



# Wheaton College Student Experience Survey

2025 Report



**PREPARED FOR**

Wheaton College  
June 2025

**PREPARED BY**

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# Contents

## Survey Overview

- 3 [Study Design](#)
- 4 [Study Measures](#)
- 5 [Data Methods](#)
- 6 [Key Terms](#)
- 7 [Response Rate and  
Study Demographics](#)

## Findings

### Executive Summary

- 10 [Executive Summary of Findings](#)

### School Connectedness

- 12 [Belonging, Equity & Well-being](#)
- 13 [Demographic Comparisons](#)

### Knowledge of Resources, Policies, and Offices

- 17 [Knowledge of Resources and Policies](#)
- 18 [Knowledge of Campus Offices](#)
- 19 [Knowledge of Prevention](#)
- 20 [Demographic Comparisons](#)

### Campus Climate

- 22 [Campus Culture](#)
- 23 [Demographic Comparisons](#)
- 24 [Confidence in Reporting](#)

### Sexual Misconduct

- 26 [Overall Prevalence](#)
- 27 [Sexual Harassment](#)
- 33 [Sexual Violence](#)
- 38 [Intimate Partner Violence](#)
- 41 [Stalking](#)

### Reporting

- 47 [Reasons for Not Reporting](#)
- 48 [Reporting Experiences](#)

### Impacts

- 50 [Academic and Professional Impacts](#)
- 51 [Mental Health Impacts](#)

### Bystander Intervention

- 53 [Prevalence](#)
- 54 [Reasons for Not Intervening](#)

# Study Design

The Wheaton College Student Experience Survey surveyed 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.

Wheaton 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, Wheaton College provided the race/ethnicity, binary gender, age, class year, residency status, full/part-time status, and Pell Grant status of the participant pool. This information was provided to Grand River Solutions through a secure portal. If Wheaton 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 Wheaton 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 Wheaton 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. Wheaton College was able to add custom questions to the survey as agreed upon by Wheaton 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 for one of ten vouchers for \$50 in Lyons Bucks. Participants' survey responses were not connected to their raffle entry in any way.

# Study Measures

## Demographics

In addition to the demographic data provided by Wheaton College, the survey included questions pertaining to the student's self-identification as an intercollegiate athlete, first generation college student, 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 misconduct. They were also asked about their perceptions of the campus culture, Wheaton College's prevention and response efforts relevant to sexual misconduct, and bystander intervention.

## Sexual Misconduct

The survey asked participants about their experiences of sexual misconduct since they have been a student at Wheaton College, including sexual harassment, sexual assault, rape, intimate partner violence, and stalking.

The survey included follow-up questions for those that experienced sexual misconduct. 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 Wheaton 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 confidentiality, any findings with a low response rate were omitted in reports to Wheaton College.

Reports provided to Wheaton 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 misconduct. Sexual orientation was collapsed to straight/heterosexual and LGB+. 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 Misconduct

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.

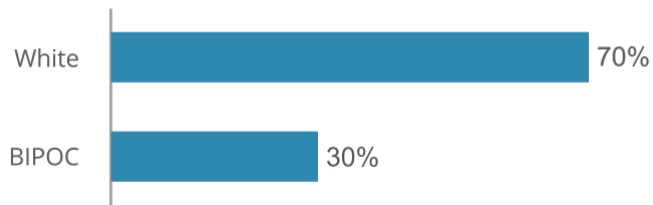
## TGQN

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.

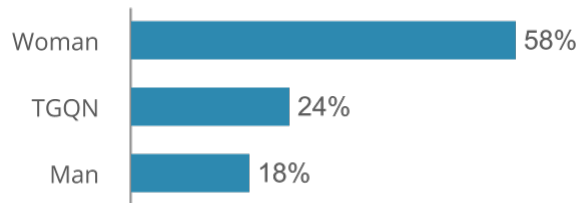
## Response Rate and Participant Demographics

A total of 1,700 Wheaton College students were invited to participate, and 246 (14%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Wheaton College students. Findings in this report should not be used to make conclusions about the entire student population.

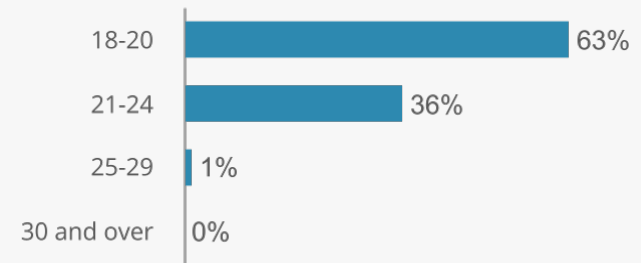
**Fig. 1 Race and ethnicity**



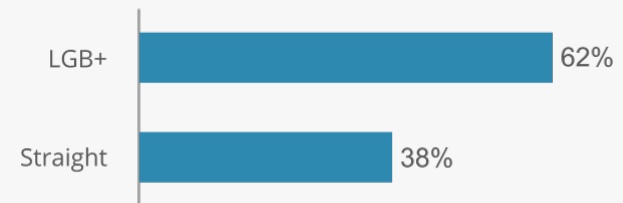
**Fig. 2 Gender identity**



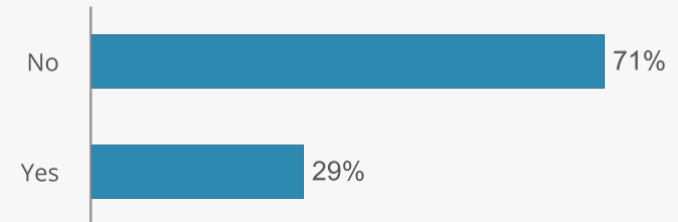
**Fig. 3 Age**



**Fig. 4 Sexual orientation**



**Fig. 5 Disability status**



# Participant Demographics

Fig. 6 Class year

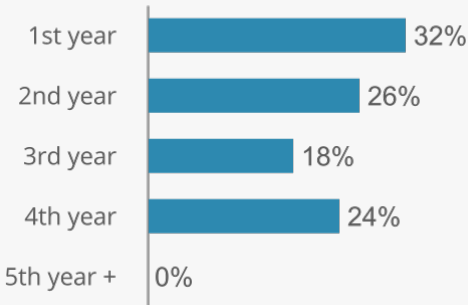


Fig. 7 Enrollment status

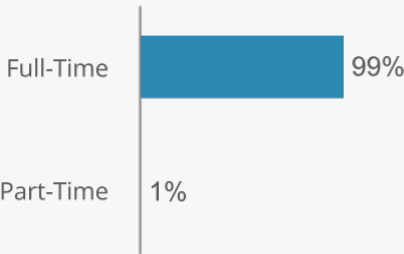


Fig. 8 Transfer status

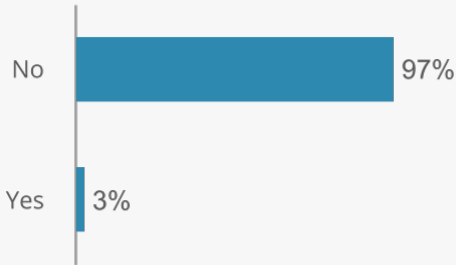
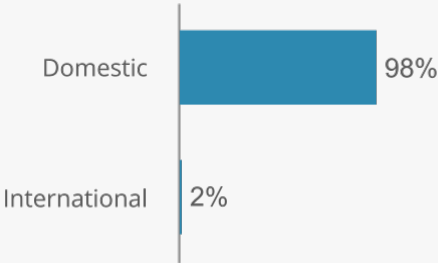
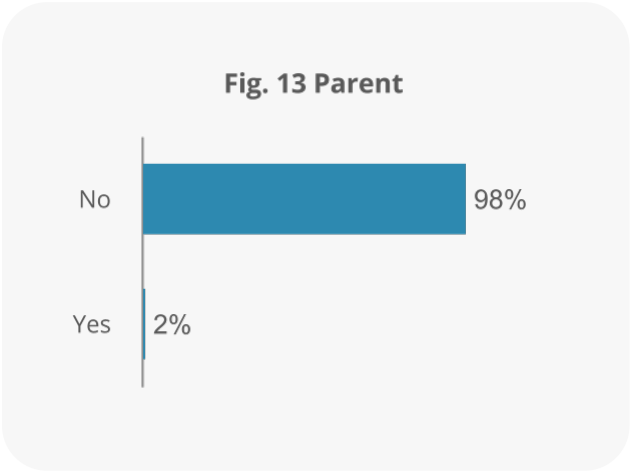
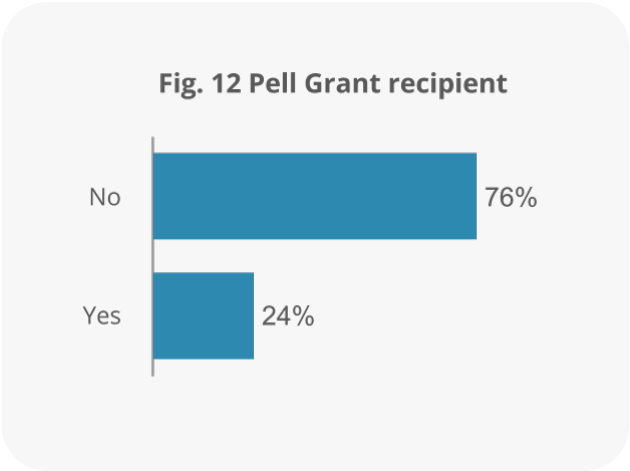
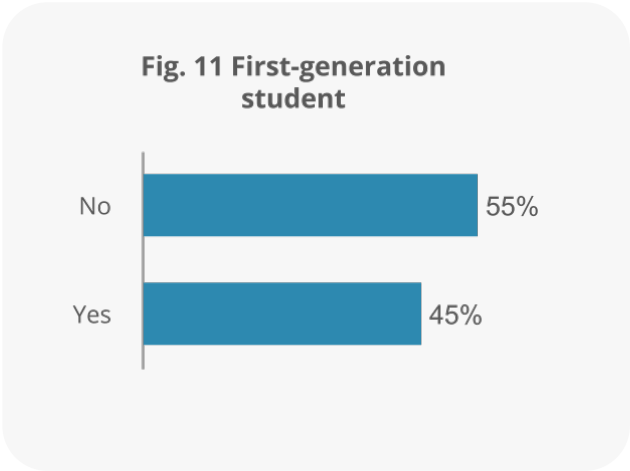
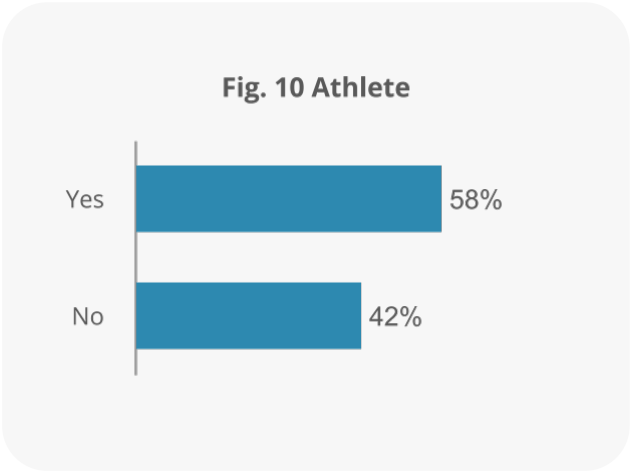


Fig. 9 Residency



## Participant Demographics (continued)



# Executive Summary

## School Connectedness

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

## Knowledge of Policies, Resources, and Offices

A majority of participants confirmed that they have learned about sexual misconduct through classes or trainings and a majority were aware that confidential resources are available at Wheaton College. Most participants were aware of the Title IX Coordinator and other health, safety, and wellness offices at the College.

## 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 the College is doing a good job of preventing and responding to sexual misconduct. Perceptions of the campus culture varied by class year and involvement in athletics.

## Sexual Misconduct

Seventy-six percent (76%) of participants indicated that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape since they have been a student at Wheaton College.

## Reporting

Many participants who experienced sexual misconduct did not report the incident to the College. The most common reasons why students chose not to report were that they did not think the incident was serious enough to report, did not trust that the report would be taken seriously, and were worried that reporting the incident would interfere with their studies or other activities.

## Bystander Intervention

Over three-fourths of participants confirmed that they received training or information on how to intervene as a bystander from someone at the College. The most common reasons why participants who witnessed sexual misconduct did not intervene were that they did not know what to do and they felt it was not their business to intervene.



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 Wheaton 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 Wheaton College.

### Equity

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

### Well-being

On average, most students **agreed** that they feel safe and protected at Wheaton College.

**3.2**<sub>/4</sub>  
**Belonging**

---

**3.1**<sub>/4</sub>  
**Equity**

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**3.1**<sub>/4</sub>  
**Well-being**

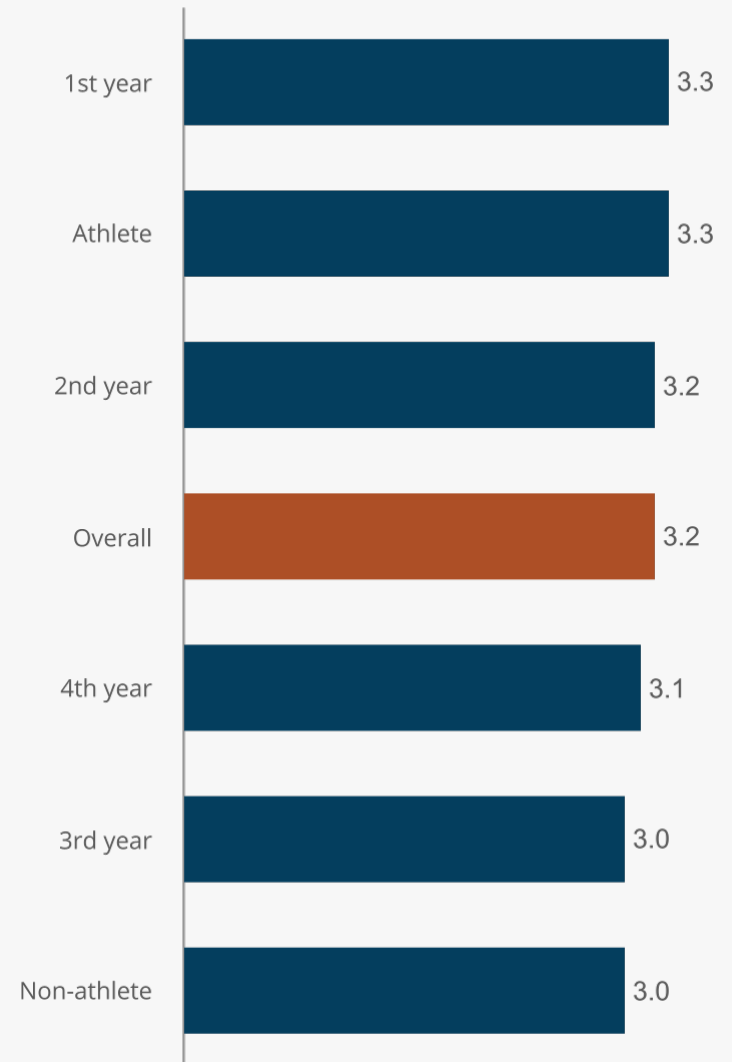
1 = negative response  
4 = positive response

## Differences in Perceptions of Belonging

Perceptions of belonging varied by participation in athletics and class year.

