



Trinity College Student Experience Survey

2026 Report



Trinity College



**GRAND
RIVER**
SOLUTIONS

PREPARED FOR

Trinity College
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PREPARED BY

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Study Design

The Trinity College Student Experience Survey surveyed graduate and undergraduate students aged 18 or older. The survey was administered online by Grand River Solutions, an independent company, with a survey tool developed by the Grand River Solutions team.

Trinity College identified the student pool for the survey, and sent a message to potential participants notifying them to expect an email from Grand River Solutions with the survey link. When possible, Trinity College provided the race/ethnicity, binary gender, age, class year, residency status, full/part-time status, Pell Grant status, and academic level (undergraduate/graduate) of the participant pool. This information was provided to Grand River Solutions through a secure portal. If Trinity College could not provide this data, a question was included in the survey to obtain it.

Grand River Solutions sent a personalized email to the students, each with a unique link to the survey, and sent reminder emails to non-respondents over the field period. The number of reminder emails and the field period were mutually agreed upon by Trinity College and Grand River Solutions.

All personally identifying information was automatically de-linked from survey responses once submitted. All personally identifying information was permanently deleted from Grand River Solutions devices and accounts within 60 days of the end of the survey field period and Trinity College was provided with a signed certification of data destruction.

Participants were informed that their responses were confidential and would be reported in aggregate form and no individually identifying information would be reported. The survey was provided in English and Spanish, and participants were able to toggle between the two languages throughout the survey. All survey questions were optional to participants. Trinity College was able to add custom questions to the survey as agreed upon by Trinity College and Grand River Solutions. The survey was approved by Ethical & Independent Review Services.

At the end of the survey, participants were given the opportunity to enter a raffle to win one of twelve items (Ray-Ban Meta Glasses, Beats Wireless Headphones, Apple AirPods Pro, Hatch Sunrise Alarm Clock, four DoorDash Gift Cards, four UberEats Gift Cards). Participants' survey responses were not connected to their raffle entry in any way.

Study Measures

Demographics

In addition to the demographic data provided by Trinity College, the survey included questions pertaining to the student's self-identification as an intercollegiate athlete, first generation college student, Greek Life member, and parental status, when applicable. Students were also asked to identify their sex assigned at birth, gender identity, sexual orientation, and disability status.

Knowledge and campus culture

Students were asked about their knowledge of key campus policies relevant to sexual and interpersonal violence. They were also asked about their perceptions of the campus culture, Trinity College's prevention and response efforts relevant to sexual and interpersonal violence, and bystander intervention.

Sexual and interpersonal violence

The survey asked participants about their experiences of sexual and interpersonal violence in the past 12 months, including sexual harassment, sexual assault, rape, intimate partner violence, and stalking.

The survey included follow-up questions for those that indicated experiencing sexual and interpersonal violence. These questions asked about academic, professional, and mental health impacts of their experience, their relationship with the perpetrator, the location of the incident, whether or not they reported the incident, reasons why they did not report, and their experiences during the reporting process.

School connectedness

Students were asked to reflect on their experiences at Trinity College and to identify their feelings and perceptions of belonging, equity, and well-being.

Data Analysis Methods

To be considered valid, a respondent had to have answered at least one question beyond the demographic section. To preserve participant's confidentiality, any findings with a low response rate were omitted in reports to Trinity College.

Reports provided to Trinity College included only statistically significant findings. Statistical significance was determined using chi square tests and a p-value of <0.05 . Statistical significance for the difference in means was determined using a t-test or one-way anova. When cell counts were less than 5, a Fisher's t-test was used to evaluate statistical significance.

All personal experience questions were collapsed to yes/no variables for each of the types of sexual and interpersonal violence. Sexual orientation was collapsed to straight/heterosexual and LGBTQ+. Gender identity was collapsed to man, woman, and transgender, genderqueer, nonbinary, or gender nonconforming (TGQN). Race/ethnicity were collapsed into federally recognized categories of Black, Indigenous, and People of Color (BIPOC), and White. Definitions of these categories are included on the following page.

All likert scales (strongly agree to strongly disagree) were converted to a four-point ranking where 4 = positive response and 1 = negative response. Likert questions were grouped based on pre-determined themes of belonging, well-being, equity, and culture (when applicable). Responses to these questions were averaged for each theme and reported on a scale of 1 to 4.





Key Terms

BIPOC

Black, Indigenous, and People of Color (BIPOC) includes respondents who self-identified as African, Alaska Native, Asian/Asian American, American Indian/Indigenous, Black or African American, Caribbean/West Indian, East Asian, European, Hispanic/Latino/a/x/e, Latin American, Middle Eastern or North African, Native Hawaiian/Pacific Islander, South Asian, Southeast Asian, or another race/ethnicity.

LGB+

Lesbian, gay, and bisexual plus (LGB+) includes respondents that self-identified as lesbian, gay, bisexual, asexual, fluid, pansexual, queer, questioning, or another sexual orientation.

Sexual and interpersonal violence (SIV)

Used to refer to sexual harassment, sexual assault, rape, intimate partner violence, and stalking collectively.

Sexual violence

Used to refer to sexual assault and/or rape collectively.

TGQN

Transgender, genderqueer, nonbinary, or gender nonconforming (TGQN) includes respondents that self-identified as agender, genderqueer/gender-fluid, non binary, questioning, two-spirit, another gender identity, intersex, man but not male assigned at birth, or woman but not female assigned at birth.

Response Rate and Participant Demographics

A total of 2,107 Trinity College students were invited to participate, and 336 (16%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Trinity College students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity

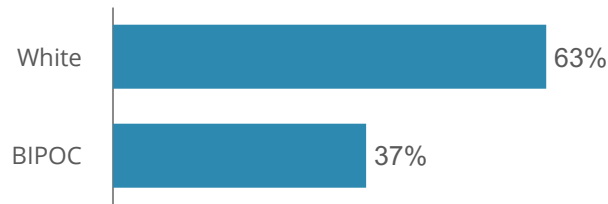


Fig. 2 Gender identity

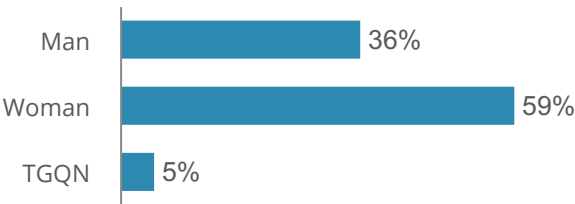


Fig. 3 Age

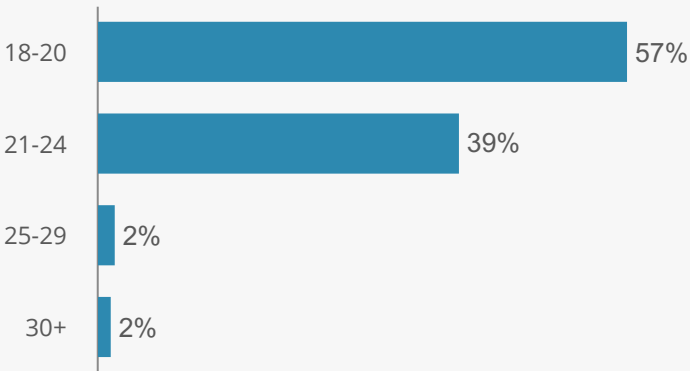


Fig. 4 Sexual orientation

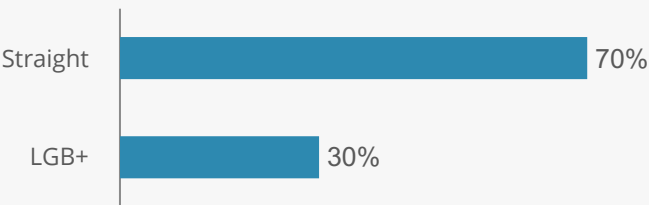


Fig. 5 Disability status



Participant Demographics

Fig. 6 Degree level

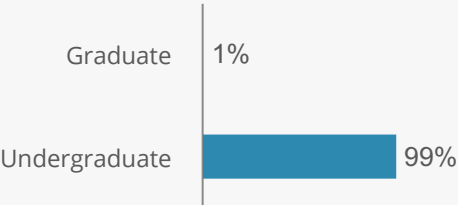


Fig. 7 Class year

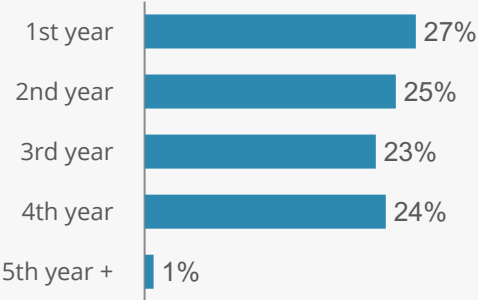


Fig. 8 Enrollment status

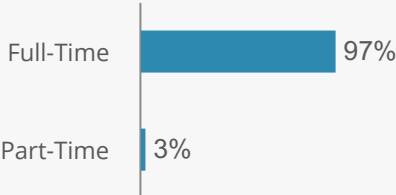


Fig. 9 Transfer status

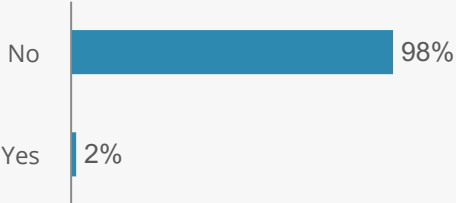
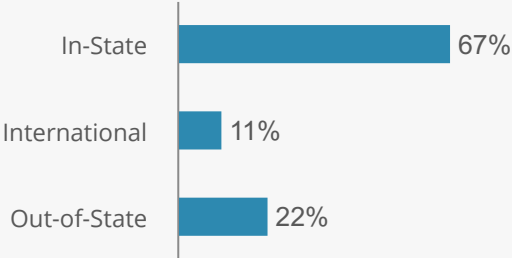
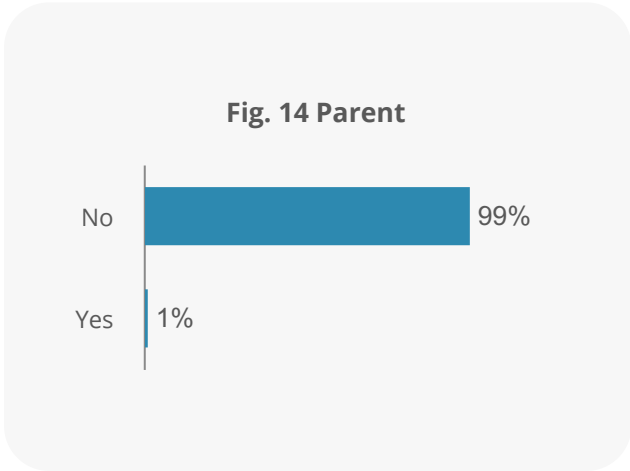
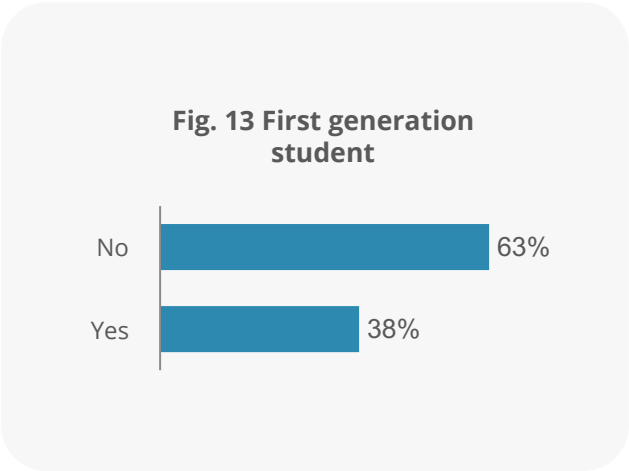
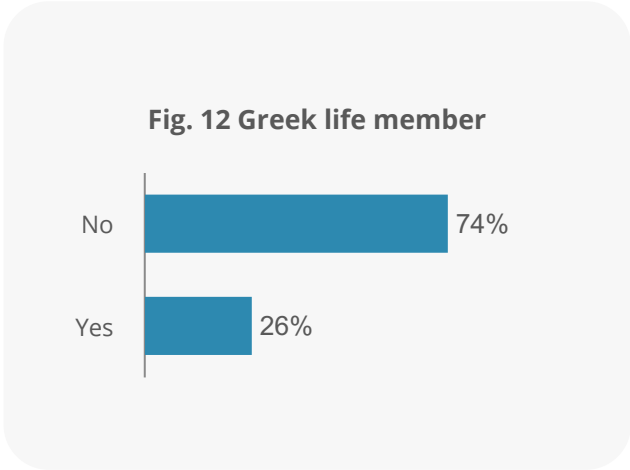
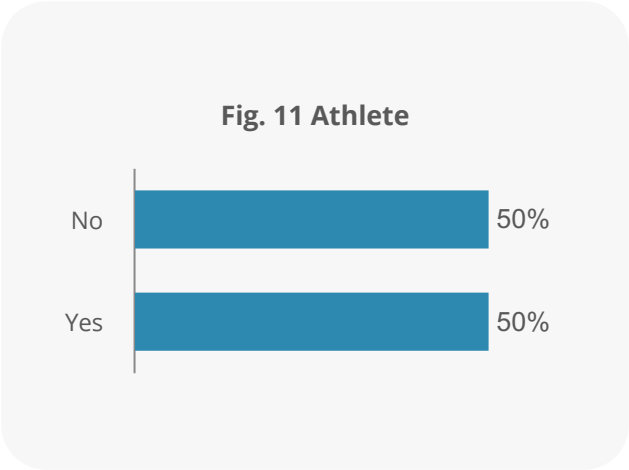


Fig. 10 Residency



Participant Demographics



Percentages may not add to 100% due to rounding.

