Student Perceptions of Sexualized Violence Survey

Final Report

Prepared for: The Ministry of Post-Secondary Education and Future Skills

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EXECUTIVE SUMMARY

The Ministry of Post-Secondary Education and Future Skills commissioned R.A. Malatest & Associates Ltd. to conduct the second iteration of the Student Perceptions of Sexualized Violence Survey across B.C.'s public post-secondary institutions. This report represents Malatest's findings from the results of the survey. Survey administration began in February 2025, with Malatest providing each public post-secondary institution with communication materials and customized survey links, while institutions were responsible for outreach and dissemination.

The survey targeted all eligible students enrolled at the 25 public post-secondary institutions in British Columbia. The eligible population for this survey was 232,918 based on total enrollment across all PSIs. Overall, 23,462 valid completions were received, representing a response rate of 10%. Prior to analysis, data was weighted by institution size. For rating scale questions, data was analyzed using percent positive scores, reflecting the percentage of respondents that answered the question with a positive response category. Crosstab analyses were also conducted to analyse the differences across various demographic groups using a Chi-squared or an ANOVA to test for significance.

Findings revealed that students had relatively high levels of perceived safety from incidents of sexualized violence. Perceptions of safety were lower among equity-deserving groups, including gender-diverse, Indigenous, non-heterosexual[1], and students with disabilities. Students also perceived the prevalence of sexualized violence to be low, however results indicated that this might not be the case for more nuanced forms of sexualized violence, such as inappropriate jokes and remarks.

Students generally agreed that their institution was doing enough to prevent incidents of sexualized violence, though students expressed that prevention efforts addressing digital forms of sexualized violence could be strengthened. Students from equity-deserving groups—particularly gender-diverse and Indigenous students—were less likely to agree that their institution's prevention efforts were sufficient. Trust in institutional responses was generally high overall, however students expressed less trust in their schools' ability to apply appropriate accountability measures, particularly for incidents of sexual assault.

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[1] Non-heterosexual students refer to those students who responded to the "Which of the following best describes your sexual orientation?" question as lesbian, gay, bisexual, queer, pansexual, demisexual, asexual, questioning or unsure. Responses were grouped together due to low response rate.

Gender diverse students[2] and students with a disability were less likely to report trust in their institution's response to sexualized violence. Students were most likely to disclose incidents of sexualized violence to close personal connections, such as peers and family members, though the police and their institutions' Sexualized Violence Support Office were the most common trusted confidants outside of a student's immediate group of personal connections. Students cited that the implementation of accountability measures and existence of clear and accessible reporting measures were key factors influencing willingness to report.

Finally, awareness of resources and supports were high among students, though a proportion of students indicated that the resources around digital and more nuanced forms of sexualized violence could be strengthened. Students also indicated that more information on the difference between making a disclosure and a formal report would be beneficial. Students most commonly indicated that their secondary school was a primary source of information on sexualized violence, as were close family members. Despite the high awareness of resources, most students reported that they had not received any of the listed training from their institution. This lower participation in training was not exclusive to students within their first year of study, suggesting that students across all years could benefit from more training. Students also highlighted the willingness to engage with future training that is hands-on, action oriented, such as responding to a disclosure, bystander intervention, and understanding power dynamics and boundary setting within relationships.

The results from this survey were compared with those from the previous survey cycle in 2022. However, caution is advised when interpreting the year over year results, as the expanded definition of sexualized violence in 2025 may have influenced how respondents interpreted and answered key questions, affecting consistency across years. Between 2022 and 2025, students' overall perceptions of safety from sexualized violence has improved over time. However, certain demographic groups—particularly younger students, gender-diverse and non-heterosexual students, Indigenous students, and students with disabilities—consistently reported lower perceptions of safety. These patterns point to both ongoing and shifting vulnerabilities that require targeted attention. Moreover, while comparisons between 2022 and 2025 suggest that students increasingly perceived sexualized violence as less common at their institutions, equity-deserving groups such as gender diverse students and students with disabilities continued to report

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[2] Gender diverse students refer to those students who responded to the "How do you identify?" question as either I do not identify as either a man or a woman or Two-Spirit.

higher perceived prevalence of these behaviours. Since the past cycle, there was also a shift in where students reported receiving education on sexualized violence. While post-secondary institutions remained involved, students more frequently identified secondary school and family as primary sources of education. This points to a growing role for early and informal learning, underscoring the need for institutions to provide complementary, accessible, and ongoing education and training.

Policy implications from the research indicated that sexualized violence education that prioritizes equity-focused, culturally responsive supports may help address the lower perceptions of safety reported by equity-deserving groups, particularly regarding digital and more nuanced forms of sexualized violence. Moreover, preventative strategies that target image-based sexualized violence may be beneficial as fewer students expressed that prevention measures around non-consensual sharing of intimate images were sufficient. Future initiatives that include targeted education and awareness campaigns, particularly for and with equity-deserving groups, can help to address these behaviours and foster safer, more respectful environments. The strengthening of institutional accountability measures is also a key area of focus, as students cited the implementation of appropriate accountability measures as an important factor to increasing their trust and encouraging the reporting of incidents. Moreover, policies should aim to imbed sexualized violence education into mandatory programming, allowing students at all stages of post-secondary education to participate in training, ensuring that the training meets student interest for practical, action-oriented learning. Finally, outreach efforts can be tailored to low-engagement groups, such as domestic, heterosexual, and younger students, to ensure participation in training is widespread and fosters a shared sense of communal responsibility for safety.

SECTION 1: PROJECT BACKGROUND

The Ministry of Post-Secondary Education and Future Skills (the Ministry) commissioned R.A. Malatest & Associates Ltd. (Malatest), an independent Canadian research firm, to administer the second iteration of the *Student Perceptions of Sexualized Violence Survey.* The objective of this research is to better understand perceptions of sexualized violence within British Columbia's public post-secondary institutions. Insights from the survey will inform both current and future initiatives to ensure that students are safe and supported. This report represents Malatest's findings from the results of the survey.

1.1   Methodology

1.1.1   Survey development

The survey was previously conducted in 2022. Malatest worked with the Ministry to build on the previous survey instrument using qualitative insights from the 2022 cycle, as well as feedback from key contacts at the 25 public post-secondary institutions (PSIs) and Indigenous partners.

Qualitative data from the 2022 iteration of the survey was collected and analyzed to identify key areas that could be earmarked for revision. In addition, the Ministry considered feedback from Indigenous partners to ensure a distinction-based approach was utilized and the needs of Indigenous students were considered.

In collaboration with the Ministry, Malatest hosted two workshops in January 2025. Each workshop lasted approximately one hour and was conducted via videoconferencing. One workshop was held with front-line staff from the 25 PSIs (e.g., those involved in student support services, campus safety, and sexualized violence prevention), while the other workshop engaged institutional research personnel from each participating PSI. To inform workshop discussions, institutional contacts received communication materials and a draft of the survey instrument. Participants were encouraged to provide initial feedback before the session. During the workshops, a Malatest researcher led the discussion, presented the survey instrument and proposed methodology, and invited participant input during breakout sessions. With participant consent, notes were taken, and audio was recorded. All participants were given the opportunity to submit their feedback in writing.

Results from the workshops provided Malatest and the Ministry with key recommendations from PSIs on the survey instrument and administration process.

1.1.2 Survey instrument

Malatest consolidated the feedback received from the workshops and revised the survey instrument accordingly. Additionally, Malatest leveraged expertise in survey design and best practices in developing the second iteration of the survey, with a focus on enhancing clarity, reducing respondent burden, and ensuring a trauma-informed approach. Key amendments included:

- Clarifying the operational definition of "sexualized violence" to include sexual assault including unwanted physical contact of a sexual nature; non-consensual sharing of intimate images; and additional unwanted sexualized behaviours;

- Implementation of an attention-check question to assess whether respondents are reading and answering questions carefully, helping to improve data quality by identifying inattentive or disengaged participants;

- Removal of questions that fell outside the scope of the initiative;

- Expanding demographic information to ensure comprehensive assessment of relevant variables;

- Ensuring the questionnaire was built from a trauma-informed perspective by revising language and structure to ensure safety, empowerment, and sensitivity, removing triggering content where possible and including content warnings as necessary, and imbedding quick-exit escape buttons throughout the instrument; and

- Ensuring programming quality (e.g., suitability across platforms, skip/branching patterns, randomization of question banks to avoid question order bias).

To encourage participation, this iteration of the survey included a prize draw. The draw offered one grand prize and multiple smaller prizes (i.e., one $500 grand prize and 15 $100 prizes). The prize draw was prominently highlighted in all survey communications to maximize its effectiveness in boosting response rates. In total, 19,690 valid prize draw entries were received, representing 83.9% of the total survey completions received.

1.1.3 Demographic groups

The survey collected data on key demographic groups to explore the experiences of people with historically and socially marginalized identities and how their perceptions of sexualized violence in a post-secondary setting may differ from other identities. Demographic groups for this survey were determined using feedback collected from the

2022 iteration of the survey, Indigenous partners, workshop sessions, and the BC Demographic Survey (2023)[3].

1.1.4   Survey platform

The survey was hosted online through a dedicated website that was designed to be accessible and suitable for a variety of browsers and personal devices.

Malatest programmed the approved survey instrument into our Computer Assisted Telephone/Web Interviewing (CATI/CAWI) software platform. The programmed survey was tested in-house to ensure that it performed as required (e.g., skip patterns were functional) across all browsers, devices, and access platforms. Once the survey was thoroughly tested, the Ministry was provided with test links to ensure the programming accurately represented the survey instrument, and any feedback was incorporated as necessary.

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[3] British Columbia Ministry of Citizens' Services (2023). *BC Demographic Survey.* Retrieved from: https://catalogue.data.gov.bc.ca/dataset/381445d7-c58b-452e-bf2b-9ad8c6fac499/resource/f60651c6-4f2f-4600-a7b1-48bb49d01df0/download/bcdemographicsurvey.pdf

1.1.5   Additional communication materials & resources

To enhance transparency, increase awareness, and provide participants with the necessary context and support, Malatest created and maintained a project website (2025spsvs.malatest.com). The website was a centralized webpage that provided essential information about the survey. The website included:

- Information about the purpose, objectives, and significance of the survey

- Assurance of confidentiality and privacy protections

- Contact information for further inquiries

The website had a dedicated page to address frequently asked questions (FAQs), designed to pre-emptively clarify common concerns or uncertainties about the survey. Topics included:

- Participation eligibility and instructions

- How survey responses would be used and stored

- Technical support for accessing and completing the survey

- Clarifications on the voluntary nature of participation and the ability to skip questions

The website also included a comprehensive directory of supports related to sexualized violence curated in collaboration with the Ministry and participating institutions. This page was accessible throughout the survey process and beyond, serving as a valuable tool for participants seeking assistance or further information. This page provided:

- Links to sexualized violence support services

- Educational resources to raise awareness about sexualized violence, prevention, and consent

Malatest developed initial drafts of the landing page, FAQ page, and resources page. The drafts were shared with the Ministry for feedback to ensure accuracy and appropriateness. These materials were developed and approved as the web survey was programmed by Malatest.

1.2   Survey Administration

Beginning in early February, Malatest, in collaboration with the Ministry and key contacts from participating PSIs, administered the survey. Each PSI was provided with a toolkit detailing the suggested schedule for the distribution of survey invitations and reminders, in addition to:

- Outlining the procedures for distributing the survey, the target audience for survey distribution, and details regarding participation incentives.

- Outlining the type of information collected, and a summary of results to be included in individualized institutional reports.

- Providing promotional materials for social media, and communications templates containing each PSI's unique survey link.

Institutions were invited to make slight adjustments to the promotional materials to match formatting used by their PSI but were otherwise encouraged to adopt the communications approach outlined by Malatest. Institutions were asked to disseminate the survey link to all eligible students. This approach safeguarded student privacy and data security but placed responsibility for outreach and participation on each institution.

The majority of PSIs launched the initial email invitation to students on or shortly after February 10, 2025. One week after the initial invitation, PSIs were instructed to send their first reminder email. A second reminder email was suggested two weeks after the first reminder. **Table 1.2** below shows information on launch dates for each PSI.

To accommodate for conflicts and administrative barriers, some institutions delayed the launch of the survey. Malatest worked closely with those PSIs to ensure successful launch of the survey. To account for the delayed launch of some PSIs, the survey administration period was extended for all PSIs by one week.

Table 1.2: PSI Launch Dates

PSI	Launch Date
University of the Fraser Valley	2025-02-10
College of the Rockies	2025-02-10
Emily Carr University of Art and Design	2025-02-10
Justice Institute of British Columbia	2025-02-10
Thompson Rivers University	2025-02-10
Okanagan College	2025-02-10
Douglas College	2025-02-10
Kwantlen Polytechnic University	2025-02-10
College of New Caledonia	2025-02-10
University of British Columbia	2025-02-10

Royal Roads University	2025-02-10
Vancouver Community College	2025-02-10
Northern Lights College	2025-02-11
Vancouver Island University	2025-02-11
Camosun College	2025-02-11
Nicola Valley Institute of Technology	2025-02-12
Simon Fraser University	2025-02-12
University of Northern British Columbia	2025-02-13
British Columbia Institute of Technology	2025-02-18
University of Victoria	2025-02-18
Coast Mountain College	2025-02-21
North Island College	2025-03-03
Selkirk College	2025-03-03
Langara College	2025-03-03
Capilano University	2025-03-10

1.3 Sampling Frame

The sampling frame consisted of all eligible students enrolled at the 25 participating public PSIs in British Columbia. The eligible population for this survey was 232,918 based on total enrollment across all PSIs. Exclusion criteria for the survey included students who had completed (or attempted) less than three credits or 42 hours to date or students enrolled in a contract training program through their employer.

1.4 Data Cleaning

1.4.1 Validation criteria

Survey responses were considered valid if received during the administration periods specified by each institution and if the respondent answered the attention check correctly. The attention check instructed participants, "This is an attention check. Please select 'Disagree' to show you are paying attention". Only responses meeting these criteria were included in the analysis, resulting in the omission of 371 cases (1.6% of total dataset) and a final dataset of 23,462 observations. This represents an overall response rate of 10%.

1.4.2 Data weighting

To ensure that the survey results are proportional to the size of each PSI, a data weighting strategy was applied by using the number of emails sent by each institution as a proxy for its relative size. This approach effectively simulates an equal response rate across institutions. As a result, institutions with lower response rates were assigned higher weights, while those with higher response rates received lower weights. This adjustment aimed to provide a more balanced representation in the final analysis but also enhances the overall reliability and generalizability of the findings.

1.5 Data Analysis

The data analysis considered the different ways in which the questions were designed. For questions that utilize a 4-point scale, responses are collapsed into a percent positive rating (i.e., the two most positive response categories). This method focuses on the proportion of participants selecting the most favourable response options, identifying key reporting figures. In contrast, many other questions allowed participants to select multiple items. These responses are reported as percentages, acknowledging that due to the allowance for multiple responses, the total percentages for these questions will not sum to 100%.

Demographic groups displaying the most variability were selected for crosstab analyses in areas where differences were most applicable, particularly within the *School Climate and Experiences* section. These crosstabulations are presented selectively to maximize the report's readability while still providing insights where they are most meaningful.

To assess whether any observed differences within each demographic group were statistically significant, we conducted Chi-square tests on every crosstabulation, except for Question R3, which was evaluated using an Analysis of Variance (ANOVA). The purpose of these tests is to evaluate whether the patterns observed in our sample are unlikely to have arisen purely by random chance. Because the sample size is very large, these tests have high statistical power, meaning even small differences will often produce significant results ($p < 0.01$). It's also important to note that some demographic subgroups (mainly those defined by Indigeneity) have relatively small sample sizes, which reduces statistical power for those comparisons and limits our ability to detect significant differences within those groups.

1.6 Limitations

1.6.1 Delayed timelines

Scheduling conflicts and unforeseen administrative barriers impacted the survey launch for seven institutions, in some cases for several weeks. To mitigate the impact of any

delays, Malatest worked closely with the seven PSIs to determine appropriate launch dates given any conflicts and ensured that they had all necessary information to launch the survey according to the adjusted timeline. Malatest also extended the survey period by one week, until April 7, 2025.

1.6.2   Institutional variability in outreach efforts

The variability in engagement across the 25 PSIs may have impacted response rates. To mitigate this, Malatest provided recommendations for survey administration best practices and outreach with institutions via the communications toolkit and ad-hoc communications. Institutions also received regularly scheduled progress reports to inform them on the total number of completions and response rate of their institution.

1.6.3   Student email variability

Survey invitations were initially intended to be distributed to institution-issued email addresses, and prize draw entries were restricted to those domains to prevent duplicate or fraudulent entries. Following the launch, numerous students reported issues entering the prize draw as they did not have access to an institution-issued email address. This occurred for institutions that circulated the invitations to non-institutional emails or those institutions that do not issue institution-specific emails. In total, fourteen (14) institutions indicated that institution-issued email restrictions to the prize draw would pose a barrier to students. To mitigate this, the Ministry contacted each PSI to assess student use of institution emails, and Malatest updated the prize draw entry form accordingly.

1.6.4   Fraudulent survey entries

To encourage participation, this iteration of the survey included a prize draw, which was not offered in the previous cycle. To limit the number of fraudulent entries, Malatest added a Completely Automated Public Turing test to tell Computers and Humans Apart (CAPTCHA) to the beginning of the survey. Prize draw entry controls were implemented for institutions that use institution-specific emails. Finally, an attention check was included in the survey to identify respondents who may not have been fully engaged or reading the questions carefully, potentially rushing through the survey solely to qualify for the prize.

1.6.5   Data and privacy concerns

Given the sensitive subject matter discussed throughout the survey, respondents may have been hesitant to participate due to concerns about how their data will be handled and whether their responses would remain anonymous. To mitigate this concern, communications clearly articulated the measures guaranteeing anonymity of the survey, and that no personally identifiable information was collected or linked to responses.

1.6.6   Comparisons to previous survey results

Due to changes in the survey instrument, there are potential limitations which may affect the comparability of the 2022 and 2025 survey results. The refined and expanded definition of sexualized violence in 2025 may have influenced how respondents interpreted and answered key questions, affecting consistency across years. Finally, the 2025 survey had a higher response rate compared to 2022 (10% vs. 4%), potentially influenced by the incorporation of a prize draw. The prize draw received 19,690 valid entries, meaning that 83.9%[4] of the survey respondents entered the draw.

1.6.7   Demographic information

Demographic data was collected via self-report, in which students were asked to select the response for which they most identified. Self-selecting identity may lead to reduced comparability due to differences in interpretation of identity categories or the use of unique terms. To mitigate this issue, the survey provided standardized categories with "Not listed here" option. This allowed most responses to be grouped consistently while still capturing diversity in identity.

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[4] 83.9% of the final cleaned dataset of 23,462 observations.

