

# Student's Perceptions of Sexualized Violence 2025 Survey

Individualized Report  
Thompson Rivers University

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



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# 1 PROJECT BACKGROUND & METHODOLOGY

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 Survey Development

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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.

## 1.2 Survey Instrument

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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.

## 1.3 Survey Platform

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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.

## 1.4 Additional Communication Materials & Resources

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To enhance transparency, increase awareness, and provide participants with the necessary context and support, Malatest created and maintained a project website (<https://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.

## 1.5 Survey Administration & Sampling Metrics

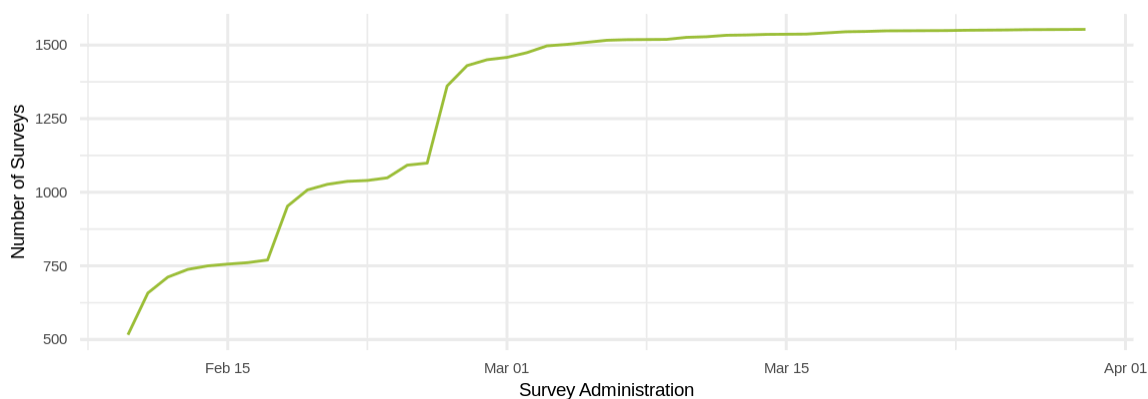
We tracked several key statistics (**Table 1.1**) to understand the extent of participation and the progress of data collection over time. These metrics capture both the breadth and depth of respondent engagement:

**Table 1.1: Survey Administration Metrics**

| Metrics   | Thompson Rivers University All PSI |                                      |
|---|------------------------------------|--------------------------------------|
| Launch Date                                       | 2025-02-10                         | Varies from 2025-02-10 to 2025-03-10 |
| Number of students invited to complete the survey | 11,627                             | 232,918                              |
| Total survey submissions                          | 1,553                              | 23,462                               |
| Response rate                                     | 13.4%                              | 10%                                  |

The chart below (**Figure 1.1**) shows how survey submissions (from Thompson Rivers University) accumulated from the launch date onward. It provides a visual snapshot of participation over time, revealing any surges or slow periods in the response rate.

**Figure 1.1: Survey Submissions Across Survey Administration**





## 1.6 Sampling Frame

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The sampling frame consisted of all eligible students enrolled at the 25 participating 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.

## 1.7 Data Cleaning

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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're paying attention." Only those meeting both criteria were retained. This resulted in the exclusion of 371 cases across all 25 PSIs (1.6% of the total dataset), yielding a final sample of 23,462 observations, and an overall response rate of 10%.

## 1.8 Data Analysis

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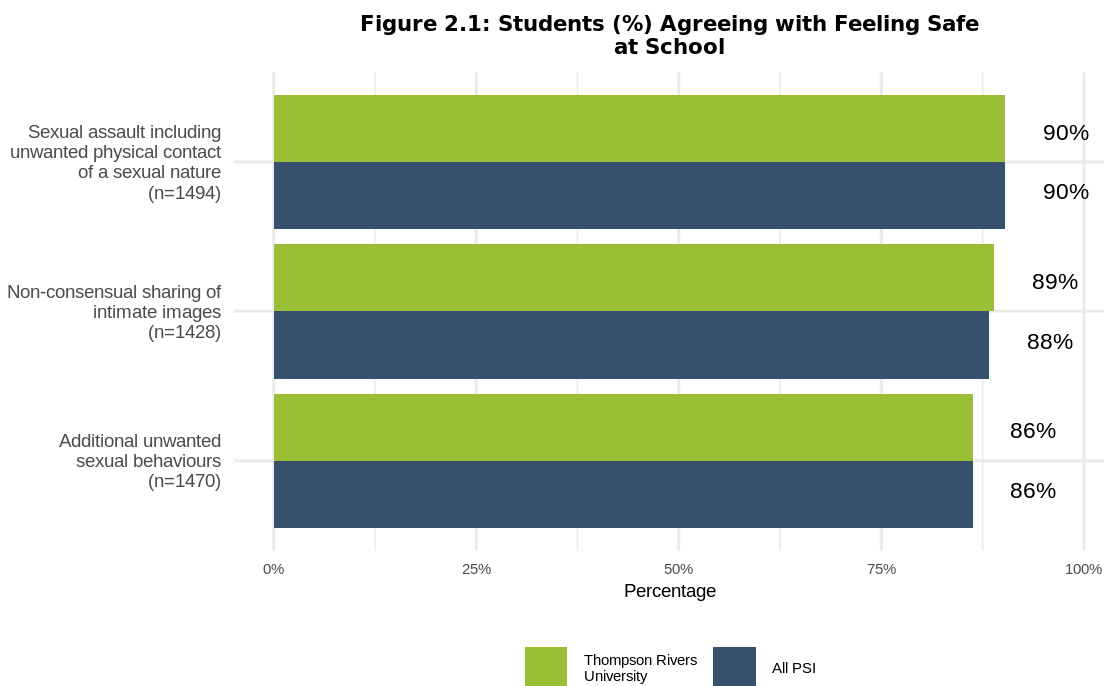
The data analysis considered the different ways in which the questions were designed. For questions that utilize a 4-point scale, responses are collapsed into a percent positive rating (i.e., the two most positive response categories). This method focuses on the proportion of participants selecting the 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%.

## 2 SCHOOL CLIMATE & EXPERIENCES

In this section, students' perceptions of safety at school, perceived frequency of various negative behaviours associated with sexualized violence at school, beliefs that their school is doing enough to prevent sexualized violence, and student's confidence in their schools to handle an incident of sexualized violence if reported will be examined.

### 2.1 Perceptions of Safety

Students rated their perceived safety against three forms of sexualized violence: sexual assault, non-consensual sharing of intimate images, and additional unwanted sexual behaviours. **Figure 2.1** shows the percentage of respondents who agreed or strongly agreed that they feel safe from acts of sexualized violence, summarized into a single "percent positive" score from the original four-point agreement scale.



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).

