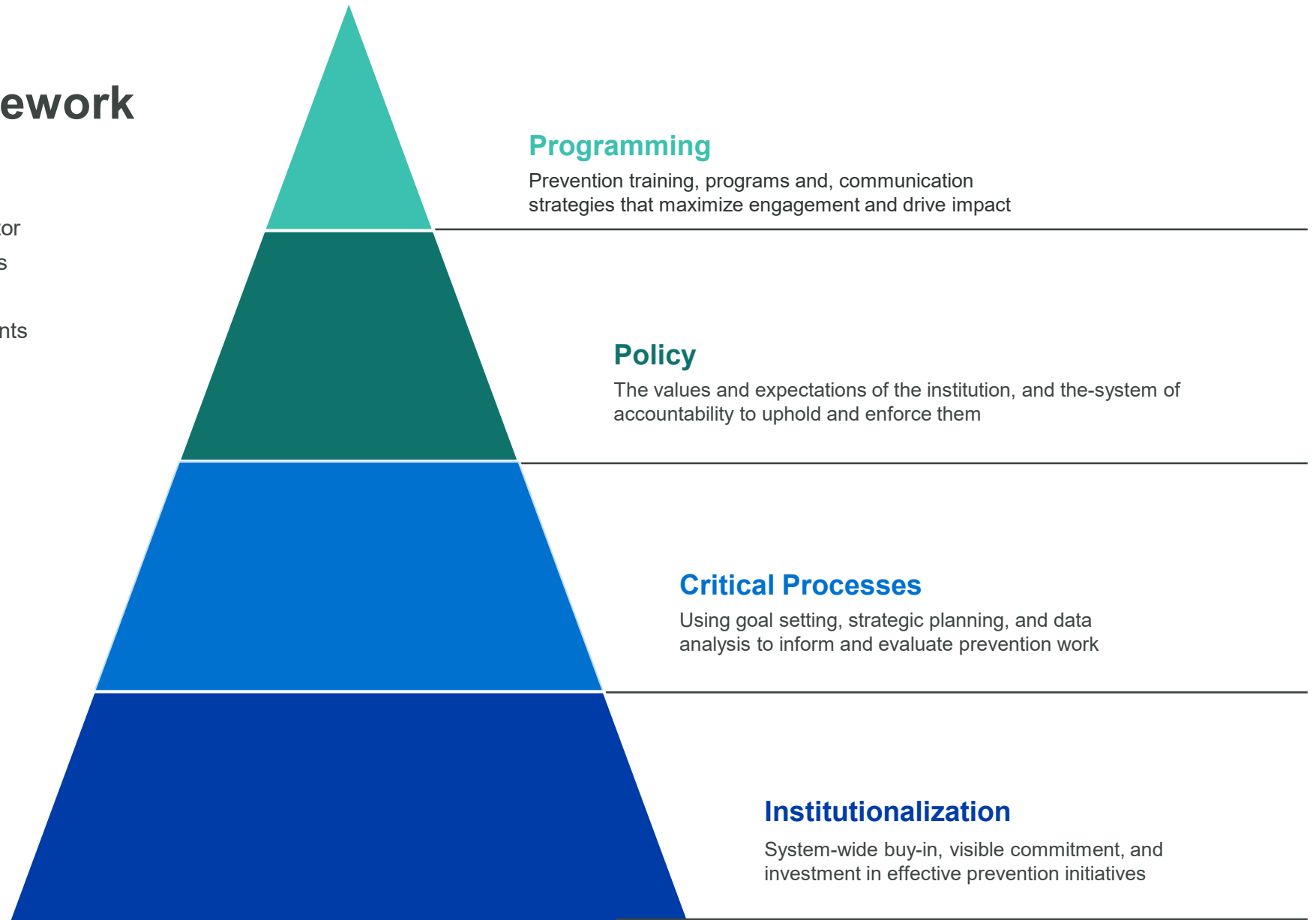# Sexual Assault Prevention for Undergraduates

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.

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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 Undergraduates

The Benefits of Working with Vector Solutions

Proven Efficacy

Nine independent studies have been published demonstrating the efficacy of Vector online programs. Our approach improves knowledge, attitudes, and behaviors.

True Expertise

Our team includes public health professionals, administrators from student affairs, campus prevention offices, legal experts, and more. Extend your team by partnering with ours.

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.

Data Driven

Our data and analytics provide real-time access to attitudinal and behavioral data from your unique populations, and national benchmarks to assess needs and strengths.

Sexual Assault Prevention for Undergraduates

Helps meet or exceed

Title IX and Clery Act requirements.

Developed in collaboration

with leading prevention experts and researchers.

Informed by Emerging Research

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

Shown to have impact

on student attitudes and intentions at a campus-level in peer-reviewed publication.