SECTION 2: FINDINGS

2.1 School Climate and Experiences

This section explores students' perceptions of safety and institutional response in the context of sexualized violence at post-secondary institutions. It examines how safe students feel in their school environment, as well as their perceptions of the frequency of various negative behaviours commonly associated with sexualized violence. In addition, the section assesses students' beliefs regarding the adequacy of their institution's efforts to prevent sexualized violence. Finally, it evaluates students' confidence in their institution's ability to effectively respond to and manage reported incidents of sexualized violence, providing insight into levels of trust, transparency, and perceived accountability within the school community.

2.1.1 Perceptions of safety

Students were asked to rate their agreement to statements about feelings of safety from acts of sexualized violence at their school. The findings indicate that most respondents felt safe from acts of sexualized violence in their school environment (Figure 1.1). Specifically, 90% agreed that they felt safe from sexual assault. Most students also agreed that they felt safe from other acts of sexualized violence, such as non-consensual sharing of intimate images (88%) and other unwanted sexual behaviours (86%).

While these findings indicate relatively high levels of perceived safety overall, the results point to potential areas for improvement, particularly in addressing digital acts of sexualized violence and more nuanced forms of unwanted sexual behaviours.

Figure 1.1: Students (%) Agreeing with Feeling Safe at School

Sexual assault including unwanted physical contact of a sexual nature (n=22679): 90%

Non-consensual sharing of intimate images (n=21739): 88%

Additional unwanted sexual behaviours (n=22266): 86%

C1. Please select how much you agree or disagree with the following statements. At my school, I feel safe from…
Percentages represent the proportion of respondents who selected a positive response option (i.e., somewhat agree, strongly agree).
n values indicate the number of students who answered the question, regardless of which response option they selected.

Cross tabulations were conducted to examine student perceptions of safety across age, gender, race, Indigeneity, and other identity factors (i.e., student status, disability, sexual orientation). For ease of comparison, the percentage for each demographic group represents an average across the three categories of sexualized violence referenced in the question. The results from the cross tabulations revealed that students with lower perceptions of safety were more likely to belong to equity-deserving groups (Table 2.1). Only 63% of Inuk/Inuit students reported feeling safe from acts of sexualized violence, which is the lowest among all identity groups captured, and notably lower than non-Indigenous (89%), First Nations (86%), and Métis (85%) students. Gender diverse students[5] were less likely to report feeling safe from sexualized violence (72% Two-Spirit and 79% those that do not identify as either a man or a woman), when compared to men (93%) and women (87%). With respect to age, students under the age of 18 were less likely to report feeling safe (80%), when compared to all other age groups (87-91%). Students with a disability were less likely to feel safe (82%) compared to students that did not report

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[5] Gender diverse students refer to those students who responded to the "How do you identify?" question as either I do not identify as either a man or a woman or Two-Spirit.

having a disability (90%). When examining perceptions of safety across racial identities, students identifying as Arab and Central Asian were the least likely to report feeling safe (both 83%), compared to those from other racial groups (85% to 91%). Non-heterosexual students[6] also reported lower levels of perceived safety (85%) when compared to heterosexual students (90%). Regarding student status, domestic students were less likely to report feeling safe (88%) compared to international students (91%). Within each demographic group, Chi-square tests (p < 0.01) found statistically significant differences for all groups.

Table 2.1: Perceptions of Safety - Demographics

Demographic groups	Lowest perceptions of safety
Age*	**16–18** years old (80%)
Gender*	**Two-Spirit** (72%)
Sexual orientation*	**Non-heterosexual** (85%)
Indigeneity*	**Inuk/Inuit** (63%)
Racial identity*	**Arab** and **Central Asian** (both 83%)
Student status*	**Domestic** students (88%)
Disability status*	Students **with** a disability (82%)

C1. Please select how much you agree or disagree with the following statements. At my school, I feel safe from…

Percentages represent the average positive response option (i.e., somewhat agree, strongly agree) across the three forms of sexualized violence referenced in the question.

* indicates significant differences within each demographic group at p < 0.01.

An intersectional analysis was conducted to illustrate how some overlapping social identities may interact to create unique perceptions of safety. Intersectional analysis for this topic area assessed gender identity and Indigeneity[7]. Results demonstrated that Indigenous gender diverse students had the lowest perceived safety at their PSI across all

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[6] Non-heterosexual students refer to those students who responded to the "Which of the following best describes your sexual orientation?" question as lesbian, gay, bisexual, queer, pansexual, demisexual, asexual, questioning or unsure. Responses were groups together due to low response rate.

[7] Due to low sample sizes (n<20) there are limited findings for Métis across non-binary genders and Inuk/Inuit across all genders.

three categories of sexualized violence, especially when compared to both Indigenous men and women students and non-Indigenous gender diverse students. For detailed results on the intersectional analysis, please see [Appendix B](#).

2.1.2   Perceived prevalence of negative behaviours

To assess the perception of prevalence of sexualized violence, students were asked to rate how frequently they perceived behaviors associated with sexualized violence occurred at their school. Affirmative responses, which are defined as respondents indicating that these behaviours were perceived to occur "sometimes" or "frequently", ranged across the various forms of sexualized violence (Figure 1.2), but were generally low overall, with the majority of respondents selecting response options, such as "rarely" or "never", for most of the behaviours listed.

Despite the relatively low perceived frequency overall, the behaviour that students perceived as the most frequent were jokes related to sexualized violence or inappropriate sexual comments. Just over half of students (52%) indicated that they perceived this behaviour occurs at their school with some regularity. A smaller proportion of students perceived pressure for dates or sexual activity to be common (41%) as well as behaviours such as whistling, catcalling, or leering (31%). These results highlight the importance of ongoing prevention and education efforts, especially as it pertains to more nuanced forms of unwanted sexual behaviours.

Figure 1.2: Students (%) Perceptions of Frequency of Sexualized Violence

C2. In your opinion, how often do the following behaviours happen at your school?
Percentages represent the proportion of respondents who selected a positive response option (i.e., sometimes, frequently).
n values indicate the number of students who answered the question, regardless of which response option they selected.

Cross tabulations for this question revealed that, similar to perceptions of safety, student demographics reporting the highest perceived frequency of negative behaviours belong to several equity-deserving groups (Table 2.2)[8]. Over half of students who identify as gender diverse (53% those that do not identify as either a man or a woman and 43% Two-Spirit) reported perceiving negative behaviours as frequent, compared to 23% of men and 36% of women. Close to half of students with disabilities (47%) reported perceiving negative behaviours as frequent, compared to 30% of students without disabilities. Métis students (44%) perceived negative behaviours as frequent, compared to 33% non-

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[8] For ease of comparison, the percentage for each demographic group represent an average across the three forms of sexualized violence referenced in the question.

Indigenous, First Nations (34%), and Inuk/Inuit (43%) students. In terms of racial identity, European students (41%) were the most likely to report perceiving negative behaviours as frequent, when compared to all other racial identity groups (26-41%). Students under the age of 18 were most likely to report perceiving negative behaviours as frequent (38%), when compared to all other age groups (25-37%). Non-heterosexual students (38%) were more likely to report perceived frequent negative behaviors, compared to 29% of heterosexual students. Domestic students (37%) were more likely to report perceiving frequent negative behaviours at their school, compared to 20% of international students. Within each demographic group, Chi-square tests (p < 0.01) found statistically significant differences for all groups, except Indigeneity.

Table 2.2: Frequency of Negative Behaviors - Demographics

Demographic groups	Highest reported perceived frequency
Age*	**16–18** years old (38%)
Gender*	Do not identify as **either a man or a woman** (53%)
Sexual orientation*	**Non-**heterosexual (38%)
Indigeneity	**Métis** (44%)
Racial identity*	**European** (41%)
Student status*	**Domestic** students (37%)
Disability status*	Students **with** a disability (47%)

C2. In your opinion, how often do the following behaviours happen at your school?

Percentages represent the average positive response option (i.e., sometimes, frequently) across all behaviours listed.

* indicates significant differences within each demographic group at p < 0.01.

2.1.3   Prevention efforts

Over three quarters of students (78%) agreed that their schools were doing enough to prevent sexual assault (Figure 1.3). Similarly, 73% of students expressed that their school was taking adequate steps to prevent additional unwanted sexual behaviours. These findings suggest a relatively high level of confidence in institutional measures to address these issues. However, agreement levels drop slightly for non-consensual sharing of intimate images, with 66% of students reporting they believed prevention measures for this issue were sufficient. These findings indicate that while students generally perceive

their schools as proactive in addressing sexual assault and other forms of unwanted sexual behaviours, some improvements can be made pertaining to digital safety and image-based sexualized violence.

Figure 1.3: Students (%) Agreeing That Their Schools Are Doing Enough to Prevent Sexualized Violence

A2. Please select how much you agree or disagree with the following statements. My school is doing enough to prevent …
Percentages represent the proportion of respondents who selected a positive response option (i.e., somewhat agree, strongly agree).
n values indicate the number of students who answered the question, regardless of which response option they selected.

When examining student opinion on prevention efforts by key demographic groups, a similar trend in student demographics was identified, where students from several equity-deserving groups were more likely to report that their school was not doing enough to prevent acts of sexualized violence (Table 2.3)[9]. Students who identify as gender diverse (51% those that do not identify as either a man or a woman and 66% Two-Spirit) were less likely to agree that their school was doing enough to prevent acts of sexualized violence, compared to 79% of men and 70% of women. Inuk/Inuit students (56%) were less likely to report that their school was doing enough to prevent acts of sexualized violence, compared to 72% non-Indigenous, First Nations (74%), and Métis (69%) students. Fewer

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[9] For ease of comparison, the percentage for each demographic group represent an average across the three forms of sexualized violence referenced in the question.

students with disabilities (62%) reported that their school had sufficient prevention efforts, compared to 75% of students without disabilities. In terms of racial identity, Arab students (65%) were less likely to agree that their school was doing enough to prevent acts of sexualized violence, when compared to all other racial identity groups (68-78%). Non-heterosexual students (67%) were less likely to believe their school had sufficient prevention efforts, compared to 76% of heterosexual students. Students aged 20 to 22 (69%) were less likely to report that their school was doing enough to prevent acts of sexualized violence when compared to all other age groups (70-77%). Domestic students (69%) were less likely to indicate that their school had sufficient prevention efforts, compared to 83% of international students. Statistical significance tests of differences within each demographic group (Chi-square, $p < 0.01$) were met by every group, except Indigeneity.

Table 2.3: Prevention Efforts - Demographics

Demographic groups	Lowest reported agreement
Age*	**20–22 years old** (69%)
Gender*	Do not identify as **either a man or a woman** (51%)
Sexual orientation*	**Non-**heterosexual (67%)
Indigeneity	**Inuk/Inuit** (56%)
Racial identity*	**Arab** (65%)
Student status*	**Domestic** students (69%)
Disability status*	Students **with** a disability (62%)

A2. Please select how much you agree or disagree with the following statements. My school is doing enough to prevent …

Percentages represent the average positive response option (i.e., somewhat agree, strongly agree) across the three forms of sexualized violence referenced in the question.

* indicates significant differences within each demographic group at $p < 0.01$.

Additional intersectional analysis was conducted to illustrate how different social identities influences student perspectives on their institution's efforts to prevent sexualized violence. Intersectional analysis for this topic area assessed gender identity and

Indigeneity[10]. Results demonstrated that very low proportions of non-Indigenous gender diverse students agreed that their institution was doing enough to prevent the three forms of sexualized violence. Similarly, few Indigenous gender-diverse students agreed that their institution was doing enough to prevent the three forms of sexualized violence. For detailed results on the intersectional analysis, please see Appendix B.

2.1.4   Trust in institutional response

This section reviews the extent to which students trust their school to respond to incidents of sexualized violence. Students rated their trust on a four-point scale regarding the school's performance on several factors (Figure 1.4). Trust in the institutional response to the three categories of sexualized violence was high overall. A large proportion of students trusted their institution to maintain privacy and protect the safety of the person who caused harm (by type of sexualized violence: sexual assaults, 83%; non-consensual sharing of intimate images, 82%; and additional unwanted sexual behaviours, 83%).

A large proportion of students also trusted their institution to maintain privacy and protect the safety of the survivor(s) and witnesses (by type of sexualized violence: sexual assaults, 83%; non-consensual sharing of intimate images, 81%; and additional unwanted sexual behaviours, 82%).

Students showed the lowest levels of trust in the institution's application of appropriate accountability measures, with 67% of students trusting that the institution would apply appropriate accountability measures for incidents of sexual assaults, and 70% for both non-consensual sharing of intimate images and additional unwanted sexual behaviours.

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[10] Due to low sample sizes (n<20) there are limited findings for gender diverse Métis students and Inuk/Inuit across all genders.

Figure 1.4: Students (%) Trusting PSI to Handle Incidents of Sexualized Violence

Maintain the privacy and protect the safety of the person(s) who caused harm	83% / 82% / 83%
Maintain the privacy and protect the safety of the survivor(s) and witnesses	82% / 81% / 83%
Believe the person who comes forward with the issue	81% / 84% / 83%
Take the issue seriously	77% / 78% / 82%
Provide adequate support and resources to all parties involved	77% / 77% / 77%
Follow procedures to resolve the issue in a fair and appropriate manner	76% / 76% / 76%
Apply appropriate accountability measures	70% / 70% / 67%

■ Additional Unwanted Sexual Behaviours
■ Non-Consensual Sharing Of Intimate Images
■ Sexual Assaults

R3. How much do you trust your school to handle an incident of [form of sexualized violence] if you reported it, based on what you know about its policies and procedures?
Percentages represent the proportion of respondents who selected a positive response option (i.e., trust somewhat, trust a lot).

Levels of trust in institutional response varied by respondent demographics (Table 2.4)[11]. Students who identify as gender diverse (59% those that do not identify as either a man or a woman and 64% Two-Spirit) were less likely to trust their institution to handle an incident of sexualized violence, compared to men (83%) and women (78%). Fewer students

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[11] For ease of comparison, the percentage for each demographic group represents an average across the three forms of sexualized violence referenced in the question.

with disabilities (67%) reported trusting their school to handle an incident, compared to 81% of students without disabilities. Inuk/Inuit students (70%) were less likely to report that their school was doing enough to prevent acts of sexualized violence, compared to 79% non-Indigenous, First Nations (78%), and Métis (73%) students. In terms of racial identity, Arab students (72%) were less likely to trust their school to handle an incident of sexualized violence, when compared to all other racial identity groups (73-86%). Non-heterosexual students (72%) were less likely to trust their school to handle an incident, compared to 82% of heterosexual students. Domestic students (76%) were less likely to indicate that they trusted their school to handle an incident of sexualized violence, compared to 88% of international students. Students aged 16 to 18 years (74%) were less likely to trust their school to handle an incident of sexualized violence when compared to all other age groups (75-81%). Within each demographic group, ANOVA tests ($p < 0.01$) found statistically significant differences for all groups, except Indigeneity.

Table 2.4: Trust in Institutional Response - Demographics

Demographic groups	Lowest reported trust
Age*	**16–18** years old (74%)
Gender*	Do not identify as **either a man or a woman** (59%)
Sexual orientation*	**Non-**heterosexual (72%)
Indigeneity	**Inuk/Inuit** (70%)
Racial identity*	**Arab** (72%)
Student status*	**Domestic** students (76%)
Disability status*	Students **with** a disability (67%)

R3. How much do you trust your school to handle an incident of [form of sexualized violence] if you reported it, based on what you know about its policies and procedures?
Percentages represent the average positive response option (i.e., trust somewhat, trust a lot) across the three forms of sexualized violence referenced in the question.
* indicates significant differences within each demographic group at $p < 0.01$.

2.2   Reporting Behaviours and Incidents

This section analyzes key trends in students' disclosure and reporting behaviours related to incidents of sexualized violence. It explores the types of individuals or groups who are perceived as trusted confidants, as well as the various factors that influence or encourage

students to formally report incidents. These findings offer valuable insight into the conditions under which students feel safe and empowered to come forward.

2.2.1   Disclosure to trusted confidants

Across all three categories of sexualized violence, students reported they would be most likely to disclose an incident to friends or fellow students (Figure 1.5). The second most commonly identified confidants were spouses, partners, or significant others.

While students were generally more likely to speak with someone they had a personal connection to, the police and the Sexualized Violence Support Office were the most frequently identified trusted confidants outside of students' direct personal connections. Students were more likely to disclose all types of incidents of sexualized violence to the police, however the likelihood that a student would disclose additional unwanted sexual behaviors to the police or the Sexualized Violence Support Office were similar (24% versus 22%).

Figure 1.5: Students (%) Indicating Whom They Would Disclose an Incident of Sexualized Violence

	Sexual Assault	Non-Consensual Sharing Of Intimate Images	Additional Unwanted Sexual Behaviours
Friend/fellow student	52%	45%	49%
Spouse/partner/significant other	37%	29%	33%
Police	35%	32%	24%
Sexualized violence support office	25%	25%	22%
Other family member	27%	18%	22%
Student services/campus staff	16%	17%	16%
School health care provider/counsellor	16%	13%	14%
Faculty/instructor	13%	11%	13%
Anonymous 24/7 helpline	11%	12%	10%
Off-campus community-based resources/supports	7%	6%	6%
Student union/association	5%	6%	6%
Someone in an online community	3%	3%	3%
No one/I would be unlikely to tell anyone	3%	5%	4%
Elder	3%	2%	2%
Other	2%	1%	1%

■ Sexual Assault
■ Non-Consensual Sharing Of Intimate Images
■ Additional Unwanted Sexual Behaviours

R1. If you experienced [form of sexualized violence] at your school, who would you be most likely to tell?
Percentages represent the proportion of respondents who selected a response option (i.e., Friend/fellow student) for each form of sexualized violence.

2.2.2   Factors encouraging reporting

The data reveal three key factors that students identified as most likely to increase their willingness to report incidents of sexualized violence (Figure 1.6). The most frequently selected factor was the implementation of accountability measures for individuals found to have caused harm. This factor demonstrated strong and consistent importance across all categories: 34% for sexual assault, 32% for other unwanted sexual behaviours, and 35% for non-consensual image sharing. The second most commonly selected factor was the existence of clear and accessible reporting procedures, with relatively consistent proportions across categories: 30% for sexual assault, 28% for other unwanted behaviours, and 31% for non-consensual sharing of intimate images. The third most frequently cited factor was taking action to respond to incidents. This factor was also selected consistently across categories, with 27% for sexual assault, 29% for other unwanted sexual behaviours, and 29% for non-consensual sharing of intimate images.