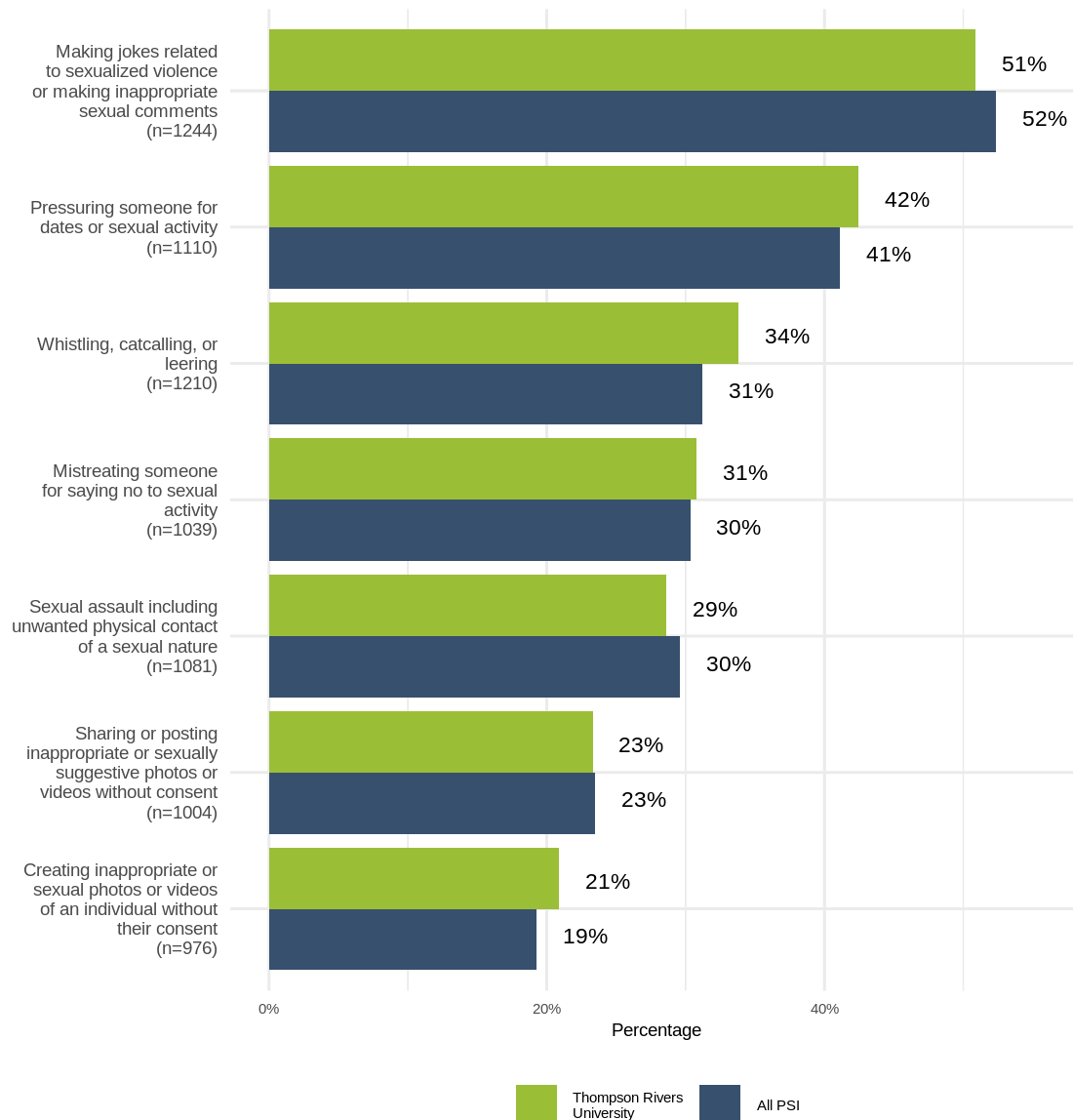
n values indicate the number of students who answered the question, regardless of which response option they selected.

### 2.2 Perceived Prevalence of Negative Behaviours

**Figure 2.2** captures the percentage of students who reported that the prevalence of the following negative behaviours were perceived to occur sometimes or frequently at their school: making jokes about sexualized violence or inappropriate sexual comments; whistling, catcalling, or leering;

pressuring someone for dates or sexual activity; mistreating someone who refuses sexual advances; creating or sharing inappropriate photos or videos without consent; and sexual assault.

**Figure 2.2: Students (%) Perceptions of Frequency of Sexualized Violence**



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

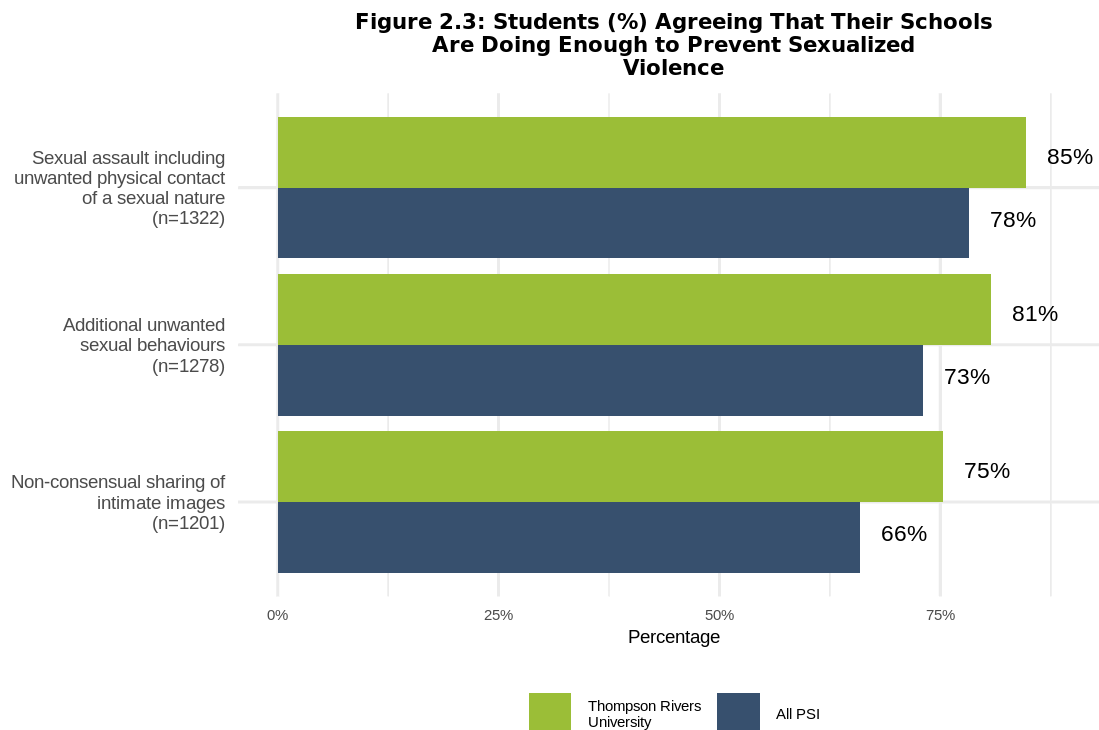
Percentages represent the proportion of respondents who selected a positive response option (i.e., sometimes, frequently). n values indicate the number of students who answered the question, regardless of which response option they selected.

## 2.3 Prevention Efforts

To gauge whether students believe their school is doing enough to prevent sexualized violence, they were asked to rate statements on the effectiveness of institutional strategies against three forms of sexualized violence: sexual assault, non-consensual sharing of intimate images, and additional



unwanted sexual behaviours. **Figure 2.3** displays the percentage of respondents who agreed or strongly agreed that their school is doing enough to prevent these forms of 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.

## 2.4 Trust in Institutional Response

To evaluate how much students trust their school to handle incidents of sexualized violence, respondents rated the institution's performance on seven key factors: taking the issue seriously; believing those who come forward; maintaining privacy and safety for survivors, witnesses, and the accused; following fair resolution procedures; applying appropriate accountability; and providing adequate support and resources. **Table 2.4** shows the percentage of students who agreed or strongly agreed that they trust their school's response to incidents of sexualized violence.

**Table 2.4: Students (%) Trusting PSI to Handle Incidents of Sexualized Violence**

|   | <b>Sexual Assault</b>        | <b>Non-Consensual<br/>Sharing Of Intimate<br/>Images</b> | <b>Additional<br/>Unwanted Sexual<br/>Behaviours</b> |
|---|------------------------------|--|--|
| <b>Maintain the privacy<br/>and protect the safety<br/>of the survivor(s) and<br/>witnesses</b> | <b>87%</b><br>(All PSI: 83%) | <b>85%</b><br>(All PSI: 81%)                             | <b>86%</b><br>(All PSI: 82%)                         |
| <b>Believe the person who<br/>comes forward with the<br/>issue</b>                              | <b>86%</b><br>(All PSI: 83%) | <b>86%</b><br>(All PSI: 84%)                             | <b>84%</b><br>(All PSI: 81%)                         |
| <b>Maintain the privacy<br/>and protect the safety<br/>of the person(s) who<br/>caused harm</b> | <b>85%</b><br>(All PSI: 83%) | <b>85%</b><br>(All PSI: 82%)                             | <b>85%</b><br>(All PSI: 83%)                         |
| <b>Take the issue seriously</b>   | <b>84%</b><br>(All PSI: 82%) | <b>83%</b><br>(All PSI: 78%)                             | <b>82%</b><br>(All PSI: 77%)                         |
| <b>Provide adequate<br/>support and resources<br/>to all parties involved</b>                   | <b>83%</b><br>(All PSI: 77%) | <b>84%</b><br>(All PSI: 77%)                             | <b>84%</b><br>(All PSI: 77%)                         |
| <b>Follow procedures to<br/>resolve the issue in a<br/>fair and appropriate<br/>manner</b>      | <b>81%</b><br>(All PSI: 76%) | <b>82%</b><br>(All PSI: 76%)                             | <b>81%</b><br>(All PSI: 76%)                         |
| <b>Apply appropriate<br/>accountability<br/>measures</b>  | <b>75%</b><br>(All PSI: 67%) | <b>77%</b><br>(All PSI: 70%)                             | <b>77%</b><br>(All PSI: 70%)                         |

*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).