Executive Summary

School connectedness

Overall, a majority of participants agreed that they feel safe and protected at Trinity College. On average, participants agreed that they feel a sense of belonging and equity at Trinity College. Perceptions of belonging, equity, and well-being varied across some demographic groups.

Campus climate and confidence in reporting

Overall, participants slightly agreed that it is uncommon for people at the school to make sexist comments or jokes and that Trinity College is doing a good job of preventing and responding to sexual and interpersonal violence. Perceptions of the campus culture varied across some demographic groups.

Knowledge of policies, resources, and offices

A majority of participants confirmed that they have learned about sexual and interpersonal violence through classes or trainings, and a majority knew their Title IX protections against sexual and interpersonal violence. Most participants were aware of the Title IX Coordinator at Trinity College.

Sexual and interpersonal violence

Fifty-five percent (55%) of participants indicated that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, or rape in the past 12 months at Trinity College.

Reporting

The majority of participants who experienced sexual and interpersonal violence did not report the incident to Trinity College. The most common reasons why students chose not to report were that they did not think the incident was serious enough to report, they felt it would take time away from studies or other activities, and they worried about being blamed or not believed.

Bystander intervention

The most common reasons why participants who witnessed sexual and interpersonal violence did not intervene were that they did not want to upset a friend.



Findings

School Connectedness

Perceptions of Belonging, Equity, and Well-being

Students were asked to what extent they agreed or disagreed with statements about their feelings of belonging, equity, and well-being at Trinity College. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

Belonging

On average, most students **agreed** that they feel a sense of belonging at Trinity College.

Equity

On average, most students **agreed** that Trinity College treats all students equitably.

Well-being

On average, most students **agreed** that they feel safe and cared about at Trinity College.

3.2_{/4}

Belonging

3.1_{/4}

Equity

3.2_{/4}

Well-being

1 = negative response
4 = positive response

Differences in Perceptions of Belonging, Equity, and Well-Being

Perceptions of belonging, equity, and well-being varied among demographic groups.

Belonging

LGB+ students reported a lower sense of belonging than their respective counterparts.

Equity

First generations students, LGB+ students, TGQN students, and students with a disability were less likely to agree that Trinity College treats students equitably than their respective counterparts.

Well-being

First generations students, LGB+ students, TGQN students, and students with a disability reported a lower sense of well-being than their respective counterparts.

Fig. 15 Differences in perceptions of belonging



Fig. 16 Differences in perceptions of equity

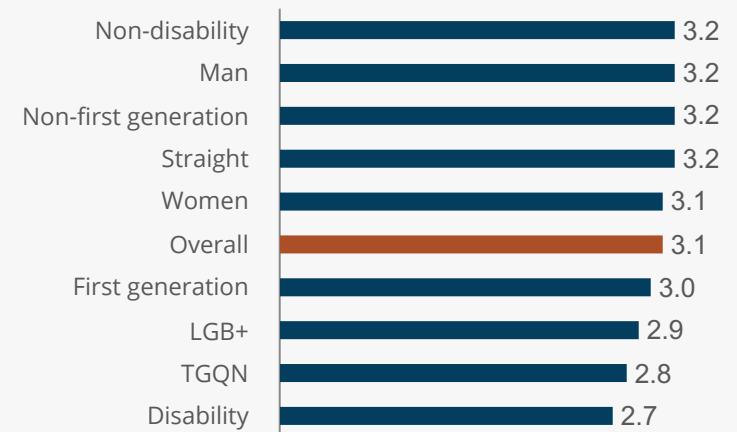
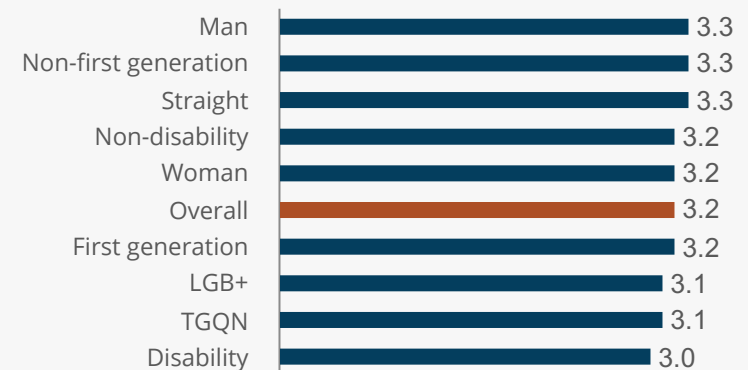


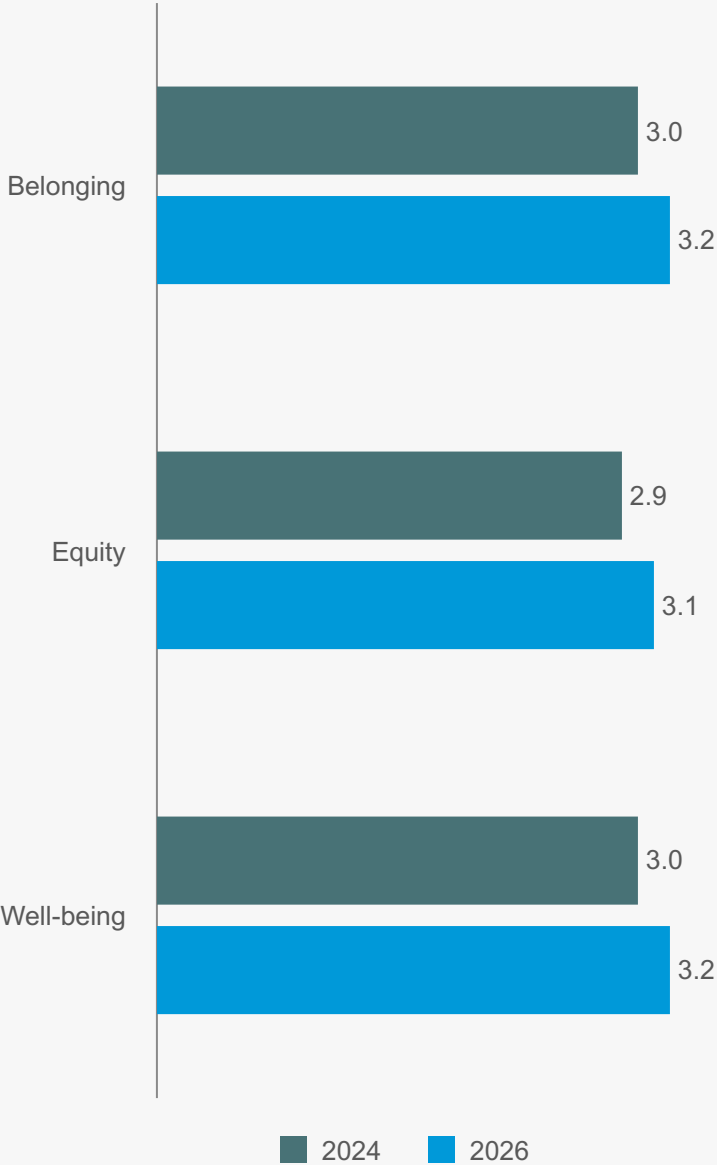
Fig. 17 Differences in perceptions of well-being



Trends: Perceptions of Belonging, Equity, and Well-being

From 2024 to 2026, average scores for student sense of belonging, equity, and well-being increased.

Fig. 18 Trends: Perceptions of school connectedness and culture





Findings

Campus Climate

Campus Culture

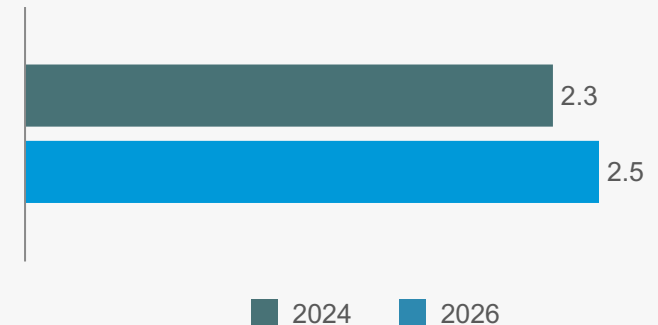
Students were asked about the culture of sexual harassment at Trinity College, and their perceptions of Trinity College's efforts to prevent and respond to sexual and interpersonal violence. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

On average, students **slightly agreed** that it is uncommon for people at the school to make sexist comments or jokes, and that Trinity College is doing a good job of trying to prevent sexual and interpersonal violence from occurring, and of holding perpetrators accountable.

The perception of the campus culture increased from the 2024 survey.

2.5_{/4}
Campus Culture

Fig. 19 Trends: Perception of campus culture



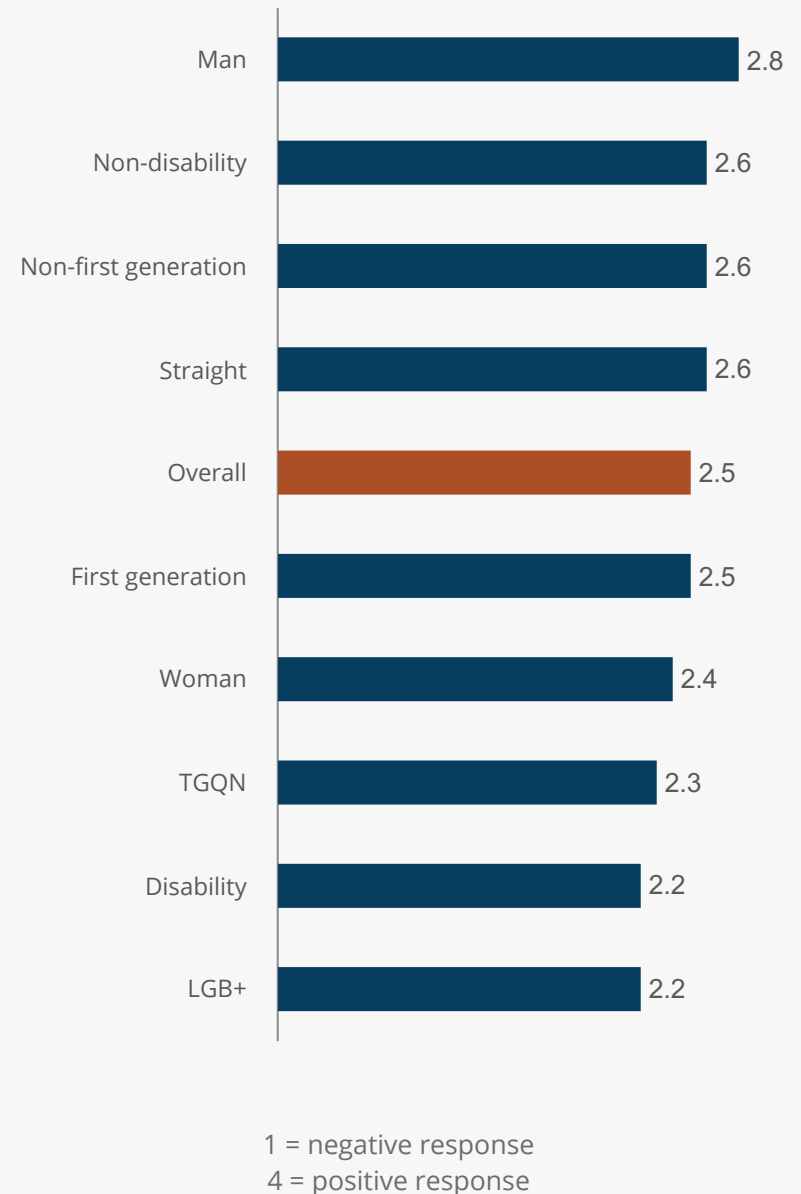
1 = negative response
4 = positive response

Differences in Perception of Campus Culture

Perceptions about the culture of sexual harassment at Trinity College varied among demographic groups.

First generation students, women, TGQN students, students with a disability, and LGB+ students were less likely to agree that it is uncommon for people at the school to make sexist comments or jokes, and that the school is doing a good job of preventing and responding to sexual and interpersonal violence.