These findings are further contextualized by responses to the question which asked how much students trust their institution to appropriately handle incidents of sexualized violence under existing policies and procedures (Section 2.1.4). Notably, students reported the lowest levels of trust in the institution's application of appropriate accountability measures across all forms of sexualized violence. The comparison between the lack of trust and the clear importance of accountability as a motivator for reporting suggests a significant disconnect: students may not report incidents if they do not trust the institution to take appropriate accountability measures. These results suggest that a lack of trust in institutional follow-through may be a barrier to reporting.

Figure 1.6: Students (%) Identifying Factors That Would Increase Reporting of Sexualized Violence

Have accountability measures in place for person(s) found to have caused harm — 35%, 32%, 34%

Have clear reporting procedures in place — 31%, 28%, 30%

Take action to respond to incidents of sexualized violence — 29%, 29%, 27%

Be transparent in how they manage incidents of sexualized violence — 26%, 25%, 28%

Have a safe space for students to come for support where they will not be judged — 25%, 24%, 28%

Protect students from retaliation — 25%, 24%, 27%

Provide options for students to contact the institution anonymously — 27%, 23%, 28%

Believe students when they disclose sexualized violence — 18%, 22%, 24%

Encourage students to access supports — 14%, 16%, 14%

Allow students to have a support person present — 10%, 11%, 12%

Have information available in different languages — 7%, 7%, 10%

Other — 1%, 1%, 2%

None of these — 1%, 1%, 1%

■ Non-Consensual Sharing of Intimate Images
■ Additional Unwanted Sexual Behaviours
■ Sexual Assault

R2. In your opinion, what could your school do to make you more likely to report an incident [form of sexualized violence]?
Percentages represent the proportion of respondents who selected a response option for each form of sexualized violence.

2.3   Education and Training

The following section provides an examination of students' engagement with sexualized violence education and training resources. It addresses s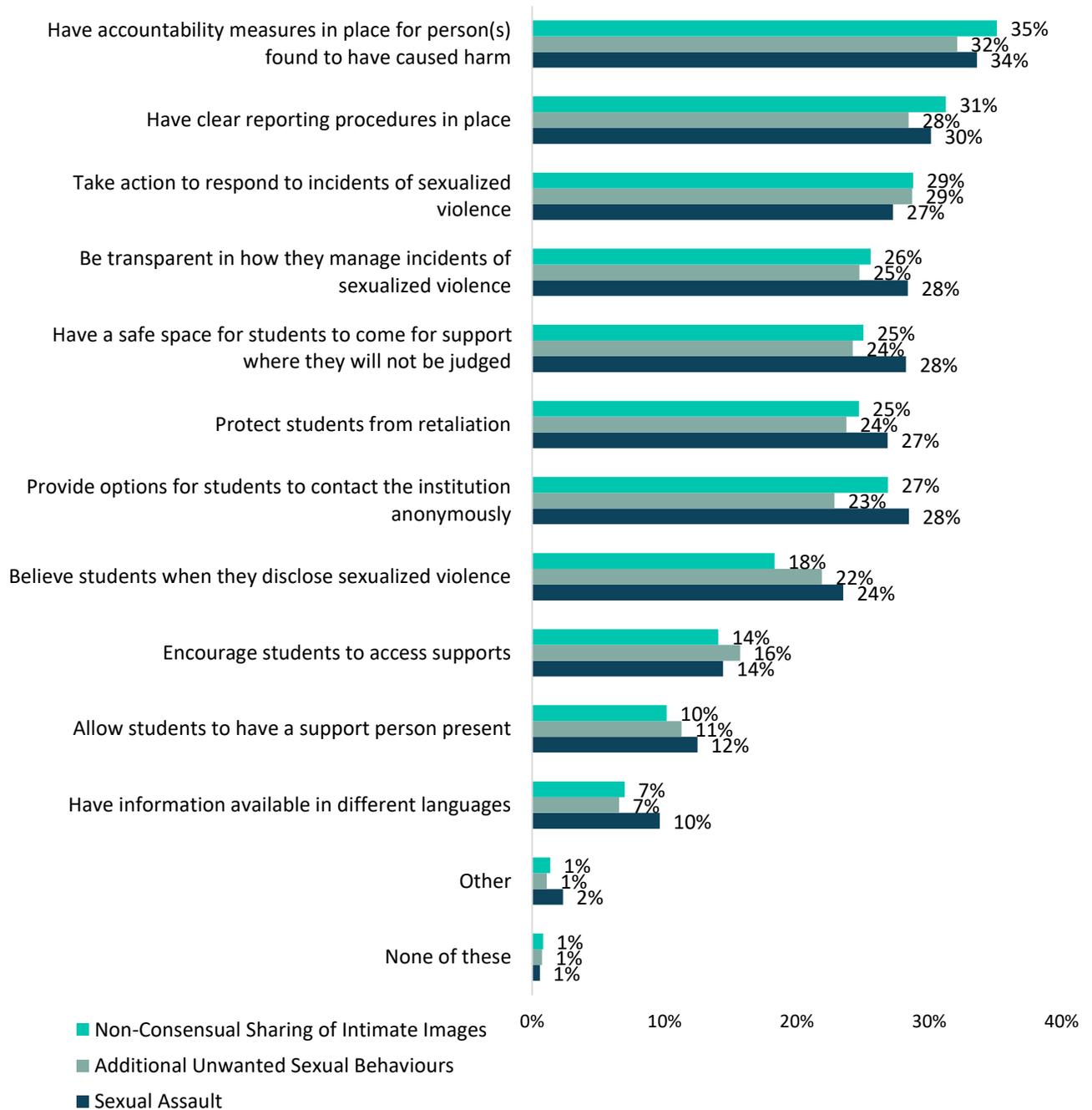everal key areas: students' awareness of available resources; the sources of information and education they have previously accessed; and the specific types and content of training or educational initiatives they have encountered, including bystander intervention, consent education, and trauma-informed practices. Additionally, this section explores students' openness and willingness to engage in future education and training opportunities, offering insights into perceived relevance, accessibility, and potential areas for improvement in institutional outreach and programming.

2.3.1 Awareness of resources

The survey results generally indicate that students agree with their institution's communication and access to supports related to sexualized violence (Figure 1.7). A large proportion of students (86%) agreed that their school does a good job of clearly communicating about resources and supports available for people impacted by sexualized violence, suggesting that most students perceive their institution's efforts as satisfactory in this area. Additionally, 78% of students reported knowing where to access information and support related to sexualized violence, whether on campus or through the school's website. Finally, 75% of students agreed that their institution provides adequate awareness and education regarding sexual assault, including unwanted sexual contact. These results point to strong accessibility and awareness of available resources.

However, fewer students agreed that their institution provides enough awareness and education about additional unwanted sexual behaviours (68%), and non-consensual sharing of intimate images (60%). One half of students (50%) agreed that their institution had clearly explained the difference between making a disclosure and filing a formal report about sexualized violence. This suggests that institutions can enhance education and awareness around more nuanced and digital forms of sexualized violence and have a clear opportunity to help students better understand the differences between the process of making a disclosure and filing a formal report for an incident of sexualized violence.

Figure 1.7: Students (%) Agreement on Communication and Access to Sexualized Violence Resources

A horizontal bar chart with the following values:

- My school does a good job of clearly communicating about resources and supports available for people impacted by sexualized violence (n=21404): **86%**
- I know where to find information and support related to sexualized violence on campus and/or on my school's website (n=21480): **78%**
- My school provides adequate awareness and education about sexual assault, including unwanted physical contact of a sexual nature. (n=21278): **75%**
- My school provides adequate awareness and education about additional unwanted sexual behaviours (n=20725): **68%**
- My school provides adequate awareness and education about non-consensual sharing of intimate images. (n=20364): **60%**
- My school has clearly explained the difference between making a disclosure about sexualized violence and filing a formal report of sexualized violence (n=19641): **50%**

A1. The following statements ask about access to and understanding of sexualized violence resources at your school.

Percentages represent the proportion of respondents who selected a positive response option (i.e., somewhat agree, strongly agree).

n values indicate the number of students who answered the question, regardless of which response option they selected.

2.3.2 Sources of Information and Education

When students were asked to identify where they had received education related to healthy relationships, sexual boundaries, and consent, three primary sources emerged (Figure 1.8). The most frequently cited source was high school, with 75% of students indicating that they had received such education during their secondary education. This

suggests that the foundational understanding of these topics is largely established prior to students' entry into post-secondary institutions, positioning secondary schools as a critical site for early intervention and awareness-building.

The second most commonly reported source was family members, with 48% of students indicating they had engaged in discussions or received guidance on these topics at home. While nearly half of respondents had some form of education in this area within their personal or familial context, this also implies that many students may have entered adulthood without structured or supportive conversations about consent and healthy relationships in their home environment.

Only 28% of students reported receiving education on healthy relationships, boundaries, and consent from their current post-secondary institution, with fewer students (18%) indicating that they had received this education during an orientation from their current institution.

Figure 1.8: Sources of Education About Healthy Relationships, Sexual Boundaries, and Consent (%)

T1. In the past, where have you received education or information about healthy relationships, sexual boundaries and consent. Select all that apply.

Percentages represent the proportion of respondents who selected a response option for each source of education.

n values indicate the number of students who answered the question, regardless of which response option they selected.

2.3.3 Training and education from PSI

Survey findings suggested that students had limited engagement with sexualized violence training and education at their post-secondary institutions (Figure 1.9). A majority of respondents reported that they had not received any of the listed training options related to sexualized violence at their current institution (53%). Among those who had engaged in some form of training, 31% indicated they had received education on consent, while 22% reported having been trained in appropriate online behaviour.

These findings suggest that formal training opportunities on these critical topics are not being widely accessed. When examining engagement with sexualized violence training by year of enrollment (Table 2.5), students that have been enrolled in their institution for less than a year were most likely to report that they had not taken any sexualized violence training (57%), compared to those that have been enrolled for a year or more (48-54%). A Chi-square test of year-of-enrollment groups revealed that the observed differences are statistically significant ($p < 0.01$). These results suggest that the opportunity to strengthen training received during the first year of enrollment may help increase education about sexualized violence earlier in a student's post-secondary tenure. However, given the relatively high proportion of students that have not taken any training across all years of enrollment, the efforts to increase the training and education received should be considered across all students regardless of how many years they have attended the institution.

It is also important to highlight that the lower participation levels stand in contrast to the high levels of awareness of sexualized violence resources that were reported in Section 2.3.1: Awareness of Resources. As such, the findings indicate that limited engagement with training and education resources may not be attributed to lack of awareness.

Figure 1.9: Students (%) Reporting Types of Training Received from their PSI

Category	Percentage
None of the above (n=23462)	53%
Consent education (n=23462)	31%
Appropriate online behaviour (n=23462)	22%
Power dynamics and boundaries (n=23462)	20%
Bystander intervention (n=23462)	19%
Responding to a disclosure (n=23462)	17%
Other (n=23462)	2%

T2. Have you taken any of the following types of sexualized violence education or training at your current post-secondary school either in person or in an online environment? Select all that apply. n values indicate the number of students who answered the question, regardless of which response option they selected.

Table 2.5: Students (%) Reporting Types of Training Received from their PSI by Year of Enrollment

Current Year in Studies	None of the above*	Consent education	Appropriate online behaviour	Power Dynamics and boundaries	Bystander intervention	Responding to a disclosure
Less than a year (n=5460)	57%	29%	23%	17%	17%	15%
One year (n=2415)	52%	32%	25%	18%	17%	18%
Two years (n=4845)	54%	30%	22%	20%	18%	16%
Three years (n=3226)	53%	31%	20%	21%	20%	18%
Four years (n=2497)	48%	36%	24%	24%	21%	19%
Five years or more (n=2121)	49%	33%	21%	26%	23%	20%

T2. Have you taken any of the following types of sexualized violence education or training at your current post-secondary school either in person or in an online environment?
Percentages may not add to 100% as respondents could select multiple response options.
* indicates significant differences within each group at p < 0.01.

2.3.4 Openness to future training

The findings regarding student interest in future training opportunities reveal a desire for practical, skill-based education related to sexualized violence prevention and response (Figure 1.10). Specifically, 77% of students expressed a desire to learn how to respond appropriately to a disclosure of sexualized violence. Similarly, 76% indicated interest in bystander intervention training, reflecting an interest in forms of education that are intended to prevent future harms within their communities. Additionally, 66% of respondents reported a desire for education focused on understanding power dynamics and establishing healthy interpersonal boundaries.

The findings highlight a clear opportunity for post-secondary institutions to engage students in initiatives that incorporate hands-on, action-oriented content that equips students with the knowledge and tools to intervene effectively and supportively in situations related to sexualized violence.

Figure 1.10: Students (%) Reporting Willingness to Engage in Training

T3. How likely are you to take these different of types of training?
Percentages represent the proportion of respondents who selected a positive response option (i.e., somewhat likely, very likely).
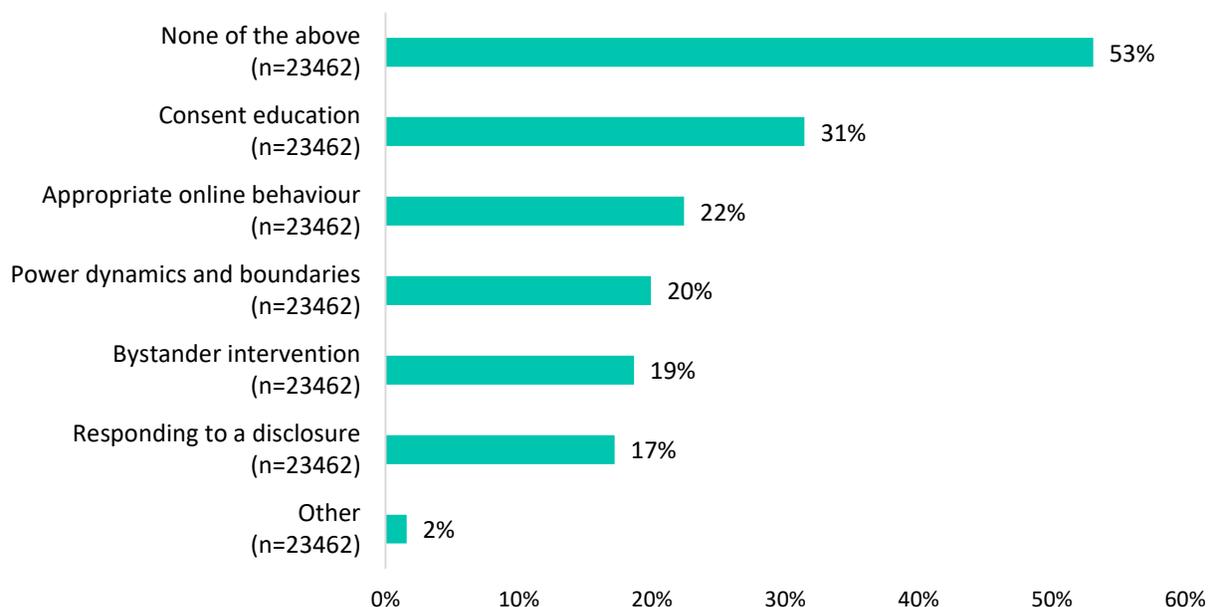n values indicate the number of students who answered the question, regardless of which response option they selected.

The findings highlight students' self-reported likelihood of participating in future sexualized violence training, with some demographic groups expressing lower likelihood

of engagement than others (Table 2.6)[12]. Among those least likely to engage, men reported the lowest likelihood of participating in training, with 57% indicating they would take future training, in comparison to gender diverse students (75% those that do not identify as either a man or a woman and 70% Two-Spirit) and women (72%). Students younger than 18 indicated the lowest likelihood of taking training (61%) compared to other age groups (64-72%). In terms of racial identity, East Asian students (63%) were less likely to indicate that they would take training, compared to other racial identities (64-76%). Heterosexual students (65%) were less likely report that they would participate in training compared to non-heterosexual students (71%). Students without disabilities (65%) reported a lower likelihood of engaging with training, compared to students with disabilities (71%). Inuk/Inuit students reported a lower likelihood of participating in training (66%), compared to non-Indigenous students (67%) and other Indigenous identity groups (68% to 71%). Within each demographic group, Chi-square tests (p < 0.01) found statistically significant differences for all groups, except Indigeneity.

Table 2.6: Likelihood to Engage in Training - Demographics

Demographic groups	Lowest likelihood to engage
Age*	**16–18** years old (61%)
Gender*	**Men** (57%)
Sexual orientation*	**Heterosexual** (65%)
Indigeneity	**Inuk/Inuit** (66%)
Racial identity*	**East Asian** (63%)
Student status*	**Domestic** students (65%)
Disability status*	Students **without** a disability (67%)

T3. How likely are you to take these different of types of training?
Percentages represent the average positive response option (i.e., somewhat likely, very likely) across the five types of training.
* indicates significant differences within each demographic group at p < 0.01.

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[12] For ease of comparison, the percentage for each demographic group represent an average across the three forms of sexualized violence referenced in the question.

SECTION 3: YEAR OVER YEAR FINDINGS

The 2022 iteration of the survey aimed to enhance understanding of student perceptions of sexualized violence within British Columbia's public post-secondary institutions[13]. Changes to the survey instrument in 2025, including an expanded definition of sexualized violence and the introduction of a prize draw incentive, may limit the comparability of results between 2022 and 2025 by influencing respondent interpretation, engagement, and response patterns.

3.1   Safety at Post-secondary Institutions

Between 2022 and 2025, students' overall sense of safety from sexualized violence[14] at PSIs has increased. In 2022, 78% of students agreed that they felt safe from sexualized violence at school. By 2025, this rose to 88%[15].

While the overall perception of safety has improved, certain demographic groups have consistently lower perceptions of safety. In 2022, students with the lowest perceived safety included those under the age of 25, cisgender women, gender-diverse students, non-heterosexual students, students from racialized communities, and domestic students all showed statistically significant within-group differences. Meanwhile in 2025, the groups who felt the least safe included students aged 16 to 18, Two-Spirit students, students who identified as non-heterosexual, Inuk/Inuit students, and students with a disability (all differences were statistically significant within each demographic group, $p < 0.01$).

These patterns reveal both continuity and change in which students feel most vulnerable to sexualized violence. While some trends remain consistent, particularly regarding age, gender identity, and sexual orientation, others have shifted, underscoring the importance of continually examining and responding to the diverse experiences within broader student communities.

3.2   Perceived Prevalence of Sexualized Violence

Between 2022 and 2025, students' perceptions of how often sexualized violence occurs at their schools has declined. In 2022, 40% of students reported that they believed sexual violence was either "somewhat common" or "very common" at their school. By 2025, that

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[13] Data collection took place from January 12 to March 20, 2022, resulting in a 4% response rate overall.
[14] The 2022 survey asked about safety from sexual violence. In 2025, the survey asked about safety from sexualized violence and expanded that definition to include three forms of sexualized violence.
[15] Percentage represents the average of all three categories of sexualized violence.

percentage had decreased to 32%, with students indicating that they perceived such behaviours occurred "sometimes" or "frequently."