## 3 REPORTING BEHAVIOURS & INCIDENTS

This section examines students' disclosure behaviours and factors that would encourage reporting of incidents of sexualized violence. It begins by identifying whom students perceive as trusted confidants as well as the various factors that encourage students to formally report incidents.

### 3.1 Disclosure to Trusted Confidants

In this section we examine which individuals or resources students would most likely approach as a trusted confidant to disclose an incident. Respondents reported their trusted confidants across the three forms of sexualized violence: sexual assault, non-consensual sharing of intimate images, and additional unwanted sexual behaviours. **Table 3.1** shows the percentage of students who chose each option from the following list: friend or fellow student, spouse or partner, other family member, faculty or instructor, student services or campus staff, anonymous 24/7 helpline, police, the Sexualized Violence Support Office, school health care provider or counsellor, elder, student union or association, off-campus community-based resources or supports, someone in an online community, other, or no one.

**Table 3.1: Students (%) Indicating Whom They Would Disclose an Incident of Sexualized Violence**

|  | Sexual Assault               | Non-Consensual<br>Sharing Of Intimate<br>Images | Additional<br>Unwanted Sexual<br>Behaviours |
|--|------------------------------|---|---|
| <b>Friend/fellow student</b>                             | <b>49%</b><br>(All PSI: 52%) | <b>42%</b><br>(All PSI: 45%)                    | <b>46%</b><br>(All PSI: 49%)                |
| <b>Police</b>  | <b>35%</b><br>(All PSI: 35%) | <b>32%</b><br>(All PSI: 32%)                    | <b>25%</b><br>(All PSI: 24%)                |
| <b>Spouse/partner/significant<br/>other</b>              | <b>35%</b><br>(All PSI: 37%) | <b>29%</b><br>(All PSI: 29%)                    | <b>33%</b><br>(All PSI: 33%)                |
| <b>Sexualized violence support<br/>office</b>            | <b>29%</b><br>(All PSI: 25%) | <b>29%</b><br>(All PSI: 25%)                    | <b>26%</b><br>(All PSI: 22%)                |
| <b>Other family member</b>                               | <b>25%</b><br>(All PSI: 27%) | <b>19%</b><br>(All PSI: 18%)                    | <b>23%</b><br>(All PSI: 22%)                |
| <b>School health care<br/>provider/counsellor</b>        | <b>17%</b><br>(All PSI: 16%) | <b>13%</b><br>(All PSI: 13%)                    | <b>14%</b><br>(All PSI: 14%)                |
| <b>Student services/campus staff</b>                     | <b>16%</b><br>(All PSI: 16%) | <b>16%</b><br>(All PSI: 17%)                    | <b>16%</b><br>(All PSI: 16%)                |
| <b>Faculty/instructor</b>                                | <b>14%</b><br>(All PSI: 13%) | <b>13%</b><br>(All PSI: 11%)                    | <b>14%</b><br>(All PSI: 13%)                |
| <b>Anonymous 24/7 helpline</b>                           | <b>9%</b><br>(All PSI: 11%)  | <b>11%</b><br>(All PSI: 12%)                    | <b>9%</b><br>(All PSI: 10%)                 |
| <b>Off-campus community-based<br/>resources/supports</b> | <b>6%</b><br>(All PSI: 7%)   | <b>6%</b><br>(All PSI: 6%)                      | <b>5%</b><br>(All PSI: 6%)                  |

|  | Sexual Assault | Non-Consensual<br>Sharing Of Intimate<br>Images | Additional<br>Unwanted Sexual<br>Behaviours |
|--|----------------|---|---|
| <b>Student</b>                                       | <b>4%</b>      | <b>6%</b>                                       | <b>7%</b>                                   |
| <b>union/association</b>                             | (All PSI: 5%)  | (All PSI: 6%)                                   | (All PSI: 6%)                               |
| <b>No one/I would be<br/>unlikely to tell anyone</b> | <b>3%</b>      | <b>5%</b>                                       | <b>4%</b>                                   |
|  | (All PSI: 3%)  | (All PSI: 5%)                                   | (All PSI: 4%)                               |
| <b>Other</b>   | <b>2%</b>      | <b>1%</b>                                       | <b>1%</b>                                   |
|  | (All PSI: 2%)  | (All PSI: 1%)                                   | (All PSI: 1%)                               |
| <b>Elder</b>   | <b>2%</b>      | <b>2%</b>                                       | <b>2%</b>                                   |
|  | (All PSI: 3%)  | (All PSI: 2%)                                   | (All PSI: 2%)                               |
| <b>Someone in an online<br/>community</b>            | <b>2%</b>      | <b>2%</b>                                       | <b>3%</b>                                   |
|  | (All PSI: 3%)  | (All PSI: 3%)                                   | (All PSI: 3%)                               |

R1. In your opinion, what could your school do to make you more likely to report an incident of [form of sexualized violence]?  
Percentages may not add to 100% as respondents could select more than one option.

## 3.2 Factors Encouraging Reporting

To understand which measures would encourage students to report incidents of sexual assault, non-consensual sharing of intimate images, and additional unwanted sexual behaviours, respondents chose from a list of possible actions or improvements. **Table 3.2** displays the percentage of students endorsing each option, including anonymous reporting channels, the ability to have a support person present, information in multiple languages, protection from retaliation, belief in disclosures, clear reporting procedures, dedicated safe spaces, encouragement to access supports, prompt institutional response, accountability measures, transparency in case management, as well as “none of these” and “don’t know.”

**Table 3.2: Students (%) Identifying Factors That Would Increase Reporting of Sexual Assault**

|   | Sexual Assault | Non-Consensual<br>Sharing Of Intimate<br>Images | Additional<br>Unwanted Sexual<br>Behaviours |
|---|----------------|---|---|
| <b>Have accountability measures in<br/>place for person(s) found to have<br/>caused harm</b>    | <b>33%</b>     | <b>31%</b>                                      | <b>31%</b>                                  |
|   | (All PSI: 34%) | (All PSI: 35%)                                  | (All PSI: 32%)                              |
| <b>Have a safe space for students to<br/>come for support where they will<br/>not be judged</b> | <b>31%</b>     | <b>27%</b>                                      | <b>28%</b>                                  |
|   | (All PSI: 28%) | (All PSI: 25%)                                  | (All PSI: 24%)                              |
| <b>Have clear reporting procedures<br/>in place</b>   | <b>29%</b>     | <b>30%</b>                                      | <b>28%</b>                                  |
|   | (All PSI: 30%) | (All PSI: 31%)                                  | (All PSI: 28%)                              |

