

Saint Louis University

Sexual Assault and Relationship Violence Prevention Ongoing: Healthy Relationships

Courses included:

- Sexual Assault Prevention Ongoing: Healthy Relationships
- RespectEdu for College Ongoing: Healthy Relationships

Impact Report

2025 – 2026 Academic Year



Dear Saint Louis University Partner,

I am pleased to share your *Sexual Assault and Relationship Violence Prevention Ongoing: Healthy Relationships 2025–26 Impact Report*. This year's report highlights not only the reach and effectiveness of your prevention efforts, but something even more important: your institution's investment in student success, workforce readiness, and long-term institutional performance.

Higher education is at an inflection point. Students and families are asking tougher questions about outcomes. Employers are elevating the importance of durable human skills in an AI-disrupted workforce. Policymakers and accreditors are demanding clearer demonstrations of value and return on investment.

There is no going back to a model where safety and compliance programs sit on the margins of the educational experience. The institutions that will thrive in this environment are those that intentionally connect every student touchpoint to the development of the mindsets, behaviors, and skills that drive academic performance, career preparation, and community well-being. Your prevention and well-being programs are central to that work.

While safety and well-being courses reduce risk, strengthen campus climate, and enable student success, they also build the durable skills employers consistently rank as most valuable: ethical decision-making and personal responsibility; communication and empathy; curiosity and collaboration; resilience and self-management...

These are not peripheral skills. They are foundational competencies for career readiness, civic engagement, and lifelong success. This Impact Report can be part of the way you tell — and substantiate — that broader story.

As you review your findings, consider the following strategic lenses to maximize the value of your data:

- Where can you explicitly connect participation and outcomes to student success metrics, career readiness initiatives, or institutional learning outcomes?
- How can these data inform cabinet-level conversations, accreditation reporting, board updates, or recruitment messaging about the value of your student experience?
- Most learners already demonstrate positive attitudes and pro-social intentions. How can you activate students as peer leaders, ambassadors, and culture carriers within your community?
- Are there opportunities to layer in custom questions or analyze outcomes across specific student populations? Disaggregating your raw data (available upon request) can uncover gaps and strengths that guide targeted interventions aligned with broader student success goals.

The findings in this report demonstrate measurable progress in cultivating the skills and conditions that enable students to thrive. When prevention is integrated with advising, career-connected learning, and institutional strategy, it elevates your work as a lever for persistence, workforce readiness, and reputational strength.

Thank you for your leadership in advancing a safer, stronger, and more future-ready campus community.

Your partner in student success and institutional performance,



Rob Buelow

General Manager of Education, Vector Solutions



Table of Contents

How to Use This Report	4
Executive Summary	5
Impact Snapshot	6
This Course and Your Students	10
Knowledge Gain	11
Course Impact	12
Healthy Relationships and Consent	13
Supporting Survivors	14
Sexual Assault and Relationship Violence Prevention on Your Campus	15
Engaging the Healthy Majority	16
Personal Experiences, Females and Males	17
Bystander Behaviors, Females	18
Bystander Behaviors, Males	19
Social Norms for Behavior	20
Campus Climate	21
Community Readiness	22
Appendix – Student Demographics	23
Obtaining Your Raw Survey Data	26
Supplemental Information	28
Prevention Framework	29
About Sexual Assault and Relationship Violence Prevention Ongoing: Healthy Relationships	30

How To Use This Report

This report provides key insights from your course survey and assessment data. We encourage you to explore the data in the report, think about how you can use it to inform prevention efforts across your institution, and share it with others on your campus.

To help you make the most of this report, we have included benchmarks to help you understand where you stand relative to peer institutions, provided recommendations throughout the report tied to a framework for prevention, and included a sharable snapshot of your data at the beginning of this report.

For deeper insights, your Vector Solutions administrator site provides real-time access to your survey data, in both graphical and raw data formats.

Peer Institution Benchmarks

For select data points in this report, you will see comparisons to peer institution benchmarks. These peer institutions are similar to yours in size and public or private status. Saint Louis University is a Private institution with 5,000 to 9,999 students, so your benchmarks reflect that particular group of schools.

Campus Prevention Network Framework Tips

The Campus Prevention Network Framework for Prevention describes the elements of effective prevention efforts: Institutionalization, Critical Processes, Policy, and Programming. Throughout this report, you will find tips and further research related to these prevention elements.

About the Data in This Report

Type of Data

This report includes data from student surveys: Pre-Course Surveys taken immediately before the course; Post-Course Surveys taken immediately after the course; and Follow-Up Surveys (Part Two) taken after an intersession period (typically 30-45 days following course completion). Overall, 1,480 of your students completed the Pre-Course Survey, 1,246 completed the Post-Course Survey, and 715 completed the Follow-Up Survey (Part Two).

Data Accuracy

All data are self-reported, but, in our analysis of responses, we find the data to be accurate, valid, and reliable. There is great consistency in the data from student cohorts over the years at specific institutions and our survey data correlates with external sources of information on these topic areas at the national and institutional level for college students.

Important Note About Your 2025-2026 Data

The data included in this report were collected between June 1, 2025 and February 25, 2026. Please note the following:

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

Executive Summary

This school year,

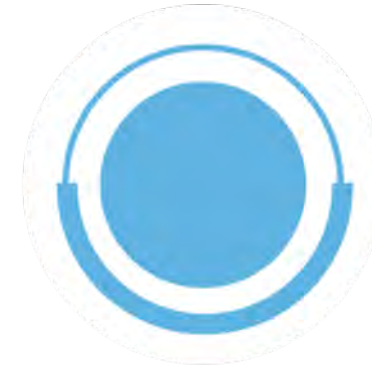
1,480 Saint Louis University students completed surveys in at least one of the courses listed on the first page of this report from June 1, 2025 to February 25, 2026. This course, developed by prevention education and compliance experts, uses relatable scenarios and interactive elements to provide students with strategies for healthy behavior and skills to support bystander intervention.



Course Impact

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

When it comes to skills, 85% of your students agreed that the course helped them identify characteristics of healthy and unhealthy relationships, and 84% reported that the education increased their confidence in their ability to intervene when they witnessed concerning behavior.



Behavioral Intentions & Norms

Change is driven, in part, by an individual's perception of the social environment surrounding behavior — the community norms.

Most students taking this course report healthy attitudes and behaviors related to sex and relationships. This includes 94% of students who say they would refrain from sexual activity if the other person was incapacitated, but only 75% of those same students believe their peers would do the same.

Among students at Saint Louis University who took the course, 56% agreed that they could play a role in preventing sexual assault on their campus. And a substantial number of your students, after taking the course, reported that they knew how to report a sexual assault at their school. Further, 86% felt that your institution offered good resources for students going through difficult times.

Your *Sexual Assault and Relationship Violence Prevention Ongoing: Healthy Relationships* Impact Report includes detailed information about how your students think, feel, and behave in romantic and sexual relationships. This data can be invaluable in guiding your prevention programming for maximum impact.

Sexual Assault and Relationship Violence Prevention Ongoing: Healthy Relationships

Impact Snapshot

In order to make the content of this report easier to share with your colleagues and stakeholders, we have included a Snapshot section that highlights and visually displays the most salient data points from the full report.

This can help your data get more traction and increase interest in the full report and this program at large.

We recommend excerpting this Snapshot section from the full report and sharing with stakeholders, colleagues, and students who might be interested in the impact of this program but have less direct experience in prevention work.



