



Worcester Polytechnic Institute Student Experience Survey

2025 Report



PREPARED FOR

WPI
May 2025

PREPARED BY

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Study Design

The Worcester Polytechnic Institute (hereafter WPI) 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.

WPI 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, WPI 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 WPI 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 WPI 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 WPI 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. WPI was able to add custom questions to the survey as agreed upon by WPI and Grand River Solutions. The survey was approved by Ethical & Independent Review Services.

No incentives were offered to participants for completing the survey.

Study Measures

Demographics

In addition to the demographic data provided by WPI, the survey included questions pertaining to the student's self-identification as an intercollegiate athlete, first-generation college student, ROTC student, residency status, 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, WPI'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 WPI, 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 WPI 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 WPI.

Reports provided to WPI 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 8,035 WPI students were invited to participate, and 499 (6%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all WPI students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity

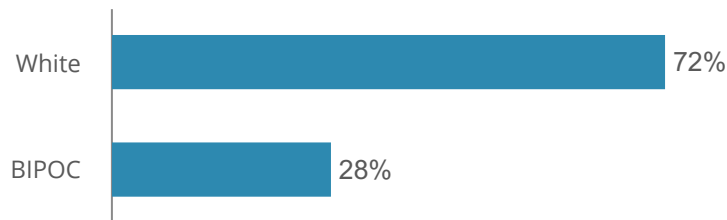


Fig. 2 Gender identity

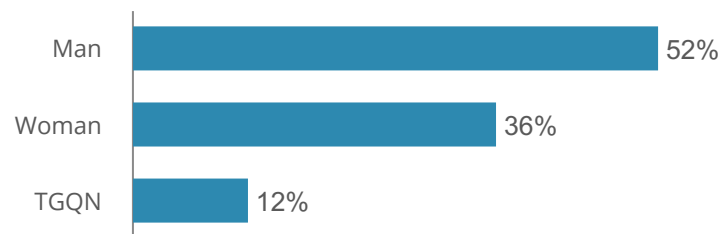


Fig. 3 Age

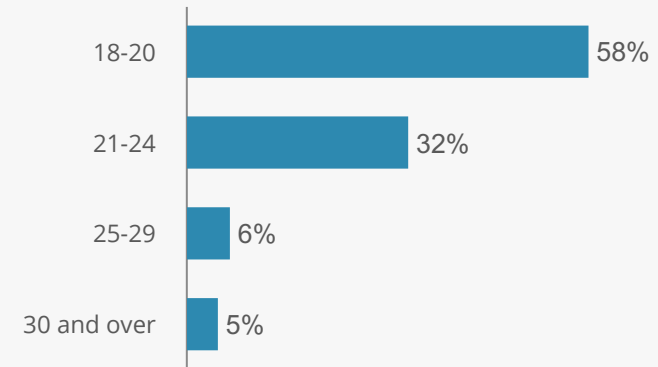


Fig. 4 Sexual orientation

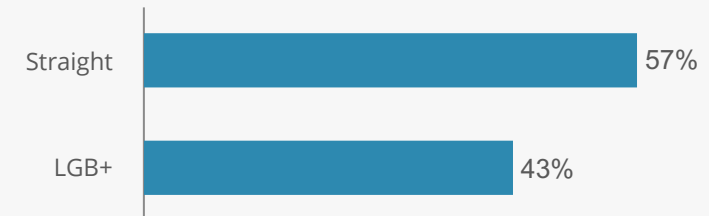
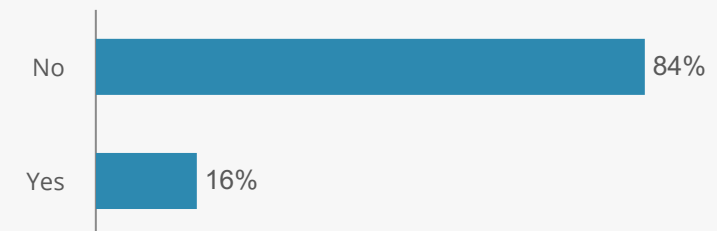


Fig. 5 Disability status



Percentages may not add to 100% due to rounding.

Participant Demographics

Fig. 6 Class year

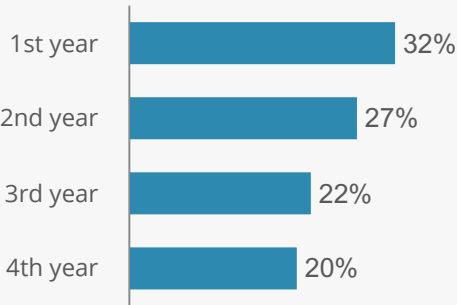


Fig. 7 Enrollment status

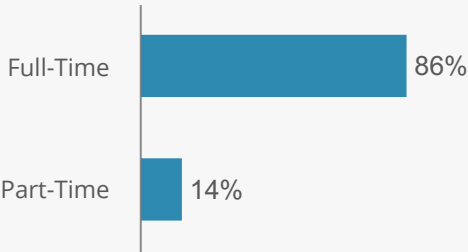


Fig. 8 Transfer status

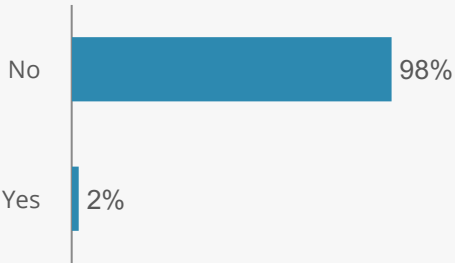


Fig. 9 Residency

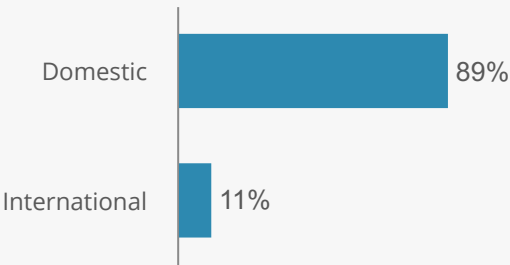
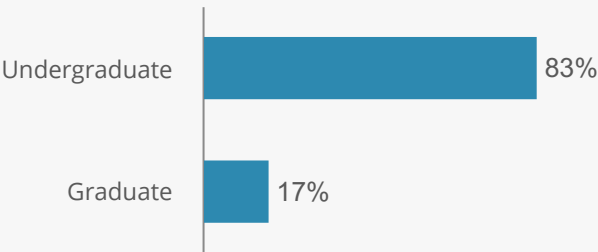


Fig. 10 Academic status



Percentages may not add to 100% due to rounding.

Participant Demographics

Fig. 11 Athlete

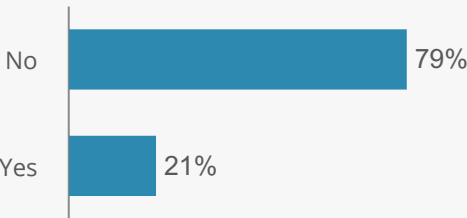


Fig. 12 First-generation student

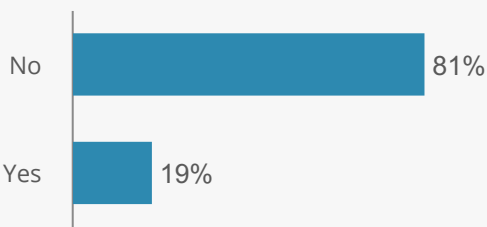


Fig. 13 Parent

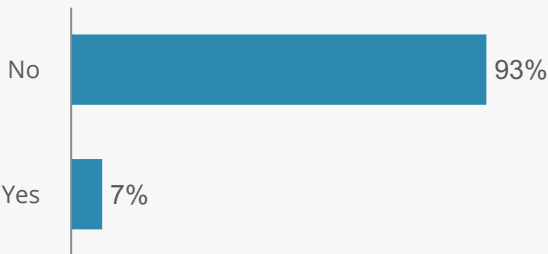


Fig. 14 ROTC

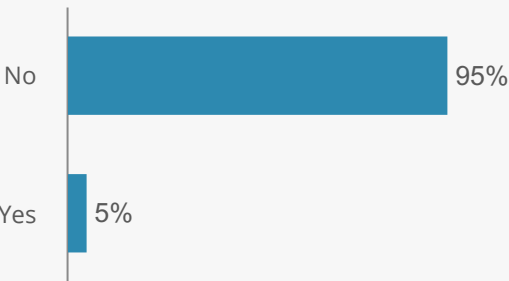


Fig. 15 Active duty military

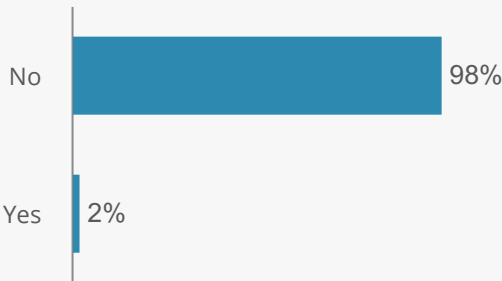
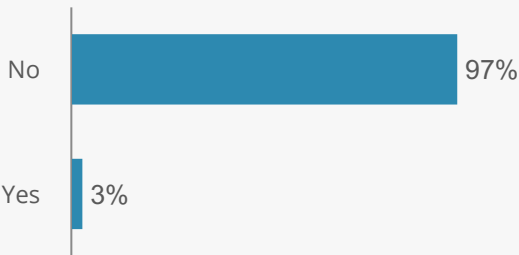


Fig. 16 Military veteran



Executive Summary

School Connectedness

Overall, a majority of participants agreed that they feel safe and protected at WPI. On average, participants also agreed that they feel a sense of belonging, equity, and well-being. 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 WPI. While most participants were aware of the Title IX Coordinator and the Dean of Students Office, fewer were aware of other on and off campus resources.

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 WPI is doing a good job of preventing and responding to sexual misconduct. Perceptions of the campus culture varied across several demographic groups.

Sexual Misconduct

Seventy-three percent (73%) 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 WPI.

Reporting

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

Bystander Intervention

The majority of participants confirmed that they received training or information on how to intervene as a bystander from someone at WPI. 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 WPI. 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 WPI.

Equity

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

Well-being

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

3.2_{/4}

Belonging

3.1_{/4}

Equity

3.2_{/4}

Well-being

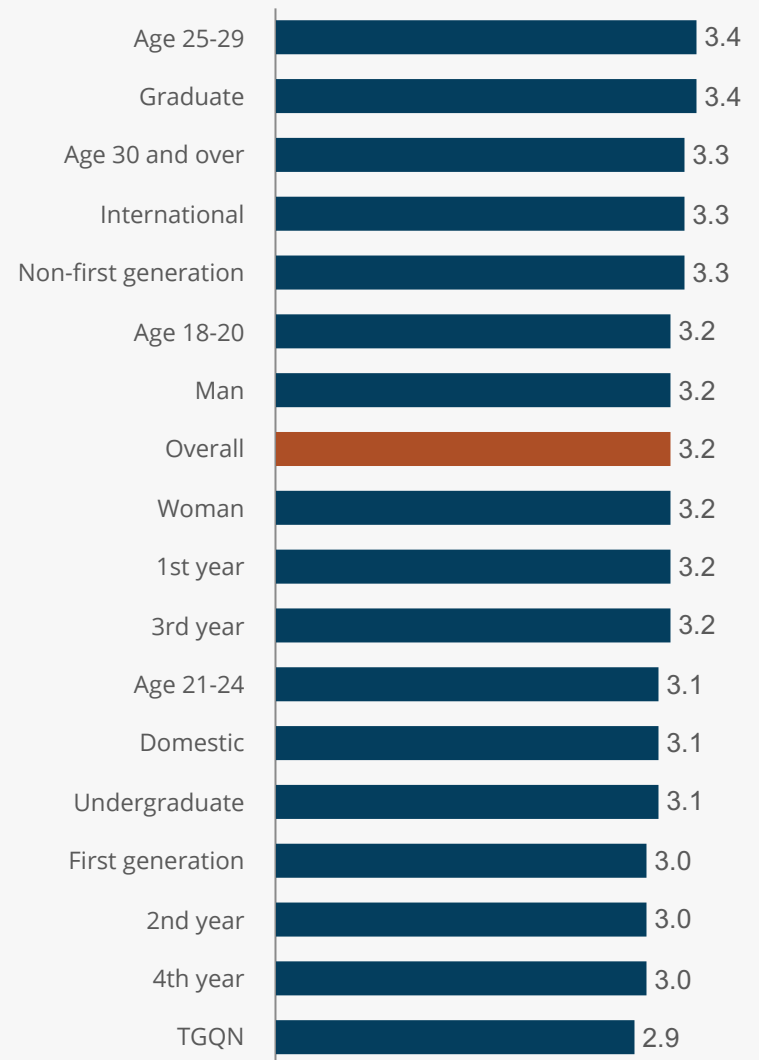
1 = negative response
4 = positive response

Differences in Perceptions of Belonging

Perceptions of belonging varied by degree level, class year, age, residency, first-generation status, and gender identity.

- TGQN students reported a lower sense of belonging than men and women.
- Second and fourth year students reported a lower sense of belonging than first and third year students.
- First-generation college students reported a lower sense of belonging than their counterparts.
- Undergraduate students reported a lower sense of belonging than graduate students.
- Domestic students reported a lower sense of belonging than international students.
- Students aged 21-24 reported a lower sense of belonging than students aged 18-20 and over 25.

Fig. 17 Differences in perceptions of belonging

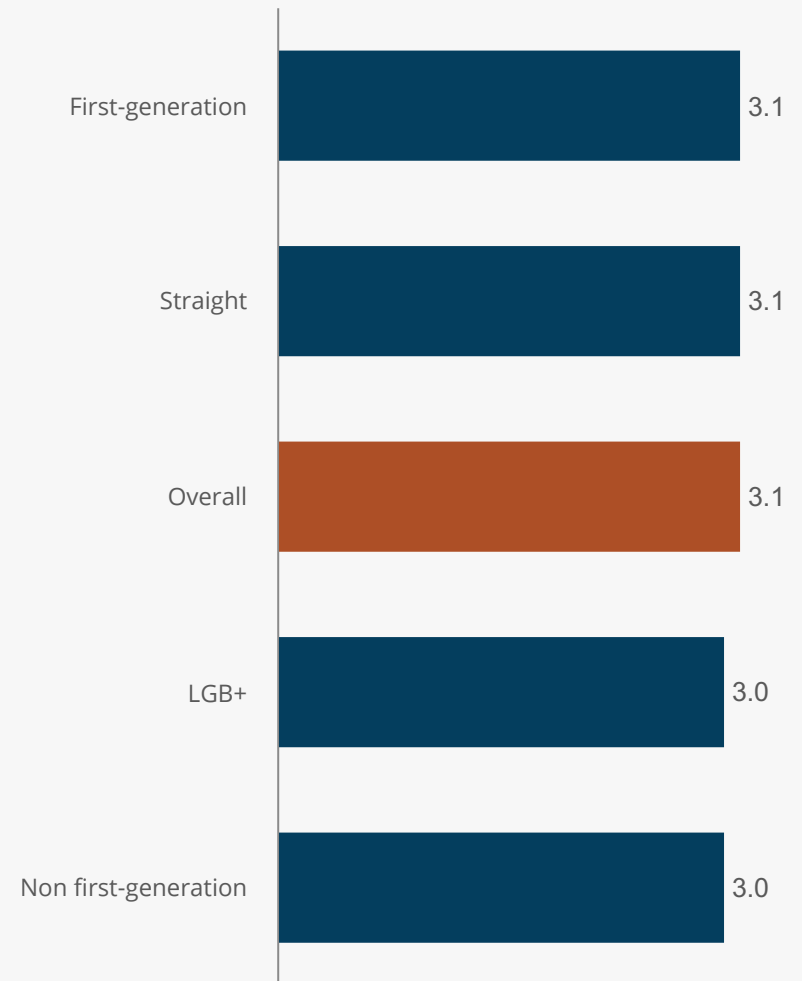


Differences in Perceptions of Equity

Perceptions of equity varied by status as a first-generation student and sexual orientation.