|  | Sexual Assault               | Non-Consensual<br>Sharing Of Intimate<br>Images | Additional<br>Unwanted Sexual<br>Behaviours |
|--|------------------------------|---|---|
| <b>Provide options for students to contact the institution anonymously</b> | <b>28%</b><br>(All PSI: 28%) | <b>25%</b><br>(All PSI: 27%)                    | <b>21%</b><br>(All PSI: 23%)                |
| <b>Be transparent in how they manage incidents of sexualized violence</b>  | <b>27%</b><br>(All PSI: 28%) | <b>25%</b><br>(All PSI: 26%)                    | <b>24%</b><br>(All PSI: 25%)                |
| <b>Protect students from retaliation</b>                                   | <b>26%</b><br>(All PSI: 27%) | <b>23%</b><br>(All PSI: 25%)                    | <b>22%</b><br>(All PSI: 24%)                |
| <b>Take action to respond to incidents of sexualized violence</b>          | <b>25%</b><br>(All PSI: 27%) | <b>28%</b><br>(All PSI: 29%)                    | <b>28%</b><br>(All PSI: 29%)                |
| <b>Believe students when they disclose sexualized violence</b>             | <b>23%</b><br>(All PSI: 24%) | <b>20%</b><br>(All PSI: 18%)                    | <b>22%</b><br>(All PSI: 22%)                |
| <b>Encourage students to access supports</b>                               | <b>15%</b><br>(All PSI: 14%) | <b>17%</b><br>(All PSI: 14%)                    | <b>16%</b><br>(All PSI: 16%)                |
| <b>Allow students to have a support person present</b>                     | <b>14%</b><br>(All PSI: 12%) | <b>12%</b><br>(All PSI: 10%)                    | <b>14%</b><br>(All PSI: 11%)                |
| <b>Have information available in different languages</b>                   | <b>11%</b><br>(All PSI: 10%) | <b>8%</b><br>(All PSI: 7%)                      | <b>8%</b><br>(All PSI: 7%)                  |
| <b>Don't know</b>  | <b>3%</b><br>(All PSI: 3%)   | <b>4%</b><br>(All PSI: 4%)                      | <b>4%</b><br>(All PSI: 4%)                  |
| <b>Other</b>   | <b>2%</b><br>(All PSI: 2%)   | <b>1%</b><br>(All PSI: 1%)                      | <b>1%</b><br>(All PSI: 1%)                  |
| <b>None of these</b>   | <b>0%</b><br>(All PSI: 1%)   | <b>1%</b><br>(All PSI: 1%)                      | <b>1%</b><br>(All PSI: 1%)                  |

R2. In your opinion, what could your school do to make you more likely to report an incident [form of sexualized violence]?  
Percentages may not add to 100% as respondents could select more than one option.

## 4 EDUCATION & TRAINING

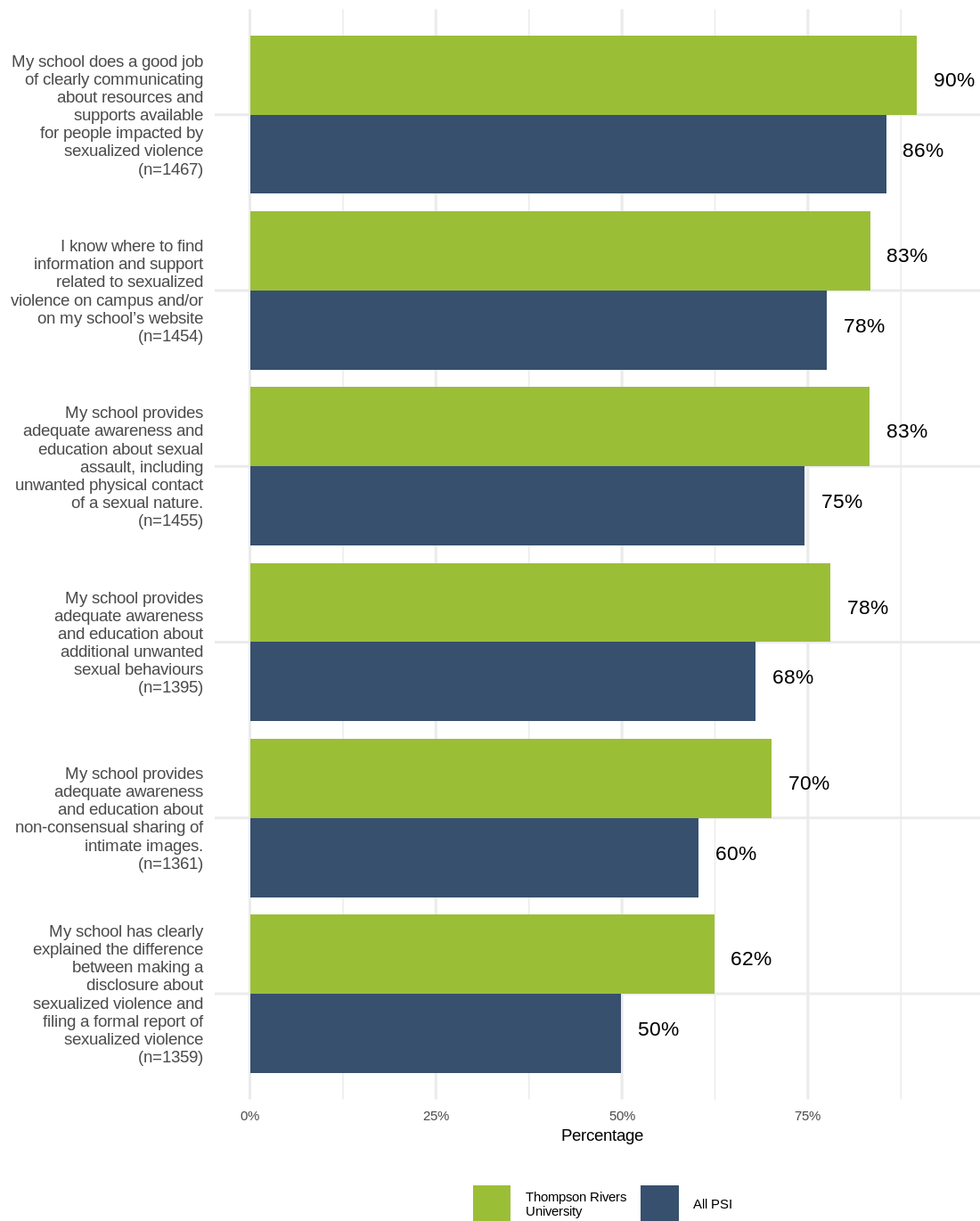
This section explores how students learn about and engage with sexualized violence education at their institution. It begins by assessing awareness of and access to sexualized violence resources. It then examines where students first receive information on healthy relationships, boundaries, and consent. Finally, it evaluates the training they've received so far and their interest in participating in future training on these topics.

### 4.1 Awareness of Resources

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Student responses were analyzed to gauge awareness of and access to sexualized violence resources provided by their school. They rated their agreement with statements about how clearly their school communicates available supports, their ability to locate information and support at the institution or online, the distinction between making a disclosure and filing a formal report, and the adequacy of awareness and education on sexual assault, non-consensual image sharing, and additional unwanted sexual behaviours. **Figure 4.1** shows the percentage of students who agreed or strongly agreed with each statement.