- Non-athletes reported a lower sense of belonging than athletes
- Students in their third or fourth year reported a lower sense of belonging than students in their second or first year

Fig. 14 Differences in perceptions of belonging

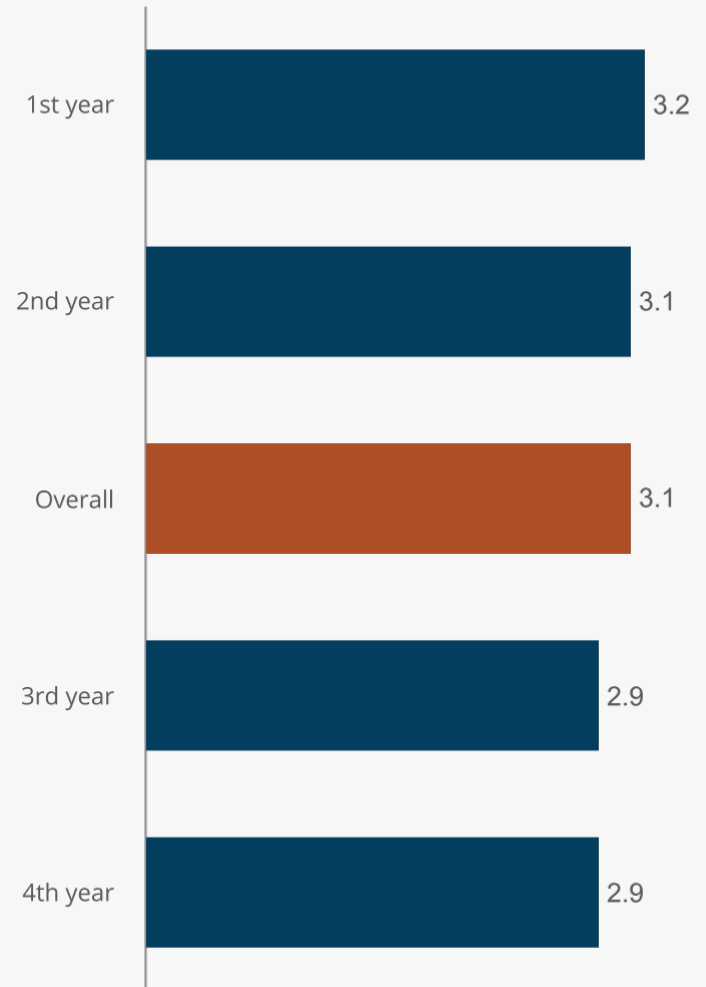


## Differences in Perceptions of Equity

Perceptions of equity varied by class year.

- Students in their third or fourth year reported a lower sense of equity than students in their second and first year

Fig. 15 Differences in perceptions of equity

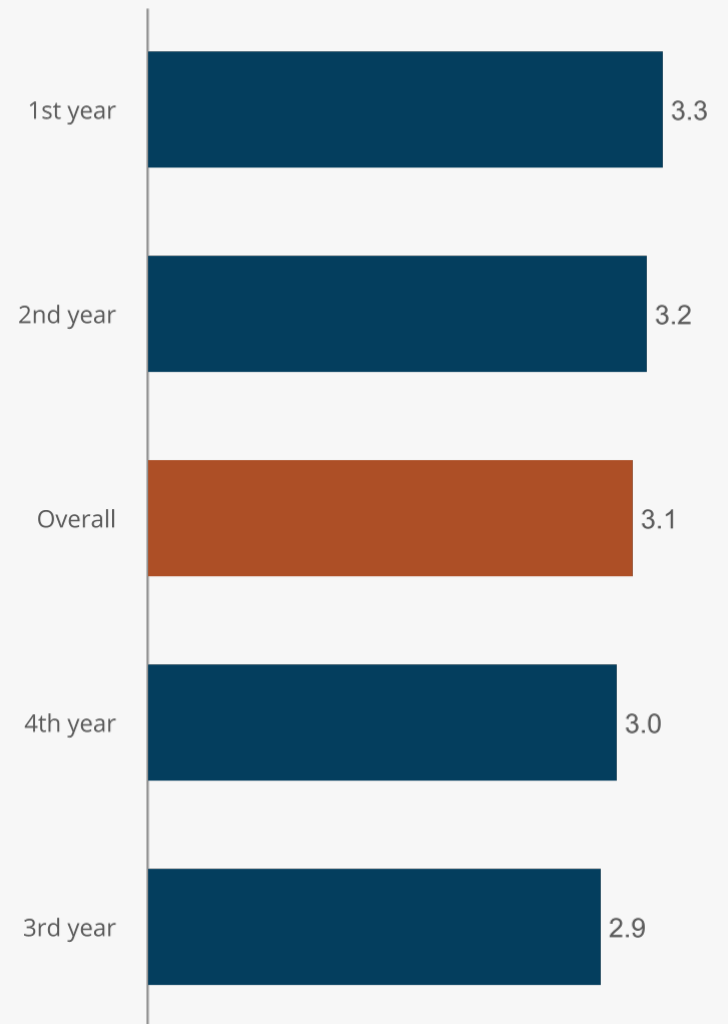


## Differences in Perceptions of Well-being

Perceptions of well-being varied by class year.

- Students in their third or fourth year reported a lower sense of well-being than students in their second and first year

Fig. 16 Differences in perceptions of well-being





Findings

# **Knowledge of Resources, Policies, & Offices**

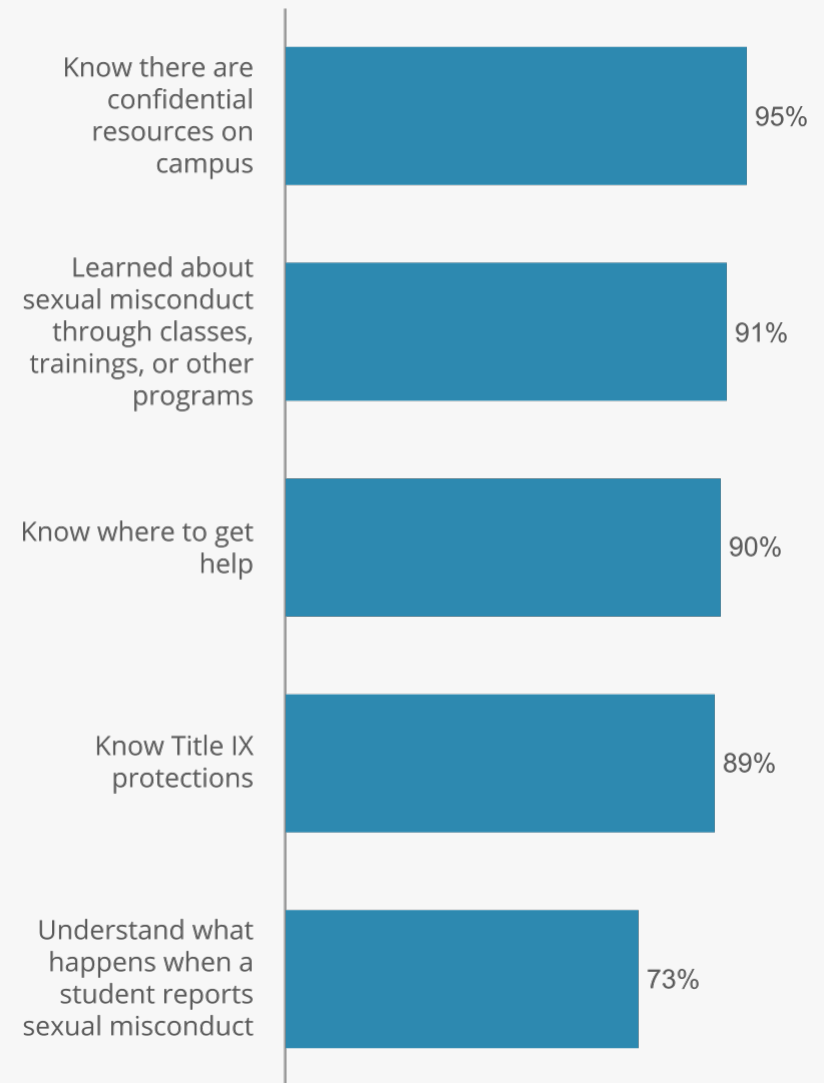
## Knowledge of Resources and Policies

Students were asked about their knowledge of campus resources and policies relevant to sexual misconduct.

Ninety-five percent (95%) of students were aware that there are confidential resources available on campus. Ninety-one percent (91%) confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at Wheaton College. Additionally, 90% knew where at Wheaton College they could get help if someone they know experiences sexual misconduct.

Eighty-nine percent (89%) of students indicated that they know their Title IX protections and 73% understood what happens when a student reports sexual misconduct.

Fig. 17 Knowledge of campus resources and policies



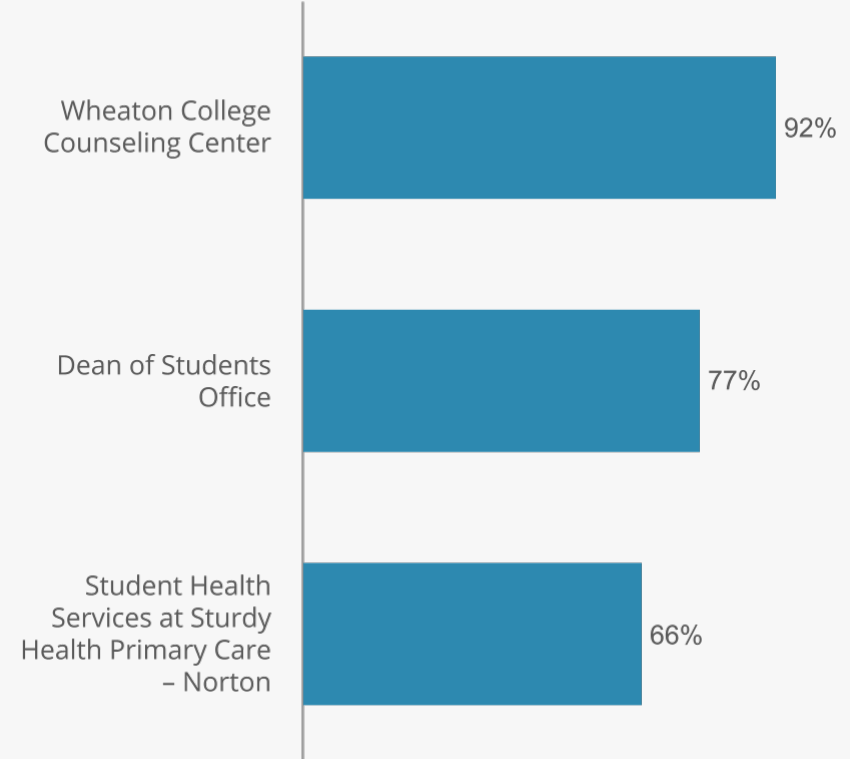
## Knowledge of Campus Offices and Departments

Students were asked about their knowledge of certain campus offices and departments.

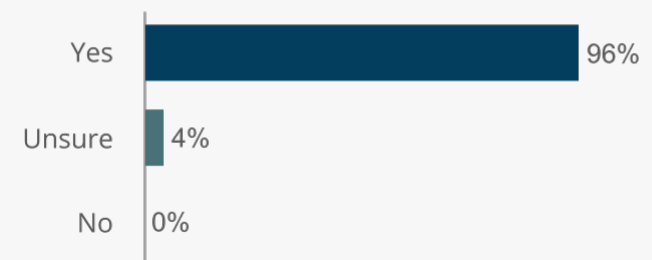
A majority of students confirmed that they knew about the Wheaton College Counseling Center (92%), the Dean of Students Office (77%), and Student Health Services at Sturdy Health Primary Care – Norton (66%).

When asked if Wheaton College has a Title IX Coordinator, 96% of participants answered 'yes,' while 4% answered that they were unsure.

**Fig. 18 Knowledge of campus offices/departments**



**Fig. 19 Does Wheaton College have a Title IX coordinator?**



## Knowledge of Sexual Misconduct Prevention

Students were asked whether they had received written, verbal, or online information from anyone at Wheaton College relevant to sexual misconduct prevention.

### Prevention

Seventy-seven percent (77%) of students confirmed that they have received information on how to intervene as a bystander and 67% received information on how to help prevent sexual misconduct.

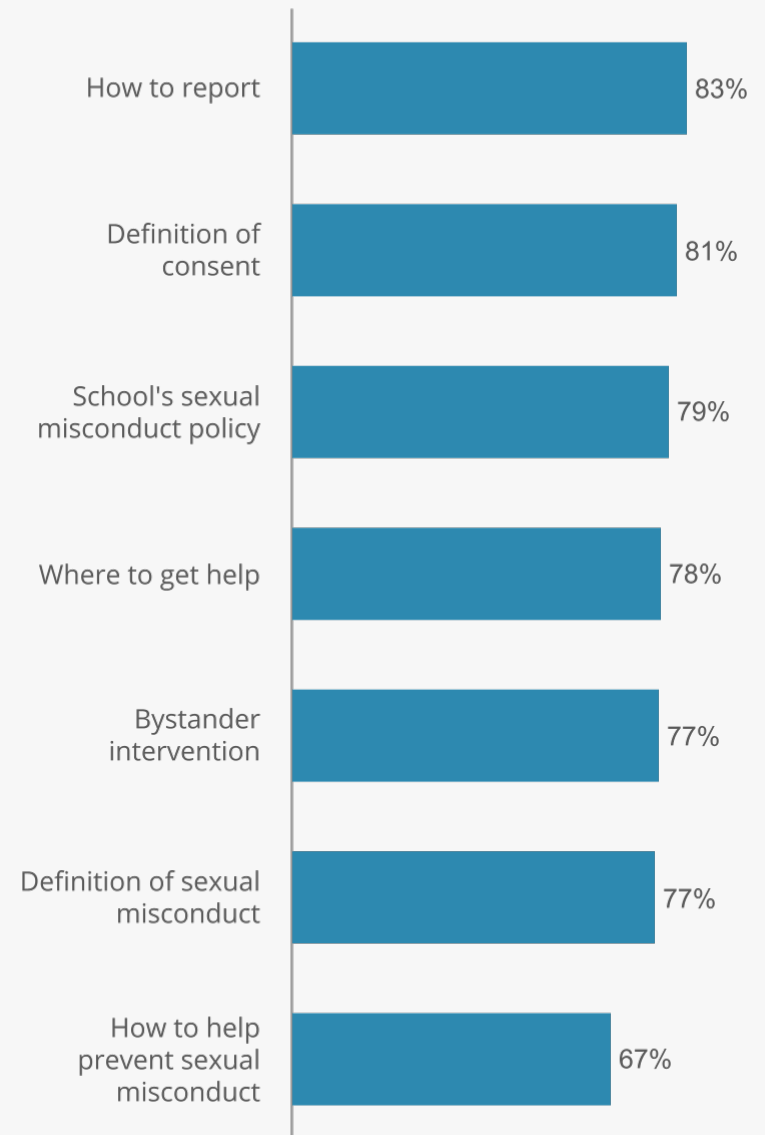
### Definitions and Policies

Eighty-one percent (81%) were informed of the definition of consent and how to obtain it from a sexual partner. Seventy-nine percent (79%) of students confirmed that they received information on the school's policy on sexual misconduct and 77% were informed of the definition of sexual misconduct.