- Students who are not first-generation reported a lower sense of equity than their counterparts.
- LGB+ students reported a lower sense of equity than their counterparts.

Fig. 18 Differences in perceptions of equity

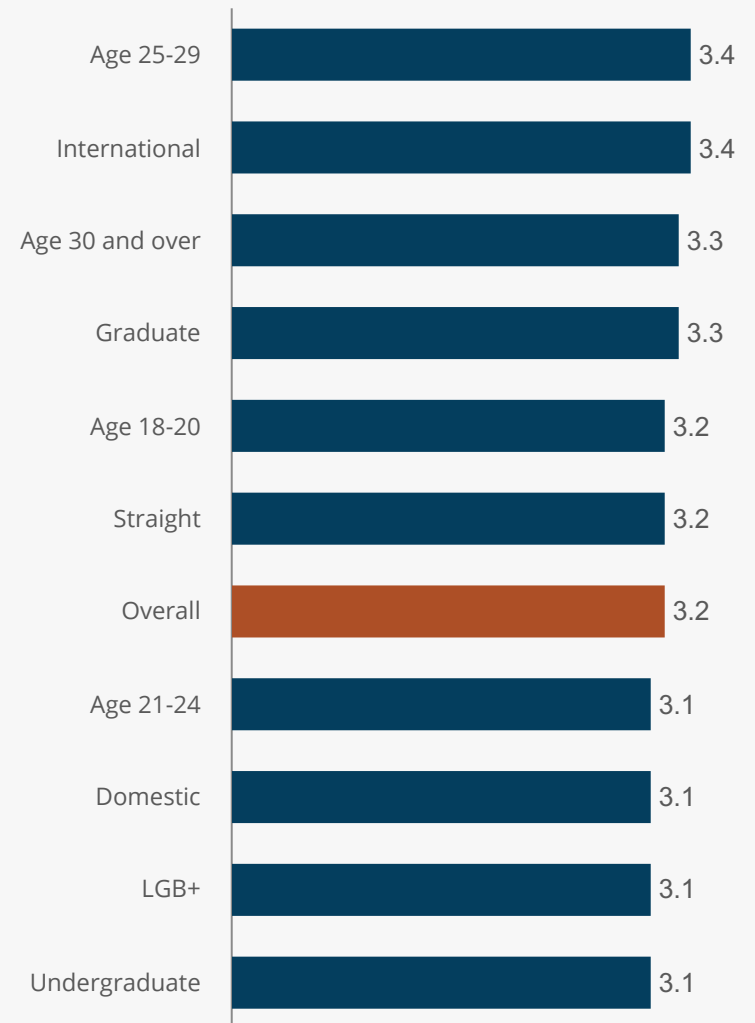


Differences in Perceptions of Well-being

Perceptions of well-being varied by age, residency, degree level, and sexual orientation.

- Students aged 21-24 reported a lower sense of well-being than all other age groups.
- Domestic students reported a lower sense of well-being than international students.
- LGB+ students reported a lower sense of well-being than straight students.
- Undergraduate students reported a lower sense of well-being than graduate students.

Fig. 19 Differences in perceptions of well-being





Findings

Knowledge of Resources, Policies, & Offices

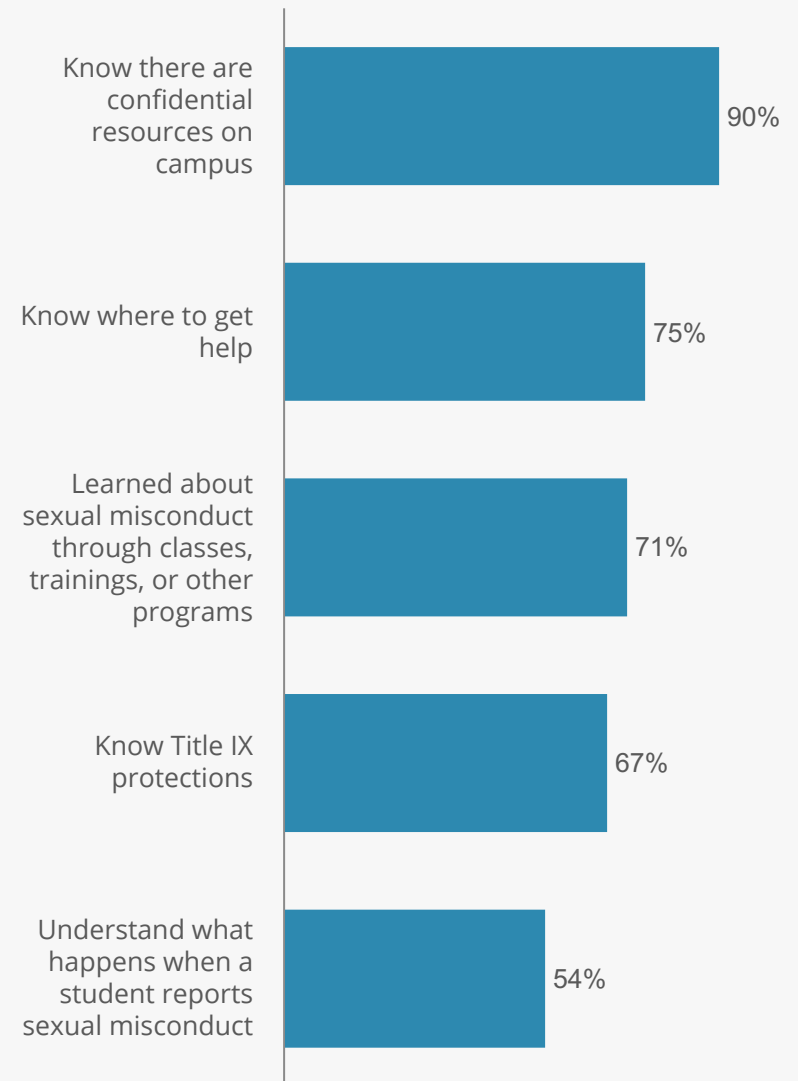
Knowledge of Resources and Policies

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

Ninety percent (90%) were aware that there are confidential resources available on campus. Seventy-five percent (75%) knew where at WPI they could get help if someone they know experiences sexual misconduct.

Seventy-one percent (71%) of students confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at WPI. Additionally, 67% indicated that they know their Title IX protections. Fifty-four percent (54%) of students indicated that they understand what happens when a student reports sexual misconduct.

Fig. 20 Knowledge of campus resources and policies



Knowledge of Campus Offices and Departments

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

While 99% were aware of the Dean of Students Office, fewer students were aware of other resources. Fourteen percent (14%) confirmed that they knew about Pathways for Change, 13% were aware of Campus Chaplains, 7% were aware of the YWCA, and 6% were aware of the Ombuds Office.

When asked if WPI has a Title IX Coordinator, 69% of participants answered 'yes,' while 30% answered that they were unsure.

Fig. 21 Knowledge of campus offices/departments

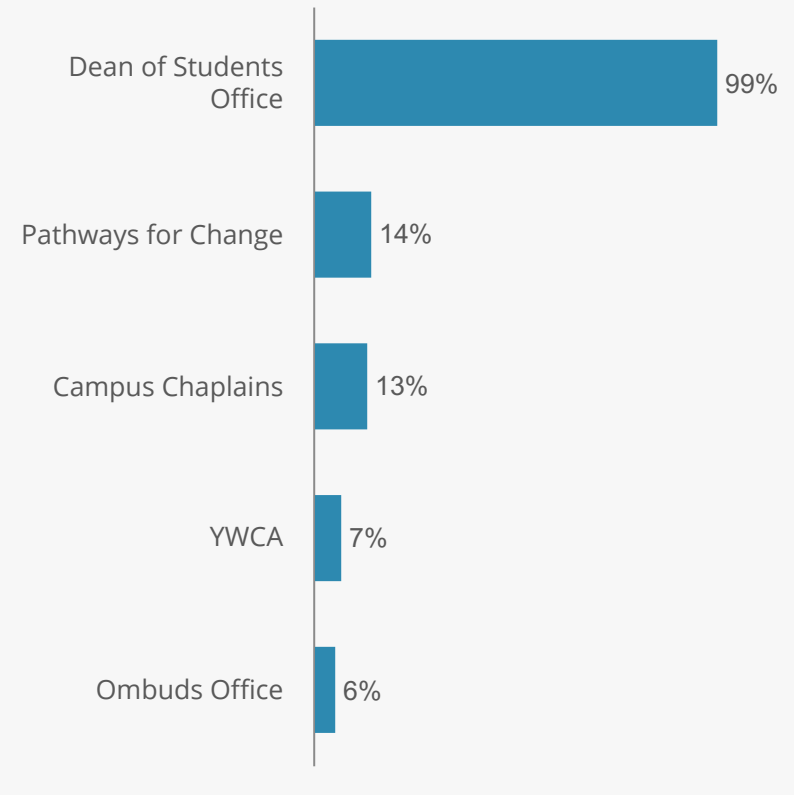
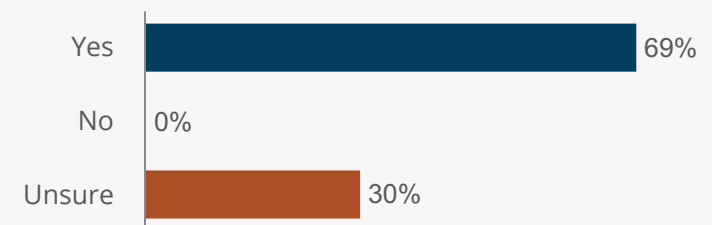


Fig. 22 Does Worcester Polytechnic Institute have a Title IX coordinator?



Percentages may not add to 100% due to rounding.

Knowledge of Sexual Misconduct Prevention

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

Prevention

Seventy-one percent (71%) of students confirmed that they have received information on how to intervene as a bystander and 66% received information on how to help prevent sexual misconduct.

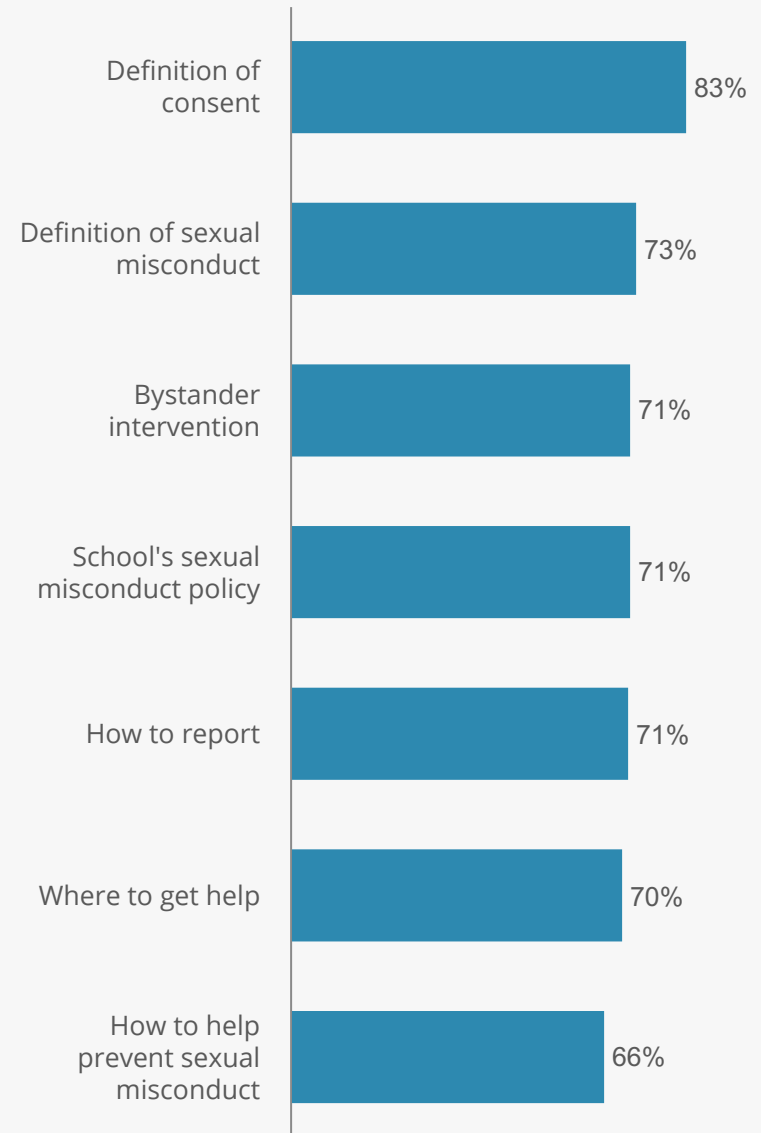
Definitions and Policies

Eighty-three percent (83%) were informed of the definition of consent and how to obtain it from a sexual partner. Seventy-three percent (73%) of students confirmed that they received information on the definition of sexual misconduct and 71% were informed of the school's policy on sexual misconduct.

Reporting and Resources

Seventy-one percent (71%) of students received information on how to report sexual misconduct and 70% were informed about where to get help if someone they know experiences sexual misconduct.