**Figure 4.1: Students (%) Agreement on Communication and Access to Sexualized Violence Resources**



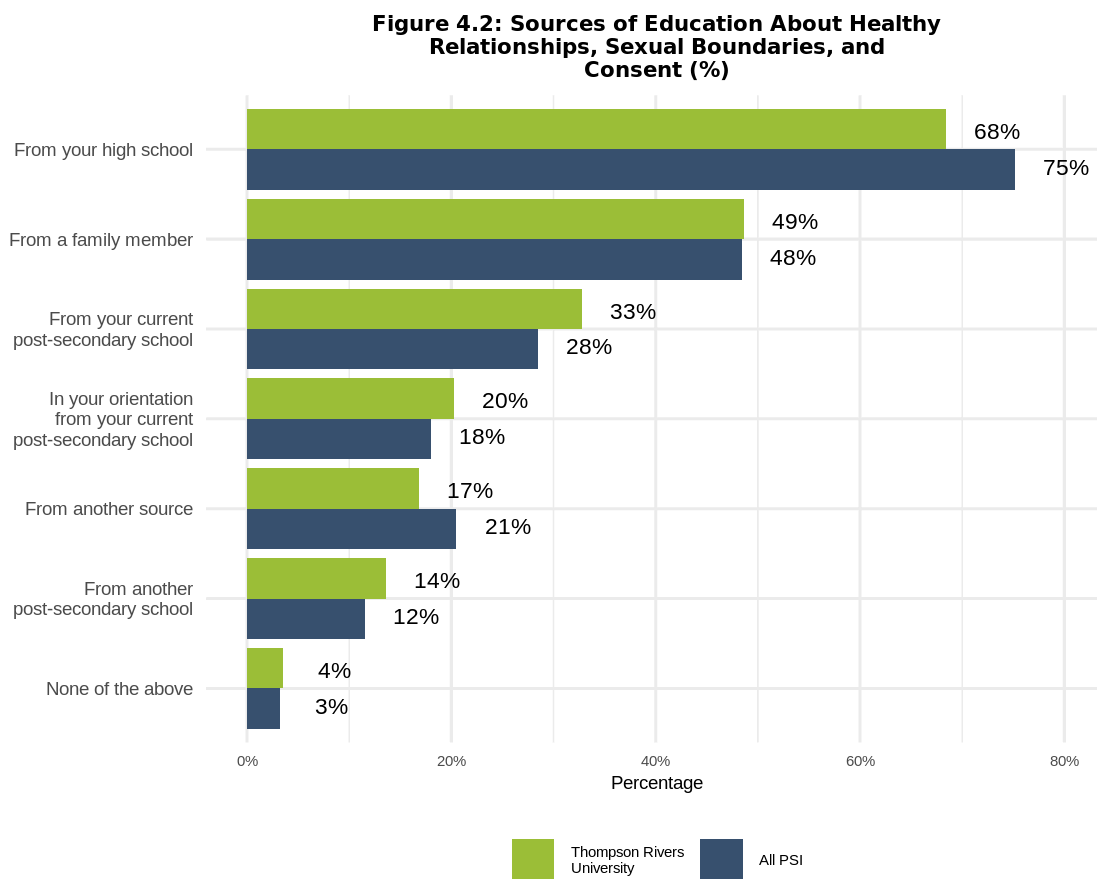
A1. The following statements ask about access to and understanding of sexualized violence resources at your school. Please select how much you agree or disagree with the following statements.

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.

## 4.2 Sources of Information & Education

To identify where students learn about healthy relationships, sexual boundaries, and consent, respondents could select all sources that applied to their experiences. **Figure 4.2** shows the percentage of students who reported each source: education received at their high school; information provided during orientation at their current post-secondary institution; content delivered by their current institution (for example, through course instructors, student services, or a prevention office); information from another post-secondary institution; insights from a family member; other sources; and none of the above.



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

n=1553

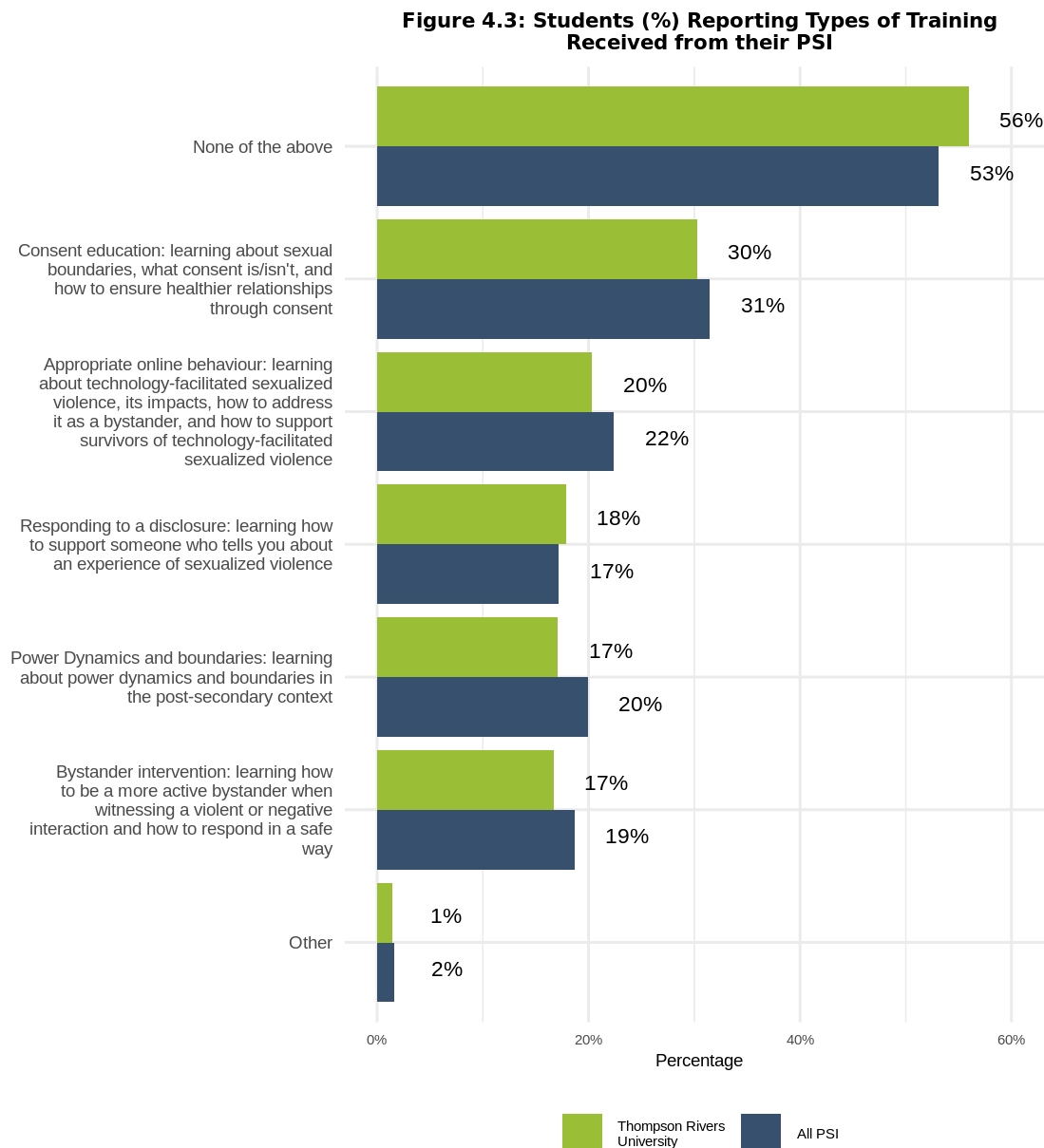
Percentages may not add to 100% as respondents could select more than one option.

## 4.3 Training and Education from PSI

To evaluate the types of sexualized violence training at their current post-secondary institution, students were asked to select all applicable training they have received: consent education (covering boundaries and informed consent), bystander intervention, responding to a disclosure, power dynamics and boundaries, appropriate online behaviour (addressing technology-facilitated harm),



other (with details provided), or none of the above. **Figure 4.3** shows the percentage of respondents who reported participating in each training type.



*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=1553

Percentages may not add to 100% as respondents could select more than one option.

**Table 4.1** breaks down the proportion of students in each year of enrollment who reported participating in the various training types shown in **Figure 4.3**.