We can also draw more direct comparisons between settings:

- In-person sexualized violence: In 2022, 40% of students viewed in-person sexual violence as common; in 2025, 37% of students perceived that various defined behaviours[16] occurred frequently.

- Online sexualized violence: In 2022, 27% of students believed online sexualized violence was common; by 2025, 23% perceived sharing intimate images without consent as frequent.

However, differences in how the question was framed may have influenced these responses. In 2022, students were asked a general question about how common they believed sexual violence was in both online and in-person settings. In contrast, the 2025 survey asked students to assess how often they perceived specific behaviours associated with sexualized violence occurred at their school. The shift from a broad, generalized question to one focused on defined behaviours may have impacted how students interpreted and responded to the question.

When looking at perceptions across demographic groups, patterns of higher perceived prevalence of negative behaviours were observed in both 2022 and 2025. In 2022, statistically significant differences were observed among the following groups: students under the age of 25, cisgender women, gender-diverse individuals, non-heterosexual students, and domestic students. In 2025, the groups who reported a higher perceived frequency of negative behaviours at their school included students aged 16 to 18, gender diverse students, non-heterosexual students, Métis students, students of European descent, domestic students, and students with a disability (all differences were statistically significant at $p < 0.01$ within each group, except for Indigeneity). These findings suggest that while overall perceptions of the frequency of sexualized violence have decreased, key student groups continue to perceive a higher prevalence of these behaviours at post-secondary institutions.

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[16] Includes: making jokes related to sexualized violence or making inappropriate sexual comments; mistreating someone for saying no to sexual activity; pressuring someone for dates or sexual activity; and sexual assault including unwanted physical contact of a sexual nature.

3.3   Education and Training

Between 2022 and 2025, there was a clear shift in where students reported receiving education or training related to sexualized violence, consent, and healthy relationships. In 2022, the most commonly reported sources were high school, orientation sessions at their current post-secondary institution, and course instructors at their post-secondary school. Together, nearly all students indicated they had received training from at least one of the listed sources.

By 2025, high school remained the most frequently cited source, with an increase in the number of students identifying it as a key point of education. Education from family members also became more common, making it the second most frequently reported source. Post-secondary institutions continued to play a role, although students in 2025 referred to them more generally, rather than identifying specific formats such as course syllabi or as part of a lecture. A small number of students reported not receiving education from any of the listed sources; however, this does not necessarily mean they received no education, as the source may not have been a listed response option.

These findings suggest a growing emphasis on early and informal education about sexualized violence. While post-secondary education remains important, there appears to be an increasing reliance on high school and family as primary sources of information and guidance. This shift may reflect broader societal efforts to start conversations about consent and healthy relationships earlier in students' lives and in more personal, accessible contexts.

SECTION 4: CONCLUSIONS AND IMPLICATIONS

This section provides a summary of key findings from the survey results, highlighting trends and insights related to student experiences and perceptions of sexualized violence. It also outlines the implications of these findings for institutional and provincial policy development. Finally, it offers evidence-informed recommendations to guide future initiatives aimed at prevention, education, and support within post-secondary settings.

4.1 School Climate and Experiences

4.1.1 Perceptions of safety

Most students reported feeling safe from acts of sexualized violence at school, with the highest levels of agreement seen in relation to protection from sexual assault. While perceptions of safety were also high for other forms of sexualized violence, such as the non-consensual sharing of intimate images and unwanted sexual behaviours, these areas showed slightly lower agreement. The data revealed that students who are part of equity-deserving groups, such as Inuk/Inuit, Two-Spirit, non-heterosexual students, students with disabilities, and younger students, reported lower levels of perceived safety compared to their peers (differences were statistically significant at $p < 0.01$). These differences in perceptions may stem from a variety of factors, potentially because of lack of trust in the institutional response or a lack of culturally safe supports within post-secondary institutions. The findings highlight the opportunity for equity-focused education, training, prevention, and reporting supports that are inclusive, culturally responsive, and tailored to the needs of underrepresented student populations.

4.1.2 Perceived frequency of negative behaviours

Most students perceived that sexualized violence rarely or never occurred at their post-secondary institution. However, some students perceived behaviours such as inappropriate sexual jokes or comments to occur relatively frequently. Over half of students perceived jokes or remarks related to sexualized violence as happening with some frequency, with smaller proportions perceiving other behaviours such as pressure for dates or sexual activity and catcalling as frequent.

These findings suggest that while certain acts of sexualized violence are perceived as less common, more nuanced forms of sexualized violence may be perceived as more prevalent at institutions. Efforts to address these types of sexualized violence, such as harassment and inappropriate comments, may be beneficial as these forms of sexualized violence were perceived as more frequent. Future initiatives that include targeted education and

awareness campaigns, particularly for and with equity-deserving groups, can help to address these behaviours and foster safer, more respectful environments.

4.1.3   Prevention efforts

Most students reported that their institution was doing enough to prevent sexualized violence, particularly regarding physical forms such as sexual assault and additional unwanted sexual behaviours. However, fewer students believed their schools were adequately addressing digital and image-based sexualized violence, with non-consensual sharing of intimate images receiving the lowest level of agreement. These findings suggest that while institutional prevention strategies are generally viewed positively, more can be done to help students feel protected from online or more nuanced forms of sexualized violence.

Students who identified as gender diverse, as well as Arab, Inuk/Inuit, non-heterosexual students, and students with disabilities, expressed the least confidence in their school's prevention efforts, highlighting disparities in how these measures are experienced across identity groups (differences were statistically significant at $p < 0.01$). Policy efforts could benefit from strengthened prevention strategies that address digital forms of sexualized violence and ensure measures are inclusive and responsive to the needs of equity-deserving students. Future initiatives that prioritize outreach, education, and support services, especially for those most likely to report the lowest perceived safety from incidents of sexualized violence, may help to close the gap in perceived institutional prevention efforts.

4.1.4   Trust in institutional response

Overall, expressions of trust were strongest in areas related to privacy and safety, but somewhat lower when it came to applying appropriate accountability measures, particularly for sexual assault. While most students expressed trust in their school's response, levels varied across demographic groups, suggesting uneven perceptions of institutional accountability and fairness across institutional communities. Equity-deserving students, such as gender diverse students, students with disabilities, and Inuk/Inuit students, reported lower trust in institutional responses (differences were statistically significant at $p < 0.01$, except for Indigeneity).

The lowest level of trust overall was in the institution's ability to apply appropriate accountability measures in cases of sexual assault. Policies that focus on building equitable and transparent accountability processes may help to reinforce trust among equity-deserving groups, particularly in how institutions respond to and follow through on cases of sexualized violence.

4.2   Reporting Behaviours and Incidents

4.2.1 Disclosure to trusted confidants

Students most commonly identified friends or fellow students as the individuals they would turn to when disclosing experiences of sexualized violence. Spouses or significant others were the second most frequently trusted confidants, highlighting a strong preference for support from within students' personal connections. Commonly identified trusted confidant outside of these personal connections included the police, closely followed by the Sexualized Violence Support Office. This indicates that while personal connections like friends and family may be the preferred confidant for an incident of sexualized violence, police and institutional support services can play a critical role in providing a safe space for disclosure.

The findings suggest that peer support networks play a central role in disclosure. To ensure peers are well-equipped, institutions can provide students with the tools to respond appropriately when someone confides in them. Policies and initiatives that include peer-based education and training will help ensure that disclosures are met with informed, compassionate responses.

Given that police and the Sexualized Violence Support Office were identified as trusted confidants outside of students' personal networks, there is a strong opportunity to leverage their formal roles. Specifically, police and those who work in the Sexualized Violence Support Office can help address barriers to disclosure by enhancing support and clarifying reporting pathways. Through the Sexualized Violence Support Office, institutions can work with students that have confided in them to provide information on reporting process and help empower students to make informed decisions. The Sexualized Violence Support Office can also play a key role in providing students with flexible, responsive, and culturally safe supports to further build trust, ensuring that students feel safe and respected when seeking help.

4.2.2 Factors encouraging reporting

Students identified three main factors that would increase their likelihood to report incidents of sexualized violence: the implementation of accountability measures for those who cause harm, clear and accessible reporting procedures, and a visible institutional response to incidents. These factors were consistently selected across all categories of sexualized violence, highlighting their broad relevance to student decision-making.

These findings contrast with student's low levels of trust in the institution's ability to appropriately apply accountability measures in response to incidents of sexualized

violence. This misalignment points to a critical barrier to reporting — students may be unlikely to report an incident if they do not trust the institution to apply appropriate accountability measures. Such a gap may reflect a broader disconnect between institutional policies and student perceptions, or it may stem from prior experiences in which accountability was either absent or poorly communicated. Ultimately, these findings suggest that existing reporting procedures may be underutilized because students do not trust that reporting will result in meaningful outcomes. Institutions can prioritize transparent and enforceable accountability processes to address this gap in student trust and promote reporting.

4.3   Education and Training

4.3.1   Awareness of resources

Survey results indicate that most students believe their institution communicates effectively about available resources and supports related to sexualized violence. The majority of students reported knowing where to access information or help, either on campus or online, suggesting high visibility and accessibility of these supports. Most students also agreed that their institution provides adequate awareness and education on sexual assault, but fewer agreed that there was enough education and awareness on other forms of sexualized violence, including digital and more nuanced forms of sexualized violence. However, there was an observable gap in students' awareness of the difference between making a disclosure and a formal report.

Policies that continue to support accessible communication strategies will help maintain high levels of awareness in available resources. Institutions may consider enhancing education and awareness around more nuanced and digital forms of sexualized violence and increasing awareness and resources to help students better understand the differences between the process of making a disclosure and filing a formal report for an incident of sexualized violence.

4.3.2   Sources of information and education

Students most commonly reported receiving education about healthy relationships, sexual boundaries, and consent during high school, highlighting the importance of early intervention at the secondary level. Family members were the second most frequently cited source, though this still leaves many students without structured conversations in their home environments. Fewer students reported receiving this type of education from their current post-secondary institution. These findings underscore an important opportunity for post-secondary institutions to expand their role in delivering comprehensive, developmentally appropriate education on these subjects. Such efforts

could serve to reinforce earlier learning, address persistent knowledge gaps, and respond more directly to the specific needs and experiences of students in the post-secondary context.

4.3.3   Training and education from PSIs

Survey results indicate that most students had limited engagement with sexualized violence training or education at their post-secondary institution, with over half reporting they had not participated in any formal training on the topics listed in the survey. Though students in their first year were the most likely to have not taking any formal training, the proportions of students reporting this remained high across all years of study.

Among those who had taken training, consent education was the most common, followed by training on appropriate online behaviour. The low levels of participation stand in contrast to the high levels of awareness students reported regarding available supports and resources.

The findings suggest that low engagement in training may not be due to a lack of awareness, but rather a gap in accessibility, prioritization, or integration of training into student life. Policies that focus on embedding sexualized violence education into required programming, such as orientation or first-year curricula, can help to ensure early and consistent exposure. Though prioritization of sexualized violence training beyond the first year of studies will help ensure that students of all levels receive training and education from their institution. Future initiatives may choose to explore ways to make training more engaging, inclusive, and relevant to diverse student experiences, with particular emphasis on digital safety and consent education.

4.3.4   Openness to future training

The findings indicate strong student interest in practical, skills-based education related to sexualized violence prevention, with many expressing a desire to learn how to respond appropriately to disclosures and participate in bystander intervention training. A number of students also wanted education focused on understanding power dynamics and building healthy interpersonal boundaries. These responses highlight a clear opportunity for post-secondary institutions to expand access to training programs that emphasize real-world application and community support. However, interest in future training varied by demographic group, with the lowest likelihood of participation reported among men, younger students, East Asian students, heterosexual students, domestic students, and students without disabilities (differences were statistically significant at $p < 0.01$). In contrast, higher interest in training was reported by international students, South Asian

students, students who identify as gender diverse, older students, non-heterosexual students, and students with disabilities.

Notably, some of the demographic groups least likely to participate are also those who reported the highest perceptions of safety, the lowest perceptions of negative behaviours, and the greatest agreement with their institution's prevention efforts. This may point to a belief among these groups that additional training is unnecessary. To improve uptake among these low-engagement groups, institutions can develop outreach strategies tailored directly to these populations. Emphasizing the shared responsibility of prevention and the relevance of training for all students can help build a more inclusive and proactive institution culture.

APPENDIX A: SINGLE VARIABLE CROSS TABULATION

> **Note:** A Chi-square test was performed for every crosstabulation in this appendix. Headers marked with "*" indicate demographic groups where differences reached statistical significance at p < 0.01.

Students (%) Agreeing That Their Schools Are Doing Enough to Prevent Sexualized Violence

A2. Please select how much you agree or disagree with the following statements. My school is doing enough to prevent …

	Sexual assault including unwanted physical contact of a sexual nature	Additional unwanted sexual behaviours	Non-consensual sharing of intimate images
D1: Age*			
16–18 years old (n=75)	77%	72%	68%
18–20 years old (n=4353)	80%	74%	66%
20–22 years old (n=4977)	75%	70%	61%
22–26 years old (n=5261)	76%	70%	63%
26+ years old (n=5661)	82%	77%	73%
D2: Gender*			
Woman (n=13577)	77%	71%	63%
Man (n=6220)	84%	80%	74%
I do not identify as either a man or a woman (n=699)	60%	51%	43%
Two-Spirit (n=89)	73%	65%	61%
Not listed here (n=167)	70%	62%	51%
D4: Sexual Orientation*			
Heterosexual (n=13972)	81%	77%	70%
Non-heterosexual (n=9490)	74%	68%	60%
D5: Indigenous Identity			
Yes, First Nations (n=790)	79%	74%	68%
Yes, Métis (n=514)	74%	70%	63%
Yes, Inuk/Inuit (n=31)	51%	61%	56%
No (n=18894)	78%	73%	66%
Don't know (n=450)	80%	77%	74%
D6: Racial Identity*			

African or Caribbean (n=858)	80%	76%	72%
Arab (n=298)	72%	65%	59%
Central Asian (n=121)	71%	67%	67%
East Asian (n=3845)	77%	71%	64%
European (n=9513)	76%	69%	60%
Indigenous (n=1144)	76%	70%	61%
Latin American (n=963)	79%	76%	69%
South Asian (n=3332)	82%	78%	75%
Southeast Asian (n=1834)	81%	77%	71%
West Asian (n=621)	80%	74%	68%
Prefer to self-describe (n=527)	78%	70%	66%
I Don't know/I am unsure (n=290)	78%	74%	69%
D7: Domestic/International Student Status*			
Domestic (n=16413)	76%	70%	62%
International (n=4327)	86%	83%	79%
D7B: Disability Status*			
Yes (n=3672)	69%	62%	54%
No (n=16291)	81%	76%	69%

Students (%) Agreeing With Sentiments of Safety at School

C1. Please select how much you agree or disagree with the following statements. At my school, I feel safe from ...

	Sexual assault including unwanted physical contact of a sexual nature	Additional unwanted sexual behaviours	Non-consensual sharing of intimate images
D1: Age*			
16–18 years old (n=75)	83%	81%	76%
18–20 years old (n=4353)	90%	86%	87%
20–22 years old (n=4977)	89%	85%	88%
22–26 years old (n=5261)	90%	85%	87%
26+ years old (n=5661)	93%	90%	91%
D2: Gender*			
Woman (n=13577)	89%	84%	88%
Man (n=6220)	95%	93%	91%

I do not identify as either a man or a woman (n=699)	83%	75%	79%
Two-Spirit (n=89)	69%	70%	77%
Not listed here (n=167)	80%	70%	79%
D4: Sexual Orientation*			
Heterosexual (n=13972)	92%	89%	90%
Non-heterosexual (n=9490)	87%	82%	85%
D5: Indigenous Identity*			
Yes, First Nations (n=790)	87%	85%	85%
Yes, Métis (n=514)	86%	83%	85%
Yes, Inuk/Inuit (n=31)	58%	59%	71%
No (n=18894)	91%	87%	89%
Don't know (n=450)	86%	82%	82%
D6: Racial Identity*			
African or Caribbean (n=858)	89%	85%	86%
Arab (n=298)	86%	79%	83%
Central Asian (n=121)	84%	81%	84%
East Asian (n=3845)	91%	88%	88%
European (n=9513)	89%	84%	88%
Indigenous (n=1144)	87%	83%	84%
Latin American (n=963)	92%	89%	89%
South Asian (n=3332)	92%	89%	90%
Southeast Asian (n=1834)	93%	89%	90%
West Asian (n=621)	90%	88%	88%
Prefer to self-describe (n=527)	88%	85%	87%
I Don't know/I am unsure (n=290)	84%	79%	85%
D7: Domestic/International Student Status*			
Domestic (n=16413)	90%	85%	88%
International (n=4327)	93%	90%	90%
D7B: Disability Status*			
Yes (n=3672)	85%	79%	83%
No (n=16291)	92%	88%	90%

Students (%) Reporting Negative Behaviours as Frequent

C2. In your opinion, how often do the following behaviours happen at your school?

	Making jokes related to sexualized violence or making inappropriate sexual comments	Pressuring someone for dates or sexual activity	Sexual assault including unwanted physical contact of a sexual nature	Whistling, catcalling, or leering	Mistreating someone for saying no to sexual activity	Sharing or posting inappropriate or sexually suggestive photos or videos without consent	Creating inappropriate or sexual photos or videos of an individual without their consent
D1: Age*							
16–18 years old (n=75)	69%	38%	36%	33%	32%	32%	23%
18–20 years old (n=4353)	60%	45%	31%	36%	33%	27%	21%
20–22 years old (n=4977)	60%	47%	35%	36%	36%	26%	20%
22–26 years old (n=5261)	53%	44%	32%	32%	32%	24%	21%
26+ years old (n=5661)	40%	32%	22%	23%	23%	19%	16%
D2: Gender*							
Woman (n=13577)	56%	46%	34%	35%	35%	25%	21%
Man (n=6220)	42%	28%	18%	21%	19%	18%	15%
I do not identify as either a man or a woman (n=699)	73%	66%	52%	46%	57%	44%	36%
Two-Spirit (n=89)	65%	49%	41%	42%	43%	30%	30%

Not listed here (n=167)	66%	56%	35%	36%	39%	35%	28%

D4: Sexual Orientation*

Heterosexual (n=13972)	49%	37%	25%	28%	26%	20%	17%
Non-heterosexual (n=9490)	57%	48%	36%	35%	36%	28%	23%

D5: Indigenous Identity

Yes, First Nations (n=790)	49%	41%	31%	35%	32%	26%	21%
Yes, Métis (n=514)	63%	57%	38%	44%	43%	37%	25%
Yes, Inuk/Inuit (n=31)	47%	45%	45%	39%	49%	41%	34%
No (n=18894)	53%	41%	30%	31%	31%	23%	19%
Don't know (n=450)	35%	32%	23%	24%	24%	22%	19%

D6: Racial Identity*

African or Caribbean (n=858)	43%	39%	29%	26%	28%	21%	18%
Arab (n=298)	61%	46%	34%	37%	34%	21%	22%
Central Asian (n=121)	48%	40%	33%	27%	32%	28%	22%
East Asian (n=3845)	50%	37%	27%	27%	27%	22%	18%
European (n=9513)	64%	53%	38%	38%	40%	30%	24%
Indigenous (n=1144)	57%	50%	36%	41%	38%	33%	24%
Latin American (n=963)	42%	33%	25%	25%	22%	17%	14%
South Asian (n=3332)	42%	32%	22%	27%	23%	19%	16%

Southeast Asian (n=1834)	45%	30%	20%	22%	21%	18%	14%
West Asian (n=621)	47%	35%	25%	25%	29%	20%	16%
Prefer to self-describe (n=527)	50%	40%	28%	31%	34%	22%	18%
I Don't know/I am unsure (n=290)	42%	38%	29%	32%	33%	25%	22%
D7: Domestic/International Student Status*							
Domestic (n=16413)	58%	46%	34%	35%	35%	27%	22%
International (n=4327)	33%	26%	18%	19%	18%	15%	13%
D7B: Disability Status*							
Yes (n=3672)	67%	59%	44%	44%	47%	36%	29%
No (n=16291)	49%	37%	27%	29%	27%	21%	17%

Students (%) Indicating Whom They Would Tell if They Experienced Incidents of Additional Unwanted Sexual Behaviours

R1A. If you experienced additional unwanted sexual behaviours at your school, who would you be most likely to tell?