Fig. 23 Received information about the following from someone at the school



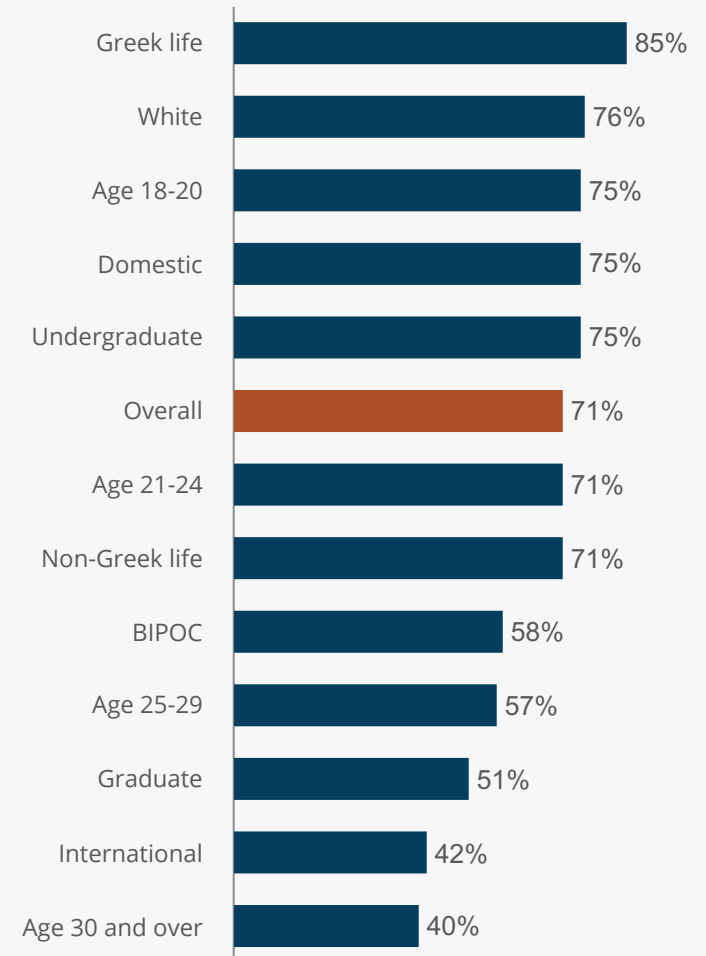
Differences in Knowledge of Resources and Policies

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

Groups who were less likely to agree that they knew this information include:

- Students over age 21 and especially over age 30
- International students
- Graduate students
- BIPOC students
- Students not affiliated with Greek life

Fig. 24 Differences in knowledge of campus resources and policies





Findings

Campus Climate

Campus Culture

Students were asked about the culture of sexual harassment at WPI, and their perceptions of WPI'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 WPI 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

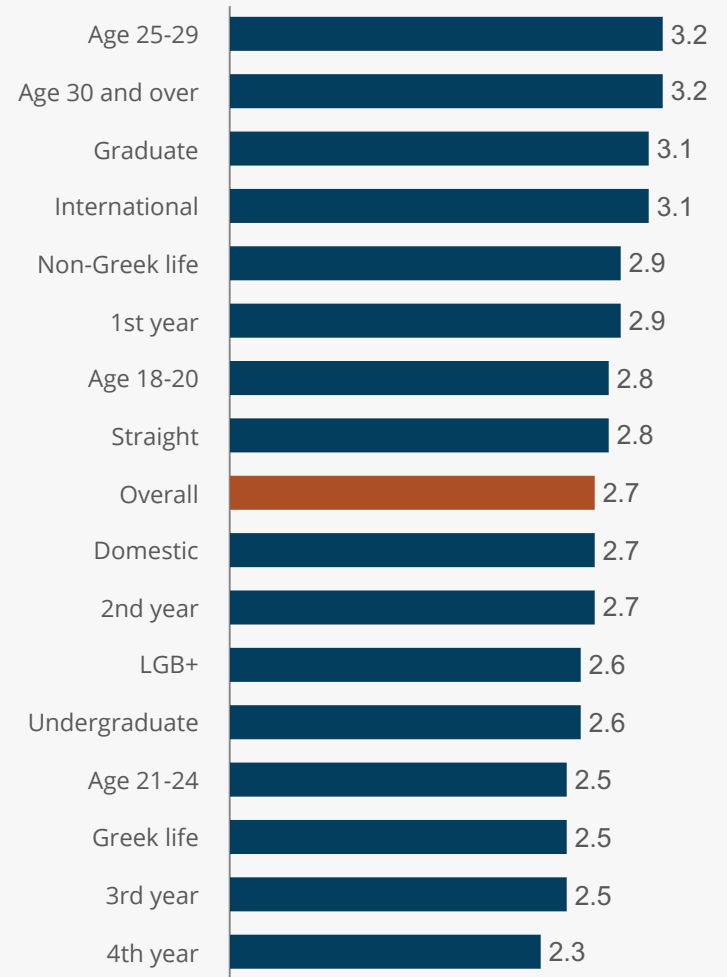
Differences in Perception of Campus Culture

Perceptions about the culture of sexual harassment at WPI varied among some groups.

Groups who had less positive views of the campus culture and were less likely to agree that the school is doing a good job of preventing and responding to sexual misconduct include:

- Second, third, and fourth year students
- Students affiliated with Greek life
- Students ages 21-24
- Undergraduate students
- LGB+ students
- Domestic students

Fig. 25 Differences in perception of campus culture



1 = negative response
4 = positive response

Confidence in Reporting

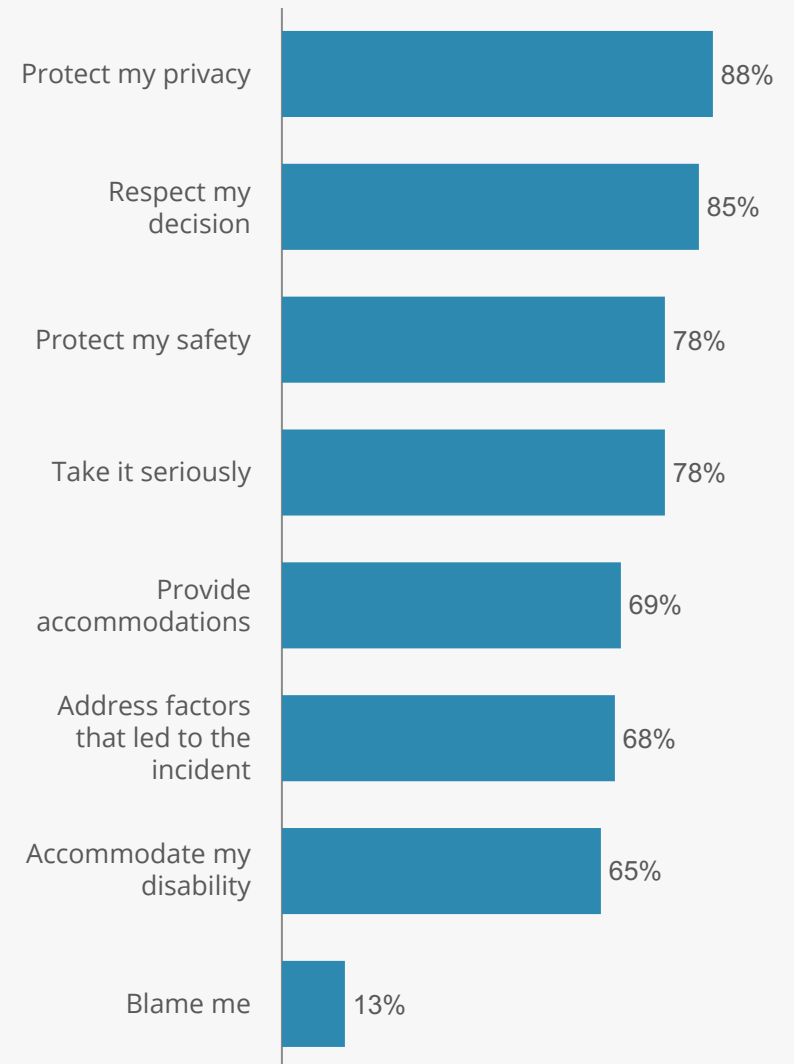
Participants who did not experience an incident of sexual misconduct since they have been a student at WPI were asked about their confidence in the school's reporting process and campus resources. Twenty-eight percent (28%) of students indicated that they would seek counseling or health services, 39% would go to Campus Police, and 28% would go to a mandated reporter if sexual misconduct occurred.

A majority of students believed that WPI would protect their privacy (88%) and safety (78%). Seventy-eight percent (78%) of students believed that WPI would take their case seriously if they reported an incident of sexual misconduct and 85% believed that the school would respect their decision about what to do.

Sixty-eight percent 68% felt that the school would address the factors that may have led to the incident. Thirteen percent (13%) of students believed that WPI would blame them or not believe them about the incident.

Sixty-nine percent (69%) of students believed that the College would provide support and accommodations, and of those who identified as having a disability, 65% believed that WPI would properly accommodate their disability.

Fig. 26 If an incident of sexual misconduct occurred, I believe Worcester Polytechnic Institute would...





Findings

Personal Experience

73% 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 WPI. Overall, 73% of participants experienced at least one form of sexual misconduct.

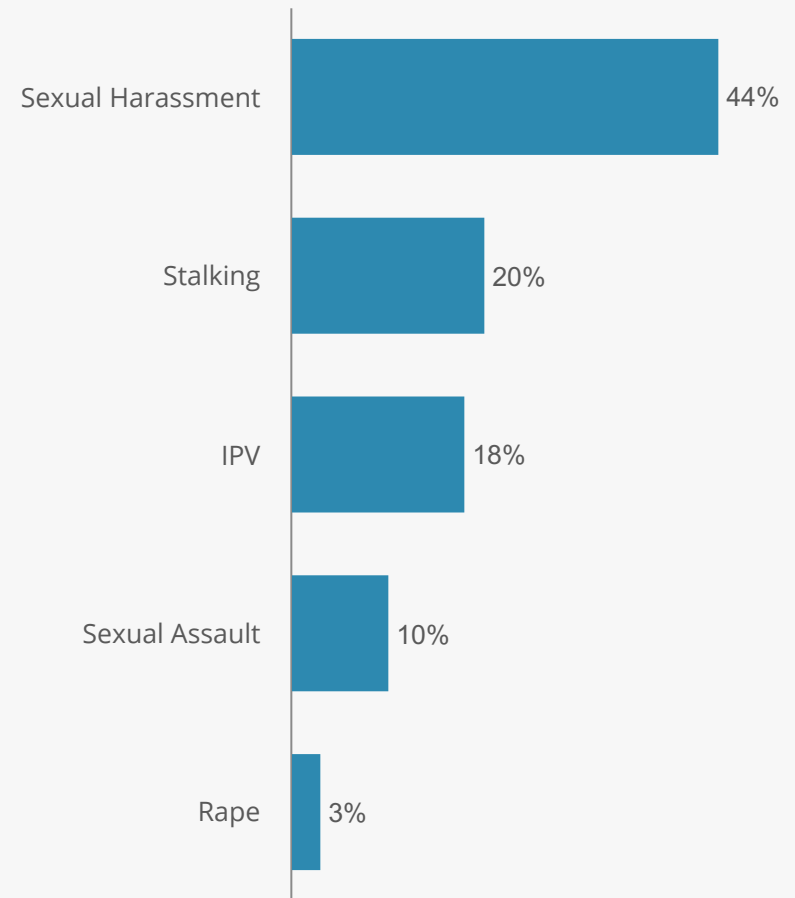
- **44%** experienced sexual harassment
- **20%** experienced stalking
- **18%** experienced IPV
- **10%** experienced sexual assault
- **3%** experienced rape

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 misconduct



18%

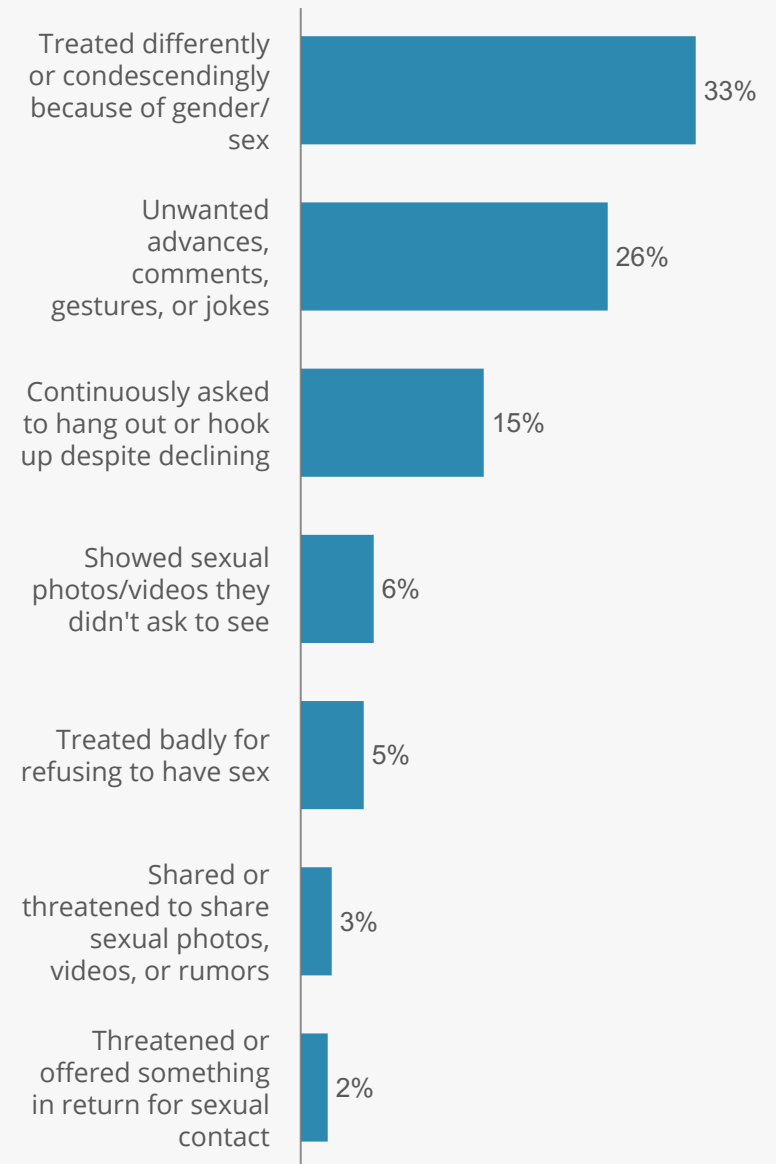
experienced **two or more** instances of sexual misconduct.

44% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment since they have been a student at WPI. Overall, 31% of participants experienced sexual harassment once and 13% experienced sexual harassment more than once.

The highest percentage of students reported that someone treated them differently or condescendingly because of their gender/sex (33%), and that someone made unwanted sexual advances, comments, gestures, or jokes toward them (26%).