### Reporting and Resources

Eighty-three percent (83%) of students received information on how to report sexual misconduct and 78% were informed about where to get help if someone they know experiences sexual misconduct.

Fig. 20 Received information about the following from someone at the school

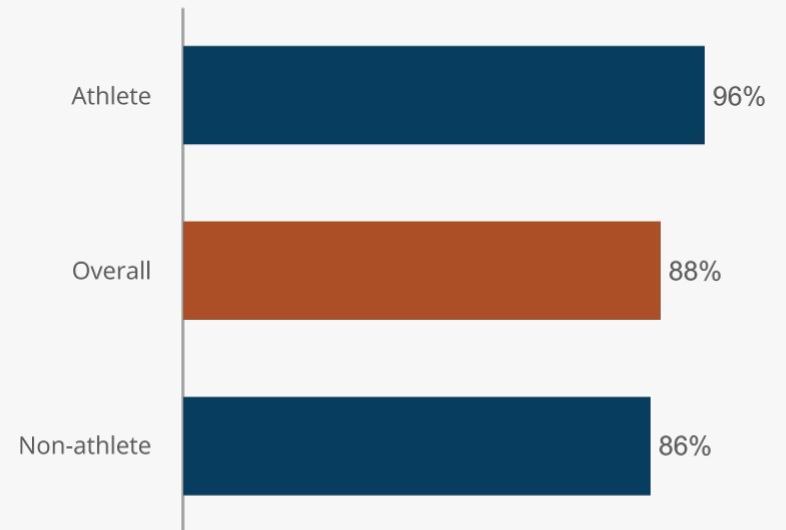


## Differences in Knowledge of Resources and Policies

Some demographic groups were less likely to agree that they knew about campus resources and policies relevant to sexual misconduct.

Non-athletes were less likely to agree that they knew this information compared to athletes.

Fig. 21 Differences in knowledge of campus resources and policies





Findings

# **Campus Climate**

## Campus Culture

Students were asked about the culture of sexual harassment at Wheaton College and their perceptions of Wheaton College's efforts to prevent and respond to sexual misconduct. 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 Wheaton College is doing a good job of trying to prevent sexual misconduct from occurring and of holding perpetrators accountable.

**2.7** /4  
**Campus Culture**

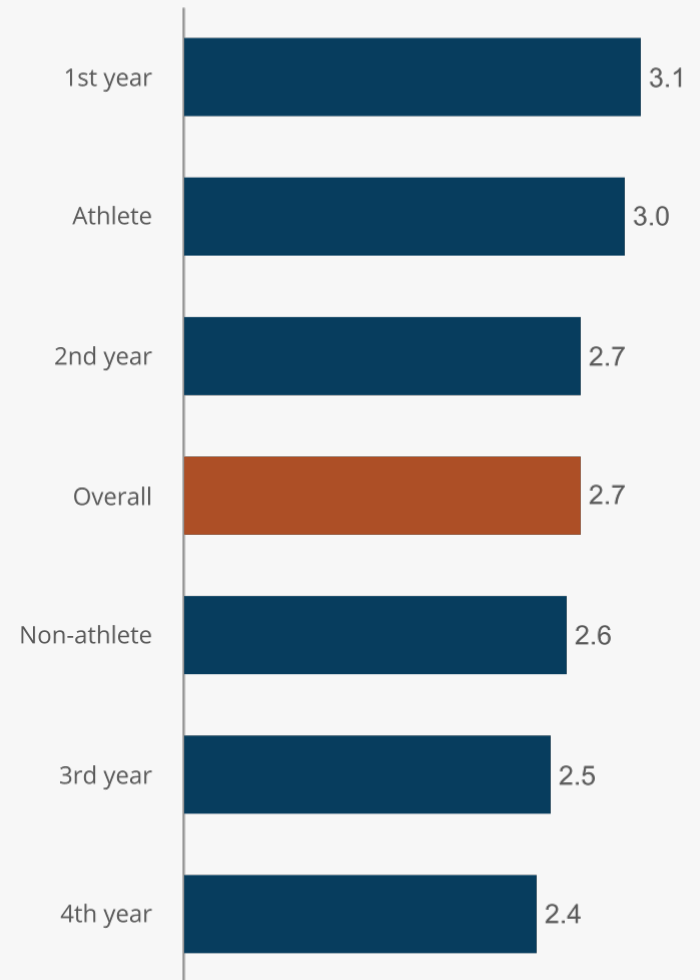
1 = negative response  
4 = positive response

## Differences in Perception of Campus Culture

Perceptions about the culture of sexual harassment at Wheaton College varied by class year and involvement in athletics.

Students in their third or fourth year and non-athletes were less likely than their counterparts 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 misconduct.

Fig. 22 Differences in perception of campus culture



1 = negative response  
4 = positive response

## Confidence in Reporting

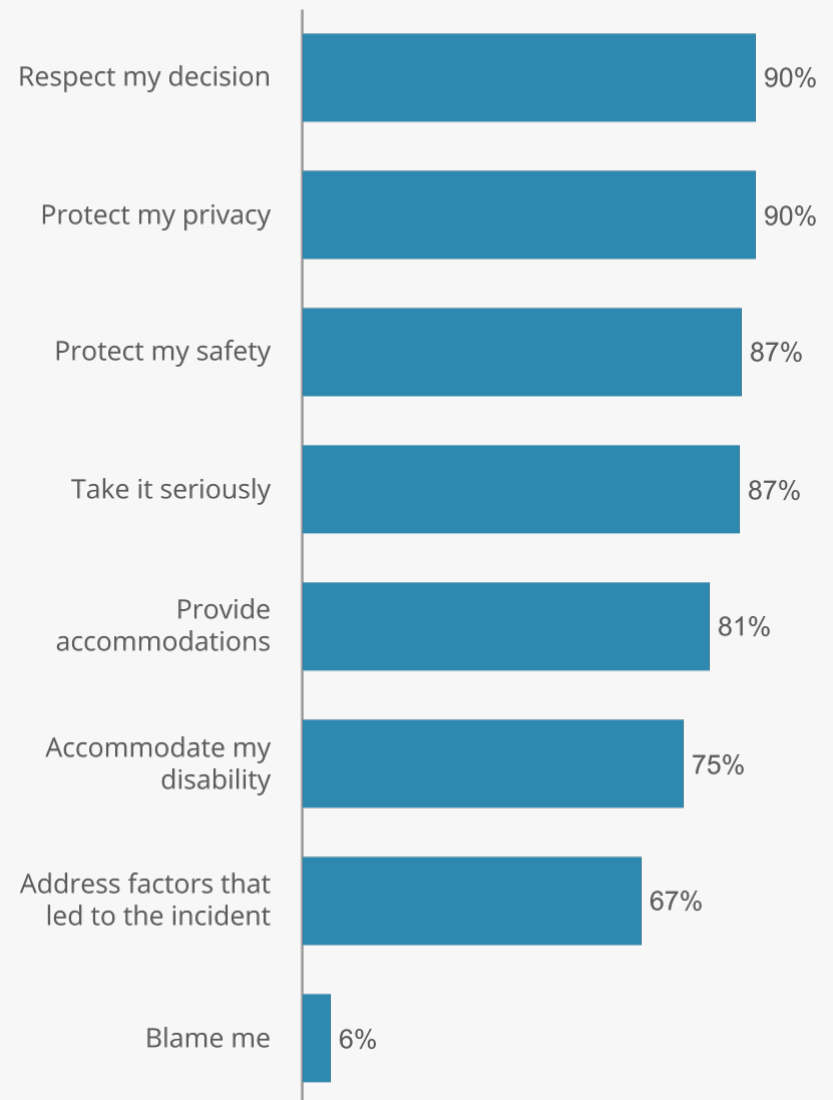
Participants who did not experience an incident of sexual misconduct since they have been a student at Wheaton College were asked about their confidence in the school's reporting process and campus resources. Forty-nine percent (49%) of students indicated that they would go to Campus Safety, 30% would seek counseling or health services, and 27% would go to another employee if sexual misconduct occurred.

Ninety percent (90%) of students believed that the school would respect their decision about what to do if they reported an incident of sexual misconduct and 87% believed that their case would be taken seriously.

A majority of students believed that their privacy and safety would be protected (90% and 87%), and 67% felt that the school would address the factors that may have led to the incident. Six percent (6%) of students believed that the College would blame them or not believe them about the incident.

Eighty-one percent (81%) of students believed that the College would provide support and accommodations. Of those who identified as having a disability, 75% believed that the College would properly accommodate their disability.

**Fig. 23 If an incident of sexual misconduct occurred, I believe Wheaton College would...**





Findings

# **Personal Experience**

## 76% of Students Experienced Sexual Misconduct

The survey asked students about their experiences of non-consensual sexual contact, sexual harassment, stalking, and intimate partner violence since they have been a student at Wheaton College. Overall, 76% of participants experienced at least one form of sexual misconduct.

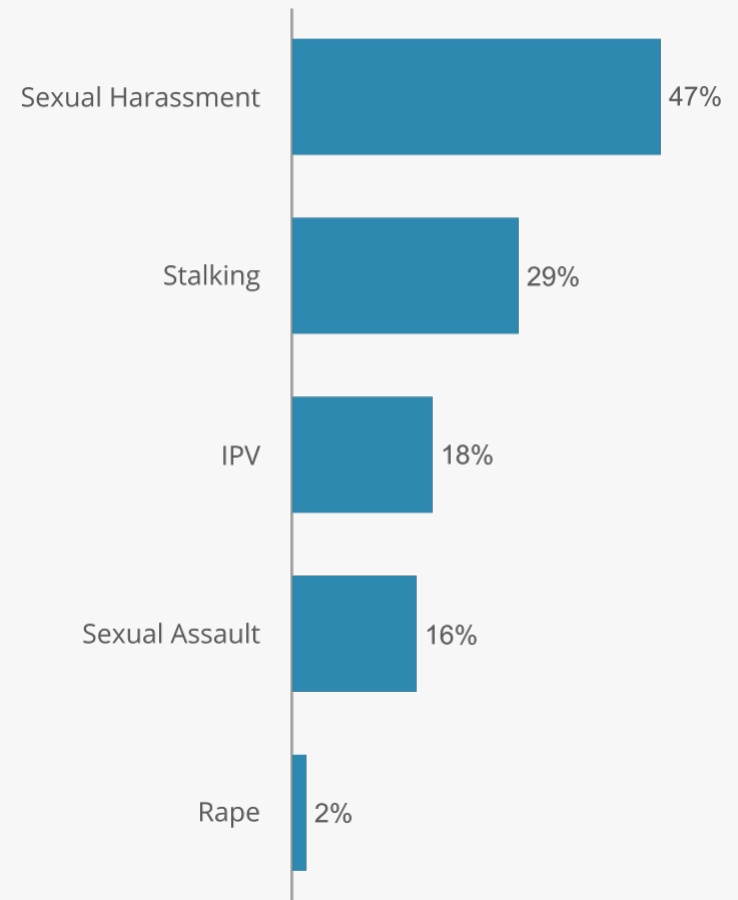
- **47%** experienced sexual harassment
- **29%** experienced stalking
- **18%** experienced IPV
- **16%** experienced sexual assault
- **2%** experienced rape

### INSIGHTS

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

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

Fig. 24 Prevalence of sexual misconduct



**24%**

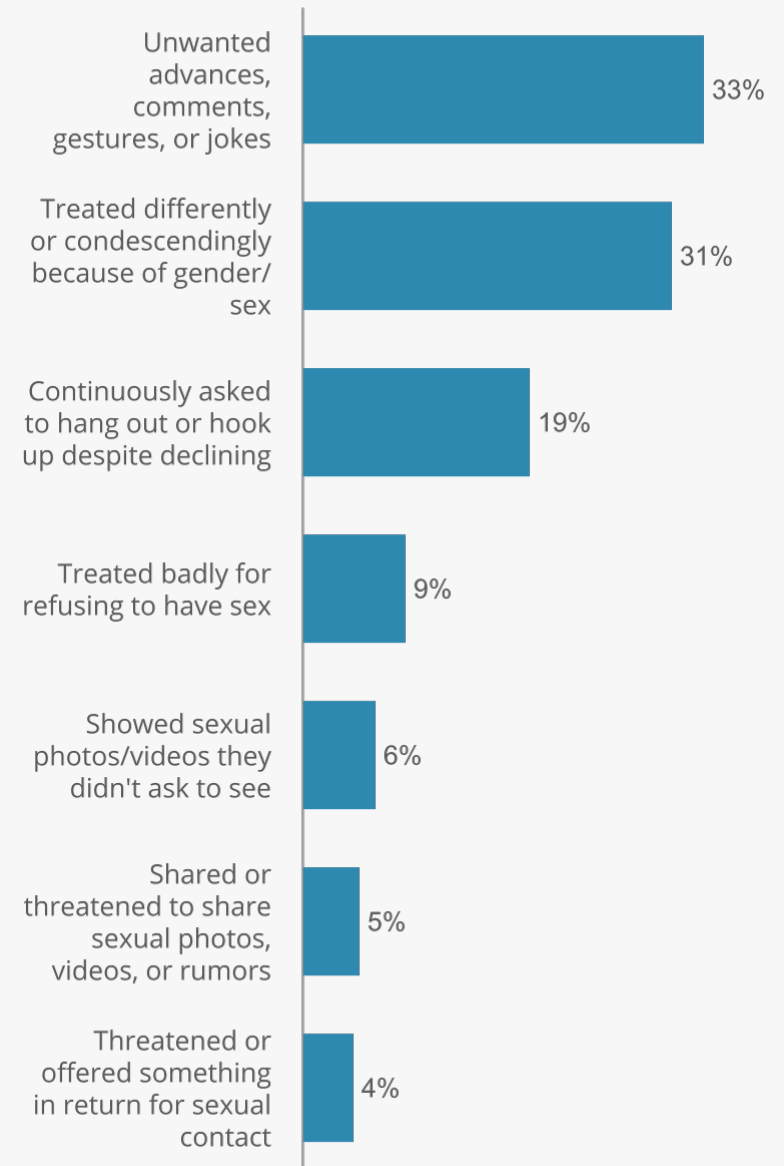
experienced **two or more** instances of sexual misconduct.