	Friend/fellow student	Other family member	Police	Spouse/partner/significant other	Student services/campus staff	School health care provider/counsellor	Sexualized violence support office	Anonymous 24/7 helpline	No one/I would be unlikely to tell anyone	Faculty/instructor	Off-campus community-based resources/supports	Someone in an online community	Elder	Student union/association	Other
D1: Age*															
16–18 years old (n=75)	48%	31%	23%	19%	16%	16%	15%	13%	11%	10%	5%	5%	5%	1%	0%
18–20 years old (n=4353)	61%	34%	24%	27%	15%	14%	20%	11%	5%	11%	5%	4%	4%	5%	1%
20–22 years old (n=4977)	60%	26%	24%	32%	17%	14%	23%	11%	4%	12%	6%	4%	3%	7%	1%
22–26 years old (n=5261)	56%	23%	25%	38%	17%	15%	23%	11%	4%	14%	7%	4%	2%	7%	1%
26+ years old (n=5661)	41%	14%	30%	45%	20%	19%	29%	11%	3%	21%	7%	3%	2%	7%	1%
D2: Gender*															
Woman (n=13577)	58%	26%	23%	39%	16%	16%	24%	10%	3%	14%	6%	3%	2%	6%	1%
Man (n=6220)	43%	21%	34%	28%	20%	14%	24%	13%	6%	16%	5%	4%	3%	8%	1%
I do not identify as either a man or a woman (n=699)	67%	18%	9%	38%	14%	15%	22%	8%	6%	14%	12%	9%	2%	6%	2%
Two-Spirit (n=89)	39%	14%	28%	28%	16%	19%	19%	7%	12%	19%	6%	4%	6%	7%	3%
Not listed here (n=167)	53%	20%	20%	37%	18%	17%	18%	9%	7%	14%	12%	10%	5%	6%	3%
D4: Sexual Orientation*															
Heterosexual (n=13972)	51%	25%	29%	36%	18%	16%	24%	12%	4%	15%	5%	3%	3%	6%	1%
Non-heterosexual (n=9490)	45%	17%	16%	28%	13%	12%	20%	8%	4%	11%	6%	4%	2%	5%	1%
D5: Indigenous Identity*															
Yes, First Nations (n=790)	46%	23%	31%	38%	19%	16%	21%	9%	4%	18%	6%	3%	7%	6%	1%

Yes, Métis (n=514)	60%	30%	22%	45%	14%	11%	18%	7%	3%	18%	6%	2%	5%	3%	1%
Yes, Inuk/Inuit (n=31)	33%	14%	27%	27%	16%	19%	41%	13%	11%	8%	10%	7%	4%	2%	4%
No (n=18894)	54%	24%	25%	36%	17%	16%	24%	11%	4%	14%	6%	4%	2%	6%	1%
Don't know (n=450)	35%	18%	32%	23%	21%	14%	29%	11%	8%	18%	6%	5%	6%	13%	2%
D6: Racial Identity*															
African or Caribbean (n=858)	42%	24%	27%	29%	22%	20%	26%	14%	5%	12%	6%	4%	3%	9%	1%
Arab (n=298)	46%	23%	27%	29%	21%	16%	24%	8%	5%	13%	7%	5%	4%	9%	0%
Central Asian (n=121)	44%	16%	25%	25%	19%	14%	36%	15%	5%	14%	7%	10%	5%	11%	3%
East Asian (n=3845)	52%	23%	27%	32%	17%	18%	27%	12%	4%	12%	6%	4%	2%	6%	1%
European (n=9513)	63%	27%	22%	42%	15%	12%	19%	8%	4%	14%	7%	3%	2%	4%	1%
Indigenous (n=1144)	54%	25%	27%	43%	17%	15%	21%	8%	3%	17%	6%	3%	6%	4%	1%
Latin American (n=963)	49%	23%	26%	41%	21%	16%	24%	11%	3%	19%	6%	3%	2%	9%	1%
South Asian (n=3332)	42%	19%	31%	27%	23%	16%	31%	16%	3%	17%	5%	4%	4%	13%	1%
Southeast Asian (n=1834)	52%	21%	25%	37%	19%	22%	27%	13%	3%	17%	5%	5%	2%	7%	1%
West Asian (n=621)	40%	18%	32%	31%	18%	18%	29%	14%	5%	11%	5%	4%	3%	6%	1%
Prefer to self-describe (n=527)	48%	25%	31%	35%	14%	13%	19%	8%	5%	18%	7%	3%	4%	5%	4%
I Don't know/I am unsure (n=290)	37%	18%	30%	30%	11%	11%	16%	12%	13%	14%	4%	5%	3%	7%	1%
D7: Domestic/International Student Status*															
Domestic (n=16413)	58%	26%	25%	38%	15%	14%	21%	10%	4%	14%	7%	4%	2%	5%	1%
International (n=4327)	37%	16%	29%	28%	25%	21%	37%	14%	3%	17%	5%	3%	3%	12%	1%
D7B: Disability Status*															

Yes (n=3672)	56%	23%	21%	40%	17%	16%	22%	9%	4%	16%	10%	5%	2%	5%	2%
No (n=16291)	53%	24%	27%	35%	18%	16%	25%	11%	4%	15%	5%	3%	3%	7%	1%

Students (%) Indicating Whom They Would Tell if They Experienced Incidents of Non-consensual Sharing of Intimate Images

R1B. If you experienced non-consensual sharing of intimate images at your school, who would you be most likely to tell?

	Friend/fellow student	Other family member	Police	Spouse/partner/significant other	Student services/campus staff	School health care provider/counsellor	Sexualized violence support office	Faculty/instructor	Anonymous 24/7 helpline	No one/I would be unlikely to tell anyone	Off-campus community-based resources/supports	Someone in an online community	Elder	Student union/association	Other
D1: Age*															
16–18 years old (n=75)	46%	32%	30%	26%	18%	18%	16%	12%	10%	7%	3%	3%	3%	2%	0%
18–20 years old (n=4353)	56%	28%	29%	23%	15%	13%	23%	8%	13%	7%	5%	3%	3%	6%	1%
20–22 years old (n=4977)	54%	21%	32%	28%	17%	12%	27%	9%	12%	5%	6%	3%	2%	6%	1%
22–26 years old (n=5261)	49%	19%	34%	32%	17%	14%	27%	11%	12%	5%	7%	3%	2%	6%	1%
26+ years old (n=5661)	35%	12%	37%	40%	20%	17%	30%	18%	12%	3%	8%	3%	1%	8%	2%
D2: Gender*															
Woman (n=13577)	52%	21%	31%	34%	16%	15%	27%	11%	12%	4%	7%	3%	2%	6%	1%
Man (n=6220)	37%	18%	40%	25%	20%	13%	27%	14%	13%	7%	5%	3%	3%	8%	1%
I do not identify as either a man or a woman (n=699)	58%	16%	20%	37%	15%	14%	30%	10%	10%	5%	13%	7%	1%	7%	2%
Two-Spirit (n=89)	35%	15%	27%	28%	13%	14%	24%	16%	6%	11%	5%	4%	5%	9%	7%
Not listed here (n=167)	47%	16%	23%	33%	23%	12%	28%	10%	11%	7%	16%	6%	2%	9%	4%
D4: Sexual Orientation*															
Heterosexual (n=13972)	46%	21%	36%	31%	18%	15%	26%	13%	13%	5%	5%	2%	2%	6%	1%

Non-heterosexual (n=9490)	43%	15%	26%	27%	14%	12%	24%	10%	10%	5%	7%	4%	2%	6%	1%
D5: Indigenous Identity*															
Yes, First Nations (n=790)	42%	18%	35%	32%	18%	15%	24%	15%	10%	5%	8%	2%	4%	7%	2%
Yes, Métis (n=514)	56%	24%	31%	37%	14%	12%	21%	12%	9%	6%	6%	3%	5%	3%	2%
Yes, Inuk/Inuit (n=31)	24%	7%	29%	19%	17%	11%	36%	10%	11%	18%	10%	5%	4%	12%	9%
No (n=18894)	48%	20%	33%	32%	17%	14%	27%	12%	12%	5%	7%	3%	2%	7%	1%
Don't know (n=450)	30%	14%	34%	21%	23%	14%	29%	17%	12%	8%	7%	3%	4%	12%	2%
D6: Racial Identity*															
African or Caribbean (n=858)	40%	18%	34%	25%	22%	18%	30%	12%	14%	6%	7%	2%	2%	9%	2%
Arab (n=298)	43%	20%	31%	21%	18%	15%	26%	11%	13%	6%	8%	1%	4%	7%	2%
Central Asian (n=121)	32%	14%	34%	21%	23%	13%	32%	10%	24%	5%	4%	4%	3%	11%	2%
East Asian (n=3845)	46%	19%	32%	28%	18%	17%	29%	11%	13%	6%	6%	4%	2%	6%	1%
European (n=9513)	57%	22%	33%	37%	14%	11%	23%	10%	10%	5%	7%	3%	1%	4%	2%
Indigenous (n=1144)	48%	21%	35%	36%	17%	14%	23%	13%	10%	5%	8%	2%	4%	5%	3%
Latin American (n=963)	42%	21%	34%	35%	20%	17%	29%	14%	14%	4%	6%	2%	1%	8%	1%
South Asian (n=3332)	38%	15%	36%	23%	23%	15%	34%	15%	17%	4%	5%	3%	4%	13%	1%
Southeast Asian (n=1834)	45%	18%	30%	33%	20%	21%	30%	16%	14%	5%	7%	4%	2%	8%	1%
West Asian (n=621)	33%	14%	41%	25%	19%	15%	32%	12%	13%	6%	4%	3%	4%	6%	2%
Prefer to self-describe (n=527)	42%	23%	40%	29%	16%	12%	23%	17%	9%	4%	9%	3%	3%	7%	5%
I Don't know/I am	36%	13%	35%	23%	15%	10%	17%	11%	15%	14%	6%	2%	3%	4%	1%

unsure (n=290)															
D7: Domestic/International Student Status															
Domestic (n=16413)	51%	21%	34%	33%	16%	13%	24%	11%	12%	5%	7%	3%	2%	5%	1%
International (n=4327)	34%	14%	31%	25%	25%	20%	39%	16%	15%	4%	5%	2%	2%	13%	1%
D7B: Disability Status*															
Yes (n=3672)	48%	18%	34%	35%	16%	14%	27%	12%	10%	5%	10%	4%	2%	5%	3%
No (n=16291)	48%	20%	34%	31%	18%	14%	27%	12%	13%	5%	5%	3%	2%	7%	1%

Students (%) Indicating Whom They Would Tell if They Experienced Incidents of Sexual Assault

R1C. If you experienced sexual assault (including unwanted physical contact of a sexual nature) at your school, who would you be most likely to tell?

	Friend/fellow student	Other family member	Police	Spouse/partner/significant other	Sexualized violence support office	Student services/campus staff	School health care provider/counsellor	Anonymous 24/7 helpline	Faculty/instructor	Off-campus community-based resources/supports	No one/I would be unlikely to tell anyone	Someone in an online community	Elder	Student union/association	Other
D1: Age*															
16–18 years old (n=75)	51%	43%	32%	26%	17%	17%	13%	11%	10%	5%	5%	4%	2%	1%	1%
18–20 years old (n=4353)	62%	39%	33%	28%	23%	14%	15%	11%	9%	5%	4%	4%	4%	4%	1%
20–22 years old (n=4977)	61%	31%	34%	34%	26%	16%	15%	11%	11%	6%	3%	3%	3%	5%	2%
22–26 years old (n=5261)	55%	27%	35%	39%	25%	16%	16%	11%	13%	8%	2%	3%	3%	5%	3%
26+ years old (n=5661)	41%	16%	39%	47%	27%	20%	20%	10%	19%	9%	2%	2%	2%	6%	3%
D2: Gender*															
Woman (n=13577)	58%	29%	31%	41%	25%	16%	17%	11%	13%	8%	2%	2%	2%	4%	2%
Man (n=6220)	43%	24%	46%	30%	25%	20%	14%	12%	15%	5%	4%	3%	4%	6%	2%
I do not identify as either a man or a woman (n=699)	66%	22%	18%	40%	28%	14%	17%	11%	13%	17%	3%	9%	1%	7%	4%
Two-Spirit (n=89)	46%	15%	33%	30%	22%	15%	16%	5%	14%	6%	5%	5%	11%	7%	9%
Not listed here (n=167)	50%	21%	30%	32%	23%	10%	18%	11%	8%	18%	9%	7%	5%	3%	7%
D4: Sexual Orientation*															
Heterosexual (n=13972)	52%	29%	39%	38%	24%	17%	16%	11%	14%	6%	3%	2%	3%	4%	2%
Non-heterosexual (n=9490)	53%	24%	29%	34%	26%	15%	16%	10%	12%	9%	3%	4%	3%	6%	2%

D5: Indigenous Identity*

Yes, First Nations (n=790)	48%	24%	39%	39%	19%	16%	17%	8%	16%	9%	3%	4%	9%	5%	3%
Yes, Métis (n=514)	59%	30%	33%	45%	19%	16%	11%	8%	11%	9%	3%	3%	7%	3%	2%
Yes, Inuk/Inuit (n=31)	39%	6%	36%	36%	24%	19%	25%	7%	5%	4%	11%	5%	4%	6%	10%
No (n=18894)	54%	27%	35%	38%	26%	17%	17%	11%	13%	7%	3%	3%	2%	5%	2%
Don't know (n=450)	37%	21%	40%	22%	26%	21%	16%	10%	18%	5%	6%	2%	5%	12%	5%

D6: Racial Identity*

African or Caribbean (n=858)	45%	26%	36%	31%	28%	21%	18%	13%	11%	7%	3%	2%	3%	7%	3%
Arab (n=298)	48%	27%	35%	29%	22%	19%	15%	10%	14%	7%	4%	3%	4%	6%	4%
Central Asian (n=121)	40%	10%	41%	31%	36%	20%	12%	13%	17%	10%	4%	2%	5%	6%	2%
East Asian (n=3845)	54%	27%	36%	33%	28%	17%	19%	13%	11%	6%	3%	4%	3%	4%	1%
European (n=9513)	61%	30%	35%	44%	22%	13%	14%	8%	11%	10%	2%	3%	2%	3%	3%
Indigenous (n=1144)	53%	26%	37%	43%	19%	16%	15%	8%	14%	9%	3%	3%	8%	3%	4%
Latin American (n=963)	50%	29%	34%	43%	25%	21%	18%	11%	15%	7%	2%	2%	2%	5%	3%
South Asian (n=3332)	45%	22%	36%	28%	31%	23%	16%	15%	16%	4%	3%	3%	4%	10%	2%
Southeast Asian (n=1834)	52%	26%	32%	38%	27%	20%	21%	13%	18%	6%	3%	4%	3%	6%	1%
West Asian (n=621)	43%	20%	38%	33%	28%	16%	18%	10%	11%	5%	4%	3%	4%	6%	4%
Prefer to self-describe (n=527)	48%	29%	39%	34%	23%	16%	15%	7%	19%	11%	2%	3%	4%	3%	7%
I Don't know/I am unsure (n=290)	34%	20%	40%	32%	17%	11%	16%	14%	15%	6%	11%	4%	4%	5%	2%

D7: Domestic/International Student Status*

Domestic (n=16413)	57%	30%	36%	40%	22%	15%	16%	10%	12%	8%	3%	3%	3%	3%	3%
International (n=4327)	41%	19%	34%	29%	36%	25%	20%	13%	17%	4%	3%	2%	3%	11%	2%
D7B: Disability Status*															
Yes (n=3672)	55%	25%	33%	41%	24%	15%	18%	10%	12%	13%	3%	4%	3%	4%	5%
No (n=16291)	53%	28%	36%	37%	26%	17%	16%	11%	14%	6%	3%	3%	3%	5%	2%

R3A. How much do you trust your school to handle an incident of additional unwanted sexual behaviour if you reported it, based on what you know about its policies and procedures?