Sexual Assault and Relationship Violence Ongoing: Snapshot

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

Sample Size

1,480 students

at Saint Louis University completed surveys in at least one of the courses listed on the first page of this report from June 1, 2025 to February 25, 2026.

Impact on Learners

Average Assessment Score:



Your students agree the course:

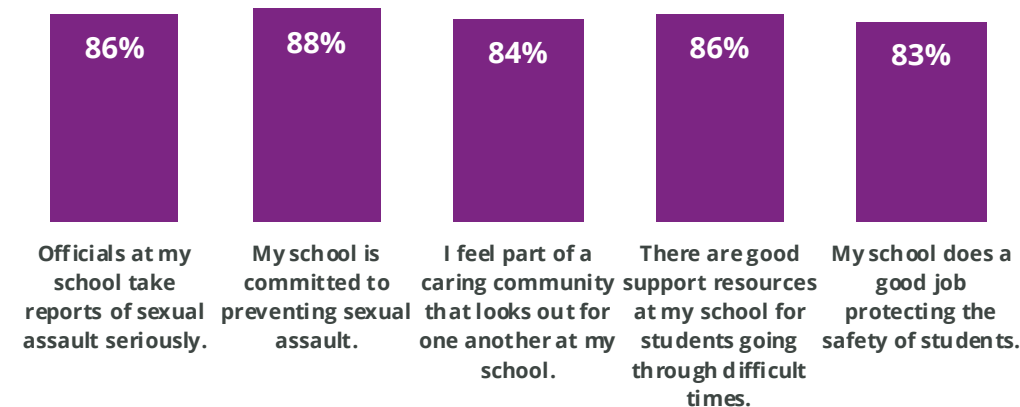
Helped me identify characteristics of healthy and unhealthy relationships.	85%
Gave me information about sexual consent that I plan to use if I choose to be sexually active.	84%
Provided me with skills to better support someone who has experienced sexual assault.	85%

Note: Percentages represent students that responded “agree” or “strongly agree” to each item in the Post-Course Survey ($n = 1,246$).

Perceptions of Campus Climate and Indicators of Community Readiness

Student perceptions of the commitment and intentions of their institution can have a significant impact on the feelings of safety, their experience on campus, and their likelihood to join the community effort to prevent abuse and harassment.

56% of students at Saint Louis University agree they can play a role in preventing sexual assault at your school.



Note: Percentages represent students that chose “agree” or “strongly agree” in the Follow-Up Survey (Part Two), $n = 715$.

Sexual Assault and Relationship Violence Ongoing: Snapshot

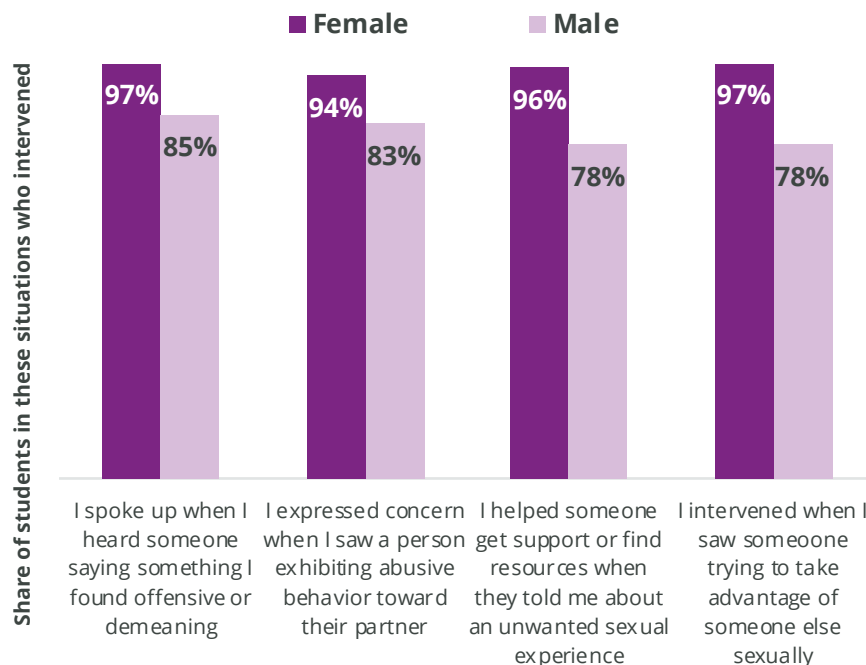
Bystander Intervention

Proactive bystander behaviors — stepping in directly or engaging other observers indirectly — are some of the most important ways students can support and build a healthy campus environment.

These courses help students build their bystander skills. Saint Louis University can use this information to continue to develop those skills as part of a healthy campus community.

Notes: The data in the graph and table are based on responses to the Follow-Up Survey (Part Two), *n* = 715.

Bystander Intervention Scenarios



84% of students at Saint Louis University agreed in the Post-Course Survey that the course made them more confident in their ability to intervene when they see concerning behavior.

Preferred Bystander Behaviors

Female

- 1 Asking the person who you're concerned about if they need help.
- 2 Creating a distraction to cause one or more of the people to disengage from the situation.
- 3 Following up later to check in with the person who you were concerned about.

Male

- 1 Asking the person who you're concerned about if they need help.
- 2 Stepping in and separating the people involved in the situation.
- 3 Creating a distraction to cause one or more of the people to disengage from the situation.

Tip

Research has shown that male students may be more likely to engage in active, direct bystander behaviors than their female peers. While it is encouraging to know that students are interested in stepping in to help peers, not every situation calls for a specific type of response. Students should be encouraged to engage in a wide range of behaviors and helped to understand which strategies should be employed for maximum effectiveness.

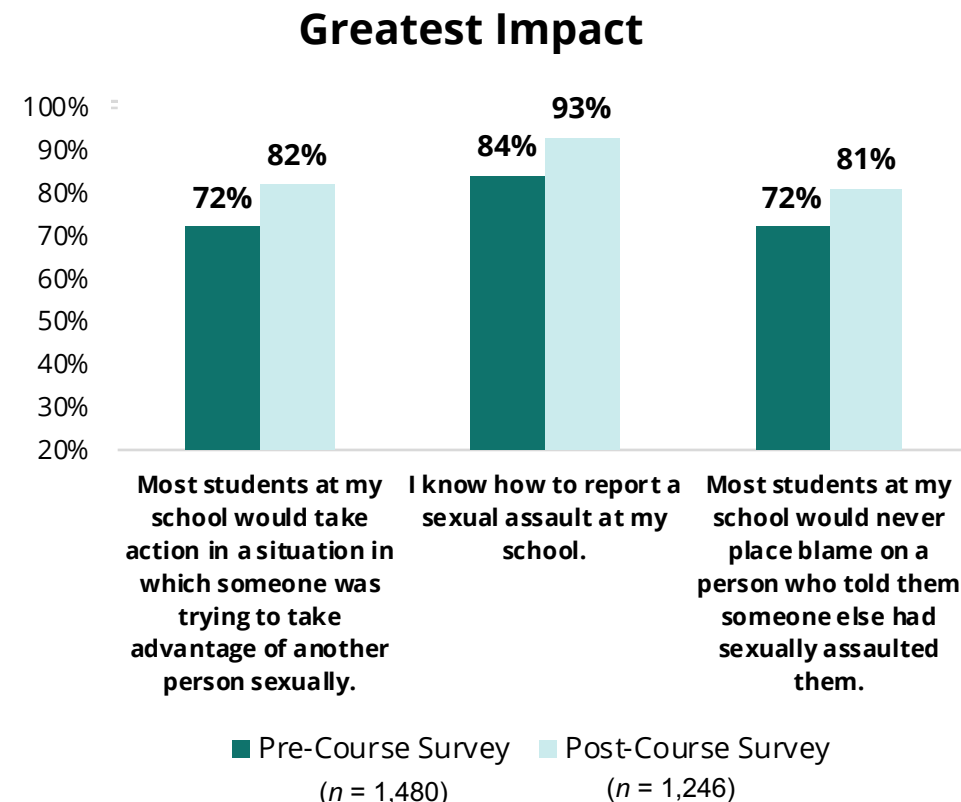
Impact Insights: Sexual Assault and Relationship Violence Prevention Ongoing: Healthy Relationships