Fig. 28 Prevalence of sexual harassment

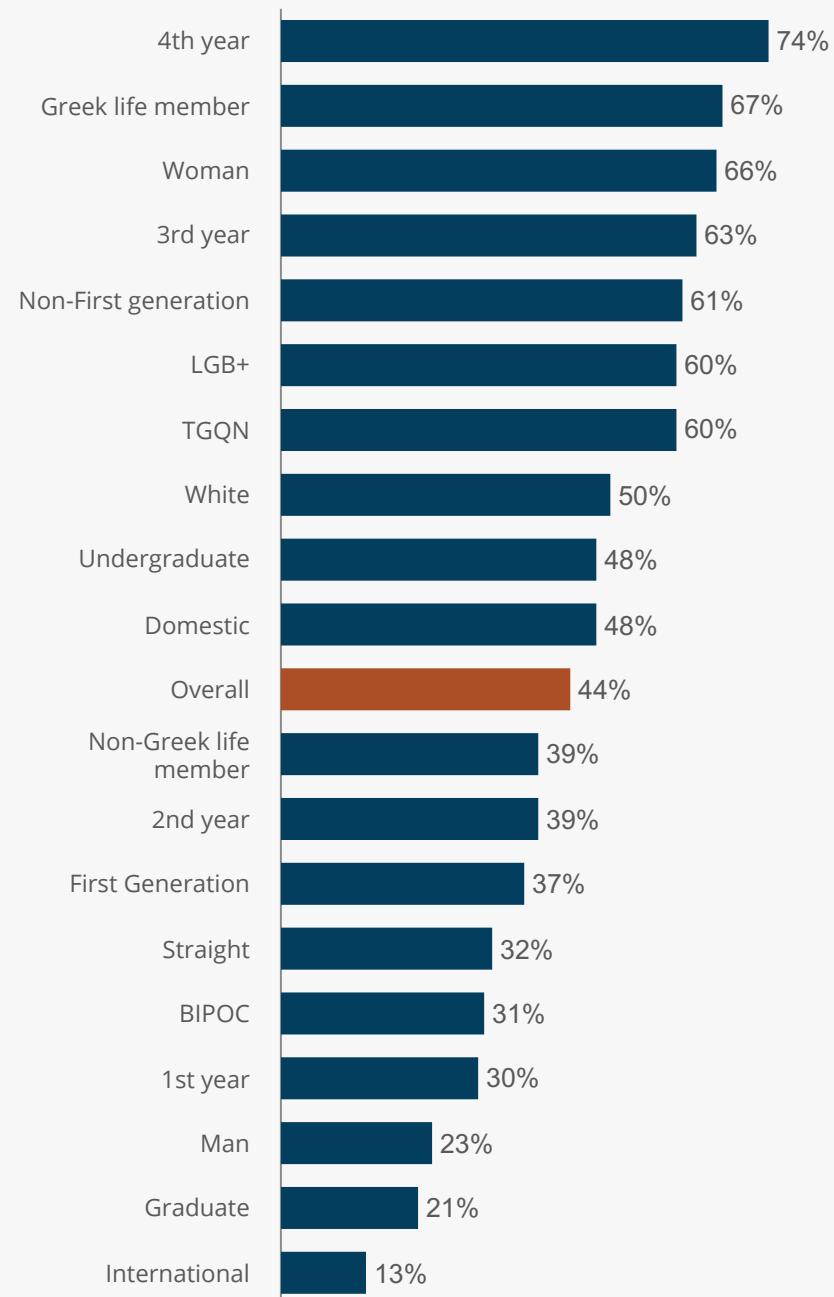


Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied among demographic groups.

- Prevalence of sexual harassment increased with every class year.
- Greek life members were more likely to experience sexual harassment than their counterparts.
- Women and TGQN students were more likely to experience sexual harassment than men.
- Students who were not first generation were more likely to experience sexual harassment than first-generation students.
- LGB+ students were more likely to experience sexual harassment than straight students.
- White students were more likely to experience sexual harassment than BIPOC students.
- Undergraduate students were more likely to experience sexual harassment than graduate students.
- Domestic students were more likely to experience sexual harassment than International students.

Fig. 29 Prevalence of sexual harassment by demographics

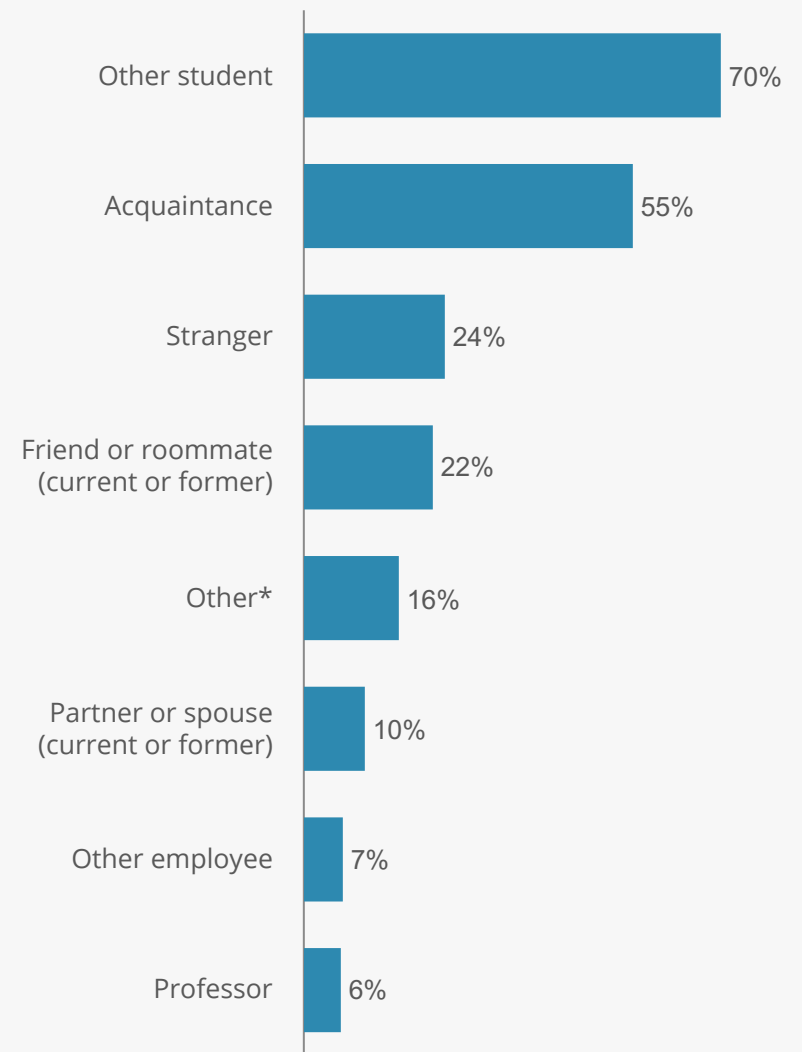


Perpetrators of Sexual Harassment

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 (70%), followed by an acquaintance, friend of a friend, or someone they just met (55%), stranger (24%), and a friend or roommate (22%).

Fig. 30 Perpetration of sexual harassment



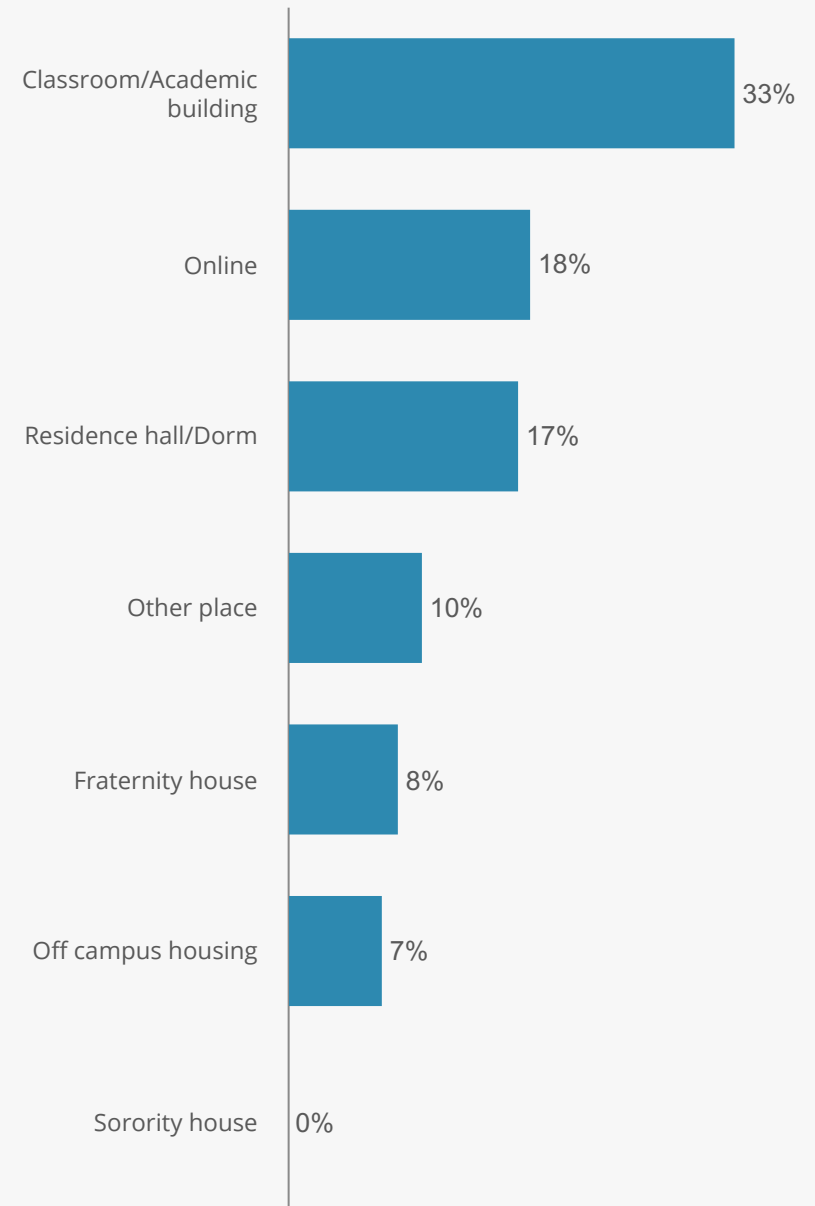
*Other includes boss or supervisor, coach or trainer, coworker, family member, TA or RA, and unsure. The response rates of these options were too small to report separately.

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 classroom or other academic building (33%), online (18%), or in a residence hall/ dorm (17%).

Fig. 31 Prevalence of sexual harassment by location



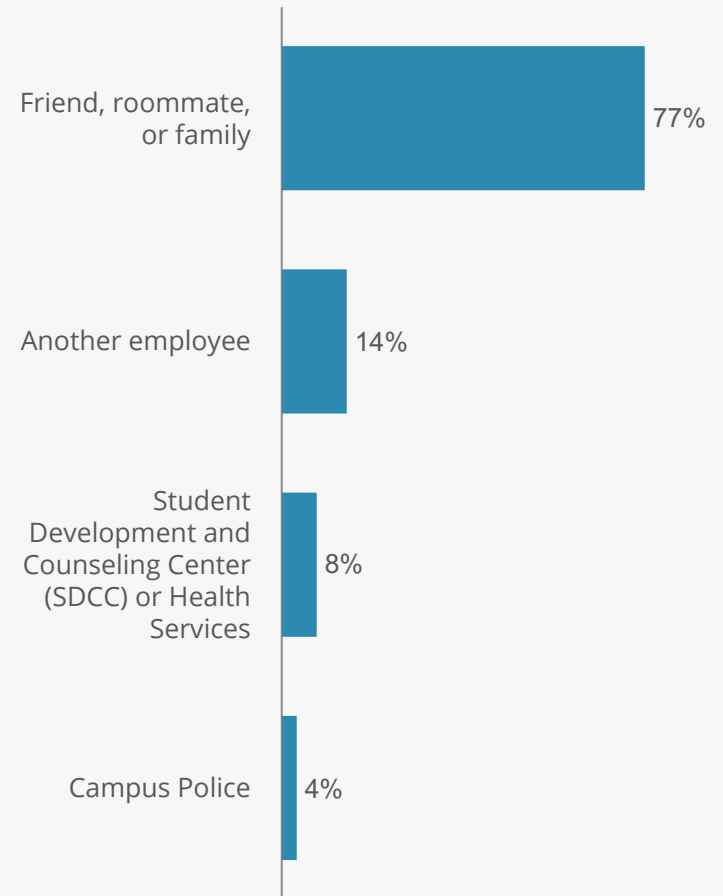
Reporting of Sexual Harassment

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

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

- **14%** contacted another employee
- **8%** contacted the Student Development and Counseling Center (SDCC) or Health Services
- **4%** contacted Campus Police

Fig. 32 Reporting of sexual harassment

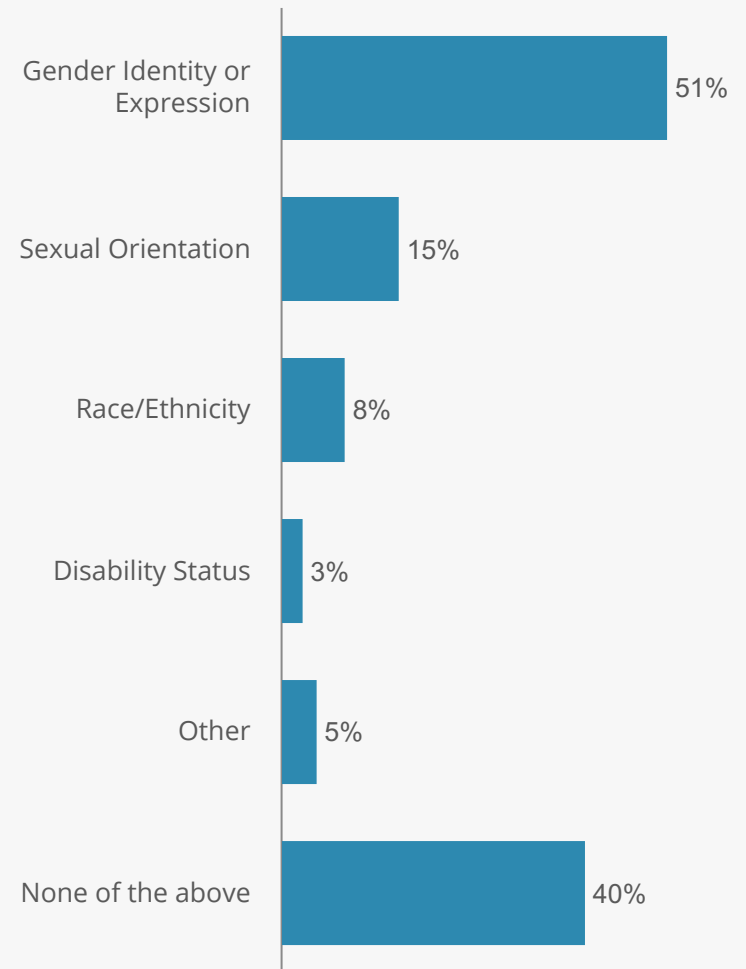


Sexual Harassment and Discrimination

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

- **51%** believed the incident was related to their gender identity or gender expression
- **15%** believed the incident was related to their sexual orientation
- **8%** believed the incident was related to their race or ethnicity
- **3%** believed the incident was related to their disability status
- **5%** believed the incident was related to another identity