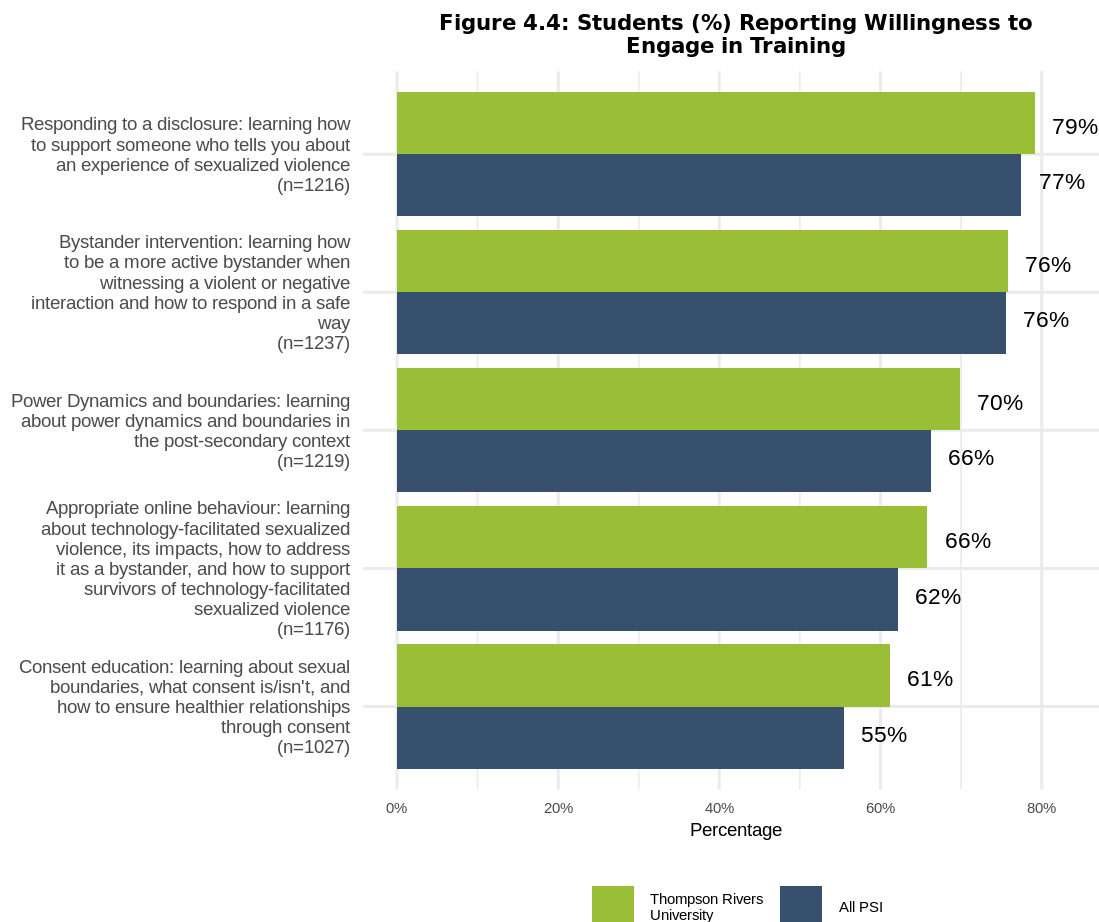


**Table 4.1: Students (%) Reporting Kinds of Training Received from their PSI By Year of Enrollment**

| Type of Training                     | Less than a year | One year | Two years | Three years | Four years | Five years or more |
|--------------------------------------|------------------|----------|-----------|-------------|------------|--------------------|
| <b>None of the above</b>             | 59%              | 49%      | 53%       | 59%         | 61%        | 56%                |
| <b>Consent education</b>             | 29%              | 34%      | 33%       | 27%         | 23%        | 29%                |
| <b>Appropriate online behaviour</b>  | 21%              | 21%      | 20%       | 20%         | 17%        | 19%                |
| <b>Responding to a disclosure</b>    | 16%              | 20%      | 16%       | 18%         | 11%        | 26%                |
| <b>Power Dynamics and boundaries</b> | 16%              | 21%      | 15%       | 17%         | 18%        | 18%                |
| <b>Bystander intervention</b>        | 17%              | 15%      | 15%       | 16%         | 16%        | 23%                |
| <b>Other</b>                         | 1%               | 1%       | 1%        | 2%          | 2%         | 6%                 |

## 4.4 Openness to Future Training

To gauge student interest in future sexualized violence training, respondents rated how likely they would be to participate, from “very unlikely” to “very likely,” in training on the following topics: consent education (boundary setting and informed consent), bystander intervention (responding safely to negative or violent interactions), responding to a disclosure (supporting someone who shares their experience), power dynamics and boundaries (addressing imbalances and setting healthy limits), appropriate online behaviour (tackling technology-facilitated harm and support strategies), other training (with details provided in a text box), or none of the above. **Figure 4.4** displays the percentage of students who reported being “somewhat likely” or “very likely” to take part in each training type.



*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).

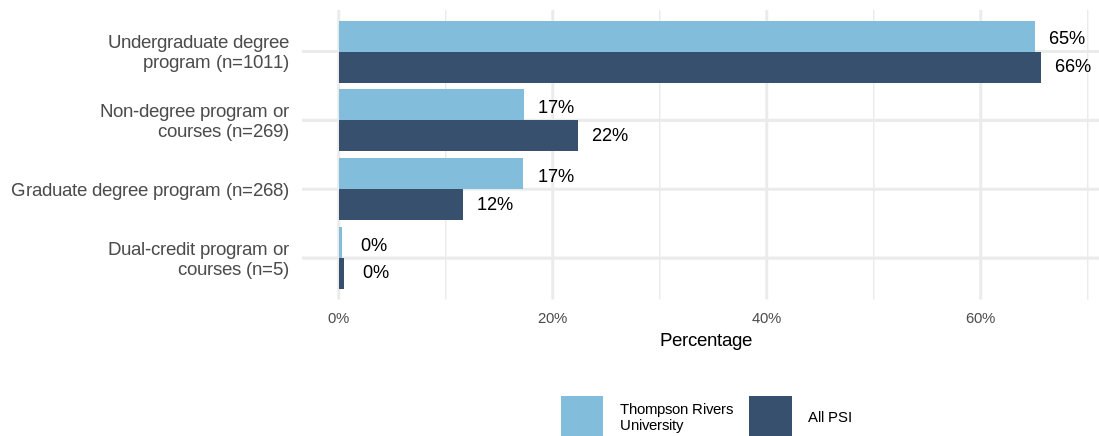
n values indicate the number of students who answered the question, regardless of which response option they selected.

## 5 DEMOGRAPHIC PROFILES

In this section, we report on the composition of survey respondents by key demographic characteristics. Data on each characteristic should be used to form a clear picture of the student sample.

### Program Type

**Figure 5.1: Student (%) Responses**

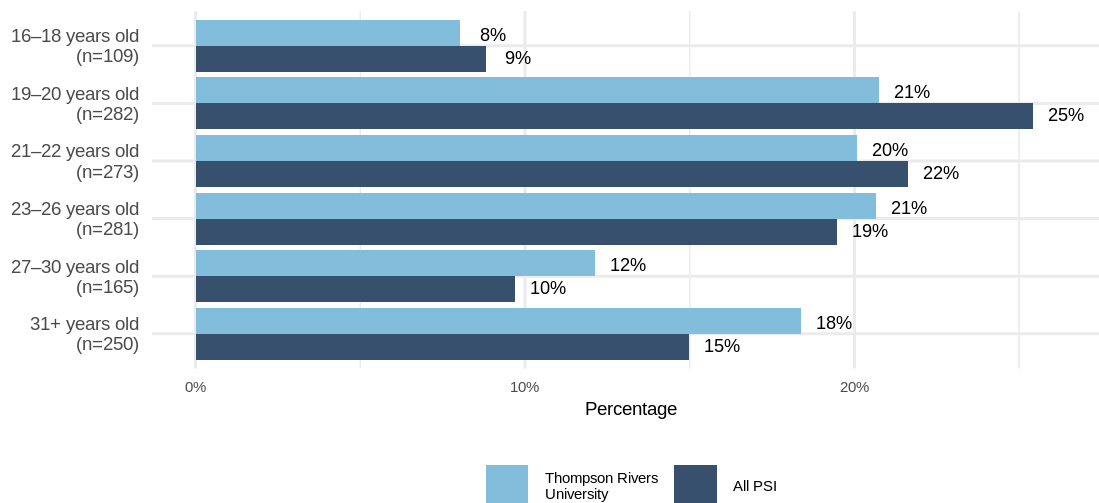


Please choose the response that best describes your current post-secondary program at [S3 selection/ PSI].

n values represent the number of students from Thompson Rivers University who selected each response option.