Fig. 20 Differences in perception of campus culture



Confidence in Reporting

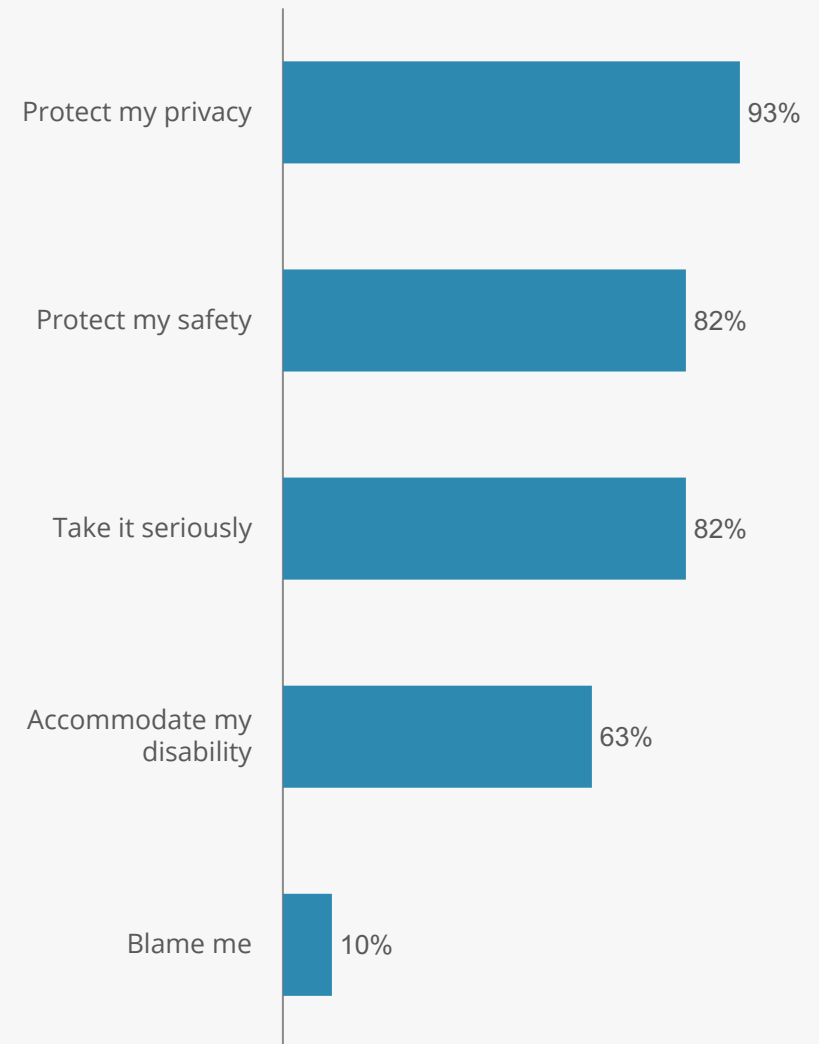
Participants who did not experience an incident of sexual or interpersonal violence in the past year were asked about their confidence in Trinity College's reporting process and campus resources.

Twelve percent (12%) of students indicated that they would go to the Counseling and Wellness Center or Health Center, 32% would go to Campus Safety, and 31% would go to another employee if they experienced sexual and interpersonal violence.

Eighty-two percent (82%) of students believed that their case would be taken seriously, and 10% of students believed that Trinity College would blame them or not believe them about the incident. Ninety-three percent (93%) of students believed that their privacy would be protected, while 82% believed that Trinity College would take steps to protect their safety.

Of those who self-identified as having a disability, 63% believed that Trinity College would properly accommodate their disability.

Fig. 21 If I experienced SIV, I believe Trinity College would...





Findings

Knowledge of Resources and Policies

Knowledge of Resources and Policies

Students were asked about their knowledge of campus resources and policies relevant to sexual and interpersonal violence (SIV).

Eighty-eight percent (88%) of students confirmed that they have learned about sexual and interpersonal violence through classes, training, or other programs at Trinity College. Another 87% indicated that they know Title IX protections against sexual and interpersonal violence.

Eighty-eight percent (88%) of students understood what happens when a student reports sexual and interpersonal violence, and 76% knew where at Trinity College they could get help if someone they know experiences sexual and interpersonal violence.

When asked if Trinity College has a Title IX Coordinator, 93% of participants answered 'yes,' while 1% of participants answered 'no,' and another 6% answered that they were unsure.

Fig. 22 Knowledge of campus resources and policies

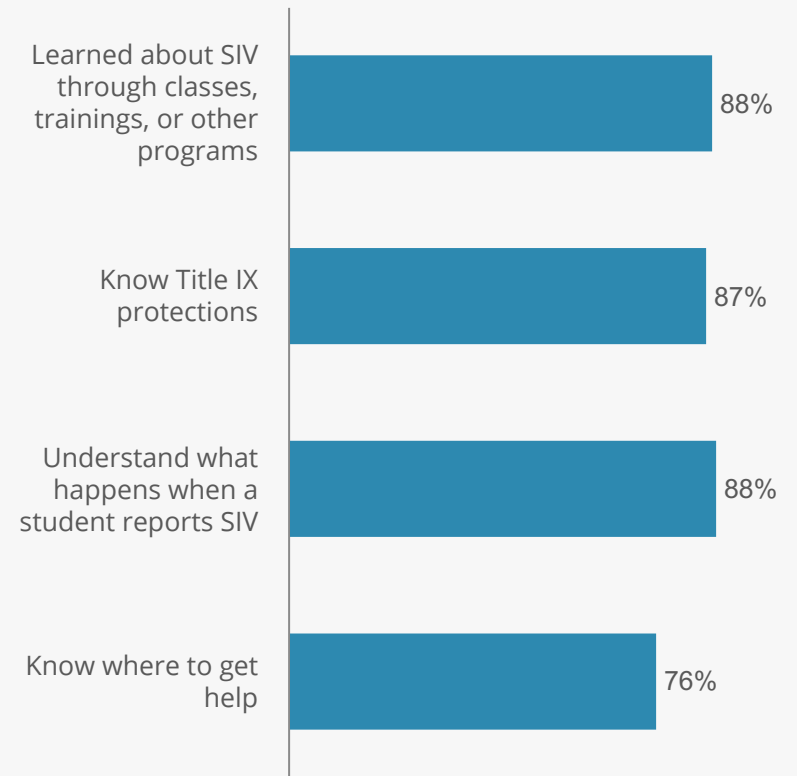


Fig. 23 Does Trinity College have a Title IX coordinator?



Trends: Knowledge of Resources and Policies

Knowledge of key information

From 2024 to 2026 there was a 10% increase in students that said that they have learned about sexual and interpersonal violence through classes or trainings.

Knowledge of procedures

From 2024 to 2026 there was a 6% increase in students that understood what happens when a student reports SIV.

Knowledge of resources and protections

From 2024 to 2026 there was a 9% increase in students that said that they knew their Title IX protections, and a 10% increase in students that knew where they could get help at Trinity College.

There was a 1% decrease in students that were aware that Trinity College has a Title IX Coordinator.

Fig. 24 Trends: Knowledge of campus resources and policies

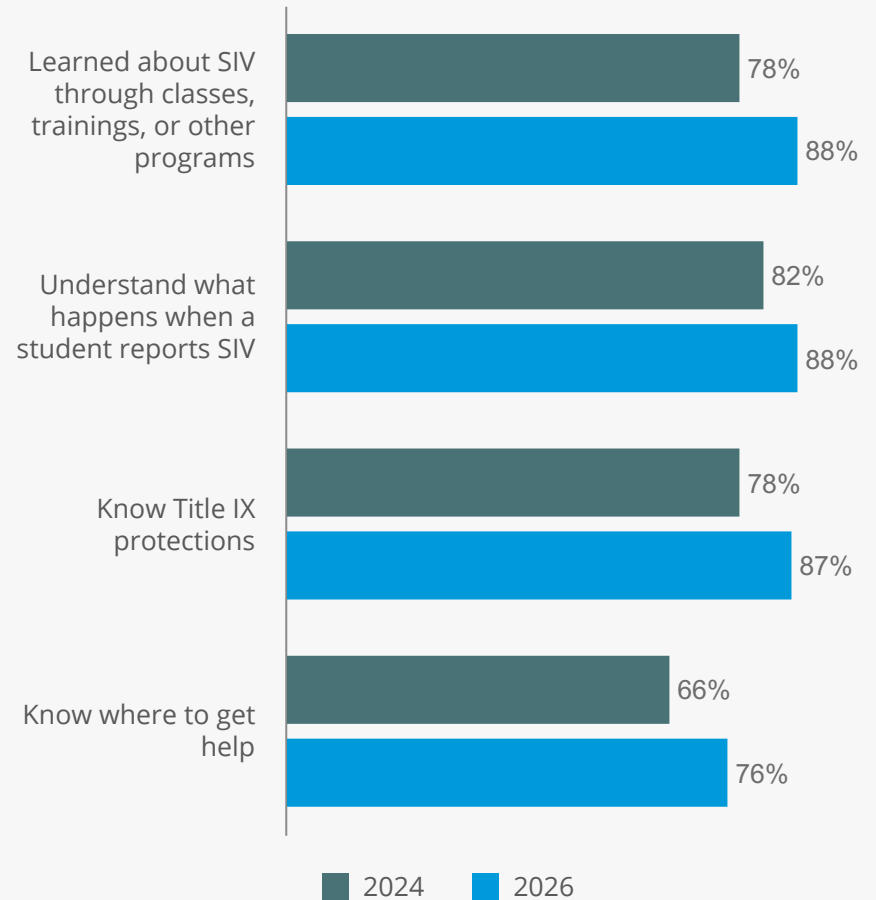
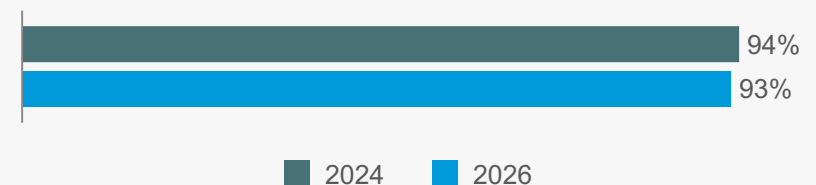


Fig. 25 Trends: Prevalence of students aware of the Title IX Coordinator



Knowledge of Sexual and Interpersonal Violence Prevention

Students were asked whether they had received written, verbal, or online information from anyone at Trinity College relevant to sexual and interpersonal violence (SIV) prevention and other essential information.

Prevention

Most students confirmed that they have received information on how to intervene as a bystander (75%) and how to help prevent SIV (73%). On average, students **agreed** (3.7/4) that victims were not to blame for SIV and in the importance of consent.

Definitions and Policies

Most students confirmed that they received information on the definition of SIV (73%) and the college's policy on SIV (71%). A majority were also informed of the definition of consent and how to obtain it from a sexual partner (80%).

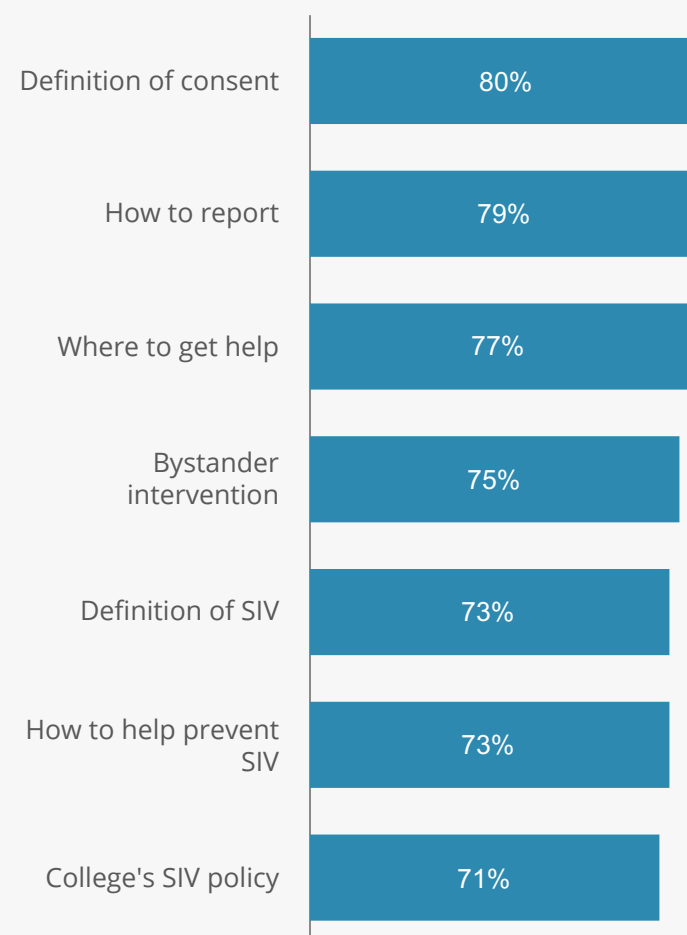
Reporting and Resources

A majority of students confirmed they have received information on how to report SIV (79%) and where to get help if someone they know experiences SIV (77%).

3.7 /4

Beliefs and Attitudes

Fig. 26 Received information about the following from someone at the school





Findings

Personal Experience

55% of Students Experienced Sexual and Interpersonal Violence or Harassment

The survey asked students about their experiences of non-consensual sexual contact, sexual harassment, stalking, and intimate partner violence in the past 12 months. Overall, 55% of participants experienced at least one form of sexual and interpersonal violence or harassment in the past 12-months.