## 47% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment since they have been a student at Wheaton College. Overall, 33% of participants experienced sexual harassment once and 14% experienced sexual harassment more than once.

The highest percentage of students reported that someone made unwanted sexual advances, comments, gestures, or jokes toward them (33%) and that someone treated them differently or condescendingly because of their gender/sex (31%).

Fig. 25 Prevalence of sexual harassment

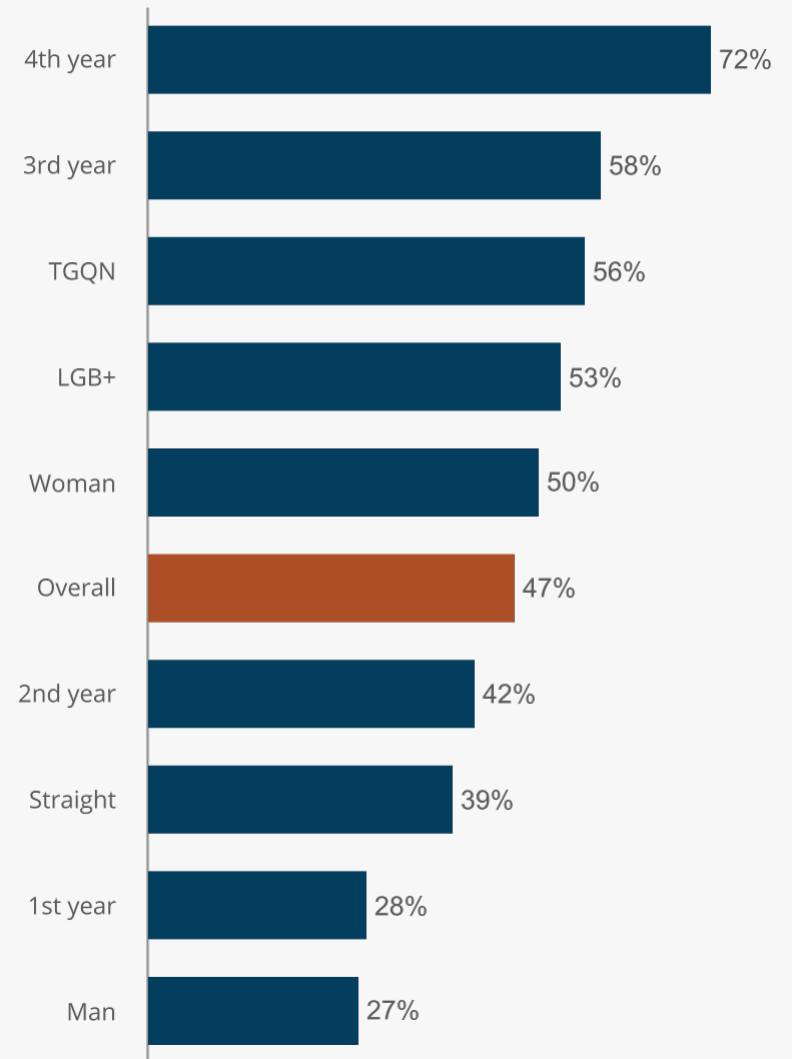


## Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied among demographic groups.

- Students in their fourth or third year were more likely to experience sexual harassment than students in their second or first year
- TGQN students and women were more likely to experience sexual harassment than men
- LGB+ students were more likely to experience sexual harassment than straight students

Fig. 26 Prevalence of sexual harassment by demographics

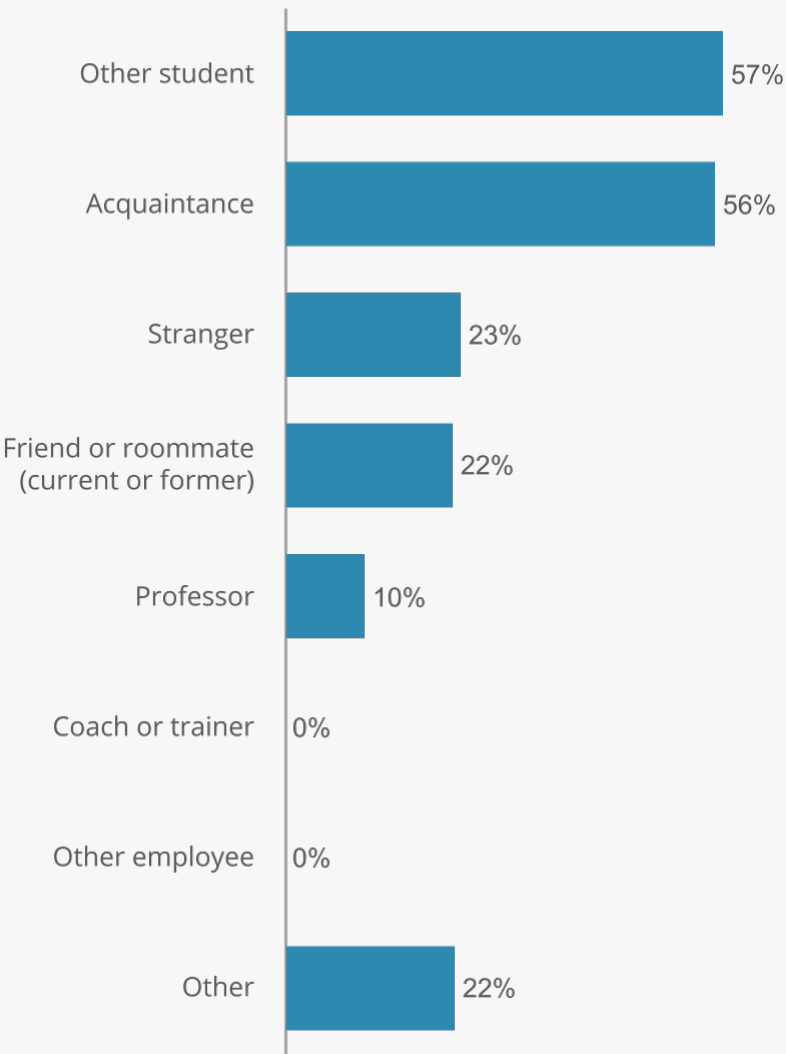


# Perpetrators of Sexual Harassment

Students who experienced sexual harassment 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 another student (57%) or an acquaintance, friend of a friend, or someone they just met (56%). In addition, 10% of students indicated that the perpetrator was a professor.

Fig. 27 Perpetration of sexual harassment



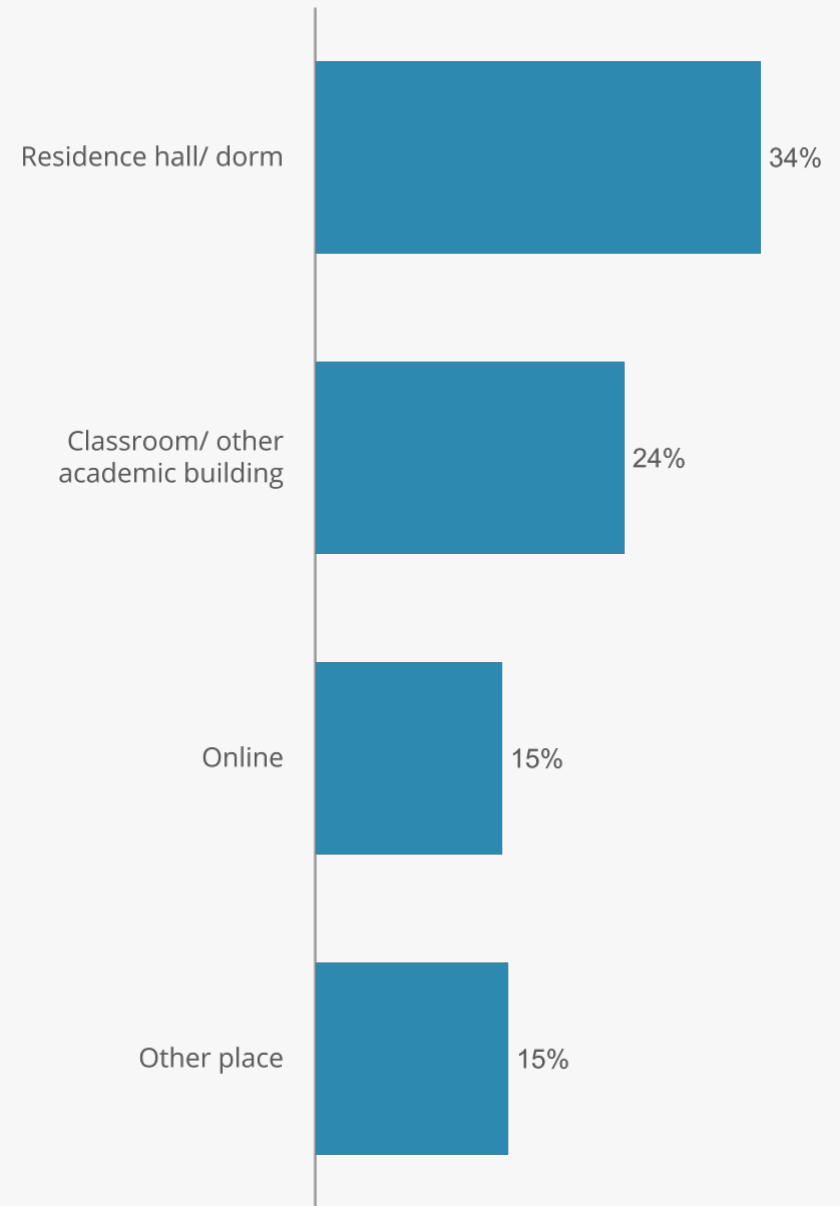
\*Other includes boss or supervisor, coworker, family member, partner or spouse (current or former), and someone else. The response rates of these options were too small to report separately.

## Locations Where Sexual Harassment Occurred

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

The highest percentage of students indicated that the incident occurred in a residence hall or dorm (34%) or a classroom or other academic building (24%).

Fig. 28 Prevalence of sexual harassment by location



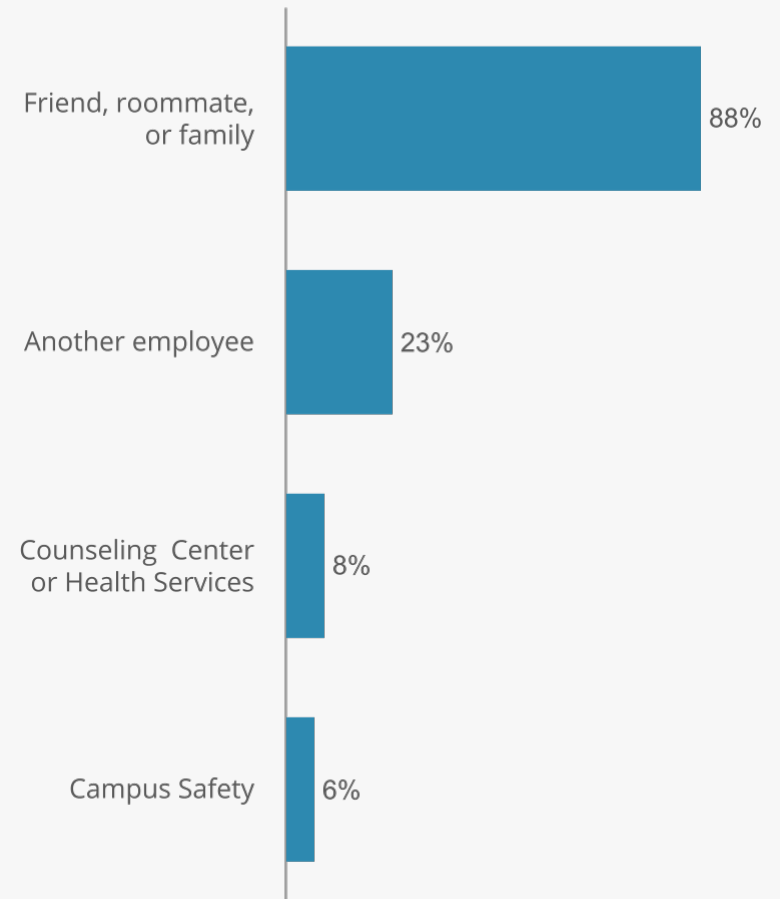
## Reporting of Sexual Harassment

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

While most students told a friend, roommate, or family member (88%), a majority did not report the incident to Wheaton College.

- **23%** contacted another campus employee
- **8%** contacted Student Health Services or the Wheaton College Counseling Center
- **6%** contacted Campus Safety

Fig. 29 Reporting of sexual harassment

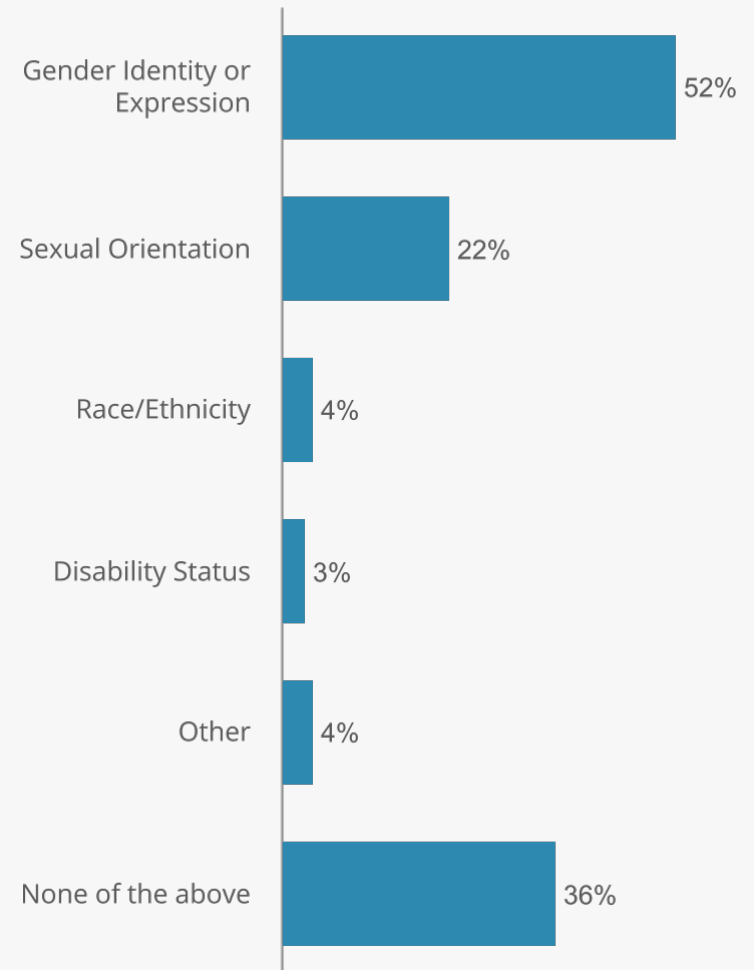


## Sexual Harassment and Discrimination

Students who experienced sexual harassment were asked if they believed the incidents were related to an identity that they hold.