	Maintain the privacy and protect the safety of the person(s) who caused harm	Believe the person who comes forward with the issue	Follow procedures to resolve the issue in a fair and appropriate manner	Apply appropriate accountability measures	Provide adequate support and resources to all parties involved	Take the issue seriously	Maintain the privacy and protect the safety of the survivor(s) and witnesses
D1: Age*							
16–18 years old (n=75)	81%	75%	72%	69%	69%	69%	68%
18–20 years old (n=4353)	85%	83%	79%	72%	80%	79%	84%
20–22 years old (n=4977)	83%	80%	74%	67%	75%	75%	81%
22–26 years old (n=5261)	82%	78%	72%	66%	73%	74%	80%
26+ years old (n=5661)	84%	83%	80%	75%	80%	81%	83%
D2: Gender*							
Woman (n=13577)	84%	80%	75%	68%	76%	76%	81%
Man (n=6220)	85%	86%	82%	78%	82%	83%	86%
I do not identify as either a man or a woman (n=699)	73%	61%	51%	41%	51%	52%	65%
Two-Spirit (n=89)	68%	67%	61%	60%	62%	66%	68%
Not listed here (n=167)	69%	64%	56%	45%	59%	61%	67%
D4: Sexual Orientation*							
Heterosexual (n=13972)	85%	84%	80%	75%	81%	81%	85%
Non-heterosexual (n=9490)	80%	75%	68%	60%	68%	70%	76%
D5: Indigenous Identity							
Yes, First Nations (n=790)	82%	81%	77%	71%	77%	79%	81%
Yes, Métis (n=514)	81%	78%	70%	62%	71%	73%	77%
Yes, Inuk/Inuit (n=31)	71%	75%	72%	67%	66%	70%	69%
No (n=18894)	84%	81%	76%	70%	77%	77%	82%
Don't know (n=450)	81%	84%	82%	79%	82%	82%	83%
D6: Racial Identity*							
African or Caribbean (n=858)	83%	82%	80%	77%	79%	81%	85%
Arab (n=298)	76%	75%	70%	64%	69%	69%	75%
Central Asian (n=121)	74%	79%	70%	62%	70%	75%	79%
East Asian (n=3845)	81%	81%	76%	69%	75%	76%	81%
European (n=9513)	82%	77%	70%	62%	72%	73%	79%
Indigenous (n=1144)	82%	79%	73%	66%	74%	75%	79%
Latin American (n=963)	89%	84%	81%	74%	81%	82%	85%
South Asian (n=3332)	88%	87%	85%	82%	86%	84%	87%
Southeast Asian (n=1834)	85%	84%	81%	77%	82%	81%	85%
West Asian (n=621)	85%	82%	79%	73%	80%	80%	83%

Prefer to self-describe (n=527)	78%	75%	67%	61%	67%	72%	77%
I Don't know/I am unsure (n=290)	74%	79%	76%	71%	75%	75%	73%
D7: Domestic/International Student Status*							
Domestic (n=16413)	82%	78%	72%	66%	74%	74%	80%
International (n=4327)	89%	89%	88%	84%	87%	87%	89%
D7B: Disability Status*							
Yes (n=3672)	76%	71%	62%	54%	64%	66%	72%
No (n=16291)	85%	83%	79%	74%	80%	80%	84%

Students (%) Trusting PSI to Handle Incidents of Non-consensual Sharing of Intimate Images

R3B. How much do you trust your school to handle an incident of non-consensual sharing of intimate images if you reported it, based on what you know about its policies and procedures?

	Maintain the privacy and protect the safety of the person(s) who caused harm	Maintain the privacy and protect the safety of the survivor(s) and witnesses	Believe the person who comes forward with the issue	Take the issue seriously	Provide adequate support and resources to all parties involved	Apply appropriate accountability measures	Follow procedures to resolve the issue in a fair and appropriate manner
D1: Age*							
16–18 years old (n=75)	82%	78%	77%	76%	73%	69%	69%
18–20 years old (n=4353)	83%	83%	85%	80%	78%	72%	79%
20–22 years old (n=4977)	81%	81%	82%	76%	75%	67%	74%
22–26 years old (n=5261)	81%	79%	82%	75%	72%	65%	73%
26+ years old (n=5661)	85%	84%	86%	83%	80%	75%	80%
D2: Gender*							
Woman (n=13577)	83%	81%	83%	77%	76%	68%	76%
Man (n=6220)	84%	84%	87%	84%	81%	76%	81%
I do not identify as either a man or a woman (n=699)	71%	65%	72%	57%	52%	43%	56%
Two-Spirit (n=89)	70%	65%	68%	61%	66%	54%	59%
Not listed here (n=167)	67%	63%	70%	61%	57%	45%	59%
D4: Sexual Orientation*							
Heterosexual (n=13972)	84%	84%	86%	82%	81%	75%	80%
Non-heterosexual (n=9490)	79%	76%	80%	72%	69%	60%	69%
D5: Indigenous Identity							
Yes, First Nations (n=790)	81%	80%	81%	79%	79%	69%	76%
Yes, Métis (n=514)	79%	78%	79%	69%	73%	61%	68%
Yes, Inuk/Inuit (n=31)	69%	84%	82%	72%	71%	64%	70%
No (n=18894)	83%	82%	84%	78%	77%	70%	77%
Don't know (n=450)	79%	82%	80%	84%	81%	77%	80%
D6: Racial Identity*							
African or Caribbean (n=858)	82%	84%	84%	83%	82%	78%	79%
Arab (n=298)	76%	77%	79%	71%	73%	67%	71%
Central Asian (n=121)	69%	75%	80%	74%	74%	63%	69%
East Asian (n=3845)	81%	81%	83%	76%	76%	69%	76%
European (n=9513)	81%	78%	82%	75%	71%	62%	71%
Indigenous (n=1144)	81%	79%	80%	74%	75%	64%	72%
Latin American (n=963)	86%	82%	86%	82%	80%	72%	80%
South Asian (n=3332)	86%	88%	88%	85%	85%	82%	85%
Southeast Asian (n=1834)	85%	85%	85%	81%	81%	75%	81%
West Asian (n=621)	83%	82%	86%	80%	79%	75%	79%

Prefer to self-describe (n=527)	77%	76%	80%	74%	67%	62%	70%
I Don't know/I am unsure (n=290)	76%	75%	79%	76%	75%	69%	73%
D7: Domestic/International Student Status*							
Domestic (n=16413)	81%	79%	82%	75%	74%	65%	73%
International (n=4327)	88%	90%	90%	88%	88%	84%	87%
D7B: Disability Status*							
Yes (n=3672)	75%	71%	76%	67%	64%	54%	63%
No (n=16291)	84%	84%	86%	81%	80%	74%	80%

Students (%) Trusting PSI to Handle Incidents of Sexual Assaults

R3C. How much do you trust your school to handle an incident of sexual assault (including unwanted physical contact of a sexual nature) if you reported it, based on what you know about its policies and procedures?

	Believe the person who comes forward with the issue	Maintain the privacy and protect the safety of the person(s) who caused harm	Maintain the privacy and protect the safety of the survivor(s) and witnesses	Follow procedures to resolve the issue in a fair and appropriate manner	Take the issue seriously	Provide adequate support and resources to all parties involved	Apply appropriate accountability measures
D1: Age*							
16–18 years old (n=75)	77%	77%	77%	76%	74%	71%	65%
18–20 years old (n=4353)	85%	83%	84%	80%	84%	79%	70%
20–22 years old (n=4977)	81%	82%	83%	74%	80%	75%	64%
22–26 years old (n=5261)	80%	82%	81%	73%	79%	74%	63%
26+ years old (n=5661)	85%	85%	84%	79%	85%	80%	73%
D2: Gender*							
Woman (n=13577)	81%	83%	83%	76%	81%	76%	66%
Man (n=6220)	88%	84%	86%	82%	87%	81%	76%
I do not identify as either a man or a woman (n=699)	69%	72%	67%	56%	65%	55%	39%
Two-Spirit (n=89)	71%	65%	70%	63%	70%	65%	54%
Not listed here (n=167)	67%	68%	65%	54%	67%	55%	43%
D4: Sexual Orientation*							
Heterosexual (n=13972)	85%	85%	85%	80%	85%	81%	73%
Non-heterosexual (n=9490)	79%	80%	79%	70%	77%	70%	59%
D5: Indigenous Identity							
Yes, First Nations (n=790)	80%	81%	79%	75%	81%	77%	67%
Yes, Métis (n=514)	76%	78%	76%	71%	79%	72%	61%
Yes, Inuk/Inuit (n=31)	70%	68%	80%	65%	65%	65%	58%
No (n=18894)	83%	83%	83%	77%	82%	77%	67%
Don't know (n=450)	85%	80%	84%	82%	84%	80%	76%
D6: Racial Identity*							
African or Caribbean (n=858)	83%	84%	85%	80%	84%	84%	74%
Arab (n=298)	75%	75%	76%	67%	74%	68%	61%
Central Asian (n=121)	85%	76%	78%	76%	77%	72%	64%
East Asian (n=3845)	83%	82%	82%	76%	81%	76%	68%
European (n=9513)	80%	81%	80%	72%	80%	72%	59%
Indigenous (n=1144)	79%	80%	78%	72%	80%	74%	62%
Latin American (n=963)	86%	88%	87%	81%	85%	79%	73%
South Asian (n=3332)	87%	87%	89%	85%	86%	85%	79%

Southeast Asian (n=1834)	85%	84%	86%	80%	83%	80%	73%
West Asian (n=621)	84%	82%	83%	77%	82%	79%	70%
Prefer to self-describe (n=527)	77%	78%	77%	69%	75%	67%	59%
I Don't know/I am unsure (n=290)	78%	75%	79%	76%	80%	77%	69%
D7: Domestic/International Student Status*							
Domestic (n=16413)	81%	81%	81%	73%	80%	74%	63%
International (n=4327)	90%	88%	90%	87%	89%	87%	83%
D7B: Disability Status*							
Yes (n=3672)	74%	76%	73%	64%	73%	64%	52%
No (n=16291)	85%	85%	85%	80%	84%	80%	71%

Students (%) Reporting Willingness to Engage in New Training

T3. How likely are you to take these different of types of training?

	Responding to a disclosure	Bystander intervention	Power Dynamics and boundaries	Appropriate online behaviour	Consent education
D1: Age*					
16–18 years old (n=75)	72%	69%	59%	55%	49%
18–20 years old (n=4353)	76%	73%	62%	56%	52%
20–22 years old (n=4977)	78%	76%	65%	59%	53%
22–26 years old (n=5261)	78%	76%	67%	63%	56%
26+ years old (n=5661)	79%	78%	72%	69%	60%
D2: Gender*					
Woman (n=13577)	83%	80%	71%	66%	58%
Man (n=6220)	66%	65%	55%	52%	48%
I do not identify as either a man or a woman (n=699)	86%	85%	73%	68%	65%
Two-Spirit (n=89)	79%	74%	74%	67%	55%
Not listed here (n=167)	82%	82%	68%	68%	59%
D4: Sexual Orientation*					
Heterosexual (n=13972)	75%	73%	64%	60%	53%
Non-heterosexual (n=9490)	82%	80%	69%	65%	59%
D5: Indigenous Identity					
Yes, First Nations (n=790)	80%	76%	70%	68%	59%
Yes, Métis (n=514)	82%	77%	70%	59%	54%
Yes, Inuk/Inuit (n=31)	78%	74%	67%	49%	63%
No (n=18894)	78%	76%	66%	62%	55%
Don't know (n=450)	73%	72%	66%	67%	62%
D6: Racial Identity*					
African or Caribbean (n=858)	81%	80%	70%	69%	59%
Arab (n=298)	80%	78%	73%	61%	59%
Central Asian (n=121)	85%	75%	66%	60%	53%
East Asian (n=3845)	72%	71%	63%	58%	53%
European (n=9513)	77%	75%	63%	57%	50%
Indigenous (n=1144)	80%	77%	70%	64%	57%
Latin American (n=963)	82%	81%	69%	68%	64%
South Asian (n=3332)	83%	81%	75%	75%	66%
Southeast Asian (n=1834)	78%	77%	70%	65%	60%
West Asian (n=621)	77%	75%	69%	63%	61%
Prefer to self-describe (n=527)	73%	70%	64%	57%	50%

I Don't know/I am unsure (n=290)	63%	61%	58%	58%	51%
D7: Domestic/International Student Status*					
Domestic (n=16413)	77%	74%	64%	59%	52%
International (n=4327)	83%	82%	77%	76%	70%
D7B: Disability Status*					
Yes (n=3672)	82%	80%	69%	64%	58%
No (n=16291)	77%	75%	66%	61%	55%

APPENDIX B: INTERSECTIONAL ANALYSIS

Students (%) Agreeing That Their Schools Are Doing Enough to Prevent Sexualized Violence[17]

A2. Please select how much you agree or disagree with the following statements. My school is doing enough to prevent ...

	Sexual assault including unwanted physical contact of a sexual nature	Additional unwanted sexual behaviours	Non-consensual sharing of intimate images
Indigeneity: Yes, First Nations			
Woman	67% (n=545)	60% (n=545)	52% (n=545)
Man	70% (n=181)	64% (n=181)	58% (n=181)
I do not identify as either a man or a woman	-	-	-
Two-Spirit	60% (n=38)	54% (n=38)	51% (n=38)
Not listed here	-	-	-
Indigeneity: Yes, Métis			
Woman	64% (n=352)	57% (n=352)	47% (n=352)
Man	61% (n=104)	59% (n=104)	53% (n=104)
I do not identify as either a man or a woman	53% (n=25)	40% (n=25)	34% (n=25)
Two-Spirit	-	-	-
Not listed here	-	-	-
Indigeneity: Yes, Inuk/Inuit			
Woman	-	-	-
Man	-	-	-
I do not identify as either a man or a woman	-	-	-
Two-Spirit	-	-	-
Not listed here	-	-	-

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[17] Due to low sample sizes (n<20) there are limited findings for Métis across non-binary genders and Inuk/Inuit across all genders.

Indigeneity: No

Woman	64% (n=12304)	57% (n=12304)	48% (n=12304)
Man	70% (n=5750)	64% (n=5750)	56% (n=5750)
I do not identify as either a man or a woman	46% (n=638)	37% (n=638)	28% (n=638)
Two-Spirit	59% (n=24)	48% (n=24)	38% (n=24)
Not listed here	50% (n=127)	40% (n=127)	30% (n=127)

Indigeneity: Don't know

Woman	71% (n=265)	66% (n=265)	62% (n=265)
Man	72% (n=139)	67% (n=139)	61% (n=139)
I do not identify as either a man or a woman	-	-	-
Two-Spirit	-	-	-
Not listed here	39% (n=21)	48% (n=21)	39% (n=21)

Students (%) Agreeing With Sentiments of Safety at School

C1. Please select how much you agree or disagree with the following statements. At my school, I feel safe from ...

	Sexual assault including unwanted physical contact of a sexual nature	Additional unwanted sexual behaviours	Non-consensual sharing of intimate images
Indigeneity: Yes, First Nations			
Woman	84% (n=545)	79% (n=545)	78% (n=545)
Man	90% (n=181)	86% (n=181)	83% (n=181)
I do not identify as either a man or a woman	-	-	-
Two-Spirit	68% (n=38)	65% (n=38)	70% (n=38)
Not listed here	-	-	-
Indigeneity: Yes, Métis			
Woman	83% (n=352)	76% (n=352)	77% (n=352)
Man	85% (n=104)	84% (n=104)	79% (n=104)
I do not identify as either a man or a woman	69% (n=25)	73% (n=25)	75% (n=25)
Two-Spirit	-	-	-
Not listed here	-	-	-
Indigeneity: Yes, Inuk/Inuit			
Woman	-	-	-
Man	-	-	-
I do not identify as either a man or a woman	-	-	-
Two-Spirit	-	-	-
Not listed here	-	-	-
Indigeneity: No			
Woman	86% (n=12304)	81% (n=12304)	82% (n=12304)
Man	93% (n=5750)	89% (n=5750)	86% (n=5750)
I do not identify as either a man or a woman	80% (n=638)	71% (n=638)	72% (n=638)
Two-Spirit	51% (n=24)	45% (n=24)	56% (n=24)

Not listed here	77% (n=127)	64% (n=127)	71% (n=127)
Indigeneity: Don't know			
Woman	81% (n=265)	77% (n=265)	74% (n=265)
Man	86% (n=139)	79% (n=139)	79% (n=139)
I do not identify as either a man or a woman	-	-	-
Two-Spirit	-	-	-
Not listed here	51% (n=21)	55% (n=21)	41% (n=21)

D1. How old are you?

	n	Percent
19–20 years old	5167	25%
21–22 years old	4395	22%
23–26 years old	3957	19%
31+ years old	3045	15%
27–30 years old	1974	10%
16–18 years old	1789	9%

D2. How do you identify?

	n	Percent
Woman	13577	65%
Man	6220	30%
I do not identify as either a man or a woman	699	3%
Not listed here	167	1%
Two-Spirit	89	0%

D4. Which of the following best describes your sexual orientation?

	n	Percent
Heterosexual	13972	71%
Bisexual	2994	15%
Queer	1233	6%
Questioning or unsure	1055	5%
Pansexual	781	4%
Asexual	767	4%
Lesbian	637	3%
Gay	515	3%
Demisexual	435	2%

D5. Do you identify as First Nations, Métis, and/or Inuk/Inuit?

	n	Percent
No	18894	94%
Yes, First Nations	790	4%
Yes, Métis	514	3%
Yes, Inuk/Inuit	31	0.15%

D6. How would you best categorize your racial identity? Select all that apply

	n	Percent
Central Asian	121	1%
Arab	298	1%

Prefer to self-describe	527	3%
West Asian	621	3%
African or Caribbean	858	4%
Latin American	963	5%
Indigenous	1144	6%
Southeast Asian	1834	9%
South Asian	3332	16%
East Asian	3845	19%
European	9513	47%

D7. Are you a domestic or international student?

	n	Percent
Domestic	16413	79%
International	4327	21%

D7B. Do you identify as a person with living with a disability, or a person with a chronic health condition?

	n	Percent
No	16291	82%
Yes	3672	18%

D8. Do you live in student residence?

	n	Percent
No	17824	86%
Yes	2844	14%

D9. How many years have you attended the post-secondary school at which you are currently enrolled?

	n	Percent
Less than a year	5460	27%
Two years	4845	24%
Three years	3226	16%
Four years	2497	12%
One year	2415	12%
Five years or more	2121	10%

Disability

Any impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment – or a functional limitation – whether permanent, temporary or episodic in nature, or evident or not, that, in interaction with a barrier, hinders a person's full and equal participation in society.

Gender

Gender refers to socially and culturally constructed roles, behaviours, expressions and identities of girls, women, boys, men, and transgender people. Most often people's sex and gender match up, but many people identify as a gender that is different from the sex they were assigned at birth.

Gender-based violence

Gender-based violence, commonly referred to by its acronym GBV, is violence that is committed against someone based on their gender identity, gender expression or perceived gender.

Report

Separate from the decision to tell someone is the decision to file a formal report that you experienced sexualized violence. An investigation into a report of sexualized violence determines whether an incident of sexualized violence has occurred, in accordance with the institution's sexualized violence policy.

Sexualized violence

Any unwanted sexual act that is attempted or is carried out. It may include physical, verbal, or psychological acts. There are many different types of sexualized violence, and people of all genders may experience it. Such behaviour may or may not involve physical contact and can occur in online/virtual environments.
It includes, but is not limited to:

- **Sexual assault including unwanted physical contact of a sexual nature.**
- **Non-consensual sharing of intimate images**
    - Creating inappropriate or sexual photos or videos of an individual without their consent (these images may be real or fake)
    - Sharing or posting inappropriate or sexually suggestive photos or videos without consent (these images may be real or fake)

- **Additional unwanted sexual behaviours**
  - Making jokes related to sexualized violence or making inappropriate sexual comments

  - Whistling, catcalling, or leering (e.g. harassment)

  - Pressuring someone for dates or sexual activity

  - Mistreating someone for saying no to sexual activity

Transgender

An umbrella term that describes a wide range of people whose gender identity differs from their assigned sex at birth.