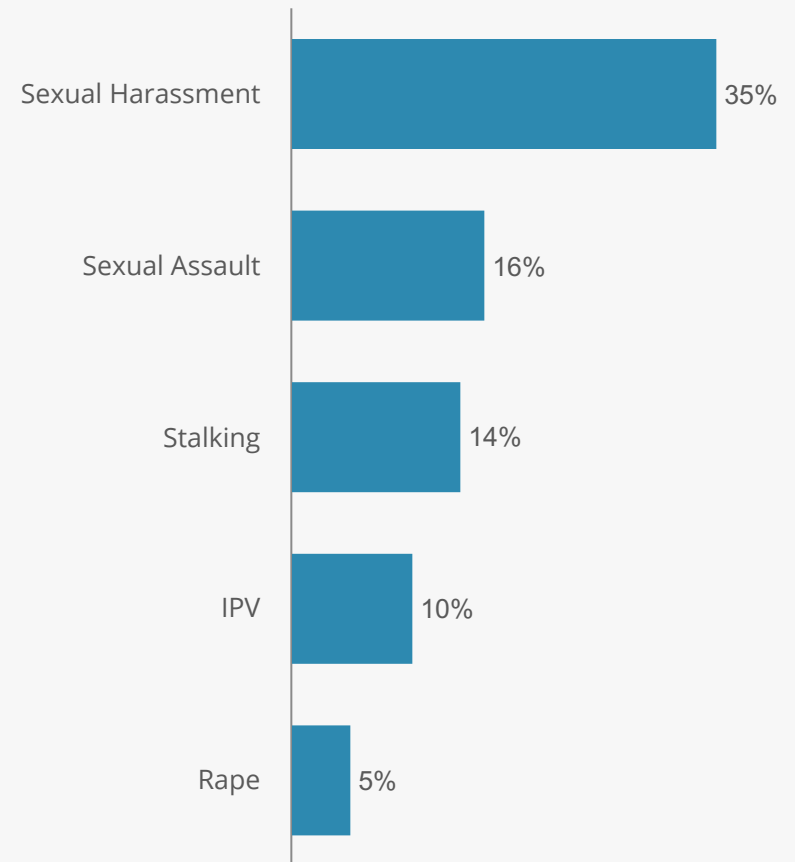
- **35%** experienced sexual harassment
- **16%** experienced sexual assault
- **14%** experienced stalking
- **10%** experienced IPV
- **5%** experienced rape

INSIGHTS

Even with an anonymous survey, individuals may be hesitant to disclose experiences of unwanted sexual contact.¹

¹ Hirsch, J. S. & Khan, S. (2020). Sexual citizens: A landmark study of sex, power and assault on campus. WW Norton.

Fig. 27 Prevalence of sexual and interpersonal violence (last 12 months)



19% experienced **two or more** instances of sexual and interpersonal violence.

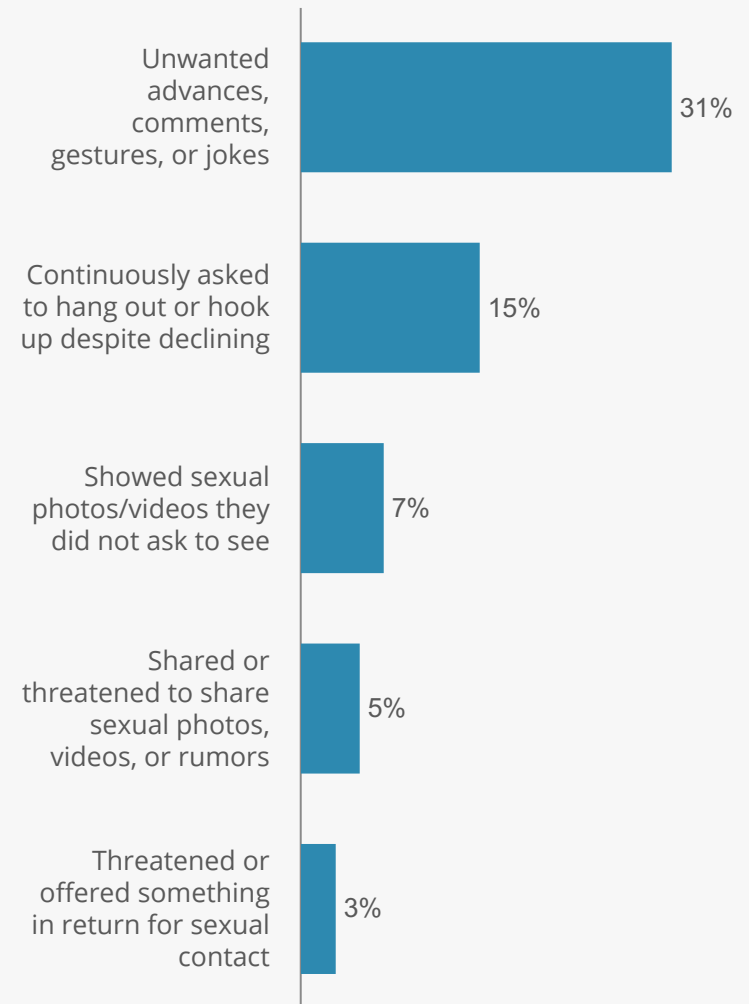
35% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment in the past 12 months. Overall, 35% of participants experienced sexual harassment.

The highest percentage of students expressed that someone **made unwanted sexual advances, comments, gestures, or jokes toward them (31%)**.

- **15%** indicated someone continuously asked them to hang out or hook up despite saying no
- **7%** indicated someone sent or showed them sexual photos or videos that they did not ask to see
- **5%** indicated someone shared or threatened to share sexual photos, videos, or rumors of them that they did not want shared
- **3%** indicated someone threatened them or offered something in return for sexual contact

Fig. 28 Prevalence of sexual harassment

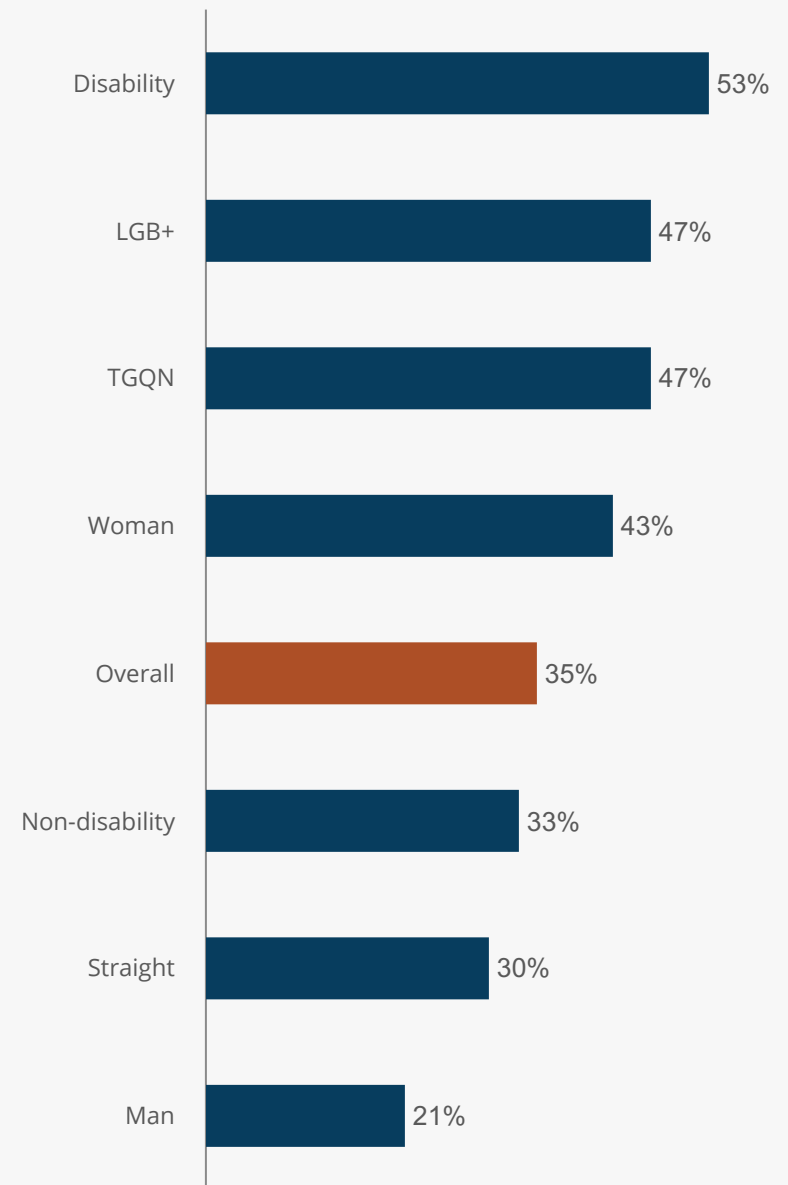


Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied among demographic groups.

- Students with a disability (53%) were more likely to experience sexual harassment than students without a disability (33%)
- LGB+ students (47%) were more likely to experience sexual harassment than straight students (30%)
- TGQN students (47%) and women (43%) students were more likely to experience sexual harassment than men (21%)

Fig. 29 Prevalence of sexual harassment by demographics

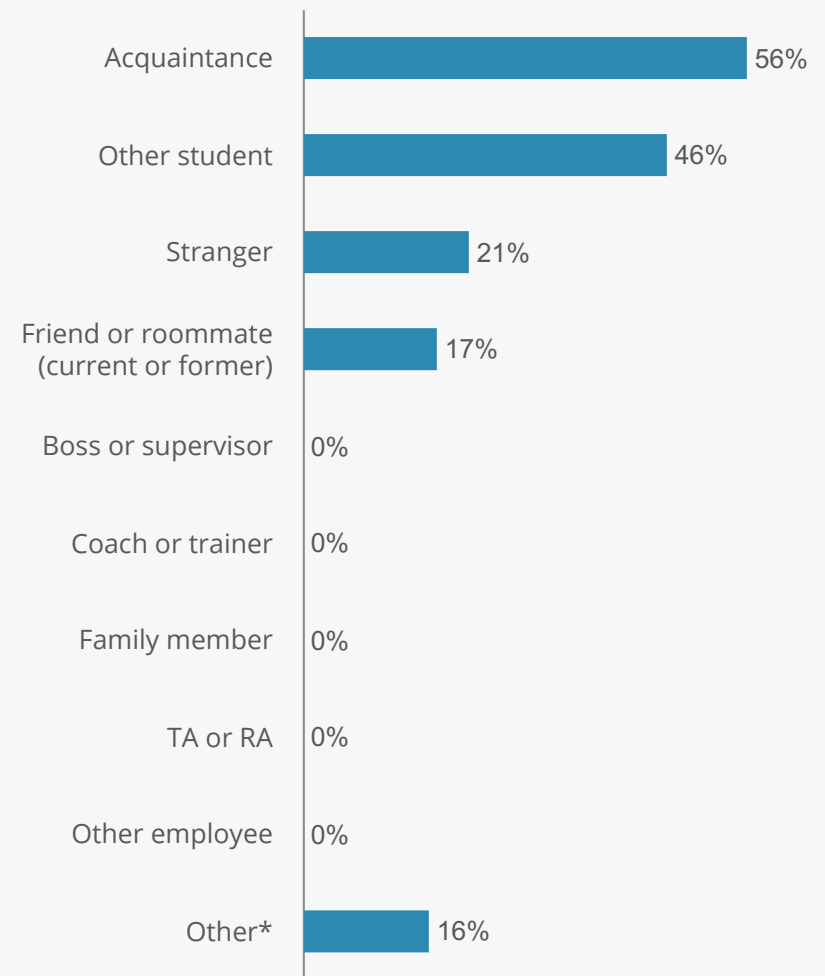


Perpetrators of Sexual Harassment

Students who experienced sexual harassment in the past year were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was a acquaintance, friend of a friend, or someone they just met (56%), another student (46%) and a stranger (21%).

Fig. 30 Perpetration of sexual harassment



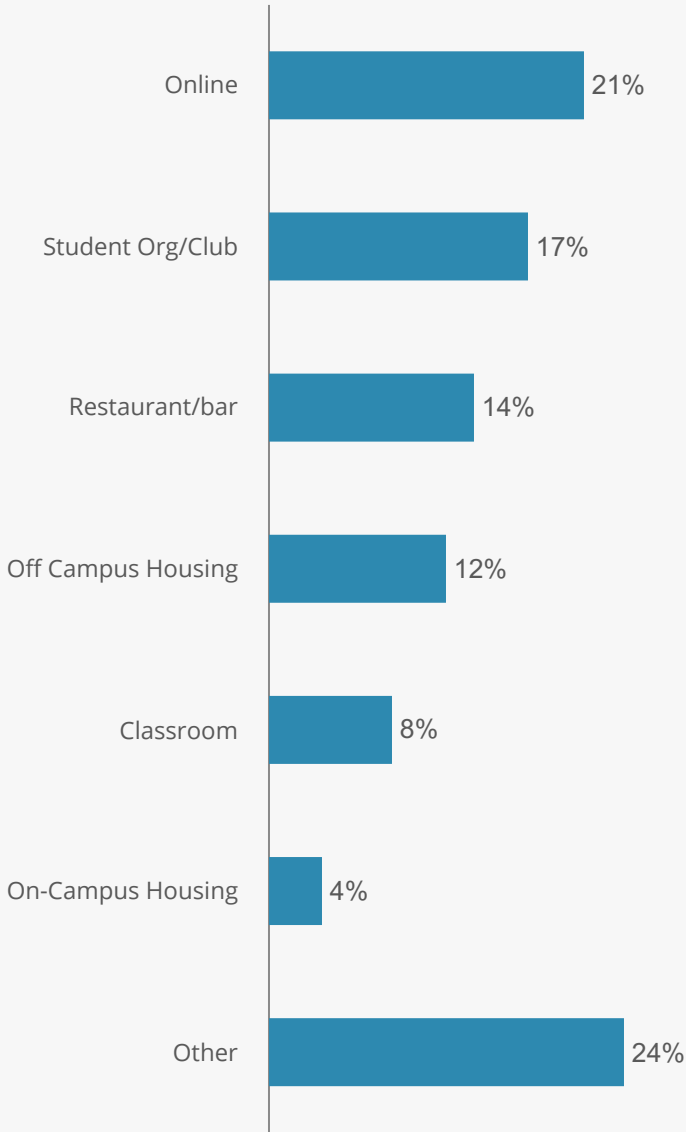
*Other includes someone else, current or former partner or spouse, unsure, coworker, and professor. The response rates of these options were too small to report separately.