- **52%** believed the incident was related to their gender identity or gender expression
- **22%** believed the incident was related to their sexual orientation
- **4%** believed the incident was related to their race or ethnicity
- **3%** believed the incident was related to their disability status
- **4%** believed the incident was related to another identity

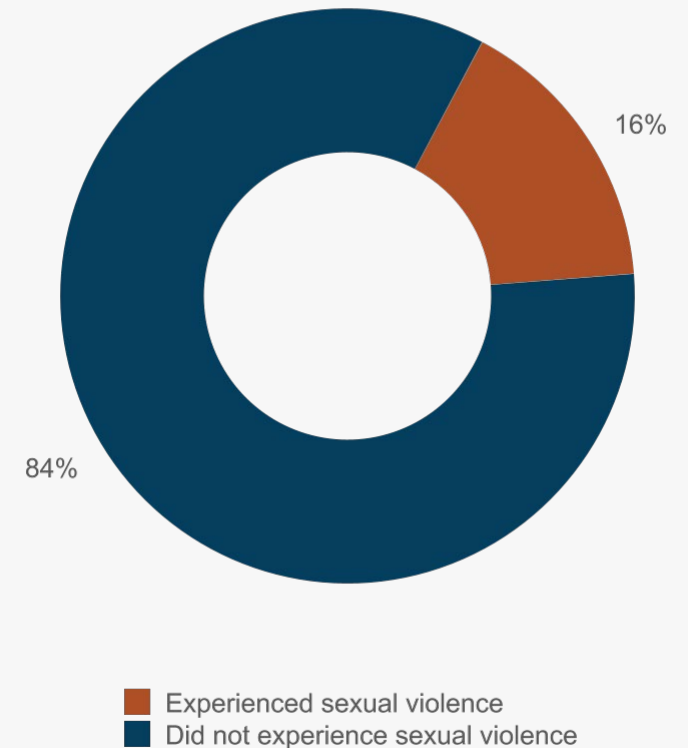
Fig. 30 Sexual harassment and discrimination



## 16% of Students Experienced Sexual Violence

Overall, 16% of participants indicated that they experienced sexual assault and/or rape since they have been a student at Wheaton College.

Fig. 31 Prevalence of sexual violence

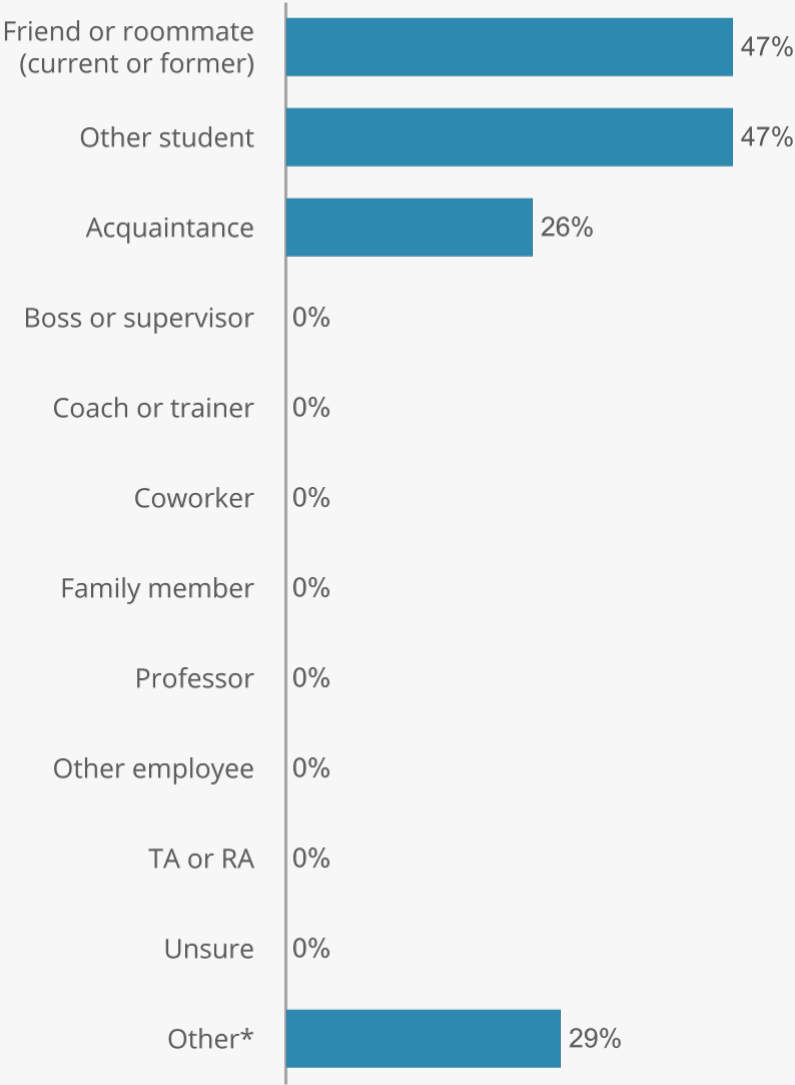


# Perpetrators of Sexual Violence

Students who experienced sexual assault and/or rape 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 current or former friend or roommate (47%) and another student (47%).

Fig. 32 Perpetration of sexual violence



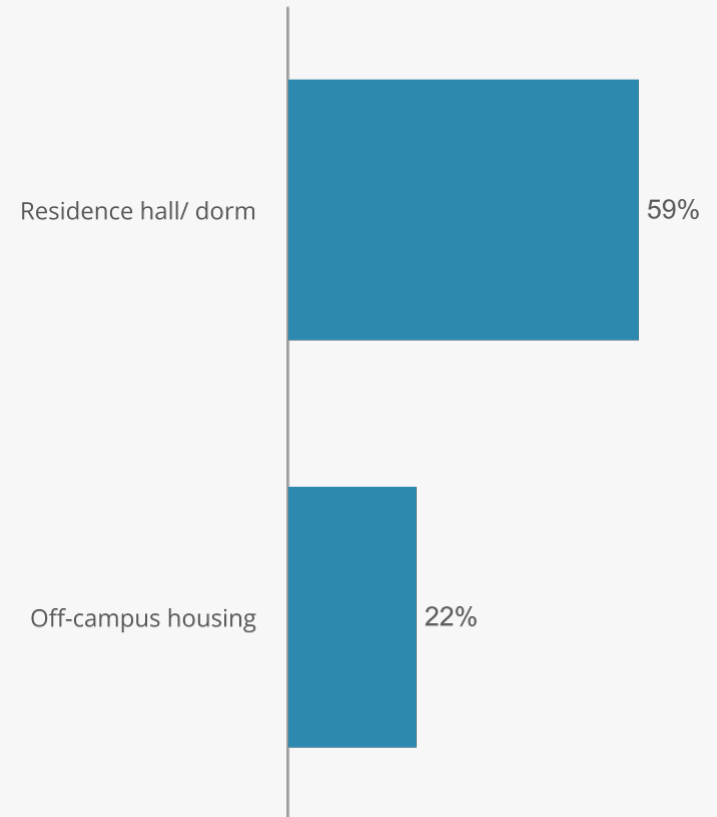
\*Other includes partner or spouse (current or former), stranger, and someone else. The response rates of these options were too small to report separately.

## Locations Where Sexual Violence Occurred

Students who experienced sexual assault and/or rape were asked about where the incident took place.

The highest percentage of students indicated that the incident occurred at a residence hall or dorm (59%) or in off-campus housing (22%).

Fig. 33 Prevalence of sexual violence by location



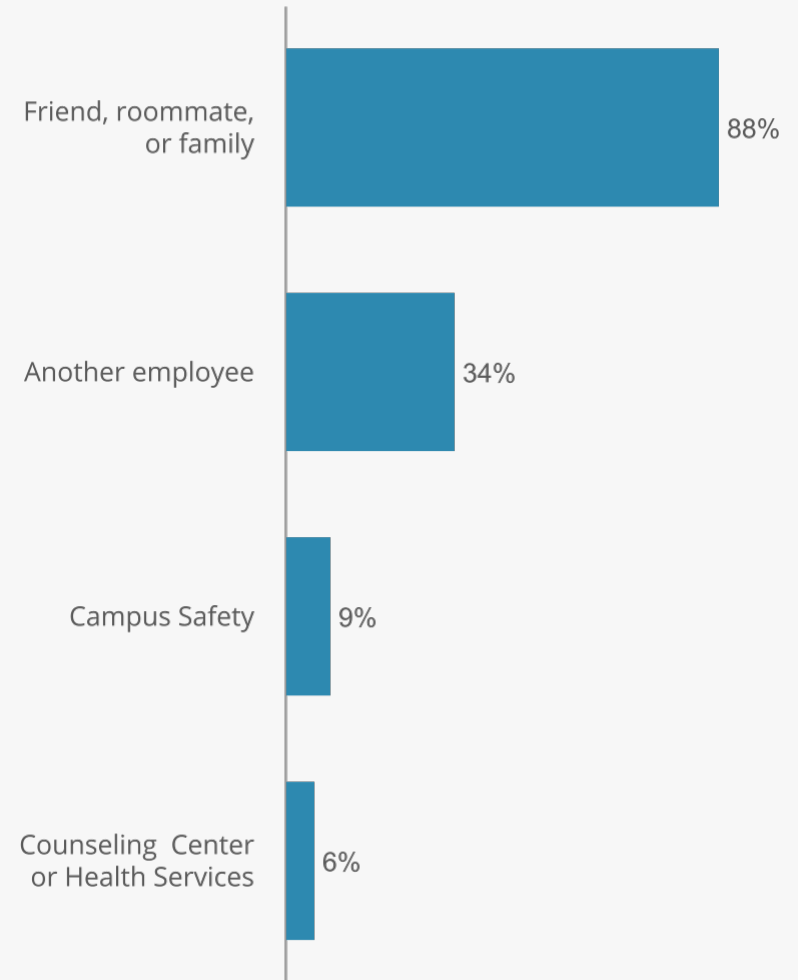
## Reporting of Sexual Violence

Students who experienced sexual assault and/or rape were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (88%), a majority did not report the incident to Wheaton College.

- **34%** contacted another campus employee
- **9%** contacted Campus Safety
- **6%** contacted Student Health Services or the Wheaton College Counseling Center

Fig. 34 Reporting of sexual violence

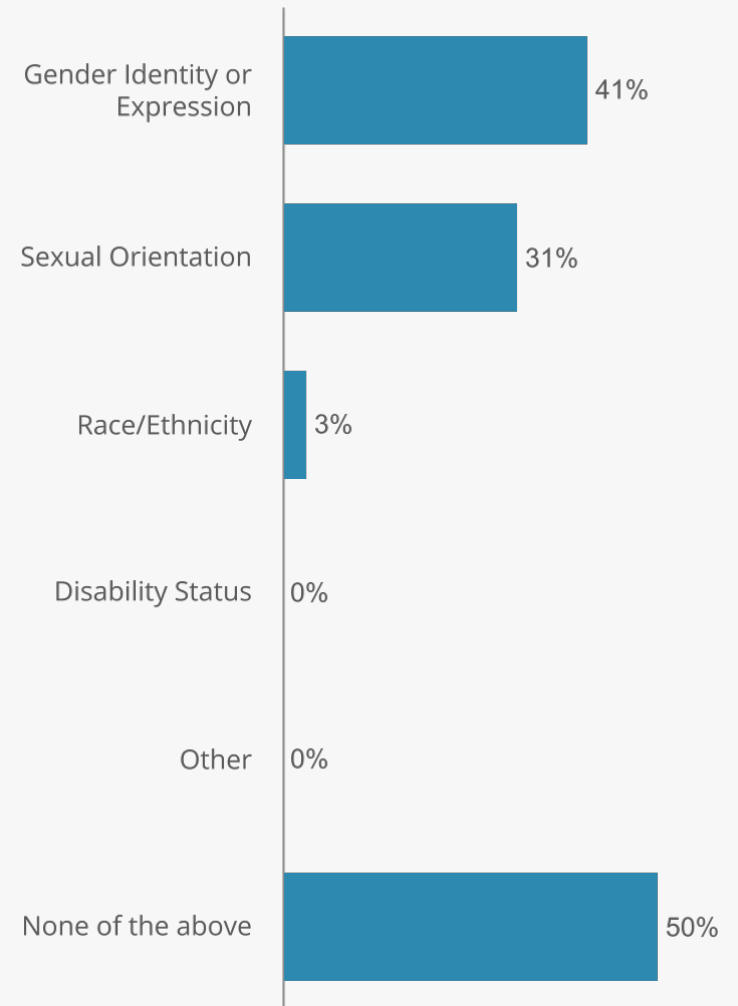


## Sexual Violence and Discrimination

Students who experienced sexual violence were asked if they believed the incidents were related to an identity that they hold.

- **41%** believed the incident was related to their gender identity or gender expression
- **31%** believed the incident was related to their sexual orientation
- **3%** believed the incident was related to their race or ethnicity

Fig. 35 Sexual violence and discrimination



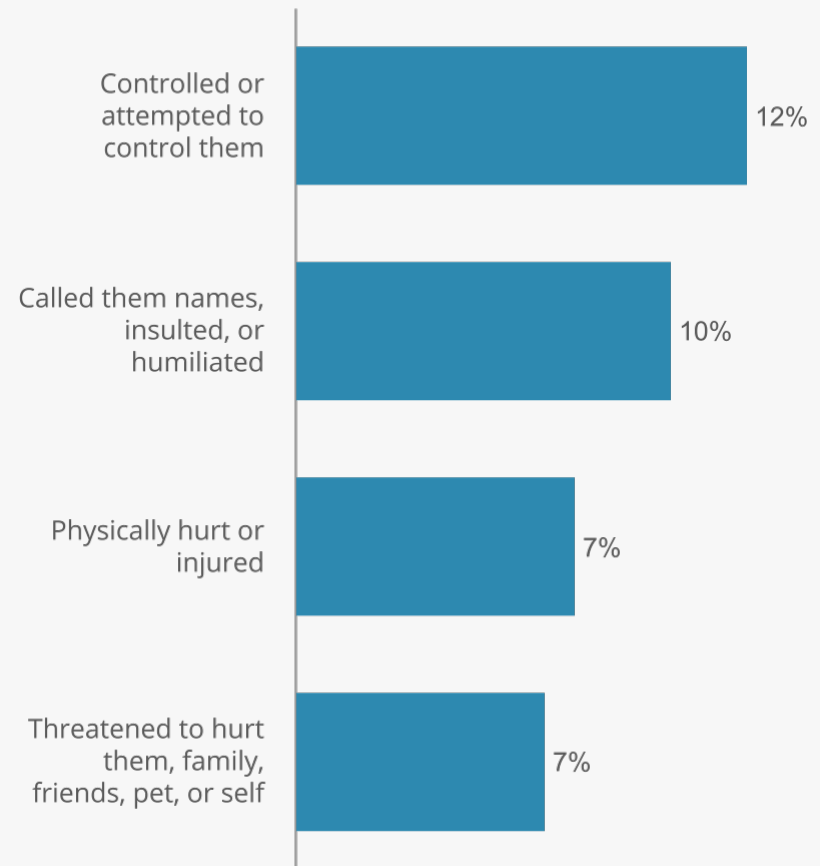
## 18% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at Wheaton College. Overall, 9% of participants experienced IPV once and 9% experienced IPV more than once.