Greatest Opportunities for Growth		Greatest Strengths	
Most students at my school would not engage in sexual activity with someone if the other person was incapacitated by alcohol or drugs.	78%	Clear, verbal, and sober permission is the best way to make sure a person is okay with sexual activity.	95%
Most students at my school would never place blame on a person who told them someone else had sexually assaulted them.	81%	In a sexual situation, I would make sure to communicate with the other person about what they want.	95%
Most students at my school would take action in a situation in which someone was trying to take advantage of another person sexually.	81%	I would reach out to offer support to a friend who I suspect is in an abusive relationship.	94%

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

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

Note: Highest and lowest scoring items are taken from the Post-Course Survey (n = 1,246), and each percentage represents the learners at Saint Louis University that chose “Agree” or “Strongly agree” on a 5-point Likert scale.



Note: Learners at Saint Louis University demonstrated the most pre-to-post growth on these items upon completing this course.

This Course and Your Students

Impact at Saint Louis University



Knowledge Gain

Assessments are taken by learners immediately before and after the course, and these are designed to measure learners' comprehension and knowledge of topics related to sexual assault prevention.

Below you can see how **your learners** scored on pre-course and post-course assessments overall, providing a cumulative average.

Average Assessment Score:



National Trends

The insights below reflect national **post-course** assessment results aggregated across all Vector Solutions' customers. Topics are ranked based on overall scores to highlight areas of relative strength (top three) and opportunities for continued growth (bottom three).

These patterns represent broad trends and are not intended as benchmarks for any individual institution or organization.

Strengths

- 1 Understanding ways to respectfully end a relationship
- 2 Recognizing specific examples of coercive tactics
- 3 Knowing how to best support a friend that is struggling to set sexual boundaries with someone else

Opportunities for Growth

- 1 Understanding what constitutes stalking behavior
- 2 Understanding what it means for an educational setting to be hostile
- 3 Knowing the best way to respond if a friend says they were sexually assaulted

Learner Impact

After taking the course, students were asked to reflect on the course experience and tell us how the course impacted their awareness, knowledge, and skill in ways that will help them to make healthier decisions and support their peers in the future.

Programming Tip

How can you reinforce students' skills and feelings of self-efficacy throughout the year and over your students' college careers? Ongoing training — both annually online and through in-person opportunities such as workshops, role-playing, peer conversations — can reinforce key information, allow students to practice their skills, and build confidence.

Your students reported that the course:

Made me more confident in my ability to intervene when I see concerning behavior.	84%
Helped me identify characteristics of healthy and unhealthy relationships.	85%
Taught me where to find resources for sexual assault and abusive relationships at my school.	84%
Provided me with skills to better support someone who has experienced sexual assault.	85%
Increased my understanding of school policies related to issues covered in the course.	85%
Gave me information about sexual consent that I plan to use if I choose to be sexually active.	84%

Note: Percentages represent students that responded “agree” or “strongly agree” to each item in the Post-Course Survey ($n = 1,246$).

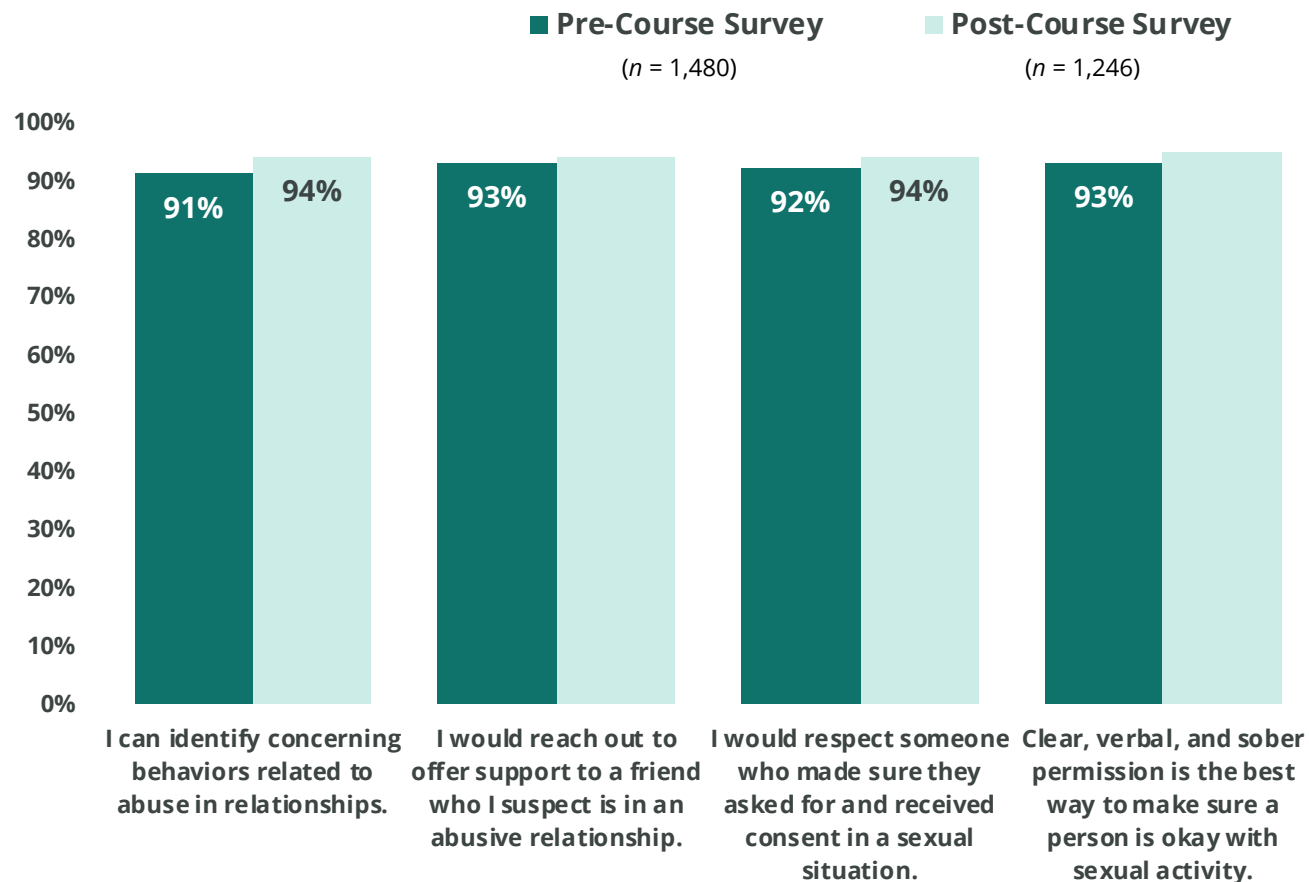
Healthy Relationships and Consent

In addition to developing knowledge, these courses help students build skills and attitudes they can use to support a healthy community. These include identifying unhealthy situations, supporting friends, and modeling attitudes that reflect healthy community norms.