Two Spirit People

A term used within some Indigenous communities, encompassing sexual, gender, cultural, and/or spiritual identity. This umbrella term was created in the English language to reflect complex Indigenous understandings of gender and sexuality and the long history of sexual and gender diversity in Indigenous cultures. This term may refer to cross, multiple, and/or non-binary gender roles; non-heterosexual identities; and a range of cultural identities, roles, and practices embodied by Two-Spirit peoples. (definition used with permission from Battered Women's Support Services).

Ministry of Post-Secondary Education & Future Skills
2025 Student Perceptions of Sexualized Violence Survey

[DISPLAY MINISTRY OF POST-SECONDARY EDUCATION & FUTURE SKILLSLOGO IN BANNER]
[SHOW SURVEY PROGRESS TRACKING BAR]
[TURN IP ADDRESS/TRACKING COOKIES OFF (RESPONDENTS CANNOT RETURN TO THE SAME PLACE IN THE SURVEY)]
[INCLUDE THE OPTION TO SKIP EACH INDIVIDUAL QUESTION]
[INCLUDE OPTION TO EXIT SURVEY AT ANY TIME – "EXIT NOW" BUTTON ON TOP RIGHT CORNER OF EACH PAGE]

INTRODUCTION.

Thank you for taking the time to share your opinions with us. This survey is for students attending public post-secondary schools in B.C. and should take you about 15-20 minutes to complete. The results will be used to inform policies and programs that support safe and health learning environments for students.

This survey is being conducted on behalf of the Ministry of Post-Secondary Education & Future Skills, as required under the provincial _Sexual Violence and Misconduct Policy Act_.

If you complete the survey, you will have the chance to enter a prize draw **for one of sixteen e-gift cards (15 $100 e-gift cards and one $500 e-gift card) from a variety of retailers** as a thank you for taking the time to contribute. Click here to read the prize rules.

PROTECTION OF PRIVACY:

Your responses are anonymous, and results will be aggregated prior to analysis; you will not be linked with your individual answers. You will be asked about your perceptions of the culture at your school as well as your access to information and resources. **At no time will you be asked to disclose information about your personal experience related to acts of sexualized violence.**

While you are not being directly asked for personally identifiable information during this survey, sometimes, people may unintentionally share personal information while completing a survey. If this happens, the information remains confidential under the Freedom of Information and Protection of Privacy Act (FOIPPA).

[PROGRAMMING: PLEASE INCLUDE HYPERLINK TO SECTION 26: HTTPS://WWW.BCLAWS.GOV.BC.CA/CIVIX/DOCUMENT/ID/COMPLETE/STATREG/96165_03]

Personal information is collected under Sections 26 (c) and (e) of the Freedom of Information and Protection of Privacy Act (FOIPPA). If you have any questions about this collection you may contact: Director, Post-Secondary Policy, PO Box 9877; STN PROV GOVT, Victoria, BC, V8W 9T6 Email: PSFS.SPI.SexualizedViolencePolicy@gov.bc.ca

CONTENT NOTE: This survey, and pages it links to, contain information about sexualized violence. You can choose to exit the survey at any time by clicking on the "exit now" button on the top right corner of any page of this survey.

If you experience distress before, during, or after you complete this survey, or wish to access support, please visit:

https://www2.gov.bc.ca/gov/content/safe-campuses-bc/help-on-campus

or contact VictimLink BC at 1-800-563-0808

or visit https://endingviolence.org/need-help/

[link to resources: Where to get help on campus - Province of British Columbia and VictimLinkBC - Province of British Columbia]

SURVEY ADMINISTRATION:
R.A. Malatest and Associates Ltd. (Malatest) is administering this survey. Click here to view our Privacy Statement. For more information on the survey, click here. [PROGRAMMING NOTE: link to survey website]

If you experience technical difficulties while completing the survey, please contact R.A. Malatest and Associates Ltd. at SPSVS@malatest.com or 1-877-276-8800.
*Please Note: This contact information is to resolve **technical difficulties or to complete the survey over the phone**.*

If you have questions or concerns about the purpose of the overall study, including how this information will be used, please contact PSFS.SPI.SexualizedViolencePolicy@gov.bc.ca.

[PROGRAM ON SAME SCREEN AS INTRODUCTION]
Are you ready to complete the survey?

Choose one.

☐ [1] Yes

☐ [77] No [Terminate survey]

[IF [77]NO, TERMINATE SURVEY]

TERMINATION SCRIPT: Thank you for taking the time to learn about this study.

If you experience distress at any point during this survey or wish to access support, please visit:

https://www2.gov.bc.ca/gov/content/safe-campuses-bc/help-on-campus

contact VictimLink BC at 1-800-563-0808 or visit https://endingviolence.org/need-help/

SECTION S – SCREENERS (~1 min)

S1. Are you currently a student at a public post-secondary school in B.C.?

Choose one.

- ☐ [1] Yes, I am a full-time student
- ☐ [2] Yes, I am a part-time student
- ☐ [77] No, I am not currently enrolled [TERMINATE]

TERMINATION_SCRIPT. Thank you for taking the time to learn about this study. The survey is for students who are currently enrolled at a public post-secondary institution in B.C.

If you experience distress at any point during this survey or wish to access support, please visit: https://www2.gov.bc.ca/gov/content/safe-campuses-bc/help-on-campus

contact VictimLink BC at 1-800-563-0808 or visit https://endingviolence.org/need-help/

S3. Please select the name of your post-secondary school.

Choose one.

- ☐ [1] [LIST OF PARTICIPATING PSIs] [format as drop-down menu]
    1. British Columbia Institute of Technology
    2. Camosun College
    3. Capilano University
    4. Coast Mountain College
    5. College of New Caledonia
    6. College of the Rockies
    7. Douglas College
    8. Emily Carr University of Art and Design
    9. Justice Institute of British Columbia
    10. Kwantlen Polytechnic University
    11. Langara College
    12. Nicola Valley Institute of Technology
    13. North Island College
    14. Northern Lights College
    15. Okanagan College
    16. Royal Roads University
    17. Selkirk College
    18. Simon Fraser University
    19. Thompson Rivers University
    20. University of British Columbia
    21. University of Northern British Columbia
    22. University of the Fraser Valley
    23. University of Victoria
    24. Vancouver Community College

25. Vancouver Island University
- [77] None of the above [TERMINATE]

TERMINATION_SCRIPT. Thank you for taking the time to learn about this study. The survey is for students who are currently enrolled at a public post-secondary institution in B.C.
If you experience distress at any point during this survey or wish to access support, please visit: https://www2.gov.bc.ca/gov/content/safe-campuses-bc/help-on-campus

contact VictimLink BC at 1-800-563-0808 or visit https://endingviolence.org/need-help/

S4. Please choose the response that best describes your current post-secondary program at [S3 selection/ PSI].

Choose one.

- [1] Undergraduate degree program (e.g., bachelor's degree)
- [2] Graduate degree program (e.g., master's degree or PhD)
- [3] Non-degree program or courses (includes diplomas, certificates, trades programs)
- [4] Dual-credit program or courses (e.g., a high school student enrolled in post-secondary education)

S4a. [IF S4=4] Which of the following best describes the delivery mode of your dual credit program?
- In person at a high-school [TERMINATE]
- In person at a post-secondary school
- Online only
- Hybrid (blend of in-person and online)

TERMINATION_SCRIPT. Thank you for taking the time to learn about this study. The survey is for students who are currently enrolled at, and attending courses at a public post-secondary institution in B.C.
If you experience distress at any point during this survey or wish to access support, please visit: https://www2.gov.bc.ca/gov/content/safe-campuses-bc/help-on-campus

contact VictimLink BC at 1-800-563-0808 or visit https://endingviolence.org/need-help/

SECTION A – ACCESS & ACTIONS: (~2mins)

INFORMATION PAGE.

The next few questions discuss topics related to sexualized violence. If you feel uncomfortable with any of the survey questions, please feel free to skip the question by clicking 'next' at the bottom of the page or close your browser and exit the survey at any time.

For the purpose of this survey, **"sexualized violence"** is defined as:

Any unwanted sexual act that is attempted or is carried out. It may include physical, verbal, or psychological acts. There are many different types of sexualized violence, and people of all genders may experience it. Such behaviour may or may not involve physical contact and can occur in online/virtual environments.

It includes, but is not limited to:

- *Sexual assault including unwanted physical contact of a sexual nature.*
- *Non-consensual sharing of intimate images*
    - *Creating inappropriate or sexual photos or videos of an individual without their consent (these images may be real or fake)*
    - *Sharing or posting inappropriate or sexually suggestive photos or videos without consent (these images may be real or fake)*
- *Additional unwanted sexual behaviours*
    - *Making jokes related to sexualized violence or making inappropriate sexual comments*
    - *Whistling, catcalling, or leering (e.g. harassment)*
    - *Pressuring someone for dates or sexual activity*
    - *Mistreating someone for saying no to sexual activity*

[PROGRAM THE FOLLOWING AT THE TOP OF EACH SURVEY PAGE]
Please click here to view the definitions again.
[OPEN NEW WINDOW WITH SAME DEFINITIONS AS SHOWN IN THE BOX ABOVE FOR THE INFORMATION PAGE]

A1. The following statements ask about <u>access to</u> and <u>understanding of</u> sexualized violence **resources** at your school.

Please select how much you agree or disagree with the following statements.

Choose one for each row.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Don't know
a) My school does a good job of clearly communicating about resources and supports available for people impacted by sexualized violence					
b) I know where to find information and support related to sexualized violence on campus and/or on my school's website					
d) My school has clearly explained the difference between making a disclosure about sexualized violence and filing a formal report of sexualized violence					
e) My school provides adequate awareness and education about sexual assault, including unwanted physical contact of a sexual nature.					
f) My school provides adequate awareness and education about non-consensual sharing of intimate images.					
g) My school provides adequate awareness and education about additional unwanted sexual behaviours					

A2. Please select how much you agree or disagree with the following statements.

My school is doing enough to prevent …

Choose one for each row.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Don't know
a) Sexual assault including unwanted physical contact of a sexual nature					

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Don't know
b) Non-consensual sharing of intimate images (these images may be real or fake)					
c) Additional unwanted sexual behaviours					

[ROWS - RANDOMIZE]

[EXAMPLES TO INCLUDE AS POP-UPS:

a. Additional unwanted sexual behaviours
    a. Making jokes related to sexualized violence or making inappropriate sexual comments
    b. Whistling, catcalling, or leering (e.g. harassment)
    c. Pressuring someone for dates or sexual activity
    d. Mistreating someone for saying no to sexual activity
b. Non-consensual sharing of intimate images
    a. Creating inappropriate or sexual photos or videos of an individual without their consent (these images may be real or fake)
    b. Sharing or posting inappropriate or sexually suggestive photos or videos without consent (these images may be real or fake)]

SECTION T – TRAINING (~2.5 mins)

T1. In the past, **where** have you received **education or information** about healthy relationships, sexual boundaries and consent. *Select all that apply.*

☐ [1] From your high school
☐ [2] In your orientation from your current post-secondary school
☐ [3] From your current post-secondary school (e.g., from a course instructor, student services staff, or sexualized violence prevention office)
☐ [4] From another post-secondary school
☐ [5] From a family member
☐ [6] From another source (please describe but do not share any personal information about yourself or others): [Text Box 250 characters]
☐ [7] None of the above [Exclusive]

T2. Have you taken any of the following types of sexualized violence education or training **at your current post-secondary school** either in person or in an online environment? Select all that apply.

[RANDOMIZE order of response options. Leave [6] 'Other' and [7] 'None of the above' as the last response option]

- ☐ [1] **Consent education:** learning about sexual boundaries, what consent is/isn't, and how to ensure healthier relationships through consent
- ☐ [2] **Bystander intervention:** learning how to be a more active bystander when witnessing a violent or negative interaction and how to respond in a safe way
- ☐ [3] **Responding to a disclosure:** learning how to support someone who tells you about an experience of sexualized violence
- ☐ [4] **Power Dynamics and boundaries:** learning about power dynamics and boundaries in the post-secondary context.
- ☐ [5] **Appropriate online behaviour:** learning about technology-facilitated sexualized violence, its impacts, how to address it as a bystander, and how to support survivors of technology-facilitated sexualized violence.
- ☐ [6] **Other.** Please explain but do not share any personal information about yourself or others: _____ [Text Box 250 characters]
- ☐ [7] **None of the above** [Exclusive]

T3. How likely are you to take these different of types of training?

[PROGRAMMING: INSERT RESPONSE SELECTIONS FROM T2, SHOWING ONLY THOSE THAT WERE NOT SELECTED in T2]

	Only take if required	Not very likely	Somewhat likely	Very likely	Don't know
a) [Responses not selected in T2]					
b) [Responses not selected in T2]					
c) [Responses not selected in T2]					
d) [Responses not selected in T2]					
e) [Responses not selected in T2]					

T4. What types of sexualized violence education or training, not listed above, should your school make available to students?

Please do not share any personal information about yourself or others.

- ☐ [1] OPEN END PARAGRAPH TEXT BOX [limit to 250 characters]

☐ [99] Don't know [EXCLUSIVE]

T5. What can your school do to encourage students to take sexualized violence education or training?

Please do not share any personal information about yourself or others.

☐ [1] OPEN END PARAGRAPH TEXT BOX [limit to 250 characters]
☐ [99] Don't know [EXCLUSIVE]

SECTION C – CAMPUS CULTURE: (~4 mins)

C1. Please select how much you agree or disagree with the following statements.

At my school, I feel safe from …

Choose one for each row.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	[99] Don't know
a) Sexual assault including unwanted physical contact of a sexual nature.					
b) Non-consensual sharing of intimate images					
c) Additional unwanted sexual behaviours					

[PRGORAMMING NOTE: Randomize rows in table]

[EXAMPLES TO INCLUDE AS POP-UPS:

a. Additional unwanted sexual behaviours
   a. Making jokes related to sexualized violence or making inappropriate sexual comments
   b. Whistling, catcalling, or leering (e.g. harassment)
   c. Pressuring someone for dates or sexual activity
   d. Mistreating someone for saying no to sexual activity
b. Non-consensual sharing of intimate images
   a. Creating inappropriate or sexual photos or videos of an individual without their consent (these images may be real or fake)

    b. Sharing or posting inappropriate or sexually suggestive photos or videos without consent (these images may be real or fake)]

C2. In your opinion, how often do the following behaviours happen at your school?

This question is asking about your opinions. This survey will not ask you to share personal experiences related to sexualized violence.

Choose one for each row.

	Never	Rarely	Sometimes	Frequently	Don't know
a) Making jokes related to sexualized violence or making inappropriate sexual comments.					
b) Whistling, catcalling, or leering (e.g., harassment)					
c) Pressuring someone for dates or sexual activity					
d) Mistreating someone for saying no to sexual activity					
e) Creating inappropriate or sexual photos or videos of an individual without their consent (these images may be real or fake)					
f) Sharing or posting inappropriate or sexually suggestive photos or videos without consent (these images may be real or fake)					

	Never	Rarely	Sometimes	Frequently	Don't know
g) Sexual assault including unwanted physical contact of a sexual nature					

[ROWS - RANDOMIZE]

C3. This is an attention check. Please select "Disagree" to show you're paying attention.

[99] Strongly Agree

[99] Agree

[1] Disagree

[99] Strongly Disagree

[99] Don't know

SECTION R – DISCLOSURE & REPORTING: (~2 min)

DISCLOSURE_INTRO

The following questions will ask you about three different forms of sexualized violence. These forms of sexualized violence can take place in person or online:

1. *Sexual assault including unwanted physical contact of a sexual nature.*
2. *Non-consensual sharing of intimate images, including:*
    a. *Creating inappropriate or sexual photos or videos of an individual without their consent (these images may be real or fake)*
    b. *Sharing or posting inappropriate or sexually suggestive photos or videos without consent (these images may be real or fake)*
3. *Additional unwanted sexual behaviours, including but not limited to:*
    a. *Making jokes related to sexualized violence or making inappropriate sexual comments*
    b. *Whistling, catcalling, or leering (e.g. harassment)*
    c. *Pressuring someone for dates or sexual activity*
    d. *Mistreating someone for saying no to sexual activity*

[QUESTION R1-R3 TO BE ASKED THREE TIMES. ONCE FOR EACH FORM OF SEXUALIZED VIOLENCE]

R1C. If you experienced **sexual assault** (including unwanted physical contact of a sexual nature) at your school, **who would you be most likely to tell**? *Choose up to three.*

[RANDOMIZE, KEEPING [13] 'OTHER' AND [14] 'NO ONE' AT THE END OF THE LIST]
- ☐ [1] Friend/fellow student
- ☐ [2] Spouse/partner/significant other
- ☐ [3] Other family member
- ☐ [4] Faculty/instructor
- ☐ [5] Student services/campus staff
- ☐ [6] Anonymous 24/7 helpline
- ☐ [7] Police
- ☐ [8] School health care provider/counsellor
- ☐ [9] Elder
- ☐ [10] Student union/association
- ☐ [11] Off-campus community-based resources/supports
- ☐ [12] Someone in an online community
- ☐ [13] Other. Please explain but do not share any personal information about yourself or others: _____ [250 character limit]
- ☐ [14] No one/I would be unlikely to tell anyone [Exclusive]

R2C. It is a known fact that incidents of sexualized violence are underreported.

In your opinion, what could your school do to make **you more likely to report** an incident of **sexual assault** (including unwanted physical contact of a sexual nature)?

[Include this definition as a pop-up for "report": Separate from the decision to tell someone is the decision to file a formal report that you experienced sexualized violence. This question asks you about filing a formal report with your post-secondary institution for the purpose of starting an investigation. An investigation into a report of sexualized violence determines whether an incident of sexualized violence has occurred, in accordance with the institution's sexualized violence policy.]

Choose up to three.

RANDOMIZE – MAXIMUM OF 3 CAN BE CHOSEN

- ☐ [1] Provide options for students to contact the institution anonymously
- ☐ [2] Allow students to have a support person present
- ☐ [3] Have information available in different languages
- ☐ [4] Protect students from retaliation
- ☐ [5] Believe students when they disclose sexualized violence
- ☐ [6] Have clear reporting procedures in place
- ☐ [7] Have a safe space for students to come for support where they will not be judged
- ☐ [8] Encourage students to access supports
- ☐ [9] Take action to respond to incidents of sexualized violence
- ☐ [10] Have accountability measures in place for person(s) found to have caused harm
- ☐ [11] Be transparent in how they manage incidents of sexualized violence
- ☐ [12] None of these [ANCHOR, EXCLUSIVE]
- ☐ [99] Don't know [ANCHOR, EXCLUSIVE]

R3C. How much do you trust your school to handle an incident of **sexual assault** (including unwanted physical contact of a sexual nature) if you reported it, based on what you know about its policies and procedures?