The highest percentage of students reported that an intimate partner controlled or attempted to control them physically, emotionally, or financially (12%) and that an intimate partner called them names, insulted, or humiliated them (10%).

There were no significant demographic differences among those who reported experiencing IPV.

Fig. 36 Prevalence of intimate partner violence



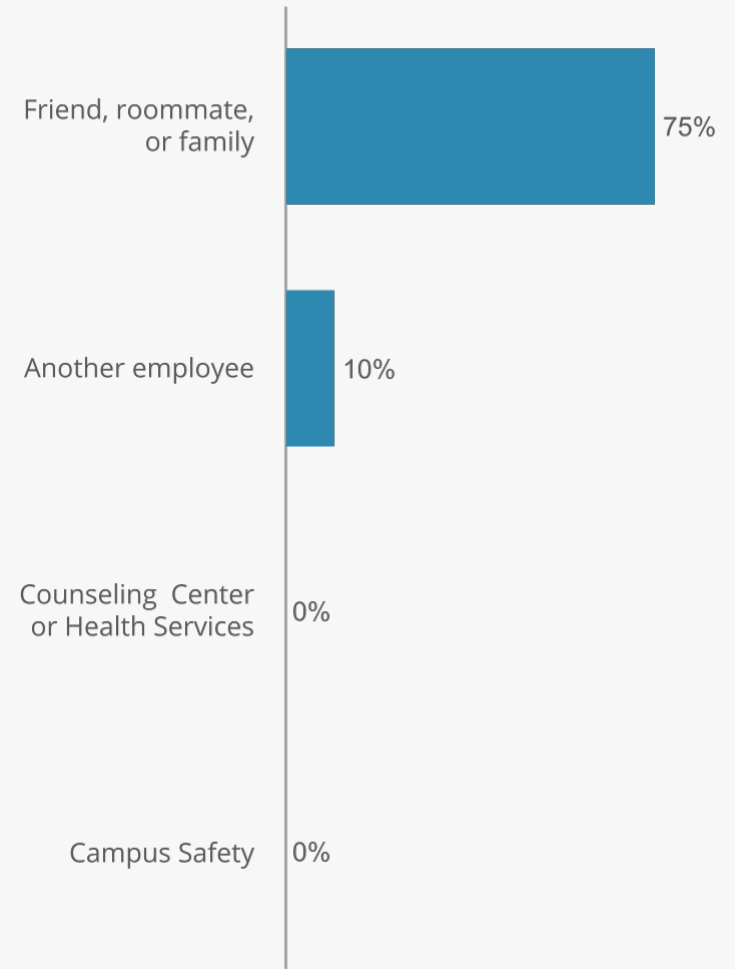
## Reporting of Intimate Partner Violence

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

While most students told a friend, roommate, or family member (75%), a majority did not report the incident to Wheaton College.

- **10%** contacted another campus employee

Fig. 37 Reporting of intimate partner violence

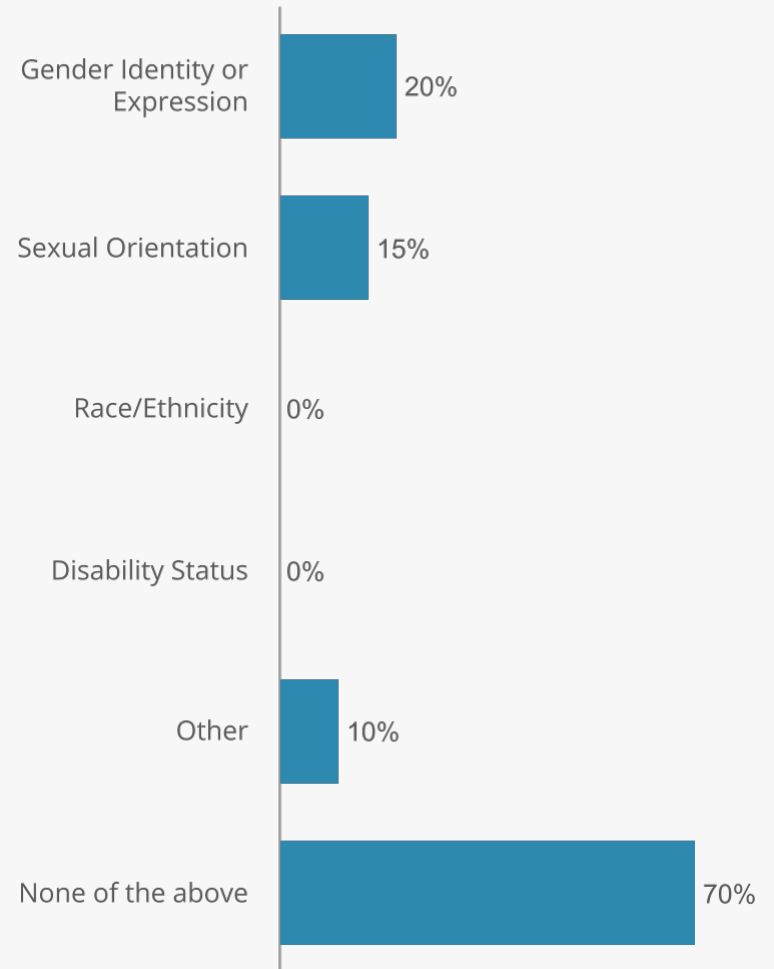


## Intimate Partner Violence and Discrimination

Students who experienced intimate partner violence were asked if they believed the incidents were related to an identity that they hold.

- **20%** believed the incident was related to their gender identity or gender expression
- **15%** believed the incident was related to their sexual orientation
- **10%** believed the incident was related to another identity

Fig. 38 Intimate partner violence and discrimination

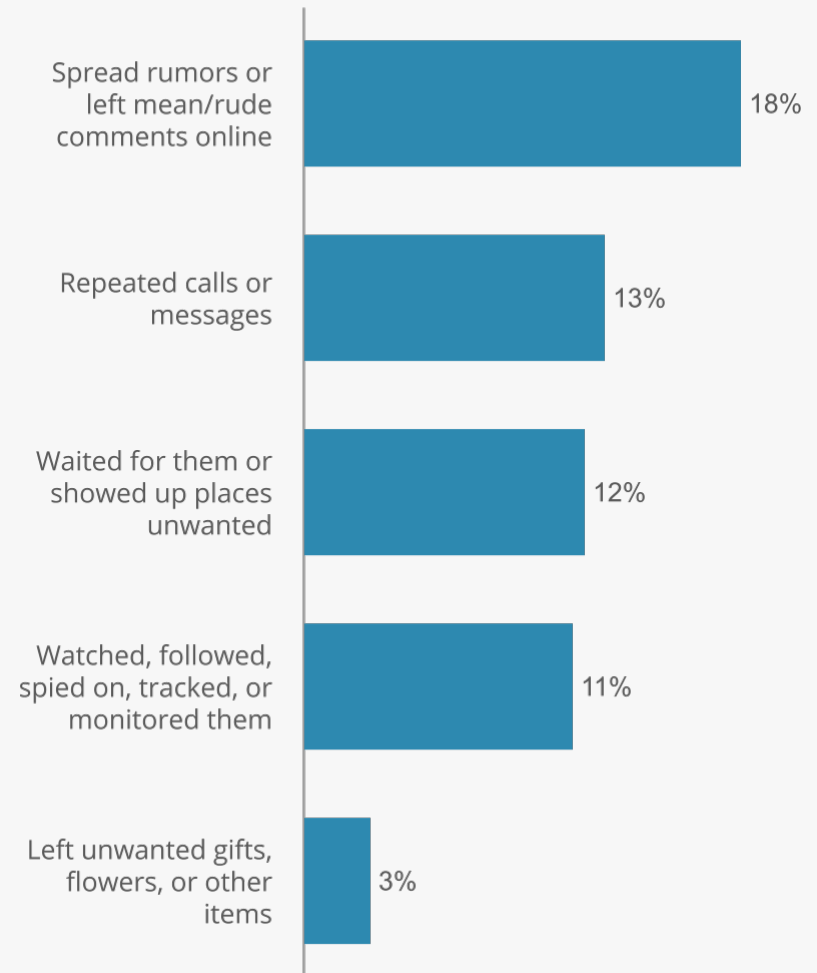


## 29% of Students Experienced Stalking

Students were asked about stalking situations when someone acted in a way that seemed obsessive or made them concerned for their safety since they have been a student at Wheaton College. Overall, 11% of participants experienced stalking once and 18% experienced stalking more than once.

The highest percentage of students reported that someone spread rumors or left mean/rude comments online (18%), someone repeatedly called them or sent unwanted messages (13%), someone waited for them or showed up in places when they didn't want them there (12%), and that someone watched, followed, spied on, tracked, or monitored them (11%).

Fig. 39 Prevalence of stalking by behavior

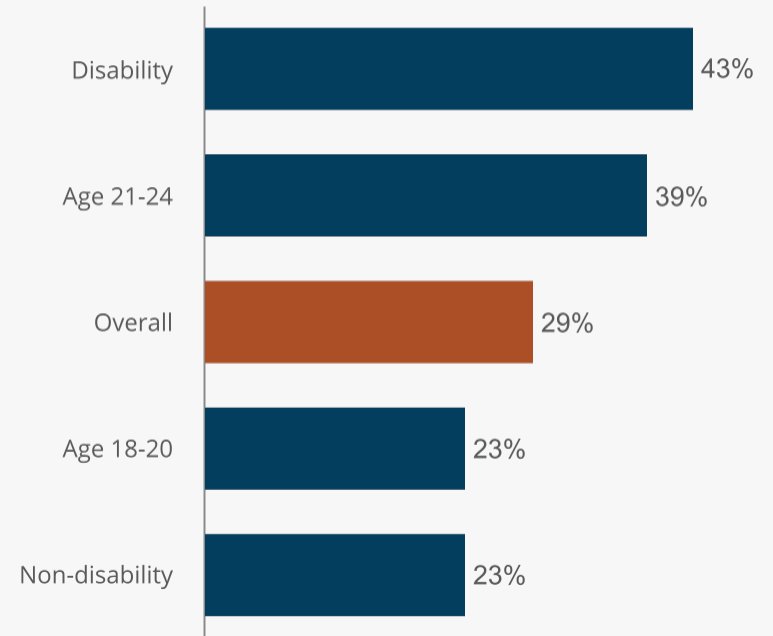


## Differences in Experience of Stalking

The prevalence of stalking varied by disability status and age.

Students with disabilities were more likely to experience stalking than students without disabilities. Students age 21 and over were more likely to experience stalking than younger students.

Fig. 40 Prevalence of stalking by demographics

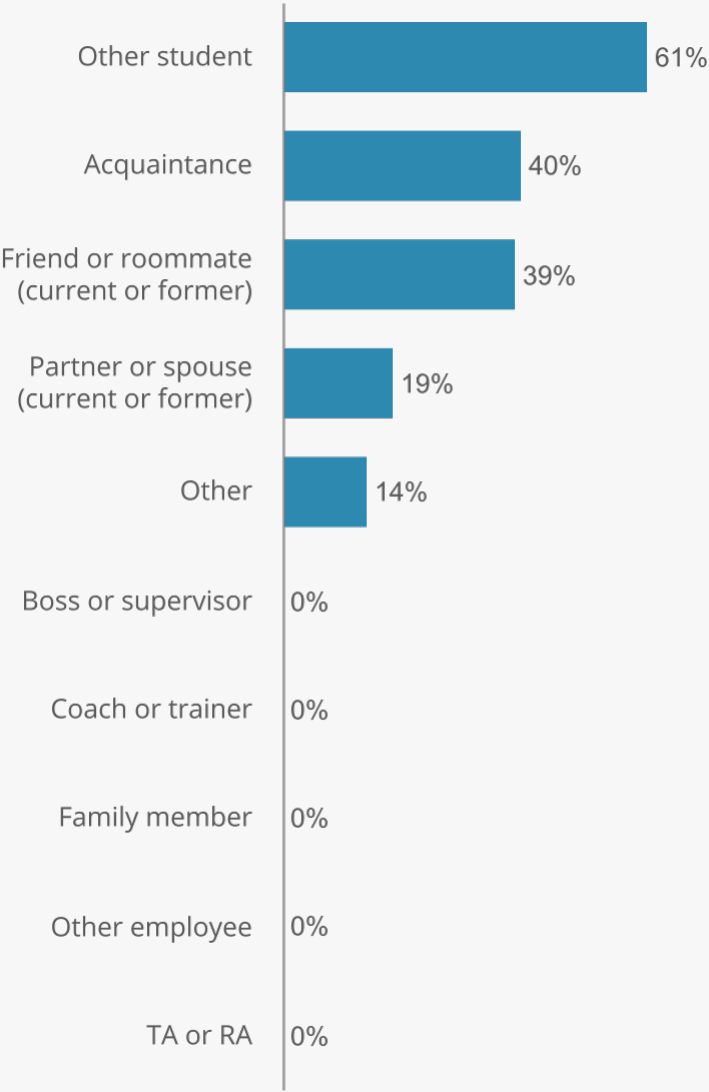


# Perpetrators of Stalking

Students who experienced stalking 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 another student (61%), an acquaintance, friend of a friend, or someone they just met (40%), and a current or former friend or roommate (39%).

Fig. 41 Perpetration of stalking



\*Other includes coworker, professor, someone else, stranger, or unsure. The response rates of these options were too small to report separately.