Fig. 33 Sexual harassment and discrimination

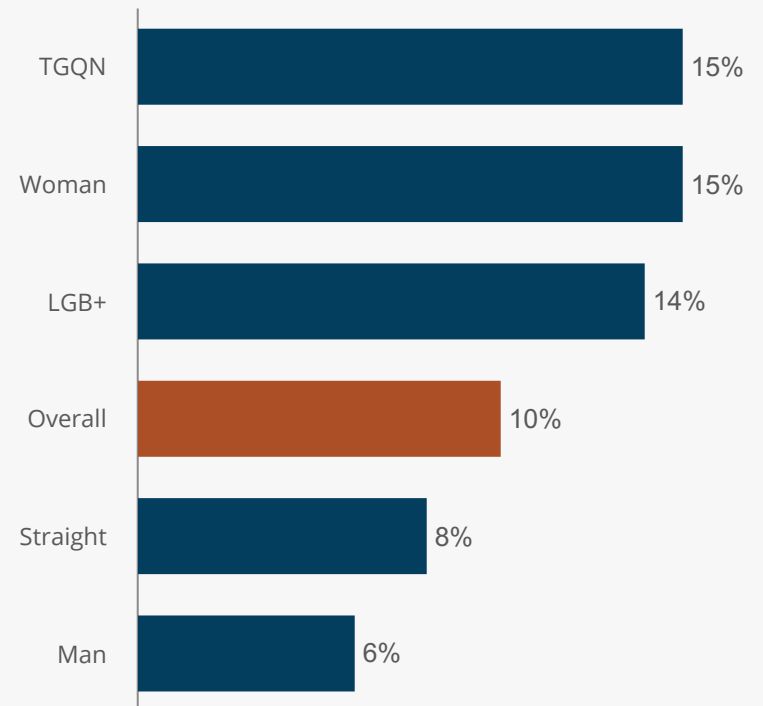


10% of Students Experienced Sexual Violence

Overall, 10% of participants indicated that they experienced sexual assault and/or rape since they have been a student at WPI. The prevalence of sexual violence varied by gender identity and sexual orientation.

- TGQN students and women were more likely to experience sexual violence than men
- LGB+ students were more likely to experience sexual violence than straight students

Fig. 34 Prevalence of sexual violence by demographics

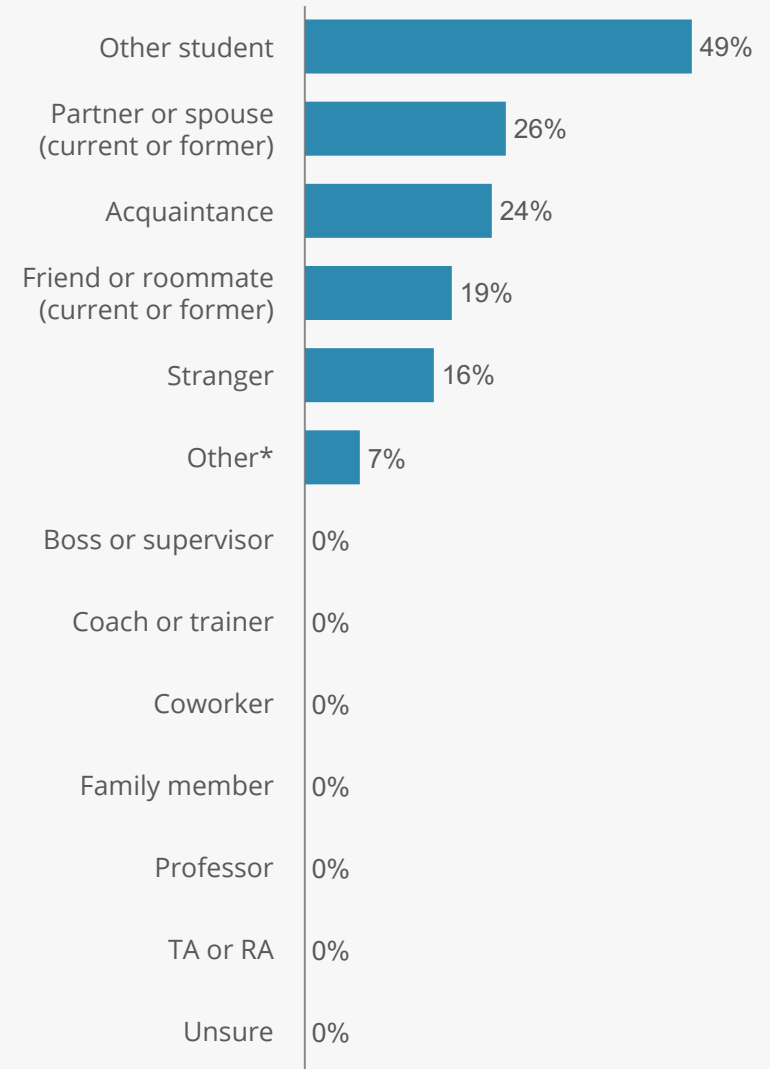


Perpetrators of Sexual Violence

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 another student (49%), a current or former partner or spouse (26%), and an acquaintance, friend of a friend, or someone they just met (24%).

Fig. 35 Perpetration of sexual violence



*Other includes someone else and other employee. The response rates of these options were too small to report separately.

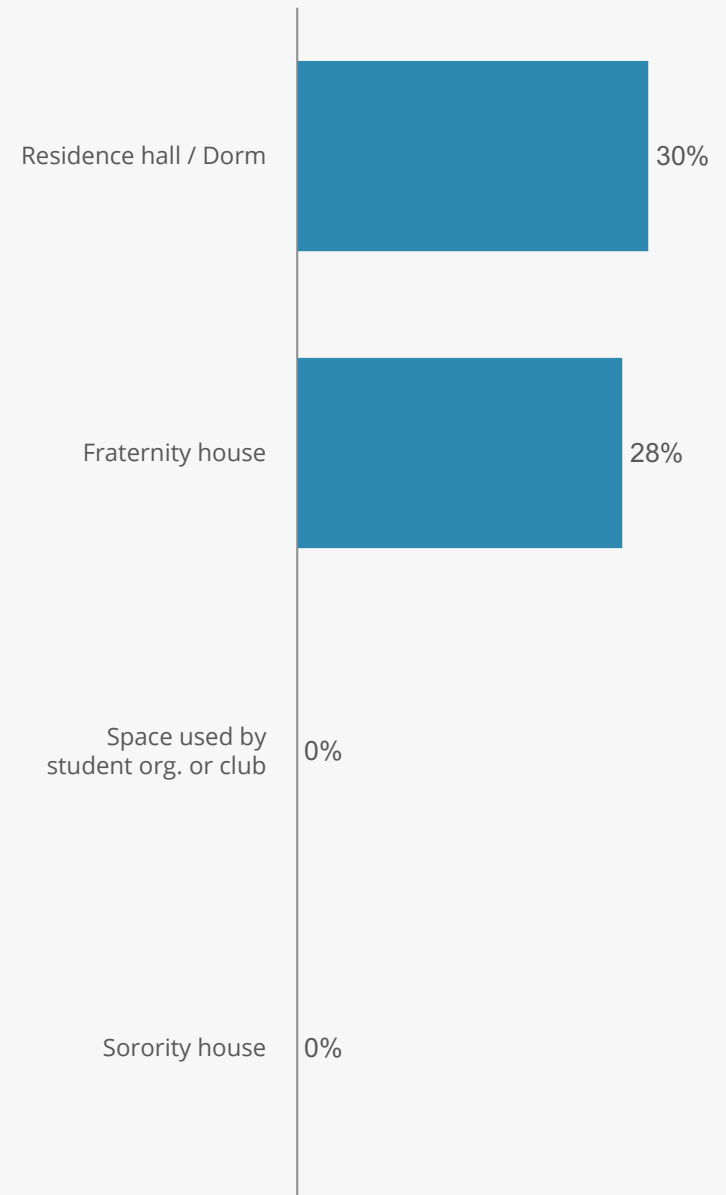
Locations Where Sexual Violence Occurred

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 in a residence hall or dorm (30%) or fraternity house (28%).

Responses for categories including off campus housing, classroom or academic building, restaurant, bar, or club, and other place were too small to report.

Fig. 36 Prevalence of sexual violence by location



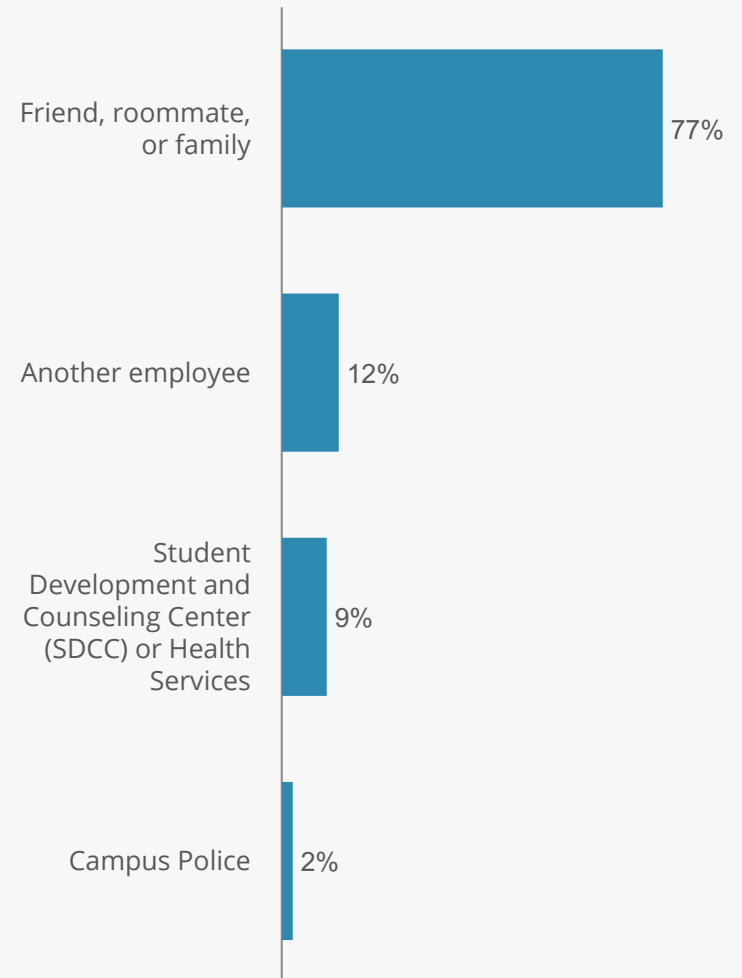
Reporting of Sexual Violence

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 (77%), a majority did not report the incident to WPI.

- **12%** contacted another campus employee
- **9%** contacted the Student Development and Counseling Center (SDCC) or Health Services
- **2%** contacted Campus Police

Fig. 37 Reporting of sexual violence

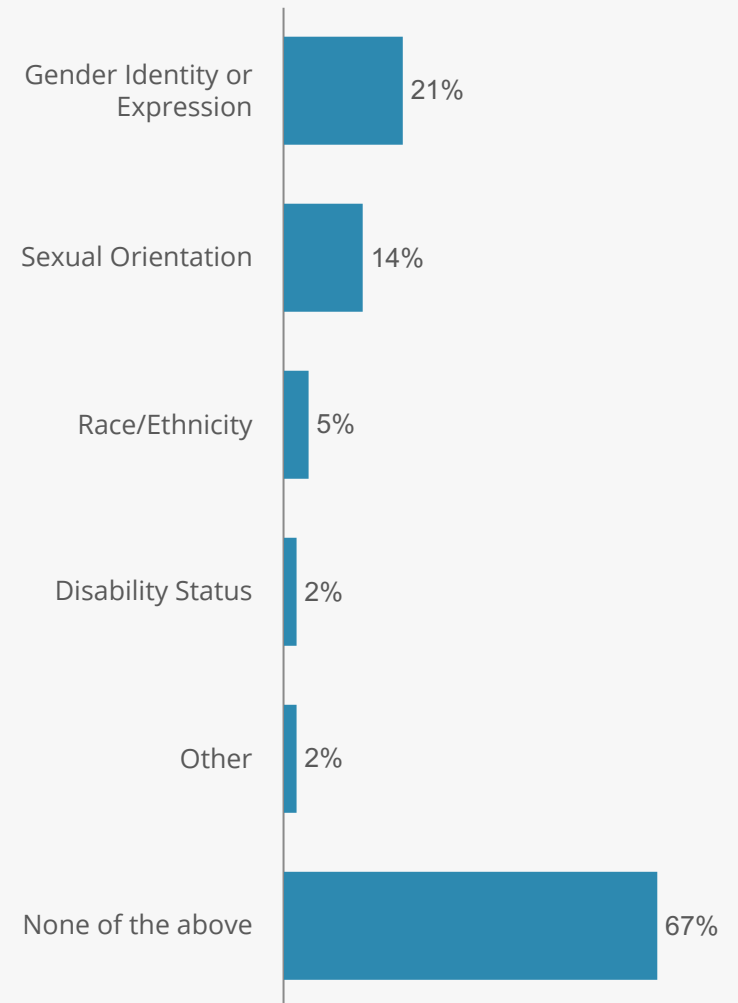


Sexual Violence and Discrimination

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

- **21%** believed the incident was related to their gender identity or gender expression
- **14%** believed the incident was related to their sexual orientation
- **5%** believed the incident was related to their race or ethnicity
- **2%** believed the incident was related to their disability status
- **2%** believed the incident was related to another identity

Fig. 38 Sexual violence and discrimination



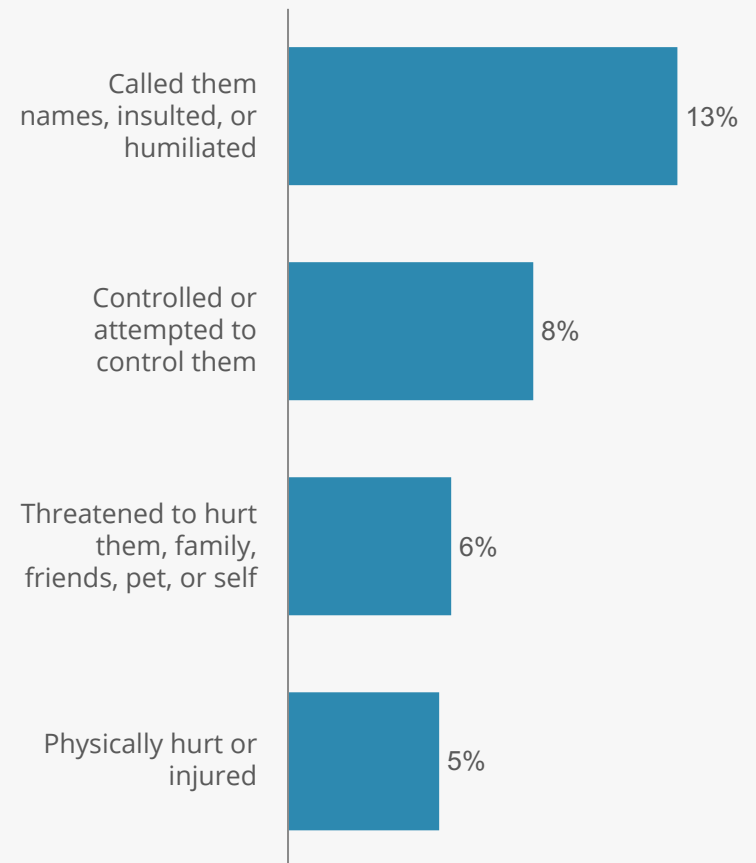
18% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at WPI. Overall, 4% of participants experienced IPV once and 13% experienced IPV more than once.