Programming Tip :

Research has shown that young adults are likely to overestimate their own abilities, particularly when it comes to areas where they have not had to employ those skills. This leads to some students feeling overconfident in the Pre-Course Survey, but after taking the course, they may acquire a more nuanced perspective, which can help explain the flat or slight decrease in healthy responses pre-to-post course that you may see in the chart on this page.

Healthy Responses, Before and After the Course



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

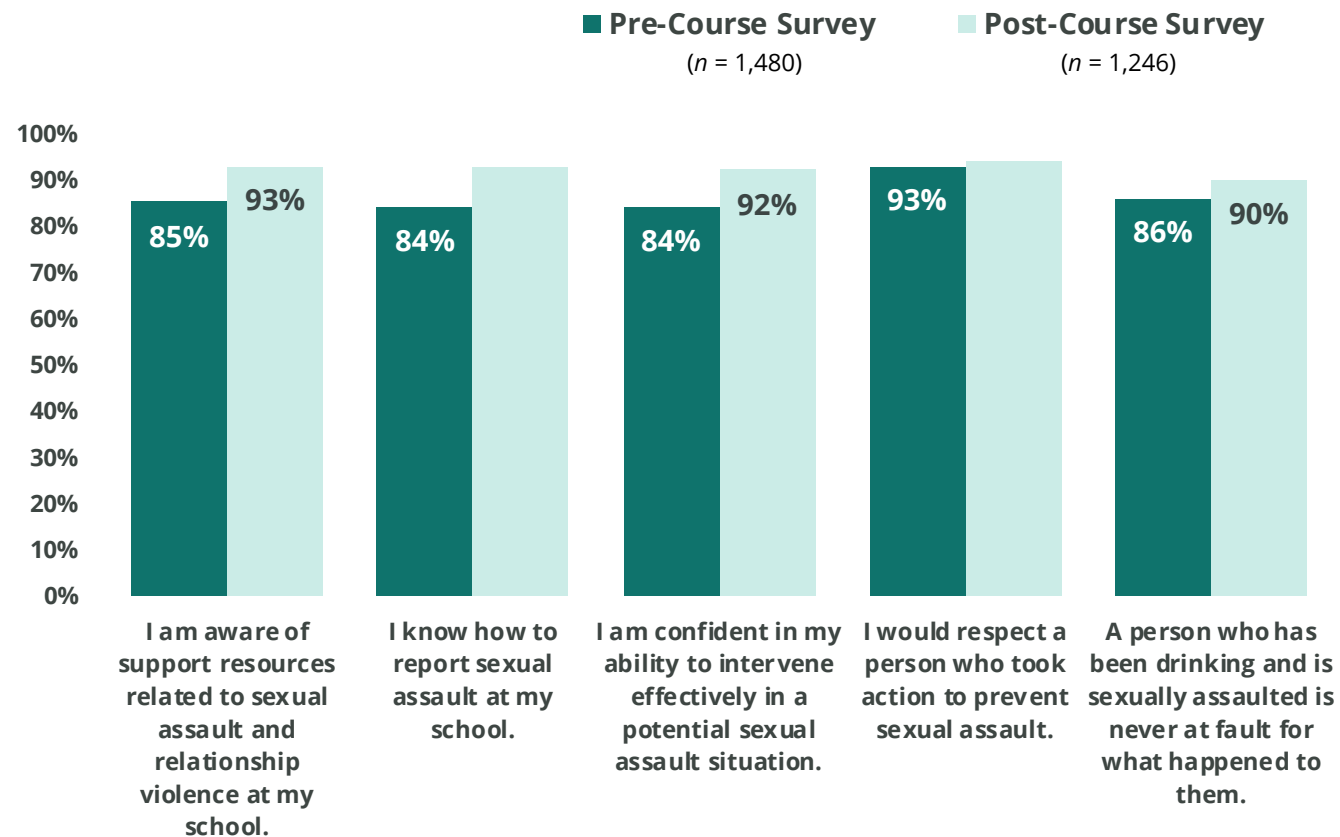
Supporting Survivors

Maintaining a healthy community requires supporting community members who experience sexual assault. The course covers: access to support and reporting resources, intervening in unhealthy situations and supporting others, and addressing attitudes of victim blaming when a sexual assault occurs.

Critical Processes Tip :

To learn more about what your colleagues are doing on their campuses, what is being shown to work in research, and to connect with others trying to prevent sexual assault and domestic violence in higher education, join the Campus Prevention Network.

Healthy Responses, Before and After the Course



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

Sexual Assault and Relationship Violence Prevention On Your Campus

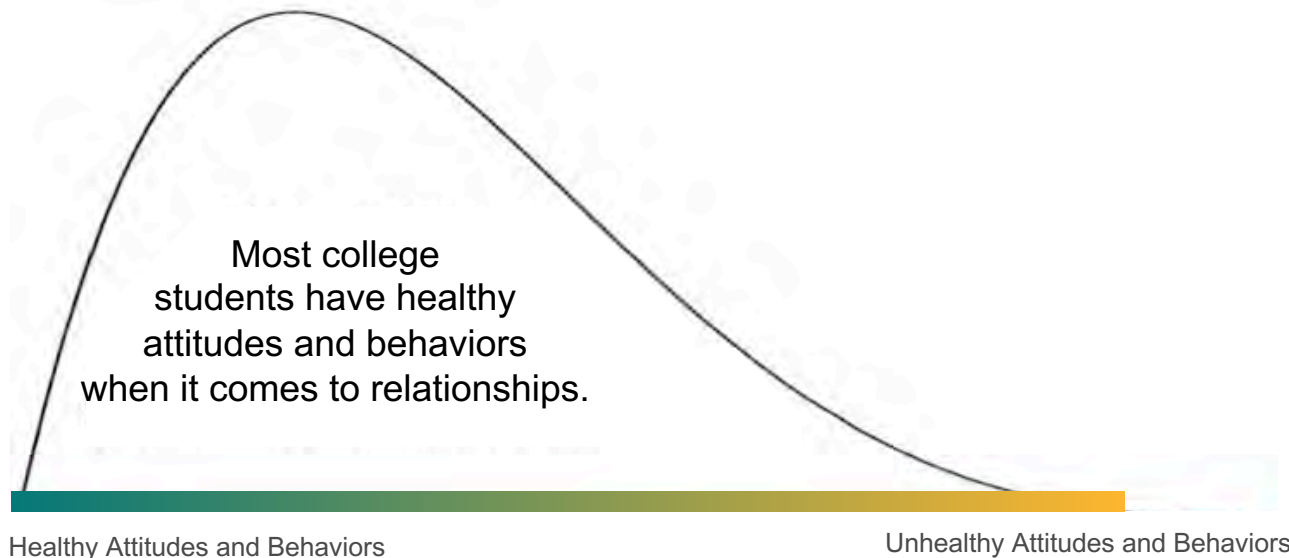
Data and insights from students at Saint Louis University



Engaging the Healthy Majority

Data from these courses show that most students have healthy attitudes and behaviors related to relationships. Although it is often tempting to focus on the relatively small group of “unhealthy” students, engaging the “healthy majority” can create a culture of care and accountability that helps build a safe community.

In addition to reporting on the personal experiences of your students, the following pages highlight topics that can help you understand how to engage and bolster the healthy majority on your campus: bystander intervention, social norms, perceptions of campus climate, and readiness to engage in prevention efforts on your campus.



Critical Processes Tip

Reflect on the share of your sexual assault prevention programming and policies that is focused on supporting the healthy majority, compared to addressing or disciplining the unhealthy minority. Are there areas where you could supplement or expand efforts that develop a positive culture on your campus?