Choose one for each row.

	Don't trust at all	Don't trust much	Trust somewhat	Trust a lot	Don't know
a) Take the issue seriously					

	Don't trust at all	Don't trust much	Trust somewhat	Trust a lot	Don't know
b) Believe the person who comes forward with the issue					
c) Maintain the privacy and protect the safety of the survivor(s) and witnesses					
d) Maintain the privacy and protect the safety of the person(s) who caused harm					
e) Follow procedures to resolve the issue in a fair and appropriate manner					
f) Apply appropriate accountability measures					
g) Provide adequate support and resources to all parties involved					

[ROWS - RANDOMIZE]

R1B. If you experienced **non-consensual sharing of intimate images** at your school**, who would you be most likely to tell**? *Choose up to three.*

[Include this definition for "non-consensual sharing of intimate images":

Non-consensual sharing of intimate images includes, but is not limited to:
a. Creating inappropriate or sexual photos or videos of an individual without their consent (these images may be real or fake)

b. Sharing or posting inappropriate or sexually suggestive photos or videos without consent (these images may be real or fake)]

[RANDOMIZE, KEEPING [13] 'OTHER' AND [14] 'NO ONE' AT THE END OF THE LIST]
☐ [1] Friend/fellow student

- [2] Spouse/partner/significant other
- [3] Other family member
- [4] Faculty/instructor
- [5] Student services/campus staff
- [6] Anonymous 24/7 helpline
- [7] Police
- [8] School health care provider/counsellor
- [9] Elder
- [10] Student union/association
- [11] Off-campus community-based resources/supports
- [12] Someone in an online community
- [13] Other. Please explain but do not share any personal information about yourself or others: _____ [250 character limit]
- [14] No one/I would be unlikely to tell anyone [Exclusive]

R2B. It is a known fact that incidents of sexualized violence are underreported.

In your opinion, what could your school do to make **you more likely to report** an incident of **non-consensual sharing of intimate images**?

[Include this definition as a pop-up for "report": Separate from the decision to tell someone is the decision to file a formal report that you experienced sexualized violence. This question asks you about filing a formal report with your post-secondary institution for the purpose of starting an investigation. An investigation into a report of sexualized violence determines whether an incident of sexualized violence has occurred, in accordance with the institution's sexualized violence policy.]

[Include this definition for "non-consensual sharing of intimate images":

Non-consensual sharing of intimate images includes, but is not limited to:

a. Creating inappropriate or sexual photos or videos of an individual without their consent (these images may be real or fake)

b. Sharing or posting inappropriate or sexually suggestive photos or videos without consent (these images may be real or fake)]

Choose up to three.

RANDOMIZE – MAXIMUM OF 3 CAN BE CHOSEN
- [1] Provide options for students to contact the institution anonymously
- [2] Allow students to have a support person present

- ☐ [3] Have information available in different languages
- ☐ [4] Protect students from retaliation
- ☐ [5] Believe students when they disclose sexualized violence
- ☐ [6] Have clear reporting procedures in place
- ☐ [7] Have a safe space for students to come for support where they will not be judged
- ☐ [8] Encourage students to access supports
- ☐ [9] Take action to respond to incidents of sexualized violence
- ☐ [10] Have accountability measures in place for person(s) found to have caused harm
- ☐ [11] Be transparent in how they manage incidents of sexualized violence
- ☐ [12] None of these [ANCHOR, EXCLUSIVE]
- ☐ [99] Don't know [ANCHOR, EXCLUSIVE]

R3B. How much do you trust your school to handle an incident of **non-consensual sharing of intimate images** if you reported it, based on what you know about its policies and procedures?

[Include this definition for "non-consensual sharing of intimate images":

Non-consensual sharing of intimate images includes, but is not limited to:

a. Creating inappropriate or sexual photos or videos of an individual without their consent (these images may be real or fake)

b. Sharing or posting inappropriate or sexually suggestive photos or videos without consent (these images may be real or fake)]

Choose one for each row.

	Don't trust at all	Don't trust much	Trust somewhat	Trust a lot	Don't know
a) Take the issue seriously					
b) Believe the person who comes forward with the issue					
c) Maintain the privacy and protect the safety of the survivor(s) and witnesses					
d) Maintain the privacy and protect the safety of the person(s) who caused harm					

	Don't trust at all	Don't trust much	Trust somewhat	Trust a lot	Don't know
e) Follow procedures to resolve the issue in a fair and appropriate manner					
f) Apply appropriate accountability measures					
g) Provide adequate support and resources to all parties involved					

[ROWS - RANDOMIZE]

R1A. If you experienced additional **unwanted sexual behaviours** at your school**, who would you be most likely to tell)**?

Choose up to three.

[Include this definition as a pop-up for "unwanted sexual behaviors: "

Additional unwanted sexual behaviors include but are not limited to:

- o Making jokes related to sexualized violence or making inappropriate sexual comments
- o Whistling, catcalling, or leering (e.g. harassment)
- o Pressuring someone for dates or sexual activity
- o Mistreating someone for saying no to sexual activity

[RANDOMIZE, KEEPING [13] 'OTHER' AND [14] 'NO ONE' AT THE END OF THE LIST]
- ☐ [1] Friend/fellow student
- ☐ [2] Spouse/partner/significant other
- ☐ [3] Other family member
- ☐ [4] Faculty/instructor
- ☐ [5] Student services/campus staff
- ☐ [6] Anonymous 24/7 helpline
- ☐ [7] Police
- ☐ [8] School health care provider/counsellor
- ☐ [9] Elder
- ☐ [10] Student union/association
- ☐ [11] Off-campus community-based resources/supports
- ☐ [12] Someone in an online community

☐ [13] Other. Please explain but do not share any personal information about yourself or others: _____ [250 character limit]

☐ [14] No one/I would be unlikely to tell anyone [Exclusive]

R2A. It is a known fact that incidents of sexualized violence are underreported.

In your opinion, what could your school do to make **you more likely to report** an incident of additional **unwanted sexual behaviour**?

[Include this definition as a pop-up for "report": Separate from the decision to tell someone is the decision to file a formal report that you experienced sexualized violence. This question asks you about filing a formal report with your post-secondary institution for the purpose of starting an investigation. An investigation into a report of sexualized violence determines whether an incident of sexualized violence has occurred, in accordance with the institution's sexualized violence policy.]

[Include this definition as a pop-up for "additional unwanted sexual behaviors: "

Additional unwanted sexual behaviors include but are not limited to:

- o Making jokes related to sexualized violence or making inappropriate sexual comments
- o Whistling, catcalling, or leering (e.g. harassment)
- o Pressuring someone for dates or sexual activity
- o Mistreating someone for saying no to sexual activity

Choose up to three.

RANDOMIZE – MAXIMUM OF 3 CAN BE CHOSEN

☐ [1] Provide options for students to contact the institution anonymously

☐ [2] Allow students to have a support person present

☐ [3] Have information available in different languages

☐ [4] Protect students from retaliation

☐ [5] Believe students when they disclose sexualized violence

☐ [6] Have clear reporting procedures in place

☐ [7] Have a safe space for students to come for support where they will not be judged

☐ [8] Encourage students to access supports

☐ [9] Take action to respond to incidents of sexualized violence

☐ [10] Have accountability measures in place for person(s) found to have caused harm

☐ [11] Be transparent in how they manage incidents of sexualized violence

☐ [12] None of these [ANCHOR, EXCLUSIVE]

☐ [99] Don't know [ANCHOR, EXCLUSIVE]

MALATEST

R3A. How much do you trust your school to handle an incident of additional **unwanted sexual behaviour** if you reported it, based on what you know about its policies and procedures?

[Include this definition as a pop-up for "additional unwanted sexual behaviors: "

Additional unwanted sexual behaviors include but are not limited to:

- o Making jokes related to sexualized violence or making inappropriate sexual comments
- o Whistling, catcalling, or leering (e.g. harassment)
- o Pressuring someone for dates or sexual activity
- o Mistreating someone for saying no to sexual activity

Choose one for each row.

	Don't trust at all	Don't trust much	Trust somewhat	Trust a lot	Don't know
a) Take the issue seriously					
b) Believe the person who comes forward with the issue					
c) Maintain the privacy and protect the safety of the survivor(s) and witnesses					
d) Maintain the privacy and protect the safety of the person(s) who caused harm					
e) Follow procedures to resolve the issue in a fair and appropriate manner					
f) Apply appropriate accountability measures					
g) Provide adequate support and resources to all parties involved					

[ROWS - RANDOMIZE]

O. OPEN ENDS (0-1 min)

O1. In your own words, please give us your suggestions on how your school could do **a better job at preventing and responding to sexualized violence**. Please do not share any personal information about yourself or others.

Type your response in the box below.

- ☐ [1] OPEN END PARAGRAPH TEXT BOX [limit to 1,000 characters]
- ☐ [99] Don't know [EXCLUSIVE]

SECTION D – DEMOGRAPHICS (1-2 mins)

The following demographic questions are to help us understand differences in students' perspectives and to explore the different experiences of people with diverse identities.

Reminder: all survey responses are anonymous and will be reviewed and reported in aggregate form only. No responses will be associated with personally identifying information.

D1. How old are you?

- _____ [limit responses to 2 digits, ranging from 16 – 99]

D2. How do you identify?

[Pop-out explanation for "I do not identify as either a man or a woman": Including non-binary, polygender, genderqueer, agender, or bigender.]

- ☐ [1] Woman
- ☐ [2] Man
- ☐ [3] I do not identify as either a man or a woman
- ☐ [4] Two-Spirit
- ☐ [5] Not listed here

D3. Do you have lived experience as a <u>transgender person</u>?

[Pop-up definition for "transgender person": Meaning your gender identity does not align, either fully or in part, with the gender assigned to you at birth.]

- ☐ [1] Yes
- ☐ [2] No
- ☐ [99] Don't know

D4. Which of the following best describes your sexual orientation?

Choose as many as apply.

- ☐ [1] Heterosexual
- ☐ [2] Lesbian
- ☐ [3] Gay
- ☐ [4] Bisexual
- ☐ [5] Queer
- ☐ [6] Pansexual
- ☐ [7] Demisexual
- ☐ [8] Asexual
- ☐ [9] Questioning or unsure
- ☐ [10] Not listed here

D5. Do you identify as First Nations, Métis, and/or Inuk/Inuit?

Choose all that apply

- ☐ [1] Yes, First Nations
- ☐ [2] Yes, Métis
- ☐ [3] Yes, Inuk/Inuit
- ☐ [4] No
- ☐ [99] Don't know

D6. The next question refers to your racial identity. Racial categories are not based in science. There is no agreement on how race is categorized. A person's racial identity may influence the way they are treated by individuals and institutions. The categories used here are based on feedback from people living in BC.

How would you best categorize your racial identity?

Select all that apply.

- ☐ [1] African or Caribbean (e.g., Black, Caribbean, African, Afro-American, Afro-Canadian, Afro-Caribbean, Afro-European, Jamaican, Nigerian).
- ☐ [2] Arab (e.g., Emirati, Lebanese, North African, Palestinian, Syrian)
- ☐ [3] Central Asian (e.g., Kazakhstani, Kyrgyzstani, Uzbekistani)
- ☐ [4] East Asian (e.g., Chinese, Japanese, Korean)
- ☐ [5] European (e.g., White, Anglo-Saxon, Balkan, French, German, Italian, Slavic Western/Eastern European)

☐ [11] Indigenous (e.g., First Nations, Métis, Inuk/Inuit, Indigenous person from a region other than Canada (e.g., Sámi, Navajo, Māori)).

☐ [6] Latin American (e.g., Chilean, Colombian, Cuban, Latine, Mexican, Venezuelan)

☐ [7] South Asian (e.g., Bangladeshi, Indian, Indo-Caribbean, Indo-Fijian, Pakistani, Sri Lankan)

☐ [8] Southeast Asian (e.g., Filipino, Cambodian, Indonesian, Malaysian, Singaporean, Thai Vietnamese)

☐ [9] West Asian (e.g., Iranian, Israeli, Persian, Turkish)

☐ [10] Prefer to self-describe. Please explain but do not share any personal information about yourself or others: _____ [250 character limit]

☐ [99] I don't know/I am unsure

D7. Are you a domestic or international student?

Choose one.

☐ [1] Domestic
☐ [2] International

D7B. Do you identify as a person with living with a disability, or a person with a chronic health condition?

[Please include pop-out definition for "disability": A disability is defined as any impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment – or a functional limitation – whether permanent, temporary or episodic in nature, or evident or not, that, in interaction with a barrier, hinders a person's full and equal participation in society.]

Choose one.

☐ [1] Yes
☐ [2] No
☐ [99] Don't know

D8. Do you live in student residence?

Choose one.

☐ [1] yes
☐ [2] no

D9. How many years have you attended the post-secondary school at which you are currently enrolled?

Choose one.

- ☐ [1] Less than a year
- ☐ [2] One year
- ☐ [3] Two years
- ☐ [4] Three years
- ☐ [5] Four years
- ☐ [6] Five years or more
- ☐ [99] Don't know

CLOSING

Z0. Finally, we welcome your feedback **on the survey itself**.

If you have any suggestions on how the survey could be improved, or if you had any difficulties or concerns while filling it out, please share them with us now so that we can improve it for future participants. Please do not share any personal information about yourself or others.

Type your response in the box below.

- ☐ [1] OPEN END PARAGRAPH TEXT BOX [limit to 500 characters]
- ☐ [99] Don't know / No comment [EXCLUSIVE]

Z1. [*final question on SPSVS*] Would you like to be entered into the draw to **win one of the following 16 prizes**?
- One (1) grand prize of $500
- Fifteen (15) second prizes of $100

Please be assured that your information will be kept confidential and that your name and contact information will remain separate from your survey responses. Malatest will administer the prize draw in April 2025. Click here to see the full prize draw contest rules.

Choose one.

☐ [77] No, I do not wish to enter the draw [END SURVEY – Z2]

☐ [1] Yes, I do wish to enter the draw. [PROCEED TO PRIZE DRAW INFO CAPTURE SURVEY]

[IF YES IN Z1, OPEN PRIZE DRAW INFORMATION SURVEY IN A NEW BROWSER WINDOW]
NOTE THAT THE PRIZE DRAW INFORMATION SURVEY IS AN ENTIRELY SEPARATE SURVEY FROM THE SPSVS. WHEN PARTICIPANTS CLICK "YES", THE PRIZE DRAW INFORMATION SURVEY WILL OPEN IN A SEPARATE WINDOW. RESPONSES FROM THE SPSVS AND THE PRIZE DRAW INFORMATION SURVEY WILL BE STORED IN COMPELTELY SEPARATE DATA FILES AND THERE WILL BE NO INFORMATION IN EITHER FILE THAT WOULD ALLOW ANYONE TO LINK A STUDENT'S IDENTITY TO THEIR RESPONSES ON THE STUDENT PERCEPTIONS OF SEXUALIZED VIOLENCE SURVEY.

PRIZE DRAW INFORMATION SURVEY:

P1. Please provide us with the following information.

Type in your information below.

[Must provide a response to email]
Name: [TEXT BOX]
Institution Email: [TEXT BOX]
To enter the prize draw, please provide the institutional email address where you received the invitation to participate in the survey (i.e., your university or college email, not a personal email).

[PROGRAMMING: VALID EMAIL DOMAINS LISTED BELOW. ONLY ACCEPT ENTRIES FROM THESE DOMAINS.

1. British Columbia Institute of Technology	@bcit.ca
2. Camosun College	@camosun.ca
3. Capilano University	@my.capilanou.ca
4. Coast Mountain College	@coastmountaincollege.ca
5. College of New Caledonia	@cnc.bc.ca
6. College of the Rockies	@cotr.bc.ca
7. Douglas College	@student.douglascollege.ca
8. Emily Carr University of Art and Design	@ecuad.ca
9. Justice Institute of British Columbia	@jibc.ca *students don't get institution email addresses. They will be able to submit personal emails for the prize draw.
10. Kwantlen Polytechnic University	@student.kpu.ca
11. Langara College	@mylangara.ca
12. Nicola Valley Institute of Technology	@nvit.bc.ca
13. North Island College	@northislandcollege.ca
14. Northern Lights College	@nlc.bc.ca
15. Okanagan College	@myokanagan.bc.ca

16. Royal Roads University	@royalroads.ca
17. Selkirk College	@edu.selkirk.ca
18. Simon Fraser University	@sfu.ca
19. Thompson Rivers University	@mytru.ca
20. University of British Columbia	@ubc.ca
21. University of Northern British Columbia	@unbc.ca
22. University of the Fraser Valley	@student.ufv.ca
23. University of Victoria	@uvic.ca
24. Vancouver Community College	@vcc.ca
25. Vancouver Island University	@my.viu.ca

ERROR MESSAGE IF EMAIL ADDRESS DOES NOT MATCH ON THE APPROVED DOMAINS: TO ENTER THE PRIZE DRAW, PLEASE PROVIDE THE INSTITUTIONAL EMAIL ADDRESS WHERE YOU RECEIVED THE INVITATION TO PARTICIPATE IN THE SURVEY (I.E., YOUR UNIVERSITY OR COLLEGE EMAIL, NOT A PERSONAL EMAIL).

IMPORTANT NOTE: Your personal information is being collected to administer the prize draw under Sections 26 (c) and (e) of the *Freedom of Information and Protection of Privacy Act* (*FOIPPA*). If you have any questions about this collection you may contact: Director, Post-Secondary Policy, PO Box 9877; STN PROV GOVT, Victoria, BC, V8W 9T6 Email: PSFS.SPI.SexualizedViolencePolicy@gov.bc.ca

Your name and contact information will only be used to contact you if you are chosen as one of the winners of the draw. Your name and contact information will be stored separately from your survey responses. No one will be able to attach the information you provide here to the responses you provided on the Student Perceptions of Sexualized Violence Survey. Malatest will administer the prize draw in April 2025. Click here to see the full prize draw contest rules.

[END SURVEY]

Thank you once again for taking the time to complete this survey and sharing your opinions! Your responses matter.

For more information or supports related to sexual violence, please visit https://www2.gov.bc.ca/gov/content/safe-campuses-bc/help-on-campus for resources at your school or contact VictimLink BC at 1-800-563-0808 or visit https://endingviolence.org/need-help/

[SHOW Z2 IF CHOOSE TO EXIT SURVEY]
Z2. Thank you for participating in our survey.

For more information or supports related to sexual violence, please visit

https://www2.gov.bc.ca/gov/content/safe-campuses-bc/help-on-campus for resources at your school
or contact VictimLink BC at 1-800-563-0808
or visit https://endingviolence.org/need-help/