The highest percentage of students reported that an intimate partner called them names, insulted, or humiliated them (13%) or controlled or attempted to control them (8%).

- **6%** reported that an intimate partner threatened to hurt them, their family, friends, pet, or themselves.
- **5%** reported that an intimate partner physically hurt or injured them.

Fig. 39 Prevalence of intimate partner violence



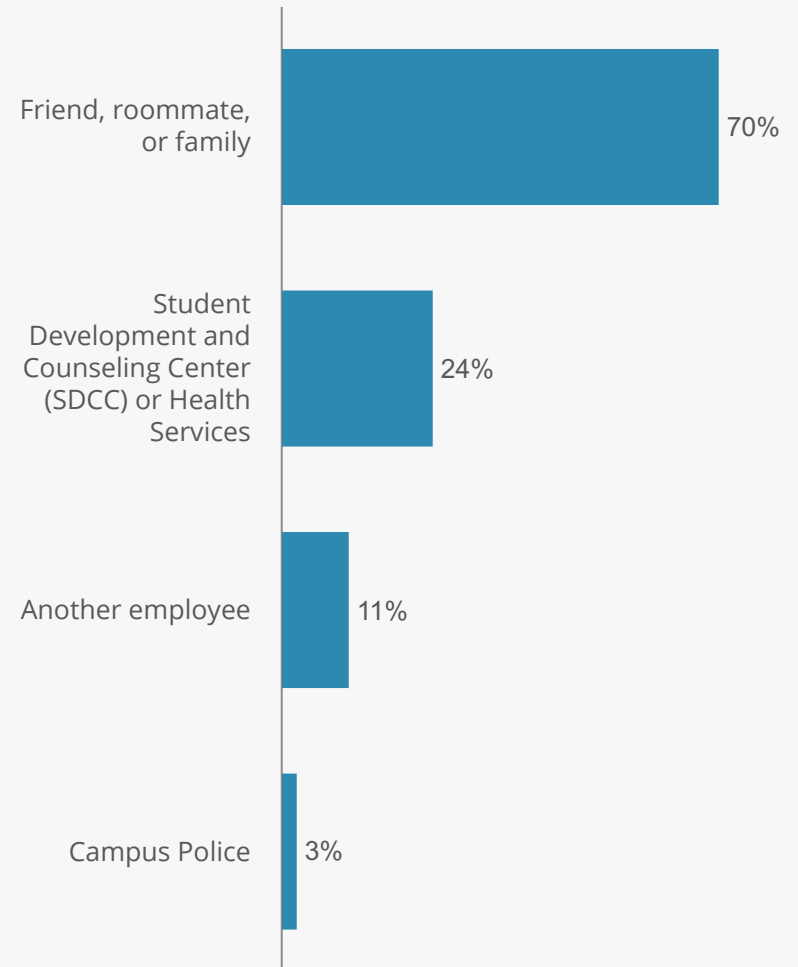
Reporting of Intimate Partner Violence

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 (70%), a majority did not report the incident to WPI.

- **24%** contacted the Student Development and Counseling Center (SDCC) or Health Services
- **11%** contacted another campus employee
- **3%** contacted Campus Police

Fig. 40 Reporting of intimate partner violence

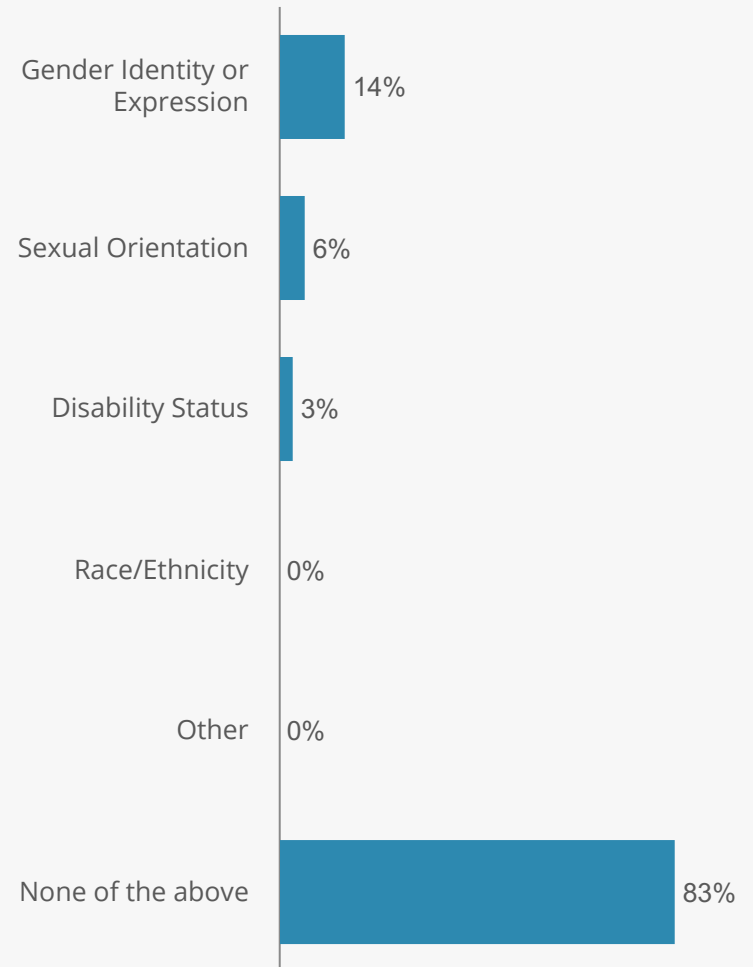


Intimate Partner Violence and Discrimination

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

- **14%** believed the incident was related to their gender identity or gender expression
- **6%** believed the incident was related to their sexual orientation
- **3%** believed the incident was related to their disability status

Fig. 41 Intimate partner violence and discrimination



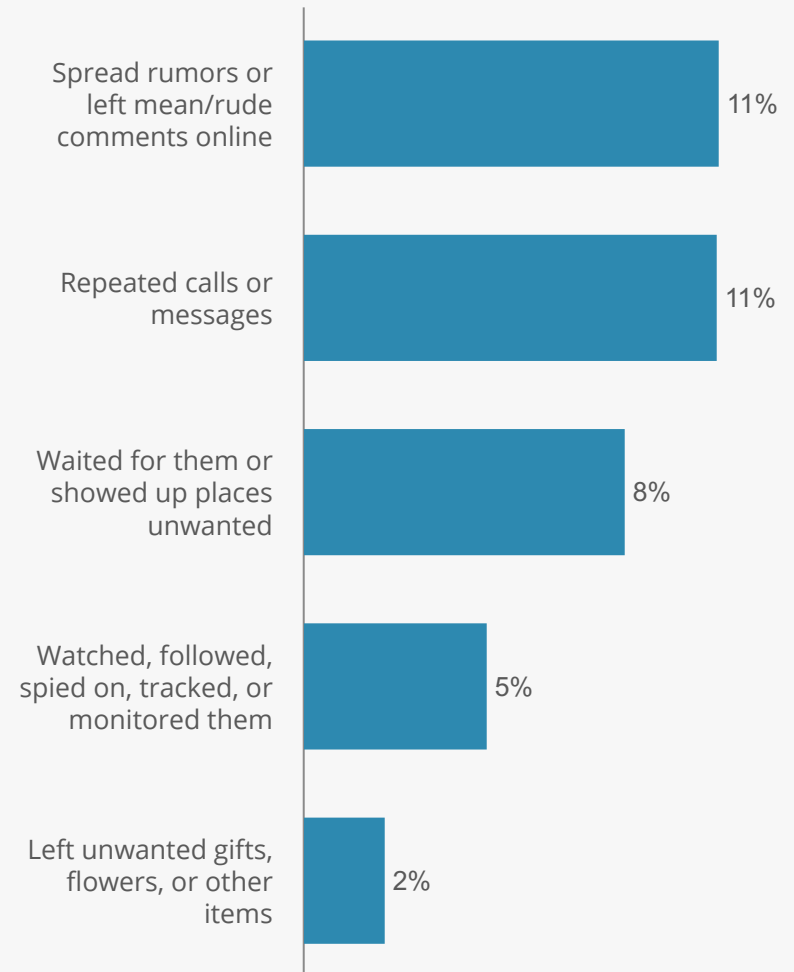
20% of Students Experienced Stalking

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 WPI. Overall, 9% of participants experienced stalking once and 11% experienced stalking more than once.

The highest percentage of students reported that someone spread rumors or left mean/rude comments online (11%) and repeatedly called them or sent unwanted messages (11%).

- **8%** reported that someone waited for them or showed up in places unwanted.
- **5%** reported that someone watched, followed, spied on, tracked, or monitored them.
- **2%** reported that someone left unwanted gifts, flowers, or other items.

Fig. 42 Prevalence of stalking by behavior

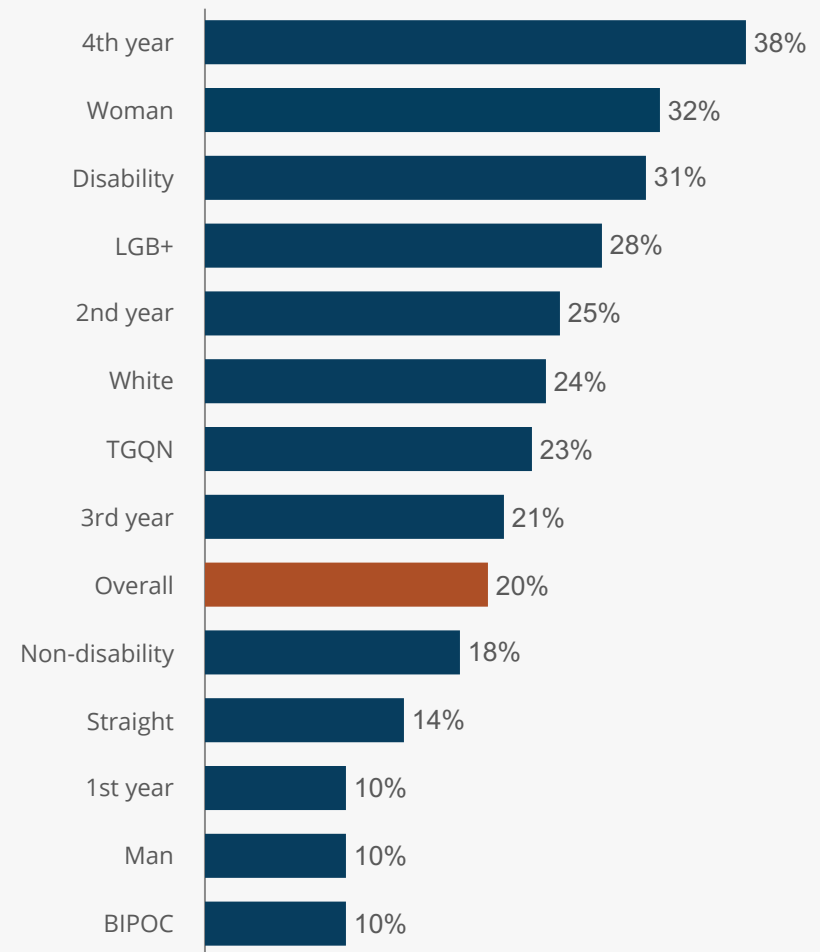


Differences in Experience of Stalking

The prevalence of stalking varied by class year, gender, disability status, sexual orientation, and race.

- Second, third, and fourth year students were more likely to have experienced stalking than first year students
- Women and TGQN students were more likely to experience stalking than men
- Students with disabilities were more likely to experience stalking than students without disabilities
- LGB+ students were more likely to experience stalking than straight students
- White students were more likely to experience stalking than BIPOC students

Fig. 43 Prevalence of stalking by demographics



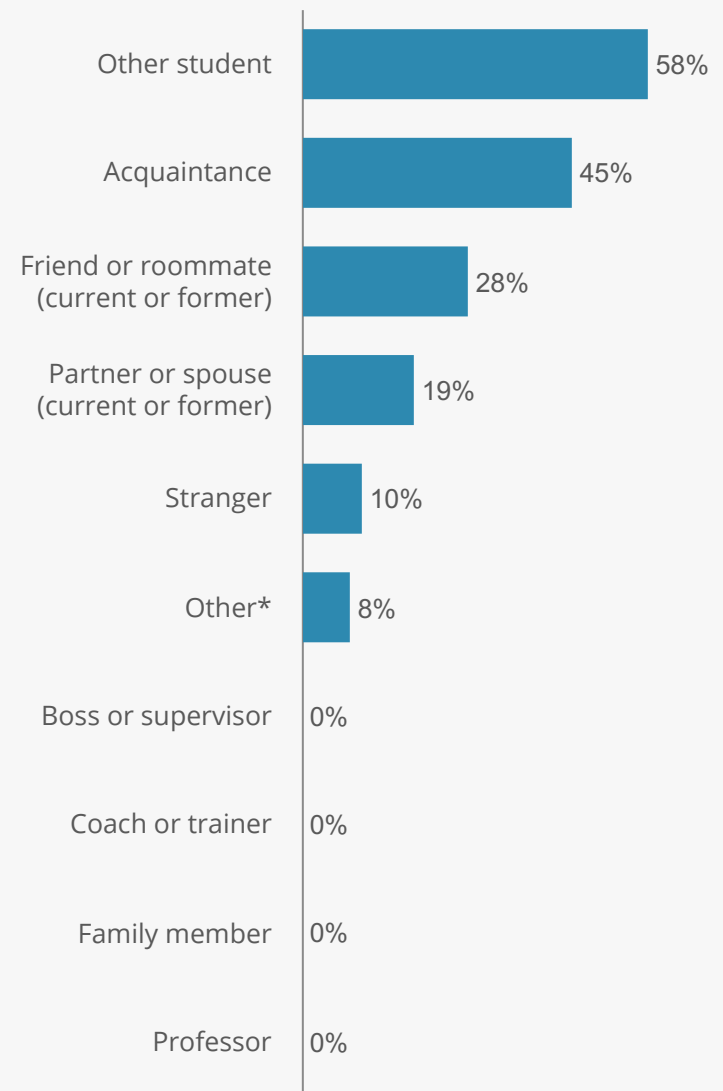
Perpetrators of Stalking

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 (58%), an acquaintance, friend of a friend, or someone they just met (45%) and a current or former friend or roommate (28%).