Personal Experiences, Females and Males

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

Sexual Assault

In the past, someone pressured or forced me into sexual contact without my explicit consent.

Relationship Violence

I have experienced some form of abuse or threats of abuse in a current or previous relationship.

Stalking

In the past, I have experienced repeated and unwanted attention, harassment, or other contact from another person that has made me feel afraid.

	Female		Male	
	Before	After	Before	After
Sexual Assault	16.24%	1.02%	6.47%	1.00%
Relationship Violence	9.82%	0.76%	6.60%	0.51%
Stalking	16.46%	3.99%	6.90%	1.48%

Before = Percentage (%) of respondents who reported “Yes, before coming to campus” OR “Yes, before and after coming to campus”

After = Percentage (%) of respondents who reported “Yes, after coming to campus” OR “Yes, before and after coming to campus”

Note: Based on responses to the Follow-Up Survey (Part Two), *n* = 715.

Critical Processes Tip

Notice how personal experiences may be different for male and female students. Think about what other demographic characteristics may have an influence on personal experiences at your institution, including race/ethnicity, group membership, year in school, age, etc.

Bystander Behaviors, Females

Understanding how your students prefer to stand up for one another can help you develop strategies to reinforce those strengths, and to help students feel more supported when they do stand up. Below are the preferred bystander behaviors for female students on your campus.

Programming Tip

Given that students with different identities report different experiences, attitudes, and behaviors, it is important to consider additional resources that may be directed towards specific student populations on campus. These efforts may focus on high-risk student sub-groups, and we also suggest using targeted supplemental education and resources to help all students feel safe and welcome on campus.

Bystander Intervention Scenario

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

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

Preferred Bystander Behaviors

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

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

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

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

Note: All data shown on this slide are based on responses to the Follow-Up Survey (Part Two), $n = 715$.

Bystander Behaviors, Males

Proactive bystander behaviors — stepping in directly or engaging other observers indirectly — are some of the most important ways students can support and build a healthy campus environment. On the right is a summary of when male students on your campus have intervened, and their preferred strategies for doing so.

Programming Tip

Research has shown that male students may be more likely to engage in active, direct bystander behaviors than their female peers. While it is encouraging to know that students are interested in stepping in to help peers, not every situation calls for a specific type of response. Students should be encouraged to engage in a wide range of behaviors and helped to understand which strategies should be employed for maximum effectiveness.

Bystander Intervention Scenario

I spoke up when I heard someone saying something I found offensive or demeaning.	85%
I expressed concern when I saw a person exhibiting abusive behavior toward their partner.	83%
I helped someone get support or find resources when they told me about an unwanted sexual experience.	78%
I intervened when I saw someone trying to take advantage of someone else sexually.	78%

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

Preferred Bystander Behaviors

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

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

Stepping in and separating the people involved in the situation.

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

Note: All data shown on this slide are based on responses to the Follow-Up Survey (Part Two), $n = 715$.

Social Norms for Behavior

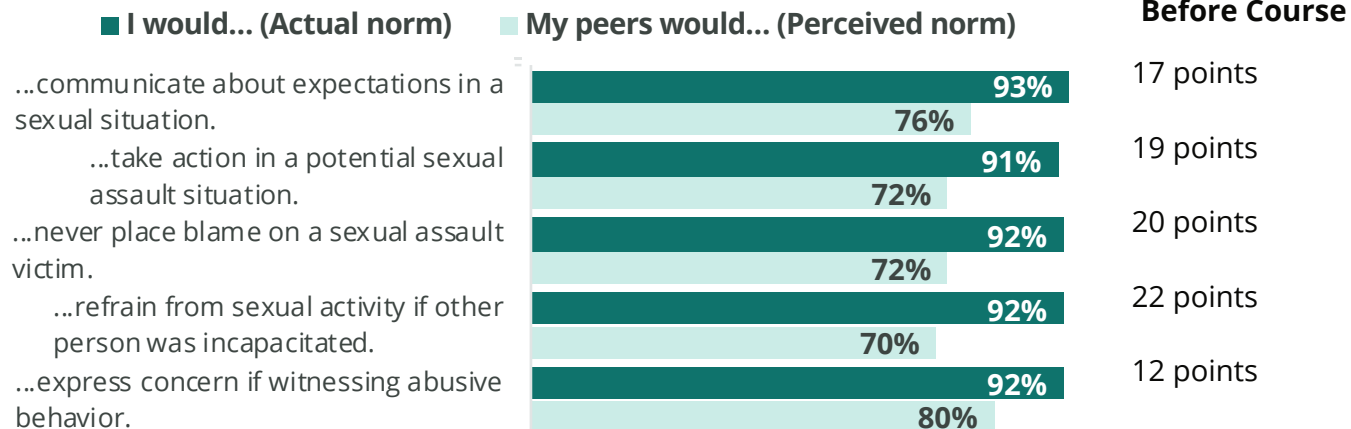
An individual is more likely to act in a particular way if they believe their actions will be supported by their peers. However, research shows that there is often a gap between what an individual thinks they would do (the “actual norm”), and what they believe their peers would do (the “perceived norm”). This is called the “norms gap.”

These courses aim to decrease the norms gap among your students so they’ll be more likely to engage in positive behaviors on campus.

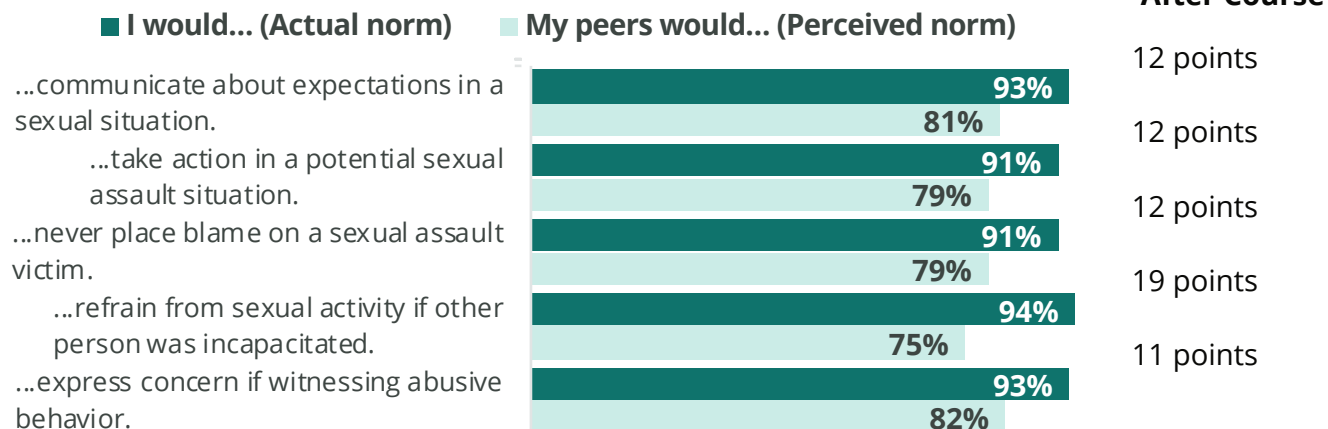
Programming Tip

Feelings of not being supported by other members of a social group or community are likely to be an obstacle to intervening, standing up to concerning behavior, and supporting friends and peers. You can examine the norms gap between subgroups by requesting raw data extracts and looking into which groups could use additional training and support to close the norms gap.