Locations Where Sexual Harassment Occurred

Students who experienced sexual harassment in the past year were asked about where the incident took place.

The highest percentage of students indicated that the incident occurred online (21%), a space used by a student organization or club (17%) and a restaurant, bar, or club (14%).

Fig. 31 Prevalence of sexual harassment by location



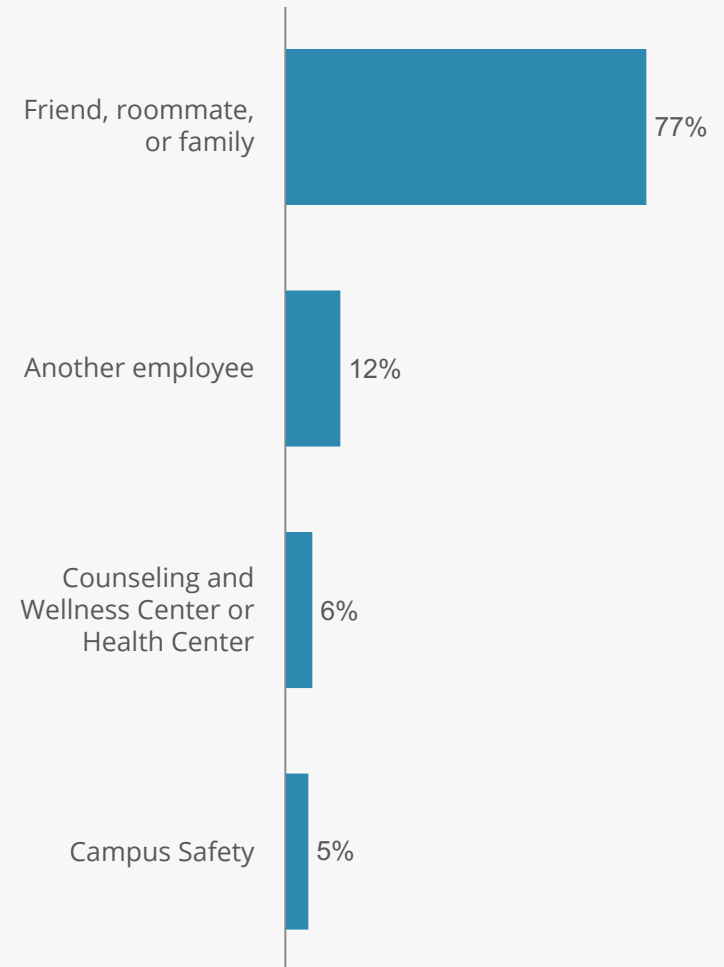
Reporting of Sexual Harassment

Students who experienced sexual harassment in the past year were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (77%), a majority did not report the incident to the school.

- **12%** contacted another campus employee
- **6%** contacted the Counseling and Wellness Center or Health Center
- **5%** contacted campus safety

Fig. 32 Reporting of sexual harassment

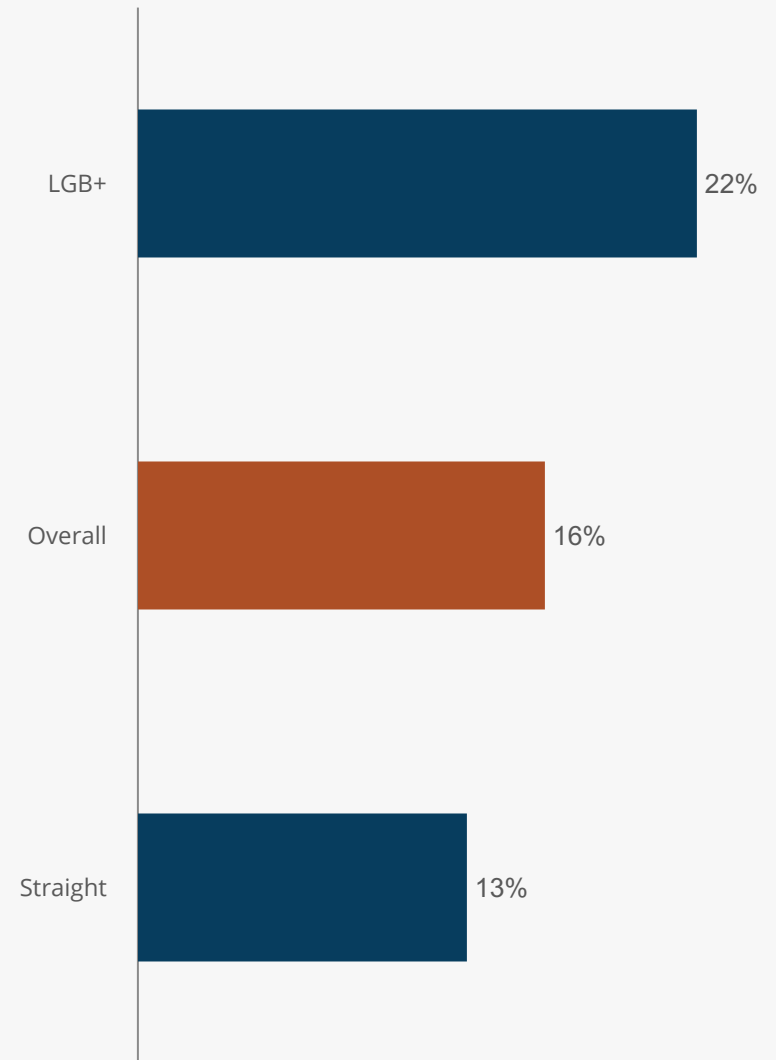


16% of Students Experienced Sexual Violence

The survey asked students about their experiences of non-consensual sexual contact in the past year. Overall, 16% of participants experienced at least one instance of sexual assault or rape.

- LGB+ students (22%) were more likely to experience sexual violence than straight students (13%)

Fig. 33 Prevalence of sexual violence by demographics



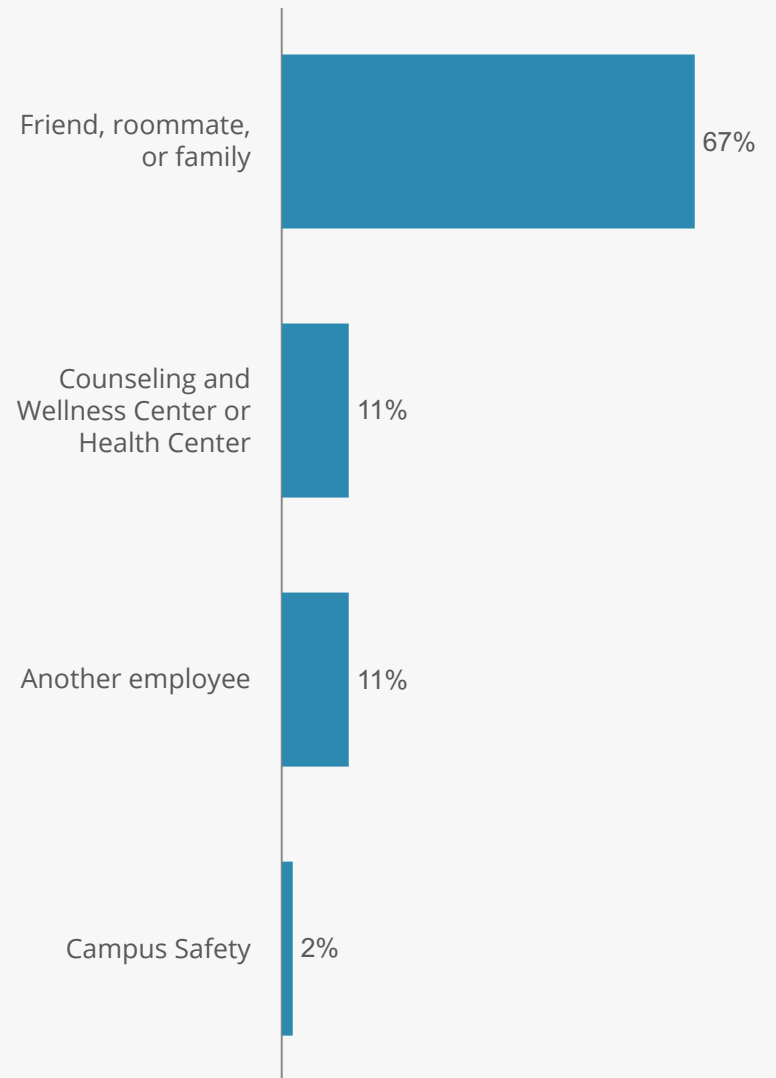
Reporting of Sexual Violence

Students who experienced sexual assault or rape in the past year were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (67%), a majority did not report the incident to the school.

- **11%** contacted another campus employee
- **11%** contacted the Counseling and Wellness Center or Health Center
- **2%** contacted campus safety

Fig. 34 Reporting of sexual violence



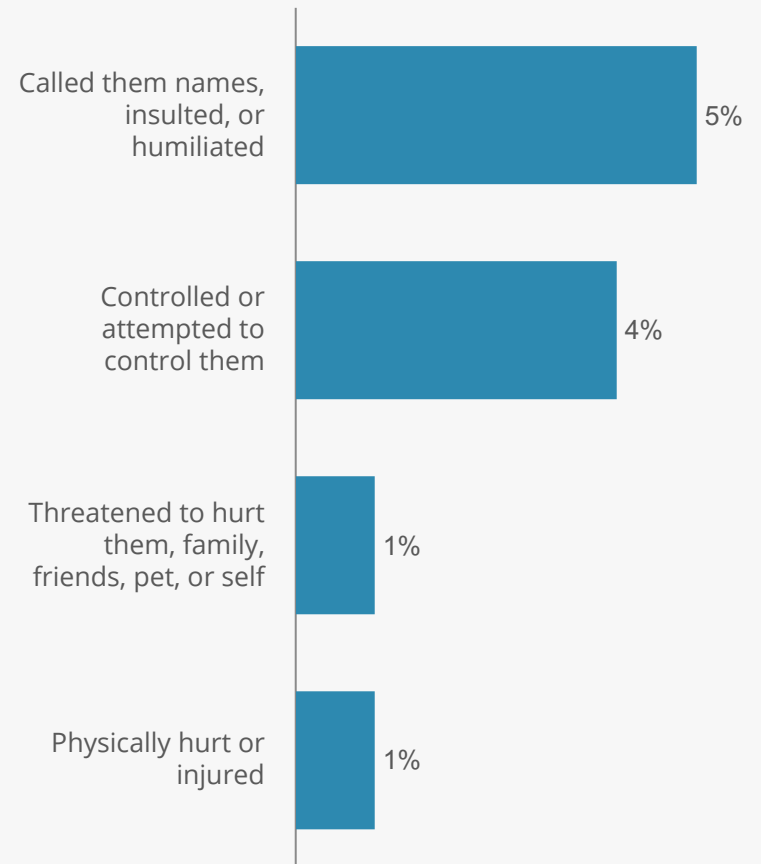
10% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) in the past year. Overall, 10% of participants experienced IPV.

The highest percentage of students expressed that an intimate partner **called them names, insulted, or humiliated them (5%)**.

- **4%** indicated a current or former partner controlled or attempted to control them physically, emotionally, or financially
- **1%** indicated a current or former partner threatened to hurt them, their family, friends, pets or threatened to hurt themselves
- **1%** indicated a current or former partner physically hurt or injured them

Fig. 35 Prevalence of intimate partner violence

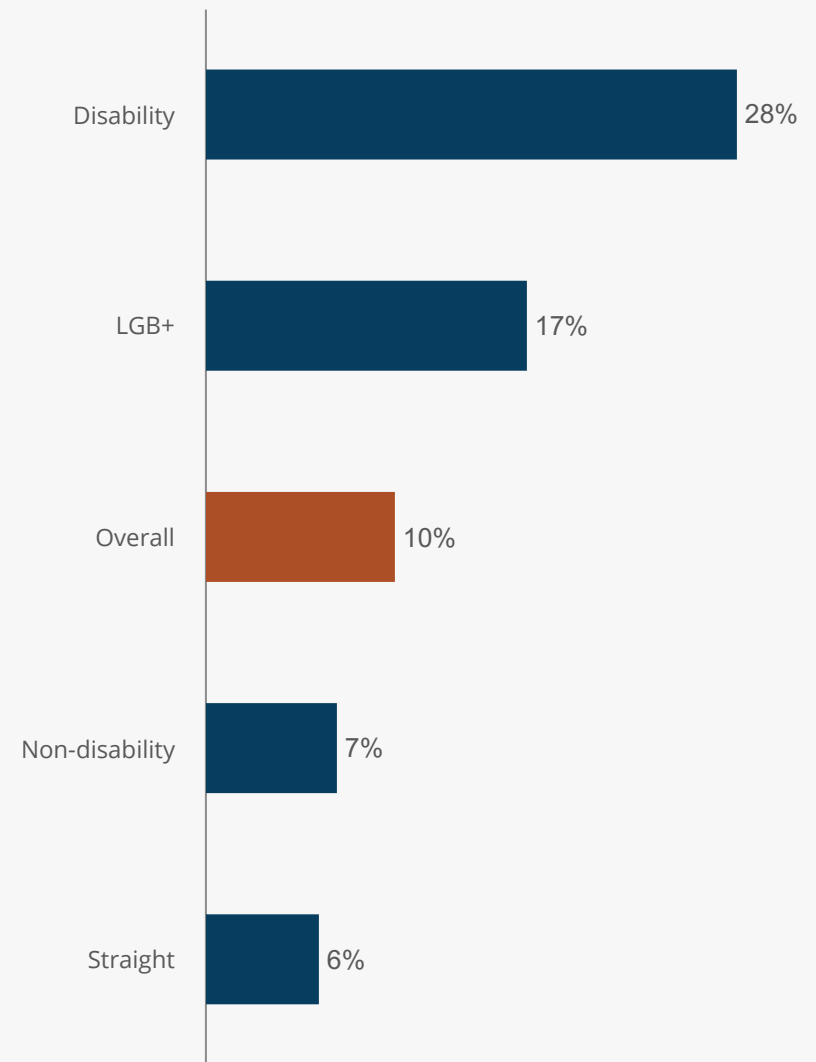


Differences in Experience of Intimate Partner Violence

The prevalence of intimate partner violence (IPV) varied among demographic groups.