### Age Groups

**Figure 5.2: Student (%) Responses**

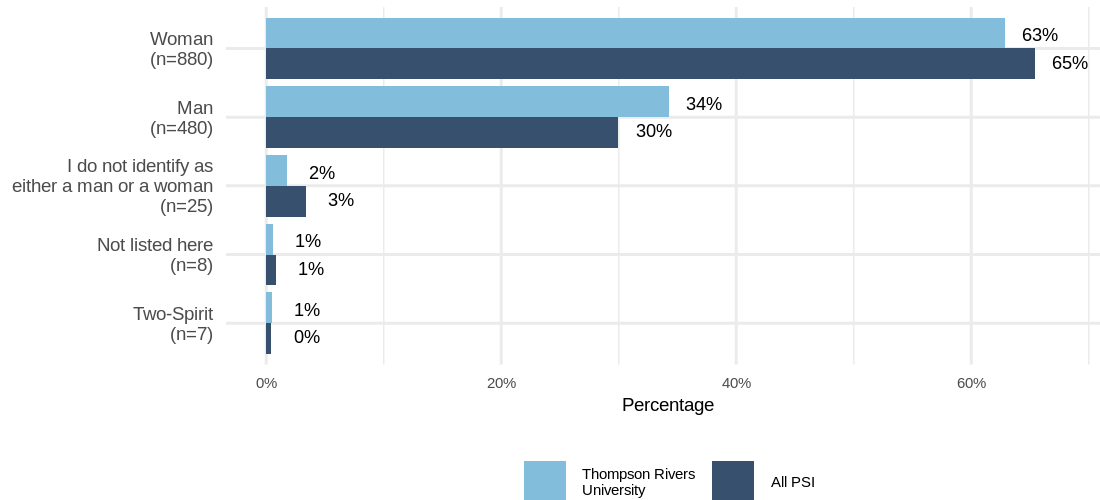


D1. How old are you?

n values represent the number of students from Thompson Rivers University who qualify for each response option.

## Gender

**Figure 5.3: Student (%) Responses**

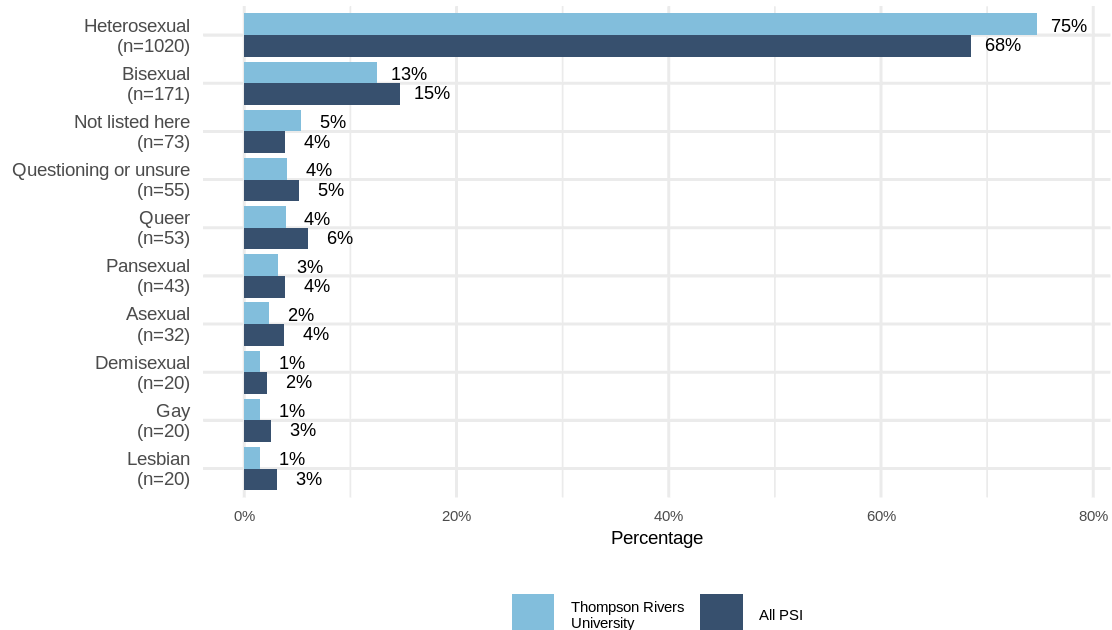


D2. How do you identify?

n values represent the number of students from Thompson Rivers University who selected each response option.

## Sexual Orientation

**Figure 5.4: Student (%) Responses**



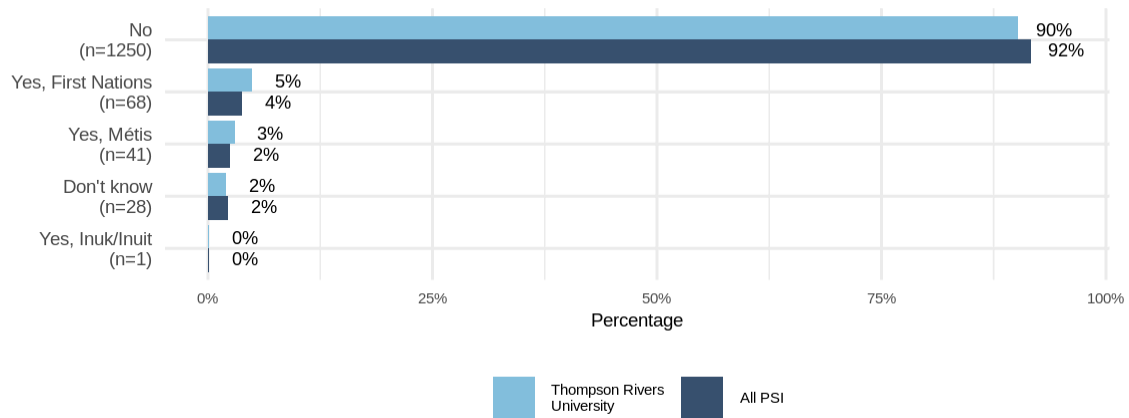
D4. Which of the following best describes your sexual orientation? Choose as many as apply.

n values represent the number of students from Thompson Rivers University who selected each response option.

Percentages may not add to 100% as respondents could select more than one option.

## Indigenous Identity

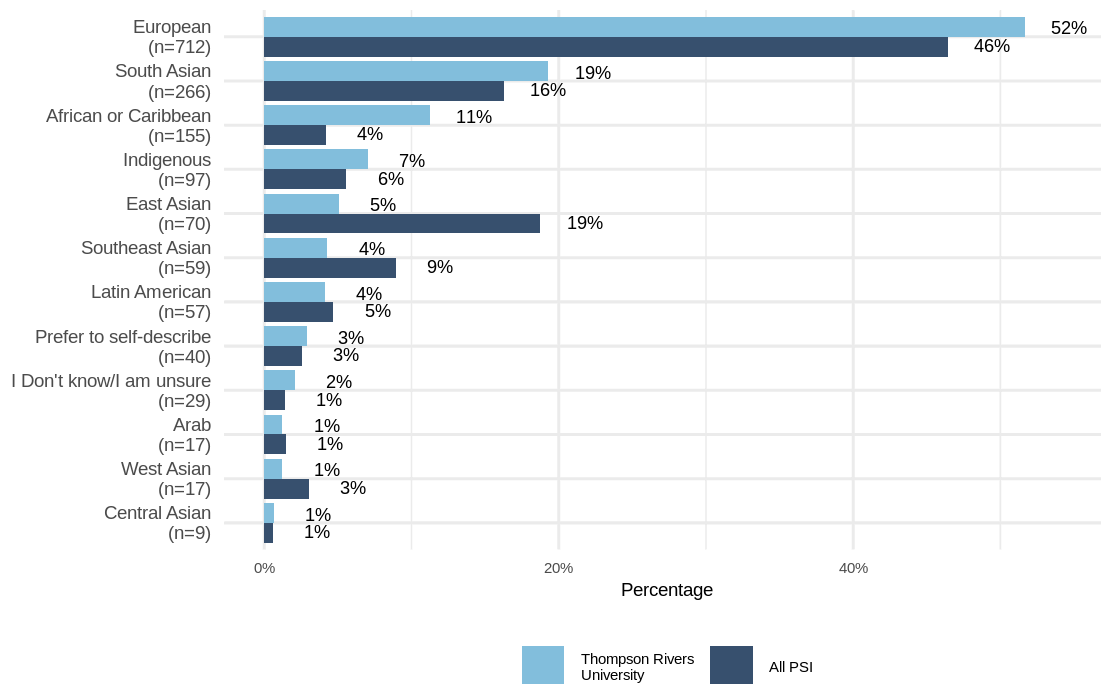
**Figure 5.5: Student (%) Responses**



D5. Do you identify as First Nations, Métis, and/or Inuk/Inuit? Choose all that apply  
 n values represent the number of students from Thompson Rivers University who selected each response option.  
 Percentages may not add to 100% as respondents could select more than one option.