Before Course (Pre-Course Survey, n = 1,480)



After Intersession Period (Follow-Up Survey, n = 715)



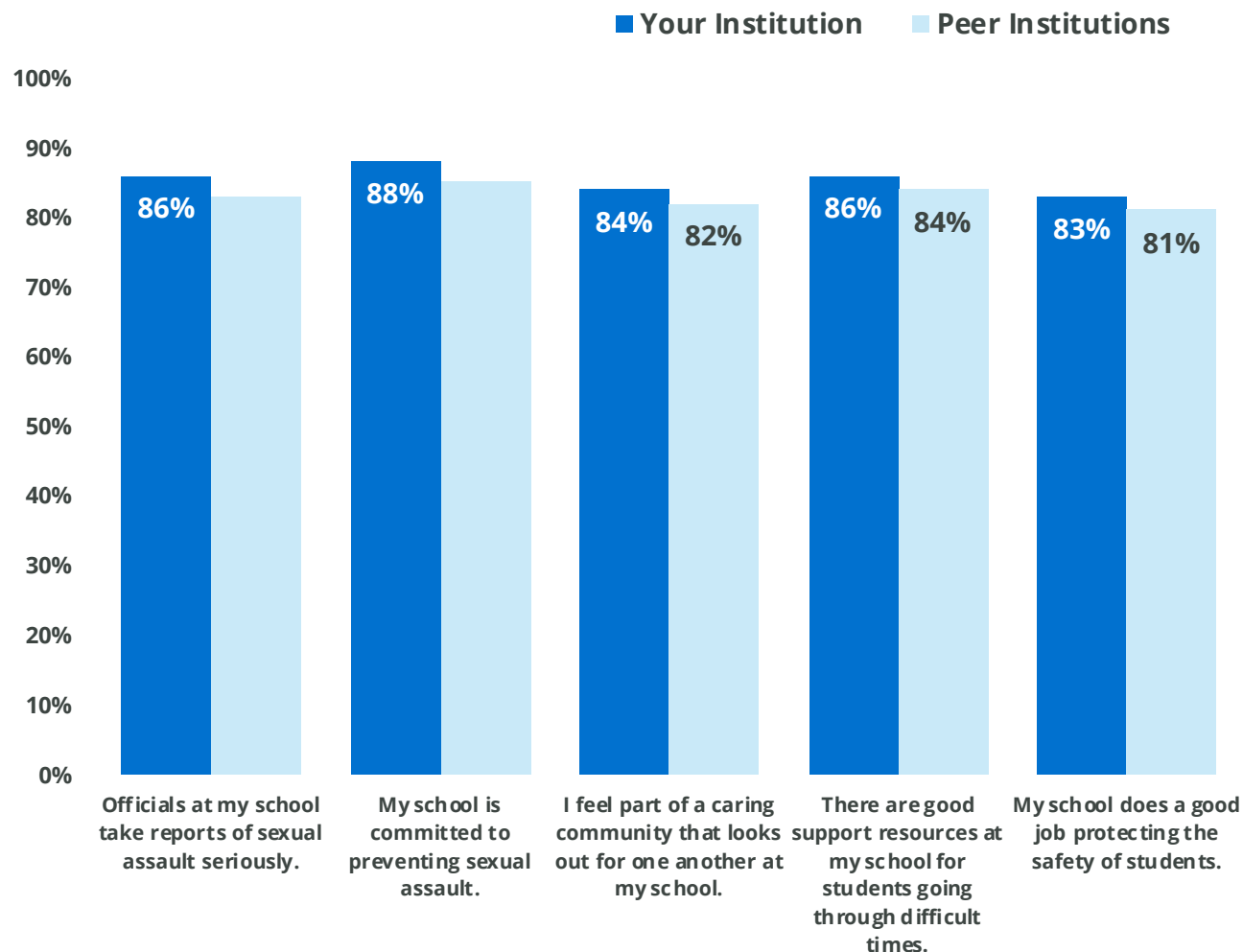
Campus Climate

After completing the course, students answered a series of questions related to the climate around sexual assault at their school. This information can help you understand the degree to which your institution’s sexual assault prevention efforts are impacting student perceptions of the campus environment.

Institutionalization Tip

Students’ perceptions of the commitment and intentions of their institution can have a significant impact on their feelings of safety and support, their experience while on campus, and their likelihood to join the community effort to prevent abuse and harassment. These may be very valuable data points to share with administrators to show how students are feeling about the climate at your institution and for senior leaders to consider when communicating publicly about the expectations of students in their community.

Perceptions of Campus Climate



Note: Percentages represent students that chose “agree” or “strongly agree” in the Follow-Up Survey (Part Two), n = 715.

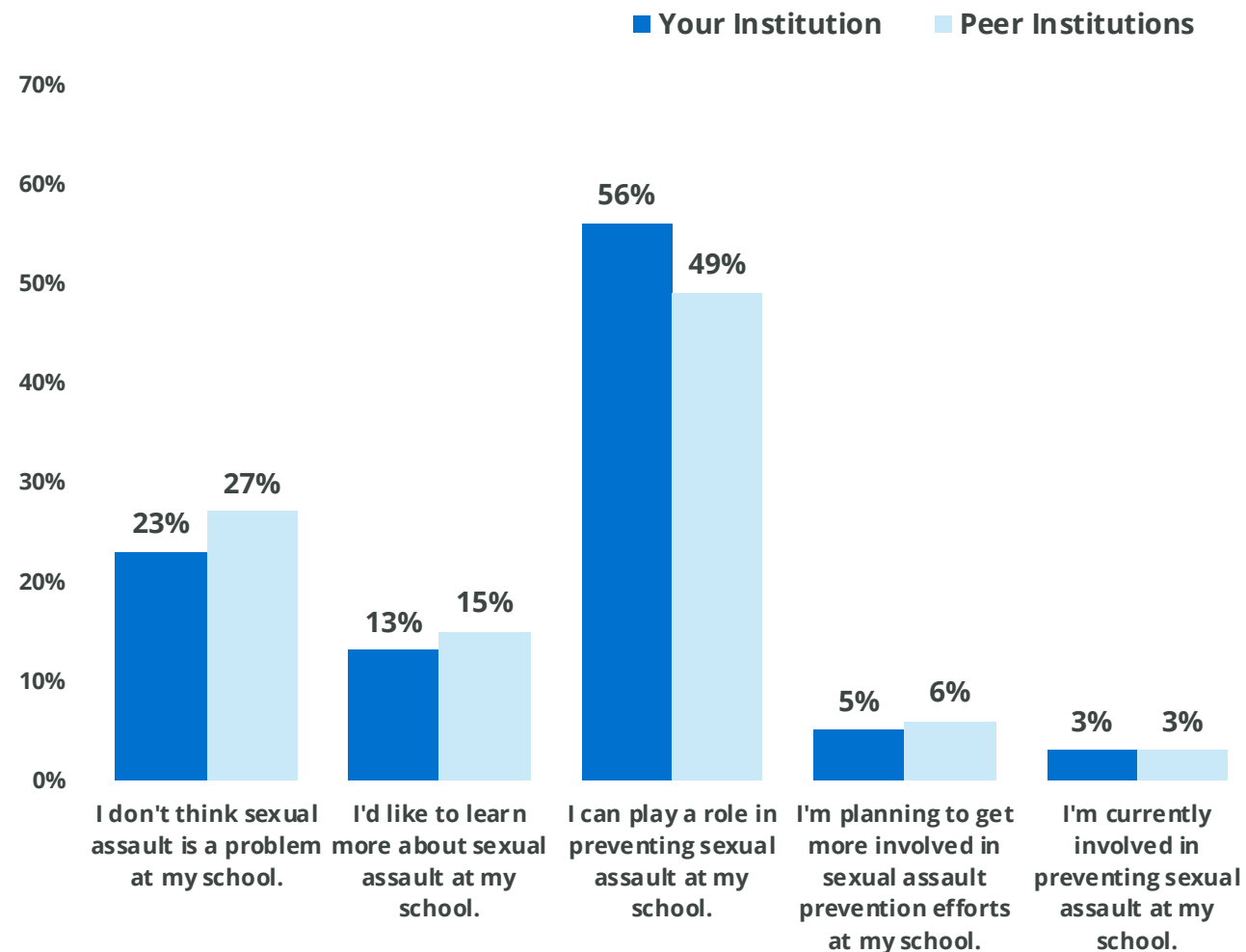
Community Readiness

After completing the course, students answered questions about their readiness to address sexual assault at their school — from identifying sexual assault as an issue worthy of their attention, to getting personally involved in prevention efforts.