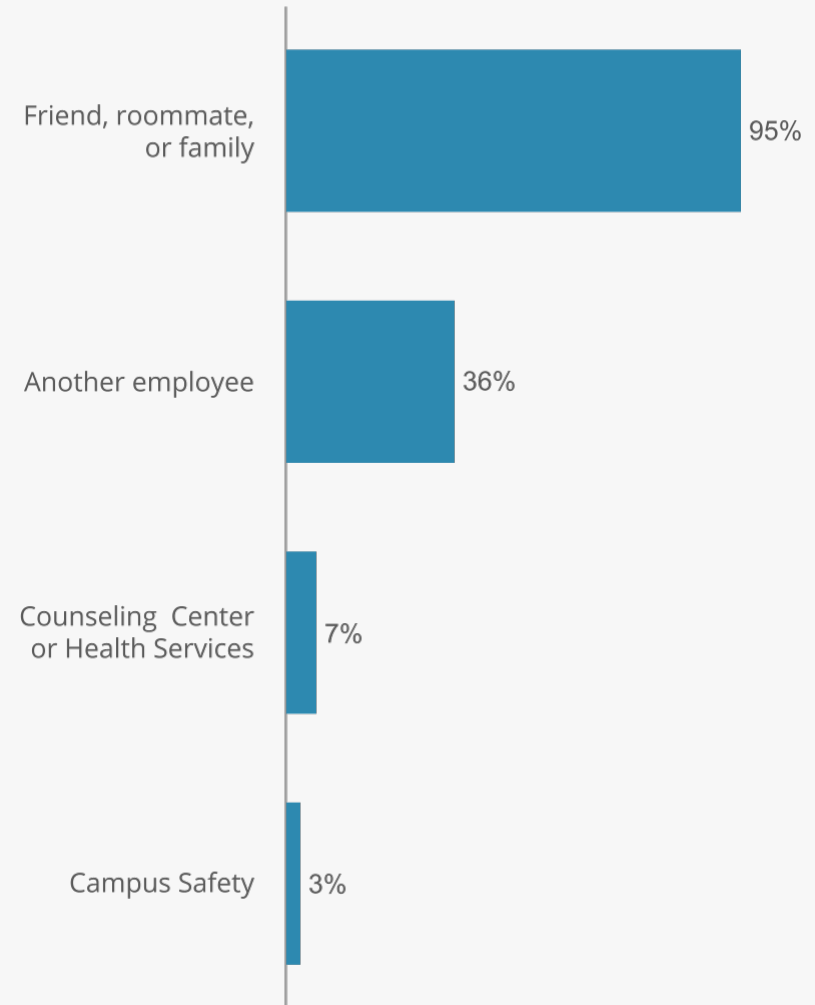
## Reporting of Stalking

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

While most students told a friend, roommate, or family member (95%), a majority did not report the incident to Wheaton College.

- **36%** contacted another campus employee
- **7%** contacted Student Health Services or the Wheaton College Counseling Center
- **3%** contacted Campus Safety

Fig. 42 Reporting of stalking

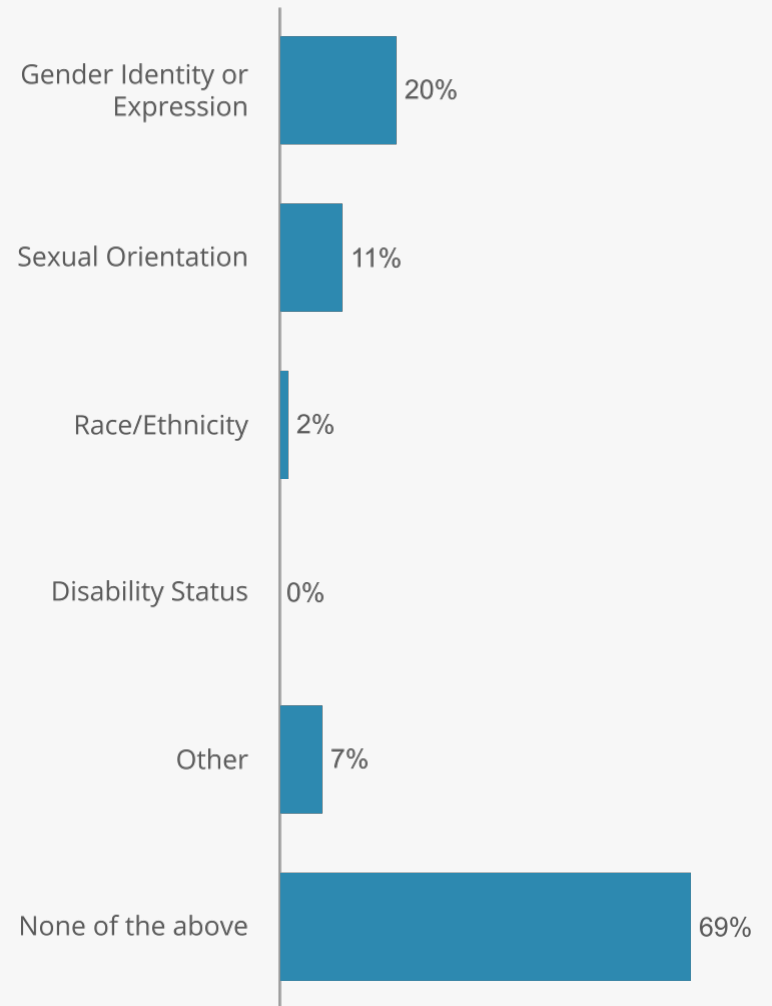


## Stalking and Discrimination

Students who experienced stalking were asked if they believed the incidents were related to an identity that they hold.

- **20%** believed the incident was related to their gender identity or gender expression
- **11%** believed the incident was related to their sexual orientation
- **2%** believed the incident was related to their race or ethnicity
- **7%** believed the incident was related to another identity

Fig. 43 Stalking and discrimination





Findings

# Reporting

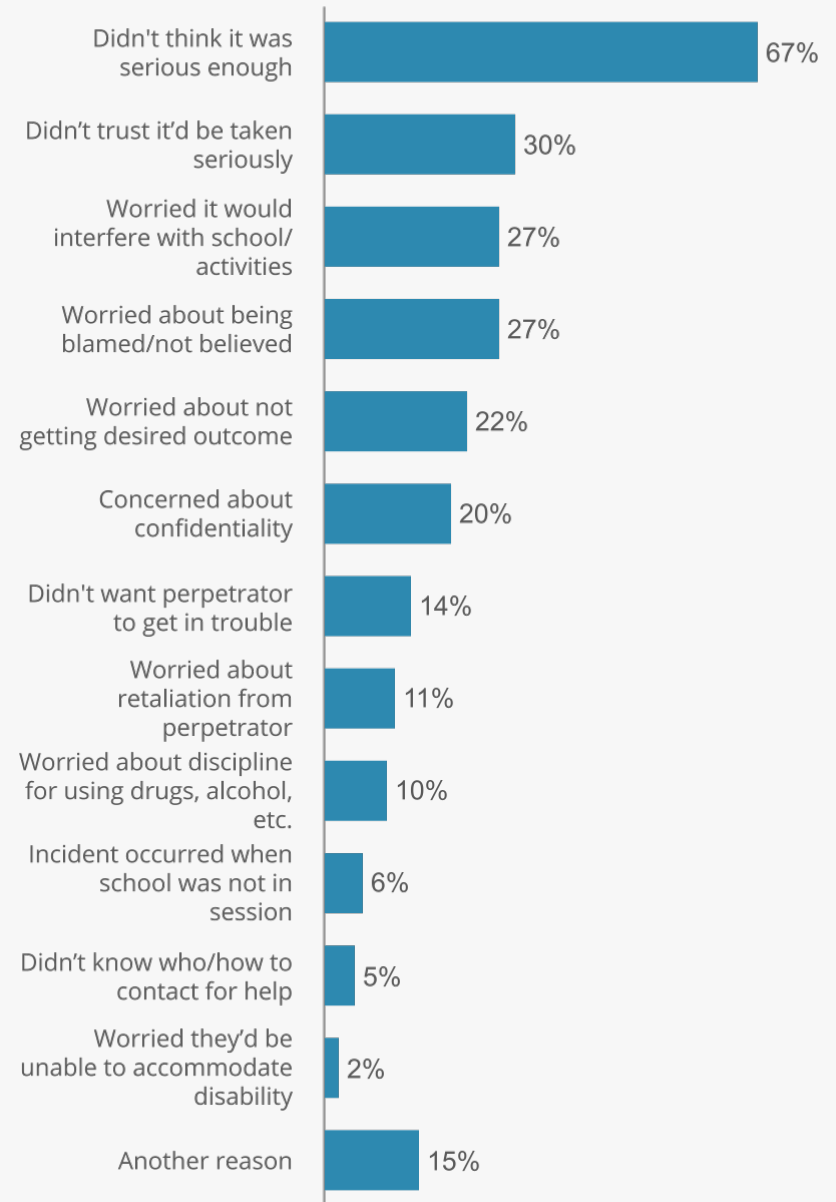
## Reasons Students Did Not Report

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

The most common reason why students did not report the incident was because they did not think the incident was serious enough to report (67%).

Other common responses include that they did not trust that the report would be taken seriously (30%), felt it would take time away from studies or other activities (27%), and worried about being blamed or not believed (27%).

**Fig. 44** Reasons participants did not report sexual misconduct



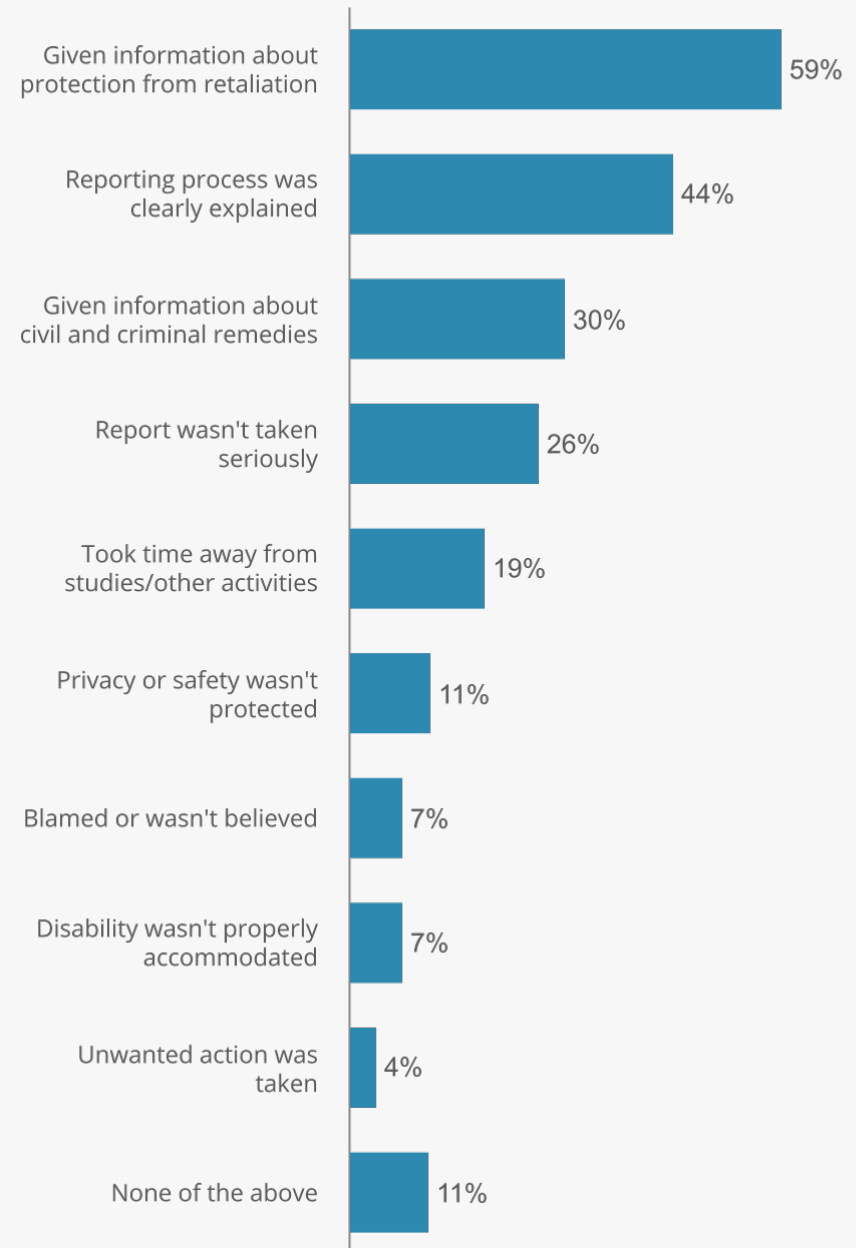
## Experiences with the Reporting Process

Students who experienced sexual misconduct and told a campus official were asked about their experience reporting the incident.

Most students indicated that they were provided information about protection from retaliation (59%). Forty-four percent (44%) felt that the reporting process was clearly explained to them. Thirty percent (30%) indicated that they were given information about civil and criminal remedies.

About one in four students who reported an incident felt that their disclosure was not taken seriously (26%). About one in five students (19%) felt that reporting the incident took time away from their studies or other activities.

Fig. 45 Experiences reporting sexual misconduct





Findings

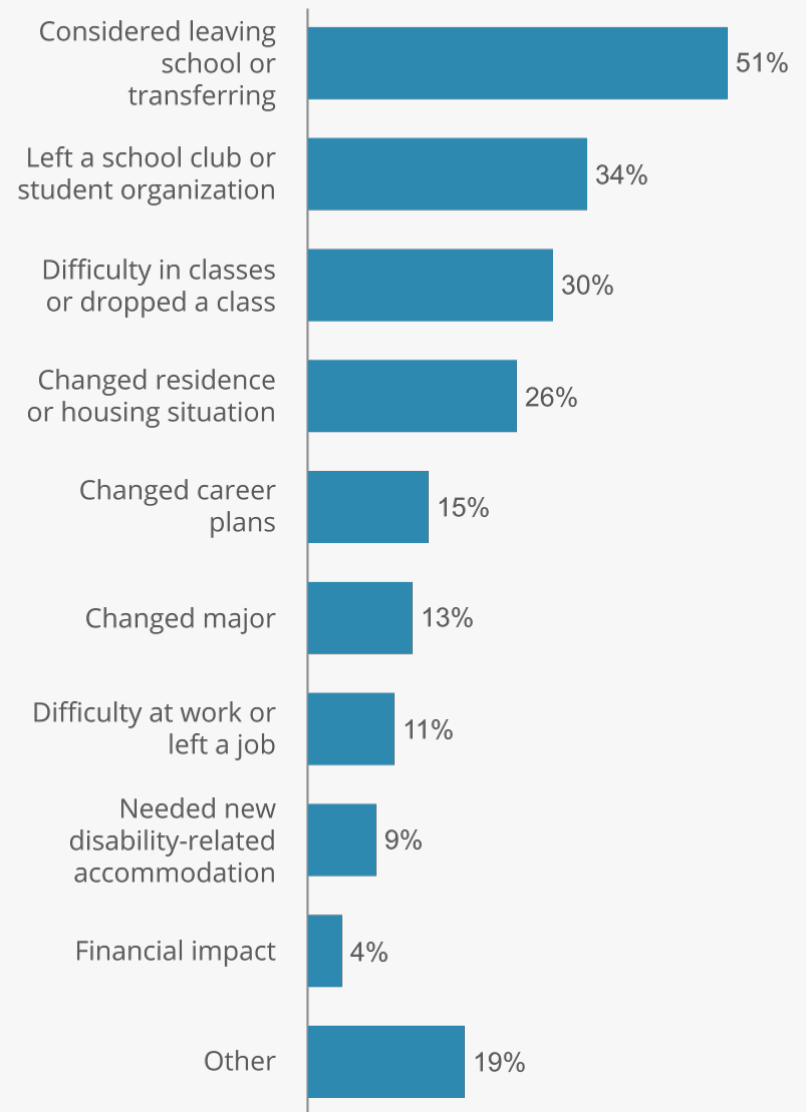
# Impacts

## 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.

Around half of students who experienced sexual misconduct considered leaving school or transferring (51%). Thirty-four percent (34%) left a school club or organization and 30% had difficulty in classes or dropped a class.