- **19%** indicated that the perpetrator was a current or former partner or spouse
- **10%** indicated that the perpetrator was a stranger
- **8%** indicated that the perpetrator was other*

Fig. 44 Perpetration of stalking



*Other includes coworker, someone else, other employee, TA or RA, and unsure. The response rates of these options were too small to report separately.

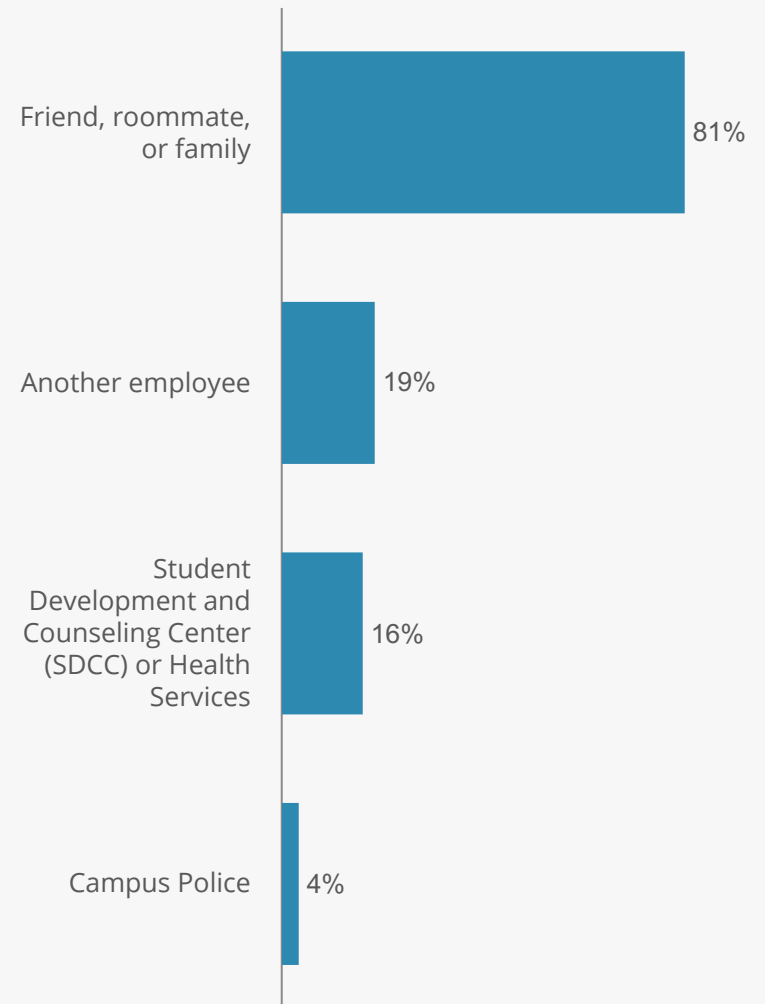
Reporting of Stalking

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

While most students told a friend, roommate, or family member (81%), a majority did not report the incident to WPI.

- **19%** contacted another campus employee
- **16%** contacted the Student Development and Counseling Center (SDCC) or Health Services
- **4%** contacted Campus Police

Fig. 45 Reporting of stalking

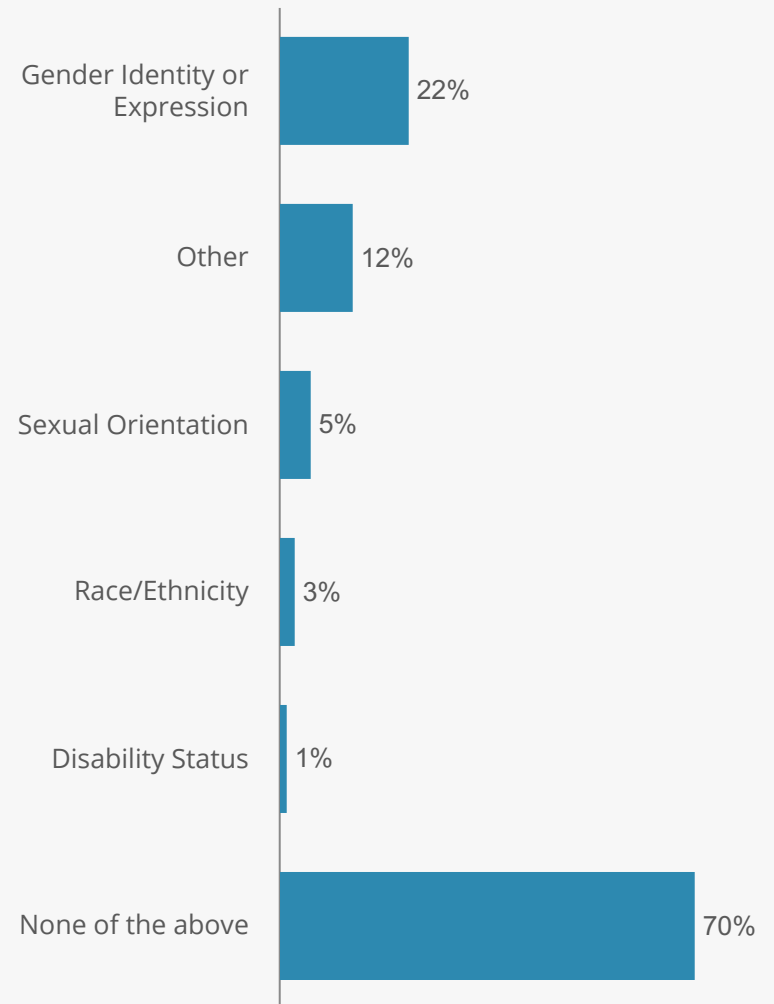


Stalking and Discrimination

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

- **22%** believed the incident was related to their gender identity or gender expression
- **12%** believed the incident was related to another identity
- **5%** believed the incident was related to their sexual orientation
- **3%** believed the incident was related to their race or ethnicity
- **1%** believed the incident was related to their disability status

Fig. 46 Stalking and discrimination





Findings

Reporting

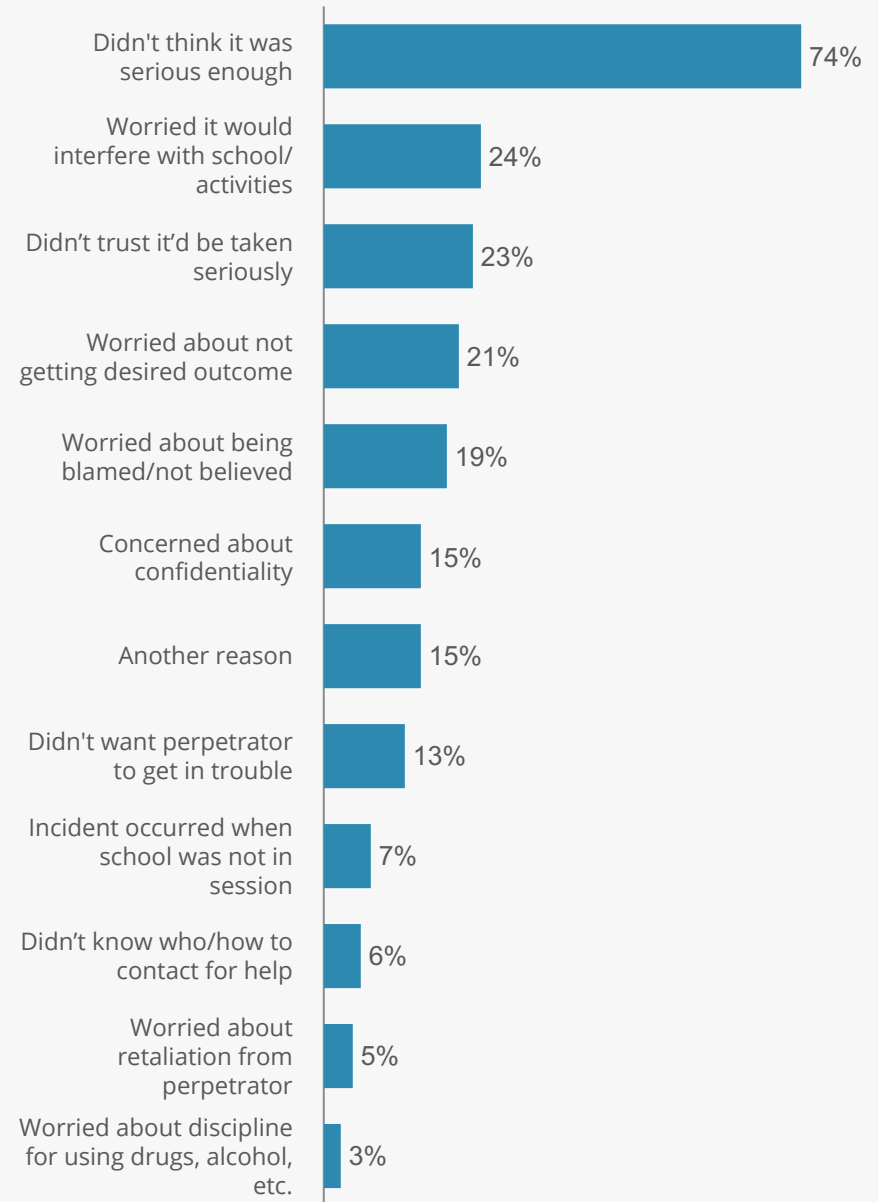
Reasons Students Did Not Report

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 (74%).

Twenty-four percent (24%) worried it would take time away from studies or other activities, and 23% did not trust that the report would be taken seriously.

Fig. 47 Reasons participants did not report sexual misconduct



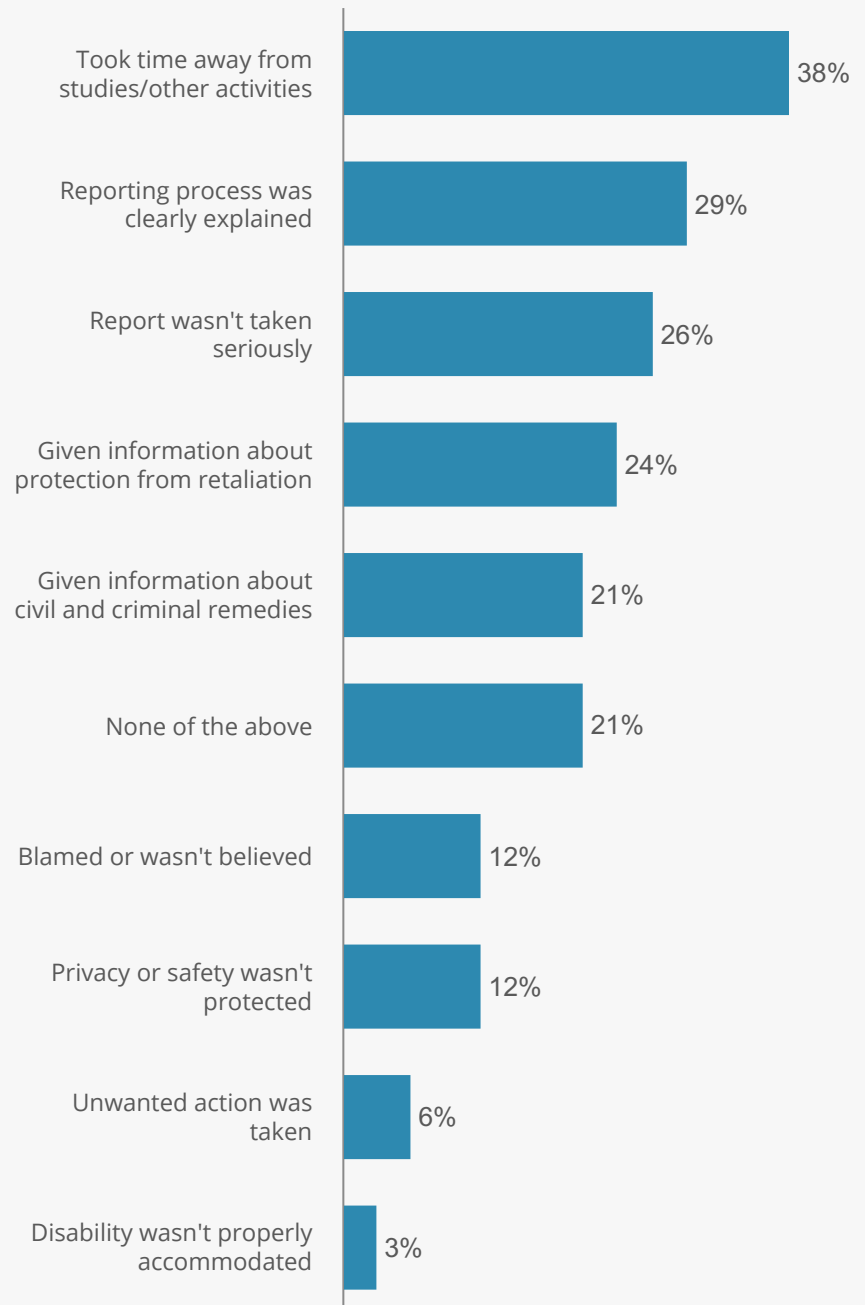
Experiences with the Reporting Process

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

Twenty-nine percent (29%) of students who reported an incident felt that the reporting process was clearly explained. Under one-quarter of students indicated that they were given information about protection from retaliation (24%) and civil and criminal remedies (21%).

Thirty-eight percent (38%) felt that reporting took time away from their studies or other activities. Twenty-six percent (26%) felt that their report was not taken seriously, and 12% felt that they were blamed or not believed.