- Students with a disability (28%) were more likely to experience IPV than students without a disability (7%)
- LGB+ students (17%) were more likely to experience IPV than straight students (6%)

Fig. 36 Prevalence of intimate partner violence by demographics



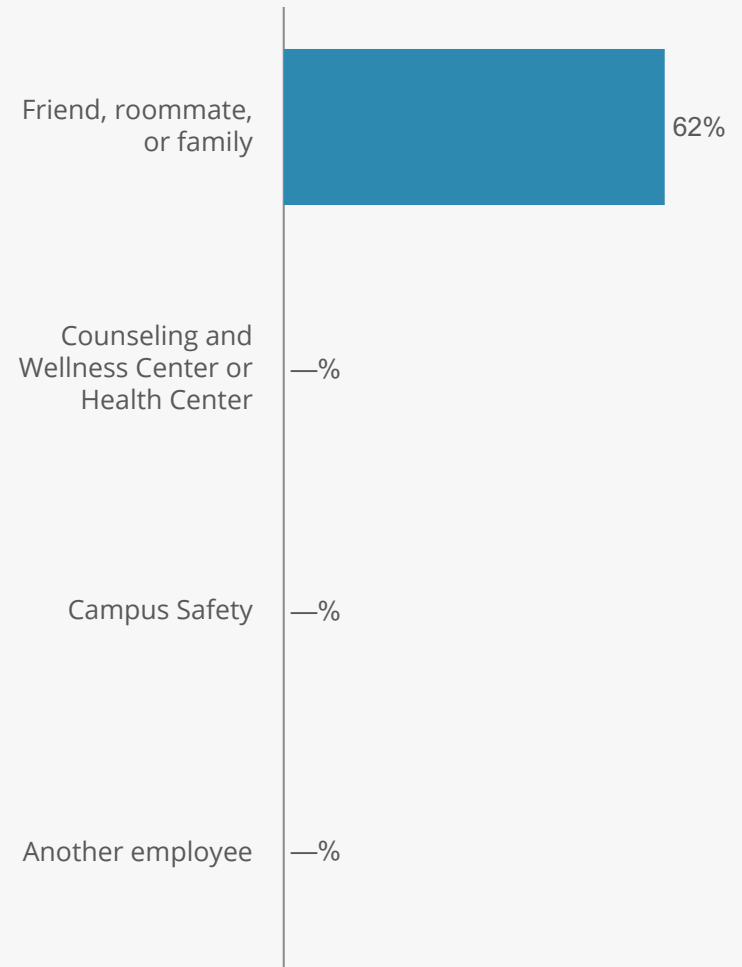
Reporting of Intimate Partner Violence

Students who experienced intimate partner violence in the past year were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (62%), a majority did not report the incident to the school.

- **0%** contacted campus safety
- **0%** contacted another campus employee
- **0%** contacted the Counseling and Wellness Center or Health Center

Fig. 37 Reporting of intimate partner violence



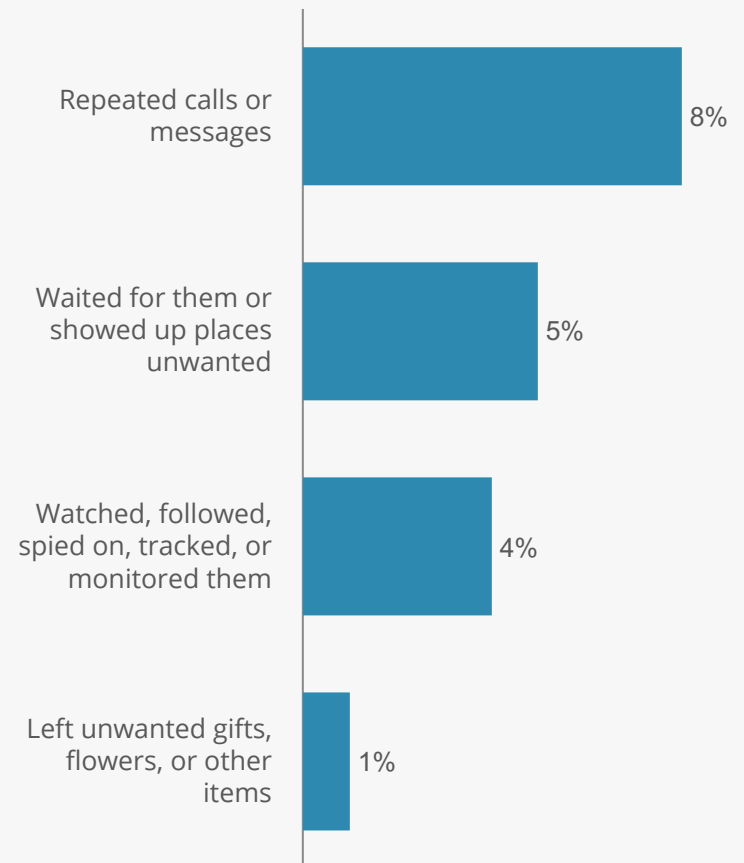
14% of Students Experienced Stalking

Students were asked about stalking situations when someone acted in a way that seemed obsessive or made them concerned for their safety in the past year. Overall, 14% of participants experienced at least one form of stalking.

The highest percentage of students expressed that someone **repeatedly called them or sent unwanted messages (8%)**.

- **5%** indicated someone waited for them or showed up in places when they didn't want them there
- **4%** indicated someone watched, followed, spied on, tracked, or monitored them
- **1%** indicated someone left them unwanted gifts, flowers, or other items

Fig. 38 Prevalence of stalking by behavior



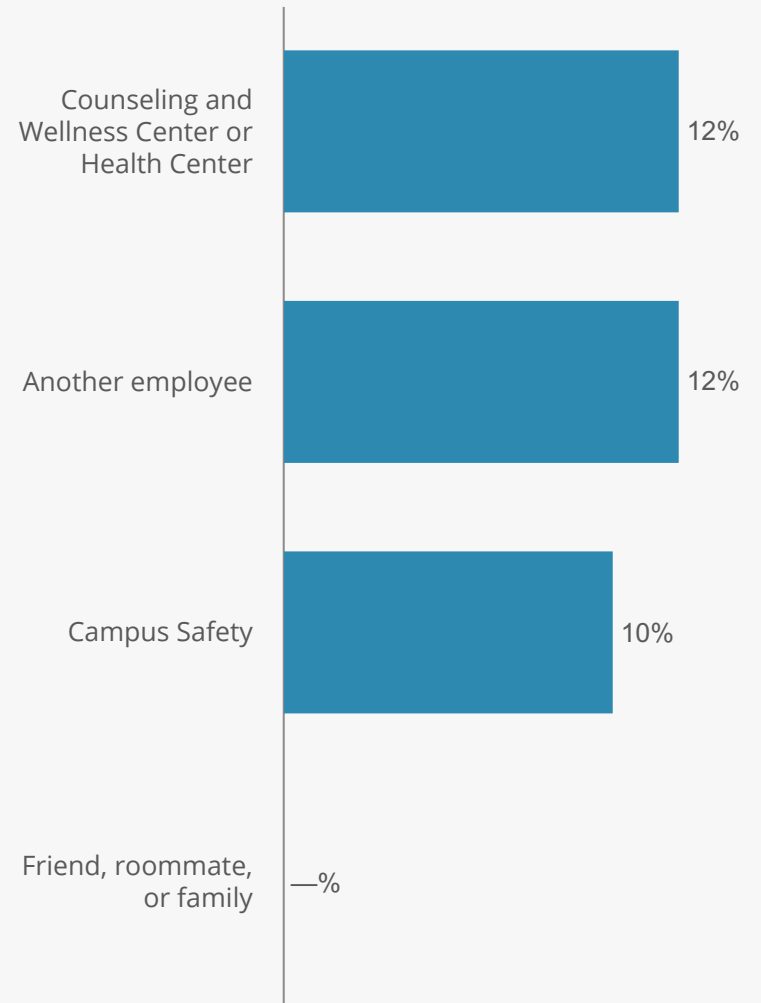
Reporting of Stalking

Students who experienced stalking in the past year were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (100%), a majority did not report the incident to the school.

- **12%** contacted the Counseling and Wellness Center or Health Center
- **12%** contacted another campus employee
- **10%** contacted campus safety

Fig. 39 Reporting of stalking

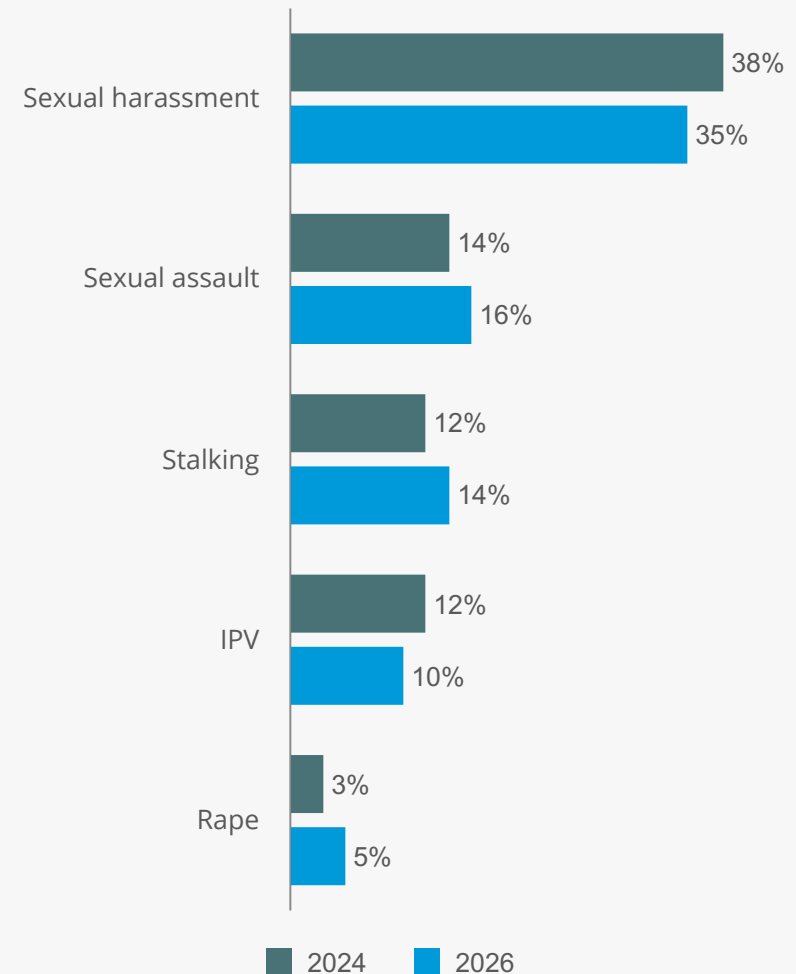


12% Increase in Sexual and Interpersonal Violence

In 2024 and 2026 the survey asked students about their experiences of non-consensual sexual contact, sexual harassment, stalking, and intimate partner violence in the last 12 months at Trinity College. From 2024 to 2026 the following changes occurred:

- **3%** decrease in sexual harassment
- **2%** increase in sexual assault
- **2%** increase in stalking
- **2%** decrease in intimate partner violence
- **2%** increase in rape

