Sexual Assault Prevention for Undergraduates Snapshot

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

Reach

1,197 students at University of Utah have participated in Sexual Assault Prevention for Undergraduates since the start of the 2018-2019 academic year.

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

Average Assessment Score

<table>
<thead>
<tr>
<th>Pre-Course Assessment</th>
<th>Post-Course Assessment</th>
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<tbody>
<tr>
<td>81%</td>
<td>83%</td>
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Your students agree SAPU:

- Helped me identify characteristics of healthy and unhealthy relationships: 86%
- Gave me information about sexual consent that I plan to use if I choose to be sexually active: 89%
- Provided me with skills to better support someone who has experienced sexual assault: 85%

Perceptions of Campus Climate
Student’s perceptions of the commitment and intentions of their institution can have a huge 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.

53% of students at University of Utah agree that they can play a role in preventing sexual assault at your school.

- 88% OFFICE: At my school, reports of sexual assault are taken seriously.
- 95% SCHOOL: My school is committed to preventing sexual assault.
- 90% COMMUNITY: I feel part of a caring community that looks out for one another at my school.
- 92% SUPPORT: There are good support resources at my school for students going through difficult times.
- 88% PROTECTION: My school does a good job protecting the safety of students.
Bystander Intervention

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

SAPU helps students build their bystander skills. University of Utah can use this information to continue to develop those skills as part of a healthy campus community.

Bystander Intervention Scenarios

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Male Identifying Students</th>
<th>Female Identifying Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>I spoke up when I heard someone saying something I found offensive or demeaning</td>
<td>82%</td>
<td>93%</td>
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<tr>
<td>I expressed concern when I saw a person exhibiting abusive behavior toward their partner</td>
<td>96% 100%</td>
<td>89% 91%</td>
</tr>
<tr>
<td>I helped someone get support or find resources when they told me about an unwanted sexual experience</td>
<td>93% 100%</td>
<td></td>
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<tr>
<td>I intervened when I saw someone trying to take advantage of someone else sexually</td>
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</tr>
</tbody>
</table>

87% of students at University of Utah agree that SAPU made them more confident in their ability to intervene when they see concerning behavior.

Preferred Bystander Behaviors

**Male Identifying Students**

1. Asking the person who you’re concerned about if they need help.
2. Finding the friends of those involved and asking them for help.
3. Creating a distraction to cause one or more of the people to disengage from the situation.

**Female Identifying Students**

1. Asking the person who you’re concerned about if they need help.
2. Creating a distraction to cause one or more of the people to disengage from the situation.
3. Finding the friends of those involved and asking them for help.

**Tip:** Research has shown that male identifying students may be more likely to engage in active, confrontational bystander behaviors than their female identifying 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.