Programming Tip

These categories from left to right represent a continuum of readiness to support prevention efforts on your campus. While most students come to school with a healthy and open mindset, it is important to consider how prevention efforts are influencing all students across this continuum and how we can pull those from the least desirable categories towards a more positive perspective towards community at your institution.

Indicators of Community Readiness



Note: Based on responses to the Post-Course Survey (n = 1,246).

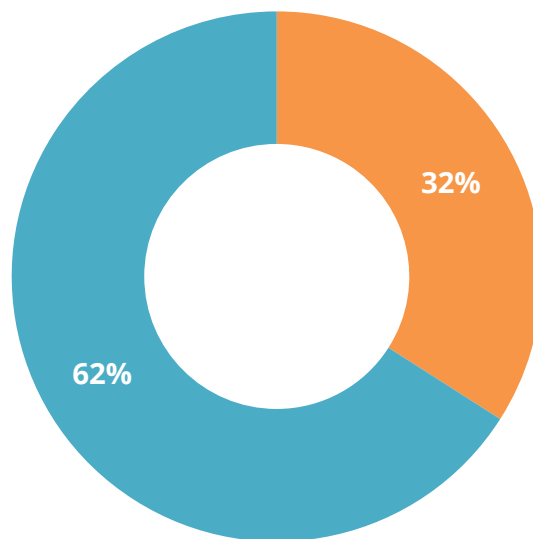
Sexual Assault and Relationship Violence Prevention Ongoing: Healthy Relationships

Appendix – Student Demographics



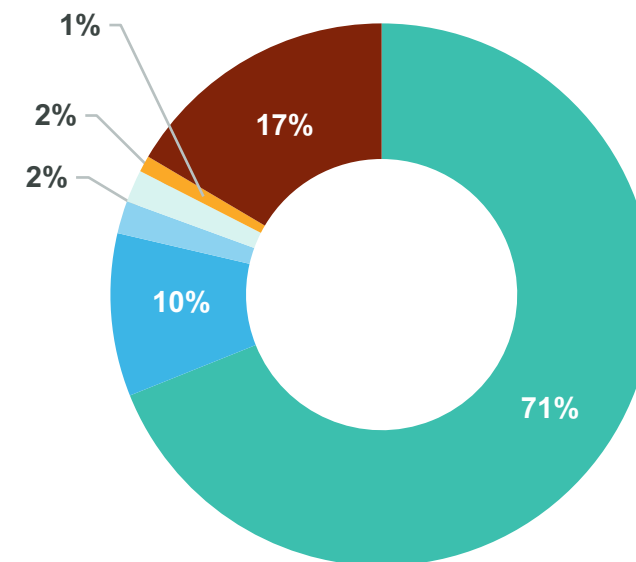
Student Demographics

The following is a summary of the demographics of students who completed surveys in at least one of the courses listed on the first page of this report from June 1, 2025 to February 25, 2026. Demographic information is self-reported by students as part of the Pre-Course Survey ($n = 1,480$). All questions are optional, and students may choose not to share demographic information.



Male 32% Female 62%

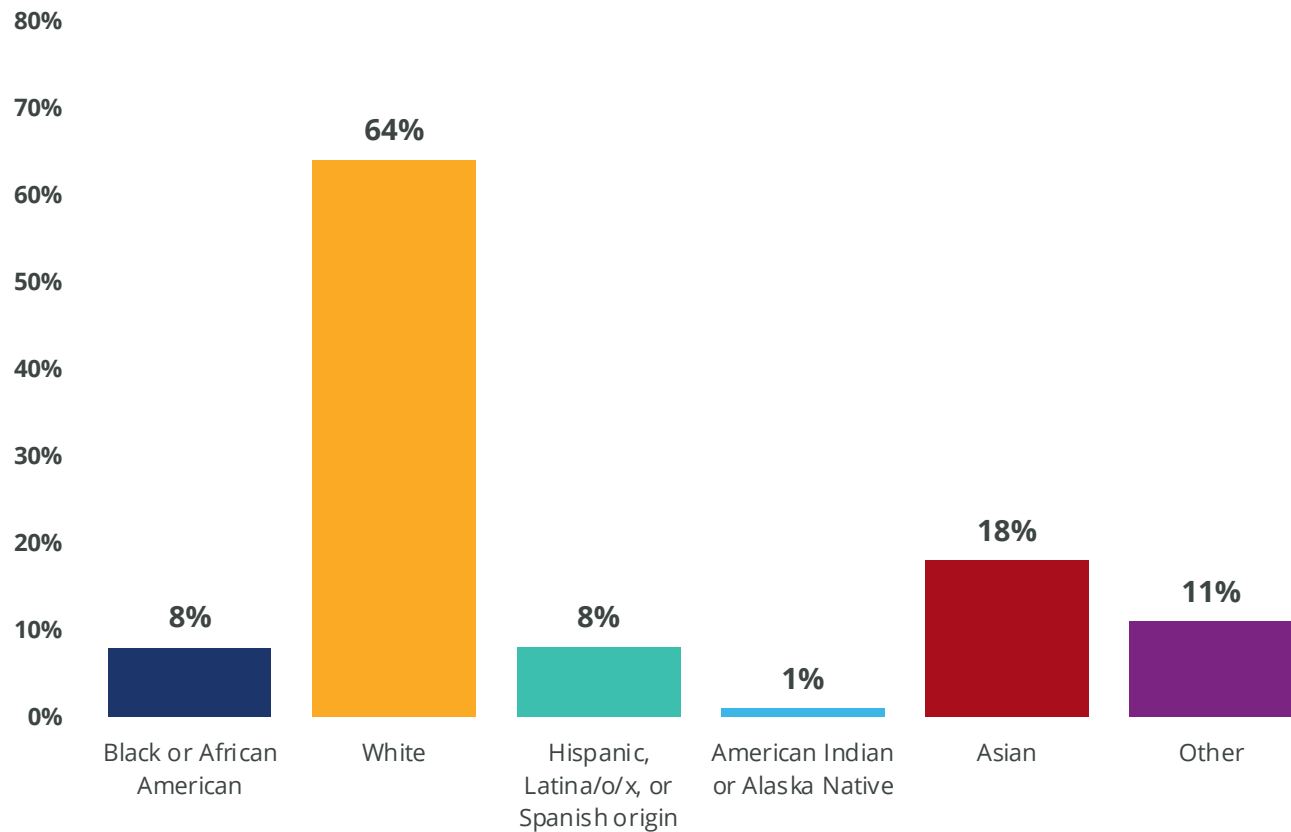
Note: This question includes a “Prefer not to answer” response option that is not represented in this graph.