Fig. 40 Trends: Prevalence of SIV





Findings

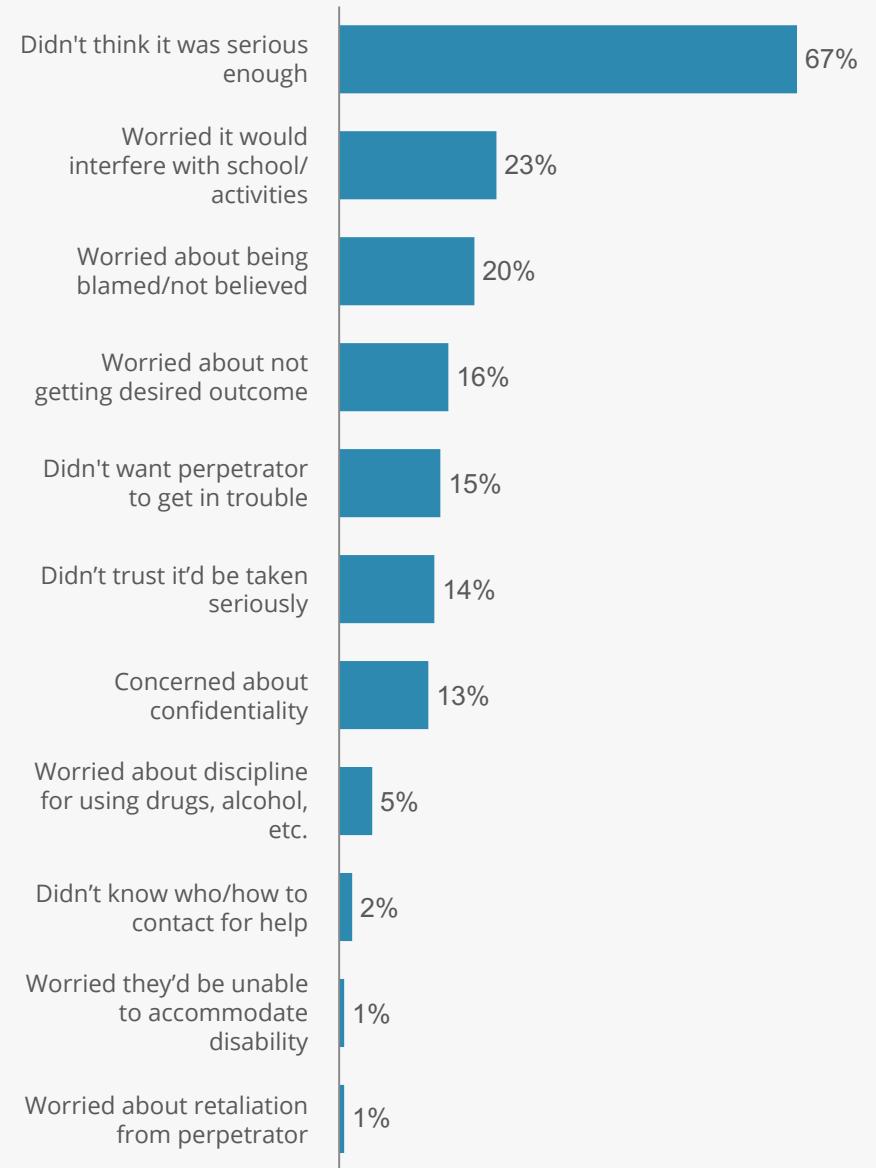
Reporting

Reasons Students Did Not Report

Students who experienced sexual and interpersonal violence but did not report it were asked about reasons they did not contact a campus official about the incident.

The most common reasons why students did not report the incident were they did not think the incident was serious enough to report (67%), they felt it would take time away from studies or other activities (23%), and they worried about being blamed or not believed (20%).

Fig. 41 Reasons participants did not report sexual or interpersonal violence

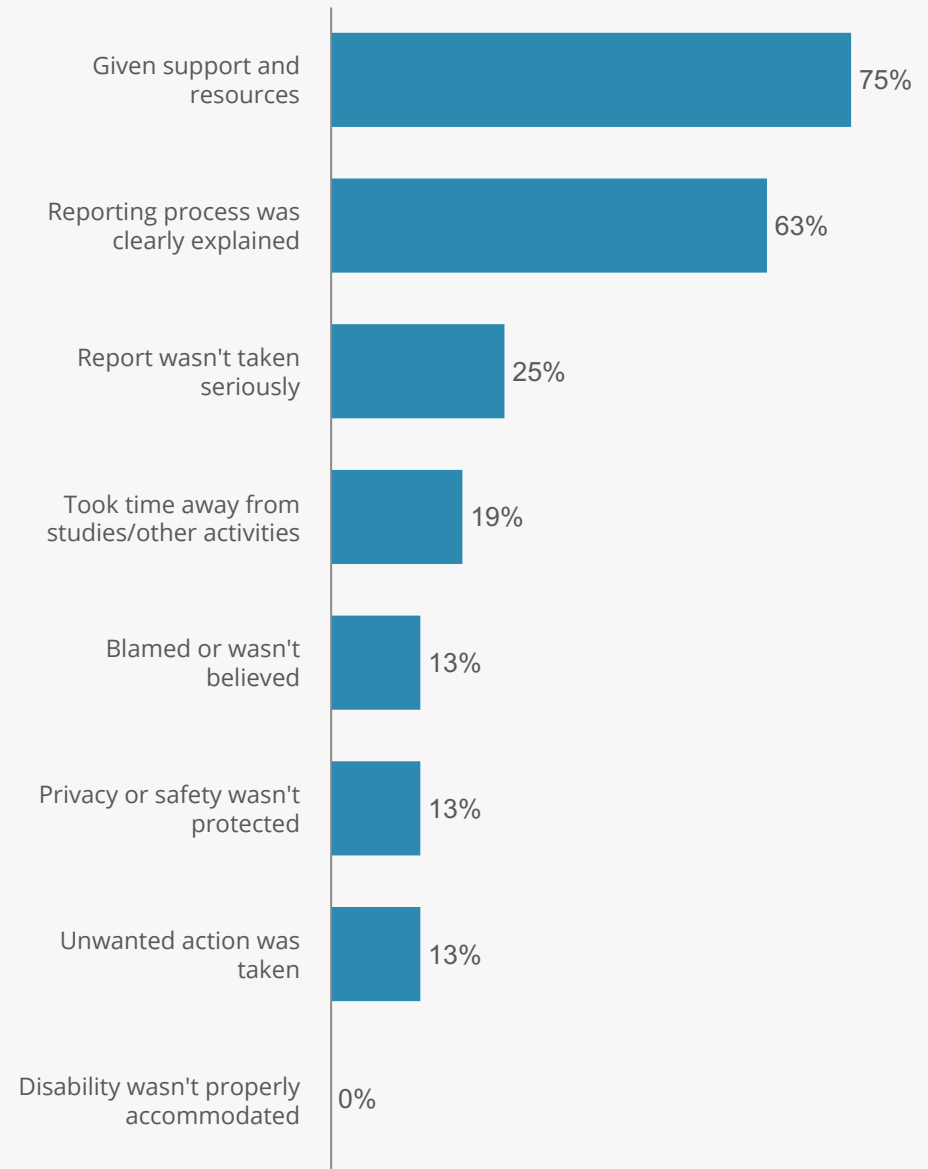


Experiences with the Reporting Process

Students who experienced sexual and interpersonal violence in the past year and told a campus official were asked about their experience reporting the incident.

The highest percentage of students expressed that they were provided support and resources (75%), the reporting process was clearly explained to them (63%), and their disclosure was not taken seriously (25%).

Fig. 42 Experiences reporting sexual or interpersonal violence





Findings

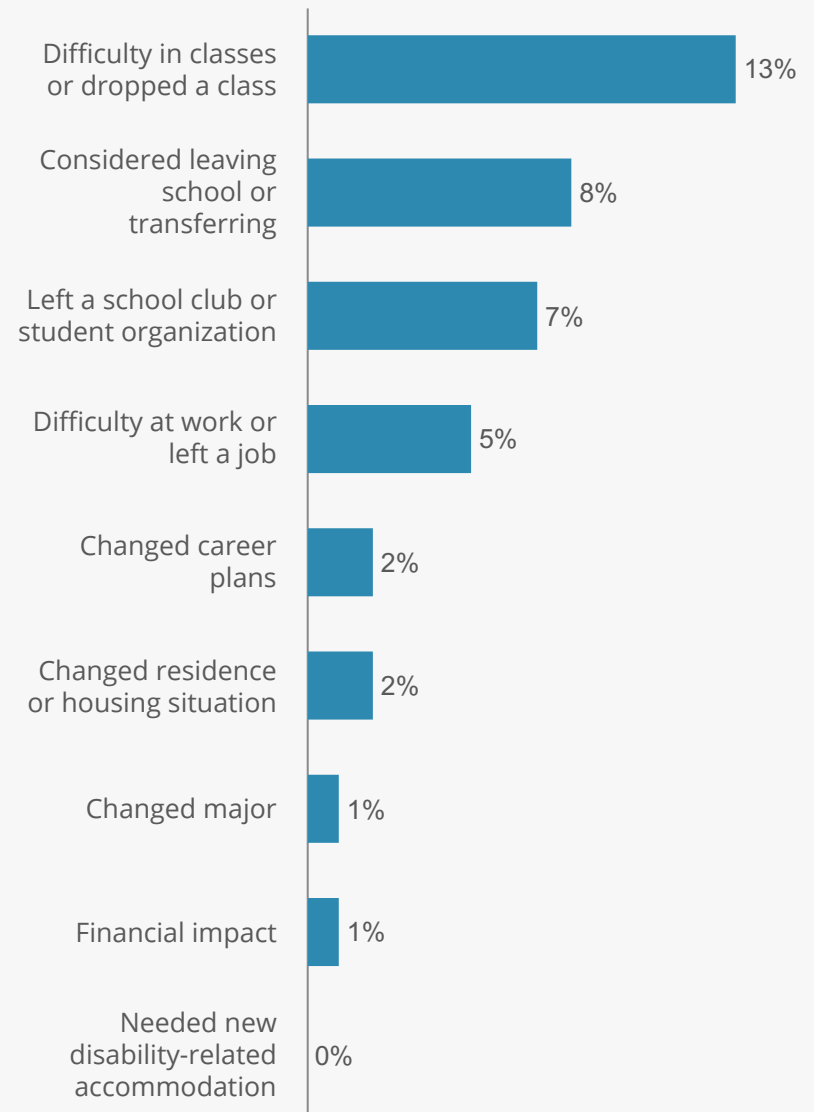
Impacts

Academic, Professional, & Student Life Impacts

Students who experienced sexual harassment, sexual violence, intimate partner violence, or stalking were asked about impacts they experienced following the incident.

The highest percentage of students indicated that they had difficulty in classes or dropped a class (13%), considered leaving school or transferring (8%), and left a school club or organization (7%).