**Fig. 46 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.

A majority of students who experienced sexual misconduct also felt nervous, anxious, or on edge (79%), were unable to stop or control worrying (64%), had little interest or pleasure in doing things (62%), or felt down, depressed, or hopeless (62%).

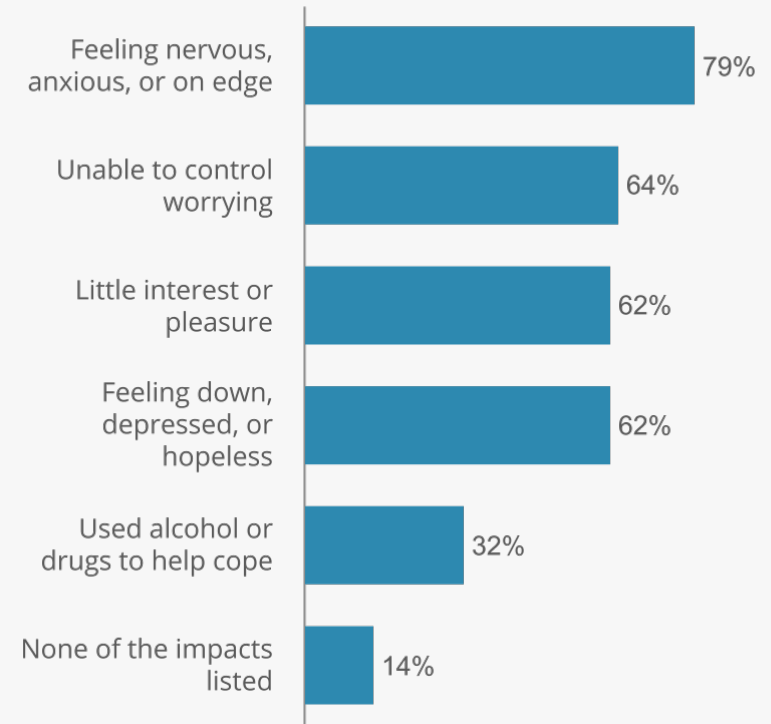
The prevalence of mental health impacts varied by gender identity. TGQN students (100%) and women (84%) were more likely to report experiencing at least one mental health impact compared to men (60%).

### INSIGHTS

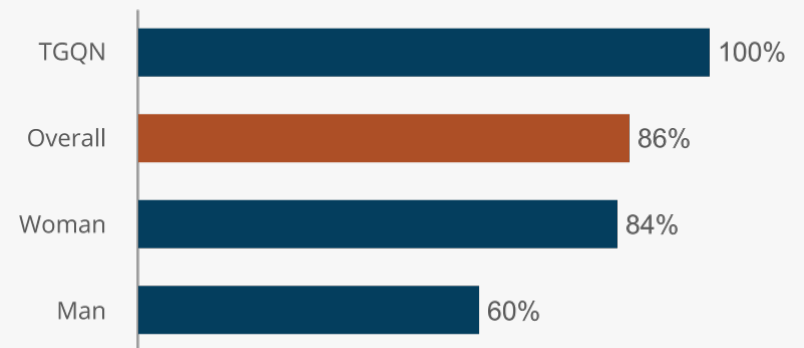
The COVID-19 pandemic has been linked to an increase in anxiety, depression, and social isolation among college students. A sense of belonging with their college campus may be a protective factor.<sup>2</sup>

<sup>2</sup> Gopalan, M., Linden-Carmichael, A., & Lanza, S. (2022). College Students' Sense of Belonging and Mental Health Amidst the COVID-19 Pandemic. *The Journal of Adolescent Health*, 70(2), 228–233.

**Fig. 47 Impacts on mental health**



**Fig. 48 Prevalence of mental health impacts by demographics**



Overall represents the prevalence of students who reported experiencing at least one mental health impact.



Findings

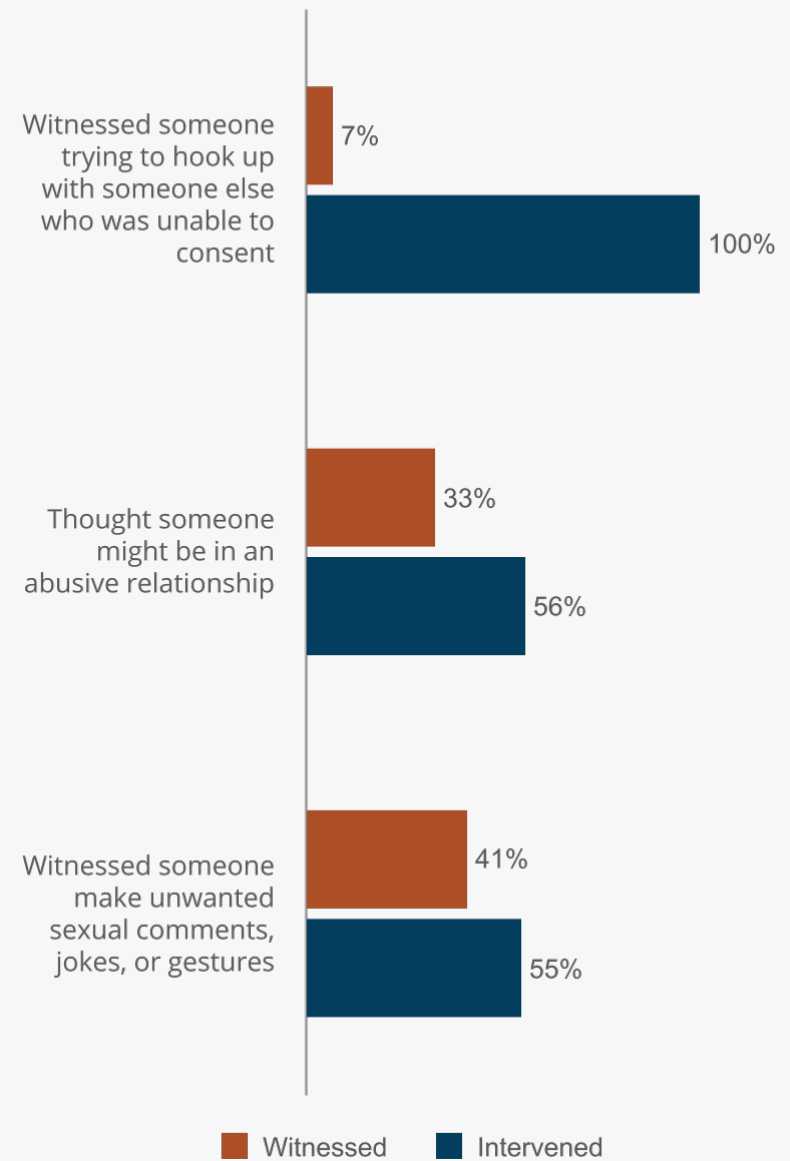
# **Bystander Intervention**

## Bystander Behaviors

Students were asked if they witnessed certain situations of sexual misconduct since they have been a student at Wheaton College and, if so, how they responded to those situations.

- **7%** witnessed someone trying to hook up with someone else who was passed out or unable to consent. Among those, 100% intervened in some way.
- **33%** thought someone might be in an abusive relationship. Among those, 56% intervened in some way.
- **41%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 55% intervened in some way.

Fig. 49 Percentage of students who intervened after witnessing sexual misconduct

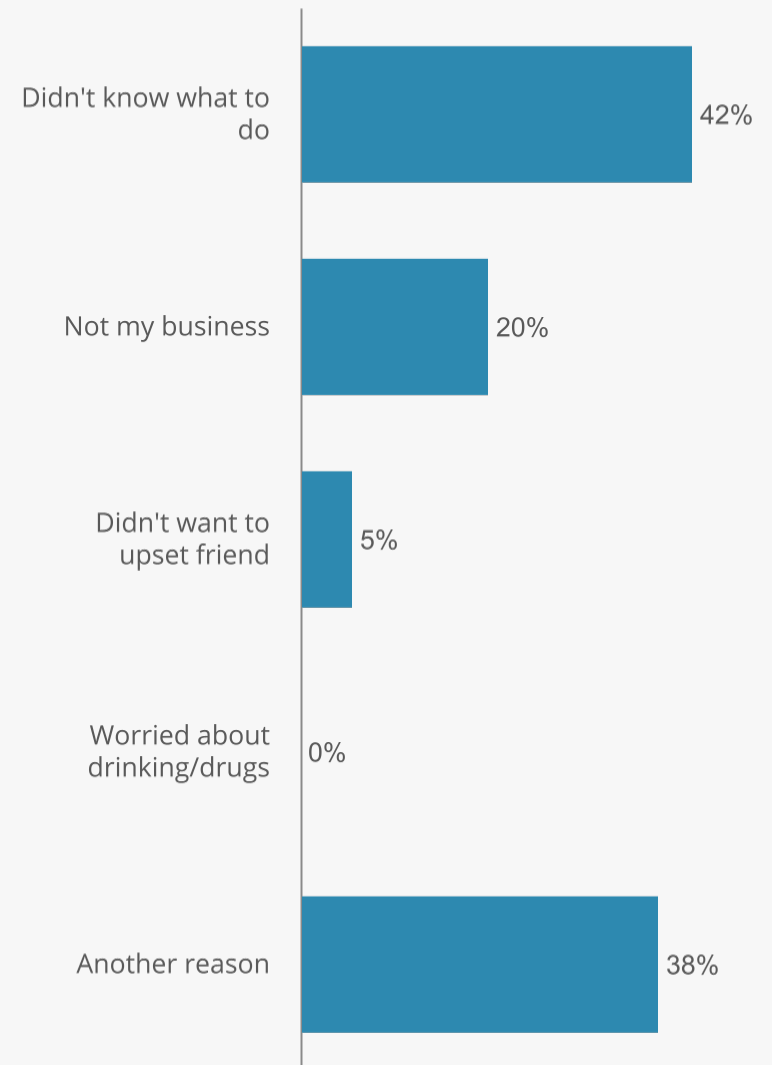


## Why Students Did Not Intervene

Students who witnessed certain situations of sexual misconduct were asked about reasons why they did not intervene.

- **42%** were not sure what to do
- **20%** felt it was not their business to intervene
- **5%** did not want to upset a friend

Fig. 50 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 misconduct, 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.<sup>3</sup>

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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 misconduct. Being open and honest when communicating about the action plan can help build trust.

## Key Findings

**Third and fourth year students expressed some concerns about school connectedness and the campus culture.**

[pg. 13-15 & 23](#)

## Recommendations

1. Consider how programming for first and second year students can be continued for students in their third and fourth years.
2. Create an action plan that explains how the institution intends to address these concerns. Communicating this information transparently with students may help improve perceptions of campus culture and accountability.
3. Consider holding focus groups with various groups of students to understand the conditions that are affecting perceptions of connectedness and culture.

## Key Findings

### **76% of Wheaton students have experienced sexual misconduct while a student.**

- Almost 1 in 2 students experienced sexual harassment and 1 in 3 experienced stalking
- TGQN students and LGB+ students were more likely to experience sexual harassment
- Students with a disability were more likely to experience stalking
- 10% of students that experienced sexual harassment said the perpetrator was a professor

[pg. 26](#), [28](#), [29](#), & [42](#)

## Recommendations

1. Provide programming that addresses rape myths, gender norms, toxic masculinity, and unhealthy relationship dynamics. Evaluate campus policies that may establish gender segregated spaces and perpetuate violence. Provide LGB+ affirming housing options.
2. Strengthen and expand services provided on campus for TGQN and LGB+ students. Provide education on prevention and sex education that is comprehensive and inclusive for students and faculty. Address systematic and cultural discrimination of gender and sexual minority students on campus.
3. Support collaboration between disability services and misconduct/Title IX offices. Ensure services are accessible. Work to ensure disability services staff are trained in trauma informed care.

## Key Findings

**59% of sexual violence occurred in on-campus residence halls or dorms.**

[pg. 35](#)

## Recommendations

1. Consider the circumstances that may create environments that allow violence and harassment to occur. Implement transformative approaches to spaces controlled by the institution. This can range from creating awareness, redesigning housing and other spaces, and adjusting policies that impact who has access to and control of campus spaces. The [SPACE toolkit](#) provides a roadmap for transforming campus spaces to reduce sexual misconduct.
2. Speak with students to understand their experiences in these spaces and learn whether there are structural issues that perpetuate sexual misconduct and harassment.

## Key Findings

### **There is room to improve reporting to campus officials.**

Common reasons students did not report:

- Did not think it was serious enough
- Did not trust it would be taken seriously
- Worried it would interfere with school or other activities

Among students who did report misconduct, some expressed these concerns and a majority did not believe the reporting process was clearly explained to them.

[pg. 47-48](#)

## Recommendations

1. Address systemic barriers for reporting to law enforcement and work to establish a partnership with police to address violence and harassment.
2. Create a uniform system for explaining the reporting process to students in a way that is trauma-informed and excludes jargon.
3. Evaluate the requirements of students during the reporting process and explore methods to reduce the time commitment. Review current processes which offer extra time and accommodations to students who may be engaging in the conduct process.

## Key Findings

### **51% of students that experienced sexual misconduct considering leaving or transferring from Wheaton College.**

- Students also reported other academic and mental health impacts.
- TGQN students were more likely to experience mental health impacts.

[pg. 50-51](#)

## Recommendations

1. Raise awareness among faculty about the role mental health can play in academic performance and the support resources available to students. Train faculty to use a trauma-informed approach when evaluating coursework and attendance. Ensure that professors and staff are able to identify signs of mental health concerns within the classroom and are equipped with skills to provide support and referrals.
2. Evaluate policies and campus resources for providing support to students that have experienced sexual misconduct beyond the initial report to address both short and long-term impacts.
3. Evaluate if the counseling and health services available on campus have the capacity to handle students' needs. Provide options for off-campus resources and services.

## Key Findings

### Students may benefit from bystander training.

- 23% of students do not recall receiving information on bystander intervention
- 42% of students that witnessed an incident did not intervene because they did not know what to do and 20% believed it was not their business to intervene

[pg. 19 & 54](#)

## Recommendations

1. Assess current bystander intervention programming and consider increasing and altering programming to meet the specific needs of your student population.
2. Examples of bystander intervention programs supported by research include:
  1. Bringing in the Bystander
  2. Green Dot
  3. The Men's Program
  4. TakeCARE
  5. Take a Stand
  6. The Women's Program
  7. InterAct
  8. SCREAM
  9. OneAct
  10. MVP
  11. RESPECT
  12. Friends Helping Friends
  13. Safe Sisters
  14. The Men's Project
  15. SWAT
  16. U Got This!
  17. Intervene