## Ethnic Identity

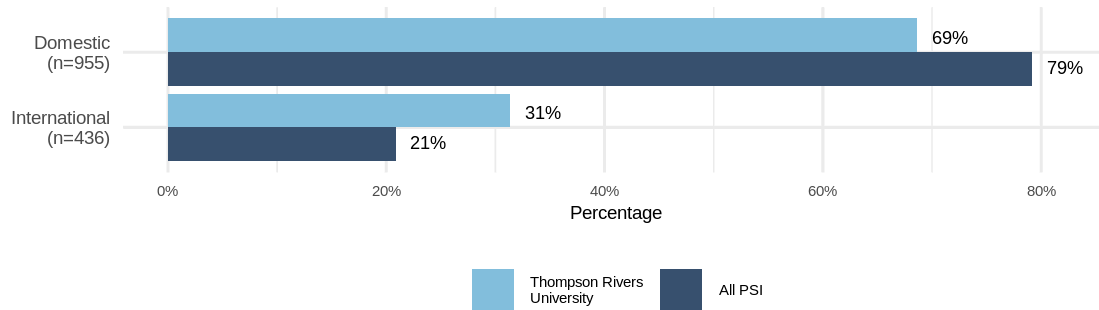
**Figure 5.6: Student (%) Responses**



How would you best categorize your racial identity? Select all that apply.  
 n values represent the number of students from Thompson Rivers University who selected each response option.  
 Percentages may not add to 100% as respondents could select more than one option.

## Domestic/International Student Status

**Figure 5.7: Student (%) Responses**

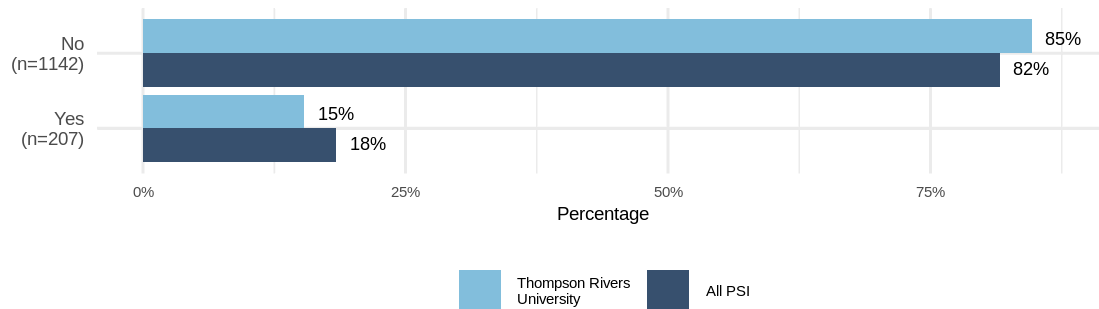


*D7. Are you a domestic or international student?*

n values represent the number of students from Thompson Rivers University who selected each response option.

## Disability Status

**Figure 5.8: Student (%) Responses**

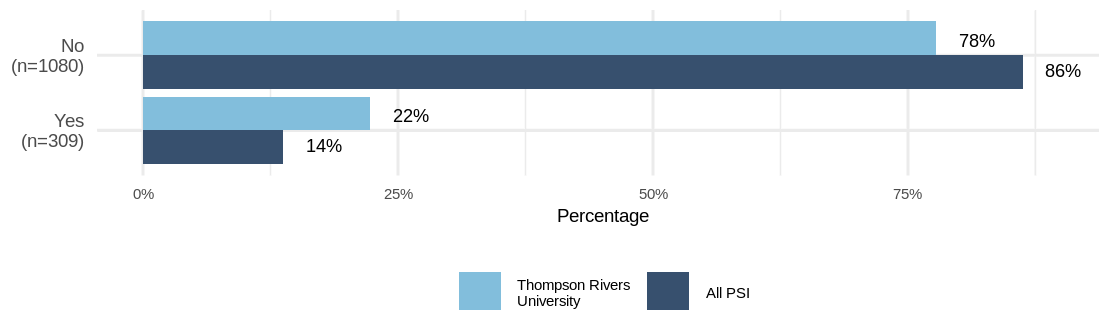


*D7B. Do you identify as a person with living with a disability, or a person with a chronic health condition?*

n values represent the number of students from Thompson Rivers University who selected each response option.

## Living in Student Residence

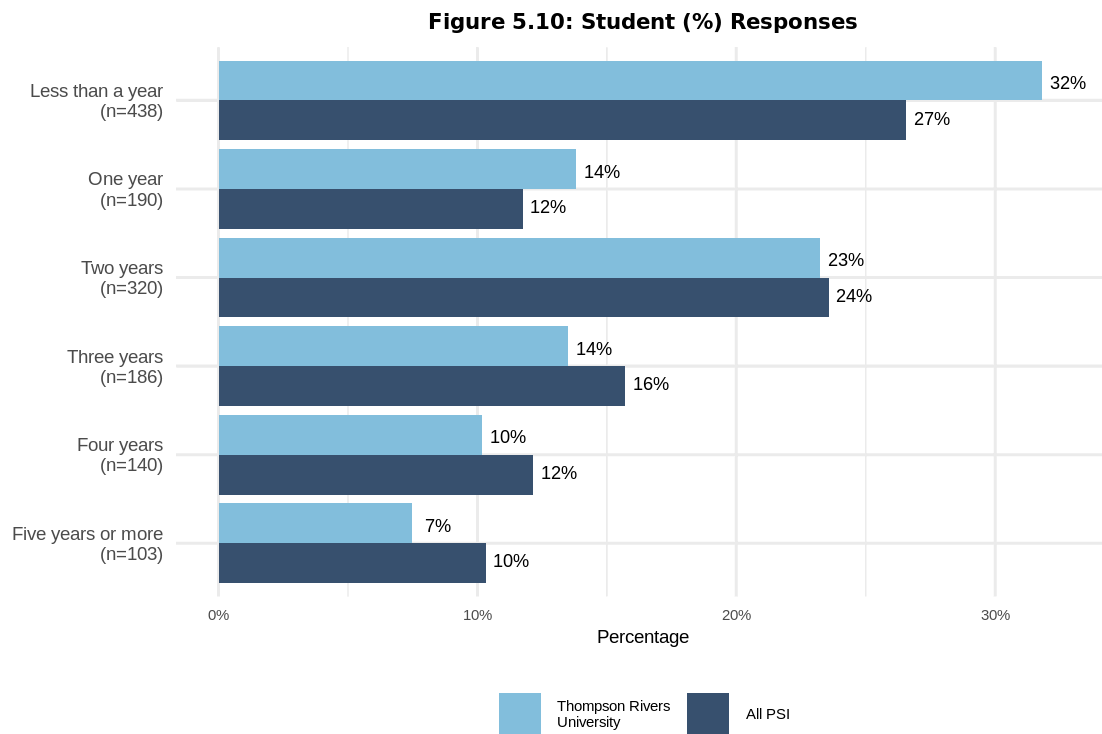
**Figure 5.9: Student (%) Responses**



*D8. Do you live in student residence?*

n values represent the number of students from Thompson Rivers University who selected each response option.

## Current Year in Studies



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

n values represent the number of students from Thompson Rivers University who selected each response option.