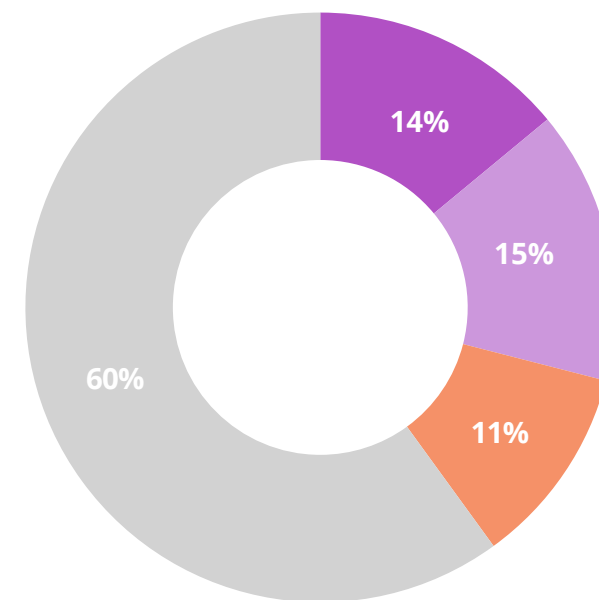
Heterosexual/Straight 71% Bisexual 10%
Gay 2% Lesbian 2%
Questioning 1% Other responses 17%

Notes: ‘Other responses’ reflects the number of students who selected Asexual, Queer, Prefer not to answer, or Other (please describe). This question allows respondents to select more than one item, so the total may exceed 100%.

Student Demographics (continued)



Notes: 'Other' reflects the number of students who selected Middle Eastern or North African, Native Hawaiian or Other Pacific Islander, Prefer not to answer, or Other (please describe). This question allows respondents to select more than one item, so the total may exceed 100%.



Note: This question includes a "Prefer not to answer" response option that is not represented in this graph.

Obtaining Your Raw Survey Data



Raw Data Extract Requests

Take time to further explore the data collected in the trainings; consider a breakdown of student demographics or year over year trends and explore greatest strengths and opportunities to further engage with students.



Process

- You will typically receive the requested data within 2 weeks after a ticket is submitted by your Customer Success Manager
- To create a ticket (request), your Customer Success Manager will need...
 - Full list of surveys (with correct course titles) desired
 - Exact date range(s) desired
 - Whether any custom survey data need to be included



What will you receive?

- All requested data extracts via a secure link
- All associated survey PDFs
 - These show all directions, questions, response options, and any skip logic or branching

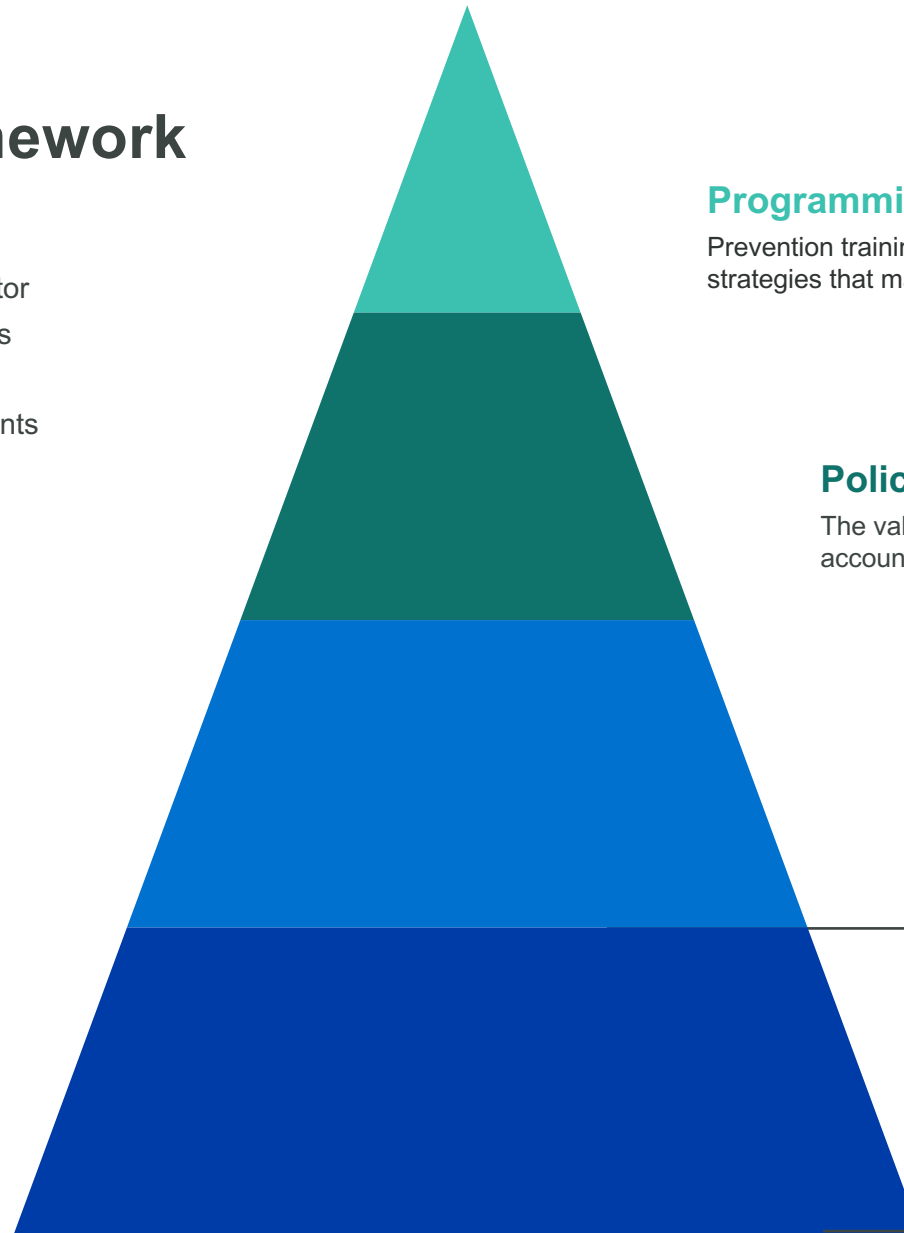
Sexual Assault and Relationship Violence Prevention Ongoing: Healthy Relationships

Supplemental Information



The Prevention Framework

The Prevention Framework, developed by Vector Solutions' Campus Prevention Network, defines the elements of a comprehensive approach to prevention, and the ways in which those elements build to an effective prevention program.



Programming

Prevention training, programs and, communication strategies that maximize engagement and drive impact

Policy

The values and expectations of the institution, and the-system of accountability to uphold and enforce them

Critical Processes

Using goal setting, strategic planning, and data analysis to inform and evaluate prevention work

Institutionalization

System-wide buy-in, visible commitment, and investment in effective prevention initiatives

About Sexual Assault Prevention and Relationship Violence Ongoing: Healthy Relationships

The Benefits of Working with Vector Solutions

Proven Efficacy

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

True Expertise

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

Beyond Compliance

Our online programs are built by prevention and compliance experts to meet and exceed requirements from Title IX, Clery Act, and EDGAR part 86.

Data Driven

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

Sexual Assault and Relationship Violence Prevention Ongoing: Healthy Relationships

Helps Meet or Exceed

Title IX and Clery Act requirements.

Developed in Collaboration

with leading prevention experts and researchers.

Informed by Emerging Research

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

Shown to Have Impact

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