Fig. 48 Experiences reporting sexual misconduct





Findings

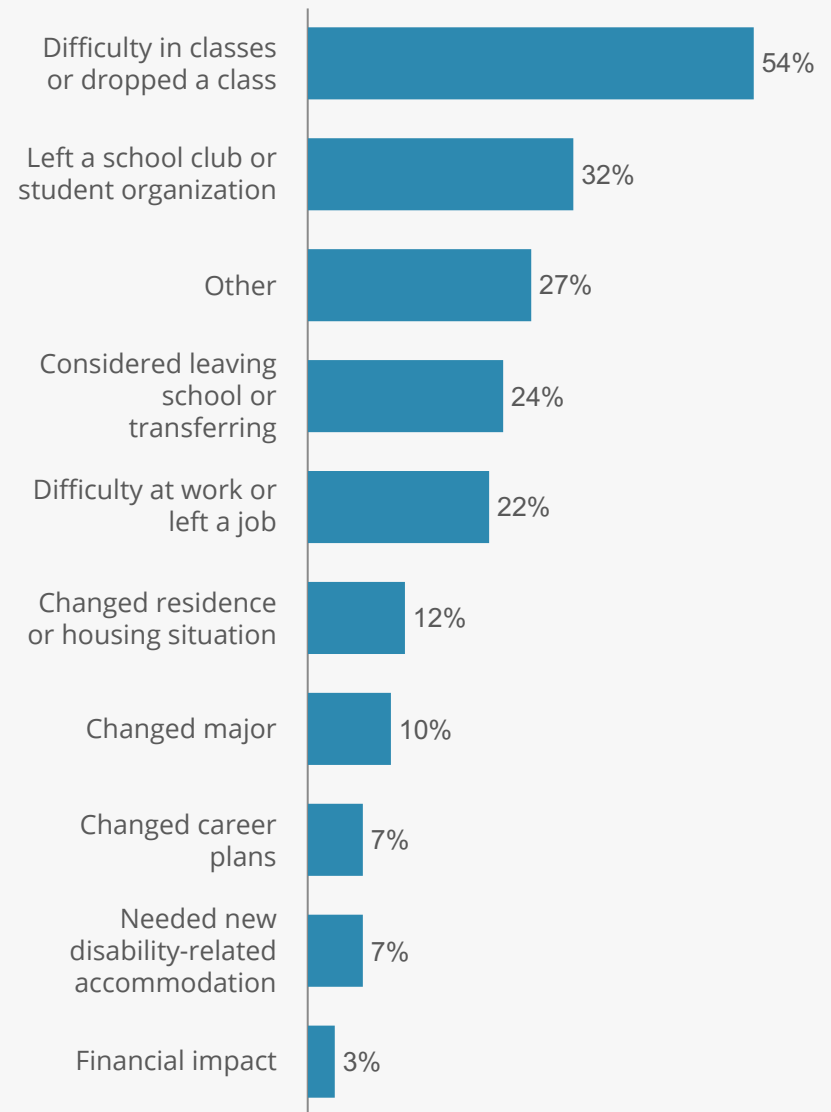
Impacts

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.

A majority of students who experienced sexual misconduct also experienced difficulty in classes or dropped a class (54%). Thirty-two percent (32%) left a school club or organization and 24% considered leaving school or transferring.

Fig. 49 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.

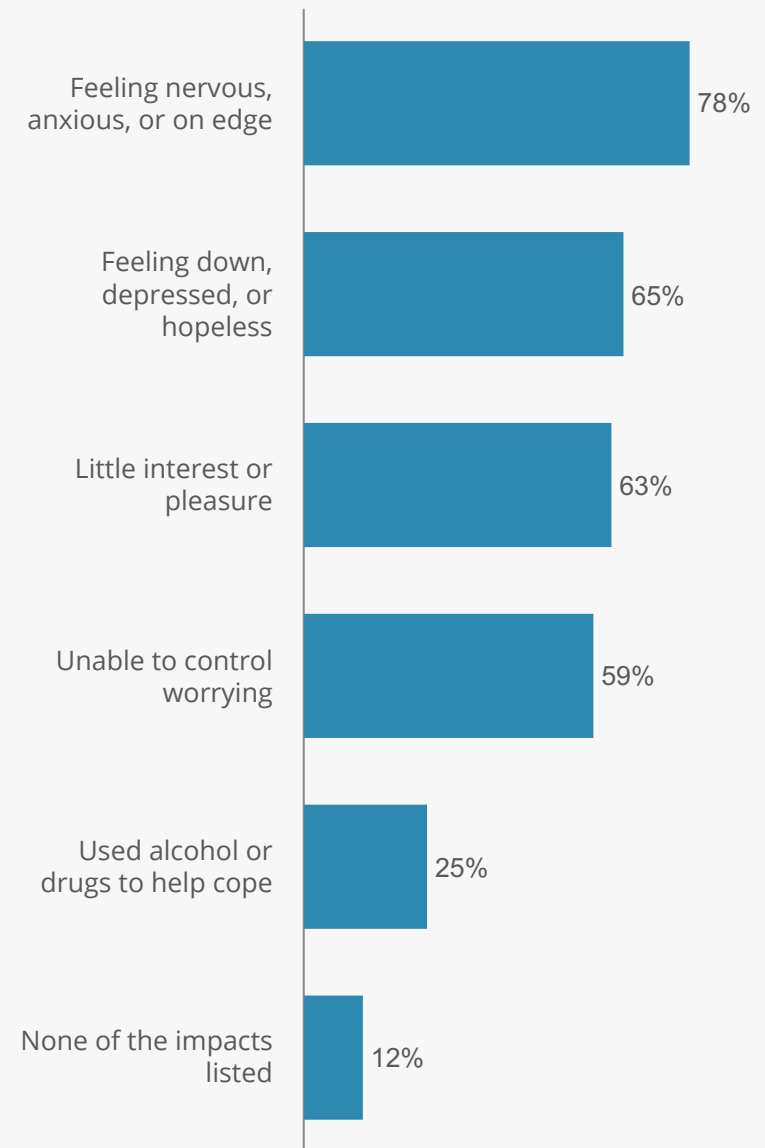
A majority of students who experienced sexual misconduct felt nervous, anxious, or on edge (78%), felt down, depressed, or hopeless (65%), or felt little interest or pleasure (63%).

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.²

² 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. 50 Impacts on mental health





Findings

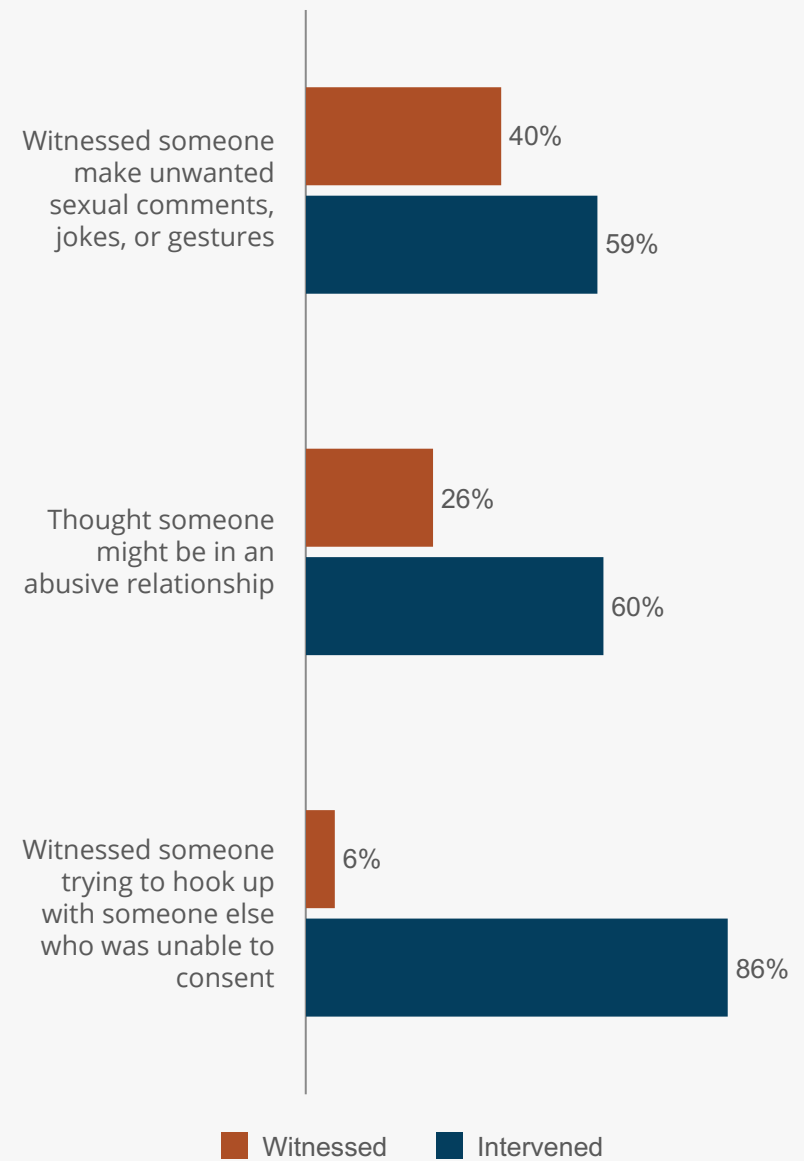
Bystander Intervention

Bystander Behaviors

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

- **40%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 59% said they intervened in some way.
- **26%** thought someone might be in an abusive relationship. Among those, 60% said they intervened in some way.
- **6%** witnessed someone trying to hook up with someone else who was passed out or unable to consent. Among those, 86% said they intervened in some way.

Fig. 51 Percentage of students who intervened after witnessing sexual misconduct

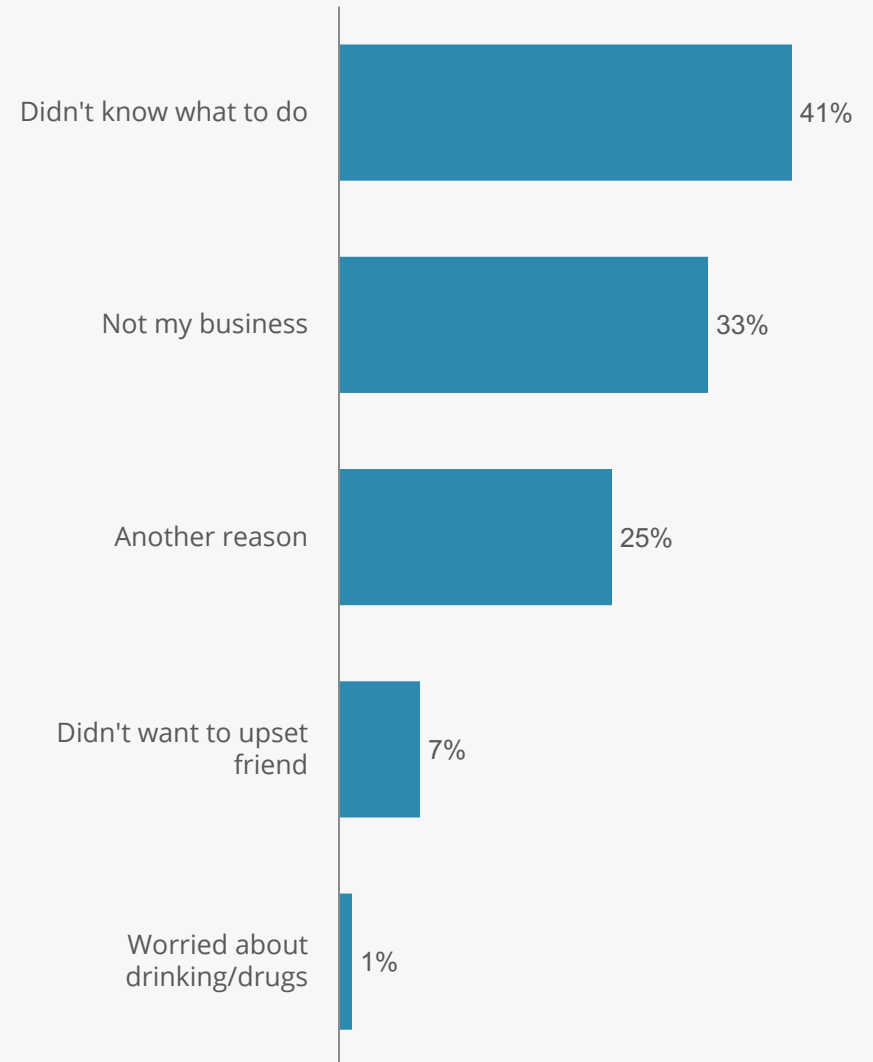


Why Students Did Not Intervene

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

- **41%** were not sure what to do.
- **33%** felt it was not their business.
- **7%** did not want to upset a friend.
- **1%** did not want to get in trouble for drinking and/or doing drugs.

Fig. 52 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.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 misconduct. Being open and honest when communicating about the action plan can help build trust.

Key Findings

Students expressed some concerns about school connectedness and the campus culture.

[pg. 12, 22](#)

Recommendations

1. Evaluate current steps being taken to protect students' physical and emotional safety and improvements that can be made.
2. Provide programming that addresses rape myths, gender norms, and unhealthy relationship dynamics.
3. Strengthen and expand on campus services provided for TGQN students and LGB+ students.
4. Consider conducting focus groups to better understand the experiences of students and their perceptions of the campus culture and belonging, equity, and well-being.
5. Communicate transparently about how WPI plans to address these survey findings to help improve perceptions of the campus culture and accountability.

Key Findings

Students may benefit from additional education on campus resources and policies.

- A majority of students were not aware of Pathways for Change, the YWCA, Campus Chaplains, or the Ombuds Office
- International, graduate, BIPOC, non-Greek life, and older students reported lower knowledge of campus resources and policies

[pg. 17, 20](#)

Recommendations

1. Review all policies to ensure they are explained in plain language that avoids legal jargon.
2. Increase awareness of policies through targeted educational efforts. Students are more likely to remember policies if they are exposed to them in various formats at various times throughout their academic career.
3. Place policy information in accessible, commonly viewed areas, such as dining halls, bathrooms, class syllabi, and on your website. Clearly and succinctly explain the Title IX reporting process to help students make an informed decision about whether to report an incident.
4. Consider aiming extra education efforts toward groups who had less awareness of policies and resources.

Key Findings

73% of students experienced sexual misconduct.

[pg. 26](#)

Recommendations

1. Review current prevention and response strategies and identify any gaps that can be addressed.
2. To increase effectiveness, consider implementing programming in various formats, across the socio-ecological levels, and at multiple times during the academic year.
3. Consider implementing a prevention program geared toward students that are more likely to experience sexual misconduct.

Key Findings

Many students who experienced sexual misconduct reported academic and mental health impacts.

[pg. 50, 51](#)

Recommendations

1. Educate faculty about the role mental health can play in academic performance and the support resources that are available to students.
2. Evaluate whether campus counseling and health services have the capacity to handle students' needs.
3. 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 including options for off-campus resources and services.

Key Findings

Students may benefit from bystander training.

- 41% of students who witnessed sexual misconduct did not intervene because they did not know what to do and 33% believed it was not their business to intervene

[pg. 53, 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