Fig. 43 Impacts on academic, professional, or student life

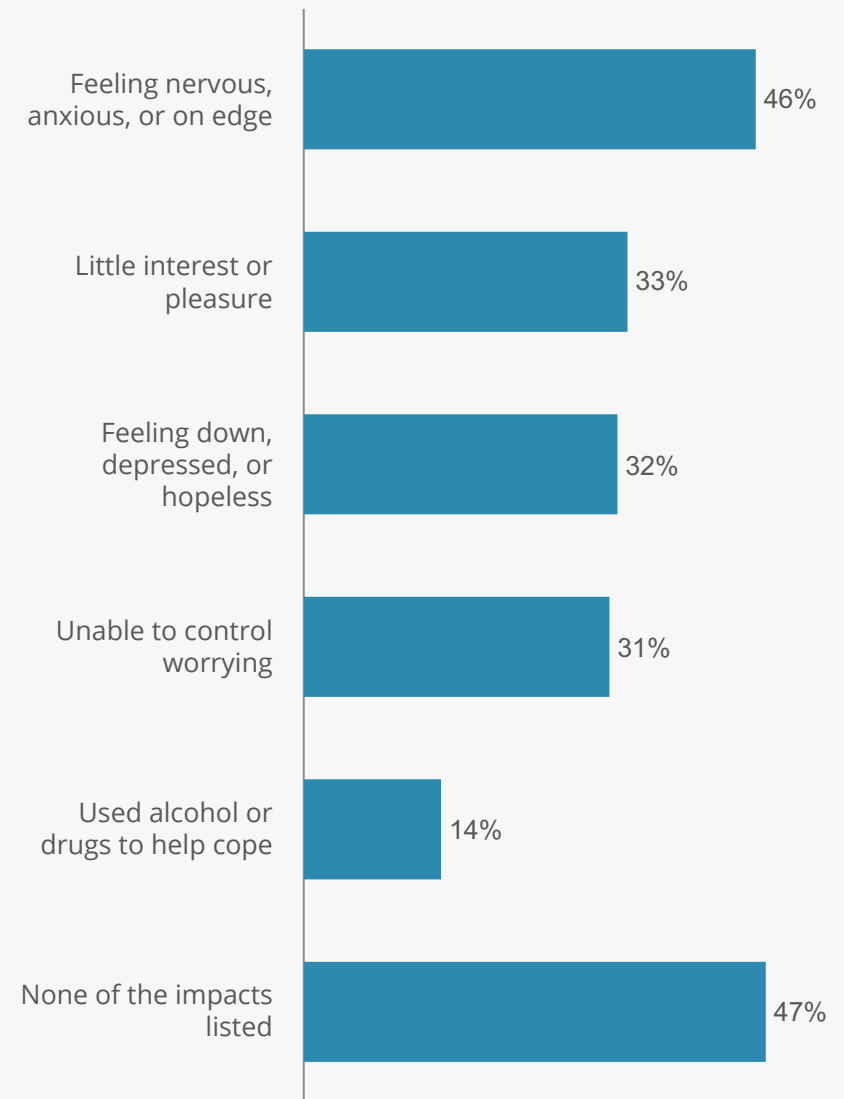


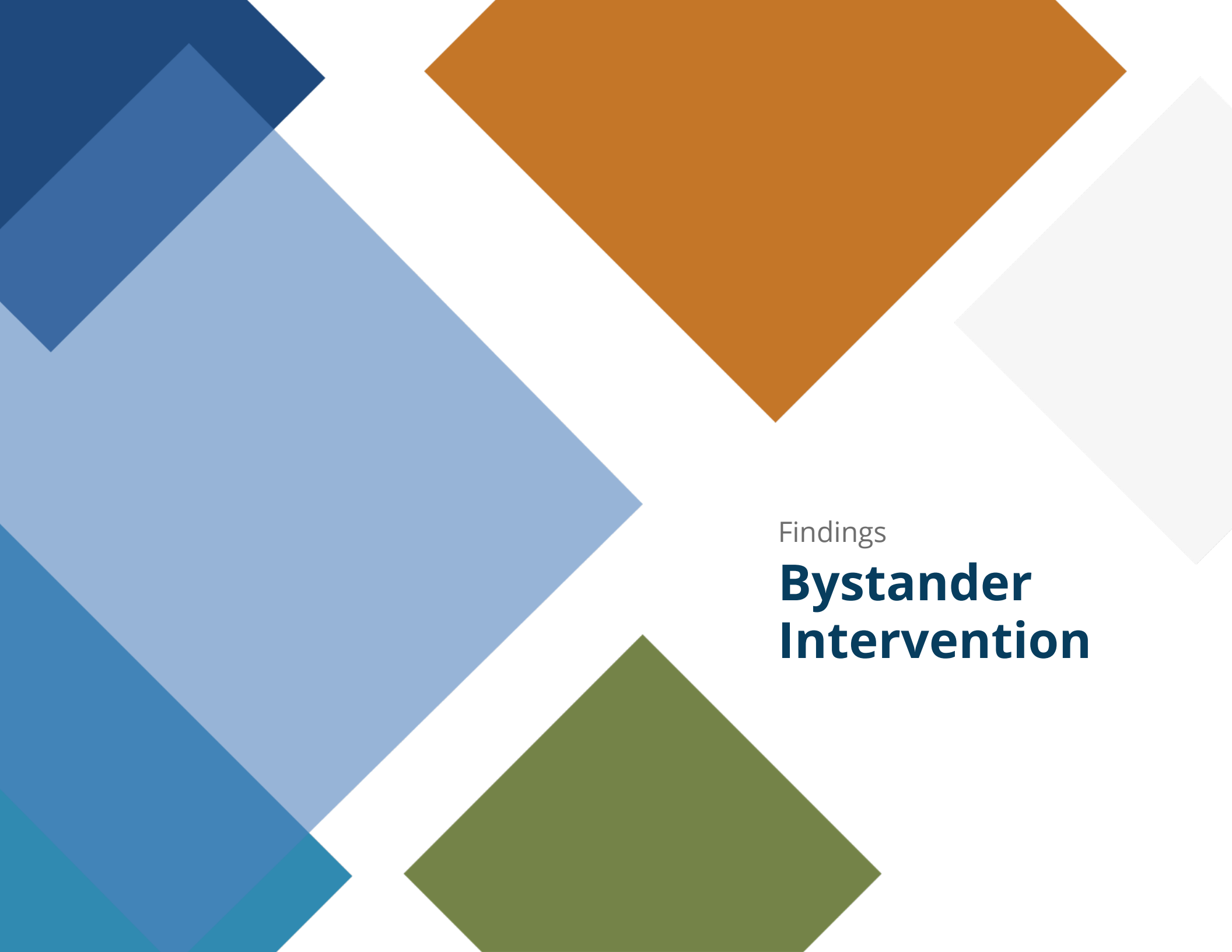
Mental Health Impacts

Students who experienced sexual harassment, sexual violence, intimate partner violence, or stalking were also asked about whether they experienced certain mental health symptoms in the past year. Overall, 54% of participants who experienced SIV reported at least one mental health impact.

The highest percentage of students reported that they felt nervous, anxious, or on edge (46%) and felt little interest or pleasure in doing things (33%).

Fig. 44 Impacts on mental health





Findings

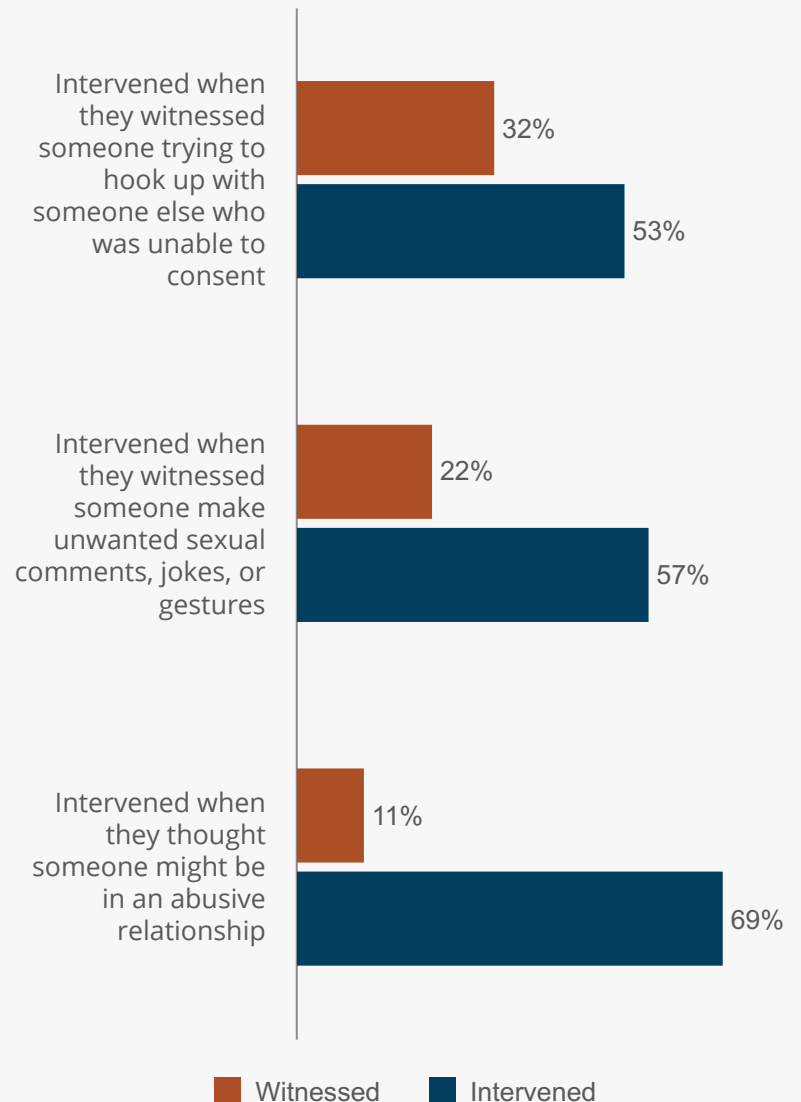
Bystander Intervention

Bystander Behaviors

Students were asked if they witnessed certain situations of sexual and interpersonal violence (SIV) in the past year and, if so, how they responded to those situations.

- **32%** witnessed someone trying to hook up with someone else who was passed out or unable to consent. Among those, **53%** intervened in some way.
- **22%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, **57%** intervened in some way.
- **11%** thought someone might be in an abusive relationship. Among those, **69%** intervened in some way.

Fig. 45 Percentage of students who intervened after witnessing sexual misconduct

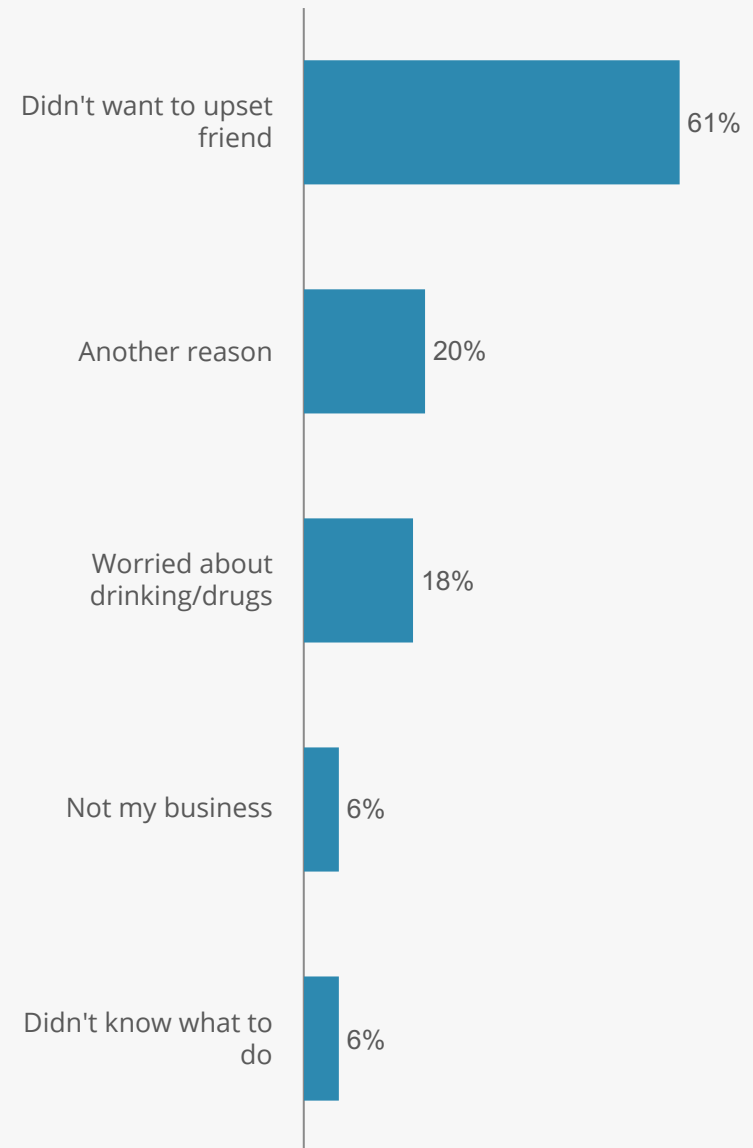


Why Students Did Not Intervene

Students who witnessed certain situations of sexual and interpersonal violence in the past year were asked about reasons why they did not intervene.

- **61%** did not want to upset a friend
- **20%** did not intervene for another reason
- **18%** did not want to get in trouble for drinking and/or doing drugs
- **6%** felt it was not their business
- **6%** were not sure what to do

Fig. 46 Reasons students did not intervene





Recommendations

Recommendations

Included on the following pages are recommendations to address key findings from the survey. We recognize that it may not be feasible to implement all of these recommendations, but this list serves as a starting point for you to develop an evidence-based action plan.

Any mention of specific programs is not an endorsement of the program, but a recommendation that was developed based on evidence of risk and protective factors for sexual and interpersonal violence, effectiveness, accessibility, and input from experts.

Research supports that effective programming should 1) be implemented at several [socio-ecological](#) levels, 2) utilize various approaches, 3) and occur often. Research also shows that retention of knowledge and skills tends to decline after three months, highlighting the importance of frequent training and programming.³

3 McMahon, S., Steiner, J. J., Snyder, S., & Banyard, V. L. (2021). Comprehensive Prevention of Campus Sexual Violence: Expanding Who Is Invited to the Table. *Trauma, Violence, & Abuse*, 22(4), 843–855.

Developing an Action Plan

An action plan can help you implement and track the effectiveness of the prevention efforts at your institution over time.

Considerations when developing the action plan:

- 1 Collaborate with a diverse group of campus stakeholders.** When developing and implementing the action plan you may choose to include students, faculty/staff, leadership, and community partners, among others. This group should be representative of the entire campus population.
- 2 Tailor the action plan to your institution.** Our recommendations are broad and should be considered within the context, needs, and culture of your institution. An effective action plan should include a specific goal, actionable steps, allocation of resources, a timeline, and a plan for monitoring and evaluating progress.
- 3 Be transparent.** Every campus community member has a vested interest in reducing sexual and interpersonal violence. Being open and honest when communicating about the action plan can help build trust.

Key Findings

Students expressed concerns about school connectedness and the campus culture.

[pg. 13 & 17](#)

Recommendations

1. Consider conducting focus groups with students, particularly with those that reported a lower sense of school connectedness and campus culture, to understand barriers to programming and students' needs.
2. Evaluate efforts to address school connectedness and campus culture from the 2024 survey and identify successes that can be continued and gaps that can be closed.

Key Findings

There is still room to improve student knowledge of campus resources.

- 24% did not know where to get help if someone they know experiences SIV

[pg. 20](#)

Recommendations

1. Increase awareness of resources through targeted educational efforts. Students are more likely to remember resources if they are exposed to them in various formats at various times throughout their academic career. Place resource information in accessible, commonly viewed areas, such as dining halls, bathrooms, class syllabi, and on your website.

Key Findings

Students continued to express concerns about reporting to campus officials.

Common reasons students did not report:

- They did not think the incident was serious enough to report
- They felt it would take time away from studies or other activities
- They worried about being blamed or not believed

Among students who did report, 25% said the report was not taken seriously.

[pg. 39-40](#)

Recommendations

1. Regularly train response staff on trauma-informed interventions.
2. Engage faculty and other campus members who regularly interact with students about the seriousness of SIV. Enlist their help in generating awareness about the resources available to students on and off campus.
3. Evaluate whether students have what they need to balance seeking help for SIV and their other responsibilities. Ensure there are accommodations and resources in place to help students manage and navigate the reporting process.
4. Consider ways to streamline the process to reduce the burden on reporting individuals.